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Presidency of Al-Azhar Institutes

**A-LEVEL**

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## **for**

# **Al-Azhar Paragons**

## **Secondary Two**

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# Scope and Sequence

## Unit 1: Migration

Lesson 1: Refugees and Asylum Seekers

Lesson 3: Migration Challenges

Lesson 2: Rewards of Emigration

Lesson 4: Unit Review

Reading: Anchor Text	Listening/ Speaking: Anchor Recording:	Writing Style	Grammar	Reading / Writing Skills: Top Tips	Project
<i>Global Migration</i>	<i>My Travel Experiences</i>	<i>Persuasive</i>	<i>Present Perfect Passive Verb Tense  Active and Passive Voice</i>	<i>Persuasive Writing Asking for and Sharing Opinions  Using Quotations  Writing Traits</i>	<i>Recording about Migration</i>

## Unit 2: Human Values

Lesson 1: Shared Values

Lesson 3: Islamic Values

Lesson 2: Rumors and Work Values

Lesson 4: Unit Review

Reading: Anchor Text	Listening/ Speaking: Anchor Recording:	Writing Style	Grammar	Reading / Writing Skills: Top Tips	Project
<i>Our Shared Values</i>	<i>What Happened to John?</i>	<i>Persuasive</i>	<i>Prepositions</i>	<i>Public Speaking  Using "Hooks"</i>	<i>Deliver a Speech</i>

## Unit 3: Space

Lesson 1: Space Exploration

Lesson 3: Beyond the Frontier

Lesson 2: Space Investment

Lesson 4: Unit Review

Reading: Anchor Text	Listening/ Speaking: Anchor Recording:	Writing Style	Grammar	Reading / Writing Skills: Top Tips	Project
<i>The Promises and Challenges of Space Exploration</i>	<i>A Variety of Views</i>	<i>Argumentative</i>	<i>Relative Pronouns</i>	<i>Thesis Statements</i>  <i>Supporting Claims</i>	<i>Create graphs and pie Charts</i> <i>Showing government spending</i>

## Unit 4: Sports

Lesson 1: The Power of Mindset in Athletic Performance

Lesson 2: The Olympics

Lesson 3: Paralympics

Lesson 4: Unit Review

Reading: Anchor Text	Listening/ Speaking: Anchor Recording:	Writing Style	Grammar	Reading / Writing Skills: Top Tips	Project
<i>Elevate Your Game with VigorSport: The Ultimate Sports Drink for the Most Prestigious Champions</i>	<i>What's the Big Deal about the Olympics?</i>	<i>Informational/ Research</i>	<i>Tag Questions</i>	<i>Growth and Fixed Mindset</i>  <i>Finding and Evaluating Sources</i>	<i>An Inspirational Speech</i> <i>Encouraging More Community Sporting Opportunities</i>

# Scope and Sequence

## Unit 5: Culture

Lesson 1: Islam

Lesson 2: Diversity

Lesson 3: Figurative Language

Lesson 4: Unit Review

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<i>Stand in the World's Face and Greet Al-Azhar, Wisdom by the Nile</i>	<i>Respecting Diversity in Islam</i>	<i>Poetry Songs</i>	<i>Future Tense using "Will" and "Going to"</i>	<i>Free Verse  Literary Devices /  Figurative Language</i>	<i>A Descriptive Poem or Song</i>

## Unit 6: Architecture

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Lesson 2: Architecture: Then and Now

Lesson 3: The Architect of the Poor

Lesson 4: Unit Review

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<i>The Art and Science of Architecture</i>	<i>Architectural Design: Through the Years</i>	<i>College Entrance Essay</i>	<i>"Used to" and Present/Past Passive voice</i>	<i>Using Context Clues, Organizing an Essay (Topic Sentences / Transition Words)</i>	<i>Gallery Walk (Captioned Photos of Noteworthy Buildings)</i>

## Unit 7: Technology

Lesson 1: Artificial Intelligence

Lesson 3: Technology and Jobs

Lesson 2: Google Maps

Lesson 4: Unit Review

Reading: Anchor Text	Listening/ Speaking: Anchor Recording:	Writing Style	Grammar	Reading / Writing Skills: Top Tips	Project
<i>The Pros and Cons of Artificial Intelligence</i>	<i>Google Maps</i>	<i>Argumentative</i>	<i>Using Modal Verbs: Can/ Could</i>	<i>Formal and Informal Registers</i>  <i>Punctuating Dialogue</i>	<i>An Advertisement for an App</i>

## Unit 8: Geniuses

Lesson 1: A Time-Traveler's Meeting

Lesson 2: Traits of Geniuses

Lesson 3: Creating a Mood

Lesson 4: Unit Review

Reading: Anchor Text	Listening/ Speaking: Anchor Recording:	Writing Style	Grammar	Reading / Writing Skills: Top Tips	Project
<i>A Meeting of the Minds</i>	<i>The Traits of Geniuses</i>	<i>Literary/ Playwriting</i>	<i>Reduced Relative Clauses</i>	<i>Fiction Writing</i>  <i>Mood/Tone</i>	<i>Act out Scenes from a play</i>

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# Unit 1

## Migration



### *Unit Overview:*

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

# Refugees and Asylum Seekers

## ILOs

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

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

### Target Vocabulary

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

## Task 1 VOCABULARY



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



## A Vocabulary

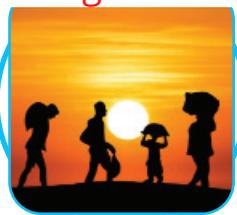
## B Meaning

violation



to go from one place to settle in another, especially in a foreign country

migration



someone who leaves their own country to seek protection from persecution or other serious human rights violations in another country.

asylum seeker



treating someone cruelly or unfairly especially because of race, religion or political beliefs.

persecution



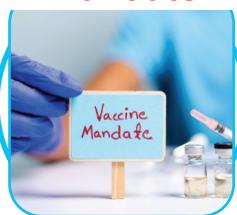
the act of going against or refusing to obey a law, an agreement, etc.

temporary



An authoritative command or instruction

mandate



continuing for only a limited period of time

## Task 2

## SPEAKING/LISTENING:



I can discuss migration.

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

## Task 3

## READING



I can read about migration for specific information.

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

**Global Migration**

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

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

place), and return migration (moving back to one's original location).

People move for different reasons. Some seek greener pastures, such as better job opportunities or improved healthcare, and their moves are often for the **long haul**. Refugees and **asylum seekers**, on the other hand, have been driven to leave their countries **unwillingly** by circumstances beyond their control, such as war, or other threats to their safety as they often find themselves caught between a rock and a hard place, leading to undocumented and urgent relocation. Their primary motivation may be to escape the **violations** of their rights or the **deteriorating** conditions at home, such as political or economic **instability**, or even immediate threats to their lives.

Not all movements are considered migration. Nomadic movements and **temporary** relocations for reasons like tourism, pilgrimage, or commuting for work do not count as migration, as they do not involve settling permanently in a new location.

It has been reported that many people migrate out of choice, but a significant number do so out of necessity. The UNHCR had estimated that almost 80 million people were **displaced** in 2019. Of these, 26 million were refugees, including 20.4 million under UNHCR care and 5.6 million Palestine refugees under UNRWA's care (United Nations Relief and Works Agency for Palestine Refugees in the Near East). Additionally, 45.7 million people were internally displaced, 4.2 million were asylum seekers, and 3.6 million were Venezuelans displaced abroad.

These **statistics** have painted a clear picture of the ongoing global crisis, illustrating how **desperate** times call for desperate measures. As forced migration has become increasingly common due to **persecution** and violations, international cooperation is **crucial** to address these **pressing** challenges.



• **While reading a text about migration, answer the questions that follow:**

- 1 According to the UNHCR how many people were globally displaced by the end of 2019?  
a 70 billion      b 75 thousand      c 79.5 million      d 85 million
- 2 According to the text, what situation often leads refugees to relocate urgently and undocumentedly?  
a Escaping from persecution or war  
b Seeking a better job  
c Temporary work assignments      d Pursuing higher education.
- 3 Which is NOT considered migration?  
a Internal migration      b External migration  
c Nomadic movements      d Immigration
- 4 By the end of 2019, how many refugees were cared for by the UNHCR?  
a 15 million      b 20.4 million  
c 25 million      d 30 million
- 5 What does the phrase "desperate times call for desperate measures" imply in the text?  
a Migration should be restricted to control the crisis.  
b Immediate action is necessary to address the growing displacement crisis.  
c Migration policies should be relaxed.  
d Refugees should be sent back to their countries.
- 6 According to the passage, how many refugees were under UNRWA care in 2019?  
a 79.5 million      b 5.6 million  
c 20.4 million      d 26 million
- 7 What is the general tone of the passage?  
a Informative and analytical      b Optimistic and celebratory  
c Persuasive and opinionated      d Critical and dismissive

## Task 4 Essay WRITING



I can brainstorm ideas for a persuasive essay about migration.

### Brainstorm / Plan

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

### Top Tip

**An introductory paragraph includes:**

- A lead / hook (quote, question, anecdote, etc).
- B background information.
- C thesis statement.
- D preview of main points.

## The Writing Process

### 1 Brainstorm

*Generate ideas for your piece. You might create mind maps, jot down notes, or discuss concepts with others. The goal is to gather a variety of ideas and decide on the direction of your writing.*

### 2 Draft

*Start writing ideas down. Don't worry about perfection—focus on getting your thoughts on paper. The first draft is often rough and will need further work.*

### 3 Revise

*After completing the draft, review your work critically. Refine the content, improve the structure, and enhance clarity. Rewrite sections, add details, or cut unnecessary parts.*

### 4 Publish

*Once you're satisfied with the revisions, finalize the essay. Proofread and correct any small errors. Share with others.*

## Task 5 Project / CRITICAL THINKING



I can create an audio about challenges faced by migrants.

Create an audio about challenges faced by migrants. Record either a dialogue with a partner or a short speech sharing your opinions. Include a quotation, target vocabulary/idioms, and present perfect passive verb tense. Broadcast your audio to share with others.

# Rewards of Emigration

## ILOs

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

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

## Task 1 Pre-listening / SPEAKING



☛ I can discuss migration.

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

## Task 2 Listening



☛ I can scan a text.

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

### "My Travel Experiences"

- 1 "Hello and welcome, everyone! Today, we're diving into a topic that's increasingly pressing in our **globalized** world.
- 2 "Migration encompasses a wide range of experiences and reasons. People move abroad for better job opportunities, while others flee ..... or seek safety due to deteriorating conditions in their home countries."
- 3 "For many asylum seekers and refugees, immigration serves as a critical escape from ..... situations caused by instability and violence."
- 4 "International bodies, like the Commissioner for Refugees, play a crucial role in managing and supporting these movements, guided by growing statistics of forcibly ..... individuals."

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

### Task 3 Critical Thinking



I can make inferences about the recording.

**Listen again and answer the following questions:**

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

### Task 4 Reading Opinions



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

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

**Asking for and Expressing Opinions: Common Phrases**

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

- ◆ **Omar:** "In your opinion, how crucial is it for migrants to integrate into their new communities?"
- ◆ **Ahmed:** "I think it's crucial. From what I've seen, joining local groups and engaging with the community can really ease the integration process and make it more fulfilling."
- ◆ **Omar:** "What are your thoughts on the main challenges people face when moving to a new country?"
- ◆ **Ahmed:** "I believe the biggest challenges are language barriers and adapting to new customs. However, overcoming these obstacles can be a very enriching experience."
- ◆ **Omar:** "How do you think escaping oppression affects a person's perspective on migration?"
- ◆ **Ahmed:** "I feel that for many, migration is not just about moving to a new place but about finding safety and escaping life threatening hardships."
- ◆ **Omar:** "Do you find yourself relating to the experiences of living abroad mentioned in the text?"
- ◆ **Ahmed:** "Yes, I do. Adjusting to different cultures and environments can be challenging, but it's often very rewarding and expands one's perspectives."



## Task 5 Speaking/Listening



I can express my opinion in a variety of ways.

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

## Task 6 Grammar



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

Choose the correct tense and voice.

### The Present Perfect in the Passive Form

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

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

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



## ILOs

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

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

## Task 1 Vocabulary



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

☞ **Match the words with their definitions.**

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

## Task 2

## Critical Thinking



✎ I can analyze the content and author's technique.

● **Review “Global Migration” found in Lesson 1 and answer the following questions:**

● **Complex Questions about Content:**

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

● **Author's Techniques:**

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



## Task 3 Vocabulary



I can use idioms related to migration properly.

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

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

### Top Tip

#### Using Quotations

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

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

#### Signal phrase

the UN High Commissioner for Refugees wrote,

#### Quote

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

## Task 4

## Essay / WRITING



- ✎ I can revise a draft of a persuasive essay about migration.
- ✎ I can create an effective hook to begin a persuasive essay.

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

### Top Tip

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

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

## KEY PARTS OF QUALITY WRITING

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

## SAMPLE RUBRIC

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

## Task 5 Project



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

## Unit Review

## ILOs

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

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



## Task 1 Vocabulary Review



✎ I can use target vocabulary correctly.

✎ **Choose the correct answers:**

- 1 The opposite of the word migrate is to ..... .
 

a involve	b settle
c retain	d relocate
- 2 The synonym of the word unwillingly is ..... .
 

a broadly	b likely
c forcibly	d necessarily
- 3 Movement for travel or tourism is called seasonal ..... .
 

a variation	b creation
c pandemic disease	d migration
- 4 Oppressing circumstances like ..... force people to migrate.
 

a tourism	b diving
c pandemic diseases	d study
- 5 ..... are people who move under oppression.
 

a Asylum seekers	b travelers
c Nomadic	d Pilgrimages



## Task 3 Grammar Review



✎ I can use the present perfect passive tense.

### Choose the correct verb form:

- 1 The recent events ..... the economic instability.
 

a has been amplified	b has amplified
c have been amplified	d have amplified
  
- 2 To accommodate the displaced individuals, temporary shelters ..... .
 

a have been set up	b has been set up
c have set up	d has set up
  
- 3 Due to the ongoing conflict, many people ..... .
 

a have forcibly displaced	b has been forcibly displaced
c have been forcibly displaced	d has forcibly displaced
  
- 4 The agency ..... the new guidelines.
 

a has mandated	b have mandated
c has been mandated	d have been mandated
  
- 5 The recent statistics ..... to reflect a rise in unemployment.
 

a have been updated	b has been updated
c have updated	d has updated
  
- 6 Various organizations ..... the desperate calls for assistance.
 

a have been answered	b has answered
c have answered	d has been answered
  
- 7 The pressing issues regarding climate change ..... at the conference.
 

a have been addressed	b has been addressed
c have addressed	d has addressed

## Task 4 **Essay / WRITING**



✎ I can write a persuasive essay.

✎ **Edit and share your persuasive essay about migration.**

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

## Task 5

## Project / Critical Thinking



👉 I can create and broadcast an audio recording.

**Share Your Work!**

Create an audio about challenges faced by migrants. Record either a dialogue with a partner or a short speech sharing your opinions. Include a quotation, target vocabulary/idioms, and present perfect passive verb tense. Broadcast your audio to share with others.



# Unit 2

## Human Values



### **Unit Overview :**

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

# Shared Values

## ILOs

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

- ✦ create a list of important values that should be shared by all.
- ✦ discuss shared values.
- ✦ identify the meaning of target vocabulary using definitions and dictionaries.
- ✦ read a text about human values for skimming.
- ✦ brainstorm ideas for a persuasive essay about respect in Islam.

### Target Vocabulary

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

## Task 1 Vocabulary



✦ I can guess the meaning of target vocabulary using definitions.

✦ **Before you read, write in the diagram below the human values that you believe are important:**



 **Match the words with their definitions.**

Word		The answer	Definition
1	reinforce	.....	<b>a</b> Prolonged cruel or unjust treatment or control over a group or individual.
2	teenagers	.....	<b>b</b> A person who serves as an example of the values, attitudes, and behaviors associated with a particular role in society.
3	role model	.....	<b>c</b> To strengthen or support, especially with additional material or assistance.
4	nurture	.....	<b>d</b> The power to affect or shape events, people, or outcomes.
5	well-behaved	.....	<b>e</b> Conducting oneself in a manner that is socially acceptable and polite.
6	injustice	.....	<b>f</b> Sympathetic concern for the suffering or misfortune of others.
7	oppression	.....	<b>g</b> A lack of fairness or justice, especially when someone's rights are violated.
8	influential	.....	<b>h</b> To care for and encourage the growth or development of someone or something.
9	compassion	.....	<b>i</b> The intrinsic nature or indispensable quality of something that determines its character.
10	compass	.....	<b>j</b> Individuals in the age range of 13 to 19.
11	essence	.....	<b>k</b> An instrument used for navigation and orientation that shows direction relative to the Earth's magnetic poles.

## Task 2

## Pre-reading / SPEAKING / LISTENING



I can discuss shared values.

**In pairs, discuss the following:**

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

## Task 3

## Reading



I can read a text about human values for skimming.

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

### Our Shared Values

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

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

Institutions like universities and social media platforms are also responsible for promoting human values. Universities help shape the

values of young adults, while social media can highlight **role models** who show qualities like honesty, peace, and **compassion**. Public figures, such as celebrities or leaders, should also demonstrate these values in their daily lives.

Although societies around the world may differ in specific cultural values, some values, like truth, peace, and love, are universally important. These human values guide our behavior, provide a moral **compass**, and help create peaceful, harmonious societies. They are the **essence** of what makes us human and should be nurtured and reinforced in every aspect of life.

- 1 Which word means to encourage or support something?
  - a Criticize
  - b Reinforce
  - c Ignore
  - d Avoid
- 2 What does "nurture" mean?
  - a Ignore
  - b Punish
  - c Help someone develop
  - d Limit
- 3 What does it mean to be "well-behaved"?
  - a To follow good behavior
  - b To misbehave
  - c To ignore rules
  - d To cause trouble
- 4 A "harmonious" society is:
  - a Full of conflict
  - b Peaceful and balanced
  - c Chaotic
  - d Unstable
- 5 A "teenager" is someone between the ages of:
  - a 10 and 13
  - b 14 and 20
  - c 13 and 19
  - d 20 and 30
- 6 A role model is someone who:
  - a People want to imitate
  - b Teaches 3D art
  - c Follows others
  - d Avoids responsibility
- 7 What is the main focus of the passage?
  - a The role of education in shaping future careers
  - b The importance of values in building strong societies
  - c How laws enforce human values in different cultures
  - d The history of human values in ancient civilizations

- 8] According to the passage, what role do universities play in promoting values?
- a] They encourage students to become famous public figures.
  - b] They focus only on academic achievements, not personal values.
  - c] They shape the values of young adults.
  - d] They replace parents in teaching moral behavior.

## Task 4 Essay / WRITING



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

### Brainstorm / Plan

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

### Top Tip

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

## Task 5 Project / CRITICAL THINKING



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

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

## ILOs

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

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

## Task 1 Get Ready



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

### Think, pair, share:

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

## Task 2 Pre-listening / SPEAKING



✎ I can discuss rumors and work values.

### Discuss with a partner:

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

## Task 3 Listening



✎ I can listen for Detail.

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

## What Happened to John?.

**Kiera:** That project won an award, right?

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

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

**Will:** How did you find working with him?

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

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

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

**Will:** I heard women in particular struggled.

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

### Choose the best answer.

1 Why was Susanne upset with John?

- a He didn't help with her project.      b He took credit for her idea .  
c He was too compassionate.      d He nurtured her career.

2 How did people feel about working with John?

- a Harmonious and friendly      b Afraid and oppressed  
c Encouraged and motivated      d Non-violent and calm

3 What happened to Susanne's project after John took over?

- a It was forgotten.      b It won an award.  
c It failed.      d It got canceled.

4 Why didn't Susanne complain about John's actions?

- a She agreed with him.      b She was loyal to the company.  
c She didn't care.      d She wanted more responsibility.

5 What does Will hope the investigation can bring?

- a Non-violence.      b Justice and truth.  
c John's return.      d More projects.

6 What did John allegedly do to Susanne?

- a He fired her without reason  
b He ignored her contributions to meetings

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

## Task 4 Listening



I can listen to a dialogue for details.

Listen again then answer the following questions:

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

## Task 5 Idioms / WRITING/SPEAKING



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

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

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

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

## Match Idioms:

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

## Task 6 Grammar



I can use prepositions properly.

### Noun and Verb + Preposition Combinations

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

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

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

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

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

- "She **dreams of** becoming a pilot." (aspiration)
- "She often **dreams about** flying." (image during sleep)



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

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

## Task 8

## Project



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

## ILOs

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

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

## Task 1 Writing



☞ I can label the Islamic values.

🎯 **Select the best word.**

Compassion   equality   mercy   justice   brotherhood   solidarity   freedom of choice

1

.....



2

.....



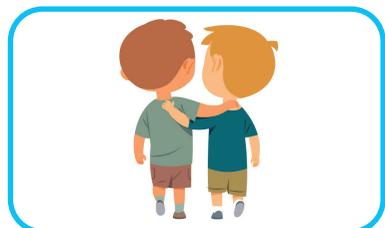
3

.....



4

.....



5

.....



6

.....



7

.....



## Task 2 Critical Thinking



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

🔴 **Read "Our Shared Values" in lesson 1 again and answer the following questions.**

### ◆ Author's Techniques:

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

◆ **Complex Content Questions:**

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

## Task 3 Writing



👉 I can identify an attention-grabbing hook.

### Top Tip

#### Attention-grabbing beginnings for a persuasive essay:

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

These openings aim to engage the reader from the start!

● **Match the following “hooks” with their definitions:**

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

## Task 4 Speaking



👉 I can identify best practices in speech delivery.

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

**Top Tip****Delivering a Speech:****1 Clear Articulation and Pronunciation**

**Practice:** Speak clearly and avoid mumbling. Emphasize key words for impact.

**Example:** In a persuasive speech, saying, "It's crucial that we take action now," with emphasis on "crucial" adds weight to your message.

**2 Pacing and Pauses**

**Practice:** Maintain a steady pace, but vary it for emphasis. Use pauses to let key points sink in.

**Example:** After stating, "The world is changing rapidly," pausing for a few seconds allows the audience to reflect on the statement.

**3 Effective Use of Non-Verbal Communication**

**Practice:** Use appropriate gestures, facial expressions, and maintain eye contact to engage your audience.

**Example:** Nodding while saying, "I know you all agree with this," reinforces the connection with the audience.

**4 Voice Modulation**

**Practice:** Vary the pitch, tone, and volume of your voice to avoid sounding monotone and to maintain interest.

**Example:** Speaking louder and with a higher pitch when saying, "This is our moment!" conveys excitement and urgency.

**5 Audience Engagement**

**Practice:** Ask rhetorical questions or engage with the audience directly to keep them involved.

**Example:** Asking, "How many of you have experienced this before?" invites a mental response, keeping listeners attentive.

**6 Strong Opening and Closing**

**Practice:** Begin with a hook and end with a memorable conclusion that reinforces your message.

**Example:** Starting with a powerful statistics, "Did you know that 1 in 3 people will...," grabs attention, while closing with, "Together, we can change that statistics," leaves a lasting impact.

**8 Confidence and Relaxed Posture**

**Practice:** Stand tall and use open, relaxed body language to convey confidence.

**Example:** Avoid fidgeting or crossing your arms, which can make you seem nervous or closed off to your audience.

## Task 5

## Essay / Writing



✎ I can revise a persuasive essay about an Islamic value.

### Guided Example:

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

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

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

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

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

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

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

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

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

### KEY PARTS OF QUALITY WRITING

IDEAS	knowledge of topic, elaboration, development, originality, creativity
VOICE	sense of audience, writers' passion and unique way of conveying meaning
SENTENCES	variety in beginnings, lengths, and types

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

### ◀ **SAMPLE RUBRIC**

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

## Task 6 **Project**



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

# Unit Review

## ILOs

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

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

## Task 1 Vocabulary Review



✎ I can use the target vocabulary.

✎ **Choose the correct answer:**

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

a oppression	b role model
c injustice	d compass
- Parents play a crucial role in ..... values like honesty and respect in their children  

a oppression	b reinforcing
c nurturing	d injustice
- A society that values ..... will treat everyone with fairness and equality.  

a oppression	b injustice
c non-violence	d justice
- The leader's ..... actions helped build a peaceful and cooperative community.  

a harmonious	b unjust
c oppressive	d dishonest
- In times of ....., people are denied basic of their rights and treated unfairly.  

a honesty	b loyalty
c oppression	d well-behaved





**Task 4****Project / CRITICAL THINKING**

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

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



# Unit 3

## Space



### **Unit Overview :**

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

## ILOs

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

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

### Target Vocabulary

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

## Task 1 Vocabulary



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

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

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

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

## Task 2

## Pre-reading / SPEAKING/LISTENING



☞ I can discuss space exploration.

● **With a partner, answer the following questions.**

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

## Task 3 Reading



I can read a text about space exploration for prediction.

Read the text and answer the questions that follow:

### The Promise of Space Exploration

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

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

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

Space initiatives have already led to technological advances that help life on Earth, such as in satellite communication and medical breakthroughs. It has also inspired creativity in science and art. Although humans have only left a **stamp** on the moon so far, space exploration still holds many **possibilities** for the future, even as the debate about its value continues.

In conclusion, **spacefaring** offers both challenges and opportunities, as governments work toward **balancing** progress with the need to take care of our planet.

📌 **Choose the correct answer:**

- 1 Which entrepreneur does the article mention is advocating for Mars settlements?
  - a Jeff Bezos
  - b Elon Musk
  - c Bill Gates
  - d Richard Branson
- 2 What is the expected deadline for China's Mars mission?
  - a 2025
  - b 2040
  - c 2033
  - d 2050
- 3 One reason supporters give for space exploration is .....
  - a Solving Earth's resource shortages
  - b Escaping taxes
  - c Finding treasure from previous sailors
  - d Saving money
- 4 The term "spacefaring" refers to.....
  - a Traveling in space.
  - b Running space businesses
  - c Living on the moon
  - d Building rockets
- 5 What is a possible future outcome of space exploration?
  - a Humans might eventually colonize Mars.
  - b Space travel will be banned due to high costs.
  - c Scientists will stop researching space technology.
  - d Earth's problems will be completely solved by space exploration.
- 6 How do supporters and critics of space exploration differ in their views?
  - a Supporters see it as beneficial, while critics argue it is costly and unnecessary.
  - b Both agree that space colonization is the only solution for humanity.
  - c Critics believe space travel should continue at all costs.
  - d Supporters and critics both think space research has no benefits.

**Task 4** **Essay / WRITING**

- **I can brainstorm ideas for an argumentative essay about space exploration:**

**Brainstorm/Plan**

Do you support space exploration? Why or why not? Use examples and facts to support your ideas. Notice how examples are introduced by “like” and “such as” in “The Promise and Challenges of Space Exploration”. Consider their use as you jot down ideas for your essay using the target vocabulary in the text. Discuss your ideas with a peer/peers.

**Task 5** **Project / Critical Thinking**

- **I can create graphs and charts.**

Create a graph or a pie chart to visually show government spending on space exploration. Pick several countries and create a visual comparison illustrating government spending. Label your graphs and charts. Try to include target vocabulary, grammar skills taught in the unit, and new idioms.



# Space Investment

## ILOs

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

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

## Task 1 Pre-listening / SPEAKING



☞ I can discuss the global issue of space investment.

☛ **In pairs, discuss the following questions:**

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

## Task 2 Listening



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

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

speaker 1

speaker 2

speaker 3

speaker 4

speaker 5

speaker 6



### Fill in the Gaps:

- 1 Space exploration is an exciting and ..... adventure.
- 2 Many people believe it is essential to invest in ..... travel.
- 3 There are significant issues on Earth, such as ..... and disease.
- 4 Proponents of space exploration argue it can lead to advancements in ..... technology.
- 5 Some argue that if we neglect our planet, it might ultimately ..... us.
- 6 Many believe that the advent of commercial space travel can create new ..... for growth.
- 7 The focus should be on improving the lives of people on .....
- 8 Entrepreneurs are developing new ..... in the field of space travel.
- 9 Space travel allows us to explore ..... possibilities beyond our planet.
- 10 Ultimately, the debate about space exploration involves balancing our priorities on ..... with the excitement of space.

## Task 3 Listening



### Listen again and choose the best answer:

- 1 What is the main concern for those who oppose government funding of space travel?
  - a Space travel is not exciting.
  - b Visa restrictions prevent travel.
  - c There is no commercial value in space.
  - d There are more urgent problems on Earth.
- 2 Who does Speaker 5 believe should lead space travel efforts?
  - a The government
  - b Entrepreneurs and private businesses
  - c Non-profit organizations
  - d Military

- 3] What is the suggestion about balancing?
- a] We should focus on Earth's issues first.
  - b] We should spend more on space travel.
  - c] Space exploration should be the top priority.
  - d] Government should fully fund space travel.
- 4] According to one speaker, what might happen to Earth if we continue to damage it?
- a] It may reject us.
  - b] It will become too hot.
  - c] It will be fine.
  - d] It will heal on its own.
- 5] What can be inferred about Speaker 3's perspective?
- a] They believe Earth is beyond saving, so space exploration is necessary.
  - b] They think space exploration is purely for entertainment purposes.
  - c] They acknowledge Earth's problems but still find space travel valuable.
  - d] They are completely against government spending on space research.
- 6] What is Speaker 2's stance on government funding for space exploration?
- a] Fully supportive
  - b] Neutral
  - c] Opposed
  - d] Uncertain

## Task 4 Critical Thinking



### Listen again to the text then answer the following questions:

- 1] Which speaker most closely matches your views about space exploration?
- 2] Should private businesses take the lead in space exploration instead of governments?
- 3] How might space exploration impact global cooperation or competition?
- 4] How should governments balance spending on space exploration with addressing other pressing terrestrial problems?
- 5] Should space exploration be a global effort rather than driven by individual countries?





**"Space Exploration"**

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**Top Tip**

The introduction of an argumentative essay serves to capture the reader's interest, provide background information, presents a thesis statement, and summarizes the structure of the body.

Draft an argumentative essay about space exploration. Do you support space exploration? Why or why not? Create a thesis statement that describes your opinion and support it with facts and examples. Include target vocabulary and grammar skills taught in this unit.

**Task 8 Project**

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

# Beyond the Frontier

## ILOs

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

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

## Task 1 Critical Thinking



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

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

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

## Task 2 Critical Thinking



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

- 1 What are some challenges of space travel?
- 2 Should private companies like SpaceX lead space exploration?
- 3 How might space exploration change international relations?
- 4 Could space exploration solve Earth's resource problems?
- 5 Can humanity be trusted to treat other planets responsibly?

## Task 3 Reading/Writing



I can evaluate thesis statements.

### Thesis Statement

### Top Tip

What is a thesis statement?

A concise summary of the main point or claim of an essay. It typically appears at the end of the introduction and provides a roadmap for the reader, outlining the central argument or focus of the work.

Thesis Statement For **Argumentative Writing**:

Articulates the writer's position on an issue and guides the main arguments that will be used to persuade the reader.

Specifications of Thesis Statement:

→ specific, → debatable, → reflects the writer's perspective

Example of **weak thesis**:

"Many people think that recycling is important."

Example of **strong thesis**:

"Recycling should be mandatory in all communities because it reduces waste, conserves natural resources, and helps combat climate change."

Notice how the sentence in bold presents the main claim of the writer as well as a guide for topics to follow.

Which statement best summarizes the thesis statement of the article? For each thesis statement, students should decide if it is:

- ◆ **Accurate:** Does it reflect the main idea of the article?
- ◆ **Complete:** Does it consider both the promises and challenges mentioned?

Choose the thesis statement you feel best represents the article and provide a brief justification for your choice:

- ◆ **A.** "Space exploration has limited benefits and poses more risks than rewards for humanity."
- ◆ **B.** "While space exploration is costly and challenging, it holds potential to inspire technological advances and address future survival needs."
- ◆ **C.** "Space exploration is only pursued for competitive and financial reasons, with little positive impact on Earth."

## Task 4

## Critical Thinking



✎ I can identify supporting claims.

● **Which of the following claims does NOT support the overall thesis?**

- ◆ Space exploration holds benefits for technological advancements on Earth, such as in communication and medicine.
- ◆ Star Wars is one of the highest-grossing media franchises of all time.
- ◆ There are challenges, including high costs and health risks associated with space travel, like radiation exposure.
- ◆ Some argue resources should be used to address current Earth problems like poverty and climate change.

Review your essay draft and identify (or create if you don't yet have one) your own thesis statement. It could focus on either the benefits or the challenges of space exploration or present a balanced view. Then, identify two to three supporting claims to back your thesis statement.

**Example Thesis statement:**

"Space exploration, while risky and expensive, drives technological advancement and opens new possibilities for humanity's future."

**Possible Supporting Claims:**

- 1 Needed resources might be found on other planets.
- 2 Space exploration has led to medical breakthroughs.

## Task 5 Essay / Writing



I can revise a draft of an argumentative essay about space exploration..

### Paragraph 1: intro

Hook: .....

Thesis statement: I believe space exploration.....

### Body Paragraph 2

The first reason I believe this is.....

### Body Paragraph 2

Another reason is.....

### Body Paragraph 2

Lastly, .....

### Paragraph 5: Conclusion

In conclusion, .....

### "Space Exploration"

### Top Tip

The body of an argumentative essay should contain well-supported claims. Here you'll present evidence, which might include analysis/logical reasoning, facts and statistics, or anecdotes to convince the reader that your thesis statement is true. .

- **Read the Top Tip on Quality Writing and the writing rubric. Consider how each item is important.**
- **Revise your draft of an argumentative essay about space exploration.**
  - ◆ Organize ideas logically
  - ◆ Use transitions between ideas
  - ◆ Add missing ideas
  - ◆ Delete unnecessary or repetitive ideas or words
  - ◆ Choose words carefully

### KEY PARTS OF QUALITY WRITING

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

### SAMPLE RUBRIC

Word	Unsatisfactory (2)	Needs Improvement(3)	Very Good (5)
<i>CONTENT</i>	Ideas are incomplete and without organization. Difficult to understand.	Ideas are not clear or well-organized. Too short or could be organized better.	Ideas are both clear and organized. Many details are given.

Word	Unsatisfactory (2)	Needs Improvement(3)	Very Good (5)
<b>VOCABULARY</b>	Chosen words are not used correctly or are too basic.	Words are repeated without variety, but at times choices create an emotional response from the reader.	Word choice is varied. Challenging vocabulary is used correctly and aids the reader in gaining a vivid understanding.
<b>GRAMMAR &amp; MECHANICS</b>	There are many grammatical and punctuation errors making it difficult to understand.	There are some errors in grammatical structure, capitalization, spelling, or punctuation.	There are almost no grammatical or mechanical errors. The essay has been proofread carefully.

## Task 4

## Project



- **Have you decided on the countries of focus? Have you found data on government spending?**

# Unit Review

## ILOs

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

- ☞ review the target vocabulary, grammar, and new language skills.
- ☞ edit and share an argumentative essay about space exploration.
- ☞ create a graph or pie chart to visually show government spending.

## Task 1 Vocabulary Review



☞ I can use the target vocabulary.

☞ **Choose the correct answer:**

- The idea of ..... of other planets raises many ethical and practical questions about humanity's future.  

a leap	b colonization
c significant	d stamp
- The author wrote a ..... novel that imagined a future where humans could live on distant planets.  

a spacious	b spectacles
c speculative	d speckled
- The leap in technology during the late 20th century allowed for the first human ..... on the moon.  

a ventilation	b stellar
c venture	d interstellar
- The ..... bodies, including Mars and Venus, have captivated scientists and writers alike for centuries.  

a celestial	b cell
c entrepreneurs	d possibilities
- Many ..... of space exploration argue that it is essential for the survival of the human race.  

a balancing	b proponents
c significant	d fiction



- 4] The immense possibilities ..... lie in interstellar exploration could lead to humanity's venture beyond the solar system.  
 a where      b whom      c that      d whose
- 5] The moment ..... humans first set foot on the moon was a significant achievement in space exploration.  
 a why      b whose      c which      d when
- 6] The celestial bodies ..... we dream of exploring hold the promise of future discoveries.  
 a whom      b that      c where      d when
- 7] The spacefaring entrepreneurs ..... vision includes the colonization of Mars believe in balancing progress with ethics.  
 a whose      b whom      c who      d which
- 8] The future ventures ..... humans embark on in space exploration may define the next era of human civilization.  
 a who      b that      c whose      d whom

### Task 3 Essay / Writing



✍ I can edit and share an argumentative essay about space exploration.

✎ **Edit and share your revised argumentative essay about space exploration.**

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

### Task 4 Project / CRITICAL THINKING



✍ I can create graphs and charts to visually show government spending.

Create a graph or a pie chart to visually show government spending on space exploration. Pick several countries and create a visual comparison illustrating government spending. Label your graphs and charts. Try to include target vocabulary, grammar skills taught in the unit, and new idioms.

# Unit 4

## Sports



### **Unit Overview**

- ★ **Reading/Writing Focus:** Informational/Research
- ★ **Grammar:** Tag Questions
- ★ **Reading/Writing Skills:** Finding and Evaluating Sources
- ★ **Essay:** an informational essay about the mental and physical benefits of sports
- ★ **Project:** an inspirational speech encouraging more community sporting opportunities
- ★ **Anchor Text:** The Power of Mindset in Athletic Performance
- ★ **Recording:** What's the big deal about the Olympics?

## ILOs

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

- ✎ identify the meaning of target words using synonyms and dictionaries.
- ✎ read a text about sports mindset for specific information.
- ✎ brainstorm ideas for an Informational essay about the impact of sports on physical and mental health.

**Target Vocabulary**

- mindset (n)
- intellect (n)
- growth mindset (n)
- dedication (n)
- exhibit (v)
- resilience (n)
- recognition (n)
- awareness (n)
- potential (adj)
- visualization (n)
- self-talk (n)
- mindfulness (n)
- trigger (v)
- efficacy (n)
- deprived of (v)

**Task 1 Vocabulary**

- ✎ I can identify the meaning of the target vocabulary using synonyms and dictionaries.

✎ **Match the vocabulary with their synonym using dictionaries:**

	Words			Synonyms, Meaning
1	mindset	.....	a	quality of quickly recovering from sadness or failure
2	intellect	.....	b	mental attitude that determines how you will respond to situations
3	growth mindset	.....	c	acknowledgement
4	dedication	.....	d	the ability to learn and reason
5	exhibit	.....	e	a belief that promotes the idea that abilities and intelligence can be developed with time, effort
6	resilience	.....	f	consciousness
7	recognition	.....	g	hard work, staying power
8	awareness	.....	h	to show, to display
9	potential	.....	j	clear image

	Words			Synonyms, Meaning
10	visualization	.....	k	prevented from having
11	self-talk	.....	l	possible
12	mindfulness	.....	m	effectiveness, ability to produce the desired results
13	trigger	.....	n	personal empowerment, self-help
14	efficacy	.....	h	carefulness, caution
15	deprived of	.....	o	to cause, to spark.

## Task 2 Pre-reading / SPEAKING / LISTENING



I can discuss mindset in sports.

### Top Tip

#### Understanding Growth vs. Fixed Mindset

A growth mindset is the belief that your abilities and intelligence can be developed through hard work, dedication, and learning from mistakes. People with a growth mindset embrace challenges, persist in the face of setbacks, and see failure as an opportunity to grow.

In contrast, a fixed mindset is the belief that abilities and intelligence are static and cannot be significantly changed. Those with a fixed mindset avoid challenges, give up easily, and view effort as a sign of inadequacy.

#### Discuss the following questions with a partner:

- 1 What is the difference between a growth mindset and a fixed mindset?
- 2 How can having a growth mindset benefit an athlete? A student?
- 3 Do you have a growth or a fixed mindset?



## Task 3

## Reading



I can read a text about sports mindset for specific information.

Read **“The Power of Mindset in Athletic Performance”** and answer the questions that follow:

### The Power of Mindset in Athletic Performance

“Whether you think you can, or you think you can’t, you’re right.”

“Henry Ford”

Ladies and gentlemen, Have you ever participated in an athletic competition?

Imagine this: You’re standing at the starting line of a marathon. Your muscles are ready. You’ve trained for months. But there’s a nagging voice in your head, whispering, “What if I can’t do this?” Does this sound familiar?

Now, picture the same scenario, but this time, your mind is calm, and that voice says, “I’m ready. I’ve got this.” Do you think you will perform better with this mindset? In both cases, your physical preparation is the same, but it’s your mindset that might determine how you perform that day.

Research shows that the journey of an athlete goes beyond physical training. Did you know that? Beyond conditioning the body, the **intellect** and psychology of an athlete also drive success.

Today, we will explore the critical role **mindset** plays in shaping athletic performance. Mindset often becomes the deciding factor between success and failure.

Carol Dweck introduced the idea of **growth mindset** in her book *Mindset: The New Psychology of Success*. Dr. Jim Taylor applied the idea to sports. A growth mindset emphasizes that abilities can be developed through effort and **dedication** (Taylor, 2019). Athletes with a growth mindset are more likely to **exhibit resilience**, as they view challenges and failures as opportunities to learn and improve. This **recognition** of their capacity for growth is **integral** to their overall success.

Dr. Michael Gervais has highlighted the importance of being present

and maintaining mental **awareness**. Athletes who cultivate this focus can better manage their emotions and execute their skills effectively during high-pressure situations (Gervais, 2020). When they grasp the techniques needed to enhance their mental game, they can truly unlock their **potential**.

Mental training techniques, such as **visualization**, positive **self-talk**, and **mindfulness**, are essential for athletes. These practices help **trigger** ideal performance and enhance mental **efficacy** (Schempp, 2018). Conversely, when athletes are **deprived of** these skills, they may struggle to perform at their best.

In conclusion, by increasing mental awareness and developing a growth mindset, athletes can achieve remarkable performance. We should all raise our awareness of our thoughts and cultivate a positive mindset on our journeys to greatness. Thank you.

**Note:** this speech was inspired by the ideas of Dr. Jim Taylor and Dr. Michael Gervais on mindset and performance in athletics.

#### Sources

- » Dweck, Carol: (2007) *Mindset: The New Psychology of Success*
- » Gervais, M. (2020). *Competing with the Mind: Mental Strategies for Success*. Chicago: University Press.
- » Schempp, P. (2018). *Performance Psychology in Sports*. London: Routledge.
- » Taylor, J. (2019). *The Psychology of Sport*. New York: HarperCollins.

#### Answer the following questions:

- 1] What is the primary focus of a growth mindset?
  - a] Natural talent
  - b] Fixed abilities
  - c] Development through effort
  - d] Avoiding challenges
- 2] According to the essay, who introduced the concept of the growth mindset to sports?
  - a] Dr. Michael Gervais
  - b] Dr. Jim Taylor
  - c] Dr. Carol Dweck
  - d] Dr. Angela Duckworth

- 3] What technique is emphasized for managing emotions during high-pressure situations?
- a Visualization
  - b Ignoring feelings
  - c Avoiding competition
  - d Relying on luck
- 4] Which of the following is NOT a mental training technique mentioned in the speech?
- a Positive self-talk
  - b Mindfulness
  - c Visualization
  - d Physical strength training
- 5] Why is understanding mindset important for athletes?
- a It helps them avoid failure.
  - b It enables them to unlock their potential.
  - c It guarantees winning.
  - d It allows them to skip training.
- 6] What does the phrase “unlock their potential” most likely mean in the passage?
- a Find hidden talents and improve performance.
  - b Discover new hobbies outside of sports.
  - c Open a secret door in their mind.
  - d Avoid competing in difficult sports.
- 7] Based on the passage, what will likely happen if an athlete does not practice mental training techniques?
- a They will automatically fail in competitions.
  - b They may struggle to perform well under pressure.
  - c They will still succeed with enough physical training.
  - d They will become physically weaker over time.

## Task 4 Essay / WRITING



- I can brainstorm ideas for an informational essay about the benefits of sports on physical and mental health.

Think about how practicing sports relieves stress and anxiety, and improves coping mechanisms for challenges. Notice how the speaker of “The Power of Mindset in Athletic Performance” greets the audience, interacts with the audience through questions, and issues a call to action at the end. The speaker has also used facts and trusted sources to build credibility. Consider the use of these techniques as you jot down ideas for your story using the target vocabulary in the text and tag questions. Discuss your ideas with a peer/peers.

## Task 5 Project



- I can write and deliver a speech about the benefits of sports in communities.

Create a short speech encouraging more community sporting opportunities. Focus on the beneficial aspects of sports. Consider how sports inspire teamwork (breaking down barriers of age, gender, and cultural differences), build resilience, and develop leadership while promoting physical and mental wellness. Include target vocabulary/idioms, new grammar skills, and facts which support your claims. Deliver your inspirational speech.

# The Olympics

## ILOs

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

- ☞ **discuss** the Olympics.
- ☞ **listen** to a dialogue about the Olympics for Scanning.
- ☞ **demonstrate** the use of idioms in context through short dialogue.
- ☞ **use** tag questions properly.
- ☞ **draft** an informational essay about the mental and physical benefits of sports.

## Task 1

## Pre-listening / SPEAKING



☞ I can discuss the Olympics.

- 1 What qualities do you think are essential for an Olympic athlete to succeed?
- 2 How do you think positive thinking or self-talk can affect an athlete's performance?

☞ I can listen to a dialogue about the Olympics for Scanning.

☞ **Listen to a dialogue between two friends discussing Olympic athletes and fill in the blanks.**

### What's the big deal about the Olympics?

**Sam:** I've always wondered, what's the big deal about the Olympics? What makes it so special?

**Alex:** The Olympics is the pinnacle of athletic competition, where the world's best athletes come together. But it's not just about physical potential. It's a test of ..... too—strategizing, managing stress, and staying focused. The athletes' mindset plays a huge role in their success.

**Sam:** What do you mean by .....?

**Alex:** It's how athletes think and approach challenges. Many adopt a growth mindset, where they believe abilities can be developed through hard work. They don't shy away from mistakes but view them as opportunities for growth. This approach requires a lot of dedication and an ability to exhibit immense ....., especially when things go wrong.

**Sam:** So, how do they deal with the pressure?

**Alex:** They train themselves in techniques like ..... to see themselves succeeding. They also use positive self-talk to boost confidence. It's all about mindfulness—being aware of the present moment and not letting past failures or future fears ..... anxiety. The best athletes don't get deprived of focus or energy by stress—they have the mental ..... to push through.

**Sam:** Sounds like a lot of mental work!

**Alex:** It is. But that mental work is key to getting the ..... they deserve. With the right mindset, they reach their full ....., overcoming obstacles and challenges along the way.

## Task 2 Critical Thinking



🎧 **Listen again then answer the following questions:**

◆ **Critical Thinking Questions:**

- 1 How does a growth mindset help athletes perform better? Could it also help students?
- 2 Why do you think some people are more resilient than others?
- 3 Why is self-talk important?
- 4 What is visualization, and why do athletes use it?

## Task 3 Idioms / VOCABULARY



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

🎧 **Match idioms with their meaning:**

	Idioms		Meaning
1	keep your head in the game	a	pause and calm yourself, often used to encourage someone to relax.
2	keep your eyes on the prize	b	stay focused on the task at hand and avoid distractions.
3	take a breath	c	stay focused on your ultimate goal or objective.
4	roll with the punches	d	being calm helps improve focus and decision-making abilities.
5	a calm mind is a sharp mind	e	adapt to difficult circumstances and keep moving forward despite challenges

Use the previous idioms to fill in the gaps:

**Sarah:** You know, I've been thinking a lot about how athletes need .....(1) ..... during competitions. Focus is everything!

**Tom:** Absolutely! It's all about .....(2)..... and not getting distracted by what's happening around them.

**Sarah:** Right! When things get tough, they just need to .....(3)..... and refocus. It's easy to panic, but staying calm is key.

**Tom:** Definitely! The best athletes can really .....(4)..... when things don't go as planned. They adapt and keep moving forward.

**Sarah:** Exactly! That's why they say .....(5)..... When athletes can maintain their composure, they make better decisions.

**Tom:** It's fascinating how mental strategies can impact performance. I think more athletes should prioritize this kind of training.

**Sarah:** For sure! The mental aspect is just as important as the physical training. It can truly make a difference in their success.

## Task 4 Grammar



I can use tag questions properly.

### Tag Questions

A tag question consists of two parts: a positive statement followed by a negative question, or vice versa. We typically use tag questions when we expect the listener to agree with us.

- When the statement is positive, we use a negative tag.
- If we're confident the listener will agree, we use a falling intonation.
- If we're less sure, we use a rising intonation.

### Formation:

**Tag questions use auxiliary verbs:**

- "I don't need to finish this today, do I?"                      "James is working on that, isn't he?"
- "Your parents have retired, haven't they?"                      "The phone didn't ring, did it?"
- "It was raining that day, wasn't it?"                      "Your mom hadn't met him before, had she?"

**When there is no auxiliary verb, use don't, doesn't, or didn't with the main verb:**

- "Jenni eats cheese, doesn't she?"
- "I said that already, didn't I?"

### Top Tip

● **Complete the sentences using the correct question tags:**

- 1 You're addicted to shopping, ..... ?
- 2 They weren't part of the regular team, ..... ?
- 3 You can't give it back to the owner, ..... ?
- 4 Let's take a day off tomorrow, ..... ?
- 5 She has her hair styled every week, ..... ?
- 6 Mum will be happy to see you, ..... ?
- 7 John keeps talking all the time. That's disgusting, ..... ?
- 8 They haven't ever bought a new car, ..... ?
- 9 I'm such a good swimmer, ..... ?
- 10 He didn't find anything to do, ..... ?

## Task 5 Essay / WRITING



- ☛ I can draft an informational essay for an Informational essay about the benefits of sports on physical and mental health.

Draft an informational essay about mental and physical benefits of sports. Use a quote to engage your reader and include facts from trusted sources to build credibility. Include target vocabulary and new grammar skills in your essay.

## Task 6 Project



- ☛ **Have you begun planning your speech? Do you have an outline?**

## PARALYMPICS

## ILOs

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

- ✎ analyze the author's technique to better understand a speech about athletes.
- ✎ demonstrate critical thinking to answer questions related to sports.
- ✎ find and evaluate sources for reliability and validity.
- ✎ revise a draft of an informative essay about the benefits of sports.

## Task 1 Critical Thinking / READING



- ✎ I can analyze the author's technique to better understand a speech about athletes.

✎ **Read the "Power of Mindset in Athletic Performance" in lesson 1 again and answer the following questions:**

- ✎ How does the speaker use storytelling in the introduction to engage the audience?
- ✎ What sources did the speaker use? How might the author have found and evaluated the sources used in the speech?
- ✎ What was the call to action at the end of the speech? Do you think a "call to action" is an effective way to end a speech? Why or why not?

- 1 How does someone with a growth mindset face failures? How does this mindset help?
- 2 Why is being mentally focused important during high-pressure situations for athletes? Is it also important for students?
- 3 What are some mental techniques that you have found helpful during challenging times?

### Top Tip

#### Evaluating Sources

- 1 **Authority:** Examine the credentials of the authors or organizations providing the information. For instance, sources like studies published in reputable journals.
- 2 **Accuracy:** Verify the data provided by cross-referencing other scholarly work or trusted institutions.
- 3 **Objectivity:** Check for potential bias.
- 4 **Currency:** Use up-to-date research and make sure the information is recent.
- 5 **Relevance:** Ensure the source directly addresses the topic.

## Task 2

## Research and Critical Thinking / READING



I can find and evaluate sources for reliability and validity.



- Read this short text about the paralympics and use sources found on the Internet or classroom books to verify the stated claims.

The Paralympics is a major international sporting event where athletes with disabilities compete in a wide range of sports adapted for athletes with disabilities, such as Para athletics, Para swimming, and wheelchair basketball. Originating in 1801, it showcases incredible talent and perseverance. These games are held every four years, immediately following the Olympics, with the same host city often organizing both events.

Egypt has a strong connection to the Paralympics, with its athletes excelling in sports like powerlifting and athletics. In fact, Fatma Omar is a celebrated Egyptian Paralympic champion with multiple gold medals. While Egypt has not yet hosted the Paralympics, its athletes consistently make their mark.



Claim	Reliable Source
The Paralympics is a major international sporting event where athletes with disabilities compete.	
Para athletics, Para swimming, and wheelchair basketball are sporting events at the Paralympics.	
The games are held every 4 years in the same host city as the Olympics.	
The games originated in 1801.	
Egypt has never hosted the Paralympics.	
Fatma Omar is an Egyptian Paralympic champion with multiple gold medals.	

Which claim was not able to be verified? How would you improve the text to only include verifiable claims?

### Task 3 Essay / WRITING



- ✎ I can revise an informative essay about the benefits of sports.
- 📌 Read the Top Tip on Quality Writing and the writing rubric. Consider how each item is important.
- 📌 **Revise your draft of an informative essay about mental and physical benefits of sports:**
  - ◆ Organize ideas logically
  - ◆ Use transitions between ideas
  - ◆ Add missing ideas
  - ◆ Delete unnecessary or repetitive ideas or words
  - ◆ Choose words carefully

#### Top Tip

##### Research

Start your research with clear, focused questions. Use reliable sources like books, academic articles, or trusted websites such as government or educational pages. In Egypt, online platforms like the Bibliotheca Alexandrina's Digital Library can be invaluable. Keep track of your sources and organize your notes to save time when writing.

## KEY PARTS OF QUALITY WRITING

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

## SAMPLE RUBRIC

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

## Task 4 Project



Have you begun practicing your speech? Consider reviewing a recording of your speech to reflect on areas of improvement.

### Top Tip

#### Public Speaking

Practice your presentation aloud to build confidence and refine your delivery. To engage your audience, start with a strong hook, such as a question, story, or surprising fact. Use eye contact, vary your tone, and include gestures to emphasize key points. Involve your listeners by asking questions or inviting brief participation. When closing, summarize your main ideas and end with a memorable statement, such as a call to action, a thought-provoking question, or a powerful quote. A strong conclusion leaves a lasting impression.

## ILOs

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

- ☞ **review** the target vocabulary, grammar, and new language skills.
- ☞ **edit** and share an essay about the physical and mental benefits of sports.
- ☞ **create** and deliver an inspirational speech encouraging more community sporting opportunities.

## Task 1 Vocabulary Review



☞ I can use the target vocabulary.

### Choose the correct answers:

- 1] What is the definition of "mindset"?
  - a] A type of physical fitness level
  - b] A fixed attitude or set of beliefs that shape how one perceives and reacts to situations
  - c] A daily exercise routine
  - d] A method of learning new skills
- 2] A "growth mindset" refers to the belief that .....
  - a] intelligence and abilities are fixed traits.
  - b] success comes from avoiding challenges.
  - c] skills and intelligence can develop through effort and learning.
  - d] one should not focus on learning from mistakes.
- 3] What does "dedication" primarily refer to?
  - a] Being open to trying new hobbies
  - b] Enjoying time off from work or study
  - c] A willingness to procrastinate and avoid challenges
  - d] A strong commitment to a task or purpose, often involving hard work and persistence
- 4] Which of the following best describes "resilience"?
  - a] The ability to give up easily
  - b] The capacity to recover quickly from difficulties and adapt to challenges
  - c] The act of avoiding challenges and failures
  - d] The inability to learn from mistakes

- 5 "Visualization" is a mental technique often used to:
- a Avoid thinking about success
  - b Mentally rehearse positive outcomes to improve performance
  - c Focus on negative scenarios
  - d Dismiss the importance of goal-setting
- 6 What is "self-talk"?
- a Speaking loudly to others
  - b A method of distracting oneself from tasks
  - c Internal or spoken dialogue aimed at motivating oneself or maintaining focus
  - d Avoiding all forms of communication
- 7 "Mindfulness" involves .....
- a multitasking and thinking about the future
  - b ignoring all external stimuli
  - c focusing only on the past
  - d being fully present and engaged in the current moment without distraction
- 8 To "exhibit" a skill means to .....
- a show or display a skill or quality clearly
  - b hide your abilities from others
  - c refuse to use a skill in public
  - d critique others' abilities
- 9 If someone is "deprived of" a basic need, they are .....
- a denied or lacking access to it
  - b abundantly provided with it
  - c overwhelmed with choices
  - d given excessive amounts of it
- 10 "Efficacy" refers to .....
- a the ability to produce the intended or desired result
  - b a measure of popularity
  - c failure to achieve a goal
  - d lack of motivation to succeed



## Task 3

## Essay / WRITING



✎ I can edit and share an Informational essay about The Impact of Sports on Physical and Mental Health.

✎ **Edit and share your revised Informational essay about the physical and mental benefits of sports.**

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

## Task 4

## Project / CRITICAL THINKING



Create a short speech encouraging more community sporting opportunities. Focus on the beneficial aspects of sports. Consider how sports inspire teamwork (breaking down barriers of age, gender, and cultural differences), build resilience, and develop leadership while promoting physical and mental wellness. Include target vocabulary/ idioms, new grammar skills, and facts which support your claims. Deliver your inspirational speech.



# Unit 5

## Culture



### **Unit Overview**

- ★ **Reading/Writing Focus:** Poetry/Songs
- ★ **Grammar:** future tense using “will” and “going to”
- ★ **Reading/Writing Skills:** Figurative Language
- ★ **Essay:** descriptive poem or song
- ★ **Project:** descriptive poem or song public reading
- ★ **Anchor Text:** Stand in the world's face and greet Al-Azhar, Wisdom by the Nile
- ★ **Recording:** Respecting Diversity in Islam

## Islam

## ILOs

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

- ✎ **identify** the meaning of target words using synonyms and dictionaries.
- ✎ **read** a poem about Al-Azhar as a cultural beacon for knowledge to guess Meaning from Context.
- ✎ **brainstorm** ideas for a descriptive poem or song about an aspect of Islam.

## Task 1 Vocabulary



- ✎ I can identify the meaning of target words using synonyms and dictionaries.

### Target Vocabulary

- scatter (v)
- humility (n)
- peak (n)
- spread (v)
- legacy (n)
- fortress (n)
- justice (n)
- righteousness (n)
- scholars (n)
- illuminating (v).

- ✎ **Match the words and their synonyms using a dictionary:**

Column A	Column B	The answer
1. Scatter (v)	a. Radiating	
2. Humility (n)	b. Summit	
3. Peak (n)	c. Tradition	
4. Spread (v)	d. Fairness	
5. Legacy (n)	e. Disperse	
6. Fortress (n)	f. Modesty	
7. Justice (n)	g. Expand	
8. Righteousness (n)	h. Wisdom-seekers, Researchers	
9. Scholars (n)	i. Virtue	
10. Illuminating (v)	j. Stronghold	

## Task 2 Pre-reading / SPEAKING/LISTENING



I can discuss culture.

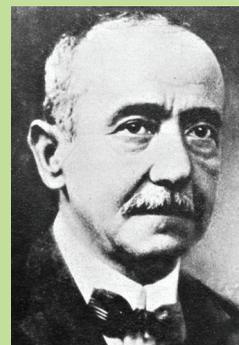
Discuss the following questions in pairs:

- 1 Why might someone describe knowledge as a "jewel"? What other words might describe knowledge?
- 2 What do you know about Al-Azhar and its historical significance?
- 3 What role do great scholars or Imams play in a society?

### Top Tip

#### Ahmed Shawqi

Ahmed Shawqi, known as the "Prince of Poets," is celebrated for his masterful blend of classical Arabic poetry with modern themes. A key tip for appreciating his work is to focus on the rich imagery and historical references that permeate his verses. Shawqi often draws from Egypt's rich cultural heritage, infusing his poetry with deep emotional resonance and national pride. Readers should also explore how his poems reflect social issues and personal experiences, making them timeless and relatable. Understanding the context of Shawqi's life, including his experiences during colonialism, can enhance appreciation for his passionate advocacy for freedom and cultural identity.



## Task 3 Pre-Reading



I can read a poem about Al-Azhar as a cultural beacon for knowledge to guess Meaning from Context.

Read the following poem aloud together as a class..

### Stand in the World's Face and Greet Al-Azhar

Stand in the mouth of the world and greet Al-Azhar,  
 Scatter its jewels, like light from afar,  
 Bow with humility, and give respect,  
 To the great scholars who raised knowledge to its peak, perfect.

From East to West, its light will spread,  
 In every heart, its legacy is fed,

A **fortress** of faith, knowledge, and might,  
Al-Azhar shines like the sun, pure and bright.

Generations have learned from its noble towers,  
Gaining wisdom in its sacred hours,  
It teaches **justice**, guides to **righteousness**,  
Preserving truth with endless finesse.

Its **scholars** wrote with pens of gold,  
**Illuminating** the world with wisdom untold,  
Their knowledge travels, from land to land,  
Through every hand that seeks to understand.

**Reread the poem and choose the best answer:**

1 What does Al-Azhar represent in the poem?

- a A cafeteria with delicious food
- b A religious leader
- c A fortress of faith, knowledge, and wisdom
- d A new ideology

2 How does Al-Azhar share its knowledge?

- a Through careful gossip
- b Through teaching justice and righteousness
- c By excluding those who aren't from Egypt
- d By preserving its heritage

3 According to the poem, Al-Azhar's influence reaches:

- a Only Egypt
- b The Middle East
- c The entire world
- d Only Africa

4 The phrase "its light spreads" refers to:

- a Al-Azhar's educational reach
- b Physical light
- c Economic power
- d Political influence

5 Which of the following best describes the poem's tone?:

- a Critical
- b Humorous
- c Reverent
- d Neutral

6 The 'jewels' in the poem represent:

- a Literal gems
- b Wealth
- c Knowledge and wisdom.
- d Fame

7 Al-Azhar is described as a "fortress" because:

- a It is physically fortified.
- b It safeguards important knowledge.
- c It is difficult to access.
- d It has a large student body.

8 "Pens of gold" symbolizes:

- a Wealth of scholars
- b Valuable contributions of scholars
- c Physical gold pens
- d Expensive learning materials

9 The purpose of Al-Azhar's scholars is to:

- a Accumulate wealth
- b Pursue political power
- c Focus only on local issues
- d Preserve and spread knowledge

10 The phrase "ears of time" in the first stanza symbolizes:

- a People's curiosity
- b The act of listening over ages
- c Hearing aids
- d Ignoring the past

## Task 4 Essay / WRITING



☞ I can write a poem or song about Islam.

- **Write a song or poem that captures the positive significance of Islam. The song/poem Islamic figure, Islamic ethic, or even a famous Islamic location.**

### Brainstorm / Plan

Think about the importance of Islam and the positive way practicing Islam makes you feel. Who have been positive influences that have provided guidance to you? What Islamic places are special to you? Are there any ethics from Islam that give you comfort? Notice how the “Stand in the world’s face and greet Al-Azhar” uses descriptive language and metaphors to help readers feel a sense of reverence for Al-Azhar. Consider the use of these techniques as you jot down ideas for your poem using the target vocabulary in the text. Discuss your ideas with a peer/peers.

## Task 5 Project / CRITICAL THINKING



☞ I can share my poem or song at a poetry reading.

After writing a poem describing an important aspect of Islam, practice reading your poem aloud with your group, focusing on clear pronunciation and expression. At an upcoming reading, you will present your poem to the class.

## ILOs

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

- ☞ **discuss** respecting diversity in Islam.
- ☞ **listen** to a recording about respecting diversity in Islam for Paraphrasing and Summarization.
- ☞ **demonstrate** the use of idioms in context through short dialogues or writings.
- ☞ **use** future and present continuous for future plans properly.
- ☞ **draft** a descriptive poem or song about Islam

## Task 1 Pre listening / SPEAKING



☞ I can discuss respecting diversity in Islam.

☞ **Discuss the following questions in pairs:**

- 1 Why does the Quran mention people of various tribes and nations?
- 2 What does the Prophet Muhammad's (PBUH) farewell sermon say about equality?
- 3 How is diversity presented in Islam—as a challenge or a blessing?

## Task 2 Listening



☞ I can listen to a text about respecting diversity in Islam for Paraphrasing and Summarization.

☞ **Listen to "Respecting Diversity in Islam."**

☞ **Listen again to the text and fill in the gaps with the suitable word:**

- 1 The Quran emphasizes the importance of ..... and respect.
- 2 Differences in language and ..... are signs of Allah's creation.
- 3 Islam teaches that ..... does not determine one's worth.
- 4 Prophet Muhammad (PBUH) taught that ..... has no superiority over others except by piety.
- 5 Diversity contributes to ..... in society.
- 6 Respecting diversity can lead to ..... and unity.
- 7 The Quran encourages people to ..... one another.
- 8 The true measure of a person is .....

- 9 Diversity is viewed as a ..... from Allah.
- 10 Differences are seen as ..... for those of knowledge.

**Choose the correct answer:**

- 1 What does Surah Al-Hujurat (49:13) emphasize about diversity?
- a It is a source of conflict.
  - b It should be ignored.
  - c It is a way for people to know one another.
  - d It is a sign of wealth.
- 2 According to the Quran, who is considered the most noble?
- a The wealthiest individuals
  - b Those with the highest education
  - c The most powerful leaders
  - d The most righteous individuals
- 3 In Surah Ar-Rum (30:22), what are differences in language and color referred to as?:
- a Challenges to overcome
  - b Signs for those of knowledge
  - c Barriers to unity
  - d Causes of discrimination
- 4 What lesson does Surah Ar-Rum (30:22) teach about diversity?:
- a It is a hindrance to society.
  - b It is a test of patience.
  - c It should be celebrated as part of Allah's creation.
  - d It separates communities.
- 5 In his farewell sermon, what did Prophet Muhammad (PBUH) say about racial superiority?
- a Arabs are superior to non-Arabs.
  - b No race has superiority over another.
  - c Non-Arabs are superior to Arabs.
  - d Each race has its own specific rank.

- 6 According to the text, what should be the true measure of a person's worth?
- a Wealth and power                      b Virtue and righteousness  
c Race and ethnicity                      d Language and culture
- 7 Which of the following best summarizes the passage?
- a Islam emphasizes the importance of diversity and promotes respect, unity, and equality among people.  
b The Quran discourages people from interacting with those who are different.  
c Prophet Muhammad (PBUH) only promoted equality within Arab communities.  
d The Quran considers diversity a problem rather than a blessing.
- 8 Which key idea should be included in a summary of the passage?
- a Diversity in race and language is a divine sign in Islam.  
b Superiority is determined by social class.  
c The Quran discourages cultural exchange.  
d Islam promotes separation between different ethnic groups.

### Task 3 Critical Thinking / SPEAKING/LISTENING



I can discuss diversity.

With a partner, discuss the following.

- 1 What is the Quranic perspective on diversity?
- 2 Why is diversity emphasized in Islamic teachings?
- 3 How can respecting diversity contribute to a peaceful society?

### Task 4 Idioms / VOCABULARY



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

Match the following idioms with their meanings. Then use the idioms to form sentences. Share your sentences with a partner.

Idiom	Meaning
1.Walk a mile in someone else's shoes	a) Many working together are stronger than one working alone.
2.On the same wavelength	b) One who sees value in different perspectives
3.Two heads are better than one	c) Suggests collaboration between different minds leads to better results.
4.Strength in numbers	d) A blend of varied cultures
5.Melting Pot	e) Finding common ground.
6.Open Minded	f) Encourages understanding others by considering their experiences and challenges.

1 Alexandria is a melting pot of cultures, where diverse backgrounds come together.

2 .....

3 .....

4 .....

5 .....

## Task 5 Grammar



☞ I can use "will" and "going to" express ideas in the future.

### "Future plans"

#### **will**

We use "will" to talk about spontaneous plans decided at the moment of speaking.  
 Oops, I forgot to phone Mum! I'll do it after dinner.  
 I can't decide what to wear tonight. I know! I'll wear my green shirt.  
 There's no milk. I'll buy some when I go to the shops.

#### **Going to**

We use "going to" to talk about plans decided before the moment of speaking.  
 I'm going to phone Mum after dinner. I told her I'd call at 8 o'clock.  
 I'm going to wear my black dress tonight.  
 I'm going to go to the supermarket after work. What do we need?

#### **Present continuous:**

We usually use the present continuous when the plan is an arrangement – already confirmed with at least one other person and we know the time and place.  
 I'm meeting Jane at 8 o'clock on Saturday.  
 We're having a party next Saturday. Would you like to come?  
 We often use the present continuous to ask about people's future plans.  
 Are you doing anything interesting this weekend?



9 We ..... for the trip at 8 a.m. tomorrow:

- a is going to leave                      b will leave  
c are going to leave                      d left

10 ..... you ..... me with my homework tonight?:

- a Are / going to help                      b Will / help  
c Are / helping                              d Do / help

## Task 6 Essay / WRITING



✎ I can draft a poem about Islam.

- ◆ Write a song or poem that captures the positive significance of Islam. The song/poem might describe an Islamic figure, Islamic ethic, or an important Islamic location. Focus on expressing your personal feelings and experiences. Use descriptive language and metaphors to help readers see and feel what you see and feel. Your song or poem can be any style—rhymed or free verse, short or long. Include target vocabulary words and grammar skills taught in this unit.

### Top Tip

#### Free Verse

While rhyme can be a beautiful feature in poetry, non-rhyming poems (or "free verse") allow for greater freedom in expression. Instead of rhyme, free verse uses strong images, vivid language, and rhythm to evoke emotions and capture the reader's imagination. This approach lets the meaning and feeling of the words shine through without the constraints of rhyme schemes.

## Task 7 Project



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

## ILOs

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

- ✎ **analyze** the author's technique to better understand a text about culture.
- ✎ **demonstrate** critical thinking to answer questions related to culture.
- ✎ **Identify** and create descriptions using figurative language.
- ✎ **revise** a draft of a song or poem about Islam.

## Task 1 Critical Thinking



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

🔍 **Read the poem in lesson 1 and discuss the following questions in pairs.**

- 1 Why does the poet use metaphors like "jewels" and "sun" for Al-Azhar?
- 2 Why does the author use repetition by writing knowledge? What is the author trying to convey?
- 3 What is the significance of "Scatter its jewels"?
- 4 How does the poet describe the spread of Al-Azhar's legacy?
- 5 How does an institution like Al-Azhar maintain relevance in modern society?
- 6 How do centers of learning like Al-Azhar influence global education?
- 7 How might educational institutions make positive impacts on society?

## Task 2 Reading / Writing



✎ I can identify and use figurative language.

🔍 **Read the sentences below and identify the literary device used in each one.**

### Literary Devices

### Top Tip

Alliteration (noun) /ə, lɪtə'reɪʃən/: The repetition of the same initial consonant sounds in a sequence of words, often used to create rhythm or emphasis.

Hyperbole (noun) /haɪ'pɜr.bə, li/: An exaggerated statement or claim that is not meant to be taken literally, often used for emphasis or effect.

Metaphor (noun) /'mɛtə, fɔr/: A figure of speech that makes a direct comparison between two unlike things, stating that one is the other.

Personification (noun) /pɜr, sɒnɪfɪ'keɪʃən/: The attribution of human qualities or characteristics to non-human entities or objects.

Simile (noun) /'sɪmɪli/: A figure of speech that compares two unlike things using the words "like" or "as."

 **Identify the Literary Devices:**

-  **Read the sentences below and identify the literary device used in each one. Write the correct term (personification, metaphor, simile, hyperbole, alliteration) next to each sentence.**

1 The pyramids stood like ancient giants against the desert sky.

Answer: .....

2 The bustling markets were a vibrant tapestry of colors and sounds.

Answer: .....

3 After walking all day in the heat, I felt like I had walked a million miles before reaching the Nile.

Answer: .....

4 The sacred journey of the hajj called out to the faithful, inviting them to find peace in unity.

Answer: .....

5 Camel caravans crossed the desert, creating a rhythm in the stillness.

Answer: .....

## Task 4 **Essay / WRITING**



 I can revise a draft of a poem about Islam.

-  **After reviewing the poetry rubric, revise your draft of a poem or song about Islam. Use target vocabulary and newly learned grammar skills from this unit:**

- ◆ Develop ideas
- ◆ Delete unnecessary ideas
- ◆ Organize ideas logically
- ◆ Use transitions between ideas
- ◆ Choose words carefully

## KEY PARTS OF QUALITY WRITING

<i>IDEAS</i>	knowledge of topic, elaboration, development, originality, creativity
<i>VOICE</i>	sense of audience, writers' passion and unique way of conveying meaning
<i>SENTENCES</i>	variety in beginnings, lengths, and types
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<i>GRAMMAR &amp; MECHANICS</i>	There are many grammatical and punctuation errors making it difficult to understand.	There are some errors in grammatical structure, capitalization, spelling, or punctuation.	There are almost no grammatical or mechanical errors. The essay has been proofread carefully.

## Task 5

## Project



Review your word choice throughout. Can you add figurative language to your song or poem to make it more vivid? Are there places where you might add adjectives or adverbs to help your future audience see and feel what you see and feel?

## ILOs

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

- ☞ **review** the target vocabulary, grammar, and new language skills.
- ☞ **edit** and share a poem or song about Islam.
- ☞ **create** a poem or song for a poetry reading ceremony.

## Task 1 Vocabulary Review



☞ I can use the target vocabulary.

☞ **A. Read the poem and answer the questions that follow.**

### Wisdom by the Nile

In Al-Azhar's shade, wisdom flows,  
Where hearts and minds in harmony grow,  
A beacon of light through history's path,  
Guiding nations away from wrath.

The Nile whispers softly by its side,  
Of Egypt's glory and its undying pride,  
In every lesson and every prayer,  
Al-Azhar's spirit is always there.

Its walls speak of ages past,  
Of scholars' wisdom built to last,  
Through every verse, and every word,  
Al-Azhar's voice is always heard.

It's more than a place of stone and creed,  
It's Egypt's heart, it's every seed,  
That grows in faith, that grows in light,  
In Al-Azhar's care, the world takes flight.

### Top Tip

#### Mahmoud Hassan Ismail

Mahmoud Hassan Ismail's poetry is characterized by its spiritual depth and exploration of human emotions. Pay attention to the themes of love, faith, and existential reflection that run through his poems. Ismail often employs free verse, allowing for a natural flow of thought and feeling, which invites readers to experience the emotional intensity of his words. Delving into the philosophical underpinnings of his verses can provide insight into his views on the human condition and the quest for meaning in life. Exploring his influences, including Sufism, will enrich your understanding of his unique poetic voice.

1 What does "wisdom flows" suggest about Al-Azhar?

- a It is a source of ignorance.
- b It is a place for entertainment.
- c It is a physical river.
- d It is a place of knowledge and enlightenment.

- 2 How is Al-Azhar described in relation to history?
- a A forgotten place
  - b A guiding light through history's path
  - c A site of conflict
  - d A location of ancient ruins
- 3 What does the Nile whisper?
- a Noise and chaos
  - b A warning sign
  - c Egypt's glory and pride
  - d A hidden danger
- 4 What does the phrase "walls speak of ages past" imply?
- a The building is in ruins.
  - b Al-Azhar holds historical significance and memories.
  - c There is no history to be told.
  - d The walls are unremarkable.
- 5 Which aspect does Al-Azhar represent according to the poem?
- a A mere place of worship
  - b Egypt's heart and foundation of faith
  - c A commercial center
  - d A tourist attraction
- 6 The line "In Al-Azhar's care, the world takes flight" suggests that
- a Al-Azhar restricts growth
  - b Al-Azhar only serves local needs
  - c Al-Azhar is irrelevant to the world
  - d Al-Azhar promotes growth and enlightenment
- 7 What do "every lesson and every prayer" signify in the poem?
- b Disregard for education
  - c The importance of knowledge and spirituality in Al-Azhar
  - c All lessons focus on secular education
  - d An emphasis on political issues

● **B. Read the poem again and fill in the gaps with the suitable word:**

- 1 In Al-Azhar's shade, ..... flows.
- 2 The Nile whispers softly by its .....
- 3 Al-Azhar's ..... is always there in every lesson and prayer.
- 4 Its walls speak of ..... past.
- 5 Al-Azhar is Egypt's heart, it's every ..... that grows in faith.

## Task 2 Grammar Review



👉 I can use future tense using "will" and "going to".

● **A. Choose the correct answer:**

- 1 She ..... her grandmother next weekend; that's her intention.
  - a is going to visit
  - b visits
  - c visiting
- 2 I ..... my project by the end of the day.
  - a will finish
  - b are going to finishing
  - c finish
- 3 We ..... a party to celebrate his promotion.
  - a has
  - b are going to have
  - c is having
- 4 She ..... the meeting tomorrow; she has another commitment.
  - a won't going
  - b will not attend
  - c will not attends

● **B. With a partner, discuss your plans for the rest of the week. Use "will" and "going to."**

## Task 3 Essay / Writing



- ✎ I can write a poem or song about Islam.
- ✎ **Edit and share your poem or song about Islam.**
  - ◆ Check spelling, capitalization, and grammar.
  - ◆ Exchange your poem with other students.
  - ◆ Offer constructive feedback and make corrections.

## Task 4 Project / CRITICAL THINKING



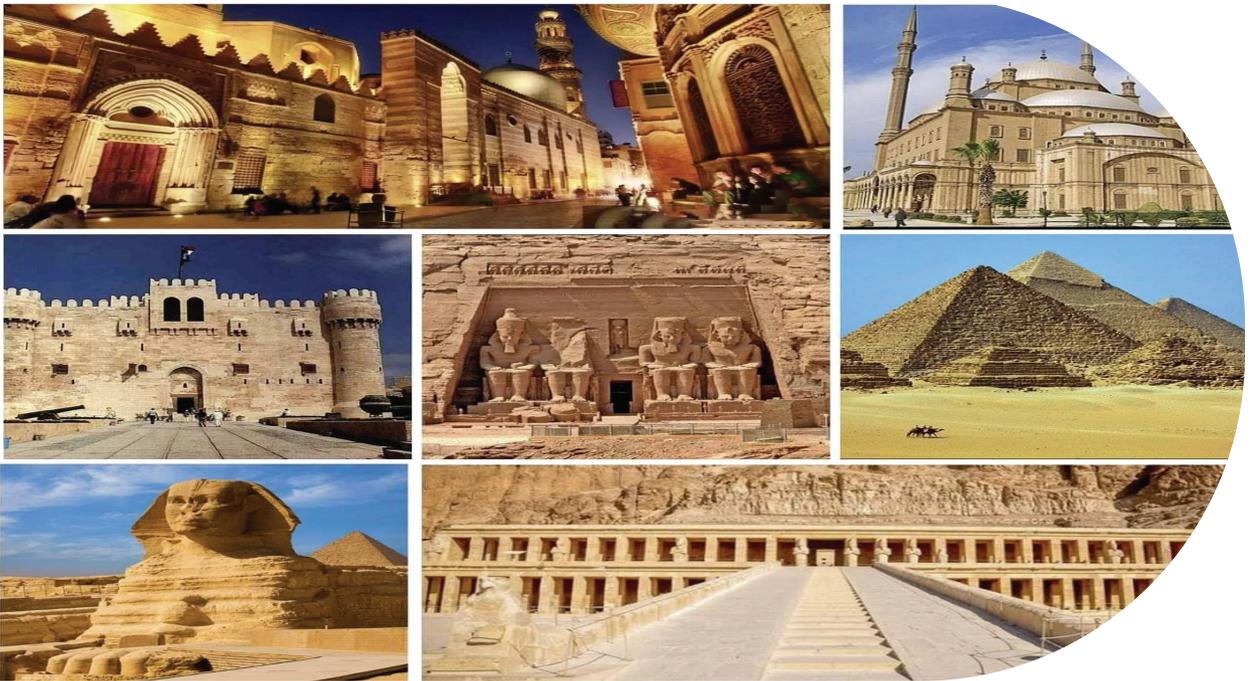
- ✎ I can create a poem or song for a poetry reading ceremony.

After writing a poem describing an important aspect of Islam, practice reading your poem aloud with your group, focusing on clear pronunciation and expression. At an upcoming reading, you will present your poem to the class.



# Unit 6

## Architecture



### **Unit Overview**

- ★ **Reading/Writing Focus:** College Entrance Essay
- ★ **Grammar:** "used to" and present /past passive voice
- ★ **Reading/Writing Skills:** Organizing an Essay (Topic Sentences / Transition Words)
- ★ **Essay:** College Entrance Essay
- ★ **Project:** Gallery Walk (captioned photos of noteworthy buildings)
- ★ **Anchor Text:** The Art and Science of Architecture
- ★ **Recording:** Architectural Design: Through the Years

# Architecture for Everyone

## ILOs

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

- ☛ identify the meaning of target words using contextual clues.
- ☛ read a text about architecture for Prediction.
- ☛ brainstorm ideas for a college entrance essay.

## Task 1 Vocabulary



☛ I can identify the meaning of target words using contextual clues.

### Target Vocabulary

- |                      |                  |                       |
|----------------------|------------------|-----------------------|
| • feasible (adj)     | • symbolic (adj) | • evolved (v)         |
| • permanence (n)     | • combining (v)  | • semi-circular (adj) |
| • beam (n)           | • mass (n)       | • segments (n)        |
| • horizontally (adv) | • harmonize (v)  | • revolutionizing (v) |
| • breakthrough (n)   | • shelter (n)    | • thermally (adv)     |
| • enclose (v)        | • complement (n) | • adobe (n)           |

☛ **A. Guess the meanings of the words in bold using context clues.**

- 1 Combining form and function, architecture uses space, mass, light, and color to **harmonize** with surroundings while being economically **feasible**.
- 2 Architecture has **evolved** with technological **breakthroughs**, such as the arch, which allowed for stronger structures than **horizontal** beams.
- 3 Ancient Romans, inspired by earlier Mediterranean designs, used **semi-circular** arches made of separate stone **segments**, **revolutionizing** aboveground structures. Stone structures, admired for their **permanence**, remain influential, as seen in Machu Picchu, where stone **beams** frame doorways and windows.

### Top Tip

#### Context Clues

Context clues help you understand new words while reading or listening. Focus on three key types: definition clues (the word is directly explained), synonym clues (a similar word is nearby), and antonym clues (an opposite word is provided). For example: "The summit, or highest point of the mountain, was covered in snow." In this sentence, the definition of "summit" is provided.

- 4 His **legacy** includes over 160 projects and the book Architecture for the Poor, a valuable resource for students and professionals alike.
- 5 His work at New Gurna, where he trained locals to use **adobe** for sustainable housing, is renowned.

● **B. List the remaining target vocabulary words and discuss their meaning with a partner.**

## Task 2 Pre-reading / SPEAKING/LISTENING



☞ I can discuss architecture.

● **Select 2 or 3 of the following questions to discuss with a partner:**

- 1 Can you name a famous building or structure that impresses you? Why?
- 2 How do buildings in your city reflect the culture or history of the area?
- 3 What materials do you think are most commonly used in architecture?
- 4 How do you think modern architecture differs from older styles?
- 5 Have you ever visited a building or space that made you feel inspired? What made it special?
- 6 Who is known as the “architect of the poor”?

## Task 3 READING



☞ I can read a text about architecture for Prediction.

● **Read the text and choose the correct answer:**

### The Art and Science of Architecture

Architecture is the art and science of designing structures to enclose space for both practical and symbolic purposes. Combining form and function, architecture uses space, mass, light, and color to harmonize with surroundings while being economically feasible. Architects aim to create buildings that provide shelter, enrich space, complement their site, and support the needs of clients.

Architecture has evolved through technological breakthroughs. One example is the arch, which allowed for stronger structures than horizontal beams. Ancient Romans, inspired by earlier Mediterranean designs, used

semi-circular arches made of separate stone segments, revolutionizing aboveground structures. Stone structures, admired for their permanence, remain influential, as seen in Machu Picchu, where stone beams frame doorways and windows.

In modern times, Egyptian architect Hassan Fathy (1900–1989) emphasized the role of architecture in social change, focusing on traditional materials like mud brick, which offers a low-cost, thermally effective alternative to expensive materials. Known as the “architect of the poor,” Fathy believed that architecture should serve the poor and promote cooperation within communities. His work at New Gournā, where he trained locals to use adobe for sustainable housing, is renowned. His legacy includes over 160 projects and the book *Architecture for the Poor*, a valuable resource for students and professionals alike who wish to copy techniques shared in New Gournā. His ideas continue to influence sustainable building practices.

Fathy's work shows that architecture is not merely a profession but a socially responsible art that considers economic, environmental, and cultural factors. His use of traditional methods and sustainable materials set an example for future generations, demonstrating how architecture can be adapted to address societal needs.

- 1 What is the primary purpose of architecture as stated in the text?
- a To decorate spaces
  - b To enclose space for practical and symbolic purposes
  - c To build expensive buildings
  - d To create cultural monuments only
- 2 Which architectural breakthrough allowed stronger structures than horizontal beams
- a The dome
  - b The arch
  - c The wall
  - d The pillar
- 3 The stone structures of which ancient site are mentioned in the text as influential for their permanence?
- a The Pyramids of Giza
  - b The Parthenon.
  - c Machu Picchu
  - d The Colosseum

- 4 How did the ancient Romans make use of the arch?
- a By making them from metal
  - b By placing them underground only
  - c By using separate stone segments in semi-circular designs
  - d By using horizontal beams
- 5 What was Hassan Fathy primarily known for?
- a Designing luxury buildings
  - b Introducing expensive materials in architecture
  - c Promoting traditional and affordable building methods
  - d Constructing skyscrapers
- 6 Why did Fathy prefer mud brick for his projects?
- a It was lightweight and easy to transport.
  - b It was thermally effective and low-cost.
  - c It was modern and stylish.
  - d It was popular in Western designs.
- 7 What is Fathy's book *Architecture for the Poor* primarily about?
- a His sustainable architectural practices in New Gourna
  - b His design techniques for luxury buildings
  - c His life story
  - d His critiques on modern architecture
- 8 Based on the passage, how might architecture continue to evolve in the future?
- a By completely abandoning traditional materials in favor of steel and glass
  - b By balancing modern technology with sustainable and cost-effective materials
  - c By focusing only on aesthetics without concern for function
  - d By limiting architectural developments to wealthy clients

**Task 3****Essay / Writing**

☛ I can brainstorm ideas for a college entrance essay.

**Brainstorm / Plan**

Consider how your experiences, values, and personality form the blueprint of who you are—your "human architecture." Like any great structure, your design is shaped by the materials you've gathered along the way: the lessons you've learned, the challenges you've faced, and the dreams you hold. Brainstorm ideas for a college entrance essay. Think about the information that you would include in your essay to persuade the college to accept you. Jot down ideas for your essay using the target vocabulary in the text. Discuss your ideas with a peer/peers.

**Task 4****Project / Critical Thinking**

☛ I can create a captioned gallery walk of noteworthy architectural buildings.

Create a gallery walk of the most amazing architectural buildings in another country. After choosing a country, select a series of photos of interesting buildings with noteworthy architectural design. Caption each photo, describing the style, building materials, and name of the architect. Evaluate each design by adding your opinion about it. You can include quotations, target vocabulary, present and past passive verb tense, and new idioms. Share your photos and description with others.

## ILOs

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

- ☛ **discuss** the evolution of buildings from ancient wonders to modern marvels.
- ☛ **listen** to a text about architecture for specific information.
- ☛ **demonstrate** the use of idioms in context through short dialogues or writings.
- ☛ **use** “used to” and present /past passive voice properly.
- ☛ **draft** a college entrance essay.

## Task 1

### Pre-listening / Speaking



- ☛ I can discuss the evolution of buildings from ancient wonders to modern marvels.



### Discuss the following:

- 1] What are some famous structures that represent human achievements?
- 2] What factors make buildings last over time?
- 3] How does building design reflect culture?
- 4] Why might architects use sustainable materials today?
- 5] What innovations have transformed modern architecture?

## Task 3 Listening



I can listen to a text about architecture for specific information.

- Listen to “Architectural Design: Through the Years” and take notes on what you hear. Use your notes to fill in the blanks:
- Fill in the gaps with the correct word from the list.

horizontally	beams	permanence	combining
feasible	breakthrough	thermally	revolutionizing
complement		symbolic	

- Early builders relied on heavy ..... of wood or stone.
- Some materials are not ..... for tall structures due to their weight.
- Ancient architects would stack materials ..... to support weight.
- Using concrete was a major ..... in construction.
- Modern structures are designed to ..... their surroundings.
- Adobe is a ..... efficient and eco-friendly material.
- Buildings often aim for ..... to withstand time.
- ..... various materials enables innovative designs.
- Many structures are built to be ..... of power or culture.
- Modern architecture involves ..... traditional practices.

## Task 4 Critical Thinking



- Listen again, then answer the following questions:

- What makes a building design truly innovative?  
.....
- How do materials affect the feasibility of building certain structures?  
.....

3 How does the permanence of a building contribute to its cultural value?



.....

4 Why might architects choose semi-circular arches in construction?



.....

5 What role does nature play in modern architecture?



.....

6 How do breakthroughs in technology impact architecture?



.....

7 What are some benefits of using adobe in construction?



.....

8 How might architecture continue to evolve in the future?



.....

## Task 5 Vocabulary / WRITING



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

**Use these idioms to form sentences:**

1 With her innovative designs, the architect has truly raised the bar for sustainable building practices.

2

.....

3

.....

4

.....

5

.....

5

.....

.....

### Top Tip

1 "Lay the groundwork"

Start something new or create the foundation.

2 "Build bridges"

Foster connections and understanding.

3 "On solid ground"

In a secure or stable situation.

4 "Put up a good front"

Appear strong or capable, even if struggling.

5 "Raise the bar"

Set a higher standard.

## Task 8 Grammar



I can use "used to" and present /past passive voice properly.

### Used to

The construction 'used to' describes a past action.

- Used to can also be used to talk about past facts or generalizations which are no longer true.

- EX. I used to live in Paris. / Sarah used to be fat, but now she is slim.

- Used to expresses the idea that something was an old habit that stopped in the past.

- EX. Jerry used to study English.

Samy and Mary used to go to Sharm El sheikh in the summer.

Negative form uses the auxiliary verb do in the past :

- EX. She didn't use to play the piano very well.

Questions also use this form:

- Did you use to .....

ACTIVE / PASSIVE voice: ( used to + be)

- EX. Jerry used to pay the bills. Active / The bills used to be paid by Jerry. Passive

### "The Passive Form"

The passive voice in English is composed of two elements: the appropriate form of the verb 'to be' + past participle

*Examples:*

Fiat cars are made in Italy. (The present simple)

- The amphitheatre was built by the Romans. (The past simple)
- My car has been stolen! (The present perfect tense)

### Choose the best answer:

1 In ancient times, people ..... rely on natural resources for their daily needs.

- |              |                |
|--------------|----------------|
| a used to    | b don't use to |
| c is used to | d get used to  |

2 He ..... work with adobe before switching to modern materials.

- |              |                 |
|--------------|-----------------|
| a used to    | b didn't use to |
| c is used to | d gets used to  |

- 3 They ..... use wooden beams in their construction methods in the past.  
 a didn't use to      b used to      c is used to      d gets used to
- 4 Now, she ..... working with various materials in her designs.  
 a is used to      b used to      c didn't use to      d get used to
- 5 People ..... think that mass production was unnecessary until they saw its benefits.  
 a used to      b didn't use to      c is used to      d get used to
- 6 Safety regulations ..... in the construction industry since 2010.  
 a used to implement      b were implemented  
 c have been implemented      d are being implemented
- 7 Many historical buildings ..... restored by the government over the past decade.  
 a used to be      b have been  
 c is      d were
- 8 The new policies ..... to improve worker safety last year.  
 a has been introduced      b were introduced  
 c used to introduce      d are being introduced
- 9 New insulation techniques ..... by builders to reduce energy costs this year.  
 a used to be used      b were being used  
 c is used      d are being used
- 10 The construction of the bridge ..... completed ahead of schedule last month.  
 a used to be      b was  
 c is      d is being

## Task 6 Essay / WRITING



I can draft a college entrance essay.

### Top Tip

#### What to Include in Your College Entrance Essay

Your college entrance essay should highlight your unique qualities and experiences. Include:

- 1 A personal story that reveals your character or values.
- 2 Specific examples of challenges you've overcome or successes you've achieved.
- 3 Insight into your passions or interests that drive you.
- 4 Connections to your goals, showing how the college fits into your plans.
- 5 Authentic reflection—be genuine and let your personality shine.

These elements help admissions officers understand what makes you an outstanding candidate!

Since I was a child, I recognized the importance of education in shaping my future and opening doors to new opportunities. Approaching the significant milestone of college enrollment, I reflect on my journey and the steps I have taken to prepare myself for the challenges and experiences that lie ahead in college.

Draft a college entrance essay. Review the Top Tip and introduction example. Aim to persuade the admissions office to accept you for enrollment. Include target vocabulary and new grammar skills in your essay.

## Task 7 Project



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

## ILOs

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

- ✎ **analyze** the author's technique to better understand a text about architecture.
- ✎ **demonstrate** critical thinking to answer questions related to a text about architecture.
- ✎ **use** topic sentences and transition words to organize an essay.
- ✎ **revise** a draft of a college entrance essay.

## Task 1

## CRITICAL THINKING



- ✎ I can analyze the author's technique to better understand.

### Top Tip

#### Hassan Fathy: The Father of Sustainable Architecture

Hassan Fathy (1900–1989) was an Egyptian architect renowned for pioneering sustainable and human-centered design. Using local materials such as mud bricks and traditional construction techniques, he crafted buildings that blended functionality with cultural authenticity. His designs emphasized natural ventilation, energy efficiency, and cost-effectiveness, making architecture accessible to rural communities. Fathy's most famous work, New Gurna Village, showcased his vision of eco-friendly, socially inclusive development. His legacy continues to inspire architects worldwide to embrace sustainability and honor local heritage.



● **Review “The Art and Science of Architecture” from lesson 1 and answer the following questions:**

- 1 What are the topic sentences of paragraphs 2 and 3?
- 2 What examples are included in these paragraphs? How do they support the topic sentence?
- 3 How does the author show the idea that Fathy's work is relevant today?
- 4 Why does the author describe architecture as a “socially responsible art”?
- 5 Why is Fathy called the “architect of the poor”?

## Task 2 CRITICAL THINKING



I can demonstrate critical thinking to answer questions related to a text about architecture.

- 1 How might architecture address social issues today?
- 2 What new ideas might drive future architectural design?
- 3 If you were to design a new school, what design ideas would you incorporate?

## Task 3 Essay / WRITING



I can use topic sentences to organize an essay.

Review your essay draft of a college entrance essay and write topic sentences that clearly introduce the main idea of each paragraph.

- 1 .....
- 2 .....
- 3 .....

Use these questions to guide your sentences:

**Introduction:**

What's the central theme or experience that defines you and makes you a strong candidate?

**Body Paragraph 1:**

What personal experience or accomplishment exemplifies your values or strengths?

**Body Paragraph 2:**

How have you grown or overcome a challenge related to your academic or personal life?

**Body Paragraph 3:**

What are your goals for the future, and how will this college help you achieve them?

**Conclusion:**

How does your journey shape your perspective on attending college?

**Example Topic Sentence:** "From an early age, I have been driven by a curiosity for how things work, which is why I am drawn to a career in engineering."

## Task 4 Essay / WRITING



👉 I can use transition words.

### Top Tip

#### Transitions for Adding Ideas

- Examples: "Additionally," "Furthermore," "Likewise," "Similarly"

#### Transitions for Contrasting Ideas:

- Examples: "However," "On the other hand," "In contrast"

#### Transitions for Cause and Effect:

- Examples: "As a result," "Consequently," "Therefore"
- Example Sentence with Transition: "Consequently, this experience taught me the importance of resilience, a skill I carry into every aspect of my academic life."

🔍 **Review your essay draft of a college entrance essay and add transition words to create sentences that connect ideas both within and between paragraphs, making the essay flow smoothly:**

- 1 The teacher decided to extend the deadline; however, the students still struggled to submit on time.
- 2 The new curriculum includes additional resources; furthermore, it provides training for teachers.
- 3 The students failed to review their lessons; consequently, they found the exam extremely challenging.

## Task 5

## WRITING



✎ I can revise a draft of a college entrance essay

Throughout high school, I dedicated myself to my studies, maintaining a strong GPA while participating in various extracurricular activities. For instance, I was an active member of the debate club and participated in the science fair, which helped me sharpen my critical thinking and communication skills. Moreover, these experiences allowed me to collaborate with my peers, fostering teamwork and leadership abilities that I believe are essential for success in university.

In addition to my academic achievements, I have also made a conscious effort to give back to my community. I spent weekends tutoring younger students, which not only deepened my understanding of various subjects but also highlighted the importance of mentorship and support. Through these experiences, I developed a passion for engineering and a desire to contribute to sustainable technology, aiming to make a positive impact on the environment.

✎ **Revise your draft of a college entrance essay.**

- ◆ Develop ideas
- ◆ Delete unnecessary ideas
- ◆ Organize ideas logically
- ◆ Use transitions between ideas
- ◆ Choose words carefully

### ✎ KEY PARTS OF QUALITY WRITING

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

## SAMPLE RUBRIC

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

## Task 6 **Project**



- ◆ Have you chosen a country? Have you selected a series of buildings?

## Unit Review

## ILOs

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

- ✎ **review** the target vocabulary, grammar, and new language skills.
- ✎ **edit** and share a college entrance essay.
- ✎ **create** a gallery walk about the most amazing architectural buildings in different countries.

**Task 1 Vocabulary Review**

✎ I can use the target vocabulary.

✎ **Choose the correct answer:**

- The new design was considered ..... because it could be implemented with the available resources.
  - evolved
  - feasible
  - symbolic
  - mass
- The architect decided to ..... the garden with a brick wall to create a private space.
  - drain
  - enclose
  - harmonize
  - perch
- The scientist's research led to a major ..... in cancer treatment.
  - revolutionizing
  - permanence
  - breakthrough
  - beam
- A wooden ..... was placed across the ceiling to support the roof's weight.
  - shelter
  - mass
  - beam
  - adobe
- The ancient clay houses were built using a material known as .....
  - permanence
  - adobe
  - complement
  - beam





## Task 9 **Essay / Writing**



✎ I can write a full argumentative essay about “Technology”.

✎ **Edit and share your revised college entrance essay:**

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

### Top Tip

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

In conclusion, my journey to university has been filled with hard work, dedication, and a commitment to personal growth. I am excited about the opportunities that await me and ready to embrace the challenges ahead. With a strong academic background, community involvement, and a clear vision for my future, I am confident that I will thrive in the university environment and make meaningful contributions to both my field of study and society.

## Task 6

## Project / CRITICAL THINKING



👉 I can create a captioned gallery walk of noteworthy architectural buildings.

Create a gallery walk of the most amazing architectural buildings in another country. After choosing a country, select a series of photos of interesting buildings with noteworthy architectural design. Caption each photo, describing the style, building materials, and name of the architect. Evaluate each design by adding your opinion about it. You can include quotations, target vocabulary, present and past passive verb tense, and new idioms. Share your photos and description with others.



# Unit 7

## Technology



### **Unit Overview**

- ★ **Reading/Writing Focus:** Argumentative
- ★ **Grammar:** using modal verbs: can / could
- ★ **Reading/Writing Skills:** Formal and Informal registers, punctuating dialogue
- ★ **Essay:** argumentative essay for or against the use of AI
- ★ **Project:** An advertisement for an app
- ★ **Anchor Text:** The Pros and Cons of Artificial Intelligence
- ★ **Recording:** Google Maps

# Artificial Intelligence

## ILOs

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

- ✎ **identify** the meaning of target words using synonyms and dictionaries.
- ✎ **read** a dialogue about Artificial Intelligence (AI) for specific information.
- ✎ **brainstorm** ideas for an argumentative essay about the pros and cons of Artificial Intelligence.

## Task 1 Vocabulary



- ✎ I can identify the meaning of target words using synonyms and dictionaries.

### Target Vocabulary

- commerce (n)
- intangible (adj)
- caution (n)
- detrimental (adj)
- cope with (v)
- collective (adj)
- craved (v)
- utensils (n)
- encounter (v)
- contemporary (n)
- catastrophic (adj)

### Match the words with their synonyms:

	Words		Synonyms and meanings
1	commerce	.....	a relating to a group
2	intangible	.....	b to have a strong desire for
3	caution	.....	c unable to be touched or grasped
4	detrimental	.....	d the activity of buying and selling goods and services
5	cope with	.....	e careful consideration to avoid mistakes
6	collective	.....	f a quality of being harmful or damaging
7	craved	.....	g handle or deal with it
8	utensils	.....	h existing or occurring at the same time
9	encounter	.....	i disastrous and causing great damage
10	contemporary	.....	j tools used for eating or cooking
11	catastrophic	.....	K to meet or come across it unexpectedly

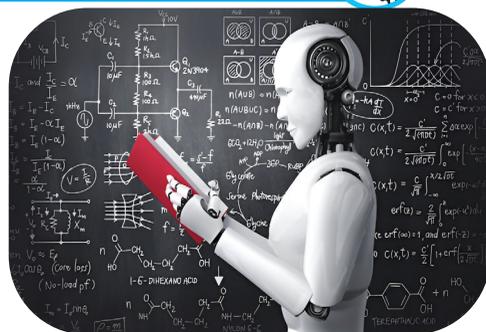
## Task 2 Pre-reading / SPEAKING/LISTENING



I can discuss artificial intelligence.

In pairs, discuss the following questions:

- 1 What is Artificial Intelligence (AI)?
- 2 How is AI used in everyday life?
- 3 Have you used AI? In what ways?



## Task 3 Reading



I can read a text about Artificial Intelligence (AI) for specific information.

Read a dialogue about Artificial Intelligence (AI) between two friends, and then answer the questions that follow:

### The Pros and Cons of Artificial Intelligence

**Sam:** You know, AI is making our lives so much easier! It's transforming every field, from **commerce** to healthcare. I mean, think about all the **intangible** benefits it brings—speed, efficiency, and endless information.

**Jordan:** Sure, but we need to exercise **caution**. AI can also be **detrimental**. For example look at how it affects jobs. People are being replaced by machines. How are they supposed to **cope with** that?

**Sam:** I get your concern, but I think it's part of the progress of change. Every new technology comes with challenges. But instead of fearing AI, we should figure out how to adapt. AI's **collective** knowledge helps people in ways we couldn't have imagined. Besides, we've always **craved** advancements—like when we moved from doing things by hand to using tools and **utensils**, or from local markets to global commerce.

**Jordan:** True, but what about the risks we **encounter**? **Contemporary** society is so reliant on AI that we're losing critical thinking skills. We trust machines too much, and if something goes wrong, it can be **catastrophic**.

**Sam:** That's a fair point, but I'd argue that AI is a tool, just like any other. It's about how we use it. With proper regulations and safeguards, it doesn't have to be detrimental. We have to approach it with caution, sure, but AI can help humanity achieve things that were once impossible.

**Jordan:** I agree, but we must ensure we don't lose control over something that's becoming more powerful than we can fully grasp. It's all about balance.

**Choose the correct answer:**

- 1 Which speaker first argues that we should exercise caution??
- a Sam
  - b Jordan
  - c Alex
  - d AI
- 2 What is one example provided to support the claim that caution is needed?
- a Jobs are being eliminated.
  - b AI is taking the place of parenting.
  - c Productivity is increasing.
  - d AI can help humanity achieve things that were once impossible.
- 3 What transition word does Sam use after acknowledging Jordan's point in order to show his response is a contrasting view?
- a And
  - b Because
  - c Therefore
  - d But
- 4 What reason does Sam provide to counter Jordan's claim about risk?
- a He agrees and believes we should never use AI
  - b He disagrees and believes there is nothing to worry about
  - c He agrees and believe caution is warranted; however he also believes the risks are worth it
  - d He disagrees and insults Sam
- 5 What type of evidence does Sam mostly use to support his claims?
- a Statistics
  - b Quotations from researchers and scholarly articles
  - c Examples and logical reasoning
  - d Detailed anecdotes

## Task 4 **Essay / WRITING**



- I can brainstorm and discuss ideas for an argumentative essay about Artificial Intelligence.

Think about pros and cons of Artificial Intelligence. Are you in favor of its use or do you believe we should be much more cautious? Formulate a clear claim that might later become your thesis. Jot down strong reasons you feel this way. Discuss your ideas with a peer/peers.

## Task 5 **Project / Critical thinking**



- I can design an advertisement using images and descriptive language.

Create a magazine advertisement for your favorite App. Collect pictures/ screen shots while using the App and describe what the app does. Include target vocabulary, grammar skills taught in the unit, and new idioms. Share with others.

# Google Maps

## ILOs

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

- ☞ discuss issues related to technology.
- ☞ listen to a dialogue about Google Maps for specific information.
- ☞ demonstrate the use of idioms in context through short dialogues.
- ☞ use modal verbs Can and Could properly.
- ☞ draft an argumentative essay about the pros and cons of Artificial Intelligence.

## Task 1 Pre-listening / SPEAKING



☞ I can talk about issues related to technology.

📍 **In pairs, discuss the following.**

# Google



- 1 Have you ever used a mapping or GPS-enabled app to find your way around? Was it helpful?
- 2 Have you ever used Google Maps? What features does it offer?
- 3 What else do you know about Google as a company? Where is their headquarters? What does their company do?

**Task 2****Listening**

👉 I can listen to an audio about "Google Maps."

🎧 **Listen to "Google Maps" and fill in the gaps:**

Have you ever wondered how we manage to find our way around in today's world? Thanks to ..... (1) ..... we can easily navigate both familiar and unfamiliar places. This ..... (2) ..... tool is a vital part of our daily lives, helping us to cope with the complex routes and avoid getting lost.

However, it's important to use Google Maps with ..... (3)..... Over-reliance on it can be ..... (4)....., reducing our ability to remember directions or even weakening our natural sense of navigation. While it's a ..... (5) ..... effort to make the service accurate, with millions contributing to the data, it's not foolproof. Users often have ..... (6)..... wrong directions, which can lead to delays or confusion.

**Task 3****CRITICAL THINKING**

- 1 What might be the potential negative effects of over-reliance on a GPS, Google Maps, or other similar apps? When might this become a problem?
- 2 What ethical considerations arise from Google collecting and sharing location data from its users?
- 3 How might Google Maps prioritize certain businesses or locations over others, and what are the implications for local economies?
- 4 What challenges might people without access to smartphones or reliable internet face when navigating compared to those who use Google Maps?
- 5 How might advancements in mapping technology, such as augmented reality (AR) in Google Maps, shape the way we interact with our environments in the future?

## Task 4

## Idioms / VOCABULARY



👉 I can demonstrate the use of idioms in context through a short dialogue.

🎧 **Read this mini dialogue and guess the meaning of idioms in bold. Then match them with their meanings:**

**Alex:** Hey, did you hear about the new AI system they're using at work? It's supposed to be **cutting-edge**.

**Jordan:** Yeah, I heard! Everyone's talking about it. I'm just worried I'm a bit **out of the loop** when it comes to this new tech.

**Alex:** Nah, you'll catch up quickly. If you **push the right buttons**, you might be able to convince the supervisor to send us to training.

**Jordan:** I hope so! I don't want to waste time **reinventing the wheel** when I could just use AI to simplify tasks.

**Alex:** Exactly! But hey, if the system doesn't work as expected, we can always **pull the plug** and go back to the old way... though I doubt we'll need to!

**Jordan:** True. Technology can be frustrating, but when it works, it's amazing!

	Idiom		MEANINGS
1	cutting-edge	a	to stop something from continuing.
2	out of the loop	b	to do the things that are needed to produce a desired effect or result.
3	push the right buttons	c	to waste time creating something that already exists.
4	reinventing the wheel	d	being uninformed or unaware of the latest updates or developments, especially in technology.
5	pull the plug	e	refers to the most advanced, innovative, or pioneering technology or development



**Task 6****Essay / Writing**

✎ I can draft an argumentative essay about Artificial Intelligence.

Draft an argumentative essay in favor or against the use of Artificial Intelligence. Create a clear thesis statement that expresses whether you are in favor of using and advancing artificial intelligence or believe we should be more cautious. List clear arguments supporting your thesis. Support your arguments with logical reasoning, facts/statistics, or strong anecdotes. Use the target vocabulary and new grammar skills in your essay.

**Task 7****Project**

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

## ILOs

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

- ☛ **analyze** the author's technique to better understand a dialogue about Artificial Intelligence.
- ☛ **demonstrate** critical thinking to answer questions related to technology.
- ☛ **identify** whether a sample text uses formal or informal register.
- ☛ **write** dialogue about Remote Work and Technology using correct punctuation.
- ☛ **revise** a draft of an argumentative essay about the pros and cons of Artificial Intelligence.

## Task 1 Critical Thinking



- ☛ I can analyze the author's technique to better understand a text about Artificial Intelligence.
- ☛ I can demonstrate critical thinking to answer questions related to technology.

### Top Tip

#### *Understanding Formal and Informal Register*

The register of your language depends on your audience and purpose. Use formal register for professional, academic, or serious contexts, and informal register for casual or friendly interactions.

- ◆ Formal register avoids contractions, slang, and colloquial expressions. It uses complete sentences and precise vocabulary.

**Example:** "I am writing to inform you about the upcoming meeting."

- ◆ Informal register includes everyday language, contractions, and idiomatic expressions, making it more relaxed.

**Example:** "Hey, just letting you know about the meeting!"

Knowing when to switch registers enhances communication and ensures your message suits the context. Keep your audience in mind!

- 📌 **Reread the "The Pros and Cons of Artificial Intelligence" in lesson 1 and answer the following questions about author's techniques:**
  - 1 Are Sam and Jordan using a formal or informal register? What words make you think so?
  - 2 What impression do you have of Sam and Jordan based on their register? Do their level of formality tell you anything about their relationship?

- 3 Why do you think the writer chose to use an informal register for their dialogue?
- 4 What types of support do Sam and Jordan give to their claims? Do they use facts, statistics, anecdotes, or logical reasoning?
- 5 How would you characterize Sam and Jordan's beliefs about AI? Which person had the stronger argument, Sam or Jordan? Why do you think so?

## Task 2 Mechanics / WRITING



I can write dialogue using correct punctuation.

Discuss the following questions:



Working with a partner, create a mini-story about colleagues discussing remote work opportunities.

**You might have your characters discuss:**

- ◆ What are the benefits of remote work for both employees and employers?
- ◆ How has technology evolved to support remote work?
- ◆ What are some common challenges of remote work, and how can they be overcome?

### Top Tip

#### Punctuating Dialogue

To punctuate dialogue, enclose spoken words in quotation marks and place punctuation like commas or periods inside the quotes (e.g., "I'm here," she said). Start a new paragraph each time a new speaker talks, and capitalize the first word in each piece of dialogue. Use commas before tags like "he said" and ensure the punctuation reflects the tone, such as using question marks or exclamation points when appropriate. These rules help clarify who is speaking and maintain the flow of conversation.

◆ **Example:**

**Ms. Stephanie**, from the United States, was enjoying collaborating with English teachers in Egypt remotely, even though time differences made scheduling meetings a challenge. She told Ms. Abeer, "This has been a great chance to work together, even though we are miles away!"

**Ms. Abeer** nodded in agreement. "Sometimes I have to stay up very late in order to accommodate the US time zone."

**Ms. Amaal** said, "I'm very happy we have the technology to make this happen!"

**Mr. Khalid** wished the Internet was more stable. "Sometimes, connecting can be a problem" He said.

**Mr. Amin** "Did I miss anything important?" Mr. Amin asked, after logging on two minutes late due to a connection problem.

**Mr. Tamer** told everyone to keep trying. "Despite challenges, we must persevere." He urged.

### Task 3 **Essay / Writing**



✎ I can revise a draft of an argumentative essay about Artificial Intelligence.

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

🔍 **Revise your draft of an argumentative essay about Artificial Intelligence.**

- ◆ Develop ideas
- ◆ Delete unnecessary ideas
- ◆ Organize ideas logically
- ◆ Use transitions between ideas
- ◆ Choose words carefully

### 🔑 **KEY PARTS OF QUALITY WRITING**

#### IDEAS

knowledge of topic, elaboration, development, originality, creativity

<i>VOICE</i>	sense of audience, writers' passion and unique way of conveying meaning
<i>SENTENCES</i>	variety in beginnings, lengths, and types
<i>ORGANIZATION</i>	logical order and sequencing, proper use of transition sentences and phrases
<i>WORD CHOICE</i>	sensory description, strong action verbs, specific words to convey precise meaning
<i>CONVENTIONS</i>	grammar, spelling, capitalization, punctuation

### ◀ **SAMPLE RUBRIC**

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

## Task 4 **Project**



Have you selected an App and begun to collect screenshots?

## ILOs

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

- ☞ review the target vocabulary, grammar, and new language skills.
- ☞ edit and share an argumentative essay about the pros and cons of Artificial Intelligence.
- ☞ design an advertisement using images and descriptive language.

## Task 1 Vocabulary Review



☞ I can use the target vocabulary.

🔴 **Review “The Pros and Cons of Artificial Intelligence” from lesson 1 and choose the correct vocabulary word as your answer:**

- 1 In the conversation, Sam mentions AI’s transformation in various fields, including ....., as an example of its impact.
  - a sports
  - b entertainment
  - c commerce
  - d art
- 2 Jordan suggests using ..... when dealing with AI to avoid negative outcomes.
  - a excitement
  - b caution
  - c pride
  - d efficiency
- 3 What kind of benefits does Sam say AI brings, which are difficult to measure directly?
  - a tangible
  - b intangible
  - c catastrophic
  - d detrimental

- 4 According to Jordan, what aspect of AI can have a potentially ..... effect on society by replacing human jobs?
- a beneficial
  - b collective
  - c detrimental
  - d craved
- 5 Sam mentions that people might need to ..... with the challenges AI brings rather than fearing it.
- a cope with
  - b encounter
  - c ignore
  - d encourage
- 6 What type of knowledge does Sam believe AI provides to benefit humanity?
- a catastrophic
  - b intangible
  - c collective
  - d detrimental
- 7 Sam compares AI advancements to past innovations, such as the shift from hand tools to .....
- a technology
  - b healthcare
  - c commerce
  - d utensils
- 8 Jordan is worried about the potential risks society might ..... with the increasing reliance on AI.
- a encounter
  - b caution
  - c cope
  - d adapt



**Task 4****Project / CRITICAL THINKING**

☛ I can design an advertisement using images and descriptive language.

Create a magazine advertisement for your favorite App. Collect pictures/ screenshots while using the App and describe what the app does. Include target vocabulary, grammar skills taught in the unit, and new idioms. Share with others.

# Unit 8

## Geniuses



### **Unit Overview**

- ★ **Reading/Writing Focus:** Literary/Playwriting
- ★ **Grammar:** reduced relative clause
- ★ **Reading/Writing Skills:** Fictional Writing, Mood/Tone
- ★ **Essay:** Write a scene from a play.
- ★ **Project:** Act out scenes from a play.
- ★ **Anchor Text:** A Meeting of the Minds
- ★ **Recording:** The Traits of Geniuses

# A Time-Traveler's Meeting

## ILOs

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

- ☛ identify the meaning of target words using synonyms and dictionaries.
- ☛ read a scene of a play for gist.
- ☛ brainstorm ideas for a script.

## Task 1 Vocabulary



- ☛ I can identify the meaning of target words using synonyms and dictionaries.

### Target Vocabulary

- futuristic (adj)
- holographic (adj)
- chaos (n)
- orb (n)
- hums (v)
- brink (n)
- precise (adj)
- algorithm (n)
- stabilize (v)
- neat (adj)
- intuitive (adj)
- flares (v)
- fades (v)

- ☛ I can identify the meaning of target vocabulary using synonyms and dictionaries.

### Match the words with their definitions:

	Words		Synonyms
1	futuristic	.....	a sphere, globe, ball
2	holographic	.....	tidy, orderly, organized, clean
3	chaos	.....	natural, perceptive, self-evident
4	orb	.....	advanced, innovative, modern
5	hums	.....	three-dimensional, 3D
6	brink	.....	exact, accurate, specific
7	precise	.....	disorder
8	algorithm	.....	edge
9	stabilize	.....	vibrates
10	neat	.....	steady, secure, balance
11	intuitive	.....	method, protocol, process
12	flares	.....	diminishes, vanishes
13	fades	.....	flashes, glows

## Task 2 Pre-reading / SPEAKING / LISTENING



I can discuss intelligence and geniuses.

With a partner, discuss the following:

- 1 If you were tasked with solving a major problem and could assemble a team of the smartest people for the job, who would you choose and why?
- 2 Can you explain who Ada Lovelace, Steve Jobs, and Albert Einstein are, and why they are considered important figures?

## Task 3 Reading



I can read a play about geniuses for gist.

Read a scene from a play about an important meeting where geniuses are encouraged to collaborate, and then answer the questions that follow.

### A Meeting of the Minds

Characters

- ◆ **Dr. Chronos:** A time-traveler who invited a group of geniuses to an important collaboration.
- ◆ **Ada Lovelace:** A 19th-century mathematician, logical and precise.
- ◆ **Albert Einstein:** A physicist, eccentric but insightful who received a nobel prize in 1921.
- ◆ **Steve Jobs:** A tech visionary from the 1980s, practical yet ambitious.
- ◆ **Amara:** A future scientist, passionate but frustrated.



## Scene 1

**Setting:** A futuristic room with holographic screens showing Earth in chaos—volcanoes erupting, oceans rising, cities in ruins. A glowing orb hums in the center. Five figures stand around it, each from a different time.

(Dr. Chronos stands by the glowing orb. The geniuses watch as holograms show rising oceans and wildfires.)

**Dr. Chronos:** I've brought you together because Earth is collapsing. Climate failure, greed, and ignorance have brought humanity to the brink. You must solve this.

**Steve Jobs:** [crossing his arms] Big problem, Doc. What's the plan?

**Ada Lovelace:** [examining the screens] The numbers show an unstable system. A precise algorithm might stabilize it.

**Einstein:** [smiling] Ah, but nature doesn't follow your neat equations. Physics always wins.

**Amara:** [angrily] And humanity always loses. My time is proof that people ignored every warning.

**Jobs:** [sighing] Progress is messy. You give people fire, and they burn things down before learning to cook.

**Ada:** [thoughtfully] Progress is necessary. Could we create something that adapts to the planet's needs?

**Dr. Chronos:** We need a system combining Ada's logic, Einstein's energy theories, and Steve's designs: a solution powered by collaboration.

**Einstein:** [nodding] Perhaps a mechanism to cool the planet using energy fields.

**Jobs:** [smirking] As long as it's intuitive. People won't use what they don't understand.

**Amara:** [softly] If it works, maybe it could save lives. But only if people change their thinking.

**Dr. Chronos:** Then let's begin. Humanity depends on you.

(The glowing orb flares as the scene fades to black.)

### 1 Who are the five figures in the scene?

- a Dr. Chronos, Ada Lovelace, Albert Einstein, Steve Jobs, Amara.
- b Dr. Chronos, Isaac Newton, Steve Jobs, Ada Lovelace, Albert Einstein.
- c Albert Einstein, Steve Jobs, Amara, Nikola Tesla, Ada Lovelace.
- d Amara, Dr. Chronos, Albert Einstein, Charles Darwin, Ada Lovelace.

- 2 What is Dr. Chronos' purpose for bringing the group together?
- a To travel back in time
  - b To create new technology
  - c To solve Earth's climate crisis
  - d To study the future
- 3 What is Ada Lovelace's suggestion for solving the problem?
- a A physical machine to cool the Earth
  - b A precise algorithm to stabilize the system
  - c A new government policy
  - d A social movement to change people's thinking
- 4 How does Einstein respond to Ada Lovelace's idea?
- a He agrees with her completely.
  - b He says that nature doesn't follow neat equations.
  - c He suggests using only technology to solve the problem.
  - d He ignores her and makes his own suggestion.
- 5 What does Steve Jobs think about how people use technology?
- a People will use whatever technology is given to them.
  - b People won't use technology unless it is intuitive.
  - c People don't need technology to solve problems.
  - d Technology is not important in solving the crisis.
- 6 What is Amara's main concern about humanity?
- a That people will never adapt to new technology.
  - b That people will ignore the warnings and keep making the same mistakes.
  - c That people are too focused on progress.
  - d That technology will not be developed fast enough.
- 7 What is Dr. Chronos' plan for solving Earth's crisis?
- a Using a mechanism to cool the planet with energy fields.
  - b Making a new law to limit carbon emissions.
  - c Working alone to create a new machine.
  - d Getting people to stop using technology.

8 What is the overall theme of the scene?

- a The conflict between past and future.
- b The importance of collaboration in solving global issues.
- c The dangers of time travel.
- d The superiority of modern science over historical knowledge.

## Task 4 Scripting / WRITING



👉 I can brainstorm and discuss ideas for a play involving geniuses.

### Top Tip

#### Fiction

**Fictional Writing** refers to written work that is based on the imagination, rather than on real events or factual accounts. A fiction writer creates stories with interesting characters, well-described settings, and a plot containing a series of made-up events that illustrate a conflict followed by a resolution. These story elements may not exist in the real world, or they may be altered versions of reality.

The key feature of fictional writing is that it is not restricted to real-world facts; it is driven by creativity and imagination, often exploring themes, emotions, or ideas through made-up stories and characters.

**Examples of fictional writing include:**

- ◆ **Novels:** Long works of fiction, such as *The Great Gatsby* or *Harry Potter*.
- ◆ **Short Stories:** Brief fictional works, like those by Edgar Allan Poe or Alice Munro.
- ◆ **Poetry:** Poems that explore fictional themes, characters, or scenarios.
- ◆ **Plays and Scripts:** Works written for performance, such as those by William Shakespeare or modern playwrights.
- ◆ **Fantasy, Science fiction, and Historical Fiction:** Genres of fiction that explore speculative technologies, magical elements, and real or fictional historical settings, blending creativity, adventure, and often social commentary.

## Brainstorm / Plan

👉 **Think about a global issue that requires urgent attention and the input of intelligent, capable people. Some examples might include:**

- ◆ **Climate Change:** Rising temperatures, extreme weather, and environmental degradation.
- ◆ **Global Health Crisis:** Pandemics, widespread diseases, or healthcare access.

- ◆ **Poverty and Inequality:** Economic disparity, unequal access to education
- ◆ **Conflict and War:** Ongoing international conflicts
- ◆ **Technological Ethics:** The impact of AI, privacy concerns, or the spread of misinformation
- ◆ Now, imagine a meeting convened to solve one of these pressing issues. Think about who you would invite to this meeting to help create a solution. You could include scientists, politicians, business leaders, and activists — each with their unique skills, knowledge, and perspectives. Consider where this meeting might take place. Would it be in a futuristic conference room, a global summit, or an emergency strategy session? Describe the setting in detail to make the scene come to life.

Finally, think about what each person at the meeting would say, shaped by their individual background and area of expertise. How would their ideas and personal experiences shape the discussion? What solutions might they propose? Would they agree or disagree on the best course of action? Jot down your ideas about the setting and selected experts. Discuss your ideas with a peer/peers.

## Task 5

## Project / CRITICAL THINKING



👉 I can write a scene from a play.

Act out the scenes you've written about a global issue. As a group, assign roles, rehearse your lines, and bring your characters to life through costumes, props, and simple set design. Use dramatic techniques like strong facial expressions, gestures, and vocal variety to enhance your performance and convey emotion. After rehearsing, you will perform your scene for the class.

## THE TRAITS OF GENIUSES

## ILOs

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

- ☛ discuss the traits of geniuses.
- ☛ listen to a scene of a play about The Trait of Geniuses for scanning.
- ☛ demonstrate the use of idioms in context through short dialogues.
- ☛ Use Reduced Relative Clause properly.
- ☛ draft a scene of a play.

## Task 1 Pre-listening / SPEAKING



☛ I can discuss intelligence and geniuses.

☛ **In pairs, discuss the following questions:**

- 1 What are some common traits associated with geniuses?
- 2 Who are some famous geniuses that come to mind and what traits do they possess?
- 3 Is intelligence an innate talent, or can it be acquired through effort and dedication?
- 4 Can you name people you'd consider geniuses in a variety of fields?



## Task 2 Listening



☛ I can listen to a scene for scanning.

☛ **Fill in the gaps as you listen to three people talking about The Traits of Geniuses:**

### "The Traits of Geniuses"

*Characters:*

**Alex**, a brilliant inventor - **Jordan**, a passionate artist - **Casey**, a curious student

**Casey:** (examining a small mechanical device)

Wow, Alex! This is remarkable! How do you come up with such inventive designs?

**Alex:** (smiling)

It's all about creativity and exploration. Geniuses have a unique perspective,

seeing solutions where others see problems.

**Jordan:** (mixing colors)

Absolutely! .....(1) ..... is a hallmark of genius. We connect unrelated ideas and think outside the box.

**Casey:**

So, creativity defines ..... (2) ..... ?

**Alex:**

Definitely! But resilience is crucial too. Geniuses face setbacks yet keep pushing forward and adapting.

**Jordan:**

Right! It's about ..... (3) ..... determination. Passion drives us to take risks and explore the unknown.

**Casey:**

What about intelligence? Is that necessary for genius?

**Alex:**

It helps, but it's not everything. ..... (4) ..... is vital; we ask questions and seek to understand.

**Jordan:**

Exactly! Curiosity leads to exploration. We mustn't fear asking "why" or "what if."

**Casey:**

So being a genius is more about mindset than just talent?

**Alex:**

Absolutely! Originality matters. Geniuses offer something new, pushing the ..... (5) ..... of possibility.

**Jordan:**

And ..... (6) ..... enhances our creativity, leading to amazing ..... (7) ..... !

### Task 3 Idioms / VOCABULARY



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

**Read the short dialogue and match the idioms used with their definition:**

**(Scene: Alex, Jordan, and Casey are in a workshop, discussing their projects.)**

**Casey:** I can't solve this problem!

**Alex:** Don't worry! Just remember to **think outside the box**. Sometimes the best solutions are the ones we don't initially consider.

**Jordan:** Speaking of solutions, you've been working late every night this week, Alex.

**Alex:** I know! I'm **burning the midnight oil** to finish my invention. Geniuses often put in extra hours to achieve their visions.

**Casey:** Are you sure your new design will work?

**Alex:** We'll find out soon. After all, **the proof is in the pudding**. Geniuses often have to test their ideas to see if they hold up in reality.

**Jordan:** I'm nervous about my art show tomorrow.

**Casey:** Just **hit the ground running!** You're a genius with a lot of creativity, and your passion will shine through.

**Jordan:** Thanks! I want to paint something that will truly **break the mold**. Geniuses create new paths, and I hope to inspire others to think differently through my art.

	Idiom		MEANINGS
1	Think outside the box	a	the real value or quality of something can only be judged when it is put to use or tested. It emphasizes that results determine the success of an idea or plan.
2	Burning the midnight oil	b	to begin a task or project with enthusiasm and energy, making immediate progress. It suggests a quick start and an effective approach.
3	The proof is in the pudding	c	to think creatively and consider new ideas that are not immediately obvious.
4	Hit the ground running	d	to do something in a new or different way, challenging traditional norms or expectations. It signifies originality and innovation.
5	Break the mold	e	to work late into the night or early morning hours, often to complete a task or project. It signifies hard work and dedication.

## Task 4 Grammar



I can use reduced relative clauses properly.

### Top Tip

#### Reduced Relative Clause

Reduced relative clauses are a simplified form of relative clauses that omit certain elements, typically the relative pronoun and the verb "to be." Here are the key rules for forming and using reduced relative clauses:

##### 1 Omitting the Relative Pronoun:

In reduced relative clauses, the relative pronoun (who, which, that) is often omitted.

Example:

- ◆ Full relative clause: "The book **that is** on the table is mine."
- ◆ Reduced relative clause: "The book on the table is mine."

##### 2 Omitting the Verb "To Be":

When the relative clause contains the verb "to be," it can be omitted in the reduced form.

Example:

- ◆ Full relative clause: "The man **who is** sitting there is my father."
- ◆ Reduced relative clause: "The man sitting there is my father."

##### 3 Changing the Verb Form:

The main verb in the relative clause is usually changed to its present participle (-ing form) or past participle form to form the reduced clause.

- ◆ **Present Participle:** When the subject of the reduced clause is the same as the main clause.  
Example: "The girl **who is** singing is talented." → "The girl singing is talented."
- ◆ **Past Participle:** When the relative clause describes something that has already happened or is completed.  
Example: "The car **that was** damaged is in the garage." → "The car damaged is in the garage."

##### 4 Placement:

The reduced relative clause typically follows the noun it modifies, just like full relative clauses.

Example:

- ◆ "The students studying in the library are my friends." (The reduced clause follows "students.")

##### 5 Context:

Reduced relative clauses can be used in both defining and non-defining contexts, although they are more common in defining relative clauses.

Example:

- ◆ "The athlete winning the race is my brother." (Defining)
- ◆ "My brother, winning the race, is a champion." (Non-defining)

**Choose the correct answers:**

1 Which of the following sentences contains a reduced relative clause?

- a The genius who created the theory is famous.
- b The genius creating the theory is famous.
- c The genius created the theory.
- d The genius was known for his intelligence.

2 Which part of the sentence contains the reduced relative clause?

"The groundbreaking invention developed last year changed everything."

- a The groundbreaking invention
- b that was developed last year
- c developed last year
- d changed everything

3 Which option correctly reduces the relative clause?

"Scientists who study intricate systems make remarkable discoveries."

- a Scientists study intricate systems and make remarkable discoveries.
- b Scientists studying intricate systems make remarkable discoveries.
- c Scientists who are studying intricate systems make remarkable discoveries.
- d Scientists are studying intricate systems that make remarkable discoveries.

4 Choose the sentence that uses a reduced relative clause correctly.

- a The artist solely focused on creating extraordinary pieces.
- b The artist who solely focused on creating extraordinary pieces is recognized.
- c The artist focusing solely on creating extraordinary pieces is recognized.
- d The artist was solely focused on creating extraordinary pieces.

5 What is the reduced form of this sentence?

"The researchers who manifest profound ideas have been awarded."

- a The researchers' manifest profound ideas have been awarded.
- b The researchers manifesting profound ideas have been awarded.
- c The researchers who are manifesting profound ideas have been awarded.
- a The researchers who manifested profound ideas have been awarded.

6 Identify the sentence with a reduced relative clause.

- a The novel that has an intricate plot is fascinating.
- b The novel with an intricate plot is fascinating.
- c The novel which had an intricate plot is fascinating.
- d The novel that is intricate is fascinating.

7 Choose the sentence that properly uses a reduced relative clause.

- a The groundbreaking research published in the journal was influential.
- b The groundbreaking research that was published in the journal was influential.
- c The groundbreaking research that is published in the journal was influential.
- d The groundbreaking research was published in the journal.

8 Which of the following correctly reduces the relative clause?

"The ideas that manifest in the artist's work are extraordinary."

- a The ideas manifest in the artist's work are extraordinary.
- b The ideas that manifest in the artist's work are extraordinary.
- c The ideas manifesting in the artist's work are extraordinary.
- d The extraordinary manifest ideas in the artist's work.

## Task 5 Scripting / WRITING



👉 I can draft a scene from a play.

### Drafting

Think about the global issue you previously selected. Imagine a meeting with capable geniuses convened to solve this issue. Create a short one-act play showing what happened at the meeting. Begin by describing the setting. Where and when is the meeting taking place? Add lines for each of the experts present at your meeting. Who would you invite? What would each expert say based on their background? What solutions would they propose? Be creative and think about how their different perspectives might shape the discussion. Use the target vocabulary and new grammar skills in your script.

## Task 6 Project / CRITICAL THINKING



👉 I can write a scene from a play.

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

## ILOs

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

- ✎ **analyze** the author's technique to better understand a scene.
- ✎ **demonstrate** critical thinking to answer questions related to a text about geniuses.
- ✎ **describe** how an author creates a particular mood.
- ✎ **revise** a draft of a one-act play.

## Task 1

## Critical Thinking



- ✎ I can analyze the author's technique to better understand a play about geniuses.
- ✎ I can demonstrate critical thinking to answer questions related to a text about geniuses.
- **Review the play, "A Meeting of Minds" in lesson 1 and answer the following questions about the content and author's techniques.**
  - 1 What is the overall mood of the play, "A Meeting of Minds"?
  - 2 What words convey this mood?
  - 3 What is the setting? What descriptive words are used to help create an image of the setting in the mind?
  - 4 Why do you think Dr. Chronos selected these specific figures for this global crisis?
  - 5 What role does Amara's frustration play in the scene, and how might it shape the group's approach to solving the crisis?

## Task 2 Reading



### Top Tip

#### Mood and Tone

Mood and tone help effectively to convey the desired emotional atmosphere for a piece of writing.

**Mood** refers to the emotional environment you create for the audience (e.g., joyful, tense, melancholic).

**Tone** refers to the attitude of the characters and the playwright toward the subject matter (e.g., serious, humorous, sarcastic)

To set the right mood and tone, choose words carefully, decide on the characters' emotions, and use the setting to support the feeling you want to create. For example, a dark, stormy setting might give a serious or tense mood, while light dialogue and bright surroundings can create a happy or relaxed tone.

☞ I can identify the mood of a setting.

📍 Can you identify the mood of the following settings? Which words make the mood evident?

- 1 A dark, abandoned building. The only sound is the echo of footsteps on the cold, empty floor. A flickering light casts shadows on the walls, and the air feels heavy with silence.
- 2 A crowded city street during rush hour. Cars honk as people hurry along the sidewalks, talking loudly on their phones. The bright lights of billboards flash above, and the air smells of street food and exhaust fumes.
- 3 A quiet, sunlit meadow. The gentle hum of bees and the rustle of leaves in a soft breeze fill the air. Wildflowers sway, their colors vivid against the green grass, while a distant brook babbles softly. The warm sunlight bathes the scene, and the air carries a faint scent of blooming flowers and fresh earth.



1



2



3

## Task 3 Scripting / WRITING



I can revise a draft of a scene of a play

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

**Revise your draft of a one-act play**

- ◆ Develop ideas
- ◆ Delete unnecessary ideas
- ◆ Organize ideas logically
- ◆ Use transitions between ideas
- ◆ Choose words carefully

### KEY PARTS OF QUALITY WRITING

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

### SAMPLE RUBRIC

Word	Unsatisfactory (2)	Needs Improvement (3)	Very Good (5)
<i>CONTENT</i>	Ideas are incomplete and without organization. Difficult to understand.	Ideas are not clear or well-organized. Too short or could be organized better.	Ideas are both clear and organized. Many details are given.

Word	Unsatisfactory (2)	Needs Improvement (3)	Very Good (5)
<b>VOCABULARY</b>	Chosen words are not used correctly or are too basic.	Words are repeated without variety, but at times choices create an emotional response from the reader.	Word choice is varied. Challenging vocabulary is used correctly and aids the reader in gaining a vivid understanding.
<b>GRAMMAR &amp; MECHANICS</b>	There are many grammatical and punctuation errors making it difficult to understand.	There are some errors in grammatical structure, capitalization, spelling, or punctuation.	There are almost no grammatical or mechanical errors. The essay has been proofread carefully.

## Task 4 Project



👉 I can write a scene from a play.

Have you selected roles and begun creating props and a basic set?

## ILOs

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

- 👉 **review** the target vocabulary, grammar, and new language skills.
- 👉 **edit** and share a one-act play.
- 👉 **perform** scenes from a one-act play.

## Task 1 Vocabulary Review



👉 I can use the target vocabulary.

🔍 **Review "A Meeting of Minds" from lesson one and identify the vocabulary words.**

- 1 What does the word "futuristic" mean?
  - a Relating to the past
  - b Simple and old-fashioned
  - c Modern and advanced
  - d Related to nature
- 2 What does "holographic" describe in the scene?
  - a A digital display that only shows 2D images.
  - b Three-dimensional projections or images
  - c A type of lighting
  - d Something that is written on paper.
- 3 Which of the following is most closely associated with the word "chaos"?
  - a Disorder and confusion
  - b Order and structure
  - c Happiness and peace
  - d Silence and calm
- 4 What is an "orb" in the context of the scene?
  - a A scientific theory
  - b Relating a type of screen
  - c A circular, glowing object
  - d A small object
- 5 What does the verb "hums" describe in the scene?
  - a The lights flashing
  - b The orb making a low sound
  - c The wind moving
  - d The wind moving

- 6 What is meant by the "brink" in the scene?
- a A river
  - b A mountain
  - c The verge or edge of something, especially a crisis
  - d A new beginning
- 7 What does "precise" mean in the scene?
- a Vague and unclear
  - b Simple and unrefined
  - c Exact and accurate
  - d Impressive but messy
- 8 What is an "algorithm"?
- a A creative process
  - b A type of technology
  - c A way to measure time
  - d A set of instructions or steps for solving a problem
- 9 What does it mean to "stabilize" something?
- a To make it unstable
  - b To make it move faster
  - c To make it calm and steady
  - d To make it more complex
- 10 What does the verb "fades" mean in the scene?
- a Becomes brighter
  - b Becomes darker or disappears gradually
  - c Changes into something new
  - d Remains steady

## Task 2 Grammar Review



✎ I can use reduced relative clause correctly.

📌 **Choose the non-defining reduced relative clause that best completes each sentence.**

- 1 Leonardo da Vinci, \_\_\_\_\_, was skilled in both art and science.
  - a who was known for his inventions
  - b known for his inventions
  - c knowing for his inventions
  - d was known for his inventions
  
- 2 Nikola Tesla, \_\_\_\_\_, made revolutionary contributions.
  - a who developed the alternating current (AC) system
  - b developing the alternating current (AC) system
  - c having developed the alternating current (AC) system
  - d developed the alternating current (AC) system
  
- 3 Marie Curie, \_\_\_\_\_, was the first woman to win a Nobel Prize.
  - a awarded the Nobel Prize twice
  - b who awarded the Nobel Prize twice
  - c having awarded the Nobel Prize twice
  - d awarding the Nobel Prize twice
  
- 4 Galileo Galilei, \_\_\_\_\_, challenged conventional beliefs in astronomy.
  - a was known for his telescope observations
  - b known for his telescope observations
  - c knowing for his telescope observations
  - d who known for his telescope observations

- 5 Albert Einstein,.....
- a who publishing the theory of relativity, changed physics forever.
  - b publishing the theory of relativity, changed physics forever.
  - c having published the theory of relativity, changed physics forever.
  - d was published the theory of relativity, changed physics forever.
- 6 Identify the correct reduced relative clause:  
"Ada Lovelace, ....., is celebrated as the first computer programmer."
- a considered the first computer programmer
  - b who considered the first computer programmer
  - c considering the first computer programmer
  - d was considered the first computer programmer
- 7 Complete the sentence with the correct reduced relative clause:  
"Isaac Newton, ....., laid the groundwork for classical mechanics."
- a who was known for his laws of motion
  - b knowing for his laws of motion
  - c being known for his laws of motion
  - d known for his laws of motion
- 8 Alexander Fleming, .....
- a having discovered penicillin, changed medicine forever.
  - b who discovered penicillin, changed medicine forever.
  - c discovered penicillin, changed medicine forever.
  - d discovering penicillin, changed medicine forever.

### Task 3 Scripting / Writing



✎ I can edit and share a scene of a play.

✎ **Edit and share your revised one-act play.**

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

### Task 4 Project / CRITICAL THINKING



✎ I can create and perform a scene from a play.

Act out the scenes you've written about a global issue. As a group, assign roles, rehearse your lines, and bring your characters to life through costumes, props, and simple set design. Use dramatic techniques like strong facial expressions, gestures, and vocal variety to enhance your performance and convey emotion. After rehearsing, you will perform your scene for the class.

# Glossary

# Glossary

<i>NO</i>	<i>Word</i>	<i>Meaning</i>
1	adobe (n)	A building material made from earth and organic materials.
2	advent (n)	The arrival of a notable event, person, or thing
3	algorithm (n)	A set of rules for solving a problem or performing a task
4	asylum seeker (n)	A person seeking protection in another country due to persecution
5	awareness (n)	Knowledge or understanding of a situation
6	balancing (v)	Keeping something steady or in equilibrium
7	beam (n)	A long, sturdy piece of material or a ray of light
8	breakthrough (n)	A significant and sudden advance or discovery
9	brink (n)	The edge of something, especially a critical point
10	craved (v)	have a strong desire for something
11	catastrophic (adj)	Involving or causing sudden great damage or suffering
12	caution (n)	Care taken to avoid danger or mistakes
13	celestial (adj)	Related to the sky or outer space
14	chaos (n)	Complete disorder and confusion
15	cope with (v)	To deal effectively with something difficult
16	collective (adj)	Done or shared by a group
17	colonization (n)	The act of establishing control over a territory or community
18	combining (v)	Joining or merging things together
19	commerce (n)	The activity of buying and selling, especially on a large scale
20	commissioner (n)	An official in charge of a department or organization
21	compassion (n)	Sympathetic concern for others' suffering
22	compass (n)	A device for determining direction or a guiding principle
23	complement (n)	Something that completes or enhances something else
24	contemporary (n)	A person or thing living or existing at the same time
25	crucial (adj)	Extremely important or essential
26	dedication (n)	Commitment to a task or purpose
27	deprived of (v)	Lacking something essential

<b>NO</b>	<b>Word</b>	<b>Meaning</b>
28	desperate (adj)	Having an urgent need or desire, often in a difficult situation.
29	desperation (n)	A state of despair, typically leading to rash or extreme behavior.
30	deteriorating (adj)	Becoming worse in quality or condition.
31	detrimental (adj)	Harmful or damaging.
32	displacement (n)	The forced movement of people from their homes.
33	efficacy (n)	The ability to produce a desired result.
34	enclose (v)	To surround or close off on all sides.
35	encounter (v)	To meet or experience something unexpectedly.
36	entrepreneurs (n)	People who start and manage businesses, taking on financial risks.
37	essence (n)	The core nature or most important quality of something.
38	exhibit (v)	To show or display something.
39	evolved (v)	Developed or changed gradually over time.
40	fades (v)	Gradually becomes less distinct or disappears.
41	feasible (adj)	Possible and practical to achieve.
42	fiction (n)	Literature or stories that describe imaginary events.
43	flares (v)	Burns with a bright flame or bursts out suddenly.
44	forcibly (adv)	Using force or physical power against resistance.
45	fortress (n)	A military stronghold or fortified place.
46	futuristic (adj)	Relating to the future, often in a modern or imaginative way.
47	growth mindset (n)	The belief in one's ability to develop and improve through effort.
48	harmonious (adj)	Peaceful and balanced in relationships or arrangements.
49	harmonize (v)	To bring into agreement or accord.
50	holographic (adj)	Relating to a three-dimensional image created with light.
51	honesty (n)	The quality of being truthful and fair.
52	horizontally (adv)	In a level or flat manner.

<b>NO</b>	<b>Word</b>	<b>Meaning</b>
53	hums (v)	Makes a low, steady continuous sound.
54	humility (n)	The quality of being humble or modest.
55	illuminating (v)	Making something clear or easier to understand.
56	immense (adj)	Very large or vast.
57	influential (adj)	Having the power to affect decisions or actions.
58	injustice (n)	Lack of fairness or justice.
59	instability (n)	Lack of stability or firmness; prone to change or uncertainty.
60	intellect (n)	The ability to think and reason.
61	intangible (adj)	Not physical or unable to be touched.
62	intuitive (adj)	Based on instinctive understanding without reasoning.
63	justice (n)	Fair treatment and behavior based on law or ethics.
64	leap (v)	To jump or spring a long way.
65	legacy (n)	Something handed down from the past.
66	loyalty (n)	A strong feeling of support or allegiance.
67	long haul (n)	A prolonged effort or journey over a significant period.
68	mass (n)	A large amount or quantity.
69	migration (n)	The movement of people or animals from one place to another.
70	mindfulness (n)	The practice of focusing one's attention on the present moment.
71	mindset (n)	A fixed attitude or mental disposition.
72	neat (adj)	Tidy, orderly, or organized.
73	non-violence (n)	The practice of not using physical force to resolve disputes.
74	nurture (v)	To care for and encourage the growth or development of someone.
75	oppression (n)	Prolonged cruel or unjust treatment or control.

<b>NO</b>	<b>Word</b>	<b>Meaning</b>
76	orb (n)	A spherical object or celestial body.
77	peak (n)	The highest point of something.
78	permanence (n)	The state of being permanent or unchanging.
79	persecution (n)	Harsh treatment, especially due to race, religion, or political beliefs.
80	possibilities (n)	Options or potential outcomes.
81	potential (adj)	Having the capacity to develop into something in the future.
82	precise (adj)	Exact and accurate.
83	prelude (n)	An introduction or event serving as a preparation for something
84	pressing (adj)	Requiring immediate attention or action
85	proponents (n)	People who advocate for or support a particular idea
86	recognition (n)	Acknowledgment of achievement or merit
87	refugees (n)	People who flee their home country to escape danger or persecution
88	reinforce (v)	To strengthen or support an idea or object
89	resilience (n)	The ability to recover quickly from difficulties
90	revolutionizing (v)	Changing something dramatically or fundamentally
91	righteousness (n)	The quality of being morally right or justifiable
92	role model (n)	A person looked up to as an example to emulate.
93	scholars (n)	People who study a subject in depth.
94	scatter (v)	To throw or spread things in different directions
95	security council (n)	A principal UN body responsible for maintaining international peace and security
96	segments (n)	Parts or sections into which something is divided.
97	self-talk (n)	The internal dialogue one has with oneself
98	semi-circular (adj)	Shaped like half a circle

<b>NO</b>	<b>Word</b>	<b>Meaning</b>
99	settlements (n)	Small communities or colonies established in a new place.
100	shelter (n)	A place providing protection
101	significant (adj)	Important and meaningful
102	spacefaring (adj)	Involved in the activity of traveling through space
103	speculative (adj)	Based on conjecture or guesswork rather than evidence
104	spread (v)	To extend over a larger area
105	stabilize (v)	To make something steady or secure
106	stamp (n)	An imprint or mark made for identification or decoration.
107	statistics (n)	Numerical data or facts used for analysis.
108	symbolic (adj)	Representing something else, especially an idea or concept
109	teenagers (n)	People aged between 13 and 19 years
110	temporary (adj)	Lasting for only a limited period; not permanent
111	thermally (adv)	Related to heat or temperature
112	trigger (v)	To cause an event or reaction.
113	utensils (n)	Tools used for practical purposes, especially in cooking.
114	venture (n)	A risky or daring journey or undertaking
115	violation (n)	An act of breaking a rule, law, or agreement
116	visualization (n)	The process of forming a mental image of something
117	well-behaved (adj)	Acting in a polite or acceptable manner.
118	unwillingly (adv)	Without wanting to or against one's will