

English Book

Grade seven
Empowered Learning
Curriculum



7

2025 م - 1446 هـ

كتاب اللغة الإنكليزية

الصف السابع

منهاج التعلم التمكيني

Introduction

We are delighted to offer our English language book to learners as a powerful tool for learning.









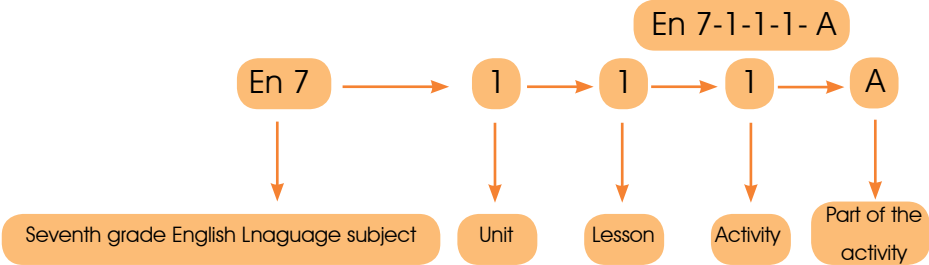
This book has been designed to focus on fundamental skills, catering to those who may not have access to traditional classroom education or learning resources.

Our aim is to provide enriching information and engaging activities aligned with educational standards, which will help learners acquire valuable skills, knowledge, and values. These activities promote critical thinking, problem-solving, decision-making, and deduction methods, which are essential for solving real-life language use issues.

We believe that the English language is vital in our daily lives, and it is our mission to impart its importance to learners through lifelong learning experiences.

The authors

Book Icons

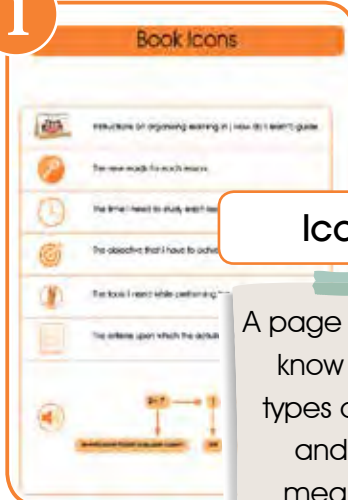
 <p>I manage my learning</p>	<p>Instructions on organising learning in (How do I learn?) guide.</p>
 <p>Keywords</p>	<p>The new words for each lesson.</p>
 <p>Duration</p>	<p>The time I need to study each lesson or activity.</p>
 <p>Activity Objective</p>	<p>The objective that I can achieve at the end of the activity.</p>
 <p>My tools</p>	<p>The tools I need while performing the activity.</p>
 <p>Standards</p>	<p>The standards upon which the activities of each lesson are built.</p>
 <p>Instructions</p>	<p>Activity Instructions.</p>
 <p>Audio script</p>	 <pre> graph TD En7[En 7] --> U1[1] U1 --> L1[1] L1 --> A1[1] A1 --> A[A] En7 --> S7[Seventh grade English Language subject] U1 --> Unit[Unit] L1 --> Lesson[Lesson] A1 --> Activity[Activity] A --> Part[Part of the activity] </pre>

Contents

Titles	page
Unit 1: New Start	8
Lesson 1: I Learn and Develop	12
Lesson 2: Friendship	28
Unit 2: Personal Interests	48
Lesson 1: Hobbies	52
Lesson 2: Unforgettable Experience	68
Unit 3: Social Media	88
Lesson 1: Advanced Technology	92
Lesson 2: New Inventions	114
Unit 4: Science and Nature	134
Lesson 1: Go Green	138
Lesson 2: Our Precious Nature	152
Unit 5: Challenges and Sports	170
Lesson 1: Great People	174
Lesson 2: Healthy Lifestyles	192
Unit 6: Customs and Habits	212
Lesson 1: Diversity	216
Lesson 2: Culture	232

Exploring The Book's Icons

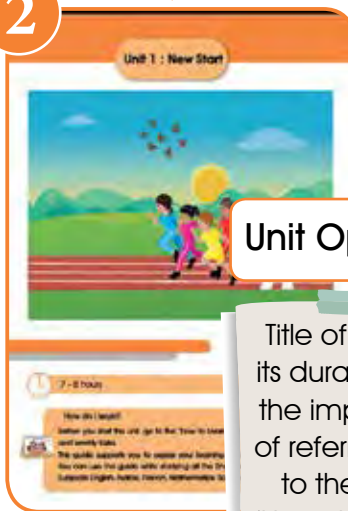
1



Icons

A page to get to know to the types of icons and their meanings.

2



Unit Opening

Title of the unit, its duration, and the importance of referring back to the guide (How do I learn?)


3



Unit Lessons

Titles and expressive images of unit lessons.


6



Let's Go

A warm-up activity for the lesson.

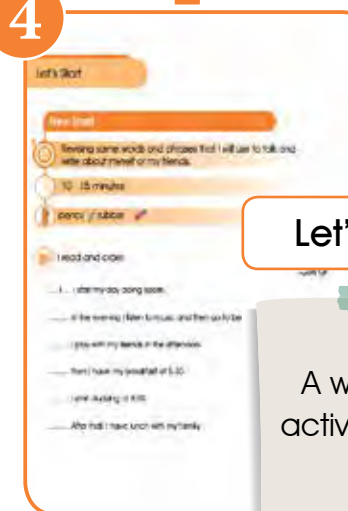
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Lesson Opening

Title of the lesson, its keywords, duration, curriculum standards, and tools.

4



Let's start

A warm-up activity for the unit.

7



Lesson Activity

Activities to master lesson skills and knowledge.

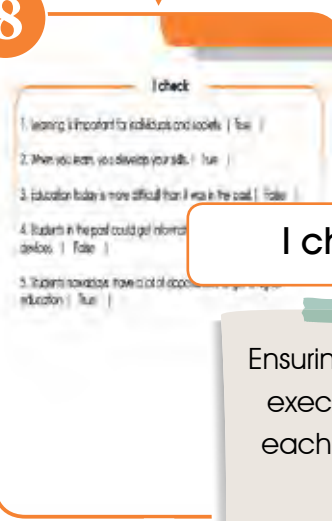
12



How Do I Like to Learn?

Identifying preferred learning strategies.

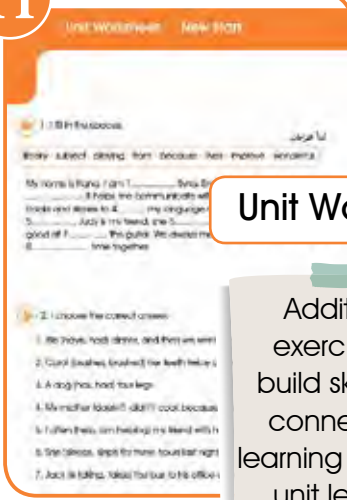
8



I check

Ensuring proper execution of each activity.

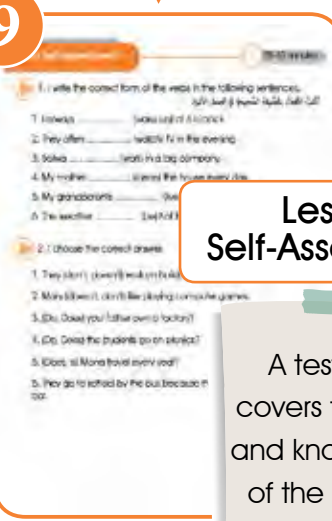
11



Unit Worksheet

Additional exercises to build skills and connect the learning from the unit lessons.

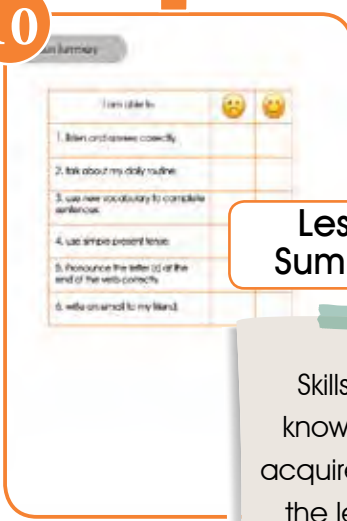
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Lesson Self-Assessment

A test that covers the skills and knowledge of the lesson.

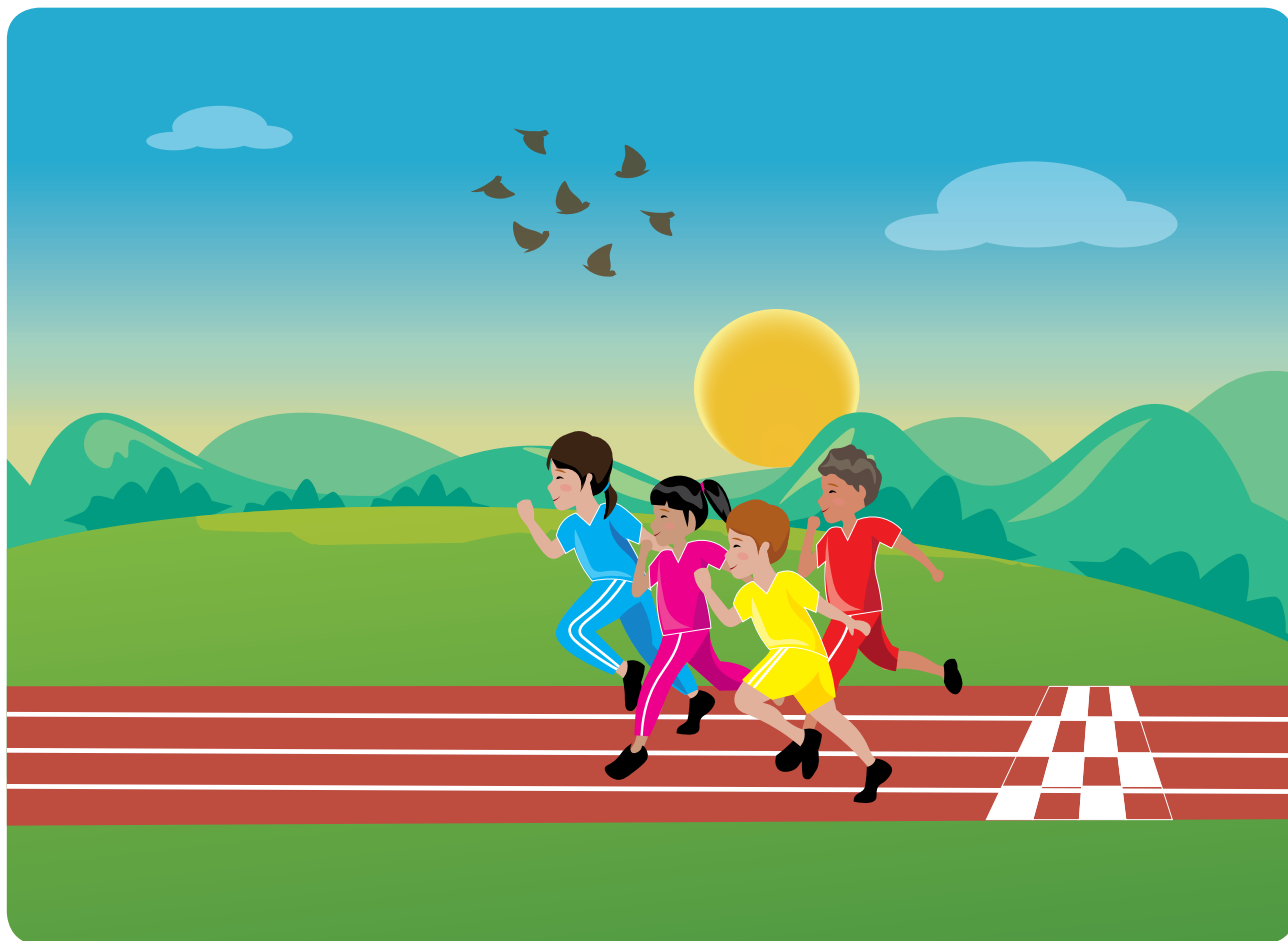
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Lesson Summary

Skills and knowledge acquired from the lesson.

Unit 1 : New Start



7 - 8 hours

How Do I Learn?

Before you start this unit, go to the “How Do I Learn?” guide, to organise your time and weekly tasks.

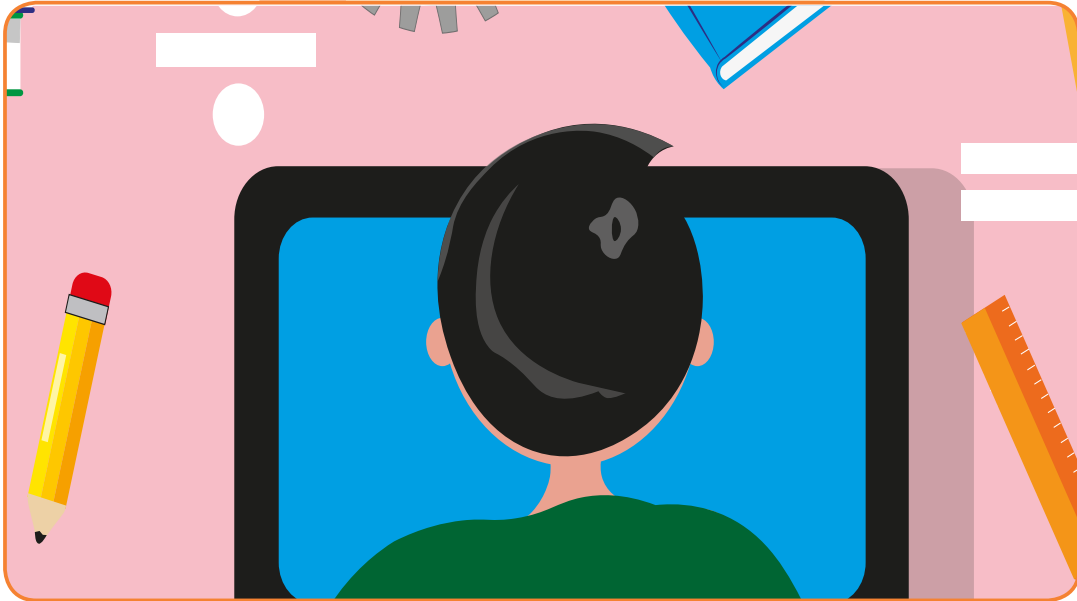
This guide supports you to assess your learning and build your learning skills. You can use the guide while studying all the Empowered Learning Curriculum Subjects: English, Arabic, Mathematics, sciences, Physics and Chemistry.



Unit Lessons

1

I Learn and Develop



2

Friendship



Let's Start

New Start



Revising some words and phrases that I will use to talk and write about myself or my friends.



10 - 15 minutes



pencil rubber



I read and order.

أقرأ وأرتب.

1 I start my day doing sports.

In the evening, I listen to music and then go to bed at 9:00 p.m.

I play with my friends in the afternoon.

then I have my breakfast at 8:30 a.m.

I start studying at 9:00 a.m.

After that, I have lunch with my family.

I Check

I start my day doing sports. After that, I have my breakfast at 8:30 a.m. I start studying at 9:00 a.m. and I play with my friends in the afternoon, after that I have lunch with my family. In the evening I listen to music and then go to bed at 9:00 P.M.

1



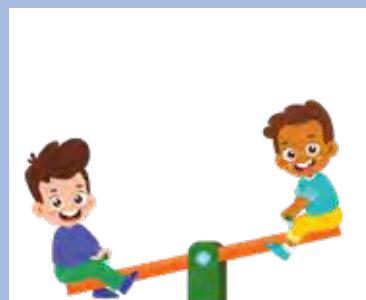
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3



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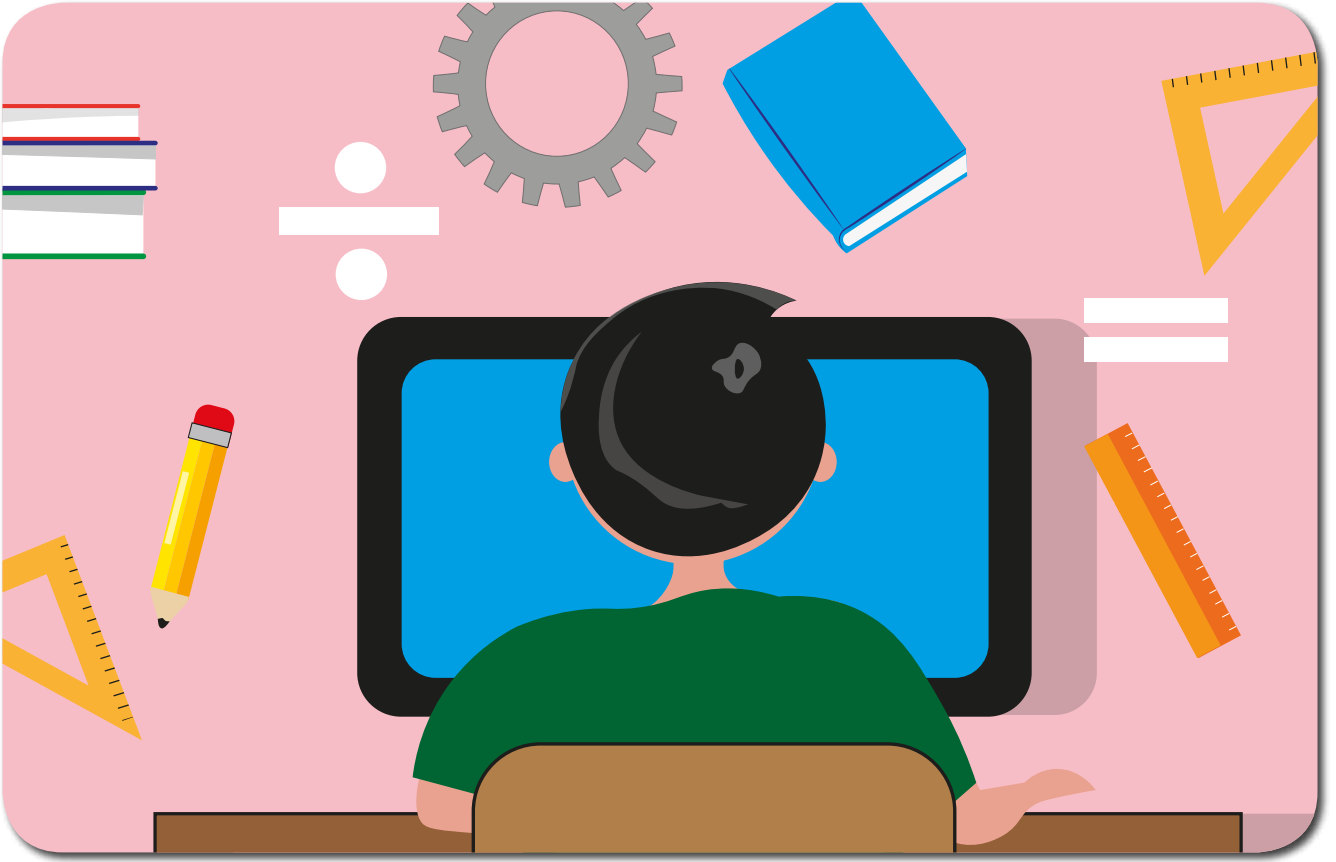
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6



I Learn and Develop



Ignorant - educated - transportation - develop - society
جاهل مُثَقَّف المواصلات يتطوَّرُ المجتمعُ



3.5 - 4 hours



pencil rubber CD player CD

Let's Go

I complete the information about myself and glue my picture.

أكمل المعلومات عن نفسي وألصق صورتي.



I am

I am years old.

My favourite subject is

I eat at o'clock every morning.

In the afternoon, I TV.

I every It is my favourite sport.

Activity 1 : My Friends



Revising vocabulary related to education and daily routine.



10 - 20 minutes



pencil  CD player  rubber 



En7-1-1-1 I listen to the text then choose the correct answer.

أستمع للنص ثم أختار الإجابة الصحيحة.

- The girl's name is
a. Sara b. **Lana** c. Laila
- She is from
a. Homs b. Lattakia c. Damascus
- She is in grade
a. six b. seven c. nine
- She goes to school
a. by car b. by bus c. on foot
- Her favourite subject is
a. Maths b. Science c. Art
- In the afternoon, she studies in
a. a library b. a bookshop c. her room

I Check

- The girl's name is Lana.
- She is from Homs.
- She is in grade seven.
- She goes to school on foot.
- Her favourite subject is Science.
- In the afternoon, she studies in her room.

Activity 2 : I Make Sense



Using vocabulary to complete sentences.



10 - 15 minutes



pencil  rubber 



I complete the sentences with the suitable words from the list.

أكمل الجمل باستخدام الكلمات المناسبة في القائمة.

transportation, illiterate, respect, relied, education, ignorant

1. His grandmother is illiterate. She is unable to read or write.
2. They were completely of what was happening.
3. His bike was his only means of
4. We must our teachers.
5. In the past, most students on their teachers.

I Check

1. His grandmother is illiterate. She is unable to read or write.
2. They were completely ignorant of what was happening.
3. His bike was his only means of transportation.
4. We must respect our teachers.
5. In the past, most students relied on their teachers.

The Word	The meaning
ignorant	don't know
transportation	means of carrying people or goods from one place to another
illiterate	not knowing how to read or write
rely on	depend on

Activity 3 : I Read



Reading a text and determining whether the sentences are true or false.



30 - 40 minutes



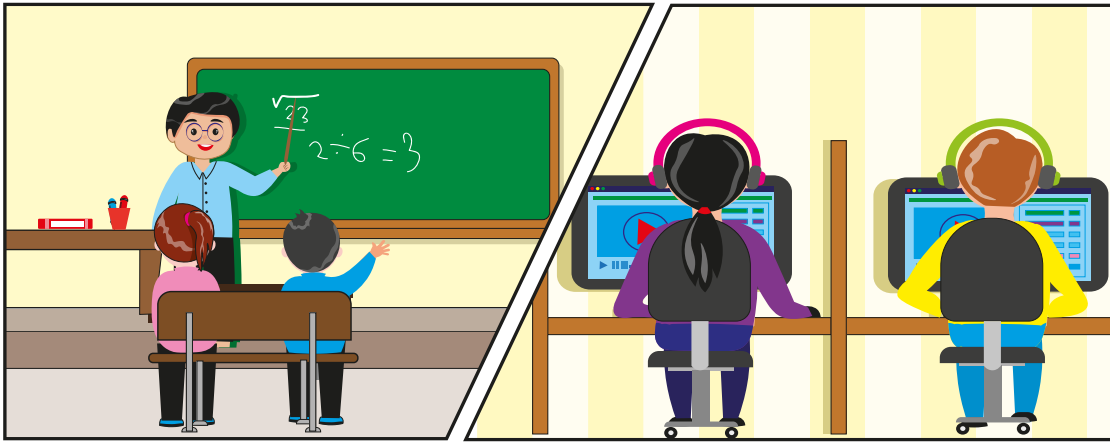
pencil rubber



I read and write True or False.

أقرأ وأكتب: صح أو خطأ.

Imagine If.....



Learning is one of the most important needs of every individual. Without learning, we will be ignorant. Science and technology develop people's minds. A highly-educated society is a great one.

Our grandfathers say that learning in the past wasn't as easy as it is today. They had few opportunities to continue their education to higher levels. To get to school or university, sometimes they had to go on foot because of the lack of transportation. Therefore, many people of their age couldn't read and they are called illiterate. At that time, the teacher was the most respected person, the only one who provided information and knowledge to the public. So students relied heavily on their teachers. However, times have changed and everything got easier. Now, most students, teachers, and parents have mobile phones through which they can get information.

1. Learning is important for individuals and society. True
2. When you learn, you develop your skills.
3. Education today is more difficult than it was in the past.
4. Students in the past could get information from technological devices.
5. Students nowadays have a lot of opportunities to get a higher education.

I Check

1. Learning is important for individuals and society. (True)
2. When you learn, you develop your skills. (True)
3. Education today is more difficult than it was in the past. (False)
4. Students in the past could get information from technological devices. (False)
5. Students nowadays have a lot of opportunities to get a higher education. (True)

Activity 4 : I Practice Simple Present



Identifying the form and the use of the simple present tense (Affirmative sentence).



20 - 30 minutes



pencil  rubber 



I read and underline the verb in each sentence.

أقرأ ثم أضع خطأ تحت الفعل في كل جملة.

Affirmative sentences:

1. They visit Damascus every year.
2. The sky is blue.
3. Dany goes shopping at the weekends.
4. Dany and Sara go shopping every week.

I Check

1. They visit Damascus every year.
2. The sky is blue.
3. Dany goes shopping at the weekends.
4. Dany and Sara go shopping every week.

The simple present tense is used to express habitual or repeated actions in the present. It is also used to express general facts. Here are some adverbs of frequency that are used with simple present tense: (always, usually, often, sometimes, never, every day, every month, every year).

Activity 5 : I Use the Simple Present Tense



Using the simple present tense (affirmative sentence).



10 - 20 minutes



pencil  rubber 



I read and put the verbs in the simple present tense.

أقرأ وأضعُ الأفعالَ في الزَّمنِ الحاضرِ البسيطِ.

1. We travel to Aleppo every year.
2. Lucy and her mom (talk) on the phone every day.
3. The boy (be) excited about his new toy.
4. The bank (open) on Sundays.
5. Sami (eat) sweets after dinner.
6. Jerry (watch) a film with friends at the weekends.

I Check

1. We travel to Aleppo every year.
2. Lucy and her mom talk on the phone every day.
3. The boy is excited about his new toy.
4. The bank opens on Sundays.
5. Sami eats sweets after dinner.
6. Jerry watches a film with friends at the weekends.

Activity 6 : I Change into Negative



Using the simple present tense in negative sentences.



10 - 20 minutes



pencil rubber



I read and put the verbs in the negative form in the simple present tense.

أقرأ وأضعُ الأفعالَ بصيغةِ النَّفي في الزَّمنِ الحاضرِ البسيطِ.

1. My friend doesn't go to college daily.
2. I (visit) the museum every summer.
3. They (study) Chinese in our schools.
4. Mary (drink) coffee.
5. We (work) on holidays.

I Check

1. My friend doesn't go to college daily.
2. I don't visit the museum every summer.
3. They don't study Chinese in our schools.
4. Mary doesn't drink coffee.
5. We don't work on holidays.

We use (**don't, doesn't**) to change the sentence into negative in the simple present tense. We notice that we use (**doesn't**) with the third singular pronouns (**he, she, it**) and the (**s**) at the end of the verb is deleted.

We use (**don't**) with the pronouns (**we, they, you, I**).

Activity 7 : I Ask Questions



Using questions in the simple present tense.



10 - 20 minutes



pencil  rubber 



I change the following sentences into questions in the simple present tense.

أحوّل الجمل الآتية إلى صيغة سؤال في الحاضر البسيط.

1. My mom teaches English in my school.

Does your mom teach English in your school?

2. I exercise in the morning.

.....?

3. They fly to London every summer.

.....?

4. The swimming pool opens at seven in the morning.

.....?

I Check

1. Does your mom teach English in your school?

2. Do you exercise in the morning?

3. Do they fly to London every summer?

4. Does the swimming pool open at seven in the morning?

We use (**do, does**) to change the sentence into questions in the simple present tense. We notice that we use (**does**) with the third singular pronouns (**he, she, it**) and the (**s**) at the end of the verb is deleted.

We use (**do**) with the pronouns (**we, they, you, I**).

Activity 8 : I Pronounce (s)



Pronouncing the letter (s) at the end of the verb correctly.



10 - 20 minutes



pencil  CD player  rubber 



En7-1-1-8 I listen and tick.

أستمع وأضع إشارة ✓ عند اللفظ الصحيح.

Verb + s	/s/	/z/	/iz/
Speaks	✓		
Plays		✓	
Watches			✓
Cleans			
Speaks			
Talks			
Teaches			
Changes			
Differs			

I Check

Cleans

/z/

Differs

/z/

Talks

/s/

Speaks

/s/

Teaches

/iz/

Changes

/iz/

Activity 9 : I Email My Friend



Writing an email.



20 - 35 minutes



pencil  rubber 



I write an email to my friend telling him/her about my daily routine.

أكتب رسالةً إلكترونيَّةً لصديقي أخبره عن عاداتي اليوميَّة.

× □ —

To Cc

Subject

Dear

How are you? I am just writing to tell you about

.....

In the morning,

.....

In the evening, I usually

.....

Take care,

.....

I Check

✕ □ -

To

Cc

Subject

Starting the email
- Hi - My dear - Dear
- Hello

Opening sentences
How are you? - How is life treating you? - How is life?
How are things? - Any news?

Giving news
I've got some good news my friend.
Unfortunately, I've got bad news. - I'm afraid I have some bad news.

Closing sentences
Well, that's all for now, - Looking forward to seeing/hearing you.
Take care, - All the best, - All my love,



1. I write the correct form of the verbs in the following sentences.

أكتبُ الأفعالَ بالصَّيْغَةِ الصَّحِيحَةِ فِي الجُمْلِ الآتِيَةِ.

1. I always (wake up) at 6 o'clock.
2. They often (watch) TV in the evening.
3. Salwa (work) in a big company.
4. My friend (clean) the house every day.
5. My grandparents (live) near the city centre.
6. The weather (be) hot in the summer.



2. I choose the correct answer.

أختارُ الإجابةَ الصَّحِيحَةَ.

1. They (**don't**, **doesn't**) work on holidays.
2. Mary (**doesn't**, **don't**) like playing computer games.
3. (**Do**, **Does**) your father own a factory?
4. (**Do**, **Does**) the students go on picnics?
5. (**Does**, **Is**) Mona travel every year?
6. They go to school by bus because they (**do**, **don't**) have a car.

I Check



Activity 1:

1. I always wake up at 6 o'clock.
2. They often watch TV in the evening.
3. Salwa works in a big company.
4. My friend cleans the house every day.
5. My grandparents live near the city centre.
6. The weather is hot in the summer.

Activity 2:

1. They don't work on holidays.
2. Mary doesn't like playing computer games.
3. Does your father own a factory?
4. Do the students go on picnics?
5. Does Mona travel every year?
6. They go to school by bus because they don't have a car.



I am able to		
1. Listen, and answer correctly to Lana's talk about herself.		
2. Talk about my daily routine. (I study English Every day.)		
3. Use new vocabulary to complete sentences. (ignorant - transportation - society - educated - develop)		
4. Use simple present tense. (affirmative, question, negative) (She goes shopping.)		
5. Pronounce the letter (s) at the end of the verb correctly. differs /z/ - talks /s/ - teaches /iz/		
6. Write an email to my friend in the right form. (receiver's mail, subject, starting - opening sentences - giving news - closing sentences)		

Friendship



giant - refuse - appear - enormous - shortage
عِملاق يَرِفُضُ يَظْهَرُ ضَخْم قِلَّة



3.5 - 4 hours



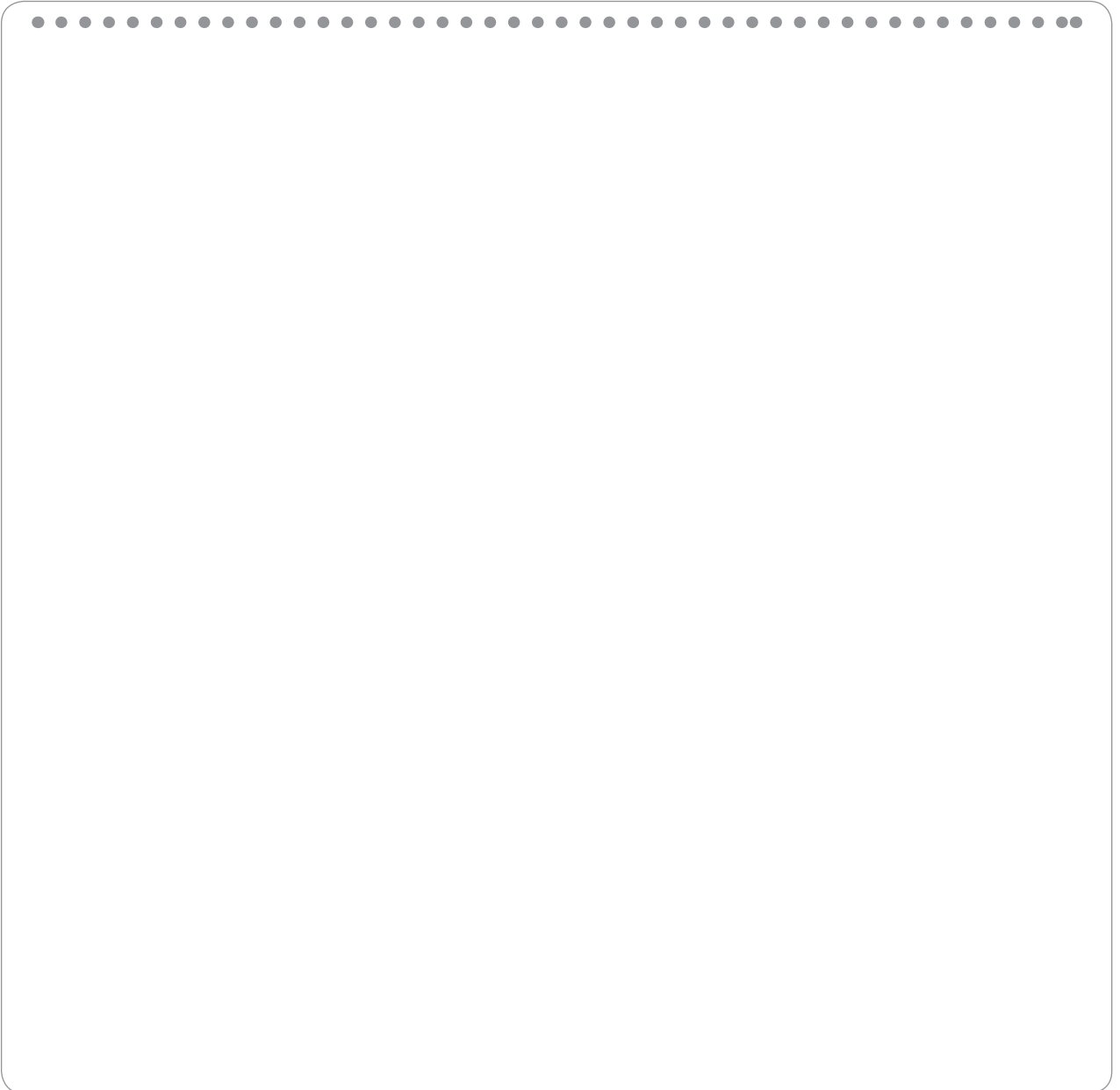
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Let's Go

I draw my friend, then I tick the adjectives that describe him/her.

أرسم صديقي ثم أشير إلى الصفات التي تصفه أو تصفها.

tall - short - plump - thin - kind - friendly - hardworking - clever -
angry - nice - quiet



Activity 1 : My Friend



Recognising vocabulary related to my friend's life in general.



20 - 30 minutes



pencil  CD player  rubber 



En7-1-2-1 I listen and choose the correct word.

أستمع للنص ثم أختار الإجابة الصحيحة.

- Janet lives in
a. Egypt b. **Germany** c. England
- Janet's favourite colour is
a. red b. green c. brown
- Randa has got
a. one sister b. two sisters c. two brothers
- Randa's favourite hobby is
a. swimming b. reading c. collecting stamps
- Tom's favourite sport is
a. boxing b. tennis c. football

I Check

- Janet lives in Germany.
- Janet's favourite colour is red.
- Randa has got two brothers.
- Randa's favourite hobby is reading.
- Tom's favourite sport is boxing.

Activity 2 : I Read and Choose



Using vocabulary to complete sentences.



10 - 20 minutes



pencil rubber



I choose the correct word to complete the sentences.

أكمل الجمل باستخدام الكلمة المناسبة.

1. Tom to eat sweets because he had a toothache.
a. wanted b. **refused** c. decided
2. There are many stories about that live in the mountains.
a. shortage b. forests c. giants
3. The little girl began to after losing her doll.
a. laugh b. cry c. smile
4. The little boy asked his mother why the stars appear at night and during the day.
a. disappear b. occur c. happen

I Check

1. Tom refused to eat sweets because he had a toothache.
2. There are many stories about giants that live in the mountains.
3. The little girl began to cry after losing her doll.
4. The little boy asked his mother why the stars appear at night and disappear during the day.

Activity 3 : All of Us Need Friends



Determining whether the sentences are true or false.



30 - 40 minutes



pencil  rubber 



I read and write True or False.

أقرأ وأكتب: صحيح أو خطأ.

Even a Giant Needs Friends

Soppo was an enormous giant who loved eating clouds in the sky. However, every time Soppo visited a country, he caused nothing but trouble. He ate so many clouds that the rain needed for crops disappeared. On top of that, eating clouds always gave Soppo a stomachache, which made him cry, and his tears caused floods.

Wherever he went, people were angry and refused to speak to him, leaving Soppo feeling lonely and sad. One night, the stars noticed his sadness and asked why he was feeling so down. The giant replied, "I don't know how to make friends. How can I do that?"

"By helping others and caring for them," the stars said. "That's how you build friendships. We guide people at night and the sailors in the sea."

Inspired by the stars' advice, Soppo decided to start helping people. Whenever there were storms and floods, he ate the clouds, and if there was a shortage of water, he cried. From that day on, farmers and others wanted to be Soppo's friends.



1. Soppo liked eating clouds.

True

2. When Soppo cried, floods disappeared.

.....

3. Eating clouds made Soppo suffer from stomachache.

.....

4. People disliked Soppo because he ate their crops.

.....

5. Stars help sailors to find their way at night.

.....

6. Friendship is sharing and caring.

.....

I Check

1. Soppo liked eating clouds.

(True)

2. When Soppo cried, floods disappeared.

(False)

3. Eating clouds made Soppo suffer from stomachache.

(True)

4. People disliked Soppo because he ate their crops.

(False)

5. Stars help sailors to find their way at night.

(True)

6. Friendship is sharing and caring.

(True)

The Word	The meaning
shortage	Lack of something
refuse	To say that you don't want something that has been offered to you.
giant	Very large and strong person especially in children's stories
disappear	To become impossible to see any longer
enormous	Very big in size

Activity 4 : I Practise The Simple Past



Identifying the form and the use of the simple past tense (affirmative sentences).



20 - 30 minutes



pencil  rubber 



I read and underline the verb in each sentence.

أقرأ ثم أضع خطأً تحت الفعل في كلِّ جملةٍ.

Affirmative sentences:

1. The weather was rainy yesterday.
2. Dany went shopping last week.
3. Sarah talked to her teacher yesterday.
4. The girls tidied their room.
5. The driver stopped at the red traffic light.

I Check

1. The weather was rainy yesterday.
2. Dany went shopping last week.
3. Sarah talked to her teacher yesterday.
4. The girls tidied their room.
5. The driver stopped at the red traffic light.

Form: **subject+verb2**

The simple past tense of the verbs is formed by adding (**d/ed**) at the end of the sentence. e.g. play:played. However there are many irregular verbs that have a completely different form: e.g. drink:drank

The simple past tense is used to describe an action that started and ended in the past.

Here are some adverbs that are used with simple past tense: (yesterday, ago, last month, last year).

Activity 5 : Use It Right!



Using the simple past tense (affirmative sentence).



10 - 20 minutes



pencil  rubber 



I read and put the verbs in the simple past tense.

أقرأ وأضعُ الأفعالَ في الزَّمنِ الماضي البسيطِ.

1. The students finished their project two days ago.
2. Lara (be) absent last week.
3. The manager (start) his job last month.
4. I (help) my mother yesterday.

I Check

1. The students finished their project two days ago.

2. Lara was absent last week.

3. The manager started his job last month.

4. I helped my mother yesterday.

Activity 6: I Change from Positive to Negative



Using the simple past tense in negative sentences.



10 - 20 minutes



pencil  rubber 



I put the verbs in the negative form in the simple past tense.

أقرأ وأضعُ الأفعالَ بصيغةِ النَّفي في الماضي البسيطِ.

1. Suzan didn't waste water when she cleaned the house.
2. I (swim) in the pool last summer.
3. Our school (win) the football match yesterday.
4. We (see) a giraffe in the zoo last week.
5. I (visit) Cairo last year.

I Check

1. Suzan didn't waste water when she cleaned the house.
2. I didn't swim in the pool last summer.
3. Our school didn't win the football match yesterday.
4. We didn't see a giraffe in the zoo last week.
5. I didn't visit Cairo last year.

We use (**did not** or **didn't**) to change the sentence into negative in the simple past tense. We notice that when we use (**did not** or **didn't**), we put the main verb in the infinitive.

Activity 7: I Ask



Using the simple past tense in questions.



10 - 20 minutes



pencil  rubber 



I change the following sentences into questions.

أحوّل الجمل الآتية إلى صيغة سؤال.

1. Last night, I played my guitar loudly.

Did you play the guitar loudly last night?



2. The monkey jumped on the tree.

.....



3. They studied for the exam.

.....



4. Mary was at home yesterday.

.....



5. Mazen repaired his broken bike.

.....



I Check

1. Did you play the guitar loudly last night?
2. Did the monkey jump on the tree?
3. Did they study for the exam?
4. Was Mary at home yesterday?
5. Did Mazen repair his broken bike?

We use (did) to change the sentences into questions in the simple past tense. We notice that after (did) we put the verb in the infinitive.
eg. - She ate a piece of cake on her birthday
- Did she eat a piece of cake on her birthday?

Activity 8: Joe's Toes Froze



Recognising the words that have the same rhyme.



10 - 20 minutes



pencil  CD palyer  rubber 



En7 -1-2-8 I listen and choose the word that has the same rhyme.

أستمعُ وأختارُ الكلمةَ التي لها نفسُ القافيةِ.

The word		
1. around	ground	coat
2. share	car	care
3. cry	sky	smile
4. kite	ride	write
5. like	luck	bike

I Check

1. around - ground

2. share - care

3. cry - sky

4. kite - write

5. like - bike

Activity 9: My Friend



Describing my friend.



20 - 30 minutes



pencil  rubber 



I write a paragraph to describe my friend.

أكتبُ فِقرةً لأصِفَ صديقي.

Answering the following questions may help you.

1. What is your friend's name?

.....

2. How old is he/she?

.....

3. What is his/her favourite subject - sport - hobby...?

.....

4. How many sisters and brothers has he/she got?

.....

5. Where does he/she live and with whom?

.....

6. What makes you good friends?

.....

.....

.....

.....

.....

.....

.....

I Check

1. My friend is Salma/Sami
2. She/He is 12..... / years old.
3. She/He like maths / science
4. In her/his free time, she/he plays / does
5. He/She has got 3/4/5 brothers/sisters.
6. She/He lives in a big house/flat/ with his/her family / grandparents.
7. She/He is nice and friendly / honest / smart / loyal /

Here is a sample paragraph:

My friend is Salma. She is twelve years old. She likes maths. In her free time, she solves maths problems and reads stories. She has got two brothers and one sister. She lives in a big house with her family. She is nice and friendly and smart. I like her because she always supports me.





1. I write the suitable words to complete the following sentences.

أكتبُ الكلمةَ المناسبةَ لأكملَ الجملَ الآتية:

lonely - favourite - friends - shortage - guide

1. People should care about their
2. I felt when my friends left.
3. Blue is my colour.
4. Maps people who have lost their way.
5. The of crops causes hunger.



2. I choose the correct answer.

أختارُ الإجابةَ الصحيحةَ.

1. We had dinner, and then we (go - went) for a walk.
2. Farmers felt sad when there (was - is) a flood.
3. The students (prepare - prepared) well for the exam last week.
4. Maria (breaks - broke) the window yesterday.
5. Salwa didn't (get up - got up) early.

I Check



Activity 1:

1. People should care about their friends.
2. I felt lonely when my friends left.
3. Blue is my favourite colour.
4. Maps guide people who have lost their way.
5. The shortage of crops causes hunger.

Activity 2:

1. We had dinner then we went for a walk.
2. Farmers felt sad when there was a flood.
3. The students prepared well for the exam last week.
4. Maria broke the window yesterday.
5. Salwa didn't get up early.



I am able to		
1. Listen to the children and answer correctly.		
2. Describe my friends.		
3. Use new vocabulary and their opposites correctly. (- I cry when I am sad. - I smile when I am happy.)		
4. Use simple past tense well. (affirmative - negative - question) (- She palyed the guitar in the concert last night - I didn't visit Cairo last year. - Did they study for the exam?)		
5. Recognise the words that have the same rhyme. (- kite - write)		
6. Write a paragraph to describe my friend. (Write about his/her name, his/her age, his/her favourite subject)		



1. I fill in the spaces.

أملأ الفراغات.

library - subject - playing - from - because - lives - improve - wonderful

My name is Hana. I am **from** Syria. English is my favourite
. It helps me communicate with others. I always read English books and stories to my language and I prefer doing that in the
. Judy is my friend. She with her parents. She is good at the guitar. We always meet at weekends and have a time together.



2. I choose the correct answer.

أختار الإجابة الصحيحة.

1. We (**have** - **had**) dinner, and then we went shopping.
2. Carol (**brushes** - **brushed**) her teeth twice a day.
3. A dog (**has** - **had**) four legs.
4. My mother (**doesn't** - **didn't**) cook because she was tired.
5. I often (**help** - **am helping**) my friend with her homework.
6. She (**sleeps** - **slept**) for three hours last night.
7. Jack (**is taking** - **takes**) the bus to his office every day.



3. I put the verbs in the correct form in the simple past tense.

أضعُ الأفعالَ بشكلها الصَّحيحِ في الزَّمنِ الماضي البسيط.

1. Did you brush your teeth?
2. The girl (not break) the cup.
3. The teacher (show) us a lovely picture.
4. The boys (play) basketball yesterday.



4. I choose the correct word to complete the sentences.

أكملُ الجملَ باستخدامِ الكلماتِ المناسبةِ.

1. We can call a person a if he is really big and strong.
a. small b. giant c. shortage
2. The of coffee caused people to drink less coffee every day.
a. shortage b. disappear c. occur
3. My mum told me that I should gifts from strangers.
a. give b. accept c. refuse

How Do I Like to Learn?

At the end of the unit, I was able to specify the way that helped me learn better by coloring a number of stars as following:

 Helped a bit  Helped  Helped a lot

I learn by writing True and False: 

I read and write True or False.

1. Soppo liked eating clouds. ()

I learn by writing: 

I write a paragraph to describe my friend.

.....

I learn by listening: 

I listen and choose the word that has the same rhyme.

1. around

ground

coat

At the end of the unit, I was able to specify the way that helped me learn better by coloring a number of stars as following:

 Helped a bit  Helped  Helped a lot

I learn by underlining: 

I read and underline the verb in each sentence.

1. The weather was rainy yesterday.

I learn by choosing: 

I choose the correct word to complete the sentences.

1. Tom to eat sweets because he had a toothache.
a. wanted b. refused c. decided

I learn by completing: 

I complete the sentences with the suitable words from the list.

transportation, illiterate, respect, relied, education, ignorant

2. They were completely of what was happening.

Unit 2 : Personal Interests



7 - 8 hours

How Do I Learn?

Before you start this unit, go to the “How Do I Learn?” guide, to organise your time and weekly tasks.

This guide supports you to assess your learning and build your learning skills. You can use the guide while studying all the Empowered Learning Curriculum Subjects: English, Arabic, Mathematics, sciences, Physics and Chemistry.



Unit Lessons

1

Hobbies



2

Unforgettable Experience



My Experience



Revising some words and phrases used to express someone's experience.



10 - 15 minutes



pencil  rubber 



I read about what happened to Maha yesterday, and then I write about my own experience.

أقرأ عمَّا حصلَ معَ مها البارحةَ ثمَّ أكتبُ عن تجربتي الشخصية.

Maha got up late because she didn't hear the alarm. She missed the bus and tried to run to be on time for the football match, but she fell and broke her arm. She went to the hospital where they treated her arm and gave her medicine for the pain. She was sad because she had to stay home for two weeks.

.....

.....

.....

.....

.....

.....

I Check

Sample paragraph:

I started my day doing sports. I was at the gym, and suddenly, I heard some people singing. I saw my friends in the gym with a big cake! I wonderd what they were doing. They came towards me. I was surprised, I totally forgot that it was my birthday.



	Yes	No
Did you use the past tense?		
Did you say when this happened?		
Did you say what you were doing?		
Did you add an ending sentence?		

Hobbies



interest - favourite - ideal - train - practise
اهتمام - مفضل - مثالي - يتدرَّب - يمارس



3.5 - 4 hours



pencil rubber CD player



Let's Go

I read and complete the sentences about my favourite hobby.

أقرأ وأكمل الجمل عن هوايتي المفضلة.

1. My favourite hobby is
2. I like it because it
.....
.....
3. I practice it
4. I draw my favourite hobby:



Activity 1: I Match



Recognising vocabulary related to sports and hobbies.



15 - 20 minutes

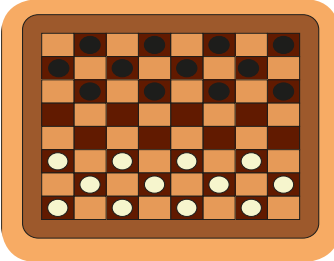
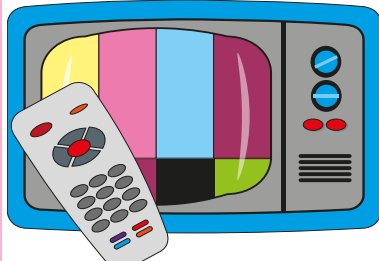







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En7- 2-1-1 I listen to the description and number the pictures of the hobbies.

أستمعُ للوصفِ وأرقِّمُ صورَ الهواياتِ.

..... Playing chess  Watching TV  Snowboarding 
..... Skydiving  Horse riding  Reading books 
..... Bungee Jumping 		

I Check

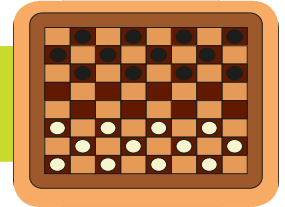
1. Reading books

You can do this in the library.



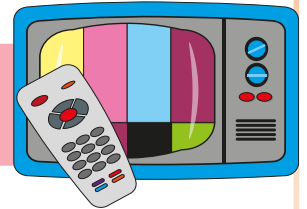
2. Playing chess

You need a partner to play it.



3. Watching TV

Using a remote control makes this easier.



4. Bungee Jumping

To jump from a high place with ropes to hold you up.



5. Skydiving

You need a parachute to do this.



6. Horse riding

You can control the horse movement and speed.



7. Snowboarding

The sport of moving on snow.



Activity 2: My Friends' Hobbies



Scanning a text to choose the correct answer.



25 - 30 minutes



pencil rubber



I read and choose the correct answer.

أقرأ وأختار الإجابة الصحيحة.

Hobbies Around the World

Hi! My name is Kelly and I'm from the UK. My friends have got many hobbies. They like playing computer games and watching DVDs.

My best friend Janet likes doing sports. Janet loves playing volleyball, but she doesn't like playing basketball.

Robert is a Portuguese boy, he lives with his parents and his sister in a small town. He is very active. He is the school football team leader and likes watching TV and playing video games.

My name is Karam. I am from Syria. My favourite hobby is photography. When I have time, I carry my camera and take photos of the world around me especially when I visit my grandparents' garden. It's an ideal place for animals. I choose the best photos and send them to magazines. I won a photo competition once. I've got a beautiful album called "Wonders of the World".



Kelly



Janet



Robert



Karam

1. Kelly is

a. American

b. **British**

c. Egyptian

2. Janet likes playing

a. volleyball

b. tennis

c. basketball

3. Robert lives in a with his family.

a. big city

b. famous country

c. small town

4. Karam likes

a. travelling around the world

b. painting pictures

c. taking photos

5. The best place for Karam to practise his hobby is his

a. school playground

b. grandparents' garden

c. small house

I Check

1. Kelly is British.

2. Janet likes playing volleyball.

3. Robert lives in a small town with his family.

4. Karam likes taking photos.

5. The best place for Karam to practise his hobby is his grandparents' garden.

Activity 3: I Learn The Present Progressive



Identifying the form and the use of the present progressive tense (affirmative sentence).



20 - 25 minutes



pencil  rubber 



I read and underline the verb in each sentence.

أقرأ ثم أضع خطأً تحت الفعل في كلِّ جملةٍ.

Affirmative sentences:

1. They are sitting at their desks right now.
2. I am learning English.
3. She is playing football.
4. Sam and Rita are going to the cinema.

I Check

1. They are sitting at their desks right now.
 2. I am learning English.
 3. She is playing football.
 4. Sam and Rita are going to the cinema.
- What is the first verb in every sentence? **verb to be (am/is/are)**
 - What does the second verb end with in every sentence? **ing**

The form of the present progressive tense:

The verb to **be (am/ is/ are)** + **verb + ing**

The present progressive tense is used to express an activity that is in progress at the moment of speaking or to talk about plans and arrangements. Here are some adverbs that are used with the present progressive: (now, at the moment, at present, today, this month, this year). After vowels (**a-e-i-o-u**), we double the final consonant e.g. (sit, sitting). Also the letter(**e**) at the end of the verb is dropped. E.g. (Write, writing).

Activity 4: I Use the Present Progressive



Using the present progressive tense (affirmative sentences).



10 - 15 minutes



pencil  rubber 



I read and put the verbs in the present progressive tense.

أقرأ وأضعُ الأفعالُ بصيغةِ الحاضرِ المستمر.

1. We **are travelling** to Homs today.
2. The children (sleep) right now.
3. Naya and her friend (do) their homework at the moment.
4. Look! It (rain) outside.
5. The boys (play) chess.
6. Ray (take) a shower at the moment.

I Check

1. We are travelling to Homs today.
2. The children are sleeping right now.
3. Naya and her friend are doing their homework at the moment.
4. Look! It is raining outside.
5. The boys are playing chess.
6. Ray is taking a shower at the moment.

Activity 5: I Change into The Negative



Using the present progressive tense in negative sentences.



20 - 25 minutes



pencil rubber



I put the verbs in the negative form in the present progressive tense.

أضعُ الأفعالَ بصيغةِ النَّفي في الحاضرِ المستمر.

1. Maha **isn't watching** TV right now.
2. I (cook) lunch in the kitchen.
3. They (study) in the library.
4. Mary (fly) her kite.
5. She is (sweep) the floor at the moment.

I Check

1. Maha isn't watching watching TV right now.
2. I am not cooking lunch in the kitchen.
3. They aren't studying in the library.
4. Mary isn't flying her kite.
5. She isn't sweeping the floor at the moment.

We use (**am not** , **isn't** , **aren't**) to change the sentence into negative in the present progressive tense.

e.g .- I am riding my bike.

- I am not riding my bike.

Activity 6: What Are You Doing?



Using the present progressive tense in questions.



20 - 25 minutes



pencil rubber



I change the following sentences into questions.

أحوّل الجمل الآتية إلى صيغة سؤال في الحاضر المستمر.

1. Tim is playing in the garden.

Is Tim playing in the garden?

2. Linda is looking for her ring.

.....?

3. Judy and Lama are running.

.....?

4. My friends are going to the field trip.

.....?

I Check

1. Is Tim playing in the garden?

2. Is Linda looking for her ring?

3. Are Judy and Lama running?

4. Are your friends going to the field trip?

We put the verb (be) before the subject to change the sentence into a question in the present progressive tense.

e.g. - They are watching a football match.

- Are they watching a football match?

Activity 7: I Pronounce /ing/



Pronouncing the letters (ing) at the end of the word correctly.



10 - 15 minutes



pencil  CD player  rubber 



En7-2-1-7 I listen, say and underline the word I hear with the / ڤ / sound.

أستمعُ وأقولُ وأختارُ الكلمةَ التي نهايتها صوت / ڤ / .

1. I like (watching - drawing) cartoons in my free time.
2. She can (sing - swing) well.
3. They found a (wing - ring) in the forest.
4. Hind enjoys (learning - teaching) online.
5. I lost an important (think - thing) last night.
6. My dream is (gone - going) to be true.

I Check

1. I like watching cartoons in my free time.
2. She can sing well.
3. They found a ring in the forest.
4. Hind enjoys learning online.
5. I lost an important thing last night.
6. My dream is going to be true.

Activity 8: My Favourite Sport



Joining sentences using conjunctions.



20 - 25 minutes



pencil rubber



I read and fill in the spaces with a word from the list.

أقرأ وأملأ الفراغات بكلمة من القائمة.

because - however - but - and

My name is Sally. I like playing sports in general, but basketball is my

favourite. I usually play it in the sports centre. we are

playing in the park these days the centre is closed.

I practise it only after I do my homework. I feel fit happy

after playing with my friends.

I Check

My name is Sally. I like playing sports in general, but basketball is my favourite. I usually play it in the sports centre. However, we are playing in the park these days because the centre is closed. I practise it only after I do my homework. I feel fit and happy after playing with my friends.

Activity 9: My Hobby



Writing a paragraph about my hobby.



25-30 minutes



pencil  rubber 



I write a paragraph about my hobbies.

أكتبُ موضوعاً عن هواياتي.

.....

.....

.....

.....

.....

.....

.....

I Check

My favourite hobby is

I like

I like to do it in the evening / morning.

I like it because



1. I match A with B to give the correct expression.

أطابق بين العمود (أ) والعمود (ب) وأعطي التعبير الصحيح.

A

ice

horse

taking

playing

painting

B

photos

skating

the guitar

riding

pictures



2. I read and choose the correct answer.

أقرأ وأختار الجواب الصحيح.

1. My favourite hobby is (playing video games - playing football) in the field.
2. I like (listening to - watching) pop music.
3. At weekends, I sometimes (draw - write) a picture.
4. I'm interested in (swimming - fishing) in the swimming pool.
5. In summer, I go (camping - skiing).
6. I like (visiting friends - swimming) to play together.



3. I choose the correct answer.

أختار الإجابة الصحيحة.

1. She (is - are) doing her homework.
2. Sally and Rama (isn't - aren't) playing chess.
3. Mr. Miller (teaches - is teaching) Maths this semester.
4. Mandy (has - is having) lunch now.
5. The boys (play - are playing) in the garden right now.
6. I (am reading - read) a story at the moment.

I check

Activity 1:

1. ice skating
2. horse riding
3. taking photos
4. playing the guitar
5. painting pictures



Activity 2:

1. My favourite hobby is playing football in the field.
2. I like listening to pop music.
3. At weekends, I sometimes draw a picture.
4. I'm interested in swimming in the swimming pool.
5. In summer, I go camping.
6. I like visiting friends to play together.

Activity 3:

1. She is doing her homework.
2. Sally and Rama aren't playing chess.
3. Mr. Miller is teaching Maths this semester.
4. Mandy is having lunch now.
5. The boys are playing in the garden right now.
6. I am reading a story at the moment.



I am able to		
1. Listen to the children's hobbies and match correctly. (playing chess - reading books - watching TV - skydiving - bungee jumping - snowboarding - horse riding)		
2. Read about some children's favourite hobbies.		
3. Use conjunctions to join sentences. (because - however - but - and) (I eat an apple and drink juice.)		
4. Use present progressive tense (affirmative - negative - question) (She is writing a paragraph. Mary isn't flying her kite. Is Linda looking for her ring?)		
5. Pronounce /ing/ at the end of the word correctly. (Playing.)		
6. Write about my hobbies.		

Unforgettable Experience



come across - windowpane - breeches - petticoat - century - costume party
حفلة أزياء قرن تنورة داخلية بنطال واجهة زجاجية يلتقي بالصدفة



3.5 - 4 hours



pencil  rubber  CD player 

Let's Go

Here are some activities that can be done to help people.

I write other activities.

هذه بعض الأنشطة التي يمكن القيام بها لمساعدة الناس. أكتب المزيد منها

1. Donate clothes if you are able.
2. Volunteer your time to help people.
3. Check on neighbors and family members.

.....

.....

.....

.....

.....

.....



Activity 1: The Volunteer



Identifying words related to voluntary work.



10 - 15 minutes



pencil  CD player  rubber 



En7-2-2-1 I listen to a short paragraph about Sara, and then I select the correct answer.

أستمعُ إلى مقطعٍ عن سارة وأختارُ الجوابَ الصَّحيحَ.

1. I started (voluntary - team) work two years ago.
2. I worked with a charity organization which was supporting (hungry - homeless) children.
3. The organization was providing them with meals and (clothes - medicine).
4. They wanted to make them come to their (hostel - site) to give them what they needed.

I Check

1. I started voluntary work two years ago.
2. I worked with a charity organization which was supporting homeless children.
3. The organization was providing them with meals and medicine.
4. They wanted to make them come to their hostel to give them what they needed.

Activity 2: Beware of Hunger



Reading and understanding.



10 - 15 minutes



pencil  rubber 



I read then answer.

أقرأ ثم أجيب.

Strange Night

I'm Daniel. Mum, dad and I were on holiday in Scotland last year. We practised many activities like bungee jumping, mountain biking, and white water rafting. We visited many places.

One day, we were looking for a place to eat. We came across a big old building. We looked through the windowpane and saw lots of people. They were eating, drinking and talking, so we realized it was a restaurant. However, there was something strange.

Men were wearing breeches and big hats while women wore petticoats and dresses from the 18th

century. Their hairstyles and faces were also different. It was dinner time, the sun was setting and everything looked scary. We felt a little bit afraid because nobody looked normal. But because we were very hungry, we entered slowly looking around us with wide eyes. We chose a table and we looked for a waiter to order food. He came with a big smile on his face saying that we couldn't have our meal because the restaurant was booked for a costume party! We were so hungry that we did not even notice it was a costume party. Beware of hunger!



1. Who was Daniel on holiday with?

Daniel was with his parents.

2. Why did they stop at the restaurant?

.....

3. What were the people in the restaurant doing?

.....

4. What was strange about their clothes?

.....

5. Did they have their meal when they went into the restaurant? Why?

.....

I Check

1. Daniel was with his parents.

2. They stopped at a restaurant to eat.

3. People were eating, drinking, and talking.

4. The clothes were from the 18th century.

5. No, they didn't because the restaurant was booked for a costume party.

Activity 3: I Learn Words



Identifying words related to a text.



10 - 15 minutes



pencil  rubber 



I match the words with their meanings.

أطابقُ الكلماتِ مع معانيها.

1. come across

find by chance

2. windowpane

100 years

3. breeches

underskirt

4. petticoat

pants

5. century

a party wher people wear special clothes

6. costume party

glass for the window

I Check

1. come across : find by chance
2. windowpane : glass for the window
3. breeches : pants
4. petticoat : underskirt
5. century : 100 years
6. costume party : a party where people wear special clothes



Breeches



Petticoat

Activity 4: Usual or Unusual



Identifying the right answer.



10 - 15 minutes



pencil  rubber 



I read again then choose the correct answer a, b, or c.

أقرأ النَّصَّ ثَانِيَةً وَأَخْتَارُ الإِجَابَةَ الصَّحِيحَةَ.

1. When Daniel and his family went to the restuarnt he felt
a. happy b. sad c. **afraid**
2. People in the restaurant were wearing clothes from the year
a. 1850 b. 1750 c. 1950
3. In a costume party, people wear clothes.
a. everyday b. business c. **unusual**
4. Daniel and his parents looked through a
a. eyeglasses b. windowpane c. **building**

I Check

1. When Daniel and his family went to the restuarnt he felt afraid.
2. People in the restaurant were wearing clothes from the year 1750.
3. In a costume party, people wear unusual clothes.
4. Daniel and his parents looked through a windowpane.

Activity 5: What Were They Doing?



Using the past progressive tense.



10 - 15 minutes



pencil rubber



I look at the pictures and write sentences using the past progressive form of the verbs in the list. (verb to be/was-were/ Ving)

أنظرُ إلى الصُّورِ وأكتبُ جملاً مستعمِلاً الماضي المستمرّ.

ride - listen - run - make

At five o'clock yesterday.



1. She was riding a bike.



2.



3.



4.

I check



1. She was riding a bike.



2. She was listening to music.



3. He was running.



4. She was making a cake.

Activity 6: Past Progressive



Using the right form of the verb.



10 - 15 minutes



pencil  rubber 



I write the verbs between the brackets using the past progressive.

أكتبُ الأفعالَ بينَ قوسينِ باستخدامِ الماضي المستمرِّ.

1. The kids **were playing** in the garden when it suddenly began to rain.
2. Sami slept at three o'clock yesterday. He (not sleep) when you called him.
3. When I phoned my friends, they (have) dinner.
4. While I (drive) to work, I saw an accident.

I Check

1. The kids were playing in the garden when it suddenly began to rain.
2. Sami slept at three o'clock yesterday. He wasn't sleeping when you called him.
3. When I phoned my friends, they were having dinner.
4. While I was driving to work, I saw an accident.

Past Progressive is formed by adding **was/were** + **verb** + **ing**.

It's used for ongoing actions that were happening at a specific moment in the past.

E.g. At seven o'clock this morning,
I was having my breakfast.

Activity 7: What Was Happening?



Recognising words that indicate the past progressive form.



10 - 15 minutes



pencil  rubber 



I choose the right words to make correct sentences.

أختارُ الكلماتِ الصَّحيحةَ لأجعلَ الجملَ صحيحةً.

- The audience threw flowers at the stage while he
a. will sing b. is singing c. **was singing**
- Snow lightly when we were walking to the mountain.
a. is falling b. falls c. fell
- They TV when I called.
a. watched b. were watched c. were watching
- I was preparing lunch when I a noise.
a. heard b. hear c. had heard

I Check

1. Somebody threw a tomato at him while he was singing.

2. Snow fell lightly when we were walking to the mountain.

3. They were watching TV when I called.

4. I was preparing lunch when I heard a noise.

Activity 8: Different Activites



Writing the suitable form of the verbs.



10 - 15 minutes



pencil  rubber 



I put the verbs between the brackets in the correct form using simple past or the past progressive.

أضعُ الأفعالَ بينَ الأقواسِ بالصِّيغَةِ الصَّحِيحَةِ مستخدماً الماضي البسيط أو المستمرّ.

1. I was working (work) on the computer when my mom called.
2. What (you,do) at five o'clock yesterday?
I (watch) a scary film.
3. you (use) the laptop a few minutes ago?
No, I
4. We (swim) while you (play) football.

I Check

1. I was working on the computer when my mom called.

2. What were you doing at five o'clock yesterday?

I was watching a scary film.

3. Did you use the laptop a few minutes ago? No, I didn't.

4. We were swimming while you were playing football.

Activity 9: I Write Correctly



Using punctuation and capital letters.



10 - 15 minutes



pencil  rubber 



I rewrite the following paragraph with the correct punctuation and capitalization
أعيدُ كتابةَ الفِقرةِ باستخدامِ علاماتِ التَّرقيمِ الصَّحيحةِ.

it was raining adam was reading a book suddenly, he heard a sound outside his house so he went to the window he saw a cat under a tree he opened the door, took an umbrella and went out he picked up the cat and hugged it he gave the cat some food to eat

.....

.....

.....

.....

I Check

It was raining. Adam was reading a book. Suddenly, he heard a sound outside his house, so he went to the window. He saw a cat under a tree. He opened the door, took an umbrella and went out. He picked up the cat and hugged it. He gave the cat some food to eat.

- Capital letters are used at the beginning of names, places and sentences.
- Sentences end with a full stop (.).
- A question ends with a question mark (?)



1. I put the verbs between the brackets in the correct form using the simple past or the past progressive.

أضغ الأفعال بين الأقواس بالصيغة الصحيحة مستخدماً الماضي البسيط أو المستمر.

1. He (walk) home when it (start) to rain.
2. What you (do) when mum (arrive)?
3. My sister (cook) while I (read) the newspaper.



2. I complete the text with the words in the box.

أكمل النص بالكلمات من الصندوق.

by - as - while - after - in - in

..... January last year, schoolchildren in the UK took part in a campaign to raise money for cancer. The organizers called the campaign "The Big Hush." part of this initiative, the children's friends and families sponsored them to remain silent for an entire week. They didn't speak working in class, and even stayed silent during playtime the playground! the week, the children collected the money paid by their friends and families. They carefully counted the funds before handing them over to the charity. February, they had managed to raise thousands of pounds, all without saying a word, proving that silence speaks louder than words.



3. I write three sentences about how I would like to help others.

أكتب ثلاثة جمل عن كيف سأساعد الآخرين.

1.
2.
3.

I Check

Activity 1:

1. He was walking home when it started to rain.
2. What were you doing when mum arrived?
3. My sister was cooking while I was reading the newspaper.

Activity 2:

In January last year, schoolchildren in the UK took part in a campaign to raise money for cancer. The organizers called the campaign "The Big Hush." As part of this initiative, the children's friends and families sponsored them to remain silent for an entire week. They didn't speak while working in class, and even stayed silent during playtime in the playground! After the week, the children collected the money paid by their friends and families. They carefully counted the funds before handing them over to the charity. By February, they had managed to raise thousands of pounds, all without saying a word, proving that silence speaks louder than words.

Activity 3:



1. I help old people.





2. I donate my extra things.



3. I try to spend time helping disabled people.



I am able to		
1. Listen to a paragraph and answer correctly.		
2. Use new vocabulary correctly. (come across - windowpane - breeches - petticoat - century - costume party)		
3. Understand the texts I read.		
4. Use the past progressive tense (affirmative - negative - question) (He was listening to music yesterday evening. They were not swimming. What were you doing?)		
5. Use punctuation and capital letters correctly. - Capital letters are used at the beginning of names, places and sentences. - Sentences end with a full stop (.). - A question ends with a question mark (?)		



1. I choose the correct answer.

أختارُ الإجابةَ الصَّحيحةَ.

1. Lucas (**has** - **is**) having a shower now.
2. Sandy (**isn't eating** - **wasn't eating**) her lunch at the moment.
She is watching TV.
3. I can't go with you. I (**was waiting** - **am waiting**) for my sister.



2. I choose the correct word in brackets.

أختارُ الكلمةَ الصَّحيحةَ بينَ الأقواسِ.

I (**love** - **dislike**) going shopping. It's my favourite (**job** - **hobby**).

I go to the market once a week. I prefer to go with my friend

(**so** - **because**) she has the same (**interests** - **ideas**). Both of us love

(**watching** - **reading**) books. We also enjoy buying (**books** - **pens**)

from the bookshop and (**walking** - **dancing**) in the market.



3. I look at the pictures and choose the right answer.

أنظرُ للصوِّرِ وأختارُ الإجابةَ الصَّحيحةَ.



1. Helen was talking to her friend when
(the telephone rang - **it started to rain**).



2. Tom (was swimming - was eating) while Adam was studying.



3. My father (was working - was sleeping) when my mother arrived.



4. I fill in the spaces with the suitable words form the list.

أَمَلِّأُ الْفَرَاغَاتِ بِالْكَلِمَاتِ الْمُنَاسِبَةِ مِنَ الْقَائِمَةِ.

setting - across - booked - costume - steps

1. In the old city, we came an old building.
2. They had a party in the restaurant.
3. We watched the sun
4. His were slow as he walked in the dark forest.
5. They a big hall for their party.

How Do I Like to Learn?

At the end of the unit, I was able to specify the way that helped me learn better by coloring a number of stars as following:

☆ ☆ ★ Helped a bit

☆ ★ ★ Helped

★ ★ ★ Helped a lot

I learn by completing: ☆ ☆ ☆

I complete the text with the words in the box.

by - while - in - After - By - before

..... January last year, schoolchildren in the UK raised money for Cancer.

I learn by writing: ☆ ☆ ☆

I write a paragraph about my hobbies.

.....
.....

I learn by matching: ☆ ☆ ☆

I match the words with their meanings.

1. come across

find by chance

At the end of the unit, I was able to specify the way that helped me learn better by coloring a number of stars as following:

 Helped a bit  Helped  Helped a lot

I learn by underlining: 

I read and underline the verb in each sentence.

1. They are sitting at their desks right now.

I learn by choosing: 

I read again then choose the correct answer a, b, or c.

3. In a costume party, people wear clothes.
a. everyday b. business c. unusual

I learn by listening: 

I listen to a short paragraph about Sara, and then I select the correct answer.

1. I started (**voluntary** - **team**) work two years ago.

Unit 3 : Social Media



7 - 8 hours

How Do I Learn?

Before you start this unit, go to the “How Do I Learn?” guide, to organise your time and weekly tasks.

This guide supports you to assess your learning and build your learning skills. You can use the guide while studying all the Empowered Learning Curriculum Subjects: English, Arabic, Mathematics, sciences, Physics and Chemistry.

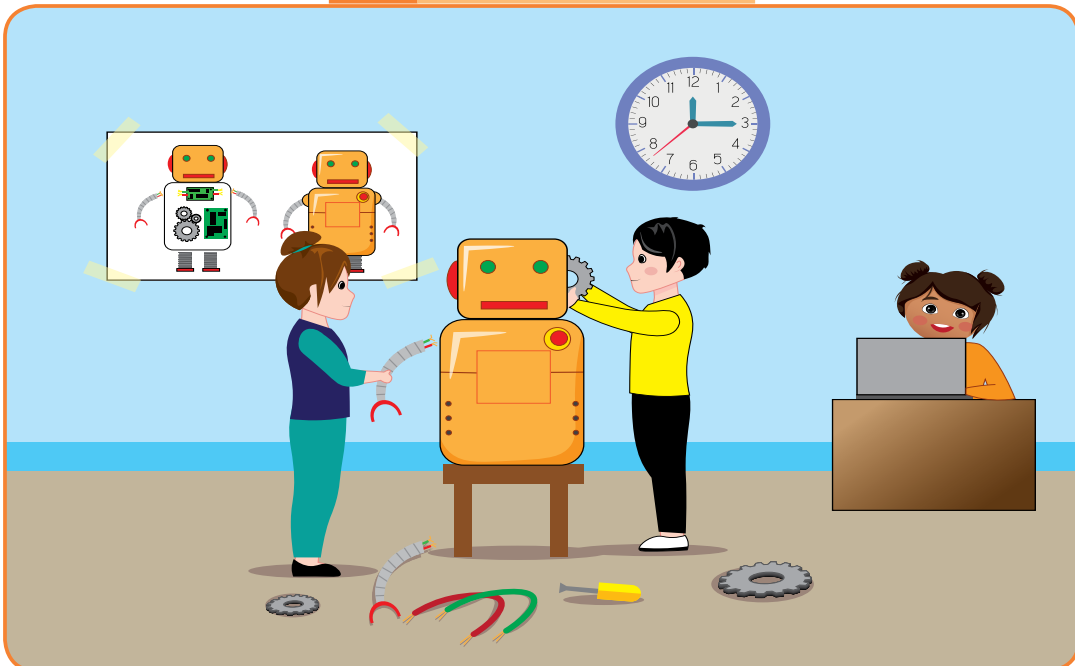


Unit Lessons

1 Advanced Technology



2 New Inventions



Let's Start

I Connect to the World



Identifying technological devices.



10 - 15 minutes

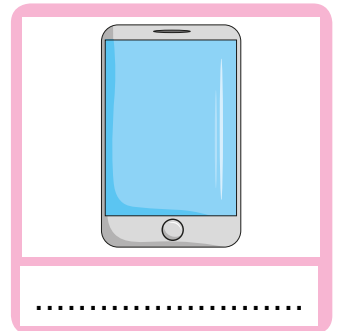
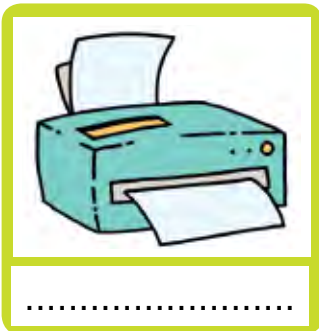


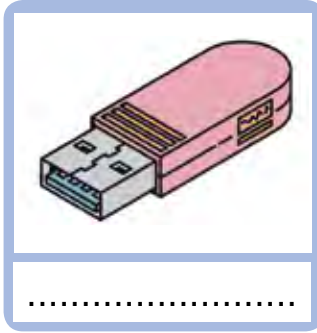
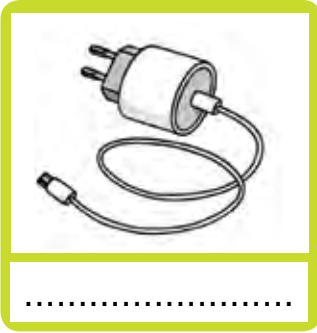
pencil  rubber 



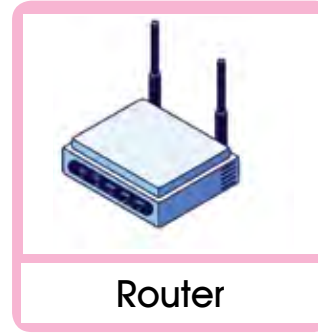
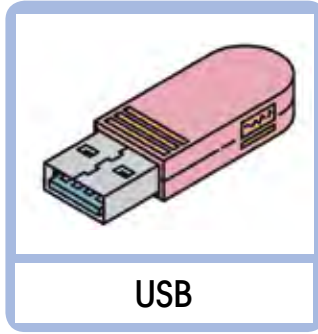
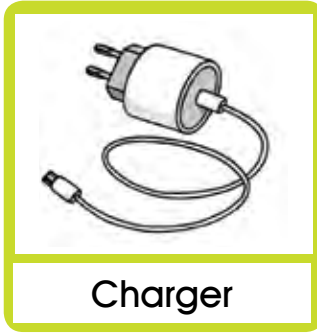
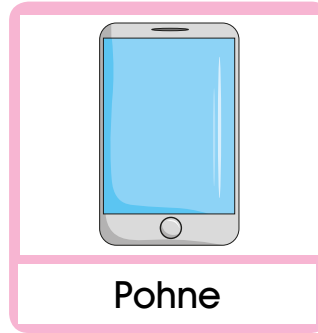
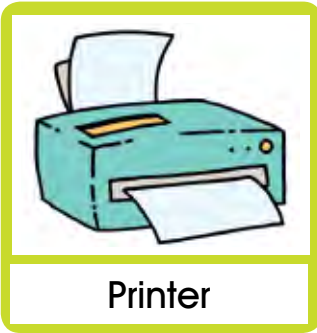
I write the devices' names under the pictures أكتبُ أسماءَ الأجهزة تحتَ الصُّور.

Charger - Router - Phone - MP3 player - Laptop - Printer
Gaming console - USB - Headphones







I Check



Advanced Technology



 button - ignore - deny - well-known - fake
زرّ - يتجاهلّ - يُنكرُ - معروف - مُزيّف

 3.5 - 4 hours

 pencil  rubber  CD player 

Let's Go

I fill in the spaces with verbs from the box.

أَمَلِّأُ الْفَرَاغَاتِ بِأَفْعَالٍ مِّنَ الصَّنَدُوقِ.

scroll down - plug in - log in - turn on - turn off - turn up -
turn down - shut down - click on

1. You'll need a username and a password to
2. Please, your computer when you're done with it.
3. Can you please? I can't see the next sentence.
4. I can't hear what they are saying on the radio. Could you please..... the volume?
5. You'll have to "Accept" if you agree with the Terms and Conditions.
6. First, you need to the computer. Otherwise, it won't start. Here's the power cord.
7. Let's the TV. I want to watch the news.
8. the light when you leave the room, please.
9. I need to study. Could you please, the volume?

Activity 1: I Am Responsible



Distinguishing between true and false statements.



10 - 15 minutes



pencil  CD player  rubber 



En7-3-1-1 I listen to three friends talking about addiction to mobile phones and decide if the sentences are True or False.

أستمعُ لحوارٍ بينَ ثلاثةِ أصدقاءٍ حولَ إدمانِ الهواتفِ النّقالةِ وأقرّرُ إذا كانتِ الجملُ صحيحةً أو خاطئةً.

1. In John's opinion, addiction to phones makes people active.

False

2. Tom checks his phone every two or three hours.

.....

3. Tom thinks phones are useless.

.....

4. Helen thinks that phones should be used when necessary.

.....



I Check

1. In John's opinion, addiction to phones makes people active. (False)

In John's opinion, addiction to phones makes people lazy.

2. Tom checks his phone every two or three hours. (True)

3. Tom thinks phones are useless. (False)

Tom thinks phones are useful.

4. Helen thinks that phones should be used when necessary. (True)



Activity 2: On or Off



Recognising the right answer.



10 - 15 minutes



pencil  CD player  rubber 



En7-3-1-2 I listen again and choose the right answer.

أستمعُ مرَّةً أُخرى وأختارُ الإجابةَ الصَّحيحةَ.

1. John says that addiction to mobile phones causes problems.
a. health b. family c. social
2. Toms says it's better to the mobile while working.
a. mute b. turn on c. turn off
3. Helen checks her mobile phone times a day.
a. three or four b. five or six c. two or three

I Check

1. John says that addiction to mobile phones causes health problems.

2. Toms says it's better to turn off the mobile while working.

3. Helen checks her mobile phone five or six times a day.

Activity 3: I Can Find the Meaning



Identifying the meaning of words.



10 - 15 minutes



pencil rubber



I match the words to their definitions.

أطابقُ الكلماتِ معَ معانيها.

1. application

2. social media

3. post

4. comment

5. skill

a. websites and programmes that allow people to communicate and share information

b. something that you say or write that expresses your opinion

c. the ability to do an activity or job well

d. a computer programme is that designed for a particular purpose

e. to publish something on a website or using social media.

I Check

1. **application**: d. a computer programme is that designed for a particular purpose

2. **social media**: a. websites and programmes that allow people to communicate and share information

3. **post**: e. to publish something on a website or using social media.

4. **comment**: b. something that you say or write that expresses your opinion

5. **skill**: c. the ability to do an activity or job well

Activity 4: A Button Press Away



Answering questions after reading a text.



10 - 15 minutes



pencil  rubber 

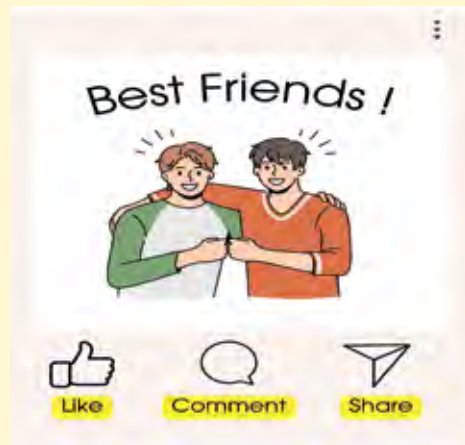


I read then answer.

أقرأ ثم أجيب.

Words Matter

Social media is a way for people to connect and share information online through various websites and applications where you can post pictures, videos, and send messages. It lets you stay in touch with friends, follow interesting topics and discover new ideas. However, social media also comes with risks, such as encountering inappropriate content or being targeted by mean comments. To stay safe, it's important to practise good "netiquette," which means being polite and respectful online, just like you would be in person. For example, think carefully before posting something, avoid sharing personal information, and be kind to others. You can also protect yourself by using privacy settings, only connecting with people you know, and talking to a trusted adult if you see or experience anything upsetting. Social media can be a great way to learn new skills, join groups that match your hobbies, and keep in contact with people you care about, as long as you use it wisely and safely.



1. How does social media affect people's lives?

It is a way to connect and share information online.

2. What do you usually use it for?

.....

3. How can you stay safe at social media?

.....

4. How can social media help you to get new skills?

.....

I Check

1. It is a way to connect and share information online.

2. I can stay in touch with friends, follow topics and discover new ideas.

3. To stay safe, it's important to practise good netiquette.

4. By watching videos and learning the steps to do things well.

Activity 5: Forms of Adjectives



Recognising the right adjective form.



10 - 15 minutes



pencil  rubber 



I choose the right adjective form.

أختارُ الشَّكْلَ الصَّحِيحَ مِنَ الصِّفَةِ.

1. The match was **tiring**, but we won at the end.
- I've worked for five hours. I'm really **tired** now.
a. tired b. tiring
2. Listening to music makes you feel
- A hot bath is
a. relaxed b. relaxing
3. Salma is in playing chess.
- English is an subject.
a. interested b. interesting
4. The film we've watched is
- My little brother never gets
a. bored b. boring

I Check

1. The match was tiring but we won at the end.
 - I've worked for five hours. I'm really tired now.
2. Listening to music makes you feel relaxed.
 - A hot bath is relaxing.
3. Salma is interested in playing chess.
 - English is an interesting subject.
4. The film we've watched is boring.
 - My little brother never gets bored.



Activity 6: The Suitable Verb



Completing the sentences correctly.



10 - 15 minutes



pencil  rubber 



I complete the sentences with verbs from the box.

أكمل الجمل بالأفعالِ مِنَ الصَّنَدُوقِ.

has made - has connected - has affected

1. It's a fact that social media **has affected** human relationships.
2. Other people feel that social media is a blessing which
..... us to every part of this world.
3. The presence of social media our connections easier
and much faster.

I Check

1. It's a fact that social media has affected human relationships.
2. Other people feel that social media is a blessing which has
connected us to every part of this world.
3. The presence of social media has made our connections easier
and much faster.

Activity 7: Present Perfect



Recognising the correct form of the verb.



10 - 15 minutes



pencil  rubber 



I choose the correct form of the verbs between brackets.

أختارُ الإجابةَ الصَّحيحةَ بينَ قوسين.

1. I (buy - have bought) a new laptop already.
2. Rami (hasn't phoned - haven't phoned) me yet.
3. I (spend - have spent) a lot of time on Internet recently.
4. She (doesn't eat - hasn't eaten) sushi since last year.
5. My brother (has met - meets) his favourite singer.

I Check

1. I have bought a new laptop already.
2. Rami hasn't phoned me yet.
3. I have spent a lot of time on the Internet recently.
4. She hasn't eaten sushi since last year.
5. My brother has met his favourite singer.

The present perfect tense is formed by using “**have**” or “**has**” followed by the past participle of the main verb. The present perfect is used to talk about actions that happened at an indefinite time in the past and for actions that began in the past and continue up to now. For example, “I have visited Aleppo”.

Activity 8: It Has Happened



Identifying the sentences according to the meaning.



10 - 15 minutes



pencil  rubber 



I match the sentences.

أطابقُ الجملَ.

1. Omar has just

the exam yesterday.

2. Omar passed

two hours ago.

3. Layal and
Fadi haven't

passed the exam.

4. Layal and
Fadi arrived

has already finished the surgery

5. The teachers

arrived yet

6. The doctor

have already prepared the papers.

I Check

1. Omar has just passed the exam.
2. Omar passed the exam yesterday.
3. Layal and Fadi haven't arrived yet.
4. Layal and Fadi arrived two hours ago.
5. The teachers have already prepared the papers.
6. The doctor has already finished the surgery.

Activity 9: Advantages and Disadvantages



Distinguishing the advantages and the disadvantages of the mobile phone.



10 - 15 minutes



pencil rubber



I read the text and complete the table.

أقرأ النَّصَّ وأكملُ الجدولَ.

John: Hello, Tom and Helen, what do you guys think about mobile phones? I think they're super cool because you can play games and watch videos whenever you want.

Helen: Yeah, they're definitely fun! Plus, you can call or text your friends anytime. It's also easy to find information for school projects.

Tom: That's true, but there are some downsides, too. My parents always remind me that too much screen time isn't good for you. It can hurt your eyes, and you might end up not getting enough exercise.

Helen: And you know what? I heard that if you use your phone too much, you can become kind of isolated. Like, you're so busy looking at your phone that you don't hang out with your friends or family as much.

John: I hadn't thought about that. I guess it's easy to get caught up in games or social media and forget to talk to people in real life.

Tom: Exactly! It's important to put the phone down sometimes and do other things, like playing outside or talking to people face-to-face.

Helen: And it's not just about staying connected with others. If you use your phone too much, you might miss out on all the fun things happening around you.

John: So, mobile phones are great, but we need to be careful not to use them too much, right?

Tom: Yep! It's all about balance. Enjoy the cool stuff phones can do, but don't let them take over your life.

Advantages	Disadvantages
.....	Hurt your eyes
.....
.....
.....

I Check

Advantages:

1. Play games and watch videos.
2. Call or text your friends anytime.
3. Find information for school projects.

Disadvantages:

1. Hurt your eyes
2. Become isolated
3. Forget about real life
4. Not having enough exercise

Activity 10: I Pronounce Well



Pronouncing the (-ed) at the end of regular verbs.



10 - 15 minutes



pencil  CD player  rubber 



En7-3-1-10 I listen and fill the table with the following verbs.

أستمعُ وأكملُ الجدولَ بالأفعالِ الآتية.

The (-ed) at the end of regular verbs is pronounced as /d/ , /t/ , /id/.

used - touched - worked - tested - played - wished - needed
ended - cared - acted - hopped - waved - cried

/d/	/t/	/id/
learned	asked	wanted
.....
.....
.....
.....
.....

I Check

/d/	/t/	/id/
learned	asked	wanted
used	worked	tested
played	wished	needed
cared	puffed	ended
waved	hopped	acted
cried	touched	

/d/

For verbs ending in other sounds

/t/

For verbs ending in a voiceless sound
/p/, /f/, /k/, /s/, /ʃ/, /tʃ/

/id/

For verbs ending in sounds /d/ or /t/

Activity 11: Up to Date



Writing a paragraph using linking words.



10 - 15 minutes



pencil  rubber 



I replace the words and phrases in bold with other suitable words and phrases.

أستبدل الكلمات والعبارات الغامقةً بكلماتٍ وعباراتٍ أخرى.

especially - everyone - helps - in addition to that

1. I believe technology **allows** me to find out what is really happening in the world. (**helps**)
2. The mobile phone is a good technology which has become popular to **everybody**. (.....)
3. **Moreover**, you can relax with mobile phone's applications, for example, playing games, listening to music, or chatting with your friends. (.....)
4. Using the mobile phone a lot can affect your brain, **particularly** teenagers and children. (.....)

I Check

1. I believe technology helps me to find out what is really happening in the world.
2. The mobile phone is a good technology which has become popular to everyone.
3. In addition to that, you can relax with mobile phone's applications, for example, playing games, listening to music, or chatting with your friends.
4. Using the mobile phone a lot can affect your brain, especially teenagers and children.





1. I choose the items related to technology.

أحدّد الأشياء المتعلّقة بالتكنولوجيا.

rackets



laptop



washing
machine



hammer



camera



mobile
phone



suitcase



2. I choose the correct answer.

أختارُ الإجابةَ الصحيحةَ.

1. She has a new mobile.

a. have b. had c. been

2. They finished playing yet.

a. haven't b. aren't c. have

3. Inventions have us in our lives

a. help b. helped c. helping

4. Ali English for 12 years.

a. study b. studied c. has studied



3. I put the verbs in the present perfect tense.

أضعُ الأفعالَ بصيغةِ المضارعِ التامِّ.

1. They (finish) their homework.

2. He (not study) his lessons.

3. Have you (ever eat) Indian food?

4. She (never play) a guitar.

5. She (want) to be a teacher since she was a child.

6. The gardner (plant) all the seeds recently.

I Check

Activity 1:

Laptop - camera - mobile phone - washing machine



Activity 2:

1. She has had a new mobile.
2. They haven't finished playing yet.
3. Inventions have helped us in our lives.
4. Ali has studied English for 12 years.

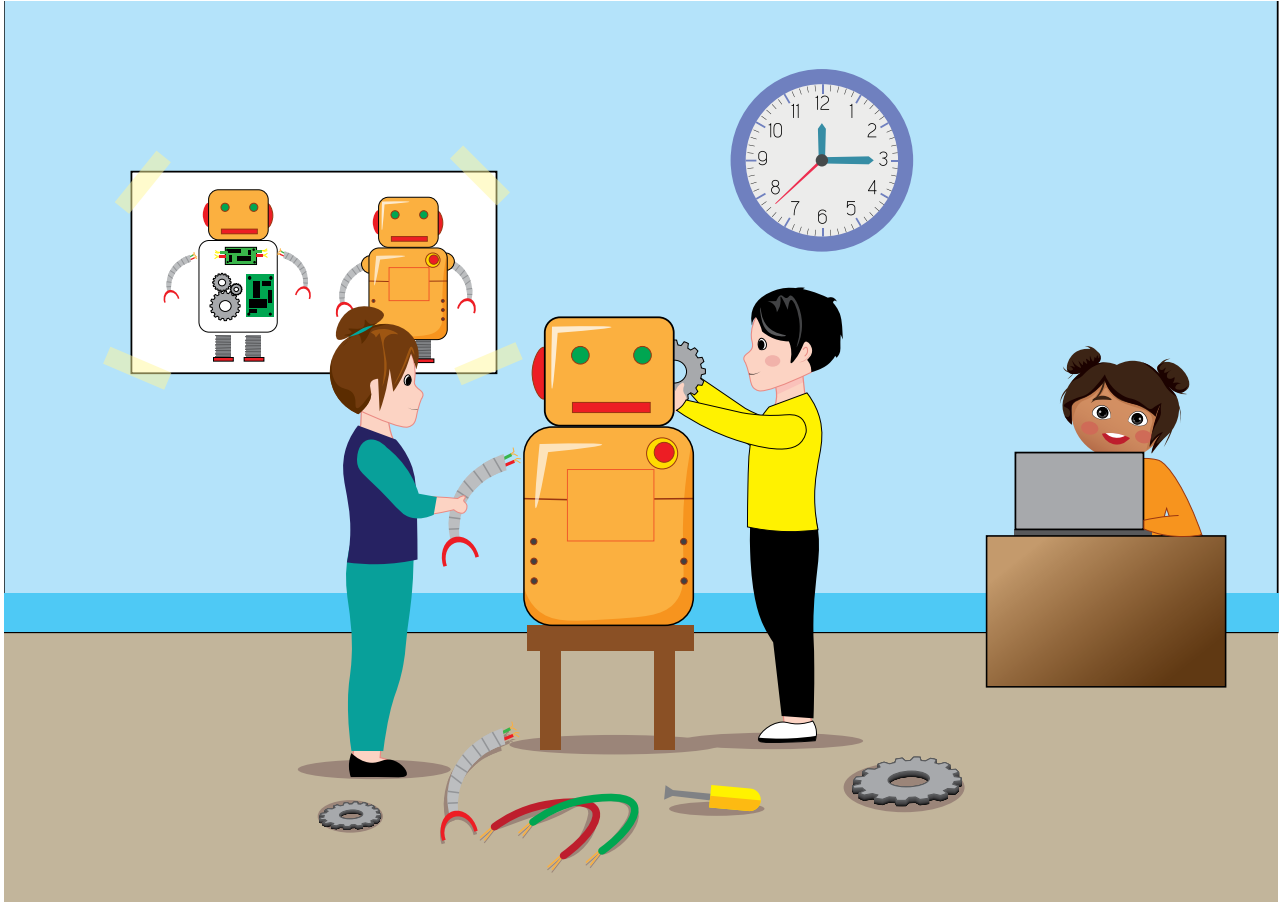
Activity 3:

1. They have finished their homework.
2. He hasn't studied his lessons.
3. Have you ever eaten Indian food?
4. She has never played a guitar.
5. She has wanted to be a teacher since she was a child.
6. The gardner has planted all the seeds recently.




I am able to		
1. Listen to the paragraph and answer correctly.		
2. Use new vocabulary correctly. (button - ignore - deny - well - known - fake)		
3. Read about technology.		
4. the present perfect tense (affirmative - negative - question) (They've been on a holiday twice this year. Rami hasn't phoned me yet. Has she already left?)		
5. Choose the right form of the adjectives. (The match was tiring.)		
6. Pronounce /-ed/ correctly. (/d/ : used - /t/ : worked - /id/ : tasted)		

New Inventions



 searching - investigate - island - incredible - young - invitation
يبحث يتحرى جزيرة لا يصدق شاب دعوة

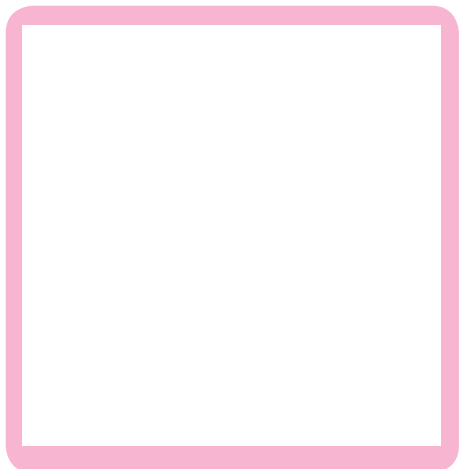
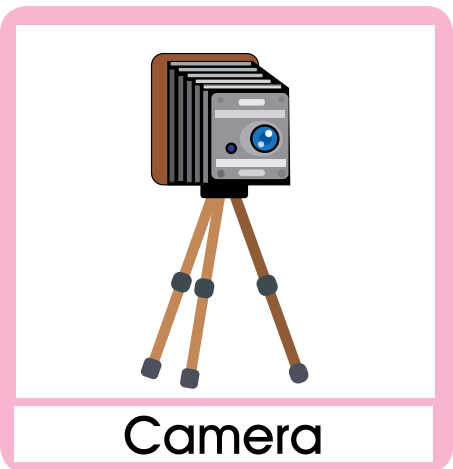
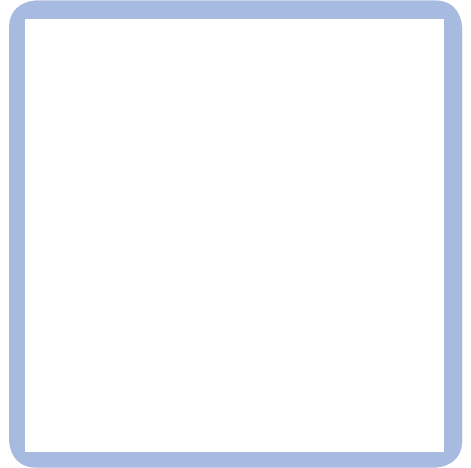
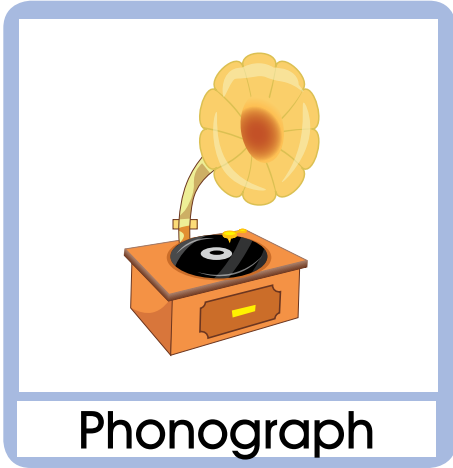
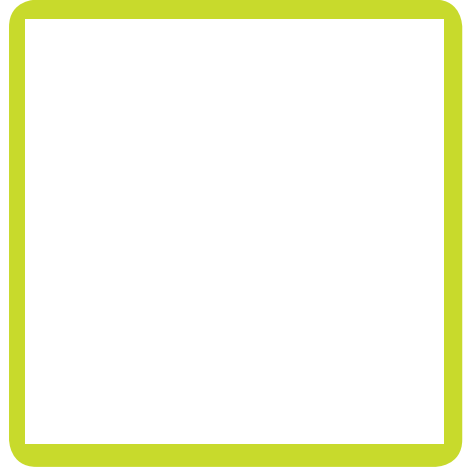
 3.5 - 4 hours

 pencil  rubber  CD player 

Let's Go

I turn these old inventions into modern ones by drawing them.

أحوّل الاختراعات القديمة إلى اختراعاتٍ جديدةٍ.



Activity 1: Helpful or Harmful





Revising some inventions.



10 - 15 minutes



pencil  rubber 



I read and tick the good inventions.

أقرأ وأشيرُ إلى الإختراعاتِ الجيدة.

	A Helpful Invention	A Harmful Invention
bicycle	✓	
radio		
weapons		
plastic bags		
computer		
penicillin		
internet		
telephone		
mobile phone		
television		

I Check

Helpful Inventions:

bicycle - radio - computer - penicillin - internet - telephone -
mobile phone - television

Harmful Inventions: weapons - plastic bags

Activity 2: John and the Island



Recognising the correct answer.



10 - 15 minutes



pencil  rubber  CD player 



En7-3-2-2 I listen and choose the correct answer. *أستمعُ وأختارُ الإجابةَ الصَّحيحةَ.*

1. John was when he heard about the Island of Inventions.
a. an adult b. **a child** c. a teenager
2. John was very about how things worked.
a. nervous b. worried c. curious
3. The Island of Inventions was a place.
a. secret b. public c. historical
4. How many ways were there to find the Island of inventions?
a. One way b. Two ways c. Three ways
5. The visitors of the island were
a. teenagers b. wise men c. children

I Check

1. John was a child when he heard about the Island of Inventions.
2. John was very curious about how things worked.
3. The Island of Inventions was a secret place.
4. There was only one way to find the Island of Inventions.
5. The visitors of the island were wise men.

Activity 3: The Inventor



Distinguishing True and False sentences.



10 - 15 minutes



pencil rubber



I read then I decide if the sentences below are True or False.

أقرأ وأقرر إن كانت الجملة صحيحة أم خاطئة.

A Little Inventor

Chris Hass is a 9-year-old kid. He is an American basketball player who saw his friends missing easy shots during a school practice. He was the son of a basketball coach and knew the right way to aim and shoot. He had tried to show his friends how it should be done. Then he gave them helpful hints on the right way to hold a ball. He came up with his invention "The hands-on basketball."

"The hands-on basketball" is a basketball training tool for kids and has hands painted on it, indicating the correct positions to hold the ball while trying to shoot baskets. Chris had patented his invention to a sports equipment company which sold hundreds of thousands of "The hands-on basketball." He had signed a contract and brought his invention to the market.

1. Chris's father is a basketball player.

True

2. "The hands-on basketball" is a training tool for children.

.....

3. He couldn't sell his invention.

.....

4. Chris is a Syrian professional basketball player.

.....

I Check

1. Chris's father is a basketball player.

(True)

2. "The hands-on basketball" is a training tool for children.

(True)

3. He couldn't sell his invention.

(False)

4. Chris is a Syrian professional basketball player.

(False)

Activity 4: The Invention



Matching statements with their complements.



10 - 15 minutes



pencil rubber



I read the text above again and match the sentences.

أقرأ النَّصَّ أعلاه مرةً أخرى وأطابقُ الجملَ.

1. Chris Hass is

2. Chris saw his friends

3. Chris showed the players

4. Chris had patented his invention

a. to a sport equipment company.

b. how to make a powerful shot.

c. missing easy shots.

d. nine years old.

I Check

1. Chris Hass is nine year old.

2. Chris saw his friends missing easy shots.

3. Chris showed the players how to make a powerful shot.

4. Chris had patented his invention to a sport equipment company.

Activity 5: It is Never Missed



Completing the missing words.



10 - 15 minutes



pencil rubber



I write the missing words. (The first letter is given)

أكتبُ الكلماتِ النَّاقِصةً. (الحرفُ الأوَّلُ موجودٌ)

1. To produce or design something that has not existed before. **Invention**

2. To explore the internet using a browser. **S.....**

3. A game in which you press the buttons to control and move images
on a screen. **V.....**

4. To write down your name. **S.....**

5. You do this when you want to stop an electrical machine by moving
a switch or button. **T.....**

I Check

1. To produce or design something that has not existed before. (Invention)

2. To explore the internet using a browser. (Surf)

3. A game in which you press the buttons to control and move images
on a screen. (Video game)

4. To write down your name. (Sign)

5. You do this when you want to stop an electrical machine by moving
a switch or button. (Turn off)

Activity 6: I Practise Past Perfect



Applying past perfect affirmative form.



10 - 15 minutes



pencil rubber



I select the correct form of the verbs.

أختارُ الشَّكْلَ المناسبَ للفعلِ.

1. She (had practised - has practised) the song before she started singing.
2. After it (has stopped - had stopped) raining, they played football in the field.
3. He had studied in the library before he (comes - came) to class.
4. Suzi (has forgotten - had forgotten) her key, so she couldn't get in.
5. My uncle had left when my father (returned - returns) home.

I Check

1. She had practised the song before she started singing.
2. After it had stopped raining, they played football in the field.
3. He had studied in the library before he came to class.
4. Suzi had forgotten her key, so she couldn't get in.
5. My uncle had left when my father returned home.

The past perfect is formed with (had) and the past participle of the main verb. It is used to indicate that one past action was completed before another past action.

Activity 7: Let's Practise Grammar



Writing the correct form of the verb



10 - 15 minutes



pencil  rubber 



I write the correct form of the verb.

أكتبُ الشَّكْلَ الصَّحِيحَ للفعالِ.

1. The storm destroyed the sandcastle that we had built.
2. He (not be) to Aleppo before 1997.
3. Before she went out to play, she (do) her homework.
4. My brother ate all of the cake that our mum (make).

I Check

1. The storm destroyed the sandcastle that we had built.
2. He hadn't been to Aleppo before 1997.
3. Before she went out to play, she had done her homework.
4. My brother ate all of the cake that our mum had made.

Activity 8: I Will Do My Best



Completing sentences meaningfully.



10 - 15 minutes



pencil rubber



I choose the correct completion of the following sentences.

أختارُ التَّكْمَلَةَ الصَّحِيحَةَ لِلجُمَلِ التَّالِيَةِ.

1. Modern inventions have made life
2. Using mobile phones and social media enables people to
3. Some inventions may be useful, but
4. Inventors are people who

- a. communicate and collect information.
- b. they could waste time.
- c. easier.
- d. develop new things.

I Check

1. Modern inventions have made life easier.
2. Using mobile phones and social media enables people to communicate and collect information.
3. Some inventions may be useful, but they could waste time.
4. Inventors are people who develop new things.

Activity 9: Conjunctions



Identifying the use of conjunctions.



10 - 15 minutes



pencil  rubber 



I use the conjunctions between brackets to join the sentences.

أستخدمُ كلماتِ الوصلِ الموجودةَ بين الأقواسِ لأربطَ الجملَ.

1. Mark ate pizza, Jim ate pasta. (but)

Mark ate pizza, but Jim ate pasta.



2. Shall we wait? Shall we go? (or)

.....



3. Frank rode his bike. Jim walked. (but)

.....



4. Don wrote the letter. He mailed it. (then)

.....



I Check

1. Mark ate pizza, but Jim ate pasta.

2. Shall we wait or shall we go?

3. Frank rode his bike, but Jim walked.

4. Don wrote the letter, and then he mailed it.

Activity 10: What's the Answer?



Recognising the right answer.



10 - 15 minutes



pencil  rubber 



I match the questions to the answers.

أطابقُ الأسئلة مع الأجوبة.



1. Where were you born?

2. What do you do?

3. Are you married?

4. Why are you learning English?

5. When did you start learning English?

6. How often to you have English classes?

a. Three times a week.

b. I'm a teacher.

c. A year ago.

d. In France.

e. Because I need it in my job.

f. No, I'm single.

I Check



1. Where were you born?

- In France.

2. What do you do?

- I'm a teacher.

3. Are you married?

- No, I'm single.

4. Why are you learning English?

- Because I need it in my job.

5. When did you start learning English?

- A year ago.

6. How often do you have English classes?

- Three times a week.



1. I put the verbs into the correct form.

أكتبُ الأفعالَ بشكلها الصَّحيح.

1. The waiter brought a drink that I (not order).
2. I could not remember the poem we (listen) to.
3. The children collected the apples that (fall) from the tree.
4. He (phone) Angie before he went to see her in London.
5. She (not ride) a horse before that day.



2. I complete the text using the correct form of the verbs.

أكملُ النَّصَّ باستعمالِ الشَّكلِ الصَّحيحِ للأفعالِ.

My name is Ahmad. I (be) from Aleppo, a city in the north of Syria. I'm a student at the University of Aleppo. I (study) modern languages, English and French. I also know a little Spanish. So, I (speak) three languages. I (live) with my parents. My brother(leave) to work in Damascus last year. After I graduate, I am going to (work) as a translator. I hope so, anyway.

I Check



Activity 1:

1. The waiter brought a drink that I hadn't ordered.
2. I could not remember the poem we had listened to.
3. The children collected the apples that had fallen from the tree.
4. He had phoned Angie before he went to see her in London.
5. She hadn't ridden a horse before that day.

Activity 2:

My name is Ahmad. I am from Aleppo, a city in the north of Syria. I'm a student at the University of Aleppo. I study modern languages, English and French. I also know a little Spanish. So, I speak three languages. I live with my parents. My brother left to work in Damascus last year. After I graduate, I am going to work as a translator. I hope so, anyway.



I am able to		
1. Listen to the paragraph about the island of inventions and answer correctly.		
2. Use new vocabulary correctly. (searching - investigate - island - incredible - young - invitation)		
3. Read about a nine-year-old boy's invention.		
4. Use the past perfect tense (affirmative - negative - question) (- I had cleaned the attic. - He hadn't been to Aleppo before 1997. - Had you finished your homework before you went to school?)		
5. Use conjunctions correctly. (but - or - then - and)		



1. I fill in the spaces with the correct words.

أملأ الفراغاتِ بالكلماتِ المناسبةِ.

different - spend - communication - families - machine -
day - use - car - letters - outdoors

In the past things were very **different**. Everyday tasks, like doing the laundry, would take a whole Nowadays, most people have a washing and a dishwasher. Also, there are billions of mobile phones in

A research shows that around 28% of children are likely to gain more weight because they too much time online and do not have enough time to exercise or socialize with their families. In the past, nearly all children walked to school because their parents didn't have a Kids often played in the open air.

Years ago, when people wanted to stay in touch with their friends and family, they wrote Nowadays, however, e-mail communication and social networking sites allow instant, free



2. I order.

أرتبُ.

1. just / They / arrived / have

They have just arrived.

2. He / yet / hasn't / done / homework / his

.....

3. have / eaten / sushi / never / I

.....



3. I choose the right answer.

أختارُ الإجابةَ الصحيحةَ.

1. Suzi (**will play** - **has played**) tennis since she was young.
2. My parents (**have never travelled** - **will never travel**) to France before.
3. Our teacher (**has given** - **hasn't given**) the marks yet.



4. I correct the mistakes in the following sentences.

صحِّح الأخطاءَ في الجملِ التَّاليةِ.

1. She had went to the store before it started raining.

She had gone to the store before it started raining.

2. I have eaten dinner before my friends arrived.

3. He had finished his homework when he had gone to bed.

4. She loves to read, or she prefers watching movies.

5. The weather was nice, so we decided to go for a walk but to a restaurant.



5. I fill in the blanks with the correct form of the verb in parentheses in the present perfect tense.

أملأُ الفراغاتِ بالشَّكلِ الصَّحيحِ للفعْلِ بينَ القوسينِ باستعمالِ المضارعِ التَّامِّ.

1. She **has visited** Paris three times.
2. They (to complete) their homework already.
3. I (to see) that movie before.
4. We (to know) each other for five years.
5. He (to eat) sushi many times.

How Do I Like to Learn?

At the end of the unit, I was able to specify the way that helped me learn better by coloring a number of stars as following:

 Helped a bit  Helped  Helped a lot

I learn by writing True and False: 

I read then I decide if the sentences below are True or False.

1. Chris's father is a basketball player. ()

I learn by correcting the mistake: 

I correct the mistakes in the following sentences.

2. I have eaten dinner before my friends arrived.
.....

I learn by matching: 

I match the questions to the answers.

1. Where were you born?

d. in France.

At the end of the unit, I was able to specify the way that helped me learn better by coloring a number of stars as following:

 Helped a bit  Helped  Helped a lot

I learn by ordering: 

1 order.

2. He / yet / hasn't / done / homework

.....

I learn by choosing: 

I choose the correct completion of the following sentences.

1. Modern inventions have made life
- a. communicate and collect information.
 - b. they could waste time.
 - c. easier.

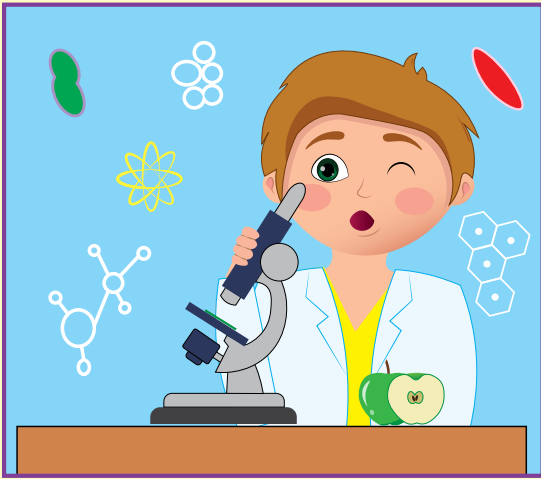
I learn by listening: 

I listen and choose the correct answer.

2. He could receive to the island.

- a. a phone call b. a message c. an invitation

Unit 4 : Science and Nature



7 - 8 hours

How Do I Learn?

Before you start this unit, go to the “How Do I Learn?” guide, to organise your time and weekly tasks.

This guide supports you to assess your learning and build your learning skills. You can use the guide while studying all the Empowered Learning Curriculum Subjects: English, Arabic, Mathematics, sciences, Physics and Chemistry.



Unit Lessons

1 Go Green



2 Our Precious Nature



Let's Start

I Am Healthy



Identifying good habits to stay healthy.



10 - 15 minutes



pencil  rubber 



I read and tick the correct answer.

أقرأ وأشيرُ إلى الإجابةِ الصَّحيحةِ.

1. a. I clean my hands before I eat.



b. I don't clean my hands before I eat.



2. a. I eat lots of fast food.



b. I eat more vegetables and fruits.



3. a. Don't cover the water supplies.



b. Cover the water supplies.



4. a. We don't need to clean the vegetables before cooking.



b. We need to clean the vegetables before cooking.



5. a. I exercise regularly.

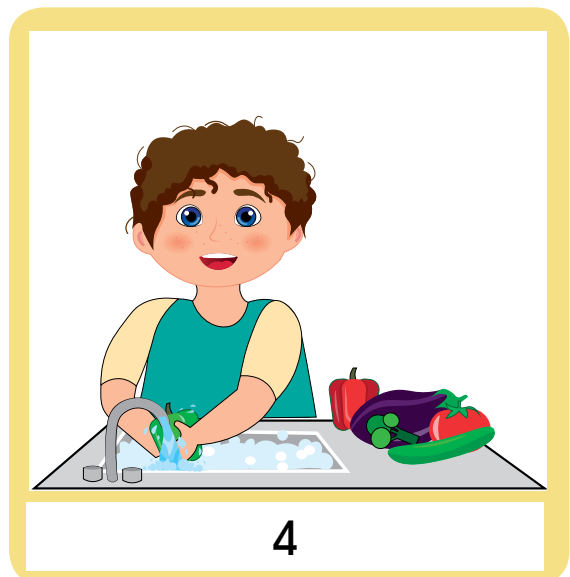


b. I don't exercise.



I check

1. a. I clean my hands before I eat. (✓)
2. b. I eat more vegetables and fruits. (✓)
3. b. Cover the water supplies. (✓)
- 4.b. We need to clean the vegetables before cooking. (✓)



Go Green



environment - surrounding - being healthy - disease - prevent - to enter

بيئة مُحيط تكونُ بصحة مرض يمنعُ يدخل



3.5 - 4 hours



pencil rubber CD player



Let's Go

I write the sentences in the right column then add my own.

أكتبُ الجمَلَ في العمودِ الصَّحيحِ ثمَّ أضيفُ جملاً من عندي.

I should
.....
.....
.....
.....
.....
.....
.....
.....

I shouldn't
.....
.....
.....
.....
.....
.....
.....
.....

1. Skip brushing our teeth before going to bed.
2. Rest when I am tired.
3. Share personal items like toothbrushes or combs.
4. Go to bed late.
5. Cover my mouth when coughing.
6. Do sport.
7. Eat too many sugary snacks.
8. Get plenty of sleep.
9. Drink plenty of water during the day.

Activity 1: I Stay Healthy!



Distinguishing cause from effect in a simple text.



10 - 20 minutes



pencil rubber



I read and choose the correct answer.

أقرأ وأختارُ الإجابةَ الصَّحيحةَ.

Germ Hunt

Keeping the environment clean is important for being healthy. Many diseases can be prevented if we practise good personal hygiene. If sick people don't follow hygiene rules, they spread diseases in their surroundings. Disease causing germs enter the body through different routes.

- Through the mouth: if we eat with dirty hands.
- Through the skin: some germs cause diseases if there is a direct contact.
- Through the lungs: microbes cause cold and cough if they are inhaled and stuck in the airways.

To stay healthy we should:

- Wash vegetables before cooking.
- Wash hands before eating.
- Cover food and water supplies.
- Avoid being in closed places.

1. Some germs cause diseases through (direct - indirect) skin contact.
2. Sick people (can - can't) spread diseases.
3. Germs enter the body through (similar - different) routes.
4. Germs enter the body through the skin:
if we (touch infected surfaces - eat dirty food).
5. We should avoid (open - closed) places.

I Check

1. Some germs cause diseases through direct skin contact.
2. Sick people can spread diseases.
3. Germs enter the body through different routes.
4. Germs enter the body through the skin: if we touch infected surfaces.
5. We should avoid closed places.

Activity 2: I Avoid Diseases



Identifying good habits to avoid germs.



10 - 20 minutes



pencil  rubber  CD player 



En7-4-1-2 I listen and match the sentences from column (A) to the correct ending in column (b).

أستمعُ وأطابقُ الجملَ مِنَ العمودِ (أ) معِ الجملِ مِنَ العمودِ (ب).

Causes

1. If we eat with dirty hands,

2. Sick people can spread diseases in their surroundings

3. Many diseases can be prevented

4. Viruses cause cold and cough if

Effects

a. if we practise personal hygiene.

b. germs enter the body.

c. they are inhaled and stuck in the airways.

d. if they don't follow hygiene rules.

I Check

1. If we eat with dirty hands, germs enter the body.
2. Sick people can spread diseases in their surroundings if they don't follow hygiene rules.
3. Many diseases can be prevented if we practise personal hygiene.
4. Viruses cause cold and cough if they are inhaled and stuck in the airways.

Activity 3: I Use Zero Conditional Form



Using the correct form of zero conditional sentences.



10 - 15 minutes



pencil  rubber 



I choose the correct form.

أختارُ الصَّيْغَةَ الصَّحِيحَةَ.

1. If I don't get home on time, my father (calls - called) me.
2. My mum doesn't sleep well if she (drinks - drank) coffee before bed.
3. If you (leave - left) butter in the sun, it melts.
4. We protect the environment if we (saved - save) energy.
5. If you (touched - touch) fire, you burn your hand.

I Check

1. If I don't get home on time, my father calls me.
2. My mum doesn't sleep well if she drinks coffee before bed.
3. If you leave butter in the sun, it melts.
4. We protect the environment if we save energy.
5. If you touch fire, you burn your hand.

Uses: Facts - Habits - Cause and consequence

Structure: If + subject + verb (simple present) ... subject + verb (simple present)

Example sentences:

- If you freeze water, it turns into ice.
- Babies cry if they are hungry.
- if you smoke, you hurt yourself.
- If you don't water plants, they die.

Activity 4: My Lovely Nature



Recognising the words in the poem when listening.



10 - 20 minutes



pencil  rubber  CD player 



En7-4-1-4 I listen and choose the correct word.

أستمعُ وأختارُ الكلمةَ المناسبةَ.

- I love nature when it's
a. scene b. night c. green d. high
- I love in the trees.
a. birds b. butterflies c. bees d. rain
- Watch the it's bright.
a. rain b. mountains c. sun d. stars
- Stars are in the sky.
a. bright b. high c. many d. twinkling
- I love walking in the
a. streets b. snow c. mountains d. rain

I Check

1. I love nature when it's green.

2. I love birds in the trees.

3. Watch the sun, it's bright.

4. Stars are twinkling in the sky.

5. I love walking in the rain.

Activity 5: I Give Advice



Using (should - shouldn't) to give advice.



5 - 10 minutes



pencil rubber



I make sentences using (should or shouldn't).

أشكّل جملًا باستخدام (يجب أو لا يجب).

1. People / watch less TV

People should watch less TV.

2. We / stop testing medicine on animals.

.....

3. You / waste your time.

.....

4. Children / stay up late.

.....

5. I / wear heavy clothes in winter.

.....

I Check

1. People should watch less TV.

2. We should stop testing medicine on animals.

3. You shouldn't waste your time.

4. Children shouldn't stay up late.

5. I should wear heavy clothes in winter.

I remember that : should and shouldn't are used to give advice.
(should / shouldn't + zero form)

Activity 6: Good Habits



Building my own vocabulary lists to help further understanding.



5 - 10 minutes



pencil  rubber 



I complete the sentences with words from the list

أكمل الجمل بكلمات من القائمة.

recycle - Planting - rubbish - save - pollution

1. If we throw all the rubbish in bins, our city becomes clean.
2. Using cars all the time causes to the environment.
3. We should cans, bottles and paper.
4. Turn off the light to energy.
5. new trees keeps the air clean.

I Check

1. If we throw all the rubbish in bins, our city becomes clean.

2. Using cars all the time causes pollution to the environment.

3. We should recycle cans, bottles and paper.

4. Turn off the light to save energy.

5. Planting new trees keeps the air clean.

Activity 7: Vocabulary



Identifying the opposites of the new words.



5 - 10 minutes



pencil rubber



I complete the sentences with the opposites of the words in bold.

أكملُ الجملَ بعكسِ الكلماتِ التي بالخطِّ العريضِ.

1. Some bacteria are **harmless** to humans.
Chemicals are harmful to the environment.
2. Karen's income has **increased**.
The new bridge travelling time from 50 to 15 minutes.
3. They thought his behaviour was **abnormal**.
It's to feel tired after such a long trip.
4. I couldn't answer the question, it was very **difficult** for me.
It is very to remember my house address.
5. Don't touch the stove, it's very **hot**!
The weather gets very in winter.

I Check

1. Chemicals are harmful to the environment.
2. The new bridge decreased travelling time from 50 to 15 minutes.
3. It's normal to feel tired after such a long trip.
4. It is very easy to remember my house address.
5. The weather gets very cold in winter.

Activity 8: New to Town



Making good judgements.



10 - 20 minutes



pencil  rubber  CD player 



En7-4-1-8 I listen and decide if the following sentences are True or False.

أستمع وأقرّر إذا كانت الجملة صحيحة أم خاطئة.

1. Samla has lived in that town for a long time.

False

2. Salma is asking about houses for rent in the town.

.....

3. There are three bins for recycling rubbish.

.....

4. The green bin is for plastic.

.....

5. Street cleaners collect rubbish every day.

.....

I Check

1. Samla has lived in that town for a long time.

(False)

2. Salma is asking about houses for rent in the town.

(False)

3. There are three bins for recycling rubbish.

(True)

4. The green bin is for plastic.

(True)

5. Street cleaners collect rubbish every day.

(False)

Activity 9: The Sun and The Wind



Completing the story.



10 - 20 minutes



pencil  rubber 



I choose the correct word from the list.

أختارُ الكلماتِ الصَّحيحةَ من القائمةِ.

Which is Stronger?

The wind and the sun argued about who is stronger. The wind said, "I am stronger than you". The sun gently said, "No, you are not". The wind said, "I can make that man take off his coat". The wind started blowing at the traveller on the road. The traveller felt cold and he firmly held his coat on and kept walking. The stronger the wind blew, the more firmly the traveller held his coat and kept walking. The sun said, "It's my turn now". The sun smiled warmly, and the traveller felt hot and after a short time he took his coat off. The sun proved that she was gently, stronger than the wind.

said - warmly - proved - argued - blowing - held - gently

1. The wind and the sun argued about who is stronger.
2. The wind "I am stronger than you."
3. The sun said "No, you are not".
4. The wind started at a traveller.
5. The traveller firmly his coat on.
6. The sun smiled and the traveller took his coat off.
7. The sun that she was gently, stronger than the wind.

I Check

1. The wind and the sun argued about who is stronger.
2. The wind said: "I am stronger than you".
3. The sun gently said: "No, you are not".
4. The wind started blowing at a traveller.
5. The traveller firmly held his coat on.
6. The sun smiled warmly and the traveller took his coat off.
7. The sun proved that she was gently, stronger than the wind.



I choose suitable sentences and make my own healthy diary.

1. Choose 3-5 habits from the list that you want to focus on this week.
2. Each day, place a ✓ in the box if you followed the habit or leave it blank if you didn't.
3. At the end of the week, count how many times you successfully followed each habit and reflect on your progress.

Healthy Habit	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Drink 8 glasses of water							
Eat fruit/vegetable with every meal							
Wash hands before eating							
Exercise for 30 minutes							
Brush teeth twice a day							
Sleep for at least 8 hours							
Limit screen time to 1 hour							

I Check

How many habits were you able to maintain?

.....



What will your objective be for next week?

.....

You can continue using this table until you have achieved all your objectives.





I am able to		
1. Say some words related to hygiene. (healthy - prevent - disease - germs - cough - inhale - avoid)		
2. Use full sentences to talk about healthy habits. (If we eat with dirty hands, germs enter the body.)		
3. Use zero conditional form. (If you leave butter in the sun it melts.)		
4. Listen to a poem and choose the correct words. (I love nature when it's green)		
5. Use should / shouldn't to give advice. (People should watch less TV.)		
6. Use sentences to make my own healthy diary. (I sleep 8 hours every night.)		

Our Precious Nature



dangerous - managed - pathway - terrified - cave - starving

خطير - تمكّن من النجاة - ممّر - مرعوب - كهف - يتضور جوعاً



3.5 - 4 hours



pencil rubber CD player



Let's Go

I read and match.

أقرأ وأطابق.

1. Plants produce

2. Plants use

3. Plants provide

4. Plants need

5. Growing plants can be

a. different tasty herbs for cooking.

b. useful and fun.

c. water, sunlight and the right temperature to grow.

d. much of the oxygen we breathe.

e. carbon dioxide to make food.

Activity 1: I Read and Answer



Recognising simple informational and literary reading materials using reading strategies.



10 - 20 minutes



pencil  rubber 



I read the text and decide if the following sentences are True or False.

أقرأ النَّصَّ وأقرِّرُ إذا كانتِ الجملُ صحيحةً أو خاطئةً.

Steady Goes the Tortoise

Once, a tortoise was traveling on a ship when it suddenly sank. The tortoise found itself on an island with a huge mountain in the middle. Starving and desperate for food, the tortoise knew it had to climb the mountain. But there was a dangerous pathway leading up, and a giant monster was said to live in a cave at the top, making a terrifying “uhuuuu” sound. The tortoise was terrified but knew it had no choice. Summoning all its courage, the tortoise managed to climb the dangerous path. When it finally reached the cave, the tortoise discovered that the “monster” was just a pile of rocks, and the wind blowing through them was creating the spooky sound. Relieved and proud, the tortoise found food and realised that sometimes our fears are not as scary as they seem.

- | | |
|--|------------------------------------|
| 1. The tortoise was lost in a big park. | <input type="text" value="False"/> |
| 2. The mountain was in the center of the island. | <input type="text" value="....."/> |
| 3. The tortoise was very hungry and terrified. | <input type="text" value="....."/> |
| 4. There was a monster living on the mountain. | <input type="text" value="....."/> |
| 5. The tortoise was able to reach the mountain at the end. | <input type="text" value="....."/> |

I Check

1. The tortoise was lost in a big park. (False)
2. The mountain was in the center of the island. (True)
3. The tortoise was very hungry and terrified. (True)
4. There was a monster living on the mountain. (False)
5. The tortoise was able to reach the mountain top at the end. (True)



Activity 2: I Know the Meaning



Identifying the meaning of the new words to build one's own vocabulary lists to help further understanding.



5 - 10 minutes



pencil rubber



I read and match.

أقرأ وأطابق.

1. Surrounded

a. to be all around someone or something on every side.

2. Pile

b. the highest part of the mountain.

3. Pathway

c. extremely frightened.

4. Summit

d. large amount of something arranged in a shape that looks like a small hill.

5. Terrified

e. succeed in doing something difficult especially after trying very hard.

6. Manage

f. a track made for people to walk over.

I Check

Surrounded

to be all around someone or something on every side.

Pile

large amount of something arranged in a shape that looks like a small hill.

Pathway

a track made for people to walk over.

Summit

the highest part of the mountain.

Terrified

extremely frightened.

Manage

succeed in doing something difficult especially after trying very hard.

Activity 3: I Learn Some Prepositions



Using correct prepositions to form correct sentences.



5 - 10 minutes



pencil  rubber 



I choose the suitable prepositions from the list to complete the sentences.

أختارُ حرفَ الجرِّ المناسبَ مِنَ القائمةِ لأكْمَلُ الجمل.

in - on - between - with - to

1. Camels can live up to 7 days without water.
2. Dogs can't see the difference green and red light.
3. Fish live seas and oceans.
4. Butterflies taste their feet.
5. Bees rest top of flowers.

I Check

1. Camels can live up to 7 days without water.
2. Dogs can't see the difference between green and red light.
3. Fish live in seas and oceans.
4. Butterflies taste with their feet.
5. Bees rest on top of flowers.



On



In



Next to



In front of



Behind



Between

Activity 4: A Personal Problem



Confirming meaning of words in authentic formats such as simple discussions, conversations, following strategies of active listening.



10 - 20 minutes



pencil  rubber  CD player 



En7-4-2-4 I listen to the interview with Ruben, a skiing athlete and choose the correct answer.

أستمعُ للمقابلةِ معَ روبين، رياضيِّ يمارسُ التَّزلجَ وأختارُ الإجابةَ الصَّحيحةَ.

1. Anne should change her (lifestyle - clothes).
2. Anne feels (relaxed - stressed) lately.
3. The doctor advised her to (travel - do exercise).
4. He advised her to (drink green tea - take medicine) to get better.
5. He told her about (the benefits of green tea - the risk of heart disease).

I Check

1. Anne should change her lifestyle.
2. Anne feels stressed lately.
3. The doctor advised her to do exercise.
4. He advised her to drink green tea to get better.
5. He told her about the benefits of green tea.

Activity 5: Quantifiers



Identifying and using the quantifiers correctly.



5 - 10 minutes



pencil  rubber 



I choose the correct answer.

أختارُ الإجابةَ الصحيحةَ.

1. Kate enjoys (**much** - **many**) subjects at school.
2. Louise is a very lazy girl; she never does (**many** - **any**) exercise.
3. How (**much** - **many**) sugar do you need for tea?
4. I didn't buy (**any** - **many**) butter.
5. We need (**many** - **much**) money to buy presents.

I Check

1. Kate enjoys many subjects at school.
2. Louise is a very lazy girl; she never does any exercise.
3. How much sugar do you need for tea?
4. I didn't buy any butter.
5. We need much money to buy presents.

.....

1. **Any** is used with countable and uncountable nouns in negatives and questions.

e.g: a. Do you need any money?

b. She hasn't got any brothers or sisters.

2. **Much** is used with uncountable nouns.

e.g: a. There is much pollution in the city.

b. Do you drink much coffee?

3. **Many** is used with countable nouns.

e.g: a. I collected many stamps last year.

b. There were many people in the party.

Activity 6: Parts of Speech



Recognising and using the correct form of the words.



5 - 10 minutes



pencil rubber



I complete the table with the suitable part of speech.

أكمل الجدول بالصيغة المطلوبة للكلمة.

Noun	Verb	Adjective
.....	Move
Danger
Mixture

I Check

Noun	Verb	Adjective
Movement	Move	Moveable
Danger	Endanger	Dangerous
Mixture	Mix	Mixed

Activity 7: Welcome to Nautre Pharmacy



Understanding key takeaways from reading material and building on prior knowledge.



5 - 10 minutes



pencil rubber



I read the following text and decide if the following sentences are True or False.

أقرأ النَّصَّ التَّالِيَّ وَأَقْرُرُ إِنْ كَانَتِ الْجُمْلُ صَحِيحَةً أَمْ خَاطِئَةً.

Nature Pharmacy

Thousands of years ago, people used plants and herbs to cure their pain. Many of the most effective natural remedies can be found in the environment around us: in our homes, gardens, and backyards. Cinnamon helps to lose weight. It reduces cholesterol in the blood, relieves pain, treats cold and flu, helps with digestion, and reduces the risk of heart attack. Aloe Vera has a lot of benefits. It keeps the skin soft, and it treats various eye infections. Pomegranate is rich in vitamins and minerals that are good for health. It is an important source of vitamins, especially vitamin C. Pomegranate reduces muscle pain and increases the ability of muscles to restore their activity.

1. The most effective natural medicine can be found in nature.
2. Cinnamon helps with digestion, but it causes heart attack.
3. Aloe Vera is a good medicine to stop pain.
4. Using plants and herbs to cure pain is discovered lately.
5. To keep our skin soft, we can use Aloe Vera.

True

.....

.....

.....

.....

I Check

1. The most effective natural medicine can be found in nature. (True)
2. Cinnamon helps with digestion, but it causes heart attack. (False)
3. Aloe Vera is a good medicine to stop pain. (False)
4. Using plants and herbs to cure pain is discovered lately. (False)
5. To keep our skin soft, we can use Aloe Vera. (True)

Activity 8: Vocabulary



Identifying the meaning of the new words to build one's own vocabulary lists to help further understanding.



10 - 15 minutes



pencil rubber



I match the following words to their meanings.

أطابقُ بينَ الكلماتِ ومعانيها.

1. rural

2. remedy

3. reduce

4. digest

5. infection

a. to change the food that you have just eaten into substances that your body can use.

b. make smaller or less in amount.

c. related to countryside.

d. a medicine that cures a disease.

e. a disease that affects a particular part of your body and is caused by bacteria or virus.

I Check

rural

related to countryside

remedy

a medicine that cures a disease

reduce

make smaller or less in amount

digest

to change the food that you have just eaten into substances that your body can digest

infection

a disease that affects a particular part of your body and is caused by bacteria or virus



1. I read the sentences, find the mistakes and correct them.

أقرأ الجمل، أجد الأخطاء وأصححها.

1. Has your desk got some drawers?

.....

2. I didn't eat much biscuits.

.....

3. She spent many time doing housework.

.....

4. They took any wonderful photos in the park.

.....

5. How much books do you read every summer?

.....

6. If I have any money, I will buy a new jacket.

.....



2. I fill in the gaps with the correct preposition.

أملأ الفراغات بحروف الجر الصحيحة.

on - about - with - to

1. I have been waiting for half an hour.

2. The bottle is the table.

3. Snakes smell their tongues.

4. Snails can sleep up three years.

I Check



Activity 1:

1. Has your desk got any drawers?
2. I didn't eat any biscuits.
3. She spent much time doing housework.
4. They took some wonderful photos in the park.
5. How many books do you read every summer?
6. If I have some money, I will buy a new jacket.

Activity 2:

1. I have been waiting for about half an hour.
2. The bottle is on the table.
3. Snakes smell with their tongues.
4. Snails can sleep up to three years.



I am able to		
1. Listen and answer correctly after I read a dialogue.		
2. Use prepositions in correct sentences. (On - In - Without)		
3. Use new vocabulary in correct sentences. (pile - surrounded - pathway – summit)		
4. Use quantifiers. (Any - Many - Much)		
5. Remember the key words from the text (rural - remedy - reduce)		



1. I choose the suitable part of speech to complete each sentence meaningfully. أختارُ نوعَ الكلمةِ المناسبِ لإكمالِ كلِّ جملةٍ بشكلٍ صحيحٍ.

1. Walking alone in the forest can be (**danger** - **dangerous**).
2. I tried to (**move** - **movement**) away from the bees' nest.
3. Our garden has a beautiful (**mixed** - **mixutre**) of lovely trees and colorful flowers.
4. Mountains are not (**movable** - **move**).
5. You can (**mix** - **mixed**) some fruit to make a fruit salad.



2. I choose the correct form of the verb. أختارُ الشَّكْلَ الصَّحِيحَ للفعالِ.

1. If it (**rains** - **rained**) too much, I stay at home.

2. Children (**stayed** - **stay**) healthy if they eat healthy food.

3. If we follow hygiene rules, we (**didn't** - **don't**) get ill.



3. I match (A) to (B).

أطابق (أ) مع (ب).

1. If I feel nervous,

a. it melts.

2. If you throw a piece of wood on water,

b. I eat a bar of chocolate

3. If you heat ice,

3. it floats.



4. I complete the following sentences meaningfully.

أكمل الجمل الآتية.

1. If you stay up late, you get tired.

2. You may get sick if

3. If you do sport,

How Do I Like to Learn?

At the end of the unit, I was able to specify the way that helped me learn better by coloring a number of stars as following:

 Helped a bit  Helped  Helped a lot

I learn by writing True and False: 

I read then I decide if the sentences below are True or False.

The tortoise was lost in a big park. ()

I learn by writing: 

I make sentences using (should or shouldn't)
We / stop testing medicine on animals.

.....

I learn by matching: 

I match the following words to their meanings.

1. rural

c. related to countryside

At the end of the unit, I was able to specify the way that helped me learn better by coloring a number of stars as following:

 Helped a bit  Helped  Helped a lot

I learn by listening: 

I listen and choose the correct answer.

1. Anne should change her (lifestyle - clothes).

I learn by choosing: 

I choose the suitable prepositions from the list to complete the sentences.

in - on - between - with - to

Fish live seas and oceans.

I learn by completing: 

I complete the following sentences meaningfully.

You may get sick if

Unit 5 : Challenges and Sports



7 - 8 hours

How Do I Learn?

Before you start this unit, go to the “How Do I Learn?” guide, to organise your time and weekly tasks.

This guide supports you to assess your learning and build your learning skills. You can use the guide while studying all the Empowered Learning Curriculum Subjects: English, Arabic, Mathematics, sciences, Physics and Chemistry.



Unit Lessons

1 Great People



2 Healthy Lifestyles



Let's Start

Successful People



Identifying what successful people do.



10 - 13 minutes



pencil 



I write a list of some habits that successful people do.

أكتبُ قائمةً عن بعضِ العاداتِ التي يقومُ بها النَّاجِحون.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

I Check

Sample Answers

1. Successful people set clear goals for themselves.
2. Successful people take responsibility for their actions.
3. Successful people have positive impact on the world by using their skills to help others.
4. Successful people take care of their health by doing regular exercises.



Great People



disabled - weight-lifting - heroine - determination - overcome - siblings

مُعاق رفعُ الأثقال بطلة تصميم يتغلب على أشقاء



3.5 - 4 hours



pencil rubber CD player

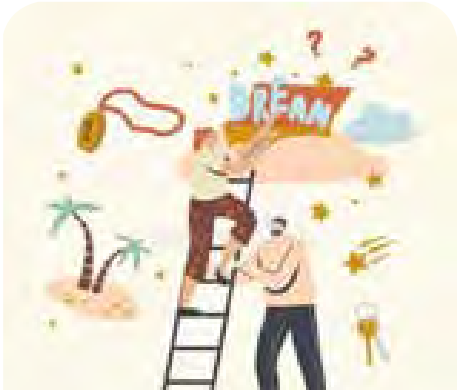
Let's Go

I look at the pictures and write a sentence about each.

أنظرُ إلى الصُّورِ وأكتبُ جملةً عن كلِّ منها.



.....



.....



.....

Activity 1: Heroines



Identifying and using the quantifiers correctly.



10 - 20 minutes



pencil  rubber 



I read the following text to answer the questions below.

أقرأ النَّصَّ التَّالِيَّ لِجُوبِ عَنِ الْأَسْئَلَةِ أَدْنَاهُ.

Heroes Without Limits

Nora Badour is a Syrian weight-lifting heroine. She was born in 1989. She left school at a very early age. She followed a training course in the field of hand-made knitting. Because of her friends' encouragement, Nora joined the weight-lifting sport. She received a special training. Nora won the bronze medal in Egypt in 2007 and it was the start of her career. She broke many world records for several years. But the most remarkable prize was the golden medal in Jordan in 2011.

Fatemah Al Hasan is another Syrian disabled heroine. She was born in 1977. She left school to help her mother in raising her siblings. With her great determination, she continued her studies and earned a place at Damascus University. Fatemah had a dream to become a famous person and to overcome her disability. Her dream became true when she won the golden medal in Jordan in 2009 for weight-lifting sport.

1. She helped her mother to raise her siblings.
2. She practised weight-lifting sport.
3. She followed a training course in wool knitting.
4. Sport has changed her life.

Nora	Fatemah	Both
	✓	

I Check

1. Nora helped her mother to raise her siblings.
2. Both girls practised weight-lifting sport.
3. Nora followed a training course in wool knitting.
4. Sport has changed the life of both girls.



Nora Badour



Fatemah Al Hasan

Activity 2: True or False



Making judgments about the reading material.



10 - 20 minutes



pencil  rubber 



I read the text above and decide if the sentences are True or False.

أقرأ النَّصَّ أعلاه وأقرُّرُ إذا كانتِ الجملُ التَّالِيَةُ صحيحةً أم خاطئةً.

1. Nora completed her study at college.

False

2. Nora and Fatemah won golden medals.

.....

3. Nora and Fatemah went to Jordan in the same year.

.....

4. Fatemah was not able to continue her university studies.

.....

I Check

1. Nora completed her study at college.

(False)

2. Nora and Fatemah won golden medals.

(True)

3. Nora and Fatemah went to Jordan in the same year.

(False)

4. Fatemah was not able to continue her university studies.

(False)

Activity 3: I can, I can't



Using the correct form of (can, can't, be able to) in meaningful sentences.



10 - 20 minutes



pencil  rubber 



I choose the correct word between brackets.

أختارُ الكلمةَ الصَّحيحةَ بينَ الأقواسِ.

1. She is sick. She (won't be able to - can) come to the party.
2. I (can - can't) sing for 6 hours, it is tiring.
3. I (couldnt - can't) see well when I was young, but my sight got better when I got older.
4. They (can - were able to) save the men from the sinking ship last week.
5. You (can't - can) speak in libraries, it's against the rules.

I Check

1. She is sick. She won't be able to come to the party.
2. I can't sing for 6 hours, it is tiring.
3. I couldnt see well when I was young, but my sight got better when I got older.
4. They were able to save the men from the sinking ship last week.
5. You can't speak in libraries, it's against the rules.

Rules for Using “Can,” “Could,” and “Be Able To”

Can

We use “can” to talk about what we are able to do now or something that is possible.

Example: “I can swim very fast.” (I am able to do it now.)

Example: “Can you help me with this math problem?”
(Is it possible?)

Could

We use “could” to talk about something that was possible in the past or to make polite requests.

Example: “When I was younger, I could ride a bike.” (Past ability)

Example: “Could you please pass me the salt?” (Polite request)

Be able to

We use “be able to” for abilities or possibilities in any time (past, present, or future). It can replace “can” or “could.”

Example: “I am able to speak two languages.” (Present ability)

Example: “Yesterday, I was able to finish my homework.”
(Past ability)

Example: “Next year, I will be able to visit my grandparents.”
(Future ability)

Activity 4: What is Possible?



Using can, could, be able to in meaningful sentences.



10 - 15 minutes



pencil  rubber 



I write can, could, was able to, were able to.

أكتبُ الفعلَ النَّاقِصَ الصَّحِيحَ.

1. When I was a child, I could climb trees without any fear.
2. He always solve puzzles in just a few minutes.
3. You find the book you're looking for in the library.
4. Birds fly high in the sky.
5. He lift heavy weights at the gym.
6. You see the stars clearly on a clear night.

I Check

1. When I was a child, I could climb trees without any fear.
2. He can always solve puzzles in just a few minutes.
3. You can find the book you're looking for in the library.
4. Birds can fly high in the sky.
5. He was able to lift heavy weights at the gym.
6. You can see the stars clearly on a clear night.

Activity 5: I Pronounce Correctly



Differentiating between the short sound /i/ and long sound /i:/ and pronouncing correctly.



10 - 20 minutes



pencil  rubber  CD player 



En7-5-1-4 I listen and write the words with /i/ and /i:/ sound in the right column.

أستمعُ وأكتبُ الكلماتِ التي تحتوي على صوت /i/ وصوت /i:/ في العمودِ المناسبِ.

/ i /	/ i: /
fill	feel
.....
.....
.....
.....
.....

I Check

/ i /

ship - still - sit - pill - bit

/ i: /

sheep - steal - seat - peel - beat

Activity 6: My Sport



Writing a paragraph and a series of simple, short sentences to describe a favourite sport.



5 - 10 minutes



pencil  rubber 



I write about my favourite sport.

أكتبُ عن رياضتي المفضَّلة.

1. What is it?

My favourite sport is swimming.

2. Where do I practise it?

.....

3. When do I like to practise it?

.....

4. Why do I like it?

.....

.....

.....

I Check

Sample Paragraph:

My favourite sport is swimming. I like to swim in the sea in summer. In winter, I go swimming in a local swimming pool with my friends. It's important to stay safe while swimming, so I don't go far.

Swimming



Playing basketball



Playing Tennis



Playing chess



Horse riding



Jogging



Activity 7: Olympic Athlete



Using context to identify new words when listening (e.g. presentation of information and ideas about sport).



10 - 20 minutes



pencil  rubber  CD player 



En7-5-1-6 I listen to an interview with Ruben (A skiing athlete) and choose the correct answer.

أستمعُ لمقابلةٍ معَ روبن (بطل تزلج) وأختارُ الإجابةَ الصَّحيحة.

- Ruben is | a
a. teacher b. dancer c. sportsman
- Ruben started at the age of
a. 12 b. 21 c. 22
- Skiing is a / an sport.
a. dangerous b. easy c. safe
- Currently, Ruben is
a. practising for a race b. spending a holiday c. making a film

I Check

- Ruben is | a sportsman.
- Ruben started at the age of 21.
- Skiing is a dangerous sport.
- Currently, Ruben is making a film.

Activity 8: Vocabulary



Recognising the new words and matching them to their meanings.



5 - 10 minutes



pencil rubber



I match the words to their correct meaning.

أطابقُ الكلماتِ معَ معانيها.

1. compete

2. athlete

3. started

4. practise

5. sensitive

a. Began doing something.

b. Quick to react to changes or touch.

c. To take part in a contest, game, or event where individuals or teams try to win or achieve the best performance against others.

d. A person who competes in sport.

e. to do something regularly.

I Check

1. **compete:** To take part in a contest, game, or event where individuals or teams try to win or achieve the best performance against others.
2. **athlete:** A person who competes in sport.
3. **started:** Began doing something.
4. **practise:** To do something regularly.
5. **sensitive:** Quick to react to changes or touch.

Activity 9: A Champion



Writing simple short reports (e.g. about sports).



10 - 20 minutes



pencil  rubber 



I choose the correct word to complete the paragraph.

أختارُ الكلمةَ الصَّحيحةَ لأكملَ الفِقرةَ.

practises - support - be - coach - matches - is

Sami a footballer. He usually after school and at the weekend. His says he's going to a champion one day. His parents him and they always attend his

I Check

Sami is a footballer. He usually practises after school and at the weekend. His coach says he's going to be a champion one day. His parents support him and they always attend his matches.



Activity 10: Different Sports



Linking different sports with their actions.



10 - 20 minutes



pencil  rubber 



I match each sport to its description.

أطابق كل رياضة بوصفها.

1. Tennis

2. Football

3. Basketball

4. Swimming

a. The sport of moving yourself through water using your arms and legs.

b. A game between two teams in which each team tries to win points by throwing a ball through a net.

c. A game of two teams in which each team tries to kick a round ball into the other team's goal.

d. A game for two people or two pairs of people who use rackets to hit a small soft ball over a net.

Tennis



Football



Basketball



Swimming



I Check

Tennis



Tennis: A game for two people or two pairs of people who use rackets to hit a small soft ball over a net.

Basketball



Basketball: A game between two teams in which each team tries to win points by throwing a ball through a net.

Football



Football: A game of two teams in which each team tries to kick a round ball into the other team's goal.

Swimming



Swimming: The sport of moving yourself through water using your arms and legs.



1. I read and choose the correct word.

أقرأ وأختارُ الجوابَ الصحيح.

1. (Can - Could) you play the piano when you were young?
2. They (can - were able to) save the cat from the top of the three trees yesterday.
3. You (can't - can) walk on the grass, it is against the rules.
4. She is busy. She (won't be able to - can) answer the phone.



2. I read these words and choose the correct sound /i/ or /i:/.

أقرأ وأختارُ الصَّوتَ المناسب.

tip - kit - greet - sink - pink - feet - treat - sweet

/ i /
.....
.....
.....
.....

/ i: /
.....
.....
.....
.....



3. I complete the sentences with suitable words from the list.

أكملَ الجملَ بكلماتٍ مناسبةٍ منَ القائمة.

overcome - determination - weight-lifting - heroine

1. She won the competition and became a
2. We should encourage disabled people to the challenges they face.
3. With more you can achieve anything you wish.
4. is a sport that requires strength.

I Check

Activity 1:

1. Could you play the piano when you were young?
2. They were able to save the cat from the top of the three trees yesterday.
3. You can't walk on the grass, it is against the rules.
4. She is busy. She won't be able to answer the phone.

Activity 2:



/i/ : tip - kit - sink - pink

/i:/ : greet - feet - treat - sweet

Activity 3:

1. She won the competition and became a heroine.
2. We should encourage disabled people to overcome the challenges they face.
3. With more determination, you can achieve anything you wish.
4. Weight-lifting is a sport that requires strength.



I am able to		
1. Listen and answer correctly questions about an Olympic athlete.		
2. Read and recognise information about Nora Badour and Fatemah Al Hassan.		
3. Use new vocabulary in correct sentences. My favourite sport. (disabled - weight-lifting - heroine - determination - overcome - siblings)		
4. Use the correct form of modals. Can, can't and able to. (I can't sing for 6 hours. They were able to save the men. He can swim perfectly.)		
5. Pronounce the sound /i/ and /i:/ correctly. (kit - sweet)		
6. Write about my favourite sport. - What's your favourite sport? - How often do you practice it? - Where do you practice it?		

Healthy Lifestyles



healthy - nutrients - vitamins - fit - diet
صحيّ العناصر المغذية فيتامينات رشيق حمية



3.5 - 4 hours



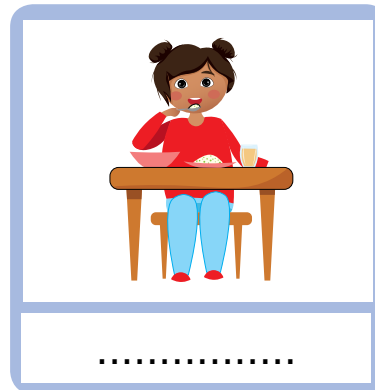
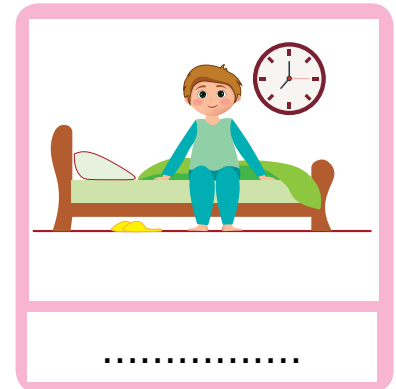
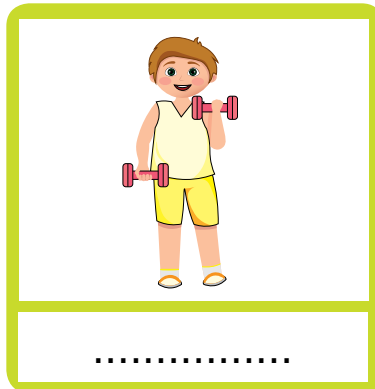
pencil rubber CD player



Let's Go

I look and tick the healthy habits I do.

أنظرُ وأشيرُ إلى العاداتِ الصَّحيَّةِ التي أقومُ بها.



Activity 1: Oscar



Recognising vocabulary related to health.



10 - 20 minutes



pencil  rubber  CD player 



En7-5-2-1 I listen carefully and choose the correct word.

أستمعُ وأختارُ الإجابةَ الصَّحيحة.

1. Oscar is a

a. tortoise

b. penguin

c. bear

2. Oscar started to get fit.

a. jogging

b. swimming

c. riding the bike

3. After eating better, Oscar felt

a. more energetic

b. proud

c. happier

4. Now, the penguin can wear his new

a. shirt

b. suit

c. pants

I Check

1. Oscar is a penguin.

2. Oscar started jogging to get fit.

3. After eating better, Oscar felt happier.

4. Now, the penguin can wear his new suit.

Activity 2: I Read About Health



Recognising details of a text about a healthy lifestyle.



5 - 10 minutes



pencil rubber



I read and choose a, b, or c.

أقرأ وأختار أ أو ب أو ج.

Oscar Penguin Healthy Quest

Oscar Penguin loved to eat candy, cookies, and jelly beans. One day, his mom told him to stop eating those things. Oscar agreed. He thought he could still eat lots of jelly beans in his room. At dinner, he only ate two beans and one olive. Then, Oscar needed a new penguin outfit. He went shopping for clothes and when he tried them on, none of them fit him. He was sad and asked his mum for help. She told him to stop eating junk food and sweets, and start eating healthy food like fruits and vegetables. She also said he should do some exercise every day. Oscar listened to his mum and started eating better food. He also did some 'jiggle, jiggle, jogging' every day. And guess what? He became healthy and strong! He even got a beautiful new penguin outfit that fit him perfectly. Oscar was happy that he listened to his mum and made healthy choices. By adding healthy foods and exercise to his routine, Oscar was able to get fit and strong.

1. Oscar only ate two beans and one olive at

a. breakfast

b. lunch

c. dinner

2. Oscar's mom told him to start eating
- a. more candy and cookies
 - b. healthy food like fruits and vegetables
 - c. chips and chocolate
3. Candy and sweets are
- a. healthy food
 - b. junk food
 - c. delicious drinks
4. Junk food made Oscar get
- a. healthy
 - b. unhealthy
 - c. fit

I Check

1. Oscar only ate two beans and one olive at dinner.
2. Oscar's mom told him to start eating healthy food like fruits and vegetables.
3. Candy and sweets are junk food.
4. Junk food made Oscar get unhealthy.



Oscar eating vegetables



Oscar in his new suit

Activity 3: I Can Define the Words



Recognising the definitions of some words



7 - 10 minutes



pencil rubber



I read and match to the correct definition.

أقرأ وأطابق مع التعريف الصحيح.

1. Suit

2. Jelly bean

3. Upset

4. Junk food

5. Jogging

6. Jiggle

a. a set of clothes made of the same material, usually including a jacket with trousers or a skirt.

b. unhealthy food that is quick and easy to prepare.

c. the activity of running slowly as a form of exercise.

d. to move up and down or from side to side.

e. feel unhappy.

f. sweet candy shaped like a bean.

I Check



1. **Suit**: a set of clothes made of the same material, usually including a jacket with trousers or a skirt.



2. **Jelly bean**: sweet candy shaped like a bean

3. **Upset**: feel unhappy

4. **junk food**: unhealthy food that is quick and easy to prepare

5. **jogging**: the activity of running slowly as a form of exercise

6. **Jiggle**: to move up and down or from side to side

Activity 4: I Understand the Words



Using vocabulary to complete a text about living a healthy lifestyle.



7 - 10 minutes



pencil  rubber 



I complete the text with the following words:

أكمل النَّصَّ باستخدام الكلمات التالية:

weight - jogging - healthy - fit - vitamins - advice - nutrients - fats

Eating junk food daily can make us gain more weight. Junk food lacks essential like iron, minerals, fibre, and, which our bodies need to stay fit, and Fast food is high in unhealthy, sodium, and bad cholesterol, which can increase the risk of becoming less and lead to nutritional problems. An unhealthy can also raise blood pressure and overload the heart functioning. It's important to choose healthy foods that help us to stay and strong.

I Check

Eating junk food daily can make us gain more weight. Junk food lacks essential nutrients like iron, minerals, fibre, and vitamins which our bodies need to stay fit, and healthy. Fast food is high in unhealthy fats, sodium, and bad cholesterol, which can increase the risk of becoming less active and lead to nutritional problems. An unhealthy diet can also raise blood pressure and overload the heart functioning. It's important to choose healthy foods that help us to stay fit and strong.

Activity 5: Is It Healthy or Unhealthy?



Recognising healthy and unhealthy food.



7 - 10 minutes



pencil rubber



I read the words and classify.

أقرأ وأصنّف الكلمات.

vegetables - fast food - whole grains - sugary drinks - chicken - fruits -
chips - low-fat - dairy products - candies - cookies - fish - ice cream



Healthy food

Vegetables

.....

.....

.....

.....

.....

.....

Unhealthy food

fast food

.....

.....

.....

.....

.....

.....



I Check

Healthy foods: fruits - vegetables - whole grains - chicken - fish -
low-fat - dairy products

Unhealthy foods: fast food - sugary drinks - candies - chips -
cookies - ice cream

Activity 6: I Know the Modals



Identifying the usages of the modals. (Must, Have to, Should)



7 - 10 minutes



pencil  CD player  rubber 



En7-5-2-6 I listen, read, and fill in the spaces with the correct modals.

أستمعُ ثمَّ أملأُ الفراغاتِ بالأفعالِ المناسبةِ.

Healthy Maya and Lazy Max

Maya and Max were friends. Maya loved fruits and playing outside. “You eat your vegetables,” Maya told Max. Max preferred candy and TV. One day, Max felt sick. The doctor said, “He eat healthy foods and exercise.” Max realized Maya was right. From then on, Max ate fruits and played outside. He felt better and thanked Maya. “We stay healthy,” Max said with a smile.



Max watching TV and eating candy

I Check

Maya and Max were friends. Maya loved fruits and playing outside. "You must eat your vegetables," Maya told Max. Max preferred candy and TV. One day, Max felt sick. The doctor said, "He has to eat healthy foods and exercise." Max realized Maya was right. From then on, Max ate fruits and played outside. He felt better and thanked Maya. "We have to stay healthy," Max said with a smile.

We use (must and have / has to) to express necessity.

E.g. You must wear a seatbelt.

We use (mustn't) to express prohibition

E.g. You mustn't stay up late.

We use (don't / doesn't have to) to express lack of necessity.

E.g. You don't have to bring an umbrella. The weather is sunny.

We use (should) to express advice.

E.g. You should study harder.

Activity 7: I Use the Modals



Recognising the correct modal verbs for the sentences.



7 - 10 minutes



pencil rubber



I complete the following sentences with appropriate modal verbs.

أكمل الجمل بأفعالٍ ناقصةٍ مناسبة.

1. I've already finished my work, so I don't have to study tonight. I think I'll read for a while.
2. In order to be a good salesclerk, you be rude to customers.
3. The pie is very good. You try a piece.
4. I don't have enough money to take the bus, so I walk home.
5. We go to the museum one day.
6. You take any money, it wasn't necessary.
7. What are you doing there? You be here!
8. You finish your homework before you go out.
9. Samer be careful when he plays with his cat.

I Check

1. I've already finished my work, so I don't have to study tonight.
I think I'll read for a while.
2. In order to be a good salesclerk, you mustn't be rude to customers.
3. The pie is very good. You should try a piece.
4. I don't have enough money to take the bus, so I must walk home.
5. We should go to the museum one day.
8. You didn't have to take any money, it wasn't necessary.
9. What are you doing there? You mustn't be here!
10. You have to finish your homework before you go out.
11. Samer should be careful when he plays with his cat.

Activity 8: I Complete Sentences



Accurately completing sentences using the given introduction.



7 - 10 minutes



pencil rubber



I complete the following sentences using modal verbs.

أكمل الجمل باستخدام أفعال ناقصة.

1. We have exams next week. We must study hard.
2. It is raining outside. You should
3. This is my password. I
4. I don't have school tomorrow. I
5. We are in a public place. We

I Check

Sample Answers:

1. We have exams next week. We must study hard.
2. It is raining outside. You should take your umbrellla.
3. This is my password. I mustn't tell anyone.
4. I don't have school tomorrow. I don't have to go to bed early.
5. We are in a public place. We shouldn't shout.

Activity 9: I Can Write



Writing about living a healthy lifestyle.



7 - 10 minutes



pencil  rubber 



I write a paragraph about how to keep healthy.

أكتبُ فِقرةً عن المحافظةِ على الصِّحةِ.

.....

.....

.....

.....

.....

.....

.....

.....

.....

I Check

Sample Paragraph:

To keep healthy, I should exercise regularly, eat healthy food and eat less junk food. I must drink enough water. I should also get enough sleep.



1. I read and choose the correct word.

أقرأ وأختارُ الجوابَ الصحيح.

1. You exercise regularly to stay healthy.
a. must b. mustn't c. shouldn't d. don't have to
2. You smoke to protect your lungs.
a. must b. have to c. shouldn't d. don't have to
3. You eat a balanced diet for overall well-being.
a. don't have to b. mustn't c. shouldn't d. have to
4. You drink plenty of water every day.
a. shouldn't b. mustn't c. must d. don't have to
5. You get enough sleep to function properly.
a. shouldn't b. should c. mustn't d. don't have to



2. I read and match.

أقرأ وأطابق.

1. To maintain a strong and healthy body,
2. Smoking is harmful to your heart,
3. You have to eat a variety of fruits and vegetables
4. For your physical and mental healthy, you
5. You don't have to drink water all the time,

- a. to have a balanced diet.
- b. should get a good night's sleep.
- c. but at least 8 glasses of water each day.
- d. so you mustn't smoke.
- e. you must exercise regularly.



3. I answer the following questions.

أجيبُ عن الأسئلةِ التَّاليةِ.

1. What do you usually eat for breakfast?
.....
2. What do you usually eat for dinner?
.....
3. How many times do you eat cookies per day?
.....
4. How often do you eat at restaurants?
.....
5. What do you think of fast food?
.....

I Check

Activity 1 :

1. You must exercise regularly to stay healthy.
2. You shouldn't smoke to protect your lungs.
3. You have to eat a balanced diet for overall well-being.
4. You must drink plenty of water every day.
5. You should get enough sleep to function properly.

Activity 2:



1. To maintain a strong and healthy body, you must exercise regularly.
2. Smoking is harmful to your heart, so you mustn't smoke
3. You have to eat a variety of fruits and vegetables to have a balanced diet.
4. For your physical and mental health, you should get a good night's sleep.
5. You don't have to drink water all the time, but at least 8 glasses of water each day.

Activity 3:

Sample answers:

1. I usually eat cheese, butter and bread for breakfast.
2. I usually eat rice and beans for dinner.
3. I eat cookies once a day.
4. We go to the restaurant at the weekends.
5. I know that fast food is unhealthy but I like it.



I am able to		
1. Recognising the differences between healthy and unhealthy food. (Chicken is healthy. Candies are not healthy.)		
2. Talk about how to keep fit.		
3. Write about how to keep fit. - I should eat healthy food. - I must drink enough water. - I should get enough sleep.		
4. Accurately form sentences using the modal verbs. (We have exams next week. We must study hard.)		

Unit Worksheet Challenges and Sports



1. I read and choose the correct answer.

أقرأ وأختارُ الجوابَ الصَّحيح.

1. A person (must - mustn't) eat in order to live.
2. If you want to become a doctor, you (don't have to - have to) go to a medical college for six years.
3. You (have to - don't have to) introduce me to Dr. Jack. We've already met.
4. If you face a stray dog, you (mustn't - must) show any signs of fear.
5. I've already finished my work, so I (don't have to - able to) study tonight. I think I'll read for a while.
6. (Will you be able to - To be able to) play professional tennis, you must be extremely fit.



2. I fill in the spaces with the correct words.

أملأُ الفراغاتِ بالكلماتِ الصَّحيحة.

healthy - inspiration - nutrient - determination

The heroine's determination to overcome obstacles led her on a journey to become and fit. By focusing on rich foods and regular exercise, she transformed her life and became a true to others.



3. I read the scenarios below and identify the bad habits being described. Then, suggest a corrective action to improve the daily routine.

أقرأ السيناريوهات أدناه وأحدد العادات السيئة ثم أقترح فعلاً مصححاً لتحسين الروتين اليومي.

Scenario 1:

Every morning, Alex wakes up late and rushes through breakfast, often skipping it entirely. This leads to low energy levels and difficulty concentrating at work.

Bad habits : Skipping breakfast -

Positive actions:

Scenario 2:

Jamie spends several hours each evening scrolling through social media instead of spending time on hobbies or with family, leading to feelings of isolation and fatigue.

Bad habits :

Positive actions:

Scenario 3:

Sam often works late into the night, which disrupts his sleep schedule. As a result, he feels tired and unproductive during the day.

Bad habits :

Positive actions:

How Do I Like to Learn?

At the end of the unit, I was able to specify the way that helped me learn better by coloring a number of stars as following:

☆☆★ Helped a bit ☆☆☆ Helped ★★★★★ Helped a lot

I learn by classifying: ☆☆☆

I read and classify.

Healthy food	Unhealthy food
.....

I learn by writing: ☆☆☆

I write a paragraph about how to keep healthy.

.....
.....

I learn by matching: ☆☆☆

I read and match to the correct definition.

1. Suit

a. a set of clothes made of the same material, usually including a jacket with trousers or a skirt.

At the end of the unit, I was able to specify the way that helped me learn better by coloring a number of stars as following:

Helped a bit ☆☆☆ Helped ☆☆☆ Helped a lot

I learn by listening: ☆☆☆

I listen, read, and fill in the spaces with the correct modals.
"You eat your vegetables,"

I learn by choosing: ☆☆☆

I read and choose a, b, or c.

1. Oscar only ate two beans and one olive at
a. breakfast b. lunch c. dinner

I learn by completing: ☆☆☆

I complete the following sentences using modal verbs.

2. It is raining outside. You should

Unit 6 : Customs and Habits



7 - 8 hours

How Do I Learn?

Before you start this unit, go to the “How Do I Learn?” guide, to organise your time and weekly tasks.

This guide supports you to assess your learning and build your learning skills. You can use the guide while studying all the Empowered Learning Curriculum Subjects: English, Arabic, Mathematics, sciences, Physics and Chemistry.



Unit Lessons

1 Diversity



2 Culture



Let's Start

Different Cultures



Listing some habits in different cultures.



10 - 13 minutes



pencil  rubber 



I look at the pictures and choose the correct answer.

أنظرُ إلى الصُّورِ وأختارُ الإجابةَ الصَّحيحة.

1



a. Palestine b. Argentina

2



a. Syria b. Russia

3



a. China a. America

4



a. England b. Jordan

5



a. Mexico b. Egypt

6



a. France b. India

I Check



1

Palesinian clothes



2

Russian clothes



3

Chinese clothes



4

English clothes



5

Mexican clothes



6

Indian clothes

Diversity



fish scale - tradition - wealth - needle - avoid
حراشِف السَّمك تقليد ثروة إبرة يتجنَّب



3.5 - 4 hours



pencil  rubber  CD player 

Let's Go

I read and match to form proverbs about cultural diversity.

أقرأ وأطابق لتشكيل أمثالٍ عن التَّنوعِ الثقافيِّ.

1. When in Rome,

a. and strength.

2. In diversity, there's
beauty

b. of cultures.

3. The world is a music

c. is a different vision of life.

4. A different language

d. do as the romans do.

Activity 1: I Learn About Different Customs



Recognising different customs in different cultures.



10 - 13 minutes



pencil  rubber  CD player 



En7-6-1-1 I listen and choose the correct answer.

أستمع وأختارُ الجوابَ الصحيح.

1. Travelling abroad teaches us about
a. hotels b. eating habits c. cafüs
2. Indian people eat with only the
a. chopsticks b. right hand c. left hand
3. The Chinese hold the second stick between
a. the thumb and the ring finger.
b. the thumb and the middle finger
c. the thumb and the little finger
4. In Korea, you should start eating the elders.
a. with b. before c. after
5. In Korea, you should hold your bowl or glass with
a. your head b. your hands c. your teeth

I Check

1. Travelling abroad teaches us about eating habits.
2. Indian people eat with only the right hand.
3. The chinese hold the second stick between the thumb and the middle finger.
4. In korea, you should start eating after the elders.
5. In Korea, you should hold your bowl or glass with your hands.

Activity 2: I Know the Meaning



Recognising the definitions of some words.



10 - 13 minutes



pencil  rubber 



I read and choose the correct meaning of the words.

أقرأ وأختارُ المعاني الصحيحة للكلمات.

1. scale

2. tradition

3. wealth

4. needle

5. avoid

a. A small thin piece of steel, with a point at one end and a hole in the other.

b. A large amount of money, property etc.. that a person or country owns.

c. To prevent something bad from happening.

d. A belief, custom or way of doing something that has existed for a long time.

e. One of the small flat pieces of skin that cover the bodies of fish, snakes etc....

I check

1. **Scale:** One of the small flat pieces of skin that cover the bodies of fish, snakes etc.

2. **Tradition:** A belief, custom or way of doing something that has existed for a long time.

3. **Wealth:** A large amount of money, property etc.. that a person or country owns.

4. **Needle:** A small thin piece of steel, with a point at one end and a hole in the other.

5. **Avoid:** To prevent something bad from happening.

Activity 3: I Understand a Text



Understanding a text about different beliefs.



10 - 13 minutes



pencil  rubber 



I read and decide if the following statements are True or False.

أقرأ وأقرّر إذا كانت الجملة صحيحة أم خاطئة.

Fascinating Cultures

In the Czech Republic, some people believe if they place fish scales under the dinner dishes on the table cloth at the Christmas dinner table, it will bring wealth to the family. Some Indian shop owners will not allow the first window shopper of the day to leave without selling him/her something even if it is a pin or a needle because they believe it is unlucky for the rest of the day. Finding a penny on the ground is considered a sign of good luck in the USA. People often use the saying "Find a penny, pick it up, and all day long you'll have good luck." In Egypt, it is considered unlucky to open and close scissors if you're not actually cutting anything. Similarly, leaving scissors open is also said to bring bad luck. Giving flowers as a gift is a familiar tradition all over the world. However, many people in Russia believe that yellow flowers symbolize separation or death, so Russians avoid giving them to other people. Serbians believe that if you spill water behind someone, it will bring them good luck. People will often spill some water behind a loved one who is about to go on a trip in order to wish them luck. In Syria, people avoid sweeping the house at night, as it is believed to sweep away good luck.

1. In the Czech Republic, placing fish scales under dinner dishes at Christmas dinner is believed to bring wealth to the family. True
2. Some Indian shop owners believe it is lucky for the rest of the day if the first window shopper does not buy something.
3. Finding a penny on the ground is considered a sign of good luck in the USA.
4. Opening and closing scissors without cutting anything is considered unlucky in Egypt.
5. Russians avoid giving yellow flowers as gifts because they symbolize seperation or death.
6. Serbians believe that spilling water behind someone will bring them bad luck.

I Check

1. In the Czech Republic, placing fish scales under dinner dishes at Christmas dinner is believed to bring wealth to the family. (True)
2. Some Indian shop owners believe it is lucky for the rest of the day if the first window shopper does not buy something. (False)
3. Finding a penny on the ground is considered a sign of good luck in the USA. (True)
4. Opening and closing scissors without cutting anything is considered unlucky in Egypt. (True)
5. Russians avoid giving yellow flowers as gifts because they symbolize seperation or death. (True)
6. Serbians believe that spilling water behind someone will bring them bad luck. (False)

Activity 4: I Use Prepositions



Accurately recognising the correct prepositions.



7 - 10 minutes



pencil  rubber 



I read and fill in the spaces with prepositions from the box.

أقرأ وأملأ الفراغات بحروف الجر من الصندوق.

of - to - with - in - in

Different countries celebrate birthdays in various ways. Europeans often have two birthdays because it is considered unlucky celebrate the actual birthday. In Mexico, Pinata is popular birthday which is a form made paper filled sweets or chocolates.

I Check

Different countries celebrate birthdays in various ways. Europeans often have two birthdays because it is considered unlucky to celebrate the actual birthday. In Mexico, Pinata is popular in birthdays which is a form made of paper filled with sweets or chocolates.



Pinata

Activity 5: I Know the Future Form Tense



Identifying the form of the future.



7 - 10 minutes



pencil rubber



I read and underline the future form (will).

أقرأ وأضع خطاً تحت الزَّمنِ المُستقبلِ.

Beliefs in different cultures will continue to shape the way people view the world and interact with one another. These beliefs will influence everything from daily rituals to major life decisions. As societies evolve, new beliefs will emerge, while traditional beliefs will be passed down through generations. The future holds a rich tapestry of diverse beliefs that will continue to define the cultural landscape of our world.

I Check

will continue - will influence - will emerge - will be - will continue



The simple future tense is used for an action that will occur in the future.

Will is used:

1. to make promises. e.g. I will tidy my room.
2. to make a prediction about the future. e.g. We will probably arrive early.
3. to make decisions at the time of speaking. e.g. What will you do this evening?

I think I'll stay at home.

Affirmative: You will see.

Negative: You won't see.

Interrogative Will you see?

Interrogative Negative : Won't you see?

Activity 6: I Use the Future Tense



Accurately using the future form.



7 - 10 minutes



pencil rubber



I read and choose.

أقرأ وأختارُ الإجابةَ الصَّحيحة.

1. Will you (be - are) more careful, please?
2. He won't (forget - forgets) to bring the food basket for the picnic tomorrow.
3. Suzan thinks she will (come - came) to the party next friday.
4. It's rainy today. I (will need - won't need) my umbrella.
5. According to the weather forecast, it will be rainy (tomorrow - yesterday).
6. This evening, I (stay - will stay) at home.

I Check

1. Will you be more careful, please?
2. He won't forget to bring the food basket for the picnic tomorrow.
3. Suzan thinks she will come to the party next friday.
4. It's rainy today. I will need my umbrella.
5. According to the weather forecast, it will be rainy tomorrow.
6. This evening, I will stay at home.

Activity 7: I Write Using the Future



Accurately writing sentences using the future form.



7 - 10 minutes



pencil rubber



I answer the following questions about visiting a new country using the future form.

أجيبُ عن الأسئلة التَّالِيَةِ حَوْلَ زيارةِ بِلَدٍ جَدِيدٍ بِاسْتِخْدَامِ صِيغَةِ الْمُسْتَقْبَلِ.

1. Where will you go?

.....

2. What are the local customs and cultural traditions you will see?

.....

3. What are some of the attractions you will visit there?

.....

4. What are some traditional dishes or foods that you will try while visiting?

.....

5. How will you communicate with locals if you don't speak the language?

.....

6. How long will you stay there?

.....

I Check

Answers vary:

1. I will go to Syria / Lebanon / Britain.
2. I will see people going to a picnic on Fridays.
3. I will visit the Citadel of Aleppo.
4. I will try (Tabouleh and Yalanji).
5. I will use gestures and show them pictures from my phone.
6. I will stay for 3 days.

Syria	Lebanon	Japan	China	India
.....

Going on picnics on Fridays	celebrating the coming of spring
.....

Old markets	ancient buildings	Cedar forests
.....

Tabouleh	sushi	biryani
.....

Use gestures	show pictures	use the internet
.....

A week	one month	fifteen days	the whole summer
.....

Activity 8: I Can Write



Writing a paragraph about cultures.



10 - 15 minutes



pencil  rubber 



I write a paragraph about a different culture I like to know about.

أكتبُ موضوعاً عن ثقافةٍ مختلفةٍ أحبُّ أن أعرفَ عنها.

I can include the following information.

Eating habits - Greetings - Marriage

.....

.....

.....

.....

.....

.....

.....

.....

I check

Answers vary:

In Japan, eating habits reflect a deep appreciation for food and its presentation. Meals often consist of rice, fish, and vegetables, with emphasis on freshness and balance. Greetings are typically accompanied by a bow, varying in depth depending on the relationship and formality. Marriage in Japan often involves ceremonies and traditions, including the exchange of gifts and the formal meeting of families.



1. I fill in the spaces with the correct form of future using (will).

أملأ الفراغات بالشكل الصحيح للمستقبل باستعمال will.

1. I (be) a doctor when I leave university.
2. Would you like to go shopping?
- No, I (prepare) for my science test tomorrow.
3. She (have) an accident because she drives so fast.
4. I think I (make) pizza for lunch today.
5. I (do) my homework on time.



2. I fill in with the correct verb from the list using the future form.

أملأ الجمل التالية بالأفعال الصحيحة باستعمال زمن المستقبل.

go - spend - not stay - visit - visit - travel

I to Egypt with my parents next summer. My father says that we fifteen days in Egypt. During these days, we our aunt who lives in Alexandria. Before we travel, we shopping to buy some presents. We at my aunt's home, we'll stay in a hotel. We the pyramids and many other beautiful places.



3. I complete the following sentences using these words:

أكمل الجمل باستعمال الكلمات التالية:

avoid - needle - wealth - fish scale - tradition

1. Some doctors cover burns with as it can have a good effect on the burnt skin.
2. You need a if you want to sew your shirt.
3. Parents should keeping sharp tools near their kids.
4. Starting a company can be a great source of
5. Our school has a of honoring students at the end of the year.

I Check

Activity 1:

1. I will be a doctor when I leave university.
2. Would you like to go shopping? - No, I will prepare for my science test tomorrow.
3. She will have an accident because she drives so fast.
4. I think I will make pizza for lunch today.
5. I will do my homework on time.



Activity 2:

I will travel to Egypt with my parents next summer. My father says that we will spend fifteen days in Egypt. During these days, we will visit our aunt who lives in Alexandria. Before we travel, we will go shopping to buy some presents. We will not stay at my aunt's home, we'll stay in a hotel. We will visit the pyramids and many other beautiful places.

Activity 3:

1. Some doctors cover burns with fish scale as it can have a good effect on the burnt skin.
2. You need a needle if you want to sew your shirt.
3. Parents should avoid keeping sharp tools near their kids.
4. Starting a company can be a great source of wealth.
5. Our school has a tradition of honoring students at the end of the year.



I am able to		
1. Recognise different beliefs around the world (Indian people eat only with the right hand. - In Korea you should start eating after the elders.)		
2. Recognise words related to beliefs. (believe - luck- wish - lucky- unlucky- tradition - avoid)		
3. Talk about different beliefs. (In Japan eating habits reflect a deep appreciation for food.)		
4. Accurately form sentences using the simple future. (I will go to Syria. / I will visit Aleppo Citadel.)		

Culture



manner - agreement - complain - achievement - investment
السُّلوك الحسن إتفاق يشتكي إنجاز استثمار



3.5 - 4 hours



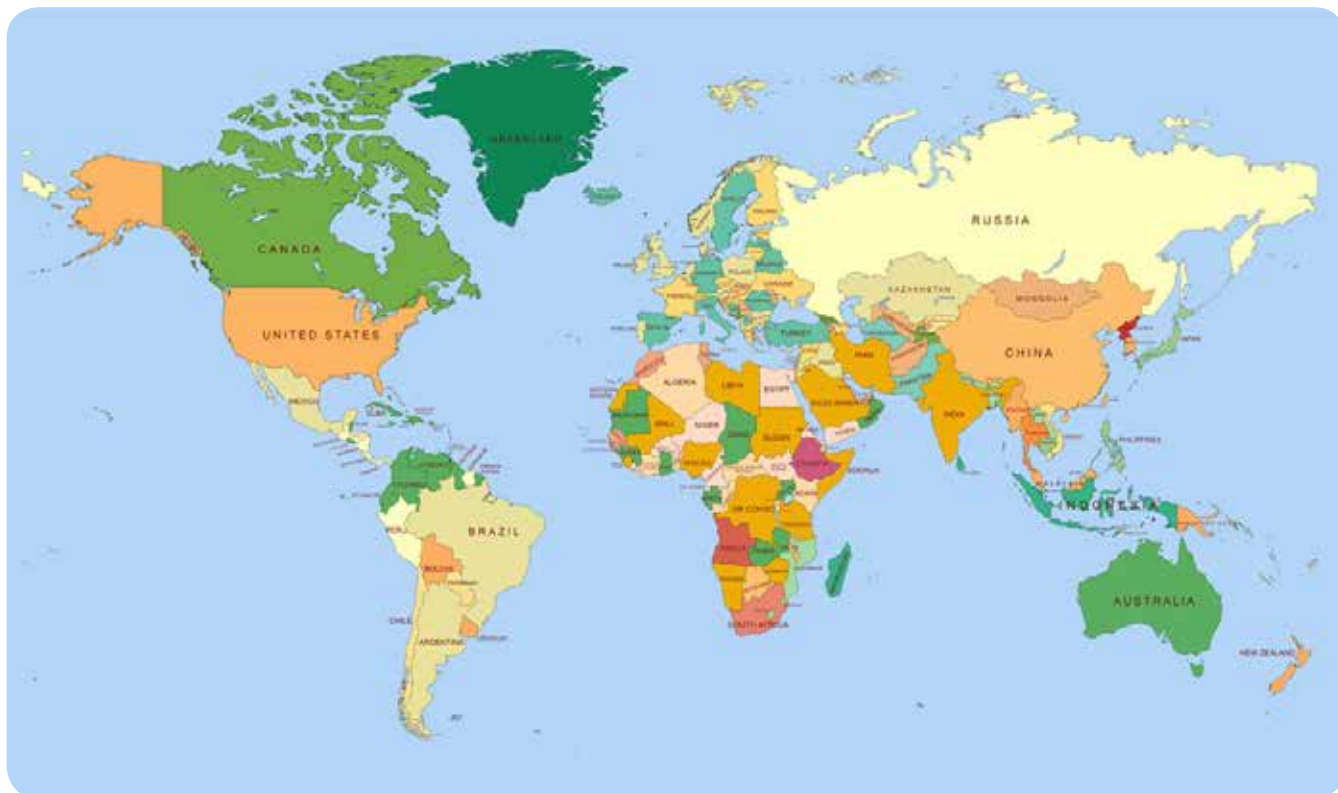
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Let's Go

I look at the map and I name 5 countries I know and 5 countries I don't know.

أنظرُ إلى الخريطةِ وأشيرُ إلى ٥ بلدانٍ أعرفها و٥ بلدانٍ لا أعرفها.



Countries I know:

1.
2.
3.
4.
5.

Countries I don't know:

1.
2.
3.
4.
5.

Activity 1: I Learn About Customs and Habits



Recognising words related to customs and habits.



10 - 13 minutes



pencil  CD player  rubber 



En7-6-2-1 I listen and choose the correct answer. أستمعُ وأختارُ الجوابَ الصَّحيحَ.

Fascinating Cultures

Habits are (**cultural** - **culture**) norms and vary from one country to another. Habits that seem (**usually** - **usual**) in one country may be viewed as strange or surprising in other countries. For example, if you receive a gift in the USA, it is a good manner to open it in front of the person who gave it to you in order to express joy and thanks. While in China people open presents in (**private** - **privately**). Many (**cultures** - **cultural**) use gestures of the hand, they point using the thumb or index. While we find that people in Nicaragua point with lips. They can (**direction** - **direct**) their lips forward or from side- to – side in conversation to indicate something that is happening. This may seem (**strange** - **strangely**) and unfamiliar in many countries.

I check

Habits are cultural norms and vary from one country to another. Habits that seem usual in one country may be viewed as strange or surprising in other countries. For example, if you receive a gift in the USA, it is a good manner to open it in front of the person who gave it to you in order to express joy and thanks. While in China people open presents in private. Many cultures use gestures of the hand, they point using the thumb or index. While we find that people in Nicaragua point with lips. They can direct their lips forward or from side- to – side in conversation to indicate something that is happening. This may seem strange and unfamiliar in many countries.

Activity 2: Word Adventure



Recognising the correct words family.



10 - 13 minutes



pencil  rubber 



I read and choose the correct words.

أقرأ وأختار الكلمات الصحيحة.

1. The house was a simple wooden (**construct** - **construction**).
2. The plane, which I saw, is the oldest in (**exist** - **existence**).
3. Lattakia is a (**coastal** - **coast**) city.
4. She has a (**passion** - **passionate**) interest in music.
5. To reach this stage is a great (**achieve** - **achievement**).
6. They are in need for a new system of (**educate** - **education**).

I Check

1. The house was a simple wooden construction.

2. The plane, which I saw, is the oldest in existence.

3. Lattakia is a coastal city.

4. She has a passionate interest in music.

5. To reach this stage is a great achievement.

6. They are in need for a new system of education.

Activity 3: I Read



Understanding a text about different beliefs.



10 - 15 minutes



pencil  rubber 



I read and decide if the following statements are True or False.

أقرأ وأقرّر إذا كانت العبارات التالية صحيحة أم خاطئة.

Traditions United

Helen, an English young lady, used to believe that good manners are always good manners everywhere until she met a gentleman called Sam. The first meeting was strange. When they first met, he said: "Pour me some coffee". She was surprised. His words sounded unfamiliar; that's why she answered him: "Pour it yourself." He didn't use words such as "please", "would you". In his language, his sentence was fine. It was not perceived as lacking courtesy. His language tends to be more straightforward.

After they got married, they went to the UK. There, he was astonished to watch people eating food that he found tasteless and saying, "mmm it's delicious". They argued a lot about this issue. To convince Helen, Sam asked her: "Would you like your guests to lie if they didn't like the food?" Then Helen set up a plan to help Sam understand how people usually say words like "Thank you" and "please" so that he can use them. Still, she reminded him to smile and say sorry even if someone stepped on his toe. However, Sam remarked that in his country if you smile all the time people will think you are mad. Ultimately, they reached an accord at home: when he speaks his language, he can say "Pour me some coffee" but if he speaks English, he has to add "Please", "thank you", and smile.

1. Helen believed that good manners differ from one country to another. False
2. Helen was surprised because Sam asked her to pour some coffee without saying please.
3. Sam thinks that people should speak directly what they feel.
4. In Sam's country, it is normal to smile all the time.
5. What is acceptable in one country can be seen as rude in another.
6. In England, people usually use polite expressions.

I Check

1. Helen believed that good manners differ from one country to another. (False)
2. Helen was surprised because Sam asked her to pour some coffee without saying please. (True)
3. Sam thinks that people should speak directly what they feel. (True)
4. In Sam's country, it is normal to smile all the time. (False)
5. What is acceptable in one country can be seen as rude in another. (True)
6. In England, people usually use polite expressions. (True)

Activity 4: I Know the First Conditional



Identifying the form of the first conditional.



7 - 10 minutes



pencil rubber



I read and match.

أقرأ وأطبق.

1. If Harry goes to Spain,

a. he will study medicine.

2. If you don't sleep early,

b. he will have an accident.

3. If he drives too fast,

c. if we are not hungry.

4. You won't feel healthy,

d. we won't go swimming.

5. If it's not sunny,

e. you will be tired in the morning.

I Check

1. If Harry goes to Spain, he will study medicine.
2. If you don't sleep early, you will be tired in the morning.
3. If he drives too fast, he will have an accident.
4. You won't feel healthy, if you don't eat enough food.
5. If it's not sunny, we won't go swimming.

First conditional

Form: If + simple present, will + verb (zero form)

Meaning: It is used to talk about actions/ events in the future which are likely to happen or have a real possibility of happening. Look at this sentence. If Harry goes to Spain, he will study medicine. If he goes to Spain. This sentence implies that it is quite possible that Harry will go to Spain.

Activity 5: I Use the First Conditional



Accurately using the first conditional.



7 - 10 minutes



pencil  rubber 



I correct the verbs between brackets.

أصححُ الأفعالَ بينَ قوسين.

1. People will respect you if you have good manners.
2. If it (rain), I won't go to the park.
3. If Sami studies, he (pass) his exam.
4. If I have enough money, I (buy) a new bike.
5. She'll miss the bus if she (not leave) soon.
6. If they plan well, they (win) the cup.

I Check

1. People will respect you if you have good manners.
2. If it rains, I won't go to the park.
3. If Sami studies, he will pas his exam.
4. If I have enough money, I will buy a new bike.
5. She'll miss the bus if she doesn't leave soon.
6. If they plan well, they will win the cup.

Activity 6: I Write Conditional Sentences



Accurately writing conditional sentences.



10 - 15 minutes



pencil  rubber 



I complete the sentences using the first conditional.

أكمل الجمل باستخدام الجمل الشرطيّة.

1. If I study, I will pass my exams.
2. If I win a prize, I will
3. If Sami studies, he will
4. She will miss the bus if she
5. If the boy goes to bed late, he
6. They will win the match if

I Check

Sample answers:

1. If I study, I will pass my exams.
2. If I win a prize, I will be happy.
3. If Sami studies, he will pass.
4. She will miss the bus if she doesn't run.
5. If the boy goes to bed late, he will wake up tired.
6. They will win the match if they train every day.

Activity 7: Magic Letter



Recognising the silent letters in words.



10 - 15 minutes

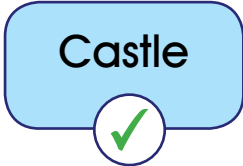
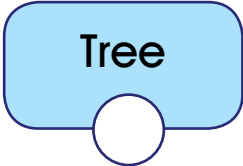
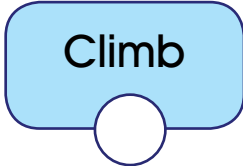
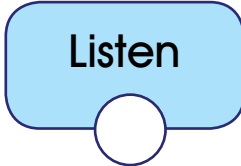
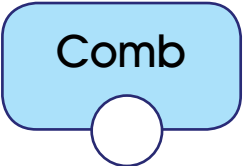
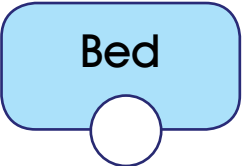
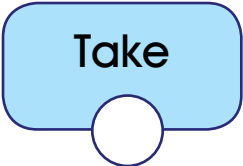
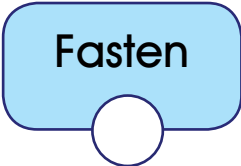


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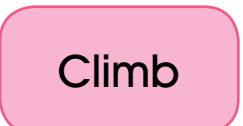


En7-6-2-7 I listen and choose the words with silent letters.

أستمعُ وأختارُ الكلماتِ التي تحتوي حرفاً صامتاً.

I Check

Activity 8: I Write



Writing a paragraph about eating habits.



10 - 15 minutes



pencil  rubber 



I write a paragraph describing eating habits I have heard about.

أكتبُ مقطعاً واصفاً عاداتِ أكلٍ سمعتُ عنها.

.....

.....

.....

.....

.....

.....

I Check

Answers vary:

Eating habits can vary widely across different cultures around the world. For example, in some cultures, it is common to eat insects as a source of protein, while in others, raw fish or meats are considered delicious. In Japan, eating noodles loudly is a sign of appreciation for the meal, whereas in Western cultures, it may be seen as impolite. In some African cultures, sharing food from a communal plate is a sign of unity and respect, while in other cultures, eating with your hands is not appreciated. These unique eating habits highlight the diversity of food customs and traditions that exist around the world, showing the rich practices across different societies.



1. I select the correct word between brackets.

أختارُ الكلمةَ الصَّحيحةَ من بينِ الأقواسِ.

1. A microwave is a good (invest - investment).
2. My brother has a (passion - passionate) interest in sports.
3. The (location - located) of the hotel is amazing.
4. They are in need for a new system of (educate - education).
5. Women are trying to gain (powerful - power).



2. I choose a, b, or c.

أختارُ الجوابَ الصَّحيحَ.

1. If you late for the meeting, your boss will be upset.
a. have been b. will be c. would be d. are
2. If I enough money, I will buy a new car.
a. will have b. have c. had d. would have
3. If she the exam, she will celebrate with her friends.
a. passed b. passes c. will pass d. would pass
4. If they hard, they will succeed in their project.
a. will work b. worked c. work d. would work
5. If it sunny tomorrow, we will go to the beach.
a. is b. was c. will be d. would be



En7-6-2-Lesson-Self Assessment

3. I circle the silent letter.

أضعُ دائرةً حولَ الحرفِ الصَّامتِ.

whistle - thumb - castle - doubt - lamb

I Check

Activity 1:

1. A microwave is a good investment.
2. My brother has a passionate interest in sports .
3. The location of the hotel is amazing.
4. They are in need for a new system of education.
5. Women are trying to gain power.



Activity 2:

1. If you are late for the meeting, your boss will be upset.
2. If I have enough money, I will buy a new car.
3. If she passes the exam, she will celebrate with her friends.
4. If they work hard, they will succeed in their project.
5. If it is sunny tomorrow, we will go to the beach.

Activity 3:

whistle - thumb - castle - doubt - lamb



I am able to		
1. Recognise the different cultures around the world.		
2. Recognise different forms of the word. (power – powerful / tradition - traditional / exist – existence)		
3. Talk and write about different cultures. (Eating habits can vary widely across different cultures around the world).		
4. Accurately form sentences using the first conditional. (If I win a prize, I will be happy.)		

Unit Worksheet Customs and Habits



1. I read and choose the correct answer.

أقرأ وأختارُ الجوابَ الصَّحيح.

1. If it rains tomorrow, I my umbrella.

- a. will bring b. bring c. am bringing

2. If she studies hard, she the exam.

- a. will pass b. passes c. is passing

3. She promised her Mum that she her bedroom.

- a. tidies b. will tidy c. tidied

4. I you tomorrow if I have time.

- a. will call b. call c. am calling

5. I think we home this evening.

- a. stayed b. will stay c. stay

6. If you don't hurry, you the bus.

- a. will miss b. miss c. are missing

7. If they finish their work early, they a movie.

- a. will watch b. watch c. are watching

8. We to the swimming pool tomorrow.

- a. didn't go b. go c. won't go



2. I complete the following sentences using these words.

أكملُ الجملَ باستعمالِ الكلماتِ.

behaviour - gestures - passion - familiar - manner

1. She greeted everyone in a polite manner, with a warm smile and a firm handshake.
2. A teacher makes a lot of with his face and hands so the students can understand.
3. The place felt to her, as if she had been there before, even though it was her first visit.
4. His at the party was quite inappropriate, causing discomfort among the other guests.
5. She followed her for painting with dedication, spending hours in front of her canvas each day.



3. I complete the sentences using the future simple or the first conditional.

أكملُ الجملَ باستعمالِ زمنِ المستقبلِ أو الجملِ الشرطيَّةِ مِنَ التَّمْطِ الأوَّلِ.

1. If we celebrate festivals, we will learn about each other.
2. I think our community (become) more inclusive.
3. If schools teach about cultures, students (understand) diversity better.
4. Next year, we (have) a cultural fair.
5. If you come to the fair, you (try) new foods.

How Do I Like to Learn?

At the end of the unit, I was able to specify the way that helped me learn better by coloring a number of stars as following:

   Helped a bit

   Helped

   Helped a lot

I learn by writing True and False: 

I read and decide if the following statements are True or False.

1. Helen believed that good manners differ from one country to another. ()

I learn by writing: 

I write a paragraph describing eating habits I have heard about.

.....
.....

....
I learn by matching: 

I read and match.

1. If Harry goes to Spain,

a. he will study medicine.

At the end of the unit, I was able to specify the way that helped me learn better by coloring a number of stars as following:

Helped a bit  Helped  Helped a lot

I learn by listening: 

I listen and choose the words with silent letters.

Castle - Tree - Climb - Listen - Comb - Bed - Take - Fasten

I learn by choosing: 

I read and choose the correct answer.

Habits are (**cultural- culture**) norms and vary from one country to another.

I learn by completing: 

I complete the sentences using the first conditional.

2. If I win a prize, I will

Activity 1



1. I fill in the spaces.

أملأ الفراغات.

My name is Hana. I am from Syria. English is my favourite subject, it helps me communicate with others. I always read English books and stories to improve my language and I prefer doing that in the library. Judy is my friend, she lives with her parents. She is good at playing the guitar. We always meet at weekends and have a wonderful time together.

Activity 2



2. I choose the correct answer.

أختار الإجابة الصحيحة.

1. We had dinner, and then we went shopping.
2. Carol brushes her teeth twice a day.
3. A dog has four legs.
4. My mother didn't cook because she was tired.
5. I often help my friend with her homework.
6. She slept for three hours last night.
7. Jack takes the bus to his office every day.

Activity 3



3. I put the verbs in the correct form in the simple past tense.

أضَعُ الأفعالَ بشكلها الصَّحيح في الرِّمَنِ الماضي البسيط.

1. Did you brush your teeth?
2. The girl didn't break the cup.
3. The teacher showed us a lovely picture.
4. The boys palyed basketball yesterday.

Activity 4



4. I choose the correct word to complete the sentences.

أكمَلُ الجملَ باستخدامِ الكلماتِ المناسبةِ.

1. We can call a person a giant, if he is really big and strong.
2. The shortage of coffee caused people to drink less coffee every day.
3. My mum told me that I should refuse gifts from strangers.

Activity 1



1. I choose the correct answer.

أختارُ الإجابةَ الصَّحيحةَ.

1. Lucas is having a shower now.

2. Sandy isn't eating her lunch at the moment. She is watching TV.

3. I can't go with you. I am waiting for my sister.

Activity 2



2. I choose the correct word in brackets.

أختارُ الكلمةَ الصَّحيحةَ بينَ الأقواسِ.

I love going shopping. It's my favourite hobby. I go to the market once a week. I prefer to go with my friend because she has the same interests. Both of us love reading books. We also enjoy buying books from the bookshop and walking in the market.

Activity 3

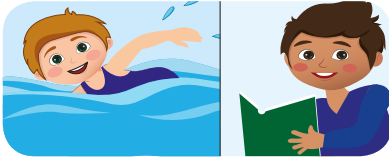


3. I look at the pictures and choose the right answer.

أنظرُ للصوَرِ وأختارُ الإجابةَ الصَّحيحةَ.



1. Helen was talking to her friend when it started to rain.



2. Tom was swimming while Adam was studying.



3. My father was working when my mother arrived.

Activity 4



4. I fill in the spaces with the suitable words form the list.

أملأُ الفراغاتِ بالكلماتِ المناسبةِ مِنَ القائمةِ.

setting - across - booked - costume - steps

1. In the old city, we came across an old building.
2. They had a costume party in the restaurant.
3. We watched the sun setting.
4. His steps were slow as he walked in the dark forest.
5. They booked a big hall for their party.

Activity 1



1. I fill in the spaces with the correct words.

أملأ الفراغات بالكلمات المناسبة.

different - spend - communication - families - machine - day - use
car - letters - outdoors

In the past things were very different. Everyday tasks, like doing the laundry, would take a whole **day**. Nowadays, most people have a washing **machine** and a dishwasher. Also, there are billions of mobile phones in **use**.

A research shows that around 28% of children are likely to gain more weight because they **spend** too much time online and do not have enough time to exercise or socialize with their families. In the past, nearly all children walked to school because their parents didn't have a **car**. Kids often played **outdoors** in the open air.

Years ago, when people wanted to stay in touch with their friends and family, they wrote **letters**. Nowadays, however, e-mail communication and social networking sites allow instant, free **communication**.

Activity 2



2. I order.

أرتب.

1. They have just arrived.
2. He hasn't done his homework yet.
3. I have never eaten sushi.

Activity 3



3. I choose the right answer.

أختارُ الإجابةَ الصَّحيحةَ.

1. Suzi has played tennis since she was young.
2. My parents have never travelled to France before.
3. Our teacher hasn't given the marks yet.

Activity 4



4. I correct the mistakes in the following sentences.

أصحِّحُ الأخطاءَ في الجملِ التَّاليةِ.

1. She had gone to the store before it started raining.
2. I had eaten dinner before my friends arrived.
3. He had finished his homework before he went to bed.
4. She loves to read, but she prefers watching movies.
5. The weather was nice, so we decided to go for a walk or to a restaurant.

Activity 5



5. I fill in the blanks with the correct form of the verb in parentheses in the present perfect tense.

أملأُ الفراغاتِ بالشَّكلِ الصَّحيحِ للفعْلِ بينَ القوسينِ باستعمالِ المضارعِ التَّامِّ.

1. She has visited Paris three times.
2. They have completed their homework already.
3. I have seen that movie before.
4. We have known each other for five years.
5. He has eaten sushi many times.

Activity 1



1. I choose the suitable part of speech to complete each sentence meaningfully. أختارُ نوعَ الكلمةِ المناسبِ لإكمالِ كلِّ جملةٍ بشكلٍ صحيحٍ.

1: Walking alone in the forest can be dangerous.

2: I tried to move away from the bees' nest.

3: Our garden has a beautiful mixutre of lovely trees and colorful flowers.

4: Mountains are not movable.

5: You can mix some fruit to make a fruit salad.

Activity 2



2. I choose the correct form of the verb. أختارُ الشَّكْلَ الصَّحِيحَ للفعلِ.

1. If it rains too much, I stay at home.

2. Children stay healthy if they eat healthy food.

3. If we follow hygiene rules, we don't get ill.

Activity 3

▶ 3. I match (A) to (B).

أطابق (أ) مع (ب).

1. If I feel nervous,	a. it melts.
2. If you throw a piece of wood on water,	b. I eat a bar of chocolate
3. If you heat ice,	3. it floats.

Activity 4

▶ 4. I complete the following sentences meaningfully.

أكملُ الجملَ الآتيةَ.

1. If you stay up late, you get tired.
2. You may get sick if you eat junk food.
3. If you do sport, you become fit.

Other options may also be correct.

Activity 1



1. I read and choose the correct answer.

أقرأ وأختارُ الجوابَ الصَّحيح.

1. A person must eat in order to live.
2. If you want to become a doctor, you have to go to a medical college for six years.
3. You don't have to introduce me to Dr. Jack. We've already met.
4. If you face a stray dog, you mustn't show any signs of fear.
5. I've already finished my work, so I don't have to study tonight. I think I'll read for a while.
6. Will you be able to play professional tennis, you must be extremely fit.

Activity 2



2. I fill in the spaces with the correct words.

أملأُ الفراغاتِ بالكلماتِ الصَّحيحة.

The heroine's determination to overcome obstacles led her on a journey to become healthy and fit. By focusing on nutrient rich foods and regular exercise, she transformed her life and became a true inspiration to others.

Activity 3



3. I read the scenarios below and identify the bad habits being described. Then, suggest a corrective action to improve the daily routine.

أقرأ السيناريوهات أدناه وأحدّد العادات السيئة ثمّ أقترحُ فعلاً مصحّحاً لتحسين الروتين اليوميّ.

Scenario 1:

Every morning, Alex wakes up late and rushes through breakfast, often skipping it entirely. This leads to low energy levels and difficulty concentrating at work.

Bad habits : Skipping breakfast - Waking up late - Rushing through meals

Positive actions: Making sure to eat breakfast - Waking up early

Scenario 2:

Jamie spends several hours each evening scrolling through social media instead of spending time on hobbies or with family, leading to feelings of isolation and fatigue.

Bad habits :Excessive screen time - Ignoring family - Lack of hobbies

Positive actions: Practice sports - sitting and talking with family - doing a good hobby such as reading

Scenario 3:

Sam often works late into the night, which disrupts his sleep schedule. As a result, he feels tired and unproductive during the day.

Bad habits: Working late - Poor sleep

Positive actions: Organizing working time - scheduling sleep

Activity 1



1. I read and choose the correct answer.

أقرأ وأختارُ الجوابَ الصَّحيح.

1. If it rains tomorrow, I will bring my umbrella.

2. If she studies hard, she will pass the exam.

3. She promised her Mum that she will tidy her bedroom.

4. I will call you tomorrow if I have time.

5. I think we will stay home this evening.

6. If you don't hurry, you will miss the bus.

7. If they finish their work early, they will watch a movie.

8. We won't go to the swimming pool tomorrow.

Activity 2



2. I complete the following sentences using these words.

أكملُ الجملَ باستعمالِ الكلماتِ.

1. She greeted everyone in a polite manner, with a warm smile and a firm handshake.
2. A teacher makes a lot of gestures with his face and hands so the students can understand.
3. The place felt familiar to her, as if she had been there before, even though it was her first visit.
4. His behaviour at the party was quite inappropriate, causing discomfort among the other guests.
5. She followed her passion for painting with dedication, spending hours in front of her canvas each day.

Activity 3



3. I complete the sentences using the future simple or the first conditional.

أكملُ الجملَ باستعمالِ زمنِ المستقبلِ أو الجملِ الشرطيَّةِ مِنَ التَّمْطِ الأوَّلِ.

1. If we celebrate festivals, we will learn about each other.
2. I think our community will become more inclusive.
3. If schools teach about cultures, students will understand diversity better.
4. Next year, we will have a cultural fair.
5. If you come to the fair, you will try new foods.

Audio Script

Unit 1: New Start

Lesson 1: I Learn and Develop

En7-1-1-1

My name is Lana. I live in Homs. I am in grade seven. In this grade we have 7 subjects and my favourite one is Science. My school starts at eight o'clock and ends at one. I always walk to school on foot because the school is not far from my house. I study five hours in the afternoon and I prefer to study in my room.

En7-1-1-8

speaks, plays, watches, cleans, changes, differs, talks

Lesson 2 : I Friendship

En7-1-2-1

1. My name is Janet. I am 12. I live in Germany. I have got one sister. My favourite colour is red. I like playing tennis.
2. Randa is 13 years old. She lives in Egypt with her parents and she has got two brothers. Her favourite hobby is reading.
3. Tom is 14 years old. He likes collecting stamps. His favourite sport is boxing. He lives with his parents and has got one sister.

En7-1-2-8

1. Like: luck, bike
2. around: ground, goat
3. share: car, care
4. cry: sky, smile
5. kite: ride, write

Audio Script

Unit 2: Personal Interests

Lesson 1: Hobbies

En7-2-1-1

1. You can do this in the library.
2. You need a partner to play it.
3. Using a remote control makes this easier
4. To jump from a high place with ropes to hold you up.
5. You need a parachute to do this.
6. You can control the horse movement and speed.
7. The sport of moving on snow.

En7-2-1-7

1. I like watching cartoons in my free time.
2. She can sing well.
3. They found a ring in the forest.
4. Hind enjoys learning online.
5. I lost an important thing last night.
6. My dream is going to be true.



Lesson 2: Unforgettable Experience

En7-2-2-1

I worked with a charity organization which was supporting homeless children. It was providing them with meals and medicine. The goal was to gain their trust and make them come to our hostel where we gave them what they needed.

Audio Script

Unit 3 : Social Media

Lesson 1 : Advanced Technology

En7-3-1-1

John: I check my phone every two hours. In my opinion, addiction to phones does not only prevent us from studying but also causes health problems and makes people lazy. What do you think Tom?

Tom: I check my phone every 2 or 3 hours. The phone is a real addiction for young people mostly. In my opinion, the phones could be very useful for many things, but sometimes it's better to turn off the mobile while studying or working.

What about you Helen?

Helen: I use my phone like 5 or 6 times a day. I think, it's better to use our mobile phones only when necessary.

En7-3-1-2

The same text above.

En7-3-1-10

Learned - asked - wanted

used - touched - worked - tested - played - wished - needed

ended - cared - puffed - acted - hopped - waved - cried



Lesson 2: New Inventions

En7-3-2-2

Once upon a time, there was a small boy named John who was incredibly curious about how things worked. He loved investigating new things and dreamed of creating something amazing. One day, he heard a magical story about the Island of Inventions, a secret place where all the wisest inventors gathered to share their brilliant ideas. The only way to find this island, though, was to invent something that would help people in their daily lives. Determined to make a difference, John went on a journey to create something useful, hoping that his invention would lead him to the Island of Inventions and the great minds who lived there.

Audio Script

Unit 4 : Science and Nature

Lesson 1: Go Green

En7-4-1-2

1. If we eat with dirty hands, germs enter the body.
2. If sick people don't follow hygiene rules, they spread disease in their surroundings.
3. Many diseases can be prevented , if we practice good personal hygiene.
4. Viruses cause cold and cough if they are inhaled and stuck in the air ways.

En7-4-1-4

I love nature when it's green
What a great and wonderful scene
I love birds in the trees. I love butterflies, even bees
I love nature day and night
Watch the sun it's bright
Stars are twinkling in the sky
Look at the mountains, they are high
I love walking in the rain
I love gathering crops of grain
I love rivers, I love streams

En7-4-1-8

Council: Hello, Greenwood City Hall. How can I help you ?

Salma: Hi, I'm Salma. I have moved recently and I'd like to ask some questions about recycling here.

Council: OK. Sure.

Salma: Can I recycle my rubbish?

Council: Yes, of course.

Salma: How many bins will I have?

council: You will have three bins. One bin for food waste, one black box for recycling paper and glass and one green bin for plastic.

Salma: How often will the street cleaners collect my rubbish?

Council: Every week.

Salma: OK, thank you .Bye

Lesson 2 : Our Precious Nature

Anne: "I've just been feeling really stressed lately. My clothes are becoming tight, and I feel tired whenever I do any physical activity. Can you give me something to help me feel more relaxed?"

Doctor: "Well, you should change your lifestyle. Start exercising more; it's not just about losing weight but also about relaxation and clearing your mind."

Anne: "And what about medicine?"

Doctor: "Your problem doesn't require any kind of medicine. I advise you to drink green tea; it's healthy."

Anne: "Green tea?"

Doctor: "Yes, it contains less caffeine than coffee."

Audio Script

Unit 5 : Challenges and Sports

Lesson 1: Great People

En7-5-1-4

On the ship, I found a seat next to some sheep. I could feel the cool breeze as I sat still, enjoying the view. I decided to fill my bag with snacks and took a pill because I felt a bit seasick. Later, I saw someone peel an orange and try to steal a bite. The waves beat gently against the ship as we sailed on.

En7-5-1-6

Interviewer: "Most Olympic skiing athletes start training at 12. You started at 21, but you've competed in three Olympics!"

Ruben: "Yes, I started in 1984."

Interviewer: "What is it like to ski down a mountain at 90 miles an hour?"

Ruben: "Well, at that speed, you don't have time to think. The skis are very sensitive. If you fall, you can crash. And when you finish, you have to stop the skis by putting your feet on the snow."

Interviewer: "And what are you doing these days?"

Ruben: "I'm talking about my experience and how to be successful. I'm also making a film about success."

Lesson 2 : Healthy Lifestyles

En7-5-2-1

1. Oscar Penguin realized he needed vitamins to be healthy, not just candy and cookies.
2. Eating too much fat can make him unfit and unable to wear his favorite clothes.
3. Oscar started jogging every day to get fit and strong.
4. With his mom's advice, he chose healthy foods like fruits and vegetables instead of junk food.
5. After eating better and jogging, Oscar felt healthier and happier.
6. Now, he can wear his new penguin suit with pride because he made healthy choices.

En7-5-2-6

Maya and Max were friends. Maya loved fruits and playing outside. "You must eat your vegetables," Maya told Max. Max preferred candy and TV. One day, Max felt sick. The doctor said, "He has to eat healthy foods and exercise." Max realized Maya was right. From then on, Max ate fruits and played outside. He felt better and thanked Maya. "We have to stay healthy," Max said with a smile.

Audio Script

Unit 6 : Customs and Habits

Lesson 1: Diversity

En7-6-1-1

When you travel abroad you can learn about cultural traditions and eating habits. Among one of the joys of travelling abroad is the different types of cuisines. For example, It is widely known that Indians, whether living in India or not, traditionally eat with hands. They wash their hands and eat with the right hand only.

Chinese cuisine needs practice because in China people use chopsticks when eating. They hold the first stick like a pencil, and the second stick between the thumb and the ring finger. The middle finger should be in between the two chopsticks.

In Korea, you should respect the elders. Before beginning a meal, make sure the seniors and elders on the table have begun eating first. When receiving food or drink served to you, you should hold your bowl or glass with two hands to be polite.

Lesson 2 : Culture

En7-6-2-1

Habits are cultural norms and vary from one country to another. Habits that seem usual in one country may be viewed as strange or surprising in other countries. For example, if you receive a gift in the USA, it is a good manner to open it in front of the person who gave it to you in order to express joy and thanks. While in China people open presents in private. Many cultures use gestures of the hand, they point using the thumb or index. While we find that people in Nicaragua point with lips. They can direct their lips forward or from side-to-side in conversation to indicate something that is happening. This may seem strange and unfamiliar in many countries.

En7-6-2-7

Tree - Castle - climb - listen - comb - bed - take - fasten

En7-6-2-L

whistle - thumb - castle - doubt - lamb



Grade Seven Standards

Standard	Unit	Lesson
7.L.1. Confirm meaning of words in authentic formats such as simple discussions, conversations and presentations developing strategies of active listening.	1	1
	2	2 – 1
	3	2 – 1
	4	2
	5	2 – 1
	6	2 – 1
7.L.2. Understand simple instructions, discussions and role-plays in realistic contexts.	1	
	2	1
	3	
	4	
	5	1
	6	
7.S.1. Speak English words, phrases, and sentences clearly and correctly.	1	
	2	
	3	
	4	2 – 1
	5	2 – 1
	6	2 – 1
7.S.2 Participate in simple discussions and conversations in authentic contexts using learned words and sentences.	1	
	2	
	3	
	4	2 – 1
	5	
	6	
7.S.3 Take part in well- prepared simple authentic presentations.	1	1
	2	
	3	
	4	
	5	
	6	



Grade Seven Standards

Standard	Unit	Lesson
7.R.1 Understand simple authentic informational and literary reading materials using reading strategies.	1	2 – 1
	2	2 – 1
	3	2 – 1
	4	2 – 1
	5	2 – 1
	6	2 – 1
7.R.2 Connect prior knowledge and experiences to simple authentic informational and literary reading materials.	1	2
	2	
	3	
	4	1
	5	2
	6	2 – 1
7.W.1 Write a paragraph and a series of simple, short paragraphs for specific simple authentic purposes and audiences.	1	2 – 1
	2	1
	3	
	4	1
	5	2
	6	2 – 1
7.W.2 Create simple authentic written work using appropriate organizational patterns.	1	
	2	
	3	
	4	
	5	1
	6	
7.W.4 Apply knowledge of the conventions of language ; spelling, punctuation, grammar and usage.	1	
	2	2
	3	2
	4	
	5	
	6	

