

English Book

Grade eight
Empowered Learning
Curriculum



8

2025 م - 1446 هـ

كتاب اللغة الإنكليزية

الصف الثامن

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>	<div style="text-align: center;"> <p>En 8-1-1-1- A</p> <p>En 8 → 1 → 1 → 1 → A</p> <p>↓ ↓ ↓ ↓ ↓</p> <p>Eighth Grade English Language Subject Unit Lesson Activity Part of the activity</p> </div>

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Exploring The Book's Icons

1 **Book Icons**

Icons

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

6 **Let's Go**

Let's Go

A warm-up activity for the lesson.

2 **Unit 1 : School Days**

Unit Opening

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

5 **Future Plans**

Lesson Opening

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

3 **Unit Lessons**

Unit Lessons

Titles and expressive images of unit lessons.

4 **Let's start**

Let's start

A warm-up activity for the unit.

7

Activity 9 : Use the Tenses Correctly

Accurately using the tenses.

7-10 minutes

pencil / rubber

Connect the verbs between brackets.

- She **play** tennis every Saturday.
- They (not like) spicy food.
- you (speak) Spanish fluently?
- He (read) a book right now.
- They (not watch) TV at the moment.
- she (study) for the exam for
- We (not visit) the museum tomorrow.
- He is (not attend) the party next week.
- they (travel) abroad next year.

Lesson Activity

Activities to master lesson skills and knowledge.

12

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

I learn by reading: ☆☆☆

Read and choose a, b, c, d, or e.
You the package next week.
a. get b. are getting c. will get

I learn by writing: ☆☆☆

Write a paragraph about a challenge I faced and answering the following questions.
What challenge did you face?

I learn by listening: ☆☆☆

Listen and fill in with these words.
bully - depressed - self-esteem - obliged -

How Do I Like to Learn?

Identifying preferred learning strategies.

8

I Check

- She plays tennis every Saturday.
- They don't like spicy food.
- Do you speak Spanish fluently?
- He is reading a book right now.
- They are not watching TV at the moment.
- Is she studying for the exam tonight?
- We won't visit the museum tomorrow.
- He is not going to attend the party.
- Are they going to travel abroad next year?

Present Simple is used for:
- facts which are always true
- habits or things we do regularly

Present Progressive is used for:
- actions in progress at the moment
- temporary situations

Future Tense is used:
- to make decisions, promises and predictions.
- to state a fact about the future
- to talk about an event that has been planned
- to make a future prediction based on facts or evidence

I check

Ensuring proper execution of each activity.

11

Unit Worksheet School Days

Read and choose a, b, or c.

- You the package next week.
a. get b. are getting c. will get
- Georgia her new trousers today.
a. is wearing b. wears c. are wearing
- to the library every week.
a. am going b. don't go c. am
- Rosa and Elena to their grandpa.
a. write b. are writing c. is writing
- the book tomorrow.
a. will finish b. finish c. finished
- We our breakfast now.
a. have b. having c. are having
- Thomas usually the guitar but now I
a. plays / playing b. play / is playing
- My friends in the park right now.
a. run b. are running c. is running
- They to Canada in the summer.
a. travel b. will travel c. travels
- I my glasses at the moment.
a. wear b. am not wearing c. do

Unit Worksheet

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

9

Self-Assessment

25-30 minutes

Select the correct word from the list.

accustomed - attitude - innovations - expose - personalize - independently - conceited

- The was difficult to understand.
- She wanted to her workspace with photos and decorations.
- The child wanted to do things without help.
- His positive helped him overcome his fears.
- They were to the change.
- The documentary aimed to an accident.
- Many people feel excited by the technological

Put the verbs in the correct tense: present simple, present continuous, future simple.

- Tom tomorrow. (get up)
- My Dad his car next week.
- He (fish) at the moment.
- We a snowman next winter.
- They (paint) a picture now.
- She emails to her friend right now.
- Mary a sandcastle next summer.
- He usually (study) in the afternoon.
- She before she goes to bed every night.
- My friends and I history. (like)

Lesson Self-Assessment

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

10

Lesson Summary

I am able to

	😊	😊
1. Use new vocabulary correctly: innovations - conceited - personalize - independently - attitude - accustomed - expose		
2. Write about future schools. (My future school will have advanced computers.)		
3. Apply future, present simple and present continuous correctly. E.g. - I take a shower every day. - He is fishing at the moment.		
4. Use previously learned time adverbs correctly. E.g. I will travel to Spain next year.		
5. Scan a text about learning.		

Lesson Summary

Skills and knowledge acquired from the lesson.

Unit 1: School Days



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, French, Mathematics, Science, Physics and Chemistry.

Unit Lessons

1 Future Plans



2 A Challenge



My School Days



Writing about school memories.



10 - 13 minutes



pencil rubber



I write about my school days.

أكتبُ عن أيامي المدرسيَّة.

1. Easiest subject
2. Feeling on first day at school
3. Best classmate
4. Favourite teacher
5. A life lesson learned at school
6. Most difficult subject
7. Favourite school trip

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I Check

Sample answers:

- The easiest subject I've ever had is (English/maths/history.....)
- I felt (nervous/relaxed/scared/excited) on the first day of school.
- (Lana/George/Ahmad/Zeinab ...) is my best classmate.
- One valuable life lesson learned at school is the importance of teamwork and collaboration.
- My favourite school trip was to a nearby park.
- The most difficult subject I've ever had is (English/maths/history).
- My favourite teacher is my (English/maths/history) teacher.



Future Plans



innovations - concept - personalize - independently - attitude - accustomed - expose
الابتكارات مفهوم يخصص لنفسه بشكل مستقل موقف معتاد يعرض



3.5 - 4 hours




pencil rubber CD player



Let's Go

I look and tick what represents my future plans and write a line about it.

أنظرُ وأضعُ إشارةً عندَ ما يمثِّلُ خططيَّ المستقبليةَ وأكتبُ سطرًا عنها.



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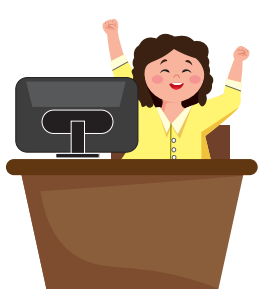
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Activity 1 : New Schools



Recognising words related to education.



10 - 13 minutes



pencil CD player rubber



En8-1-1-1 I listen and fill in with these words. أستمعُ وأملأُ الفراغاتِ بالكلماتِ الصَّحيحة.

attitude - innovations - independently - concept - expose - personalize

1. Traditional education systems were not accustomed to innovations like computers and the Internet.
2. Schools are embracing a new..... to improve learning.
3. The new educational system wants to learning.
4. They aim to teach in a way that helps each student learn.....
5. This change in towards education is important.
6. Education systems seek to students to technology.

I Check

1. Traditional education systems were not accustomed to innovations like computers and the Internet.
2. Schools are embracing a new concept to improve learning.
3. The new educational system wants to personalize learning.
4. They aim to teach in a way that helps each student learn independently.
5. This change in attitude towards education is important.
6. Education systems seek to expose students to technology.

Activity 2 : School Life



Describing school life.



13 - 15 minutes



pencil  rubber 



I read and choose the correct answers.

أقرأ وأختارُ الإجاباتِ الصَّحيحة.

My Way to Education

Some people begin their educational journey at a young age without fully understanding the importance of school and learning. Young children are introduced to new concepts and innovations in kindergarten, such as foreign languages, that they may not be interested in or understand.

Many people recall their first day of school when their parents left them feeling anxious and upset. However, they quickly become accustomed to the school environment and develop a sense of familiarity and comfort.

As they progress through their schooling, they learn independently from teachers and books. They discover their strengths and weaknesses in various subjects, helping them to personalize their learning experience.

Moving on to higher education, they are exposed to more challenging academic tasks and their knowledge expands. Their attitudes towards friends and life goals change, and they gain clarity on personal interests and career aspirations. When they start working and see the different aspects of life, they discover how lovely school life was.



Activity 3 : I Define the New Vocabulary



Identifying the use of new vocabulary.



10 - 15 minutes



pencil rubber



I read and match the words with their definitions. أقرأ وأطابقُ الكلمةَ معَ تعريفها.

1. innovations

2. concept

3. to personalize

4. flexible

5. independently

6. attitude

a. to make something adapted to a particular person

b. able to change or suit new situations

c. the way that you think and feel about something or somebody

d. doing things confidently and freely without needing help from other people

e. idea or plan

f. ideas or ways of doing new things

I Check

1. **innovations**: f. ideas or ways of doing new things

2. **concept**: e. idea or plan

3. **to personalize**: a. to make something adapted to a particular person.

4. **flexible**: b. able to change or suit new situations

5. **independently**: d. doing things confidently and freely without needing help from other people.

6. **attitude**: c. the way that you think and feel about something or somebody.

Activity 4 : I Revise the Tenses



Revising the forms of the present simple, present progressive and the future tense.



7 - 10 minutes



pencil  rubber 



I read and choose.

أقرأ وأختار.

1. He (~~spends~~ - is going to spend) his vacation in Lattakia next summer.
2. She is very good at English. She (~~understands~~ - understand) English very well.
3. Hani (~~want~~ - wants) ice-cream whenever we go to the park.
4. She (~~works~~ - is working) at this moment.
5. We usually (~~arrive~~ - are arriving) on time.
6. Mom (~~makes~~ - is making) dinner now.
7. They (~~visit~~ - will visit) The National Museum next week.

I Check

1. He is going to spend his vacation in Lattakia next summer.
2. She is very good at English. She understands English very well.
3. Hani wants ice-cream whenever we go to the park.
4. She is working at this moment.
5. We usually arrive on time.
6. Mom is making dinner now.
7. They will visit The National Museum next week.

Activity 5 : I Use the Tenses Correctly



Accurately using the tenses.



7 - 10 minutes



pencil  rubber 



I correct the verbs between brackets.

أصحح الفعل بين قوسين.

1. She plays tennis every Saturday.
2. They (not like) spicy food.
3. you (speak) Spanish fluently?
4. He (read) a book right now.
5. They (not watch) TV at the moment.
6. she (study) for the exam tonight?
7. We (not visit) the museum tomorrow, it will be raining.
8. He (not attend) the party next week.
9. they (travel) abroad next year on holiday?

I Check

1. She plays tennis every Saturday.
2. They don't like spicy food.
3. Do you speak Spanish fluently?
4. He is reading a book right now.
5. They are not watching TV at the moment.
6. Is she studying for the exam tonight?
7. We won't visit the museum tomorrow, it will be raining.
8. He is not going to attend the party next week.
9. Are they going to travel abroad next year on holiday?

Present Simple is used to express:

- facts which are always true
E.g. Water **boils** at 100 degrees.
- habits or things we do regularly
E.g. She **plays** tennis every Saturday.

Present Progressive is used to express:

- activities which are happening at the moment of speaking
E.g. He **is reading** a book right now.
- temporary activities
E.g. **I am studying** a lot these days.

Future Tense is used:

* with will:

- to make decisions, promises and predictions
E.g. I will buy you a toy.
- to state a fact about the future
E.g. It will be rainy tomorrow.

* with going to:

- to talk about an event that has been planned before the time of speaking
E.g. We are going to have a party next week.
- to make a future prediction based on facts or evidence
E.g. My mother bought sugar and chocolate. She is going to make a cake.

Activity 6 : I Can Ask and Answer



Asking and answering questions in different tenses.



10 - 15 minutes



pencil rubber



I read and match the question to the correct answer.

أقرأ وأطابق بين السؤال وجوابه الصحيح.

1. What temperature does water boil at?

2. Why are you drinking too much coffee these days?

3. Where are they going to spend their vacation next year?

4. When is he going to graduate?

a. He is going to graduate next month.

b. They are going to spend their vacation in Spain next year.

c. I'm drinking too much coffee these days because I'm so busy at work.

d. Water boils at 100 degrees.

I Check

1. What temperature does water boil at?

- Water boils at 100 degrees.

2. Why are you drinking too much coffee these days?

- I'm drinking too much coffee these days because I'm busy at work.

3. Where are they going to spend their vacation next year?

- They are going to spend their vacation in Spain next year.

4. When is he going to graduate?

- He is going to graduate next month.

Activity 7 : Let's Practise Grammar



Composing sentences using time adverbs.



10 - 15 minutes



pencil  rubber 



I form sentences using some of these adverbs: أشكّل جملاً باستخدام هذه الظروف.

always - at the moment - tomorrow - every day - this month -
next year often - these days.

1. I take a
2., I am
3. I think I will go
4. I will
5. I am taking a course
6. I make sure to
7., students have to
8. He eats for lunch.

I Check

Sample answers:

1. I take a shower every day.
2. Nowadays, I am working hard.
3. I think I will go to the doctor tomorrow.
4. I will travel to Spain next year.
5. I am taking a course in French this month.
6. I always make sure to tidy my bed.
7. These days, students have to study more.
8. He often eats vegetables for lunch.

Activity 8 : I Write



Composing a paragraph about the future school.



20 - 35 minutes



pencil rubber



I imagine that I am going to establish my own future school. I write a paragraph about that, mentioning the following ideas:

- The building
- The students and staff
- Technology and tools used at school

أُخَيِّلُ أَنِي سَوْفَ أَبْنِي مَدْرَسَتِي الْمُسْتَقْبَلِيَّةَ الْخَاصَّةَ بِي. أَكْتُبُ مَقْطَعاً عَنْهَا ذَاكِرًا الْأَفْكَارَ الْآتِيَةَ.
(البناء - الطلاب والكادر - التقانة والأدوات المستخدمة في المدرسة)

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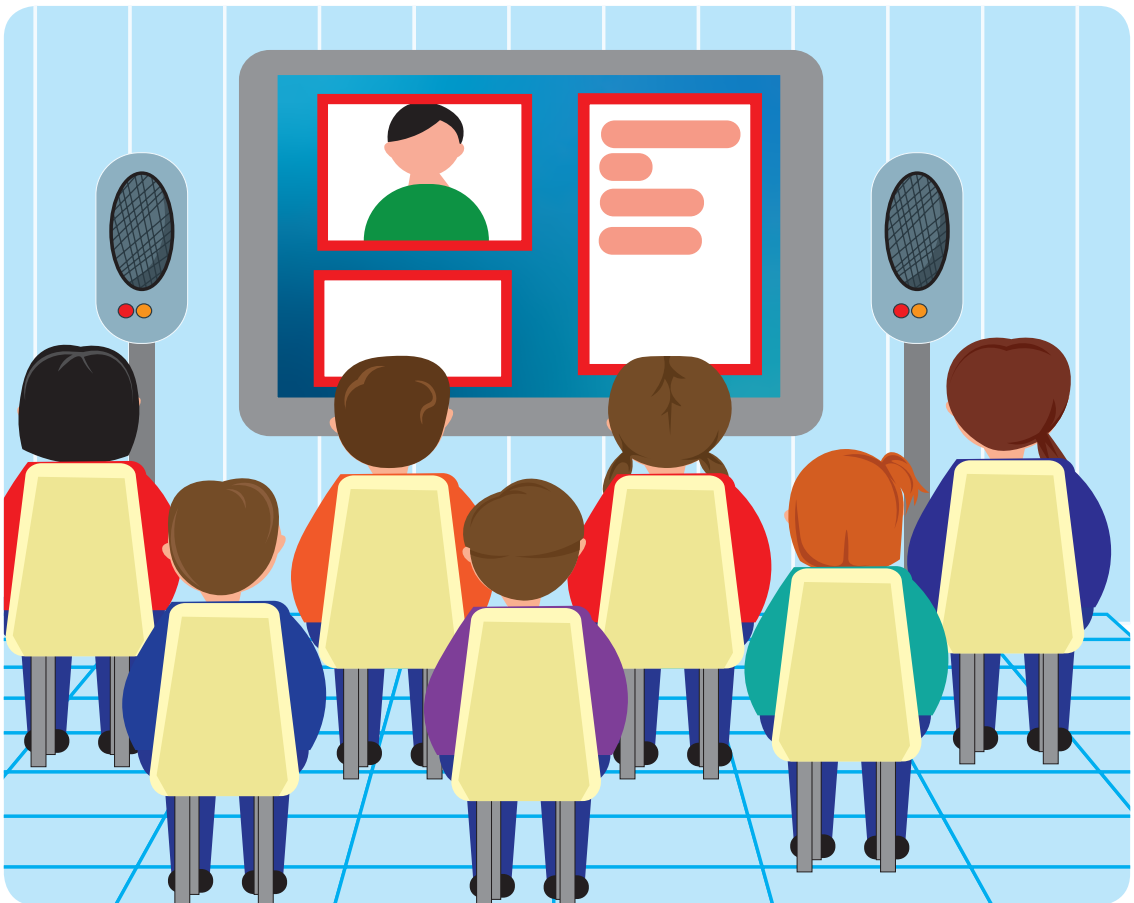
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I Check

Sample answer:

In my future school, the building will be bright and colorful, with big classrooms and a beautiful playground. There will be cozy spaces for students to read, draw, and learn together. Our students will be friendly and eager to learn, and the teachers and staff will be kind and helpful, always ready to support each student. We'll use the latest technology, like tablets and smart boards, to make learning fun and exciting. With these amazing tools, we can explore new ideas and work together as a team every day!





1. I select the correct word from the list.

أختارُ الكلمةَ الصَّحيحةَ مِنَ القائمةِ.

accustomed - attitude - innovations - expose - personalize
independently - concept

1. The was difficult to understand.
2. She wanted to her workspace with photos and decorations.
3. The child wanted to do things without help.
4. His positive helped him overcome challenges.
5. They were to the routine and didn't want to change.
6. The documentary aimed to the truth behind the accident.
7. Many people feel excited by the fast development of technological



2. I put the verbs in the correct tense
(present simple, present continuous, future).

أضعُ الأفعالَ بزمناها الصَّحيحِ.

1. Tom at 7 tomorrow. (get up)
2. My Dad his car next week. (wash)
3. He..... at the moment. (fish)
4. We a snowman next winter. (make)
5. They a picture now. (paint)
6. She emails to her friend right now. (write)
7. Mary a sandcastle next summer. (build)
8. He usually in the afternoon. (study)
9. She before she goes to bed every night. (read)
10. My friends and I history. (like)

I Check



Activity 1:

1. The concept was difficult to understand.
2. She wanted to personalize her workspace with photos and decorations.
3. The child wanted to do things independently without help.
4. His positive attitude helped him overcome challenges.
5. They were accustomed to the routine and didn't want to change.
6. The documentary aimed to expose the truth behind the accident.
7. Many people feel excited by the fast development of technological innovations.

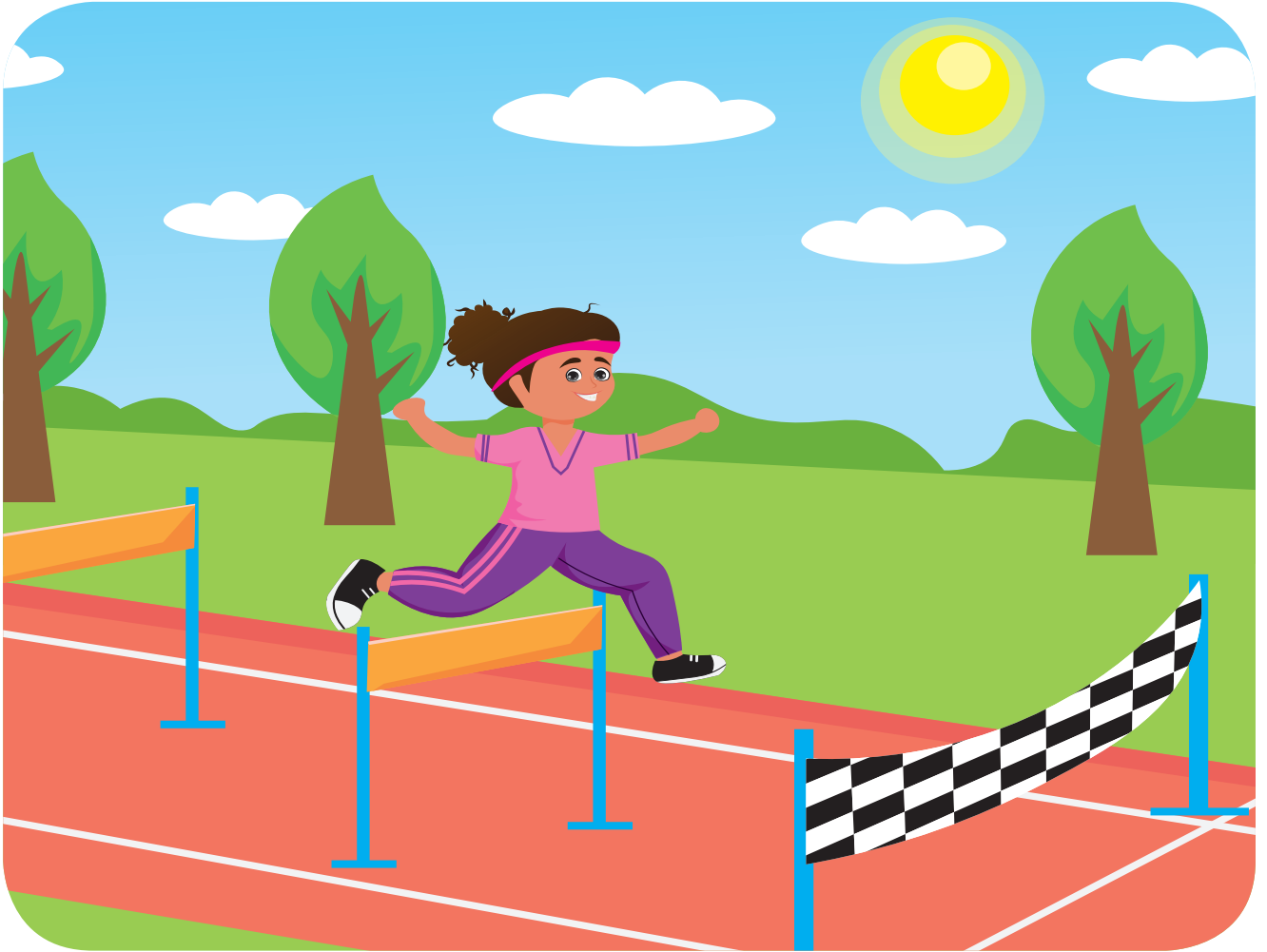
Activity 2:

1. Tom will get up at 7 tomorrow.
2. My Dad is going to wash his car next week.
3. He is fishing at the moment.
4. We will make a snowman next winter.
5. They are painting a picture now.
6. She is writing emails to her friend right now.
7. Mary will build a sandcastle next summer.
8. He usually studies in the afternoon.
9. She reads before she goes to bed every night.
10. My friends and I like history.



I am able to		
1. Use new vocabulary correctly. (innovations - concept - personalize - independently - attitude - accustomed - expose)		
2. Write about future schools. (My future school will have advanced computers.)		
3. Apply future, present simple and present continuous correctly. (- I take a shower every day. - He is fishing at the moment.)		
4. Use previously learned time adverbs correctly. (I will travel to Spain next year.)		
5. Read a text about learning.		

A Challenge



self esteem - complicated - bullying - oblige - depressed - on purpose
احترام الذات مُعقّد تنمّر تُجبر مُحبط عن قصد



3.5 - 4 hours



pencil rubber CD player



Let's Go

I choose a challenge I faced at school then answer the following questions:

أختار تحدياً واجهته في المدرسة ثم أجيب عن الأسئلة التالية:

1. What was the challenge I faced?

.....

2. How did I feel?

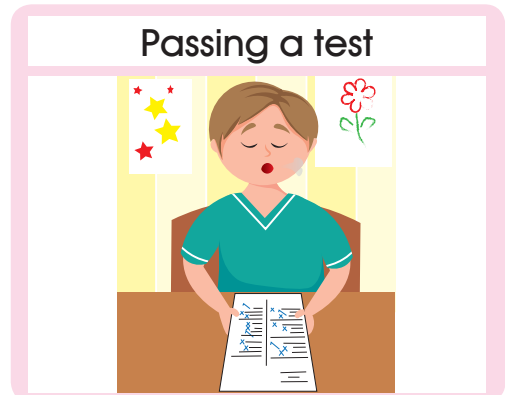
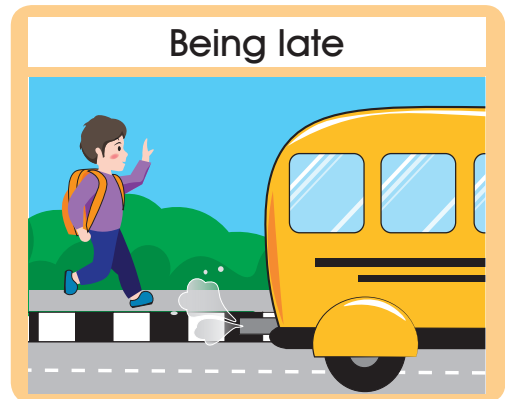
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3. Who did I ask for help?

.....

4. How did I overcome the challenge?

.....



Activity 1 : I Learn New Vocabulary



Recognising words related to bullying.



10 - 13 minutes



pencil  CD player  rubber 



En8-1-2-1 I listen and fill in with the correct words from the list.

أستمعُ وأملأ الفراغَ بالجوابِ الصَّحيحِ مِنَ القائمةِ.

bullying - depressed - self esteem - obliged - complicated

The stresses of school life that we are exposed to make us sometimes feel unhappy, depressed, or out of control. Stress can lead to low, making us feel less confident. Dealing with, for example, can be tough and, Let us remember however, that actions of people who bully others often stem from their own insecurities. We need to surround ourselves with supportive people who will help us stand up for ourselves. Let us not allow bullying to make us feel to do things we don't want to do. Every person deserves respect and kindness.

I Check

The stresses of school life that we are exposed to make us sometimes feel unhappy, depressed, or out of control. Stress can lead to low self-esteem, making us feel less confident. Dealing with bullying, for example, can be tough and complicated. Let us remember however, that actions of people who bully others often stem from their own insecurities. We need to surround ourselves with supportive people who will help us stand up for ourselves. Let us not allow bullying to make us feel obliged to do things we don't want to do. Every person deserves respect and kindness.

Activity 2 : I Read



Understanding a text about bullying.



10 - 15 minutes



pencil rubber



I read and choose a, b, c, or d.

أقرأ وأختارُ الجوابَ الصَّحيح.

Dealing with Bullying

Bullying takes many forms like name-calling, saying or writing unpleasant things about others, excluding others from activities with the purpose of hurting their feelings. Bullying causes people to feel uncomfortable or scared. Victims of bullying often feel obliged to do things they really don't want to do. Acts of bullying also include, damaging others' belonging as well as hitting, kicking, and pushing people around. In fact, people who bully others may not even know that they're bullying. It is likely that they have no idea about how their victims actually feel. People may bully for different reasons. Some of these reasons are because they may feel it makes them popular, or they think it's just for entertainment. Sometimes people bully because that's the only way they can be the centre of attention or because they are jealous of the person they're bullying. Therefore, we need to surround ourselves with supportive people and make sure we talk to a trusted adult if we feel bullied. Let us keep in mind that if we don't have anything nice to say to someone, it's better to keep silent. And remember the golden rule: "Treat others the way you would want them to treat you".

1. People who bully others may misbehave in order to
 - a. draw other people's attention
 - b. get some money
 - c. punish people who misbehave
 - d. pass the exams.
2. People bully by many ways like
 - a. saying kind and friendly words to other people.
 - b. calling other people with nice names.
 - c. hurting other people and their feelings.
 - d. keeping silent
3. When people are excluded from activities, they feel
 - a. happy
 - b. sad
 - c. comfortable
 - d. excited
4. Some individuals bully others because they believe it helps them gain
 - a. popularity
 - b. entertained
 - c. hurt
 - d. harmed
5. Self-confidence helps people to. bullying.
 - a. live with
 - b. get accustomed to
 - c. overcome
 - d. continue
6. We should treat people in we like them to treat us.
 - a. a different way
 - b. the same way as
 - c. the opposite way
 - d. the worst way

I Check

1. People who bully others may misbehave in order to draw other people's attention
2. People bully by many ways like hurting other people and their feelings.
3. When people are excluded from activities, they feel sad.
4. Some individuals bully others because they believe it helps them gain popularity.
5. Self-confidence helps people to overcome bullying.
6. We should treat people in the same way we like them to treat us.

Activity 3 : It Happened in the Past



Identifying the form of the past simple and the past continuous.



7 - 10 minutes



pencil rubber



I read and match.

أقرأ وأطابق.

1. It was raining heavily

2. She was reading a book

3. When they arrived,

4. The teacher was angry

5. When the electricity went out,

6. I broke my arm

a. when they had an accident

b. while we were playing football.

c. when the phone rang.

d. we were waiting for the bus.

e. because we were talking.

f. I was studying

I Check

1. It was raining heavily when they had an accident.

2. She was reading a book when the phone rang.

3. When they arrived, we were waiting for the bus.

4. The teacher was angry because we were talking.

5. When the electricity went out, I was studying.

6. I broke my arm while we were playing football.

- **Past simple** is used to describe an action that happened in the recent past or the distant past. Action duration is not important.

E.g. Maha **played** tennis with her friend.

- **Past Progressive** is used to describe an action that was in progress at a specific time in the past. E.g. They **were studying** at 6 o'clock yesterday.

Activity 4 : Talking about the Past



Recognising the past simple and the past continuous.



20 - 30 minutes



pencil rubber



I read and choose.

أقرأ وأختار.

1. She (studied - studies) for the test before she went to bed.
2. They (prepared - are preparing) hard for yesterday's exam.
3. They (will play - played) in the park yesterday.
4. They (play - were playing) football when it started to rain.
5. He (walks - was walking) to the store when he bumped into his friend.
6. Alan bought some groceries then (goes - went) home.
7. My family (watched - were watching) a film at the cinema last week.

I Check

1. She studied for the test before she went to bed.
2. They prepared hard for yesterday's exam.
3. They played in the park yesterday.
4. They were playing football when it started to rain.
5. He was walking to the store when he bumped into his friend.
6. Alan bought some groceries then went home.
7. My family watched a film at the cinema last week.

Activity 5 : Time Travel



Accurately writing past sentences.



10 - 15 minutes



pencil  rubber 



I answer the questions using past simple and past continuous.

أجيبُ عنِ الأسئلةِ باستخدامِ الماضي البسيطِ والماضي المستمرِّ.

1. What was happening when you had the accident?

It was raining hard when I had the accident.

2. Where did you go last holiday?

.....

3. What were you doing yesterday at 8.00.

.....

4. How did you break your arm when you were a child?

.....

4. Which subject were you studying when I called you?

.....

5. Who gave you this interesting book?

.....

I Check

Sample Answers

1. It was raining hard when I had the accident.

2. Last holiday, I went to Egypt.

3. Yesterday at 8.00, I was watching TV.

4. When I was a child, I was playing football when I broke my arm.

5. I was studying English when you called.

6. Dad gave me this book as a gift for my birthday.

Activity 6 : I Listen to Sounds



Recognising the silent letters /gh/ and /h/ in words.



10 - 15 minutes



pencil  CD player  rubber 



En8-1-2-6 I listen and choose the correct answers.

أستمعُ وأختارُ الإجاباتِ الصَّحيحة.

1. I'll meet you in an (hour - our) (men - when) you tell me (where - were) to go.
2. My (neighbour - labour) (thought - caught) the road (sight - might) go (straight - great) to the park.

I Check

1. I'll meet you in an hour when you tell me where to go.

2. My neighbour thought the road might go straight to the park.

Activity 7 : I Pronounce



Recognising the silent letters in words.



10 - 15 minutes



pencil rubber



I choose the words with silent “h” or silent “gh” from the box to fill the table below.

daughter - right - rhyme - what - how - school - bright - honour - honest - though - brought - while - which - why

silent h

silent gh

I Check

silent h
rhyme
what
honest
honour
while
which
why
school

silent gh
right
bright
though
brought
daughter

Activity 8 : I Write



Writing a paragraph.



10 - 15 minutes



pencil rubber



I write a paragraph about bullying.

أكتبُ فقرةً عن التَّمر.

Bullying is a common problem in many schools and work places.

What do you think are the causes of this?

What solutions can you suggest?

.....

.....

.....

.....

.....

I Check

Sample Answer:

Bullying happens when someone hurts or picks on another person. It can be caused by wanting to feel powerful or having low self-esteem. Places that allow this behavior can make it worse. To stop bullying, schools and workplaces should teach respect and kindness, have clear rules against it, and encourage people to talk about their feelings. Helping both the victims and the people who practise bullying can create a better environment for everyone.



1. I select the correct word between brackets.

أختارُ الكلمةَ الصَّحيحةَ من بينِ الأقواسِ.

1. (**Hesitation** - **Bullying**) is a problem in many schools.
2. The story I've read last night is (**complicated** - **exposed**).
I'll try and explain it.
3. Nada felt lonely and (**comfortable** - **depressed**).
4. We need to be more satisfied with ourselves to build our
(**self-esteem** - **entertainment**).
5. I felt (**obliged** - **popular**) to speak up against bullying when
I saw a classmate being mistreated.



2. I read and choose.

أقرأ وأختار.

1. My stereo (**stops** - **stopped**) working last night.
2. The weather (**is** - **was**) dreadful last weekend.
3. Samer (**was taking** - **is taking**) a shower when the telephone rang.
4. John was playing tennis when he (**hurts** - **hurt**) his leg.
5. I (**was going** - **went**) home when I met my friend.



3. I listen and circle the silent letters. En8-1-2-2Lesson self assessment

أستمعُ وأحيطُ الأحرفَ الصَّامتةَ.

Though

1

Thought

2

Honor

3

Right

4

Eight

5

Sigh

6

High

7

Ghost

8

Neighbour

9

Hour

10

I Check

Activity 1:

1. Bullying is a problem in many schools.
2. The story I've read last night is complicated.
I'll try and explain it.
3. Nada felt lonely and depressed.
4. We need to be more satisfied with ourselves to build our self-esteem.
5. I felt obliged to speak up against bullying when I saw a classmate being mistreated.



Activity 2:

1. My stereo stopped working last night.
2. The weather was dreadful last weekend.
3. Samer was taking a shower when the telephone rang.
4. John was playing tennis when he hurt his leg.
5. I was going home when I met my friend.

Activity 3:

Though 1	Thought 2	Honor 3	Right 4	Eight 5
Sigh 6	High 7	Ghost 8	Neighbour 9	Hour 10



I am able to		
<p>1. Use past simple and past continuous correctly. (When I was watching TV, my father arrived.)</p>		
<p>2. Use new vocabulary correctly. (self-esteem - complicated - bullying - oblige - depressed - on purpose)</p>		
<p>3. Pronounce silent letters correctly. (silent gh) and (silent h). (neighbour - hour)</p>		
<p>4. Write about a challenge I faced at school. (It was challenging to make new friends at school.)</p>		
<p>5. Read a text about bullying.</p>		



1. I read and choose a, b, or c.

أقرأ وأختارُ الأجابهَ الصَّحيحة.

1. You the package next week.

- a. get b. are getting c. will get

2. Georgia her new trousers today.

- a. is wearing b. wears c. are wearing

3. I to the library every week.

- a. am going b. don't go c. am not going

4. Rosa and Elena to their grandmother every week.

- a. write b. are writing c. is writing

5. I the book tomorrow.

- a. will finish b. finish c. finished

6. We.....our breakfast now.

- a. have b. having c. are having

7. Thomas usually the guitar but now he the piano.

- a. plays / playing b. play / is playing c. plays / is playing

8. My friends in the park right now.

- a. run b. are running c. is running

9. They to Canada next summer.

- a. travel b. will travel c. travelled

10. I my glasses at the moment.

- a. wear b. am not wearing c. don't wear



2. I complete the following sentences using these words.

أكمل الجمل الآتية باستعمال هذه الكلمات.

bully - accustomed - complicated - expose - personalize -
innovations- attitude- self-esteem - independently- concept

1. The company introduced new innovations to improve their products.
2. The of teamwork is important in school projects.
3. She completed the assignment without any help.
4. His positive made the group work more enjoyable.
5. I am to waking up early for school.
6. The experiment aims tostudents to different scientific ideas.
7. Helping others can boost your.....
8. The math problem was toofor me to solve.
9. It is wrong toothers at school.
10. I want to my bag with fun stickers.



3. I ask about the underlined phrases.

أسأل عن العبارات التي تحتها خط.

1. When are you going to graduate?
I am going to graduate next year.
2.?
My brother plays football every Sunday.
3.?
They will go to The National Museum tomorrow.
4.?
The teacher was angry because the students were noisy.
5.?
Dad gave me this book as a gift for my birthday.

How Do I Like to Learn?

At the end of the unit, I am 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 choosing: 

I read and choose a, b, c, or d.
Youthe package next week.
a. get b. are getting c. will get

I learn by writing: 

I write a paragraph about a challenge I faced at school by answering the following questions.

What challenge did you face?

I learn by filling in the blanks: 

I listen and fill in with these words.

bully - depressed - self esteem - obliged - complicated

At the end of the unit, I am 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 correcting: ☆ ☆ ☆

I correct the verbs between brackets.

They (not like) spicy food.

I learn by matching: ☆ ☆ ☆

I read and match.

1. It was raining heavily

a. when they had an accident.

I learn by asking: ☆ ☆ ☆

I ask about the underlined phrases.

When are you going to graduate?

Unit 2 : Journeys Around the World



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, French, Mathematics, Science, Physics and Chemistry.

Unit Lessons

1 Let's Discover



2 Interesting Destinations



Let's Start

Round the World



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



10 - 15 minutes

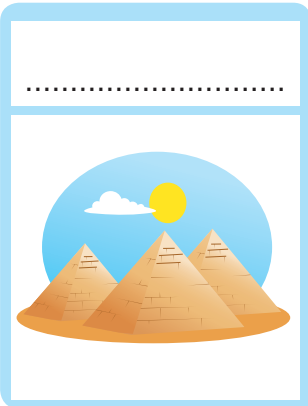


pencil  rubber 



I name these places and write a fact about each of them.

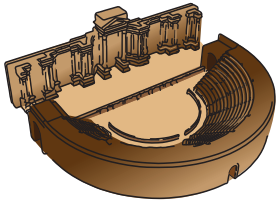
أسمِّي هذه الأماكن وأذكر معلومة عن كلِّ منها.



.....



.....



I Check



The Great Pyramids

The Great Pyramids are one of the seven wonders of the world.



Eiffel Tower

The Eiffel Tower is 324 meters tall.



Bosra Theatre

Bosra Theatre is located in southwestern Syria.

Let's Discover



exploration - amusement - accompanied - opportunity - interaction - souvenir
اكتشاف تسليّة مصحوبة فرصة تفاعل تذكّار



3.5 - 4 hours



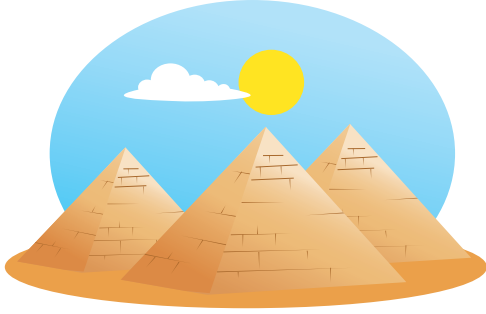
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Let's Go

I look and match the picture to the country. Then I circle the country I would like to discover.

أنظرُ وأطابقُ بينَ الصُّورةِ والبلدِ ومن ثمَّ أضعُ دائرةً حولَ صورةِ البلدِ التي أُرغبُ باكتشافها:



Japan



Tunisia



Egypt



Jordan

Activity 1 : I Learn New Vocabulary



Recognising words related to discovering new places.



10 - 13 minutes



pencil CD player rubber



En8-2-1-1 I listen and match the words to their definitions.

أستمعُ وأطابقُ الكلماتِ معَ تعاريفها.

1. opportunity

2. accompanied

3. exploration

4. amusement

5. interaction

a. to travel or go somewhere with somebody

b. discovering new places, ideas, or information

c. the act of communicating with somebody

d. fun/pleasure

e. a chance to do something

I Check

1. opportunity: f. a chance to do something
2. accompanied: a. to travel or go somewhere with somebody
3. exploration: b. discovering new places, ideas, or information
4. amusement: d. fun/pleasure
5. interaction: c. the act of communicating with somebody

Activity 2 : I Read



Understanding a text about a journey to discover Spain.



10 - 15 minutes



pencil rubber

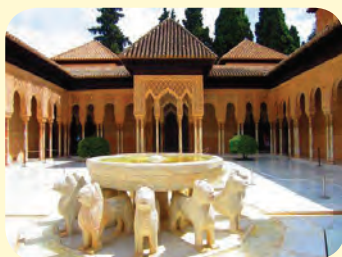


I read and choose a, b, c, or d.

أقرأ وأختارُ الإجابةَ الصَّحيحة.

A Journey Through Spain

During our exploration of Spain, my friends and I were fascinated by the opportunity to immerse ourselves in a new country. The trip was filled with amusement as we interacted with locals and collected unique souvenirs along the way. The tourism agency did an exceptional job organizing our journey, ensuring a special experience. From the moment we arrived, a bus awaited us, allowing us to enjoy breathtaking views as we made our way to the hotel. After checking in our rooms, we headed to a small restaurant which served delicious traditional food. The view from the restaurant was great. Over three days, we visited Alhambra Palace, The Great Mosque of Cordoba and explored old markets, learning about the rich history and traditions of Spain. Interacting with people from different nationalities broadened our knowledge of the world. As our trip concluded, we expressed gratitude to the trip supervisor and the tourism agency for their exceptional efforts. These memories will forever hold a special place in our hearts, reminding us of the joy and adventure that comes with exploring a new country.



Alhambra Palace

1. Their visit was to
a. Canada b. Italy c. Spain d. France
2. The time they spent during the journey was
a. scary b. boring c. dangerous d. amusing
3. The journey was organised by
a. friends b. family c. a tourism agency d. school
4. The trip lasted for
a. a month b. two weeks c. 24 hours d. three days
5. During their journey, they had good relations with
a. the locals
b. the tourism agency
c. people from different nationalities
d. the people in the hotel
6. At the end of the trip, they thankedfor the great efforts.
a. the trip supervisor
b. their friends
c. the owner of the restaurant
d. the people in the hotel

I Check

1. Their visit was to Spain.
2. The time they spent during the journey was amusing.
3. The journey was organised by a tourism agency.
4. The trip lasted for three days.
5. During their journey, they had good relations with the locals.
6. At the end of the trip, they thanked the trip supervisor for the great efforts.

Activity 3: I Know the Present Perfect



Identifying the form of the present perfect.



7 - 10 minutes



pencil rubber



I read and match.

أقرأ وأطابق.

1. Leen has eaten

2. Dad has bought me

3. I have won

4. We have never flown

5. My friends have
climbed

a. a writing competition.

b. in an airplane before.

c. an expensive watch for my
birthday.

d. a very high mountain.

e. a big sandwich.

I Check

1. Leen has eaten a big sandwich.

2. Dad has bought me an expensive watch for my birthday.

3. I have won a writing competition.

4. We have never flown in an airplane before.

5. My friends have climbed a very high mountain.

We use the **present perfect** tense to express:

- an event that started in the past and the effect of the event is now continuing.
- an event that started in the past and is still going on.

Affirmative:

I, you, we, they have seen

He, she, it has seen

Negative:

I, you, we, they haven't seen

He, she, it hasn't seen

Interrogative:

have I, you, we, they seen the film?

has he, she, it seen?

Activity 4: I Use the Present Perfect



Recognising the use of the present perfect.



7 - 10 minutes



pencil rubber



I read and fill in the spaces with verbs from the list.

أقرأ وأملأ الفراغات بكلماتٍ من القائمة.

started - been - seen - planned - spoken

1. Laila has passed her exams.
2. We haven't our holiday yet.
3. Where have you? I haven't seen you for ages.
4. She hasn't him for a long time. She misses him.
5. I don't have any homework. School has just
6. Has he to his boss lately?

I Check

1. Laila has passed her exams.
2. We haven't planned our holiday yet.
3. Where have you been? I haven't seen you for ages.
4. She hasn't seen him for a long time. She misses him.
5. I don't have any homework. School has just started.
6. Has he spoken to his boss lately?

Activity 5: Let's Practise Grammar



Recognising reported sentences.



10 - 15 minutes



pencil rubber



I read and match the direct speech to the indirect speech.

أقرأ وأطابق بين الكلام المباشر والكلام غير المباشر.

1. "I speak three languages"

a. Dani said that he spoke three languages.

2. "I always forget my things".

b. Samia and Nada said that their class was going to the museum.

3. "I work very hard at school"

c. Ali said he had a headache.

4. "Our class is going to the museum".

d. Ruba and Sana said they were having lunch at their house on Saturday.

5. "I have a headache".

e. Sally Said she always forgot her things.

6. "We are having lunch at our house on Saturday".

f. Hani said he worked very hard at school.

I Check

1. "I speak three languages".

a. Dani said that he spoke three languages.

2. "I always forget my things".

e. Sally Said she always forgot her things.

3. "I work very hard at school".

f. Hani said he worked very hard at school.

4. "Our class is going to the museum".

b. Samia and Nada said that their class was going to the museum.

5. "I have a headache".

c. Ali said he had a headache.

6. "We are having lunch at our house on Saturday".

d. Ruba and Sana said they were having lunch at their house on Saturday.

Activity 6: I Use the Reported Speech



Recognising the use of the reported speech.



10 - 15 minutes



pencil rubber



I read and choose the correct answer.

أقرأ وأختارُ الجوابَ الصَّحيح.

1. I am going to travel to Egypt next week.

She said she was going to travel to Egypt (the following - next) week

2. "I've forgotten to bring my lunch with me".

Jim said that he had forgotten to bring (his - my) lunch with him.

3. " We will be home soon".

My parents told me that they (would be - will be) home soon.

4. "I'll clean the car tomorrow, Dad".

He told (my - his) father that he would clean the car the following day.

5. "I have finished reading the story".

Gary said that he (has finished - had finished) reading the story.

6. "I'm preparing for the exam".

My sister said that she (is preparing - was preparing) for the exam.

I Check

1. She said she was going to travel to Egypt the following week.

2. Jim said that he had forgotten to bring his lunch with him.

3. My parents told me that they would be home soon.

4. He told his father that he would clean the car the following day.

5. Gary said that he had finished reading the story.

6. My sister said that she was preparing for the exam.

Activity 7: I Write



Describing a journey I have made.



10 - 15 minutes



pencil rubber



I write an email to a friend describing a journey I have made answering the following questions. Use time order words like first, second, then, after that and finally.

أكتبُ رسالةً إلكترونيَّةً إلى صديقٍ أصفُ فيها رحلةً قمتُ بها من خلالِ إجابتي على الأسئلةِ التَّاليةِ. استخدمُ
كلماتِ التَّرتيبِ الزَّمنيِّ مثلَ أولاً، ثانياً، ثم، بعدَ ذلكِ وأخيراً.

When did you go?

Who did you go with?

What did you see?

What did you do?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

I Check

Sample Answer



To

Subject

Hey there,

I hope you're doing well. I just wanted to tell you about my recent trip. I've gone on a journey to the mountains. I went with my family. First, we hiked through the forest and enjoyed the fresh air. Then, we reached a beautiful waterfall and took some amazing pictures. After that, we had a picnic by the river and relaxed for a while. Finally, we watched the sunset from the mountaintop, and it was absolutely breathtaking.

Take care,

Sally

Send



1. I fill in the spaces with the suitable words from the box.

أملأ الفراغات بالكلمات المناسبة من الصندوق.

amusement - opportunity - accompanied - continent - exploration - interaction - souvenir

1. Africa is a large
2. The of space fascinates many people.
3. The park was full of fun rides.
4. She was by her best friend.
5. This job is a great for growth.
6. with others can be very rewarding.
7. I bought a from my trip to Paris.



2. I select the correct word between brackets.

أختار الكلمة الصحيحة من بين الأقواس.

1. Sarah has (**finish** - **finished**) her homework.
2. We have (**visit** - **visited**) Paris before.
3. Jack (**has** - **have**) just eaten sushi.
4. The dog (**has run** - **has ran**) around the yard.
5. She (**has** - **have**) read that book already.



3. I change these sentences into reported speech.

أعيد صياغة الجمل مستخدماً الكلام المنقول.

1. Jane: "I often have a big breakfast".
- Jane said that she often
2. Sean: "Max doesn't like scary movies."
- Sean told me that Max didn't
3. John: "David often plays computer games."
- John said that
4. Matt: My job is easy for me.
- 'Matt said that
5. James and Scott: "We have to go now".
- James and Scott told me that

I check

Activity 1:

1. Africa is a large continent.
2. The exploration of space fascinates many people.
3. The amusement park was full of fun rides.
4. She was accompanied by her best friend.
5. This job is a great opportunity for growth.
6. Interaction with others can be very rewarding.
7. I bought a souvenir from my trip to Paris.



Activity 2:

1. Sarah has finished her homework.
2. We have visited Paris before.
3. Jack has just eaten sushi.
4. The dog has run around the yard.
5. She has read that book already.

Activity 3:

1. Jane said that she often had a big breakfast.
2. Sean told me that Max didn't like scary movies.
3. John said that David often played computer games.
4. Matt said that his job was easy for him.
5. James and Scott told me that they had to go then.



I am able to		
1. Use the present perfect tense correctly. (Jack has eaten sushi before.)		
2. Use new vocabulary correctly. (exploration - amusement - accompanied - opportunity - interaction - souvenir)		
3. Apply reported speech correctly. (Ali said he had a headache.)		
4. Write about a journey I made. (We went hiking last summer.)		
5. Read a text about a journey to Spain.		

Interesting Destinations



rental car - trekking - stew - grilled - expert
سيارة مستأجرة رحلة على الأقدام حساء مشوي خبير



3.5 - 4 hours



pencil



rubber



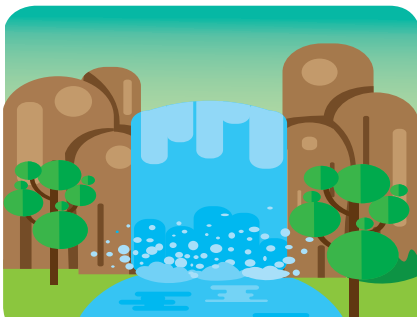
CD player



Let's Go

I write a sentence to describe each of these pictures.

أكتبُ جملةً لأصفَ هذه الأماكن.



Activity 1: Making a Reservation



Listening to a conversation about making a reservation.



15 - 20 minutes



pencil  CD player  rubber 



En8-2-2-1 I listen and choose the correct answer in brackets.

أستمعُ وأختارُ الجوابَ الصَّحيحَ من بينِ الأقواسِ.

1. A room with air-conditioning costs (150 - 15) pounds.
2. The visitor took the (one bed room - double-bed room).
3. There (is - isn't) a fridge in the room.
4. The Wi-Fi is (free - paid).



I Check

1. A room with air-conditioning costs 150 pounds.
2. The visitor took the double-bed room.
3. There is a fridge in the room.
4. The Wi-Fi is free.

Activity 2: Remembering The Past Perfect



Using the past perfect in sentences.



15 - 20 minutes



pencil  rubber 



I complete the sentences using the past perfect tense.

أكمل الجمل باستخدام الماضي التام.

1. My brother felt sick because he had eaten unhealthy food.
2. By the time the teacher arrived,
3. Sarah felt happy because
4. They their room before their mother arrived.

I Check

Sample Answers:

1. My brother felt sick because he had eaten unhealthy food.
2. By the time the teacher arrived, we had already done our homework.
3. Sarah felt happy because she had visited her friend.
4. They had cleaned their room before their mother arrived.

Activity 3: The Past Perfect



Using the past perfect in sentences.



15 - 20 minutes



pencil rubber



I choose the correct answer in brackets.

أختارُ الجوابَ الصَّحيحَ من بينِ الأقواسِ.

1. Mary was tired because she (had stayed - stay) up until 3 a.m.
2. Keith was late for work yesterday because he (misses - had missed) the bus.
3. Amy was so pleased this morning because she (hear - had heard) good news.
4. Paul wasn't hungry at lunch because he (had had - has) a late breakfast.
5. Before my dad arrived, I (clean - had cleaned) my room.
6. By the time the bell rang, I (had already finished - have finished) working.

I Check

1. Mary was tired because she had stayed up until 3 a.m.
2. Keith was late for work yesterday because he had missed the bus.
3. Amy was so pleased this morning because she had heard good news.
4. Paul wasn't hungry at lunch because he had had a late breakfast.
5. Before my dad arrived, I had cleaned my room.
6. By the time the bell rang, I had already finished working.

.....
The Past Perfect is used to make it clear that one event happened before another one in the past.

Affirmative: Our team had practised before they played the match.

Negative: Our team hadn't practised before they played the match.

Interrogative: Had our team practised before they played the match?

Activity 4: The Reported Speech



Clearly communicating reported speech.



10 - 15 minutes



pencil rubber



I change the following into reported speech: أحوّل ما يلي إلى كلام منقول.

1. Tom: "I was tired".

He said he had been tired.

2. Sarah: "I went home early".

She said

3. "I learned English in 2012".

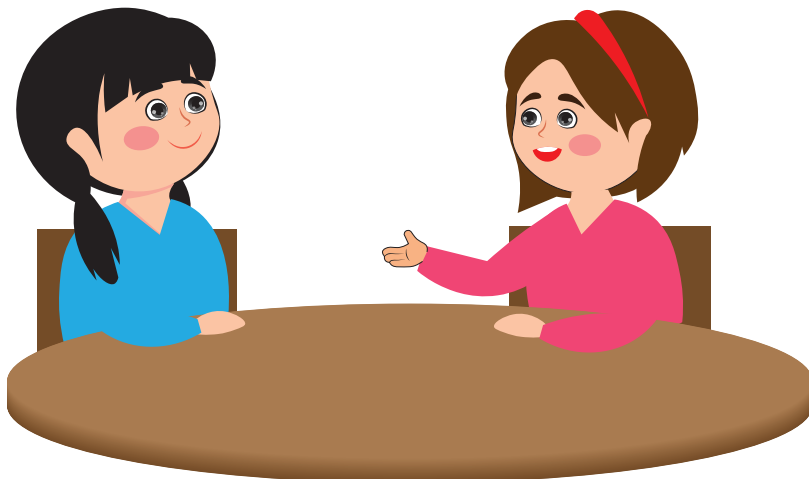
He said

4. "Someone took my book".

Samia said

5. "I did all my homework".

Ali said



I Check

1. He said he had been tired.
2. She said she had gone home early.
3. He said he had learned English in 2012.
4. Samia said someone had taken her book.
5. Ali said he had done all his homework.

When we use reporting verbs like (said, told), we change the tense of the verbs as follows:

Direct speech	becomes	Reported speech
Past Simple	becomes	Past Perfect
"Vancouver was a great place to walk", said Sarah.	becomes	Sarah said (that) Vancouver had been a great place to walk.

We change the pronouns.

I → he or she - We → they

We also change:

My → her or his - our → their

Activity 5: Let's Read



Reading and answering questions



15 - 20 minutes



pencil rubber



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

أقرأ النَّصَّ التَّالِيَّ وَ أَقْرِّرُ إِذَا مَا كَانَتْ الْجُمْلُ أَدْنَاهُ صَحِيحَةً أَمْ خَاطِئَةً.

All about Iguazu Falls

Iguazu Falls are located on the Iguazu River and an area shared by Argentina, Brazil and Paraguay. You can travel to the city of Foz do Iguacu by plane, car, or bus. The city has an airport, bus station and rental car agencies. The World Tour Agency said that many people had visited the Iguazu Falls and that some tourists had found the Falls wonderful with their sub-tropical climate and rains all year. Others said that fresh fruit had been one of the key delights for travellers besides a variety of dishes such as black beans stew, seafood stew and mixed grilled meats. They added that the food at the open market had been so good and cheap that tourists decided to have all their meals there. Travel experts consider that Iguazu is a magnificent holiday destination for adventure and nature lovers.

1. Iguazu Falls are located on the Argentina river. False
2. You can go to the city Foz do Iguacu by bus only.
3. The food at the open market is very expensive.
4. Travel experts consider that Iguazu is a magnificent holiday destination.

I Check

1. Iguazu Falls are located on the Argentina river. (False)
Iguazu Falls are located on the Iguzau river.
2. You can go to the city of Foz do Iguacu by bus only. (False)
You can go to the city of Foz do Iguacu by plane, car or bus.
3. The food at the open market is very expensive. (False)
The food at the open market is cheap.
4. Travel experts consider that Iguazu is a magnificent holiday destination. (True)



Activity 6: Words and Meanings



Identifying the use of new vocabulary.



15 - 20 minutes



pencil  rubber 



I match the words to their definitions:

أطابقُ الكلماتِ معَ تعاريفها.

1. rental car

2. trekking

3. stew

4. grilled

5. expert

a. a long walk

b. a car that you can pay to use
for a short time

c. a person who has special
knowledge or skill

d. a dish of meat and/or vegetables
cooked slowly in liquid

e. food cooked over a fire

I Check

1. rental car: b. a car that you can pay to use for a short time
2. trekking: a. a long walk
3. stew: d. a dish of meat and/or vegetables cooked slowly in liquid
4. grilled: e. food cooked over a fire
5. expert: c. a person who has special knowledge or skill

Activity 7: My Holiday Destination



Answering questions about a holiday.



10 - 15 minutes



pencil  rubber 



I read and answer.

أقرأ وأجيب.

1. Where do you want to go on holiday?

.....

2. Provide some reasons as to why you chose this destination.

.....
.....
.....

3. Highlight some key areas of the destination that will make your parents want to go.

.....
.....
.....

I Check

Sample Answers

1. I am thinking about spending my holiday in Lebanon.

2. It's a great country with lots of beautiful natural views. Also, Lebanese cuisine is known for being flavorful and delicious. Lebanon also hosts a wide range of cultural events and I think attending an event can be entertaining.

3. Exploring caves in Jeita Grotto can be a fun adventure. My parents can also enjoy watching beautiful seaside waves while taking a walk in Byblos, which is one of the oldest cities in the world.

Activity 8: I Pronounce C



Recognizing the sounds of letter c.



7 - 10 minutes



pencil CD player rubber



En8-2-2-8 I listen and write the words that have the sound /s/ or /k/.

أستمعُ و أكتبُ الكلماتِ التي تحتوي على صوتِ /s/ أو /k/.

because - close - cinema - fancy - parcel - cab - cake

/k/

close

/s/

I Check

1. I picked up a parcel and went to the cinema close by.
2. I bought a cake because I love fancy sweets, then I took a cab home.

(C) is pronounced as /k/

(C) is pronounced as /s/

Activity 9: Writing



Writing a paragraph.



15 - 20 minutes



pencil  rubber 



I complete the following paragraph with my own words.

أكمل المقطع التالي بكلماتي الخاصة.

The best **vacation** I had was two years ago. I to Lattakia. I sat in lots of different including the blue beach and a really interesting place called Ras Alshamra. The scenery near Ras Alshamra is so , there are very unusual mountains along the coast. I some interesting places and I some wonderful people.

I Check

Sample Answer

The best vacation I had was two years ago. I went / drove / flew to Lattakia. I sat in lots of different places / locations / areas including the blue beach and a really interesting place called Ras Alshamra. The scenery near Ras Alshamra is so beautiful / breathtaking / gorgeous / amazing, there are very unusual mountains along the coast. I visited some interesting places and I met some wonderful people.

Activity 10: I Write Well



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 and took an umbrella and went out he picked up the cat he 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 and took an umbrella and went out. He picked up the cat. He 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 (?)

- Commas are used:

1. To separate three or more items in a series.

E.g. I need to buy apples, oranges, and bananas.

2. Before conjunctions in compound sentences: Use a comma before conjunctions (and, but, or, nor, for, so, yet) when they join two independent clauses.

E.g. She wanted to go for a walk, but it started raining.




 1. I choose the correct answer in brackets: أختارُ الجوابَ الصَّحيحَ من بينِ الأقواسِ.

1. Amy was so pleased this morning because she (**sees - had seen**) her best friend.
2. We reached the railway after the train (**leaves - had left**).
3. The kids (**had had - have**) some ice-cream before they went back home.
4. By the time the bell rang, I (**had already finished - have finished**) working.
5. Laura repaired her glasses because her mother (**had broken - breaks**) them by accident.

 2. I report these statements: أعيدُ صياغةَ الجملِ مستخدماً الكلامَ المنقولِ.

1. Tom: "I was tired".
He said
2. Sarah: "I went home early".
She said
3. Workers: "We have worked hard".
They said
4. Ellen: "I've never had so much luck".
She said

 3. I underline the words that have the c as an /s/ sound and circle the words that have the c as a /k/ sound.

أضعُ خطأً تحتَ الكلماتِ التي تحتوي c كصوتِ /s/ ودائرةً حولَ الكلماتِ التي تحتوي c كصوتِ /k/.

I rode my bicycle to the city center to buy a cake and a card for my friend.
The clouds above covered the blue sky. I carried my parcel carefully, making sure it didn't fall. On my way home, I enjoyed the calm and quiet of the day.

I Check

Activity 1:

1. Amy was so pleased this morning because she had seen her best friend.
2. We reached the railway after the train had left.
3. The kids had had some ice-cream before they went back home.
4. By the time the bell rang, I had already finished working.
5. Laura repaired her glasses because her mother had broken them by accident.



Activity 2:

1. He said that he had been tired.
2. She said that she had gone home early.
3. They said that they had worked hard.
4. She said that she had never had so much luck.

Activity 3:

I rode my bicycle to the city center to buy a cake and a card for my friend. The clouds above covered the blue sky. I carried my parcel carefully, making sure it didn't fall. On my way home, I enjoyed the calm and quiet of the day.



I am able to		
1. Use new vocabulary correctly. (rental car - trekking - stew - grilled - expert)		
2. Read a text about a trip to a natural place.		
3. Complete a paragraph about spending a vacation.		
4. Use the past perfect tense. (Mary was tired because she had stayed up until 3 a.m.)		
5. Pronounce the letter C correctly. (cinema - cloud)		
6. Communicate using reported speech. (He said he had been tired.)		



1. I choose the correct answer.

أختارُ الجوابَ الصَّحيح.

1. Mark : "I love chocolate."

John : "Mark said that he chocolate."

- a. loved b. loves c. loving

2. Mary: "I went skiing."

Jill: "Mary said that she skiing."

- a. went b. had gone c. have gone

3. Marla and Sandy : "I will eat steak for dinner."

Khaled : "They said that they eat steak for dinner."

- a. willing b. will c. would.

4. Kevin: "I have been to Sydney."

Tom : "Kevin said that he to Sydney."

- a. had been b. has been c. was being

5. Ben: "I have had three cars."

Sophia: "Ben said that he three cars."

- a. has b. has had c. had had

6. Lana and Farah: "I'm going to go to Long Beach."

Walter : "They said that they going to go to Long Beach."

- a. is b. were c. went

7. Jeff's grandmother: "I don't like Spinach."

Jeff: "My grandmother said that she like spinach."

- a. doesn't b. don't c. didn't



2. I find and correct the mistakes in the sentences.

أجدُ وأصحِّحُ الأخطاءَ في الجمل.

a. Brian returned home because he had forgot his phone.

.....

b. Helen started crying because she never seen the snow.

.....

c. I took a taxi because I hadn't missed the bus.

.....

d. Once I had finish studying, I watched TV.

.....



3. I read and write the letters of each word in the boxes.

أقرأ وأكتبُ حروفَ كلِّ كلمةٍ في الصُّندوق.



1. This is green and you can usually find it in gardens.

g r

2. You can find thousands of tall trees in this place.

.....

3. There is water all round this place so you need a boat to get to it.

.....

4. This place is very hot and dry.

.....

5. You can walk up these because they're lower than mountains.

.....

How Do I Like to Learn?

At the end of the unit, I am 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 or False: 

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

The food at the open market is very expensive.

I learn by writing: 

I write an email to a friend describing a journey I have made.

Hey there,

I hope you're doing well. I just wanted to tell you about my recent trip.

I learn by matching: 

I read and match.

1. Leen has eaten

e. a big sandwich.

At the end of the unit, I am 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 correcting: ☆ ☆ ☆

I find and correct the mistakes in the sentences.

I took a taxi because I hadn't missed the bus.
.....

I learn by choosing: ☆ ☆ ☆

I select the correct word between brackets.

Jack (**has** - have) just eaten sushi.

I learn by listening: ☆ ☆ ☆

I listen and write the words that have the sound /s/ or /k/.

close - cinema - come - fancy - parcel - cab - care - cake

Unit 3 : Social Media Ready



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, French, Mathematics, Science, Physics and Chemistry.

Unit Lessons

1 Online Safety



2 Dreams and Reality





Let's Start

I Connect to the World



Identifying technological devices.



10 - 15 minutes



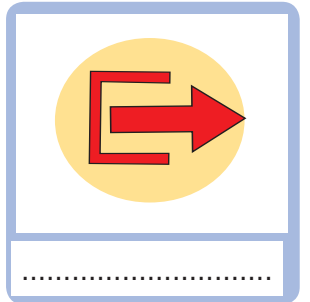
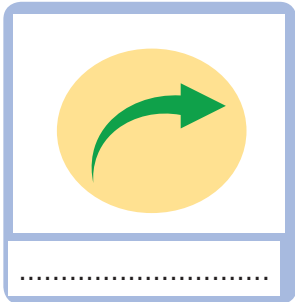
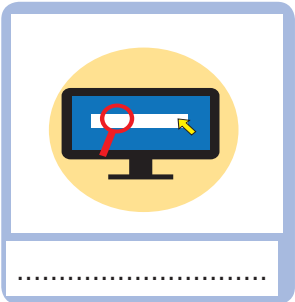
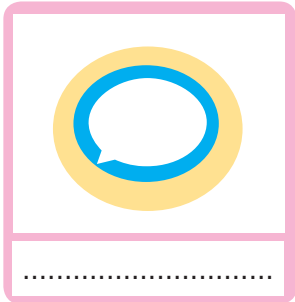
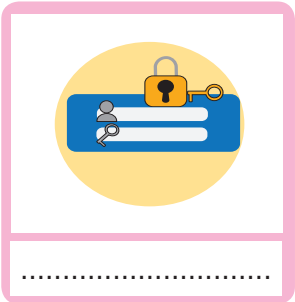
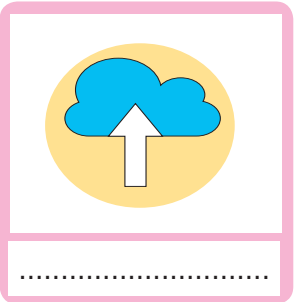
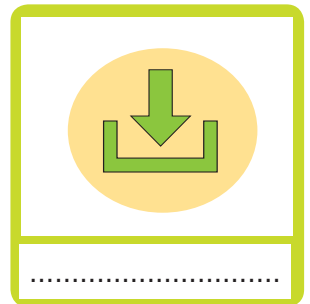
pencil rubber



I label the pictures based on the list.

أقوم بتسمية الصور بناءً على القائمة.

social media sites - download - login - forward - search engine - password
- comment - delete - log out - upload - user - internet connection



I Check



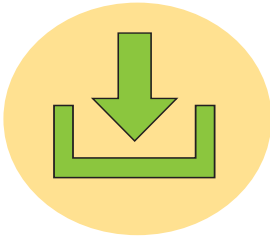
social media sites



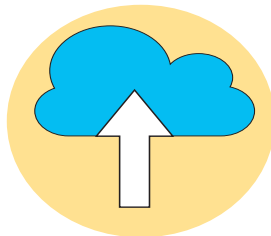
Internet connection



password



download



upload



login



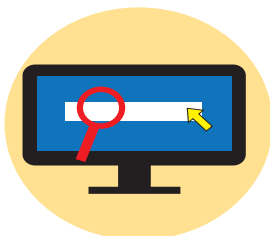
comment



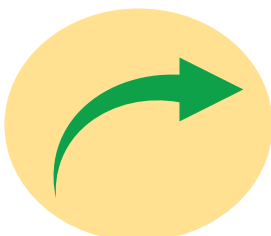
delete



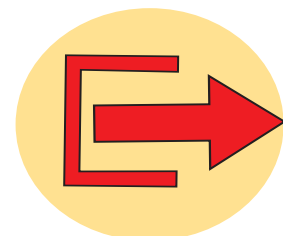
user



search engine



forward

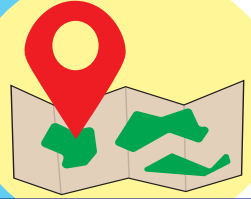


log out

Online Safety



**Don't Share
Your
Password**



**Don't Share
Your
Location**



**Don't Share
pictures of
yourself**

ONLINE SAFETY



aggressive - constant - humiliate - retain - dignity
عدواني ثابت يهين يحتفظ كرامة



3.5 - 4 hours



pencil rubber CD player

Let's Go

I think and write the suitable complement.

أفكّر وأكتبُ التّكملةَ المناسبةَ.

1. I limit my screen time to

2. I surf the net when

3. I would like to use apps like:



Activity 1: Listen and Answer



Answering questions related to a listening text.



15 - 20 minutes



pencil  CD player  rubber 



En8-3-1-1 I listen and choose the correct answer a, b or c:

أستمعُ وأختارُ الجوابَ الصَّحيحَ.

- The girl's name is
a. Sally b. Suzie c. Sandy
- She missed her lessons because she
a. was ill b. was upset c. doesn't like school
- Her schoolmates at her appearance.
a. talked b. asked c. laughed
- Her mother believes bullying her was
a. a serious misbehaviour b. a joke c. not a big matter
- The teacher promised he would ask to say sorry.
a. the other students b. Sally c. the father

I Check

- The girl's name is Sandy.
- She missed her lessons because she was upset.
- Her schoolmates laughed at her appearance.
- Her mother believes bullying her was a serious misbehaviour.
- The teacher promised he would ask the other students to say sorry.

Activity 2: Using Social Media



Choosing answers about social media.



15 - 20 minutes



pencil  rubber 



I answer the questions about myself.

أجيبُ عن الأسئلةِ المتعلقةِ بي.

1. What are some ways to protect your personal information when using social media platforms?

.....

2. Why is it important to think carefully before posting pictures or sharing personal details online?

.....

3. What should you do if someone sends you a message that makes you uncomfortable or asks for private information?

.....

I Check

Sample answers:

1. I can use strong passwords, avoid sharing private details like my address or phone number, and check my privacy settings.
2. I know that once something is online, it's hard to delete, and it might be seen or used by people I don't trust.
3. I should not reply, block the person, and tell a trusted adult or teacher immediately.

Activity 3: Conditional Sentences



Using conditional sentences.



15 - 20 minutes



pencil  rubber 



I choose the correct answer in brackets: أختارُ الجوابَ الصَّحيحَ من بينِ الأقواسِ.

1. If I had a problem, I (would ask - ask) my parents or an adult I trust for help.
2. Life (would be - is) very boring if we couldn't contact our friends.
3. It (is - would be) safer if we knew how to use social media correctly.
4. Bullying could (happen - happened) to anyone, no matter who or where they are.
5. (If - But) you asked for help, it wouldn't mean that you are weak.
6. If you (take - took) a break from your mobile, you would feel more relaxed.

I Check

1. If I had a problem, I would ask my parents or an adult I trust for help.
2. Life would be very boring if we couldn't contact our friends.
3. It would be safer if we knew how to use social media correctly.
4. Bullying could happen to anyone, no matter who or where they are.
5. If you asked for help, it wouldn't mean that you are weak.
6. If you took a break from your mobile, you would feel more relaxed.

The second conditional sentences:

If clause: simple past	Result clause: would+ base form of the verb
If he had money	he would travel around the world.
If he were late	he would solve the problem.

Negative statements:

If clause: simple past	Result clause: would+ not+ base form of the verb
If he didn't have money	he would not travel around the world.

We use the second conditional sentences to talk about unreal, imagined and impossible conditions.

- * The if clause uses the simple past tense form, but the meaning is not past.
- * Use (were) for all subjects when the verb in the (if) clause is a form of /be/.
- * You can begin conditional sentences with the (if) clause or the result clause.
- * If I had enough apples, I would bake an apple pie. (comma).
- * I would bake an apple pie if I had enough apples. (no comma).

Activity 4: Vocabulary



Distinguishing suitable adjectives.



15 - 20 minutes



pencil rubber



I choose the correct word in brackets: أختارُ الجوابَ الصَّحِيحَ من بينِ الأقواسِ.

1. The children quickly got (bored - boredom) with staying indoors.
2. Maya lives alone and often feels (loneliness - lonely).
3. Steve's parents always try to keep him (happiness - happy).
4. Every job has its difficulties and (frustrated - frustrations).
5. Their decision was based on (emotions - emotional), so it was a wrong one.

I Check

1. The children quickly got bored with staying indoors.
2. Maya lives alone and often feels lonely.
3. Steve's parents always try to keep him happy.
4. Every job has its difficulties and frustrations.
5. Their decision was based on emotions, so it was a wrong one.

- We can use adjectives after verbs such as “get”, “feel” , “keep someone”.

E.g. She sometimes feels lonely.

- We use “and” to connect words of the same part of speech (nouns, adjectives etc).

E.g. Every job has its difficulties and frustrations.

Activity 5: Bullying



Classifying types of bullying.



15 - 20 minutes



pencil  rubber 



I match the action to its type of bullying.

أطابق الحدث مع نوع التنمر الذي يعبر عنه.

1. Verbal Bullying

2. Social Bullying

3. Physical Bullying

4. Cyberbullying

5. Emotional Bullying

a. A child pushes another to the ground and tears their backpack.

b. Someone calls a child mean names or makes fun of how they look.

c. A child constantly makes another feel scared by threatening to spread a secret.

d. A child posts a mean comment under someone's photo online to embarrass them.

e. A group of children tells others not to talk to someone, leaving them out of group activities.

I Check

Verbal Bullying

Someone calls a child mean names or makes fun of how they look.

Social Bullying

A group of children tells others not to talk to someone, leaving them out of group activities.

Physical Bullying

A child pushes another to the ground and tears their backpack.

Cyberbullying

A child posts a mean comment under someone's photo online to embarrass them.

Emotional Bullying

A child constantly makes another feel scared by threatening to spread a secret.

Activity 6: Let's Read



Recognising types of bullying.



15 - 20 minutes



pencil  rubber 



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

أقرأ النَّصَّ التَّالِيَّ وأقرُّرُ إذا ما كانتِ الجملُ أدناهُ صحيحةً أم خاطئة.

Cyberbullying

Cyberbullying is when someone uses the internet or a phone to send mean messages, spread lies, or share embarrassing pictures or videos to hurt another person. This can happen through social media, text messages, or online games. To stay safe online, it's important to keep personal information private by not sharing personal details like your address, phone number, or passwords. Think carefully before posting anything, as once something is online, it can be difficult to remove. Using privacy settings on social media can help you control who sees your posts, and treating others with kindness and respect online is just as important as in real life.

If you experience online harassment, do not respond, as engaging can make the situation worse. Save any messages or screenshots as evidence, and block the person using the platform's features to stop further contact. Most importantly, tell a trusted adult, like a parent or teacher, who can help you handle the situation. Remember, seeking help is a strong and positive way to address the problem. Staying safe and being kind online helps create a better digital world for everyone.

1. Cyberbullying can only happen through social media. False
2. It is important to use privacy settings to control who can see your posts.
3. You should always respond to mean messages to defend yourself.
4. Saving messages or screenshots can help you prove online harassment.
5. Telling a trusted adult is a strong and positive way to address cyberbullying.

I Check

1. Cyberbullying can only happen through social media. (False)
Correction: Cyberbullying can happen through social media, text messages, online games, or other digital platforms.
2. It is important to use privacy settings to control who can see your posts. (True)
3. You should always respond to mean messages to defend yourself. (False)
Correction: You should not respond to mean messages, as engaging can make the situation worse.
4. Saving messages or screenshots can help you prove online harassment. (True)
5. Telling a trusted adult is a strong and positive way to address cyberbullying. (True)

Activity 7: Meanings



Identifying new vocabulary.



7 - 10 minutes



pencil rubber



I match the words to their definitions.

أطابقُ الكلماتِ معَ معانيها.

1. aggressive

2. constant

3. humiliate

4. retain

5. dignity

a. to keep something

b. ready to attack

c. staying the same

d. your sense of your own value or importance

e. embarrass

I Check

1. aggressive: b. ready to attack

2. constant: c. staying the same

3. humiliate: e. embarrass

4. retain: a. to keep something

5. dignity: d. your sense of your own value or importance

Activity 8: I Pronounce /u/ and /u:/'



Recognising the sounds of /u/.



15 - 20 minutes



pencil CD player rubber



En8-3-1-8 I listen and write the words that have the sounds /u/ and /u:/.

أستمعُ وأكتبُ الكلماتِ التي تحتوي الصَّوتَ /u/ والصَّوتَ /:u/.

took - should - prove - loose - good - foot - shoot - shoe - spoon - tooth
boot - could - put - push - food

/u/

/u:/'

I Check

/u/ took - should - good - foot - could - put - push

/u:/' prove - loose - shoot - shoe - spoon - tooth - boot - food

Activity 9: Writing



Writing an email.



15 - 20 minutes



pencil  rubber 



I write a respond (reply) to an email to find a solution.

أكتبُ رداً على إيميل (رسالة الكترونية) لأجدَ حلاً:

Hi,

I am Sami. My exam results were not good for this term and my parents were not happy with that. They say I spend too much time following social media and that's true. What should I do to stop it?

Regards

Sami

Reply:

Hi, Sami.

If I were you, I would

.....

.....

.....

.....

.....

.....

.....

John

I Check

Sample Answer



To Sami@mail.com

Subject Social Media

Hi Sami,

Thanks for reaching out! Balancing screen time and studying can be difficult, but here's what might help. Try setting a daily schedule with clear times for studying and relaxing, and stick to it. Finish your schoolwork first, then use screen time as a reward. You can also keep your phone away while studying to stay focused. If it's hard, ask family or friends to help you stay on track.

It might feel tough at first, but it'll get easier, and you'll see a big difference in your grades. Let me know how it goes!

Take care,
Loyal

Send



1. I choose the correct word in the brackets.

أختارُ الكلمةَ الصَّحيحةً من بينِ الأقواسِ.

1. Ann is very (**happy** - happiness) with the good news.
2. He felt (**lonely** - loneliness) when his wife went away on a business trip.
3. I thought I could control my (**emotions** - emotional).
4. She was so (**boredom** - bored) that she fell asleep.
5. I enjoyed great (**easy** - ease) and comfort during my father's life.



2. I complete with the correct form of verbs in brackets.

أكملُ باستخدامِ الشَّكلِ الصَّحيحِ من الأفعالِ بينَ الأقواسِ.

1. They (finish) their homework yesterday.
2. He (not study) his lessons yet.
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:

1. Ann is very happy with the good news.
2. He felt lonely when his wife went away on a business trip.
3. I thought I could control my emotions.
4. She was so bored that she fell asleep.
5. I enjoyed great ease and comfort during my father's life.

Activity 2:

1. They finished their homework yesterday.
2. He didn't study his lessons yet.
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 a text and answer correctly.		
2. Use new vocabulary correctly. (aggressive - constant - humiliate - retain - dignity)		
3. Compare between traditional bullying and cyber bullying.		
4. Use the first conditional in sentences correctly. (Bullying would strike you even if you were at home.)		
5. Respond to an email.		
6. Pronounce the sounds /u/ and /u:/ (took - prove)		

Dreams and Reality



convenient - unique - trade - humble

مناسب فريد من نوعه تجارة متواضع



3.5 - 4 hours



pencil rubber CD player



Let's Go

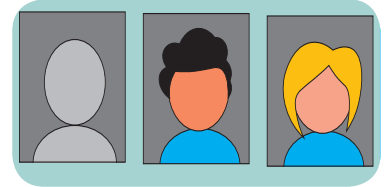
I match between the expressions and their pictures.

أطابق بين التعبير والصورة المعبرة عنه.

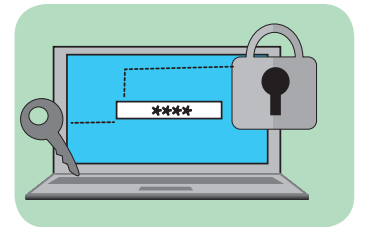
1. Don't share your personal information.



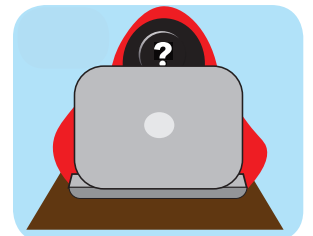
2. Remember that everyone online is not who they claim they are.



3. Only accept friend requests from people you know personally.



4. Never share your passwords.



Activity 1: Listen and Answer



Answering questions related to a listening text.



15 - 20 minutes



pencil rubber



En8-3-2-1 I listen to the conversation between Julia and Jude then choose the correct answer.

أستمعُ إلى محادثةٍ بينَ جوليا وجود وأختارُ الإجابةَ الصَّحيحةَ.

- The girls are talking about
a. Snapchat b. social media c. school
- Julia thinks that using social media is
a. unacceptable b. horrible c. lovely
- Jude with Julia about using social media to connect with friends
a. disagrees b. agrees c. fights
- Jude thinks we shouldn't post on our online profile.
a. kids' photos b. nature c. pictures
- Jude always seeks her parents' permission to
a. post a photo b. invite her friends c. make a phone call

I Check

- The girls are talking about social media.
- Julia thinks that using social media is lovely.
- Jude agrees with Julia about using social media to connect with friends.
- Jude thinks we shouldn't post kids' photos on our online profile.
- Jude always seeks her parents' permission to post a photo.

Activity 2: Cyber Awareness



Identifying how to stay safe online.



15 - 20 minutes



pencil rubber



I write the tips in the correct column.

أكتبُ النَّصائِحَ في العمودِ الصَّحيحِ.

- I share personal information.
- I click on links without knowing what they are.
- I tell my parent if someone online makes me feel uncomfortable.
- I listen to my favourite music.
- I am polite when chatting or commenting on posts.
- I keep my password to myself.
- I look up information.
- I chat with people I don't know.
- I post my photos.
- I make fun of people online.
- I set a limit for my screen time.
- I choose age appropriate games.
- I get permission from parents before downloading a game.
- I share my address.

I do	I don't do

I Check

I do	I don't do
<ol style="list-style-type: none"> 1. I listen to my favourite music. 2. I am polite when chatting or commenting on posts. 3. I keep my password for myself. 4. I look up information. 5. I set a limit for my screen time. 6. I choose age appropriate games. 7. I get permission from parents before downloading a game. 8. I tell my parent if someone online makes me feel uncomfortable. 	<ol style="list-style-type: none"> 1. I share personal information. 2. I click on links without knowing what they are. 3. I chat with people I don't know. 4. I post my photos. 5. I make fun of people online. 6. I share my address.

Activity 3: Let's Read



Reading a text and answering its questions.



15 - 20 minutes



pencil rubber



I read the text and decide whether the sentences are True or False:

أقرأ النَّصَّ التَّالِيَّ وأقرُّرُ إذا ما كانتِ الجملُ أدناهُ صحيحةً أم خاطئة.

Amazon Platform

Amazon's business made online shopping so easy and convenient that customers won't think twice to use it. "Buy now with one click." Why has Amazon been so successful? Much of it has to do with Jeff Bezos, the founder of this company, whose unique combination of character, personality, and business strategy has driven Amazon to the top of the online trade world. Bezos rose from a computer nerd to a world-changing industrialist. Jeff Bezos is certainly an expert in business and a brilliant industry founder. He followed his dreams to establish the largest marketing site in the world. With humble help from his parents, he started his project from their garage. From a young boy selling books in the backyard of his parents' house, Bezos took many risks to make his own dream come true. Many people have written books containing advice from Bezos himself about how to start a business and turn their dreams into reality.



Founder of Amazon

1. Customers think twice before doing online shopping from Amazon.

False

2. Jeff Bezos is the founder of Amazon Company.

.....

3. Jeff Bezos is an expert in business.

.....

4. Establishing a marketing site was not his dream.

.....

5. His parents helped him to start his project.

.....

6. When Jeff was young, he sold books.

.....

7. Bezos didn't take any risks to make his dream come true.

.....

I Check

1. Customers think twice before doing online shopping from Amazon.

(False)

Correction: Customers won't think twice to use Amazon platform.

2. Jeff Bezos is the founder of Amazon Company.

(True)

3. Jeff Bezos is an expert in business.

(True)

4. Establishing a marketing site was not his dream.

(False)

Correction: He followed his dream to establish the largest marketing site in the world.

5. His parents helped him to start his project.

(True)

6. When Jeff was young, he sold books.

(True)

7. Bezos didn't take any risks to make his dream come true.

(False)

Correction: Bezos took many risks to make his own dream come true.

Activity 4: Matching



Matching the new words to their definitions.



15 - 20 minutes



pencil rubber



I match the words to their definitions.

أطابقُ بينَ الكلماتِ ومعانيها.

1. convenient

2. unique

3. trade

4. humble

a. simple but useful

b. suitable

c. very special or unusual

d. the activity of selling and buying goods

I Check

1. convenient: b. suitable

2. unique: c. very special or unusual

3. trade: d. the activity of selling and buying goods

4. humble: a. simple but useful

Activity 5: Adjectives and Adverbs



Differentiating between adjectives and adverbs of manner.



15 - 20 minutes



pencil rubber



I choose the correct words in brackets:

أختارُ الكلمةَ الصَّحيحةَ بينَ قوسين

1. The goalkeeper played (brilliant - brilliantly).

The word (brilliantly) describes the (goalkeeper - how he played).

2. Fruit is a (convenient - conveniently) source of vitamins.

3. He is a modest and (humble - humbly) man.

The word (humble) is describing (the man - the verb is).

4. Ahmad (successful - successfully) completed a master's degree.

5. I (certainly - certain) never expect to become a writer.

I Check

1. The goalkeeper played **played** **brilliantly**.

The word (brilliantly) describes how he played.

2. Fruit is a **convenient** **source** of vitamins.

3. He is a modest and **humble** **man**.

The word (humble) is describing the man.

4. Ahmad **successfully** **completed** a master's degree.

5. I **certainly** never **expect** to become a writer.

The adjectives describe the nouns and the adverbs describe the verbs.

Colors of words: **adjectives** - **nouns** - **adverbs** - **verbs**

Activity 6: Adverbs



Making adverbs of manner from adjectives.



15 - 20 minutes



pencil rubber



I make an adverb from each adjective.

أشكّل ظرفاً من كلّ صفة.

1. The game was bad. He played badly .
2. The house location was convenient. The house is close to the bus stop.
3. He was brilliant. He played the piano
4. I am certain it will rain tomorrow. It will rain tomorrow.
5. She is a humble person who always speaks to everyone.
6. He was successful in business. He setup the largest shopping website.

I Check

1. The game was bad. He played badly .
2. The house location was convenient. The house is conveniently close to the bus stop.
3. He was brilliant. He played the piano brilliantly.
4. I am certain it will rain tomorrow. It will certainly rain tomorrow.
5. She is a humble person who always speaks humbly to everyone.
6. He was successful in business. He successfully setup the largest shopping website.

We form the adverbs of manner by adding – ly to the adjectives -
E.g. sad is the adjective while sadly is the adverb and if the adjective ends with/ l/ we add another l+y

E.g. beautiful → beautifully

If the adjective ends with /e/ we omit this /e/ E.g. simple → simply

Activity 7 : Question Words



Using question words.



7 - 10 minutes



pencil  rubber 



I choose the suitable question words:

أختارُ كلمةً الاستفهام المناسبة.

1. (**Why** - **What**) were you late yesterday?
2. (**Who** - **What**) is Mike doing now?
3. (**Which** - **Where**) platform do you follow?
4. (**What** - **Why**) is it difficult to find a permanent job?
5. (**What** - **Where**) do you live?
6. (**Who** - **whose**) did you meet at the party?
7. (**How much** - **Where**) rice did you buy?

I Check

1. Why were you late yesterday?
2. What is Mike doing now?
3. Which platform do you follow?
4. Why is it difficult to find a permanent job?
5. Where do you live?
6. Who did you meet at the party?
7. How much rice did you buy?

What	What did Jack buy?	He bought a book.	“What” is used to ask about an object. The subject must be a thing as well.
Where	Where is my bag?	It is in your bedroom.	“Where” is used to ask about places.
When	When did they arrive?	They arrived yesterday.	“When” is used to ask about time.
Who	Who broke the vase?	John broke the vase.	“Who” is used to ask about the doer of the action (subject of the sentence). It must be a person.
Whom	Whom did you meet yesterday?	I met John yesterday.	“Whom” is used to ask about the object of a sentence. It must be a person.
Why	Why did you leave school?	I left school because I was ill.	“Why” is used to ask about reasons.
Which	Which jacket do you want?	I want the blue one.	“Which” is used to ask about choices. It is used for things and people.
How	How are you? How was the journey? How does she drive?	- Fine. - Not bad. - She drives carefully.	“How” is used to ask about manner.
How much	How much sugar do you want?	- Some sugar. - A little.	“How much” is used to ask about uncountable nouns.
How many	How many chairs are there in your class?	10 chairs.	“How many” is used to ask about countable nouns.

Activity 8 : Writing



Writing a biography.



15 - 20 minutes



pencil  rubber 



I write about a famous person. I use the following hints.
(Name - date of birth - nationality - achievements)

أكتبُ عن شخصٍ مشهور. أستعملُ التلميحاتِ الآتية: (الإسم - تاريخُ الميلاد - الجنسيَّة - الإنجازات)

.....

.....

.....

.....

.....

I Check

Sample Answer

Nizar Qabbani was a famous Syrian poet known for his romantic and emotional poetry. Born in Damascus in 1923, he often wrote about love, beauty, and human feelings. His deep love for Damascus is clear in many of his poems, where he describes its charm, history, and significance in his life. Nizar's romantic poems are admired for their simplicity and passion, making him one of the most beloved poets in the Arab world. Many famous Arab singers continue to sing his poems. He passed away on April 30, 1998.





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

أختارُ الكلمةَ الصَّحيحةَ لإكمالِ الجمل.

1. The dog barked (**loud** - **loudly**) at the stranger.

2. She wore a (**beautiful** - **beautifully**) dress to the party.

3. He ran (**quick** - **quickly**) to catch the bus.



2. I write the suitable question word for each sentence.

أكتبُ كلمةَ السُّؤالِ المناسبةَ لكلِّ جملةٍ.

a. is the boy? He is next to the door.

b. is crying? My little brother.

c. is she? She is ill. She's got a fever.

d. is your favourite sport? I love playing football.

e. dress did you choose? I chose the red one.

f. are you happy? Because I bought a new car.

g. people are there in the room? There are three.



3. I write three internet safety rules.

أكتبُ ثلاثةَ قواعدٍ لقوانينِ السَّلَامَةِ في الإنترنت.

a.

b.

c.

I Check

Activity 1:

1. The dog barked loudly at the stranger.
2. She wore a beautiful dress to the party.
3. He ran quickly to catch the bus.

Activity 2:



- a. Where is the boy? He is next to the door.
- b. Who is crying? My little brother.
- c. How is she? She is ill. She's got a fever.
- d. What is your favourite sport? I love playing football.
- e. Which dress did you choose? I chose the red one.
- f. Why are you happy? Because I bought a new car.
- g. How many people are there in the room? There are three.

Activity 3:

Sample Answers:

1. I keep my personal information private.
2. I never meet my online friends alone.
3. I choose a strong password.



I am able to		
1. Identify social media sites such as Facebook - Instagram.		
2. Use new vocabulary correctly. (convenient - unique - trade - humble)		
3. Read a text about Amazon.		
4. Ask questions using question words (Who is crying?)		
5. Make adverbs from adjectives correctly. (slow - slowly)		



1. I fill in the blanks with the suitable question words.

أَمَلِّأُ الْفَرَاغَاتِ بِكَلِمَاتِ السُّؤَالِ الْمُنَاسِبَةِ.

1. is your favourite color?
2. do you live?
3. are you going to the party?
4. is your best friend?
5. did you choose that book?
6. can I improve my skills?
7. is the capital of France?



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

أَكْمَلُ الْجُمَلِ بِالْكَلِمَاتِ مِنَ الْقَائِمَةِ.

convenient - trade - humble - unique - aggressive - constant

1. is necessary for countries to get what they need.
2. Her dress was, with a design no one had.
3. Despite his wealth, he was always with his friends.
4. behaviour is not allowed.
5. Having a microwave in the kitchen is very for quick meals.
6. The clock makes a ticking sound.



3. I match the condition with the appropriate result.

أطابق بين الشرط والنتيجة المناسبة.

1. If she were a doctor
2. If you cook Italian food
3. If I didn't study all online
4. If we weren't at London
5. If I practised piano more

a. I'd play calssical music.
b. I'd go to eat with you.
c. she'd give me medicine.
d. I would have to go out from home.
e. we wouldn't visit many places.



4. I read each sentence and look carefully at the bold words.

اقرأ كل جملة وأنظر للكلمات الغامقة.

- If the word is a NOUN. Write N.
- If the word is an ADJECTIVE. Write A.

1. She was a **lonely** child with few friends.
2. Health is an important factor of **happiness**.
3. We were **frustrated** by the long delays.
4. They provide **emotional** support for those from troubled homes.
5. He expressed his **sadness** about what had happened.
6. The battle scenes in the movie seemed very **real** to me.

How Do I Like to Learn?

At the end of the unit, I am 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 or False: ☆ ☆ ☆

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

You may live in a constant fear of bullies.

I learn by writing: ☆ ☆ ☆

I write three internet safety rules.

- a
- b
- c

I learn by matching: ☆ ☆ ☆

I match the words to their definitions.

1. convenient

b. suitable

At the end of the unit, I am 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 with the correct form of verbs in brackets.
They (finish) their homework.

I learn by choosing: 

I choose the suitable question words:
(Why - What) were you late yesterday?

I learn by filling in the blanks: 

I fill in the blanks with the suitable question words.
1. is your favourite color?

Unit 4 : Fashion and Appearance



7 - 8 hours

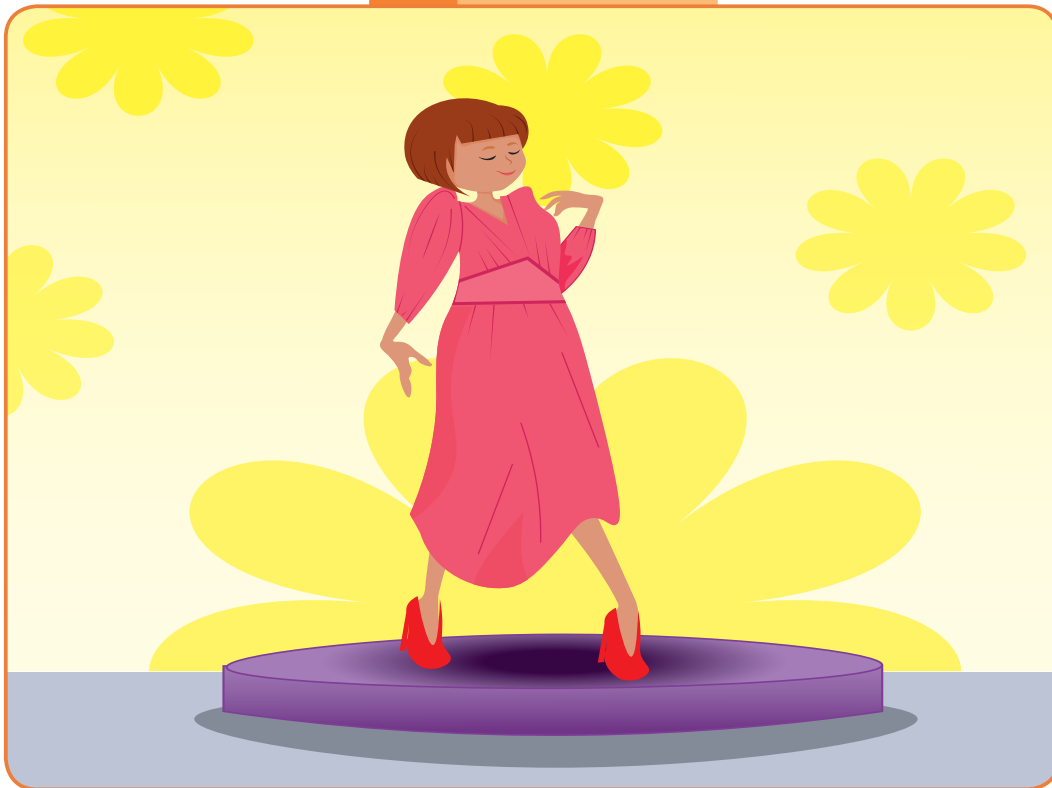
How Do I Learn?

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, French, Mathematics, Science, Physics and Chemistry.

Unit Lessons

1 Ideal Beauty



2 Fashion



Let's Start

Tell Who I Am



Recognising people from their appearance.



10 - 15 minutes



pencil rubber



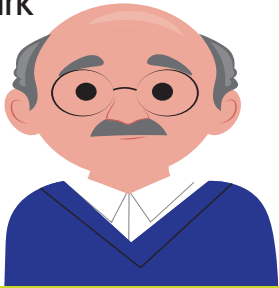
En8-4-Let's Start I listen to the descriptions and write the name below each picture.

أستمعُ إلى الوصف ثمَّ أكتبُ الوصفَ تحتَ كل صورة.



I Check

Mark



Mark's older and he's wearing glasses.

Mona



Mona's got black, curly hair.

Adam



Adam's got short, brown hair

Hannah



Hannah's got straight, brown hair

Ideal Beauty



cardigan - chatterbox - fringe - taller than - more important than
بلوزة ذات أزرار ثرثار (غرة) أطول من أكثر أهميّة من



3.5 - 4 hours



pencil rubber CD player CD

Let's Go

I circle the words that best describe Sama. Then I describe her in one sentence.

أحيطُ الكلماتِ التي تصفُ سما ثمَّ أصفها بجملةٍ واحدة.

wavy hair	shirt	tall	thin
plump	straight	glasses	active
short	dark	happy	sad
dress	T-Shirt	pants	shorts
trainers	jeans	pink	white



Activity 1: What They Look Like



Recognising the descriptions of different people.



10 - 15 minutes



pencil  rubber 



En8-4-1-1

I listen to Anne, a fashion expert talking about four photos of models then I circle the description I hear.
(John and Karen)

أستمعُ الى خبيرةِ الموضة آن وهي تتحدّثُ عن أربعِ صورٍ لعارضي أزياء ثمَّ أحوطُ الوصف الذي أسمعُه. (جون وكارين)

Serious	Honest	Exhausted	Attractive
Scared	Prettier	Modest	Elegant
Handsome	Mild	Younger	Mature
Natural	Nervous	Embarrassed	Taller
Cute	Muscular	Good-looking	Full-bodied

I Check

John: natural - younger - serious - mature

Karen: prettier - elegant - full-bodied - taller - younger

Activity 2: Faces



Distinguishing different people from their descriptions.



15 - 20 minutes



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I rewrite the sentences with the correct information from the text.

أعيدُ كتابةَ الجملِ معَ المعلوماتِ الصَّحيحةِ مِنَ النَّصِّ.

Who Looks Like Me

My sister Doris is a goodlooking person. She has green eyes, fair straight hair and a fair, round face. She is taller than me. She is very elegant and generally dressed in black skirts, red shirts, blue cardigans and black shoes. She is a smart woman. She is generous and helpful with a great sense of humour. My little niece Lou, is eight years old and looks exactly like my sister. I have a photo of my sister when she was at the same age and you can't tell them apart. She's got straight hair with a fringe and her bright blue eyes are the first thing you notice about her. She's got a lovely smile. She seems quite shy, but when she gets to know you, she never stops talking. Her teachers say she's a real chatterbox. She particularly likes telling jokes, and when she is with her friends they never stop laughing. When she finds something funny, it's impossible not to laugh. Everybody says that she's funnier than all others. She used to like wearing flowery dresses, but now she thinks that they are more "girlish". Most of the time, she just puts on jeans and a T-shirt. If you saw her in the street, you would probably think she was two or three years older. She sings at the top of her voice because she keeps forgetting that everyone can hear her.

1. Doris is a serious person.

Doris is a funny person. (Doris has a great sense of humor).

2. Lou looks like her aunt Doris.

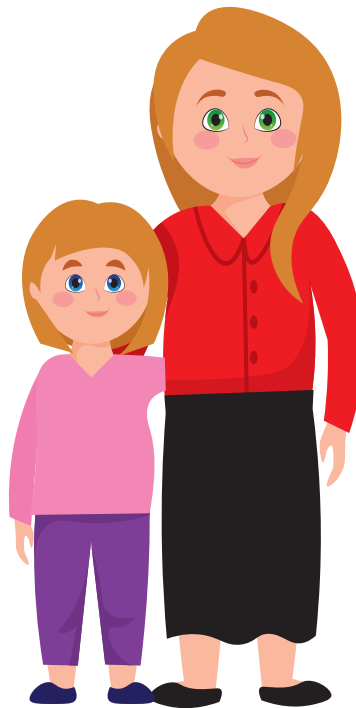
.....

3. Lou isn't talkative.

.....

4. Lou sings loudly because she knows that everybody can hear her.

.....



I Check

1. Doris is a funny person. (Doris has a great sense of humor).

2. Lou looks exactly like her mum.

3. She's a real chatterbox.

4. She keeps forgetting that everyone can hear her and she sings loudly.

Activity 3: Which One?



Inferring Meanings



15 - 20 minutes



pencil rubber



I match the words to their meanings.

أطابقُ الكلماتِ معَ معانيها.

1. cardigan

2. chatterbox

3. fringe

4. elegant

5. joke

6. girlish

a. the front part of somebody's hair that is over their forehead

b. a sweater or jumper with buttons

c. an excessively talkative person

d. something that you say or do to make people laugh.

e. beautiful, attractive or graceful.

f. suitable for a young girl

I Check

1. cardigan: b. a sweater or jumper with buttons
2. chatterbox: c. an excessively talkative person
3. fringe: a. the front of somebody's hair that is over their forehead
4. elegant: e. beautiful, attractive or graceful.
5. joke: d. something that you say or do to make people laugh.
6. girlish: f. suitable for a young girl

Activity 4: What are They Like?



Distinguishing description vocabulary.



10 - 15 minutes



pencil rubber



I classify the following expressions according to the table below.

أصنّف التعبيرات التالية وفقاً للجدول في الأسفل.

1. Her smile reminds me of my sister.
2. My sister is a good-looking person.
3. Doris is very elegant.
4. She has a great sense of humor.
5. She looks a bit like her mother.
6. Her teachers say she's a real chatterbox.
7. Flowery dresses are more girlish.

Appearance+ Clothes	Personality
My sister is a good-looking person.
.....
.....

I Check

Appearance + Clothes

- Her smile reminds me of my sister.
- My sister is a good- looking person.
- She looks a bit like her mother.
- Doris is very elegant.
- Flowery dresses are more girlish.

Personality

- She has a great sense of humor.
- Her teachers say she's a real chatterbox.

Activity 5: Who is Who?



Recognising the comparative.



5 - 10 minutes



pencil rubber



I read then answer.

أقرأ ثم أجيب.

My best friend is Lily. Lily is taller than me and her hair is shorter than mine. She lives in a larger house than mine and her room is also bigger. I sometimes help her with her homework because I am better at maths than she is. She finds it more difficult to do maths. It is easier for her to study science.

- The text is about people.
 - three
 - two
 - four
- “Short” is a one syllable word, that’s why we added in the end.
 - r
 - er
 - est
- “big” ends with that’s why we doubled the consonant.
 - two vowels
 - two consonants
 - a vowel and a consonant
- We changed “y” into “i” in the word “easy” because there is a before it.
 - vowel
 - consonant
 - vowel and a consonant
- “Comfortable” has more than one syllable and the comparative form is
 - more comfortable
 - comfortable
 - the most comfortable
- “Better” is the comparative form of
 - good
 - much
 - far

I Check

1. The text is about two people.
2. "Short" is a one syllable word, that's why we added er in the end.
3. "big" ends with a vowel and a consonant that's why we doubled the consonant.
4. We changed "y" into "i" in the word "easy" because there is a consonant before it.
5. "Comfortable" has more than one syllable and the comparative form is more comfortable.
6. "Better" is the comparative form of good.

The comparative adjective is formed by adding "-er" to one-syllable adjectives and some two-syllable adjectives.

E.g. George is **older than** William.

Positive Adjective
Pretty

Comparative Adjective
Prettier

With most adjectives of more than two syllables, we add more than. E.g.

Positive Adjective
Beautiful

Comparative Adjective
More beautiful

There are a number of irregular comparisons:

Positive Adjective
good

Comparative Adjective
Better

Activity 6: How Many Are There?



Recognising syllables in multi syllable words.



5 - 10 minutes



pencil  rubber 



I read then I write the following words under the correct column.
Then I transform them into comparative.

أقرأ ثم أكتب الكلمات التالية في العمود المناسب ثم أحولها لصيغة مقارنة.

happy - bright - clever - tall - easy - short - silent - dark

1 syllable	comparative	2 syllables	comparative
short	shorter
.....
.....
.....

I Check

1 syllable	comparative	2 syllables	comparative
short	shorter	silent	more silent
tall	taller	happy	happier
dark	darker	clever	more clever
bright	brighter	easy	easier

Activity 7: Which is More?



Recognising the comparative.



5 - 10 minutes



pencil  rubber 



I put the adjectives between brackets in the correct form.

أضعُ الصِّفَاتِ بَيْنَ الأقْوَاسِ بالصِّيغَةِ الصَّحِيحَةِ.

1. Amanda is more ambitious than her classmates. (ambitious)
2. My garden is than this park. (colourful)
3. His house is than a hotel. (comfortable)
4. Dogs are than rabbits. (intelligent)
5. Russia is than the UK. (large)
6. In the UK, the streets are generally than the streets in the USA. (narrow)

I Check

1. Amanda is more ambitious than her classmates.
2. My garden is more colourful than this park.
3. His house is more comfortable than a hotel.
4. Dogs are more intelligent than rabbits.
5. Russia is larger than the UK.
6. In the UK, the streets are generally narrower than the streets in the USA.

Activity 8: Everybody Wants it Better



Distinguishing different comparative forms.



10 - 15 minutes



pencil rubber



I complete the sentences using the comparative.

أكمل الجمل باستخدام صيغة المقارنة.

1. Joe's car isn't very fast. He wants a one.
2. My job isn't very interesting. I want to do something
3. The weather isn't very warm today. Yesterday was
4. The building is not very tall. The one next to it is
5. This sofa isn't very comfortable. That one is
6. This coat is nice but I think the other one is

I Check

1. Joe's car isn't very fast. He wants a faster one.
2. My job isn't very interesting. I want to do something more interesting.
3. The weather isn't very warm today. Yesterday was warmer.
4. The building is not very tall. The one next to it is taller.
5. This sofa isn't very comfortable. That one is more comfortable.
6. This coat is nice but I think the other one is nicer.

Activity 9: My Bestie



Constructing a paragraph.



15 - 20 minutes



pencil  rubber 



I write about someone I know.

أكتبُ عن شخصٍ أعرفه.

A large rectangular writing area with a dotted line at the top and horizontal dotted lines for writing.

I Check

When writing about people, I start with information about

- who she/he is:

E.g. - Sasha is my cousin. She is three years older than I am.

- My friend is Sami.

- What she/he looks like.

E.g. - She is tall and has long black wavy hair.

- He is tall and has big black eyes.

- What she/he likes.

E.g. - She likes to wear comfortable clothes.

- He likes to wear casual clothes.

- What is she/he like.

E.g. - She is kind and caring.

- He is polite and smart.



1. I read and complete with the suitable adjective.

أقرأ وأكمل بالصفة المناسبة.

confident - outgoing - cheap - expensive - comfortable - old - elegant

I think fashion is important because it says something about your personality.

I'm a, outgoing person. I don't like looking boring and
- fashioned even at home. Being fashionable doesn't have
 to be I buy ordinary clothes. I like to
 wear jeans. Casual clothes are my favourites. I like them
 to be colourful and



2. I choose the correct answer.

أختار الخيار الصحيح

1. Graham is (**stronger** - **the strongest**) than Ben.
2. Planes are (**the fastest** - **faster**) than cars.
3. Elephants are (**larger** - **the largest**) than lions.
4. Winter holidays are (**shorter** - **the shortest**) than summer holidays.

I Check



Activity 1:

I think fashion is important because it says something about your personality. I'm a confident outgoing person. I don't like looking boring and old-fashioned even at home. Being fashionable doesn't have to be expensive. I buy ordinary cheap clothes. I like to wear comfortable jeans. Casual clothes are my favourites. I like them to be colourful and elegant.

Activity 2:

1. Graham is stronger than Ben.
2. Planes are faster than cars.
3. Elephants are larger than lions.
4. Winter holidays are shorter than summer holidays.



I am able to		
1. Describe physical appearance using adjectives. (She is tall and has long black wavy hair.)		
2. Read about the descriptions of people.		
3. Compare people and things. (Amanda is more ambitious than her classmates.)		
4. Use the comparative. (Russia is larger than the UK.)		
5. Divide words into syllables. (Ho - tel)		

Fashion



spark - guidance - internship - collaboration - assistant
ومضة إرشاد تدريب تعاون مساعد



3.5 - 4 hours



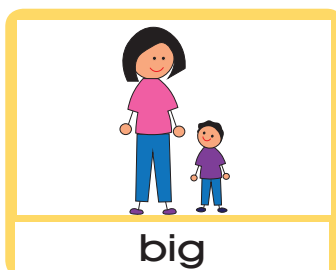
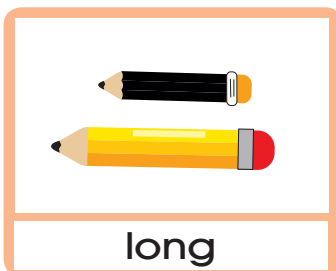
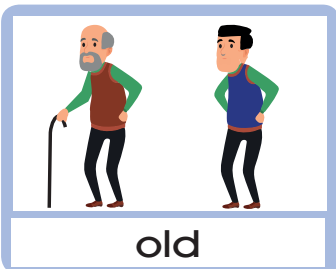
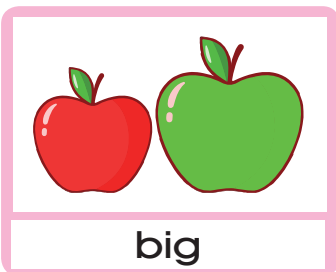
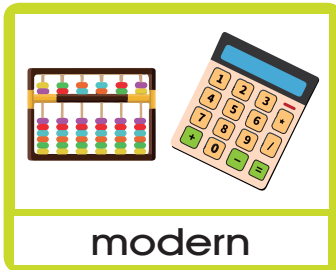
pencil rubber CD player



Let's Go

I write a sentence to compare each two pictures.

أكتبُ جملةً للمقارنةِ بينَ كلِّ صورتين.



Activity 1: The Best Item of Clothing



Inferring the correct answer after listening.



10 - 15 minutes



pencil  rubber 



En8-4-2-1 I listen to the poem and choose the correct answer.

أستمعُ إلى القصيدةِ وأختارُ الإجابةَ الصَّحيحةَ.

1. The poet is speaking about his
a. pants b. shirt c. hat
2. It sometimes has..... on it.
a. flowers b. numbers c. letters
3. It can be of.....
a. different colours b. the same colour c. three colours

I Check

I wear it everywhere I go
In the sun or in the snow
It changes colours every day
I wear it to sleep; I wear it when I play
It is never too big, it is never too small
Sometimes it has crazy letters on it
Sometimes it looks so cool everybody wants it
It changes colours like my mood
I wear it in blue, yellow, and green
It can be filled with sweat or dirt, but I'll always love my shirt

Activity 2: Fashion around the World



Demonstrating understanding of reading material.



10 - 15 minutes



pencil rubber



I read the text and answer the questions.

أقرأ النَّصَّ وأجيبُ على الأسئلة.

Fashion World

My name is Kevin Tung, and I'm a fashion designer based in New York City. Many people are surprised by what my job really involves, often imagining me sewing as they see on shows like runway. My journey started in high school when I met a designer at a festival, which sparked my interest in fashion. I began researching famous designers and shared my dream of becoming a fashion designer with my guidance counselor. She encouraged me to apply for summer programs, where I improved my skills and secured an internship.

In college, I designed a collection inspired by the film "Grave of the Fireflies" for a fashion show and was excited to be one of the top 15 designers. Studying abroad in Florence further deepened my love for art and history, leading to a collaboration with a creative director on a collection inspired by South Africa.

After college, I worked as an assistant designer for (Republic Clothing) and then for various companies. Currently, I'm an assistant designer at a clothing company, where I focus on jackets and bottoms. The real fashion world is quite different from what you see on TV. Instead of making extravagant costumes, we analyze trends, research customer preferences, and use tools like Adobe Illustrator to design garments that enhance the shopping experience.

1. What sparked Kevin Tung's interest in fashion?
 - a. Watching fashion shows
 - b. [Meeting a designer at a festival](#)
 - c. Attending a fashion school
 - d. Reading fashion magazines
2. What film inspired Kevin's collection during the fashion show at college?
 - a. The Great Gatsby
 - b. Grave of the Fireflies
 - c. The Devil Wears Prada
 - d. A Star is Born
3. Where did Kevin study abroad?
 - a. Paris
 - b. London
 - c. Florence
 - d. Tokyo
4. What is Kevin's current role in the fashion industry?
 - a. Freelance designer
 - b. Design assistant at Milly
 - c. Assistant Designer at Republic Clothing
 - d. Fashion show coordinator
5. How does Kevin describe the real fashion world compared to TV depictions?
 - a. Less competitive
 - b. More glamorous
 - c. Focused on trend analysis and customer research
 - d. Centered around extravagant costumes

I Check

1. What sparked Kevin Tung's interest in fashion?
Meeting a designer at a festival
2. What film inspired Kevin's collection during the fashion show at college?
Grave of the Fireflies
3. Where did Kevin study abroad? Florence
4. What is Kevin's current role in the fashion industry?
Assistant Designer at Republic Clothing
5. How does Kevin describe the real fashion world compared to TV depictions?
Focused on trend analysis and customer research

Activity 3: I Know What it is



Demonstrating understanding of reading material.



15 - 20 minutes



pencil rubber



I read and match the word to its meaning.

أقرأ وأطابقُ الكلمةَ معَ معناها.

1. spark

2. guidance

3. internship

4. collaboration

5. assistant

6. extravagant

a. Help and advice that is given to someone about their work, education or personal life.

b. When you work together with another person or group to achieve something.

c. To make someone feel interested, hopeful etc...

d. A job that lasts for a short time, that someone does in order to gain experience.

e. Spending or costing a lot of money especially more than necessary or more than you can afford.

f. Someone who helps someone else in their work, especially by doing the less important jobs.

I Check

spark

To make someone feel interested, hopeful etc.

guidance

Help and advice that is given to someone about their work, education or personal life.

internship

A job that lasts for a short time, that someone does in order to gain experience.

collaboration

When you work together with another person or group to achieve something.

assistant

Someone who helps someone else in their work, especially by doing the less important jobs.

extravagant

Spending or costing a lot of money especially more than necessary or more than you can afford.

Activity 4: Read it, Understand it!



Determining the correct words to complete the context.



10 - 15 minutes



pencil rubber



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

أكمل الجمل بالكلمات المناسبة من القائمة.

guidance - collaboration - internship - assistant

1. I gained so much experience during my
2. Students often seek from their teachers.
3. In some schools, teachers provide extra support to students.
4. is necessary when you work with a team.

I Check

1. I gained so much experience during my internship.

2. Students often seek guidance from their teachers.

3. In some schools, assistant teachers provide extra support to students.

4. Collaboration is necessary when you work with a team.

Activity 5: The Superlative



Recognising the superlative.



5 -10 minutes



pencil rubber



I read then I choose the right answer.

أقرأ ثم أختارُ الإجابةَ الصحيحة.

Fashion is a world where the **brightest** and the **most beautiful** come to play. People like to wear the most elegant outfits and the most stylish shoes that follow the latest trends. Take the **tiniest** sunglasses trend; they were the **biggest** hit last summer, and now, they're the least. Fashion, indeed, is the most changeable art form.

1. We are comparing things.

- a. two b. three or more c. less than two

2. Bright is a one syllable adjective that's why we added

- a. er and than b. er only c. "the" before "bright" and "est" at the end

4. "Big" ends with, that's why we doubled the final consonant.

- a. two vowels b. a consonant and a vowel c. a vowel and a consonant

5. In "Tiny", we changed "y" into "i" because there is a before it.

- a. vowel b. consonant c. vowel and a consonant

6. "Beautiful" is a three syllable adjective and the superlative form is

- a. more beautiful than b. less beautiful than c. the most beautiful

7. "Little" is an irregular adjective and the superlative form is

- a. the least b. less than c. less

I Check

1. We are comparing three or more things.
2. Bright is a one syllable adjective that's why we added "the" before "bright" and "est" at the end.
3. "Big" ends with a vowel and a consonant, that's why we doubled the final consonant.
5. In "Tiny", we changed "y" into "i" because there is a consonant before it.
6. "Beautiful" is a three syllable adjective and the superlative form is the most beautiful.
7. "Little" is an irregular adjective and the superlative form is the least.

A superlative adjective is used when you compare three or more things. The superlative suffix is generally "-est" with one or two syllable adjectives (E.g. the tallest - the easiest)

For more than two-syllable adjectives, the superlative is made by adding "the most". E.g. the most comfortable

Case	Adjective	Superlative Adjective
One syllable adjectives "ending in" e	large	the largest
One syllable adjectives ending in a consonant with a short vowel preceding it	hot	the hottest
Two-syllable adjectives "ending in" y	noisy	the noisiest
More than two-syllable adjectives	beautiful	the most beautiful
Irregular adjectives	good bad far	the best the worst the farthest / the furthest

Activity 6: I Am Super



Skimming the sentences to decide on the correct superlative.



5 - 10 minutes



pencil rubber



I write the superlative adjectives.

أكتبُ الصِّفَاتِ بصيغَةِ التَّفْضِيلِ.

1. I am the oldest (old) in my family.
2. Lara is (clever) in the class.
3. Mount Everest is (high) mountain in the world.
4. They are (young) in their school.
5. Peter isn't (rich) man in my town.
6. Geography is (engaging) subject at school.

I Check

1. I am the oldest in my family.

2. Lara is the cleverest in the class.

3. Mount Everest is the highest mountain in the world.

4. They are the youngest in their school.

5. Peter isn't the richest man in my town.

6. Geography is the most engaging subject at school.

Activity 7: Syllables



Recognising syllables in multi syllable adjectives.



10 - 15 minutes



pencil rubber



I classify the adjectives in the box according to the table, three or four syllables.

أصنّف الصفات الموجودة في الصندوق حسب الجدول. ثلاثة أو أربعة مقاطع.

excellent - fashionable - beautiful - remarkable - confident - traditional

3 syllabs	4 syllables
Excellent
.....
.....
.....

I Check

Excellent, beautiful, confident are **three-syllable adjectives**.

Remarkable, traditional and fashionable are **four-syllable adjectives**.

Activity 8: I Can Tell What They Are Wearing



Describing what the people in the pictures are wearing.



15 - 20 minutes

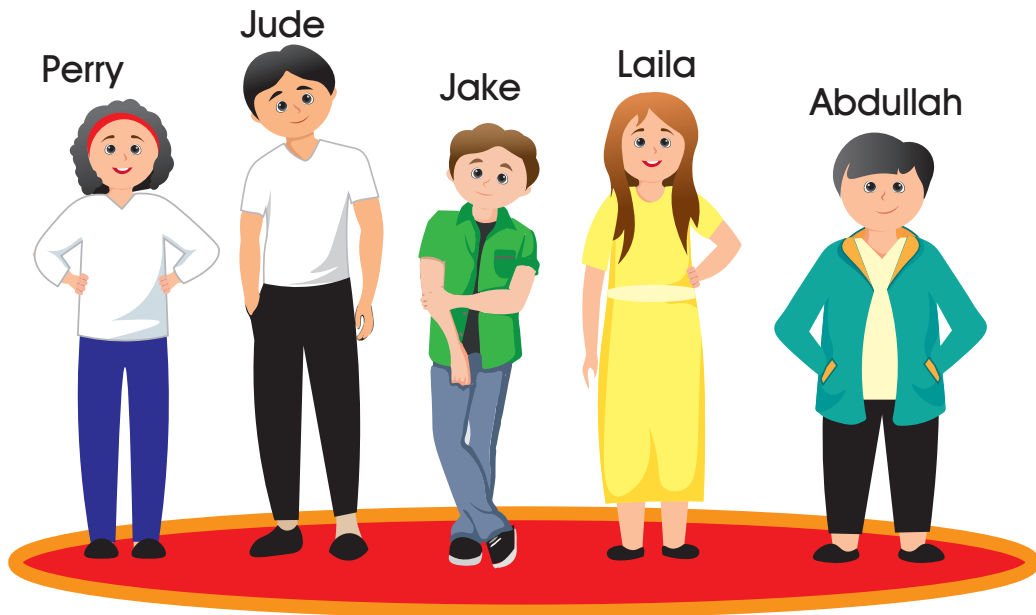


pencil rubber



I look at the picture and write sentences describing the people.

أنظرُ إلى الصُورة و أكتبُ جملاً أصفُ النَّاسَ فيها.



.....

.....

.....

.....

.....

.....

.....

.....

I Check

To describe pictures of people, we start with information about them:

- We describe their physical appearance and their clothes

1. Perry is tall. She has long curly hair.

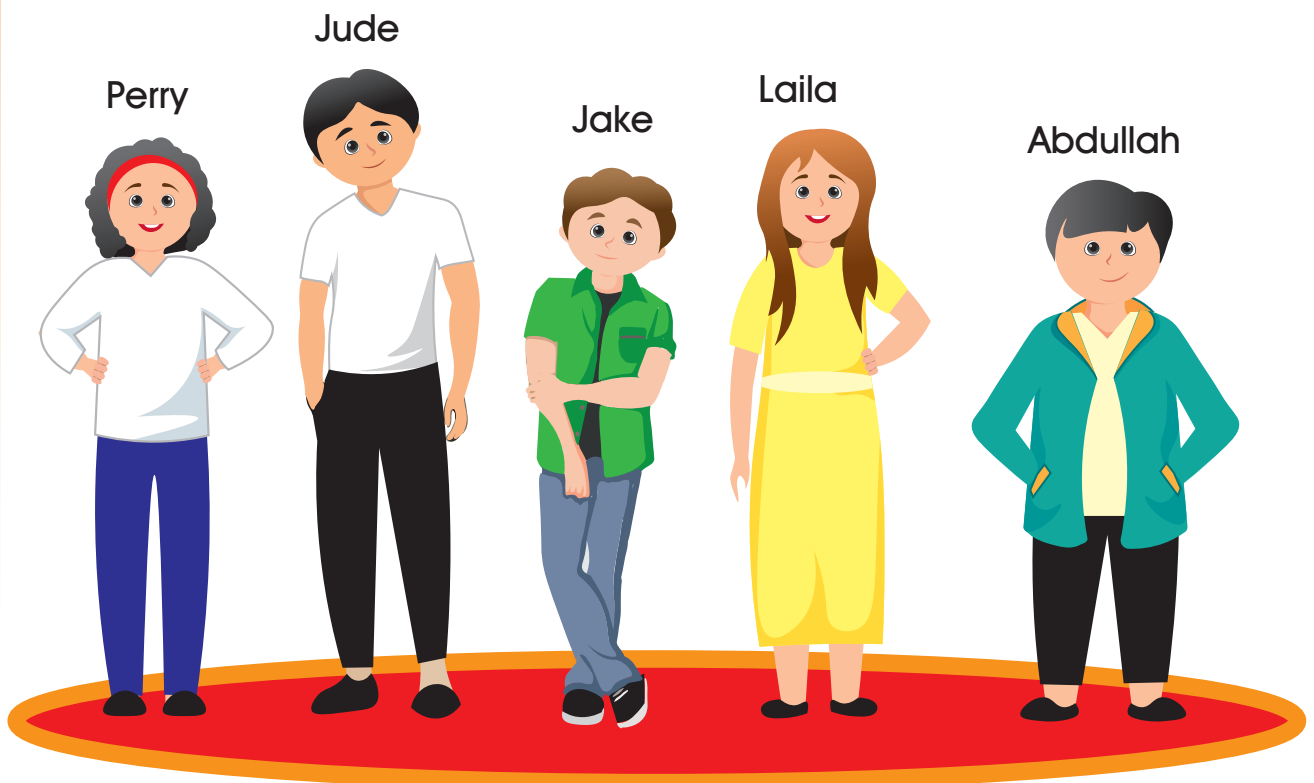
2. Jude is tall and thin. He is wearing a white shirt and black trousers.

- We can describe their clothes, what are they wearing? what colors?

1. Perry is wearing blue pants and a white T-shirt. She is shorter than Laila.

2. Jake is thinner than Abdullah but Jude is the thinnest.

3. Jake is shorter than Jude but Abdullah is the shortest.





1. I describe my physical appearance. These words may help.

أصفُ مظهري. هذه الكلماتُ قد تساعد.

tall - short - plump - thin - black - white - green - skin - eyes - hair

.....
.....
.....
.....
.....
.....
.....



2. I cricle the right option.

أحيطُ الخيارَ الصَّحيح.

1. Martin is (older - the oldest) member of his family.
2. Jupiter is (the biggest - bigger) planet in our solar system.
3. This pillow is (softer - the softest) one I ever felt.
4. Einstien is one of (the smartest - smarter) scientists.
5. Mount Everest is (the highest - higher) mountain on Earth.



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

أكملُ الجملَ بالكلماتِ مِنَ القائمةِ.

sparked - internship - guidance - asisstant - collaboration

1. The helped the teacher with the class.
2. I need to find my way home.
3. She had an to learn more about being a doctor.
4. We worked together in on the school project.
5. An idea in her mind when she saw the beautiful painting.

I Check

Activity 1:

I am (Sama - Samer). I am(tall- short). I am (plump - thin). I have big (black - green - honey) eyes. I have a white skin. My hair is curly and it's long. I like to wear fashionable clothes. etc.



Activity 2:

1. Martin is the oldest member of his family.
2. Jupiter is the biggest planet in our solar system.
3. This pillow is the softest one I ever felt.
4. Einstien is one of the smartest scientists.
5. Mount Everest is the highest mountain on Earth.

Activity 3:

1. The assistant helped the teacher with the class.
2. I need guidance to find my way home.
3. She had an internship to learn more about being a doctor.
4. We worked together in collaboration on the school project.
5. An idea sparked in her mind when she saw the beautiful painting.

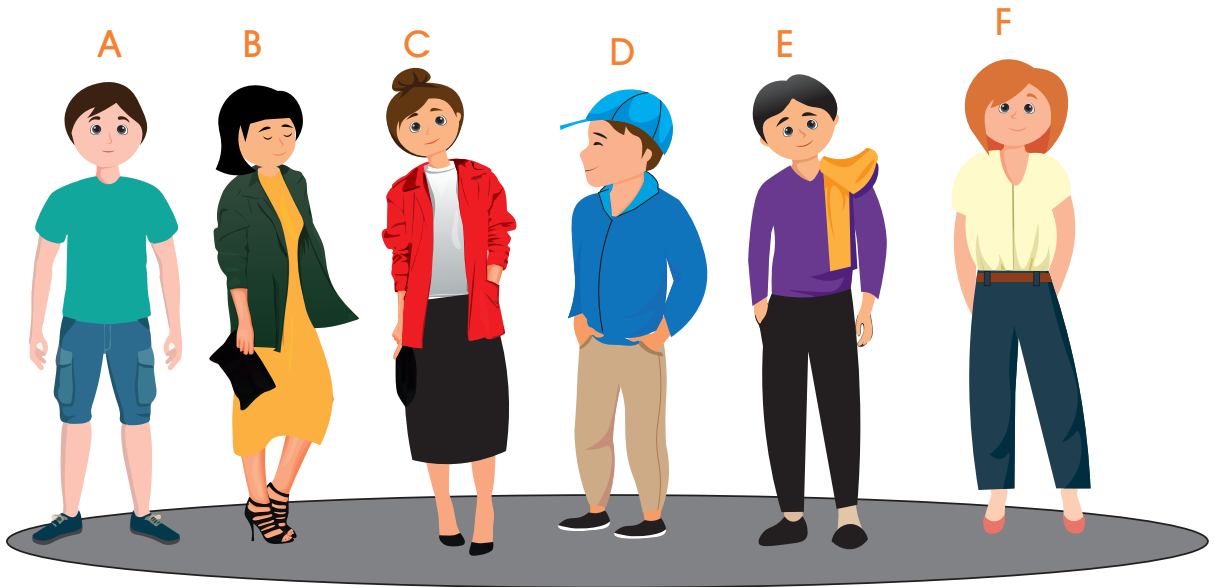


I am able to		
1. Describe people and what they are wearing using the superlative. (- Perry is wearing the prettiest dress. - Abdullah is the shortest.)		
2. Read a text about fashion.		
3. Use vocabulary related to fashion. (glamour)		
4. Use the superlative. (Martin is the oldest member of his family.)		
5. Listen to a poem and answer questions about it.		



1. I look at the pictures (A-F). Are the following sentences True or False?

أنظر إلى الصور. هل هذه الجمل صحيحة أم خاطئة؟



1. 2 boys are wearing caps in the picture.

2. The boy with the shorts is wearing socks.

3. The boy with the cap is wearing trainers.

4. The girl with the red jacket is wearing a long skirt.

5. The girl with the dress is wearing a cardigan.

6. The boy with the scarf is wearing blue pants.



2. I complete the sentences with the adjectives below.

أكملُ الجمَلَ بالصِّفَاتِ أدناه.

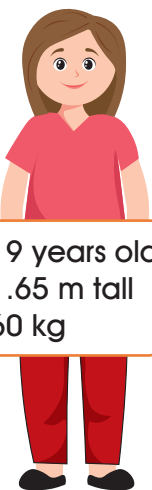



darker - smart - longer - lighter - comfortable - tightest

1. I am wearing a suit to my job interview because I need to look
2. She was wearing a dress than her friends'.
3. This jacket is the It isn't very comfortable.
4. We usually wear clothes when we go to work.
5. People generally wear colours in winter and colours in summer.



2. I compare the people in the pictures.

أقارنُ الأشخاصَ في الصُّور.

Suzan	Andrew	Kathy	Tom
			
19 years old 1.65 m tall 60 kg	38 years old 1.85 m tall 73 kg	55 years old 1.52 m tall 82 kg	10 years old 1.40 m tall 50 kg

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

How Do I Like to Learn?

At the end of the unit, I am 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 reading: 

I read then answer.

My best friend is Lily.

I learn by writing: 

I write about myself. These words may help.

tall - short - plump - thin - black - white - green - skin - eyes - hair

.....

I learn by matching: 

I match the words to their meanings.

1. cardigan

b. a sweater or jumper with buttons

At the end of the unit, I am 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 to the poem and choose the correct answer.

1. The poet is speaking about his
- a. pants b. shirt c. hat

I learn by choosing: 

I choose the correct answer.

Cars are (the fastest - faster) than planes.

I learn by completing: 

I complete the sentences using the comparative.

1. Joe's car isn't very fast. He wants a one.

Unit 5 : Dreams and Achievements



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, French, Mathematics, Science, Physics and Chemistry.

Unit Lessons

1 Life Goals



2 Go After Your Dream



Let's Start

My Interests



Inferring answers.



10 - 15 minutes



pencil rubber CD player



En8-5-Let's Start

I listen to four classmates expressing their interests and choose the correct answer a, b or c.

أستمعُ الى أربعةٍ زملاءٍ في الصَّفِّ يتحدَّثونَ عن اهتماماتهم وأختارُ الاجابةَ الصَّحيحة.

1. Jane's interested in

a. photography

b. snowboarding

c. chess

2. Julia is really into

a. photography

b. cinema

c. theater

3. Diana loves

a. dancing

b. doing tricks and jumps

c. writing plays

4. Doris is keen on theatre, because it is always

a. amusing

b. inspiring

c. entertaining

I Check

1. Jane's interested in chess.

2. Julia is really into photography.

3. Diana loves doing tricks and jumps.

4. Doris is keen on theatre, because it is always entertaining.



Life Goals



popular - bankruptcy - labor - fired - pave the way
شائع افلاس جهد/عمل مطرود يعبّد/يسهّل الطريق



3.5 - 4 hours

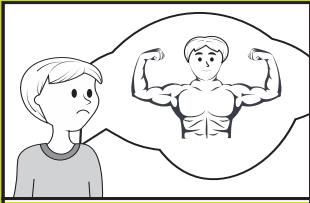


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Let's Go

I look at the pictures and write what the people want.

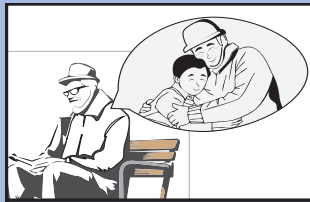
أنظرُ إلى الصُّورِ وأكتبُ ما يريدُهُ النَّاسُ.



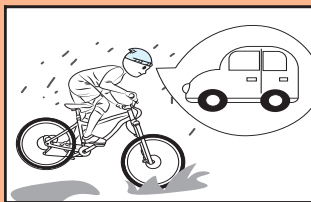
be / tall and strong



work / office



live / with my son



have / a car

Activity 1: Life Goal



Identifying and using the quantifiers correctly.



10 - 20 minutes



pencil rubber



En8-5-1-1 I listen to the conversation between Mike and Jean and choose the correct answer a, b or c.

أستمعُ لمحادثةٍ بينَ مارك و جين وأختارُ الإجابةَ الصَّحيحةَ.

1. Parents help their children set goals.
a. must b. should c. have to
2. Setting goals is in life.
a. impossible b. helpful c. unimportant
3. Jean's father was a successful
- a. businessman b. teacher c. doctor
4. Success is contributing to enhance society, or to make the world better and to serve
- a. countries b. ourselves c. the community

I Check

1. Parents should help their children set goals.
2. Setting goals is helpful in life.
3. Jean's father was a successful businessman.
4. Success is contributing to enhance society, or to make the world better and to serve the community.

Activity 2: Failure Led to Fame



Making judgments.



10 - 15 minutes



pencil  rubber 



I read the text and decide whether the statements are True or False.

أقرأ النَّصَّ وأقرِّرُ إذا كانتِ الجملُ التَّالِيَةُ صحيحةً أم خاطئةً.

Walt Disney Company

Walt Elias Disney is a well-known name all over the world. You'll be surprised to know that the man who has affected generations with his fantastic cartoon creations was once considered a failure. In 1919, Disney was fired from his job at the Kansas City Star paper by the editor, who said that Disney showed a lack of imagination and had no good ideas. However, the man who brought us Mickey Mouse and a slew of other characters didn't stop there. He went on to establish an animation studio called "Laugh-O-Gram" because, at that time, Disney's cartoon creations had gained popularity in the Kansas City area. Unfortunately, he was unable to manage money, and the business sank deeper into debt. He filed for bankruptcy and moved to Hollywood, California. The early failures in Disney's life didn't prevent him from moving forward. Disney's failures were a blow to his hopes. However, when he formed the Walt Disney Company, all of his past failures helped to pave the way for a successful business. Disney and the Walt Disney Company have touched the lives of millions across the globe. From cartoons to theme parks and animated movies, both children and adults now enjoy the fruits of Disney's labor. If Disney gave up, things would be far different. But in spite of failure and bankruptcy, he went on to achieve success through will and hard work

- 1. Disney has influenced generations by his cartoon creations. True

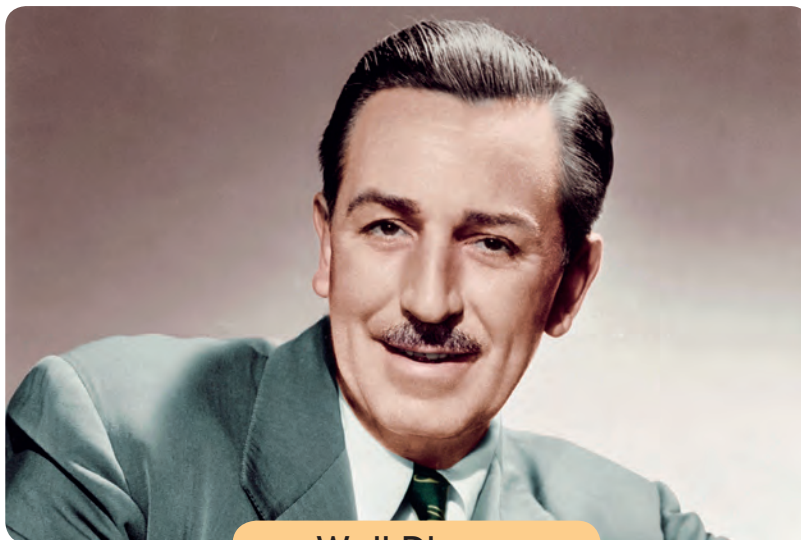
- 2. The failures in Disney's life prevented him from moving forward.

- 3. Only kids watch and enjoy Disney's cartoons.

- 4. Although Disney faced failure at first, he realised his goal at the end.

I Check

- 1. Disney has influenced generations by his cartoon creations. (True)
- 2. The failures in Disney's life prevented him from moving forward. (False)
- 3. Only kids watch and enjoy Disney's cartoons. (False)
- 4. Although Disney faced failure at first, he realised his goal at the end. (True)



Walt Disney

Activity 3 : Find Out



Inferring the meanings of words.



15 - 20 minutes



pencil rubber



I match the words to their definitions.

أطابقُ المفرداتِ معَ معانيها.

1. bankruptcy

2. fired

3. gain

4. popularity

5. slew

6. to form

7. to pave the way

8. labor

a. forced to leave his job

b. a large number

c. the state of being unable to pay your debts

d. to shape

e. win something

f. hard work

g. the state of being liked by a large number of people

h. to make it easier for something to happen

I Check

1. **bankruptcy**: c. the state of being unable to pay your debts
2. **fired**: a. forced to leave his job
3. **gain**: e. win something
4. **popularity**: g. the state of being liked by a large number of people
5. **slew**: b. a large number
6. **to form**: d. to shape
7. **to pave the way**: h. to make it easier for something to happen
8. **labor**: f. hard work

Activity 4: I Know the Words



Determining the correct words to complete the context.



10 - 20 minutes



pencil rubber



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

أكمل الجمل بالكلمات المناسبة من القائمة.

labor - paved - formed - slew - bankrupt

1. He went after only a year in business.
2. She has written a of books.
3. His invention the way for many new ones.
4. We got the job done after a day's
5. A thick sheet of ice was over the water.

I Check

1. He went bankrupt after only a year in business.

2. She has written a slew of books.

3. His invention paved the way for many new ones.

4. We got the job done after a day's labor.

5. A thick sheet of ice was formed over the water.

Activity 6: It Can Never Happen



Recognising grammar.



10 - 20 minutes



pencil  rubber 



I read and choose the right verb between brackets.

أقرأ و أختارُ الفعلَ الصَّحِيحَ بَيْنَ الأقْوَاسِ.

1. She wishes she (is - were) married. (She isn't married now)
2. I wish you (would - will) tell us the truth. (but you're not telling us the truth now)
3. We wish we (could - can) help you. (but we can't)
4. I wish she (knows - knew) how much I care about her.
(but she doesn't know)

I Check

1. She wishes she were married. (She isn't married now)
2. I wish you would tell us the truth. (but you're not telling us the truth now)
3. We wish we could help you. (but we can't)
4. I wish she knew how much I care about her.
(but she doesn't know)

Activity 8: No Chance



Recognising the verb form.



10 - 15 minutes



pencil  rubber 



I write the verbs in brackets in the correct form.

اكتبُ الأفعالَ الموجودةَ بينَ أقواسٍ بالصَّيْغَةِ الصَّحِيحَةِ.

1. I wish I had more books than I have.
2. I wish I (can play) the piano.
3. I wish he (not whistle) in the class.
4. They wish he (be) there.
5. I wish I (speak) Spanish.

I Check

1. I wish I had more books than I have.

2. I wish I could play the piano.

3. I wish he didn't whistle in the class.

4. They wish he were there.

5. I wish I spoke Spanish.

Activity 9: What's Missing?



Linking terms using linking words as connectors.



10 - 15 minutes



pencil  rubber 



I write the suitable conjunction to complete Tom's letter to his boss.

أكتبُ كلماتِ الرِّبْطِ المناسبةَ لأكملَ رسالةَ تومِ لمديره.

but - in addition - although - because

Dear Harry,

I am writing this letter to inform you of my decision to leave my job in your factory 1 I moved to the countryside.

2 I enjoy working with you, I find it difficult to arrive on time every morning.

3, it is really difficult to spend lots of time on the way! It takes an hour and a half to reach home from the city.

I am sorry to leave, 4 I have to. Thank you for your help during my time with the company.

Please let me know the arrangements for returning my uniform and factory pass.

Yours,

Tom

I Check

Dear Harry,

I am writing this letter to inform you of my decision to leave my job in your factory because I moved to the countryside.

Although I enjoy working with you, I find it difficult to arrive on time every morning.

In addition, it is really difficult to spend lots of time on the way! It takes an hour and a half to reach home from the city.

I am sorry to leave but I have to. Thank you for your help during my time with the company.

Please let me know the arrangements for returning my uniform and factory pass.

Yours,

Tom





1. I read and complete with the suitable verb form.

أقرأ وأكمل بالشكل الصحيح للفعل

Dear Mum,

I feel really unhappy! I wish I 1 (not accept) this job. I wish I 2 (listen) to you before I made the decision to come here. I wish the people here 3 (not be)so unfriendly. I don't like it at all! I wish I 4 (have) longer breaks. Looking at a computer screen all day is tiring. My boss is always in a bad mood. It's so annoying! Also, I wish there 5 (be)someone here I could talk to but there is no-one I can talk to. I haven't made any friends. I wish I 6 (make) some friends when I arrived here, but meeting new people is very difficult. I wish you 7 (live)nearer to me. I wish I 8 (can see)you more often! Please write soon. I miss you!

Love,
Mary



2. I write sentences using these words.

أكتبُ جملاً باستعمالِ هذه الكلمات.

gain - popular - labour

1.
2.
3.



3. I use the two stars to share two things I really like about my activities / my days and I use the wish stick to say one thing I can improve.

أستخدمُ النجمتين لمشاركةِ شيئينِ أحببتهما حقاً في أنشطتي / أيامي وأستخدمُ عصا الأمنيات لقولِ شيءٍ واحدٍ يمكنني تحسينه.



.....



.....



.....

I Check

Activity 1:

Dear Mum,

I feel really unhappy! I wish I didn't accept this job. I wish I listened to you before I made the decision to come here. I wish the people here weren't so unfriendly. I don't like it at all! I wish I had longer breaks. Looking at a computer screen all day is tiring. My boss is always in a bad mood. It's so annoying! Also, I wish there was someone here I could talk to but there is no-one I can talk to. I haven't made any friends. I wish I made some friends when I arrived here, but meeting new people is very difficult. I wish you lived nearer to me. I wish I could see you more often! Please write soon. I miss you!

Love,

Mary

Activity 2:

Sample Answers:



1. They felt tired after long hours of labour.
2. He worked hard and gained his manager's trust.
3. She shared her travel adventures and became popular.

Activity 3:

Sample Answers:

1. I make delicious cakes.
2. I can speak French fluently.
3. I wish I could speak more languages.



I am able to		
1. Read a text about overcoming failure and answer questions about it.		
2. Use vocabulary related to the text. (labor - paved - formed - slew - bankrupt)		
3. Use the correct verb form after “wish”. (Sam wishes he visited Italy.)		
4. Write sentences using “wish”. (I wish I could play the piano.)		
5. Listen to a text and answer questions about it.		
6. Write the suitable linking words in a text. (but - in addition - although - because)		

Go After Your Dream



passion - compel - investment - quit - tough
شغف يجبر استثمار يترك صعب



3.5 - 4 hours



pencil rubber CD player 

Let's Go

I read and answer.

أقرأ وأجيب.



1. What is your dream?

.....

2. What do you have to do to achieve it?

.....

3. Who do you think can help you?

.....

4. What do you need to achieve your dream?

.....

Activity 1: Realize Your Own Dream



Analyzing a text.



15 - 20 minutes



pencil rubber



I read the text then do the tasks.

أقرأ النَّصَّ وأقومُ بالمهامِّ المطلوبة.

Dream Until It is Your Reality

Some people believe that “imagination” is the best friend in discovering their dreams. But why are other people who have good life skills, education, and a good job unable to achieve their dreams? The answer is simple. They don't know what they want in their life. At best, they will be helping others in achieving their dreams. Having no big dreams may be a result of having endless excuses.

Jessica De Bry says: “Passion is your compelling emotion behind your dreams. Your feelings drive your passion. Purpose is the “Why” behind it all. Purpose is the deep reason for your existence.

The power of dreams lies in your investment to achieve them, and in having a strong reason “why you want that”.

The stronger the reason is, the stronger the chance to achieve your dream will be.

A dream without passion means to quit when things get tough.

A. I answer the questions.

أجيبُ عن الأسئلة.

1. What does “imagination” represent to some people?

.....

2. Why are some people unable to achieve their dreams?

.....

3. Where does the power of dreams lie?

.....

4. Do you agree with Jessica's saying? Give reasons.

.....

B. I match the words to their definitions.

أطابقُ الكلماتِ معَ معانيها.

1. passion	a. The act of giving time or effort to a task to make it successful
2. compelling	b. Difficult
3. investment	c. A very strong feeling of love
4. quit	d. Very exciting; holding your attention
5. tough	e. To stop doing something

I Check

A.

1. It is the best friend in discovering their dreams.
2. Because they don't know what they want in their life.
3. It lies in the investment in achieving the dream and in having a strong reason "why you want it".
4. Yes, I do. Because without passion I do nothing.

B.

passion	A very strong feeling of love
compelling	Very exciting; holding your attention
investment	The act of giving time or effort to a task to make it successful
quit	To stop doing something
Tough	Difficult
extravagant	Spending or costing a lot of money especially more than necessary or more than you can afford.

Activity 2: Question Tags



Inferring the rule of question tags.



15 - 20 minutes



pencil rubber



I read the following dialogue and underline the question tag.

أقرأ الحوار التالي وأضع خطأً تحت السؤال التأكيدي.

A: Oh Mimo! It's a lovely day today, isn't it?

B: Yes, it is. It's a good day to have a walk.

A: You are moving to Paris, aren't you?

B: Yes, we are. Maybe next week.

A: Your father has got a new job there, hasn't he?

B: Yes, he has. Your parents don't like to live abroad, do they?

A: No, they don't. they like this country.

B: They work here in the same company, don't they?

A: Yes, they do. They have been working there for 15 years.

B: Ok, hope to see you soon.

A: Thank you. Take care.

I Check

A: Oh Mimo! It's a lovely day today, isn't it?

B: Yes, it is. It's a good day to have a walk.

A: You are moving to Paris, aren't you?

B: Yes, we are. Maybe next week.

A: Your father has got a new job there, hasn't he?

B: Yes, he has. Your parents don't like to live abroad, do they?

A: No, they don't. they like this country.

B: They work here in the same company, don't they?

A: Yes, they do. They have been working there for 15 years.

B: Ok, hope to see you soon.

A: Thank you. Take care.

Question Tags are formed with the auxiliary or modal verb from the statement and the appropriate subject.

- A positive statement is followed by a negative question tag.

E.g. Jack is from Spain, isn't he?

- A negative statement is followed by a positive question tag.

E.g. They aren't funny, are they?

- When the verb in the main sentence is in the present simple we form the question tag with do / does.

E.g. You play the guitar, don't you? / Alice likes tennis, doesn't she?

- If the verb is in the past simple, we use did/

E.g. They went to the theatre, didn't they?

Activity 3: Choose Right



Choosing the correct question tag.



10 - 15 minutes



pencil  rubber 



I select the correct choice.

أقومُ باختيارِ الإجابةِ الصَّحيحة.

1. The bus isn't coming, (is - isn't) it?
2. She was at home yesterday, (was - wasn't) she?
3. He hasn't eaten all the cake, (has - is) he?
4. They won't be late, (will - won't) they?
5. I should go now, (shouldn't - should) I?
6. She doesn't have any children, (does - doesn't) she?

I Check

1. The bus isn't coming, is it?
2. She was at home yesterday, wasn't she?
3. He hasn't eaten all the cake, has he?
4. They won't be late, will they?
5. I should go now, shouldn't I?
6. She doesn't have any children, does she?

Activity 4: Write Right!



Writing the correct question tag.



10 - 15 minutes



pencil  rubber 



I write the suitable question tag.

أقومُ بكتابةِ السُّؤالِ التَّأكِيدِي الصَّحِيحِ.

1. She will come, won't she?
2. Years ago, we could run fast,?
3. He usually sleeps on his couch,?
4. They've drunk all the juice,?
5. She didn't sleep well,?
6. We won't travel,?
7. You haven't started playing yet,?

I Check

1. She will come, won't she?
2. Years ago, we could run fast, couldn't we?
3. He usually sleeps on his couch, doesn't he?
4. They've drunk all the juice, haven't they?
5. She didn't sleep, did she?
6. We won't travel, will we?
7. You haven't started playing yet, have you?

Activity 5: All About You



Analyzing a text.



15 - 20 minutes



pencil  rubber  CD player 



En8-5-2-5 I listen to Haya speaking on a radio-program, then do the tasks below.

أستمعُ إلى هيا تتحدَّثُ في برنامجٍ إذاعيٍّ، ثمَّ أقومُ بالمهامِّ المطلوبة.

A. Decide if the following sentences are True or False.

1. Haya lives in Egypt.

False

2. Haya's mother is a teacher.

.....

3. Haya's dream is to become a top model.

.....

4. Haya likes swimming and running.

.....

B. I match.

1. Haya's favourite subjects

a. long straight brown hair.

2. Haya has got

b. fashionable clothes.

3. Haya likes wearing

c. are maths, science and English.

4. Haya doesn't like

d. watching TV or playing video games.

I Check

A.

1. Haya lives in Egypt. (False)

2. Haya's mother is a teacher. (False)

3. Haya's dream is to become a top model. (True)

4. Haya likes swimming and running. (True)

B.

1. Haya's favourite subjects are maths, science and English.

2. Haya has got long straight brown hair.

3. Haya likes wearing fashionable clothes.

4. Haya doesn't like watching TV or playing video games.

Activity 6: Albert Einstein



Writing an ending.



7 - 10 minutes



pencil  rubber 



I write a suitable ending to the following short paragraph about Albert Einstein.

أكتبُ نهايةً مناسبةً للمقطع القصير التالي عن ألبرت أينشتاين.

Albert Einstein, the pioneer of the theory of general relativity, did not even speak until he was 4 years old. By the age of 16, he took an examination for entrance into the Swiss Federal Polytechnic school located in Zurich but failed to earn a passing score. His earlier setbacks did not stop him from winning the Nobel Prize in Physics in 1921. After all, he believed that: "Success is failure in progress".

.....

.....

.....

.....

I Check

Sample Answer:

The great scientist knew that facing our fear and learning from our failures prompt us to big changes in our lives.

Activity 7: Success



Writing a whole paragraph.



25 - 30 minutes



pencil  rubber 



I write about a successful person I admire.

أكتبُ عن شخصٍ ناجحٍ أنا معجبٌ به.

.....

.....

.....

.....

.....

.....

.....

I Check

Sample Answer:

Huda Akil was born in 1945 in Damascus, Syria. She moved to the United States to continue her education and research. She is a well-known neuroscientist who studies how our brains handle feelings like happiness and sadness, as well as how we feel pain and why some people become addicted to things. She works at the University of Michigan as a special professor of Neuroscience and Psychiatry. In 2023, she received the National Medal of Science for her important discoveries about how our brains work. Her achievements reflect determination, success, and a desire to make a meaningful impact, inspiring others to pursue their dreams and contribute to the community.





1. I read and answer the questions.

أقرأ وأجيب عن الأسئلة.

One day, a boy came to his father for a piece of advice and said, "Dad, I can't go on doing these lessons of football anymore. They have exhausted me, and the result doesn't change. It seems that it isn't destined for me to play football and I think my dream will never come true". The father looked at his son with loving eyes and said, "You know son, every person has a dream and a goal in his life. We have to fight for what we believe in. The easiest way is to quit when we feel that things get difficult. We want everything to be easy. This is how our dreams die, and the goals become unreachable. Life goes on! Your biggest enemies which are laziness, fear, doubt, indecision are hidden within yourself. Remember that the present is your chance to plan for the future".

1. Why did the boy think that he couldn't continue anymore?

.....

2. How did the father look at his son?

.....

3. What should the boy remember?

.....

4. What is the biggest enemy that prevents us from achieving our goals?

.....

5. Why do most people find it easy to quit everything?

.....



2. I add the suitable question tag.

أضيف السؤال التأكيدي المناسب.

1. They went to the cinema,?

2. She lives in New Zealand,?

3. I should go now,?

4. He hasn't eaten all the cake,?

5. The cat isn't sleeping,?

I Check



Activity 1 :

1. The lessons have exhausted him, and the result doesn't change.
2. The father looked at his son with loving eyes.
3. He should remember that the present is his chance to plan for the future.
4. Our biggest enemies which are laziness, fear, doubt, indecision are hidden within ourselves.
5. We have to fight for what we believe in. The easiest way is to quit when we feel that things get difficult.

Activity 2:

1. They went to the cinema, didn't they?
2. She lives in New Zealand, doesn't she?
3. I should go now, shouldn't I?
4. He hasn't eaten all the cake, has he?
5. The cat isn't sleeping, is it?



I am able to		
1. Identify the question tags. (I should go now, shouldn't I?)		
2. Read a text about realizing one's dreams.		
3. Use new vocabulary correctly. (passion - compel - investment - quit - tough)		
4. Write about a successful person. (Huda Akil was born in 1945 in Damascus, Syria. She is a well-known neuroscientist who studies how our brains handle feelings.		

Unit Worksheet Dreams and Achievements



1. What are some things that you have done and want to change?
Express how you would like to change them using “wish”.

ما هي الأشياء التي فعلتها سابقاً وتودُّ تغييرها؟ عبّر عمّا تريد تغييره باستخدام wish.

.....

.....

.....

.....

.....

.....

.....



2. I write the correct question tag.

أكتب السؤال التأكيدي الصحيح.

1. David can't play the guitar, **can he**?
2. Your sister speaks Spanish,?
3. I am very late today,?
4. You won't exercise today,?
5. Charles isn't running,?
6. They have bought a car,?
7. You are not getting bored,?
8. It rained yesterday,?
9. You had forgotten your pen,?
10. Ryan shouldn't drive so fast,?



3. I read and fill in the spaces with words from the list.

أقرأ وأملأ الفراغات بكلمات من القائمة.

investment - passion - tough - compel - quit

1. Music has always been his passion.
2. The law will employers to provide health insurance.
3. Education is a good
4. He has decided to as a manager of the team.
5. She had a time in college.



4. I read and choose the correct answer.

أقرأ وأختار الإجابة الصحيحة.

1. I can speak English French fluently.
a. or b. because c. and d. but
2. I always travel by train travelling by train is safer than travelling by bus.
a. or b. because c. and d. so
3. I'm from Spain I live in Italy now.
a. or b. because c. but d. so
4. looking after her baby, she has been continuing her studies.
a. And b. In addition to c. Otherwise d. So
5. I've been to his house several times, I still can't remember how to get there.
a. In addition to b. Although c. Because d. So

How Do I Like to Learn?

At the end of the unit, I am 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 reading: ☆☆☆

I read the following dialogue and underline the question tag.

A: Oh Mimo! It's a lovely day today, isn't it?

I learn by writing: ☆☆☆

I write the correct question tag.

David can't play the guitar,

I learn by matching: ☆☆☆

I read and match to the correct definition.

1. passion

c. A very strong feeling of love

At the end of the unit, I am 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 a, b or c.

Jean's father was a successful

a. businessman b. teacher c. doctor

I learn by choosing: 

I select the correct choice.

The bus isn't coming (is - isn't) it?

I learn by completing: 

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

Labor - paved - formed - slew - bankrupt

1. He went after only a year in business.

Unit 6 : Mysterious Phenomena



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.



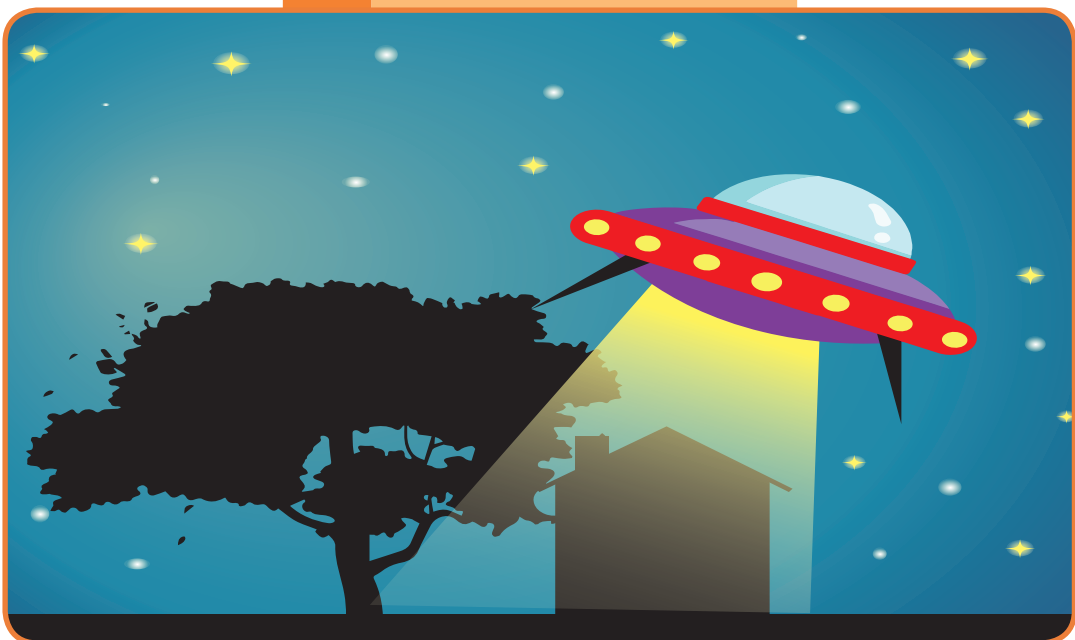
This guide supports you to assess your learning and build your learning skills. You can use the guide while studying all the Empowered Learning Curriculum Subjects: English, Arabic, French, Mathematics, Science, Physics and Chemistry.

Unit Lessons

1 Supernatural Powers



2 Not Fully Understood



Let's Start

Have You Seen This Before?



Identifying the phenomenon I know and try to talk about it using my words.



15 - 20 minutes



pencil rubber



I identify each picture according to what I already know about mysterious phenomena.

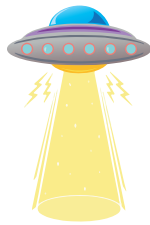
أقوم بتعريف كل صورة حسب ما أعرفه مسبقاً عن الظواهر الغامضة.

A spaceship (a flying saucer) - a fortune teller - a ghost - a vampire -
a haunted house - an alien - a werewolf

1



2



3



4



5



6



7



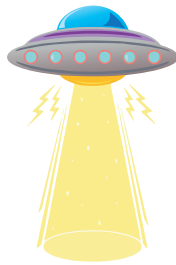
I Check

1



a ghost

2



a spaceship

3



a vampire

4



a fortune teller

5



an alien



a werewolf

7



a haunted house

Supernatural Powers



gift - solar panels - hero - peacefully
موهبة ألواح شمسية بطل بسلام



3.5 - 4 hours



pencil rubber CD player



Let's Go

I look and explain the colour of the sky.

أَنْظِرْ وَأَفْسِرْ لَوْنَ السَّمَاءِ.



.....

.....

.....

.....

.....

.....

.....

Activity 1: Stare at it, Move it!



Analyzing a text.



15 - 20 minutes



pencil rubber



I read the text and choose the correct answers.

أقرأ النَّصَّ وأختارُ الإجاباتِ الصَّحيحة.

Supernatural Powers

In a small village near Nairobi National Park, a boy named Richard Turere had a special gift: he could communicate with animals. His family raised cattle, but lions often threatened them at night. While most villagers were afraid of lions, Richard understood that they were part of nature.

One night, after losing another cow to a lion, Richard felt determined to find a solution. He went into the savannah to seek help from animal spirits. They suggested he create a light that looked like humans to scare away the lions without hurting them.

Richard was inspired and went home to build a device using solar panels and flashing LED lights. He called it Lion Lights. That night, he set up the lights around the cattle pen. When it got dark, the lights turned on, creating moving shadows that looked like people. The lions came close but were confused and left.

Soon, everyone in the village heard about Richard's invention, and he became a hero. The Lion Lights protected the cattle and helped people respect the lions. Richard's kindness and creativity showed that humans and wildlife could live together peacefully, changing how people viewed their land forever.

1. What unique ability did Richard Turere possess?
 - a. The power to fly
 - b. [The ability to communicate with animals](#)
 - c. The skill to become invisible
 - d. The talent for predicting the future

2. What was the primary threat to Richard's family's cattle?
 - a. Drought
 - b. Poachers
 - c. Lions
 - d. Disease

3. What materials did Richard use to create the Lion Lights?
 - a. Wood and metal
 - b. Solar panels and LED lights
 - c. Plastic and glass
 - d. Paper and fabric

4. What was the outcome of Richard's invention, the Lion Lights?
 - a. It caused more lion attacks
 - b. It was never used and was forgotten
 - c. It made the villagers afraid of the dark
 - d. It protected the cattle and fostered respect for lions

5. What was Richard's motivation for seeking a solution to the lion attacks?
 - a. To protect his family's livelihood and the cattle
 - b. To become famous
 - c. To impress the villagers
 - d. To win a competition

I check

1. Richard's unique ability is communicating with animals.
2. Lions were the primary threat to Richard's family cattle.
3. Solar panels and LED lights were the materials used by Richard to create the Lion Lights.
4. The Lion Lights protected the cattle and fostered respect for lions.
5. Richard's motivation for seeking a solution to the lion attacks was to protect his family's livelihood and the cattle.



Activity 2: Parts of Speech



Choosing the correct part of speech of the words in sentences.



10 - 15 minutes



pencil rubber



I select the correct answer between brackets.

أقومُ باختيارِ الإجابةِ الصَّحيحةِ من بينِ القوسين.

1. Computer programming needs someone with a **logical mind**.
The word “**logical**” is an because it describes the noun “**mind**”
a. verb b. adverb c. adjective
2. “The **external walls** of the building were very strong.” The word
“**external**” is an adjective and it describes the “**walls**”.
a. noun b. verb c. preposition
3. “The teacher **explained** everything very **clearly**.” The word
“**clearly**” is an adverb and it describes the “**explained**”.
a. noun b. verb c. preposition
4. “Mothers are often the **emotional members** of the family.” The
word “**members**” is a noun, so the word “**emotional**” is a/an
a. verb b. adverb c. adjective
5. “I **made** this cake **especially** for you.” The word “**made**” is a verb,
so the word “**especially**” is a/an
a. verb b. adverb c. adjective

I Check

1. Computer programming needs someone with a **logical** mind. The word “**logical**” is an adjective because it describes the **noun** “**mind**”
2. “The **external** walls of the building were very strong.” The word “**external**” is an adjective and it describes the noun “**walls**”.
3. “The teacher **explained** everything very **clearly**.” The word “**clearly**” is an adverb and it describes the verb “**explained**”.
4. “Mothers are often the **emotional** members of the family.” The word “**members**” is a noun, so the word “**emotional**” is an adjective.
5. “I **made** this cake **especially** for you.” The word “**made**” is a verb, so the word “**especially**” is a verb.

Activity 3: Articles



Applying the suitable article.



15 - 20 minutes



pencil rubber



I complete the sentences with the appropriate articles.

أكمل الجمل بأدوات التعريف والتنكير المناسبة.

1. Richard lived in a small village.
2. Richard could talk to animals.
3. lion threatened cattle.
4. Richard built device using solar panels.
5. Richard had extraordinary gift.

I Check

1. Richard lived in a small village.
2. Richard could talk to animals.
3. The lion threatened the cattle.
4. Richard built a device using solar panels.
5. Richard had an extraordinary gift.

Articles

a/an	the	X (no article)
<p>With the first time we introduce an object. E.g. I saw a movie last night.</p>	<p>When we mention the object for the second time. E.g. The movie is based on a real-life incident.</p>	<p>To talk about things in general. E.g. Milk is good for you.</p>
<p>Instead of number one. E.g. They bought a computer.</p>	<p>Before countries with plural names. E.g. The U.A.E</p>	<p>To talk about sports and games. E.g. Let's play basketball.</p>
<p>Indicate one of a group. E.g. She is a singer.</p>	<p>Before certain adjectives to give a plural meaning. E.g. The rich</p>	<p>Before the names of countries. E.g. Japan, France.</p>
<p>(an) is used before vowels (a,e,i,o,u) E.g. My father is an engineer.</p>	<p>Before ordinal numbers (first, second, third). E.g. I won the first prize.</p>	<p>With meals. E.g. breakfast, lunch.</p>
	<p>Before superlative adjectives. E.g. the most beautiful</p>	

Activity 4: Choose Right!



Choosing the correct article.



10 - 15 minutes



pencil rubber



I select the correct choice.

أقومُ باختيارِ الإجابةِ الصَّحيحة.

- I bought a TV set yesterday.
“a” is used because “TV” is
a. singular and does not start with a vowel.
b. plural
- “An apple a day keeps the doctor away.” The article “an” is used because “apple” is
a. singular and starts with a vowel
b. singular and does not start with a vowel
- “We spent a lot of time swimming in the sea on holiday.” The article “the” is used because “sea” is
a. singular mentioned for the first time
b. singular but it is well known
- “My flat is on the second floor.” The article “the” is used because “second” is a/an
a. ordinal number
b. plural noun
- “We usually have dinner at eight.” We didn’t use an article before “dinner” because it is a
a. singular
b. meal

I Check

1. I bought a TV set yesterday.

“a” is used because “TV” is singular and does not start with a vowel.

2. “An apple a day keeps the doctor away.” The article “an” is used because “apple” is singular and starts with a vowel.

3 “We spent a lot of time swimming in the sea on holiday.” The article “the” is used because “sea” is singular but it is well-known.

4. “My flat is on the second floor.” The article “the” is used because “second” is an ordinal number.

5. “We usually have dinner at eight.” We didn’t use an article before “dinner” because it is a meal.

Activity 5: Writing Well



Writing the correct article.



10 - 15 minutes



pencil rubber



I fill in the blanks with the correct article. (a - an - the - x)

أملأ الفراغ بأداة التعريف او التنكير المناسبة. (a - an - the - x)

1. Tom likes ...x.. football very much.
2. I think man over there is very ill. He can't stand on his feet.
3. I watched video you had sent me.
4. I love reading history books.
5. She is nice girl.
6. Do you want to go to restaurant where we first met?
7. She is architect.

I Check

1. Tom likes football very much.

2. I think the man over there is very ill. He can't stand on his feet.

3. I watched the video you had sent me.

4. I love reading history books.

5. She is a nice girl.

6. Do you want to go to the restaurant where we first met?

7. She is an architect.

Activity 6: The Illusionist!



Listening to answer correctly.



15 - 20 minutes



pencil  rubber  CD player 



En8-6-1-6 I listen to a conversation between two people about the ability of walking on water then choose the correct answer.

أستمعُ إلى محادثةٍ بينَ شخصين عن إمكانية المشي على الماء، ثمَّ أختارُ الإجابةَ الصحيحة.

1. There was a big audience (watching - helping) the man.
2. Tom thought the man was wearing special (shoes - clothes) to help him walk on the water.
3. The man was (an illusionist - a magician).
4. There was a (platform - bridge) under the water.

I Check

1. There was a big audience watching the man.

2. Tom thought the man was wearing special shoes to help him walk on the water.

3. The man was an illusionist.

4. There was a platform under the water.

Activity 7: I Pronounce /f/ and /tʃ/.



Distinguishing between the voices /f/ and /tʃ/.



10 - 15 minutes



pencil rubber CD player



En8-6-1-7 I listen to the words then classify them correctly in the table.

أستمع إلى الكلمات وأصنفها بشكل صحيح في الجدول.

/f/
.....
.....
.....
.....
.....
.....

/tʃ/
Children
.....
.....
.....
.....
.....

I Check

/f/
Share
Sheep
Sugar
Sure
Insurance
Shy

/tʃ/
Children
Chair
Chat
Chin
Teacher
Change

Activity 8: Superhero



Writing a paragraph.



25 - 30 minutes



pencil  rubber 



I imagine that I have a super power like these characters (Spiderman - Batman - Supergirl) and write a paragraph.

أتخيّل امتلاك قوَى مثل هؤلاء (الرّجُل العنكبوت - الرّجُل الوطواط - المرأةُ الخارقة) وأكتبُ فقرة.

.....

.....

.....

.....

.....

.....

.....

.....

I Check

Sample paragraph:

If I had superpowers, I would have the ability to control time! I could pause everything when I need more time to study or rewind to fix mistakes. I'd use my power to help people, like stopping accidents before they happen or giving someone an extra moment to finish something important. It would feel amazing to make the world better while also sneaking in a little extra fun, like staying in my favourite moments forever!



1. I read and do the tasks.

أقرأ وأقوم بالمهام.

People sometimes experience new events and have a strange feeling that it's not the first time. This sensation is called *düja vu*. "Düja vu" comes from French and it means "already seen". It is one of the human supernatural powers which results from the subconscious. Some researchers believe that *düja vu* is our memory about dreams. This means that you did not face the situation before, but you had seen it in one of your dreams! Of course you don't remember the dream, but when you face the situation you recall that dream and feel shocked, yet you don't remember when or where exactly you saw it before. Other scientists say the embryo sees his whole life when it is still in his mother's womb and so it feels *düja vu* as a recall from his memories. About 60% to 70% of people report having *düja vu*, and it is more common in younger people. Giordano, a professor of neurology, says: "We experience the most *düja vu* between the age of 15 and 25". If you experience *düja vu* a lot, that means that you are young. While you can't say that as you get older, your chances to experience *düja vu* will vanish, you should definitely enjoy it when it appears. It is really a remarkable phenomenon that shouldn't just be dismissed.

A. I answer the questions.

1. What is the other name of *déjà vu*?

.....

2. At which age do people feel *düja vu* the most?

.....

3. Why are you lucky if you experience *déjà-vu* a lot?

.....



2. I add the suitable article.

Mary is from 1 England. She's got 2 brother and 3 two sisters. They live with 4 their family in 5 small, but very comfortable cottage near 6 London. Mary has lots of hobbies. She likes 7 tennis and she plays 8 piano. Mary's family has 9 big garden. Mary always takes her dog for 10 walk in 11 garden. 12 dog's name is 13 Charlie.

I Check



Activity 1:

1. Dŭja vu or "already seen" is one of the human supernatural powers which results from the subconscious.
2. "We experience the most dŭja vu between the periods of 15 and 25".
3. Because that means I am still young.

Activity 2:

Mary is from England. She's got a brother and two sisters. They live with their family in a small, but very comfortable cottage near London. Mary has lots of hobbies. She likes tennis and she plays the piano. Mary's family has a big garden. Mary always takes her dog for a walk in the garden. The dog's name is Charlie.



I am able to		
1. Identify the articles. (a - an - the)		
2. Read a text about supernatural powers.		
3. Speak about different powers.		
4. Write about a superhero. (Superman - Batman - Supergirl)		
5. Pronounce the voices (/ʃ/) and (/tʃ/) correctly. (share - children)		
6. Use new vocabulary correctly. (gift - solar panels - hero - peacefully)		

Not Fully Understood



Resembling - Boomerangs - Saucer - Observation
يشابه العصا المرتدة طبق ملاحظة



3.5 - 4 hours



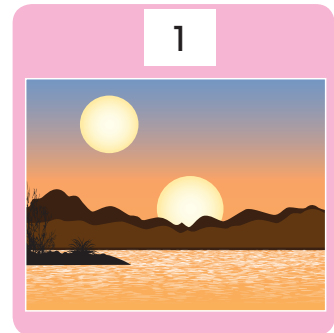
pencil rubber CD player



Let's Go

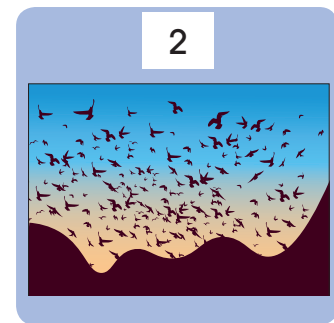
1. What is not normal in picture 1?

- a. The color of the water
- b. The number of suns
- c. The mountains



2. In your opinion, what fills the sky in picture 2?

- a. birds
- b. paper
- c. insects



3. What do you think the tracks in picture 3 are?

- a. cars
- b. trucks
- c. stones



Activity 1: Mysterious Phenomena



Analyzing a text.



15 - 20 minutes



pencil  rubber 



I read the text then do the tasks below.

أقرأ النَّصَّ ثُمَّ أَقِمْ بِالْمِهَامِّ أَدْنَاهُ.

Life on Other Planets

Do you think there is life on other planets? Do you think that creatures on other planets may visit Earth one day?

Have you ever seen a spaceship in real life?

Well, if you haven't, someone has! In 1947, a pilot named Kenneth Arnold reported seeing nine objects resembling boomerangs in the sky. He described their movement and said that they were "like a saucer if you skip it across the water. This phenomenon is called UFO (Unidentified Flying Object). This term is used to describe any observations of unknown objects in the sky. It is called unidentified because it cannot be immediately explained. Many people believed in that phenomenon, and science-fiction movies started to be made, so we can say that everyone of us has seen a spaceship either in real life or in a movie. However, this phenomenon has been studied by scientists and researchers to clarify the mystery. Researchers think that Arnold probably saw a flock of birds and couldn't tell their exact size, so he didn't know that their large wings created the "v" shape which he described. Some explanations for UFOs suggest that they may be the result of secret experiments conducted by governments, often referred to as "X-Files".

A. I match the words with their definitions.

1. Resembling	a. Act of watching
2. Boomerang	b. A small flat dish on which a cup is placed
3. Saucer	c. Look like
4. Observation	d. A curved, flat, wooden tool that can be thrown in such a way that it returns to the thrower

B. I answer the questions.

1. How did Arnold describe the objects he saw in the sky?

.....

2. What does UFO stand for?

.....

3. What did researchers say about these objects?

.....

4. Could there be a link between UFOs and governments?

.....

I Check

A.

- 1. Resembling : Look like
- 2. Boomerangs : A curved, flat, wooden tool that can be thrown in such a way that it returns to the thrower.
- 3. Saucer : A small flat dish on which a cup is placed
- 4. Observation : Act of watching

B.

- 1. He said that they resemble boomerangs and that their movement is like a saucer.
- 2. It stands for (unidentified flying objects).
- 3. They said that they probably were a flock of birds.
- 4. They could be the result of secret experiments.

Activity 2: Passive Voice



Completing sentences.



15 - 20 minutes



pencil rubber



I complete the sentences from the text.

أكمل الجمل كما وردت في النص.

1. This phenomenon is called UFO.
2. The term UFO to talk about any observations of alien spaceships.
3. Science-fiction movies started to so we can say that everyone of us has seen a spaceship either in real life or in a movie.
4. Some secret experiments by governments.
5. It is called unidentified because it

I Check

1. This phenomenon is called UFO.
2. The term UFO is used to talk about any observations of alien spaceships.
3. Science-fiction movies started to be made so we can say that everyone of us has seen a spaceship either in real life or in a movie.
4. Some secret experiments are done by governments.
5. It is called unidentified because it cannot be explained.

Activity 4: Correct the Verb!



Concluding the correct verb to make a passive sentence.



10 - 15 minutes



pencil  rubber 



I put the verbs between brackets in the correct form of passive voice.

أضع الأفعال بين قوسين بالشكل الصحيح من المبني للمجهول.

1. The blue car (sell) online.
2. In summer, more ice-cream (eat) than in winter.
3. 110 (call) in emergency.
4. Videos and cartoons (watch) by kids.
5. Different kinds of goods (buy) from e-shops daily.

I Check

1. The blue car is sold online.

2. In summer, more ice-cream is eaten than in winter.

3. 110 is called in emergency.

4. Videos and cartoons are watched by kids.

5. Different kinds of goods are bought from e-shops daily.

Activity 5: Ghosts



Listening to answer correctly.



15 - 20 minutes



pencil  rubber  CD player 



En8-6-2-5 I listen to a conversation between Sarah and Perla about ghosts and do the tasks below.

أستمعُ إلى محادثةٍ بينَ سارةٍ وبيِرا عنِ الأشباحِ وأجيبُ عنِ الأسئلةِ التي تليهِ.

A. I choose the correct answer.

1. Who believes in ghosts?

- a. Perla b. Sarah c. both

2. Sarah went to the kitchen to make some

- a. food b. tea c. coffee

3. Sarah made a drink.

- a. sweet b. salty c. sour

4. Perla said that what Sarah heard was probably the sound of

.....

- a. dry leaves b. lightning c. wind

B. I decide if the following sentences are True or False.

1. Sarah saw a man wearing a black shirt.

False

2. Sarah was home alone.

.....

3. The ghost didn't have legs.

.....

4. Perla tried to convince Sarah that there are no ghosts.

.....

I Check

A.

1. Sarah believes in ghosts.
2. Sarah went to the kitchen to make some tea.
3. Sarah made a salty drink.
4. Perla said that what Sarah heard was probably the sound of dry leaves.

B.

1. Sarah saw a man wearing a black shirt. (False)
2. Sarah was home alone. (True)
3. The ghost didn't have legs. (False)
4. Perla tried to convince Sarah that there are no ghosts. (True)



Activity 6: I Pronounce F and V



Distinguishing between the voices (f) and (v).



10 - 15 minutes



pencil rubber



En8-6-2-6 I listen to the words then classify the words in the table based on their pronunciation.

أستمعُ إلى الكلماتِ وأصنّفُها في الجدولِ حسبَ طريقةِ لفظها.

safe - prove - fat - vet - vegetables - feel - off - of - save - life - proof - knives

F
fat
.....
.....
.....
.....
.....

V
.....
.....
.....
.....
.....
.....

I Check

F
fat
feel
off
life
proof
safe

V
prove
vet
vegetables
of
save
knives

Activity 7: Unexplained!



Writing a paragraph.



25 - 30 minutes



pencil rubber



I write a paragraph about an unexplained phenomenon that I have read or been told about.

أكتب مقطعاً عن ظاهرة غير مفسرة قرأت عنها أو أخبرني أحدهم عنها.

.....

.....

.....

.....

.....

.....

.....

I Check

Sample paragraph:

I read/heard about a volcano in Indonesia. There, you can see three colored lakes. People call them: Lake of Old People, The Lake of Young Men and Maidens, and The Bewitched Lake.

They change colors all the time. The locals say it is because souls rest in different lakes based on their actions. Scientists say it is because of the activity of the volcano as it releases elements in the water.



1. I read and do the tasks.

أقرأ وأقوم بالمهام.

The Bermuda triangle is known as the horror triangle. It is a geographical area in the shape of a triangle, covering one million square kilometers. In 1945, five American planes entered the field of the Bermuda triangle. "We are in a world different from ours. We see white water, we are over an island. We are lost", these were the last words said by one of the pilots before the planes disappeared for good. The USA sent a search plane with 13 people on board to look for lost aircrafts, but again the plane disappeared. Many explanations are offered by scientists and researchers. Some say that there are hexagonal clouds which create winds of 106 km per hour and they act as "air bombs" which sink ships and bring down planes. Others say that the cause is huge waves, swallowing up everything in their path. A third opinion is strong whirlpools, causing ships that get caught in them to sink. The strange thing is that nowadays many planes and ships go over this place nearly every day, but nothing happens to them. We haven't heard about planes falling or ships disappearing in this place since the last century.

A. I answer the questions.

1. What were the last words said by the disappeared pilot?

.....

2. How many explanations are given about this phenomenon?

.....

3. Are events of disappearance still taking place nowadays?

.....

4. Which explanation do you tend to believe in the most and why?

.....

B. I change the verbs between brackets to make correct passive voice sentences.

1. The writer's articles (read) by many people.
2. The cows (milk) by Jackie every morning.
3. The new lesson (not understand) by Benny.
4. Chocolate (love) by everybody.

I Check

A.

1. "We are in a world different from ours. We see white water, we are over an island. We are lost."
2. Three explanations.
3. No, they aren't.
4. Any explanation can be the answer.

B.

1. The writer's articles are read by many people.
2. The cows are milked by Jackie every morning.
3. The new lesson is not understood by Benny.
4. Chocolate is loved by everybody.



I am able to		
1. Use passive voice correctly. (The thief is followed by the police.)		
2. Read a a text about an unexplained phenomena.		
3. Speak and write about mysterious phenomenon.		
4. Pronounce the voices (f) and (v) correctly. (feel - vet)		
5. Listen to a conversation about ghosts.		
6. Use new vocabulary correctly. (Resembling - Boomerangs - Saucer - Observation - Alien)		

Unit Worksheet Mysterious Phenomena



1. I read and answer.

أقرأ وأجيب.

Here are some possible reasons why people believe in supernatural phenomena. How much do you agree with each one? It's because of the paranormal industry. The books, the horror films, the television shows, are all interested in getting people to believe in order to earn money from them. Some of the beliefs can be very comforting. If you are ill and traditional medicine fails, you want to believe that spiritual healing can help you. When you are afraid, you become more observant, so you notice things you normally would not and you start believing that they are connected to paranormal activity. Such beliefs appear when people experience something they cannot find a scientific explanation for.

Write down your answer.

.....

.....

.....

.....

.....

.....

.....

.....



2. I choose the correct answer.

أختارُ الإجابةِ الصَّحيحة.

1. A lot of people (**is employed** - **are employed**) by this company.
2. The office (**is cleaned** - **is cleaning**) by Tom every day.
3. All taxes (**include** - **are included**) in the final price.
4. Many accidents (**is caused** - **are caused**) by careless drivers.
5. Phones (**use** - **are used**) by people every day.



3. I write the correct letter.

أكتبُ الحرفَ الصَّحيح.

V - F	Ch - Sh
.....rogip
.....aseair
.....anop
.....lowerark



4. I use the correct article where appropriate.

أستعملُ أدواتِ التَّعريفِ والتَّنكِيرِ المناسبةِ.

1. **The** Nile is in Egypt.
2. Children like sweets.
3. Do you want orange?
4. How far is sun from earth?
5. I saw boy running in street.
6. He read book I gave him.
7. We rode elephant.
8. I have bag of rice.
9. whole milk was spilled.
10. He is Mr. Phil.

How do I like to learn?

At the end of the unit, I am 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 reading: 

I read the text then do the tasks.

Do you think there is life on other planets? Do you think that creatures on other planets may visit Earth one day?

I learn by writing: 

I imagine that I have a super power like these people (Spiderman - Batman - Supergirl) and write a paragraph.

.....

I learn by matching: 

I match the words with their definitions.

1. Resembling

d. Look like

At the end of the unit, I am 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 to a conversation between Sarah and Perla about ghosts and do the tasks below.

Hey Perla, do you believe in ghosts?

I learn by choosing: 

I choose the correct answer.

1. "Milk is kept in the refrigerator." We use "is" because "milk" is

.....

a. plural

b. singular

I learn by completing: 

I complete the sentences from the text.

The term UFO to talk about any observations of alien spaceships.



1. I read and choose a, b, or c.

أقرأ وأختارُ الأجابهَ الصَّحيحة.

1. You will get the package next week.
2. Georgia is wearing her new trousers today.
3. I don't go to the library every week.
4. Rosa and Elena write to their grandmother every week.
5. I will finish the book tomorrow.
6. We are having our breakfast now.
7. Thomas usually plays the guitar but now he is playing the piano.
8. My friends are running in the park right now.
9. They will travel to Canada next summer.
10. I am not wearing my glasses at the moment.



2. I complete the following sentences using these words.

أكمل الجمل الآتية باستعمال هذه الكلمات.

1. The company introduced new innovations to improve their products.
2. The concept of teamwork is important in school projects.
3. She completed the assignment independently without any help.
4. His positive attitude made the group work more enjoyable.
5. I am accustomed to waking up early for school.
6. The experiment aims to expose students to different scientific ideas.
7. Helping others can boost your self-esteem.
8. The math problem was too complicated for me to solve.
9. It is wrong to bully others at school.
10. I want to personalize my bag with fun stickers.



3. I ask about the underlined phrases.

أسأل عن العبارات التي تحتها خط.

1. When are you going to graduate?

I am going to graduate next year.

2. What does your brother do every Sunday?

My brother plays football every Sunday.

3. When will they go to The National Museum?

They will go to The National Museum tomorrow.

4. Why was the teacher angry?

The teacher was angry because the students were noisy.

5. Who gave you this book as a gift for your birthday?

Dad gave me this book as a gift for my birthday.



1. I choose the correct answer.

أختارُ الجوابَ الصَّحيح.

1. Mark : “I love chocolate.”

John : “Mark said that he loved chocolate.”

2. Mary: “I went skiing.”

Jill: “Mary said that she had gone skiing.”

3. Marla and Sandy : “I will eat steak for dinner.”

Khaled : “They said that they would eat steak for dinner.”

4. Kevin: “I have been to Sydney.”

Tom : “Kevin said that he had been to Sydney.”

5. Ben: “I have had three cars.”

Sophia: “Ben said that he had had three cars.”

6. Lana and Farah: “I’m going to go to Long Beach.”

Walter : “They said that they were going to go to Long Beach.”

7. Jeff’s grandmother: “I don’t like Spinach.”

Jeff: “My grandmother said that she didn’t like spinach.”

2. I find and correct the mistakes in the sentences.

أجدُ وأصحِّحُ الأخطاءَ في الجمل.

- Brian returned home because he had forgotten his phone.
- Helen started crying because she had never seen the snow.
- I took a taxi because I had missed the bus.
- Once I had finished studying, I watched TV.

3. I read and write the letters of each word in the boxes.

أقرأُ وأكتبُ حروفَ كلِّ كلمةٍ في الصندوق.



1. This is green and you can usually find it in gardens.

g r a s s

2. You can find thousands of tall trees in this place.

f o r e s t

3. There is water all round this place so you need a boat to get to it.

i s l a n d

4. This place is very hot and dry.

d e s e r t

5. You can walk up these because they're lower than mountains.

h i l l s



1. I fill in the blanks with the suitable question words.

أَمَلُّ الفِراغاتِ بِكلماتِ السُّؤالِ المُناسبة.

1. What is your favourite color?
2. Where do you live?
3. When / How are you going to the party?
4. Who / Where is your best friend?
5. Why / How did you choose that book?
6. How can I improve my skills?
7. What / Where is the capital of France?



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

أَكْمَلُ الجُمْلَ بالكلماتِ مِنَ القائمةِ.

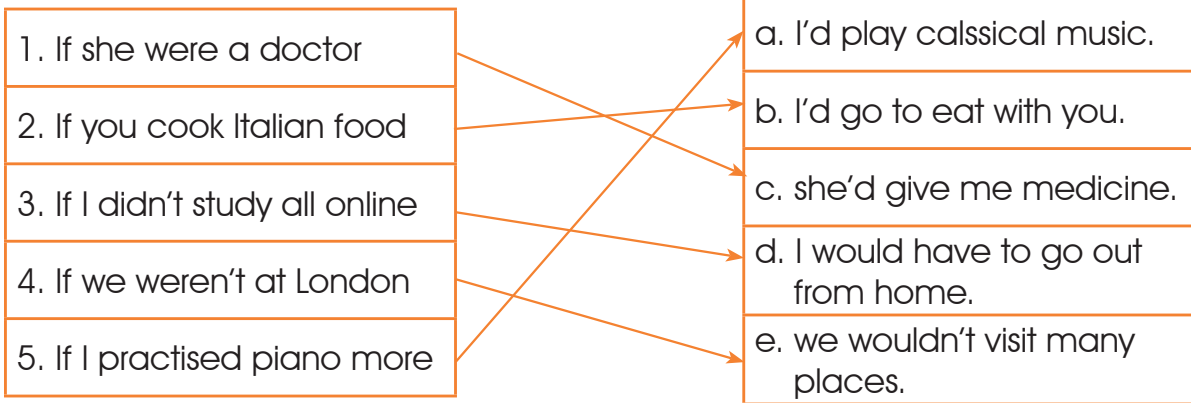
convenient - trade - humble - unique - aggressive - constant

1. Trade is necessary for countries to get what they need.
2. Her dress was unique, with a design no one had.
3. Despite his wealth, he was always humble with his friends.
4. Aggressive behaviour is not allowed.
5. Having a microwave in the kitchen is very convenient for quick meals.
6. The clock makes a constant ticking sound.



3. I match the condition with the appropriate result.

أطابق بين الشرط والنتيجة المناسبة.



4. I read each sentence and look carefully at the bold words.

أقرأ كلَّ جملةٍ وأنظرُ للكلماتِ الغامقة.

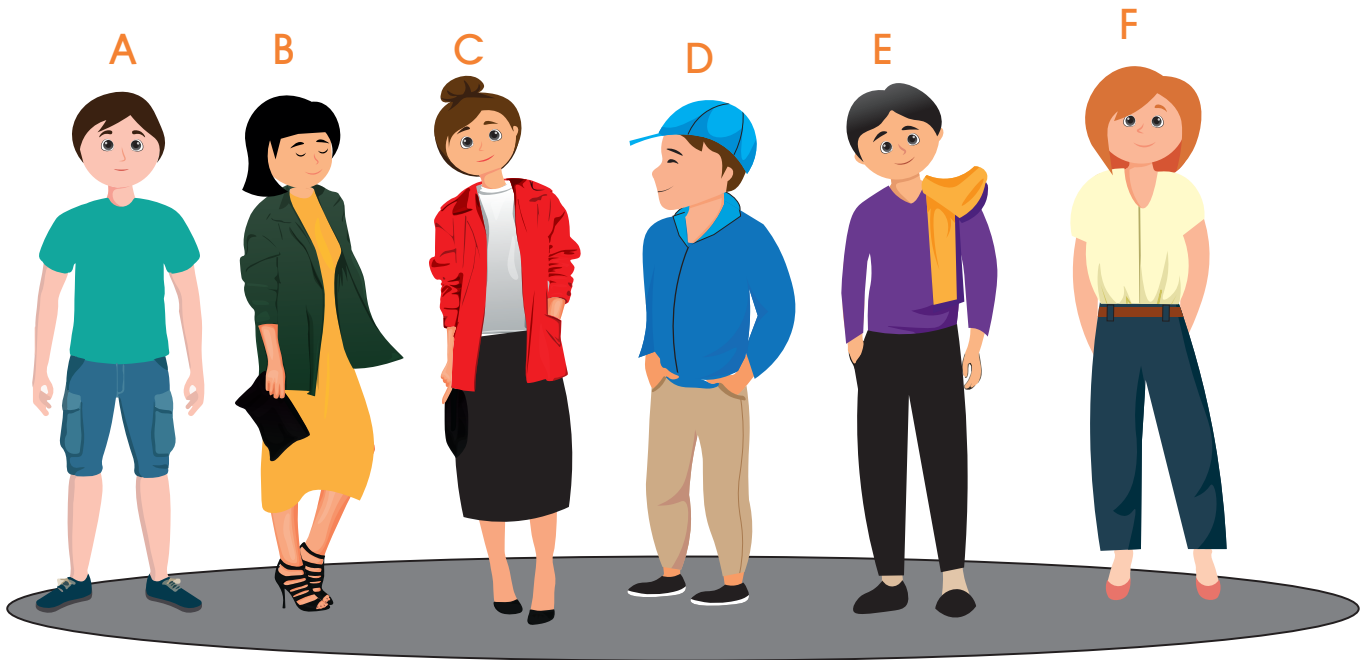
- If the word is a NOUN. Write N.
- If the word is an ADJECTIVE. Write A.

1. She was a **lonely** child with few friends. (A)
2. Health is an important factor of **happiness**. (N)
3. We were **frustrated** by the long delays. (A)
4. They provide **emotional** support for those from troubled homes. (A)
5. He expressed his **sadness** about what had happened. (N)
6. The battle scenes in the movie seemed very **real** to me. (A)



1. I look at the pictures (A-F). Are the following sentences True or False?

أنظرُ إلى الصُّورِ. هل هذهِ الجملُ صحيحةٌ أم خاطئةٌ؟



1. 2 boys are wearing caps in the picture. (False)
2. The boy with the shorts is wearing socks. (False)
3. The boy with the cap is wearing trainers. (True)
4. The girl with the red jacket is wearing a long skirt. (True)
5. The girl with the dress is wearing a cardigan. (True)
6. The boy with the scarf is wearing blue pants. (False)



2. I complete the sentences with the adjectives below.

أكمل الجمل بالصفات أدناه.

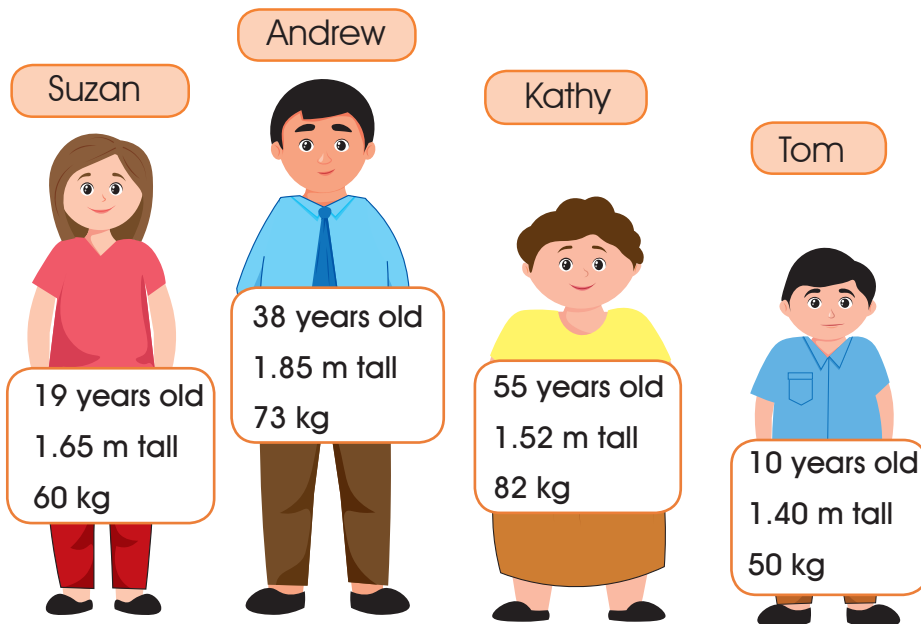
darker - smart - longer - lighter - comfortable - tightest

1. I am wearing a suit to my job interview because I need to look smart.
2. She was wearing a longer dress than her friends'.
3. This jacket is the tightest. It isn't very comfortable.
4. We usually wear comfortable clothes when we go to work.
5. People generally wear darker colours in winter and lighter colours in summer.



2. I compare the people in the pictures.

أقارن الأشخاص في الصور.



1. Andrew is older than Suzan but Kathy is the oldest.
2. Suzan is younger than Andrew but Tom is the youngest.
3. Kathy is shorter than Andrew but Tom is the shortest.



1. What are some things that you have done and want to change?
Express how you would like to change them using “wish”.

ما هي الأشياء التي فعلتها سابقاً وتودُّ تغييرها؟ عبّر عمّا تريد تغييره باستخدام wish.

Sample answers:

1. I didn't do well in the sports competition. I wish I had done better.
2. I shared my personal information online. I wish I hadn't shared them.



2. I write the correct question tag.

أكتب السؤال التأكيدي الصحيح.

1. David can't play the guitar, can he?
2. Your sister speaks Spanish, doesn't she?
3. I am very late today, aren't I?
4. You won't exercise today, will you?
5. Charles isn't running, is he?
6. They have bought a car, haven't they?
7. You are not getting bored, are you?
8. It rained yesterday, didn't it?
9. You had forgotten your pen, hadn't you?
10. Ryan shouldn't drive so fast, should he?



3. I read and fill in the spaces with words from the list.

أقرأ وأملأ الفراغات بكلمات من القائمة.

investment - passion - tough - compel - quit

1. Music has always been his passion.
2. The law will compel employers to provide health insurance.
3. Education is a good investment.
4. He has decided to quit as a manager of the team.
5. She had a tough time in college.



4. I read and choose the correct answer.

أقرأ وأختار الإجابة الصحيحة.

1. I can speak English and French fluently.
2. I always travel by train because travelling by train is safer than travelling by bus.
3. I'm from Spain but I live in Italy now.
4. In addition to looking after her baby, she has been continuing her studies.
5. Although I've been to his house several times, I still can't remember how to get there.



1. I read and answer.

أقرأ وأجيب.

Reasons for Belief in Supernatural Phenomena

The Paranormal Industry

- Books, horror films, and television shows sensationalize supernatural events.
- The financial incentive encourages the promotion of unscientific beliefs.

Comforting Beliefs

- Spiritual healing offers hope when traditional medicine fails.
- These beliefs can provide psychological comfort during times of adversity.

Heightened Awareness During Fear

- Fear increases observation and awareness of surroundings.
- Ordinary events may be misinterpreted as supernatural due to heightened vigilance.

Experiences Beyond Scientific Explanation

- Unexplainable experiences lead individuals to seek alternative explanations.
- The desire for understanding drives belief in the supernatural when faced with the unknown.



2. I choose the correct answer.

أختارُ الإجابةَ الصَّحيحةَ.

1. A lot of people are employed by this company.
2. The office is cleaned by Tom every day.
3. All taxes are included in the final price.
4. Many accidents are caused by many careless drivers.
5. Phones are used by people every day.



3. I write the correct letter.

أكتبُ الحرفَ الصَّحيحَ.

V - F

Frog

Vase

Van

Flower

Ch - Sh

ship / chip

Chair

chop / shop

Shark



4. I use the correct article.

أستعملُ أدواتِ التَّعريفِ والتَّنكيرِ المناسبةِ.

1. The Nile is in Egypt.
2. Children like sweets.
3. Do you want an orange?
4. How far is the sun from the earth?
5. I saw a boy running in the street.
6. He read the book I gave him.
7. We rode an elephant.
8. I have a bag of rice.
9. The whole milk was spilled.
10. He is Mr. Phil.

Audio Script

Unit 1: School Days

Lesson 1: Future Plans

En8-1-1-1

In the past, traditional education systems were not accustomed to innovations like computers and the Internet. However, there has been a significant shift in recent years as schools are embracing a new concept to personalize learning. Education systems seek to expose students to technology and teach in a way that helps each student learn independently. The focus is on technology to create a more interactive learning experience that is good for each student's needs and learning style. This change in attitude about education is important for creating a better learning experience for everyone.

Lesson 2 : A Challenge

En8-1-2-1

The stresses of school life that we are exposed to make us sometimes feel unhappy, depressed, out of control. Stress can lead to low self-esteem, making us feel less confident. Dealing with bullying for example can be tough complicated. Let us remember however, that actions of people who bully others often stem from their own insecurities. We need to surround ourselves with supportive people who will help us stand up for ourselves. Let us not allow bullying to force us to make us feel obliged to do things we don't want to do. Every person deserves respect and kindness.

En8-1-2-6

1. I'll meet you in an hour when you tell me where to go.
2. My neighbour thought the road might go straight to the park.

En8-1-2-Lesson self assessment

1. Though
2. Thought
3. Honor
4. Right
5. Eight
6. Sigh
7. High
8. Ghost
9. Neighbour
10. Hour

Audio Script

Unit 2: Journeys Around The World

Lesson 1: Let's Discover

En8-2-1-1

Last summer, my family and I had the opportunity to travel to Australia, a fascinating continent. We were accompanied by a tourist guide as we explored this wonderful country. After a 20-hour flight to Sydney, we wasted no time in visiting attractions like the Opera House and Taronga Zoo, where we saw kangaroos and koalas. Our days were filled with beach visits, shopping, and museum exploration. Unfortunately, our seven-day vacation came to an end, but we enjoyed all the memories and souvenirs we collected along the way. Australia provided us with an unforgettable experience and a great chance for amusement and interaction with new people.



Lesson 2: Interesting Destinations

En8-2-2-1

Check-in at a hotel room

Receptionist: Good morning, how can I help you?

Visitor: Is there a room available?

Receptionist: Yes, there is. We have double-bed rooms with either a fan or air-conditioning.

Visitor: How much is a room with a fan or air-conditioning?

Receptionist: A fan room costs 70 pounds and the rooms with air-conditioning are 150 pounds.

Visitor: I will take a double-bed room with a fan.

Is there a fridge in the room?

Receptionist: Yes, there is.

Visitor: Is there free Wi-Fi?

Receptionist: Yes, sure.

En8-2-2-8

1. I picked up a parcel and went to the cinema close by.
2. I bought a cake because I love fancy sweets, then I took a cab home.

Audio Script

Unit 3 : Social Media Ready

Lesson 1: Safety Online

En8-3-1-1

Teacher: Hi. Welcome to Parent-Teacher Conference.

Mother: Thanks.

Teacher: So, what is your child's name?

Mother: It's Sandy Jones.

Teacher: Sandy. Uh, let's see. Oh yeah, Sandy. Um, she missed the last couple of days. Has she been sick?

Mother: No, she is upset. She's been having some problems with the kids in your class.

Teacher: Well, you know, teenage is a difficult time, but she just needs to speak up a little more in class. I think.

Mother: No, it's more than that. Some of the kids in your class have really been bullying her a lot. They're laughing a lot about her appearance. They have posted ugly pictures about her.

Teacher: What do you mean? Kids are kids. Well, it was just kind of joking a little bit with her.

Mother: No, don't you get it? This is bullying; it's cyber bullying, and you should find a solution for it. It can't be a joke if it hurts someone.

Teacher: Uh, I'm really sorry. If you can bring her to school tomorrow, I'll make them apologise and see what I can do to improve the situation.

Mother: Thanks. I appreciate it. That would help.

En8-3-1-8

took - should - prove - loose - good - foot - shoot - shoe - spoon - tooth
boot - could - put - push



Lesson 2: Dream and Reality

En8-3-2-1

Julia: Hi Jude, I was just thinking of how lovely it is to use social media. We can connect with our friends far away.

Jude: Yes, Julia, I agree with you. Thanks to the social media we will not miss our friends. We can always stay in touch with our relatives too.

Julia: But, we must also be careful when we post or comment on social media. Remember, there is no privacy and the risks of getting hacked are huge.

Jude: I know. It is also better not to put up kids' photos on our online profile. If strangers see them, the kids may be in danger.

Julia: That's true, we should be careful when posting personal photos or family information.

Jude: I always seek my parents' permission before I post any photo or comment on articles I read.

Julia: You are right. We should always do that, and when they don't allow us, we must understand that it is for our safety.

Audio Script

Unit 4 : Fashion and Appearance

Let's Start

1. Mark's older and he's wearing glasses.
2. Mona's got black, curly hair.
3. Adam's got short, brown hair
4. Hannah's got straight, brown hair.

Lesson 1 : Ideal Beauty

En8-4-1-1

- a: I think the T-shirt and jeans make John look very natural. He looks quite younger in this picture.
- b: It's hard to believe this is the same person, his whole look is very different from the other picture, the glasses make him look much more serious, much more mature and the hairstyle, too. In fact, he looks like a professor or something like that.
- c: Hmm.. I'm not sure about this one, the hair makes Karen look younger, doesn't it? Personally, I think her hair is better in the other picture, and I think she looks prettier. That tracksuit isn't the most elegant outfit in the world, I must say. It makes her look full-bodied.
- d: You can see how the dress makes her look taller than in the other pictures. The hairstyle makes her look different, It gives her a very elegant and nice appearance. I think this is the best picture.



Lesson 2 : Fashion

En8-4-2-1

I wear it everywhere I go
in the sun or in the snow
It changes colours every day
I wear it to sleep; I wear it when I play
It is never too big, it is never too small
Sometimes it has crazy letters on it
Sometimes it looks so cool everybody wants it
It changes colours like my mood
I wear it in blue, yellow, and green
It can be filled with sweat or dirt, but I'll always love my shirt

Audio Script

Unit 5 : Dreams and Achievements

Let's Start

Jane: I like chess, because I find it interesting and challenging. Every game is different and you have to have a strategy to win the game.

Julia: I'm really into photography, because it is creative and fun. I took it up as a teenager and really enjoy editing my photos afterwards on my computer.

Diana: I love doing tricks and jumps! It makes me feel alive. I find that exciting and stimulating.

Doris: I'm really keen on theatre. I love going to plays as they can be sometimes inspiring or amusing, but always entertaining.

Lesson 1 : Life Goals

En8-5-1-1

Mike: Hi, Jean. Nice to meet you in our programme.

Jean: Nice to meet you, too, Mike.

Mike: Let me ask you some questions to determine your character. Ready Jean?

Jean: OK. Ready!

Mike: What's your biggest goal in life?

Jean: I want to be successful in my job in the future.

Mike: Should parents help their children set goals?

Jean: I think sometimes yes, if the children ask them to do so.

Mike: Is having a goal important in life?

Jean: Of course, yes. Setting goals is helpful and effective to achieve success.

Mike: Who is successful in your family? Why?

Jean: My father is a successful businessman who has many skills and he is well-respected.

Mike: Do you think that success means money and fame?

Jean: Success is contributing to enhance society, or to make the world better and to serve the community.

Lesson 2 : Go After Your Dreams

En8-5-2-5

My name is Haya. I'm fourteen years old. I'm Egyptian, but I live in Scotland with my family. My father is a teacher in a college and my mother is a dentist. My mother is Scottish.

I've got two sisters, Susan and Sara are twins and they are ten years old. I attend Hillhead High School in Scotland. I like school and I think I'm a good student. I like all subjects but my favourites are math, science and English. I have a dream. Guess what? My dream is to be a model. I think I'm pretty and you can see I'm tall and fit. I've got straight brown hair and blue eyes. I like wearing fashion clothes. Now, I'm wearing a light blue blouse, a pair of jeans, pink and white tights and green shoes. I'm also wearing an orange belt and a long violet necklace. Every day, after I do my homework, I go to the swimming pool and on Sunday I go running in the Kelvingrove park. In my free time I like reading fantasy stories or listening to music. I don't like watching TV or playing video games.

Audio Script

Unit 6 : Mysterious Phenomena

Lesson 1: Supernatural Powers

En8-6-1-6

Ben: Do you think walking on water is possible?

Tom: Of course not.

Ben: I watched a very big show about that yesterday. A man walked on the River Thames in front of a hundred people and dozens of cameras.

Tom: How could he do that?

Ben: How do you think?

Tom: I think he has supernatural powers.

Ben: He wanted us to think that but he doesn't have such powers. He is a normal person.

Tom: mmmmmmmm was he pulled by invisible ropes?

Ben: It is another no. Guess again.

Tom: Was he wearing special shoes similar to the technique of boats?

Ben: Great ideas that you have. Another no.

Tom: Tell me then, how?

Ben: He was an illusionist. He built a platform under his feet.

Tom: How deceptive he is! You should have seen it.

Ben: He played it well. After making it the end of his assumed platform, he was pulled into a police boat to prove that the water was still deep.

Tom: So, walking on water is possible after all.

Ben: Hahahahaha.

En8-6-1-7

Chair - sugar - children - share - teacher - sheep - sure - change -
insurance - chat - shy - chin

Lesson 2 : Not Fully Understood

En8-6-2-5

Sarah: Hey Perla, do you believe in ghosts?

Perla: No, I don't. What about you, Sarah?

Sarah: Well yes! I saw one.

Perla: Ohh, really! I don't believe you

Sarah: I swear, I'm not lying.

Perla: Where did you see it?

Sarah: Actually, one night my parents were out. I was alone and suddenly Lights went off.

Perla: Then.....

Sarah: I went to the kitchen to make tea. I saw a man with no hands wearing a white shirt standing there. I even heard a walking sound, and once done; my tea tasted salty! Imagine!

Perla: Ohh come on, nothing is serious. You live in the 21st century and you still believe in ghosts! You know you put salt instead of sugar in your tea out of fear, and it was clothes hanging out which may be your mother had put, and no one was coming or walking towards you it was the sound of dry leaves in the garden.

En8-6-2-6

safe - prove - fat - vet - vegetables - feel - off - of - save - life - proof -
knives



Grade Eight Standards

8.L.1. Confirm meaning of words in authentic formats such as simple discussions, conversations and presentations developing strategies of active listening.

8.L.2. Understand simple instructions, discussions and role-plays in realistic contexts.

8.S.1. Speak English words, phrases, and sentences clearly and correctly.

8.S.2 Participate in simple discussions and conversations in authentic contexts using learned words and sentences.

8.S.3 Take part in well- prepared simple authentic presentations.



Grade Eight Standards

8.R.1 Understand simple authentic informational and literary reading materials using reading strategies.

8.R.2 Connect prior knowledge and experiences to simple authentic informational and literary reading materials.

8.W.1 Write a paragraph and a series of simple, short paragraphs for specific simple authentic purposes and audiences.

8.W.2 Create simple authentic written work using appropriate organizational patterns.

8.W.4 Apply knowledge of the conventions of language ; spelling, punctuation, grammar and usage.

