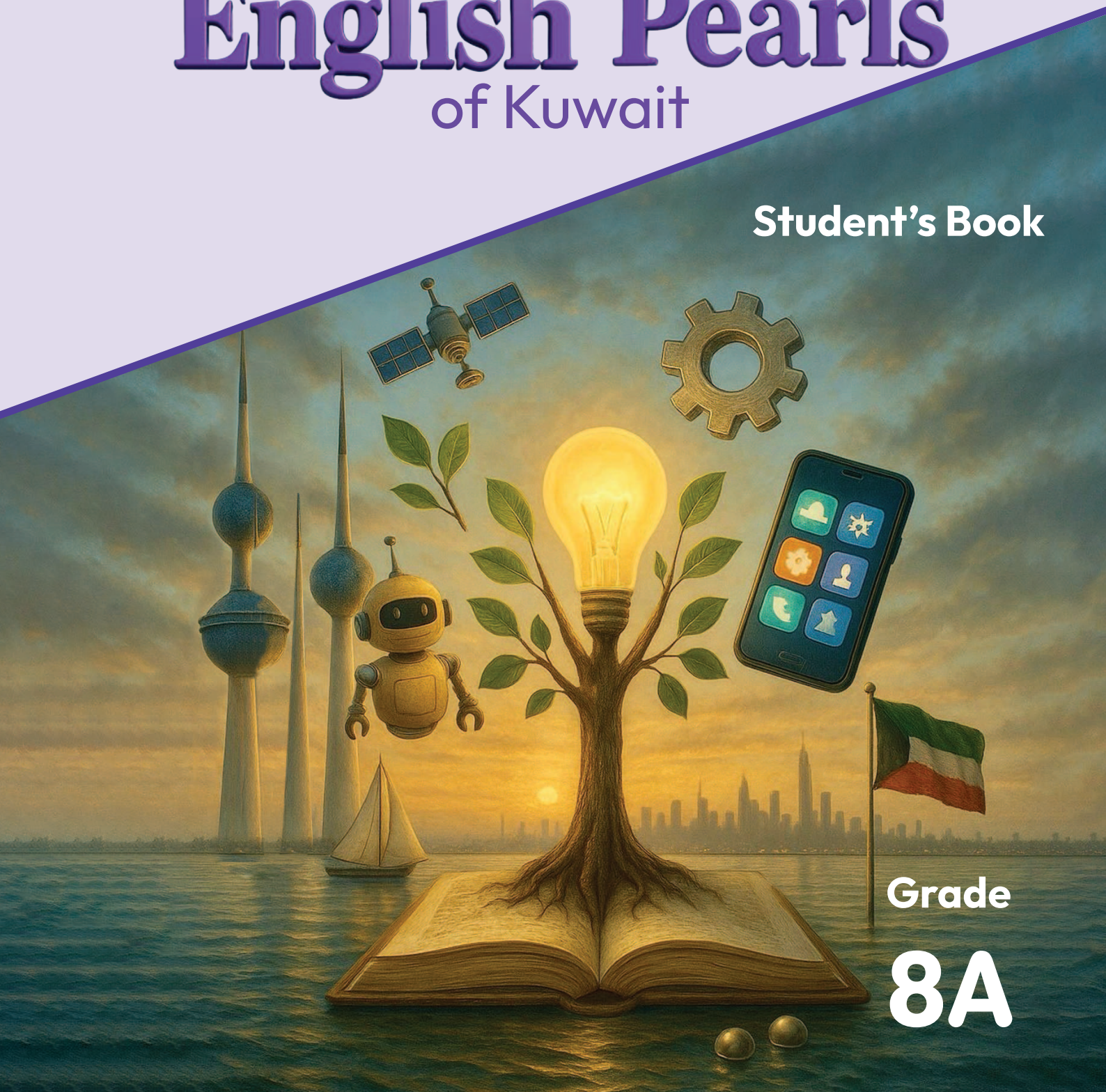
وزارة التربية
Ministry of Education
State of Kuwait | دولـــة الكويت

English Pearls of Kuwait

Student's Book



Grade
8A

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INTRODUCTION

English Pearls of Kuwait is a thoughtfully designed English-language coursebook series for intermediate-stage students in Kuwait (Grades 6–9). Developed through rigorous educational research and classroom practice, the series equips learners with effective communication skills in English while honouring Kuwait's cultural identity and values. At the same time, it introduces diverse global perspectives, enabling students to build intercultural competence and broaden their worldview.

Grounded in Kuwait's national curriculum standards and informed by the Common European Framework of Reference for Languages (CEFR), each unit promotes competence across listening, speaking, reading, and writing. The course progressively builds micro-skills, from recognising stress and intonation to mastering vocabulary, grammar and cohesive devices, ensuring a solid foundation for academic and real-life language use. Its differentiated, learner-centred approach addresses varied learning styles and guides every student towards personalised goals.

Aligned with Kuwait Vision 2035, the series nurtures critical thinking, creativity,

empathy, and civic responsibility. It aims to develop confident, respectful, and globally aware learners capable of contributing meaningfully to society. It places explicit emphasis on to 21st-century skills: collaboration, creativity, critical thinking, problem solving, and effective communication in digital and real-world contexts. These skills encourage reflection on core values: sustainability, equality and responsible citizenship.

Drawing on international best practice, the course integrates Cambridge English vocabulary guidelines and CEFR-appropriate content to strengthen both receptive and productive language skills.

As students journey through these pages, they will explore engaging themes, collaborate on tasks and gain the confidence to express themselves clearly and thoughtfully. We invite learners, educators and parents to discover these pearls of knowledge, where language learning becomes a path to personal and national growth.

The following are the general educational standards that the students are expected to partially achieve by the end of the Intermediate Education:

LISTENING AND VIEWING

Apply listening skills to comprehend oral and audio texts for various purposes, utilising a range of strategies and resources in diverse contexts.

SPEAKING AND REPRESENTING

Speak clearly and accurately using a variety of strategies to suit the purpose, audience, context, and cultural expectations in order to engage effectively in social and academic interactions.

READING AND VIEWING

Read and view a variety of fiction and non-fiction texts for different purposes using appropriate reading strategies, comprehension skills, and resources across a range of familiar contexts.

WRITING AND REPRESENTING

Produce clear and accurate writing in a variety of text types, using appropriate skills and strategies that reflect the purpose, audience, context, and cultural expectations.

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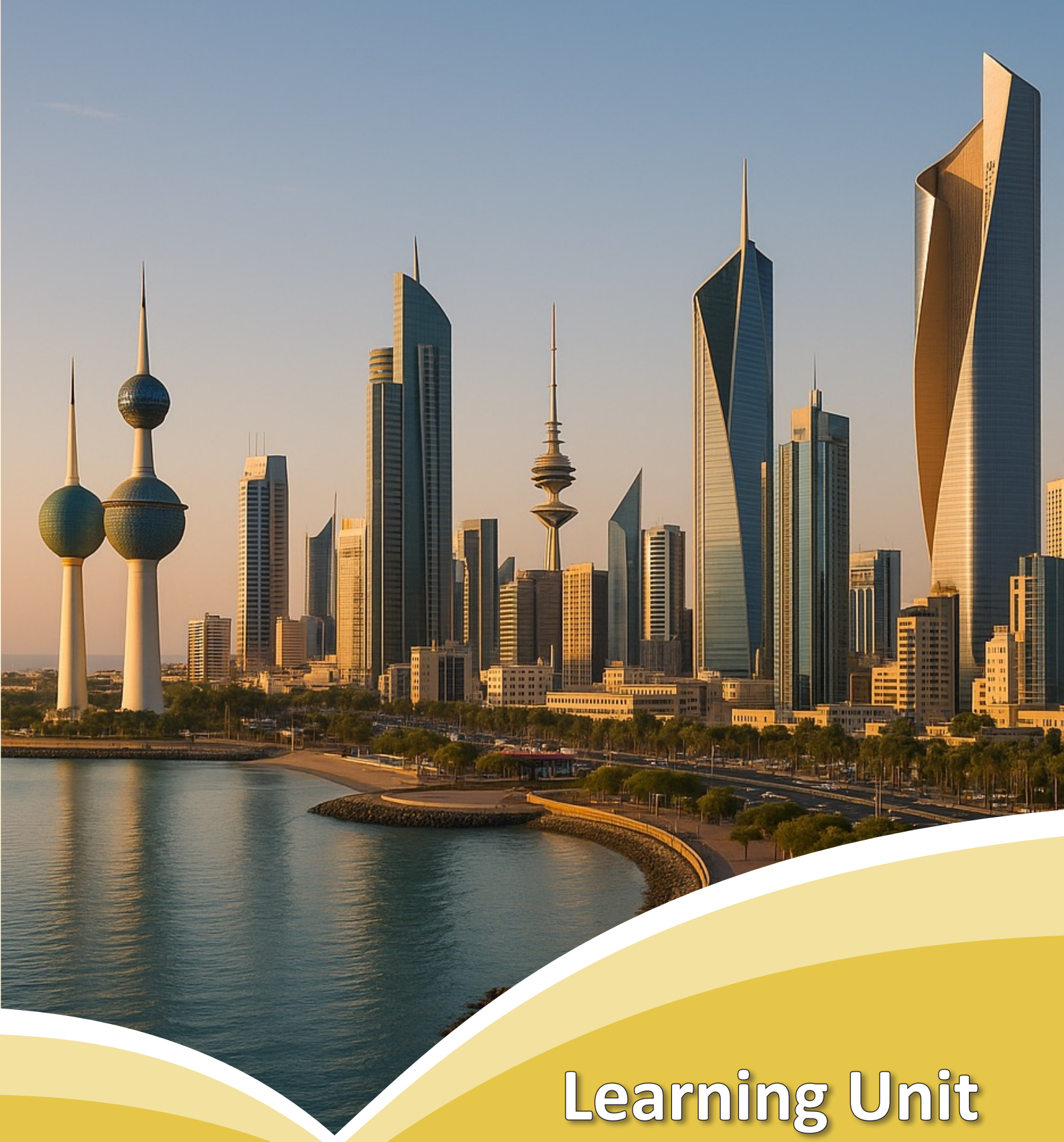
Scope and Sequence						
Learning Unit	**Grammar Focus**	**Reading and Vocabulary**	**Listening**	**Speaking and Pronunciation**	**Writing**	**21st-century Skills/ Values**
One **"Kuwait Then and Now: Living the Change"**	• Present Simple Tense • Present Continuous Tense	**Reading 1** **"Discover the New Kuwait"** museum (n), landmark (n), become (v), locate (v), provide (v), digital (adj), rich (adj), wonderful (adj), recently (adv) **Reading 2** **"Smart Apps for Smart Living"** tutorial (n), communicate (v), deliver (v), receive (v), convenient (adj), fond (adj), instant (adj), social (adj), almost (adv), nowadays (adv), previously (adv)	"Life in Old Kuwait and Today"	• A role-play about a new place in Kuwait • An interview about your partner's daily routine • A class debate on "Old Kuwait vs. Modern Kuwait" • Describing actions in a live event from Al-Shaheed Park	• **Expository Writing:** A two-paragraph report comparing life in Kuwait in the past and nowadays	**21st-century Skills** • Creative thinking • Creativity • Communication • Digital library **Values** • Belonging and Loyalty • Identity • Unity • Cultural Awareness • Appreciation of heritage • Responsibility • Empathy • Awareness of online safety
Language Functions: Describe a new place, Support your opinion, Disagree respectfully, Give warnings						

Scope and Sequence						
Learning Unit	**Grammar Focus**	**Reading and Vocabulary**	**Listening**	**Speaking and Pronunciation**	**Writing**	**21st-century Skills/ Values**
Two Innovation and Creation"	• Present Perfect Tense • Question Tags (Past Simple)	**Reading 1** **"Join the Future!"** brochure (n), competition (n), fair (n), invention (n), inventor (n), organisation (n), scholarship (n), tool (n), contribute (v), create (v), talented (adj), creatively (adv), successfully (adv) **Reading 2** **"From Kuwait to the World: A Bright Idea"** achievement (n), determination (n), honour (n), success (n), surgeon (n), develop (v), improve (v), invent (v), junior (adj), proud (adj), greatly (adv), worldwide (adv)	"Kuwait Robotics Contest"	• A Walk and Talk Gallery Tour discussing the pros and cons of using smart devices • A podcast interview with Dr. Ahmad Nabeel • Using intonation in question tags (rising/ falling)	• **Expository Writing:** A two-paragraph report about the advantages and disadvantages of using smart devices daily • **Expository Writing:** A two-paragraph report about famous inventions and how they changed people's lives	**21st-century Skills** • Pride in national achievement • Creativity and innovation **Values** • Ambition • Achievements • Appreciation of Science and Scientists • Effective Communication via Social Media
Language Functions: Talk about experiences, Describe a robot, Discuss pros and cons						

Scope and Sequence						
Learning Unit	**Grammar Focus**	**Reading and Vocabulary**	**Listening**	**Speaking and Pronunciation**	**Writing**	**21st-century Skills/ Values**
Three **"Healthy Inside, Healthy Outside"**	• Comparatives and Superlatives • The Order of Adjectives	**Reading 1** **"How Teenagers Live a Healthy Life"** infographic (n), junk food (n), whole grain (n), engage (v), record (v), track (v), active (adj), physical (adj), serious (adj), enough (adv), frequently (adv) **Reading 2** **"Better Sleep, Better School"** device (n), expert (n), memory (n), affect (v), chat (v), encourage (v), regular (adj), stressed (adj), actually (adv), instead of (prep)	"Stories from Teens Around the World"	• Interactive Class Surveys, using the comparatives and superlatives • A roleplay entitled "Your One-Day Healthy Challenge" including a meal and activity plan • A Poster Presentation including "Top Tips for Better Sleep"	• **Expository Writing:** A two-paragraph report about ways to lead a healthy lifestyle, and the risks of following unhealthy (poor) habits	**21st-century Skills** • Critical thinking • Problem-solving • Personal and social responsibility **Values** • Health awareness • Lifestyle awareness • Nutrition • Responsibility
Language Functions: Give advice, Discuss habits						

Scope and Sequence						
Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21st-century Skills/ Values
Four "Careers and Future Jobs"	• Past Continuous Tense (as/ while/ when) • Passive Voice (Past Simple)	**Reading 1** **"Jobs in Kuwait: Then and Now"** career (n), designer (n), discovery (n), opportunity (n), patience (n), programmer (n), appear (v), face (v), require (v), comfortably (adv), rapidly (adv) **Reading 2** **"Living the Dream: Job Stories"** machine (n), mission (n), planet (n), rainforest (n), robotics (n), space (n), wildlife (n), design (v), launch (v), protect (v), retired (adj), incredibly (adv), widely (adv)	"Street Interviews about Jobs"	• Group discussions on a job from the past and from today • A dialogue about past events, using the past continuous tense • A "Guess the Job!" activity, describing different jobs • A group presentation about a high-risk job	• **Expository Writing:** A two-paragraph report describing a dream job and the required skills to succeed in this job • **Expository Writing:** A two-paragraph report describing a dangerous job in detail and explaining how it is important for our society	**21st-century Skills** • Global awareness • Cultural awareness • Pride in heritage • Career awareness • Environmental care **Values** • Communication • Volunteering • Responsibility
Language Functions: Describe a job, Discuss past events, Discuss achievements						



Learning Unit One

Kuwait Then and Now: Living the Change

Learning Unit One: Kuwait Then and Now: Living the Change

Learning Outcomes

Listening and Viewing

- Identify main ideas, supporting details, and inferred meanings from spoken texts about life in Kuwait in the past and today.
- Follow sequences of events from spoken texts to analyse cause-and-effect relationships and key turning points related to social and cultural changes in Kuwait.

Speaking and Representing

- Deliver organised spoken presentations using accurate vocabulary, correct grammar, and effective body language (voice, intonation, gestures, and facial expressions) to describe life in Kuwait in the past and today.
- Participate actively in group discussions by listening attentively, building on peers' ideas, and expressing personal viewpoints about changes in lifestyle and traditions.
- Express appreciation for peers' contributions by giving supportive and respectful feedback during collaborative discussions.
- Respond politely to questions and different viewpoints in a discussion.

Reading and Viewing

- Identify main ideas, supporting details, and implied meanings from written texts describing life in Kuwait in the past and today.
- Use reference tools (e.g. dictionaries, glossaries, online sources) to clarify the meaning and usage of unfamiliar vocabulary in context.
- Interpret contextual clues from texts about Kuwait to infer meaning and clarify comparisons between past and present lifestyles.

Writing and Representing

- Produce coherent, cohesive, and well-formatted expository two-paragraph reports on life in Kuwait in the past and today, using accurate grammar, appropriate paragraphing, and suitable layout for the audience and purpose.
- Follow the stages of the writing process to develop expository two-paragraph reports comparing aspects of Kuwait's past and present life.
- Use linking words (e.g. because, also, in addition, in conclusion) to organise ideas logically in expository writing.

Learning Unit 1

Lesson 1: Reading

I can

- **analyse** both explicit and implicit details to extract the main idea and information from a written text about discovering the new Kuwait.
- **infer** the meaning of unfamiliar vocabulary items from text clues in the reading passage.

Vocabulary: rich, wonderful, landmark, recently, digital, become, museum, locate, provide

Expository

Discover the New Kuwait!

Before You Read

1 Discuss the following questions.

a. Have you visited any of these places?
b. Do you know the names of these places?
c. What do you think people can do there?

2 Read the following passage and do the tasks that follow.

Kuwait is a country with a **rich** history and exciting modern developments. It offers many **wonderful** places for people to visit, learn, and enjoy. Three of the most popular attractions in Kuwait are the Scientific Centre, Sheikh Abdullah Al Salem Cultural Centre, and Al Shaheed Park.

The Scientific Centre in Salmiya is one of Kuwait's most famous **landmarks**. It educates visitors about the environment, marine life, and science. It **recently** opened a new area with **digital** exhibits, hands-on experiments, and modern displays. Children enjoy the Discovery Place, while adults relax at the seaside café or watch documentaries at the IMAX theatre. The Scientific Centre has **become** one of the most popular weekend destinations for families.

Another popular attraction in Kuwait is the Sheikh Abdullah Al Salem Cultural Centre. It is one of the largest **museums** in the country. It is **located** in Salmiya and has many exciting galleries. Students and families can learn about science, space, history, and the natural world. An outstanding feature is that the centre uses modern technology. Many visitors enjoy spending the day there to explore and discover new things. They can also enjoy a cup of coffee at the cafés inside the centre.

The third attraction is Al Shaheed Park, which is located in the heart of Kuwait City. It is the largest park in Kuwait and has beautiful gardens, museums, and walking paths. Despite being in a busy city, it **provides** a peaceful escape where people can exercise, enjoy nature, and visit cultural exhibitions. The park is not only a place for relaxation, but it also hosts shows and public events throughout the year.

3 Choose another title for the passage.

a. Kuwait's Best Parks
b. Popular Museums in Kuwait
c. Exploring Top Places in Kuwait
d. A Look at Kuwait's History and Culture

We use **the present simple** tense to write about facts.

4 a. Read the passage again and complete the table.

P	Place Name	Things to Do
1	The Scientific Centre	enjoy the Discovery Place / relax at the seaside café
2		
3	Al Shaheed Park	

b. Decide which attraction helps you learn and which one is mostly for fun and relaxation?

.....

5 Find words in the passage that mean:

2nd paragraph	a building or place that is easily recognised	
3rd paragraph	to be in a particular place	
4th paragraph	to give someone something that they need	

6 Think of a new place you would love to have in Kuwait. Fill in each part of the map with your creative ideas.

A new place I'd like to have in Kuwait is .....

- Location
- Things to Do
- Food and Drinks
- Why I Like It

7 Role Play

a. Work in pairs and talk about your new place.
b. Take turns being the speaker and the listener.

- What's your new place?
- Why do you think it would be a good idea for Kuwait?
- Where is it located, and what can people do there?
- What makes it fun or useful?

- My place is…
- I think it's great because…
- It's located in…
- People can…

Learning Unit 1

Lesson 2: Grammar

I can
- **apply** the present simple tense accurately in spoken and written communication to form affirmative, negative, and interrogative sentences related to daily routines and activities.
- **perform** short interviews confidently in pairs about daily habits using appropriate questions and answers.

Grammar: Present Simple

1 a. Read the passage and underline all the verbs.

My name **is** Sara. I **live** in Kuwait City. Every morning, I wake up at 6:00 a.m. My mother makes my breakfast, and my father drives me to school. My school starts at 7:30 a.m., and my favourite school subject is English because we play games and learn new words. After school, I go home at 2:00 p.m.

b. Talk about Sara's habits. What does she do every day?

Present Simple

- We use the present simple to talk about habits, permanent situations, states, and general truths.
- **Adverbs of Frequency**
  always, usually, often, sometimes, never, every day/week...

✓ Affirmative

I/we/you/they	*bare infinitive*
he/she/it	*bare infinitive +s/es*

- She plays tennis every weekend.
- I usually eat fruit every day.

✗ Negative

I/we/you/they	*don't*	*verb*
he/she/it	*doesn't*	

- Children don't play outside when it rains.
- The café doesn't open at 9:00 a.m. in the morning.
- Students never arrive late to school.

Do/Does Questions

Do	*I/we/you/they*	verb ?
Does	*he/she/it*	

- Do you drink water every day?
- Does Nora exercise every week?

Wh Questions

What	do	+ subject	verb ?
Where	does		

- What do you eat for breakfast?
- Where does your father work?

2 Fill in the blanks with the correct form of the verbs in brackets using the present simple.

a. She always …….. (play) tennis with her friends at the sports club.
b. They usually …….. (study) science together in the school library after class.
c. Ali …….. (not / eat) junk food during the week because he prefers healthy meals.
d. Dalia …….. (never / use) her phone during lessons because her teacher is very strict.

3 a. Interview your partner. Take turns to ask the following questions:

- What time do you usually wake up?
- Do you eat breakfast every morning?
- What subjects do you like at school?
- What does your father do?

Always
Usually
Often
Sometimes
Never

b. Write four sentences in your notebook about your partner's daily routine.

I can

- **determine** the main idea and both explicit and implicit details from a spoken text about life in Kuwait, then and now.
- **appreciate** others' ideas by listening attentively and responding respectfully in discussions about past and present lifestyles

Life in Old Kuwait and Today

1 Think, Pair, Share

a. How do you spend your free time with your family?

b. What do you think life was like for children in old Kuwait?

2 Listen to the text. Then, complete the tasks that follow.

a. The text was mainly about:

1. popular video games.
2. traditional Kuwaiti food and clothing.
3. the weather in Kuwait during summer and winter.
4. how life in Kuwait has changed from the past to today.

b. Complete the table to compare life in the past with life nowadays.

Item	In the Past	Nowadays
Houses		
Family Gatherings		
Children's Games		

c. Listen to the text again and answer the following questions.

1. How is life now different from life in the old days?
2. Why did people sit outside in the evenings in the past?
3. Do you think children in the past had more fun than today? Why?

3 A Day in My Life

Write three sentences about your daily life in Kuwait. Talk about your routine, how your family spends time together and what you usually do for fun.

Writing Tips

- ✓ Use present simple tense.
- ✓ Mention a place you often go to or one thing you enjoy doing.
- ✓ Use adverbs of frequency: *always, usually, sometimes*...
- ✓ Use time expressions: *every day, on weekends*…

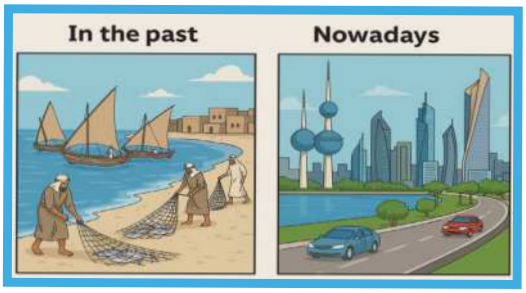
Learning Unit 1

Lesson 4: Speaking

I can

- **organise** ideas appropriately from short discussions about Kuwait into structured points to support a clear argument.
- **participate** actively in spoken communication by presenting and responding to ideas in a debate about life in the past and nowadays.
- **respect** others' ideas by listening attentively and responding politely during a debate.

A Journey Through Time in Kuwait



1 Discuss the following questions.

a. What do you know about life in old Kuwait?

b. What do you enjoy about life in Kuwait today?

2 Think about how life has changed. Then, complete the table.

Item	In the Past	Nowadays
Entertainment		
Education		
Transportation		

3 Class Debate

a. Choose your side.

Group A: I'd rather live in old Kuwait.

Group B: I'd rather live in modern Kuwait.

Each group will:

1. discuss and write three main reasons to support their side.
2. choose two speakers to represent the group.
3. choose one note-taker to write key points.

b. Use the following language expressions to support your discussion.

Language to Use (Expressions)	
To support your opinion	Give your opinion politely using phrases like: • In my opinion, • I believe that… • From my point of view… • Personally, I think…
To disagree respectfully	Disagree politely using phrases like: • I respect your opinion, but… • I see your point, however… • That may be true, but let me explain… • Can you explain more about…?

Tips:

- Listen carefully to your classmates.
- Respond politely.
- Use appropriate expressions.
- When presenting, look at your classmates and smile.

c. What did you learn from the other group's points?

I can

- **interpret** the main idea and both explicit and implicit details in a written text about social media and online communication.
- **infer** the meaning of new vocabulary from a written text about social media and online communication to use them in meaningful contexts.

Vocabulary: receive, nowadays, social, almost, fond, communicate, deliver, convenient, previously,instant, tutorial

Lesson 5: Reading

Expository

Smart Apps for Smart Living

Before You Read

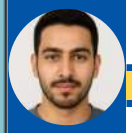
1 **Think about the following questions.**

a. How did people communicate in Kuwait 70 years ago? What about now?
b. What are the most popular social media apps in Kuwait today?

2 **Read the blog and do the tasks that follow.**

Awesome Web Browser

www.aliblog.com



Ali Ahmad, Kuwait

"Smart Apps for Smart Living"

1 In the past, life in Kuwait was quite different. People spent time with friends and family at home, in parks, or at the mall. Teenagers often played outside or read books. To contact someone, they would use a landline phone or write a letter. They **received** news from the radio, TV, or newspapers.

2 **Nowadays**, people in Kuwait are using **social** media apps **almost** all the time. They are particularly **fond** of some apps, such as Instagram and Snapchat. They are using these apps to send messages, record voice notes, and share photos of special memories. In fact, some people, especially teenagers, **communicate** more online than they do face-to-face.

3 In addition, shopping habits have also changed with the use of social media. In the past, families would visit the market or a shopping mall. Nowadays, many people use online apps to order food, clothes, and other items. These products are often **delivered** to their houses within a few hours. This method is both **convenient** and helpful.

4 Students also use social media to learn in different ways. **Previously**, they relied on textbooks and wrote everything by hand. Today, social media gives us **instant** access to search for educational videos, articles, and tips. Platforms like YouTube and Instagram often share **tutorials**, language lessons, and science lessons. Students find learning with technology more enjoyable and effective.

3 **Write the paragraph number (1–4) next to each heading.**

- ____ **Popular Apps in Kuwait**
- ____ **Kuwait in the Past**
- ____ **Learning Online**
- ____ **Shopping Online**

"**previously**" is a linking word that shows time and helps connect ideas.
Example:
Previously, they relied on textbooks, etc.

4 **How have the following aspects of life changed over time? Complete the table and record your preferences along with a reason.**

Life Aspects	In the Past	Nowadays	My Preference / Why?
Communication	Landline phone	Social media apps	Social media / fast & easy
Shopping			
Learning			

5 **Answer the following questions.**

a. What are the possible advantages and disadvantages of using social media for learning?

b. How does social media affect your social life?

6 **Look at the dictionary entry and do the following tasks.**

a. The word "*search*' in the 4th paragraph is used as:

- an adverb
- a noun
- a verb

b. Use the word "search" in a sentence of your own.

search /sɜːtʃ/
Noun
- an attempt to find someone or something by looking carefully

Verb
- to look carefully for someone or something

7 **For each word in the table, choose one synonym and one antonym from the box below. Then write a sentence with the word.**

Synonyms	Antonyms
~~comfortable~~, enjoyed, earlier	*disliked, ~~now~~, hard*

Word	Synonym	Antonym	Sentence
convenient	comfortable		
previously		now	
fond of			We're fond of camping.

8 **Staying Safe on Social Media**

Write three sentences to give warnings and advice about the use of social media. You can use the hint and sentence starters.

Hint: Think of a problem: (less family time, cyberbullying, fake news, etc.

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

Tip

Sentence Starters:
- ✓ Be careful...
- ✓ Watch out for...
- ✓ Don't forget to...
- ✓ You should never...
- ✓ Avoid...

I can

- **apply** the present continuous tense accurately in spoken and written communication to form affirmative, negative, and interrogative sentences about current actions and ongoing activities.
- **perform** a short spoken description of a live situation confidently about activities in Kuwait using appropriate expressions.

Lesson 6: Grammar

Grammar: Present Continuous

1 Look at the pictures and answer the questions.

- What is the boy doing?
- What are the girls doing right now?

a. She is .....

b. He is .....

c. They are .....

Present Continuous

- We use it to talk about actions that are happening now.
- **Time Expressions:**

now, at the moment...

✓ Affirmative Sentences

- I am doing my homework.
- He is eating now.
- They are playing at the moment.

X Negative Sentences

- I am not watching TV now.
- The girl isn't reading a story.
- They aren't studying at school now.

? Questions

Yes/No Questions

Am/Is/Are + subject + verb-ing?

Are you using your laptop?

? Questions

Wh- Questions

WH-Q + am/is/are + subject + verb-ing?

What are you doing right now?

2 Fill in the spaces with the correct form of the verbs in brackets using the present continuous.

a. She …….. (**read**) an interesting story in the school library at the moment.

b. They …….. (**not / play**) outside now because the weather is very hot.

c. My tablet …….. (**not / work**) properly at the moment.

d. …….. (**be**) Nadia …….. (**do**) her English project at the moment?

e. What …….. (**be**) you …….. (**eat**) for lunch now?

3 Imagine you are a reporter giving a live update from Al-Shaheed Park.

- Use the present continuous to describe what people are doing right now.
- Talk about what families and children are doing, eating, playing, etc.

Tip

- ✓ Start with who you see: *"I can see a boy…"*
- ✓ Add where and what to make it interesting: *"A girl is taking photos near the fountain."*
- ✓ Speak clearly and use full sentences.

Learning Unit 1

Lesson 7: Writing

I can:

- **organise** ideas to compare Kuwait in the past and present.
- **identify** the function of different linking words used to connect ideas within a paragraph.
- **produce** a structured written expository report comparing past and present life.

Linkers Bank: because, also, for example, in addition, in conclusion

Kuwait Across Time

1 Think, Pair, Share

a. How people lived in the past and how they live now.

b. Complete the table with your answers.

Items	In the past	Nowadays
Jobs		
Education		
Communication		

2 Match each linking word to its correct function.

In conclusion	To add more information
Also, in addition	To give a specific example
Because	To close a piece of writing
For example	To give a reason

3 Complete the table with your own ideas to plan a two-paragraph report comparing life in Kuwait in the past and nowadays.

Part of the Report	What to write about	Your ideas
Introduction	▪ Introduce the topic, explaining how life in Kuwait has changed over time with at least one sentence.	▪ Life in Kuwait has changed a lot over time. ▪ In the past, people lived in simple ways, but nowadays life is more modern.
Body Paragraph 1	▪ Describe life in Kuwait in the past (e.g. houses, jobs, transport, lifestyle). Start with a topic sentence and include at least two supporting details.	---------- ----------
Body Paragraph 2	▪ Describe life in Kuwait nowadays (e.g. technology, buildings, education, lifestyle). Start with a topic sentence and include at least two supporting details.	---------- ----------
Conclusion	▪ Write at least one sentence comparing life in the past and nowadays. Summarise the main idea.	---------- ----------

Expository

Life in Kuwait has changed greatly over time. In the past, people lived very differently from the way they live today.

4 Plan and write a two-paragraph report comparing life in Kuwait in the past with life nowadays.

a. Complete the following outline with your ideas.

Introduction

.....Life in Kuwait has changed a lot over time. In the past, people lived differently.....

Paragraph 1: Life in Kuwait in the past

Topic sentence:

.....

.....

Supporting details (at least two):

.....

.....

Concluding sentence:

.....

Paragraph 2: Life in Kuwait nowadays

Topic sentence:

.....

.....

Supporting details (at least two):

.....

.....

Concluding sentence:

.....

Conclusion

.....

b. Use the ideas in your plan to write the report in your notebook.

c. Use the following checklist to edit your writing.

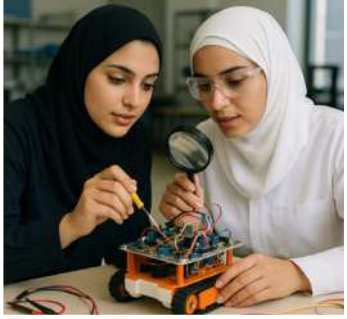
Remember to:

- begin with a clear introduction about life in Kuwait (past vs nowadays).
- write two paragraphs: one about the past and one about nowadays.
- include a clear topic sentence in each paragraph.
- add at least two supporting details in each paragraph.
- write a concluding sentence for each paragraph.
- check your writing for grammar, spelling, and punctuation.
- use AI tools wisely and responsibly to improve your writing.

Learning Unit Two

Innovation and Creation

Learning Unit Two: Innovation and Creation



Learning Outcomes

Listening and Viewing

- Analyse spoken texts about technology and innovation to identify the purpose, main idea, supporting details, and inferred meanings.
- Follow the sequence of events in spoken texts about inventions and robotics contests to identify cause-and-effect relationships or key turning points.

Speaking and Representing

- Deliver well-organised spoken presentations on technology-related topics using effective body language, including appropriate gestures, facial expressions, and posture.
- Participate in group discussions about smart devices and responsible technology use by listening attentively, building on peers' ideas, and expressing personal opinions clearly.

Reading and Viewing

- Analyse written texts about innovations and technology to identify the writer's purpose, main idea, supporting details, and implied meanings using appropriate reading strategies.
- Use reference tools (e.g. dictionaries, glossaries, online sources) to confirm the meaning and usage of unfamiliar vocabulary related to inventions and technology in different contexts.
- Interpret contextual clues (e.g. word formation, sentence structure, transitions, affixes) to infer meaning and clarify complex ideas in texts on technology and innovation.

Writing and Representing

- Produce well-formatted, coherent, and cohesive expository two-paragraph reports on technology and innovation using appropriate paragraphing, layout, and grammar features suited to the audience and purpose.
- Follow the stages of the writing process to write coherent, cohesive two-paragraph reports explaining the advantages and disadvantages of using smart devices in everyday life.
- Use linking words correctly (however, in addition, for example, in conclusion) to organise ideas in reports on technology-related topics.
- Apply grammar rules to write grammatically accurate, varied, and meaningful sentences in extended writing tasks about technology and innovation.

Learning Unit 2

Lesson 1: Reading

I can

- **analyse** a written text about young inventors in Kuwait to identify the main idea and supporting details.
- **determine** the writer's main purpose from a written text about young inventors in Kuwait.
- **apply** problem-solving skills to generate an original invention idea that addresses a real-life problem.
- **Show** care for community improvement by suggesting useful invention ideas based on real-life problems and solutions.

Vocabulary: brochure, contribute, create, invention, organisation, talented, inventor, creatively, competition, fair, scholarship, tool, successfully

Expository

Join the Future!

Before You Read

1 Discuss the following.

- Look at the headline, logo, and photo. What do you think this **brochure** is about?

2 Read the following brochure, then do the tasks that follow.

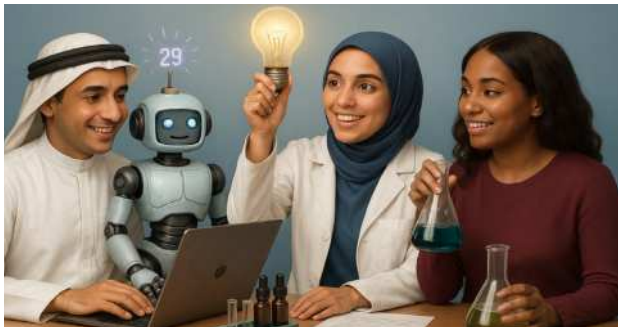
Join the Future!
Young Inventors Needed

KFAS
مؤسسة الكويت للتقدم العلمي
Kuwait Foundation for the Advancement of Sciences

Have you had any bright ideas? Have you ever wanted to contribute to your country and make a positive impact in the world?

At KFAS, we believe in the power of new ideas. Many young people in Kuwait, just like you, have **created** useful **inventions**. That is why our country has special ways to help and support both adult and young inventors. The government and many **organisations** are working together to find **talented** students to provide them with support.

Have you invented something new or had a creative idea? Share it with us at the Kuwait Foundation for the Advancement of Sciences (KFAS)! We support **inventors** by giving advice, providing funding for their projects, and offering special classes to help them learn more about science and technology. Many schools now have inventor's clubs, where you can work **creatively** with friends and show your work at school events.



As a young inventor in Kuwait, you can enter exciting **competitions** such as the Kuwait Science **Fair**. Winners receive prizes, **scholarships**, and sometimes even the chance to travel and meet inventors from around the world. In addition, you can use special **tools** and computers at our innovation centres to **successfully** build and test your ideas.

Remember!
KFAS and your country are here to help you succeed!

3 Why do you think KFAS made this brochure?

- To tell a story about a young inventor
- To join KFAS and support young inventors
- To explain how to use a computer
- To show the importance of friends

KFAS is an **abbreviation** for the Kuwait Foundation for the Advancement of Sciences.

4 Read the text again and complete the following tasks.

a. Decide if the sentences are (✓) or (✗). Justify your answers.

1. At KFAS, only adults can create useful inventions. ( )
2. Inventors are supported with funding and special classes. ( )
3. The winners of competitions receive only prizes. ( )

b. Answer the following questions.

1. What does KFAS stand for?
2. How can joining an inventors' club benefit students' futures?

5 Think about these inventions. What problems did they solve?

Invention	What problems did it solve?
airplane	long distances and unsafe roads
fridge	
phone	

6 Think It - Solve It - Invent It

a. Think of a problem at school, at home, or in your community. Work in pairs and complete the following table.

Examples:

lost items – lights left on – hard to wake up – littering – traffic

The problem is
My invention is
It helps because

b. Draw your invention here.

c. Share your invention idea with your group.

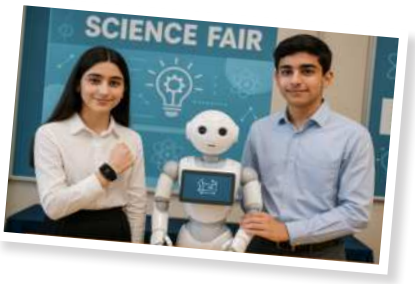
d. Vote for the most creative or useful idea in your class.

Learning Unit 2

Lesson 2: Grammar

I can

- **apply** the present perfect tense accurately in spoken and written communication to form affirmative, negative, and interrogative sentences about experiences and ongoing situations.
- **respond** fluently to questions about experiences using appropriate present perfect structures.



Grammar: Present Perfect

1 Look at the pictures of inventors and their inventions.

What **have** they **done**?

- The boy **has invented** a robot.
- The girl **has invented** a smartwatch for students.

- The **present perfect** tense is used to express an action which began in the past and is still true now.

✓ Affirmative Sentences	have/has + **past participle (V3)**
X Negative Sentences	have not (haven't)/has not (hasn't) + **past participle (V3)**
? Wh Questions	Wh-word + have/has + subject + **past participle** …?
? Yes/No Questions	Have/Has + pronoun + **past participle**……?

Expression	Example
since	We have lived in this town **since** 2015.
for	She has worked at the bank **for** 14 years.
already	I have **already** seen that movie.
yet	They haven't finished the project **yet**.
ever	Have you **ever** been to London?
never	No, I have **never** been to London.

2 Complete the following tasks with a partner.

a. Fill in the blanks with the correct present perfect form of the verbs in brackets.

1. She ..... (**not / do**) her science project **yet**.
2. I ..... (**work**) as a teacher **for** 10 years.
3. Have you..... (**ever /try**) the new tablet?

b. Read the following words and write sentences using the present perfect.

1. Salma / just / complete / homework

   .....

2. Hamad / already / read / the book

   .....

3 Role Play

- Talk about your experiences. Take turns to ask and answer.

You: Have you ever .....?

.....

Your partner: Yes/No .....

.....

You: What was it like ? .....

I can:

- **determine** the main idea from a live broadcast about a Kuwait Robotics Contest.
- **extract** explicit and implicit details from a live spoken broadcast about a Kuwait Robotics Contest.
- **value** innovation and teamwork by expressing positive attitudes in discussions about a spoken text about a robotics contest in Kuwait.

Lesson 3: Listening

Kuwait Robotics Contest

1 Think, Pair, Share

a. Have you ever joined the Kuwait Robotics Contest?

b. What do you need to build a robot car?

2 Match the words with their pictures.

(judge – referee – track – drone)

1	*drone*
2	
3	
4	

3 2.1 Listen to the live broadcast of the Kuwait Robotics Contest and complete the tasks.

1. What is the contest about?

a. A Science Fair b. A Robot Car Race c. A Car Event d. A Drone Show

2. At the beginning of the race, the judges have:

a. prepared cars b. moved quickly c. taken their seats d. checked sensors

4 Listen again and decide if the following sentences are True or False. Justify your answers.

a. The Kuwait Robotics Contest takes place at the Kuwait Science Arena. ( )

b. A large crowd is shouting because the cars are moving fast. ( )

c. Team Falcon cleaned their car's sensors before the race. ( )

d. Drones were used to film the race from above. ( )

5 Critical Thinking

- Who do you think will win the Kuwait Robotics Contest, Team Falcon or Team Horizon? Justify your answer.

6 a. Imagine you have built a robot. What would your robot do? Write 2-3 sentences describing what your robot can do to make your life easier.

.....

.....

.....

Sentence Starters:

- The Robot has.....
- It has helped us to…
- The best thing .....

Remember to use:

- Linking words: also, because, for example ….

b. Share your robot ideas with your partner. Listen carefully, then say one thing you like about your partner's robot and one question you want to ask.

Learning Unit 2

Lesson 4: Speaking

I can:

- **organise** ideas logically to express an opinion about the advantages and disadvantages of using smart devices.
- **present** clearly structured spoken explanations about the advantages and disadvantages of smart devices using appropriate vocabulary and organised ideas.

Living with Smart Devices: Yay or Nay?

1 Think, Pair, Share

a. Which of these devices do you use at home?

b. Are they helpful for studying? Why?

2 Discuss the advantages and disadvantages of using smart devices. Then, complete the following table with your ideas.

Device	Advantages	Disadvantages
VR		
Smart Pen		
Tablet		
Robot		

3 Walk & Talk Gallery Tour

- **Prepare a short presentation about the pros and cons of using smart devices. Follow the steps to present your poster:**

a. Design a poster that includes a title and a mind map of pros and cons.

b. Write a short paragraph to explain your points.

c. Use the sentence starters and the Confident Speaking Checklist.

Sentence Starters

- ✓ In my opinion, ...
- ✓ One advantage is .....
- ✓ One disadvantage is.....
- ✓ For example, ...
- ✓ However, ...
- ✓ I agree/ disagree because .....

Confident Speaking Checklist

- Take turns while speaking.
- Use the sentence starters to help you.
- Don't worry about mistakes, focus on communicating!
- Sit straight with shoulders relaxed.
- Make eye contact with group members when speaking.
- Listen to others respectfully.

d. Walk around the room and listen to each other's presentations.

e. Choose your favourite idea from your classmates. Write one or two sentences to explain why you like it. Be ready to share with class.

I can:

- **analyse** a written article about a Kuwaiti doctor's invention to identify the best title, the main idea, and supporting details.
- **infer** the meaning of new vocabulary from contexts in a written article about innovation and healthcare to use them in meaningful contexts.

Vocabulary: achievement, greatly, invent, junior, surgeon, determination, develop, worldwide, proud, honour, success, improve

Lesson 5: Reading

Expository

From Kuwait to the World: A Bright Idea

Think, Pair, Share

1 **Look at the picture and discuss the following.**

- How can inventions change people's lives?
- What do you think the man in the picture is famous for?

2 **Read the article about a Kuwaiti inventor, Dr. Ahmad Nabeel. Then, complete the tasks that follow.**

Dr. Ahmad Nabeel: An Inventor Who Is Transforming Surgery

Dr. Ahmad Nabeel is a doctor whose **achievements** have **greatly** contributed to the improvement of modern healthcare. He is well known for **inventing** "*Klens*," a special device that makes operations faster and safer.

While working as a **junior** doctor, Dr. Ahmad Nabeel noticed that **surgeons** had to stop during surgery to clean the endoscope. This problem made operations longer and more difficult. With great **determination**, he decided to **develop** a better solution. He created *Klens*, which cleans the endoscope in less than a second. This invention has improved millions of surgeries **worldwide**.

Dr. Ahmad Nabeel feels extremely **proud** that his work has made such a positive difference. He has received many awards, and he says it is a great **honour** to be a member of the National Academies of Science, Engineering, and Medicine. This organisation is respected worldwide and includes famous scientists like Albert Einstein.

When asked what advice he would give to young people, Dr. Nabeel said, "Always follow your passion, work hard, and never stop learning. With determination, you can achieve great **success**."

His story teaches us that curiosity, hard work, and new ideas can **improve** people's lives. Dr. Ahmad Nabeel's journey inspires students to believe in their dreams and keep trying, no matter how difficult the challenge is.

3 **Choose the most suitable title for the interview.**

a. A Talented Inventor
b. Modern Technology
c. International Awards
d. History of Medicine

We use **Question Tags** to check information and to ask for agreement e.g "Klens has helped many doctors, hasn't it?"

4 Answer the following questions.

1. What is the name of Dr. Ahmad's invention?
2. What problem does *Klens* solve?
3. Why does Dr. Ahmad feel proud of his work?
4. What advice does Dr. Ahmad give to young students?
5. The pronoun "which" in the **2nd** paragraph refers to:
   a. surgery b. this problem c. a better solution d. Klens

5 Read the words from the interview. Use the glossary at the end of the book to help you complete the table with a definition, an example, a synonym, and or an antonym for each word.

Words	Definition	Example	Synonym	Antonym
improve	*to make something better*			
junior				*senior*

6 Fill in the blanks with the correct words from the list.

(achievements – proud – surgeon – develop)

a. Scientists hope to ..... a new medicine for cancer.

b. She studied for many years to become a heart ..... .

c. Amal felt very ..... when she finished her first walking marathon.

d. Finishing university while working full-time was one of his biggest ..... .

7 Podcast Interview

Imagine you are a journalist preparing to interview Dr. Ahmad Nabeel for your school podcast.

Follow these steps to prepare and carry out your interview.

a. List the things you want to know about Dr. Ahmad.
   (e.g., childhood, school life, early inspirations, first invention attempts, failures, future goals)

b. Write 3-4 interview questions.

c. Practice asking and answering.

d. One student will be the interviewer, and one will role-play as Dr. Ahmad Nabeel.

e. Take turns asking and answering.

Remember to:

- greet politely.
- take notes or record answers.
- thank the speaker at the end.
- use eye contact and speak clearly.

I can
- **use** question tags with the past simple in spoken and written communication after positive and negative statements to check information or seek agreement.
- **demonstrate** effectively correct intonation patterns when using rising and falling tones in question tags.

Lesson 6: Grammar

Grammar: Question Tags (Past Simple)

1 Read the following dialogue.

Sara: This science class **was** amazing, **wasn't it**?

Nora: I agree! But the experiments **weren't** easy, **were they**?

A Question Tag is a question at the end of a sentence that is used to check information or ask for agreement.

Sentence	Question Tag
Positive The class was amazing, Dalal finished her project,	**Negative** wasn't it? didn't she?
Negative The gifts weren't wrapped, The players didn't win the match,	**Positive** were they? did they?

2 Work in pairs to complete the sentences with the correct question tags.

1. The weather wasn't hot yesterday, ----------was it----------?
2. You didn't go to the cinema last night, ----------?
3. We travelled to Dubai last weekend, ----------?

3 Write 2-3 sentences about a science fair using question tags.

2024

The science fair was interesting, wasn't it?

---

4 Pronunciation

Listen to these sentences. Write (↗) if the tag has rising intonation or (↘) if it has falling intonation.

Question Tags:	↘	↗
He was your maths teacher, wasn't he?		
Dana didn't come to school yesterday, did she?		
Ali won the reading award, didn't he?		

Rising intonation: not sure about something.
- *She studied in England, didn't she?*

Falling intonation: sure about something /confirming
- *We met before, didn't we?*

Learning Unit 2

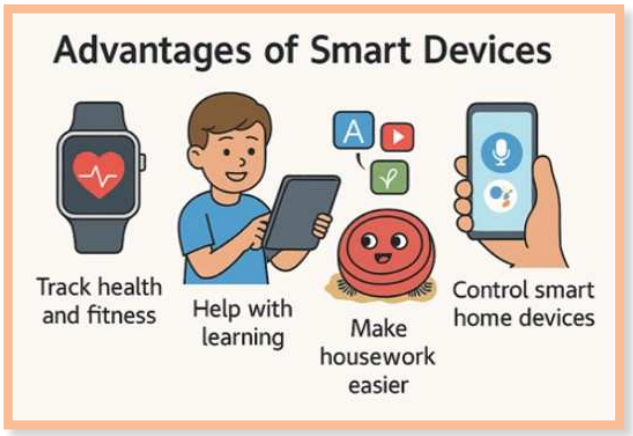
Lesson 7: Writing

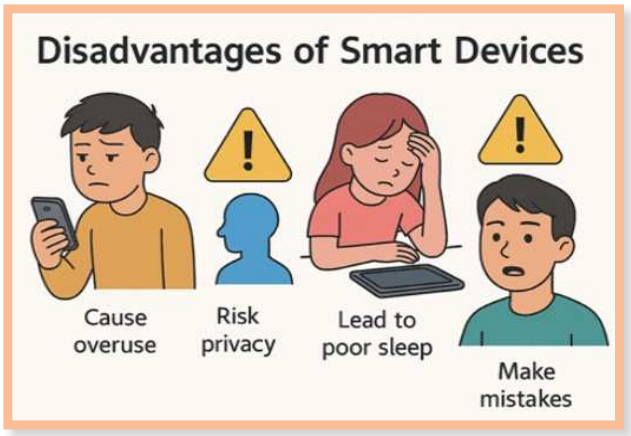
I can:

- **organise** ideas about the advantages and disadvantages of smart device use.
- **use** linking words to connect ideas logically within a paragraph.
- **construct** a coherent expository report presenting the pros and cons of using smart devices following the writing process.
- **Linker Bank:** in conclusion, for example, in addition, however

Living Smart: Pros and Cons of Daily Device Use

1 **Discuss the advantages and disadvantages of using smart devices every day.**





2 **Fill in the table with your ideas.**

Advantages	Disadvantages
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

3 **Fill in the gaps with the missing linking words from the list.**

(in conclusion, for example, in addition, however)

Using the internet safely is important. ……., you should never share your personal details online, such as your password or home address. ……., make sure your passwords are strong and hard to guess. ……., even with strong passwords, you must also remember to always log out of websites when you finish using them. ……., safe online practices help protect your privacy and keep your information secure.

"However" is a linking word that means **but** and shows contrast.
Example: I was tired. However, I finished my work.

Expository

While smart devices make life easier, they also create new challenges that we need to understand.

4 Plan and write a two-paragraph report about the advantages and disadvantages of using smart devices in daily life.

a. Complete the following outline with your ideas.

Introduction

.....

Paragraph 1: The advantages of using smart devices

Topic sentence:

.....

.....

Supporting details (at least two):

.....

.....

Concluding sentence:

.....

Paragraph 2: The disadvantages of using smart devices

Topic sentence:

.....

.....

Supporting details (at least two):

.....

.....

Concluding sentence:

.....

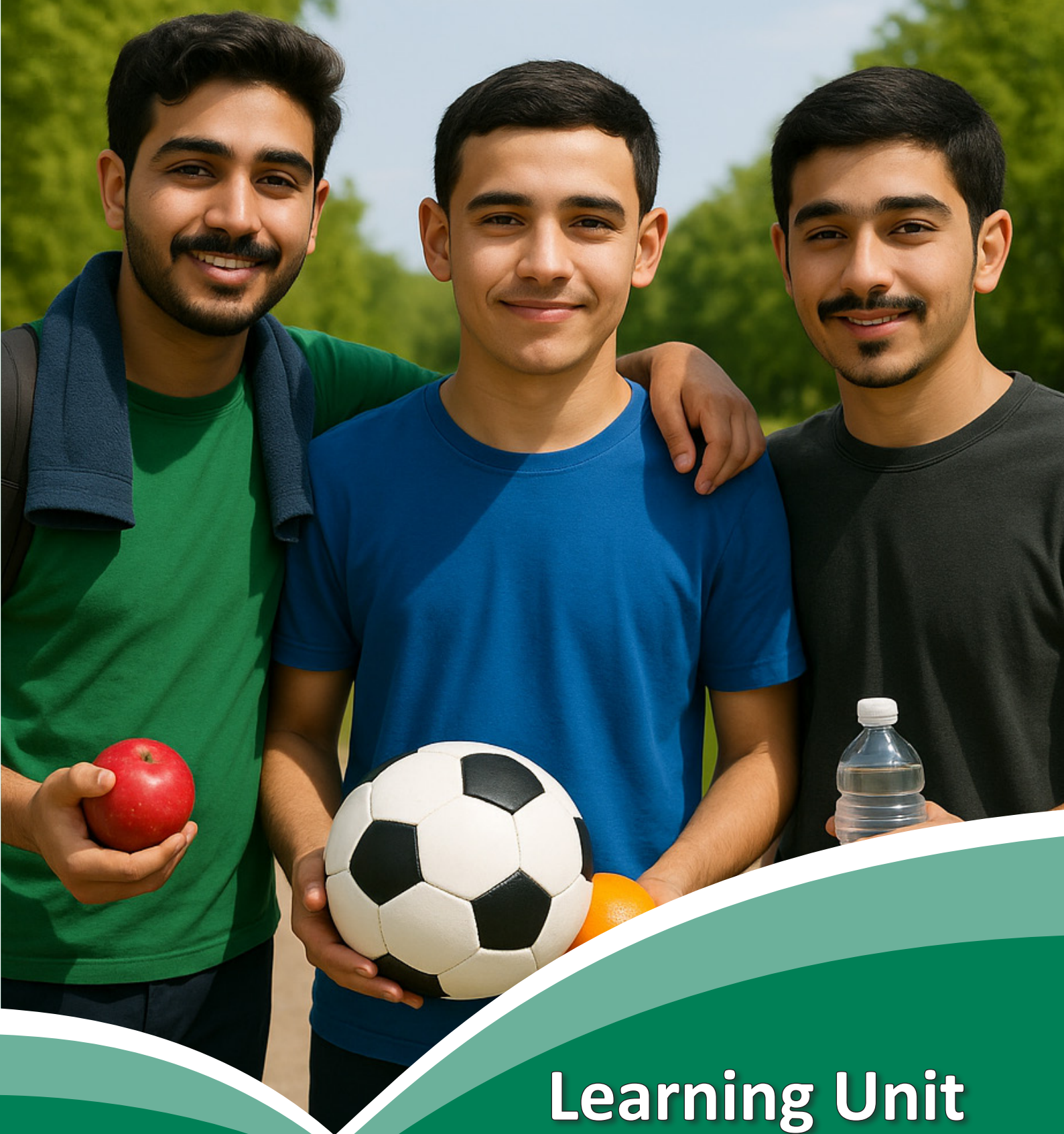
Conclusion

.....

b. Use the ideas in your plan to write the report in your notebook.
c. Use the following checklist to edit your writing.

Remember to:

- begin with a clear introduction about smart devices.
- write two paragraphs: one about advantages and one about disadvantages.
- include a clear topic sentence in each paragraph.
- give at least two supporting ideas with examples in each paragraph.
- use linking words (e.g. in addition, however, for example, in conclusion).
- write full sentences with correct grammar and spelling.
- end each paragraph with a concluding sentence.
- write a final conclusion that summarises your ideas.
- use AI tools wisely and responsibly to improve your writing.



Learning Unit Three

Healthy Inside, Healthy Outside

Learning Unit Three: Healthy Inside, Healthy Outside

Learning Outcomes

Listening and Viewing

- Analyse spoken texts on teenage health and lifestyle to identify the purpose, main ideas, supporting details, and inferred meanings.
- Follow the sequence of events in spoken texts about teenagers' daily habits to identify cause-and-effect relationships and key turning points.
- Recognise speakers' tone, mood, and attitude in discussions of healthy and unhealthy behaviours to understand their purpose and feelings.

Speaking and Representing

- Participate in group discussions on teenage health and well-being by listening attentively, building on peers' ideas, and expressing personal opinions clearly.
- Ask and respond to relevant questions in discussions about healthy lifestyles and risks to extend or deepen the conversation.
- Express appreciation for others' contributions in teen health discussions by giving supportive and respectful feedback.

Reading and Viewing

- Analyse written texts on health, lifestyle, and teenage routines to identify the writer's purpose, main ideas, supporting details, and implied meanings using appropriate reading strategies.
- Use reference tools (e.g. dictionaries, glossaries, online sources) to confirm the meaning and usage of unfamiliar vocabulary in texts about teenagers' health and lifestyle.
- Interpret contextual clues (e.g. word formation, sentence structure, transitions, affixes) in texts about healthy habits and routines to infer meaning and clarify complex ideas.

Writing and Representing

- Construct well-organised paragraphs on teenage lifestyle topics by using appropriate vocabulary, cohesive devices (e.g. because, also, but, despite), and linking expressions to ensure clarity and flow of ideas.
- Follow all stages of the writing process (planning, organising, drafting, revising, and editing) to complete structured writing tasks about teenagers' health and well-being with clarity and coherence.
- Produce coherent and cohesive expository two-paragraph reports on teenage health and lifestyle using appropriate paragraphing, layout, and grammar features suited to the audience and purpose.

Learning Unit 3

Lesson 1: Reading

I can:

- **determine** the main ideas and key details from an infographic about teenagers' lifestyles.
- **infer** the meaning of new vocabulary logically from a written text about health and lifestyle to use them in meaningful contexts.
- **write** a well-organised paragraph advising classmates on how to improve their lifestyle using linking words and relevant vocabulary.

Vocabulary: infographic, whole grain, junk food, active, engage, physical, enough, track, record, frequently, serious

How Teenagers Live a Healthy Life

1 Think, Pair, Share

- What does "**healthy lifestyle**" mean to you?
- What do you do to stay healthy?

2 Read the following **infographic** and complete the tasks.

Living a healthy life is important for everyone, especially for teenagers. When you are a teenager, your body and mind are growing fast, so healthy habits are very important

- It is important to eat a balanced diet that includes fruits, vegetables, **whole grains**, and protein in your daily meals.
- Drinking enough water and avoiding too much **junk food** help your body stay strong.

Regular exercise is needed to keep your body **active** and your mind happy. It is recommended that teenagers **engage** in at least one hour of **physical** activity daily. This can include activities such as walking, running, swimming, or playing sports. Sleeping **enough** at night is also important for good health.

Today, technology is being used by many teenagers to help them stay fit. For example, smartwatches and fitness apps are used to count steps, **track** sleep, and **record** the number of calories burned. Exercise videos and healthy recipes can be found easily online. Reminders are sent by some devices to help you remember to move or drink water.

If you do not eat nutritious food or exercise **frequently**, you may feel tired, have trouble concentrating, or even get sick more often. Unhealthy choices, like eating junk food every day and sitting for long hours, can lead to **serious** health problems over time. Always remember that the decisions you make now will affect your body and mind in the future.

3 Match the headings with the paragraphs.

a. How Technology Helps
b. Eat Smart, Grow Strong
c. Watch Out! Your Health Is at Risk!
d. Move More, Live Better

An **Infographic** is a text that uses words, pictures and symbols to explain information in a clear way.

4 Read the infographic again and complete the following tasks.

a. Answer the following questions.

1. Name two foods you should eat every day.
2. How much physical activity is recommended for teenagers?
3. What do smartwatches help you track?
4. What might happen if you don't follow a healthy lifestyle?
5. Why do you think teenagers often choose unhealthy snacks?

b. The writer's main purpose is:

1. to teach how to cook healthy meals.
2. to explain the history of healthy food.
3. to compare different sports for teenagers.
4. to give advice about living a healthy lifestyle.

Writer's Purpose

You can know the **writer's main purpose** by thinking about what the writer wants you to learn or do after reading the text.

5 Find the word that means:

Paragraph	Definition	Word
1st	food that is unhealthy but is quick and easy to eat	.....
2nd	busy with a particular activity	.....
3rd	to follow the progress of something	.....

6 a. Write a four-sentence post for a social media platform giving advice to your schoolmates about living a healthy life.

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

Remember!

- ✓ **Start with a Hook:** *"Do you want to feel stronger and happier every day?"*
- ✓ **Use**: *you should.., remember to..., avoid, etc.*
- ✓ **Use Linking Words**: *First, then, for example, etc.*
- ✓ **Use words**: *healthy lifestyle, junk food, protein, etc.*

b. Now, share your post with the class.

Learning Unit 3

Lesson 2: Grammar

I can:
- **apply** comparative and superlative adjectives accurately in spoken and written communication to compare people, places, and things in different contexts.
- **perform** short spoken interactions confidently using comparisons.

Grammar: Comparatives and Superlatives

1 Look at the picture and answer the questions.

a- What is your favourite snack?

b- Which snack is **healthier**, an apple or a chocolate bar? Why?

	Adjectives	Comparatives	Superlatives
1 syllable	sweet light	adj + er than sweeter than lighter than	the + adj + est the sweetest the lightest
2 syllables ending in - y	healthy	Adj + ier than healthier than	the + adj + iest the healthiest
2 or more syllables	important difficult	more + adj than more important than more difficult than	the most + adj the most important the most difficult
Irregular	good bad	better than worse than	the best the worst

2 a. Write sentences comparing the two items in each pair. Use the correct comparative form.

a. A lion / a cat (strong) → A lion is stronger than a cat.

b. Summer / winter (hot) → .....

c. A banana / chips (good) → .....

...

3 Complete each sentence using the correct superlative form.

a. This was ..... (happy) day of my life!

b. Mount Everest is ..... (high) mountain in the world.

c. She is ..... (intelligent) student in our class.

d. That was ..... (bad) movie I have ever seen.

4 Interactive Class Survey

You are going to do a quick class survey.

a. Ask your classmates: What kind of school day do you like most? Why? Use the table to collect their responses.

b. Compare answers using comparatives.

1. A day with fun activities is better than a day with only studying.
2. .....
3. .....

c. Write three sentences using superlatives to show your classmates' opinions.

1. The best day is a day with fun time because:
2. .....
3. .....

Option	Tally
A day with fun time (good)	卌
A day with sports (healthy)	
A day with a test (difficult)	

I can:

- **determine** the main idea and both explicit and implicit details in a spoken text about teenagers' healthy habits.
- **maintain** a short discussion based on spoken information about a one-day healthy challenge by asking and answering relevant questions.

Lesson 3: Listening

Stories from Teens Around the World

1 Think, Pair, Share

a- What healthy activities do you do as a teenager?
b- Do you walk or exercise with your friends or family?

2 Write 'H' for healthy and 'J' for junk food under each picture.

....

3 3.1 Listen to the *Teen Health Hour Radio* and complete the following tasks.

a. Choose the main idea of the Teen Hour Radio:

1. Teenagers should participate in a variety of activities.
2. Teenagers should spend more time studying.
3. Learning to cook new foods is important for teenagers.
4. Teenagers can build healthy habits through simple daily routines.

b. Answer the following questions.

1. When does Fahad go for a walk with his cousins?
2. How often does Jane play basketball?
3. How might walking with others help Fahad stay motivated?
4. How do both teens show that healthy habits can also be fun and social?

4 Role Play "Your One-Day Healthy Challenge".

a. Work in groups to fill in the meal and activity plan. Choose healthy options.

Breakfast	Lunch	Dinner	Physical Activity
.....eggs.....	.....chicken.....	.....salad.....	.....walking.....
.....	**Snack**	.....	.....
.....	.....	.....	.....

b. Take turns to ask and answer.

1. Why did you choose this sport or activity?
2. How will these foods help your body?
3. Is there anything you would like to change or add?
4. Do you think you can follow this plan every day? Why?

Learning Unit 3

Lesson 4: Speaking

I can:

- **present** opinions in spoken communication about healthy and unhealthy routines, providing reasons and suggestions using appropriate language.
- **organise** ideas logically to give advice about healthy lifestyles.

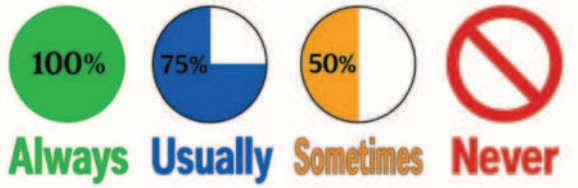
Healthy Lifestyle

1 Think, Pair, Share

a- Think about your everyday habits and routines.
b- Are they healthy or unhealthy?

2 Class Questionnaire

a. Work in groups to fill in the table. Take turns to ask and answer.



How often do you	Always	Usually	Sometimes	Never
1- eat fresh fruit and vegetables?				
2- eat junk food?				
3- skip breakfast on a school day?				
4- drink 6-8 glasses of water?				
5- exercise?				
6- get 8 hours of sleep?				

b. Write two sentences about your partner's lifestyle. Is it healthy or unhealthy? Then, suggest ways to live a better lifestyle.

- My friend has a healthy/ unhealthy lifestyle because...
- To have a better lifestyle, you should ...

3 Work in groups. Discuss how poor daily habits could harm your health.

To warn someone:

- ✓ You should be aware that…
- ✓ You might have problems if…
- ✓ You'll get sick if you don't…
- ✓ You could gain weight if …
- ✓ It's better not to…

I can:
- **identify** key ideas related to the importance of sleep and its effects on students' lives.
- **extract** relevant information from a website about sleeping habits and their impact on students.
- **present** a poster about healthy habits, clearly organising ideas and using relevant vocabulary to communicate the message.

Vocabulary: expert, actually, device, chat, affect, memory, stressed, encourage, regular, instead of

Lesson 5: Reading

Expository

Better Sleep, Better School

1 Think, Pair, Share

a- How many hours do you usually sleep on a school night?
b- Why do you think some teens find it hard to sleep?

2 Read the Q&A Blog on "Teens Health" website, and complete the tasks.

TEENS HEALTH Q&A

Better Sleep, Better School Q&A

Question:
How can I sleep better at night?

I always feel tired at school. I do my homework late and chat with my friends on my phone. How can I get more sleep?

TOP TIPS

Dr. Rashid Ahmad's Top Tips:

- ✓ Go to bed at the same time each night.
- ✓ Avoid screens before sleeping.
- ✓ Keep your bedroom quiet and dark.
- ✓ Don't drink caffeinated drinks in the evening.
- ✓ Take a relaxing shower.
- ✓ Read a book **instead of** using your phone.

Dr. Rashid Ahmad,
Sleep Specialist

You are not alone. Teenagers worldwide often do not get enough sleep. **Experts** from the World Health Organisation and the National Sleep Foundation agree that teenagers need about eight to ten hours of sleep every night, but most teens **actually** sleep much less. Busy schedules, homework, and spending time on electronic **devices** can make it hard to go to bed early. Many teens stay up late watching videos, **chatting** with friends, or using their phones. Doctors say that not getting enough sleep can **affect** a teenager's mood, **memory**, and health. In addition, tired teens may feel sad, **stressed**, or find it hard to remember what they have learned.

Good sleep habits help students do better in school, have more energy for sports and activities, and feel happier each day. In some countries, schools start later in the morning to help students get more sleep. Parents and teachers around the world are **encouraging** young people to build healthy sleep habits, such as turning off devices before bedtime and keeping a **regular** sleep schedule.

3 Tick the main idea of this blog post.

- ☐ It explains why exercise is important for teenagers.
- ☐ It describes Dr. Rashid's lifestyle.
- ☐ It gives advice to help teens sleep better.
- ☐ It describes different types of healthy food for teens.

"**In addition**" is a **linking word** used to add extra information that supports a previous point.

4 **Read the blog again and complete the table with the effects of good and poor sleep habits.**

Good Sleep Habits	Poor Sleep Habits
.....	.....
.....	.....
.....	.....

5 **Answer the following questions.**

a. How can a regular sleep schedule improve a teen's health?
b. Why do you think using phones before bed can make it harder to sleep well?

6 **a. Match each word to its meaning below:**

(memory – encouraging – affect – expert)

a. telling someone to do something in a positive way (.....)
b. the ability to remember information (.....)
c. a person with a high level of knowledge (.....)
d. to cause a change in someone or something (.....)

b. Use a word from the list to make your own sentence.

.....

c. Work with a partner to check your sentences for punctuation marks. ***(Capital letters, full stops, etc)***

7 **Poster Presentation**

a. Work in groups. Create a colourful poster for your class called "Top Tips for Better Sleep."

To make a poster, you need to:

- write a catchy title.
- include at least three tips.
- add symbols to show each tip.
- use clear, simple language.
- check your spelling.

When presenting your poster:

- speak loudly and clearly.
- explain each tip.
- answer all questions.
- thank the class for listening.
- point to the important tips on the poster.

b. Present your poster to the class. Vote for the most informative one.

- **I can**
- **apply** the correct order of adjectives before a noun in spoken and written communication to form accurate noun phrases in different contexts.
- **organise** ideas logically in short written descriptions using correct adjective order and structure.

Lesson 6: Grammar

Grammar: Order of Adjectives

1 Circle the adjectives that describe the picture.

dark – beautiful – tall – old – fresh – short – red – black – plastic – round – square

Order of Adjectives

- When you use **two or more adjectives** before a noun, you should put them in the following order: **opinion, size, age, shape, and colour.**

  Example
- There are **beautiful fresh round red** flowers in the vase.

Opinion	Size	Age	Shape	Colour
beautiful	big	old	round	red
nice	small	new	flat	blue
tasty	huge	modern	straight	vivid
strange	tiny	ancient	pointy	bright
fantastic	narrow	recent	oval	silver
hard	massive	young	curved	golden

2 Reorder the adjectives in the following sentences.

a. Have you seen my (round – black – mini) bag?

……

b. My brother bought a (large – nice – new) house.

……

c. My father would like to sell his (yellow – old – small) car.

……

3 Fill in the blanks with the most suitable adjectives in the correct order.

a. My friend has a …nice… …small… …blue… bag.

b. We found a/an …… …… …… box in the attic.

c. There is a/an …… …… …… painting on the wall.

d. The man bought a/an …… …… …… car.

4 Work in groups to describe your favourite thing at home using at least four adjectives. Draw it and present it to the group.

Suggested items: toy, piece of furniture, backpack, dress, shirt, etc.

Learning Unit 3

Lesson 7: Writing

I can:
- **organise** ideas about healthy and unhealthy habits using an informational table.
- **use** linking words to connect ideas logically within a paragraph.
- **write** a well-structured expository report about healthy habits, following the writing process.

Linker Bank: because, also, but, despite.

Healthy Habits Today Lead to a Better Tomorrow

1 **In groups, discuss what people can do to lead a healthy lifestyle, and how bad habits can harm their health.**

	Healthy Habits	Risks of Bad Habits
Body		
Mind		
Education		

2 **Work in pairs to complete the following paragraph.**

a. Fill in the gaps with the most suitable connectors from the list.

(because – also – despite - but)

Being a vegetarian can have disadvantages. This is …… the diet may be low in calcium, protein, iron, vitamin B12, and zinc. These nutrients are in some foods, …… sometimes it is not enough. Athletes may …… find it hard to be vegetarian because they need a lot of protein. …… these challenges, many people follow a vegetarian diet to reduce the risk of health problems like heart disease.

"Despite" shows the opposite idea.
Example:
Despite the rain, they played football.

b. Which of the following is the best concluding sentence?

- ☐ To sum up, you should eat more vegetables.
- ☐ In conclusion, vegetarians need to plan their diets carefully to stay healthy.
- ☐ Finally, milk is a rich source of calcium, which is good for your bones.

Expository

A healthy lifestyle leads to a better and longer life, while unhealthy habits harm our bodies.

3 Plan and write a two-paragraph report explaining ways to lead a healthy lifestyle, and the risks of following unhealthy (poor) habits.

a. Complete the following outline with your ideas.

Introduction

.....

Paragraph 1: Ways to lead a healthy lifestyle

Topic sentence:

.....

.....

Supporting details (at least two):

.....

.....

Concluding sentence:

.....

Paragraph 2: Risks of following unhealthy habits

Topic sentence:

.....

Supporting details (at least two):

.....

.....

Concluding sentence:

.....

Conclusion

.....

b. Use the ideas in your plan to write the report in your notebook.
c. Use the following checklist to edit your writing.

Remember to:

- begin with a clear introduction about a healthy lifestyle and unhealthy habits.
- write two paragraphs: one about a healthy lifestyle and one about unhealthy habits.
- include a clear topic sentence in each paragraph.
- give at least two supporting details with examples in each paragraph.
- use linking words (e.g. also, but, because, despite).
- write full sentences with correct grammar and spelling.
- write a final conclusion that summarises your ideas.
- use AI tools wisely and responsibly to improve your writing.

Learning Unit Four

Careers and Future Jobs

Learning Unit Four: Careers and Future Jobs

Learning Outcomes

Listening and Viewing

- Analyse information from spoken texts about jobs in Kuwait to identify the purposes, main ideas, supporting details, and inferred meanings.
- Follow the sequences of ideas from spoken texts describing workers' experiences and challenges to identify cause-and-effect relationships and key turning points in their stories.
- Recognise the tones, moods, and attitudes of speakers from spoken texts about risky jobs to understand their purposes, feelings, or attitudes towards work.

Speaking and Representing

- Participate in group discussions about risky, traditional, and modern jobs in Kuwait by listening attentively, building on peers' ideas, and expressing personal opinions clearly.
- Demonstrate confidence and respect when presenting on high-risk jobs, using appropriate voice, intonation, and body language.

Reading and Viewing

- Analyse information from written texts about jobs in Kuwait then and now or global dream jobs to identify the writers' purposes, main ideas, supporting details, and implied meanings.
- Use reference tools (e.g. glossaries, dictionaries) to confirm the meanings and usages of unfamiliar vocabulary related to professions, workplace skills, or national achievements.
- Interpret contextual clues (e.g. affixes, sentence structures, transitions) from written texts about careers, safety, or technology in work to infer meanings and clarify complex ideas.

Writing and Representing

- Construct well-organised two-paragraph expository reports about dream jobs or careers in Kuwait and the wider world by using appropriate vocabulary and cohesive devices (and, in addition, as a result, although) to ensure clarity and flow of ideas.
- Follow all stages of the writing process (planning, organising, drafting, revising, editing) to complete structured writing tasks about jobs, risks, and career opportunities with clarity and coherence.
- Produce well-formatted, coherent, and cohesive expository reports or social media posts suited to the audiences and purposes, highlighting skills, achievements, or aspirations in different professions.

Learning Unit 4

Lesson 1: Reading

Expository

I can:
- **determine** main ideas and key details about jobs in Kuwait in the past and present.
- **compare** jobs in Kuwait in the past and present by identifying tools, challenges and skills needed.
- **infer** the meaning of new vocabulary from a written text about jobs in Kuwait to use them in meaningful contexts.

Vocabulary: face, patience, discovery, rapidly, opportunity, appear, require, career, programmer, designer, comfortably

Jobs in Kuwait: Then and Now

1 Think, Pair, Share

a. What jobs did your great-grandparents do?
b. What jobs do people do now?
c. What do you think jobs in the future will be like?

2 Read the passage and complete the tasks.

In the past, many people worked as fishermen. They used wooden boats called *dhows*, strong nets, and hand-made traps. Fishing was hard and dangerous because of the rough seas and the long hours. Fishermen often **faced** strong winds and high waves while out at sea. They needed skills such as strength, **patience**, and knowledge of the sea. Despite the difficulties, they took pride in their work. Their work helped feed families and support the community.

After the **discovery** of oil, life in Kuwait changed **rapidly**. Many new job **opportunities appeared**, especially in education. One important job was teaching. Teachers helped build the future by educating children. They used chalkboards, books, and taught in simple classrooms. Teaching **required** communication skills, patience, and a love of learning. Teachers were respected in society and played a significant role in Kuwait's development during that time.

Today, one of the most popular **career** choices among young people is being a content creator. They are people who make videos, write blogs, or post on social media. Some also work as **programmers** or **designers** to create engaging content. They use smartphones, cameras, and editing apps. It may seem easy, but this job requires creativity, consistency, and tech skills. Content creators face online pressure, but they work from home **comfortably**. This job reflects how technology has changed how people work and connect.

3 Write another title for the passage.

.....

This passage is an example of a **chronological text**. It tells events in the order they happened from the past to the present.

4 Read the passage again and complete the following tasks.

a. Write one job for each period.

Long Ago ..... Today .....

After Oil Discovery .....

b. Answer the following questions.

1. What qualities do both fishermen and teachers share?
2. How did the discovery of oil affect life in Kuwait?
3. Think of other careers that appear in today's life.

5 Complete the table to compare the different jobs.

Job Title	Tools	Challenges	Skills
Fisherman			strength, patience
Teacher	chalkboards, books,		
Content Creator		online pressure	

6 Classify the following words under the right headings. Then, find one word for each type from the passage.

worked – sea – dangerous – about – comfortably

noun	verb	adjective	adverb	preposition
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

7 Group Poster

a. In groups, choose one job from the past and one job from today (e.g. pearl diver, cybersecurity engineer).

- **Prepare for your poster.**
  - The tools they use
  - The challenges they face
  - The skills they need
  - How they feel about their work

b. Each group presents its poster to the class.

Sentence starters:

- This job requires…
- In the past, workers used…
- One challenge they face is…
- They feel proud because…

Learning Unit 4

Lesson 2: Grammar

I can:

- **apply** the past continuous accurately in spoken and written communication to talk about ongoing actions in the past.
- **engage** in a spoken dialogue about past events, showing openness to listening to peers, respecting their contributions, and responding appropriately while using the past continuous and past simple with **as**, ***while***, and ***when***.

Grammar: Past Continuous (*as/ while/* when)

1 Look at the picture and discuss.

a. What was the boy doing when he found the starfish?
b. Which action stopped the longer action?

- **The boy was walking by the shore when he found a starfish.**

○ The **past continuous** describes **ongoing actions** in the past.
○ The **past simple** is used for a **shorter action** that happened at a specific time.
Key words: *as, while, when*

Subject + was/were + verb-ing
While I was doing my English project, my friend called me.

2 A sandstorm suddenly started in your area. What was everyone doing when the sandstorm started?

a. I was walking home when the sandstorm suddenly …… (start).
b. My brother …… (play) football when the wind blew dust into his eyes.
c. People …… (drive) on the highway when the sky turned orange.
d. My dad was fixing the car when he …… (hear) the sandstorm warning.
e. As my neighbour …… (close) the windows, dust blew into the room.

3 Dialogue: Talking About Past Events

a. Work in pairs. Take turns being Student A and Student B.
b. Use the past continuous and the past simple to ask and answer questions.

Student A: What were you doing when the power went out?
Student B: I was studying for my test when the lights went out.
Student A: Oh no! What did you do then?
Student B: ……
Student A: ……
Student B: ……

Remember!
- Use "when" or "while".
- Use the past continuous, and the past simple
- Write correct questions.
- Write clear sentences.

I can:

- **determine** the main idea and both explicit and implicit details from a spoken text about street interviews.
- **write** short descriptions of jobs based on spoken context using appropriate vocabulary and structure.

Lesson 3: Listening

Street Interviews

Before you listen

1 Discuss the following questions.

a. What is your dream job?
b. What skills do you think your dream job requires?
c. What challenges might you face?

2 4.1 Listen to the street reporter asking three people about their jobs. Complete the following tasks.

a. The interview was mainly about:

1. how to apply for a new job.
2. hobbies people do in their free time.
3. people's favourite travel destinations.
4. different jobs, required skills, and challenges.

b. Listen again and complete the table with the person's name, job title, required skills and challenges faced.

	Person	Job	Required Skills	Challenges Faced
1	Dr Waleed	Neurosurgeon		
2		Chef	Creativity, speed, teamwork	
3		Oil Field Worker		*remote areas with extreme weather*

c. Answer the following questions.

1. Which of these jobs would you like to do in the future, and why?
2. What do you think is the most difficult part of each job?

3 Guess the Job!

a. Work in groups to guess the name of different jobs.

1. Choose a job from the list.
2. Write 3 - 4 clues about the job to describe it (without saying the job's name).

Suggested Clues

- ✓ I wear a/an …….
- ✓ I help people ……..
- ✓ I need ……..
- ✓ I work in a……

Job Title List:

teacher, engineer, artist, police officer, nurse, driver, scientist, vet, firefighter, etc.

b. Read your clues to your classmates. Can they guess your job?

Learning Unit 4

Lesson 4: Speaking

I can:

- **present** opinions clearly in spoken communication about high-risk jobs, giving clear reasons and relevant examples.
- **demonstrate** confidence and respect when presenting about high-risk jobs, using appropriate voice, intonation, and body language.

Brave Workers, Risky Jobs

Firefighter Deep-sea Diver Oil-field Worker

1 Think, Pair, Share

a. Why are these jobs dangerous?

b. Can you name other dangerous jobs?

2 Rank the given jobs from the most to the least dangerous. For each job, complete the following:

a. **Reasons:** Explain why you placed the job at that danger level. Consider possible risks, the working environment, and common accidents.

b. **Equipment & Skills:** List the essential safety equipment needed and the key skills required to perform the job safely and effectively.

	Most Dangerous Jobs	Reasons	Equipment or Skills
1			
2			
3			

3 Why are these jobs important to society? Explain your reasons.

Group Presentation

a. In groups, choose a high-risk job from the list or a job of your choice.

soldier – lifeguard – builder – electrician – policeman

b. Design a poster to present information about the high-risk job.

You may talk about:

- ✓ The nature of the job.
- ✓ Why it is important for you.
- ✓ The dangers or risks involved.
- ✓ The reasons for choosing the job.

Suggested Clues

- ✓ Use full sentences.
- ✓ Listen to your classmates.
- ✓ Use words like *dangerous, risky, accident, safety, etc.*
- ✓ *Smile and look at the audience when you speak.*

c. Group Feedback

a. Which poster did you admire the most? Why?

b. Which job surprised you the most? Why?

I can:
- **analyse** the main idea and both explicit and implicit details from a written text about job descriptions.
- **determine** the writer's purpose from a written text about job stories, showing how the author's intention is conveyed through language and content choices.
- **infer** word meaning from a written text about job stories to use them in meaningful contexts.

Vocabulary: robotics, design, machine, space, planet, launch, mission, incredibly, retired, wildlife, rainforest, protect, widely

Lesson 5: Reading

Expository

Living the Dream: Job Stories

Before You Read

1 **Read only the job titles in the WorldJobs Feed.**
In groups, discuss the following questions.

- Which job is the most interesting to you? Why?
- Which of these jobs do you think is common in Kuwait? Which are rare?

2 **Read the "WorldJobs Feed: Dream Job Holders" and complete the tasks.**

WorldJobs Feed

201

Akira, Japan
Robotics Engineer

My name is Akira and I live in Japan. I work as a **robotics** engineer. Robots are used in many hospitals and factories here. Every day, I help **design** and build new **machines**. I enjoy my job because technology makes people's lives easier and safer.

231

Fatima, UAE
Space Scientist

Hello, I am Fatima from the United Arab Emirates. I am a **space** scientist, studying **planets** and stars. I am proud that the UAE **launched** the Emirates Mars **Mission** (Al-Amal) in 2020. The Mars rocket was sent to study the planet's atmosphere. This was a great achievement for our country. Now, many new jobs are being created in the field of space science which is **incredibly** exciting for young scientists.

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Leo, Brazil
Wildlife Photographer

My name is Leo. I am a **retired wildlife** photographer from Brazil. I took many amazing photos in the Amazon **rainforest**. Our team **protected** wild animals and often visited forests and rivers to photograph nature. Our work was **widely** enjoyed by many people, and it helped them learn about the environment. I felt proud of my job because we made a real difference and cared for the environment.

3 **The WorldJobs Feed is mainly about:**

.....

Use the **passive voice** e.g. "Our work was enjoyed " to focus on the **action**, not the **person**.

4 Read the WorldJobs Feed again and complete the following tasks.

a. In pairs, answer the following questions.

1. What is Akira's job?
2. Why is the Mars Mission important for the UAE?
3. How did Leo's work help people?
4. What do the three people in the passage have in common?

b. Choose the correct answer from a,b,c or d.

1. The pronoun "it" in the **3rd** paragraph refers to:

   a. nature b. our work c. Brazil d. team

2. The main purpose of the writer is to:

   a. explain how to choose a job. b. show how to apply for a job.
   c. share real people's job experiences. d. compare jobs in technology.

5 a. Read the sentences and write the meanings of the underlined words using the glossary at the end of the book.

1. The UAE **launched** the Emirates Mars Mission (Al-Amal) in 2020. (.....)
2. Our team **protected** animals. (.....)

b. Use one of the underlined words to form a new sentence.

.....

.....

6 Social Media Post

a. Write 2 - 3 sentences about a job you would like to do in the future. Explain why you chose this job.

WorldJobs Feed •••	Did I .....
.....	☐ explain why I chose this job?
.....	☐ check my spelling?
.....	☐ check my punctuation marks?
.....	☐ draw a profile picture?

b. Share your post with your group or the class.

I can:

- **use** the past simple passive accurately in written, oral communication to describe actions and events in different contexts.
- **transform** active sentences into the past simple passive in written communication accurately in different contexts..

Lesson 6: Grammar

Grammar: Passive Voice (Past Simple)

1 Look at the following pictures of achievements in Kuwait.

1- The first oil field was discovered in 1933.
2- The first hospital in Kuwait was built in 1914.
3- The first school in Kuwait was opened in 1911.

The **passive voice** is used to focus on the action rather than on who did it.

Form: was/were + past participle	
Active voice	**Passive Voice**
- Engineers built the mosque in 1998.	- The mosque was built in 1998 by engineers.
- The government created new jobs.	- New jobs were created by the government.

2 Complete the sentences with the past passive form of the verbs.

a. My car .....(repair) last week.
b. The bridges ..... (build) last year.
c. This film .....(make) ten years ago.
d. Beautiful paintings.....(display) in the Art Fair.

3 "Kuwait's Great Achievements" Poster

a. Write 3 sentences using passive voice (Past Simple) to show national achievements.

Examples:

- Kuwait Towers ..... (build)
- The Internet ..... (launch)
- The Avenues .....(open)

Info Guide

Kuwait Towers → 1979
The Internet → 1990
The Avenues → 2007

b. Design a small poster with a title, sentences, and images to show Kuwaiti's achievements.

Learning Unit 4

Lesson 7: Writing

I can:

- **write** a two-paragraph expository report about my dream job, after planning and organising ideas into a topic sentence, supporting details, and a concluding sentence.
- **use** appropriate linking words accurately to connect ideas, maintaining coherence in my writing report.
- **write** a well-structured expository report about a dream job and the required skills using correct structure and formatting.

Linker Bank: and, in addition, as a result, although.

My Dream Job

1 a. Match each skill with the most suitable job title from the list.

(builder – chef – teacher – doctor – artist – pilot)

Skill	Job
Using colours well, being creative, paying attention to details	
Working hard, solving problems, good at science	
Explaining ideas, speaking clearly, caring for students, and managing a class	
Making good decisions, staying calm, following rules, keep passengers safe	
Creative, working fast, following recipes	
Using tools safely, being strong, following plans	

b. Discuss the following questions.

1- Which job would you like? Why?

2- Do you think one skill can fit more than one job?

2 Read the paragraph carefully. Then, complete the tasks below to analyse how the writer organises and connects ideas.

Technology has greatly changed the way students learn in the classroom. Many schools now use tablets instead of textbooks, allowing students to access information quickly and interact with learning materials. In addition, teachers use digital tools like smart boards and learning apps to make lessons more engaging. Some students even take virtual classes from home. **As a result**, learning today is faster, more flexible, and more connected than ever before. **Although** technology makes learning easier, some students still prefer traditional books and face-to-face classes.

a. Underline the **topic sentence** (the main idea of the paragraph).

b. Highlight two **supporting details** that explain or give examples.

c. Read the underlined **linking words** in the paragraph.

Then, complete the following sentences by writing their correct function from the box.

- *as a result* is used to.....

- *although* is used to .....

Function Box

- add extra information
- contrast two ideas
- show cause and effect
- give an example

Expository

Choosing the right job can help you build a successful and happy future.

3 Plan and write a two-paragraph report describing your dream job and explaining the required skills to succeed in this job.

a. Complete the following outline with your ideas.

Introduction

.....

Paragraph 1: My dream job

Topic sentence:

.....

.....

Supporting details (at least two):

.....

.....

Concluding sentence:

.....

Paragraph 2: Required skills to succeed in this job

Topic sentence:

.....

.....

Supporting details (at least two):

.....

.....

Concluding sentence:

.....

Conclusion

.....

b. Use the ideas in your plan to write the report in your notebook.

c. Use the following checklist to edit your writing.

Remember to:

- begin with a clear introduction about your dream job.
- write two paragraphs: one about your dream job and one about the skills needed.
- include a clear topic sentence in each paragraph.
- write at least two supporting details with examples in each paragraph.
- use linking words (e.g. in addition, as a result, although).
- write full sentences with correct grammar and spelling.
- end each paragraph with a concluding sentence.
- write a conclusion that summarises your ideas.

Instructions

Project Topic ..... (to be provided by the teacher)

Task

In this project, we are going to .....

.....

Materials Needed

paper
colouring sets
markers
PowerPoint slides
glue
newspaper
magazines
textbook
reference books
internet access
Others: .....

Project Steps

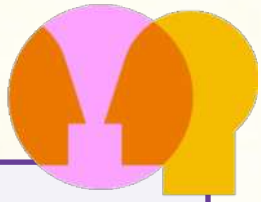
1. Form your group and assign roles (e.g., leader, researcher, designer, presenter).
2. Research your topic using books, websites, or interviews.
3. Plan your product (poster, model, slide deck, etc.).
4. Gather materials and create your product.
5. Rehearse your presentation.
6. Present your project to the class.

Presentation

- Speak clearly and confidently.
- Be concise and stick to your main points.
- Use visuals to support your ideas.
- Engage your audience with questions or demonstrations.

Evaluation Criteria

☐ Content
☐ Accuracy
☐ Presentation skills
☐ Design and creativity
☐ Teamwork
☐ Ability to explain and justify ideas when asked



Self and Peer Reflection.

What did I contribute to the project?

_____

One thing I would improve is:

_____

GLOSSARY

A

achievement /əˈtʃiːv.mənt/ (noun) p 39
something very good and difficult that you have succeeded in doing

active /ˈæk.tɪv/ (adjective) p 48
busy with a particular activity

actually /ˈæk.tʃu.ə.li/ (adverb) p 53
in fact or really

affect /əˈfekt/ (verb) p 53
to have an influence on someone or something, or to cause a change in someone or something

almost /ˈɔːl.məʊst/ (adverb) p 25
nearly but not quite

appear /əˈpɪər/ (verb) p 62
to start to exist or become available

B

become /bɪˈkʌm/ (verb) p 20
to start to be

brochure /ˈbrəʊ.ʃər/ (noun) p 34
a type of small magazine that contains p ictures and information on a product or a company

C

career /kəˈrɪər/ (noun) p 62
the job or series of jobs that you do during your working life, especially if you continue to get better jobs and earn more money

chat /tʃæt/ (verb) p 53
to take part in a discussion that involves sending messages over the internet, by smartphone, etc.

comfortably /ˈkʌmf.tə.bli/ (adverb) p 62
in a way that produces a relaxing feeling of physical comfort

communicate /kəˈmjuː.nɪ.keɪt/ (verb) p 25
to share information with others by speaking, writing, moving your body, or using other signals

competition /ˌkɒm.pəˈtɪʃ.ən/ (noun) p 34
an organized event in which people try to win a prize by being the best, fastest, etc.

contribute /kənˈtrɪb.juːt/ (verb) p 34
to add new plans or ideas, or help make improvements to something so that it becomes more valuable or successful

convenient /kənˈviː.ni.ənt/ (adjective) p 25
suitable for your purposes and needs and causing the least difficult

GLOSSARY

create /kriˈeɪt/ (verb) p 34
to make something new, or invent something

creatively /kriˈeɪ.tɪv.li/ (adverb) p 34
in a way that produces or uses original and unusual ideas

D

deliver /dɪˈlɪv.ər/ (verb) p 25
to take goods, letters, parcels, etc. to people's houses or places of work

design /dɪˈzaɪn/ (verb) p 67
to make or draw plans for something, for example clothes or buildings

designer /dɪˈzaɪ.nər/ (noun) p 62
a person who imagines how something could be made and draws plans for it

determination /dɪˌtɜː.mɪˈneɪ.ʃən/ (noun) p 39
the ability to continue trying to do something, although it is very difficult

develop /dɪˈvel.əp/ (verb) p 39
to (cause something to) grow or change into a more advanced, larger, or stronger

device /dɪˈvaɪs/ (noun) p 53
an object or machine that has been invented for a particular purpose

digital /ˈdɪdʒ.ɪ.təl/ (adjective) p 20
showing information in the form of an electronic image

discovery /dɪˈskʌv.ər.i/ (noun) p 62
the act of finding something that had not been known before

E

encourage /ɪnˈkʌr.ɪdʒ/ (verb) p 53
to talk or behave in a way that gives someone confidence to do something

engage /ɪnˈgeɪdʒ/ (verb) p 48
to cause someone to become interested or involved in an activity, or to attract someone's interest

enough /ɪˈnʌf/ (adverb) p 48
as much as is necessary; in

the amount or to the degree needed

expert /ˈek.spɜːt/ (noun) p 53
a person with a high level of knowledge or skill relating to a particular subject

F

face /feɪs/ (verb) p 62
to deal with a difficult situation

fair /feər/ (noun) p 34
a large show at which people who work in a particular industry meet, and sell and advertise their products

fond /fɒnd/ (adjective) p 25
to like someone or something very much

GLOSSARY

frequently /ˈfriː.kwənt.li/ (adverb) p 48
often

G

greatly /ˈgreɪt.li/ (adverb) p 39
very much, to a high degree

H

honour /ˈɒn.ər/ (noun) p 39
a quality that combines respect, being proud and honesty

I

improve /ɪmˈpruːv/ (verb) p 39
to (cause something to) get better

incredibly /ɪnˈkred.ə.bli/ (adverb) p 67
extremely, very

infographic /ˌɪnfəʊˈgræf.ɪk/ (noun) p 48
a picture or diagram or a group of pictures or diagrams showing or explaining information

instant /ˈɪn.stənt/ (adjective) p 25
happening immediately, without any delay

instead of /ɪnˈsted ˌəv/ (preposition) p 53
in place of someone or something

invent /ɪnˈvent/ (verb) p 39
to design and/or create something that has never been made before

invention /ɪnˈven.ʃən/ (noun) p 34
something that has never been made before, or the process of creating something that has never been made before

inventor /ɪnˈven·tər/ (noun) p 34
someone who designs or creates something that did not exist before

J

junior /ˈdʒuːniər/ (adjective) p 39
used to describe someone of a low rank, or of a lower rank in relation to others, in an organisation

junk food /ˈdʒʌŋk ˌfuːd/ (noun) p 48
food that is unhealthy but is quick and easy to eat

L

landmark /ˈlænd.mɑːk/ (noun) p 20
a building or place that is easily recognized, especially one that you can use to judge where you are

launch /lɔːntʃ/ (verb) p 67
to begin something such as a plan or introduce something new such as a product

locate /ləʊˈkeɪt/ (verb) p 20
to be in a particular place

M

machine /məˈʃiːn/ (noun) p 67
a piece of equipment with several moving parts that uses power to do a particular type of work

memory /ˈmem.ər.i/ (noun) p 53
the ability to remember information, experien ces, and people

mission /ˈmɪʃ.ən/ (noun) p 67
an important job, usually travelling somewhere

museum /mjuːˈziː.əm/ (noun) p 20
a building where objects of historical, scientifi c, or artistic interest are kept

N

nowadays /ˈnaʊ.ə.deɪz/ (adverb) p 25
at the present time, in comparison to the past

O

opportunity /ˌɒp.əˈtʃuː.nə.ti/(noun) p 62
the chance to get a job

organisation /ˌɔː.gən.aɪˈzeɪ.ʃən/ (noun) p 34
a group of people who work together in an organised way for a shared purpose

P

patience /ˈpeɪ.ʃəns/ (noun) p 62
the ability to wait, or to continue doing something despite difficulties

physical /ˈfɪz.ɪ.kəl/ (adjective) p 48
relating to the body

planet /ˈplæn.ɪt/ (noun) p 67
an extremely large, round mass of rock and metal such as Earth, or of gas, such as Jupiter, that moves in a circular path around the sun or another star

previously /ˈpriː.vi.əs.li/ (adverb) p 25
before the present time or the time referred to

programmer /ˈprəʊ.græm.ər/ (noun) p 62
a person whose job is to produce computer programs

protect /prəˈtekt/ (verb) p 67
to keep someone or something safe from injury, damage, or loss

proud /praʊd/ (adjective) p 39
feeling satisfaction and pleasure because of something that you have achieved, possess, or are a part of

provide /prəˈvaɪd/ (verb) p 20
to give someone something that they need

R

rainforest /ˈreɪn.fɒr.ɪst/ (noun) p 67
a forest in a tropical area that receives a lot of rain

GLOSSARY

rapidly /ˈræp.ɪd.li/ (adverb) p 62
in a fast or sudden way

receive /rɪˈsiːv/ (verb) p 25
to get or be given something

recently /ˈriː.sənt.li/ (adverb) p 20
not long ago, or at a time that started not long ago

record /rɪˈkɔːd/ (verb) p 48
to keep information for the future, by writing it down or storing it on a computer

regular /ˈreg.jə.lər/ (adjective) p 53
existing or happening repeatedly in a fixed pattern, with equal or similar amounts of space or time between one and the next; even

require /rɪˈkwaɪər/ (verb) p 62
to need something or make something necessary

retired /rɪˈtaɪəd/ (adjective) p 67
If someone is retired, they have stopped working permanently, usually because of age

rich /rɪtʃ/ (adjective) p 20
containing a large amount of a valuable natural substance such as coal, oil, or wood

robotics /rəʊˈbɒt.ɪks/ (noun) p 67
the science of making and using robots (= machines controlled by computers that are used to perform jobs automatically

S

scholarship /ˈskɒl.ə.ʃɪp/ (noun) p 34
an amount of money given by a school, college, university, or other organisation to pay for the studies of a person with great ability

serious /ˈsɪə.ri.əs/ (adjective) p 48
a serious problem or situation is bad and makes people worry

social /ˈsəʊ.ʃəl/ (adjective) p 25
relating to activities in which you meet and spend time with other people

space /speɪs/ (noun) p 67
the empty area outside Earth›s atmosphere, where the planets and stars are

stressed /strest/ (adjective) p 53
worried and nervous

success /səkˈses/ (noun) p 39
the achieving of the results wanted or hoped for

successfully /səkˈses.fəl.i/ (adverb) p 34
in a way that achieves the results wanted or hoped for

GLOSSARY

surgeon /ˈsɜː.dʒən/ (noun) p 39
a doctor who is specially trained to perform medical operations

T

talented /ˈtæl.ən.tɪd/ (adjective) p 34
with talent; able or skilful

tool /tuːl/ (noun) p 34
a piece of equipment that you use with your hands to make or repair something

track /træk/ (verb) p 48
to record the progress or development of something over a period

tutorial /tʃuːˈtɔː.ri.əl/ (noun) p 25
a book, video, etc. that teaches you about something

W

whole grain /ˌhəʊl ˈgreɪn/ (noun) p 48
a grain from a cereal plant such as rice or wheat that has not had anything removed from it, or a food made from this type of grain

widely /ˈwaɪd.li/ (adverb) p 67
including a lot of different places, people, subjects, etc

wildlife /ˈwaɪld.laɪf/ (noun) p 67
animals and plants that grow independently of people, usually in natural conditions

wonderful /ˈwʌn.də.fəl/ (adjective) p 20
extremely good

worldwide /ˌwɜːldˈwaɪd/ (adverb) p 39
existing or happening in all parts of the world

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Irregular Verbs

Base Form	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown

Base Form	Past Simple	Past Participle
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken

Irregular Verbs

Base Form	Past Simple	Past Participle
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
sit	sat	sat
sleep	slept	slept
slide	slid	slid
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
forbid	forbade	forbidden
forget	forgot	forgotten

Base Form	Past Simple	Past Participle
show	showed	shown/showed
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
speak	spoke	spoken
spend	spent	spent
spit	spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
weep	wept	wept
win	won	won
write	wrote	written
shine	shone	shone
shoot	shot	shot

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Grade

8A

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