وزارة التربية
Ministry of Education
State of Kuwait | دولـــة الكويت

English Pearls
of Kuwait

Student's Book

Grade
9A

English Pearls of Kuwait Student's Book 9A

وزارة التربية
Ministry of Education
State of Kuwait | دولـــة الكويـت

English Pearls of Kuwait

Student's Book

Grade 9A

English Pearls of Kuwait Student's Book 9A

© Ministry of Education - State of Kuwait. 2025
All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Publishers.

First edition 2025-2026
Second edition 2026-2027

The Ministry of Education acknowledges with appreciation the following authors for their role in the creation of the English Pearls of Kuwait series (2026 edition):

Acting ELT Director
Ms Hadeel Hassan Al Kandari

Authors

ELT Superintendent (Team Leader)
Ms Hanan Ghaleb Aburezq

ELT Supervisor
Ms Huda Hussein Ibrahim

ELT Supervisor
Ms Hebah Saad Alabhoul

ELT Supervisor
Ms Sarah Taha Aljaser

Head of English Department
Ms Fatmah Bandar Albathali

Head of English Department
Ms Hanan Saad Alsaqabi

Teacher
Ms Taiba Hamad Alzeyadi

ELT Supervisor
Mr Omar Abdullah Alkhudhari

ELT Supervisor
Ms Sarah Saleh Naser

ISBN: 978-9921-33-031-1 – أودع في مكتبة الكويت الوطنية
أودع بمكتبة الوزارة تحت رقم (٤٧) بتاريخ ٢٧/ ١٨/ ٢٥م

مطبعة حكومة دولة الكويت
Government Press - State of Kuwait

بسم الله الرحمن الرحيم

حضرة صاحب السمو الشيخ مشعل الأحمد الجابر الصباح

أمير دولة الكويت

H.H Sheikh Meshal Al-Ahmad Al-Jaber Al-Sabah
Amir of the State of Kuwait

سمو الشيخ صباح خالد الحمد الصباح
ولي عهد دولة الكويت

H. H. Sheikh Sabah Khaled Al-Hamad Al-Sabah
Crown Prince of the State of Kuwait

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 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.

Table of Contents

	Page
Scope and Sequence	13-16

Learning Unit 1 — Kuwait: Stories of Success — 19

Lesson	Skill	Title	Page
One	Reading	Kuwaiti Explorers: Inspiring Journeys	20-21
Two	Grammar	Past Simple Tense/Past Continuous Tense	22
Three	Listening	Survival Stories	23
Four	Speaking	Surviving the Unexpected	24
Five	Reading	Success: More Than Just Talent	25-26
Six	Grammar	Both...and / Neither...nor	27
Seven	Writing	Expeditions: Safety Preparations and Challenges	28-29

Learning Unit 2 — Staying Safe Online — 31

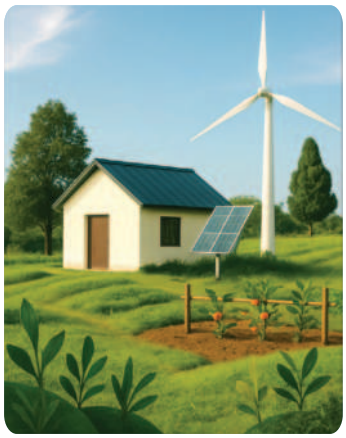
Lesson	Skill	Title	Page
One	Reading	Online Risks: The Story of a Digital Scam	34-35
Two	Grammar	Conditionals: First & Second	36
Three	Listening	Staying Safe on Social Media	37
Four	Speaking	From Problems to Solutions	38
Five	Reading	Humans vs. Machines: The World of AI Chatbots	39-40
Six	Grammar	Defining Relative Clauses	41
Seven	Writing	How to Stay Safe Online	42-43

Table of Contents

Learning Unit 3 — Food for Life: Culture, Health, and the Future — 45

Lesson	Skill	Title	Page
One	Reading	Tastes of the World: Exploring National Dishes	48-49
Two	Grammar	Passive Voice (Present & Past Simple - Modals)	50
Three	Listening	Exploring World Food Festivals	51
Four	Speaking	The Future of Food: 3D Printing	52
Five	Reading	Healthy Eating: Making Smart Choices	53-54
Six	Grammar	Comparatives & Superlatives	55
Seven	Writing	Why Eating Well Matters	56-57

Learning Unit 4 — Simple Living, Better World — 59



Lesson	Skill	Title	Page
One	Reading	What Does It Mean to Live Simply?	62-63
Two	Grammar	Present Perfect & Present Perfect Continuous	64
Three	Listening	Decluttering Our Spaces	65
Four	Speaking	Smart Spending, Wise Living	66
Five	Reading	Waste Less, Save the Planet	67-68
Six	Grammar	Quantifiers	69
Seven	Writing	Living Simply	70-71

Project	**72**
Glossary	**73-77**
Irregular Verbs	**78-79**

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21st-century Skills/ Values
One **Kuwait: Stories of Success**	Past Simple and Past Continuous • Both... and • Neither... nor	**Reading 1** **Kuwaiti Explorers: Inspiring Journeys** expedition (n), explorer (n), talent (n), will (n) fulfil (v), highlight (v), inspire (v), represent (v), survive (v), curious (adj), remarkable (adj), proudly (adv) **Reading 2** **Success: More Than Just Talent** mindset (n), progress (n), trait (n), give up (ph.v), remain(v), trust (v), positive (adj), tough (adj), consistently (adv), efficiently (adv), equally (adv), merely (adv)	Survival Stories: (Real-Life Situations and Emergencies)	• Talk about survival skills in dangerous environments • Discuss the essential survival tools and their uses • Use imperatives clearly for giving advice • Use sequence words (first, then, next, finally) to explain survival steps in order	• Expository writing about expeditions: safety preparations and challenges	**21st-century Skills** • Critical Thinking • Creativity • Collaboration • Communication • Global Awareness • Information Literacy • Flexibility and Adaptability **Values** • Respect • Perseverance • Responsibility • Integrity • Empathy • Teamwork • Sustainability • Courage

Language Functions: Describe past achievements / Express opinions and preferences / Give advice (survival tips) / Explain cause and effect in survival situations (because, so, since)

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21st-century Skills/ Values
Two **Staying Safe Online**	Conditionals: First and Second Defining Relative Clauses (who, which, that, where, when)	**Reading 1** **Online Risks: The Story of a Digital Scam** access (n), phishing (n), scam (n), security (n), claim (v), install (v), reject (v), update (v), cautious (adj), fake (adj), uneasy (adj), casually (adv), seriously (adv) **Reading 2** **Humans vs. Machines: The World of AI Chatbots** customer (n), judgement (n), software (n), assist (v), evaluate (v), replace (v), implement (v), accurate (adj), complex (adj), efficient (adj), genuinely (adv), increasingly (adv)	Staying Safe on Social Media	• Practise giving advice politely • Give suggestions about safety	• Expository writing about Online Safety: Risks and Practical Tips • Expository Writing about AI Chatbots: Benefits and Limitations	**21st-century Skills** • Digital Literacy • Communication • Collaboration • Problem Solving • Critical Thinking • Creativity • Ethical use of Technology **Values** • Honesty • Responsibility • Safety & Security • Empathy • Integrity • Global Citizenship

Language Functions: Give advice and warnings / Ask for and give clarification (What do you mean by…? / It means…) / Make suggestions / Give opinions with reasons / Make comparisons (benefits and limitations)

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21st-century Skills/ Values
Three **Food for Life: Culture, Health, and the Future**	• Passive Voice (Present Simple-Past Simple-Modals) • Comparatives and Superlatives	**Reading 1** **Tastes of the World: Exploring National Dishes** ingredient (n), occasion (n), recipe (n), symbol (n), variety (n), flavour (n), embrace (v), reflect (v), serve (v), aromatic (adj), distinctive (adj), raw (adj), commonly (adv) **Reading 2** **Healthy Eating: Making Smart Choices** fibre (n), label (n), produce (n), source (n), maintain (v), energetic (adj), harmful (adj), homemade (adj), organic (adj), considerably (adv), obviously (adv)	• Exploring World Food Festivals	• Share personal thoughts on 3D-printed food • Give explanations and reasons for opinions • Practice stress on multi-syllable words	• Expository writing about Healthy Food: Choices and Importance	**21st-century Skills** • Adaptability • Cultural Awareness • Problem Solving • Digital Literacy • Creativity • Collaboration • Emotional Intelligence **Values** • Self-Discipline • Wellbeing and Balance • Sustainability • Innovation • Gratitude • Respect • Empathy

Language Functions: Make comparisons (using comparatives and superlatives) / Give opinions and express preferences / Show agreement and polite disagreement or debate / Express contrasting ideas / State cause and effect)

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21st-century Skills/ Values
Four **Simple Living, Better World**	• Present Perfect and Present Perfect Continuous • Quantifiers (some, any, much, many, few, little)	**Reading 1** **What Does It Mean to Live Simply?** gadget (n), benefit (v), conserve (v), focus (v), balanced (adj), thoughtful (adj), valuable (adj), frankly (adv), instead (adv), necessarily (adv) **Reading 2** **Waste Less, Save the Planet** consumption (n), expense (n), packaging (n), discard (v), donate (v), minimise (v), preserve (v), disposable (adj), mindful (adj), wasteful (adj), responsibly (adv)	• Decluttering Our Spaces	• Give personal opinions about spending habits • Discuss personal financial habits and challenges • Justify budget decisions • Share opinions on Money Management • Suggest ways to spend money more cleverly	• Expository writing about Living Simply • Expository writing about Reducing Waste	**21st-century Skills** • Ethical Reasoning • Resilience • Global Competence • Decision-Making • Money Management • Financial Literacy **Values** • Generosity and Sharing • Moderation • Mindfulness • Empathy • Sustainability • Self- Discipline

Language Functions: Give opinions and justify choices / Make suggestions and recommendations / Express preferences / Justify personal decisions about financial habits or consumption)

Learning Unit

1

KUWAIT: STORIES OF SUCCESS

Learning Unit One
Kuwait: Stories of Success

Listening and Viewing:

- **Interpret** detailed information, main ideas, implied meanings, and speakers' attitudes and opinions in spoken texts about survival stories and expeditions.
- **Produce** clearly organised, concise notes and summaries from spoken texts on explorers' achievements and survival podcasts by identifying key points and supporting details.

Speaking and Representing:

- **Use** precise and context-appropriate vocabulary to express complex ideas clearly about explorers' journeys, survival strategies, and success habits in spoken communication.
- **Deliver** well-structured spoken texts such as survival podcasts or expedition presentations with appropriate expressions, logical transitions, and tone suited to purpose and audience.

Reading and Viewing:

- **Apply** reading strategies (e.g., skimming, scanning) to identify explicit and implicit details, the writer's purpose, attitude, main ideas, and word meanings or references from texts on Kuwaiti explorers and success through perseverance.
- **Use** topic-specific vocabulary accurately in both spoken and written communication to describe expeditions, survival tools or situations, and personal achievements.
- **Evaluate** arguments, perspectives, and supporting evidence in written texts about success habits and growth mindset to assess the credibility and reliability of information.

Writing and Representing:

- **Use** key vocabulary and cohesive devices (e.g., because, so, since, as a result, therefore) to compose coherent texts about expeditions, survival experiences, or success reflections for specific communicative purposes.
- **Apply** the writing process (planning, organising, drafting, revising, editing, publishing) to produce clear, accurate two-paragraph expository reports on expedition details.
- **Edit** extended writing reports on explorers' experiences or survival expeditions to improve formatting, sentence accuracy and clarity, cohesion, and precision using rubrics, peer feedback, and digital tools.

Learning Unit 1

Lesson One: Reading

Expository

I can:
- **interpret** both explicit and implicit details clearly from a written text about Kuwaiti explorers' achievements.
- **evaluate** experiences and emotions related to expeditions and achievements by expressing personal opinions.
- **Vocabulary**: curious, talent, explorer, proudly, highlight, represent, inspire, remarkable, fulfil, expedition, will, survive

Kuwaiti Explorers: Inspiring Journeys

Before You Read

1 **Look at the pictures. Tick (✓) the activities you would like to attempt and explain why.**

Read the passage; then do the tasks that follow.

A Kuwait is a proud country with strong values and a rich culture. Families and schools encourage children to be **curious**, explore new ideas, and develop their **talents**. Because of this supporting environment, many Kuwaitis grow up confident and ready to succeed in their lives. The following are some outstanding Kuwaiti **explorers** and adventurers who have brought pride to their country.

B Fuad Qabazard is a Kuwaiti mountaineer who successfully climbed Mount Everest in December 2015. He **proudly** raised the Kuwaiti flag there, along with pictures of His Highness the Amir and the Crown Prince. His goal was to **highlight** Kuwait's recognition by the United Nations as a "Global Humanitarian Centre." After returning home, Qabazard explained that his two-week journey was not only a physical challenge but also a way to **represent** his country on an international stage. His achievement brought attention to Kuwait's humanitarian role and **inspired** many people in Kuwait.

C Lamees Najim made history in 2018 when she became the first Kuwaiti to reach the North Pole. She is known for her **remarkable** ability to **fulfil** difficult tasks and is always excited by new adventures. Because of her adventurous spirit, she joined a Euro-Arabian **expedition** led by Felicity Aston, who was the first person to ski solo across Antarctica. The journey included 12 female explorers from different countries, aiming to share their experiences and cultures. This expedition highlighted the strong **will** of Kuwaiti and Arab women to face challenges and **survive** dangerous conditions.

Did you know?
Mount Everest is the highest mountain in the world at 8,849 metres. It is very difficult to climb because of cold weather and low oxygen.

D These inspiring stories highlight the strength and pride of the Kuwaiti people. With the support and effort of its people, Kuwait will continue to shine.

2 Match each heading with the right paragraph.

1. First Kuwaiti at the North Pole
2. A Climb to Represent Kuwait

3 Decide if the sentences are true (T) or false (F). Correct the false ones.

1. Lamees Najim was the first person in the world to ski solo across Antarctica.( )
2. The Kuwaiti explorers helped bring pride to their country.( )
3. Personal achievement was the only aim of Lamees Najim's expedition.( )

4 What is the meaning of the following words as used in the passage?

1. outstanding: **(a. excellent b. harmful c. careless)** Paragraph 1
2. support: **(a. adventure b. help c. difficulty)** Paragraph 4

5 Complete the table below with more words from the passage for each part of speech. One example is given.

Adverbs	Adjectives	Nouns	Verbs
proudly	curious	expedition	survive

6 Discuss the following questions.

1. What qualities helped Lamees and Fuad succeed?
2. How do the stories of Fuad and Lamees show their love for their country?

7 A Journey Through an Explorer's Eyes.

- Choose one of the explorers (Fuad or Lamees)
- Write (3-4 sentences) in their voice.
- Imagine how they felt before, during, and after the journey.
- Focus on emotions, goals, and lessons learned.

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

Sentence Starters:

Before the journey:
- I felt ...
- My goal was to...

During the journey:
- I faced ...
- I stayed strong. /...
- I worked with my team.

After the journey:
- I felt ...
- I learned ...

Learning Unit 1

Lesson Two: Grammar

I can:
- **distinguish** between past simple and past continuous forms clearly and accurately in sentences about past events and experiences.
- **apply** past simple and past continuous tenses to accurately describe past events in written sentences and coherent conversations.

Grammar: Past Simple & Past Continuous

1 Read the passage. Underline all the verbs.

Last year, a group of friends went on an adventure. On the first day, Fahad went scuba diving. While he was swimming near the coral reef, he saw colourful fish.

The next day, his friends tried white-water rafting. While they were paddling, the raft hit a rock. Water splashed, but they kept going, laughing and shouting.

On the last day, Ali climbed a snowy mountain. While he was hiking, the others were taking photos. It was a fun and memorable trip.

2 Complete the table: a. Completed actions (e.g. climbed…)
b. Actions in progress (e.g. was hiking/ were paddling…)

Example from the story	Completed Action	Action in Progress
Fahad went scuba diving.		
While he was swimming, he saw colourful fish.		
While they were paddling, the raft hit a rock.		
While Ali was hiking, the others were taking photos.		

Past Simple	Past Continuous
Used for: • **Actions that were completed in the past.** **Example**: *Ali climbed the mountain last year.* • **A series of past actions** **Example**: *Fahad went scuba diving, saw colourful fish, and swam near the coral reef.*	**Used for:** • **A longer action interrupted by a shorter one.** **Example**: *While they were paddling, the raft hit a rock.* • **Two actions happening at the same time.** **Example**: *While he was hiking, the others were taking photos.*
Form: climbed / studied **irregular verbs** (go-went)	**Form:** I/he/she/it was + v.+ -ing we/you/they were + v.+ -ing
Used with: last (year/week/month),ago, yesterday, in the past	**Used with:** while / when

3 Circle the correct verb form in each sentence.

a. While they (**played / were playing**) football, it (**started / was starting**) to rain.

b. I (**wrote / was writing**) emails when my computer (**crashed / was crashing**).

4 Ask and answer questions using the past simple and past continuous. Take turns. You may use these activities in your questions:

(watching TV / shopping / doing homework / eating dinner)

Example Answers:

A: What were you doing when you heard a loud noise?

B: I was reading a book when I heard a loud noise.

A: Who called you while you were studying?

B: My cousin called me while I was studying.

I can:
- **determine** both explicit and implicit details clearly from a spoken context about survival situations.
- **use** cause-and-effect linkers (because, so, since, as a result, therefore) accurately to describe events in the context of survival situations.

Linker Bank: *because, so, since, as a result, therefore, consequently*

Survival Stories

Before You Listen

1 Discuss the following questions.

a. Have you ever been in a dangerous situation or an emergency?

b. What did you do to solve the problem?

2 Listen to the speakers and choose the best title.

a. Staying Safe in the Desert
b. SOS: Save Our Souls
c. A Trip to the Pacific Ocean
d. GPS: Global Positioning System

3 Listen again and complete the table.

Team	Time	Location	The Challenges They Faced
Alpha	09:15 AM	The Pacific Ocean	.....
Bravo	……..	Sonoran Desert	.....
Charlie	04:17 PM	……..	.....

4 Listen once more and fill in the table with causes and effects.

No.		Cause	Effect
1	**Call 1**	**The boat hit a big rock.**	**Water is coming in.**
2	**Call 1**	The engine is not working.	.....
3	**Call 2**	.....	We quickly became exhausted.
4	**Call 3**	Our heater is broken.	.....

5 Use the causes and effects from exercise 4 to write full sentences, using (*because, so, since, as a result, therefore, consequently*).

Example: The boat hit a big rock; **as a result**, water is coming in.

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

Use cause-and-effect linkers to show relationships between ideas: *because, since* (to show a reason), *so, therefore, consequently, as a result* (to show an effect).

6 Before You Explore: Safety First

Imagine you are planning your own expedition. What preparations would you make to avoid the problems faced by the teams in the story?

- List three things you would do or bring.
- Explain how each one would help keep you safe.
- Share your ideas with the class.

Learning Unit 1

Lesson Four: Speaking

I can:
- **provide** clear survival instructions and advice using imperative verbs and sequencing expressions effectively.
- **use** precise vocabulary to express detailed ideas in survival discussions
- **Linker Bank:** *first, second, third, fourth, finally*

Surviving the Unexpected

1

1 **Look at the picture (1). Discuss with a partner.**

1. What dangers might people face in these places?
2. What tools are needed to survive?

2 **a. Match the items (1–7) to their definitions.**
b. Use these items to give survival instructions.
c. Use the imperative form.

Example: **Use a compass to find directions.**

Item		Definition
1. compass		a safe place to rest or sleep.
2. firestarter		a tool that helps you find direction.
3. shelter		helps you start a fire easily.
4. flare		carries your supplies on your back.
5. water filter		shows routes and landmarks.
6. backpack		makes dirty water safe to drink.
7. map		used to ask for help.

3 1.2 **a. Listen to a podcast called "Top Survival Tips" and complete the notes.**

Podcast: Arctic Survival Tips

Tip 1: First, find or build a shelter.
Tip 2: .....
Tip 3: .....
Tip 4: .....
Tip 5: .....

b. Discuss the following.

a. Which tip did you find important? Why?
b. What sequence words did the speaker use to order his 5 tips?

4
- **Choose one survival scenario.**
- **Prepare and present a short podcast episode, giving tips and instructions to people in one of these situations.**

a. Lost in the Arctic
b. Trapped in the Jungle
c. Extreme Desert Heat
d. Getting Injured in the Mountain

Time to Pitch!
- Your group will present a **30-second survival podcast.**
- Use **imperatives** (e.g., "Stay calm. Find shelter.")
- Use **sequencing expressions** (e.g., first, second, then, finally).
- Speak clearly.

I can:
- **analyse** explicit and implicit details from a written text about achieving success.
- **use** precise vocabulary related to achieving success in meaningful context.
- **Vocabulary:** merely, mindset, consistently, efficiently, give up, tough, positive, trust, progress, trait, remain, equally

Success: More Than Just Talent

Before You Read

1 **Discuss the following questions.**

a. What does "success" mean to you?
b. Is success the same for everyone?
c. Can anyone become successful? How?

Read the blog, then do the tasks that follow.

Blog

www.successinsights.blog

Many people want to know how to achieve success in life. The following ideas can help guide you on this journey.

First, success is not **merely** about talent; it also depends on habits and **mindset**. Achieving success means reaching your goals, whether it is doing well in school, learning new skills, or completing a big project. Successful people **consistently** follow smart habits: they set goals, work hard, manage their time **efficiently**, and never **give up** when things get **tough**.

In addition, having a **positive** mindset is a key factor in reaching goals; this means **trusting** that you can make **progress** and learn from mistakes. Many people fail before they reach their goals. But instead of losing hope, they try again confidently. Research shows that achievers often have personal **traits** such as discipline and a 'growth mindset', which means they see failure as a chance to learn and grow.

Furthermore, learning from others can also help you move forward. Watching how achievers plan their time, stay focused, and **remain** calm under pressure can teach us a lot. Reading their stories or listening to their advice helps us understand what works well.

Finally, to make your aims a reality, start by setting clear goals. Break them into small steps. Work daily, even if progress is slow. Remember that asking for help, learning from mistakes, and staying positive are all **equally** important parts of the journey. Success is not magic. It is the result of effort, learning, and believing in yourself.

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

1. What is the main idea of the 4th paragraph?

a. Most successful people are naturally talented from birth.
b. Successful people achieve their goals without difficulties.
c. Most successful people achieve their goals on the first try.
d. Learning from others' experiences can help you succeed.

2. What is a 'growth mindset' as described in the passage?

a. Thinking you can grow by learning from your mistakes.
b. Thinking success is mostly a matter of luck.
c. Viewing failure as something to be feared and avoided.
d. Believing that natural talent is all you need to succeed.

3. What feeling does the writer want to create in the reader?

a. happiness b. inspiration c. surprise d. boredom

3 Which linking words or phrases does the writer use to connect the paragraphs? (e.g., first…)

4 Discuss the following questions.

a. Name two habits that successful people follow.
b. Why is failure important for success?
c. What is the purpose of the writer in writing this passage?

5 Make a personal scrapbook that includes:

- One **goal** you want to achieve
- Three **habits** that will help you reach it
- A short **motivational motto**
- A small **drawing** about success
- One **important idea** you learned from the reading

"The only way to achieve the impossible is to believe it is possible."

(Charles Kingsleigh, *Alice in Wonderland,* 2010)

I can:
- **identify** the structures of *both… and and neither… nor* accurately in sentences about achievements and choices.
- **apply** *both… and and neither… nor* forms appropriately and accurately in spoken and written responses about real-life contexts.

Grammar: "Both…and" / "Neither…nor"

1 a. Look at the pictures. Then discuss.

1. Do Ahmed and Jassim play football?
2. Do they play tennis?

b. Look at your answers above. Complete these sentences.

1. **Both** Ahmed **and** Jassim _____.
2. **Neither** Ahmed **nor** Jassim _____.

Grammar Box

Form / Use	Examples
Both... and • Refers to two people or two things together. • It is always considered plural in a sentence.	Sara **likes** apples. Laila **likes** apples. **Both** Sara **and** Laila like apples.
Neither… nor • Makes a negative statement about two people or two things. • When you use "neither...nor," the verb should agree with the noun that comes closest to it. **Neither** Ali **nor** his brother **is** coming. **Neither** Ali **nor** his friends **are** coming.	Sara **doesn't like** tennis. Laila **doesn't like** tennis. **Neither** Sara **nor** Laila likes tennis.

2 Match each sentence beginning to its correct ending. Write the full sentences.

Sentence Beginning		Ending
1. Both Ali and Omar		a. is open on Friday.
2. Neither cats nor dogs		b. like wearing pink dresses.
3. Both Hanan and Alia		c. can speak.
4. Neither the library nor the school canteen		d. enjoy reading comic books.

3 Ask and answer these questions. Then write sentences using "both... and" or "neither... nor".

Questions:
- Do you and your partner like pizza?
- Can you and your partner swim?
- Do you and your partner enjoy English classes?
- Can you or your partner play a musical instrument?

Example Answers:
- Both my partner and I like pizza.
- Neither my partner nor I can play a musical instrument.

Learning Unit 1

Lesson Seven: Writing

I can:
- **compose** a two-paragraph expository report about expeditions, focusing on safety preparations and challenges.
- **organise** ideas effectively to construct coherent paragraphs about an expedition.

Expeditions: Safety Preparations and Challenges

Before You Write

1 Read the passage below, then answer the questions.

Exploring new places can be exciting, but it is not always easy. Adventurers often face dangers when travelling through deserts, mountains, or extremely cold regions. Sometimes, the environment makes the journey challenging, and explorers must think carefully about how they will handle the problems that arise.

Before starting an expedition, people must make good plans. They need to decide what to take with them and how to prepare for unexpected challenges. Careful planning can make the difference between a successful journey and a dangerous one.

a. What kinds of places might be difficult or dangerous for explorers?
b. Why do explorers need to plan carefully before they travel?
c. What problems do you think could happen in deserts, mountains, or polar regions?
d. What preparations would you suggest to help explorers stay safe?

2 Complete the following table by listing safety preparations explorers should make and the challenges they might face during an expedition.

Paragraph	Focus	Questions to Think about	Your Notes
1	**Safety Preparations**	• What should people prepare about before going on an expedition? • What important things should people take with them? • How could good preparation make the journey safer?	
2	**Challenge**	• What problems might explorers face in difficult environments? • How could these problems affect the expedition? • What might happen if someone is not ready for these challenges?	

Expository

3 **Exploring new places can be exciting, but it also comes with risks.**

Plan and **write** a two-paragraph report about going on an expedition discussing **the safety preparations people should make** and **the challenges they might face.**

a. Complete the following outline with your ideas.

Introduction:.....

.....

Paragraph 1 (The safety preparations people should make)

Topic sentence: .....

.....

Supporting details: .....

.....

.....

.....

Concluding sentence: .....

.....

Paragraph 2 (The challenges people might face)

Topic sentence: .....

.....

Supporting details: .....

.....

.....

.....

Concluding sentence: .....

.....

Conclusion: .....

.....

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

✓/✗	Report Writing Checklist:
	Did I describe the important safety preparations?
	Did I explain the main challenges and risks?
	Did I write two clear paragraphs?
	Did I use correct tense and clear linking words?
	Did I check my spelling and punctuation?
	Did I use AI tools to proofread my report?

Learning Unit

2

STAYING SAFE ONLINE

Learning Unit Two: Staying Safe Online

Listening and Viewing:

- **Interpret** unfamiliar vocabulary and idiomatic expressions in extended spoken texts about online safety and social media risks using contextual, linguistic, and cultural clues.
- **Synthesise** key information, main ideas, and supporting details from spoken texts on digital security, social media, and survival online.
- **Analyse** speakers' viewpoints, attitudes, and intentions in spoken texts on cyber-safety and responsible online behaviour using contextual and linguistic cues.

Speaking and Representing:

- **Employ** grade-level vocabulary and grammatical structures to interact effectively in spoken contexts about staying safe online and using technology responsibly.
- **Present** information and findings with supporting evidence clearly in spoken contexts related to digital risks, social media, and AI use.
- **Respond** to complex questions in discussions and presentations with clarity and relevance on topics of online safety, advice, and problem-solving in digital life.

Reading and Viewing:

- **Analyse** written texts by applying reading strategies (skimming, scanning, close reading) to evaluate the writer's purpose, attitude, main ideas, explicit and implicit details, negative factual information, and the meaning and reference of key vocabulary in texts about online scams, social media safety, and AI chatbots.
- **Use** target vocabulary accurately in both spoken and written communication about cyber-safety and technology use.

Writing and Representing:

- **Recognise** the features and structures of various text types (e.g., descriptive, expository) in reports and articles on online risks and safety tips.
- **Implement** all stages of the writing process to plan, draft, revise, and edit two-paragraph expository reports about staying safe online, using prior knowledge, peer collaboration, and diverse print and digital sources.
- **Compose** coherent and cohesive paragraphs with clear awareness of task, audience, and purpose on topics related to online safety and responsible digital behaviour.

Learning Unit 2

Lesson One: Reading

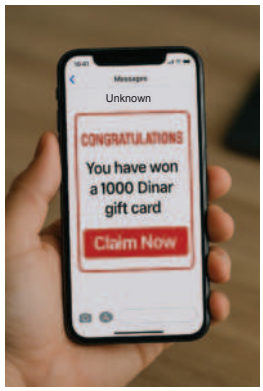
Narrative

I can:
- **analyse** both implicit and explicit details from a narrative text about online risks.
- **use** contextual clues to infer meaning of unfamiliar vocabulary in a text about online risks.
- **Vocabulary:** casually, claim, reject, fake, uneasy, access, update, install, phishing, scam, seriously, security, cautious

Online Risks: The Story of a Digital Scam

Before You Read

1 **Read the message on the phone screen, then discuss the questions with a partner.**



a. Would you trust this message? Why or why not?

b. What makes you think this message is fake?

c. Why do people sometimes believe such messages?

Read the passage and do the tasks that follow.

Last Friday, Ahmed was **casually** scrolling through his phone when he received an unexpected message. It **claimed** he had won a brand-new smartphone and asked him to click on a link to get his prize. The message looked real and even used the logo of a well-known company. Ahmed looked at the message and thought to himself, “If people receive a similar message, they will feel curious enough to open it, just like I did.” The link took him to a website that appeared real. It requested his name, email, and password. Ahmed quickly entered his details and continued with his day, feeling certain everything was fine.

That evening, when he attempted to log in to his social media account, his password was **rejected**. He tried several times, but the screen continued to show “Incorrect password.” At that moment, Ahmed realised that the link he had trusted earlier was **fake**. He began to feel **uneasy**. Later, when he understood what had happened, Ahmed thought, “If someone got **access** to your personal accounts, they would misuse your information.”

Ahmed started acting immediately. He **updated** all his passwords, **installed** antivirus software, and reported the problem to the company's IT department. They told him that the link was part of a **phishing scam** designed to trick students across the school.

Since then, Ahmed has taken his online safety more **seriously**. He no longer clicks on strange links, regularly checks website **security**, and stays **cautious** when sharing personal information. As a result of this experience, he thought, “If people think before they act online, they will reduce the risk of being attacked.”

2 Which statement best describes the main idea of the story?

a. A student forgets his phone at school.

b. A teenager wins an online prize.

c. A boy clicks on a fake link and learns a valuable lesson.

d. A student works on a school project about digital technology.

3 Find words in the passage that mean:

1. **worried** ..... (paragraph 2)
2. **renew** ..... (paragraph 3)
3. **safety** ..... (paragraph 4)

4 Choose one emoji that shows how Ahmed feels in each part of the event, then explain your choice.

Story	Emoji	Why
Ahmed receives a message claiming he has won a new mobile phone.	/ / ?	
His password stops working.	/ /	
He reports the scam to the IT department	/ /	

5 a. Cyber Safety Detective – What Did Ahmed Do?

- Scan Ahmed's story. Fill in the table below with Ahmed's actions in order.
- Decide if each action is **SAFE** or **UNSAFE** for cyber safety.
- Explain your answer by giving clues from the story.

Ahmed's Actions	Safe / Unsafe	Why? (Clues from the story)
1. Ahmed opened the message from an unknown sender.	Unsafe	The message was unexpected and from an unknown source.
2.		
3.		
4.		
5.		

b. What did you learn from Ahmed's story?

Learning Unit 2

Lesson Two: Grammar

I can:
- **distinguish** between real and hypothetical situations clearly and precisely in conditional sentences about digital risks.
- **use** first and second conditional sentences correctly to describe real and hypothetical situations in both written and spoken contexts.

Grammar: Conditionals: First & Second

1 Read Ahmed's story again. Underline all the sentences that use "if".

Example:

If people receive a similar message, they will feel curious to open it.

2 Match each sentence to its function.

Sentences		Functions
1. If people **think** before they act online, they **will reduce** the risk of being attacked.		A. Imaginary / untrue situation, advice (**Second Conditional**)
2. If someone **got** access to your personal accounts, they **would misuse** your account information.		B. Real / possible situation; advice or prediction (**First Conditional**)
3. If I **were** you, I **wouldn't click** on the link.		

Form:

Type 1: If + present simple → **will + bare infinitive**

Type 2: If + past simple → **would + bare infinitive**

3 Correct the verb between brackets.

1. If Ahmed **clicks** on the link, he _____ **(get)** a fake message.
2. If the website _____**(be)** real, people **would trust** it.
3. If I **were** Ahmed, I _____ **(tell)** the IT department immediately.

4 Look at the pictures. Ask and answer questions using the first and second conditionals.

What will happen if he…?

What would you do if you were him?

Example: What will happen if he eats too much fast food?

If he **eats** too much fast food, he **will have** health problems.

What would you do if you were him?

If I **were** him, I **would eat** more vegetables.

eats fast food

doesn't sleep

misses the bus

has a cold

I can:
- **determine** implicit and explicit details from a spoken text about online safety.
- **infer** the tone and attitude of speakers in spoken interactions using evidence from the spoken text.

Staying Safe on Social Media

Before You Listen

1 Discuss the following questions.

a. Do you use social media every day?
b. What do you and your friends usually post online?

2 Listen to the conversation between Ali and Ahmed, then choose the best answer.

1. The conversation was mainly about:
a. taking photos with friends and family members.
b. the dangers of posting personal information online.
c. the best ways to make new friends on social media.
d. creating a popular social media account.

2. According to the conversation, it is risky to share your travel plans online because:
a. your friends may visit you.
b. strangers could travel with you.
c. this can lead to problems such as bullying.
d. someone might break into your house.

3. The tone of the speakers could be described as:
a. friendly b. worried c. excited d. relaxed

Remember:
Tone is the attitude of the speaker.
We can identify it by listening carefully to the speaker's word choice.

3 Listen again to answer the questions.

a. What information did Sami share online that could cause problems?
b. How could someone use Sami's information to cause problems?

4 Help Sami design a safe social media profile.

a. Decide what information is suitable to share and what should be private.
b. Present your profile to the class.

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

Learning Unit 2

Lesson Four: Speaking

I can:
- **give** clear and practical advice on online safety problems using conditional sentences in spoken contexts.
- **analyse** everyday problems related to digital safety using accurate language in discussions.
- **Linker Bank**: *however, although, despite*

From Problems to Solutions

1 Think, Pair, Share

Think about a time when you or someone you know faced a problem, either online or in real life.

Answer the questions below.

a. What was the problem?

b. What happened?

c. What did you or the other person do to solve the problem?

2 Read Ali's problem and do the tasks below.

Ali connected to a free Wi-Fi network at the airport. Later, he received a warning that someone tried to log into his account.

Role Play. What advice would you give him?

a. Work with a partner. One of you is Ali, and the other is the school's IT teacher.

Ali: Explain what happened.

IT Teacher: Ask questions and give advice to Ali.

b. Now switch roles and repeat with the same problem.

Useful Language
- Can you tell me more about what happened?
- Did you see any warning messages?
- If I were you, I would…
- If you..., you will/should...
- Why don't you…?
- One possible solution is…
- Maybe we could…
- I think the best idea is to…

3 Speaking: The Advice Talk Show

1. Work in groups of four. Choose roles:
   - **Host** - **Caller** (has a problem) - **Two Experts** (give advice)
2. The **Caller** explains a common teenage problem (e.g., **exam stress, losing something important, struggling with homework, receiving strange online messages**). Use however, although, or despite.
3. The **Host** asks questions to understand the problem clearly.
4. The **Experts** offer advice to solve the problem, using three different phrases from the **Useful Language** box.
5. Rotate roles and repeat.

4 Let's Reflect.

- What did you learn about giving and receiving advice?
- Why is it helpful to discuss problems openly with others?

I can:
- **analyse** explicit and implicit ideas and key details clearly from a written text about AI chatbots and their capabilities.
- **evaluate** information about AI chatbots by identifying their uses, benefits and limitations in real-life contexts.
- **Vocabulary:** genuinely, replace, software, assist, efficient, customer, implement, accurate, complex, evaluate, increasingly, judgement

Humans vs. Machines: The World of AI Chatbots

1 Before You Read

Discuss the following questions.

a. Do you use AI chatbots?
b. Can machines understand feelings like humans?
c. What tasks do you think only a human can do?

Read the passage, then do the tasks that follow.

Today, many people communicate with machines. We use AI chatbots to answer questions, play music, and give directions. When shopping online, people often interact with chatbots for assistance. Some users even **genuinely** communicate with AI chatbots as if they were real people. However, can machines truly **replace** human conversations?

AI chatbots are **software** programmes designed to understand what people say and reply in a simple and clear manner. They can **assist** with writing tasks, support language learning, and provide quick answers to questions. Many companies rely on chatbots. They believe chatbots are **efficient** and available 24/7.

In schools, AI can help students learn new words or practise writing. At work, chatbots can respond to **customer** questions or help with simple jobs. In daily life, you can use a chatbot to make a shopping list, check the weather, or **implement** simple plans for your day.

However, there are certain problems. AI is not always **accurate** and can sometimes give incorrect information. It cannot fully understand feelings or **complex** situations. For example, if someone shares a personal problem, the chatbot might not know how to help or **evaluate** the situation properly.

In addition, if you **increasingly** use AI, you may stop asking for help from real people. It is important to talk to teachers, doctors, and friends when you need real help because they can understand your feelings, use good **judgement**, and give personal advice. A chatbot is only a tool.

Think, Pair, Share

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

1. What is the main idea of the passage?

a. AI chatbots can play music and answer questions.
b. AI chatbots are helpful but cannot replace real human help.
c. Many companies use AI chatbots to save money.
d. AI chatbots can always understand people's feelings.

2. The underlined word " They" in the 2nd paragraph refers to:

a. answers
b. many companies
c. questions
d. software programmes

3. The underlined word " respond to" in the 3rd paragraph means:

a. answer
b. contain
c. highlight
d. reject

4.The opposite of the underlined word "complex" in the 4th paragraph is:

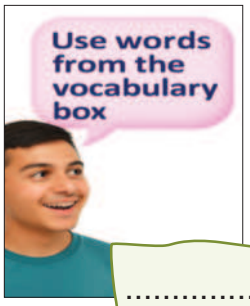
a. expensive
b. simple
c. curious
d. cheap

3 Answer the questions below.

1. List three things chatbots can do at work or at school.
2. What could happen if people overuse AI?
3. Why is it important to still talk to real people like teachers or doctors?

4 AI in My Life – Writing Task.

Write a four-sentence paragraph explaining how your daily life is different with AI and without it. What has changed?



Example:

With AI, I can use chatbots to help me with my homework and answer questions quickly.

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

Sentence Starters

- With AI, I can…
- AI helps me to…
- Without AI, I have to…
- Because of AI, my life is…

I can:
- **distinguish** between different relative pronouns clearly and precisely in sentences describing people, things, places, and time.
- **apply** defining relative clauses (who, which, that, where, when) in spoken and written sentences correctly to describe real-life contexts.

Grammar: Defining Relative Clauses: who, which, that, when, where

1 Think, Pair, Share

a. Read each sentence.

b. Circle the relative pronoun (who, which, where, when, or that).

c. Say what the relative pronoun refers to. Is it a person, a place, a thing, or a time?

1. Ahmed clicked on a link that looked real.
2. The person who sent the message was a scammer.
3. The school is the place where the IT teacher works.
4. Friday was the day when he lost access to his account.

d. Discuss with a partner.

1. What information does the underlined part add? (necessary / unnecessary)
2. Can the sentence be clear without the underlined part? Why or why not?

Grammar Box

We use **relative clauses** to give **essential information** about ***a person, a place, a thing, or a time.***

Reference	Relative Pronoun	Example
person	who, that	The person **who** called is my friend.
thing	which, that	This is the book **that** I like.
place	where	That's the café **where** we meet.
time	when	I remember the day **when** we met.

2 Complete the sentences with the correct relative pronouns (who, which, where, or when).

1. The teacher _____ helps us is very friendly.
2. This is the app_____ helps me study English.
3. That's the library _____ we study for our exams.
4. 2023 was the year _____ AI tools became popular.

3 Take turns describing a person, a place, or a thing you know, using different relative pronouns: who, which, that, or where.

Examples: I have a friend **who** plays the guitar.
He has a cat **that** likes to run.
The library **where** we study is always quiet.

Learning Unit 2

Lesson Seven: Writing

I can:
- **analyse** the structure and features of a well-organised expository report.
- **compose** a coherent two-paragraph expository report explaining online risks and offering practical tips for staying safe online.

How to Stay Safe Online

1 Read & notice.

Read the model expository paragraph below and answer the questions that follow.

How to Stay Healthy During Exams

Paragraph 1

Exams can be a very stressful time for many students. Because of this, some students stay up too late and do not get enough sleep. In addition, others eat too much junk food and do not take breaks while studying. These habits can make students feel tired and lose focus. When students do not take care of their health, it becomes harder to study well and remember important information.

Paragraph 2

There are many easy ways to stay healthy during exams. First, students should try to sleep at least seven hours a night. Next, it is better to eat healthy food such as fruits, vegetables, and whole grains. Drinking enough water is also important to stay focused. Finally, taking short breaks and doing light exercise like walking can help the brain work better. These habits will help students feel better and do their best in exams.

1. What is **Paragraph** mainly about?

.....

2. What is the main idea of **Paragraph**?

.....

3. What does a topic sentence do in a paragraph? What does it tell the reader?

.....

4. Why are linking words important? Give 2 examples **of linking words** from the passage.

.....

5. What is the purpose of the last sentence in **Paragraph 2**?

.....

2 Complete the following sentences.

1. Paragraph 1 – Topic Sentence

Original: Exams can be a very stressful time for many students.

Write a different topic sentence.

.....

2. Paragraph 2 – Concluding Sentence

Original: These habits will help students feel better and do their best in exams.

Write a different concluding sentence.

.....

3 Apply what you learned from the model text in Task 1. Use its structure, style as a framework to complete the new writing task with your own ideas. Fill in the boxes below with some online risks and tips to stay safe online.

Online risks	Tips to stay safe online
.....	.....
.....	.....
.....	.....

4 **Being online is helpful, but it can also be risky.**

Plan and **write** a two-paragraph report **explaining common online risks** and **giving useful safety tips to help people protect their information and stay safe online.**

a. Complete the following outline with your ideas.

Introduction:.....
.....

Paragraph 1 (Common online risks)

Topic sentence: .....
.....

Supporting details: .....
.....
.....

Concluding sentence: .....
.....

Paragraph 2 (Useful safety tips)

Topic sentence: .....
.....

Supporting details: .....
.....
.....

Concluding sentence: .....
.....

Conclusion: .....
.....

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

Self-Assessment Checklist:
- ☐ I wrote about at least two online risks.
- ☐ I gave useful tips to stay safe online.
- ☐ My report has two clear paragraphs.
- ☐ I started each paragraph with a topic sentence.
- ☐ I used linking words (like first, next, finally).
- ☐ I wrote a concluding sentence for each paragraph.
- ☐ I checked my spelling and grammar.
- ☐ I used AI tools to proofread my writing.

Learning Unit

3

FOOD FOR LIFE: Culture, Health, and the Future

Learning Unit Three
Food for Life: Culture, Health, and the Future

Listening and Viewing:

- **Synthesise** key information, main ideas, and supporting details from spoken texts on world food festivals and future food innovations.
- **Interpret** speakers' viewpoints, attitudes, and intentions in spoken texts about healthy eating and food-related debates using contextual and linguistic cues.
- **Produce** well-organised, coherent notes related to spoken texts on food culture, health, and nutrition.

Speaking and Representing:

- **Employ** precise and context-appropriate vocabulary and grammar to communicate effectively in spoken contexts about food culture, healthy choices, and future food technologies.
- **Present** well-structured arguments and presentations with clear reasoning and relevant evidence on topics such as nutrition, food comparisons, and the benefits or drawbacks of new food trends.
- **Demonstrate** accurate use of pronunciation features, including word stress, in spoken communication about food and health.

Reading and Viewing:

- **Analyse** written texts using appropriate reading strategies (e.g., skimming, scanning) to identify explicit and implicit details, the writer's purpose, attitude, main ideas, negative factual information, word meanings, and references in texts about international dishes, healthy diets, and food trends.
- **Use** target vocabulary accurately in both spoken and written communication about food, health, and cultural eating practices.

Writing and Representing:

- **Compose** coherent and cohesive expository or argumentative paragraphs with clear awareness of task, audience, and purpose on topics related to healthy eating and cultural food practices.
- **Apply** the writing process to plan, draft, revise, and edit two-paragraph expository reports about the importance of eating well and food-related issues using prior knowledge, peer collaboration, and diverse print and digital sources.
- **Demonstrate** command of the conventions of standard English writing, including punctuation, spelling, and grammar in writing tasks about food, health, and nutrition.

Learning Unit 3

Lesson One: Reading

Expository

I can:
- **analyse** implicit and explicit details from a written text about food and culture from different countries.
- **use** food-related vocabulary and language to describe food tasting experiences.
- **Vocabulary:** reflect, serve, symbol, occasion, aromatic, ingredient, distinctive, recipe, commonly, flavour, embrace, variety, raw

Tastes of the World: Exploring National Dishes

Before You Read

1 **Look at the picture and answer these questions.**

a. Can you name these dishes? What countries do they come from?

b. Have you ever tasted any of them?

Food is more than just something we eat to stay alive. It tells stories about where we come from. Every country has special dishes that **reflect** its history, traditions, and lifestyle. Whether it is a spicy meal cooked at home, or a famous dish **served** during celebrations, food connects people and cultures. Let us explore traditional dishes from three different countries and discover what makes each one unique. Get ready to travel the world through food!

Machboos: A Kuwaiti Classic

Machboos is more than just a national dish in Kuwait; it is a **symbol** of the country's rich history, culture, and family traditions. For generations, Machboos has been at the heart of Kuwaiti life, bringing people together on both ordinary days and special **occasions**. In the past, traders brought new spices to Kuwait, and families carefully chose **aromatic ingredients** to give Machboos its **distinctive** and spicy taste. **Recipes** were often passed down from parents and grandparents, with each family adding its own touch. Machboos is made with rice, meat, and spices. It is usually served on big plates and is **commonly** eaten with sauces like *daqous*, which enhance its **flavour**. Serving Machboos shows kindness and respect to guests and reflects how Kuwaitis proudly **embrace** their traditional cuisine.

Pasta: A Part of Italian Life

Pasta is a traditional food in Italian cuisine, known and loved around the world. Over time, the way Italians flavoured pasta has changed. At first, they used sugar, but later they used vegetables, which made pasta healthier. Tomatoes were only added in the 1800s, and the first recipe for spaghetti with tomato sauce appeared in 1844. Today, each part of Italy has its own style of pasta and sauce, and these recipes are often passed down in families. Pasta is now widely enjoyed by people of all backgrounds at home, in restaurants, and during family events. For Italians, pasta is more than food; it is a symbol of tradition, togetherness, and the joy of enjoying life at meals.

The Story of Sushi: A Japanese Tradition

Sushi is one of the most well-known foods from Japan. People all around the world enjoy it. In Japan, Sushi is often enjoyed during celebrations and family gatherings. However, Sushi is more than just a tasty meal; it is a symbol of Japanese culture and tradition. Sushi began over a thousand years ago as a way to preserve fish, but today it is made with a **variety** of ingredients, including cooked or **raw** fish, vegetables, and even fruit. There are many types of Sushi, such as *Maki*, *Sashimi*, and *Temaki*. Sushi chefs, known as *itamae*, train for many years to master their skills. Sushi is often served with wasabi, pickled ginger, and soy sauce to add extra flavour. Eating Sushi is more than a meal; it is experiencing Japanese culture in every bite.

2 Read the passage, then choose the best answer.

Which statement best summarises the main idea of the text?

a. It describes the history of popular sweets.
b. It shows how traditional foods reflect each country's culture.
c. It teaches how to prepare meals with rice.
d. It discusses Italian restaurants around the world.

3 Fill in the blanks with words from the list.

variety - ingredient - distinctive – reflect

1. Traditional foods often _____ a country's culture and traditions.
2. The use of special spices gives Machboos its _____ flavour.
3. Tomatoes have become an important _____ in pasta recipes.

4 Discuss the following questions.

1. What ingredients are used in Machboos?
2. Why is pasta important in Italian culture?
3. What do all three dishes have in common?

5 Underline food-related adjectives in the passage (e.g., spicy, rich, etc.). What other food adjectives do you know?

6 Imagine you are a food vlogger visiting one of the countries mentioned in the passage.

- Write a script for a short video (3-4 sentences) describing your first experience tasting, Sushi, or pasta or any other food.
- Include your reactions, favourite part, and one interesting fact you learned from the passage.
- Use food-related adjectives.
- Perform your vlog for your classmates.

Use 2- 3 of these expressions in your vlog.

- Today, I tried
- It is / was my first time tasting…
- I felt…
- What I love about it is…

Learning Unit 3

Lesson Two: Grammar

I can:
- **distinguish** between active and passive voice sentences in a variety of spoken and written contexts.
- **apply** the passive voice with the present simple, past simple, and modal verbs in both spoken and written communication.

Grammar: Passive Voice (Present simple - Past simple - Modals)

1 **Look at these sentences from the reading.**
Are they active or passive? Discuss with a partner.

1. Machboos is made with rice, meat, and spices. → Who makes the dish?
2. Tomatoes were added to pasta in the 1800s. → Who added tomatoes?

Grammar Box

When do we use passive voice?	How is the passive formed?
▪ When (**the doer of the action**) is **unknown**. ▪ When we are **interested more in the action** than the doer of the action.	**Present Simple Passive**: am/is/are + past participle - Machboos **is served** on big plates. **Past Simple Passive**: was/were + past participle -Special dishes **were served** during the festival. **Passive Modals**: Modals + be + past participle - Many different sauces **can be added** to pasta.

2 **a. Sort these sentences under the correct heading (active / passive).**

- We can eat pasta at home or in restaurants.
- Pasta is served with tomato sauce.
- Olive oil is used in many Italian dishes.
- The chef prepared sushi.
- We eat Machboos with *daqous*.

Active Voice	Passive Voice
.....	.....
.....	.....
.....	.....

b. Change the active sentences into passive.

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

3 **Interview your partner about their favourite food. Then, write three sentences about your partner's answer using the passive voice.**

A: What is your favourite food?
B: I prefer *Harees*.
A: Who prepares it for you?
B: It is usually prepared by my grandmother.

I can:
- **analyse** implicit and explicit details in a spoken text about international food festivals.
- **organise** structured notes forming full sentences based on a spoken text about international food festivals.

Exploring World Food Festivals

1 Think, Pair, Share

a. Have you ever taken part in a food event at a place like Murooj, Al Shaheed Park, or Qout Market?
b. If yes, describe what you did and how you felt.
c. If no, would you like to go to one? Why or why not?

2 Look at these pictures and titles Pizzafest, Taste of Chicago, Salon du Chocolat.

a. What do you imagine smelling or tasting in these festivals?
b. What activities might people enjoy besides eating?

3 Listen to the speakers. Write one sentence that summarises what all three festivals have in common.

3.1

.....

4 a. Listen to the speakers again and complete the table.

3.1

Festival	Country	Month	Different Activities or Foods

b. Use the details from the table to create well-organised notes.

5 Write full sentences in your notebook. Discuss the following questions.

a. Which festival would you like to go to the most? Why?
b. What do you think the atmosphere at these festivals is like, based on the activities people do there?
c. Are the speakers excited or bored about the festivals they talk about? How can you tell?

6 Our Festival Talk

Discuss in groups.

✓ Choose one festival (food, cultural, music, or traditional).
✓ Prepare a short talk that includes:
a. What the festival celebrates
b. Its main activities
c. Why it is exciting to go to

Useful Language
- This festival is popular because...
- It takes place in (month/place)...
- People usually... (eat special food, wear costumes, etc.)
- One exciting thing about this festival is...

Learning Unit 3

Lesson Four: Speaking

I can:

- **compare** different viewpoints about food and technology clearly and precisely in speaking tasks.
- **discuss** opinions and ideas clearly about the future of food using appropriate language in spoken debates.

The Future of Food: 3D Printing

1 Discuss the following questions.

a. Do you think food will be very different in the future?

b. Have you heard about 3D-printed food before?

c. Would you eat something made by a printer?

2 3.2 Listen to a short podcast about a 3D food printer, then answer the questions.

a. How do 3D food printers work?

b. Who can benefit most from this technology?

3 Debate Activity

Is 3D Food Printing a Positive or Negative Invention?

- **Work in two teams:**
  - **a. Team Yes: It is a positive invention.**
  - **b. Team No: It is a negative invention.**

Steps:

1. With your team, prepare 2-3 reasons to support your side.
2. Choose a spokesperson.
3. Each team presents (1-2 minutes).
4. Teams respond to each other (1 minute).
5. Listen carefully, take notes, and decide which team had the stronger argument.

Language Support:

- I agree because…
- I disagree because…
- I believe that…
- In my opinion…
- One reason is…
- For example…
- A possible problem is…

4 Pronunciation

3.3 **a. Listen carefully to these words. Underline the stressed syllables. Then, say each word aloud, paying attention to stress.**

history	historical	technology	ingredients	expensive
cheesecake	vegetables	explore	strawberry	nutrition

b. Listen again and repeat the words with correct stress. Practise with a partner.

I can:
- **analyse** implicit and explicit details from a written text about healthy eating choices.
- **infer** meanings of unfamiliar vocabulary correctly from a written text about nutrition using contextual clues.
- **organise** key information from a written text about healthy eating accurately and clearly in structured notes or tables.
- **Vocabulary:** energetic, source, fibre, considerably, homemade, produce, organic, harmful, label, obviously, maintain

Learning Unit 3

Lesson Five: Reading

Expository

Healthy Eating: Making Smart Choices

1 Before You Read

Discuss the following questions.

1. What do you usually eat in a day?
2. Do you think your diet is healthy? Why or why not?
3. Have you noticed any new popular foods or eating habits recently?

Did You Know? Food Trends

Plant Power: Many people now eat burgers and sausages made from plants, not meat.

Protein Dairy: Foods like yogurt and cottage cheese are popular for being healthy.

Crunchy Snacks: Seaweed chips and popcorn are fun and trendy!

Foamy Drinks: Drinks like cloud coffee with cream or coconut water are new favourites.

Smart Snacks: Many people now eat protein-based snacks to help their body and brain—plus foods with mushrooms!

Stomach-Friendly Foods: Foods like probiotics could help your stomach feel better and keep you healthy.

Healthy Choices: Eating Well Today

People everywhere are becoming more interested in healthy eating. Good food is important for our bodies and minds. When people make better food choices, they often feel more **energetic** and are less likely to get sick. Some foods are healthier than others. For example, vegetables and fruits are important **sources** of vitamins, minerals, and **fibre**. Diets that are rich in these foods can **considerably** lower the risk of obesity and heart disease. These days, people are learning more about what is in their food. More families cook at home because **homemade** meals are often healthier, cheaper, and you can control what ingredients you use. Supermarkets now offer a greater variety of fresh **produce** than ever before. Additionally, **organic** foods are becoming more popular because they are grown without **harmful** chemicals.

Food trends are changing quickly. Right now, smoothies and salads are more popular than fried snacks. People are reading food **labels** and choosing food items with less sugar, salt, or fat. In many cities, healthy food restaurants are **obviously** busier than fast-food places. Social media is full of new recipes, and people are sharing the easiest and most delicious ways to cook healthy meals.

Making small changes can help everyone **maintain** a better diet. Today, more people understand that healthy food is the best choice for a healthier and happier life.

2 Choose the best answer from a, b, c, or d.

1. Which question does the passage mostly answer?

a. Why do people prefer eating out instead of cooking?
b. How are eating habits changing today?
c. What are the dangers of unhealthy food?
d. What kinds of healthy food do supermarkets sell?

2. Which of the following is NOT mentioned as a benefit of making better food choices?

a. People feel more energetic.
b. People are less likely to get sick.
c. People sleep longer hours at night.
d. People have a lower risk of obesity and heart disease.

3 Find the word in the passage for each meaning below. Write the word.

1. Something that gives information on a package. .....
2. To keep something in good condition. .....

4 Answer the following questions.

1. What are the benefits of cooking at home?
2. Why are organic foods becoming more popular?
3. How can food labels help people make better choices?
4. What is the purpose of the writer in writing this passage?

5 Healthy Menu Challenge

Plan a one-day healthy menu: (breakfast, lunch, dinner, snack). Each group explains:

- Why each meal is healthy.
- What (ingredients / food items) are used.
- What the group would avoid (e.g., too much sugar or fat).

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

I can:
- **distinguish** between comparative and superlative structures clearly and precisely in sentences about different food choices.
- **apply** comparative and superlative adjectives correctly to compare people, places, or things in both spoken and written contexts about food and health.

Grammar: Comparatives and Superlatives

1 **a. Read these sentences from the article, then do the task in b.**

- Some foods are healthier than others.
- Supermarkets now offer a greater variety of fresh produce.
- Smoothies and salads are more popular than fried snacks.
- People are sharing the easiest and most delicious ways to cook.

b. Discuss the following questions.

- Which words in the sentences compare two things or ideas?
- Which words show something is the best, most, or least in a group?

Grammar Box

Comparatives	Superlatives
Comparatives show the difference between **two** people, things, or groups. Example: Vegetables are healthier than snacks.	**Superlatives** show that something has the **highest** or **lowest** degree of **a quality in a group of three or more.** Example: This is the most delicious dish on the menu.

- **Use -er / -est** with most one-syllable adjectives (small, smaller, the smallest).
- **Use -er / -est** with two-syllable adjectives ending in **-y** (happy, happier, the happiest). Change y to i before adding -er or -est.
- **Use more/most or less/least with:**
- most adjectives of two syllables (not ending in -y) (more modern / the most modern).
- all adjectives of three or more syllables (expensive, more expensive, the most expensive).

Some adjectives do not follow regular rules:

good →	better →	the best
bad →	worse →	the worst
little →	less →	the least
much / many →	more →	the most
far →	farther / further →	the farthest / the furthest

2 **Complete the sentences using the correct comparative or superlative form of the adjectives.**

1. That was the _____ (exciting) movie I've ever seen!
2. Travelling by train is _____ (comfortable) than travelling by bus.

3 **Write a three-sentence paragraph comparing two or three meals or food types.**

Use:

- At least 2 comparatives
- At least 2 superlatives

Sentence Starters:
- I think smoothies are healthier than ...
- The most delicious smoothie I've tried is made with...

Learning Unit 3

Lesson Seven: Writing

I can:
- **organise** ideas effectively to produce a clear and accurate written outline about healthy food.
- **compose** a clearly structured two-paragraph report to explain healthy food choices and reasons for healthy eating.
- **Linker Bank:** *on the other hand, in contrast*

Why Eating Well Matters

Before You Write

1 **Discuss these questions. Then write your answers in the boxes.**

- Why is eating healthy food important?
- What healthy food choices would you make?

Importance of Healthy Food	Healthy Food Choices
.....	.....
.....	.....
.....	.....
.....	.....

Build Supporting Details: Linkers of Contrast: *on the other hand, in contrast*

2 **Use *'on the other hand'* and *'in contrast'* to link these sentences.**

1. Vegetables are full of vitamins. Unhealthy snacks are high in fat.

→ **Vegetables are full of vitamins. *On the other hand*, unhealthy snacks are high in fat.**

→ **Vegetables are full of vitamins. *In contrast*, unhealthy snacks are high in fat.**

2. Homemade meals are usually healthy and fresh. Fast food is often high in calories and salt.

→ .....

3. Organic food is grown without harmful chemicals. Regular food may contain pesticides.

→ .....

4. Smoothies are made from fresh fruits. Fizzy drinks contain a lot of sugar.

→ .....

3 **Match and Reflect**

a. Match each healthy habit with its positive result.

Healthy Habit	Positive Result
1. Eating more vegetables	a. keeps the body hydrated
2. Drinking water instead of soda	b. provides important vitamins and fibre
3. Cooking meals at home	c. avoids extra sugar, chemicals, or food additives
4. Reading food labels	d. helps control ingredients

b. Discuss more eating habits with your partner. Use linkers of cause and effect (because, so, as a result) and linkers of contrast (on the other hand, in contrast).

Example: **- I cook meals at home <u>because</u> I want to control ingredients.**

- I eat fresh vegetables every day. <u>On the other hand</u>, I sometimes eat pasta and rice.

Eat Well, Live Well

Expository

4 **Nowadays, making healthy food choices has become more important than ever.**
Plan and **write** a two-paragraph report **explaining what healthy food choices people can make** and **why eating healthily is becoming more important today.**

a. Complete the following outline with your ideas.

Introduction:.....
.....

Paragraph 1 (Healthy food choices)

Topic sentence: .....
.....
Supporting details: .....
.....
.....
Concluding sentence: .....
.....

Paragraph 2 (The importance of eating healthy food)

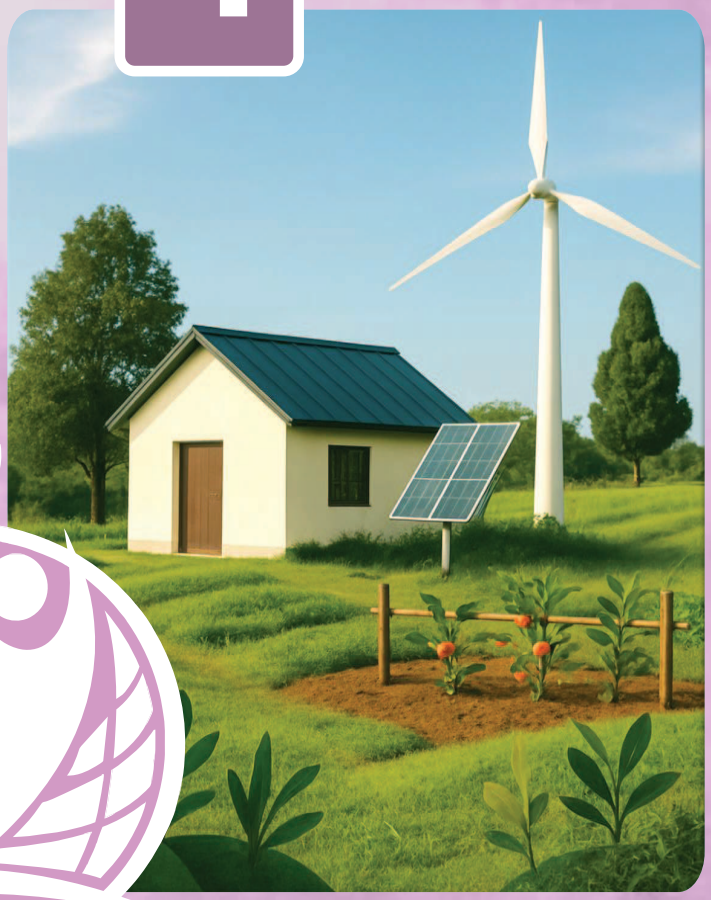
Topic sentence: .....
.....
Supporting details: .....
.....
.....
Concluding sentence: .....
.....
Conclusion: .....
.....

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

Self-Assessment Checklist:
☐ I wrote a clear topic sentence for each paragraph.
☐ I used supporting details to explain my ideas.
☐ I used comparatives and superlatives correctly.
☐ I gave reasons for making healthy food choices.
☐ I included a concluding sentence for each paragraph.
☐ I checked my spelling, punctuation, and grammar.
☐ I used new vocabulary from this unit in my writing.
☐ I used linkers of cause/effect and contrast correctly in my writing.

Learning Unit

4



SIMPLE LIVING
BETTER WORLD

Learning Unit Four:
Simple Living, Better World

Listening and Viewing

- **Identify** key information and main ideas from a range of spoken texts, demonstrating understanding of general content and specific details in contexts of simple living, decluttering, and wise spending.
- **Summarise** main ideas and supporting details from spoken texts, conveying meaning, intent, and structure accurately and coherently on topics of living simply and reducing waste.
- **Evaluate** lifestyle choices and strategies for simple living and their relevance to everyday life.

Speaking and Representing

- **Discuss** decision-making processes and habitual behaviours using precise and context-appropriate language in the context of simple living and smart spending.
- **Deliver** structured presentations with varied expressions, logical transitions, and tone suited to the audience and purpose on themes of simple living and mindful consumption.

Reading and Viewing

- **Analyse** written texts on simple living and waste reduction using appropriate reading strategies (e.g., skimming, scanning) to identify explicit and implicit details, the writer's purpose, main ideas, and negative factual information.
- **Use** target vocabulary accurately in both spoken and written communication about simple living and sustainability.

Writing and Representing

- **Apply** grammatical rules correctly and accurately in written tasks related to simple living and everyday choices.
- **Produce** cohesive and coherent two-paragraph expository reports with clear organisation, effective paragraphing, and language choices suited to the audience and purpose on simple living and wise lifestyle choices, implementing the stages of the writing process (planning, organising, drafting, revising, editing, publishing).
- **Edit** reports on simple living to improve sentence accuracy, cohesion, and clarity after completing the proofreading process.

Learning Unit 4

Lesson one: Reading

Expository

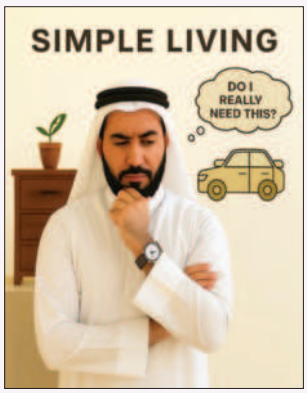
I can:
- **analyse** implicit and explicit details from a written text about simple living.
- **apply** vocabulary related to lifestyle choices accurately in both spoken and written contexts.
- **Vocabulary**: focus, necessarily, instead, thoughtful, benefit, conserve, gadget, valuable, frankly, balanced

What Does It Mean to Live Simply?

Before You Read

1 **Look at the title. Choose what you think this passage will be about. Tick (✓) your ideas.**

☐ Buying more things
☐ Reducing screen time
☐ Eating out at restaurants
☐ Saving water and electricity
☐ Spending more time with family
☐ Helping the environment



Living simply means choosing a lifestyle that **focuses** on what is truly important. It does not **necessarily** mean giving up everything or living without comfort. **Instead,** it means using fewer things, spending less money, and being more **thoughtful** about how we live. People who choose simple living often ask themselves, “Do I really need this?” before they buy something.

Many people begin this lifestyle to reduce stress or save money, while others are motivated by a desire to protect the environment. To achieve these goals, individuals often try to produce less waste, use less plastic, and recycle more. Additionally, they may choose to buy fewer clothes, which not only helps them save money but also **benefits** the environment. Furthermore, adopting this lifestyle can include eating local food and making an effort to **conserve** water and electricity.

However, living simply is not only about having fewer things; it is also about making smarter and more meaningful choices in everyday life. Rather than spending money on the newest **gadgets** or fashionable clothes, many people choose to invest in important things such as healthy food, education, and **valuable** experiences. For example, some people reduce their screen time to enjoy family moments or practise their favourite hobbies. Others choose to walk or ride a bike instead of driving short distances. Additionally, many people learn to cook meals at home rather than eating out, which saves money and improves health. Some also plan their shopping carefully to avoid wasting food or money.

Making smart choices is not always easy, but it helps people feel more in control of their lives. **Frankly**, each small step brings us closer to a simpler and more **balanced** life.

2 Read the passage then choose the best answer.

1. What is the main idea of the passage?

a. It describes how to protect the environment.
b. It discusses simple living and its benefits.
c. It discusses ways to save money and reduce stress.
d. It gives advice on how to find happiness in daily life.

2. Which of the following is an example of simple living?

a. Buying more clothes when getting bored.
b. Eating local food and reducing plastic use.
c. Spending more money on expensive gadgets.
d. Upgrading to the latest phone every year.

3 Match the words to their definitions. Then, share sentences with your partner using these words.

1. conserve		a. carefully considering things
2. gadget		b. to use something carefully so as not to use it all
3. thoughtful		c. a small device, often a machine or electronic item

4 Discuss the following questions.

1. Which ideas in the passage do you like or agree with? Why?
2. What would be easy and what would be difficult for you in simple living?
3. What does the Holy Qur'an teach us about balance in life?

5 Write 3-4 sentences about one thing you could do to live more simply this week. Explain what you would do and why.

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

Use some of these ideas:
- ✓ eat at home, spend less
- ✓ organise your room
- ✓ walk more
- ✓ reduce screen time

Learning Unit 4

Lesson Two: Grammar

I can:
- **identify** present perfect and present perfect continuous forms accurately in sentences about lifestyle habits and changes.
- **apply** the present perfect and present perfect continuous tenses accurately in both written and spoken contexts to describe lifestyle changes and ongoing habits.

Grammar: Present Perfect & Present Perfect Continuous

1 a. Read the examples below. Then, discuss the questions.

1. I have given away clothes I don't wear anymore.
2. I have been spending less time using my phone.

a. Which sentence focuses on the result of the activity?

b. Which sentence focuses on the activity itself?

Tense	Form			Examples
Present Perfect	He/She/It I/We/You/They	has have	Past Participle v3	She has avoided fast food.
Present Perfect Continuous	He/She/It I/We/You/They	has been have been	v+-ing	They have been eating healthy food for a month.
Keywords	just / already / yet / since / for / ever			

b. Describe the two pictures using the present perfect and the present perfect continuous.

(wash the car)

1. ……
2. ……

2 Correct the verbs between brackets.

a. I _____ (**read**) this book for two hours.
b. She _____ (**not finish**) her homework yet.
c. He _____ (**eat**) lunch already.
d. We _____ (**study**) English since 1990.
e. We _____ just _____ (**clean**) the kitchen.

- Use **since** with the starting time:
  I *have lived* here **since** 2021.
- Use **for** with the length of time:
  I *have lived* here **for** two years.

3 Talk about the changes you have made recently, and the habits you have been trying to keep, based on the reading. Take turns asking and answering. Then, write your answers below.

……
……
……
……

Sentence Starters:
I have started…
I have been trying to…

I can:
- **analyse** explicit and implicit details from a spoken text about decluttering spaces.
- **record** key information from a spoken text about decluttering accurately and efficiently using structured notes.
- **demonstrate** attentive listening consistently by focusing on key ideas during a spoken text about decluttering.

Decluttering Our Spaces

Before You Listen

1 Discuss these questions.

a. What does your room look like right now, tidy or cluttered?
b. How do you feel when your room is tidy? How do you feel when it is not?

2 4.1 Listen to the podcast about "Decluttering Our Spaces," then choose the correct answer.

What is the speaker's main message?

a. Decluttering is difficult and costs a lot of money.
b. Decluttering helps people feel calm and more focused.
c. Everyone should throw half of their things away.

3 4.1 Listen again. Decide if each statement is True (T) or False (F), then correct the false ones.

a. The speaker says untidy rooms can cause stress. ( )
b. Decluttering means throwing away everything you have. ( )
c. The speaker suggests cleaning the whole house at once. ( )

4 Discuss the following questions.

a. What area of your life would you like to declutter (e.g. your room, your phone, or your thoughts)? Why?
b. Have you ever tried decluttering before? What was the result?

5 a. Write a short blog-style post (3-4 sentences) about how you will organise your space this week. Be sure to include:

1. **Three small actions** (e.g. sort your books, tidy your desk).
2. **How this can help** (e.g. save time, feel calm).

b. Present your blog post to the whole class.

Learning Unit 4

Lesson Four: Speaking

I can:
- **identify** key ideas about needs, wants, and spending habits accurately in short discussions about budgeting and simple living.
- **evaluate** personal spending habits in relation to personal values using appropriate language.
- **apply** appropriate language for giving advice and opinions correctly in spoken discussions about wise living.

Smart Spending, Wise Living

1 **a. Read these spending habits and decide: Is it a smart choice? Tick ✓ or ✕ next to each one.**

Spending Habits	✓	✕
Buying something just because it's on sale		
Making a list before going shopping		
Spending all your pocket money on one big item		
Bringing lunch from home instead of buying fast food		
Asking yourself "Do I really need this?" before buying		

b. Discuss these questions.

a. Which habits do you follow?
b. Which spending habit is the hardest for you to change? Why?

Sentence Starters:
- I usually think about…
- One smart habit I could try is…
- The Holy Qur'an teaches us…

2 **Discuss these questions. Take turns sharing your ideas.**

1. Do you usually think before buying anything?
2. What could you do to spend money more cleverly?
3. What advice does the Holy Qur'an give about using money wisely?

3 **Imagine you receive KD100 per month.**

a. Divide the money into three parts (needs, savings, and fun).

b. Discuss the questions.

1. How much money would you put in each part?
2. What would you spend it on?
3. Why did you choose this plan?

Category	Amount (KD)	Example Expenses
Needs		E.g. food, bills
Savings		Money for the future
Treats / Fun		E.g. snacks, movies, clothes

c. Present your budget plan to the class.

I can:
- **analyse** explicit and implicit details from a written text about reducing waste and saving the planet.
- **produce** a short reflective response about personal environmental habits coherently and appropriately based on a written text.
- **Vocabulary:** discard, packaging, responsibly, minimise, expense, preserve, disposable, consumption, donate, mindful, wasteful

Learning Unit 4

Lesson Five: Reading

Expository

Waste Less, Save the Planet

Before You Read

1 **Look at the table below. Decide which items you think are wasteful and which are wise choices.**

Work in groups and tick a ✕ for wasteful and ✓ for wise. Then, discuss the questions that follow.

Item or Action	Wasteful (✕)	Wise (✓)
Buying a new phone every year		
Bringing a reusable water bottle		
Throwing away old clothes		
Using plastic bags for shopping		

1. Which actions do you do most often?
2. Why do people sometimes waste things?

Read the passage, then do the tasks that follow.

Waste Less, Live More

Every day, we throw away more things than we think. For example, we **discard** plastic water bottles, old clothes, food **packaging**, and paper. Much of what we call 'trash' could be reused, recycled, or even avoided completely.

Reducing waste is not just about the environment. It is about living wisely and **responsibly**. When we use only what we need, we can **minimise expenses** and **preserve** natural resources. For example, bringing a reusable water bottle, saying no to plastic bags, or using a lunchbox instead of **disposable** wrappers can make a big difference.

Some people follow the three R's rule: Reduce, Reuse, Recycle. First, they try to reduce **consumption** by choosing only what is necessary. Then, they reuse items like containers or bags. Finally, they recycle materials such as paper, glass, and plastic so that these materials can be made into new products.

Even small actions matter. Turning off lights, **donating** old clothes, and using digital notes instead of paper are all smart ways to reduce waste. These simple actions lead to a healthier planet and a more **mindful** lifestyle.

As the Holy Qur'an reminds us:

*"Indeed, the **wasteful** are brothers of the devils."* (Surah Al-Isra, 17:27) Being careful with our resources is a serious social responsibility.

2 Choose the best answer.

1. What is the main idea of the passage?

a. We should stop shopping completely.
b. Reducing waste helps the planet and our lives.
c. Recycling is too difficult for most people.
d. Using digital notes can be bad for the environment.

2. Which word in the 2nd paragraph has a similar meaning to "save"?

a. need b. preserve c. bring d. use

3. According to the passage, which action is NOT a way to reduce waste?

a. Recycling plastic water bottles.
b. Throwing away paper and food packaging.
c. Turning off lights when not needed.
d. Using a lunchbox instead of disposable wrappers.

3 Discuss these questions, then share your ideas.

1. What ideas from the reading do you agree with? Why?
2. Why is it sometimes difficult for people to reduce waste?
3. What does the Quranic verse mentioned in the passage teach us?
4. What is the writer's purpose in writing this passage?

4 Think of a wasteful habit (e.g. wasting food, wasting electricity, buying things you don't need... etc.)

Write 2-3 sentences about how you will change it and why.

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

Sentence Starters:

I will try to stop…
I plan to use…
This will help because…
I want to reduce…
My goal is…

I can:
- **use** quantifiers (some-any-much-many-few-little) accurately to express quantity with countable and uncountable nouns in real-life situations.
- **analyse** how meaning changes with different quantifiers effectively in sentences about amounts and quantities.
- **demonstrate** accurate and fluent application of quantifiers in spoken and written communication about shopping and daily habits.

Learning Unit 4

Lesson Six: Grammar

Grammar Focus: Quantifiers (*some, any, much, many, few, little*)

1 Read the conversation below and then complete the side task.

Read the conversation, then:

- **Underline** all the quantifiers (e.g. *some, much, many, any, etc.*)
- **Circle** the noun that comes immediately **after each quantifier**.
- Next to each noun, **write "C" for countable** or **"U" for uncountable.**

Countable nouns can be counted (e.g. an apple, two apples, three apples, etc.)
Uncountable nouns cannot be counted.
(e.g. *air, rice, water, etc.)*

Nora: I try not to spend much money on things I don't need.

Sara: That's smart. I usually bring some snacks from home.

Nora: Do you check for any offers before shopping?

Sara: Always! I also save a little time by planning ahead.

Nora: I follow many accounts that give smart saving tips.

Sara: Me too. But sadly, few students really think before spending money.

Nora: Yes, and some of them don't make any plans before they shop.

2 Look at the quantifiers you underlined, then answer these questions.

a. Which quantifiers are used with countable nouns (e.g. *snacks*)?
b. Which quantifiers are used with uncountable nouns (e.g. *money*)?
c. Which quantifiers are used in questions and negative sentences?
d. Which quantifiers show a small number or amount?

3 Complete the sentences using: some, any, much, many, few, little.

1. We don't have _____ sugar at home, so we can't make tea.
2. Have you seen _____ good movies recently?
3. She has very _____ friends who like saving money.

4 Work in pairs and imagine you are shopping for a graduation party or another special occasion. Decide what items you need to buy for the event.

- **Use quantifiers (such as some, any, much, many, few, etc.).**
- **Take turns being different family members talking about what to get for the event.**
- **Make at least four exchanges in your conversation.**

Example:
Sister: Do we need any plates?
Brother: Yes, we already have some, but we don't have any cups left.
Sister: Are there any snacks in the cupboard?
Brother: Yes, there are some.

Learning Unit 4

Lesson Seven: Writing

I can:
- **analyse** how ideas are organised and developed clearly and logically in a written report about living simply.
- **compose** a clearly structured two-paragraph report explaining simple living and the reasons people choose it.
- **Linker Bank:** *because, since, for this reason, for example, such as, for instance*

Living Simply

1 a. Discuss the following, then write your ideas.

What does "living simply" mean? Give examples.	Why do some people choose to live a simple life?
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

b. Sort the linking words and phrases under the right headings.

because - for example - since - such as - for instance - for this reason

To show reasons	To give examples

2 Read the sentences below. Write R (reason) or E (example) after each one.

1. People live simply because they want less stress. ( )
2. Since it saves money, many people like simple lifestyles. ( )
3. Some people avoid plastic products, such as bottles. ( )
4. They buy local food, for instance, fresh vegetables from the market. ( )
5. Some change their lifestyle. For this reason, they feel calmer. ( )

Expository

Many people today are choosing a simpler lifestyle than what we usually see.

3 **Plan** and **write** a two-paragraph report **explaining what living simply means** and **why some people choose to live a simple life**. Give examples to support your ideas.

a. Complete the following outline with your ideas.

Introduction:.....
.....

Paragraph 1 (What living simply means)

Topic sentence: .....
.....

Supporting details: .....
.....
.....

Concluding sentence: .....
.....

Paragraph 2 (Why some people choose to live a simple life)

Topic sentence: .....
.....

Supporting details: .....
.....
.....

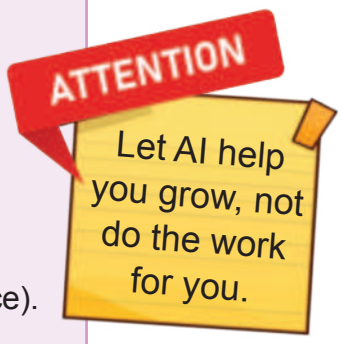
Concluding sentence: .....
.....

Conclusion: .....
.....

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

Self-Assessment Checklist:

- ☐ I wrote two clear paragraphs.
- ☐ I explained what living simply means in my own words.
- ☐ I gave examples to support each idea.
- ☐ I gave reasons to support my ideas.
- ☐ I explained why some people choose to live a simple life.
- ☐ I used linking words (such as: because, for example, since, for instance).
- ☐ I checked my grammar, spelling, and punctuation.
- ☐ I used AI tools to proofread my writing.



Group Project

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

access / ˈæk.ses / (noun) p 34
the method or possibility of getting near to a place or person

accurate / ˈæk.jə.rət / (adjective) p 39
correct, exact, and without any mistakes

aromatic / ˌær.əˈmæt.ɪk / (adjective) p 48
having a pleasant smell

assist / əˈsɪst / (verb) p 39
to help

B

balanced /ˈbæl.ənst / (adjective) p 62
containing an equal amount or number of similar things or people

benefit / ˈben.ɪ.fɪt / (verb) p 62
to be helped by something or to help someone

C

casually / ˈkæʒ.ju.ə.li / (adverb) p 34
in a way that is not formal or not suitable for a special or official occasion

cautious / ˈkɔ·ʃəs / (adjective) p 34
not acting quickly in order to avoid risks; careful

claim / kleɪm / (verb) p 34
to say that something is true or is a fact, although you cannot prove it and other people might not believe it

commonly / ˈkɒmənli / (adverb) p 48
usually; very often; by most people

complex /ˈkɒm.pleks / (adjective) p 39
involving a lot of different but related parts

conserve / kənˈsɜːv / (verb) p 62
to keep and protect something from damage, change, or waste

considerably /kənˈsɪd.ər.ə.bli/ (adverb) p 53
to a large, noticeable, or important degree

consistently / kənˈsɪs.tənt.li / (adverb) p 25
in a way that does not change

consumption / kənˈsʌmp.ʃən / (noun) p 67
the amount used or eaten

curious / ˈkjʊə·ri·əs / (adjective) p 20
wanting to know or learn about something

customer / ˈkʌs.tə.mər / (noun) p 39
a person who buys goods or a service

D

discard / dɪˈskɑːd / (verb) p 67
to throw something away or get rid of it because you no longer want or need it

disposable / dɪˈspəʊ.zə.bəl / (adjective) p 67
a disposable product is intended to be thrown away after use

distinctive / dɪˈstɪŋk.tɪv / (adjective) p 48
something that is distinctive is easy to recognise because it is different from other things

donate / dəʊˈneɪt / (verb) p 67
to give money or goods to help a person or organisation

GLOSSARY

E

efficient / /ɪˈfɪʃ.ənt / (adj) p 39
working or operating quickly and effectively in an organized way

efficiently / ɪˈfɪʃ.əntli / (adverb) p 25
in a good and careful way

embrace /ɪmˈbreɪs/ (verb) p 48
the act of accepting an idea, a proposal, a set of beliefs, etc, especially when it is done with enthusiasm

energetic /ˌen.əˈdʒet.ɪk /(adjective) p 53
having or involving a lot of energy

equally / ˈiːkwəli / (adverb) p 25
in the same manner or to the same degree

evaluate /ɪˈvæl.ju.eɪt/ (verb) p 39
to form an opinion of the value or quality of something

expedition /ˌek.spəˈdɪʃ.ən / (noun) p 20
an organised journey for a particular purpose

expense / ɪkˈspens / (noun) p 67
an amount of money needed or used to do or buy something; cost

explorer / ɪkˈsplɔː.rər / (noun) p 20
someone who travels to places where no one has ever been in order to find out what is there

F

fake / feɪk / (adjective) p 34
not real, but made to look or seem real

fibre / ˈfaɪ.bər / (noun) p 53
a substance in food, such as vegetables that helps other food pass through the body easily

flavour / ˈfleɪ.vər / (noun) p 48
how food or drink tastes, or a particular taste itself

frankly /ˈfræŋ.kli/ (adverb) p 62
in an honest and direct way

focus / ˈfəʊ.kəs / (verb) p 62
to give your full attention to what you are doing or to what is happening

fulfil / fʊlˈfɪl / (verb) p 20
to do something that is expected, hoped for, or promised, or to cause it to happen

G

gadget / ˈgædʒ.ɪt / (noun) p 62
a small device or machine with a particular purpose

genuinely /ˈdʒen.ju.ɪn.li / (adverb) p 39
really and sincerely

give up / gɪv ʌp / (phrasal verb) p 25
to stop doing something before you have finished it, usually because it is too difficult

H

harmful / ˈhɑːm.fəl / (adjective) p 53
causing harm

homemade/ˌhəʊmˈmeɪd / (adjective) p 53
made at home and not bought from a shop

GLOSSARY

I

implement /ˈɪm.plɪ.ment/ (verb) p 39
to make something start to happen or be used

increasingly / ɪnˈkriːsɪŋli / (adverb) p 39
more and more all the time

ingredient / ɪnˈgriː.di.ənt / (noun) p 48
a food that is used with other foods in the preparation of a particular dish

inspire / ɪnˈspaɪər / (verb) p 20
to make someone feel that they want to do something and can do it

install / ɪnˈstɔːl / (verb) p 34
to put furniture, a machine, or a piece of equipment into position and make it ready to use

instead / ɪnˈsted / (adverb) p 62
rather than; as an alternative

J

judgement /ˈdʒʌdʒmənt/ (noun) p 39
the ability to make sensible decisions after carefully considering the best thing to do

L

label / ˈleɪ.bəl / (noun) p 53
a piece of paper or other material that gives you information about the object it is attached to

M

maintain / meɪnˈteɪn / (verb) p 53
to continue to have; to keep in existence, or not allow to become less

merely / ˈmɪə.li / (adverb) p 25
only, simply, to emphasise what you are saying

mindful / ˈmaɪnd.fəl / (adjective) p 67
careful not to forget about something

mindset / ˈmaɪnd.set / (noun) p 25
a person`s way of thinking and their opinions

minimise / ˈmɪn.ɪ.maɪz / (verb) p 67
to reduce something to the least possible level or amount

N

necessarily / nes.əˈser.əl.i / (adverb) p 62
used to say that something cannot be avoided

O

obviously /ˈɒb.vi.əs.li/ (adverb) p 53
used when giving information that you expect other people to know already or agree with

occasion / əˈkeɪ.ʒən / (noun) p 48
a particular time, especially when something happens or has happened

organic / ɔːˈgæn.ɪk / (adjective) p 53
not using artificial chemicals in the growing of plants and animals for food and other products

P

packaging /ˈpæk.ɪ.dʒɪŋ / (noun) p 67
the materials in which objects are wrapped before being sold

GLOSSARY

phishing / ˈfɪʃ.ɪŋ / (noun) p 34
an attempt to trick someone into giving information over the internet that would allow someone else to take money from them

positive / ˈpɒz.ə.tɪv / (adjective) p 25
full of hope and confidence, or giving cause for hope and confidence

preserve / prɪˈzɜːv / (verb) p 67
to keep something as it is, especially in order to prevent it from decaying or being damaged or destroyed

produce / ˈprɒdʒ.uːs / (noun) p 53
food or any other substance or material that is grown or obtained through farming

progress / ˈprəʊ.gres / (noun) p 25
movement to an improved or more developed state, or to a forward position

proudly /ˈpraʊd·li / (adverb) p 20
with respect for yourself, recognising your own worth

R

raw / rɔː / (adjective) p 48
(of food) not cooked

recipe / ˈres.ɪ.pi / (noun) p 48
a set of instructions telling you how to prepare and cook food, including a list of what food is needed for this

reflect / rɪˈflekt / (verb) p 48
to show or be a sign of the nature of something or of somebody's attitude or feeling

reject / rɪˈdʒekt / (verb) p 34
to refuse to accept, use, or believe something or someone

remain / rɪˈmeɪn / (verb) p 25
to stay in the same place or in the same condition

remarkable / rɪˈmɑː.kə.bəl / (adjective) p 20
unusual or special and therefore surprising and worth mentioning

replace / rɪˈpleɪs / (verb) p 39
to take the place of something, or to put something or someone in the place of something or someone else

represent / rep.rɪˈzent / (verb) p 20
to speak, act, or be present officially for another person or people

responsibly / rɪˈspɒn.sə.bli / (adverb) p 67
in a way that shows that you have good judgment and the ability to act correctly and make decisions on your own

S

scam / skæm / (noun) p 34
a dishonest plan for making money or getting an advantage, especially one that involves tricking people

GLOSSARY

security / sɪˈkjʊə.rə.ti / (noun) p 34
protection of a person, building, organisation, or country against threats

seriously / ˈsɪə.ri.əs.li / (adverb) p 34
in a serious way, not joking

serve / sə:v (verb) p 48
to provide food or drinks

software / ˈsɒft.weər / (noun) p 39
the instructions that control what a computer does; computer programs

source / sɔ:s / (noun) p 53
the place something comes from or starts at, or the cause of something

survive / səˈvaɪv/ (verb) p 20
to continue to live after almost dying because of an accident, illness, etc.

symbol / ˈsɪm.bəl / (noun) p 48
a sign, shape, or object that is used to represent something else

T

talent / ˈtæl·ənt / (noun) p 20
a natural ability to do something.

thoughtful / ˈθɔ:t.fəl / (adjective) p 62
carefully considering things

tough /ˌ tʌf / (adjective) p 25
strong; not easily broken or made weaker

trait / treɪt / (noun) p 25
a particular characteristic that can produce a particular type of behaviour

trust / trʌst / (verb) p 25
to believe that someone is good and honest and will not harm you, or that something is safe and reliable

U

uneasy / ʌnˈi:.zi / (adjective) p 34
slightly worried or uncomfortable about a particular situation

update / ʌpˈdeɪt / (verb) p 34
to make something more modern or suitable for use by adding new information or changing its design

V

valuable / ˈvæl.jə.bəl / (adjective) p 62
important, useful, or beneficial

variety / vəˈraɪ.ə.ti / (noun) p 48
the characteristic of often changing and being different

W

wasteful / ˈweɪst.fəl / (adjective) p 67
using something in a careless way and causing some of it to be wasted

will / wɪl / (noun) p 20
the mental power used to control and direct your thoughts and actions, or a determination to do something, despite any difficulties or opposition

References:

- https://www.oxfordlearnersdictionaries.com/
- https://dictionary.cambridge.org/

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

References

Images:

Canva. (n.d.). *Visual communication platform*. Retrieved July 20, 2025, from https://www.canva.com

OpenAI. (2025). *ChatGPT with DALL·E model*. Retrieved July 20, 2025, from https://www.openai.com

Audio Recordings:

ElevenLabs. (n.d.). AI voice synthesis for education. Retrieved July 20, 2025, from https://www.elevenlabs.io

Glossary:

Oxford University Press. (n.d.). Oxford Learner's Dictionaries. Retrieved July 20, 2025, from https://www.oxfordlearnersdictionaries.com

Cambridge University Press & Assessment. (n.d.). Cambridge English Dictionary. Retrieved July 20, 2025, from https://dictionary.cambridge.org

Reading "Kuwaiti Explorers: Inspiring Journeys":

Kuwait News Agency (KUNA). (2015, November 30). Kuwaiti mountaineer raises Kuwait flag over the Everest. Retrieved July 20, 2025, from https://www.kuna.net.kw/ArticleDetails.aspx?id=2475048&language=en

Kuwait News Agency (KUNA). (2016, October 17). Kuwaiti female explorer to participate in North, South Poles expeditions. Retrieved July 20, 2025, from https://www.kuna.net.kw/ArticleDetails.aspx?id=2539452&language=en

Qur'anic Verse:

Noble Quran. (n.d.). The Noble Qur'an – القرآن الكريم. https://noblequran.com

Grade

9A

English Pearls of Kuwait Student's Book 9A

Evaluation

PDF Book