



وزارة التربية

Ministry of Education

State of Kuwait | دولة الكويت

English Pearls of Kuwait

Workbook



Grade

8B



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سَمُو الشَّيْخِ صَبَّاحٍ كَهْدِ الْهَمَادِ الْصَّبَّاحِ
وَلِيِّ مَجْدِ دَوْلَةِ الْكُوَيْتِ

**H. H. Sheikh Sabah Khaled Al-Hamad Al-Sabah
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Learner's Performance Follow up



	Date	Performance	Teacher's Feedback	Parent's Signature
Unit 5		<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement		
Unit 6		<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement		
Unit 7		<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement		
Unit 8		<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement		

Accumulative Assessment

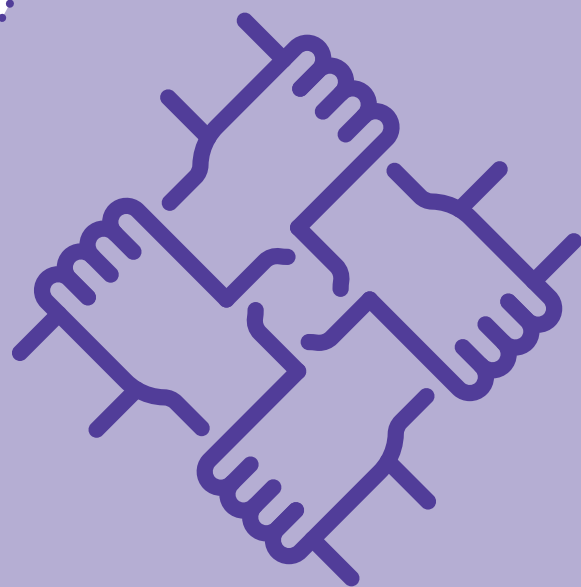
Type	Reading Comprehension	Vocabulary	Grammar	Writing	Homework	Project
Grade						

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LEARNING UNIT

5



Community & Volunteering

1 Vocabulary: Reading 1

a. Match and write the words next to their definitions, then find them in the Wordsearch.

impact – persuade – gladly – resident – demonstrate

1.	the powerful effect that something has	P I A R P E E H M B E
2.	happily	E Q O W Y Y N F L M M
3.	to show or make something clear	R E S I D E N T P L T
4.	to make someone believe something with good reason	S Z U L N B B A C S R
5.	a person who lives in a place where their home is	U Y W Q S K I L G Y X
		A P I L R J D B L V B
		D E M O N S T R A T E
		E D P I Z C V T D E W
		G D A D W E F I L A Z
		F H C G Q H L O Y E A
		A J T F W E R E K P X

b. Complete the following sentences with the correct words from the list.

charity – elderly – pandemic – realise – necessary

1. During the Covid-19, people had to stay home and avoid gatherings.
2. Our school leader put a/an box at every class door for donations.
3. Doctors always advise people to go on walks and keep healthy habits.
4. Before starting my essay, I had to research all the information and facts.

2 Vocabulary: Reading 2

a. Match each word with its correct definition.

Word	Meaning
1. construct	giving or willing to give freely
2. generous	without taking help or money from other people
3. independently	an event that results in great harm or damage
4. disaster	to build or make something

Learning Unit 5

Grammar

1 The First Conditional

a. Tick (✓) the correct ending to make meaningful first conditional sentences.

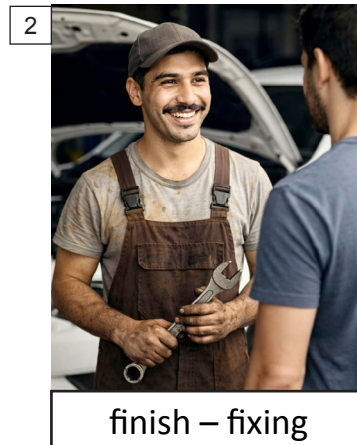
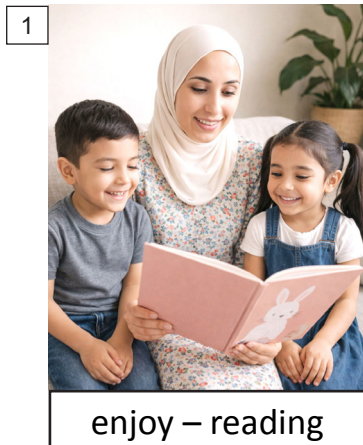
1. If he doesn't wake up on time, ... he will miss his early flight.
 he missed his early flight.
2. If residents help the co-op, ... it is serving more families in need.
 it will serve more families in need.

b. Complete the sentences using the first conditional.

1. If we support local charities,
2., people will feel safer and happier.
3. If we plan and prepare everything we need,
4., you will have many new friends.

2 Verbs Followed by a Gerund

a. Write one sentence describing each picture, using a verb followed by a gerund. Remember to use the past tense of the verbs.



1.
2.
3.

1 Read and Learn



- **Synonyms** are words with similar meanings (big / large).
- **Shades of meaning** are small differences between similar words such as cold vs freezing.
 - Cold = low temperature (about 5–15°C)
 - Freezing = extremely cold (0°C or below)
- We use shades of meaning to choose the best word for the situation.

2 Read and Practise

a. Read the following word groups and put them in order from soft to strong.

~~(helpful – vital – good)~~
(contribute – give – donate)
(encourage – ask – persuade)

No	Soft	Medium	Strong
1	good	helpful	vital
2			
3			

3 Read and Choose

a. Choose the best word for each sentence. Think about the most suitable shade of meaning based on the situation.

1. The new recycling club will have a positive (impact – effect) on the school.
2. You must be careful. Losing the charity money would be a (problem – disaster).
3. He went to the hospital to get medicine for his (illness – pandemic).
4. I did not (notice – realise) that the volunteering team was important to the community.



My Words, My Choices

Write 3-4 sentences about a happy event (a family celebration or a fun trip). Use at least two different words for feelings (e.g., happy, pleased, delighted).

.....

.....

.....

Learning Unit 5

Assessment 5

1 Vocabulary

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

- I believe ----- is one of the best ways to help others and get experience.
a. package b. duty c. shelter d. volunteering
- The museum was ----- 50 years ago, and people still enjoy visiting it.
a. established b. acquired c. operated d. coached
- The meeting focused on ----- problems, such as pollution.
a. environmental b. active c. training d. fair

2 Grammar

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

- If you help me carry these boxes, we ----- the work faster.
a. have finished b. will finish c. finished d. finish
- If my sister ----- her friend, she will tell her the good news.
a. see b. will see c. sees d. has seen

b. Correct the verbs between brackets.

- The parents discussed (travel) to Europe next summer holiday.

- I finally finished (read) the book you gave me last week.

3 Reading Comprehension

Read the following paragraph and answer the questions that follow.

Many students in our school volunteer during their free time. Some help the librarian organise books, while others prepare care packages for families who need support. Even a simple act, like guiding a younger student, can make a difference. Studies show that volunteering **improves** both mental health and school performance, proving that kindness benefits everyone. Kindness inspires. Kindness transforms. So why not join them and take a step today to make our community stronger? When we give our time, we give hope. That is something every community needs.

- The meaning of the underlined word “**improves**” in the 3rd line is:
a. removes b. betters c. organises d. prepares
- The writer’s **main purpose** in writing this paragraph is to:
a. advise readers to avoid volunteering. b. show how to help the school librarian.
c. persuade you to do acts of kindness. d. inform you about mental health studies.

Student Performance Checklist

Skill	Excellent	Good	OK	Needs Help	Not Yet
Listening	[] The student can understand almost everything, even details, in English and respond quickly and correctly.	[] The student can understand most ideas and details, with only small gaps in understanding.	[] The student can understand the main points but sometimes misses details.	[] The student often misunderstands and needs repetition or help.	[] The student cannot understand spoken English clearly
Speaking	[] The student can speak clearly, confidently, and naturally. Their English is easy to understand and fits the task.	[] The student can speak with only a few mistakes; their ideas are mostly clear and relevant.	[] The student can speak but makes mistakes that sometimes affect clarity; answers are partly relevant.	[] The student makes many mistakes, pauses often, and is hard to understand	[] The student cannot speak clearly or give relevant answers.
Reading	[] The student can fully understand texts and read aloud fluently with clear pronunciation and expression	[] The student can understand most ideas and read aloud mostly clearly with small errors.	[] The student can understand the main points and read aloud clearly enough but with mistakes or pauses.	[] The student struggles to understand texts and reads aloud with many errors.	[] The student cannot understand texts or read aloud clearly
Writing	[] The student can write clearly and correctly, with good organisation, linking words, and relevant ideas.	[] The student can write with a few mistakes; ideas are mostly clear and organised.	[] The student can write but makes mistakes; meaning is usually clear but ideas are partly organised.	[] The student makes many mistakes; writing is unclear and poorly organised.	[] The student cannot write clearly or answer the task with relevant ideas.

* **Note:** This checklist reflects overall unit performance using both the Student's Book and the Workbook.

LEARNING UNIT

6



The Power of Media & Influencers

Vocabulary

1 Vocabulary: Reading 1

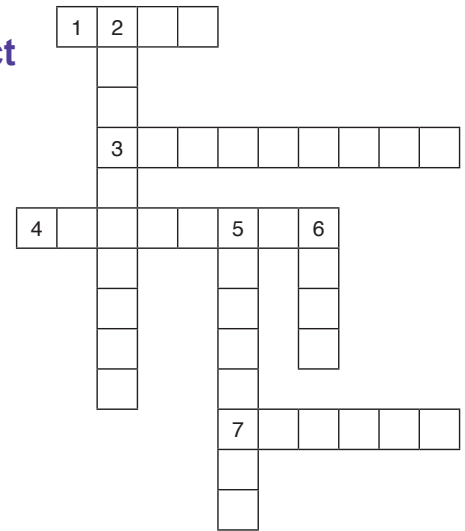
a. Complete the crossword by writing the correct word for each definition from the list.

Across:

- 1. keep something so it cannot be seen
- 3. expensive things that give pleasure
- 4. feel difficulties and worries
- 7. began only a short time ago

Down:

- 2. a person with the ability to affect you.
- 5. in a way that does not treat people equally.
- 6. making changes to text or data.



pressure influencer hide edit luxurious recent unfairly

2 Vocabulary: Reading 2

a. Read the following post and fill in the spaces with the correct word from the list.

false reliable admit viewpoints mostly

— □ ×

Can Social Media Really Improve Your English? Absolutely!

Many people believe that social media is just a place for entertainment, but this idea is In fact, social media is a source for learning English. If you follow the right pages, join learning communities, and engage in discussions, you will find yourself learning new vocabulary and expressions.

I that not everything online is useful, but if you use it wisely, you can learn from native speakers, explore different, and practise real communication in a fun and interactive way. Therefore, next time you scroll, make it count and use social media to improve your English!

b. Look at the words above. Write one word in the correct part of speech category.




Noun	Verb	Adjective	Adverb

Learning Unit 6

Grammar

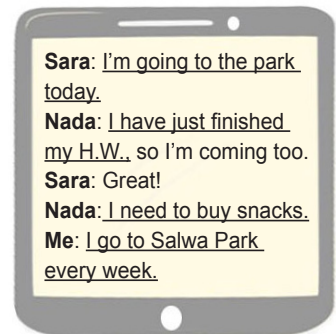
1 Reported Speech (Statement - Present Tense)

a. Read what people say, then change their sentences into reported speech.

 <p>Fahad: I want to go to the dentist tomorrow.</p>	<p>.....</p>
 <p>Mai: I have met my new maths teacher today.</p>	<p>.....</p>
 <p>Children: We're having dinner with our family tonight.</p>	<p>.....</p>

b. Rewrite the underlined messages in the chat in reported speech.

1. Sara said that
2. Nada said that
3. Nada said that
4. You said that



2 Reflexive Pronouns

a. Fill in the spaces with the correct reflexive pronoun from the list.

1. Jassim fell down from the stairs, but fortunately he didn't hurt
2. You won the writing award. You should be proud of
3. The children had a great time at the beach. They really enjoyed
4. Sometimes I can't say exactly what I mean. I wish I could express

myself
himself
themselves
yourself

b. Write one sentence for each picture using reflexive pronouns.

1. The young boy is tying his shoes by
2. Manal
3.
4.



IPA Diphthongs Sounds /eɪ/, /ɔɪ/

1 Read and Learn



- A **diphthong** is a two-vowel sound joined together in one syllable.
- **Examples:**

IPA diphthong	Sound	Example Word	IPA
/eɪ/	"ay"	day	/deɪ/
		say	/seɪ/
/ɔɪ/	"oy"	boy	/bɔɪ/
		toy	/tɔɪ/

2 Listen and Practise



a. Listen to the words. Tick (✓) if the word has the /eɪ/ sound (like day) or the /ɔɪ/ sound (like boy).

N	Word	/eɪ/	/ɔɪ/
1	rain		
2	coin		
3	train		
4	join		



Helping Tip

Listen to the underlined sound: if you hear "ay", tick /eɪ/, if you hear "oy", tick /ɔɪ/.

b. Practise saying the words in the table with a partner.

/eɪ/ sound	/ɔɪ/ sound
1. Start with a short /e/ sound in "eggs".	1. Start with a short /ɔ:/ sound in "or".
2. Say it as one sliding sound: "ay".	2. Say it as one sliding sound: "oy"

3 Listen and Write



a. Listen to the story. Write words with the /eɪ/ sound, and words with the /ɔɪ/ sound.

- Words with /eɪ/ → "ay":
- Words with /ɔɪ/ → "oy":



Tongue Twister Challenge

- Work with a partner to say the following sentence three times.

"Roy's noisy boy enjoys a new toy."

Learning Unit 6

Assessment 6

1 Vocabulary

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

1. Our teacher invited a/an ----- to talk about stress during exams.
a. patience b. psychologist c. foundation d. empathy
2. The coach will ----- the best players for the school team.
a. edit b. activate c. weaken d. select
3. We stayed at a/an ----- hotel by the beach.
a. reliable b. emotional c. luxurious d. recent

2 Grammar

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

1. Sami hurt ----- when he fell during the basketball game.
a. himself b. yourself c. itself d. herself
2. You must teach ----- how to manage your time during school days.
a. myself b. ourselves c. themselves d. yourself

b. Change the following sentences into reported speech.

1. Bader said, "I am leaving for Qatar with my parents today."

2. My aunt said, "I have seen your best friend, Salah, at the mall."

3 Reading Comprehension

Read the following passage and answer the questions that follows.

Cyberbullying happens when someone uses phones, messages, or social media to hurt or embarrass others. It can make people feel sad, scared, or alone. Therefore, we must use the internet wisely. Think before you post any comment. Ask yourself: "Is this kind? Is this true? Is this necessary?" If someone is being cruel online, do not answer. Take a screenshot, block the person, and tell a trusted adult. Never share private photos or passwords, even with friends. Choose positive accounts to follow and write supportive comments. Remember, there is always a real person behind the screen, with real feelings. Using social media with kindness helps everyone feel safe and respected.

1. The meaning of the underlined word "**cruel**" in the 4th line is:
a. happy b. upset c. unkind d. grateful
2. The writer's **main purpose** in writing this paragraph is to:
a. advise readers to avoid bullying. b. show how to protect your password.
c. inform you of helpful apps. d. tell a sad story about an online user.

“Trustworthiness is an important quality in today’s world because it makes people believe in your words and actions.”

- 1 a. Plan and write a two-paragraph report persuading your readers that being a **trustworthy person is more important** than increasing likes and followers online. Provide two reasons and support them with examples and evidence.

Persuade your readers by using persuasive techniques (facts, thinking questions, repetition, and a call to action).

b. Fill in the following outline

Introduction

Paragraph 1: (Reason 1)

Topic Sentence:

Supporting details (evidence):

Concluding sentence:

Paragraph 2: (Reason 2)

Topic Sentence:

Supporting details (evidence):

Concluding sentence:

Conclusion

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

Did I	✓ / ✗
write a clear topic sentence that shows my opinion?	
support my opinion with strong examples or evidence?	
use persuasive techniques to persuade the reader?	
use linking words to connect my ideas clearly?	
check my spelling and punctuation?	
use AI tools to edit my writing?	



Student Performance Checklist

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LEARNING UNIT

7



**Explore the World:
Real Trips & Virtual Voyages**

1 Vocabulary: Reading 1

a. Match each word with its definition. Then, choose the correct part of speech.

Word	Definition	Part of Speech
background	- to improve the quality of something	adjective
enrich	- connected with the past	verb
historical	- important enough to have an effect on something	noun
significantly	- the details of a person's family, education, experience,	adverb

b. Write each of the following words in a meaningful sentence of your own.

etiquette gain national unforgettable

-
-
-
-

Tip Box

Your sentences must show correct:

- ✓ meaning of the word
- ✓ grammar
- ✓ punctuation

2 Vocabulary: Reading 2

a. Look at pictures 1–4. Write the correct word from the box under each picture.

queue headset suitcase tourism

b. Complete the sentences with the correct word from the box.

- I put all my clothes and shoes in my before the trip.
- There was a long at the check-in desk. We had to wait.
- Wear your so you can hear the tour guide clearly.
- Let's go to the office to ask about places to visit.



1 Linkers of Contrast

a. Look at each pair of pictures. Write one sentence to show contrast. Use the linkers in brackets

- The boy loves football, *but he chooses to study*.
- Their first experiment failed. (**However**)
- (**Although**)
- (**Despite**)



b. Join the sentences using the linkers of contrast in brackets.

- The app is easy to use. Some users still prefer paper books. (**however**)
.....
- She loves fast food. She tries to eat healthily. (**but**)
.....
- The weather was cold. We went for a walk. (**despite**)
.....

2 Future Tense

a. Complete the sentences with will, be going to, or the present continuous.

- I (**go**) to the grocery store.
- We (**leave**) for the airport at 3:30 p.m.
- I think the weather (**be**) very hot tomorrow.

Tips Box

Think about the speaker's attitude. Is it a prediction, a plan, or a fixed arrangement?

b. Read about Haneen's family trip plan. Tick (✓) if the sentence matches the plan. If it doesn't, rewrite the sentences using the negative form.

Haneen and her family are flying to Dubai on Thursday evening. They are going to stay at a hotel near the mall, and they will visit the Aqua Park on Friday morning. On Friday night, they will have dinner with their friends, and on Saturday, they will go to the beach.



- Haneen's family is going to stay at their cousins' house. ()
- They are flying to Dubai on Monday evening. ()
- They will have dinner with their friends on Friday night. ()
- On Saturday, they will visit the zoo. ()

Advanced Suffixes (-tion, -ive, -ous, -able)

Micro-Skill Practice

1 Read and Learn



▪ **Suffix:** a group of letters added to the end of a word to change its form or meaning. (*pollute* + *-tion* = *pollution*)

▪ **Examples:**

Base Word	Form	Suffix	New Word	Form	Meaning of New Word
pollute	verb	-tion	pollution	noun	the result or action of...
create	verb	-ive	creative	adjective	having the quality of...
danger	noun	-ous	dangerous	adjective	full of / having a lot of...
comfort	noun	-able	comfortable	adjective	can be ... / easy to ...

2 Read and Practise

a. Write the correct form of the words, then write sentences using the new words.

Base word	New word with suffix	Sentence
explore (-tion)	We went on an exploration trip to find new places.
protect (-ive)	
rely (-able)	
fame (-ous)	

b. Read Fatima's email. Underline the words that end in: -tion, -ive, -ous, -able. Then, complete the table with words and their meanings.

Word	Meaning
<u>pollution</u>	harmful things in the air, water, or land
<u>creative</u>	

Dear Eman,

I hope you are doing well!

My new school is amazing. There is little pollution because the area is quiet and green. Our teachers are very creative and give us interesting projects. The classrooms are bright and comfortable, so it is easy to study. However, using phones in class is dangerous for our concentration. That's why the school has a clear regulation about mobile phones. I feel confident because the rules are reasonable and helpful for everyone.

Best wishes,
Fatima

3 Read and Expand

a. Build words with suffixes, then write meaningful sentences.

1. *concentrate* + *-tion*:
2. *act* + *-ive*:
3. *accept* + *-able*:
4. *poison* + *-ous*:

Learning Unit 7

Assessment 7

1 Vocabulary

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

1. If you don't have sugar, you can ----- it with honey in this recipe.
a. bow b. substitute c. socialise d. involve
2. Eating fresh fruits and vegetables is ----- for children's growth.
a. beneficial b. accessible c. ancient d. delicate

2 Grammar

a. Do as shown between brackets.

1. The road was busy. We arrived on time. **(Join using although)**

2. I am going to clean my room before I sleep. **(Make negative)**

3 Reading Comprehension

a. Read the following paragraph and complete the tasks that follow.

Travelling abroad can be safe when you plan your trips carefully and learn basic information about the countries you are visiting. You should keep your important documents, such as your passport and flight tickets in a secure place. Remember to have copies of these documents in case **they** are lost. It is also important to be careful in crowded areas and avoid showing large amounts of cash or expensive items. Before you travel, checking health advice and having travel insurance can help protect you in case of illness or emergency. Finally, always keep important phone numbers and local emergency services so you can quickly get help if you need it.

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

1. The **main idea** of this paragraph is:
a. Travelling abroad is too dangerous and should be avoided.
b. Travelling abroad is fun when you visit crowded places.
c. Travelling abroad can be safe if you carefully plan for your trip.
d. Travelling abroad is dangerous if you travel with your family.
2. The underlined word "**they**" in the 4th line refers to:
a. tickets b. documents c. trips d. countries

c. Answer the following questions.

1. Why is it important to be careful in crowded areas?

2. What does the paragraph suggest about the traveller's responsibility for their own safety?

Student Performance Checklist

Skill	Excellent	Good	OK	Needs Help	Not Yet
Listening	[] The student can understand almost everything, even details, in English and respond quickly and correctly.	[] The student can understand most ideas and details, with only small gaps in understanding.	[] The student can understand the main points but sometimes misses details.	[] The student often misunderstands and needs repetition or help.	[] The student cannot understand spoken English clearly
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LEARNING UNIT

8



Life Lessons

1 Vocabulary: Reading 1

a. Complete the following sentences with the correct words from the list.

tear – deceive – secretly – situation – reasonable

1. I was happy to help my friend find a ----- solution for her problem.
2. You should never ----- people if you want them to trust you.
3. We were able to ----- plan a surprise party for our father's birthday.
4. I discovered a small ----- in my dress and fixed it quickly.

b. Write the correct part of speech for each word (noun, verb, adjective), then match each word to its correct meaning.

Word	Part of Speech	Meaning
1. joy	noun	to say that you are annoyed, unhappy, or not satisfied
2. meaningful		a load of goods that are sent from one place to another
3. shipment		useful, serious, or important
4. complain		a feeling of great happiness

2 Vocabulary: Reading 2

a. Complete the following passage with the correct words from the list.

intently – revered – tribe – wise – corner

The leader of the (1) ----- was known for being fair and (2) ----- . Whenever there was a disagreement in the village, people came to him for advice. He listened (3) ----- and helped them find a solution that worked for everyone. The people (4) ----- him for his kindness and guidance. He reminded them never to argue with others, because acting disrespectfully would only cause more problems.

Learning Unit 8

Grammar

1 Expressing Purpose with (to, for, so that)

a. Complete each sentence using the correct linker to express purpose from the list.

to - for - so that

1. I exercise every morning ----- stay fit and healthy.
2. She went to the store ----- buy things for the house.
3. They planned the trip well ----- they could have more fun.
4. You can use this table ----- organising your notebooks and pens.

b. Write sentences describing the following pictures. Use the words and the purpose linkers (to, for, so that) to help you.

1. buy – lamp – extra light (*for*)

I bought a lamp for extra light



2. keep – calendar – plan my year (*to*)



3. have – a bicycle – ride to school (*so that*)



2 Countable vs. Uncountable Nouns (few, a few, little, a little)

a. Circle the correct word between brackets.

1. It was a busy day. There were (few / a few) visitors at our exhibition today.
2. He added (little / a little) sugar to his tea, but not too much.
3. She had an excellent mark because she made only (few / little) mistakes.
4. I have (few / little) patience for cheaters and careless people.

Compound Nouns
(Open, Closed, Hyphenated)

1 Read and Learn



A compound noun: Two or more words that join to make one idea.

- **Closed compound:** written as one word. (e.g.: basketball)
- **Open compound:** written as two words. (e.g.: fabric shop)
- **Hyphenated compound:** written with hyphens (e.g.: make-up)

2 Read and Practise

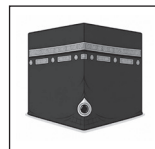
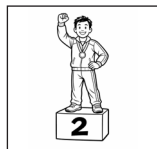
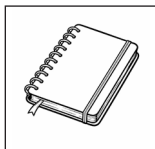
a. Read the following sentences and match each underlined compound noun to its type using C (Closed), O (Open), or H (Hyphenated).

1. I bought ice cream for my friends.
2. My uncle worked as a firefighter.
3. We went to the check-in desk early.

3 Read and Write

a. Match the compound nouns from the list with the correct pictures.

traffic jam – black stone – notebook – runner-up – raincoat



.....

b. Complete the sentences with compound nouns from the list above.

1. Ali knew it was going to rain, so he took a with him.
2. My father was late because there was a on the road.
3. He didn't win first place in the marathon; he was the
4. I bought a new so I could write some short stories.
5. We enjoyed reading about Prophet Muhammad (ﷺ) and the



Compound Nouns Around Me

Use AI or an online search to find three new compound nouns. For each one, write the word and its type (Closed, Open, Hyphenated).

.....

.....

Learning Unit 8

Assessment 8

1 Vocabulary

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

- We chose this restaurant because it was famous and had a good
a. reputation b. fabric c. promise d. trouble
- My mother always me when I help others and give charity.
a. applies b. returns c. cheats d. praises
- His actions were not an accident. They were planned and
a. humble b. lower c. intentional d. just

2 Grammar

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

- We had cookies left, so we shared them.
a. few b. little c. a few d. a little
- The movie was very boring. I showed interest in the story.
a. little b. a little c. few d. a few

b. Join the sentences with the words between brackets.

- I took notes in class. I wanted to remember the lesson. (*so that*)
.....

- He saved money. He wanted to travel. (*to*)
.....

3 Reading Comprehension

Read the following paragraph and answer the questions.

During Ramadan, my father planned an Iftar project to send food packages to the mosque every night. He told us the plan: my mother would cook the tasty meals, my brothers would pack the food with water bottles and dates, and I would check that everything was clean and fresh. Later, my brothers took the food to the mosque. **They** went early, before prayer time, and gave the packages to the men who came to pray. The men were happy and thanked us for the food. We felt good knowing that Allah had blessed our family and helped us do something kind for others. It made our community feel stronger and more connected.

- The underlined word "**They**" in the 4th line refers to:
a. food packages b. my brothers c. water bottles d. tasty meals
- ONE** of the following statements is **FALSE**:
a. the men at the mosque were happy and thankful. b. the father sold the food packages.
c. the writer checked that the food was clean. d. her brothers delivered the food.

“Stay positive even if the road is difficult because determination leads to success.”

- 1** a. Plan and write a two-paragraph report persuading people **to be determined when trying to reach their goals, even when facing challenges**. Provide **two reasons and support them with examples and facts**.

Persuade your readers by using persuasive techniques (facts, thinking questions, repetition, and a call to action).

- b. Fill in the following outline

Introduction

Paragraph 1: (Reason 1)

Topic Sentence:

Supporting details (evidence):

Concluding sentence:

Paragraph 2: (Reason 2)

Topic Sentence:

Supporting details (evidence):

Concluding sentence:

Conclusion

- c. Use the ideas in your plan to write the report in your notebook.

- d. Use the following checklist to edit your writing.

Did I	✓ / ✗
write a clear topic sentence that shows my opinion?	
support my opinion with strong examples or evidence?	
use persuasive techniques to persuade the reader?	
use linking words to connect my ideas clearly?	
check my spelling and punctuation?	
use AI tools to edit my writing?	



Student Performance Checklist

Skill	Excellent	Good	OK	Needs Help	Not Yet
Listening	[] The student can understand almost everything, even details, in English and respond quickly and correctly.	[] The student can understand most ideas and details, with only small gaps in understanding.	[] The student can understand the main points but sometimes misses details.	[] The student often misunderstands and needs repetition or help.	[] The student cannot understand spoken English clearly
Speaking	[] The student can speak clearly, confidently, and naturally. Their English is easy to understand and fits the task.	[] The student can speak with only a few mistakes; their ideas are mostly clear and relevant.	[] The student can speak but makes mistakes that sometimes affect clarity; answers are partly relevant.	[] The student makes many mistakes, pauses often, and is hard to understand	[] The student cannot speak clearly or give relevant answers.
Reading	[] The student can fully understand texts and read aloud fluently with clear pronunciation and expression	[] The student can understand most ideas and read aloud mostly clearly with small errors.	[] The student can understand the main points and read aloud clearly enough but with mistakes or pauses.	[] The student struggles to understand texts and reads aloud with many errors.	[] The student cannot understand texts or read aloud clearly
Writing	[] The student can write clearly and correctly, with good organisation, linking words, and relevant ideas.	[] The student can write with a few mistakes; ideas are mostly clear and organised.	[] The student can write but makes mistakes; meaning is usually clear but ideas are partly organised.	[] The student makes many mistakes; writing is unclear and poorly organised.	[] The student cannot write clearly or answer the task with relevant ideas.

* **Note:** This checklist reflects overall unit performance using both the Student's Book and the Workbook.

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Grade 8B



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