



وزارة التربية

Ministry of Education

دولة الكويت | State of Kuwait

English Pearls of Kuwait

Student's Book



Grade

9B



وزارة التربية

Ministry of Education

State of Kuwait | دولة الكويت

English Pearls of Kuwait

Student's Book



Grade

9B

© 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

Printed in Kuwait by: Pixel Printing Materials and Supplies LLC

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):

Under the Supervision of

Acting ELT Director

Ms. Amal Shayea M. Aljimaz

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

ELT Supervisor

Ms. Sarah Abdullah Almahdi

ELT Supervisor

Ms. Hadeel Jassim Hajjiah

Head of English Department

Dr. Roqayah Mohammad Askar

ELT Supervisor

Mr. Omar Abdullah Alkhudhari

ELT Supervisor

Ms. Sarah Saleh Naser

PIXEL

أودع بمكتبة الوزارة تحت رقم (424) بتاريخ 2025/12/11 م





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



سَمُو الشَّيْخِ صَبَّاحٍ خَالِدِ الْهَمَدِ الصَّبَّاحِ
وَلِيِّ عَهْدِ دَوْلَةِ الْكُوَيْتِ

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. Explicit attention to 21st-century skills: collaboration, creativity, critical thinking, problem solving, and effective communication in digital and real-world contexts. These skills encourage reflection on core values: sustainability, equality and responsible citizenship.

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

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

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

LISTENING AND VIEWING

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

SPEAKING AND REPRESENTING

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

READING AND VIEWING

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

WRITING AND REPRESENTING

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

Table of Contents

Scope and Sequence

Page

13 - 16

Learning Unit 5

Sports Today: From Stadiums to Screens



Lesson	Skill	Title	Page
One	Reading	The Power of Sports	19 - 20
Two	Grammar	Past Perfect Tense	21
Three	Listening	Radio Interview: Global Sporting Events	22
Four	Speaking	Learning from Losing: Speaking About Sports Values	23
Five	Reading	The Daily News: The Rise of E-Sports	24 - 25
Six	Grammar	The Third Conditional	26
Seven	Writing	Traditional Sports vs. E-Sports: A Comparison	27 - 28

Learning Unit 6

Sustainability: Smart Solutions for a Better Planet



Lesson	Skill	Title	Page
One	Reading	Should Cities Become Smart?	31 - 32
Two	Grammar	Linkers of Contrast	32
Three	Listening	Eco-Voices: Building a Greener Future	34
Four	Speaking	City Problems and Green Solutions	35
Five	Reading	A Sustainable Life: Small Choices, Big Impact	36 - 37
Six	Grammar	Passive Voice (Present Continuous – Past Continuous – Present Perfect)	38
Seven	Writing	The Smart City Debate	39 - 40

Table of Contents

Page

Learning Unit 7

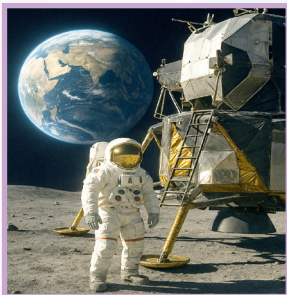
Your Idea, Your Business!



Lesson	Skill	Title	Page
One	Reading	Teenage Entrepreneurs: Turning Ideas into Reality	43 - 44
Two	Grammar	Reported Speech: Yes/No Questions, Wh-Questions (Present Simple – Past Simple)	45
Three	Listening	Online Business vs. Physical Store	46
Four	Speaking	Let's Bring Ideas to Life	47
Five	Reading	Teen Talent: Small Businesses with Big Ideas	48 - 49
Six	Grammar	Prepositions	50
Seven	Writing	Teen Entrepreneurship: Skills and Community Support	51 - 52

Learning Unit 8

Beyond Earth: Exploring the Future of Space



Lesson	Skill	Title	Page
One	Reading	Exploring Space: Challenges and Solutions	55 - 56
Two	Grammar	Tag Questions (Past Simple – Past Continuous – Present Perfect – Modals)	57
Three	Listening	Kuwait's Space Ambassador	58
Four	Speaking	Daily Life in Space: How Do Astronauts Live?	59
Five	Reading	The Hidden Costs of Space Exploration	60 - 61
Six	Grammar	Linkers of Result	62
Seven	Writing	Space Exploration: Worth the Cost or Not?	63 - 64
Project			65
Glossary			67 - 73
Irregular Verbs			74 - 75

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills/ Values
Five Sports Today: From Stadiums to Screens	<ul style="list-style-type: none"> Using the Past Perfect Tense with “Before” and “After” 	<p>Reading 1 The Power of Sports</p> <p>athlete (n), flexibility (n), injury (n), performance (n), persistence (n), self-confidence (n), technique (n), adopt (v), boost (v), compete (v), require (v), unite (v), diverse (adj), fulfilling (adj), key (adj), mutual (adj), recreational (adj), significant (adj), strategic (adj), enthusiastically (adv), individually (adv)</p>	<ul style="list-style-type: none"> Radio Interview: Global Sporting Events 	<ul style="list-style-type: none"> Learning from Losing: Speaking About Sports Values 	<p>Expository Writing: A two- paragraph report comparing and contrasting traditional sports with E-Sport</p>	<p>21st Century Skills</p> <ul style="list-style-type: none"> Critical Thinking Creativity Communication Collaboration Digital Literacy Research & Information Literacy Self-Management Leadership Strategic Thinking <p>Values</p> <ul style="list-style-type: none"> Respect Persistence & Determination Teamwork Fair Play & Sportsmanship Responsibility Healthy Lifestyle Inclusivity Global Citizenship Emotional Intelligence
	<ul style="list-style-type: none"> The Third Conditional 	<p>Reading 2 The Daily News: The Rise of E-Sports</p> <p>dedication (n), fame (n), income (n), nutritionist (n), platform (n), strategy (n), emerge (v), evolve (v), pursue (v), addicted (adj), experienced (adj), genuine (adj), massive (adj), professional (adj), rapidly (adv), intensively (adv)</p>				
<p>Language Functions: Justify personal choices/ state advantages/ give encouragement and support/ state disadvantages</p>						

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills/ Values
Six Sustainability: Smart Solutions for a Better Planet	<ul style="list-style-type: none"> Linkers of Contrast (while – although – however – on the other hand) 	<p>Reading 1 Should Cities Become Smart?</p> <p>alert (n), concern (n), data (n), privacy (n), public transport (comp.n), sustainability (n), traffic jam (comp.n), flow (v), monitor (v), report (v), upgrade (v), costly (adj), current (adj), engaging (adj), increasing (adj), risky (adj), firmly (adv), smoothly (adv)</p>	<ul style="list-style-type: none"> Eco Voices: Building a Greener Future 	<ul style="list-style-type: none"> City Problems and Green Solutions 	<p>Argumentative Writing: A two- paragraph report for and against smart cities</p> <p>Expository Writing: A two- paragraph report explaining how smart cities and personal actions can help create a sustainable future</p>	<p>21st Century Skills</p> <ul style="list-style-type: none"> Critical Thinking Creativity Communication Collaboration Digital Literacy Research & Information Literacy Self-Management Leadership Strategic Thinking Environmental Awareness <p>Values</p> <ul style="list-style-type: none"> Respect Persistence & Determination Teamwork Fair Play & Sportsmanship Responsibility Healthy Lifestyle Inclusivity Global Citizenship Emotional Intelligence Environmental Stewardship Respect for Community & Public Spaces
	<ul style="list-style-type: none"> Passive Voice (Present Continuous - Past Continuous - Present Perfect) 	<p>Reading 2 A Sustainable Life: Small Choices, Big Impact</p> <p>appliance (n), conservation (n), resource (n), solar panel (comp.n), leak (n), emit (v), lower (v), rely on (ph.v), eco-friendly (adj), considerable (adj), crucial (adj), permanent (adj), precious (adj), thoughtful (adj), locally (adv)</p>				

Language Functions:

Describe problems/ express feelings: annoyance/ introduce opinions/ state personal opinions/ explain solutions/ express wishes/ introduce opposite views

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills/ Values
Seven Your Idea, Your Business!	<ul style="list-style-type: none"> Reported Speech: Reporting Yes/No Questions – Wh- Questions (Present and Past Simple) Prepositions: during, for, by, between 	Reading 1 Teenage Entrepreneurs: Turning Ideas into Reality budgeting (n), entrepreneur (n), expense (n), feedback (n), imagination (n), opportunity (n), teenager (n), delay (n), form (n), balance (v), handle (v), promote (v), struggle (v), adaptable (adj), financial (adj), handmade (adj), independent (adj), local (adj), unexpected (adj), visible (adj), remarkably (adv)	<ul style="list-style-type: none"> Online Business vs. Physical Store 	<ul style="list-style-type: none"> Let's Bring Ideas to Life 	Expository Writing: A two- paragraph report discussing the skills and community support teenagers need to grow their businesses	21st Century Skills <ul style="list-style-type: none"> Critical Thinking Creativity Communication Collaboration Digital Literacy Research & Information Literacy Self-Management Leadership Strategic Thinking Financial Literacy Values <ul style="list-style-type: none"> Respect Persistence & Determination Teamwork Fair Play & Sportsmanship Responsibility Healthy Lifestyle Inclusivity Global Citizenship Emotional Intelligence Adaptability Independence
		Reading 2 Teen Talent: Small Businesses with Big Ideas expert (n), experiment (n), interest (n), marketing (n), responsibility (n), scent (n), spending (n), trend (n), purchase (v), request (v), satisfy (v), transform (v), appealing (adj), critical (adj), custom (adj), eye-catching (adj), high-quality (adj), part-time (adj), vibrant (adj), gradually (adv)				

Language Functions:

Present business ideas/ express inspiration/ express admiration

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills/ Values
Eight Beyond Earth: Exploring the Future of Space	<ul style="list-style-type: none"> Tag Questions with the Past Simple, Past Continuous, Present Perfect and Modals (Can, Could, Must) 	<p>Reading 1 Exploring Space: Challenges and Solutions</p> <p>astronaut (n), atmosphere (n), gravity (n), issue (n), lack (n), universe (n), differ (v), fascinate (v), facilitate (v), overcome (v), present (v), supply (v), expose (v.), advanced (adj), artificial (adj), distant (adj), lonely (adj), protective (adj), actively (adv)</p>	<ul style="list-style-type: none"> Kuwait's Space Ambassador 	<ul style="list-style-type: none"> Daily Life in Space: How Do Astronauts Live? 	<p>Argumentative Writing:</p> <p>A two- paragraph report for and against space exploration</p>	<p>21st Century Skills</p> <ul style="list-style-type: none"> Critical Thinking Creativity Communication Collaboration Digital Literacy Research & Information Literacy Self-Management Leadership Strategic Thinking <p>Values</p> <ul style="list-style-type: none"> Respect Persistence & Determination Teamwork Fair Play & Sportsmanship Responsibility Healthy Lifestyle Inclusivity Global Citizenship Emotional Intelligence Curiosity & Scientific Inquiry
	<ul style="list-style-type: none"> Linkers of Result (so... that / such... that) 	<p>Reading 2 The Hidden Costs of Space Exploration</p> <p>attention (n), investment (n), opponent (n), supporter (n), enhance (v), extract (v), pose (v), stress (v), threaten (v), intensive (adj), numerous (adj), pressing (adj), pure (adj), vast (adj), worthwhile (adj), excitedly (adv), unintentionally (adv)</p>				<p>Expository Writing:</p> <p>A two- paragraph report explaining the challenges astronauts face in space and suggesting suitable solutions</p>
<p>Language Functions: Describe problems/ express feelings: annoyance/ introduce opinions/ state personal opinions/ explain solutions/ express wishes/ introduce opposite views</p>						

Learning Unit

5



Sports Today: From Stadiums to Screens

Learning Unit 5:

Sports Today: From Stadiums to Screens

Listening and Viewing:

- **Interpret** explicit and implicit information in sports-related spoken texts by using linguistic and contextual clues to identify speakers' tone, attitudes, and purpose.
- **Analyse** compared and contrasted information in spoken texts about global sporting events.
- **Represent** key information related to sports visually through organised tables, diagrams, or comparison charts.
- **Infer** the meaning of key vocabulary in spoken texts about international sporting events using visual and linguistic cues.

Speaking and Representing:

- **Interpret** key ideas about sportsmanship and learning from losing by engaging in focused discussion and responding thoughtfully to guiding questions.
- **Use** appropriate functional language to express opinions, offer justifications, and communicate sports-related concepts clearly and confidently in spoken interaction.
- **Analyse** differing viewpoints about winning and losing by comparing statements, examining implied meanings, and identifying the values they promote.
- **Evaluate** the importance of sports values by forming reasoned judgments supported with logical explanations and relevant examples.

Reading and Viewing:

- **Apply** skimming, scanning, and close-reading strategies to identify main ideas, explicit and implicit information, and key contrasting or negative details in sports-related texts.
- **Analyse** the writer's purpose, attitude, and tone in texts about traditional sports and E-sports through contextual and structural clues.
- **Analyse** the meaning and reference of key vocabulary related to sports and E-sports by using contextual and linguistic clues to clarify understanding.
- **Evaluate** information in sports-related texts to cite relevant evidence that supports conclusions about training demands, benefits, and challenges in E-sports.

Writing and Representing:

- **Recognise** the organisational structure and key features of compare–contrast paragraphs in sports-related written models.
- **Apply** appropriate comparison and contrast language to express clear relationships between ideas when writing about traditional sports and E-sports.
- **Construct** a coherent plan or outline for sports-related compare–contrast paragraphs by selecting and organising relevant ideas.
- **Compose** an extended compare–contrast report on a sports topic using precise vocabulary, cohesive devices, and a logical organisational structure.
- **Implement** the stages of the writing process—planning, outlining, drafting, revising, and editing—to develop a two-paragraph argumentative report that presents opposing viewpoints on a sports issue and includes a personal position.

I can

- **analyse** explicit and implicit information in a text about sports and athletes using linguistic and contextual clues.
- **interpret** the meaning of sports-related vocabulary from context.
- **Vocabulary:** enthusiastically, require, injury, compete, individually, boost, self-confidence, fulfilling, athlete, key, flexibility, strategic, technique, performance, persistence, significant, unite, diverse, mutual, adopt, recreational

Learning Unit 5

Lesson 1: Reading

Expository

The Power of Sports

1



Before You Read

Look at the pictures. Discuss the questions.

1. What benefits do these activities provide?
2. Who usually participates in these activities? Why?



Read the passage, then do the tasks that follow.

From neighbourhood playgrounds to international stadiums, sports create excitement wherever they are played. People around the world have participated **enthusiastically** in many kinds of sports, such as running, swimming, football, and basketball. These traditional sports are played on physical courts and fields. They **require** physical fitness and good athletic ability. They also need specific equipment such as balls, rackets, or protective gear. Because they involve continuous movement, traditional sports can carry the risk of **injuries**. People play these sports to **compete**, exercise, and improve their physical and mental abilities. Whether played **individually** or in a team, sports bring people together, build character, and support a healthy and active lifestyle.

Regular physical activity provides many physical, mental, and personal benefits for people of all ages. It strengthens the heart and muscles, reduces stress, and **boosts self-confidence**. In addition, physical activity encourages people to stay organised, manage their time, and live a more **fulfilling** life. Many studies show that physically active individuals concentrate better at school or at work. For these reasons, physical activity is an important part of a healthy and well-balanced life.

Athletes gain even more specific benefits from sports, as they develop **key** physical skills such as balance, speed, **flexibility**, and strength. Furthermore, sports also build mental abilities like **strategic** thinking and focus which help athletes make better decisions during games. As players practise and work toward their goals, they improve their **techniques** and **performance**. Through both winning and losing, players learn important values such as fair play, **persistence**, and respect. Therefore, sports play a **significant** role in shaping an athlete's character and performance.

Moreover, sports have a great global impact. International events such as the Olympic Games **unite** athletes from **diverse** cultures to compete peacefully in various sports. They also encourage **mutual** understanding. These competitions inspire millions to work hard and believe in their abilities. Many athletes become role models, encouraging others to **adopt** healthy habits and remain determined when facing challenges.

In conclusion, sports are far more than **recreational** activities. They improve health, develop character, and teach values. Whether played for enjoyment or competition, sports remain an important part of life for people of all ages.

Learning Unit 5

• Linker Bank: Addition (*in addition, moreover, also, furthermore*)

Lesson 1: Reading

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

1. Another suitable title for this passage would be:

- a. How Sports Shape Our Lives
- b. The Rules of Modern Sports
- c. The History of the Olympic Games
- d. How to Become a Professional Athlete



2. The underlined word “concentrate” in the 2nd paragraph means:

- a. encourage
- b. balance
- c. focus
- d. begin

3. The underlined word “they” in the 3rd paragraph refers to:

- a. goals
- b. players
- c. games
- d. decisions

4. Which of the following is NOT a benefit of regular physical activity?

- a. It increases stress but strengthen muscles.
- b. It helps people become organised and self-confident.
- c. It encourages people to lead a balanced lifestyle.
- d. It enables people to concentrate and do well at school or work

Tone: is how the writer feels about the topic. We know the tone by looking at the written words and how the writer describes things.

3 A. Discuss the following questions.

- 1. Does the writer criticise sports or support them? How do you know?
- 2. How does the writer want the reader to feel about sports?

B. Based on your answers, the tone of the text would be best described as:

- a. critical
- b. encouraging
- c. humorous
- d. doubtful

4 Write T (True) or F (False), then correct the false statements.

T/F	Statement
	1. Most people take part in sports mainly for entertainment rather than for health.
	2. The skill of speed helps athletes make better decisions during games.
	3. Sports teach individuals fair play and respect if they never lose.

5 Discuss the following questions.

- 1. Why are sports considered more than recreational activities?
- 2. How do events like the Olympics bring people together?
- 3. The passage suggests that sports inspire millions. Do you agree? Give reasons.

6 Linkers of Addition

- 1. Find four **linking words or phrases** in the passage that show **addition** (e.g., “also”)
- 2. Why do writers use **linkers of addition**?

Speak About Sports!

- Prepare a presentation on one of the following topics:
 - ✓ Why sports are important for students today
 - ✓ How sports help build character
- Use at least three linkers of addition: (e.g., also, in addition, moreover, furthermore).



I can

- **apply** the past perfect correctly with before and after in context.
- **interpret** timelines and situations to reconstruct sequences of actions using the past perfect tense.

Learning Unit 5

Lesson 2: Grammar

Grammar: Using the Past Perfect Tense with “Before” and “After”

1



Look at the picture. Discuss the questions.

1. The athlete **had practised** hard **before** he **won** the gold medal.
2. The fans **celebrated** proudly **after** the team **had won** the match.
 - a) Which action happened first in each sentence?
 - b) Which verb tense is used for the action that happened first?
 - c) Which verb tense is used for the action that happened second?



Grammar Box:		The Past Perfect Tense	
- We use the past perfect to show that one action happened before another action in the past.			
- The action that happened first is in the past perfect , and the action that happened later is in the past simple .			
Time Expressions	Example		
Before	He had trained hard before he played . / Before he played , he had trained hard.		
After	It started raining after he had gone out . / After he had gone out , it started raining.		
Form	Past perfect (had + past participle)		Example
Affirmative	I / You / He / She / It / We / They had + p.p.		She had trained well.
Negative	I / You / He / She / It / We / They hadn't + p.p.		He hadn't trained well.
Questions	Question word + had I / You / He / She / It / We / They + p.p.?		Where had they gone ?

2



Fill in the blanks with the correct form of the verbs in brackets.



1. They..... (not turn off) the lights before they..... (go out).
2. Jasem (arrive) late after the teacher (start) the lesson.
3. Hadeel (learn) Spanish before she..... (move) to Madrid.

3



A. Read each pair of sentences and decide which action came first.

B. Write one sentence using the past perfect with before or after to show the correct order.

	A	B	Past Perfect Sentence
Example	We saved enough money. 	We bought a new car. 	• We had saved enough money before we bought a new car. • We bought a new car after we had saved enough money.
1.	He studied hard.	He took the exam.	
2.	They cleaned the room.	They ate dinner.	
3.	We packed our bags.	We left for the trip.	

4



Writing Task: My Achievement

Write **4 sentences** about the time when you achieved something important to you. Use **before** / **after**.

Example:

I had studied English before I passed the language test.
After I had passed the test, I felt confident to speak English.



Learning Unit 5

I can

- **compare** the similarities and differences between the Olympic and Paralympic Games using information from a spoken text.
- **determine** the speaker's purpose and tone in a spoken text discussing the Olympic and Paralympic Games.

Lesson 3: Listening

Radio Interview: Global Sporting Events

1



Before You Listen

A. Discuss the following questions.

1. Which Olympic sport is your favourite?
2. Name a well-known athlete from your country. Why is this athlete admired?

B. Look at the pictures. Write the correct word under each picture.

wheelchair basketball - Olympic rings - running track - gold medal - continents



2



Listen to the interview, then choose the correct answer from a, b, c, or d.

1. The interview is mainly about:

- a. the rules of sitting volleyball.
- b. the role of friendship among nations.
- c. the strength and hard work of athletes.
- d. the importance of two global sporting events.

2. According to the interview, the purpose of the Paralympic Games is to:

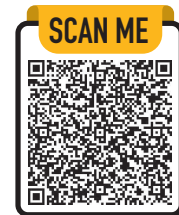
- a. select new sports for future events.
- b. teach people how to play basketball.
- c. choose and encourage the fastest athletes.
- d. highlight the skills of athletes with disabilities.

3



Listen again, then answer the following questions.

1. How often are the Olympic Games held?
2. Which sports are mentioned as examples of Olympic events?
3. What values do the Olympic Games promote?
4. What do the five Olympic rings represent?



4



Compare and Contrast

Write the similarities and differences between the Olympic Games and the Paralympic Games.

Helping Ideas: who competes – example sports – values they promote

Olympic Games



Paralympic Games

5



Understanding the Tone of the Interview

A. Tick what the guest speaker mainly does in the interview:

- a. gives facts b. shares feelings c. tells jokes

B. The **tone** of the interview is because.....

6



Writing: Answer the following question in 3-4 sentences.

Which part of the interview did you find most interesting? Explain why.



Example:

I found the part about the Paralympic Games most interesting because it showed how athletes with disabilities are strong and determined.

I can

- **justify** opinions and choices related to sports using clear supporting reasons and proper expressions.
- **engage** in a role-play related to sports to encourage others, explain lessons learned, and propose improvements.

Learning Unit 5

Lesson 4: Speaking


Learning from Losing: Speaking About Sports Values

1  **Work with a partner. Discuss the questions below.**

1. What do athletes learn from winning?
2. What do athletes learn from losing?




What Really Matters in Sports

2  **Listen to the conversation. Think about what each statement means and decide which one you agree with.**

- a. Winning shows your strength.
 - b. Losing teaches you how to grow.
 - c. Success comes from values, not just the final result of a game.
- Use expressions from the Useful Language Box.



3  **Values in Losing**

1. Work in groups.
2. Read the list of “Lessons from Losing”:

- | | |
|--------------------------------|----------------------------|
| a. Accept mistakes | b. Control emotions |
| c. Respect opponents | d. Stay positive |
| e. Learn new strategies | |

Useful Language Box

Language for Justifying Your Choice

- I chose ... because...
- My choice is ... because...
- For me, the most important part is ...
- I believe this helps because...

3. Discuss all the lessons in the list.
4. Choose two lessons you think are the most important for athletes.
5. Explain your choice using expressions from the Useful Language Box:



Example:

I chose “control emotions” because athletes need to stay calm in difficult situations. I believe this helps because it allows them to focus and perform better.

4  **Role-Play: The Post-Match Talk**

Situation: Your team lost an important match.

Student A is the coach.

Student B is a player who feels disappointed.

The coach should:

- Encourage the player.
- Explain what the team learned from losing.
- Highlight the values shown during the match.
- Suggest how to improve next time. After you finish, switch roles.

Language for Giving Encouragement and Support

- We didn't win, but we learned...
- Next time, we can improve by...
- What matters is that we...
(showed teamwork, respected others...)
- One thing we should focus on is...
- Let's work on ...

Learning Unit 5

Lesson 5: Reading

Expository

I can

- **analyse** explicit and implicit information in a text about E-sports using linguistic and contextual clues.
- **evaluate** information in a text to cite evidence that supports ideas about training, benefits, and challenges in E-sports.
- **Vocabulary:** emerge, rapidly, platform, massive, evolve, intensively, strategy, professional, experienced, nutritionist, genuine, dedication, income, fame, addicted, pursue

Before You Read

1



Discuss the following questions.

1. What types of online games are popular today?
2. Do you think playing video games can be a sport? Why or why not?
3. What skills do gamers need to succeed?



Read the article, then do the tasks that follow.



The Daily News: The Rise of E-Sports

In recent years, a new form of competition has **emerged** and **rapidly** gained global recognition, known as E-sports, or electronic sports. Unlike traditional sports played on fields or courts, E-sports take place online on digital **platforms**. They require computers, consoles, and other gaming equipment for players to compete. Skilled gamers participate in popular video games, attracting **massive** audiences both online and in large stadiums. What began as a hobby



has now **evolved** into a huge global business worth a large amount of money.

E-sports players train **intensively** just like athletes in any other sport. Training focuses on speed, strategy, and reaction time. They spend hours learning new **strategies** and improving their speed. Many players belong to **professional** teams and have **experienced** coaches, **nutritionists**, and psychologists who help them perform at their

best. Success in E-sports requires discipline, teamwork, and focus; the same skills are found in traditional sports.

One of the biggest advantages of E-sports is that anyone with **genuine** talent and **dedication** can participate, regardless of their age, gender, or physical ability. They provide opportunities for people around the world to connect, compete, and even build careers. E-sports also help develop problem-solving, communication, and decision-making skills that are useful in real life. For some players, gaming has become not only a passion but also a career that offers **income** and **fame**.

However, E-sports also have several disadvantages. Spending long hours in front of screens can lead to health problems such as eye strain, lack of sleep, and back pain. Some players may become **addicted** to gaming and forget about studying, exercising, or spending time with family. In addition, the pressure to win can cause stress because players fear making mistakes and push themselves too hard to succeed. Therefore, it is important for them to balance gaming with other healthy activities such as physical sports, reading, or spending time outdoors.

To conclude, gamers should keep a healthy, balanced life. E-sports are growing rapidly, inspiring many people to work hard, **pursue** their goals, and achieve their dreams as successful E-sports players.

Learning Unit 5

Lesson 5: Reading

2



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

1. What is the main idea of the article?

- a. E-sports are dangerous for young people.
- b. Traditional sports are better than E-sports.
- c. Large audiences like to attend E-sports events.
- d. E-sports are growing fast and require real skill.

2. The underlined word “perform” in the 2nd paragraph means:

- a. shout
- b. play
- c. gain
- d. laugh

3. E-sports are best described in the article as:

- a. games that lead to a balanced lifestyle.
- b. traditional outdoor sports.
- c. organised physical fitness training.
- d. professional video game competitions.

4. Which sentence best describes the writer’s tone about E-sports?

- a. **Negative:** The writer feels E-sports are unimportant.
- b. **Positive:** The writer supports E-sports by mainly focusing on the advantages.
- c. **Balanced:** The writer sees both positive and negative sides of E-sports.
- d. **Critical:** The writer thinks E-sports should be banned as they are dangerous.



3



Discuss the following questions.

- 1. What skills do E-sports help players develop?
- 2. Why have some players turned gaming into a career?
- 3. How can spending long hours in front of screens affect players?
- 4. Why might E-sports players feel pressure to win?
- 5. How could this article affect the way you feel or think about E-sports?

4



Evidence Finder

Read the article, then complete the tasks below.

- 1. Find one sentence showing how players train.
- 2. Find one sentence showing how E-sports can benefit gamers.
- 3. Find one sentence showing how E-sports can affect players' lives negatively.

5



Speaking: The Advantages and Disadvantages of E-sports

- ▶ Work with a partner.
Yousef: Thinks E-sports are good for young people.
Ali: Thinks E-sports have too many disadvantages.
- ▶ **Take turns** stating advantages or disadvantages of E-sports.
- ▶ Use Language of stating **advantages and disadvantages**.



One advantage of E-sports is that they help develop problem-solving skills.

I see your point, but one disadvantage of E-sports is that they cause health problems.



Stating advantages

- One advantage is that...
- A major benefit is...
- Another good point is...

Stating disadvantages

- One disadvantage of ...is that ...
- A negative aspect is ...

Learning Unit 5

Lesson 6: Grammar

I can

- **analyse** the form and meaning of third-conditional sentences to understand how they express unreal past situations and results.
- **apply** the third conditional to describe unreal past situations in real-life or story contexts.

Grammar: The Third Conditional

1



Read the sentences. Then answer the questions that follow.

1. If technology **hadn't improved**, E-sports **wouldn't have become** so popular.
2. If gamers **had trained well**, they **would have reached** the international finals.
3. If the coach **had developed** a better strategy, the team **wouldn't have lost** so badly.

1. Did these things really happen, or are they imaginary?

2. What **really** happened in each situation?

Sentence 1 (Example: Technology did improve → E-sports became popular.)

3. What verb form comes after had and would have?

Grammar Box:	The Third Conditional
Use	Often used to describe unreal situations in the past expressing regret or blame.
Form	If + past perfect → would have + past participle
Example	- If I had saved more money, I would have bought a new phone. (Regret) - If he hadn't eaten a giant pizza, he wouldn't have been sick. (Blame)

2



A. Match the sentence halves.

A	B
1. If the player hadn't taken regular breaks,	() they would have forgotten about studying.
2. If the gamer had managed his time,	() he would not have become stressed.
3. If gamers had become addicted to gaming,	() they would have reached the finals.
4. If the players had focused,	() he would have suffered from eye strain.



B. Complete the sentences with the correct form of the verbs in brackets.

1. If students had studied hard, they **(get)** good grades.
2. If Sara hadn't eaten breakfast, she..... **(feel)** tired all day.
3. If we **(drink)** enough water, we would have stayed healthy.
4. If Ronaldo**(not train)** regularly, he wouldn't have become a football star.

3



Read the story. Then write three third-conditional sentences about Hamad's trip.

Last weekend, Hamad went on a school trip to the mountains. Unfortunately, he forgot to bring warm clothes, so he felt cold at night. He also didn't pack enough food, which made him hungry before dinner. Hamad left his camera on the bus by mistake, so he couldn't take any pictures. Finally, he forgot to charge his phone, so he wasn't able to call his parents.



Example: If Hamad had brought warm clothes, he wouldn't have been cold at night.

I can

- **apply** all stages of the writing process to create a clear and accurate compare/ contrast report about E-sports and traditional sports.
- **produce** a coherent two-paragraph compare-and-contrast report about E-sports and traditional sports using accurate language and relevant supporting details.
- **Linker Bank: Compare-and-Contrast** (*both, similarly, also, too, however, in contrast, but*)

Learning Unit 5

Lesson 7: Writing

Traditional Sports vs. E-Sports: A Comparison



Before You Write

Read and analyse the model passage.

Do you prefer team sports or individual sports? Why?

Team and individual sports are two common forms of physical activity that share important similarities. Both require dedication, practice, and discipline. Similarly, athletes in these sports work hard to develop their skills and maintain strong determination. Participation in both sports can also lead to personal growth and increased confidence.

However, the two types of sports differ in how athletes participate and succeed. Team sports such as football and basketball rely on cooperation, communication, and shared goals. In contrast, individual sports like tennis or swimming depend mainly on personal effort, as the athlete is fully responsible for success or failure. Although they differ, both forms of sport offer unique benefits to athletes.

1



Identifying Similarities and Differences

Reread the passage and highlight: Similarities in blue ● Differences in red ●

2



Analysing the Model Passage

Parts of a report	Examples from the Passage
Introduction	
Similarities	
Differences	
Conclusion	

3



Language for Comparison and Contrast

Read the model passage again carefully, then complete the tasks below:

1. Identify the contrast expressions used in the passage.
2. Identify the comparison expressions (linking words that show similarity) in the passage.

- | | |
|--|---|
| <input type="radio"/> Language of Similarities | <input type="radio"/> Language of Contrast |
| <input type="radio"/> both, similarly, also, too | <input type="radio"/> however, in contrast, but |

4



Apply What You Learned: E-Sports vs. Traditional Sports

Complete the table by writing the correct information about E-sports and traditional sports under each heading. Use ideas from both reading passages.

Idea	E-Sports	Traditional Sports
Where they are played		
Equipment or tools		
Required training		
Support players need to play well		
Their impact on health Negative / Positive		
Skills they develop		
Risks	Addiction; long screen time	Physical injuries

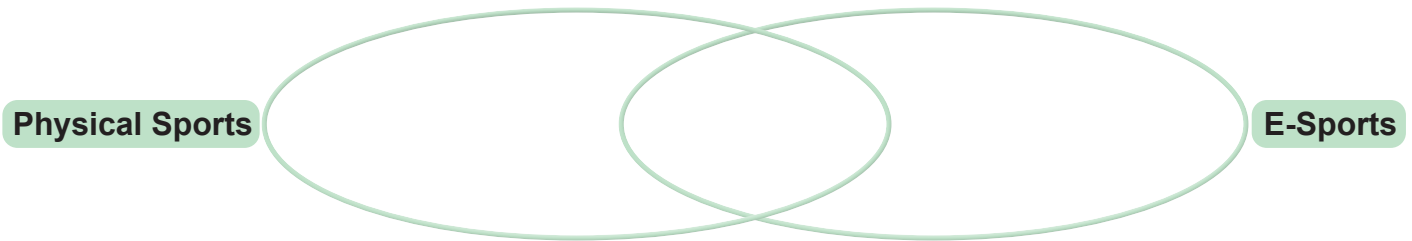
Learning Unit 5

Lesson 7: Writing



Sort the Information

Complete the Venn diagram with similarities and differences between E-sports and Traditional Physical sports.



E-sports and traditional sports are two popular types of competition enjoyed by people around the world.

Plan and write a two-paragraph report about E-sports and physical sports, explaining how they are similar and how they are different.

Introduction:

.....

Paragraph 1 (Similarities between E-sports and physical sports)

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

Paragraph 2 (Differences between E-sports and physical sports)

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

Conclusion:

.....

Self-Assessment Checklist

- My introduction mentioned both types of sport.
- I compared E-sports and traditional physical sports.
- I used comparison and contrast expressions correctly.
- I used appropriate vocabulary from the learning unit.
- I checked my spelling, grammar and punctuation carefully.



Learning Unit

6



**Sustainability:
Smart Solutions for
a Better Planet**

Learning Unit 6:

Sustainability: Smart Solutions for a Better Planet

Listening and Viewing:

- **Determine** the meaning of unfamiliar vocabulary related to smart-city systems using contextual and linguistic clues within spoken texts.
- **Interpret** explicit and implicit information from spoken texts on sustainability and green technologies.
- **Analyse** the speaker's tone, attitude, and purpose in spoken texts about smart cities and environmental solutions.
- **Organise** key ideas into coherent, structured notes showing conceptual relationships among innovations and environmental impacts.

Speaking and Representing:

- **Use** grade-level vocabulary and accurate grammar to communicate effectively in spoken interactions about environmental issues and sustainable city solutions.
- **Employ** functional language to state urban problems, propose solutions, and respond to others' viewpoints in guided discussions about sustainability.
- **Present** information using clear reasoning, relevant examples, and coherent explanations when describing urban problems or green innovations.

Reading and Viewing:

- **Infer** the meaning and function of key vocabulary related to smart cities and environmental responsibility using contextual and structural clues.
- **Interpret** explicit and implicit information in texts about smart cities and sustainability using linguistic and contextual clues.
- **Analyse** argumentative and expository texts on smart cities and sustainability using reading strategies to identify purpose, viewpoint, and tone.
- **Annotate** complex texts about smart cities and sustainability by highlighting main ideas, key arguments, and important vocabulary.
- **Summarise** main ideas and supporting details from expository and argumentative texts using concise notes or structured organisers.

Writing and Representing:

- **Construct** coherent sentences and paragraphs expressing contrasting ideas using appropriate linkers.
- **Recognise** the features of two-paragraph argumentative reports that present opposing viewpoints on smart cities.
- **Implement** all writing process stages to produce a two-paragraph argumentative report on a smart-city issue.
- **Compose** a cohesive two-paragraph report using argumentative language and logical connectors to compare opposing viewpoints and present conclusions about smart cities.

I can

- **interpret** explicit and implicit information in a text about smart cities and sustainability.
- **compare** arguments supporting and opposing smart cities using evidence from a text.
- **Vocabulary:** flow, smoothly, alert, increasing, traffic jam, costly, risky, firmly, sustainability, upgrade, privacy, data, engaging, monitor, public transport, report, concern, current

Should Cities Become Smart?

1



Before You Read Think and Discuss

1. What problems do big cities face today?
2. Which type of technology do you use in your daily life? Why?
3. In what ways can technology make city life better?



Read the passage, then do the tasks that follow.



Imagine living in a city where traffic **flows smoothly**, waste bins send **alerts** when they are full, and public parks use sensors to water plants only when the soil is dry. This is the future of smart cities. Today, cities face **increasing** challenges such as **traffic jams**, pollution, and high energy use. For these reasons, many governments are planning smart cities that use ICT (Information and Communication Technology) to improve daily life. However, some people claim that smart cities are **costly** and **risky**, while others **firmly** believe they are an important step towards **sustainability**.

To begin with, people who are against smart cities believe that these projects are too expensive for governments. For example, building smart systems and **upgrading** old roads and buildings require a lot of money. They also argue that smart cities might not be fair to everyone because some people do not have access to digital devices or fast internet. In addition, critics are worried about **privacy**. Smart systems collect information about people's movements and activities, and this **data** could be misused or stolen. For these reasons, some people think smart cities may create more problems than solutions.

On the other hand, many people support the development of smart cities because they believe technology can improve the quality of life of citizens. For instance, smart traffic lights reduce traffic jams by adjusting their timing automatically when there are too many cars on the road. Smart streetlights save electricity by turning on only when needed. Schools benefit from technology that makes learning more interactive and **engaging** for students. In addition, hospitals work more effectively when doctors use smart devices to **monitor** patients' health. Smart cities also help protect the environment by using clean energy, electric **public transport**, and smart waste-management systems. Finally, they encourage citizens to **report** problems or share suggestions through mobile applications, which helps governments respond more quickly.

In my opinion, the advantages of smart cities are greater than the **concerns** about cost and privacy. These problems can be managed with strong rules, fair access to digital tools and protection systems. Overall, smart cities can create a better and more sustainable future for both **current** and future generations.

Learning Unit 6

Lesson 1: Reading

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

1. What is the main idea of the passage?

- a. Governments are planning smart cities to solve problems with traffic and pollution.
- b. Smart cities use technology to improve life and the environment despite some concerns.
- c. Smart cities are too expensive and create more problems for governments.
- d. Technology in smart cities mainly helps hospitals and schools.

2. The underlined word “they” in the 1st paragraph refers to:

- a. governments
- b. reasons
- c. smart cities
- d. traffic jams

3. The underlined word “protect” in the 3rd paragraph is opposite in meaning to:

- a. work
- b. represent
- c. inspire
- d. harm

4. Which sentence best describes the writer’s opinion?


- a. The writer is worried about privacy in smart cities.
- b. The writer thinks that smart cities are too expensive and risky.
- c. The writer believes that not everyone has digital devices or fast internet.
- d. The writer believes that smart cities offer more benefits than problems.

3  A. Discuss the following questions.

- 1. Why do some people think smart cities are too expensive?
- 2. How could data collected by smart systems be misused?
- 3. What examples in the passage show that smart cities save energy?
- 4. How does technology improve services such as traffic, education, and healthcare in smart cities? (Give examples from the passage)

4  Compare Opinions: Fill in the table with two points from each side of the debate.

People Against Smart Cities	People Supporting Smart Cities
.....
.....

5  Identify the Structure of the Passage
Read the passage again. Then, match each paragraph with the correct label from the box.

- 1. Arguments supporting smart cities
- 2. Writer’s opinion (conclusion)
- 3. Introduction to the topic
- 4. Arguments against smart cities

Paragraph Number	Structure Label (1–4)
1	
2	
3	
4	

6  Writing Task
Write 4-5 sentences answering this question:

• Do you think your city should become a smart city? Why or why not?

Include:

- Your opinion (agree/disagree)
- One reason and one example
- A short concluding sentence.



Sentence Starters

- I think my city should become...
- One reason is ...
- For example, ...
- To sum up,...

I can

- **apply** linkers of contrast accurately to connect opposing ideas.
- **produce** well-structured sentences that combine simple ideas using appropriate contrast linkers.
- **Linker Bank: Contrast** (*while, although, however, on the other hand*)

Learning Unit 6

Lesson 2: Grammar

Grammar: Linkers of Contrast (*while, although, however, on the other hand*)

1



A. Read the sentences.

1. Smart cities improve daily life, **while** they also bring worries about cost and privacy.
2. Many governments are building smart cities. **However**, some citizens disagree with this idea.
3. **Although** smart cities are expensive, they offer many benefits.
4. Some people prefer smart cities **although** there are worries about their cost.
5. Smart cities have many benefits. **On the other hand**, traditional cities offer more privacy.



B. Discuss in pairs:

- a. Which two ideas are being contrasted in each sentence?
- b. What words show this contrast?
- c. Does the linker appear at the beginning or in the middle of the sentence?



Grammar Box:

Linkers of Contrast

Linker	Meaning / Use	Position in the Sentence	Example
While	joins two contrasting ideas .	Beginning or middle (after a comma or directly)	<ul style="list-style-type: none"> • While my sister prefers pasta, I like pizza. • I like pizza, while my sister prefers pasta.
Although	joins two contrasting ideas in one sentence.	Beginning or middle	<ul style="list-style-type: none"> • Although the movie was long, it was exciting. • The movie was exciting although it was long.
However,	joins two contrasting ideas .	Beginning of the second sentence (after a full stop or semicolon) (;)	<ul style="list-style-type: none"> • I like living in a big city. However, it is sometimes noisy. • I like living in a big city; however, it is sometimes noisy.
On the other hand,	links two complete sentences . Introduces the opposite side or idea .	Beginning of a new sentence or after semicolon (;)	<ul style="list-style-type: none"> • Online classes are flexible; on the other hand, face-to-face lessons encourage participation.

2



A. Complete each sentence with the correct linker.

although - however - while - on the other hand

1. she was tired, she stayed up late to finish her project.
2. Bicycles are cheap to use, cars are more comfortable for long trips.
3. Rashid enjoys eating dinner at home;, his brother likes eating at restaurants.

3



Join the sentences using the linker in brackets.

1. I enjoy playing football. I am not very good at it. **(however)**
2. It was very cold. He was not wearing a coat. **(although)**
3. This restaurant is small. The one next door is huge. **(while)**
4. Buying clothes online is easy. They might not fit well. **(on the other hand)**

4



Compare Two Things

- In pairs, choose one topic.
- Create a short dialogue using at least two linkers of contrast.



Example Frame:

A: I like online learning. However, it can be distracting.
 B: I prefer school learning although it takes more time.

Topics:

- Fast food vs home-cooked food
- Big cities vs small towns
- Online stores vs physical stores

Learning Unit 6

I can

- **interpret** explicit and implicit information from a spoken text about sustainability and green technologies.
- **analyse** the speaker's tone, attitude, purpose in a podcast about smart cities and environmental solutions.

Lesson 3: Listening

Eco-Voices: Building a Greener Future



1



Before You Listen

Discuss with a partner.

1. What does “a greener future” mean to you?
2. What kinds of new technology can help protect the environment?
3. Which area of city life should be smart first? Why? (e.g., **transport, homes, energy, waste**)

2



Listen carefully to a podcast about innovations and do the tasks that follow.

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

1. The main idea of the podcast is:

- a. Technology is harmful to the environment.
- b. Renewable energy is too expensive for cities.
- c. All countries now live in a fully pollution-free environment.
- d. Different countries are using technology to protect the planet.



2. Some Swedish cities use recycled materials to:

- a. produce solar-powered water pumps.
- b. build modern houses and schools.
- c. build eco-cities with shaded walkways.
- d. power streetlights and public buildings

3



A. Complete the table with information from the podcast.

Country	Innovation	Purpose/Benefit
Sweden	Buses run on	to reduce pollution and landfill waste.
Kenya	Solar-powered water pumps
Japan	Energy-saving systems in homes
UAE	Building eco-cities with.....	to combine technology and tradition.

B. Which country's idea do you think is the most useful? Why?

4



Listen to the closing lines of the podcast.

How does the speaker's tone sound? Tick (✓) the correct answer and explain why.

- a. Serious and critical
- b. Calm and neutral
- c. Bored and uninterested
- d. Hopeful and positive

5



Writing Task: My Life in a Smart City

- Imagine you are a citizen living in a future smart city.
- Write **4-5 sentences** in your notebook describing a typical day.
- Show how **technology helps** you and how it sometimes **creates challenges**.

Helpful Ideas
smart homes, smart curtains, smart mirrors, driverless buses, air-quality apps, talking waste bins, delivery drones



Example:

Monday, 10 May 2045

I wake up when my smart curtains open by themselves. My fridge tells me I'm out of milk again! I take a driverless bus to my solar-powered school. After class, delivery drones fill the sky carrying groceries and online orders across the city. Everything works well until the Wi-Fi stops. Life in a smart city isn't always easy!



I can

- employ functional language to describe environmental and city problems and propose suitable solutions during guided speaking tasks.

Learning Unit 6

Lesson 4: Speaking

City Problems and Green Solutions

1



Look at the picture. Discuss the questions.

1. What environmental or city problems does this picture show?
2. Who is affected by these problems, and how?
3. What causes these problems?
4. Which problem do you think is the most serious in your city? Why?



2



A. Match each sentence to its function. Then, underline the words or phrases in each sentence that show the problem or that give the solution.

Sentence	Function
1. There isn't enough public transport.	a. providing a solution
2. People suffer from air pollution.	b. describing a problem
3. We suggest using electric buses.	c. describing a problem
4. One solution could be to create more green areas.	d. providing a solution

B. "Speak the Problem, Find the Solution" Problem Cards

o Use your **Problem Cards**:

(For example: air pollution, waste, traffic, energy use, water shortage).

o Take turns **describing a problem** and **suggesting a solution**.

o Use expressions from the **Useful Language Boxes** below.



Omar: People waste a lot of water in our city.

Alia: We can solve this by installing water-saving pumps.



3



A. Group Task: Plan a Green City

Work in groups. Imagine you are city planners preparing for a "Green City Meeting".

Your task: Create a short plan to make your city more sustainable. Include:

1. The main problems in your city
2. Three new ideas or innovations: (e.g., solar buses, rooftop gardens, recycling centres)
3. Their benefits for people and the environment
4. A creative title or slogan for your project
5. Use coloured paper and markers to explain your ideas.
6. Present your plan to the class.

Use the outline below to organise your presentation.

1- Introduction

2- City Problem

3- Sustainable Innovations

4- Benefits

5- Conclusion

B. What If...? Scenario Task

- Choose one innovation suggested by the group in task 3.A
- Prepare 3-4 sentences explaining what might happen if you used this innovation in your city.

- Remember:**
- Suggest clear ideas.
 - Speak clearly and pronounce words correctly.
 - Use confident voice.
 - Make eye contact with the listener.

Example:

If we used solar-powered buses in our city, we would reduce air pollution

Useful Language Boxes

Describing Problems

- Our city has a problem with ...
- One major issue is ...
- People suffer from ...
- The biggest challenge in our city is...

Explaining Solutions

- We suggest using ... to reduce pollution.
- One solution could be to ...
- Another way to solve this problem is by...
- This idea helps ...

Learning Unit 6

Lesson 5: Reading Argumentative

I can

- **infer** the meaning of key vocabulary related to environmental responsibility by using contextual and structural clues.
- **interpret** explicit and implicit information in a text about environmental responsibility and sustainable practices.
- **Vocabulary:** resource, rely on, thoughtful, appliance, solar panel, conservation, crucial, leak, lower, precious, considerable, emit, locally, eco-friendly, permanent

A Sustainable Life: Small Choices, Big Impact

1



Before You Read Think-Partner-Share

1. What are some things you do at home or school to protect the environment?
2. Why is it important for people to care for the environment?



Read the passage, then do the tasks that follow.

Sustainability is a team effort. While governments develop smart cities that use technology to manage **resources** wisely, achieving sustainability also **relies on** the simple, **thoughtful** actions we take in every part of our lives. To reach this goal, we need to understand how our daily choices affect the planet. This starts by looking at four important areas: energy, water, transport, and consumer choices.

Energy is one of the most important areas to consider in any city. At home, we often waste electricity through unnecessary lighting, heating, or cooling. However, by using energy-saving **appliances** and switching to LED bulbs, we can greatly reduce energy waste. In addition, **solar panels** can be used to produce clean energy from the sun instead of relying on fuel-based electricity, which pollutes the air. These energy-smart choices help reduce pollution and protect natural resources for the future.

Water **conservation** is another **crucial** aspect of sustainability. For example, turning the taps off while brushing our teeth can save a lot of water. Simple daily actions, such as taking shorter showers or repairing **leaks**, also help reduce waste. People can collect rainwater in containers to water their gardens and choose plants that need less water. These small steps can **lower** water use and protect this **precious** resource, especially during dry weather.

Transport plays a **considerable** role too. Cars that run on petrol **emit** carbon dioxide into the air, causing pollution and leading to climate change. Choosing to walk, cycle, or use public transport instead of private cars can significantly reduce pollution levels and make cities cleaner and quieter.

Sustainability also includes people's choices. Buying goods that are made **locally** helps reduce pollution from transport and supports local businesses. Using recycled materials and supporting **eco-friendly** companies, which care for the environment, can help reduce waste. Even small actions, such as using less plastic or avoiding unnecessary printing by carefully checking our work on a computer screen first, can make a positive difference to the environment.

In conclusion, living sustainably is a continuous journey that needs understanding and effort. By saving energy, conserving water, choosing cleaner transport, and making responsible choices, people can create a **permanent**, positive impact on the planet and help protect resources for coming generations.

Lesson 5: Reading

2



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

1. What could be another suitable title for the passage?

- a. Climate Change
- b. A Greener Future
- c. Plastic Reduction
- d. Water Conservation

2. The underlined word "impact" in the last paragraph means:

- a. skill
- b. project
- c. injury
- d. effect

3. The underlined word "their" in the 3rd paragraph refers to:

- a. people
- b. leaks
- c. showers
- d. containers

4. The purpose of the writer in writing this passage is to:

- a. persuade people to live in cities.
- b. show how technology helps people.
- c. encourage people to live sustainably.
- d. describe the history of environmental problems.

5. What can we infer from the passage about the writer's opinion about sustainability?

- a. Sustainability is mostly about saving water.
- b. People already do enough to protect the environment.
- c. Sustainable living is achievable through thoughtful choices.
- d. Sustainability needs major changes that most people find difficult.



3



Write T (True) or F (False) next to each statement. Then, correct the false ones.

1. Ignoring leaks is one way to save water.
2. Using public transport increases water pollution.
3. Using LED bulbs can help save energy at home.
4. Supporting eco-friendly companies ensures saving water.



4



Word Building: Choose the correct word form.

1. People should make (**thoughtful** / **thoughtfully**) choices.
2. Living (**sustainable** / **sustainably**) needs effort and understanding.
3. We should buy (**local** / **locally**) products to support small businesses.

5



Discussion Questions. Discuss with a partner.

1. What is one thing you already do at home to save energy or water?
2. Which daily action from the passage is the easiest for students to do? Why?
3. Do you agree that sustainability is a "team effort"? What examples from the passage support your view?

6



Writing Task: If the Earth Could Speak

- ▶ Imagine the Earth could send a message to humans.
- ▶ Write 3–4 sentences in your notebook.

Your message should:

- ▶ show what the Earth would say about what humans are doing.
- ▶ describe how the Earth feels about pollution and waste.
- ▶ ask people to change one bad habit that harms the planet.



Expressing feelings: Annoyance

- I feel sad / annoyed because...
- I am tired of...
- I don't like it when...
- I'm fed up with...

Expressing wishes

- I wish people would...
- I hope...

Learning Unit 6

I can

- **convert** active sentences accurately into passive sentences in the present continuous, past continuous, and present perfect.
- **produce** short written descriptions that use the passive voice in the present continuous, past continuous, and present perfect tenses.

Lesson 6: Grammar

Grammar: Passive Voice (Present Continuous - Past Continuous - Present Perfect)

1



Read and Discuss

- People **are installing** solar panels to save energy.
- Solar panels **are being installed** to save energy.
 - Which sentence focuses more on **the action** rather than on **who does it**?

2



Look at these sentences.

Are they active or passive? Who does each action?

- Solar panels **are being installed** in many houses.
- Recycling centres **were being built** in several cities.
- Many eco-friendly products **have been made** from recycled materials.



Grammar Box:		Passive Voice
- We use the passive voice when:		
▶ (the doer of the action) is unknown.		
▶ we are more interested in the action than in the doer of the action.		
Use Passive Voice	From	Example
Present Continuous Passive	am / is / are + being + past participle	- Solar panels are being installed .
Past Continuous Passive	was / were + being + past participle	- Recycling centres were being built .
Present Perfect Passive	have / has + been + past participle	- Many products have been made .

3



Complete the sentences with the correct passive form of the verb in brackets.

- Old water pipes (**repair**) already.
- New eco-friendly buildings (**design**) now.
- The science lab (**clean**) when the electricity went out.

4



Rewrite the sentences in the passive voice.

- They are cleaning the beach this morning.
- Workers were repairing the school gate.
- They have collected rainwater in containers.
- The city is developing new cycling paths near the mall.

5



Write It in the Passive!

• Write **5 sentences** about **sustainable living** using the **passive voice in different tenses**.

• Use these words and phrases to help you:



.....

.....

.....

.....

.....

plastic bottles / recycle / by students
 trees / plant / in parks / by people
 water use / reduce / by everyone
 beaches / clean / by volunteers
 smart houses / build / by engineers

I can

- **apply** all stages of the writing process to construct a clear two-paragraph report that explains both sides of a smart-city issue and articulates a personal opinion.
- **compose** a cohesive two-paragraph report that uses argumentative language and connectors to compare opposing views and present a clear personal opinion about smart cities.

Learning Unit 6

Lesson 7: Writing Argumentative

The Smart City Debate



Before You Write

Read the passage carefully, then do the tasks that follow.



Should Schools Replace Textbooks with Tablets?

Many schools today are replacing printed textbooks with digital tablets. They believe that tablets offer quick, interactive learning. Some people are for this idea, as they think tablets help students learn in exciting ways, provide up-to-date materials, and reduce the need to carry heavy books. Therefore, many people see tablets as a helpful tool for students.

On the other hand, others are against replacing textbooks completely, arguing that tablets can harm students' eyesight and make them rely too much on technology. In my opinion, schools should not depend on tablets alone. Students can use tablets for research and interactive tasks, while textbooks support careful reading and concentration.

1



Highlight Structure

A. Highlight each part of the argument in the passage using the colour code below:

- A. Introduction ● B. People For ● C. People Against ● D. Writer's Opinion

B. Use your highlights from Task 1 to answer the questions for each paragraph.

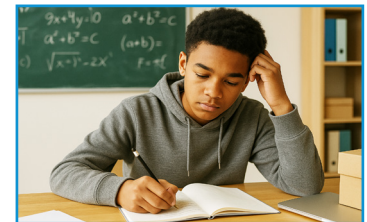
Paragraph 1

- What is the **central idea** introduced in this paragraph?
- What is the **argument for** this idea?
- What **reasons or examples** support this argument?
- What **concluding sentence** sums up the paragraph?



Paragraph 2

- What is the **argument against** this idea?
- What **reasons or examples** support this argument?
- What is the **writer's opinion or conclusion**?



2



Discover the Language of Argument: Complete the table with examples from the passage.

Language of Argument	Examples from the Passage
Introducing an opinion	
Introducing the opposite view	
Expressing a personal opinion	
Linking words for contrast	



Useful Language

Introducing opinions

- ▶ Some people believe...
- ▶ Many supporters think...

Introducing the opposite view

- ▶ However, others argue that...
- ▶ On the other hand, some people say...

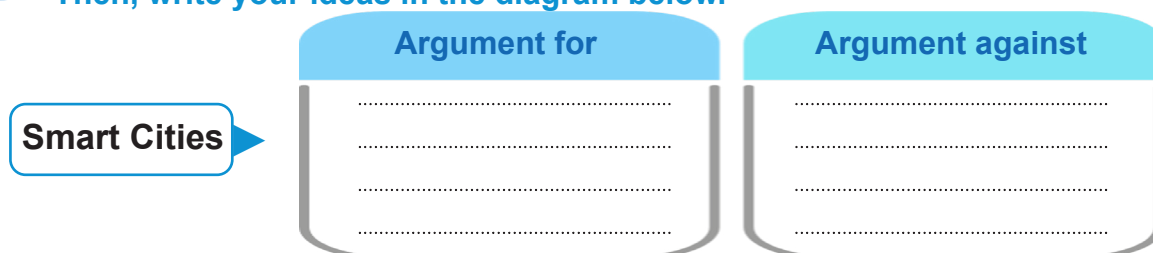
Stating personal opinions

- ▶ In my opinion...
- ▶ I believe that...
- ▶ I think...

Learning Unit 6

Lesson 7: Writing

- 3**  In groups, discuss the arguments for and against smart cities. Then, write your ideas in the diagram below.



- 4**  Around the world, smart cities are becoming popular because they help people live more comfortably, however, opinions differ. Some people are for smart cities, while others are against them.

Plan and write a two-paragraph report explaining both views and giving your own opinion.

Write Your Outline

Introduction (Introducing the topic):

Paragraph 1 (Argument for)

Topic sentence:

Supporting Details (Arguments for):

Concluding sentence:

Paragraph 2 (Argument against)

Topic sentence:

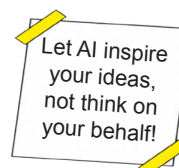
Supporting details (Arguments Against):

Concluding sentence (Your Opinion):

Conclusion:

Self-Assessment

- I explained both views clearly.
- I used connectors like however and on the other hand.
- I gave my own opinion.
- I used appropriate vocabulary from the learning unit.
- I checked my spelling, grammar and punctuation carefully.



Learning Unit

7



Your Idea, Your Business!

Learning Unit 7:

Your Idea, Your Business!

Listening and Viewing:

- **Interpret** explicit and implicit ideas in spoken texts about online and physical businesses by using linguistic, contextual, and structural cues.
- **Infer** the speaker's attitude by analysing tone, emphasis, and key word choices in spoken texts about online and physical businesses.
- **Synthesise** key points from spoken texts to produce accurate, structured comparison charts on online and physical business models.
- **Evaluate** the strengths and limitations of the options presented in spoken texts by assessing the speaker's supporting details.

Speaking and Representing:

- **Use** effective non-verbal communication—eye contact, gestures, and posture—to reinforce meaningful messages.
- **Use** grade-level vocabulary and accurate grammatical structures to communicate effectively about business ideas and entrepreneurial concepts.
- **Employ** functional language to deliver presentations, describe business ideas, clarify challenges, and identify target customers.
- **Deliver** business presentations fluently with clear pronunciation, controlled intonation, and persuasive emphasis.

Reading and Viewing:

- **Interpret** meanings of unfamiliar vocabulary using contextual and structural cues in business-related texts.
- **Analyse** explicit and implicit details in teenage entrepreneurship contexts by using contextual and structural cues.
- **Annotate** texts to highlight implicit ideas and organise them into visual diagrams.
- **Represent** inferred meanings and implicit ideas through structured diagrams or charts.
- **Identify** the writer's purpose, attitude, or message in texts by analysing language choices and supporting details.
- **Analyse** critically textual evidence to confirm or challenge claims about teenage entrepreneurship.

Writing and Representing:

- **Apply** all stages of the writing process—planning, organising, drafting, revising, editing, and finalising—to produce a clear and accurate expository report about entrepreneurial skills and community support.
- **Analyse** model texts to understand how topic sentences, supporting details, examples, explanations, and concluding statements are structured in expository writing about teenage entrepreneurship.
- **Compose** a coherent two-paragraph expository report that uses key entrepreneurship vocabulary and a range of cohesive devices (e.g., because, however, therefore, as a result, on the other hand) to explain the skills teenagers need and the community support that helps them succeed.

Learning Unit 7

Lesson 1: Reading Expository

I can

- **analyse** explicit and implicit details in a text about teenage entrepreneurship by using contextual and structural cues.
- **represent** physically inferred meanings and implicit ideas in the context of teenage entrepreneurship through simple, structured diagrams or charts.
- **Vocabulary**: teenager, entrepreneur, imagination, opportunity, handmade, visible, unexpected, budgeting, expense, independent, adaptable, handle, local, financial, feedback, promote, form, struggle, balance, delay, remarkably

Teenage Entrepreneurs: Turning Ideas into Reality

Before You Read

1



Discuss with partner. Then, share your opinion.

1. Teenagers can be successful in business.
2. Schoolwork makes it too difficult to run a small business.
3. Technology makes starting a business easier for young people.



Read the passage, then do the tasks that follow.



Across the world, many **teenagers** are becoming young **entrepreneurs** who are turning their simple ideas into real projects and small businesses. They use their skills and **imagination** to create products, offer services, and explore new **opportunities**. Some teens design **handmade** items, others prepare small food products, and many manage online shops from home. Modern technology, especially social media, helps them show their work, reach more customers, and receive community support. It also makes their work more **visible** and helps them improve it over time.

Starting a small business teaches teenagers important life skills that help shape their future. They learn to manage their time by organising their tasks and planning their work carefully. They also improve their communication skills when they speak politely to customers. In addition, teenagers learn to solve problems when **unexpected** situations happen. They develop business skills such as planning step-by-step, **budgeting** by recording income and **expenses**, and making responsible decisions. These experiences help them become more confident, **independent**, and **adaptable** as they learn to **handle** new challenges.


In Kuwait, teenagers receive strong support from their families, friends, schools, and **local** organisations. Families help by providing basic materials, advice, or **financial** support. Friends share ideas, give helpful **feedback**, and **promote** their projects. Schools and youth centres organise workshops, exhibitions, and training programmes that help students build their skills and confidence. Local organisations, such as the Sabah Al-Ahmad Centre for Giftedness and Creativity (SACGC), offer specialised courses and opportunities to present projects. All these **forms** of support encourage young people to grow and succeed.

However, starting a business is not always easy. Teenagers may **struggle** to **balance** schoolwork with business tasks, find enough time, or cover basic costs. They might also face **delays** in getting materials or attracting customers at the beginning. These challenges help them develop persistence and strong problem-solving skills.

In conclusion, with determination, family support, and community encouragement, any young person can **remarkably** turn a simple idea into something real and meaningful.

Learning Unit 7

Lesson 1: Reading

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

1. Another title for the passage could be:

- a. Community Events in Kuwait
- b. Online Shopping Around the World
- c. When School Life Becomes Challenging
- d. When Young Minds Become Business Minds

2. The underlined word "It" in the 1st paragraph refers to:

- a. home
- b. modern technology
- c. work
- d. community support

3. According to the passage, ONE of the following is TRUE:

- a. Teenagers use different methods to share their projects with others.
- b. Friends usually have the same business ideas as teenagers.
- c. Schools focus mainly on exhibitions when supporting students.
- d. Teenagers complete their business tasks without facing difficulties.

3  Highlight and Label: Skills and Community Support

A. As you read the passage again, use three colours to mark key information:

Blue: Personal skills teenagers learn

Green: Business skills needed for success

Orange: Types of community support

B. Work in groups and discuss the following questions.

1. Which personal skill is most useful for young entrepreneurs? Why?
2. Which business skill is the most important for starting or running a small business? Why?
3. How does community support help teenagers develop their projects?

4  Complete the sentences with the correct word from the list.


adaptable - handle - entrepreneur - handmade

1. Running a small business teaches teenagers how to problems.
2. The shop became popular because it offered high-quality gifts.
3. A successful can turn simple ideas into real projects and small businesses.

5  Read the passage again, then complete the table with the types of support each group provides.

Group	Type of Support
Families	
Friends	
Schools / Youth centres	
Local Organisations	



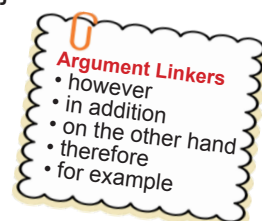
6  Complete the sentences with information from the passage. Use the right structure after each connector.

Example: Starting a business is not always easy for students **because of** school responsibilities.

1. Teenagers can turn simple ideas into real businesses **because**.....
2. Teenagers use social media platforms **to**
3. Teenagers become more adaptable over time **because**
4. In Kuwait, teenagers can develop their talent into real projects **because of**.....

7  Debate Activity: Are Teen Businesses Worth It?

- Work in **two** groups.
- **Group A:** Prepare three points **for** teen businesses.
- **Group B:** Prepare three points **against** teen businesses.
- ▶ Use information from the passage.
- ▶ Present your ideas in a short class debate.
- ▶ 5 students vote for the stronger argument.



I can

- **convert** present simple and past simple Yes/No questions into reported speech correctly.
- **transform** present simple and past simple Wh- questions into reported speech accurately.

Learning Unit 7

Lesson 2: Grammar

Grammar: Reported Speech: Yes/ No Questions and Wh- Questions Present Simple and Past Simple

1



Read the examples.

Direct Speech	Reported Speech
Present Simple	Past Simple
1- "Does Saleh design T-shirts?" they asked me. 2- "Why do customers prefer this product?" he asked me.	- They asked me if / whether Saleh designed T-shirts. - He asked me why customers preferred that product.
Past Simple	Past Simple/ Past Perfect
1- "Did Saleh design T-shirts?" they asked me. 2- "Where did you buy the candle from?" he asked me.	- They asked me if / whether Saleh had designed T-shirts. - He asked me where I had bought the candle from.

Grammar Box Reporting Yes / No Questions and Wh- Questions

We use reported speech to tell someone what another person said.

- ✓ Use **if / whether** to report **yes/no** questions.
- ✓ Keep the **same question word** to report **Wh-** questions.
- ✓ The verb changes to **statement word order** (subject + verb).
- ✓ Tenses, pronouns, and time phrases **change**.
- ✓ We can use these verbs in reported questions (**ask, inquire, wonder, or want to know**).
- ✓ **No question mark.**

2



Complete each sentence by changing the direct question into reported speech.

1. "Do you need more time?"

The teacher asked us if / whether we more time.

2. "Did you face problems?"

She asked if / whether I problems.

3. "How does the machine work?"

The worker wondered how the machine.....

3



Rewrite the questions in reported speech.

1. "What did you buy from the market?"

☞ Salim asked me.....

2. "Do you enjoy running this business?"

☞ My friend asked me.....

3. "Why do you prefer online shopping?"

☞ His father asked.....



4



Writing Task: Reported Questions

- Imagine you asked a student entrepreneur several questions.
- Write two sentences, reporting two of the questions you asked.

Example:



I asked him when he started his business. I also asked him if he sold his products online.

Learning Unit 7

I can

- **interpret** explicit and implicit ideas from a spoken text about online businesses and physical stores by using linguistic, contextual, and structural cues.
- **evaluate** the speaker's attitude towards online businesses and physical stores by analysing tone and key word choices in a spoken text.

Lesson 3: Listening

Online Business vs. Physical Store

1 Discuss with a partner.

1. If you were to start a small business, would you choose an online store or a physical store?
2. What factors would influence your choice? Think about: cost, time, skills, location, start-up money, and the type of customers you want to reach.

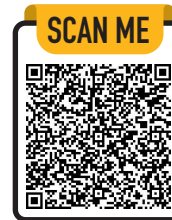
2 Listen carefully to a talk about business. Then, choose the best answer from a, b, c or d.

1. The main idea of the talk is to:

- a. describe how to attract customers.
- b. explain how to start an online shop.
- c. show why physical stores are more successful.
- d. compare online businesses with physical stores.

2. The tone of the speaker is:

- a. critical: the speaker criticises the business options.
- b. neutral: the speaker explains both options in a balanced way.
- c. emotional: the speaker expresses strong feelings about the topic.
- d. persuasive: the speaker tries to convince the audience to choose one option.



3 Listen again. Write T (True) or F (False), then correct the false statements.

1. Online businesses require paying rent and electricity bills.
2. Online shops can reach customers in different countries.
3. Technical problems can affect online sellers.
4. Physical stores allow customers to see and try products.
5. Physical shops are always cheaper to run.

Business Comparison Chart

4 Listen to the talk again, then fill in the table below.

Feature	Online business	Physical Store
Cost		
Customer Reach		
Marketing		
Challenges		



5 Which Type of Business Fits You?

Write **3 sentences** explaining which business model (online or physical) you personally prefer and why, using ideas from the talk.

Example:

I prefer an online business because it reaches more customers. In addition, it is cheaper to run. However, a physical store is better for trying products.



Learning Unit 7

Lesson 4: Speaking

I can

- **use** accurate vocabulary, structures, and functional phrases in business presentations to introduce ideas, describe, clarify challenges, and identify target customers.
- **deliver** a business-related presentation fluently with clear pronunciation, appropriate intonation, and persuasive emphasis.

Let's Bring Ideas to Life



1



Think & Discuss

1. What small businesses are popular in your country?
2. What skills do teenagers need to **present a business idea**?

2



Listen to Ahmad talking about his project. A. Write down how he organises his ideas.

Opening:

Aim:

Offer:

Target Customers:

SCAN ME



B. Identify the Functions

Match each phrase to its function.

Phrase	Type of Support
1. "I'm excited to tell you about my project."	a. Identifying the audience
2. "We plan to offer easy tools like reminders..."	b. Opening / Persuading
3. "Our target customers are high school and college students."	c. Describing the features
4. "The main challenge might be getting students to try a new app."	d. Explaining a challenge

3



A. Pick & Use

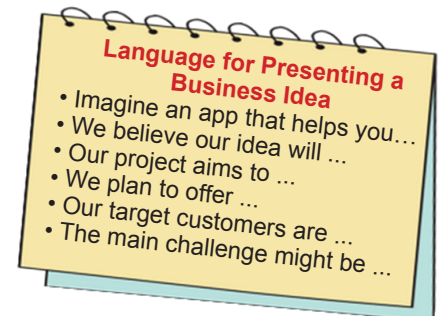
Choose one phrase from Ahmad's presentation. Tell your partner how you can use it in your own project.

Example: "I will use 'We plan to offer...' because it helps explain my idea clearly."

B. Plan Your Small Business Idea

In groups, invent a small business idea. Complete the chart.

Project Part	Your Idea
Project name	
Benefits	
Target customers	
One possible challenge	



C. Build Your Project Presentation

Use the functional language and the sentences you created including:

- ▶ a strong persuasive opening
- ▶ a clear description of your project
- ▶ a clear explanation of at least one challenge.



D. Attract Your Class Investors!

- **Present** your project clearly and confidently.
- **Use** persuasive, descriptive, and clarifying language.
- Classmates:
 1. Write two questions for each group.
 2. Decide which business idea they would like to invest in.

Learning Unit 7

Lesson 5: Reading Expository

I can

- **interpret** meanings of unfamiliar vocabulary and expressions in a text related to teenage entrepreneurship by using contextual and structural cues.
- **evaluate** textual evidence to confirm or challenge claims about teenage entrepreneurship.
- **Vocabulary:** interest, gradually, expert, transform, eye-catching, responsibility, marketing, satisfy, scent, experiment, purchase, spending, critical, appealing, request, custom, part-time, high-quality, trend, vibrant

Before You Read

1



A. Read each statement. Tick (Yes) if it describes you and (No) if it does not.

Statement	Yes	No
I have a hobby that I am passionate about.	<input type="radio"/>	<input type="radio"/>
I enjoy designing things in my free time.	<input type="radio"/>	<input type="radio"/>
I like improving my work and learning new skills.	<input type="radio"/>	<input type="radio"/>
I would like to earn money from a hobby.	<input type="radio"/>	<input type="radio"/>



B. Discuss the results with a partner: Are you ready to be a young entrepreneur? Why? Why not?



Teen Talent Report: Small Businesses with Big Ideas

Teenagers often have hobbies that they enjoy in their free time, but some decide to take their ideas a step further by starting a small business. Their experiences show how a simple **interest** can grow into something meaningful and how they **gradually** become **experts** in their skill area. This report presents four young entrepreneurs who **transformed** their passions into successful small businesses.

1. Sara: Handmade Sticker Shop (Age 15)

My business began as a simple hobby. I enjoyed creating small drawings, so I started turning my artwork into **eye-catching** stickers and selling them on an online platform. Balancing schoolwork with business **responsibilities** was challenging, so I planned my tasks carefully and followed a daily schedule. My family encouraged me and helped me stay confident. I learned how to use suitable **marketing** tools to promote designs that **satisfy** customers' needs. To improve my work, I began using new design apps that added colours and special effects to my drawings. As a result, more customers now follow my work and enjoy each new design.



2. Fatma: Mini Eco-Friendly Candle Brand (Age 16)

I create eco-friendly candles using natural **scents**. At first, it was only an **experiment**, but when my friends wanted to **purchase** them, I realised that it could become a real business. I soon learned how to plan my **spending** and keep track of the money I used for materials such as wax, jars, and wrapping paper. Marketing is **critical**, so I design simple but **appealing** labels to present the candles effectively. I also value customer feedback because it helps me improve my products and meet people's needs.

3. Saleh: Custom T-Shirt Design Business (Age 17)

My business began when I designed a T-shirt for a school event, and people immediately **requested** more shirts. Now I operate a small **custom** T-shirt business from home. At the beginning, I saved money by taking a **part-time** job, which helped me buy the basic tools I needed. I create **high-quality** designs based on **trends** that teenagers like. Customers appreciate my T-shirts because of the soft fabrics and **vibrant** colours. I sometimes offer a small discount at school events to attract more customers. Working on new designs motivates me to expand my skills and explore fresh ideas.



These three stories show that creativity, effort, and commitment enable teenagers to turn their ideas into genuine opportunities.

Lesson 5: Reading



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

1. The underlined word "their" in the 1st paragraph refers to:
 - a. ideas
 - b. experiences
 - c. hobbies
 - d. entrepreneurs
2. The purpose of the writer in writing this report is to:
 - a. compare adult businesses with teenage businesses.
 - b. explain why teenagers should focus on schoolwork.
 - c. warn teenagers about the difficulties and risks of starting a business.
 - d. encourage teenagers to turn simple ideas into successful small businesses.

3 **Complete the table with the correct definitions and parts of speech for the words below.**

Word	Definition	Part of Speech
1. trend		
2. appealing		
3. satisfy		

4 **Cause and Effect: Read the cause and write the effect from the report.**

Example: Cause: Sara used new design apps.

Effect: More customers followed her work and enjoyed her new designs.

1. Sara planned her tasks carefully.

👉 Effect:

2. Fatma's friends wanted to buy her candles.

👉 Effect:

3. Saleh got a part-time job.

👉 Effect:

5 **Find the Evidence**

Read the claims below. Find a sentence in the report that supports (or contradicts) each one.

1. Starting a business at a young age is possible.
.....
2. Some teenagers need money to be able to start their business.
.....
3. Running a business helps develop personal qualities and skills.
.....

Example:

Claim: A hobby can be turned into a business.

Evidence: Sara turned her hobby of drawing into selling eye-catching stickers.

6 **Reflect & Connect**

Choose one teenager from the reading.

- a. Explain what you admire about their business.
- b. Explain how their experience could inspire you.
- c. Use expressions from the Language Box.

Use the following questions to help you:

1. What makes their business interesting or unique?
2. What skills or qualities helped them succeed?
3. What can you learn from their experience?

Language for expressing admiration

- I admire... because...
- What I find impressive is...
- I really appreciate how...
- I think their work is amazing because

Language for expressing inspiration

- Their experience inspires me to...
- This motivates me to...
- Their story encourages me to...

Learning Unit 7

I can

- **apply** the prepositions during, for, by, and between accurately in sentences to demonstrate correct meaning and use.
- **produce** original, contextually appropriate sentences that demonstrate precise control of during, for, by, and between.

Lesson 6: Grammar

Grammar: Prepositions: during, for, by, between

1 Read the story, then answer the questions.

During the afternoon break, Laila reviewed her notes for a school project. She planned to visit the youth centre **for** extra practice before her presentation. She went **by** bus because her brother took the car that day. When she arrived, she walked into the small garden **between** the library and the main hall, where students usually relax before their sessions.



Look at the four prepositions in the story: during, for, by, between.

1. Which preposition shows that something happened **in a period of time**?
What words come after it?
2. Which preposition shows the **reason or purpose** for Laila's action?
3. Which preposition shows the **method of transport**?
4. Which preposition shows the **location involving two places**?

Grammar Box:		Prepositions: during, for, by, between	
Preposition	Use	Meaning	Example
During	Time	Shows something happens in a period of time.	- I fell asleep during the movie.
For	Reason	Shows a purpose or reason for an action.	- We met after class for a group project.
By	Transport	Shows the method of travel.	- She travelled by plane.
Between	Place	Links two places, people, or things.	- The park is between my house and the school.

2 Complete the sentences with the correct preposition:

(during – for – by – between)

1. She thanked her friend.....the useful advice.
2. Huda usually goes to the youth centrebus.
3. Firas sits his two best friends in the classroom.
4. We learned many new ideas.....the workshop.
5. The library is located.....two tall buildings.

3 A Comic Strip with Prepositions

Create a comic-strip story. Make sure to:

- Draw four boxes like a comic strip.
- Write one sentence in each box using a different preposition:
(during, for, by, between).
- Add simple drawings and speech bubbles.
- Share your comic strip with the class.



I can

- **apply** organisational features and useful phrases from a model paragraph to write a clear report on teen entrepreneurship, skills, and community support.
- **develop** coherent paragraphs by selecting relevant ideas and supporting them with clear explanations and examples.

Learning Unit 7

Lesson 7: Writing Expository

Teen Entrepreneurship: Skills and Community Support



1 **Before You Write**

What helps a teenager start and run a small business?

2 **Sorting Activity: Skills or Community Support?**
Sort the ideas below into the table. Add two of your own ideas.

family advice - time management - friends' encouragement - planning - budgeting - communication - school exhibitions - youth centre workshops - marketing

Skills	Community Support (family, friends, school, youth centres)

3 **Read the model paragraph and answer the questions that follow.**

Marwa runs a small online art store from home. To manage her business, she uses planning to organise her weekly tasks and budgeting to control how much she spends on materials. In addition, she improves her communication skills to speak politely to customers. These skills help Marwa develop her business step by step.



A. Highlight and label the parts of the paragraph. Use the following colours:

- Topic Sentence (TS) ●
- Supporting Details (SD) ●
- Concluding Sentence (CS) ●

B. Complete the table with information from the paragraph.

Skills	Reasons / Explanation
Planning	
Budgeting	
Communication	

Learning Unit 7


Lesson 7: Writing

4  **Turn Ideas into Sentences**
 Use your ideas from the table ex.2 to write four short sentences

- ▶ Two sentences about skills young entrepreneurs need.
- ▶ Two sentences about community support they receive.
- ▶ Use one linker in each sentence:
 (in addition, for example, also).

Sentence Starters

- Young entrepreneurs need...
- One important skill is...
- This skill helps because...
- Families support teenagers by...
- Friends encourage young entrepreneurs by...
- Schools help students through...

5  **Many countries encourage young people to start their own businesses.**
 Plan and write a report of two paragraphs discussing the skills that teenagers need when starting a business, and the role of the local community in helping their businesses grow.

Introduction:

Paragraph 1 (Skills teenagers need when starting a business)

Topic sentence:

Supporting details:

Concluding sentence:

Paragraph 2 (The role of the local community)

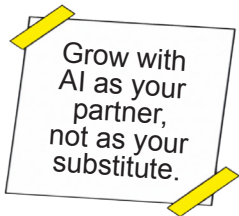
Topic sentence:

Supporting details:

Concluding sentence:

Conclusion:

Self-Reflection	Yes (✓)	No (X)
I stated a clear main idea in each paragraph.		
I used linkers of addition and cause & effect accurately.		
I included at least two skills and two types of community support.		
I added short and relevant examples to support my ideas.		
I checked my spelling, grammar and punctuation carefully.		
I used appropriate vocabulary from the learning unit.		



Learning Unit

8



**Beyond Earth:
Exploring the Future of Space**

Learning Unit 8:

Beyond Earth: Exploring the Future of Space

Listening and Viewing:

- **Interpret** explicit and implicit information as well as the speaker's tone, purpose, and attitude in spoken texts about space exploration, using contextual, linguistic, and structural clues.
- **Predict** possible future developments in space exploration efforts using contextual clues from spoken texts.

Speaking and Representing:

- **Employ** a broad range of topic-specific and academic vocabulary accurately when discussing complex concepts and issues related to space.
- **Engage** effectively in collaborative discussions on space topics by responding thoughtfully to peers, extending ideas, and using advanced interactive speaking strategies.
- **Synthesise** information on space-related topics into clear, coherent, and logically structured oral explanations that demonstrate control of academic register.
- **Construct** well-reasoned oral arguments on space exploration issues, justifying claims with logical reasoning and relevant evidence.
- **Sustain** extended spoken interaction during debates and group tasks on space themes, maintaining coherence, fluency, and clarity of ideas.
- **Deliver** polished, well-organised oral presentations on space-related themes using controlled intonation, accurate pronunciation, and purposeful non-verbal communication.

Reading and Viewing:

- **Infer** the meaning, reference, and function of key vocabulary related to space, exploration, and scientific innovation through contextual and structural clues.
- **Interpret** explicit and implicit information in reading texts on space topics, using linguistic and contextual evidence to understand both stated and inferred ideas.
- **Analyse** expository and argumentative texts about space by applying reading strategies (skimming, scanning, and close reading) to determine the writer's purpose, viewpoint, and tone.
- **Annotate** complex texts on space themes by clearly highlighting principal ideas, key arguments, and significant vocabulary to support deeper comprehension.

Writing and Representing:

- **Use** key academic vocabulary and a range of cohesive devices (e.g., because, therefore, as a result, on the other hand) to compose a coherent two-paragraph argumentative report that explains opposing viewpoints and support a justified personal opinion about space exploration.
- **Apply** the writing process—planning ideas, organising arguments, drafting, revising, and editing to produce a clear and accurate two-paragraph argumentative report presenting both sides of the debate on space exploration.

Learning Unit 8

Lesson 1: Reading Expository

I can

- **interpret** explicit and implicit information in a reading text on space topics, using linguistic and contextual evidence.
- **justify** the organisational structure of a space-related text (e.g., problem–solution, cause–effect) using evidence from the content.
- **Vocabulary**: fascinate, universe, present, issue, distant, lack, protective, atmosphere, gravity, astronaut, expose, lonely, facilitate, differ, actively, artificial, supply, advanced, overcome

Exploring Space: Challenges and Solutions

1



Before You Read

Look at the pictures, then discuss your answers.

1. Which of these technologies do you use regularly?
2. What are the benefits of these technologies?
3. How would your life change without these technologies?
4. Which of these technologies do you think came from space research?



Read the passage, then do the tasks that follow.



The world beyond our planet continues to **fascinate** people and raises important questions about how far humans can explore in the future. Today, space exploration is one of the key scientific efforts. It helps us understand the **universe** more deeply. It also leads to new technologies, such as satellite systems and water-recycling equipment, which benefit life on Earth. However, despite these advantages, space exploration still **presents** serious challenges. These **issues** must be addressed for humans to explore other planets and **distant** regions of space safely.

One major challenge in space is the **lack** of oxygen. Space has no **protective atmosphere** like Earth's, so there is not enough air to breathe. Another issue is low **gravity**, which weakens muscles and bones over time. Moreover, **astronauts** are **exposed** to harmful solar radiation, which can seriously affect their health. In addition to these physical challenges, there are also emotional ones. Astronauts often feel **lonely** and miss their families during long missions. Food and water are also major concerns because there are no natural sources such as farms or rivers in space. To **facilitate** long-term missions, astronauts must rely on stored food supplies and advanced recycling systems. Furthermore, sleeping in space can be difficult because the day-and-night cycles **differ** greatly from those on Earth. Altogether, these factors make life in space extremely challenging.

To solve these problems, scientists are **actively** developing a variety of solutions. Greenhouses can help astronauts grow plants that provide both food and oxygen. To stay healthy in low gravity, astronauts follow daily exercise routines or use **artificial**-gravity rooms. Thick-walled shelters are being designed to protect them from harmful solar radiation. Emotional well-being is also important, so astronauts regularly stay in touch with their families through video calls. Water is **supplied** through **advanced** recycling systems, ensuring it can be reused safely. Finally, following a strict daily schedule helps astronauts manage their sleep in an environment where there is no normal day-and-night cycle.

To sum up, with careful planning and modern technology, the challenges of space missions may one day be **overcome** completely, allowing exploration and research to continue successfully beyond Earth.

Learning Unit 8

Linker Bank: Building Arguments
(however, on the other hand, in addition, therefore, for example)

Lesson 1: Reading



2 Finding the Main Idea

1. Skim the **first** and **last** sentences of paragraphs 2 and 3.
2. **Circle or underline three words** in the sentences that seem **most important**.
3. Write one short phrase for the main idea of each paragraph.

Paragraph 2:

Paragraph 3:



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

1. The underlined word "ones" in the 2nd paragraph refers to:
 - a. bones
 - b. muscles
 - c. astronauts
 - d. challenges
2. What is one benefit of space exploration mentioned in the passage?
 - a. It makes daily life in space easier for astronauts.
 - b. It increases the amount of oxygen available on Earth.
 - c. It creates new job opportunities for astronauts on Earth.
 - d. It helps develop useful technologies like satellite systems.



4 Find words in the passage that mean:

- a. far away (1st paragraph)
- b. make easy (2nd paragraph)



5 Identify Problems and Solutions

A. Read the passage "Exploring Space" again, then complete the table below.

Problem	Solution
Lack of oxygen	
Low gravity	
Harmful solar radiation	
Loneliness	
Lack of water	

B. Which problem do you think is the most difficult to solve? Explain why.



6 Tone Description

A. How would you describe the tone of the passage?

Choose one from the following, then explain why you chose it.

- a. Neutral
- b. Persuasive
- c. Humorous
- d. Encouraging



Writer's Attitude

B. Does the writer show a positive, negative, or balanced attitude towards space exploration?

- Give evidence from the passage.

Objective tone

- Writing or speaking **fairly**.
- You **don't show personal feelings or opinions**.
- You just present the **facts**.



7 Life in Space: Yes or No? Discuss and write.

Do you think humans should try to live in space permanently?

Your answer should include:

- **at least three reasons** to support your opinion.
- language for **expressing opinions** and **giving reasons**.



Example:

In my opinion, humans should not try to live in space permanently. Life in space is very difficult because low gravity harms muscles and bones. People may also feel lonely since they are away from their families for a long time.

Expressing Opinion

- In my opinion, ...
- I believe that...
- I think that...
- It seems to me that...

Giving Reasons

- Because ...
- Since ...
- One reason is that ...
- The main reason is ...

Grammar: Tag Questions with the Past Simple, Past Continuous, Present Perfect and Modals (Can, Could, Must)

1



Read these sentences about space travel, then answer the questions that follow.

1. Astronauts **landed** on the Moon, **didn't they?**
2. They **were training** hard before the launch, **weren't they?**
3. A Scientist **has travelled** to space, **hasn't he?**
4. Astronauts **must wear** spacesuits in space, **mustn't they?**
5. She **didn't stay** there for long, **did she?**
6. We **can't live** in space without technology, **can we?**
7. They **couldn't sleep** during the mission, **could they?**
8. Scientists **haven't finished** their research yet, **have they?**



1. When the main sentence is positive, is the tag positive or negative? (.....)
2. When the main sentence is negative, is the tag positive or negative? (.....)
3. Do we use the same helping or modal verb in the tag? (.....)

Grammar Box:	Tag Questions
▶ They are short questions added to the end of statements to confirm information or ask for agreement. ▶ They are formed with an auxiliary/modal verb + subject pronoun.	
✔ A positive statement takes a negative question tag.	✘ A negative statement takes a positive question tag.
Ex. He has been at home, hasn't he?	Ex. He wasn't playing tennis, was he?

2



Complete the sentences with the correct tag question.

1. They **didn't make** any mistakes,?
2. Astronauts **must follow** strict rules,?
3. Scientists **have developed** solutions,.....?
4. The astronaut **was not working** all night,.....?
5. People **couldn't travel** to the Moon soon,?



Tip: Use **rising intonation** when you're not sure and **falling intonation** when you expect agreement.

3



Speaking Practice

Choose **one topic**:

(Technology & Social Media / School Life/ Travel and Adventure / Environment).

- ▶ Make **four statements** using **tag questions**. (e.g., You like technology, don't you?)
- ▶ **Work with a partner**. Read your statements aloud.
- ▶ Your partner should **respond naturally**, just like in a real conversation.

Example Dialogue

Saleh: You've seen that documentary about space, haven't you?

Hisham: Yes, I have. It was interesting!

Saleh: People should take better care of Earth, shouldn't they?

Hisham: Absolutely, we all must do our part.



Learning Unit 8

Lesson 3: Listening

I can

- **analyse** explicit and implicit information in a spoken text by using structural and contextual clues related to space exploration and Kuwaiti scientific achievements.
- **deduce** the speaker's tone, message, and intentions by analysing deeper layers of meaning in a space-related text.

Kuwait's Space Ambassador



Before You Listen

A. Discuss with a partner.

1. Have you ever heard of any Arab astronauts or scientists who work in space research?
2. Look at the picture of Lama Al-Oraiman. What do you think she does?



Kuwait Deputy Amir receives Lama Al-Oraiman, winner of IAF's award



Listen to a report about a Kuwaiti innovator, then choose the correct answer.

1. The report is mainly about:

- a. A Kuwaiti woman who studied astronomy abroad.
- b. Kuwait's first astronaut training for a space mission.
- c. A Kuwaiti innovator recognised for her achievements in space science.
- d. A Kuwaiti student who will travel to the Moon to do experiments.

2. Why did Kuwait's Crown Prince honour Lama Al-Oraiman?

- a. She visited the UAE in 2018.
- b. She won the Emerging Space Leader Award.
- c. She is a creative leader above 30.
- d. She travelled to space in 2022.

3. Which statement best expresses Lama Al-Oraiman's vision for Kuwait?

- a. It is important to wait for international organisations to get help.
- b. It is a must to cooperate with the UAE in space research.
- c. It would be great to create a space agency and research centres.
- d. It is recommended to publish articles in Forbes Middle East Magazine.



Listen to the news report about Lama Al-Oraiman. Then, answer the questions.

1. When did Lama Al-Oraiman start working in the space field?
2. What did she do to raise awareness about space exploration?
3. What does she hope young Kuwaitis should do to achieve their dreams?
4. Why is Al-Oraiman considered an inspiration to young people in Kuwait?



A. How would you describe the speaker's tone in this audio?

- a. Critical
- b. Uncertain
- c. Fearful
- d. Proud

B. Which words or expressions in the audio helped you decide?



Speaking: What Do You Think Will Happen?

Discuss the following question.

How will science and space technology help Kuwait in the future?

Use expressions for making predictions.



Example:

I expect space technology to help Kuwait watch the environment from space, so the country can check pollution and climate changes more easily.

Language of Prediction:

- It's likely that Kuwait will...
- Kuwait could possibly...
- There's a good chance that...
- In the future, Kuwait may...
- I expect Kuwait will...
- Kuwait might start to...

I can

- **evaluate** opposing viewpoints and respond appropriately in the context of life in space vs. life on Earth.
- **defend** a clear position in a group debate on living in space versus living on Earth by presenting valid reasons and supporting details.

Learning Unit 8

Lesson 4: Speaking

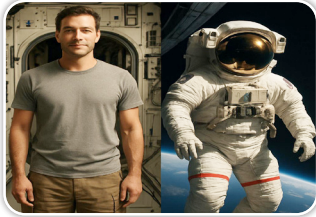
Daily Life in Space: How Do Astronauts Live?

1



Think & Discuss

Look at the pictures, then discuss the questions with a partner.



1. What makes people think about travelling to space?
2. Do you think going to space is fun and easy or boring and difficult? Why?
3. What challenges do you think astronauts face on a normal day in space?



2



A Day in Space

Listen to a report about a day in space. Write what you learn about the following:

- Food:
- Drinking water:
- Clothing (inside/outside the station):
- Sleeping:
- Evening activities:



3



Space or Earth?

A. Read the activities on the table. Decide if each activity is easier in space or on Earth.

Activity	Better in Space or on Earth?	Why?
Sleeping		
Eating and drinking		
Clothing		
Relaxing activities		
Communicating with family		

Language for Expressing Preference

- I would like to...
- I wouldn't like to...
- I'd rather...
- I prefer...

B. Explain your choice to your partner in full sentences. Use suitable expressions of expressing preferences from the useful language box.



C. Group Debate: Earth or Space?

- **Work in groups.** Half of the group supports living in space, and the other half is against it.
- **Each side must give three reasons** and **use vocabulary** from this learning unit.
- After both sides present their arguments, **decide which option:**

Living on Earth or living in space is **better overall**.

Reflection: Tick (✓) the points you achieved	
<input type="checkbox"/>	I expressed my opinion clearly.
<input type="checkbox"/>	I gave a reason for each idea.
<input type="checkbox"/>	I used Unit 8 vocabulary in my speaking.

Useful Language

- In my opinion...
- One reason is that...
- This challenge can be overcome by...
- On the other hand, ...
- Another point is...

Learning Unit 8

Lesson 5: Reading Argumentative

I can

- **interpret** explicit and implicit details in a text presenting argument for and against space exploration, using structural features and contextual clues.
- **analyse** writers' ideas in an argumentative text, identifying relationships between claims, evidence, and reasoning.
- **Vocabulary:** supporter, numerous, opponent, attention, excitedly, worthwhile, investment, pressing, vast, enhance, stress, intensive, threaten, extract, pure, unintentionally, pose

The Hidden Costs of Space Exploration

1



Before You Read

Look at the list and decide where money should be spent first. Rank them from 1 (**most important**) to 5 (**least important**). Explain one choice.

Climate change Poverty Space exploration Education Health care



Read the article, then do the tasks that follow.

Interest in space exploration has grown rapidly in recent years as technology continues to advance. **Supporters** believe that exploring space brings **numerous** benefits for science, the economy, and global cooperation. However, **opponents** argue that it is costly, risky, and takes **attention** away from urgent issues on Earth. This has created a strong debate between those who support space exploration and those who are against it.



Supporters of space exploration argue that it brings many important benefits to humanity. They **excitedly** point out that space missions often lead to new technologies, such as faster communication systems and improved solar panels that are used on Earth today. Space projects also create thousands of jobs because they require engineers, scientists, and technicians to build and operate rockets and equipment. In addition, space exploration encourages scientific progress by inspiring students and young researchers to study science and develop new ideas. For these reasons, supporters believe that the high costs are a **worthwhile** scientific **investment** that will promote future progress and development.

However, many people are against space exploration because they believe the money spent on it should be used to solve **pressing** problems on Earth, such as poverty and climate change. They argue that space missions require **vast** amounts of money which could be used to **enhance** life on our own planet. Opponents also **stress** that rockets harm the environment by releasing gases and black carbon that warm the planet and weaken the atmosphere. In addition, they worry that **intensive** human activity in space could **threaten** other planets or moons. For example, **extracting** resources from the Moon or Mars might damage their **pure** natural environments. It could also **unintentionally** spread Earth's bacteria to other worlds or bring back unknown microbes. For these reasons, they believe that protecting Earth should come first because space exploration can **pose** dangers for both our planet and other worlds.

In conclusion, space travel should continue, but only with clear rules to strongly protect the environment and keep both Earth and other planets safe.



2



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

1. The passage is mainly about:

- a. the dangers of space travel. b. the climate issues on Earth.
c. the good side of living on Mars. d. the debate over space exploration.

2. The underlined word “urgent” in the 1st paragraph means:

- a. important b. slow c. artificial d. creative

3. According to supporters, one important benefit of space exploration is that it:

- a. helps rockets release gases and black carbon. b. helps create new technology and jobs.
c. increases competition between countries. d. reduces the cost of scientific research.

4. What do opponents believe about the money used for space exploration?

- a. It is needed to create jobs.
b. It helps inspire young researchers.
c. It should support new space technologies.
d. It should be spent on solving problems on Earth.

5. Which statement best describes the writer’s overall view of space exploration?

- a. **Supportive:** The writer believes space exploration is positive and valuable.
b. **Opposed:** The writer thinks space exploration causes more harm than good.
c. **Balanced:** The writer supports space exploration but insists on strict environmental rules.
d. **Indifferent:** The writer shows no strong feelings or opinion about space exploration.

3



In pairs, answer the following questions.

1. What new technologies are developed through space missions?
2. How does space exploration help create jobs, according to supporters?
3. Why do opponents believe that money should be spent on Earth instead of space?
4. How do rockets harm the environment, according to the passage?
5. What do opponents fear might happen to other planets or moons?

4



Analysing the Structure of an Argumentative Passage

Read the passage carefully, then complete the table below to show how the writer organises the argument.

Part of the Passage	What It Does	Example from the Passage
Introduction	Introduces the topic and central problem .	
Supporters’ View	Gives arguments for space exploration.	
Opponents’ View	Gives arguments against space exploration.	
Conclusion	States the writer’s final opinion or recommendation	

5



Writing: In groups, discuss and respond.

Do you agree with the writer’s conclusion that space exploration should continue but only under strict rules?

- Write **3–4 sentences** explaining your opinion.
- Give **reasons** and **examples** to support your view.

.....

.....

.....

Writing Tip:
Always explain why you agree or disagree, give a clear reason or example to support your opinion.

Learning Unit 8

I can

- produce meaningful sentences that show strong cause/ result relationships using (so...that) and (such...that) in both spoken and written communication.

Lesson 6: Grammar

Grammar: Linkers of Result (so...that / such...that)

1 Read the story and notice the result of each situation.

Last night, the sky was so clear that Dana could see every star twinkling above her house. She had always dreamed of exploring space, and that night felt magical.

When she looked through her telescope, she saw such a bright star that it almost blinded her eyes. Excited, she imagined herself flying through the galaxy.

Her imagination was so rich that she could almost feel the spaceship shaking as it took off. It was such an exciting adventure that she forgot she was only dreaming.

2 Read these sentences from Dana's story again, then discuss the questions that follow.

- The sky was **so clear that** Dana could see every star.
 - She saw **such a bright star that** it almost blinded her eyes.
 - It was **such an exciting adventure that** she forgot she was dreaming.
- What comes after **so**? (Which part of speech?)
 - What comes after **such**?
 - What information do we get after the word **that**, a **result** or a **reason**?



Grammar Box: Linkers of result "so...that " "such...that "

We use 'so' and 'such' to show a strong cause and result.

Form	Example	Notes
so + adjective/ adverb + that	<ul style="list-style-type: none"> ✓ She was so tired that she fell asleep in class. ✓ The team worked so carefully that no errors were made. 	Used before an adjective or adverb to show a strong result.
such + (a/an) + adjective + singular noun + that	<ul style="list-style-type: none"> ✓ It was such a nice book that I read it twice. 	Used before singular countable nouns.
such + adjective + countable/ uncountable noun + that	<ul style="list-style-type: none"> ✓ They made such delicious cookies that everyone wanted more. ✓ He gave me such good advice that I solved the problem. 	Used before plural or uncountable nouns.

3 Fill in the blanks: Use (so...that) or (such...that) to complete each sentence.

- The spaceship wasfastit reached Mars in no time.
- The rocket took off smoothly everyone was surprised.
- Space travel is an expensive project not everyone can afford it.
- It was a beautiful moment the whole team celebrated together.

4 Match the two halves of the sentences. Then, write them in your notebook.

- The wind was so strong
- The mountain was so high
- It was such a beautiful sunset

- that we couldn't see the top.
- that the trees bent in the wind.
- that everyone stopped to take a photo.

5 Mini Role-play: Moments We Will Never Forget

- Work in **groups**.
- Create a **short role-play** that includes **at least 4 sentences** using so / such ...that...
- Choose a topic for your role-play. Here are some ideas:
(A day at the mall / A camping trip / A day at school / A birthday surprise).
- Perform your role-play in front of the class.

I can

- **develop** a structured outline that includes an introduction, two organised body paragraphs (arguments for/arguments against), and a concluding opinion.
- **construct** a clear two-paragraph argumentative report presenting the supporters' and opponents' viewpoints, using appropriate vocabulary and linking devices

Learning Unit 8

Lesson 7: Writing

Space Exploration: Worth the Cost or Not?



1



Before You Write

Discuss the questions with a partner:

1. What comes to your mind when you hear the phrase space exploration?
2. Why do countries spend money on space missions?
3. Do you think space travel is important for the future? Why / why not?

2

Space Exploration: Understanding the Two Sides of an Argument

A. Write For or Against next to each idea.

B. Justify your choice with one short reason.

Use expressions like: because..., since..., for example...

1. Space missions create thousands of jobs. →
2. It costs vast amounts of money. →
3. Space missions lead to new technologies. →
4. The money should be used to solve problems on Earth. →
5. Space exploration encourages scientific progress. →
6. Rockets cause harm to the environment. →

3

Discuss and Write

Complete the tables with suitable information about the arguments For and Against space exploration.

Paragraph 1: Argument <i>For</i> Space Exploration	
Topic Sentence: What do supporters believe?	
Reason 1	
Example	
Reason 2	
Example	
Mini-concluding sentence	
Paragraph 2: Argument <i>Against</i> Space Exploration	
Topic Sentence: What do critics / opponents say?	
Reason 1	
Example	
Reason 2	
Example	
Your opinion	

Useful Language for Building Arguments

- Supporters believe...
- For example, ...
- On the other hand, opponents claim ...
- In my opinion, ...

Learning Unit 8

Lesson 7: Writing

4



Space exploration is a two-sided issue. Some people support it, while others believe it is a waste of money.

Plan and write a two-paragraph report explaining both views and clearly giving your own opinion.

Write Your Outline

Introduction (Introducing the topic):

.....

Paragraph 1 (What supporters believe)

Topic Sentence:

.....

Supporting Details (Arguments for):

.....

.....

Concluding Sentence:

.....

Paragraph 2 (What opponents claim)

Topic Sentence:

.....

Supporting Details (Arguments Against):

.....

.....

Concluding Sentence (Your Opinion):

.....

Conclusion:

.....

My Writing Checkpoint



1. I wrote ideas for and against space exploration.

2. I used the useful language of argument (e.g., Supporters believe..., On the other hand...).

3. I wrote a clear topic sentence for each paragraph.

4. I gave reasons and examples for each side (FOR and AGAINST).

5. I used linking words such as because, for example, however.

6. I used appropriate vocabulary from the learning unit.

7. I checked my spelling, grammar and punctuation carefully

Let AI guide you, but make sure the work is still yours.

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

Task

In this project, we are going to

Materials Needed

- | | |
|-----------------------|-----------------|
| paper | newspaper |
| colouring sets | magazines |
| markers | textbook |
| PowerPoint slides ... | reference books |
| glue | 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

- | | |
|--|--|
| <input type="checkbox"/> Content. | <input type="checkbox"/> Design and creativity |
| <input type="checkbox"/> Accuracy | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Presentation skills | <input type="checkbox"/> 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

actively / 'æktivli / (adverb)

in a way that involves doing something

adaptable / ə'dæptəbl / (adjective)

able to change or be changed in order to deal successfully with new situations

addicted / ə'diktɪd / (adjective)

(to something) unable to stop using or doing something as a habit, especially something harmful

adopt / ə'dɒpt / (verb)

to accept or start to use something new

advanced / əd'vɑ:nst / (adjective)

having the most modern and recently developed ideas, methods, etc.

alert / ə'lɜ:t / (noun)

a warning to people to get ready to deal with something dangerous

appealing / ə'pi:lɪŋ / (adjective)

attractive or interesting

appliance / ə'plaiəns / (noun)

a machine that is designed to do a particular thing in the home, such as preparing food, heating or cleaning

artificial / ,ɑ:tɪ'fiʃl / (adjective)

made or produced to copy something natural; not real

astronaut / 'æstrɒnɔ:t/ (noun)

a person whose job involves travelling and working in a spacecraft

athlete / 'æθli:t / (noun)

a person who competes in sports

atmosphere / 'ætməsfɪə(r) / (noun)

the mixture of gases that surrounds the earth

attention / ə'tenʃn / (noun)

interest that people show in somebody/something

B

balance / 'bæləns / (verb)

to give several things equal amounts of importance, time, or money so that a situation is successful

boost / bu:st / (verb)

to make something increase, or become better or more successful

budgeting / 'bʌdʒɪtɪŋ / (noun)

the fact of being careful about the amount of money you spend; the process of planning to spend an amount of money for a particular purpose

C

compete / kəm'pi:t / (verb)

to take part in a contest or game

concern / kən'sɜ:n / (noun)

a feeling of worry, especially one that is shared by many people

conservation / ,kɒnsə'veɪʃn / (noun)

the protection of the natural environment

considerable / kən'sɪdərəbl /
(adjective)

great in amount, size, importance, etc.

costly / 'kɒstli / (adjective)

costing a lot of money, especially more than you want to pay

critical / 'krɪtɪkl / (adjective)

saying what you think is bad about somebody/something

crucial / 'kru:ʃl / (adjective)

extremely important, because it will affect other things

current / 'kʌrənt / (adjective)

happening now; of the present time

custom / 'kʌstəm / (adjective)

designed and built for a particular person or purpose

D

data / 'deɪtə / (noun)

facts or information, especially when examined and used to find out things or to make decisions

dedication / ,dedɪ'keɪʃn / (noun)

the hard work and effort that somebody puts into an activity or a purpose because they think it is important

delay / dɪ'leɪ / (noun)

a period of time when somebody/ something has to wait because of a problem that makes something slow or late

differ / 'dɪfə(r) / (verb)

to be different from somebody/ something

distant / 'dɪstənt / (adjective)

far away in space or time

diverse / daɪ'vɜ:s / (adjective)

very different from each other and of various kinds

E

eco-friendly / ,i:kəʊ 'frendli / (adjective)

not harmful to the environment

emerge / ɪ'mɜ:dʒ / (verb)

to become known or develop as a result of something

emit / ɪ'mɪt / (verb)

to send out something such as light, heat, sound, gas, etc.

engaging / ɪn'geɪdʒɪŋ / (adjective)

interesting or pleasant in a way that attracts your attention

enhance / ɪn'hɑ:ns / (verb)

to increase or further improve the good quality, value or status of somebody/ something

enthusiastically / ɪn,θju:zɪ'æstɪkli /
(adverb)

in a way that shows a lot of excitement and interest about somebody/ something

entrepreneur / ,ɒnrəprə'nɜ:(r) / (noun)

a person who makes money by starting or running businesses, especially when this involves taking financial risks

evolve / ɪ'vɒlv / (verb)

to develop gradually, especially from a simple to a more complicated form; to develop something in this way

excitedly / ɪk'saɪtɪdli / (adverb)

in a happy and enthusiastic way

expense / ɪk'spens / (noun)

the money that you spend on something

experienced / ɪk'spɪəriənst / (adjective)

having knowledge or skill in a particular job or activity

experiment / ɪk'spɛrɪmənt / (noun)

a new activity, idea or method that you try out to see what happens or what effect it has

expert / 'ɛkspɜ:t / (noun)

a person with special knowledge, skill or training in something

expose / ɪk'spəʊz / (verb)

to put someone at risk from something harmful or unpleasant

extract / 'ɛkstrækt / (verb)

to remove or obtain a substance from something, for example by using an industrial or a chemical process

eye-catching / 'aɪ kætʃɪŋ / (adjective)

immediately likely to attract attention because it is particularly interesting, bright or attractive

F

facilitate / fə'sɪlɪteɪt / (verb)

to make an action or a process possible or easier

fame / feɪm / (noun)

the state of being known and talked about by many people

fascinate / 'fæsɪneɪt / (verb)

to attract or interest somebody very much

feedback / 'fi:dbæk / (noun)

advice, criticism or information about how good or useful something or somebody's work is

financial / faɪ'nænʃl / (adjective)

connected with money and finance

firmly / 'fɜ:mli / (adverb)

in a strong or definite way

flexibility / ,fleksə'bɪləti / (noun)

the ability to bend or to be bent easily without breaking

flow / fləʊ / (verb)

to move steadily and continuously in one direction

form / fɔ:m / (noun)

a type or variety of something

fulfilling / fʊl'fɪlɪŋ / (adjective)

making you feel happy and satisfied

G

genuine / 'dʒenjuɪn / (adjective)

real; exactly what it appears to be; not artificial

gradually / 'grædʒuəli / (adverb)

slowly, over a long period of time

gravity / 'grævəti / (noun)

the force that makes objects fall to the ground or that pulls objects towards a planet or other body.

H

handle / 'hændl / (verb)

to deal with a situation, a person, an area of work or a strong emotion

handmade / ,hænd'meɪd / (adjective)

made by a person using their hands rather than by machines

high-quality / ,haɪ'kwɒl.ə.ti / (adjective)

very good; of a high quality

I

imagination / ɪ,mædʒɪ'neɪʃn / (noun)

the ability to create pictures in your mind; the part of your mind that does this

income / 'ɪnkəm / (noun)

the money that a person, a region, a country, etc. earns from work, from investing money

increasing / in'kri:siŋ / (adjective)

greater in amount, number, value, etc

independent / ,indi'pendənt / (adjective)

not taking help or money from other people

individually / ,indi'vidʒuəli / (adverb)

separately, rather than as a group

injury / 'indʒəri / (noun)

harm done to a person's or an animal's body, for example in an accident

intensive / in'tensiv / (adjective)

involving a lot of work or activity done in a short time

intensively / in'tensivli / (adverb)

in a complete and extremely detailed way; with a lot of care

interest / 'intrəst / (noun)

something you enjoy doing, studying, or experiencing

investment / in'vestmənt / (noun)

the act of investing money in something, the act of giving time or effort to a particular task to make it successful

issue / 'ɪʃu: / (noun)

an important topic that people are discussing or arguing about

K

key / ki: / (adjective)

most important; essential

L

lack / læk / (noun)

the state of not having something or not having enough of something

leak / li:k / (noun)

a small hole that lets liquid or gas flow in or out of something by accident

local / 'ləʊkl / (adjective)

belonging to or connected with the particular place or area that you are talking about or with the place where you live

locally / 'ləʊkəli / (adverb)

in the particular place or area that you are talking about; in the place where you live

lonely / 'ləʊnli / (adverb)

unhappy because you have no friends or people to talk to

lower / 'ləʊə(r) / (verb)

to reduce something or to become less in value, quality, etc.

M

marketing / 'mɑ:kɪtɪŋ / (noun)

the activity of presenting, advertising and selling a company's products or services in the best possible way

massive / 'mæsɪv / (adjective)

very large in size, amount, or number

monitor / 'mɒnɪtə(r) / (verb)

to watch and check something over a period of time in order to see how it develops, so that you can make any necessary changes

mutual / 'mju:tʃuəl / (adjective)

used to describe feelings that two or more people have for each other equally, or actions that affect two or more people equally

N

nutritionist / nju:'trɪʃənɪst / (noun)

a person who is an expert on the relationship between food and health

numerous / 'nju:mərəs / (adjective)

many

O

opponent / ə'pəʊnənt / (noun)

a person that you are playing or fighting against in a game, competition, argument, etc.

opportunity / ,ɒpə'tju:nəti / (noun)

a time when a particular situation makes it possible to do or achieve something

overcome / ,əʊvə'kʌm / (verb)

to succeed in dealing with or controlling a problem that has been preventing you from achieving something

P

part-time / ,pɑ:t 'taɪm / (adjective)

for part of the day or week in which people work

performance / pə'fɔ:məns / (noun)

how well a person, machine, etc. does a piece of work or an activity

permanent / 'pɜ:mənənt / (adjective)

lasting for a long time or for all time in the future.

persistence / pə'sɪstəns / (noun)

continuing to try to do something despite difficulties, especially when other people are against you and think that you are being annoying or unreasonable

platform / 'plætfɔ:m / (noun)

a method of communication or entertainment, e.g.; radio, television, or internet.

pose / pəʊz / (verb)

to create a threat, problem, etc. that has to be dealt with

precious / 'preʃəs / (adjective)

of great value because of being rare, expensive, or important

present / pri'zent / (verb)

to cause something to happen or be experienced

pressing / 'presɪŋ / (adjective)

needing to be dealt with immediately

privacy / 'prɪvəsi / (noun)

the state of being free from the attention of the public

professional / prə'feʃənl / (adjective)

doing something as a paid job rather than as a hobby

promote / prə'məʊt / (verb)

to help sell a product, service, etc. or make it more popular by advertising it or offering it at a special price

protective / prə'tektɪv / (adjective)

providing or intended to provide protection

public transport / ,pʌblɪk 'træns'pɔ:t / (compound noun)

the system of buses, trains, etc. provided by the government or by companies, which people use to travel from one place to another

purchase / 'pɜ:tʃəs / (verb)

to buy something

pure / pjʊə(r) / (adjective)

not mixed with anything else; with nothing added

pursue / pə'sju: / (verb)

to do something or try to achieve something over a period of time

R

rapidly / 'ræpɪdli / (adverb)

very quickly; at a great rate

recreational / ,rekri'eɪʃənl / (adjective)

connected with activities that people do for pleasure when they are not working

rely on / ri'laɪ ɒn / (phrasal verb)

to need or depend on somebody/
something

remarkably / ri'mɑ:kəbli / (adverb)

in a way that is unusual or surprising
and causes people to take notice

report / ri'pɔ:t / (verb)

to give people information about
something that you have heard, seen,
done, etc.

request / ri'kwest / (verb)

to ask for something or ask somebody
to do something in a polite or formal
way

require / ri'kwaɪə(r) / (verb)

to need something; to depend on
somebody/something

resource / ri'sɔ:s / (noun)

a supply of something that a country,
an organization or a person has and
can use, especially to increase their
wealth

responsibility / ri'spɒnsə'bɪləti / (noun)

a duty to deal with or take care of
somebody/something, so that you may
be blamed if something goes wrong

risky / 'rɪski / (adjective)

involving the possibility of something
bad happening

S

satisfy / 'sætɪsfaɪ / (verb)

to make somebody pleased by doing
or giving them what they want

scent / sent / (noun)

the pleasant smell that something has

self-confidence / ,self 'kɒnfɪdəns /
(noun)

confidence in yourself and your
abilities

significant / sɪg'nɪfɪkənt / (adjective)

important or noticeable

smoothly / 'smu:ðli / (adverb)

easily and without interruption or
difficulty

solar panel / səʊlə 'pænl / (compound
noun)

a piece of equipment, often on the roof
of a building, that uses light and heat
energy from the sun to produce hot
water and electricity

spending / 'spendɪŋ / (noun)

the amount of money that is spent by
a government, an organization or a
person

strategic /strə'ti:dʒɪk / (adjective)

done as part of a plan that is meant to
achieve a particular purpose or to gain
an advantage

strategy / 'strætədʒi / (noun)

a plan that is intended to achieve a
particular purpose

stress / stres / (verb)

to give emphasis or special
importance to something

struggle / 'strʌgl / (verb)

to try very hard to do something when
it is difficult or when there are a lot of
problems

supply / sə'plaɪ / (verb)

to provide somebody/something with
something that they need or want,
especially in large quantities

supporter / sə'pɔ:tə(r) / (noun)

a person who supports a political
party, an idea, etc.

sustainability / sə'steɪnə'bɪləti / (noun)

the use of natural products and energy
in a way that does not harm the
environment

T

technique / tek'ni:k / (noun)

a particular way of doing something, especially one in which you have to learn special skills

teenager / 'ti:neɪdʒə(r) / (noun)

a person who is between 13 and 19 years old

thoughtful / 'θɔ:tfʌl / (adjective)

carefully considering things

threaten / 'θreɪn / (verb)

to be likely to cause harm or damage to something or someone

traffic jam / 'træfɪk dʒæm / (compound noun)

a long line of vehicles on a road that cannot move or that can only move very slowly

transform / træn'sfɔ:m / (verb)

to change the form of something; to change in form

trend / trend / (noun)

a general direction in which a situation is changing or developing

U

unexpected / ,ʌnɪk'spektɪd / (adjective)

something that surprises you because you were not expecting it

unintentionally / ,ʌnɪn'tenʃənəli / (adverb)

in a way that is not deliberate, but happens by accident

unite / ju'nait / (verb)

to join together with other people in order to do something as a group

universe / 'ju:nɪvɜ:s / (noun)

the whole of space and everything in it, including the earth, the planets and the stars

upgrade / ,ʌp'greɪd / (verb)

to improve the quality or usefulness of something or change it for something newer or of better standard

V

vast / vɑ:st / (adjective)

extremely large in area, size, amount, etc.

vibrant / 'vaɪbrənt / (adjective)

very bright and strong

visible / 'vɪzəbl / (adjective)

that can be seen

W

worthwhile / ,wɜ:θ'waɪl / (adjective)

important, pleasant, interesting, etc.; worth spending time, money or effort on

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	gotten
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
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 December 1, 2025, from <https://www.canva.com>

OpenAI. (2025). ChatGPT with DALL·E model. Retrieved December 1, 2025, from <https://www.openai.com>

Audio Recordings:

Eleven Labs. (n.d.). AI voice synthesis for education. Retrieved December 1, 2025, from <https://www.elevenlabs.io>

Glossary:

Oxford University Press. (n.d.). Oxford Learner's Dictionaries. Retrieved December 1, 2025, from <https://www.oxfordlearnersdictionaries.com>

Cambridge University Press & Assessment. (n.d.). Cambridge English Dictionary. Retrieved December 1, 2025, from <https://dictionary.cambridge.org>

Listening: Unit 8 Lesson 3

<https://www.arabtimesonline.com/news/kuwait-must-set-up-space-agency/>

<https://forbesmiddleeastevents.com/team-members/lama-al-oraiman/>

Grade
9B



Share on evaluation



PDF Book