



وزارة التربية
Ministry of Education
State of Kuwait | دولة الكويت



Student's Book

Origin to Outlook

Grade
10A



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سَمُو الشَّيْخِ صَبَّاحٍ كَهَّالٍ هَمَّادٍ السَّبَّاحِ
وَلِيِّ مَعْهُدِ دَوْلَةِ الْكُوَيْتِ

H. H. Sheikh Sabah Khaled Al-Hamad Al-Sabah
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Introduction

Origin to Outlook is a secondary-stage English coursebook series designed for Grade 10 learners in Kuwait. It has been developed with careful attention to classroom needs, educational aims, and students' language development. The series helps learners build strong communication skills in English while reflecting Kuwait's cultural identity, national values, and rich heritage. It also opens learners' minds to different cultures and global ideas, so they can broaden their understanding of the world and develop respect for others.

Origin to Outlook is based on Kuwait's national curriculum standards and guided by the Common European Framework of Reference for Languages (CEFR). It develops students' competence in listening, speaking, reading, and writing. The content reflects the CEFR "Can Do" progression by guiding learners to move from understanding main ideas and giving simple opinions to analysing texts, supporting viewpoints, and producing clear, connected spoken and written responses. Differentiated learning pathways are also provided to meet students' varied abilities, interests, and learning styles.

Kuwait Vision 2035 gives the course a clear national direction. The course supports this vision by developing confident, respectful, and globally aware learners. It encourages them to contribute positively to their school, community, and country. It also focuses on the 4Cs: critical thinking, collaboration, communication, and creativity. Along with these skills, digital literacy and responsible citizenship are promoted so that learners can apply their learning in both classroom and real-world situations.

To support effective language learning, the course integrates CEFR-appropriate content, Cambridge English vocabulary guidelines, and task-based learning. Together, these elements strengthen both receptive and productive language skills. Students are encouraged to read critically, listen actively, speak confidently, and write purposefully using language that is meaningful, accurate, and suitable for Grade 10 learners.

As students move through the course, they will explore meaningful themes, work together on purposeful tasks, reflect on important values, and grow in confidence as they express their ideas clearly and thoughtfully. This course invites learners, teachers, and parents to share a learning journey in which English becomes a bridge to personal development, national pride, and wider global awareness.

The Sustainable Self

The Science of Nutrition



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Citizenship



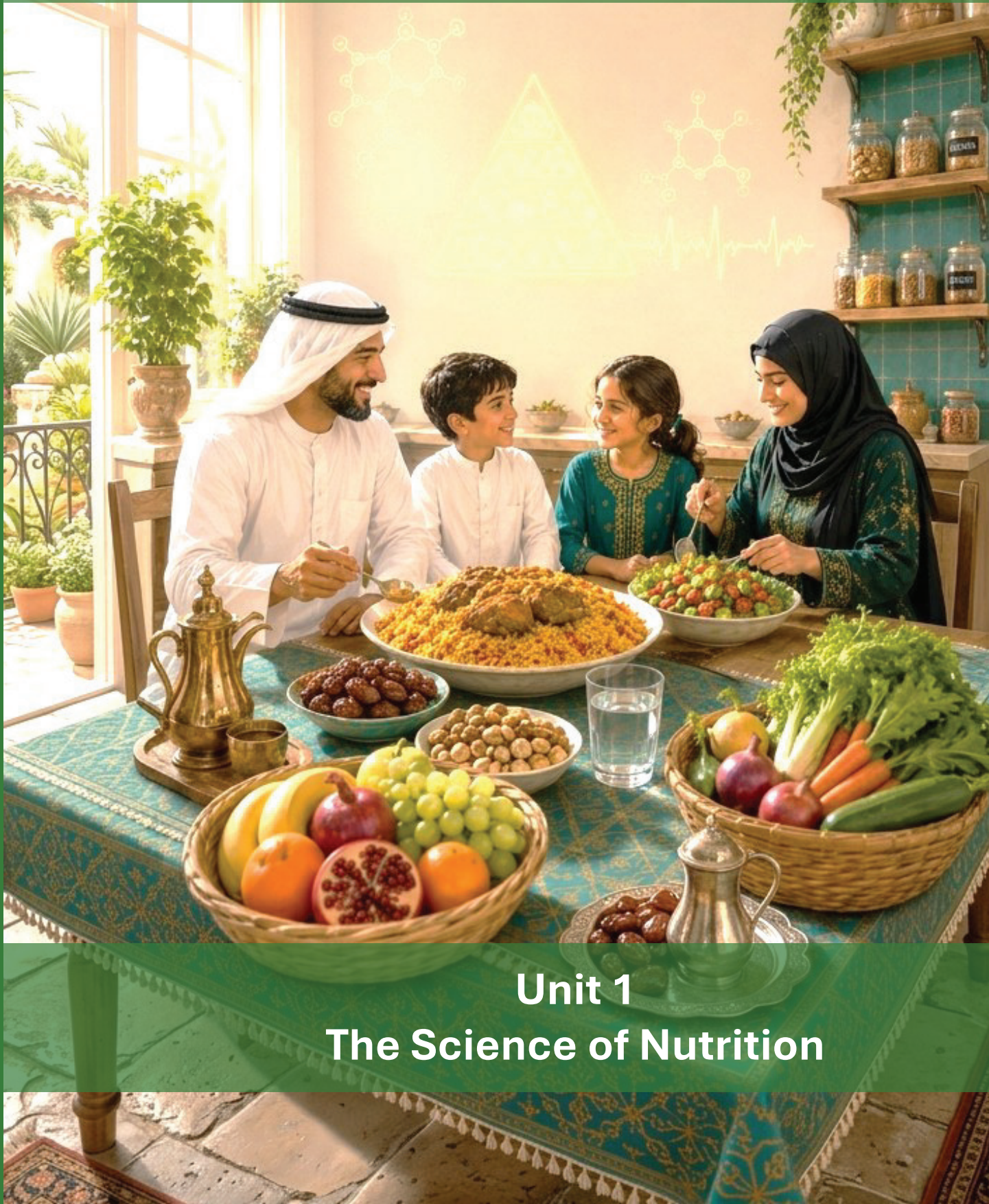
Unit One: The Science of Nutrition	Opener	Reading	Grammar	Listening	Speaking	Writing
	Food Log Reflection	The Evolution of the Kuwaiti Diet	Present Simple and Adverbs of Frequency	The Heritage Lunchbox	International School Meal Systems	Smart Canteen Swaps
	nutritious (adj), pledge (n), portion (n), resist (v) swap (v),	attitude (n), bestow (v), consume (v), inactive (adj), involvement (n), notable (adj), nutrition (n), routinely (adv), stimulate (v), urge (v)		aroma (n), filling (adj), preservatives (n), prioritise (v), soak (v)	affordable (adj), indeed (adv), nutritional (adj), organisation (n), subsidise (v)	
		Personalised Nutrition	Present Simple Continuous & the Order of Adjectives	The Mediterranean Secret	Food Marketing	Mindful Eating
		biological (adj), chemically (adv), effective (adj), fatigue (n), inflammation (n), malnutrition (n), personalised (adj), process (v), regulate (v), still (adv)		decade (n), legume (n), overlook (v), stroll (v), sustainable (adj)	assign (v), break down (ph.v), hurdle (n), tempting (adj), wholesome (adj)	
	Educational Values	Well-being, Respect for heritage, Health awareness, Responsibility, Maintaining routines, Caring for family health, Accepting different views, Social connection, Ethical thinking				
	21 st Century Skills	Critical thinking, Communication, Creativity, Collaboration, Cultural awareness, Self-expression, Health literacy, Self-direction, Media literacy				

Unit Two: Choices & Change	Opener	Reading	Grammar	Listening	Speaking	Writing
	Sustainable Living	The Shagaya Renewable Energy Park	Present Perfect Simple	Smart Homes, Smart Choices	Powering a Greener GCC	Power With Purpose
	injure (v), landfill (n), reusable (adj), second-hand (adj), wind turbine (n)	alternative (n), awareness (n), convert (v), decisive (adj), ecosystem (n), emission (n), entirely (adv), expertise (n), flowing (adj), run out (ph.v)		combination (n), concept (n), unnecessary (adj), unplug (v), vacant (adj)	ambitious (adj), ideal (adj), power (v), power grid (n), tailor (v)	
		Think Before You Throw!	1 st If Conditional and Modal Verbs	Rethinking Waste Worldwide	Throw-away Culture	Habits for a Better World
		add up (ph.v), antique (n), directly (adv), dispose of (ph.v), enormous (adj), eventually (adv), make over (ph.v), regard (v), tablet (n), upcycling (n)		bury (v), composting (n), decompose (v), densely (adv), incineration (n)	brand-new (adj), manufacture (v), outlive (v), seldom (adv), strict (adj)	
	Educational Values	Responsibility, Eco-friendly behaviour, Saving energy, Reducing waste, Caring for the environment, Global awareness, Responsible consumption, Civic duty				
	21 st Century Skills	Critical thinking, Communication, Creativity, Collaboration, Environmental literacy, Media literacy, Problem-solving, Self-direction, Citizenship				

Unit Three: Exploring Heritage	Opener	Reading	Grammar	Listening	Speaking	Writing
	Stamps That Tell Our Story	Cultural Ambassadors	Non-Defining Relative Pronouns and Clauses	Stories Beyond The Walls	Big Dreamers	Honour, Inspire, Remember
	artefact (n), evidence (n), illustrate (v), pass down (ph.v), stand for (ph.v)	automatic (adj), creativity (n), creator (n), detailed (adj), devote to (ph.v), director (n), leading (adj), precisely (adv), sadly (adv), translation (n)		expand (v), narrow (adj), passage (n), surround (v), watchtower (n)	award (n), conference (n), document (v), insightful (adj), mechanical (adj)	
		Can Technology Save Heritage?	Past Simple and Past Continuous	Continuous Culture: Sadu Weaving	Hidden Gems	Preserving Heritage
		alive (adj), ceremony (n), continuous (adj), educate (v), identify (v), overseas (adv), patiently (adv), publish (v), root (n), view (v)		bridge (n), classic (adj), decorative (adj), dye (v), identity (n)	amazingly (adv), customise (v), hidden (adj), tuck away (ph.v), walker (n)	
	Educational Values	Appreciation of traditions, Respect for role models, Pride in Kuwaiti identity, Cultural awareness, Respect for history, Responsibility towards society, Responsibility to preserve culture, Global awareness, Commitment, Leadership,				
	21 st Century Skills	Communication, Collaboration, Critical thinking, Creativity, Cultural literacy, Digital Literacy, Citizenship, Problem-solving				

Unit Four: Citizenship	Opener	Reading	Grammar	Listening	Speaking	Writing
	What Makes a Good Citizen?	Timeless Growth	Reported Speech	An Address to the Nation	The Golden Rule	The Digital Diwan
	citizenship (n), continuously (adv), site (n), tie (v), well-known (adj)	capacity (n), collection (n), culturally (adj), hub (n), mark (v), nation (n), new-found (adj), rapidly (adj), sustain (v), transformation (n)		defence (n), downplay (v), leader (n), safeguard (v), stable (adj)	altruism (n), ancestor (n), comply (v), loyal (adj), volunteer (v)	
		Law, Values, and Universal Citizenship	Future & Countable and Uncountable Nouns	Living Monuments	The Invisible Safeguard	National Duty
	contract (n), equality (n), formal (adj), freedom (n), impose (v), informal (adj), interestingly (adv), respect (v), sentence (v), universal (adj)	monument (n), rare (adj), showcase (v), skyline (n), symbolise (v)		character (n), lasting (adj), mature (adj), regulation (n), record (n)		
	Educational Values	Justice, Fairness, Equality, Freedom, Order, Respecting laws, Loyalty to one's country				
	21 st Century Skills	Critical thinking, Problem-solving, Collaboration, Communication, Consensus-building, Peer-to-peer planning, AI content generation, Integrating digital tooling				

Module One: The Sustainable Self



Unit 1

The Science of Nutrition

Listening & Viewing (Receptive Oral & Visual Processing)

By the end of this unit, learners can:

- **Analyse** explicit and implicit information in extended conversation utilising linguistic and context clues to identify the speaker's tone, attitudes, and purpose.
- **Evaluate** the reliability and limitations of health advice presented in a podcast by assessing the supporting evidence provided.
- **Explain** the core pillars of a healthy lifestyle by describing how individual factors contribute to overall well-being.
- **Differentiate** between accurate and inaccurate factual information within an audio text, providing evidence-based justification.

Speaking & Representing (Collaborative & Interactive Production)

By the end of this unit, learners can:

- **Synthesise** information from global case studies to compare the merits of different policies using appropriate functional language.
- **Formulate** a balanced oral argument on a selected issue, presenting multiple perspectives empathically while evaluating the strengths and limitations of each position.
- **Integrate** cultural references and nutritional advice into spoken presentation while aligning with modern health standards.
- **Critique** idealised marketing representations of diet and lifestyle versus real-world data, supporting the evaluation with clear evidence.

Reading & Viewing (Analytical Literacy & Information Synthesis)

By the end of this unit, learners can:

- **Infer** the difference between traditional and modern diets through highlighting the main ideas and contrasting key arguments within a text.
- **Scan** texts to locate specific data and detailed factual information using linguistic and contextual clues.
- **Analyse** a writer's purpose, viewpoints, and tone by examining the causes and effects relationship of shifting dietary trends.
- **Deduce** the meaning of unfamiliar technical terms by utilising context clues within texts.

Writing & Representing (Formal Composition & Scientific Documentation)

By the end of this unit, learners can:

- **Apply** logical transition words and cohesive devices to enhance the structural flow and the clarity of a written work.
- **State** scientific facts and routines about nutrition using the present simple and present continuous, using relevant terminology correctly.
- **Design** a personalised, single- approach dietary plan tailored with applicable tips for a specific target audience.
- **Compose** a standard multi-paragraph informative essay exploring the link between nutrition and academic performance, incorporating the new lexical items accurately.

New Vocabulary: nutritious, portion, swap, resist, pledge

1 List everything you ate and drank yesterday in the table below.

Fuel , which is nutritious , energising, and makes you feel good 	Treat , which is fun, tasty, but not necessarily nutritious 	Habitual , which is eaten out of boredom, stress, or is most convenient 
.....		
.....		
.....		

2 Work with a partner. Interview each other using these questions.

1. What is one healthy food you enjoy?
2. What is one unhealthy food you find hard to give up?
3. What is one thing you consider part of your daily food routine?
4. When do you find it most difficult to eat healthy?
5. Do you drink enough water, and how do you remind yourself?

Remember:

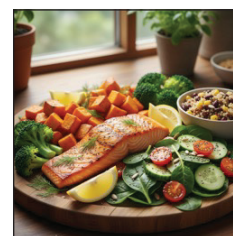
Be curious,
not judgmental.

3 Start with a “Small Shift” towards being healthy.

In groups, suggest small, realistic swaps (not diets) for some habitual items.

For example:

- 🌴 **Portion** control: Put some chips in a bowl instead of eating from the bag.
- 🌴 The Swap: **Swap** chips with an apple or nuts while studying.
- 🌴 The Barrier: **Resist** buying chips in bulk, so they aren’t available at home.



Create a Nutrition Pledge

4 Write down one small shift to commit to for the next week. It must be either:

- 🌴 Subtraction: Stop or reduce a less healthy habit.
- 🌴 Addition: Add something healthy.

For example: “My **pledge** is to consume fewer sugary drinks.”

Remember: Avoid the all-or-nothing trap by using “I am aiming to...” instead of “I must stop...”

☐ **I can** describe my daily eating habits by analysing a food log.

☐ **I can** suggest simple healthy changes by creating a personal small shift pledge.

Lesson Two: Reading

The Evolution of the Kuwaiti Diet

New Vocabulary: bestow, nutrition, urge, routinely, inactive, attitude, stimulate, consume, notable, involvement

Pre-Reading

1 With a partner, answer the following:

1. Describe the Kuwaiti diet in the past.
2. What do modern Kuwaiti meals contain?

2 Read the following blog, then do the tasks that follow:

The Evolution of the Kuwaiti Diet

For centuries, the Kuwaiti diet reflected the lifestyle of pearl divers and fishermen. Meals were simple, healthy, and based on what the sea and desert could **bestow**. Fresh fish, dates, rice, and a few vegetables formed the foundation of daily **nutrition**. These foods gave people the energy needed for long hours of diving and sailing. Life was physically hard, and the diet matched this active lifestyle. As a result, health problems related to food were rare, and obesity was almost unknown.



However, with the discovery of oil and Kuwait's rapid development, eating habits began to change. Supermarkets, restaurants, and fast-food chains introduced new options that were convenient but often high in fat, sugar, and salt. At the same time, daily life became less physically active. Cars replaced walking, and technology **urged** people to spend more time indoors. Research shows that many Kuwaiti teenagers, especially girls, engage in little physical activity. They do not **routinely** get enough exercise, and their lifestyles are **inactive**. Consequently, this shift has contributed to rising rates of obesity, as well as health problems such as diabetes.



To overcome these challenges, schools have become important places to **stimulate** healthier lifestyles. The programme developed in Kuwait by the Kuwait Flour Mills and Bakeries Company aims to teach students in selected schools about nutrition in engaging ways. Studies show that students who participated in the programme improved their healthy eating habits. They developed more positive **attitudes** and modified some of **their** behaviours. They ate more fruits and vegetables and **consumed** less fast food. This **notable** programme has made a significant difference in shaping healthier habits, especially with the help of the school's **involvement**.



In conclusion, the Kuwaiti diet has evolved from the natural, balanced meals of the pearl-diving period to the modern challenges of fast food and inactive lifestyles. Research highlights the urgent need for action, especially among teenagers, to encourage physical activity and healthier eating habits. By combining traditional wisdom with modern educational programmes, Kuwait has the opportunity to guide its young people towards a healthier future.

While-Reading

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

1. The main idea of the passage is:

- a) Modernisation and the oil industry have led to significant changes in eating habits and lifestyle.
- b) The traditional Kuwaiti diet suited the physical demands of pearl diving and fishing.
- c) The Kuwaiti diet has changed from simple, healthy meals to modern fast food.
- d) Nutrition educational programmes encourage healthier eating habits among students.

2. The word 'their' in the 3rd paragraph refers to:

- a) positive attitudes b) studies c) students d) eating habits

3. The writing style of the passage is:

- a) expository b) descriptive c) persuasive d) argumentative

3 Answer the following questions.

1. What foods did pearl divers eat in the past?
2. Which health problems are highlighted as modern challenges?
3. Why do you think technology encourages more time indoors?
4. What can we infer about the importance of schools in Kuwait today?

4 Add a prefix (im-, in-, or un-) to form the opposite of each word. Then write sentences using the words and their opposites.

- | | | | | | |
|-------------|------------------------------|---------------|-------|----------------|-------|
| 1. healthy | <u>unhealthy</u> | 2. convenient | ..... | 3. significant | ..... |
| 4. balanced | ..... | 5. known | ..... | 6. active | ..... |

Example: A balanced diet is considered healthy, while fast food is considered unhealthy.

5 With a partner, discuss the following questions.

1. Why do you think traditional food is less popular among young people in Kuwait?
2. What can teenagers do to overcome the problem of living a sedentary lifestyle?
3. How can schools and families work together to improve students' eating habits?

Post-Reading

6 As Youth Health Ambassadors, create a 'Fuel Up the Fun!' poster to be displayed in a school gallery.

- 🍷 Include an attractive catchphrase.
- 🍷 Check your spelling and grammar using AI tools.
- 🍷 Present your poster to your classmates.



☐ I can analyse the causes and effects of dietary changes in Kuwait.

☐ I can design and present a persuasive visual campaign to influence peer behaviour.

Presentation

1 Read the following paragraph, then follow the instructions below:

To stay focused, the brain requires a steady supply of nutrients, yet many students fail to eat healthily. What do you need to build a foundation for academic success and well-being? A balanced diet and regular exercise are the perfect solution. It is not easy, but necessary. After all, who doesn't want to perform at their best?

1. Underline all the present simple verbs included in the paragraph.
2. Fill in the table below with the forms mentioned.



Present Simple = Routine or facts

Affirmative	Question
Fast-food restaurants offer high-fat meals. This restaurant offers healthy meals.	What food do Kuwaitis usually eat for lunch? How often does your mother cook homemade meals?
Subject + base verb (+s/es for he/ she/it)	Wh-word + Do / Does + Subject + Base Verb + ?
.....	

Practice

2 Ask a partner the following questions. Record their answers using the present simple.

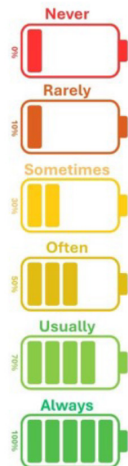
1. What do you **usually** eat for breakfast?
2. Where do you **sometimes** buy your snacks? Why?
3. How **often** do you exercise after school?

3 Talk about your partner's habits.

Example: My partner **doesn't** eat fruit for breakfast. / He **spends** long hours using his phone.

4 Rewrite the sentences below using the adverbs of frequency in brackets.

1. Rashed stays at home at the weekends. (**never**)
.....
2. My water bottle is full to ensure I stay hydrated. (**always**)
.....
3. Puzzle games are part of our family gathering activities. (**often**)
.....
4. Lulwa buys ready-made meals after school. (**sometimes**)
.....



Production

5 Read the following false statement:

"Healthy diets are too strict and unrealistic for teens."

- Write short notes reflecting on your own daily routine.
- Use the present simple and at least one adverb of frequency.
- Share your reflection and give recommendations.

☐ I **can** describe daily routines and habits by writing short notes using the present simple and adverbs of frequency.

☐ I **can** form affirmative sentences and questions using the present simple.



New Vocabulary: prioritise, soak, filling, aroma, preservatives

Pre-Listening

1 Answer the following questions.

1. What classic Kuwaiti breakfast item do you like the most?
2. How do cafés contribute to the change in our daily diet?
3. What do you **prioritise** when you plan your breakfast?



2 While-Listening

Listen to the conversation (1.1) between two mothers, Sara and Noor, about their kids' lunchboxes.

2 Match the traditional ingredient or dish with the modifications mentioned by Noor.

Traditional Standard		Healthier Modification
1. Refined white bread		To be soaked in water to reduce salt
2. Store-bought biscuits		Whole-wheat Regag bread
3. Halloumi cheese		Filling date Energy Bites with nuts/oats

3 Listen to the conversation again. Are these statements true or false? Justify your answers.

1. Noor uses store-bought mayonnaise in her children's wraps because they prefer the taste. ()
2. The "Date Energy Bites" include cardamom to maintain their traditional **aroma**. ()
3. The mothers suggest avoiding **preservatives**, opting for healthier foods as alternatives. ()

4 Answer the following questions.

1. What are the two mothers' real concerns?

.....

2. How would you describe the atmosphere of the conversation?

.....

3. Would you consider these ideas for your own lunchboxes? Justify your answer.

.....

4. How could parents encourage the connection between cultural heritage and mindful living?

.....



5 Post-Listening

5 In pairs/groups, design a 'Heritage-Healthy Lunchbox' or a 'Quick Breakfast Idea.' Follow these instructions:

1. Choose one traditional Kuwaiti ingredient (e.g., chickpeas, eggs, yoghurt).
2. Pair it with a modern healthy element (e.g., whole-wheat bread, fresh berries, chia seeds).
3. Name your dish and explain why it respects Kuwaiti heritage while being healthy for school.
4. Present the dish idea to the class.

☐ I can identify main ideas in a conversation about healthy lunchboxes by answering listening questions.

☐ I can create a lunchbox plan or a meal by combining traditional Kuwaiti ingredients with modern, healthy ones.

New Vocabulary: subsidise, affordable, organisation, indeed, nutritional

Presentation

1 Discuss the following questions with a partner.

1. Based on your own experience, do students usually eat breakfast before coming to school?
2. Is it easy for all parents to prepare a healthy breakfast? Justify your answer.

Practice

2 Read the following extracts and then fill in the table below.

Japan
(School Lunch Programmes -Kyushoku)

In Japan, school lunches are not just about food; they are educational. Schools implement a system where students cook and serve the food themselves to teach responsibility. The government **subsidises** these meals, so they remain **affordable** for all families.

USA
(Personal Choices)

In many places, parents must pack lunches. This requires complex daily **organisation** by families to prepare daily, but it **indeed** allows for personal choices.

Finland
(Free School Meals)

Finland has provided free, hot, nutritious meals to all students since 1948. They believe that providing food improves learning outcomes and ensures all children are treated equitably, regardless of family income.

Country			
Meal System			
Advantages (your point of view)			
Disadvantages (your point of view)			

3 Answer the following question in your notebook to prepare for a short talk on the topic of School Meal Systems.

Should schools provide free meals to all students, or should they bring their own?

Extra ideas that might help:

- 🍷 Consider the school's efforts in promoting healthy eating, and how this leads to student success.
- 🍷 Discuss the **nutritional** value of both school meals and packed lunches.

4 Production

4 Follow the instructions below to introduce your position, whether it is 'Pro-School Meals' or 'Pro-Packed Lunches'.

- 🍷 Use the 'Useful Language' box to help you form your sentences.
- 🍷 Take turns presenting your ideas, justifying your choice.

Useful Language

Introducing oneself:

Good morning, my name is....

Stating advantages and disadvantages:

This choice isn't...

The best... / the worst...

It's important to ...

Expressing opinion:

I think it's incredible...

In my opinion...

I believe that...

☐ **I can** give a short talk by stating the advantages and disadvantages of school meal systems.

☐ **I can** express my opinion about school meals by giving simple reasons and examples.

Pre-Writing

1 Answer the following questions:

1. If you could replace three items in your school canteen right now, what would they be?
2. Complete the brainstorming map.

The Problem	The Solution	The Benefits
High in sugar	Traditional food	Better focus



Let's Write

“O believers! Eat from the good thing We have provided for you. And give thanks to Allah if you truly worship Him alone.” (Surah Al-Baqarah, 2:172)

﴿يَا أَيُّهَا الَّذِينَ ءَامَنُوا كُلُوا مِن طَيِّبَاتِ مَا رَزَقْنَاكُمْ وَاشْكُرُوا لِلَّهِ إِن كُنتُمْ إِيَّاهُ تَعْبُدُونَ﴾

2 Plan and write a paragraph of no fewer than 8 sentences (approximately 90 words) explaining the benefits of the healthy food options in the canteen and suggesting further alternative options.

Your outline should include:

An Introductory Sentence:
(State the main idea)

Supporting Idea 1:
(Explain the benefits of the healthy food options)

Supporting Idea 2:
(Suggest traditional/modern healthy options)

A Concluding Sentence:
(Restate the introductory sentence)

Your writing should include:

- 🍌 New vocabulary from the previous lessons.
- 🍌 Linkers to connect your ideas and make them clear.

Linkers

- To add ideas: furthermore, moreover
- To show result/purpose: consequently, therefore
- To conclude: ultimately, in summary

Peer Assessment

Swap your first drafts with a partner and evaluate their writing using the following checklist.

- ☐ Did your partner connect their ideas using linkers?
- ☐ Did your partner use at least four vocabulary words correctly?
- ☐ Is the draft logical and expository?
- ☐ Are there any confusing sentences?

Edit and write your final draft.

Exit Ticket

Provide your classmate with a glow ★ and a grow 🌱.

Example: I liked... / I wish you would...

Useful Language

Expanding on ideas:

Another important point is...

A further example is...

An additional idea is...

It is also important to note...

Another way to look at this is...

This can be explained by...

- ☐ I can write a short paragraph about a “Healthy Canteen” by organising ideas into an introduction, two supporting ideas, and a conclusion.



New Vocabulary: malnutrition, effective, personalised, biological, chemically, process, fatigue, inflammation, regulate, still

Pre-Reading

1 Think, Pair, and Share.

1. Does the 'One size fits all' approach work for clothes, shoes, or education? Justify your answer briefly.
2. Share one 'universal health rule' you have heard, e.g., "Drink 8 glasses of water daily."
3. Discuss whether this 'universal health rule' applies to every single person equally.

2 Read the following article, then answer the questions.

Have you seen the standard food pyramid? Or heard the "eat five portions of fruits and vegetables a day" rule?  For a long time, dietary advice has been the same for everyone. These general guidelines were created to prevent **malnutrition** and promote basic health. However, science is now showing us that these broad rules may not be as **effective** as we once thought. Nutrition is becoming more **personalised**, moving away from a «one size fits all» approach toward strategies designed to suit our unique **biological** needs.

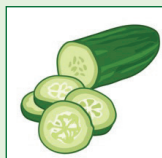
Personalised nutrition is based on the fact that every person is **chemically** unique. Factors like our genetics, our gut microbiome, which is the trillions of good bacteria in our digestive systems, and our daily habits affect how our bodies **process** food. For example, two people eating the same meal may have very different blood sugar responses. Using data from DNA and blood tests, scientists are helping people identify which foods give them energy and which might cause **fatigue** or **inflammation**.

This scientific shift is also revealing a strong connection between what we eat and our mental health. This field, called nutritional psychiatry, shows that our food choices are linked to how

our brains function and how we feel. When we eat food that does not match our body's needs, it can cause inflammation. Research suggests that chronic inflammation may change the chemicals that **regulate** our mood and emotions. Therefore, a diet that works for one person might make another feel tired, anxious, or unable to focus.

Moving toward personalised nutrition is not just about avoiding disease; it is about using food to improve our mental well-being. When we view nutrition as self-care rather than a firm set of rules, we can better manage stress and think more clearly. While personalised nutrition is **still** a new field, the message is clear: the best diet is not one recommended for everyone, but one specially designed for your own body and mind. By listening to the unique signals our bodies send, we can look forward to a future where food is the foundation of both physical and mental strength.

Did you know?



Cucumbers are 95% water, even more than watermelons.



Air-popped popcorn is a high-fiber, low-calorie snack, offering 15g of fiber.



Try going meat-free one day a week to boost your vegetable intake.

25

Presentation

The Order of Adjectives (OSASCOMP)

Opinion → Size → Age → Shape → Colour → Origin → Material → Purpose

Practice

1 Complete the sentences using the correct order of adjectives.

- Reading interesting short modern books improves mood. (modern / short / interesting)
- Avoid meals to protect your heart. (processed / oily / massive)
- Eating snacks helps maintain energy. (homemade / nutritious / small)
- Joining a marathon requires trainers. (comfortable / new / running)
- Maintaining a lifestyle supports mental health. (balanced / healthy / regular)

Presentation

2 Underline the verb in each sentence.

- I am drinking plenty of water to stay hydrated during class.
 - Listen! The teacher is explaining the importance of sleep for our health.
 - The students are stretching their muscles during the exam break to stay flexible.
- Are these sentences describing daily habits or actions happening at this very moment?
- What are the two essential components used to create these verbs?

The Present Continuous = Actions happening now	Form	Subject+ be (am/is/are) + verb -ing
	Affirmative	The dietitian is composing a customised meal plan for the young man. Nutrition programmes are helping students learn healthy habits.
	Negative	I am not sitting with good posture throughout the school day. Adolescents are not spending enough time practicing sports.

Practice

3 Write the correct form of the words in brackets.

- Look at Hamad's lunch! He (*not eat*) white bread anymore. is not eating
- My sister (*track*) her calories every day, using a mobile app.
- Our neighbours (*not buy*) dairy products anymore because these make them feel bloated.
- I (*not consume*) a lot of carbs these days because I am trying to build more muscle at the gym.
- Currently, I (*consult*) a nutritionist to design a meal plan that fits my specific allergy needs.

Production

4 Write a sentence describing what is currently happening in each of these places. Remember to use the present continuous and three adjectives per sentence.



Gym:



Home:



School:

☐ I can provide clear, descriptive details by ordering adjectives correctly.

☐ I can describe ongoing actions by constructing grammatically accurate present continuous sentences.

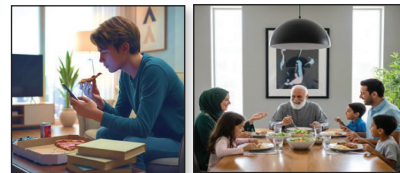


New Vocabulary: sustainable, legume, stroll, decade, overlook

Pre-Listening

1 Answer the following questions.

1. Which picture best describes your eating habits?
2. Do you think your eating habits are **sustainable**? Give an example.



While-Listening

2 Listen to the podcast about the Mediterranean lifestyle (1.2). Fill in the table with information about the three main pillars.

Diet	Socialising	Physical Activity
legumes		Stroll through the town
.....		
.....		
.....		

3 Listen to the podcast again. Are these statements true or false? Justify your answers.

1. For the past **decade**, the Mediterranean diet has appeared to be a very strict set of rules. ()
2. People in these countries use butter in most of their cooking. ()
3. People usually **overlook** how to eat and concentrate on what to eat. ()
4. Habitually sharing a meal is an important part of the culture. ()
5. You must live in Greece to be healthy and live an active lifestyle. ()

Post-Listening

4 In pairs, discuss the following.

1. Which part of the Mediterranean lifestyle is hardest to follow in our country? Why?
2. Suggest a swap you could make in your daily diet to eat more like people in the Mediterranean.

Example: Swapping a sugary snack for a piece of fruit.



Exit Ticket

If you were to live the Mediterranean lifestyle for one perfect day, what would that look like?

- 🍷 Choose one pillar (Diet, Socialising, or Physical Activity).
- 🍷 Create a visual sketch of it.
- 🍷 Write a sentence describing your day.

☐ **I can** discuss healthy habits using ideas from the podcast, comparing them with my own lifestyle experiences.

☐ **I can** create a visual representation of a Mediterranean lifestyle based on the podcast content.

New Vocabulary: hurdle, wholesome, tempting, assign, break down

Presentation

1 Answer the following questions.

1. Despite knowing the nutritional benefits, what are the main **hurdles** that prevent people from following a healthy diet?
2. Describe the two images.
3. What are the reasons for the visual differences between the appearance of food in advertisements and the actual product?



2 Consider the following advertising psychology techniques:

Colour Psychology

Why red and yellow are used to increase appetite

Happiness Association

Showing friends laughing or socialising instead of showing the actual ingredients.

Health Trick

Using words like 'natural', 'farm-fresh' or '**wholesome**' on processed items.

Practice

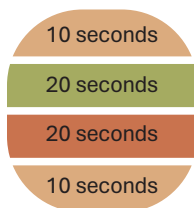
1 Sell the Unhealthy Item

2 You are part of a marketing team. Your task is to sell a junk food item by making it sound tempting.

1. Choose one 'junk food' item.

Example: A sugary fizzy drink, **neon-orange** crisps, or a **processed chocolate bar**.

2. **Assign** roles to the members of the group: a writer, a timekeeper, a speaker.
3. Create a 60-second advertisement to sell your product to the class.



Introduction

Product presentation

Listing its 'tempting' qualities

Conclusion/ An attractive ending

Note: Use marketing psychology techniques discussed above.

Useful Language

Expressing preferences:

The healthiest thing about...
It is my favourite...
I always come back here specifically for ...

Giving reasons:

For this reason,...
Because of...

Expressing uncertainty:

I am not sure about...
Maybe there should be...
It is difficult to say...

3 Production

- 3 Each group presents its advertisement to the class. The audience is tasked with **breaking it down** afterwards.

Discuss the following questions.

- 🍌 Is food marketing just business, or is it ethically wrong to make unhealthy food look healthier?
- 🍌 How does this marketing affect our mindful eating?

Exit Ticket

Complete the sentence:

The marketing psychology technique that affects me the most is _____, and I will overcome it by _____.

☐ **I can** describe how advertisements make food tempting by identifying simple marketing techniques.

☐ **I can** create a short advertisement using persuasive words and expressions.



Pre-Writing

1 Answer the following questions.

1. Have you ever tried to study for an exam after eating a massive, greasy meal? How did you feel?
2. How do you usually feel after eating a balanced meal?

2 Read the blog post, then follow the instructions below.



New Blog Post



Before exams, I usually feel tired, anxious and stressed, so I eat junk food. Nowadays, I am trying 'mindful eating'. Mindful eating  means paying attention to how food tastes and how your body feels while you eat. By enjoying every bite of a healthy snack and staying fully present, I clear my mind. Furthermore, this approach boosts my focus and keeps my energy balanced. Therefore, practising mindful eating is truly the secret of my success.

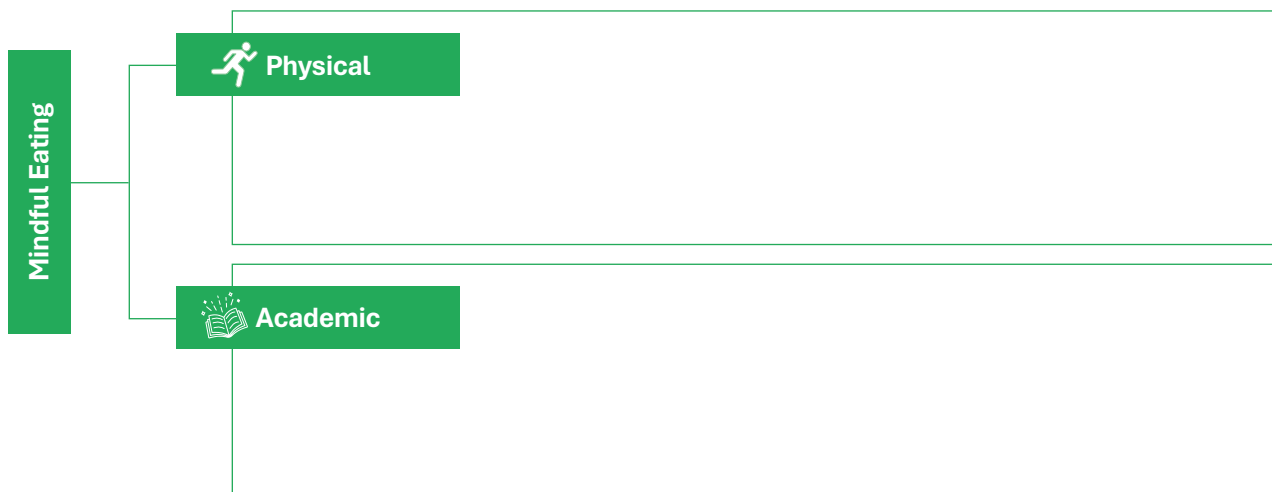


Instructions:

1. Underline the verbs in the post.
2. Highlight the linkers used by the writer.
3. Explain the writer's purpose in writing this post.

3 Classify the following benefits in the diagram below.

(better test performance/ increased energy/ improved concentration/
no post-meal drowsiness/ reduced stress/ better sleep/ improved digestion)



Transition words	Sentence starters
• To add ideas: furthermore, moreover • To show contrast: however, alternatively • To show result/purpose: consequently, therefore • To conclude: ultimately, in summary	Mindful eating helps the brain by... This is an excellent way to... The main reason we must... I'd like to explain why...

☐ I can discuss the benefits of mindful eating by classifying them into two categories.

☐ I can compose a well-structured expository essay explaining the physical and academic benefits of mindful eating.

Module One: The Sustainable Self



Unit 2 Choices & Change

Listening & Viewing (Receptive Oral & Visual Processing)

By the end of this unit, learners can:

- **Determine** the main idea and specific details in audio clips about sustainability by selecting relevant information and completing structured tasks.
- **Interpret** a speaker's purpose and tone in spoken texts about environmental issues by identifying key evidence to distinguish between informative, persuasive, and critical viewpoints.
- **Evaluate** the effectiveness of different eco-friendly systems worldwide by comparing details and justifying responses with evidence from audio texts.
- **Analyse** explicit and implicit information about smart technology by detecting cause-and-effect relationships in spoken discourse.

Speaking & Representing (Collaborative & Interactive Production)

By the end of this unit, learners can:

- **Present** a clearly structured interview or speech about sustainability topics by organising key information and using appropriate functional language.
- **Justify** personal opinions about eco-friendly behaviours by providing coherent reasons and examples during shared discussions.
- **Propose** practical environmental solutions by offering advice using appropriate expressions and model structures in communicative tasks.
- **Explain** the life cycle of a product by narrating a documentary script using precise sequencing language and active vocabulary.

Reading & Viewing (Analytical Literacy & Information Synthesis)

By the end of this unit, learners can:

- **Analyse** main ideas and supporting details in expository texts about renewable energy and consumer habits by locating key information to complete structured comprehension tasks.
- **Examine** the cause-and-effect relationship between human behaviour and environmental impact by identifying textual evidence and applying it to new contexts.
- **Synthesise** information from multiple texts about eco-friendly habits by combining key ideas to evaluate their relevance to modern life in Kuwait.
- **Interpret** a writer's purpose and viewpoint in environmental texts by accurately distinguishing between factual reporting and persuasive argumentation.

Writing & Representing (Formal Composition & Scientific Documentation)

By the end of this unit, learners can:

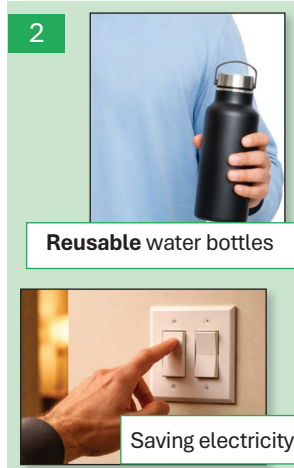
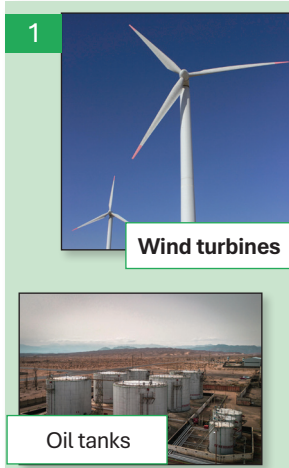
- **Compose** a well-structured expository paragraph and multi-paragraph essay on sustainable living by independently navigating the writing process (planning, drafting, editing, and revising).
- **Develop** coherent paragraphs about environmental choices by organising ideas into a clear topic sentence, relevant supporting details, and a logical concluding sentence.
- **Construct** grammatically accurate sentences by correctly applying the present perfect simple, first conditional, and modal verbs within the context of environmental themes.
- **Evaluate** written work using self-assessment checklists and explicit success criteria to revise content, organisation, language, accuracy, and mechanics.

New Vocabulary: wind turbine, reusable, second-hand, landfill, injure

1 Think, Pair, and Share.

1. What is 'renewable energy'?
2. What happens to trash when we throw it away?
3. How can people save energy and manage their waste at home?

2 Look at the pictures and discuss in groups.



3 Match the numbers of the pictures with the suitable category and explain your choice.

Categories	No.	Explanation
Effects of Waste	4	Harming or injuring sea animals
Recycling Systems		
Types of Energy		
Habits		

Speaking Task

4 Choose one of the following situations. Make notes on three things:

The problem, its effect, and advice.

- ♻️ Your brother keeps the lights on during the day.
- ♻️ The students at your school always use plastic bottles.
- ♻️ Your sister thinks using solar panels is useless in Kuwait.

Exit Ticket

Complete the sentence.

The advice about was the most informative because

Useful Language

Giving advice:

I would advise you to...
We should...
We can...
This will help because...

☐ I can discuss familiar eco-friendly topics using new vocabulary.

☐ I can give useful advice on eco-friendly behaviours by using functional expressions.



New Vocabulary: emission, alternative, flowing, convert, entirely, run out, ecosystem, expertise, awareness, decisive

Pre-Reading

1 Answer the following questions.

1. What sources of energy do we use in Kuwait?
2. Do you think that oil is good for the environment? Justify your answer.



2 Read the following FAQs (Frequently Asked Questions) webpage, then do the tasks that follow.

FAQ Search



1. What source of energy does Kuwait rely on?

For many years, Kuwait has relied heavily on fossil fuels, such as oil and natural gas, to generate electricity. While oil has supported the country's growth, it also produces harmful **emissions** that can damage the environment. These emissions add to air pollution and climate change. As a result, decision-makers in Kuwait have begun exploring cleaner **alternatives** to reduce environmental harm and protect natural resources.

2. What is the Shagaya Renewable Energy Park?

Kuwait has introduced a national project called the Shagaya Renewable Energy Park, located in a desert area west of Kuwait City. The park is managed by the Kuwait Institute for Scientific Research (KISR). The park includes various renewable energy technologies. Wind turbines use the power of **flowing** air to generate energy. Solar panels collect energy (light and heat)  from the sun and **convert** it into electricity.

3. What are the environmental aims of the Shagaya Renewable Energy Park?

The park aims to generate electricity from renewable energy sources, such as solar and wind, rather than relying **entirely** on oil. This is an important step towards reducing pollution and preparing for the future. This includes Kuwait achieving its national goal of producing 15% of its energy from renewable sources by the year 2030. These methods are sustainable because they do not **run out** like fossil fuels. Using clean energy reduces the need to burn oil, thereby lowering harmful emissions released into the air, and leading to a healthier environment for people and natural **ecosystems**.

4. How does the project help beyond energy production?

In addition to producing clean energy, the Shagaya Renewable Energy Park helps develop **expertise** in renewable energy. Engineers, researchers, and students can study how these systems work and improve **them** over time. This supports innovation, raises **awareness**, and makes Kuwait independent in its energy production.

5. How will the Shagaya Renewable Energy Park shape Kuwait's future?

The Shagaya Renewable Energy Park shows how Kuwait is taking **decisive** actions towards a more sustainable future. By combining clean energy with responsible actions, the country can reduce pollution, protect resources, and create a better environment for future generations.

While-Reading

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

1. The underlined word 'alternatives' in the 1st section means:

- a) locations b) gases c) problems d) replacements

2. The underlined word 'them' in the 4th section refers to:

- a) engineers b) systems c) students d) researchers

3 Match each heading with the correct section number:

1 Oil Production in Kuwait

..... Kuwait's Sustainable Future

..... The Benefits of Renewable Energy

..... Beyond Environmental Aims



4 Answer the following questions.

1. What are the effects of using oil on the environment?

.....

2. What are the environmental aims of the Shagaya Renewable Energy Park?

.....

3. Why is education and developing expertise in renewable energy necessary?

.....

5 Match the vocabulary to its definition.

Word	Number	Definition
1. flowing		a high level of knowledge or skill
2. convert		to move continuously
3. expertise		to change in form or character, or to make it or them do this

6 According to the 3rd section, complete the following chart to show cause and effect:



Post-Reading

7 You have been chosen to represent your school in a meeting for Young Voices for the Environment. Prepare and share a speech to deliver to the Kuwaiti Minister of Electricity & Water & Renewable Energy.

Your speech should include:

🔊 **An Opener:** Address the Minister formally, state who you are and the school you are representing.

🔊 **Your Main Point:** What Kuwait has done so far.

🔊 **Recommendation or solution:** Students' roles.

🔊 **Your Closing Statement:** End with a positive note.

Remember:

Use the new vocabulary.

☐ I can analyse an expository text about the Shagaya Renewable Energy Park by locating key information.

☐ I can describe the cause-and-effect relationship between fossil fuels and environmental damage by using examples from the text.

Presentation

1 Read the following sentences. Discuss the questions.

- 🔗 Kuwait **has begun** using renewable energy.
- 🔗 Scientists **have worked** on this project for many years.
- 🔗 The project **has reduced** harmful emissions.
- 🔗 Many families **have** already **started** making responsible choices.

1. Which tense do the sentences use?
2. When did the actions begin?
3. Have the actions ended?
4. Look at the verbs in bold. What two words make up each verb form?



We use **the present perfect simple** to talk about events or experiences that began in the past and connect to the present.

Subject	Auxiliary (+ negative)	Past Participle	Time Expressions
he, she, it	has (<i>not</i>)	done	since, for, already, just, yet, lately Note: The place of the time expression changes depending on the meaning of the sentence.
I, you, we, they	have (<i>not</i>)	worked	

Practice

2 Choose the correct answer.

1. Kuwait has set up many new environmental projects (**since/ for/ already**) 2010.
2. Researchers have studied energy alternatives (**just/ for/ lately**) many years.
3. My older brother has (**yet/ since/ just**) installed solar panels on the roof of our house.
4. The team members have chosen to use sustainable materials for the project (**lately/ for/ yet**).

3 Correct the verbs in brackets using the present perfect simple.

1. The scientist (*write*) a report on the benefits of wind power.
2. The government (*give*) its support to renewable energy projects.
3. Few schools (*not - focus*) on environmental awareness and actions yet.
4. Kuwait (*reduce*) harmful emissions since it started using renewable energy.

Production

4 Using the present perfect simple and suitable time expressions, write three to four sentences about an experience that you have, or someone else has, been through.

- 🔗 Use the correct time expression that suits your sentence.
- 🔗 Swap your books with a classmate to improve your writing.

Remember:
Use the Irregular Verbs list.

.....

.....

.....

.....



Think. Connect. Grow.
What do you know so far? Start there.

☐ I **can** use time expressions (since, for, already, just, yet, lately) accurately with the present perfect simple.

☐ I **can** compose original sentences about environmental achievements using the present perfect simple correctly.



New Vocabulary: unplug, combination, vacant, unnecessary, concept

Pre-Listening

1 Think, Pair, and Share.

1. How can we reduce the amount of energy used at home?
2. What is meant by a 'smart home'?

While-Listening

2 Listen carefully to the podcast interview with Dr Khaled (2.1). Then, choose the correct answer from a, b, c, or d.

1. The main idea of the podcast is:

- | | |
|--|--|
| a) The importance of using natural light. | b) The instructions to unplug appliances. |
| c) The steps to making eco-friendly choices. | d) The effects of renewable energy. |

2. According to Dr Khaled, what is the real solution to having a smart home?

- | | |
|---|---------------------------------------|
| a) A smart meter to track our electricity use | b) Better daily habits at home |
| c) A combination of smart technology and behaviour | d) Many smart appliances in our homes |

3. The tone of the guest speaker, Dr Khaled, is:

- | | | | |
|-------------|----------------|--------------|-------------|
| a) critical | b) informative | c) emotional | d) humorous |
|-------------|----------------|--------------|-------------|

3 Listen again and complete the table by matching each device to its use.

(smart lights / solar panels / smart meters / smart thermostats)

1.		can produce clean energy.
2.		can turn off automatically in vacant rooms.
3.		can track how much electricity is used in a home.
4.	smart thermostats	can control temperatures and reduce unnecessary cooling or heating.

Post-Listening

4 Imagine you are building your dream home. How would you use smart home technology to make eco-friendly choices that minimise the effect on the environment?

In your notebook, use the Useful Language box to write three to five sentences describing:

- Changes you will make
- Reasons you chose it for your home

Useful Language

Making a decision:

We have decided to...
 The most realistic change is...
 After careful thinking, I have decided to...
 This choice makes sense because...

Self-assessment checklist:

- ☐ Did I use at least one phrase from the Useful Language box?
- ☐ Did I avoid repeating the same idea twice?
- ☐ Did I write in full sentences starting with a capital letter and ending with a full stop?

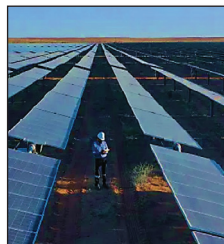
- | | |
|--|--|
| ☐ I can identify the main idea and specific details in a podcast about smart home technology. | ☐ I can write a personal recommendation about saving energy at home by using the new vocabulary and functional expressions. |
|--|--|



New Vocabulary: ideal, power, ambitious, tailor, power grid

Presentation

1 Scan the Fact File to fill in the table below.



🔊 The Shagaya Renewable Energy Park in Kuwait uses three types of energy: solar energy from panels, solar heat energy, and wind power, making it a diverse project.

🔊 The park's desert location is **ideal** due to the great amount of sunlight, heat, and wind throughout the year.

🔊 The Sakaka Solar Plant is Saudi Arabia's largest renewable energy project.

🔊 As part of Saudi Vision 2030, the plan is to produce 50% of the KSA's energy from renewable sources, enough to **power** almost 45,000 homes.

🔊 Masdar City is one of the world's most **ambitious** sustainable projects, **tailored** to produce zero emissions.

🔊 Based in Abu Dhabi, UAE, the project aims to model how future cities can be built without fossil fuels while producing zero waste.

🔊 The Dhofar project is the first wind farm in the Arabian Gulf. Its location takes advantage of Oman's powerful winds.

🔊 It supplies clean electricity to the national **power grid**, reducing the need for gas-powered stations.

Project Name	Location	The Project's Aim	The Benefits
.....			
.....	Saudi Arabia	.....	.....
.....	.....	Zero Emissions	.....
.....			

Practice

2 Answer the following question in your notebook to prepare for an interview about one of the projects in the Fact File.

What do these places have in common?

3 In pairs, prepare a one-minute interview about one of the projects in the Fact File.

1. Choose a role: A reporter or an environmental engineer from one of the projects.
2. Use the information in the table above to organise your interview.
3. Use **at least two** of the expressions from the Useful Language Box.
4. Use the right tone for a reporter and a guest in an informative interview.

Production

- ☐ Did I ask questions clearly/respond fully?
- ☐ Did I listen carefully to the question/answer?
- ☐ Did I maintain eye contact and react naturally?

☐ I **can** extract key information from a fact file about GCC renewable energy projects.

☐ I **can** take part in an interview about renewable energy projects in the GCC, using a checklist and useful language.

Useful Language

Talking about benefits:

In the future, this will...

The long-term effect is...

This is an important step to...

By using ..., the effects are...

Pre-Writing

1 Sort the following in the table below.

(solar panels/ turning off lights/ wind turbines/ using reusable bags/ smart meters/ installing LED lights)

Smart Technology			
Human Behaviour			

2 Read the model paragraph, then use the following colours to label the parts of the paragraph:

Topic Sentence (TS) - **Supporting Ideas (SI)** - **Concluding Sentence (CS)**

Renewable energy is one of the most important concepts of our time because it reduces harmful emissions. It helps protect ecosystems that are slowly running out of the resources they need to survive. Solar panels and wind turbines convert sunlight and wind into electricity without producing unnecessary pollution. In addition, renewable energy raises public awareness, encouraging people to make more decisive choices, such as using reusable products and reducing waste. Ultimately, renewable energy is not simply a scientific achievement; it is a promise of a healthier future that generations to come deserve.

Let's Write

Caring for your home means caring for the planet and creating a better future.

3 Plan and write a paragraph of no fewer than 8 sentences (approximately 90 words) explaining why responsible choices at home and suggesting smart technology to install.

Your outline should include:

An Introductory Sentence:
(State the main idea)

Supporting Idea 1:
(Explain the responsible choices at home)

Supporting Idea 2:
(Suggest smart technology to install at home)

A Concluding Sentence:
(Restate the introductory sentence)

Post-Writing

Self-assessment

★ Not yet ★★ Trying ★★★ Getting there ★★★★ Good ★★★★★ Excellent

Introductory Sentence: Does it tell the reader what the paragraph is about?

☆☆☆☆☆

Supporting Idea 1: Did I give clear, relevant examples?

☆☆☆☆☆

Supporting Idea 2: Did I name specific technology and how it helps the planet?

☆☆☆☆☆

Concluding Sentence: Does it paraphrase the introduction without copying it?

☆☆☆☆☆

Exit Ticket

Do you think that responsible actions to protect the environment can be applied at school? Justify your answer.

☐ I can identify the topic sentence, supporting ideas, and concluding sentence in a model paragraph.

☐ I can write a well-structured paragraph explaining why responsible decisions are important, using useful language.

Useful Language

Giving Suggestions:

I suggest...

The best option would be to...

We should all consider...

A more sustainable suggestion is...



New Vocabulary: eventually, dispose of, enormous, upcycling, antique, directly, regard, make over, tablet, add up

Pre-Reading

1 Discuss the following with a partner.

1. Based on the title, 'Think Before You Throw!' What do you predict this article will be about?
2. Look at the pictures in the lesson. Write three words for each and share them with your partner.

2 Read the following web article, then do the tasks that follow.

⏮ ⏪ ⏩ ⏭
www.thinkbeforeyouthrow.com
☆ ☰

Every item we own goes through what scientists call a life cycle. It begins with extracting raw materials from the earth. For example, cotton from fields, metal from mines, and plastic from oil are taken from the earth. These materials are then made into products in factories. After that, the products are transported by cargo ships, trucks, and planes before **eventually** reaching the shops where we buy them. Once used, we simply **dispose of** most items, ending up in landfills where they can take hundreds of years to break down. This cycle, repeated across the globe, places **enormous** pressure on our planet's ecosystems.



The good news is that more people are choosing to break this cycle. Two of the most popular ways to do so are thrifting and **upcycling**. Thrifting means buying used or second-hand items instead of new ones. It is not simply about saving money, although that is one benefit. When you buy **antiques** or a second-hand jacket or book, you **directly** reduce the need for new production, which means using fewer raw materials and releasing fewer emissions into the atmosphere. Recently, in Kuwait and across the GCC, thrift markets such as Kuwait's Friday Market and online second-hand shops have grown. This reflects a change in how younger generations **regard** consumption.



However, upcycling takes the idea one step further. Rather than simply reusing an item as it is, upcycling means changing it into something completely new and often more beautiful. An old blanket can be **made over** into a cosy, thick jacket. The yarn from old sweaters can be used for crochet or knitting projects. Old **tablets** can be reused as e-readers, reducing paper waste. Old electronics can be reused as decor, giving them a second life in a completely new form 💡. These are not just hobbies; they are choices that reduce waste and lower the unnecessary use of new materials.



Indeed, understanding the life cycle of products is the first step towards making smarter, more sustainable choices. Whether you choose to thrift, upcycle, or simply think twice before throwing something away, every small action **adds up**. The planet does not need a handful of people making perfect choices; it needs millions of people making better ones.

While-Reading

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

1. The main idea of the web article is:

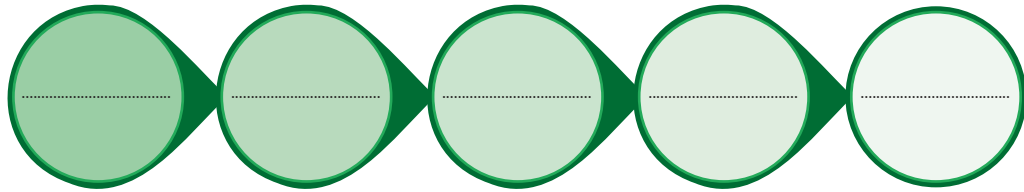
- a) Factories and mines cause more pollution than landfills.
- b) Buying new products has no significant effect on the environment.
- c) Understanding how we use products helps us protect the environment.
- d) Upcycling and thrifting are part of the problem of environmental damage.

2. The word 'made over' in the 4th paragraph means:

- a) changed
- b) encouraged
- c) moved
- d) bought

3 Arrange the following steps to form the correct life cycle of a product.

- Sale
- Extraction
- Production
- Disposal
- Transport



4 Answer the following questions.

1. Where do most products end up at the end of their life cycle?

.....

2. What is the difference between thrifting and upcycling?

.....

5 Read the following statements and write T (Truth), F (False), or NG (Not Given).

T/ F/ NG

- | | |
|---|--|
| 1. The raw materials extracted to make products include cotton, metal, and plastic. | |
| 2. Second-hand shops and thrift markets are only available online. | |
| 3. Yarn is an expensive item that not many people can afford. | |

Post-Reading

6 In pairs, discuss the following statement and fill in the table below:

"Thrifting and upcycling are realistic choices for most people in Kuwait today."

Concept/Method	For	Against
Thrifting	I am for thrifting because it reduces the amount of waste we dispose of.	..... .....
Upcycling	..... .....	I am against upcycling because some items can not be changed.

Exit Ticket

What products, other than electronics, could be thrifted or upcycled?

☐ I can locate evidence to answer reading comprehension questions rather than relying on general knowledge.

☐ I can discuss whether thrifting and upcycling are realistic choices for people in Kuwait today by giving reasons for and against.

Presentation

1 Read the following sentences. What do you notice about the patterns of the sentences?

1. If the mobile phone battery dies, the phone **will** stop working.
2. If you take it to a repair shop, they **can** replace the battery.
3. If the parts are available, the repair **may** take an hour.
4. If the model is new, you **should** try to fix it instead of buying a new one.

2 Discuss the following questions with a partner.

- Which sentence gives advice?
- Which sentence shows a certain outcome?
- Which sentence expresses ability and possibility?
- Which sentence expresses probability and uncertainty?

Why do we use modal verbs?

- ✓ To give advice effectively.
- ✓ To express possibility and certainty.
- ✓ To use formal language appropriately.

The 1st If Conditional: We use the first conditional to talk about the result of an imagined future situation.

Form: If + present simple, modal verb



May

Probability or
Uncertainty



Can

Ability/possibility



Will

Certain outcome



Should

Advice

3 Practice

Fill in the gaps with the modal verb that best fits the meaning between brackets.

1. If we recycle our plastic bottles, we certainly reduce waste. (*certain outcome*)
2. If she collects glass jars, she easily turn them into beautiful vases. (*ability*)
3. If you have old newspapers, you use them to wrap gifts. I think it is a good idea. (*advice*)
4. If more people try thrifting, they save money. However, this is not certain. (*probability*)

4 Complete the following sentences.

1. Emissions will increase if factories
2. You should take a reusable bag if you
3. I can save gallons of water if I
4. Parks may stay beautiful and clean if people



Production

5 Discuss the following question. Then, complete the 1st if conditional sentences.

“What if people and organisations take action to protect the environment?”

If people

If organisations

- ☐ I **can** use modal verbs in their accurate context to discuss environmental issues.
- ☐ I **can** explain possible environmental results to show cause and effect using conditional structures.



New Vocabulary: bury, incineration, decompose, composting, densely

Pre-Listening

1 Discuss the following questions in pairs.

1. What do you think happens to rubbish after disposal?
2. Have you ever recycled your waste? What steps did you follow?

While-Listening

2 You will listen to a documentary about waste management systems (2.2) featuring four speakers. Listen to each section separately and write the appropriate section number in front of its heading.

Headers	Sections	Headers	Sections
From Waste to Energy		To Bury or Not to Bury?	
Burn it Up		Sorting the Bin	

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

1. Another suitable title for the documentary would be:

- a) How Waste Improves Technology
- b) The Dangers of Climate Change
- c) Managing Waste All Over the World
- d) Why Recycling Plastic Wastes Water

2. The purpose of the documentary narrator is to:

- a) criticise the use of **incineration** and burning waste.
- b) inform the listeners of the various ways waste is managed.
- c) describe the negative effects of combining waste and renewable energy.
- d) persuade listeners to manage their waste by allowing it to **decompose** underground.

4 Listen to the documentary again. Then, match the countries with their waste management systems.

Country	Number	Waste Management System
1. Japan		Composting
2. Germany		Landfills
3. Singapore		Waste-to-energy Systems
4. Canada		Incineration
5. The United States of America	1	Waste Sorting

Post-Listening

5 You are a journalist for a Kuwaiti environmental magazine. Write two to three sentences recommending one waste management system for Kuwait, and comparing it to the system used today.

- ☐ Support your choice with reasons and benefits.
- ☐ Refer to the Useful Language Box.

Useful Language

Comparing:

Compared to landfills, ...

Unlike incineration, this method...

Of all the methods, this one...

- ☐ I **can** analyse the narrator's tone and distinguish it from persuasive or critical viewpoints.

- ☐ I **can** recommend a suitable waste management system for Kuwait, supported by reasons from the documentary.



New Vocabulary: brand-new, outlive, seldom, manufacture, strict

Presentation

- 1 Reorder the following images and justify your answer.
- 2 Scan the QR code to watch the documentary clip (2.3).
Take notes to answer the following questions.

1. What is the life cycle of a **brand-new** product?
2. What solutions does the documentary suggest?



Practice

- 3 In pairs, study the table below and choose one item to discuss its life cycle.

Item	Starting Material	Common Problem
A t-shirt	Cotton + polyester	Takes a long time to break down in landfills
A mobile phone	Rare earth minerals	Electronic waste outlives humans
A paper cup	Wood pulp, trees	Releases methane when buried/ Difficult to recycle

- 4 Plan and narrate a one-minute documentary that discusses your chosen item, an environmental problem it could cause, and a potential solution.

Item:

- Opening (Hook):
- The process:
- A problem:
- A solution:
- Final advice:

- 5 With your partner, evaluate your documentary script.

- ☐ Is there a proper hook (a question or a surprising fact)?
- ☐ Is the process clearly explained?
- ☐ Are the problem and solution clearly stated?
- ☐ Is a closing statement included (a final thinking question or advice)?

Useful Language

Explaining Steps:

It all begins when...

This is followed by...

Once this is done, ...

Without this step, ...

- 6 Write your final draft before presenting it to the class.

Production

- 7 Present your documentary in front of the class.
- Vote for the best documentary presented by your classmates.

☐ I can identify the structure of a documentary speech by analysing its parts (hook, content, conclusion).

☐ I can deliver a documentary-style speech by explaining the life cycle of a product using sequencing language.

Pre-Writing

Discuss the following question with a partner.

- 1 If every teenager made one eco-friendly change today, what would the impact be?
- 2 Fill in the graphic organiser below using as many ideas as you have learned from this unit.

An Eco-friendly Lifestyle for Teenagers

Inside the Home (E.g. Daily habits to conserve energy)	Outside the Home (E.g. Shopping habits)
.....	
.....	
.....	
.....	
.....	
.....	

Match the following eco-friendly habits with their suitable examples:

Eco-friendly Habits	Answers	Detail
Conserving Energy	4	1. Separating paper, plastic, and glass
Upcycling		2. Choosing products with less packaging, or recyclable packaging
Responsible Shopping		3. Turning old glass jars into beautiful vases
Thrifting		4. Turning off the lights when leaving a room
Recycling		5. Swapping second-hand items instead of buying new products

Fill in the gaps in the following text using the words below.

(In addition to / On the other hand / As a result / However / For example)

Omar always wanted to fix the old family car. On the one hand, he hoped to reduce pollution by fixing the engine. (1), he was also excited to learn real-world skills he could use in the future. (2), the task was more difficult than he expected, since many parts were old and worn. (3), the air filter was blocked with dirt. (4) cleaning them, Omar replaced the old parts carefully. (5), the car ran more smoothly, and Omar felt proud of his hard work.



☐ I can organise ideas about eco-friendly habits by completing a graphic organiser before writing.

☐ I can write an expository essay with a clear introduction, two body paragraphs, and a conclusion.

Project Topic _____ (assigned by the teacher)

Task

In this project, your group will investigate a specific topic and collaborate to produce a final presentation. You must ensure that every member contributes to the research and the final creative output.

The aim of the project is to _____

Resources & Materials

 **Stationary:** Paper, markers, glue, colouring sets.

 **Physical Media:** Magazines, newspapers, textbooks, and reference books.

 **Digital Media:** Internet access, Generative AI, and slide decks.



Project Steps

- 1. Roles:** Form your group and assign roles: Leader, Researchers, Designers, and Presenters.
- 2. Strategic Research:** Conduct research using different sources, making sure they are reliable.
- 3. Product Planning:** Decide on your format (e.g. a digital slide deck, a physical poster, or a 3D model).
- 4. Development:** Gather your materials and assemble your final product.
- 5. Rehearsal:** Practise your presentation and provide your teammates with constructive feedback.
- 6. Presentation:** Present your project to the class clearly.

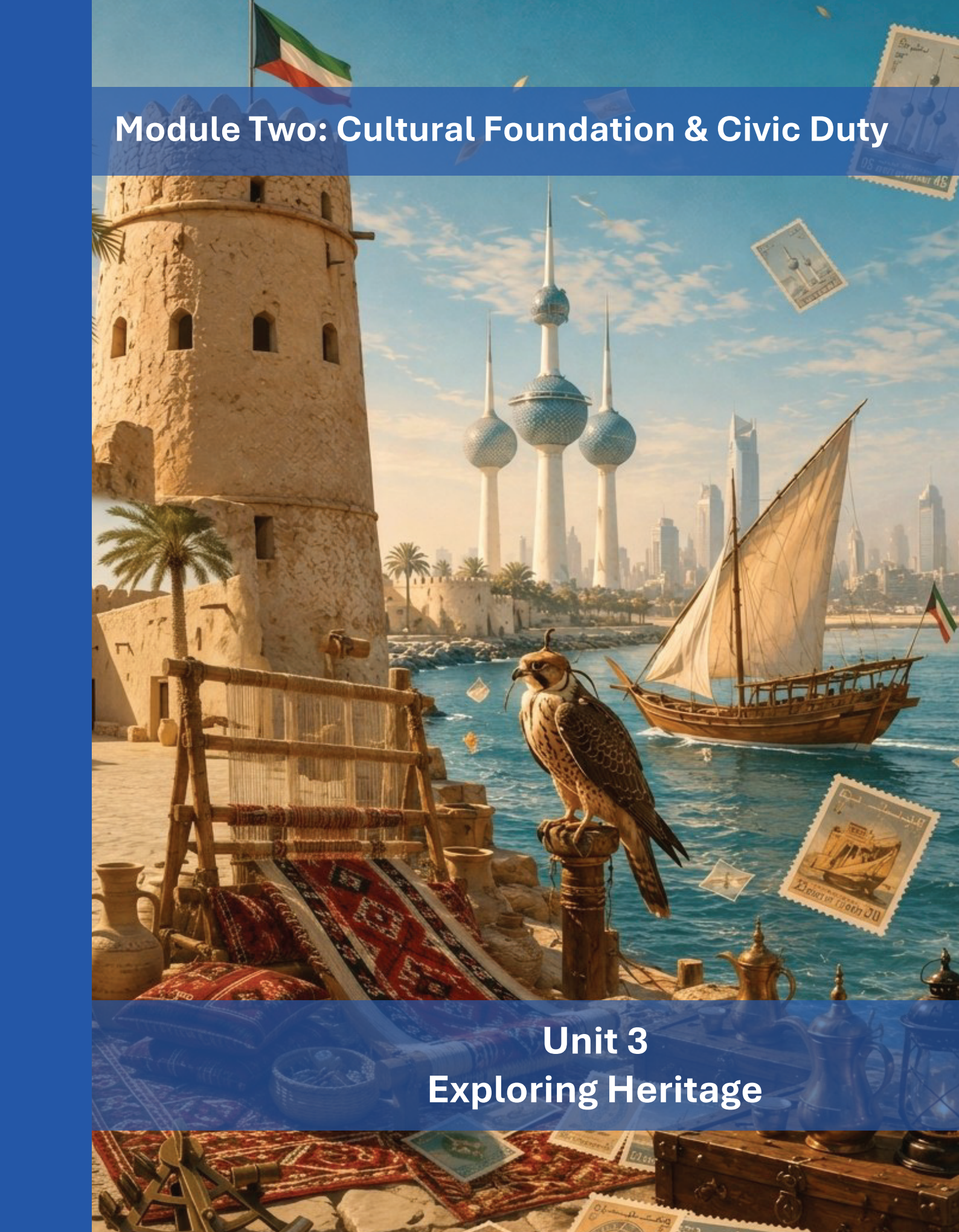
Criteria	Beginning ★	Developing ★★	Good ★★★	Excellent ★★★★★
Voice & Fluency	Speaks with many pauses. The voice is quiet or hard to understand.	Speaks with some pauses. The voice is clear sometimes.	Speaks clearly most of the time. They use a good pace and volume.	Speaks clearly and confidently. Uses their pace and volume very well.
Content & Organisation	Gives very little information. Ideas are not in order.	Gives some information. Ideas need better order or more detail.	Gives clear, relevant information. Ideas are mostly organised.	Gives well-chosen information. Ideas are clear and easy to follow.
Language Use	Uses very simple words. Many mistakes make meaning unclear.	Uses simple sentences. Some mistakes affect meaning.	Uses good vocabulary and mostly clear sentences. Their meaning is clear.	Uses a wide range of vocabulary and accurate sentences.
Body Language	Reads notes and rarely looks at the audience.	Looks at the audience sometimes. Uses little body language.	Makes eye contact most of the time. Uses some gestures and expressions.	Maintains eye contact. Uses natural gestures, posture, and expressions.



Self-reflection: Describe your specific contribution to the team.

Peer-reflection: Identify one strength of a teammate.

Growth: What is one specific skill you want to improve for the next module?



Module Two: Cultural Foundation & Civic Duty

Unit 3 Exploring Heritage

Listening & Viewing (Receptive Oral & Visual Processing)**By the end of this unit, learners can:**

- **Analyse** explicit and implicit information about cultural heritage by identifying key information in spoken texts.
- **Interpret** the speaker's purpose, tone, and perspectives in informational talks about heritage by selecting relevant contextual clues.
- **Evaluate** the credibility and reference of information about cultural sites and traditions by comparing details with supporting evidence.
- **Determine** specific information about heritage topics to complete structured synthesis tasks such as tables and true, false, or not given questions.

Speaking & Representing (Collaborative & Interactive Production)**By the end of this unit, learners can:**

- **Present** ideas about cultural identity and future contributions using prompts and functional language.
- **Justify** complex opinions regarding the preservation of heritage by providing well-supported reasons and examples in group discussions.
- **Propose** creative solutions for promoting cultural values by suggesting ideas using appropriate expressions in role-play tasks.
- **Create** a detailed spoken profile mapping out future achievements using guided frameworks and relevant topic-specific vocabulary.

Reading & Viewing (Analytical Literacy & Information Synthesis)**By the end of this unit, learners can:**

- **Analyse** main ideas and structured details in texts about heritage by matching, identifying, and explaining key information.
- **Distinguish** between facts and opinions in texts about Kuwaiti figures by locating textual evidence.
- **Infer** the meaning of objective unfamiliar vocabulary in context by identifying structured contextual clues.
- **Interpret** the writer's underlying message about ideological stances regarding cultural preservation by tracking main arguments.
- **Synthesise** information from multiple texts about heritage and technology by combining ideas to explain concepts clearly.

Writing & Representing (Formal Composition & Scientific Documentation)**By the end of this unit, learners can:**

- **Compose** a well-structured paragraph or formal report about cultural heritage by independently recognising the writing process (planning, drafting, revising, editing).
- **Analyse** the historical and social importance of preserving heritage by selecting relevant ideas and supporting them with logical arguments, reasons and examples.
- **Develop** a coherent biography or portfolio to honour distinguished people by effectively organising ideas using topic sentences, supporting details, and a conclusion.
- **Construct** sentences by accurately applying grammatical structures such as relative clauses and past tenses.

Evaluate peer work against specific success criteria to systematically revise content, organisation, and mechanical accuracy.

New Vocabulary: evidence, artefact, stand for, pass down, illustrate

Think, Pair, and Share.

- 1** Look at the stamps. In pairs, discuss the pictures and answer the questions below. Then share your ideas with the class.



1. What activities are shown in the stamps?
2. What do these stamps tell us about Kuwait?
3. What values or traditions can you identify in these stamps?

- 2** Match the words with their definitions.

Definition	No.	Word
1. Represent or mean something		evidence
2. Give or teach something to children or people younger than you		artefact
3. Make the meaning of something clearer by using examples or pictures		stand for
4. An object made by a person, especially of historical or cultural interest		pass down
5. Facts or objects that make you believe that something is true		illustrate

- 3** Fill in the gaps using the words from the table above.

1. These stamps give us evidence of Kuwait's history.
2. The falcon in the stamp stand for strength and pride.
3. These stamps illustrate traditional life in Kuwait before oil.
4. Families pass down stories and traditions through generations.
5. Some artefacts show that people on Failaka Island were traders and fishermen.

Your Opinion Matters

- 4** In groups, discuss the following:

1. Identify one aspect of Kuwaiti heritage that inspires national pride. Then explain its importance.
2. Argue whether cultural traditions should be preserved exactly as they are or adapted for modern times.

Exit Ticket

If you could design a digital stamp for Kuwait, what would it show and why?

☐ I can identify cultural values in visual texts by naming the traditions shown in the stamps.

☐ I can use target vocabulary by completing sentences correctly.



New Vocabulary: creator, leading, automatic, translation, precisely, devote to, director, creativity, detailed, sadly

Pre-Reading

1 Discuss the following with a partner.

1. What makes a person a cultural ambassador?
2. How important is it to protect the Arabic language today?
3. Do you think technology can help or harm languages? Justify your answer.

Read the two profiles, then do the tasks that follow.

Profile 1:

Mohammad Al Sharekh was a Kuwaiti businessman and **creator** in the field of Arabic computing. He was born in 1942 and helped introduce the Arabic language to computers for the first time in history.

In 1982, he founded Sakhr Company, which became a **leading** company in developing Arabic computer programmes. Through this company, he helped create Arabic keyboards, **automatic translation** programmes, and tools for reading and writing Arabic on computers. He also developed more than ninety educational and cultural programmes that supported learning and digital literacy. Some of his projects included a free online Arabic dictionary and a digital collection of Arabic literature. These projects show **precisely** how he supported the language and helped people use it in technology.

Al Sharekh received several local and international awards for his work . He passed away in 2024, but his work continues to influence technology and Arabic language learning today.



Profile 2: A Champion of Arabic Education

Hamza Al Khayat was a famous Kuwaiti language expert and teacher who **devoted** more than forty years to improving the teaching of Arabic. He was the **director** of the Linguistic **Creativity** Centre and became famous for his creative way of teaching spelling. He believed that traditional methods sometimes made students feel nervous, so he worked to make learning more enjoyable and motivating.

One of his most important achievements was his spelling encyclopaedia for primary school students. The book used fun activities and exercises to help students improve their spelling, reading, and writing skills. It also helped make Arabic more interesting and easier to understand for young students. In addition, he wrote *Learn the Hamza with Hamza*, a **detailed** book based on 15 years of research.



Al Khayat showed great commitment to education during his life. Despite health problems, he continued working hard and shared thousands of free copies of his books to support students in Kuwait and other countries. He **sadly** passed away in 2024, leaving a lasting impact on Arabic language teaching and learning. A primary school was named after him to honour his contributions to education.



While-Reading

2 Choose the best title for the first profile from a, b, c or d.

1. The main idea of the web article is:

- a) An Online Arabic Dictionary b) A Tool for Reading and Writing
c) A Leader in Arabic Computing d) A Successful Kuwaiti Businessman

3 Write F for fact or O for opinion for each statement.

Then justify your answer.

	F	O
1. Mohammad Al Sharekh was born in 1942.		
2. Mohammad Al Sharekh founded Sakhr Company in 1982.		
3. Mohammad Al Sharekh's work was very important for the Arabic language.		
4. Hamza Al Khayat was a Kuwaiti language expert and teacher.		
5. Hamza Al Khayat devoted over forty years to improving the teaching of Arabic.		
6. Hamza Al Khayat showed great commitment to education during his life.		

4 Read the second profile and find the suitable words for the definitions in the table.

Then, form meaningful sentences using these words.

Paragraph	Definition	Word	Your sentence
1 st	gave all of his time and effort to something he believed in		.....
2 nd	a book that gives information about many things		.....
3 rd	in an unhappy way		.....

Think, Pair, and Share.

5 Discuss the following questions in pairs.

- How did Al Sharekh support Arabic culture beyond technology?
- What does Al Khayat's free distribution of his work show about his values?
- Why are both figures considered cultural ambassadors?

Post-Reading

If you were a cultural ambassador for your country, what would you create to support the culture?

- Use the expressions in the Useful Language box.
- Vote for the best 'Cultural Ambassador'.

Useful Language

Talking about possible new ideas:

I would create...

This would help people...

It is important because...

My idea supports culture by...

☐ I can distinguish between facts and opinions about Kuwaiti figures.

☐ I can use new vocabulary items in context.

Presentation

1 Read the sentences. Write what each underlined non-defining relative pronoun refers to.

People Possessions Things Places Time

- Ahmed bin Salman Al-Ustath, who was a master shipbuilder, built 20 dhows in the 1940s. People
- Al Salam Palace Museum, which includes three unique sections, is unforgettable.
- The Red Fort, where stories of the past are kept alive, is a symbol of national pride.
- Sheikha Intisar Al Sabah, whose latest project was a history book, wants to tell the story of Kuwait.
- The year 1963, when Kuwait joined the United Nations, was a turning point for Kuwait.

Use / Meaning

Form: who=people | which=things | whose=possession | where=places | when= time

We use **non-defining relative clauses** to give extra information. The sentence is still complete without this extra information.

Non-defining relative clauses add extra information about:

- 👤 People: *Mr Jamal, who really enjoys his job, is a history teacher.*
- 👤 Things: *This car, which is very expensive, has a very unique style.*
- 👤 Possessions: *My sister, whose name is Mariam, is 13 years old.*
- 👤 Places: *In Qatar, where he was born, Salem has become famous.*
- 👤 Time: *In February, when we celebrate National Day, the streets are full of flags.*

Practice

2 Fill in the gaps with the correct non-defining relative pronouns.

(who/ which/ whose/ where/ when)

Zoomorphic calligraphy, (1) is a special type of Arabic art, combines writing with animal shapes. Many artists, (2) are inspired by nature and culture, use Arabic letters to create shapes like birds and horses. This art form, (3) history goes back many years, is an important part of cultural heritage. On art websites, (4) people from different countries can view their designs, young calligraphers often share their work. In the 2000s, (5) artists started sharing their work online, zoomorphic calligraphy became popular again.



3 Complete the sentences. Add extra information using a non-defining relative clause.

- The museum, where we found many artefacts, showed how people lived in the past.
- The towers, which, are famous landmarks in the city.
- The author, whose, shared many interesting stories.
- The souq, where, is a very busy place nowadays.
- The year 2024, when, was important for us.

Production

4 Choose one: A Kuwaiti heritage item, a place, or a famous historical figure. Then write a short caption or post about it.

- 👤 Include at least one non-defining relative clause.
- 👤 Share your caption with a partner.
- 👤 Would your post go viral? Why?

☐ I can accurately use non-defining relative pronouns.

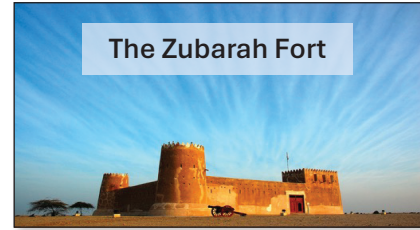
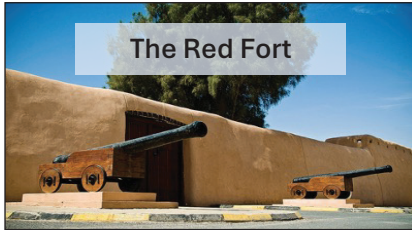
☐ I can write captions using non-defining relative clauses.



New Vocabulary: narrow, passage, surround, expand, watchtower

Pre-Listening

1 Rate your interest in these forts by colouring the stars below.



2 In groups, discuss the following KWL questions.

K: What do you know about these forts in the pictures?

W: What do you want to know about these forts?

While-Listening

3 Listen to the podcast (3.1) about historic forts in the GCC. Choose the best title and give one reason for your choice.

a) Crafted to Teach

b) Made to Hunt

c) Built to Protect

d) Restored to Power

4 Listen again to the podcast and complete the table below.

Fort	Country	One Feature	UNESCO World Heritage Site
1. The Bahla Fort	Oman	Narrow passages	Yes
2. The Zubarah Fort		..... .....	..... .....
3. The Red Fort		..... .....	..... .....

Post-Listening

5 In pairs, write three to four sentences to answer the question.

Which place in Kuwait do you think should become a UNESCO site? Why?

🔑 Use one feature from the table above.

🔑 Write clear sentences.



Think. Connect. Grow.
Disagreeing respectfully
is a skill. Practise it well.

Exit Ticket (KWL)

L: What did you learn about the forts mentioned in the lesson?

☐ I can identify specific information about heritage sites by completing a listening table.

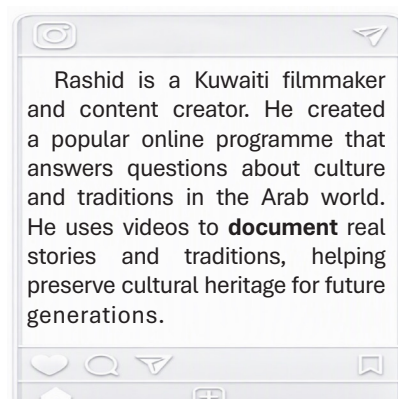
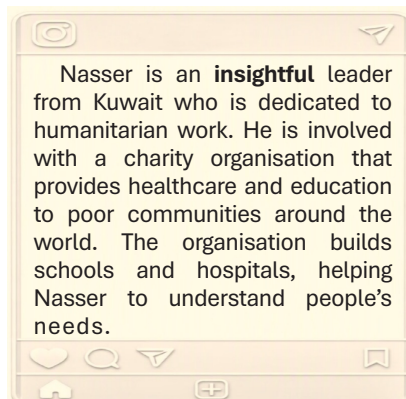
☐ I can justify my choice for a new UNESCO site in writing.

New Vocabulary: mechanical, award, conference, insightful, document

Presentation

1 Read the three captions about the imaginary characters. Discuss with a partner the following questions.

1. What did Sara receive in 2021?
2. If you needed help building a hospital in a village, which person from the text would you call? Why?
3. Why does Rashid focus on documenting culture and traditions in his videos?



Practice

2 My Future Profile

Imagine it is 10 years from now. You have just been featured on an 'Inspiring Kuwaitis' Instagram page, similar to Sara, Nasser, or Rashid. Give a one-minute talk to your class about your journey. Use the speaking guide below.

Part	What to say	Sentence starter
Introduction	Say who you are in the future.	In 10 years, I will be...
Inspiration	Say who inspired you.	I was inspired by...
Achievement	Say what you achieved.	I created / designed / developed...
Impact	Say how your work helped people.	This helped people by...
Message	Share advice for younger students.	My message is: dream big and...

Pair Rehearsal: Practise your one-minute talk with a partner.

Peer Support: Your partner checks: clear voice, two achievement expressions, and one future idea.

Production

3 Present your talk to your class. The class chooses one speaker for 'Most Inspiring Future Profile.'

Self-assessment checklist:

- ☐ Did I speak clearly?
- ☐ Did I use at least two expressions?
- ☐ Did I explain one future achievement?
- ☐ Did I give an inspiring message?

Useful Language

Talking about personal achievements:

- I created...
- I developed...
- I was inspired by...
- This helped people...
- I was awarded...

☐ I can present a future profile by giving a one-minute talk with specific ideas

☐ I can use appropriate expressions to share my achievements during a presentation.

Pre-Writing

1 Read the profiles about the Kuwaiti figures. Then, complete the table with the details.

Kuwait Figure	Field	Contributions and Achievements	How to Honour Them
.....			

2 A. Read the model paragraph and highlight the parts of the paragraph using the following colours
Topic Sentence (TS) - **Supporting Ideas (SI)** - **Concluding Sentence (CS)**

Distinguished people can be honoured in many meaningful ways in our country. One common way is by naming schools or buildings after them. This helps people remember their achievements and contributions. Another way is to create awards or prizes in their name to encourage others to follow their example. In addition, museums and exhibitions can display their work and tell their stories. Communities can also organise events or celebrations to recognise their efforts. For example, national days or special events can highlight their impact on society. Therefore, honouring distinguished people is important because it inspires future generations to achieve success and serve their country.

B. List four of the linkers used in the model paragraph below.

a) b) c) d)

Let's Write

**Honouring distinguished people is not only a way to thank them,
but also a way to inspire others to follow their path.**

3 Plan and write a paragraph of no fewer than **8 sentences** (approximately **90 words**) suggesting different ways to honour distinguished people and providing examples.

Your outline should include:

An Introductory Sentence:
(State the importance of honouring distinguished figures)

Supporting Idea 1:
(Give one clear way to honour people + why + example)

Supporting Idea 2:
(Give one clear way to honour people + why + example)

A Concluding Sentence:
(Restate the introductory sentence)

Use the success bar below before submitting your writing. Tick until you reach excellent.

Low	Developing	Satisfactory	Good	Excellent
☐ I wrote a topic sentence.	☐ I used some vocabulary from the learning unit.	☐ I used linking words.	☐ I included two different ways to honour people.	☐ I explained why honouring people is important.
☐ My ideas are very simple.	☐ I wrote simple sentences about honouring people.	☐ My paragraph is clear and organised.	☐ I added examples for each idea.	☐ I wrote a clear concluding sentence.

☐ I can produce a paragraph about honouring people by writing sentences with ideas and examples.

☐ I can organise ideas logically by including a topic sentence, supporting ideas, and a conclusion in my paragraph.



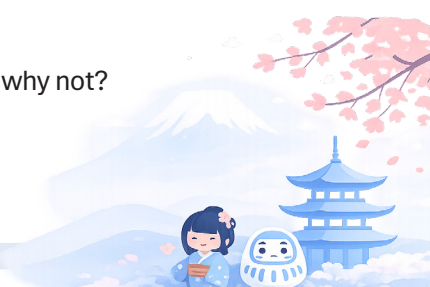
New Vocabulary: continuous, alive, ceremony, identify, patiently, view, educate, overseas, publish, root

Pre-Reading

1 With a partner, answer the following questions.

1. Which is stronger today: culture or technology? Why?
2. Can a country be modern and traditional at the same time? Why or why not?

Read this page from the study app. Then do the tasks that follow.



Home

1

How can a country stay modern without losing its heritage? In Japan, old traditions and modern technology live together. Japan is famous for its advanced technology, but it also protects its values and traditions. This is why Japan is a strong example of a **continuous** culture, where essential traditions remain **alive**.



Lesson

2

Firstly, preserving heritage is important because it helps people understand who they are and connect with their history and values. In Japan, cultural practices such as 🍵🍶 the tea **ceremony** and respect for elders are still important today. They teach people to be calm, respectful, and disciplined. In addition, these traditions help people **identify** with their culture and understand why the past still has an important place in modern life. Secondly, preserving heritage keeps traditional skills and crafts alive. For example, arts such as kimono-making 💡 and calligraphy are passed down through families. Finally, traditional festivals bring people together because they create a feeling of connection.



Practice



Quizzes

3

However, modern life is changing quickly, especially for young people. Technology now plays a major role in daily life. Instead of ignoring this change, Japan uses technology to support its traditions and values. For example, engineers design robots that follow social rules. These robots keep a polite distance, wait **patiently**, and do not interrupt people. Many people **view** this as a respectful way to protect traditional culture. In addition, schools **educate** students about traditional arts and customs. Websites and apps also help people **overseas** view and learn about Japanese culture. Museums and cultural organisations **publish** videos and online tours, so people can explore Japan's heritage.



Badges

4

In conclusion, preserving heritage does not mean stopping progress. By respecting its cultural **roots** and using modern tools, Japan keeps its culture alive for young people in the future. 🏯



Progress

While-Reading

2 Write the paragraph number next to each function. Then label the paragraphs in the reading text.

- a) Paragraph gives a conclusion.
 b) Paragraph introduces the topic and main idea.
 c) Paragraph explains why preserving heritage is important.
 d) Paragraph shows how modern technology can support heritage.

3 Answer the following questions.

1. Why is Japan considered a model for balancing tradition and technology?

.....

2. How do robots in Japan show respect for people?

.....

3. Why might young people find technology useful for learning about culture?

.....

4 Underline words and phrases in the 4th paragraph that have the same meaning as the words in bold.

1. We must **protect** our traditions to keep our culture strong.
 2. Technology helps the **development** of modern societies.
 3. Traditions are still **active** in many communities today.
 4. People learn about their **traditions** from their families.

5 In pairs, find evidence from the text to prove the writer's purpose.

Writer's purpose	Evidence from the text
1. To explain Japan's heritage	
2. To show examples of culture	
3. To show technology helps heritage	
4. To conclude the idea	

Post-Reading

6 Design a robotic cultural ambassador for Kuwait. Your robot will help you protect and share Kuwaiti culture. Think about:

- 👤 What is your robot's **name**? (Give it a local name)
- 👤 What **values** does it show? (e.g. respect, hospitality, pride)
- 👤 What does it **carry or show**? (artefacts, stories, traditions)
- 👤 Where can we **see this robot**? (malls, schools, museums, airports...)

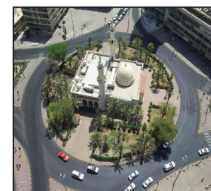


- ☐ I can explain the writer's purpose by choosing evidence that shows why the text was written. ☐ I can design a robotic cultural ambassador for Kuwait by choosing values and items for it to protect culture.

Presentation

1 Listen to the tour guide's story (3.3) and answer the questions.

- Where did the tourist see the mosque?
- What were people doing when the tourist entered the mosque?



2 Listen again to the story. Correct the verbs in brackets.

As a tourist (1. walk) through the Al-Mirqab area, he (2. see) a mosque in the middle of a roundabout. It looked very unusual. He (3. notice) that there were four traffic lights around the mosque while he (4. try) to get to it. When he (5. enter) the mosque, people (6. pray) quietly inside. This mosque is Ali Al-Shamlan Mosque, which was built in 1920.

3 In pairs, sort the verbs in the story into two groups: **completed actions** or **actions in progress**.

 Completed Actions (Short Actions)	 Actions in Progress (Long Actions)
.....	
Past Simple: Completed actions in the past Form: Verb 2 <i>I was exploring Failaka Island when I found artefacts.</i>	Past Continuous: A long action is interrupted by a short action Form: I / she / he / it = was + Verb +ing they / we / you = were + Verb +ing <i>While the children were watching a folk dance, the music stopped.</i>

Practice

4 Choose the correct form of the verb in brackets.

- While I (**looked/was looking**) at the photo, I recognised my friend.
- As my grandfather (**spoke/was speaking**), everyone believed his words.
- When the pearl divers returned, their families (**waited/were waiting**) on the shore.

5 Choose one of the emoji sets below. Complete the sentences using the correct tense.

- The influencer 📱🐪: While the influencer was taking a selfie, the camel
- The tourist 🧳🌴: While the tourist was walking down the beach,
- The explorer 🗺️🏜️: While the explorer was driving in the desert,

Production

6 Write your own story using when or while or as. Include two past continuous verbs and two past simple verbs.

Example: While I was walking in Al-Ahmadi Area, something interesting happened.

☐ I can differentiate between past simple and past continuous by choosing the correct forms in sentences.

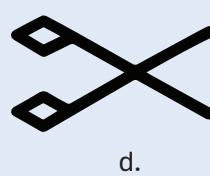
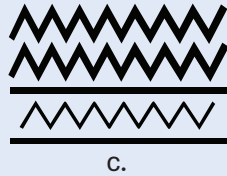
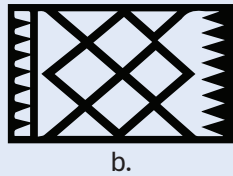
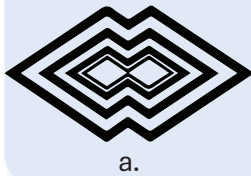
☐ I can produce a short story by writing sentences including past simple and past continuous verbs accurately.



New Vocabulary: identity, dye, decorative, classic, bridge

Pre-Listening

1 Work with a partner. Match the Sadu pattern number with its correct meaning.



- ☐ Stars
- ☐ Water
- ☐ Scissors
- ☐ Snake paths

While-Listening

2 Listen to the informational talk about Sadu weaving (3.4). Then, choose the best answer from a, b, c or d.

1. The main purpose of the speaker is to:

- a) criticise modern technology.
- b) express feelings about tradition.
- c) persuade people to join courses.
- d) inform listeners about Sadu weaving.

2. The tone of the speaker could be described as:

- a. emotional: the speaker expresses strong feelings about Sadu weaving.
- b. informative: the speaker gives facts about Sadu and the Sadu Society.
- c. persuasive: the speaker tries to convince listeners to join training courses.
- d. critical: the speaker criticises the use of technology to preserve tradition.

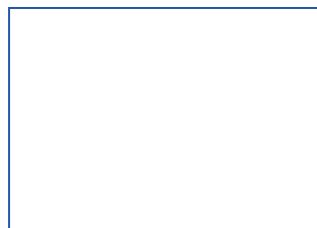
3 Listen again. Decide if each statement is T (True), F (False), or NG (Not Given). Then correct the false statements in the spaces.

- 1. Sadu weaving is an important part of Kuwaiti culture. ☐
- 2. Sadu was mainly used to decorate modern buildings. ☐
- 3. Women in the past played a role in Sadu weaving. ☐
- 4. The Sadu Society was established in 1979 in Kuwait. ☐
- 5. Sadu weaving is no longer practised today. ☐
- 6. The speaker talked about future plans for education. ☐

Post-Listening

4 Design Your Own Sadu Product

- 1. Draw your Sadu pattern inside the box.
- 2. Give your design a name.
- 3. Complete the following:
 - ✎ Sadu is important because...
 - ✎ My design shows...
 - ✎ I chose this design because...



Useful Language

Expressing importance:

- It is important because...
- It plays an important role in...
- It helps to...
- It is a key part of...

☐ I can extract the main ideas and supporting details from an audio clip.

☐ I can express the importance of Sadu by providing suitable justifications.

New Vocabulary: tuck away, amazingly, customise, walker, hidden

Presentation

1 Read the text, then answer the following questions.

- Why do you think it is called The Secret Garden?
- What values can you find in the passage?
- Are these values part of Kuwaiti heritage? How?



Hidden Gems

Hidden in Salmiya, there is a place called The Secret Garden, quietly **tucked away** from the busy city. At first, it looks simple, but when you look closer, you see creativity expressed **amazingly** in the plants and designs. The community helped **customise** this space to make it welcoming and useful for everyone, including **walkers**. In one corner, a 'Wall of Kindness' shows generosity and cooperation in an amazingly meaningful way. This **hidden** place reminds us how we can work together to protect our environment and culture.

Practice

2 Work with a partner. Take turns matching the values to the apps using the expressions from the Useful Language box.

K Kindness

U Unity

W Wisdom

A Appreciation

I Innovation

T Tradition

- ☐ a) Shukran Wall: Shares thank-you messages to others in society.
- ☐ b) Kindness Tracker: Users can Log daily kind acts (like a streak).
- ☐ c) Digital Sadu Designer: Users can create modern patterns inspired by tradition.
- ☐ d) InnoSpark: Users can create and share new ideas.
- ☐ e) WiseUp: Users can give tips, short lessons, and problem-solving challenges.
- ☐ f) TogetherHub: Users can join groups (e.g. charity drives), and track progress.

Role-playing

3 Discuss with your partner how apps or AI tools can be used to promote cultural values in Kuwait.

- 👉 Sit back-to-back with your partner and take turns to make suggestions.
- 👉 Choose one cultural value and one technology idea.
- 👉 Name the app, the users, and show how it helps Kuwaiti culture.
- 👉 Use some of the expressions from the **Useful Language** box.

Production

4 Listen to your classmates' app ideas. Vote for the best culture app and give one reason for your choice.

Success Criteria:

- ☐ You can list different app ideas carefully.
- ☐ You can use different expressions to promote Kuwaiti culture.
- ☐ They can justify their choices with one reason clearly.

Useful Language

Making suggestions:

We could try to...

I/ we suggest (that)...

What about...?

Do you think it would be a good idea to...?

Agreeing with a suggestion:

That's a good idea.

That sounds great!

I agree with you.

Brilliant idea!

☐ I can use functional language to make creative suggestions during the role-play.

☐ I can justify how technology supports culture by explaining one idea clearly using an example during discussion.

Pre-Writing

- 1 Read the passage generated by AI, it has some spelling mistakes, then do the tasks that follow.

Preserving cultural heritage is of great importance for several reasons. Firstly, it enables people to understand ther identity and origins more clearly, as it connects them to their history and traditions. In addition, cultural herbage plays a vital role in passing on important values such as respect, patence, and responsibility to future generations. Moreover, it conrbutes significantly to tourism and attracts vistors from around the world. In conclusion, the protection of heritage ensures that traditonal skills and crafts do not disappear over time.

- 2 Add the missing letter 'i' to complete the underlined words.

a. ther	b. herbage	c. patence	d. conrbutes	d. vistors	f. traditonal
.....					

- 3 Read the passage again. Complete the brainstorming map with the supporting ideas using examples from the passage.

Reason 1		Reason 2		Reason 3		Reason 4	
----------	-------------------------	----------	-------------------------	----------	-------------------------	----------	-------------------------

- 4 Read the hooks and identify their types. Write the correct type from the box next to each sentence.
(Imaginative/ Personal connection/ Quote-style/ Question/ Statement)

- Hook Have you ever thought about what makes your country special?
- Hook Traditional crafts like Sadu weaving are still important today.
- Hook In my family, we celebrate many traditions that are important to us.
- Hook "In every delay, there is a blessing."
- Hook Imagine a world without traditions or culture.

- 5 Choose one option from the RAFT table below. Then write your report.

Role	Audience	Format	Topic
Cultural expert	Government officials	Report	- Why cultural heritage should be preserved - How to protect it
Young cultural ambassador	Teenagers in your country	Blog article	- Why preserving heritage matters today - How young people can help
Member of a cultural organisation	Local community	Awareness article	- The importance of protecting heritage - Practical ways the community can help

- ☐ I can justify the importance of preserving heritage by giving reasons and examples in my writing. ☐ I can produce an essay by writing a structured text with an introduction, 2 body paragraphs, and a conclusion.

Module Two: Cultural Foundation & Civic Duty



Unit 4 Citizenship

Listening & Viewing (Receptive Oral & Visual Processing)

By the end of this unit, learners can:

- **Analyse** complex oral arguments by identifying main points and supporting details in clear listening materials.
- **Evaluate** explicit and implicit speaker perspectives by interpreting the speakers' tone and attitude.
- **Summarise** target data concerning civic duties by extracting specific factual information from dialogues and public addresses.
- **Distinguish** between factual information and personal opinion to form structured responses to spoken texts.

Speaking & Representing (Collaborative & Interactive Production)

By the end of this unit, learners can:

- **Deliver** structured oral reports by giving a prepared presentation on a topic within a specific field of interest.
- **Construct** logical arguments regarding civic issues by explaining a clear viewpoint and outlining the cause-and-effect relationships.
- **Enhance** the communicative impact of formal spoken messages by using appropriate body language and visual aids.
- **Participate** effectively in academic exchanges by participating actively in group discussions and justifying personal choices.

Reading & Viewing (Analytical Literacy & Information Synthesis)

By the end of this unit, learners can:

- **Analyse** expository texts to identify the main points and factual details on subjects related to students' interests.
- **Locate** evidence effectively by scanning through longer texts to identify specific details.
- **Interpret** written arguments alongside supporting infographics to build a clear understanding of an article.
- **Deduce** the meaning of unknown academic words directly from reading using contextual clues.

Writing & Representing (Formal Composition & Scientific Documentation)

By the end of this unit, learners can:

- **Compose** structural paragraphs by connecting sentences logically when writing about familiar or abstract topics.
- **Apply** persuasive writing techniques to draft an essay that conveys detailed information.
- **Improve** essay cohesion and flow by applying correct writing mechanics and varied sentence structures.
- **Model** core concepts visually by creating a clear mind map or poster that supplements academic text with purposeful imagery.

New Vocabulary: well-known, tie, site, continuously, citizenship

1 Look at the images below. Discuss the questions with a partner.

1. What is good citizenship?
2. In your opinion, what is the most important quality of a good citizen?
3. How do people show they are 'good citizens' in their daily lives?
4. Which symbols in the images represent Kuwait's past and which represents its future?

2 Write captions for each image below.



a) *Stepping through time in Souq Al-Mubarakhiya*

b) _____

c) _____

d) _____

3 ASQ: Ask Smart Questions

1. With a partner, choose one of the images above.
2. Use the **ASQ** strategy to ask as many smart questions as possible about the image.
3. Discuss those questions and possible answers in pairs.

4 With your partner, write a dialogue about the Avenues Mall. One of you is a tourist visiting the mall, and the other is a local citizen describing it. Use some of the new vocabulary words.

Tourist: _____

Citizen: _____

Tourist: _____

Citizen: _____

Tourist: _____

Citizen: _____



5 The Good Citizen Mind Map

5 In groups, create a mind map about what good citizenship means to you.

Describe your team's definition of a good citizen and discuss how these individuals contribute to your school's progress. Be sure to use at least three of the active words.

☐ **I can** explain how a citizen contributes to society by discussing ideas in pairs using guided questions.

☐ **I can** describe the qualities of a good citizen by using the new vocabulary in a short dialogue.

Did You Know?



Souq Al-Mubarakhiya is a well-known historical market that retains its traditional atmosphere to this day.

The Dhow Legacy: Long before oil, the strength of Kuwait's economy was tied to dhow ships, which are still seen today.

Failaka Island is an important ancient heritage site; evidence was found that people lived there continuously as far back as 2000 BC.



New Vocabulary: transformation, collection, culturally, hub, nation, mark, sustain, rapidly, new-found, capacity

Pre-Reading

1 Read the title below and predict questions the timeline could answer.

When did the growth of Kuwait begin? ?

_____ ?

_____ ?

2 Read the following timeline, then answer the questions that follow.

Our Ancestors' Ocean, Our Children's Sky: Timeless Growth



The 17th Century

Kuwait, which is located on the northern edge of the Arabian Gulf, emerged as a centre for global trade. The name itself is derived from 'Al-Kut', meaning a small fort built near the sea. In ancient times, different cultures gathered in this area to exchange not only goods but also ideas. Over the centuries, Kuwait underwent a remarkable **transformation**, evolving from a **collection** of small coastal villages into a **culturally** diverse country and a trading **hub**. This historical story shows the **nation's** strength and its growth.

The 18th Century

The 18th century **marked** a major turning point as the State of Kuwait evolved from a simple community into a well-known trading port. **Its** geographical location was useful in connecting major sea paths between the East and the West. As merchants traded items, the leadership of the Al Sabah family provided stability for growth. The family continues to govern the nation today with a vision of progress and national security.

The 19th Century

Throughout the 19th century, Kuwait's economy succeeded through sea skills, which are also known as maritime skills. The pearl-diving and shipbuilding industries **sustained** growth, **rapidly** becoming basic parts of the country. The year 1899 represents a turning point in Kuwait's history. At the time, Sheikh Mubarak Al-Sabah, also known as 'Mubarak the Great', focused on state-building until 1911, when he established Al-Mubarakiya School. This marked the beginning of formal education in Kuwait.

The 1930s

The 1930s represented a significant milestone with the discovery of oil, which completely changed the nation's path. Previously, it had relied heavily on maritime activities, but a massive transition soon began. This **new-found** wealth sped up modernisation. The government began giving funds to national foundations, resulting in the building of modern schools, advanced hospitals, and transportation networks that transformed Kuwait into a modern state.

1961 - Current

Kuwait gained full independence in 1961, joining the global community as a free state. Afterwards, the year 1962 was a defining moment when Sheikh Abdullah Al-Salem signed the Constitution, a document that contains the written law of Kuwait. Today, the nation remains a key peacemaker in regional affairs. The state of Kuwait always carries a duty to maintain international peace, acting in its **capacity** as a regional mediator. Kuwait looks towards a bright future, working continuously in every field to grow as a modern nation while always keeping its traditions alive.

While-Reading

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

1. The main idea of the section titled 'The 1930s' is:

- a) The discovery of oil led to the transformation into a modern state.
- b) Kuwait stopped all maritime activities in the 1930s.
- c) Building hospitals is the duty of a government.
- d) The 1930s were a difficult time for traditional sailors.

2. The underlined word 'transformation' in the section titled 'The 17th Century' means:

- a) wealth
- b) kindness
- c) change
- d) leadership

3. The underlined word 'its' in the section titled 'The 18th Century' refers to:

- a) the 18th century
- b) simple community
- c) the State of Kuwait
- d) trading port

4. What does the text suggest about Kuwait's current role in the world?

- a) It remains remote to avoid tensions.
- b) It focuses on oil production only.
- c) It is rebuilding its pearl diving industry.
- d) It serves as a key peacemaker in international affairs.



Think. Connect. Grow.

The answer exists, so find your way to it.

3 Answer the following questions.

1. What was the original meaning of the name 'Al-Kut'?

.....

2. How did formal education in Kuwait begin during the time of Sheikh Mubarak Al-Sabah?

.....

3. Why was 1962 a defining moment in Kuwait's history?

.....

4 Look at the following words taken from the text. Use your knowledge of negative prefixes (in-, un-) to write the base word. Then, think of your own words using these prefixes.

A	From the Text	independence	unending
	Base word	<u>dependence</u>	.....
B	Your own word	<u>in</u>	<u>un</u>
	Base word	.....	.....

Post-Reading

5 In groups, write or record a one-minute 'Liberation Day' speech describing how Kuwait has grown and evolved over the years.

Exit Ticket

Discuss the contrast between 'Our Ancestors' Ocean' and 'Our Children's Sky'.

- | | |
|--|---|
| ☐ I can identify key events in Kuwait's history by skimming the text and answering comprehension questions. | ☐ I can explain how Kuwait developed over time by linking causes and effects while writing a short speech. |
|--|---|



Presentation

- 1 An environmental expert has recently spoken to a group of students about the importance of the Arfaj. Read the speech as told by the students and highlight the verbs in the reported paragraph.

The expert argued that the Arfaj would be Kuwait's most beautiful national flower. He claimed that officials had made the right choice in selecting it. The expert said they believed those flowers could survive the climate better than any other plant. He suggested to the students that the plant had grown best the previous spring. He also insisted that it produced the most stunning flowers. Finally, he expressed the view that the government would always work hard enough to protect desert plants.



Verb Tense	Direct Speech	Reported Speech	Change
Present Simple	I work in Kuwait City now.	She said (that) she worked in Kuwait City then.	Pronouns: I → She Time Expressions: now → then
Past Simple	We visited the museum yesterday.	They said (that) they had visited the museum the day before.	Pronouns: We → They Time Expressions: yesterday → the day before
Future Simple	I will meet my friends at the Avenues tomorrow.	Ahmad said (that) he would meet his friends at the Avenues the next day.	Time Expressions: tomorrow → the next day

- 2 Read the following sentences, then answer the questions.

The expert argued that the Arfaj...

He suggested to the students that ...

- a) Look at the verbs in bold in each example. What do these words have in common?
b) Read the sentences below and identify the grammatical differences.

Direct speech: "The government will always work hard to protect national flowers," said the official.

Indirect speech: The official said that the government would always work hard to protect national flowers.

Practice

- 3 Work in groups to rewrite what the speakers at an environmental conference said about the national flowers of Oman and Qatar. Use reported speech.

The Flower	Direct Speech	Reported Speech
	"The Omani Rose of Al Jabal Al Akhdar was the finest flower in perfume-making last year," said the speaker.	He said (that) the Omani Rose of Al Jabal Al Akhdar
	"The Qataf, in Qatar will make the most elegant plant in any garden," mentioned the speaker.	She mentioned (that) the Qataf

Production

- 4 What's in Your Passport?

Work in pairs. Each student writes down two to three statements about sightseeing places, real or imagined.

Swap them with your classmate, then report each other's speeches to the rest of the class.

☐ I can identify the changes in verb tenses, pronouns, and time expressions by reading a text and answering questions.

☐ I can convert statements from direct to reported speech and vice versa by writing sentences about flowers.



New Vocabulary: safeguard, stable, downplay, leader, defence

Pre-Listening

1 Discuss the following questions in groups.

1. Who are the people in your life that **safeguard** you?
2. How do they make you feel **stable** and safe?
3. In the age of social media, why is it dangerous to make news seem huge or **downplay** its importance?



While-Listening

2 Listen to the speech by His Highness Sheikh Meshal Al-Ahmad Al-Jaber Al-Sabah (4.1) addressing the nation and fill in the missing words.

1. His Highness the Amir speaks to the people not only as a **leader**, but also as a and a person responsible before Allah.
2. Trust between the and the is what keeps Kuwait strong.
3. The speech highlights that our is/are in the first line of **defence**.

3 Listen again to the speech. Choose the correct answer from a, b, c, or d, then justify your choice.

1. In (Section 1), what is the primary purpose of His Highness the Amir's opening statement?

- a) To announce a new law
- b) To establish a personal connection with the citizens
- c) To provide a history of the State of Kuwait
- d) To provide information about the government

2. In (Section 4), regarding challenges, His Highness the Amir advises the audience to:

- a) downplay them.
- b) rely on leadership only.
- c) react quickly.
- d) be responsible and stay aware.

3. How does His Highness the Amir end his speech?

- a) With a message to our GCC neighbours
- b) With a list of the latest government plans
- c) With a hopeful prayer for Kuwait's safety
- d) With a supportive message to Kuwait's army

Post-Listening

4 In groups, discuss the following questions.

1. In your own words, explain why 'trust between leadership and people' is the foundation of the State of Kuwait.
2. How do you translate your loyalty to your leadership into actions?

Exit Ticket

Imagine you are a journalist working for the Kuwait News newspaper. Write an eye-catching headline for tomorrow's front page about His Highness the Amir's speech.



- ☐ I can identify the main purpose of a formal public address by answering multiple-choice questions.
- ☐ I can analyse the importance of mutual trust between leaders and citizens by discussing real-life examples.

New Vocabulary: ancestor, altruism, loyal, comply, volunteer

Presentation

1 Answer the following questions.

The 'Golden Rule' is the principle of treating others as you would like to be treated yourself.

1. Do you think that our ancestors applied the 'Golden Rule'? Justify your answer.
2. How can we apply this rule in modern life through volunteering and technology? Give examples.

Practice

2 Read the following situations and match them with the appropriate responses.

Situation	Answer	Response
Someone is struggling with heavy bags.		1. I must share my notes with them.
Your neighbour is elderly and lives alone.		2. I should offer to help carry the bags.
Your classmate missed the lesson.		3. It is necessary to check on my neighbours regularly.

3 Your school has decided to launch a campaign called 'Altruism in Action'. As a loyal member of your school's volunteer group, choose one of the following ideas.

 **Adopt a Corner:** Every class ensures a corner of the school is kept clean to comply with school rules.

 **The Kindness Wall:** Students add a positive note to a school board.

 **Academic Helper:** Students volunteer their time to help others struggling in certain subjects.

4 In groups, fill in the table in preparation for a one-minute speech to the school.

The Choice	The Actions	The Importance

Production

5 Present your speech as a volunteer group. Remember to take turns and use the 'Useful Language' box.

Poll

Vote for the best group based on the following:

- ☐ Using expressions from the Useful Language box.
- ☐ Using at least two of the new vocabulary words correctly.
- ☐ Giving each other enough time to speak.

Useful Language

Expressing obligation and necessity:

It is necessary to...

We must/have to protect...

We have an obligation to...

☐ **I can** use the new vocabulary to speak about the importance of a school campaign by delivering a speech as part of a group.

☐ **I can** design a campaign action plan by collaboratively deciding on the choice, actions, and importance of the campaign.



Presentation

Your school is looking for a new way to document cultural stories. You have decided to design 'The Digital Diwan' app. Through this app, students will record traditional Kuwaiti stories and personal memories.

The Diwan: An Arabic word that means a collection of stories or poems used to document heritage.

1 Read the following story from a blog that shares memories, and highlight the linkers.

For the 'Digital Diwan', I interviewed my father. I asked him about his childhood. His exact words were, "Back in the day, we were very active because there was no technology. So, after finishing our homework, my brothers and I ran outside on the streets to play games, such as 'hay al-meed' . We didn't have smartphones. As a result, we rode our bicycles instead. The best part of the day was going to the 'Baqala'. My grandfather often gave us half a KD; therefore, we felt incredibly rich! We always bought snacks, and we would sometimes go in a big group. Thus, we built stronger friendships. To sum up, those days were simple, but they were the happiest times of my childhood."

Practice

2 Complete the cause-and-effect diagram below to prepare for the report.

CAUSE	→	EFFECT
a. Launching a 'Digital Diwan' app		
b. Listening to stories from older generations		
c. Documenting stories from different generations		

Let's Write

Use social media for good and for lifting others up.

3 Plan and write a paragraph of no fewer than 8 sentences (approximately 90 words) explaining the importance of having 'The Digital Diwan' application and its positive effects on society.

An Introductory Sentence:
(State the purpose and main idea)

Supporting Idea 1:
(Explain the importance of having the app)

Supporting Idea 2:
(List the positive effects on society)

A Concluding Sentence:
(Restate the introductory sentence)

Useful Language

Stating Purpose:

This report aims to...
The aim is to...

Listing Benefits:

This is important...
If we follow this...
It will result in...

Self-assessment checklist:

- ☐ Were my ideas organised?
- ☐ Did I use the Useful Language box?
- ☐ Did I use appropriate linkers to show cause and effect?
- ☐ Were my spelling, capitalisation, and punctuation correct?

☐ I can identify causes and effects in a text by completing a cause-and-effect diagram.

☐ I can write a paragraph about the importance of recording stories by using cause-and-effect linkers correctly.

New Vocabulary: impose, contract, equality, freedom, informal, interestingly, universal, sentence, formal, respect

Pre-Reading

① How would you personally rank these four values from 1 (most important) to 4 (least important)?

- | | |
|-----------------------------------|---|
| a) Justice (fairness to everyone) | b) Equality (having the same rights) |
| c) Freedom (doing what you want) | d) Order (following rules to stay safe) |

② Read the following article from a law magazine, then complete the tasks that follow.

Law, Values, and Universal Citizenship

We see the law in our daily lives, from driving a car to renting a house to even going to school. Whether we are travelling, starting a new job, or using social media, we need rules to shape our actions. However, the law is more than just a list of 'dos and don'ts' or a duty **imposed** by the government. **It** is something that helps us connect our beliefs with the way we live together. This relationship is often called a 'social **contract**', in which citizens agree to follow rules to make sure everyone stays safe.

In many countries, the most important values are justice, **equality**, and **freedom**. These values create 'norms', which are the rules on how to act. For example, because we believe life is important, we have strict laws against hurting others. We also follow **informal** norms called 'folkways.' These are simple daily habits, such as being polite to a teacher or waiting your turn in line. Furthermore, while you will not go to prison for being rude, these customs help our society stay organised and friendly. Following these habits is a key part of being a good and responsible member of society.

Interestingly, the law does not always require a judge or a police officer. A famous researcher studied people living in the South Pacific who did not have written laws. Instead, they used a system of 'exchange'. People swapped gifts,

such as food or jewellery, to build strong friendships and maintain them. If someone were selfish, they would face 'public embarrassment' rather than a fine. This shows that in small groups, the 'law' is often about our duty to others and our relationships.

Today, our world is becoming smaller. Our countries are more connected through **universal** laws, such as traffic rules. Because of this, we have basic signs and signals that apply to everyone, regardless of where they drive. For example, a red light means 'stop' in every nation, allowing people to move safely. There are also international agreements that safeguard road safety. Police officers make sure that every person is treated fairly and that rules are being enforced. Moreover, they ensure that people face the results of their actions, from paying fines to being **sentenced** to prison.

To conclude, as a student and young citizen, it is important to understand how law and society work together. Laws are not just cold **formal** instructions. Rather, they show what we value most. When we **respect** laws and customs, we can live in a peaceful world. This helps us grow as global citizens. By learning how rules work, we can make our countries better places for everyone to live and work.



While-Reading

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

1. What is the main idea of the 1st paragraph? Justify.

- a) Most people find it difficult to follow rules.
- b) The law only affects people who drive cars.
- c) Legal rules affect almost every part of our daily lives.
- d) Going to school is the most common way to see the law.

2. In the 1st paragraph, what does the underlined word 'It' refer to?

- a) the government
- b) a list
- c) the law
- d) our duty

3. In the 2nd paragraph, what is the writer's tone when discussing 'folkways'?

- a) Informative and encouraging
- b) Angry and critical
- c) Fearful and worried
- d) Serious and negative

3 Answer the following questions.

1. According to the text, what is a 'social contract'?

.....

2. Why might 'public embarrassment' be an effective punishment in a small community?

.....

3. What is one example of a universal law that applies to everyone, regardless of where they drive?

.....

4. How does respecting laws and customs contribute to a student's development?

.....

4 Transform the following words from the text into nouns.

Verb	Noun	Adjective	Noun	Verb	Noun
a. create		a. universal		a. need	
b. move		b. important		b. value	

Post-Reading

5 In groups, draft a 'Social Contract' for your own classroom.

Instructions	Examples	Your answers
Select a value	Respect	.....
Write a formal rule	Standing up when the teacher enters	.....

Exit Ticket

'The Unwritten Rule': Identify one folkway (an informal habit) in Kuwaiti culture that is essential for staying organised or being friendly.

 What would happen to society if everyone stopped following this habit tomorrow?

☐ I can identify main ideas and details from a text by answering reading comprehension questions.

☐ I can create simple rules in my own words using ideas and values from the text.

Presentation

- 1 Read the paragraph and underline the future verb forms in the text. Then, complete the table with future types.

We are gathering in the school assembly hall to go to Souq Al-Mubarakiya. The bus is leaving at 8:00 a.m. We checked the weather forecast, and it will be sunny. I am going to take photographs, and my friend is going to bring money to buy some souvenirs. I am presenting my research on Kuwait's monuments next week.

Future Type	Prediction will + base form	Intention (be) going to + base form	Fixed Arrangement Present continuous: (be) verb + ing
Example	The weather will be hot tomorrow.	My friends and I are going to visit the old Souq this weekend.	My friend is meeting me at The Avenues tonight.
			
			

Practice

- 2 Complete the sentences by correcting the verbs in the brackets.

- In my opinion, more tourists (visit) the Great Wall of China over the next ten years. (Prediction)
- Engineers (study) the design of the Taj Mahal for many years to come. (Intention)
- Next Tuesday at 10 a.m., a historian (give) a talk on the Pyramids of Giza. (Fixed Arrangement)

Presentation

- 3 Refer to the text in exercise 1. Find the nouns and complete the table.

Countable	Uncountable
<u>bus</u>	<u>research</u>

Practice

- 4 You are planning a VR tour of world monuments. Complete the text by choosing the correct future form and identifying if the noun is Countable (C) or Uncountable (U).

Next week, our class (**travels** / **is travelling**) to see the Colosseum in Rome using VR headsets. I (**will** / **am going to**) search for some information (.....) about Roman history tonight. I think there (**will be** / **is**) a lot of excitement (.....) in the classroom (.....). We (**are starting** / **started**) the programme (.....) at exactly 10:00 a.m. tomorrow. Our teacher (**is going to give** / **gives**) us some advice (.....) on how to use the equipment (.....). We think VR images (**will look** / **are looking**) very real, so we (**are going to take** / **are taking**) digital photos (.....).



Production

- Work in groups. Plan a visit to a monument with your friends.

- Write two or three sentences using the future verb forms to describe your plan.
- Include countable and uncountable nouns when listing what you will bring.

- ☐ I can use future forms correctly by completing a table about plans, intentions, and predictions. ☐ I can describe a plan using countable and uncountable nouns accurately by writing short sentences about a trip.



New Vocabulary: monument, skyline, symbolise, rare, showcase

Pre-Listening

1 With a partner, discuss the following questions:

1. Which building in Kuwait are you most proud of? Give reasons for your answer.
2. Match the new vocabulary words to their definitions below:
 - a) A building that helps us remember the past
 - b) Something not commonly found, or done, often unusual
 - c) The outline or shape of buildings, trees, or mountains viewed against the sky

While-Listening

2 Listen to the dialogue between Ms Asmaa and her students, Jumana and Yasmin (4.2), about Kuwait's most famous monuments. Tick the correct answers.

1. What is the main idea of the dialogue?

- () How to build modern towers in Kuwait
 () Landmarks that connect our past to our future

2. Which landmark is described as a 'symbol of loyalty'?

- () The Qurain Martyrs' House
 () The National Library of Kuwait

3. What does the National Museum's design connect?

- () Our pearl-diving history with our modern future
 () Kuwait to other countries in the South Pacific



3 Listen again and answer the following questions.

1. Why does Jumana say the walls of the Qurain Martyrs' House are kept 'exactly as they were'?

.....

2. What 'rare' items can be found in the special department of the National Library of Kuwait?

.....

3. According to Ms Asmaa, what does the National Library represent Kuwait?

.....

4. Which ancient civilisation does Jumana mention seeing an exhibition about?

.....

Post-Listening

4 In pairs, create a short social media post about one of Kuwait's monuments.

Explain why students should visit that place.

If you feel inspired, you can use AI to help generate the post and share it with the class later.

Exit Ticket

Draw or choose three emojis to summarise today's lesson.

- ☐ **I can** describe the significance of a historical monument after listening to a discussion on preserving historical sites.
- ☐ **I can** identify specific information from a spoken text to answer comprehension questions.

New Vocabulary: regulation, character, record, lasting, mature

Presentation

In many countries, school behaviour can follow a person for life, affecting their future.

1 Respond to the following survey about school regulations.

 A person's character at 15 is a good sign of their **character** at 35.

☐ Strongly Agree

☐ Agree

☐ Partially Agree

 **Records** help society stay safe and organised.

☐ Strongly Agree

☐ Agree

☐ Partially Agree

 It is difficult to erase the past and start fresh.

☐ Strongly Agree

☐ Agree

☐ Partially Agree

Useful Language

Agreement & Partial Agreement:

I strongly agree that...

It is often agreed that...

I agree but...

Practice

2 In pairs, discuss how good behaviour might affect these areas of life. Use two or three of the new vocabulary words to describe the images.



Production

3 The Ministry of Education is launching a campaign to raise awareness about 'Exam Regulations'.

Your task is to prepare a 40-second to one minute speech about these regulations.

These ideas may help you:

 The importance of understanding school rules as a safeguard rather than a punishment.

 The **lasting** benefits of having a good record in school.

 How to raise awareness amongst students to be **mature** citizens.

Peer Assessment

☐ Did the speaker explain how the rules protect students?

☐ Was the speaker's voice audible and clear?

☐ Did the speaker maintain eye contact with the audience?

☐ Were the expressions from the 'Useful Language' box included?

Useful Language

Explaining Responsible Choices:

Following rules would lead to...

Making good choices is important because...

We must consider the consequences of our actions because...

Exit Ticket

Discuss one strong statement from your classmate's speech.

☐ I can use new thematic vocabulary to debate social behaviour by discussing images in pairs.

☐ I can deliver a short, structured speech explaining the consequences of personal actions using specific cohesive expressions.

Pre-Writing

1 Discuss the following questions with a partner to gather ideas for your essay.

Think of someone you consider to be a good citizen. What specific qualities do they have?

What are three main responsibilities of citizens towards their country?

2 Complete the table by identifying the qualities of good citizenship and giving examples of everyday actions a good citizen can take.

	The Qualities of a Good Citizen	Everyday Actions
1		
2		
3		



Hook your Reader!

3 Choose one of the following paraphrased quotes from Kuwaiti leaders to begin your introduction. Explain what the quote means and why you chose it.

“The love of Kuwait comes before the love of self, wealth and children in the heart of every citizen.”

- His Highness Sheikh Jaber Al-Ahmad Al-Sabah (1977 – 2006)

“The wealth of a country is within its people; they are the future.”

- His Highness Sheikh Sabah Al-Ahmad Al-Sabah (2006 – 2020)

“Kuwait gets its strength from the unity of its people.”

- His Highness Sheikh Nawaf Al-Ahmad Al-Sabah (2020 – 2023)

Bonus: You can always create your own hook to catch the reader's attention!

4 Match the following linkers with their correct communicative functions.

1. In this article, ... Used to add similar ideas or show that two things are the same.

2. To sum up, ... Used to introduce the main topic or purpose of writing.

3. Likewise, ... Used to conclude or summarise the main points at the end.

5 Read the different concluding sentences for the essay. Rate each according to the following scale:

(NR) Not Related – (W) Weak – (G) Good – (E) Excellent

1. In conclusion, I think that the national football team will win the upcoming matches.	.....
2. To summarise, being a good citizen is very important for a happy life.	.....
3. Ultimately, by demonstrating civil responsibility, we play a critical role in shaping the future.	.....
4. So, it is nice to be a good citizen all the time.	.....

☐ I can categorise the qualities of citizenship using contextual real-life examples.

☐ I can construct a cohesive introductory and concluding paragraph using structural linkers effectively.

Project Topic _____ (assigned by the teacher)

Task

In this project, your group will investigate a specific topic and collaborate to produce a final presentation. You must ensure that every member contributes to the research and the final creative output.

The aim of the project is to

Resources & Materials

 **Stationary:** Paper, markers, glue, colouring sets.

 **Physical Media:** Magazines, newspapers, textbooks, and reference books.

 **Digital Media:** Internet access, Generative AI, and slide decks.



Project Steps

1. **Roles:** Form your group and assign roles: Leader, Researchers, Designers, and Presenters.
2. **Strategic Research:** Conduct research using different sources, making sure they are reliable.
3. **Product Planning:** Decide on your format (e.g. a digital slide deck, a physical poster, or a 3D model).
4. **Development:** Gather your materials and assemble your final product.
5. **Rehearsal:** Practise your presentation and provide your teammates with constructive feedback.
6. **Presentation:** Present your project to the class clearly.

Criteria	Beginning ★	Developing ★★	Good ★★★	Excellent ★★★★★
Voice & Fluency	Speaks with many pauses. The voice is quiet or hard to understand.	Speaks with some pauses. The voice is clear sometimes.	Speaks clearly most of the time. They use a good pace and volume.	Speaks clearly and confidently. Uses their pace and volume very well.
Content & Organisation	Gives very little information. Ideas are not in order.	Gives some information. Ideas need better order or more detail.	Gives clear, relevant information. Ideas are mostly organised.	Gives well-chosen information. Ideas are clear and easy to follow.
Language Use	Uses very simple words. Many mistakes make meaning unclear.	Uses simple sentences. Some mistakes affect meaning.	Uses good vocabulary and mostly clear sentences. Their meaning is clear.	Uses a wide range of vocabulary and accurate sentences.
Body Language	Reads notes and rarely looks at the audience.	Looks at the audience sometimes. Uses little body language.	Makes eye contact most of the time. Uses some gestures and expressions.	Maintains eye contact. Uses natural gestures, posture, and expressions.



Self-reflection: Describe your specific contribution to the team.

.....

Peer-reflection: Identify one strength of a teammate.

.....

Growth: What is one specific skill you want to improve for the next module?

.....

A

add up (phrasal verb) /æd ʌp/

(2.7, page 40)

to increase by small amounts until there is a large total

affordable (adjective) /ə'fɔ:dəbəl/

(1.5, page 22)

cheap enough that people can afford to pay it or buy it

alive (adjective) /ə'laɪv/

(3.7, page 56)

continuing to exist

alternative (noun) /ɒl'tɜ:nətɪv/

(2.2, page 34)

a thing that you can choose to do or have out of two or more possibilities

altruism (noun) /'æltruɪzəm/

(4.5, page 70)

the fact of caring about the needs and happiness of other people and being willing to do things to help them, even if it brings no advantage to yourself

amazingly (adverb) /ə'meɪzɪŋli/

(3.10, page 60)

in a very surprising way, especially one that makes you like or admire

ambitious (adjective) /æm'bɪʃəs/

(2.5, page 38)

needing a lot of effort, money or time to succeed

ancestor (noun) /'ænsɛstə(r)/

(4.5, page 70)

a person in your family who lived a long time ago

antique (noun) /æn'ti:k/

(2.7, page 40)

an object such as a piece of furniture that is old and often valuable

aroma (noun) /ə'rəʊmə/

(1.4, page 21)

a pleasant smell that is easy to notice

artefact (noun) /'ɑ:tɪfækt/

(3.1, page 49)

an object that is made by a person, especially something of historical or cultural interest

assign (verb) /ə'saɪn/

(1.10, page 28)

to give somebody something that they can use, or some work or responsibility

attitude (noun) /'ætɪtju:d/

(1.2, page 18)

a feeling or opinion about something or someone, or a way of behaving that is caused by this

automatic (adjective) /ɔ:tə'mætɪk/

(3.2, page 50)

having controls that work without needing a person to operate them

award (noun) /ə'wɔ:d/

(3.5, page 54)

a prize such as money, etc. for something that somebody has done

awareness (noun) /ə'weənəs/

(2.2, page 34)

interest in and concern about a particular situation or area of interest

B

bestow (verb) /br'stəʊ/

(1.2, page 18)

to give something as an honour or present

biological (adjective)

/,baɪə'lɒdʒɪkəl/

(1.7, page 24)

connected with the processes that take place within living things

brand-new (adjective)

/,brænd'nju:/

(2.10, page 44)

completely new, especially not yet used

break down (phrasal verb)

/breɪk daʊn/

(1.10, page 28)

to divide into parts to be analysed

bridge (noun) /brɪdʒ/

(3.9, page 59)

a thing that provides a connection or contact between two different things

bury (verb) /'bɛəri/

(2.9, page 43)

to put something into a hole in the ground and cover it

C

capacity (noun) /kə'pæsəti/

(4.2, page 66)

someone's ability to do a particular thing

ceremony (noun) /'serɪməni/

(3.7, page 56)

(a set of) formal acts, often fixed and traditional, performed on important social or religious occasions

character (noun) /'kærəktə(r)/

(4.10, page 76)

all the qualities and features that make a person different from others

chemically (adverb) /'kɛmɪkəli/

(1.7, page 24)

in a way that is connected with chemistry or chemicals

citizenship (noun) /'sɪtɪzənʃɪp/

(4.1, page 65)

the state of being a citizen and accepting the responsibilities of it

classic (adjective) /'klæsɪk/

(3.9, page 59)

having a simple, traditional style that is always fashionable

collection (noun) /kə'lekʃn/

(4.2, page 66)

a group of objects, often of the same sort, that have been collected

combination (noun)

/ˌkɒmbɪˈneɪʃən/

(2.4, page 37)

the act of joining or mixing together two or more things to form a single unit

comply (verb) /kəmˈplaɪ/

(4.5, page 70)

to act according to an order, set of rules, or request

composting (noun) /ˈkɒmpəstɪŋ/

(2.9, page 43)

the act of collecting and storing plant material so it can decay and be added to soil to improve its quality

concept (noun) /ˈkɒnsept/

(2.4, page 37)

a principle or idea

conference (noun) /ˈkɒnfərəns/

(3.5, page 54)

a large official meeting, usually lasting for a few days, at which people with the same work or interests come together to discuss their views

consume (verb) /kənˈsjuːm/

(1.2, page 18)

to eat or drink something

continuous (adjective)

/kənˈtɪnjuəs/

(3.7, page 56)

happening or existing for a period of time without being interrupted

continuously (adverb)

/kənˈtɪnjuəsli/

(4.1, page 65)

in a way that happens or exists for a period of time without being interrupted

contract (noun) /ˈkɒntrækt/

(4.7, page 72)

a legal document that states and explains a formal agreement between two different people or groups, or the agreement itself

convert (verb) /kənˈvɜːt/

(2.2, page 34)

to change or make something change from one form, purpose, system, etc. to another

creativity (noun) /ˌkriːɪˈtɪvəti/

(3.2, page 50)

the use of skill and imagination to produce something new or to produce art

creator (noun) /kriˈeɪtə/

(3.2, page 50)

a person who has made or invented a particular thing

culturally (adverb) /ˈkʌltʃərəli/

(4.2, page 66)

in a way that relates to the habits, traditions, and beliefs of a society

customise (verb) /ˈkʌstəˌmaɪz/

(3.10, page 60)

to make or change something to suit the needs of the owner or user

D

decade (noun) /ˈdekeɪd/

(1.9, page 27)

a period of ten years, especially a continuous period, such as 1910–1919 or 2000–2009

decisive (adjective) /dɪˈsaɪsɪv/

(2.2, page 34)

able to make decisions quickly and confidently, or showing this quality

decompose (verb) /ˌdiːkəmˈpəʊz/

(2.9, page 43)

to break, or to break something, into smaller parts

decorative (adjective) /ˈdekəreɪtɪv/

(3.9, page 59)

(of an object or a building) decorated in a way that makes it attractive; intended to look attractive or pretty

defence (noun) /dɪˈfens/

(4.4, page 69)

the act of protecting somebody/ something from attack, criticism, etc.

densely (adverb) /ˈdensli/

(2.9, page 43)

in a way that contains a lot of people, things, plants, etc. with little space between them

detailed (adjective) /ˈdiːteɪld/

(3.2, page 50)

giving many details and a lot of information; paying great attention to details

devote to (phrasal verb) /dɪˈvəʊt/

(3.2, page 50)

to give an amount of time, attention, etc. to something

directly (adv) /daɪˈrektli/

(2.7, page 41)

without stopping or changing direction

director (noun) /dɪˈrektə/

(3.2, page 50)

a person who is in charge of a particular activity or department in a company, a college, etc.

dispose of (phrasal verb)

/dɪˈspəʊz əv/

(2.7, page 41)

to get rid of something, especially by throwing it away

document (verb) /ˈdɒkjəmənt/

(3.5, page 54)

to record something in the form of a written document, photograph, film, etc.

downplay (verb) /ˌdaʊnˈpleɪ/

(4.4, page 69)

to try to make something seem less important than it really is

dye (verb) /daɪ/

(3.9, page 59)

to change the colour of something using a special liquid

E

ecosystem (noun) /'i:kəʊˌsɪstəm/
(2.2, page 34)

all the living things in an area and the way they affect each other and the environment

educate (verb) /'ɛdʒʊkeɪt/
(3.7, page 56)

to teach somebody about something or how to do something

effective (adjective) /ɪ'fektɪv/
(1.7, page 24)

producing the result that is wanted or intended; producing a successful result

emission (noun) /ɪ'mɪʃən/
(2.2, page 34)

the production or sending out of light, heat, gas, etc.

enormous (adjective) /ɪ'nɔ:məs/
(2.7, page 41)

extremely large

entirely (adverb) /ɪn'taɪəli/
(2.2, page 34)

in every way possible; completely

equality (noun) /i'kwɒləti/
(4.7, page 72)

the right of different groups of people to have a similar social position and receive the same treatment

eventually (adverb) /ɪ'ventʃuəli/
(2.7, page 41)

in the end, especially after a long time or a lot of effort, problems, etc.

evidence (noun) /'eɪdɪns/
(3.1, page 49)

the facts, signs or objects that make you believe that something is true

expand (verb) /ɪk'spænd/
(3.4, page 53)

to become greater in size, number or importance; to make something greater in size, number or importance

expertise (noun) /ɪ'ekspɜ:'ti:z/
(2.2, page 34)

expert knowledge or skill in a particular subject, activity or job

F

fatigue (noun) /fə'ti:g/
(1.7, page 24)

a feeling of being extremely tired, usually because of hard work or exercise

filling (adjective) /'fɪlɪŋ/
(1.4, page 21)

(of food) *making* your stomach feel full

flowing (adjective) /'fləʊɪŋ/
(2.2, page 34)

moving in one direction, especially continuously and easily

formal (adjective) /'fɔ:ml/
(4.7, page 72)

(of a style of dress, speech, writing, behaviour, etc.) very correct and suitable for official or important occasions

freedom (noun) /'fri:dəm/
(4.7, page 72)

the condition or right of being able or allowed to do, say, think, etc. whatever you want to, without being controlled or limited

H

hidden (adjective) /'hɪdən/
(3.10, page 60)

something that is hidden is kept or located in a place where it cannot be seen

hub (noun) /hʌb/
(4.2, page 66)

the central or main part of something where there is most activity

hurdle (noun) /'hɜ:dəl/
(1.10, page 28)

a problem or difficulty that must be solved or dealt with before you can achieve something

I

ideal (adjective) /aɪ'diəl/
(2.5, page 38)

perfect, or the best possible

identify (verb) /aɪ'dentɪfaɪ/
(3.7, page 56)

to recognise somebody/something and be able to say who or what they are

identity (noun) /aɪ'dentəti/
(3.9, page 59)

- who or what somebody/something is

- a person's name and other facts about who they are

illustrate (verb) /ɪ'ləstreɪt/
(3.1, page 49)

to make the meaning of something clearer by using examples, pictures, etc.

impose (verb) /ɪm'pəʊz/
(4.7, page 72)

to introduce a new law, rule, tax, etc; to order that a rule, punishment, etc., be used

inactive (adjective) /ɪn'æktɪv/
(1.2, page 18)

not doing anything; not active

incineration (noun)

/ɪnˌsɪnə'reɪʃən/
(2.9, page 43)

the act of burning something, especially waste material, until it is completely destroyed

indeed (adverb) /ɪn'di:d/
(1.5, page 22)

really or certainly, often used to emphasise something

inflammation (noun)

/ɪnflə'meɪʃən/
(1.7, page 24)

a condition in which a part of the body becomes red, painful and swollen (= larger than normal) because of infection or injury

informal (adjective) /ɪn'fɔ:ml/

(4.7, page 72)

relaxed and friendly; not following strict rules of how to behave or do something

injure (verb) /'ɪndʒə/

(2.1, page 33)

to hurt or cause physical harm to a person or animal

insightful (adjective) /'ɪnsaɪtʃl/

(3.5, page 54)

showing a clear and usually original understanding of a complicated problem or situation

interestingly (adverb)

/'ɪntrəstɪŋli/

(4.7, page 72)

in a way that attracts your attention because it is special, exciting or unusual

involvement (noun)

/ɪn'vɒlvmənt/

(1.2, page 18)

the act of taking part in something or dealing with somebody

L

landfill (noun) /'lændfɪl/

(2.1, page 33)

an area of land where large amounts of waste material are buried under the earth

lasting (adjective) /'lɑ:stɪŋ/

(4.10, page 76)

continuing to exist or to have an effect for a long time

leader (noun) /'li:də(r)/

(4.4, page 69)

a person who leads a group of people, especially the head of a country, an organisation, etc.

leading (adjective) /'li:dɪŋ/

(3.2, page 50)

most important or most successful

legume (noun) /'lɛɡju:mz/

(1.9, page 27)

a plant that has its seeds in a pod, such as the bean or pea

loyal (adjective) /'ləɪəl/

(4.5, page 70)

firm and *not* changing in your friendship with or support for a person or an organisation, or in your belief in your principles

M

make over (phrasal verb)

/meɪk 'əʊvə/

(2.7, page 41)

to improve something or someone by working on or changing various parts

malnutrition (noun)

/,mælnju:'trɪʃən/

(1.7, page 24)

physical weakness and bad health caused by having too little food, or too little of the types of food necessary for good health

manufacture (verb)

/,mænjə'fæktʃə/

(2.10, page 44)

to produce goods in large numbers, usually in a factory using machines

mark (verb) /mɑ:k/

(4.2, page 66)

to celebrate or officially remember an event that you consider to be important

mature (adjective) /mə'tʃʊə(r)/

(4.10, page 76)

(of a child or young person) behaving in a sensible way, like an adult

mechanical (adjective)

/mə'kæɪnɪkəl/

(3.5, page 54)

operated by a machine, or connected with machines or their parts

monument (noun) /'mɒnjəmənt/

(4.9, page 75)

a building, column, statue, etc, built to remind people of a famous person or event

N

narrow (adjective) /'nærəʊ/

(3.4, page 53)

having a small distance from one side to the other, especially in comparison with the length

nation (noun) /'neɪʃn/

(4.2, page 66)

a country considered as a group of people with the same language, culture and history, who live in a particular area under one government

new-found (adjective)

/,nju:'faʊnd/

(4.2, page 66)

recently discovered or achieved

notable (adjective) /'nəʊtəbəl/

(1.2, page 18)

important and deserving attention, because of being very good or interesting

nutrition (noun) /nju:'trɪʃən/

(1.2, page 18)

the substances that you take into your body as food and the way that they influence your health

nutritional (adjective)

/nju:'trɪʃənəl/

(1.5, page 22)

connected with the process by which living things receive the food necessary for them to grow and be healthy

nutritious (adjective) /nju:'trɪʃəs/

(1.1, page 17)

(of food) very good for you; containing many of the substances which help the body to grow

O

organisation (noun)

/,ɔ:gənaɪ'zeɪʃn/

(1.5, page 22)

the act of making arrangements or preparations for something

Glossary

outlive (verb) /aʊt'li:v/

(2.10, page 44)

to live or exist longer than someone or something

overlook (verb) /,əʊvə'lʊk/

(1.9, page 27)

to fail to see or notice or consider something

overseas (adverb) /,əʊvə'si:z/

(3.7, page 56)

in, from, or to other countries

P

pass down (phrasal verb)

/pɑ:s daʊn/

(3.1, page 49)

to give or teach something to your children or people younger than you, who will then give or teach it to those who live after them, and so on

passage (noun) /'pæsɪdʒ/

(3.4, page 53)

a usually long and narrow part of a building with rooms on one or both sides, or a covered path that connects places

patiently (adverb) /'peɪʃəntli/

(3.7, page 56)

in a way that shows that you are able to wait for a long time or to accept annoying behaviour or difficulties without becoming angry

personalised (adjective)

/'pɜ:sənəlaɪzd/

(1.7, page 24)

marked in some way to show that it belongs to a particular person

pledge (noun) /plɛdʒ/

(1.1, page 17)

a serious promise

portion (noun) /'pɔ:ʃən/

(1.1, page 17)

a part or share of something larger

power (verb) /'paʊə/

(2.5, page 38)

to supply a machine or vehicle with the energy that makes it work

power grid (compound noun)

/'paʊə grɪd/

(2.5, page 38)

a system for sending electricity from those who produce it to those who use it, made up of different parts and covering a large area

precisely (adverb) /pri'saɪsli/

(3.2, page 50)

exactly

preservatives (noun)

/pri'zɜ:vətɪvz/

(1.4, page 21)

a substance used to prevent food or wood from decaying (= being destroyed by natural processes)

prioritise (verb) /praɪ'ɒrɪ taɪz/

(1.4, page 21)

to put tasks, problems, etc. in order of importance, so that you can deal with the most important first

process (verb) /'prəʊses/

(1.7, page 24)

to treat raw material, food, etc. in order to change it, preserve it, etc.

publish (verb) /'pʌblɪʃ/

(3.7, page 56)

to make information available to people, especially in a book, magazine, or newspaper, or to produce and sell a book, magazine, or newspaper

R

rapidly (adverb) /'ræpɪdli/

(4.2, page 66)

in a fast or sudden way

rare (adjective) /rəə(r)/

(4.9, page 75)

not done, seen, happening, etc, very often

record (noun) /'rekɔ:d/

(4.10, page 76)

a written account of something that is kept so that it can be looked at and used in the future

regard (verb) /rɪ'gɑ:d/

(2.7, page 41)

to think about somebody/ something in a particular way

regulate (verb) /'rɛgjələt/

(1.7, page 24)

to control something by means of rules

regulation (noun) /,regju'leɪʃn/

(4.10, page 76)

an official rule made by a government or some other authority

resist (verb) /rɪ'zɪst/

(1.1, page 17)

to refuse to accept something and try to stop it from happening

respect (verb) /rɪ'spekt/

(4.7, page 72)

to have a very good opinion of somebody/something; to admire somebody/something

reusable (adjective) /ri:'ju:zəbəl/

(2.1, page 33)

able to be used more than once

root (noun) /ru:t/

(3.7, page 56)

the origin or basis of something

routinely (adverb) /ru:'ti:nli/

(1.2, page 18)

as part of the way in which things are regularly done

run out (phrasal verb) /rʌn aʊt/

(2.2, page 34)

to use up or finish a supply of something

S

sadly (adverb) /'sædli/

(3.2, page 50)

in an unhappy way

safeguard (verb) /'seɪfgɑ:d/

(4.4, page 69)

to protect something/somebody from loss, harm or damage; to keep something/somebody safe

second-hand (adjective)

/,sekənd'hænd/

(2.1, page 33)

not new; owned by somebody else before

seldom (adverb) /'seldəm/

(2.10, page 44)

not often

sentence (verb) /'sentəns/

(4.7, page 72)

to say officially in court that somebody is to receive a particular punishment

showcase (verb) /'ʃəʊkeɪs/

(4.9, page 75)

to present somebody's abilities or the good qualities of something in an attractive way

site (noun) /saɪt/

(4.1, page 65)

a place where a building, town, etc. was, is or will be located

skyline (noun) /'skaɪlaɪn/

(4.9, page 75)

a shape or pattern made against the sky, especially by buildings

soak (verb) /səʊk/

(1.4, page 21)

to put something in liquid for a time so that it becomes completely wet; to become completely wet in this way

stable (adjective) /'steɪbəl/

(4.4, page 69)

fixed or steady; not likely to move, change or fail

stand for (phrasal verb)

/stænd fɔ:/

(3.1, page 49)

to support or represent something

still (adverb) /stɪl/

(1.7, page 24)

continuing to happen or continuing to be done

stimulate (verb) /'stɪmjəleɪt/

(1.2, page 18)

to encourage something to grow, develop, or become active

strict (adjective) /strikt/

(2.10, page 44)

strongly limiting someone's freedom to behave as they wish, or likely to severely punish someone if they do not obey

stroll (verb) /strəʊl/

(1.9, page 27)

to walk in a slow, relaxed way, especially for pleasure

subsidise (verb) /'sʌbsɪdaɪz/

(1.5, page 22)

to pay part of the cost of something

surround (verb) /sə'raʊnd/

(3.4, page 53)

to be everywhere around something

sustain (verb) /sə'steɪn/

(4.2, page 66)

to cause or allow something to continue for a period of time

sustainable (adjective)

/sə'steɪnəbəl/

(1.9, page 27)

able to continue over a period of time

swap (verb) /swɒp/

(1.1, page 17)

to give something to somebody and receive something in exchange

symbolise (verb) /'sɪmbəlaɪz/

(4.9, page 75)

to represent something

T

tablet (noun) /'tæblət/

(2.7, page 41)

a small computer that is easy to carry, with a large touch screen and usually without a physical keyboard

tailor (verb) /'teɪlə/

(2.5, page 38)

to make or adapt something for a particular purpose, a particular person, etc.

tempting (adjective) /'tæmptɪŋ/

(1.10, page 28)

something that is tempting is attractive, and makes people want to have it, do it, etc.

tie (noun) /taɪ/

(4.1, page 65)

to connect or link somebody/something closely with somebody/something else

transformation (noun)

/,trænsfə'meɪʃn/

(4.2, page 66)

a complete change in somebody/something

translation (noun) /trænz'leɪʃən/

(3.2, page 50)

the process of changing something that is written or spoken into another language

tuck away (phrasal verb)

/tʌk ə'weɪ/

(3.10, page 60)

to be located in a quiet place, where not many people go

U

universal (adjective)

/ˌjuːnɪˈvɜːsəl/

(4.7, page 72)

done by or involving all the people in the world or in a particular group

unnecessary (adjective)

/ʌnˈnɛsəsəri/

(2.4, page 37)

not needed or wanted, or more than is needed or wanted

unplug (verb) /ˌʌnˈplʌɡ/

(2.4, page 37)

to take the plug of a piece of electrical equipment out of the place where it is connected to the electricity supply

upcycling (noun) /ˈʌpˌsaɪklɪŋ/

(2.7, page 41)

the activity of making new furniture, objects, etc, out of old or used things or waste material

urge (verb) /ɜːdʒ/

(1.2, page 18)

to advise or try hard to persuade somebody to do something

V

vacant (adjective) /ˈveɪkənt/

(2.4, page 37)

not filled or occupied; available to be used

view (verb) /vjuː/

(3.7, page 56)

to have a particular opinion or way of thinking about someone or something

volunteer (verb) /ˌvɒlənˈtɪə/

(4.5, page 70)

to offer to do something that you do not have to do, often without having been asked to do it and/or without expecting payment

W

walker (noun) /ˈwɔːkə/

(3.10, page 60)

a person who walks, usually for pleasure or exercise

watchtower (noun) /ˈwɒtʃˌtaʊə/

(3.4, page 53)

a tall tower from which soldiers, etc. watch when they are guarding a place

well-known (adjective)

/ˌwelˈnəʊn/

(4.1, page 65)

known about by a lot of people

wholesome (adjective)

/ˈhəʊlsəm/

(1.10, page 28)

good for you, and likely to improve your life either physically, morally, or emotionally

wind turbine (compound noun)

/ˌwɪnd ˈtɜːbaɪn/

(2.1, page 33)

a tall structure with blades that are blown round by the wind and produce power to make electricity

Grammar File

Unit 1

The Present Simple

Present Simple

Use and meaning: We use the present simple for

1. habits/ routines/ repeated actions: I pray five times everyday.
2. Something that is always true: Ten times ten makes one hundred.
3. True facts: The sun rises from the east.

Type	Form	Example
Affirmative	I / You / We / They + base verb	They live in Kuwait.
	He / She / It + base verb (s/ es)	She studies English every day.
Negative	I / You / We / They + do not (don't) + base verb	I don't like coffee.
	He / She / It + does not (doesn't) + base verb	He doesn't play video games.
Wh- Questions	Wh-word + Do / Does + Subject + Base Verb + ?	How do you do? Where does she come from?
Yes/ No Questions	Do + I / you / we / they + base verb?	Do they live near the school?
	Does + he / she / it + base verb?	Does he go to bed early?

Adverbs of Frequency

Adverbs of Frequency

We use adverbs of frequency to say how often something happens.

	Form	Example
The position of these adverbs	Subject + [Adverb] + Verb (Present Simple)	I usually drink a glass of water before the meal
	Subject + Verb (to be) + [Adverb]	I am never late for school

Always

100% of the time

Usually

80 – 90% of the time

Often

50 – 70% of the time

Sometimes

20 – 40% of the time

Hardly ever

5 – 10% of the time

Never

0% of the time

Grammar File

Present Simple Continuous

Present Simple Continuous

We use the present continuous to talk about:

- Actions happening now
- Temporary situations
- Future arrangements (planned events).

Type	Form	Example
Affirmative	Subject+ am/ is/ are+ verb+ ing	The father is planning for the trip. Volunteers are helping the needy.
Negative	Subject+ am/ is/ are+ not+ verb+ ing	I am not wasting my money. Pilots are not ignoring safety rules.
Questions	Wh- word + am/is/are + subject + verb-ing + (rest)?	Where are they going now? Who is he waiting for?

The Order of Adjectives

The Order of Adjectives

When using multiple adjectives to describe a noun, English generally follows the **OSASCOM** order

 Opinion	 Size	 Age	 Shape	 Colour	 Origin	 Material	Purpose
beautiful delicious	large tiny	ancient new	square thin	red silver	Kuwaiti Italian	wooden velvet	dining gardening

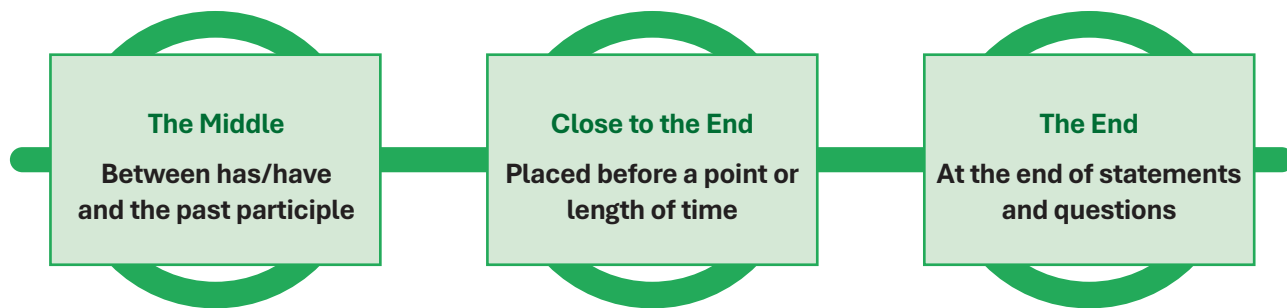
Unit 2

The Present Perfect Simple

Form	He / she / it has + Past participle (Verb 3) I / they / we have + Past participle (Verb 3)	
Use	Meaning	Example
Past actions with present results	Something happened in the past; its effect is still felt now	Kuwait has reduced its carbon emissions significantly.
Experiences	Something happened at an unspecified time in the past	Scientists have discovered new clean energy.
Unfinished situations	Something started in the past; is continuing	Researchers have worked on this project for many years.
Recent events	Something just happened; is still relevant	Engineers have just completed the phases of the project.
Negative situations	Something has not happened up to now	Many countries have not switched to clean energy yet.

Grammar File

Where does the Time Expression go?



just	already	for	since	yet	lately
only moments ago	done sooner than expected	a length of time	a point in time where something began	up to now, used only in questions and negative sentences	recently, a general recent period
We have just made plans.	She has already left.	They have played for hours.	He has planned since 2000.	She has not done her work yet .	They have started recycling lately .

1st If Conditional

We use the 1st If Conditional to: ○ Talk about real possible future results. ○ Give advice	○ Make predictions ○ Talk about ability in a future situation
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Form	Structure	Example
Affirmative	If + subject + present simple, subject + modal + base verb	If it rains, we will stay indoors.
Negative (if-clause)	If + subject + do not / does not + base verb, subject + modal + base verb	If she does not study, she might fail.
Negative (result)	If + subject + present simple, subject + modal + not + base verb	If you hurry, you will not miss the train.

⚠ Common Mistakes to Avoid

- Do NOT use 'will' in the if-clause.
✗ If it will rain...
- Do NOT mix 2nd conditional structure.
✗ If I would go...
- Choose the modal that matches the meaning (advice/ certainty/ possibility).
- The if-clause can come first OR second. A comma is needed only when it comes first.

Grammar File

Unit 3

Non-Defining Relative Pronouns & Clauses

Meaning	Non-defining relative clauses give extra information about a person, place, time, position, or thing. This information is not necessary to understand the sentence. If we remove the clause, the sentence is still complete.
Use	We use non-defining relative clauses to: a. add extra details b. give additional description c. provide background information They are common in writing (descriptions, reports) and speaking (giving more information)
Form	Noun, relative pronoun + subject + verb + , ... Always use commas (,)  The Bread  The Filling The boy wants to travel a lot. His father is a pilot.  Bread  Filling  Bread The boy , whose father is a pilot , wants to travel a lot.

Pronoun	Use	Examples
who	people	My brother, who lives in London , is a doctor.
whose	possession	The artist, whose work is famous , visited our school.
which	things/places	Kuwait, which is in the Gulf , is very hot in summer.
where	place	The park, where children play every day , is near my house.
when	time	Last year, when I travelled to Turkey , was very exciting.

Important Rules	
1. Use commas; this is essential! ✓ My car, which is very old, still works. ✗ My car which is very old still works.	2. Do NOT use "that" ✗ My friend, that lives near me, is funny. ✓ My friend, who lives near me, is funny.

Grammar File

The Past Simple & Past Continuous (when/ while/ as)

Use	Past Simple (Short Action)	Past Continuous (Long Action)
Form	Subject + Verb 2	Subject + was/ were +Verb+ ing
	a. I saw a bird. b. She opened the door.	a. I was walking . b. They were playing football.
Meaning	a finished action (short / sudden) interrupting moments	an action in progress (long / background)

	When	While /As
Form	short action interrupts long action A sudden action happens during another action	long action + long action Two actions happening at the same time. As: two actions happening together (smooth/ in parallel) Similar to while, but more natural in storytelling.
	a. When (subject+V2), (subject +was/were +V ing)	While/As (subject +was / were+ Verb +I ng), (subject + V2)
Meaning	b. (Subject + was/were +Ving) when (subject+V2)	b. While/As (subject +was / were+ Verb + ing), (subject +was/ were + Verb + ing)
Examples	I was cooking when the lights went out . When their mother arrived , they were reading in the living room.	While I was studying , my brother was watching TV . As they were walking , they were listening to music.

Grammar File

Unit 4

Reported Speech

Use: To report what someone else's actual words were

Verb Tense	Direct Speech	Verb Tense	Reported Speech
Present Simple	"I play football everyday."	Past simple	He said (that) he played football everyday.
Past Simple	"I visited Kuwait City yesterday."	Past Perfect	Our teacher said (that) she had visited Kuwait City the day before.
Future Simple	"I will help you tomorrow."	Would	She said (that) she would help me the next day.

Pronouns	Reported Speech
I	he / she
you	I / me / they / them
we	they
us	them
my	his / her
your	their / my

Time - Place	Reported Speech
here	there
now	then / at that moment
tomorrow	the next day
tonight	that night
next week	the following week
yesterday	the day before
last week	the week before

Future

Form	will + base form (infinitive)	(be) going to + base form (infinitive)	(be) + verb+ing
Use	This is used for statements that are predictions of the future.	This is used to discuss intentions and predictions (which we can often see) or facts about the future.	This is used for fixed arrangements and things we want to plan in the future. We do NOT use the present continuous for intentions nor for predictions.
Example	He will buy a new car soon. The new airport will open next year.	I think it is going to rain tomorrow. They are going to present their final project next month.	He is inviting his friends to the Diwaniya tomorrow night. We are driving to Al-Khafji this weekend.

Countable & Uncountable Nouns

Countable Nouns	Examples
store / stores	There are a variety of stores in the Avenues especially the new phases.
baby / babies	Babies always smile when they see their parents.
bus / buses	The ministry provides schools with buses for their trips.
Remember: A few countable nouns have irregular plurals. They include: - one child / two children - one woman / two women - one foot / two feet - one tooth / two teeth - one man / two men - one person / two people	

Uncountable Nouns	Examples
Advice, bread, fruit, furniture, hair, homework, information, money, news, paper, rice, work	We need some money for next week's school trip.
	Her hair looks very healthy.
	The news is very interesting today.
Remember: There are a few uncountable nouns that are plural and are followed by a plural verb. Check out the following verbs: ✓ Your clean clothes are on the bed. ✓ Your new jeans look comfortable.	

Countable Nouns

How many...?
books, students, ideas...

many
A large amount

few
A small amount

Uncountable Nouns

How much...?
water, time, money...

much
A large amount

little
A small amount

Language Functions Bank

Introducing oneself:

Good morning, my name is...
Hello, I would like to introduce myself. I am...
Allow me to introduce myself, my name is...

Expressing opinion:

I think it's incredible...
In my opinion...
Personally, I believe that...
From my point of view, ...
It seems to me that...

Expressing preferences:

I prefer to... because...
I choose... because...
The best thing about...
It is my favourite...
I always come back to... because...

Stating advantages and disadvantages:

This choice is/ isn't...
The best... / the worst...
A major advantage/ disadvantage is...

Expanding on ideas:

Another important point is...
A further example is...
An additional idea is...
It is also important to note...
Another way to look at this is...

Expressing uncertainty:

I am not sure about...
Maybe there should be...
It is difficult to say...

Giving reasons:

For this reason,...
Because of...
... is the reason for...
Due to ..., ...
One reason for this is...
The main reason is...

Giving advice:

I would advise you to...
If I were you, I would...
We should...
We can...
This will help because...

Making a decision:

We have decided to...
The most realistic change is...
After careful thinking, I have decided to...
This choice makes sense because...

Talking about benefits:

In the future, this will...
The long-term effect is...
This is an important step to...
By using ..., the effects are...
... will help people by...
... is beneficial because it...

Giving suggestions:

I/ we suggest (that)...
The best option would be to...
We should all consider...
A better suggestion is...
We could try...

Comparing:

Compared to this item, that one is...
Unlike this method, that method is...
Of all the ideas, this one...

Explaining steps:

It all begins when...
This is followed by...
Once this is done, ...
Without this step, ...

Talking about possible new ideas:

I would create...
This would help people...
It is important because...
My idea supports culture by...

Talking about personal achievements:

I created...
I developed...
I was awarded...
This helped people...

Expressing importance:

It is important because...
It plays an important role in...
It helps to...
It is a key part of...

Agreeing with a suggestion:

That's a good idea.
That sounds great!
I agree with you.
Brilliant idea!

Expressing obligation and necessity:

It is necessary to...
We must/have to protect...
We have an obligation to...
We have a responsibility to...

Language Functions Bank

Stating purpose:

The aim is to...
I plan to...
I want to reduce...
I will try to stop...
My goal is...

Agreement & partial agreement:

I strongly agree that...
It is often agreed that...
I agree but...

Explaining responsible choices:

Following rules would...
Making good choices is important because...
We must consider the consequences of...

Giving a warning:

Be careful...
Watch out for...
You should never...
Avoid... or you will regret it.
It's better not to...

To disagree politely:

I respect your opinion, but...
I see your point, however...
I can see your idea, but I believe...
That may be true, but let me explain...

To agree and give justification:

I agree with you because...
You are right about...
That is true because...

Describing habits:

It is healthy to...
This habit helps/improves...
It is a good step to...
... is a necessary part of my day because...

Expressing appreciation:

Thank you for...
We appreciate...
Your kindness...
Your actions made people feel...

Expressing feelings:

I felt... when...
This situation made me feel...
One idea that made me feel... was...

Describing future results:

If more people support it, ...
If we join, ...
If we raise more awareness about this, ...

Describing problems:

One major issue is...
One problem we face is...
People may suffer from...
The biggest challenge is...

Explaining solutions:

One solution could be to...
Another way to solve this problem is by...
This solution should help to...

Expressing annoyance:

I felt annoyed because...
I am tired of...
I do not feel happy when...
I am fed up with...

Expressing wishes:

I wish people would...
I hope...
I am hopeful that, in the future, ...
It is a wish of mine to...

Expressing admiration:

I admire... because...
What I find impressive is...
I really appreciate how...
This inspires me because...
This motivates me because...
This encourages me because...

Making predictions:

It is likely that... will happen because...
It could happen because...
There is a good chance that...
In the future, ... will...
I predict that...

Asking for clarification:

Can you explain more about...?
Could you make this point clearer?
What do you mean by...?
Sorry, could you explain...?
Do you mean that...?

Expressing certainty or doubt:

I am certain that...
There is no doubt that...
I doubt whether...
It is unlikely that...

Irregular Verbs List

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

Base Form	Past Simple	Past Participle
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
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
learn	learnt/learned	learnt/learned
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

Irregular Verbs List

Base Form	Past Simple	Past Participle
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
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spit	spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood

Base Form	Past Simple	Past Participle
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
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
weep	wept	wept
win	won	won
write	wrote	written

Stative Verbs List

WHAT ARE STATIVE VERBS?

A stative verb is a type of verb that describes a state of being or perception. Stative verbs can refer to mental (e.g., “believe”) or emotional states (e.g., “dislike”), as well as physical states or qualities (e.g., “contain”).

Stative verbs can be used to express possession, opinions, emotions, senses, and other states like measurement, cost, and weight.

Thoughts	Emotions	Senses	Possession	Other
agree	envy	appear	belong	be/ is/ are
disagree	fear	feel	comprise	cost
doubt	hate	hear	consist	depend
forget	hope	look	contain	involve
know	like	see	has/ have	measure
recognise	dislike	seem	include	owe
remember	love	sense	own	resemble
support	need	smell	possess	span
suppose	prefer	sound		weigh
think	value	taste		
understand	want			
	wish			

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Evaluation Participants



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