

Learning Unit 1

Lesson One: Reading

Expository



I can:

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

Kuwaiti Explorers: Inspiring Journeys

Before You Read

1

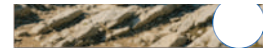


Look at the pictures. Tick (✓) the activities you would like to attempt and explain why.



Example answers:

- I would like to try scuba diving because I love the sea and want to see fish and coral reefs.
- I would like to try mountain climbing because it looks exciting and I like challenges.



Read the passage; then do the tasks that follow.

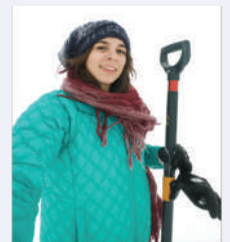
A Kuwait is a proud country with strong values and a rich culture. Families and schools encourage children to be **curious**, explore new ideas, and develop their **talents**. Because of this supporting environment, many Kuwaitis grow up confident and ready to succeed in their lives. The following are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



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

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

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



Did you know?

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



Learning Unit 1

Lesson One: Reading

2 Match each heading with the right paragraph.

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

c
b



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

1. Lamees Najim was the first person in the world to ski solo across Antarctica.(F)
2. The Kuwaiti explorers helped bring pride to their country.(T)
3. Personal achievement was the only aim of Lamees Najim's expedition.(F)

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

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

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

Adverbs	Adjectives	Nouns	Verbs
proudly	curious	expedition	survive
confidently	remarkable	explorer	represent
strongly	talented	support	inspire

6 Discuss 1. What qualities helped Lamees and Fuad succeed?

→ They were brave, confident, determined, and hardworking. They never gave up when facing difficulties.

1. W
2. H

2. How do the stories of Fuad and Lamees show their love for their country?

→ They represented Kuwait proudly in international adventures and made their country known for courage and talent.

- Choose one or the explorers (Fuad or Lamees)

Example (choose Fuad Qabazard):

Before the journey: I felt excited but nervous. My goal was to climb Mount Everest and raise the Kuwaiti flag proudly.

During the journey: I faced cold weather and low oxygen, but I stayed strong and worked hard to reach the top.

After the journey: I felt proud because I represented my country and inspired many people in Kuwait.

Example (choose Lamees Najim):

Before the journey: I felt curious and ready for a new adventure.

During the journey: I faced freezing weather and many challenges, but I worked with my team and never gave up.

After the journey: I felt proud to be the first Kuwaiti woman at the North Pole. I learned that determination can make dreams come true.

Sentence Starters:

Before the journey:

I felt ...

My goal was to...

During the journey:

I faced ...

I stayed strong. /...

I worked with my team.

After the journey:

I felt ...

I learned ...

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Lesson Two: Grammar

- I can apply past simple and past continuous tenses to accurately describe past events in written sentences and coherent conversations.



Grammar: Past Simple & Past Continuous

1 Read the passage. Underline all the verbs.

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

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

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



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

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

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

3 Circle the correct verb form in each sentence.

- While they (played / were playing) football, it (started / was starting) to rain.
- I (wrote / was writing) emails when my computer (crashed / was crashing).

4 Ask and answer questions and past continuous. Take activities in your question (watching TV / shopping / doi

Examples:

Q: What were you doing when you heard a loud noise?
A: I was watching TV when I heard it.

Q: What were you doing when your cousin called you?
A: I was doing my homework when she called.

Q: What were you doing when it started to rain?
A: I was eating dinner when it started to rain.

I can:

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

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

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Lesson Three: Listening



Survival Stories



Before You Listen

1

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

➔ *Example answer:* No, I haven't, but I have seen emergency situations on TV.

b. What did you do to solve the problem?

➔ *Example answer:* I would stay calm and call for help.

2

Listen to the speakers and choose the best title.

a. Staying Safe in the Desert

b. SOS: Save Our Souls

c. A Trip to the Pacific Ocean

d. GPS: Global Positioning System

3

Listen again and complete the table.

Team	Time	Location	The Challenges They Faced
Alpha	09:15 AM	The Pacific Ocean	Their boat hit a rock and started to fill with water.
Bravo		Sonoran Desert	The engine broke and the team became exhausted.
Charlie	04:17 PM		Their heater broke in a cold place.

4

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

No.		Cause	Effect
1	Call 1	The boat hit a big rock.	Water is coming in.
2	Call 1	The engine is not working.	...They are stuck in the ocean.....
3	Call 2		We quickly became exhausted.
4	Call 3	Our heater is broken.	...It is very cold / They are freezing.....

5

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

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

1. ...The engine is not working, so the team is stuck in the ocean....
2. ...The sun was very hot, therefore we quickly became exhausted.
3. ...Our heater was broken, so we felt very cold.....

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

6

Before You Explore: Safety First

Example answer:

- I would bring enough water **because** dehydration can be dangerous.
- I would take a GPS and a map **so** I don't get lost.

One i **I would wear warm clothes **since** the weather can change suddenly.**
Success to the good learner, the doer and a positive mindset.

Learning Unit 1

Lesson Four: Speaking



I can:

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

Q1: What dangers might people face in these places?

→ People might face **cold weather, wild animals, getting lost, lack of food or water, or injuries.**

1



Loc

1. V **Q2:** What tools are needed to survive?

2. V → People need **a compass, firestarter, shelter, water filter, flare, backpack, and map.**

2



a. L

b. Use these items to give survival instructions.

c. Use the imperative form.

Example: Use a compass to find directions.

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



3



a. Listen to a podcast called “Top Survival Tips” and complete the notes.

Podcast: Arctic Survival Tips

Tip 1: First, find or build a shelter.

Tip 2: ...**Second, start a fire to stay warm.**.....

Tip 3: ...**Then, find clean water and food.**.....

Tip 4: **Finally, use a flare or make a signal for help.**.....



IMPERATIVES	
AFFIRMATIVE	NEGATIVE
Get a compass.	Don't get lost.
Make a fire.	Don't freeze.
Build a shelter.	Don't take risks.
Carry a map.	

b. Discuss a. Which tip did you find important? Why?

a. Which tip did you find important? → **I think building a shelter is most important because it protects you from cold and danger.**

b. What sequence words did the speaker use?

4



• **Choose or** b. What sequence words did the speaker use?

• **Prepare or** → **First, second, then, finally.**

instructions to people in one of these situations.

a. Lost in the Arctic

b. Trapped in the Jungle

c. Extreme Desert Heat **Topic: Lost in the Arctic**

Time to Pitch!

- Your group will present a 30-second pitch.
- Use **imperatives** (e.g., “Stay calm!”).
- Use **sequencing expressions** (e.g., “First, then, finally”).
- Speak clearly.

First, stay calm and look for a safe place to build a shelter.

Second, start a fire to keep warm.

Then, find clean water or melt snow to drink.

Finally, use a flare or signal to call for help.

Don't panic and don't walk too far alone!

Learning Unit 1

Lesson Five: Reading

Expository

I can:

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



1



B

Di

a.

b.

c.



R

a. What does "success" mean to you?

→ Success means reaching your goals and being proud of your work.

(النجاح يعني الوصول إلى الأهداف والشعور بالفخر بما أنجزته.)

b. Is success the same for everyone?

→ No, success is different for everyone. For some, it means good grades, for others, it means being happy or helping people.

لا، النجاح يختلف من شخص لآخر. بالنسبة للبعض هو الحصول على درجات عالية، ولآخرين هو السعادة أو مساعدة الناس.)

c. Can anyone become successful? How?

→ Yes, anyone can become successful by working hard, learning from mistakes, and never giving up.

(نعم، يمكن لأي شخص أن يصبح ناجحًا إذا عمل بجد وتعلم من أخطائه ولم يستسلم.)

Blog



www.successinsights.blog

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

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

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

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

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

Learning Unit 1

Lesson Five: Reading



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

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

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

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

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

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

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

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

a. Name two habits that successful people follow.

- ✓** Setting clear goals and working hard every day.

b. Why is failure important for success?

- ✓** Because failure helps people learn, improve, and try again confidently.

c. What is the purpose of the writer in writing this passage?

- ✓** To explain that success depends on hard work, positive thinking, and learning from mistakes — not only on talent.

- First,
- In addition,
- Furthermore,
- Finally,

5

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

One goal you want to achieve:

- ➡** I want to improve my English speaking skills.
(أريد أن أطور مهارتي في التحدث باللغة الإنجليزية.)

Three habits that will help you reach it:

- ➡** 1. Practice speaking every day.
- ➡** 2. Watch English videos and repeat.
- ➡** 3. Read English books regularly.

A short motivational motto:

- ➡** "Never give up, keep trying!"

"The only way to achieve the impossible

(Charles King)

One important idea you learned from the reading:
Success is not about talent; it's about effort and a positive mindset.

Learning Unit 1

Lesson Six: Grammar

- I can use "both... and" and "neither... nor" accurately in different written and spoken contexts.

Grammar: "Both...and" / "Neither...nor"



1



a. Look at the pictures. Then discuss.

- Do Ahmed and Jassim play football? Yes, they do.
- Do they play tennis? No, they don't.



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

- Both Ahmed and Jassim play football.
- Neither Ahmed nor Jassim play tennis.

Grammar Box

Form / Use	Examples
Both... and تستخدم عندما يكون الشيء صحيحاً لكليهما - Refers to two people or two things together. - It is always considered plural in a sentence.	Sara likes apples. Laila likes apples. Both Sara and Laila like apples.
Neither... nor تستخدم عندما لا ينطبق الفعل على كليهما (نفي) - Makes a negative statement about two people or two things. - When you use "neither...nor," the verb should agree with the noun that comes closest to it. Neither Ali nor <u>his brother</u> is coming. Neither Ali nor <u>his friends</u> are coming.	Sara doesn't like tennis. Laila doesn't like tennis. Neither Sara nor Laila likes tennis.

2



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

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

3



Ask an
senten

Questio

- Do yo
- Can y
- Do yo
- Can y

1. Do you and your partner like pizza?

✓ Both my partner and I like pizza.
(كلانا يحب البيتزا.)

2. Can you and your partner swim?

✓ Neither my partner nor I can swim.
(لا أنا ولا شريكي نستطيع السباحة.)

3. Do you and your partner enjoy English classes?

✓ Both my partner and I enjoy English classes.
(كلانا يستمتع بحصص اللغة الإنجليزية.)

4. Can you or your partner play a musical instrument?

✓ Neither my partner nor I can play a musical instrument.
(لا أنا ولا شريكي نستطيع عزف آلة موسيقية.)

Example Answers:

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

Learning Unit 1

Lesson Seven: Writing

I can:

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



Expeditions: Safety Preparations and Challenges

Before You Write

1



Read the passage below, then answer the questions.

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

Before starting an expedition, people must make good plans. They need to decide what to take with them and how to prepare for unexpected challenges. Careful planning can

a. What kinds of places might be difficult or dangerous for explorers?

✓ Deserts, mountains, and extremely cold regions (like polar regions).

a. ✓

b. Why do explorers need to plan carefully before they travel?

✓ Because careful planning helps them handle problems and stay safe during the journey.

b. ✓

c. What problems do you think could happen in deserts, mountains, or polar regions?

✓ Problems like bad weather, getting lost, lack of food or water, and injuries.

c. ✓

d. What preparations would you suggest to help explorers stay safe?

✓ Bring enough food and water, wear suitable clothes, carry maps and communication tools, and travel in groups.

d. ✓



2



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

Paragraph	Focus	Questions to Think about	Your Notes
1	Safety Preparations	• What should people prepare before going on an expedition? • What important things should people take with them? • How could good preparation make the journey safer?	Explorers should make careful plans before the trip. They should take maps, food, warm clothes, and safety equipment. They must check the weather and know how to contact help in an emergency. Good preparation helps them stay safe and avoid accidents.
2	Challenges	• What problems might explorers face in difficult environments? • How could these problems affect the expedition? • What might happen if someone is not ready for these challenges?	Explorers may face many problems like storms, extreme cold or heat, or getting lost. They may also run out of food or water. These challenges can make the journey dangerous. If they are not ready, they could get hurt or fail their mission.

‘Exploring new places can be exciting, but it also comes with risks.’



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



Paragraph 1: (Safety Preparations)

Topic sentence:

Before going on an expedition, explorers must make good safety preparations.

Supporting details:

- They need to plan carefully and take everything they will need for the journey.
- .. Explorers should bring enough food and water, warm clothes, and maps.
- .. They must also carry safety equipment such as first aid kits and communication tools.
- .. Good preparation helps them stay safe and avoid problems during the trip.

Concluding sentence:

Careful planning can make the difference between a safe journey and a dangerous one.

Paragraph 2: (Challenges)

Topic sentence:

Explorers may face many challenges during their expeditions.

Supporting details:

- .. They might have to deal with bad weather, extreme cold or heat, and difficult paths.
- .. Sometimes they can get lost or run out of supplies.
- .. These problems can make the journey dangerous and tiring.
- .. Explorers need to stay calm and find solutions quickly when things go wrong.

Concluding sentence:

Although expeditions are exciting, they can be very risky without good preparation.



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

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



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