

Grade 10 - Student's book

# Answers

## Unit 3

### Exploring Heritage

الصف العاشر - كتاب الطالب  
إجابة الوحدة الثالثة

Our  
Heritage  
Our  
Pride



OUR  
PAST



OUR  
CULTURE



OUR  
IDENTITY



OUR  
RESPONSIBILITY



A BRIGHTER  
KUWAIT  
TOGETHER

Heritage  
Shapes  
a Brighter  
Future

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**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.



- What activities are shown in the stamps?  
We can see traditional crafts, fishing, pearl diving, an artefact from Failaka Island, traditional music and celebrations, and a falcon.
- What do these stamps tell us about Kuwait?  
They show Kuwait's rich history, culture, and way of life before oil, including its people, traditions, and natural environment.
- What values or traditions can you identify in these stamps?  
Hard work, cooperation, courage, hospitality, love of the sea, respect for heritage, and pride in Kuwaiti identity.

- 2 Match the words with their definitions.

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

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

- These stamps give us evidence of Kuwait's history.
- The falcon in the stamp stands for strength and pride.
- These stamps illustrate traditional life in Kuwait before oil.
- Families pass down stories and traditions through generations.
- 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.

The Kuwaiti people's resilience and connection to the sea inspire national pride. It shows their courage, hard work, and ability to overcome challenges, which helped build the country's future.

2. Argue whether cultural traditions should be preserved exactly as they are or adapted for modern times.

I think cultural traditions should be preserved but also adapted for modern times. We can keep their main values while using new ideas to make them relevant for today's generation.

### Exit Ticket

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

I would show the Kuwait Towers with green spaces and the sea, symbolising progress and a clean future. This design shows our heritage and our vision for a more sustainable Kuwait.

☒ 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.

Small Stamps Big Stories

Kuwait  
Past  
Present  
Future



Heritage Inspires a Brighter Tomorrow

Proud of Our Past Inspired by Our Future



**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?

A person who represents and promotes their culture, language, and traditions to the world.

2. How important is it to protect the Arabic language today?

It is very important because it is part of our identity, history, and religion, and it connects us to our heritage.

3. Do you think technology can help or harm languages? Justify your answer.

I think technology can help languages if it is used positively, because it makes learning easier and reaches more people. However, it can also harm languages if people rely too much on other languages and stop using their own.

Our  
Language  
Our Identity  
Our Future



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

##### Profile 1: Mohammad Al Sharekh

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.



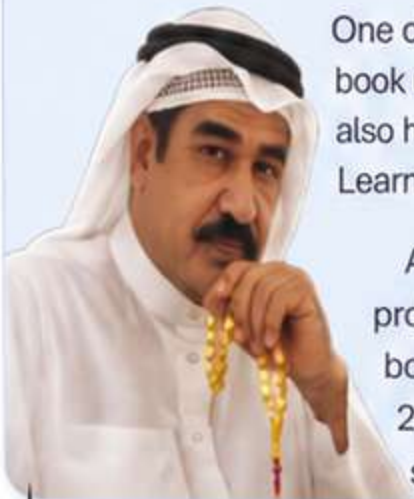
"Innovation  
for a Stronger  
Arabic  
Tomorrow"

##### Profile 2: Hamza Al Khayat

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.



"Education  
Builds  
Brighter  
Generations"



People  
Preserve  
Cultures  
Brighten  
Futures! ♥



Kuwaiti  
Minds  
Global  
Impact ♥

Language  
Education  
Innovation  
A Stronger  
Tomorrow ♥



Culture  
Lives  
Through  
People ♥

Our  
Heritage  
Our Responsibility ♥

## 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

c) A Leader in Arabic Computing

b) A Tool for Reading and Writing

d) A Successful Kuwaiti Businessman

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

Then justify your answer.

|                                                                                  | F | O | Reason                              |
|----------------------------------------------------------------------------------|---|---|-------------------------------------|
| 1. Mohammad Al Sharekh was born in 1942.                                         | F |   | It is a specific historical detail. |
| 2. Mohammad Al Sharekh founded Sakhr Company in 1982.                            | F |   | It is a factual event.              |
| 3. Mohammad Al Sharekh's work was very important for the Arabic language.        |   | O | It expresses a judgement.           |
| 4. Hamza Al Khayat was a Kuwaiti language expert and teacher.                    | F |   | It is stated in the text.           |
| 5. Hamza Al Khayat devoted over forty years to improving the teaching of Arabic. | F |   | It is a specific amount of time.    |
| 6. Hamza Al Khayat showed great commitment to education during his life.         |   | O | It is a personal judgement.         |

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 <sup>st</sup> | gave all of his time and effort to something he believed in | devoted       | Hamza Al Khayat devoted his life to improving Arabic education.        |
| 2 <sup>nd</sup> | a book that gives information about many things             | encyclopaedia | His spelling encyclopaedia helps students learn in a fun and easy way. |
| 3 <sup>rd</sup> | in an unhappy way                                           | sadly         | Sadly, Hamza Al Khayat passed away in 2024.                            |

## Think, Pair, and Share.

5 Discuss the following questions in pairs.

1. How did Al Sharekh support Arabic culture beyond technology?

He developed educational and cultural programmes, including a free online Arabic dictionary and a digital collection of Arabic literature.

2. What does Al Khayat's free distribution of his work show about his values?

It shows his generosity, love for education, and strong belief in making knowledge accessible to everyone.

3. Why are both figures considered cultural ambassadors?

Because they both promoted the Arabic language, preserved Kuwaiti culture, and shared their knowledge with people locally and internationally.

## Post-Reading

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

I would create a digital platform that shares our traditions, history, and language through videos, interactive activities, and stories. This would help young people learn about our culture and feel proud of their identity, and it would also introduce our heritage to the world.

### Useful Language

Talking about possible new ideas:

I would create...

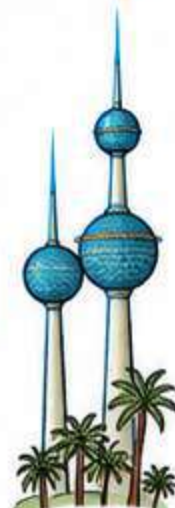
This would help people...

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.

Language  
Connects  
People

 Proud  
of Our Past  
Inspired  
for Our Future

### 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.
- 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.

People

Things

Places

Possessions

Time

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) which is a special type of Arabic art, combines writing with animal shapes. Many artists, (2) who are inspired by nature and culture, use Arabic letters to create shapes like birds and horses. This art form, (3) whose history goes back many years, is an important part of cultural heritage. On art websites, (4) where people from different countries can view their designs, young calligraphers often share their work. In the 2000s, (5) when 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 a symbol of modern Kuwait, are famous landmarks in the city.
- The author, whose books are loved by many students, shared many interesting stories.
- The souq, where you can buy traditional Kuwaiti goods, is a very busy place nowadays.
- The year 2024, when Kuwait hosted the Gulf Cup, 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.

The Kuwait Towers, which are one of the most famous landmarks in the country, symbolise Kuwait's progress and bright future. They attract visitors from all over the world, where people come to enjoy the amazing view and learn about our culture.

- Include at least one non-defining relative clause.
- Share your caption with a partner.
- Would your post go viral? Why? *Yes, because the Kuwait Towers are unique and beautiful, and many people around the world are interested in Kuwait's culture and landmarks.*

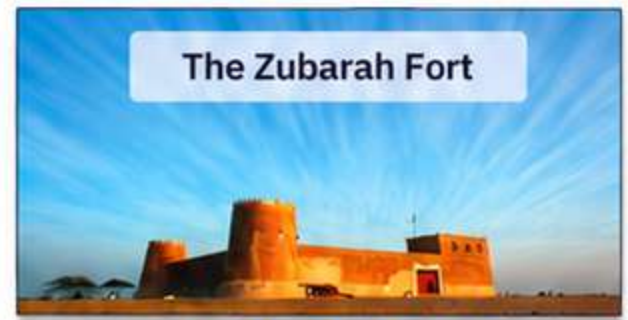


☒ I can accurately use non-defining relative pronouns.

☒ 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?

They are historic forts in the GCC. They were built to protect towns and people.

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

I want to know when they were built, who lived in them, and if they are UNESCO sites.

**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

**Reason:** The podcast explains that forts were built to protect the coast and towns from enemies.

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

| Fort                | Country | One Feature              | UNESCO<br>World Heritage Site |
|---------------------|---------|--------------------------|-------------------------------|
| 1. The Bahla Fort   | Oman    | Narrow passages          | Yes                           |
| 2. The Zubarah Fort | Qatar   | Thick, surrounding walls | Yes                           |
| 3. The Red Fort     | UAE     | Watchtowers              | No                            |

**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?

I think Failaka Island should become a UNESCO site. It has a rich history and many archaeological sites. It also shows the different cultures that lived in Kuwait. Preserving it would help future generations learn about our heritage.



**Think. Connect. Grow.**  
Disagreeing respectfully  
is a skill. Practice it well.

**Exit Ticket (KWL)**

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

I learned that the forts were built to protect coastal towns, each fort has unique features, and some of them are important UNESCO World Heritage Sites.

☒ **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? *She received an international award in the field of space science.*
2. If you needed help building a hospital in a village, which person from the text would you call? Why?  
*I would call Nasser because he works with a charity organisation that builds hospitals.*
3. Why does Rashid focus on documenting culture and traditions in his videos?  
*He focuses on documenting culture and traditions to help preserve cultural heritage for future generations.*



### 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                    | My example (10 years later)                                                               |
|--------------|------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------|
| Introduction | Say who you are in the future.     | In 10 years, I will be...           | In 10 years, I will be a civil engineer working on sustainable cities in Kuwait.          |
| Inspiration  | Say who inspired you.              | I was inspired by...                | I was inspired by Nasser, who helps communities and makes a real difference.              |
| Achievement  | Say what you achieved.             | I created / designed / developed... | I designed eco-friendly buildings that use clean energy.                                  |
| Impact       | Say how your work helped people.   | This helped people by...            | This helped people by providing safer, cleaner, and more comfortable homes.               |
| Message      | Share advice for younger students. | My message is: dream big and...     | My message is: dream big and never give up, because your ideas can change people's lives. |

**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?

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

#### Useful Language

##### Talking about personal achievements:

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

☒ 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                                    |
|--------------------|------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Sara (imaginary)   | Mechanical Engineering | Received an international award in space science; represented Kuwait at a major conference. | Name a school or building after her.                  |
| Nasser (imaginary) | Humanitarian Work      | Builds schools and hospitals; provides healthcare and education to poor communities.        | Create an award in his name and support his projects. |
| Rashid (imaginary) | Filmmaking / Media     | Creates videos to document culture and traditions; helps preserve heritage.                 | Show his work in museums and support his programmes.  |

Honour  
Our People  
Inspire  
Our Future ❤️



Culture  
Heritage  
Identity  
Always ❤️

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) One common way      b) Another way      c) In addition      d) Therefore

### 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:** Honouring distinguished people is important because they make our country a better place.

**Supporting Idea 1:** One way is to name schools or public places after them, which helps people remember their achievements.

**Supporting Idea 2:** Another way is to create awards in their name to encourage young people to follow their example.

**A Concluding Sentence:** Therefore, we should continue to honour distinguished people in different ways so that their positive impact inspires future generations.

Honouring distinguished people is important because they make our country a better place. One way to honour them is by naming schools or public places after them, which helps people remember their achievements and keeps their legacy alive. Another way is to create awards or prizes in their name to encourage young people to follow their example. In addition, we can organise exhibitions, documentaries, and special events to share their stories with the community. For example, museums can display their work and highlight their impact on society. Therefore, we should continue to honour distinguished people in different ways so that their positive impact inspires future generations and makes our country stronger.

Small  
Actions  
Make a  
Big  
Difference ❤️



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

| Low                                                           | Developing                                                                           | Satisfactory                                                             | Good                                                                                | Excellent                                                                          |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> I wrote a topic sentence. | <input checked="" type="checkbox"/> I used some vocabulary from the learning unit.   | <input checked="" type="checkbox"/> I used linking words.                | <input checked="" type="checkbox"/> I included two different ways to honour people. | <input checked="" type="checkbox"/> I explained why honouring people is important. |
| <input checked="" type="checkbox"/> My ideas are very simple. | <input checked="" type="checkbox"/> I wrote simple sentences about honouring people. | <input checked="" type="checkbox"/> My paragraph is clear and organised. | <input checked="" type="checkbox"/> I added examples for each idea.                 | <input checked="" type="checkbox"/> 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.



Ideas  
Change  
Lives ❤️

Learn  
Today  
Lead  
Tomorrow ❤️





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

Technology  
Today  
A Stronger  
Tomorrow

### Pre-Reading

1 With a partner, answer the following questions.

1. Which is stronger today: culture or technology? Why?

I think technology is stronger today because it is everywhere and changes our lives quickly. However, culture is still very important because it gives us identity and values.

2. Can a country be modern and traditional at the same time? Why or why not?

Yes, a country can be modern and traditional at the same time. Japan is a good example because it uses modern technology but also protects its traditions and heritage.

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



Our  
Heritage  
Our Pride



### 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?

Because Japan is famous for its advanced technology, but it also protects its values and traditions, so modern life and traditional culture live together.

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

They keep a polite distance, wait patiently, and do not interrupt people.

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

Because websites and apps allow them to view and learn about Japanese culture, and museums publish videos and online tours, so they can explore heritage easily.

4 Underline words and phrases in the 4<sup>th</sup> 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.

By respecting its cultural roots

stopping progress

keeps its culture alive

for young people in the future

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       | Japan is famous for its advanced technology, but it also protects its values and traditions.                                                      |
| 2. To show examples of culture       | Cultural practices such as the tea ceremony, kimono-making, calligraphy and traditional festivals.                                                |
| 3. To show technology helps heritage | Websites and apps help people overseas view and learn about Japanese culture. Museums and cultural organisations publish videos and online tours. |
| 4. To conclude the idea              | By respecting its cultural roots and using modern tools, Japan keeps its culture alive for young people in the future.                            |

### Post-Reading

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

- 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...)

Bader

Respect, hospitality and national pride

It shows Kuwaiti traditions, old photos, and stories about our heritage.

Museums, schools and airports in Kuwait.

☒ 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.

1. Where did the tourist see the mosque?

He saw the mosque in the middle of a roundabout in the Al-Mirqab area.

2. What were people doing when the tourist entered the mosque?

People were praying quietly inside the mosque.



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

As a tourist (1. walk) was walking through the Al-Mirqab area, he (2. see) saw a mosque in the middle of a roundabout. It looked very unusual. He (3. notice) noticed that there were four traffic lights around the mosque while he (4. try) was trying to get to it. When he (5. enter) entered the mosque, people (6. pray) were praying 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)                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| saw      noticed      entered                                                                                                                    | was walking      was trying      were praying                                                                                                                                                                                                         |
| <b>Past Simple:</b> Completed actions in the past<br><b>Form:</b> Verb 2<br><i>I was exploring Failaka Island when I <b>found</b> artefacts.</i> | <b>Past Continuous:</b> A long action is interrupted by a short action<br><b>Form:</b> I / she / he / it = was + Verb + ing<br>they / we / you = were + Verb + ing<br><i>While the children <b>were watching</b> 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 walked away.
- The tourist 🧳🌴: While the tourist was walking down the beach, found a beautiful shell.
- The explorer 🗺️🏜️: While the explorer was driving in the desert, it started to rain.

### 5 Production

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

While I was walking in Souq Mubarak, I was taking photos of the old shops. Suddenly, I saw a traditional dance, so I stopped to watch. The people were singing and the music was amazing. It was a wonderful day!

✓ 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.




 Listen  
Think  
Answer  
Grow

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

### Pre-Listening

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



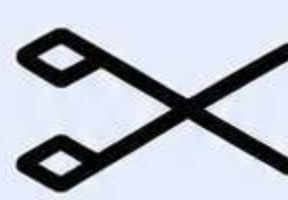
a.



b.



c.



d.

- a Stars
- b Water
- c Snake paths
- d Scissors

### 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.

| # | Statement                                             | T / F / NG | Correction (if false)                                        |
|---|-------------------------------------------------------|------------|--------------------------------------------------------------|
| 1 | Sadu weaving is an important part of Kuwaiti culture. | <b>T</b>   |                                                              |
| 2 | Sadu was mainly used to decorate modern buildings.    | <b>F</b>   | It was traditionally used for tents and other Bedouin items. |
| 3 | Women in the past played a role in Sadu weaving.      | <b>T</b>   |                                                              |
| 4 | The Sadu Society was established in 1979 in Kuwait.   | <b>T</b>   |                                                              |
| 5 | Sadu weaving is no longer practised today.            | <b>F</b>   | Sadu weaving is still practised and preserved today.         |
| 6 | The speaker talked about future plans for education.  | <b>NG</b>  |                                                              |

### Post-Listening

- 4 Design Your Own Sadu Product

- Draw your Sadu pattern inside the box.
- Give your design a name.
- Complete the following:

- ✎ Sadu is important because...
- ✎ My design shows...
- ✎ I chose this design because...



Design name: Kuwaiti Heritage

Sadu is important because...

it represents Kuwaiti culture and identity.

My design shows...

traditional geometric patterns and desert life.

I chose this design because...

it connects the past with the present.

 Listen  
Learn  
Respect  
Preserve

 معاً نبني  
مستقبل أفضل


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

## Presentation

1 Read the text, then answer the following questions.

a. Why do you think it is called The Secret Garden?

*Because it is a hidden place in Salmiya, away from the busy city.*

b. What values can you find in the passage?

*Kindness, unity, appreciation, and care for the environment.*

c. Are these values part of Kuwaiti heritage? How?

*Yes. These values are part of Kuwaiti heritage because they reflect our community spirit and respect for nature.*



## 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** a) Shukran Wall: Shares thank-you messages to others in society.  
**K** b) Kindness Tracker: Users can log daily kind acts (like a streak).  
**T** c) Digital Sadu Designer: Users can create modern patterns inspired by tradition.  
**I** d) InnoSpark: Users can create and share new ideas.  
**W** e) WiseUp: Users can give tips, short lessons, and problem-solving challenges.  
**U** 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.

A: We could create an app called 'Kuwait Heritage'.

B: That's a great idea! It can share stories, old photos, and Sadu patterns.

A: It helps people learn about our culture and feel proud of our heritage.

## Production

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

*I think the best app is 'Shukran Wall' because it encourages kindness and makes our community stronger.*

## 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!

## 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 contributes 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. contributes | d. vistors | f. traditonal |
| their   | heritage   | patience   | contributes    | visitors   | traditional   |

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

|          |                                                     |          |                                                          |          |                                                                     |          |                                                                        |
|----------|-----------------------------------------------------|----------|----------------------------------------------------------|----------|---------------------------------------------------------------------|----------|------------------------------------------------------------------------|
| Reason 1 | Helps people understand their identity and origins. | Reason 2 | Passes on important values such as respect and patience. | Reason 3 | Contributes to tourism and attracts visitors from around the world. | Reason 4 | Ensures that traditional skills and crafts do not disappear over time. |
|----------|-----------------------------------------------------|----------|----------------------------------------------------------|----------|---------------------------------------------------------------------|----------|------------------------------------------------------------------------|

- 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)

- |    |                     |      |                                                                      |
|----|---------------------|------|----------------------------------------------------------------------|
| 1. | Question            | Hook | Have you ever thought about what makes your country special?         |
| 2. | Statement           | Hook | Traditional crafts like Sadu weaving are still important today.      |
| 3. | Personal connection | Hook | In my family, we celebrate many traditions that are important to us. |
| 4. | Quote-style         | Hook | "In every delay, there is a blessing."                               |
| 5. | Imaginative         | 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            | <ul style="list-style-type: none"> <li>Why cultural heritage should be preserved</li> <li>How to protect it</li> </ul>                 |
| Young cultural ambassador         | Teenagers in your country | Blog article      | <ul style="list-style-type: none"> <li>Why preserving heritage matters today</li> <li>How young people can help</li> </ul>             |
| Member of a cultural organisation | Local community           | Awareness article | <ul style="list-style-type: none"> <li>The importance of protecting heritage</li> <li>Practical ways the community can help</li> </ul> |

Cultural heritage should be preserved because it connects us to our identity, history, and traditions. It also attracts tourism and teaches future generations important values. To protect it, we can support museums and cultural sites, promote traditional arts and crafts, and organise educational programmes in schools and communities.

☒ 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.

