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إعداد: هشام السخاوي

الملف دليل الوحدة الأولى في التغذية والصحة
موقع المناهج ⇦ ملفات الكويت التعليمية ⇦ الصف العاشر ⇦ لغة انجليزية ⇦ الفصل الأول

روابط مواقع التواصل الاجتماعي بحسب الصف العاشر			
			
روابط مواد الصف العاشر على تلغرام			
التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات

المزيد من الملفات بحسب الصف العاشر والمادة لغة انجليزية في الفصل الأول	
1	كتاب الطالب في مادة اللغة الانكليزية
2	مواضيع التعبير للصف العاشر
3	مذكرة قواعد رائعة ومفيدة في مادة اللغة الانكليزية
4	الكلمات الجديدة بالترجمة في مادة اللغة الانكليزية
5	مذكرة ثانوية المباركية في مادة اللغة الانكليزية

تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على Store App (آبل)	تطبيق المناهج على Google Play (أندرويد)

Dazzling



Grade10

First Term

أ. هشام السخاوي

2026-2027

Module 1 : The Sustainable Self

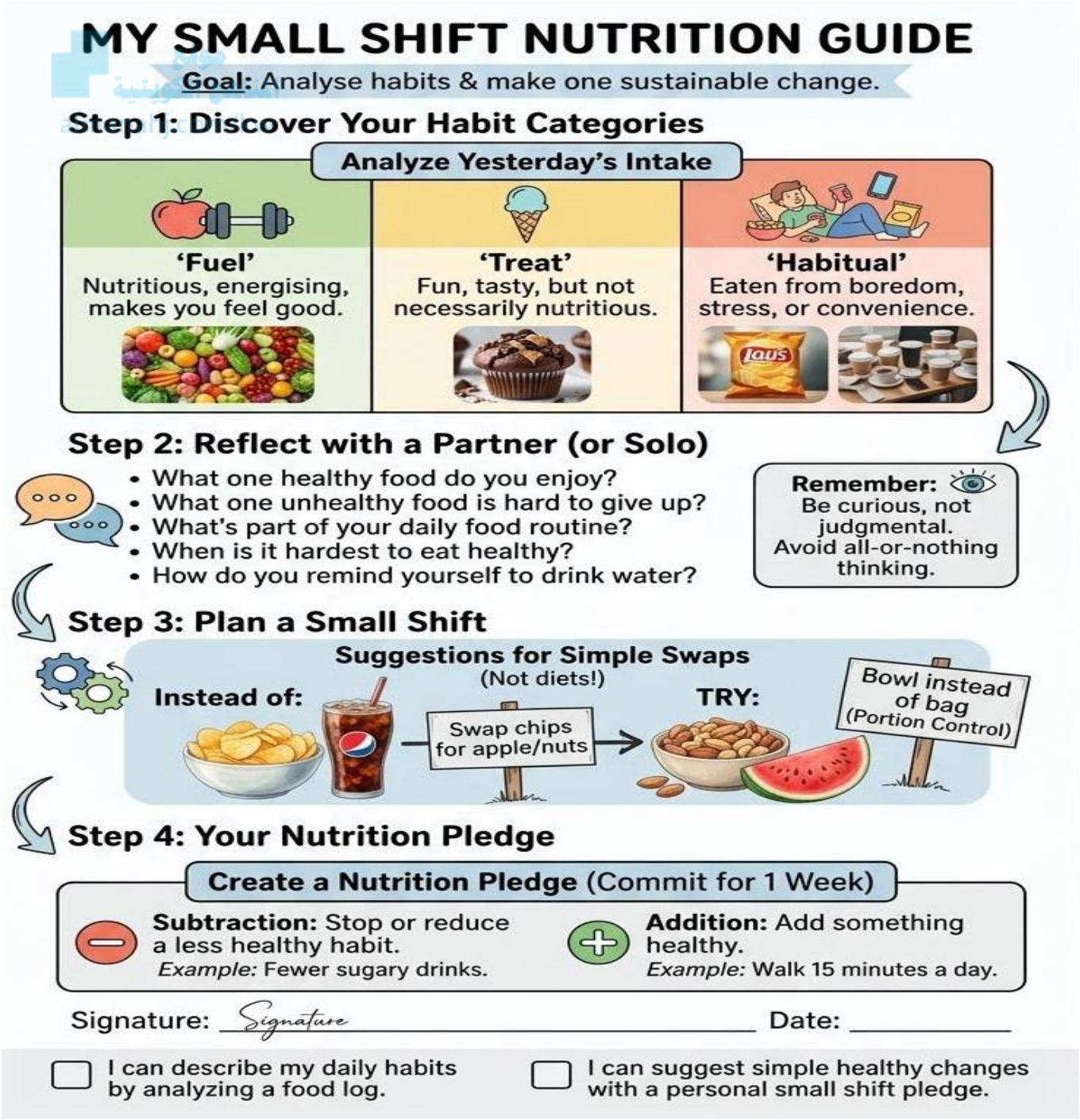
Unit 1 " The Science of Nutrition."

Introduction to Module 1 Unit 1

L1 Opener

(Food Log Reflection)

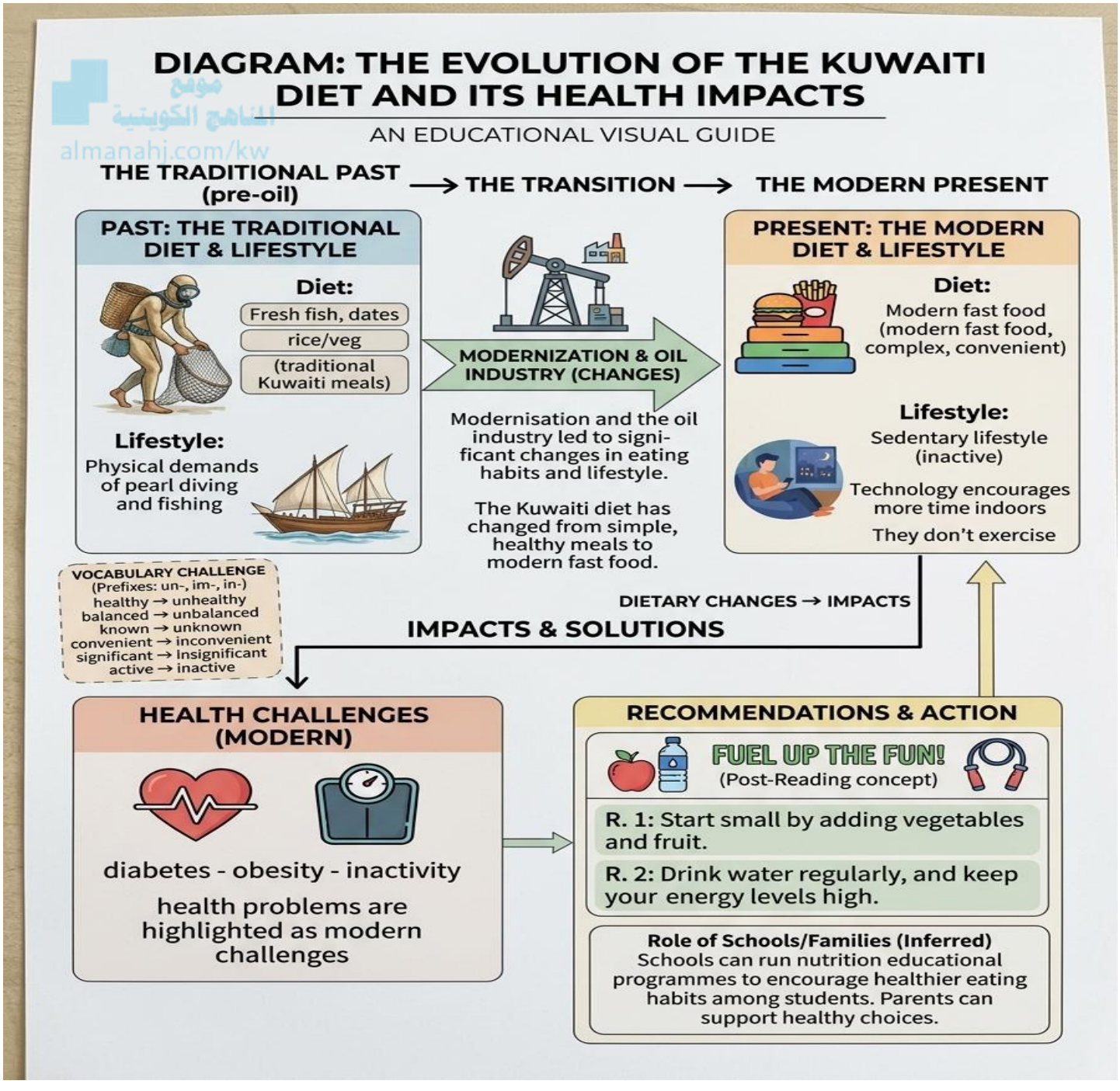
We should look at what we eat and make small healthy changes. First, you list your food by dividing it into fuel, treats, or habits. Then you choose one easy change – like swapping a snack or drinking a less sugar and commit to it for the week.



L 2 Reading

(The Evolution of the Kuwaiti Diet)

In the past, people in Kuwait ate simple, healthy food like fish, dates, and rice. Their active jobs kept them fit, so obesity was very rare. After oil was discovered, fast food and modern life changed how people ate. Cars and technology have made daily life much less active. Unhealthy eating and lack of exercise cause obesity and diabetes to rise. Many young teenagers became inactive and spent more time indoors. Today, schools run special programs to teach students how to eat well. These programs help kids eat more fruit and vegetables instead of fast food.



L4 Listening

(The Heritage Lunchbox)

Traditional Kuwaiti food is healthier for kids' school lunchboxes. Mothers discuss smart swaps, like using whole-wheat bread and reducing salt in cheese. These simple changes keep authentic heritage flavours while cutting down on processed ingredients and preservatives. Students need to practice designing their own school meals that balance local culture with healthy nutrition.

L5 Speaking

(International School Meal Systems)

There are many differences among international school meal systems across different countries. **Japan** uses a school lunch program called Kyoushoku to teach responsibility and health education. In contrast, the system in the **USA** relies mainly on personal choices where parents pack lunches daily. Meanwhile, **Finland** provides free, nutritious hot meals to ensure all students are treated equally regardless of income. Overall, the theme centers on evaluating different school lunch models to practice speaking, debating, and expressing personal positions.

L6 Writing

(Writing 8 sentences explaining the benefits of the healthy food options in the canteen and suggesting alternative options)

Introductory Sentence:
Replacing junk food with healthy options in our school canteen is very important for students' health and learning.

Supporting Idea 1:
Healthy food provides essential nutrients that give students natural energy during the day.

Supporting Idea 2:
Canteen should offer traditional fresh meals, fresh fruits and nuts.

A Concluding Sentence:
In summary, making smart canteen swaps will help students stay active, focused and healthy every day.

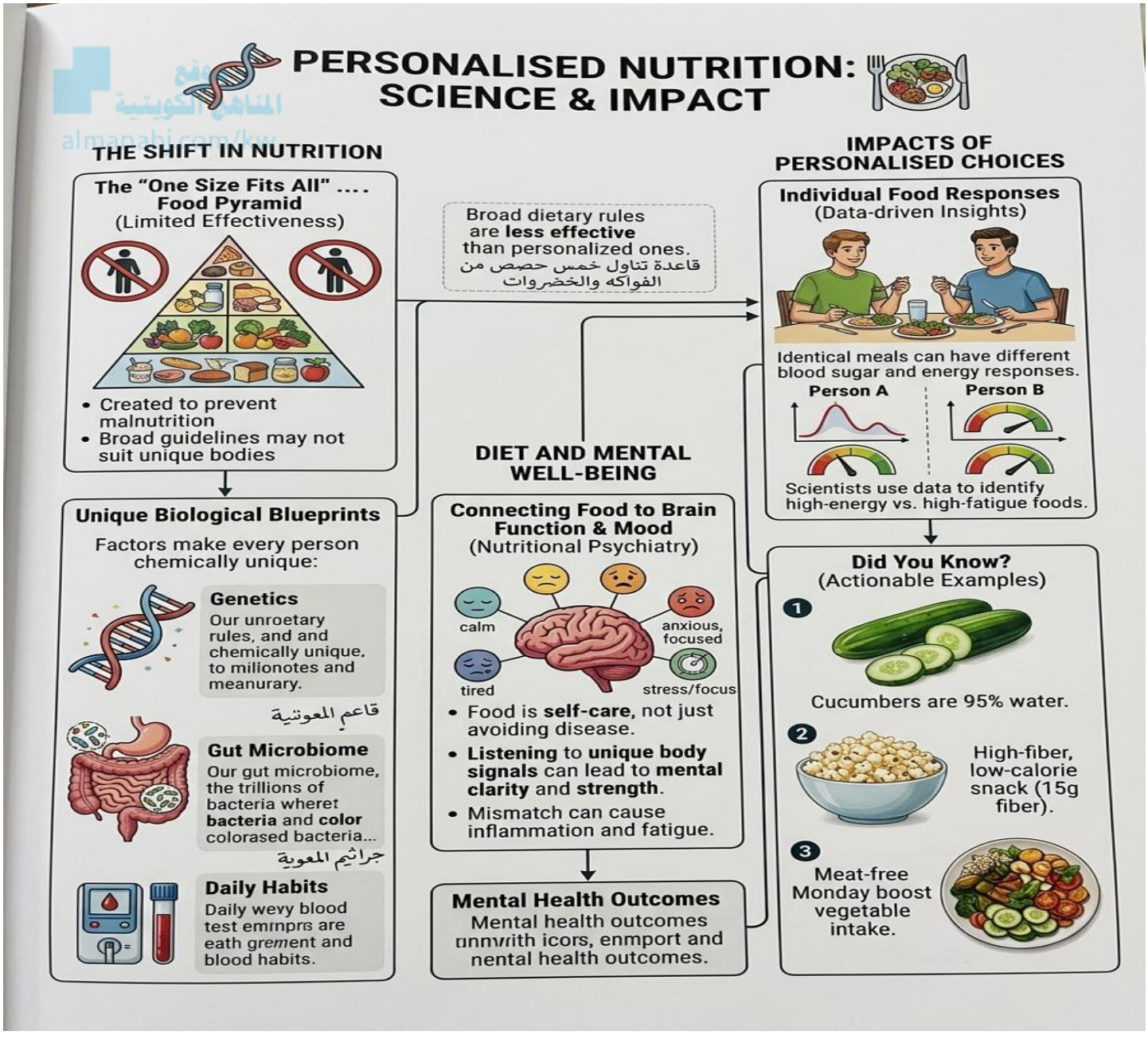
The topic

Healthy food options in the canteen give students energy to stay active throughout the school day. Eating nutritious meals like fresh fruit and whole grains supports their brain health. Good eating habits formed at school also protect them against long-term health problems like heart disease and diabetes. To make the menu better, the canteen could start serving some grain bowls packed with brown rice, vegetables, and lean proteins. Adding fruit with yogurt would give students a delicious, sweet alternative to packaged desserts. Swapping out sugary sodas for natural fruit is another simple way to boost daily nutrition. Replacing heavy fried items with baked pita chips or air-popped popcorn would also satisfy cravings without adding unhealthy fats. Offering these fresh choices helps everyone build better habits while making healthy eating habits.

L 7 Reading

(Personal Nutrition)

The concept of personalized nutrition, moving away from general "one size fits all" diet rules. General guidelines were originally created to prevent malnutrition, but science now shows that everyone processes food differently. Personal biology, such as genetics, gut microbiome, and daily habits, determines how an individual reacts to specific foods. Using DNA and blood tests helps identify which foods give a person energy versus those that cause fatigue or inflammation. The nutritional psychiatry links food choices directly to brain function, mood, and mental health. Ultimately, personalized nutrition focuses on tailoring diets to an individual's unique body and mind to boost both physical and mental strength.

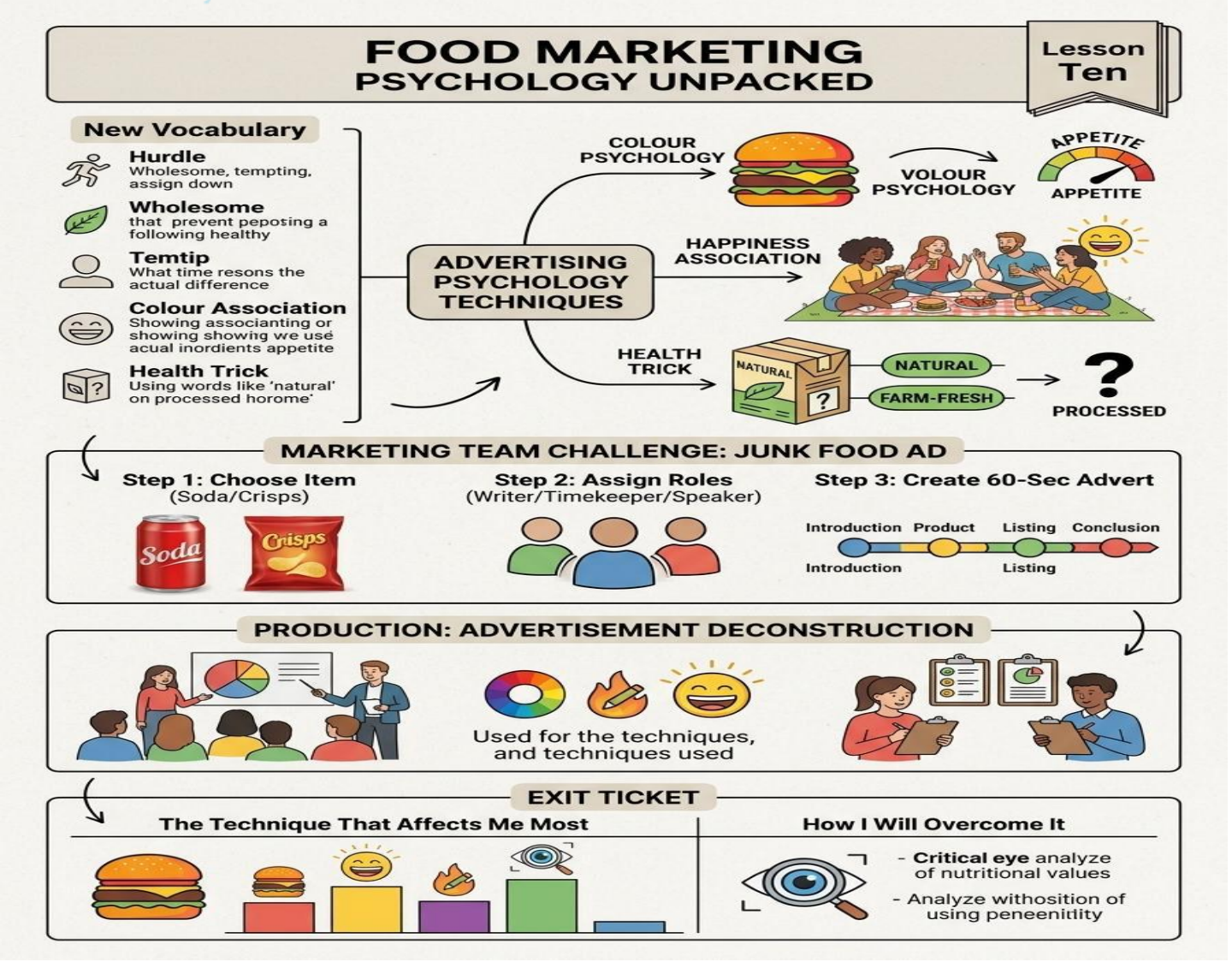


L 9 Listening (The Mediterranean Secret)

The Mediterranean lifestyle outlines the three main pillars of the lifestyle: a diet rich in plant-based foods and olive oil, socialising through shared meals, and regular physical activity like walking or gardening encouraging students to reflect on their own habits, suggest dietary swaps, and describe a day living in the Mediterranean lifestyle.

L 10 Speaking (Food Marketing)

This lesson page focuses on the concept of food marketing and how psychology is used to sell food products. It explores common techniques companies use to make processed or unhealthy items look and sound more appealing to consumers. Students learn how strategies like colour psychology, health tricks, and associations with happiness can influence buying choices and mindfully affect eating habits. The activities guide students to practice creating their own advertisements using these persuasive methods. Finally, it addresses the ethical side of marketing and encourages critical thinking about how consumers can overcome misleading techniques.



Vocabulary Unit 1

	word	F.	Definition	Meaning
lesson 1	**nutritious**	adj.	(of food) very good for you; containing many substances which help the body grow	مغذى
	pledge	n.	a serious promise	تعهد
	portion	n.	a part or share of something larger	جزء/حصة
	resist	v.	to refuse to accept something and try to stop it from happening	يقاوم
	swap	v.	to give something to somebody and receive something in ex-change	يستبدل

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	Word	F.	Definition	Meaning
Lesson 2	**attitude**	n.	a feeling or opinion about some-thing or someone, or a way of behaving caused by this	توجه/موقف
	bestow	v.	to give something as an honour or present	يهدي/يمنح
	consume	v.	to eat or drink something	يستهلك
	inactive	adj.	not doing anything; not active	غير نشط
	involvement	n.	the act of taking part in something or dealing with some-body	مشاركة
	notable	adj.	important and deserving attention, because of being very good or interesting	بشكل ملحوظ
	nutrition	n.	the substances taken into the body as food and how they influence health	تغذية
	routinely	adv.	as part of the way in which things are regularly done	بشكل روتيني
	urge	v.	to encourage something to grow, develop, or become active	يحفز
	stimulate	v.	to advise or try hard to persuade somebody to do something	يحث

	Word	F.	Definition	Meaning
lesson 4	**aroma**	n.	a pleasant smell that is easy to notice	رائحة / أريج
	filling	adj.	(of food) making your stomach feel full	مشبع
	preservatives	n.	a substance used to prevent food or wood from decaying	مواد حافظة
	prioritise	v.	to put tasks, problems, etc. in order of importance	يعطى الأولوية
	soak	v.	to put something in liquid for a time so that it becomes completely wet	ينقع

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	word	F.	Definition	Meaning
lesson 5	**affordable**	adj.	cheap enough that people can afford to pay it or buy it	بسعر مناسب
	indeed	adv.	really or certainly, often used to emphasise something	حقاً
	nutritional	adj.	connected with the process by which living things receive necessary food	غذائي
	organisation	n.	the act of making arrangements or preparations for something	تنظيم
	subsidise	v.	to pay part of the cost of something	يساهم بالمال

	word	F.	Definition	Meaning
lesson 7	**biological**	adj.	connected with the processes that take place within living things	حيوي
	chemically	adv.	in a way that is connected with chemistry or chemicals	كيميائي
	effective	adj.	producing the result that is wanted or intended; producing a successful result	فعال
	fatigue	n.	a feeling of being extremely tired, usually from hard work or exercise	إرهاق
	inflammation	n.	a condition where body tissue becomes red, painful and swollen from infection	التهاب

	malnutrition	n.	weakness and bad health caused by insufficient food or improper diet	سوء تغذية
	personalised	adj.	marked in some way to show that it belongs to a particular person	مخصص لـــ
	process	v.	to treat raw material, food, etc. in order to change it or preserve it	يُعالج
	regulate	v.	to control something by means of rules	ينظم
	still	adv.	continuing to happen or continuing to be done	لا يزال

	word	F.	Definition	Meaning
lesson 9	**decade**	n.	a period of ten years, especially a continuous period (e.g. 2000–2009)	**عقد / عشر سنوات**
	legume	n.	a plant that has its seeds in a pod, such as the bean or pea	بقوليات
	overlook	v.	to fail to see, notice, or consider something	يهمل
	stroll	v.	to walk in a slow, relaxed way, especially for pleasure	يتمشى
	sustainable	adj.	able to continue over a period of time	مستدام

	word	F.	Definition	Meaning
lesson 10	**assign**	v.	to give somebody something to use, or a piece of work or responsibility	يكلف بـ
	break down	ph.v	to divide into parts to be ana-lysed	يفكك / يحلل
	hurdle	n.	a problem or difficulty that must be solved before you can achieve something	عقبة
	tempting	adj.	attractive, making people want to have or do something	مغري
	wholesome	adj.	good for you, likely to improve life physically, morally, or emotionally	صحي / مفيد

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

1- She made a / an ……to donate money to the animal shelter every month.
a- **pledge** **b- portion** **c- attitude** **d- nutrition**

2- A positive ……..can help you solve difficult problems in your life.
a- **pledge** **b- portion** **c- attitude** **d- nutrition**

3- Washing your hands with soap is a \ an …….. way to prevent illness.
a- inactive **b- affordable** **c- notable** **d- sustainable**

4- The fitness coach created a \ an …….. workout plan tailored to my goals.
a- inactive **b- affordable** **c- notable** **d- personalised**

5- Using reusable water bottles is a \ an …… habit that reduces plastic waste.
a- personalised **b- affordable** **c- notable** **d- sustainable**

6- She …….. me to go back and check if the door was locked.
a- urged **b- bestowed** **c- soaked** **d- subsidised**

7- Reading good books helps you to ……. your mind.
a- resist **b- bestow** **c- stimulate** **d- soak**

8- Be sure to …… the dry beans in water overnight before cooking them.
a- resist **b- soak** **c- prioritize** **d- bestow**

9- The government decided to …….public transportation to keep fares low.
a- urge **b- bestow** **c- soak** **d- subsidise**

10- A thermostat helps ……..the temperature inside the room.
a- regulate **b- bestow** **c- overlook** **d- urge**

11- Her……..in the school club kept her very busy.
a- **pledge** **b- portion** **c- involvement** **d- nutrition**

12- The warm …… of fresh coffee filled the kitchen.
a- **aroma** **b- organisation** **c- attitude** **d- fatigue**

13- She works for an international **……** that helps children.
a- **aroma** **b- organisation** **c- attitude** **d- fatigue**

14- After running the marathon, he felt extreme **……..**
a- **aroma** **b- organisation** **c- attitude** **d- fatigue**

15- Ice helps reduce the ……and swelling in a twisted ankle.
a- inflammation **b- organisation** **c- attitude** **d- fatigue**

16- Poor access to healthy food can lead to serious……
a- **decade** **b- legume** **c- malnutrition** **d- organization**

17- They have lived in the same city for over a **……..**
a- **decade** **b- legume** **c- malnutrition** **d- organization**

18- Lentil is a type of **……** that is rich in protein.
a- **decade** **b- legume** **c- malnutrition** **d- organization**

19- Overcoming fear was the biggest **……** on his journey.
a- **decade** **b- legume** **c- malnutrition** **d- hurdle**

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20- I had to ……the urge to buy another slice of cake.
a- resist **b- bestow** **c- soak** **d- subsidise**

21- Can we ……seats, so I can sit next to the window?
a- resist **b- bestow** **c- soak** **d- swap**

22- The university decided to …… an honorary degree upon the scientist.
a- resist **b- bestow** **c- soak** **d- subsidise**

23- Young animals …….. a lot of energy while growing.
a- resist **b- bestow** **c- soak** **d- consume**

24- It is easy to …….. tiny spelling mistakes when reading quickly.
a- soak **b- bestow** **c- overlook** **d- urge**

25- The manager will ……. a new task for each team member.
a- soak **b- assign** **c- overlook** **d- urge**

26- Spinach is a \ an …… vegetable that gives your body many vitamins.
a- nutritious **b- inactive** **c- notable** **d- personalised**

27- Bears remain …… for several months during winter hibernation.
a- nutritious **b- inactive** **c- notable** **d- personalised**

28- The scientist made a \ an …….. discovery that changed medicine.
a- nutritious **b- inactive** **c- notable** **d- personalised**

29- Oatmeal makes a very …….. breakfast that keeps you full until lunch.
a- nutritious **b- inactive** **c- tempting** **d- personalized**

30- Rice and beans are an \ a ……. meal option for tight budgets.

a- nutritious **b- affordable** **c- notable** **d- personalised**

31- Check the …….. label on the box to see how much sugar is inside.

a- nutritional **b- affordable** **c- notable** **d- personalized**

✍Fill in the missing parts with a word from the list below:

(biological \ still \ nutrition \wholesome \ prioritise)

32- The family enjoyed a …….. home-cooked meal together.

33- It is ……..a very hot day outside. It is better to stay at home.

34- Clean water is a basic ……. need for all living creatures.

35- You should ……..……your health over your work.

36- Eating fresh vegetables provides good…… for your body.

✍Fill in the missing parts with a word from the list below:

(process \ chemically \ portion \ tempting \ routinely)

37- Water is …… ……made of hydrogen and oxygen.

38- I …… …… brush my teeth before going to bed.

39- The bakery window was full of …… ….. chocolate cakes.

40- It takes a few days for the machine to …… ……..oil.

41- He ate a large …… …… of rice for lunch.

Set book questions Unit 1 Lesson 1

1. There is a goal of the "My Small Shift Nutrition Guide. Explain.

1- هناك هدف لدليل التغذية . اشرح.

The overall goal is to analyze your habits and make one sustainable change.

الهدف العام هو تحليل عاداتك وإجراء تغيير واحد مستدام.

2. Eating habits can be divided into three main categories. Explain.

2- عادات الأكل يمكن أن تقسم إلى ثلاث فئات رئيسية . إشرح.

- **'Fuel'**: Nutritious, energising food that makes you feel good.

"الوقود": طعام مغذي ومنشط يجعلك تشعر بالراحة.

- **'Treat'**: Fun and tasty food, but not necessarily nutritious.

المتعة": طعام ممتع ولذيذ، لكنه ليس بالضرورة مغذي.

- **'Habitual'**: Food eaten from boredom, stress, or convenience.

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- "العادات": طعام يُؤكل من الملل أو التوتر أو لسهولة الوصول.

3. How can you Plan a Small Shift to eat healthy food?

3. كيف يمكنك التخطيط لعمل تغيير بسيط كي تأكل طعام صحي؟

I can focus on simple swaps instead of strict diets—such as swapping chips for apples/nuts or using a bowl instead of a bag for portion control.

يمكنني التركيز على التغيرات البسيطة بدل الحميات الصارمة — مثل استبدال رقائق البطاطس بالتفاح/المكسرات أو استخدام وعاء بدلاً من كيس للتحكم في الكم.

4. How can "Nutrition Pledge" be structured, and for how long?

4 . كيف يمكن هيكلة "تعهد التغذية"، وما طول المدة ؟

I should commit for 1 week by choosing:

- **Subtraction**: Stop or reduce a less healthy habit (e.g., fewer sugary drinks).
- **Addition**: Add something healthy (e.g., walk 15 minutes a day).

يجب أن ألتزم لمدة أسبوع باختيار:

إما **الحذف**: التوقف أو تقليل العادات الغير صحية (مثل تقليل المشروبات السكرية).

أو **الإضافة**: إضافة شيء صحي (مثل المشي 15 دقيقة يوميًا).

Set book questions Unit 1 Lesson 2

1- The Kuwaiti diet now is different from the past. Show How.

1- النظام الغذائي في الكويت الآن مختلف عن الماضي. وضح ذلك.

In the past people used to eat Fresh fish, dates, rice, and vegetables.
Nowadays people eat fast food.

في الماضي كان الناس يأكلون السمك الطازج، التمر، الأرز، والخضروات.
في الوقت الحاضر الناس يأكلون الوجبات السريعة.

2- What were the main lifestyle activities in the traditional past?

2 - ما كانت الأنشطة الرئيسية في نمط الحياة التقليدي في الماضي؟

Pearl diving and fishing.

صيد اللؤلؤ وصيد الأسماك.

3- What changed eating habits and lifestyle in Kuwait now?

3- ما الذي غيّر عادات الأكل ونمط الحياة في الكويت الآن؟

Modernization and the oil industry.

التطور الصناعي وصناعة النفط.

4- How is the modern lifestyle described?

4- كيف يوصف نمط الحياة الحديث؟

(Inactivity), with technology encouraging more indoor time and a lack of exercise.

(الكسل) مع التكنولوجيا التي تشجع على قضاء وقت أكثر في الأماكن الداخلية وقلة التمارين.

5- Modern lifestyle in Kuwait causes some problems. Explain.

5- نمط الحياة الحديث في الكويت سبب بعض المشاكل. اشرح.

Diabetes, obesity, and inactivity.

السكري، السمنة، وقلة النشاط البدني.

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6- What recommendations can you give to your friends to live a healthy lifestyle.

6- ما التوصيات التي يمكن أن تعطيها لأصدقائك للعيش بأسلوب حياة صحي؟

Start small by adding vegetables and fruit.

Drink water regularly to keep energy levels high.

ابدأ بشكل بسيط بإضافة الخضروات والفواكه.

اشرب الماء بانتظام للحفاظ على مستويات عالية من الطاقة

7- How can schools and families help improve health habits?

7- كيف يمكن للمدارس والعائلات المساعدة في تحسين عادات الصحة؟

Schools can run nutrition educational programs, and parents can support healthy food choices.

يمكن للمدارس تنفيذ برامج تعليمية عن التغذية، ويمكن للوالدين دعم اختيارات الطعام الصحي.

Set book questions Unit 1 Lesson 4

1- There are some main components of a "Heritage-Healthy Lunchbox". Discuss.

1- هناك بعض المكونات الرئيسية لـ "صندوق غداء صحي على الطراز القديم". ناقش.

It combines traditional ingredients (like chickpeas) with modern healthy elements (like chia seed pudding).

تجمع بين المكونات التقليدية مثل الحمص والعناصر الصحية الحديثة مثل (بودنغ بذور الشيا).

Set book questions Unit 1 Lesson 5

1- What are the benefits of the Japanese school meal system (Kyuushoku)?

1- ما هي فوائد نظام وجبات المدرسة اليابانية (كيوشوكو)؟

It promotes responsibility, teamwork, and health education among students.

إنه يعزز المسؤولية، والعمل الجماعي، وثقافة الصحة بين الطلاب.

2- What is the main disadvantage of packed lunches in the USA system?

2- ما هو العيب الأساسي للغداء المعلب في النظام الأمريكي؟

It requires daily planning and parents' control.

يتطلب تخطيطًا يوميًا ورقابة من قبل الوالدين.

3- Why are free school meals in Finland good for students?

3- لماذا تعتبر الوجبات المدرسية المجانية في فنلندا جيدة للطلاب؟

They promote equal treatment and social integration.

إنها تعزز المعاملة المتساوية والاندماج الاجتماعي.

4- What is a major challenge (disadvantage) of providing universal free school meals like in Finland?

4- ما هو التحدي الرئيسي (العيب) لتقديم وجبات مدرسية مجانية شاملة مثلما في فنلندا؟

It creates a high financial cost and burden on the government.

إنها تخلق تكلفة مالية عالية وعبئًا على الحكومة.

5- There are some advantages of school meals. Discuss.

5- هناك بعض المزايا لوجبات المدرسة. ناقش.

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They ensure all children receive nutritious meals.
They help students focus better and achieve success.

تضمن حصول جميع الأطفال على وجبات مغذية.
تساعد الطلاب على التركيز بشكل أفضل وتحقيق النجاح.

6- Why do some people prefer packed lunches brought from home?

6- لماذا يفضل بعض الناس حافظات الطعام المعدة في المنزل؟

Packed lunches allow for personal preferences, accommodate specific dietary needs, and give parents control over what their children eat.

حافظات الطعام المعبأة تسمح بالتفضيلات الشخصية، وتلبي الاحتياجات الغذائية الخاصة، وتعطي الوالدين السيطرة على ما يأكله أطفالهم.

Set book questions Unit 1 Lesson 7

1. What is the problem with the "One Size Fits All" Food Pyramid?

1- ما هي المشكلة في الهرم الغذائي التقليدي (الذي يناسب الجميع)؟

Answer: It has general guidelines that may not fit every person's unique body.

يحتوي على إرشادات عامة قد لا تناسب جسم كل شخص .

2- There are some factors that make every person chemically unique. Discuss.

2- هناك بعض العوامل التي تجعل كل شخص فريداً كيميائياً. ناقش .

Genetics, gut microbiome (trillions of bacteria), and daily habits.

الجينات، ميكروبيوم الأمعاء (تريليونات البكتيريا)، والعادات اليومية.

3- How do identical meals affect different people?

3- كيف تؤثر الوجبات المتشابهة على الأشخاص المختلفة؟

The same meal can cause different blood sugar and energy responses in different people.

نفس الوجبة قد تؤدي إلى استجابات مختلفة لمستوى السكر في الدم ومستويات الطاقة لدى كل شخص.

4- What is "Nutritional Psychiatry"?

4- ما هي "الطب النفسي التغذوي" (علاقة التغذية بالصحة النفسية)؟

It connects food to brain function and mood.

يربط بين الغذاء ووظائف المخ والحالة المزاجية.

Set book questions Unit 1 Lesson 9

1- What are the three pillars of a sustainable Mediterranean lifestyle?

1- ما هي الركائز الثلاث لأسلوب الحياة المتوسطي المستدام؟

Diet (Food is Key), Socialising (Connected Living), and Physical Activity (Active Daily Life).

النظام الغذائي (الأكل هو الأساس)، التواصل الاجتماعي (الحياة المترابطة)، والنشاط البدني (الحياة اليومية النشطة).

2- What are your suggestions for a diet swap?

6- ما هي إقتراحاتك لتغيير نمط الغذاء ؟

Swapping fast foods for homemade meals (for example, swapping sugary snacks for a piece of fruit).

استبدال الوجبات السريعة بالوجبات المعدة في المنزل (على سبيل المثال، استبدال الوجبات الخفيفة السكرية بقطعة فاكهة).

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3- How can you make a perfect Mediterranean day?

7- كيف تصنع "يوم متوسطي مثالي"؟

By getting up early, doing exercises (walking, stretching, cycling), and visiting friends and family.

الاستيقاظ مبكرًا، ممارسة التمارين (المشي، التمدد، ركوب الدراجات)، وزيارة الأصدقاء والعائلة.

Set book questions Unit 1 Lesson 10

1- There are some advertising psychology techniques. Mention them.

1- هناك بعض التقنيات في علم نفس الإعلان أذكرهم.

Colour Psychology, Happiness Association, and Health Trick.

علم نفس الألوان، وربط السعادة، وخدعة الصحة.

2- What does Colour Psychology stimulate?

2- ما الذي يحفزه علم نفس الألوان؟

It stimulates appetite. يحفز الشهية.

3- How can you overcome the techniques used in food marketing?

3-كيف يمكنك التغلب على التقنيات المستخدمة في تسويق الطعام؟

By critically analyzing nutritional values and ingredients.

من خلال التحليل النقدي للقيم الغذائية والمكونات.

Lesson 3 Grammar

Present simple tense — زمن المضارع البسيط

Form: **الشكل :**

(يستخدم للتعبير عن عادة / روتين يومي / حقيقة علمية) ويتكون من التصريف الأول لفعل الجملة

They watch the match every week. // He always plays the match.

الكلمات الدالة علي المضارع البسيط هي :

دائما	أبدا - لا	عادة	أحيانا	غالبا	نادرا	كل
Always	Never	usually	sometimes	often	rarely	every

في زمن المضارع البسيط نضيف للتصريف الأول الإضافات الآتية :

1 : عندما يكون فاعل الجملة مفرد نضيف للفعل حرف (S)

- Nour usually eats meat.

2 : عندما يكون فاعل الجملة مفرد والفعل منتهي بالنهايات الآتية(Ch - Sh - S - O - X) نضيف له (es)

- Ahmad sometimes washes his car.

3 : عندما يكون فاعل الجملة مفرد والفعل منتهي ب (Y) وقبلها حرف ساكن نحذف (Y) ونضيف (ies)

- Ali often studies English.

4 : عندما يكون فاعل الجملة مفرد غائب والفعل منتهي ب (Y) وقبلها حرف متحرك نترك (Y) كما هي ونضيف (S)

- She always stays at home.

- Choose the right option:

1- We sometimes ..... football .

a- play **b- plays** **c- playing** **d- is playing**

2- He always ..... shopping.

a- go **b- goes** **c- going** **d- are going**

3- The earth ..... round itself.

a- move **b- moving** **c- was moving** **d- moves**

Negative النفي

- Ali speaks English. → - Ali does not speak English.
- She always plays chess. → - She never plays chess.
- They run fast. → - They don't run fast.

- Change into Negative.

1- He plays music.

He doesn't play music.

2- Ali always smokes.

Ali never smokes.

3- We go to the cinema on Sundays.

We don't go to the cinema on Sundays.

عند النفي:

1- إذا كان الفاعل مفرد والفعل به (s) نستخدم (مصدر الفعل+doesn't)

- إذا كان الفاعل مفرد والفعل به (s) ويوجد بالجملة كلمة (always – usually) تحول الي (الفعل كما هو+never)

2- إذا كان الفاعل جمع والفعل بدون (s) نستخدم (مصدر الفعل + don't)

Adverbs of frequency



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Choose the correct option (Present Simple tense and adverbs of frequency) for each sentence.

1. He usually _____ to work by bus.

   a- go **b- goes** **c- is going** **d- going**

2. We _____ late on Sundays.

   a- never get up **b- get never up** **c- never gets up** **d- are never get up**

3. My brother _____ coffee in the morning.

   a- drink always **b- always drink** **c- always drinks** **d- is always drink**

4. _____ you speak English?

   a-Are **b- Is** **c- Do** **d- Does**

5. They _____ TV during the week because they are too busy.

   a-rarely watch **b- watch rarely** **c- rarely watches** **d- don't rarely watch**

6. Water _____ at 100 degrees Celsius.

   a-boil **b- boils** **c- is boiling** **d- boiled**

7. How often _____ your grandparents?
a-do you visit **b- you visit** **c- are you visit** **d-does you visit**
8. He is a good student; he _____ his homework on time.
a- always do **b- does always** **c- always does** **d- is always do**
9. I _____ meat because I am a vegetarian.
a-eat never **b- never eat** **c- never eats** **d- don't never eat**
10. The train to London _____ at 6:00 AM every day.
a-leave **b- leaves** **c- is leaving** **d- left**

From a,b and c Choose the best option as required in brackets:

1- I like spicy food. **(Change into negative)**
a- I don't like spicy food.
b- I doesn't like spicy food.
c- I am not like spicy food.

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2- She works in an office. **(Change into negative)**
a- She do not work in an office.
b- She does not work in an office.
c- She is not work in an office.

3- They live near the city center. **(Change into negative)**
a- They aren't live near the city center.
b- They doesn't live near the city center.
c- They don't live near the city center.

4- My friend always plays the guitar. **(Change into negative)**
a- My friend never plays the guitar.
b- My friend don't play the guitar.
c- My friend isn't play the guitar.

5._____ you live near the city center? **(Choose the best option)**
A) Does you live near the city center
B) Is you live near the city center
C) Do you live near the city center

6. What time _____ the train leave every morning? **(Choose the best option)**
A) What time do the train leave every morning?
B) What time is the train leave every morning?
C) What time does the train leave every morning?

7. Yes, she speaks English and French fluently. **(Form a question)**
A) Do she speak English and French fluently?
B) Is she speak English and French fluently?
C) Does she speak English and French fluently?

Lesson 8 Grammar

The Present Simple Continuous Tense

Present continuous tense — زمن المضارع المستمر

Form: **الشكل :**

فاعل + am , is , are + مصدر فعل الجملة + ing

Subject	Be	
I	Am	Verb + ing
He -She - It	Is	
They -We - You	are	

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They are watching the match now. (يستخدم للتعبير عن حدث يحدث أثناء الكلام)

الكلمات الدالة علي المضارع المستمر هي :

مازال	استمع	انظر	الآن	في هذه اللحظة
Still	Listen	Look	Now	At this moment

Negative النفي

عند النفي:
- نضع (not) بعد (am – is – are) و يبقي الفعل الأصلي كما هو (V1+ ing)

- Ali is speaking English. → - Ali is not speaking English.
- I'm playing chess. → - I am not playing chess.
- They are running fast. → - They are not running fast.

- Choose the right option:

1- **Be careful** ! The train (move – moves- moving – is moving) .
2- I (work- am working – was working- works) in the hospital **at present.**
3- **Look**! Ali (is playing – plays- was playing- playing) with a gun.
4- **At the moment**, the children (watch – is watching – are watching -watching) TV.
5- They (**still** wait- are **still** waiting- **still** waiting) at the bus station.

From a,b,c and d choose the best option:

1. Look! The children _____ in the garden right now.

A) play **B) are playing** **C) plays** **D) played**

2. Listen! Someone _____ at the front door.

A) knocks **B) is knocking** **C) knocked** **D) has knocked**

3. What _____ at the moment?

A) do you do **B) are you doing** **C) you are doing** **D) did you do**

4. I can't talk on the phone right now because I _____ dinner.

A) am cooking **B) cook** **C) cooked** **D) cooks**

5. Please be quiet. The baby _____ in the next room.

A) sleep **B) sleeps** **C) is sleeping** **D) slept**

6. Right now, my father _____ the car in the driveway.

A) washes **B) wash** **C) is washing** **D) washed**

7. They _____ for the bus because it is very late.

A) wait **B) are waiting** **C) waits** **D) waited**

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From a,b,c choose the correct answer as required:

1. She is reading a book in the living room. **(Negative)**

a- She is not reading a book in the living room.
b- She does not reading a book in the living room.
c- She do not reading a book in the living room.

2. They are playing football in the school yard. **(Negative)**

a- They don't playing football in the school yard.
b- They are not playing football in the school yard.
c- They doesn't playing football in the school yard.

3. I am wearing a jacket today. **(Negative)**

a- I am not wearing a jacket today.
b- I am don't wearing a jacket today.
c- I didn't wearing a jacket today.

4. Sarah is cooking dinner at the moment. **(Form a Question)**

a- What Sarah is cooking at the moment?
b- What is Sarah cooking at the moment?
c- Why is Sara cooking dinner at the moment?

7. Yes, the boys are playing video games in their room. **(Form a Question)**

a- Do the boys are playing video games in their room?
b- Are the boys playing video games in their room?
c- Do the boys are playing video games in their room?

8. No, he isn't traveling to London next week. **(Form a Question)**

a- Is he traveling to London next week?
b- Are he traveling to London next week?
c- Was he traveling to London next week?

3- Order of Adjectives ترتيب الصفات

- *If we have more than one adjective, we have to follow the following order:*

لو بالجمله أكثر من صفه قبل الإسم الواحد فيجب أن نتبع ترتيب الصفات التالي:

OSASH.Com

Opinion	O	Wonderful \ attractive \ nice \ great \ beautiful \ exciting \ amazing \ fantastic \ terrific \ delicious \ sweet \ marvelous \ expensive\ugly \ terrible\ awful\ disgusting\ bad \ cheap
Size	S	Small \ huge \ big \ large \ medium \ long
Age	A	Old \ young \ ancient \ youthful\ modern\ antique
Shape	Sh	Fat \ round \ square \ oval \ rectangular \ thin \triangular \ wide \ spacious\ narrow
Colour	C	Black \ green \ white \ yellow \ purple…..,etc
Origin	O	Kuwaiti \ Brazilian \ Egyptian \ American
Material	M	Woolen \ metal \ wooden \ golden \ plastic \ glass\ silk \ cotton \ gold \ silver

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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

(A-3) Re-order the following adjectives:

1. I bought a…….. cat. (Re-order the adjectives)

a- white small Japanese
b- Japanese small white
c- small white Japanese

2. My sister is wearing a ……..dress. (Re-order the adjectives)

a- long blue wonderful
b- wonderful long blue
c- blue wonderful long

3. My mom is searching for an/a.....spoon. She couldn't find it anywhere.

a- wooden Italian little
b- little Italian wooden
c- little wooden Italian

4. That's a/an ……..…… table. (Re-order)

a- wooden beautiful blue oval
b- beautiful oval blue wooden
c- beautiful wooden oval blue

Global warming could cause drought and possibly famine in China, the source of much of Hong Kong's food, by 2050, a new report predicts. Hong Kong could also be at risk from flooding as sea levels rose. The report recommends building seawalls around low-lying areas such as the new port and airport. The report "Reclamations" published by the World Wide Fund for Nature (WWF), uses the most recent guesses on climate change to point to a **gloomy** outlook for China.

By 2050 about 30 to 40 per cent of the country will experience changes in the type of vegetation that survives, with tropical and sub-tropical forest conditions shifting northward and hot desert conditions currently rising in the west **where** the desert is temperate. Crop-growing areas will expand, but any benefit is expected to lose its glamor by moisture making it too dry to grow crops such as rice. The growing season also is expected to alter, becoming shorter in southern and central China, the mainland's breadbasket. The rapid changes make it unlikely that plants could adapt.

"China will produce smaller crops," Dr. Rik Leemans, one of the authors of the report, said during a brief visit to the territory yesterday, "there will be decreased production because of water limitations,". Famine could easily result and be expected because of the rising demands of population and diminished seen productivity of the land. "It looks very difficult as a whole," he said.

Choose the correct answer from a,b,c,and d:

1-The best title for this passage could be ……

a- Weather in China b- Problems of population
c-Dangers of Global Warming in China d- Development in China

2-The underlined word gloomy means:

a- glad and happy b- dark and depressing
c- global d- glittering

3-The underlined word where refers to……

a-The northward b- sub-tropical forest c-Hong Kong d – The west

4- The main idea of paragraph (3) is ……

a- The carcity of food in China. b. the effects of global warming
c-the spread of diseases d-The lack of forests in Honk Komg

5-The synonym of "benefit" is……..

a- advantage b- disadvantage c- dry d- rapid

6- All the following statements about the passage are FALSE EXCEPT:

a- Plants can't adapt to weather changes.
b- Famine is a result of overpopulation.
c- There is a light image about the future of China.
d- Lack of water doesn't affect the problem of famine.

Answer the following questions:

7- China will produce less crops Because of :
Water limitations

8- Why could Famine be easily expected?
because of the rising demands of population and diminished seen productivity of the land.

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Summary Making

Read the following passage then do as required:

I am surprised that you seem to find no fault at all with computers. I quite agree with you that they are excellent means of entertainment and a valuable source of information. But you seem to forget that they have also become a source of addiction to many children. A lot of mothers nowadays complain about the fact that their children have become so obsessed with their computers and the internet, that they lose contact with their friends and so grow lonely. Besides, their health is affected as they spend long hours sitting in front of the screen. Their eyes hurt and their backs ache. In addition to that they become less performing at school because of this time-consuming activity. They do not find time to do their homework well or to do some reading. Apart from that, using the internet for a long time may lead to the impoverishment of young pupil's language skills because the language used on the internet isn't only full of mistakes but often consists od abbreviations and unfinished sentences, which doesn't help young pupils to improve their language.

In a paragraph of four (4) sentences, only summarize and paraphrase the previous passage in an answer to the following question:

How do computers badly affect most children?

Translation

🕮 Translate the following into English:

1– ما هو الهدف من دليل التغذية؟

2- عادات الأكل يمكن أن تقسم إلى ثلاث فئات رئيسية وهي الوقود والمتعة والعادات.

3- النظام الغذائي في الكويت الآن مختلف عن الماضي.

4- ما الذي غيّر عادات الأكل ونمط الحياة في الكويت الآن؟

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5- التطور الصناعي وصناعة النفط غيرت عادات الأكل ونمط الحياة بالكويت.

6- نمط الحياة الحديث في الكويت سبب بعض المشاكل مثل السكري، السمنة، وقلة النشاط البدني.

7- كيف يمكن للمدارس والعائلات المساعدة في تحسين عادات الصحة؟

8- يمكن للمدارس تنفيذ برامج تعليمية عن التغذية، ويمكن للوالدين دعم اختيارات الطعام الصحي.

9- يجب ربط التراث الغذائي الكويتي التقليدي بعادات أكل صحية وواعية وعصرية.

10- نظام وجبات المدرسة اليابانية (كيوشوكو) يعزز المسؤولية، والعمل الجماعي، وثقافة الصحة بين الطلاب.

11- الوجبات المدرسية المجانية الشاملة في فنلندا تخلق تكلفة مالية عالية وعبئًا على الحكومة.

12 - لماذا يفضل بعض الناس حافظات الطعام المعدة في المنزل؟

Composition

Expository essay كتابة المقال العرضي او التوضيحي

The main objective of the expository essay is to expose ideas and to inform your readers and to back up your facts with things like examples, charts and statistics. Moreover, you shouldn't write about your own personal opinion.

A sample for an essay's plan (outline)

Introduction	- **Hook**: An introductory hook including the main thesis
	- **Thesis:** A brief note about what you are going to write about.
Body (1)	- The first topic sentence.
	- supporting details.
Body (2)	- The second topic sentence.
	- supporting details.
Conclusion	- A concluding sentence.
	(A summary for your topic)

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and how they perform in the classroom, often rushing through meals while distracted by devices. Plan and write an expository essay of no fewer than 12 sentences (around 120-140 words), explaining the physical and academic benefits of mindful eating.

Introduction

- ……
  ……

Body Paragraph 1: Physical Benefits

- **Topic Sentence:**
  ……
  ……
- **Supporting Detail 1:**
  ……
  ……
- **Supporting Detail 2:**
  ……
  ……

- **Body Paragraph 2: Academic Benefits**

- **Topic Sentence:**
  ……
  ……

- **Supporting Detail 1:**
  ……
  ……

- **Supporting Detail 2:**
  ……
  ……

- **Conclusion**
  ……
  ……

Write your topic here:

……

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Unit 2 Vocabulary

	word	F.	Definition	Meaning
Lesson 1	injure	v	to hurt or cause physical harm to a person or animal	يؤذي
	landfill	n	an area where large amounts of waste material are buried under earth	مكان إلقاء النفايات
	reusable	adj	able to be used more than once	يمكن إعادة إستخدامه
	second-hand	adj	not new; owned by somebody else before	مستعمل
	wind turbine Compound noun		a tall structure with wind-driven blades producing electricity	طواحين الهواء
Lesson 2	**word**	**F.**	**Definition**	**Meaning**
	alternative	n	a thing you can choose to do or have out of two or more possibilities	بديل
	awareness	n	interest in and concern about a particular situation or area of interest	وعي / ادراك
	convert	v	to change from one form, purpose, or system to another	يحول
	decisive	adj	able to make decisions quickly and confidently	حاسم
	ecosystem	n	all living things in an area and how they affect each other and the environment	نظام البيئة
	emission	n	the production or sending out of light, heat, gas, etc.	انبعاث غاز / حراره
	entirely	adv	in every way possible; completely	كلياً
	expertise	n	expert knowledge or skill in a particular subject or job	خبرة / تخصص
	flowing	adj	moving in one direction, especially continuously and easily	متدفق
	run out	ph.v	to use up or finish a supply of something	ينفذ - ينتهي

L	word	F.	Definition	Meaning

	combination	n	the act of joining or mixing two or more things to form a single unit	مزيج / مجموعة
	concept	n	a principle or idea	مفهوم / فكرة
	unnecessary	adj	not needed or wanted, or more than is needed	غير ضروري
	unplug	v	to disconnect electrical equipment from the electricity supply	يفصل من الكهرباء
	vacant	adj	not filled or occupied; available to be used	خالي / فارغ
Lesson 5	**Word**	**F.**	**Definition**	**Meaning**
	ambitious	adj	needing a lot of effort, money or time to succeed	طموح
	ideal	adj	perfect, or the best possible	مثالي
	power	v	to supply a machine or vehicle with operating energy	يمد بالطاقة
	power grid	co mp oumou d n	a network system transmitting electricity across a large area	شبكة الكهرباء
	tailor	v	to make or adapt something for a particular purpose or person	يُخصص / يفصل

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Lesson 7	**Word**	**F.**	**Definition**	**Meaning**
	add up	phv	to increase by small amounts until there is a large total	يزيد من \ يضيف
	antique	n	an old and often valuable object such as furniture	تحفة
	directly	adv	without stopping or changing direction	بشكل مباشر
	dispose of	phv	to get rid of something, especially by throwing it away	يتخلص من
	enormous	adj	extremely large	هائل / كبير
	eventually	adv	in the end, especially after a long time or much effort	في النهاية

	Word	F.	Definition	Meaning
Lesson 7	make over	phv	to improve something or someone by modifying parts	يجدد / يطور
	regard	v	to think about somebody or something in a particular way	يعتبر
	tablet	n	a portable touchscreen computer usually without physical keyboard	جهاز تابلت
	upcycling	n	making new objects or furniture out of old, used, or waste items	إعادة تدوير

	word	F.	Definition	Meaning
Lesson 9	bury	v	to put something into a hole in the ground and cover it	يدفن
	composting	n	storing plant material so it decays into soil-enriching matter	صناعة السماد العضوي
	decompose	v	to break down into smaller parts naturally	يتحلل
	densely	adv	in a way containing many people, things, or plants closely spaced	بشكل مكثف
	incineration	n	burning waste material until it is completely destroyed	حرق
Lesson 10	word	F.	Definition	Meaning
	brand-new	adj	completely new, especially not yet used	جديد كليًا
	manufacture	V	to produce goods in large numbers in a factory with machines	يصنع / ينتج
	outlive	V	to live or exist longer than someone or something else	يدوم أكثر
	seldom	adv	not often; rarely	نادرًا
	strict	adj	strongly limiting behavior or severely enforcing rules	صارم

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From a b c or d choose the right option:

1- Burning waste at high temperatures in a facility known as _____ helps reduce the volume of solid rubbish.
a) incineration **b) landfill** **c) composting** **d) tablet**

2- Finding a good _____ to single-use plastics helps protect the environment.
a) emission **b) alternative** **c) ecosystem** **d) antique**

3- Food scraps and yard trimmings can be turned into nutrient-rich soil through _____.
a) upcycling **b) awareness** **c) composting** **d) expertise**

4- Transforming old, discarded materials into new, useful products is known as _____.
a) incineration **b) upcycling** **c) combination** **d) concept**

5- The delicate balance of a natural _____ can be easily disrupted by industrial pollution.
a) landfill **b) ecosystem** **c) tablet** **d) alternative**

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6- Raising public _____ about climate change encourages more individuals to adopt sustainable habits.
a) emission **b) awareness** **c) expertise** **d) antique**

7- Carbon dioxide is a major greenhouse gas _____ released from burning fossil fuels.
a) emission **b) composting** **c) Combination** **d) ecosystem**

8- Disposing of unsorted household rubbish in a local _____ is an unsustainable waste-management method.
a) landfill **b) upcycling** **c) alternative** **d) awareness**

9- The fundamental _____ behind zero-waste living focuses on redesigning resource life cycles.
a) tablet **b) Concept** **c) expertise** **d) incineration**

10- Collecting rare historical artifacts requires a deep appreciation for items that are truly ____.
a) antique **b) emission** **c) landfill** **d) Combination**

11- Please _____ your phone charger when you are not using it to save electricity.
a) injure **b) convert** **c) Unplug** **d) tailor**

12- Wearing a helmet can help protect you so you do not _____ your head in an accident.
a) injure **b) convert** **c) unplug** **d) power**

13- A good tailor can _____ your clothes so they fit you perfectly.
a) injure **b) convert** **c) unplug** **d) tailor**

14- You can use a special machine to _____ old video tapes into digital computer files.
a) injure **b) convert** **c) unplug** **d) power**

15- Solar panels use energy from the sun to _____ homes with electricity.
a) injure **b) convert** **c) unplug** **d) power**

16- Using a _____ cup for your coffee every morning helps reduce plastic waste.
a) vacant **b) reusable** **c) ambitious** **d) strict**

17- Buying a _____ shirt from a friend is a great way to save money and recycle.
a) brand-new **b) second-hand** **c) decisive** **d) flowing**

18- A _____ car still smells fresh and has no miles on it yet.
a) second-hand **b) vacant** **c) brand-new** **d) ideal**

19- The teacher has a very _____ rule about arriving late to class.
a) strict **b) flowing** **c) reusable** **d) vacant**

20- A water bottle left with no water inside is completely _____.
a) ideal **b) vacant** **c) ambitious** **d) unnecessary**

21- Buying items you do not really need is a waste of money on _____ things.
a) unnecessary **b) decisive** **c) ambitious** **d) second-hand**

22- A river with water moving smoothly and fast is described as _____.
a) strict **b) flowing** **c) vacant** **d) ideal**

23- Being very quick to make up your mind and choose something makes you _____.
a) decisive **b) unnecessary** **c) second-hand** **d) reusable**

24- Setting very high goals that are hard to reach means you are _____.
a) brand-new **b) ambitious** **c) vacant** **d) strict**

25- A sunny day at the beach with perfect weather is an _____ choice for a picnic.
a) ideal **b) unnecessary** **c) strict** **d) flowing**

Complete the sentences using the words from the box below.

{add up | directly | dispose of | densely | seldom}

26. When you mix red and blue paint, the color changes _____ into purple without needing anything else.

27. Big cities like Cairo and Kuwait City are very _____ populated with millions of people living close together.

28. We must find a safe way to _____ old batteries and trash so they do not harm nature.

29. If you leave the lights on all night, your electric bill will quickly _____ to a large amount of money.

30. People who live in the countryside _____ see big skyscrapers because tall buildings are mostly found in cities.

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Complete the sentences using the words from the box below.

{ entirely | run out | power grid | eventually | make over}

31. The kitchen looks old and tired, so we want to _____ it _____ with a fresh coat of paint and new cabinets.

32. If we keep using oil and gas without stopping, we will _____ of them one day.

33. The storm knocked down the electricity lines, so the entire city lost power from the main _____.

34. After working on the difficult math puzzle for two hours, she _____ found the correct answer.

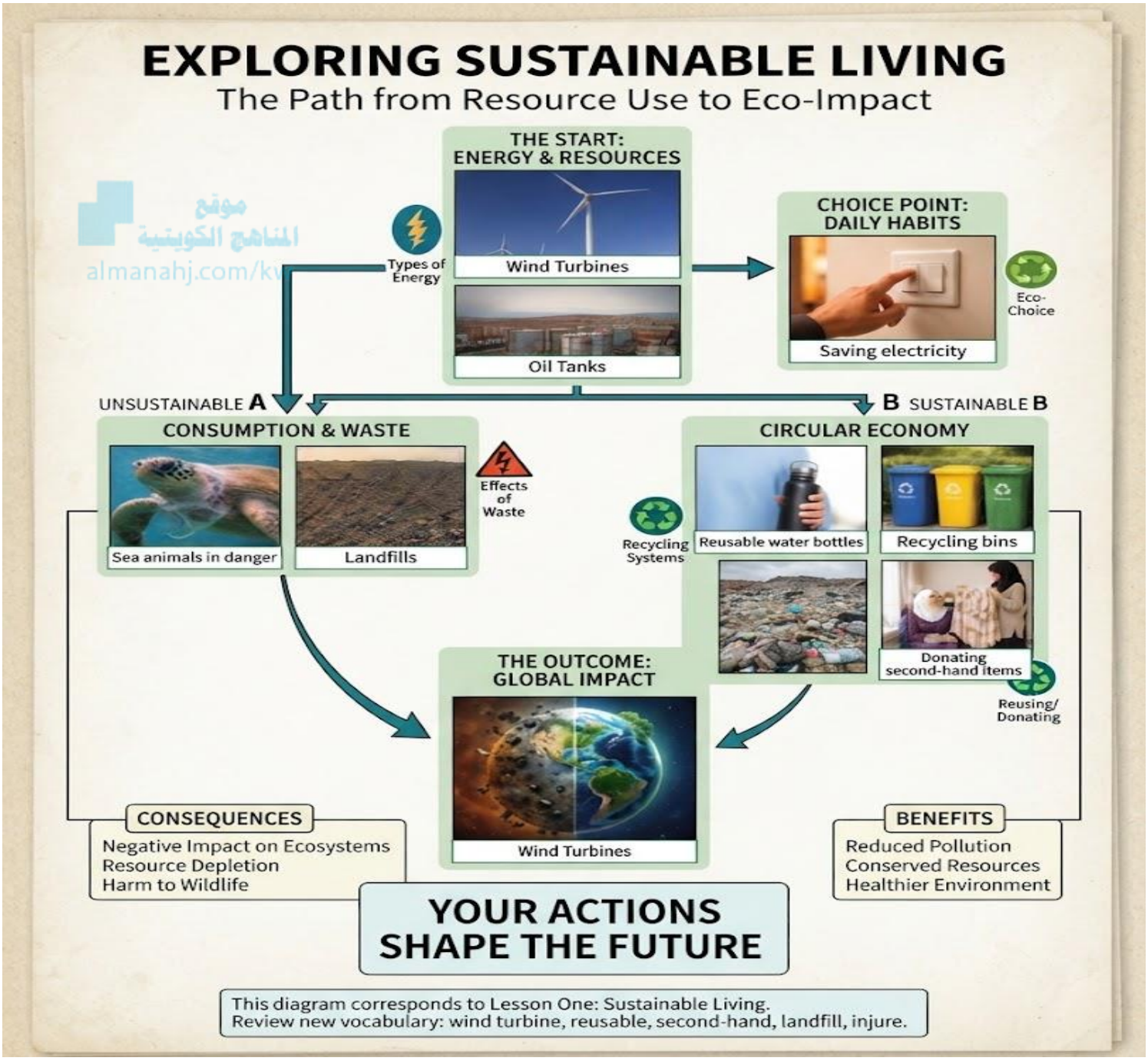
35. The glass cup was smashed into tiny pieces and broke _____ so it could not be fixed.

Introduction to Module 1 Unit 2

L1 Opener

(Sustainable Living)

This page is about sustainable living and how we interact with our environment. It shows different kinds of energy, such as wind turbines and oil tanks. The lesson teaches about waste management through recycling bins, landfills, and donating second-hand items. It also highlights how trash and waste can harm sea animals. Finally, students practice talking about eco-friendly topics and giving helpful advice.



Lesson Two: Reading

The Shagaya Renewable Energy Park

Kuwait has traditionally relied on fossil fuels like oil and natural gas to generate electricity, which produces harmful emissions. Kuwait launched a national project called the Shagaya Renewable Energy Park, managed by the Kuwait Institute for Scientific Research (KISR). The Shagaya Renewable Energy Park utilizes renewable energy sources such as solar and wind power to generate electricity. A key national goal of the park is helping Kuwait produce 15% of its energy from renewable sources by the year 2030. Using clean energy reduces the need to burn oil, thereby lowering harmful emissions and creating a healthier environment. Ultimately, the Shagaya Renewable Energy Park demonstrates Kuwait's commitment to building a more sustainable future for future generations.



Lesson Three: Grammar

Present Perfect Simple

Form:	**has/ have + P.P (verb 3)**
Negative:	has / have + not + P.P …… , yet.
Question:	*W/H question* {Question Word + has / have + subject +v3 ?} *Yes/ No question* { has / have + sub. +v3…. ?}
Passive:	Object + has / have + been + v3

Subject	
He\She\it	Has (Singular)
They \ We \ You \ I	*Have (Plural)*

Usage:

- *It expresses a past experience has related to the present time.*
- *It expresses how long an action has lasted (duration).*
- *It expresses an action has just happened.*

Examples

- 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.

Time Expressions

since, for, already, just, yet, lately, recently, so far

Note: *The place of the time expression changes depending on the meaning of the sentence.*

Do as required in brachets:

1- No, I have never fixed my own car. **(Ask a question)**
a- Did you fix your own car?
b- Had you fixed your own car?
c-Have you ever fixed your own car?

2- I just (go out). **(correct)**
a- I just go out.
b- I have just gone out.
c- I have gone out just.

3- She (not finish) the task yet. **(correct)**
a- She don't finish the task yet.
b- She not finished the task yet.
c- She has not finished the task yet.

4- I haven't sought to success since I (lose) hope. **(correct)**
a- I haven't sought to success since I lost hope.

b- I haven't sought to success since I have lost hope.
c- I haven't sought to success since I am losing hope.

5- I've lived in Kuwait for ten years. **(Ask)**
a- How long you have lived in Kuwait?
b- When have you lived in Kuwait?
c- How long have you lived in Kuwait?

6- Omar and Ahmed have decided to climb Mount Everest. **(Make negative)**
a- Omar and Ahmed have not decided to climb Mount Everest.
b- Omar and Ahmed has not decided to climb Mount Everest.
c- Omar and Ahmed did not decide to climb Mount Everest.

7- I (know) Anwar since we were 5 years old. **(Correct the verb)**
a- I known Anwar since we were 5 years old.
b- I will know Anwar since we were 5 years old.
c- I have known Anwar since we were 5 years old.

From a, b, c and d, choose the most suitable answer:

8- The manager.....Turkey every year for business since 1995.
a) visi **b) visited** **c) will visit** **d) has visited**

9- They were rewarded as they .....for the same company for 20 years.
a) have worked **b) work** **c) should work** **d) working**

10- She ……. her homework yet. She has to do it before going to bed.
a) doesn't write **b) write** **c) hasn't written** **d) has written**

11- .....you ever hunted a bear?
a) Did **b) Have** **c) Do** **d) Are**

12- They …….. just .....the "Beach Cleanup" campaign.
a) should- start **b) will- start** **c) had- started** **d) have- started**

13- I have spoken English.....I was 3 years old.
a) since **b) for** **c) already** **d) yet**

14-Have you… .....consulted a dietitian before going on a diet?
a) yet **b) for** **c) since** **d) ever**

15- Bader has lived in this town..... 45 years.
a) by the time **b) for** **c) just** **d) since**

Lesson Four: Listening
Smart Homes, Smart Choices

The lesson focuses on various renewable energy and sustainable development projects located within the GCC region. It highlights specific initiatives such as solar plants, wind farms, and sustainable cities like Masdar City. Students are guided to analyze facts about these projects, including their locations, aims, and benefits. Finally, it provides exercises for learners to practice discussing and interviewing about these green energy efforts.

Lesson Five: Speaking
Powering a Greener GCC

This lesson focuses on powering a greener GCC through various renewable energy initiatives. It highlights specific projects like solar and wind parks in Kuwait, Saudi Arabia, the UAE, and Oman. Students learn to extract key information from fact files about sustainable urban and energy projects. The practice activities guide learners to conduct informative interviews discussing the benefits of these environmental projects.

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Lesson Six: Writing
Power With Purpose

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.**

Outline

An Introductory Sentence:

Making responsible choices at home helps us save energy and protect our planet.

- **Supporting Idea 1:**

We can make good choices by turning off lights when we leave a room and not wasting water.

- **Supporting Idea 2:**

We should also install smart technology like smart thermostats and smart LED lightbulbs to save power automatically.

- **A Concluding Sentence:**

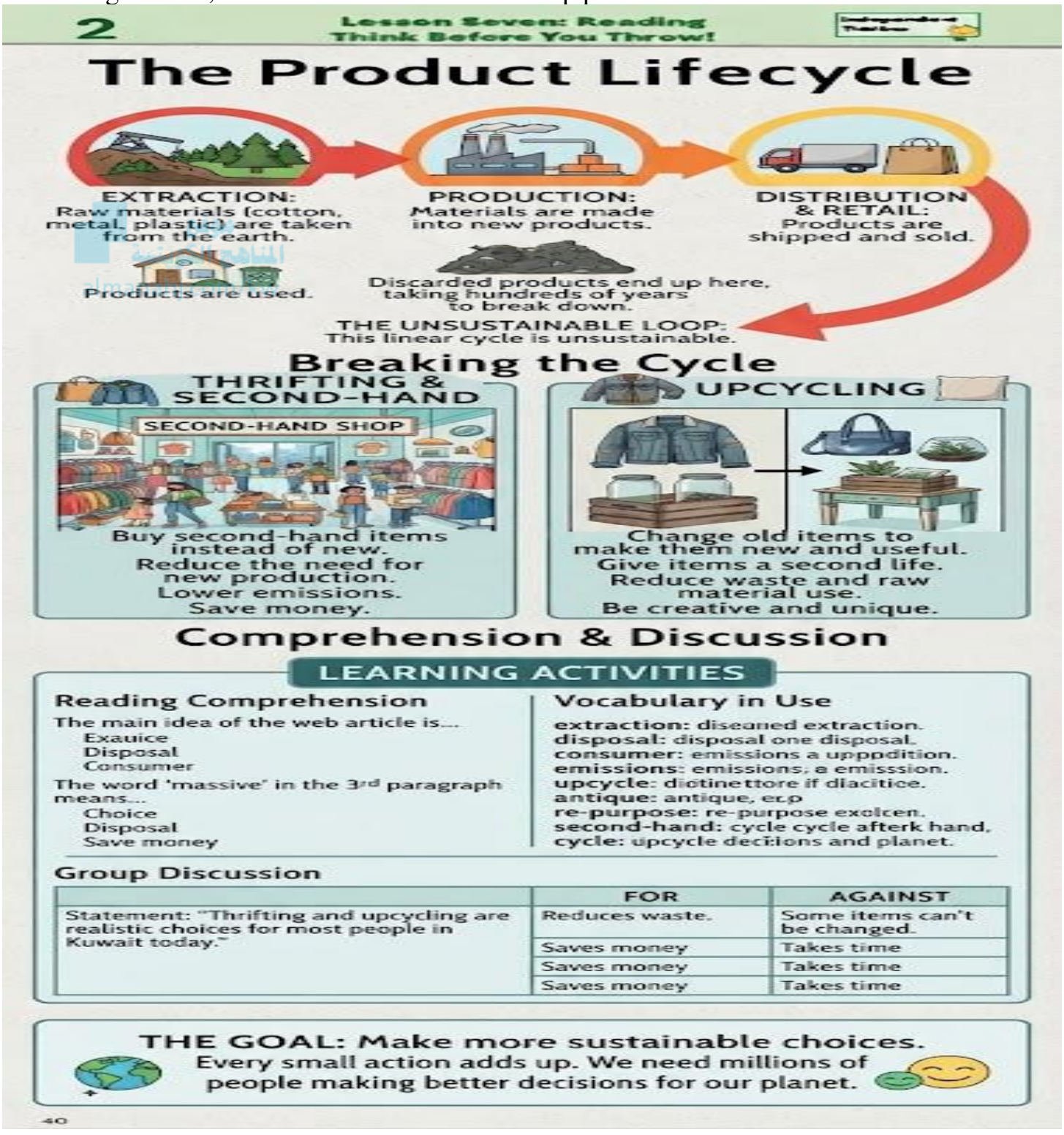
Taking care of our home with smart habits and technology makes the world a better place.

Paragraph

Making responsible choices at home helps us save energy and protect our planet. We can make good choices by turning off lights when we leave a room. It is also important to save water every single day. We should also install smart technology to help us. Putting in a smart thermostat is a very smart idea. It can control the house temperature automatically. We can install smart LED lightbulbs too. They use less electricity than normal lights. Taking care of our home with smart habits and technology makes the world a better place.

Lesson Seven: Reading
Think Before You Throw!

The lesson is titled "Think Before You Throw!" and focuses on product life cycles and sustainability. It explains how raw materials are extracted, turned into products, and eventually end up in landfills. It highlights thrift shopping and buying second-hand items as ways to reduce the need for new production and lower emissions. It discusses upcycling, which involves changing old items to make them new, useful, or more beautiful. It encourages making smarter, more sustainable choices to help protect the environment and reduce waste.



Lesson Eight: Grammar

1st If Conditional and Modal Verbs

Form: If + present simple, modal verb

- **May** — Probability or Uncertainty
- **Can** — Ability/possibility
- **Will** — Certain outcome
- **Should** — Advice

Why do we use modal verbs?

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

From a,b,c or d choose the best option:

1. f you leave your keys on the kitchen counter, someone _____ them.
   A) might take B) took C) takes D) had taken

2. We _____ book a table in advance if we want to eat at that popular restaurant tonight.
   A) could B) must C) might D) would

3. If it rains tomorrow afternoon, the outdoor tennis match _____ be postponed.
   A) shall B) shouldn't C) may D) could to

4. You _____ finish your project by Friday if you want to take the weekend off.
   A) may B) can C) have to D) would

5. If Sarah studies hard for her final exams next week, she _____ get top marks.
   A) might B) could C) will D) may

6. If you visit London this summer, you _____ see the British Museum.
   A) should B) shall C) would D) had to

7. The package _____ arrive by tomorrow morning if they ship it today.
   A) should B) must C) has to D) would

8. If you don't understand the physics problem, you _____ ask the teacher for help.
   A) can B) may C) shall D) ought

9. If the traffic is too heavy, we _____ miss the beginning of the movie.
   A) might B) must C) should D) will to

10. You _____ drive a car without a valid driver's license, even if you are an expert driver.
    A) shouldn't B) mustn't C) don't have to D) couldn't

Lesson Nine: Listening
Rethinking Waste Worldwide

The theme of the lesson focuses on listening to a documentary about waste management systems worldwide. It explores different methods of handling rubbish such as burial, incineration, sorting, and composting. Students discuss recycling steps and what happens to rubbish after disposal. Finally, learners practice comparing these global techniques to recommend a suitable waste management system for Kuwait.

Lesson Ten: Speaking
Throw-away Culture

This lesson focuses on speaking about "Throw-away Culture" and introduces new vocabulary such as brand-new, outlive, seldom, manufacture, and strict. Students watch a documentary clip and discuss the life cycle and environmental problems of various items like t-shirts, mobile phones, and paper cups. Learners plan and write a script for a one-minute documentary that covers an item's process, problems, solutions, and final advice. Finally, students evaluate and present their documentary-style speeches to the class while using appropriate sequencing language.

Set Book Questions and Answers
L1 Opener (Sustainable Living)

1. What is renewable energy? **ما هي الطاقة المتجددة؟**

Energy from natural sources like wind or sun that does not run out.

هي طاقة مستمدة من مصادر طبيعية مثل الرياح أو الشمس ولا تنفذ

2. What happens to trash when we throw it away? **ماذا يحدث للقمامة عندما نتخلص منها؟**

It usually goes to landfills and can harm the environment.

تذهب عادة إلى مكبات النفايات ويمكن أن تضر بالبيئة.

3. How can people save energy at home? **كيف يمكن للناس توفير الطاقة في المنزل؟**

By turning off lights when they are not needed.

عن طريق إطفاء الأضواء عندما لا تكون هناك حاجة إليها.

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4. What are some examples of items we can reuse instead of throwing away?
ما هي بعض الأمثلة على الأشياء التي يمكننا إعادة استخدامها بدلاً من التخلص منها؟

Reusable water bottles and second-hand items. . زجاجات المياه القابلة لإعادة الاستخدام والأغراض المستعملة

5. Why are sea animals in danger? **لماذا تعد الحيوانات البحرية في خطر؟**

Because of environmental pollution and waste like single-use plastics

بسبب التلوث البيئي والنفايات مثل البلاستيك ذي الاستخدام الواحد.

Lesson Two: Reading (The Shagaya Renewable Energy Park)

1. What source of energy does Kuwait rely on? **ما هي مصادر الطاقة التي تعتمد عليها الكويت؟**

Fossil fuels, such as oil and natural gas.

الوقود الأحفوري، مثل النفط والغاز الطبيعي.

2. What is the Shagaya Renewable Energy Park? **ما هو مجمع الشقايا للطاقة المتجددة؟**

A national project in a desert area west of Kuwait City that uses renewable energy technologies like wind and solar power.

مشروع وطني في منطقة صحراوية غرب مدينة الكويت يستخدم تقنيات الطاقة المتجددة مثل طاقة الرياح والطاقة الشمسية.

3. What are the environmental aims of the Shagaya Renewable Energy Park?
ما هي الأهداف البيئية لمجمع الشقايا للطاقة المتجددة؟

To generate electricity from renewable sources, reduce pollution, and help Kuwait achieve its goal of producing 15% of its energy from renewable sources by 2030.

توليد الكهرباء من مصادر متجددة، تقليل التلوث، ومساعدة الكويت في تحقيق هدفها المتمثل في إنتاج 15% من طاقتها من مصادر متجددة بحلول عام 2030.

4. How does the project help beyond energy production?
كيف يساعد المشروع إلى جانب إنتاج الطاقة؟

It helps develop expertise, supports innovation, raises awareness, and makes Kuwait independent in its energy production.

يساعد في تطوير الخبرات، دعم الابتكار، رفع الوعي، وجعل الكويت مستقلة في إنتاج الطاقة.

5. How will the Shagaya Renewable Energy Park shape Kuwait's future?
كيف سيشكّل مجمع الشقايا للطاقة المتجددة مستقبل الكويت؟

By reducing pollution, protecting natural resources, and creating a better environment for future generations through sustainable actions.

من خلال تقليل التلوث، وحماية الموارد الطبيعية، وخلق بيئة أفضل للأجيال القادمة عبر إجراءات مستدامة

Lesson Four: Listening (Smart Homes, Smart Choices)

1- What is meant by a "smart home"? **ماذا يقصد بـ "المنزل الذكي"؟**

A home that uses a combination of smart technology and good daily behavior to manage resources efficiently.

هو منزل يدمج بين التكنولوجيا الذكية والسلوك اليومي السليم لإدارة الموارد بكفاءة.

2. What devices can be used in a smart home to save energy?

ما هي الأجهزة التي يمكن استخدامها في المنزل الذكي لتوفير الطاقة؟

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Solar panels, smart meters, smart lights, and smart thermostats.

الألواح الشمسية، العدادات الذكية، الإضاءة الذكية، ومنظمات الحرارة الذكية.

Lesson Five: Speaking (Powering a Greener GCC)

1- What types of energy does the Shagaya Renewable Energy Park use?

ما هي أنواع الطاقة التي يستخدمها مجمع الشقايا للطاقة المتجددة؟

Solar energy from panels, solar heat energy, and wind power.

الطاقة الشمسية من الألواح، طاقة الحرارة الشمسية، وطاقة الرياح.

2. What is the goal of the Sakaka Solar Plant in Saudi Arabia?

ما هو هدف محطة سكاكا للطاقة الشمسية في المملكة العربية السعودية؟

To produce 50% of the KSA's energy from renewable sources and power almost 45,000 homes under Saudi Vision 2030.

إنتاج 50% من طاقة المملكة من مصادر متجددة وإمداد ما يقرب من 45,000 منزل بالطاقة في إطار رؤية السعودية 2030.

3. How does the Dhofar project in Oman supply clean electricity?

كيف توفر مشروع ظفار في عمان الكهرباء النظيفة؟

It takes advantage of Oman's powerful winds to supply clean electricity to the national power grid and reduce the need for gas-powered stations.

يستفيد من رياح عمان القوية لتزويد شبكة الكهرباء الوطنية بالكهرباء النظيفة وتقليل الحاجة إلى المحطات التي تعمل بالغاز.

Lesson Seven: Reading (Think Before You Throw!)

1- What does the life cycle of every item begin with?

بماذا تبدأ دورة حياة كل عنصر؟

Extracting raw materials from the earth, such as cotton, metal, and plastic.
استخراج المواد الخام من الأرض، مثل القطن والمعدن والبلاستيك.

2- What happens when we dispose of most items after use?
ماذا يحدث عندما نتخلص من معظم الأشياء بعد استخدامها؟

They end up in landfills where they can take hundreds of years to break down.
ينتهي بها المطاف في مكبات النفايات حيث قد تستغرق مئات السنين لكي تتحلل.

3- What does upcycling mean? **ماذا تعني إعادة التدوير الإبداعي ؟**

Changing an item into something completely new and more beautiful instead of simply reusing it as it is.
تحويل الشيء إلى ما هو جديد كلياً وأكثر جمالاً بدلاً من مجرد إعادة استخدامه كما هو.

4. Why does the planet need millions of people making better choices?
لماذا يحتاج الكوكب إلى ملايين الأشخاص الذين يتخذون خيارات أفضل؟

Because every small action adds up to reduce waste and lower the unnecessary use of new materials. لأن كل تصرف صغير يتراكم لتقليل النفايات وتقليل الاستخدام غير الضروري للمواد الجديدة

Lesson Nine: Listening (Rethinking Waste Worldwide)

1- What do you think happens to rubbish after disposal?
برأيك، ماذا يحدث للقمامة بعد التخلص منها؟

It is managed through different systems like landfills, incineration, composting, or waste sorting.
يتم التعامل معها من خلال أنظمة مختلفة مثل مكبات النفايات، الحرق، التسميد، أو فرز النفايات.

2. What is the purpose of waste management systems like incineration and composting?
ما هو الغرض من أنظمة إدارة النفايات مثل الحرق والتسميد؟

To safely handle, reduce, or convert rubbish into energy or natural fertilizer.
التعامل الآمن مع القمامة، أو تقليلها، أو تحويلها إلى طاقة أو سماد طبيعي.

3. How do different countries manage their waste? **كيف تدير الدول المختلفة نفاياتها؟**

By using various methods such as waste sorting, incineration, landfills, and composting.
باستخدام طرق متنوعة مثل فرز النفايات، الحرق، مكبات النفايات، والتسميد.

Lesson Ten: Speaking (Throw-away Culture)

1- What are the starting materials for a mobile phone? **ما هي المواد الأولية لصنع الهاتف المحمول؟**
Rare earth minerals. المعادن الأرضية النادرة

2- What is a common problem caused by paper cups?
ما هي المشكلة الشائعة التي تسببها الأكواب الورقية؟

They release methane when buried or are difficult to recycle.
أنها تنبعث منها غاز الميثان عند دفنها أو يصعب إعادة تدويرها.

🕮Reading Comprehension Passage

Read this passage then answer the questions Below:

Most children in poor countries don't have enough food to eat. They don't have the fancy clothes, toys and other things that children of more developed countries have. Instead of going to school to gain a good education, children in underdeveloped countries set out to work from as young as four or five years old. By the age of twelve, most of them are given the responsibilities of looking after and supporting their parents who are often weak from hunger and ill health.

Deprived of any form of education from such a young age, these underprivileged children are forced to take up illegal odd jobs which often have hazardous and unsuitable working conditions. Since it is illegal for young children to work, the corporations or factories that do hire these children hide them away from the main working areas. **They** trap children for long stretches of time in dark and dirty rooms. In India, for example, there are children who work in factories which manufacture matches. The working hours in these factories are long and the work is tedious, but what is most significant is that such factories are potential fire hazards. Not only do these children risk their lives by working, but they are also exploited as they are paid minimal wages.

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The United Nations encouraged countries to prohibit the import of products made by children under the age of 15. We may think such measures will stop the problem of child **exploitation**, but the truth is they may lead to other problems. Even though the garment factories may be exploiting children by paying them low salaries, they do nevertheless provide them with a more or less safe working environment and proper jobs. Dismissing children from work does not necessarily mean that children will no longer work. In fact, they may end up in the hands of drug pushers or other criminals and lead a life of vice selling drugs or steal for a living.

A- Choose the best completion from a, b, c and d :

1- The best title for this passage is ……

a- The problems of poor countries b- Lack of jobs in poor countries

c- Working children in poor countries. d- Good education for children.

2- The underlined word (They) refers to ……

a- children in poor countries b- factories in poor countries

c- illegal odd jobs. d- dark and dirty rooms

3- The underlined word (exploitation) refers to ……

a- importing products b- having good education

c- providing safe environment d- misusing children in poor countries

4- Dismissing children from work may lead them to……

a- sell drugs or steal b- have safe working environment.

c- have enough to eat. d- stop the problem of children work.

5- Which of the following statements is not True about the passage:

a- Factories try to exploit children in poor countries.

b- Children are trapped in dark and dirty rooms.

c- Children are paid minimal wages.
d- Children should work and learn at the same time

B- Answer the following questions:

6- Where do factories hide the children?

……
……

7- How do The United Nations try to solve the problem of exploiting children?

……
……

II Summary-Making

- Read the following passage, then do as required below:

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Most students fail because they are afraid, above all else, of failing, of disappointing or displeasing the many anxious adults around them, whose limitless hopes and expectations for them hang over their heads like a cloud. In addition, they are bored because the things they are given and told to do in school are so trivial, so dull, and make such limited and narrow demands on the wide spectrum of their intelligence, capabilities, and talents. Furthermore, school regulations might also affect their standards and cause them to fail. Finally, bad companions are a fundamental reason of students' failure.

In a paragraph of four (4) sentences, only summarize and paraphrase the previous passage in an answer to the following question: (4 x 15 =60 Marks)

Why the author believes that MOST children fail.

……
……
……
……
……
……
……
……
……

Translation

Translate the following sentences into good English:

أحمد : ما هي الطاقة المتجددة؟

عدنان : هي طاقة مستمدة من مصادر طبيعية مثل الرياح أو الشمس ولا تنفذ.

Ahmad:……
……..
Adnan:……..……
……..

علي : كيف يمكننا توفير الطاقة في المنزل؟
عباس: عن طريق إطفاء الأضواء عندما لا تكون هناك حاجة إليها.

Ali:……
……..
Abbas:……..……
……..

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أمل :هناك مصادر عديدة للطاقة تعتمد عليها الكويت.
منى : هذا صحيح وأهمها الوقود الأحفوري و النفط والغاز الطبيعي.

Amal :……
……..
Mona:……..……
……..

أحمد : ما هو مجمع الشقايا للطاقة المتجددة؟
سالم : هو مشروع وطني في منطقة صحراوية غرب مدينة الكويت يستخدم تقنيات الطاقة المتجددة مثل طاقة الرياح والطاقة الشمسية.

Ahmad :……
……..
Salem:……..……
……..

خالد: ماذا يقصد بـ "المنزل الذكي"؟
سالم : أعتقد أنه منزل يدمج بين التكنولوجيا الذكية والسلوك اليومي السليم لإدارة الموارد بكفاءة.

Khaled :……
……..
Salem:……..……
……..

جمال : ماذا تعرف عن إعادة التدوير الإبداعي
قاسم : هو تحويل الشيء إلى ما هو جديد كلياً وأكثر جمالاً بدلاً من مجرد إعادة استخدامه كما هو.

Jamal :……
……..
Qassem :……..……

Lesson Eleven: Writing
Habits for a Better World

Plan and **write** an expository essay of **no fewer than 12 sentences (around 120-140**

words), explaining **the changes teenagers can make inside their homes** and **the choices they can make outside their homes to protect the environment.**

I. Introduction

.....

.....

II. Body Paragraph 1:

Topic Sentence: .....

Supporting Detail 1:

.....

.....

Supporting Detail 2:

.....

.....

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III. Body Paragraph 2:

Topic Sentence: .....

Supporting Detail 1:

.....

.....

Supporting Detail 2:

.....

.....

IV. Conclusion

.....

.....

Write your Topic Here

.....

.....

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Module 2 : Cultural Foundation & Civic Duty
Unit 3 Exploring Heritage

Introduction to Module 2 Unit 3

Lesson One: Opener (Stamps That Tell Our Story)

	Word	F.	Definition	Meaning
Lesson 1	**artefact**	n	an object made by a human, especially of historical or cultural interest	قطعة أثرية
	evidence	n	facts, signs, or objects proving that something is true	برهان / دليل
	illustrate	v	to make meaning clearer using examples, pictures, etc.	يفسر / يشرح
	pass down	phv	to teach or give something to younger generations	ينقل عبر الأجيال
	stand for	phv	to support, represent, or symbolize something	يرمز إلى / يمثل
Lesson 2	**Word**	**F.**	**Definition**	**Meaning**
	automatic	adj	having controls that work without needing human operation	تلقائي
	creativity	n	the use of skill and imagination to produce something new or art	إبداع
	creator	n	a person who has made or invented a particular thing	مبتكر / مبدع
	detailed	adj	giving many details and paying great attention to information	مفصل
	devote to	phv	to dedicate an amount of time or attention to something	يكرس لـ / يخصص لـ
	director	n	a person in charge of an activity, company, or film project	مدير
	leading	adj	most important or most successful	رائد
	precisely	adv	exactly; accurately	بإتقان
	sadly	adv	in an unhappy or unfortunate way	بحزن
	translation	n	changing text or speech from one language into another	ترجمة

L	word	F.	Definition	Meaning

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	expand	v	to become or make greater in size, number, or importance	يوسع
	narrow	adj	having a small distance from one side to the other	ضيق
	passage	n	a long narrow corridor in a building or covered pathway	ممر / رواق
	surround	v	to be everywhere around something or someone	يحيط بـ
	watchtower	n	a tall tower where guards keep watch over an area	برج مراقبة
Lesson 5	**Word**	**F.**	**Definition**	**Meaning**
	award	n	a prize such as money or a plaque given for an achievement	جائزة
	conference	n	a large official meeting where people gather to discuss views	مؤتمر
	document	v	to record something via written text, photo, or film	يوثق
	insightful	adj	showing clear, deep, and original understanding of complex situations	عميق الفهم
	mechanical	adj	operated by or connected with machines and their parts	ميكانيكي
Lesson 7	**word**	**F.**	**Definition**	**Meaning**
	alive	adj	continuing to exist or endure	حي
	ceremony	n	formal traditional acts performed on important social occasions	مراسم / احتفال
	continuous	adj	existing for a period of time without interruption	مستمر
	educate	v	to teach somebody about something or how to do something	يعلم
	identify	v	to recognize someone or something and say who or what they are	يميز/ يحدد
	overseas	adv	in, from, or to other countries across the sea	في الخارج
	patiently	adv	waiting calmly or accepting difficulties without anger	بصبر
	publish	v	to produce and distribute printed or digital books or newspapers	ينشر
	root	n	the origin or fundamental basis of something	جذر / اصل
	view	v	to hold a particular opinion or way of thinking about something	يشاهد / ينظر
L e	**Word**	**F.**	**Definition**	**Meaning**

	bridge	**n**	a structure providing connection or contact between different things	جسر
	classic	**adj**	having a timeless, traditional style that remains fashionable	طراز قديم
	decorative	**adj**	decorated to look appealing; intended to be pretty	مزين
	dye	**v**	to change the color of something with a special liquid	يصبغ
	identity	**n**	who or what someone or something is; distinct characteristics	هوية
Lesson 10	**word**	**F.**	**Definition**	**Meaning**
	amazingly	**adv**	in a very surprising way that causes admiration	بشكل مذهل
	customise	**v**	to alter or build something to suit individual user needs	يخصص
	hidden	**adj**	placed or situated in a location where it cannot be easily seen	مخفي
	tuck away	**ph.v**	to be located in a quiet, secluded place	يقع بعيدا / يخفى
	walker	**n**	a person who walks, especially for recreation or health	شخص يمشى

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Choose the correct option (A, B, C, or D) for each sentence using the words provided.

1. The old stone _____ connects the two parts of the small town.
A) award B) bridge C) passage D) creativity

2. We need to find strong _____ to prove who took the ancient box.
A) evidence B) director C) identity D) ceremony

3. The famous movie _____ told the actors how to perform the difficult scene.
A) walker B) creator C) director D) artefact

4. She won a big gold _____ for making the best painting in the art show.
A) award B) bridge C) conference D) translation

5. Every morning, an old man and his dog are the only _____s in this quiet park.
A) creator B) walker C) artefact D) evidence

6. The museum has a very old metal _____ made by people thousands of years ago.
A) artefact B) ceremony C) bridge D) passage

7. Writers need a lot of _____ to make up new stories and magical worlds.

A) identity B) creativity C) conference D) translation

8. Moving from one language to another requires a very clear _____ of the words.
A) walker B) evidence C) translation D) creator

9. Teachers and scientists will meet at the big hotel for an education _____ next week.
A) conference B) passage C) award D) artefact

10. Everyone dressed in nice clothes to attend the wedding _____ on Saturday evening.
A) director B) ceremony C) identity D) bridge

11. Reading a long _____ in a foreign book helps you learn new vocabulary quickly.
A) passage B) walker C) conference D) creator

12. Looking at old family photos helps us remember our true cultural _____.
A) evidence B) identity C) award D) ceremony

13. The teacher used a picture to _____ the difficult story for the children.
A) expand B) illustrate C) surround D) publish

14. The bakery wants to _____ and open a second shop in the next town.
A) expand B) identify C) view D) educate

15. Tall green trees _____ the small wooden house in the forest.
A) document B) educate C) surround D) customise

16. The reporter tried to _____ every important detail of the historic event.
A) view B) document C) illustrate D) expand

17. Good schools help to _____ young children with knowledge and kindness.
A) educate B) publish C) surround D) customise

18. Can you _____ the owner of this lost red jacket?
A) illustrate B) identify C) expand D) document

19. The young writer is very excited to _____ her first storybook next month.
A) publish B) view C) educate D) surround

20. From the tall hill, you can get a wonderful _____ of the blue ocean.
A) identify B) view C) expand D) educate

21. You can _____ your new computer by picking your favorite background color.
A) customize B) document C) illustrate D) publish

22. The factory uses an _____ system to pack all the boxes very quickly without people.
A) automatic B) narrow C) alive D) detailed

23. The teacher gave a very _____ explanation so that every student could understand the homework.
A) mechanical B) detailed C) continuous D) leading

24. She is a _____ scientist in her field, always discovering new and important things.

A) narrow B) alive C) leading D) mechanical

25. The old street is too _____, so big trucks cannot drive down it easily.
A) continuous B) narrow C) automatic D) detailed

26. The smart student shared an _____ idea that helped the whole group solve the problem.
A) insightful B) mechanical C) leading D) alive

27. He fixed the broken clock by replacing a small _____ part inside it.
A) detailed B) automatic C) mechanical D) continuous

28. The little green plant is still growing and looks very healthy and _____ in the sun.
A) alive B) narrow C) insightful D) leading

29. The heavy rain caused a _____ flow of water down the steep hill all afternoon.
A) automatic B) continuous C) mechanical D) insightful

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Complete the sentences using the words from the list below. Use each word only once.

{devote \ pass down \ precisely\ sadly \ stand for}

30. My grandfather will _____ these old stories to his grandchildren so they are never forgotten.

31. What do the letters in this short sign _____?

32. She decided to _____ all her free time to helping animals in need.

33. The train arrived at the station at _____ five o'clock in the evening.

34. _____, the little puppy could not find its way back to its home.

Complete the sentences using the words from the list below. Use each word only once.

{patiently \ overseas \ tuck away\ amazingly}

35. My uncle lives and works _____ in a very big city far away.

36. The kind teacher waited _____ while the young student tried to read the difficult word.

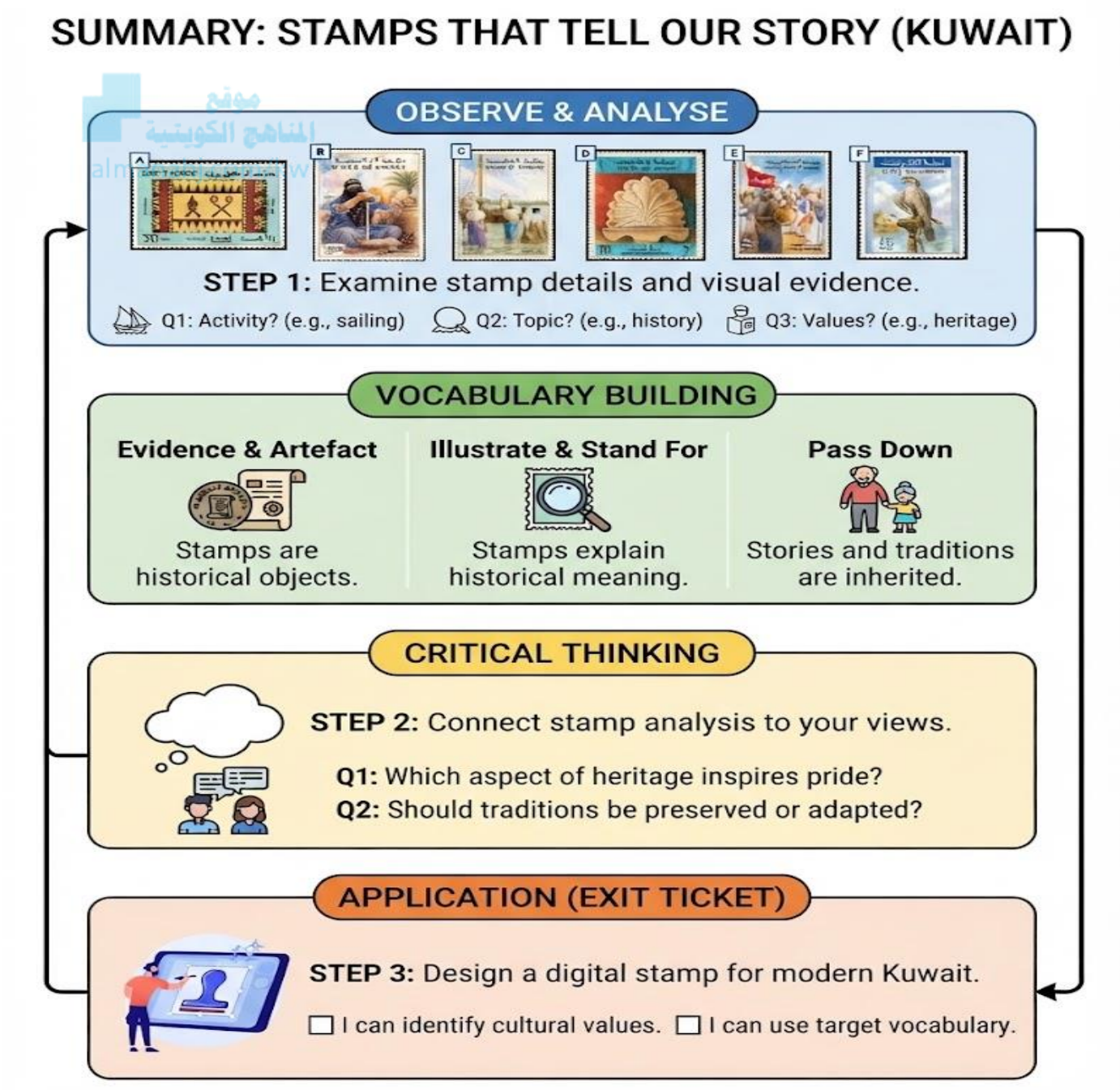
37. _____, the tiny bird learned to fly on its very first try!

38. Please _____ your warm winter clothes in the bottom drawer of the closet.

Lesson One: Opener

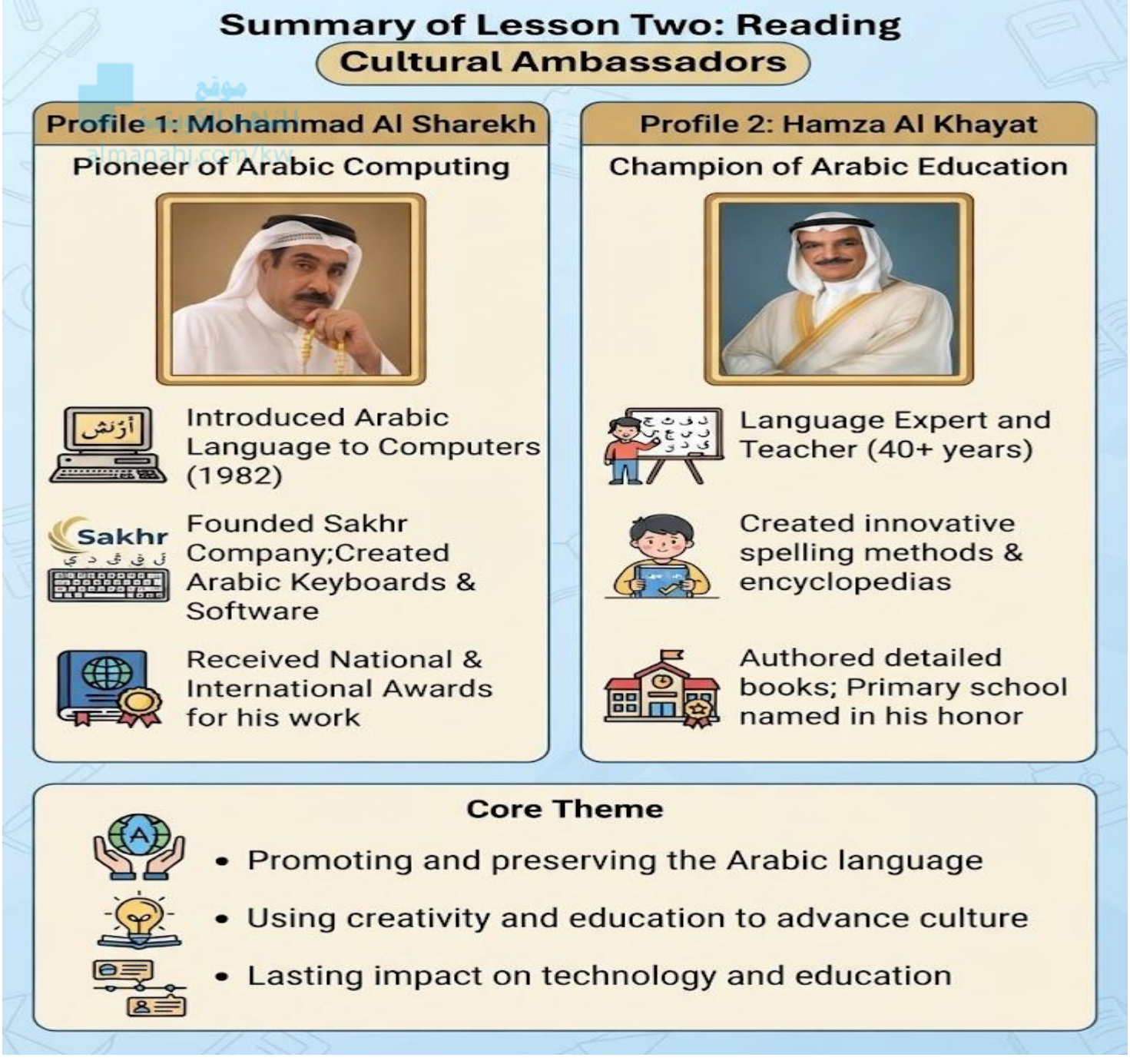
Stamps That Tell Our Story

The theme of this lesson is exploring how historical stamps tell the story of Kuwait's cultural heritage. It focuses on traditional life, values, and national symbols through pictures on postage stamps. Students learn and practice new vocabulary words related to history, evidence, and cultural traditions. The activities encourage learners to discuss past ways of life, such as trading and fishing. Finally, it prompts students to reflect on their national identity and design a modern digital stamp.



Lesson Two: Reading
Cultural Ambassadors

This lesson focuses on cultural ambassadors who have made significant contributions to the Arabic language. The first profile highlights Mohammad Al Sharekh, a Kuwaiti businessman and creator who introduced the Arabic language to computers. He founded Sakhr Company to develop Arabic computer programmes, keyboards, and automatic translation tools. The second profile features Hamza Al Khayat, a famous Kuwaiti teacher who dedicated over forty years to improving Arabic education. Both individuals served as cultural ambassadors whose legacy continues to influence and support the Arabic language.



Lesson Three: Grammar

Non-Defining Relative Pronouns and Clauses

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.*

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From a, b, c, or d, choose the best option to complete each sentence.

1. Mr Jamal, _____ really enjoys his job, is a history teacher.

A) which **B) who** **C) whose** **D) where**

2. This car, _____ is very expensive, has a very unique style.

A) who **B) where** **C) which** **D) when**

3. My sister, _____ name is Mariam, is 13 years old.

A) who **B) which** **C) where** **D) whose**

4. In Qatar, _____ he was born, Salem has become famous.

A) when **B) where** **C) which** **D) who**

5. In February, _____ we celebrate National Day, the streets are full of flags.

A) whose **B) where** **C) who** **D) when**

Lesson Four: Listening

Stories Beyond the Walls

This lesson focuses on historic forts in the GCC region. It explores how these old structures were built to protect people and places. Students listen to a podcast about famous heritage sites like The Bahla Fort, The Zubarah Fort, and The Red Fort. The lesson also encourages students to think about local historical places that could become UNESCO sites.

Lesson Five: Speaking

Big Dreamers

This lesson focuses on big dreamers and inspiring individuals who make a difference. It features short profiles of imaginary characters, including a mechanical engineer in space technology, a humanitarian leader, and a filmmaker documenting cultural heritage. Students practice speaking skills by imagining their own future profile 10 years from now. They learn how to give a talk sharing their future achievements, inspirations, and an inspiring message to others.

Lesson Six: Writing

Honour, Inspire, Remember

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:

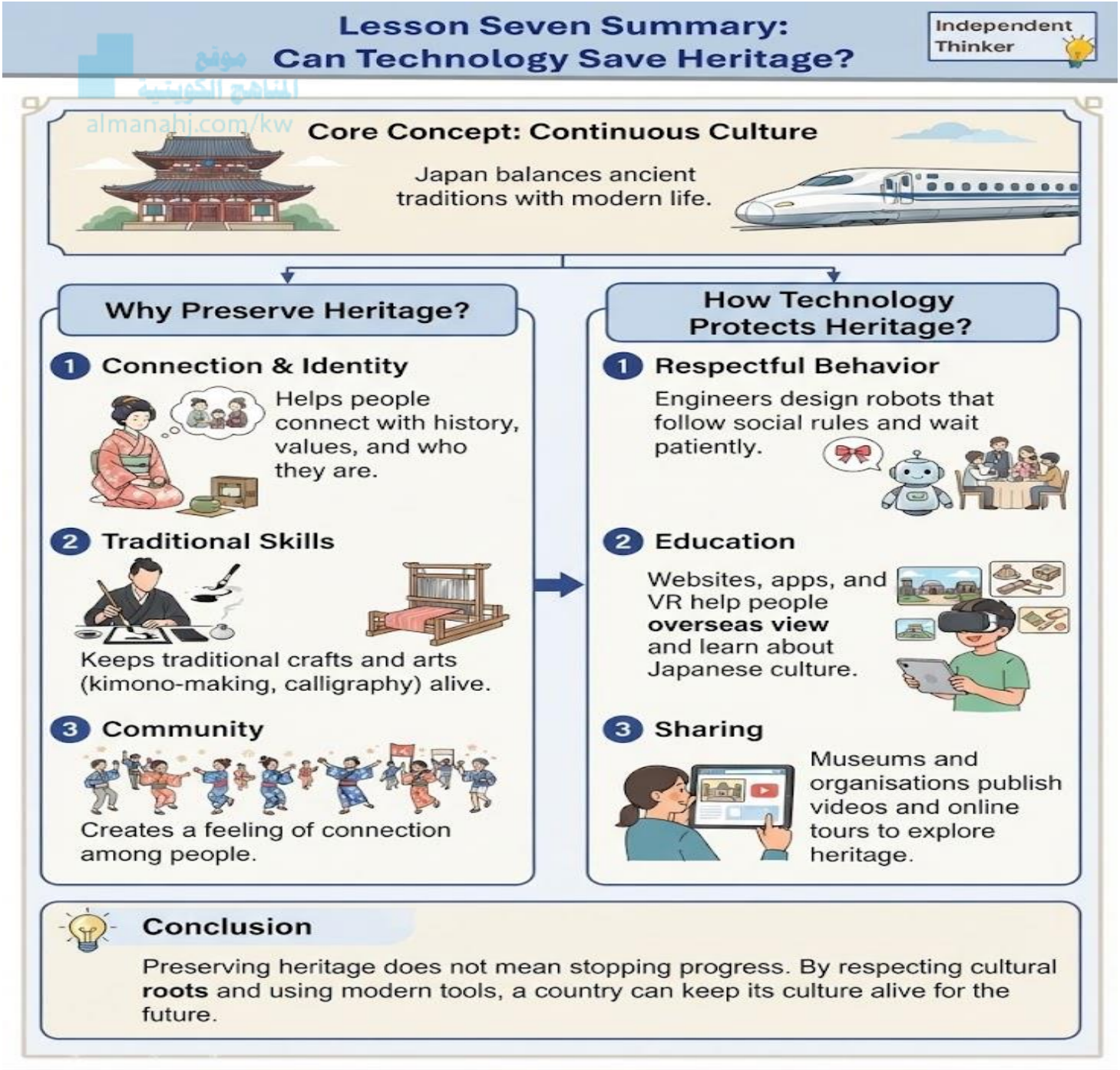
Outline

An Introductory Sentence:
Honoring special people is very important because it shows we appreciate their hard work.
Supporting Idea 1:
One good way to honor them is by naming buildings after them so people remember them forever.
Supporting Idea 2:
We can also honor them by putting their pictures or stories in museums.
A Concluding Sentence:
In the end, thanking distinguished figures in these ways is important because it shows we truly value their great contributions.

Honoring special people is very important because it shows we appreciate their hard work. One good way to honor them is by naming buildings after them so people remember them forever. For example, a primary school can be named after a famous teacher to show respect, which keeps their good name alive in the community. We can also honor them by putting their pictures or stories in museums. For instance, a museum can display the tools and books of a great writer to help young people learn about their achievements and feel inspired. In the end, thanking distinguished figures in these ways is important because it shows we truly value their great contributions.

Lesson Seven: Reading
Can Technology Save Heritage?

This lesson explores how a country can stay modern without losing its old heritage. It uses Japan as an example of a continuous culture, where traditions and modern technology live together. Preserving heritage helps people connect with their history, values, traditional skills, and arts. Japan also uses modern technology, like robots and apps, to support and share its traditional culture with others. In conclusion, keeping cultural roots alive does not mean stopping progress.



Lesson Eight: Grammar
Past Simple and Past Continuous

1 Study the following formula before answering the exercises below.

While/ As + long action, short action	While/ As + long action, long action	When + short action, long action

- **Use/meaning:** *It expresses an action which was happening in a particular time in the past.*

Keywords:	* When * While/ as
Form:	(He – She – It) was/ (They – We – You) were + inf. + ing
Negative:	was/ were not + inf. + ing

Do as shown in brackets:

6. **They……. (watch) …TV, when the power went out.** **(Correct the Verb)**
a. are watching **b- were watching** **c- have watched**

7- **Mariam fell off the ladder while she ..(paint)..the ceiling.** **(Correct)**
a- is painting **b- paints** **c- was painting**

8- **As they (dive) under the sea, sharks (attack) them.** **(Correct the verb)**
a- As they were diving under the sea, sharks attacked them.
b- As they dived under the sea, sharks were attacking them.
c- As they have dived under the sea, sharks attacking them.

9- **While Ali was sending the e-mails, the computer broke down.** **(Use:when)**
a- Ali was sending the e-mails when the computer broke down.
b- When Ali is sending the e-mails, the computer broke down.
c- The computer breaks down when Ali was sending the e-mails.

10- **When we met Fahd, we were walking on the beach.** **(Use: while)**
a. We were walking on the beach while we met Fahd.
b. We met Fahd while we were walking on the beach.
c. While we met Fahd, we were walking on the beach.

11- **While he (drive) home, he saw an accident.** **(Correct)**

a- While he drove home, he saw an accident.
b- While he driving home, he saw an accident.
c- While he was driving home, he saw an accident.

12- **The family was having dinner when they ..(hear) ..the news.** **(Correct)**

a- heard **b- hears** **c- has heard**

13- **Salma was shopping when she saw her friends.** **(Ask a question)**

a. What did Salma do when she saw her friends?
b. What was Salma doing when she saw her friends?
c. What was Salma do when she saw her friends?

14.They were sleeping when a thief broke into their house. **(Ask a question)**

a. What happened while they were sleeping?
b. What happens when they are sleeping?
c. What happens while they were sleeping?

15. While I (search) for my pen, I found your gold ring. **(Correct)**

a- While I was searching for my pen, I found your gold ring.
b- While I search for my pen, I found your gold ring.
c- While I am searching for my pen, I found your gold ring.

16. A car (hit) Ali while he was crossing the street. **(Correct)**

a- A car hit Ali while he was crossing the street.
b- A car hits Ali while he was crossing the street.
c- A car was hitting Ali while he was crossing the street.

17. They were watching TV when the explosion happened. **(Form a Question)**

a- What were they doing when the explosion happened?
b- When were they watching TV when the explosion happened?
c- Where were they watching TV when the explosion happened?

Lesson Nine: Listening

Continuous Culture: Sadu Weaving

This lesson, titled "Continuous Culture: Sadu Weaving," introduces new vocabulary words such as identity, dye, decorative, classic, and bridge. The pre-listening activity engages students in matching various Sadu patterns with their corresponding meanings like stars, water, scissors, and snake paths. During the listening portion, students listen to an informational talk to answer comprehension questions and evaluate statements as true, false, or not given. Finally, the post-listening section allows students to design their own Sadu product by drawing a pattern, naming it, and using designated helpful language to explain its importance.

Lesson Ten: Speaking

Hidden Gems

موقع المناهج الكويتية almanahj.com/kw

This lesson focuses on the theme of discovering "Hidden Gems" like The Secret Garden in Salmiya to emphasize community cooperation and environmental protection. It explores core values such as kindness, unity, wisdom, appreciation, innovation, and tradition through collaborative practice. Students engage in role-playing exercises to discuss how apps and artificial intelligence can promote these cultural values in Kuwait. Finally, the lesson concludes with production tasks where learners share app ideas, vote on the best concepts, and use functional language to justify their choices.

Set Book Questions and Answers

Lesson One: Opener

1- What do stamps tell us about Kuwait? **ماذا تخبرنا الطوابع عن الكويت؟**

They tell us about Kuwait's history, traditional life before oil, and cultural heritage.

تخبرنا عن تاريخ الكويت، والحياة التقليدية قبل النفط، والتراث الثقافي.

2- What values or traditions can you identify in these stamps?

ما هي القيم أو التقاليد التي يمكنك تحديدها في هذه الطوابع؟

We can identify traditional activities like weaving, pearl diving, seafaring, and symbols of strength and pride like the falcon.

يمكننا تحديد الأنشطة التقليدية مثل النسيج، الغوص على اللؤلؤ، ركوب البحر، ورموز القوة والفخر مثل الصقر.

3- What do artefacts and stamps provide us regarding history?

ماذا تقدم لنا القطع الأثرية والطوابع فيما يتعلق بالتاريخ؟

They provide us with evidence of a country's history and help illustrate traditional life from past generations. أنها توفر لنا دليلاً على تاريخ البلد وتساعد في توضيح الحياة التقليدية للأجيال السابقة.

4- Why is it important to pass down stories and traditions through generations?

لماذا من المهم نقل القصص والتقاليد عبر الأجيال؟

To preserve national identity, cultural heritage, and teach younger people about their ancestors' way of life. للحفاظ على الهوية الوطنية والتراث الثقافي وتعريف الشباب بطريقة حياة أجدادهم.

Lesson Two: Set Book Questions
Cultural Ambassadors

1- Who was Mohammad Al Sharekh and what did he do?من هو محمد الشارخ وماذا فعل؟

He was a Kuwaiti businessman and creator who helped introduce the Arabic language to computers by founding Sakhr Company.

كان رجل أعمال ومبتكراً كويتياً ساعد في إدخال اللغة العربية إلى أجهزة الكمبيوتر من خلال تأسيس شركة صخر.

2- How did Mohammad Al Sharekh support the Arabic language in technology?

كيف دعم محمد الشارخ اللغة العربية في التكنولوجيا؟

He helped create Arabic keyboards, automatic translation programmes, educational programmes, and a digital collection of Arabic literature.

ساعد في إنشاء لوحات مفاتيح عربية، وبرامج الترجمة الفورية، والبرامج التعليمية، ومجموعة رقمية من الأدب العربي.

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3- Who was Hamza Al Khayat and what was his main goal?

من هو حمزة الخياط وما هو هدفه الرئيسي؟

He was a famous Kuwaiti language expert and teacher who devoted more than forty years to improving the teaching of Arabic.

كان خبيراً ومعلماً لغوياً كويتياً شهيراً كرّس أكثر من أربعين عاماً لتحسين تدريس اللغة العربية.

4- What was one of Hamza Al Khayat's most important achievements?

ما هو أحد أهم إنجازات حمزة الخياط؟

His spelling encyclopaedia for primary school students, which used fun activities to help improve spelling, reading, and writing skills.

موسوعته الإملائية لطلاب المرحلة الابتدائية، والتي استخدمت أنشطة ممتعة للمساعدة في تحسين مهارات الإملاء والقراءة والكتابة.

Lesson Five Set Book Questions
Big Dreamers

1- What are some examples of historic forts?

ما هي بعض أمثلة القلاع التاريخية المذكورة في الدرس؟

The Bahla Fort, The Zubarah Fort, and The Red Fort.

قلعة بهلا، قلعة الزبارة، والقلعة الحمراء.

2- Which country is the Bahla Fort located in and is it a UNESCO site?

في أي دولة تقع قلعة بهلا وهل هي موقع من مواقع اليونسكو؟

It is located in Oman, and yes, it is a UNESCO World Heritage Site.

تقع في سلطنة عمان، نعم، هي موقع للتراث العالمي لليونسكو.

Lesson Seven Set Book Questions
Can Technology Save Heritage?

1- What did Sara receive in 2021 and what did she achieve in 2023?
ماذا تلقت سارة في عام 2021 وماذا حققت في عام 2023؟

She received an international award in space science in 2021, and in 2023 she became the first Kuwaiti and Arab woman to represent her country at a major international space conference.
حصلت على جائزة دولية في علوم الفضاء عام 2021، وفي عام 2023 أصبحت أول امرأة كويتية وعربية تمثل بلدها في مؤتمر دولي كبير للفضاء.

2- English: What is Nasser's role and what kind of work is he dedicated to?
ما هو دور ناصر وما نوع العمل الذي كرّس نفسه له؟

He is an insightful leader dedicated to humanitarian work, providing healthcare and education to poor communities around the world.
هو قائد ذو بصيرة مكرس للعمل الإنساني، ويوفر الرعاية الصحية والتعليم للمجتمعات الفقيرة حول العالم.

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3- Why does Rashid focus on documenting culture and traditions in his videos?
لماذا يركز راشد على توثيق الثقافة والتقاليد في مقاطع الفيديو؟

He uses videos to document real stories and traditions, helping preserve cultural heritage for future generations.
يستخدم مقاطع الفيديو لتوثيق القصص والتقاليد الحقيقية، مما يساعد في الحفاظ على التراث الثقافي للأجيال القادمة.

4- What elements should students include when they present their "Future Profile" talk?
ما هي العناصر التي يجب على الطلاب تضمينها عند تقديم "الملف الشخصي المستقبلي" الخاص بهم؟

They should include an introduction of their future self, who inspired them, their achievements, how their work helped people, and an inspiring message.
يجب أن يتضمنوا مقدمة عن أنفسهم في المستقبل، ومن ألهمهم، وإنجازاتهم، وكيف ساعد عملهم الناس، ورسالة ملهمة.

Lesson Nine Set Book Questions
Continuous Culture: Sadu Weaving

1- What are some examples of Sadu patterns shown in the pre-listening activity?
ما هي بعض أمثلة أنماط السادو المعروضة في نشاط ما قبل الاستماع؟

Stars, water, scissors, and snake paths.
النجوم، والماء، والمقص، ومسارات الأماكن/الثعابين.

2- What role did women in the past play regarding Sadu weaving?
ما الدور الذي لعبته المرأة في الماضي فيما يتعلق بحياكة السادو؟

Women played an important role in practicing and passing down Sadu weaving traditions.
لعبت المرأة دوراً هاماً في ممارسة ونقل تقاليد حياكة السادو.

3- What was established in Kuwait in 1979 in relation to this craft?
ماذا تم تأسيسه في الكويت عام 1979 فيما يتعلق بهذه الحرفة؟

The Sadu Society was established in 1979 in Kuwait.
تأسست جمعية السادو عام 1979 في الكويت.

Lesson Ten Set Book Questions
Hidden Gems

1- Where is "The Secret Garden" located and why is it called that?
أين تقع "الحديقة السرية" ولماذا سميت بهذا الاسم؟

It is located in Salmiya, and it is quietly tucked away from the busy city.
تقع في السالمية، وهي مخفية بهدوء بعيداً عن صخب المدينة.

2- What features can be found inside The Secret Garden?
ما هي الميزات التي يمكن العثور عليها داخل الحديقة السرية؟

Creativity expressed in plants and designs, a space customized by the community, and a "Wall of Kindness".
إبداع يتم التعبير عنه في النباتات والتصميمات، ومساحة تم تخصيصها من قبل المجتمع، و"جدار اللطف."

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3- What values do the "Wall of Kindness" and the community effort show?
ما هي القيم التي يظهرها "جدار اللطف" والجهد المجتمعي؟

Generosity, cooperation, and how we can work together to protect our environment and culture.
الكرم، والتعاون، وكيف يمكننا العمل معاً لحماية بيئتنا وثقافتنا.

4- What does this abbreviation stand for“K-U-W-A-I-T”?
إلى ماذا يرمز هذا الإختصار؟

It stands for Kindness, Unity, Wisdom, Appreciation, Innovation, and Tradition.
يرمز إلى اللطف، الوحدة، الحكمة، التقدير، الابتكار، والتقاليد.

🕮Reading Comprehension Passage

Tom had strange ideas of fun. His favourite way of amusing himself was to annoy other people. But the day of the fire was the day he learnt his lesson. In some parts of the town where Tom lived there were fire alarms in the streets. You had to break the glass and turn a handle; that was all, and then the firemen came to put out the fire. Tom would start one of these alarms and then enjoy watching the fire engines as they raced down the street looking for the fire. He used to hide behind a wall at the corner of the street and laugh as the firemen discovered that there was no fire and got back angrily on to their engines.

Tom told some of his friends at school about the fun he was having and the result was that there were soon boys all over the town who went about starting false alarms of fires. In the holidays Tom liked to do chemistry **experiments** in his bedroom. One day there was an accident He was using a burner to heat some liquid, when suddenly he knocked it over, and in a few moments **his** bed was on fire. Tom saw immediately that firemen would be needed to put the fire out. At top speed he ran downstairs and out of the house and along the street to the corner where the fire alarm stood. There for a moment his heart stopped beating; it was broken. Tom turned to look back at his house.

Black smoke was beginning to climb up from his bedroom window. He stood by the fire alarm, not knowing what to do. It seemed that his home was about to be burnt down perhaps because of a trick which some other foolish boy had learnt from him!

At the sound of a clanging bell his fear changed suddenly to hope. Yes, it really was the fire engine that came racing down the road! Although he never discovered who started the alarm, he knew he was luckier than he deserved to be by chance, an unknown boy's silly trick had had useful result.

From a, b, c and d choose the right answer:

1- The main idea of the passage is:

a) not to make foolish tricks
b) not to make fire
c) not to call fire engines
d) to make tricks

2 -The word "experiments" in line 12 in the second paragraph means:

a) making fire
b) testing
c) school subject
d) putting out fire

3 - In the second paragraph the pronoun "his" refers to:

a) Tom
b) Tom's friend
c) a fireman
d) an inventor

4- All the following statements about the passage are TRUE EXCEPT:

a) Tom likes funny tricks
b) Tom was using a burner when his house was on fire.
c) Tom's home was burnt down.
d) A boy's silly trick saved Tom.

5 - In the holiday, Tom was fond of……

a) Mathematics
b) Chemistry
c) Physics
d) Biology

6- When Tom used to start false fire alarms, the firemen…….

a. laughed at what happened
b. didn't come
c. were angry
d. knew it was a joke

Answer the following questions:

7- What saved Tom Drakes?

……
……

8- **Where did Tom use to hide?**

……
……

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II Summary-Making

- Read the following passage, then do as required below:

It is well known that some cultures prefer sons to daughters. Sons are wanted because they can work to help the family earn income. Also, sons will be able to support their parents when the parents are old. In some countries, sons are important because the family name will continue for another generation. This is because the wife in these cultures takes her husband's family name, and sometimes belongs to the husband's family. Not only that, but having a daughter can sometimes cause difficulty for the family. In India, for example, having a daughter can be a burden. Families must save a lot of money to pay a dowry when the girl gets married. According to a survey done in 2000, people in some developed countries would prefer to have daughters. Researchers said that parents in these societies do not have the same economic reasons that exist in other countries, so they do not need to have a son to help make money.

In a paragraph of four (4) sentences, only summarize and paraphrase the previous passage in an answer to the following question:

Why do people prefer to have sons in some countries?

……
……
……
……
……
……
……
……

Translation

Translate the following sentences into good English:

أحمد : تخبرنا الطوابع عن تاريخ الكويت.
خالد: هذا صحيح وتخبرنا أيضاً عن الحياة التقليدية قبل النفط، والتراث الثقافي.

Ahmad : .....
.....
Khaled : .....
.....

علي : هل تعطينا القطع الأثرية والطوابع دليلاً على تاريخ البلد ؟
عادل : نعم وتساعد أيضاً في توضيح الحياة التقليدية للأجيال السابقة

Ali:.....
.....
Adel: .....
.....

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منى : كيف دعم محمد الشارخ اللغة العربية في التكنولوجيا؟
هبه : ساعد في إنشاء برامج الترجمة الفورية، والبرامج التعليمية.

Mona: .....
.....
Heba:.....
.....

حمد: حمزة الخياط كان خبيراً ومعلماً لغوياً كويتياً شهيراً .
سالم: هذا صحيح؛ لقد كرّس أكثر من أربعين عاماً لتحسين تدريس اللغة العربية.

Hamad: .....
.....
Salem:.....
.....

فاطمة: في أي دولة تقع قلعة بهلا ؟
شيماء: تقع في سلطنة عمان و هي موقع للتراث العالمي لليونسكو.

Fatma: .....
.....
Shimaa:.....
.....

هشام: ما الدور الذي لعبته المرأة في الماضي فيما يتعلق بحياكة السادو؟
حسام: لعبت المرأة دوراً هاماً في ممارسة ونقل تقاليد حياكة السادو.

Hesham: .....
.....
Hosam:.....
.....

Stamps That Tell Our Story
Lesson Eleven: Writing
Preserving Heritage

Writing Prompt

Your heritage is your story – don't let it disappear.

Plan and write an expository essay of no fewer than 12 sentences (around 120-140 words) about our cultural heritage, explaining why it is important to preserve our heritage and how we can protect it for future generations.

I. Introduction

.....

II. Body Paragraph 1:

Topic Sentence: .....

Supporting Detail 1:

.....

.....

Supporting Detail 2:

.....

.....

III. Body Paragraph 2:

Topic Sentence: .....

Supporting Detail 1:

.....

.....

Supporting Detail 2:

.....

.....

IV. Conclusion

.....

.....

Write Your Topic Here

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Unit 4 Citizenship

Module Lesson One: Opener

What Makes a Good Citizen?

New Vocabulary

	Word	F.	Definition	Meaning
Lesson1	**citizenship**	n	the state and duties of being an active citizen in a community	المواطنة
	continuously	adv	occurring repeatedly or continuously without interruption	باستمرار
	site	n	a location where a structure, town, or monument is situated	موقع
	tie	n	a close relationship or connection linking people or nations	رباط / صلة
	well-known	adj	known and recognized by a large number of people	مشهور
Lesson 2	**Word**	**F.**	**Definition**	**Meaning**
	capacity	n	someone's maximum ability to do or contain something	قدرة / سعة
	collection	n	a curated group of objects or artifacts assembled together	مجموعة
	culturally	adv	relating to the customs, heritage, and values of a society	ثقافيًا
	hub	n	the bustling focal center of an activity, trade, or region	مركز
	mark	v	to celebrate or formally commemorate an important milestone	يحدد
	nation	n	a community sharing common history, language, and governance	أمة
	new-found	adj	recently discovered, attained, or recognized	حديث الإكتشاف
	rapidly	adv	at high speed; swiftly within a short timeframe	بسرعة
	sustain	v	to nourish, uphold, and allow to continue over time	يدعم
	transformation	n	a complete and profound evolution or change in form	تحول / تغيير

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	Word	F.	Definition	Meaning
Lesson 4	**defence**	n	the protection of people or a country against attack or threat	دفاع
	downplay	v	to minimize the perceived gravity or importance of an issue	يقلل من شأن
	leader	n	a person who guides or commands a nation or organization	قائد
	safeguard	v	to protect from harm, loss, or jeopardy; preserve securely	يحمي / يصون
	stable	adj	firmly established; unlikely to deteriorate or falter	مستقر
Lesson 5	**word**	**F.**	**Definition**	**Meaning**
	altruism	n	disinterested and selfless concern for the well-being of others	الإيثار
	ancestor	n	a forebear from whom a person is descended	سلف / جد
	comply	v	to act in accordance with an established mandate or regulation	يلتزم
	loyal	adj	giving firm and steadfast support or allegiance to a group or cause	مخلص / وفي
	volunteer	v	to freely offer service without compulsion or financial gain	يتطوع
Lesson 7	**word**	**F.**	**Definition**	**Meaning**
	contract	n	a formal, legally binding covenant between entities	عقد
	equality	n	the state of having identical social standing and equal rights	المساواة
	formal	adj	observing established ceremony, etiquette, or legal standards	رسمي
	freedom	n	the right to act, think, or speak without arbitrary restraint	حرية
	impose	v	to establish authoritatively as compulsory; levy or enforce	يفرض / يلزم
	informal	adj	casual and friendly; unconstrained by rigid protocol	غير رسمي
	interestingly	adv	in a remarkable way that commands intellectual curiosity	بشكل مثير
	respect	v	to hold in high esteem, admire, and treat with consideration	يحترم
	sentence	v	to formally pronounce judicial condemnation or penal decree	يحكم / يصدر حكمًا
	universal	adj	applicable to, occurring across, or embracing all humankind	شامل / عالمي

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	Word	F.	Definition	Meaning
Lesson 9	**monument**	n	a stately architectural structure celebrating a heroic legacy	نصب تذكاري
	rare	adj	seldom encountered; marked by uncommon scarcity	نادر
	showcase	v	to exhibit the finest virtues or attributes conspicuously	يعرض
	skyline	n	the distinctive horizon profile etched by architectural silhouettes	الأفق العمراني للمدينة
	symbolise	v	to serve as an emblematic representation of an abstract virtue	يرمز إلى
Lesson 10	**Word**	**F.**	**Definition**	**Meaning**
	character	n	the composite aggregate of mental and ethical traits defining a person	شخصية
	lasting	adj	enduring across time; leaving an indelible impression	دائم
	mature	adj	having attained complete psychological stability and sound discretion	راشد / ناضج
	record	n	an authentic documented chronicle preserved for posterity	سجل
	regulation	n	an authoritative directive issued by governing jurisdiction	قانون / لائحة

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Choose the correct option (A, B, C, or D) for each sentence.

1. The country went through a huge _____ when old towns were rebuilt into modern cities.
A) capacity B) transformation C) record D) monument

2. A strong military is needed for the country's _____ against danger.
A) defence B) skyline C) site D) altruism

3. She showed great _____ by giving her own money to help poor people.
A) regulation B) contract C) altruism D) ancestor

4. People in a free country have the right to speak and live with total _____.
A) freedom B) leader C) tie D) collection

5. The city has a beautiful _____ filled with tall modern skyscrapers.
A) citizenship B) skyline C) equality D) nation

6. My grandfather's father is an important family _____.
A) hub B) ancestor C) character D) capacity

7. The new school _____ says that students must wear uniforms.
A) regulation B) nation C) monument D) record

8. Good _____ means following the rules and caring for your community.
A) character B) citizenship C) contract D) site

9. The art museum has a large _____ of paintings from different countries.

A) collection B) defence C) tie D) freedom

10. This water bottle has the _____ to hold one liter of liquid.
A) leader B) capacity C) altruism D) skyline

11. A good political _____ listens to the people and helps them solve problems.
A) site B) leader C) ancestor D) transformation

12. They signed a written _____ before buying the house together.
A) contract B) equality C) record D) regulation

13. The tall stone _____ in the center of the park honors the heroes of the war.
A) hub B) monument C) citizenship D) capacity

14. France and Japan are examples of a sovereign _____.
A) nation B) character C) tie D) altruism

15. Laws should guarantee fairness and _____ for every person.
A) freedom B) equality C) defence D) collection

16. The central train station acts as a busy travel _____ for the whole region.
A) hub B) skyline C) monument D) ancestor

17. He is a very honest person with a strong moral _____.
A) character B) contract C) site D) nation

18. The old historical _____ was protected because ancient ruins were found there.
A) record B) site C) leader D) transformation

19. Brothers and sisters share a special family _____ that lasts forever.
A) tie B) regulation C) capacity D) citizenship

20. The teacher keeps a written _____ of every student's grades.
A) record B) altruism C) equality D) hub

21- Strict environmental laws are made to _____ our resources for future generations.
A) downplay B) sustain C) impose D) sentence

22- The art gallery plans to _____ works by local emerging artists next month.
A) comply B) safeguard C) showcase D) mark

23- The judge decided to _____ the convicted criminal to five years in prison.
A) sentence B) symbolize C) sustain D) respect

24- All employees must _____ with the company's safety regulations to avoid penalties.
A) impose B) comply C) mark D) safeguard

25- Governments often _____ heavy taxes on imported luxury goods.
A) showcase B) impose C) respect D) sustain

26- White doves are often released during ceremonies to _____ peace and harmony.
A) symbolize B) downplay C) comply D) mark

27- Security guards use modern technology to _____ the museum against theft and damage.
A) impose B) safeguard C) sentence D) showcase

28- It is important to _____ the opinions and beliefs of others during a debate.
A) respect B) symbolize C) downplay D) comply

29- The teacher told the students not to _____ their achievements, as they worked very hard on the project.
A) sustain B) downplay C) mark D) safeguard

30- The school plans to hold a special ceremony to _____ the end of the academic year.
A) impose B) mark C) sentence D) respect

31- The ancient manuscript is _____; only two copies of it exist in the world today.
A) universal B) rare C) well-known D) formal

32- Despite facing economic hardships, their friendship remained strong and _____.
A) informal B) lasting C) new-found D) unstable

33- We decided to host an \ a _____ gathering in the backyard with our friends.
A) informal B) rare C) loyal D) mature

34- Employees remained deeply _____ to the company even during hardships.
A) universal B) loyal C) informal D) new-found

35- Gravity is a _____ law of physics that applies everywhere in the universe.
A) mature B) universal C) rare D) informal

36- The company's financial situation has finally become _____ after months of problems.
A) stable B) informal C) lasting D) well-known

37- Her _____ love for reading grew quickly after she discovered exciting adventure books.
A) new-found B) formal C) rare D) mature

38- The professor adopted an \ a _____ and friendly tone during the workshop to make students feel comfortable.
A) formal B) informal C) universal D) loyal

39- As children grow up, they become more _____ and learn to make wise choices.
A) rare B) stable C) mature D) informal

40- The famous actor is a _____ figure who is very famous in the country.
A) well-known B) lasting C) new-found D) universal

41- Technology is advancing so _____ that new smartphones are released almost every month.
A) culturally B) rapidly C) continuously D) interestingly

42- The engine ran _____ for hours without stopping or making any unusual noise.
A) culturally B) rapidly C) continuously D) interestingly

43- The two cities are very different ____, each having its own unique traditions and local arts.
A) culturally B) rapidly C) continuously D) interestingly

44._____ _, the little cat learned how to open the door all by itself.
A) Culturally B) Rapidly C) Continuously D) Interestingly

Fill in the spaces using the correct word from the list below:

(citizenship, continuously, well-known, collection, mark, nation)

1. The famous author is a _____ figure around the world for his incredible fantasy novels.
2. Rain fell _____ for three whole days, causing water to rise in the streets.
3. She wants to apply for dual _____ so she can legally live and work in both countries.
4. The national museum houses a large _____ of ancient coins and historical artifacts.
5. Every citizen should work hard to help build a strong and prosperous _____.
6. The teacher used a red pen to _____ the correct answers on the students' tests.

Fill in the spaces using the correct word from the list below:

(freedom, respect, rare, symbolise, mature, regulation)

1. The national flag and the anthem are used to _____ the unity and history of a country.
2. It is important to show _____ for the opinions and cultural traditions of other people.
3. Citizens must follow every local _____ to keep the community safe and orderly.
4. Blue diamonds are extremely _____ and expensive gemstones found in only a few places.
5. Young adults grow more _____ as they learn to handle responsibilities on their own.
6. The brave soldiers fought hard to protect the _____ and independence of their homeland.

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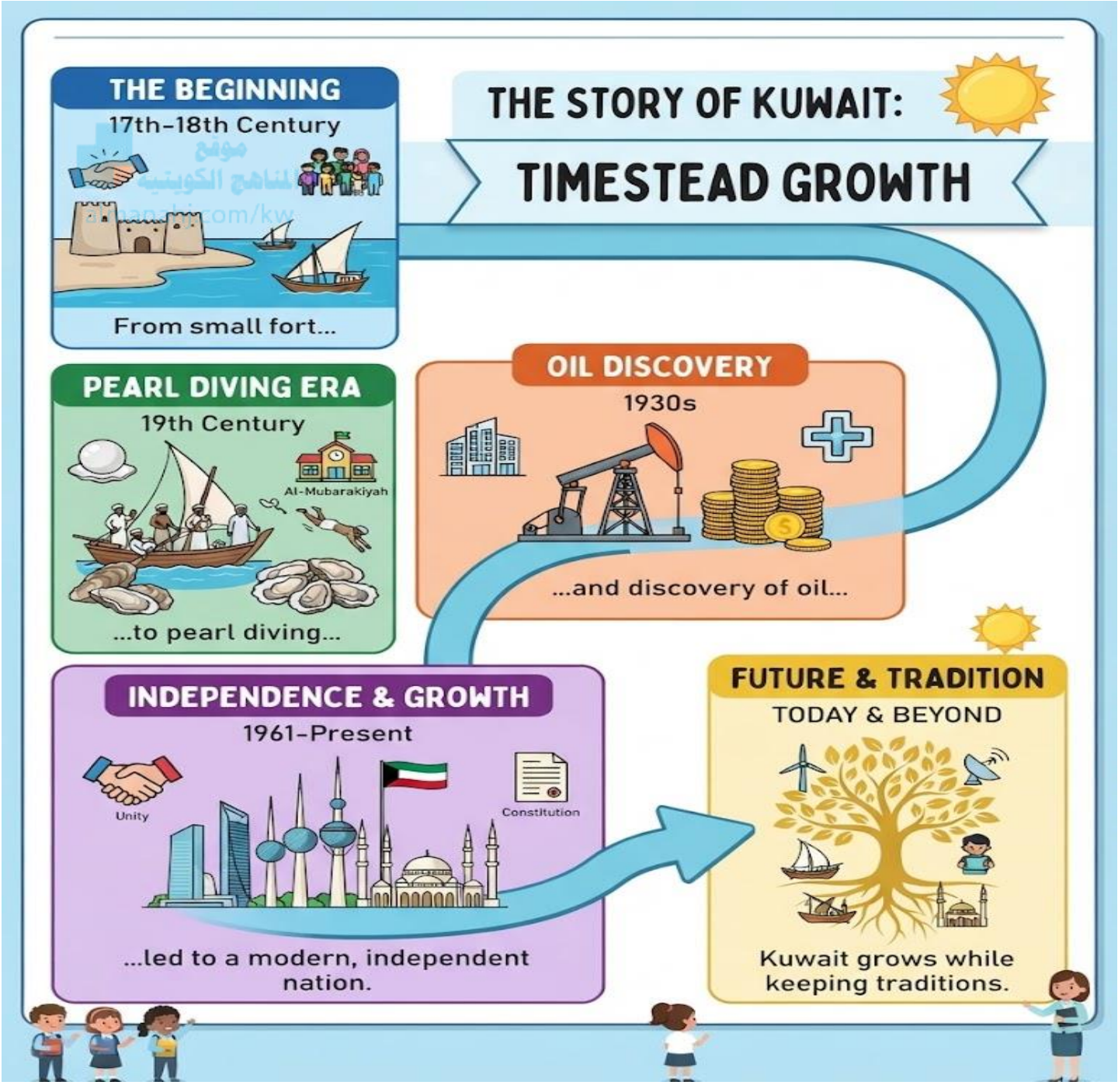
Module Two: Cultural Foundation & Civic Duty
Unit 4 Citizenship
Lesson One: Opener
What Makes a Good Citizen?

This lesson explores what it means to be a good citizen. It looks at the history and modern life of Kuwait. Students talk, write, and make mind maps about helping society. Learners think about how they can help their own community grow.



Lesson Two: Reading
Timeless Growth

This lesson is called Timeless Growth. It shows the history and changes of Kuwait from the past until today. In the 17th and 18th centuries, Kuwait grew from a small fort into a trading hub. In the 19th century and the 1930s, pearl-diving and the discovery of oil changed the country. From 1961 to today, Kuwait became an independent and modern nation. Students learn how the country builds a bright future while keeping its traditions alive.



Lesson Three: Grammar
Reported Speech

Grammar **Reported Speech**

1.Pronouns & possessive adjectives



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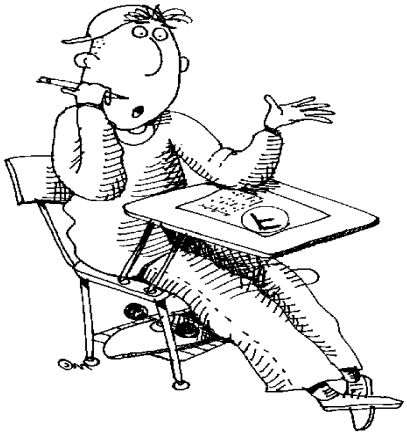
Direct	Indirect
I	he – she
Me	him – her
My	his - her
Myself	himself – herself
We	They
us	Them
our	Their
ourselves	themselves

2.The tense of the verb



Direct	Indirect
am – is	was ⇨ had been
are	were ⇨ had been
have – has	had ⇨ had had
will	Would
can	Could
shall	Should
may	Might
must	must OR had to
simple present **play- plays**	**simple past** **played**
simple past **played**	**simple past / past perfect** **played / had played**

3.Time & place references



Direct	Indirect
This	That
These	Those
Here	There
Yesterday	The day before(The previous day)
Tomorrow	The day after (The following day)
Today	that day
Tonight	That night
Now	Then
Last ……..	The previous ……..
next ……..	the following ……..



Reported Speech / Statements (that)

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

✍ Do as required in brackets:

1- I 'm glad to meet you. **(Reported Speech)**

a- John told me that he was glad to meet me.
b- John told me that he is glad to meet me.
c- John told me that he has been glad to meet me.

2- We lost our way to the park yesterday. **(Reported Speech)**

a- David said that they lose their way to the park the day before.
b- David said that they had lost their way to the park the day before.
c- David said that they losing their way to the park the day after.

3- I'll be here in the café tomorrow. **(Reported Speech)**

a- Sara said that she will be there in the café the day after.
b- Sara said that she would be there in the café the day before.
c- Sara said that she would be there in the café the day after.

4- "We visited many interesting places last week." **(Reported Speech)**

a- My friend said that they have visited many interesting places the week before.
b- My friend said that they had visited many interesting places the week before.
c- My friend said that they would visit many interesting places the week before.

5- . My aunt said, "I am staying here." **(Reported Speech)**

a. My aunt said that she is staying there.
b. My aunt said that she will be staying there.
c. My aunt said that she was staying there.

6- I have been playing football for two hours. **(Reported Speech)**

a- My brother said that he has been playing football for two hours.
b- My brother said that he was playing football for two hours.
c- My brother said that he had been playing football for two hours.

7- I will see you tomorrow. **(Reported Speech)**

a. My friend Nasser told me that he will see me the next day.
b. My friend Nasser told me that he will be seeing me tomorrow.
c. My friend Nasser told me that he would see me the next day.

Lesson Four: Listening
An Address to the Nation

This lesson centers on an address to the nation by His Highness Sheikh Meshal Al-Ahmad Al-Jaber Al-Sabah, exploring themes of leadership, national defense, and civic responsibility. It emphasizes how mutual trust and a strong connection between the leadership and citizens form the foundation of Kuwait's strength and security. Through pre-listening, listening, and post-listening activities, students examine the importance of loyalty, awareness, and unity in addressing national challenges.

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Lesson Five: Speaking
The Golden Rule

This lesson focuses on the "Golden Rule," which is the principle of treating others as you would like to be treated. It helps students practice matching helpful responses to everyday situations and choosing school volunteer projects like the Kindness Wall or Academic Helper. Finally, students work in groups to prepare and present a one-minute speech about their chosen volunteer actions and why they are important.

Lesson Six: Writing

The Digital Diwan

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.

- **Introductory Sentence:** The purpose of 'The Digital Diwan' application is to provide a modern, accessible platform that preserves cultural heritage and enhances community communication.
- **Supporting Idea 1:** Having this app is important because it connects older and younger generations by putting old meetings and records online.
- **Supporting Idea 2:** It brings people closer together, encourages citizens to get involved, and helps young people learn about their culture. It also protects our national identity and helps everyone work together to solve problems.
- **Concluding Sentence:** Ultimately, 'The Digital Diwan' application serves as an essential tool that successfully bridges modern technology with traditional values to benefit society.

The Digital Diwan app is a simple tool that connects people and keeps our culture alive. Having this app is important because it puts traditional gatherings online and helps people keep up with national news. It also gives citizens an easy way to talk to leaders and each other. The positive effects on society include bringing people closer and getting young people to join in community life. It protects our national identity and makes working together much easier. Ultimately, The Digital Diwan app uses modern technology and traditional values to help society grow.

Lesson Seven: Reading
Law, Values, and Universal Citizenship

This lesson teaches us about laws, values, and how we live together. It explains that laws are rules that keep everyone safe and connected. Important values like justice, equality, and freedom help guide our daily actions. Good habits and customs also help make our society friendly and organized. Understanding these rules helps us become better citizens of the world.

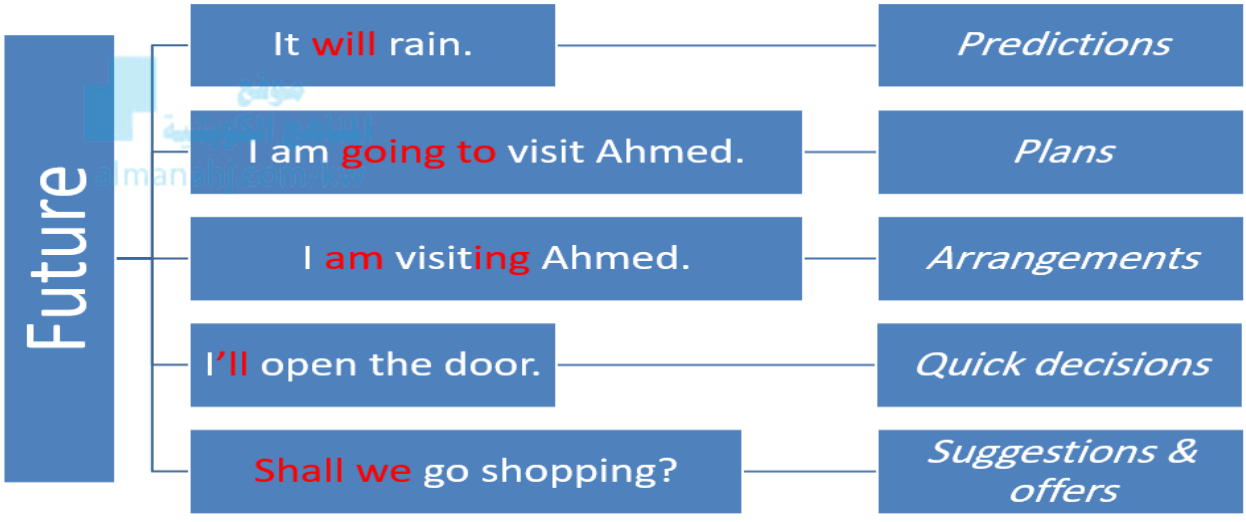


Lesson Eight: Grammar

Future & Countable and Uncountable Nouns

Prediction will + base form	Intention (be) going to + base form	Fixed Arrangement Present continuous: (be) verb + ing
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.

The future (Going to \ will \ present continuous)



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

1- I am …….. to see a new play tomorrow at the Royal Court theater.
a- going **b- will go** **c- goes** **d- went**

2- I …….. you a ticket right now.
a- get **b- will get** **c- getting** **d- gets**

3- We are all ……. in the Green Cafe at 7.15
a- meet **b- will meet** **c- going to meet** **d- meets**

4- I've got no money at the moment. I ……. for the ticket on Saturday.
a- pay **b- paying** **c- pays** **d- will pay**

5- I ……a new computer game at the weekend.
a- am buying **c- buys** **c- buying** **b- going to**

6- I ……to beat the highest score next time.
a- going to **b- am going** **c- go** **d- will go**

7- People will …… on the moon in the future.
a- living **b- live** **c- are live** **d- be live**

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 foot / two feet
- one man / two men
- one woman / two women
- one tooth / two teeth
- 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	few
A large amount	A small amount

Uncountable Nouns

How much...?

water, time, money...

much	little
A large amount	A small amount

Choose the right answer from a , b , c , or d

1-I'm thirsty, I need ……..water, please.
a- few **b- some** **c- any** **d- many**

2-How……..roofs are there in this building?
a- few **b- some** **c- any** **d- many**

3-How…….luggage do you have, sir?
a- much **b- some** **c- any** **d- many**

4-I need only…….amount of money, I have some.
a- few **b- a little** **c- any** **d- many**

5- Liverpool has …… of great sports clubs.
a- few **b- some** **c- any** **d- a lot**

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6- Hurry up! We only have …… time before the coach leaves.
a- few **b- little** **c- any** **d- much**

7- There are …….expensive new flats next to the river.
a- little **b- some** **c- any** **d- much**

8- I bought ……. milk from the store.
a- a **b- any** **c- some** **d- an**

9- ……. sugar do you need?
a- How much **b- How many** **c- How often** **d- How far**

10- We stayed ……. days in Paris and visited the museums.
a- a little **b- a few** **c- much** **d- any**

11-Mary has got ……..friends, but she is happy.
a- few **b- little** **c- any** **d- a little**

12-Will you add ……..sugar to my coffee, please?
a- few **b- many** **c- any** **d- some**

13-There is too…….....pollution in the air nowadays.
a- few **b- much** **c- little** **d- many**

14- I don't like living in the city. There are too …….. cars there.
a- few **b- little** **c- much** **d- many**

15-My mom left me…….money to buy a sandwich.
a- a few **b- a little** **c- any** **d- many**

16-The party was so boring. ……..fans attended it.
a- few **b- many** **c- little** **d- much**

Lesson Nine: Listening
Living Monuments

This lesson is about listening to a dialogue regarding Kuwait's most famous monuments and landmarks that connect the past to the future. Students learn new vocabulary words and answer questions about places like the Qurain Martyrs' House and the National Library of Kuwait. Finally, students work in pairs to create a social media post about one of Kuwait's monuments.

Lesson Ten: Speaking
The Invisible Safeguard

This lesson is about school rules and how good behavior affects a person's future. Students practice talking in pairs about school regulations and use new vocabulary words to describe different areas of life. Finally, students prepare a short speech to explain why following school rules is important.

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Set Book Questions
Lesson One: Opener

1. What is good citizenship? **ما هي المواطنة الصالحة؟**

Being a good citizen means helping society and making your community better.
تعني المواطنة الصالحة مساعدة المجتمع وجعل مجتمَعك أفضل

2. In your opinion, what is the most important quality of a good citizen?
برأيك، ما هي أهم صفة للمواطن الصالح؟

Respecting your country's history, helping it grow, and working well with others.
احترام تاريخ بلدك، ومساعدته على النمو، والعمل بشكل جيد مع الآخرين

3. How do people show they are "good citizens" in their daily lives?
كيف يُظهر الناس أنهم "مواطنون صالحون" في حياتهم اليومية؟

By helping at school or in the community, respecting national symbols, and protecting historical places.
من خلال المساعدة في المدرسة أو المجتمع، واحترام الرموز الوطنية، وحماية الأماكن التاريخية

4. Which symbol in Kuwait represents its past heritage?
ما هو الرمز في الكويت الذي يمثل تراثها الماضي؟

Souq Al-Mubakiya and Failaka Island, which are important ancient heritage sites.
.سوق المباركية جزيرة فيلكا، وهما موقعان تراثيان قديمان مهمان

Lesson Two Set Book Questions
Timeless Growth

1. Why was Kuwait's geographical location useful in the 18th century?
لماذا كان موقع الكويت الجغرافي مفيداً في القرن الثامن عشر؟

It was useful in connecting major sea paths between the East and the West.
.كان موقعها الجغرافي مفيداً في ربط المسارات البحرية الرئيسية بين الشرق والغربية

2. Which industries sustained Kuwait's economy throughout the 19th century?
ما هي الصناعات التي حافظت على اقتصاد الكويت طوال القرن التاسع عشر؟

The pearl-diving and shipbuilding industries. صناعتا غوص اللؤلؤ وبناء السفن

3. What major event happened in the 1930s that completely changed Kuwait's path?
ما هو الحدث الرئيسي الذي حدث في ثلاثينيات القرن العشرين وغير مسار الكويت بالكامل؟

The discovery of oil. اكتشاف النفط

4. How did the new-found oil wealth transform Kuwait?
كيف أثرث ثروة النفط المكتشفة حديثاً في تحويل الكويت؟

It helped build modern schools, advanced hospitals, and transportation networks that transformed it into a modern state.
ساعدت في بناء مدارس حديثة ومستشفيات متقدمة شبكات نقل حولتها إلى دولة حديثة.

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Lesson Seven Set Book Questions
Law, Values, and Universal Citizenship

1. What is a "social contract"? **ما هو "العقد الاجتماعي"؟**

It is a relationship where citizens agree to follow rules to make sure everyone stays safe.
هي علاقة يوافق فيها المواطنون على اتباع القواعد للتأكد من أن الجميع بأمان.

2. What are the most important values in many countries?
ما هي أهم القيم في العديد من البلدان؟

Justice, equality, and freedom. العدالة، المساواة، والحرية

3. What are "folkways" (informal norms)?(الأعراف غير الرسمية) "ما هي "العادات الاجتماعية؟

They are simple daily habits, such as being polite to a teacher or waiting your turn in line.
هي عادات يومية بسيطة، مثل التحلي بالادب مع المعلم أو انتظار دورك في الطابور.

4. Why is it important for students to understand how law and society work together?
لماذا من المهم للطلاب فهم كيف يعمل القانون والمجتمع معاً؟

To help us grow as global citizens and make our countries better places to live and work.
لمساعدتنا على النمو كمواطنين عالميين وجعل بلداننا أفضلاً للعيش والعمل .

🕮Reading Comprehension Passage

Read the following passage then answer the questions:

I have returned to my hometown of Wilson Creek after an absence of 10 years. So many things have changed around here. When I left Wilson Creek, there was a small pond on the right as you left town. They have filled this pond, and they have built a large shopping mall there. There is a baseball stadium on the outskirts of Wilson Creek which has been changed completely. They have now added a new **stand** where probably a few thousand people could sit.

The biggest changes have taken place in the downtown area. They have pedestrianized the center, and you can't drive there anymore. A European-style fountain has been built, and some benches have also been added along with a grassy area and a new street cafe. My street looks just the same as **it** always has but a public library has been built in the next street along. There used to be a great park there, but they have cut down all the trees, which is a pity. The library now has a large green area in front of it but it's not the same as when the park was there. A Chinese and an Italian restaurant have opened in the town center, and a Mexican restaurant has opened near my home. This is where I am going tonight!

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From a , b , c and d choose the right answer:

1) The underlined word (stand) means ----------
a. park b. position c. restaurant d. tree

2) The underlined word(it)in line 11refers to ----------
a. new street café b. public library c. street d. park

3) The best title for the passage is----------
a. a big change b. a Mexican restaurant
c. a baseball stadium d. a public library

4) The writer used to live in……..
a. Wilson Creek b. Europe c. Africa d. Asia

5- All the following statements about the passage are true EXCEPT:
a- The writer is back again to Wilson Creek.
b- Wilson Creek has been slightly changed.
c- A Chinese and an Italian restaurant have opened in the town center.
d- The stadium of Wilson Creek which has become bigger.

6) Why can't People drive through the center of the downtown ?
……
……

7) What kind of restaurants have opened in the town center?
……
……

SUMMARY MAKING

Read the following passage, then do as required:

The tiger is the largest of all the cats. This wild mammal is found in some remote forests and rainforests in East Asia. At present, the tiger is an endangered species in the wild. There are many things we might do to save this animal. Tigers would survive if we stopped cutting down the rainforests where they live. The best thing to do is to create natural reserves for this rare animal is another step that can help. Also, if biologists took care of the existing tigers, they would protect them. And if we all stopped illegal tiger trading, hunters wouldn't kill them. If we took these actions, the situation of this species would become better and tigers wouldn't be in danger of extinction.

In FOUR sentences, summarize the passage in answer to the following question:

What can we do to save tigers from extinction?

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Translation

علي : ما هي المواطنة الصالحة؟
أحمد :تعني المواطنة الصالحة مساعدة المجتمع وجعل مجتمَعك أفضل.

Ali:……
……
Ahmad:……
……

عثمان: برأيك، ما هي أهم صفة للمواطن الصالح؟
خالد : احترام تاريخ بلدك، ومساعدته على النمو، والعمل بشكل جيد مع الآخرين.

Othman:……
……
Khaled:……
……

سالم: يُظهر الناس أنهم مواطنون صالحون من خلال المساعدة في المدرسة أو المجتمع.
علي:هذا صحيح وأيضاً احترام الرموز الوطنية، وحماية الأماكن التاريخية.

Salem:……
……
Ali:……
……

أحمد : لماذا كان موقع الكويت الجغرافي مفيداً في القرن الثامن عشر؟
سالم: كان موقعها الجغرافي مفيداً في ربط المسارات البحرية الرئيسية بين الشرق والغرب.

Ahmad:……
……
Salem:……
……

منى : إن اكتشاف النفط في ثلاثينيات القرن العشرين غير مسار الكويت بالكامل.
سلوى: أتفق معك تماما؛ لقد أصبحت الكويت دولة حديثة.

Mona:……
……
Salwa:……
……

إيهاب :ما هو "العقد الاجتماعي"؟
ناصر: هي علاقة يوافق فيها المواطنون على اتباع القواعد للتأكد من أن الجميع بأمان.

Ehab:……
……
Nasser:……
……

وليد: العدالة، المساواة، والحرية هي أهم القيم في العديد من البلدان.
جابر: هذا صحيح؛ هذه القيم تخلق مجتمع آمن وعادل.

Waleed:……
……
Jaber:……
……

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Lesson Eleven: Writing
National Duty

Plan and write an expository essay of no fewer than 12 sentences (around 120-140 words) explaining the qualities of a good citizen and providing examples of everyday actions they can take.

I. Introduction

.....

II. Body Paragraph 1:

Topic Sentence: .....

Supporting Detail 1:

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.....

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Supporting Detail 2:

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III. Body Paragraph 2:

Topic Sentence: .....

Supporting Detail 1:

.....

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Supporting Detail 2:

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IV. Conclusion

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Write your Topic here

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