

Learning Unit 1



insta: @hhhelping643

ding

I can:

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

Kuwaiti Explorers: Inspiring Journeys

you Read

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

I like adventure. I like discovering new places. I like wilderness and natural world.



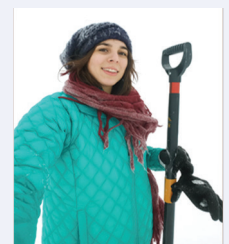
Read the passage; then do the tasks that follow.

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



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

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



Did you know?

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

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

2  Match each heading with the right paragraph.

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

C
B




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

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

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

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

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

Adverbs	Adjectives	Nouns	Verbs
proudly	curious	expedition	survive
successfully	remarkable	explorer	inspire
	strong	will	represent

6  Discuss the following questions.

1. What qualities helped Lamees and Fuad succeed? *confident and strong will*
2. How do the stories of Fuad and Lamees show their love for their country?

They show the strong will of Kuwaiti to face challenges and they have brought pride to Kuwait.

7  A Journey Through an Explorer's Eyes.

- Choose one of the explorers (Fuad or Lamees)
- Write (3-4 sentences) in their voice.
- Imagine how they felt before, during, and after the journey.
- Focus on emotions, goals, and lessons learned.

Sentence Starters:

Before the journey:

- I felt ...
- My goal was to...

During the journey:

- I faced ...
- I stayed strong. /...
- I worked with my team.

After the journey:

- I felt ...
- I learned ...



.....

.....

.....

.....

.....

.....

.....

Learning Unit 1

Lesson Two: Grammar

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

Grammar: Past Simple & Past Continuous

1 Read the passage. Underline all the verbs.

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

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

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



2 Complete the table: a. Completed actions (e.g. climbed...)

b. Actions in progress (e.g. was hiking/ were paddling...)

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

Past Simple	Past Continuous
Used for: <ul style="list-style-type: none"> Actions that were completed in the past. Example: Ali climbed the mountain last year. A series of past actions Example: Fahad went scuba diving, saw colourful fish, and swam near the coral reef. 	Used for: <ul style="list-style-type: none"> A longer action interrupted by a shorter one. Example: While they were paddling, the raft hit a rock. Two actions happening at the same time. Example: While he was hiking, the others were taking photos.
Form: climbed / studied irregular verbs (go-went)	Form: I/he/she/it was + v.+ ing we/you/they were + v.+ ing
Used with: last (year/week/month), ago, yesterday, in the past	Used with: while / when

3 Circle the correct verb form in each sentence.

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

4 Ask and answer questions using the past simple and past continuous. Take turns. You may use these activities in your questions:

(watching TV / shopping / doing homework / eating dinner)

A: What were you doing when your father came?

B: I was watching TV when my father came.

Example Answers:

A: What were you doing when you heard a loud noise?

B: I was reading a book when I heard a loud noise.

A: Who called you while you were studying?

B: My cousin called me while I was studying.

Learning Unit 1

Lesson Three: Listening

I can:

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

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

Survival Stories



Before You Listen

1 **Discuss the following questions.**

- Have you ever been in a dangerous situation or an emergency? *Yes, I have.*
- What did you do to solve the problem? *I act bravely.*

2 **Listen to the speakers and choose the best title.**

- Staying Safe in the Desert
- SOS: Save Our Souls
- A Trip to the Pacific Ocean
- GPS: Global Positioning System

3 **Listen again and complete the table.**

Team	Time	Location	The Challenges They Faced
Alpha	09:15 AM	The Pacific Ocean	The boat hit a big rock. water is coming in.
Bravo	01:14PM	Sonoran Desert	The engine is not working. They don't have drinking water
Charlie	04:17 PM	Ice Cave	The car broke down yesterday, the weather is hot, They are exhausted, can't walk, and ill. They face wild animals.

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

No.		Cause	Effect
1	Call 1	The boat hit a big rock.	Water is coming in.
2	Call 1	The engine is not working.	we can't move.
3	Call 2	Because of the heat.	We quickly became exhausted.
4	Call 3	Our heater is broken.	We can't stay warm.

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

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

- The engine is not working so we can't move.
- Because of the heat, we quickly became exhausted.
- Our heater is broken therefore we can't stay warm.

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

6 **Before You Explore: Safety First**

Imagine you are planning your own expedition. What preparations would you make to avoid the problems faced by the teams in the story?

- List three things you would do or bring. *enough water and food- map-mobile-lighter= knife*
- Explain how each one would help keep you safe. *food to stay alive. map to know location*
- Share your ideas with the class. *mobile to call emergency knife to face wild animals*

Learning Unit 1

Lesson Four: Speaking

I can:

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

wild animals- harsh weather- lack of tools
storms- ill- car breakdown

Surviving the Unexpected



1 Look at picture (1). Discuss with a partner.

1. What dangers might people face in these places?
2. What tools are needed to survive? *compass, lighter, map, water, mobile, solar charger*

2 a. Match the items (1–7) to their definitions. b. Use these items to give survival instructions. c. Use the imperative form.

Example: Use a compass to find directions.

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



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

Podcast: Arctic Survival Tips

- Tip 1: First, find or build a shelter.
- Tip 2: *Second, start fire as soon as possible.*
- Tip 3: *Third, don't eat slow and drink warm water*
- Tip 4: *Fourth, staying dry.*



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

b. Discuss the following.

- Which tip did you find important? Why? *Tip 1 because shelter helps you stay safe from wild animals.*
- What sequence words did the speaker use to order his 4 tips? *first, second, third, fourth*

4 • Choose one survival scenario. • Prepare and present a short podcast episode, giving tips and instructions to people in one of these situations.

- Lost in the Arctic
- Trapped in the Jungle
- Extreme Desert Heat
- Getting Injured in the Mountain

Time to Pitch!

- Your group will present a **30-second survival podcast**.
- Use **imperatives** (e.g., “Stay calm. Find shelter.”)
- Use **sequencing expressions** (e.g., first, second, then, finally).
- Speak clearly.



I can:

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

Success: More Than Just Talent

a. success means achieving my goals

b. no, for some it means having money while others having knowledge, family, health, etc.

Before You Read

1



Discuss the following questions.

- What does “success” mean to you?
- Is success the same for everyone?
- Can anyone become successful? How?

c. yes, by working hard, staying focused and never giving up.



Read the blog, then do the tasks that follow.



Blog



www.successinsights.blog



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

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

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

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

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

Learning Unit 1

Lesson Five: Reading

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

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

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

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

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

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

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

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

- a. doing well in school and learning new skills.
- b. because people learn from their mistakes.
- c. encourage reader how to achieve success

4 Discuss the following questions.

- a. Name two habits that successful people follow.
- b. Why is failure important for success?
- c. What is the purpose of the writer in writing this passage?

5 Make a personal scrapbook that includes.

- One **goal** you want to achieve
get high marks
- Three **habits** that will help you reach it
study well, answer my homework, manage my time.
- A short **motivational motto**
- A small **drawing** about success
- One **important idea** you learned from the reading



“The only way to achieve the impossible is to believe it is possible.”

(Charles Kingsleigh, *Alice in Wonderland*, 2010)

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

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



1



a. Look at the pictures. Then discuss.

1. Do Ahmed and Jassim play football? *yes, they do*
2. Do they play tennis? *no, they don't*

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

1. **Both** Ahmed and Jassim play football.
2. **Neither** Ahmed nor Jassim plays tennis.

Grammar Box

Form / Use	Examples
<p>Both... and</p> <ul style="list-style-type: none"> • Refers to two people or two things together. • It is always considered plural in a sentence. 	<p>Sara likes apples. Laila likes apples. Both Sara and Laila like apples.</p>
<p>Neither... nor</p> <ul style="list-style-type: none"> • Makes a negative statement about two people or two things. • When you use "neither...nor," the verb should agree with the noun that comes closest to it. <p>Neither Ali nor <u>his brother</u> is coming. Neither Ali nor <u>his friends</u> are coming.</p>	<p>Sara doesn't like tennis. Laila doesn't like tennis. Neither Sara nor Laila likes tennis.</p>

2



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

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

3



Ask and answer these questions. Then write sentences using "both... and" or "neither... nor".

Questions:

- Do you and your partner like pizza?
- Can you and your partner swim?
- Do you and your partner enjoy English classes?
- Can you or your partner play a musical instrument?

Example Answers:

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

Learning Unit 1

Lesson Seven: Writing

I can:

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

Expeditions: Safety Preparations and Challenges

Before You Write


- 1**  Read the passage below, then answer the questions.

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

Before starting an expedition, people must make good plans. They need to decide what to take with them and how to prepare for unexpected challenges. Careful planning can make the difference between a successful journey and a dangerous one.

- What kinds of places might be difficult or dangerous for explorers? *a. deserts, mountains, or extremely cold regions*
b. for unexpected challenges
- Why do explorers need to plan carefully before they travel?
- What problems do you think could happen in deserts, mountains, or polar regions? *c. wild animals- harsh weather- lack of tools storms- ill- car breakdown*
- What preparations would you suggest to help explorers stay safe? *d. enough water and food- map-mobile-lighter- knife*



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

Paragraph	Focus	Questions to Think about	Your Notes
1	Safety Preparations	<ul style="list-style-type: none"> • What should people prepare before going on an expedition? • What important things should people take with them? <i>water and food</i> • How could good preparation make the journey safer? <i>good preparations help to face unexpected challenges</i> 	<i>*enough water and food - map-mobile-lighter- knife shelter-compass- solar charger</i>
2	Challenges	<ul style="list-style-type: none"> • What problems might explorers face in difficult environments? <i>wild animals- harsh weather- lack of tools storms- ill- car breakdown</i> • How could these problems affect the expedition? <i>These problems could threaten the life of explorer</i> • What might happen if someone is not ready for these challenges? <i>He/she could lost his/her life</i> 	

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



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

Paragraph 1: (Safety Preparations)

Topic sentence:

There are some safety preparations people should make for the expedition.

Supporting details:

They have to prepare well before the expedition.

They should prepare tents and sleep bags.

They need to prepare enough food and water.

They should take map, mobile, lighter, knife, compass and solar charger .

Concluding sentence:

Finally, They need to tell someone before they go, just in case of emergencies.

Paragraph 2: (Challenges)

Topic sentence:

There are many challenges people might face.

Supporting details:

Explorers may face bad weather like snowstorms, dust storms or tornado.

Dangerous animals may attack them.

Their phone batteries may die.

They may get lost. They may run out of food and water.

They may get injured or become ill.

Concluding sentence:

At the end, expedition is an interesting journey prepare for it well.



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

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

