



مدارس الكلية العلمية الإسلامية
Islamic Educational College Schools



English Language

**1st Semester
2025/2026**

8th Grade

Unit (2) *Five New Words* Handout

Name:

Section:

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1. The Big Question:

What are the benefits of facing challenges?

Writing Task (1)

Moving to a new city, state, or country can be overwhelming. You have to say good-bye to your friends, you might have to go to a new school, and you might live among people who speak a different language or have different beliefs or customs from your own. Have you ever moved to a new place? Where did you move? What challenges did your family face there? How was the move beneficial for your family? If not, **what is the biggest challenge you faced in your life? Explain how facing this challenge helped you.**

2. Vocabulary:

NO.	Word	Meaning	Example
1.	dreaded (adj)	worried about or afraid of	...
2.	gratitude (n.)	Thankfulness and appreciation	He expressed his gratitude for the thoughtful gift he received.
3.	exhausted (adj)	tired	After a long day at work, she felt completely exhausted .
4.	confidence (n.)	believing in oneself	His confidence in his abilities allowed him to tackle challenges with ease.
5.	admirable (adj)	worthy of respect; notable; likable	Her admirable dedication to her studies earned her the respect of her peers.
6.	Fraying	becoming loose; falling into pieces	The old book showed signs of wear and tear, with its pages starting to fray .
7.	neglected (v.)	failed to take care of something or someone.	The abandoned building in the neighborhood was neglected for years.
8.	aura (n.)	quality or feeling	There was an aura of excitement in the air as the concert began.
9.	remnants (n.)	parts of something that remain after the rest of it is gone	Only remnants of the once-grand castle remained on the hill.
10	fatigue (n.)	tiredness	After a long hike, the fatigue in his legs was evident.
11	Response (n.)	Something that is said, done, or written as a reaction to something or reply.	The student's response to the exam was unexpected!
12	Approach (n./ v.)	A way of doing something or dealing with a problem.	My dad has a unique approach to deal with careless drivers.
13	Resources (n.)	A supply of materials used to complete a task.	The teacher uses many resources to explain grammar.

⑦ A. Read the paragraph below. Pay attention to the underlined Academic Words.:

Maria is my French pen pal. We communicate mainly through email. I write to her in French, and she writes to me in English. It's exciting when I get a response from her. We approach learning a foreign language in similar ways. We both like reading and writing, and we also enjoy using resources such as language CDs and videos to help with listening and pronunciation.

Write the Academic Words from the paragraph above next to their correct definitions.

Example: response : something that is said, written, or done as a reaction or reply to something else

1. _____ : a supply of materials used to complete a task
2. _____ : express your thoughts or feelings so other people understand them
3. _____ : a way of doing something or dealing with a problem

Use the Academic Words from the paragraph above to complete the sentences.

4. The _____ to your letter can be found in today's newspaper.
5. Yu-Lan always used school _____, such as the library and computers.
6. I usually _____ by email with my friend in Germany.
7. We tried a new _____ to solve the problem.

Complete the sentences with your own ideas.

Example: I approach tough projects slowly and carefully.

8. I got a positive response when I asked my friends to _____.
9. I communicate with friends by _____.
10. Some useful resources in my town are _____.

Answers:

1. resources 2. communicate 3. approach 4. response 5. resources 6. communicate 7. approach 8. stay at home and watch a movie 9. sending messages 10. the libraries

approached / response / exhausted / respect / gratitude / frays

B. Fill in the gaps with the most suitable answer:

1. Cheap fabric soon **frays** with time.
2. Sarah expressed her **gratitude** to the committee for their support.
3. Ali had gained his teacher's **respect/ trust** because of his attitude.
4. She returned home, **exhausted** from work.
5. We received 400 applications in **response** to the job ad.
6. The train **approached** the main line.

? C. Choose the best answer:

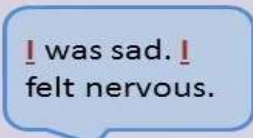
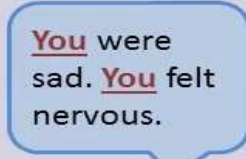
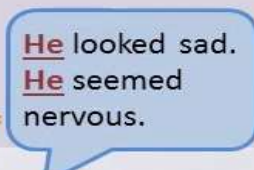
1. The talented artist created an (**admirable/ adorable /admiration**) painting that left everyone in awe.
2. Authors often find (**inspiration /inspirational /inspired**) from their surroundings and experiences.
- 3?** The students displayed great (**confidence/ confident /confidently**) when presenting their projects.
4. The chef's (**creative/ creativity/ creatively**) in the kitchen led to a unique and delicious dish.
5. After a long day of work, her (**fatigue/ fatigued/ fatiguing**) was evident in her tired eyes.
6. The historical artifacts are the last (**remnants/ remnant/ remnant**) of an ancient civilization.
7. The (**neglect/ neglecting/ neglected**) garden was overgrown with weeds and untamed plants.

Writing Task (2)

Write a descriptive paragraph talking about someone you admire. list the reasons why you feel inspired by his/her actions. Use words from the text.

3. Literary Words:

A. Point of view

First Person POV	Second Person POV	Third Person POV
Uses pronouns I, my, we, our, me, and us	Uses pronouns you and your	Uses pronouns like he, she, it, they, his, her, and their.
The narrator speaks about himself or herself.	The narrator speaks directly to the reader.	The narrator watches the story--but is not in it.
The narrator is usually also the main character.	Rarely used	He speaks about other characters--but not himself.
		

? A. Change these two paragraphs into a different point of view:

1. In the evening, David sat by the campfire, gazing at the stars. It was a peaceful moment, and he couldn't help but feel a sense of wonder at the vastness of the universe.

In the evening, **I** sat by the campfire, gazing at the stars. It was a peaceful moment, and **I** couldn't help but feel a sense of wonder at the vastness of the universe. (Third to First)

2. My friends and I went to the amusement park. I was thrilled to ride the roller coaster, and as we climbed higher and higher, my heart raced with excitement.

Rose and her friends went to the amusement park. She was thrilled to ride the roller coaster, and as they climbed higher and higher, her heart raced with excitement. (First to Third)

⑦ B. Label each sentence with the point of view that is used. Write the name of the character.:

Point of View / Character	Sentence
third person / Emily	Emily quickly finished her homework.
1.	"Will you help me with this?" John asked.
2.	"I can't believe I forgot!" I muttered to myself.
3.	They all decided to take a break after hours of work.
4.	"I'll meet you at the park," Sarah promised.
5.	Everyone cheered when Michael won the race.

Answers:

1. Third Person/ John, 2. First Person/ I, 3. Third Person/ They, 4. Third Person/ Sarah, 5. Third Person/ Michael

Writing Task (3)

Scan the code and watch the modified version of *Red Riding Hood* story. Choose the point of view you want to write with, then Write a **scene** from the story.



Point of View: _____

4. Reading Comprehension:



After reading the text in p.84-87 , answer these reading comprehension questions:

1. The story is told in : **first** point of view.
2. Find an example of a simile mentioned in the text

“Like a hen guarding her checks, ..

A **simile** is a figure of speech that compares two different things using the words “**like**” or “**as**.”

Examples:

- Her smile is **like** the sun.
- He runs **as** fast as a cheetah.
- The baby slept **as** a log.

2. Who are the characters?

The character are the mother, Tai Chih, and the daughter, Yu Lan.

3. Why was she scared of going to school?

She dreaded going to school each morning because of the fear of not understanding what people were saying and the fear of being laughed at.

4. Describe her mother’s physical features and personality?

She has black hair, moon-shaped eyes, they are black, and she is short. As for the personality, she is caring, supportive, determined, confident. She is a hardworking and dedicated mother and she has a positive encouraging attitude. s

6. How was their relationship?

They had a strong bond.

7. Was she a devoted mom? Explain.

Yes, she was. She wasn't selfish and she never neglected her children. On the contrary, she was patient, caring, supporting and inspirational (Although her job exhausted her... fatigue) and how she figured out a way (Reading books and memorizing five words a day) to help her daughter overcome the language barrier/ problem.

8. Did they achieve their goals? Explain.

Yes, they did. (SB: page 86)

Critical thinking



How do you think the family responds to the challenges they have faced while moving to the place?

4. Grammar:

A. Passive Voice

Active voice

Tells us what a **person or thing does**.
The subject performs the action (verb) on the object.

Subject + verb + object

Example:

- Anna painted the house.
- The teacher always answers the students' questions.
- Ali posted the video online.

Passive voice

Tells us what is **done to someone or something**.
The subject is being acted upon.

Object + verb + subject

Example:

- The house was painted by Anna.
- The students' questions are answered by the teacher.
- The video was posted online by Ali.

Tense	Active Voice	Passive Voice
Present Simple	She delivers the letters.	The letters are delivered .
Present Continuous	She is delivering the letters.	The letters are being delivered .
Present Perfect	She has delivered the letters.	The letters have been delivered .

II) Form:

1. Present simple:

S . + be (is/am/are) + past participle



She teaches Sami well.

Sami is taught well.

2. Present Continuous:

S. + be (am/is/are) + being+ past participle

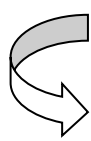


She is teaching Sami now.

Sami is being taught now.

1. Present Perfect

S . + has/have +been + past participle

 She has taught Sami already.
Sami has been taught well.

? A. Complete the sentences with the correct form of the verbs in brackets. Use the passive voice.

1. The latest bestselling novel **isn't written/ hasn't been written** (not/write) by the famous author.
2. Creative software solutions **are being designed** (design) by our team as we speak.
3. The ancient artifacts **are being cleaned** (clean) by the museum's restoration experts now.
4. Surprisingly, the new eco-friendly skyscraper **isn't created/ hasn't been created** (not/create) by the award-winning architect.
5. **Has** (have) she **been informed** (inform) about the news yet?
6. English literature **is taught** (teach) by Professor Johnson every semester.
7. **Is** (be) the building **being renovated** (renovate) at the moment?
8. The controversial law **is being debated** (debate) in parliament at this very moment.
9. **Are** (be) the documents **signed** (sign) by the manager every day?
10. The new vaccine **has been tested** (test) in clinical trials since last year.
11. Surprisingly, coffee **isn't grown** (not/grow) in every tropical country.
12. The company's sensitive data **has been protected** (protect) by state-of-the-art encryption software since July.

? B. Change these sentences from active to passive voice:

1. Somebody is cleaning the house now.
The house is being cleaned ...
2. This factory employs 2000 people in Egypt.
2000 people are employed ...
3. She has created a new device.
A new device has been created ...
4. They don't teach Chinese in our school.
Chinese isn't taught ...
5. They are offering us new jobs.

We are being offered .../ New jobs are being offered ...

6. Jordan imports oil from Iraq.

Oil is imported ...

7. The team has designed advanced AI applications.

Advanced AI applications have been designed ...

Writing Task (4)

Write a short paragraph about a lost treasure that was found by a group of friends. Use passive voice to describe what happened, such as "The treasure was discovered" and "Maps were given to the friends." _____



6. Listening:

A talk about motivation

Listen to the talk about motivation to practise and improve your listening skills.

Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

Preparation task

Match the definitions (a–f) with the vocabulary (1–6).



Vocabulary

1. an incentive

2. to motivate

3. a promotion

4. complex

5. automated

6. a social

Definition

a. having many related parts; difficult to understand or solve

b. done by a machine or computer

c. something that encourages a person to do something

d. someone who studies how people behave in social situations

e. to make someone want to do something

f. the act of giving someone a job which is higher status than



Scan the QR code to listen to the audio.



Task 1

Are the sentences true or false?

	Answer	
	True	False
1. We try to motivate workers in the same way that we try to motivate our children.		
2. In the Glucksberg experiment, the people who were offered a reward finished faster than people who were not offered one.	True	False
3. The people who were offered smaller rewards in Ariely's experiment performed better than those offered bigger rewards.	True	False
4. In Ariely's experiment, people were more creative when they were concentrating on achieving a goal.	True	False
5. In the future, jobs will require workers to be more creative.	True	False
6. People always work better when they start the day later and work into the night.	True	False

Task 2

Match the two parts of the sentences.

First part

1. Glucksberg's experiment shows that people solve a problem faster when
2. Ariely's experiment shows that people are less creative when
3. The same results as Glucksberg's experiment have been found when
4. An incentive works for people when
5. Incentives will no longer work for motivating people at work when
6. The example of the big tech companies shows that people work better when

Second part

- a. the experiment is repeated.
- b. they are not given an incentive.
- c. they can make choices about their work.
- d. they are doing a simple task.
- e. they are doing the jobs of the future.
- f. they are offered a bigger reward.



Discussion:

What motivates you in your studies? What is your biggest incentive? Discuss your answer with a partner.



7. Writing:

Write a short story with a starter:

Story Development Guide:

1. Characters:

Who is in your story? Describe your main character and secondary characters.

Ex: *Emily is a hard-working young student who always gets her homework done quickly. She likes to stay organized.*



2. Setting:

Where and when does your story take place? Describe the environment.

Ex: *It was a warm Sunday morning. The classroom is bright and tidy, with rows of desks and big windows that let in lots of sunlight. It's a quiet place where students focus on their work.*



3. Plot:

What happens in your story? Remember to include:



A beginning
(introduce the situation)



A middle
(develop the conflict or problem)



An ending
(resolve the conflict)

4. Dialogue:

Include some conversation between characters to bring your story to life.

Ex: Character 1: "We're lost. What do we do now?"

Character 2: "Don't worry, I know the way—follow me!"



5. Descriptive language:

Use vivid adjectives and strong verbs to make your story more engaging.

Ex: *The teacher **smiled warmly** and **spoke softly**, explaining the problem with **clear, patient** words. John's face **lit up with excitement**, and he **grinned widely** when he finally **understood the tricky** solution.*

Instructions: Choose one of the story starters below and use it to write a short story.

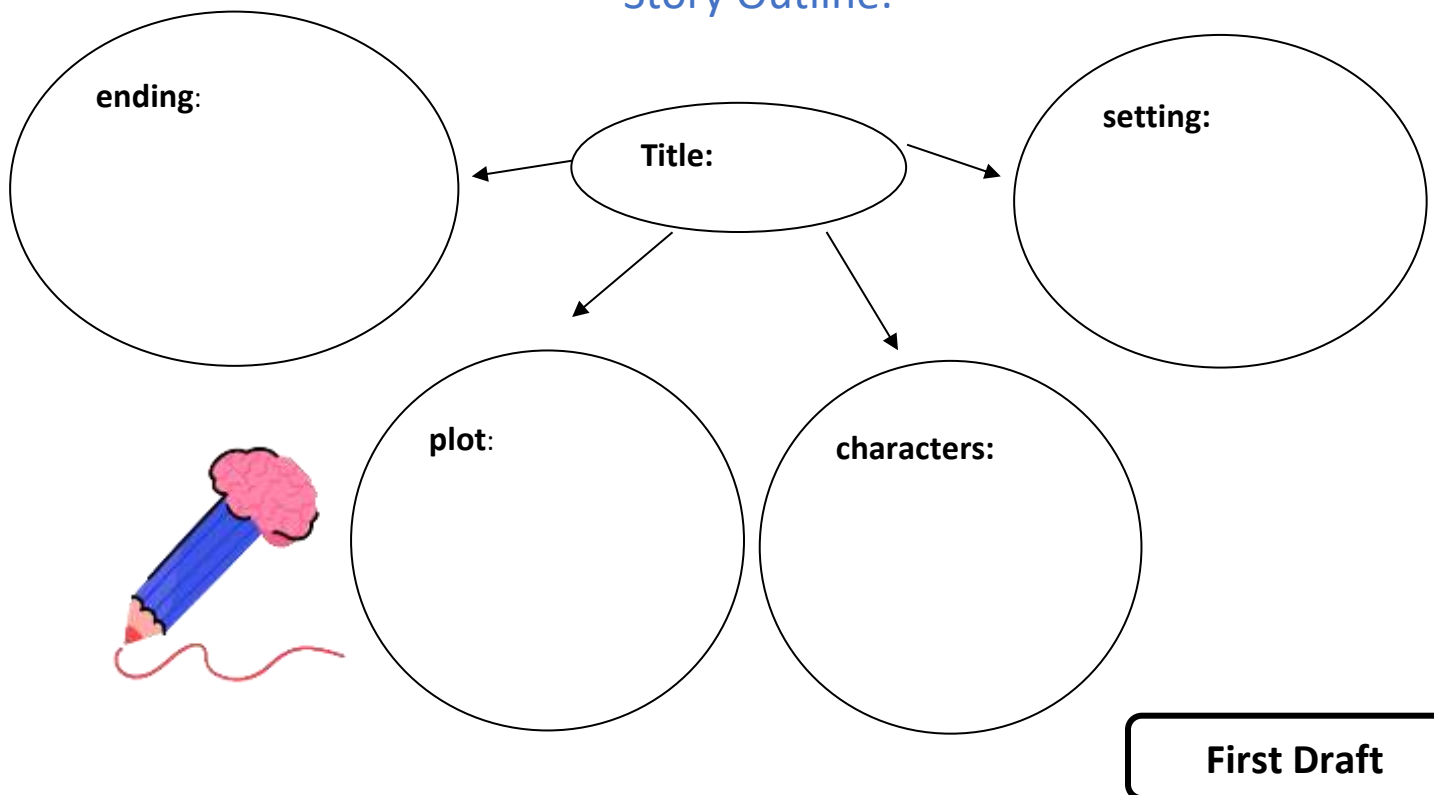
Your story should be about 300 words. **Remember to include characters, setting, plot, and dialogue in your story.**



Story Starters (Choose one):

1. The old, dusty book glowed when I opened it.....
2. As soon as I stepped through the mirror, I realized everything had changed.....
3. The text message said, "Don't come home. It's not safe."
4. When I woke up, I could suddenly understand what animals were saying.....
5. The door to the abandoned house creaked open by itself.....
6. The eyes in the painting follow him down the corridor.
7. It was the day the moon fell.....
8. "I finally did it! I can't believe my eyes!" Dan said as he went to receive the medal....

Story Outline:



First Draft

[illegible]

Ideas and sequence /2	Punctuation marks /1	Spelling /2	Outline & paragraphing /2	Word choice /1	Grammar /2	Total 10



After you finish your first draft, check for mistakes using the following checklist



- ☐ Adding a topic sentence to the introduction
- ☐ Writing the title
- ☐ Including details about the event in all paragraphs.
- ☐ Answering all 5 WH questions.
- ☐ Using lots of adjectives or phrases that draw pictures in readers' minds
- ☐ Using sequence words
- ☐ Clear handwriting

GOOD
LUCK