

وزارة التربية Ministry of Education

دولــة الكويت | State of Kuwait

English Pearls of Kuwait

Workbook



Grade

9A



English Pearls of Kuwait

Workbook



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Learning Unit One Kuwait: Stories of Success

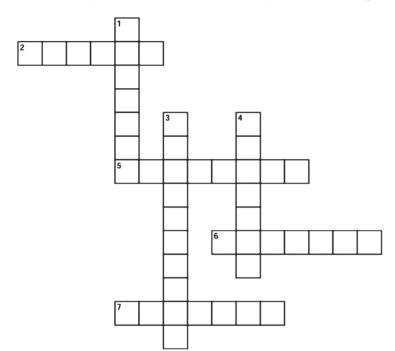






Vocabulary Learning Unit 1

Complete the crossword puzzle using the clues provided.



Across:

- 2. A natural ability to do something
- 5. A person who discovers unknown places.
- 6. To continue to live or exist, especially in difficult conditions.
- 7. In a way that shows you are pleased or satisfied about something.

Down:

- 1. To motivate or encourage someone to do something.
- 3. A journey made for a particular purpose, especially exploration.
- 4. Eager to learn or know more about something.

1. eitcfnilefy			
2. mstdein			
3. pvisoite			
2	sentences using t		
1. The team made gre	eat on	the project this week.	
2. Winning the gold m	edal was a great	for the team.	
3. This artwork will	our scho	ool`s creativity at the exhibition	1.
4. If you exercise	, you will f	eel stronger and healthier.	
5. Failing the driving t	est was a/an	experience, but he didn	't give up.

Learning Unit 1 | Grammar

brackets. (Use past simple or past continue	
 While we (walk) through the forest, we saw a I was cooking dinner when the lights suddenly 	
3. They (climb) the mountain when it started to	
4. The students were chatting when the teacher	
5. My brother broke his leg while he (play) footb	all.
2 Talking about Likes and Dislikes	
Read the sentences and complete them using (oothand / neithernor)
1 Sara Layla likes swimming.	(They don't like it.)
2 Ahmed his brother play football on week	ends. (They do.)
3 the teacher the students were late for cla	ass. (No one was late.)
4 my friend I enjoy reading mystery stories	s. (We both do.)
5 my parents my grandparents live in Kuw	rait. (None of them do.)
3 Do as shown between brackets.	
1. I was reading a book while my brother (play) video gam	nes.
	(Correct the verb)
2. She was writing an email when her computer crashed.	(Form a guartien)
	(Form a question)
3. Salem didn't go to the party. Ahmed didn't go to the par	·
	(Join using: neithernor)
4. Huda enjoys swimming. Lina enjoys swimming.	
	(Join using: bothand)

Say It Right: The -ed and -ing Ending Rules

- 1 A. Listen to your teacher and underline the verbs ending in -ed.
 - 1. The team worked together all night.
 - 2. Sara cleaned her boots after the trip.
 - 3. They waited at the camp before leaving.
 - B. Discuss with a partner.

Do the -ed endings sound the same in every word?

Rule Box: Pronunciation -ed Endings

- We pronounce -ed as /t/ after voiceless sounds (/p/, /k/, /s/, /f/, sh /ʃ/, ch /tʃ/,x).
 Examples: worked, washed, fixed
- We pronounce -ed as /d/ after voiced sounds (/l/, /n/, /m/, /r/, /v/, /b/, /g/, /z/, and all vowels). Examples: cleaned, dreamed, explored, played
- We pronounce -ed as /id/ after /t /or /d/ sounds. Examples: waited, needed
- 2 A. Listen to your teacher and underline the verbs ending in -ing.
 - 1. Lamees was climbing the mountain.
 - 2. The boys were paddling across the river.
 - 3. Fahad was swimming near the coral reef.
 - B. Discuss with a partner.
 - How do you pronounce the -ing ending in these words?
 - Is the "g" at the end strong or soft? (It should be soft: /ɪŋ/)

Rule Box: Pronouncing -ing Endings

• We **pronounce** -ing as /m/ (not /g/). The 'g' is soft.

Examples: climbing, swimming, paddling

- **3** Repeat after your teacher.
 - 1. Omar walked to the market.
 - 2. Huda **visited** her grandmother.
 - 3. The children were **drawing** pictures.
- 4. The girls **played** in the garden.
- 5. Jamal was singing loudly.
- 6. Ahmed was **reading** a story.
- 4 Read the passage, then complete the tasks that follow.

After breakfast, Salem brushed his teeth and prepared his school bag. While waiting for the bus, he started reading a book. At school, he enjoyed attending his English class and working on a group project with his classmates.

- Circle all the **-ed** and **-ing** verbs in the passage.
- Identify how the -ed verbs are pronounced (/t/, /d/, /id/) and how the -ing verbs are pronounced (/in/).
- Say each verb aloud, then sort them into groups based on their pronunciation.
- 6 Pair Work
 - Make one sentence with an -ed verb and one with an -ing verb.
 - Say your sentences to your partner. Listen and check each other's pronunciation.

Learning Unit 1 | Assessment 1

Fill in the gaps with suitable words from the list.

A. Vocabulary

ins	pire – g	aive ı	ın –	minds	set –	fulfil
1113	ρ in $\sigma = 0$	give c	4P —	IIIIII I W	30L —	IUIIII

1.	Don't _	even	if	things	aet	toual	n.
	DOI 1	 CVCII	- 11	umgs	you	lougi	

- 2. A good teacher can _____ students to achieve their dreams.
- 3. She worked hard to _____ her goal of becoming a doctor.
- 4. Having a positive _____ can help you overcome challenges.

B. Grammar

2 Do as shown between brackets.

- 1. They visited the museum yesterday. (Form a question)
- 2. They (drive) to the city when they saw the accident. (Correct the verb)
- 3. Both the laptop and the tablet need to be charged tonight. (Use: neither...nor)

C. Reading Comprehension

3 Read the following text, then answer the questions that follow.

Last weekend, we went to the mountains for a school trip. The weather was sunny, so everyone was excited. We hiked, took pictures, and had a picnic near a beautiful lake. Our teacher told us interesting facts about the plants and animals we saw along the way. We also played some group games and helped clean up the area after lunch. Some students even saw a deer in the distance, which made the trip even more exciting. It was a great chance to enjoy nature, learn new things, and spend time with our classmates. By the end of the day, we were tired but happy. It was a fun and educational day that we will always remember.

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

- 1. Where did the students go for their trip?
 - a) The beach b) The park
- c) The mountains d) The zoo
- 2. What did the students do during their trip?
 - a) They fed the deer
- b) The swam in the lake
- c) They hiked and took pictures d) They cut trees and plants
- 3. What is the opposite of the word "exciting"?
 - a) happy
- b) boring
- c) tired
- d) alive

b. Answer the following questions.

4. What did the teacher do to make the trip educational?



Learning Unit Two Staying Safe Online







Vocabulary Learning Unit 2

1 You are a cyber detective! In pairs, read each clue and choose the correct word from the list

	correct word from the list.
	phishing – update – fake – uneasy – cautious
	Clues:
	1. Not real, but looks convincing.
	2. Feeling uncomfortable or nervous.
	3. A sneaky trick that steals your personal information.
	4. Being careful before acting.
	5. Make things more modern.
	Role Play: Complete the dialogue below using the appropriate vocabulary from the box.
	software - replace - customer - assist - genuinely
	A: Hello! I need help with this typingtask
	B: Is your computer not working properly?
	A: I think there is a problem with the
	B: No problem. We can it with an updated version.
	A: That would be great. I appreciate your support.
	B: You're welcome! I'm always happy to assist every
3	Word Story Challenge
	1. Write one sentence for each of the following words:
	casually, efficient, manner, provide, reject
	2. Then, join your sentences into a short story of 4-5 sentences.
	3. Your story can be funny, interesting, or realistic.
	Example:
	Ali casually walked into the library.
	The librarian was very efficient and helped him find books quickly. Her polite manner made him feel welcome.
	She offered to provide him with more books, but he had to reject the
	offer because his bag was full.

Learning Unit 2 | Grammar

1	Choose the correct answer from a, b, c or d.					
	1.	If it	tomorrow, we will	cancel the picnic.		
		a) rains	b) rained	c) will rain	d) would rain	
	2.	If I	enough money, I v	would buy a new car.		
		a) have	b) had	c) will have	d) am having	
	3.	If I	taller, I would play	basketball.		
		a) am	b) will be	c) were	d) would be	
	4.	If the train	on time, w	e won't be late.		
		a) arrives	b) arrived	c) will arrive	d) would arrive	
	1. 2. 3.	If I had more some some some some some some some som	the bus if		& second conditionals.	
_	ᅻ.	i would buy ti	iat cai ii			
3	C	omplete the	sentences with the	e correct relative p	ronoun.	
	U	se: (when,	who, where, which)		
	1.	The nurse	helpe	ed us was really kind.		
		•		was near the air		
		_		the streets		
	4.	This is the re	staurant	we had dinner la	ast night.	
4	C	o as shown	between brackets			
	1.	If I won a mil	lion Dinar, I		(Complete)	
	2.	If I were you,	I (take) that job.		(Correct the verb)	
	3.	I met a touris	t. She speaks four lar	nguages.	(Join using: "who")	
	4.	Summer is th	ne season. We travel t	the most in summer.	(Join using: "when")	

Word-Building: Understanding Prefixes (im-, in-, dis-, ir-, il-)

- **1** A. Read these sentences about Ahmed's online experience. Find all the words with prefixes. Then, underline the prefixes.
 - 1. Ahmed knew it was impossible to recover his account without changing the password.
 - 2. He tried several times, but the screen continued to show an incorrect password.
 - 3. He realised it was illegal for someone to steal his personal data.
 - 4. Clicking unknown links can be irresponsible, especially without checking the source.
 - 5. Ahmed felt distrust toward unfamiliar messages after the scam.

B. Match each word with the correct meaning.

Word	Meaning
1. impossible	A. Not correct or wrong.
2. incorrect	B. Not trusting or believing in something or someone
3. illegal	C. Not responsible; careless or reckless
4. irresponsible	D. Not able to be done or achieved
5. distrust	E. Not allowed by law

C. Complete the sentences by adding the correct prefix.

(dis-, il-, im-, in-, ir-,) to the words.

- 1. Throwing rubbish in the street is _____ legal by law.
- 2. Don't _____ agree before you hear the full idea.
- 3. My brother gets _____ patient if he has to wait too long.
- 4. Lying is <u>responsible</u>; always tell the truth.
- 5. If you choose a weak password, your account will be _____secure

Build New Words

Fill in the missing parts in the following table.

Prefix	Word	New word	Meaning	Example sentence
im-	patient			
in-	active			
dis-	like			
ir-	regular			
il-	logical			

3 Prefix Vocabulary Poster

Think of three new words with different prefixes:

 Write each word in a meaningful sentence and underline the prefix. Look for more examples online and share them with your classmates.

Writing



Plan and write a two-paragraph expository report explaining how Al chatbots are used in our daily lives, their benefits, and their limitations. Give examples from school, work, or home.

Paragraph 1: (The benefits of chatbots)
Topic sentence:
Supporting details:
Concluding sentence:
Paragraph 2: (The limitations of chatbots)
Topic sentence:
Supporting details:
Concluding sentence:

Learning Unit 2

Writing

Learning Unit 2

Assessment 2

A) Vocabulary

1	Choose the corre	ect answer fron	n a, b, c, or d.	
1. (Good internet	i:	s important for online le	earning.
ć	a) phishing	b) scam	c) customer	d) access
2. 8	She will	the prin	nter by following the ins	structions.
á	a) reject	b) install	c) assist	d) claim
3. 7	he boy's answers w	ere	, so he got go	od grades.
á	a) uneasy	b) cautious	c) accurate	d) fake
		B) Reading	comprehension	
2	Read the following	ng passage, the	en answer the quest	ions that follow.
yo to dif da	ercise can also make ur mood. People who the gym to stay active ference. It also teaches	you feel happier. exercise often slee. A simple activity is discipline and but	It helps your brain releated better and feel less state like walking or stretchin lids confidence. Children	you stay strong and healthy. se chemicals that improve tress. You don't need to go at home can make a big and adults can benefit from an help. So, start small and
	a) brainb)2. The opposite of t	ronoun "that" in exercise c) he underlined wo inaccurate c) ring question.	the 2 nd line refers to: chemicals d) hab ord " consistent " is: incomplete d) irre	oits C
		C) (Grammar	
8	Do as shown bet	ween brackets	<u> </u>	
	1. If she (finish) he			(Correct the verb)
	2. I know a place. Yo	ou can buy fresh	fruits there.	(Join using: where

Learning Unit 3 Food for Life: Culture, Health, and the Future







Vocabulary Learning Unit 3

1 Å B B B B B B B B B B B B B B B B B B	with its a	ppropriate defini	tion.	
A. serve	()	a special or form	al event.	
B. flavour	()	(of food) not cook	ed.	
C. occasion	()	the special taste	or smell of food.	
D. raw	()	to give food or dr	ink to someone.	
Write the synony	ms & anto			
Word		Synonym	Antonym	
energetic				
organic				
harmful				
Fill in the blanks using the correct words from the box. distinctive – harmful – organic – produce – recipe 1. A list of ingredients and instructions for cooking a dish is called a				
2. Food grown without chemi	cals or arti	ficial fertilizers.		
3. Easy to recognise because	e it is differ	ent from others.		
Complete the following sentences with words from the list below. occasion – label – fibre – symbol – source				
Fruits and vegetables are a good of vitamins.				
Eating food high in helps keep your stomach healthy.				
Always read the food to check the ingredients.				
4. Doves are often used as a of peace.				

Learning Unit 3 | Grammar

Change the	following sentenc	es into passive.					
1. The chef cooks t	1. The chef cooks the meals every day.						
2. They completed	2. They completed the project last week.						
3. The teacher will	check the homework	tomorrow.					
4. The workers buil	d bridges every year	-					
Choose the each senten	correct form (comp	parative or superl	ative) to complete				
1. Mount Everest is		(high) th	an Mount Kilimanjaro.				
2. She is the		(fas	st) runner in the team.				
3. That was the		(interesting)	movie I've ever seen.				
	correct answer from						
	befor						
a) sign	b) must sign	c) signed	d) must be signed				
2. The plane tickets	last	week.					
a) should buy	b) were bought	c) are buying	d) are bought				
3. My new job is	the one	I had before.					
a) better than	b) better	c) best	d) the best				
4. She is	person I know.	She always helps of	thers.				
a) kinder than	b) kinder	c) the kindest	d) kindest				

Micro-Skill Practice

Learning Unit 3

Spice Up Your English with Food Idioms

- 1 Underline the idioms in the sentences below and try to guess what they mean.
 - 1. The teacher told a joke to break the ice.
 - 2. The boy spilt the beans about the surprise party.
 - 3. Reading has always been my cup of tea. It calms my mind.
 - 4. Teaching is my father's bread and butter because it is his job.
 - 5. The test was a piece of cake for Huda because she had reviewed all the material the night before.
 - 6. "Don't cry over spilt milk", said my friend when I forgot to bring my homework.

2 Match each idiom with its meaning.

idiom	Meaning
a. bread and butter	1. Something that someone likes or enjoys (often used in the negative: "not my cup of tea").
b. break the ice	To tell a secret or reveal information that was meant to be kept quiet.
c. piece of cake	3. Someone's main job or main source of income.
d. spill the beans	4. To help people feel more comfortable in a new or tense situation.
e. cry over spilt milk	5. Something that is very easy to do.
f. cup of tea	6. To be upset about something that has already happened and can't be changed.

3 Complete each sentence with the correct idiom from the list below.

bread and butter / piece of cake / break the ice / spills the beans / cup of tea / cry over spilt milk

- 1. Watching horror movies isn't my ______. I prefer comedies.
- I thought baking a cake would be hard, but it was ______.
- 3. At the start of the meeting, I told a funny story to _____
- 4. My little sister can't keep a secret. She always ______.
- 5. Fishing is his ______, especially during the busy summer season.
- 6. I lost my phone yesterday, but my father told me not to _____

4 Let's Talk in Idioms!

Choose any two idioms from the list.

- a. Write a short dialogue using them naturally.
- b. Practise it with a partner and present it to the class.

Look for more examples online and share them with your classmates.

Learning Unit 3 Assessment 3

	A. VUCa	ibulal y	
Fill in the gaps v	vith suitable words	from the list.	
flavour – org	ganic – harmful –	commonly – main	ntain
1. Many people pre	fer to eat	fruits and vege	tables.
2. Rice is	eaten in mar	ny countries around th	e world.
3. It's important to	a he	ealthy diet and regular	exercise routine.
4. Lemon adds a fr	esh	to the dish and make	es it taste better.
	B. Gra	mmar	
Choose the corre	ect answer from a, b	o, c, or d.	
1. Every week, imp	ortant reports	by the team to t	rack progress.
a) prepare	b) are prepared	c) prepared	d) were preparin
2. The museum	by	tourists for free next	week.
	b) will visit		
3. It is	winter we've	e ever had in years.	
a) colder	b) colder than	c) the coldest	d) coldest
	C. Reading Co	mprehension	
Choose the corre	ect answer from a,	b, c or d.	
People around the wagest meal, while in oners with hands or focat in their meals. In n	vorld enjoy different eati others, dinner is more i rks. Some people follow nany homes, cooking is at. Learning about food	ing habits. In some coumportant. Some culture w vegetarian diets, whi a family activity. Market	es eat with chopsticks, le others include more ts and local ingredients
 What is the best to a) Benefits of a V c) Exploring Food Answer the follow 	ect answer from a, I itle for the passage? egetarian Diet b) Th I Habits d) Ea wing questions. assage, what can lear	ne History of Cooking ating Well Without Me	at
3 Why might cookin	a brina people toaeth	er?	

Learning Unit Four Simple Living, Better World







Vocabulary Learning Unit 4

0	Read each definition carefully. Then choose the most suitable word from
	the list below.

	valuable – thoughtful – balanced – gadget – focus						
	Thinking about something seriously before deciding.						
	2. Hav	2. Having equal or correct amounts of different things.					
	3. To give full attention to something or concentrate on it.						
	4. Sor	mething tha	at is worth a lot or is ve	ery useful.			
2	Comp box.	lete the d	ialogue below using	g the appropriate w	ords from the given		
	m	indful – re	esponsibly - preserv	e – donate – packag	ging – wasteful		
	Sara:	Hey, Layl	a! I'm trying to be more	e about	how I shop.		
	Layla:	That's grewaste.	eat! I've started buying	things with less	to reduce		
	Sara:	Me too. I them awa	•	_ clothes that I don't	wear instead of throwing		
	Layla:	That's sm	art. Being	_ just harms the env	ironment.		
	Sara:	Exactly. V generatio		to	the planet for future		
	Layla:	I totally a	gree. Even small chan	ges can make a big	difference.		
3	MCQ O A — O C —	Choose th	ne correct answer f	rom a, b, c or d.			
	1. Eati	ng a balan	ced diet will	your body, mind,	and immune system.		
	a) de	onate	b) minimise	c) focus	d) benefit		
	2. We	used	plates at the p	oicnic to make cleanu	ıp easier.		
	a) di	sposable	b) valuable	c) thoughful	d) balanced		
	3. The	chef used	a kitchen	that slices vegetable	es in seconds.		
	a) flavour	b) symbol	c) expense	d) gadget		

Learning Unit 4 | Grammar

		g the correct form of the vision to the vision to the vision of the vision to the visi	erb in the
		(never/ try) sushi.	
		(study) for the exam si	nce morning
•		(you/finish) your home	
		(break) her glasses and	-
		(learn) Spanish for two	
0. 0110		(Iddini) opariidi idi two	monune.
2 Choose the cor	rect answer from a	, b, c or d.	
1. There isn't	water left in t	he bottle; it is almost empty.	
a) few	b) much	c) many	d) little
2. Is there	milk in the fridge	?	
a) any	b) many	c) few	d) little
3. We saw	people at the co	oncert last night. It was very	crowded.
a) any	b) many	c) few	d) little
4. She is worried by	ecause she has	time to finish the tas	sk.
a) any	b) many	c) few	d) little
5 pe	•	eting because of the rain.	
a) Any	b) Many	c) Few	d) Little
3 Choose the cor	rect answer to com	plete each sentence.	
1. She (has work	ed / has been workir	na) here since 2015.	
•		receiving) the email.	
. (,		3 / 1 1 1	
4 Rewrite th	e sentences using t	the correct quantifier.	
1. She has <u>little</u> friend	ds at school, which ma	akes her feel happy.	
2. Do you have <u>little</u> i	money to lend me?		

Punctuation Power: Colons and Semicolons

- **1** A. Read the sentences below. Underline the part that comes after the colon (:) or semicolon (;).
 - 1. There are three ways to live simply: use less, buy less, and recycle more.
 - 2. The average person uses too many resources: most of these can be reduced by small, daily changes.
 - 3. Many people want to save more; they start planning their spending.

B. Discuss with a partner.

- 1. Colon (:) Look again at sentences 1 and 2.
 - What comes before the colon? Is it a complete sentence?
 - What comes after the colon? Is it a list or an explanation?
 - Can you use a colon if the first part is not a full sentence?

A colon (:): Use a colon after a full sentence to show a list, give an example, or explain something.

- 2. Semi-colon (;) Look at sentence 3.
 - · Are there two complete sentences on each side of the semi-colon?
 - Are the two ideas closely related?
 - Can you use a full stop instead?

A semi-colon (;): Use a semi-colon (;) to join two closely related sentences; each part must be a complete sentence on its own.

2 Colon or Semicolon? Make the Right Choice!

Add (:) or (;) in the blanks.

- 1. There are three rules for a balanced life___ eat well, rest enough, and stay active.
- 2. Simple living has one big benefit____ it helps you feel more in control.
- 3. Some people choose to cook at home____ they want to eat healthier.
- 4. She avoids fast fashion she prefers to buy only what she needs.

3 Your Turn: Use a Colon and a Semicolon

- Write one sentence using a colon (:) to introduce a list or explanation.
- · Write one sentence using a semi-colon to join two related ideas.

1.	

2. _____

Learning Unit 4

Writing



Plan and write a two-paragraph report explaining why reducing waste is important and suggesting practical ways to reduce waste.

Support your ideas with examples from your own experience.

Paragraph 1: (The importance of reducing waste)
Topic sentence:
Supporting details:
Concluding sentence:
Paragraph 2: (Practical ways to reduce waste with examples)
Topic sentence:
Supporting details:
Concluding sentence:

Writing

Learning Unit 4

Learning Unit 4

Assessment 4

A. Vocabulary

1 Complete the sentences with words from the box:

benefit – consu	ımption– disp	oosable – minimis	e – valuable – focus			
 You should on your studies if you want to pass the exam. The museum has many paintings from the 18th century. 						
3. The doctor advised him to reduce his sugar						
4. To save money, we need to unnecessary spending.						
5. Many people use cups for coffee.						
B. Grammar						
Choose the correct answer from a, b, c, or d.						
1. She	just	from an international conference.				
a) has /returned	b) will / return	c) was / returning	d) would / return			
2. We for the presentation since Monday.						
a) prepare	b) prepared	c) would prepare	d) have been preparing			
3. We had information about the event.						
a) few	b) little	c) many	d) any			
	C. Reading	Comprehensio	n			

8 Read the following text, then answer the questions that follow.

Living simply means focusing on what truly matters. It involves reducing clutter and unnecessary possessions. Many people find happiness by appreciating small things in life. Simple living encourages spending time with family and friends. It can help reduce stress and improve mental health. People who live simply often choose quality over quantity. **They** don't buy unnecessary things and enjoy doing useful activities instead. Living simply is a way to find balance and contentment in a busy world.

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

- 1. The writer's purpose of writing this paragraph is to:
 - a) explain how to collect more possessions.
 - b) describe the benefits of living simply.
 - c) encourage people to work longer hours.
 - d) support buying expensive things.
- 2. The underlined word "They" in the 4th line refers to:
 - a) friends
- b) possessions
- c) people
- d) things



Assessment 1

- 1. give up
- 2. inspire
- 3. fulfil
- 4. mindset

- 1. When did they visit the museum? What did they do yesterday?
- 2. were driving
- 3. Neither the laptop nor the tablet needs to be charged tonight.

(C)

- 1. c
- 2. c
- 3. b
- 4. He told them interesting facts about the plants and animals they saw along the way.

Assessment 2

(A)

- 1. d
- 2. b
- 3. c

(B)

- 1. c
- 2. d
- 3. Any reasonable answer related to the passage.

(C)

- 1. finishes
- 2. I know a place where you can buy fresh fruits.

Assessment 3

- 1. organic
- 2. commonly
- 3. maintain
- 4. flavour

(B)

- 1. b
- 2. d
- 3. c

(C)

- 1. c
- 2. Learning about food customs can teach us about daily life, values, and traditios in different societies.
- 3. Because cooking can be a family activity where people spend time together and share traditions.

Assessment 4

(A)

- 1. focus
- 2. valuable
- 3. consumption
- 4. minimise
- 5. disposable

(B)

- 1. a
- 2 d
- 3. b

(C)

- 1. b
- 2. c

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