



وزارة التربية

Ministry of Education

State of Kuwait | دولة الكويت

English Pearls of Kuwait

Student's Book

Grade

7B





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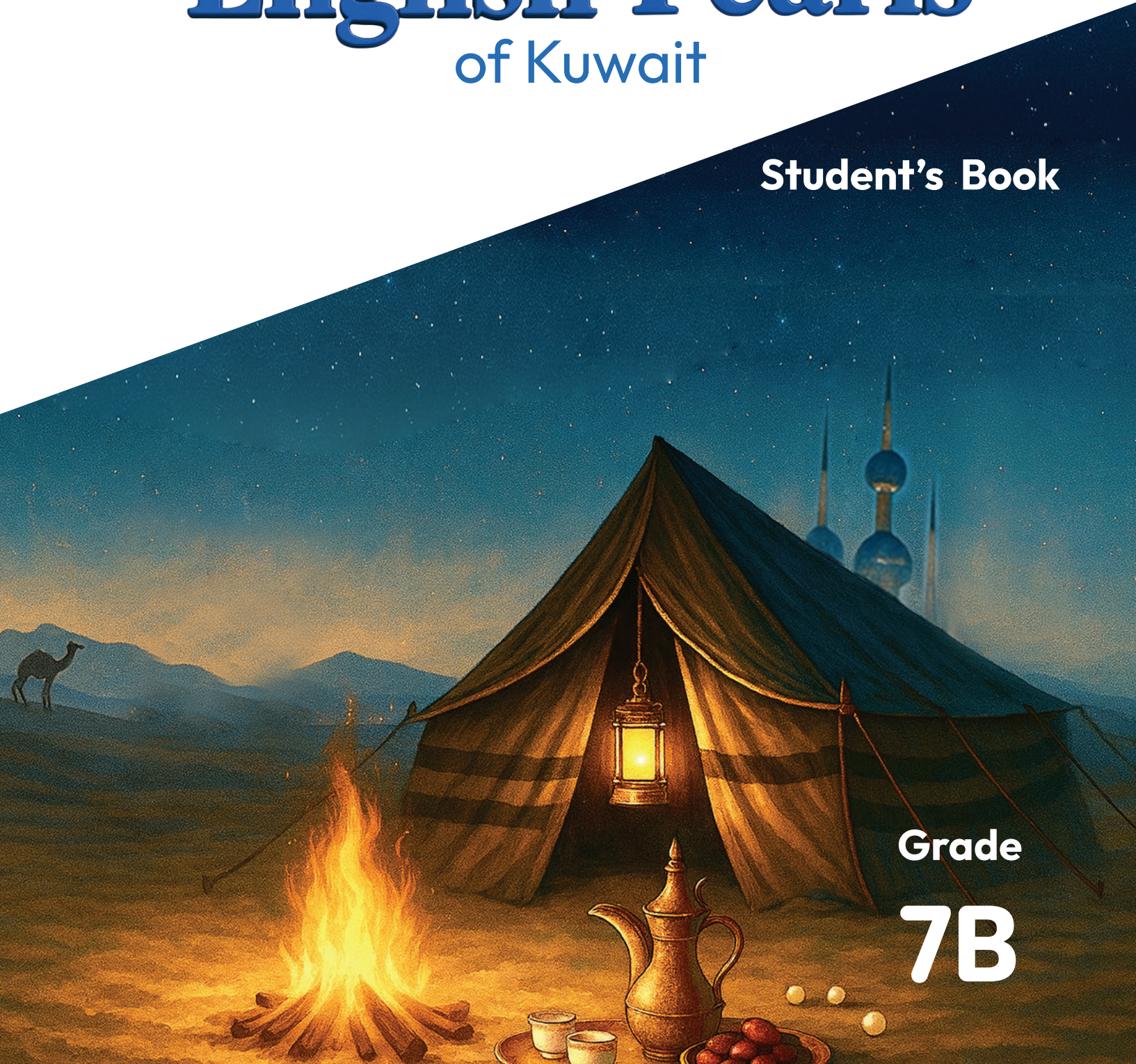
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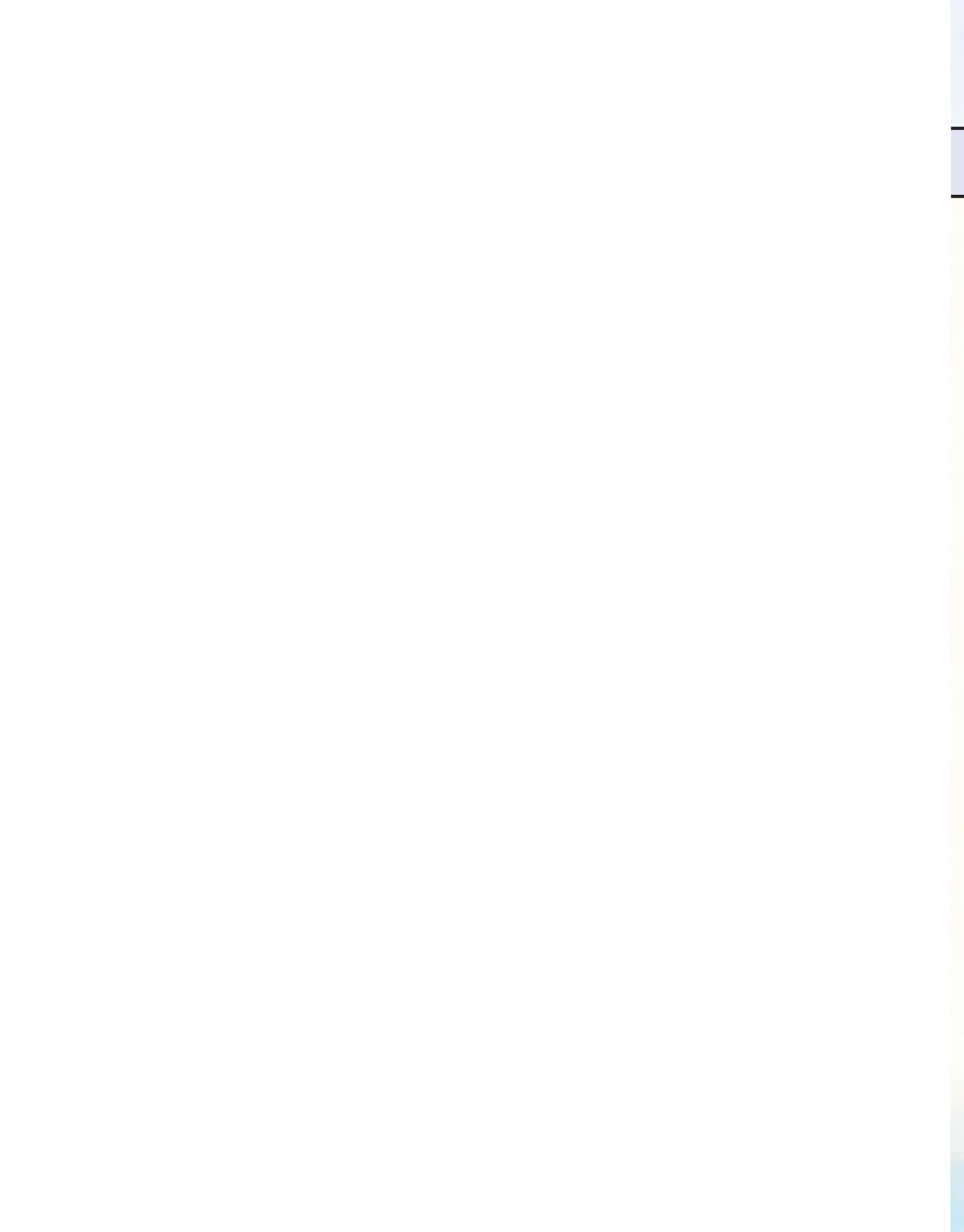
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سَمُو الشَّيْخِ صَبَّاحٍ خَالِدِ الْهَمَادِ الصَّبَّاحِ
وَلِيِّ عَهْدِ دَوْلَةِ الْكُوَيْتِ

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INTRODUCTION

English Pearls of Kuwait is a thoughtfully designed English-language coursebook series for intermediate-stage students in Kuwait (Grades 6–9). Developed through rigorous educational research and classroom practice, the series equips learners with effective communication skills in English while honouring Kuwait’s cultural identity and values. At the same time, it introduces diverse global perspectives, enabling students to build intercultural competence and broaden their worldview.

Grounded in Kuwait’s national curriculum standards and informed by the Common European Framework of Reference for Languages (CEFR), each unit promotes competence across listening, speaking, reading, and writing. The course progressively builds micro-skills, from recognising stress and intonation to mastering vocabulary, grammar and cohesive devices, ensuring a solid foundation for academic and real-life language use. Its differentiated, learner-centred approach addresses varied learning styles and guides every student towards personalised goals.

Aligned with Kuwait Vision 2035, the series nurtures critical thinking, creativity,

empathy, and civic responsibility. It aims to develop confident, respectful, and globally aware learners capable of contributing meaningfully to society. Explicit attention to 21st-century skills: collaboration, creativity, critical thinking, problem solving, and effective communication in digital and real-world contexts. These skills encourage reflection on core values: sustainability, equality and responsible citizenship.

Drawing on international best practice, the course integrates Cambridge English vocabulary guidelines and CEFR-appropriate content to strengthen both receptive and productive language skills.

As students journey through these pages, they will explore engaging themes, collaborate on tasks and gain the confidence to express themselves clearly and thoughtfully. We invite learners, educators and parents to discover these pearls of knowledge, where language learning becomes a path to personal and national growth.

The following are the general educational standards that the students are expected to achieve by the end of the Intermediate Education:

LISTENING AND VIEWING

Apply listening skills to comprehend oral and audio texts for various purposes, utilising a range of strategies and resources in diverse contexts.

SPEAKING AND REPRESENTING

Speak clearly and accurately using a variety of strategies to suit the purpose, audience, context, and cultural expectations in order to engage effectively in social and academic interactions.

READING AND VIEWING

Read and view a variety of fiction and non-fiction texts for different purposes using appropriate reading strategies, comprehension skills, and resources across a range of familiar contexts.

WRITING AND REPRESENTING

Produce clear and accurate writing in a variety of text types, using appropriate skills and strategies that reflect the purpose, audience, context, and cultural expectations.

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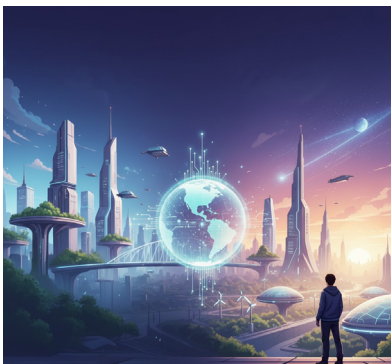
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Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills/ Values
<p>Five: Healthy Habits for Lifelong Wellness</p>	<ul style="list-style-type: none"> • Be + used to + ing • Preposition of Movement (across- towards- through- into- over- around) 	<p>Reading 1</p> <p>“Healthy Habits: Taking Care of Your Body and Mind”</p> <p>balance (n), concentration (n), growth (n), nutrient (n), strength (n), stress (n), tiredness (n), well-being (n) function (v), limit (v), perform (v), repair (v), calm (adj), main (adj), proper (adj), steady (adj), correctly (adv), completely (adv)</p>	<p>Smart Digital Living</p>	<p>Speak about daily routines and habits</p>	<p>A two-paragraph report about healthy habits we follow to improve our well-being and how playing sports keeps our bodies strong and active.</p>	<p>21st Century Skills</p> <ul style="list-style-type: none"> • Critical Thinking • Self-Management • Communication • Collaboration • Digital Literacy <p>Values</p> <ul style="list-style-type: none"> • Responsibility • Respect • Cooperation • Wellbeing / Self-Care • Community Care
		<p>Reading 2</p> <p>“The Power of Sports: Lessons for Body and Mind”</p> <p>courage (n), decision (n), emotion (n), failure (n), leadership (n), movement (n), teammate (n), victory (n), achieve (v), control (v), depend on (ph.v), rise (v), train (v) dynamic (adj), individual (adj), unfair (adj) mentally (adv), physically (adv), strategically (adv)</p>				

Language Functions: Describe healthy habits, give advice, express opinions and give reasons, give and follow movement commands

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills/ Values
Six: The Earth's Voice: Climate Change and Animal Survival	<ul style="list-style-type: none"> • Comparatives and Superlatives • Present Perfect (since / for) 	<p>Reading 1</p> <p>“Climate Change: The Earth’s Warning Signs”</p> <p>creature (n), crop (n), drought (n), flood (n), region (n), temperature (n), damage (v), destroy (v), disturb (v), occur (v), produce (v), release (v), suffer (v), coastal (adj), expensive (adj), global (adj), unpredictable (adj), deeply (adv), mainly (adv)</p>	<p>Breaking News: Protecting Nature in Different Climates</p>	<p>Kuwait’s Weather Forecast</p>	<p>(1) A two-paragraph report about how climate change has affected the environment and how we can protect the Earth.</p> <p>(2) A two-paragraph report about how animals adapt to a changing world and how humans help protect animals.</p>	<p>21st Century Skills</p> <ul style="list-style-type: none"> • Environmental Literacy • Decision-Making • Creative Problem-Solving • Environmental Awareness <p>Values</p> <ul style="list-style-type: none"> • Respect for Nature • Care for the environment • Mindfulness • Global Awareness • Empathy • Sustainability
		<p>Reading 2</p> <p>“Nature’s Survivors”</p> <p>area (n), condition (n), distance (n), habitat (n), population (n), zone (n), adapt (v), cope (v), disappear (v), dry up (ph.v), lay (v), recover (v), store (v), chemical (adj), harsh (adj), native (adj), polluted (adj), further (adv), securely (adv), severely (adv)</p>				

Language Functions: Describe environmental problems, identify causes and effects, compare places and weather, ask and answer questions about weather, give warnings and suggestions, express opinions

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills/ Values
Seven: Qualities That Help Us Grow	<ul style="list-style-type: none"> Relative Pronouns (who- when- which- where- whose) Question Tags (Past Simple) 	<p>Reading 1</p> <p>“Great Qualities, Greater Community”</p> <p>behaviour (n), cooperation (n), helpfulness (n), member (n), quality (n), relative (n), self-discipline (n), wonder (n), behave (v), observe (v), respond (v), shape (v), aware (adj), sensible (adj), welcoming (adj), closely (adv), openly (adv)</p> <p>Reading 2</p> <p>“Stories of Strength and Faith”</p> <p>difficulty (n), forgiveness (n), hardship (n), incident (n), injustice (n), journey (n), mercy (n), defend (v), ignore (v), interfere (v), reveal (v), treat (v), jealous (adj), noble (adj), sincere (adj), sudden (adj), true (adj), truthful (adj), honestly (adv), wrongly (adv)</p>	<p>Strong Qualities, Strong Women</p>	<p>Everyday Role Models</p>	<p>A two-paragraph report about qualities that make people special and how these qualities are reflected in everyday life.</p>	<p>21st Century Skills</p> <ul style="list-style-type: none"> Critical Thinking Communication Collaboration Social & Emotional Skills Moral & Ethical Awareness Reflective Thinking <p>Values</p> <ul style="list-style-type: none"> Kindness & Compassion Honesty & Integrity Courage & Perseverance Community Engagement Forgiveness Justice Faithfulness Appreciation of Prophetic Role Models Appreciation of Women’s Role in Society

Language Functions: Describe qualities and behaviour, explain reasons and results, show admiration, express appreciation, ask for clarification, compare qualities and actions, express opinions

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills/ Values
Today's Technology, Tomorrow's World Eight:	<ul style="list-style-type: none"> • Reported Speech with Imperatives • Future Simple 	<p>Reading 1</p> <p>“Shaping Our World Through Innovation”</p> <p>assistant (n) innovation (n) printing press (n) system (n) adjust (v) advise (v) explore (v) increase (v) introduce (v) intelligent (adj) interactive (adj) practical (adj) automatically (adv) remotely (adv) skilfully (adv) visually (adv)</p> <p>Reading 2</p> <p>“Technology in the Future World”</p> <p>artificial intelligence (n) crack (n) dome (n) drone (n) hologram (n) possibility (n) advance (v) generate (v) interact (v) upgrade (v) advanced (adj) impressive (adj) safe (adj) underground (adj) virtual (adj) digitally (adv) instantly (adv)</p>	<p>Discoveries Behind Today's Technology</p>	<p>Technology in Our Daily Lives</p>	<p>(1) A two-paragraph report about how technology is part of your daily life and how you imagine it will be in the future.</p> <p>(2) A two-paragraph report about modern inventions people use nowadays and how they make lives easier.</p>	<p>21st Century Skills</p> <ul style="list-style-type: none"> • Innovation • Problem-Solving • Responsible Decision-Making • Information Literacy • Media Literacy • Global Awareness • Digital Literacy • Communication • Collaboration • Critical Thinking <p>Values</p> <ul style="list-style-type: none"> • Digital Citizenship • Awareness • Cooperation • Community Care

Language Functions: Explain reasons and results, express agreement and disagreement, give advice, make predictions, describe situations, ask for clarification



Learning Unit Five

Healthy Habits for Lifelong Wellness

Learning Unit Five:

Healthy Habits for Lifelong Wellness



Learning Outcomes

Listening and Viewing:

- Identify main points and specific details from spoken texts about healthy digital habits and wellness routines.
- Record accurate notes during listening activities about health practices and sports benefits.
- Interpret speakers' intentions, feelings, or attitudes about well-being and community health in public places.
- Cooperate positively in group listening tasks when discussing healthy habits and wellness topics.

Speaking and Representing:

- Express personal viewpoints and experiences about healthy habits clearly using appropriate wellness vocabulary.
- Deliver short group presentations effectively demonstrating knowledge of wellness topics with clear pronunciation.
- Discuss structured ideas about healthy routines, sports benefits, and balanced living using suitable linkers.
- Demonstrate confidence and appreciation when presenting and listening to peers' ideas about healthy living.

Reading and Viewing:

- Identify explicit and implicit details within texts describing health experiences, sports benefits, and cultural wellness practices.
- Organise reading notes clearly by highlighting and categorising key health information from texts.
- Infer the writer's viewpoint, attitude, or feelings in texts about responsible wellness choices and healthy habits.
- Show cooperative attitudes during paired or group reading activities about sports and wellness topics.

Writing and Representing:

- Outline two-paragraph reports about healthy habits clearly using paragraph structure and linking words.
- Produce clear reports about wellness by writing the final draft neatly and accurately.
- Compose organised paragraphs clearly describing health routines, sports activities, and wellness practices.
- Value clarity and organisation while showing openness to constructive feedback on written work about health topics.

Learning Unit 5

Lesson One: Reading

I can:

- **identify** main ideas and supporting details from a written text about healthy routines for body and mind.
- **construct** a simple daily wellness plan by organising key details from a written text about healthy habits.
- **Vocabulary:** strength, well-being, balance, calm, proper, main, growth, concentration, perform, nutrient, function, correctly, limit, tiredness, repair, stress, completely, steady

Before You Read

- 1  a. Rate each habit from 1 (not healthy) to 5 (very healthy) on the Well-being Scale.

Habit	1	2	3	4	5
Eating vegetables every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staying up late on your phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing short stretches at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing video games for hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending time with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- b. Then, compare your answers with your partner.

- Which habits help both your body and mind?

- 2  Read the magazine page and do the tasks that follow.

Healthy Habits: Taking Care of Your Body and Mind

(By Sarah Al-Harbi)

“Good health is not just about avoiding illness — it is about living with energy, peace, and balance every day.”

Good Health, Good Life

Good health is one of life’s greatest treasures. It gives us the **strength** to study, work, and enjoy time with family and friends. True **well-being** means living in **balance**. The choices we make every day, such as what we eat, how we move, and how we rest, help our bodies stay strong and our minds stay **calm**. Healthy eating and **proper** rest play the biggest role in keeping this balance.

Food That Fuels Energy and Focus

Food is the body’s **main** source of energy. A balanced diet supports **growth** and **improves concentration** because it helps the brain work better. This helps us **perform** well at school and in daily life. For example, eating fruits, vegetables, and whole grains provides our body with vitamins and **nutrients** that keep us active. Drinking enough water also helps the body **function correctly**, while **limiting** sugar and junk food prevents **tiredness**.



Simple Steps for a Healthier Life

Eat Well: A colourful plate with different fruits and vegetables means more vitamins for your body and clearer skin!

Rest Well: Sleep eight hours every night. Your body and mind will thank you!

Sleep That Restores Energy

Rest is an important part of a healthy lifestyle. During sleep, the body **repairs** itself and the mind organises thoughts. People who sleep well wake up with more energy, better focus, and a calmer mood. A good daily routine includes time to rest, think, and feel thankful. These habits reduce **stress** and help the body and mind relax **completely**.

Live in Balance

Healthy living begins with small, **steady** choices such as eating balanced meals and getting enough sleep. When we take good care of our bodies and minds, we make our lives better and build a happier and more supportive community.



Find Out More!

What other habits help you feel good every day?

Learning Unit 5

Lesson One: Reading

3 a. Choose the correct answer.

1. What is the main idea of the passage?

- a. Food is the body's main source of energy.
- b. Water helps the body function properly.
- c. Rest is an important part of a healthy lifestyle.
- d. Healthy habits improve both body and mind.

2. The meaning of the underlined word "improves" in the 2nd paragraph is:

- a. relaxes completely
- b. makes better
- c. stops suddenly
- d. breathes calmly

b. Answer the following questions.

- 1. What do fruits, vegetables, and whole grains give our bodies?
- 2. How does rest help both the body and the mind?
- 3. In what way do healthy habits help us live a better life?

4 Complete the sentences with the most suitable word.

(main – limit – completely – strengthen – stress)

- 1. Mariam finished her homework _____ before dinner.
- 2. It is important to _____ how much junk food we eat to avoid tiredness.
- 3. Regular exercise helps _____ your muscles and improve balance.
- 4. The _____ idea of the lesson is that healthy habits support well-being.

5 "My Healthy Day Plan"

Now, use ideas from the magazine page to plan your own healthy day.
Pair up with a classmate to do the following.

A. Discuss together:

- o What will you eat for breakfast, lunch, and dinner?
- o When will you rest?

B. Create your plan:

- o Make a simple table or a short paragraph showing your daily routine.
- o Include meals, activities, and rest times.

C. Share and compare:

- o Present your plan to another pair.
- o Say how your plans are similar or different.
- o Suggest one way to make each plan healthier.


Sentence starters:

- We planned to...
- Our plan is similar because we both...
- It's different because we...
- You could add... to make it healthier.



6 Think About Your Own Lifestyle

Write 3-4 sentences about the big changes you would like to make to live a healthier life.

 Share your opinions confidently and respect others' views about what makes life healthy and balanced.

Learning Unit 5

Lesson Two: Grammar

I can:

- **structure** short, clear sentences using “be + used to + -ing” to describe familiar healthy habits.
- **outline** short written responses using “be + used to + -ing in sentences about personal wellness routines.

Grammar: Used to + ing

Think, Pair, Share

1 Look at the pictures and discuss the following questions.

- What healthy habits are part of your daily life?
- What is Salma used to doing?
- What is Hamad not used to drinking?

Salma **is used to** waking up early.

Hamad **is not used to** drinking fizzy drinks.



Grammar Box:

be + used to + verb + ing

We use **be + used to + verb + ing** to talk about something that feels normal or familiar now.

Remember: be = am/ is/ are

✓ Affirmative Sentences:

- I **am** used to **waking** up early.
- She **is** used to **walking** every day.

✗ Negative Sentences:

- He **is not** used to **drinking** coffee.
- They **are not** used to **sleeping** early.

? Yes / No Questions

Am / Is / Are + subject + used to + verb (+ ing)

- **Is** Hamad used to **studying** at night?
- **Are** your brothers used to **going** to the gym?

Answer: Yes, he **is**. / No, he **isn't**.

? Wh- Questions

Wh- + am / is / are + subject + used to + verb (+ ing)

- What **are** you used to **doing** after school?
- Who **is** she used to **helping** at home?

Answer: I **am** used to **doing** my homework after school.

2 Do as shown between brackets.

1. Huda is used to (read) before sleeping. (Correct the verb)

2. The twins are used to taking the bus to school. (Make negative)

3. Ahmed is used to drinking eight glasses of water a day. (Form a question)

Interview Your Partner

3 Work in pairs. Ask and answer questions about personal habits and lifestyle using be used to + -ing. Then, change roles.

Use the following question starters.

1. Are you used to _____?

2. Is your (friend, brother, or someone you know) used to _____?

Example:

A: Are you used to waking up early?

B: Yes, I am. I usually wake up at 6:30.



Example:

I'm used to
I'm not used to

4 Think about your own habits. Write 3-4 sentences in your notebook about what you are used to doing to stay healthy.

Write correctly and check your spelling and punctuation carefully.

Learning Unit 5


Lesson Three: Listening

I can:

- **record** key points in short phrases from a spoken text about healthy digital behaviours.
- **cooperate** positively in group discussions by sharing supportive ideas based on a spoken text about digital wellness.
- **Linker Bank:** (*because, also, first, finally, therefore, in addition, for example, next*)

Smart Digital Living

Before You Listen

- 1  Discuss the digital habits of each person in the pictures. Then, tick (✓) the ones you are used to doing every day.









- 2  Listen to the E-Book chapter “Healthy Digital Habits”. Then, complete the following table.

Digital Habit	How It Helps You
Using a sleep-tracking app	Helps people rest better and wake up with more energy.
Using a fitness app	
	Sends reminders to stand, walk, or drink water during the day.



- 3  Listen again then, discuss the following questions with your partner.

1. What problem can happen when people use technology without balance?
2. How can people use technology to support their health?
3. What does the speaker mean by using technology wisely?
4. What lesson can we learn from the speaker’s message?

The Habit Swap Challenge

- 4  In pairs, write a healthier action for each digital habit below.


Everyday Digital Habit	Healthy Action
Posting online without thinking	
Watching videos for hours before sleep	
Texting or using apps during lunch	

Act as a Digital Coach

- 5  • Give advice to a classmate who uses screens too much.
• Use linkers from the linker bank to connect your ideas.

Example:

After school, go for a short walk **because** it helps your body relax. **In addition**, try reading a book before bed. **Finally**, don’t watch video games all the time.

 When giving advice, smile, use a calm voice, and show that you care about helping, not judging.



Giving friendly advice about using technology wisely.

I can:

- **express** clear descriptions about community wellness activities using structured sentences.
- **show** appreciation for others' contributions by responding politely during the Healthy Project presentation.
- **Linker Bank:** (*because, also, first, finally, therefore, in addition, for example, next*)

Community Well-being in Kuwait

1  **Look at the pictures and discuss.**

1. Which community activity in Kuwait do you prefer? Why?
2. How do such activities help both the body and the mind?



2 **Read the paragraph and discuss the questions below.**

In Kuwait, many people take part in different activities to stay healthy and happy. Some join beach marathons to enjoy the fresh air and keep their bodies strong. During Ramadan, families help others by giving meals to people in need. Helping others makes the heart feel calm and thankful. In schools, students play sports to build teamwork and stay active. Playing together helps them stay active and positive. Friends also support each other when someone feels sad or tired. When people take care of their bodies, minds, and hearts, the whole community becomes stronger and happier.

a. In pairs, ask the following questions. Then, switch roles.

b. Share your answers with the class.

1. What do people in Kuwait do to stay healthy and happy?
2. How do these actions help the body, the mind, and the heart?
3. Which activity do you prefer, helping others or playing sports? Why?
4. Do you agree that helping others makes people happy? How?
5. What is one simple thing students can do every day to feel healthy and positive?



Use the following expressions when giving opinions or reasons

- *I think the ... helps because ...*
- *Sports and exercise help students ...*
- *Friends can support each other by ...*
- *I prefer ... because ...*
- *I agree that helping others ...*

The Healthy Project

3  **In groups, create a Healthy Project that shows how students can take care of their bodies, minds, and hearts.**

Prepare a short presentation. Everyone in the group should speak.




- Our project is called **Healthy Break**.
- We walk and talk during break time.
- It helps the body because we move.
- It helps the mind because we feel happy.

You should join us!



Language to Use

- o Our project is called ...
- o It helps the body / mind
- o because ...
- o I think, it's a good idea because ...
- o You should ... to stay healthy.

Speaking Checklist	 Great	 Good	 Try Again
Speaking	I speak clearly with confidence.	I speak, but not very clearly.	I don't speak clearly, I and stop often.

Learning Unit 5

Lesson Five: Reading

I can:

- **identify** main ideas and supporting details from a written text about the physical, mental, and social benefits of sports.
- **determine** the meaning of key vocabulary from a written text about sports and wellness using context clues.
- **Vocabulary:** control, emotion, unfair, dynamic, decision, individual, courage, depend on, achieve, physically, mentally, movement, train, strategically, leadership, teammate, rise, failure, victory

The Power of Sports: Lessons for Body and Mind

Before You Listen

1 Discuss with your partner.

- What is your favourite sport?
- What kinds of sports do you enjoy: team or individual?
- Can a sport train your mind as well as your body? How?

2 Read the passage and do the tasks that follow.



Sports are not only about winning games. They also teach people how to focus, stay calm, and never give up. When players take part in a sport, they learn how to **control** their thoughts and **emotions**. As a result, every match becomes a chance to practise teamwork, respect, and patience even when a situation feels **unfair**.



There are many kinds of sports. **Dynamic** team sports such as football and volleyball help players work together and make **decisions** quickly as a team. **Individual** sports like swimming and running require self-control and **courage** because the player must **depend on** personal effort to **achieve** their goal. Playing sports keeps the body **physically** and **mentally** strong and active. **Movement** builds the muscles, improves heart health, and gives us more energy for daily life. In addition, mental sports such as chess **train** the brain to plan, concentrate, and think **strategically** under pressure. All types of sports, physical or mental, help people grow stronger inside and out.

Sports also build character. A good player learns how to win politely and lose respectfully. Captains show **leadership**, while **teammates** learn to listen and support one another. Even losing teaches us to **rise** after **failure** and move forward confidently.



Beyond fitness, sports bring people together. They connect schools, families, and even countries through friendship and fair play. When players leave the field and shake hands with their opponents, they show that respect matters more than **victory**. Sports strengthen both body and spirit. They teach us to stay positive, manage stress, and become stronger. That spirit of teamwork helps us grow with courage, face challenges wisely, and live in harmony with others.

Learning Unit 5

Lesson Five: Reading

I can:

- **Linker Bank:** (*because, also, first, finally, therefore, in addition, for example, next*)

a. Fill in the table with information from the passage. Then, compare your answers with your partner.

Type of Sport	Examples from the Passage	Benefits
Team Sports	football and volleyball	make decisions quickly as a team
Individual Sports		
Mental Sports		
All Sports		

b. Choose the correct answer.

1. The main idea of the 2nd paragraph is:

- sports teach people how to focus.
- losing a game teaches us to rise after failure.
- sports connect schools, families, and even countries.
- playing physical or mental sports helps people grow stronger.

2. The underlined word “They” in the 4th paragraph refers to:

- countries
- players
- sports
- opponents

c. Answer the following questions.

- According to the passage, how do sports help people manage their emotions?
- How do individual sports like swimming or running build courage?
- Why is teamwork important for players and for the community?

3. Find the new words in the passage that mean the opposite of the ones below.

Paragraph (2)

inactive

Paragraph (3)

fear

Paragraph (2)

success

Paragraph (2)

defeat

4. a. Imagine your body could talk after a fun day of sports! In pairs, write 4 sentences.


- Explain how sports can keep your body strong and active.
- Use 2-3 linkers from the Linker Bank.
- Read your sentences aloud to the class.

b. Now Vote!

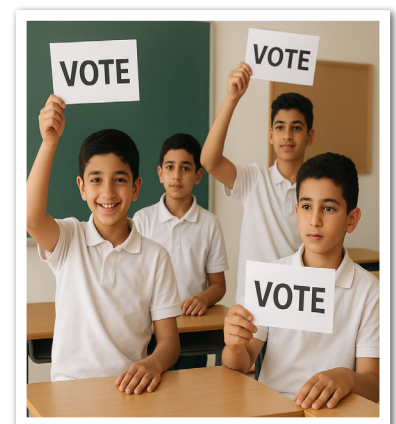
- Listen to each pair’s sentences.
- Vote for one pair in each category.



Category	Vote for
Most Creative Sentence	
Best Use of Linkers	
Most Positive Message	

 **Voting Tip**

Listen carefully, clap for others, and vote kindly and fairly.



Learning Unit 5

Lesson Six: Grammar

I can:

- **apply** prepositions of movement accurately when writing short descriptions about movement in a park or playground.
- **show** enthusiasm during collaborative sharing of mini stories about movement actions.

Grammar: Prepositions of Movement

Think, Pair, Share

1  Look at the pictures and answer the questions.

- What is happening in each picture? Describe the movement.
- What words can you use to show directions?



Grammar Box: Prepositions of Movement

Use **prepositions of movement** to show **direction** or how someone/something **moves** from one place to another.

Preposition	Meaning	Example
across	from one side to the other (over a surface)	Layla is walking across the bridge.
towards	in the direction of something/someone	Saleh kicked the ball towards the goal.
through	from one side to the other (inside a space)	She is walking through the tunnel.
into	from outside to inside	The swimmer jumped into the pool.
over	above or higher than	The ball went over the net.
around	in a circular way	They are running around the cones.

2 Underline the correct answers in the following sentences.

1. The ball flies (at / over) the net.
2. The player runs (under / across) the field.
3. The runner goes (around / into) the cones.
4. The boy moves (between / towards) the goal.



Mini Story: A Day in the Park

3  Write a short story of 4–5 sentences about a fun day in a park or playground.

- Use each preposition of movement at least once: across, towards, through, into, over, around.
- Underline the prepositions in your story.
- Share your story with the class.

Example: Yesterday, I walked towards the park near my house. I ran across the field and jumped over a small bench. Then, I walked through the trees and climbed into the slide. At the end, I ran around the playground and had a great time.

I can:

- **outline** a two-paragraph report plan about healthy habits and sports benefits, using topic sentences, details, and linkers.
- **produce** a clear expository report about healthy living, using appropriate vocabulary and cohesive devices.

Live Well, Feel Strong

Think, Pair, Share

- 1  Look at the pictures and discuss the following questions.

- What helps people stay healthy?
- How does sport make people feel better?



Match and Talk

- 2 a. In pairs, match each habit or sport to what it improves.

Healthy Habit / Sport		What it improves
a. Eating fruits and vegetables		Mind
b. Spending time with family		Teamwork
c. Playing football		Relationships
d. Mental sports	a	Energy

- b. Make sentences using your answers.

- 3 a. Read these two short paragraphs. Then, answer the following questions.

Paragraph A– Healthy Body

Sleeping early and eating well help the body stay strong. Drinking enough water keeps us active and ready to learn.


Paragraph B– Healthy Mind

Helping others and staying calm make life happier. Smiling, listening, and speaking kindly build good relationships and reduce stress.

- What do these two paragraphs talk about?
- Write one sentence that can introduce both paragraphs.
- Write one sentence that can summarise both paragraphs.

- b. Fill in the table with your own sentence starters for each part of the report.


Part	Meaning	Example
Introduction	Opens the topic and tells what the report is about. It must have a general topic sentence.	A healthy life helps people feel happy.
Paragraph 1	Starts with a specific topic sentence about the body (sleep, food, water). Adds supporting details. Ends with a clear concluding idea.	
Paragraph 2	Starts with a specific topic sentence about the mind (helping, staying calm). Adds supporting details. Ends with a clear concluding idea.	
Conclusion	Ends the report with a summary of paragraph 1 and paragraph 2 main ideas .	In conclusion, healthy habits and sports keep our bodies and minds strong.

 **Writing Tip:** Each body paragraph starts with one main idea, adds details or examples, and ends with a short concluding thought. Your **introduction** starts the report. Your **conclusion** ends it.

Learning Unit 5

Lesson Seven: Writing

Living a healthy life means following good habits and staying active through sports to keep both the body and mind strong.

- 4**  Plan and write a report of two paragraphs **discussing the healthy habits we follow to improve our well-being and explaining how playing sports keeps our bodies strong and active.**

a. Fill in the following plan.

Introduction:

.....

Paragraph (1): What healthy habits improve our well-being

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

Paragraph (2): How playing sports keeps our bodies strong and active

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

Conclusion:

.....

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

Paragraph writing checklist:

- | | |
|--|---|
| <input type="checkbox"/> I started with an interesting opening sentence. | <input type="checkbox"/> I used suitable linkers. |
| <input type="checkbox"/> I used new words that I learned from the unit. | <input type="checkbox"/> I ended my paragraphs clearly. |
| <input type="checkbox"/> I used punctuation and capital letters correctly. | <input type="checkbox"/> I checked my spelling. |
| <input type="checkbox"/> I used AI tools to help me proofread my writing. | |





Learning Unit Six

**The Earth's Voice:
Climate Change and Animal Survival**

Learning Unit Six: The Earth's Voice: Climate Change and Animal Survival



Learning Outcomes

Listening and Viewing:

- Identify main ideas and key details from listening reports about protecting nature in different climates.
- Summarise key information from spoken texts about how communities protect the environment.
- Record key information from listening reports to complete charts and organise notes.
- Cooperate positively during group discussions about environmental protection.

Speaking and Representing:

- Conduct short dialogues about weather conditions and give simple advice using weather forecasts.
- Deliver short weather forecasts with clear pronunciation correctly and confidently.
- Express personal viewpoints clearly when discussing environmental problems and solutions.
- Display cooperative attitudes while discussing climate change with peers.

Reading and Viewing:

- Identify causes and effects of climate change from structured reading texts.
- Organise information by matching causes and effects in tables and graphic organisers.
- Identify key explicit and implicit information about how animals adapt to climate change.
- Show openness to learning about different animals and their survival challenges.

Writing and Representing:

- Match ideas to correct headings when completing graphic organisers for paragraph planning.
- Compose clearly structured two-paragraph reports about environmental problems and solutions.
- Produce clear handwritten reports with accurate spelling and punctuation.
- Value clarity and organisation while showing openness to feedback on written work about climate topics.

Learning Unit 6

Lesson One: Reading

I can:

- **identify** causes and effects from a written text about climate change and its impact on the environment.
- **show** cooperative attitudes by discussing climate change solutions during paired reading activities.
- **Vocabulary:** mainly, release, global, temperature, creature, region, flood, damage, coastal, drought, produce, crop, expensive, occur, destroy, suffer, deeply, disturb, unpredictable

Before You Read

1 Look at the pictures and discuss the following questions.

- How is the weather in each picture?
How can you tell?
- What do you think is happening to the ice?



2 a. Read the article and give it another title.

Climate Change: The Earth's Warning Signs

Our planet is changing faster than before. In many places, the weather is no longer the same. Summers are hotter, winters are shorter, and storms are stronger. This change in the Earth's weather is called climate change.

Climate change happens **mainly** because people burn fuels such as coal, oil, and gas to make energy. These actions **release** gases that trap the sun's heat and make **global temperatures** rise. As a result, the Earth is warming faster than ever, and this warming is already affecting the environment and all living **creatures**.

When temperatures rise, the heat melts the ice in the polar **regions**. As a result, sea levels get higher, and **floods damage** land, roads, and **coastal** homes. In some areas, rainfall becomes very rare, leading to long dry periods called **droughts**. During these droughts, the soil gets dry and poor, and many plants fail to grow.

Farmers **produce** fewer **crops**, so food becomes more **expensive** and harder to find. In other places, heavy rain and strong storms **occur** more often. Forests are **destroyed**, and the soil is washed away, making the land unsuitable for growing plants. Hotter weather can also increase air pollution because warm air traps smoke and harmful gases near the ground. The air becomes more difficult to breathe, and many people **suffer** from health problems such as tiredness or breathing difficulties.

All these changes **deeply disturb** the natural balance of life and make the weather **unpredictable**, affecting every living creature on Earth. However, the impact can be reduced. By understanding the problem and making mindful choices, we can heal the planet and keep it a safe, peaceful home for people, animals, and plants.

Fact Box The Earth in Numbers




- The Earth's average temperature has risen by 1.1°C since 1880.
- Sea levels have increased by about 20 cm in the past century.
- Recent years have been some of the warmest ever recorded.

These facts show how quickly our planet is changing.



Smart Tips for a Greener Future

-  **Save energy** by turning off lights and using air conditioners wisely.
-  **Reduce and recycle** materials to cut waste and pollution.
-  **Plant trees** to clean the air and keep the Earth cool.
-  **Work together** at home, school, and in your community to protect nature.

 *Using clean energy, such as solar panels and wind power, helps reduce pollution and decreases the need for coal and oil.*

Learning Unit 6

Lesson One: Reading

- b. Fill in the table with information from the article. Then, compare your answers with a partner.**

Problem	Cause	Effect	Your Suggested Solutions
Melting Ice	• Rising global temperature		• Protect polar regions • Use solar power
Droughts		• Plants fail to grow • Farmers produce fewer crops	
Polluted Air			• Plant trees • Use less fuel

- 3 Answer the following questions.**

1. According to the passage, what is the main reason for climate change?
2. How does melting ice affect people near the coast?
3. Why do droughts make food expensive?
4. Why does air become more polluted when the weather gets hotter?
5. What is the writer's main purpose in writing this passage?
6. In your opinion, which problem mentioned in the passage is common in your country?

- 4 Complete each sentence with the most suitable word from the list below.**

(flood- global- crop - unpredictable- temperature)

1. Scientists say that _____ warming is changing the weather everywhere.
2. When rivers overflow after heavy rain, a _____ may damage nearby houses.
3. The _____ in the desert can reach more than 50°C at midday.
4. Weather has become more _____ because seasons are changing faster.

Smart Earth Talk

- 5 Work with your partner. Read each sentence and decide whether you agree or disagree. Then, give reasons for your answers.**

1. Turning off lights can really help the Earth.
2. One person's actions can't make a big difference.
3. Planting trees is a mindful choice.
4. Using clean energy protects people and animals.
5. It's too late to change what is happening to our planet.

Expressing Opinions (Agreeing and Disagreeing)

I agree because....

You're right. / That's true.

I don't agree because...

I don't think so.

I have a different idea.



Reflect and Write

- 6 Write in your notebook one thing you learned about the Earth today and one way you can help protect it.**



Writing Tip

Use **complete sentences** and **your own ideas**.
Start with "I learned that..." then "I can help by..."

Learning Unit 6

Lesson Two: Grammar

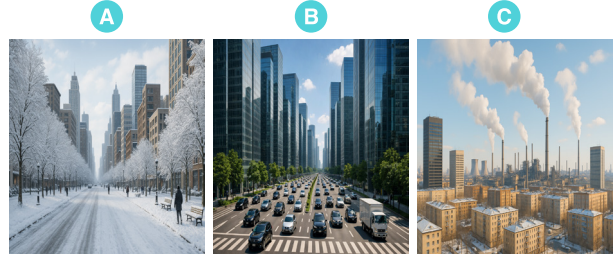
I can:

- **structure** short sentences using comparative and superlative forms to describe cities and environments.
- **write** short sentences using comparative and superlative forms to describe cities and environments.

Grammar: Comparatives and Superlatives

1 Think, Pair, Share

- Do you think that city (A) is colder than city (B)?
- Is city (B) more crowded than city (A)?
- Which city appears to be the most polluted?



Grammar Box: Comparatives and Superlatives

We use the **comparative** to compare two things, and the **superlative** to compare three or more.

Adjective Type	Rule	Example (Base Form)	Comparative	Superlative
Short adjectives 1 syllable	Add -er / -est	tall / smart	tall er / smart er	tall est / smart est
Adjectives ending in -y (usually 2 syllables)	Change y → i and add -er / -est	happy	happ ier	happ iest
Long adjectives 2 or more syllables	Use more / most	crowded beautiful	more crowded more beautiful	most crowded most beautiful

Syllable Guide: A syllable has **one vowel sound**.

- Examples: smart → 1 syllable crow/ded → 2 syllables beau/ti/ful → 3 syllables

• **Vowel Reminder:** a – e – i – o – u

2 Complete each sentence with the correct comparative or superlative form of the adjectives in brackets.

1. A whale is _____ (large) than a dolphin.
2. Sarah's room is _____ (clean) in the house.
3. The new bag is _____ (heavy) than my old one.
4. Pollution is one of the _____ (serious) problems on Earth.
5. This building is _____ (modern) than the one across the street.

The World Around Me

3 a. Read and complete the story about Hamad's City using the adjectives in the box.

busy- quiet- ~~dangerous~~ - fast

Hamad lives in Kuwait City. He thinks his city is becoming _____ than before. The streets are **more dangerous** now because there are more cars. The new park near his house is one of the _____ places to visit. The new buses are _____ and more modern than the old ones. He sometimes misses how quiet the city used to be, but he likes the new changes.

b. Write About Your Place

- Write three sentences about your city, school, or environment.
- Use comparatives and superlatives to describe how things are changing or improving.
- Share your sentences with a partner.
- Compare your ideas and discuss how they are similar or different.

Use words like:

- beautiful
- safe
- clean
- big
- warm



Learning Unit 6

Lesson Three: Listening

I can:

- **identify** the main idea and key details from a listening report about protecting nature in different climates.
- **cooperate** positively during group listening tasks when discussing environmental protection ideas.

Breaking News: Protecting Nature in Different Climates

Before You Listen

1  a. Discuss the following questions.

- What environmental problems do we have in Kuwait?
- How do people help protect nature?

b. Look at the three types of regions: desert – coastal – polar.

Which problems do you think each region might have? Tick (✓) your ideas.



Region	Heat	Floods	Melting Ice	Dust Storms	Pollution
Kuwait (desert)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oman (coastal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greenland (polar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2  6.1 Listen to three reporters in Breaking News: Protecting Nature in Different Climates and choose the correct answer.

1. The main idea of the listening is to:

- describe schools cleaning beaches and reducing rubbish.
- explain how communities are protecting the environment.
- show families collecting rainwater in different countries.
- focus on animals finding food in difficult weather.



3  6.1 Listen again and write (T) if the statement is true, (F) if it is false. Explain your answers.


No.	Statement	T / F
1	In Kuwait, people plant trees to cool the air.	
2	In Oman, families waste rainwater during winter.	
3	In Greenland, melting ice affects polar bears.	
4	Schools in all regions help protect the environment.	

Compare & Connect

4  Use the information from the reports to complete the sentences.

- Kuwait protects the desert by _____
- Oman protects the coast by _____
- Greenland protects the Arctic by _____

Our Environment Matters

5  Work in groups. Create a small poster to encourage people to protect the environment. Then, share your poster with the class.

- A clear title (e.g., Save Our Coast!)
- One problem from the reports
- Two simple solutions people can do

Example:

Title: *Protect Our Desert!*

Problem: *Too much heat and dust storms*

Solutions:

- *Plant more trees around schools*
- *Use water carefully*

Learning Unit 6

Lesson Four: Speaking

I can:

- **conduct** a short dialogue about weather conditions by giving simple advice using weather forecasts.
- **deliver** a short weather forecast with clear pronunciation correctly and confidently.
- **display** cooperative attitudes when planning and presenting a group weather forecast.

Kuwait's Weather Forecast

Before You Listen

1 In pairs, discuss these questions.

- What do you usually do on extremely hot or cold days?
- Who usually gives advice and warnings about weather conditions?
- Why do people listen to the weather forecast?



2 a. Read the short forecast by Essa Ramadan. Then, discuss the questions that follow.



Weather Forecast

Good morning, everyone! Today the weather will be very hot and dry. Temperatures will reach 47°C, and strong winds may cause dust in open areas. You should stay indoors during midday and drink plenty of water. Make sure to stay in shaded places when you go outside and avoid long periods in direct sunlight. Tomorrow will be cooler with light winds and clear skies.

 **Tip**
A weather "forecaster" tells people what the weather will be like and gives **advice** or **warnings** to keep everyone safe.

b. Discuss with your partner.

- What kind of clothes would you wear in this weather? Why?
- What things should people avoid in this kind of weather?
- What advice would you give to your friends on a hot and windy day?
- If tomorrow is cooler, what activities can people do?

The Weather Dialogue

3 a. Use the forecast to write a short dialogue about today's weather. Your dialogue should include:

- how you feel about the weather
- what you should or shouldn't do
- what you will wear
- one activity you can do today or tomorrow

b. Practise the dialogue with your partner.

Example:

A: The weather is very hot today

B: Yes, I feel tired. You should drink more water.

A: I will wear white clothes.


B: Good idea tomorrow will be cooler so we can play outside.

Your Turn to Forecast

4 Imagine you are weather reporters for Kuwait's Green Channel.

In groups, create and present your own weather forecast for a city in Kuwait.

Include:

- ✓ a weather description (temperature, sky, wind, etc.)
- ✓ advice or warnings for people
- ✓ one comparative statement, e.g. "Today is hotter than yesterday."
-  Present your forecast as a live report to the class.

Useful Phrases:

- You should...
- You shouldn't
- Don't forget to...
- It's better to...
- Make sure to...

Learning Unit 6

Lesson Five: Reading

I can:

- **identify** explicit and implicit information from a written text about how animals adapt to climate change.
- **determine** the meaning of unfamiliar words in a written text about animal habitats and survival strategies by using context clues.
- **Vocabulary:** habitat, adapt, store, distance, area, cope, harsh, condition, severely, native, chemical, population, recover, polluted, dry up, lay, disappear, further, zone, securely

Nature's Survivors

Before You Read

1 Think and discuss.

- What animals live in Kuwait's environment?
- How can weather changes affect animals in the world?



2 Read the passage and do the tasks that follow.

Around the world, animals are learning to survive in new ways as the Earth's climate changes. Hotter summers, colder winters, and unpredictable rainfall have affected every type of **habitat**. From deserts to forests, from icy poles to warm ponds, animals are **adapting**, and people are trying to protect them from danger.

In the desert, camels face long dry seasons and fewer green plants. Their humps **store** fat for energy, and they can travel great **distances** without water. In some **areas**, farmers protect natural desert plants and manage water sources so camels and other animals can **cope** better with the **harsh** desert **conditions**.



In gardens and fields, bees have become endangered, and their populations are **severely** reduced as heat lowers the number of flowers around them. With fewer plants, bees make less honey. Many have adapted by flying early in the morning and visiting more flowers to find nectar. People are planting **native** plants and using fewer **chemical** sprays, helping bee **populations recover** and keeping the land healthy.

Near ponds and rivers, frogs are affected by rising temperatures and **polluted** water. Many ponds have **dried up**, leaving fewer safe places for frogs to **lay** their eggs. In some areas, local community groups clean rivers by removing rubbish and harmful waste. They also dig small ponds and add clean water so frogs can survive more easily.



At the poles, penguins and polar bears are endangered as the ice **melts**, causing their natural homes to **disappear**. Penguins travel **further** to find food, while polar bears swim longer distances to hunt. Scientists and wildlife teams are working to protect these animals by looking after their habitats, reducing pollution, and creating safe **zones** where they can live **securely**.



Animals and humans share one planet. When people protect nature, they protect themselves. Each thoughtful action such as reducing pollution, planting trees, or protecting animal habitats helps create a safer future for every living creature.

 **a. Choose the correct answer.**

- The underlined pronoun “them” in the 1st paragraph refers to:**
 - ponds
 - animals
 - forests
 - people
- The opposite of the underlined word “melts” in the 5th paragraph is:**
 - changes
 - freezes
 - increases
 - helps
- According to the passage, which of the following sentences is NOT TRUE?**
 - Bees are making less honey because there are fewer flowers.
 - Some ponds have dried up, and frogs lost places to lay eggs.
 - Penguins travel shorter distances now to find food.
 - Scientists and wildlife teams are working to protect animals from danger.


b. Answer the following questions.

- How has climate change made life harder for animals around the world?
- Why do some animals move to new places or adapt their behaviour?
- How do people’s actions help protect animals as the climate changes?
- What lesson can we learn from the way animals adapt to change?


Finding Meaning

4  **Find the words in the passage that have the same meanings as the definitions below. Then, identify the part of speech of each word.**

Meaning	Words from the passage	Part of Speech
natural home of an animal or plant		
to change something in order to make it suitable for a new use or situation		
containing harmful substances		
in a safe and protected way		


Use the glossary at the end of the book to check your answers.

Who Am I? Riddle Writing!

5  **Write a short riddle about an animal that has adapted to climate change. Don’t say the animal’s name; let your classmates guess!**

- Choose an animal from the passage or your own idea.
- Write about how it adapted and how people protected it.

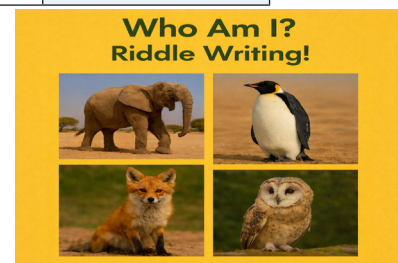
Example:

“I used to live near the ice, but now I swim further for food. I survive the cold, but my home is melting. Who am I?”



Explore with AI – Discover More!

Use AI or a safe online search tool to find more examples of how different animals adapted to climate change.



Survival Adaptation Fact File



Elephants

- Travel far to find water when it is dry.
- Stay in groups to protect the young.
- Cover their bodies with mud to stay cool and protect themselves from insects.

Foxes

- Hide extra food to eat later when food is hard to find.
- Hunt at cooler times of the day to save energy.

Learning Unit 6

Lesson Six: Grammar

I can:

- **structure** short sentences using the present perfect to describe actions and changes that began in the past and continue now.
- **produce** clear present perfect sentences when writing answers and transforming statements.
- **Linker Bank:** (*because, also, first, finally, therefore, in addition, for example, next*)

Grammar: Present Perfect with since / for

1 a. Look at the pictures and read the following sentences.

1. Saleh **has studied** English since 2020.
2. Dalal **has played** the piano for five years.
3. The ice **has melted** in many polar areas since 2000.



b. Discuss the following questions with a partner.

- When did each action start?
- Has the action ended?

Grammar Box:
Present Perfect (since / for)

Form: have / has + past participle

Use the **present perfect** for actions that started in the past and continue in the present.

Subject	Auxiliary	Past Participle	Example
I / You / We / They	have	worked	I have lived in London since 2015.
He / She / It	has	eaten	The tree has grown quickly.
Negative	haven't / hasn't	+ verb (-ed / 3 rd form)	The students haven't finished the science project.
Question	Have / Has + subject + verb 3 rd form?	Wh-word + have/has + subject + verb 3 rd form?	Have the animals moved to a cooler place? Where has the water gone ?
Keywords	ever, never, just, already, yet, today, since, for		

Use **since** to show when the action started.

Use **for** to show how long an action has continued.

2 Correct the verbs in brackets. Then, circle (since) or (for) correctly.

1. Amal _____ (live) in Oman (*since/for*) 2014.
2. My teacher _____ (teach) here (since/for) twelve years.
3. I _____ (not see) my best friend (since/for) last month.
4. People _____ (build) cleaner cities (since/for) many years.
5. What have scientists _____ (discover) (since/for) 2010?



Tip:

Use **have not / has not + past participle** to show that an action has not happened up to now.

3 Do as shown between brackets.

1. I have visited the new science museum this year. (Form a question)

2. He has finished his English homework. (Change into negative)

My World Has Changed

4 Write 3-4 sentences in your notebook about any changes that have happened in your life (school, home, weather, etc.).

- Use the present perfect.
- The sentence starters can help you.

Sentence Starters

- I have started _____ since _____.
- My _____ has changed because _____.
- People have _____ for many years.
- The weather has _____



Tip

I can:

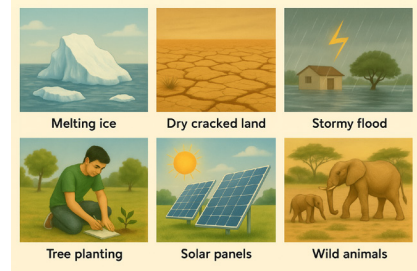
- **match** ideas to headings accurately in a graphic organiser from a written model about climate change problems and solutions
- **compose** a two-paragraph report explaining environmental problems and solutions using a clear structure and suitable linkers.

Climate Change: Impacts and Solutions

Think, Pair, Share

1  Look at the pictures and discuss the following questions.

- How has climate change affected life on Earth?
- What can people do to help keep the environment safe?



2  Read the model paragraph below. Then, do the tasks that follow.


Climate change has affected our planet in many ways. Hotter weather and longer summers have caused floods, droughts, and stronger storms. However, people are working together to protect the Earth by planting trees, saving water, and using clean energy. As a result, small actions are making a real difference in protecting the environment.

- Underline the topic sentence and the concluding sentence of the model paragraph.
- Write one new topic sentence and one concluding sentence.

Topic sentence	
Concluding sentence	

3  In pairs, read the sentences and write **C** for cause, **E** for effect, and **A** for action.


- The Earth is becoming warmer **because of** pollution.
- Cars use fuel that releases gases, **so** the air becomes polluted.
- People can save electricity by using solar energy at home.
- Farmers plant trees to help stop the soil from drying out.
- Many animals have lost their homes; **therefore**, they move to new areas.




Tip for Causes:
Look for why something happened (because of...).

Tip for Effects:
Ask “what happened as a result?” (so / therefore ...).

Tip for Actions:
Find phrases like “People can ...” or “to help ...”

4  a. Work in groups. Read the “Ideas Bank” below. Then, classify them under the correct heading in the table below.

Paragraph 1 How Climate Change Has Affected the Environment	Paragraph 2 How We Can Protect the Environment
Hotter weather and longer summers	People plant trees and garden more

Ideas Bank 	
Hotter weather and longer summers	Melting ice at the poles
Endangered animals losing their homes	Floods after heavy rain
Polluted air in big cities	People plant trees and garden more
Save water at home	Use solar and wind energy
Clean beaches and recycle	Protect wildlife reserves

b. Now use the ideas from the table to write meaningful sentences in your notebook that show both the effect (problem) and the solution (action).

Example:

Melting ice at the poles causes sea levels to rise, so people use clean energy to protect the Earth.

Tip:


- Each sentence should include one problem and one solution (action).
- Use linkers such as **because**, **so**, **therefore**, and **as a result** to connect your ideas clearly.

Learning Unit 6

Linker Bank: (because, also, first, finally, therefore, in addition, for example, next, so, as a result)

Lesson Seven: Writing

Climate change has greatly affected our planet's environment, but people can still take action to protect and care for the Earth.

- 5  Plan and write a report of two paragraphs **explaining how climate change has affected the environment** and **how we can protect the Earth from it**.
- a. Fill in the following plan.

Introduction:

.....

Paragraph (1): How climate change has affected the environment

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

Paragraph (2): How we can protect the Earth from it

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

Conclusion:

.....

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

Paragraph writing checklist:

- | | |
|---|--|
| <input type="checkbox"/> I started with an interesting opening sentence. | <input type="checkbox"/> I used suitable linkers. |
| <input type="checkbox"/> I used new words that I learned from the unit. | <input type="checkbox"/> I ended my paragraphs clearly. |
| <input type="checkbox"/> I used punctuation and capital letters correctly | <input type="checkbox"/> I checked my spelling. |
| <input type="checkbox"/> I used AI tools to help me proofread my writing. | <input type="checkbox"/> I used the present perfect tense correctly. |





Learning Unit Seven

Qualities That Help Us Grow

Learning Unit Seven: Qualities That Help Us Grow



Learning Outcomes

Listening and Viewing:

- Identify main points and specific details from spoken texts about people's qualities and roles.
- Summarise key information from listening reports about role models and their contributions.
- Show appreciation for diverse roles and contributions of people in the community.
- Cooperate positively during group listening discussions about personal qualities.

Speaking and Representing:

- Conduct short dialogues by asking and answering clarification questions during interviews.
- Use non-verbal cues confidently to support meaning during interactions and presentations.
- Express personal viewpoints clearly when discussing role models and admirable qualities.
- Demonstrate confidence while presenting ideas about qualities and actions.

Reading and Viewing:

- Identify explicit and implicit information to understand how individual and social qualities influence community life.
- Organise information from reading texts by completing comparison tables about qualities, actions, and results.
- Infer the relationship between people's qualities and their effects on behaviour.
- Show cooperative attitudes during paired or group reading discussions about qualities.

Writing and Representing:

- Outline two-paragraph reports about personal qualities clearly using paragraph structure and linking words.
- Produce clear, well-structured paragraphs that describe qualities and explain their benefits.
- Apply varied linking expressions to connect ideas across short paragraphs.
- Show openness and responsiveness to constructive feedback on written work about personal qualities.

Learning Unit 7

Lesson One: Reading

I can:

- **identify** main ideas and supporting details from a written text about positive individual and social qualities that influence behaviour.
- **infer** the writer's attitudes towards qualities such as kindness, patience, and responsibility from a written text about role models.
- **Vocabulary:** wonder, behaviour, observe, behave, relative, member, aware, quality, shape, respond, self-discipline, openly, sensible, cooperation, helpfulness, welcoming, closely

Before You Read

1 Look at the pictures and discuss the following questions.

- What action do you see in each picture?
- How do these actions affect others?
- In what ways can people support their community?

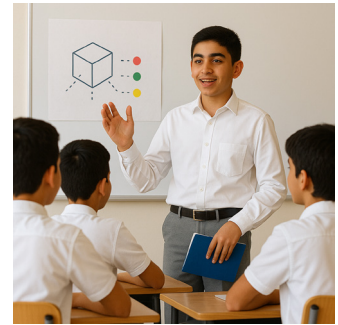


2 Read the passage and do the tasks that follow.

Great Qualities, Greater Community

Have you ever **wondered** how children's **behaviour** changes as they grow? Children **observe** how adults **behave** and learn from **relatives** around them. Through daily experiences with community **members**, they become **aware** of the different **qualities** that shape how they act. As they grow older, these qualities continue to influence them, so developing both individual and social qualities is important for building a better community life.

First, individual qualities are personal strengths that appear in the way a person acts and **responds**. One important quality is **self-discipline**, like when someone starts homework on time before playing or stays calm in difficult situations. Another quality is confidence, for instance when a person speaks **openly** and shares ideas. A third quality is being organised, such as keeping a room tidy and using a timetable. A fourth quality is not giving up easily, like when someone continues trying bravely after many mistakes. Together, these positive qualities help people act responsibly and make **sensible** choices that improve life in their society.



Second, social qualities describe how people treat others. One important quality is **cooperation**. For example, people cooperate when they share things others need, drivers let other cars join the road, and shoppers wait calmly in queues. In addition, people show respect when they follow rules and speak politely. Another quality is **helpfulness**, which appears when someone assists a person carrying heavy bags or guides a lost person. As a result, these positive actions make society safer, kinder, and more **welcoming**.

Individual and social qualities are **closely** connected. When a person behaves with self-discipline, respect, and helpfulness, others feel comfortable and safe. By showing these personal qualities every day, people become responsible citizens in a caring community.

Learning Unit 7

Lesson One: Reading

a. Choose the correct answer.

1. The main idea of the passage is:

- a. children learn their personal qualities from adults and relatives.
- b. individual qualities help people manage their daily lives.
- c. positive qualities improve individuals and communities.
- d. social qualities are more important than individual qualities.

2. The underlined pronoun "they" in the 1st paragraph refers to:

- a. adults
- b. children
- c. members
- d. relatives

3. The underlined word "cooperate" in the 3rd paragraph means:

- a. work together
- b. drive cars
- c. carry bags
- d. shop safely

b. Answer the following questions.

- 1. What are some examples of individual qualities mentioned in the passage?
- 2. How do people show cooperation in daily life according to the passage?
- 3. What result do social qualities have on society?
- 4. What is the author's purpose in writing this passage?

3 Complete each sentence with the most suitable word from the list below.

(observe – openly – relative – behave – member)

- 1. Mariam spoke _____ about her goals for the school year.
- 2. My cousin is my favourite _____ because we grew up together.
- 3. We must _____ respectfully towards our classmates.
- 4. At the science club, students _____ how plants grow under different conditions.

My Personal Quality in Action

4 a. Think of a real moment when you helped someone and showed a good personal quality.

1. First, choose a quality.

(confident - organised - patient - helpful - respectful – responsible)

2. Next, use the following sentence starters to describe your real moments.

- I showed (quality) when I _____ because _____ .
- As a result, _____

Example:

"Yesterday, I helped my sister with her homework because she was confused.

As a result, she understood the lesson and felt supported."

b. In pairs, read your sentences aloud.

My Personal Quality



Quick Checklist

- I used one quality from the passage.
- I described one action.
- I explained the result clearly.

I can:

- **apply** suitable relative pronouns to connect ideas when completing written tasks about real-life qualities and situations.
- **appreciate** classmates' ideas by listening respectfully when they share their written clues using relative clauses.

Grammar: Relative Pronouns (who - when - which - where - whose)

Think, Pair, Share

1 a. Read the sentences. Look carefully at how each pronoun connects two ideas.

- A friend **who** helps others is thoughtful.
- This is the bag **which** I use every day.
- Evening is the time **when** many students relax.
- The café **where** we study is quiet.
- She is the teacher **whose** advice I follow.

b. Discuss with your partner what each underlined pronoun refers to in the sentences.

Does it refer to a **person**, a **time**, a **thing**, a **place**, or **something that belongs to someone**?

Grammar Box: Relative Pronouns

We use **relative pronouns** to connect ideas in one sentence.

Relative Pronoun	Used for	Example
who	people	The nurse who helps children is very kind.
when	time	Evening is the time when I sit with my family.
where	place	This is the room where we eat lunch.
which	things/ideas	This is the book which tells my favourite story.
whose	belonging	She is the girl whose project won the prize.

2 Complete the sentences with the correct relative pronoun.

1. I know a classmate _____ always arrives on time.
2. Saturday is the day _____ we visit our grandparents.
3. This is the pen _____ I use for my notes.
4. He is the boy _____ backpack is always organised.

3 Connect the sentences using the correct relative pronoun.

1. I remember a morning. We left home very early.

2. My sister has a friend. Her drawings are amazing.

3. This is the park. We play football there at weekends.

Tip:

- Whose already shows belonging.
- So, when you join two sentences with whose, do not use another word for belonging like (his / her / their / my) after it.



4 The Detective Clues

Imagine you are a young detective. Today you noticed different clues around you. Use relative pronouns to describe what you saw.

a. Write three short sentences using relative pronouns.

b. Choose any three of the sentence starters below.

- I saw a person _____.
- I stopped at a place _____.
- I remember a moment _____.
- I met someone _____.

c. Take turns to share your sentences with two classmates.

"I met a man **who** lost his wallet near the park **where** I usually walk."



Learning Unit 7

Lesson Three: Listening

I can:

- **identify** main points and supporting details from a spoken text about inspiring women and their qualities.
- **cooperate** positively with classmates during group listening tasks when discussing qualities shown in the audio.
- **Linker Bank:** (*because, also, first, finally, therefore, in addition, for example, next, so, as a result*)

Strong Qualities, Strong Women

Before You Listen

1  Look at the pictures and discuss with a partner.

- What important jobs and roles do women have in society?
- What qualities make a woman a strong and inspiring role model?
- How can women help and influence their families and society?



2  a. Listen to the school radio report and give the main idea.
b. Listen again and complete the table.



Student	Role Model	Job/Role	Quality Shown	Why the Student Admires Her
Lara	Khadija (may Allah be pleased with her)	Islamic figure		
Ahmed	Mama Anisa	educator		
Reem	Dr. Sara	scientist		

3  Answer the following questions.

1. Why do kindness and patience make an educator a strong role model?
2. Why are the women in the radio report strong role models for others?
Explain the reasons using their actions.

Appreciation Cards

4 a. Work in groups

Design three small appreciation cards, one for each woman in the radio programme. Each card must include:

- The woman's name
- One action she did
- One quality she showed
- Why her action helped others
- One linker: because, so, as a result



Expression of Appreciation

- Thank you for...
- We appreciate your...
- Your kindness helped...
- Your actions made people feel...
- You supported others by...
- As a result...



b. Share in Groups

Choose three students from the group to present your cards clearly and respectfully to the class.

Reflect together:

- Which appreciation card expresses the message most clearly? Why?
- Which card shows the strongest link between the action and the quality?

I can:

- **conduct** short spoken interviews about role models, asking and answering clarification questions about actions and qualities.
- **express** personal viewpoints clearly when describing an admired person and why their qualities matter.

Everyday Role Models

1 Look at the pictures and discuss the following questions.



- What do people in the pictures do to help others or make things better?
- Why do you think people admire them?

2 Read the dialogue and do the tasks that follow.

Salma: I really admire my neighbour. She helped a family who lost their home.

Fatma: That's amazing! What did she do exactly?

Salma: She collected clothes and food for them.

Fatma: That's so kind of her. I respect people who care about others.

Salma: Yes, and she encouraged others to join the project.

Fatma: Do you mean she organised a small community campaign to help people in need?

Salma: Yes, exactly. She worked with the school team too.

a. Underline and write a sentence that matches each idea.

1. Admiration

2. A personal quality

3. A clarification question

Useful Language



- **Admiration**
→ a sentence showing praise.
- **Personal Quality**
→ a sentence describing what someone is like.
- **Clarification Question**
→ a question asking for information.

b. Compare your answers with a partner.

Interview Your Partner

3 a. Prepare Your Interview. Include the following:

- One person from your daily life. (e.g., parent, teacher, coach, relative, or neighbour).
- Description of their personal qualities.
- Admiration phrases.
- One clarification question. (e.g., "Can you explain more about...?")

Sentence starters



- I admire my because...
- He/ She shows the quality of.....
- This action helped by.....when.....

b. Ask and Answer

Take turns interviewing your partner using the questions below.

- Who do you admire, and what quality do they show?
- What action did they do that made you admire them?
- What quality from this person would you like to practise in your own life?



Speaking Checklist

- | | |
|---|---|
| <input type="checkbox"/> Did I use a sentence to show admiration? | <input type="checkbox"/> Did I describe one personal quality? |
| <input type="checkbox"/> Did I ask a clarification question? | <input type="checkbox"/> Did I speak clearly and confidently? |



Learning Unit 7

Lesson Five: Reading

I can:

- **identify** explicit and implicit information from a written text about noble qualities and actions of Prophets Musa and Yusuf (peace be upon them)
- **respect** the values and lessons in prophetic stories by explaining how qualities such as patience, honesty, and forgiveness guide behaviour in real situations.
- **Vocabulary:** reveal, true, forgiveness, noble, interfere, ignore, injustice, defend, incident, journey, honestly, sudden, sincere, jealous, hardship, truthful, treat, wrongly, mercy, difficulty

Before You Read

1 Discuss the following questions

- What strong qualities do people show during difficult times?
- What qualities do you think prophets showed in their lives?



2 Read the following passage and complete the table that follows.

Stories of Strength and Faith

People through history have read stories about prophets, and these stories often **reveal** important lessons about character. They show how a person can have **true** strength by practising qualities such as honesty, **forgiveness**, and other **noble** values. These qualities can guide our behaviour. They also help us follow the good example of the prophets' lives.

Prophet Musa ﷺ (peace be upon him)

First, Prophet Musa ﷺ faced a moment of danger when he heard a man calling for help. The people around him did not want to **interfere**, and many tried to **ignore** the problem because they were afraid. Prophet Musa ﷺ understood that there was **injustice**, so he chose to **defend** the weak man. This **incident** showed his great courage.

Next, Prophet Musa ﷺ began a long **journey** to a new land, and he worked with great responsibility to support himself. He behaved **honestly** in his work and dealings with others. One day, he helped a group of women at a well, and this help came in a **sudden** situation. Prophet Musa ﷺ also acted with **sincere** care for others, and people learned to trust him.

Prophet Yusuf ﷺ (peace be upon him)

The other example is Prophet Yusuf ﷺ. He faced a different test because his brothers felt **jealous** of him. Although he lived far from home and faced many **hardships**, he stayed **truthful** and worked hard. Later, he met people who did not **treat** him well and behaved **wrongly** towards him. Prophet Yusuf ﷺ still chose **mercy**, and he forgave them. In addition, he stayed calm during every **difficulty** he faced.

Finally, the stories of Prophets Musa and Yusuf (peace be upon them) show that strong character grows through courage, patience, honesty, and forgiveness. These qualities can guide our lives and help us act wisely within our families and communities.

2 Compare the two prophets.

Prophet	Quality Shown	Action from the Passage	Result
Musa <small>عليه السلام</small>			
Yusuf <small>عليه السلام</small>			

3 a. Choose the correct answer.

1. What is the main idea of the passage?

- Prophets Musa and Yusuf (*peace be upon them*) travelled to new lands and cities.
- Both prophets showed strong qualities through their actions and behaviour.
- Both prophets met different people in many events and situations.
- The prophets lived with communities as part of their normal lives.

2. The underlined pronoun “They” in the 1st paragraph refers to:

- stories
- lessons
- values
- qualities

3. How does the writer feel about the prophets and their good qualities in this passage?

- Surprised
- Curious
- Creative
- Respectful

b. Answer the following questions.

- What qualities does the passage say can guide our behaviour?
- Why did the author write this passage about Prophets Musa and Yusuf (*peace be upon them*)?

From Situation to Solution

4 Work in pairs.

- Pick one real-life situation from school, home, or the community.
- Select one quality that can help in this situation.

(• patience • kindness • honesty • courage
• cooperation • responsibility)

- Complete the table together.



Examples of situations:

- A classmate feels upset.
- Someone loses their temper.
- Two friends argue.
- A person feels shy or confused.
- A student forgets their homework.

Situation	Quality	Action (What the person does)	Result (What happens next)
Example: Someone gets angry.	Patience	<i>The person can stay calm and speak gently.</i>	<i>As a result, the problem is solved peacefully.</i>

- Share your situation and result with another pair.

Learning Unit 7

Lesson Six: Grammar

I can:

- **apply** question tags appropriately in pair dialogues about past actions and qualities.
- **distinguish** between affirmative and negative statements when choosing correct tags.
- **show** care for others' feelings by using polite intonation when asking tag questions in short dialogues with classmates.

Grammar: Question Tags (Past Simple)

1 a. Look at the pictures and read the following sentences.

- Ali **was not** hungry, **was** he?
- Mariam **finished** her homework, **didn't she**?
- Layla didn't forget her notebook, **did** she?
- The boys **cleaned** the school garden, **didn't they**?



b. Discuss the following questions.

1. Are the sentences checking information or asking for new information?
2. How does each sentence end, as a statement or a question?
3. If the sentence is **positive**, is the ending positive or negative?
4. If the sentence is **negative**, is the ending positive or negative?

Grammar Box: Question Tags

We use **question tags** to check information, confirm something we believe is true, and show polite agreement.

Sentence Type	Example	Tag Pattern
Positive past → Negative tag	She helped her neighbour, didn't she ?	did + not + pronoun
Negative past → Positive tag	They didn't leave the classroom, did they ?	did + pronoun
Past "to be" (was / were)	She was calm, wasn't she ?	was/wasn't + pronoun
	They weren't confused, were they ?	were/weren't + pronoun

2 Work in pairs and complete the sentences with the correct question tags.

1. Huda's family **wasn't** ready, _____?
2. Prophet Yusuf **was** patient, _____?
3. They **didn't study** yesterday, _____?
4. You **weren't** upset this morning, _____?
5. Prophet Musa **acted** with courage, _____?

Tag Tips

- Use a pronoun in the tag, (he – she – it – we – they).
- Positive → negative.
- Negative → positive.
- Repeat the correct helping verb (did / didn't / was / were).

3 Work with a partner. Choose any two actions from the Action Box.

- Ask your partner two tag questions about what they did yesterday.
- Switch roles.

Example:

- You **wrote** your homework yesterday, **didn't you**?
- Yes, I did. / No, I didn't.

Action Box

- met a relative
- spoke politely to someone
- didn't come late
- were patient during a problem
- didn't waste time

Write the two questions you asked and write your partner's answers

- My question: _____
- My partner's answer: _____
- My question: _____
- My partner's answer: _____





I can:

- **outline** a two-paragraph report about personal and social qualities, using a clear plan with topic sentences, supporting details, and concluding sentences.
- **compose** two well-structured paragraphs that describe chosen qualities and explain their effects on others and the community.
- **Linker Bank:** (*because, also, first, finally, therefore, in addition, for example, next, so, as a result*)

Qualities We Admire in Others



1 Read the Quality Profiles below and discuss with your partner.

 **Profile 1 — Lana (13)** 

Kindness

What she does:
Lana notices when someone feels left out and invites them to join her group. She shares materials, listens politely, and speaks kindly.

Why this matters:
Her kindness helps others feel safe and supported in the school community.

 **Profile 2 — Ahmad (14)** 

Cooperation

What he does:
Ahmad listens to different ideas during group work. He helps classmates finish tasks and makes sure everyone participates.

Why this matters:
His cooperation helps groups stay organised and complete tasks successfully.

- Which person shows a quality you admire? Why?
- How do their actions help the people around them?
- In each profile, underline one sentence that **describes** the quality, and circle one sentence that **explains** why it matters.

Describing vs. Explaining

2 Read each sentence and write (D) for describing and (E) for explaining.

Example:

Respectful people listen carefully to others. (D)

This helps everyone feel heard and valued. (E)

- Helping others creates trust among people. _____
- Respectful people listen carefully to others. _____
- Responsible people complete tasks on time. _____
- Kind behaviour makes people feel safe. _____

Build Your Ideas

3 Think about the qualities you admire in people and how these qualities appear through actions.

- Choose two qualities:
 - Quality 1: _____
 - Quality 2: _____
- Describe each quality:
 - A person with (quality 1) usually _____
 - A person with (quality 2) often _____
- Useful Linkers
 - To order ideas: first, also, next, finally.
 - To give reasons or results: because, so, as a result, therefore.

Describing vs. Explaining

- **Describing (D):** what the person does.
She listens carefully (what).
- **Explaining (E):** why it helps others.
This makes people feel respected (why).


Build Your Ideas

- **Qualities:** kindness, honesty, patience, courage, responsibility, cooperation
- **Actions:** helping others, listening carefully, sharing, solving problems, working well in groups
- **Effects:** supports others, builds trust, creates peace, makes people feel safe, strengthens the community.

Learning Unit 7

Lesson Seven: Writing

Good qualities can be seen in people's actions, behaviour, and the way they treat others in daily life.

- 4**  Plan and write a report of two paragraphs **describing qualities that make people special and showing how these qualities are reflected in people's actions and everyday life.**

a. Fill in the following plan.

Introduction:

.....

Paragraph (1): Qualities that make people special

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

Paragraph (2): How these qualities are reflected in people's actions and everyday life

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

Conclusion:

.....

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

Paragraph writing checklist:

- | | |
|---|--|
| <input type="checkbox"/> I started with an interesting opening sentence. | <input type="checkbox"/> I used suitable linkers. |
| <input type="checkbox"/> I used new words that I learned from the unit. | <input type="checkbox"/> I ended my paragraphs clearly. |
| <input type="checkbox"/> I used punctuation and capital letters correctly | <input type="checkbox"/> I checked my spelling. |
| <input type="checkbox"/> I used AI tools to help me proofread my writing. | <input type="checkbox"/> I described qualities using real actions. |





Learning Unit Eight

Today's Technology, Tomorrow's World

Learning Unit Eight: Today's Technology, Tomorrow's World



Learning Outcomes

Listening and Viewing:

- Identify main ideas and specific details from spoken texts about Islamic scientists and their discoveries.
- Summarise key information from listening reports about technological innovations and inventions.
- Record essential information from spoken texts to complete tables and charts.
- Show appreciation for historical contributions to modern technology.

Speaking and Representing:

- Select appropriate expressions to agree, disagree, or give advice about daily technology use.
- Express personal viewpoints clearly about technology use in familiar contexts.
- Use non-verbal cues confidently during discussions about technology.
- Demonstrate confidence when presenting ideas about technological innovations.

Reading and Viewing:

- Identify explicit and implicit information effectively from reading texts about innovation in different contexts.
- Infer possible benefits or challenges of inventions mentioned in texts using contextual clues.
- Organise information from reading texts by completing vocabulary tables and charts.
- Show openness to exploring diverse perspectives on technology and innovation.

Writing and Representing:

- Outline two-paragraph reports about technology clearly using paragraph structure and linking words.
- Produce clear, well-structured paragraphs comparing technology now and in the future.
- Apply varied linking expressions to connect ideas across short paragraphs.
- Show openness and responsiveness to constructive feedback on written work about technology.

Learning Unit 8

Lesson One: Reading

I can:

- **analyse** explicit and implicit information effectively from a reading text about how innovations improve daily life.
- **value** innovation's role in improving life by sharing supportive ideas after reading the text about technology in community life.
- **Vocabulary:** innovation, printing press, introduce, intelligent, practical, interactive, explore, visually, skilfully, increase, automatically, adjust, remotely, assistant, system, advise

Shaping Our World Through Innovation

Before You Read

- 1  **Look at the pictures and discuss the following questions.**

- In what ways can technology help students?
- How do doctors use technology to help people?
- Where do people use technology in their daily lives?



- 2  **Read the passage then, do the tasks that follow.**



Technology and **innovation** have changed the way people live, learn, and solve problems. In the past, important inventions such as the wheel, the compass, and the **printing press** helped societies **introduce** new ideas and support human growth. Today, the wise use of innovation continues to improve the world. It offers **intelligent** and **practical** solutions that make everyday life easier and more organised.

In education, smart technology tools help students understand information more clearly. Many classrooms now use **interactive** boards and tablets that allow learners to **explore** pictures and texts **visually**. Teachers **skilfully** guide activities and use online resources to make lessons more enjoyable. These tools help students share ideas, practise skills, and experience successful learning at their own pace.

Innovation also supports health and community needs. In hospitals, doctors use advanced machines to check patients' health and to help perform operations safely. Moreover, farmers use smart devices to protect crops, save water, and **increase** food production. These innovations help communities stay healthy and strong.



At home, smart technology makes people's daily routines smoother. In many places, lights turn on **automatically**, and air conditioners **adjust** the temperature to keep rooms comfortable. In addition, families can control security cameras **remotely** through a phone. They can also use a digital **assistant** to find recipes, control the TV, or answer questions. Each **system** is designed to save time and help people manage their homes more easily.

Finally, technology must be used wisely. Media platforms often **advise** people to protect their personal information and to behave safely on the internet. Parents remind children to balance screen time with healthy activities. When used responsibly, innovation can serve everyone by creating a safer, smarter, and more supportive future.

Learning Unit 8

Lesson One: Reading

a. Choose the correct answer.

1. What is the main idea of the passage?

- a. Schools use interactive tools to improve lessons.
- b. Technology supports homes, schools, and communities.
- c. Farmers and doctors depend on smart machines.
- d. Families use digital assistants to make life easier.

2. The underlined word “They” in the 4th paragraph refers to:





- a. cameras b. families c. rooms d. people

b. Answer the following questions.

- 1. Give two examples of how modern innovation help people in their daily lives.
- 2. How do teachers and students use technology to support learning in classrooms?
- 3. In what ways does innovation help communities stay healthy and strong?
- 4. In your opinion, how can people use technology wisely and responsibly in their lives?
- 5. What’s the purpose of the writer in writing this passage?

3 a. Sort the words under the correct part of speech. Then, add more words from the passage.

~~assistant~~ - adjust- visually- intelligent- practical- explore- skilfully - innovation

 Nouns	 Verbs	 Adjectives	 Adverbs
assistant			

b. Complete each sentence with a suitable word.

- 1. Teachers use smart boards to present information _____.
- 2. Many modern machines are the result of _____ in science and technology.
- 3. Farmers _____ their watering systems to save water and protect crops.
- 4. Scientists _____ new ideas to understand how technology works in daily life.

Tech Talk Challenge

4 Work with your partner and describe how one smart invention makes life easier.

- Choose one smart invention from the passage (e.g., smart home, interactive board, or medical machine).
- Write 3-4 sentences using new words from the passage to describe how it helps people.
- End with a positive message.
- Read your sentences aloud to your classmates.




Example:

Smart homes automatically turn on lights to save energy.

Listen to your classmates respectfully.

Then, choose:



-  The pair who gave the clearest explanation.
-  The pair who used the most creative sentences.
-  The pair who shared the most positive message.

Learning Unit 8

Lesson Two: Grammar

I can:

- **apply** the structure of reported speech with imperatives using to / not to accurately.
- **produce** reported speech sentences correctly when transforming direct commands.
- **demonstrate** accuracy when rewriting commands in reported speech.

Grammar: Reported Speech with Imperatives

- 1  a. Look at the pictures. Then, match each command to the person who said it.

Advice	Speaker
1. Use your phone for learning."	A
2. Don't share your password."	___
3. Save energy."	___
4. Update your apps regularly."	___



- b. Now read the same commands written in another way.

- The mother **told her son to use** his phone for learning.
- The father **told them to turn off** the lights.
- The IT expert **told them to update** their apps.
- The teacher **told students not to share** their passwords.

- c. Discuss with your partner:

- What words were added to the new sentences?
- What happens to "don't" in the new sentences?

Grammar Box: reported speech

We use **reported speech** when we want to **tell someone what another person said.**

Form: subject + reporting verb + object + (to / not to) + base verb

Direct Speech	Reported speech
1. "Drink water before you start running," said the coach.	The coach told the players to drink water before they started running.
2. "Don't stay up too late," said my father.	My father warned me not to stay up too late.
3. "Take your jacket. It's cold outside," said my friend.	My friend advised me to take my jacket because it was cold outside.
4. "Please carry this box for me," asked my mother.	My mother asked me to carry that box for her.

Tip: Use **to + verb** for **positive commands.**

Use **not to + verb** for **negative commands.**

Common Verbs

told → to give a direct instruction

asked → to make a polite request

advised → to give helpful advice

warned → to give a strong warning

- 2  a. Complete the sentences.

1. "Please close the door quietly," asked my brother.

My brother _____ my sister _____ the door quietly.

2. "Plan your time before exams," said the teacher.

The teacher _____ the students _____ their time before exams.

- b. Rewrite the commands using reported speech.

1. "Don't forget to feed the cat." My mother asked me _____

2. "Pass the ball to your teammate."

• The coach _____

3. "Don't eat a lot of sweets," said the doctor.

• _____

Tip:

Don't change the tense in the reported imperatives.

- 3  Say it Again

Work in pairs. Think of some commands from your daily life (home / school).

- Give the commands to your partner.
- Your partner reports them back.
- Switch turns.

Example:

A: "Bring your book."

B: My friend told me to bring my book.

Learning Unit 8

Lesson Three: Listening

I can:

- **identify** the main idea and details from a spoken text about Islamic scientists and their discoveries.
- **summarise** key information from a listening text about scientific contributions.
- **produce** a brief description of an invention inspired by a listening text.

Discoveries Behind Today's Technology

Before You Listen



1 Look at the pictures and discuss the following questions.

- Which of these inventions do you use the most in your daily life?
- How do these inventions make life easier for people today?
- Do you think people imagined similar ideas a long time ago? Why?

2 Look at the pictures. Guess which area of study each scientist worked in. Match the pictures with the correct area:



Al-Khwarizmi
(780-850 CE)



Al-Biruni
(973-1050 CE)



Ibn al-Haytham
(965-1040 CE)



Isamil al-Jaziri
(1136-1206 CE)

Area of Study

- Mathematics Machines and Engineering
- Light and Vision Astronomy and Geography



3 a. Listen to an audio clip about some scientists and their ideas. While you listen, check your guesses again and see which area each scientist truly worked in.

b. Listen again. Complete the table with information from the audio clip.

Scientist	Key Discovery	Modern Use Today
Al-Khwarizmi		
Al-Biruni		
Ibn al-Haytham		
Ismail al-Jazari		

Think, Pair, Share

4 Discuss the following questions with your partner.

1. Which scientist do you think had the biggest effect on modern technology? Why?
2. Why do you think the scientists were able to make such important discoveries?

Invent and Share

5 In groups, create an idea for an invention that could make life easier for people today. It can be related to school, home, safety, health, or the environment.

- Write 3–4 simple sentences about your invention:
- What is it? What does it do? How does it help people?
- Share your invention with the class.

Example:

“Our invention is a backpack that charges itself using sunlight. It helps students keep their devices on during the day.”



I can:

- **select** appropriate expressions to agree, disagree, or give advice about daily technology use.
- **express** personal viewpoints about technology use clearly using learned phrases.
- **Linker Bank:** (*because, also, first, finally, therefore, in addition, for example, next, so, as a result*)

Everyday Role Models

1 Look at the pictures of different inventions. Then, discuss the following questions.

- What device can you see in each picture?
- What is each person using it for?
- Do you or your family use a similar device? When?



Use sentences like:

- He's using his phone to pay for something.
- She's using her laptop to talk to her friend.



2 Read the dialogue. Then, discuss the questions.

A: I use my phone every day to check homework and chat with friends.
B: Me too! I do the same, but I think people should spend less time online.
A: I agree. We should take breaks and do other things too.

1. What technology are they talking about?
2. Why do they use it?
3. What problem do they mention?
4. Which sentence shows agreement/disagreement?
5. Which sentence gives advice?

My Tech Habits

3 In pairs, talk about how you use technology every day. Describe how, when, and why you use it.

- Take turns describing how you use technology every day.
- Listen carefully to your partner and say whether you **agree** or **disagree** with their ideas.
- Give **one piece of advice** about using that device wisely.

Example:

A: I use my tablet to watch videos after school because it helps me relax.
B: That's nice, but you shouldn't watch for too long.

Useful Language

Expressing (Agreement / Disagreement / Advice)

Agreement

- I agree because...
- That's true.

Disagreement

- I don't agree because...
- I'm not sure about that.

Giving Advice

- You should...
- You shouldn't...
- It's better to...



4 Smart Use of Technology

a. Work in groups

Choose one topic:

phones • social media • video games • smart homes

Discuss:

- One benefit of this technology
- One problem it can cause
- One piece of advice for using it responsibly
- Use linkers and speaking phrases from the useful language box.

b. Share with the class

- Do you agree or disagree with your classmates' ideas?
- What advice would you give?

Speaking Checklist

- | | |
|---|--|
| <input type="checkbox"/> I can describe how I use technology in daily life. | <input type="checkbox"/> I used linkers to connect my ideas clearly. |
| <input type="checkbox"/> I can agree and disagree politely. | <input type="checkbox"/> I can listen carefully and respond clearly. |



Speaking Tips

- Speak clearly and use short sentences.
- Listen carefully and don't interrupt.
- Be polite when you disagree.

Learning Unit 8

Lesson Five: Reading

I can:

- **identify** explicit and implicit information from a written text about future technologies and their benefits.
- **evaluate** future inventions by deciding whether I would use them and explaining reasons.
- **Vocabulary:** artificial intelligence, advance, dome, generate, safe, crack, impressive, drone, underground, upgrade, advanced, hologram, virtual, interact, digitally, instantly, possibility

Technology in the Future World

Before You Read

1  In pairs, discuss the following questions.

- What new technologies do you think people will create in the future?
- How might these inventions help people live better lives?
- Which future invention would you like to try? Why?

2  Read the passage and give it another title.

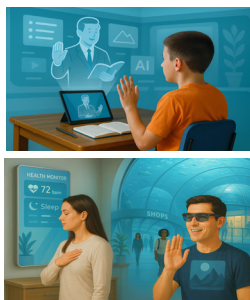


Technology is developing faster than ever, and the world in the future will look very different from today. Scientists believe that new inventions, supported by **artificial intelligence**, will help people live more comfortably, protect the environment, and save time and energy. Technology will continue to **advance**, offering smarter tools for daily life.



In the future, many cities may have weather-control **domes** that keep the air cool and collect clean water for daily use. Large desert-cleaning robots will remove plastic waste, plant new trees, and **generate** fresh air by keeping outdoor areas **safe** and clean. People may live in smart homes made from future materials that repair small **cracks** by themselves and track energy use wisely.

Travel will also change in **impressive** ways. People might take flying buses that move quietly above the traffic, while delivery **drones** carry shopping orders and shipping packages quickly, completely replacing delivery cars. Others may use hyper-speed **underground** trains that travel long distances in minutes. These inventions will be **upgraded** often to improve speed and safety. They will make travel faster, safer, and more enjoyable.



Education will become more **advanced**. Students may learn from **hologram** teachers who appear at home, and lessons may take place in **virtual** classrooms that feel completely real where learners can **interact** with lessons in new ways. Technology will also help people take care of their health. Health mirrors that check heart rate, sleep, and stress will help people understand their bodies better by delivering information **digitally**. People may even shop in underwater malls built inside clear domes under the sea. Friends will connect **instantly** using memory-recording glasses that save important moments.

Beyond Earth, scientists are exploring how humans might live on the Moon or Mars. They are designing future farms that grow food using blue light and no soil. Technology will continue to open new **possibilities**, but the future will depend on how wisely people choose to use it.



3 a. Choose the correct answer.

1. What is the main idea of the passage?

- a. Future technology will change how people travel around the world.
- b. Scientists will design new machines to protect the environment in the future.
- c. Education will become more advanced with artificial intelligence.
- d. Technology in the future will make life easier and more exciting.

2. The underlined word “that” in the 2nd paragraph refers to:

- a. new trees
- b. outdoor areas
- c. fresh air
- d. future materials

3. Why might hyper-speed underground trains be useful?

- a. They help robots plant new trees.
- b. They can travel long distances very quickly.
- c. They check people’s health every morning.
- d. They collect plastic from the desert.

b. In pairs, discuss the following questions.

1. How will weather-control domes help people in the future?
2. In what way will friends contact each other in the future?
3. Which invention do you think is the most useful? Why?
4. How does the writer of the passage feel about the future of technology?

Let’s Play – Guess the Word!

4 a. Read each clue carefully and guess the correct word. Take turns reading and answering.

A 3D image of a person or object that appears in the air.

A large, curved roof that covers and protects an area or building.

A small flying machine that can carry items or take photos

A thin line that appears when something is broken.

b. Now use any two of the words in your own sentences.

1.

2.

Your Future Choices

5 Read the inventions again. For each one, choose Yes or No. Would you use it in your life? Then, explain why.

Invention	Would You Use It? (Yes/No)	Why or Why Not?
Flying buses		
Memory-recording glasses		
Health mirrors		
Underwater malls		

AI Future Designer

6 Use AI (or any approved tool) to design a new future invention that is not in the passage.

Write 3–4 sentences explaining:

What it is / What it does/ How it helps people/ One possible problem

Bring your invention to share it with your classmates.



Learning Unit 8

Lesson Six: Grammar

I can:

- **use** the future simple tense (will/won't) correctly in sentences about technology.
- **produce** short future predictions about technology and daily life using correct structure.
- **demonstrate** understanding of future simple by completing grammar exercises accurately.

Grammar: Future Simple

1 a. Look at the pictures and discuss the following questions.

- What do you think life will be like in the future?
- Do you think robots will help students in schools?
- Will people live on Mars one day?



In the future, people **will travel** in flying buses.



One day robots **will help** students in schools.



Maybe families **will grow** plants in space.

Grammar Box: Future Simple

We use the **future simple** to describe things that **will happen in the future (we know)** and to make **predictions (we think)**.

Form	Example
Affirmative: Subject + will + base verb	Fahad will live in a smart city in the future.
Negative: Subject + will not (won't) + base verb	We won't forget our traditions.
Yes/No Question: Will + subject + base verb?	Will people use robots at home? Yes, they will . / No, they won't .
Wh-Question: WH- word + will + subject + base verb?	What will students learn next week? Where will people travel in the future?
Time expressions: tomorrow/ soon/ in the future/ one day/ in 2050/ next (week, month, year)	
Prediction signals: I think/ maybe/ probably	

2 a. Complete the sentences using will or will not and the verbs in brackets.

1. We _____ (not forget) to use technology wisely.
2. Noura and Maha _____ (travel) to London next summer.
3. Haya _____ (not be) late tomorrow. Her school starts at 7 a.m.
4. In the future, people _____ (use) flying buses to travel between cities.

b. Do as shown between brackets.

1. Farmers will grow plants in the desert. (Form a question)

2. Ali will work as a doctor when he grows up. (Make negative)

3 Future Vision Statement

Use your imagination and write creative sentences about the future in your notebook. Only use the future simple tense.

- Write **3–4 sentences** starting with “In the future...”
- Explain how people will use technology wisely to make life better for everyone.

Sentence Starter:

- In the future, people will ...
- We will use technology to ...
- This will help us to ...
- We won't forget to....

Checklist

- I used *will* / *won't* correctly. My sentences show responsible use of technology.

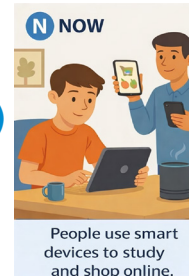
I can:

- **produce** a two-paragraph report comparing technology now and in the future.
- **apply** appropriate linkers to connect ideas clearly in a report.
- **Linker Bank:** (*because, also, first, finally, therefore, in addition, for example, next, so, as a result*)

Technology in My Life: Today and Tomorrow

Read and Sort

- 1 Look at the two pictures (N – Now / F – In the Future). Read the sentences below and write (N) for Now or (F) for In the Future.



1. People use tablets to study and do homework.
2. Robots will help with cooking and daily work.
3. A parent buys groceries online using a phone app.
4. Memory-recording glasses will save special memories.
5. Weather-control drones will keep cities cool.
6. People use smartwatches to check the time and their health.

Tip

Use the present simple for Now (N). use will + base verb for In the Future (F).



- 2 a. Fill in the blanks in the following paragraph with suitable linkers from the list below. (in the future – for example – however – nowadays – as a result)

_____, technology is a big part of our everyday life. People use it to study, work, and shop online. _____, students attend virtual classes and families buy groceries using apps. _____, many tasks are faster and easier than before. _____, robots and AI will help people at home and make cities smarter. _____, people should still use technology carefully and not depend on it too much.

Language Focus: Time Expressions

Nowadays and **in the future** are time linkers. We use them to show **when** something happens.



- b. Read the paragraph again and complete the table below.

Type of Sentence	Write Your Sentence
Topic Sentence	
Supporting Detail 1	
Supporting Detail 2	
Concluding Sentence	

- 3 Work in groups. Write one way technology helps people now and one way it will help them in the future. Discuss your ideas with your group.

Now

- _____
- _____
- _____

In the future

- _____
- _____
- _____

Learning Unit 8

Lesson Seven: Writing

Technology is an important part of our daily lives, and it will continue to change the way people live, learn, and work in the future.

4  Plan and write a report of two paragraphs **describing how technology is part of your daily life and how you imagine it will be in the future.**

a. Fill in the following plan.

Introduction:
.....
<u>Paragraph (1): How technology is part of my daily life</u>
Topic sentence:
.....
Supporting details:
.....
.....
.....
Concluding sentence:
.....
<u>Paragraph (2): How I imagine it will be in the future</u>
Topic sentence:
.....
Supporting details:
.....
.....
.....
Concluding sentence:
.....
Conclusion:
.....

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

Paragraph writing checklist:

- | | |
|---|---|
| <input type="checkbox"/> I started with an interesting opening sentence. | <input type="checkbox"/> I used suitable linkers. |
| <input type="checkbox"/> I used new words that I learned from the unit. | <input type="checkbox"/> I ended my paragraphs clearly. |
| <input type="checkbox"/> I used punctuation and capital letters correctly | <input type="checkbox"/> I checked my spelling. |
| <input type="checkbox"/> I used AI tools to help me proofread my writing. | <input type="checkbox"/> I used the future simple accurately in my sentences. |



Project Topic (to be provided by the teacher)

Task

In this project, we are going to

.....



Materials Needed

paper	newspaper
colouring sets	magazines
markers	textbook
PowerPoint slides ...	reference books
glue	internet access
Others:	

Project Steps

1. Form your group and assign roles (e.g., leader, researcher, designer, presenter).
2. Research your topic using books, websites, or interviews.
3. Plan your product (poster, model, slide deck, etc.).
4. Gather materials and create your product.
5. Rehearse your presentation.
6. Present your project to the class.

Presentation

- Speak clearly and confidently.
- Be concise and stick to your main points.
- Use visuals to support your ideas.
- Engage your audience with questions or demonstrations.

Evaluation Criteria

- | | |
|--|--|
| <input type="checkbox"/> Content. | <input type="checkbox"/> Design and creativity |
| <input type="checkbox"/> Accuracy | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Presentation skills | <input type="checkbox"/> Ability to explain and justify ideas when asked |



Self and Peer Reflection.

What did I contribute to the project?

One thing I would improve is:

GLOSSARY



A

achieve /ə'tʃi:v/ (verb)

to succeed in reaching a particular goal, especially by making an effort for a long time

adapt /ə'dæpt/ (verb)

especially by making an effort for a long time

adjust /ə'dʒʌst/ (verb)

to change something slightly to make it more suitable or effective

advance /əd'vɑ:ns/ (verb)

progress or a development in a particular activity or area of understanding

advanced /əd'vɑ:nst/ (adjective)

having developed to a high level; using the most modern ideas or equipment

advise /əd'vaɪz/ (verb)

to tell somebody what you think they should do in a particular situation

area /'eəriə/ (noun)

a part of a place, or a region of a country or the world

artificial intelligence /,ɑ:ti'fɪʃl in'telɪdʒəns/ (noun)

the study and development of computer systems that can copy intelligent human behaviour

assistant /ə'sɪstənt/ (noun)

a person who helps or supports somebody, usually in their job

aware /ə'weə(r)/ (adjective)

knowing or realising something

automatically /,ɔ:tə'mætɪkli/ (adverb)

without needing human control; happening by itself

B

balance /'bæl.əns/ (noun)

a situation in which different things exist in equal, correct or good amounts

behave /bi'heɪv/ (verb)

to do things in a particular way

behaviour /bi'heɪvjə(r)/ (noun)

the way that somebody behaves, especially towards other people

C

calm /kɑ:m/ (adjective)

not excited, nervous, or upset

chemical /'kemɪkl/ (adjective)

connected with substances formed by chemicals or chemistry

closely /'kləʊsli/ (adverb)

near in space or time

coastal /'kəʊstl/ (adjective)

near the sea or the coast

concentration /,kɒnsn'treɪʃn/ (noun)

the ability to direct all your effort and attention on one thing without thinking about anything else

cooperation /kəʊ,pə'reɪʃn/ (noun)

the fact of doing something together or of working together towards a shared aim

cope /kəʊp/ (verb)

to deal successfully with something difficult

correctly /kə'rektli/ (adverb)

in a way that is true, accurate or without mistakes

completely /kəm'pli:tli/ (adverb)

in every way; totally

condition /kən'diʃn/ (noun)

the state that something or someone is in; the physical or mental situation that affects how a person feels or behaves

control /kən'trəʊl/ (verb)

to have power over something or someone

courage /'kʌrɪdʒ/ (noun)

the ability to do something difficult or dangerous even when you feel afraid

crack /kræk/ (noun)

a line on the surface of something where it has broken but not split into separate parts

creature /'kri:tʃə(r)/ (noun)

anything that lives but is not a plant

crop /krɒp/ (noun)

a plant that is grown in large quantities, especially as food

D

damage /'dæmɪdʒ/ (verb)

physical harm caused to something which makes it less attractive, useful or valuable

decision /di'siʒn/ (noun)

a choice or judgment that you make after thinking

defend /di'fend/ (verb)

to protect something that you value and prevent it from being taken away

deeply /'di:pli/ (adverb)

very much

depend on /di'pend ɒn/ (phrasal verb)

to rely on somebody/something and be able to trust them

destroy /di'strɔɪ/ (verb)

to damage something so badly that it no longer exists or works

difficulty /'dɪfɪkəlti/ (noun)

a problem: a thing or situation that causes problems

digitally /'dɪdʒɪtəli/ (adverb)

using computer technology or electronic systems

disappear /,dɪsə'piə(r)/ (verb)

to become impossible to see

disturb /di'stɜ:b/ (verb)

to interrupt somebody when they are trying to work, sleep, etc.

distance /'dɪstəns/ (noun)

the amount of space between two places or things

dome /dəʊm/ (noun)

a round roof with a circular base

drone /drəʊn/ (noun)

a small flying machine without a pilot on board, controlled from a distance.

drought /draʊt/ (noun)

a long period of time when there is little or no rain

dry up /,draɪ'ʌp/ (phrasal verb)

to become completely dry

dynamic /daɪ'næmɪk/ (adjective)

having a lot of energy and a strong personality

E

emotion /ɪ'məʊʃn/ (noun)

a strong feeling such as love, fear or anger; the part of a person's character that consists of feelings

explore /ɪk'splɔ:(r)/ (verb)

to go around a place where you have never been in order to find out what is there

expensive /ɪk'spensɪv/ (adjective)

costing a lot of money

F

failure /'feɪljə(r)/ (noun)

lack of success in doing or achieving something

further /'fɜ:ðə/ (adverb)

at or to a greater distance space or time

flood /flʌd/ (noun)

a large amount of water covering an area that is usually dry

forgiveness /fə'gɪvnəs/ (noun)

the act of forgiving somebody; the quality of being willing to forgive somebody

function /'fʌŋkʃn/ (verb)

a special activity or purpose of a person or thing

G

generate /'dʒenəreɪt/ (verb)

to produce something or cause something to begin

global /'glɔ:bl/ (adjective)

covering or affecting the whole world

growth /grəʊθ/ (noun)

the process of becoming bigger or more important

H

habitat /'hæbɪtæt/ (noun)

the place where a particular type of animal or plant is normally found

hardship /'hɑ:dʃɪp/ (noun)

a situation that is difficult or unpleasant

harsh /hɑ:ʃ/ (adjective)

very difficult and unpleasant to live in

helpfulness /'helpfʊlnəs/ (noun)

the quality of helping in a particular situation

hologram /'hɒləgræm/ (noun)

a three-dimensional image created by laser light

honestly /'ɒnɪstli/ (adverb)

in an honest way

I

ignore /ɪg'no:(r)/ (verb)

to pay no attention to something or someone

impressive /ɪm'presɪv/ (adjective)

making you admire them, because they are very large, good, skilful, etc.

individual /,ɪndɪ'vɪdʒʊəl/ (adjective)

a person considered separately rather than as part of a group

injustice /ɪn'dʒʌstɪs/ (noun)

the fact of a situation being unfair

innovation /,ɪnə'veɪʃn/ (noun)

the introduction of new things, ideas or ways of doing something

instantly /'ɪnstəntli/ (adverb)

immediately

intelligent /ɪn'telɪdʒənt/ (adjective)

able to learn, understand and think well; showing a high level of mental ability

interactive /,ɪntər'æktɪv/ (adjective)

allowing information to be passed between a computer and the person using it

interact /,ɪntər'ækt/ (verb)

the act of communicating with somebody, especially while you work, play or spend time with them

interfere /,ɪntə'fɪə(r)/ (verb)

to get involved in and try to influence a situation that should not really involve you, in a way that annoys other people

introduce /,ɪntre'dju:s/ (verb)

to tell someone another person's name or to bring something new into use

increase /ɪn'kri:s/ (verb)

to become greater in amount, number, value, etc.; to make something greater in amount, number, value, etc.

incident /'ɪnsɪdənt/ (noun)

something that happens, usually something unexpected or unpleasant

J

jealous /'dʒeləs/ (adjective)

feeling angry or unhappy because somebody you like or love is showing interest in somebody else

journey /'dʒɜ:nɪ/ (noun)

an act of travelling from one place to another, especially when they are far apart

L

lay /leɪ/ (verb)

to put somebody or something in a particular position, especially carefully

leadership /'li:dəʃɪp/ (noun)

the ability to be a leader and guide others

limit /'lɪmɪt/ (verb)

the greatest or smallest amount of something that is allowed

M

main /meɪn/ (adjective)

being the largest or most important of its kind

mainly /'meɪnli/ (adverb)

mostly, for the most part

member /'membə(r)/ (noun)

a person, an animal or a plant that belongs to a particular group

mentally /'mentəli/ (adverb)

connected with or happening in the mind

mercy /'mɜ:si/ (noun)

a kind or forgiving attitude towards somebody that you have the power to harm or right to punish

movement /'mu:vmənt/ (noun)

a change of position or place

N

native /'neɪtɪv/ (adjective)

related to the place where a person was born or where a plant/animal originally comes from

noble /'nəʊbl/ (adjective)

having fine personal qualities or high moral principles

nutrient /'nju:triənts/ (noun)

A substance in food that help plants, animals, and humans to live and grow

O

observe /əb'zɜ:v/ (verb)

to see or notice somebody/something

occur /ə'kɜ:(r)/ (verb)

to happen

openly /'əʊpənli/ (adverb)

without hiding any feelings, opinions or information

P

perform /pə'fɔ:m/ (verb)

to do a job or a piece of work

physically /'fɪzɪkli/ (adverb)

in a way that relates to the body

polluted /pə'lu:tɪd/ (adjective)

containing harmful substances

population /,pɒpjə'leɪʃn/ (noun)

all the people who live in a particular area

possibility /,pɒsə'bɪləti/ (noun)

something that may happen or be true.

practical /'præktɪkl/ (adjective)

connected with real situations rather than with ideas or theories

printing press /'prɪntɪŋ pres/ (noun)

a machine that produces books, newspapers, etc. by pressing a surface covered in ink

produce /prə'dju:s/ (verb)

to create something, especially when skill is needed

proper /'prɒpə(r)/ (adjective)

right, appropriate or correct for a particular purpose or situation

Q

quality /'kwɒləti/ (noun)

the standard of something when it is compared to other things like it; how good or bad something is

R

recover /rɪ'kʌvə(r)/ (verb)

to get well again after being ill, hurt, etc.

region /'ri:dʒən/ (noun)

a large area of land, usually without exact limits or borders

release /rɪ'li:s/ (verb)

to let somebody come out of a place where they have been kept or stuck and unable to leave or move

relative /'relətɪv/ (noun)

a person who is in the same family as someone else

remotely /rɪ'məʊtli/ (adverb)

from a distance; without being physically present

repair /rɪ'peə(r)/ (verb)

to fix something that is broken or damaged

respond /rɪˈspɒnd/ (verb)

to answer or react to something

rise /raɪz/ (verb)

to move upwards; to go up

reveal /rɪˈvi:l/ (verb)

to make something known to somebody

S

safe /seɪf/ (adjective)

protected from any danger, harm or loss

securely /sɪˈkjʊəli/ (adverb)

in a way that is safe or protected against harm, crime, etc.

self-discipline /ˌselfˈdɪsəplɪn/ (noun)

the ability to control your behaviour and work hard without needing others to tell you

sensible /ˈsensəbl/ (adjective)

reasonable and practical

severely /sɪˈviəli/ (adverb)

in a very serious or strict way

shape /ʃeɪp/ (verb)

to influence the way something develops

sincere /sɪnˈsɪə(r)/ (adjective)

showing what you really think or feel; not pretending

skilfully /ˈskɪlfəli/ (adverb)

in a way that shows skill or ability

steady /ˈstedi/ (adjective)

developing, growing or moving in a gradual, regular and continuous way

store /stɔː(r)/ (verb)

to put something somewhere and not use it until you need it

stress /stres/ (noun)

feelings of worry caused by difficult situations

strategically /strəˈti:dʒɪkli/ (adverb)

in a way that is planned to achieve a particular purpose

strength /streŋkθ/ (noun)

the quality of being physically strong; the ability to do things that need physical power.

suffer /ˈsʌfə(r)/ (verb)

to experience pain or unpleasant emotions

sudden /ˈsʌdn/ (adjective)

happening or done quickly and unexpectedly

system /ˈsɪstəm/ (noun)

a set of connected parts or methods that work together as a whole.

T

teammate /ˈti:mmeɪt/ (noun)

a member of the same team

temperature /ˈtemprətʃə(r)/ (noun)

how hot or cold something is

train /treɪn/ (verb)

to prepare or teach someone (or yourself) to develop a skill or improve physical ability through practice

treat /tri:t/ (verb)

to behave towards someone in a particular way

tiredness /ˈtaɪədnəs/ (noun)

the state of feeling that you need to rest

truthful /'tru:θfl/ (adjective)

saying only what is true

true /tru:/ (adjective)

connected with facts rather than things that have been invented or guessed

U

underground /,ʌndə'graʊnd/ (adjective)

under the surface of the ground

unfair /ʌn'feə(r)/ (adjective)

not right or fair according to a set of rules or principles; not treating people equally

unpredictable /,ʌnpri'diktəbl/ (adjective)

that cannot be predicted because it changes a lot or depends on too many different things

upgrade /ʌp'greɪd/ (verb)

to improve something so that it works better or has more features

V

victory /'vɪktəri/ (noun)

success in a game, competition, or war

virtual /'vɜ:tʃuəl/ (adjective)

made to appear to exist by the use of computer software, for example on the internet

visually /'vɪʒuəli/ (adverb)

in a way that relates to seeing

W

welcoming /'welkəmiŋ/ (adjective)

friendly to someone who is visiting or arriving

well-being /,wel'bi:iŋ/ (noun)

the state of being comfortable, healthy and happy

wonder /'wʌndə(r)/ (verb)

to think about something and try to decide what is true or what will happen

wrongly /'rɒŋli/ (adverb)

in a way that is not correct

Z

zone /zəʊn/ (noun)

an area or a region with a particular feature or use

Irregular Verbs

Base Form	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown

Base Form	Past Simple	Past Participle
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed

Irregular Verbs

Base Form	Past Simple	Past Participle
shake	shook	shaken
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
sit	sat	sat
sleep	slept	slept
slide	slid	slid
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
forbid	forbade	forbidden
forget	forgot	forgotten
show	showed	shown/showed
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
speak	spoke	spoken
spend	spent	spent
spit	spat	spat
split	split	split

Base Form	Past Simple	Past Participle
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
weep	wept	wept
win	won	won
write	wrote	written
shine	shone	shone
shoot	shot	shot

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