



وزارة التربية

Ministry of Education

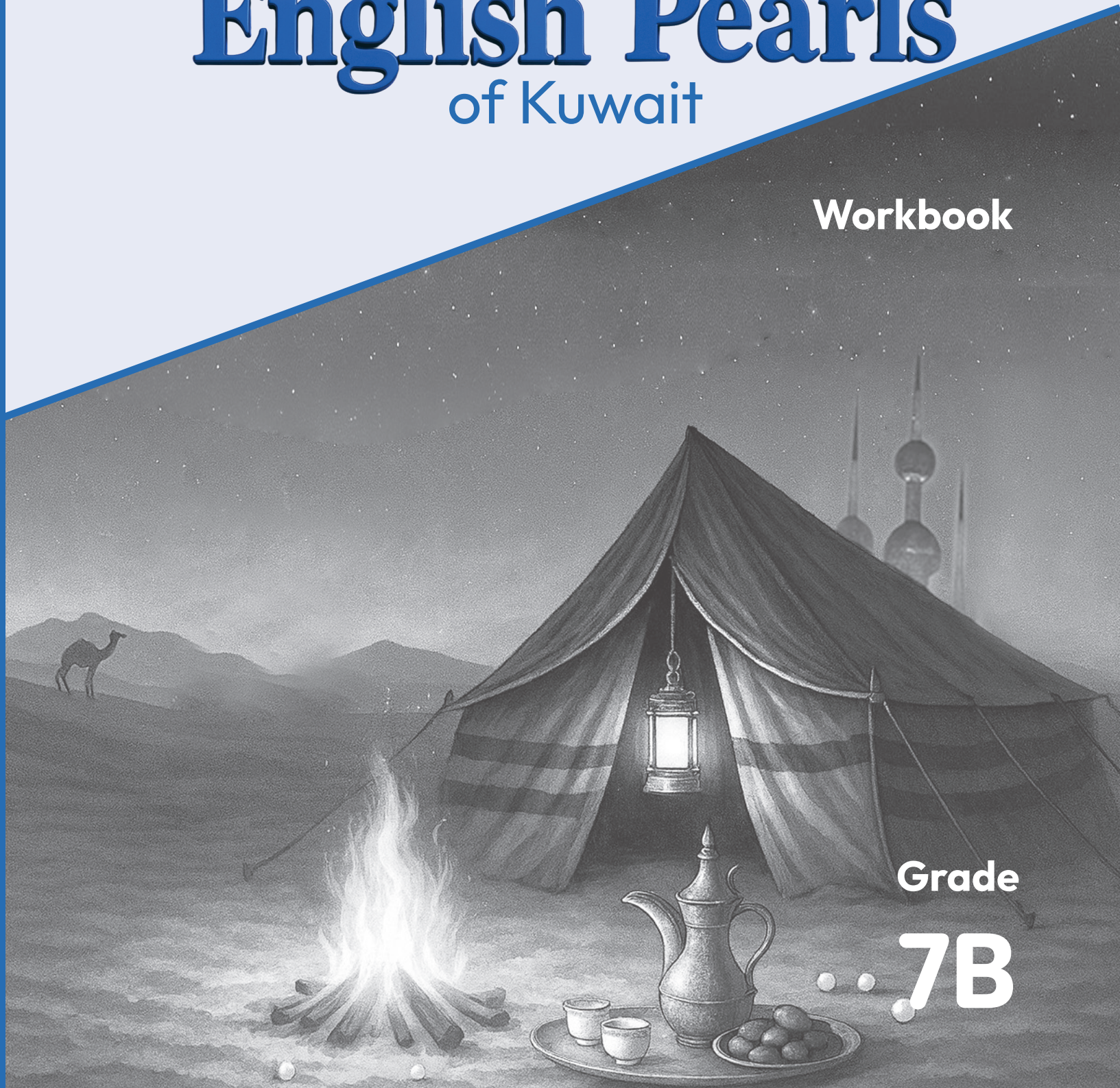
State of Kuwait | دولة الكويت

English Pearls of Kuwait

Workbook

Grade

7B





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سَمُو الشَّيْخِ صَبَّاحٍ كَهَّالٍ الْحَمَّادِ السَّبَّاحِ
وَلِيِّ عَهْدِ دَوْلَةِ الْكُوَيْتِ

H. H. Sheikh Sabah Khaled Al-Hamad Al-Sabah
Crown Prince Of The State Of Kuwait

Learner's Performance Follow up



	Date	Performance	Teacher's Feedback	Parent's Signature
Unit 5		<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement		
Unit 6		<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement		
Unit 7		<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement		
Unit 8		<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement		

Accumulative Assessment

Type	Reading Comprehension	Vocabulary	Grammar	Writing	Homework	Project
Grade						

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Learning Unit Five: Healthy Habits for Lifelong Wellness



A. Vocabulary: Lesson 1

Taking Care of Your Body and Mind

1. Read each pair of sentences. Tick (✓) the one that shows the correct meaning.

Word	Sentence Options	✓
balance	a. substances in food that help plants, animals, and humans to live and grow	
	b. a situation in which different things exist in equal, correct or good amounts	
repair	a. to fix something that is broken or damaged	
	b. to break something on purpose	
steady	a. not changing suddenly; staying even and regular	
	b. something that moves in a regular, continuous way	

2. Fill in the spaces with the correct words from the box.

(limit – completely – calm – strength – correctly)

- Salma took a moment to stay _____ before speaking.
- Eating healthy food builds your body's _____.
- It is important to _____ the amount of junk food you eat.
- I _____ forgot my calculator at home today.

B. Vocabulary: Lesson 5

The Power of Sports

1. Match each word to the phrase that means almost the same.

Word		Meaning
1. individual		a.to reach a goal after working for it
2. victory		b.in a way that relates to the mind
3. mentally		c.a win in a game or competition
4. achieve		d.done by one person, not by a group

2. Use any two words from the table and write one meaningful sentences for each word.

1.
.....

2.
.....

A. Grammar: Be + Used to + -ing

1. Do as shown between brackets.

1. Hamad is used to _____ (wake up) at 6:00 a.m. every day. **(Correct the verb)**

2. My brother is used to doing yoga every weekend. **(Make negative)**

3. I am used to eating healthy food. **(Form a question)**

2. Write two sentences about your daily habits using *used to* and *not used to*.

1. _____

2. _____

B. Grammar: Prepositions of Movement

1. Read Ali's morning route to school. Complete the sentences with the correct prepositions of movement.

into – across – towards – over – through – around



Ali is on his way to school. He walks _____ the park, goes _____ the bridge, and turns *around* the corner near the bakery. Then, he heads _____ the school gate and finally steps _____ his classroom.

Sounds We See, Sounds We Hear

Silent Letters (kn-, wr-, -mb) & Sound Clusters (bl-, gr-, cl-)

	Meaning	Example
Silent letter	A letter we write but do not say.	knife → we write k , but say <i>nife</i>
Sound cluster	Two letters at the start of a word that blend into one strong sound .	bl in <i>blue</i> , gr in <i>green</i> , cl in <i>clean</i>

1. Focus on Words: Silent or Strong?

a. Read the sentences and notice. Then answer the questions.

1. Mariam hurt her **knee** during PE class.
2. The teacher asked us to **write** the date clearly.
3. He used his **thumb** to unlock his tablet.

4. The sky looked bright and **blue** after the rain.
5. The students helped **clean** the science lab.
6. The plants began to **grow** quickly after watering.

b. Which words have letters we do not say?

c. Which words begin with blended sounds?

2. Sort and Classify

In pairs, sort the words into the correct group. Write each word in the table.

Words to sort: knock- green- clap- numb- wrist- blend

Silent Letters	Sound Clusters

3. Complete the Sentences Together

In groups, choose the best word to complete each sentence.

Then read them aloud.

(clear – climb – wrong – comb – grab)

1. It is _____ to ignore safety rules.
2. He used a _____ to fix his hair.
3. Please _____ your bag before you go.
4. The hikers had to _____ a high hill.
5. The view became _____ after the fog went away.



4. My Safety Message

Write 3–4 sentences in your notebook to give safety advice. Use words like wrong, knock, grab, clean, or climb in your advice.

Example Safety Message

It is **wrong** to run in the hallway. **Grab** your things carefully so nothing falls. Keep your desk **clean** so things don't fall and cause accidents.

1. Vocabulary: Choose the most suitable answer from a, b, c or d.

- The team celebrated their first _____ after a long season.
a. stress b. balance c. victory d. emotion
- Mariam wants to _____ her goals this year by working harder.
a. achieve b. train c. control d. rise
- The team worked in a / an _____ and energetic way to finish the task.
a. unfair b. dynamic c. individual d. main
- Noise in the room can make _____ difficult for students.
a. growth b. courage c. concentration d. failure

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

- Hamad is used to _____ up early in the morning.
a. wake b. waking c. woke d. wakes
- They team is not used to _____ in cold weather.
a. train b. trains c. training d. trained
- Salma is used to _____ her homework right after school.
a. doing b. did c. do d. does
- The player kicked the ball so hard that it flew _____ the goalkeeper and landed in the crowd.
a. over b. into c. through d. across

3. Read the passage. Then, answer the questions that follow.



Staying healthy is important for everyone. Good food gives our bodies energy. Water helps us stay hydrated throughout the day. Getting enough sleep helps us feel rested. Regular exercise makes us feel strong and active. It helps our bodies stay fit and healthy. When we play sports or go for walks, we feel happier. Taking care of our health helps us enjoy life every day.

- What does the underline word “**It**” in the 4th line refer to?
a. food b. water c. sleep d. exercise
- Why is taking care of our health important?

Student Performance Checklist

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



A. Vocabulary: Lesson 1

The Earth's Warning Signs!

1. Read each sentence and choose the best word to complete it.

1. Farmers _____ fewer crops during droughts. (occur / produce)
2. Rising _____ cause ice to melt in polar regions. (creatures / temperatures)
3. Heavy rain can _____ roads and buildings near the coast. (suffer / damage)
4. The weather is becoming more _____ each year. (unpredictable / expensive)
5. Climate change happens _____ because people burn fossil fuels.
(deeply / mainly)

B. Vocabulary: Lesson 5

Nature's Survivors

1. a. Sort the words under the correct part of speech.

population – harsh – securely – adapt – habitat – severely – polluted – recover

Adverbs	Adjectives	Nouns	Verbs

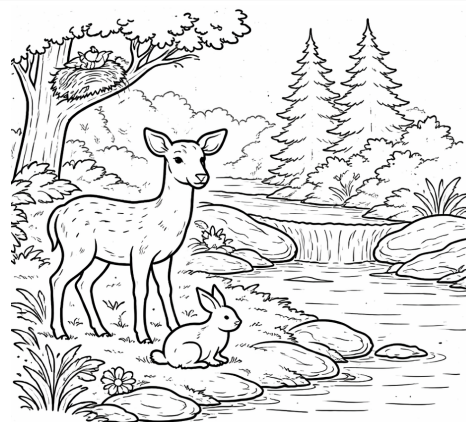
b. Write the correct word for each definition.

1. the natural home or environment of an animal

correct word: _____

2. made dirty or unsafe by smoke, waste, or chemicals

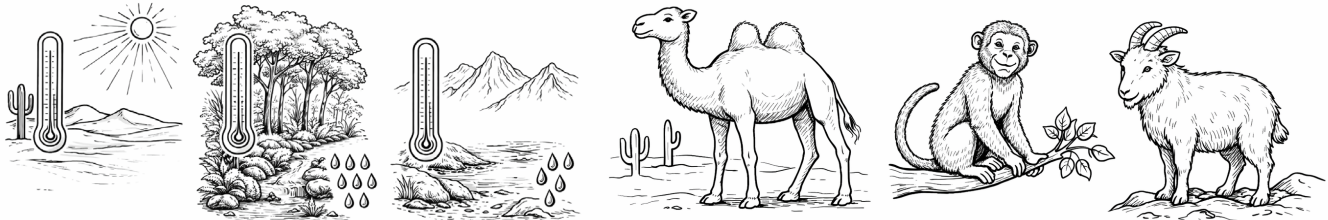
correct word: _____



A. Grammar: Comparatives and Superlatives

Let's Compare the World and Its Animals!

1. Look at the table. It shows different environments, their weather, and how animals live there. Then, do the tasks that follow.



Place	Temperature (°C)	Rainfall (mm)	Animal	Animal Feature
Desert	45	5	Camel	Stores water; walks long distances
Forest	25	180	Monkey	Climbs trees; lives in groups
Mountain	10	100	Mountain Goat	Climbs rocks; grows thick fur

a. Complete the sentences.

Use the correct comparative or superlative form of the adjective in brackets.

- The forest is _____ than the desert. (wet)
- The mountain is the _____ place in the chart. (cold)
- Camels are _____ than monkeys in dry areas. (strong)
- Monkeys are _____ than camels because they climb trees. (active)
- The mountain goat is the _____ animal for cold areas. (good)

b. Write your own ideas using comparatives and superlatives.

- The forest is _____.
- The camel is _____.
- The mountain goat is _____.

B. Grammar: Present Perfect

1. Fill in the blanks using has / have + past participle.

- Omar _____ (live) in London for two years.
- Teachers _____ (celebrate) Teacher's Day since 1994.
- The football team _____ (work) hard for a month.
- Haya and Dana _____ (not go) to the beach since last summer.
- My grandparents _____ (travel) by plane before.

Sound It Right

Word Stress in 2–3 Syllable Words

	Meaning	Example
Syllable	A syllable is a small part of a word with one vowel sound and one beat .	cli-mate (2), ha-bi-tat (3)
Word stress	Word stress is the part of the word we say stronger, louder, or clearer .	HAB itat, GLO bal, re COV er

1. Listen and Notice: Strong Beats



Listen to the words and clap with each syllable.

habitat global recover coastal temperature native



2. Focus on the Strong Syllable

a. Underline the stressed syllable.

climate expensive native creature polluted

b. Write A or B to show the stress pattern.

A. STRONG–weak

B. weak–STRONG

adapt → global → occur → distance →

c. Circle the correctly stressed word.

- (COASTal / coaSTAL)
- (chemiCAL / CHEMical)
- (polLUTed / polluTED)

3. Find It, Split It, Mark It!

Split each word using slashes (/) and mark the stressed syllable with (').

- population → _____
- climate → _____
- severely → _____
- condition → _____

TIP:

- If the first part is stronger → write A.
- If the second part is stronger → write B.



TIP:

Every syllable must contain one vowel **sound**.
Example: ha / 'bi / tat



Stress in My Speaking

- Write 3–4 sentences about protecting the environment.
- Underline one stressed syllable in at least three different words.
- When you finish, read your sentences aloud and say the stressed syllables clearly.

Example: Many **AN**imals cannot live well in pol**LUT**ed **AR**eas.

Animals around the world are adapting to a changing environment. At the same time, humans are trying to protect them from new threats.

Plan and write a report of two paragraphs **explaining how animals adapt to a changing world and how humans help protect animals.**

a. Fill in the following plan.

Introduction:

.....

Paragraph (1): How animals adapt to a changing world

Topic sentence:

.....

Supporting details:

.....
.....
.....

Concluding sentence:

.....

Paragraph (2): How humans help protect animals

Topic sentence:

.....

Supporting details:

.....
.....
.....

Concluding sentence:

.....

Conclusion:

.....

1. Vocabulary: Choose the most suitable answer from a, b, c or d.

- The _____ from my house to school is about 2 kilometres.
a. distance b. region c. habitat d. temperature
- Fire can _____ everything in the forest.
a. adapt b. produce c. destroy d. recover
- The game was very _____. No one knew what would happen next.
a. unpredictable b. coastal c. expensive d. global
- The museum is _____ from the city centre than the park.
a. severely b. deeply c. securely d. further

2. Grammar: Choose the most suitable answer from a, b, c or d.

- My new phone is _____ than my old one.
a. modern b. more modern c. most modern d. the most modern
- My sister _____ in London for five years.
a. lives b. living c. has lived d. is living
- This laptop is _____ device in our house.
a. useful b. more useful c. most useful d. the most useful
- They _____ each other since primary school.
a. know b. knowing c. have known d. are knowing

3. Read the passage then answer the questions that follow.

Climate change is a big problem for many animals. In hot deserts, camels live in very dry places. They can walk for many days without water because they keep fat in their bodies. Near the sea, small birds called penguins cannot find fish easily now. The water is getting warmer, so the fish escape to cooler water. In cold places, bears need ice to hunt for food, but there is less sea ice every year. People are trying to help by making safe places for these animals to live.

- The underlined word "**They**" in the 2nd line refers to:
a. animals b. deserts c. camels d. places
- The meaning of the underlined word "**escape**" in the 4th line is:
a. stay b. go away c. come back d. eat
- Why can camels walk for many days without water?

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Note: This checklist reflects overall unit performance using both the Student's Book and the Workbook.

Learning Unit Seven: Qualities That Help Us Grow



A. Vocabulary: Lesson 1

Great Qualities, Greater Community

1. Word Detective Challenge!

Read each clue and choose the mystery word from the box.

behaviour / observe / sensible / openly

a	to watch carefully	
b	thinking carefully; making good choices	
c	without hiding any feelings, opinions, or information	
d	the way someone acts	

2. Complete the dialogue with the correct words.

member – aware – respond – closely – welcoming

A: Did you _____ to the teacher's question?

B: Yes, and I was fully _____ of the instructions.

A: Our new classmate seems very _____.

B: I agree. Every _____ of the group helped, and we worked _____ together.

B. Vocabulary: Lesson 5

Stories of Strength and Faith

Read the sentences and write the synonyms of the underlined words.

Choose the correct synonym from the word box.

sudden – defend – mercy – wrongly – ignore

1. The judge showed kindness to the man who made a small mistake.

2. She was mistakenly blamed for the accident.

3. There was a quick change in the weather.

4. He tried to protect his friend during a difficult situation.

A. Grammar: Relative Pronouns (who / which / where / whose / when)**1. Choose the correct relative pronoun from a, b, c, or d.**

- This is the park _____ we used to play football.
a. where b. when c. whose d. who
- She met a writer _____ books are popular.
a. where b. which c. who d. whose
- I will never forget the moment _____ I won my first award.
a. where b. who c. when d. which
- He is the student _____ solved the problem quickly.
a. who b. where c. when d. whose

B. Grammar: Question Tags**1. Complete the sentences with a question tag.**

- You enjoyed the school trip last year, _____?
- Sara was the class leader in Grade 6, _____?
- They weren't late for the morning assembly, _____?
- He didn't bring his laptop today, _____?

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

- He visited his grandparents last weekend, _____?
a. didn't he b. did he c. wasn't he d. was he
- They finished their project on time, _____?
a. weren't they b. did they c. didn't they d. were they

Ready-Made Phrases

Fixed Phrases & Idiomatic Chunks

	Meaning	Example
Fixed phrase	words that often appear together and have one clear meaning .	take care, pay attention, on time
Idiomatic chunk	a phrase used like one unit , not word by word .	in a hurry, as usual

1. Read and Notice

a. Read the text below and notice the fixed phrases.

Ahmed always wakes up early because he wants to arrive at school **on time**. **As usual**, he helps his younger sister get ready. His mother always says, "**take care** of each other." At school, Ahmed's teacher reminds students to **pay attention** during lessons. Yesterday, Ahmed was **in a hurry** to finish his homework because he wanted to help his friend study.



b. Discuss with your partner:

1. Do you think these words always go together?
2. Which phrase means "not late"?
3. Which phrase means "like always"?

2. What Do They Mean?

a. Match each phrase to its meaning.

Phrase	Meaning
1. take care	a. not late; at the right moment
2. pay attention	b. like always; normally
3. on time	c. watch and listen carefully
4. in a hurry	d. be careful; look after someone
5. as usual	e. quickly; with no extra time

b. Complete each sentence with the correct fixed phrase from the box.

in a hurry – take care – as usual – pay attention – on time

1. Students should _____ during important lessons.
2. He always completes his tasks _____.
3. _____, Ahmed helped his classmates with their homework.
4. Parents always tell their children to _____ of their things.
5. Sarah was _____ because she woke up late.

1. Vocabulary: Choose the most suitable answer from a, b, c or d.

- The group showed great _____ during the project and worked well together.
a. cooperation b. incident c. journey d. injustice
- Teachers encourage students to _____ calmly when they are asked a question.
a. shape b. ignore c. respond d. reveal
- Her idea was very _____, and everyone agreed it made perfect sense.
a. welcoming b. jealous c. aware d. sensible
- He explained the situation _____, so everyone misunderstood what really happened.
a. openly b. wrongly c. closely d. honestly

2. Grammar: Choose the most suitable answer from a, b, c or d.

- The boy _____ won the race is my cousin.
a. where b. which c. who d. when
- Omar showed strong leadership, _____?
a. didn't he b. was he c. wasn't he d. did he
- The student _____ project won first place was proud of her work.
a. who b. which c. whose d. where
- They were pleased with the results, _____?
a. were they b. weren't they c. do they d. didn't they

3. Do as shown between brackets.

1. I know a nurse. The nurse always shows mercy. **(Join using: who)**
-

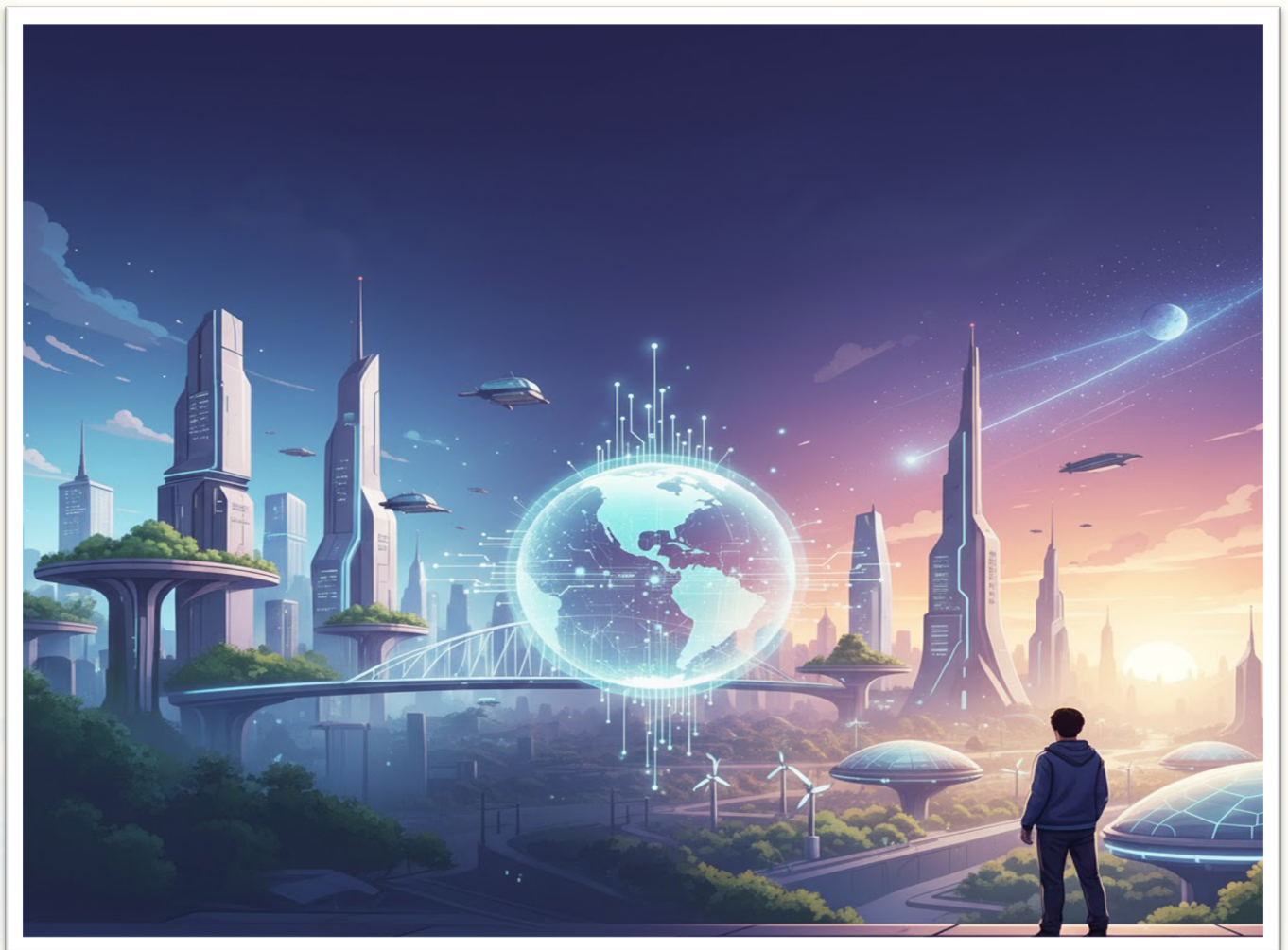
2. She has lived in London for ten years. **(Make negative)**
-

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



A. Vocabulary: Lesson 1

Shaping our World Through Innovation

Complete the dialogue with the correct words from the list.

assistant – innovation – explore – increase – intelligent – interactive – automatically

Ali: I'm working on a school project about new technology. Can you help me?

Laila: Sure! First, we need to look at this _____ that students are using in class.

Ali: It looks great! What can it do?

Laila: It can _____ information and update _____. It also helps students learn concepts visually.

Ali: Interesting! Who uses it?

Laila: A classroom _____ showed me how it works. It keeps students active with _____ tasks.

Ali: That's amazing. Will it _____ students' interest in science?

Laila: Yes! And it's so _____ that it gives suggestions based on what students need.

B. Vocabulary: Lesson 5

Technology in the Future World

a. Match the words with their meanings.

Words		Meaning
1. hologram		a.to fix something that is broken
2. repair		b.something that might happen
3. advanced		c.very modern and developed
4. instantly		d.a 3D light image that looks real
5. possibility		e.immediately; without waiting

b. Choose the correct answer.

1. Engineers can _____ new ideas using special computer programmes.

- a. repair b. advance c. generate d. interact

2. The new robot has a /an _____ design that allows it to perform complex tasks easily.

- a. safe b. advanced c. underground d. virtual

A. Grammar: Reported Speech with Imperatives

1. Report It! (Mini Dialogue)

Read the dialogue, then report the sentences.

Sarah: "Close the door."

Omar: "Please send me the homework."

Lina: "Don't forget to call me."



Report the sentences:

1. Sarah told me _____
2. Omar asked me _____
3. Lina reminded me _____

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

1. "Save your work," the teacher said.

- | | |
|---|--|
| a. The teacher told us save our work. | b. The teacher told us to save our work. |
| c. The teacher told us not save our work. | d. The teacher told us save to our work. |

2. "Don't run in the corridor," said the supervisor.

- | | |
|--|--------------------------------------|
| a. The supervisor warned us not to run. | b. The supervisor warned us to run. |
| c. The supervisor warned us to do not run. | d. The supervisor warned us not run. |

B. Grammar: Future Simple

Do as shown between brackets.

1. In the future, scientists (discover) new medicines. **(Correct the verb)**

2. People will live in smart cities. **(Form a question)**

3. Ali will buy a new robot next year. **(Make negative)**

Add an Ending, Change the Word

Word-Building: Understanding Suffixes (-ion, -able, -ive, -ous)

Suffixes are letters added to the **end of a word** to change its meaning or word type.

Examples:

- innovate (V) → innovation (N) adjust (V) → adjustable (Adj)
- interact (V) → interactive (Adj) marvel (V/N) → marvellous (Adj)

1. Notice the Pattern (Suffix & Meaning)

Prefix	Meaning	Word Type	Example Words
-ion	result or process	noun	innovation, creation
-able	can be / able to	adjective	adjustable, dependable
-ive	having a quality	adjective	creative, interactive
-ous	full of / causing	adjective	famous, dangerous

Read the sentences. Decide which suffix is used in each underlined word.

- This chair is comfortable.
- The app is very productive.
- The new device allowed for great communication.
- The hikers followed mysterious path through the forest.

2. Let's Choose the Right Word

Choose the correct word from the box to complete each sentence.

creative – dangerous – enjoyable – action

- Riding a bike without a helmet is very _____.
- The art class was productive and _____. We made beautiful pots.
- Please take _____ to fix this problem.
- Our trip to the desert was very _____. We had fun.

3. My Life, My Suffix Words

Write three sentences using three different suffixes (-ion, -able, -ive, -ous).

4. New Suffix Words

Use AI or an online dictionary to find three new words with -ion, -able, -ive, or -ous. Write the suffixes and the new words in your notebook.

Modern inventions are part of our daily lives. They help us work, learn, and communicate more easily.

Plan and write a two-paragraph report describing **modern inventions people use nowadays** and **how they make our lives easier**.

a. Fill in the following plan.

Introduction:

.....

Paragraph (1): Modern inventions people use nowadays

Topic sentence:

.....

Supporting details:

.....
.....
.....

Concluding sentence:

.....

Paragraph (2): How they make our lives easier

Topic sentence:

.....

Supporting details:

.....
.....
.....

Concluding sentence:

.....

Conclusion:

.....

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

A large rectangular box with a blue border, containing 25 horizontal dotted lines for writing.

Paragraph writing checklist:

- | | |
|--|---|
| <input type="checkbox"/> I started with an interesting introduction. | <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. | |

1. Vocabulary: Choose the most suitable answer from a, b, c or d.

- The printing press was a great _____ that changed the world.
a. innovation b. dome c. hologram d. crack
- The team tried to _____ the damaged football net before the match.
a. interact b. introduce c. repair d. advise
- The new learning app is very _____. It responds when you touch it.
a. interactive b. underground c. harsh d. jealous
- Smart devices can connect to the internet _____ without any delay.
a. severely b. instantly c. wrongly d. honestly

2. Grammar: Choose the most suitable answer from a, b, c or d.

- The librarian told the students _____ quietly.
a. to talk b. talk c. talking d. talked
- I think Layla will _____ the competition.
a. won b. wins c. winning d. win

3. Do as shown between brackets.

- The teacher said, "Technology will change education." **(Report the sentence)**

- In the future, people (travel) to space easily. **(Correct the verb)**

4. Read the passage then answer the questions that follow.

Technology is becoming a big part of our daily lives. Many people use computers, tablets, and smartphones to learn new information and complete schoolwork. In the future, technology will help students study faster and communicate more easily. However, people must use it wisely to stay safe and protect their information.

- The underlined word "**their**" in the 4th line refers to:
a. students b. tablets c. people d. smartphones
- Why must people use technology wisely?

Student Performance Checklist

Skill	Excellent	Good	OK	Needs Help	Not Yet
Listening	<input type="checkbox"/> The student can understand almost everything, even details, in English and respond quickly and correctly.	<input type="checkbox"/> The student can understand most ideas and details, with only small gaps in understanding.	<input type="checkbox"/> The student can understand the main points but sometimes misses details.	<input type="checkbox"/> The student often misunderstands and needs repetition or help.	<input type="checkbox"/> The student cannot understand spoken English clearly
Speaking	<input type="checkbox"/> The student can speak clearly, confidently, and naturally. Their English is easy to understand and fits the task.	<input type="checkbox"/> The student can speak with only a few mistakes; their ideas are mostly clear and relevant.	<input type="checkbox"/> The student can speak but makes mistakes that sometimes affect clarity; answers are partly relevant.	<input type="checkbox"/> The student makes many mistakes, pauses often, and is hard to understand	<input type="checkbox"/> The student cannot speak clearly or give relevant answers.
Reading	<input type="checkbox"/> The student can fully understand texts and read aloud fluently with clear pronunciation and expression	<input type="checkbox"/> The student can understand most ideas and read aloud mostly clearly with small errors.	<input type="checkbox"/> The student can understand the main points and read aloud clearly enough but with mistakes or pauses.	<input type="checkbox"/> The student struggles to understand texts and reads aloud with many errors.	<input type="checkbox"/> The student cannot understand texts or read aloud clearly
Writing	<input type="checkbox"/> The student can write clearly and correctly, with good organisation, linking words, and relevant ideas.	<input type="checkbox"/> The student can write with a few mistakes; ideas are mostly clear and organised.	<input type="checkbox"/> The student can write but makes mistakes; meaning is usually clear but ideas are partly organised.	<input type="checkbox"/> The student makes many mistakes; writing is unclear and poorly organised.	<input type="checkbox"/> The student cannot write clearly or answer the task with relevant ideas.

Note: This checklist reflects overall unit performance using both the Student's Book and the Workbook.

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