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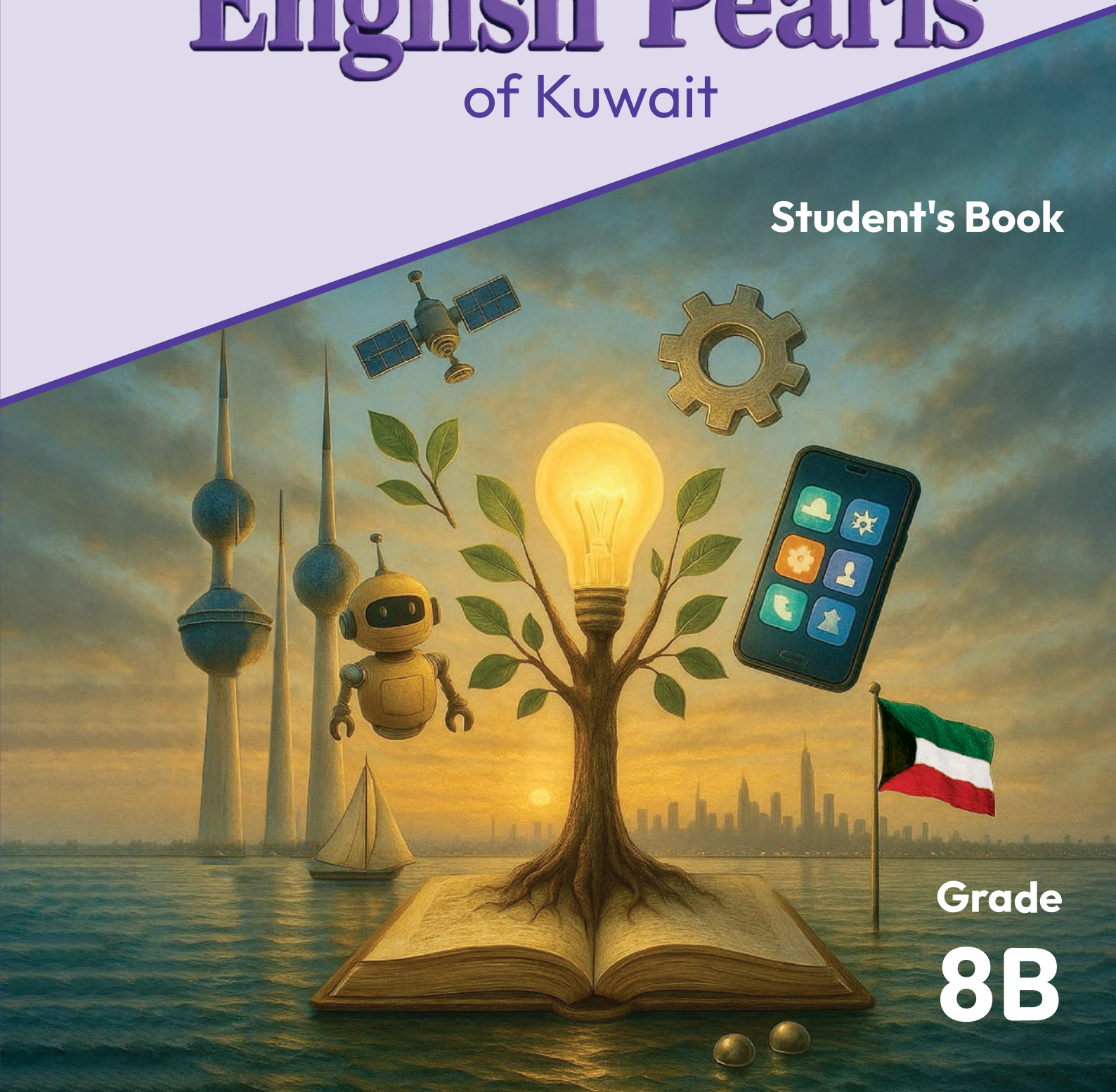
English Pearls
of Kuwait

Student's Book



Grade
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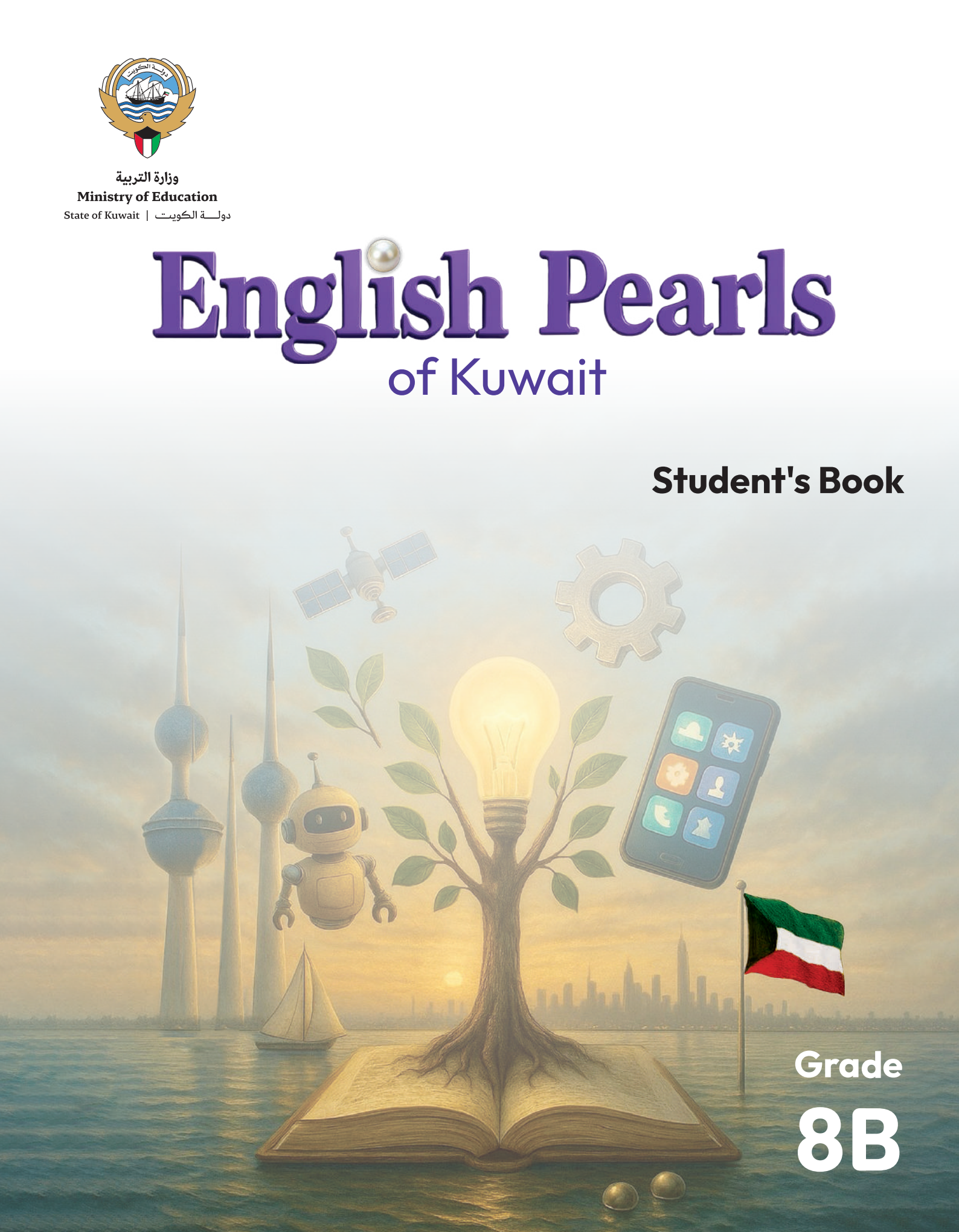

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First edition 2025-2026
Printed in Kuwait by: Pixel Printing Materials and Supplies LLC

The Ministry of Education acknowledges with appreciation the following authors for their role in the creation of the English Pearls of Kuwait series (2026 edition):

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أودع بمكتبة الوزارة تحت رقم (422) بتاريخ 2025/12/11م

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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 partially 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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Scope and Sequence

Learning Unit	Grammar Focus	Reading & Vocabulary	Listening	Speaking & Pronunciation	Writing	21st Century Skills/ Values
Five **"Community & Volunteering"**	• The First Conditional • Verbs Followed by a Gerund (verb + -ing)	**Reading 1** **"A Journey of Helping Others"** charity (n), contribution (n), impact (n), package (n), pandemic (n), resident (n), volunteering (n), demonstrate (v), establish (v), persuade (v), realise (v), put together (ph.v), elderly (adj), fair (adj), necessary (adj), vital (adj), gladly (adv) **Reading 2** **"Leading Humanitarian Institutions in Kuwait"** blessing (n), development (n), disaster (n), duty (n), generation (n), institution (n), shelter (n), acquire (v), coach (v), construct (v), operate (v), count on (ph.v), active (adj), environmental (adj), generous (adj), training (noun, acting as an adj), independently (adv)	"Small Acts, Big Impact"	• Present a chain reaction "The Chain of Kindness Challenge!" • Present a persuasive speech "My School Campaign"	• **Expository Writing:** A two-paragraph report explaining the importance of community service and the many actions we can do.	**21st Century Skills** • Critical thinking • Problem solving • Communication • Teamwork • Cultural Awareness • Responsible citizenship **Values** • Reliability • Responsibility • Cooperation • Empathy • Justice

Language Functions: Express feelings, Express opinion, Make suggestions, Give reasons, Describe benefits, Express future results

Scope and Sequence

Learning Unit	Grammar Focus	Reading & Vocabulary	Listening	Speaking & Pronunciation	Writing	21st Century Skills/ Values
Six **"The Power of Media & Influencers"**	• Reported Speech (Statement - Present Tense) • Reflexive Pronouns	**Reading 1** **"Behind the Screen: The Unreal Life Online"** depression (n), fan (n), honesty (n), influencer (n), pressure (n), reality (n), wealth (n), appear (v), define (v), edit (v), hide (v), select (v), emotional (adj), insecure (adj), luxurious (adj), recent (adj), effortlessly (adv), unfairly (adv) **Reading 2** **"Trust: The Power That Connects Us"** empathy (n), foundation (n), patience (n), psychologist (n), trustworthiness (n), viewpoint (n), activate (v), admit (v), weaken (v), believe in (ph.v), false (adj), reliable (adj), upset (adj), mostly (adv), sincerely (adv)	"The Hidden Truth of Social Media"	• Present a persuasive speech "A Call for Wise Social Media Use" • Present a persuasive speech "Fame: Dream or Pressure"	• **Persuasive Writing:** A two-paragraph report persuading people not to believe everything they see online. • **Persuasive Writing:** A two-paragraph report persuading your readers that being a trustworthy person is more important than increasing likes and followers online.	**21st Century Skills** • Critical thinking • Media literacy • Communication • Collaboration • Responsible citizenship **Values** • Honesty • Empathy • Respect • Reliability • Responsibility

Language Functions: Express Opinion, Persuade, Give Reasons, Talk about experiences, Discuss pros and cons

Scope and Sequence

Learning Unit	Grammar Focus	Reading & Vocabulary	Listening	Speaking & Pronunciation	Writing	21st Century Skills/ Values
Seven **"Explore the World: Real Trips & Virtual Voyages"**	• Linkers of Contrast • Future Tense (will, be going to, present continuous)	**Reading 1** **"Explore the World Through Travelling"** background (n), cuisine (n), enjoyment (n), etiquette (n), fossil (n), greeting (n), bow (v), broaden (v), deepen (v), enrich (v), gain (v), socialise (v), ancient (adj), historical (adj), national (adj), unforgettable (adj), significantly (adv)	"A Journey of Faith"	• Present your travel plan "Around the World in 20 Days" • Practise reading sentences with rising intonation, "Say it with Excitement!"	• **Expository Writing:** A two-paragraph report about travelling, explaining how technology is changing the way people travel and why travelling, whether in person or digitally, is beneficial.	**21st Century Skills** • Critical thinking • Problem solving • Communication • Teamwork • Information literacy • Digital literacy • Planning • Cultural awareness **Values** • Faith • Gratitude • Respect • Responsibility • Cooperation • Open-mindedness • Humility
		Reading 2 **"Discover the World at Home: Virtual Tourism"** advantage (n), headset (n), queue (n), suitcase (n), tourism (n), user (n), display (v), enable (v), experience (v), involve (v), substitute (v), accessible (adj), beneficial (adj), delicate (adj), remote (adj), abroad (adv), truly (adv)				

Language Functions: Express future plans, Give opinion, Express preferences, Compare and contrast, Make plans/ arrangements

Scope and Sequence

Learning Unit	Grammar Focus	Reading & Vocabulary	Listening	Speaking & Pronunciation	Writing	21st Century Skills/ Values
Eight **"Life Lessons"**	• Expressing purpose with (to, for, so that) • Countable vs. Uncountable Nouns (few, a few, little, a little)	**Reading 1** **"The Honest Shop Owner"** fabric (n), joy (n), profit (n), relief (n), reputation (n), shipment (n), situation (n), tear (n), address (v), apply (v), complain (v), deceive (v), earn (v), return (v), humble (adj), intentional (adj), lower (adj), meaningful (adj), secretly (adv) **Reading 2** **"The Honest & Trustworthy"** corner (n), disagreement (n), promise (n), solution (n), tribe (n), trouble (n), argue (v), cheat (v), opt (v), praise (v), restore (v), revere (v), just (adj), reasonable (adj), wise (adj), dishonestly (adv), intently (adv), undoubtedly (adv)	"The Story of Helen Keller"	• Present your "School Elections Speech" • Present your "Value Day" poster	• **Persuasive Writing:** A two-paragraph report persuading students to follow the example of Prophet Muhammad (ﷺ). • **Persuasive Writing:** A two-paragraph report persuading people to be determined when trying to reach their goals, even when facing challenges.	**21st Century Skills** • Critical thinking • Problem solving • Communication • Teamwork • Responsible citizenship **Values** • Honesty • Trustworthiness • Respect • Responsibility • Empathy

Language Functions: Express values and beliefs, Describe actions and consequences, Describe past events, Give advice, Persuade and motivate, Explain purpose

LEARNING UNIT

5

Community & Volunteering

Learning Unit 5

Community & Volunteering

Learning Outcomes

Listening and Viewing:

- Locate the main idea, supporting details, and inferred meanings in a text about community and citizenship.
- Recognise attitudes, feelings and opinions expressed through tone of voice in a spoken text about volunteering.

Speaking and Representing:

- Deliver well-organised spoken presentations about school campaigns and community responsibility using effective body language, including appropriate gestures and facial expressions.
- Deliver a short, fluent spoken text about kindness with the use of accurate expressions.
- Participate in group discussions about topics related to community and citizenship by listening attentively, building on peers' ideas, and expressing personal opinions.
- Use accurate vocabulary and grammar to express ideas in short presentations or discussions.
- Express appreciation for others' contributions by giving supportive and respectful feedback during discussions about voluntary work and citizenship.
- Express opinions clearly about topics related to community and citizenship in a short spoken communication.
- Express empathy during a discussion on diverse topics about volunteering and community.

Reading and Viewing:

- Analyse an expository text about voluntary work and charitable organisations to identify the main idea, supporting details, using appropriate reading strategies.
- Determine the writer's attitude, purpose, main message and viewpoint in extended texts about community and citizenship.
- Use reference tools (e.g., dictionaries, glossaries, online sources) to confirm the meaning, function and usage of unfamiliar vocabulary in context.
- Interpret contextual clues to infer meaning and clarify complex ideas in texts.

Writing and Representing:

- Produce a well-formatted, coherent, and cohesive expository report about community service, using appropriate paragraphing, layout, and grammar features suited to the audience and purpose.
- Follow the stages of the writing process to write a coherent, cohesive two-paragraph expository report: prewrite, draft, revise, edit, and publish.
- Use linking words correctly to organise ideas (In conclusion, in addition, however, despite).
- Apply grammar rules to write grammatically accurate, varied, and meaningful sentences in extended writing tasks.

I can
- **analyse** an expository text to identify the main idea, and both explicit and implicit information related to volunteering and community service.
- **identify** the writer's attitude in a text about volunteering at the cooperative society.

Vocabulary: realise, persuade, gladly, establish, fair, resident, put together, package, elderly, charity, demonstrate, impact, pandemic, contribution, necessary, volunteering, vital

A Journey of Helping Others

Before You Read

1 **Discuss the following questions.**

a. Have you ever done anything to help others? What did you do?
b. How did it make you feel?

2 **Read the blog post "My Experience at the Cooperative Society" and complete the following tasks.**

www.jassimsadventures.com

My Experience at the Cooperative Society

Last summer, I decided to volunteer at our local cooperative society, also known as the co-op. I had often visited it with my family, but I never **realised** how important it was to our community until I joined as a volunteer. My teacher **persuaded** us to join in community service, and I **gladly** agreed because I thought it would be a great opportunity to help others.

Before starting, I learned that co-ops in Kuwait began when Law No. 24/1979 was **established** to ensure that people could buy daily goods at **fair** prices. What makes them special is that they are managed by local citizens from the same area. Everyone works together to serve the neighbourhood, which helps build trust and responsibility with its **residents**.

During my time at the co-op, I enjoyed working with other volunteers. We **put together** food **packages**, helped **elderly** shoppers, and organised small clean-up campaigns. It felt amazing to see how our teamwork and kindness could make such a big difference. I also noticed how the co-op helped schools, **charities**, and families in need, **demonstrating** that helping others does not always need to be big; it just needs to be from the heart.

What affected me the most was learning how much **impact** small actions can have. During the COVID-19 **pandemic**, for example, co-ops delivered food and gave out masks and cleaning products to protect people. They may seem like simple **contributions**, but to many people, they were **necessary**. I realised that if we all do our part, we can make our society stronger and kinder. **Volunteering** taught me that being a good citizen means caring for others, not just yourself. That is something **vital** to share with everyone.

a. What is this blog post mostly about?

.....

Voluntary work means you do the work by choice to help others without getting paid.

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

1. **What is Jassim's blog post mainly about?**
   a. The importance of buying local goods
   b. How to help the elderly with daily tasks
   c. The steps of managing home deliveries
   d. How to be an active and helpful part of our society

2. **The underlined word "they" in the 2nd paragraph refers to:**
   a. prices b. goods c. people d. co-ops

3. **How did Jassim feel about this experience? Justify your answer.**
   a. bored b. proud c. relaxed d. confused

c. Answer the following questions.

1. Why did Jassim decide to volunteer at the cooperative society?
2. What tasks did he do as a volunteer?
3. How did volunteering change his view of community life?
4. What messages does Jassim want the readers to understand about volunteering?

3 a. Read the sentences and write the meanings of the underlined words using the glossary at the end of the book.

- My sister <u>persuaded</u> me to join her in the marathon next month. (.....)
- It is <u>necessary</u> to drink water every day to stay healthy. (.....)

b. Use one of the underlined words to form a new sentence.

.....

4 Feel it, Say it

Imagine you are one of Jassim's friends. Write a (3-4 sentence) comment under his post. Show your feelings about Jassim's voluntary work.

a. In your comment, you must:
- say how you felt after reading the post.
- mention one part that affected you (a specific detail from the text).
- explain why that part made you feel this way.
- end with encouragement (praise, support, or a suggestion to volunteer).

Add your comment:

.....

.....

.....

Useful Language:
<u>Expressing Feelings</u>
- I felt… when I…
- One idea that made me feel (proud/ happy/ surprised) was…
- This part of the post made me feel…
- I felt inspired to…

b. Remember to write complete, meaningful sentences and use correct punctuation (capital letters and full stops).

Lesson 2: Grammar

- **I can utilise** the First Conditional to describe actions and their possible results.

Grammar: The First Conditional

1 Look at the picture and discuss.

- What are the boys doing in the picture?
- What will happen if more people join the clean-up?

a. If more volunteers help, the beach will be cleaner.
b. If nobody cleans the beach, it will look dirty.

If Conditional	We use the first conditional to talk about real or possible future results that depend on a present condition.

Note:
You can put the "if" clause at the beginning or at the end.
- If people join the volunteer campaign, it will be successful.
- The volunteer campaign will be successful if people join it.

(Add a comma only when the "if" clause comes first.)

Form	**If + present simple verb → will + base verb** **If volunteers join the campaign, the community will benefit.**

2 Match each beginning to its correct ending.

1. If you donate your clothes to charity,		many children will attend and enjoy it.
2. If we help each other carry the heavy boxes,		we will be able to finish moving faster.
3. If the library starts a story-telling activity,		people will donate food to the mosque.
4. If local mosques have iftar campaigns,	1	families in need will receive useful items.

3 Fill in the blanks with the correct verb form.

Tip: Do not use '**will**' in the if-clause: ✗ If people will help, … ✓ If people help, …

a. If people ……..... (volunteer) at the hospital, patients …..…..... (feel) happier.

b. Our area ……..... (become) greener, if Ali …….…….. (participate) in planting trees.

c. If schools …… (raise) awareness, students …..…….. (understand) the effects of bullying.

Design a Card: Small Actions Create Positive Results

a. Work in pairs, choose a topic about a helpful action in your community from the list.
b. Write three First Conditional sentences and show the actions and the result.
c. Design a card showing your ideas. You can add a picture or a drawing.
d. Share your card with the other groups.
Reminder: Write full sentences with correct punctuation and spelling.

Topic Ideas:
- Planting trees in the neighbourhood
- Helping younger students
- Starting a health/fitness day
- Collecting toys or clothes for families in need
- Recycling

I can
- **identify** the main idea and important details from a conversation about community and citizenship.
- **infer** each speaker's opinion about volunteering based on tone rather than words alone.
- **express** empathy during a discussion on acts of kindness.

Small Acts, Big Impact

Before you listen

1 **Discuss the following questions with your partner.**

a. What does being a good citizen mean to you?
b. Can small acts of kindness make a difference? Give examples.
c. How do responsible people help their neighbourhood?

2 **Listen to the conversation between Ali and Salman in the diwaniya about "Community and Volunteering". Then, complete the following tasks**

a. Choose the main idea of the conversation. Tick (✓) the correct answer.

SCAN ME

1. It is important to follow rules and be polite.
2. Small acts of kindness can improve the community.
3. We can help younger children learn respect and honesty.
4. We should join community clean-ups and school projects.

b. Listen again and write four actions that Ali mentioned to be good citizens.

N	Action	Why it Helps
1	Volunteering when you can	It makes the community stronger and more connected.
2		
3		

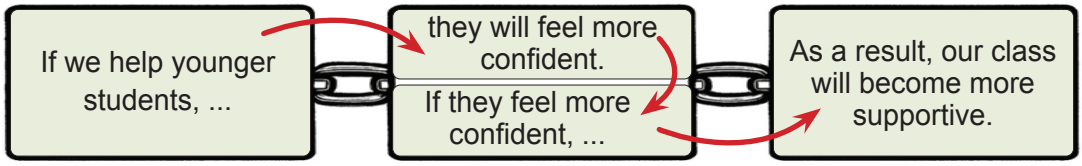
c. Answer the following questions.

1. Which advice from the conversation did you find most useful? Why?
2. How can we help our community at school or in the neighbourhood?
3. How does Ali feel about volunteering?

The Chain of Kindness Challenge!

a. Write about how one kind action can lead to another, like a chain reaction!

1. Choose simple kind actions mentioned in the listening (e.g., helping others, picking up litter).
2. Write your ideas using the "Chain of Kindness" in your notebook. Look at the following example.



b. Present your chain to your classmates and explain how each action leads to the next.

Lesson 4: Speaking

I can

- **speak** clearly to express opinions related to school and community responsibility.
- **produce** a short, fluent presentation with accurate pronunciation and intonation.

My School, My Responsibility

1 Think, Pair, Share

Discuss the following questions:

a. Why should we take care of our school?

b. What can students do to keep their school environment healthy?

c. What problems do you usually see at school?

2 a. Look at the problems below and fill in the table with possible solutions.

	Possible Problems	Possible Solutions
1	Litter in classrooms and hallways	Add signs reminding students not to litter.
2	Writing on desks and walls	
3	Wasting electricity and water	
4	Not enough plants or green areas	

Sentence Starters:
- One problem is…
- A simple solution is…
- This is important because…
- If students do this, the school will…

b. Discuss your ideas with your group.

3 Group Presentation: My School Campaign

a. In groups, choose one problem from the table above.

b. Plan for your speech to encourage students to take action. Use the suggested "Sentence Starters" box to help you. Your speech should include:

- the title of your campaign.
- the problem you want to solve.
- the solutions/actions students can take.
- what will happen if everyone joins.

c. Present your speech to the class with the help of the Speaking Checklist.

d. Listen to the other groups and give feedback using the checklist. You may ask the following questions:

- Which speech inspired you to join the most? Why?
- Which campaign speech gave the strongest solution? Why?
- Which ideas can really work in your school?

Speaking Checklist

The speaker can...

✓ present clearly and confidently

✓ use full sentences

✓ use encouraging expressions such as (we can make a difference! We can work as a team!)

✓ show cause and effect

✓ make eye contact with the audience

I can

- **infer** the main purpose of an expository text about humanitarian institutions in Kuwait.
- **organise** information in a table to summarise and connect ideas from text about humanitarian institutions in Kuwait.

Vocabulary: generous, institution, active, disaster, operate, shelter, coach, count on, development, construct, training, acquire, independently, environmental, generation, duty, blessing

Leading Humanitarian Institutions in Kuwait

1 Think, Pair, Share

Discuss the following questions:

a. Why do countries create organisations to help people in need?
b. Which charitable organisations in Kuwait have you heard of? What do they do?
c. How do volunteers make their community stronger?

2 Read the passage and complete the tasks that follow.

Kuwait is known for its **generous** spirit and care for others. Many Kuwaiti **institutions** work to help people in need, not only at home but also around the world. One of the oldest and most **active** institutions is the Kuwait Red Crescent Society (KRCS). Established in 1966, this organisation sends food, medicine, and aid to families affected by natural **disasters**. Its volunteers have **operated** in several countries, giving **shelter**, healthcare, and clean water to those in difficult situations. The KRCS also supports hospitals and schools in Kuwait and **coaches** young people on how to become responsible volunteers that people can **count on**.

Another important organisation is the Direct Aid Society, founded in 1981. It focuses on long-term **development** instead of short-term help. Direct Aid **constructs** schools and hospitals, provides clean water, and supports families in Africa and Asia. Its volunteers believe that education and health are the keys to strong communities. The group also runs **training** programmes to help many women **acquire** new skills and earn an income **independently** to support their families.

A third well-known centre is the *Kuwait Voluntary Work Centre (KVWC),* established in 1974. It encourages young Kuwaitis to serve their community. The centre organises activities such as cleaning beaches, planting trees, and visiting hospitals. Members learn about teamwork, leadership, and **environmental** care. The KVWC has created a new **generation** of active citizens who see volunteering as a **duty** and a joy. Together, these institutions show that helping others is a **blessing** and is at the heart of Kuwait's true progress.

a. Write another title for the passage.

.....

Kuwait is one of the leading Gulf countries that promotes voluntary work.

b. Complete the table with information from the passage.

Institution	Main Work	Who they Help	Key Activities
KRCS	Sends food, medicine, and aid		
Direct Aid Society			
KVWC			cleaning beaches planting trees

3 a. From a, b, c, or d, choose the correct answer.

1. **The underlined word "their" in the 2nd paragraph refers to:**
   a. new skills
   b. training programmes
   c. many women
   d. strong communities

2. **The main purpose of the writer is to show how:**
   a. natural disasters affect countries.
   b. schools help volunteering institutes.
   c. Kuwait helps others through volunteering.
   d. students learn about Asia and Africa.

b. Answer the following questions.

1. According to the passage, what qualities do volunteers need?
2. What message does the author give at the end of the passage?

4 Write the following words under the correct headings. Use the glossary to check your answers.

operate – ~~generation~~ – generous – acquire – environmental – disaster

noun	verb	adjective
generation	....	....

Spotlight Message: Support This Institution!

Choose one organisation from the text (KRCS, Direct Aid, or KVWC).
Write three sentences encouraging others to show their support.

Your message should include the following:

- **One reason:**
  Why should people support this organisation?
- **One benefit:**
  How does its work help people?
- **One first conditional sentence:**
  If more people support it, what will happen?

Sentence starters:

Giving Reasons
- People should support this institution because…
- This institution is important because…

Describing Benefits
- It helps people by…
- Its work improves communities by…

Expressing Future Results
- If more people support it, …
- If we join their projects, the community…

I can

- **write** sentences about activities using a verb followed by a gerund (verb + -ing).

Grammar: Verbs Followed by a Gerund (verb + -ing)

Gerunds: We use the verb + -ing as a noun to talk about an activity *(swimming, reading, playing…)*

1 Look at the following pictures and answer the questions.

a. What activities can you see in the pictures?
b. What activities do you enjoy doing?

1

2

3

1- He enjoyed painting the walls.
2- They finished watering all the flowers.
3- The student practised explaining the lesson to the class.

Form: verb + gerund (verb + -ing)	
More Examples:	My sister suggested volunteering at the cooperative society. We discussed helping families in need with charity. The teacher encouraged serving our community in different ways.

2 Complete the sentences with the correct form of the verb.

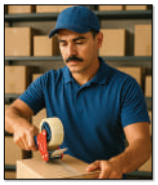
a. My teacher encouraged …… (cooperate) on the project.
b. The team enjoyed …… (represent) Kuwait at the competition.
c. We discussed …… (organise) the school event.

3 Rewrite the words to make correct sentences. Remember to use gerunds (verb +ing).

a. team – the – enjoyed – working – together
The team enjoyed working together.
b. teacher – suggested – the – joining – campaign – the
……
c. students – the – practised – presenting – project – the
……

4 Caption This!

a. Write sentences using a verb followed by a gerund to describe the photos.



……
……

……
……

……
……

b. Share your sentences with a partner. Check spelling and punctuation.

I can
- **follow** the writing process to plan, draft, and write a cohesive expository report about community service.
- **write** a coherent expository report about the importance of community service.

Linker Bank: in conclusion, in addition, however, despite

Making a Difference

1 **Think and List**

- List three small actions that can help our community.

2 **Discuss volunteering and how you can help your community. Then, fill in the following graphic organiser.**

Volunteering

Why people volunteer	Where people can volunteer	What actions they can do	How volunteering benefits the community
....	....	....	....
....	....	....	....

3 **Complete the paragraph with the correct linker. Use each linker once: *in conclusion, in addition, however, despite.***

Helping others improves mood and builds communities. ..... , it teaches empathy and responsibility. ....., some people feel too busy to volunteer. ..... these challenges, small acts of kindness make a difference. ....., helping others benefits everyone, including ourselves.

4 **What would happen if everyone volunteered? Work in pairs and write two ideas using the First Conditional.**

Examples:

o If everyone **volunteers**, the neighbourhood **will be** cleaner.

o If more people **help** each other, society **will become** kinder.

.....

.....

"When people work together to help others, even small actions can create big positive changes in the community."

5 **a. Plan and write a report of two paragraphs explaining the importance of community service and the many actions we can do.**

b. Fill in the following outline.

Introduction

.....

Paragraph 1: The Importance of Community Service

Topic sentence:

.....

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Paragraph 2: The Actions We Can Do

Topic sentence:

.....

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Conclusion

.....

c. Use the ideas in your outline to write the report in your notebook.

d. Use the following checklist to edit your writing.

Did I ...	✓ / ✗
write a clear introduction and conclusion?	
write two paragraphs with strong topic sentences and related details?	
use linking words to connect my ideas clearly? *(but, although, however…)*	
check my spelling and punctuation?	
use AI tools to edit my writing?	

LEARNING UNIT

6

The Power of Media & Influencers

Learning Unit 6

The Power of Media & Influencers

Learning Outcomes

Listening and Viewing:

- Analyse persuasive texts about the influence of social media and trust to infer the main idea, supporting details, and inferred meanings.
- Recognise feelings, attitudes, and opinions expressed through tone of voice in extended oral texts about influencers.

Speaking and Representing:

- Deliver well-organised spoken presentations (persuasive) about being a famous influencer, using effective body language, including appropriate gestures, and facial expressions.
- Participate in group discussions by listening attentively, building on peers' ideas, and expressing personal opinions.
- Use accurate vocabulary and grammar related to social media and influencers to express ideas in short presentations or discussions.
- Express opinions clearly about social media, and support them with reasons in spoken communication.
- Use persuasive techniques appropriately across different types of communication to influence an audience.
- Express appreciation for others' contributions by giving supportive and respectful feedback during discussions.
- Integrate expressions and language functions into spoken interactions on a range of topics about social media and influencers.

Reading and Viewing:

- Analyse persuasive texts about social media and trust to identify the writer's viewpoint.
- Determine the main idea and supporting details in extended texts about social media and trust using appropriate reading strategies.
- Identify the writer's attitude, purpose, and viewpoint in short persuasive texts about social media.
- Interpret contextual clues to infer meaning and clarify complex ideas in texts.
- Recognise common persuasive techniques and explain their effect on the reader in a variety of texts about social media and trust.
- Use simple visual organisers to summarise and organise ideas from a written text.
- Predict meaning using contextual clues and reasoning in a variety of texts about the power of social media.
- Identify the antonyms of familiar words in a persuasive text about trust.

Writing and Representing:

- Produce a well-formatted, coherent, and cohesive persuasive report about the influence of social media, using appropriate paragraphing, layout, and grammar features suited to the audience and purpose.
- Use linking words correctly to organise ideas (firstly, however, additionally, therefore, for example, in addition, in conclusion, although, moreover…).
- Apply grammar rules to write grammatically accurate, varied, and meaningful sentences in extended writing tasks.
- Follow the stages of the writing process (prewrite, draft, revise, edit, and publish) to write a two-paragraph persuasive report about the influence of social media. : prewrite, draft, revise, edit, and publish.

I can
- **analyse** a persuasive text to identify the writer's viewpoint about the influence of social media.
- **recognise** persuasive techniques such as using facts, thinking questions, repetition, and call to action sentences to influence the reader.

Vocabulary: fan, luxurious, recent, influencer, define, appear, effortlessly, reality, hide, pressure, select, edit, wealth, unfairly, insecure, depression, honesty, emotional
Linker Bank: however, additionally, therefore

Behind the Screen: The Unreal Life Online

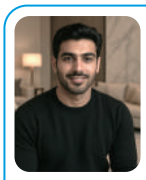
Before You Read

1 **a. Tick (✓) if you agree, cross (✗) if you disagree. Then discuss your opinion with a partner.**

	Statement	✓ / ✗
1	Influencers always show the truth about their lives online.	
2	Having many followers means you are successful.	
3	People can always trust what they see on social media.	

Did you know?
Not all influencers are famous. Many people influence others through their knowledge, volunteer work, and good deeds.

2 **a. Read both texts below about life on social media. As you read, think about what each writer, Hamad or Dr Noha Saad, wants you to believe.**



I'm Hamad from Kuwait, and I'm living proof that dreams can come true! Every morning, I wake up in my beautiful, huge villa facing the beach and feel thankful for what I've achieved. I start my day with a healthy smoothie, a quick workout, and messages from my amazing **fans** who inspire me to keep going. Life is all about passion, hard work, and believing in yourself. I travel to different countries, drive my **luxurious** car, and enjoy every moment because success doesn't just happen! You create it. Don't wait for opportunities, make them! Believe, act, and never give up. If I can do it, you can do it!

#Motivation #DreamBig #HamadTravels 30 K 10 K 688 2.11 K

The Unreal Life: Why We Should Not Believe Everything We See Online
Article by Dr. Noha Saad

In **recent** years, the rise of social media **influencers** has changed how people **define** success. They often **appear** to live perfect, happy lives, achieving their goals **effortlessly**. However, the **reality** behind these pictures is very different. Every photo **hides** hours of work and **pressure** to stay popular and look perfect all the time.

They carefully **select** their content to appear more successful than they truly are. They **edit** and retouch their photos, making followers believe in their endless travel and **wealth**. This can cause followers to compare themselves **unfairly** and lose confidence, making them feel they are unsuccessful.

The unreal lives of influencers are not only affecting themselves, but also the lives of young teenagers. Do you look at pictures of famous people and feel **insecure** about how you look? You are not the only one. In fact, studies show that many teenagers your age report that social media makes them feel worse about their image. Additionally, when you see those pictures, they try to trick your brain into feeling like you are not good enough, which might cause **depression**. Remember that real life is better than a picture, and you are amazing just the way you are.

True success cannot be measured by images, likes, or followers but by **honesty**, effort, and **emotional** balance. Therefore, we must ask ourselves: when you become a fan of an influencer, are you admiring their unreal life or their real success? It is time to look beyond filters and recognise the human reality behind the screen. We see, we admire, we compare, but we never forget what is real!

b. Who do you agree with more about social media, Hamad or Dr. Noha? Why?

Persuasive writing aims to convince the reader to agree with your opinion.

3 Read both texts again and complete the tasks that follow.

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

1. **How does Hamad really want his fans to feel after reading his post?**
   a. bored b. inspired c. confused d. scared
2. **The main purpose of Dr. Noha Saad in writing this article is to:**
   a. show us how we can edit and retouch our personal photos.
   b. persuade us not to believe everything on social media.
   c. advise us to work hard to become social media influencers.
   d. inform us about the advantages of following famous people online.

Reading Tip
To find the writer's **purpose**, look for **important words** and **examples** in the text. They show you what the writer wants you to believe.

b. Read again and answer the following questions.

1. How do Hamad and Dr. Noha define success differently?
2. What problems can comparing yourself to influencers cause?

4 Read and Think: Persuasive Writing

a. Read the descriptions in the chart and choose the one that best describes Dr. Noha's article.

Descriptive Writing	Expository Writing	Persuasive Writing
Uses sensory details to describe people, places, or objects.	Gives facts and information without trying to change the reader's opinion.	Aims to convince the reader to believe something or to take action.

b. Read Dr. Noha's article and find one example of each persuasive technique.

Persuasive Technique	Parag.	Example from the Text
Facts & Statistics (From studies and research)	3	.....
A Thinking Question (A question to make you think)	3 & 4	.....
Repetition (Using the same word many times to make the message memorable)	4	*"We see, we admire, we compare, but we never forget what is real!"*
A Call to Action (A sentence encourages readers to do an action or make a change)	4	*"It is time to look beyond filters and recognise the human reality .....*

A Request for a Change!

a. In groups, write 4-5 sentences in your notebook, persuading your school principal with an idea that could improve the school (e.g., a cleaning campaign or an outdoor classroom).

b. Begin with a strong statement or a thinking question, explain your idea using at least two persuasive techniques from the list, and end politely with a call to action.

c. Share your sentences with the other groups. Decide which request sounds the most persuasive and explain why.

Sentence Starters
- "We would like to request your support for…"
- "Have you ever wondered…?"
- "Studies show that…"
- "We need a cleaner, safer, better school."
- "We hope you will consider this request."

Lesson 2: Grammar

- **I can report** what others say accurately using correct verb tenses, pronouns, and time/place expressions in spoken and written communication.

Grammar: Reported Speech (Statement - Present Tense)

1 Listen to what Dr. Noha said in person and what the news reported. Then discuss the differences between the two statements.

a. **At the interview (Direct Speech)**
Dr. Noha said, "Many influencers create unrealistic lifestyles."

b. **In the news report (Reported Speech)**
The reporter wrote that Dr. Noha said that many influencers created unrealistic lifestyles.

Reported Speech

- **Direct speech** uses the speaker's exact original words inside quotation marks " …".
- **Reported Speech** is used when we want to say what someone else said.
- When reporting a statement, we change the **verb tense, pronouns, and time/ place expressions**:
  my ➔ his/her our ➔ their this + (n.) ➔ that these + (n.) ➔ those

Direct Speech	Reported Speech	Direct Speech	Reported Speech
Present Simple	Past Simple	"I need this tablet," said Bader.	Bader said that he needed that tablet.
Present Continuous	Past Continuous	"I'm writing my report," said Ali.	Ali said that he was writing his report.
Present Perfect Simple	Past Perfect Simple	"I have bought Reem these presents," said Mona.	Mona said that she had bought Reem those presents.

2 Complete the sentences using the correct form of verb tense, pronoun, and time/place expression.

a. My teacher said, "I need this book today."
My teacher said that she needed that book that day.

b. Waleed said, "I'm training with my coach now."
He said that……

c. The engineers said, "We've worked on our project for months."
The engineers said that ……

Time/Place Expressions
today ➔ that day
now ➔ then
here ➔ there

3 Change these direct sentences into reported speech. Remember to change the verb tense, pronouns, and time/place words when needed.

a. The influencer said, "I post my new videos on this channel every week."
The influencer said that he posted his new videos on that channel every week.

b. The athlete said, "I'm training hard for this sports competition now."
……

c. The doctor said, "I've finished these medical reports for my patients."
……

Pass the Message

Work in groups. Student A secretly writes a short message and shows it only to Student B, who must retell it aloud to the group using reported speech.

Example:
A: **I need** help with **my** homework **today**.
B: Maha said that **she needed** help with **her** homework **that day**.

Tip Box
Remember to change the verb tense, pronouns, and time/ place words when needed.

I can
- **infer** the main idea and supporting details while listening to a live podcast about influencers.
- **determine** the speaker's feelings in an audio podcast by analysing the tone.

The Hidden Truth of Social Media

Before You Listen

1 a. Discuss the following questions.

1. Do you think influencers' lives are perfect?
2. What kind of pressures might influencers face online?

b. Match the underlined words with their correct meaning.

a. An influencer posts daily videos.		to make changes to a picture or film
b. Edit your work carefully.		the quality of being certain of your abilities
c. He speaks with confidence.	a	someone who affects or changes the way that other people behave

2 Listen to a podcast with a fashion influencer, then complete the tasks that follow.

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

1. What is the podcast mainly about?

a. How influencers become rich
b. How to avoid food that causes obesity
c. The truth behind influencers' lives
d. Tips for better photos during photo sessions

2. Emma describes her life as:

a. easy
b. challenging
c. simple
d. boring

3. In the podcast, Emma is mostly:

a. proud
b. angry
c. honest
d. mad

SCAN ME

b. Listen again and answer the following questions.

1. Why do you think some influencers advertise unhealthy or unsuitable products?
2. What does Emma do when she feels stressed or under pressure?
3. What message does the podcast send to teenagers about social media life?

Beyond the Filter: A Call for Wise Social Media Use

a. Prepare a short persuasive speech encouraging others to use social media wisely and avoid following influencers blindly. You should:

1. start your speech with an interesting question:
- Do you know the people you follow online?

2. state your opinion clearly:
- Many teenagers believe…, but actually…
- Influencers often appear perfect; however,…

3. explain your reasons strongly and confidently:
- One reason is …
- Researchers show that…

4. close your speech with a call to action.
- Now is the time to…
- Take the first step and…

A **persuasive speech** is when you try to convince someone to agree with your ideas.

Persuasive Speech Checklist		
The speaker …	**Yes**	**No**
started with an interesting question.		
stated their opinion about influencers.		
explained at least two reasons.		
spoke clearly and confidently.		
presented a 1–2 minute speech.		
used a persuasive technique (call to action).		

b. Listen to each other's speeches and tick the checklist points they included.

Lesson 4: Speaking

I can
- **state** my point of view about the challenges of fame, supported by reasons to persuade my audience.
- **deliver** a short persuasive speech using appropriate body language, gestures, and facial expressions to enhance meaning and engage the audience.
- **use** vocabulary and language expressions to deliver an argument accurately.

Fame: Dream or Pressure?

1 a. Discuss the following questions.

1. Would you like to be a famous person or have many followers one day? Why or why not?
2. Do you think being famous makes people happy? Explain your answer.
3. What challenges or pressures can fame create? Give examples.

b. Complete the For-and-Against table with your reasons for or against being famous.

FOR	AGAINST
☐ _____	☐ _____
☐ _____	☐ _____
☐ _____	☐ _____
☐ _____	☐ _____

Think about:
privacy freedom
stress money
influence popularity

2 Your Turn to Persuade

In groups, choose a side to present your opinion, then prepare a short persuasive speech to persuade the class. In your speech, you should explain your reasons clearly using persuasive techniques.

a. Complete the table to prepare for your speech:

For or Against	Example
Introduction Start with a strong opening sentence or a question to grab attention. *(A Thinking Question)*	*Everyone dreams of being famous online, but is it really worth it?*
Opinion Clearly state if you are for or against being famous	....
Reasons 1 & 2 Give reasons to support your opinion. Each reason must be supported with ideas. *(Facts/ Studies)*	*1. We believe being famous is challenging. (no privacy/pressure)* *2. Studies show* .....
Conclusion End with a strong final message. *(A Call to Action)*	....

b. Present your speech:

1. **Assign roles**: speaker, timekeeper, note-taker, and reporter.
2. **When presenting, you need to:**
   - speak slowly and clearly.
   - stand straight, avoid crossing your arms, and smile naturally.
   - ask thinking questions or calls to action with energy.
3. **While listening to others, take notes on the following**:
   - One strong point I liked is …
   - One idea I disagree with is …
   - One question I could ask is …
   - One persuasive technique I noticed is …

Expressing Opinion:
- In my opinion, ...
- Personally, I believe...
- From my point of view, ...
- I see your point, but…
- I am against...

c. Reflect: Did you persuade others, or were you persuaded today?

I can
- **analyse** the main and specific details in an article about trust.
- **create** a visual diagram to help organise the ideas and information from an article.
- **predict** the meanings of new vocabulary items with the help of contextual clues and logical reasoning.

Vocabulary: foundation, weaken, mostly, believe in, admit, trustworthiness, psychologist, activate, empathy, viewpoint, upset, patience, sincerely, false, reliable

Linker Bank: therefore, firstly, for example, in addition, in conclusion

Trust: The Power That Connects Us

1 Discuss the following questions.

a. What does the word trust mean to you?

b. Who is a person you trust the most? Why?

c. Do you think it is easy or difficult to earn someone's trust? Why?

2 Read the article and complete the tasks that follow.

Why should you work to become a person others can trust? Trust is the **foundation** of every strong relationship, both at home and in society. Without it, teamwork fails, friendships **weaken**, and leadership loses its strength. Therefore, how can you earn people's trust?

Firstly, trust comes **mostly** from honesty. Ask yourself, "Who would you rather believe: someone who just talks, or someone who speaks with both truth and heart?" People **believe in** you when you tell the truth or when you do your job well. Even small actions, such as telling the truth or **admitting** mistakes, build **trustworthiness** over time. **Psychologists** also discovered that honest behaviour **activates** the brain's "trust circuits". In other words, the more truthful you are, the more others naturally feel safe around you. Isn't that what everyone wants, to feel safe, to be respected, and to be understood?

Another quality that builds trust is **empathy**. It is highly important to understand people's emotions. Showing empathy means using positive words, respecting others' **viewpoints**, and responding respectfully even when you disagree. People trust those who communicate kindly, both online and in person. For example, when someone is **upset**, an empathetic person listens carefully, shows **patience**, and avoids judging their feelings.

In today's digital world, being a trusted and reliable person does not stop in real life; it continues online. Every post, comment, or photo you share on social media tells others who you are. In addition, when we speak **sincerely**, respect others' opinions, and avoid sharing **false** information, we build real trust that lasts beyond the screen.

In conclusion, trust is built through honest actions, empathy, and respect, in both real life and the digital world. The way we speak, act, and respond reveals who we truly are to others. In the end, our behaviours, both offline and online, show others whether we are **reliable** and worthy of their trust. Trust builds us, trust guides us, trust protects us.

a. Write another suitable title for the passage. Your title should clearly show the main idea.

.....

Think about one way you can show **honesty** and **empathy** online.

b. Read the text again, and complete the mind map below to show the TWO supporting ideas and evidence/examples for each idea:

How to Earn People's Trust

Trust comes from honesty

.....

.....

.....

.....

Understand people's emotions

.....

.....

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

1. The underlined word "its" in the 1st paragraph refers to:

a. society b. teamwork c. leadership d. relationship

2. The opposite of the underlined word "upset" in the 3rd paragraph is:

a. popular b. happy c. sleepy d. serious

3. The writer uses the following persuasive techniques EXCEPT:

a. Repetition to inspire the readers.

b. A story about a trusted person.

c. Facts from research and expert studies.

d. Thinking questions to persuade the readers.

d. Answer the following questions.

1. Why do you think trust is important in friendship?
2. What happens in the brain when people behave honestly?
3. How can people show empathy towards others?

3 Fill in the spaces with the correct words from the list.

admit – mostly – foundation

a. Everyone should ..... the truth, even when it's difficult to do so.

b. Practising vocabulary gives you a strong ..... for speaking.

c. Her followers like her videos ..... because they are fun and positive.

Design an Infographic: The Way to Trust

a. Review the mind map (ex. 2.b). Use an A4 paper to design an infographic that:

- answers this question: "How can we earn people's trust both in real and online?"
- has a short, catchy title.
- includes main values such as honesty, empathy, and kindness.
- includes facts, short quotes, or studies.
- has icons, shapes, or arrows to show connections between ideas.

Infographic Tips
- Organise information clearly.
- Check spelling and vocabulary.
- Write short sentences.
- Use different colours.

b. Explain your infographic to your classmates clearly and confidently.

c. While listening to others, write one strong point.

- **I can use** reflexive pronouns correctly in oral and written texts.

Grammar: Reflexive pronouns

1 **Read the following sentences and underline reflexive pronouns.**

a. Nobody helped me. I did it myself!
b. He taught himself to play the guitar.
c. My computer turns itself off after half an hour.
d. We enjoyed ourselves on the school trip!

myself himself
itself herself
ourselves themselves
yourself/ yourselves

Reflexive pronouns are used when the subject and object are the same.
Example: My sister cleaned her room all by herself.
subject *object*

Subject	Reflexive Pronoun	Example
I	myself	I made the cake **myself**.
You	yourself	You should be proud of **yourself**.
He	himself	He hurt **himself** while playing football.
She	herself	She taught **herself** Spanish.
It	itself	The coffee machine cleaned **itself** automatically.
We	ourselves	We introduced **ourselves** to the new teacher.
You (plural)	yourselves	You must train **yourselves** to play football as a team.
They	themselves	They built the tent **themselves**.

2 **Complete the sentences with the correct reflexive pronoun.**

1. The baby can't feed ……himself…. yet.
2. You should study every day and depend on …….
3. We had a great time! We really enjoyed ……..
4. I looked at …… in the mirror before the interview.
5. Students should behave …… during the break time.

Check the underlined subject to choose the right reflexive pronoun.
Example:
you → yourself

3 **Answer the following questions using reflexive pronouns.**

Q: Have you ever learned something **yourself**?
A: Yes! I taught ……myself……..
Q: Have you ever created something new **yourself**?
A: Yes! ……..……..

4 **I Did it Myself!**

Write about things you, or someone else, did and felt proud of. Use different reflexive pronouns.

a. I washed my father's car **myself**.
b. My brother taught …… to ride a bike.
c. ……..

Lesson 7: Writing

I can
- **apply** the writing process to produce a structured persuasive report about trusting others online.
- **develop** clear arguments supported by facts, examples, and persuasive techniques.

Linker Bank: however, in conclusion, in addition, although, moreover

Should We Believe Everything on Social Media?

1 Read the following paragraph and answer the questions that follow.

Being a social media influencer can completely change your life. It is exciting and full of challenges. You meet new people, visit interesting places, and share ideas with thousands of followers every day. In addition, it offers opportunities to be creative and express yourself. However, it also includes hard work, long hours, and pressure to stay popular. According to media research, many influencers spend long hours each week creating and editing content. Still, if you love communicating, inspiring others, and spreading positive messages, then it might be the perfect role for you. Don't you think so?

1. What is the writer's opinion in the paragraph?

   ……

2. Find a factual detail (evidence) from research or data in the same paragraph.

   ……

3. Find a thinking question in the paragraph.

   ……

2 a. Match the Linking Words to their Functions.

Function	Linking Words
Contrast	in conclusion, to sum up, finally
Addition	however, but, although
Conclusion	also, moreover, in addition

Contrast Linkers
They help the reader see that the next idea is opposite or unexpected compared with the first one.

b. Which linker would you use to add an idea, and which one would you use to clearly summarise the final idea?

c. Complete the sentences with a suitable linker from the table.

1. We planned a picnic, ……. it started to rain.
2. Recycling reduces waste. ……, it protects the environment.

d. Rewrite the following sentences using the linking words between brackets.

1. I love travelling. I do not like packing my bags. (**although**)

   ……

2. Doing exercise keeps you fit. It improves your mood (**moreover**)

   ……

3. We should protect our privacy. We must use social media carefully. (**in conclusion**)

   ……

"Social media has become part of our daily lives, but not everything we see online is true."

3 **a. Plan and write a two-paragraph report persuading people not to believe everything they see online. Provide two reasons and support them with examples and facts.**

Persuade your readers by using persuasive techniques (facts, thinking questions, repetition, and a call to action).

b. Fill in the following outline.

Introduction

.....

Paragraph 1: (Reason 1)

Topic sentence:

Many influencers post edited photos and videos that show only the perfect side of their lives.

Supporting details (evidence):

Studies show that many teenagers compare themselves to others online.

If we believe everything we see, we might think that our life is unsuccessful.

Concluding sentence:

Should we let fake images decide how we feel about ourselves?

Paragraph 2: (Reason 2)

Topic sentence:

.....

Supporting details (evidence):

.....

.....

Concluding sentence:

.....

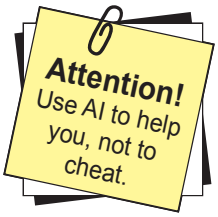
Conclusion

.....

c. Use the ideas in your outline to write the report in your notebook.

d. Use the following checklist to edit your writing.

Did I ...	✓ / ✗
write a clear topic sentence that shows my opinion?	
support my opinion with strong examples or evidence?	
use persuasive techniques to persuade the reader?	
use linking words to connect my ideas clearly? *(firstly, however, moreover...)*	
check my spelling and punctuation?	
use AI tools to edit my writing?	



LEARNING UNIT

7

Explore the World: Real Trips & Virtual Voyages

Learning Unit 7

Explore the World: Real Trips & Virtual Voyages

Learning Outcomes

Listening and Viewing:

- Analyse an oral text about travelling to locate the main idea, supporting details, and inferred meanings in an oral text.
- Recognise feelings, attitudes, and opinions expressed through tone of voice in an oral text about travelling.

Speaking and Representing:

- Participate in group discussions about travelling for real or online, by listening attentively, building on peers' ideas, and expressing personal opinions.
- Use accurate vocabulary and grammar related to travelling to express ideas in short presentations or discussions.
- Express appreciation for others' contributions by giving supportive and respectful feedback during discussions.
- Express opinions clearly and give reasons to support them in short spoken presentations about a travel plan.
- Deliver a short, structured speech about a travel plan using appropriate verbal and non-verbal communication.
- Produce a speech using accurate intonation and pronunciation to express excitement.

Reading and Viewing:

- Analyse expository texts about travelling and virtual reality to determine the main idea, supporting details, using appropriate reading strategies.
- Identify the writer's attitude, purpose, and viewpoint in an extended text about travelling.
- Interpret contextual clues to infer meaning and clarify complex ideas in texts.
- Create simple visual organisers to summarise ideas from a written text about travelling and virtual reality.
- Determine the meaning of familiar and unfamiliar words in an expository text about travelling.
- Use reference tools (e.g., dictionaries, glossaries, online sources) to confirm the meaning and usage of unfamiliar vocabulary in context.

Writing and Representing:

- Produce a well-formatted, coherent, and cohesive expository report about how technology is changing travelling (Real or Digital), using appropriate paragraphing, layout, and grammar features suited to the audience and purpose.
- Use linking words correctly to organise ideas (in addition, for example, although, however, despite, in spite of, in conclusion, moreover, but…).
- Apply grammar rules to write grammatically accurate, varied, and meaningful sentences in extended writing tasks.
- Follow the stages of the writing process (prewrite, draft, revise, edit, and publish) to write a two-paragraph expository report about how technology is changing travel.

I can
- **analyse** the main idea and important supporting details in an expository text about travelling to understand the writer's main purpose.
- **determine** the meaning of unfamiliar words related to travel and culture by using contextual clues.
- **summarise** information from an expository text about travelling the world inagraphic organiser.

Vocabulary: ancient, historical, national, fossil, gain, broaden, enjoyment, background, socialise, significantly, deepen, greeting, bow, cuisine, etiquette, enrich, unforgettable
Linker Bank: In addition, for example, although, however, despite

Explore the World Through Travelling

Before You Read

1 Discuss the following questions.

a. If you could visit any place in the world, where would you go? Why?
b. What skills or knowledge do people gain when they travel?

2 Read the following webpage and complete the tasks that follow.

www.traveltheworld.com

1 Every trip is an opportunity to learn. You can visit famous museums, **ancient** landmarks, and **historical** cities. For example, in Tokyo, visitors explore the **National** Museum of Nature and Science, where they can learn about animals, space, and **fossils**. In Turkey, tourists walk through famous mosques such as the Hagia Sophia Grand Mosque. Although travelling can be expensive, the knowledge you **gain** will **broaden** your mind!

2 Travelling is not only about learning; it is also about **enjoyment**! You can go horse-riding on the beaches of Salalah, in Oman. In addition, you can go skiing in the mountains of Switzerland. Some people will try new sports or join local events to make new memories. However, to truly enjoy all these activities, it is essential to plan in advance and make the most of every moment.

3 Meeting people with different **backgrounds** is one of the best parts of travelling. When you **socialise** with locals, it **significantly** helps you **deepen** your understanding of customs. Every culture has its own **greetings** and customs. For example, people in South Korea **bow** politely, while in many Muslim and Arab countries, it is always polite to give and receive things with the right hand. Despite different customs, a smile always connects hearts.

4 Food and international **cuisines** are a special part of every journey. Eating traditional dishes helps travellers truly understand the culture and feel the history of the place they are visiting. Each country has its own traditional dishes, flavours and unique table manners that visitors should respect. Engaging with local cuisine and **etiquette** is the best way to **enrich** your trip and create **unforgettable** memories.

a. Choose the best heading for paragraphs 1, 2, 3, and 4.

- 2 Fun & Adventures
- Education & History
- Food & Cuisines
- People & Culture

Writers use **subheadings** like "Education & History" to organise ideas by category.

3 **Read the webpage again and complete the following tasks.**

a. Write notes under each heading to show the benefits of travelling.

The Benefits of Travelling

Education & History	Fun & Adventures	People & Culture	Food & Cusines
.....	.....	.....	.....
.....	.....	.....	.....

b. Which benefit of travelling do you find most interesting? Why?

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

1. What does the underlined word "connects" in the 3rd paragraph mean?

a. avoids b. joins c. harms d. stops

2. The author's main purpose in writing this passage is to:

a. warn us against travelling. b. discuss the benefits of travelling.

c. describe how we can prepare for trips. d. explain how travellers can book flights.

b. Answer the following questions.

1. Why is travelling considered educational?
2. Why is it important to socialise with locals?
3. Why is food an important part of travelling?

5 **a. Find each word in the passage, identify its part of speech, and write its meaning. Use the glossary at the end of the book to check your answers.**

Word	Paragraph	Part of Speech	Meaning
historical	1	*adjective*	
enjoyment	2		*the feeling of enjoying something*
deepen	3		

b. Choose one of the words and write a meaningful sentence.

My Mini Travel Card (Paper or Digital)

Imagine a dream trip to a country. It could be a place you visited, or somewhere you dream of exploring.

a. Complete the card with:

1. short, clear sentences.
2. a picture or drawing of the country flag.

b. Share your travel card with a classmate and ask each other two questions using the cards.

1. Why did you choose this place?
2. What do you want to learn there?
3. Why is the you chose activity a good way to make memories?
4. What do you know about the cuisine of this country?
5. What is one thing you would need to plan in before travelling?

I can
- **join** two sentences using an appropriate contrast linker to express opposing ideas clearly.
- **use** punctuation marks correctly when joining contrasting sentences.

Grammar: Linkers of Contrast

1 Read the following sentences. Are the ideas in each sentence similar or opposite?

a. I love travelling. It is sometimes tiring.
b. It was very cold in Switzerland. We enjoyed every minute.

We can join two opposing ideas using contrast linkers.

a. I love travelling. However, it is sometimes tiring.
b. Although it was very cold in Switzerland, we enjoyed every minute.

Contrast linkers are words that show an **opposite idea** or something different from what we expect.

Linker	Example Sentence	Punctuation (,) (;)
but	Travelling is fun, **but** it can be expensive.	Use a **comma** (,) before **but**.
however	The flight was delayed. **However,** we arrived safely.	Use a **comma** (,) after **However**.
although	**Although** it rained heavily, we still went sightseeing.	Use a **comma** (,) after the **although clause** if it comes first.
	We still went sightseeing, **although** it rained heavily.	Use a **comma** (,) before **although**.
in spite of/ despite	**In spite of/ Despite** wearing a hat, I got sunburnt. **In spite of/ Despite** the rain, we had a great day.	Use a **comma** (,) after the " **in spite of** " **phrase** if it comes first.

2 Fill in the spaces with the correct contrast linkers from the table.

a. Although ..... it was snowing, we went hiking.
b. ..... the long flight, we were excited to arrive.
c. The hotel was full. ..... we found another place nearby.
d. We wanted to travel to Japan, ... we didn't find plane tickets.

Remember!
In spite of/despite are followed by (***the + noun***).

Examples:
- Despite ***the rain***, the match continued.
- In spite of ***the noise***, she finished her homework.

3 Rewrite the sentences using the linkers between brackets.

a. The flight was delayed. We arrived on time. **(despite)**
Despite the delay .....
b. The museum was closed. We explored other places. **(however)**
.....
c. The hotel was beautiful. It was far from the city. **(but)**
.....
d. The film was long. We really enjoyed it. **(although)**
.....

My Amazing Trip (Although Nothing Was Perfect!)

a. Write a (4 – 5 sentence) post about a trip that didn't go exactly as planned (it rained heavily, your flight was late, or you forgot something important). Include:
- what happened during your trip.
- the problem or challenge and how you solved it.
- how you still enjoyed the trip.
- at least two linkers of contrast *(but, although, however, in spite of/despite)*.

b. After writing, tick (✓) the points you included. Then, share with your class.

Blog Design Checklist		
Did I...	**Yes**	**No**
write an introduction?		
describe the problem?		
include what I enjoyed?		
mention something I learned?		
use at least two contrast linkers?		
use correct punctuation?		

I can
- **analyse** the main idea and specific details in a podcast about a real travel experience.
- **infer** the speaker's feelings and attitude by listening to tone and emphasis.

A Journey of Faith

SCAN ME

When you listen, pay attention to the speaker's voice or tone. It helps you understand feelings, not just words.

Think, Pair, Share

1 **Discuss the following questions.**

a. What makes Mecca a special place for Muslims?
b. What values do people learn during Hajj or Umrah?

2 **Listen to a podcast about "My Journey to Mecca" and complete the following tasks.**

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

1. The podcast is mainly about:
a. A trip that taught Ahmad important lessons
b. How to plan for a long international journey
c. Shopping and fun activities in Mecca
d. Learning new languages while travelling

2. How did Ahmad feel during his journey to Mecca?
a. Angry and uncomfortable because of the crowds
b. Excited and focused on shopping and entertainment
c. Upset and disappointed by the long days
d. Nervous at first, but later thankful and peaceful

b. Listen again and answer the following questions.

1. In what way was this trip different from Ahmad's other trips?
2. How did people show kindness during the trip?
3. What life lessons did Ahmad learn during his journey?

3 **Read the challenges in the table and suggest solutions using contrast linkers.**

Challenge	Solution
Missing Your Family	*Although I missed my family, I stayed positive during the trip.*
Difficulty Finding Rest	*In spite of* .....
Crowds and Heat	.....

A Journey That Changed Me

Write one paragraph (of 4-5 sentences) about a trip with your family, friends, or school group that taught you an important lesson.

a. Include one benefit you gained from the journey.
b. You may start your sentences with:
- *Last summer, I went to …*
- *At first, I felt …, but …*
- *During the trip, I learned the value of...*
- *This experience taught me that...*

c. Exchange your paragraph with a partner and tick (✓) the points they included from the checklist.

Paragraph Checklist		
My paragraph...	**Yes**	**No**
has a clear topic sentence, supporting details, and a concluding sentence.		
includes a challenge or problem from the journey.		
includes at least one benefit of the journey.		
uses at least one contrast linker (but, however...)		
uses correct punctuation and spelling.		

Lesson 4: Speaking

I can
- **present** a travel plan using a wide range of vocabulary and expressions correctly.
- **speak** fluently with clear and accurate intonation.

Around the World in 20 Days

1 Discuss the following questions.

a. Look at the pictures. Can you guess where these places are?

b. Why is it important to plan your trip before travelling?

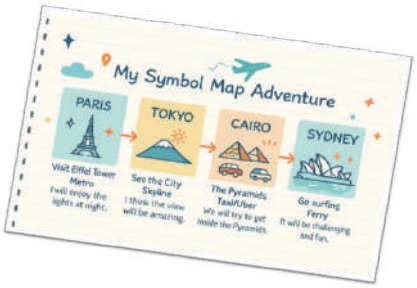
2 Plan Your 20-Day Trip

a. Complete the table to decide on your destinations, activities, and transport.

Day	Destination	Activity	Transport
Day 1-4	France (Paris)	Visit the Eiffel Tower	Plane
Day 5-9	.....	.....	.....
Day 10-14	.....	.....	.....
Day 15 -20	.....	.....	.....

b. Create your "Travel Map".

1. Draw four boxes on a blank A4 paper and connect them with arrows.
2. Each box represents one destination from your table.
3. Add the country name and draw an icon, flag, or symbol (e.g., Eiffel Tower for France, Hagia Sophia for Turkey...etc).
4. Write highlights under each box to show the places you plan to visit, the activities you want to try, and how you will get there (transport).
5. Include a short note describing your opinion or feelings about the destination (e.g., "It will be fun," "The view will be fantastic").



Present your "Travel Plan"

1. Review your groups "Travel Map" and assign roles *(e.g., Student 1 introduces the map, Student 2 explains the activities…).*
2. Use these sentence starters: *We will start in… / We will visit… / We're excited to…*
3. Listen to other groups and tick (✓) the points in the checklist that they achieved.

Travel Map Checklist		
The group ...	Yes	No
included a clear travel plan with destinations, activities, and transport.		
used a wide range of travel vocabulary (destinations, transport, etc.).		
spoke clearly and confidently.		
used clear and accurate intonation.		
presented confidently with good eye contact.		
worked well with my group during the presentation.		

Pronunciation "Say it with Excitement!"

7.2 Listen to Mai talking about her trip. Underline the words where the voice goes up (↗).

- We will start in France!
- We're excited to see the Eiffel Tower!
- It will be an amazing experience!

a. Practise reading the sentences with rising intonation for excitement.

b. Work with a partner and check each other's rising intonation.

SCAN ME

I can
- **analyse** the main idea and supporting details in an expository text about virtual travel.
- **determine** the meaning of unfamiliar words using contextual clues.

Vocabulary: suitcase, tourism, display, enable, queue, delicate, headset, user, involve, beneficial, remote, advantage, accessible, abroad, experience, substitute, truly
Linker Bank: for example, moreover, in addition, in conclusion, although

Discover the World at Home: Virtual Tourism

Before You Read

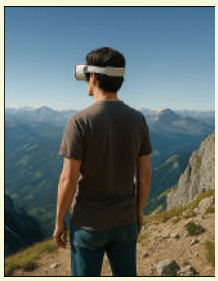
1 Think about the following questions.
a. Have you ever used Virtual Reality (VR) to visit a place?
b. What new things can you learn through virtual travel?
c. Do you prefer travelling in real life or with VR? Why?

2 Read the article and do the tasks that follow.

No Passport Needed: Experience the World with VR

Have you ever wanted to explore the world without packing your **suitcase**? Thanks to technology, it is now possible to travel from your living room using Virtual Reality (VR), also known as virtual **tourism**. Many apps and websites **display** 360° tour videos that **enable** you to visit famous places and learn about the world in a new way. For example, you can walk through the Louvre Museum in Paris and admire paintings like the Mona Lisa without standing in a long **queue**. You can also take a virtual walk in Hyde Park in London, listen to the sounds of birds, enjoy the **delicate** roses, and happily watch people feed the ducks online.

When people travel through Virtual Reality (VR), they use special **headsets** that create the feeling of being in another place. With this technology, **users** can experience activities such as climbing mountains or diving under the sea, all without the real dangers these activities **involve**. VR headsets are also **beneficial** for learning about **remote** environments. For example, space fans can explore NASA's "At Home" through online programmes. They demonstrate how astronauts live and work during their space missions. These programmes allow learners to understand life in space while sitting comfortably at their desks.



Moreover, virtual travel has important **advantages**. It is cheaper, faster, and more **accessible** for everyone, especially students who cannot go **abroad**. In addition, it helps protect the environment because when people stay home, they use less fuel and create less pollution. For these reasons, virtual travel is a brilliant option for anyone who cares about the planet.

In conclusion, Virtual Reality gives us exciting new ways to **experience** places, cultures, and history from home. Although it cannot **substitute** the real feeling of travelling, it can **truly** open our minds and help us learn about the world in a safe, creative way.

a. What is the article mainly about?

.....

.....

Did you know that researchers are developing masks that release smells to make virtual reality (VR) experiences more realistic?

b. List the advantages of Virtual Reality travel for individuals and the environment.

The Advantages of Virtual Reality Travelling

Individual	Environment
.....	.....
.....	.....

c. Think of one possible disadvantage of Virtual Reality travel. Explain the reasons.

3 **Read the passage again and answer the following questions.**

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

1. What is the main idea of the 3rd paragraph?

a. Many websites offer 360° tours.
b. Online programmes show space missions.
c. Virtual travel has many advantages.
d. VR is better than real travel.

2. What does the underlined word "their" in the 2nd paragraph refer to?

a. people b. users c. astronauts d. fans

b. Answer the following questions.

1. What do virtual 360° tour videos enable people to do?
2. Why might virtual travel be especially useful for students?
3. In your opinion, which advantage of VR is the most important? Why?

4 **Read the words in the table. For each word, write the part of speech, its synonym, and the meaning. Use the Glossary to help you.**

Parag.	Word	Part of Speech	Synonym	Meaning
1	suitcase			*a case with flat sides and a handle, used for carrying clothes*
2	beneficial		*useful*	
4	truly	*adverb*		

The Future of Travel

Technology will change the way we travel in the future.

a. Create a poster called "The Future of Travel" using a mind map.

- **Your poster should include the following three ideas:**
  1. **Transport:** How will people move in the future?
  2. **Technology:** What new tools will make travel faster or easier?
  3. **Experience:** How will people feel or learn through travel?
- **The poster should also include:**
  - vocabulary from the lesson (travel, enable, queue, virtual…)
  - three clear ideas with reasons.

Sentence Starters
✓ *Travel will be...*
✓ *AI is going to help...*
✓ *Maybe we won't need... anymore.*
✓ *I think in the future, people will …*

Home Task
Watch a 360° tour video at home: Visit 'the Louvre' in VR or 'NASA's Virtual Space'.

b. Share your poster with your classmates. You may use the suggested sentence starters to help you talk about your poster.

I can
- **use** a range of future tense forms, including questions, to express plans, predictions, and arrangements accurately.

Grammar: Future Tense (will, be going to, present continuous)

1 Look at the picture and complete Amal's family trip to Bahrain.

a. I **will** ...buy some souvenirs for my friends.....
b. My sister is **going** to .....
c. We are **flying** to Bahrain by.....

Future Tense

- We can talk about future events using three common forms (will, be going to, present continuous), each showing a different attitude.
- **Time Expressions:** *tomorrow, soon, this summer, on Monday, at 5:00 pm, tonight, next week/month…*

Form	Use	Positive Examples	Negative Examples
will + base verb	Prediction / new decision	It will rain.	It will not (won't) rain.
be going to + base verb	Intention / plan	I am going to visit my grandpa.	I am not going to visit my grandpa.
present continuous pronoun + am/is/are + verb-ing	Fixed arrangement	We are flying to Dubai tonight.	We are not (aren't) flying to Dubai tonight.
Forming Wh- Questions – Future Tense			
will	When will the train leave? / Where will you stay?		
be going to	Where are you going to travel this weekend? / When is he going to call?		
present continuous	When are you leaving? / Where is she staying in Dubai?		

2 Complete the following conversation between two friends using will, be going to, or the present continuous. Decide if each sentence shows a new decision, an intention, or a fixed arrangement.

A: Let's have a party this Saturday!
B: Great! We ....will invite..... (**invite**) lots of friends. ....new decision...
A: I ..... (**make**) a chocolate cake. .....
B: Delicious! Let's decide on the date and time.
A: The party ..... (**start**) at 5:00 p.m. .....

3 Rewrite each situation in the future using will, be going to, or the present continuous.

1. You decided to make some coffee now. .....
2. You suggest a time and place to meet a friend. .....
3. You have already booked a ticket to Winter Wonderland. .....

4 Form questions for the following sentences.

1. The bus will leave at 8:00 a.m. for the school trip. .....
2. I'm going to visit the dentist to check my tooth. .....
3. They are leaving for Al-Shaheed Park tonight. .....

5 Role Play: Talking About Future Holidays

Create a short dialogue with a classmate about your next holiday. Take turns asking and answering using the future tense.

A: What will you do during your next holiday?
B: I'm going to visit Oman. I will climb the mountains.

I can
- **organise** ideas about the benefits of real- life travel and digital travel.
- **follow** the writing process to produce a coherent, well-structured expository report.

Linker Bank: but, although, however, in spite of, despite, therefore, as a result, in conclusion, for example, in addition

Travelling the World, For Real and Online!

1 Discuss the questions below.

a. How does technology make it easier for people to explore new places?
b. What can people discover from travelling in person?
c. What can people learn from travelling using Virtual Reality (VR)?
d. Do you prefer real travel or digital travel? Why?

2 a. Complete the graphic organiser. Use information from Reading 1, Reading 2, and your own ideas.

Benefits of Travelling

Real-life Travel	Technology & Digital Travel
.....	.....
.....	.....

3 Complete the sentences with suitable linkers. (but - although - in spite of - however)

a. VR travel is safe and comfortable, ……but…… , it cannot give the same feelings as real travel.
b. …… it is digital, VR travel teaches people about history, animals, and nature.
c. Travelling in person is exciting. …… , it can be expensive for some families.
d. …… the long flight, many tourists enjoy exploring new countries.

4 Read the following paragraph and answer the questions that follow.

Local trips offer wonderful opportunities for learning and enjoyment. They allow people to explore new places in their own country without travelling far or spending much money. For example, families can visit historical sites, enjoy nature in parks, or attend cultural events at weekends. In addition, local trips help us understand our culture better and spend quality time with people we care about. Although these trips are short, they still give us great memories and useful experiences.

a. What is the main idea of the paragraph?
b. Which sentences give facts, reasons, or explanations?
c. How do the underlined linking words help connect the ideas in the paragraph?
   1. In addition: ……to add extra information……
   2. Although ……

Writer's Tip
Always think about your readers. Ask yourself:
- Who will read my paragraph?
- What do they already know?
- What do I need to explain clearly to them?

"Whether we travel with our feet or with our screens, each journey teaches us something new."

5 **a. Plan and write a two-paragraph report about travelling, explaining how technology is changing the way people travel and why travelling, whether in person or digitally, is beneficial.**

b. Fill in the following outline.

Introduction

.....

Paragraph 1: How Technology Is Changing Travel

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Paragraph 2: Benefits of Travelling (Real or Digital)

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

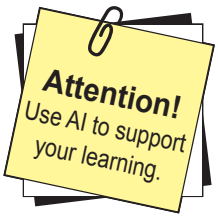
Conclusion

.....

c. Use the ideas in your outline to write the report in your notebook.

d. Use the following checklist to edit your writing.

Did I …	✓ / ✗
write a clear introduction and conclusion?	
write two paragraphs with strong topic sentences and related details?	
use linking words to connect my ideas clearly? *(but, although, however, in spite of, despite, therefore, as a result, in conclusion…)*	
check my spelling and punctuation?	
use AI tools to edit my writing?	



e. Read your partner's report and then write:

✓ one thing my partner did well: .....

✓ one idea to make the report stronger: .....

LEARNING UNIT

8

Life Lessons

Learning Unit 8

Life Lessons

Learning Outcomes

Listening and Viewing:

- Analyse the main idea and specific details from an oral text about Helen Keller using appropriate listening strategies.
- Follow the sequence of events in an oral text to identify cause-and-effect relationships or key turning points.
- Recognise attitudes and opinions expressed through tone of voice in a text about Helen Keller.

Speaking and Representing:

- Deliver well-organised spoken speech using effective persuasive techniques.
- Participate in group discussions about topics related to life lessons and valuse by listening attentively, building on peers' ideas, and expressing personal opinions.
- Use accurate vocabulary and grammar to express ideas in short presentations about life lessons.
- Express appreciation for others' contributions by giving supportive and respectful feedback during discussions.
- Deliver a short, structured persuasive speech using appropriate verbal and non-verbal communication, in addition to rhythm, stress, and intonation with good accuracy.

Reading and Viewing:

- Analyse the main idea, supporting details, using appropriate reading strategies in a variety of persuasive and expository texts about honesty and trustworthiness.
- Identify the writer's tone in a text about honesty using language choices.
- Use reference tools (e.g., dictionaries, glossaries, online sources) to confirm the meaning, usage, synonyms, and antonyms of unfamiliar vocabulary in context.
- Recognise common persuasive techniques and explain their effect on the reader.

Writing and Representing:

- Produce a well-formatted, coherent, and cohesive persuasive report about honesty and trustworthiness, using appropriate paragraphing, layout, and grammar features suited to the audience and purpose.
- Follow the stages of the writing process (prewrite, draft, revise, edit, and publish) to write a coherent, cohesive two-paragraph persuasive report about honesty and trustworthiness.
- Use linking words correctly to organise ideas (because, although, in conclusion, but, also, for example, however).
- Apply grammar rules to write grammatically accurate, varied, and meaningful sentences in extended writing tasks.

I can
- **analyse** the main idea to understand the writer's message about honesty clearly.
- **identify** words and phrases that show the writer's tone in a persuasive story about honesty.

Vocabulary: fabric, reputation, humble, deceive, meaningful, shipment, tear, complain, secretly, profit, lower, relief, return, joy, address, situation, apply, intentional, earn
Linker Bank: because, but, although, in conclusion

The Honest Shop Owner

Before You Read

1 **Discuss the following questions.**

a. Do you think honesty is an important value? Explain.
b. Why do you think the shop owner looks shocked in the second picture?

2 **Read the passage and complete the following tasks.**

Have you ever wondered why honesty matters so much in our lives? My name is Yusuf, and I own a small **fabric** shop. Today, I want to share a story that shows how honesty can guide us, protect our **reputation**, and bring peace to our hearts.

Every day, I greet my customers with kindness and respect. I aim to stay **humble** and fair because I follow the example of Prophet Muhammad (ﷺ), who was known for his honesty and strong character. He never tried to **deceive** anyone, and he always treated people well. When we follow his way, our choices become clear, and our actions become **meaningful**.

One morning, a new **shipment** arrived at my shop. While I was checking each colourful roll of fabric, I found a small **tear** in a piece of blue cloth. It was something a customer might **complain** about. I knew I could **secretly** sell it for a higher price, and no one would notice. But I stopped and asked myself: "Is **profit** more important than honesty?" The answer was simple: No!

When a woman came to buy the fabric, I showed her the tear and offered a **lower** price. She smiled with a sense of **relief** and said, "Thank you for telling me the truth." A week later, she **returned** with her family and told them, "This is the shop of the honest man." At that moment, my heart was filled with **joy** because I knew I had **addressed** the **situation** correctly.

Honesty is not just a rule; it is a gift that **applies** the teachings of Islam and leads to trust, respect, and success. When we make **intentional** choices to be honest, although it feels difficult, we **earn** the confidence of others, and Allah supports us.

In conclusion, I ask you: Will you choose honesty in every situation? Will you be the person others can trust? Choose honesty in your heart today, tomorrow, and always.

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

1. What is the main message of this story?
a. Being polite is more important than telling the truth.
b. Honesty brings trust, respect, and success.
c. Selling damaged items secretly is acceptable.
d. Customers always return to complain.

Writers use a personal story to **persuade** readers by making the message feel real, creating emotion, and influencing readers' beliefs and behaviour (to choose honesty).

2. What does the underlined word "it" in the 3rd paragraph refer to?
a. new shipment b. colourful roll c. small tear d. blue cloth

3. According to the story, ONE of the following statements is TRUE:
a. Yusuf tried to sell the perfect fabric for a higher price secretly.
b. Yusuf ignored the tear because he wanted more profit.
c. Yusuf noticed a small problem in the blue fabric and didn't hide it.
d. Yusuf gave the woman the idea that the fabric was good.

4. What is the writer's tone in the story? Explain your choice.
a. friendly and persuasive b. angry and sad c. funny and excited d. cold and unfriendly

Writer's Tone means the writer's feelings about the topic, and you can find it by looking at the writer's word choice and questions.

b. Answer the following questions.

1. How did Yusuf follow the example of Prophet Muhammad (ﷺ)?
2. How did the customer feel when Yusuf was honest?
3. Would you have acted the same way as Yusuf? Explain.

c. Circle if the statements are true or false. Then, justify your answer.

True / False Yusuf was confused and didn't know what choice to make.

- .....

True / False The woman came back to buy fabric because Yusuf was honest.

- .....

3 a. Find each word in the passage, identify its part of speech, and write its meaning. Use the glossary at the end of the book to check your answers.

Word	Parag.	Part of Speech	Meaning
fabric	1		*cloth or material for making clothes*
humble	2		
secretly	3		
earn	5	*verb*	

b. Choose one of the words and write a meaningful sentence.

.....

My Honest Choice

Think about a time you had a choice: to tell the truth or hide it. Write a short story about a time you chose to be honest.

a. Each student writes one sentence to explain:
- what happened *(One day, I accidently...)*
- what honest action they took *(I decided to...)*
- how the other person reacted *(Then, the other person...)*

b. Share your sentences with your classmates and ask what you would do if you were to face the same situation again. Why?

Useful Language
Describing Past Events
- One day, I…
- I decided to be honest when…
- I told the truth about…
- I said, "I'm sorry…"
- The other person reacted by…
- It felt good to be honest because…

Lesson 2: Grammar

I can
- **join** sentences using the correct purpose linker (to, for, so that) to explain reasons clearly.
- **construct** meaningful sentences that explain intentions clearly and accurately.

Grammar: Expressing Purpose with *(to, for, so that)*

1 Look at the following pictures and complete the sentences.

1. Khalid visits his grandmother regularly so that he……
2. This room is for ……
3. Salem studies to ……

Expressing Purpose We use certain linking words (to, for, so that) to show purpose and explain why we do something.		
Form	**Use**	**Examples**
To + infinitive	To say why someone does an action	o I read books **to** learn. o She helps others **to** show kindness.
For + noun	To show the use or purpose of something	o This box is **for** the donations. o The class project is **for** extra marks. o She wore her trainers **for** the race.
So that + subject + can/ could/ will/ would (not)…	To explain a purpose with more details	o I wake up early **so that** I can pray Fajr o We speak politely **so that** people will feel respected.

2 Fill in the blanks with the correct linker *(to, for, so that).*

a. I volunteer ……to…… help my community become better.
b. She lowered her voice …… she wouldn't wake up the baby.
c. The school has a special board …… announcements.

3 Join each sentence with the correct linker (to, for, so that*).*

a. This room is in the library. It is used to read quietly. **(for)**
This room in the library is for reading quietly……

b. He practised swimming every day. He wanted to get stronger. **(to)**
……

c. We whisper. We do not disturb others. **(so that)**
……

d. I use this chart. It tracks my homework. **(for)**
……

Why I Do it!

a. Write three short sentences about something you do in your daily life.

1. to: ……
2. for: ……
3. so that: ……

Sentence Starters
- I study every day **to**…
- This is important **for**…
- I continue this habit **so that**…

b. Read your sentences with your partner. Check spelling and punctuation.

I can
- **locate** main and detailed information from the listening text about Helen Keller.
- **organise** key ideas and the order of main events from an extended talk.

The Story of Helen Keller

SCAN ME

Think, Pair, Share

1 **Discuss the following questions with your partner.**

a. How do people communicate if they cannot see or hear?
b. What challenges do you think they face every day?
c. What helps people stay strong in difficult situations?

2 **a. Listen to the podcast about "The Story of Helen Keller". Then, choose another title for the podcast.**

a. The Life of Anne Sullivan
b. A Trip to the United States
c. How Helen Keller Taught Braille
d. Helen Keller's Interesting Life

b. In what order did the following events happen? Number them from 1 to 4.

(.....) Helen learns Braille.
(...1....) Helen becomes blind and deaf.
(.....) Helen travels and inspires others.
(.....) Anne Sullivan teaches Helen.

3 **Listen again and answer the following questions.**

a. How did Helen lose her sight and hearing?
b. How did Anne Sullivan teach Helen the word 'water'?
c. What do you think was the hardest part of Helen's life?
d. What important lesson can we learn from Helen's life story?

4 **Match each value with the example from Helen Keller's life.**

Value		Example
1. Determination		Anne Sullivan was patient and taught Helen calmly and slowly.
2. Empathy		Helen did not give up even when learning Braille was difficult.
3. Patience		Helen's family loved her and wanted to help her.

Our Advice Poster

In groups, design a poster with three pieces of advice to encourage your classmates to be strong, patient, and positive.

a. Start each piece of advice with one of the following:
- Be patient when…
- Try again if...
- Ask for help when...
- Stay positive even if...

b. Check your poster and tick (✓) the checklist points you achieved.

c. Exchange posters with another group and tick (✓) the checklist points they achieved.

Writing Checklist
- ☐ **Include** relevant vocabulary *(difficult, hope, support)*.
- ☐ **Make sure** the poster is colourful and attractive.
- ☐ **Use** correct punctuation and spelling.

Lesson 4: Speaking

I can
- **identify** a speaker's persuasive language, rhythm, stress, and intonation with good accuracy during a speech exercise.
- **produce** a short, fluent speech with accurate intonation and suitable persuasive language.

"Vote for Me!"

1 Discuss the following questions.

a. Why is voting important in a school election?
b. What kind of person would you vote for as a school leader?
c. Why is it important to choose a fair and responsible leader?

2 Plan for your speech.

You will present a speech for the class leader election.
The following table shows useful phrases to prepare for your speech.
a. Match each phrase group to its function (opening, values, reasons, closing). Then, you can use the phrases to build your own speech in the correct order.

Useful Phrases		Function
1. Good morning, everyone. / My name is ... and I'm running for school leader. / Thank you for giving me this time to speak.		Closing your speech
2. I believe in fairness and teamwork. / A true leader listens to everyone. / To be a responsible leader means a lot to me.		Presenting your reasons
3. Vote for me because... / Together, we can... / I promise to... / I will make sure every student is...	1	Opening your speech
4. Thank you for listening. / Let's work together for a better school!		Introducing your values

b. What other useful expressions can you use? Give examples.

3 Write your "School Election Speech"

a. Use the outline in Exercise 1 to organise your speech.
b. Write your "School Election Speech" using the same order from 1 to 4.
c. Add persuasive language to convince your classmates to vote for you.
(Facts, Thinking Question, Repetition, A Call to Action)

SCAN ME

4 Model Speech: Let me persuade you!

8.2

Listen to Ahmed's election campaign speech and write the persuasive techniques he uses.

Repetition		**Facts & Statistics**	
A Thinking Question		**A Call to Action**	

5 Present your "School Elections Speech"

a. Review your speech before presenting.
b. Practise with a partner using the speech checklist.
c. Present your speech. Speak clearly and confidently.

Speaking Checklist

The speaker...
- ☐ started with a greeting and introduced themselves.
- ☐ spoke for about 1–2 minutes.
- ☐ gave at least 2 reasons.
- ☐ used persuasive techniques.
- ☐ ended by thanking everyone.

I can
- **explain** the author's message using evidence from a reading passage about the Prophet Muhammad (ﷺ).
- **find** antonyms (opposite words) in a sentence and use them in meaningful sentences.

Vocabulary: promise, praise, revere, cheat, dishonestly, intently, just, trouble, restore, argue, disagreement, wise, solution, tribe, corner, reasonable, undoubtedly, opt

The Honest & Trustworthy

Before You Read

1 Think about the following questions.

a. How would you describe the character of Prophet Muhammad (ﷺ)?

b. What is your favourite story from the life of Prophet Muhammad (ﷺ)?

2 Read the article and do the tasks that follow.

Honesty and trustworthiness are important values in every community. People respect those who keep their word, do what is right, and treat others fairly. Many great leaders in history were remembered because they lived with honesty and strong character. One of the greatest examples is Prophet Muhammad (ﷺ), whose life continues to guide millions of people around the world.

Before he became a Prophet, Muhammad (ﷺ) was well known in Mecca for his honesty. He always told the truth, spoke clearly, and kept his **promises**. People trusted him deeply, **praised** him, and gave him two famous names: Al-Sadiq (The Honest) and Al-Amin (The Trustworthy). These names showed how much the community **revered** him. Today, he is a role model for all of us.

When he was young, Prophet Muhammad (ﷺ) worked as a trader with his wife, Khadijah Bint Khuwaylid (رضي الله عنها). Their business was successful because he worked carefully and treated his customers fairly. He never **cheated** or changed the prices **dishonestly**. He listened **intently** to people and gave the correct price. Traders travelled from far places to work with him because they knew he would always be fair and **just**.

Prophet Muhammad (ﷺ) also helped his community during **troubles**. For example, when the Ka'aba was **restored**, the tribes **argued** about who should place the Black Stone. The **disagreement** became serious; however the Prophet (ﷺ) suggested a **wise solution**. He placed the stone on a cloth and asked each **tribe** leader to hold one **corner**. Together, they lifted it into its place. Everyone agreed that his plan was **reasonable**, and the argument ended.

Throughout his life, the Prophet (ﷺ) showed honesty, patience, generosity, and kindness. People trusted his words **undoubtedly**, and his life teaches us that real leadership comes from strong character and **opting** to do what is right, even when it is difficult.

a. Write a different title for the article. .....

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

1. What is the main idea of the text?

a. Khadijah (رضي الله عنها) was a smart businesswoman.
b. Many people travelled to see the Ka'aba restored.
c. Prophet Muhammad (ﷺ) is the perfect example of a trustworthy person.
d. Learning to trade is important.

2. Why did people give Prophet Muhammad (ﷺ) the names Al-Sadiq and Al-Amin?

a. He was famous and wealthy.
b. He travelled to many countries.
c. He kept his promises and told the truth.
d. He worked with many traders.

3. The underlined word "they" in the 3rd paragraph refers to:

a. prices
b. traders
c. customers
d. places

b. Answer the following questions.

1. How did the Prophet Muhammad (ﷺ) solve the Black Stone problem?
2. Why do you think people trusted the Prophet (ﷺ) even when they disagreed with him?
3. What message does the writer want you to learn from the Prophet's (ﷺ) behaviour as a trader? Explain.

3 a. Read the words in the table. For each word, write the part of speech, its antonym, and its meaning. Use the Glossary to help you.

Parag.	Word	Part of Speech	Antonym	Meaning
2	revere			*To admire and respect*
3	just	*adjective*		
4	disagreement		*agreement*	

b. Choose one of the antonyms and write a sentence of your own.

Value Day Poster

Design a poster to encourage your classmates to practise one value.

Sentence Starters
- ✓ Be kind by...
- ✓ Showing respect means...
- ✓ Giving to others will…
- ✓ You can practise this value by…

a. Choose a value and create a poster called "Value Day".

Pick one value from the lesson *(e.g., kindness, respect, generosity, honesty, patience)*.

- **Your poster must include:**
  1. **relevant vocabulary**
     Use words like *(honesty, just, polite, empathy, respect...).*
  2. **one activity for your "Value Day".**
     Choose an activity that your classmates can do to show this value.

Examples:

- **Kindness Day**: Do something nice for the people around you.
- **Respect Day**: Write a positive note for your teachers or classmates.
- **Generosity Day**: Prepare a small class donation box (books, pencils, helpful items).

b. Present your poster and explain your Value Day activity to your classmates.

I can
- **identify** the difference between countable and uncountable nouns.
- **form** sentences using (few, a few, little, a little) accurately in written and oral texts.

Grammar: Countable vs. Uncountable Nouns (few, a few, little, a little)

1 a. Read the following short paragraphs and circle the nouns that you can count or cannot count.

Prophet Muhammad (ﷺ) was always there for people. He helped a few travellers who needed work. He supported a few families who had no food. Even with few resources, he still gave with a generous heart.

Some people have little money, but they still share it with others. Prophet Muhammad (ﷺ) taught us that even a little kindness or a little patience can make a big difference.

2 Read the chart and complete the following tasks

(A little) and (a few) are words that mean ***some. (Little) and (few)*** have negative meanings. We use them to mean ***"not enough, not as much as expected or wished for"***.

few	a few	little	a little
not enough	Countable Nouns	not enough	Uncountable Nouns
some	some	some	some
• He was sad because he had ***few*** supporters. • She is very busy. She has ***few*** moments of quiet.	• The children happily played ***a few*** games. • He organised ***a few*** chairs before the guests arrived.	• He had ***little*** patience for liars. • They had ***little*** time for rest.	• I donated ***a little*** money, but I felt very happy. • With ***a little*** confidence, I could present my work to the class.

a. Read the following sentences and write 'some' or 'not enough'.

1. **A few friends** came to my photography expo and supported me. ……some……
2. There is **little benefit** in wasting our time with silly news. ……
3. The coach was happy to see **a little improvement** after the training. ……
4. I have known **few cities** as beautiful as Kuwait. ……

b. Fill in the spaces with (few – a few – little – a little).

1. Sadly, there is …… water left in my bottle.
2. They were so busy, they showed …… interest in the noise outside.
3. …… kindness towards others can make their days better.
4. I could finish all my work on time when I set …… reminders on my phone.

3 Write your own sentences using the following nouns with (few – a few – little – a little).

1. **juice:** ……
2. **minutes:** ……

My Daily Life Card

Create a small card about your daily life and write 3-4 sentences using:

A few + (countable noun) A little + (uncountable noun)

Examples:
- I do **a few acts** of charity every week.
- I feel **little anger** when someone makes a mistake.

Lesson 7: Writing

I can
- **identify** the structure of a paragraph by recognising the topic sentence, supporting ideas, and concluding sentence.
- **apply** the writing process to construct a well-structured persuasive report.
- **integrate** persuasive techniques such as repetition, thinking questions, and calls to actions in my writing.

Linker Bank: because, although, in conclusion, but, also, for example, however

How to Learn from Great Examples

1 Discuss the following questions.

a. What makes a good leader or role model?
b. Why do we need good examples to follow?
c. What qualities of Prophet Muhammad (ﷺ) inspire you the most?

2 Read the sentences and write each one in the correct place in the table. Then, use them to write one complete paragraph in your notebook.

a. It also helps students build confidence.
b. Public speaking is an important skill for young people.
c. Speaking in class teaches students to express ideas clearly.
d. It is an essential skill that must be built and improved over time.

Order	Sentence
Topic Sentence	
Supporting Idea 1	
Supporting Idea 2	
Concluding Sentence	

3 Read the following paragraph and complete the tasks below.

If Salah can stand for honesty when it is hard, why can't we? Salah became a true example for his classmates when his friend asked him to help him cheat. Salah chose honesty because cheating breaks trust and goes against his values. **he** would not cheat, even when doing the right thing was difficult. Salah worked every day to improve himself and never forgot what he believed in. Although he had only a few friends, he chose honesty over popularity, and his courage earned him respect. Let us choose honesti. Let us refuse cheating and stand for what is right. Honesty builds trust. Honesty builds respect. Honesty builds a strong character.

a. Find the persuasive techniques in the paragraph and fill in the table:

Repetition	*Honesty builds trust. Honesty builds respect. Honesty builds strong character*
A Thinking Question	
A Call to Action	

b. Correct the following sentences with spelling and punctuation mistakes.

he would not cheat, even when doing the right thing was difficult.	
Let us choose **honesti**.	

"The best among you are those who have the best manners and character." - Prophet Muhammad (ﷺ) Sahih al-Bukhari 6029 Book 78, Hadith 59

4 **a. Plan and write a report of two paragraphs for your school magazine, persuading students to follow the example of Prophet Muhammad (ﷺ). Give two reasonsand support them with examples and facts.**

Persuade your readers by using persuasive techniques (facts, thinking questions, repetition, and a call to action).

b. Fill in the following outline.

Introduction

.....

Paragraph 1: (Reason 1)

Topic sentence:

.....

Supporting details (evidence):

.....

.....

Concluding sentence:

.....

Paragraph 2: (Reason 2)

Topic sentence:

.....

Supporting details (evidence):

.....

.....

Concluding sentence:

.....

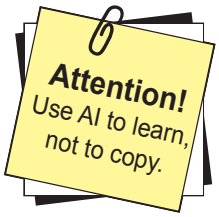
Conclusion

.....

c. Use the ideas in your outline to write the report in your notebook.

d. Use the following checklist to edit your writing.

Did I ...	✓ / ✗
write a clear introduction and conclusion?	
write two paragraphs, each with a strong topic sentence and supporting details?	
use linking words to connect my ideas clearly? (because, although, in conclusion, but, also, for example, however, ...)	
use persuasive techniques such as repetition, thinking questions, facts, and a call to action?	
check my spelling and punctuation?	
use AI tools to edit my writing?	



Project Topic ..... (**to be provided by the teacher**)

Task

In this project, we are going to .....

.....

Materials Needed

paper
colouring sets
markers
PowerPoint slides ...
glue
newspaper
magazines
textbook
reference books
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

☐ Content
☐ Accuracy
☐ Presentation skills
☐ Design and creativity
☐ Teamwork
☐ 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

abroad /əˈbrɔːd/ (adverb)
in or to a foreign country

accessible /əkˈsesəbl/ (adjective)
that can be reached, entered, used, seen, etc.

acquire /əˈkwaɪə(r)/ (verb)
to gain something by your own efforts, ability

activate /ˈæktɪveɪt/ (verb)
to cause something to start

active /ˈæktɪv/ (adjective)
doing something regularly

address /əˈdres/ (verb)
to think about a problem or a situation and decide how you are going to deal with it

admit /ədˈmɪt/ (verb)
to agree that something is true

advantage /ədˈvɑːntɪdʒ/ (noun)
a quality of something that makes it better or more useful

ancient /ˈeɪnʃənt/ (adjective)
very old; having existed for a very long time

appear /əˈpɪər/ (verb)
to seem

apply /əˈplaɪ/ (verb)
to use something or make something work in a particular situation

argue /ˈɑːgjuː/ (verb)
to speak angrily to somebody because you disagree with them

B

background /ˈbækgraʊnd/ (noun)
the details of a person's family, education, experience, etc.

believe in /bɪˈliːv ɪn/ (phrasal verb)
to feel that you can trust somebody and/or that they will be successful

beneficial /ˌbenɪˈfɪʃl/ (adjective)
improving a situation; having a helpful or useful effect

blessing /ˈblesɪŋ/ (noun)
something that is good or helpful

bow /baʊ/ (verb)
to move your head or the top half of your body forwards and downwards as a sign of respect or to say hello or goodbye

broaden /ˈbrɔːdn/ (verb)
to increase your experience, knowledge, etc.

C

charity /ˈtʃærəti/ (noun)
an organisation for helping people in need

cheat /tʃiːt/ (verb)
to act in a way that is dishonest, or to make someone believe something that is not true in order to get something for yourself

coach /kəʊtʃ/ (verb)
to train somebody to do a job better, or to improve a skill

complain /kəmˈpleɪn/ (verb)
to say that you are annoyed, unhappy, or not satisfied about somebody/something

construct /kənˈstrʌkt/ (verb)
to build or make something such as a road, building or machine

contribution /ˌkɒn.trɪˈbjuː.ʃən/ (noun)
something that you contribute or do to help produce or achieve something together with other people, or to help make something successful

corner /ˈkɔːnə(r)/ (noun)
a part of something where two or more sides, lines or edges join

count on /kaʊnt ɒn/ (phrasal verb)
to trust somebody to do something or to be sure that something will happen

cuisine /kwɪˈziːn/ (noun)
a style of cooking

D

deceive /dɪˈsiːv/ (verb)
to persuade someone that something false is the truth, or to keep the truth hidden from someone for your own advantage

deepen /ˈdiː.pən/ (verb)
to make something increase or become more serious

define /dɪˈfaɪn/ (verb)
to say what the meaning of something, especially a word, is

delicate /ˈdel.ɪ.kət/ (adjective)
needing careful treatment, especially because easily damaged

demonstrate /ˈdem.ən.streɪt/ (verb)
to show or make something clear

depression /dɪˈpreʃ.ən/ (noun)
the state of feeling very unhappy and without hope for the future

development /dɪˈvel.əp.mənt/ (noun)
the process in which someone or something grows or changes and becomes more advanced

disagreement /ˌdɪs.əˈgriː.mənt/ (noun)
an argument or a situation in which people do not have the same opinion

disaster /dɪˈzɑː.stər/ (noun)
(an event that results in) great harm, damage, or death, or serious difficulty

dishonestly /dɪˈsɒn.ɪst.li/ (adverb)
in a way that is not honest

display /dɪˈspleɪ/ (verb)
to show words, pictures, etc. on a screen

duty /ˈdjuː.ti/ (noun)
something that you have to do because it is part of your job, or something that you feel is the right thing to do

E

earn / ɜːn/ (verb)
to receive money as payment for work that you do

edit /ˈed.ɪt/ (verb)
to make changes to a text or film, deciding what will be removed and what will be kept in, in order to prepare it for being printed or shown

effortlessly /ˈefətləsli/ (adverb)
in a way that needs little or no effort, and that seems easy

elderly /ˈeldəli/ (adjective)
(of people) used as a polite word for ‘old’

emotional /ɪˈməʊʃənl/ (adjective)
connected with people’s feelings (= with the emotions)

empathy /ˈempəθi/ (noun)
the ability to understand another person’s feelings, experience, etc.

enable /ɪˈneɪbl/ (verb)
to make it possible for somebody/something to do something

enjoyment /ɪnˈdʒɔɪ.mənt/ (noun)
the feeling of enjoying something

enrich /ɪnˈrɪtʃ/ (verb)
to improve the quality of something, often by adding something to it

environmental /ɪnˌvaɪrənˈmentl/ (adjective)
connected with the natural conditions in which people, animals and plants live; connected with the environment

GLOSSARY

establish /ɪˈstæblɪʃ/ (verb)
to start or create an organisation, a system, etc. that is meant to last for a long time

etiquette /ˈet.ɪ.ket/ (noun)
the set of rules or customs that control accepted behaviour in particular social groups or social situations

experience /ɪkˈspɪəriəns/ (verb)
to have a particular situation affect you or happen to you

F

fabric /ˈfæb.rɪk/ (noun)
cloth or material for making clothes, covering furniture, etc.

fair /feə(r)/ (adjective)
acceptable and appropriate in a particular situation

false /fɔːls/ (adjective)
wrong; not correct or true

fan /fæn/ (noun)
someone who admires and supports a person, sport, sports team, etc.

fossil /ˈfɒs.əl/ (noun)
the shape of a bone, a shell, or a plant or animal that has been preserved in rock for a very long period

foundation /faʊnˈdeɪ.ʃən/ (noun)
an idea or fact that something is based on

G

gain /geɪn/ (verb)
to gradually get more of something

generation /ˌdʒen.əˈreɪ.ʃən/ (noun)
all the people of about the same age within a society or within a particular family

generous /ˈdʒenərəs/ (adjective)
giving or willing to give freely; given freely

gladly /ˈglæd.li/ (adverb)
willingly or happily

greeting /ˈgriː.tɪŋ/ (noun)
something friendly or polite that you say or do when you meet or welcome someone

H

headset /ˈhed.set/ (noun)
a set of headphones, especially one with a microphone attached to it

hide /haɪd/ (verb)
to prevent something from being seen

historical /hɪˈstɒr.ɪ.kəl/ (adjective)
connected with studying or representing things from the past

honesty /ˈɒn.ə.sti/ (noun)
the quality of being honest

humble /ˈhʌmbl/ (adjective)
showing you do not think that you are as important as other people

I

impact /ˈɪmpækt/ (noun)
the powerful effect that something has on somebody/something

independently /ˌɪn.dɪˈpen.dənt.li/ (adverb)
without taking help or money from other people

influencer /ˈɪn.flu.ən.sər/ (noun)
a person active on social media who is able to influence people's opinions or to persuade them to follow a particular lifestyle or buy a particular product

insecure /ˌɪn.sɪˈkjʊər/ (adjective)
insecure people have little confidence and are uncertain about their own abilities or if other people really like them

institution /ˌɪn.stɪˈtʃuː.ʃən/ (noun)
a large and important organisation, such as a university or bank

intentional /ɪnˈten.ʃən.əl/ (adjective)
planned or intended

intently /ɪnˈtent.li/ (adverb)
in a way that gives all your attention to something

involve /ɪnˈvɒlv/ (verb)
if a situation, an event or an activity involves something, that thing is an important or necessary part or result of it

J

joy /dʒɔɪ/ (noun)
a feeling of great happiness

just /dʒʌst/ (adjective)
fair; morally correct

L

lower /ˈləʊ.ər/ (adjective)
reduced in amount or value; less than another price

luxurious /lʌgˈʒʊə.ri.əs/ (adjective)
very comfortable and expensive

M

meaningful /ˈmiː.nɪŋ.fəl/ (adjective)
useful, serious, or important

mostly /ˈməʊstli/ (adverb)
mainly; generally

N

national /ˈnæʃnəl/ (adjective)
connected with a particular nation; shared by a whole nation

necessary /ˈnesəsəri/ (adjective)
that is needed for a purpose or a reason

O

operate /ˈɒpəreɪt/ (verb)
to work in a particular way

opt /ɒpt/ (verb)
to choose to take or not to take a particular course of action

P

package /ˈpækɪdʒ/ (noun)
something that is wrapped in paper or put into a thick envelope so that it can be sent by mail, carried easily

pandemic /pænˈdemɪk/ (noun)
a disease that spreads over a whole country or the whole world

patience /ˈpeɪ.ʃəns/ (noun)
the ability to spend a lot of time doing something difficult that needs a lot of attention and effort

persuade /pəˈsweɪd / (verb)
to make someone do or believe something by giving them a good reason to do it or by talking to that person and making them believe it

praise /preɪz / (verb)
to express admiration or approval of the achievements or characteristics of a person or thing

pressure /ˈpreʃ.ər / (noun)
difficulties and worries that are caused by the need to achieve or to behave in a particular way

profit /ˈprɒfɪt/ (noun)
the money that you make in business or by selling things

promise /ˈprɒmɪs/ (noun)
a statement that tells somebody that you will definitely do or not do something

psychologist /saɪˈkɒl.ə.dʒɪst/ (noun)
someone who studies the human mind and human emotions and behaviour, and how different situations have an effect on people

put together /pʊt təˈgɛðə/ (phrasal verb)
to put the parts of something in the correct places and join them to each other

GLOSSARY

Q

queue /kjuː/ (noun)
a line of people waiting for something or to do something

R

realise /ˈriːəlaɪz/ (verb)
to understand or become aware of a particular fact or situation

reality /riˈæləti/ (noun)
the true situation and the problems that actually exist in life, in contrast to how you would like life to be

reasonable /ˈriː.zən.ə.bəl/ (adjective)
based on or using good judgment and therefore fair and practical

recent /ˈriː.sənt/ (adjective)
happening or starting from a short time ago

reliable /rɪˈlaɪ.ə.bəl/ (adjective)
someone or something that is reliable can be trusted or believed because he, she, or it works or behaves well in the way you expect

relief /rɪˈliːf/ (noun)
the feeling of happiness that you have when something unpleasant stops or does not happen

remote /rɪˈməʊt/ (adjective)
far away from places where other people live

reputation /ˌrepjuˈteɪʃn/ (noun)
the opinion that people have about what somebody/something is like, based on what has happened in the past

resident /ˈrezɪdənt/ (noun)
a person who lives in a particular place or who has their home there

restore /rɪˈstɔːr/ (verb)
to return something to an earlier good condition

return /rɪˈtɜːn/ (verb)
to come or go back from one place to another

revere /rɪˈvɪə(r)/ (verb)
to admire and respect somebody/something very much

S

secretly /ˈsiːkrətli/ (adverb)
in a way that is kept hidden from people

select /sɪˈlekt/ (verb)
to choose a small number of things, or to choose by making careful decisions

shelter /ˈʃel.tər/ (noun)
(a building designed to give) protection from bad weather or danger

shipment /ˈʃɪpmənt/ (noun)
a load of goods that are sent from one place to another

significantly /sɪgˈnɪfɪkəntli/ (adverb)
in a way that is large or important enough to have an effect on something or to be noticed

sincerely /sɪnˈsɪə.li/ (adverb)
honestly and without pretending or lying

situation /ˌsɪtʃ.uˈeɪ.ʃən/ (noun)
the set of things that are happening and the conditions that exist at a particular time and place

socialise /ˈsəʊ.ʃəl.aɪz/ (verb)
to spend time when you are not working with friends or with other people in order to enjoy yourself

solution /səˈluːʃn/ (noun)
a way of solving a problem or dealing with a difficult situation

substitute /ˈsʌb.stɪ.tʃuːt/ (verb)
to use something or someone instead of another thing or person

suitcase /ˈsuːtkeɪs/ (noun)
a case with flat sides and a handle, used for carrying clothes, etc. when you are travelling

T

tear /teər/ (noun)
a hole in a piece of paper, cloth, or other material, where it has been torn

tourism /ˈtʊə.rɪ.zəm/ (noun)
the business of providing services such as transport, places to stay, or entertainment for people who are on holiday

training /ˈtreɪ.nɪŋ/ (noun, acting as an adjective)
relating to the process of learning the skills you need to do a particular job or activity

tribe /traɪb/ (noun)
a group of people, often of related families, who live together, sharing the same language, culture, and history

trouble /ˈtrʌbl/ (noun)
a problem, worry, difficulty, etc. or a situation causing this

truly /ˈtruːli/ (adverb)
used to emphasise that a particular statement, feeling, etc. is sincere or real

trustworthiness /ˈtrʌstwɜːðinəs/ (noun)
the quality of always being good, honest, sincere, etc. so that people can rely on you

U

undoubtedly /ʌnˈdaʊtɪdli/ (adverb)
used to emphasise that something exists or is definitely true

unfairly /ʌnˈfeə.li/ (adverb)
in a way that is not right or does not involve equal treatment

unforgettable /ˌʌnfəˈgetəbl/ (adjective)
an unforgettable experience has such a strong effect or influence on you that you cannot forget it

upset /ˌʌpˈset/ (adjective)
unhappy or disappointed because of something unpleasant that has happened

user /ˈjuː.zər/ (noun)
someone who uses a product, machine, or service

V

viewpoint /ˈvjuːpɔɪnt/ (noun)
a way of thinking about a subject, a point of view

vital /ˈvaɪtl/ (adjective)
necessary or essential in order for something to succeed or exist

volunteering /ˌvɒlənˈtɪərɪŋ/ (noun)
the act of doing something, especially helping other people, willingly and without being forced or paid to do it

W

weaken /ˈwiːkən/ (verb)
to make somebody/something less strong or powerful; to become less strong or powerful

wealth /welθ/ (noun)
a large amount of money or valuable possessions that someone has

wise /waɪz/ (adjective)
able to make sensible decisions and give good advice because of the experience and knowledge that you have

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
forbid	forbade	forbidden
forget	forgot	forgotten

Irregular Verbs

Base Form	Past Simple	Past Participle
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
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

Irregular Verbs

Base Form	Past Simple	Past Participle
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spit	spat	spat
split	split	split
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

Irregular Verbs

Base Form	Past Simple	Past Participle
sweep	swept	swept
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
weep	wept	wept
win	won	won
write	wrote	written

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Grade

8B

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