

# English Language Workbook

## Intermediate Stage - Grade Nine

### المرحلة المتوسطة - الصف التاسع First Semester | Units 1-4

|                                           |                                        |                                      |                                       |
|-------------------------------------------|----------------------------------------|--------------------------------------|---------------------------------------|
| 5 highlight<br>(v)<br>يُظهر - يسلط الضوء  | 6 represent<br>(v)<br>يُمثل            | 7 inspire<br>(v)<br>يُلهم            | 8 remarkable<br>(adj)<br>ملحوظ - بارز |
| 9 fulfil<br>(v)<br>يحقق                   | 10 expedition<br>(n)<br>رحلة استكشافية | 11 will<br>(n)<br>إرادة              | 12 survive<br>(v)<br>ينجو             |
| 13 merely<br>(adv)<br>بشكل مجرد           | 14 mindset<br>(n)<br>عقلية             | 15 consistently<br>(adv)<br>باستمرار | 16 efficiently<br>(adv)<br>بكفاءة     |
| 17 give up<br>(ph.v)<br>يتخلى عن - يستسلم | 18 tough<br>(adj)<br>قاسي - صعب        | 19 positive<br>(adj)<br>إيجابي       | 20 trust<br>(v)<br>يثق                |

|                                      |                                   |                           |                                     |
|--------------------------------------|-----------------------------------|---------------------------|-------------------------------------|
| 5 reject<br>(v)<br>يرفض              | 6 replace<br>(v)<br>يستبدل        | 7 fake<br>(adj)<br>مزيف   | 8 software<br>(n)<br>برنامج         |
| 9 uneasy<br>(adj)<br>قلق - غير مستقر | 10 manner<br>(n)<br>طريقة - أسلوب | 11 access<br>(n)<br>دخول  | 12 assist<br>(v)<br>يساعد           |
| 13 update<br>(v)<br>يحدث - يطور      | 14 provide<br>(v)<br>يعد - يزود   | 15 install<br>(v)<br>يثبت | 16 efficient<br>(adj)<br>كفء - فعال |
| 17 phishing<br>(n)<br>رسائل احتيالية | 18 customer<br>(n)<br>زبون        | 19 scam<br>(n)<br>غش      | 20 accurate<br>(adj)<br>دقيق        |

|                                            |                                             |                                |                             |
|--------------------------------------------|---------------------------------------------|--------------------------------|-----------------------------|
| 5 ingredient<br>(n)<br>مكون - أحد المكونات | 6 aromatic<br>(adj)<br>عطري - فواح          | 7 distinctive<br>(adj)<br>مميز | 8 recipe<br>(n)<br>وصفة     |
| 9 commonly<br>(adv)<br>بشكل شائع           | 10 flavour<br>(n)<br>نكهة - طعم             | 11 variety<br>(n)<br>تنوع      | 12 raw<br>(adj)<br>نئ       |
| 13 experience<br>(v)<br>يجرب               | 14 energetic<br>(adj)<br>نشط - مفعم بالطاقة | 15 source<br>(n)<br>مصدر       | 16 fibre<br>(n)<br>ألياف    |
| 17 significantly<br>(adv)<br>بشكل كبير     | 18 homemade<br>(adj)<br>مصنوع في المنزل     | 19 produce<br>(n)<br>إنتاج     | 20 organic<br>(adj)<br>عضوي |

|                                       |                                               |                                     |                                            |                                    |
|---------------------------------------|-----------------------------------------------|-------------------------------------|--------------------------------------------|------------------------------------|
| 6 conserve<br>(v)<br>يحافظ على - يوفر | 7 meaningful<br>(adj)<br>ذو معنى              | 8 gadget<br>(n)<br>أداة صغيرة       | 9 valuable<br>(adj)<br>قيم                 | 10 balanced<br>(adj)<br>متوازن     |
| 11 discard<br>(v)<br>يتخلص من         | 12 packaging<br>(n)<br>تغليف                  | 13 responsibly<br>(adv)<br>بمسؤولية | 14 minimize<br>(v)<br>يقلل إلى الحد الأدنى | 15 expense<br>(n)<br>نفقة          |
| 16 preserve<br>(v)<br>يحافظ           | 17 disposable<br>(adj)<br>للاستعمال مرة واحدة | 18 consumption<br>(n)<br>استهلاك    | 19 donate<br>(v)<br>يتبرع                  | 20 mindful<br>(adj)<br>متنبه - واع |

Student's Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Unit 1: Kuwait: Stories of Success

|                                        |    |
|----------------------------------------|----|
| Illustrated Vocabulary & Word Partners | 4  |
| Vocabulary Exercises                   | 8  |
| Official Reading 1                     | 12 |
| Grammar Rule 1                         | 14 |
| Grammar Rule 2                         | 19 |
| Official Reading 2                     | 24 |
| Additional Reading                     | 26 |
| Writing & Unit Review                  | 28 |

## Unit 2: Staying Safe Online

|                                        |    |
|----------------------------------------|----|
| Illustrated Vocabulary & Word Partners | 31 |
| Vocabulary Exercises                   | 36 |
| Official Reading 1                     | 40 |
| Grammar Rule 1                         | 42 |
| Grammar Rule 2                         | 47 |
| Official Reading 2                     | 52 |
| Additional Reading                     | 54 |
| Writing & Unit Review                  | 56 |

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

|                                        |    |
|----------------------------------------|----|
| Illustrated Vocabulary & Word Partners | 59 |
| Vocabulary Exercises                   | 63 |
| Official Reading 1                     | 67 |
| Grammar Rule 1                         | 69 |
| Grammar Rule 2                         | 74 |
| Official Reading 2                     | 79 |
| Additional Reading                     | 81 |
| Writing & Unit Review                  | 83 |

## Unit 4: Simple Living, Better World

|                                        |    |
|----------------------------------------|----|
| Illustrated Vocabulary & Word Partners | 86 |
| Vocabulary Exercises                   | 90 |
| Official Reading 1                     | 94 |

|                       |     |
|-----------------------|-----|
| Grammar Rule 1        | 96  |
| Grammar Rule 2        | 101 |
| Official Reading 2    | 106 |
| Additional Reading    | 108 |
| Writing & Unit Review | 110 |
| Answer Key            | 112 |

# Kuwait: Stories of Success

## Grade 9 - Intermediate Stage

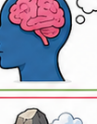
الكويت: قصص النجاح

Grade 9

### Unit 1: Vocabulary

#### Vocabulary List



|                                                                                                                                             |                                                                                                                                          |                                                                                                                                         |                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> <b>curious</b><br>(adj)<br>شغوف / فضولي           | <b>2</b> <b>talent</b><br>(n)<br>موهبة                  | <b>3</b> <b>explorer</b><br>(n)<br>مستكشف             | <b>4</b> <b>proudly</b><br>(adv)<br>بفخر              |
| <b>5</b> <b>highlight</b><br>(v)<br>يُظهر - يسلط الضوء    | <b>6</b> <b>represent</b><br>(v)<br>يُمثل              | <b>7</b> <b>inspire</b><br>(v)<br>يُلهم              | <b>8</b> <b>remarkable</b><br>(adj)<br>ملحوظ - بارز  |
| <b>9</b> <b>fulfil</b><br>(v)<br>يحقق                    | <b>10</b> <b>expedition</b><br>(n)<br>رحلة استكشافية  | <b>11</b> <b>will</b><br>(n)<br>إرادة               | <b>12</b> <b>survive</b><br>(v)<br>ينجو             |
| <b>13</b> <b>merely</b><br>(adv)<br>بشكل مجرد            | <b>14</b> <b>mindset</b><br>(n)<br>عقلية              | <b>15</b> <b>consistently</b><br>(adv)<br>باستمرار  | <b>16</b> <b>efficiently</b><br>(adv)<br>بكفاءة     |
| <b>17</b> <b>give up</b><br>(ph.v)<br>يتخلى عن - يستسلم  | <b>18</b> <b>tough</b><br>(adj)<br>قاسي - صعب         | <b>19</b> <b>positive</b><br>(adj)<br>إيجابي        | <b>20</b> <b>trust</b><br>(v)<br>يثق                |
| <b>21</b> <b>progress</b><br>(n)<br>تقدم - تطور          | <b>22</b> <b>trait</b><br>(n)<br>سمة - صفة            | <b>23</b> <b>remain</b><br>(v)<br>يظل - يبقى        | <b>24</b> <b>equally</b><br>(adv)<br>بشكل متساوي    |



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**1 curious**  
(adj)  
شغوف / فضولي

**2 talent**  
(n)  
موهبة

**3 explorer**  
(n)  
مستكشف

**4 proudly**  
(adv)  
بفخر

**5 highlight**  
(v)  
يُظهر - يسلط الضوء

**6 represent**  
(v)  
يُمثل

**7 inspire**  
(v)  
يُلهم

**8 remarkable**  
(adj)  
ملحوظ - بارز

**9 fulfil**  
(v)  
يحقق

**10 expedition**  
(n)  
رحلة استكشافية

**11 will**  
(n)  
إرادة

**12 survive**  
(v)  
ينجو

**13 merely**  
مجرد فقط

**14 mindset**  
(n)  
عقلية

**15 consistently**  
(adv)  
باستمرار

**16 efficiently**  
(adv)  
بكفاءة

**17 give up**  
(ph.v)  
يتخلى عن - يستسلم

**18 tough**  
(adj)  
قاسي - صعب

**19 positive**  
(adj)  
إيجابي

**20 trust**  
(v)  
يثق

**21 progress**  
(n)  
تقدم - تطور

**22 trait**  
(n)  
صفة - سمة

**23 remain**  
(v)  
يظل - يبقى

**24 equally**  
(adv)  
بشكل متساوي



## curious

U1

فضولي

ADJ

curious mind

عقل فضولي

curious student

طالب فضولي

curious explorer

مستكشف فضولي

curious question

سؤال فضولي

The curious explorer asked many questions.

سأل المستكشف الفضولي أسئلة كثيرة.

## talent

U1

موهبة

N

special talent

موهبة خاصة

natural talent

موهبة طبيعية

talent show

عرض مواهب

develop talent

يطور الموهبة

He has a talent for painting.

لديه موهبة في الرسم.

## explorer

U1

مستكشف

N

explorer journey

رحلة مستكشف

Kuwaiti explorer

مستكشف كويتي

explorer expedition

رحلة استكشافية للمستكشف

explorer map

خريطة المستكشف

The explorer travelled across the desert.

سافر المستكشف عبر الصحراء.

## proudly

U1

بفخر

ADV

proudly represent

يمثل بفخر

proudly speak

يتحدث بفخر

proudly show

يعرض بفخر

proudly stand

يقف بفخر

She proudly represented her school.

مثلت مدرستها بفخر.

## highlight

U1

يبرز / يلقي الضوء

V

highlight achievement

يبرز إنجازاً

highlight point

يلقي الضوء على نقطة

highlight success

يبرز نجاحاً

highlight idea

يبرز فكرة

The report highlights Kuwait's progress.

يلقي التقرير الضوء على تقدم الكويت.

## represent

U1

يمثل

V

represent country

يمثل بلداً

represent team

يمثل فريقاً

represent school

يمثل مدرسة

represent people

يمثل الناس

Kuwaiti students represent their country abroad.

يمثل الطلاب الكويتيون بلدهم في الخارج.

## inspire

U1

يلهم

V

inspire people

يلهم الناس

inspire students

يلهم الطلاب

inspire success

يلهم النجاح

inspire hope

يلهم الأمل

Her story inspires many young people.

تلهم قصتها كثيراً من الشباب.

## remarkable

U1

رائع / لافت

ADJ

remarkable journey  
رحلة رائعةremarkable story  
قصة لافتةremarkable success  
نجاح رائعremarkable effort  
مجهود رائع

It was a remarkable journey.

كانت رحلة رائعة.

## fulfil

U1

ينجز / يحقق

V

fulfil dream  
يحقق حلمًاfulfil goal  
يحقق هدفًاfulfil promise  
ينفذ وعدًاfulfil ambition  
يحقق طموحًا

He worked hard to fulfil his dream.

عمل بجد ليحقق حلمه.

## expedition

U1

رحلة استكشافية

N

desert expedition  
رحلة استكشافية في الصحراءsea expedition  
رحلة استكشافية بحريةscientific expedition  
رحلة استكشافية علميةlong expedition  
رحلة استكشافية طويلة

They joined a desert expedition.

انضموا إلى رحلة استكشافية في الصحراء.

## will

U1

إرادة

N

strong will  
إرادة قويةhuman will  
إرادة الإنسانpersonal will  
إرادة شخصيةwill for success  
إرادة للنجاح

With strong will, you can achieve anything.

بالإرادة القوية تستطيع تحقيق أي شيء.

## survive

U1

يبقى على قيد الحياة

V

survive danger  
ينجو من الخطرsurvive storm  
ينجو من العاصفةsurvive desert  
ينجو في الصحراءsurvive challenge  
يتجاوز التحدي

The team survived a difficult journey.

نجا الفريق من رحلة صعبة.

## merely

U1

مجرد

ADV

merely an idea  
مجرد فكرةmerely a word  
مجرد كلمةmerely an opinion  
مجرد رأيmerely a chance  
مجرد فرصة

It was merely a small mistake.

كان مجرد خطأ صغير.

## mindset

U1

عقلية / طريقة تفكير

N

positive mindset  
عقلية إيجابيةgrowth mindset  
عقلية ناميةopen mindset  
عقلية منفتحةsuccessful mindset  
عقلية ناجحة

A positive mindset helps you succeed.

العقلية الإيجابية تساعدك على النجاح.

## trait

U1

صفة

N

good trait  
صفة جيدةpersonal trait  
صفة شخصيةpositive trait  
صفة إيجابيةimportant trait  
صفة مهمة

Honesty is a good trait.

الأمانة صفة جيدة.

## consistently

U1

بشكل منتظم

ADV

work consistently

يعمل بانتظام

study consistently

يدرس بانتظام

train consistently

يتدرب بانتظام

perform consistently

يؤدي بانتظام

She studies consistently every day.

هي تدرس بانتظام كل يوم.

## efficiently

U1

بكفاءة

ADV

work efficiently

يعمل بكفاءة

study efficiently

يدرس بكفاءة

act efficiently

يتصرف بكفاءة

manage efficiently

يدير بكفاءة

He works efficiently under pressure.

هو يعمل بكفاءة تحت الضغط.

## give up

U1

يستسلم

V PHR

give up easily

يستسلم بسهولة

give up hope

يفقد الأمل

give up dream

يتخلى عن الحلم

give up challenge

يستسلم للتحدي

Never give up on your goals.

لا تستسلم أبدًا في أهدافك.

## tough

U1

صعب / قوي

ADJ

tough time

وقت صعب

tough situation

موقف صعب

tough person

شخص قوي

tough challenge

تحدي صعب

Life can be tough, but you must stay strong.

قد تكون الحياة صعبة، لكن يجب أن تبقى قويًا.

## positive

U1

إيجابي

ADJ

positive attitude

موقف إيجابي

positive energy

طاقة إيجابية

positive mindset

عقلية إيجابية

positive person

شخص إيجابي

Always think in a positive way.

فكر دائمًا بطريقة إيجابية.

## trust

U1

يثق

V

trust others

يثق بالآخرين

trust a friend

يثق بصديق

trust a teacher

يثق بمعلم

trust a team

يثق بفريق

We trust our teacher's advice.

نحن نثق بنصيحة معلمنا.

## progress

U1

تقدم

N

show progress

يظهر تقدمًا

make progress

يحجز تقدمًا

learning progress

تقدم في التعلم

success progress

تقدم نحو النجاح

The students made great progress.

أحرز الطلاب تقدمًا كبيرًا.

## remain

U1

يبقى

V

remain calm

يبقى هادئًا

remain strong

يبقى قويًا

remain positive

يبقى إيجابيًا

remain safe

يبقى آمنًا

He remained calm during the storm.

بقي هادئًا أثناء العاصفة.

## Vocabulary Exercises

Arabic help is written directly beside three context words or phrases. The missing answer is never translated.

- Page 8

Arabic help is written directly beside three context words or phrases. The missing answer is never translated.

13. Explorers (المستكشفون) must have a **strong** (قوي) \_\_\_\_ to **face challenges** (بواجه التحديات).  
a) will                                      b) tale                                      c) axe                                      d) progress
14. The **scientists** (العلماء) completed a **dangerous** (خطير) \_\_\_\_ **in the Arctic** (في القطب الشمالي).  
a) expedition                                      b) mindset                                      c) talent                                      d) will
15. Her **strong will** (إرادة قوية) **helped her** (ساعدها) to **overcome every obstacle** (يتغلب على كل عقبة) and to work \_\_\_\_.  
a) equally                                      b) efficiently                                      c) merely                                      d) proudly
16. One **important** (أحد الأمور المهمة) \_\_\_\_ of a leader (للفائد) is **trust** (الثقة).  
a) trait                                      b) explorer                                      c) expedition                                      d) mindset
17. To **achieve** (لتحقيق) **success** (النجاح), it is **important** (من المهم) to remain \_\_\_\_.  
a) positive                                      b) curious                                      c) energetic                                      d) tough
18. He **continued working** (واصل العمل) \_\_\_\_ **even when** (حتى عندما) the **task was difficult** (كانت المهمة صعبة).  
a) consistently                                      b) toughly                                      c) merely                                      d) equally
19. It is **never** (أبداً) **smart** (ذكي) to \_\_\_\_ when **facing problems** (مواجهة المشكلات).  
a) give up                                      b) trust                                      c) inspire                                      d) remain
20. A **leader** (فائد) should **always** (دائماً) \_\_\_\_ the **people around them** (الناس من حولهم).  
a) survive                                      b) fulfil                                      c) highlight                                      d) inspire
21. The **government** (الحكومة) **treats** (يعامل) all **citizens** (المواطنون) \_\_\_\_.  
a) efficiently                                      b) equally                                      c) consistently                                      d) proudly
22. Reem **opened the box** (فتح الصندوق) **because** (لأن) she was \_\_\_\_ to see **what was inside** (ما كان بداخله).  
a) remarkable                                      b) positive                                      c) tough                                      d) curious
23. **Ahmed** (أحمد)'s \_\_\_\_ in **football** (كرة القدم) made him **famous at school** (مشهور في المدرسة).  
a) explorer                                      b) talent                                      c) trait                                      d) expedition
24. The documentary **aims to** (يهدف إلى) \_\_\_\_ **young explorers** (المستكشفون الشباب) to **venture into the wilderness** (يخوضون البرية).  
a) highlight                                      b) inspire                                      c) remain                                      d) survive

Arabic help is written directly beside three context words or phrases. The missing answer is never translated.

25. A lot of people **speak** (يتحدث) \_\_\_\_ about their **culture** (الثقافة) and **traditions** (التقاليد).  
a) merely                                      b) efficiently                                      c) proudly                                      d) equally
26. The **report** (التقرير) \_\_\_\_ the **role of technology** (دور التكنولوجيا) in our **modern lives** (حياتنا الحديثة).  
a) highlights                                      b) represents                                      c) inspires                                      d) trusts
27. The athletes will \_\_\_\_ **their country** (بلدهم) in the **Olympics** (الألعاب الأولمبية) and inspire **young people** (الشباب).  
a) trust                                      b) inspire                                      c) represent                                      d) remain
28. Books about **heroes** (الأبطال) can \_\_\_\_ **children** (الأطفال) to **never give up** (لا تستسلم أبداً).  
a) inspire                                      b) remain                                      c) trust                                      d) represent
29. **My brother** (أخي) has a \_\_\_\_ **ability** (قدرة) to **remember names and faces** (يتذكر الأسماء والوجوه).  
a) curious                                      b) tough                                      c) positive                                      d) remarkable
30. **We should** (ينبغي لنا) \_\_\_\_ **our promises** (وعدونا) to **make people trust us** (يجعل الناس يثقون بنا).  
a) fulfil                                      b) remain                                      c) trust                                      d) highlight
31. **The explorers** (المستكشفون) **went on** (ذهب في) an \_\_\_\_ to the **mountains** (الجبال).  
a) will                                      b) mindset                                      c) explorer                                      d) expedition
32. **My friend** (صديقي) **faced many challenges** (واجه تحديات كثيرة), but his strong \_\_\_\_ **never broke** (لم تنكسر).  
a) expedition                                      b) will                                      c) mindset                                      d) explorer
33. **People** (الناس) need **food and water** (الطعام والماء) to \_\_\_\_ in the **desert** (المصحراء).  
a) highlight                                      b) survive                                      c) trust                                      d) inspire
34. **The team embarked** (شرع الفريق) on an \_\_\_\_ to **explore** (يستكشف) the **Amazon rainforest** (غابات الأمازون المطيرة).  
a) progress                                      b) expedition                                      c) will                                      d) trait
35. The **conference** (المؤتمر) **aims to** (يهدف إلى) \_\_\_\_ the **importance of innovation** (أهمية الابتكار).  
a) highlight                                      b) inspire                                      c) remain                                      d) survive

Checked against the official Student's Book Scope and Sequence and the supplied Grade 9 memoranda. No missing or repeated headwords.

|                          |                         |                            |
|--------------------------|-------------------------|----------------------------|
| <input type="checkbox"/> | <b>curious</b> (adj)    | فضولي / محب للاستطلاع      |
| <input type="checkbox"/> | <b>talent</b> (n)       | موهبة                      |
| <input type="checkbox"/> | <b>explorer</b> (n)     | مستكشف                     |
| <input type="checkbox"/> | <b>proudly</b> (adv)    | بفخر                       |
| <input type="checkbox"/> | <b>highlight</b> (v)    | يبرز / يسلط الضوء على      |
| <input type="checkbox"/> | <b>represent</b> (v)    | يمثل                       |
| <input type="checkbox"/> | <b>inspire</b> (v)      | يلهم                       |
| <input type="checkbox"/> | <b>remarkable</b> (adj) | ملحوظ / بارز               |
| <input type="checkbox"/> | <b>fulfil</b> (v)       | يحقق / ينجز                |
| <input type="checkbox"/> | <b>expedition</b> (n)   | بعثة / رحلة استكشافية      |
| <input type="checkbox"/> | <b>will</b> (n)         | إرادة / عزيمة              |
| <input type="checkbox"/> | <b>survive</b> (v)      | ينجو / يبقى على قيد الحياة |

|                          |                           |                       |
|--------------------------|---------------------------|-----------------------|
| <input type="checkbox"/> | <b>merely</b> (adv)       | مجرد / فقط            |
| <input type="checkbox"/> | <b>mindset</b> (n)        | عقلية / طريقة تفكير   |
| <input type="checkbox"/> | <b>consistently</b> (adv) | باستمرار              |
| <input type="checkbox"/> | <b>efficiently</b> (adv)  | بكفاءة                |
| <input type="checkbox"/> | <b>give up</b> (ph.v)     | يستسلم / يتخلى عن     |
| <input type="checkbox"/> | <b>tough</b> (adj)        | صعب / قاسٍ            |
| <input type="checkbox"/> | <b>positive</b> (adj)     | إيجابي                |
| <input type="checkbox"/> | <b>trust</b> (v)          | يثق                   |
| <input type="checkbox"/> | <b>progress</b> (n)       | تقدم / تطور           |
| <input type="checkbox"/> | <b>trait</b> (n)          | صفة / سمة             |
| <input type="checkbox"/> | <b>remain</b> (v)         | يبقى / يظل            |
| <input type="checkbox"/> | <b>equally</b> (adv)      | بالتساوي / بنفس القدر |

**Student check:** Tick each word after you can recognise it, explain its meaning, and use it in a sentence.

# Official Reading 1: Kuwaiti Explorers: Inspiring Journeys

The official English text is preserved; each paragraph is followed by a clear Arabic translation.

## Paragraph 1

Kuwait is a proud country with strong values and a rich culture. Families and schools encourage children to be curious, explore new ideas, and develop their talents. Because of this supporting environment, many Kuwaitis grow up confident and ready to succeed in their lives. The following are some outstanding Kuwaiti explorers and adventurers who have brought pride to their country.

### الترجمة:

الكويت دولة فخورة ذات قيم راسخة وثقافة غنية. وتشجع الأسر والمدارس الأطفال على حب الاستطلاع واستكشاف الأفكار الجديدة وتنمية مواهبهم. وبفضل هذه البيئة الداعمة، ينشأ كثير من الكويتيين واثقين ومستعدين للنجاح في حياتهم. وفيما يلي بعض المستكشفين والمغامرين الكويتيين المتميزين الذين جلبوا الفخر لبلادهم.

## Paragraph 2

Fuad Qabazard is a Kuwaiti mountaineer who successfully climbed Mount Everest in December 2015. He proudly raised the Kuwaiti flag there, along with pictures of His Highness the Amir and the Crown Prince. His goal was to highlight Kuwait's recognition by the United Nations as a 'Global Humanitarian Centre.' After returning home, Qabazard explained that his two-week journey was not only a physical challenge but also a way to represent his country on an international stage. His achievement brought attention to Kuwait's humanitarian role and inspired many people in Kuwait.

### الترجمة:

فؤاد قبازد متسلق جبال كويتي نجح في صعود جبل إيفرست في ديسمبر 2015. وقد رفع علم الكويت هناك بفخر إلى جانب صور سمو الأمير وولي العهد. وكان هدفه إبراز اعتراف الأمم المتحدة بالكويت باعتبارها «مركزاً عالمياً للعمل الإنساني». وبعد عودته إلى الوطن، أوضح قبازد أن رحلته التي استغرقت أسبوعين لم تكن تحدياً بدنياً فحسب، بل كانت أيضاً وسيلة لتمثيل بلاده على الساحة الدولية. وقد لفت إنجازه الانتباه إلى الدور الإنساني للكويت وألهم كثيراً من الناس فيها.

## Paragraph 3

Lamees Najim made history in 2018 when she became the first Kuwaiti to reach the North Pole. She is known for her remarkable ability to fulfil difficult tasks and is always excited by new adventures. Because of her adventurous spirit, she joined a Euro-Arabian expedition led by Felicity Aston, who was the first person to ski solo across Antarctica. The journey included 12 female explorers from different countries, aiming to share their experiences and cultures. This expedition highlighted the strong will of Kuwaiti and Arab women to face challenges and survive dangerous conditions.

### الترجمة:

صنعت لميس نجم التاريخ عام 2018 عندما أصبحت أول كويتية تصل إلى القطب الشمالي. وهي معروفة بقدرتها المميزة على إنجاز المهام الصعبة وحماسها الدائم للمغامرات الجديدة. وبسبب روحها المحبة للمغامرة، انضمت إلى بعثة أوروبية عربية قادتها فيليستي أستون، أول شخص يعبر القارة القطبية الجنوبية منفرداً على الزلاجات. وضمت الرحلة اثنتي عشرة مستكشفة من دول مختلفة بهدف تبادل الخبرات والثقافات. وأبرزت هذه البعثة قوة إرادة النساء الكويتيات والعربيات في مواجهة التحديات والنجاة من الظروف الخطرة.

## Paragraph 4

These inspiring stories highlight the strength and pride of the Kuwaiti people. With the support and effort of its people, Kuwait will continue to shine.

### الترجمة:

تُبرز هذه القصص الملهمة قوة الشعب الكويتي واعتزازه بوطنه. وبفضل دعم أبنائه وجهودهم، ستواصل الكويت التألق.

Reading Questions

- 1 Lamees Najim was the first person in the world to ski solo across Antarctica. (True / False)
- 2 The Kuwaiti explorers helped bring pride to their country. (True / False)
- 3 Personal achievement was the only aim of Lamees Najim’s expedition. (True / False)
- 4 The word “outstanding” in paragraph 1 means:

a) excellent

b) harmful

c) careless

d) ordinary
- 5 What qualities helped Lamees and Fuad succeed?
- 6 How did Fuad represent Kuwait internationally?

# Unit 1 - Grammar Rule 1: Past Simple & Past Continuous

Original explanation page from the official Student's Book - unchanged

## Learning Unit 1

### Lesson Two: Grammar

- I can apply past simple and past continuous tenses to accurately describe past events in written sentences and coherent conversations.

## Grammar: Past Simple & Past Continuous

### 1 Read the passage. Underline all the verbs.

Last year, a group of friends went on an adventure. On the first day, Fahad went scuba diving. While he was swimming near the coral reef, he saw colourful fish.

The next day, his friends tried white-water rafting. While they were paddling, the raft hit a rock. Water splashed, but they kept going, laughing and shouting.

On the last day, Ali climbed a snowy mountain. While he was hiking, the others were taking photos. It was a fun and memorable trip.



### 2 Complete the table: a. Completed actions (e.g. climbed...) b. Actions in progress (e.g. was hiking/ were paddling...)

| Example from the story                               | Completed Action | Action in Progress |
|------------------------------------------------------|------------------|--------------------|
| Fahad went scuba diving.                             |                  |                    |
| While he was swimming, he saw colourful fish.        |                  |                    |
| While they were paddling, the raft hit a rock.       |                  |                    |
| While Ali was hiking, the others were taking photos. |                  |                    |

| Past Simple                                                                                                                                                                                                                                                                                                        | Past Continuous                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Used for:</b> <ul style="list-style-type: none"> <li><b>Actions that were completed in the past.</b><br/><b>Example:</b> Ali climbed the mountain last year.</li> <li><b>A series of past actions</b><br/><b>Example:</b> Fahad went scuba diving, saw colourful fish, and swam near the coral reef.</li> </ul> | <b>Used for:</b> <ul style="list-style-type: none"> <li><b>A longer action interrupted by a shorter one.</b><br/><b>Example:</b> While they were paddling, the raft hit a rock.</li> <li><b>Two actions happening at the same time.</b><br/><b>Example:</b> While he was hiking, the others were taking photos.</li> </ul> |
| <b>Form:</b> climbed / studied<br>irregular verbs (go-went)                                                                                                                                                                                                                                                        | <b>Form:</b> I/he/she/it was + v. + ing<br>we/you/they were + v. + ing                                                                                                                                                                                                                                                     |
| <b>Used with:</b> last (year/week/month), ago, yesterday, in the past                                                                                                                                                                                                                                              | <b>Used with:</b> while / when                                                                                                                                                                                                                                                                                             |

### 3 Circle the correct verb form in each sentence.

- While they (played / were playing) football, it (started / was starting) to rain.
- I (wrote / was writing) emails when my computer (crashed / was crashing).

### 4 Ask and answer questions using the past simple and past continuous. Take turns. You may use these activities in your questions:

(watching TV / shopping / doing homework / eating dinner)

#### Example Answers:

- A: What were you doing when you heard a loud noise?  
 B: I was reading a book when I heard a loud noise.  
 A: Who called you while you were studying?  
 B: My cousin called me while I was studying.

Question content is selected from the supplied Grade 9 memoranda and test banks. Only clear typographical and punctuation errors were corrected.

1. The scientist \_\_\_\_ his theory in a famous journal in 1928.

- a) publish                      b) published                      c) is publishing                      d) publishes

2. Last year, my family \_\_\_\_ to Turkey for a cultural trip.

- a) travel                      b) are travelling                      c) travels                      d) travelled

3. The students \_\_\_\_ their project before the deadline.

- a) finished                      b) finish                      c) finishes                      d) are finishing

4. The writer \_\_\_\_ three novels before he died.

- a) write                      b) writing                      c) writes                      d) wrote

5. They \_\_\_\_ the accident on last evening's news.

- a) report                      b) reported                      c) reports                      d) reporting

6. Our teacher \_\_\_\_ us about World War II yesterday.

- a) tell                      b) tells                      c) told                      d) is telling

7. She \_\_\_\_ her keys, so she couldn't enter the house.

- a) lose                      b) lost                      c) loses                      d) losing

8. The company \_\_\_\_ hundreds of workers last month.

- a) employ                      b) employed                      c) employs                      d) employing

9. The plane \_\_\_\_ late because of the storm yesterday.

- a) arrive                      b) arrived                      c) arrives                      d) arriving

10. He \_\_\_\_ his phone at school, but luckily a teacher found it.

- a) forget                      b) forgot                      c) forgets                      d) forgetting

11. The students \_\_\_\_ their presentations when the principal entered the hall.

- a) gave                      b) were giving                      c) give                      d) giving

12. She \_\_\_\_ an email when the internet connection was lost.

- a) was writing                      b) wrote                      c) writes                      d) writing

13. They \_\_\_\_ chess while their classmates were watching.

- a) played                      b) were playing                      c) play                      d) plays

14. I \_\_\_\_ to the lecture when I saw an old friend.

- a) walked                      b) walk                      c) was walking                      d) walking

15. As the teacher \_\_\_\_ the instructions, the students took notes.

- a) explaining                      b) was explaining                      c) explains                      d) explained

## Past Simple & Past Continuous

Question content is selected from the supplied Grade 9 memoranda and test banks. Only clear typographical and punctuation errors were corrected.

**a) did**                      **b) do**                      **c) were doing**                      **d) doing**

**a) read**                      **b) was reading**                      **c) reads**                      **d) reading**

10) While the children \_\_\_\_\_ in the park, it suddenly started to rain.

a) played                                      b) play                                      c) plays                                      d) were playing

12) He \_\_\_\_\_ his leg while he was running.

a) break                                      b) was breaking                                      c) broke                                      d) breaks

20. We \_\_\_\_\_ a new car two years ago.

a) buy                                      b) were buying                                      c) buying                                      d) bought

**a) were walking                      b) walk                      c) are walking                      d) walked**

[illegible]

a) is entering                      b) has entered                      c) enters                      d) entered

**a) travelled**                      **b) was travelling**                      **c) travel**                      **d) will travel**

**a) cooks**                      **b) cooked**                      **c) was cooking**                      **d) cooking**

**26.** While the boys \_\_\_\_\_, it started raining.  
**a)** was playing                      **b)** played  
**c)** were playing                  **d)** play

277 When I \_\_\_\_\_ the class, the students were talking.

a) entered                                      b) enter                                      c) was entering                                      d) will enter

a) was going                      b) went                      c) go                      d) were going

**a) is repairing**                      **b) repairs**                      **c) was repairing**                      **d) repairing**

56. While he \_\_\_\_\_ a tree, he fell down.  
a) climbing                                      b) was climbing                                      c) climbs                                      d) climbed

Ten questions are placed on each page to keep the section compact while preserving clear writing space.

1. They completed the assignment on time. (Change to negative)

---

2. The scientists discovered a new planet last month. (Form a question)

---

3. The students (prepare) for the debate last week. (Correct the verb)

---

4. She (buy) a new laptop yesterday. (Correct the verb)

---

5. They travelled to Spain last summer. (Form a question)

---

6. The students (discuss) the topic when the bell rang. (Correct the verb)

---

7. She (write) an email while her sister was cooking. (Correct the verb)

---

8. Ali started studying. Omar was playing video games. (Join using while)

---

9. He explained the lesson. We were listening carefully. (Join using when)

---

10. While I (sleep), my dad called me. (Correct the verb)

---

Ten questions are placed on each page to keep the section compact while preserving clear writing space.

11. While I (clean) the house, I found an old photo album. (Correct)

---

12. While I was reading a story, the cat (jump) on my lap. (Correct)

---

13. When the rain (start), we were playing outside. (Correct)

---

14. The driver (drive) fast when the police stopped him. (Correct)

---

15. When I (get) off the train, my family were waiting for me. (Correct)

---

16. We saw an accident while we (wait) at the bus stop. (Correct)

---

17. They visited their grandmother yesterday. (Form a question)

---

18. Mum made a delicious cake for my birthday party last week. (Ask a question)

---

19. The family was sitting in the garden. It started to rain. (Use when)

---

20. When I arrived home, my mother (cook) food. (Correct the verb)

---

# Unit 1 - Grammar Rule 2: Both...and / Neither...nor

Original explanation page from the official Student's Book - unchanged

- I can use "both... and" and "neither... nor" accurately in different written and spoken contexts.

## Learning Unit 1

### Lesson Six: Grammar

#### Grammar: "Both...and" / "Neither...nor"

1



a. Look at the pictures. Then discuss.

1. Do Ahmed and Jassim play football?
2. Do they play tennis?

b. Look at your answers above. Complete these sentences.

1. **Both** Ahmed **and** Jassim \_\_\_\_\_.
2. **Neither** Ahmed **nor** Jassim \_\_\_\_\_.



#### Grammar Box

| Form / Use                                                                                                                                                                                                                                                                                                                                                                                   | Examples                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Both... and</b> <ul style="list-style-type: none"> <li>• Refers to two people or two things together.</li> <li>• It is always considered plural in a sentence.</li> </ul>                                                                                                                                                                                                                 | Sara <b>likes</b> apples. Laila <b>likes</b> apples.<br><b>Both</b> Sara <b>and</b> Laila like apples.                   |
| <b>Neither... nor</b> <ul style="list-style-type: none"> <li>• Makes a negative statement about two people or two things.</li> <li>• When you use "<b>neither...nor</b>," the verb should agree with the noun that comes closest to it.</li> </ul> <b>Neither</b> Ali <b>nor</b> <u>his brother</u> <b>is</b> coming.<br><b>Neither</b> Ali <b>nor</b> <u>his friends</u> <b>are</b> coming. | Sara <b>doesn't like</b> tennis. Laila <b>doesn't like</b> tennis.<br><b>Neither</b> Sara <b>nor</b> Laila likes tennis. |

2



Match each sentence beginning to its correct ending. Write the full sentences.

| Sentence Beginning                            | Ending                        |
|-----------------------------------------------|-------------------------------|
| 1. Both Ali and Omar                          | a. is open on Friday.         |
| 2. Neither cats nor dogs                      | b. like wearing pink dresses. |
| 3. Both Hanan and Alia                        | c. can speak.                 |
| 4. Neither the library nor the school canteen | d. enjoy reading comic books. |

3



Ask and answer these questions. Then write sentences using "both... and" or "neither... nor".

#### Questions:

- Do you and your partner like pizza?
- Can you and your partner swim?
- Do you and your partner enjoy English classes?
- Can you or your partner play a musical instrument?

#### Example Answers:

- Both my partner and I like pizza.
- Neither my partner nor I can play a musical instrument.

Question content is selected from the supplied Grade 9 memoranda and test banks. Only clear typographical and punctuation errors were corrected.

1. \_\_\_\_ the teacher and the students were happy with the exam results.

- a) Both                                      b) Neither                                      c) Either                                      d) Not only

2. She speaks both English \_\_\_\_ French fluently.

- a) and                                      b) nor                                      c) or                                      d) so

3. \_\_\_\_ my brother nor my sister attended the ceremony.

- a) Both                                      b) Either                                      c) Neither                                      d) Not only

4. Both the principal and the teachers \_\_\_\_ in the meeting room.

- a) is                                      b) be                                      c) was                                      d) are

5. I met two tourists, but \_\_\_\_ of them knew Arabic.

- a) both                                      b) neither                                      c) either                                      d) all

6. Both Ali \_\_\_\_ Ahmed are clever.

- a) or                                      b) and                                      c) but                                      d) nor

7. \_\_\_\_ mum nor dad liked my performance at school.

- a) Either                                      b) Both                                      c) Not only                                      d) Neither

8. Neither the cat nor the dog \_\_\_\_ hungry.

- a) is                                      b) are                                      c) have                                      d) were

9. Both Omar and Khalid \_\_\_\_ pizza.

- a) liking                                      b) liked                                      c) likes                                      d) like

10. Neither Ali nor his friends \_\_\_\_ coming.

- a) is                                      b) are                                      c) was                                      d) be

11. \_\_\_\_ the teacher and the students were pleased with the results.

- a) Either                                      b) Not only                                      c) Both                                      d) Neither

12. I want to visit both Paris \_\_\_\_ Rome next summer.

- a) or                                      b) and                                      c) nor                                      d) but also

13. \_\_\_\_ Sara nor Reem attended the party last night.

- a) Both                                      b) Neither                                      c) Not only                                      d) Either

14. Neither the manager nor the employees \_\_\_\_ aware of the changes.

- a) is                                      b) am                                      c) was                                      d) are

15. Both cats and dogs \_\_\_\_ popular pets.

- a) is                                      b) are                                      c) was                                      d) be

Question content is selected from the supplied Grade 9 memoranda and test banks. Only clear typographical and punctuation errors were corrected.

16. Neither the book nor the pens \_\_\_\_ on the desk.

- a) is                                      b) are                                      c) was                                      d) has

17. We like both football \_\_\_\_ basketball.

- a) and                                      b) nor                                      c) but                                      d) or

18. Neither my father nor my mother \_\_\_\_ at home now.

- a) are                                      b) were                                      c) is                                      d) be

19. Both Sara and Mona \_\_\_\_ the project.

- a) completed                                      b) completes                                      c) completing                                      d) has completed

20. \_\_\_\_ Ali and Omar play football.

- a) Both                                      b) Neither                                      c) Either                                      d) Although

21. Neither Mona nor Sara \_\_\_\_ ready.

- a) is                                      b) are                                      c) were                                      d) be

22. \_\_\_\_ the teacher and the students are ready.

- a) Both                                      b) Neither                                      c) Either                                      d) Although

23. Neither the boy nor his friends \_\_\_\_ ready.

- a) is                                      b) are                                      c) were                                      d) be

24. Neither tea nor coffee \_\_\_\_ ready.

- a) is                                      b) are                                      c) were                                      d) be

25. \_\_\_\_ Mona and Sara study hard.

- a) Both                                      b) Neither                                      c) Either                                      d) Although

26. The restaurant serves \_\_\_\_ Italian and Mexican food.

- a) both                                      b) neither                                      c) either                                      d) nor

27. The laptop is both fast \_\_\_\_ lightweight.

- a) and                                      b) nor                                      c) or                                      d) but

28. \_\_\_\_ Sara nor Laila likes tennis.

- a) Both                                      b) Neither                                      c) Either                                      d) Not only

29. Neither Omar nor Khaled \_\_\_\_ meat.

- a) eat                                      b) eats                                      c) eating                                      d) ate

30. My phone can both take photos \_\_\_\_ record videos.

- a) and                                      b) nor                                      c) or                                      d) but

Ten questions are placed on each page to keep the section compact while preserving clear writing space.

1. Ali plays football. Omar plays football. (Use both...and)

---

2. Sara did not attend the meeting. Mona did not attend the meeting. (Use neither...nor)

---

3. The movie was funny. The movie was exciting. (Use both...and)

---

4. The answer is not correct. The answer is not clear. (Use neither...nor)

---

5. The teacher praised both Ali and Sara. (Make negative using neither...nor)

---

6. Ahmed likes tea. Salem likes tea. (Use both...and)

---

7. My brother cannot swim. My sister cannot swim. (Use neither...nor)

---

8. The book is useful. The website is useful. (Use both...and)

---

9. Ali is not late. His friends are not late. (Use neither...nor)

---

10. My brother enjoys football. My sister enjoys football. (Use both...and)

---

Ten questions are placed on each page to keep the section compact while preserving clear writing space.

11. Dana is smart. Reem is smart, too. (Join using both...and)

---

12. Fahad loves reading stories. Khalid loves reading stories. (Join using both...and)

---

13. My book is not on the table. My pen is not on the table. (Join using neither...nor)

---

14. Sara can't cook well. Deema can't cook well. (Join using neither...nor)

---

15. Rawan doesn't like shopping. Mariam doesn't like shopping. (Join using neither...nor)

---

16. The restaurant serves Italian food. The restaurant serves Mexican food. (Use both...and)

---

17. The laptop is fast. The laptop is lightweight. (Use both...and)

---

18. Sara speaks French. Sara speaks Spanish. (Use both...and)

---

19. Lions are strong. Lions are fast. (Use both...and)

---

20. Omar doesn't eat meat. Khaled doesn't eat meat. (Use neither...nor)

---

## Official Reading 2: Success: More Than Just Talent

The official English text is preserved; each paragraph is followed by a clear Arabic translation.

### Paragraph 1

Many people want to know how to achieve success in life. The following ideas can help guide you on this journey.

#### الترجمة:

يرغب كثير من الناس في معرفة كيفية تحقيق النجاح في الحياة. ويمكن للأفكار الآتية أن ترشدك في هذه الرحلة.

### Paragraph 2

First, success is not merely about talent; it also depends on habits and mindset. Achieving success means reaching your goals, whether it is doing well in school, learning new skills, or completing a big project. Successful people consistently follow smart habits: they set goals, work hard, manage their time efficiently and never give up when things get tough.

#### الترجمة:

أولاً، لا يعتمد النجاح على الموهبة وحدها، بل يعتمد أيضاً على العادات وطريقة التفكير. فتحقيق النجاح يعني الوصول إلى أهدافك، سواء كان ذلك بالتفوق في المدرسة أو تعلم مهارات جديدة أو إنجاز مشروع كبير. ويتبع الناجحون عادات ذكية باستمرار؛ فيضعون أهدافاً، ويعملون بجد، ويديرون وقتهم بكفاءة، ولا يستسلمون عندما تصبح الأمور صعبة.

### Paragraph 3

In addition, having a positive mindset is a key factor in reaching goals; this means trusting that you can make progress and learn from mistakes. Many people fail before they reach their goals. But instead of losing hope, they try again confidently. Research shows that achievers often have personal traits such as discipline and a 'growth mindset', which means they see failure as a chance to learn and grow.

#### الترجمة:

إضافة إلى ذلك، تُعد العقلية الإيجابية عاملاً أساسياً في الوصول إلى الأهداف؛ وهذا يعني أن تثق بقدرتك على التقدم والتعلم من الأخطاء. ويفشل كثير من الناس قبل بلوغ أهدافهم، لكنهم بدلاً من فقدان الأمل يحاولون من جديد بثقة. وتوضح الأبحاث أن الناجحين غالباً ما يمتلكون صفات شخصية مثل الانضباط و«عقلية النمو»، أي إنهم ينظرون إلى الفشل بوصفه فرصة للتعلم والتطور.

### Paragraph 4

Furthermore, learning from others can also help you move forward. Watching how achievers plan their time, stay focused, and remain calm under pressure can teach us a lot. Reading their stories or listening to their advice helps us understand what works well.

#### الترجمة:

كما أن التعلم من الآخرين يساعدك على التقدم. فملاحظة كيفية تخطيط الناجحين لوقتهم ومحافظتهم على التركيز والهدوء تحت الضغط تعلمنا الكثير. وتساعدنا قراءة قصصهم أو الاستماع إلى نصائحهم على فهم الأساليب الناجحة.

### Paragraph 5

Finally, to make your aims a reality, start by setting clear goals. Break them into small steps. Work daily, even if progress is slow. Remember that asking for help, learning from mistakes, and staying positive are all equally important parts of the journey. Success is not magic. It is the result of effort, learning, and believing in yourself.

#### الترجمة:

وأخيراً، لتحويل أهدافك إلى واقع، ابدأ بوضع أهداف واضحة وقسمها إلى خطوات صغيرة. واعمل يوميًا حتى إن كان التقدم بطيئًا. وتذكر أن طلب المساعدة والتعلم من الأخطاء والمحافظة على الإيجابية أجزاءً متساوية الأهمية في رحلة النجاح. فالنجاح ليس سحرًا، بل هو نتيجة الجهد والتعلم والإيمان بالنفس.

Reading Questions

- 1

What is the main idea of the fourth paragraph?

a) Most people are naturally talented.

b) Successful people never face difficulties.

c) Success happens on the first try.

d) Learning from others can help you succeed.
- 2

What is a growth mindset?

a) Believing you can learn from mistakes.

b) Thinking success depends on luck.

c) Fearing and avoiding failure.

d) Believing talent is enough.
- 3

What feeling does the writer want to create?

a) happiness

b) inspiration

c) surprise

d) boredom
- 4

Name two habits that successful people follow.
- 5

Why is failure important for success?
- 6

What is the writer's purpose?

## Additional Reading 1: The Power of Teamwork

The following passages and questions were transcribed from supplied external revision materials and re-formatted in the unified design. The original external page designs, logos, and contact details were not inserted.

Success is rarely achieved by one person working alone. Throughout history, teamwork has been the driving force behind many great accomplishments. Building a bridge, launching a spacecraft, or winning a championship all require people with different skills working together toward the same goal. Each member contributes something unique, and when combined, these efforts produce results that no single person could achieve.

One of the main advantages of teamwork is the sharing of ideas. When people brainstorm together, they often discover solutions that would not have been possible individually. Teamwork also provides support; when challenges arise, members can encourage one another and divide responsibilities to reduce pressure. In this way, cooperation not only increases efficiency but also strengthens relationships.

However, effective teamwork is not automatic. It requires communication, respect, and trust among members. Disagreements may occur, but when handled with patience, they can lead to even better outcomes. Good leaders play an important role by guiding the group, ensuring fairness, and motivating everyone to give their best.

In today's interconnected world, teamwork is more important than ever. From classrooms to companies, success depends on people working together. Whether solving problems, creating innovations, or facing challenges, teamwork proves that unity is strength.

### Questions

1 The best title is:

a) The Power of Teamwork

b) The Importance of Leaders

c) Working Alone

d) Building a Bridge

2 The word "accomplishments" means:

a) plans

b) achievements

c) difficulties

d) mistakes

3 The pronoun "they" in paragraph 2 refers to:

a) responsibilities

b) challenges

c) people

d) solutions

4 Which statement is NOT true?

a) Teamwork shares ideas.

b) Cooperation reduces pressure.

c) Teamwork happens automatically.

d) Leaders guide groups.

5 Mention two advantages of teamwork.

6 What qualities are necessary for effective teamwork?

## Additional Reading 2: Exploring the World Under the Sea

There is a lot of water on Earth. Three-quarters of the Earth's surface is covered by seawater, while land covers one-quarter. What is in the sea, and what lies on its floor?

Three hundred years ago, an Englishman made the first diving machine, and two hundred years ago an American made the first submarine. Today, machines can dive deeper and stay underwater longer. Thirty years ago, a small American submarine dived 11,000 metres under the sea.

Astronauts explore space in spaceships; oceanauts explore the sea and its floor in submarines. Oceanauts are brave scientists. They make maps and explore mountains, rocks, and valleys on the sea floor. Some rocks under the sea contain useful metals. We can also extract oil and gas from the sea floor.

Oceanauts can now live in special buildings under the sea. They are planning small towns with stations for submarines and garages for sea vehicles.

The sea gives us food too. Scientists are farming fish and sea plants to provide more food sources. They are using the sea carefully and well, but this is only the beginning of what we can learn.

### Questions

1 The best title is:

a) How to Live in Space

b) The History of Submarines

c) How to Build a Machine

d) Exploring the World Under the Sea

2 The word "extract" means:

a) get

b) plant

c) eat

d) drink

3 The pronoun "their" refers to:

a) towns

b) stations

c) garages

d) oceanauts

4 Rocks under the sea are important because they contain:

a) useful metals

b) small vehicles

c) maps

d) fish

5 When was the first diving machine made?

6 Why are scientists farming fish and sea plants?

## Writing: Expeditions: Safety Preparations and Challenges

**Task:** Plan and write a two-paragraph report of at least 12 sentences about the safety preparations needed before an expedition and the challenges explorers might face.

Paragraph 1

Topic sentence:

Supporting details:

Concluding sentence:

### Supporting details:

## Paragraph 2

**Topic sentence:**

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**Supporting details:**

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**Concluding sentence:**

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### Supporting details:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Before moving to the next unit

- ☐ I answered all 35 vocabulary MCQs.
- ☐ I reviewed every incorrect vocabulary choice.
- ☐ I completed both grammar sections.
- ☐ I rewrote incorrect Do as Shown answers.
- ☐ I checked spelling, punctuation, and capital letters.

## My difficult words

| Word | Arabic meaning | My sentence |
|------|----------------|-------------|
|      |                |             |
|      |                |             |
|      |                |             |
|      |                |             |
|      |                |             |
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|      |                |             |

## My grammar corrections

| Question | My first answer | Correct answer |
|----------|-----------------|----------------|
|          |                 |                |
|          |                 |                |
|          |                 |                |
|          |                 |                |
|          |                 |                |