البلاطي

منصة تعليمية متكاملة

كتاب البلاطي
في
اللغة الإنجليزية

الفصل الدراسي الأول

2026 - 2027

9

المرحلة المتوسطة

We will learn:

- Vocabulary.
- Reading Comprehension.
- Grammar.
- Listening.
- Speaking.
- Writing.

Vocabulary

The word	POS	Definition & Example	The meaning
curious	Adj	wanting to know or learn something She was curious about the new student.	فضولي
talent	N	a natural skill or ability He has a talent for drawing.	موهبة
explorer	N	a person who travels to new places to learn about them The explorer discovered a hidden valley.	مستكشف
proudly	Adv	in a way that shows pleasure or satisfaction She proudly showed her artwork to the class.	بفخر
highlight	V	to emphasize or draw attention to something The teacher highlighted the important points.	يُبرز
represent	V	to act or speak for someone or something Flags represent countries in the Olympics.	يمثل
inspire	V	to give someone the desire to do something positive Her story can inspire young people to follow their dreams.	يلهم
remarkable	Adj	unusual or special in a way that makes people notice The student made a remarkable improvement in English.	استثنائي / ملحوظ
fulfil	V	to complete something or achieve a goal She worked hard to fulfil her dream of being a doctor.	يحقق / يُنجز
expedition	N	a journey made for a special purpose, often for exploration They went on an expedition to the desert.	بعثة / رحلة استكشافية
will	N	the ability or strong desire to decide and act She showed great will to overcome difficulties.	إرادة
survive	V	to continue to live after something dangerous Only a few plants can survive in the desert.	يبقى على قيد الحياة

merely	Adv	Only, simply; nothing more. He was merely a child, but very brave.	مجرد / ببساطة
mindset	N	The established set of attitudes held by someone. A positive mindset helps us face challenges.	عقلية / طريقة تفكير
consistently	Adv	In the same way over a period of time. She consistently arrives early to class.	بشكل ثابت
efficiently	Adv	In a way that achieves maximum productivity with minimum waste. He worked efficiently to finish the project.	بكفاءة
give up	ph.v	To stop doing something; to quit. She never gives up , no matter how hard it is.	يستسلم / يتخلى عن
tough	Adj	Strong, difficult, not easily broken or defeated. It was a tough exam, but he passed.	صعب / قوي
positive	Adj	Optimistic; thinking about what is good or hopeful. Try to stay positive during difficult times.	إيجابي
trust	V	To believe that someone or something is reliable. I trust my best friend completely.	يثق
progress	N	Forward or onward movement; improvement. Her progress in English is impressive.	تقدم
trait	N	A characteristic or quality of a person. Kindness is a wonderful trait.	صفة
remain	V	To stay in the same place or condition. Only two students remained in the library.	يبقى / يظل
equally	Adv	To the same degree or extent. All students are equally important.	بالتساوي

Student's Book Questions

Exercise

Look at the pictures. Tick (✓) the activities you would like to attempt and explain why:

1. I would like to try scuba diving because I love the sea and want to see fish andcoral reefs.
2. I would like to try mountain climbing because it looks exciting and I like challenges.

Read the passage; then do the tasks that follow:

A 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.

B 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.

C 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.

D 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.

Match each heading with the right paragraph:

1. First Kuwaiti at the North Pole. [c]
2. A Climb to Represent Kuwait. [b]

Decide if the sentences are true (T) or false (F), Correct the false ones:

1. Lamees Najim was the first person in the world to ski solo across Antarctica. (F)
2. The Kuwaiti explorers helped bring pride to their country. (T)
3. Personal achievement was the only aim of Lamees Najim's expedition. (F)

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What is the meaning of the following words as used in the passage?

1. outstanding: (a. excellent b. harmful c. careless) Paragraph 1
2. support: (a. adventure b. help c. difficulty) Paragraph 4

Complete the table below with more words from the passage for each part of speech, One example is given:

Adverbs	Adjectives	Nouns	Verbs
proudly	curious	expedition	survive
confidently	remarkable	explorer	represent
strongly	talented	support	inspire

Discuss the following questions:

1. What qualities helped Lamees and Fuad succeed?
   They were brave, confident, determined, and hardworking. They never gave up when facing difficulties.
2. How do the stories of Fuad and Lamees show their love for their country?
   They represented Kuwait proudly in international adventures and made their country known for courage and talent.

A journey Through an Explorer's Eyes:

1. Choose one of the explorers (Fuad or Lamees).
2. Write (3-4 sentences) in their voice.
3. Imagine how they felt before, during, and after the journey.
4. Focus on emotions, goals, and lessons learned.

- Example (choose Fuad Qabazard):

1. Before the journey: I felt excited but nervous. My goal was to climb Mount Everest and raise the Kuwaiti flag proudly.
2. During the journey: I faced cold weather and low oxygen, but I stayed strong and worked hard to reach the top.
3. After the journey: I felt proud because I represented my country and inspired many people in Kuwait.

- Example (choose Lamees Najim):

1. Before the journey: I felt curious and ready for a new adventure.
2. During the journey: I faced freezing weather and many challenges, but I worked with my team and never gave up.
3. After the journey: I felt proud to be the first Kuwaiti woman at the North Pole. I learned that determination can make dreams come true.

Discuss the following questions:

1. What does "success" mean to you?

   Success means reaching your goals and being proud of your work.

   النجاح يعني الوصول إلى الأهداف والشعور بالفخر بما أنجزته.

2. Is success the same for everyone?

   No, success is different for everyone. For some, it means good grades, for others, it means being happy or helping people.

   لا، النجاح يختلف من شخص لآخر بالنسبة للبعض هو الحصول على درجات عالية، وللآخرين هو السعادة أو مساعدة الناس.

3. Can anyone become successful? How?

   Yes, anyone can become successful by working hard, learning from mistakes, and never giving up. نعم، يمكن لأي شخص أن يصبح ناجحا إذا عمل بجد وتعلم من أخطائه ولم يستسلم.

Read the blog, then do the tasks that follow:

Blog

www.successinsights.blog

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

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.

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.

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.

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.

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

1. What is the main idea of the 4th paragraph?
   a. Most successful people are naturally talented from birth.
   b. Successful people achieve their goals without difficulties.
   c. Most successful people achieve their goals on the first try.
   d. Learning from others' experiences can help you succeed.
2. What is a 'growth mindset' as described in the passage?
   a. Thinking you can grow by learning from your mistakes.
   b. Thinking success is mostly a matter of luck.
   c. Viewing failure as something to be feared and avoided.
   d. Believing that natural talent is all you need to succeed.
3. What feeling does the writer want to create in the reader?
   a. happiness b. inspiration c. surprise d. boredom

Which linking words or phrases does the writer use to connect the paragraphs? (e.g., first...):

- First,
- In addition,
- Furthermore,
- Finally,

Discuss the following questions:

1. Name two habits that successful people follow.
   Setting clear goals and working hard every day.
2. Why is failure important for success?
   Because failure helps people learn, improve, and try again confidently.
3. What is the purpose of the writer in writing this passage?
   To explain that success depends on hard work, positive thinking, and learning from mistakes not only on talent.

Make a personal scrapbook that includes:

- One goal you want to achieve:
1. Three habits that will help you reach it.
2. A short motivational motto.
3. A small drawing about success.
4. One important idea you learned from the reading.

1. One goal you want to achieve:
   I want to improve my English speaking skills.
2. Three habits that will help you reach it:
   - Practice speaking every day.
   - Watch English videos and repeat.
   - Read English books regularly.
3. A short motivational motto:
   "Never give up, keep trying!".

Final Exam Questions

Exercise

Choose the correct answer from a, b, c and d:

1. The ..... to the north pole takes a long time.
   a. bond b. literature c.expedition d.wilderness
2. To ..... in the desert, you should take enough food and water.
   a. fulfill b.survive c. inspire d. highlight
3. We don't like the ..... people who wants to know your secrets.
   a.proud b. remarkable c.curious d.confident
4. The student was ..... about how airplanes could fly so high.
   a. Curious b. tough c. positive d. remarkable
5. The blue colour on the map ..... water, like oceans and rivers.
   a. remains b. inspires c. represents d. trusts
6. Hamad..... showed his family the certificate he won at school.
   a. consistently b. equally c. proudly d. efficiently
7. Ibn Battuta was a famous Arab ..... who visited many countries.
   a. mindset b. expedition c. will d. explorer
8. Teaching children to learn how to ride a bike can be ..... at first.
   a. Tough b. fake c. aromatic d. raw
9. Desert plants have special ways to ..... with very little water.
   a. highlight b. inspire c. survive d. trust
10. I wasn't angry; I was ..... surprised by the sudden news.
    a. Consistently b. equally c. merely d. efficiently
11. The athlete showed great ..... and determination to finish the race.
    a. mindset b. will c. trait d. explorer
12. My elder brother always has a ..... attitude, even on hard days.
    a. disposable b. tough c. positive d. wasteful
13. You should ..... your parents because they want the best for you.
    a. highlight b. remain c. survive d. trust
14. To be healthy, you must exercise, ... not just sometimes.
    a. consistently b. equally c. merely d. proudly
15. Having a good ..... helps students learn from their mistakes.
    a. expedition b. mindset c. packaging d. explorer
16. Organising your office will help you to do your job quickly and.....
    a. commonly b. merely c. efficiently d. instead

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17.Scientists are making ..... in finding a cure for the new disease.

a. customer b. label c. progress d. fibre

Fill in the spaces with words from the list:

explorer / proudly / highlight / represent / inspire / trust / merely/ mindset / efficiently/ give up / tough/ positive / consistently / talent / fulfil / expedition/ remarkable / equally /trait

1. Many years ago,an adventurous explorer set out to discover new lands, facing countless dangers.
2. Today, westill highlight her bravery in museums and history books.
3. Herstory continues to inspire young people to follow their dreams and seek out the unknown.
4. Schools often represent their achievements during special events.
5. Students proudly share projects about her life and journey.
6. Success is not about talent merely it also requires hardwork.
7. Having a growth mindset helps you learn from mistakes.
8. If you practice consistently you will improve over time.
9. She finished her tasks very efficiently and saved a lot of time.
10. No matter how hard it is,never give up.
11. The exam was very tough but the students tried their best.
12. Always try to keep positive attitude, even in difficult times.
13. You should trust yourself if you want others to trust you.
14. His talent for drawing was clear from a very young age.
15. Sheis working hard to fulfil her dreamof becoming a doctor.
16. The expedition to the North Poletookmonths of careful planning.
17. Our teacher asked us to highlight the most important sentences in the text.
18. The new system works efficiently, saving both time and energy.
19. Boys and girls should be treated equally in school and at home.
20. My uncle has a/an tough job that requires himto work hard for long hours.
21. The scientist made a/an remarkable discoveryabout howplants communicate.
22. Honestyis an important personal trait that everyone in society should have.
23. Fuad Qabazard,the Kuwaiti mountaineer, joined an exciting expedition to climb Everest.
24 .The scientist joined an/a expedition to the Arctic to study melting ice.
25. Teacher's kind words inspire the young girl to work harder in mathematics.

Reading Comprehension

Final Exam Questions

Read the following passage carefully, then answer the questions that follow:

Wood is a natural product and is one of the most handy and beautiful materials available to us providing a long-term environmental solution to endless applications. Wood has the best current protection properties of any normal construction material. When sourced from managed forests. It can actually be better than natural carbon. As a natural product and every piece, regardless of species, is completely rare.This meansthat it can varydramatically in appearance. This adds to the character, diversity and beauty of thematerial but is also something to consider if you are expecting all pieces to look alike.

Woodisahard,fibrous structural tissue found mainly in the stems and roots of trees. It has been used for thousands of years for both fuel and as a construction material. It is an organic material, a natural composite of cellulose fibers embedded in a template of gum which resists solidity. The chemical composition of wood varies from species to species, but is approximately 50% carbon, 42% oxygen, 6% hydrogen, 1% nitrogen, and 1% other elements. In chemical terms, the difference between hardwood and softwood is reflected in the composition of the basic material. Wood is categorized into hardwoods and softwoods. These terms actually relate to the tree's botanic classification.

Choose the correct answer from a, b, c and d:

1. What is the best title for this passage?
   a. Wood b. Softwood c. Hardwood d. Wood Source
2. The underlined pronoun "It" in the 2nd paragraph refers to.....
   a. fuel b. material c. construction d. wood
3. The meaning of the underlined word (diversity)in the 1st paragraph means.....
   a. color b. weight c. shape d. variety
4. What is the purpose of the writer in this passage?
   a. to persuade us to work with wood.
   b. to tell us information wood as natural substance.
   c. to make us save the trees.
   d. to teach us how to make furniture out of wood.

5. Wood is a hard, fibrous structural tissue found mainly in the .....
   a. stems of trees.
   b. rootsoftrees.
   c. stems and roots of trees.
   d. leaves of trees.
6. According to the passage,all the following statements areTrue except:
   a. Wood is an atural product and isone of the most handy.
   b. The chemical composition of wood varies froms pecies to species.
   c. Wood has been used for thousands of years just for fuel.
   d. Wood can varydramatically in appearance.

Answer the following questions:

1. Why is wood considered as completely rare?
   As anatural product and every piece, regard less of species,is completely rare.
2. What are the chemical elements of wood?
   The chemical composition of wood varies from species to species, but is approximately 50% carbon, 42% oxygen, 6% hydrogen, 1% nitrogen, and 1% other elements.

Grammar

Past Simple and Past Continuous

Past Simple

- Use: Actions that are completed in the past at a specific time.
- يُستخدم للتعبير عن أفعال حدثت وانتهت في الماضي في وقت محدد.

- Form: Subject + past form of verb (V2).

Negative

- Form: Subject + did not (didn't) + base form.

Question

- Form: Did + subject + base form?

Signal words

- yesterday (أمس), ago (منذ), last night / week/year (الليلة الماضية / الاسبوع الماضي/ السنه الماضيه) (2005 في عام) in 2025.

Examples

- I visited my uncle yesterday.
- She finished her homework two hours ago.
- We played football last week.

- زرت عمي بالامس.
- أنهت واجبها منذ ساعتين.
- لعبنا كرة القدم الاسبوع الماضي.

Past Continuous

- Use:Todescribe an action that was in progress at a specific moment in the past, or to show two actions happening at the same time, or one long action interrupted by another short action (usually Past Simple).

- يُستخدم للتعبير عن فعل كان مستمرًا في وقت محدد في الماضي، أو للتعبير عن فعلين كانا يحدثان في الوقت نفسه، أو عن فعل طويل قطعه فعل آخر قصير غالبًا ما يكون الفعل القصير في الماضي البسيط.

- Form: Subject + was/were + verb + ing.

Negative

- Form: Subject + was/were not + verb+ing.

Question

- Form: Was/Were + subject + verb+ing?

Signal words

- while (بينما), when (عندما), as (بينما), at 5 o'clock yesterday (في الساعة الخامسة).

Examples

- I was watching TV at 9 p.m.
- While they were studying, the phone rang.
- Wewerewalking in the park when it started to rain.

- كنت أشاهد التلفاز في التاسعة مساء.
- بينما كانوا يُدرسون، رن الهاتف.
- كنا نسير فى الحديقة عندما بدأت تمطر.

Student's Book Questions

Exercise

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.

Complete the table:

1. Completed actions (e.g. climbed ...).
2. Actions in progress (e.g. was hiking/ were paddling ...).

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

Circle the correct verb form in each sentence:

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

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).

Q: What were you doing when you heard a loud noise?

A: I was watching TV when I heard it.

Q: What were you doing when your cousin called you?

A: I was doing my homework when she called.

Q: What were you doing when it started to rain?

A: I was eating dinner when it started to rain.

Final Exam Questions

Exercise

Choose the correct answer from a, b, c and d:

1. While the doctor..... the patient, the lights went off.
   a. was checking b. is checking c. will check d. checks
2. My brother..... in the sea when he suddenly saw a whale shark.
   a.will dive b. is diving c. has dived d. was diving
3. My father came back late at home, while I ..... my homework.
   a. do b. did c. was doing d. am doing

Choose the correct form:

1. I (watched /was watching) TV when my friend called.
2. They (played/ were playing) football yesterday afternoon.
3. At 9 o'clock last night, we (studied / were studying) English.
4. While she (cooked / was cooking), her children (played / were playing).

Form a question for the following sentences:

1. The family travelled to Europe last year.
   Where did the family travel last year?
2. The captain of the ship sailed north to avoid the storm.
   Why did the captain of the ship sailed to the north?

Both...and, Neither...nor

Both...and كلٌّ من ... و

- Usage: To join two positive/similar ideas.
- نستخدمها لربط فكرتين أو شيئين إيجابيين.

Affirmative

Examples

- Both Ahmad and his brother play football every Friday. - كلٌّ من أحمد وأخيه يلعبان كرة القدم كل جمعة.
- Both the manager and the workers received the award. - كلٌّ من المدير والعمال حصلوا على الجائزة.
- Both English and French are taught at our school. - كلٌّ من الإنجليزية والفرنسية تُدرّس في مدرستنا.

Negative

Examples

- Both Ali and Omar don't eat junk food. - كلٌّ من علي وعمر لا يأكلون الوجبات السريعة.
- Both the teacher and the student didn't attend yesterday. - كلٌّ من المعلم والطالب لم يحضروا أمس.
- Both my cousins don't live in Kuwait now. - كلٌّ من أبناء عمي لا يعيشون في الكويت الآن.

Neither...nor لا... ولا

- Usage: To join two negative/similar ideas.
- نستخدمها لربط فكرتين أو شيئين سلبيين.

Affirmative

Examples

- Neither the students nor the teacher understood the question. - لا الطلاب ولا المعلم فهموا السؤال.
- Neither Huda nor Rania has completed the project. - لا هدى ولا رانيا أنهتا المشروع.
- Neither the phone nor the laptop was working. - لا الهاتف ولا الحاسوب كان يعمل.

Neither...nor (Already Negative)

Examples

- Neither the driver nor the passengers knew the road. - لا السائق ولا الركاب عرفوا الطريق.
- Neither Amal nor her sister wanted to join. - لا أمل ولا أختها أرادتا الانضمام.
- Neither the book nor the newspaper was interesting. - لا الكتاب ولا الصحيفة كانا ممتعين.

Student's Book Questions

Exercise

Look at the pictures. Then discuss:

1. Do Ahmed and Jassim play football?
   Yes, they do.
2. Do they play tennis?
   No, they don't.

Look at your answers above. Complete these sentences:

1. Both Ahmed and Jassim play football.
2. Neither Ahmed nor Jassim play tennis.

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

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

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

1. Do you and your partner like pizza?
   Both my partner and I like pizza. كلانا يحب البيتزا.
2. Can you and your partner swim?
   Neither my partner nor I can swim. لا أنا ولا شريكي تستطيع السباحة.
3. Do you and your partner enjoy English classes?
   Both my partner and I enjoy English classes. كلانا يستمتع بحصص اللغة الإنجليزية.
4. Can you or your partner play a musical instrument?
   Neither my partner nor I can play a musical instrument.
   لا أنا ولا شريكي نستطيع عزف آلة موسيقية.

Final Exam Questions

Exercise

Choose the correct answer from a, b, c and d:

1. ..... Mary ..... her sister likes swimming.
   a. Both .. or b. Neither .. or c. Both .. and d. Neither .. nor
2. ..... the teacher ..... the students were in the class yesterday.
   a. Neither .. nor b. Both .. and c. Both .. but d. Neither .. and
3. Do ..... Ahmed ..... Khalid know about the meeting?
   a. neither .. nor b. both .. and c. both .. nor d. neither .. and
4. He spoke in ..... English ..... French during the presentation.
   a. neither .. but b. both .. and c. neither .. and d. both .. nor
5. ..... my mother ..... my father could drive when they were young.
   a. Neither .. or b. Both .. and c. Neither .. nor d. Both .. nor
6. ..... Ahmed nor Fahed play football on weekends
   a. Neither b. Either c. Both d. None

Do as Shown:

1. Both Ali and Omar play football. (Change into negative)
   Neither Ali nor Omar play football.
2. Both Sara and Heba (be) are excited for the trip. (Correct the verb)

3. The boys are playing. The girls are playing too. (Join with Both - and)

Both the boys and the girls are playing.

4. The teacher is not here. The students are not here either. (join with neither - nor)

Neither The teacher nor The students are here.

5. Ahmed is reading a book. Sara is reading a book too. (join with Both - and)

Both Ahmed and Sara are reading a book.

6. The phone is not working. The laptop is not working either. (join with neither - nor)

Neither The phone nor The laptop are working.

7. Mobiles help people communicate. Computers help people communicate. (Join using: Both..and)

Both mobiles and computers help people to communicate.

8. Mona isn't travelling this year. Sara isn't travelling this year. (Use Neither- nor)

Neither Mona nor Sara are travelling this year.

9. My sister likes English. My sister likes science. (Join using: both...and)

My sister likes both English and science.

Listening

Student's Book Questions

Exercise

Discuss the following questions:

1. Have you ever been in a dangerous situation or an emergency?

No, I haven't, but I have seen emergency situations on TV.

2. What did you do to solve the problem?

I would stay calm and call for help.

Listen to the speakers and choose the best title:

a. Staying Safe in the Desert .

b. SOS: Save Our Souls.

c. A Trip to the Pacific Ocean .

d. GPS: Global Positioning System.

Listen again and complete the table:

Team	Time	Location	The Challenges They Faced
Alpha	09:15 AM	The Pacific Ocean	Their boat hit a rock and started to fill with water.
Bravo		Sonoran Desert	The engine broke and the team became exhausted.
Charlie	04:17 PM		Their heater broke in a cold place.

Listen once more and fill in the table with causes and effects:

No		Cause	Effect
1	Call 1	The boat hit a big rock.	Water is coming in.
2	Call 1	The engine is not working.	They are stuck in the ocean.
3	Call 2		We quickly became exhausted.
4	Call 3	Our heater is broken.	It is very cold/They are freezing.

Use the causes and effects from exercise 4 to write full sentences, using (because, so, since, as a result, therefore consequently):

- Example: The boat hit a big rock; as a result, water is coming in.

1. The engine is not working, so the team is stuck in the ocean.
2. The sun was very hot therefore we quickly became exhausted.
3. Our heater was broken so we felt very cold.

Use the causes and effects from exercise 4 to write full sentences, using (because, so, since, as a result, therefore consequently):

1. List three things you would do or bring.
2. Explain how each one would help keep you safe.
3. share your ideas with the class.

- I would bring enough water because dehydration can be dangerous.
- I would take a GPS and a map so I don't get lost.
- I would wear warm clothes since the weather can change suddenly.

Speaking

Student's Book Questions

Exercise

Look at picture (1). Discuss with a partner:

1. What dangers might people face in these places?
   People might face cold weather, wild animals, getting lost, lack of food Lo or water, or injuries.
2. What tools are needed to survive?
   People need a compass, firestarter, shelter, water filter, flare, backpack, and map.

Match the items (1–7) to their definitions, Use these items to give survival instructions, Use the imperative form:

Item		Definition
1. compass	(3)	a safe place to rest or sleep.
2. firestarter	(7)	a tool that helps you find direction.
3. shelter	(2)	helps you start a fire easily.
4. flare	(6)	carries your supplies on your back.
5. water filter	(1)	shows routes and landmarks.
6. backpack	(5)	makes dirty water safe to drink.
7. map	(4)	used to ask for help.

Listen to a podcast called "Top Survival Tips" and complete the notes:

- Tip 1: First, find or build a shelter.
- Tip 2: Second, start a fire to stay warm.
- Tip 3: Then find clean water and food.
- Tip 4: Finally, use a flare or make a signal for help.

Discuss the following:

1. Which tip did you find important? Why?

I think building a shelter is most important because it protects you from cold and danger.

2. What sequence words did the speaker use to order his 4 tips?

First, second, then, finally.

Choose one survival scenario, Prepare and present a short podcast episode, giving tips and instructions to people in one of these situations:

a. Lost in the Arctic.
b. Trapped in the Jungle.
c. Extreme Desert Heat.
c. Getting injured in the moumtain.

Time to Pitch!

1. Your group will present a 30-second survival podcast.
2. Use imperatives (e.g., "Stay calm. Find shelter.").
3. Use sequencing expressions (e.g., first, second, then, finally).
4. Speak clearly.

- Topic: Lost in the Arctic:

1. First, stay calm and look for a safe place to build a shelter.
2. Second, start a fire to keep warm.
3. Then, find clean water or melt snow to drink.
4. Finally, use a flare or signal to call for help.
5. Don't panic and don't walk too far alone!

Writing

Student's Book Questions

Exercise

Read the passage below, then answer the questions:

Exploring new places can be exciting, but it is not always easy. Adventurers often face dangers when travelling through deserts, mountains, or extremely cold regions. Som times, the environment makes the journey challenging, and explorers must think carefully about how they will handle the problems that arise.

Before starting an expedition, people must make good plans. They need to decide what to take with them and how to prepare for unexpected challenges. Careful planning.

1. What kinds of places might be difficult or dangerous for explorers?
   Deserts, mountains, and extremely cold regions (like polar regions).
2. Why do explorers need to plan carefully before they travel?
   Because careful planning helps them handle problems and stay safe during the journey.
3. What problems do you think could happen in deserts, mountains, or polar regions?
   Problems like bad weather, getting lost, lack of food or water, and injuries.
4. What preparations would you suggest to help explorers stay safe?
   Bring enough food and water, wear suitable clothes, carry maps and communication tools, and travel in groups.

Complete the following table by listing safety preparations explorers should make and the challenges they might face during an expedition:

Paragraph	Focus	Questions to Think about	Your Notes
1	Safety Preparations	1. What should people prepare before going on an expedition? 2. What important things should people take with them? 3. How could good preparation make the journey safer?	Explorers should make. careful plans before the trip. They should take maps. food, warm clothes, and safety equipment. They must check the weather and know how to contact help in an emergency Good preparation helps them stay safe and avoid accidents.
2	Challenges	1. What problems might explorers face in difficult environments? 2. How could these problems affect the expedition? 3. What might happen if someone is not ready for these challenges?	Explorers may face many problems like storms, extreme cold or heat, or getting lost. They may also run out of food or water. These challenges can make the journey dangerous. If they are not ready, they could get hurt or fail their mission.

- Exploring new places can be exciting, but it also comes with risks.

- Plan and write a two-paragraph report about going on an expedition discussing the safety preparations people should make and the challenges they might face.

- **Introduction:**

Exploring new places can be very challenging and exciting .

Paragraph (1): Safety Preparations

- **Topic Sentence:**

Before going on an expedition, explorers must make good safetypreparations.

- **Supporting details:**

- They need to plan carefully and take everything they will need for the journey.
- Explorers should bring enough food and water, warm clothes, and maps.
- They must also carry safety equipment such as first aid kits and communication tools.
- Good preparation helps them stay safe and avoid problems during the trip.

- **Concluding Sentence:**

Careful planning can make the difference between a safe journey and a dangerous one.

Paragraph (2): Challenges

- **Topic Sentence:**

Explorers may face many, challenges, during, their expeditions.

- **Supporting details:**

- They might have to deal with bad weather, extreme cold or heat, and difficult paths.
- Sometimes they can get lost or run out of supplies.
- These problems can make the journey dangerous and tiring.
- Explorers need to stay calm and find solutions quickly when things go wrong.

- **Concluding Sentence:**

Although expeditions are exciting, they can be very risky without good preparation.

- **Conclusion:**

Finally going on an expedition is quite amazing but. We should be well prepared to go on such adventures.

Final Exam Questions

Exercise

- You went on an expedition across the desert.

- Plan and write a report of about 12 sentences about safety preparations and challenges.

- Introduction:

Going in an expedition can be exciting, but it is not always safe, Adventurers often face dangers.

- Body.1:

- Challenges they face.

1. Bad weather.
2. lost in the desert.
3. lack of food and water.

- Body.2:

- Safety preparations.

1. warm clothes.
2. taking maps and compass.
3. taking enough food and water.

- Conclusion:

To be safe during expeditions a person should think carefully about how he will handle the any danger or problem he faces.

- Exploring new places can be exciting, but it can be risky.

- Plan and write a report of two paragraphs not less than (12 sentences) about "Going on an Expedition", showing the safety preparations people should make and the challenges people might face.
- NB: Writing should include (a topic sentence, supporting details and a concluding sentence).

Paragraph (1): Safety Preparations

- Topic Sentence:

Expeditions need safety preparations.

- Supporting details:

- food and clean water.
- first aid kits.
- check the weather.

- Concluding Sentence:

Good safety planning helps keep everyone safe.

Paragraph (2): Challenges in Expreditions

- Topic Sentence:

Exploresrs often face many challenges.

- Supporting details:

- Bad weather.
- Getting lost.
- Wild animals.
- Lack of food.

- Concluding Sentence:

These challenges make expeditions difficult but exciting.

Write your report here

Expeditions

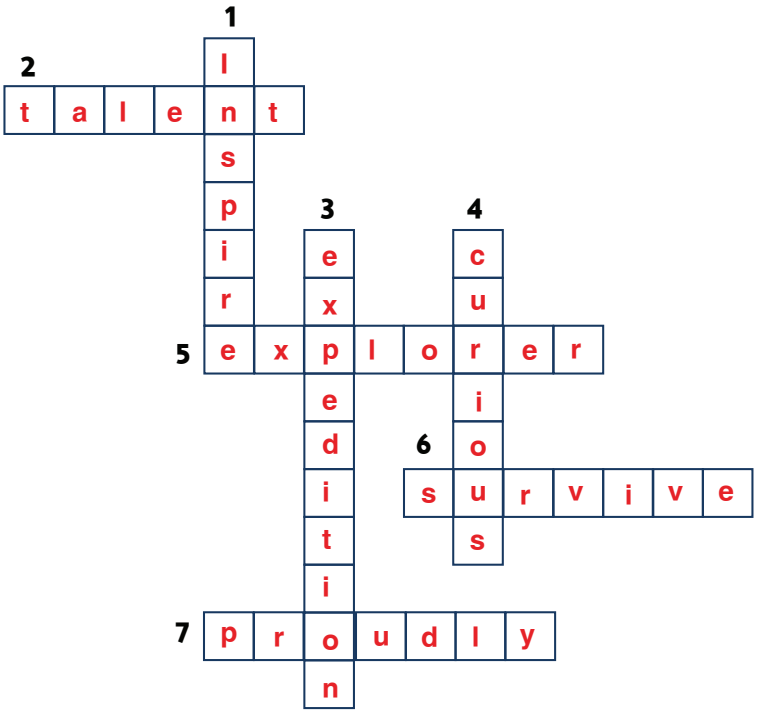
Expeditions need safety preparations. People must plan before they travel. They pack enough food and clean water for the trip. They should take first aid kits. They check the weather and carry clothing. Good safety planning helps keep everyone safe.

Exploresrs often face many challenges. The weather can change very quickly. Travelers may get lost on the way. They may face wild animals. Lack of food and water. These challenges make expeditions difficult but exciting.

Workbook Questions

Vocabulary

Complete the crossword puzzle using the clues provided:



- Across:

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

- Down:

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

Unscramble each word then use it in a meaningful sentence:

1. eitcfnilefy → efficiently
2. mstdein → mindset
3. pvisoite → positive

1. She works efficiently and always finishes her tasks on time.
2. A positive mindset helps you achieve your goals.
3. Sentence: Try to stay positive even when things are difficult.

Complete the sentences using the words below:

tough – represent – achievement – progress – consistently

1. The team made great progress on the project this week.
2. Winning the gold medal was a great achievement for the team.
3. This artwork will represent our school`s creativity at the exhibition.
4. If you exercise consistently, you will feel stronger and healthier.
5. Failing the driving test was a/an tough experience, but he didn't give up.

Grammar

Complete the sentences using the correct form of the verbs in brackets. (Use past simple or past continuous):

1. While we were walking (walk) through the forest, we saw a wild deer.
2. I was cooking (cook) dinner when the lights suddenly went (go) out.
3. They were climbing (climb) the mountain when it started to snow.
4. The students were chatting when the teacher entered (enter) the classroom.
5. My brother broke his leg while he was playing (play) football.

Read the sentences and complete them using (both...and / neither...nor):

1. Neither Sara nor Layla likes swimming. (They don't like it.)
2. Both Ahmed and his brother play football on weekends. (They do.)
3. Neither the teacher nor the students were late for class. (No one was late.)
4. Both my friend and I enjoy reading mystery stories. (We both do.)
5. Neither my parents nor my grandparents live in Kuwait. (None of them do.)

Do as shown between brackets:

1. I was reading a book while my brother (play) video games. (Correct the verb)
   I was reading a book while my brother was playing video games.
2. She was writing an email when her computer crashed. (Form a question)
   Was she writing an email when her computer crashed?
3. Salem didn't go to the party. Ahmed didn't go to the party. (Join using: neither...nor)
   Neither Salem nor Ahmed went to the party.
4. Huda enjoys swimming. Lina enjoys swimming. (Join using: both...and)
   Both Huda and Lina enjoy swimming.
5. Waleed travelled to Spain last year. (Form a question)
   When did Waleed travel to Spain?

6. Maha cooked dinner for her family. (Make negative)

Maha didn't cook Dinner for her family.

7. Hasan was driving to work. (Make negative)

Hassan wasn't driving to work.

Micro-Skill Practice

Listen to your teacher and underline the verbs ending in -ed:

1. The team worked together all night.
2. Sara cleaned her boots after the trip.
3. They waited at the camp before leaving.

Discuss with a partner:

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

No, they have three sounds: /t/, /d/, or /ɪ d/.

- Rule Box: Pronunciation -ed Endings
- We pronounce -ed as /t/ after voiceless sounds (/p/, /k/, /s/, /f/, sh / ʃ/, ch /t ʃ/,x).
- Examples: worked, washed, fixed
- We pronounce -ed as /d/ after voiced sounds (/l/, /n/, /m/, /r/, /v/, /b/, /g/, /z/, and all vowels).
- Examples: cleaned, dreamed, explored, played
- We pronounce -ed as /ɪ d/ after /t /or /d/ sounds. Examples: waited, needed.

Listen to your teacher and underline the verbs ending in -ing:

1. Lamees was climbing the mountain.
2. The boys were paddling across the river.
3. Fahad was swimming near the coral reef.

Discuss with a partner:

1. How do you pronounce the -ing ending in these words?
2. Is the "g" at the end strong or soft? (It should be soft: /ɪŋ/).

- Rule Box: Pronouncing -ing Endings
- We pronounce -ing as /ɪŋ/ (not /g/). The 'g' is soft.
- Examples: climbing, swimming, paddling

Repeat after your teacher:

1. Omar walked to the market.
   Omar walked to the market.
2. Huda visited her grandmother.
   Huda visited her grandmother.
3. The children were drawing pictures.
   The children were drawing pictures.
4. The girls played in the garden.
   The girls played in the garden.
5. Jamal was singing loudly.
   Jamal was singing loudly.
6. Ahmed was reading a story.
   Ahmed was reading a story.

Read the passage, then complete the tasks that follow:

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

1. Circle all the -ed and -ing verbs in the passage.
2. Identify how the -ed verbs are pronounced (/t/, /d/, /ɪd/) and how the -ing verbs are pronounced (/ɪŋ/).

- ed verbs: brushed (/t/), prepared (/d/), enjoyed (/d/).
- ing verbs: waiting (/IN/), started reading (/1n/), attending (/1n/), working (/10/).

3. Say each verb aloud, then sort them into groups based on their pronunciation.

- ed verbs: brushed (/t/) enjoyed (/d/) prepared (/d/).
- ing verbs: waiting (/IN/) started reading (/10/) attending (/In/) working (/In/).

Pair Work:

1. Make one sentence with an -ed verb and one with an -ing verb.
2. Say your sentences to your partner. Listen and check each other's pronunciation.

- I finished my homework.
- I am reading a story.

Assessment

Fill in the gaps with suitable words from the list:

inspire – give up – mindset – fulfil

1. Don't give up even if things get tough.
2. A good teacher can inspire students to achieve their dreams
3. She worked hard to fulfil her goal of becoming a doctor.
4. Having a positive mindset can help you overcome challenges.

Fill in the gaps with suitable words from the list:

1. They visited the museum yesterday. (Form a question)

   Did they visit the museum yesterday?

2. They (drive) to the city when they saw the accident. (Correct the verb)

   They were driving to the city when they saw the accident.

3. Both the laptop and the tablet need to be charged tonight. (Use: neither...nor)

   Neither the laptop nor the tablet needs to be charged tonight.

Read the following text, then answer the questions that follow:

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

Choose the correct answer from a, b, c and d:

1. Where did the students go for their trip?

   a) The beach b) The park c) The mountains d) The zoo

2. What did the students do during their trip?

   a) They fed the deer b) The swam in the lake

   c) They hiked and took pictures d) They cut trees and plants

3. What is the opposite of the word "exciting"?

   a) happy b) boring c) tired d) alive

Answer the following questions:

- What did the teacher do to make the trip educational?

  The teacher told interesting facts about the plants and animals they saw along the way.