

# LEARNING UNIT

# 8



Life Lessons

صفوة الحیاتیات

# Learning Unit

## 8

## Life Lessons



### Learning Outcomes

#### Listening and Viewing:

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

#### Speaking and Representing:

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

#### Reading and Viewing:

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

#### Writing and Representing:

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

### I can



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

**Vocabulary:** fabric, reputation, humble, deceive, meaningful, shipment, tear, complain, secretly, profit, lower, relief, return, joy, address, situation, apply, intentional, earn

**Linker Bank:** because, but, although, in conclusion

## The Honest Shop Owner

### Before You Read

- 1  **Discuss the following questions.**
  - a. Do you think honesty is an important value? Explain.
  - b. Why do you think the shop owner looks shocked in the second picture?
- 2  **Read the passage and complete the following tasks.**



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

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

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

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

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

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

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

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

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



## Learning Unit 8

2. What does the underlined word “it” in the 3rd paragraph refer to?

- a. new shipment    b. colourful roll    c. small tear    d. blue cloth

3. According to the story, ONE of the following statements is TRUE:

- a. Yusuf tried to sell the perfect fabric for a higher price secretly.  
b. Yusuf ignored the tear because he wanted more profit.  
c. Yusuf noticed a small problem in the blue fabric and didn't hide it.  
d. Yusuf gave the woman the idea that the fabric was good.

4. What is the writer's tone in the story? Explain your choice.

- a. friendly and persuasive    b. angry and sad    c. funny and excited    d. cold and unfriendly



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



**b. Answer the following questions.**

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



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

**True / False**

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

• .....

**True / False**

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

• .....

**3**



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

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

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

.....



**My Honest Choice**

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

**a. Each student writes one sentence to explain:**

- what happened (*One day, I accidentally...*)
- what honest action they took (*I decided to...*)
- how the other person reacted (*Then, the other person...*)

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

### Useful Language

#### Describing Past Events

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

I can

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

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

### 1 Look at the following pictures and complete the sentences.

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



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

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

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

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

- a. This room is in the library. It is used to read quietly. (**for**)  
This room in the library is for reading quietly.
- b. He practised swimming every day. He wanted to get stronger. (**to**)  
 .....
- c. We whisper. We do not disturb others. (**so that**)  
 .....
- d. I use this chart. It tracks my homework. (**for**)  
 .....

### Why I Do it!

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

1. to: .....
2. for: .....
3. so that: .....

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

#### Sentence Starters

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

I can

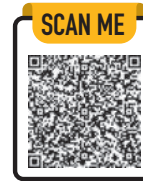
- **locate** main and detailed information from the listening text about Helen Keller.
- **organise** key ideas and the order of main events from an extended talk.

## The Story of Helen Keller

### Think, Pair, Share

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

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



#### 2 a. Listen to the podcast about “The Story of Helen Keller”. Then, choose another title for the podcast.

- The Life of Anne Sullivan
- A Trip to the United States
- How Helen Keller Taught Braille
- Helen Keller’s Interesting Life

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

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

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

- How did Helen lose her sight and hearing?
- How did Anne Sullivan teach Helen the word ‘water’?
- What do you think was the hardest part of Helen’s life?
- What important lesson can we learn from Helen’s life story?

#### 4 Match each value with the example from Helen Keller’s life.

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

#### Our Advice Poster

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

##### a. Start each piece of advice with one of the following:

- Be patient when...
- Try again if...
- Ask for help when...
- Stay positive even if...

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

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

#### Writing Checklist

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

I can

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

### "Vote for Me!"



#### 1 Discuss the following questions.

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

#### 2 Plan for your speech.

You will present a speech for the class leader election.

The following table shows useful phrases to prepare for your speech.

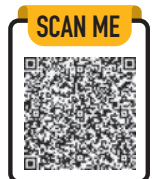
- Match each phrase group to its function (opening, values, reasons, closing).  
Then, you can use the phrases to build your own speech in the correct order.

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

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

#### 3 Write your "School Election Speech"

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



#### 4 Model Speech: Let me persuade you!

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

Repetition		Facts & Statistics	
A Thinking Question		A Call to Action	

#### 5 Present your "School Elections Speech"

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

#### Speaking Checklist

The speaker...

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



I can

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

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

### The Honest & Trustworthy



#### Before You Read

1  **Think about the following questions.**

- How would you describe the character of Prophet Muhammad (ﷺ)?
- What is your favourite story from the life of Prophet Muhammad (ﷺ)?

2  **Read the article and do the tasks that follow.**

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

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



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

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

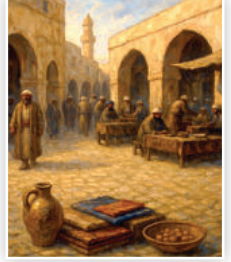


Throughout his life, the Prophet (ﷺ) showed honesty, patience, generosity, and kindness. People trusted his words **undoubtedly**, and his life teaches us that real leadership comes from strong character and **opting** to do what is right, even when it is difficult.



a. Write a different title for the article.





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

### 1. What is the main idea of the text?

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

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

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

### 3. The underlined word "they" in the 3<sup>rd</sup> paragraph refers to:

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

## b. Answer the following questions.

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

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

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

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



### Value Day Poster

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

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

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

##### • Your poster must include:

##### 1. relevant vocabulary

Use words like (honesty, just, polite, empathy, respect...).

##### 2. one activity for your "Value Day".

Choose an activity that your classmates can do to show this value.

### Examples:

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

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

### Sentence Starters

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

I can

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

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

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

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

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

- 2  Read the chart and complete the following tasks

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

few			a few			little			a little		
not enough	Countable Nouns		some			not enough	Uncountable Nouns		some		
<ul style="list-style-type: none"> <li>• He was sad because he had <b>few</b> supporters.</li> <li>• She is very busy. She has <b>few</b> moments of quiet.</li> </ul>				<ul style="list-style-type: none"> <li>• The children happily played <b>a few</b> games.</li> <li>• He organised <b>a few</b> chairs before the guests arrived.</li> </ul>		<ul style="list-style-type: none"> <li>• He had <b>little</b> patience for liars.</li> <li>• They had <b>little</b> time for rest.</li> </ul>			<ul style="list-style-type: none"> <li>• I donated <b>a little</b> money, but I felt very happy.</li> <li>• With <b>a little</b> confidence, I could present my work to the class.</li> </ul>		

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

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

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

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

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

1. juice: .....
2. minutes: .....



### My Daily Life Card

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

A few + (countable noun)

A little + (uncountable noun)

### Examples:

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



I can

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

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

### How to Learn from Great Examples

#### 1 Discuss the following questions.

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

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

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

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

#### 3 Read the following paragraph and complete the tasks below.

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

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

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

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

<b>he</b> would not cheat, even when doing the right thing was difficult.	
Let us choose <b>honesti</b> .	



## Learning Unit 8

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

4 

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

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

b. Fill in the following outline.

### Introduction

#### Paragraph 1: (Reason 1)

Topic sentence:

Supporting details (evidence):

Concluding sentence:

#### Paragraph 2: (Reason 2)

Topic sentence:

Supporting details (evidence):

Concluding sentence:

### Conclusion



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

d. Use the following checklist to edit your writing.

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

**Attention!**  
Use AI to learn,  
not to copy.

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

## Task

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

## Materials Needed

paper

colouring sets

markers

PowerPoint slides ...

glue

Others: .....

newspaper

magazines

textbook

reference books

internet access



## Project Steps

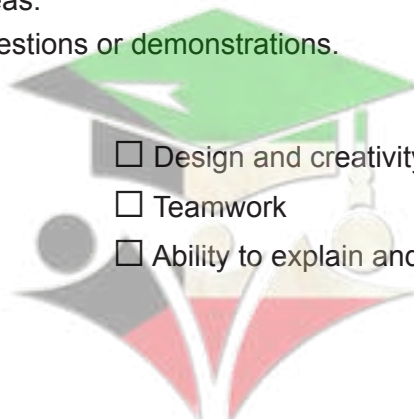
1. Form your group and assign roles (e.g., leader, researcher, designer, presenter).
2. Research your topic using books, websites, or interviews.
3. Plan your product (poster, model, slide deck, etc.).
4. Gather materials and create your product.
5. Rehearse your presentation.
6. Present your project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

## Presentation

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

## Evaluation Criteria

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



### Self and Peer Reflection.

What did I contribute to the project?

\_\_\_\_\_

One thing I would improve is:

\_\_\_\_\_

# GLOSSARY

## A

**abroad** /ə'brɔ:d/ (adverb)

in or to a foreign country

**accessible** /æk'sesəbl/ (adjective)

that can be reached, entered, used, seen, etc.

**acquire** /ə'kwaɪə(r)/ (verb)

to gain something by your own efforts, ability

**activate** /'æktiveɪt/ (verb)

to cause something to start

**active** /'æktiv/ (adjective)

doing something regularly

**address** /ə'dres/ (verb)

to think about a problem or a situation and decide how you are going to deal with it

**admit** /əd'mɪt/ (verb)

to agree that something is true

**advantage** /əd'vɑ:ntɪdʒ/ (noun)

a quality of something that makes it better or more useful

**ancient** /'eɪnfənt/ (adjective)

very old; having existed for a very long time

**appear** /ə'piər/ (verb)

to seem

**apply** /ə'plai/ (verb)

to use something or make something work in a particular situation

**argue** /'ɑ:gju:/ (verb)

to speak angrily to somebody because you disagree with them

## B

**background** /'bækgraʊnd/ (noun)

the details of a person's family, education, experience, etc.

**believe in** /bɪ'li:v in/ (phrasal verb)

to feel that you can trust somebody and/or that they will be successful

**beneficial** /'benɪ'fɪʃl/ (adjective)

improving a situation; having a helpful or useful effect

**blessing** /'blesɪŋ/ (noun)

something that is good or helpful

**bow** /baʊ/ (verb)

to move your head or the top half of your body forwards and downwards as a sign of respect or to say hello or goodbye

**broaden** /'brɔ:dn/ (verb)

to increase your experience, knowledge, etc.

## C

**charity** /'tʃærəti/ (noun)

an organisation for helping people in need

**cheat** /tʃi:t/ (verb)

to act in a way that is dishonest, or to make someone believe something that is not true in order to get something for yourself

**coach** /kəʊtʃ/ (verb)

to train somebody to do a job better, or to improve a skill

**complain** /kəm'pleɪn/ (verb)

to say that you are annoyed, unhappy, or not satisfied about somebody/something

**construct** /kən'strakt/ (verb)

to build or make something such as a road, building or machine

**contribution** /kən.trɪ'bju:.ʃən/ (noun)

something that you contribute or do to help produce or achieve something together with other people, or to help make something successful

**corner** /'kɔ:nə(r)/ (noun)

a part of something where two or more sides, lines or edges join



**count on /kaʊnt ɒn/ (phrasal verb)**

to trust somebody to do something or to be sure that something will happen

**cuisine /kwiˈzi:n/ (noun)**

a style of cooking

## D

**deceive /diˈsi:v/ (verb)**

to persuade someone that something false is the truth, or to keep the truth hidden from someone for your own advantage

**deepen /ˈdiː.pən/ (verb)**

to make something increase or become more serious

**define /diˈfaɪn/ (verb)**

to say what the meaning of something, especially a word, is

**delicate /ˈdel.ɪ.kət/ (adjective)**

needing careful treatment, especially because easily damaged

**demonstrate /ˈdem.ən.streɪt/ (verb)**

to show or make something clear

**depression /diˈpref.ən/ (noun)**

the state of feeling very unhappy and without hope for the future

**development /diˈvel.əp.mənt/ (noun)**

the process in which someone or something grows or changes and becomes more advanced

**disagreement /ˌdis.əˈɡriː.mənt/ (noun)**

an argument or a situation in which people do not have the same opinion

**disaster /diˈzɑː.stər/ (noun)**

(an event that results in) great harm, damage, or death, or serious difficulty

**dishonestly /diˈsɒn.ɪst.li/ (adverb)**

in a way that is not honest

**display /diˈspleɪ/ (verb)**

to show words, pictures, etc. on a screen

**duty /ˈdjuː.ti/ (noun)**

something that you have to do because it is part of your job, or something that you feel is the right thing to do

## E

**earn /ɜːn/ (verb)**

to receive money as payment for work that you do

**edit /ˈed.ɪt/ (verb)**

to make changes to a text or film, deciding what will be removed and what will be kept in, in order to prepare it for being printed or shown

**effortlessly /ˈefətlesli/ (adverb)**

in a way that needs little or no effort, and that seems easy

**elderly /ˈeldəli/ (adjective)**

(of people) used as a polite word for 'old'

**emotional /ɪˈməʊʃənəl/ (adjective)**

connected with people's feelings (= with the emotions)

**empathy /ˈempəθi/ (noun)**

the ability to understand another person's feelings, experience, etc.

**enable /ɪˈneɪbl/ (verb)**

to make it possible for somebody/something to do something

**enjoyment /ɪnˈdʒɔɪ.mənt/ (noun)**

the feeling of enjoying something

**enrich /ɪnˈrɪtʃ/ (verb)**

to improve the quality of something, often by adding something to it

**environmental /ɪnˌvaɪrənˈmentl/ (adjective)**

connected with the natural conditions in which people, animals and plants live; connected with the environment

# GLOSSARY

**establish /i'stæblɪʃ/ (verb)**

to start or create an organisation, a system, etc.  
that is meant to last for a long time

**etiquette /'et.i.ket/ (noun)**

the set of rules or customs that control accepted behaviour in particular social groups or social situations

**experience /ɪk'spiəriəns/ (verb)**

to have a particular situation affect you or happen to you

## F

**fabric /'fæb.rɪk/ (noun)**

cloth or material for making clothes, covering furniture, etc.

**fair /feə(r)/ (adjective)**

acceptable and appropriate in a particular situation

**false /fɔ:ls/ (adjective)**

wrong; not correct or true

**fan /fæn/ (noun)**

someone who admires and supports a person, sport, sports team, etc.

**fossil /'fɒs.əl/ (noun)**

the shape of a bone, a shell, or a plant or animal that has been preserved in rock for a very long period

**foundation /faʊn'deɪ.ʃən/ (noun)**

an idea or fact that something is based on

## G

**gain /geɪn/ (verb)**

to gradually get more of something

**generation /,dʒen.ə'reɪ.ʃən/ (noun)**

all the people of about the same age within a society or within a particular family

**generous /'dʒenərəs/ (adjective)**

giving or willing to give freely; given freely

**gladly /'glæd.li/ (adverb)**

willingly or happily

**greeting /'gri:tɪŋ/ (noun)**

something friendly or polite that you say or do when you meet or welcome someone

## H

**headset /'hed.set/ (noun)**

a set of headphones, especially one with a microphone attached to it

**hide /haɪd/ (verb)**

to prevent something from being seen

**historical /hɪ'stɒr.i.kəl/ (adjective)**

connected with studying or representing things from the past

**honesty /'ɒn.ə.sti/ (noun)**

the quality of being honest

**humble /'hʌmbl/ (adjective)**

showing you do not think that you are as important as other people

## I

**impact /'ɪmpækt/ (noun)**

the powerful effect that something has on somebody/something

**independently /,ɪn.dɪ'pen.dənt.li/ (adverb)**

without taking help or money from other people

**influencer /'ɪn.flu.ən.sər/ (noun)**

a person active on social media who is able to influence people's opinions or to persuade them to follow a particular lifestyle or buy a particular product

**insecure /,ɪn.sɪ'kjʊər/ (adjective)**

insecure people have little confidence and are uncertain about their own abilities or if other people really like them

**institution /,ɪn.stɪ'tju:ʃən/ (noun)**

a large and important organisation, such as a university or bank

**intentional** /ɪn'ten.ʃən.əl/ (adjective)

planned or intended

**intently** /ɪn'tent.li/ (adverb)

in a way that gives all your attention to something

**involve** /ɪn'vɒlv/ (verb)

if a situation, an event or an activity involves something, that thing is an important or necessary part or result of it

## J

**joy** /dʒɔɪ/ (noun)

a feeling of great happiness

**just** /dʒʌst/ (adjective)

fair; morally correct

## L

**lower** /'ləʊ.ər/ (adjective)

reduced in amount or value; less than another price

**luxurious** /lʌg'ʒʊə.ri.əs/ (adjective)

very comfortable and expensive

## M

**meaningful** /'miː.nɪŋ.fəl/ (adjective)

useful, serious, or important

**mostly** /'məʊstli/ (adverb)

mainly; generally

## N

**national** /'næʃnəl/ (adjective)

connected with a particular nation; shared by a whole nation

**necessary** /'nesəsəri/ (adjective)

that is needed for a purpose or a reason

## O

**operate** /'ɒpəreɪt/ (verb)

to work in a particular way

**opt** /ɒpt/ (verb)

to choose to take or not to take a particular course of action

## P

**package** /'pækɪdʒ/ (noun)

something that is wrapped in paper or put into a thick envelope so that it can be sent by mail, carried easily

**pandemic** /pæn'demɪk/ (noun)

a disease that spreads over a whole country or the whole world

**patience** /'peɪ.ʃəns/ (noun)

the ability to spend a lot of time doing something difficult that needs a lot of attention and effort

**persuade** /pə'sweɪd/ (verb)

to make someone do or believe something by giving them a good reason to do it or by talking to that person and making them believe it

**praise** /preɪz/ (verb)

to express admiration or approval of the achievements or characteristics of a person or thing

**pressure** /'pref.ər/ (noun)

difficulties and worries that are caused by the need to achieve or to behave in a particular way

**profit** /'prɒfɪt/ (noun)

the money that you make in business or by selling things

**promise** /'prɒmɪs/ (noun)

a statement that tells somebody that you will definitely do or not do something

**psychologist** /saɪ'kɒl.ə.dʒɪst/ (noun)

someone who studies the human mind and human emotions and behaviour, and how different situations have an effect on people

**put together** /pʊt tə'geðə/ (phrasal verb)

to put the parts of something in the correct places and join them to each other



# GLOSSARY

## Q

### **queue /kju:/ (noun)**

a line of people waiting for something or to do something

## R

### **realise /'ri:əlaɪz/ (verb)**

to understand or become aware of a particular fact or situation

### **reality /ri'æləti/ (noun)**

the true situation and the problems that actually exist in life, in contrast to how you would like life to be

### **reasonable /'ri:zən.ə.bəl/ (adjective)**

based on or using good judgment and therefore fair and practical

### **recent /'ri:sənt/ (adjective)**

happening or starting from a short time ago

### **reliable /ri'laɪ.ə.bəl/ (adjective)**

someone or something that is reliable can be trusted or believed because he, she, or it works or behaves well in the way you expect

### **relief /ri'li:f/ (noun)**

the feeling of happiness that you have when something unpleasant stops or does not happen

### **remote /ri'məʊt/ (adjective)**

far away from places where other people live

### **reputation /'repju'teɪʃn/ (noun)**

the opinion that people have about what somebody/something is like, based on what has happened in the past

### **resident /'rezɪdənt/ (noun)**

a person who lives in a particular place or who has their home there

### **restore /ri'stɔ:r/ (verb)**

to return something to an earlier good condition

### **return /rɪ'tʃ:n/ (verb)**

to come or go back from one place to another

### **revere /rɪ'vɪə(r)/ (verb)**

to admire and respect somebody/something very much

## S

### **secretly /'si:kretli/ (adverb)**

in a way that is kept hidden from people

### **select /sɪ'lekt/ (verb)**

to choose a small number of things, or to choose by making careful decisions

### **shelter /'ʃel.tər/ (noun)**

(a building designed to give) protection from bad weather or danger

### **shipment /'ʃɪpmənt/ (noun)**

a load of goods that are sent from one place to another

### **significantly /sɪg'nɪfɪkəntli/ (adverb)**

in a way that is large or important enough to have an effect on something or to be noticed

### **sincerely /sɪn'siə.li/ (adverb)**

honestly and without pretending or lying

### **situation /sɪtʃ.u'ei.ʃən/ (noun)**

the set of things that are happening and the conditions that exist at a particular time and place

### **socialise /'səʊ.ʃəl.aɪz/ (verb)**

to spend time when you are not working with friends or with other people in order to enjoy yourself

### **solution /sə'lu:ʃn/ (noun)**

a way of solving a problem or dealing with a difficult situation

### **substitute /'sʌb.stɪ.tʃu:t/ (verb)**

to use something or someone instead of another thing or person

## suitcase /'su:tkeɪs/ (noun)

a case with flat sides and a handle, used for carrying clothes, etc. when you are travelling

## T

### tear /teə/ (noun)

a hole in a piece of paper, cloth, or other material, where it has been torn

### tourism /'tʊə.rɪ.zəm/ (noun)

the business of providing services such as transport, places to stay, or entertainment for people who are on holiday

### training /'treɪ.nɪŋ/ (noun, acting as an adjective)

relating to the process of learning the skills you need to do a particular job or activity

### tribe /traɪb/ (noun)

a group of people, often of related families, who live together, sharing the same language, culture, and history

### trouble /'trʌbl/ (noun)

a problem, worry, difficulty, etc. or a situation causing this

### truly /'tru:li/ (adverb)

used to emphasise that a particular statement, feeling, etc. is sincere or real

### trustworthiness /'trʌstwɜ:ðɪnəs/ (noun)

the quality of always being good, honest, sincere, etc. so that people can rely on you

## U

### undoubtedly /ʌn'daʊtɪdli/ (adverb)

used to emphasise that something exists or is definitely true

### unfairly /ʌn'feə.li/ (adverb)

in a way that is not right or does not involve equal treatment

### unforgettable /ʌnfə'getəbl/ (adjective)

an unforgettable experience has such a strong effect or influence on you that you cannot forget it

### upset /ʌp'set/ (adjective)

unhappy or disappointed because of something unpleasant that has happened

### user /'ju:.zər/ (noun)

someone who uses a product, machine, or service

## V

### viewpoint /'vju:pɔɪnt/ (noun)

a way of thinking about a subject, a point of view

### vital /'vaɪt/ (adjective)

necessary or essential in order for something to succeed or exist

### volunteering /'vɒlən'tɪərɪŋ/ (noun)

the act of doing something, especially helping other people, willingly and without being forced or paid to do it

## W

### weaken /'wi:kən/ (verb)

to make somebody/something less strong or powerful; to become less strong or powerful

### wealth /welθ/ (noun)

a large amount of money or valuable possessions that someone has

### wise /waɪz/ (adjective)

able to make sensible decisions and give good advice because of the experience and knowledge that you have

# Irregular Verbs

## Base Form

be  
beat  
become  
begin  
bend  
bet  
bite  
blow  
break  
bring  
broadcast  
build  
burst  
buy  
catch  
choose  
come  
cost  
creep  
cut  
deal  
dig  
do  
draw  
drink  
drive  
eat  
fall  
feed  
feel  
fight  
find  
flee  
fly  
forbid  
forget

## Past Simple

was/were  
beat  
became  
began  
bent  
bet  
bit  
blew  
broke  
brought  
broadcast  
built  
burst  
bought  
caught  
chose  
came  
cost  
crept  
cut  
dealt  
dug  
did  
drew  
drank  
drove  
ate  
fell  
fed  
felt  
fought  
found  
fled  
flew  
forbade  
forgot

## Past Participle

been  
beaten  
become  
begun  
bent  
bet  
bitten  
blown  
broken  
brought  
broadcast  
built  
burst  
bought  
caught  
chosen  
come  
cost  
crept  
cut  
dealt  
dug  
done  
drawn  
drunk  
driven  
eaten  
fallen  
fed  
felt  
fought  
found  
fled  
flown  
forbidden  
forgotten

# Irregular Verbs

## Base Form

forgive  
freeze  
get  
give  
go  
grow  
hang  
have  
hear  
hide  
hit  
hold  
hurt  
keep  
kneel  
know  
lay  
lead  
learn  
leave  
lend  
let  
lie  
light  
lose  
make  
mean  
meet  
pay  
put  
read  
ride  
ring  
rise  
run  
say

## Past Simple

forgave  
froze  
got  
gave  
went  
grew  
hung  
had  
heard  
hid  
hit  
held  
hurt  
kept  
knelt  
knew  
laid  
led  
learnt/learned  
left  
lent  
let  
lay  
lit  
lost  
made  
meant  
met  
paid  
put  
read  
rode  
rang  
rose  
ran  
said

## Past Participle

forgiven  
frozen  
gotten  
given  
gone  
grown  
hung  
had  
heard  
hidden  
hit  
held  
hurt  
kept  
knelt  
known  
laid  
led  
learnt/learned  
left  
lent  
let  
lain  
lit  
lost  
made  
meant  
met  
paid  
put  
read  
ridden  
rung  
risen  
run  
said



# Irregular Verbs

## Base Form

see  
seek  
sell  
send  
set  
sew  
shake  
shine  
shoot  
show  
shrink  
shut  
sing  
sink  
sit  
sleep  
slide  
speak  
spend  
spit  
split  
spread  
spring  
stand  
steal  
stick  
sting  
stink  
strike  
swear

## Past Simple

saw  
sought  
sold  
sent  
set  
sewed  
shook  
shone  
shot  
showed  
shrank  
shut  
sang  
sank  
sat  
slept  
slid  
spoke  
spent  
spat  
split  
spread  
sprang  
stood  
stole  
stuck  
stung  
stank  
struck  
swore

## Past Participle

seen  
sought  
sold  
sent  
set  
sewn/sewed  
shaken  
shone  
shot  
shown/showed  
shrunk  
shut  
sung  
sunk  
sat  
slept  
slid  
spoken  
spent  
spat  
split  
spread  
sprung  
stood  
stolen  
stuck  
stung  
stunk  
struck  
sworn

صفوة معلم الكويت

# Irregular Verbs

## Base Form

sweep  
swim  
swing  
take  
teach  
tear  
tell  
think  
throw  
understand  
wake  
wear  
weep  
win  
write

## Past Simple

swept  
swam  
swung  
took  
taught  
tore  
told  
thought  
threw  
understood  
woke  
wore  
wept  
won  
wrote

## Past Participle

swept  
swum  
swung  
taken  
taught  
torn  
told  
thought  
thrown  
understood  
woken  
worn  
wept  
won  
written



صفوة معلمي الكويت

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