

Learning Unit

4



SIMPLE LIVING
BETTER WORLD

صِفْوَةُ مَعَالِي الْكُوَيْتِ

Learning Unit Four

Simple Living, Better World

Listening and Viewing

- Identify key information and main ideas from a range of spoken texts, demonstrating understanding of general content and specific details in contexts of simple living, decluttering, and wise spending.
- Summarise main ideas and supporting details from spoken texts, conveying meaning, intent, and structure accurately and coherently on topics of living simply and reducing waste.
- Evaluate lifestyle choices and strategies for simple living and their relevance to everyday life.

Speaking and Representing

- Discuss decision-making processes and habitual behaviours using precise and context-appropriate language in the context of simple living and smart spending.
- Deliver structured presentations with varied expressions, logical transitions, and tone suited to the audience and purpose on themes of simple living and mindful consumption.

Reading and Viewing

- Analyse written texts on simple living and waste reduction using appropriate reading strategies (e.g., skimming, scanning) to identify explicit and implicit details, the writer's purpose, main ideas, and negative factual information.
- Use target vocabulary accurately in both spoken and written communication about simple living and sustainability.

Writing and Representing

- Apply grammatical rules correctly and accurately in written tasks related to simple living and everyday choices.
- Produce cohesive and coherent two-paragraph expository reports with clear organisation, effective paragraphing, and language choices suited to the audience and purpose on simple living and wise lifestyle choices, implementing the stages of the writing process (planning, organising, drafting, revising, editing, publishing).
- Edit reports on simple living to improve sentence accuracy, cohesion, and clarity after completing the proofreading process.

Learning Unit 4

Lesson one: Reading

Expository



I can

- **analyse** implicit and explicit details from a written text about simple living.
- **apply** vocabulary related to lifestyle choices accurately in both spoken and written contexts.
- **Vocabulary:** focus, necessarily, instead, thoughtful, benefit, conserve, meaningful, gadget, valuable, balanced

What Does It Mean to Live Simply?

Before You Read

1



Look at the title. Choose what you think this passage will be about. Tick (✓) your ideas.

☐ Buying more things

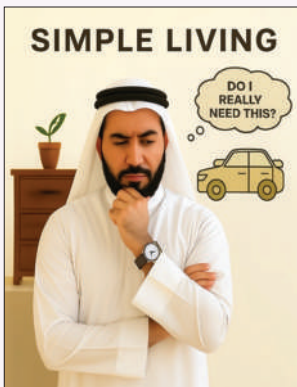
☐ Saving water and electricity

☐ Reducing screen time

☐ Spending more time with family

☐ Eating out at restaurants

☐ Helping the environment



Living simply means choosing a lifestyle that **focuses** on what is truly important. It does not **necessarily** mean giving up everything or living without comfort. **Instead**, it means using fewer things, spending less money, and being more **thoughtful** about how we live. People who choose simple living often ask themselves, “Do I really need this?” before they buy something.

Many people begin this lifestyle to reduce stress or save money, while others are motivated

To achieve these goals, in use less plastic, and recycle more. Additionally, which not only helps them save money, but also adopting this lifestyle can include eating local food and electricity.

However, living simply is not only about having smarter and more **meaningful** choices in everyday life. The newest **gadgets** or fashionable clothes, many people such as healthy food, education, and **valuable** experiences. Some also reduce their screen time to enjoy family moments, choose to walk or ride a bike instead of driving a car, and learn to cook meals at home rather than eating out for health. Some also plan their shopping carefully to save money.

Making smart choices is not always easy, but it is worth it for their lives. Whether it is saying “no” to something or saying “yes” carefully, each small step brings us closer to a simple life.

focuses on	يركّز على
necessarily	بالضرورة
instead	بدلاً من
thoughtful	متأنٍ / يفكر بعناية
motivated	لديه دافع / محفّز
protect	يحمي
achieve	يحقق
goals	أهداف
produce less waste	يقلل من النفايات
recycle	يعيد التدوير
gadgets	أجهزة / أدوات إلكترونية
valuable	قيّم / ذو قيمة
meaningful	ذو معنى / مهم
conserve	يحافظ على
fashionable	أنيق / على الموضة
experiences	تجارب
balanced	متوازن



Learning Unit 4

Lesson One: Reading

2 Read the passage then choose the best answer.

1. What is the main idea of the passage?

- a. It describes how to protect the environment.
- ☒ b. It discusses simple living and its benefits.
- c. It discusses ways to save money and reduce stress.
- d. It gives advice on how to find happiness in daily life.



2. Which of the following is an example of simple living?

- a. Buying more clothes when getting bored.
- ☒ b. Eating local food and reducing plastic use.
- c. Spending more money on expensive gadgets.
- d. Upgrading to the latest phone every year.

3 Match the words to their definitions. Then, share sentences with your partner using these words.

1. conserve	3	a. something important or valuable
2. gadget	1	b. to use something carefully so as not to use it all
3. meaningful	2	c. a small device, often a machine or electronic item

4 Discuss the following questions

1. Which ideas in the passage do you like or agree with? Why?

✍️ I like the idea of spending less money and helping the environment because it makes life simpler and healthier.

2. What would be easy and what would be difficult for you in simple living?

✍️ It would be easy for me to eat at home, but it would be difficult to reduce screen time.

5 What does the Holy Qur'an teach us about balance in life?

✍️ It teaches us to avoid waste and to live in moderation.

This week, I will try to reduce my screen time. I will spend more time reading and helping my family. Living simply helps me feel calm and organise. It also gives me more time for important things.

Use some of these ideas:

- ✓ eat at home, spend less
- ✓ organise your room
- ✓ walk more
- ✓ reduce screen time

Learning Unit 4

Lesson Two: Grammar

- I can apply the present perfect and present perfect continuous tenses accurately in both written and spoken contexts to describe lifestyle changes and ongoing habits.

Grammar: Present Perfect & Present Perfect Continuous

1 Read the examples below. Then, discuss the questions.

1. I have given away clothes I don't wear anymore.
2. I have been spending less time using my phone.

It focuses on the result of the activity.
It focuses on the activity itself.

- a. Which sentence focuses on the result of the activity?
- b. Which sentence focuses on the activity itself?

Tense	Form			Examples
Present Perfect	He/She/It I/We/You/They	has have	Past participle v3	She has avoided fast food.
Present Perfect Continuous	He/She/It I/We/You/They	has been have been	v+-ing	They have been eating healthy food for a month.
Keywords	just / already / yet / since / for / ever			

b. Describe the two pictures using the present perfect and the present perfect continuous.

(wash the car)

1. Picture 1: The man has been washing the car.
2. Picture 2: The man has washed the car.



2 Correct the verbs between brackets.

- a. I have been reading (read) this book for two hours.
- b. She has not finished (not finish) her homework yet.
- c. He has eaten (eat) lunch already.
- d. We have been studying (study) English since 1990.
- e. We have just cleaned (clean) the kitchen.

- Use **since** with the starting time:
I **have lived** here **since** 2021.
- Use **for** with the length of time:
I **have lived** here **for** two years.

3 Talk about the changes you have made recently, and the habits you have been trying to keep, based on the reading. Take turns asking and answering. Then, write your answers below.

- I have started eating at home more often.
- I have been trying to reduce my screen time.
- I have started walking to school instead of driving.
- I have been trying to save electricity.

Sentence Starters:

I have started...
I have been trying
to...

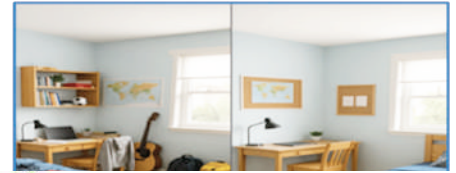
- I can analyse explicit and implicit details from a spoken text about decluttering spaces.

Learning Unit 4

Lesson Three: Listening



Decluttering Our Spaces



Before You Listen

1 Discuss these questions.

a. What does your room look like right now, tidy or cluttered?

→ Example answer: *My room is quite tidy because I cleaned it yesterday.*

b. How do you feel when your room is tidy? How do you feel when it is not?

→ Example answer: *When my room is tidy, I feel calm and happy. When it's messy, I feel stressed and can't focus.*

2 Listen to the podcast about “Decluttering Our Spaces,” then choose the correct answer.

What is the speaker's main message?

a. Decluttering is difficult and costs a lot of money.

☒ b. Decluttering helps people feel calm and more focused.

c. Everyone should throw half of their things away.



3 Listen again. Decide if each statement is True (T) or False (F), then correct the false ones.

a. The speaker says untidy rooms can cause stress. (T)

b. Decluttering means throwing away everything you have. (F)

c. The speaker suggests cleaning the whole house at once. (F)

4 Discuss the following questions.

a. What area of your life would you like to declutter? Why?

→ *I would like to declutter my desk because it's full of papers and books, and it's hard to find things.*

b. Have you ever tried decluttering before? What was the result?

→ *Yes, I decluttered my wardrobe last month, and now it's much easier to find my clothes.*

organise your space this week. Be sure to include:

1. **Three small actions** (e.g. sort your books, tidy your desk).

2. **How this can help** (e.g. save time, feel calm).

Example post:

This week, I plan to declutter my study space.

I will sort my books, tidy my desk, and throw away old papers.

These small actions will help me save time and feel calm while studying.

A clean space makes it easier to focus and stay organized.

or, I present your blog post to the whole class.

Learning Unit 4

Lesson Four: Speaking

- I can **evaluate** personal spending in relation to personal values by discussing smart spending habits using appropriate language.



Smart Spending, Wise Living

1



a. Read these spending habits and decide:

Is it a smart choice? Tick ✓ or ✗ next to each one.

Spending Habits	✓	✗
Buying something just because it's on sale		✗
Making a list before going shopping	✓	
Spending all your pocket money on one big item		✗
Bringing lunch from home instead of buying fast food	✓	
Asking yourself "Do I really need this?" before buying	✓	

b. Discuss these questions.

a. Which habits do you follow?

→ I usually make a list before shopping and ask myself if I really need something before I buy it.

b. Which spending habit is the hardest for you to change? Why?

→ It's hard not to buy things on sale because they look like a good deal, even when I don't really need them.

2



1. Do you usually think before buying anything?

→ Yes, I try to think carefully and ask myself if it's useful or just a want.

2. What could you do to spend money more cleverly?

→ I could save a part of my pocket money every month and avoid buying unnecessary items.

3. What advice does the Holy Qur'an give about using money wisely?

→ The Qur'an teaches us not to waste money and to spend it responsibly.

3



Imagine you receive 100 KD per month.

a. Divide the money into three parts (needs, savings, and fun).

1. How much money would you put in each part?

→ I would put 50 KD for needs, 30 KD for savings, and 20 KD for fun.

2. What would you spend it on?

→ I would spend it on school items and food, save for something big, and use a small part for fun activities.

3. Why did you choose this plan?

→ Because it helps me cover my important needs first, save for the future, and still enjoy a little fun.

Category	Amount (KD)	Example Expenses
Needs	50 KD	E.g. food, bills
Savings	30 KD	Money for the future
Treats / Fun	20 KD	E.g. snacks, movies, clothes



c. Present your budget plan to the class.

Learning Unit 4

Lesson Five: Reading

Expository

- **I can analyse** implicit and explicit details from a written text about reducing waste and saving the planet.
- **Vocabulary:** discard, packaging, responsibly, minimise, expense, preserve, disposable, consumption, donate, mindful, wasteful



Waste Less, Save the Planet

Before You Read

1



Look at the table below. Decide which items you think are wasteful and which are wise choices.

Work in groups and tick a **✗** for wasteful and **✓** for wise. Then, discuss the questions that follow.

Item or Action	Wasteful (✗)	Wise (✓)
Buying a new phone every year	✗	
Bringing a reusable water bottle		✓
Throwing away old clothes	✗	
Using plastic bags for shopping	✗	

1. Which actions do you do most often?

→ I often bring a reusable water bottle and try to reuse bags when shopping.

2. Why do people sometimes waste things?

→ Because they want new things, don't think about the environment, or find it easier to throw things away.

Every day, we throw away more things than we think. For example, we **discard** plastic water bottles, old clothes, food **packaging**, and paper. Much of what we call 'trash' could be reused, recycled, or even avoided completely.

Reducing waste is not just about the environment. It is about living wisely and **responsibly**. When we use only what we need, we can **minimise expenses** and **preserve** natural resources. For example, bringing a reusable water bottle, saying no to plastic bags, or using a lunchbox instead of **disposable** wrappers can make a big difference.

Some people follow the three R's rule: Reduce, Reuse, Recycle. First, they try to reduce **consumption** by choosing only what is necessary. Then, they reuse items like containers or bags. Finally, they recycle materials such as paper, glass, and plastic so that these materials can be made into new products.

Even small actions matter. Turning off lights, **donating** old clothes, and using digital notes instead of paper are all smart ways to reduce waste. These simple actions lead to a healthier planet and a more **mindful** lifestyle.

As the Holy Qur'an reminds us:

"Indeed, the **wasteful** are brothers of the devils." (Surah Al-Isra, 17:27) Being careful with our resources is a serious social responsibility.



Learning Unit 4

Lesson Five: Reading



Choose the best answer.

1. What is the main idea of the passage?

- a. We should stop shopping completely.
- ☒ b. Reducing waste helps the planet and our lives.
- c. Recycling is too difficult for most people.
- d. Using digital notes can be bad for the environment.



2. Which word in the 2nd paragraph has a similar meaning to "save"?

- a. need
- ☒ b. preserve
- c. bring
- d. use

3. According to the passage, which action is NOT a way to reduce waste?

- a. Recycling plastic water bottles.
- ☒ b. Throwing away paper and food packaging.
- c. Turning off lights when not needed.
- d. Using a lunchbox instead of disposable wrappers.



Discuss these questions. then share your ideas.

1. What ideas from the reading do you agree with? Why?

→ I agree that we should reuse and recycle because it helps protect the planet and saves money.

2. Why is it sometimes difficult for people to reduce waste?

→ Because people like to buy new things, forget to recycle, or think it takes too much time.

3. What does the Qur'anic verse mentioned in the passage teach us?

→ It teaches us not to be wasteful because wasting is wrong and against good values.

buying things you don't need... etc.)

Write 2-3 sentences about how you will change it and why.

Example Answer 1:

I will try to stop wasting electricity by turning off the lights when I leave the room. This will help save energy and protect the environment.

Example Answer 2:

I want to reduce food waste by taking smaller portions and finishing my meals. My goal is to be more mindful and not throw away food.

- I can use **quantifiers** (some-any-much-many-few-little) accurately to express quantity with countable and uncountable nouns in real-life situations.

Learning Unit 4

Lesson Six: Grammar



Grammar Focus: Quantifiers (some, any, much, many, few, little)

1 Read the conversation below and

Read the conversation, then:

- Underline all the quantifiers (e.g. *some, much, many, any, etc.*)
- Circle the noun that comes immediately **after** each quantifier.
- Next to each noun, write **“C”** for countable or **“U”** for uncountable.

Countable nouns can be counted (e.g. an apple, two apples, three apples, etc.)
Uncountable nouns cannot be counted.
 (e.g. *air, rice, water, etc.*)

Nora: I try not to waste money. I need.

Sara: That's home

Nora: Do you

Sara: Always! I also save little time by planning ahead.

Nora: I follow many accounts that give smart saving tips.

Sara: Me too. But sadly, few students really think before spending money.

Nora: Yes, and some of them don't make any plans before they shop.

Quantifiers and Nouns

Quantifier	Noun	Countable / Uncountable
much	money	U
some	snacks	C
any	offers	C
little	time	U
many	accounts	C
few	students	C
some	(them → people)	C
any	plans	C

- 2 Look at the questions and answer them.
- Which quantifiers are used with countable nouns?
☒ many, few, some, any
 - Which quantifiers are used with uncountable nouns?
☒ much, little, some
 - Which quantifiers are used in questions and negative sentences?
☒ any, much
 - Which quantifiers show a small number or amount?
☒ few, little

3 Complete the sentences using: some, any, much, many, few, little.

- We don't have any sugar at home, so we can't make tea.
- Have you seen any good movies recently?
- She has very few friends who like saving money.

4 Work in pairs and imagine you are shopping for a graduation party or another special occasion.

Topic: Shopping for a graduation party 🎉

Example Dialogue:

- Sister:** Do we have **any** plates for the party?
- Brother:** Yes, we already have **some**, but we don't have **many** cups.
- Sister:** Should we buy **some** juice and **a few** snacks?
- Brother:** Good idea! We don't need **much** juice, just two bottles.

Example:

Sister: Do we need any plates?

Brother: Yes, we already have some, but we don't have any cups left.

Sister: Are there any the cupboard?
 Yes, there are

Learning Unit 4

Lesson Seven: Writing



- I can **compose** a clearly structured two-paragraph report explaining simple living and the reasons people choose it.
- **Linkers Bank:** because, since, for this reason, for example, such as, for instance

Living Simply

1 a. Discuss the following, then write your ideas.

**What does "living simply" mean?
Give examples.**

Living simply means having a life that focuses on the most important things, not on money or expensive things.
It means using only what you need and avoiding waste.
For example, people who live simply may grow their own food, use fewer plastic products, and recycle.
They might walk or ride a bicycle instead of driving everywhere.

Why do some people choose to live a simple life?

Some people choose to live a simple life because they want less stress and more peace.
Others do it to save money and protect the environment.
Living simply helps people focus on their family, health, and happiness instead of material things.

b. Sort the linking words and phrases under the right headings.

because - for example - since - such as - for instance - for this reason

To show reasons	To give examples
because	for example
since	such as
for this reason	for instance

2 Read the sentences below. Write R (reason) or E (example) after each one.

1. People live simply because they want less stress. (R)
2. Since it saves money, many people like simple lifestyles. (R)
3. Some people avoid plastic products, such as bottles. (E)
4. They buy local food, for instance, fresh vegetables from the market. (E)
5. Some change their lifestyle. For this reason, they feel calmer. (R)



Learning Unit 4

Lesson Seven: Writing

'Many people today are choosing a simpler lifestyle than what we usually see.'

3



Plan and write a two-paragraph report explaining what living simply means and why some people choose to live a simple life. Give examples to support your ideas.

a. Fill in the following plan.

Paragraph 1: (What living simply means) + examples

Topic sentence:

Living simply means focusing on what is really important and not wasting money, time, or energy on unnecessary things.

Supporting details:

People who live simply try to buy only what they need instead of collecting many things. For example, they may reuse items, reduce waste, and avoid expensive or fast fashion. They also spend more time with family, enjoy nature, and feel thankful for what they have.

Concluding sentence:

In short, living simply means choosing quality over quantity and finding happiness in small, meaningful things.

Paragraph 2: (Why some people choose to live a simple life)

Topic sentence:

Many people choose to live a simple life because it helps them feel calmer and happier.

Supporting details:

A simple life reduces stress because there is less to worry about. It also saves money and protects the environment. For instance, when people buy fewer things, they use fewer resources and create less waste. Some people also believe that living simply gives them more time to focus on family, hobbies, and health.

Concluding sentence:

Overall, people choose simplicity because it helps them live peacefully, save money, and care for the planet.



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

Self-Assessment Checklist:

- ☐ I wrote two clear paragraphs.
- ☐ I explained what living simply means in my own words.
- ☐ I gave examples to support each idea.
- ☐ I gave reasons to support my ideas.
- ☐ I explained why some people choose to live a simple life.
- ☐ I used linking words (such as: because, for example, since, for instance).
- ☐ I checked my grammar, spelling, and punctuation.
- ☐ I used AI tools to proofread my writing.

ATTENTION

Let AI help
you grow, not
do the work
for you.

Project Topic (to be provided by the teacher)

Task

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

Materials Needed

paper	newspaper
colouring sets	magazines
markers	textbook
PowerPoint slides	reference books
glue	internet access
Others:	



Project Steps

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

Presentation

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

Evaluation Criteria

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

access / 'æk.ses / (noun)

the method or possibility of getting near to a place or person

accurate / 'æk.jə.rət / (adjective)

correct, exact, and without any mistakes

aromatic / ,ær.ə'mæt.ɪk / (adjective)

having a pleasant smell

assist / ə'sɪst / (verb)

to help

B

balanced / 'bæl.ənst / (adjective)

containing an equal amount or number of similar things or people

benefit / 'ben.ɪ.fɪt / (verb)

to be helped by something or to help someone

C

casually / 'kæʒ.ju.ə.li / (adverb)

in a way that is not formal or not suitable for a special or official occasion

cautious / 'kɔːʃəs / (adjective)

not acting quickly in order to avoid risks; careful

claim / kleɪm / (verb)

to say that something is true or is a fact, although you cannot prove it and other people might not believe it

commonly / 'kɒmən.li / (adverb)

usually; very often; by most people

complex / 'kɒm.pleks / (adjective)

involving a lot of different but related parts

consistently / kən'sɪs.tənt.li / (adverb)

in a way that does not change

conserve / kən'sɜːv / (verb)

to keep and protect something from damage, change, or waste

consumption / kən'sʌmp.jən / (noun)

the amount used or eaten

customer / 'kʌs.tə.mər / (noun)

a person who buys goods or a service

curious / 'kjʊə.ri.əs / (adjective)

wanting to know or learn about something

D

discard / dɪ'skɑːd / (verb)

to throw something away or get rid of it because you no longer want or need it

disposable / dɪ'spəʊ.zə.bəl / (adjective)

a disposable product is intended to be thrown away after use

distinctive / dɪ'stɪŋk.tɪv / (adjective)

something that is distinctive is easy to recognise because it is different from other things

donate / dəʊ'neɪt / (verb)

to give money or goods to help a person or organisation

GLOSSARY



E

efficiently / ɪ'fɪ.əntli / (adverb)

in a good and careful way

energetic / ˌen.ə'dʒet.ɪk / (adjective)

having or involving a lot of energy

equally / ˈiːkwəli / (adverb)

to the same degree; in the same or in a similar way

expedition / ˌek.spə'dɪʃ.ən / (noun)

an organised journey for a particular purpose

expense / ɪk'spens / (noun)

an amount of money needed or used to do or buy something; cost

experience / ɪk'spiəɪ.əns / (verb)

to have something happen to you, or to do or feel something

explorer / ɪk'splɔːrər / (noun)

someone who travels to places where no one has ever been in order to find out what is there

F

fake / feɪk / (adjective)

not real, but made to look or seem real

fibre / ˈfaɪ.bər / (noun)

a substance in food, such as vegetables that help that helps other food pass through the body easily

flavour / ˈfleɪ.vər / (noun)

how food or drink tastes, or a particular taste itself

focus / ˈfəʊ.kəs / (verb)

to give your full attention to what you are doing or to what is happening

fulfil / fʊl'fɪl / (verb)

to do something that is expected, hoped for, or promised, or to cause it to happen

G

gadget / ˈgædʒ.ɪt / (noun)

a small device or machine with a particular purpose

give up / gɪv ʌp / (phrasal verb)

to stop doing something before you have finished it, usually because it is too difficult

genuinely / ˈdʒen.ju.ɪn.li / (adverb)

really and sincerely

H

harmful / ˈhɑːm.fəl / (adjective)

causing harm

highlight / ˈhaɪ.laɪt / (verb)

to attract attention to or emphasize something important

homemade / ˌhəʊm'meɪd / (adjective)

made at home and not bought from a shop

I

increasingly / ɪn'kriːsɪŋli / (adverb)

more and more all the time

GLOSSARY



ingredient / in'gri:.di.ənt / (noun)

a food that is used with other foods in the preparation of a particular dish

inspire / in'spaɪər / (verb)

to make someone feel that they want to do something and can do it

install / in'stɔ:l / (verb)

to put a new program into a computer or a smart device

instead / in'sted / (adverb)

rather than; as an alternative

L

label / 'lei.bəl / (noun)

a piece of paper or other material that gives you information about the object it is attached to

M

maintain / mein'tein / (verb)

to continue to have; to keep in existence, or not allow to become less

manner / 'mæn.ər / (noun)

the way in which something is done

meaningful / 'mi:.niŋ.fəl / (adjective)

intended to show meaning, often secretly

merely / 'mɪə.li / (adverb)

only, simply, to emphasise what you are saying

mindful / 'maɪnd.fəl / (adjective)

careful not to forget about something

mindset / 'maɪnd.set / (noun)

a person's way of thinking and their opinions

minimise / 'mɪn.i.maɪz / (verb)

to reduce something to the least possible level or amount

N

necessarily / nes.ə'ser.əl.i / (adverb)

used to say that something cannot be avoided

O

occasion / ə'keɪ.ʒən / (noun)

a particular time, especially when something happens or has happened

organic / ɔ:'gæn.ɪk / (adjective)

not using artificial chemicals in the growing of plants and animals for food and other products

P

packaging / 'pæk.ɪ.dʒɪŋ / (noun)

the materials in which objects are wrapped before being sold

phishing / 'fɪʃ.ɪŋ / (noun)

an attempt to trick someone into giving information over the internet that would allow someone else to take money from them

positive / 'pɒz.ə.tɪv / (adjective)

full of hope and confidence, or giving cause for hope and confidence

preserve / pri'zɜ:v / (verb)

GLOSSARY



preserve / pri'zɜ:v / (verb)

to keep something as it is, especially in order to prevent it from decaying or being damaged or destroyed

produce / 'prɒdʒ.u:s / (noun)

food or any other substance or material that is grown or obtained through farming

progress / 'prɒʊ.gres / (noun)

movement to an improved or more developed state, or to a forward position

provide / prə'vaɪd / (verb)

to give someone something that they need

proudly / 'praʊd.li / (adverb)

with respect for yourself, recognising your own worth

R

raw / rɔ: / (adjective)

(of food) not cooked

recipe / 'res.i.pi / (noun)

a set of instructions telling you how to prepare and cook food, including a list of what food is needed for this

reflect / ri'flekt / (verb)

to show or be a sign of the nature of something or of somebody's attitude or feeling

remarkable / ri'mɑ:kə.bəl / (adjective)

unusual or special and therefore surprising and worth mentioning

remain / ri'mein / (verb)

to stay in the same place or in the same condition

reject / ri'dʒekt / (verb)

to refuse to accept, use, or believe something or someone

represent / rep.rɪ'zent / (verb)

to speak, act, or be present officially for another person or people

replace / ri'pleɪs / (verb)

to take the place of something, or to put something or someone in the place of something or someone else

responsibly / ri'spɒn.sə.bli / (adverb)

in a way that shows that you have good judgment and the ability to act correctly and make decisions on your own

S

scam / skæm / (noun)

a dishonest plan for making money or getting an advantage, especially one that involves tricking people

security / si'kjʊə.rə.ti / (noun)

protection of a person, building, organisation, or country against threats

serve / sə:v / (verb)

to provide food or drinks

seriously / 'siə.ri.əs.li / (adverb)

in a serious way, not joking

GLOSSARY



significantly / sig'nɪf.ɪ.kənt.li / (adverb)

in a way that is easy to see or by a large amount

software / 'sɒft.weər / (noun)

the instructions that control what a computer does; computer programs

source / sɔ:s / (noun)

the place something comes from or starts at, or the cause of something

survive / sə'vaɪv/ (verb)

to continue to live after almost dying because of an accident, illness, etc.

symbol / 'sɪm.bəl / (noun)

a sign, shape, or object that is used to represent something else

T

talent / 'tæl.ənt / (noun)

a natural ability to do something

thoughtful / 'θɔ:t.fəl / (adjective)

carefully considering things

tough / ,tʌf / (adjective)

strong; not easily broken or made weaker

trait / treɪt / (noun)

a particular characteristic that can produce a particular type of behaviour

trust / trʌst / (verb)

to believe that someone is good and honest and will not harm you, or that something is safe and reliable

U

uneasy / ʌn'i:zi / (adjective)

slightly worried or uncomfortable about a particular situation

update / ʌp'det / (verb)

to make something more modern or suitable for use by adding new information or changing its design

V

valuable / 'væl.jə.bəl / (adjective)

important, useful, or beneficial

variety / və'raɪ.ə.ti / (noun)

several different sorts of the same thing

W

wasteful / 'weɪst.fəl / (adjective)

using something in a careless way and causing some of it to be wasted

will / wɪl / (noun)

the mental power used to control and direct your thoughts and actions, or a determination to do something, despite any difficulties or opposition

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Irregular Verbs

Base Form	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown

Base Form	Past Simple	Past Participle
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken

Irregular Verbs

Base Form	Past Simple	Past Participle
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
sit	sat	sat
sleep	slept	slept
slide	slid	slid
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
forbid	forbade	forbidden
forget	forgot	forgotten

Base Form	Past Simple	Past Participle
show	showed	shown/showed
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
speak	spoke	spoken
spend	spent	spent
spit	spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
weep	wept	wept
win	won	won
write	wrote	written
shine	shone	shone
shoot	shot	shot

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Grade

9A



Evaluation



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