



وزارة التربية

Ministry of Education

State of Kuwait | دولة الكويت

English Pearls of Kuwait

Workbook



Grade

9A



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سَمُو الشَّيْخِ صَبَّاحٍ كَهَّالٍ هَمَادٍ السَّبَّاحِ
وَلِيِّ عَهْدٍ دَوْلَةِ الْكُوَيْتِ

H. H. Sheikh Sabah Khaled Al-Hamad Al-Sabah
Crown Prince of the State of Kuwait

Learner's Performance Follow-up



	Date	Performance	Teacher's Feedback	Parent's Signature
Unit 1		☐ Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement		
Unit 2		☐ Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement		
Unit 3		☐ Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement		
Unit 4		☐ Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement		

Formative Assessment

Type	Reading Comprehension	Vocabulary/ Dictation	Grammar	Writing	Homework	Project
Grade						

Table of Contents

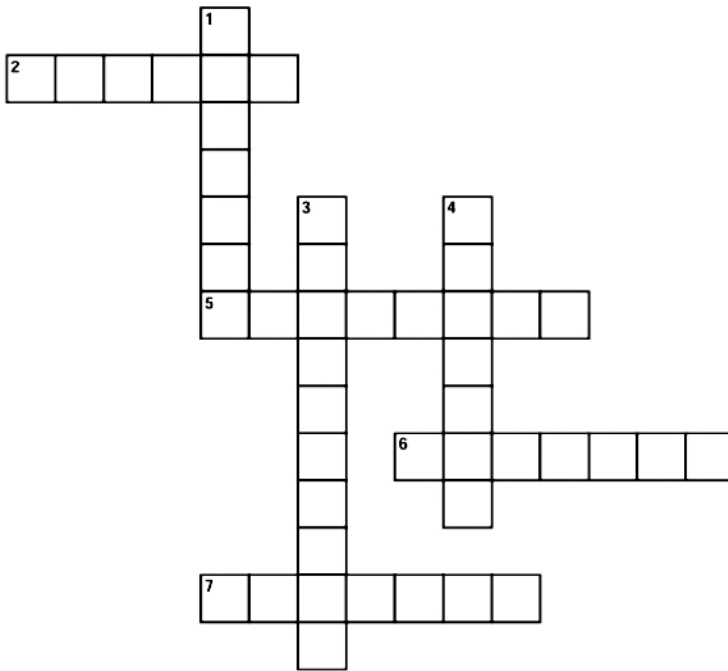
	Page
Learning Unit 1	15
Assessment 1	18
Learning Unit 2	23
Writing	26-27
Assessment 2	28
Learning Unit 3	33
Assessment 3	36
Learning Unit 4	41
Writing	44-45
Assessment 4	46

Learning Unit One

Kuwait: Stories of Success



1 Complete the crossword puzzle using the clues provided.



Across:

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

Down:

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

2 Unscramble each word then use it in a meaningful sentence.

1. eitcnilefy  _____
2. mstdein  _____
3. pvisoite  _____



1. _____
2. _____
3. _____

3 Complete the sentences using the words below.

tough – represent – trait – progress – consistently

1. The team made great _____ on the project this week.
2. Patience is a valuable _____ when working with students.
3. This artwork will _____ our school's creativity at the exhibition.
4. If you exercise _____, you will feel stronger and healthier.
5. Failing the driving test was a/an _____ experience, but he didn't give up.

Past Simple & Past Continuous

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

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

Both...and/ Neither...nor**2 Talking about Likes and Dislikes**

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

1. _____ Sara _____ Layla likes swimming. (They don't like it.)
2. _____ Ahmed _____ his brother play football on weekends. (They do.)
3. _____ the teacher _____ the students were late for class. (No one was late.)
4. _____ my friend _____ I enjoy reading mystery stories. (We both do.)
5. _____ my parents _____ my grandparents live in Kuwait. (None of them do.)

3 Do as shown between brackets.

1. I was reading a book while my brother (play) video games. (Correct the verb)
.....
2. She was writing an email when her computer crashed. (Form a question)
.....
3. Salem didn't go to the party. Ahmed didn't go to the party. (Join using: neither...nor)
.....
4. Huda enjoys swimming. Lina enjoys swimming. (Join using: both...and)
.....
5. Waleed travelled to Spain last year. (Form a question)
.....
6. Maha cooked dinner for her family. (Make negative)
.....
7. Hasan was driving to work. (Make negative)
.....

Say It Right: The -ed and -ing Ending Rules

① A. 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.

B. Discuss with a partner.

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

Rule Box: Pronunciation -ed Endings

- We pronounce -ed as /t/ after voiceless sounds (/p/, /k/, /s/, /f/, sh /ʃ/, ch /tʃ/, 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 /ɪd/ after /t/ or /d/ sounds. **Examples:** waited, needed

② A. 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.

B. Discuss with a partner.

- How do you pronounce the -ing ending in these words?
- 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

③ Repeat after your teacher.

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

④ 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.

- Circle all the -ed and -ing verbs in the passage.
- Identify how the -ed verbs are pronounced (/t/, /d/, /ɪd/) and how the -ing verbs are pronounced (/ɪŋ/).
- Say each verb aloud, then sort them into groups based on their pronunciation.

⑤ Pair Work

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

① Fill in the blanks with suitable words from the list.

A. Vocabulary

inspire - give up - mindset - fulfil - remarkable

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

B. Grammar

② Do as shown between brackets.

1. They visited the museum yesterday. (Form a question)
2. They (drive) to the city when they saw the accident. (Correct the verb)
3. Both the laptop and the tablet need to be charged tonight. (Use: neither...nor)

C. Reading Comprehension

③ 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.

a. Choose the correct answer from a, b, c or 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) They 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

b. Answer the following questions.

4. What did the teacher do to make the trip educational?



Skill	Excellent	Good	OK	Needs Help	Not Yet
Listening	The student can understand almost everything, even details, in English and	Understand most ideas and details, with only small gaps in understanding.	Understand the main points but sometimes misses details.	Misunderstands and needs repetition or help.	Cannot understand spoken English clearly
Speaking	The student can speak clearly, confidently, and accurately. Their English is easy to understand and fits the task.	The student can speak with only a few mistakes; their ideas are mostly clear and relevant.	[] The student can speak but makes mistakes that sometimes affect clarity; answers are partly relevant.	[] The student makes many mistakes, pauses often, and is hard to understand	[] The student cannot speak clearly or give relevant answers
Reading	The student can easily understand texts and read aloud fluently with clear pronunciation and expression	The student can understand most ideas and read aloud mostly clearly with small errors.	[] The student can understand the main points and read aloud clearly enough but with mistakes or pauses.	[] The student struggles to understand texts and reads aloud with many errors.	[] The student cannot understand texts or read aloud clearly
Writing	The student can write clearly and correctly, with good organisation, using words, and	The student can write with a few mistakes; ideas are mostly clear and organised.	[] The student can write but makes mistakes; meaning is usually clear but ideas	[] The student makes many mistakes; writing is unclear and poorly organised.	[] The student cannot write clearly or answer the task with relevant ideas

Learning Unit Two

Staying Safe Online



- ① You are a cyber detective! In pairs, read each clue and choose the correct word from the list.

phishing – update – fake – uneasy – cautious



Clues:

1. Not real, but looks convincing. (adj.)
2. Feeling uncomfortable or nervous. (adj.)
3. A sneaky trick that steals your personal information. (n.)
4. Being careful before acting. (adj.)
5. Make things more modern. (v.)

- ② Role Play: Complete the dialogue below using the appropriate vocabulary from the box.

software – replace – customer – assist – genuinely

- A: Hello! I need help with this typing **task**.
- B: Is your computer not working properly?
- A: I think there is a problem with the _____.
- B: No problem. We can _____ it with an updated version.
- A: That would be great. I _____ appreciate your support.
- B: You're welcome! I'm always happy to assist every _____.

- ③ Write one sentence for each of the following words from the list.

casually - efficient - reject - increasingly

1. _____
2. _____
3. _____
4. _____

Conditionals: First & Second**① Choose the correct answer from a, b, c or d.**

1. If it _____ tomorrow, we will cancel the picnic.
a) rains b) rained c) will rain d) would rain
2. If I _____ enough money, I would buy a new car.
a) have b) had c) will have d) am having
3. If I _____ taller, I would play basketball.
a) am b) will be c) were d) would be
4. If the train _____ on time, we won't be late.
a) arrives b) arrived c) will arrive d) would arrive

**② Complete the following sentences using the first & second conditionals.**

1. If I had more time, ...
2. She will miss the bus if
3. If I were you, ...
4. I would buy that car if

Relative Clauses: who, which, that, when, where**③ Complete the sentences with the correct relative pronoun.****Use: (when, who, where, which)**

1. The nurse _____ helped us was really kind.
2. We stayed at a hotel _____ was near the airport.
3. Friday evening is the time _____ the streets are busy.
4. This is the restaurant _____ we had dinner last night.

④ Do as shown between brackets.

1. If I won a million Dinar, I **(Complete)**
2. If I were you, I (take) that job. **(Correct the verb)**
3. I met a tourist. She speaks four languages. **(Join using: "who")**
4. Summer is the season. We travel the most in summer. **(Join using: "when")**

Word-Building: Understanding Prefixes (im-, in-, dis-, ir-, il-)

1 A. Read these sentences about Ahmed's online experience. Find all the words with prefixes. Then, underline the prefixes.

- Ahmed knew it was impossible to recover his account without changing the password.
- He tried several times, but the screen continued to show an incorrect password.
- He realised it was illegal for someone to steal his personal data.
- Clicking unknown links can be irresponsible, especially without checking the source.
- Ahmed felt distrust toward unfamiliar messages after the scam.

B. Match each word with the correct meaning.

Word		Meaning
1. impossible		A. Not correct or wrong.
2. incorrect		B. Not trusting or believing in something or someone
3. illegal		C. Not responsible; careless or reckless
4. irresponsible		D. Not able to be done or achieved
5. distrust		E. Not allowed by law

C. Complete the sentences by adding the correct prefix. (dis-, il-, im-, in-, ir-,) to the words.

- Throwing rubbish in the street is _____ legal by law.
- Don't _____ agree before you hear the full idea.
- My brother gets _____ patient if he has to wait too long.
- Lying is _____ responsible; always tell the truth.
- If you choose a weak password, your account will be _____ secure.

2 Build New Words

Fill in the missing parts in the following table.

Prefix	Word	New word	Meaning	Example sentence
im-	patient			
in-	active			
dis-	like			
ir-	regular			
il-	logical			

3 Prefix Vocabulary Poster

Think of three new words with different prefixes:

- Write each word in a meaningful sentence and underline the prefix.

Look for more examples online and share them with your classmates.



In recent years, AI chatbots have become an important part of our daily lives. **Plan and write a two-paragraph report** explaining the **benefits** and **limitations** of AI chatbots. Give examples from school, work or home.

a. Complete the following outline.

Introduction:

.....

Paragraph 1 (The benefits of chatbots)

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

Paragraph 2 (The limitations of chatbots)

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

Conclusion:

.....

b. Write your report here.

Handwriting practice area with 20 horizontal dotted lines.

A) Vocabulary

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

- Good internet _____ is important for online learning.
a) phishing b) scam c) customer d) access
- She will _____ the printer by following the instructions.
a) reject b) install c) assist d) claim
- The boy's answers were _____, so he got good grades.
a) uneasy b) cautious c) accurate d) fake

B) Reading comprehension

2 Read the following passage, then answer the questions that follow.

Doing exercise every day is one of the greatest habits that helps you stay strong and healthy. Exercise can also make you feel happier. It helps your brain release chemicals **that** improve your mood. People who exercise often sleep better and feel less stress. You don't need to go to the gym to stay active. A simple activity like walking or stretching at home can make a big difference. It also teaches discipline and builds confidence. Children and adults can benefit from daily movement. Making time for exercise, even 20 minutes a day, can help. So, start small and stay **consistent**!

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

- The underlined pronoun "**that**" in the 2nd line refers to:
a) brain b) exercise c) chemicals d) habits
- The opposite of the underlined word "**consistent**" is:
a) illogical b) inaccurate c) incomplete d) irregular

b. Answer the following question.

- How does doing exercise help the brain?



C) Grammar

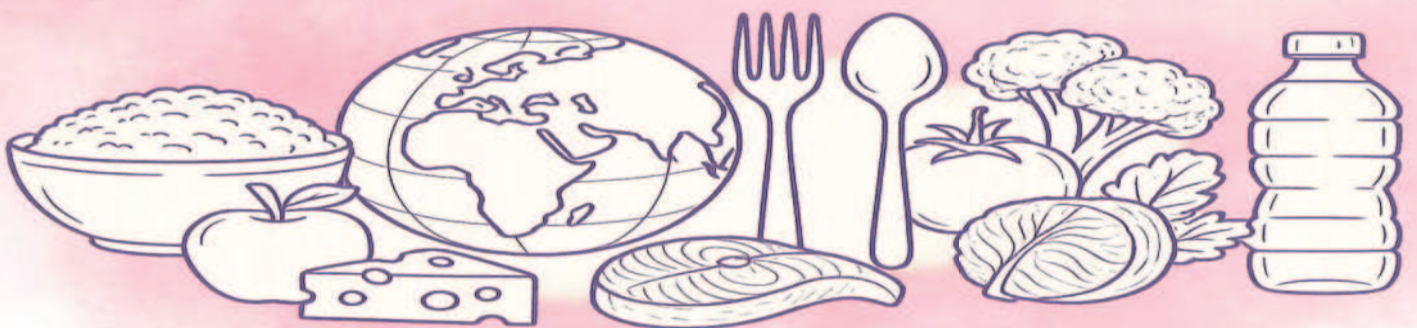
3 Do as shown between brackets.

- If she (**finish**) her work, she will come with us. (Correct the verb)
.....
- I know a place. You can buy fresh fruits there. (Join using: where)
.....

Skill	Excellent	Good	OK	Needs Help	Not Yet
Listening	The student can understand almost everything, even details, in English and Afrikaans.	Understand most ideas and details, with only small gaps in understanding.	Understand the main points but sometimes misses details.	Misunderstands and needs repetition or help.	Cannot understand spoken English clearly
Speaking	The student can speak clearly, confidently, and accurately. Their English fits the task.	The student can speak with only a few mistakes; their ideas are mostly clear and relevant.	[] The student can speak but makes mistakes that sometimes affect clarity; answers are partly relevant.	[] The student makes many mistakes, pauses often, and is hard to understand	[] The student cannot speak clearly or give relevant answers
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Writing	The student can write clearly and correctly, with good organisation, using words, and punctuation.	The student can write with a few mistakes; ideas are mostly clear and organised.	[] The student can write but makes mistakes; meaning is usually clear but ideas are not always clear.	[] The student makes many mistakes; writing is unclear and poorly organised.	[] The student cannot write clearly or answer the task with relevant ideas

Learning Unit 3

Food for Life: Culture, Health, and the Future



1 **Match each word with its appropriate definition.**

- | | | |
|-------------|-----------|-------------------------------------|
| A. serve | () | a special or formal event. |
| B. flavour | () | (of food) not cooked. |
| C. occasion | () | the special taste or smell of food. |
| D. raw | () | to give food or drink to someone. |

2 **Write the synonyms & antonyms of the following words.**

Word	Synonym	Antonym
energetic		
organic		
harmful		

3 **Fill in the blanks using the correct words from the box.**

distinctive – harmful – organic – recipe

- A list of ingredients and instructions for cooking a dish is called a
- Food grown without chemicals or artificial fertilizers.
- Easy to recognise because it is different from others.

4 **Complete the following sentences with words from the list below.**

occasion – label – fibre – symbol – source

- Fruits and vegetables are a good _____ of vitamins.
- Eating food high in _____ helps keep your stomach healthy.
- Always read the food _____ to check the ingredients.
- Doves are often used as a _____ of peace.

Passive Voice (Present Simple - Past Simple - Models)**1 Change the following sentences into passive.**

- The chef cooks the meals every day.
.....
- They completed the project last week.
.....
- The teacher will check the homework tomorrow.
.....
- The workers build bridges every year.
.....

Comparatives & Superlatives**2 Choose the correct form (comparative or superlative) to complete each sentence.**

- Mount Everest is _____ (**high**) than Mount Kilimanjaro.
- She is the _____ (**fast**) runner in the team.
- That was the _____ (**interesting**) movie I've ever seen.

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

- The documents _____ before the meeting.
a) sign b) must sign c) signed d) must be signed
- The plane tickets _____ last week.
a) should buy b) were bought c) are buying d) are bought
- My new job is _____ the one I had before.
a) better than b) better c) best d) the best
- She is _____ person I know. She always helps others.
a) kinder than b) kinder c) the kindest d) kindest

Spice Up Your English with Food Idioms

① Underline the idioms in the sentences below and try to guess what they mean.

1. The teacher told a joke to break the ice.
2. The boy spilt the beans about the surprise party.
3. Reading has always been my cup of tea. It calms my mind.
4. Teaching is my father's bread and butter because it is his job.
5. The test was a piece of cake for Huda because she had reviewed all the material the night before.
6. "Don't cry over spilt milk", said my friend when I forgot to bring my homework.

An **idiom** is an expression that doesn't mean exactly what the words say.

② Match each idiom with its meaning.

idiom	Meaning
a. bread and butter	1. Something that someone likes or enjoys (often used in the negative : "not my cup of tea").
b. break the ice	2. To tell a secret or reveal information that was meant to be kept quiet.
c. piece of cake	3. Someone's main job or main source of income.
d. spill the beans	4. To help people feel more comfortable in a new or tense situation.
e. cry over spilt milk	5. Something that is very easy to do.
f. cup of tea	6. To be upset about something that has already happened and can't be changed.

③ Complete each sentence with the correct idiom from the list below.

bread and butter / piece of cake / break the ice / spills the beans / cup of tea / cry over spilt milk

1. Watching horror movies isn't my _____. I prefer comedies.
2. I thought baking a cake would be hard, but it was _____.
3. At the start of the meeting, I told a funny story to _____.
4. My little sister can't keep a secret. She always _____.
5. Fishing is his _____, especially during the busy summer season.
6. I lost my phone yesterday, but my father told me not to _____.

④ Let's Talk in Idioms!

Choose any two idioms from the list.

- a. Write a short dialogue using them naturally.
- b. Practise it with a partner and present it to the class.

Look for more examples online and share them with your classmates.

A. Vocabulary

① Fill in the blanks with suitable words from the list.

flavour – organic – harmful – commonly – maintain

- Many people prefer to eat _____ fruits and vegetables.
- Rice is _____ eaten in many countries around the world.
- It's important to _____ a healthy diet and regular exercise routine.
- Lemon adds a fresh _____ to the dish and makes it taste better.

B. Grammar

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

- Every week, important reports _____ by the team to track progress.
a) prepare b) are prepared c) prepared d) were preparing
- The museum _____ by tourists for free next week.
a) visit b) will visit c) visited d) will be visited
- It is _____ winter we've ever had in years.
a) colder b) colder than c) the coldest d) coldest

C. Reading Comprehension

③ Choose the correct answer from a, b, c or d.

People around the world enjoy different eating habits. In some countries, breakfast is the biggest meal, while in others, dinner is more important. Some cultures eat with chopsticks, others with hands or forks. Some people follow vegetarian diets, while others include more meat in their meals. In many homes, cooking is a family activity. Markets and local ingredients influence what people eat. Learning about food customs can teach us about daily life, values, and traditions in different societies.

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

- What is the best title for the passage?
a) Benefits of a Vegetarian Diet b) The History of Cooking Tools
c) Exploring Food Habits d) Eating Well Without Meat

b. Answer the following questions.

- According to the passage, what can learning about food customs teach us?
.....

- Why might cooking bring people together?
.....

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Learning Unit Four

Simple Living, Better World



- ① Read each definition carefully. Then choose the most suitable word from the list below.

valuable – thoughtful – balanced – gadget – focus

1. Thinking about something seriously before deciding.
2. Having equal or correct amounts of different things.
3. To give full attention to something or concentrate on it.
4. Something that is worth a lot or is very useful.

- ② Complete the dialogue below using the appropriate words from the given box.

mindful – responsibly – preserve – donate – packaging – wasteful

Sara: Hey, Layla! I'm trying to be more _____ about how I shop.

Layla: That's great! I've started buying things with less _____ to reduce waste.

Sara: Me too. I also try to _____ clothes that I don't wear instead of throwing them away.

Layla: That's smart. Being _____ just harms the environment.

Sara: Exactly. We all need to act _____ to _____ the planet for future generations.

Layla: I totally agree. Even small changes can make a big difference.

- ③  Choose the correct answer from a, b, c or d.

1. Eating a balanced diet will _____ your body, mind, and immune system.
a) donate b) minimise c) focus d) benefit
2. We used _____ plates at the picnic to make cleanup easier.
a) disposable b) valuable c) thoughtful d) balanced
3. The chef used a kitchen _____ that slices vegetables in seconds.
a) flavour b) symbol c) expense d) gadget

Present Perfect & Present Perfect Continuous

1



Complete the sentences using the correct form of the verb in the present perfect simple or present perfect continuous.

1. Sara (never/ try) sushi.
2. They (study) for the exam since morning.
3. (you/finish) your homework yet?
4. She (learn) Spanish for two months.

Quantifiers (some, any, much, many, few, little)

2

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

1. There isn't _____ water left in the bottle; it is almost empty.
a) few b) much c) many d) little
2. Is there _____ milk in the fridge?
a) any b) many c) few d) little
3. We saw _____ people at the concert last night. It was very crowded.
a) any b) many c) few d) little
4. She is worried because she has _____ time to finish the task.
a) any b) many c) few d) little
5. _____ people attended the meeting because of the rain.
a) Any b) Many c) Few d) Little

3

Choose the correct answer to complete each sentence.

1. She (**has worked / has been working**) here since 2015.
2. We (**have just received / have been receiving**) the email.

4



Do as shown between brackets

1. They have visited many interesting places. (Make negative)
.....
2. They have been waiting for the bus for a long time. (Make negative)
.....
3. He has been learning English for three years. (Form a question)
.....
4. Yes, she has lost her phone. (Form a question)
.....

Punctuation Power: Colons and Semicolons

① A. Read the sentences below. Underline the part that comes after the colon (:) or semicolon (;).

1. There are three ways to live simply: use less, buy less, and recycle more.
2. The average person uses too many resources: most of these can be reduced by small, daily changes.
3. Many people want to save more; they start planning their spending.

B. Discuss with a partner.

1. Colon (:) Look again at sentences 1 and 2.

- What comes before the colon? Is it a complete sentence?
- What comes after the colon? Is it a list or an explanation?
- Can you use a colon if the first part is not a full sentence?

A colon (:): Use a colon after a full sentence to show a list, give an example, or explain something.

2. Semi-colon (;) Look at sentence 3.

- Are there two complete sentences on each side of the semi-colon?
- Are the two ideas closely related?
- Can you use a full stop instead?

A semi-colon (;): Use a semi-colon (;) to join two closely related sentences; each part must be a complete sentence on its own.

② Colon or Semicolon? Make the Right Choice!

Add (:) or (;) in the blanks.

1. There are three rules for a balanced life___ eat well, rest enough, and stay active.
2. Simple living has one big benefit___ it helps you feel more in control.
3. Some people choose to cook at home___ they want to eat healthier.
4. She avoids fast fashion___ she prefers to buy only what she needs.

③ Your Turn: Use a Colon and a Semicolon

- Write one sentence using a colon (:) to introduce a list or explanation.
- Write one sentence using a semi-colon to join two related ideas.

1. _____
2. _____



In today's world, reducing waste has become essential for protecting the environment and ensuring a cleaner and healthier future.

Plan and write a two-paragraph report explaining why reducing waste is important and suggesting practical ways to reduce waste.

Support your ideas with examples from your own experience.

a. Complete the following outline.

Introduction:

.....

Paragraph 1 (The importance of reducing waste)

Topic sentence:

.....

Supporting details:.....

.....

.....

Concluding sentence:

.....

Paragraph 2 (Practical ways to reduce waste)

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Conclusion:

.....

b. Write your report here.

Handwriting practice area with 25 horizontal dotted lines.

A. Vocabulary

① Complete the sentences with words from the box:

benefit – consumption – disposable – minimise – valuable – focus

1. You should _____ on your studies if you want to pass the exam.
2. The museum has many _____ paintings from the 18th century.
3. The doctor advised him to reduce his sugar _____.
4. To save money, we need to _____ unnecessary spending.
5. Many people use _____ cups for coffee.

B. Grammar

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

1. She _____ just _____ from an international conference.
a) has / returned b) will / return c) was / returning d) would / return
2. We _____ for the presentation since Monday.
a) prepare b) prepared c) would prepare d) have been preparing
3. We had _____ information about the event.
a) few b) little c) many d) any

C. Reading Comprehension

③ Read the following text, then answer the questions that follow.

Living simply means focusing on what truly matters. It involves reducing clutter and unnecessary possessions. Many people find happiness by appreciating small things in life. Simple living encourages spending time with family and friends. It can help reduce stress and improve mental health. People who live simply often choose quality over quantity. They don't buy unnecessary things and enjoy doing useful activities instead. Living simply is a way to find balance and contentment in a busy world.

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

1. The writer's purpose of writing this paragraph is to:
a) explain how to collect more possessions.
b) describe the benefits of living simply.
c) encourage people to work longer hours.
d) support buying expensive things.
2. The underlined word "They" in the 4th line refers to:
a) friends b) possessions c) people d) things

LIVING SIMPLY



Skill	Excellent	Good	OK	Needs Help	Not Yet
Listening	The student can understand almost everything, even details, in English and Afrikaans.	Understand most ideas and details, with only small gaps in understanding.	Understand the main points but sometimes misses details.	Misunderstands and needs repetition or help.	Cannot understand spoken English clearly
Speaking	The student can speak clearly, confidently, and fluently. Their English easily fits the task.	The student can speak with only a few mistakes; their ideas are mostly clear and relevant.	[] The student can speak but makes mistakes that sometimes affect clarity; answers are partly relevant.	[] The student makes many mistakes, pauses often, and is hard to understand	[] The student cannot speak clearly or give relevant answers
Reading	The student can easily understand texts and read aloud fluently with clear pronunciation and expression.	The student can understand most ideas and read aloud mostly clearly with small errors.	[] The student can understand the main points and read aloud clearly enough but with mistakes or pauses.	[] The student struggles to understand texts and reads aloud with many errors.	[] The student cannot understand texts or read aloud clearly
Writing	The student can write clearly and correctly, with good organisation, using words, and punctuation.	The student can write with a few mistakes; ideas are mostly clear and organised.	[] The student can write but makes mistakes; meaning is usually clear but ideas are not always clear.	[] The student makes many mistakes; writing is unclear and poorly organised.	[] The student cannot write clearly or answer the task with relevant ideas

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Grade 9A



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