



وزارة التربية

Ministry of Education

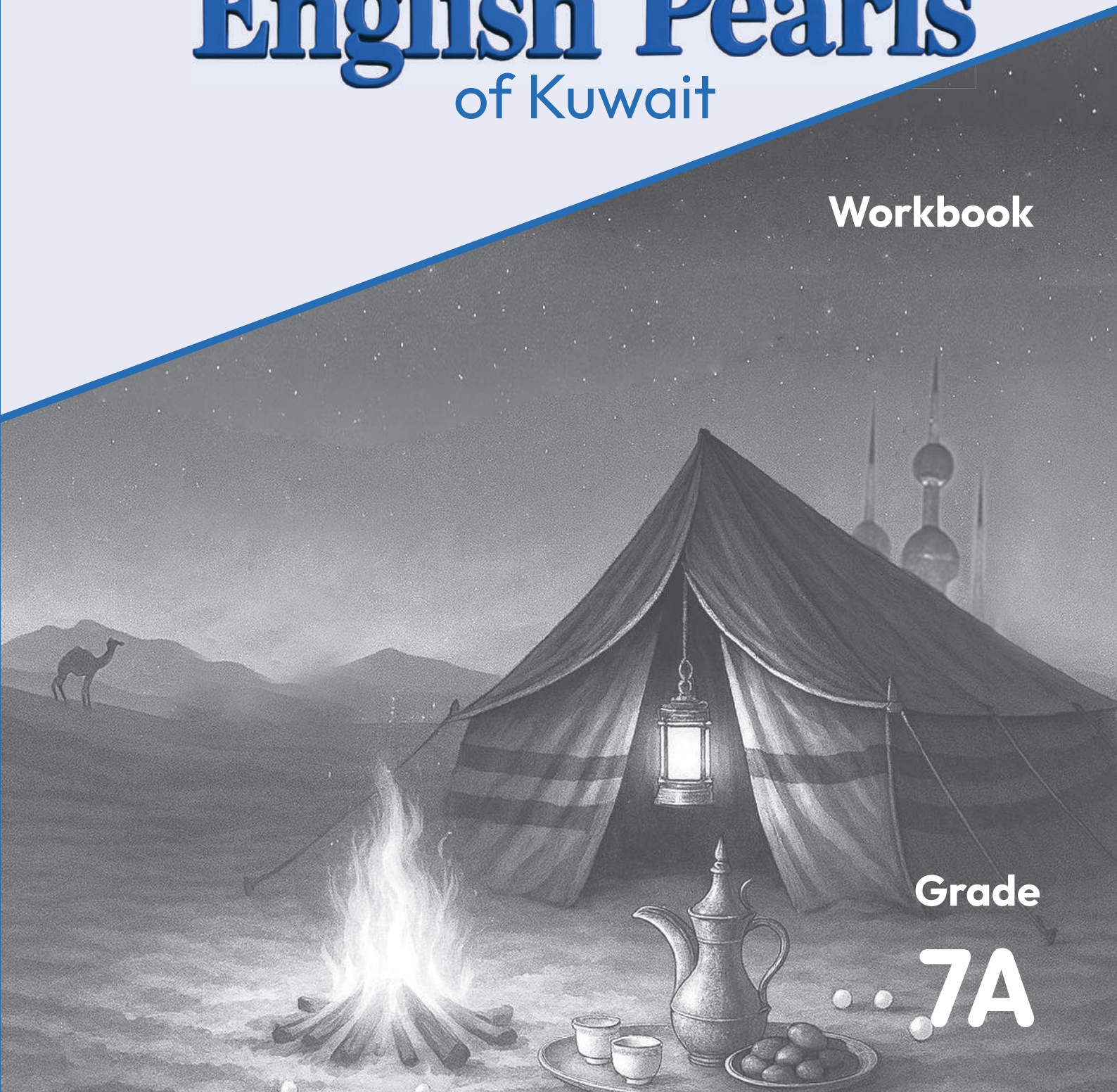
State of Kuwait | دولة الكويت

English Pearls of Kuwait

Workbook

Grade

7A





وزارة التربية

Ministry of Education

State of Kuwait | دولة الكويت

English Pearls of Kuwait

Workbook

Grade

7A



© Ministry of Education - State of Kuwait. 2025

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Publishers.

First edition 2025-2026

Second edition 2026-2027

Printed in Kuwait by:

The Ministry of Education acknowledges with appreciation the following authors for their role in the creation of the English Pearls of Kuwait series (2026 edition):

Acting ELT Director

Ms Hadeel Hassan Al Kandari

Authors

ELT Superintendent (Team Leader)

Ms Hanan Ghaleb Aburezq

ELT Supervisor
Ms Huda Hussein Ibrahim

ELT Supervisor
Ms Hebah Saad Alabhoul

ELT Supervisor
Ms Sarah Taha Aljaser

Head of English Department
Ms Fatmah Bandar Albathali

Head of English Department
Ms Hanan Saad Alsaqabi

Teacher
Ms Taiba Hamad Alzeyadi

ELT Supervisor
Mr Omar Abdullah
Alkhudhari

ELT Supervisor
Ms Sarah Saleh Naser

ISBN: 978-9921-33-002-9 أودع في مكتبة الكويت الوطنية

أودع في مكتبة وزارة التربية تحت رقم (٢٣) بتاريخ ١٧ / ٨ / ٢٠٢٥م

مطبعة حكومة دولة الكويت
Government Press - State of Kuwait





حضرة صاحب السمو الشيخ مشعل الأحمد الجابر الصباح
أمير دولة الكويت

H.H. Sheikh Meshal Al-Ahmad Al-Jaber Al-Sabah
Amir of the State of Kuwait



سَمُو الشَّيْخِ صَبَّاحٍ كَهَّالٍ هَمَّادٍ 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

Family and Home



A. Vocabulary: Lesson 1

Lingo the Messenger Bot!

1. Fill in the blanks with the correct word from the box.

LINGO BOT:

Hi there!  I'm Lingo   your smart Messenger Bot!

Can you help me to fill in the missing spaces with the most suitable words? 



bond – manage – strongly – spacious – wisdom

1. Every evening, the whole family sits together in the _____ living room.
2. Good leaders know how to _____ their time and responsibilities.
3. She _____ believes that helping others makes the world a better place.
4. The trip helped the students _____ as a team and learn to work together.

2. : Choose any **2 words** from the previous word box and use them in **your own sentences**.

Make sure your sentences are **clear** and show the meaning of the words. ✨

Ready? Let's go!

Write your sentences below:

1 _____

2 _____

B. Vocabulary: Lesson 5

1. Fill in the gaps with the most suitable words from the box.

look forward to – relax – culture – definitely – brilliant

Our school is having a _____ event next week to celebrate different countries. Each class will present food, music, and clothes from a different _____.

The event will _____ be exciting, with colourful decorations and fun activities. After the event, we will have time to _____ and enjoy some snacks with our classmates.

I always _____ these events!

A. Grammar: Present Simple**1. Complete the sentences with the correct form.**

1. My dad _____ (work) at the hospital. He is a doctor.
2. Fahad _____ (study) coding every Saturday.
3. Hanan _____ (not like) vegetables.
4. What time _____ you _____ (go) to the gym every day?
5. Does your sister _____ (play) the guitar?

2. Change the sentences into negative.

1. They live in a big house.

2. We usually watch TV in the morning.

B. Grammar: have got / has got**1. Read the descriptions and fill in the blanks with *has got* or *have got*.**

1. Khaled's house _____ a red sofa and a big balcony.
2. My grandfather's house in Kuwait City _____ a big Diwaniya.
3. We _____ a garden with flowers and a small pond.
4. Sarah and I _____ a wooden desk and a bookshelf full of storybooks.
5. He _____ a smart house with a robot that cleans the floor.
6. I _____ a room with a view of the Kuwait Towers.

2. Write two sentences describing your school / class using *has got* and *have got*.

1. _____
2. _____

The Lazy Sound - Schwa

Listen and Learn

The most common sound in English is /ə/. It's called the schwa. It is a short, quiet (a) sound in a word that is not stressed.



- 1. Listen and repeat by saying the following words aloud. Focus on the /ə/ schwa sound.**

1. sofa -----→ /'səʊfə/	3. family ----→ /'fæməli/
2. parent ----→ /'peərənt/	4. together → /tə'geðə/

Tip

○ The part that sounds weak or lazy is the schwa.

Focus on Words



- 2. Listen to the words while reading them. Then, underline the syllable, the part in the word, that has the schwa /ə/ sound. Check your answers with your partner.**

1. another	3. around	5. neighbour
2. teacher	4. again	6. parent



Find It, Say It, Check It!

3. a. Find and Mark

Look up the underlined words from the story in your glossary. Then, circle the syllables that have the schwa /ə/ sound.

Every week we gather in the courtyard to relax. My elder cousin tells stories about our culture and traditions. We sit on spacious mats, listening happily under the stars. Spending this time together definitely helps us feel united and peaceful.

b. Practise and Read Aloud

With your partner, practise reading the story aloud. Take turns and focus on saying the schwa sounds clearly.



c. Listen and Check

Listen to the story and check your answers.

- ✓ Did you circle the correct syllables?
- ✓ Did your pronunciation match the recording?

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

1. The Kuwaiti people welcomed us with their generous _____ and made us feel at home.
a) elder b) wisdom c) culture d) hospitality
2. Mariam smiled _____ when she saw her birthday cake.
a) strongly b) happily c) extremely d) definitely
3. Sarah _____ her time wisely and completed all her tasks.
a) shared b) managed c) gathered d) relaxed
4. We have a _____ meeting every Monday to plan our activities.
a) close b) spacious c) weekly d) united

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

1. I _____ my teeth every morning.
a) brush b) brushes c) has brushed d) have brushed
2. She usually _____ the piano very well because she practises every day.
a) play b) playing c) plays d) played
3. They _____ any pets at home.
a) hasn't got b) have got c) haven't got d) has got
4. Sara _____ a new bicycle. It's pink and shiny.
a) have got b) has got c) haven't got d) hasn't got

3. Do as shown between brackets.

1. Salem (live) in Al-Ahmadi City. (Correct the verb)
.....
2. She has got books and magazines in her bookcase. (Make negative)
.....

Student Performance Check

Skill	Excellent	Good	OK	Needs Help	Not Yet
Listening	☐ The student can understand almost everything, even details, in English and respond quickly and correctly.	☐ The student can understand most ideas and details, with only small gaps in understanding.	☐ The student can understand the main points but sometimes misses details.	☐ The student often misunderstands and needs repetition or help.	☐ The student cannot understand spoken English clearly
Speaking	☐ The student can speak clearly, and confidently, and naturally. 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 fully 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, linking words, and relevant ideas.	☐ 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 partly organised.	☐ The student makes many mistakes; writing is unclear and poorly organised.	☐ The student cannot write clearly or answer the task with relevant ideas.

Note: This checklist reflects overall unit performance using both the Student's Book and the Workbook.

Learning Unit Two

School and Responsibility



A. Vocabulary: Lesson 1

1. Read Noura's story on the blog. Then, fill in the gaps with the most suitable words from the word box.

discussion – nervous – confident – value – cheer



http://www.the-positive-blog.com

Noura felt (1) _____ as she entered the meeting room. It was her first time speaking in front of a large group of people.

She took a deep breath and reminded herself to (2) _____ the message she had prepared. She felt (3) _____ as she spoke about turning every challenge into a chance to grow. After the speech, people began to (4) _____ loudly to show their support.

2. Sort the words under their correct parts of speech.

responsible / discussion / regularly / challenge / hard / respectful / cheer / value

Adverbs	Adjectives	Nouns	Verbs

B. Vocabulary: Lesson 5

1. Write the missing letters in the following words.

1. eff_ctivel_
2. r_co_nise
3. h_no_r
4. l__d

5. ef_o_t
6. p_t_ent
7. fri_nd_y
8. f_i_h

A. Grammar: Have to / Has to – Don't have to / Doesn't have to**1. Choose the correct answer from a, b, c or d.**

- Faris _____ finish his homework before dinner because it's due tomorrow.
a) don't have to b) has to c) have to d) doesn't have to
- You _____ wear a uniform at the school; it's not optional.
a) don't have to b) has to c) have to d) doesn't have to
- We _____ arrive on time for the test. It's very important.
a) don't have to b) has to c) have to d) doesn't have to
- They _____ bring their own lunch because food is provided.
a) don't have to b) has to c) have to d) doesn't have to

B. Grammar: Modal Verbs (can – may – could – must)**1. Choose the correct answer from a, b, c or d.**

- You _____ be quiet in the library. It's a rule.
a) must b) may c) could d) can
- _____ I borrow your pencil, please?
a) Must b) May c) Couldn't d) Can't
- I _____ speak Spanish properly because I'm still learning the language.
a) mustn't b) must c) can d) can't

2. Read each situation, match it to the most suitable modal verb from the list. Then, write a full sentence using that modal.

A. It is a rule to wear a seatbelt on the school bus.		should
B. You are asking a classmate for permission to use their pen.		can
C. You know how to swim very well.		must
D. You're tired. It's a good idea to sleep early.		may

- A. You _____ wear _____.
- B. _____ use _____, please?
- C. I _____.
- D. You _____ if you're tired.

Let's Blend It! Learning str- and spr- Sounds

1. Match the pictures with their correct beginning sounds.

Sound	Picture
a. str	()
b. spr	()
c. str	()



Let's Listen and Choose!



2. Listen carefully to the words in the recording and circle the correct beginning sound of each word.

1. ☐ str - ☐ spr	4. ☐ str - ☐ spr
2. ☐ str - ☐ spr	5. ☐ str - ☐ spr
3. ☐ str - ☐ spr	6. ☐ str - ☐ spr



Say the beginning sound slowly:
/str/ – street,
/spr/ – spring.



3. Listen to the sentences, then complete the underlined words using str- or spr-.

- We worked on a group ategy for the science project.
- I like to ead jam on my toast.
- The robot club made a strong metal ucture.
- Signs on the eet help people stay safe.



4. With a partner, write three sentences and read them aloud using at least two str- and two spr- words. The following list of words may help you.

(strawberry – spray – strong – street – strategy – structure – spread – stretch – sprinkle – stranger)

Example: “I saw something **strange** on the **street** this morning.”

There are important behaviours to follow and avoid in public places to ensure respect and safety for everyone.

Plan and write a report of two paragraphs about **the things you should do in public places** and **the things you shouldn't do**.

a. Complete the following outline with your idea

Introduction:

Paragraph (1): Things I should do in public places

Topic sentence:

.....

Supporting details:

.....
.....
.....

Concluding sentence:

.....

Paragraph (2): Things I shouldn't do in public places

Topic sentence:

.....

Supporting details:

.....
.....
.....

Concluding sentence:

.....

Conclusion:

.....

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

- ☐ I started with an interesting opening sentence.
- ☐ I used new words that I learned from the unit.
- ☐ I used punctuation and capital letters correctly.
- ☐ I used AI tools to help me proofread my writing.

- 27

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

- The guide will _____ us through the museum tour.
a) value b) honour c) lead d) recognise
- You should be _____ and kind when someone is sharing their feelings.
a) confident b) polite c) organised d) nervous
- The principal thanked the student for her hard work and _____ during the school year.
a) challenge b) faith c) discussion d) effort

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

- She _____ speak three languages because she learned them when she was young.
a) must b) may c) should d) can
- All passengers _____ fasten their seatbelts during take-off.
a) must b) may c) should d) can
- You _____ take a short break if you feel tired while studying.
a) can't b) mustn't c) should d) must
- We _____ bring jackets today. The weather is warm and sunny.
a) don't have to b) has to c) have to d) doesn't have to

3. Read the passage then answer the questions that follow.

Many students like learning about space because it is fun and interesting. They like using different tools to explore space topics. For example, space videos help them see what it is like to be an astronaut. Some students even use virtual reality (VR) to feel as if they are walking in space. Learning about the solar system makes science exciting.

- What does the word "**them**" in the 2nd line refer to?
a) videos b) tools c) topics d) students
- Why do many students like learning about space?

.....

Student Performance Check

Skill	Excellent	Good	OK	Needs Help	Not Yet
Listening	☐ The student can understand almost everything, even details, in English and respond quickly and correctly.	☐ The student can understand most ideas and details, with only small gaps in understanding.	☐ The student can understand the main points but sometimes misses details.	☐ The student often misunderstands and needs repetition or help.	☐ The student cannot understand spoken English clearly
Speaking	☐ The student can speak clearly, confidently, and naturally. 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 fully 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, linking words, and relevant ideas.	☐ 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 partly organised.	☐ The student makes many mistakes; writing is unclear and poorly organised.	☐ The student cannot write clearly or answer the task with relevant ideas.

Note: This checklist reflects overall unit performance using both the Student's Book and the Workbook.

Learning Unit Three

Safety and Instructions



1.a Complete the sentences with the most suitable words from the box.

1. A _____ is a person who is walking, not driving or biking.
2. We experienced a _____ on our way to the meeting because of heavy traffic.
3. Wearing a helmet can _____ serious injuries while riding a bike.
4. She is _____ checking her phone for new messages.
5. Make sure to fasten your seatbelt so you arrive at your destination _____.

.....

1. Choose the most suitable words to complete the sentences.

- 33

A. Grammar: Purpose Connectors (to, in order to, so that, for).

1. Complete the conversation with the correct connectors (to, in order to, so that). Then, read with your partner.





Why did you wake up early?



I woke up early
catch the bus.



Why did they bake a big cake?



They baked a cake
surprise their teacher.



Why do you save money?



I save money I can
give it to the poor.

2. Complete the sentences by adding suitable reasons.

- I bring my camera to
- I use a calendar in order to
- We build robots in the science class so that
- I use a map for

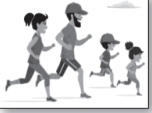
B. Grammar: Present Continuous

1. Look at the pictures. Write what they are doing now.



.....

.....



.....

.....

Don't forget the key words:

- ☐ now
- ☐ at the moment
- ☐ currently

2. Write 2 sentences using the present continuous tense to show are doing this weekend.

- I am
-

Don't forget the key words:

- ☐ tonight
- ☐ tomorrow
- ☐ next week

Words That Go Together: Stay Safe with Collocations!

What are collocations?

Collocations are **words that often go together**.

For example, we say:

- **make** a mistake ✓ not (do a mistake ✗)
- **stay** safe ✓ not (be safe ✗)
- **follow** instructions ✓ not (obey instructions ✗)

We use collocations to sound natural in English.



Safety Collocations – Learn & Remember

1. Match the collocations.

A		B
wear		1. alert, safe, calm
listen to		2. danger, accidents
stay		3. signs, instructions, rules
follow		4. a seatbelt, a helmet
avoid		5. announcements, warnings

2. Circle the correct verb to complete each sentence.

- You must (stay / follow / wear) alert in crowded places.
- Always (avoid / stay / make) danger during a fire drill.
- (Listen to / Wear / Follow) the safety announcement before the plane takes off.
- We should (wear / make / do) a helmet when cycling.

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

Write & Share:

3. Think of a time you followed safety rules. Write three sentences using at least two collocations.

Example: "I stayed alert when crossing the street. I followed the traffic lights."

- _____
- _____
- _____

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

- Before the exam, it's _____ to revise all the lessons.
a) essential b) public c) memorable d) alert
- The teacher made an important _____ before the school trip.
a) pedestrian b) surrounding c) announcement d) first-aid kit
- You need to know someone's _____ if you want to find them.
a) campfires b) delays c) pedestrians d) whereabouts
- To stay safe online, you should _____ sharing personal information with strangers.
a) avoid b) ensure c) mark d) litter

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

- I am studying hard this week _____ I can pass the test.
a) to b) in order to c) so that d) for
- I am packing my bag because I _____ tomorrow.
a) travelled b) travels c) am travelling d) was travelling
- He is wearing a jacket _____ keep warm.
a) so that b) therefore c) for d) in order to
- We _____ a movie now.
a) watch b) are watching c) watched d) were watching

3. Do as shown between brackets. Then, rewrite the sentences.

- They go to the gym. They want to stay healthy. **(Join using: so that)**

.....

- She (visit) her aunt tomorrow. **(Correct the verb)**

.....

Student Performance Check

Skill	Excellent	Good	OK	Needs Help	Not Yet
Listening	☐ The student can understand almost everything, even details, in English and respond quickly and correctly.	☐ The student can understand most ideas and details, with only small gaps in understanding.	☐ The student can understand the main points but sometimes misses details.	☐ The student often misunderstands and needs repetition or help.	☐ The student cannot understand spoken English clearly
Speaking	☐ The student can speak clearly, confidently, and naturally. 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 fully 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, linking words, and relevant ideas.	☐ 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 partly organised.	☐ The student makes many mistakes; writing is unclear and poorly organised.	☐ The student cannot write clearly or answer the task with relevant ideas.

Note: This checklist reflects overall unit performance using both the Student's Book and the Workbook.

Learning Unit Four

Celebrations Around the World



A. Vocabulary: Lesson 1

1. Complete the passage with the most suitable words from the word box.

respectfully – joyful – exchange – preparation – togetherness – appreciate
– celebration – warmly – strengthen

Every year, our school holds a big _____ to welcome the new season. The students take part in the _____ by making decorations and planning activities. Everyone is _____ as they work together, sharing a strong sense of _____. We learn to _____ each other's efforts and treat everyone _____ during the event. People greet each other _____ and talk about their hopes for the year ahead. The celebration helps to _____ friendships and encourages us to _____ kind words and good wishes.

B. Vocabulary: Lesson 5

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

- The students expressed their _____ by writing thank-you notes to the volunteers.
a) gratitude b) sign c) community d) celebration
- The rollercoaster ride was so _____ that everyone screamed with excitement.
a) festive b) religious c) thrilling d) well-mannered
- Try to _____ everyone in the group activity so no one feels ignored.
a) strengthen b) include c) waste d) collect

2. Write the correct word for each definition.

- a willingness to give help or support, especially more than is usual or expected

☒ correct word: _____

- behaving in a pleasant and polite way

☒ correct word: _____

A. Grammar: Countable and Uncountable Nouns

1. Look at the list of words below. Sort them into the correct box. Then, circle the correct word to complete the sentence.

apple – sugar – chair – juice – book – water – rice – pen – milk – egg

uncountable	countable

1. I have (a / some) water.
2. She bought (an / some) orange.
3. We don't have (any / a) sugar.
4. He ate (an / a) egg for breakfast.
5. Do you have (a / any) pens?

2. Mini Chef Recipe!

In groups, write a short, simple recipe using countable and uncountable nouns.

Example: To make a sandwich, you need a slice of bread, an egg, and some cheese. You do not need any sugar.

.....

.....



B. Grammar: Passive Voice

1. Match the countries with their correct facts.

- | | | |
|---------------------------|--------------------------|---|
| a. In Japan, sushi ... | ☐ | is made from chickpeas and tahini. |
| b. In Italy, pizza ... | ☐ | are made with fresh olives and feta cheese. |
| c. In Greece, salads ... | ☐ | should be cooked with many spices. |
| d. In Lebanon, hummus ... | ☐ | is made with fresh tomatoes. |
| e. In India, food ... | ☐ | should be eaten with chopsticks. |

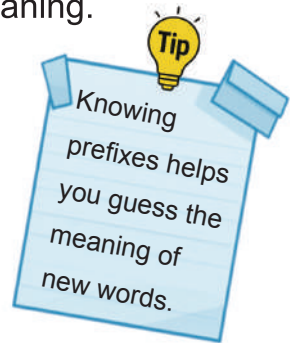
2. Correct the verbs in the following sentences using passive voice.

- Breakfast _____ at 7 a.m. every day. (serve)
- The classrooms _____ every morning. (clean)
- Homework _____ by all students. (do)

Word-Building: Understanding Prefixes: (dis-, mis-, pre-)

Prefixes are letters added to the beginning of a word to change its meaning.

Prefix	Meaning	Word
dis	not/opposite	disagree/dislike/disbelieve
mis	wrong/badly	misbehave/misspell/misread
pre	before	preorder/pretest/prepay

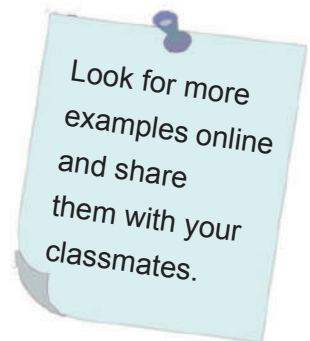


1. Match each word to its meaning.

Word		Meaning
1. disagree		a. a school for young children before they start primary school
2. misplace		b. to put something in the wrong place
3. preview		c. not to have the same opinion
4. preschool		d. to watch or see something before it is officially shown

2. Use the correct prefix (dis, mis, pre) to complete the words.

- I rarely _____ **understand** the instructions.
- Let's _____ **view** the film trailer and enjoy our time.
- My brother never _____ **obeyed** the teacher.
- We had a _____ **test** to check our level.



3. Write three sentences of your own.

Each sentence must include one word with a different prefix: (dis/ mis/ pre)

- _____
- _____
- _____

Some behaviours during celebrations can cause problems, but there are ways to solve them.

Plan and write a report of two paragraphs discussing **the negative behaviours people notice during celebrations** and **the suggested solutions for these negative behaviours**.

a. Complete the following outline with your idea

Paragraph (1): Negative behaviours during celebrations

Topic sentence:

.....

Supporting details:

.....
.....
.....

Concluding sentence:

.....

Paragraph (2): Solutions for these negative behaviours

Topic sentence:

.....

Supporting details:

.....
.....
.....

Concluding sentence:

.....

Conclusion:

.....

b. Use the ideas in your outline to write the report.

Handwriting practice area with 20 horizontal dotted lines for writing.

☒ **Paragraph writing checklist:**

- | | |
|--|---|
| ☐ I started with an interesting opening sentence. | ☐ I used suitable linkers. |
| ☐ I used new words that I learned from the unit. | ☐ I ended my paragraphs clearly. |
| ☐ I used punctuation and capital letters correctly. | ☐ I checked my spelling. |
| ☐ I used AI tools to help me proofread my writing. | |

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

1. School students _____ ideas with each other about improving their language skills.
a) strengthen b) waste c) include d) exchange
2. The National Day _____ brings people together.
a) generosity b) celebration c) gratitude d) community
3. The fireworks show during the festival was truly a _____ experience.
a) thrilling b) hydrated c) religious d) well-mannered
4. Kids _____ sweets and nuts from house to house during *Gergee'an*.
a) appreciate b) collect c) include d) strengthen

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

1. There isn't _____ sugar in the bowl.
a) a b) an c) some d) any
2. I have _____ orange in my basket.
a) a b) some c) an d) any
3. The emails _____ by the manager.
a) are sent b) will send c) are sending d) were sending
4. The clothes _____ at the laundry.
a) have washed b) are washed c) are washing d) were washing

3. Read the passage, then choose the correct answer from a, b, c or d.

People enjoy sharing special moments on social media platforms. Family members who are far away can see the celebrations online. It makes **them** feel close. But sometimes, people spend too much time on their phones and **forget** to enjoy the moment. It is important to find a balance. We can take a few pictures and then put the phone away. Celebrations are memorable times to laugh, talk, and be with the people we love.

1. The underlined word "**them**" in the 2nd line refers to:
a) moments b) platforms c) celebrations d) family members
2. The opposite of the underlined word "**forget**" in the 3rd line is:
a) remember b) use c) follow d) enjoy

Student Performance Check

Skill	Excellent	Good	OK	Needs Help	Not Yet
Listening	☐ The student can understand almost everything, even details, in English and respond quickly and correctly.	☐ The student can understand most ideas and details, with only small gaps in understanding.	☐ The student can understand the main points but sometimes misses details.	☐ The student often misunderstands and needs repetition or help.	☐ The student cannot understand spoken English clearly.
Speaking	☐ The student can speak clearly, confidently, and naturally. 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 fully 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, linking words, and relevant ideas.	☐ 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 partly organised.	☐ The student makes many mistakes; writing is unclear and poorly organised.	☐ The student cannot write clearly or answer the task with relevant ideas.

Note: This checklist reflects overall unit performance using both the Student's Book and the Workbook.

References

Images:

Canva. (n.d.). *Visual communication platform*. Retrieved July 20, 2025, from <https://www.canva.com>

OpenAI. (2025). *ChatGPT with DALL·E model*. Retrieved July 20, 2025, from <https://www.openai.com>

Audio Recordings:

ElevenLabs. (n.d.). *AI voice synthesis for education*. Retrieved July 20, 2025, from <https://www.elevenlabs.io>

Glossary:

Oxford University Press. (n.d.). *Oxford Learner's Dictionaries*. Retrieved July 20, 2025, from <https://www.oxfordlearnersdictionaries.com>

Cambridge University Press & Assessment. (n.d.). *Cambridge English Dictionary*. Retrieved July 20, 2025, from <https://dictionary.cambridge.org>

Reading “A Life of Kindness”:

Kuwait News Agency (KUNA). (2024, August). *Late Dr. Abdulrahman Al Sumait embodied true Islam*. Retrieved July 20, 2025, from <https://www.kuna.net.kw/ArticleDetails.aspx?id=2455681&language=en>

Grade 7A



Share on evaluation



PDF Book