How are growth and change related?

THE BiG QUESTION

This unit is about ways in which people and things grow and change. You'll find out how seeds grow. You'll read about young people growing up and plants and animals migrating. Reading, writing, and talking about these topics will give you practice using academic language and help you become a better student.

How are Growth and Change Related?

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Word	P.O.S	Definition
develop	V	to expand by a process of growth.
embryo	N	a human or animal at a beginning or undeveloped stage
germination	N	the stage at which the embryo inside a seed starts to grow
inactive	Adj	not active or not doing anything
protective	Adj	keeping something safe from harm, damage or illness
straighten	V	Become or make straight
environment	N	the land, water, and air in which plants, animals and/or human live
function	N	the usual purpose of a thing
potential	N	the possibility that something will develop in a positive way
process	N	a series of actions, developments, or changes that happen in a sequence
photosynthesis	N	process by which plants makes food
profits	N	money that you gain by selling something or doing business
harvest	N	the time when crops are gathered are from the field
gemstone	N	valuable stones that have been cut into a particular shape

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I. **Fill in the blanks with the suitable words from the list.**

protective/ function / inactive / develop/ gemstone / embryo / process / profits /
environment / potential /harvest/ straighten

1. Have you ever heard that a tree can develop from a small seed?
2. My credit card was refused because it was inactive and needed reactivation.
3. An eight-week-old , an embryo is only an inch long.
4. The function of the heart is to pump blood for the whole body.
5. Would you straighten that picture over there?
6. Education aims to develop potential abilities that students have.
7. Many animals and plants have a protective covering, such as a shell to protect their bodies.
8. Different kinds of plants follow the exact same process for growth.
9. Plants that grow in a dry environment are able to live without much water.
10. Despite the increasing costs, the business still managed to increase its profit
11. The farmers celebrated a bountiful harvest after months of hard work.
12. The ring was set with a sparkling blue gemstone that caught everyone's eye.
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II. **Choose the correct related word to complete the sentences.**

1. It's important to (**protective**/ **protect/ protected**) your skin from the sun.
2. Engineers usually wear (**protect/ protective/ protection**) clothing.
3. Saleh wanted to (**protect/ protective/ protection**) himself from dangers.
4. Hard helmets provide (**protect / protective/ protection**) for mineworkers' heads.
5. In the process of (**germinate/ germinated/ germination**)**,** a seed begins to grow into plant.
6. Without sunlight, the seeds will not (**germinate**/ **germination/germinated**).
7. The (**develop**/ **developed**/ **development**) of computer industry has been very rapid.
8. The new product was (**develop / developed/ development**) over a whole year.
9. We have enormous **harvest** of corn this year. Harvest is (**noun / verb/adjective**)
10. Researchers are developing new ways to **harvest** data more efficiently. Harvest is (**noun /verb /adjective**)
11. There is an (**action /active /activate**) volcano in the city.
12. The (**correct/corrective/correction**) was done on the spot.
13. I had a very (**productive /produce/ production**) morning and finished all my tasks ahead of schedule.
14. The company is moving (**productive /produce/ production**) overseas to reduce costs.

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III. Write the antonyms.

1. profits ≠ losses, expenses, costs.   2. develop ≠ decline, stop

Writing Task:

After reading about **How Seeds and Plants Grow** and **The Tale of Two Brothers**, write a paragraph that explains what you learned from both texts. Make sure you use at **least 8 words** from the vocab you learnt from this lesson.

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Student's Name: _____   Date: _____ /   /2025

Skill/Lesson: How Seeds and Plants Grow/ A tale of Two Brothers

Educational Outcome: Answer reading comprehension questions.

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After reading "How Seeds and Plants Grow" carefully, answer the following questions.

1. **What are the three main parts of a seed?**

   A. Roots, stem, leaves

   B. Embryo, stem, seed coat

   C. Embryo, stored food, seed coat

   D. Cotyledons, flower, embryo

2. **What is the role of stored food in a seed?**

   A. To protect the seed from insects

   B. To help the young plant make its own food

   C. To keep the young plant alive until it can make its own food

   D. To help the plant grow taller

3. **What is the function of the seed coat?**

   A. It helps the plant grow roots

   B. It stores water for the plant

   C. It protects the embryo and the stored food

   D. It helps with photosynthesis

4. **What are cotyledons, and what do they do in some plants?**
   Cotyledons are **one or two seed leaves** contained within the seed. In some plants, the **food is stored** in the cotyledons to feed the young plant until it can make its own food.

5. **What conditions must be right for a seed to begin to grow?**
   The conditions in the environment must be **right** such as sufficient **water**, the correct **temperature and oxygen** for the inactive embryo inside the seed to become active and begin the process of germination.

6. **What happens first during germination?**
   A. The leaves appear   C. The plant produces flowers
   B. The seed coat breaks open   D. The stem grows downward

7. **(Critical Thinking):** How is the way a seed grows similar to the way a person learns or grows in life? Write two full sentences.

> Suggested answer: A seed requires the right environmental conditions, like **nurturing** with water and sunlight, to grow strong, just as a person needs the right conditions, like **support** and **education**, to grow and develop skills. Both a seed and a person start small and need to use internal resources (stored food/potential) and external resources (sunlight/experience) to eventually become independent and thrive.

Real Life Question: What would you do if you planted a seed and it didn't start to grow after a few weeks? How would you try to help it?

Suggested answer: I would first check the **soil moisture** to make sure it wasn't too dry or too wet, as too much or too little water stops growth. I would then check the **temperature** and move the pot to a warmer or sunnier spot if necessary, as the seed may still be inactive if conditions aren't warm enough for germination.

The Tale of Two Brothers

1. What is the setting of the story?

The story took place long ago on a **farm in Korea** where rice is grown,

2. What differences can you see between how Heungbu and Nolbu treated their father?

Heungbu was the younger brother who was **kind and dutiful**; he took care of their father every day by bringing him food and medicine. **Nolbu** was the older brother who was **selfish and neglectful**, too busy going out to parties and seeing friends to care for his father.

3. How did Heungbu become rich, and what happened when Nolbu tried to do the same?

Heungbu became rich by showing **kindness** to an injured swallow, wrapping its broken leg to help it heal. In return, the swallow dropped a **magic seed** that grew into melons filled with **gold and gemstones**. Nolbu, out of **greed** and **cruelty**, intentionally broke a swallow's leg. When he planted the magic seed he received, the melons burst open with **muddy water**, destroying his rice farm and his home.

Critical Thinking: Why is it important to consider the future when making choices today?
It is important to consider the future when making choices today because the immediate pleasure of a selfish act, like Nolbu's greed, can lead to **long-term destruction or punishment**. Conversely, a small act of kindness, like Heungbu's care for the bird, can lead to **great, lasting rewards**, demonstrating that your present actions always create your future consequences.

Real Life Question: What would you do if you saw someone being treated unfairly? Write your answer in two full sentences.
If I saw someone being treated unfairly, I would try to **safely intervene** by speaking up and defending the person, or I would get help from a trusted adult or authority figure immediately. I believe everyone deserves respect, and it's important to use my voice to **advocate for fairness** and stop the mistreatment.

Grammar Worksheet (4)   Simple Past (Regular and Irregular Verbs)

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We use the past simple:

- **For an action that occurred/ happened and finished at a definite time in the past.**
- *Omar **arrived** early yesterday.*
- *Interrogative (question) : **Did** Omar **arrive** early yesterday?*
- *Negative: Omar **didn't arrive** early last day.*
- *(remember: **did + bare infinitive**)*
  *Mohammad **was** absent yesterday.(be)*
- *Interrogative: Was Mohammad absent yesterday?*
  Negative: Mohammad wasn't absent yesterday.
  Note: When the verb used is (be), we don't need a helping verb for negative or questions)

Time expressions/ key words:

(Yesterday, then, when, ago, last night/ last week/ last December, etc., a date in the past like : 2011, 1999…etc.)

- **Remember, some verbs in English are regular while others are irregular.**
- **Regular verbs are formed by adding (d,ed) to the end of the verb following the rules below:**

Basic rules

- **Most verbs:** Add "-ed" to the end.

  - *Example:* jump -> jumped

- **Verbs ending in "e":** Add "-d" to the end.

  - *Example:* like -> liked

Rules for specific endings

- **Verb ends in "y":**

  - If the "y" is preceded by a consonant, change "y" to "i" and add "-ed".

    - *Example:* carry -> carried

  - If the "y" is preceded by a vowel, just add "-ed".

    - *Example:* play -> played

- **Verb ends in a single vowel followed by a single consonant:** Double the final consonant before adding "-ed," provided the last syllable is stressed.

  - *Example:* stop -> stopped, hug -hugged

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For irregular verbs, see and study the list of most commonly used ones at the end of this booklet.

PRACTICE:

Make the past simple negative and interrogative (question):

1. Saleh **was** late **last** night.

   Negative: <mark>Saleh **wasn't** late **last** night.</mark>

   Interrogative: <mark>Was Saleh late **last** night?</mark>

2. Ali **came** to the party **yesterday**.

   Negative: <mark>Ali didn't co**me** to the party **yesterday**.</mark>

3. Interrogative: <mark>Did Ali **come** to the party **yesterday**?</mark>

4. I **stayed** at home a day ago.

   Negative: <mark>I didn't **stay** at home a day ago.</mark>

   Interrogative: <mark>Did I **stay** at home a day ago?</mark>

5. You did the homework yesterday. (note: in this sentence, **did** is the main verb) .

Negative: <mark>You didn't do the homework yesterday.</mark>

Interrogative: <mark>Did you do the homework yesterday?</mark>

Correct the verbs between brackets using the past simple tense:

1. They were (**be**) here all the time but I didn't see them!
2. Hassan was (**be**) here all time but I didn't see him!
3. I was (**be**) born in Amman, the capital city of Jordan.
4. My cousins had (**have**) final exams two weeks **ago**.

5. My cousin had (**have**) final exams two weeks **ago**.
6. My classmates forgot (**forget**) to submit the project yesterday!
7. Karam didn't go (**not/ go**) out **yesterday**.
8. Did you leave (**leave**) early this morning?
9. What did Yazan take (**take**) him you when you went hiking?
10. How far was (**be**) it?
11. Abdulla didn't lose (**not lose**) the match **yesterday**.
12. Yamen wasn't (**not/ be**) at school **two days ago**
13. Were (**be**) the kids happy in their **last** trip?
14. Did they win (**win**) the match **last week**?
15. They carried (**carry**) heavy boxes a two hours **ago**.

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Q2. Use the following prompts to write 2 past simple sentences:

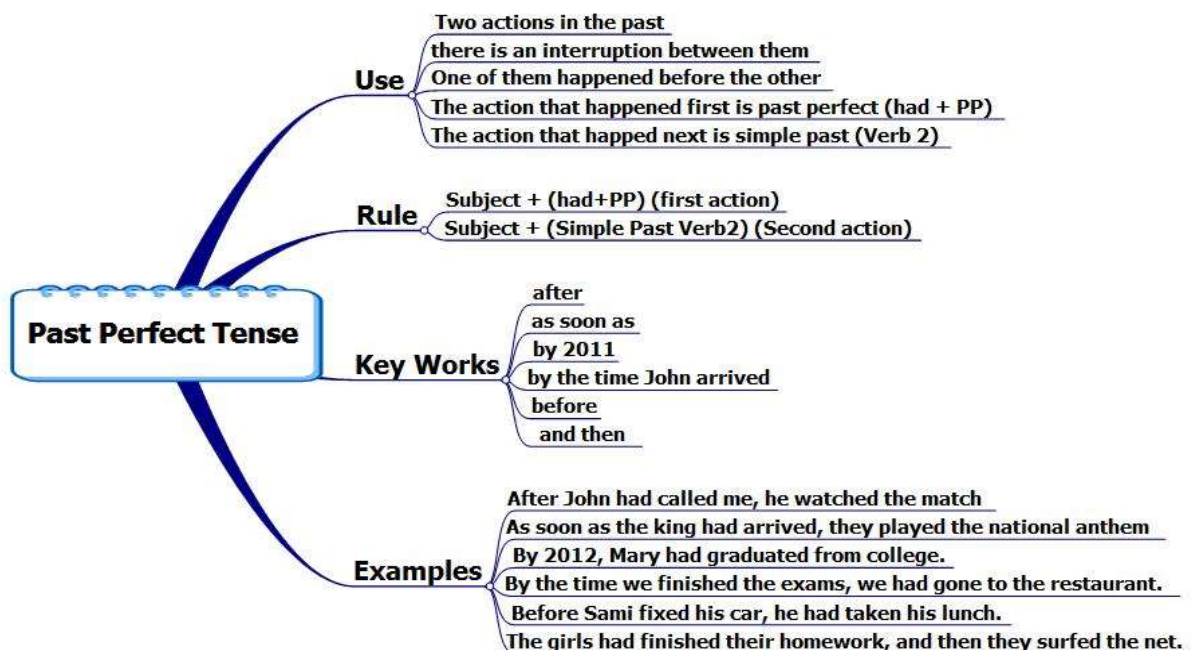1. (My parents/ travel/ to London/ in 1999)

 My parents travelled to London in 1999 .
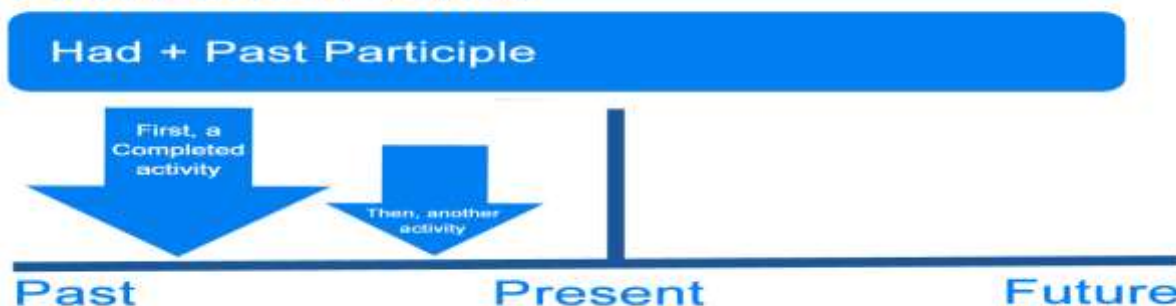
2. (Hamza/ buy/ a camera/ last week)

Hamza bought a camera last week.

Grammar Worksheet Number (5) : Past Perfect

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Past Perfect Tense

Use
- Two actions in the past
- there is an interruption between them
- One of them happened before the other
- The action that happened first is past perfect (had + PP)
- The action that happed next is simple past (Verb 2)

Rule
- Subject + (had+PP) (first action)
- Subject + (Simple Past Verb2) (Second action)

Key Works
- after
- as soon as
- by 2011
- by the time John arrived
- before
- and then

Examples
- After John had called me, he watched the match
- As soon as the king had arrived, they played the national anthem
- By 2012, Mary had graduated from college.
- By the time we finished the exams, we had gone to the restaurant.
- Before Sami fixed his car, he had taken his lunch.
- The girls had finished their homework, and then they surfed the net.

Past Perfect Tense

Had + Past Participle

First, a Completed activity

Then, another activity

Past   Present   Future

a) Fill in the blanks with the correct form of the verbs in the brackets.

1. **Before** I came home I had bought (**buy**) some bread.
2. After we had reached the theatre (**reach**), the performance started (**start**).
3. **By 1998**, she had built a new house. (**build**)
4. I had cancelled the flight, and then I turned off the PC. (**cancel**)

5. **By the time** Adam arrived, we had started the party. (**start**)
6. As soon as the principal had finished his speech, the students went to their classes. (**finish**)
7. I had worried (**worry**) a lot about him **before** I heard (**hear**) that Asem was safe.
8. They drank (**drink**) tea **after** they had finished (**finish**) dinner.
9. **After** Ali had worked (**work**) at the hospital for two years he decided (**decide**) to give up the job.
10. I had bought (**buy**) a new camera before I went (**go**) to London.

 B). Choose the correct answer

1. He had known her for a long time _____ they got married. (**before, after**)

2. Mohammad became angry _____ he had heard my offer. (**before, after**)

   _____Waleed had joined the team, he passed his own rules. (**And then, As soon as**)

3. _____, we had bought a new house. (**Then, By 2013**)

4. Yazan had told me his story, _____ he went to bed. (**and then, after**)

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   Writing Task:

   Write a short paragraph (8–10 sentences) about **your last Friday**. Use both **past simple** and **past perfect** tenses.

   _____

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GOOD LUCK!

Skill/Lesson: Grammar Worksheet (6)   If Conditionals (Types1&2)

☙ **What Are Conditional Sentences?**

Conditional sentences describe **situations** and their **possible outcomes**. They typically consist of **two parts**:

•   The "if" clause (condition)

•   The main clause (result)

Conditional sentences are of many types, as for this lesson, we focus on type **one and two**.

*Type 1 is used for real or very probable situation in the present or in the future.
    e.g. If you **come** to the party, you **will meet** my father.

                    If clause   main clause

    If Yousef goes with us, he will pay for the tickets.

    If I **am** absent, I **will** send my assignments online.

    If Omar **doesn't hurry**, he **will miss** the bus.

    I **won't finish** on time if I **wake up** late.

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*Type 2 is used to express imaginary, unreal or hypothetical situations in the present or future
    e.g. If we **lived on Mars** , we **wouldn't survive**.

                    If clause   main clause

    If I **owned** a nice island**,** I **would build** a huge house by the sea.

    If I **were** a millionaire, my life **would change** completely.

    If I **were** you, I **would apologize** to the teacher for being impolite. (**advice**)

Note: if the sentence begins with the main clause, we use no comma between the clauses.

Ex: **We will win the first prize if we work harder than other teams.**

Type	Use/function	If clause form	Main clause form
1	Real Possibility	If+ present simple	will + bare infinitive
2	Unreal or imaginary situations / or to give advice	If + past simple	would + bare infinitive

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I) Put the verbs in brackets in the correct form.

1. If Karam won a holiday anywhere in the world, he would go to Spain. **(win)**

2. Omar would buy a new camera if he had enough money. **(have)**

3. The class would become better if the students behaved well. **(become)**

4. If the teacher encouraged the students, their motivation would improve . **(improve)**

5. If the dog wakes up , it will wake the baby up. (**wake up**)

6. If I were you, I would not buy that dress. **(be)**

7. Ahmad wouldn't pass the test if he didn't study for it. **(not/study)**

8. If Basel had more money, he bought a bigger car. **(buy)**

9. If I were you, I wouldn't trust everyone**. (not/trust)**

10. If we lived in Paris, we would visit the Eiffel Tower often**. (visit)**

11. I won't run if I see a spider**. (see)**

12. If it gets colder tonight, we will light the fireplace**. (**light**)**

13. If Fahed had more time, he would learn karate**. (learn)**

14. If Jad were (was in spoken English)more active, he would do better in sports. **(be)**

15. If I were taller , I would play basketball. **(play).**

II) Correct the mistakes.

1.   If I find a job, I will moved to a bigger house. Will move

2.   If Mohammad left on time, he wouldn't missed the train.   wouldn't miss

3.   If I were you. I will tell the truth.   would

4.   Yamen would buy the shoes if Hassan lends him the money. lent

5.   If Waleed reads the book, he would know the answers.   Read V2

III) Complete the sentences.

- **If Mohammad had a car, he would drive to school.**

- **If Yousef had a good friend, he would feel happier.**

- **Plants won't survive if you don't water them.**

- **If I were you, I would study more.**

- **If Mayar doesn't submit the work on time, he will lose marks.**

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Writing Task: Write a short paragraph about an important event or goal in your life. Use **if-type 1 sentences to talk about what you will do if certain things happen in the future**. Use **if-type 2 sentences to imagine what you would do in different or impossible situations.**

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Writing Worksheet (3)   **Unit:** 3 /P.92

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Skill/Lesson: Writing A story with a starter

Write a story using the following starter:

I was reading in a quiet, cozy library when

<div align="center">

A lucky Escape

</div>

I was reading in a quiet, cozy library when suddenly I heard a strange noise coming from the back room. *"What was that?"* I whispered to myself, looking up from my book. Curious but a little nervous, I put down my book and walked slowly toward the sound.

The lights flickered, and I saw a shadow moving near the old shelves. *"Hello? Is someone there?"* I called out, my voice trembling. Just as I reached out to see what it was, the floor beneath me shook slightly. Suddenly, the fire alarm blared loudly, making my heart race. People started shouting, "Get out! Fire! Evacuate now!" I grabbed my bag and ran towards the exit with everyone else. Outside, thick smoke was rising from the library's kitchen. The firefighters arrived quickly and began spraying water.

I stood trembling, watching the fire being put out. *"I can't believe this happened,"* I thought. Everyone was safe, but the fear didn't leave me for a while.

I was so glad I stayed calm and followed the rules. *"That was a lucky escape,"* I said to my friend, still catching my breath.

A) underline the setting in this story.

B) Circle the problem and solution(s) in this story

Short Story: Choose Your Starter to write a story

1. It was a quiet evening, until suddenly, the lights flickered and the entire house was plunged into darkness.

2. **My mind went blank the moment I needed it most—the password was gone.**

3. Basel knew this was his last chance—either level up or lose everything. His heart raced as the countdown began. Every second felt like a lifetime.

Guidelines:

- Make sure your story has a beginning, middle, and end.
- Include a character, a problem or event, and a clear resolution.
- Use descriptive language and dialogue if possible.

Title_____

Main Characters: _____

Setting (time and place) _____

Problem/ conflict :

_____
_____

Beginning of story : (rising events):

_____
_____

Climax : (turning point of events)

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_____

Falling events : (resolution)

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_____

Ending/feelings:

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Now start writing your story:

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Rubric:

Content & ideas (2)   / Grammar & punctuation (2) /   Linking Words (2) /   spelling (1)   handwriting (1)

_____   _____   _____   _____   ------

Check your story against the checklist on the next page.

📝 **Short Story Writing Checklist (Grade 9)**

🧠 **Planning**

- ☐ **Central idea or theme is clear**

- ☐ **Main character has a goal or problem**

- ☐ **Setting (time and place) is described**

📚 **Structure**

- ☐ **Beginning introduces characters and setting**

- ☐ **Middle builds tension or conflict**

  ☐ **Climax is exciting or intense**

- ☐ **Ending resolves the conflict or leaves impact**

✏️ **Writing Style**

- ☐ **Descriptive language (show, don't just tell)**

- ☐ **Dialogue adds realism or moves story forward**

- ☐ **Paragraphs are used to organize ideas**

🔤 **Mechanics**

- ☐ **Correct spelling, grammar, and punctuation**

- ☐ **Consistent verb tense (past or present)**

- ☐ **Proper formatting (title, indents, spacing)**

_____

Science has changed the world in incredible ways. Scientific discoveries help us live longer, travel faster, and understand the universe better. These discoveries are the result of years of observation, careful experiments, and the curiosity to ask important questions.

One of the most important breakthroughs in science was the discovery of gravity. Isaac Newton's ideas helped explain why objects fall and how planets move in space. His work laid the foundation for physics. Later, Albert Einstein built on these ideas with his theory of relativity, which changed how we understand time, space, and energy.

In the field of medicine, science has saved millions of lives. The discovery of antibiotics, vaccines, and modern medical technology has helped treat diseases that were once deadly. Today, scientists continue to search for cures for illnesses like cancer and new ways to fight viruses such as COVID-19.

Science also plays a big role in protecting the planet. Environmental scientists study pollution, global warming, and endangered species to find solutions for a healthier Earth. At the same time, space science is helping us learn about other planets, black holes, and even the possibility of life beyond Earth.

In conclusion, scientific discoveries shape our world and continue to improve our lives. Whether it's in health, the environment, or space, science helps us understand problems and find solutions. Supporting science and learning more about it is one of the best ways we can build a better future for everyone

1. Suggest a suitable title for this passage.

_____

2. What are some ways science has changed the world according to the essay?

_____

3. How did Albert Einstein contribute to our understanding of science?

_____

4. Find a word from the text which means "big, important discoveries or progress."

5. Why is supporting science important for the future, according to the essay?

_____ 19 _____

6. Critical Thinking: How do you think science will shape the world in the next 50 years?

_____
_____

7. Real-Life Application Question

Can you think of a recent scientific discovery or invention that has impacted your life?

_____
_____
_____
_____