



وزارة التربية

Ministry of Education

State of Kuwait | دولة الكويت

English Pearls of Kuwait

Student's Book



Grade

6B



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وَلِيِّ عَهْدِ دَوْلَةِ الْكُوَيْتِ

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INTRODUCTION

English Pearls of Kuwait is a thoughtfully designed English-language coursebook series for intermediate-stage students in Kuwait (Grades 6–9). Developed through rigorous educational research and classroom practice, the series equips learners with effective communication skills in English while honouring Kuwait's cultural identity and values. At the same time, it introduces diverse global perspectives, enabling students to build intercultural competence and broaden their worldview.

Grounded in Kuwait's national curriculum standards and informed by the Common European Framework of Reference for Languages (CEFR), each unit promotes competence across listening, speaking, reading, and writing. The course progressively builds micro-skills, from recognising stress and intonation to mastering vocabulary, grammar and cohesive devices, ensuring a solid foundation for academic and real-life language use. Its differentiated, learner-centred approach addresses varied learning styles and guides every student towards personalised goals.

Aligned with Kuwait Vision 2035, the series nurtures critical thinking, creativity, empathy, and civic responsibility. It aims to develop confident, respectful, and globally aware learners capable of contributing meaningfully to society. Explicit attention to 21st-century skills: collaboration, creativity, critical thinking, problem solving, and effective communication in digital and real-world contexts. These skills encourage reflection on core values: sustainability, equality and responsible citizenship.

Drawing on international best practice, the course integrates Cambridge English vocabulary guidelines and CEFR-appropriate content to strengthen both receptive and productive language skills.

As students journey through these pages, they will explore engaging themes, collaborate on tasks and gain the confidence to express themselves clearly and thoughtfully. We invite learners, educators and parents to discover these pearls of knowledge, where language learning becomes a path to personal and national growth.

The following are the general educational standards that the students are expected to partially achieve by the end of the Intermediate Education:

LISTENING AND VIEWING

Apply listening skills to comprehend oral and audio texts for various purposes, utilising a range of strategies and resources in diverse contexts.

SPEAKING AND REPRESENTING

Speak clearly and accurately using a variety of strategies to suit the purpose, audience, context, and cultural expectations in order to engage effectively in social and academic interactions.

READING AND VIEWING

Read and view a variety of fiction and non-fiction texts for different purposes using appropriate reading strategies, comprehension skills, and resources across a range of familiar contexts.

WRITING AND REPRESENTING

Produce clear and accurate writing in a variety of text types, using appropriate skills and strategies that reflect the purpose, audience, context, and cultural expectations.

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The Roots of Friendship



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Learning Unit 6

Play, Practise, Enjoy



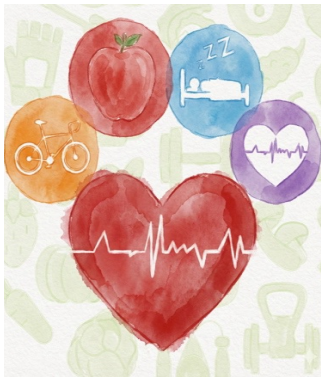
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Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills/ Values
Five: The Roots of Friendship	<ul style="list-style-type: none"> Articles (a, an, the, no article) 	<p>Reading 1</p> <p>“Friendship Begins at Home” comfort (n), friendship (n), happiness (n), loyalty (n), manner (n), mistake (n), prophet (n) respect (n), relationship (n), society (n), belong (v), cooperate (v), forgive (v), please (v), caring (adj), thankful (adj), kindly (adv), naturally (adv), often (adv)</p>	<ul style="list-style-type: none"> What Makes a Good Friend 	<ul style="list-style-type: none"> Describe pictures about kind actions Express personal feelings and opinions related to friendship Use polite and kind expressions in short conversations Role-play a short and kind conversation Pronunciation: Break long words into syllables, to pronounce them easily (eg, dis-cov-er / co-op-er-ate / re-la-tion-ship) 	<ul style="list-style-type: none"> A paragraph about why friendship is important 	<p>21st Century Skills</p> <ul style="list-style-type: none"> Communication Collaboration Critical Thinking Creativity <p>Values</p> <ul style="list-style-type: none"> Kindness Respect Honesty Cooperation Loyalty Gratitude / Thankfulness Forgiveness Responsibility
	<ul style="list-style-type: none"> Tag Questions (Present Simple) 	<p>Reading 2</p> <p>“The Stag, the Crow, and the Jackal” edge (n), field (n), hunter (n), knot (n), shame (n), truth (n), follow (v), intend (v), reach (v), shine (v), trap (v), fine (adj), sneaky (adj), sweet (adj), falsely (adv), softly (adv), suddenly (adv),</p>				
Language Functions	<ul style="list-style-type: none"> Describe friends, family and character traits Express feelings politely Show agreement and disagreement respectfully Ask for information Give advice and examples 					

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills/ Values
Six: Play, Practise, Enjoy	<ul style="list-style-type: none"> Prepositions of Time and Place(in, on, at, to) Passive Voice (Past Simple) 	<p>Reading 1</p> <p>“The Joy of Hobbies”</p> <p>activity (n), custom (n), history (n), imagination (n), knitting (n), pattern (n), photography (n), skill (n), weaving (n), discover (v), practise (v), repeat (v), unwind (v), bright (adj), colourful (adj), controlled (adj), enjoyable (adj), beautifully (adv), carefully (adv)</p>	<ul style="list-style-type: none"> Free Time, Full Life 	<ul style="list-style-type: none"> Talk about hobbies and sports clubs Describe people, places, and activities Pronunciation: Break long words into syllables, to pronounce them easily (eg. col-our-ful / worth-while / com-muni-cate / con-cen-trate) 	<ul style="list-style-type: none"> A paragraph about one team sport and what players learn from this sport A paragraph about one hobby and what people do and learn (Workbook) 	<p>21st Century Skills</p> <ul style="list-style-type: none"> Communication Collaboration Critical Thinking Creativity Digital Literacy <p>Values</p> <ul style="list-style-type: none"> Friendship Respect for Culture Teamwork Patience Health & Well-being
		<p>Reading 2</p> <p>“Choosing the Right Sport”</p> <p>confidence (n), fitness (n), goal (n), rider (n), team (n), teamwork (n),blend (v), choose (v), combine (v), concentrate (v), decide (v), offer (v), peaceful (adj), popular (adj), tricky (adj), across (adv)</p>				
Language Functions	State preference Compare skills and abilities Express likes and dislikes Express opinion Describe hobbies and activities					

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills/ Values
Seven: Healthy Lifestyle	<ul style="list-style-type: none"> Adjectives (Comparative + Superlative) 	<p>Reading 1 “Healthy Habits in Islam and Around the World” energy (n), habit (n), importance (n), mind (n), mood (n), teaching (n), worship (n), consider (v), ,impact (v), prepare (v), recite (v), grateful (adj), inner (adj), personal (adj), slowly (adv), thoroughly (adv)</p>	<ul style="list-style-type: none"> Healthy Talk 	<ul style="list-style-type: none"> Describe healthy lifestyle choices Use comparative and superlative adjectives to express personal preferences about healthy habits Discuss the activities that are healthy or unhealthy 	<ul style="list-style-type: none"> A paragraph about daily healthy habits and why they are important 	<p>21st Century Skills</p> <ul style="list-style-type: none"> Critical Thinking Communication Collaboration Creativity Personal & Social Skills Decision-Making
	<ul style="list-style-type: none"> Too / Enough 	<p>Reading 2 “Three Simple Steps to Stay Healthy” equipment (n), fuel (n), germ (n), hygiene (n), layer (n), lifestyle (n), weight (n), cause (v), hurt (v), increase (v), spread (v), sticky (adj), sugary (adj), over time (adv)</p>		<ul style="list-style-type: none"> Present a short talk about “My Healthiest Day” Pronunciation: Break long or difficult words into syllables to improve pronunciation accuracy (e.g., thorough-ly, im-por-tance, bac-ter-ia) 	<p>Values</p> <ul style="list-style-type: none"> Health & Wellbeing Islamic Values Respect for Cultural Diversity Gratitude 	
Language Functions	Describe healthy and unhealthy habits Compare habits and choices Ask for and give advice Give reasons for choices Express preference					

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills/ Values
Fight: Technology	<ul style="list-style-type: none"> Present Perfect Simple 	<p>Reading 1</p> <p>“What is Technology?” cost (n), relaxation (n), staff (n), technology (n), continue (v), organise (v), solve (v), electric (adj), mental (adj), smooth (adj), particularly (adv),</p>	<ul style="list-style-type: none"> Good Tech, Bad Tech 	<ul style="list-style-type: none"> Discuss technology in daily life Role-play a TV interview Express opinions politely (advantages & disadvantages) Debate the advantages and disadvantages of technology Pronunciation: Break long or difficult words into syllables to improve pronunciation accuracy (e.g., par-tic-u-lar-ly / prep-a-ra-tion / el-ec-tron-ic / an-i-ma-tion) 	<ul style="list-style-type: none"> A paragraph about paragraph explaining the advantages and disadvantages of technology A paragraph about a hobby that uses technology (Workbook) 	<p>21st Century Skills</p> <ul style="list-style-type: none"> Critical Thinking Creativity & Innovation Collaboration & Teamwork ICT & Digital Literacy <p>Values</p> <ul style="list-style-type: none"> Respect Cooperation / Teamwork Creativity Critical Awareness
	<ul style="list-style-type: none"> Wh- Questions (Present Simple) 	<p>Reading 2</p> <p>“Technology and Modern Hobbies” animation (n), artist (n), basics (n), code (n), coding (n), instruction (n), opinion (n), alter (v), discuss (v), amazing (adj), electronic (adj), interesting (adj), special (adj), technical (adj), together (adv)</p>				
Language Functions	Ask for and give information Identify advantages and disadvantages Express opinion Describe daily digital habits					

Learning Unit

Five

The Roots of Friendship



Learning Unit 5: The Roots of Friendship

Learning Outcomes

Listening and Viewing:

- Identify main ideas and key details from spoken texts about friendship, kindness, and choosing good friends.
- Infer simple reasons, lessons, and morals from spoken stories and examples related to friendship and honesty.
- Interpret speaker intention and meaning from spoken questions and exchanges that use friendly language and tag questions.
- Respond appropriately by showing attentive listening behaviours during spoken interactions about friendship and cooperation.

Speaking and Representing:

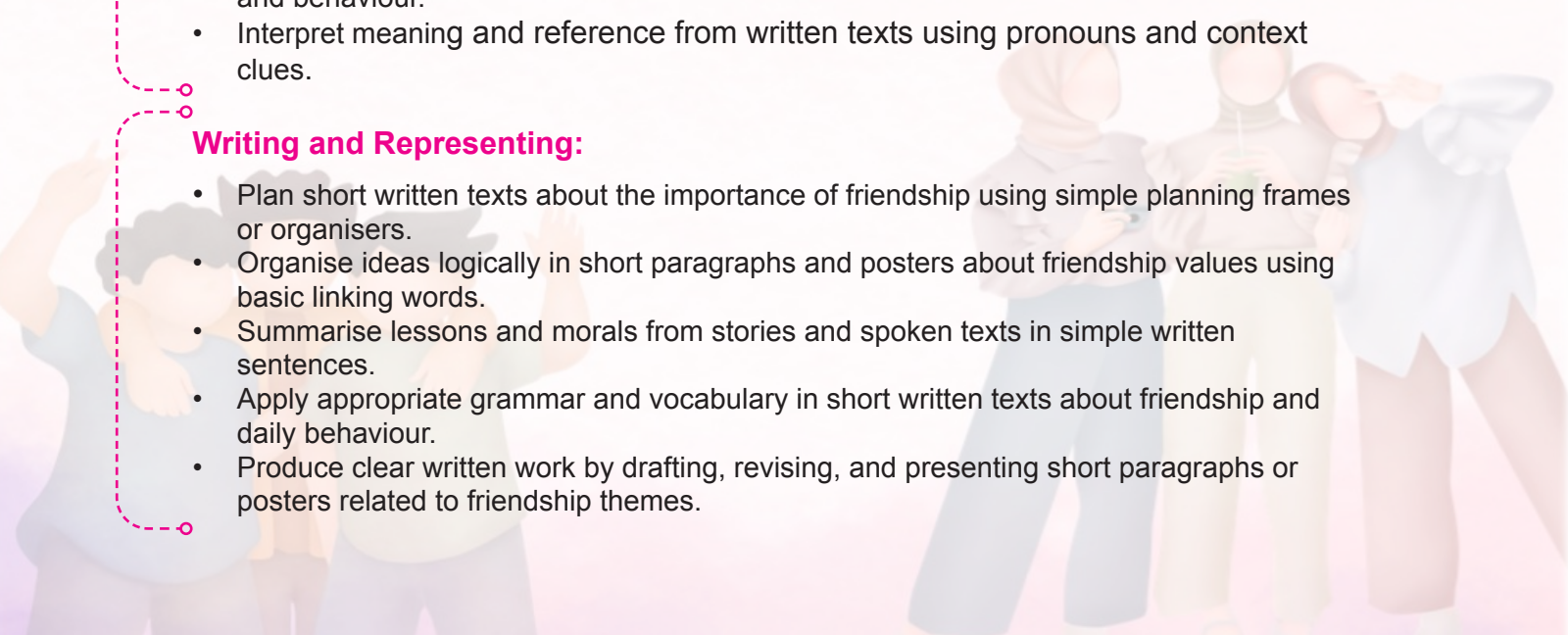
- Use polite, kind, and supportive expressions in short dialogues and role-plays about friendship situations and problem-solving.
- Apply correct grammar forms (articles and tag questions) in spoken exchanges about people, places, and daily school life.
- Justify simple opinions and choices in short discussions about what makes a good friend and why kindness matters.
- Organise short spoken interactions by asking and answering questions clearly in friendly conversations.

Reading and Viewing:

- Identify main ideas, key events, and explicit/implicit details from written texts about friendship, family values, and moral stories.
- Analyse characters' actions and traits from written fables and stories about honesty, trust, and advice.
- Infer simple lessons and moral messages from written narratives related to friendship and behaviour.
- Interpret meaning and reference from written texts using pronouns and context clues.

Writing and Representing:

- Plan short written texts about the importance of friendship using simple planning frames or organisers.
- Organise ideas logically in short paragraphs and posters about friendship values using basic linking words.
- Summarise lessons and morals from stories and spoken texts in simple written sentences.
- Apply appropriate grammar and vocabulary in short written texts about friendship and daily behaviour.
- Produce clear written work by drafting, revising, and presenting short paragraphs or posters related to friendship themes.



- I can identify main ideas, key events and explicit / implicit details from written text about friendship.
- **Vocabulary:** friendship, happiness, comfort, belong, often, kindly, Prophet, naturally, manner, cooperate, forgive, mistake, relationship, thankful, respect, loyalty, caring, society, please

Learning Unit 5

Lesson 1 Reading

Friendship Begins at Home

1 Before You Read

- Look at the pictures and describe the act of kindness in each one.
- Why are these acts of kindness important?
- Talk about a time when a friend helped you.



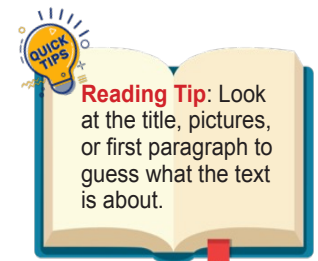
2 Read the passage and give it another suitable title.


Friendship is one of life's greatest gifts. It brings **happiness, comfort**, and a sense of **belonging** to everyone. For many people, friendship **often** begins at home. Brothers, sisters, and cousins are usually a child's first friends. They learn to share toys, take turns, and speak **kindly** to one another. Parents remind their children that **Prophet** Muhammad (peace be upon him) said, "*The best of you are those who are best to their families, and I am the best of you to my family.*" When kindness starts inside the home, it **naturally** grows into good **manners** with friends at school and in the community. A smile, a polite word, or helping someone in need are small, kind acts that make people feel connected, safe, and valued. True friendship is not only about fun; it is also about caring for others in both happy and difficult times.

At school, Ahmed and Hamad became close friends while working on a science project. They soon learned that both of their families enjoyed Friday lunches by the beach. During these gatherings, their parents

encouraged them to **cooperate** and help one another, saying that true friendship is part of faith. The boys often shared ideas, studied together, and supported each other during exams.

They learned that respecting elders, being patient, and **forgiving mistakes** are lessons that make every **relationship** stronger. In Islam, family and friendship are connected through kindness and cooperation. Good friends remind each other to pray, to say the truth, and to be **thankful** for the people who care for them. When we treat our families with **respect** and our friends with honesty and **loyalty**, we follow the Sunnah and build a **caring society** that **pleases** Allah.



 **Pronunciation Tip:** Break long words into syllables, to pronounce them easily.
(dis-cov-er / co-op-er-ate / re-la-tion-ship)

Learning Unit 5



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

- What do children often learn first at home?
 - To study for exams
 - To share and speak kindly
 - To make new friends at school
 - To play outside all day
- The underlined word “it” in the 1st paragraph refers to:
 - fun
 - word
 - friendship
 - smile
- What is the **writer’s purpose** in this passage?
 - To explain how children complete science projects at school.
 - To describe the activities families, enjoy during their weekends.
 - To show the importance of good values in building strong friendships.
 - To compare different types of friends from around the world.



b. Answer the following questions.

- What did Ahmed and Hamad learn from their friendship?
- Why is friendship in a family important?



Sort the Words

Place each word in the correct group that best shows how we use it.

(honest – happiness – cooperate – comfort – polite – warmth – forgive – please – caring – thankful)

Feelings (how someone feels)	Actions (what someone does)	Characters (what kind of person someone is)



Think and Discuss

a. Work in pairs to discuss the following questions:

- What good values do children learn at home?
- How do these values help you when you make friends?

b. Write 2–3 sentences.

Explain how you can show kindness, honesty, or cooperation as a friend.

Example:

I can show kindness by sharing my things. I show honesty when I tell the truth.

I cooperate with my friends when we work together.

Word Bank
kind – thankful – honest –
help – respect – cooperate

Reflect and Explore:

Think about friendship. Write 2-3 sentences in your notebook about what makes a good friend. Use ideas from the passage, ask a family member, or use AI tools to find more ideas.

I'm here to help you with ideas, not to write for you.



- I can apply articles spoken exchanges about people, places and daily school life
- **Linker Bank:** first, next, then, finally, and, also, because

Learning Unit 5

Lesson 2 Grammar

Grammar: Articles (a, an, the, no article)



1 Look at the table.

Then read the sentences. Underline the noun in each sentence and write (G) for general or (S) for specific.

Word	Meaning
General nouns	We do not know which one. It could be any person or thing.
Specific nouns	We know exactly which person or thing we are talking about.

- a. I saw a dog outside.G.....
 b. Our school is very big.
 c. He wants to buy a new car.
 d. The teacher is very kind.
 e. I lost my book.



Article	Use	Example
a	before a general , single countable noun beginning with a consonant sound	a book, a cat
an	before a general , single countable noun beginning with a vowel sound	an apple, an idea
the	before a specific noun (we know exactly which one)	the teacher, the sun
∅ (no article)	before general ideas, plural nouns, and names (days, cities, countries)	I like coffee . / Kuwait is beautiful. / On Monday I study Maths.



2 Place each word in the correct group that best shows how we use it.

mosque – orange – dog – London – boy – umbrella – Friday – moon

a	an	the	∅ (no article)



3 In pairs, complete the sentences with a, an, the, or ∅ (no article)

1. Fatima is reading interesting book.
2. We visited Kuwait Towers last weekend.
3. He wants to be engineer.
4. They went to mosque near their house.



4 **Role-play: Articles in Action!**

Work with a partner. Act out a short conversation using a, an, the, and ∅ to describe your favourite place or thing, then switch turns.

A: I love **Al-Shaheed Park**. It is a quiet place.
B: I like **the** lake there. It has **a** beautiful view.

Learning Unit 5

- I can identify main ideas and key details from a short-spoken dialogue about friendship, kindness and choosing good friends.
- **Linker Bank:** first, next, then, finally, and, also, because

Lesson 3 Listening

What Makes a Good Friend?

1 Before You Listen

a. Look at the pictures. Which ones show a good friend?



b. Discuss the following questions.

1. Why should we choose friends carefully?
2. What do you like the most about your best friend?

2 School Talk: How to Choose Friends Wisely

You will listen to a podcast about the importances of choosing good friends. Listen and mark as (T) True or (F) False.



- a. Ahmed says a good friend helps you do bad things. ()
- b. The Prophet's friend Abu Bakr stayed beside him during the journey. ()
- c. A real friend only plays games and makes you laugh. ()

3 Complete the dialogue.

The friendship of the Prophet (PBUH) was full of and

A true friend helps you be and

4 Vocabulary Spotlight

Match each value to the behaviour that best describes the friend.

	Value	Example of Behaviour
1	loyal	a) A friend tells the truth even when it is difficult.
2	honest	b) A friend keeps your secrets and stays by your side.
3	patient	c) A friend stays calm and forgives mistakes.
4	wise	d) A friend encourages you to do good things.

5 Be a True Friend

Create a mini poster that shows three ways to be a good friend. Include short sentences and drawings to show your ideas.

Useful Phrases:
 A true friend...helps me ...
 ..reminds me to...
 ..teaches me to be...
 ..stands by me when...

- I can justify simple opinions and choices in short discussions about what makes a good friends and why kindness matters.
- **Linker Bank:** first, next, then, finally, also, and, because

Learning Unit 5

Lesson 4 Speaking

Words that Build Friendship

1



Kind or Unkind Words

1. Listen to four short dialogues. Tick (✓) whether each dialogue uses kind or unkind words.

A	Kind		B	Kind		C	Kind		D	Kind	
	Unkind			Unkind			Unkind			Unkind	

2. Discuss the following questions with your partner.

- Why are kind words important for friendship?
- How do you feel when someone speaks kindly to you?



2



Match each situation to a kind response.

	Situation	Kind Response
1	Your friend suggests an idea.	a) "I see your point, but I think we could also try this."
2	You made a mistake.	b) "Thank you, I really appreciate it."
3	Your friend helps you with homework.	c) "I'm sorry. I didn't mean to upset you."
4	You disagree with a friend.	d) "That sounds good. Can we also try this?"

3



In pairs, read the sentences. Tick the kind way to speak to your friend.

- Be quiet! Let's listen first, then talk. I don't want to sit with you. Not me.
- Come sit with us! You're not my friend! Can we talk, please?

Say it Kinder

4



Rewrite these sentences so they sound polite and respectful. Then, practice in pairs.

Sentence	Polite sentence
"Give it to me."	
"You are wrong."	
"Move! That's my seat."	
"You never help."	"Could you help me this time, please?"

5



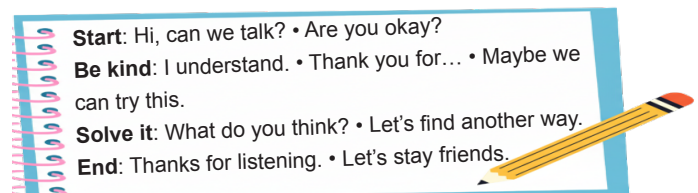
Role-play "Real Friendship Talk"

In pairs, choose a situation and act out a short, kind conversation with your partner.

(Your friend forgot their homework. / Your friend is upset. / Your friend helped you.)

Example:

- A: Are you okay?
 B: I forgot my homework.
 A: I understand. Let's fix it together.
 B: Thank you.
 A: No problem. Let's talk to the teacher.



I spoke kindly.	I listened to my partner.	I used polite words.	I showed respect.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Learning Unit 5

- I can identify moral lessons and character traits from a fable.
- I can analyse characters' actions and traits from written fable about honesty.
- **Vocabulary:** edge, softly, shine, fine, sneaky, field, sweet, intend, follow, hunter, reach, suddenly, trap, knot, shame, falsely, truth

Lesson 5 Reading

The Stag, the Crow, and the Jackal

1



Before You Listen

Look at the picture and discuss the following questions.

- What animals do you see in the picture?
- Do you think these animals could be friends? Why/ Why not?
- How can friends help each other when there is danger?
- Can kind words sometimes be untrue or used to trick someone?



2



School Talk: How to Choose Friends Wisely

One bright morning, a stag was drinking cool, clear water at the **edge** of a wide forest. Birds sang **softly** in the tall trees, and the sun **shone** gently through the green leaves. Near the river lived a clever crow who often warned the stag of danger. They were good friends and deeply cared for each other.

One afternoon, a jackal noticed the stag's **fine** horns and felt jealous. With a **sneaky** smile, he said, "You are the most beautiful animal in this forest! Your horns shine like gold. Come with me, I know a quiet **field** full of **sweet** grass and fresh water." The stag felt proud and believed the jackal's flattering words.

From above, the crow called, "Be careful, my friend! The jackal's words may sound gentle, but what he **intends** may not be good. You don't really know him, do you?" But the stag did not listen and **followed** the jackal.

The jackal led him straight to a field where **hunters** often hid. As soon as the stag **reached** the field, strong nets **suddenly trapped** him. Hearing his cry, the crow flew quickly and pecked at the **knots** until the stag broke free. The jackal slipped away quietly, not daring to look back.

Breathing hard, the stag said with **shame**, "I should have listened to you." The crow nodded wisely. From that day on, the stag learned that praise given **falsely** can lead to harm, while true friends speak honestly, even when the **truth** is difficult to hear.

3



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

- Another **suitable title** for this story can be:
 - True Friendship
 - The Clever Stag
 - Hunters in the Field
 - The Kind Jackal

2. The underlined word “gentle” in the 3rd paragraph means:

- a. wise b. kind c. true d. happy

3. **ONE** of the following sentences is **FALSE**:

- a. The crow warned the stag about the jackal.
 b. The jackal spoke kindly to trick the stag.
 c. The stag escaped with the crow’s help.
 d. The jackal helped the stag get out of the net.



4 **Find and Highlight:**

- a. **Find and underline:** Two sentences that show how the crow was a true friend.
 b. **Think:** What do these sentences tell you about the crow’s character?

5 **Answer the following questions.**

1. What advice did the crow try to give?
2. What could the stag have done differently?
3. What makes the crow a good example of a true friend?
4. Describe a time when you were given advice that was hard to accept but later helped you.

6 **Fill in the spaces with suitable words from the list below.**

(edge – shines – hunter – falsely – praised)

- a. The sun brightly in the morning.
- b. The ball rolled to the of the field.
- c. The teacher Nasser for his good work.
- d. The was in the forest looking for animals.

7 **Moral Match: What does the story teach us?**

The moral is the lesson or message we learn from a story.

a. Match each lesson to the correct message:

1. Listen to good advice.	a) Honesty makes friendship strong.
2. Don't believe every nice word you hear.	b) True friends help keep you safe.
3. Be honest with your friends.	c) Some people use kind words to trick others.

b. Create a poster “What Makes a Good Friend?”

Draw the stag and the crow. Write three short sentences to show what true friendship means.

Sentence starters:

- A true friend ...
- I learned that ...
- We should ...
- This story teaches me that ...

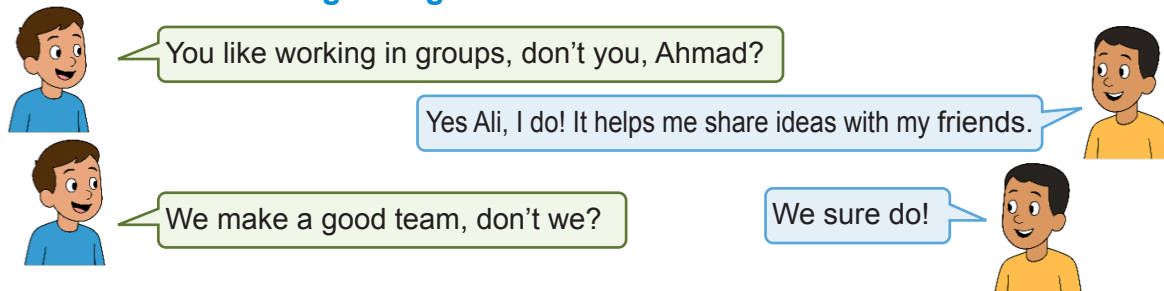
Learning Unit 5

- I can use tag questions correctly in the present simple tense to check information or show friendliness.
- **Linker Bank:** first, next, then, finally, and, also, because

Lesson 6 Grammar

Grammar: Tag Questions (Present Simple)

1  Listen to the following dialogue between the two friends.

Ali: You like working in groups, don't you, Ahmad?

Ahmad: Yes Ali, I do! It helps me share ideas with my friends.

Ali: We make a good team, don't we?

Ahmad: We sure do!

2  In pairs, discuss the following questions.

- What does Ahmad use at the end of each question or sentence?
- Is Ahmad asking for a real answer or just checking?
- Does Ahmad's voice go up or down at the end of each question?

Statement Type	Tag Form	Example
Positive statement	Negative tag	You like English, don't you?
Negative statement	Positive tag	You don't like maths, do you?
with verb to be	use am/is/are in the tag	She's kind, isn't she? / They aren't ready, are they?
with verb have / do	Use do/don't/does/doesn't	He helps his friends, doesn't he?

3  Fill in each blank with the correct tag.

1. You study English every day,
2. Sara doesn't live far from school,
3. I am late,
4. They help their friends,
5. He isn't in class today,

Tip: We use tag questions to check information or to sound friendly.
The voice goes up when we're really asking; it goes down when we are sure.

4  In pairs, match and read each sentence aloud. Pay attention to the voice going up or down.

	Sentence	Response
1	You like working in pairs, don't you?	Yes, he does.
2	We don't have homework today, do we?	No, we don't!
3	She's your best friend, isn't she?	No, they don't.
4	They don't live near the sea, do they?	Yes, she is.
5	Ahmad helps his classmates, doesn't he?	Yes, I do.

Use these ideas:

- School
- Hobbies
- Friends
- Family
- Teamwork

5  Work with your partner. Take turns asking friendly tag questions.

- a. Write three or four tag questions about different topics.
- b. Take turns asking and answering your questions with your partner.
- c. Pay attention to your voice (make sure it goes up or down).

Example:

- A:** You like helping others, don't you?
B: Yes, I do! It makes me happy.

- I can organise ideas logically in a short paragraph about the importants of friendship.
- I can write a clear, coherent paragraph on the importance of friendship.
- **Linkers Bank:** first, next, then, finally, and, also, because


Learning Unit 5

Lesson 7 Writing

The Importance of Friendship

1  **Think, Pair, Share**

1. Why do we need friends?
2. How can friends make our lives better?
3. What happens when people don't have good friends?

2  **Think of ways friends make life better. Tick (✓) the ideas you agree with and add one more of your own.**

- | | | |
|--|---|---|
| <input type="checkbox"/> make you laugh | <input type="checkbox"/> help with homework | <input type="checkbox"/> tell the truth |
| <input type="checkbox"/> teach patience | <input type="checkbox"/> share problems | <input type="checkbox"/> cheer you up |
| <input type="checkbox"/> spend time together | <input type="checkbox"/> give good advice | <input type="checkbox"/> _____ |

3  **Read the following paragraph and answer the questions that follow.**

Friendship is a blessing from Allah. A good friend helps you in good and bad times. Friends remind each other to pray and speak kindly. True friendship builds trust and peace in society. You agree that everyone needs friends, don't you? We must care for our friends with patience, honesty, and mercy.

- a. Underline the articles (a, an, the).
- b. Circle the tag question.
- c. Highlight the verbs showing action.



Why did the writer use a tag question?

4  **Build Your Ideas – True Friendship**

Sentence Purpose	Your Notes
1. Topic Sentence (What is friendship?)	Friendship is
2. Reason 1 (Why it is important)	It is important because
3. Example or detail for Reason 1	.....
4. Reason 2 (How we show friendship)	We can show friendship by
5. Example or detail for Reason 2	.....
6. Concluding Sentence (with tag question)	Good friends make life better,?

Learning Unit 5

• Linker Bank: first, next, then, finally, and, also, because



5 Friendship is one of the greatest gifts in life.

a. Plan and write a paragraph explaining why friendship is important and the different ways we can show it every day.

Topic sentence

.....
.....

Supporting details

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

Concluding sentence

.....
.....



b. Now, write your paragraph.

- Use your notes to write a complete paragraph.
- Start with a capital letter. End each sentence with a full stop.
- Use at least one article and one tag question.

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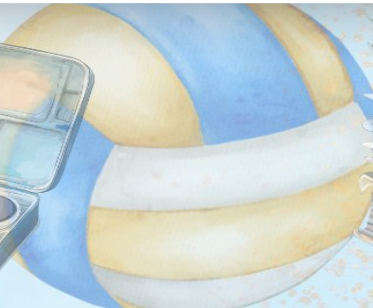
Writing Checklist:

- Did I write a clear topic sentence?
- Did I include at least three details?
- Did I use articles and tag questions?
- Did I check my punctuation and capital letters?
- Did I use AI tools to proofread my writing?

Learning Unit

Six

Play, Practise, Enjoy



Learning Unit 6: Play, Practise, Enjoy

Learning Outcomes

Listening and Viewing:

- Follow short spoken discussions in classroom tasks about hobbies, clubs, and sports routines.
- Identify main ideas and key details from short spoken texts about free time, hobbies, and life skills.
- Infer simple comparisons and reasons from spoken discussions about active vs creative hobbies.
- Record key words and simple notes from spoken texts about hobbies, schedules, and club information.
- Respond with appropriate actions to basic oral instructions during listening tasks linked to hobbies and sports.

Speaking and Representing:

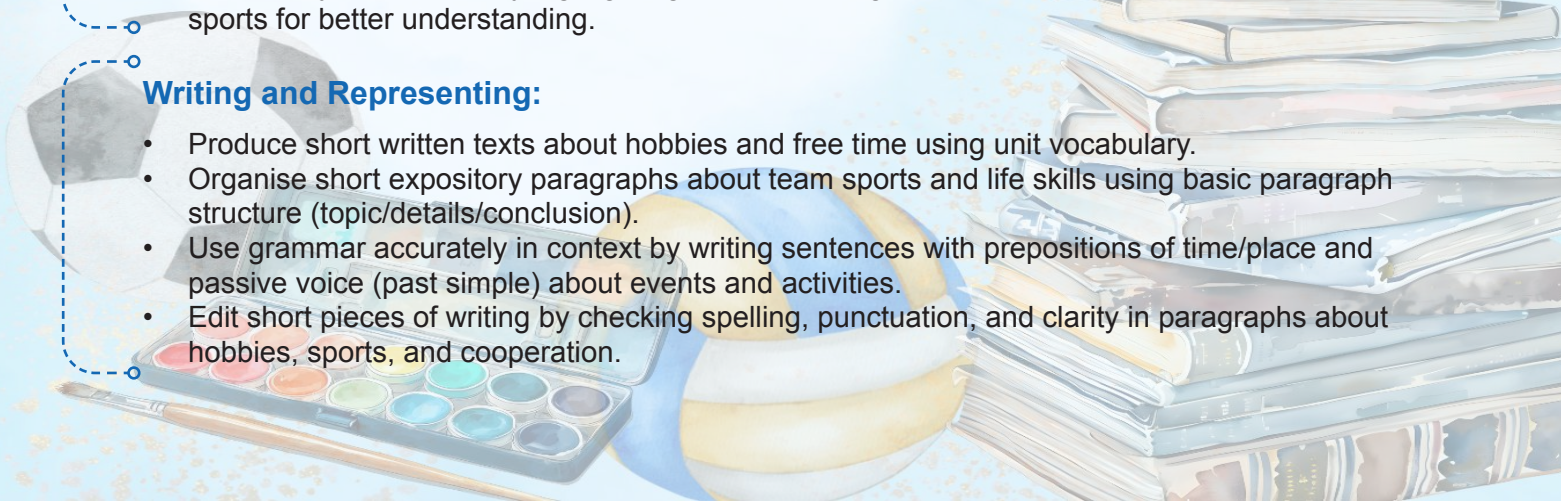
- Ask and answer simple questions in short dialogues about joining hobby and sports clubs (time, place, preferences, reasons).
- Describe hobbies, sports, and routines using familiar vocabulary and simple structures (where/when/how often/why).
- Justify simple choices and preferences in short discussions about suitable hobbies or sports and their benefits.
- Perform short role-plays about a club fair or sport choices using polite language and supportive turn-taking.
- Use clear pronunciation, suitable intonation, and simple non-verbal signals during spoken interactions about hobbies and sports.

Reading and Viewing:

- Identify main ideas and key details from written texts about hobbies, traditions modern interests.
- Interpret simple vocabulary and meanings in context from written passages and glossaries about hobbies and sports.
- Compare types of hobbies and sports from written texts by organising information into simple tables (how/equipment/benefits).
- Infer basic information about people, activities, and benefits from magazine-style articles about choosing the right sport.
- Extract key information by highlighting and annotating short written texts about hobbies and sports for better understanding.

Writing and Representing:

- Produce short written texts about hobbies and free time using unit vocabulary.
- Organise short expository paragraphs about team sports and life skills using basic paragraph structure (topic/details/conclusion).
- Use grammar accurately in context by writing sentences with prepositions of time/place and passive voice (past simple) about events and activities.
- Edit short pieces of writing by checking spelling, punctuation, and clarity in paragraphs about hobbies, sports, and cooperation.



I can identify explicit and implicit details from a passage about hobbies and how people practise them and what makes them different.

Vocabulary: enjoyable, activity, unwind, imagination, discover, custom, knitting, weaving, carefully, bright, colourful, pattern, repeat, history, skill, controlled, beautifully, practise, photography.

Learning Unit 6

Lesson 1 Reading

The Joy of Hobbies

1



Before You Read

Discuss the following questions:

- What hobbies do you enjoy in your free time?
- Why do people have hobbies?
- Which hobbies do you think are popular with other people?



2



Read the passage and do the tasks that follow.

Everyone needs a hobby. A hobby is an **enjoyable activity** that makes good use of your free time. Hobbies help people **unwind**, use their **imagination**, and **discover** new interests. Some people enjoy sports, but many artistic hobbies also help us protect our **customs** and traditions.

Reading Tip:

Don't stop for every new word. Use the words around it to guess the meaning.



In the past, many families in Kuwait enjoyed **knitting** and **weaving**, which were creative and calming. Women sat at a loom to make the famous Sadu weaving. They worked **carefully** to create **bright, colourful** designs, and each rug had its own special **pattern**. These **repeated** designs shared stories about desert life, family **history**, and culture. People often worked together as they passed these skills from one generation to the next.

Today, children and teenagers enjoy many hobbies. Many boys like building models, a hobby that uses small pieces to create repeated shapes and structures. This teaches focus and allows them to work quietly while designing artistic objects. Other hobbies build



important **skills**. Bookbinding helps people save their stories by making books by hand. Calligraphy turns writing into art with slow, **controlled** lines that form **beautifully** shaped letters. Origami builds patience as you **practise** folding step by step to create artistic shapes.



Many other hobbies are common today and bring joy to people of all ages. Some enjoy **photography** to save important moments. Others like sewing clothes or making baked or frozen desserts to share. In the end, hobbies help us use our time well. Whatever activity you choose, a hobby makes life more meaningful.



Sadu weaving is known worldwide as an important cultural craft in Kuwait.



Pronunciation Tip: Break long words into syllables, to pronounce them easily.

(col-our-ful / worth-while)

Learning Unit 6



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

1. What is the **main idea** of the passage?
 - a. Sports are the best hobbies.
 - b. People enjoy many different hobbies.
 - c. Old hobbies are no longer important.
 - d. Modern hobbies are more interesting than old hobbies
2. The underlined word “**meaningful**” in the 4th paragraph means:
 - a. full of meaning
 - b. full of time
 - c. full of joy
 - d. full of learning

b. Answer the following questions:

1. What is special about Sadu weaving in Kuwait?
2. Why do you think hobbies make life more meaningful?



In pairs, fill in the table with information from the passage.

	Sadu Weaving	Building Models	Origami
How the hobby is done		Using small pieces to create repeated shapes and structures	
What it teaches people	It teaches careful work		
Why people like it			It's creative



Find and Complete

Find the word in the text or glossary that matches each meaning:

1. To stop worrying and thinking about problems and to try to relax.....
2. The ability to create new ideas and pictures in your mind.
3. Having bright and many different colours.



Think, Reflect, and Create

a. Discuss these questions with your partner:

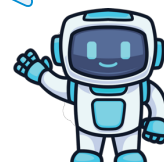
1. Which hobby from the passage would you like to try? Why?
2. What hobbies do you enjoy in your free time?
3. Where do you usually do your hobby? At home, school or somewhere else?



b. Mini-Poster: “Hobbies Make Life Colourful!”

1. Choose one hobby you enjoy.
2. Draw a picture that shows your hobby.
3. Write 2 - 3 sentences about it.


You are the writer! Use AI ideas to improve your sentences, not to replace your thinking.



Search for facts about your hobby or use AI to find more information.

Lesson 2 Grammar

Grammar: Prepositions of Time and Place

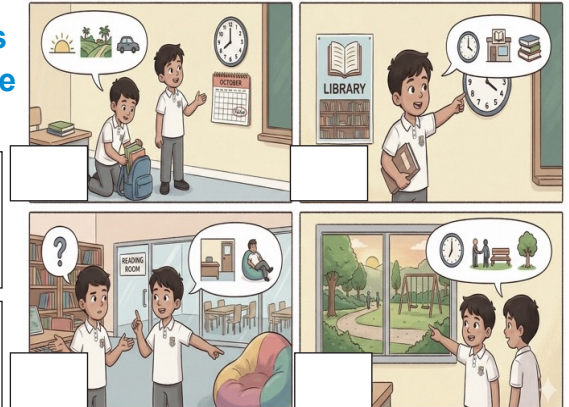
1  **a. Read the dialogue. Number the pictures to match the dialogue and then answer the question.**

1 A: What are you doing **on** Friday?
B: I'm going **to** my uncle's farm.

2 A: Do you study **in** the library?
B: Sometimes, I sit **on** the beanbag chair.


3 A: Let's meet **at** the park later to play.
B: See you **at** 6 o'clock.

4 A: I'm going **to** the library **at** 4 o'clock.



b. What do you notice about the words in red? (Do they tell time or place?)

Preposition	Time – When?	Place – Where?
in	months, years, parts of the day	countries, cities, rooms
	Example: in March, in 2025, in the morning	Example: in Kuwait, in the classroom
on	days, dates	surfaces
	Example: on Friday, on 12th June	Example: on the table, on the wall
at	exact time	exact location or public places
	Example: at 5 o'clock, at noon	Example: at school, at the bus stop
to	minutes before the hour, end of a period	movement / direction (destination)
	Example: ten to six, Monday to Friday	Example: go to bed, drive to London

2  **Read the sentences. Each one has one wrong preposition. Write the correct preposition.**

- I live (on)Kuwait.
- Every day we meet (in)the bus stop.
- We will go (at) the park this afternoon.



3  **In pairs, complete the sentences with in, on, at or to:**

- We play basketball Saturday afternoon.
- The class went the lab.
- I eat breakfast 7 o'clock.
- My birthday is July.
- The picture is the wall.

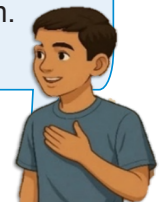


I wake up at 6 o'clock. I have breakfast in the kitchen. I go to school at 7:10.

I play tennis at 7 o'clock on Wednesday at the gym.

4  **Talk About Your Day**
Work with a partner. Read the example.

- Write 2-3 sentences about your daily routine using in, on, at, or to.
- Share your sentences with the class.



Learning Unit 6

I can identify explicit details about hobbies and free time by listening to a podcast and identify the difference between hobbies.

Linker Bank: first, next, then, finally, and, also, because

Lesson 3 Listening

Free Time, Full Life

1

Before You Listen

Look at the pictures and answer the following questions.

1. What do you like to do in your free time?
2. How can hobbies help people learn life skills?
3. Do you prefer active or creative hobbies? Why?



2



Podcast: Free Time, Full Life

Listen to the podcast about free time and choose from a, b, c or d.

- 1) What is the **main idea** of the podcast?
 - a. People should choose hobbies that match their interests.
 - b. Free time helps people learn new skills and good habits.
 - c. Students should spend more time doing useful activities.
 - d. Creative hobbies are better than active hobbies.
- 2) Which sentence is **TRUE** according to the podcast?
 - a. Laila enjoys creative hobbies, and Fahad enjoys active ones.
 - b. Both students spend their free time doing sports.
 - c. Laila and Fahad have the same daily routine.
 - d. Fahad relaxes by running after school.



3



Listen to the podcast again to answer the following questions.

1. When does Laila usually knit?
2. When does Fahad run?
3. How are Fahad and Laila different?

Sentence Starters

- We agreed that...
- Our group thinks that...
- We believe this because...
- One reason is...
- Knitting is... but running is...
- Hobbies teach us to be...

4



Hobbies Help Us Grow

a. In groups, discuss the following questions.

Talk together and agree on your answers.

1. Which hobby do you think is harder, knitting or running? Why?
2. How can hobbies help students become better people?
3. What skills can people learn from hobbies?
4. What skill do both knitting and running teach?

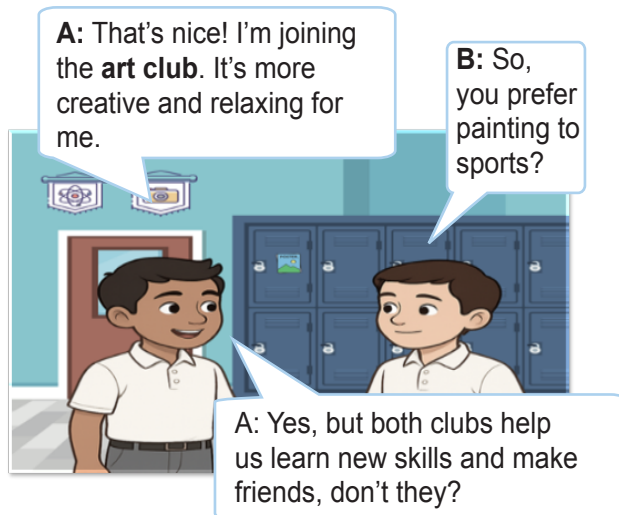
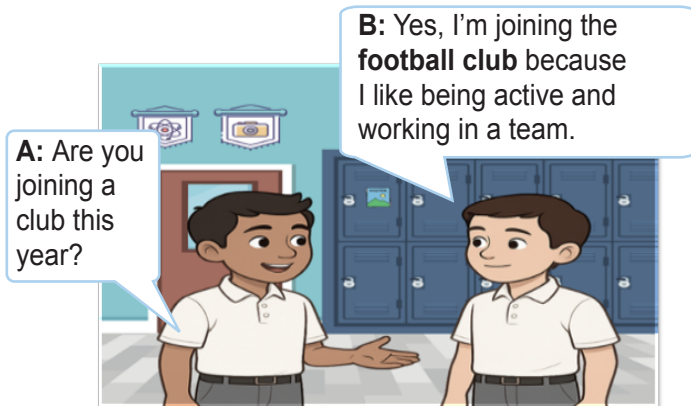
b. Write three short sentences in your notebook to summarise what your group agreed on.

Example: We learned that hobbies help us relax and grow. Knitting teaches patience, and running keeps us active and focused. We will use our free time to learn new skills and be more creative.

Use these words in your answers: creative – active – patient – focus
Use linkers from the Linker Bank.

Joining Hobby and Sports Clubs

1 Read the dialogue with your partner.



2 a) In pairs, put the clubs into active or creative groups.

Tennis – Paddle – Art – Origami – Basketball – Swimming – Music

Active	Creative

How do you know if a club is active or creative?

A club is active when....

A club is creative when...

b) Tick one club you would like to join. Then, tell your partner why.

Art	Football	Book	Photography	Science
Example I'd like to join the football club because I enjoy team sports.				

3 In pairs, ask and answer the questions. Use the sentence starters to help you answer.

- 1) What club do you want to join? I would join the... club because...
- 2) When do you meet? We meet at..... o'clock/ after.... / before...
- 3) Where do you meet? We meet at the...
- 4) Do you prefer creative or active clubs? I prefer..... clubs because...

4 Role-Play: Club Fair

In pairs, act out a short conversation. Student A is a member of a club.

Student B is choosing a club and asking questions.

Use the phrases below to ask for and give information.

Useful Phrases:

- I'm interested in joining the club.
- You should join because
- We meet at 3 o'clock in the
It's fun and helps you improve your
- I prefer clubs because

EXAMPLE

A: Hello, I'm thinking of joining the craft club.
B: Do you like making things?
A: I enjoy making things all the time.
B: That's great! You should join the club.
 We meet **in the art room on Tuesdays**. It's really creative and relaxing.
A: Lovely! I like creative clubs.

Lesson 5 Reading

Choosing the Right Sport

1



Before You Read

Your Sport Style Read each statement and circle A, B or C.

Then, check your results.

1) In your free time, I prefer to.....

a) stay active

b) relax in a calm way

c) spend time with friends

2) I enjoy activities that are....

a) competitive

b) calm and focused

c) team-based

3) I feel successful when I...

a) win a game or race

b) learn a new skill

c) help my team win



A

Mostly A:

You enjoy active sports.

B

Mostly B:

You like creative or individual activities.

C

Mostly C:

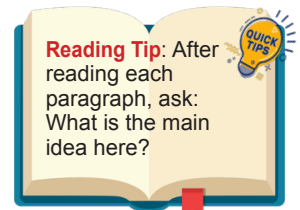
You enjoy team sports.

2



Read the magazine article and do the tasks that follow.

Do you ever wonder which sport suits you best? Choosing the right sport can be **tricky**, but the best one is the sport that is enjoyed and practised regularly. **Across** Kuwait, many kinds of sports are played, taught, and shared to help people stay healthy and active.



First, if you like active and **team** sports, try football or basketball.

Football is played on large fields after school or on weekends. A ball and boots are used, and strong **teamwork** is built as players communicate to reach their **goals**. Next, basketball is played in school gyms or sports halls. A ball and hoop are used, and the ability to **concentrate** improves because players must **decide** quickly while working together.

Then, if you prefer individual sports, there are many choices. Swimming is practised in pools during summer or in indoor centres in winter. Goggles, caps, and swimsuits are worn because they help swimmers stay safe and comfortable. Swimming also makes the heart and lungs stronger. Horse riding is **offered** at riding clubs in the desert or near the beach. A helmet, boots, and gloves are needed, and **confidence** grows as each **rider** learns to guide their horses calmly.

Running and walking are enjoyed in parks or along the seaside. Only comfortable shoes are needed, and **peaceful** thoughts are encouraged as stress is reduced.

Finally, paddle is a **popular** new sport. It is a **blend** of team and individual play. It improves **fitness** and helps new friendships grow.

No matter which activity you **choose**, remember that enjoyment matters most. When energy and effort **combine**, they help you stay healthy and happy.



Pronunciation Tip: Break long words into syllables, to pronounce them easily.

(com-mu-ni-cate / con-cen-tra-tion)

3 In pairs, complete the table using information from the article.

Sport	Equipment Needed	Skills or Benefits	Type
.....	Boots, .....	.....	Team
Swimming	Goggles,	Patience, .....	.....
.....	Helmet,	Confidence, .....	.....
Padle	.....	....., fitness	blend
Running	.....	.....	Individual

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

- 1) What is the **main purpose** of this passage?
 - a. To describe how to play football and basketball.
 - b. To explain why people should rest more.
 - c. To talk about different sports and their benefits.
 - d. To teach the rules of fun activities.



2) The underlined word “**improves**” in the 2nd paragraph means.

- a. makes better
- b. stays the same
- c. makes good
- d. stays active

3) According to the passage, **ONE** of the following statements is **TRUE**?

- a. Football is played in small indoor halls.
- b. Swimming is only practised in summer.
- c. Paddle has become a common sport in Kuwait
- d. Running and walking need special sports equipment.

5 **Presentation: The Best Sport for Me**

Use the table to help you prepare a short presentation about the best sport for you.

a. Answer these questions in your presentation.

- 1) Which sport do you think is best for you?
- 2) Why do you like it?
- 3) How does this sport help your body?
- 4) What skill does this sport teach you?

b. Present your presentation to the class.

Sentence Starters: I choose ... because /
I prefer.../ This sport helps my body by.....
I learn from this sport how to ...

Useful Words

practise, strengthen, balanced,
confidence, patient, teamwork,
focus, cooperation, goal

Peer Check

The presenter chose a sport.

- The presenter said why.
- The presenter used information from the table.
- The presenter used “because.”
- I understood the presentation.

Learning Unit 6

I can form and use passive voice correctly in the past simple tense to describe completed actions.

Linker Bank: first, next, then, finally, and, also, because

Lesson 6 Grammar

1



Grammar: Passive Voice (Past Simple)

a) In pairs, read and underline the sentences that are in the past tense.

The trip was planned by my parents last weekend.
The bags were packed early in the morning. A big umbrella was set up on the beach, and the mats were spread on the sand. Later, sandwiches were shared by everyone.



b) Discuss the following questions:

- What was done in each sentence?
- Who did it? Do we know?
- Which word comes before the main verb, was or were?
- Are the sentences talking about what people did or what was done?

Form	Structure	Example
Active	Subject + verb + object	People built the stadium in 2010. The baker baked the cakes last night.
Passive	Object + was/were + past participle (+ by Subject)	The stadium was built in 2010. The cakes were baked last night (by the baker).

Use **was** for singular and **were** for plural.
Key words: yesterday, last (year, month..etc), in 1995, in the past.

TIPS
Use the **passive voice** when the **action is more important** than who did it.

2



In pairs, fill in the blanks with **was** or **were**:

1. The first World Cup held in 1930.
2. Medals given to the top players by the coach.
3. The students taught English in school by the teacher.

3



Complete the following sentences using passive voice:

Active	Passive
1) The students painted the wall.	The wall was.....
2) The teacher announced the winners.	The winners.....
3) People opened the new gym.	The

4



Role-Play: News Flash

Imagine you are a reporter. Write three short sentences about things that happened last week.

You can choose any topic, such as:

- a place you visited
- a trip you took
- a school event/ activity



Useful Words:
built, designed,
opened, given, won,
held, played

EXAMPLE

A: What happened last week?
B: A class meeting **was held** on Monday, the football field **was cleaned**, and new art posters **were put up** in the hallway."

I can ask and answer questions about hobbies using familiar vocabulary and expressions.

Linker Bank: first, next, then, finally, and, also, because

Learning Unit 6

Lesson 7 Writing

Team Sports and Life Skills

Think and Discuss

1  Look at these life skills. Circle the ones you can learn from team sports.



teamwork



goal setting



kindness



communication



being a leader

2  Now discuss with a partner:

- 1) Which skill or value is most important for success in sports?
- 2) What do players learn when they work together?

Jigsaw Writing: Share Your Sport

Step 1: Group Task (Information Building)

- a. Form 5 groups. Each group becomes an expert in one sport.
- b. Read the focus question for your sport.
- c. Discuss and write one clear idea about the life skills this sport teaches.

	Sport	Focus Question
1	Football	What do football players learn when they work in a team?
2	Basketball	Why do basketball players need to cooperate?
3	Swimming	What skills do swimmers build when they practise?
4	Padle	Why is it important to talk and work together in this game?
5	Running	Why do runners need to be patient and practise often?

Jigsaw Steps

- 1 Make 5 Groups**

- 2 Information Building**

- 3 Share and Collect**

- 4 Plan and Write**


Write your note here.

.....

.....

Step 2: Jigsaw Groups (Share ideas)

Now make new groups. Each new group must have one expert from each sport.

Each student explains one idea from their expert group.

Listen to all five experts.

Step 3: Collect Ideas: Write one short note for each sport in the boxes.

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Learning Unit 6

Now each student has information about **five different sports** and **skills** to use in their own writing.

Step 4: Plan Your Paragraph

Use your notes to complete the outline below.

	Purpose	Your Ideas
1	Topic Sentence: What is your main idea?	Team sports help players to
2	Detail 1 + What do players learn?	When players work together, they learn
3	Detail 2 + Another thing players learn.	For example, in basketball
4	Detail 3 + A third skill from this sport.	Players also learn
5	Concluding sentence: Final thought (what is the lesson or value learned?)	This sport is important because

Team sports teach players to work together and support one another.

a. Plan and write a paragraph about one team sport, explaining what players learn from this sport and give examples.

Topic sentence
.....
.....

Supporting details
.....
.....
.....
.....

Concluding sentence
.....
.....

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

Checklist:

- | | |
|--|--|
| <input type="checkbox"/> I wrote a paragraph . | <input type="checkbox"/> I have one main idea . |
| <input type="checkbox"/> I gave 3 things players learn . | <input type="checkbox"/> I added one example from the sport . |
| <input type="checkbox"/> I wrote a final sentence to finish my paragraph. | <input type="checkbox"/> I used because / also / then . |
| <input type="checkbox"/> I checked my spelling . | |

Learning Unit

Seven

Healthy Lifestyle



Learning Unit 7: Healthy Lifestyles

Learning Outcomes

Listening and Viewing:

- Identify main ideas and key details from short spoken texts about healthy habits for the body, mind, and spirit.
- Infer simple reasons and advice from spoken talk shows about diet, sleep, water, and exercise in daily life.
- Categorise healthy vs unhealthy habits from spoken discussions connected to daily routines and wellbeing.
- Record key words and short notes from spoken texts about healthy routines and lifestyle choices.

Speaking and Representing:

- Describe daily healthy routines in short talks about morning, afternoon, and evening habits.
- Justify healthy choices in short dialogues about why habits support energy, calmness, focus, and fitness.
- Use advice expressions in short role-plays about healthy living
- Compare habits and routines in spoken sentences using comparative and superlative adjectives in health contexts.
- Perform short pair presentations with clear pronunciation, suitable intonation, and supportive body language about healthy days.

Reading and Viewing:

- Identify main ideas and key details from written texts about health traditions in Islam and around the world.
- Interpret explicit and implicit information from written blogs about simple steps to stay healthy.
- Distinguish facts and opinions from written statements about health habits and lifestyle choices.
- Infer simple messages and lessons from written texts about the impact of daily habits on wellbeing.
- Extract key vocabulary and ideas by annotating short written texts about hygiene, diet, and exercise.

Writing and Representing:

- Organise ideas logically in short written texts about healthy habits using basic linking words (first, next, then, finally, because, also).
- Produce short health-awareness posters and brochures about body–mind–spirit habits using unit vocabulary and sentence starters.
- Summarise advice and key points from spoken and written texts in short written sentences about healthy living.
- Apply grammar in context by writing sentences using comparatives/superlatives and too/enough about routines and quantities.
- Edit short paragraphs by checking spelling, punctuation, and clarity when writing about daily healthy choices.

• I can identify explicit and implicit details from a passage about health and daily habits.

Vocabulary: consider, energy, worship, personal, thoroughly, prepare, mind, recite, inner, importance, impact, grateful, mood, habit, slowly, teaching

Learning Unit 7

Lesson 1 Reading

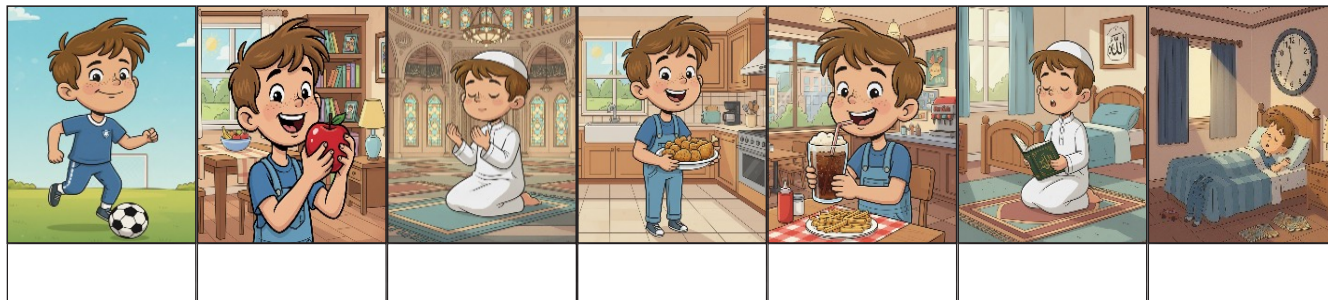
Healthy Habits in Islam and Around the World

Think and Discuss

1



Draw a 😊 under the healthy choice or a ☹️ under the unhealthy choice.



- What does “being healthy” mean to you?
- How are healthy habits different in different cultures?

2



Read the passage and do the tasks that follow.



Underline facts that explain or show the main idea.

People around the world follow different routines to stay healthy. These customs come from their local culture, beliefs, and daily life. In Islam, taking care of our health is **considered** important because a strong body provides the necessary **energy** for acts of **worship**, it helps us pray, learn and do good for others.

Muslims start the day with **personal** cleanliness. Wudu **thoroughly** cleans the body and **prepares** the **mind** for prayer. A Muslim may also **recite** the Quran to find deep spiritual comfort and **inner** peace. Islam also teaches the **importance** of moderation in diet. We should avoid eating too much unhealthy fried food and heavy meals, as both can negatively **impact** our health. Caring for our health is a way of being **grateful** for the blessings Allah has given us.

Around the world, other cultures share excellent health traditions. In Japan, people eat light meals with vegetables and fish to live long, healthy lives. In Scandinavian countries, children play outside in all seasons to strengthen their bodies and improve their **mood**. In many African countries, families walk together for daily tasks, which keeps them naturally active and builds a stronger sense of connection.

Even though these traditions come from different places, they share the same message: good health begins with simple daily **habits**. Health problems may **slowly** appear when people ignore their health, but small changes can improve their lives. When we follow the **teachings** of our faith and learn from the healthy traditions widely practised in other cultures, we can build a balanced, strong, and happy life.



Pronunciation Tip: Break long words into syllables, to pronounce them easily.
(thor- ough-ly / im-por-tance)

Learning Unit 7

3



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

- Which of the following is the **best title** for this passage?
 - How to Become a Professional Athlete
 - Healthy Traditions in Different Cultures
 - The History of World Foods
 - Modern Technology in Daily Life
- The underlined word “**their**” in the **4th paragraph** refers to:
 - traditions
 - problems
 - people
 - habits
- Which of the following statements is **TRUE** according to the passage?
 - In Islam, eating large fried meals is encouraged to give more energy.
 - In Japan, people eat heavy meals with a lot of meat to stay healthy.
 - Scandinavian children play outside in all seasons to stay healthy.
 - In many African countries, families avoid walking because it’s too tiring.



4



Complete the paragraph with the most suitable word

(mood – consider – slowly – personal)

For our school project, we had todifferent ideas before we chose one. I picked a topic that felt.....to me because I wanted to share my own thoughts. I worked.....to make sure everything was done neatly. At the end, I was proud because I completed the project.

4



In pairs, discuss and answer the following questions.

- Why is caring for our bodies important in Islam?
- What are three small habits that help you stay healthy?
- How can reading the Quran help a person feel calm?



Healthy Living Brochure

- Design a brochure titled **Healthy Living**
- Use drawings or photos. Include:



Design Tips:

- Use clear titles.
- Write short, simple sentences.
- Add pictures

Section 1	Body: Three habits that keep your body strong.
Section 2	Mind: Two habits that help you stay focused and calm.
Section 3	Spirit: One habit that strengthens your faith.
Closing Message	Small healthy habits make my life balanced.

Sentence Starters

- This habit helps ...
- To keep my mind...
- To grow my faith, I ...

- I can form and use comparative and superlative adjectives correctly to compare people, things, and habits.

Learning Unit 7

Lesson 2 Grammar

Grammar: Adjectives (Comparatives + Superlatives)

1 Look at the picture, read the sentences and discuss.

- The goat is **small**.
- The dog is **smaller than** the goat.
- The cat is **the smallest** of the three.



- Which sentence compares two animals?
- Which sentence compares the three animals?

Use	Form	Example
Comparative	adjective + -er + than	Khalid is stronger than Jassim.
Superlative	the + adjective + -est	Khalid is the strongest student.
Spelling Rule:		
Short adjectives (one syllable): Add -er / -est tall → taller / tallest fast → faster / fastest	For adjectives ending in -e: Add -r / -st : nice → nicer / nicest	For adjectives ending in one vowel + one consonant, double the last letter: big → bigger / biggest hot → hotter / hottest
Irregular adjectives: They do not follow spelling rules. They change to special forms. good → better → the best bad → worse → the worst far → farther / further → the farthest / the furthest		

2 Circle the correct sentences.

1	A. This road is long than that one.	B. This road is longer than that one.
2	A. The cheetah is the fastest animal.	B. The cheetah is fastest animal.

3 Write the correct form of the adjective in brackets.

- This box is (light) than that one.
- My house is (small) than yours.
- Today is the..... (cold) morning of the week.
- My sister is the..... (kind) person I know.
- That mountain is the (high) in Oman.

Think and Notice:
 We use **-er** when we compare two people or things.
 We use **-est** when something is **the best** or **the most in a group**.

4 Work in pairs and write two comparative sentences and one superlative sentence about your daily life. You can use these words: (fit – strong – fast – easy – safe – healthy – happy)

Example:

Learning English is **easier than** studying science.
 Salad is **the healthiest** type of food.

Learning Unit 7

I can identify the main idea and key details from a short-spoken text on healthy habits for the body and mind.

• **Linker Bank:** first, next, then, finally, and, also, because

Lesson 3 Listening

Healthy Talk

1



Before You Listen

a. Look at the pictures and answer the following questions.

Write one short sentence to show how each habit helps your health.



1 Eating vegetables gives us energy.

2

3

2



Healthy Talk Kuwait

a. You will listen to a talk show. Tick (✓) the ideas you think you will hear.



- a. Eating fruits and vegetables. ()
- b. Playing computer games all night. ()
- c. The importance of sleeping early. ()

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

- 1) Fast food and sugary drinks give:
- a. a lot of energy b. no energy c. short energy d. strong muscles
- 2) According to Dr Salem, good health begins with:
- a. exercise b. food c. sleep d. vitamins
- 3) Coach Noura says exercise helps the:
- a. bones b. stomach c. eyes d. heart

3



Listen again and list two keywords for each point.

- 1) Examples of a healthy diet
- 2) Activities we are encouraged to try in Islam
- 3) Benefits of sleep and water

4



Healthy Life Card

Write four pieces of advice you learned from the show in your own words: two for the body and two for the mind.

Example:

Body: Try to walk for 30 minutes every day.

Mind: Make sure to go to bed early.

Expressing Advice

- You should...
- Try to...
- Remember to...
- Don't forget to...
- It's good to...
- It's important to...
- Make sure to...

- I can speak clearly and confidently about my daily healthy routines.
- **Linker Bank:** first, next, then, finally, and, also, because

Learning Unit 7

Lesson 4 Speaking

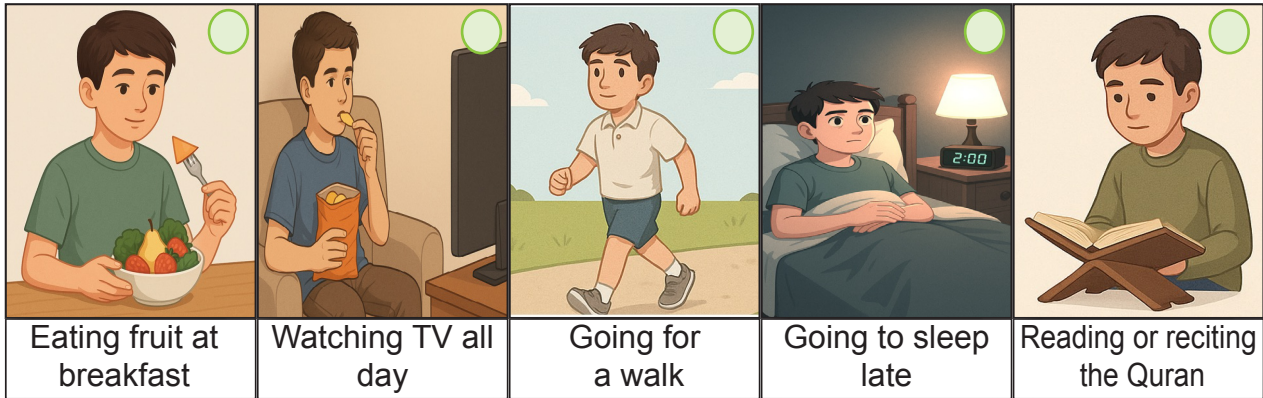
What Makes a Healthy Day?

1



In pairs, "Choose the Best for Your Day"

a. Look at the pictures below. Tick (✓) the activities that make a day healthy.



b. Discuss why the activity is healthy or unhealthy.

- It is healthy because ...
- It is unhealthy because ...

2



Describe a Healthy Day

a. Describe one morning habit, one afternoon activity, and one evening habit.

- Explain why each habit is healthy.
- Use the sentence starters and the word bank to help you talk about your day.

Sentence Starters

In the morning, I ...

After school, I prefer ...

My healthiest moment is when...

I don't like ... because ...

I enjoy ... because it helps me.

Word Bank

fresh - active - strong - tired - early - late - short - long - calm - busy



b. Mini Presentation: My Healthiest Day

- Use your ideas from exercise 2 to prepare a short presentation about your healthiest day.
- Mention 2 - 3 healthy habits from your day and use superlative adjectives.

Peer Feedback

<input checked="" type="checkbox"/>	What did you hear in your partner's talk?
<input type="checkbox"/>	Morning, afternoon, and evening habits
<input type="checkbox"/>	Correct use of superlative adjectives: " Salad is the healthiest food. "
<input type="checkbox"/>	Clear and confident speaking

Example:

"Hello! Today I will tell you about my healthiest day. In the morning, I eat fruit because it gives me energy. After school, I prefer walking because it's easy. My healthiest moment is when I pray Maghrib, it helps me feel calm and thankful."

Learning Unit 7

- I can identify explicit and implicit details from a blog about simple healthy habits
- **Vocabulary:** equipment, lifestyle, germ, spread, sticky, layer, hurt, hygiene, fuel, sugary, increase, weight, cause, over time.

Lesson 5 Reading

Three Simple Steps to Stay Healthy

1



Before you read

Look at the blog pictures and answer.

a. What do you think this blog is about?

- staying healthy
- daily habits
- helping your body and mind.

b. Tick (✓) whether each statement is a Fact or an Opinion.

Statement	Fact	Opinion
1. Washing hands keeps germs away.		
2. Eating fruits is the nicest snack.		
3. Exercise helps your heart stay strong.		
4. Riding a bike is more fun than walking.		



Good readers ask:
What message is the writer trying to share?

2



Read the blog and do the tasks that follow.



www.simplehealth-blog.com

Home - Back - Next



Three Simple Steps to Stay Healthy

♥ 112 Likes 💬 23 Comments

Posted on May 5, 2025. By Luara N

Staying healthy does not require difficult plans or expensive **equipment**. In fact, good health begins with the small choices we make each day. When we eat well, stay clean, and keep active, we feel stronger and enjoy our day more. Here are three simple steps that can help everyone build a healthier **lifestyle**.

Step 1: Stay Clean.

Clean hands are one of the easiest ways to stop **germs** from **spreading**. Washing your hands removes dirt, bacteria, and the **sticky layer** of germs that can **hurt** you. Wearing a mask when you are sick also protects others from the spread of illness. Brushing your teeth twice a day prevents tooth decay and keeps your mouth fresh. Taking care of your **hygiene** keeps you healthy and confident.



Step 2: Eat Well.

Your body needs the right **fuel** to work properly. Fresh fruits and vegetables give you energy and help your brain stay focused. Drinking enough water supports your brain and keeps your body working well. But eating too many **sugary** or fried foods can **increase** your **weight** and **cause** health problems **over time**. Balanced meals help your body grow and stay strong.



Step 3: Keep Active.

Exercise does not have to be hard. Simple activities like walking or playing football with friends keep your heart healthy and your mind sharp. A few minutes of movement each day make a big difference to your body.



Good health starts with small steps. When you follow these simple habits, you build a strong and healthy life, one day at a time.

Pronunciation Tip: Break long words into syllables, to pronounce them easily. (**bac-te-ri-a**)



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



- 1) What is the **main idea** of this blog?
 - a. Exercise must be very hard to be useful.
 - b. Eating fried food makes the body stronger.
 - c. We need to use special equipment to stay healthy.
 - d. Small daily habits help us live a strong and healthy life.



2) The underlined word “**prevents**” in the **2nd paragraph** means:

- a. fixes something
- b. stops something
- c. makes something
- d. cleans something

3) What can too much sugary or fried food cause? They can cause.....

- a. focus
- b. sleep
- c. tiredness
- d. strength

4 Read the sentences below and write (T) for true, (F) for false, or (NG) for not given based on the blog.



	Statement	T / F / NG
1	The blog says that washing hands takes a long time.	
2	The blog says brushing your teeth keeps your mouth fresh.	
3	Drinking enough water helps people stay focused.	
4	The blog says that exercise must always be very hard.	
5	Eating fresh fruit and vegetables gives you energy.	
6	The blog says you should wear a mask only at school.	

My Health Habits Poster

5 Create a poster titled “My Health in Three Steps.”



Include one picture or short phrase for each step.

Example Layout:

Step 1: Stay Clean: Wash hands and brush teeth twice a day.

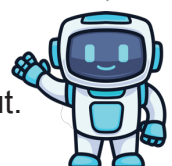
Step 2: Eat Well: Eat fruit and drink water.

Step 3: Stay Fit: Walk or play football with friends.

- Use at least one comparative or one superlative adjective.
- Use AI to help you get ideas for an easy-to-read poster layout.



I give feedback!
That is my job.



Learning Unit 7

- I can use too and enough correctly to describe quantity, ability, and degree
- **Linker Bank:** first, next, then, finally, and, also, because

Lesson 6 Grammar

1



Grammar: Too / Enough

Think Before You Learn

Look at the pictures and answer.

- 1) Do we have enough water?
- 2) Is any glass too full or too empty?
- 3) Which picture shows the right amount of water? Why?



too + adjective	adjective + enough
Meaning: more than good or needed	Meaning: good enough / strong enough
Example: It is too hot	Example: She is strong enough .

2



Circle the right word

- 1) The tea is (too – enough) cold to drink.
- 2) The chairs are comfortable (enough - too) for everyone.
- 3) This bag is (too – enough) heavy.
- 4) She isn't (tall enough – too tall) to reach the shelf.

Tip
enough = the right amount.
too = more than needed.

3



Join the sentences using too or enough.

1. It's cold. We can't go swimming.

2. The room isn't quiet. I can't finish my homework.

3. The jacket is big. It doesn't fit me.

4. He isn't fast. He can't win the race.

4



My Daily Habits

Write 3-4 sentences about your daily habits

Use too and enough.

Sentence Starters:

- I'm not... enough to...
- I am... enough to...
- It's too ... to

Word Bank

hot – cold – tired – busy
 – early – strong – healthy
 – sleep – water – fast –
 healthy – active – calm

Example:
 I am not strong enough to carry the big box

• I can write a cohesive, clear and structured paragraph describing healthy habits and the importance of staying healthy.

• **Linker Bank:** first, next, then, finally, and, also, because

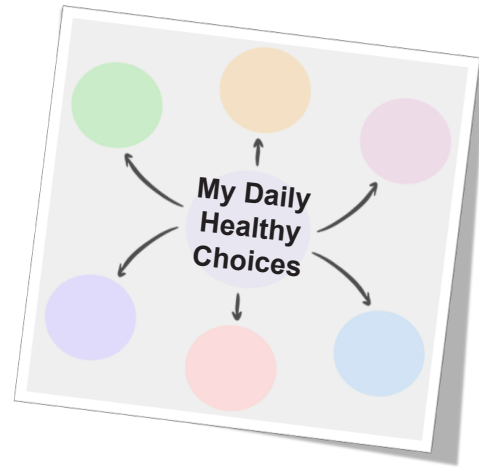
Learning Unit 7

Lesson 7 Writing

My Daily Healthy Choices

1  **a) In groups, discuss the picture and complete the mind map to answer the following questions:**

1. What makes a day healthy?
2. What do people do every day to stay healthy in body, mind, and spirit?



b) In pairs, choose four habits from your ideas above.

Write in the table what each habit does and why it is good for you.

The Habit	Why It Is Good

Tip
Use full ideas, not single words; this helps you write your paragraph

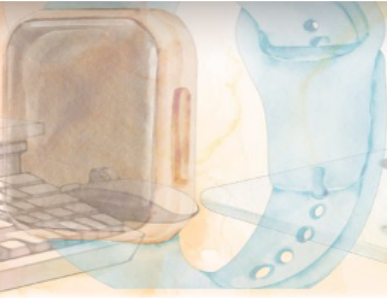
2  **Plan Your Paragraph: Use the outline below to organise your ideas.**

Purpose		Example
1	Topic Sentence: introduce the main idea	Daily healthy habits help us and.....
2	Detail 1: Body Habit 1 + why	I wash my hands
3	Detail 2: Mind Habit 2 + why	I read
4	Detail 3: Body Habit 3 + why	I eat
5	Detail 4: Spirit Habit 4 + why	I
6	Concluding Sentence – restate or reflect	These habits help me feel healthy and

Learning Unit

Eight

Technology



Learning Unit 8: Technology

Learning Outcomes

Listening and Viewing:

- Follow simple spoken advice during listening tasks about technology use in daily life and school routines.
- Identify main ideas and key details from short spoken texts about responsible technology use and screen-time balance.
- Infer basic speakers' meaning or feelings from tone and intonation in spoken exchanges about good and bad technology habits.
- Categorise benefits and problems from spoken podcasts about technology's effects on study, family time, and sleep.
- Record key words and short phrases as simple notes from spoken texts about technology vocabulary and advice.

Speaking and Representing:

- Describe familiar technology tools and systems in short spoken sentences about school, home, hospitals, and traffic systems.
- Express basic personal opinions in short discussions about healthy vs unhealthy technology habits and daily routines.
- Compare advantages and disadvantages in simple debates about technology and health using basic linking words (because, also, however).
- Ask and answer Wh-questions clearly in pair interactions about routines, hobbies, and technology use.

Reading and Viewing:

- Identify main ideas and key details from short written texts defining technology and explaining how it helps people.
- Interpret explicit and implicit details from written passages about modern hobbies that use technology (digital art, tutorials, coding).
- Infer meanings of key vocabulary from written context about tools, systems, and digital hobbies.
- Interpret pronoun reference accurately from written paragraphs about technology and modern hobbies.
- Organise information by completing tables or infographic plans from written texts about uses, tools/apps, benefits, and skills.

Writing and Representing:

- Organise simple sentences logically in short writing about helpful and harmful technology uses in daily life.
- Write short paragraphs consisting of topic sentences, supporting details, and conclusions about how technology shapes daily routines, with examples of benefits and problems.
- Apply relevant grammar in context by writing present perfect sentences about life experiences and Wh-questions for specific information.
- Produce short posters or infographics about a new app or a digital hobby, including tools/apps, reasons, and value messages.
- Edit written work by checking linking words, spelling, punctuation, and clarity in short texts about technology.

• I can identify explicit and implicit details from a passage about technology and how it helps people.

Vocabulary: technology, smooth, organise, particularly, mental, electric, cost, staff, relaxation, solve, continue

Learning Unit 8

Lesson 1 Reading

What is Technology?

1



Before You Read Think-Pair-Share

- What do these apps do?
- How can they help our health and well-being?



2



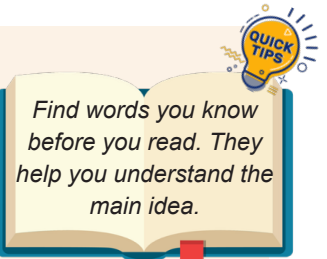
Read the passage and do the tasks that follow.

Technology plays a part in our lives every day. Many people think it refers



only to computers or smart devices, but it actually includes any tool that helps people perform tasks more easily. From pencils to tablets, technology makes work quicker and daily life **smoother**.

In schools, technology assists learning in many ways.



Find words you know before you read. They help you understand the main idea.

Students use screens and simple programs to understand lessons, to **organise** their work, and check their progress. This is **particularly** helpful for students who need tools to keep their homework clear and easy to follow.

At home, technology helps families stay comfortable and healthy. Washing machines clean clothes, air conditioners cool rooms during hot days, and air purifiers keep the air clean for better breathing and **mental** health. In the kitchen, tools like blenders and **electric** kettles make food preparation safer and faster. Although some items are expensive, they are often worth the **cost** because they save time and energy.

In hospitals, doctors use essential tools such as thermometers and heart monitors to keep patients safe. These devices help medical **staff** work carefully and with respect for people's well-being.

Technology also includes systems that help life run efficiently. Traffic lights guide cars on the road, and timetables help students organise their days. Even simple steps, like using a reminder app to plan rest and **relaxation**, are examples of technology making life easier.

Finally, technology is anything useful created to meet a need or **solve** a problem. It **continues** to grow as people look for better ways to live, relax, and stay healthy.



Pronunciation Tip: Break long words into syllables to pronounce them easily.
(par-tic-u-lar-ly / prep-a-ra-tion)


• I can use the present perfect simple correctly to talk about past actions connected to the present.

• **Linker Bank:** first, next, then, finally, and, also, because

Learning Unit 8

Lesson 2 Grammar

Grammar: Present Perfect Simple

1  **Read the blog post from “Majid, the Explorer”. Then, answer the questions.**

I love travelling! My passport is full of stamps. I **have visited** three continents. I **have eaten** sushi in Japan and I **have seen** the Burj Khalifa in Dubai. But I **have never been** to the USA.

- 1) Does Majid tell us when he visited Japan?
- 2) Did these things already happen in his life?
- 3) Is Majid talking about his life experiences?




Form: have / has + past participle

Use: • Talk about a past action that affects now.


• Talk about life experiences.

Subject	Auxiliary	Past Participle	Example
I / You / We / They	have	worked	I have worked hard today.
He / She / It	has	eaten	She has eaten lunch already.
Negative	haven't / hasn't	+ verb (-ed / 3rd form)	We haven't seen that movie.
Yes/No questions: Have / Has + subject + verb? Have you finished your homework ? Yes, I have... / No, I haven't ...		Wh-questions: Wh-word + have/has + subject + verb? Where have you been?	
Keywords	ever, never, just already, yet, today, so far, this week (month, year)		

2  **In pairs, complete each sentence using has/have + past participle of the verb in brackets.**

- 1) My parents (visit) the new park.
- 2) I (finish) my homework already.
- 3) She (not / see) the movie yet.
- 4) you ever (try) sushi?

Remember
You can use the irregular verbs list at the back of your book.


3  **Let's Be Reporters!**
Walk around the class and ask some classmates the questions below. Write Yes/ No in the table.

Questions	A	B	C
Have you ever ridden a horse?	Yes		
Have you ever lost your phone?			
Have you ever tried a new sport?			
Have you learned something new today?			



Example:

A: Have you ever tried a new sport?
B: Yes, I have. I rode a horse on a family trip last year.
A: Have you ever lost your phone?
B: No, I haven't. I always keep it in my bag.

4  **Role-Play: Work in pairs. Ask and answer the questions in the table, giving complete answers with a short explanation. Then, switch roles.**

Learning Unit 8

• I can identify main ideas and key details from listening text about responsible and irresponsible uses of technology.

• **Linker Bank:** first, next, then, finally, and, also, because

Lesson 3 Listening

Good Tech, Bad Tech

1



Before You Listen

Look at the pictures and answer the following questions:

- How much time do you usually spend on your phone or computer every day?
- Do you think technology helps you in your daily life? How?



2



Listen to the podcast and then choose from a, b, c or d.



- What is the main topic of the podcast?
 - Playing games online
 - Smart and responsible tech use
 - Fixing computer problems
 - Buying a new phone and tablet
- What does the host say about technology?
 - It is always dangerous.
 - It is only for entertainment.
 - It can help us study and stay organised.
 - It should be used all day.

3



Mark the statements as true (T) or false (F).

- Teenagers should take short breaks when using technology. ()
- The podcast says teenagers should share private pictures online. ()
- The host explains that technology can be good or bad based on our use. ()

4



Let's Find Balance
In pairs, work on the following:

- Discuss and list** two good uses of technology.
Example: doing homework/ calling family
- Discuss and list** two problems of too much screen time.
Example: less sleep/ less family time
- Together, write one piece of advice using "should."**
Example: We should spend more time talking with family.
- Share your ideas** with another pair or the class.



Useful Words


balance · talk · family
· connect · limit · use ·
share

- I can talk clearly about the advantages and disadvantages of technology.
- I can express the advantages and disadvantages of technology in simple debate.
- **Linker Bank:** first, next, then, finally, and, also, because

Learning Unit 8

Lesson 4 Speaking

Technology for a Healthy Life

1  **Look at the pictures. Talk about how each device can help your body, mind or daily routine.**

- My tablet helps
- My smartwatch reminds me



2  **Tech Check- Is This Habit Healthy?**

In groups, read each situation and tick “Healthy” or “Unhealthy.”

- Write one short reason in your notebook using the Useful Phrases.
- Then, share your answers with your group and compare your ideas.

Situation	Healthy	Unhealthy
Hamad plays games until midnight on school days.		
Laila uses an exercise app for 10 minutes after school.		
Fatma checks her phone every 3 minutes during homework.		
Sara listens to calming Quran recitations to reduce stress.		
Ahmed watches relaxing videos before sleeping.		

Example:

Situation: Ali uses his tablet to read a science article for class.

Answer: Healthy, because this habit helps him learn.

Useful Phrases:

- It is healthy/unhealthy because...
- This habit helps/doesn't help...
- It is good/bad for...
- It improves/distracts/reduces / increases...

3  **Debate: Does Technology Help Us Stay Healthy?**
In groups, follow the steps below to hold a short debate.

1) Choose your side:

Team A: Yes, technology helps us stay healthy.

Team B: No, technology sometimes makes our health worse.

2) Prepare two reasons to support your view.

Example:

Team A: Sleep apps help us rest better.

Team B: Gaming too long can cause tiredness.

3) Take turns speaking and responding politely.

Use:

- “One healthy use is that...”
- “I see your point, but...”
- “However, one unhealthy use is...”
- “I disagree because...”

Learning Unit 8

- I can identify explicit and implicit details from a passage about modern hobbies that use technology.
- **Vocabulary:** together, interesting, electronic, artist, special, amazing, alter, animation, discuss, opinion, coding, code, instructions, basics, technical.

Lesson 5 Reading

Technology and Modern Hobbies

1



Before You Read

Look at the pictures. Discuss these questions with your partner.

- What digital hobbies do you see?
- How do people use phones or computers for fun or learning?
- Which digital hobby looks interesting to you? Why?



2



Read the passage and do the tasks that follow.

Technology and hobbies often come **together** in fun and **interesting** ways. With a computer or smartphone, people can try many **electronic** hobbies at home. These hobbies help us learn new things and enjoy our free time in useful ways.

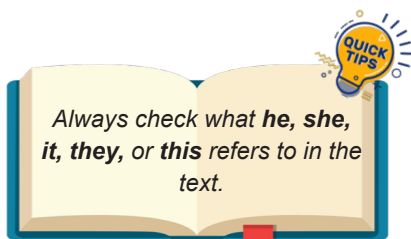
One popular hobby today is digital art. **Artists** can draw and paint on a tablet by using a **special** app. They can make **amazing** pictures, **alter** photos, or create **animations**. Many people put their creative work online to share it, **discuss** it with others, and hear different **opinions**. It is a clean and easy way to make pictures that look nice.



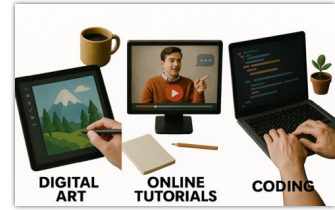
Learning a new skill from online videos is another amazing hobby. These tutorials teach many things, like how to cook a traditional Kuwaiti dish, play a song on the guitar, or say simple words in another language. People from all over the world, including Kuwait, make these videos to help others learn.

Coding is also a fun hobby to try. Writing **code** is like giving a computer **instructions**. It may look difficult at first, but many apps teach the **basics** in simple steps. Even though coding seems **technical**, it can be enjoyable because you can make a small game, create your own website, or turn your ideas into real projects.

Technology brings all these hobbies together and makes them easier to explore. It gives us more ways to learn, be creative, and enjoy our free time.



Pronunciation Tip: Break long words into syllables to pronounce them easily.
(elec-tron-ic / an-i-ma-tion)



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

- What is the **best title** for this passage?
 - How to Draw a Picture
 - Fun Hobbies Around the World
 - Modern Hobbies in the Digital Age
 - Online Games and Music
- The underlined word **'their'** in the 2nd paragraph refers to:
 - amazing pictures
 - photos
 - animations
 - many people

4 Fill in the spaces with suitable words from the list below.
(basics – electronic – interesting – opinion)

- In my, technology makes homework easier.
- Before you start the project, learn the first.
- I think this video is very..... because it shows new ideas.

5 Jigsaw Reading: Learn and Teach
Step 1: Become an Expert.

Work in Expert Groups (A, B, C). Each group reads one section only. Then, complete the table for your section.

Section	What It's About	Tools or Apps	Why People Like It
A. Digital Art			
B. Online Tutorials			
C. Coding			

Step 2: Teach Your New Group

- Move to a new group with three different experts: one A, one B, and one C.
- Teach your partners your section. Complete the rest of your table using everyone's information.

Sentence Starters:

- My part is about ...
- People use ... to ...
- They like it because ...

6 Our Digital Hobby
Create an infographic that shows one digital hobby.

- Choose from:** Digital Art – Tutorials – Coding – or a new digital hobby you know.
- Your Infographic Must Include:**
 - Title and icons:** The name and a small symbol.
 - Tools / Apps:** 2 – 3 tools you use.
 - Why It's popular:** Why people enjoy it.
 - Skills you learn:** e.g. creativity, patience, problem-solving
 - Value Link:** One message about using time wisely.
- Present and share your infographic.**



Learning Unit 8

- I can ask and answer Wh- questions correctly in the present simple about routines, hobbies and technology use.
- **Linker Bank:** first, next, then, finally, and, also, because

Lesson 6 Grammar

Grammar: Wh-Questions (Present Simple)

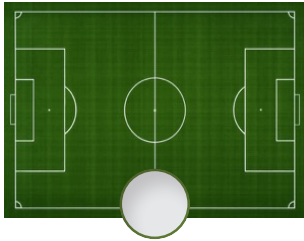
1



Look at the pictures.

a) Match each picture with the correct Wh-question.

1. Where do you study?	2. What sport do you play?	3. When do you wake up?	4. Who is your doctor?
------------------------	----------------------------	-------------------------	------------------------



b) What does each question ask about? (time, place, activity, or person)

Wh-word	Meaning / Use	Example Question	Answer Type
What	thing / object	What do you eat for breakfast?	Eggs and fruit.
Where	place	Where do you live?	In Kuwait City.
When	time / day	When do you go to the gym?	Every Monday at 4 o'clock.
Who	person	Who is your teacher?	Mr. Salem.
Why	reason	Why do you exercise?	To stay healthy.
How	way / method	How do you get to school?	By bus.

Rule:

Wh-word + do / does + subject + base verb + ?
Where do you live? What does she eat?

2



Complete the sentences with the correct Wh-word.

- 1) do you wake up every day?
- 2) teaches you science?
- 3) do you brush your teeth?

Remember:

Use does with he/she/it, and remove the "s" from the verb.

3



Put the words in the correct order to make a question.

- 1) do / you / what / after school / do?

- 2) you / how / go / to school / do?

4



In the Hot Seat!

Work in pairs. Ask and answer questions using wh-words.

- Talk about (school, family, sports, daily routine, hobbies, technology use...etc.)



*What do you...?
 Where do you...?
 When do you...?
 Why do you...?*

• I can write a cohesive, clear and structured expository paragraph explaining how technology shapes our daily life.

• **Linker Bank:** first, next, then, finally, and, also, because

Learning Unit 8

Lesson 7 Writing

How Technology Shapes Our Daily Lives

1



In pairs, discuss the following questions:

- Which digital activity helps you the most? Why?
- Which digital habit should you reduce? Why?



2



Useful or Harmful

In pairs, sort the ideas below into the correct column.

learning online – long screen time – connecting with family – losing sleep – health apps – digital hobbies – sitting too much – exercise videos – getting distracted – studying tutorials

Helpful Uses of Technology		Harmful Uses of Technology	

3



Use the following outline to organise your ideas about helpful and harmful uses of technology.

Function	Example / Model
Topic sentence (introduces the idea)	Technology is a big part of our lives, and it has both
Helpful use + reasons / examples	It helps people
Harmful use + reasons / examples	However, technology can make people.....
Concluding sentence (summarizes the idea)	We should use technology wisely to.....



Tip: Use connectors like *because, also, when, so, and* to link your ideas smoothly.

Learning Unit 8

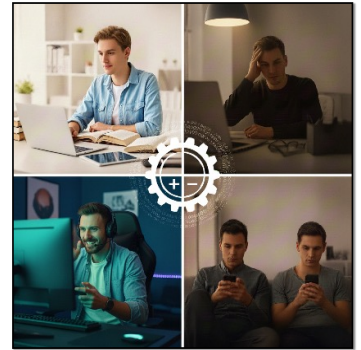
• Linker Bank: first, next, then, finally, and, also, because

4



We use technology every day, and it can have both good and bad effects on our lives.

Plan and write a paragraph explaining how technology helps people and how it can also cause problems, giving examples of good and bad uses of technology.



Topic sentence

.....
.....

Supporting details

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

Concluding sentence

.....

Adjectives to Describe Technology
useful · modern · relaxing · addictive · helpful · dangerous

Verbs to Explain Effects
helps · connects · teaches · distracts · improves · changes

Grammar Tip
Use the **Present Simple** to state facts and daily truths.
Technology helps people learn. It sometimes causes stress.

5



Use the ideas in your plan to write your paragraph.

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

Self-Check	
<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Did I explain both advantages and disadvantages?
<input type="checkbox"/>	Did I use linking words (and, but, however)?
<input type="checkbox"/>	Did I use correct spelling and punctuation?

Instructions

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

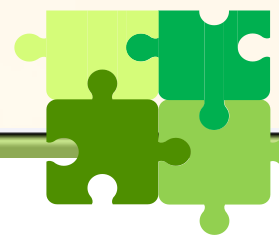
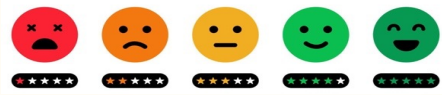
1. Form your group and assign roles (e.g., leader, researcher, designer, presenter).
2. Research your topic using books, websites, or interviews.
3. Plan your product (poster, model, slide deck, etc.).
4. Gather materials and create your product.
5. Rehearse your presentation.
6. Present your project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

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



Self and Peer Reflection.

What did I contribute to the project?

One thing I would improve is:

GLOSSARY



A

across /ə'krɒs/ (adv) – from one side to the other side of something

activity /æk'tɪvəti/ (n) – the situation in which a lot of things are happening or people are moving around

alter /'ɒl.tər/ (v) – to become different; to make somebody/something different

amazing /ə'meɪzɪŋ/ (adj) – very surprising, especially in a way that you like or admire

animation /,æn.ɪ'meɪ.ʃən/ (n) – moving images created from drawings, models, etc. that are photographed or created by a computer

artist /'ɑ:tɪst/ (n) – someone who paints, draws, or makes sculptures

B

basics /'beɪ.sɪks/ (n) – the simplest and most important facts, ideas, or things connected with something

beautifully /'bjʊ:tlɪ.fəl.i/ (adv) – in a beautiful way

belong /bɪ'lɒŋ/ (v) – to be in the right place or a suitable place

blend /blend/ (n) – a mixture of different things or styles

bright /braɪt/ (adj) – strong in colour

C

carefully /'keəfəli/ (adv) – with a lot of attention to detail

caring /'keərɪŋ/ (adj) – kind, helpful and showing that you care about other people

cause /kɔ:z/ (v) – to make something happen, especially something bad

choose /tʃu:z/ (v) – to decide what you want from two or more things or possibilities

code /kəʊd/ (n) – a system of words, letters, numbers or symbols that represent a message or record information secretly or in a shorter form

coding /'kəʊ.dɪŋ/ (n) – the instructions that make up a computer program

colourful /'kʌləfl/ (adj) – having bright colours or a lot of different colours

combine /kəm'baɪn/ (v) – to join two or more things or groups together to form a single one

comfort /'kʌmfət/ (n) – a pleasant feeling of being relaxed and free from pain

concentrate /'kɒn.sən.treɪt/ (v) – to direct your attention or your efforts towards a particular activity, subject, or problem

consider /kən'sɪdə(r)/ (v) – to think of somebody/something in a particular way

confidence /'kɒnfɪdəns/ (n) – a belief in your own ability to do things and be successful

continue /kən'tɪnju:/ (v) – to keep doing something without stopping

controlled /kən'trəʊld/ (adj) – done or arranged in a very careful way

cooperate /kəʊ'ɒpəreɪt/ (v) – to work with someone in order to achieve the same aim

cost /kɒst/ (n) – the amount of money needed to buy, do, or make something

custom /'kʌs.təm/ (n) – a way of behaving or a belief that has been established for a long time

D

decide /dɪ'saɪd/ (v) – to choose something, especially after thinking carefully about several possibilities

discover /di'skʌvər/ (v) – to find something for the first time

discuss /di'skʌs/ (v) – to talk about something with somebody, especially in order to decide something

E

edge /edʒ/ (n) – the part around something that is furthest from the centre

electric /i'lek.trɪk/ (adj) – using electricity for power

electronic /,el.ɪk'trɒn.ɪk/ (adj) – relating to computers or something that is done by computers

energy /'enədʒi/ (n) – the power and ability to be physically and mentally active

enjoyable /ɪn'dʒɔɪəbl/ (adj) – giving pleasure

equipment /i'kwɪpmənt/ (n) – the things that are needed for a particular purpose or activity

F

falsely /'fɔ:lsli/ (adv) – wrongly; in a way that is based on something that is not true or not correct

field /'fi:ld/ (n) – an area of land used for growing crops or keeping animals

fine /faɪn/ (adj) – good or good enough; healthy and well

fitness /'fɪtnəs/ (n) – the condition of being physically strong and healthy

follow /'fɒləʊ/ (v) – to move behind someone or something and go where they go

forgive /fə'gɪv/ (v) – to stop blaming or being angry with someone for something that person has done, or not punish them for something

friendship /'frendʃɪp/ (n) – a relationship between friends

fuel /'fju:əl/ (n) – a substance which is used to provide heat or power, usually by being burned

G

grateful /'greɪtfəl/ (adj) – feeling or showing thanks.

germ /dʒɜ:m/ (n) – a very small living thing that can cause infection and disease

goal /gəʊl/ (n) – an aim or purpose

H

habit /'hæb.ɪt/ (n) – something that you do often and regularly, sometimes without knowing that you are doing it

happiness /'hæpɪnəs/ (n) – the feeling of being happy

history /'hɪs.tər.i/ (n) – all the events that happened in the past

hunter /'hʌn.tə/ (n) – a person or an animal that hunts animals for food or for sport

hurt /hɜ:t/ (v) – to feel pain in a part of your body, or to injure someone or cause them pain

hygiene /'haɪdʒi:n/ (n) – the practice of keeping yourself and your living and working areas clean in order to prevent illness and disease

I

imagination /ɪ,mædʒɪ'neɪʃn/ (n) – the ability to form pictures in the mind

impact /ɪm'pækt/ (v) – to affect something or someone

importance /ɪm'pɔ:təns/ (n) – the quality of being important

increase /ɪn'kri:s/ (v) – to become larger in amount or size

inner /'ɪnər/ (adj) – on the inside, or near the middle of something

instructions /ɪn'strʌkʃnz/ (n) – advice and information about how to do or use something, often written in a book or on the side of a container

intend /ɪn'tend/ (v) – to have as a plan or purpose

interesting /'ɪn.tres.tɪŋ/ (adj) – someone or something that is unusual, exciting, or has a lot of ideas

K

kindly /'kaɪndli/ (adv) – in a kind or generous way

knitting /'nɪt.ɪŋ/ (n) – an item that is being knitted

knot /nɒt/ (n) – a place where pieces of string, rope, etc have been tied together

L

layer /'leɪ.ər/ (n) – a quantity or sheet of something that lies over a surface or between surfaces

lifestyle /'laɪf.staɪl/ (n) – someone's way of living

M

manner /'mænər/ (n) – behaviour that is considered to be polite in a particular society or culture

mental /'mentl/ (adj) – relating to the mind, or involving the process of thinking

mind /maɪnd/ (n) – the part of a person that makes it possible for him or her to think, feel emotions, and understand things

mistake /mi'steɪk/ (n) – something that you do or think that is wrong

mood /mu:d/ (n) – the way you feel at a particular time

O

often /'ɒfən, 'ɒftən/ (adv) – many times or regularly

offer /'ɒf.ər/ (v) – to provide or supply something

opinion /ə'pɪnjən/ (n) – a thought or belief about something or someone

organise /'ɔ:gənaɪz/ (v) – to arrange something into a particular order or structure

over time /'əʊvə(r) taɪm/ (adv) – after a period of time

P

particularly /pə'tɪkjələli/ (adv) – especially, or more than usual

pattern /'pætn/ (n) – a regular arrangement of lines, shapes, colours, etc. for example as a design on material, carpets, etc.

peaceful /'pi:sfl/ (adj) – quiet and calm; not worried or upset in any way

personal /'pɜ:sənl/ (adj) – your own; not belonging to or connected with anyone else

please /pli:z/ (v) – to make someone feel happy or satisfied

photography /fə'tɒg.rə.fi/ (n) – the activity or job of taking photographs or filming

popular /'pɒp.jə.lər/ (adj) – liked, enjoyed, or supported by many people

practise /'præktɪs/ (v) – to do an activity or train regularly so that you can improve your skill

preparation /,prep.ər'ei.jən/ (n) – the things that you do or the time that you spend preparing for something

prepare /pri'peə(r)/ (v) – to make or get something or someone ready for something that will happen in the future

prophet /'prɒfɪt/ (n) – a person sent by God to teach the people and give them messages from God

R

reach /ri:tʃ/ (v) – to arrive somewhere

recite /ri'saɪt/ (v) – to say a piece of writing aloud from memory

relaxation /,ri:læks'eɪʃn/ (n) – the feeling of being relaxed

repeat /ri'pi:t/ (v) – to happen, or to do something, more than once

respect /ri'spekt/ (n) – polite behaviour towards someone

rider /'raidə(r)/ (n) – a person who rides a horse, bicycle or motorcycle

S

shame /ʃeɪm/ (n) – the feelings of being sad, embarrassed or guilty that you have when you know that something you have done is wrong

shine /ʃaɪn/ (v) – to produce bright light

skill /skɪl/ (n) – the ability to do something well

slowly /'sləʊli/ (adv) – at a slow speed; not quickly

smooth /smu:ð/ (adj) – happening or continuing without any problems

sneaky /'sni:ki/ (adj) – doing things in a secret and unfair way

society /sə'saiəti/ (n) – a large group of people who live in the same country or area and have the same laws, traditions, etc

softly /'sɒftli/ (adv) – in a quiet or gentle way

solve /sɒlv/ (v) – to find an answer to a problem

special /'speʃ.əl/ (adj) – not ordinary or usual

spread /spred/ (v) – to cover, or to make something cover, a larger and larger area

staff /stɑ:f/ (n) – the group of people who work for an organization

sticky /'stɪki/ (adj) – made of or covered in a substance that sticks to things that touch it

suddenly /'sʌdnəli/ (adv) – quickly and unexpectedly

sugary /'ʃʊg.ər.i/ (adj) – containing sugar

sweet /swi:t/ (adj) – pleasant and attractive

T

teaching /'ti:tʃɪŋ/ (n) – the ideas of a particular person or group, especially about politics, religion or society, that are taught to other people

technical /'teknɪkl/ (adj) – relating to the knowledge, machines, or methods used in science and industry

technology /tek'nɒlədʒi/ (n) – scientific knowledge used in practical ways in industry, for example in designing new machines

team /ti:m/ (n) – a group of people who play a particular game or sport against another group of people

teamwork /'ti:m.wɜ:k/ (n) – the activity of working well together as a team

thankful /'θæŋkfəl/ (adj) – pleased or grateful about something

thoroughly /'θʌrəli/ (adv) – completely, very much

trap /træp/ (v) – to catch an animal using a trap

tricky /'trɪki/ (adj) – difficult to do or deal with

truth /tru:θ/ (n) – the quality of being true

U

unwind /ʌn'waɪnd/ (v) – to stop worrying or thinking about problems and start to relax

W

weaving /'wi:vɪŋ/ (n) – the act of making an object by twisting long pieces of something together

weight /weɪt/ (n) – how heavy somebody/ something is, which can be measured in, for example, kilograms or pounds

worship /'wɜ:ʃɪp/ (n) – the practice of showing respect for God by saying prayers

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
grew	grown	hung
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

Base Form	Past Simple	Past Participle
forget	forgot	forgotten
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
6B



Evaluation



PDF Book