



وزارة التربية
Ministry of Education
State of Kuwait | دولة الكويت

English Pearls of Kuwait

Student's Book



Grade

6A



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سَمُو الشَّيْخِ صَبَّاحٍ خَالِدٍ الْحَمَادِ الصَّبَّاحِ
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. It places explicit emphasis on 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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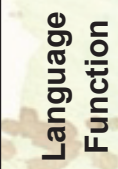
Scope and Sequence

Scope and Sequence						
Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills / Values
One Art and Expression	- Past Simple Tense - Past Tense "Used to"	Reading 1 Pearl of the Gulf craft(n), goods(n), moment (n), palm leaf(n), poetry(n), trader(n), value(n), express(v), support (v), cheerful(adj), wooden(adj)	People Who Made a Difference	- Talk about life in the past - Present a craft idea using adjectives - Pronunciation: The different sounds of 'th' - Pronunciation: Break multi-syllable words into parts (eg, tra-di-tion-al, co-op-er-a-tion)	A paragraph describing Life in old Kuwait	21st Century Skills - Communication - Creativity - Cultural Awareness - Collaboration - Self-expression Values - Appreciation of national history and identity - Respect - Pride in national identity - Cooperation - Empathy
Language Function	Talk about life in the past Express opinions Describe people, places and lifestyles Make comparisons					

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills / Values
Two Landmarks and Tourism	• Present Simple / Preference Verbs • First Conditional (If + Present, will + V)	Reading 1 A World of Attraction chance(n), contrast(n), design(n), event(n), exhibition(n), gallery(n), attend(v), attract(v), pleasant(adj), unique(adj), especially (adv), surely (adv)	• Exploring Kuwait	• Talk about travel and preference • Role-play a tourist interview • Discuss indoor/outdoor activities • Pronunciation: Break multi-syllable words into parts (eg, ex-hi-bi-tion, in-ter-na-tion-al)	Descriptive paragraph about a place in Kuwait Descriptive paragraph about a holiday	21st Century Skills • Communication • Decision Making • Cultural Appreciation • Digital Literacy • Critical Thinking • Global Awareness Values • Appreciation of local and global tourism • Respect for cultural values and social behaviour • Cultural openness • Hospitality • Curiosity • Responsibility • Pride in Kuwait Landmarks • Cooperation
		Reading 2 Holiday Adventure cruise (n), tour (n), guide (v), recommend (v), incredible (adj), international (adj), stunning (adj), uniquely (adv),				
Language Function	Express preference and likes/dislikes Make arrangements and plans Give recommendations and suggestions Ask for and give information about places					

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills / Values
Three Our Environment, Our Choice	• Present Continuous • Future Simple (will / won't)	Reading 1 Our Environment in Danger climate (n), environment (n), forest (n), natural resources (n), pollution (n), waste (n), harm(v), notice (v), remind (v), crowded (adj), dirty (adj), endangered (adj), carelessly (adv), gently (adv), wisely (adv),	• Small Actions, Big Change	• Talk about environmental actions • Give advice using should/ shouldn't and explain your reason using because • Make future promises with will/won't • Pronunciation: Break words into syllables to support fluency (eg, pol-lu-tion, en-dan-gered en-vi-ron-ment) • Vocabulary Strategy: Classify words by part of speech	Expository paragraph: How to Protect the Earth	21st Century Skills • Collaborative Problem Solving • Civic Responsibility • Sustainability • Environmental Responsibility Values • Environmental awareness • Responsibility • Respect for nature • Care • Preservation of resources • Cooperation
		Reading 2 Students' Actions Around the World campaign (n), container (n), plastic (n), routine (n), impress (v), recycle (v), reduce (v), reuse (v), creative (adj), metal(adj), neatly (adv)				
 Language Function	Describe environmental problems and actions Give advice, express opinions, and make suggestions Make promises (I will/ I' won't). Express future intentions					

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21 st Century Skills / Values
Four What Stories Teach Us	- Relative Pronouns (who, which, when, where) - Past Continuous (when / while)	Reading 1 Stories that Connect Us character (n), expression (n), generation (n), situation (n), storyteller (n), stranger (n), tale (n), admire (v), connect (v), explain (v), fair (adj), heroic (adj), attentively (adv)	Why People Like Stories	- Interview about brave actions - Role-play with values (kindness, honesty) - Use relative pronouns to describe people, places, times - Pronunciation: Practice clear syllables in storytelling words (eg, generation-a-tion, character, sit-u-a-tion)	Descriptive paragraph about your favourite story: characters, events, and the lesson learned Descriptive paragraph about why stories are important	21st Century Skills - Communication - Critical Thinking - Creativity - Collaboration - Ethical Reasoning
		Reading 2 The Honest Woodcutter axe (n), reward (n), woodcutter (n), earn (v), lit up (ph v), slip (v), deep (adj), honest (adj), iron (adj), silver (adj), worried (adj), nervously (adv),				Values - Storytelling for emotional connection - Kindness - Honesty - Bravery - Empathy - Respect - Justice - Identity and belonging
Language Function	Narrate past events Retell and summarise stories Express morals and lessons learned Describe characters and actions in stories Express opinion					

Learning Unit One: Art and Expression



Learning Unit One: Art and Expression



Learning Outcomes

Listening and Viewing:

- Imitate repeating simple pronunciation patterns clearly after listening.
- Identify key factual information from an audio source biography.
- Analyse main ideas and key details in an informational text using a structured note-taking organiser.
- Evaluate supporting details in an audio biography to determine the contribution's overall impact on cultural heritage.

Speaking and Representing:

- Describe essential features and sequential steps of a task or product, highlighting its purpose and required resources.
- Express basic personal opinions or feelings clearly in a simple context.
- Present information fluently, maintaining accurate pronunciation and coherent structure.
- Evaluate peer feedback to enhance clarity and persuasiveness in oral delivery.
- Produce an original craft idea with defined materials, tools, purpose, and logical sequence.

Reading and Viewing:

- Identify explicit and implicit information in a passage about life in old Kuwait.
- Analyse implicit values conveyed through language and context.
- Evaluate contrasts between past and present features in an informational text, citing supporting evidence from the source.

Writing and Representing:

- Plan a descriptive paragraph on life in old Kuwait with a topic–detail–conclusion organiser.
- Construct accurate past-simple sentences with appropriate time expressions to describe completed actions.
- Compose a cohesive paragraph using accurate past-tense verbs.

LU 1 Lesson 1 Reading

I can:

- identify the main ideas from a written text about Kuwait's history and pearl diving.
- show appreciation for traditional occupations from a written text about pearl divers.
- **Vocabulary:** support, cheerful, moment, trader, wooden, goods, craft, palm leaf, express, poetry, value

Pearl of the Gulf

Before You Read

- 1  Look at the pictures and discuss the following questions.

- What do you see in the pictures?
- How is life in these pictures different from life today?



- 2  Read the passage and choose another title.

- Life in a Modern City
- A Day at School
- Life in Old Kuwait
- A Festival by the Sea



A long time ago, people in Kuwait lived simple lives. They worked hard every day to **support** their families. There were no big shops, cars, or modern buildings. People used to live in houses made of clay and palm leaves. Life was not easy, but it was full of meaning, **cheerful moments**, and cooperation.

Most men had jobs that kept them away from home for weeks or months. Some men worked as fishermen or pearl divers, while others were **traders**. They travelled in **wooden** boats called dhows, to sell **goods** such as spices, dates, and clothing. These traders helped Kuwait connect with other countries.

Women stayed at home, but they also worked. They cooked food, made clothes, and raised children. Many women made **crafts** from **palm leaves**, like baskets and fans. These handmade crafts were useful and beautiful. Children did not go to modern schools. They studied at Al-Katateeb, where they learned the Holy Quran and how to read and write.

Art was part of this simple life. People used to **express** their feelings and share their stories through drawing, painting, **poetry** and music. Art helped keep their traditions alive and passed them on to others. Today, museums, stories, and traditional festivals remind us of the **value** of our heritage. Just like pearls are treasures from the sea, our stories and culture are treasures from the past.



Pronunciation Tip:

Break long words into syllables, to pronounce them easily.

E.g., co-op-er-a-tion, tra-di-tion-al

3 **Read the passage again and answer the following questions.**

1. What are two jobs that men did in the past?
2. What materials did people use to build houses in old Kuwait?
3. What does the underlined word **"They"** in the **3rd paragraph** refer to?
4. Why was art important to families in the past?

4 **Read each sentence and write (T) if it is true or (F) if it is false. Then, rewrite the false ones correctly.**

Sentence		T/F	Correction
1.	People in old Kuwait worked hard every day.		
2.	Women made beautiful crafts.		
3.	Women bought food and clothes from shops.		
4.	There were no big shops or modern buildings.		

5 **Find one word in each paragraph that has the same meaning as the phrases below.**

Paragraph 1	Paragraph 2	Paragraph 3	Paragraph 4
to feel happy and positive	people who sell goods	things made by hand	to show your feelings
.....			

6 **In pairs, think and talk about these questions.**



What are things that you like about Kuwait in the past?

What are you proud of?

I like how people worked together and helped each other.

I am proud of the pearl divers because they worked hard.



LU 1

Lesson 2

Grammar

I can:

- identify past simple verb forms from sentences about past events in Kuwait.
- write past simple sentences neatly about past events in Kuwait.

Grammar: Past Simple

1 Look at the pictures and discuss the following question.

- What did people do in the past?



They **read** the Holy Quran.



Men **fish**ed in the sea.



Women **cook**ed meals.

- Use the past simple to describe actions in the past.
- I / You / He / She / It / We / They + verb 2 (**past form**)
- | | | | | | |
|---------|---|-----------|-------|---|-------|
| play | → | played | eat | → | ate |
| express | → | expressed | sleep | → | slept |

Examples: Traders **sold** different goods.

I studied for the English exam yesterday.

We did not play football last night.

Did they eat dinner?

What did Laila do last Friday?

When talking about the past, you can use these **time expressions:**

- last night
- last year
- yesterday
- ago
- in 1990

2 Write full sentences using the past simple tense and time expressions.

- live / clay houses / ago People **lived** in clay houses a long time ago.
- make / handcraft / last week
- (not) eat / pizza / last night
- watch / movie / yesterday?

3 Write three sentences about something you did last summer.

Useful words: go – play – visit – eat

1. Last summer I.....
2.
3.

I can:

- identify factual details about notable Kuwaiti figures presented in an audio biography.
- express appreciation for people's achievements from a spoken text about real-life figures.

LU 1 Lesson 3 Listening

People Who Made a Difference

Before You Listen

1 Look at the pictures and discuss.

- Where did the boys / girls study in the past in Kuwait?
- Do you know who Ayoub Hussein was? What is he famous for?



I'm proud of
my country's
history.



2 Listen and match each phrase to the correct person.



- Used art to show traditional life.
- Believed that girls should learn like boys.
- Supported learning and helped keep our culture alive.

Mariam Abdel Malek

Both

Ayoub Hussein

3 Listen again and complete the table below.

Questions	Ayoub Hussein	Mariam Abdel Malek
1- What was his/her work?		
2- What was special about his/her work?		
3- What value did we learn from them?		



Pronunciation: The different sounds of 'th'

Listen and classify the words under the correct headings.
(thought – this – thanked –their- through – both)



unvoiced "th" θ	voiced "th" ð
Example: three	Example: that

LU 1 Lesson 4 Speaking

I can:

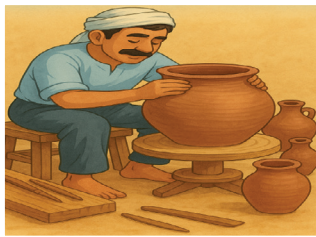
- organise spoken sentences clearly when describing traditional crafts in short dialogues.
- create a new craft idea describing materials, tools and purpose logically.
- **Linker bank:** because, and

Discover Traditional Crafts

Think, Pair, Share

1 a. Label each picture with the correct craft name.

(Sadu Weaving - Pottery - Fan Weaving - Dhow Building)



.....

Sadu Weaving

.....

.....

b. Which craft do you think is the most interesting? Why?

Example: I think is the most interesting craft because.....



c. Pick two traditional crafts. Talk about them using the questions below:

- What are the crafts called?
- What materials did people use to make them?

Example: "This is Fan Weaving. It is made of palm leaves. It looks beautiful and traditional."

Useful Words

- ☐ wood
- ☐ clay
- ☐ strong
- ☐ beautiful
- ☐ cultural
- ☐ handmade
- ☐ useful
- ☐ traditional
- ☐ important

Craft Detective: What Is It?

2



Read the sentences below and guess which craft is being described.

- It is made with coloured threads. People use their hands to create patterns. The designs are traditional.
- This item is shaped from clay by hand. It is often used for holding food or water.

From Imagination to Creation

3



a. Imagine you are creating your own craft. Think about these questions.

- What is your craft?
- What materials will you use?
- Why do you want to make it?
- From where did you get the idea?

Sentence Starters

- My craft is called
- It is made of
- I want to make it because
- I got the idea from



b. In your group, take turns sharing your ideas. Speak clearly and use full sentences.

I can:

- identify the main ideas from a written text about the development of Kuwait TV in the past and present.
- organise information from a written text about past and present television in a clear format.

Vocabulary: official, broadcasting, channel, programme, daily, documentary, series, allow, clearly, content, choice

LU 1 Lesson 5 Reading

Kuwait TV, Then and Now



Before You Read

1 Look at the pictures and discuss.

- How much time do you spend watching TV?
- What is your favourite TV show? Why?

Reading Tip

Look for words like **now**, **then**, and **today**.

They help you understand what happened in the past and what is happening now.

2 Read the blog and give it a new title.



Have you ever thought about how TV has changed over the years? Kuwait TV (KTV) is the country's **official** television station and is part of the Ministry of Information. It began **broadcasting** on November 5th, 1961, with only one black-and-white **channel**. Each **programme** lasted for just four hours a day. In 1974, colour broadcasting began. At first, the channel showed the Holy Quran, **daily** news, and educational programmes for children. There were no smart devices, no apps, and no way to choose what to watch.

Today, people can choose from many channels that broadcast 24 hours a day. Some show live news and sports, while others offer **documentaries**, films, **series**, and children's cartoons.

Now, it is easy to watch TV on smart devices. To keep up with technology, the Ministry of Information launched the Kuwait TV and Radio Stream App. This app **allows** people to watch their favourite TV and radio shows anytime and anywhere. It **clearly** shows how technology has changed the way we watch television.

The rise of online streaming has given people more freedom to enjoy **content** at anytime. With so many options available, viewers now have the **choice** to explore programmes that match their interests and lifestyles.

DID YOU KNOW?

Kuwait was one of the first Gulf countries to launch a national TV channel.

Think like a blogger. What makes a TV show interesting or meaningful to you?

Piece It Together: Discovering Kuwait TV.

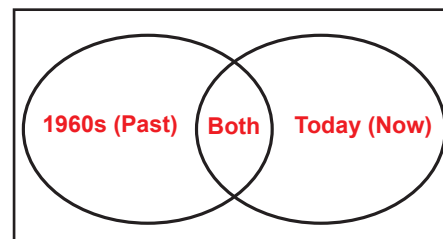
3 Read your part of the blog and answer the questions.

Group A Paragraph 1	When did Kuwait TV begin, and what programmes did it broadcast at first?
Group B Paragraph 2	What kinds of channels and programmes does Kuwait TV offer today?
Group C Paragraph 3	Why is it easy nowadays to watch our favourite shows?
Group D Paragraph 4	What are two benefits of online streaming mentioned in the blog?

Activity Tip
Work in groups. Each group reads a different part of the text and answers the questions below. Then share your answers with another group.

4 Read the sentences. Then, write the correct number in the correct parts of the Venn Diagram to show if it is from the past, now, or both.

- There was only a black-and-white channel.
- People watch TV at home.
- TV is available 24 hours a day.
- People couldn't choose what to watch.
- There is an app that allows you to watch shows at any time.



5 Fill in the spaces with suitable words from the list below.

series – choice – official – allows – daily

- She reads the news every day in the morning.
- I watched an exciting about space last night.
- Sahel is a /an app used by people in Kuwait.
- My mom me to watch TV after I finish my homework.

6 Stream It or Skip It.

Discuss with your partner the pros and cons of 24-hour streaming. Then, write two sentences to share your opinion.

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

“Because” is a word that shows the reason for something or explains why you think or feel a certain way.
Example: I like online TV because it is easier to watch.

I can:

- use “used to” correctly in sentences about past habits and lifestyles.
- write sentences using “used to” neatly about past habits in Kuwait.

LU 1 Lesson 6 Grammar

Grammar: Past Tense (Used to)

1 Look at the pictures and discuss.

- How did people travel in the past?
- How is travelling today different from the past?



“Used to” describes a past situation that is no longer true (past habits or states).

✓ Affirmative	I / You / He / She / It / We / They + used to + verb	They used to travel by boat.
✗ Negative	I / You / He / She / It / We / They + didn't use to + verb	They didn't use to travel by plane.
? Question	Did + subject + use to + verb?	Did people use to travel by boat?

2 Do as shown between brackets.

1. People used to watch TV in the 1950s. (Make negative)
.....
2. Men used to (dive) for pearls. (Correct the verb)
.....

3 Ask each other questions about life in old Kuwait.



Ask about schools, smartphones, diving for pearls, and drawing.

Did people **use to** live in tall buildings?

No, they **didn't use to** live in tall buildings. They **used to** live in clay houses.



4 Write two sentences about something you used to do when you were younger.

.....

.....



LU 1

Lesson 7

Writing

I can:

- identify the main ideas from a model paragraph about life in old Kuwait.
- respect cultural heritage by reflecting on past lifestyles in a paragraph about Kuwait.
- organise sentences into a structured paragraph about past life in Kuwait.
- **Linker Bank:** First, next, then

Life in Old Kuwait

1 Look at the pictures and discuss.

- How did people live in the past?
- What jobs did people do in the past?



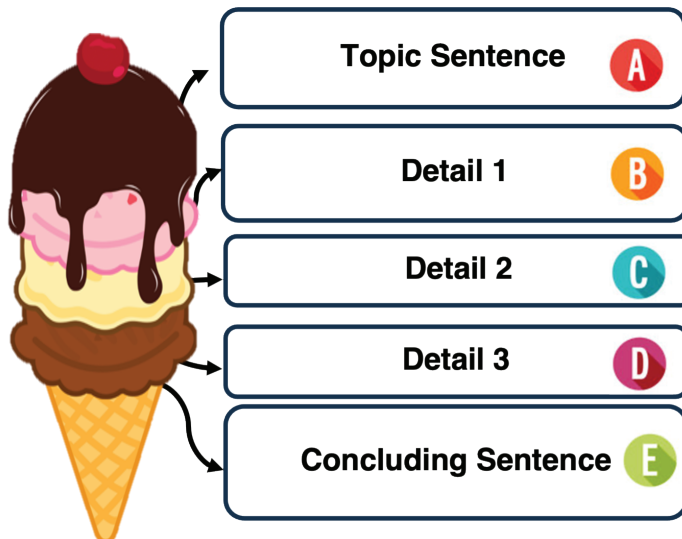
2 Fill in the table with what people did in old Kuwait.

Their homes	What men did	What women did	How they lived

3 Writing a paragraph is just like building an ice cream cone, one scoop at a time!

a. Read the following sentences.

b. Match each sentence with its correct part in the diagram.



• First, the story explained how the divers went underwater to find shells.



• Then, the book helped me understand how strong and bold the pearl divers were.



• Next, I learned that they looked for pearls inside the shells.



• I was amazed by how brave and hardworking the pearl divers were.



• Last week, I read a nice book about pearl diving in the past.

c. Answer the following questions.

- ☞ What is the paragraph about? How do you know that?
- ☞ What do the three details tell us?
- ☞ Why is the last sentence important?

- 4 Now, we will use the same structure to write a paragraph about life in old Kuwait.
a. Let's plan our paragraph. First, reorder the following sentences to fill in the outline below.

- Men spent long hours diving for pearls or trading goods by sea.
- A long time ago, life in old Kuwait was very different from what it is today.
- Families worked together everyday.
- Women cooked food and made crafts.
- Life was simple, and people helped each other.



Topic Sentence

Detail 1: Families worked together everyday.

Detail 2: Men spent long hours diving for pearls or trading goods by sea.

Detail 3:

Concluding Sentence:

- b. Now, use the ideas in your plan to write a paragraph in your notebook about 'Life in Old Kuwait'.

✓ Writing Checklist:

- Did I write a clear topic sentence?
- Did I include at least three details?
- Did I use the past tense correctly?
- Did I use descriptive words like, "cheerful", "wooden", and "simple".
- Did I check my punctuation and capital letters?
- Did I use an AI tools to help me proofread my writing?

ATTENTION

- Use AI wisely and responsibly.
- Let AI help you grow not do the work for you.



Learning Unit Two: Landmarks and Tourism



Learning Unit Two: Landmarks and Tourism



Learning Outcomes

Listening and Viewing:

- Identify main ideas and supporting details presented in an audio travel narration.
- Classify information from the audio into logical categories supplied in the task.
- Analyse guidelines or advice presented, explaining how they reinforce the speaker's overall message.

Speaking and Representing:

- Describe leisure activities using clear descriptive and preference language.
- Apply syllable-segmentation strategies to pronounce multisyllabic words.
- Present personal choices fluently, employing cohesive devices and natural intonation.
- Justify preferred activities with relevant reasons during peer discussion.

Reading and Viewing:

- Highlight keywords and main ideas from short, simple texts accurately.
- Identify key facts about landmark locations and visitor experiences in an informational text.
- Analyse reasons travellers find each landmark appealing based on textual evidence.
- Compare holiday destinations by synthesising evidence from a chat exchange.

Writing and Representing:

- Plan a descriptive paragraph with a graphic organiser that lays out topic, supporting details, and logical sequence.
- Apply preference verbs and first-conditional structures accurately when drafting descriptive sentences.
- Compose a cohesive descriptive paragraph that smoothly integrates vivid language, preference verbs, and first-conditional sentences.

LU 2

Lesson 1

Reading

I can:

- identify the main ideas from a written text about tourist attractions different countries.
- respect cultural diversity by responding to ideas from a written text about global attractions.

Vocabulary: chance, gallery, pleasant, unique, attract, attend, exhibition, contrast, design, event, especially, surely

A World of Attractions

Before You Read

1 Look at the pictures and answer the following questions.

- Have you visited or heard about these places?
- What do you think tourists enjoy doing there?



2 Read the following passage and give it another title.

Travelling is a great way to learn about the world. It gives people the **chance** to explore new cities, meet others, and experience different cultures. Many tourists enjoy sightseeing and visiting famous landmarks.

One popular destination is Dubai. Tourists love visiting Burj Khalifa, the tallest building in the world. They also enjoy taking photos from the top and shopping at Dubai Mall, which includes a large indoor **gallery**. Some visitors prefer relaxing on Jumeirah Beach because the weather is warm, and the atmosphere is **pleasant**. These places are commonly visited during winter holidays.

Kuwait also offers **unique** places for travellers. Kuwait Towers **attract** people who want to enjoy the view of the city and the sea. Visitors love exploring Souq Al-Mubarakia to shop for gifts and try traditional food. At Sheikh Jaber Al Ahmad Cultural Centre (JACC), tourists **attend** shows and **exhibitions** in a modern gallery.

Another exciting city to visit is London. Tourists enjoy riding the London Eye to get a panoramic view of the city. Many people spend time walking or having a picnic in Hyde Park. Others visit the British Museum, where they see a clear **contrast** between ancient history and modern **design**. The city holds many cultural **events**, **especially** during holidays. If you enjoy history and beautiful parks, you will **surely** enjoy visiting London.

Travelling to different parts of the world helps people learn about new cultures and make unforgettable memories.



Pronunciation Tip: Break long words into syllables to pronounce them easily.
(ex-hi-bi-tion, es-pe-cial-ly)

3  Read the passage again and fill in the table with information about each place.

Name of the Place	Country	What can tourists do there?
Burj Khalifa		
	Kuwait	
		Get a panoramic view of London.

4  Discuss the following questions.

1. What is the main idea of the second paragraph?
2. What can you see from the London Eye?
3. Why do tourists enjoy sightseeing?

5  Write the correct word for each definition.
Then use each word in a meaningful sentence.

1. **Paragraph 2:** Enjoyable or attractive _____
2. **Paragraph 3:** Being the only one of its kind _____
3. **Paragraph 4:** Something that happens, especially something important or unusual _____

Use the glossary at the end of the book to check your answers.

6  In pairs, take turns acting out this short dialogue.



- You can visit.....
- There you can.....
- People enjoy it because.....



Activity Tip

- Mention two different places in Kuwait.
- Switch roles and try again with different places.

- select appropriate verbs and forms to complete sentences about preferences.
- write sentences using the present simple and preference verbs neatly about activities.

Grammar: Present Simple (Preference Verbs)

1 What do you like or prefer doing during your holiday?



Preference verbs: prefer / like / enjoy / love

Use preference verbs to talk about what you or people like or don't like doing.

I You They We	+	like / enjoy	+verb-ing	He She It Noun	+	likes / enjoys	+verb-ing
		don't like / enjoy				doesn't like / enjoy	
	- I enjoy drawing every day. - They don't like going to the cinema - What do you like doing on Friday?				- Hamad enjoys swimming. - She doesn't like running in the park. Does Mona enjoy reading		

2  Use the words in the brackets to write complete sentences. Use one of these verbs in each sentence. (like – enjoy – love – prefer)

- a. I enjoy taking photos (take / photos)
- b. Children _____ (go / zoo)
- c. We _____ (visit / grandparents)
- d. My sister _____ (not walk / cold weather)

3  Write three sentences about a place you like visiting in Kuwait. Express what you love, like or enjoy about it.

1. I prefer.....
2.
3.

I can:

- locate key details from a spoken text about activities and locations in Kuwait.
- value respectful behaviour, cleanliness, and politeness in situation about visiting public places.
- **Linker Bank:** first, next, then, finally

LU 2
Lesson 3
Listening

Exploring Kuwait

Before You Listen

1 **Look at the picture and discuss the following questions.**

- What are the tourists doing?
- How do you think they feel?
- How can tourists behave respectfully when visiting different places during a tour?



A Day Around Kuwait

2 **Listen and circle the places the tourists will visit in Kuwait. Then, match each place to the rules and values mentioned in the listening material.**



A	Kuwait Towers	B	Souq Al-Mubarakiya	C	Scientific Centre
D	Grand Mosque	E	Tareq Rajab Museum	F	Al Shaheed Park

	Rules and values
	1. Speak quietly and don't touch anything.
	2. Walk in the allowed area and respect people around you.
	3. Don't throw rubbish on the ground.
	4. Be kind to the workers and say, "thank you".

3 **Listen again and answer the following questions.**

1. Where does the tour begin?
2. What traditional food can tourists try in Kuwait?
3. Why does the guide ask tourists to throw rubbish in the bin?

4 **In pairs, imagine you are visiting a country. Write three sentences about your day.**

.....

.....

.....

Activity Tip

- Mention three places
- Include one value (respect - cleanliness - politeness)

LU 2 Lesson 4 Speaking

I can:

- present information about indoor and outdoor activities, stating preferences and providing reasons.
- perform short role-plays about indoor and outdoor activities with clear and audible speech.

Linker Bank: first, next, then, finally

Indoor and Outdoor Activities

1 a. Look at the pictures and discuss.

- What activity is each person doing?
- Do you do any of these activities? When?

b. Label each activity: Indoor or Outdoor



2 a. Classify the following activities.

- Is each activity done indoors, outdoors, or both?
- Is it important to you? Why?

Activity	Indoor, Outdoor, or Both	Is it important to you? Why?
 Riding bicycle		
 Playing online games		
 Reading a story		
 Shopping at a mall		
My favourite activity is:		

b. Take turns sharing your answers with the class.

Example:

- This activity is important to me because...
- I like it because I can...
- It helps me feel...
- I don't think it's important because...

3 Role-play: Let's Be Reporters.

In pairs, one of you is a reporter. The other is a guest being interviewed. Take turns asking and answering the questions below.



- What activities do you like doing at the weekends / on holidays?
- Do you prefer indoor or outdoor activities? Why?

- I enjoy
- I prefer because



I can:

- identify the main ideas from a written text about holiday experiences in different places.
- create simple travel plans by listing places to visit and activities to do.
- **Vocabulary:** international, cruise, incredible, uniquely, tour, guide, stunning, recommend

LU 2
Lesson 5
Reading

Holiday Adventures

Before You Read

- 1  In pairs, look at the pictures and answer the following questions.

1. What do you see in each picture?
2. Would you like to go there? Why?



- 2  Read the chat exchange and complete the tasks that follow.

< Messages

MONA

Details

Hi Sara! How was your holiday in Spain?

Hi Mona! I went on an **international cruise** to Barcelona. It was amazing! The sea was calm and blue, and the view was **incredible**. When we arrived, I saw colourful houses that were **uniquely** built. The people were friendly, and the food was delicious. A **tour** guide **guided** us around the city by bus. I really enjoyed it. If I go again, I will visit the market.

That sounds great! I flew to Madrid. The weather was warm and sunny. I visited big parks, old palaces, and interesting museums. The buildings were **stunning**, and the markets were full of people. It was such an enjoyable experience. If you visit Madrid, you will love the museums too.

Wow! Barcelona was peaceful and relaxing, but Madrid sounds fun and exciting.

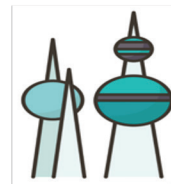
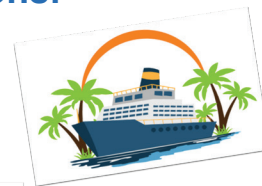
Yes! I think we both enjoyed our trips in different ways. I would definitely **recommend** travelling to Madrid!



LU 2
Lesson 5
Reading

3  Read the chat exchange to answer the following questions.

1. Which picture best shows something Mona talked about in her message to Sara?
2. Which city did Sara visit during her holiday?
3. What did both Mona and Sara enjoy about their trips?
4. The meaning of the underlined word exciting is:
a. boring b. dangerous c. fun d. quiet



4  Read again and write (T) if the statement is True, (F) if it is False, and (NG) if the information is Not Given.

Sentence	T/ F / NG
1. Sara went on a cruise to Barcelona.	
2. The sea in Barcelona was stormy and grey.	
3. Mona did not enjoy her trip to Madrid.	
4. Mona visited Spain with her family.	

5  **Three Days, One Destination:** In groups, design a three-day travel plan to a country you would like to visit. List the places you plan to visit and describe what you will do at each location.

Dates:	 to	
Destination:		
Day	Place	Activity



I can:

- identify first conditional structures from sentences about future plans and possible situations.
- write first conditional sentences neatly about future plans and activities.

Grammar: First Conditional

1 **Discuss what will happen in the following situations.**



What will you see if you go to the zoo?

What will happen if you eat too much?

What will you do if it rains heavily?

We use the **first conditional** to talk about real or possible situations in the present or in the future.

If + Present Simple, will + base verb

Examples: If I **wake** up late, I **will miss** the bus.
If Ahmed **leaves** early, Ali **will be** sad.
If you **study** hard, you **will pass** your exams.

2 **Match the beginning of each sentence with the correct ending.**

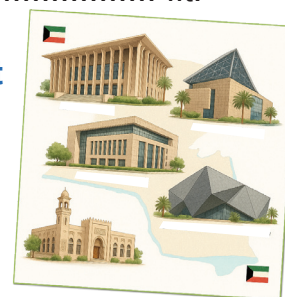
1. If I save money,		she will go to the park.
2. If they arrive late,		I will buy a new car.
3. If she finishes her homework,		they will miss the match.

3 **Read and correct the verbs in the following sentences.**

- If I (run)..... fast, I (win).....the race.
- If Laila (read)....., she (learn).....more.
- If Nasser (train)..... three times a week, he (be)..... fit.

4 **Write class trip suggestions about places in Kuwait using the first conditional to explain what you will see, learn, or do there.**

- If we go to, we will
- If we visit, we will



LU 2 Lesson 7 Writing

I can:

- organise ideas logically in a paragraph about tourist places in Kuwait.
- write a short paragraph about places to visit in Kuwait clearly and accurately.
- **Linker Bank:** first, next, then, and, because

Places to Visit in Kuwait

- 1  Look at the map and discuss places you would recommend to a visitor.



Today is my first day in Kuwait and I don't know where to go.

I will tell you about my favourite places.



- 2  **Rate Your Favourite Places:** Choose places in Kuwait, then rate how much you enjoy visiting them. Then, discuss what you can do there.

.....

.....

☆☆☆☆☆

.....

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☆☆☆☆☆

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☆☆☆☆☆

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.....

☆☆☆☆☆

Tip:
Don't forget to use like/prefer

- 3 Fill in the following table with your ideas.

Place	Activity 1	Activity 2	Benefit

- 4  Highlight the topic sentence, supporting details, and conclusion in the following paragraph using different colours.

Kuwait has many amazing places to visit. You can go to the Scientific Centre to see fish and learn about the sea. People also like Souq Al-Mubarakiya to buy food and gifts. Another nice place is Al-Shaheed Park, where you can walk and enjoy nature. These places show how Kuwait is fun and interesting for everyone.

- 5  Look at the picture and discuss places you prefer visiting in Kuwait.



Use these guide words to help you:
famous - exciting - prefer - visit - family -
learn - happily



- 6  Kuwait is a lovely country. It has many exciting places to visit. **Plan and write** a paragraph **describing a place in Kuwait and the activities a tourist can do there.**

Topic sentence

.....

Supporting details

.....

.....

.....

Concluding sentence

.....

-  **Write your paragraph.**

.....

.....

.....

.....

.....

.....

.....

.....

 Writing Checklist:

- Did I write a clear topic sentence?
- Did I include at least three details?
- Did I use descriptive adjectives like 'exciting', 'beautiful' and 'famous'?
- Did I check my punctuation and capital letters?
- Did I use AI tools to proofread my writing?

Learning Unit Three:

Our Environment, Our Choice



Learning Unit Three:

Our Environment, Our Choice



Learning Outcomes

Listening and Viewing:

- Identify main ideas and supporting details in spoken texts about environmental actions and issues.
- Predict meaning from contextual clues and simple visuals.
- Classify information from audio sources into meaningful categories such as environmental, cultural, or behavioural values.
- Evaluate the relevance and clarity of spoken guidelines or advice for protecting the environment.

Speaking and Representing:

- Describe problems and solutions using precise topic vocabulary and sequencing language.
- Interact through questions and answers to propose and refine solutions.
- Use appropriate grammatical forms (present continuous, first conditional, and future simple) when suggesting or discussing possible solutions.
- Identify explicit and implicit facts / main ideas in expository and informational texts.
- Present ideas fluently with clear organisation, integrating peer feedback to strengthen clarity and persuasiveness.

Reading and Viewing:

- Identify explicit and implicit facts / main ideas in expository and informational texts.
- Analyse cause-and-effect relationships and compare presented information across different contexts.

Writing and Representing:

- Identify the present-continuous form and common time expressions.
- Compose clear future-simple statements, negatives, and questions to state personal promises.
- Plan an expository paragraph with a graphic organiser, outlining the topic sentence, supporting details, and conclusion.
- Compose a cohesive paragraph that employs future simple to express facts or advice, using logical linkers (first, next, after that, because, also, finally).

LU 3 Lesson 1 Reading

I can:

- recognise cause-effect relationship from a written text about environmental issues.
- propose solutions to environmental problems in simple sentences about protecting the environment.

Vocabulary: environment, harm, dirty, forest, endangered, crowded, waste, carelessly, notice, pollution, climate, remind, gently, wisely, natural resources

Our Environment in Danger

Before You Read

- 1  Look at the pictures and answer the following questions.

- a. What do you see in each picture?
- b. Which place looks healthy? Why?



- 2  Read the passage and identify the main idea.



The **environment** is everything around us: the air we breathe, the water we drink, the trees we see, and the animals we share the world with. Right now, many problems are **harming** our environment.

People are throwing rubbish on the ground and in the sea. Factories are giving off smoke into the sky, making the air **dirty**. In **forests**, people are cutting down trees to build homes and roads. As a result, many animals are losing their homes and becoming **endangered**.

In cities, the streets are becoming too **crowded** and noisy. Public places are filling up with plastic **waste**. Some people are acting **carelessly**. They are wasting water and are leaving rubbish in parks and on beaches.

These problems are happening now. If we **notice** them, we can start to think about how to fix them. Understanding what is going wrong is the first step to making a difference.

In Kuwait, the “Kuwait Environment Protection Society” teaches people how to protect the environment. They talk about problems like **pollution** and **climate** change. They **remind** us that every person can make a difference, not only in Kuwait but also in the world.

The environment is our home. If we take care of it **gently** and **wisely**, it will be healthier, cleaner and safer for everyone. Let’s make a promise. I will do something small every day to help the planet and protect its **natural resources**. Will you?



Pronunciation Tip: Break long words into syllables, to pronounce them easily.
(en-vi-ron-ment, en-dan-gered, pol-lu-tion)

3 Read the passage again and answer the following questions.

1. What is the environment?
2. How are people harming the environment?
3. What does the "Kuwait Environment Protection Society" do?
4. Why is it important to protect the environment?

4 Find words in the passage that have the opposite meanings of the words below.

Paragraph (1)
protecting
.....

Paragraph (2)
clean
.....

Paragraph (3)
carefully
.....


Use the glossary at the end of the book to check your answer.

5 Sort the words under the correct part of speech.

Word Bank:

environment - harm- crowded- carelessly- natural- gently- remind- climate

 Nouns	 Verbs	 Adjectives	 Adverbs
environment			

6 a. List three environmental problems mentioned in the passage and write where each one happens.

Problem	Where it Happens
☐ Smoke in the air	☐ Factories
☐	☐
☐	☐

 b. Write two solutions to one of the problems.

.....
.....

c. Use AI to search for other solutions.

ATTENTION

- Use AI wisely and responsibly.
- Let AI help you grow not do the work for you.

LU 3

Lesson 2

Grammar

I can:

- use present continuous tense to describe what people are doing right now, using pictures, real-life examples and time expressions.
- complete sentences using the present continuous tense based on given verbs and pictures.

Grammar: Present Continuous

1 Look at the pictures.

- What verbs describe what the people are doing?
- Which picture matches the sentence?



play – ride – plant – sit

() We are riding our bikes.

When talking about the present continuous, you can use these **time expressions**:

- now
- at the moment
- right now
- today

Use the present continuous to talk about actions happening right now.

Form: subject + am / is / are + verb + **ing**

Negative: subject + am not / is not (isn't) / are not (aren't) + verb + **-ing**

Question: Am / Is / Are + subject + verb + **-ing**? / What am / is / are + subject + verb + **-ing**?

Subject	Verb To Be	Example
I	am	What are you doing ? I am reading right now.
He / she / It	is	He is riding a bike. / He isn't drawing a picture.
We / You / They	are	Are they playing football? Yes, they are playing football.

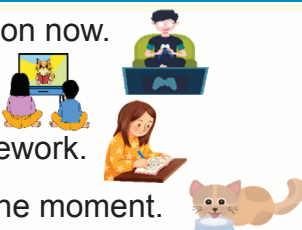
2 Complete the sentences using the present continuous tense.

1. I PlayStation now.

2. They TV.

3. She her homework.

4. The cat milk at the moment.



Verb Box:

- write
- play
- watch
- drink
- plant

Doing Good for the Environment

3 a. Take turns describing what the people in the pictures are doing. Use the present continuous tense.



What is he/she doing?

He / She is



b. Write two sentences to describe the pictures and explain how the actions are helping the environment.

.....

.....



I can:

- identify the main idea from a spoken text about environmental actions by students.
- value simple environmental actions by sharing ideas from spoken text about daily habits.

LU 3 Lesson 3 Listening

Small Actions, Big Change

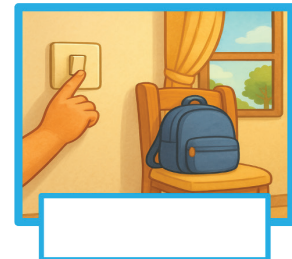
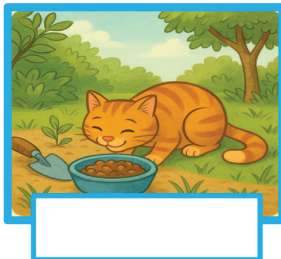
Before You Listen



1 Discuss the following questions.

- What do you remember about the “Kuwait Environment Protection Society”?
- Do you think that one small action can make a difference?

2 Listen to the three students. Write the name of each student under the action they are doing in the pictures



3 a. Listen and fill in the table with information from the listening material.

Student	Where they learn from	What they do
Layla	Kuwait Environmental Protection Society	
Salem		Plants a tree every year.
Hana	Islamic studies lesson	

b. Answer the following questions.

- What did Layla stop using to help the environment?
- Why do you think Salem continues to plant trees every year?

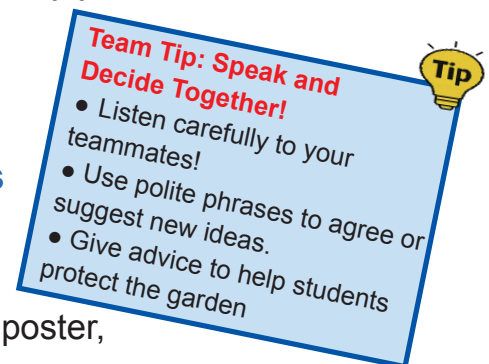
4 Team Challenge: Save the School Garden!

Problem: Some students are harming the plants and stepping on the flowers in the school garden.

Work as a team. What will you do to stop this problem?

- Use the first conditional to write 2–3 ideas.
- Then, use technology to create a short digital poster, video message, or brochure to share your solution.

Example: *If we make posters about protecting the garden, students will learn to be careful.*



LU 3 Lesson 4 Speaking

I can:

- suggest simple solutions in short dialogues about protecting the environment.
- respect others' ideas by listening and responding in short dialogues about environmental issues.

Linker Bank: also, because, and, to

We Can Save the Earth



1 Think, Pair, Share

- What is happening in the pictures?
- Is it bad for the environment? Why?



2 Think, Read and Discuss

- Read the Pollution Fact Box to understand more about sea, air, and land pollution.
- What kind of pollution do you think is the most serious? Why?
- What will happen to people or animals if this pollution continues?

Sentence Starters:

- I think sea pollution is a big problem because ...
- I think air pollution is a big problem because ...
- I think land pollution is a big problem because ...

Pollution Fact Box



Sea Pollution

Plastic goes into oceans. Animals can eat it. It hurts sea life.



Air Pollution

Smoke from cars and factories makes air dirty. People can get sick.



Land Pollution

People throw trash on the ground. It makes parks dirty. Animals can eat it.

Example:

I think sea pollution is a big problem because fish can eat plastic.



3 Kuwait Green Club TV: Environmental Awareness Role-play

- As "Kuwait Green Club TV", interview your partner about the environment. Then switch roles.

Ask questions like:

- What type of pollution is common in Kuwait?
 - What can we do to stop it?
 - Why is it important to care about the environment?
- b. Choose one pollution problem. Discuss more than one solution. Present them to the class.**

Activity Tip

• Use "also" to link more than one idea or solution together.

Example:

We should put our rubbish in the bin, to keep our beach clean and safe for everyone.

I can:

- compare actions from a written text about environment activities around the world.
- organise information from a written text about environmental practices in a clear format.
- **Vocabulary:** reduce, reuse, recycle, neatly, plastic, routine, container, metal, creative, impress, campaign

Students' Actions Around the World

Before You Read

- 1  Look at the pictures and discuss the questions.



1. Which of these items can we reuse or recycle?
2. Do you do any of these actions at home or school?
3. Why is it important to reduce waste?

- 2  Read the passage and choose another title.

- | | |
|--------------------------------|-----------------------|
| a. How Students Help the Earth | c. No Waste Weeks |
| b. How Paper Helps Families | d. Plastic Free Lunch |

Around the world, students are helping the planet by using the 3Rs: **Reduce**, **Reuse**, and **Recycle**. These actions may seem small, but they make a big difference.

In Japan, students **neatly** sort their rubbish into paper, **plastic**, and food waste. They do this every day after lunch as part of their school **routine**.

In Finland, schools have "No Waste Weeks." First, students reuse folders and boxes. Next, they bring lunch in reusable **containers**. After that, they design posters to teach other classes about recycling. Finally, they clean a park together.



In Kenya, students started a "Plastic-Free Lunch" project. They bring **metal** bottles, cloth bags, and paper wraps. They even make bags from old clothes, a **creative** idea that **impressed** many families.

In Kuwait, students started a paper collection **campaign**. They place boxes around the school and ask everyone to use both sides of the paper. Every month, they collect the used paper and send it for recycling. They also visit younger classes to teach children how to take care of the environment.

These students know that small actions matter. Can your class think of a smart way to reduce waste?

LU 3
Lesson 5
Reading

3  **Read the passage and fill in the table with information about each country.**

Country	What the students did	Which “R” is it? (Reduce- Reuse-Recycle)	What they used (materials / tools)	How it helps the Earth
Japan				Reduce waste
	No Waste Weeks			
		Reuse		
Kuwait			paper	

 **Read the passage again and choose the correct answer from a, b, c, or d.**

1. The underlined word “it” in the 4th paragraph refers to:

- a. month b. school c. paper d. campaign

2. The writer’s purpose in writing this passage is:

- a. To tell students not to use paper.
b. To describe recycling machines.
c. To show how students use the 3Rs in different countries.
d. To teach science facts about the environment.

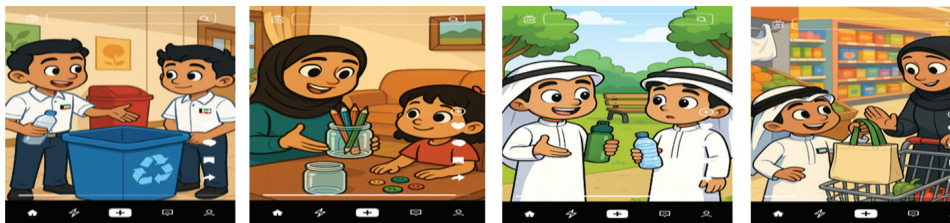
4 **Complete the paragraph with the most suitable word.**

(neatly – reduce – plastic – routine)

Every day, we try to.....how much water and electricity we use. My brother and I..... pack our lunch in reusable containers. We also help our mother sort the recycling material. She puts paper, glass, and in separate bins.

5  **Role-play: Be a Green Hero**

In pairs, act out a short scene. One student gives advice about how to reduce, reuse, or recycle. Use the pictures to help you.



Example: A: Don’t throw that bottle, you should recycle it.

B: That’s a smart idea. I will try.

I can:

- identify future simple forms from sentences about plans and promises to protect the environment.
- write sentences using future simple neatly about environmental actions.

Grammar: Future Simple

- 1  Look at the pictures. What will you do? What won't you do?
I will... / I won't...



We use **the future simple** to talk about things that will happen later or in the future.

- We use **will** to talk about things we plan to do in the future.
- We use **won't** to talk about things we promise not to do.

I You They We	+	will	+ verb	He She It Noun	+	will	+ verb
		won't / will not				won't / will not	
		• I will help my classmates. • We won't talk when our teacher is speaking. • Will you call me this afternoon?				• Ali will read tonight. • She will not give up when something is hard. • Will Nasser visit his grandmother tomorrow?	

- 2  Look at the pictures. Ask your classmates questions using "What will you do...? I will / won't...".

Example:

- What will you do this weekend? I will visit my grandmother.
- What won't you do? I won't play video games all day.



- 3  **We Will Be Better**

Create a poster titled "We Will Be Better" and write two sentences using "will" and "won't." Then, present your poster to the class.

1. I will.....
2. I won't

Useful Vocabulary

save - plant - study
pray - clean - classroom -
turn off - light - stay up
- help - visit - kind

LU 3 Lesson 7 Writing

- I can:** connect ideas using simple linkers in a paragraph about environmental solutions.
- write a short paragraph clearly and accurately about protecting the Earth.
 - use punctuation and spelling correctly in a paragraph about how to protect the Earth.
 - **Linker Bank:** first, next, after that, also, because, finally

How to Protect the Earth

- 1**  Look at the actions below. Which ones are good for the planet and which ones are bad.

Draw a ☀ under the good actions. Draw a ⛔ under the bad actions.



- o Name one thing you already do to protect the environment.
- o What won't you do to harm the environment?

- 2**  a. In pairs, read the following sentences. Tick (✓) the sentences that give information or advice about helping the environment.

1. The sky was bright blue, and the wind felt cool on my face. []
2. We can help the Earth by recycling plastic and paper. []
3. Tall green trees stood quietly in the forest. []
4. Trees give us clean air and homes for animals. []

b. Explain why you chose each sentence.

- 3** Choose one action from the box. Then, write a full sentence using “will” and “because.”

recycle paper – use a water bottle – help animals

Example:

- I will turn off the lights to save electricity.
- I will clean the park because I want to protect nature.

I will..... because

- 4** Fill in the table with four things you will do to help the environment and explain why each one is important.

What to do	Why it is important
First,	
Next,	
After that,	
Finally, I promise to	

LU 3 Lesson 7 Writing

a. The Earth is our home. We should take care of it.

Plan and **write** a paragraph about “**How to Protect the Earth.**”
Explain what actions we can take to protect the environment
and **why** they are important.



Topic sentence

.....

Supporting details

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

Concluding sentence

.....

Useful language: I will ... because.../ It is important to...
This helps the Earth by... / We should ... to protect nature.



b. Write your paragraph.

.....
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.....



Writing Checklist:

- Did I write a clear topic sentence?
- Did I include at least three details?
- Did I use the future simple tense correctly?
- Did I use linkers like first, next, after that, and finally?
- Did I check my punctuation and capital letters?
- Did I use AI tools to proofread my writing?

Learning Unit Four: What Stories Teach Us



Learning Unit Four: What Stories Teach Us



Learning Outcomes

Listening and Viewing:

- Identify main ideas and supporting details in spoken narratives about stories and their lessons.
- Analyse speakers' feelings and attitudes toward storytelling, using verbal cues.
- Infer values or morals implied in an audio discussion of real-life acts of bravery.

Speaking and Representing:

- Describe narrative events and characters using clear sequencing language and vivid details.
- Present a moral action or favourite story fluently, linking ideas with cohesive devices and expressive intonation.
- Engage the audience through appropriate eye contact, voice modulation, and accurate pronunciation.
- Facilitate a peer discussion on a real act of bravery, focusing on the values demonstrated.

Reading and Viewing:

- Identify explicit information and implicit messages in narrative or informational texts about storytelling.
- Analyse story structure: characters, setting, problem, solution, moral / lesson using textual evidence.
- Infer basic information about characters, events, and ideas in short texts.
- Compare themes or lessons across two different stories.

Writing and Representing:

- Plan a descriptive paragraph about a favourite story and its lesson, organising main ideas in a graphic organiser.
- Apply target grammar (relative pronouns and past-continuous with when / while clauses) accurately within narrative sentences.
- Compose a cohesive paragraph that retells key events and explains the lesson learned, integrating linkers, precise vocabulary, and the target grammar structures.

LU 4 Lesson 1 Reading

I can:

- locate key details from a written text about how stories connect people and cultures.
- organise information from a written text about storytelling neatly.
- **Vocabulary:** generation, attentively, tale, explain, storyteller, expression, admire, fair, heroic, character, stranger, situation, connect

Stories that Connect Us

Before You Read

1 Look at the pictures and discuss.

- What is happening in each picture?
- What do all these pictures have in common?



2 Read the passage and identify the main idea.

Stories have been a part of human life for **generations**. In the past, people gathered near fires, where they listened **attentively** to **tales** that **explained** the stars, the seasons, and the world around them. The **storyteller**, who often spoke with strong **expression**, was **admired** by everyone.

Today, we still enjoy stories but in different ways. We read books, watch films, and follow shows that keep us curious.

A good story stays with us, especially when it teaches us to be **fair** or **heroic**. Sometimes, we remember a **character** who helped a **stranger** or a moment that gave us hope.

- A) Stories are just for fun.
- B) Stories help us connect and understand.
- C) People enjoy reading stories.
- D) Storytellers only lived in the past.

Stories also help us learn about people in other places. They often describe traditions, the ways families live, work and celebrate. Some stories show how characters deal with difficult **situations**. Others are not real, but they can still teach us important lessons. These experiences help us learn and become better.

Whether it is a simple tale told by a grandparent or a series that we watch online, stories **connect** us. They help us think, feel, and understand. Stories are not just for fun; they help us learn more about ourselves and each other.



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

E.g., (**gen-er-a-tion**, **sit-u-a-tion**, **ex-pe-ri-ence**)

- 3  Read the passage again and answer the following questions. Write (T) True, (F) False, or (NG) Not Given for each sentence.

Questions	T/ F / NG
Stories in the past were only told by older people.	
The storyteller was admired by everyone.	
Today, people prefer watching stories rather than reading.	
Some stories include lessons about being fair.	
All stories are based on real events.	

- 4  Read the passage carefully. Then, do the following.

1. **Paragraph 1:** Star (*) a word that shows how people enjoyed listening to stories.
2. **Paragraph 3 & 4:** Circle one sentence that shows how stories can teach us a lesson.
3. **Paragraph 5:** Underline one sentence that shows how stories connect us to each other.

- 5 Complete the paragraph below using words from the box.

connected – ~~admired~~ – fair – stranger

Storytelling has existed for generations. In the past, people listened to stories around fires, and the storyteller was**admired**..... by everyone. Today, stories appear in many forms, such as shows and stories we watch online. These stories often include lessons that teach us to beand help us stay to our traditions.

Think, Pair, Share

- 6  Talk about a story that you enjoyed or that taught you something important. Then, fill in the table.

The story was called	
I felt	
It was about	
I learned	

LU 4 Lesson 2 Grammar

I can:

- recognise the function of relative pronouns from sentences that add information.
- complete written exercises using correct relative pronouns accurately.

Grammar: Relative Pronouns (who – which – when- where)

1 Read the short story. Match each picture to the correct sentence.



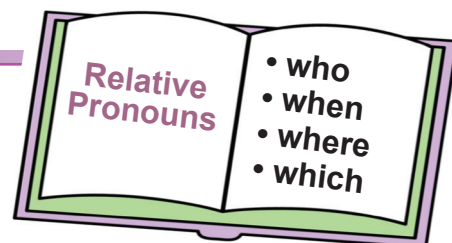
(....) Ali helped his grandfather, **who** was walking with a stick. (....) They sat in the park **where** birds sang in the trees. (....) He saw a blue bird **which** looked like one from his sister's book. (....) It reminded them of a day **when** they went to the zoo.

Use the **relative pronouns** to talk about two ideas or add extra information.
noun + who / which / when / where + verb or clause

Relative Pronoun	Used For	Example
who	people	The boy who is playing is my brother.
which	things and animals	I saw the cat which drank the milk.
when	time	Do you remember the day when we went to the zoo.
where	place	This is the shop where I buy books.

2 Complete the sentences using relative pronouns.

1. A hero is someone helps others.
2. This is the park we play after school.
3. Tell me about a time you felt proud.
4. A lesson is something we learn.



3 Join the sentences using relative pronouns.

- I found a book. The book was very exciting.
.....
- He met a boy. The boy could ride a horse.
.....



4 Now, it is your turn. Write your own sentence using relative pronouns.

.....

I can:

- identify the main idea from a spoken text about why people enjoy stories.
- express my personal preferences about stories, explaining why I like them and how they make me feel.

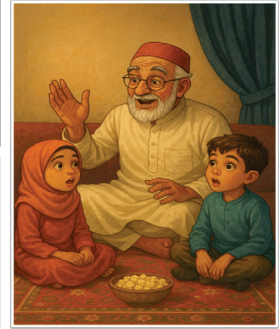
LU 4 Lesson 3 Listening

Why People Like Stories

Before You Listen

1 Discuss the following pictures.

- How do people enjoy stories?
- How do stories make people feel?



2 Listen and number the pictures according to the sequence of the listening material.



.....



.....



.....



.....

3 Listen and mark (T) True or (F) False.

1. A boy helped his village by solving a big problem. ()
2. A monkey and a tiger were part of a funny story. ()
3. The story of two sisters taught a lesson about kindness. ()
4. One speaker said that stories help them imagine other places. ()

4 In pairs, ask each other the following questions. Then, write your answers.

- What kind of stories do you like?
- Why do you like them?
- How do you feel when you read or hear them?
- What did you learn from them?

Use words like:

funny
scary
happy
excited
kind
brave
honest



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

LU 4 Lesson 4 Speaking

I can:

- identify key information from short dialogues about brave and moral actions in daily life.
- express appreciation for bravery by discussing ideas in short dialogues about helping others.

Bravery and Moral Actions

1 Discuss the following questions.

- Do you know someone who did something brave?
- What did they do to show their bravery?



2 Read the short story and answer the following questions.

Laila is a student who always helps others. One day, she saw a little boy crying near the school gate. She gave him water and stayed with him until a teacher came. It was a moment that showed her kindness and bravery.

- What did Laila do?
- Why do you think her action was kind?

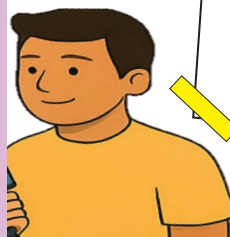
3 Role-play: Imagine you are a reporter from a Kuwait TV programme.

- Interview your partner about a time they did something brave or kind, then switch roles.



Ask questions like:

- What happened?
- When did it happen?
- Where were you?
- Why was it brave or kind?
- How did you feel?



Activity Tip
Take notes during the interview.

4 Share your interview and present your partner's story to the class.

Language to Use

- ☞ This is a story about someone who.....
- ☞ It happened when
- ☞ She/ He helped by.....
- ☞ We learned that

Speaking Tips

- Use **who** to talk about people.
- Use **when** to talk about time.
- Use **which** to talk about things or actions.

I can:

- infer the main message from a written text about honesty and moral values.
- complete story maps based on a written text about the honest woodcutter accurately.
- **Vocabulary:** woodcutter, iron, axe, slip, deep, nervously, worried, earn, silver, lit up, honest, reward.

LU 4
Lesson 5
Reading

The Honest Woodcutter

Before You Read

1 **Look at the picture and discuss.**

- What do you think the story is about?
- What is the old man holding?

2 **Read the story and give it another title.**



One sunny afternoon, a poor **woodcutter** was cutting trees near a quiet river. He was holding his old **iron axe** when it **slipped** from his hands and fell into the **deep** water.

The man was looking around **nervously**, but he couldn't see his axe. He sat by the river, feeling **worried** and helpless.

While he was sitting there, an old man was walking by.

He noticed the woodcutter's sad face and stopped. "What happened?" he asked.

The woodcutter replied, "I was working when my axe fell into the river. I can't buy another one. I need it to **earn** money."

The old man wanted to help. He was searching in the water when he found a shiny golden axe. "Is this yours?" he asked. The woodcutter shook his head. "No, that is not mine."

Next, the old man found a **silver** axe. "Is this one yours?" Again, the woodcutter said, "No, it isn't."

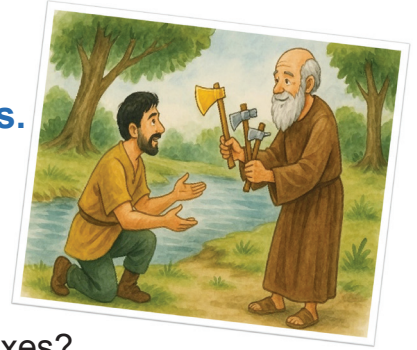
Finally, the old man pulled out an old iron axe. The woodcutter's eyes **lit up**. "Yes! That's mine!"

The old man smiled. "You were **honest** when you could have taken something better. You deserve a **reward**." He gave the woodcutter all three axes.

LU 4
Lesson 5
Reading

3 Read again and answer the following questions.

1. What happened to the axe?
2. What did the old man do to help?
3. How did the woodcutter feel after losing his axe?
4. Why did the old man give the woodcutter all three axes?



4 Discuss and fill in the table.

■ Characters ☞ Who are the people in the story?	
■ Setting ☞ Where and when does the story take place?	
■ Problem ☞ What is the main problem?	
■ Solution ☞ How is the problem solved?	
■ Moral ☞ What lesson does the story teach?	

5 Complete the story using words from the list below. Then, read it aloud.

earn – nervously – deep – ~~river~~ – silver

One day, a poor woodcutter was working near a quiet river.
While he was cutting wood, his axe slipped and fell into the _____ water.
He looked around _____, hoping to find it. He sat by the river and said, “How will I
_____ money without my axe?”

6 Create a different ending for the story. Then, act it out.

What if the woodcutter jumped into the river?

.....
.....

• I can:

• recognise the use of “when” and “while” from sentences about interrupted and parallel actions.

• complete written exercises using correct verb forms accurately.

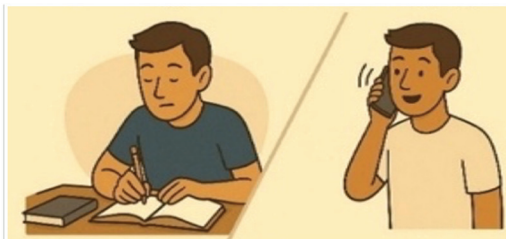
LU 4
Lesson 6
Grammar

Grammar: Past Continuous (when / while)



1 Look at the pictures and discuss.

- What was happening in each picture?
- What happened first?
- Were the people doing these things at the same time?



Tip:

- After **when**, use the past simple.
- After **while**, use the past continuous.

We use the **past continuous** to talk about an action that was in progress when another action happened.

subject + was /were + verb + ing

1. He **was studying** when his friend **called**.
2. **While** the family **was having** a picnic, it **started** to rain.
3. I was **reading** when my brother **entered** the room.

Subject	Verb To Be	Example
I / He / She / It	was	Mariam was reading a story.
We/ You / They	were	They were listening to music.



2 a. Look at the pictures and complete the sentences using the correct verb form.

Noor's mother was (set) _____ the table, when the guests (arrive) _____. While Noor was (choose) _____ party games, her best friend (knock) _____ on the door.

While Noor was (hold) _____ the cake, everyone (begin) _____ to sing. While she was (open) _____ her presents, her friends (gather) _____ around to watch.



b. Now write three sentences about “A Day at the Beach”
Using past continuous and words from the list.

Last Friday,.....
.....
.....

Word List

bring, carry, slice,
eat, swim, play,
laugh, enjoy,
remember, help,
wait, finish,
collect

LU 4 Lesson 7 Writing

I can:

- describe characters and events using appropriate vocabulary in a paragraph about a story.
- organise sentences into a structured paragraph about story events.
- **Linkers Bank:** first, then, finally, also, because

My Favourite Story

1 Discuss the following questions.

- What is your favourite story?
- Who is your favourite character in the story? Why?
- What happens in the story?
- Does the story teach something? What is the lesson?



2 Match each character with the adjective that best describes them. Then, choose one character and explain why the adjective fits.

	Character		Adjective
1	A firefighter who saved a child from danger.		clever
2	A cat which hides your toys and plays all day.		helpful
3	A girl who helps her friends solve problems.	1	brave
4	A grandmother who always smiles and listens.		kind
5	A student who answers a lot of questions.		playful

3 a. Read the paragraph. Then, fill in the graphic organiser.

My favourite story is called Alice in Wonderland. The main character is a curious and brave girl named Alice. **First**, she falls into a rabbit hole. **Then**, she meets many strange and funny characters. **Finally**, she finds her way home. This story teaches us to explore new things. It also teaches us to believe in ourselves.

b. Fill in the graphic organiser.

The main character is called

My favourite story is

What happens in the story?
First,.....
Then,she meets.....
Finally,.....

Describe the character
The character is.....

What lesson does it teach?
.....

LU 4 Lesson 7 Writing

4



“Stories help us learn and imagine. We all have a favourite story that teaches us something important”.

Plan and **write** a paragraph about “**Your Favourite Story**” describing what **happens in the story**, who the main character is, **and what lesson the story teaches**.



Topic sentence

.....

Supporting details

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

Concluding sentence

.....



Write your paragraph.

Useful Language: exciting, main, brave, clever, kind, funny, curious, message, recommend



Writing Checklist:

- Did I write a clear topic sentence?
- Did I include at least three details?
- Did I describe the main character clearly?
- Did I write a sentence that explains what the story taught me?
- Did I use an AI tool to proofread my writing?

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Group Project

Instructions

Project Topic (to be provided by the teacher)

Task

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

Materials Needed

paper
colouring sets
markers
PowerPoint slides
glue
Others:

newspaper
magazines
textbook
reference books
internet access



Project Steps

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

Presentation

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

Evaluation Criteria

- | | |
|--|--|
| ☐ Content | ☐ Design and creativity |
| ☐ Accuracy | ☐ Teamwork |
| ☐ Presentation skills | ☐ Ability to explain and justify ideas when asked |



Self and Peer Reflection.

What did I contribute to the project?

One thing I would improve is:

GLOSSARY

A

admire /əd'maɪə/ (v) – p.62 look at with pleasure or respect

allow /ə'laʊ/ (v) – p.25 let someone do something or let something happen

attend /ə'tend/ (v) – p.34 be present at (an event)

attentively /ə'tentɪvli/ (adv) – p.62 in a careful, focused way

attract /ə'trækt/ (v) – p.34 draw someone or something closer or make them interested

axe /æks/ (n) – p.67 tool with a heavy metal blade for cutting wood

B

broadcasting /'brɔːdkɑːstɪŋ/ (n) – p.25 sending out radio or TV programmes

C

campaign /kæm'peɪn/ (n) – p.53 organised series of actions to reach a goal

carelessly /'keələsli/ (adv) – p.48 without enough care or attention

chance /tʃɑːns/ (n) – p.34 possibility of something happening

channel /'tʃænəl/ (n) – p.25 radio or television station

character /'kærəktə/ (n) – p.62 person in a story, film, etc.

cheerful /'tʃiəfl/ (adj) – p.20 happy and showing it

choice /'tʃɔɪs/ (n) – p.25 a situation in which you can choose between two or more things

clearly /'kliəli/ (adv) – p.25 in an easy-to-see or easy-to-understand way

climate /'klaɪmət/ (n) – p.48 usual weather of a place

connect /kə'nekt/ (v) – p.62 join or link things together

container /kən'teɪnə/ (n) – p.53 object for holding something

content /'kɒntent/ (n) – p.25 the information or ideas that are talked about in a book, speech, film, etc.

contrast /'kɒntrɑːst/ (n) – p.34 clear difference between things

craft /krɑːft/ (n) – p.20 skillful hand-making of objects

creative /kri'eɪtɪv/ (adj) – p.53 able to produce new ideas or things

crowded /'kraʊdɪd/ (adj) – p.48 very full of people
cruise /kruːz/ (n) – p.39 holiday trip by ship

D

daily /'deɪli/ (adj) – p.25 happening every day

deep /di:p/ (adj) – p.67 going a long way down

design /dɪ'zeɪn/ (n) – p.34 drawing or plan for making something

dirty /'dɜ:ti/ (adj) – p.48 not clean

documentary /,dɒkjʊ'mentri/ (n) – p.25 factual film, TV or radio programme.

E

earn /ɜ:n/ (v) – p.67 receive money for work

endangered /ɪn'deɪn.dʒəd/ (adj) – p.48 at risk of no longer existing.

environment /ɪn'veɪrənmənt/ (n) – p.48 natural world around us

especially /ɪ'speʃəli/ (adv) – p.34 particularly; more than usual

event /ɪ'vent/ (n) – p.34 something that happens, especially something important or unusual

exhibition /,eksɪ'bɪʃən/ (n) – p.34 public display of art or items

explain /ɪk'spleɪn/ (v) – p.62 make clear or easy to understand

express /ɪk'spres/ (v) – p.20 show feelings or ideas

expression /ɪk'spreʃən/ (n) – p.62 a look, showing feeling or emotion

F

fair /feə/ (adj) – p.62 treating everyone equally

forest /'fɒrɪst/ (n) – p.48 large area of trees

G

gallery /'gæləri/ (n) – p.34 room or building for art display

gently /'dʒentli/ (adv) – p.48 softly or kindly

generation/ ,dʒen.ə'reɪ.jən/ (n) – p.62 all the people who were born at about the same time

goods /gʊdz/ (n) – p.20 items produced for sale

guide /gaɪd/ (v) – p.39 lead or show the way

H

harm /hɑ:m/ (v / n) – p.48 hurt or damage; injury or damage

heroic /hɪ'rəʊɪk/ (adj) – p.62 very brave

honest /'ɒnɪst/ (adj) – p.67 truthful; not cheating

I

impress /ɪm'pres/ (v) – p.53 make someone admire

incredible /ɪn'kredəbl/ (adj) – p.39 very surprising or hard to believe

international /,ɪntə'næʃənəl/ (adj) – p.39 involving several countries

iron /'aɪən/ (adj) – p.67 made of iron; very strong

L

lit up /lɪt ʌp/ (phrasal v) – p.67 became bright with light

M

metal /'metəl/ (adj) – p.53 made of metal; the substance itself

moment /'məʊmənt/ (n) – p.20 a very short period of time.

N

natural resources /'nætʃrəl ri'sɔ:sɪz/ (n) – p.48 useful materials from nature

neatly /'ni:tli/ (adv) – p.53 tidily and carefully

notice /'nəʊtɪs/ (v) – p.48 see or become aware of

nervously /'nɜ:vəsli/ (adv) – p.67 in an anxious way

O

official /ə'fɪʃəl/ (adj) – p.25 approved by authority

P

palm leaf /pɑ:m li:f/ (n) – p.20 long flat leaf of a palm tree

pleasant /'plezənt/ (adj) – p.34 enjoyable or attractive

plastic /'plæstɪk/ (n) – p.53 strong, light, mouldable material

poetry /'pəʊtri/ (n) – p.20 poems as a literary form

pollution /pə'lu:ʃən/ (n) – p.48 harmful substances in environment

programme /'prəʊgræm/ (n) – p.25 TV or radio show

R

recommend /,rekə'mend/ (v) – p.39 say something is good and should be chosen

reduce /rɪ'dju:s/ (v) – p.53 make smaller or less

remind /rɪ'maɪnd/ (v) – p.48 cause someone to remember

recycle /,ri:'saɪkl/ (v) – p.53 treat things so they can be used again

reuse /,ri:'ju:z/ (v / n) – p.53 use again; the act of doing so

reward /rɪ'wɔ:d/ (n) – p.67 something given for good work

routine /ru:'ti:n/ (n) – p.53 usual way of doing things

S

series / 'siə.ri:z/ (n) - p.25 television or radio programmes or podcasts that deal with the same subject or that have the same characters

silver /'sɪlvə/ (adj/n) – p.67 made of silver; silvery

situation /,sɪtʃu'eɪʃən/ (n) – p.62 set of conditions at a time/place

slip /slɪp/ (v) – p.67 slide and lose balance

storyteller /'sto:ritelə/ (n) – p.62 person who tells or writes stories

stunning /'stʌnɪŋ/ (adj) – p.39 extremely impressive or attractive

stranger /'streɪndʒə/ (n) – p.62 person you do not know.

surely /'ʃʊəli/ (adv) – p.34 certainly; without doubt

support /sə'pɔ:t/ (v) – p.20 give help or encouragement

T

tale /teɪl/ (n) – p.62 story, often imaginary

tour /tʊə/ (n) – p.39 journey visiting several places

trader /'treɪdə/ (n) – p.20 person who buys and sells goods

U

unique /ju'ni:k/ (adj) – p.34 being the only one of its kind

uniquely /ju'ni:kli/ (adv) – p.39 in a way unlike anything else

V

value /'vælju:/ (n) – p.20 how useful or important something is

W

waste /weɪst/ (n) – p.48 a bad use of something useful, such as time or money, when there is a limited amount of it

wisely /'waɪzli/ (adv) – p.48 in a sensible way

woodcutter /'wʊdkaʊtə/ (n) – p.67 person who chops wood

wooden /'wʊdən/ (adj) – p.20 made of wood

worried /'wʌrɪd/ (adj) – p.67 unhappy because you are thinking about problems.

References:

<https://www.oxfordlearnersdictionaries.com/>

<https://www.ldoceonline.com/>

<https://dictionary.cambridge.org/>

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

IRREGULAR VERBS

Base Form	Past Simple	Past Participle
shake	shook	shaken
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
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
show	showed	shown/showed
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
speak	spoke	spoken
spend	spent	spent
spit	spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
weep	wept	wept
win	won	won
write	wrote	written
shine	shone	shone
shoot	shot	shot

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6A



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