



وزارة التربية

Ministry of Education

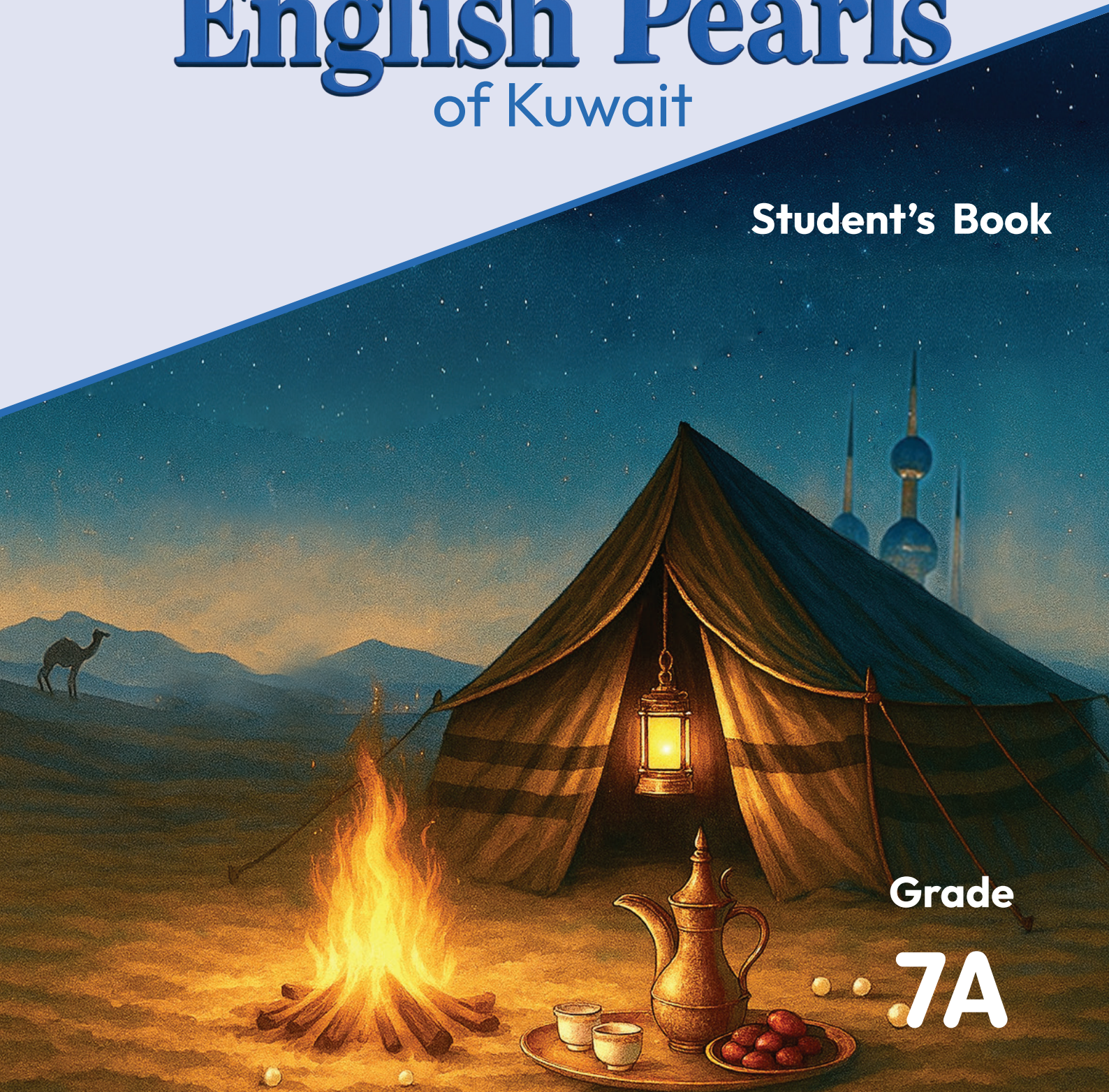
دولة الكويت | State of Kuwait

English Pearls of Kuwait

Student's Book

Grade

7A





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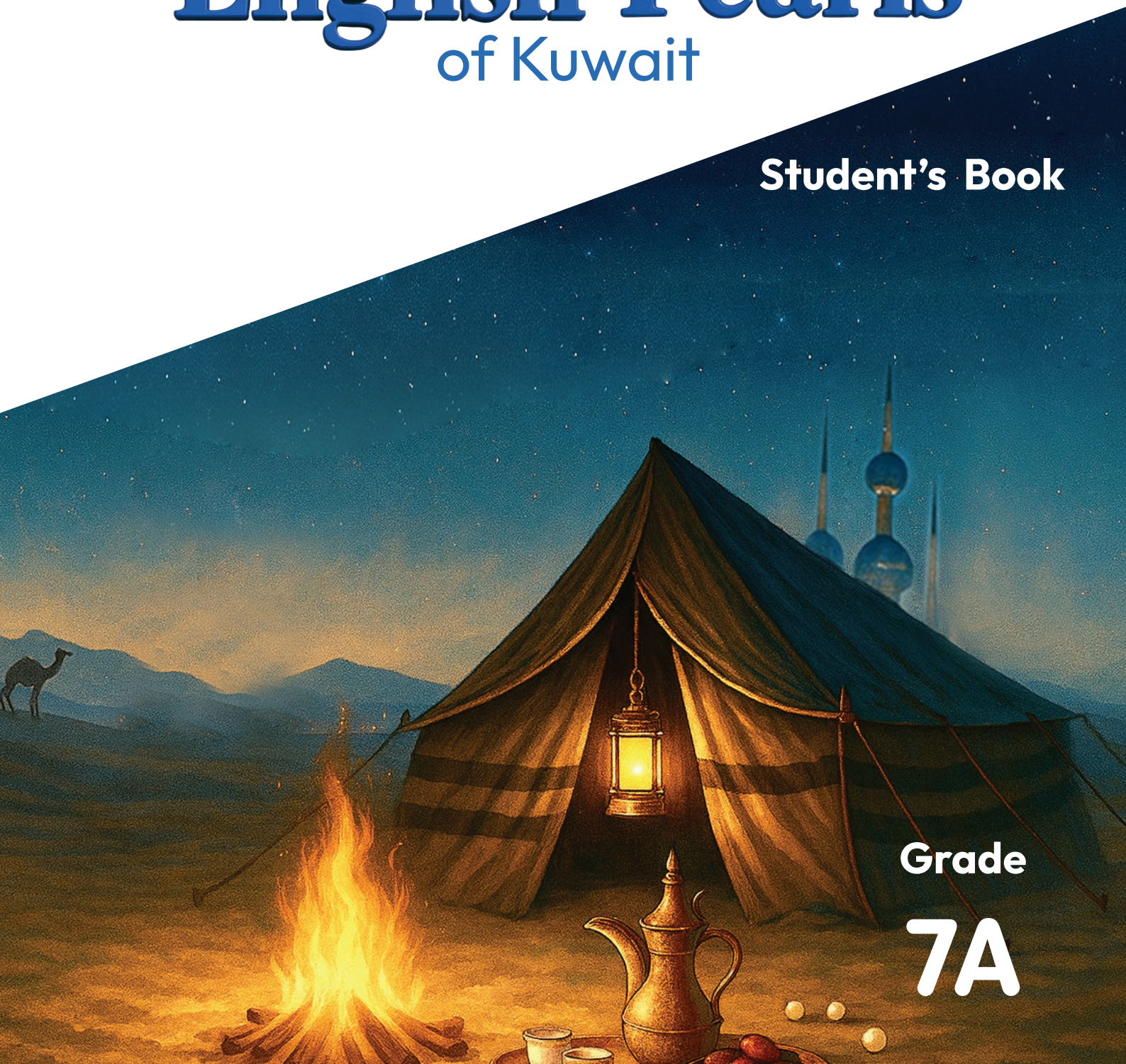
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First edition 2025-2026

Second edition 2026-2027

Printed in Kuwait by:

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أودع في مكتبة الكويت الوطنية - ردمك : 978-9921-33-028-1 ISBN:

أودع في مكتبة وزارة التربية تحت رقم (١٧) بتاريخ ٢٠٢٥/٨/٣ م

مطبوعة دكومة دولة الكويت
Government Press - State of Kuwait





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سَمُو الشَّيْخِ صَبَّاحٍ كَهْدٍ الْحَمَادِ السَّبَّاحِ
وَلِيِّ مَعْهُدِ دَوْلَةِ الْكُوَيْتِ

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

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

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21st-century Skills/ Values
One "Family and Home"	• Present Simple • Have got / Has got	Reading 1 "Generations Together" courtyard (n), elder (n), hospitality (n), role (n), wisdom (n), bond (v), gather (v), manage (v), spacious (adj), united (adj), happily (adv), strongly (adv)	My Favourite Things	Speak about daily routines and habits	A two-paragraph report about your dream home and the activities to do there	21st-century Skills • Communication • Collaboration • Organisation • Creativity • Self-expression • Planning • ICT and AI skills (online research, digital literacy, computer skills)
		Reading 2 "Sharing My Culture" culture (n), heritage (n), tradition (n), share (v), look forward to (phv), relax (v), brilliant (adj), close (adj), weekly (adj), definitely (adv), extremely (adv)				Values • Respect • Kindness • Hospitality • Teamwork • Responsibility • Self-discipline

Language Functions: talk about daily routines and habits, talk about favourite activities, talk about possessions, talk about cultural traditions, describe homes

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21st-century Skills/ Values
Two "School and Responsibility"	• Have / Has to - Don't/ Doesn't have to • Modal Verbs (must, could, may, can)	Reading 1 "From My First Day Until Today" challenge (n), discussion (n), cheer (v), value (v), confident (adj), nervous (adj), organised (adj), respectful (adj), responsible (adj), hard (adv), regularly (adv)	Rules and Ethics in Public Places	Discuss school responsibilities and give advice	(1) A two-paragraph report about my school responsibilities and the things I shouldn't do (2) A two-paragraph report about the things I should & shouldn't do in public places (Workbook)	21st-century Skills • Self-management • Communication • Collaboration • Decision-making • Planning • ICT and AI skills (online research, digital literacy, computer skills) Values • Respect • Kindness • Responsibility • Self-improvement • Civic responsibility • Philanthropy • Patience
		Reading 2 "A Life of Kindness" effort (n), faith (n), honour (v), lead (v), recognise (v), friendly (adj), patient (adj), polite (adj), effectively (adv), positively (adv)				

Language Functions: talk about responsibilities, describe school life, give advice (should/shouldn't), give opinions, make suggestions

Scope and Sequence

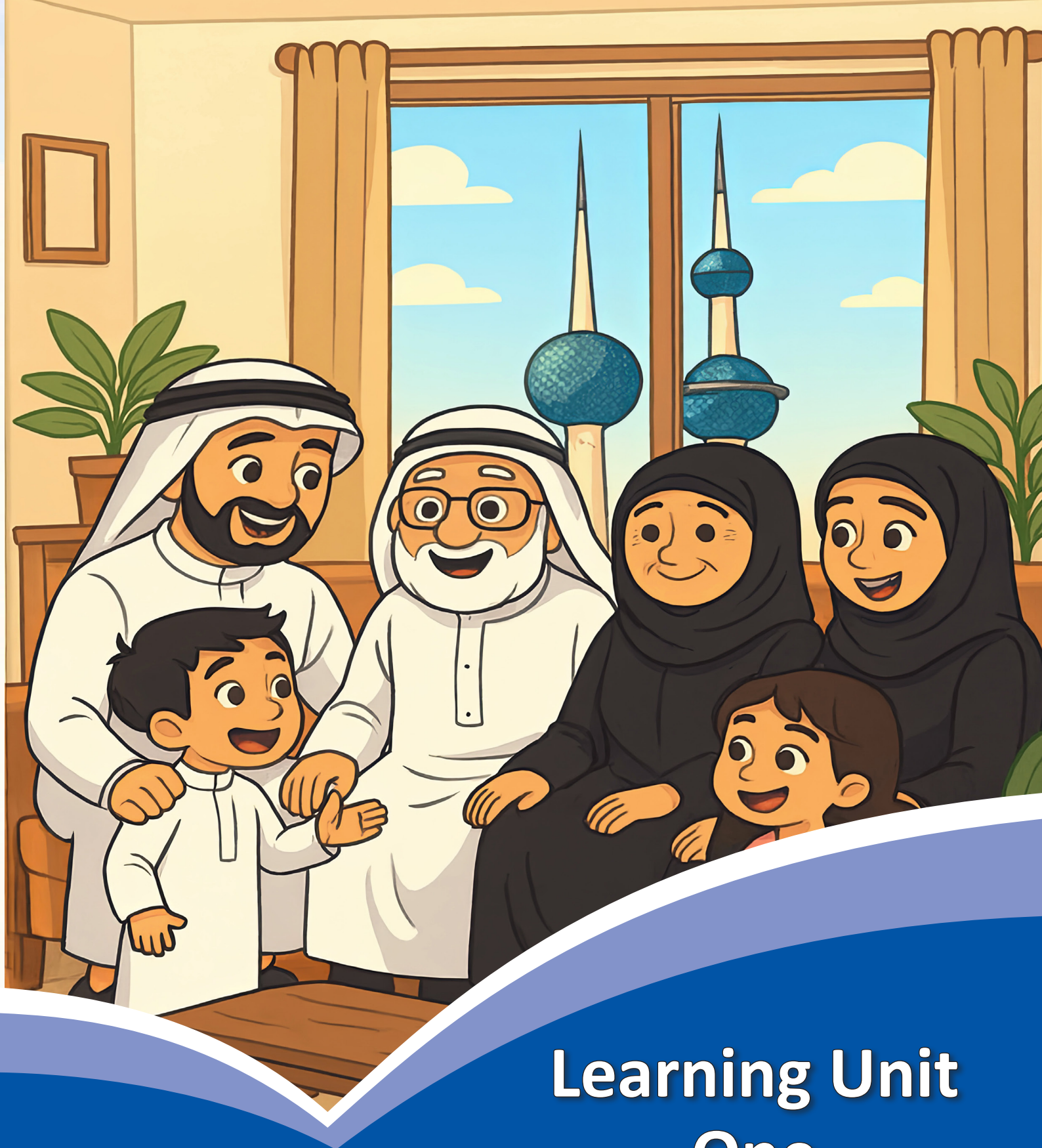
Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21st-century Skills/ Values
Three "Safety and Instructions"	Purpose Connectors (to, in order to, so that, for)	Reading 1 "Staying Safe" announcement (n), delay (n), destination (n), pedestrian (n), surrounding (n), avoid (v), prevent (v), alert (adj), public (adj), confidently (adv), constantly (adv), safely (adv)	Signs Save Lives	Give clear safety advice using sequence words (first, next, then, finally)	A two-paragraph report about safety instructions and their importance outdoors	21st-century Skills - Communication - Planning - Foresight - ICT and AI skills (online research, digital literacy, computer skills) Values - Responsibility - Public safety - Alertness - Safety Awareness - Environmental Responsibility
	Present Continuous (present actions / future plans)	Reading 2 "Kashta to Al-Mutlaa" campsite (n), campfire (n), first-aid kit (n), whereabouts (n), ensure (v), litter (v), mark (v), pack (v), essential (adj), hydrated (adj), memorable (adj), currently (adv), properly (adv)				

Language Functions: give safety advice, explain purpose using connectors (to/in order to/ so that/ for), give and follow instructions

Scope and Sequence

Learning Unit	Grammar Focus	Reading and Vocabulary	Listening	Speaking and Pronunciation	Writing	21st-century Skills/ Values
Four "Celebrations Around the World"	- Countable and Uncountable Nouns (a, an, some, any) - Passive Voice (Present Simple - Modals)	Reading 1 "Celebrations Around the World" celebration (n), harmony (n), preparation (n), togetherness (n), appreciate (v), exchange (v), strengthen (v), waste (v), festive (adj), joyful (adj), eagerly (adv), respectfully (adv), warmly (adv)	Behaviours in Celebrations	Discuss and suggest respectful celebration behaviours	(1) A two-paragraph report about the preparations and activities of a celebration (2) A two-paragraph report about the negative behaviours in celebrations and ways to avoid them	21st-century Skills - Communication - Problem-solving - Planning - Organisation - ICT and AI skills (online research, digital literacy, computer skills) Values - Cultural awareness - Respect - Tolerance - Responsibility - Respectful behaviours - Community spirit - Generosity
		Reading 2 "Celebrating Ramadan in Kuwait" community (n), generosity (n), gratitude (n), sign (n), tolerance (n), collect (v), include (v), religious (adj), thrilling (adj), well-mannered (adj), cheerfully (adv), typically (adv)				

Language Functions: describe celebrations, express opinion, explain cultural values



Learning Unit One

Family & Home

Learning Unit One: Family & Home



Learning Outcomes

Listening and Viewing:

- Identify main ideas and specific details from spoken texts about familiar personal topics and routines.
- Recall essential information clearly presented in listening activities about preferences and daily habits.
- Explain reasons behind personal choices, habits, and favourite activities from spoken texts.
- Infer speakers' feelings and attitudes based on their tone and vocabulary use.

Speaking and Representing:

- Express personal experiences and routines clearly and coherently.
- Describe familiar topics effectively using simple language structures and linking words.
- Participate confidently in short dialogues, demonstrating cultural understanding and values.
- Present organised ideas and responses of routines and personal experiences orally, using clear language and suitable linkers.

Reading and Viewing:

- Recognise main ideas and detailed information from reading texts about family life, traditions, and daily routines.
- Identify explicit and implicit meanings within texts describing personal experiences and cultural traditions.
- Analyse the relationships between ideas presented in descriptive texts about traditional homes, culture, and routines.
- Interpret the writer's purpose, viewpoint, and underlying values in texts about cultural and family practices.

Writing and Representing:

- Write simple sentences and short paragraphs accurately using present simple tense and "has/have got" to describe routines and possessions.
- Compose clear, structured descriptive paragraphs about personal routines, homes, and cultural experiences.
- Develop logically organised reports with appropriate topic sentences, supporting details, and conclusions.
- Evaluate written texts effectively for clarity, punctuation, grammar accuracy, and coherence, using suitable revision strategies.

Learning Unit 1

Lesson 1: Reading

I can:

- identify explicit and implicit information effectively from a reading text about traditional Kuwaiti family life and cultural values.
- value the importance of family unity and cooperation from a written text about Kuwaiti family life and cultural values.
- **Vocabulary:** bond, strongly, courtyard, gather, spacious, happily, elder, hospitality, role, manage, wisdom, united

Generations Together

Before You Read

1 Look at the two homes, then discuss these questions.

- What are the differences?
- Which one shows your culture?
- Which one would you prefer to live in? Why?



2 Read the text and do the tasks that follow.

The traditional Kuwaiti home was more than just a place to live. It was the heart of family life. In the past, families lived in large, connected homes, often under one roof with grandparents, parents, and children. These houses were designed to **bond** family members with each other, a value that still **strongly** shapes Kuwaiti life today.

At the centre of every traditional home was a large **courtyard** where family members would **gather** to talk, share meals, and celebrate special events. These homes were **spacious** and open, allowing them to stay **happily** connected. Today, most homes do not have courtyards, but the feeling of being close is still present. Respect for **elders**, kindness, and a spirit of **hospitality** are values Kuwaitis still practise today. Guests are always welcomed with Arabic coffee, dates, and warm smiles, which shows the importance of hospitality in everyday life.

Each family member had a clear **role**, and everyone supported one another. Men protected their families and worked to provide for their needs, while women **managed** the home with care. Boys worked with their fathers, and girls helped their mothers at home. These traditions taught

children important values such as wisdom, respect, and cooperation. In fact, these values still guide Kuwaiti families today.

The grandparents held the family together with their love and **wisdom**, guiding the younger generation with gentle hearts and strong values.

Children also gathered around their grandparents to enjoy *ghatawi*, traditional riddles. Boys played marbles, known as *teyal*, while girls enjoyed playing *haila*, a hopping game. However, the children's favourite activity of all was playing tag, *seda ma'seda*, a joyful game that filled the courtyard with laughter.

In short, the traditional Kuwaiti home reflected a **united** spirit of respect and love, just as the Kuwaiti culture continues to do today.



3 a. Choose the correct answer.

- Choose another title for the passage:
 - Building Houses with Bricks
 - The Heart of Kuwaiti Family Life
 - Modern Homes Around the World
 - How to Decorate Your Living Room
- The writer's purpose is to show that traditional Kuwaiti homes were:
 - full of joy, values, and strong family love.
 - peaceful places for quiet time and sleeping.
 - beautiful and expensive houses for big families.
 - simple buildings used mainly for protecting people.



b. Answer the following questions.

- What does the underlined word "**them**" in the 2nd paragraph refer to?
- Mention the traditional Kuwaiti kids' games.
- Underline the topic sentence and the concluding sentence in the 3rd paragraph.

Role & Value

4 Match each family member to their role. Then, write a matching value from the list below. (Values can be repeated)

(respect (elderly/ heritage), teamwork, responsibility, kindness, cooperation, hospitality)

Family Member		Role	Value
1. Grandparents	()	provided the family's needs and protected them.	
2. Father	()	managed the home with care.	
3. Mother	()	guided younger generations with wisdom.	
4. Son	()	helped mother at home.	
5. Daughter	()	helped father with work.	

Mini Drama – Kuwaiti Home Role Play

5 Pair up with a classmate to do the following.

- Pick **one** value: *respect, teamwork, or kindness.*
- Pick **two** roles: *grandparent & child or parent & child.*
- Write **short lines** that show the value.
- Act out your **mini scene** in a traditional Kuwaiti home. Then, switch roles.

Thank you, dear.
That's very kind.

I'll sit next to you, Grandma, to help you if you need anything.



Learning Unit 1

Lesson 2: Grammar

I can:

- use the present simple tense accurately to describe daily routines and habitual actions.
- express confidence in sharing personal habits using the present simple form.

Grammar: Present Simple

Think, Pair, Share

1 Discuss the following.

- What do you do every morning before school?
- Do you have the same routine every day?

Present Simple

We use the **present simple** for **routines** and **facts**.

(I/you/we/they + base verb)
(he/she/it + verb + s)

✓ Affirmative Sentences:

She **brushes** her teeth every day.
I **pray** five times a day.

✗ Negative Sentences:

I **don't play** video games at night.
Dalal **doesn't sleep** late.

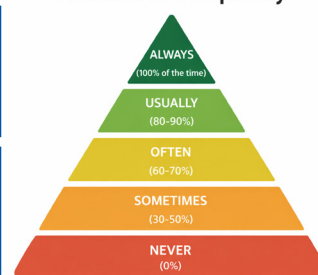
? Yes / No Questions

Do/Does + subject + base verb
Does your brother **like** music?

? Wh- Questions

Wh-Q + do/does + subject + base verb
When do you **go** to school?

Adverbs of Frequency



2 Read and correct the underlined verbs.

1. My dad doesn't drives a blue car.
2. I woke up early every morning.
3. My mother preparing breakfast every day.
4. Respectful students doesn't make fun of others.
5. What do he eat for lunch?

3 a. Interview your partner.

Ask questions about their daily routine with their family, take notes, then switch turns.

1. Do you.....?
2. When do you.....?
3. Does your.....?
4. What does your?



b. Review your interview notes on your friend's daily family routine.

- Write 2–3 present simple sentences (e.g., “Every evening, Sara helps her mother cook dinner.”)
- Read your notes clearly to the class.

I can:

- identify key explicit and implicit details clearly from spoken descriptions about people's favourite activities and their reasons.
- show willingness to listen attentively to others' preferences from a spoken text about favourite activities by responding appropriately.
- **Linker Bank:** because, also, first, finally, therefore, in addition, for example, next

Learning Unit 1

Lesson 3: Listening

My Favourite Things

Before You Listen

1 Discuss the following questions.

1. What do you enjoy doing in your free time?
2. What is your favourite thing to do? Why?



2 Listen to three students talking about their favourite things. Then, complete the following table.

Name	Favourite thing	Reasons
Dalal	Drawing	
Yousif		It's exciting and keeps him active and healthy.
Rashid		

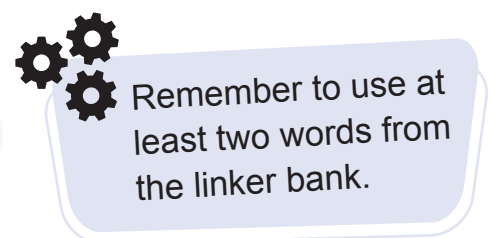
3 Listen again, then answer the following questions.

1. What do Yousif and his cousins do after their football game?
2. Where does Dalal keep her best drawings?
3. Who taught Rashid how to recite Qur'an?
4. Why do you think Dalal's friends ask her to draw pictures for them?
5. Do you think they are all happy or sad? Why?



4 Practise with your partner making sentences of your own.

- | | |
|--|---|
| - What is your favourite thing to do? | <i>My favourite thing to do is.....</i> |
| - When do you usually do it? | <i>I do it</i> |
| - How does it make you feel? | <i>It makes me feel</i> |



Learning Unit 1

Lesson 4: Speaking

I can:

- present clear, structured descriptions of daily routines and personal habits orally, using appropriate linking words.
- show respect for others' ideas and daily habits by listening and responding politely in discussions about routines.
- perform short dialogues in pairs using questions and answers about daily routines.
- **Linker Bank:** because, also, first, finally, therefore, in addition, for example, next

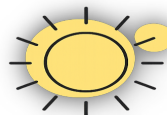
My Daily Routine

1 Discuss with your partner.

- What is your favourite time of day?
- What do you usually do then?



Morning



Afternoon



Evening - Night

Classmate Interview

2 Learn about your partner's daily habits and routines.

A: When do you wake up every morning?

B:

A: How do you usually spend your time after school?

B:

A: What activity do you always enjoy during the day?

B:

A: Where do you often go at the weekend?



Speaking Game

3 Let's play "Guess the Routine" game.

- ✓ Choose one of your daily activities in secret.
- ✓ Give your partner **clues** about it, **but don't say the activity's name!**
- ✓ Your partner should guess the secret activity from your clues. Then, switch roles.



For example:

A: I do it every day to keep my teeth clean and healthy.

B: Brushing your teeth!

4 Write about your habits and routine.

- ✓ Write 2-3 sentences in your notebook about your habits and routine.
- ✓ Use the present simple tense. Also, use at least two linkers from the bank.



I can:

- recognise explicit details clearly from personal emails describing Kuwaiti family traditions, cultural activities, and values.
- value cultural traditions and social practices from a written text about Kuwaiti family life by recognising their importance.
- **Vocabulary:** culture, share, heritage, tradition, brilliant, close, look forward to, weekly, extremely, relax, definitely

Learning Unit 1

Lesson 5: Reading

Sharing My Culture

Before You Read

1 Discuss with your partner.

- How do you enjoy your time with your family?



ABC	Insert	Undo	Redo	Cut	Copy	Paste	Find	Print	Mail	HTML	Code	Font	Paragraph	Table	Image	Link	Unlink	Help
Paragraph St... Font Name Real ...																		
To: Ahmed																		
Subject: Tell Me About Your Kuwaiti Family																		
Dear Ahmed,																		
Hello, I hope you and your family are doing well. First, I would love to learn more about your life in Kuwait. In addition, could you tell me more about your family as well? I'm really interested in your culture . Take care!																		
Best regards,																		
Tom																		

ABC	Insert	Undo	Redo	Cut	Copy	Paste	Find	Print	Mail	HTML	Code	Font	Paragraph	Table	Image	Link	Unlink	Help
Paragraph St... Font Name Real ...																		
To: Tom																		
Subject: My Family in Kuwait																		
Dear Tom,																		
Hello, we are well, thank you. I hope you are well too! First, let me tell you about my family. I live in a large house near Kuwait City with my parents, my younger sister, Lulwa, and my older brother, Jassim. In addition, my father is a doctor at Jaber Hospital, and my mother teaches Arabic at a school. I love spending time with my grandparents because they share amazing stories about Kuwait's past and heritage . Every Friday, we go to the mosque for <i>Al-jumu'ah</i> prayer. After that, we have a big family lunch at my grandfather's house. We call it <i>zuwara</i> . It's a tradition where all the relatives gather to enjoy delicious food and have a brilliant time together. As a result, we are a very close family, and I always look forward to these gatherings!																		
Sometimes, I also go with my dad to the <i>Diwaniya</i> . It's a weekly gathering where men talk about life, sports, and news. It's a special part of our Kuwaiti heritage, and I feel extremely proud to be a part of it. We also relax , laugh, and show respect for each other's opinions. I have many friends there too. Finally, you should definitely visit us one day!																		
Write back and tell me more about your family and friends, too!																		
Best regards,																		
Ahmed																		



Learning Unit 1

Lesson 5: Reading

- 2**  Read the passage and match the questions to the correct answers. Then, check with a partner.



1. Why is it important to write a clear subject line in an email?	()	With a polite greeting
2. Where do you write the name of the person receiving the email?	()	Friendly and informal
3. How should you begin an email to a friend?	()	At the top, after “Dear”
4. What kind of language would you use when writing to a friend?	()	Take care! Best regards,
5. How should you end your email politely?	()	To show what the email is about before reading it.

- 3**  a. Choose the correct answer.

- Ahmed’s email is mainly about:
 - a visiting tour to Kuwait.
 - a typical Friday in Kuwait City.
 - Ahmed’s family life and cultural traditions.
 - Ahmed’s school subjects and favourite teachers.
- The opposite of the underlined word “**relax**” in the 2nd email is:
 - run
 - worry
 - enjoy
 - gather



-  b. Answer the following questions.

- How many siblings does Ahmed have, and what are their names?
- What does Ahmed enjoy doing with his grandparents? Why?

Traditional Kuwaiti Activities

- 4**  a. Complete the table. Use the email to fill in who participates in each traditional activity and when it takes place.

Traditional activity	Who participates?	When?
zuwara		

-  b. Share a Kuwaiti tradition you celebrate with your family. Why is it important?



I can:

- apply the grammatical structure “have got / has got” accurately in descriptive sentences about personal possessions and home features.
- value sharing ideas about homes and possessions by engaging respectfully in discussions about personal spaces.

Learning Unit 1

Lesson 6: Grammar

Grammar: Have got / Has got

1 Look at the picture of a bedroom. What do you see? Discuss with your partner.

- What do you like in the room?
- What would you add to make it your dream room?



(have got / has got)

Use have/has got to say what you or other people have.

	Have got	Has got
Pronouns	I / You / We / They	He / She / It
✓ Affirmative	I have got a quiet room.	He has got a garage.
✗ Negative	We haven't got a big garden.	She hasn't got a TV in her room.
? Question	What have you got ?	What has she got ?

2 Underline the correct answers in the following sentences.

1. Soud (have got / has got) a big family.
2. My cousins (haven't got / hasn't got) their books today.
3. I (haven't got / hasn't got) enough money for the cinema.
4. Aisha and Sama (have got / has got) matching dresses.

3 Fill in the spaces using has / have got, or the negative forms hasn't / haven't got.

1. This house a blue door. It suits it very well.
2. We..... a garage. There are two cars inside it.
3. They (not) a TV, but they have a bookshelf.
4. your brother any electronics in his room?

4 Take turns asking and answering the following questions.

- A. What has your dream room got?
- B. My dream room has got

Talk about:

- what things your dream room has.
- what is inside the room.
- what makes it special or different.

Sentence starters:

- ✓ My dream room has got...
- ✓ There is...
- ✓ There are...



Learning Unit 1

Lesson 7: Writing

I can:

- identify the structure of a report about a dream home by recognising the introduction, body paragraphs and conclusion.
- plan a written text using a simple organiser for a two- paragraph report about a dream home.
- **Linker Bank:** because, also, first, finally, therefore, in addition, for example, next

My Dream Home

Think, Pair, Share

- 1** Look at the pictures of the different houses. Choose one house at a time and answer the questions with your partner.



- What kind of house is this?
- What has this house got? (Use “has got” / “there is/are”)
- Would you like to live in this house? Why or why not?

- 2** Think about your dream home. What can you do there?
a. Match each room with an activity.

Rooms	Activities
1. Bedroom	play outside or plant flowers
2. Living room	sleep and relax
3. Kitchen	play games with friends
4. Garden	watch TV with your family
5. Game room	cook with your parents



b. Answer the following questions:

- What is your dream home like? (e.g., modern, smart, cottage house)
- What rooms has it got?
- What can you do in the living room, garden, bedroom, and other places?
- Why do you like this home?

- 3** My dream home is very comfortable with lovely rooms and many fun activities to do there.

Plan and write a report of two paragraphs describing your dream home and the activities you can enjoy there.

a. Complete the table with ideas about your dream home.

Part of the report	What to write	My ideas
Introduction	Write a sentence to introduce your dream home.	
Paragraph 1	Describe your dream home. Write about its size, shape, rooms, or special features.	
Paragraph 2	Describe the activities you can do there. Write about what you can do in each room or place.	
Conclusion	Write a sentence to end your report and say how you feel about your dream home.	

b. Complete the following outline with your ideas.



Introduction:

.....

Paragraph (1): My dream home

Topic sentence: *(Write your main idea clearly.)*

.....

Supporting details: *(Add 2–3 specific details or examples.)*

.....

.....

.....

Concluding sentence: *(End with how you feel or your final idea.)*

.....

Paragraph (2): The activities I can enjoy there

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Conclusion:

.....

c. Use your outline to write the report in your notebook.

☒ **Paragraph writing checklist:**

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

- ☐ I used suitable linkers.
- ☐ I ended my paragraphs clearly.
- ☐ I checked my spelling.

ATTENTION

Let AI help
you grow,
not do the
work for
you.

KUWAIT SCHOOL



Learning Unit Two

School & Responsibility

Learning Unit Two: School & Responsibility



Learning Outcomes

Listening and Viewing:

- Identify main points and specific details from spoken texts related to everyday rules and responsibilities.
- Recall instructions and advice clearly presented in conversations or announcements.
- Explain reasons behind given responsibilities or rules from different listening materials.
- Interpret speakers' intentions, feelings, or attitudes about behaving respectfully in public places.

Speaking and Representing:

- Express simple advice and opinions clearly using appropriate modal verbs.
- Describe personal responsibilities and obligations accurately in familiar contexts.
- Discuss structured ideas about behaviour, responsibilities, and values using suitable vocabulary.
- Perform short role plays effectively demonstrating advice and obligations within a clear social context.

Reading and Viewing:

- Recognise key information and main ideas from texts about personal growth and social responsibilities.
- Identify explicit and implicit meanings within texts describing personal values, attitudes, and actions.
- Analyse relationships between ideas presented in descriptive texts about personal experiences.
- Infer the writer's viewpoint, attitude, or feelings in texts about responsible and kind actions.

Writing and Representing:

- Write simple, structured descriptive sentences using appropriate modal verbs to express obligations and advice.
- Compose organised paragraphs clearly outlining responsibilities, behaviours, and associated outcomes.
- Develop logically structured reports with clear introductions, supporting details, and effective conclusions.

Learning Unit 2

Lesson 1: Reading

I can:

- analyse explicit and implicit details clearly from a text about personal experiences, growth, and responsibilities at school.
- value personal growth and responsibility from a written text about school experiences by reflecting on positive behaviours.
- **Vocabulary:** nervous, responsible, organised, discussion, regularly, confident, cheer, value, challenge, hard, respectful

From My First Day Until Today



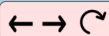
Before You Read

Discuss the following questions.

- What do you remember about your first day at school?
- What was your favourite subject in Grade 5?



Read the blog post and do the tasks that follow.



www.i-am-confident.blog.com



I still remember my first day at primary school. I was shy and quiet. I was **nervous**, I did not know where to go or what to do. However, my teacher welcomed me warmly, and I began to learn new things. At that time, I did not use to have many responsibilities. We used to draw pictures, sing songs, and play most of the time.

Now, I am in Grade 7. My life at school has changed a lot. I have become more **responsible**, and my time is more **organised**. I now write short reports, take part in group projects, and have **discussions**. I also have to study **regularly** for exams and review lessons on my own. In addition, I help my classmates and respect their ideas, even if they are different from mine. They sometimes ask me for help, and I am always happy to support them. I am more **confident** now and even **cheer** others who go through hard times. I have learned that doing your best is more important than being perfect.

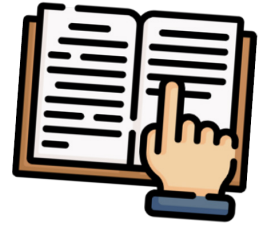
I have also learned to **value** myself. I do not compare myself to others. Instead, I try to be better than I was yesterday. When I make a mistake, I think, learn, and try again. Every **challenge** is a chance to improve.

Finally, I believe that if I were not responsible, I would not feel so proud of myself. I work **hard** and support my friends. I truly enjoy learning because school teaches us how to grow as kind, **respectful** people.



3 a. Choose the correct answer.

- Choose another suitable title for the blog post:
 - My Favourite Teacher
 - How I Spend My Free Time
 - My Journey of Growth at School
 - Rules and Schools
- What does the underlined word “**them**” in the 2nd paragraph refer to?
 - ideas
 - lessons
 - projects
 - classmates



b. Answer the following questions.

- How did the teacher help the student on the first day?
- What important lesson can we learn from the passage?

4 Match the following words from the passage to their meanings.

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

a. confident	something needing great mental or physical effort in order to be done successfully
b. cheer	sure of yourself or your abilities
c. regularly	to give a loud shout of approval or encouragement for someone
d. challenge	by doing the same thing or going to the same place often

A Letter to My Younger Self

5 Imagine you could write a letter to yourself when you were in Grade 5, what advice would you give about being responsible, confident, and helping others?



Dear _____

Sign: _____ Date: _____

Things you can say:

- ☐ Don't worry if...
- ☐ Try to ...
- ☐ Help your
- ☐ Believe in yourself ...

Learning Unit 2

Lesson 2: Grammar

I can:

- use “have to / has to” and “don’t have to / doesn’t have to” accurately to clearly express obligations and responsibilities.
- present short spoken and written rules clearly using “have to / has to” and “don’t have to / doesn’t have to”.
- **Linker Bank:** because, also, first, finally, therefore, in addition, for example, next

Grammar: (Have to / Has to – Don’t have to / Doesn’t have to)

Think, Pair, Share

1 Discuss the following questions.

- Can you think of a rule at school that students have to follow?
- Why is it important to follow the rules?



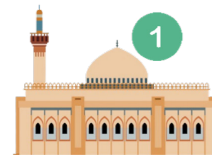
Use have to / has to for necessary external rules.

Use don’t / doesn’t have to for things that are not necessary.

	Have to / don’t have to	Has to / doesn’t have to
Pronouns	I / You / We / They	He / She / It
✓ Affirmative	subject (I/You/We/They) + have to + base verb - I have to <u>wear</u> a school uniform.	subject (He/She/It) + has to + base verb - She has to <u>study</u> harder.
✗ Negative	subject + don’t have to + base verb - They don’t have to <u>bring</u> food.	subject + doesn’t have to + base verb - He doesn’t have to <u>sleep</u> now.

2 Circle the correct form in the sentences. Then, match the pictures correctly with their sentences.

You (have to / don’t have to) take off your shoes in that place.	()
She (doesn’t have to / has to) bring her books every working day to that place.	()
He (has to / doesn’t have to) use a cart for small items in that place.	()



3 a. Make sentences of your own. Then, ask a partner to correct your mistakes if you have any.

- **Write 3 sentences** in your notebook telling a new visitor to Kuwait the things he has to and doesn’t have to do. Use **at least 2 words** from the linker bank.

b. Share your sentences with the class as a presentation.



I can:

- identify clearly explicit and implicit details from a spoken text describing responsible behaviours and ethical rules in public places.
- show care for others' comfort and safety by expressing supportive ideas based on a spoken text about rules and ethics in public places.
- **Linker Bank:** because, also, first, finally, therefore, in addition, for example, next

Learning Unit 2

Lesson 3: Listening

Rules and Ethics in Public Places

Before You Listen

1 Look at these pictures of public places.

- What are the things you have to do in these places?
- What are the things you don't have to do there?



Public Places Podcast

2 Listen to three people talking about what we have to/don't have to do in public places. Then, do the tasks that follow.

a. Listen, then tick true (✓) or false (✗).

- | | |
|--|--|
| 1. At malls, we have to shop in a hurry. | |
| 2. We don't have to water plants at parks. | |
| 3. At parks, we have to throw garbage in bins. | |
| 4. We don't have to speak quietly in restaurants. | |



b. Listen again, then fill in the table. Discuss your answers with your partner.

Speaker	Place	Have to do	Why	Don't have to do
Sama	park			
Jassim		dress well	to show respect to the public	
Homoud				eat quickly



c. Answer the following questions.

1. Why do you think Sama says it's important to protect the plants and trees in the park?
2. Why does Jassim advise people not to hurry in malls even though they are busy places?
3. How does speaking quietly in restaurants show respect to other customers?
4. Which speaker gives the most useful advice for behaving politely in public? Why do you think so?

3 Think of a public place and describe its rules using "have to" or "don't have to".

For example: supermarket / mosque / hospital / airport...etc.

Learning Unit 2

Lesson 4: Speaking

I can:

- present clear and structured advice effectively using modal verbs (should/ shouldn't) related to responsibilities and respectful behaviours.
- respect others' ideas by listening and responding politely in discussions about responsibility in familiar contexts.
- respond to problems and give appropriate advice using should and shouldn't during discussions in familiar contexts.

Being Responsible at School



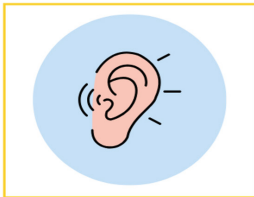
1 Discuss these questions.

- What are your school responsibilities?
- Why do you think they are important?

2 Look at these pictures of students at school. Give advice using (should or shouldn't) and mention why.

You can say:

- She **should** listen to her teacher because it's respectful.



Helpful phrases

- ✓ listen to teachers
- ✓ do homework regularly
- ✓ cooperate with classmates
- ✗ waste time
- ✗ forget books
- ✗ talk loudly

3 Write suitable advice to each problem. Then, discuss them with the reasons.

Problem	Advice
1. My classmates are still upset with me.	You shouldn't hurt their feelings. You should apologise to them.
2. My teacher said that I was shouting in the class.	
3. I forgot my homework!	
4. I can't remember what we learned yesterday.	

4 Role Play Activity

You are hosted on TV as a minister. Make your country a better place by giving a speech offering advice using (should / shouldn't) to the citizens of Kuwait.

I can:

- identify explicit and implicit details clearly from a written text about personal values, kindness, and positive actions.
- analyse relationships between actions and their effects from a written text about helping others and making a positive impact.
- **Vocabulary:** faith, lead, effectively, effort, patient, friendly, polite, positively, recognise, honour

Learning Unit 2

Lesson 5: Reading

A Life of Kindness

Before You Read

1



Discuss with your partner.

- Have you ever helped someone? How?
- Why do you think helping others is important?
- How can we achieve our goals?



2



Read the article in Kuwait Times newspaper, then do the tasks that follow.

Kuwait Times
Established 1961

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Dr. Abdulrahman Alsumait was a Kuwaiti philanthropist born in 1947. First, he noticed that many people around him needed help. He believed everyone should help others because kindness is very important. His **faith** was strong from the start. He dreamed of making a difference in the world, believing that strong faith can **lead** people along the right path.

When Alsumait grew older, he knew he must study medicine, so he became a doctor. He believed doctors could **effectively** help poor people who would not have to suffer if they received good medical care. Alsumait always made a great **effort** to support those in need. He was very **patient** and did not give up on his dreams. People found him **friendly** and felt safe around him because he was **polite** and respectful.

Next, Alsumait travelled to Africa because he saw many people there who did not had to live without education or healthcare. He worked very hard to build hospitals and schools. In addition, he taught others how they should help themselves and their communities. He changed many lives **positively**. Many people respected Alsumait because they saw his kindness clearly. When important guests visited him, they discussed ways to improve people's lives.

Finally, the world **recognised** him for his wonderful work. He was **honoured** by many countries. He showed everyone that they do not have to be rich or famous to help others.

Learning Unit 2

Lesson 5: Reading

3 a. Choose the correct answer.

- To help others, Dr. Abdulrahman Alsumait studied:
a. Africa b. Education c. Medicine d. Philanthropy
- The underlined word “**they**” in the 3rd paragraph refers to:
a. communities b. hospitals c. schools d. guests
- After reading the passage, we can describe the feelings of the writer as:
a. sad b. proud c. angry d. afraid



b. Answer the following questions.

- Why did many people respect Alsumait and feel safe around him?
- What were the things Alsumait did to help the people in need?
- How do you think Alsumait’s kindness and faith helped him achieve his goals?
- What can we learn from Alsumait’s life?

4 Find words in the passage that mean.

Word	Definition
_____	to guide or be in charge of a group or situation
_____	having the ability to wait, or to continue doing something despite difficulties
_____	physical or mental energy used to do something

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

5 Interview your partner with the following questions inspired by Alsumait’s life.

- What would you do in your school or neighbourhood if you were Alsumait?
- What projects can you think of to make the world a better place?



I can:

- apply modal verbs (must, could, may, can) accurately in sentences to express advice, obligation, possibility, and ability clearly.
- produce structured advice using should and shouldn't in spoken and written responses.

Learning Unit 2

Lesson 6: Grammar

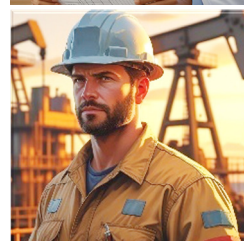
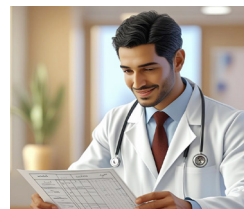
Grammar: Modal Verbs

1



Discuss the following questions.

- Who is your role model?
- What do they do that makes them a role model?
- What advice do they usually give to others?



Modal Verbs

verbs that tell us what someone must, could, may, or can do

Modal	Function	Examples
must	strong internal/personal obligation	You must drive safely in the street.
could	past ability	When I was young, I could run fast.
may	possibility	He may be tired after playing football all day.
can	ability	I can help my brother with his homework.

2



Fill in the blanks using the suitable modal verbs.

1. I forgot to apologise to my classmate. I _____ do it now.
2. They _____ join the club to meet new friends if they want.
3. We _____ make mistakes, and that's how we learn.
4. Before he got glasses, Tom _____ (not) see the board clearly.

Remember!

After modals, use verbs in the base form.

Grammar Detective

3



a. Find and correct the mistakes.

1. It may raining later tonight. (_____)
2. We can goes to the park after school. (_____)
3. She must finishes her project today. (_____)
4. When I had more free time, I could to read stories. (_____)



b. Use the modal verbs in sentences of your own. Ask your partner for correction.

Learning Unit 2

Lesson 7: Writing

I can:

- organise ideas logically to produce a two-paragraph report about responsibilities and inappropriate behaviours at school.
- compose clear and structured report detailing school responsibilities, appropriate behaviours, and related consequences.
- Linker Bank:** because, also, first, finally, therefore, in addition, for example, next

Responsibilities at School

1 Discuss the following questions.

- What do you do to help your classmates or teachers?
- What shouldn't students do at school?

2 Being Responsible

Tick if you should do ✓ - Cross ✗ if you shouldn't.



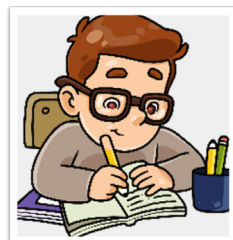
1. Throw trash on the floor.	
2. Say "Good morning" to your teacher.	
3. Help a friend understand a question.	
4. Leave your homework at home.	
5. Listen carefully in the class.	

Being responsible means:

- doing what you should do.
- helping others and being respectful.
- not doing things that stop you or others from learning.

3 Look at the pictures below and complete the table with your ideas.

✓ I should	✗ I shouldn't



Add **commas** after words like "before," "now," "today," and "as a result" to show time and change in your ideas clearly.

✗ - As a result I became more confident.

✓ - As a result, I became more confident.

Being a good student means being responsible for the things I should do and being careful about the things I shouldn't do.

4  Plan and write a report of two paragraphs about **your responsibilities at school and the things you shouldn't do.**

a. Complete the following outline with your ideas.



Introduction:

.....

Paragraph (1): Responsibilities at School

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

Paragraph (2): The things I shouldn't do

Topic sentence:

.....

Supporting details:

.....

.....

.....

Concluding sentence:

.....

Conclusion:

.....

 **b. Use your outline to write the report in your notebook.**

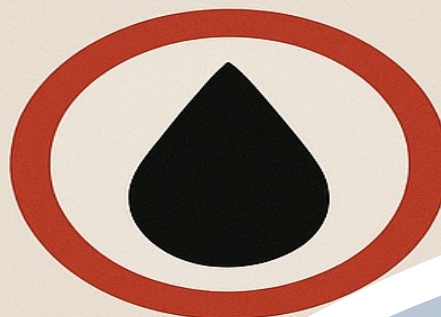
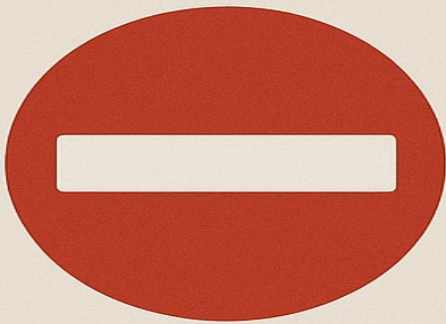
ATTENTION

Use AI wisely and responsibly.

☒ **Paragraph writing checklist:**

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

- ☐ I used suitable linkers.
- ☐ I ended my paragraphs clearly.
- ☐ I checked my spelling.



Learning Unit Three

Safety & Instructions

Learning Unit Three: Safety & Instructions



Learning Outcomes

Listening and Viewing:

- Identify essential information from spoken texts about safety and instructions.
- Recall key details and instructions presented in everyday conversations or announcements.
- Explain the significance and reasons behind following specific safety guidelines heard in various contexts.
- Infer the potential consequences of not adhering to safety instructions based on spoken information.

Speaking and Representing:

- Describe sequential steps clearly when explaining actions or giving advice related to safety.
- Express advice and recommendations logically using appropriate sequence and linking words.
- Discuss structured ideas effectively about responsibilities, safety measures, and personal actions.
- Role-play effectively by giving clear, structured advice in simulated real-life situations involving safety and emergency procedures.

Reading and Viewing:

- Recognise main ideas and explicit information in informational texts related to safety precautions.
- Identify details clearly presented about instructions, signs, and procedures in safety-related texts.
- Analyse the relationships between actions, purposes, and outcomes within descriptive and informational readings.
- Evaluate the importance and effectiveness of following safety measures presented in texts.

Writing and Representing:

- Write clear sentences accurately using connectors to explain the purposes of safety actions and instructions.
- Compose logically organised paragraphs to provide clear explanations of safety procedures and their importance.
- Develop structured instructional texts using sequence words and linking phrases to show clear progression of ideas.
- Write concise reports clearly discussing safety instructions, the rationale behind them, and potential outcomes if followed.

Learning Unit 3

Lesson 1: Reading

I can:

- identify explicit and implicit details effectively from a written text about safety signs and instructions in public places.
- value the importance of safety awareness by writing supportive ideas in response to a written text about signs and instructions in public places.
- **Vocabulary:** confidently, avoid, safely, prevent, public, pedestrian, constantly, surrounding, announcement, delay, destination, alert

Staying Safe



Before You Read

Look at the pictures. Then, discuss the questions.

- Where do we usually see signs?
- Why do we need instructions?



Read the blog and do the tasks that follow.

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Signs are talking, are you listening? This week, I started noticing how often signs help us, and I am not just talking about traffic lights!

On Monday at school, we did a fire drill to practise what to do in emergencies. The teachers told the students, “Line up quietly, and walk to the nearest exit.” I followed the signs **confidently**, in order to stay calm and **avoid** confusion. These signs are there to guide students, so that everyone can get out **safely** and quickly. They help **prevent** panic during emergencies.



On Wednesday, I was at the mall with my mum. As we passed the food court, I spotted a yellow “Wet Floor” sign. A boy was walking quickly and almost slipped, but I warned him so that he would not fall. In busy **public** places, such as shopping centres, signs are used to avoid accidents and protect people.

Yesterday, on our way home, my brother and I crossed the street at a zebra crossing. The red traffic light and **pedestrian** sign appeared. The cars stopped so that we could cross the road safely. We do not always think about it, but these signs are around us **constantly**. They are part of our **surroundings**, helping us every day.



Last weekend, we went to the airport to pick up my uncle. There were signs for check-in, gates, and baggage claim. We listened to an **announcement** about a **delay**, then followed signs to the right terminal. These signs help travellers reach their **destination** without getting lost.

So, here is what I learned: signs are silent helpers. They are there to keep us safe and organise movement so that everyone knows what to do. We just need to stay **alert** and pay attention.

Next time you see a sign, ask yourself, “What is it trying to tell me?”

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

1. The underlined word “**they**” in the 2nd paragraph refers to:
 a. teachers b. emergencies c. students d. signs
2. What is the main idea of the passage?
 a. Signs guide and protect us. b. Fire drills happen often at schools.
 c. All the airports need more signs. d. Street accidents can happen every day.
3. The writer calls signs “silent helpers” because:
 a. they are not important. b. only children use them.
 c. they can speak quietly. d. they help people without using words.

b. Answer the following questions.

1. What happened at the mall food court?
2. How do signs help at the airport?

4 Complete each sentence using the words below.

confidently – delay – destination – announcement – constantly

1. The train was late because of a long
2. The teacher made an important in the morning assembly.
3. We reached our finaljust before sunset.
4. She walkedacross the stage to receive her award.

5 My Safety Story

a. Write a three-sentence paragraph about a time when you had to follow safety rules or signs. The following list of words may help you.

alert – avoid – announcement – delay – pedestrian – destination

Example: “There was a delay at the airport, so we listened carefully to the announcement. Then, I walked safely to the gate, staying alert in the crowded terminal.”

b. Share your writing by reading your sentences aloud and clearly.

Sentence Starters:

- ☐ I remember a time when...
- ☐ There was an announcement that said...
- ☐ We had to avoid...
- ☐ I stayed alert because...
- ☐ I felt when I saw the safety sign.

Learning Unit 3

Lesson 2: Grammar

I can:

- use connectors (to, in order to, so that, for) clearly and accurately to express the purpose behind actions related to safety and everyday tasks.
- analyse relationships between actions and purposes from sentences in different contexts.

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

1 Discuss the pictures.

- What safety actions are happening?
- Why do you think each action is necessary?



Purpose Connectors

We use **to**, **in order to** and **so that** to show purpose.

Connector	Form	Example
to	verb + to + base verb	We wear helmets to protect our heads.
in order to	verb + in order to + base verb	Wash your hands regularly in order to avoid illness.
so that	verb + so that + subject + can + base verb	We turn off the lights so that we can save electricity.
for	for + verb + -ing	Seatbelts are for protecting people. This brush is used for painting.

2 Find and highlight the connectors “to,” “in order to,” and “so that” in the Staying Safe reading passage.

How do they show the purpose of each action?

3 Match the sentence beginnings to their correct endings.

1. She exercises regularly in order to	() avoid accidents.
2. I carry an umbrella so that	() stay healthy and strong.
3. We follow traffic signs to	() warning people about danger.
4. A fire alarm is for	() I can stay dry in the rain.

4 Complete the sentences correctly with (to, in order to, for, so that).

1. A torch is used _____ seeing in the dark.
2. We learn swimming _____ stay safe near water.
3. You should turn off electrical devices _____ prevent fires.
4. She locks the doors at night _____ her family can stay safe.

5 Write three sentences about 3 safety actions you do in a place.

- Choose any place you like (school, kitchen, mall, airport...etc.)
- Use (to, in order to, for, so that) in your sentences.

I can:

- analyse key explicit instructions and details from spoken and written texts about the importance of following safety signs and instructions in public places.
- value the importance of following safety signs by expressing supportive ideas in response to a spoken text about emergency situations
- perform a short role-play demonstrating safe actions based on a spoken text about signs and instructions.
- **Linker Bank:** first, next, also, in addition, therefore, finally, in order to, so that

Learning Unit 3

Lesson 3: Listening

Signs Save Lives

1 Read the paragraph. Then, discuss the questions that follow.

A boy was at the airport with his family. They were heading to their gate when they heard an announcement and saw a sign pointing to a new gate. His father followed the sign, and they reached the flight on time.

1. Was it important to follow the sign? Why?
2. What could have happened if they ignored it?



2 Listen to the "Signs Save Lives" Podcast. Then, fill in the missing information.

Speaker	Location and Situation	Safety Sign Used	Action Taken/ Result
Abdullah	At the stadium during a sudden blackout		
Yousef		Wet Floor	
Faisal			Avoided a fine and stayed safe by turning around

3 Listen again, then answer the following questions.

1. What might have happened if the stadium didn't have clear emergency signs?
2. How do you think Yousef felt after helping the boy? and why?
3. What can we learn about Faisal's father's character from his actions?

Role Play

4 Choose a place (school, park, beach, mall, etc.) and create a short dialogue where someone sees a safety sign and avoids danger. Then, switch roles with your partner.

- Choose an emergency situation.
- Tell your partner what to do and what not to do during the emergency.

Learning Unit 3

Lesson 4: Speaking

I can:

- present clearly structured oral advice using sequencing language (first, next, then, finally) related to safety actions and responsible behaviours.
- demonstrate willingness to help others by giving clear instructions in safety situations.
- perform short role-plays giving step-by-step instructions and advice using sequence words in safety situations.
- **Linker Bank:** first, next, also, in addition, therefore, finally, in order to, so that

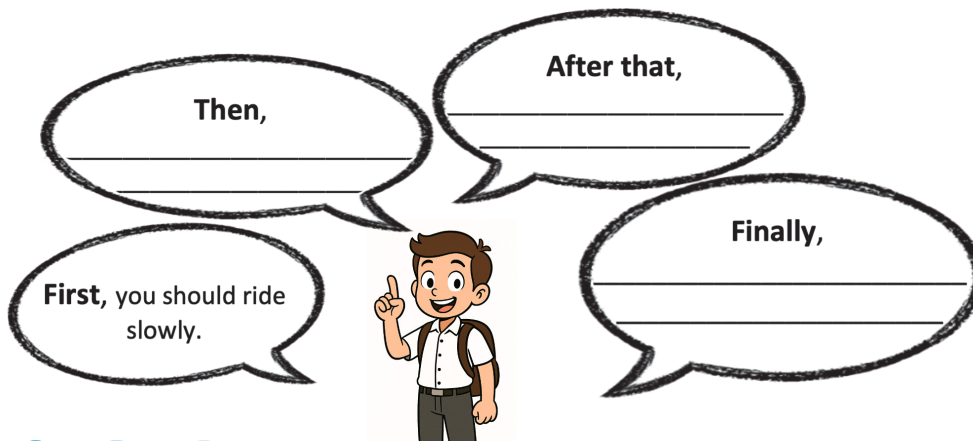
Say It in Steps

1 Discuss with your partner.

- What happened to the boy?
- What advice would you give him?



2 Look at the pictures and give advice by filling in the following blanks.



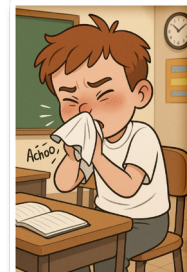
Sequence Words:
(First – Next – Then – After that – Finally)

- Use them to show steps at the beginning of the sentence / paragraph.
- They are always followed by commas.



3 Choose a picture and complete the following by giving advice using sequence words. Then, share your ideas aloud with your partner.

- First, you should.....
- Then, you shouldn't.....
- Next, you should.....
- Finally, you shouldn't forget to.....



4 The Emoji Speaking Game

Choose an emoji that shows a feeling.

- Tell your partner a story about someone who feels this way.
- Give advice with sequence words using *should* / *shouldn't*.
- Use the connectors to explain *why* the advice is important.
- Switch roles and repeat with a different emoji.

Example:

A: Yesterday, my friend spilled water on my notebook. I felt upset.

B: First, you should stay calm so that you don't make the situation worse. Then, you shouldn't shout at him.



I can:

- identify explicit and implicit details from a written text clearly describing the steps and preparations needed for safe and enjoyable camping trips.
- value responsible behaviour in outdoor activities by expressing supportive ideas in response to a written text about safe camping practices
- **Vocabulary:** memorable, ensure, currently, pack, essential, first-aid kit, hydrated, mark, campsite, whereabouts, campfire, litter, properly

Learning Unit 3

Lesson 5: Reading

Kashta to Al-Mutlaa

Before You Read

1 Discuss the following questions.

- Have you ever planned a trip with your family before?
- Where did you go? What did you take with you?
- What do you do for your safety?



2 Read the passage and do the tasks that follow.

Going on a *kashta* trip to Al-Mutlaa for a mini camping adventure in the desert is a **memorable** weekend activity for many Kuwaiti families. It is both fun and exciting, but it also requires careful planning to **ensure** everyone stays safe.

First, our family is **currently** getting ready for the trip. My father is checking the vehicle to make sure it is safe for the journey. At the same time, my mother is carefully **packing** the food and drinks we will need. Safety is **essential** when we go camping. We always bring a **first-aid kit** in case of an emergency and carry plenty of water to stay **hydrated**.

Next, we start packing the rest of the supplies. We make sure to clearly **mark** the location of our **campsite** and share our **whereabouts** with a family member who is not with us. This helps others know where we are in case of any problems.

After that, when we reach the campsite, we begin setting up the tent and unpacking. Everyone feels excited, but we know we must remain responsible. We avoid touching strange plants or wild animals. Instead, we enjoy fun and safe activities like playing volleyball, board games, or cards. At night, we gather around the **campfire**, listening to music and sharing stories. Sometimes, we sit quietly, looking up at the bright desert sky filled with stars.

Finally, we are careful not to **litter** or leave trash behind. It is important to follow the law of our country and respect the environment. We always collect our garbage and place it in trash bags. We make sure the area is cleaned **properly** before we leave.

Therefore, trips like these teach us how to prepare well and follow safety instructions. When everything is planned carefully, we can enjoy the weekend and make it truly memorable.

Learning Unit 3

Lesson 5: Reading

3 a. Choose the correct answer.

- Choose a suitable title for the passage:
 - Keeping Outdoors Clean
 - Stars at Night
 - A Safe Camping Trip
 - Playing Fun Games
- The underlined word “**journey**” in the 2nd paragraph means:
 - trip
 - place
 - game
 - case

b. Answer the following questions.

- Why is it important to bring a first-aid kit on a *Kashta*?
- What is the purpose of the writer in writing this passage?

4 Complete the sentences using the words from the list below.

campsite – memorable – essential

- My family found a quiet where we could enjoy our weekend.
- The trip was so exciting and fun that it became one of the most..... moments of my life.

5 Look at the pictures and write a three-sentence story using sequence words (first, next, finally). Order the activities according to the passage.

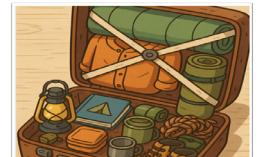
The story with sequence words



Setting up the tent



Cleaning the campsite



Packing the bags

6 Plan a Kashta with your group. Discuss the things you will prepare (food, tools, or games), and the safety instructions everyone must follow. Then, present your plan to the class.



I can:

- apply the present continuous tense accurately and clearly to describe future plans and arrangements in familiar contexts.
- value planning and organisation by writing about future plans using the present continuous.

Learning Unit 3

Lesson 6: Grammar

Grammar: Present Continuous (Present Actions/Future Plans)

1 Discuss the picture with your partner.

- What is the family doing right now?
- What do you think this family is planning to do?



Present Continuous

(I + am) - (he/she/it + is) - (you/we/they + are)
+ verb + ing

We use **the present continuous** for:

1- actions happening now.
I **am watching** a movie now.
He **is sleeping** at the moment.
They **are currently playing** football.

2- future arrangements.
I **am travelling** tonight.
She **is taking** her results tomorrow.
We **are moving** to a new house next week.

Keywords: now – at the moment – currently

Keywords: tonight – tomorrow – next week

2 Match the beginning of each sentence to the correct ending. Then, add a suitable keyword at the end of each sentence.

1. My brother	are packing the car_____.	← Happening now
2. My parents	am bringing my camera_____.	← Future plan
3. I	is checking the tent_____.	← Future plan

3 Correct the verbs between brackets.

1. We _____ (leave) for our camping trip early tomorrow morning.
2. My sister _____ (bring) marshmallows for the campfire tonight.
3. Our friends _____ (meet) us at the campsite this weekend.

4 Plan for a weekend trip. Write sentences using the present continuous with the key words (tonight – tomorrow – next week).

Questions to help you in writing:

- When are you leaving?
- Where are you staying?
- What are you bringing with you?



Learning Unit 3

Lesson 7: Writing

I can:

- organise ideas logically to produce a two-paragraph report about outdoor safety instructions and their importance using suitable linking words.
- analyse the structure of a model text about safety instructions by identifying the topic sentence, supporting details, and concluding sentence.
- **Linker Bank:** first, next, also, in addition, therefore, finally, in order to, so that

Safety Instructions

Let's Think Like Writers!

1 Look at the pictures and discuss these questions.

- What is the story of these pictures? (*main idea/ topic sentence*)
- What steps do you see in the pictures? (*supporting details*)
- What happens at the end? (*concluding sentence*)



A good paragraph is like these pictures. It begins with a main idea, adds important steps, and ends with a clear result.



Therefore is a linker used to show the result as a conclusion.

2 a. Read the following paragraph and answer the questions.

1. Underline the **commas** and **full stops**.
2. Fill in the blanks with suitable linkers.

therefore

in order to

so that

Safety is essential when travelling _____ have an enjoyable and secure trip. First, travellers must keep their passports and money in a safe place _____ they can avoid problems. Next, it is helpful to read signs carefully to follow the rules. _____, following these tips is important to stay confident and relaxed.



b. Match each sentence to its correct paragraph part.

1. Topic sentence	() It is helpful to read signs carefully to follow the rules.
2. Supporting detail	() Following these tips is important to stay confident and relaxed.
3. Concluding sentence	() Safety is essential when travelling.



c. Read the paragraph, then write a different sentence for each of its parts.

1. Topic sentence: _____
2. Supporting detail: _____
3. Concluding sentence: _____



3 When people go out, they should follow safety instructions to be safe.

Plan and write a report of two paragraphs explaining **what safety instructions everyone should follow outdoors** (mall, park, street, airport, or camping) and **why these instructions are important**.

a. Complete the following outline with your ideas.

Introduction:

Paragraph (1): Safety instructions everyone should follow

Topic sentence:

Supporting details:

Concluding sentence:

Paragraph (2): Why they are important

Topic sentence:

Supporting details:

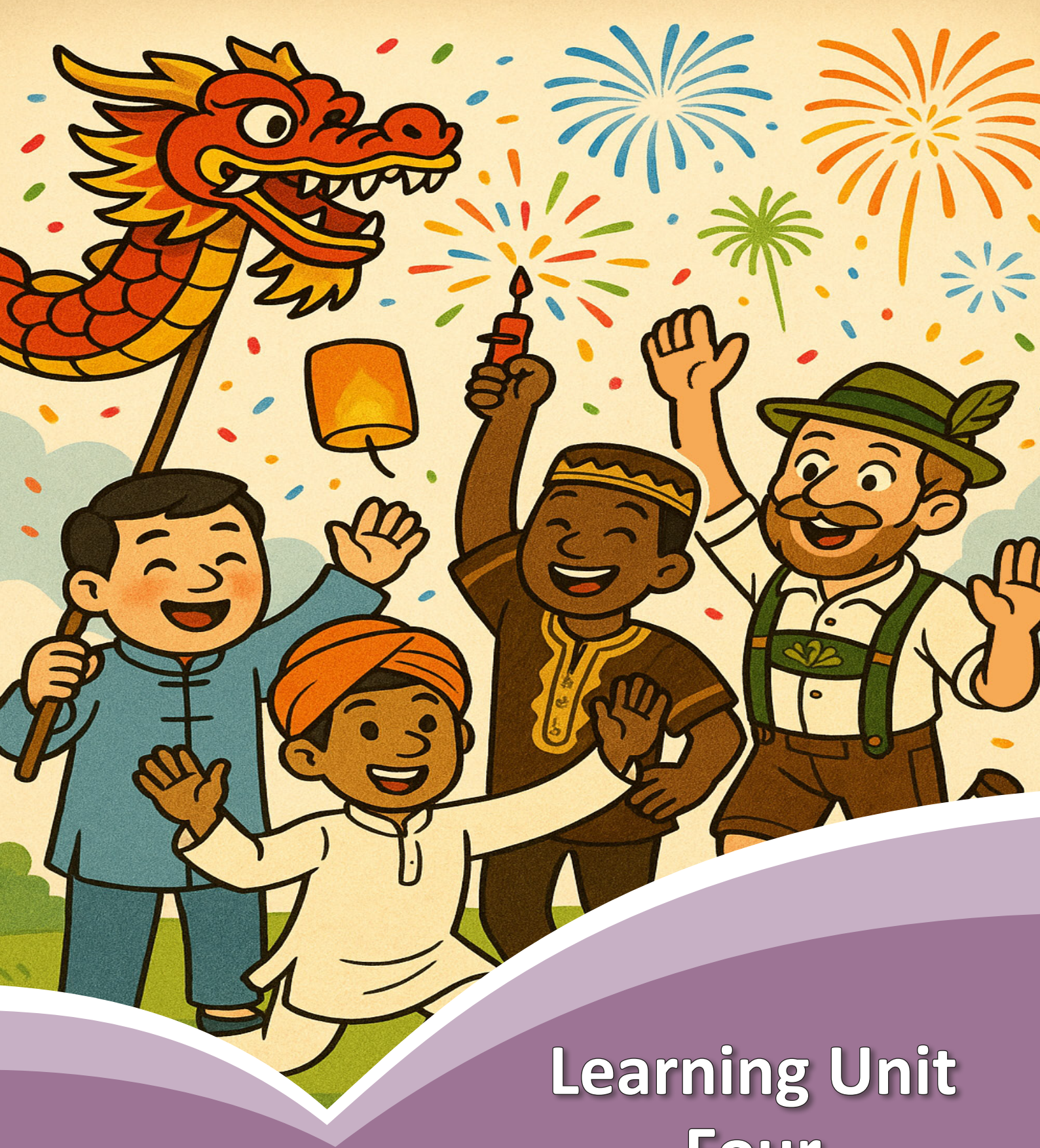
Concluding sentence:

Conclusion:

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

☒ Paragraph writing checklist:

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



Learning Unit Four

Celebrations Around the
World

Learning Unit Four: Celebrations Around the World



Learning Outcomes

Listening and Viewing:

- Identify main points and detailed information from spoken texts related to cultural celebrations and social behaviours.
- Recall specific details about traditions, preparations, and common practices from listening activities.
- Explain the reasons behind common behavioural expectations and social ethics during celebrations.
- Interpret implications of negative behaviours during events, clearly understanding their impact on communities.

Speaking and Representing:

- Express simple ideas about traditions, customs, and personal experiences related to celebrations.
- Describe common positive and negative behaviours during cultural and social events effectively.
- Discuss logical suggestions clearly on how to improve behaviours and interactions during celebrations.
- Present structured explanations and advice, using suitable vocabulary and connectors in conversations about respecting social norms.

Reading and Viewing:

- Recognise main ideas and specific information clearly from descriptive and expository texts about various cultural celebrations.
- Identify explicit details about social traditions, cultural values, and activities associated with celebrations.
- Analyse the purpose and significance of different global and local celebrations as described in texts.
- Evaluate the cultural importance of respectful behaviours and positive attitudes presented in various readings.

Writing and Representing:

- Write simple sentences clearly using correct grammatical structures (quantifiers and passive voice) to describe common practices during celebrations.
- Compose coherent paragraphs describing preparations, activities, and customs related to familiar celebrations.
- Develop logically structured reports clearly explaining the processes, preparations, and enjoyable aspects of celebrations.
- Edit written texts carefully for coherence, grammar accuracy, punctuation, and effective use of linking words.

Learning Unit 4

Lesson 1: Reading

I can:

- analyse explicit and implicit details effectively from a reading text about different cultural celebrations around the world and their values.
- value cultural diversity and different traditions by expressing supportive ideas in response to a written text about celebrations around the world.
- **Vocabulary:** celebration, togetherness, warmly, preparation, exchange, appreciate, joyful, harmony, waste, strengthen, eagerly, festive, respectfully

Celebrations Around the World



1

Before You Read

Discuss the following.

- What is your favourite holiday and why?
- Have you ever celebrated a special day?
- How can sharing food bring people closer together?

2

Read the passage and do the tasks that follow.

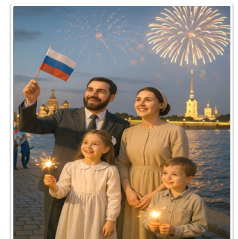
People worldwide enjoy different festivals and **celebrations** that bring families and communities together, creating feelings of happiness and **togetherness**. These events show traditions, values, and the importance of respecting different cultures.

In Japan, people celebrate Hanami, which means “Flower Viewing.” Every spring, families gather **warmly** under cherry trees. They make careful **preparations**, such as picnics with rice balls and sweets. They **exchange** stories, take memorable photos, and **appreciate** the beauty of nature. This **joyful** event highlights **harmony** with nature and simple pleasures.



India’s Kite Festival marks the change of season with excitement. Families decorate colourful kites and prepare sweet snacks. They are careful not to **waste** food by planning the right amounts of what they need to eat. Flying kites helps **strengthen** family bonds and friendships. Children **eagerly** compete to keep their kites flying the longest, creating a friendly **atmosphere** of fun.

In Russia, the White Nights Festival celebrates long summer days. Organisers plan concerts and fireworks, creating exciting activities around the city. People exchange smiles and experiences, enjoying each other’s company. Everyone participates actively, making this **festive** occasion memorable and joyful.



China’s Mid-Autumn Festival is important for family unity. Families start preparations by cleaning homes and baking mooncakes, pastries with a sweet filling. They **respectfully** light lanterns, gather under the full moon, and share stories. This tradition reminds people to appreciate their loved ones.

Celebrations around the world help us learn about different cultures and respect them. They teach us to live respectfully, enjoy life, and stay connected. Each celebration brings people together happily and makes our lives richer.

3  a. Complete the following table with information from the passage.

Country	Celebration	What people prepare/do
Japan		
India	Kite Festival	
China		People clean homes, bake mooncake pastries, gather under the full moon, and share stories.

b. Which celebration or festival would you like to attend? Why?

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

- What does the underlined word “**atmosphere**” in the 3rd paragraph mean?
 - a) The air around us
 - b) A type of food
 - c) The festival rules
 - d) The feeling of a place

b. Answer the following questions.

1. Why do you think families in Japan gather under cherry trees each spring?
2. How does flying kites during India’s Kite Festival help build friendships?
3. Why do families in China clean their homes before the Mid-Autumn Festival?
4. Why did the writer write this passage?

5  Read the words below, find and write their synonyms from the reading passage. Then, use each synonym in your own sentence.

Word	Synonym from the passage	Sentence
party		
happy		
planning		

6  **My Celebration Story**

Choose a celebration or a festival you have attended. Write 3 sentences answering the following questions. Then, share with the class.

- What was the celebration? When did it happen?
- What did people do, eat or wear?
- What did you enjoy most?

Celebrations you can discuss:

- Eid
- National Day
- Graduation
- World Chocolate Day

Learning Unit 4

Lesson 2: Grammar

I can:

- use quantifiers (a, an, some, any) accurately with countable and uncountable nouns in sentences related to familiar contexts.
- show willingness to use accurate language when describing quantities in contexts about daily life situations.
- **Linkers Bank:** first, next, also, in addition, finally, in order to, so that, to, because

Grammar: Countable and Uncountable Nouns (a, an, some, any)

1 Look at the picture and discuss the following.

- What foods and items can you see on this celebration table?
- Name things you can count and things you can't.



Countable and Uncountable Nouns

We use **countable** and **uncountable nouns** to show whether something can be counted or not.

Nouns	Purpose	Example
Countable Nouns	We can count them	Use a / an with one thing. (a flag - an apple)
		Use some / any with more than one thing. (some dishes - any candles)
Uncountable Nouns	We cannot count them	Use some / any . (some food - any tea)
Use any in <u>questions</u> and <u>negative</u> sentences. - Do you have any milk? - We <u>don't</u> have any sugar.		



○ use "**a**" before a **consonant** sound (like b, c, d, f...)
(a house - a banana)

○ use "**an**" before words that **start** with a **vowel** sound (a, e, i, o, u) (an orange - an egg)

2 Match the sentence beginnings to their correct endings.

1. I drink some ...	() pencils in your bag?
2. Do you have any ...	() cookies in the jar.
3. There aren't any ...	() water after running.

3 Fill in the blanks with (a, an, some, or any).

1. We bought rice for our lunch.
2. Do you have pen?
3. I ate apple before dinner.
4. There isn't food left.

4 What's in Your Fridge?

a. Think about your fridge at home. Write 3 sentences in your notebook using (a / an / some / any).

b. Ask and answer using 'any'.



I can:

- analyse explicit and implicit details from a spoken text describing appropriate and inappropriate behaviours during various celebrations.
- show respect and care for others' comfort and enjoyment by expressing supportive ideas based on a spoken text about appropriate behaviours in celebrations.
- **Linker Bank:** first, next, also, in addition, finally, in order to, so that, to, because

Learning Unit 4

Lesson 3: Listening

Behaviours in Celebrations

Before You Listen



1  **Guess what the lesson will be about from the picture.**

- What celebrations do you enjoy most? Why?
- Have you ever noticed any negative behaviours during celebrations?

2  **Listen to four speakers talking about some celebrations. They will discuss preparations, activities, and negative behaviours.**



3  **Match each person to the correct celebration place.**

- | | | | |
|----------------|-----------------|----------|--------------|
| a. Dana | b. Aisha | c. Soud | d. Abdullah |
| () Restaurant | () Gulf Street | () Home | () 360 Mall |

4  **Listen again. Then, do the tasks that follow.**

 **a. Underline the correct answer.**

1. What decorations were used at Dana's birthday?
 - balloons and candles / lights and flowers
2. The positive thing Aisha's family did at the end was:
 - leaving the restaurant early / taking beautiful photos
3. What exciting activity did Soud mention at the 360 Mall?
 - shows / cooking
4. The thing that made everyone proud and happy on Liberation Day was:
 - spraying foam / watching fireworks

 **b. Answer the following questions.**

1. Why do you think food was wasted at Dana's party?
2. In what ways can loud noise during celebrations such as Aisha's affect the people around?
3. Was line-skipping fair during Soud's celebration? Why?
4. Why should people follow traffic rules on celebrations like Liberation Day?

5  **Suggest two solutions for each negative behaviour you heard from the speakers about celebrations.**

Home Research (Using AI)

6 **Use AI at home to find effective solutions for common negative behaviours during celebrations.**



Note: You can ask the AI, "What are safe ways to celebrate without any negative behaviours?"

Learning Unit 4

Lesson 4: Speaking

I can:

- present structured solutions orally to address negative behaviours during celebrations and suggest respectful alternatives.
- respect others' ideas by listening and responding politely in discussions about behaviour in celebrations.
- **Linkers Bank:** first, next, also, in addition, finally, in order to, so that, to, because

Celebrating with Respect

1  **Look at the pictures. Choose a celebration, then, discuss the following.**

- What do people usually do in this celebration?
- What negative behaviours might happen? How can we avoid them?

2  **Discuss the following. Then, match each negative behaviour to its suitable solution.**



1. Wasting food at birthdays.	() We must follow traffic rules strictly.
2. Disrespecting waiters at restaurants.	() We should respect all people.
3. Littering during Hala February.	() We shouldn't have more than what we need.
4. Breaking traffic rules on National Day.	() We must throw trash in garbage bins.

3  **Discuss two respectful behaviours people should practise for each celebration (birthday, graduation, Hala February, National Day).**

4  **a. Choose one celebration and discuss the following.**

- What is the celebration?
- What is the negative behaviour?
- How does it affect others? How does it make them feel?
- What should people do instead? Why?

Sentence Starters:

- The celebration I will talk about is ...
- One negative behaviour that sometimes happens is ...
- It might make people feel ..., ..., or ...
- People should ...

b. Share your ideas with the other groups.

5  **Celebration Talk Show**

In groups, choose one common problem that happens during celebrations. (e.g. wasting (food / water / electricity), littering, noise, traffic).

Each student will choose one role: (host, celebration expert, parent, student, police officer).

Talk about:

- What is the problem? Why is it happening?
- How does it affect people and the environment?
- What solutions does society provide? (e.g. laws, campaigns, school awareness, family advice)



I can:

- analyse key explicit and implicit details clearly from a text about Ramadan traditions, values, and cultural practices in Kuwait.
- value cultural and religious traditions by expressing supportive ideas in response to a written text about Ramadan in Kuwait.
- **Vocabulary:** include, religious, community, cheerfully, typically, sign, gratitude, well-mannered, generosity, thrilling, collect, tolerance

Learning Unit 4

Lesson 5: Reading

Celebrating Ramadan in Kuwait

Before You Read

1 Discuss the following questions.

- What do people usually do during Ramadan and Gergee'an?
- How do these traditions keep people together?
- What values or good behaviours do these celebrations teach us?

2 Read the passage and do the tasks that follow.

Ramadan is a special month for Muslims. It **includes** many **religious** practices, such as fasting and prayers, that bring people closer to their faith and each other. It also includes social and fun gatherings that help everyone feel part of a caring **community**. At the end of Ramadan, people celebrate *Eid Al-Fitr*, marking the conclusion of fasting.

In Ramadan, people **cheerfully** welcome guests at *Iftar*: the first meal that is eaten at sunset, or at *Ghabga*: the second meal that is eaten in the evening. Guests **typically** accept what is offered as a **sign** of respect and **gratitude**. A **well-mannered** person always accepts food and drinks politely. People in Kuwait often share their food by sending *Neqsa*, a small part of the meal, to neighbours, loved ones, and those in need. This tradition teaches the values of **generosity**, respect, and care for others.

Muslims, in Ramadan, perform special prayers called *Taraweeh* every night after the *Isha* prayer. They also spend more

time reading the holy *Qur'an*. People visit relatives to strengthen bonds and give *Zakat*, a charitable donation, to help those in need. These religious practices help people grow stronger in their faith and feel closer to Allah.

One of the most **thrilling** traditions during Ramadan is *Gergee'an*. Children wear colourful clothes and walk joyfully from house to house with their friends. They sing cheerful songs and **collect** sweets and nuts from neighbours. *Gergee'an* is more than just fun; it shows the importance of sharing, friendship, and community spirit. Finally, as soon as Ramadan ends, people start celebrating *Eid Al-Fitr*. They dress nicely, visit relatives and friends, and give away money to their loved ones and those in need.

Celebrations in Kuwait are filled with life and meaning. They are not only about food and fun, but also about values. They teach us kindness, respect, **tolerance**, and unity.



Learning Unit 4

Lesson 5: Reading

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

1. What is a suitable title for the passage?
 - a. The History of Kuwait's Holidays
 - b. Ramadan Traditions and Values in Kuwait
 - c. Popular Foods in Kuwaiti Celebrations
 - d. How to Celebrate *Gergee'an*
2. The opposite of the underlined word "**conclusion**" in the 1st paragraph is:
 - a. end
 - b. beginning
 - c. middle
 - d. closing
3. Choose the correct part of speech for the underlined word in the sentence:
"People in Kuwait cheerfully welcome guests and enjoy eating Iftar."
 - a. verb
 - b. noun
 - c. adverb
 - d. adjective

b. Answer the following questions.

1. What does the word *Neqsa* mean?
2. Why do you think children enjoy celebrating *Gergee'an*?
3. How do Ramadan gatherings help strengthen relationships among family and friends?



4 Fill in the blanks with the most suitable words from the list.

(collect - tolerance - gratitude - well-mannered)

1. Commenting kindly on social media shows that the person is _____.
2. The student showed his _____ by writing a thanking letter to his teacher.
3. Volunteers _____ food and offer it to people in need.

5 How Celebrations Make Us Better

a. Make a poster by writing a short paragraph about:

- joyful events from the passage.
- a value to learn from (e.g., kindness, generosity, respect)
- a sentence using one new word you learned today.

b. Present your poster to the class.

I can:

- apply passive voice structures (present simple and modals) accurately and clearly in sentences describing actions and events during celebrations.
- distinguish between active and passive forms in sentences about actions and responsibilities.
- compose sentences using passive structures to describe celebrations and give advice.

Learning Unit 4

Lesson 6: Grammar

Grammar: Passive Voice (Present Simple - Modals)

1



Discuss the picture.

- Sweets and decorations are prepared in Ramadan. Who prepares them?
- Neqsa is sent in Ramadan. Who sends it?



Passive Voice

Passive voice is when the action is more important than who does it.

1. Passive Voice - Present Simple

subject + am/is/are + past participle (verb 3)

2. Passive Voice - Modals

subject + modals + be + past participle (verb 3)

Modals to use:

can	- ability
could	- possibility
should	- advice
must	- rule

Active Voice

1. Ahmed **eats** candy.
2. People **decorate** houses.
3. Families **should prepare** dishes.
4. My friends **invite** me to the party.

Passive Voice

1. Candy **is eaten** by Ahmed.
2. Houses **are decorated** by people.
3. Dishes **should be prepared** by families.
4. I **am invited** to the party.

2

Read and circle the correct passive voice form.

1. Delicious meals (prepared / are prepared) carefully.
2. The fast (could be broken - could broken) with dates and water.
3. Special clothes (must wear / must be worn) during Gergee'an.
4. Food (is not waste / is not wasted) by anyone.

3



Change these active sentences into passive voice sentences using modals.

1. Hamad can prepare healthy meals at home.
→ Healthy meals _____ by Hamad at home.
2. People should recycle plastic bottles.
→ _____ by people.
3. Gamers must follow the rules in online games.
→ _____

4



Write 3 sentences using the passive voice.

- Your sentences should describe what usually happens during celebrations.
- Give advice for good behaviour during celebrations.

Examples:

- Special dishes must be cooked.
- Guests should be welcomed respectfully.

Learning Unit 4

Lesson 7: Writing

I can:

- compose a clearly structured descriptive report explaining detailed preparations, activities, and processes related to personal celebrations.
- use appropriate linkers to organise descriptions of preparations and activities in a descriptive report about celebrations.
- select appropriate vocabulary and expressions to describe preparations and activities in a descriptive report about celebrations.

My Own Celebration!

1 Look at the pictures then do the following tasks.

a. Match each preparation to the suitable celebration.

- () People dress nicely and prepare coffee and sweets for guests.
- () They prepare flags and join car parades to celebrate.
- () Students gather to take photos and receive certificates.
- () People prepare balloons and candles to decorate for the celebration.



b. Which celebration is most important to your family? Why?

2 Read the following paragraph sentences. Write (T) for the topic sentence, (S) for the supporting details, and (C) for the concluding sentence.

	People wear new clothes and exchange money gifts.
	These activities make Eid Al-Fitr joyful for everyone.
	Eid Al-Fitr is a special time for Kuwaiti families to celebrate together.
	Families cook special dishes and decorate their houses.

3  Fill in the gaps of the following paragraph with suitable linkers from the list.
(so that – for – in order to – first – then – finally)

Celebrating birthdays is very special for my family. **First**, we prepare balloons and candles _____ make the place look nice. We also bring colourful items _____ decorating the house. _____, we prepare a tasty cake and some snacks so that everyone can enjoy the food. _____, we get ready to welcome the guests. Birthdays are always happy celebrations in our home.

4  Look at the picture below. Then, write a sentence for each paragraph part.

1. Topic sentence: **Celebrating** _____
2. Supporting detail: _____
3. Concluding sentence: **Finally**, _____



People prepare their homes, food, and clothes to make a special celebration.



5 Plan and write a report of two paragraphs explaining **how people prepare for a celebration** and **what activities they enjoy doing**.

a. Complete the following outline with your ideas.

Introduction:

Paragraph (1): The preparations for the celebration

Topic sentence:

Supporting details:

Concluding sentence:

Paragraph (2): The activities people enjoy doing

Topic sentence:

Supporting details:

Concluding sentence:

Conclusion:

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

☒ Paragraph writing checklist:

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

- ☐ I used suitable linkers.
- ☐ I ended my paragraphs clearly.
- ☐ I checked my spelling.

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

alert /ə'ɪɜ:t/ (adjective) P. 48

quick to see, understand, and act in a particular situation

announcement /ə'naʊnsmənt/ (noun) P. 48

something that someone says officially, giving information about something

appreciate /ə'pri:ʃiət/ (verb) P. 62

to recognise how good someone or something is and to value them or it

avoid /ə'vɔɪd/ (verb) P. 48

to stay away from someone or something

B

bond /bɒnd/ (verb) P. 20

to develop a close connection or strong relationship with someone

brilliant /'brɪl.jənt/ (adjective) P. 25

very good

C

campfire /'kæmp.faiə/ (noun) P. 53

an outside fire, made and used by people who are staying outside or in tents

campsite /'kæmp.sait/ (noun) P. 53

a piece of land where people on holiday can camp

celebration /,sel.ə'breɪ.ʃən/ (noun) P. 62

a joyful occasion for special festivities

challenge /'tʃæl.ɪndʒ/ (noun) P. 34

something needing great mental or physical effort in order to be done successfully

cheer /tʃiə/ (verb) P. 34

to give a loud shout of approval or encouragement for someone

cheerfully /'tʃiə.fəl.i/ (adverb) P. 67

in a happy and positive way

close /kləʊs/ (adjective) P. 25

having a strong emotional connection

collect /kə'lekt/ (verb) P. 67

to bring or gather things together

community /kə'mju:.nə.ti/ (noun) P. 67

all the people living in one area or having shared interests

confident /'kɒn.fɪ.dənt/ (adjective) P. 34

sure of yourself or your abilities

confidently /'kɒn.fɪ.dənt.li/ (adverb) P. 48

in a way that shows certainty and assurance

constantly /'kɒn.stənt.li/ (adverb) P. 48

all the time or often

currently /'kʌr.ənt.li/ (adverb) P. 53

at the present time

culture /'kʌl.tʃə/ (noun) P. 25

the way of life, beliefs, and customs of a group

courtyard /'kɔ:t.jɑ:d/ (noun) P. 20

an area of flat ground outside and partly or completely surrounded by one or more buildings

D

definitely /'def.i.nət.li/ (adverb) P. 25

without any doubt; certainly

delay /di'lei/ (noun) P. 48

the situation in which you have to wait longer than expected for something to happen

destination /,des.tɪ'nei.jən/ (noun) P. 48

the place where someone is going

discussion /di'skʌʃ.ən/ (noun) P. 34

the act of talking about something with other people and telling them your ideas or opinions

E

eagerly /'i:.gə.li/ (adverb) P. 62

in a way that shows you want to do or have something very much

effectively /'fek.tɪv.li/ (adverb) P. 39

in a way that successfully achieves the result that you want

elder /'el.dər/ (noun) P. 20

an older person, especially one with a respected position in society

effort /'ef.ət/ (noun) P. 39

physical or mental energy used to do something

ensure /ɪn'ʃʊ:r/ (verb) P. 53

to make something certain to happen

essential /ɪ'sen.ʃəl/ (adjective) P. 53

extremely important or necessary

exchange /ɪks'tʃeɪndʒ/ (verb) P. 62

to give something to someone and receive something from that person

extremely /ɪk'stri:m.li/ (adverb) P. 25

very

F

faith /feɪθ/ (noun) P. 39

great trust or confidence in something or someone

festive /'fes.tɪv/ (adjective) P. 62

having or producing happy and enjoyable feelings suitable for a festival or other special occasions

first-aid kit /,fɜ:st 'eɪd ,kɪt/ (noun) P. 53

a box containing basic medical supplies for emergencies

friendly /'frend.li/ (adjective) P. 39

behaving in a pleasant, kind way towards someone

G

gather /'gæð.ər/ (verb) P. 20

to come together in a group

generosity /,dʒen.ə'rɒs.ə.ti/ (noun) P. 67

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

gratitude /'græt.i.tʃu:d/ (noun) P. 67

the feeling of being thankful

H

hard /hɑ:d/ (adverb) P. 34

with a lot of effort or force

harmony /'hɑ:.mə.ni/ (noun) P. 62

a situation in which people are peaceful and agree with each other, or when things seem right or suitable together

happily /'hæp.əl.i/ (adverb) P. 20

in a happy way

heritage /'her.i.tɪdʒ/ (noun) P. 25

the history, traditions, practices, etc. of a particular country or society that exist from the past and continue to be important

honour /'ɒn.ər/ (verb) P. 39

to show great respect for someone or something, especially in public

hospitality /'hɒs.pɪ'tæl.ə.ti/ (noun) P. 20

the act of being friendly and welcoming to guests and visitors

hydrated /'haɪ.dreɪ.tɪd/ (adjective) P. 53

having enough water in your body to stay healthy

I

include /ɪn'klu:d/ (verb) P. 67

to make someone or something part of something else

J

joyful /'dʒɔɪ.fəl/ (adjective) P. 62

very happy

L

lead /li:d/ (verb) P. 39

to guide or be in charge of a group or situation

litter /'lɪ.ər/ (verb) P. 53

to leave trash in public places

look forward to /'lʊk ,fɔ:.wəd ,tu:/ (phrasal verb) P. 25

to feel excited and happy about something that is going to happen

M

manage /'mæn.ɪdʒ/ (verb) P. 20

to succeed in doing or dealing with something difficult

mark /mɑ:k/ (verb) P. 53

to show where something is by drawing or putting something somewhere

memorable /'mem.ər.ə.bəl/ (adjective) P. 53

to be remembered or worth remembering

N

nervous /'nɜ:.vəs/ (adjective) P. 34

worried or afraid of something

O

organised /'ɔ:.gə.naɪzd/ (adjective) P. 34

arranged according to a particular system

P

pack /pæk/ (verb) P. 53

to put something into a bag, box, etc.

patient /'peɪ.jənt/ (adjective) P. 39

having the ability to wait, or to continue doing something despite difficulties

pedestrian /pə'des.tri.ən/ (noun) P. 48

a person who is walking, especially in an area where vehicles go

polite /pə'laɪt/ (adjective) P. 39

behaving in a way that is socially correct and shows understanding of and care for other people's feelings

positively /'pɒz.ə.tɪv.li/ (adverb) P. 39

in a good or positive way

preparation /,prep.ər'ei.jən/ (noun) P. 62

the action of getting ready for something

prevent /prɪ'vent/ (verb) P. 48

to stop something from happening

properly /'prɒp.əl.i/ (adverb) P. 53

in the correct or suitable way

public /'pʌb.lɪk/ (adjective) P. 48

available for anyone to hear, watch, go to, or be involved in

R

recognise /'rek.əg.naɪz/ (verb) P. 39

to show public appreciation for the achievements of someone, or a person or group

regularly /'reg.jə.lə.li/ (adverb) P. 34

by doing the same thing or going to the same place often

religious /rɪ'lɪdʒ.əs/ (adjective) P. 67

related to religion or having strong religious beliefs

relax /rɪ'læks/ (verb) P. 25

to become less active and calm

responsible /rɪ'spɒn.sə.bəl/ (adjective) P. 34

having the duty of taking care of something

respectful /rɪ'spekt.fəl/ (adjective) P. 34

showing politeness or honour to someone or something

respectfully /rɪ'spekt.fəl.i/ (adverb) P. 62

in a way that shows you want to be polite or honour someone

role /rəʊl/ (noun) P. 20

the part or job someone has in a particular situation or activity

S

safely /'seɪf.li/ (adverb) P. 48

in a way that avoids danger or harm

share /ʃeər/ (verb) P. 25

to tell someone else about your thoughts, feelings, ideas, etc.

sign /saɪn/ (noun) P. 67

a notice giving information, directions, a warning, etc.

spacious /'speɪ.fəs/ (adjective) P. 20

large and with a lot of space

strengthen /'streŋ.θən/ (verb) P. 62

to make something stronger or more effective

strongly /'strɒŋ.li/ (adverb) P. 20

very much or in a very serious way

surrounding /sə'reʊn.dɪŋ/ (noun) P. 48

that is everywhere around something

T

togetherness /tə'geð.ə.nəs/ (noun) P. 62

the feeling of being friendly and close with other people

tolerance /'tɒl.ər.əns/ (noun) P. 67

to accept behaviour and beliefs that are different from your own

tradition /trə'dɪʃ.ən/ (noun) P. 25

a belief, principle, or way of acting that people in a particular society or group have continued to follow for a long time

thrilling /'θrɪl.ɪŋ/ (adjective) P. 67

very exciting

typically /'tɪp.ɪ.kəl.i/ (adverb) P. 67

used when you are giving an average or usual example of a particular thing

U

united /ju:'naɪ.tɪd/ (adjective) P. 20

joined together as a group, especially for a common purpose

V

value /'væl.ju:/ (verb) P. 34

to consider something important

W

waste /weɪst/ (verb) P. 62

to use too much of something or use something badly when there is a limited amount of it

warmly /'wɔ:m.li/ (adverb) P. 62

in a very friendly or approving way

well-mannered /,wel 'mæn.əd/ (adjective) P. 67

behaving in a pleasant and polite way

weekly /'wi:k.li/ (adjective) P. 25

happening once a week

whereabouts /'weə.rə.baʊts/ (noun) P. 53

the place where a person or thing is

wisdom /'wɪz.dəm/ (noun) P. 20

the ability to make good decisions based on experience and knowledge

References:

- <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
shake	shook	shaken

Irregular Verbs

Base Form	Past Simple	Past Participle
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
forget	forgot	forgotten
show	showed	shown/showed

Base Form	Past Simple	Past Participle
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 7A



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