

Learning Unit 1

Lesson One Reading

- I can analyse explicit and implicit information effectively from reading texts about traditional 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? *one home is modern while the other is traditional*
- Which one shows your culture? *the traditional one shows my culture*
- Which one would you prefer to live in? Why?

I prefer to live in traditional home because it bonds family members

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 hide and seek, *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? *family members*
- Mention the traditional Kuwaiti kids' games. *seda ma'seda*

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 <i>kindness</i>	(2)	provided for the family's needs and protected them.	
2. Father <i>responsibility</i>	(3)	managed the home with care.	
3. Mother , <i>hospitality</i>	(1)	guided younger generations with wisdom.	
4. Son <i>respect, cooperation</i>	(5)	helped mother at home.	
5. Daughter <i>respect, cooperation</i>	(4)	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. *Daughter: Do you need any help, mother?*

Mother: yes please help me with cleaning dishes.

Daughter: Okay mum.

Thank you, dear.
That's very kind.

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



Learning Unit 1

- I can use the present simple tense accurately to clearly describe daily routines and habitual actions.

Lesson Two Grammar

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? **Yes**

I wash my face every morning
I brush my teeth every morning
I have breakfast every morning



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?

key words:

- always
- usually
- sometimes
- every day/week/month

2 Read and correct the underlined verbs.

- My dad doesn't drives **drive** a blue car.
- I woke **wake** up early every morning.
- My mother preparing **prepares** breakfast every day.
- Respectful students doesn't **don't** make fun of others.
- What do **does** he eat for lunch?

3 a. Interview your partner.

Ask questions about their daily routine with their family, 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.

- Ahmed watches TV every day.
- Dana sometimes washes the dishes.
- The students always play in school garden.

- I can identify key explicit and implicit details clearly from spoken descriptions about people's favourite activities and their reasons.
- **Linkers Bank:** (*because, also, first, finally, therefore, in addition, for example, next.*)

Learning Unit 1

Lesson Three Listening

My Favourite Things

Before You Listen

1 Discuss the following questions.

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



My favourite hobby is playing tennis because it keeps me fit.

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

Name	Favourite thing	Reasons
Dalal	Drawing	<i>It helps her express her creative ideas on paper.</i>
Yousif	<i>playing football</i>	It's exciting and keeps him active and healthy.
Rashed	<i>Listening to Holy Qur'an before bedtime.</i>	<i>It makes him feel calm and relaxed. It helps him sleep better at night.</i>

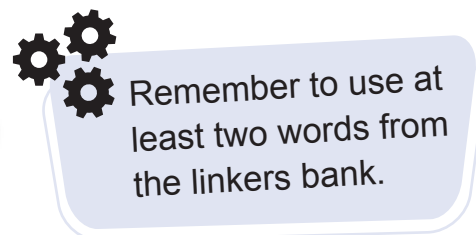
3 Listen again, then answer the following questions.

1. What do Youssef and his cousins do after their football game? *1-They get some snacks*
2. Where does Dalal keep her best drawings? *2- In special folder.*
3. Who taught Rashid how to recite Qur'an? *3- His father.*
4. Why do you think Dalal's friends ask her to draw pictures for them? *4-I think she is excellent in drawing.*
5. Do you think they are all happy or sad? Why? *5-They are all happy because they enjoy doing their favourite thing.*



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 Four Speaking

- I can present clear, structured descriptions of daily routines and personal habits orally, using appropriate linking words.
- **Linkers Bank:** (because, also, first, finally, therefore, in addition, for example, next.)

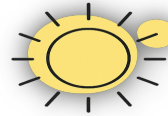
My Daily Routines

1 Discuss with your partner.

- What is your favourite time of day?
- What do you usually do then?
I usually study my lessons.



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: *I wake up at 6 o'clock every morning.*

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

B: *I usually study my lessons after school.*

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

B: *I always enjoy playing football during the day.*

A: Where do you **often** go at the weekend?

I often go shopping 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.



*First, I wake up at 6 o'clock every day next I have my breakfast.
I usually go to school by bus but sometimes I go to school by car.*

- I can recognise explicit details clearly from personal emails describing Kuwaiti family traditions, cultural activities, and values.
- **Vocabulary:** culture, share, heritage, tradition, brilliant, close, look forward to, weekly, extremely, relax, definitely.

Learning Unit 1

Lesson Five Reading

Sharing My Culture

Before You Read

1 Discuss with your partner.

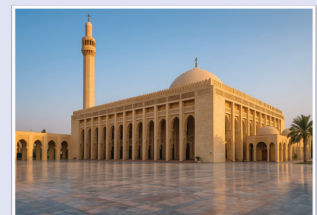
- How do you enjoy your time with your family?

-By watching night movie.
-By gathering.



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	

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 usually 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 Five 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?	(3)	With a polite greeting
2. Where do you write the name of the person receiving the email?	(4)	Friendly and informal
3. How should you begin an email to a friend?	(2)	At the top, after “Dear”
4. What kind of language would you use when writing to a friend?	(5)	Take care! Best regards
5. How should you end your email politely?	(1)	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?

Two siblings: Lulwa, and Jassim.

He loves spending time with his grandparents because they share amazing stories about Kuwait's past and heritage.

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	all the relatives	after Al-jumu'ah prayer in grandfather's house
Diwaniya	men	It's a weekly gathering

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

Because it bonds family members together.



- I can apply the grammatical structure “have got / has got” accurately in descriptive sentences about personal possessions and home features.

Learning Unit 1

Lesson Six Grammar

Grammar: Have got / Has got

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

bed, computer, pictures, table, plants, etc.

- What do you like in the room? *the plants*
- What would you add to make it your dream room?
I would add TV.

**(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.

- 2**  **Underline the correct answers in the following sentences.**

- Soud (have got / has got) a big family.
- My cousins (haven't got / hasn't got) their books today.
- I (haven't got / hasn't got) enough money for the cinema.
- 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.**

- This house has got a blue door. It suits it very well.
- We have got a garage. There are two cars inside it.
- They (not) haven't got a TV, but they have a bookshelf.
- My brother (not) hasn't got any electronics in his room.

- 4**  **Take turns asking and answering the following questions.**

- What has your dream room got?
- My dream room has got *TV, Playstation and Laptop*

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 Seven Writing

- I can compose clear and logically structured descriptive paragraphs detailing a dream home and enjoyable activities using suitable linking words.
- **Linkers Bank:** (because, also, first, finally, for example, next.)

My Dream Home

1 Think, Pair, Share

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



b. Choose one of the houses or imagine your own dream home. Think about the rooms it has and what you can do in each one.

Write three sentences about:

- what your dream home is like: **big and modern**
- the rooms it has got: **comfortable wallpapers**
- what you can do there: **I can relax and sleep in quiet room.**

c. Share your ideas with your class.

You can say:

My dream home is modern. It has got a game room where I can play with my friends. There is also a garden. I can plant beautiful flowers there.

Adjectives to describe:
new, big, small,
modern, fun,
quiet, clean,
peaceful,
comfortable.

Lesson Seven Writing



3



My dream home is very nice and 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. Fill in the following plan.

Paragraph (1): My dream home

Topic sentence: (Write your main idea clearly.)

My dream home is modern and big.

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

It has got a lot of rooms.

It has got large garden.

It has got big living room with smart TV.

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

I like it very much.

Paragraph (2): The activities I can enjoy there

Topic sentence:

There are a lot of activities I can enjoy in my dream home.

Supporting details:

I can plant trees in the garden.

I can play in garden.

I can enjoy watching TV in living room.

Concluding sentence:

My dream home is amazing.

ATTENTION

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

b. Use the ideas in the plan 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.