Learning Unit 2

Lesson One
Reading

- I can analyse explicit and implicit details clearly from texts about personal experiences, growth, and responsibilities at school.
- **Vocabulary:** nervous, responsible, organised, discussion, regularly, confident, cheer, value, challenge, hard, respectful

From My First Day Until Today

1 Before You Read

Discuss the following questions. I was shy and quiet

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

2 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.

1. Choose another suitable title for the blog post:
   a. my Favourite Teacher
   b. how I Spend My Free Time
   c. my Journey of Growth at School
   d. rules and Schools

2. What does the underlined word "**them**" in the **2nd** paragraph refer to?
   a. ideas
   b. lessons
   c. projects
   d. classmates

b. Answer the following questions.

1. How did the teacher help the student on the first day? she helped him how to draw pictures, sing songs, and play
2. What important lesson can we learn from the passage? we must depend on ourselves

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

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

a. confident	d	something needing great mental or physical effort in order to be done successfully
b. cheer	a	sure of yourself or your abilities
c. regularly	b	to give a loud shout of approval or encouragement for someone
d. challenge	c	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?

Things you can say:
- Don't worry if…
- Try to …
- Help your ….
- Believe in yourself …

Dear myself

Be responsible by finishing your homework on time and taking care of your things. Be confident by believing in yourself. Always help others, because kindness makes school and life better for everyone

Sign: _____ Date: _____

Learning Unit 2

Lesson Two Grammar

- I can use “have to / has to” and “don’t have to / doesn’t have to” accurately to clearly express obligations and responsibilities.
- **Linkers 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? Students have to wear the school uniform every day.
- Why is it important to follow the rules? because they help keep everyone safe, respectful, and organized.

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 wear a school uniform.	**subject (He/She/It) + has to + base verb** - She has to study harder.
✘ **Negative**	**subject + don’t have to + base verb** - They don’t have to bring food.	**subject + doesn’t have to + base verb** - He doesn’t have to sleep 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.	(1)
She (**doesn’t have to / has to**) bring her books every working day to that place.	(3)
He (**has to / doesn’t have to**) use a cart for small items in that place.	(2)

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 linkers bank.

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

You have to visit Kuwait Towers
You don’t have to worry about speaking Arabic only, because many people speak English.
You have to try the delicious Kuwaiti food, like machboos and fresh seafood.

- I can identify clearly explicit and implicit details from spoken texts describing responsible behaviours and ethical rules in public places.
- **Linkers Bank:** (*because, also, first, finally, therefore, in addition, for example, next.*)

Rules and Ethics in Public Places

Before You Listen

Respect others by keeping your voice low and behaving politely.
Keep the place clean.

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?

, You don't have to shout, You don't have to disturb others

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.	x
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.	x

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	throw rubbish into bins	to keep it clean	o water the plants.
Jassim	Mall	dress well	to show respect to the public	we don't have to hurry
Homoud	Restaurant	we have to speak quietly	to respect other customers	eat quickly

c. Answer the following questions.

1- Because plants and trees make the park beautiful and clean

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? 2- because malls stay open for many hours,
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- Speaking quietly helps other people enjoy their meals without noise
4- Jasem gives very useful advice because he reminds people to be polite and patient,

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

We have to take off our shoes before entering the mosque
In hospital We have to wash our hands before visiting patients

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

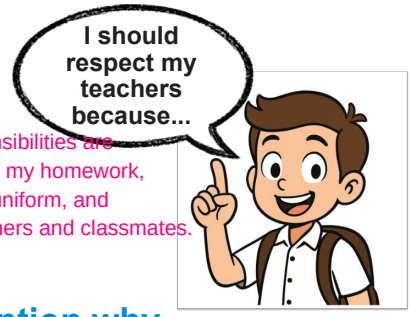
In airport We don't have to carry large bottles of liquid in our bags.

Learning Unit 2

Lesson Four
Speaking

- I can discuss clear and structured advice effectively using modal verbs ("should/shouldn't") related to responsibilities and respectful behaviours.

Being Responsible at School



1 Discuss these questions.

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

My school responsibilities are to study hard, do my homework, wear the school uniform, and respect my teachers and classmates.

because they help me learn better,

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.	You should speak quietly and listen to your teacher. You shouldn't shout or disturb others in class.
3. I forgot my homework!	You should prepare your homework the night before. You shouldn't wait until the last minute to do it.
4. I can't remember what we learned yesterday.	You should revise your lessons every day. You shouldn't forget

4 Role Play Activity

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

- I can analyse explicit and implicit details clearly from informational texts highlighting personal values, kindness, and positive actions.
- **Vocabulary:** faith, lead, effectively, effort, patient, friendly, polite, positively, recognise, honour

Lesson Five
Reading

A Life of Kindness

Before You Read

1 Discuss with your partner

Yes, I have helped my friend with his homework

- Have you ever helped someone? How?
- Why do you think helping others is important? because it makes people happy
- How can we achieve our goals? by working hard,

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

Kuwait Times Established 1961 | Home | Kuwait | World | Opinion | Business | Sports | Lifestyle | Archive PDF

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 have 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.

Lesson Five
Reading

3 a. Choose the correct answer.

1. To help others, Dr. Abdulrahman Alsumait studied:

a. Africa b. Education c. Medicine d. Philanthropy

2. The underlined word "**they**" in the **3rd** paragraph refers to:

a. communities b. hospitals c. schools d. guests

3. 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.

1- Because he was friendly, polite, respectful
2- He became a doctor to provide medical care,

1. Why did many people respect Alsumait and felt safe around him?
2. What were the things Alsumait did to help the people in need?
3. How do you think Alsumait's kindness and faith helped him achieve his goals?
4. What can we learn from Alsumait's life?

3- His kindness made people trust and respect him,
4- We can learn that helping others is very important,

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

4 Find words in the passage that mean.

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

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 would help students who need extra support with their studies,
-I could start a project to plant trees, build libraries for children,

- I can apply modal verbs (“must,” “should,” “may,” “can”) accurately in sentences to express advice, obligations, possibility, and ability clearly.

Grammar: Modal Verbs

1 Discuss the following questions.

- Who is your role model? My role model is my teacher because she is kind, hardworking, and always helps others
- What do they do that makes them a role model? She works hard to teach students well,
- What advice do they usually give to others? She usually advises us to study hard,

Modal Verbs verbs that tell us what someone must, should, may, or can do

Modal	Function	Examples
must	strong internal/personal obligation	You **must** drive safely in the street.
should	advice	We **should** be polite with people.
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. You must wear a seatbelt when you’re in a car.
2. I forgot to apologise to my classmate. I should do it now.
3. They may join the club to meet new friends if they want.
4. We can make mistakes, and that’s how we learn.

Remember!
After modals, use verbs in the base form.

Grammar Detective

3 a. Find and correct the mistakes.

1. We can goes to the park after school. (go)
2. She must finishes her project today. (finish)
3. It may raining later tonight. (rain)
4. You should to listen to your parents. (listen)

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

- You must finishes your homework before playing.

- She should being more careful when crossing the street.

- We may going to the park if it rains.

Learning Unit 2

Lesson Seven
Writing

- I can compose clear and structured reports detailing school responsibilities, appropriate behaviours, and related consequences.
- **Linkers Bank:** (because, also, first, finally, therefore, in addition, for example, next.)

Responsibilities at School

1 **Discuss the following questions.**

I help my classmates by explaining lessons they don't understand and sharing my books

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

Students shouldn't shout, or damage school property

2 **Being Responsible**

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

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

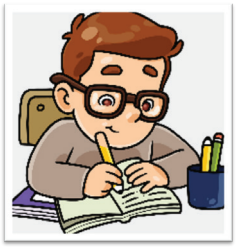
Tip

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
I should do my homework every day.	I shouldn't shout or disturb others in class
I should listen carefully to my teachers in class	I shouldn't forget to bring my school books
I should help my classmates when they don't understand a lesson.	I shouldn't cheat during exams
I should wake up early	I shouldn't fight with others



Tip

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.**

- **Linkers Bank:** (because, also, first, finally, therefore, in addition, for example, next.)

Lesson Seven
Writing

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. Fill in the following plan.

Paragraph (1): Responsibilities at school

Topic sentence:
There are many responsibilities at school.

Supporting details:
I should go to school early.
I should attend all classes.
I should do my homework

Concluding sentence:
Finally, we should follow all rules.

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

Topic sentence:
There are things I shouldn't do at school.

Supporting details:
I shouldn't be late
I shouldn't skip classes
I shouldn't skip homework

Concluding sentence:
Finally, we shouldn't ignore the rules at school.

ATTENTION
Use AI wisely and responsibly.

b. Use the ideas in your 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.

insta: @hhelping643