

Learning Unit Six

Play, Practise, Enjoy



Vocabulary

Learning Unit 6

1 Lesson One: Reading

Complete the following sentences with the correct words from the list.

photography – enjoyable – unwind – carefully – skill

1. The student cut the paper C...a...re...fu...ll...y to make a neat shape.
2. ...P...h...ot...og.....ra...ph...y... is my hobby because I like taking pictures.
3. The school trip was very ...en...jo...y...ab...le... Everyone had a great time.
4. After a long day of studying, I like to ...Un...w...in...d... ... by playing my favourite game.

2 Write the correct word for each definition.

- a. All the events that happened in the past.

☑ Correct word: H: ...ist...or...y

- b. Having bright colours or a lot of different colours.

☑ Correct word: ...C...ol...or...fu...l

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Lesson Five: Reading

3 Unscramble the letters to form the correct words.

1. finetss: fitness
2. coibnme: Combine
3. poralpu: Popular
4. acvtiiy: activity
5. tewamork: Teamwork
6. dceide: decide
7. elpafeuc: Peaceful
8. crsaos: across

4 Use three words from exercise 3 to write one meaningful sentence for each word.

1. ...Walking is a good activity for your healthy.....
2. Football requires great teamwork.....
3. I need to decide which book to read.....

صفوة معلم الكويت

5 Prepositions of Time and Place

Match each sentence to the correct preposition: in, on, to, or at.

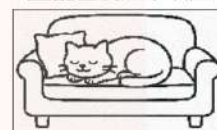
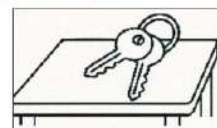
- 1- My birthday is December.
- 2- The keys are the table.
- 3- He always wakes up 6:30 am.
- 4- We must go our class now.
- 5- They live London.
- 6- The cat is sleeping the sofa.
- 7- We travelled Spain in 2022.
- 8- He's waiting the bus stop.

in

on

at

to



6 Passive Voice (Past Simple)

Picture detective. Look at the pictures. Use one verb from the list to write a complete sentence in the past simple passive form (was/were + past participle).

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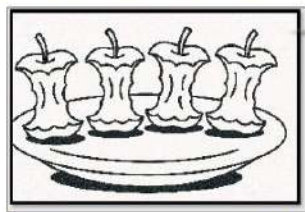
(eat – write – bake – break)



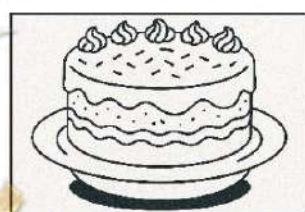
1- The window was broken



2- Three letters written



3- the apples eaten



4- The cake baked

Micro-Skill Practice

Learning Unit 6

7 One Word, Many Forms: Word Families

Word family: a group of words that come from the same base word and share a related meaning.

Example: help → help, helpful, helpless

Base word: the main word before adding endings.

Example: play → player, playing

Word type: the role of a word in a sentence:

noun = thing (teacher) - **verb** = action (teach) - **adjective** = description (helpful)

A. Focus on Words: Family Groups

In groups, look at the word groups. How are these words related to each other?

(care – careful – careless) **B. Find It, Sort It, Circle It!** (act – action – active) (write – writer – writing)

part of each word that stays the same in the family.

(help – helpful – helpless) **C. Teach on Word Types** (use – useful – using)

in each sentence. Circle the correct word. Then

read the sentences aloud.

1. The teacher gave us very (use / useful) advice.
2. I always like (work / working) with my classmates.
3. This book is very good. It has a lot of (inform / information).
4. The class is very (hope / hopeful) that they did well on the test.

D. Let's Use Word Families

Write your own sentences using different word forms from the same family.

Use any family you like. Write 1–2 sentences for each form.

Example: care (I am careful when I cross the street./ Don't be careless with your homework)

... **Act (verb):** you should act quickly in an emergency.

... **Action (noun):** this movie has a lot of action.

E. My Life, My Word Families

In pairs, choose two base words. Write three family words for each.

Then, share one example with the class.

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Writing

8

Hobbies are a way to learn new things and use our free time well.

Plan and write a paragraph about one hobby. Describe what people do and what they can learn from it.

Topic sentence

Reading is a wonderful hobby that teaches us many valuable things.

Supporting details

People can read different types of books, such as history.

It helps improve our vocabulary. Reading teaches us about different cultures and how other people

Concluding sentence

In conclusion, reading is a great way to spend free time while growing our minds.

A Journey of Knowledge

Reading is a wonderful hobby that opens up new worlds and

teaches us many valuable things. First, people can choose from many types of books, such as exciting stories or books about science and history. While reading, we learn many new words, which improves our language skills significantly. Also, books teach us about different cultures and how people live in other parts of the world. In conclusion, reading is a great way to spend free time while growing our minds and becoming wiser.

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Paragraph Writing Checklist:

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

Assessment 6

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9 Vocabulary: Choose the most suitable answer from a, b, c or d.

- 1- Abeer used her to draw a beautiful picture of a future city.
a) imagination b) fitness c) pattern d) history
- 2- Having a hobby is important; it helps you after a long day.
a) repeat b) unwind c) practise d) concentrate
- 3- The last question on the test was, but I tried my best to answer it.
a) colourful b) peaceful c) tricky d) popular
- 4- The moon shines above the sea.
a) falsely b) across c) carefully d) beautifully

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

- 5- The lost wallet under the table yesterday.
a) is found b) are found c) was found d) were found
- 6- We play football the park every Saturday.
a) in b) on c) at d) to
- 7- These chairs by my uncle last year.
a) are making b) are made c) was making d) were made
- 8- The clock is the wall.
a) in b) on c) at d) to

11 Vocabulary: Choose the most suitable answer from a, b, c or d.

- 9- We eat dinner in night. (Correct the preposition)
..... W...e...e...a...t...d...i...n...n...e...r...a...t...n...i...g...h...t.....
- 10- The teacher wrote a story last month. (Change into passive)
...A...s...t...o...r...y...w...a...s...w...r...i...t...t...e...n...b...y...t...h...e...t...e...a...c...h...e...r...l...a...s...

Student Performance Checklist

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Skill	Excellent and respond small gaps in details.	Good small gaps in details.	OK repetition or help.	Needs Help	Not Yet
Listening	details, in English details, with only sometimes misses and needs clearly. The student can understand and respond to the task. The student can understand and respond to the task.	details, in English details, with only sometimes misses and needs clearly. The student can understand and respond to the task. The student can understand and respond to the task.	details, in English details, with only sometimes misses and needs clearly. The student can understand and respond to the task. The student can understand and respond to the task.	details, in English details, with only sometimes misses and needs clearly. The student can understand and respond to the task. The student can understand and respond to the task.	details, in English details, with only sometimes misses and needs clearly. The student can understand and respond to the task. The student can understand and respond to the task.
Speaking	English is easy to clear and relevant. clarity; answers to understand. The student can speak clearly and respond to the task. The student can speak clearly and respond to the task.	English is easy to clear and relevant. clarity; answers to understand. The student can speak clearly and respond to the task. The student can speak clearly and respond to the task.	English is easy to clear and relevant. clarity; answers to understand. The student can speak clearly and respond to the task. The student can speak clearly and respond to the task.	English is easy to clear and relevant. clarity; answers to understand. The student can speak clearly and respond to the task. The student can speak clearly and respond to the task.	English is easy to clear and relevant. clarity; answers to understand. The student can speak clearly and respond to the task. The student can speak clearly and respond to the task.
Reading	clear pronunciation clearly with small clearly enough but with many errors. The student can read clearly and respond to the task. The student can read clearly and respond to the task.	clear pronunciation clearly with small clearly enough but with many errors. The student can read clearly and respond to the task. The student can read clearly and respond to the task.	clear pronunciation clearly with small clearly enough but with many errors. The student can read clearly and respond to the task. The student can read clearly and respond to the task.	clear pronunciation clearly with small clearly enough but with many errors. The student can read clearly and respond to the task. The student can read clearly and respond to the task.	clear pronunciation clearly with small clearly enough but with many errors. The student can read clearly and respond to the task. The student can read clearly and respond to the task.
Writing	good writing clearly and respond to the task. The student can write clearly and respond to the task.	good writing clearly and respond to the task. The student can write clearly and respond to the task.	good writing clearly and respond to the task. The student can write clearly and respond to the task.	good writing clearly and respond to the task. The student can write clearly and respond to the task.	good writing clearly and respond to the task. The student can write clearly and respond to the task.

Note: This checklist reflects overall unit performance using both the Student's Book and the Workbook.