

LEARNING UNIT

5



Community &
Volunteering

Community & Volunteering



Learning Outcomes

Listening and Viewing:

- Locate the main idea, supporting details, and inferred meanings in a text about community and citizenship.
- Recognise attitudes, feelings and opinions expressed through tone of voice in a spoken text about volunteering.

Speaking and Representing:

- Deliver well-organised spoken presentations about school campaigns and community responsibility using effective body language, including appropriate gestures and facial expressions.
- Deliver a short, fluent spoken text about kindness with the use of accurate expressions.
- Participate in group discussions about topics related to community and citizenship by listening attentively, building on peers' ideas, and expressing personal opinions.
- Use accurate vocabulary and grammar to express ideas in short presentations or discussions.
- Express appreciation for others' contributions by giving supportive and respectful feedback during discussions about voluntary work and citizenship.
- Express opinions clearly about topics related to community and citizenship in a short spoken communication.
- Express empathy during a discussion on diverse topics about volunteering and community.

Reading and Viewing:

- Analyse an expository text about voluntary work and charitable organisations to identify the main idea, supporting details, using appropriate reading strategies.
- Determine the writer's attitude, purpose, main message and viewpoint in extended texts about community and citizenship.
- Use reference tools (e.g., dictionaries, glossaries, online sources) to confirm the meaning, function and usage of unfamiliar vocabulary in context.
- Interpret contextual clues to infer meaning and clarify complex ideas in texts.

Writing and Representing:

- Produce a well-formatted, coherent, and cohesive expository report about community service, using appropriate paragraphing, layout, and grammar features suited to the audience and purpose.
- Follow the stages of the writing process to write a coherent, cohesive two-paragraph expository report: prewrite, draft, revise, edit, and publish.
- Use linking words correctly to organise ideas (In conclusion, in addition, however, despite).
- Apply grammar rules to write grammatically accurate, varied, and meaningful sentences in extended writing tasks.

I can

- **analyse** an expository text to identify the main idea, and both explicit and implicit information related to volunteering and community service.
- **identify** the writer's attitude in a text about volunteering at the cooperative society.

Vocabulary: realise, persuade, gladly, establish, fair, resident, put together, package, elderly, charity, demonstrate, impact, pandemic, contribution, necessary, volunteering, vital

A Journey of Helping Others

Before You Read

1  **Discuss the following questions.**

- Have you ever done anything to help others? What did you do?
- How did it make you feel?

2  **Read the blog post “My Experience at the Cooperative Society” and complete the following tasks.**

Last summer, I decided to volunteer at our local cooperative society, also known as the co-op. I had often visited it with my family, but I never **realised** how important it was to our community until I joined as a volunteer. My teacher **persuaded** us to join in community service, and I **gladly** agreed because I thought it would be a great opportunity to help others.

Before starting, I learned that co-ops in Kuwait began when Law No. 24/1979 was **established** to ensure that people could buy daily goods at **fair** prices. What makes them special is that **they** are managed by local citizens from the same area. Everyone works together to serve the neighbourhood, which helps build trust and responsibility with its **residents**.

During my time at the co-op, I enjoyed **working** with other volunteers. We **put together** food **packages**, helped **elderly** shoppers, and organised small clean-up campaigns. It felt amazing to see how our teamwork and kindness could make such a big difference. I also noticed how the co-op helped schools, **charities**, and families in need, **demonstrating** that helping others does not always need to be big; it just needs to be from the heart.

What affected me the most was learning how much **impact** small actions can have. During the COVID-19 **pandemic**, for example, co-ops **delivered** food and gave out masks and cleaning products to protect people. They may seem like simple **contributions**, but to many people, they were **necessary**. I realised that if we all do our part, we can make our society stronger and kinder. **Volunteering** taught me that being a good citizen means caring for others, not just yourself. That is something **vital** to share with everyone.



a. What is this blog post mostly about?

The blog post is mostly about the writer's experience **volunteering at the cooperative society and how small actions can help the community.**

Voluntary work means you do the work by choice to help others without getting paid.

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

1. **What is Jassim's blog post mainly about?**
 - a. The importance of buying local goods
 - b. How to help the elderly with daily tasks
 - c. The steps of managing home deliveries
 - d. **How to be an active and helpful part of our society**

2. The underlined word "they" in the 2nd paragraph refers to:

- a. prices
- b. goods
- c. people
- d. co-ops

3. How did Jassim feel about this experience? Justify your answer.

- a. bored
- b. proud
- c. relaxed
- d. confused



c. Answer the following questions.



1. Why did Jassim decide to volunteer at the cooperative society?
1. He decided to volunteer because his teacher persuaded him, and he wanted to help others in his community.
2. What tasks did he do as a volunteer?
2. He put together food packages, helped elderly shoppers, and organised small clean-up campaigns.
3. How did volunteering change his view of community life?
3. Volunteering helped him realise that small actions can have a big impact and that working together makes the community stronger.
4. What messages does Jassim want the readers to understand about volunteering?
4. He wants readers to understand that volunteering is important, helps others, and makes society kinder and stronger.



Read the sentences and write the meanings of the underlined words using the glossary at the end of the book.

- My sister persuaded me to join her in the marathon next month. (convinced someone to do something.....)
- It is necessary to drink water every day to stay healthy. (needed or important....)

b. Use one of the underlined words to form a new sentence.

It is necessary to help others in our community.



Feel it, Say it

Imagine you are one of Jassim's friends. Write a (3-4 sentence) comment under his post. Show your feelings about Jassim's voluntary work.

a. In your comment, you must:

- say how you felt after reading the post.
- mention one part that affected you (a specific detail from the text).
- explain why that part made you feel this way.
- end with encouragement (praise, support, or a suggestion to volunteer).



★ Add your comment:

- I felt proud and inspired after reading Jassim's post.
- The part about helping elderly shoppers affected me the most because it shows kindness and respect.
- This made me feel happy because small actions can make a big difference.
- Well done, Jassim! I encourage everyone to volunteer and help others.

Useful Language:

Expressing Feelings

- I felt... when I...
- One idea that made me feel (proud/ happy/ surprised) was...
- This part of the post made me feel...
- I felt inspired to...



Lesson 2: Grammar

Learning Unit 5

- I can utilise the First Conditional to describe actions and their possible results.

Grammar: The First Conditional

1 Look at the picture and discuss.

- What are the boys doing in the picture?
- What will happen if more people join the clean-up?
 - If more volunteers help, the beach will be cleaner.
 - If nobody cleans the beach, it will look dirty.



If Conditional

We use the first conditional to talk about real or possible future results that depend on a present condition.

Note:

You can put the "if" clause at the beginning or at the end.

- If people join the volunteer campaign, it will be successful.
- The volunteer campaign will be successful if people join it.
(Add a comma only when the "if" clause comes first.)

Form

If + present simple verb → will + base verb

If volunteers join the campaign, the community will benefit.

2 Match each beginning to its correct ending.

1. If you donate your clothes to charity,	3	many children will attend and enjoy it.
2. If we help each other carry the heavy boxes,	2	we will be able to finish moving faster.
3. If the library starts a story-telling activity,	4	people will donate food to the mosque.
4. If local mosques have iftar campaigns,	1	families in need will receive useful items.

3 Fill in the blanks with the correct verb form.

- If people **volunteer** (volunteer) at the hospital, patients **will feel** (feel) happier.
- Our area **will become** (become) greener, if Ali **participates** (participate) in planting trees.
- If schools **raise** (raise) awareness, students (understand) the effects of bullying.

Tip: Do not use 'will' in the if-clause: **✗** If people will help, ...
✓ If people help, ...



Design a Card: Small Actions Create Positive Results

- Work in pairs, choose a topic about a helpful action in your community from the list.
- Write three First Conditional sentences and show the actions and the result.
- Design a card showing your ideas. You can add a picture or a drawing.
- Share your card with the other groups.

Reminder: Write full sentences with correct punctuation and spelling.

Topic: Planting trees

If we plant more trees, our neighbourhood will look greener.

If people take care of the trees, the air will be cleaner.

If students help in planting trees, they will learn to protect nature.

Topic Ideas:

- Planting trees in the neighbourhood
- Helping younger students
- Starting a health/fitness day
- Collecting toys or clothes for families in need
- Recycling

I can

- identify the main idea and important details from a conversation about community and citizenship.
- infer each speaker's opinion about volunteering based on tone rather than words alone.
- express empathy during a discussion on acts of kindness.

Small Acts, Big Impact

Before you listen



1 Discuss the following questions with your partner.

- What does being a good citizen mean to you?
- Can small acts of kindness make a difference? Give examples.
- How do responsible people help their neighbourhood?

2 Listen to the conversation between Ali and Salman in the diwaniya about "Community and Volunteering". Then, complete the following tasks

a. Choose the main idea of the conversation.

Tick (✓) the correct answer.

- It is important to follow rules and be polite.
- Small acts of kindness can improve the community.**
- We can help younger children learn respect and honesty.
- We should join community clean-ups and school projects.

SCAN ME



b. Listen again and write four actions that Ali mentioned to be good citizens.

N	Action	Why it Helps
1	Volunteering when you can	It makes the community stronger and more connected.
2	Helping neighbours	It builds trust and kindness between people.
3	Keeping the neighbourhood clean	It makes the place healthier and nicer to live in.

c. Answer the following questions.

- Which advice from the conversation did you find most useful? Why?
1. Helping others whenever possible because it makes the community better.
- How can we help our community at school or in the neighbourhood?
2. We can help classmates, join clean-up activities, and respect others.
- How does Ali feel about volunteering?
3. Ali feels positive and believes volunteering is important and helpful.

The Chain of Kindness Challenge!

a. Write about how one kind action can lead to another, like a chain reaction!

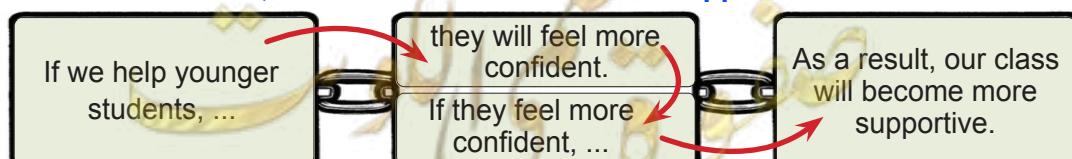
- Choose simple kind actions mentioned in the listening (e.g., helping others, picking up litter).
- Write your ideas using the "Chain of Kindness" in your notebook. Look at the following example.

Sample answer:

If we help younger students, they will feel more confident.

If they feel more confident, they will help others.

As a result, our class will become more supportive.



b. Present your chain to your classmates and explain how each action leads to the next.

I can

- **speak** clearly to express opinions related to school and community responsibility.
- **produce** a short, fluent presentation with accurate pronunciation and intonation.

My School, My Responsibility

Think, Pair, Share

Discuss the following questions:



a. Why should we take care of our school?

a. **We should take care of our school because it is our learning place and keeps us safe and healthy.**
 b. What can students do to keep their school environment healthy?

b. **Students can keep it clean, save water and electricity, and respect school property.**
 c. What problems do you usually see at school?

c. **Littering, writing on desks, and wasting electricity.**



a. Look at the problems below and fill in the table with possible solutions.

	Possible Problems	Possible Solutions
1	Litter in classrooms and hallways	Add signs reminding students not to litter.
2	Writing on desks and walls	Teach students to respect school property.
3	Wasting electricity and water	Turn off lights and taps when not in use.
4	Not enough plants or green areas	Plant more trees and flowers in the school.

Sentence Starters:
 - One problem is...
 - A simple solution is...
 - This is important because...
 - If students do this, the school will...



b. Discuss your ideas with your group.



Group Presentation: My School Campaign

a. In groups, choose one problem from the table above.

b. Plan for your speech to encourage students to take action. Use the suggested “Sentence Starters” box to help you. Your speech should include:

- the title of your campaign.
- the problem you want to solve.
- the solutions/actions students can take.
- what will happen if everyone joins.

c. Present your speech to the class with the help of the Speaking Checklist.

d. Listen to the other groups and give feedback using the checklist. You may ask the following questions:

- Which speech inspired you to join the most? Why?
- Which campaign speech gave the strongest solution? Why?
- Which ideas can really work in your school?



Speaking Checklist

The speaker can...

- ✓ present clearly and confidently
- ✓ use full sentences
- ✓ use encouraging expressions such as (we can make a difference! We can work as a team!)
- ✓ show cause and effect
- ✓ make eye contact with the audience

I can

- infer the main purpose of an expository text about humanitarian institutions in Kuwait.
- organise information in a table to summarise and connect ideas from text about humanitarian institutions in Kuwait.

Vocabulary: generous, institution, active, disaster, operate, shelter, coach, count on, development, construct, training, acquire, independently, environmental, generation, duty, blessing

Leading Humanitarian Institutions in Kuwait

Think, Pair, Share

1

Discuss the following questions:

a. Why do countries create organisations to help people in need?

a. Countries create organisations to help people in need, especially during disasters, and to improve people's lives.

b. Which charitable organisations in Kuwait have you heard of? What do they do?

b. I have heard of the Kuwait Red Crescent Society and Direct Aid Society. They help people by providing food, medicine, education, and clean water.

c. How do volunteers make their community stronger?

c. Volunteers make their community stronger by helping others, working together, and caring for the environment.

2

Read the passage and complete the tasks that follow.

Kuwait is known for its **generous** spirit and care for others. Many Kuwaiti **institutions** work to help people in need, not only at home but also around the world. One of the oldest and most **active** institutions is the Kuwait Red Crescent Society (KRCS). Established in 1966, this organisation sends food, medicine, and aid to families affected by natural **disasters**. Its volunteers have **operated** in several countries, giving **shelter**, healthcare, and clean water to those in difficult situations. The KRCS also supports hospitals and schools in Kuwait and **coaches** young people on how to become responsible volunteers that people can **count on**.



Another important organisation is the Direct Aid Society, founded in 1981. It focuses on long-term **development** instead of short-term help. Direct Aid **constructs** schools and hospitals, provides clean water, and supports families in Africa and Asia. Its volunteers believe that education and health are the keys to strong communities.

The group also runs **training** programmes to help many women **acquire** new skills and earn an income **independently** to support their families.



A third well-known centre is the *Kuwait Voluntary Work Centre (KVWC)*, established in 1974. It encourages young Kuwaitis to serve their community. The centre organises activities such as cleaning beaches, planting trees, and visiting hospitals. Members learn about teamwork, leadership, and **environmental** care. The KVWC has created a new **generation** of active citizens who see volunteering as a **duty** and a joy. Together, these institutions show that helping others is a **blessing** and is at the heart of Kuwait's true progress.



a. Write another title for the passage.

Humanitarian Organisations Helping Communities in Kuwait
Helping Others in Kuwait
Kuwait's Humanitarian Efforts
Charities and Volunteering in Kuwait

Kuwait is one of the leading Gulf countries that promotes voluntary work.





b. Complete the table with information from the passage.

Institution	Main Work	Who they Help	Key Activities
KRCS	Sends food, medicine, and aid	Families affected by natural disasters	Providing shelter, healthcare, clean water
Direct Aid Society	Long-term development	Families in Africa and Asia (especially women)	Building schools and hospitals, training programmes
KVWC	Encouraging volunteering	Young Kuwaitis and the community	cleaning beaches planting trees



a. From a, b, c, or d, choose the correct answer.

1. The underlined word “their” in the 2nd paragraph refers to:
 - new skills
 - training programmes
 - many women
 - strong communities
2. The main purpose of the writer is to show how:
 - natural disasters affect countries.
 - schools help volunteering institutes.
 - Kuwait helps others through volunteering.
 - students learn about Asia and Africa.

b. Answer the following questions.

1. According to the passage, what qualities do volunteers need?

1. **Volunteers need to be responsible, caring, active, and willing to help others.**

2. What message does the author give at the end of the passage?

2. **Helping others is a blessing and volunteering is important for Kuwait's progress.**



4 Write the following words under the correct headings. Use the glossary to check your answers.

operate – generation – generous – acquire – environmental – disaster		
noun	verb	adjective
generation operate generous
..... disaster acquire environmental



Spotlight Message: Support This Institution!

Choose one organisation from the text (KRCS, Direct Aid, or KVWC).

Write three sentences encouraging others to show their support.

Your message should include the following:

- **One reason:**
Why should people support this organisation?
- **One benefit:**
How does its work help people?
- **One first conditional sentence:**
If more people support it, what will happen?

(Example: Kuwait Red Crescent Society - KRCS)

People should support the Kuwait Red Crescent Society because it helps people in need during disasters.

Its work helps people by providing food, medicine, and shelter.

If more people support it, more families will receive help and care.

Sentence starters:

Giving Reasons

- People should support this institution because...
- This institution is important because...

Describing Benefits

- It helps people by...
- Its work improves communities by...

Expressing Future Results

- If more people support it, ...
- If we join their projects, the community...

I can

- write sentences about activities using a verb followed by a gerund (verb + -ing).

Grammar: Verbs Followed by a Gerund (verb + -ing)



Look at the following pictures and answer the questions.

1 a. What activities can you see in the pictures?

Painting the walls - Watering plants - Explaining a lesson to the class

b. What activities do you enjoy doing?

I enjoy reading, helping others, and playing sports.

Gerunds: We use the verb + -ing as a noun to talk about an activity (swimming, reading, playing...)



- 1- He enjoyed painting the walls.
- 2- They finished watering all the flowers.
- 3- The student practised explaining the lesson to the class.

Form: verb + gerund (verb + -ing)

More Examples: My sister suggested volunteering at the cooperative society.

We discussed helping families in need with charity.

The teacher encouraged serving our community in different ways.



2 Complete the sentences with the correct form of the verb.

- a. My teacher encouraged cooperating (cooperate) on the project.
- b. The team enjoyed representing (represent) Kuwait at the competition.
- c. We discussed organising (organise) the school event.



3 Rewrite the words to make correct sentences. Remember to use gerunds (verb +ing).

a. team – the – enjoyed – working – together

.....The team enjoyed working together.....

b. teacher – suggested – the – joining – campaign – the

.....The teacher suggested joining the campaign.....

c. students – the – practised – presenting – project – the

.....The students practised presenting the project.....



4 Caption This!

a. Write sentences using a verb followed by a gerund to describe the photos.



The man enjoyed fixing the chair.



The boy loves riding his bike.



The girl enjoys painting a picture.

Painting the walls

Watering plants

Explaining a lesson to the class

b. Share your sentences with a partner. Check spelling and punctuation.

I can

- follow the writing process to plan, draft, and write a cohesive expository report about community service.
- write a coherent expository report about the importance of community service.

Linker Bank: in conclusion, in addition, however, despite

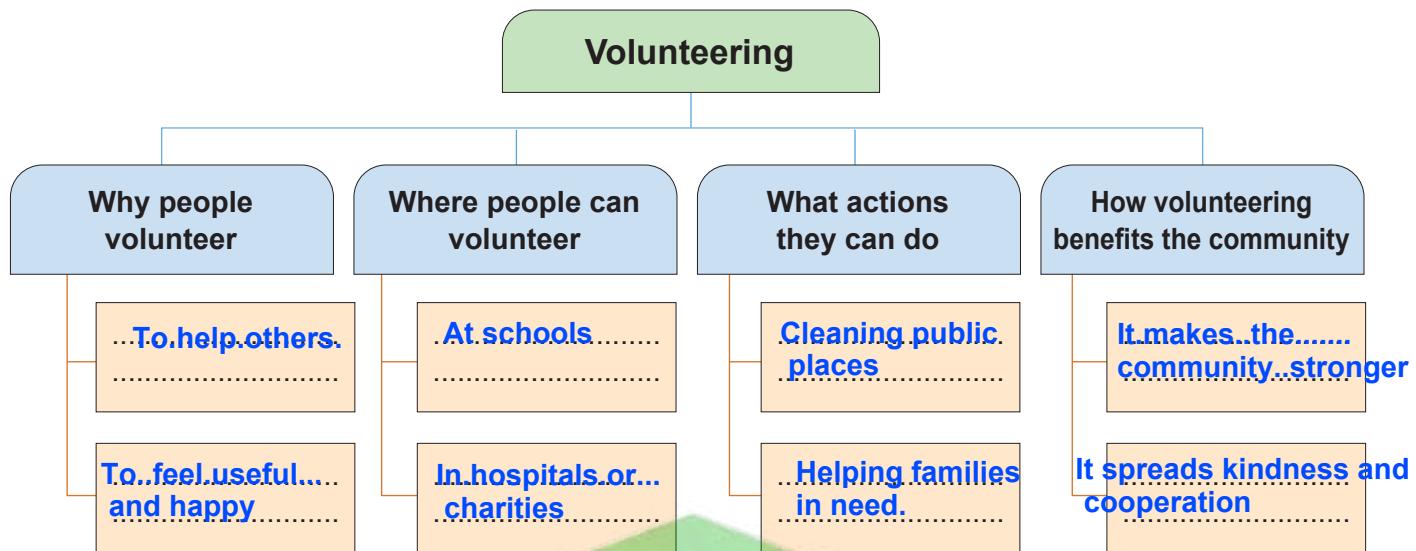
Making a Difference

1 Think and List

- List three small actions that can help our community.

Helping elderly people
Keeping the neighbourhood clean
Volunteering at school or charity events

2 Discuss volunteering and how you can help your community. Then, fill in the following graphic organiser.



3 Complete the paragraph with the correct linker. Use each linker once: *in conclusion, in addition, however, despite*.

Helping others improves mood and builds communities., it teaches empathy and responsibility., some people feel too busy to volunteer. these challenges, small acts of kindness make a difference., helping others benefits everyone, including ourselves.

4 What would happen if everyone volunteered? Work in pairs and write two ideas using the First Conditional.

Examples:

- If everyone **volunteers**, the neighbourhood **will be** cleaner.
- If more people **help** each other, society **will become** kinder.

If everyone volunteers, the community will become stronger.

If people help each other, life will be better for everyone.

Learning Unit 5

"When people work together to help others, even small actions can create big positive changes in the community."

5

- Plan and write a report of two paragraphs explaining the importance of community service and the many actions we can do.
- Fill in the following outline.

Introduction

Community service is important because it helps people and makes society better.

Paragraph 1: The Importance of Community Service

Topic sentence:

Community service is important because it helps individuals and communities grow stronger.

Supporting details:

It teaches people responsibility, empathy, and cooperation.

Helping others improves relationships and creates a caring society.

Concluding sentence:

For these reasons, community service plays an important role in building a positive community.

Paragraph 2: The Actions We Can Do

Topic sentence:

There are many simple actions we can do to help our community.

Supporting details:

People can volunteer at schools, help elderly people, clean public places, and donate food or clothes. Even small actions can make a big difference.

Concluding sentence:

When everyone helps, the community becomes a better place to live.

Conclusion

In conclusion, community service benefits everyone and helps create a kind and supportive society.



- Use the ideas in your outline to write the report in your notebook.
- Use the following checklist to edit your writing.

Did I ...	✓ / X
write a clear introduction and conclusion?	
write two paragraphs with strong topic sentences and related details?	
use linking words to connect my ideas clearly? (but, although, however...)	
check my spelling and punctuation?	
use AI tools to edit my writing?	



LEARNING UNIT

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The Power of Media & Influencers