



وزارة التربية

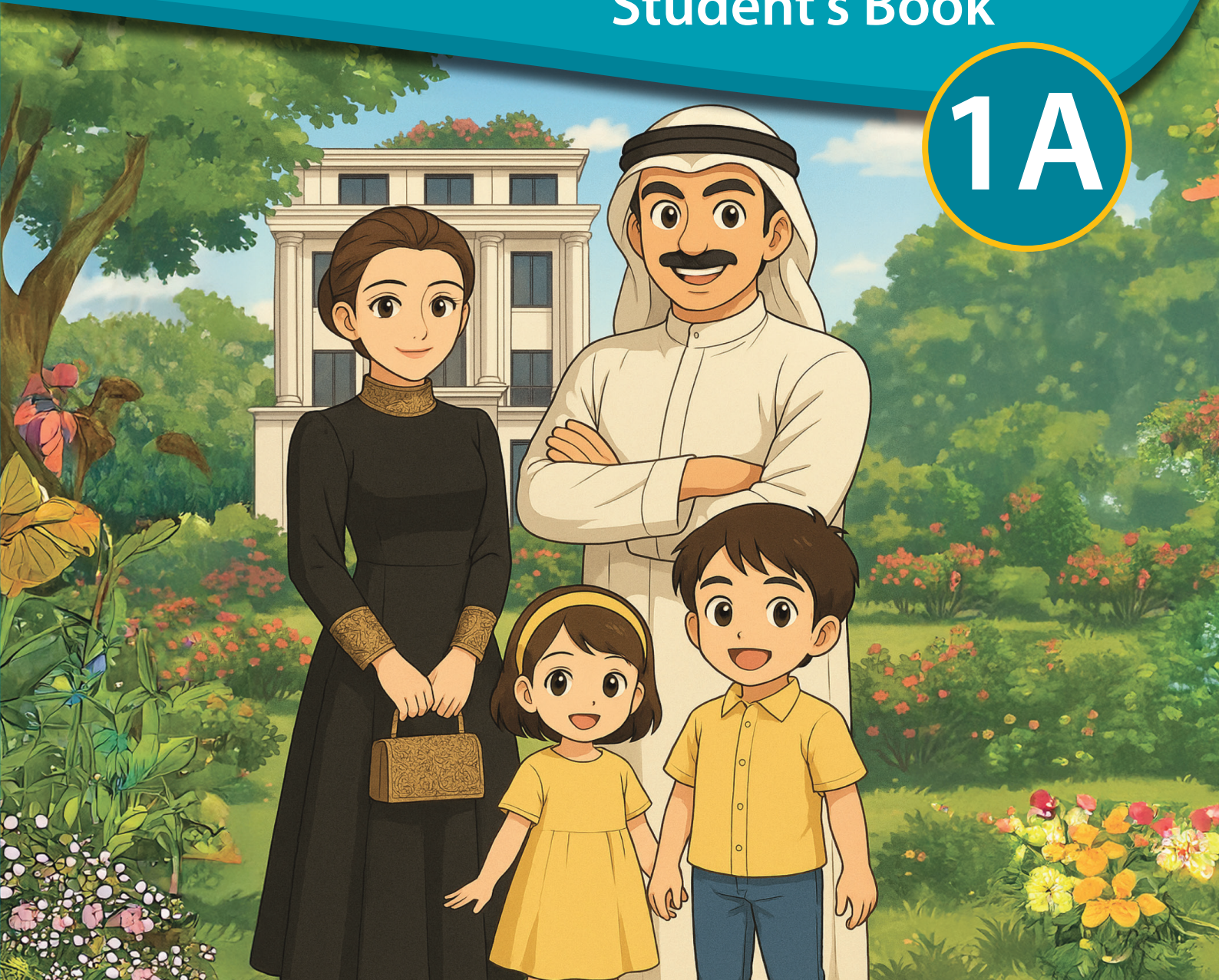
Ministry of Education

State of Kuwait | دولة الكويت

# SKYLINE ENGLISH

Student's Book

1A





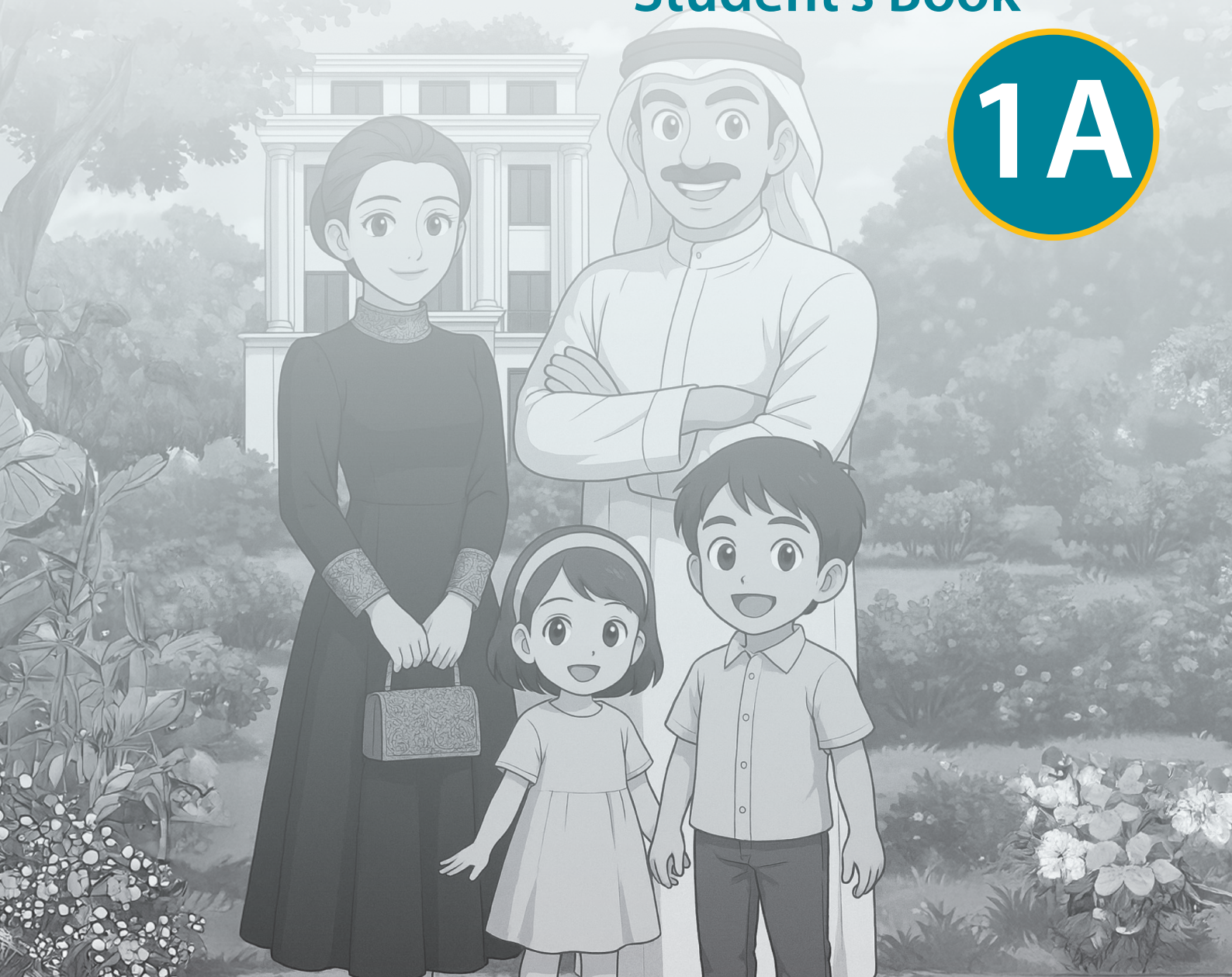


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Evaluation



PDF Book



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H.H. Sheikh Meshal AL-Ahmad AL-Jaber AL-Sabah  
Amir Of The State Of Kuwait









سَمُو الشَّيْخِ صَبَّاحٍ خَالِدٍ الْحَمَادِ الصَّبَّاحِ  
وَلِيِّ عَهْدٍ دَوْلَةِ الْكُوَيْتِ

H. H. Sheikh Sabah Khaled Al-Hamad Al-Sabah  
Crown Prince Of The State Of Kuwait





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# Introduction



## Introduction to the Skyline English Series – Primary Stage (Kuwait)

### About the Skyline English Series

The Skyline English Series is a comprehensive and progressive curriculum specifically designed for primary school learners in the State of Kuwait. Grounded in pedagogical excellence and aligned with both international language acquisition standards and national curriculum requirements. The series empowers young learners to develop essential language skills that support academic achievement, personal growth and global awareness. Each level of the Skyline Series is thoughtfully structured to support students' linguistic, cognitive and emotional development through meaningful, age-appropriate and culturally relevant content.

### Vision and Purpose

The Skyline English Series envisions an educational environment where students are not only proficient in English but also equipped with the skills required for lifelong learning and responsible citizenship. The series seeks to cultivate a love for language learning while fostering moral values, collaboration and respect for diversity. With a focus on clear learning outcomes and interactive methodologies, Skyline promotes learner autonomy, creativity, and engagement.



# Introduction



## Alignment with Kuwait Vision 2035

Skyline English directly supports the national goals of Kuwait Vision 2035, particularly within the pillar of Human Capital Development. The series contributes to creating a generation of knowledgeable, skilled, and globally competent learners who can actively participate in Kuwait's socio-economic transformation. By promoting bilingual communication, analytical thinking, and digital literacy, the Skyline Series helps foster the development of a modern, knowledge-based society. Lessons are designed to foster national pride while preparing students to engage constructively in an interconnected world.

## Integration of 21st Century Skills and Educational Values

The Skyline English Series incorporates key 21st-century learning indicators such as critical thinking, creativity, collaboration, communication and digital competence. The curriculum is also embedded with core educational values, including:

- Respect for others and cultural identity
- Integrity and ethical behavior
- Cooperation and teamwork
- Environmental and civic responsibility
- Perseverance and self-improvement

Each unit in the series is enriched with tasks that require active participation, problem-solving, reflection and real-life application of language skills.

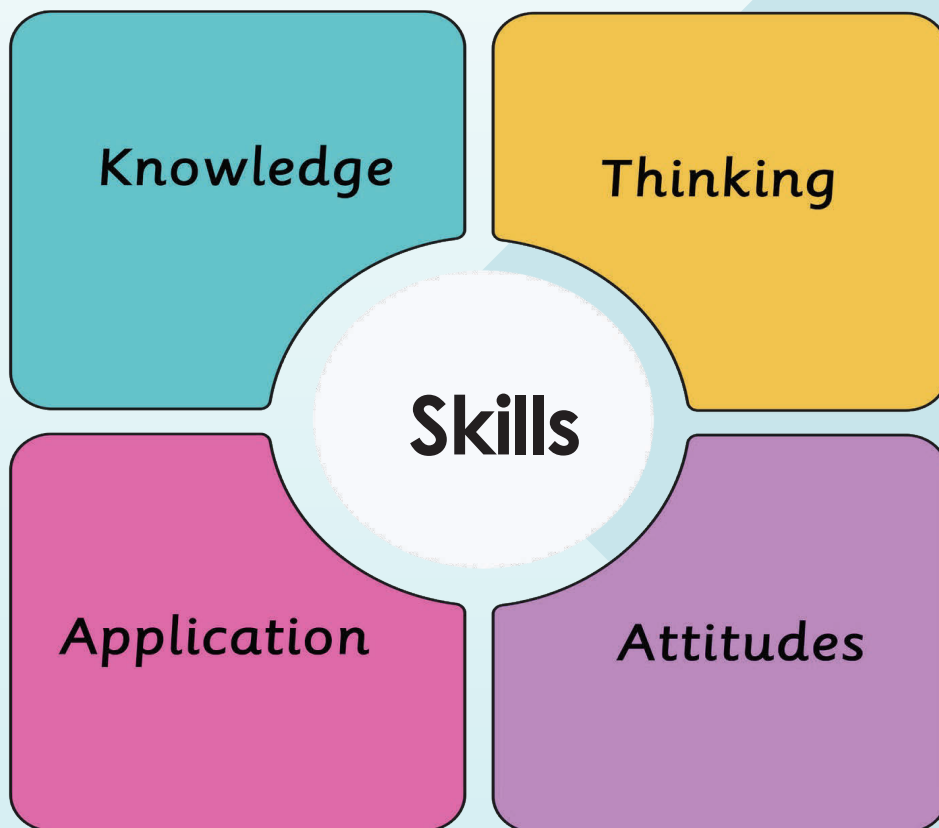
# Introduction



## A Curriculum for the Future

Skyline English serves as a bridge between moral values and forward-looking education. By supporting Kuwait's National Education Framework and embracing global benchmarks. The series ensures that students are prepared for the demands of the future while remaining rooted in their identity. Through its engaging content, structured progression and inclusive design, Skyline nurtures a confident, articulated, and responsible generation of English learners.

## Grade One Curriculum Standards





# Icon Guide



1. listen



2. say/speak



3. read



4. write



5. ask & answer



6. circle/choose



7. look



8. match/connect



9. trace



10. trace & copy



11. blend



12. complete



13. solve



14. draw



15. colour

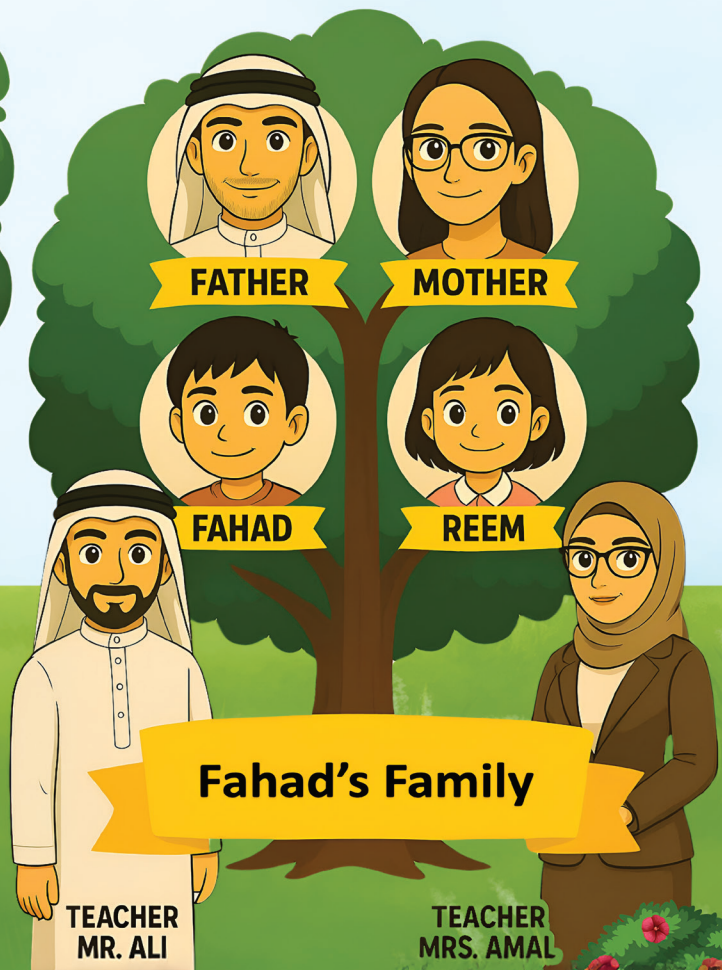
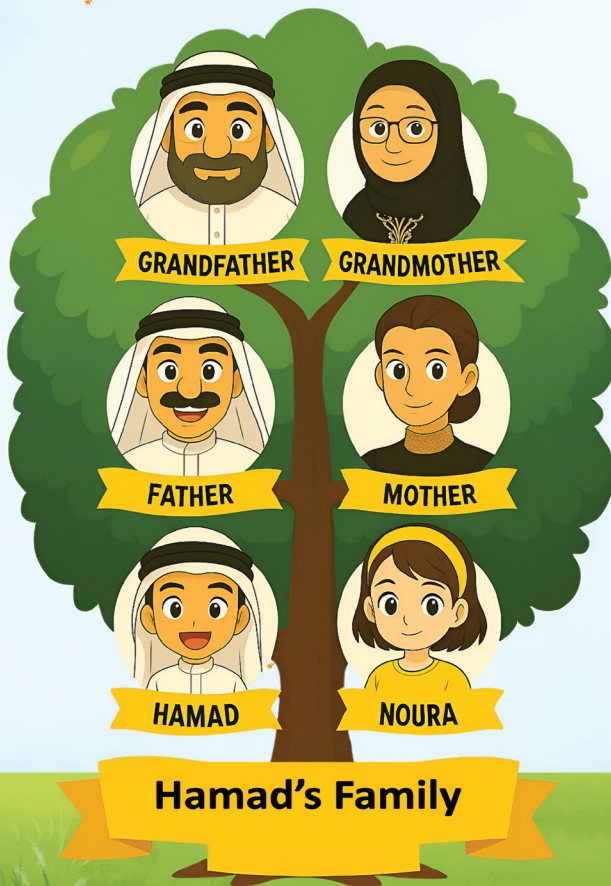


16. count



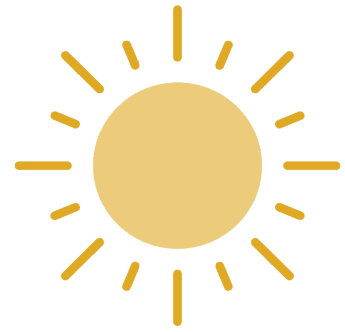


# MEET OUR CHARACTERS

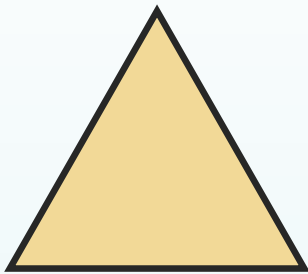


# All About Me

Let's get to know you better!

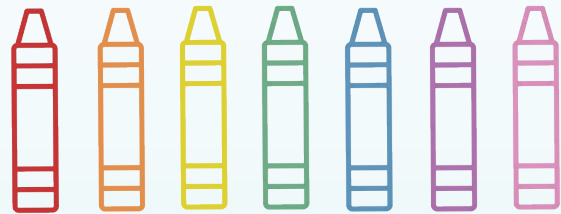


Name

A light blue rectangular box with a black outline, shaped like an arrow pointing to the right.

Age

I like this colour



An animal I like

A light blue rounded rectangular box with a black outline, intended for drawing a favorite animal.

A picture of me

A light blue square box with a black outline, intended for drawing a self-portrait.

Something I like  
doing

A yellow banner-shaped box with a black outline, featuring a central rectangular area and pointed ends, intended for writing about a favorite activity.

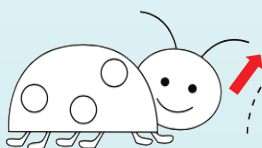
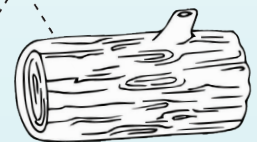
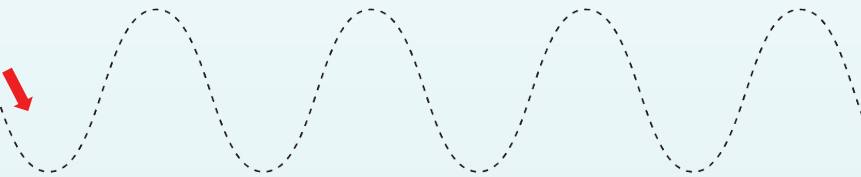
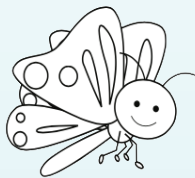
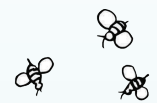
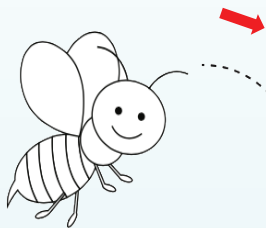
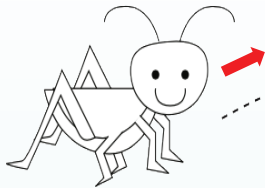


# Orientation Activities

Days of the week: Sunday,  
Monday, Tuesday, Wednesday  
Thursday, Friday, Saturday



Trace and colour





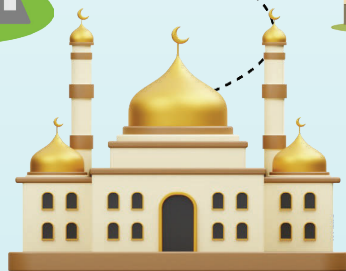
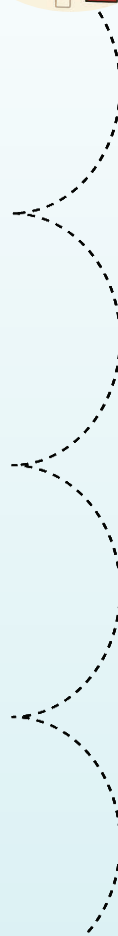
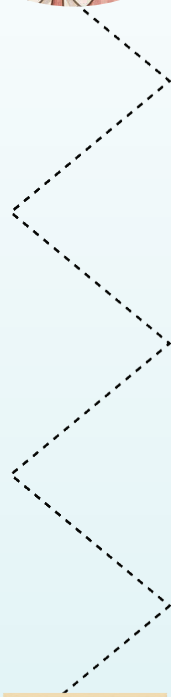
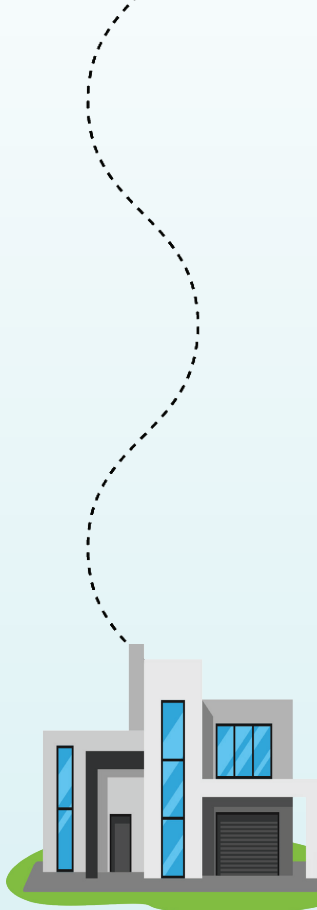
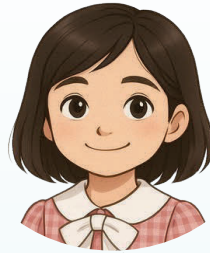


# Orientation Activities



Trace

Days of the week: Sunday,  
Monday, Tuesday, Wednesday  
Thursday, Friday, Saturday



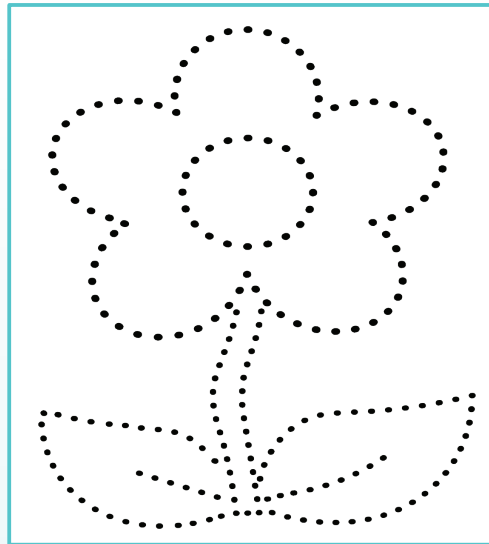


# Orientation Activities

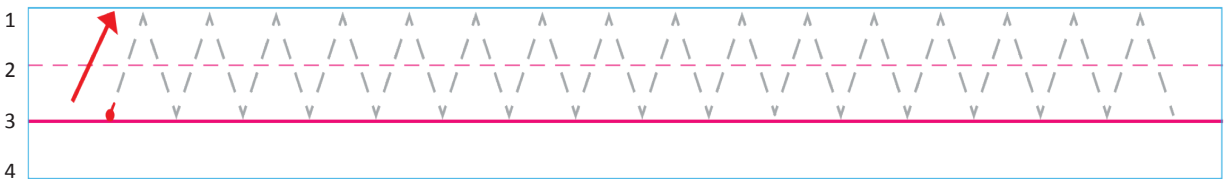
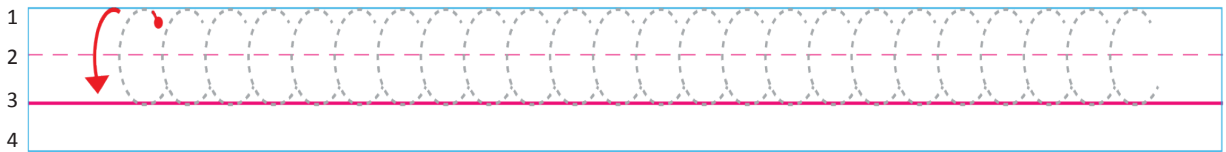
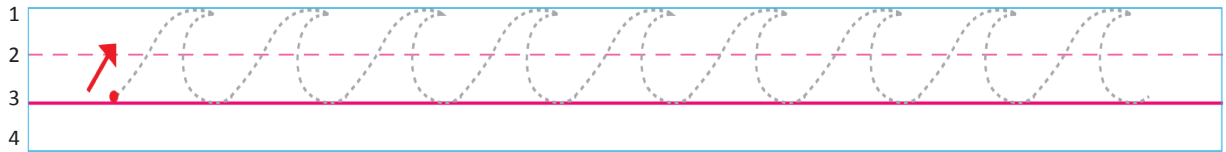


Trace and colour

Days of the week: Sunday,  
Monday, Tuesday, Wednesday  
Thursday, Friday, Saturday



Trace



# Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	phonics	Values	Songs
Unit One All About Myself	<ul style="list-style-type: none"> <li>• Greetings and responses</li> <li>• Introducing oneself and others</li> <li>• Asking for and giving information</li> <li>• Identifying body parts</li> <li>• Counting and using numbers 1 to 3 in context</li> <li>• Describing objects using basic colour words</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive adjectives (My/ Your)</li> <li>• Present simple</li> <li>• Nouns (singular/ plural)</li> <li>• Indefinite articles (a/an)</li> <li>• Personal pronoun(I)</li> </ul>	<ul style="list-style-type: none"> <li>• Body Parts</li> <li>• Numbers</li> <li>• Colours</li> <li>• Target Sound words</li> </ul>	<ul style="list-style-type: none"> <li>• (Aa) /æ/</li> <li>• (Cc) /K/</li> <li>• (Ee) /ε/</li> <li>• (Hh) /h/</li> <li>• (Ll) /l/</li> <li>• (Tt) /t/</li> </ul>	<ul style="list-style-type: none"> <li>• Cleanliness</li> <li>• Confidence</li> <li>• Self-awareness</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Hello</li> <li>• What's that</li> <li>• Letter "L" song</li> <li>• Letter "T" song</li> </ul>
					21 <sup>st</sup> Century Skills	
					<ul style="list-style-type: none"> <li>• Communication</li> <li>• Self-expression</li> <li>• Listening</li> </ul>	
Project	<ul style="list-style-type: none"> <li>• A Poster: This is Me</li> </ul>					

# Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	phonics	Values	Songs
Unit Two Meet My Family	<ul style="list-style-type: none"> <li>• Identifying and naming family members</li> <li>• Asking and answering questions to give personal information</li> <li>• Talking about daily family routines</li> <li>• Counting and using numbers 4 to 6 in context</li> <li>• Describing objects using basic colours words</li> </ul>	<ul style="list-style-type: none"> <li>• possessive adjectives(my, his, her)</li> <li>• present simple</li> <li>• yes/no questions</li> </ul>	<ul style="list-style-type: none"> <li>• Family members</li> <li>• Numbers</li> <li>• Colours</li> <li>• Target Sound words</li> </ul>	<ul style="list-style-type: none"> <li>• (Ff) /f/</li> <li>• (Mm) /m/</li> <li>• (Bb) /b/</li> <li>• (Oo) /oo/</li> <li>• (Uu) /ʌ/</li> <li>• (Xx) /x/</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting parents and relatives</li> <li>• Loyalty and citizenship</li> <li>• Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Family members</li> <li>• Daily routines</li> <li>• Letter “O” song</li> <li>• Letter “M” song</li> </ul>
					21 <sup>st</sup> Century Skills	
					<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Empathy</li> <li>• Verbal Expression</li> </ul>	
Project	• Create A Family Tree					



## ① All About Myself



### Learning Outcomes

#### Listening and Viewing:

- Identify and distinguish phonemic sounds in basic letter blends (e.g., a, c, h, e, l, t) through listening tasks.
- Understand and respond to spoken phrases related to self-introduction and body parts using visual support.
- Recognise and recall information such as numbers (1, 2, 3) and colours (white, black, blue).
- Respond accurately to auditory instructions and simple listening tasks.
- Repeat words and phrases with correct articulation after listening activities.
- Match spoken words with actions through guided tasks.
- Demonstrate respectful listening using appropriate body language (e.g., eye contact, sitting attentively).
- Use verbal affirmations like 'yes,' 'okay,' or 'I understand' when listening to the teacher.
- Show interest and engagement during listening tasks and group discussions.

#### Speaking and Representing:

- Recall and apply basic English phonemes (/æ/, /k/, /h/, /ε/, /l/, /t/) in speech.
- Use possessive adjectives (my, your) to create short meaningful sentences.
- Use memorised phrases to introduce oneself and classmates using names and simple sentences.
- Demonstrate accurate articulation through guided repetition and drills.
- Engage in paired or small-group dialogues with clear pronunciation.
- Represent spoken language through role-play scenarios.
- Participate in conversations respectfully, taking turns and listening to peers.
- Express confidence while speaking in front of classmates.
- Show enthusiasm and willingness to share personal information and participate in discussions.

# Unit

## 1 All About Myself



### Learning Outcomes

#### Reading and Viewing:

- Recognise and match letter names with their corresponding sounds for the letters A a, C c, H h, E e, L l, and T t.
- Apply phonemic awareness and phonics skills to decode simple CVC and high-frequency decodable words related to familiar topics (e.g., body parts).
- Identify and read basic sight words with accuracy and understanding.
- Read and understand short phrases and simple sentences about personal information and body parts.

#### Writing and Representing:

- Demonstrate legible handwriting and proper penmanship when copying and writing letters, numbers, and high-frequency words.
- Apply phonics knowledge to spell words correctly using letter sounds, sound blends, and decoding strategies.
- Construct grammatically correct words, phrases, and simple sentences using:
  - Nouns (singular/plural).
  - Indefinite articles (a, an).
  - Personal pronoun (I).
  - Present simple tense (e.g., "I have a cat").
- Write short sentences about oneself using basic vocabulary and present simple tense.



## Lesson 1

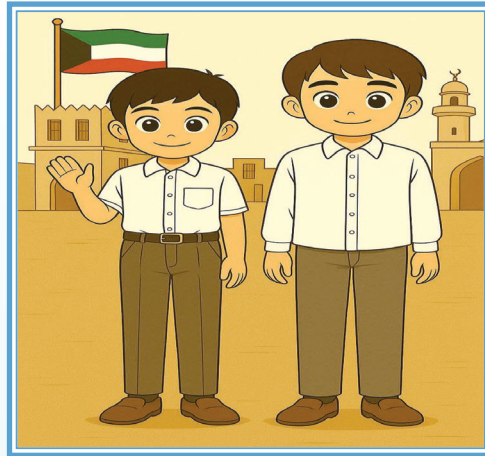
## Listening

I will learn:

Hello, Muslim, blue, black

What is/What's **your** ...?I am/I'm ..., **My** name is

Listen to the recording, then role-play



## Grammar



Ask and answer



Hello, **My** name is Hamad.  
What's **your** name?



Hello, **My** name is Fahad.  
I'm a Muslim

## Speaking



Look and say



**My** balloon is blue.  
**Your** balloon is black.



## Lesson 2

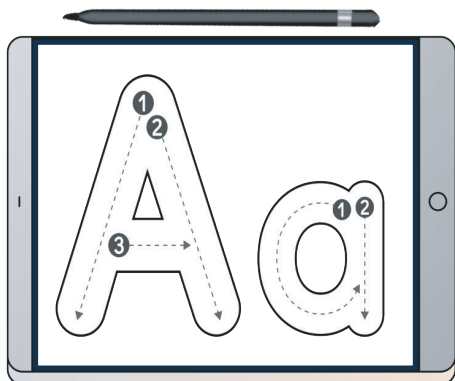
### Phonics

I will learn:

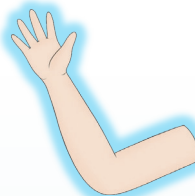
ant, apple, arm, angry

This is **my** ...

 Let's learn and colour



a n t






a r m

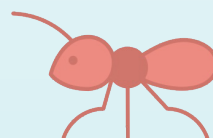


a n g r y

 Trace and copy

1		A	A	A	A
2					
3					
4					
1	A				
2					
3					
4					
1		a	a	a	a
2					
3					
4					
1	a				
2					
3					
4					

 Write the missing letter



n g r y

r m

n t



# Lesson 3

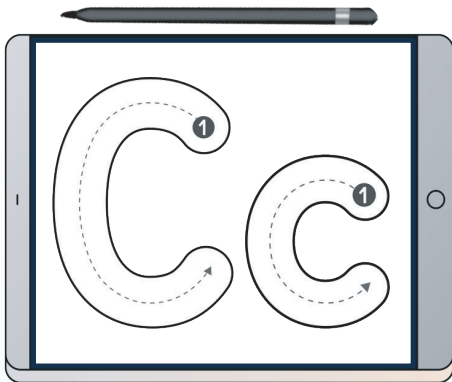
## Phonics

I will learn:

Hi, car, cap, cat, cow

Hi, I am ...

 Let's learn and colour



c a t





c a r









c a p

 Trace and copy

1		C	C	C	C
2					
3					
4					
1		c	c	c	c
2					
3					
4					

  Complete, then circle

Complete	Circle
<div> <div></div> <div></div> <div>P</div> </div>	<div>    </div>
<div> <div></div> <div>O</div> <div>W</div> </div>	<div>    </div>

# Lesson 4

## Writing

I will learn:

1,2,3, white



Count and colour

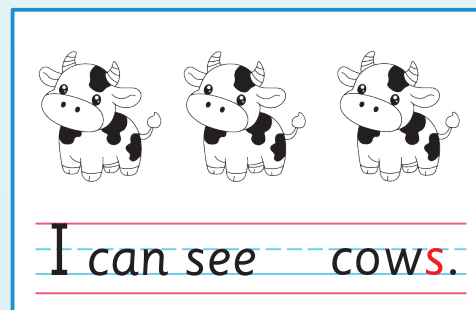
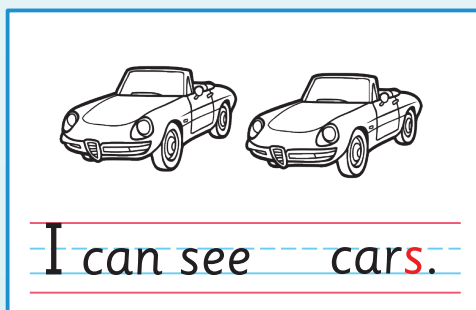


Trace and copy

1	1	2	3
2			
3			
4			
1			
2			
3			
4			
1			
2			
3			
4			



Count, write then colour



Count and complete



# Lesson 5

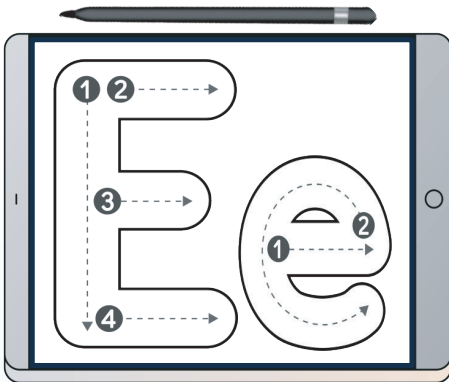
## Phonics

I will learn:

egg, elbow, elephant, ear

This is ...

Let's learn and colour



e g g

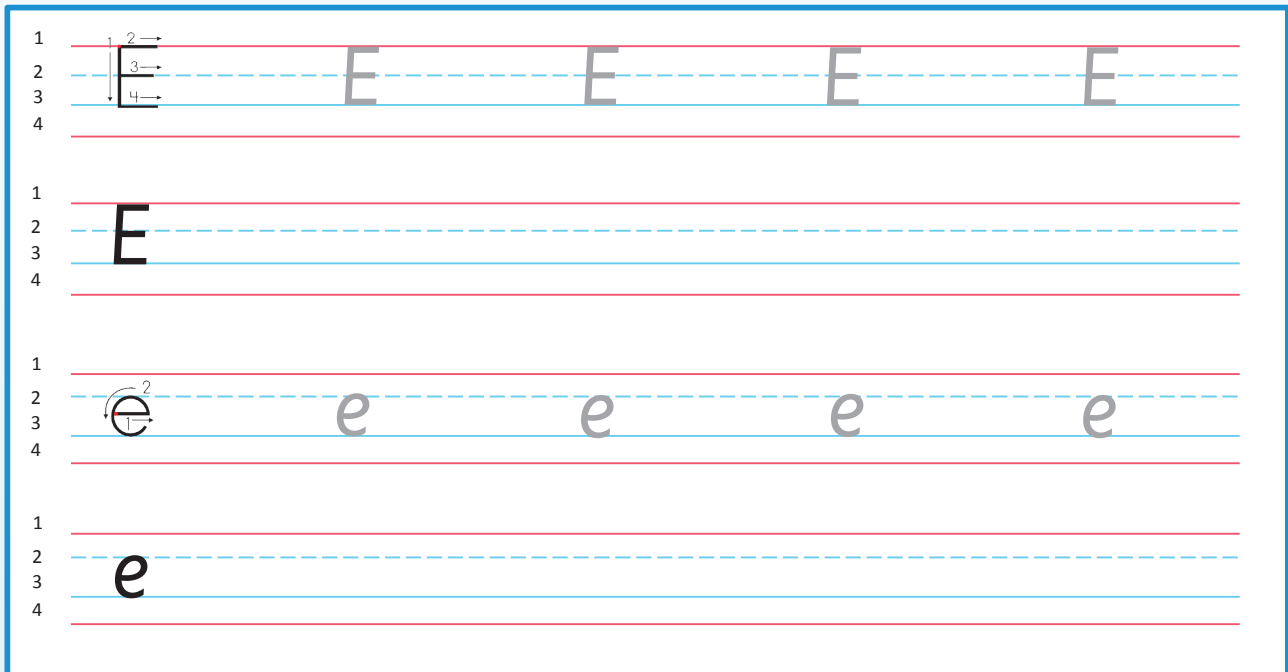


e l b o w

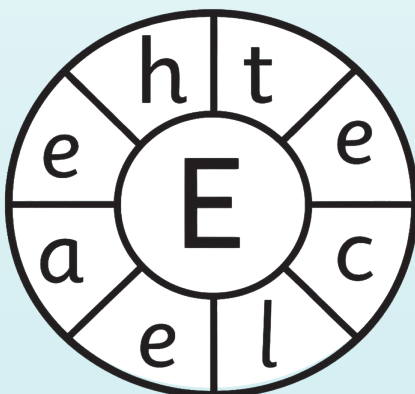


e a r

Trace and copy



Colour letter e, then complete



This is an elephant.

## Lesson 6

### Listening

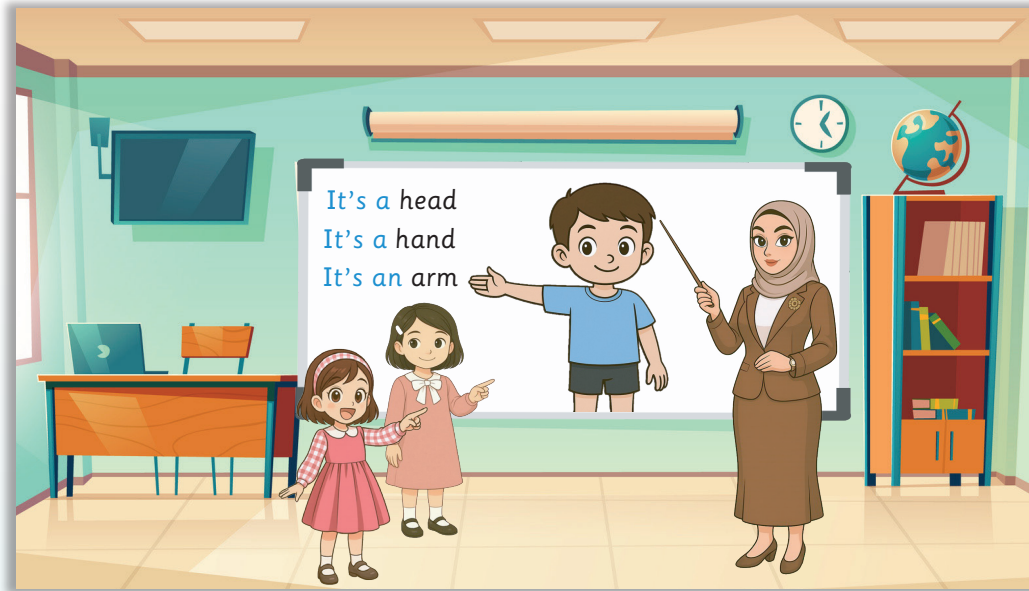
I will learn:

head, mouth, eye, nose

What's that ... / It's a/an ...



Listen to the recording and point



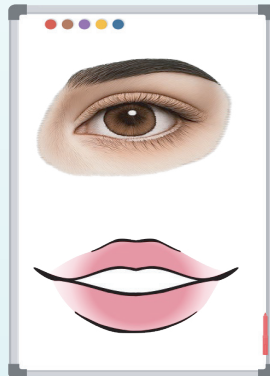
### Grammar



Ask and answer



What's that?



It's an eye.



It's a mouth.



### speaking



Look, circle then say

Keep your body clean



1- I can see a



mouth

nose

hand

2- I can see an



eye

arm

head

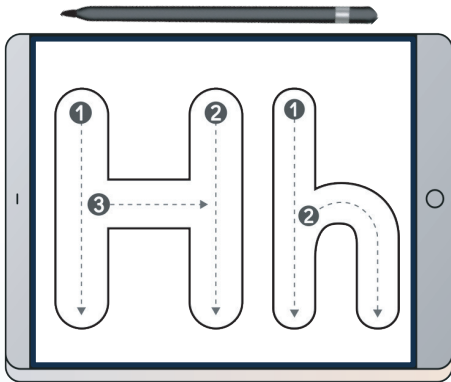
## Lesson 7

### Phonics

I will learn:

hat, hand, horse, hit, have  
I have ...

 Let's learn and colour



h a t

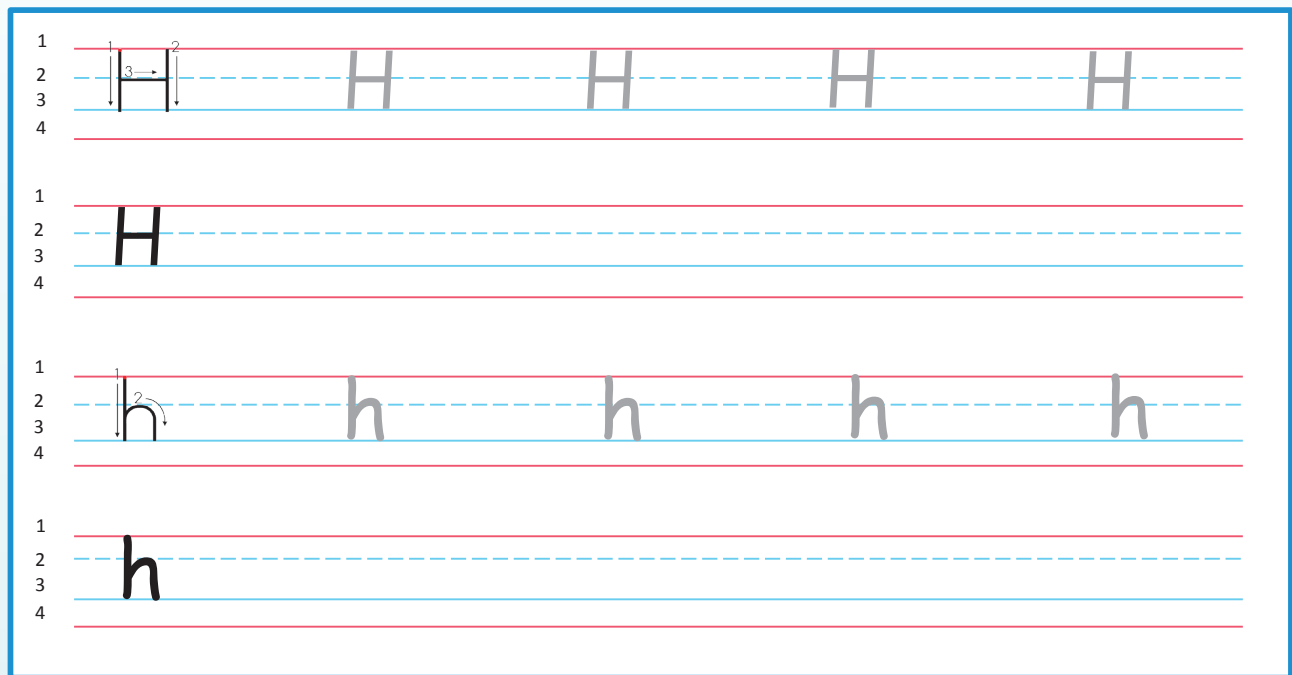




h a n d

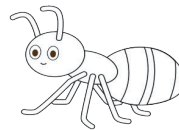
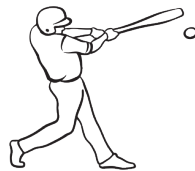
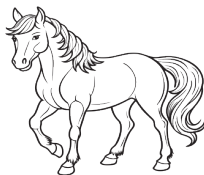




h i t

 Trace and copy



  Spy pictures starting with letter **h**, then colour



  Read and match

I have a hat.

I have a white cat.





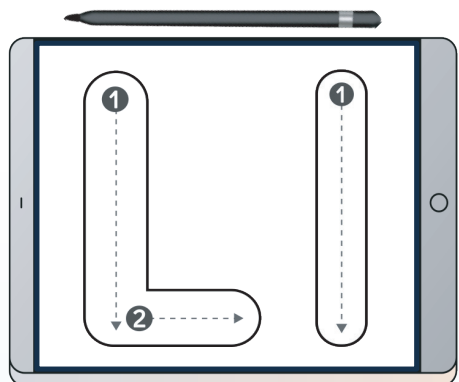
## Lesson 8

### Phonics

I will learn:

lamb, lion, lemon

 Let's learn and colour



l a m b

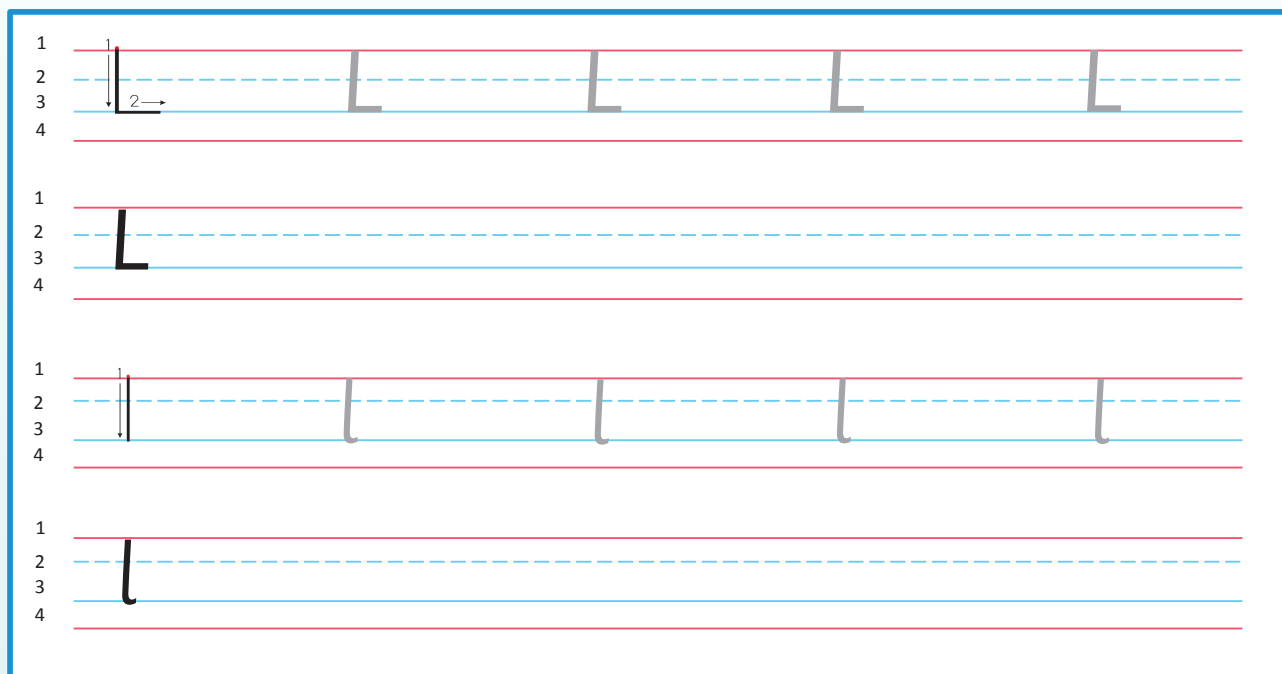




l e m o n

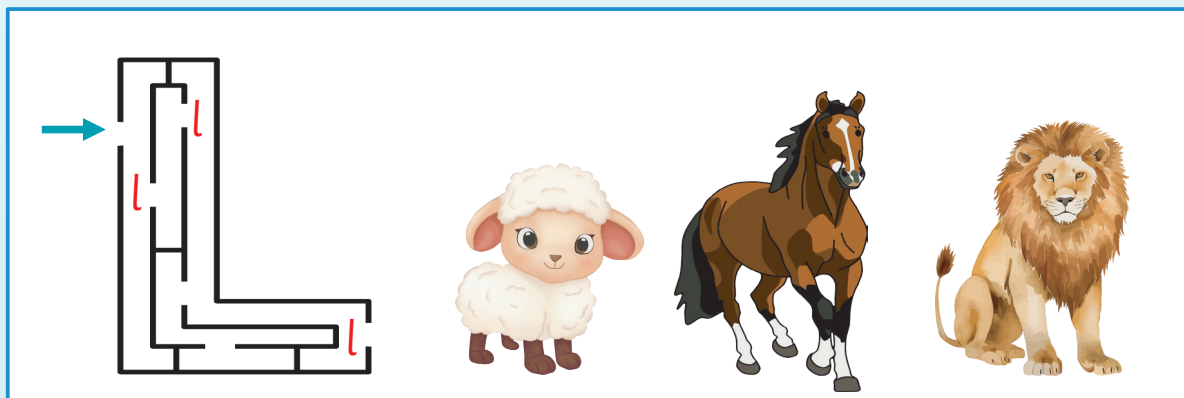


l i o n

 Trace and copy



  Follow small l, then circle the odd one out



## Lesson 9

### Reading

I will learn:



ear/ears, leg/ legs, arm/arms

I have ...

  Write, then colour

I can see a ap.



1 =  Black  
2 =  Blue

  Read and complete

1- I have 2



ars.

2- I have 2



egs.

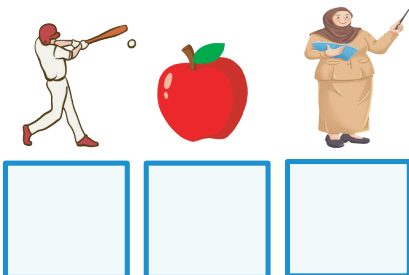
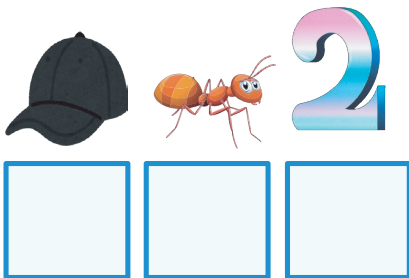
3- I have 2



rms.

### Writing

  Write the initial letters then match



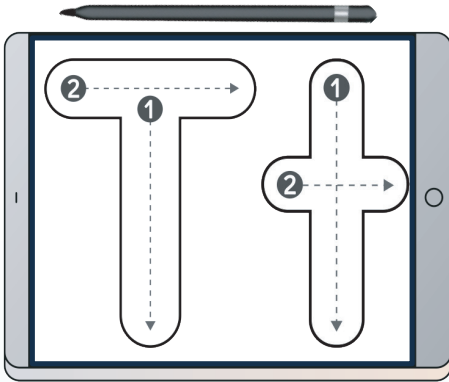
## Lesson 10

### Phonics

I will learn:

toe, tiger, toy, teacher

 Let's learn and colour



toe





tiger



toy

 Trace and copy

Tracing practice for uppercase T and lowercase t on four sets of handwriting lines. Each set includes a guide with stroke numbers and arrows, followed by several letters for tracing.

  Read and complete

This is my \_\_\_\_\_ eacher.



This is your \_\_\_\_\_ oy.



 Blend then write

c a t

\_\_\_\_\_

h a t

\_\_\_\_\_

# Fun with Writing Activities

 Trace and copy

1  
2 A a C c H h  
3  
4



1  
2  
3  
4

1  
2 E e L l T t  
3  
4

1  
2  
3  
4

1  
2 1 2 3  
3  
4





1  
2  
3  
4

1  
2 cat hat act  
3  
4



1  
2  
3  
4

  Trace and complete

1  
2 I can see 1 ant.  
3  
4



1  
2 I can see  
3  
4

1  
2 It is a toe.  
3  
4

1  
2 It is  
3  
4






## Progress Test

### Reading

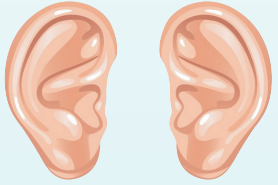

A) Match the uppercase letters with the lowercase letters

A	C	H	E	L	
e	t	l	c	a	h



B) Match letters to pictures

t	c	e	a	
				

C) Circle the correct word

	
legs   eyes   ears	horse   lamb   tiger

D) Match numbers to pictures

1	3	
		



Writing

A) Copy the following

A a T t H h E e

1

2

3

cat

hat

ant

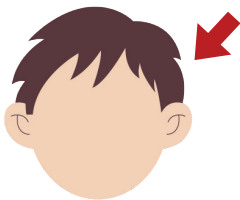
B) Write the missing initial letters



lbow



rm



ead



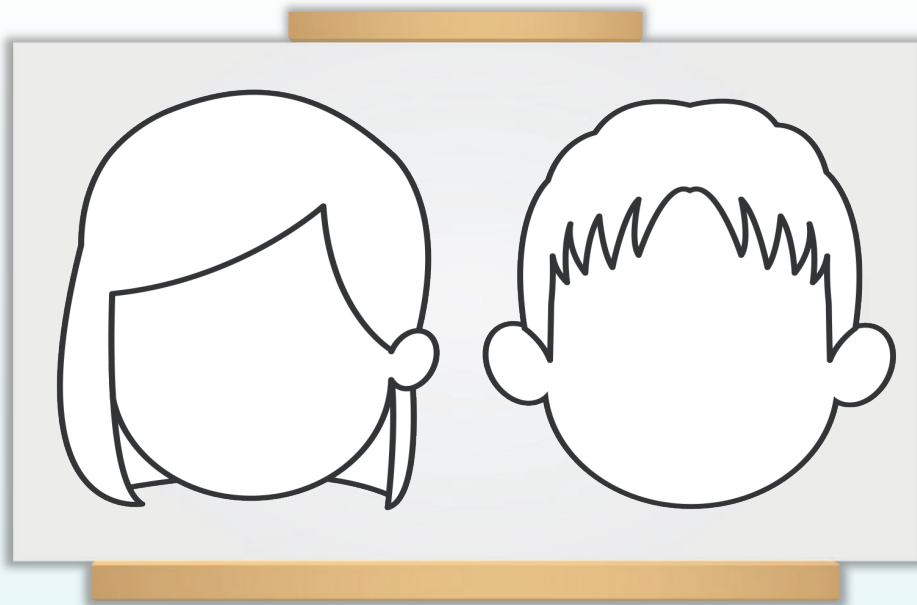
eg

# Project 1



## This is Me Poster

- Step 1 : Draw, then colour



- Step 2 : Complete

1- My name is \_\_\_\_\_

2- I am in grade \_\_\_\_\_

3- I have \_\_\_\_\_ eyes.

- Step 3 : Present your poster



# Songs



## “Hello” song

Hello my friend how do you do, I see you smile it's nice  
and true, What's your name I want to know  
Let's be friends and let it show

We live in Kuwait it's where we stay, We keep it clean  
in every way, We work together hand in hand  
Our love for home is where we stand



## “What’s that?” song

What's that on my face I spy, It's an eye it blinks  
so sly  
And right below it here's the prose  
What's that there it's a nose

What's that moving side to side, It's a hand it opens wide  
And that long thing oh so firm  
What's that there it's an arm

What's that on the ground so low,  
It's a foot it starts to go  
And those tiny things you know  
What's that there it's a toe



# Songs



## Letter “L” song

Let's learn a letter that's lovely and loud it starts with L  
and makes us so proud L is for lamb so soft and sweet  
A fluffy friend with tiny feet

L is for lion with a mighty roar lemon so sour we can't  
ignore Legs help us jump and run around L makes a  
light and lovely sound

Lions are kings of the jungle it's true with L in their  
name they rule the view lemons are yellow bright and  
sour their tangy taste has so much power



## Letter “T” song

T is a letter that we all know it starts with two a pair in  
tow toys we play with big and small T is the start of  
them all

T-t-t Let's all say T-t-t it leads the way T-t-t it sounds so  
neat T-t-t Tap your feet

Toe on your foot It's T as well teacher's here with stories  
to tell tiger so fierce with a mighty roar T takes the lead  
It's never a bore





### Learning Outcomes

#### Listening and Viewing:

- Identify and pronounce phonemic sounds and blends (f, m, b, o, u, x) introduced through phonics activities.
- Understand and respond to familiar words, phrases, and short-spoken expressions related to family members and routines.
- Recognise basic factual information such as numbers (4, 5, 6) and colours (brown, orange) when listening to simple texts.

#### Speaking and Representing:

- Demonstrate accurate pronunciation of initial sounds in familiar words, especially those containing the phonemes (/f/, /m/, /b/, /oʊ/, /ʌ/, /x/).
- Use simple words and phrases to name and describe family members, applying basic grammatical rules (e.g., possessive adjectives: my/his/her; present simple tense; yes/no questions).
- Describe family members and routines using simple vocabulary and picture prompts.
- Participate in collaborative conversations with peers, expressing ideas clearly and respectfully.
- Follow foundational discussion rules such as taking turns, listening to others, and responding appropriately.



## 2 Meet My Family



### Learning Outcomes

#### Reading and Viewing:

- Recognise and pronounce letter sounds and names in decodable words using the target phonemes (/f/, /m/, /b/, /oʊ/, /ʌ/, /x/).
- Identify and understand common sight words relevant to family-related contexts (e.g., he, she, my, his, her, we, they, this).
- Read and decode CVC and high-frequency family-related words with phonics support.
- Read and comprehend familiar words, short phrases, and simple sentences related to family and routines.

#### Writing and Representing:

- Copy and write letters, numbers, familiar words, and short sentences using legible handwriting and appropriate penmanship skills.
- Spell familiar words correctly by applying knowledge of phonemic awareness, sound-letter relationships, and simple sound blends.
- Construct short, meaningful sentences about family members using present simple tense and pronouns.
- Apply learned vocabulary and grammar in short writing tasks with visual or verbal support.



# Meet My Family

## Lesson 1

### Listening

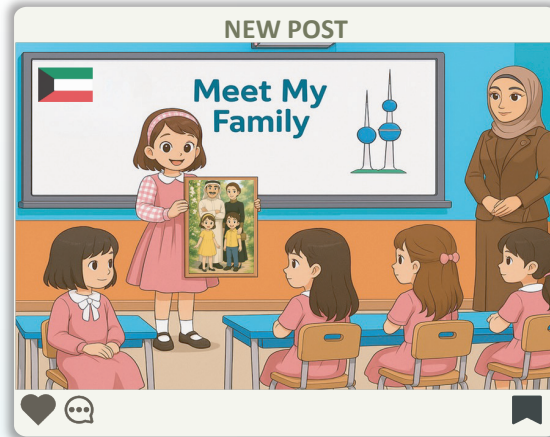
I will learn:

father, mother, brother, sister

Who is **this**? **This** is **my/her/his** ...



Listen to the recording to identify the family members



### Grammar



Ask and answer



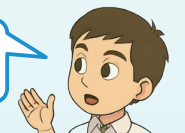
Who is this?



**This is my** father.



**This is her** mother.



### Speaking



Draw your family and talk about them

Respect your parents.



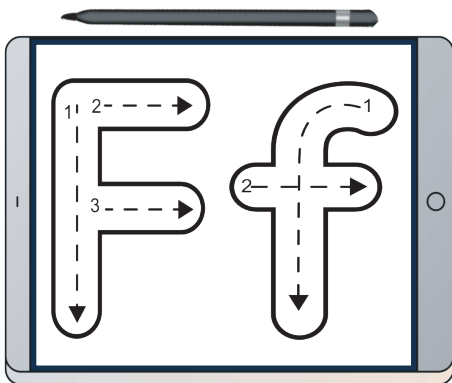
## Lesson 2

### Phonics

I will learn:

fan, fox, frog, foot, feet

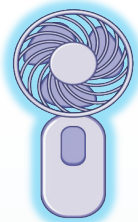
 Let's learn and colour



frog



fox



fan

 Trace and copy

Tracing practice lines for the letter 'F' and 'f' on four-line guides (1, 2, 3, 4). The first row shows uppercase 'F' with numbered arrows and four 'F's for tracing. The second row shows a large 'F' for tracing. The third row shows lowercase 'f' with numbered arrows and five 'f's for tracing. The fourth row shows a large 'f' for tracing.

 Write the missing initial letters



rog



eet



an

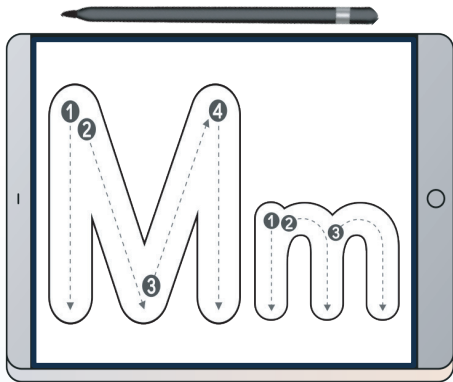
# Lesson 3

## Phonics

I will learn:

mug, man, men, mat

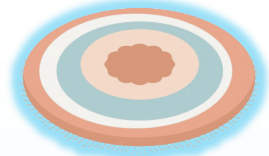
Let's learn and colour



mug



man



mat

Trace and copy

Tracing practice for the letter 'M' on lined paper. The first row shows the uppercase 'M' with stroke order arrows, followed by four dashed 'M's for tracing. The second row shows a solid 'M' for tracing, followed by four dashed 'M's for copying. The third row shows the lowercase 'm' with stroke order arrows, followed by four dashed 'm's for tracing. The fourth row shows a solid 'm' for tracing, followed by four dashed 'm's for copying.

Write the initial letters to find the secret word



Initial letter box for the word 'mug'.

+

Initial letter box for the word 'apple'.

+

Initial letter box for the word 'tree'.

=

Initial letter box for the word 'mat'.

Complete the sentence, then colour

My cat is on a



# Lesson 4

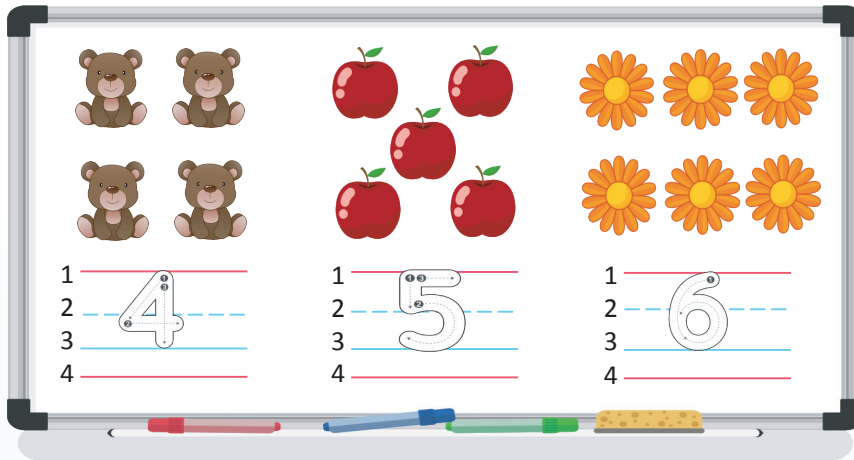
## Writing

I will learn:

4, 5, 6, brown, orange



Count and colour



Trace and copy

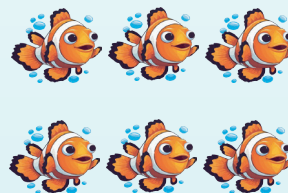
1			
2	4	5	6
3			
4			
1			
2			
3			
4			
1			
2			
3			
4			



Count and write



frogs



fish



Count and complete

There are \_\_\_\_\_ brown cookies.



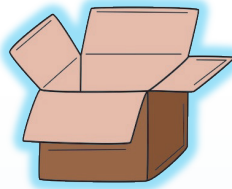
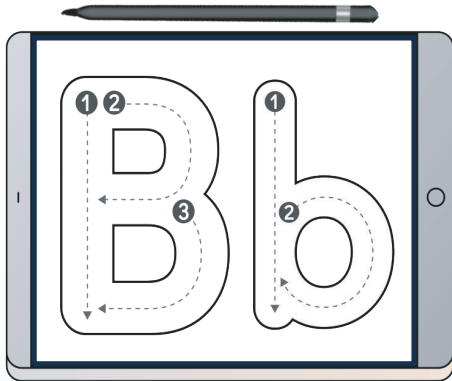
# Lesson 5

## Phonics

I will learn:

box, bat, bed, bag

Let's learn and colour



box



bag



bed

Trace and copy

Tracing practice lines for the letter B. The first row shows uppercase B with stroke order arrows, followed by four more B's for tracing. The second row shows one uppercase B for tracing. The third row shows lowercase b with stroke order arrows, followed by four more b's for tracing. The fourth row shows one lowercase b for tracing.

Circle the lowercase B



Blend, then write



bat

Blank writing lines for the word bat.



## Lesson 6

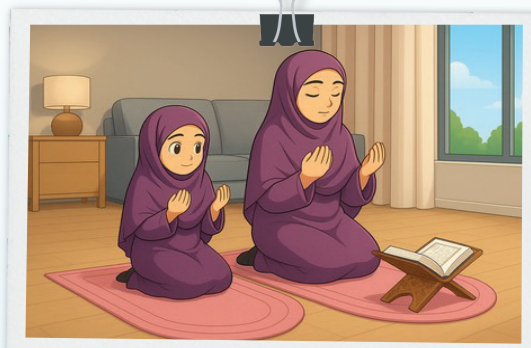
### Listening

I will learn:

Quran, go, mosque, read  
We pray..., They pray...



Listen to the recording, then discuss what you do every day

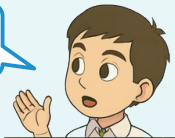


### Grammar



Ask and answer

What do you do every day?



I	We	They
 <b>I</b> go to the mosque every day.	 <b>We</b> read Quran every day.	 <b>They</b> pray every day.

### speaking



Look and say using I, we, they



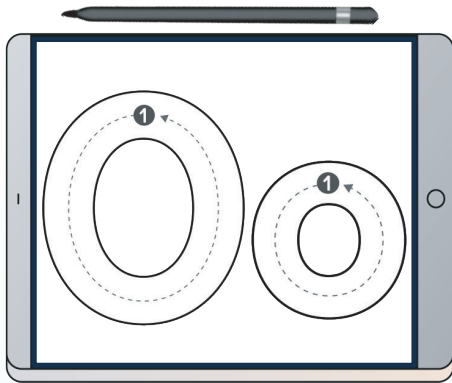
# Lesson 7

## Phonics

I will learn:

open, on, oven

Let's learn and colour



open



on



oven

Trace and copy

Tracing practice lines for the letter 'o'. Each row consists of four sets of four-lined guides (top, middle dashed, bottom, and baseline). The first set in each row shows a dashed 'o' with a numbered arrow indicating the stroke direction. The remaining three sets show a solid 'o' for tracing. The rows are labeled 1, 2, 3, 4 on the left side.

Look, circle, then write

Look	Circle		Write
	o	m	pen the door!
	b	o	The fan is range.

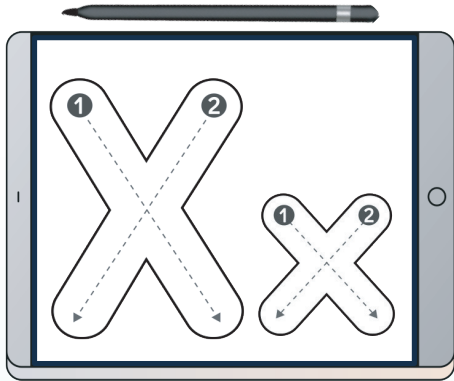
# Lesson 8

## Phonics

I will learn:

x-ray, mix, fix

Let's learn and colour



x-ray



mix



fix

Trace and copy

Tracing practice lines for the letter 'X'. Each row shows a sequence of 'X' characters on four-line guides. The first 'X' in each row has numbered arrows indicating stroke order. The rows are as follows:

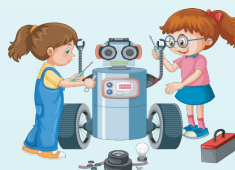
- Row 1: Uppercase 'X' tracing and copying practice.
- Row 2: Uppercase 'X' tracing and copying practice.
- Row 3: Lowercase 'x' tracing and copying practice.
- Row 4: Lowercase 'x' tracing and copying practice.

Circle the odd one out

mix



fix



cat



six



Unscramble then write

X

O

f

=

Blank lines for writing the unscrambled word.


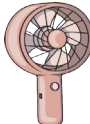



# Lesson 9


## Reading

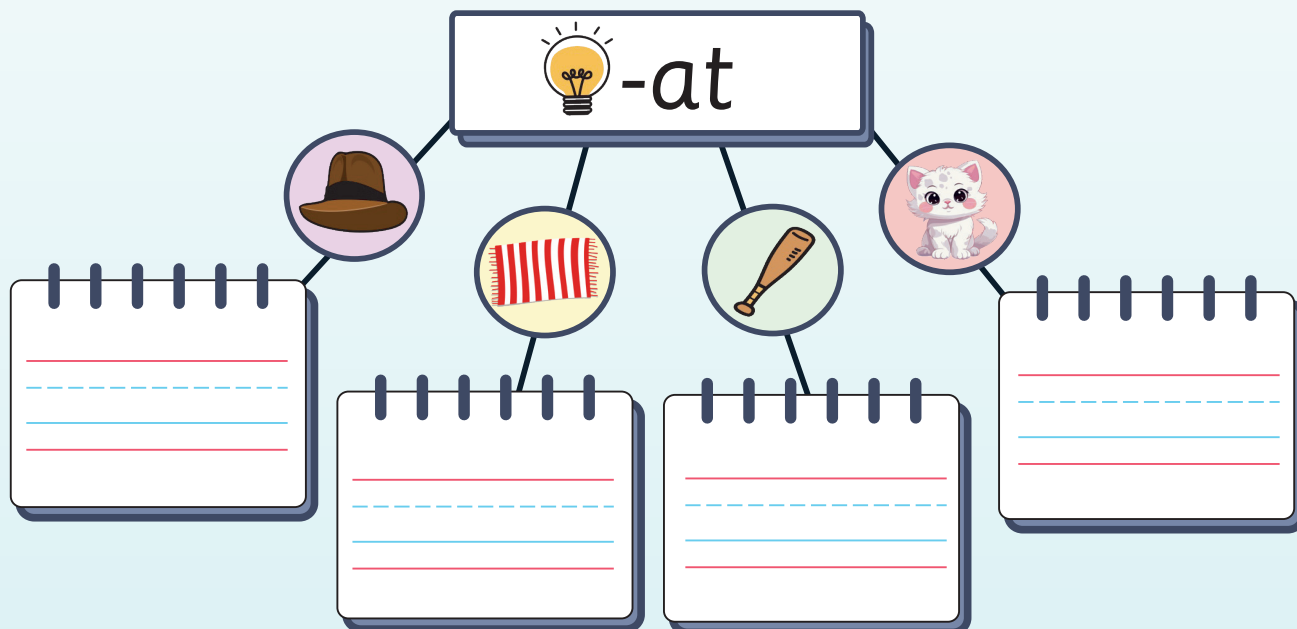



 Read and tick true or false

	✓	✗
 This is my bag.	<input type="radio"/>	<input type="radio"/>
 I can see a fan.	<input type="radio"/>	<input type="radio"/>
 The cat is on the mat.	<input type="radio"/>	<input type="radio"/>

## Writing

 Write a list of words that end with 'at'



 Use a word from the list to complete the sentence

I can see a \_\_\_\_\_

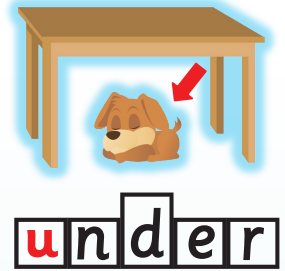
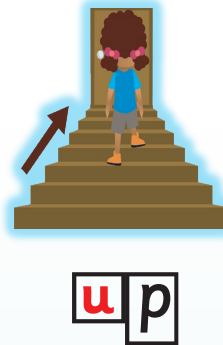
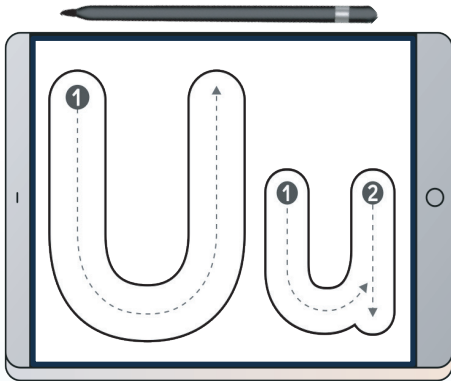
## Lesson 10

### Phonics

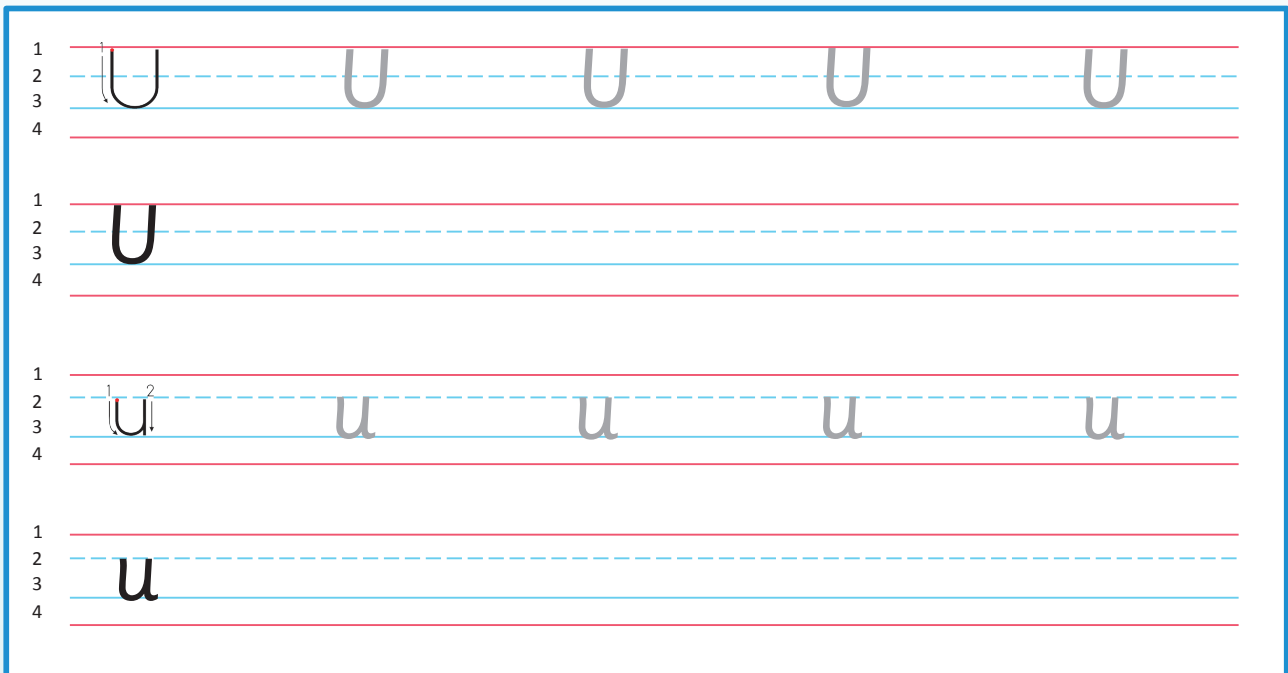
I will learn:

up, under, umbrella, upset

 Let's learn and colour



 Trace and copy

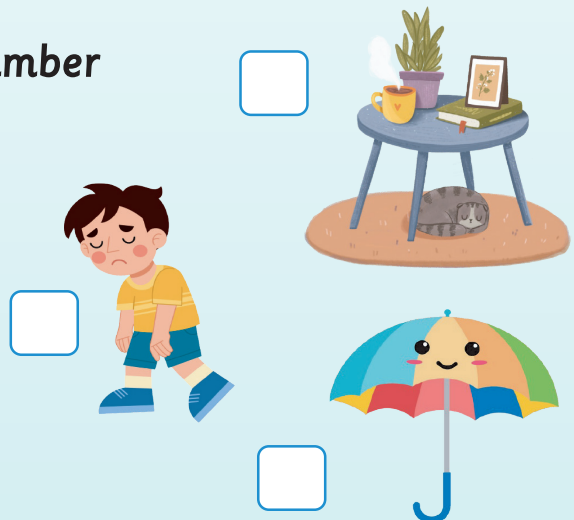


  Read, then write the correct number

1. This is an **u**mbrella.

2. The cat is **u**nder the table.

3. He is **u**pset.



# Fun with Writing Activities



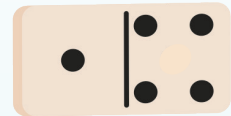
Trace and copy

F f M m B b



O o X x U u

4 5 6



men bat bag



Trace and complete

This is a mat.



This is

It is a fan.



It is



## Progress Test

### Reading

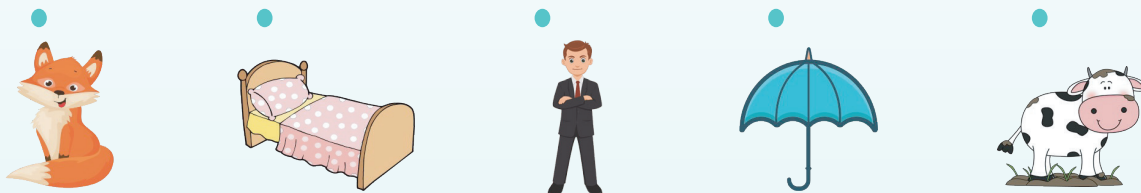
A) Match the uppercase letters with the lowercase letters

F M B O U

b f m u x o

B) Match letters to pictures

m f b u



C) Circle the correct word



sisters

brother

father



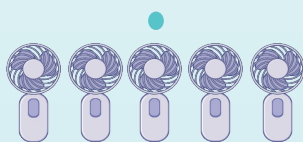
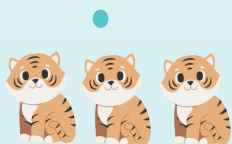
brown

orange

blue

D) Match numbers to pictures

4 5



## Progress Test

### Writing

A) Copy the following

M m B b O o X x

4

5

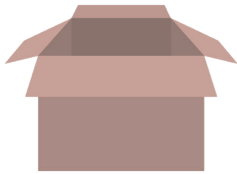
6

bat

fan

cut

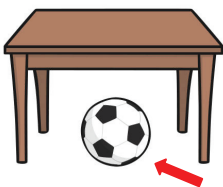
B) Write the missing initial letters



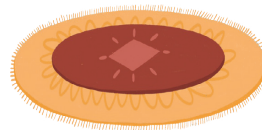
ox



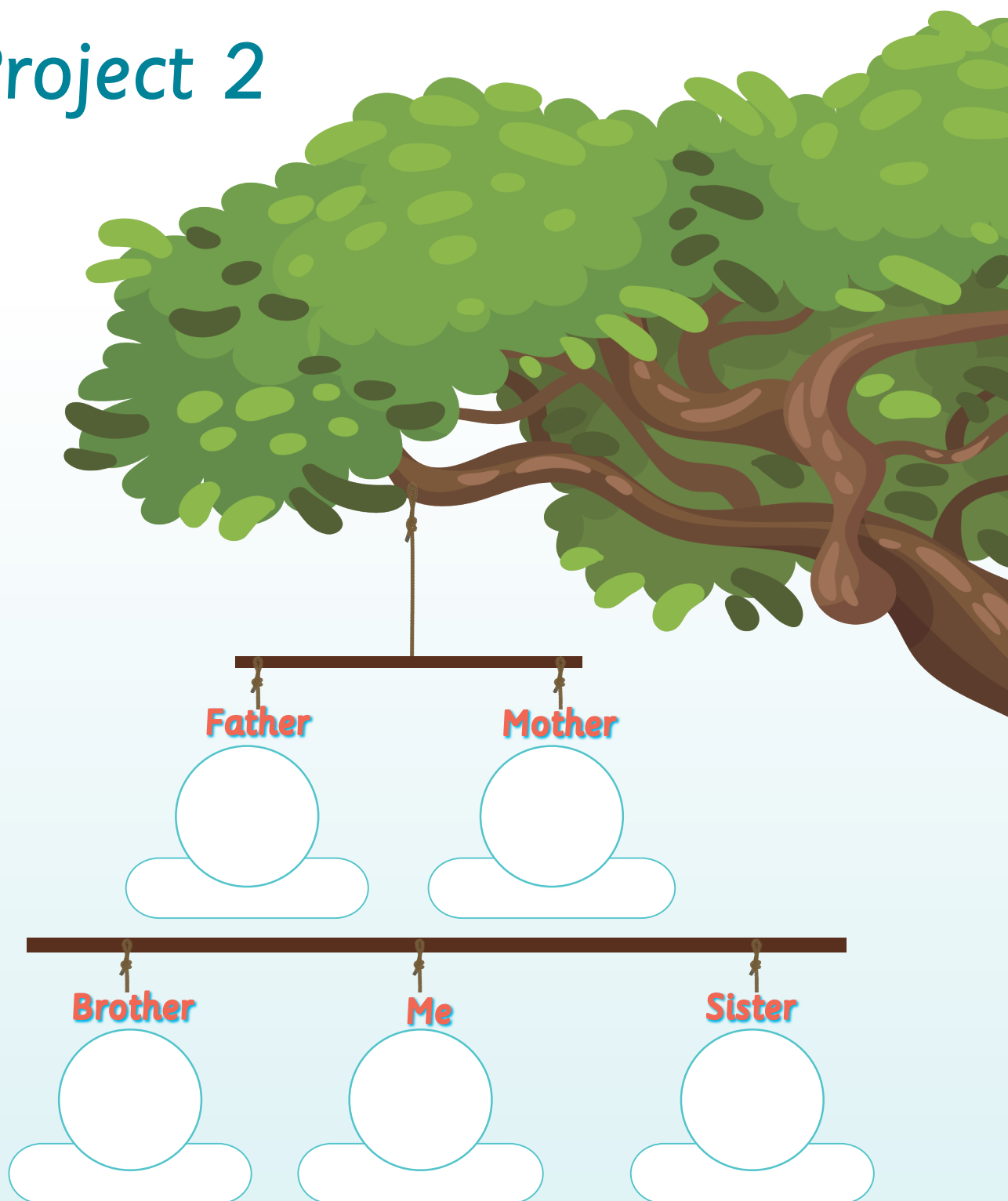
oot



nder



at



Create a family tree using  
pictures/drawing, then present it to  
your class



# Songs



## “My Family” song

This is my father he is so kind, This is my mother she  
has a bright mind, This is my brother he loves to play  
This is my sister she sings all day

This is her father he works all night, This is his mother  
her smile's so bright, This is her brother he jumps so  
high, This is his sister she dreams to fly.



## “Daily Routine” song

We wake up and wash our face, Go to the mosque, a  
peaceful place. We pray to Allah, then read Quran, Start  
the day with a good plan.

We go to school, we learn and play, We pray on time five  
times a day. We read Quran with voice so clear, We love  
Allah and hold him dear.



# Songs



## Letter “O” song

O is for orange, round and bright—/o/ /o/! O is for owl that flies at night—/o/ /o/! O is for olive, green and small, I can name them one and all! Learning O is such a great delight—/o/ /o/!

O is for ox, so big and slow—/o/ /o/! O is for open, now let's go—/o/ /o/! Say “Bismillah” on our way, Every time, we smile and pray. O is for peace wherever we go—/o/ /o/!



## Letter “M” song

M is for moon that shines so bright, Shines so bright, shines so bright. M is for moon that shines so bright, In the peaceful night.

M says /mmm/, come sing with me, Words with M are fun to see! M says /mmm/, like milk and more, Let's find M words to explore!

M is for mosque, calm and true, Calm and true, calm and true. M is for mosque, calm and true, Where we go to pray.



# Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	phonics	Values	Songs	
Unit Three My House	<ul style="list-style-type: none"><li>•Asking and answering questions about locations and positions</li><li>•Describing objects to identify colours</li><li>•Counting and using numbers 7-8</li><li>•Describe a house and its furniture</li></ul>	<ul style="list-style-type: none"><li>•Present simple tense</li><li>•Prepositions of place (on, in, under)</li><li>•Wh-questions (Where is...? What colour is/are...)</li><li>•Demonstratives (singular) (this, that)</li></ul>	<ul style="list-style-type: none"><li>•Household items</li><li>•Numbers</li><li>•Colours</li><li>•Target Sound words</li></ul>	<ul style="list-style-type: none"><li>•(Dd) /d/</li><li>•(Gg) /g/</li><li>•(Ii) /ɪ/</li><li>•(Kk) /k/</li><li>•(Qq) /kw/</li><li>•(Ww) /w/</li><li>•(Yy) /j/</li></ul>	<ul style="list-style-type: none"><li>•Preserving public property</li><li>•Cleanliness</li></ul>	<ul style="list-style-type: none"><li>•My House</li><li>•Prepositions</li><li>•Letter “K” song</li><li>•Letter “W” song</li></ul>	
					21 <sup>st</sup> Century Skills		
							<ul style="list-style-type: none"><li>•Analysis and Synthesis</li><li>•Presentation</li></ul>
	Project	• Build A House Using A Shoebox					



# Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	phonics	Values	Songs
Unit Four My School	<ul style="list-style-type: none"> <li>• Responding politely to requests</li> <li>• Talking about actions</li> <li>• Describing colours / actions</li> </ul>	<ul style="list-style-type: none"> <li>• Present continuous</li> <li>• Modal verb can for a polite request</li> <li>• Present simple</li> </ul>	<ul style="list-style-type: none"> <li>• School Items</li> <li>• Actions</li> <li>• Colours</li> <li>• Numbers</li> <li>• Target Sound words</li> </ul>	<ul style="list-style-type: none"> <li>• s/s/</li> <li>• r /r/</li> <li>• J/dʒ/</li> <li>• p/p/</li> <li>• n/n/</li> <li>• v/v/</li> <li>• z /z/</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting teachers</li> <li>• Collaboration</li> <li>• Friendship</li> <li>21<sup>st</sup> Century Skills</li> <li>• participation</li> <li>• teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Let's count</li> <li>• Magic words</li> <li>• Letter "S" song</li> <li>• Letter "R" song</li> </ul>
Project	• Create Your Own School Bag Using Coloured Papers					

# Unit

## 3 My House



### Learning Outcomes

#### Listening and Viewing:

- Identify and distinguish phonemic sounds in basic letter blends (d, g, i, k, q, w, y) as introduced in phonics instruction.
- Follow spoken instructions and expressions related to rooms and household objects using visual support.
- Recognise simple factual details while listening, such as numbers (7, 8) and colours (green, yellow, pink).

#### Speaking and Representing:

- Demonstrate accurate pronunciation of key consonants and vowels (/d/, /g/, /i/, /k/, /kw/, /w/, /j/) in familiar words related to the house.
- Use simple words and phrases to describe household items and locations using appropriate grammar (e.g., prepositions and Wh-questions).
- Ask and answer Wh- and Yes/No questions about object locations using correct grammar.
- Participate in collaborative conversations with peers about familiar settings using picture prompts.
- Describe known places and objects in the house using short spoken sentences with visual support.



### Learning Outcomes

#### Reading and Viewing:

- Recognise and pronounce letter sounds and names in decodable words using the target phonemes (/d/, /g/, /l/, /k/, /kw/, /w/, /j/).
- Read and understand common sight words and apply phonemic skills to decode CVC and other simple words related to household settings (e.g., key, wall, door).
- Read familiar words, short phrases, and simple sentences connected to home environments.
- Use icons and picture prompts to support understanding of words related to the house.

#### Writing and Representing:

- Copy and write letters, numbers and familiar words or sentences using clear and legible handwriting.
- Spell words correctly by applying phonics knowledge, letter-sound relationships, and picture cues.
- Write short descriptive sentences using prepositions and subject-verb-object structure.
- Apply basic grammatical rules in writing tasks, including:
  - Present simple tense.
  - Prepositions of place (on, in, under).
  - Wh-questions (Where is...? What colour is/are...).
  - Demonstratives (singular) (this, that).



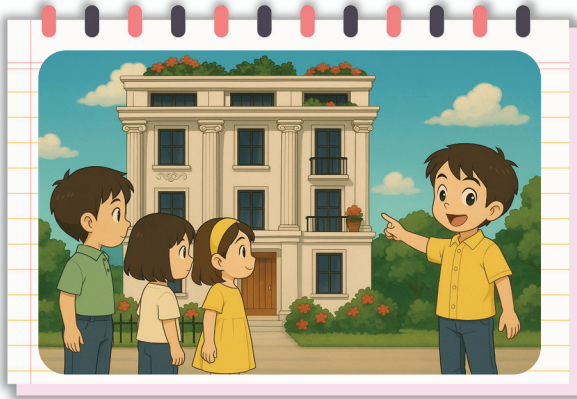
## Lesson 1

## Listening

I will learn:

house, chair, table, computer, desk  
What's this? This is ...

Listen to the recording and point



## Grammar



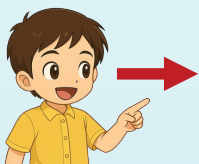
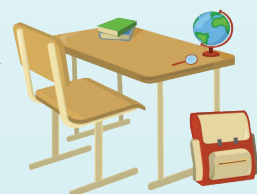
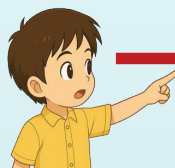
Ask and answer

What **is this**?**This is** a chair.What **is that**?**That is** a computer.

## Speaking



Look and say

**This is** a table.**That is** a desk.

## Lesson 2

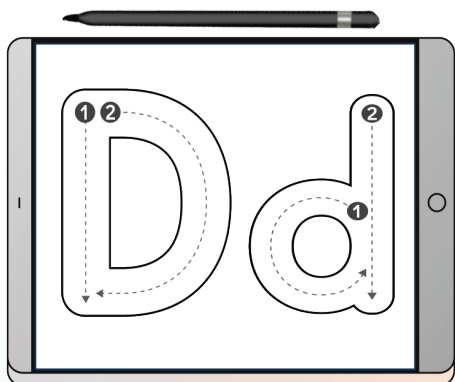
### Phonics

I will learn:

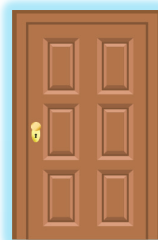
draw, door, doll, duck



Let's learn and colour



duck



door



doll



Trace and copy

Tracing practice lines for uppercase D and lowercase d. Each row has four sets of lines (top, middle dashed, bottom) and a number 1 indicating the starting point for the first stroke. The first set of lines includes a tracing guide for uppercase D and lowercase d, followed by three sets of empty lines for copying. The second set of lines includes a tracing guide for uppercase D, followed by three sets of empty lines for copying. The third set of lines includes a tracing guide for lowercase d, followed by three sets of empty lines for copying. The fourth set of lines includes a tracing guide for lowercase d, followed by three sets of empty lines for copying.



Read and complete



This is my \_\_\_\_\_ oll.



That is my \_\_\_\_\_ ar.

# Lesson 3

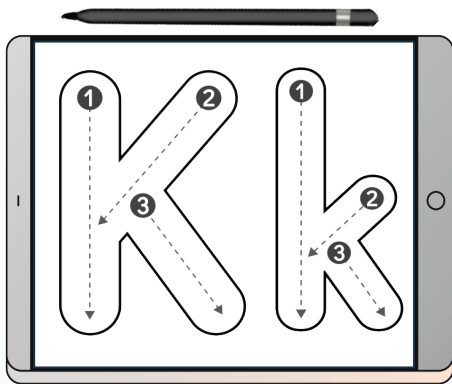
## Phonics

 Let's learn and colour

I will learn:

key, king, kite, kick, green

This is her... / This is his...



key





kick



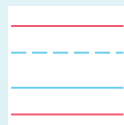
kite

 Trace and copy

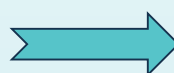
Tracing practice lines for uppercase K and lowercase k. Each row shows a guide with stroke numbers and arrows, followed by four dashed versions for tracing. The first row is for uppercase K, the second for lowercase k. The third row is for uppercase K, and the fourth for lowercase k.



  Read, then write the missing initial letter

k



ing



  Read and complete

This is my sister Kim .

Her \_\_\_\_\_ ite is green.





## Lesson 4

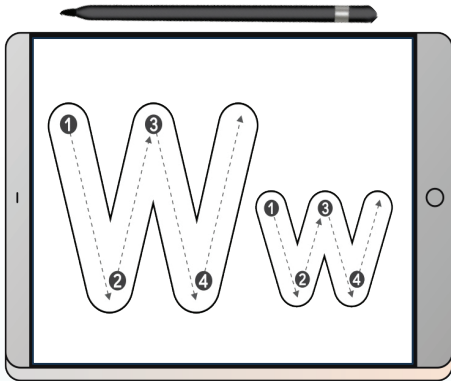
### Phonics

I will learn:

wet, walk, window, wall



Let's learn and colour



wet



walk



window



Trace and copy

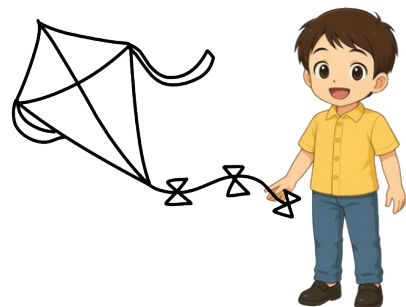
Tracing practice for the letter 'W' on four sets of handwriting lines (top, middle dashed, bottom). Each set includes a model 'W' with stroke order numbers (1, 2, 3, 4) and several grey 'W's for tracing.



Read and complete

This is his \_\_\_\_\_ ite.

The \_\_\_\_\_ ite is \_\_\_\_\_ hite .



## Lesson 5

### Listening

I will learn:

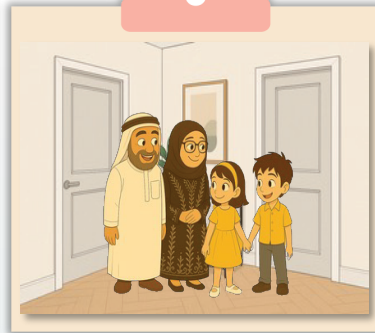
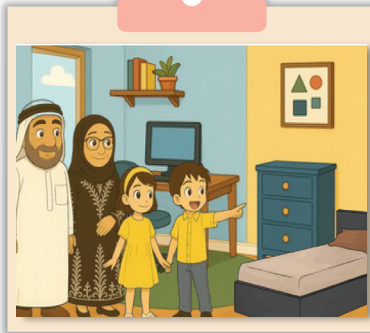
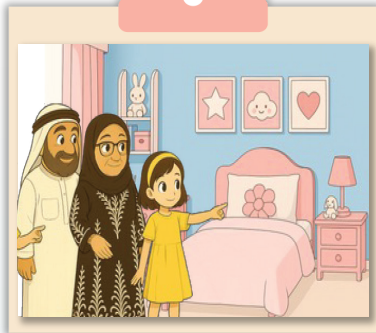
bedroom, pink, clean, neat

What colour *is*...? *It is* ...

What colour *are*...? *They are* ...



Listen to the recording, then number



### Grammar



Ask and answer



What colour is the table?

It is brown.



What colour are the walls?

They are green.



Talk about your bedroom.



### speaking



Look and say



This *is* my bedroom.  
The walls *are* pink. I clean  
my bedroom every day.



# Lesson 6

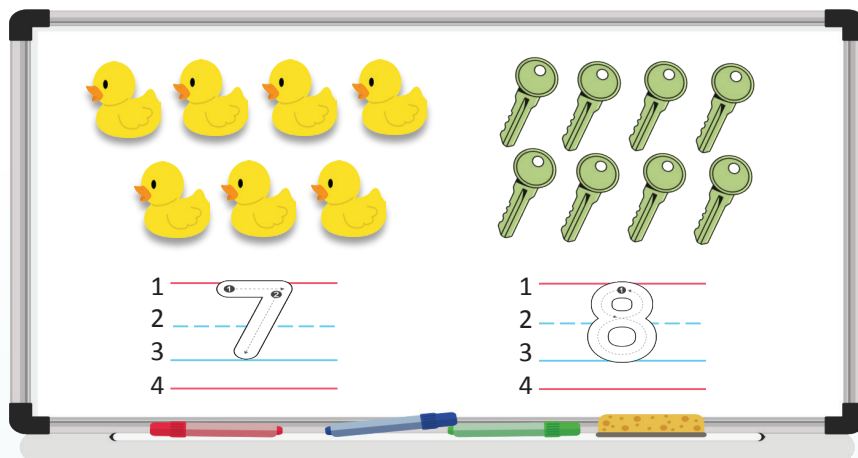
## Writing

I will learn:

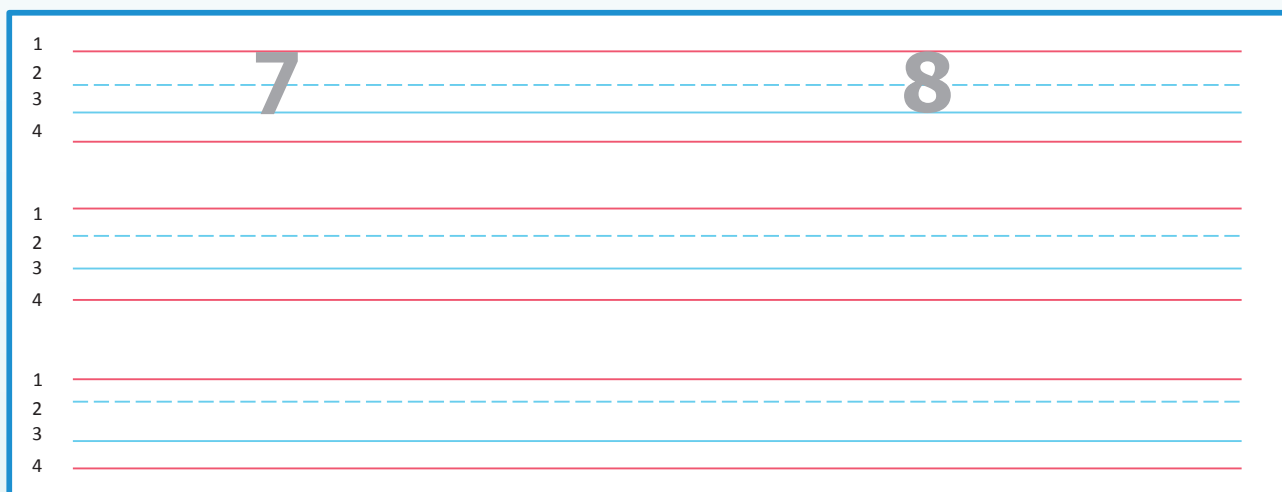
7, 8, How many ... ? There is/are ...



Count and colour



Trace and copy



Count, write, then solve

1. There is

ball.



2. There are

dolls.



3. How many cars are there?



There are






cars

## Lesson 7

### Phonics

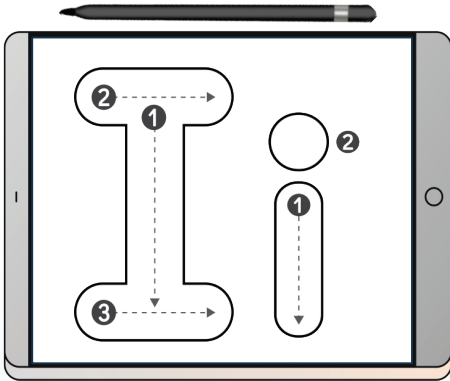


Let's learn and colour

I will learn:

in, ink, ice

Where is ... ? It is *in*, *on*, *under*, the ...



in



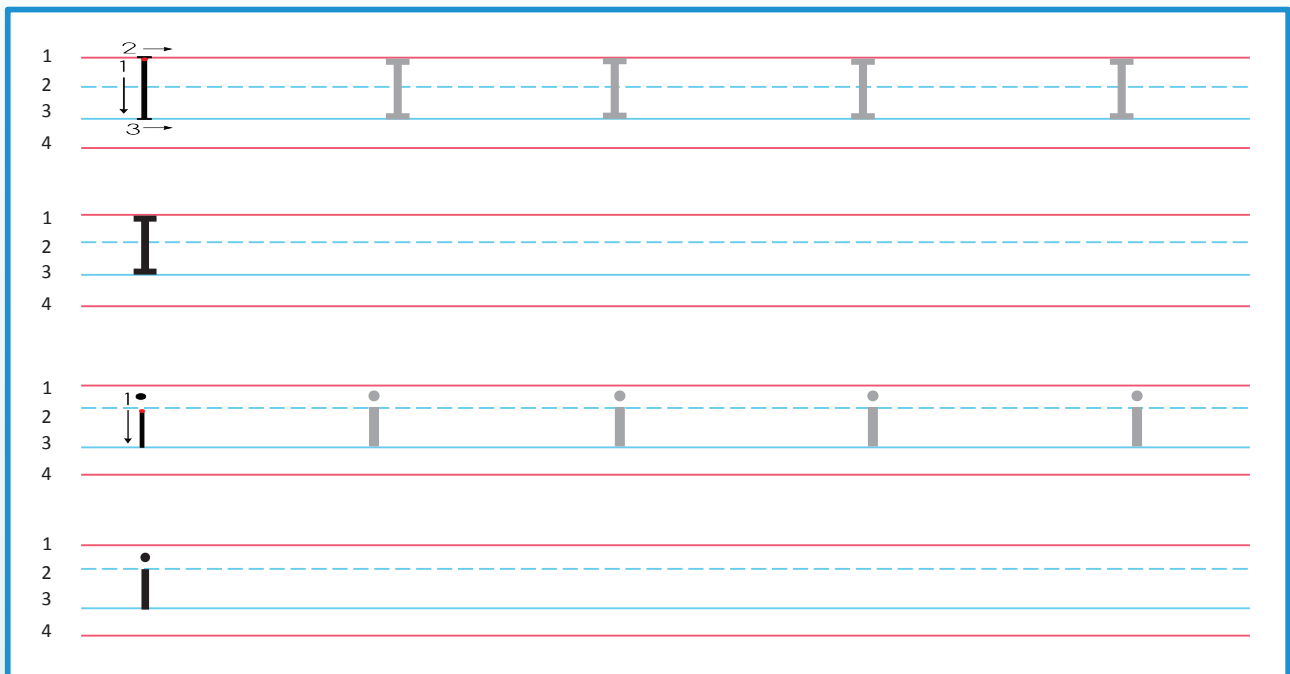
ice



ink



Trace and copy



Ask and answer



Where is the doll?



It is on the chair.



Circle the correct answer

The cat is (in – on – under) the box.



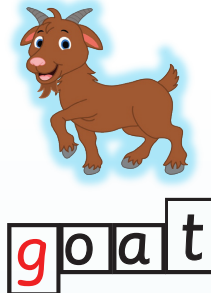
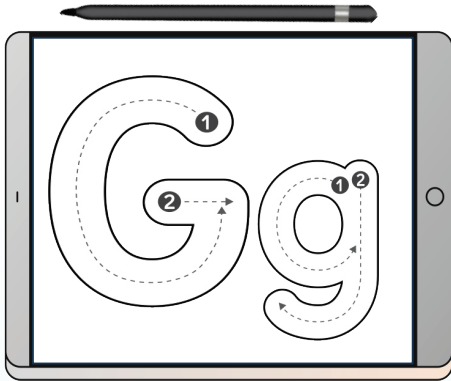
## Lesson 8

### Phonics

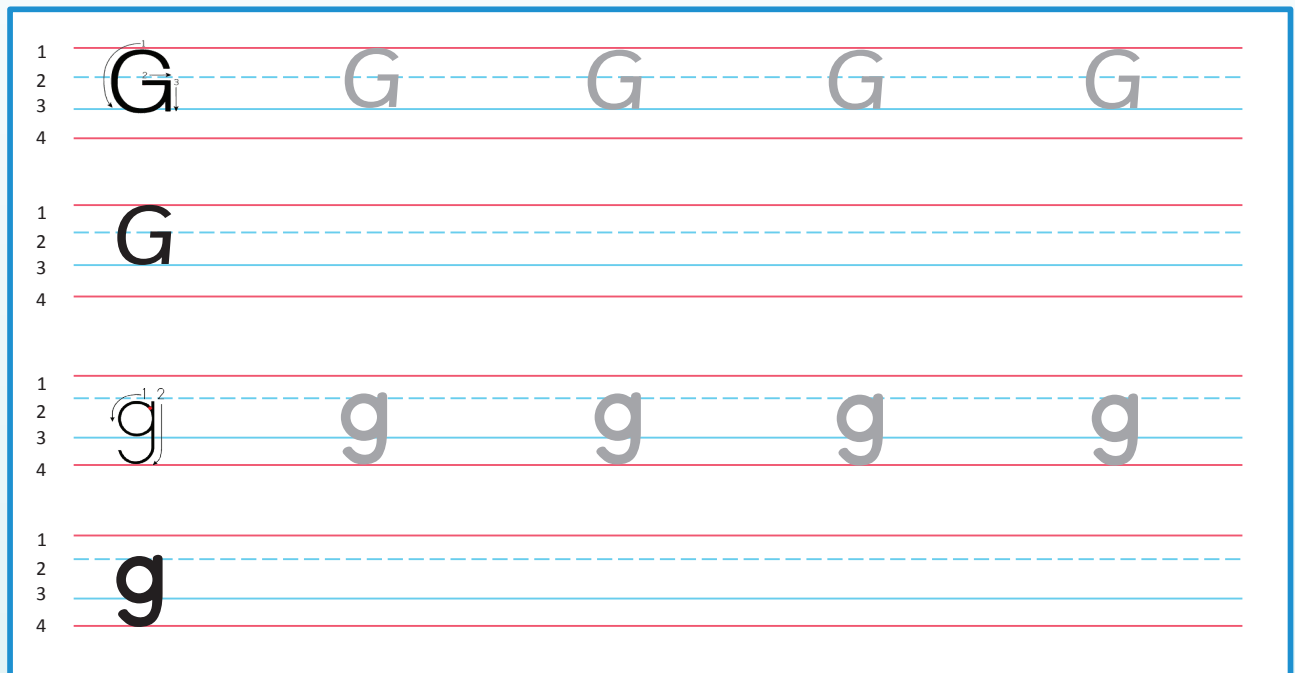
I will learn:


girl, give, go, gloves, goat

 Let's learn and colour



 Trace and copy



 Write the missing initial letters

1. The  irl  ives her friend a key.



2. They  o to bed at 8 everyday.



## Lesson 9

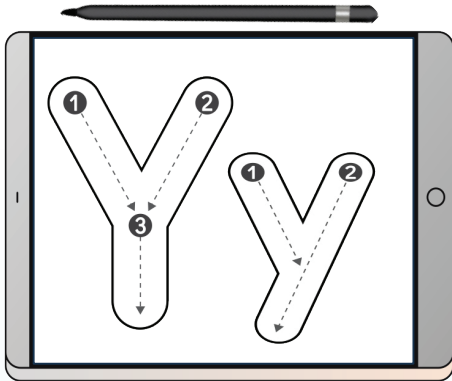
### Phonics

I will learn:

yoyo, yes, yellow, yarn



Let's learn and colour



y o y o



y a r n



y e s

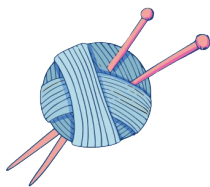


Trace and copy

1	2	3	4					
1	2	3	4					
1	2	3	4					
1	2	3	4					



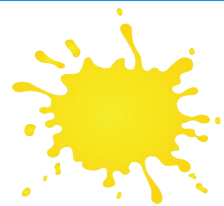
Circle the correct answer



desk

yarn

kitchen



white

green

yellow



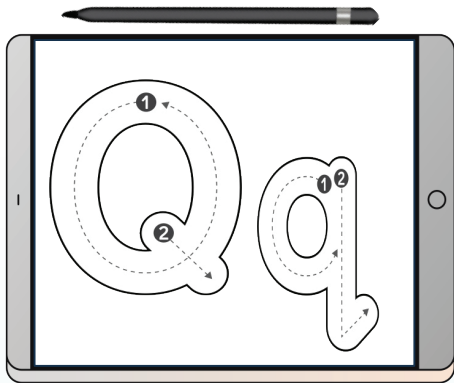
# Lesson 10

## Phonics

I will learn:

queen, quiet, quilt

Let's learn and colour



queen Quran quilt

Trace and copy

Tracing practice lines for the letter 'Q' and 'q'. Each row shows a dashed letter for tracing followed by solid letters for copying. The rows are labeled 1, 2, 3, and 4 on the left.

Row 1: Uppercase 'Q' tracing and copying.

Row 2: Uppercase 'Q' tracing and copying.

Row 3: Lowercase 'q' tracing and copying.

Row 4: Lowercase 'q' tracing and copying.

Write the missing initial letters to find the secret word



1. Can you be  uiet  
please?

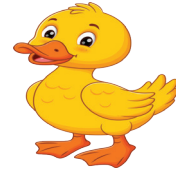


2. I read the  uran with  
my brother.

# Fun with Writing Activities

 Trace and copy

1  
2 D d Q q W w  
3  
4

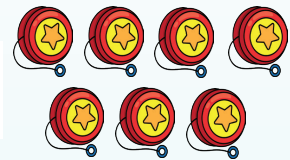


1  
2  
3  
4

1  
2 G g I i Y y  
3  
4

1  
2  
3  
4

1  
2 7 8  
3  
4





1  
2  
3  
4

1  
2 doll ice go  
3  
4



1  
2  
3  
4

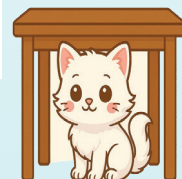
  Trace and complete

1  
2 Where is the cat?  
3  
4

1  
2 Where  
3  
4

1  
2 It is under the table.  
3  
4

1  
2 It is  
3  
4




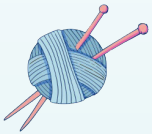



## Progress Test

### Reading



#### A) Match the uppercase letters with the lowercase letters

D	G	K	I	W	
k	d	i	g	w	a

#### B) Match letters to pictures

g	q	w	y	
				

#### C) Circle the correct word

	
<input type="text" value="table"/> <input type="text" value="wall"/> <input type="text" value="chair"/>	<input type="text" value="door"/> <input type="text" value="go"/> <input type="text" value="ink"/>

#### D) Match numbers to pictures

	7	8		
---	---	---	---	---

## Progress Test

### Writing

A) Copy the following

Q q D d G g I i

7

8

doll

wet

ink

B) Write the missing initial letters



esk



ite



ellow



ce

# Project 3



- Use recycled cardboard boxes to build a mini house.
- Create rooms.
- Use clay models for furniture.

# Songs



## “My House” song

I have a house, it's big and nice, The floor is clean,  
like shiny ice.

One room is pink, one room is blue, I love my house  
Do you love yours too?

My teddy bear is in the pink room, there is a little  
chair and books to share, the blue room is big with  
white windows, I clean it fast, I'm a star!



## “Where is the cat” song

Where is the cat, oh where can it be, Is it in the hat or  
under the tree, maybe on the chair, just wait and see

Where is the cat, oh where can it be, Is it in the bag or  
under the stool, Is it on the desk or by the pool

The sneaky little cat is breaking every rule

Where is the cat It's playing it cool





# Songs



## Letter “K” song

K, K, K is fun, Let's all sing and play!

Key to open up the door, king with crown, hooray!

Fly, fly, fly a kite, high up in the sky,

K is such a special letter, Come on, give it a try!



## Letter “W” song

W is for wet when it starts to rain, splish splash  
splash on the window pane!

W is for a walk with friends, so sweet, stomp stomp  
stomp with your happy feet!

W is for a wall so strong and tall,

We wave at W and shout, "That's all!"



# Unit

## ④ My School



### Learning Outcomes

#### Listening and Viewing:

- Identify and distinguish basic phonemic sounds in letter blends (s, r, j, p, n, v, z) through guided listening activities.
- Follow classroom instructions and school-related phrases using contextual cues and gestures.
- Recognise factual listening details such as numbers (9,10) and colours (purple, red) within spoken or visual contexts.

#### Speaking and Representing:

- Demonstrate accurate pronunciation of key consonant sounds related to school vocabulary (/s/, /r/, /j/, /p/, /n/, /v/, /z/).
- Use simple words and phrases to describe school-related objects.
- Apply basic grammar structures in speech, including the present continuous tense (e.g., I am painting) and polite modal expressions (e.g., Can I have the pencil, please? / Here you are.).
- Participate in short, structured conversations with peers about school, showing respect and turn-taking skills.
- Describe familiar classroom objects using the present continuous tense and simple phrases.
- Describe familiar classroom items or actions using picture prompts and guided support.

**Learning Outcomes****Reading and Viewing:**

- Recognise and pronounce letter names and sounds in decodable words using the letters S s, R r, J j, P p, N n, V v, and Z z.
- Read and decode common CVC words and classroom-related vocabulary with growing fluency.
- Identify and understand frequently used sight words in the context of school routines.
- Read and comprehend familiar words, short phrases, and simple sentences related to school and daily actions.
- Construct meaning from visual materials, including icons and picture cues.

**Writing and Representing:**

- Copy and write letters, numbers, familiar words, and short sentences with legible handwriting and appropriate spacing.
- Spell common words correctly using knowledge of phonics, including letter sounds and blends (e.g., pen, book, desk).
- Write short sentences using present continuous and modal "can" in a subject - verb - object format.
- Apply basic grammar rules in writing tasks, including the use of present simple and present continuous tenses.
- Participate in shared or individual writing activities with teacher guidance, contributing ideas and practising correct form.
- Show a positive attitude toward writing by making consistent efforts to improve handwriting and written output.



## Lesson 1

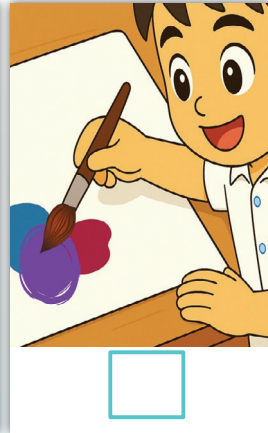
## Listening

I will learn:

art, purple, class, paint, school

What *are you doing*? I *am* ...What *is she/he doing*? *She/He* is ...

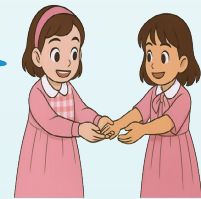
Listen to the recording, then reorder the pictures



## Grammar



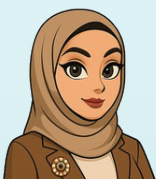
Ask and answer

What *are you doing*?I *am* painting.We *are* playing.

## Speaking



Look and say



What is she doing?

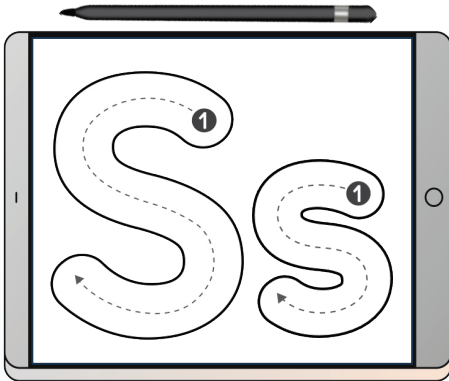


## Lesson 2

### Phonics



Let's learn and colour



s u n



s a d



s t a r



Trace and copy

1	S	S	S	S	S
2					
3					
4					
1	S				
2					
3					
4					
1	S	S	S	S	S
2					
3					
4					
1	S				
2					
3					
4					



Search, circle the words, then complete



1. six
2. sit
3. star

s	i	x	s
t	a	r	i
a	s	i	t
r	t	a	r



I can \_\_\_\_\_ wim.

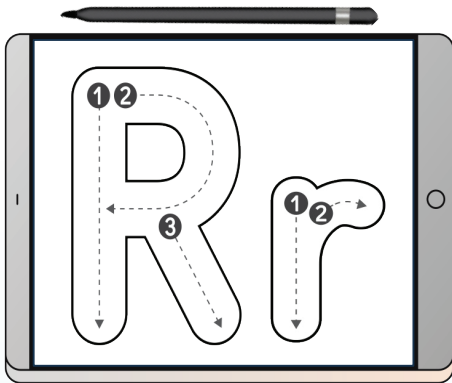
# Lesson 3

## Phonics

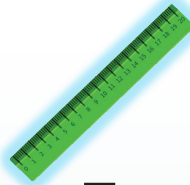
I will learn:

run, ruler, red, robot

 Let's learn and colour



r u n



r u l e r



r o b o t

 Trace and copy

Tracing practice lines for the letter 'R' and 'r'. Each row shows a sequence of letters on four-line guides (top, middle dashed, bottom, and baseline). The first row shows uppercase 'R's, and the second row shows lowercase 'r's. The first letter in each row has numbered arrows indicating stroke order. The remaining letters are for tracing and copying.

  Form words to complete the sentence



I see a \_\_\_\_\_ .

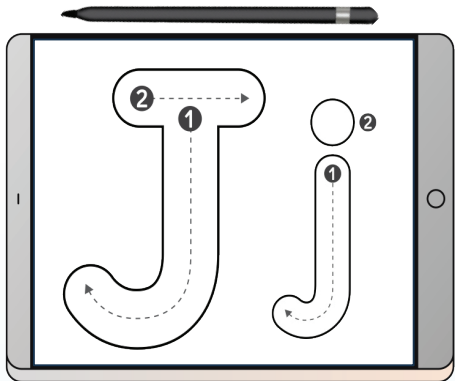


# Lesson 4

## Phonics



Let's learn and colour



I will learn:

jam, jump, jelly, jar

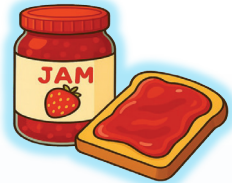
What **does** he/she do? He/She jumps.



jar



jelly



jam







Trace and copy

Tracing practice lines for uppercase J and lowercase j. Each row shows a sequence of letters for tracing, followed by blank space for copying. The letters are placed on a four-line grid (1, 2, 3, 4).



Use the pictures to read the story, then number

**1**  every day. Jana likes **2** . There is a **3**  of **4**  on the table in her room.

☐ jam

☐ jumps

☐ jelly

☐ jar

## Lesson 5

### Listening

I will learn:

pencil, book, eraser, pen, board

Can I have a/an ... ? Here you are. / Thank you.



 Listen to the recording and number



### Grammar



Ask and answer



Can I have an eraser, please?



Thank you.

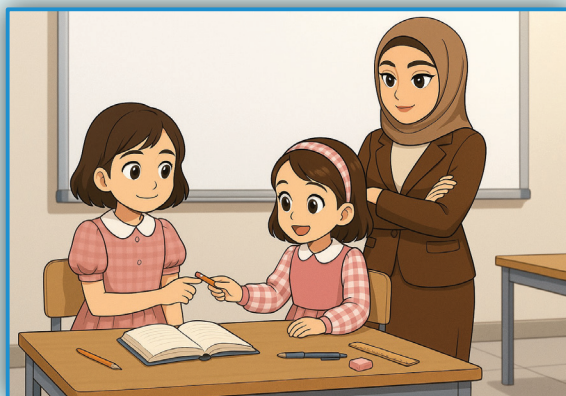
Here you are.



### speaking



Look and say



Can I have a ruler, please?



# Lesson 6

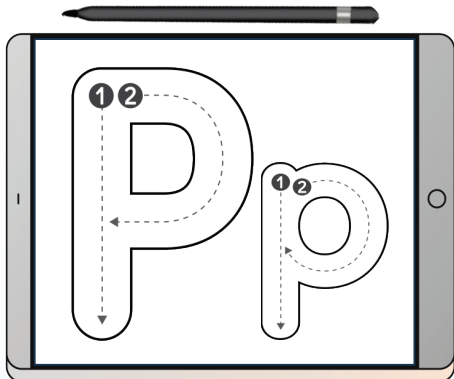
## Phonics

I will learn:

pan, plane, push, pull



Let's learn and colour



plane



pull



push



Trace and copy

1	2				
2	P	P	P	P	P
3					
4					
1					
2	P				
3					
4					
1					
2	p	p	p	p	p
3					
4					
1					
2	p				
3					
4					



Read and write 4 words that start with the letter (p) in the table below

I pull my toy box in my room. I push the toy box under the bed. I fly my purple plane around the room.




## Lesson 7

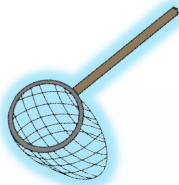
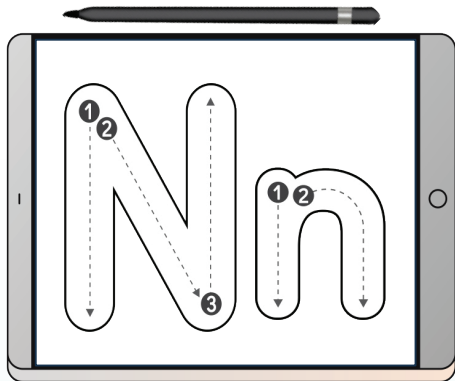
### Phonics

I will learn:

net, nuts, nest, nap

What is it doing? It is ...

 Let's learn and colour



net

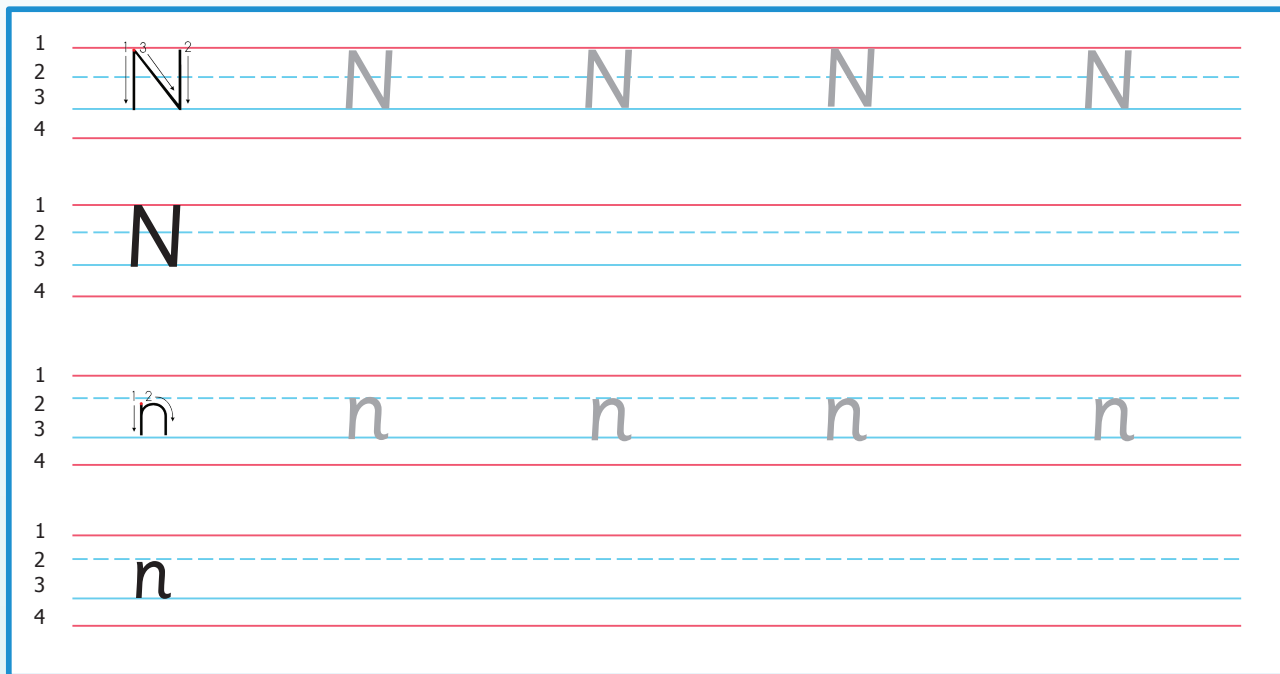


nap



nest

 Trace and copy



  Read and complete the missing initial letters

1. It is eating  uts.



2. She is pointing at her  ose.



# Lesson 8

## Writing

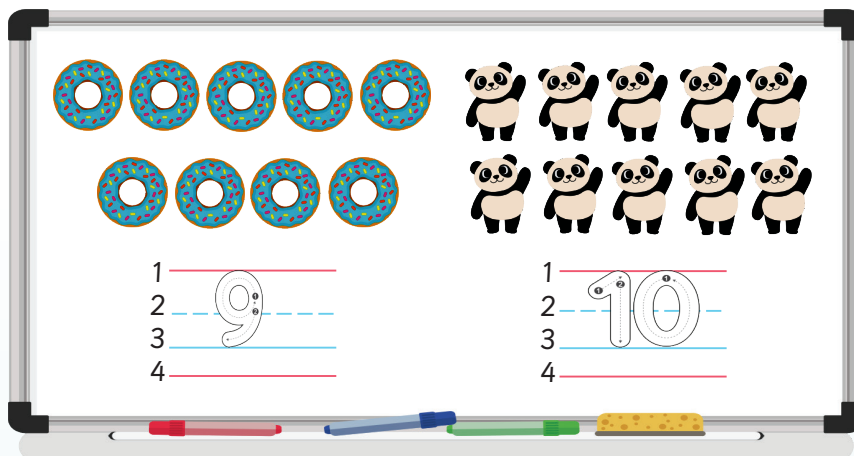
I will learn:

9, 10

How many ... ? There is/are ...



Count and colour

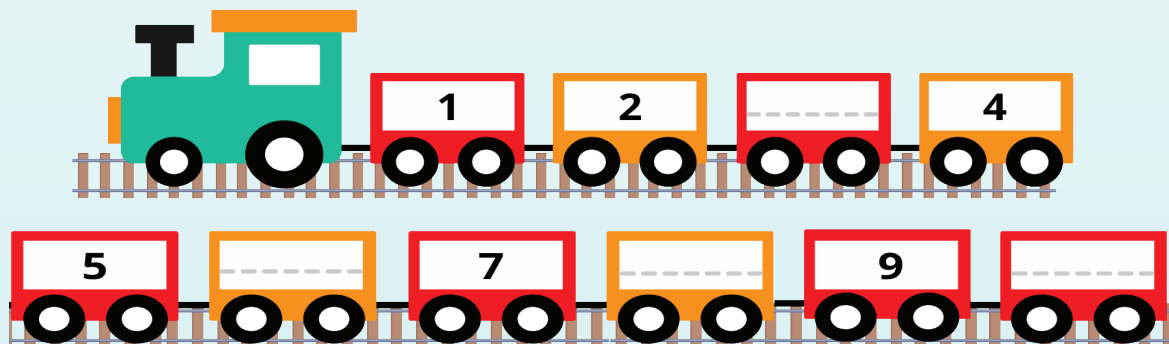


Trace and copy

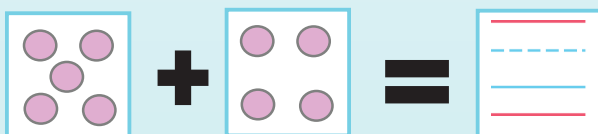
Handwriting practice lines for the numbers 9 and 10. The first row shows the numbers 9 and 10 on a four-line grid (1, 2, 3, 4). The second and third rows are empty for tracing and copying practice.



Count and write



Solve then write



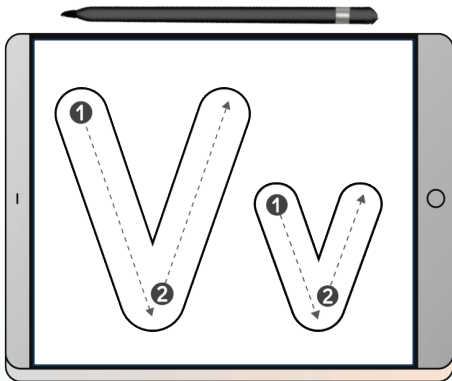
## Lesson 9

### Phonics

I will learn:

van, vase, vet, vest, visit

 Let's learn and colour



van





vet



visit

 Trace and copy

Tracing practice lines for the letter 'V'. Each row shows the letter 'V' on a four-line grid (1, 2, 3, 4) with numbered arrows indicating stroke order. The first row shows uppercase 'V' and the second row shows lowercase 'v'. The third row shows uppercase 'V' and the fourth row shows lowercase 'v'. Each row contains a tracing guide followed by four copies of the letter for tracing.

  Read and complete

We \_\_\_\_\_ visit the \_\_\_\_\_ et with our cat.

We go there by \_\_\_\_\_ an.





## Lesson 10

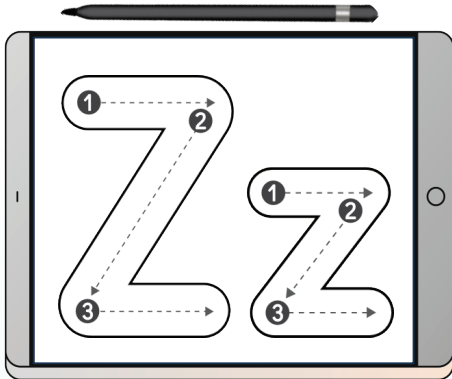
### Phonics



Let's learn and colour

I will learn:

zoo, zebra, zero



zebra

zero

zoo



Trace and copy

Tracing practice lines for uppercase Z and lowercase z. Each row shows a sequence of letters on four-line guides (top, middle dashed, bottom, and baseline). The first letter in each row has stroke order arrows. The letters are: Z, Z, Z, Z, Z (uppercase) and z, z, z, z, z (lowercase).



Read and tick ✓ or ✗

1. The zebra is black and white.

☐

2. We go to the zoo every day.

☐

3. I have 3 apples in my bag.

☐

# Fun with Writing Activities



Trace and copy



1 He is eating.  
2  
3  
4

1  
2  
3  
4

1 It is a red pen.  
2  
3  
4



1  
2  
3  
4

1 Can I have your book, please?  
2  
3  
4

1  
2  
3  
4

1 Here you are.  
2  
3  
4

1  
2  
3  
4

1 Thank you.  
2  
3  
4

1  
2  
3  
4








## Progress Test

### Reading



#### A) Match the uppercase letters with the lowercase letters

S	N	R	z	P	
n	r	z	s	p	a

#### B) Match letters to pictures

n	v	p	z	
				

#### C) Circle the correct word

					
red	rose	ruler	sad	run	sit

#### D) Match numbers to pictures

9	10	
		

## Progress Test

### Writing

A) Copy the following

R r J j N n Z z

9 10

art star class

B) Write the missing initial letters



ad



am



un



lane

# Project 4



## My School Bag



### Instructions:

1. Create your own school bag using coloured papers.
2. Cut out shapes of school items like a pen, pencil, book, ruler, and eraser.
3. Colour and decorate each item with crayons or markers.
4. Glue or tape the items inside your paper school bag.
5. Show and tell! Say what you have in your bag using simple sentences.



# Songs



## Letter “S” song

(S) is a letter that's fun to say , (S) is with us every day!  
 (S) is for sun that shines so bright,  
 Warming the world with golden light  
 (S) is for school, we learn and play,  
 With friends and teachers every day  
 (S) is for swim, we splash around, in the pool where fun  
 is found!

Sometimes I feel a little sad,  
 But a smile soon makes me glad.  
 (S) is a letter that's fun to say  
 Let's sing the S song every day!



## “Magic words” song

When I want a turn, " say "please,"  
 It's the magic word with so much ease!  
 "Please" is gentle, bright and sweet, It makes new friends  
 each time we meet!  
 (Clap-clap!) Please and thank you, every day, Magic words  
 we like to say!

Please and thank you, loud and clear,  
 They bring us joy and happy cheer! When you help me, I  
 say "thanks" with happy hearts and smiling ranks!  
 Kindness grows in what we do, so I'll say a big "thank  
 you" too!





# Songs



## Letter “R” song

(R) is a letter, fun as can be!  
 (R) is for ruler, straight and long,  
 We use it right and sing this song!  
 (R) is for red, so bright and bold,  
 Like apples and hearts  
 (R) is for run, we move our feet,  
 Running and laughing down the street!  
 (R) is for rose, it smells so sweet,  
 Red and rosy, what a treat!  
 (R) is a letter, fun as can be! now you know,  
 Let's sing it fast, then nice and slow!



## “Let’s count ” song

Let's count the numbers, come and play!  
 1 to 10, hooray, hooray! 1 is the sun, shiny and bright.  
 2 are birds taking flight, 3 is a triangle, pointy and fun.  
 4 are wheels that roll and run! 5 fingers wave, say hello.  
 6 shells lying in a row, 7 stars twinkle in the sky.  
 8 spider legs go walking by! 9 balloons floating again, 10 is  
 here — now clap to ten!

Let's count again and shout “Yay!”, We love numbers  
 every day!



# Credits and Acknowledgments



## Design and Layout

The overall design and layout of this book were created using Canva.

## Fonts Used

This book uses the following fonts: Primary Sassoon and Century Gothic.

## Icons and Graphics

Icons and graphic elements were created using ChatGPT tools and illustrations.

## Images and Illustrations

Most images and illustrations were generated with the assistance of ChatGPT. Additional visuals were sourced from Canva and Google.

## Songs and Lyrics

The lyrics of the songs were generated with ChatGPT, and the songs were created using Sono.

## Audio Material

The scripts for the audio tracks were generated by ChatGPT, and the audio tracks were created using Eleven Labs.

## Vocabulary Reference

Minimum word usage and age-appropriate vocabulary were carefully selected and cross-checked for CEFR level alignment using the Oxford Learner's Dictionary website ([www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com)) and the Cambridge Dictionary website ([www.dictionary.cambridge.org](http://www.dictionary.cambridge.org)).

1A

