



وزارة التربية

Ministry of Education

دولة الكويت | State of Kuwait

SKYLINE ENGLISH

Student's Book

3A





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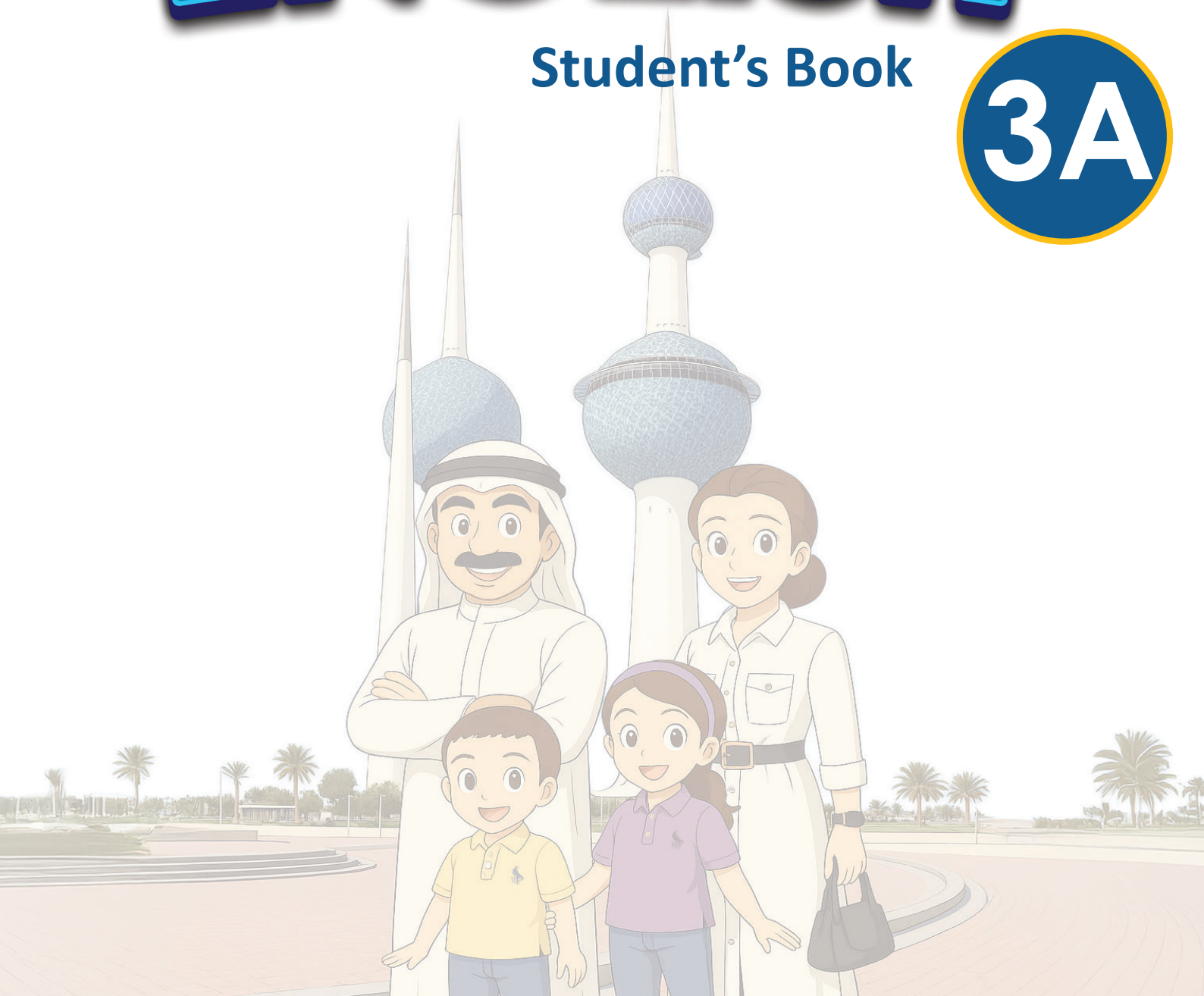
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Evaluation



PDF Book





حضرة صاحب السمو الشيخ مشعل آل أحمد آل جابر آل صباح
أمير دولة الكويت

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 behaviour
- 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.

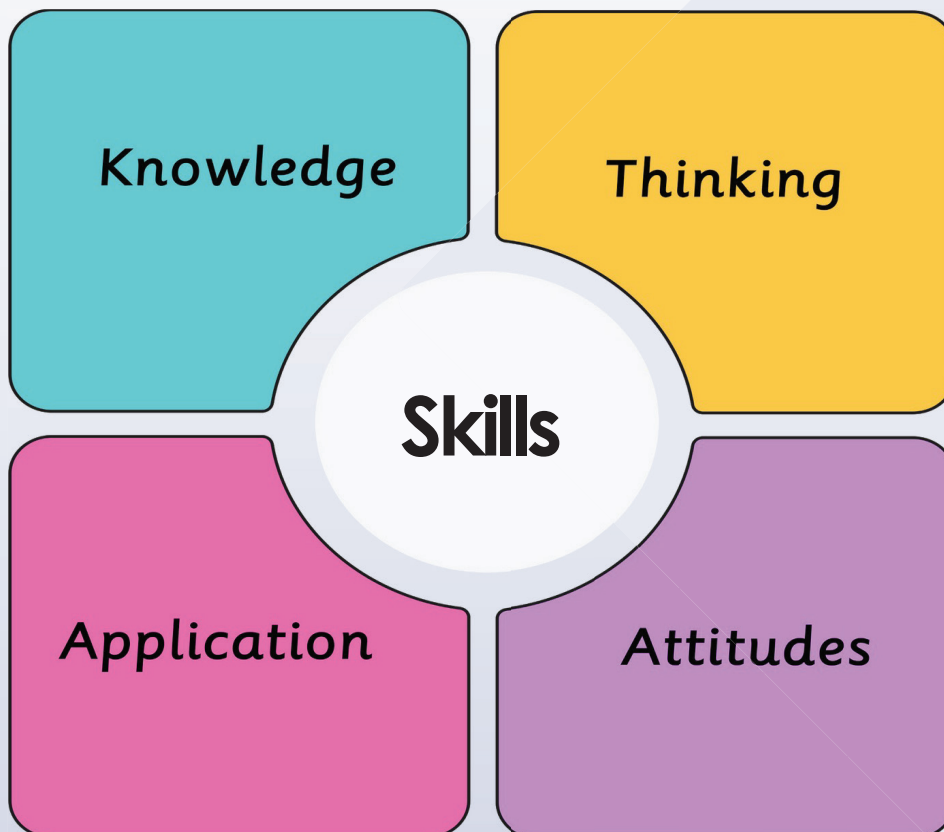
Introduction



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 Three Curriculum Standards





Icon Guide



1. listen



2. say / speak



3. read



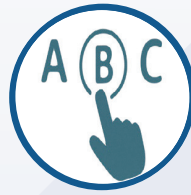
4. write



5. look



6. ask & answer



7. circle/choose



8. match/connect



9. trace



10. trace & copy



11. blend



12. complete



13. solve



14. draw



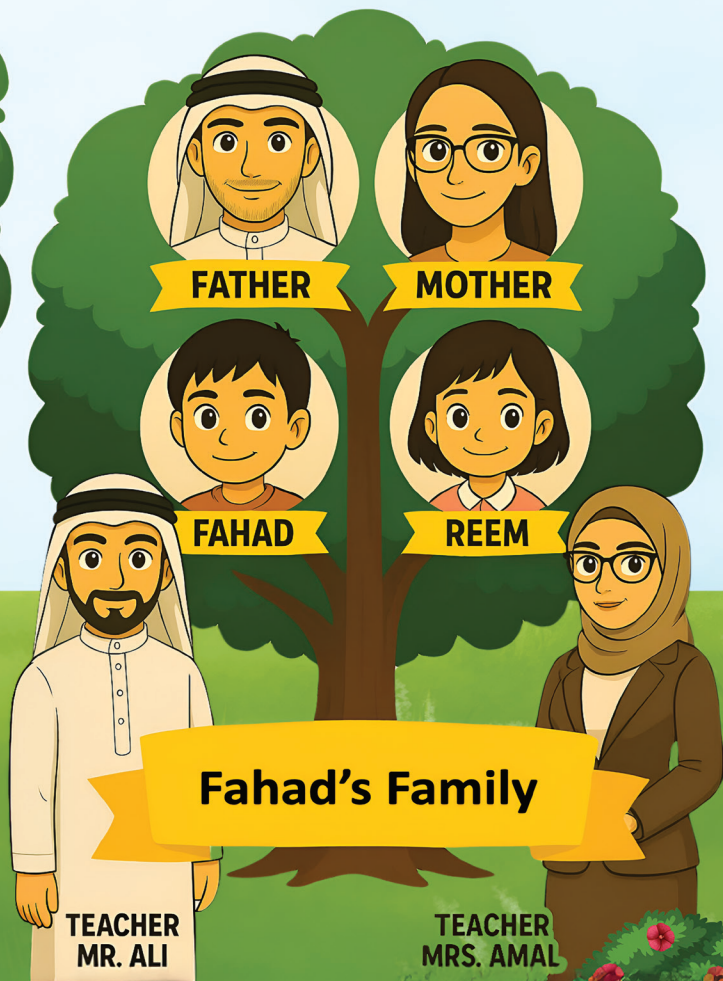
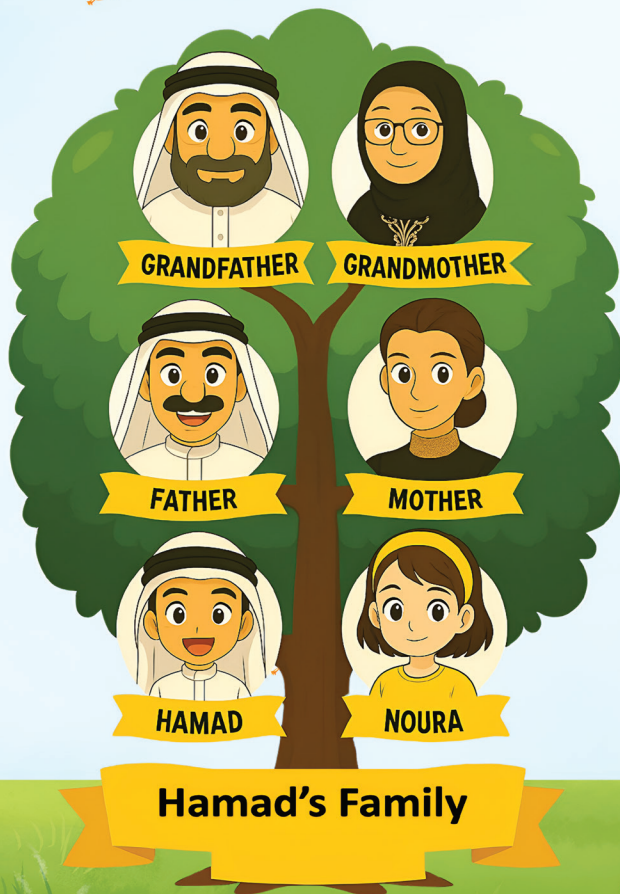
15. colour



16. count



MEET OUR CHARACTERS

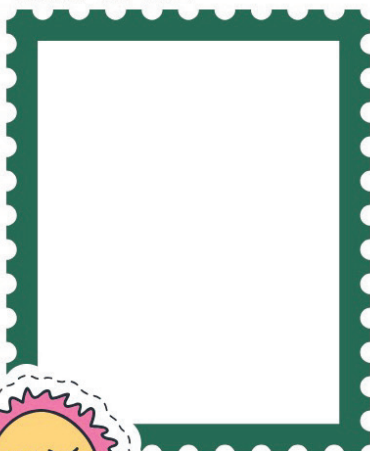




ALL ABOUT ME



THIS IS ME



NAME:

BIRTHDAY:

AGE:

COUNTRY



FAVOURITE

- **FOOD:**
- **GAME:**
- **SPORT:**

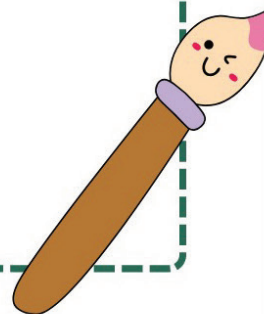


MY FRIENDS

- 01.
- 02.
- 03.



WHEN I GROW UP, I WANT TO BE :



Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit One All About Kuwait	<ul style="list-style-type: none"> Greetings and responses Asking for and giving information Describing places and attractions 	<ul style="list-style-type: none"> Present Simple Future with will Sequence Adverbs 	<ul style="list-style-type: none"> Countries & Nationalities Cultural & Educational Places Landmarks in Kuwait 	<ul style="list-style-type: none"> Respect for culture appreciation of national heritage 	<ul style="list-style-type: none"> Let's Go Around Kuwait!
				21 st Century Skills	
				<ul style="list-style-type: none"> Communication, collaboration Digital literacy (via email activities) 	
Project	<ul style="list-style-type: none"> Create A Weekly Planner to Discover Famous Places to Visit in Kuwait 				

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Two My Day	<ul style="list-style-type: none">• Talking about daily routines• Telling the time• Asking for and giving information	<ul style="list-style-type: none">• Present simple• Adverbs of frequency• Simple past tense	<ul style="list-style-type: none">• Time telling• School and subjects• Antonyms	<ul style="list-style-type: none">• Responsibility• Punctuality• Self-discipline <div>21st Century Skills</div> <ul style="list-style-type: none">• Time management• Communication• Self-regulation	<ul style="list-style-type: none">• My Daily Routine
Project	My Daily Schedule Wheel				

1 All About Kuwait



Learning Outcomes

Listening and Viewing:

- Identify and imitate falling, rising, and fall-rise intonation patterns in spoken English.
- Listen to dialogues about cultural practices and answer comprehension questions using visuals and keywords.
- Understand information related to descriptions and places.
- Extract specific cultural information (locations, foods, activities) from listening texts using note-taking strategies.
- Respond to listening tasks by ticking answers or selecting the correct options.
- Follow along with listening tasks using visual and written prompts.
- Demonstrate engagement and focus while listening to stories and informational texts.
- Show appreciation for cultural content and diversity presented in listening tasks.

Speaking and Representing:

- Ask and answer questions using the present simple and future forms correctly.
- Describe cultural places and landmarks using learned vocabulary and structured sentences.
- Use sentence starters to engage in dialogues about nationality, place of origin, and plans.
- Use clear pronunciation of unit vocabulary such as 'tradition', 'guest', and 'famous'.
- Acquire presentation skills (presenting with the help of visual prompts, staying on topic, and using appropriate volume).
- Take part actively in paired and group conversations about Kuwait and regional culture.
- Respect speaking turns and listen to peers with interest.

Unit

1 All About Kuwait



Learning Outcomes

Reading and Viewing:

- Read and comprehend short informational passages about places in Kuwait.
- Understand sight, descriptive words, synonyms, and antonyms.
- Read a text with expression and proper intonation.
- Answer comprehension questions using supporting details from the text.
- Identify the main idea and supporting details of a paragraph or passage.
- Use appropriate reading strategies (skimming - scanning) to understand the content of a text.
- Show interest in reading about real-world places and cultural topics.
- Demonstrate enjoyment through participation in reading tasks and discussions.

Writing and Representing:

- Write guided and original sentences using the future tense and time sequence adverbs.
- Use learned vocabulary to complete sentence frames about cultural topics and locations.
- Compose a short paragraph using future tense and time sequence adverbs about a cultural visit.
- Acquire knowledge of grammatical rules at the word, sentence, and simple text level (present simple, past simple, and sequence adverbs)
- Write clearly using punctuation and spacing as modelled.
- Display confidence and responsibility in completing writing tasks about familiar places.
- Create well-organised written work related to project-based tasks.



Lesson 1

Listening

I will learn:

guest, tradition, alone, Kuwait Towers,
Oman, Qatar

Where do/does ...?

Pleased to meet ... /pleased to meet
you, too.



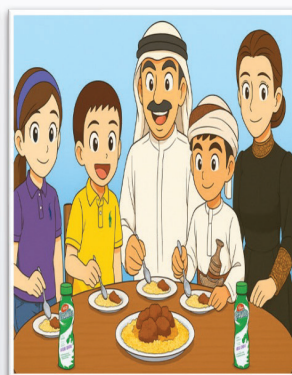
Before you listen



Hello! My name is Hussain. Where do you come from?



Listen and tick ✓ or ✗



1. Hamad and Hussain are friends.

☐

2. People in Kuwait are kind.

☐

3. Hussain came to Kuwait alone.

☐


Listen again, then choose the correct answer from a, b or c

1. Hussain is from

a. Kuwait

b. Oman

c. Qatar

2. Every Friday, the family eat machboos. It is a family

a. laban

b. guest

c. tradition

Lesson 2

Grammar

I will learn:

Saudi Arabia, Bahrain, United Arab Emirates
Where **does** he/she ...Where **do** they /you...?



Ask and answer



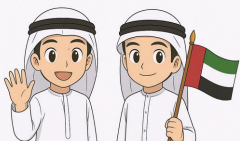

Where **do** you come from?

Pleased to meet you, Hussain.

I **come** from Oman.

Pleased to meet you, too.



Where	do	they you	come from?	They come from the United Arab Emirates.	
	does	she he		He comes from Saudi Arabia.	

Speaking



Ask your friend, then read and complete



Where _____ she come from?

She _____ from Qatar.



Where _____ they come from?

They _____ from Bahrain.

Lesson 3

Reading

I will learn:

Scientific Centre, aquarium, ocean, discovery, activities, discover
Who is *this*? *This* is *my/her/his* ...



Before you read

What can you do in The Scientific Centre?



Read the following passage and choose the cororrect answer from a, b c

The Scientific Centre is in Salmiya. It is a fun place for children and families in Kuwait . It has a large aquarium filled with sea animals like sharks, turtles, and colourful fish. People can learn about the ocean and enjoy watching the animals swim. The Discovery Place has fun science activities. Many people also take photos and walk near the sea.

SCIENTIFIC CENTRE

THE AQUARIUM

- The best title for the passage could be
 - A visit to the Scientific Centre
 - The Discovery Place
 - Flying Planes
- The underlined word **It** in **line 3** refers to
 - Salmiya
 - Kuwait
 - The Scientific Centre



Read again, then answer the following question

- What can people learn at the Scientific Centre?

Lesson 4

Writing



Look at the pictures, read then complete

I come from Kuwait. Where do you come from?



She comes from



They

from Saudi Arabia.



He

from



Write sentences with the help of pictures and guide words using proper punctuation marks

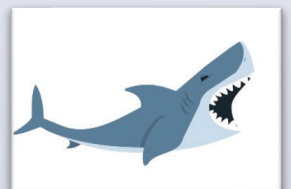
1. (go – Kuwait Towers)



2. (activities – fun)



3. (sharks – ocean)



Lesson 5

I will learn:

Listening

top, fountain, cousin, dessert, bring, famous
I/We/ He/ She / They will ...
First, Next, Then, Finally



Before you listen

Name some places in Kuwait.



Listen and tick ✓ or ✗



1. Hussain and Hamad's family will visit Kuwait Towers. ☐
2. Hamad will take photos to send to his cousins in Oman. ☐
3. In the evening, the family will go to the Scientific Centre. ☐



Listen again, then choose the correct answer from a, b or c

1. The family will eat lugaimat, it is a..... .

a. date

b. dessert

c. honey

2. The family will drink juice at

a. Souq Al-Mubarakiya

b. Al-Shaheed Park

c. The Scientific Centre

Lesson 6

Grammar

I will learn:

tomorrow, next, travel

He/she will ...





First, Next, Then, Finally



Look and discuss

We **will travel** to Oman, **tomorrow**.



you				tomorrow.
he/she	will travel to			next week.
they/we				next Friday.

Speaking



Look and say

I will travel to Kuwait tomorrow to meet my friend Hamad. **First**, I will visit Hamad's family.



First



Next



Then



Finally

Lesson 7

Reading



Before you read

I will learn:

Cultural Centre, museum, space, nature, history, dinosaur
Who is **this**? **This** is **my/her/his**...

Where can you see dinosaurs?



Read the following passage and choose the correct answer from a, b or c

Sheikh Abdullah Al Salem Cultural Centre is a big museum in Salmiya, in Kuwait. It has six museums. People can have fun and watch shows about space and dinosaurs. They can visit art, science, space, nature, and history museums. Families can walk around and enjoy the museums and gardens. It is a nice place to visit and have a good time.



1. The best title for the passage could be
 - a. The Family's Walk
 - b. A Day at a Big Museum
 - c. A Nice Show
2. The underline word **It** in **line 7** refers to
 - a. history
 - b. space
 - c. The Cultrual Centre



Read again, then answer the following question

1. How many museums are there in the Cultural Centre?

Lesson 8

Writing

Use First, Next, Then, Finally.



Read, reorder, then complete

Tomorrow, I will go with my friend Hussain to Al-Shaheed Park.

First

, we will eat breakfast at a restaurant.

, we will sit around the fountain in the evening.

, we will ride bikes in the morning.

, we will eat lunch in the afternoon.



Write the sentences with the help of guide words and pictures using proper punctuation marks

1. (see – dinosaurs)



2. (learn – history)



3. (go – aquarium)



Reading

A) Choose the correct answer from a, b or c

1. They will to Saudi Arabia next week.
a. discover b. bring c. travel
2. Eating together on Fridays is our family
a. museum b. tradition c. tower
3. Al-Shaheed Park has a big.....
a. dessert b. fountain c. guest
4. is my favourite subject.
a. Cousin b. Place c. History

B) Read the following passage then choose the correct answer from a, b or c

Bader and Sara will travel to Qatar next week. They will go with their family. They will visit Salem's house. They want to discover famous places and the big malls in Qatar . First, they will go to the aquarium. They will see colourful fish, sharks and dolphins. Next, the family will visit the museum to see dinosaurs. Bader likes dinosaurs. **They** are his favourite. Then, they will eat lunch in the restaurant. Finally, they will go on a boat ride.

1. The best title for the passage could be
a. Bader's Place b. Bader's Family c. Bader's Trip to Qatar
2. The underlined word **They** in line 6 refers to
a. dinosaurs b. dolphins c. sharks
3. First, Bader will go to the
a. restaurant b. aquarium c. mall
4. The family will visit
a. Salem's house b. Sara's house c. Bader's house

Writing

A) Choose the correct answer from a, b or c

1. We will around the fountain tomorrow.

- a. sit b. sitting c. sat

2. She to Qatar every year.

- a. travelled b. travels c. travelling

3. Next Friday, theyto the Scientific Centre.

- a. go b. went c. will go

B) Write the sentences with the help of pictures and guide words using proper punctuation marks

1. (from - Kuwait)

.....

.....

.....



2. (visit - Kuwait Towers)

.....

.....

.....



3. (discover - space)

.....

.....

.....



C) Complete the sentences with the suitable words

1. People can see colourful fish in the

.....

.....

.....



2. This is a dangerous

.....

.....

.....



3. I enjoy travelling to

.....

.....

.....



The image shows a 'Weekly Planner' template on a lined paper background. At the top, the title 'Weekly Planner' is written in a bold, black font. To the right of the title are decorative drawings of a star, a cloud, and a pen. The planner is organized into a grid. On the left side, there are five vertical labels for the days of the week: 'Sunday' (yellow), 'Monday' (blue), 'Tuesday' (pink), 'Wednesday' (yellow), and 'Thursday' (blue). Each label is next to a large, empty rectangular box for daily planning. To the right of these boxes, there is a 'To do list' section with a pink header and a large empty box for writing. Below the 'To do list' section is a 'Weekend' section with a blue header and a large empty box for writing. The entire planner is decorated with small, colorful icons like stars and clouds.

Create a weekly planner to discover famous places to visit in Kuwait

Instructions:

1. Search for some information about famous places in Kuwait.
2. Bring pictures of these places.
3. Cut and glue the pictures.
4. Use the marker to write sentences about each place.
5. Show and present your planner.



Minimum words to be taught

No	word	part of speech	lesson
1	guest	noun	1
2	tradition	noun	1
3	alone	adverb	1
4	Kuwait Towers	noun	1
5	Oman	noun	1
6	Qatar	noun	1
7	Bahrain	noun	2
8	United Arab Emirates	noun	2
9	Saudi Arabia	noun	2
10	Scientific Centre	noun	3
11	aquarium	noun	3
12	ocean	noun	3
13	discovery	noun	3
14	activity / activities	noun	3
15	discover	verb	3
16	top	noun	5
17	fountain	noun	5
18	cousin	noun	5
19	dessert	noun	5
20	famous	adjective	5
21	bring	verb	5
22	tomorrow	adverb	6
23	next	Adverb / adjective	6
24	travel	verb	6
25	Cultural Centre	noun	7
26	space	noun	7
27	history	noun	7
28	dinosaur	noun	7
29	nature	noun	7
30	museum	noun	7



“Let’s Go Around Kuwait!”



Kuwait Towers are so tall,
We take photos, one and all!
Blue and white, shining bright,
We love the towers' light!

Shaheed Park is green and wide,
We run and play and slide.
Trees and birds everywhere,
We have fun in the air!

Souq Mubarakiya is cool,
We buy toys and eat, so cool!
Dates and sweets, clothes to see,
It’s fun for you and me!



Unit

2 My Day



Learning Outcomes

Listening and Viewing:

- Identify familiar vocabulary and phrases related to daily routines and school activities.
- Identify the different intonation patterns (i.e., falling/ rising/ fall-rise) in sentences.
- Understand key details in short dialogues or spoken texts about time, days and personal habits.
- Follow and carry out time-sequenced oral instructions using expressions like 'in the morning' or 'after lunch'.
- Listen critically to identify the problem-solution relationship in a text.
- Show attentiveness and focus during listening tasks.
- Demonstrate enjoyment when listening to stories or conversations about familiar routines.

Speaking and Representing:

- Describe daily routines and school activities using the present simple tense and time expressions.
- Use the simple present tense to talk about daily habits and classroom routines.
- Acquire words, phrases, expressions and grammar for communication.
- Respond to simple questions about daily activities using familiar language.
- Pronounce new vocabulary accurately (e.g., wake up, sleepy).
- Use visual prompts or drawings to support spoken responses.
- Participate willingly in role-plays or pair work to discuss daily habits.
- Show respect for classmates during speaking turns.



Learning Outcomes

Reading and Viewing:

- Read short texts and dialogues about school routines and answer questions using skimming and scanning strategies.
- Understand sight, descriptive words, synonyms and antonyms.
- Use appropriate reading strategies (skimming and scanning) to understand the content of a text.
- Answer literal and inferential questions based on reading passages about daily routines.
- Identify and highlight sequence words and key verbs in reading texts.
- Demonstrate interest in reading stories or information related to school life.
- Show persistence when trying to decode new routine-related vocabulary.

Writing and Representing:

- Write simple sentences describing daily routines using correct punctuation and spelling.
- Acquire knowledge of grammatical rules at word, sentence and simple text level (present simple, past simple with regular & irregular verbs).
- Sequence daily routine actions using temporal adverbs and write complete guided sentences.
- Form letters and words legibly in printed form.
- Organise and illustrate a simple day planner or routine chart, showing care in presentation.
- Demonstrate responsibility by writing clear, complete responses on routine topics.



Lesson 1

Listening

I will learn:

half past, wake up, sleepy, tired,
prepare, get dressed
usually / always ...

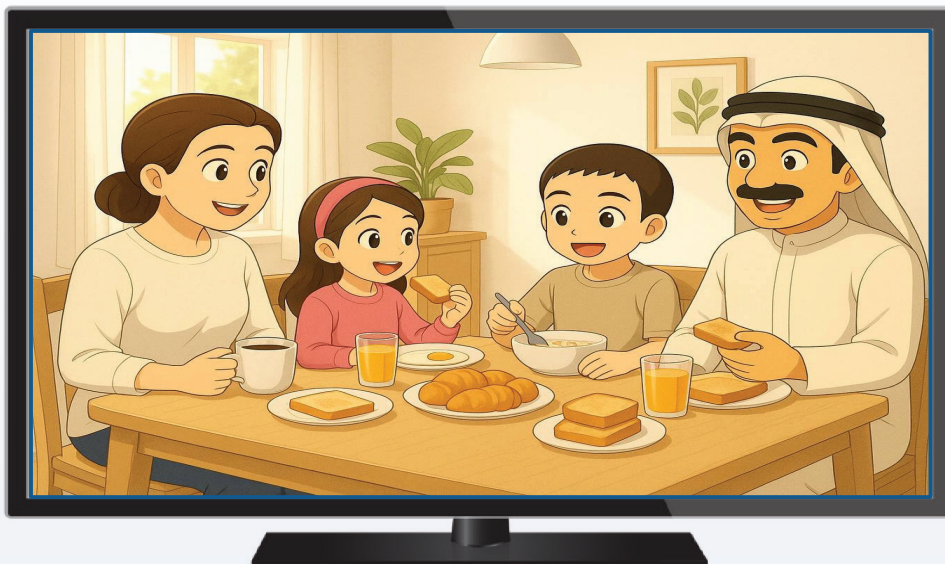


Before you listen

What do you usually do at nine o'clock?



Listen and tick ✓ or ✗



1. Mum usually prepares breakfast.

☐

2. Hamad is sleepy today.

☐

3. Noura always gets dressed late.

☐


Listen again, then choose the correct answer from a, b or c

1. The family usually has their breakfast at

a. half past six

b. five o'clock

c. six o'clock

2. On Fridays, Noura

a. plays with her friends

b. helps her Mum

c. goes shopping

Lesson 2

Grammar

I will learn:

homework

What do you (usually/always) do at half past ...?

What does she/he (usually/always) do at ... o'clock?



Ask and answer



What do you
usually/always do
at half past three?



What does he
usually/always do
at two o'clock?

I
You
We
They

do my homework at...
have dinner at...
wake up at...
prepare food at...

He
She
It

does his homework at...
has breakfast at...
wakes up at...
prepares food at...



Circle the correct answer

1. I always at six o'clock in the morning.

a. walk

b. walked

c. walking

2. She usually her breakfast at seven o'clock.

a. have

b. has

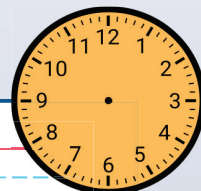
c. had

Speaking



Ask your partner, draw the hands, then complete

My friend always



Lesson 3

Reading

I will learn:

study, sunrise, afternoon, hour
I **usually** / **always** **at** sunrise/
in the afternoon/ **at** night



Before you read



What do you usually do at night after dinner?

☐

Read Quran

☐

Draw a picture

☐

Walk for half an hour



Read the following passage and choose the correct answer from a, b or c

I am Noura. I usually wake up at 6 o'clock, at sunrise. I wash my face, brush my teeth, and pray. I have my breakfast at half past six.

I always go to school with my Mum by car. I usually go home at 2 o'clock and I study for an hour. Every Thursday, I go to the gym at 3 o'clock in the afternoon. I meet my friend Reem there. **We** play basketball for 2 hours. I have my dinner. At night, I usually go to bed at nine o'clock.

1. The best title for this passage could be

a. Noura's Day

b. Reem's Day

c. Mum's Day

2. The underlined word **We** in line 7 refers to

a. Noura and Mum

b. Noura and Reem

c. Reem and Mum



Read again, then answer the following question

1. How does Noura go to school?

Lesson 4

Writing

1. Start with ABC
2. Capitalize: Name, Day
3. End with .







Write the missing words to complete the story

On Saturday, Hamad _____

at _____ nine. He _____

for 2 hours. Then, he goes to see his grandmother.



Write sentences with the help of guide words and pictures using proper punctuation marks

1. (eat – lunch)



2. (go – gym)



3. (do – homework)



Lesson 5

Listening

I will learn:

uniform, start, Arabic, religion, participate
What time does school start? It starts **at ...**



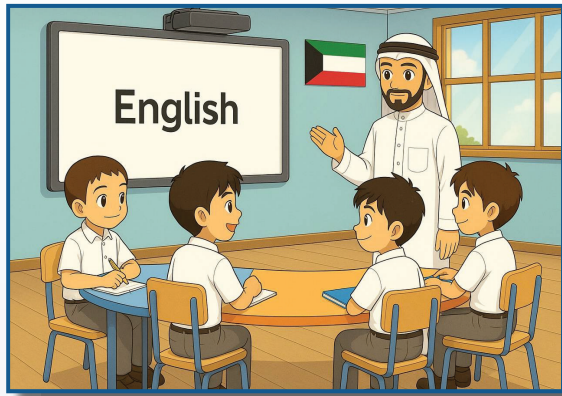
Before you listen



Discuss your favourite subject with your friends.



Listen and tick ✓ or ✗



1. Fahad wakes up at six.

☐

2. Fahad enjoys reading stories in the English class.

☐

3. Nasser likes Arabic and English subjects.

☐

Listen again, then choose the correct answer from a, b or c

1. Fahad's father asked him to

a. put on his uniform

b. take shower

c. play basketball

2. The school starts at half past

a. five

b. six

c. seven

Lesson 6

Grammar

I will learn:

wrote, revised, learned, gave, slept
When **did** you/ she/ he/...?

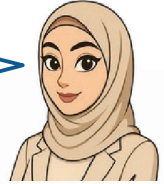


Ask and answer



What time **did you wake up** yesterday?

I **woke up** at 7 o'clock yesterday.



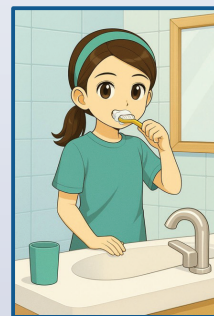
Choose the correct answer from a, b or c

- Yesterday, Fatima to school at 7 o'clock.
a. going b. goes c. went
- Rashed his grandmother last Thursday.
a. saw b. sees c. seeing

Speaking



Reorder Noura's day, then talk about it



1

Lesson 7

Reading

I will learn:

friendly, word, spell, happy

I learned ...



Before you listen

How was your school day?



Read Ahmed's diary, then choose the correct answer from a, b or c

Tuesday, 11th of September

Yesterday was my first day at school. I met a new friend. He was friendly. His name is Salem. We had six classes. My favourite classes are PE, Art and English. In the English class, we learned how to spell and write new words.

In the Art class, our teacher, Mr. Bader, asked us to draw different things. He was so kind to us. I drew a car. It was red. My friend Salem drew a big house. In P.E. class, we played football. It was a fun day. We were happy.

1. The best title for this passage could be

- a. Ahmad's Friend b. Ahmad's Teacher c. Ahmed's Day

2. The underlined word **He** refers to

- a. Ahmed b. Mr. Bader c. Salem



Read again, then answer the following question

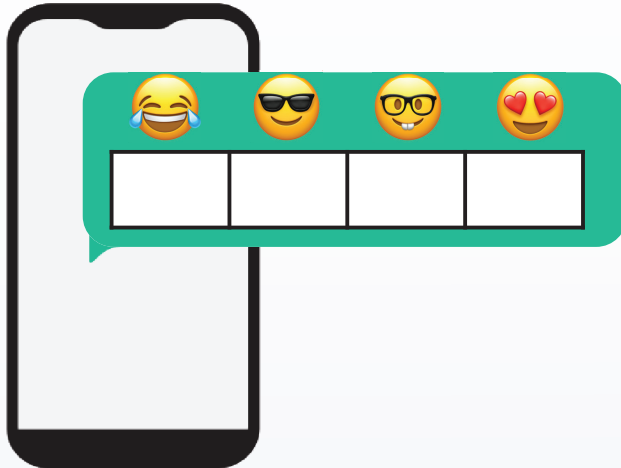
1. When did Ahmed write his diary?

Lesson 8

Writing



Find the secret word



1. Start with **ABC**
2. Capitalize: **Name, Day**
3. End with .



r	e	a	p
g	t	o	z
x	l	u	d



Write the sentences with the help of guide words and pictures using proper punctuation marks

1. (washed – hand)



2. (rode – park)



3. (woke up – 6 o'clock)



A) Choose the correct answer from a, b or c

- At school, we learn how to..... different words.
a. spell b. ride c. participate
- I usually wake up early at 6 o'clock, at
a. hour b. sunrise c. uniform
- My mother healthy food for us.
a. starts b. prepares c. revises
- He is He helps his friends every day.
a. sleepy b. light c. friendly

B) Read the following passage then choose the correct answer from a, b or c

Fatma wakes up early in the morning. She gets dressed. She always helps her mother prepare breakfast. Fatma likes to participate in the class. After school, she has lunch. In the afternoon, she studies and writes her homework. She is friendly and kind. In the evening, Fatma and her sister ride their bikes together. At night, she feels tired and sleepy. She brushes her teeth and goes to bed.



- The best title for the passage could be
a. Fatma's Day b. Fatma's Home c. Fatma's School
- The underlined word **she** in line 7 refers to
a. mother b. sister c. Fatma
- Fatma and her sister together.
a. feel tired b. ride their bikes c. prepare breakfast
- Fatma wakes up at half past
a. five b. six c. seven

A) Choose the correct answer from a, b or c

1. She usually a book in the afternoon.
a. read b. reads c. reading
2. My family and I to the park yesterday.
a. go b. going c. went
3. I always get up 10 o'clock, at the weekend.
a. on b. at c. in

B) Write sentences with the help of pictures and guide words using proper punctuation marks

1. (wake up – half past six)



2. (always – pray)



3. (go – school)



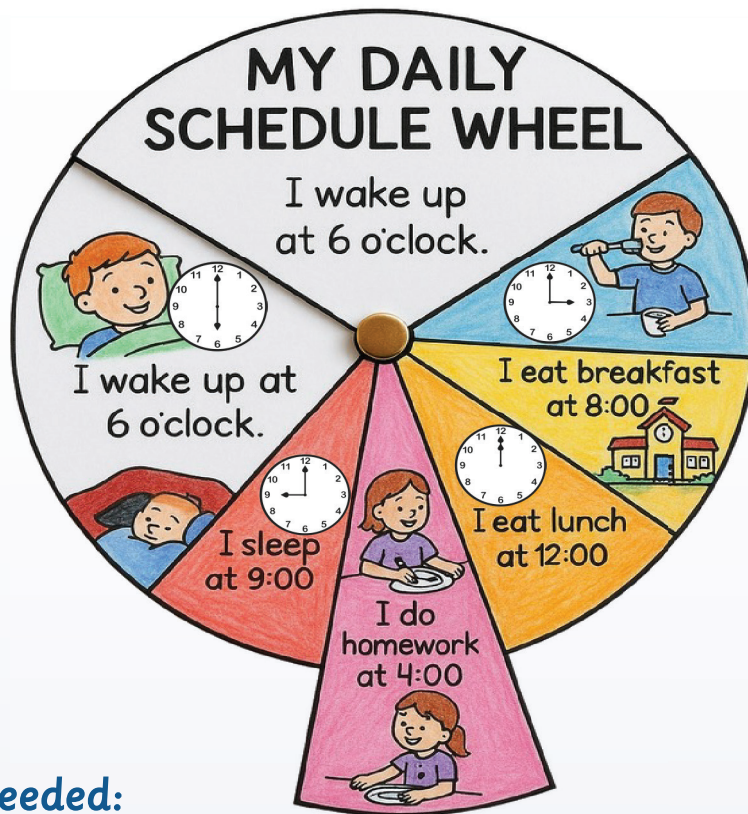
C) Complete sentences with the suitable words

1. Sara gets up early at .

2. They learn religion and at school.

3. School starts at seven.





Materials Needed:

- Two circular pieces of cardstock or construction paper (one slightly smaller than the other)
- Brass paper fastener (split pin)
- Scissors
- Glue sticks
- Crayons, markers, or coloured pencils
- Clock face templates (optional)
- Picture cutouts or printed routine icons (e.g., brushing teeth, eating breakfast, going to school)
- Sentence strips or sticky labels

Step-by-Step Instructions



1. Prepare the Wheel Base
2. Draw or Paste Images
3. Add Time & Sentences
4. Create the Rotating Cover
5. Decorate and Share

Minimum words to be taught

No	word	part of speech	lesson
1	half past	adverb	1
2	wake/woke up	verb	1
3	sleepy	adjective	1
4	tired	adjective	1
5	get dressed	verb	1
6	prepare	verb	1
7	homework	noun	2
8	study	verb	3
9	sunrise	noun	3
10	afternoon	noun	3
11	hour	noun	3
12	uniform	noun	5
13	Arabic	noun	5
14	religion	noun	5
15	participate	verb	5
16	start	verb	5
17	revise/revised	verb	6
18	learn /learned	verb	6
19	write/wrote	verb	6
20	sleep/slept	verb	6
21	give/gave	verb	7
22	friendly	adjective	7
23	word	noun	7
24	spell/spelled	verb	7
25	happy	adjective	7



“My Daily Routine” Song



I usually wake up at half past five.
Brush my teeth and pray.
I always get dressed for school,
Pack my bag and follow the rules.

Daily, daily, every day,
We get ready right away!

My mother always prepares the food,
She is kind and unique.
She usually drinks her tea,
Then she smiles and waves at me!

My father usually reads the news,
Wears his shirt and shiny shoes.
He always goes to work at eight,
Never early, never late!

Chorus (repeat):
Daily, daily, every day,
We get ready right away!



Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Three My Healthy Lifestyle	<ul style="list-style-type: none"> Talking about a healthy lifestyle Use polite request Describe food 	<ul style="list-style-type: none"> Imperatives Countable & uncountable nouns Modal verb 'can' for polite request 	<ul style="list-style-type: none"> Food items Healthy lifestyle 	<ul style="list-style-type: none"> Healthy living Self-care Discipline 	<ul style="list-style-type: none"> "Healthy Food" "Any and Some"
Project	<ul style="list-style-type: none"> My Health Chart 			<ul style="list-style-type: none"> 21st Century Skills 	<ul style="list-style-type: none"> Critical thinking Decision-making Problem-solving

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Four My Future Job	<ul style="list-style-type: none"> • Asking for and giving information • Talking about jobs • Talking about likes and dislikes 	<ul style="list-style-type: none"> • Present Simple • Past Simple • Gerund (like + ing) 	<ul style="list-style-type: none"> • Jobs • Activities 	<ul style="list-style-type: none"> • Ambition • Work ethics • Contribution to society 21st Century Skills • Creativity • Goal-setting • Career Awareness 	<ul style="list-style-type: none"> • What Do You Want to Be? • What Do You Like Doing?
Project	<ul style="list-style-type: none"> • My Dream Job Poster 				

Unit 3 My Healthy Lifestyle



Learning Outcomes

Listening and Viewing:

- Identify key vocabulary related to food and dining situations (e.g., steak, soup, dessert).
- Identify different intonation patterns (i.e., falling/ rising/ fall-rise) in sentences.
- Understand information related to situations, places, and personal experiences.
- Follow conversations that involve making choices and polite refusals.
- Act out restaurant dialogues using listening cues and visual aids.
- Listen to conversations to identify the problem and solution structure using guided response forms.
- Show interest in listening activities related to real-life contexts.
- Demonstrate polite listening behavior during peer role-plays.
- Engage with spoken content respectfully and with curiosity.

Speaking and Representing:

- Use complete polite requests with modal verbs (e.g., Can I have...) in dialogues to interact appropriately.
- Pronounce vocabulary clearly and confidently in context.
- Demonstrate awareness of stress as a suprasegmental feature in multi-syllable words.
- Acquire presentation skills (presenting with the help of visual prompts and staying on topic).
- Act out restaurant scenes using role-play cards, appropriate vocabulary, and polite expressions.
- Take turns speaking in structured dialogues with a partner.
- Participate willingly in group speaking tasks and role-plays.
- Use polite expressions and a respectful tone when speaking with peers.
- Express confidence while practicing real-life conversation scenarios.

Unit 3 My Healthy Lifestyle



Learning Outcomes

Reading and Viewing:

- Read dialogues to identify vocabulary and expressions.
- Identify sight words and action phrases within text.
- Read texts with expression and proper intonation.
- Use appropriate reading strategies (skimming -scanning) to understand the content of a text.
- Interpret meaning from visuals such as food icons, menus, and table scenes.
- Show curiosity while reading about real-world contexts like restaurants.
- Respect materials and peer participation during reading sessions.

Writing and Representing:

- Write polite requests using 'can I have' and correct punctuation.
- Write complete sentences describing food choices or menu items.
- Apply punctuation (capitalisation, full stops, question marks) in writing.
- Use sentence frames to complete structured writing prompts.
- Acquire knowledge of grammatical rules at sentence level (imperatives - countable & uncountable nouns-modal verb can for polite request).
- Participate actively in shared writing experiences.
- Complete short written dialogues using neat handwriting.



Lesson 1

Listening

I will learn:

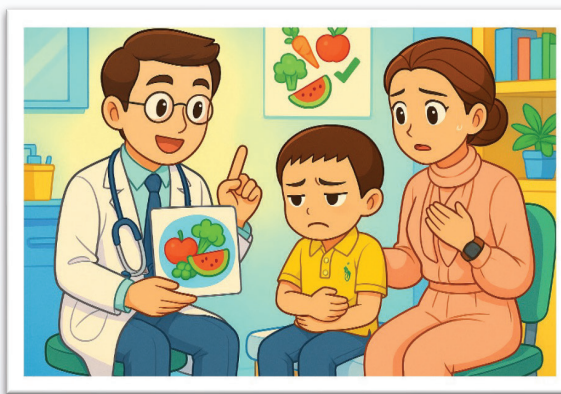
unhealthy, stomach, hurt, medicine,
fizzy, better, wrong

Before you listen

Where do you go when you are ill?



Listen and tick ✓ or ✗



1. Mum drank fizzy drinks.

☐

2. Hamad and Mum went to the doctor.

☐

3. Fizzy drinks are healthy.

☐


Listen again, then choose the correct answer from a, b or c

1. Hamad ateyesterday.

a. fruit

b. cookies

c. snacks

2. The doctor gave Hamad

a. fizzy drinks

b. vegetables

c. medicine

Lesson 2

Grammar

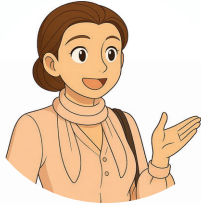
I will learn:

fast food

Sleep early! / Don't play in the street!



Look and say



Sleep early! **Don't** sleep late.



Choose the correct answer from a, b or c

1. early in the morning to be fit.

a. Walk

b. Walking

c. Walked

2. eat fast food! It's not healthy.

a. Doesn't

b. Don't

c. Didn't

Speaking



Advise your friend using 'do/don't'



Good habits lead to healthy lives.



Lesson 3

Reading

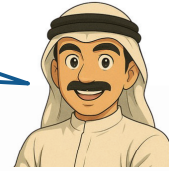
I will learn:

hear, well, feel, hope
Don't drink fizzy drinks!



Before you read

What do you do to be fit and healthy?



Read and choose the correct answer from a, b or c



To: hamadq8@hotmail.com



Hi Hamad,

How are you feeling now? I hope you are better today. Eating a lot of cookies and chocolate are unhealthy.

At school, we learn how to be fit and healthy. I like sports. My favourite sports are football and tennis. I go to the sports club every week. In the afternoon, I usually eat fish and salad for lunch with my family. They are delicious. We always drink fresh juice. In the evening, we eat fruit salad. I always sleep early. I hope to hear from you. Get well soon!

Yours,
Fahad



1. Fahad's e-mail is about his

a. day

b. school

c. family

2. The underlined word **They** in line 6 refers to

a. fish and salad

b. sports

c. cookies



Read again, then answer the following question

1. Where does Fahad go every week?

Lesson 4

Writing

I will learn:

Yesterday, I **drank** fizzy drink.



Before you write

What did you do last weekend?



Write the sentences with the help of guide words and pictures using proper punctuation marks

1. (wake up – o'clock)



2. (eat – breakfast)



3. (play – park)



Write the missing words to complete the story

Yesterday, I drank _____



drinks.

My _____



hurt. The doctor gave

me some _____



. I feel better today.

Lesson 5

Listening

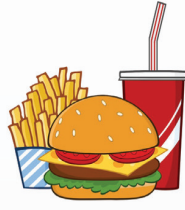
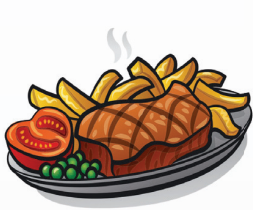


Before you listen

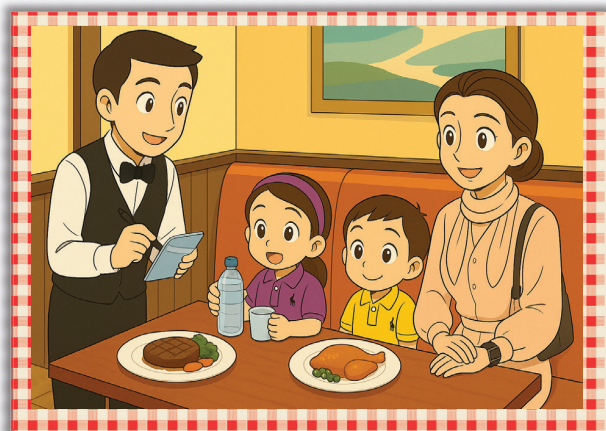
I will learn:

waiter, plate, yummy, want, meal
Can I have **a** plate.../ **some** water...
 There isn't **any** ...

Ask your partner which meal he/she likes... . Is it healthy?



Listen and tick ✓ or ✗



1. Hamad wanted to eat steak. ☐
2. Mum wanted to have dessert. ☐
3. Noura wanted to have fizzy drinks. ☐



Listen again, then choose the correct answer from a, b or c

1. Hamad drank some

a. fizzy drink	b. water	c. soup
----------------	----------	---------
2. The food was

a. unhealthy	b. yummy	c. wrong
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Lesson 6

Grammar

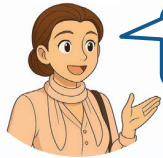
I will learn:

mushroom, menu

Is there a ...?/ Are there any ...?



Ask and answer



Is there mushroom soup?



Is there green salad?



Are there any desserts?

Are there any fizzy drinks?



Yes, **there is**.

No, **there isn't any**.



Choose the correct answer from a, b or c

1. any milk?

a. Are there

b. Is there

c. There is

2. some apples in the fridge.

a. Is there

b. There is

c. There are

Speaking



Work with your partner to prepare a healthy meal, then present it to your class



Lesson 7

Reading

I will learn:

weak, lifestyle, fresh air, grilled
He **ate** ... / He **went** ...



Before you read



Do you exercise every morning?



Read and choose the correct answer from a, b or c

Saleh had a weak body. His father told him to have a healthy lifestyle. Saleh woke up early every morning. He did exercise in the fresh air. He ate breakfast with his family. He had eggs, bread and milk. In the afternoon, his mother cooked delicious food like grilled chicken with vegetables. For dinner, he had salad. He drank lots of water. In the evening, he went to the gym with his friend. He slept early every night. Now, he is fit and happy.



1. The best title for this passage could be

- a. Saleh's Lifestyle b. Saleh's Family c. Saleh's Breakfast

2. The underlined word **He** in line 8 refers to

- a. Saleh's father b. Saleh c. Saleh's friend



Read again, then answer the following question

1. Where did Saleh exercise?

Lesson 8

Writing

I will learn:

coffee, date



Before you write look, tick and tell your partner about your lifestyle

I go to the gym every day. I eat healthy food.



☐ walk

☐ run

☐ play



☐ salad

☐ soup

☐ fruit



☐ every day

☐ every week

☐ every month



Write sentences with the help of pictures and guide words using proper punctuation marks

1. (eat – healthy)

Handwriting practice lines for sentence 1.



2. (do – exercise)

Handwriting practice lines for sentence 2.



3. (sleep – early)

Handwriting practice lines for sentence 3.



Read, search, then complete

1. Mum likes coffee with

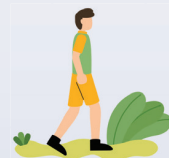
Handwriting practice lines for sentence 1.

2. I always walk in the

Handwriting practice lines for sentence 2.

3. Sara sleeps early at

Handwriting practice lines for sentence 3.



q	s	o	e	b	a	o	o
m	t	t	s	i	u	n	x
f	r	e	s	h	a	i	r
t	s	i	b	n	u	g	f
h	p	s	m	a	l	h	l
d	a	t	e	s	r	t	e

Progress Test

Reading

A) Choose the correct answer from a, b or c

1. Can I have a of spaghetti.
a. spoon b. plate c. date
2. I..... hungry. Let's go to the restaurant.
a. feel b. hear c. give
3. Don't drink drinks. They are bad for your health.
a. healthy b. late c. fizzy
4. My mother cooked..... chicken yesterday.
a. grilled b. better c. weak

B) Read the following passage then choose the correct answer from a, b or c



Bader has a diary. He writes in his diary every day. On Monday the 4th of November, he went to school. After school, Bader and his friend Salem went to play football in the club. On Saturday, the 9th of November, Bader and his brother Ali went to the cinema to watch a movie. He bought popcorn and chocolate. They enjoyed watching the movie.

1. The best title for the passage could be
a. Bader's Diary b. Bader's News c. Bader's Weekend
2. The underline word “He” in line 5 refers to
a. Ali b. Salem c. Bader
3. Bader went to the cinema on November
a. the 4th b. the 7th c. the 9th
4. In the picture Bader is playing
a. tennis b. football c. basketball

A) Choose the correct answer from a, b, or c

1. We to the beach last week.
a. go b. goes c. went
2. There four books on the desk.
a. are b. is c. be
3. Don't water, Hamad!
a. wastes b. waste c. wasting

B) Write sentences with the help of pictures and guide words using proper punctuation marks

1. (wake up – sunrise)



2. (have – breakfast)



3. (go – school)



C) Complete the sentences with the suitable words

1. What's your favourite _____ ?



2. My stomach _____ .

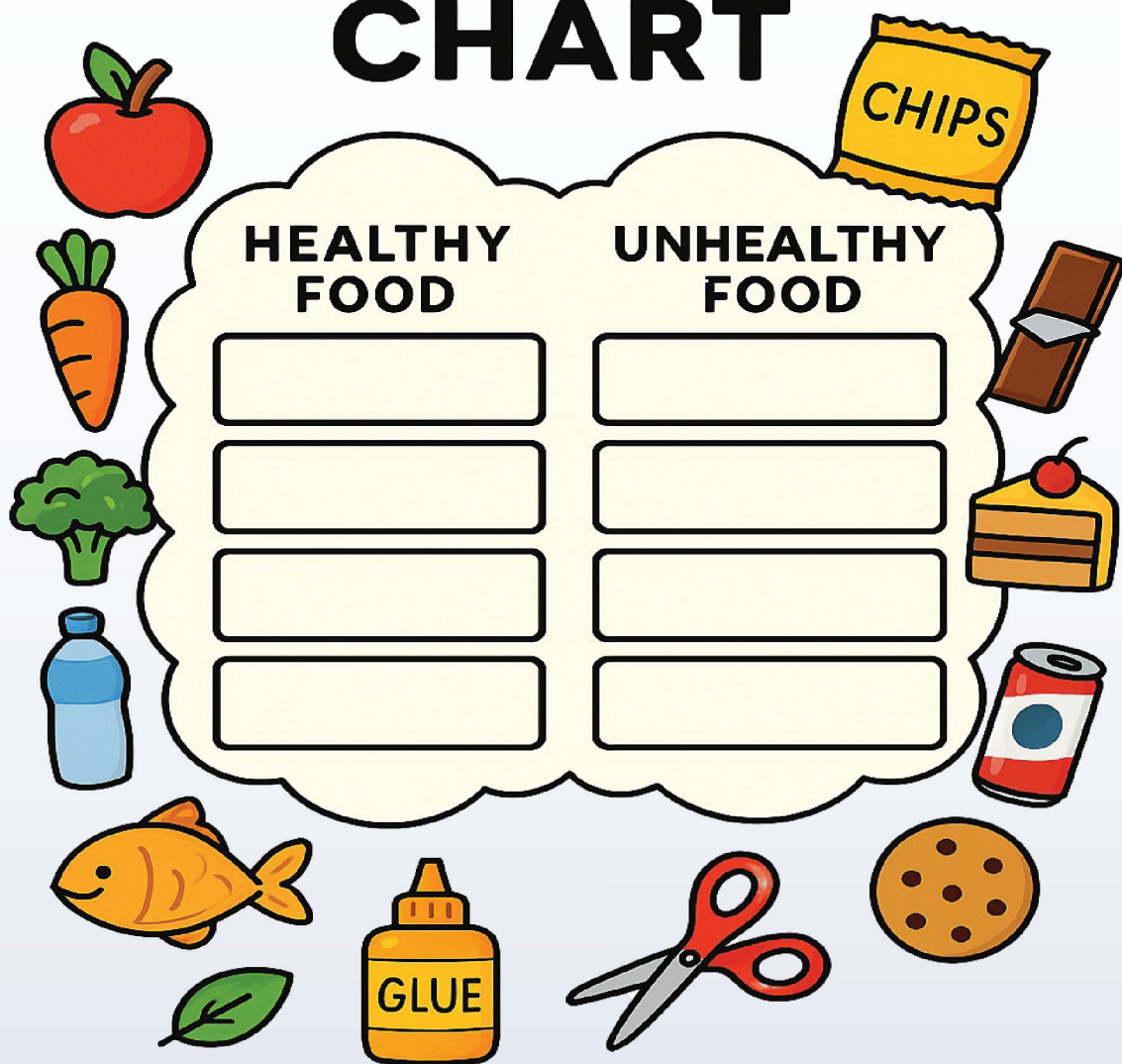


3. Hamad likes playing _____ .



Project 3

MY HEALTH CHART



HEALTHY FOOD	UNHEALTHY FOOD

Instructions:

1. Track your meals and exercise for a week.
2. Present a chart comparing healthy and unhealthy habits using I like....., I don't like.....



Minimum words to be taught

No	word	part of speech	lesson
1	unhealthy	adjective	1
2	stomach	noun	1
3	hurt	verb	1
4	medicine	noun	1
5	fizzy	adjective	1
6	better	adjective	1
7	wrong	adjective	1
8	fast food	noun	2
9	hear	verb	3
10	well	adjective	3
11	feel	verb	3
12	hope	verb	3
13	waiter	noun	5
14	plate	noun	5
15	yummy	adjective	5
16	want	verb	5
17	meal	noun	5
18	mushroom	noun	6
19	menu	noun	6
20	weak	adjective	7
21	lifestyle	noun	7
22	fresh air	noun	7
23	grilled	adjective	7
24	date	noun	8
25	coffee	noun	8



“Healthy Food” Song



Fruit and vegetables on my plate,
Makes me happy, feeling great!
Fizzy drinks are unhealthy, oh dear,
Water is healthy - better for me!

Cookies, chips, and ice cream taste sweet,
But too much is unhealthy to eat.
Healthy snacks help us jump and play -
Strong and happy every day!



“Some and any” Song



Can I have some apples, please?
are there any apples?
There aren't any apples - oh no!
Let's hop around and look some more!

Can I have some water, please?
Is there any water?
There isn't any water - uh-oh!
Time to find a friend who'll share!



4 My Future Job



Learning Outcomes

Listening and Viewing:

- Recognise and respond to audio prompts about job-related vocabulary and responsibilities.
- Identify the different intonation patterns (i.e. falling/ rising/ fall-rise) in sentences.
- Listen critically to identify the problem-solution relationship in a text.
- Understand spoken expressions related to job titles, duties, and personal aspirations.
- Identify key factual details (e.g. people, events, places) from listening texts.
- Reenact actions from a job-related audio story (e.g. saving, building, helping).
- Demonstrate interest and enthusiasm when listening to audio clips about future jobs.
- Participate actively in pair/group listening tasks and respond respectfully.
- Show empathy and curiosity about different careers and people who help others.

Speaking and Representing:

- Describe future job preferences using learned vocabulary and expressions (e.g., 'I want to be...').
- Use appropriate grammar structures (e.g., 'What do you want to be?', 'He wants to be...').
- Apply past and present tense forms correctly in job-related contexts.
- Pronounce job-related vocabulary and expressions with clarity and accuracy.
- Participate in structured conversations or role-plays related to future jobs.
- Acquire presentation skills with the help of visual prompts.
- Use visual prompts to guide oral responses about career preferences and reasons.
- Participate in class discussions about future careers using visual aids and clear oral responses.
- Show respect and encouragement during peer interactions and presentations.
- Express enthusiasm and pride in sharing future aspirations orally.

4 My Future Job



Learning Outcomes

Reading and Viewing:

- Identify and read key vocabulary related to professions and duties.
- Comprehend short texts about jobs, job-related activities, and personal preferences.
- Use appropriate reading strategies (skimming, scanning) to understand the content of a text.
- Read a text with expression and proper intonation.
- Interpret meaning from visuals, such as picture cues, timelines, and infographics.
- Answer comprehension questions by locating details in the text.
- Show interest while reading passages about real-world professions.
- Cooperate during group reading tasks and support peers.
- Demonstrate responsibility in using reading materials effectively.

Writing and Representing:

- Write complete and meaningful sentences using job-related vocabulary in structured prompts.
- Apply correct grammar and punctuation in job descriptions and project writing.
- Use guide words and sentence frames to describe personal interests and career goals.
- Demonstrate proper handwriting, punctuation, and formatting in writing tasks.
- Complete writing templates using appropriate vocabulary and grammar.
- Acquire knowledge of grammatical rules at the sentence and simple text level (Present simple - Past simple with regular & irregular verbs).
- Take initiative in writing about personal goals and job interests.
- Participate actively in class writing projects and group presentations.
- Create well-organised written work related to project-based tasks.



Lesson 1

Listening

I will learn:

teacher, work, clever, grow up,
pilot, nurse
I/We/They **want**, **buy**...
He/She **wants**, **buys** ...



Before you listen

Hello, I am Mr. Ali. I am a teacher.
What do you want to be?



Listen and tick ✓ or ✗



1. Noura's mother is a nurse. ☐
2. Fahed wants to build houses. ☐
3. Mrs. Amal is a teacher. ☐



Listen again, then choose the correct answer from a, b or c

1. Reem wants to be a

a. teacher

b. nurse

c. pilot

2. wants to fix things.

a. Mr. Ali

b. Hamad

c. Fahad

I will learn:

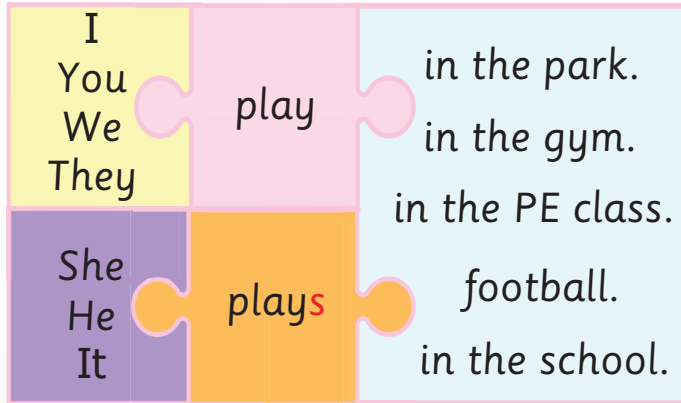
Lesson 2

Grammar

doctor, engineer, fireman / firemen, policeman/policemen
What **do** you want to be ...?
What **does** *he/she* want to be ...?



Think, pair, then share your answer



Hamad runs in the park.



Choose the correct answer from a, b or c

1. Sara a blue dress.

a. want

b. wants

c. wanting

2. I always my teeth before going to bed.

a. brush

b. brushing

c. brushed

Speaking



Look and say



What **does** he want to be?

He **wants** to be an engineer.



Fahed **wants** to fly a plane.

What **does** he want to be?



Reem **wants** to help people.

What **does** she want to be?



Reading

hospital, uncle, hard, project
He/She **likes** ...



My uncle is an engineer. He works hard and makes big projects. He designs beautiful houses. He likes playing basketball. When I grow up, I want to be a pilot because I like flying planes.

- 
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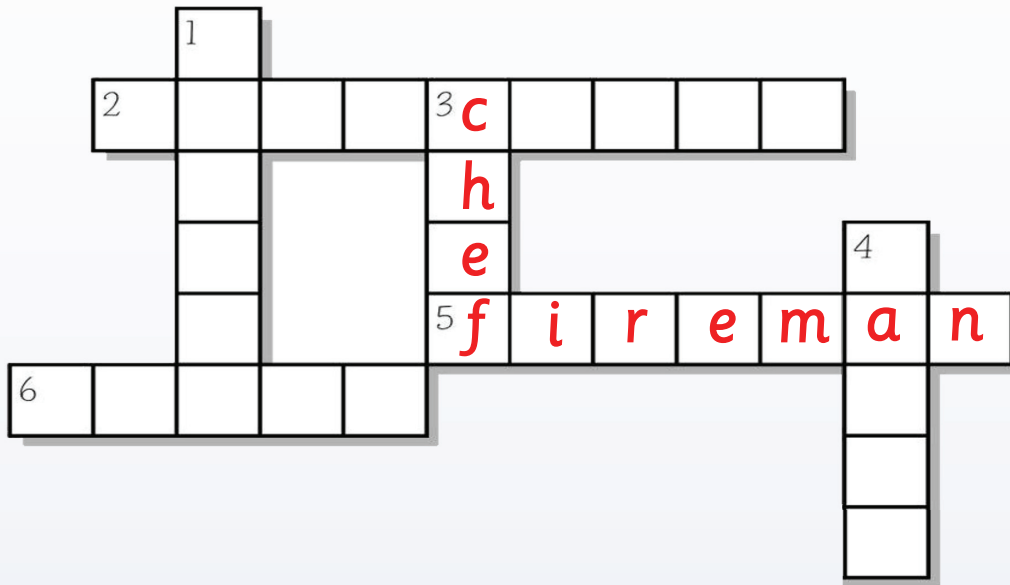
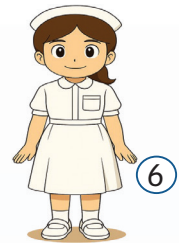
Read again, then answer the following questions

Lesson 4

Writing



Write the missing words to complete the crossword



Write sentences with the help of guide words and pictures using proper punctuation marks

1. (want – engineer)



2. (wear – uniform)



3. (study – hard)



Lesson 5

Listening

I will learn:

fire, smoke, brave, ambulance, save/saved, call/called, building, put off
I/We/They **stopped**, **saved** ...



Before you listen

Do you think firemen are brave? why?



Listen and tick ✓ or ✕



1. The fire was in a building.

☐

2. Hamad and Fahed called 104.

☐

3. The ambulance came to help Grandpa.

☐

Listen again, then choose the correct answer from a, b or c

1. The put off the fire.

a. ambulance

b. grandpa

c. firemen

2. Hamad and Fahed saw a fire last

a. Monday

b. Wednesday

c. Friday

Lesson 6

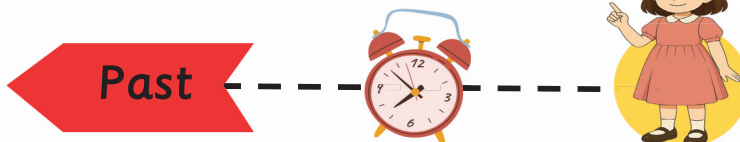
Grammar

I will learn:

What **did** you/he/she/they do yesterday?
I/We/They/He/She **told, thanked,...**



Think, pair, then share your answer



Key words

Yesterday
Last night
Last Monday
Last week
Last month

Add -ed

play ---- play**ed**
open ---- open**ed**
work ---- work**ed**
mix ---- mix**ed**
walk ---- walk**ed**

irregular

go ---- **went**
eat ---- **ate**
write ---- **wrote**
buy ---- **bought**
get up ---- **got up**

Yesterday, I **went** to the gym.



Correct the verbs between brackets

1. The fireman _____ (**save**) the people yesterday.

2. Last week, my father _____ (**buy**) a new car.

Speaking



Ask and answer



What **did** you do **yesterday**?

I **visited** my grandparents.



Where **did** you
go last
weekend?

1

Who **did** you
go with?

2

What **did** you
see?

3

Lesson 7

Reading

I will learn:

helmet, heavy, safe, engine, hose, reporter

I **want to be a** ... when I grow up

He/She **wants to be a** ... when he/she **grows** up



Read the following passage and choose the correct answer from a, b or c



Today, we went to the fire station on a school trip. We saw firemen at work!

The firemen wore helmets, heavy boots, and special uniforms to stay safe. We also saw a big red fire engine. The firemen showed us a long hose. They used it to put off fire and help people. The firemen are brave and work hard. I liked the trip. I want to be a fireman when I grow up!

**BREAKING
NEWS**

Hamad, Student Reporter



1. The best title for the passage could be

- a. Fire Station Trip b. Stay Safe c. Heavy Helmets

2. The underline word **it** in line 5 refers to:

- a. fire engine b. hose c. uniform



Read again, then answer the following questions

1. Who is the news reporter?

2. What did the firemen wear?

Lesson 8

Writing

Remember to use proper punctuation marks.

Ex: **R**eem wants to be a teacher.



Read and complete Hamad's information card

“

This is Hamad.

He works at the airport.

He is a _____.

He wears a _____.

He likes _____ planes.



”

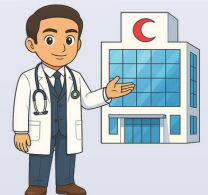


Write sentences with the help of guide words and pictures using proper punctuation marks

1. (called – ambulance)



2. (doctor – help)



3. (wear – helmet)



Progress Test

Reading

Vocabulary

A) Choose the correct answer from a, b or c

1. fly big planes.
a. Pilots b. Teachers c. Policemen
2. The doctor in the hospital.
a. designs b. works c. calls
3. We don't play in the street because it is not
a. heavy b. brave c. safe
4. A fireman wears a/an..... to save his head.
a. helmet b. project c. engine

Reading Comprehension

B) Read the following passage, then choose the correct answer from a, b or c:

Yesterday, Noura went to the park. There were some children on a school trip. They went with their teacher. The children played games together. Noura called her friends to join her. They played with the children. Noura and her friends also helped the teacher to look after the children. The teacher was happy and thanked Noura and her friends.



1. The best title for this story could be
a. A Happy Teacher b. A School Visit c. A Day in the Park
2. The underlined word **They** in line 4 refers to:
a. children b. games c. Noura and her friends
3. The children in the park.
a. played b. called c. helped
4. There were 5 in the park.
a. teachers b. trees c. children

Progress Test

Writing

A) Choose the correct answer from a, b, or c

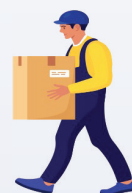
1. What you want to be when you grow up?
a. do b. does c. doing
2. Salem to be a policeman when he grows up.
a. wanted b. wanting c. wants
3. Maha likes s. She cooks delicious food.
a. cooking b. cooks c. cooked

B) Write sentences with the help of guide words and picture using proper punctuation marks

1. (teacher – clever)



2. (box – heavy)

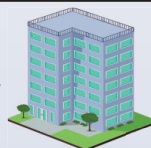


3. (pilot – fly)



C) Complete the sentences with the suitable word

1. He lives in a tall _____ .




2. The _____ works in a hospital.



3. An _____ takes people to the hospital.







 **My Dream Job**

Name: _____


I am _____ years old.

I am in grade _____

 I am good at _____

When I grow up I want to be a/an ... 

Draw things you need for this job



Write about yourself and your dream job, then present it to your class.

Minimum words to be taught

No	word	part of speech	lesson
1	teacher	noun	1
2	work	verb	1
3	clever	adjective	1
4	grow up	Ph verb	1
5	pilot	noun	1
6	nurse	noun	1
7	doctor	noun	2
8	engineer	noun	2
9	fireman/firemen	noun	2
10	policeman/policemen	noun	2
11	hard	adverb	3
12	project	noun	3
13	hospital	noun	3
14	uncle	noun	3
15	design	verb	3
16	fire	noun	5
17	smoke	noun	5
18	save/saved	verb	5
19	call/called	verb	5
20	brave	adjective	5
21	building	noun	5
22	ambulance	noun	5
23	engine	noun	7
24	hose	noun	7
25	safe	adjective	7
26	helmet	noun	7
27	heavy	adjective	7
28	reporter	noun	7



“What do you like doing?” song



I like drawing. I like cooking.
I like helping. I like looking.

I like building houses tall.
I like painting at my school.

We like helping every day,
In our work and in our play!
Helping people is the key,

To being the best that we can be!
She likes teaching. He likes driving.
He likes fixing. She likes typing.

We all have a job to do —
And we can do it, me and you!





“What do you want to be?” song



What do you want to be? What do you want to do?

I want to be a pilot and fly across the blue!
What do you want to be? What do you want to do
I want to be a doctor and help my people too.

Work, work, work — I want to work hard!
Dream, dream, dream — I will reach for the stars!
Be brave, be kind, and help the world each day.
I will do my best in every way!

She wants to be a nurse. He wants to be a doctor.
She helps people every day. He works with pots and
books!

He wants to be a fireman. She wants to teach in school.
Helping others every day — that’s a super rule!



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) and the Cambridge Dictionary website (www.dictionary.cambridge.org).

