



وزارة التربية
Ministry of Education
State of Kuwait | دولة الكويت

SKYLINE ENGLISH

Student's Book

4A





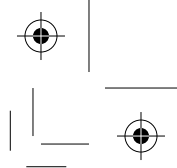
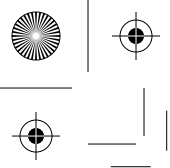
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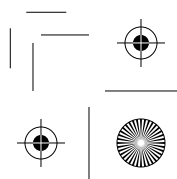
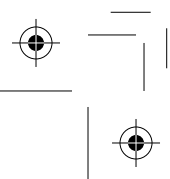


PDF Book



Evaluation

أودع الكتاب في مكتبة الوزارة تحت رقم (١١) بتاريخ (٢٠٢٥/٨/٣)







حضرة صاحب السمو الشيخ مشعل الأحمد الجابر الصباح

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 عَمَدِ 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. It is 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.

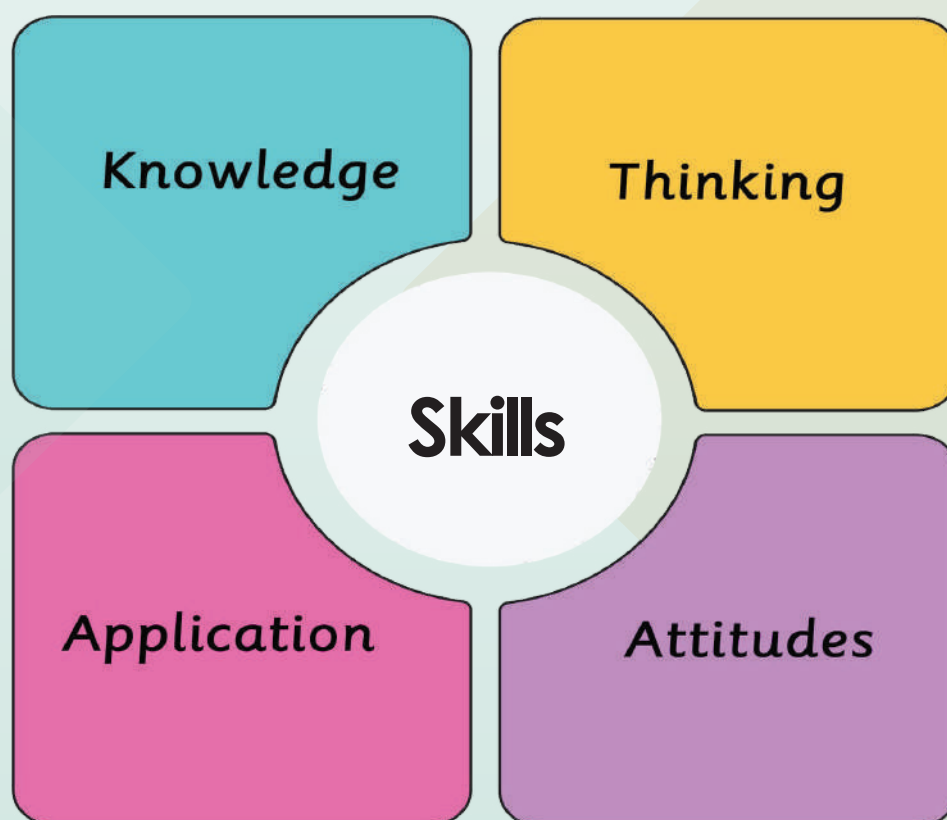
Introduction



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 Four Curriculum Standards





Icon Guide



1. listen



2. listen & tick



3. listen & write



4. listen & answer



5. say/speak



6. look & say



7. ask & answer



8. think, pair & share



9. discuss



10. look



11. look & answer



12. read



13. read & answer



14. look & read



15. read again & complete



16. read aloud



17. look, read & choose



18. read & reorder



19. write



20. look & complete



21. combine & write



22. find & write



23. find the word then complete



MEET OUR CHARACTERS



GRANDFATHER



GRANDMOTHER



FATHER



MOTHER



HAMAD



NOURA

Hamad's Family



FATHER



MOTHER



FAHAD



REEM

Fahad's Family



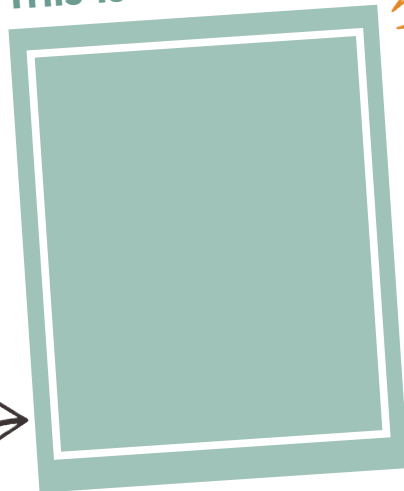
TEACHER
MR. ALI



TEACHER
MRS. AMAL

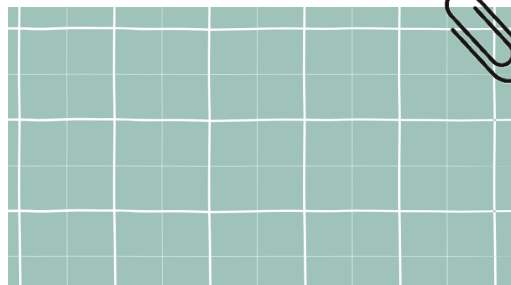
Hello, my name is

This is Me:



My Favourite Animal

My Favourite Food



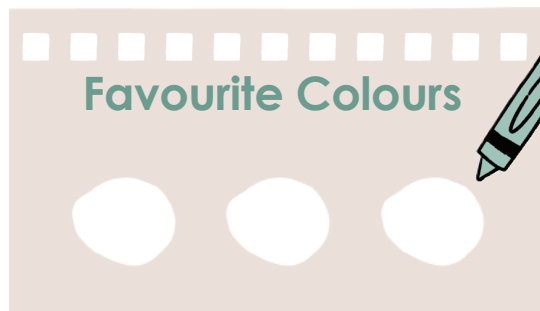
My Best Friend is



Things I Like



Favourite Colours



Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit One Health is Wealth	• Expressing likes and dislikes • Talking about healthy habits • Talking about future plans	• Gerunds (like/enjoy v + ing) • Future with going to	• Healthy habits • Sports	• Healthy living • Hygiene • Responsibility 21st Century Skills • Decision-making • Collaboration • Critical Thinking	• I am Going to Stay Healthy!
Project	• Poster: My Healthy Lifestyle Poster				

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Two Celebrations and Religious Events	<ul style="list-style-type: none">• Asking for and giving information• Talking about future and past events• Describing people and things	<ul style="list-style-type: none">• Present simple• Past Simple using 'ago'• Future tense using 'going to'	<ul style="list-style-type: none">• Celebrations and events	<ul style="list-style-type: none">• Respect others• Appreciation of cultural diversity and traditions• Kindness	<ul style="list-style-type: none">• Our National Day song
				<div>21st Century Skills</div> <ul style="list-style-type: none">• Communication• Social Awareness• Creative Expression	
Project	• My Celebration Poster				

Unit

1

Health is Wealth



Learning Outcomes

Listening and Viewing:

- Identify specific details, such as app names and routines, from listening passages about healthy habits.
- Identify the voice qualities and intonation in sentences.
- Recognise vocabulary related to fitness, hydration, and rest.
- Demonstrate understanding of short dialogues about digital fitness tools and stadium events.
- Listen critically to identify the problem-solution relationship in a text.
- Identify the main idea and distinguish both explicit and implicit meanings in simple oral messages.
- Apply learned information by connecting spoken details to visual prompts or answer choices.
- Show interest and respect when listening to others' interests and feelings.

Speaking and Representing:

- Express opinions and preferences using 'like/enjoy + verb + ing' (e.g. "I"enjoy skipping the rope).
- Describe daily and health-related activities using present simple and 'going to' future structures.
- Demonstrate awareness of accurate stress as a suprasegmental feature of words in connected speech.
- Use correct verb tenses and structures to role-play daily habits or plans for sports day.
- Participate in collaborative conversations with diverse partners about healthy habits and future plans.
- Acquire presentation skills with the help of visual prompts, using appropriate volume, and delivering the presentation with confidence.

Unit

1 Health is Wealth



Learning Outcomes

Reading and Viewing:

- Identify key facts and vocabulary from reading passages (e.g. food pyramid, lifestyle tips).
- Interpret written health tips, food charts, and reading texts related to smart choices and habits.
- Understand descriptive words, a range of synonyms, antonyms, and compound nouns.
- Read with expression, observing correct punctuation.
- Differentiate between healthy and unhealthy behaviours through text-based analysis.
- Analyse food groups in a food pyramid and explain their benefits using text-based evidence.
- Use appropriate reading strategies (skimming – scanning) to understand the content of texts.

Writing and Representing:

- Write a descriptive paragraph using visual prompts, vocabulary and grammar rules.
- Edit writing using a checklist for spelling, tenses, punctuation, and sequencing with peer support.
- Acquire knowledge of grammatical rules in sentences and a range of texts (the gerund as a noun – imperatives- future with going to).
- Design a visual poster project describing healthy habits.

1



Health is Wealth

Lesson 1

Listening

I will learn:

fitness, app, coach, stretch,
interesting, smart, rest, habit

Present simple tense

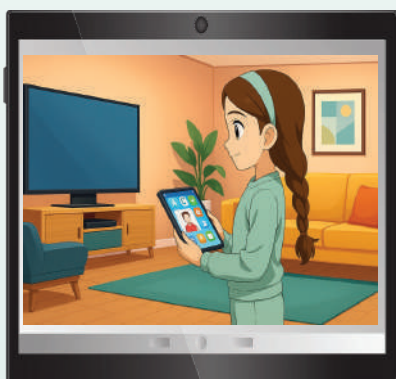


Before you listen

Name apps that help you keep fit



Listen and tick ✓ or ✗



1. Noura is using her iPad to play video games.
2. The fitness app helps Noura exercise.
3. Grandpa thinks using the iPad is not good for the eyes.

☐
☐
☐


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

1. Noura uses the iPad for
 - a. two hours
 - b. one hour
 - c. all day
 - d. thirty minutes
2. Who said, "That sounds interesting"?
 - a. Grandpa
 - b. Noura
 - c. Dad
 - d. Mum
3. Noura after using the iPad.
 - a. watches TV
 - b. plays outside
 - c. eats lunch
 - d. sleeps early

Lesson 2

Grammar

I will learn:

cycling

Like/enjoy v. + ing



Use the following verbs in meaningful sentences

like + v. + ing

playing

running

reading

swimming

drawing

shopping

Ex: I like drawing.

enjoy + v. + ing

walking

skipping

painting

hopping

doing

sitting

Ex: I enjoy walking.



Read, look and answer



1. What do they like doing?



2. What does your uncle enjoy doing?



Speaking



Tell your partner what you like doing to keep fit

I like walking to keep fit.



running



doing judo



skipping



playing tennis

Lesson 3

Reading

I will learn:

spend, sharp, brain, wisely

Imperatives



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

 23rd of MAY

Kuwait News



Mrs. Amal is talking about how to live a healthy lifestyle:
“Small healthy habits can make a big difference.”



1) Eat healthy food

Start your day with a healthy breakfast like a cheese sandwich, fruit and a glass of milk. During the day, have healthy snacks and don't forget to drink enough water to stay hydrated. Don't drink fizzy drinks.

2) Spend less time on TV and video games

Don't play video games for too long. It is a waste of time. Spend less time on screens. Use your time wisely. Play with friends, go for a walk, or help your family.

3) Sleep early

Go to bed early. Wear your pajamas, brush your teeth and sleep well. It helps your body grow strong and your brain stay sharp!

1. The **best title** for the passage could be
- a. The Healthy Habits

b. Video Games

c. A Good Sleep

d. A Healthy Meal
2. One thing that helps your brain stay sharp is
- a. watching TV

b. playing video games

c. drinking fizzy drinks

d. sleeping well



Read again, then answer the following question

1. What should you do to live a healthy lifestyle?

Lesson 4

Writing



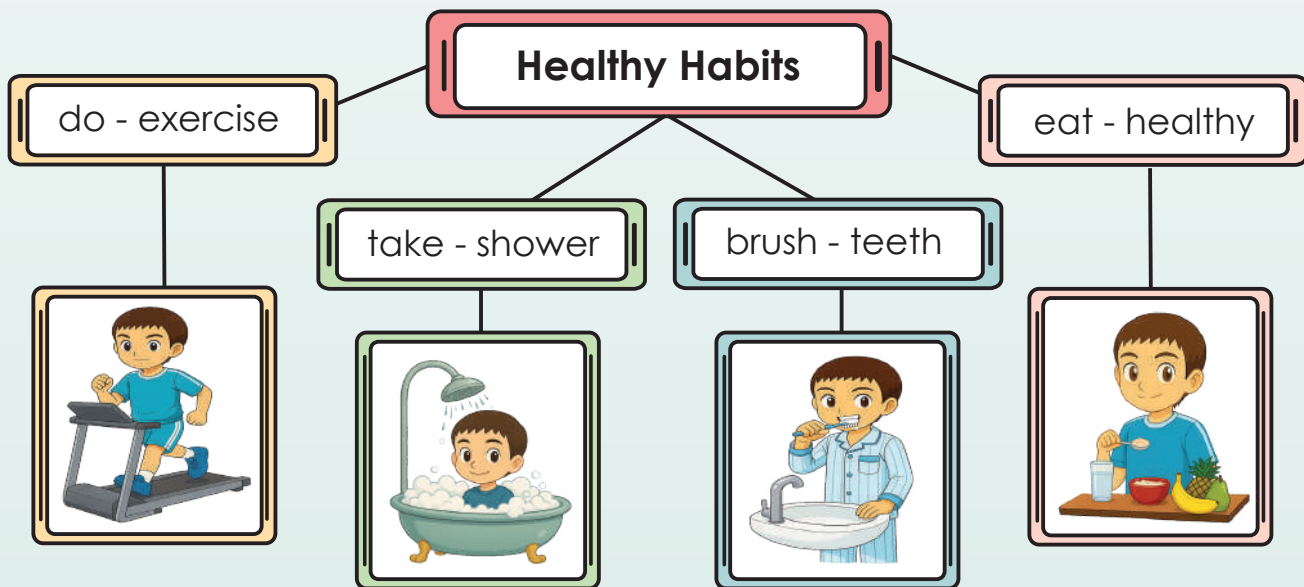
Combine the following words

play + ing = _____

swim + ing = _____



Write a short paragraph about "Healthy Habits" with the help of the following pictures and guide words



Title: _____

Writing area with lined paper for the paragraph.

Editing Checklist

Punctuation (Capitals – Full stop)

Spelling

Grammar

Lesson 5

Listening



Before you listen

I will learn:

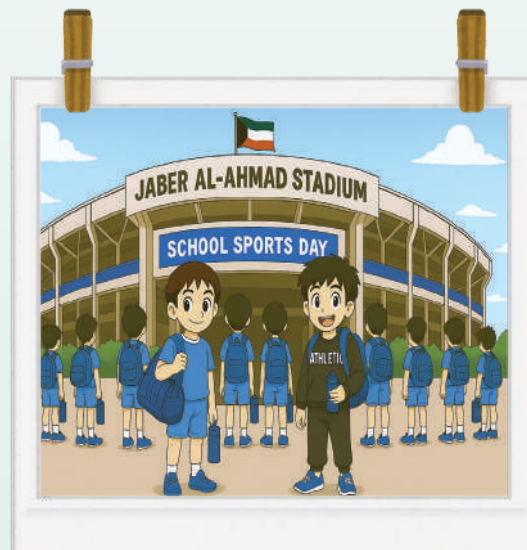
walkathon, excited, get ready, hydrated, warm up, stadium

Future with "going to"

What do people do at a stadium?



Listen and tick ✓ or ✗



1. Fahad is going to Jaber Al-Ahmad Stadium for the sports day. ☐
2. Hamad is not excited about the walkathon. ☐
3. Hamad is going to prepare his clothes the night before. ☐



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

1. Fahad wants to take a shower in the morning to feel
 a. fresh b. sleepy c. tired d. cold
2. Before the walkathon, Fahad and Hamad want to
 a. sleep more b. warm up c. eat candy d. play games
3. Fahad packed in his bag.
 a. fruit b. juice c. water bottle d. shoes

Lesson 6

Grammar

I will learn:

table tennis
Future with going to



Look and say

What are **you** going to do this **afternoon**?

I	+	am	+	going to play	+	tomorrow next ... today in the evening
he/she/It	+	is	+	going to do judo	+	
you/they/It	+	are	+	going to eat	+	



Look, read and complete the sentences

1. Ali is going to _____.



2. They are going to _____.



Speaking



Look and say what you are going to do during the day

I am **going** to play football in the **afternoon**.



Morning	
Afternoon	
Evening	

Lesson 7

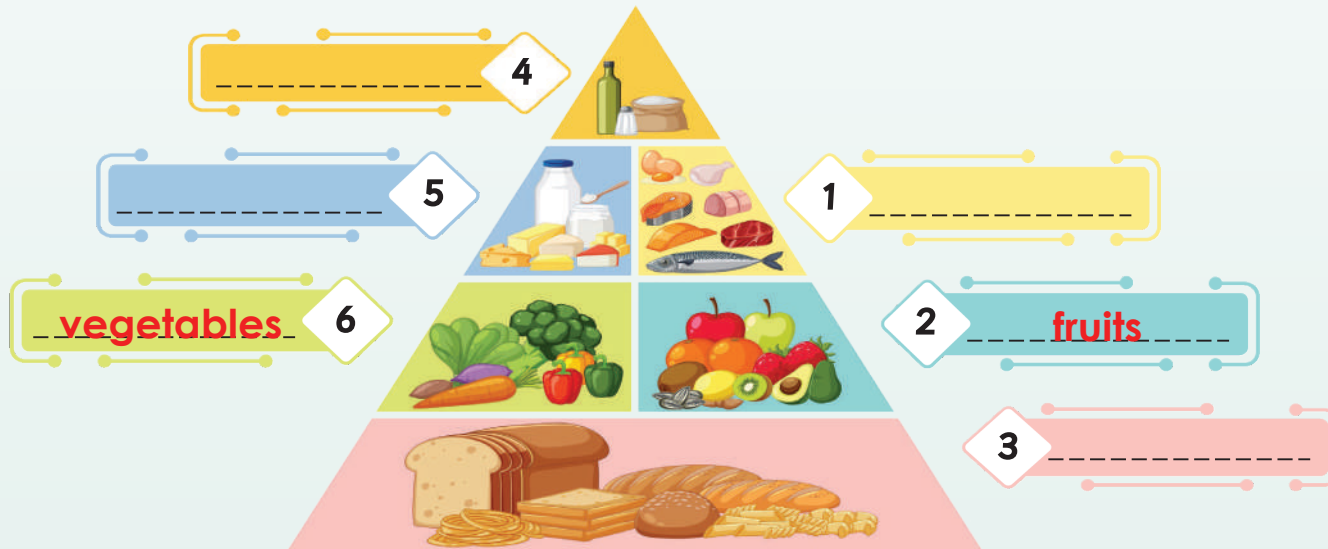
Reading

I will learn:

grain, energy, vitamin, protein, dairy, fats



Before you read, complete the food pyramid with your partners



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

The food pyramid shows different food groups. Grains give you energy to work, play and think well. Fruits and vegetables give you lots of vitamins. They help you not to feel hungry and keep your body strong. Proteins like meat, eggs and dairy help your body grow. Fats and sweets are at the top of the pyramid. They taste delicious, but eating too much of them is unhealthy. Eating from all food groups is a smart choice to help your body and brain stay strong.

- The **best title** for the passage could be
 - Food Pyramid
 - Healthy Vitamins
 - Strong Body
 - Tasty Sweets
- The underline word **They** in line 5 refers to
 - grains group
 - fruits and vegetables group
 - proteins group
 - fats and sweets group



Read again, then answer the following question

- Why do people eat healthy food?

Lesson 8

Writing



Before you write

Which meal is healthy? Why?



Fill in the graphic organiser, then use it to write a paragraph about 'A Healthy Meal'. The following guide words may help you

food pyramid – get – energy – stay – hydrated – strong

<p>What helps us make a healthy plate?</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>Why do we need to drink water?</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p>Why do we eat food from different groups?</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>How do you feel after eating a healthy meal?</p> <p>-----</p> <p>-----</p> <p>-----</p>

A Healthy Meal

Title:

Editing Checklist

Punctuation (Capitals – Full stop)

Spelling

Grammar

Progress Test

Reading

Vocabulary

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

1. Brushing your teeth every night is a good

a. habit

b. dairy

c. app

d. fitness

2. your free time reading a good book!

a. Rest

b. Spend

c. Stretch

d. Help

3. Reem is because she always gets full marks.

a. interesting

b. smart

c. sad

d. hydrated

4. We are going to the with my father next week.

a. brain

b. energy

c. karate

d. walkathon

Progress Test

Reading

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

Last holiday, Ali and his brother Khaled went to Jeddah with their family for five days. They travelled by plane. Jeddah is a big city with a beautiful beach. Ali and Khaled had a lovely time swimming and playing in the sand. The family enjoyed the sunshine. They also went fishing with their father and used a big net to catch fish. On the last day, they visited a big farm. It was a dairy farm. They learned how to make yoghurt and cheese. Ali and Khaled were very happy. They had a great holiday.



1. The **best title** for the passage could be

- a. Going Fishing b. Lovely Beach c. A Visit to Jeddah d. The Farm

2. The underlined word **lovely** in line 3 means

- a. great b. clean c. big d. sharp

3. The underlined word **It** in line 7 refers to

- a. sand b. net c. sunshine d. farm

4. The family stayed in Jeddah for

- a. three days b. five days c. seven days d. two days

B) Answer the following questions

1. When did the family go to Jeddah?

.....

2. How did Ali and Khaled catch the fish?

.....

Progress Test

Writing

Grammar

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

1. I enjoy in the fresh air.

a. running

b. run

c. ran

2. Don't a lot of sweets! It's not healthy.

a. ate

b. eat

c. eating

3. Sara is going to to the gym tomorrow.

a. went

b. goes

c. go

4. I like It's my favourite exercise.

a. hopping

b. hop

c. hopped

Spelling

A) Write the missing words to complete the sentences

1. There are many useful



on my phone.

2. I always drink water to stay



B) Combine the following

1. draw + ing =

2. skip + ing =

Progress Test

Writing

Fill in the graphic organiser, then use it to write a paragraph about your “Lifestyle”. The following guide words may help you

gym – swim – play – two times – happy – relaxed

1. Where do you go to keep fit?

2. What do you do there?

3. How many times do you go there?

4. How do you feel when you go there?



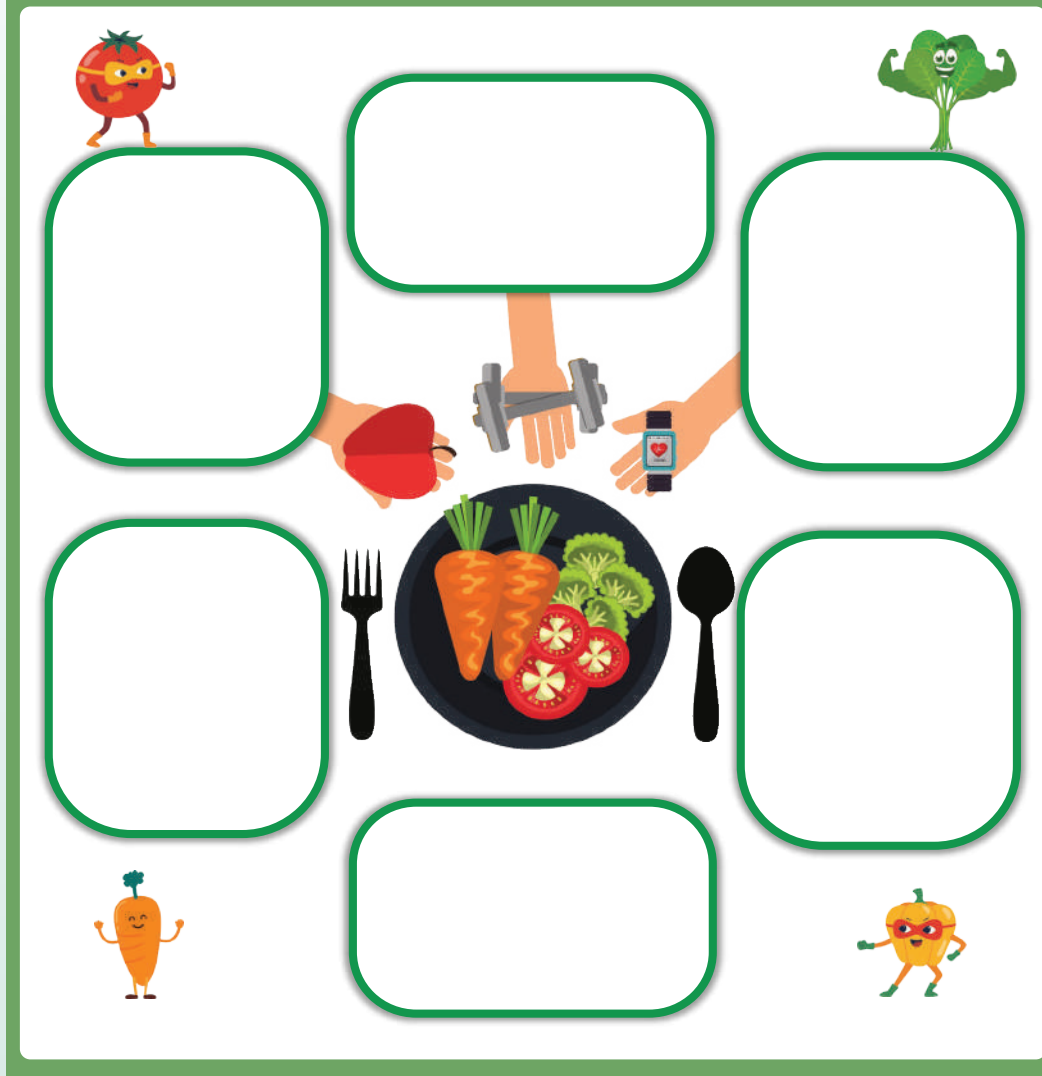
Title

1

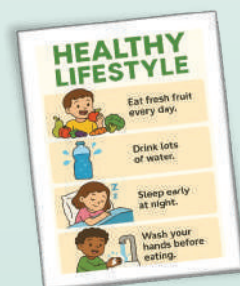
Project 1



My Healthy Lifestyle Poster

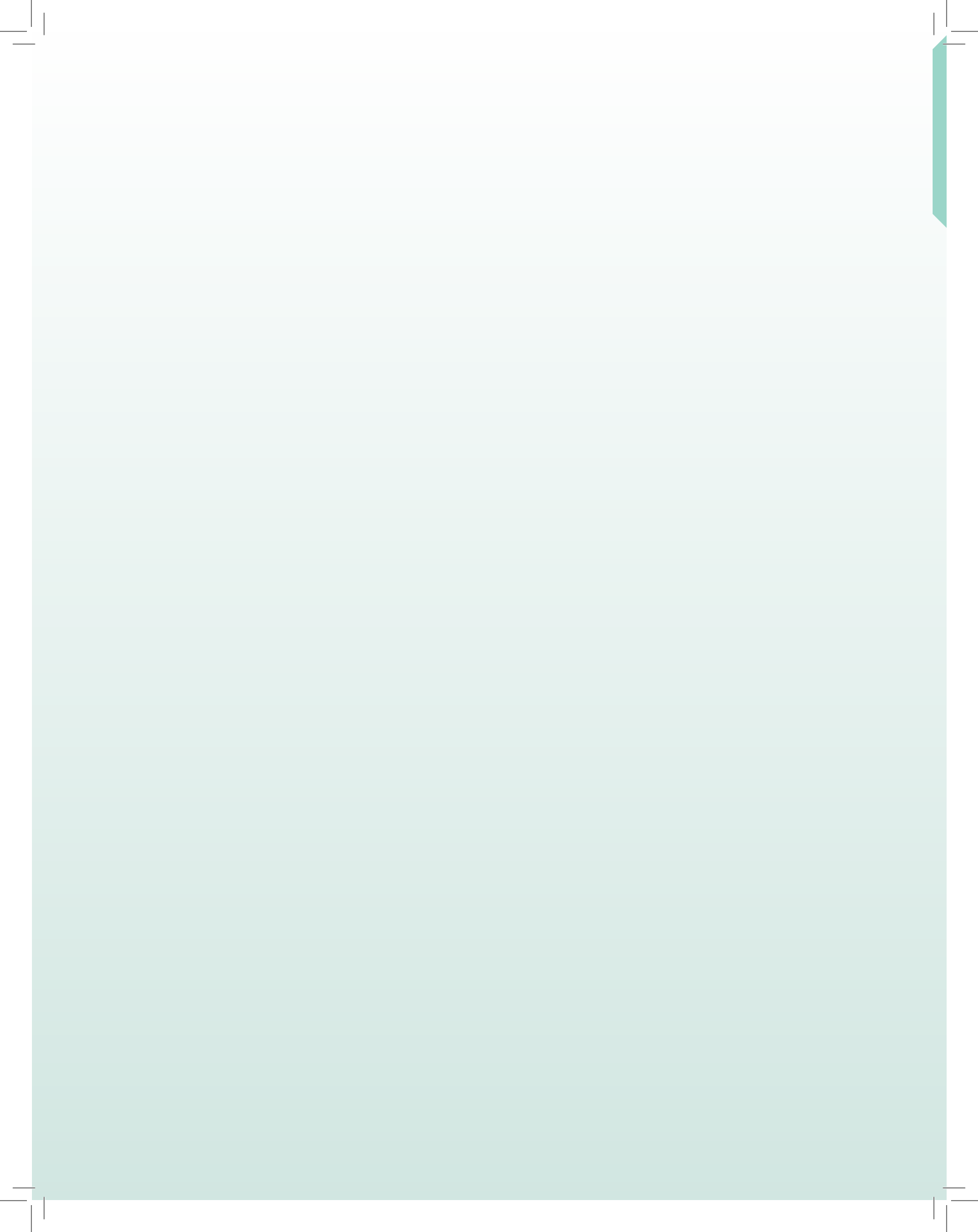


Create a poster about healthy habits by drawing or pasting pictures from magazines or printed images, then present it to your class.



Minimum words to be taught

No	word	part of speech	lesson
1	fitness	noun	1
2	app	noun	1
3	coach	noun	1
4	stretch	verb	1
5	interesting	adjective	1
6	smart	adjective	1
7	rest	verb	1
8	habit	noun	1
9	cycling	noun	2
10	spend	verb	3
11	wisely	adverb	3
12	sharp	adjective	3
13	brain	noun	3
14	stadium	noun	5
15	walkathon	noun	5
16	excited	adjective	5
17	get ready	Ph verb	5
18	hydrated	adjective	5
19	warm up	Ph verb	5
20	table tennis	noun	6
21	grain	noun	7
22	energy	noun	7
23	vitamin	noun	7
24	protein	noun	7
25	dairy	noun	7
26	fats	noun	7



1 Songs



“I am Going to Stay Healthy!” song



I like eating fruit and walking each day,
I like brushing my teeth and learning to play.
I'm going to sleep early and drink my water,
I'm going to choose what really matters!

Healthy me, strong and free
Smart decisions start with me!
I think, I plan, I care, I try
With my friends, I reach the sky!

I like using my fitness app,
I like packing a healthy snack.
I'm going to be ready, I'm going to be kind,
And help my classmates all the time!



Unit

2

Celebrations And Religious Events



Learning Outcomes

Listening and Viewing:

- Identify details in listening passages about Gergaan, Eid and National Day.
- Identify the voice qualities and intonation in sentences.
- Understand key words related to descriptions, celebrations, cultures and traditions in oral messages.
- Match spoken ideas to visual or written cues about future and past celebrations.
- Pinpoint the gist and an expanding range of explicit and implicit meanings in simple oral messages about events and celebrations.

Speaking and Representing:

- Demonstrate awareness of accurate stress as a suprasegmental feature of words in connected speech.
- Respond to questions about plans using 'going to' for future celebrations.
- Share personal and cultural celebration experiences using time expressions and the past simple tense.
- Use correct sentence patterns to ask and answer questions about religious and national holidays.
- Participate in collaborative conversations with diverse partners about celebrations, cultures and traditions.
- Deliver short oral presentations or project descriptions about celebration experiences.
- Acquire presentation skills and deliver presentations with confidence.
- Follow ground rules for discussions and responsibly carry out assigned roles.

Unit

2

Celebrations And Religious Events



Learning Outcomes

Reading and Viewing:

- Identify facts from reading texts about Hajj, February celebrations and traditional clothing.
- Recall key vocabulary related to holidays, such as 'freedom', 'unity' and 'anthem'.
- Understand descriptive words and compound nouns.
- Interpret main ideas and details from cultural and historical texts using comprehension questions.
- Use appropriate reading strategies (skimming – scanning) to understand the content of texts.
- Explain the meanings of words in context and recognise grammatical structures like past tense and time references.
- Compare types of celebrations and explain shared values like respect and thankfulness.
- Analyse the role of traditional clothing, food and symbols in Kuwaiti and Islamic celebrations.

Writing and Representing:

- Acquire a wide range of words and expressions related to celebrations, cultures and traditions.
- Acquire knowledge of grammatical rules at the word, sentence and a wide range of varied texts (past simple - future with going to).
- Write an informative paragraph using visual prompts, vocabulary and grammar rules.
- Design a visual project about different celebrations showing cultural details, symbols and values.
- Edit using a checklist for revising spelling, tenses, punctuation and sequence of ideas through self and peer assessment.



Celebrations and Religious Events

I will learn:

carry, loudly, block, politely,
decorate, beads

What are you going to do tomorrow?

I am going to ...

Lesson 1

Listening



Before you listen

What are you going to do on the 13th, 14th and 15th day of Ramadan?



Listen and tick ✓ or ✗



1. Reem is going to wear her pink dress. ☐
2. Fahad is going to get Eidiya from his grandmother. ☐
3. The family is going to have lunch at grandmother's house. ☐



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

1. In Eid, Mum is going to cook

a. balaleet	b. rice and chicken	c. meat	d. orange cake
-------------	---------------------	---------	----------------
2. The family is going to visit grandmother

a. after maghrib	b. after Eid Prayer	c. after iftar	d. in the evening
------------------	---------------------	----------------	-------------------

Lesson 2

Grammar

I will learn:

attend, concert
Future tense with "going to"



Ask and answer






Going to:

To talk about
future plans

What are you **going to** do tomorrow ?
I am **going to** attend a concert tomorrow.

Subject + am/ is/ are + going to + verb

subject	be	going to	action
I	am	going to	play 
She/He/It	is		eat 
We/They/ You	are		ride 



Read and complete

- I _____ walk.
- He _____ celebrate.
- They _____ pray.

Speaking



Ask your partner, then write

- What are you going to do tomorrow ?

Lesson 3

Reading

I will learn:

journey, pillar, patient, thankful, around
Present Simple Tense



Before you read

What do you know about Hajj?



Read and choose the correct answer

Hajj is the fifth pillar of Islam. It is a special journey for Muslims. It happens once every year in the month of Dhu al-Hijjah. Dhu al-Hijjah is the last month in the Islamic calendar. Muslims from many countries travel to Makkah in Saudi Arabia. Men wear white clothes. Muslims walk around the Kaaba seven times. They visit Mount Arafat and stay there until sunset. Hajj teaches Muslims to be kind and patient. It also teaches them to be thankful and close to Allah.



1. The **best title** for the passage could be

- | | |
|------------------|--------------------|
| a. Saudi Arabia | b. Special Journey |
| c. Dhu al-Hijjah | d. Mount Arafat |

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

- | | |
|-----------------|-----------|
| a. Hajj | b. sunset |
| c. Mount Arafat | d. Kaaba |



Read again then, answer the following questions

1. What do Muslims do during Hajj?

2. What does Hajj teach Muslims?

Lesson 4

Writing



Combine the following words

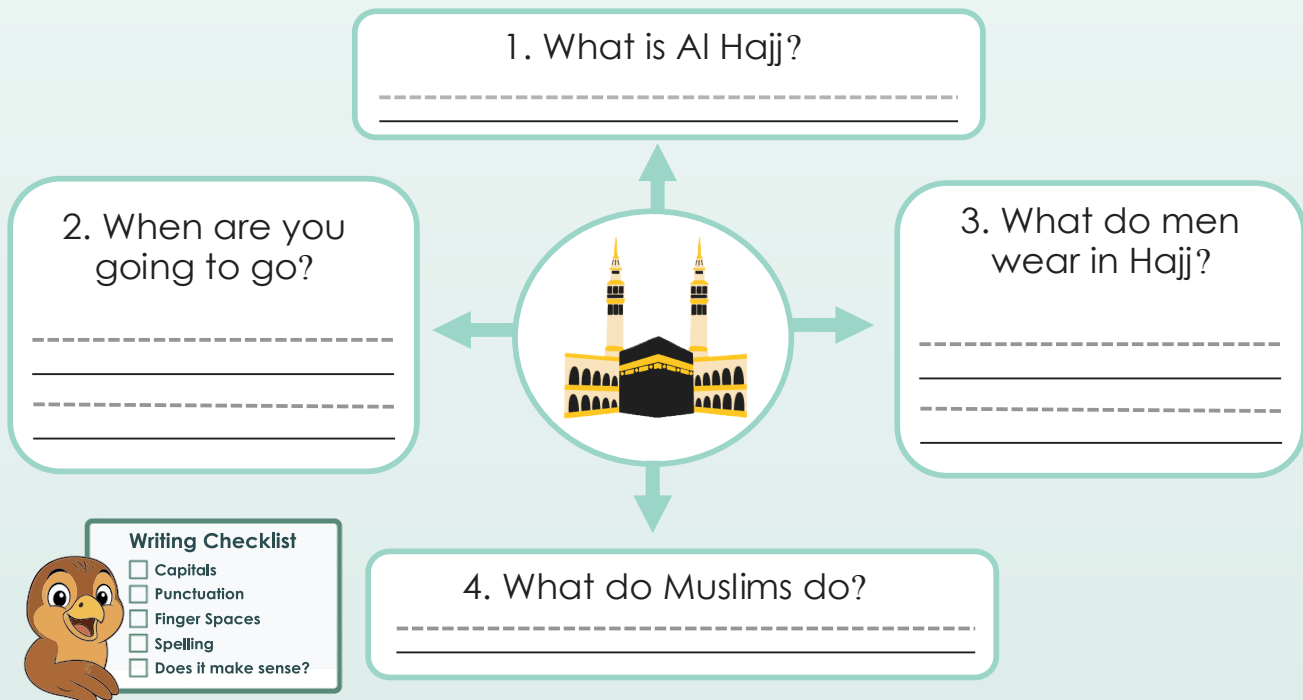
thank + full = _____

proud + ly = _____



Fill in the graphic organiser, then use it to write a paragraph about 'A Journey to Hajj'. The following guide words may help you

special – month – white clothes – visit – Mount Arafat



Title: _____

Lesson 5

Listening



Before you listen

I will learn:

liberation, parade, anthem,
rooftop, organise, speech, unity

How did you celebrate the National Day?

How did you celebrate Kuwait National Day?



Listen and tick ✓ or ✗



I love my country Kuwait



1. Hamad watched the National Day parade on TV. ☐
2. Fahad's family decorated their house with coloured lights. ☐
3. People sang the anthem quietly. ☐



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

1. In the parade people
 - a. wave flags
 - b. watch fireworks
 - c. eat meals
 - d. organise events
2. The speech of his highness the Amir focuses on
 - a. buying new things
 - b. unity
 - c. celebrations
 - d. travelling

Lesson 6

Grammar

I will learn:

Past simple tense with "ago"



Ask and answer



past simple

to talk about something we did
in the past.

What **did** you do **two days ago**?

I **visited** my grandmother two
days ago.

When **did** you eat your lunch?

I **ate** my lunch **three hours ago**.



Read and choose

1. She a story a month ago.

a. writes

b. wrote

c. writing

2. We a movie one week ago.

a. watched

b. watching

c. watch

Speaking



Ask your partner: What did you do two weeks ago?



Lesson 7

Reading

I will learn:

offer, discount, free, traditional, proud



Before you read

What do people in Kuwait celebrate every February?



Read and choose the correct answer

Every February, people celebrate a special festival in Kuwait. They celebrate the National and the Liberation Day of Kuwait. It is a special time to enjoy festivals and remember the important days in Kuwait's history. In these happy days, people show love for their free country. There are parades, fireworks, and decorations everywhere. Children wear **traditional** clothes and wave the Kuwaiti flags. Families go to parks, concerts and traditional shows. Many shopping malls offer great discounts. In this month, people feel proud of their beautiful country.

1. The **best title** for this passage could be
 - a. Shopping Malls
 - b. A Visit to the Museum
 - c. A Special Festival
 - d. A Day at the Beach
2. The underlined word **traditional** in line 6 means
 - a. happy
 - b. old
 - c. proud
 - d. big



Read again, then answer the following questions

1. What do shopping malls offer in February?

2. Why do you think February is important for people in Kuwait?

Lesson 8

Writing



Fill in the graphic organiser, then use it to write a paragraph about 'Kuwait's National Day'. The following guide words may help you

February - Kuwait Towers - wave - flags - wear - national

1. When is Kuwait's National Day?

.....

.....

.....

2. Where did you go?

.....

.....

.....

3. What did you do?

.....

.....


.....

4. What did you wear?

.....

.....

.....



Title:

.....

.....

.....

.....

.....

.....

.....

.....

Editing Checklist

Punctuation (Capitals – Full stop)

Spelling

Grammar

Progress Test

Reading

Vocabulary

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

1. We need to the living room for the celebration .

a. attend

b. hunt

c. decorate

d. carry

2. Let's the show tomorrow.

a. rest

b. spend

c. stretch

d. attend

3. There is a big in Marina Mall.

a. discount

b. pillar

c liberation

d. unity

4. The children shouted during the parade.

a. politely

b. loudly

c. friendly

d. ago

Progress Test

Reading

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

Last week, my family and I travelled to Dubai by plane. We arrived at the airport in the morning. We stayed in a big hotel near the beach. On the first day, we visited Burj Khalifa. **It** was very tall! We also went to Dubai shopping mall and bought some gifts. We walked around the city and saw many beautiful places. One evening, we attended a traditional music show. The weather was hot, so we stayed in the hotel and swam in the swimming pool. We ate delicious food and took many pictures. I enjoyed every moment of the trip.



1. The **best title** for the passage could be
 - a. A Big Hotel
 - b. Beautiful Places
 - c. A Visit to Dubai
 - d. A Day on the Beach
2. The opposite of the underlined word **traditional** in line 7 is
 - a. modern
 - b. big
 - c. delicious
 - d. beautiful
3. The underlined word **It** in line 4 refers to
 - a. the plane
 - b. the airport
 - c. the hotel
 - d. Burj Khalifa
4. The family stayed in the hotel because
 - a. the weather was hot
 - b. the concert was great
 - c. the shopping mall was closed
 - d. they were tired

B) Answer the following questions

1. How did the family travel to Dubai?

.....

2. What did the family attend?

.....

Progress Test

Writing

Grammar

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

1. Igoing to decorate my notebook.

a. is

b. am

c. are

2. He is going to the speech in the celebration.

a. say

b. says

c. said

3. My mother to the cinema 3 days ago.

a. goes

b. went

c. go

4. They the school's event last week.

a. organise

b. organises

c. organised

Spelling

A) Write the missing words to complete the sentences

1. The family sat on the to watch the fireworks.



2. The girl wore a necklace made of colourful



B) Combine the following

1. polite + ly =

2. thank + full =

Progress Test

Writing

D) Fill in the graphic organiser, then write a paragraph about “Gergean” with the help of guide words

last week - family - sweets - candies - feel - fantastic

1. When was the Gergean?

2. Who celebrated with you?

3. What did you get?



4. How was the celebration?

Title:

②

Project 2



MY CELEBRATION POSTER

• _____

• _____

• _____

• _____

• _____

• _____

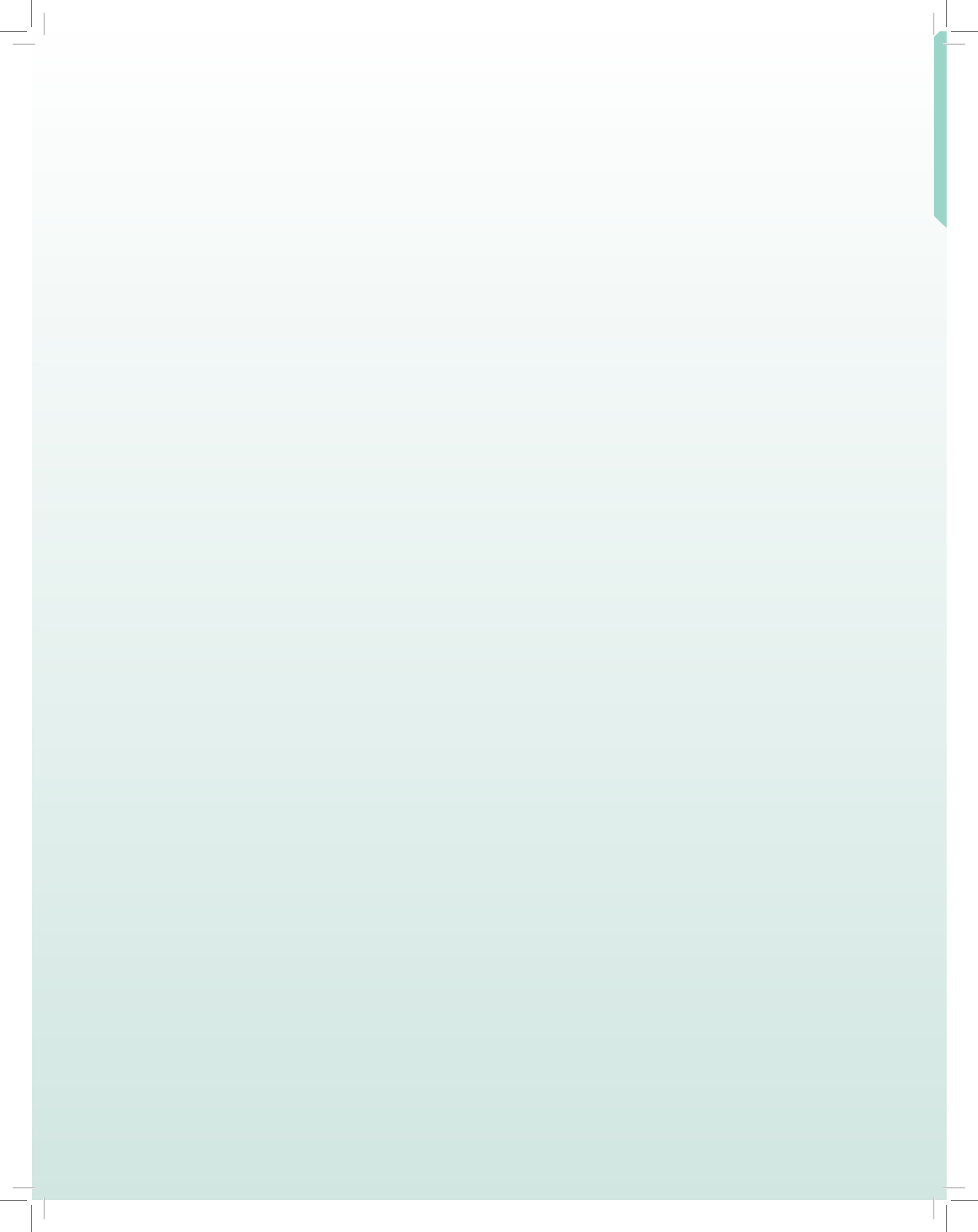


Project Instructions:

1. Choose a celebration
2. Draw a small picture about it.
3. Write four sentences about the celebration, then talk about it.

Minimum words to be taught

no	word	part of speech	lesson
1	carry	verb	1
2	loudly	adverb	1
3	politely	adverb	1
4	decorate	verb	1
5	beads	noun	1
6	attend	verb	2
7	concert	noun	2
8	journey	noun	3
9	around	preposition	3
10	pillars	noun	3
11	patient	adjective	3
12	thankful	adjective	3
13	liberation	noun	5
14	parade	noun	5
15	anthem	noun	5
16	rooftop	noun	5
17	organise	verb	5
18	speech	noun	5
19	unity	noun	5
20	ago	adverb	6
21	traditional	adjective	7
22	offer/offered	verb	7
23	discount	noun	7
24	free	adjective	7
25	proud	adjective	7



② Songs



“Our National Day” song



On February twenty-five,
We all feel so proud and alive,
We wave the flag, red, green, black, and white—
We sing and cheer with all our might!
Kuwait, we celebrate you,
With love and joy, so strong and true!

The streets are full of lights and sound,
Fireworks shining all around,
We see the parade go marching by,
With music playing to the sky.
Kuwait, you shine so bright,
We feel your spirit day and night!

We wear our traditional clothes,
And bring sweet treats for friends and those
Who come to celebrate with glee—
It's full of fun for you and me!
Unity fills the air,
On National Day, we show we care.

Let's decorate and sing all day,
For Liberation Day—hooray!
We love our land, both near and far,
Kuwait, you are our shining star!
From desert sand to sky so blue—
Kuwait, we celebrate you!



Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Three Discover The Animal World	<ul style="list-style-type: none">• Describing actions and processes• Describing animals• Comparing animals	<ul style="list-style-type: none">• Present Simple• Sequence Adverbs• Comparative and Superlative adjectives	<ul style="list-style-type: none">• Animals• Actions• Descriptive Adjectives	<ul style="list-style-type: none">• Compassion for animals• Curiosity about nature	<ul style="list-style-type: none">• Animals Around Us
				<div>21st Century Skills</div> <ul style="list-style-type: none">• Inquiry-based learning• Comparison• Information gathering• Classification• Observation	
Project	• Poster: My Favourite Animal				

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Four Exploring Kuwait and the World Around Us	• Talking about events in the past	• Past continuous with when • Simple past tense	• Countries • Kuwait	• Patriotism • Global Awareness • Respect for Diversity	• A Holiday in Kuwait
	• Talking about Kuwait and other countries			21 st Century Skills • Research Skills • Digital literacy • Cultural Competence	
Project	• A Scrapbook: My Dream Trip				

Unit

Discover

3 The Animal World



Learning Outcomes

Listening and Viewing:

- Recognise key vocabulary related to animals and descriptive adjectives in spoken passages.
- Identify the voice qualities and intonation in sentences.
- Understand key words related to descriptions, animal kingdom and the sequence of events in oral messages.
- Pinpoint the gist and an expanding range of explicit and implicit meanings in simple oral messages.
- Listen to short spoken texts and identify the problem and solution using guided comprehension tools.
- Follow spoken sequence of events using adverbs of sequence (first, next, after that, finally).
- Identify spoken information about animals' characteristics and behaviours, and connect it to corresponding visuals or short texts.

Speaking and Representing:

- Respond to questions about animals using the present simple tense with grammatical accuracy.
- Describe actions of animals using verbs and descriptive adjectives (e.g., swims fast, changes colour).
- Use sequence adverbs to describe a trip to the zoo or a desert experience orally.
- Compare animals orally using comparative and superlative adjectives with visual prompts.
- Present a short spoken report about a favourite animal, including appearance and behaviour.
- Demonstrate awareness of accurate stress as a suprasegmental feature of words in connected speech.
- Acquire a range of vocabulary, phrases and grammar for communication.

Unit

3

Discover The Animal World



Learning Outcomes

Reading and Viewing:

- Identify facts from reading texts about octopuses, dolphins, and flamingos.
- Recognise new vocabulary related to animal features and habitats (e.g., tentacles, migrate, curved).
- Respond to comprehension questions based on factual animal texts, demonstrating understanding of key details.
- Identify vocabulary meanings and complete fact tables using information from reading texts.
- Compare and contrast animals in reading passages using a graphic organiser (e.g., dolphin vs. octopus).
- Understand descriptive words and compound nouns.
- Read with expression, observing correct punctuation.
- Use appropriate reading strategies (skimming – scanning) to understand the content of texts.
- Show motivation for reading, relating what is read to self-experience.

Writing and Representing:

- Write a comparison paragraph about two animals using sentence frames and descriptive vocabulary.
- Use the present simple tense and sequence adverbs in describing animal routines or events.
- Write a short descriptive paragraph with the help of words, visual prompts and a graphic organiser using knowledge of grammar and vocabulary.
- Edit using a checklist for revising spelling, tenses, punctuation, and sequence of ideas through self and peer assessment.
- Create an illustrated project about a favourite animal, including facts, behaviour, and a drawing.



Lesson 1

Listening



Before you listen

I will learn:

dolphin, hoop, trainer, signal, through, splash

First, Next, After That, Finally

What do you know about dolphins?



Listen and tick ✓ or ✗



1. Hamad went to the zoo yesterday.
2. The first dolphin jumped through a red hoop.
3. At the end, the dolphins waved goodbye and splashed water.

☐
☐
☐


Listen again, then answer the following questions

1. Where did Hamad and his family go?

2. What did the dolphin do with the trainer?

Lesson 2

Grammar

I will learn:

ticket, snack

Present simple tense with sequence adverbs

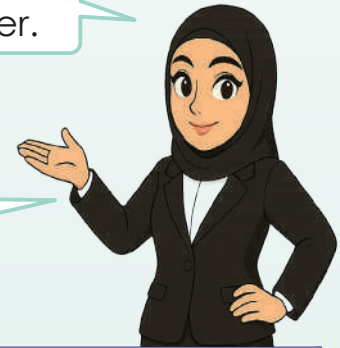


What **do** dolphins **do**?

Dolphins **jump** in water.

What **does** a monkey **do**?

A monkey **climbs** a tree



What do dolphins do ?	Dolphins	splash water. jump through a hoop. follow signals.
What does a monkey do ?	A monkey	climbs trees. eats bananas.

Speaking



Look at the pictures and tell your partner about what people do when they go to the Little Jungle Park



First, people buy their tickets.

Next

(walk – around)



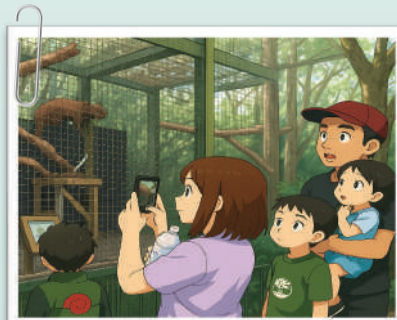
After that,

(take photos)



Finally,

(snacks – home)



Lesson 3

Reading

I will learn:


octopus, tentacles, spray, change, hide, bones
Present simple tense

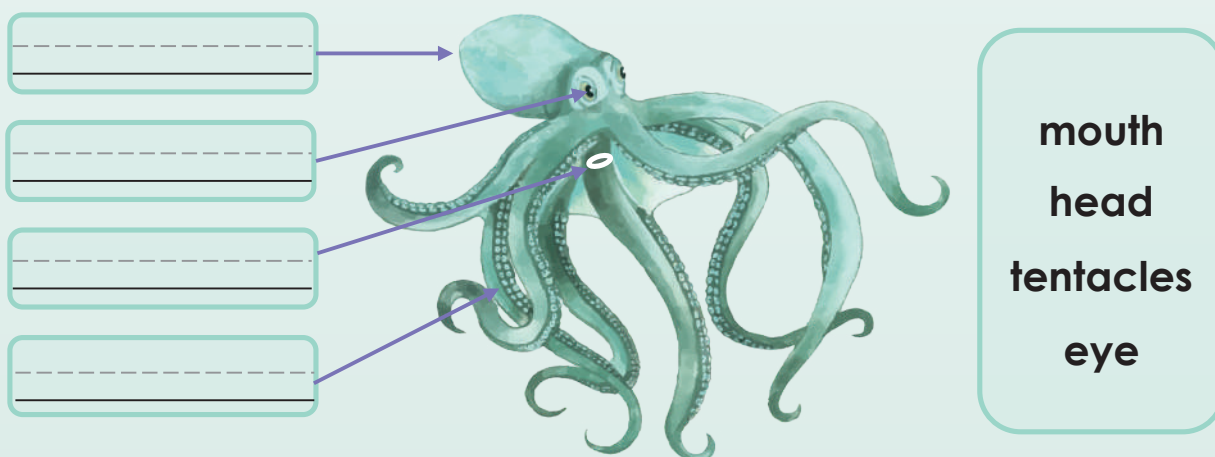


Read and complete with the help of guide words

<https://en.seaworld.org/seaanimal/Octopus>

The octopus is a sea animal with eight long arms named tentacles. It lives in oceans. It uses its arms to catch food like small fish. The octopus's mouth is under its head. Octopuses are very smart. They can spray ink when they are in danger. Some octopuses can even change colour to hide from other animals. Octopuses do not have bones, so they can get into small spaces. Octopuses have big eyes to help them see in the dark. They also like to hide in rocks. They are dangerous sea animal.





Read again, then complete the table below

Fact	Your Answer
Number of arms	
Where it lives	
What it eats	
Where its mouth is	

Lesson 4

Writing



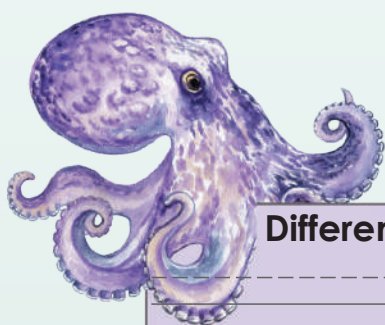
Before you write

Name some sea animals



Fill in the venn diagram to compare between an octopus and a dolphin: Then use it to write a paragraph about them. The following guide words may help you.

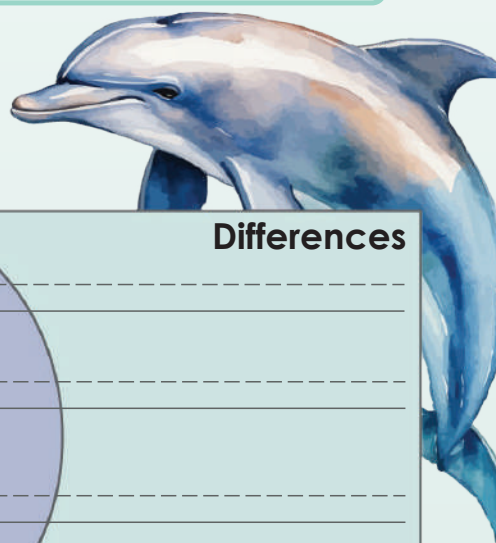
sea animal – swim – eat – smart – dangerous – colour



Differences

Similarities

Differences



Writing Checklist

- ☐ Capitals
- ☐ Punctuation
- ☐ Finger Spaces
- ☐ Spelling
- ☐ Does it make sense?

Title:

Handwriting practice area with multiple sets of dashed lines for writing.

Lesson 5

Listening



Before you read

I will learn:

shiny, shine, warm, camping, camped,
wild, fox, lizard, gazelle

Past simple tense

Why do you like camping in the desert?



Listen and tick ✓ or ✗



1. The grandfather saw a lizard.
2. Lizards like cold places and they can't hide.
3. The gazelle was running so fast across the desert.

☐
☐
☐


Listen again, then answer the following questions

1. What did the mother bring for camping?

2. Who saw the sand gazelle?

Lesson 6

Grammar

I will learn:

whale, heavy, light, snake

Comparative and superlative adjectives



What is the **tallest** animal?

The giraffe is **the tallest** animal.



What is the	biggest tallest cleverest fastest	animal? bird?	The elephant The giraffe The monkey The falcon
-------------	--	----------------------	---

Speaking



Look at the pictures to complete the sentences then tell your partner about the animals

big / small



The shark is **smaller** than the whale.

The whale is **the biggest**.

long / short



The lizard is _____ **than** the snake.

The snake is **the** _____.

heavy / light



The gazelle is **heavier** than the ant.

The ant is **the lightest**.

fast / slow



The camel is _____ **than** the turtle.

The turtle is **the** _____.

Lesson 7

Reading

I will learn:

curved, migrate, shrimp, look for
Present simple tense



Before you read

What do you know about flamingos?



Read and choose from a, b, c or d

Flamingos are tall, pink birds with long legs and curved necks. They migrate to Kuwait in winter because the weather is cool. These birds fly to Kuwait to look for warm water and food. They like eating small shrimps, which makes their feathers pink. Flamingos like to stand on one leg. After winter, they fly back home. Many people enjoy watching these beautiful birds in nature. You can see them near Sulaibikhat Beach.



- The **best title** for this passage could be
 - Flamingos in Kuwait
 - Winter in Kuwait
 - A Pink Shrimp
 - Warm Water
- The underlined word **they** in line 6 refers to
 - necks
 - feathers
 - flamingos
 - months
- The opposite of the word **warm** in line 3 is
 - cold
 - long
 - big
 - tall



Read again, then complete the fact file about Flamingos

Fact	Your Answer
Colour of flamingos	_____
When they come to Kuwait	_____
Why they come to Kuwait	_____
What they eat	_____
Where you can see them	_____

Lesson 8

Writing



Before you write

Why do flamingos have pink feathers?



Fill in the graphic organizer, then use it to write a paragraph about flamingos. The following guide words may help you.

winter – warm – shrimp – curved – tall – pink



When do flamingos migrate to Kuwait?

Why do flamingos fly to Kuwait?

What do flamingos eat?

What do flamingos look like?

Title:

Handwriting practice area with multiple lines for writing.

Editing Checklist

Punctuation (Capitals – Full stop)

Spelling

Grammar

Progress Test

Reading

Vocabulary

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

1. An octopus has eight

a. tentacles

b. snacks

c. hoops

d. bones

2. Reem likes to behind the tree when playing.

a. change

b. migrate

c. hide

d. shine

3. A dolphin follows its trainer's

a. shrimps

b. tickets

c. signals

d. whales

4. The fox is a animal.

a. shiny

b. wild

c. warm

d. curved

Progress Test

Reading

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

Dolphins live in water, but they are not fish. They live in oceans. They can swim fast. They need air. They can't stay in water for a long time. They must come up to get some air. Dolphins like warm water. They are grey and friendly. People like going to dolphins' shows. **They** enjoy watching dolphins jumping high through hoops and splashing water on them. Dolphins are not **dangerous**. They are clever animals. They love to play games with balls.

1. The **best title** for the passage could be

a. All About Dolphins

b. A Dangerous Fish

c. Lovely Hoops

d. Swimming in the Ocean

2. The opposite of the word **dangerous** in line 6 is

a. big

b. safe

c. high

d. warm

3. The underlined word **They** in line 4 refers to:

a. people

b. oceans

c. shows

d. dolphins

4. Dolphins like jumping through:

a. hoops

b. balls

c. animals

d. games

B) Answer the following questions

1. Where do dolphins live?

.....

2. Why do people like going to dolphins' shows?

.....

Progress Test

Writing

Grammar

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

1. An octopus ink when it is in danger.
a. sprayed b. spraying c. sprays
2. The dolphin jumps a red hoop.
a. at b. through c. under
3. The fox is than the whale.
a. lighter b. lightest c. light
4. Flamingos always in winter.
a. migrate b. migrated c. migrating

Spelling

A) Write the missing words to complete the sentences

1. They like in the desert.



2. The lives in the desert.



B) Combine the following

1. heavy + er =
2. slow + est =

Progress Test

Writing

Writing

Fill in the graphic organiser, then use it to write a paragraph about the “Octopus”. The following guide words may help you

ocean – tentacles – fish – ink – danger

1. Where does an octopus live?

<p>-----</p> <hr/> <p>-----</p> <hr/>

2. What does it have?

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3. What does it eat?



4. What does it spray?



Writing Checklist

- ☐ Capitals
- ☐ Punctuation
- ☐ Finger Spaces
- ☐ Spelling
- ☐ Does it make sense?

- ☐ Capitals
- ☐ Punctuation
- ☐ Finger Spaces
- ☐ Spelling
- ☐ Does it make sense?

Title:

[illegible]

3 Project 3



My Favourite Animal Poster



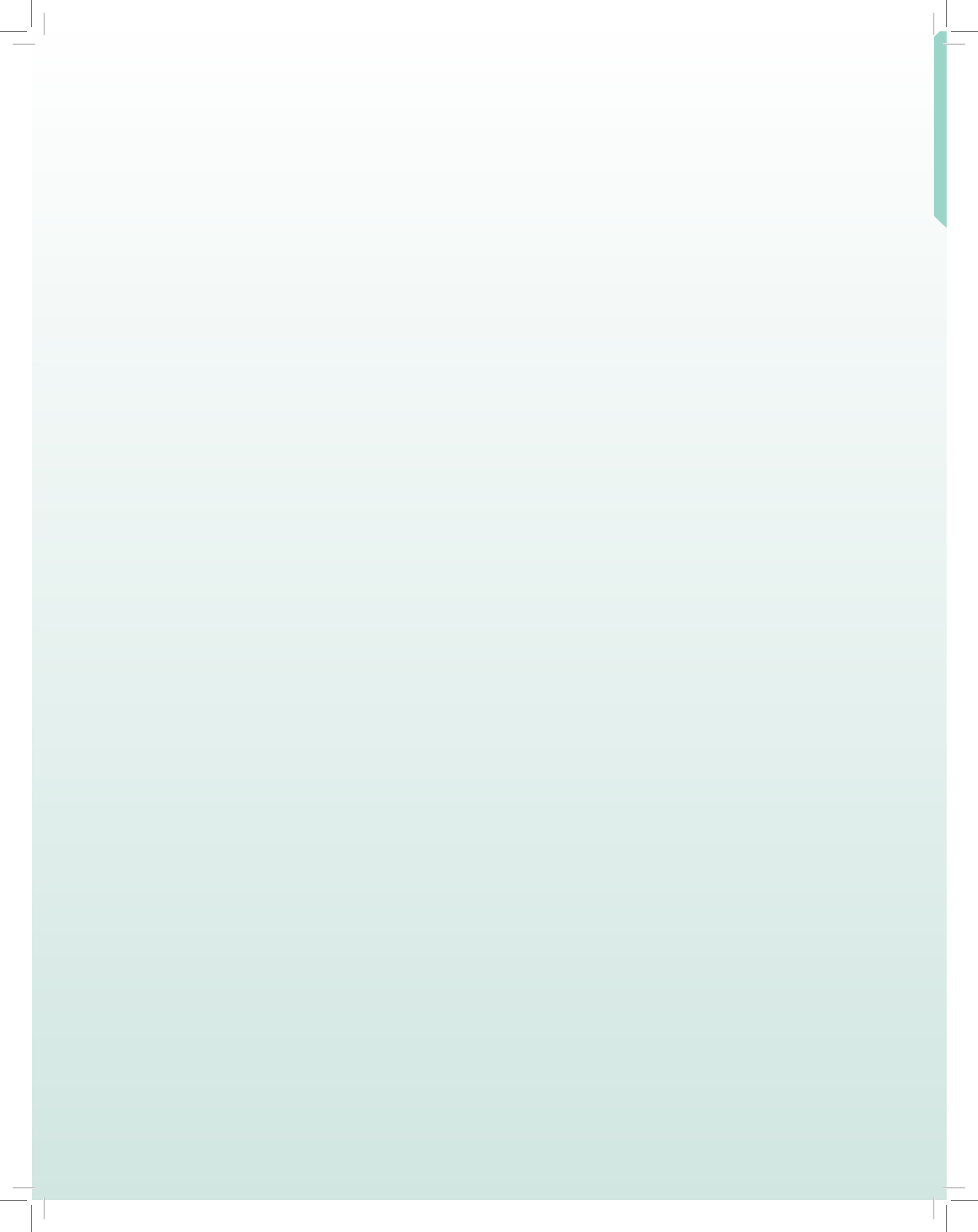
Instructions:

1. Search some information about your favourite animal.
2. Create your animals. Look at the pictures above.
3. Cut and glue all the items together.
4. Use the marker to write sentences about each animal.
5. Show and present your animal to your class.



Minimum Words to be Taught

no	word	part of speech	lesson
1	dolphin	noun	1
2	hoop	noun	1
3	trainer	noun	1
4	signal	noun	1
5	through	preposition	1
6	splash	verb	1
7	tickets	noun	2
8	snack	noun	2
9	octopus	noun	3
10	tentacles	noun	3
11	spray	verb	3
12	change	verb	3
13	hide	verb	3
14	bones	noun	3
15	shiny	adjective	5
16	shine	verb	5
17	warm	adjective	5
18	camping	noun	5
19	camped	verb	5
20	wild	adjective	5
21	fox	noun	5
22	lizard	noun	5
23	gazelle	noun	5
24	whale	noun	6
25	heavy	adjective	6
26	light	adjective	6
27	snake	noun	6
28	migrate	verb	7
29	shrimp	noun	7
30	curved	adjective	7
31	look for	ph verb	7





“Animals Around Us!” song



The dolphin is smarter than the fox,
It swims and jumps and learns in flocks.
But the octopus is the smartest of all,
With eight long arms — it's clever and tall!

The gazelle runs faster than the lizard,
Across the sand with grace and wizard.

But the fox is the quickest at night,
It moves with care and stays out of sight.

The flamingo is taller. The lizard is smaller.
It stands on one leg, looking proud and tall.

But the gazelle is the tallest on land,
Leaping far across the sand.

The octopus hides better than the fox,
It changes color near sea rocks.
But the lizard is the best at disguise,
Blink your eyes — it's out of your sight!



Unit

4

Exploring Kuwait and the World Around Us



Learning Outcomes

Listening and Viewing:

- Identify the voice qualities and intonation in sentences.
- Understand keywords related to descriptions, (Kuwait and other countries) in an oral message.
- Recognise specific vocabulary related to countries, travel, and culture.
- Understand and respond to short audio dialogues about past events and famous people.
- Interpret audio recordings to answer questions and complete sentence gaps.
- Relate spoken content to visual prompts and written choices about Kuwait and other countries.

Speaking and Representing:

- Discuss personal and national experiences using past simple and past continuous forms.
- Demonstrate awareness of accurate stress as a suprasegmental feature of words in connected speech.
- Respond to questions about previous holidays, cultural events.
- Use speaking prompts to describe events using 'when' clauses.
- Respond to questions about previous holidays and cultural events.
- Present short oral summaries about a trip or a Kuwaiti landmark using past tense appropriately.
- Acquire a range of vocabulary phrases, expressions, and grammar for communication.

Unit

4

Exploring Kuwait and the World Around Us



Learning Outcomes

Reading and Viewing:

- Identify facts from reading passages about Kuwait and Japan, including capitals, currencies, and traditions.
- Demonstrate comprehension of informational texts by answering multiple-choice and short-answer questions.
- Compare and describe two countries in terms of food, geography, and cultural aspects using appropriate vocabulary and sentence structures.
- Extract and classify information from fact files and reading passages.
- Understand descriptive words, a range of synonyms, antonyms and compound nouns.
- Use appropriate reading strategies (skimming – scanning) to understand the content of texts.

Writing and Representing:

- Write a descriptive paragraph or email about Kuwait or a travel experience using visuals and guides.
- Acquire knowledge of grammatical rules at the word, sentence, and a wide range of varied texts (past simple - past continuous using when).
- Edit using a checklist for revising spelling, tenses, punctuation, and sequence of ideas through self and peer assessment.
- Design a creative project about a dream trip, including details, drawings, and reflections.



Lesson 1

Listening



Before you listen



Mention some famous people in Kuwait.

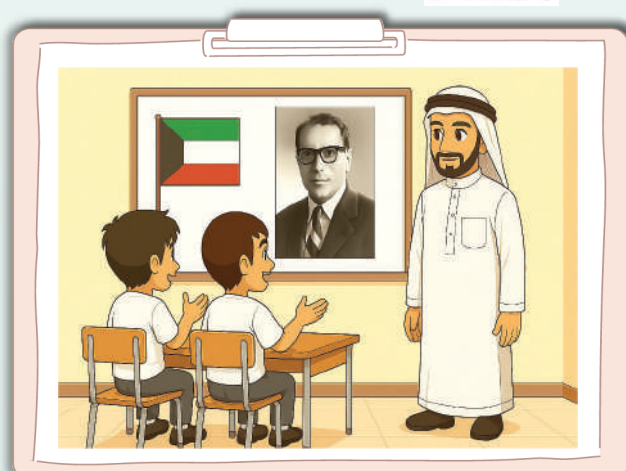
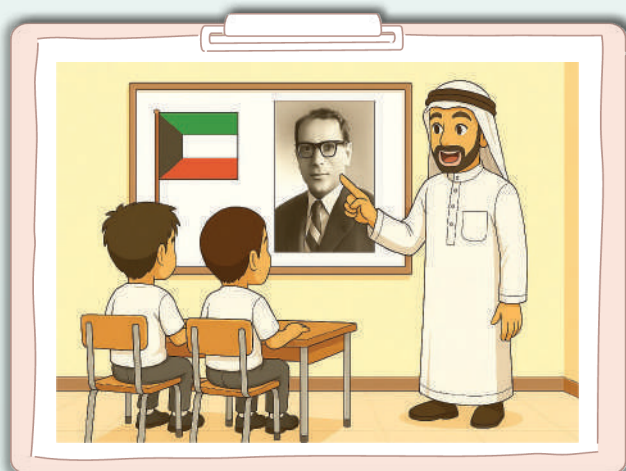
I will learn:

poem, poet, culture, magazine

Past continuous tense



Listen and tick ✓ or ✗



1. Ahmad Al-Adwani wrote Kuwait's national anthem.

☐

2. Teacher Ali talked about Kuwait.

☐

3. Ahmad Al-Adwani was a famous writer.

☐


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

1. Al-Adwani helped in building Kuwait's

a. poet

b. anthem

c. culture

d. morning

2. Ahmad Al-Adwani was a poet and a

a. teacher

b. builder

c. singer

d. doctor

Lesson 2

Grammar

I will learn:

ring / rang

Past continuous with when



Ask and answer



What **were you doing** when your father came?



I **was reading** a book when my father came.

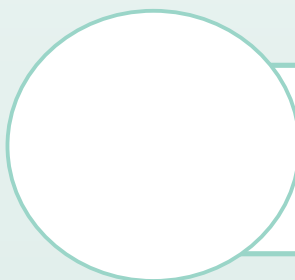
I was riding my bike
Noura was sleeping
They were playing tennis

when

I hurt my leg.
they went to see her.
they broke the window.



Tell, draw then write what you were doing in your class when the bell rang



I _____
when _____



Speaking



Look at the pictures and say what Hamad was doing when.....



I **was reading** a book **when** my father **broke** his arm.

Hamad



Father



Lesson 3

Reading

I will learn:

GCC countries, lie on, Asia, meaning, capital, currency, peacefully, island



Before you Read



What do you know about my country?



Read and choose the correct answer

Kuwait is a modern and a beautiful country in Asia. People live happily and peacefully there. Kuwait lies on the Arabian Gulf. It is one of the GCC countries. The name Kuwait comes from the Arabic word 'AlKout', meaning fort. Kuwait City is the capital of Kuwait. Arabic is the language of Kuwait and Islam is its religion. The Kuwaiti Dinar is its currency. Kuwait has got nine islands. The largest is Bubiyan. There are big farms in Al-Abdaly and Al-Wafra. Farmers grow vegetables and fruit there.

1. The **best title** for the passage could be

- a. All About Kuwait
- b. GCC Countries
- c. Farms in Kuwait
- d. Islands in Kuwait

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

- a. Bubiyan
- b. Al-Abdaly and Al-Wafra
- c. Kuwait City
- d. GCC countries



Read again, then complete Kuwait's fact file

H.H The Amir	
Capital	
Religion	
Language	
Currency	

Lesson 4

Writing

Respect your flag



Before you write

Complete the missing parts in the webpage then use it to write an email to your friend about your country, Kuwait

← → ↻ ⚙️ <https://www.kuwaittourguide.com> ★ 🏠 ☰

 **KUWAIT** | Discover the wonders of Kuwait
TOUR GUIDE

🔍 _____ 📍 📧 📞 +965 22512312

Sports
_____ skating _____

Weather

Shopping

Restaurants

Entertainment Places
Winter Wonderland

Famous Places

New message

To... _____

Subject... _____

Hello _____

Yours, _____

🔍 📧 📞 📎 🗑️ **Send**

Lesson 5

Listening



Before you listen



Look at the picture and guess where we travelled last holiday.

I will learn:

gulf, right, Lebanon, trip
Past simple tense



Listen and tick ✓ or x



Respect other countries



1. Mum, Hamad and Noura saw big mountains in Oman.

☐

2. Hamad and Noura had fun on the beach in Qatar.

☐

3. They went skiing in Bahrain.

☐


Listen again, then fill in the gaps

Last holiday, Mum, Hamad and Noura went to _____.

They went to the sea and ate _____. They also went to Saudi

Arabia and saw the Jandriyah _____. They went

_____ in Lebanon.

Lesson 6

Grammar

I will learn:

stay/stayed, hotel
Past simple tense



Ask and answer



What **did** you do last week?

I **went** to Failaka Island.



I
He
She
You
We
They



went
stayed



to...
in...



yesterday.
last...
ago.



Ask and answer, then complete



Where did you go last summer?

I went to _____

How did you go there?

What did you do there?



Speaking



Look at the pictures and tell your friend what grandfather did last holiday



travelled



went



prayed

Lesson 7

Reading

I will learn:

Japan, Japanese, actually, castle, sushi, chopsticks, kimono



Before you Read

What do you know about Japan?



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



Japan is in Asia. The capital of Japan is Tokyo. Its language is Japanese. The Japanese Yen is the currency. Japan has more than 6000 islands. Actually, there are **wonderful** places in Japan. You can visit interesting museums and old castles.



The Japanese people's favourite foods are rice, noodles, vegetables and sushi. **They** usually eat with chopsticks. The traditional clothes in Japan is kimono. The national sports are judo and karate. Japan is a beautiful country.



1. The **best title** for the passage could be

a. Japan's Food

c. Traditional Clothes

b. Interesting Museums

d. All About Japan

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

a. rice

c. Japanese people

b. noodles

d. sushi

3. The meaning of the word **wonderful** in line 4 is

a. easy

c. shiny

b. great

d. light



Read again then answer the following questions

1. What is the Japanese favourite food?

2. How many islands are there in Japan?

Writing

Complete your passport information page.

[illegible]

 Use the information in the passport then write a paragraph about yourself

This image shows a handwriting practice sheet. It features five identical sets of horizontal lines arranged vertically. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. The background is light blue, and the lines are dark blue. The sheet is designed for children to practice letter formation and alignment.

Editing Checklist					
Punctuation (Capitals – Full stop)		Spelling		Grammar	

Progress Test

Reading

Vocabulary

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

1. Yesterday, the door bell loudly.

a. rang

b. played

c. danced

d. relaxed

2. The language ofis Japanese.

a. Oman

b. Bahrain

c. Japan

d. Qatar

3. There are nine in Kuwait, the biggest is Bubiyan.

a. chopsticks

b. trips

c. states

d. islands

4. The Kuwaiti Dinar is the of Kuwait.

a. capital

b. currency

c. museum

d. hotel

Progress Test

Reading

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

Bader was so excited. He was going on a trip to Oman. His plane took two hours to reach Oman. He stayed in a hotel on a **high** mountain. He enjoyed the wonderful weather. First, he visited Jabreen Castle and prayed in a famous mosque there. He took fantastic photos. Then he went to the traditional souq to buy a beautiful dress for his mother. He paid 10 Omani Riyals for **it**. Finally, he sent five photos to his best friends. He stayed in Oman for three days. He had a great time.

1. The **best title** for the passage could be
 - a. A Beautiful Dress
 - b. A Famous Mosque
 - c. A Wonderful Airport
 - d. A Visit to Oman
2. The opposite of the underlined word **high** in line 2 is
 - a. low
 - b. tall
 - c. bad
 - d. nice
3. The underlined word **it** in line 6 refers to the
 - a. bag
 - b. plane
 - c. dress
 - d. souq
4. The plane tookhours to reach Oman.
 - a. three
 - b. ten
 - c. two
 - d. five

B) Answer the following questions

1. How many photos did Bader send to his friends?

.....

2. Why was Bader excited?

.....

Progress Test

Writing

Grammar

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

1. Yesterday, my father to Qatar.

- a. travels b. travelled c. travelling

2. I was in the park when it rained.

- a. walk b. walked c. walking

3. Hamad was sleeping in his bedroom when the phone.....

- a. rang b. ringing c. rings

4. We a funny movie last week.

- a. watch b. watched c. watching

Spelling

A) Write the missing words to complete the sentences

1. My favourite Japanese food is



2. The biggest in Kuwait is Bubiyan.



B) Combine the following

1. peaceful + ly =.....

2. stay + ed =.....

Progress Test

Writing

Writing

Fill in the graphic organiser, then use it to write a paragraph about a country you visited. The following guide words may help you

last summer – plane – hotel – museum – go shopping

1. Where did you go?

2. How did you go there?

3. Where did you stay?

4. What did you do there?



Writing Checklist

- ☐ Capitals
- ☐ Punctuation
- ☐ Finger Spaces
- ☐ Spelling
- ☐ Does it make sense?



Title:

4 Project 4



MY DREAM TRIP



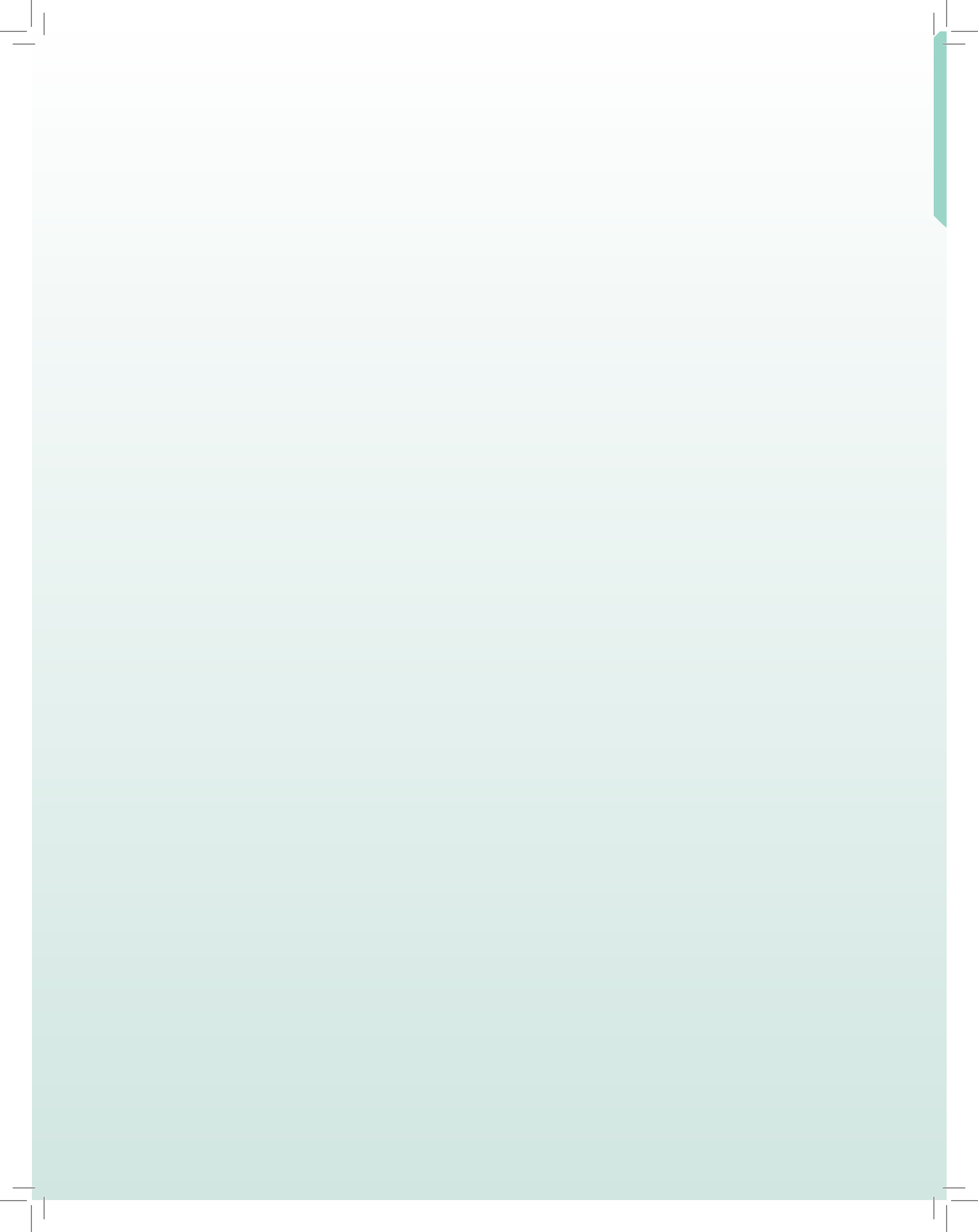
What to do:

1. Choose a country or a place in Kuwait.
2. Make a scrapbook about the trip.
3. Write about the following:
 - a. How did you go there? (bus, car, airplane...)
 - b. What places did you visit?
 - c. What fun things did you do?



Minimum words to be taught

No	word	part of speech	lesson
1	poem	noun	1
2	poet	noun	1
3	culture	noun	1
4	magazine	noun	1
5	ring / rang	verb	2
6	Asia	noun	3
7	lie on	phrasal verb	3
8	meaning	noun	3
9	capital	noun	3
10	currency	noun	3
11	peacefully	adverb	3
12	island	noun	3
13	right	adjective	5
14	gulf	noun	5
15	Lebanon	noun	5
16	trip	noun	5
17	stay/ stayed	verb	6
18	hotel	noun	6
19	Japan	noun	7
20	Japanese	adjective	7
21	actually	adverb	7
22	castle	noun	7
23	sushi	noun	7
24	chopsticks	noun	7
25	kimono	noun	7





“A Holiday in Kuwait” song



We see Kuwait Towers shining in the light,
Building sandcastles on the beach feels just right.

We splash in the waves by the shore,
Laugh and sing together, we all ask for more!

We walk in Al Shaheed Park under palms so green,
Visit the Aquarium at the Scientific Center scene.

Camel rides on soft sand, smiling in the sun,
Holiday in Kuwait is fun for everyone!



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

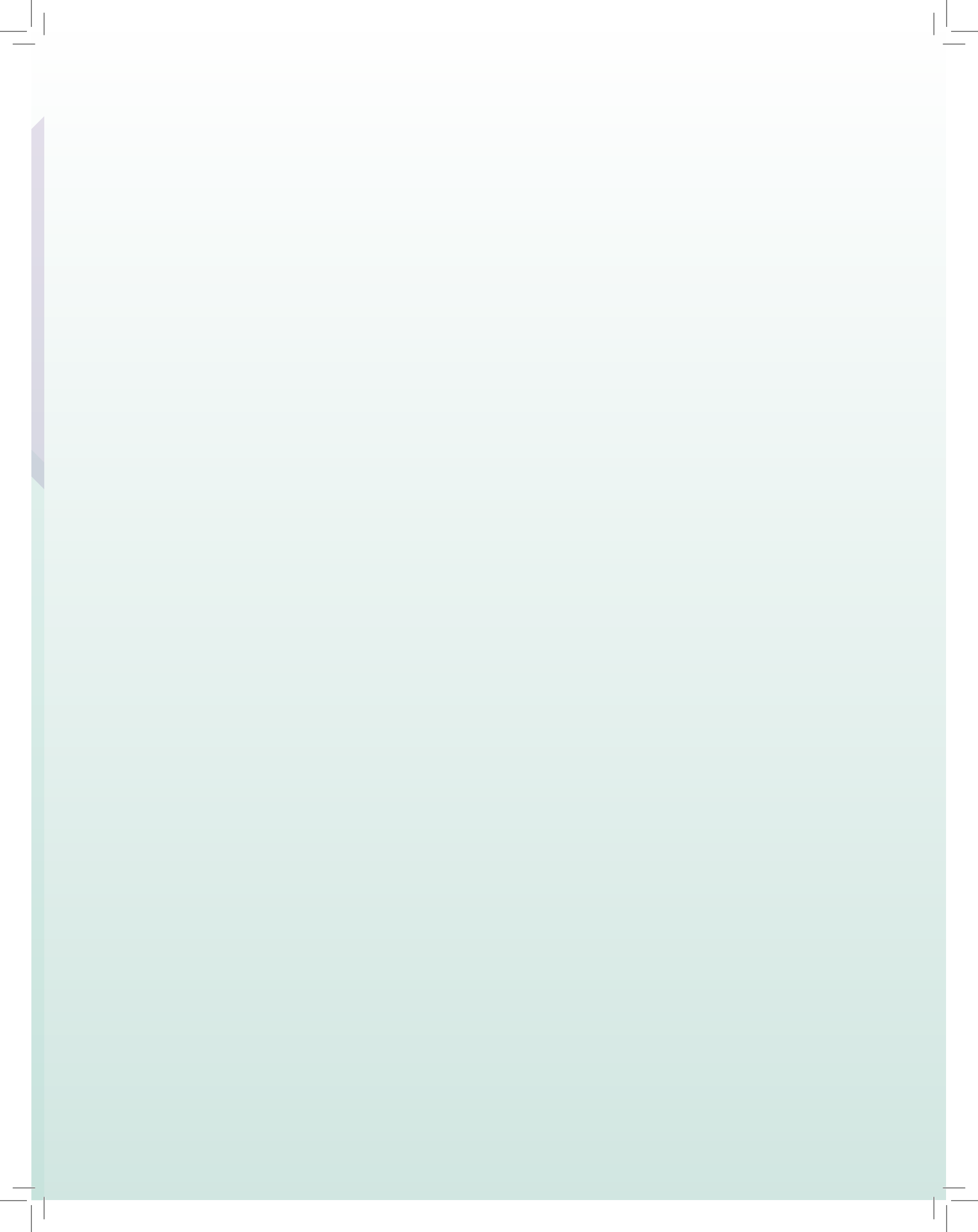
The lyrics of the songs were generated with ChatGPT, and the songs were created using Sono.

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).



4A

