



وزارة التربية
Ministry of Education
State of Kuwait | دولة الكويت

SKYLINE ENGLISH

Student's Book

2A





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PDF



Evaluation





حَضْرَةُ مِشَالِ بْنِ مَوْحِدٍ الشَّيْخِ مَشْعَلِ بْنِ أَحْمَدَ بْنِ جَبَرِ السَّبَّاحِ
أَمِيرَ دَوْلَةِ الْكُوَيْتِ

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



سَمُو الشَّيْخِ صَبَّاحٍ كَهَّالٍ الْحَمَّادِ السَّبَّاحِ
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 citizens. 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.

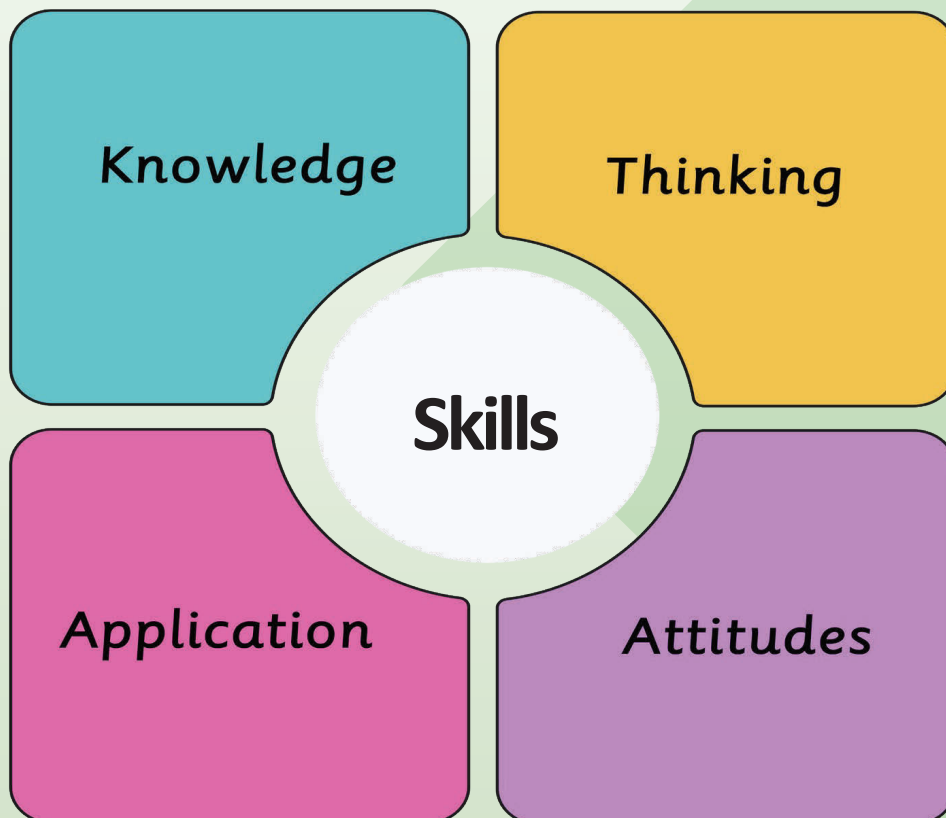
Introduction



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 Two Curriculum Standards





Icon Guide



1. read aloud



2. find & write



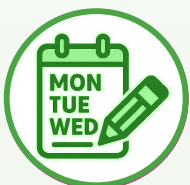
3. read then group
rhyming words



4. count &
solve



5. look &
complete



6. weekly planner
& complete



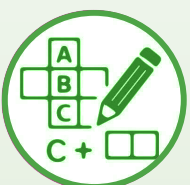
7. blend & write



8. read &
re-order



9. look & read



10. complete,
then write



11. draw & lable



12. reorder
words



13. find the word
then complete



14. combine &
write



15. roll, then ask
and answer



Icon Guide



16. listen



17. say / speak



18. read



19. write



20. look



21. listen & tick



22. ask &
answer



23. think, pair
& share



24. read &
answer



25. look & say



26. look &
answer



27. listen &
answer



28. discuss



29. read again
& complete



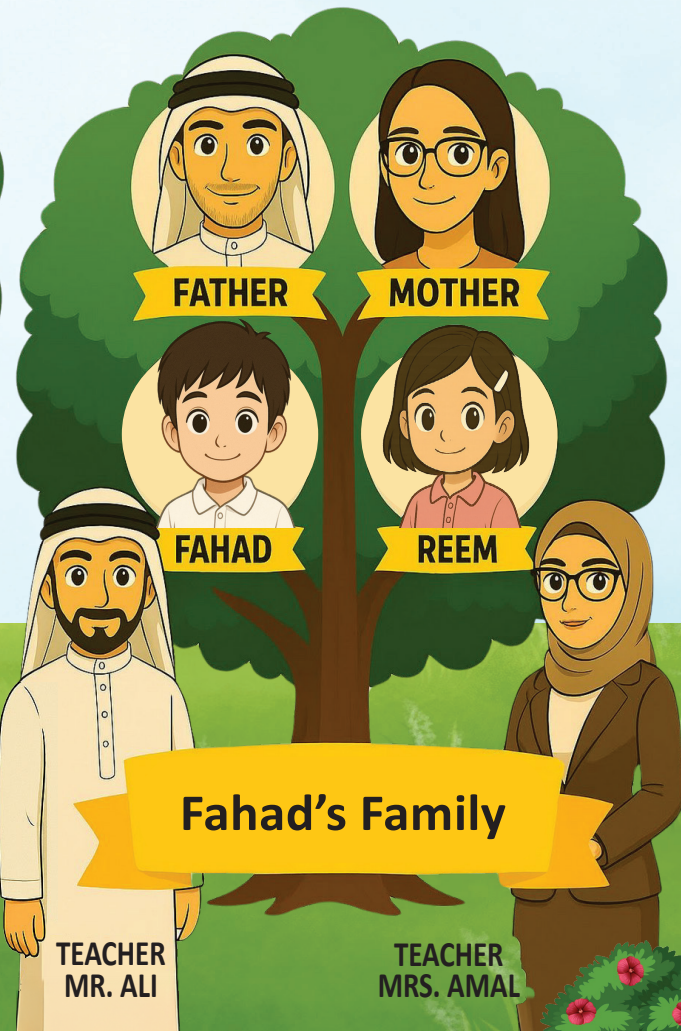
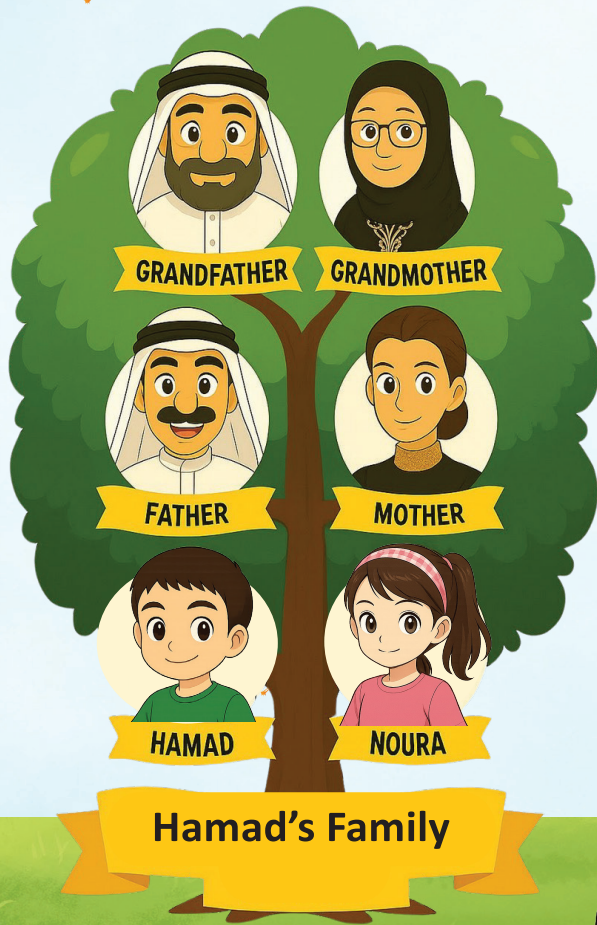
30. listen &
write



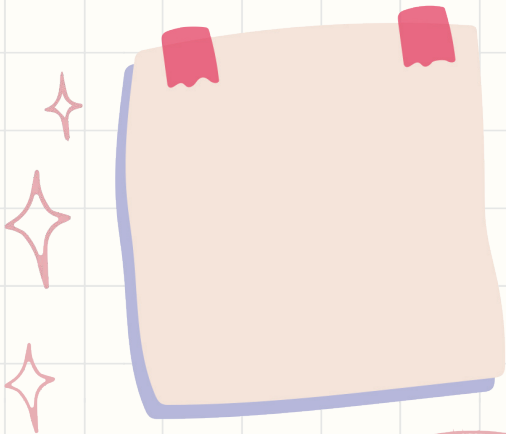
31. look, read
& choose



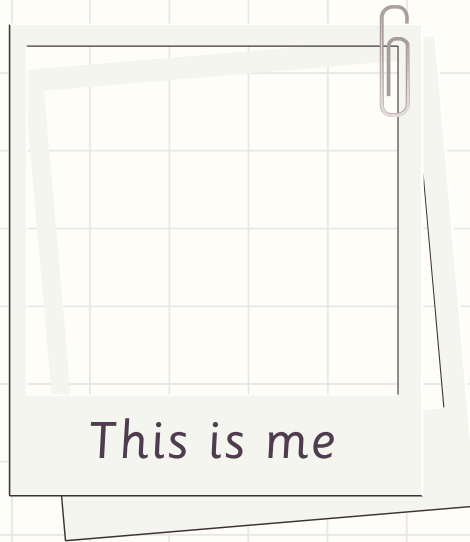
MEET OUR CHARACTERS



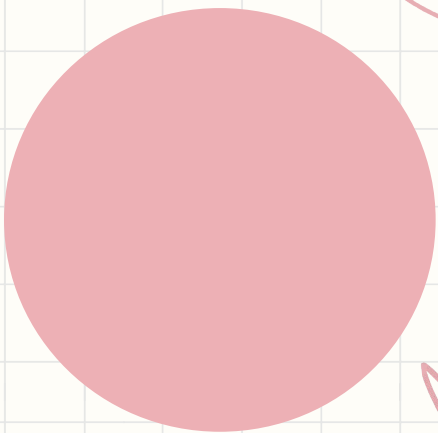
My name is



This is me



My age



Things I like:

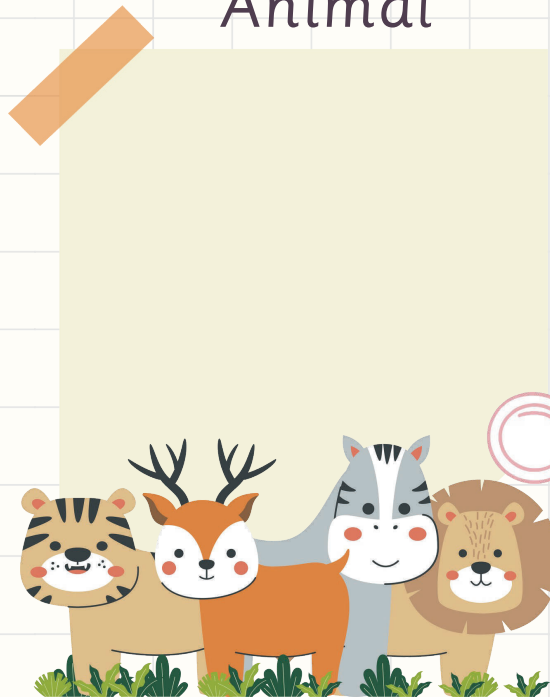
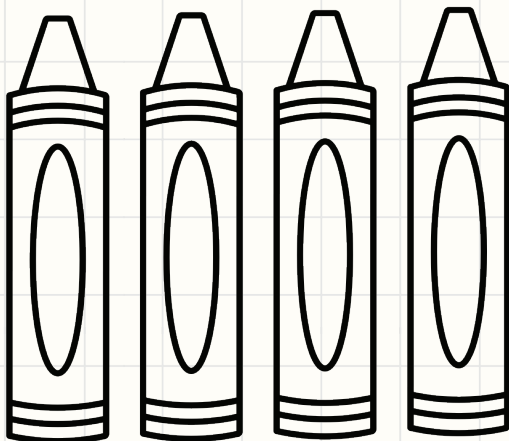


1.

2.

Favourite Animal

Favourite Colour



Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	phonics	Values	Songs
Unit One My School Day	<ul style="list-style-type: none"> • Recognising time • Talking about daily routines • Asking and answering questions about school 	<ul style="list-style-type: none"> • Singular and plural: is, are • Demonstratives: These, Those 	<ul style="list-style-type: none"> • Daily routines • Action verbs • School rooms • Target sound words 	<ul style="list-style-type: none"> • sh /ʃ/ • bl /bl/ • br /br/ 	<ul style="list-style-type: none"> • Respect time • Responsibility • Time management • Collaboration 21st Century Skills • Communication • Digital literacy (using audio/visuals) 	<ul style="list-style-type: none"> • My Day • This, That Those, These • “sh” song • “bl+br” song
Project	• Daily Routine Check List					

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	phonics	Values	Songs
Unit Two My Home	<ul style="list-style-type: none"> Asking for and giving information Asking and answering questions about locations and positions. Asking for permission Talking about family routines Counting and using numbers 40 to 50 Identifying rooms 	<ul style="list-style-type: none"> Present simple (Where is/ are) Nouns (singular/ plural) Past tense Modal verb can(yes/no) Prepositions of place (on, in, under) 	<ul style="list-style-type: none"> Target sound words Rooms Numbers Antonyms 	<ul style="list-style-type: none"> (ou) /aʊ/ (oy) /ɔɪ/ 	<ul style="list-style-type: none"> Cleanliness and hygiene Respect others Respect home rules 	<ul style="list-style-type: none"> Punctuation song Past tense song ‘Ou’ sound song ‘Oy’ sound song
					21 st Century Skills	
					<ul style="list-style-type: none"> Critical Thinking Global Awareness 	
Project	<ul style="list-style-type: none"> Poster: Create Your Dream House 					

Unit

① My School Day



Learning Outcomes

Listening and Viewing:

- Identify key vocabulary and details from short listening texts about daily routines and time.
- Identify consonant digraphs in syllables and words (sh, bl, br).
- Follow and respond to simple classroom instructions and routine questions using familiar expressions.
- Listen to short recordings and match them to corresponding images about daily routines.
- Circle pictures after listening to school day scenarios.
- Show engagement when listening to classmates' daily routine stories.
- Demonstrate interest in learning about others' schedules and daily habits.

Speaking and Representing:

- Use time expressions and action verbs to describe daily routines using simple present tense.
- Demonstrate awareness of accurate pronunciation of compound sounds in syllables and words: (/f/, /br/, /bl/).
- Acquire high-frequency words, phrases and grammar for communication.
- Ask and answer questions about what people do and when they do it.
- Participate in pair and group role-play about morning, afternoon and evening routines.
- Use picture cards or visual prompts to retell or sequence events in the school day.
- Describe and compare personal daily habits using time expressions.
- Show respect for peers' turn-taking during classroom discussions.

Unit

① My School Day



Learning Outcomes

Reading and Viewing:

- Read and answer simple questions about short stories and texts related to school and home routines.
- Recognise a variety of consonant clusters and vowel combinations in multi-syllable words (sh, br, bl).
- Apply knowledge of compound sounds to read unfamiliar words in context.
- Identify the logical sequence of events using picture-based prompts.
- Re-order jumbled words or sentences to form meaningful sentences/ paragraph.
- Engage positively in reading tasks with peers.

Writing and Representing:

- Write short sentences about daily routines using learned vocabulary.
- Complete sentence frames related to school day activities and days of the week.
- Acquire knowledge of grammatical rules at the word, phrase, and sentence levels.
- Trace and copy time phrases and verbs in legible handwriting.
- Label school-related drawings and use checklists to mark completed routines.
- Demonstrate effort and pride in writing about personal experiences.
- Present written and illustrated daily routines using simple sentences and time phrases.



Lesson 1

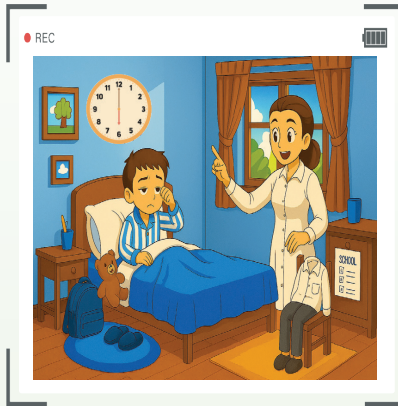
Listening

I will learn:

wash, get up, brush, breakfast, late
He/She washes, eats



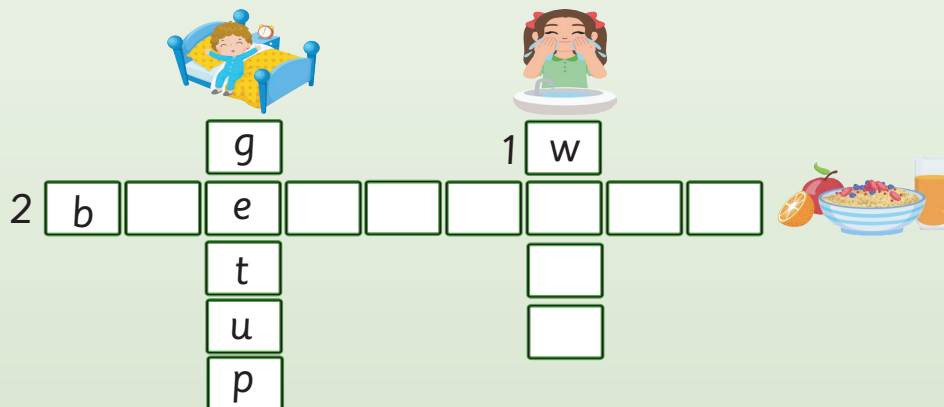
Listen to the recording and tick ✓ or ✕



1. Hamad washes his face at 5 o'clock.
2. Hamad goes to school at 7 o'clock.
3. Hamad is late for school.

☐
☐
☐


Complete the crossword, then fill in the missing words



1. I _____ my face in the morning.

2. Hamad eats his _____ at 7 o'clock.

Lesson 2

Grammar

I will learn:

lunch, dinner, early
When **do** you ...? **at** ... o'clock.
does he/she ...?
yes, he/she does.



Ask and answer, then write the time



When **do** you pray?

I pray **at** 5 o'clock in the morning.



Morning

Daily routine

Time



Reem brush**es** her hair at



Afternoon

Daily routine

Time



Hamad eat**s** his lunch at



Evening

Daily routine

Time



Noura go**es** to bed at



Speaking



Look and say



Reem go**es** to school **at** 7 o'clock in the morning.



At --- o'clock.



At --- o'clock.



At --- o'clock.

Lesson 3

Phonics

I will learn:

short, shoes, shelf, shop, dish



Look and read

s + h = sh



shelf

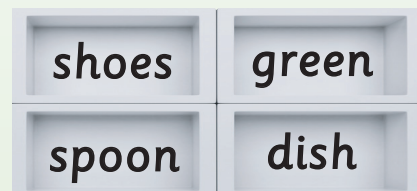


dish

She wears short socks and white shoes. She goes to the shop. She gets a fish for her favourite dish.



Find the words with “sh” sound, then write





Blend, then complete the sentence

Blend	Write
<div>sh ee p</div> <div>t o th</div>	<p>Bader went to the book _____.</p>

Lesson 4

Reading

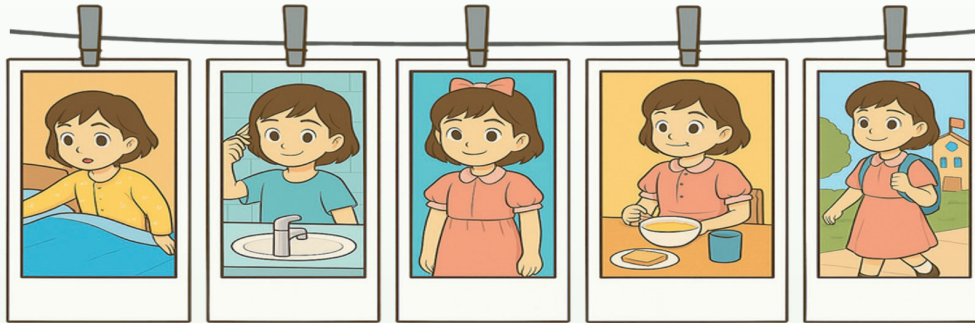
I will learn:

comb, long, put on, clothes



Before you read

What do you do every morning?



Read and re-order the events of the story below

Reem gets up early in the morning. She washes her face and brushes her teeth. She puts on her long pink dress. She combs her short brown hair and eats her breakfast. She goes to school at 7 o'clock. Reem has friends at school. She plays with them. She goes home at 2 o'clock.

- ☐ Reem combs her short brown hair and has her breakfast.
- ☐ Reem washes her face and brushes her teeth.
- ☒ 1 Reem gets up early.
- ☐ Reem puts on her long pink dress and goes to school.



Read again, then answer the following question

1. When does Reem go home?

Reem goes home at

Lesson 5

Writing

I will learn:

on Sunday, Monday, ...



Use the week planner to complete the sentences below

	 Sunday go to school 	
 Monday play in the gym 	 Tuesday swim 	 Wednesday run with friends 
 Thursday read a book 	 Friday go to the farm 	 Saturday do my homework 

1. Noura goes to school on Sunday.

2. On _____, Fahed plays in the gym.

3. Reem _____ to the farm on _____.



Re-order words to form a sentence with proper punctuation marks

1. read – I – on – Sunday – book - a

2. early - Noura – goes – school – to

Lesson 6

Listening

I will learn:

science

What **is this/that...**? It/that is...

What **are these/those...**? They are...



Before you listen

What colour is your classroom?



Listen to the recording and circle the correct answer



1. The science room is yellow and:



2. Fahed painted a flying car in the:



Listen again, then complete the sentence

1. There are _____ in the library.

Lesson 7

I will learn:

What **is this/that**...? It/that is...

What **are these/those**...? They are...



Think, pair, then share your answer



This is an apple. 



That is an apple.  - - - - ->



These are books. 



Those are books.  - - - - ->



Reem: What is ?

Hamad: It is a sofa.



Reem: What is ?

Hamad: That is a bird.

Speaking



Look and say



What are **these**?

These **are** bags.



(These – Those)



(These – Those)



(These – Those)



Lesson 8

Phonics

I will learn:

block, blend, brick



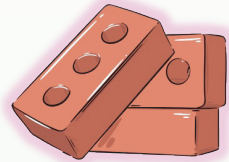
Look and read

b + l = **bl**



bl o c k

b + r = **br**



b r i c k

Blair likes **bl**ack and **bl**ue **bl**ocks. He **bl**ends colours to paint his **bl**ocks.

Brad paints the **br**icks with a **br**own **br**ush in the **br**ead.



Read again, then complete the sentences with the suitable words

1. Blair plays with his

2. Brad has a brown



Write what is in the blender, then read aloud

br

bl



Lesson 9

Reading

I will learn:

favourite, subject, maths, lab, PE



Before you read



Tick your favourite subjects, then talk about them

☐☐☐☐☐

Read, then tick ✓ or ✗

Hello, my name is Hamad. Saleh and Fahad are my friends. In our school we have 2 science labs and 3 computer labs. My favourite subject is maths. I can count to 20. Saleh likes PE classes. He plays football every Monday. Fahad likes art. He paints in the art class. I like my school.



1. Saleh and Fahad are Hamad's friends.

☐

2. There is 1 Science Lab at school.

☐

Read again and answer the following questions

1. What is Hamad's favourite subject?

Hamad's favourite subject is

2. When does Saleh play football?

Saleh plays football every

Lesson 10

Writing



 Before you write



 Read the words and number the school rooms


1	PE Class	2	Computer Lab	3	Science Lab	4	Art Class
---	----------	---	--------------	---	-------------	---	-----------



 Use the words above to complete the paragraph

In school, we have a Science Lab. There are computers in the _____ . I like playing basketball in the _____ . I like painting in the _____ .

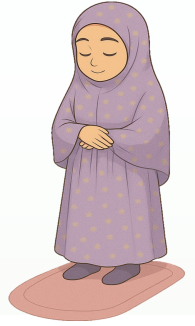


 **Re-order words to form a sentence with proper punctuation marks**

1. favourite – science – my – subject – is

Fun with Writing Activities

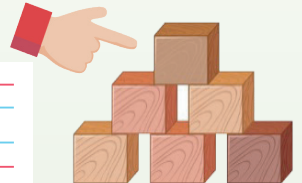
 Trace and copy



When do you pray?

She eats dinner in the evening.

These are brown blocks.



On Monday, he plays in the gym.

It is 9 o'clock.



Progress Test

Reading

A) Classify the following words under the suitable heading

shoes, block, brick, blue, shelf, brown

sh	br	bl

B) Fill in the spaces with the suitable words from the list

long – subject – comb – teeth

1. She brushes her _____ every day.



2. I _____ my hair at seven o'clock.



3. Saleh has got a _____ ruler.



C) Read and tick (✓) or (✗)

Sara and Noura are good friends. They are in the same school. Noura likes playing basketball. Sara likes painting roses for Noura. Noura likes the picture and thanks her friend, Sara.

1. Sara and Noura are sisters.

☐

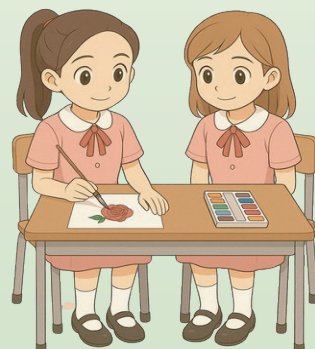
2. Sara likes painting.

☐

3. Noura likes playing basketball.

☐

4. Sara paints roses for Noura.

☐


Progress Test

Writing

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

1. These walls blue.

a. is

b. am

c. are

2. My mother at nine o'clock in the evening.

a. eat

b. eats

c. eating

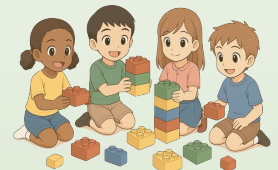
B) Re-order words to form a sentence with proper punctuation marks

1. go - I - at - o'clock - seven - to - bed

2. the – is – this – science lab

C) Complete the sentences with the suitable words

1. We like to play with



2. He

at 6 o'clock in the morning.



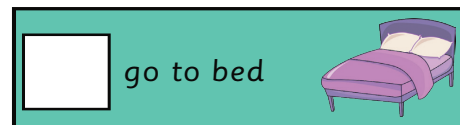
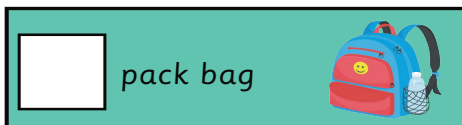
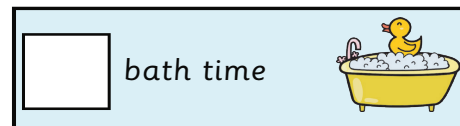
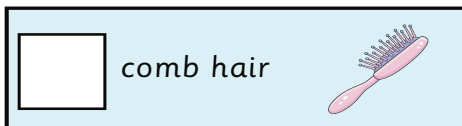
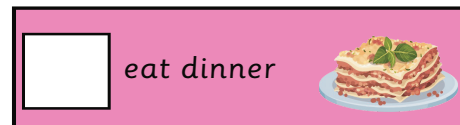
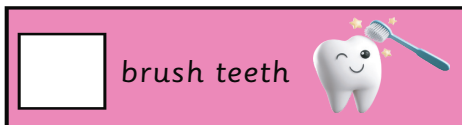
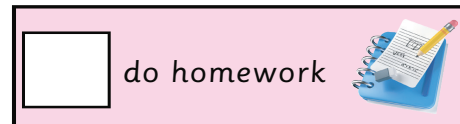
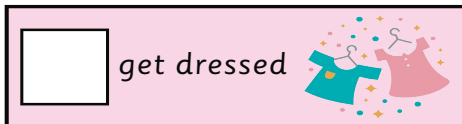
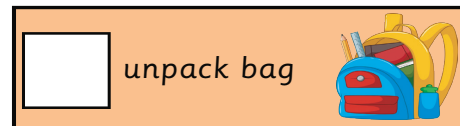
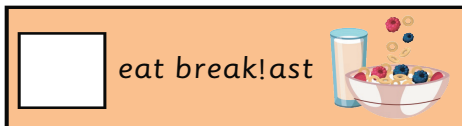
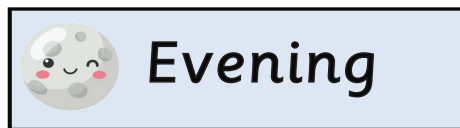
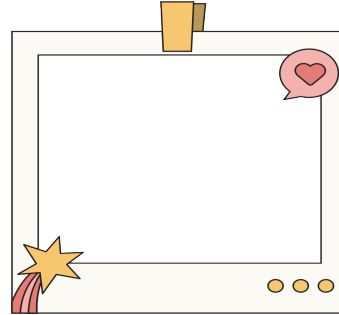
3. Salem likes painting in the

class.





My Day...



Mark each routine done every day, then present it to your class.

Minimum words to be taught

No	word	part of speech	lesson
1	wash	verb	1
2	get up	verb	1
3	brush	verb	1
4	breakfast	noun	1
5	late	adverb	2
6	lunch	noun	2
7	dinner	noun	2
8	early	adverb	2
9	short	adjective	3
10	shoes	noun	3
11	shelf	noun	3
12	shop	noun	3
13	dish	noun	3
14	comb	verb	4
15	long	adjective	4
16	put on	verb	4
17	clothes	noun	4
18	science	noun	6
19	block	noun	8
20	blend	noun	8
21	brick	noun	8
22	favourite	noun	9
23	subject	noun	9
24	math	noun	9
25	lab	noun	9
26	PE class	noun	9



“My day” song



When do you eat breakfast?
I eat breakfast in the morning, I wake up early, I am
never late, I start my day, I feel great!

When does he eat lunch?
He eats lunch in the afternoon, He eats on time with a
happy face, He finds his seat and takes his place!

When does she eat dinner?
She eats dinner in the evening, she eats on time, she is
never late, she helps her mum that is really great!



“This, That, These, Those” song



What is this? It is a bag.
What is that? It is a pen.
What is this? It is a book.
I use my things — come take a look!

What are these? They are pencils.
What are those? They are erasers.
What are these? They are rulers too.
I take good care — that is what I do!



1

Songs



“Sh” song



She has shoes, she goes to the shop, she sees a dish
And a fish that can hop!

[Chorus – optional repeat]

Short, shoes, shop, and dish, she has a brush, she sees
a fish, she helps at home, She does her part,
With a clean dish and a kind heart!

She takes a brush, she cleans the dish, she helps at
home, she is kind, she is she!



“bl + br” song



This is a block, that is a brick.
We blend them well, we build them quick!

The block is blue, the brick is brown.
We keep them neat, we don't break down.

Take the brush, brush, brush, brush!
Clean the blocks, no need to rush!



Unit

2 My Home



Learning Outcomes

Listening and Viewing:

- Identify key vocabulary and details from simple listening texts related to home and furniture.
- Identify vowel/consonant digraphs in syllables and words (ou, oy).
- Pinpoint factual details, such as numbers (40, 50) and rooms of the house.
- Follow and respond to spoken instructions and questions about household items and locations.
- Listen to home-related audio descriptions and select the correct corresponding pictures.
- Sequence actions or items according to listening instructions.
- Show interest in listening to stories, dialogues and songs about family and home life.
- Demonstrate attentiveness during listening tasks in class activities.

Speaking and Representing:

- Ask and answer questions about rooms and objects using prepositions and simple sentence structures.
- Demonstrate awareness of accurate pronunciation of compound sounds in syllables and words (/aʊ /, /ɔɪ /).
- Use imperative verbs and prepositions of place to describe positions of items.
- Use simple sentences to describe actions using the past simple tense.
- Acquire words, phrases, and grammar for communication.
- Engage in role-play and pair conversations using home-related vocabulary.
- Label objects and rooms during oral tasks or presentations.
- Express opinions about homes and routines confidently.
- Collaborate respectfully with classmates during speaking and building projects.

Unit

2 My Home



Learning Outcomes

Reading and Viewing:

- Read short texts and identify main ideas about home, routines, and shopping experiences.
- Recognise a variety of vowel combinations in multi-syllable words (ou, oy)
- Answer comprehension questions and choose the correct responses from multiple choices.
- Underline key vocabulary related to rooms and household actions.
- Show curiosity about others' home experiences through reading.
- Participate actively and respectfully in reading-related discussions.

Writing and Representing:

- Write short and clear sentences describing daily routines at home using correct word order and punctuation.
- Acquire knowledge of grammatical rules at word, phrase, and sentence level (Modal verb (can) for permission - Prepositions of place- Past simple tense).
- Use learned vocabulary to describe rooms and family activities.
- Trace and copy words and sentences related to home.
- Label household rooms and furniture using learned vocabulary and visuals.
- Demonstrate creativity and responsibility in home-themed project work.



Lesson 1

Listening

I will learn:

watch, television, living room, tidy, messy

Can I... ? Yes, you can/ No, you can't

Imperative: Tidy ...!/ Don't ...



Before you listen

Where do you live?



Listen to the recording, then re-order the pictures



Listen again and tick ✓ or ✗

1. Noura and Hamad put the toys in the box.

☐

2. The bedroom is messy.

☐

3. The living room is tidy.

☐

Keep your home clean and tidy.



Lesson 2

Grammar

I will learn:

video games, outside\inside

Can I play video games, please?



Ask and answer



Can I play video games, please?



Yes, you can.



No, you can't.

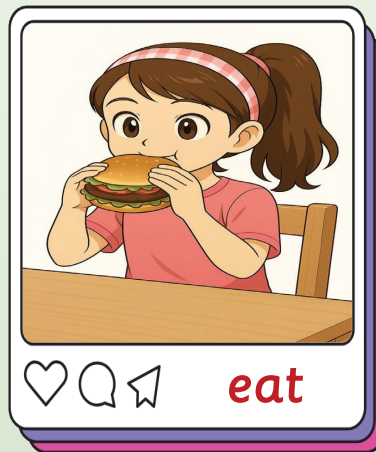
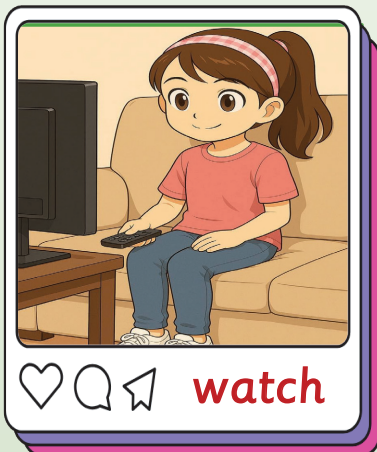
Speaking



Look and say



Can I play outside, please?



Discuss with your friend why you can't play in the street.

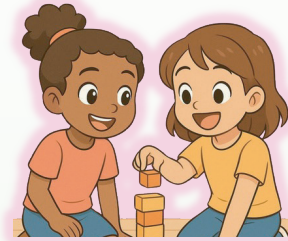
Lesson 3

Phonics



Look and read

o + y = oy



enjoy



annoy

Troy is a boy. He has a toy. He has a sister. Her name is Joy. They enjoy playing together.



Find the words with oy sound then complete the sentences

w	e	m	s	u
a	n	n	o	y
s	j	r	r	e
h	o	f	u	s
f	y	b	o	y

1. The _____ plays with his toy.



2. I _____ reading stories.



3. Don't _____ your friend.



Lesson 4

Reading

I will learn:

beautiful, area, mall, find,
restaurant, movie

I live, go, have ...



Before you read

Where do you go shopping?



Read the email, then choose the correct answer

New message


To Reem@kuwaitmail.com

Subject My Area

Dear Reem,

I live in a house in Al-Zahra'a. It's a big and beautiful area in Kuwait. You can find 360 Mall there. There are many shops and restaurants in the mall. On Saturday, I have my breakfast with my family there. We watch a movie too. Can you tell me about your area ?

Yours,
Noura



Send

1. Noura lives in a ----- area.

a. small

b. beautiful

c. messy

2. In 360 Mall, There are many shops and -----

a. houses

b. gardens

c. restaurants



Read again and answer the following question

1. Where does Noura live ?

Lesson 5

writing

I will learn:

bathroom, dining room, kitchen



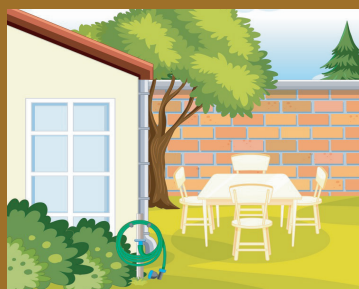
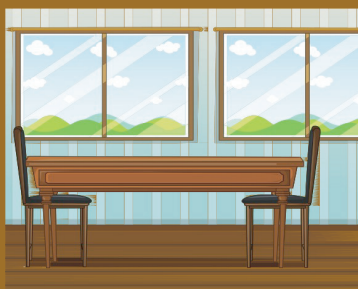
Label the rooms



living room – bathroom – bedroom – kitchen



kitchen



Complete the sentences about your house with proper punctuation marks

1. I watch TV in the

2. My mother cooks in the

3. I

in the

Lesson 6

Listening

I will learn:

basket, trousers, visit
Where is /are my ...
It is /they are



Before you listen

Where is the basket ? Where are the clothes?



Listen to the recording and tick ✓ or ✕



1. The trousers are in the basket.

☐

2. The shoes are under the sofa.

☐

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

1. The family visit their grandmother on

a. Thursday

b. Friday

c. Saturday

2. The shirt is the bed.

a. under

b. in

c. on

Lesson 7

Grammar

I will learn:

last, visited, found, went
What **did you do?** I... **ed /went/found**


  Look, then ask and answer

I
We
You
They +
He
She
It

v + ed

watch**ed**


visit**ed**



irregular

go/ **went**


find/**found**




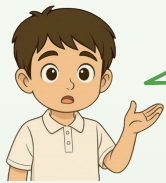
Key words

yesterday

last ...







What did you do **last week?**

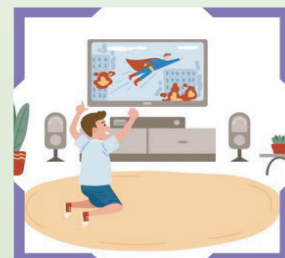


I play**ed** football with my friends.



Speaking

 Look and say, what they did last week



Lesson 8

Phonics

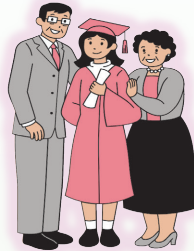
I will learn:

cloud, proud, couch, ground



Look and read

o + u = ou



proud

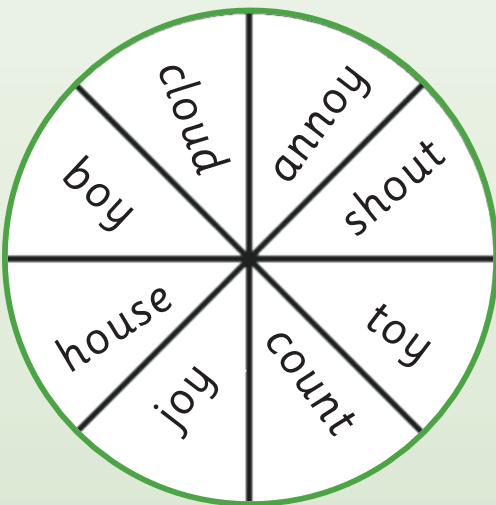


cloud

Mona goes outside. She sees a cloud. She sits on the couch. She plays with her toys on the ground.



Read, group the rhyming words, then colour



oy	ou

oy	ou

Lesson 9

Reading

I will learn:

grocery, bakery, buy / bought
They **bought**



Before you read

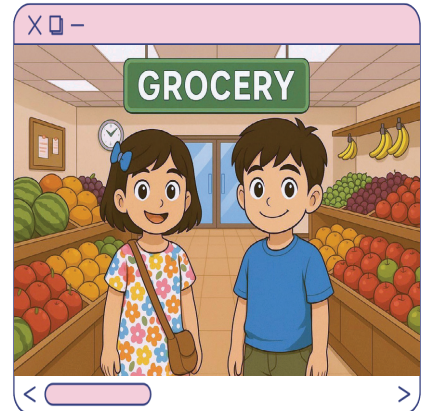


Where did you go last week?



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

Last week, Reem and Fahad visited their grandmother's house. On the way, they went to the grocery and the bakery. They bought fruit from the grocery and a cake from the bakery. They had fun. At night, Reem watched a movie on television with her grandmother. Fahad played in the garden. They ate dinner and washed their hands.



1. Reem and Fahad their grandmother house last week.

- a. visited b. watched c. washed

2. Reem and Fahad bought a cake from the

- a. grocery b. bakery c. garden



Read again and answer the following questions

1. What did Reem and Fahad buy from the grocery?

They bought

2. When did Reem watch television?

Reem watched television

Lesson 10

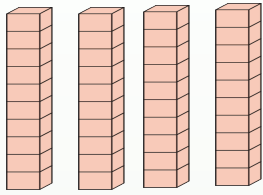
Writing

I will learn:

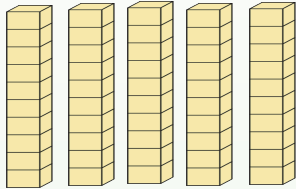
40 – 50



Count, trace, then copy



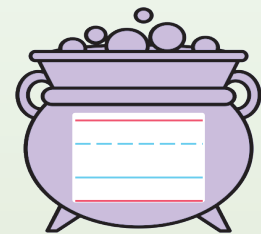
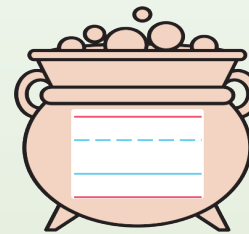
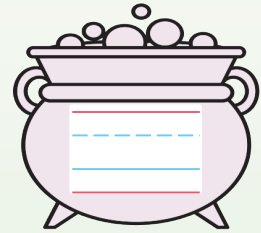
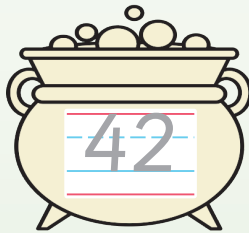
40



50



Read, then count by 2



Re-order words to form a sentence with proper punctuation marks

1. are – my – where - toys

2. 50 – has – sheep – Maram

Fun with Writing Activities



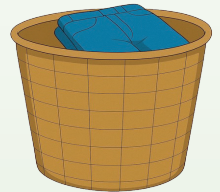
Trace and copy

Comb your hair, please!



Where are my trousers?

They are in the basket.



I visited my friend's house.

Keep your room tidy, please!



Progress Test

Reading

A) Classify the following words under the suitable heading

boy - sound – annoy - cloud

ou	oy

B) Fill in the spaces with the suitable words from the list

bakery- bought- proud- television

1. Yesterday, Sara _____ a pink dress.



2. Ahmad watches _____ at 4 o'clock.



3. My mother is so _____ of me.



C) Read and tick (✓) or (✗)

Noura and Hamad went to 360 Mall. Noura bought new clothes. Hamad played at the Game Centre. They ate dinner in a restaurant. They watched a movie. Noura and Hamad had fun.

1. Noura and Hamad went to 360 Mall. ☐

2. Noura bought a cake. ☐

3. Hamad played in the park. ☐

4. Hamad and Noura ate burger. ☐



Progress Test

Writing

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

1. Your shoes under the chair.

a. is

b. am

c. are

2. Yesterday, Heba her friend Sara.

a. visited

b. visit

c. visits

B) Re-order words to form a sentence with proper punctuation marks

1. the – where – grocery – is

2. football – last – Monday – Ali – played

C) Complete the sentences with the suitable words

1. The bedroom is



2. They eat lunch in the



3. Yesterday, I
garden

a cat in the





My Dream House



Project steps:

1. Build your house.
2. Label the rooms.
3. Describe the rooms.
4. Decorate the house.
5. Present your house.



Material Needed: Empty boxes (shoe boxes/ tissue boxes), glue, scissors, coloured paper/markers, crayons, stickers, furniture cut – outs, room labels.

Minimum words to be taught

No	word	part of speech	lesson
1	watch/watched	verb	1/7
2	television	noun	1
3	living room	noun	1
4	tidy	verb/adjective	1
5	messy	adjective	1
6	video games	noun	2
7	outside/inside	preposition	2
8	enjoy	verb	3
9	annoy	verb	3
10	beautiful	adjective	4
11	area	noun	4
12	mall	noun	4
13	find/found	verb	4/7
14	restaurant	noun	4
15	movie	noun	4
16	bathroom	noun	5
17	dining room	noun	5
18	kitchen	noun	5
19	basket	noun	6
20	trousers	noun	6
21	visit/visited	verb	6/7
22	last	adjective	7
23	go/went	verb	7
24	cloud	noun	8
25	proud	adjective	8
26	couch	noun	8
27	ground	noun	8
28	grocery	noun	9
29	bakery	noun	9
30	buy/bought	verb	9



“Punctuation Party” song



Capital letters start the show. Big and bold they help us know. Where a sentence will begin. That’s where the fun jumps in

Full stop comes to end the line. A little dot that says “It’s time”. Question mark’s a curly cue. It asks us “What? Where? Why? Who?”

Let’s give a cheer for punctuation. They guide our words with dedication. Capital letters standing tall Full stops and questions – we love them all!



“ou” song



Do you know these letters sound , O u O u equal /ou/ /ou/ /ou/

Now lets sing all together .Out , out, I go, looking all around. I see clouds up high and I hear a sound.

Shout, shout, shout with me, Let’s say /ou/ /ou/ /ou/ out loud. Found a ball that’s round and red Bouncing on the ground.





“oy” song



Children, children yes, teacher. Let's learn a new sound
/oy/oy/oy/
Blend o and y to get /oy/ /oy/ /oy/

“Boy, boy with a toy, jumping up with joy!
Don't annoy your sister now, Let's all enjoy!”
Like a pirate says ahoy with an oy



“The past tense” song



Yesterday Fahad went to the park . He played football until
it got dark. He jumped, he laughed. He kicked the ball
He even helped a friend who had a fall.

Reem stayed at home. She watched TV. She cleaned her
room so happily. She painted and baked a cake
She visited her grandmother - she is so nice

Reem and Fahad had a lovely day they did their best in
every way.



Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	phonics	Values	Songs
Unit Three All About Animals	• Asking for and giving information				• Kindness to animals	
	• Describing animals	• Present simple	• Animals	• ar /ɑː/	• Responsibility towards public property	• Be kind to animals
	• Describing actions	• Present continuous	• Actions	• or /ɔː/	21 st Century Skills	• At the zoo today
Project			• Places	• ir /ɑː/	• Environmental Awareness	
			• Target sound words		• Scientific inquiry and observation	
	• Let's Make A Flamingo					

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	phonics	Values	Songs
Unit Four I Like Sports	• Expressing likes and dislikes				• Healthy lifestyle and well-being, personal responsibility	• I like Playing
	• Asking for and giving information	• Like + Gerund • Modal verb can for ability	• Sports • Actions • Places	• ay /eɪ/ • th /ð/	21 st Century Skills	• My favourite sport • “ay” sound song
	• Describe actions and sports				• Teamwork and cooperation • Leadership	• “th” sound song
Project	• Make your Favourite Sports Team T-shirt					

Unit

3 All About Animals



Learning Outcomes

Listening and Viewing:

- Identify main ideas and specific information in short spoken texts about animals and farms.
- Identify vowel/consonant digraphs in syllables and words (or, ir).
- Listen to descriptions about animals.
- Choose images that match spoken descriptions of animal features or actions.
- Show interest and enjoyment in listening to an audio related to animal activities.
- Demonstrate respect when listening to peers' responses during listening tasks.

Speaking and Representing:

- Use simple present and present continuous tense to describe animals, their actions, and habitats.
- Demonstrate awareness of accurate pronunciation of compound sounds (/ɔ:/, /ɑ:/) in syllables and words.
- Ask and answer simple questions related to farm and zoo animals.
- Participate in pair or group speaking activities using animal pictures or props.
- Express feelings about favourite animals and zoo visits in speaking tasks.
- Demonstrate confidence while presenting animal-related projects to classmates.

Unit

3 All About Animals



Learning Outcomes

Reading and Viewing:

- Read and comprehend short passages about farm and zoo animals.
- Recognise a variety of vowel combinations in multi-syllable words (or, ir).
- Identify key vocabulary and details from stories and informational texts.
- Match animal pictures with names or descriptive sentences.
- Show curiosity and enjoyment in reading about animals and their environments.
- Engage actively in group reading activities with peers.

Writing and Representing:

- Complete sentences to describe animals' features.
- Acquire knowledge of grammatical rules at word, phrase, and sentence level (Present simple (3rd person) - Present continuous).
- Write the correct spelling of words using knowledge of vowel combinations.
- Write brief descriptive paragraphs about farm or zoo animals using visual prompts and learned vocabulary.
- Trace, copy and write sentences related to animals.
- Create visual animal representations and label their features in writing tasks.
- Show care and effort when presenting written work about animals.
- Demonstrate pride in completing and sharing animal-themed projects.



Lesson 1

Listening

I will learn:

sing, make, grass, cage

I /you/we/they like v + ing.

He/she/it likes v+ ing.

There is/are



Before you listen

Do you like eating honey?



Listen to the recording and tick ✓ or ✕



1. There are birds in the tree.

☐

2. Rabbits like eating animals.

☐


Listen again, then choose the correct answer

1. There are ducks in the

a. water

b. cage

c. tree

2. Bees honey.

a. make

b. eat

c. sing

Lesson 2

Grammar



Ask and answer

I will learn:

parrot, flamingo

I/you/we/they like v + ing.

He/she/it likes v+ ing.



What **does** the duck like **doing**?

The duck **likes** swimming.



What **does** the
parrot **like doing**?



It **likes** singing.

What **do** flamingos
like doing?



They **like** standing on one leg.

Speaking



Look and describe what are the following animals like doing

The bees **like** dancing.



Lesson 3

Phonics

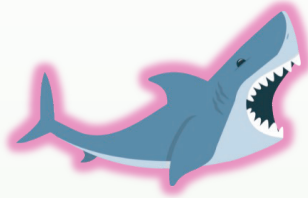


Look and read

I will learn:

shark, fork

a + r = ar



s h a r k

o + r = or



f o r k

Omar goes to the park. He eats corn with a fork. He wears a shirt with blue stars. He has two toys; a shark and a horse.

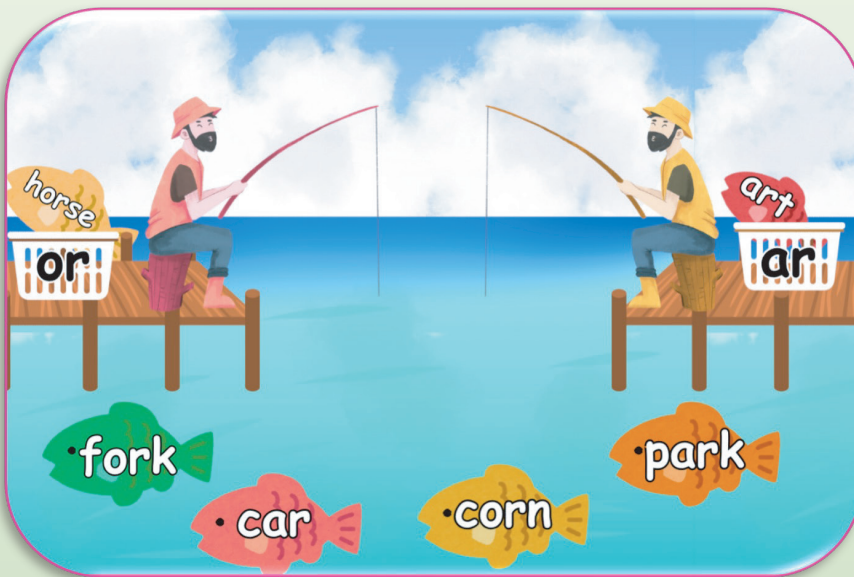


Complete using 'ar' and 'or', then read aloud

The st__ is yellow, and so is the c__n.



Read and match the word to the correct sound



Let's go fishing!



Lesson 4

Reading

I will learn:

spots, kind

What does ...? He/She ... es/s



Before you read

What animals give us milk?



Read and underline names of farm animals

Every Friday, Fahad goes to AL-Abdali farm with his family. There are many animals on the farm. There are cows, hens, ducks and grey goats . The cows have got black and white spots. Fahad likes feeding the animals. His sister Reem likes playing with rabbits. Fahad rides his brown horse with his father. Fahad is kind to all animals.



Read again and choose from a, b or c

1. The cow has got black and white

a. animals

b. spots

c. ducks

2. Fahad rides his brown horse with his

a. father

b. sister

c. spots



Read again, then answer the following question

1. What does Reem like doing?

Lesson 5

Writing

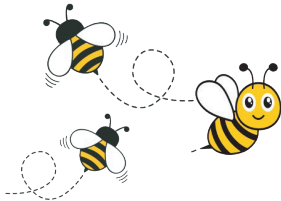
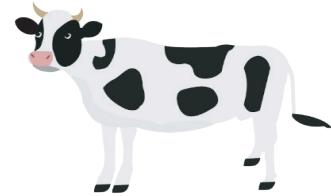
Be kind to animals!



Look at the picture, read, then complete

1. It has got black and white spots.

It's a



2. They make honey.

They are



Re-order words to form sentences/ questions with proper punctuation marks

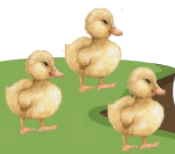


carrots

eat

rabbits





are

going

where

they



Lesson 6

Listening

I will learn:

bear, kangaroo, fast, neck, giraffe, panda
Has/have got ...
It/they is/are v + ing



Before you listen

Do you like going to the zoo



Listen to the recording and tick ✓ or ✗



1. They are at the farm.

☐

2. The kangaroo is jumping fast.

☐

Listen again, then choose the correct answer

1. The bear has got feet.

a. long

b. big

c. tall

2. It is a big black and white animal. It is a

a. panda

b. giraffe

c. kangaroo

Lesson 7

Phonics

I will learn:

air, circle, skirt,



Look and read

i + r = ir



circle



shirt

A girl in a red sh**ir**t and sk**ir**t sits on a ch**air**. She saw a b**ir**d flying in the **air**. The b**ir**d was making a big **circle** in the sky.



Complete using 'ir', then read aloud

The plane is flying in the a__.



Colour the popcorn according to the sounds, then read the words aloud



Lesson 8

Grammar

I will learn:

trunk, tail, light, dark, feathers

What has/have ... got? It **has got** ... /They **have got** ...



Ask and answer

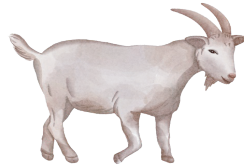


What **has** the goat got?

It **has got** four legs.

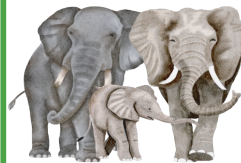


What **has** the goat
got?



It **has got** a short tail.

What **have** the
elephants **got**?



They **have got** long trunks.

Speaking



Look and describe the following animals

The Kangaroo is big. Its colour is light brown.
It has got a long tail and two legs. It can jump.



Lesson 9

Reading

I will learn:

peacock, zookeeper, crocodile, dangerous



Before you read

Did you visit The Little Jungle Park in Kuwait?



Read and underline names of zoo animals

Last Friday, Reem and Fahad visited The Little Jungle Park with their family. They saw a tall giraffe. It has got brown and yellow spots. Reem took photos of the giraffe with her camera. Fahad looked at a peacock. It has got blue and green feathers. They saw the zookeeper feeding the animals. They saw a big green crocodile. It is a dangerous animal. After that, they ate sandwiches and went back home.



Read again and choose from a, b or c

1. The peacock has got blue and green

a. feathers

b. spots

c. photos

2. The crocodile is a animal.

a. big

b. dangerous

c. tall



Read again, then answer the following question

1. What did the zookeeper do?

Lesson 10

Writing



Look at the picture, read, then complete

I drew this animal.

It is a _____.

It has got a long _____.

It has got light brown _____.

It has got a short _____.



Re-order words to form sentences/questions with proper punctuation marks

1. bananas – eat – monkeys

2. the – giraffe – has – what – got

3. kangaroo – the – likes – jumping

Fun with Writing Activities



Trace and copy

Rabbits eat carrots.



The crocodile is a dangerous animal.

Flamingoes are pink.



Elephants have got long trunks.

The parrot is singing.



Progress Test

Reading

A) Classify the following words under the suitable heading

girl, corn, arm, fork, bird, shark

ir	ar	or

B) Fill in the spaces with the suitable words from the list

stand – spots – mark – dangerous

1. Flamingos _____ on one leg.



2. The cow has got black and white _____.



3. The lion is a _____ animal.



C) Read and tick (✓) or (✗)

There is a brown horse on Fahad's farm. His name is Star. He has got a long black tail. Star loves to eat carrots every day. Fahad gives him carrots. Star is happy when he eats. He also likes to run and play on the farm.

1. Star is a white horse.

☐

2. Star has a long black tail.

☐

3. Fahad gives Star apples every day.

☐

4. Star likes to run and play on the farm.

☐


Progress Test

Writing

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

1. Elephants got long trunks.

a. has

b. have

c. are

2. The goat grass on the farm.

a. eat

b. eats

c. eating

B) Re-order words to form a sentence with proper punctuation marks

1. fed – leaves – giraffe – the – zookeeper – the

2. doing – the – parrot – is – What

C) Complete the sentences with the suitable words

1. The giraffe has got a long



2. The crocodile is a

animal.



3. The flamingo has got pink



③ Project 3



Let's Make a Flamingo



Instructions:

1. Create a flamingo using a paper plate and pink feathers.
2. Cut out the shape of the flamingo and glue the pink feathers.
3. Use the marker to make its eyes and legs.
4. Don't forget to present your project to your class.



Minimum words to be taught

No	word	part of speech	lesson
1	sing	verb	1
2	make	verb	1
3	grass	noun	1
4	cage	noun	1
5	flamingo	noun	2
6	parrot	noun	2
7	shark	noun	3
8	fork	noun	3
9	spots	noun	4
10	kind	adjective	4
11	bear	noun	6
12	kangaroo	noun	6
13	fast	adjective	6
14	neck	noun	6
15	giraffe	noun	6
16	panda	noun	6
17	circle	noun	7
18	air	noun	7
19	skirt	noun	7
20	trunk	noun	8
21	tail	noun	8
22	light	adjective	8
23	dark	adjective	8
24	feathers	noun	8
25	peacock	noun	9
26	zookeeper	noun	9
27	crocodile	noun	9
28	dangerous	adjective	9



“Be Kind to Animals” song



On the farm, what do I see?
Happy ducks say, “Quack with me!”
They swim and play the whole day long,
Let’s be kind and sing this song.
Be kind to animals, yes, we do—
They are friends to me and you!

Pink flamingos stand so tall,
On one leg, they never fall!
They flap their wings and love to play,
Let’s be kind to them each day.
Be kind to animals, yes, we do—
They are friends to me and you!

Parrots talk and sing all day,
“Hello! Hello!” they like to say.
Their feathers shine—red, green, and blue,
Let’s be kind to parrots too!
Be kind to animals, yes, we do—
They are friends to me and you!





“At the Zoo Today” song



The zookeeper says, “Hello, hello!

Hello, hello! Hello, hello!”

The zookeeper says, “Hello, hello!”

At the zoo today!

The elephant goes, “Stomp, stomp, stomp!

Stomp, stomp, stomp! Stomp, stomp, stomp!”

The elephant goes, “Stomp, stomp, stomp!”

At the zoo today!

The bear goes, “Growl, growl, growl!

Growl, growl, growl! Growl, growl, growl!”

The bear goes, “Growl, growl, growl!”

At the zoo today!



Unit

4 I Like Sports



Learning Outcomes

Listening and Viewing:

- Recognise key vocabulary related to sports and physical activities.
- Listen to sports-themed audio and determine whether actions or statements are correct or incorrect.
- Identify vowel/consonant digraphs in syllables and words (ay, th).
- Understand words, phrases, sentences, and expressions related to sports.
- Pinpoint factual details, such as activities, places, keywords, and expressions.
- Demonstrate enthusiasm during listening activities that involve sports themes.
- Respect other's answers during class listening activities.

Speaking and Representing:

- Demonstrate awareness of accurate pronunciation of compound sounds in syllables and words (/eɪ/, /ð/).
- Acquire words, phrases, and grammar for communication.
- Describe kinds of sports and action with relevant details.
- Ask and answer questions using sport-related vocabulary and expressions such as “Do you like/ enjoy...?” and “What do/does like/enjoy....?”.
- Participate in short dialogues, pair work, and T-shirt decoration presentations about favourite sports.
- Show confidence when talking about favourite sports or expressing opinions.
- Appreciate classmates’ efforts and presentations during sports-related speaking tasks.

Unit

4 I Like Sports



Learning Outcomes

Reading and Viewing:

- Read and understand short sentences about what people do or don't like in sports.
- Recognise a variety of consonant clusters in multi-syllable words (ay,th).
- Apply knowledge of compound sounds to read unfamiliar words in context.
- Choose the correct answers in the written sports activities.
- Connect sport names with visual cues during reading tasks.
- Enjoy reading about sports and physical activities.
- Engage in pair reading or shared reading activities with cooperation.

Writing and Representing:

- Write sentences expressing sports preferences using “like + gerund” and correct subject- verb – agreement.
- Acquire knowledge of grammatical rules at word, phrase and sentence level (like + gerund - Modal verb can).
- Complete writing tasks using visual prompts and personal sports experiences in correct sentence form.
- Trace, copy, and write words and sentences about sports.
- Create sports-themed illustrations and label them using relevant vocabulary and expressions sports-themed drawings or decorated shirts.
- Show motivation and pride when completing sports writing projects.
- Collaborate with group members on project work and classroom displays.



Lesson 1

Listening

I will learn:

 skate, fun, healthy, keep fit, paddle
 I like/enjoy + v + ing / I like playing...


Before you listen

What is your favourite sport?



Listen to the recording and tick ✓ or ✗



1. Fahad likes playing football.

☐

2. Noura likes ice-skating.

☐

Keep fit and healthy



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

1. Noura likes on the ice.

a. skating

b. swimming

c. paddling

2. Fahad plays with his sister.

a. ice skating

b. paddle

c. football

Lesson 2

Grammar

I will learn:

cook, skipping

What **do you like** doing? I/we like...ing

What **does he/she like** doing? He/ She **likes** ...ing

I/we don't like ...ing.



Ask and answer



What **do you like** doing?

I **like** climbing.
I **don't like** running.



What **does Fahad like** doing?

He **likes** painting.
He **doesn't like** cooking.



Speaking



Look and say

What **do they enjoy** doing?



Lesson 3

Phonics



Look and read

a + y = ay



stay



clay

I will learn:

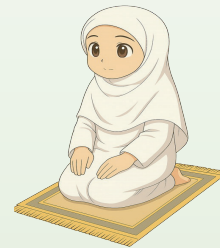
clay, stay, ray

A good way to spend a day is to play with my friend Ray. We stay under the sun rays and play with clay.



Complete using 'ay', then read aloud

I pr__ five times a d__.



Re-order letters to make words

d

y

a

day

p

a

y

l

s

y

t

a

c

a

y

l

Lesson 4

Reading

I will learn:

good, cup, team, winner, win, golden



Before you read

What is your favourite sports club?



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

Playing sports is fun. We enjoy running, jumping, and playing. We like throwing balls. We enjoy playing outside every day with our friends. We play in teams. The winner team wins a golden cup. Sports help us stay fit and healthy.

1. This passage is about:

a. friends

b. balls

c. sports

2. Playing sports makes us:

a. fit

b. golden

c. fun



Read again, then answer the following questions

1. Where do you enjoy playing sports?

2. What does the winner team win?

Lesson 5

Writing



Trace then copy

I will learn:

60 – 100 / count by tens

60	70	80	90	100



Write and solve















Re-order words to form a sentence with proper punctuation marks

1. father – my – 60 – is – years - old

2. are – there – trees – in – 70 – park – the

Lesson 6

Listening

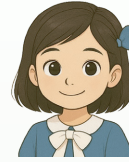
I will learn:

ride, bike, roller skating, club, together



Before you listen

Where can you play sports?



Listen to the recording and tick ✓ or ✕



1. Hamad and Noura enjoy riding bikes on Thursdays.

☐

2. On Sundays, Hamad goes swimming with his father.

☐

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

1. Hamad enjoys roller skating in the

a. park

b. club

c. gym

2. Hamad goes to the park on

a. Sundays

b. Tuesdays

c. Thursdays

Lesson 7

Grammar

I will learn:

handball, basketball

Can you swim? Yes, I **can** .../ No, I **can't** ...

What **can** you **do**? I **can** ...



Ask and answer

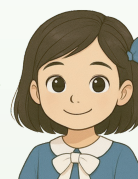


Can you **play** handball?

Yes, I **can**.



No, I **can't**.















Speaking



Roll the dice, then ask and answer

What **can** you **do** on Sunday?



					
					
<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>

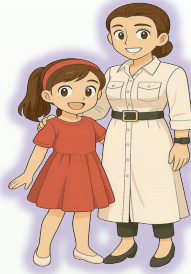
Lesson 8

Phonics



Look and read

t + h = th



mother

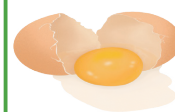


feather

Shatha goes to the park withh her father and mother.
They always sit on the mat. She likes collecting feathers.
They eat dinner together.



Help Shatha to find the secret word





Read, then group the rhyming words

ray - brother - pray - mother

ay

1. _____
2. _____

th

1. _____
2. _____

Lesson 9

Reading

I will learn:

wore, match, against



Before you read

What sports can you play at the sports club?



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

Hamad went to a football match. He went with his father.

The Kuwaiti team played against the Qatari team. The Kuwaiti team wore blue shirts.

They met Haido. Haido is a big, lovely camel. The Kuwaiti team won the cup!

Hamad and his father were happy; they jumped and sang for the team. Haido jumped too!



- The best title for this passage could be
 - A Football Match
 - Haido, the Lovely Camel
 - The Blue Team
- Hamad went to the match with his
 - camel
 - team
 - father



Read again and answer the following question

- What did the Kuwaiti team win?

Lesson 10

Writing

I will learn:

break

Spelling rule: swim+ing = swimming



Look at the pictures, then re-order the words to make a sentence using proper punctuation marks



1. Fahad – ball – the – kicks

2. breaks – the - Fahad – vase

3. sad – Fahad – is



Combine, then write the words

skip

+

ing

=

swim

+

ing

=

run

+

ing

=

Fun with Writing Activities



Trace and copy

Can I play football?



Yes, you can play football.

I love my mother, father and brother.

What does she like doing ?

She likes reading stories.



Progress Test

Reading

A) Classify the following words under the suitable heading

play, mother, park, brother, clay, shark

ar	th	ay

B) Fill in the spaces with the suitable words from the list

keep - golden - skating - bike

1. Hamad likes riding his big blue



2. Can I go , please?



3. My teacher gives me a star.



C) Read and tick (✓) or (✗)

My name is Noura . I have a fluffy cat. It has brown eyes. It likes playing with small balls. It runs and jumps in the garden. I feed my cat twice a day. I love it.

1. Noura's cat is fluffy.

☐

2. The cat likes playing with big balls.

☐

3. Noura loves her cat.

☐

4. Noura's cat has small blue eyes.

☐


Progress Test

Writing

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

1. I like with my friend in the sea.

a. swim

b. swims

c. swimming

2. can you play basketball?

a. Who

b. Where

c. What

B) Re-order words to form a sentence with proper punctuation marks

1. painting - he - small - likes - shells

.....

2. eats - healthy - she - food

.....

C) Complete the sentences with the suitable word

1. The takes a golden cup.



2. I a blue shirt.



3. I enjoy bike.





1. Choose your favourite sport team.
2. Use coloured papers and scissors to cut out a T-shirt.
3. Decorate the T-shirt.
4. Present it to your class.



Minimum words to be taught

No	word	part of speech	lesson
1	skate	verb	1
2	fun	adjective	1
3	healthy	adjective	1
4	keep fit	noun	1
5	paddle	noun	1
6	cook	verb	2
7	skipping	noun	2
8	clay	noun	3
9	stay	verb	3
10	ray	noun	3
11	good	adjective	4
12	cup	noun	4
13	team	noun	4
14	winner	noun	4
15	win	verb	4
16	golden	adjective	4
17	ride	verb	6
18	bike	noun	6
19	roller-skating	noun	6
20	club	noun	6
21	together	adverb	6
22	handball	noun	7
23	basketball	noun	7
24	with	preposition	8
25	wear	verb	9
26	match	noun	9
27	against	preposition	9
28	break	verb	10



“I like playing” song



I like playing, I like swimming, splash, splash, splash!

I like cooking, mix so fast!

I enjoy drawing, colours bright,

I enjoy skipping, day and night!

I like climbing, up so high,

I enjoy jumping to the sky!

I like playing, I like to sing,

I enjoy doing everything!



“My favourite sport” song



I have a favourite sport, come and see,

I play at the gym, so happy and free!

Running and jumping, I don't sit,

Sports are fun and help me keep fit!

Kicking the ball or swimming fast,

Playing with friends is such a blast!

We stay strong, we stay healthy too,

Sports are good for me and you!





“th” song



I have a feather, soft and white,
I show my brother—oh, what a sight!
We play together, run and sing,
We love the "th" sound, ding ding ding!
Feather, brother, together we go,
Saying "th" sounds nice and slow!



“ay” song



It's a sunny day, we go and play,
We make fun shapes with soft, cool clay.
We laugh and jump, we run and stay,
We feel the rays from the bright, shiny sun.
Let's play all day!



Credits and Acknowledgments



Design and Layout

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

Fonts Used

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

Icons and Graphics

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

Images and Illustrations

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

Songs and Lyrics

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

Audio Material

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

Vocabulary Reference

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



2A

