



وزارة التربية  
Ministry of Education  
State of Kuwait | دولة الكويت

# SKYLINE ENGLISH

Student's Book

5A





وزارة التربية

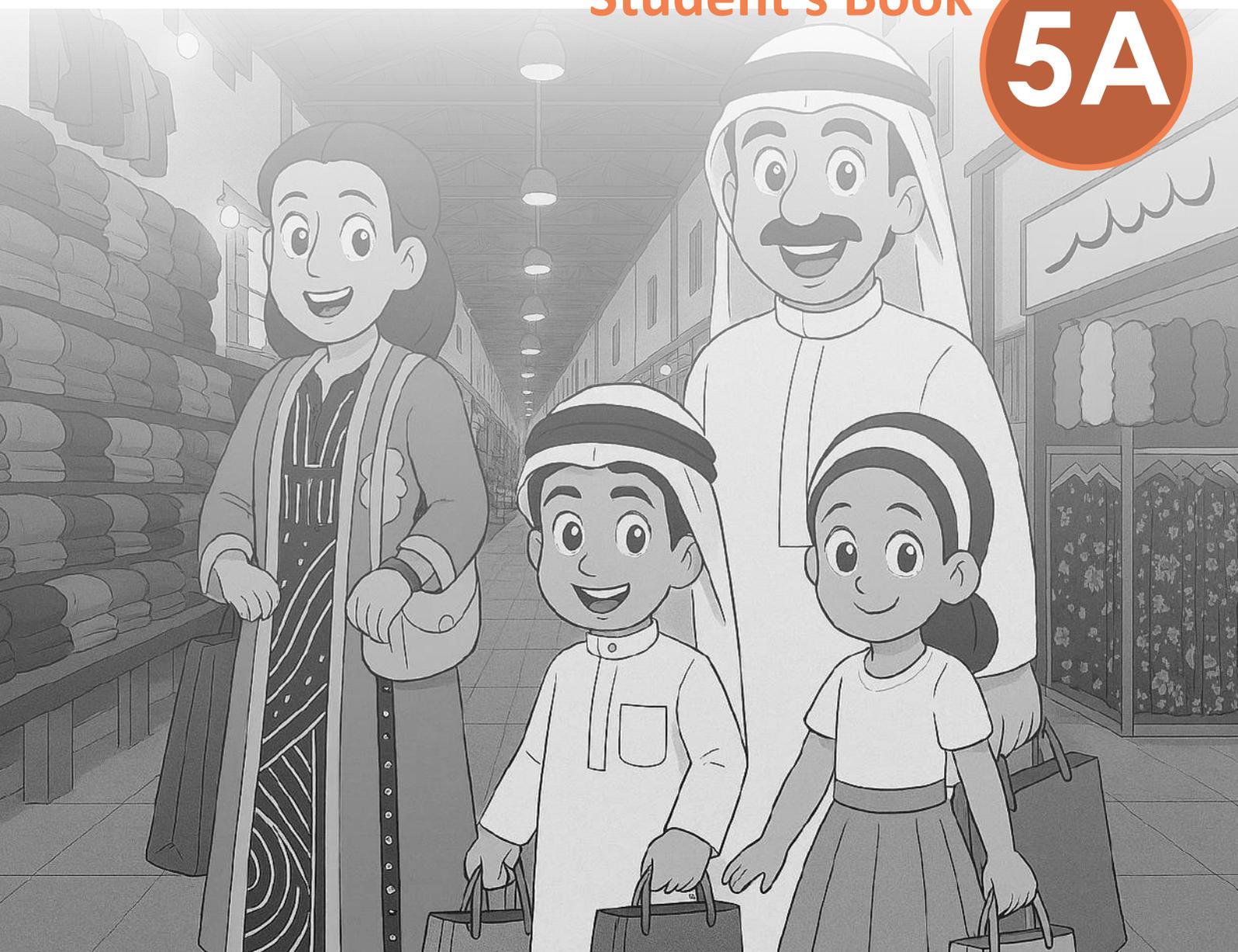
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PDF Book



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سَمُو الشَّيْخِ صَبَّاحٍ كَهَّالٍ الْحَمَّادِ الصَّبَّاحِ  
وَلِيِّ عَهْدٍ دَوْلَةِ الْكُوَيْتِ

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



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# Content



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# Introduction



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

### About the Skyline English Series

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

### Vision and Purpose

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

# Introduction



## Alignment with Kuwait Vision 2035

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

## Integration of 21st Century Skills and Educational Values

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

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

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

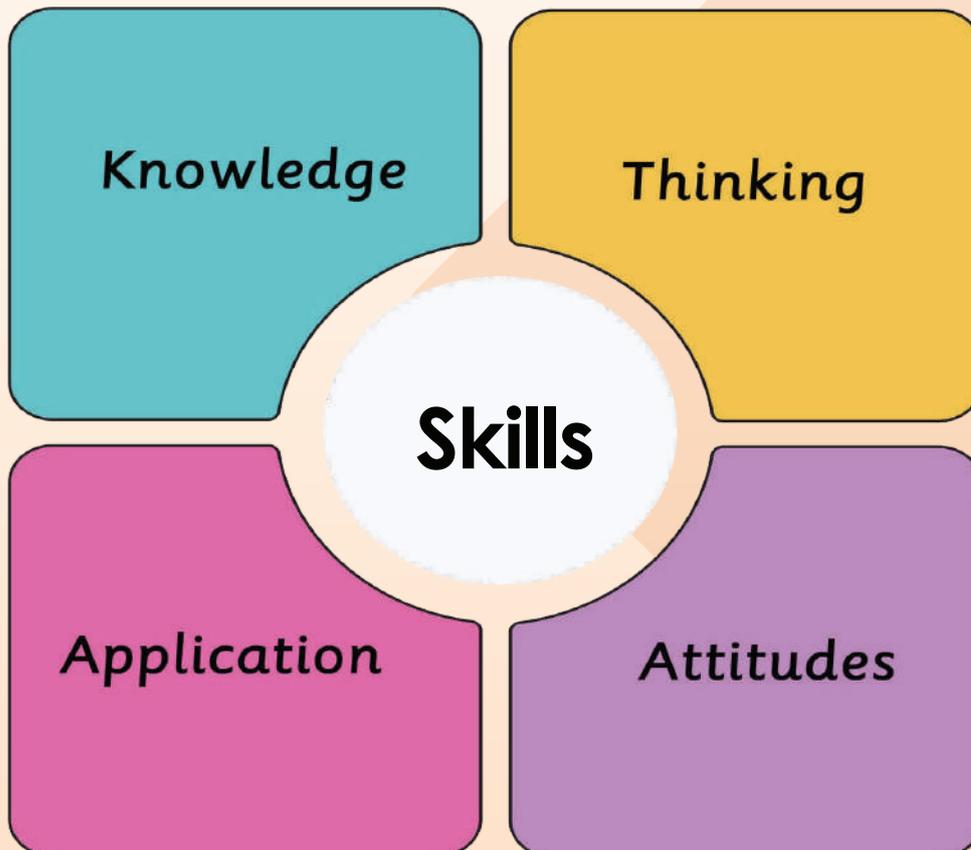
# Introduction



## A Curriculum for the Future

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

## Grade Five 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



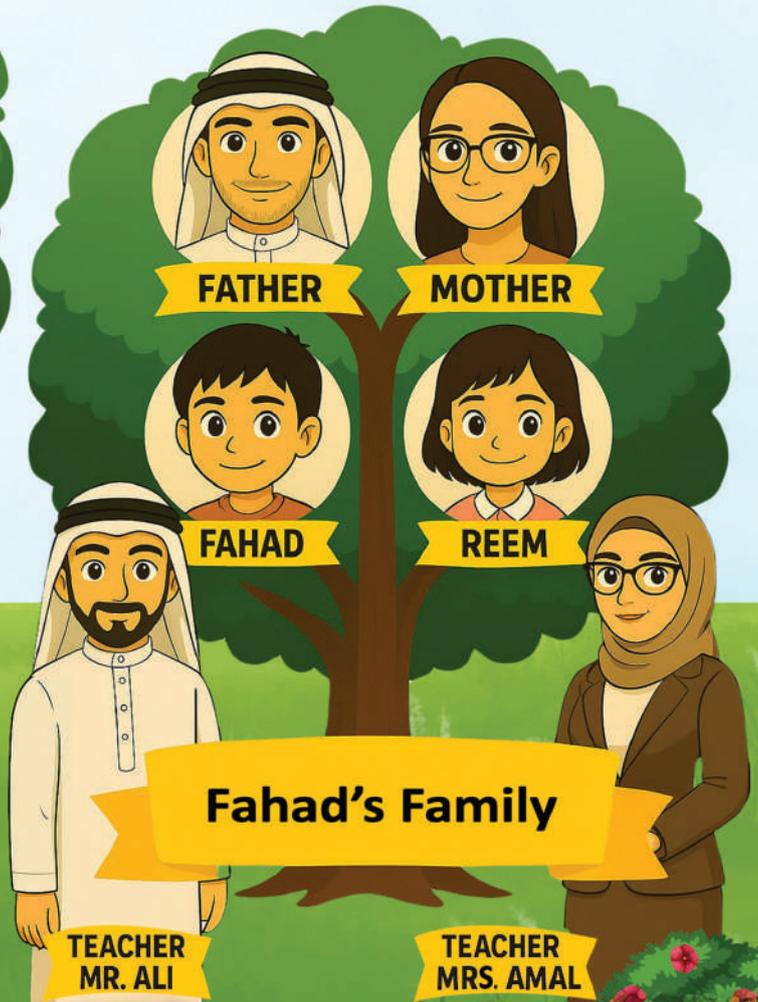
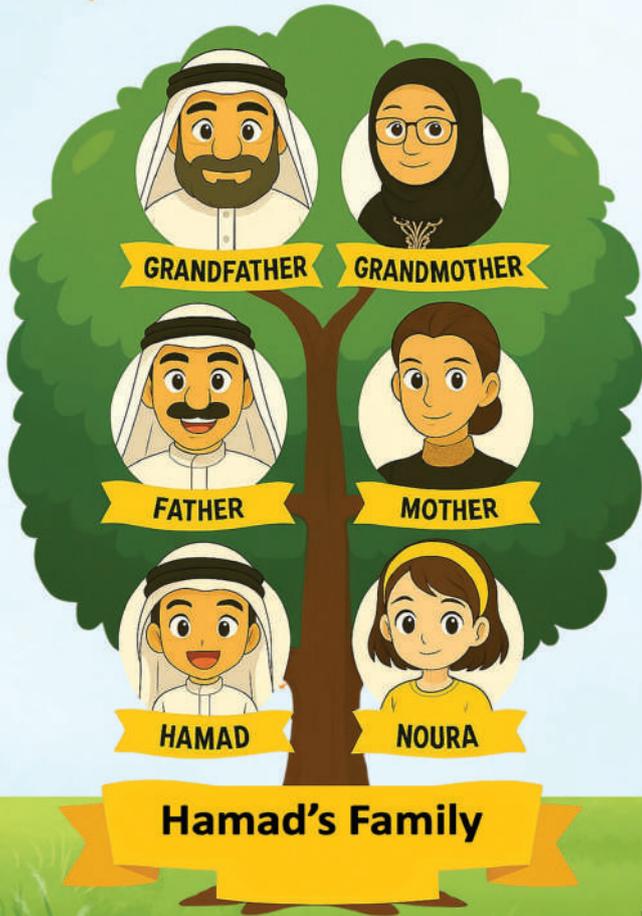
22. find & write



23. find the word then complete



# MEET OUR CHARACTERS







# Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit One Treasure from our Past	<ul style="list-style-type: none"> <li>• Making polite requests</li> <li>• Talking about the past</li> <li>• Asking for and giving information</li> <li>• Asking and answering questions about events in the past and the present</li> </ul>	<ul style="list-style-type: none"> <li>• Present simple</li> <li>• Past simple</li> <li>• Present perfect</li> </ul>	<ul style="list-style-type: none"> <li>• Heritage</li> <li>• Kuwait in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for cultural heritage</li> <li>• Pride in national identity</li> <li>• Cooperation with family and elders</li> </ul>	<ul style="list-style-type: none"> <li>• Our Treasures of Kuwait</li> </ul>
				<p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Thinking</li> <li>• Collaboration</li> </ul>	
Project	<ul style="list-style-type: none"> <li>• My Country Fact File</li> </ul>				

# Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
<b>Unit Two</b> <b>From Our Heritage to Our Future</b>	<ul style="list-style-type: none"> <li>• Talking about shopping</li> <li>• Making plans for the future</li> <li>• Describing places and location</li> <li>• Asking and answering questions about events in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>• Anything / something</li> <li>• Coordinating conjunctions: 'and' and 'but'</li> <li>• Prepositions of place</li> <li>• Future tense with 'going to'</li> </ul>	<ul style="list-style-type: none"> <li>• Shopping</li> <li>• Places in Kuwait</li> <li>• Names of Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility in shopping and spending money</li> <li>• Appreciation for modern and traditional lifestyles</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity,</li> <li>• Decision Making</li> <li>• Digital literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Going to</li> </ul>
<b>Project</b>	<ul style="list-style-type: none"> <li>• <b>Kuwait's Photo Album</b></li> </ul>				

## 1 Treasures from Our Past



### Learning Outcomes

#### Listening and Viewing:

- Identify key vocabulary related to Kuwait national symbols and heritage, such as peace, battles, pride.
- Understand short dialogues and stories about Kuwait's traditions and historical landmarks, such as Failaka Island and Red Palace.
- Interpret spoken descriptions to match Kuwaiti flag colours with their symbolic meanings.
- Follow oral narratives to extract key details about historical figures and events in Kuwaiti culture.
- Distinguish between the present and past tenses in oral contexts related to national identity and past events.

#### Speaking and Representing:

- Describe familiar people, places, and events from Kuwait's past using vocabulary prompts and visuals.
- Engage in conversations about Kuwaiti culture and history using the past simple and present tenses appropriately.
- Pronounce past-tense regular and irregular verbs (e.g. visited, went, fought) clearly in context.
- Demonstrate correct use of possessive adjectives (his/her) when talking about family and cultural heritage.
- Participate in collaborative dialogues with peers, respecting turn-taking rules.
- Use vocabulary and expressions to present ideas about places in Kuwait.

## ① Treasures from Our Past



### Learning Outcomes

#### Reading and Viewing:

- Recognise and decode thematic words, such as palace, guest, heritage, and Quran.
- Read short informational texts to infer the significance of historical landmarks and figures in Kuwaiti culture.
- Determine the correct sequence of events in stories using textual and visual cues.
- Identify main ideas and supporting details in age-appropriate passages about national identity and traditions.
- Interpret vocabulary in context and connect words to meanings using support from text and visuals.
- Compare past and present customs, education, and traditions as described in reading materials.

#### Writing and Representing:

- Write sentences using unit related vocabulary with correct spelling and punctuation.
- Compose structured short paragraphs describing visits to historical places using graphic organisers.
- Use the past simple tense to narrate personal or cultural experiences related to Kuwait's history.
- Use a checklist to edit writing for spelling, tenses, punctuation, and sequencing.
- Use sentence starters and vocabulary banks to write about traditional events, education, or national values.



## Lesson 1

### Listening

I will learn:

peace, battles, fight/fought,  
protect/protected, pride, symbol  
Past simple tense



Before you listen



In 1961, Kuwait's flag was red and plain.



Did you know?



Listen and tick ✓ or x



1. At the park, the children dressed in the colours of Kuwait's flag.
2. The green colour in the flag shows that the people are brave.
3. Grandpa said the flag is a symbol of love.



Listen again, then write what each colour of the Kuwaiti flag means

land – peace – battles – brave people




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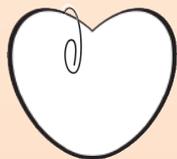
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## Lesson 3

### Reading

I will learn:

centre, spices, historical, care, courage, society, palace, bravery  
Past simple tense



Read the following passage and match the sentences with the correct heading

**Souq Al-Mubarakiya** is one of the oldest touristic markets in Kuwait. It was the centre of buying and selling in old Kuwait. People bought everything from there like food, spices, clothes, and gold.

**Kushk Mubarak** is a small historical building by the sea in Kuwait City. It was used by Sheikh Mubarak to meet guests and visitors. It shows the power and pride of old Kuwait.

**Bayt Abdullah** was a traditional Kuwaiti house. Now, it is a place that gives love and care to sick children. It shows kindness and strong values in the Kuwaiti society.

**Red Palace** is a famous old building in Al-Jahra. In the past, people built it to protect Kuwait and its people. It shows bravery and the strong history of Kuwait. It is a symbol of courage and pride.



1 **Kushk Mubarak**

was the center of selling and buying in the past.

2 **Bayt Abdullah**

was small building where Sheikh Mubarak met his guests.

3 **Souq Al-Mubarakiya**

is a house that gives care and love to sick children.



Read again, then answer the following question

1. Why is the Red Palace important in Kuwait's history?

# Lesson 4

## Writing



Combine the following words

kind ● ness = \_\_\_\_\_

fit ● ness = \_\_\_\_\_

sad ● ness = \_\_\_\_\_

sick ● ness = \_\_\_\_\_



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

Red Palace – friends – brave – protect – learn – history

Where did you go?  
\_\_\_\_\_

Who did you go with?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was it built for?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why do people visit it now?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



- Writing checklist**
- Capitals
  - Punctuation
  - Finger spaces
  - Spelling
  - Does it make sense?

Title: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson 5

## Listening

I will learn:

ancient, ruin, temple, Greek, heritage, touristic  
Present simple tense



Before you listen

Have you been to Failaka Island?



Listen and tick ✓ or ✗



1. Failaka Island has modern schools.

2. Miss Amal says that Failaka is the treasure of Kuwait.

3. Failaka Island is a touristic place.



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

1. Failaka Island is known for its .....

a. malls

b. ruins

c. towers

d. beaches

2. One of the oldest cultures on Failaka was .....

a. Dilmun

b. Egyptian

c. Kuwaiti

d. Greeks

3. Visiting Failaka helps people learn about Kuwaiti .....

a. sport

b. technology

c. culture

d. museum

# Lesson 6

## Grammar

I will learn:

Present perfect tense

### Look and say

I/you/we/they  
**have** played.

---

he/she/it  
**has** played.

→

I/you/we/they  
**haven't** played.

---

he/she/it  
**hasn't** played.

→

**Have** you/we/  
they played?

---

**Has** he/she/it  
played?

be	been	eat	eaten	write	written
go	gone	see	seen	find	found
fly	flown	meet	met	send	sent

### Read and choose

- I (**have - has**) been to the shop.
- Omar has (**gone - go**) to school.
- They (**hasn't - haven't**) cooked dinner.



## Speaking

### Look and say

I **haven't built** a sandcastle.



eaten



written



gone



flown

# Lesson 7

## Pronunciation



Look, read and circle the correct pronunciation



/iz/

teaches - spices



/s/

guests - fights



/z/

battles - symbols

Greeks

/iz/

/s/

/z/

dishes

/iz/

/s/

/z/

plays

/iz/

/s/

/z/

books

/iz/

/s/

/z/

## Spelling



Read the long/short forms of the verb "have/has", then write

have ✂ 've

have not ✂ haven't

has ✂ 's

has not ✂ hasn't

I have = I've

you have not = you haven't

we have = We've

they have not = they haven't

she has = she's

he has not = he hasn't

it has = it's

it has not = it hasn't

I have



\_\_\_\_\_

\_\_\_\_\_

he's



\_\_\_\_\_

\_\_\_\_\_



Rewrite the sentences using the short form

1. **She has** visited Bayt Abdullah.

\_\_\_\_\_

\_\_\_\_\_

2. **They have** written their homework.

\_\_\_\_\_

\_\_\_\_\_

## Lesson 8

### Reading

I will learn:

education, recite, teach/taught, honour  
Past simple tense



Before you read



What tools did students use to study in the past?



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



In the past, Kuwait didn't have many schools. Education was very simple. People needed teachers to teach their children how to read and write. They also wanted their children to recite the Quran well.

Mutawa Halima Al-Sager was a teacher in old Kuwait. She taught children the Quran. She didn't teach in a big school. Many girls came to learn in a small room in her house. Sometimes boys came too.

Today, people in Kuwait still remember Mutawa Halima. They have written books and shared stories about her. A school in Kuwait is named after her to honour everything she did.

- The **best title** for the passage could be
  - A Trip to Old Kuwait
  - The First School in Kuwait
  - A Great Kuwaiti Teacher
  - Modern Schools
- The opposite of the underlined word **small** in line 6 is
  - big
  - old
  - new
  - short



Read again, then answer the following question

- Why do people in Kuwait remember Mutawa Halima today?

---

---

Surf the net to get more information about education in Kuwait in the past.

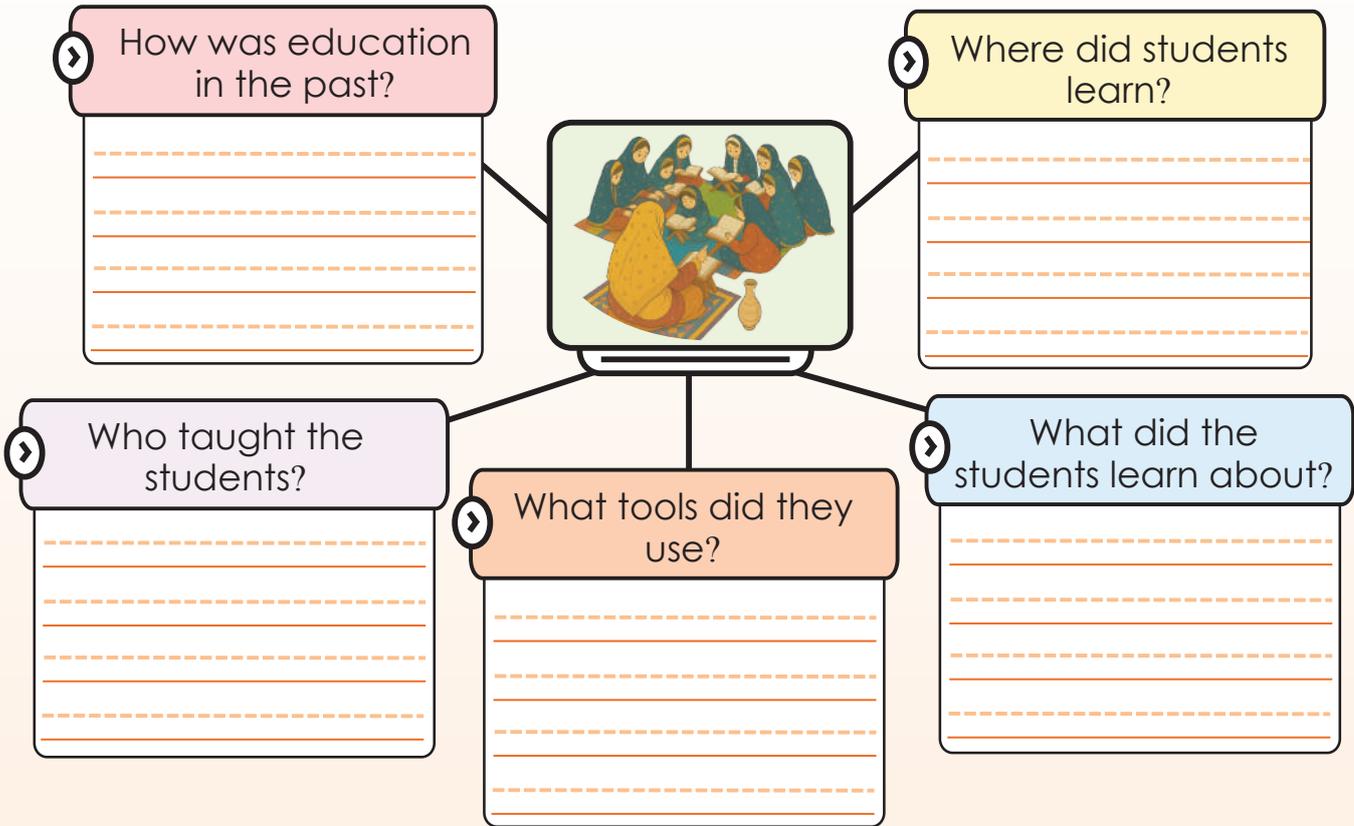


# Lesson 9

## Writing

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

simple – room – mutawa – use – board – Quran



Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Editing Checklist			
Punctuation (Capitals – Full stop)	Spelling	Grammar	

Vocabulary

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

1. Kuwait's flag is a/an ..... of our unity and pride.

a. symbol

b. education

c. ruin

d. care

2. Parents ..... their children from danger.

a. recite

b. honour

c. protect

d. fight

3. Kushk Mubarak is a ..... place in Kuwait.

a. sharp

b. historical

c. light

d. patient

4. Indian food has a lot of ..... and strong flavours.

a. battles

b. centers

c. guests

d. spices

## Progress Test

### Reading

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

Nasser, Adel and Ali are close friends. Last week, they went on a touristic trip. They decided to visit different places. First, they went to Dickson House. Ali learned that it was built in 1870. Then, they visited the Sadu House. It is an artistic place, built to protect the heritage of sadu weaving. Adel felt hungry, so he asked his friends to go to Al- Mubarakiya Market. They saw that it is an old touristic market in Kuwait. It also has many restaurants that serve traditional food. They ate their dinner and went back home.

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

- a. A Touristic Trip    b. The Heritage    c. Sadu House    d. Modern Shops

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

- a. big                      b. small                      c. new                      d. happy

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

- a. Al-Mubarakiya    b. Sadu House    c. gold    d. Dickson House

4. .... felt hungry.

- a. Dickson                      b. Nasser                      c. Ali                      d. Adel

**B) Answer the following questions**

1. Who went on the touristic trip?

.....

2. What can people eat in Al-Mubarakiya restaurants?

.....

## Writing

### Grammar

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

1. Have you ever ..... a camel?

a. see

b. seen

c. saw

2. Mona ..... like painting. She likes skipping.

a. don't

b. didn't

c. doesn't

3. In the past, Al Mutawa ..... the children how to read.

a. taught

b. teaches

c. teach

4. Ali hasn't ..... his homework.

a. wrote

b. written

c. write

### Spelling

#### A) Write the missing words to complete the sentences

1. Ancient .....



lived on Failaka Island.

2. Ahmed .....



the Quran very well.

#### B) Combine the following

1. happy + ness = .....

2. dark + ness = .....



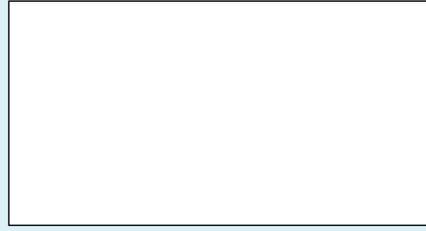


## MY COUNTRY

 Location



 Flag



 Facts

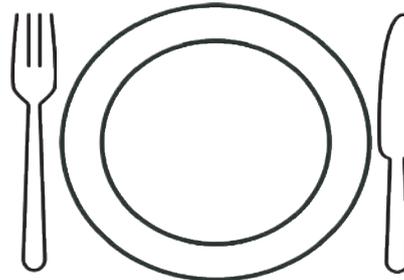
Capital city: .....

Currency: .....

Religion: .....

Language: .....

A Traditional Dish



A Famous Historical Person



A Historical Landmark



Complete the fact file about your country. Make your work neat and colourful. You can draw or paste pictures, then present it to your class.

## Minimum words to be taught

No	word	part of speech	lesson
1	peace	noun	1
2	battle	noun	1
3	fight/fought	verb	1
4	protect/protected	verb	1
5	pride	noun	1
6	symbol	noun	1
7	centre	noun	3
8	spice	noun	3
9	society	noun	3
10	historical	adjective	3
11	guest	noun	3
12	care	noun	3
13	courage	noun	3
14	palace	noun	3
15	bravery	noun	3
16	ancient	adjective	5
17	ruins	noun	5
18	temple	noun	5
19	Greek	noun	5
20	heritage	noun	5
21	touristic	adjective	5
22	education	noun	8
23	recite	verb	8
24	teach/taught	verb	8
25	honour	verb	8



## “Our Treasures of Kuwait” song



We didn't have big cities then,  
We built our homes with care.  
We've kept our old traditions strong,  
Our heritage is everywhere!

We have kept our treasures safe,  
We have shared our history.  
We have worked with family,  
Our pride is clear to see!

We didn't have tall towers then,  
We sailed across the sea.  
We've kept our values through the years,  
Respect our history!

We have kept our treasures safe,  
We have shared our history.  
We have worked with family,  
Our pride is clear to see!



# Unit

## 2

# From Our Heritage to Our Future



### Learning Outcomes

#### Listening and Viewing:

- Identify key details in short dialogues about Kuwaiti traditions.
- Summarise audio content related to heritage sites and customs.
- Respond to factual and inferential questions after listening to a conversation.
- Distinguish between facts and opinions in an audio interview.

#### Speaking and Representing:

- Describe places and activities using learned vocabulary accurately.
- Express ideas using appropriate vocabulary and present tense structures.
- Compare old and modern schools using short phrases and connectors.
- Use conjunctions (and, but) appropriately in personal responses.
- Construct a simple dialogue for a cultural visit scenario.

# Unit 2

## From Our Heritage to Our Future



### Learning Outcomes

#### Reading and Viewing:

- Identify the main idea and details in informational texts about heritage.
- Sequence events from a story set in Kuwait's past and present.
- Infer the meaning of new vocabulary using context clues.
- Describe how a text presents Kuwaiti traditions by identifying key details, language features and cultural elements.
- Evaluate characters' actions in a cultural narrative.
- Respond to comprehension questions with evidence from the text.

#### Writing and Representing:

- Compose a paragraph about a visit using a graphic organiser.
- Use descriptive adverbs and adjectives in personal narratives.
- Compare old and new lifestyles using cohesive devices.
- Organise ideas in a logical sequence to describe events.
- Edit writing using a checklist for spelling, tenses, punctuation, and sequencing.



## Lesson 1

### Listening

I will learn:

necklace, something, thoub, everything, anything, busy, market



Before you listen

What can you buy from Souq Al-Mubarakiya?



Listen to the recording and choose the correct answer from a, b or c



- Mum wants to go to
  - Souq Al-Mubarakiya
  - the mall
  - the food market
- Noura wanted to buy
  - fish
  - a necklace
  - a thoub
- Shopping in Souq Al-Mubarakiya was
  - fun
  - beautiful
  - fresh



Listen again, then answer the following questions

- Who wants to buy a pearl necklace?

---



---

## Lesson 2

I will learn:

anything / something

### Grammar

#### Look and say



Do you want **anything** from the bakery?

Yes, I want cupcakes, please?

something anything ?



#### Fill in the blanks with (something or anything), then ask and answer



Is there \_\_\_\_\_ in the bag?



No, there isn't \_\_\_\_\_



Did you find \_\_\_\_\_ to wear for the event?

Yes, I found \_\_\_\_\_ to wear.



### Speaking

#### What is in the mystery box? Use something and anything



## Lesson 3

### Reading

I will learn:

weaving, artist, information, train,  
share, library

Prepositions of place



Before you read

What do you know about Sadu?



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

Al-Sadu House is an old Kuwaiti house. It was built in 1936 on the Arabian Gulf Street, next to the National Library. In 2006, it opened to teach people about weaving and to save this heritage. It has a museum that shows how people in the past worked **hard**. The house helps keep weaving alive for today and the future.



At Al-Sadu House, the artists share information with people and tourists about Kuwait's weaving traditions. **They** also work with schools and groups around the world to train teachers, so they can share this art with their students.



- The **best title** for the passage could be
  - Important Traditions
  - Al-Sadu House
  - Sharing Information
  - Teaching Weaving
- The underlined word **They** in line 9 refers to
  - tourists
  - traditions
  - artists
  - people
- The opposite of the word **hard** in line 5 is
  - actual
  - quick
  - slow
  - easy



Answer the following question

- What do people learn in Al-Sadu House?

---

---

---



# Lesson 5

## Listening

I will learn:

sure, mud, Al-Katateeb, bright



### Before you listen

Name three old places and three modern places in Kuwait



### Listen and tick ✓ or ✗



- 1. Kuwait in the past was small and quiet.
- 2. Al-Mubarakiya School is a museum today.



Appreciate modern and traditional lifestyles



### Listen again, then complete the fact file about Kuwait

Kuwait	Places	Schools	Buildings
<b>Past</b>	1. Dickson House 2. _____	1. _____ 2. Al-Mubarakiya School	1. Al-Sadu House 2. _____
<b>Now</b>	1. Al-Shaheed Park 2. _____	1. _____ 2. _____	1. Al-Hamra Tower 2. _____

## Lesson 6

### Grammar

I will learn:

Coordinating conjunctions 'and' and 'but'

### Look and say

“**and**” is used to join two sentences. 



There is a library.



There is a restaurant.

There is a library **and** a restaurant. 

 “**but**” is used to join a positive statement with a negative statement.



There is a hotel.



There isn't a store.

There is a hotel, **but** there isn't a store. 

### Complete the sentences with and/ but

- Hamad likes apples, \_\_\_\_\_ he doesn't like bananas.
- Noura wants to go to the bakery \_\_\_\_\_ the library.

### Speaking

### Play with your friend and complete the sentences

Salwa is fast ..... strong.	Jump forward 2 spaces!	The whale is big ..... blue.	He finished all his work ..... he can't rest.	Go back to the 'Start'!	Reem is smart ..... pretty.	<b>FINISH</b> 
Bonus turn! Roll the dice again.	<b>“AND” OR “BUT” BOARD GAME</b>					
Mum is a good chef .... she is not feeling well.	She is tall ..... she didn't score a goal.	Miss a turn!	The horse is fast ..... tall.	I went to the park ..... the bakery.	I took my umbrella ..... it didn't rain.	<b>START</b> 

## Lesson 7

### Reading

I will learn:

plan, activity, village, remember  
Going to for future plans



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

Hussain and his father are planning a trip to Kuwait. First, they are going to go to The Avenues Mall for shopping and eating in a **traditional** Kuwaiti restaurant. They want to try machboos with chicken and drink laban. Next, they are going to visit JACC. **It** is the Sheikh Jaber Al-Ahmed Cultural Centre. It is a place where people can enjoy music, movies, and fun activities. It is for everyone, young and old. The centre helps people learn new things.

After that, they are going to see the new beach "Alblajat" and watch the sunset. Finally, they are going to visit "Youm Al-Bahar Village" to remember and see the mud houses and old shops there.



- The **best title** for the passage could be
  - A Visit to Alblajat
  - A Trip to Kuwait
  - Shopping in the Avenues
  - A Visit to "Youm Al-Bahar"
- The underlined word **It** in line 7 refers to
  - laban
  - chicken
  - JACC
  - machboos
- The opposite of the underlined word **traditional** in line 4 is
  - old
  - young
  - modern
  - fun



Answer the following question

- Why is Hussain going to go to the new beach?

---

---

# Lesson 8

## Writing



Fill in the graphic organiser, then use it to write a paragraph about 'Old and New Schools'. The following guide words may help you

Al-Katateeb – read – Quran – house – computer science – modern

1. Where did children learn in the past?

\_\_\_\_\_

\_\_\_\_\_

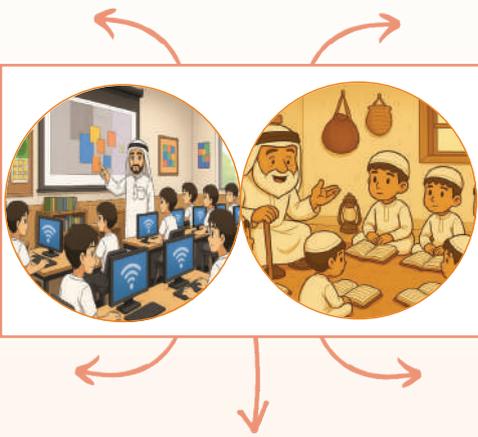
\_\_\_\_\_

3. Where do children learn nowadays?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



2. What did they learn?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What do children learn in schools now?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What is your favourite subject?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Lesson 9

I will learn:

knock, knit, joyfully, happily

## Pronunciation

'K' is always silent when it comes before 'N'

Examples: know- knock- Knife – Knit



Complete the following sentences then read them aloud

1. Mum heard a \_\_\_\_\_ on the door.



2. We use a \_\_\_\_\_ to cut vegetables.



3. My grandmother likes to \_\_\_\_\_.



## Spelling



Add "ly" to change an adjective into an adverb

Examples: joyful+ly = joyfully

happy+ly =happily



Combine the following words

We live happily and safely in Kuwait.



excited + ly = \_\_\_\_\_

special + ly = \_\_\_\_\_

amazing + ly = \_\_\_\_\_

wonderful + ly = \_\_\_\_\_

Vocabulary

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

1. My sister and I are ..... for the weekend.  
a. planning  
b. knocking  
c. sharing  
d. knitting
  
2. You should be ..... when you go to the library.  
a. busy  
b. sure  
c. bright  
d. quiet
  
3. Mum bought a beautiful ..... for Eid.  
a. necklace  
b. artist  
c. mud  
d. village
  
4. Knitting and ..... are traditional arts.  
a. thoub  
b. activity  
c. weaving  
d. information

## Progress Test

### Reading

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

The Green Island is a man-made island in Kuwait City. It was built in 1985 and opened in 1988. It is a fun place for families and visitors. It has parks, places to have picnics, and a nice view of the sea. You can also see Kuwait Towers from there. In 2023, Kuwait held a big event on the Green Island to celebrate the National and the Liberation Day. It started on February 12<sup>th</sup>. There were restaurants, cafes, games, and shows. One special show used 2,000 flying **drones** to make pictures in the sky. **They** showed Kuwait's past, present, and future. Many people came to enjoy the show.

- The **best title** for the passage could be
  - The Past and the Present
  - A Nice View
  - The Green Island
  - The National Day
- The meaning of the underline word **drones** in line 7 is
  - cars
  - towers
  - boats
  - planes
- The underlined word **They** in line 7 refers to
  - games
  - pictures
  - restaurants
  - cafes
- The Green Island was built in
  - 1988
  - 2023
  - 2000
  - 1985

**B) Answer the following questions:**

1. What is the Green Island?

.....

2. Why did Kuwait hold a big event on The Green Island?

.....

Writing

Grammar

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

1. Have you got ..... blue to wear?

- a. something                      b. anything                      c. everything

2. My father is going to .....to Dubai next week.

- a. travels                      b. travelling                      c. travel

3. The boys are playing ..... the school.

- a. between                      b. on                      c. in front of

4. We should rest ..... get some sleep.

- a. or                      b. but                      c. and

Spelling

**A) Write the missing words to complete the sentences**

1. I bought a red .....  from Al-Mubarakiya.

2. Don't .....  on the door. The baby is sleeping.

**B) Combine the following**

1. joyful + ly =.....

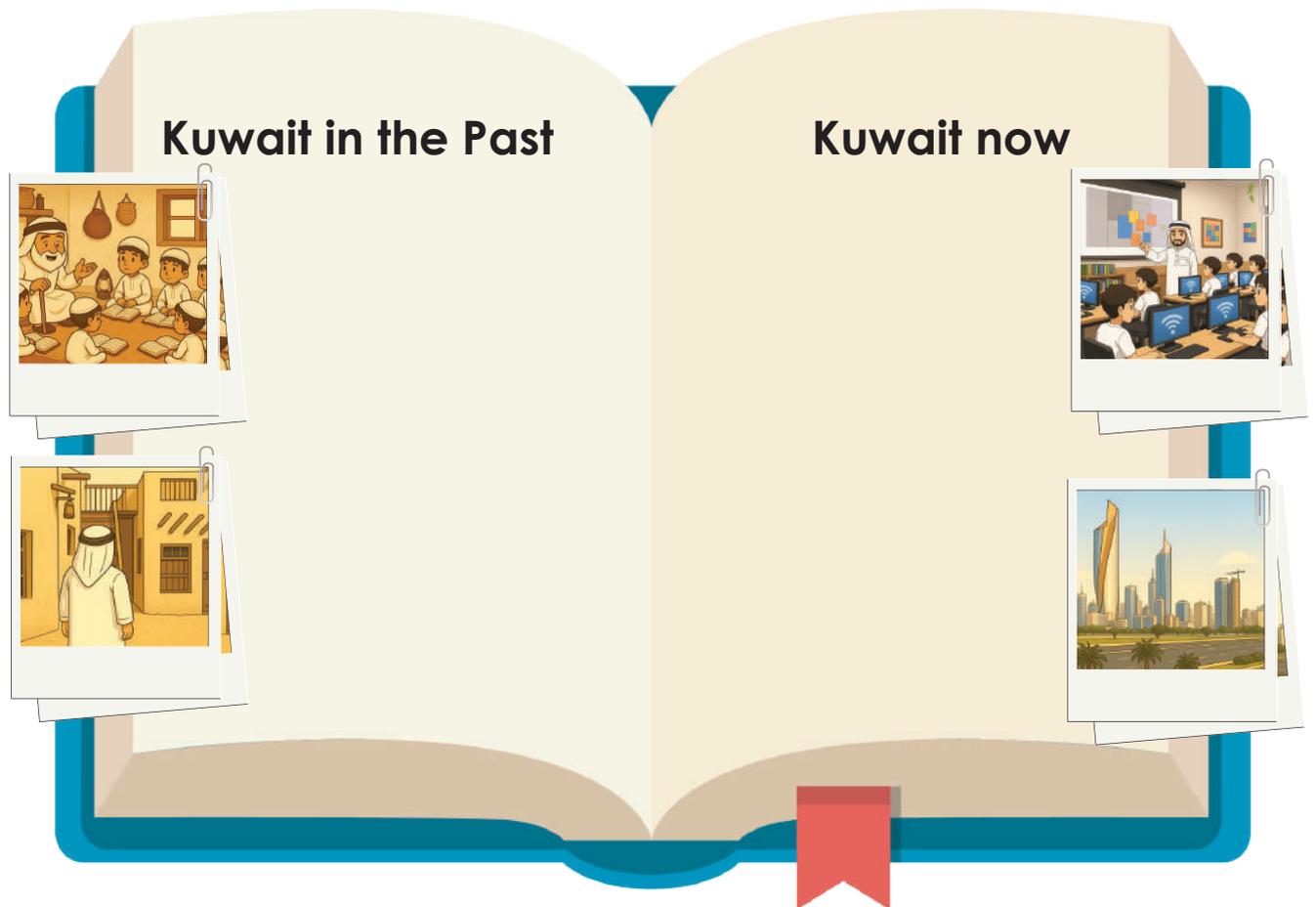
2. enjoy + ed =.....



# ② Project 2



## Kuwait's Photo Album



### What to do:

1. Collect pictures and stick them in a photo album.
2. Write three sentences about Kuwait in the past and Kuwait now.



## Minimum words to be taught

No	word	part of speech	lesson
1	necklace	noun	1
2	something	pronoun	1
3	thoub	noun	1
4	everything	pronoun	1
5	anything	pronoun	1
6	busy	adjective	1
7	market	noun	1
8	weaving	noun	3
9	artist	noun	3
10	share	verb	3
11	information	noun	3
12	train	verb	3
13	library	noun	3
14	sure	adjective	5
15	mud	noun	5
16	Al-Katateeb	noun	5
17	bright	adjective	5
18	plan	verb	7
19	activity	noun	7
20	village	noun	7
21	remember	verb	7
22	knock	verb	9
23	knit	verb	9
24	joyfully	adverb	9
25	happily	adverb	9



## “I am going... I am not going” song



I'm going to the Souq today,  
I'll see the fish and watch them play.  
I'm going to buy some tasty bread,  
And smile with Mum as we walk ahead!

I'm not going to eat too many chips,  
I'll choose bananas and apple dips.

I'm not going to sit all day,  
At Shaheed Park, I'll run and play!



# Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Three Exploring the Weather	<ul style="list-style-type: none"> <li>• Talking about the weather</li> <li>• Giving advice</li> <li>• Expressing possibility</li> <li>• Talking about factual information</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinating conjunctions: 'so' and 'or'</li> <li>• Modal verb 'should and 'have' to for giving advice</li> <li>• Modal verb 'might' for expressing possibility</li> </ul>	<ul style="list-style-type: none"> <li>• Weather and climate</li> <li>• Weather forecast</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for the environment</li> <li>• Awareness of safety</li> <li>• Responsibility in emergencies</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Problem-Solving</li> <li>• Information Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Stay Safe, Stay Smart</li> </ul>
Project	<ul style="list-style-type: none"> <li>• <b>Weather Forecast Report</b></li> </ul>				

# Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
<b>Unit Four</b> <b>Read To Explore</b>	<ul style="list-style-type: none"> <li>• Talking about events in the past</li> <li>• Expressing gratitude</li> <li>• Talking about books</li> <li>• Expressing likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Too and enough</li> <li>• Past simple</li> <li>• Sequence adverbs</li> <li>• Modal verb: would/ wouldn't</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Kindness</li> <li>• Gratitude</li> <li>• Generosity</li> <li>• Show Respect for learning</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Empathy</li> <li>• Self-expression</li> </ul>	<ul style="list-style-type: none"> <li>• Open a book and fly</li> </ul>
<b>Project</b>	<ul style="list-style-type: none"> <li>• <b>Book Report</b></li> </ul>				

## 3 Exploring the Weather



### Learning Outcomes

#### Listening and Viewing:

- Identify weather-related vocabulary such as 'forecast', 'humid', and 'dust storm' in clear recordings.
- Understand short dialogues and weather reports to extract specific information.
- Take notes on key points from spoken weather forecasts.
- Compare actions appropriate for different weather conditions based on audio input.
- Summarise oral advice given in weather-related conversations.

#### Speaking and Representing:

- Use simple weather vocabulary in short responses and descriptions.
- Respond to questions about weather related activities.
- Participate in structured dialogues giving advice based on weather.
- Explain differences between weather actions using conjunctions and modals.
- Support suggestions with brief justifications during discussions.
- Perform short role-plays simulating weather situations.



### Learning Outcomes

#### Reading and Viewing:

- Recognise decodable words related to weather topics.
- Understand basic facts from informational texts on weather and safety.
- Sequence events in a weather report using textual or visual clues.
- Compare weather types and their impact on daily life using text evidence.
- Judge appropriate actions based on a reading passage about weather.
- Create a simple weather fact chart using information from short texts.

#### Writing and Representing:

- Write sentences using modal verbs to give advice for specific weather.
- Complete a guided paragraph describing a weather-related event.
- Organise ideas clearly using a graphic organiser for structured writing.
- Compose a short report about a weather day using learned vocabulary and grammar.
- Edit writing using a checklist for spelling, tenses, punctuation, and sequencing.



## Lesson 1

### Listening

I will learn:

forecast, clear, humid, sunscreen, fishing rod, hurry up

Modal verb 'should' for giving advice

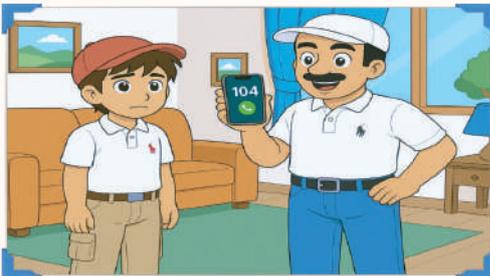


Before you listen

What would you do to know about the weather forecast?



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



- Hamad is going fishing
  - early in the morning
  - late in the evening
  - in the afternoon
  - at night
- Grandfather thinks chicken sandwiches are
  - hot
  - good
  - delicious
  - important



Listen again then, take notes about the weather, then share your answers

**Morning**

---



---

**Afternoon**

---



---

**Evening**

---



---

## Lesson 2

### Grammar

I will learn:

Coordinating conjunctions: 'so' and 'or'

 Look and say



→ **so** →



The weather was windy, **so** we didn't go fishing.



← **or** →



Would you like an egg sandwich **or** a chicken sandwich!

 Look, read and complete the sentences

1. It was cold, \_\_\_\_\_ I wore a jacket.



2. Would you like milk \_\_\_\_\_ orange juice?

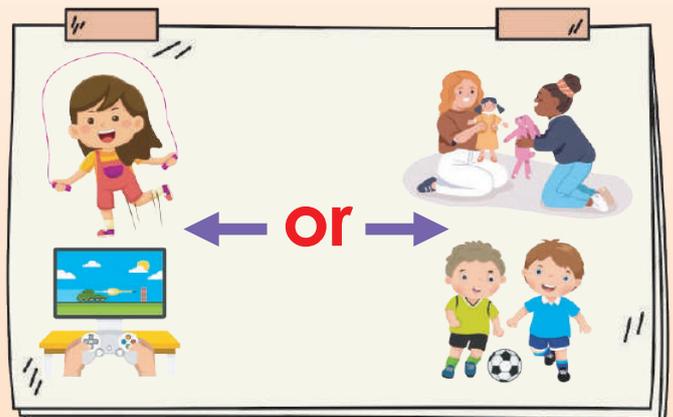


### Speaking

 Look and say



It was sunny yesterday, so I wore sunscreen to protect myself.



## Lesson 3

### Reading

I will learn:

Meteorological Department, provide, satellites, sailors, manage, application



#### Before you read

How would you know about the weather forecast?



#### Read and choose from a, b, c or d

**Day of Visit: Sunday**

**Place Visited: Kuwait Meteorological Department**

In this report, I am going to talk about what I learned from my visit to Kuwait Meteorological Department.



Kuwait Meteorological Department was built in 1953. It has 27 stations. These stations provide weather forecast report for TV, radio, and apps. The department works all day and night to check the weather. It tells people how hot or cold the weather will be. It also tells people if there will be wind, clouds or rain.

Today, the department uses satellites, robots, and AI to study the weather. These tools help give information faster. Sailors, pilots, and farmers need this information to help them manage their work. People need to know about the weather forecast to stay safe. People can use the weather applications to check the weather forecast.

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

- a. The Weather Report
- b. The Weather App
- c. The Weather Tools
- d. The Meteorological Department

2. The meaning of the underlined word **built** in line 4 is

- a. made
- b. gave
- c. studied
- d. helped



#### Read again, then answer the following question

1. How many stations does the Meteorological Department have?

---

---

# Lesson 4

## Writing



Before you write

What do you do before you go on a trip?



Fill in the graphic organiser, then use it to write a paragraph about 'Your Fishing Trip'. The following guide words may help you

weekend – family – check – forecast – snacks – sunscreen – happy

1. When did you go fishing?

-----  
-----  
-----

2. Who did you go with?

-----  
-----  
-----

3. What did you do before you go?

-----  
-----  
-----



4. What did you take?

-----  
-----  
-----

5. How did you feel ?

-----  
-----  
-----

### Writing checklist

- Capitals
- Punctuation
- Finger spaces
- Spelling
- Does it make sense?



Title: \_\_\_\_\_

-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----

# Lesson 5

## Listening

I will learn:

dust storm, packing, indoors, breathe, careful  
Modal verb 'should' for giving advice



Before you listen:



Did you know: dust storms can cause health problems and accidents.



Listen and tick ✓ or ✗



1. Noura is in Khairan.

2. Reem checked the weather forecast on TV.

3. The dust storm lasted for an hour.



Listen again then take notes about what you should and shouldn't do in a dust storm, then share your answers with your friends

**You should**

---



---



---



---

**You shouldn't**

---



---



---



---

# Lesson 6

I will learn:

## Pronunciation

Past simple regular verbs + ed

### Look and say

**/ɪd/**  
 need → need**ed**

**/t/**  
 help → help**ed**

**/d/**  
 open → open**ed**

### Look and read



## Spelling

### Look and say

**ed**  
 walk → walk**ed**  
 jump → jump**ed**

**d**  
 like → lik**ed**  
 live → liv**ed**

**ied**  
 carry → carri**ed**  
 study → studi**ed**

### Combine the Following words

1. live + ed = \_\_\_\_\_

2. jump + ed = \_\_\_\_\_

3. tidy + ed = \_\_\_\_\_

4. enjoy + ed = \_\_\_\_\_

# Lesson 7

I will learn:

dusty, carefully, humidity  
Modal verb 'might' for expressing possibility  
Modal verb 'have to' for giving advice

## Grammar

  Look, read

 <p>It's dusty outside. There <b>might be</b> a dust storm today.</p>	<p>You <b>have to wear</b> a mask to protect yourself.</p> 
 <p>It's sunny outside. We <b>might go</b> fishing tomorrow.</p>	<p>You <b>have to wear</b> sunscreen to protect yourself.</p> 

 Look, read and complete the sentences

1. The weather is dusty. You have to \_\_\_\_\_ indoors



2. It might \_\_\_\_\_ tomorrow.



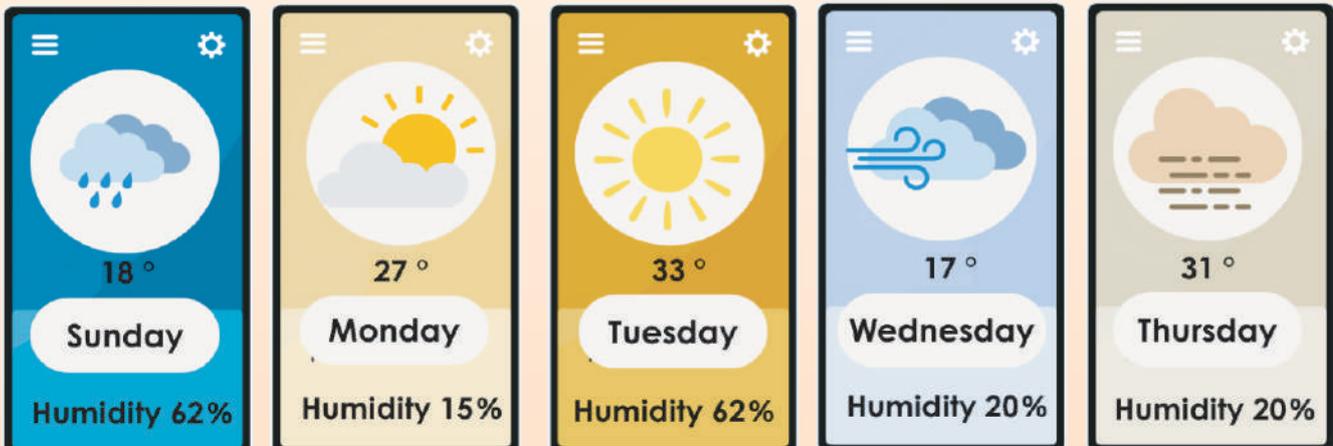
## Speaking

 Look at the pictures and say

What's the weather like on Sunday?



It might rain. The temperature is 18°C and the humidity is 62%.



## Lesson 8

### Reading

I will learn:

fall, type, soft, raincoat, slippery, affect



#### Before you read

Surf the net to find more information about the weather in other countries.



#### Read and choose from a, b, c or d

<https://www.weather.com/the-world/>

There are many types of weather in the world. Some places are hot and sunny, while others are cold and snowy. Rain falls in many places and helps plants grow. Wind can be strong or soft. In some countries, people wear warm clothes because it is very cold. In hot places, people wear light clothes and drink more water. When it rains a lot, people use umbrellas and raincoats. Snow makes roads slippery, so people must be careful. Weather can also change what we do. On sunny days, we can play outside. On rainy days, we may stay indoors. Weather is different around the world, and it affects how we live every day.

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

- |                   |                               |
|-------------------|-------------------------------|
| a. The Hot Places | b. The Life of Plants         |
| c. The Rainy Days | d. Different Types of Weather |

2. The underlined word **it** in line 10 refers to

- |            |         |          |          |
|------------|---------|----------|----------|
| a. weather | b. snow | c. world | d. water |
|------------|---------|----------|----------|

3. The opposite of the underlined word **light** in line 6 is

- |         |          |        |         |
|---------|----------|--------|---------|
| a. warm | b. heavy | c. hot | d. cold |
|---------|----------|--------|---------|



#### Read again, then answer the following question

1. What do people use when it rains a lot?

---

---

---

# Lesson 9

## Writing



### Before you write

What should you do when the weather is dusty?



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

dusty – close – outside  
wear – mask – breathe



1. How is the weather \_\_\_\_\_  
in a dust storm? \_\_\_\_\_

2. What should you \_\_\_\_\_  
do in a dust storm? \_\_\_\_\_

3. What shouldn't you \_\_\_\_\_  
do in a dust storm? \_\_\_\_\_

4. How can you protect \_\_\_\_\_  
yourself in a dust storm? \_\_\_\_\_

5. Why are dust storms \_\_\_\_\_  
dangerous? \_\_\_\_\_

**Title:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Vocabulary

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

1. You should ..... the weather forecast every day.

- a. check
- b. manage
- c. breathe
- d. affect

2. You have to wear ..... if the weather is sunny.

- a. robot
- b. fishing rod
- c. sunscreen
- d. satellite

3. It's raining outside, the roads are .....

- a. soft
- b. slippery
- c. dusty
- d. clear

4. My father is a ..... . He has a big boat.

- a. humidity
- b. sailor
- c. raincoat
- d. type

## Progress Test

### Reading

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

Yesterday, Manar went camping with her family. Her sister Farah packed all the snacks and sandwiches. They told their mother to bring the sunscreen because the sun is very hot in the afternoon. The family left early in the morning to find a good place. They ate the sandwiches, played games together and they took many photos. In the evening, the weather was cold, so they sat around the fire to feel warm and drank hot chocolate. It was very delicious. Manar and her family were happy.



- The **best title** for the passage could be  
a. The Nature    b. The Afternoon    c. The Weather    d. The Camping Trip
- The opposite of the underlined word **warm** in line 7 is  
a. early    b. cold    c. delicious    d. good
- The underlined word **It** in line 8 refers to  
a. fire    b. weather    c. hot chocolate    d. place
- Manar and her family ate  
a. games    b. snacks    c. photos    d. sandwiches

**B) Answer the following question**

1. Where did the family go yesterday?

.....

2. Why did the family sit around the fire?

.....

### Grammar

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

1. You have to ..... indoors in a dusty weather.  
a. staying                      b. stay                      c. stayed
2. I felt cold, ..... I wore my jacket .  
a. so                      b. or                      c. but
3. The weather is cloudy. It might..... today.  
a. rain                      b. raining                      c. rained
4. You should ..... carefully on a slippery road .  
a. driving                      b. drive                      c. drove

### Spelling

#### A) Write the missing words to complete the sentences

1. You have to wear .....  to protect yourself from the sun.

2. Don't forget to take the .....



#### B) Combine the following

1. carry + ed = .....

2. live + ed = .....

# Progress Test

## Writing

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

went – family – sunny – wore – sunscreen – boat



1. Where did you go yesterday?

2. Who did you go with?

3. What was the weather like?

4. What did you do to protect yourself from the sun?

5. What did you do on the beach?

Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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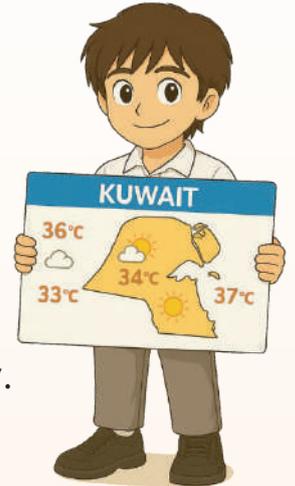
\_\_\_\_\_



## The Weather Forecast Report

### Instructions:

1. Look at the sky and check the weather each day. Use the weather app to check the forecast (temperature, wind, rain).
  2. Write down the weather for each day of the week (sunny, cloudy, rainy, windy). Include the temperature.
  3. Write 1–2 sentences about what you did on that day.
  4. Share your weather forecast with the class.
- You can create a small poster, a weather chart, or even pretend to be a weather reporter!



Sunday	Monday	Tuesday	Wednesday
			
<p>It was sunny and warm, with a temperature of 30°C and humidity of 62%. I went swimming.</p>			

Thursday	Friday	Saturday



## Minimum words to be taught

No	word	part of speech	lesson
1	forecast	noun	1
2	clear	adjective	1
3	humid	adjective	1
4	sunscreen	noun	1
5	fishing rod	noun	1
6	Hurry up	phrasal verb	1
7	Meteorological Department	noun	3
8	provide	verb	3
9	satellite	noun	3
10	sailor	noun	3
11	manage	verb	3
12	application	noun	3
13	packing	noun (gerund)	5
14	dust storm	noun	5
15	breathe	verb	5
16	indoors	adverb	5
17	careful	adjective	5
18	dusty	adjective	7
19	carefully	adverb	7
20	humidity	noun	7
21	raincoat	noun	8
22	type	noun	8
23	fell / fall	verb	8
24	soft	adjective	8
25	slippery	adjective	8
26	affect	verb	8



## “Stay Safe, Stay Smart” Song



The weather might be windy, the weather might be  
hot.

We should check the forecast — we have to check  
a lot.

If there’s a dust storm coming, we shouldn’t go  
outside.

Close the windows, close the doors, and stay safe  
inside.

Rain might fall tomorrow, the road might be wet.  
We have to be careful — we shouldn’t rush just yet.

If it’s slippery, walk slowly, don’t hurry up or fall.

Wear your raincoat, wear your boots, stay safe  
through it all.

Stay safe, stay smart,

Care for the world, do your part!

Check the weather, look around,

Stay safe and strong — safe and sound!





### Learning Outcomes

#### Listening and Viewing:

- Recognise key vocabulary and specific information in short recorded conversations.
- Identify the sequence of events in an audio passage using time connectors (first, next, after that, finally).
- Infer the main idea and speaker's purpose in a short dialogue (e.g. book fair visit).
- Distinguish between facts and opinions in short audio recordings.
- Respond appropriately to questions based on listening tasks.

#### Speaking and Representing:

- Use 'too' and 'enough' to describe objects, books and feelings with appropriate adjectives.
- Express likes, dislikes and preferences using 'would like to' and 'wouldn't like to'.
- Respond to questions about personal reading habits and experiences using appropriate language.
- Use appropriate vocabulary and expressions to describe stories and characters.
- Participate in short role-plays about book clubs or story sharing.
- Present ideas clearly and fluently using structured sentences and connectors.



## Learning Outcomes

### Reading and Viewing:

- Identify the main idea and supporting details in narrative and informational texts.
- Recognise the meaning of unfamiliar words using context clues.
- Interpret the message or moral of a story and relate it to personal experience.
- Answer comprehension questions with evidence from the text.

### Writing and Representing:

- Write a paragraph using clear and descriptive language.
- Use a graphic organiser to plan and organize ideas before writing.
- Compose a structured book review including title, author, summary and opinion.
- Use appropriate adjectives and sentence structures to describe reading experiences.
- Edit writing using a checklist for spelling, tenses, punctuation, and sequencing.



## Lesson 1

### Listening

I will learn:

book fair, booth, author, imagination,  
dictionary, adventure, join

Past tense

adverb of sequence: First/ Next/ After  
That/ Finally



Before you listen

What's the difference between a book fair and a bookshop?



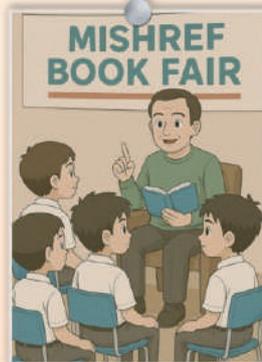
Listen and tick ✓ or x



1. The students arrived at Mishref book fair in the afternoon.
2. Hamad bought a dictionary and a story book.
3. Fahad and Hamad met a famous author during their trip.



Listen again to reorder the events, then retell




First

# Lesson 2

I will learn:

## Grammar

scary  
too / enough



### Ask and answer

What do you think of this book?  
It's **too scary** for you. You are not **old enough** to read it.



too		enough		
It's	too + adjective	It isn't	adjective + enough	
They are	too		easy simple modern exciting interesting	enough
			difficult funny short long useful	
		They aren't		



### Read and complete using "too / enough"

1. The tea is **too** hot. It isn't cold **enough** to drink.



2. They are \_\_\_\_\_ small. They aren't big \_\_\_\_\_ to wear.



3. She is \_\_\_\_\_ young. She isn't old \_\_\_\_\_ to travel alone.



## Speaking



### Talk about the pictures using "too / enough"



## Lesson 3

### Reading

I will learn:

reader, understand, fluently, calm, expression, curious



#### Before you read

Why do we read?



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

Reading is one of the most important habits in our lives. It helps us learn new ideas and become better people. Good readers speak fluently with expressions. They enjoy stories and learn from them. They know reading is both fun and useful. Good readers are curious. They always ask questions and enjoy learning new things. They take time every day to read for few minutes. A good place to build reading habits is the school library. When we read, we feel calm and happy. Reading helps us become smarter by growing our imagination. It helps us understand the world around us. If you want to be a good reader, start by finding a book you enjoy. Reading can become a special part of your daily life. It is an amazing habit.

- The **best title** for the passage could be
  - Reading Stories
  - Treasures of Reading
  - A Visit to a Library
  - Learning is Fun
- The underlined word **It** in line 11 refers to
  - reading
  - book
  - day
  - life

Today's reader  
Tomorrow's  
leader



#### Read again then, answer the following questions

- What can you do every day to become a good reader?

---

---

---

- How do good readers speak?

---

---

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# Lesson 4

## Writing



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

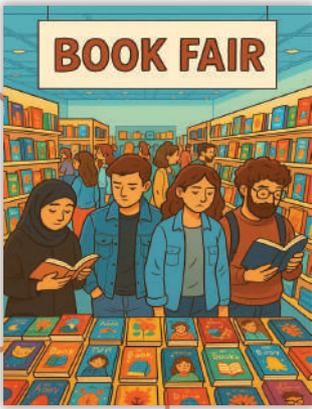
book fair - buy - adventure books - help - information - happy

1. Where did you go last Monday?

-----  
-----  
-----  
-----

3. What kind of books did you buy?

-----  
-----  
-----  
-----



2. What did you do there?

-----  
-----  
-----  
-----

4. Why do you think reading is important?

-----  
-----  
-----  
-----

5. How did you feel at the end of the day?

-----  
-----  
-----  
-----



- Writing checklist**
- Capitals
  - Punctuation
  - Finger spaces
  - Spelling
  - Does it make sense?

**Title:** -----

-----  
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# Lesson 5

## Listening

I will learn:

shy, clearly, cover, page, glad, discuss  
Past tense



### Before you listen

What's your favourite hobby?



### Listen and tick ✓ or ✗



1. Reem and Noura joined the winter reading club.

2. Reem spoke clearly about her favourite story.

3. On the last day, Reem and Noura presented a project.



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

1. The girls joined the club

a. last month

b. last week

c. last year

d. yesterday

2. At the reading club Noura and Reem

a. wrote a song

b. did a project

c. spoke about their holiday

d. made a video

## Lesson 6

### Grammar

I will learn:

Subject + (would/ wouldn't) like to + verb  
I would / wouldn't like to...



### Ask and answer



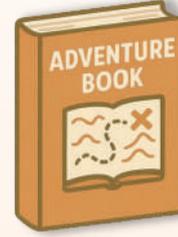
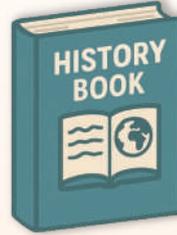
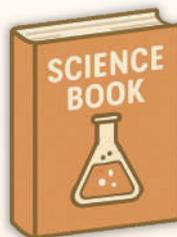
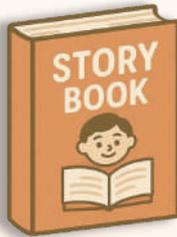
How **would** you **like** to travel?



I **would like** to **travel** by plane.  
I **wouldn't like** to **travel** by car.



### Read and complete using **would / wouldn't**



1- She **would like** to **read** a storybook. It's exciting.

She **wouldn't like** to **read** a scary book. It's too scary.

2- We \_\_\_\_\_

3- They \_\_\_\_\_

### Speaking



Discuss with your friend what you **would / wouldn't** like to do



## Reading



## Before you read

Talk about your favourite story.



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

Sara lived in a small village with her grandmother. One morning, they had only one apple left. It wasn't enough food for both of them. A hungry traveller knocked on the door. He asked for food. Sara looked at the apple. She smiled and said, "Please take it." The man was surprised. "You are too kind, little girl. Thank you!" He took the apple and went away. He left a basket full of shiny apples, bread, and honey. Sara's grandmother said, "Your kind heart brought us more than we gave." Sara smiled.

Sara and her grandmother gave some food to neighbours and everyone felt happy. From that day, Sara learned that true thankfulness and kindness often come back in wonderful ways.

- The **best title** for the passage could be
  - The Magic Apple
  - The Small Village
  - The Healthy Basket
  - The Kind Girl
- The underlined word **it** in line **4** refers to
  - village
  - apple
  - food
  - door



## Read again, then answer the following questions

- Where did Sara live?

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# Lesson 9

I will learn:

## Pronunciation

cough, tough

The sound /f/ can be written in different forms

f	ph	ough
flower	photo	enough



Read these words aloud

enough – cough – tough



Before then fill in the missing letters

Farah had a bad c \_\_\_\_\_. Her \_\_\_\_ ather \_\_\_\_\_ oned  
 the doctor. After two days, she felt well. Her \_\_\_\_ riends  
 brought her a nice gift. It was a \_\_\_\_ oto \_\_\_\_\_ frame. She couldn't  
 thank them en.....



Combine the following words

1. imagine + tion = imagination

2. travel+ er = \_\_\_\_\_

3. clear + ly = \_\_\_\_\_

4. fluent + ly = \_\_\_\_\_

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

1. My favourite ..... wrote a new story.

a. author

b. summary

c. cover

d. booth

2. I didn't ..... the question. It was too difficult.

a. turn

b. understand

c. knock

d. join

3. Sara had a bad dream, because she read a ..... story.

a. scary

b. shy

c. shiny

d. curious

4. Please, talk ..... so everyone can understand you.

a. happily

b. clearly

c. too

d. enough

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

Nada is a good reader. She likes reading all kinds of books, but storybooks are her favourite. One day, her father gave her a present. It was an interesting storybook about a **giant** man called Gulliver. She liked this story because it had a lot of information about different countries. Gulliver was a famous sailor. He sailed to an island. People who lived there were too small, but **they** were nice and kind. They gave Gulliver some drinks and food. They liked him and wanted him to stay with them on the island for a long time. Gulliver couldn't stay because he had to travel to other countries.

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

- a. A Science Book
- b. Gulliver's Story
- c. A Small Island
- d. A Good Reader

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

- a. drinks
- b. food
- c. people
- d. sailors

3. The underlined word **giant** in line 3 means

- a. dark
- b. bright
- c. shiny
- d. big

**B) Answer the following questions:**

1. What is Noura's favourite book?

.....

2. Who was Gulliver?

.....

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

1. The box is ..... heavy. I am not strong enough to carry it.

- a. fluently                      b. carefully                      c. too

2. Haya ..... for her keys, but she didn't find them.

- a. looking                      b. looked                      c. looks

3. Salem would like to ..... the book fair.

- a. visit                      b. visited                      c. visiting

Spelling**A) Write the missing words to complete the sentences**

1. Yesterday, I read a ..... book.



2. I have a strong .....

**B) Combine the following**

1. clear + ly = .....

2. travel + er = .....





NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## My Book Report

<i>Name of the Book:</i>	<i>The Author:</i>	<i>Genre:</i>
<i>Publication Date:</i>	<i>Number of Pages:</i>	<i>Date Finished:</i>

**SUMMARY**

Write a short summary of the book in your own words. What is the main plot or idea?

**CHARACTERS**

*Main Character:*

*Name and Description:*



### Instructions:

- 1- Choose a story.
- 2- Complete the chart above.
- 3- Present it to your classmates.

## Minimum words to be taught

No	word	part of speech	lesson
1	book fair	noun	1
2	booth	noun	1
3	author	noun	1
4	imagination	noun	1
5	dictionary	noun	1
6	adventure	noun	1
7	join	verb	1
8	scary	adjective	2
9	too	adverb	2
10	enough	adverb	2
11	reader	noun	3
12	understand	verb	3
13	fluently	adverb	3
14	expression	noun	3
15	curious	adjective	3
16	calm	adjective	3
17	shy	adjective	5
18	clearly	adverb	5
19	cover	noun/verb	5
20	page	noun	5
21	glad	adjective	5
22	discuss	verb	5
23	traveller	noun	7
24	surprise	adjective	7
25	kindness	noun	7
26	cough	verb/noun	9
27	tough	adjective	9



## “Open a Book and Fly” Song



Open a book and start to explore,  
Worlds full of wonders, heroes, and more.

Every page takes you far away,  
Reading can brighten your every day!

Reading, reading, come and see,  
It opens minds and sets us free!  
Join the club, come take a look,  
Adventure waits inside a book!

Reading helps us learn and grow,  
New words and ideas start to flow.  
We find the answers, learn what's right,  
Stories can guide us day and night!

Join a club with friends so bright,  
Share your books and read each night.  
Together we dream, imagine, and play—  
Reading will lead the way!



# Credits and Acknowledgments



## Design and Layout

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

## Fonts Used

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

## Icons and Graphics

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

## Images and Illustrations

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

## Songs and Lyrics

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

## Audio Material

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

## Vocabulary Reference

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





5A



Two sets of handwriting lines. Each set consists of a dashed blue line on the left, a solid blue line in the middle, and a dashed blue line on the right.

