



وزارة التربية

Ministry of Education

دولة الكويت | State of Kuwait

# SKYLINE ENGLISH

Student's Book

3B





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Evaluation



PDF Book

PIXEL

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حَضْرَةُ سَيِّدِ الْوَلَدَانِ الشَّيْخِ مَشْعَلِ الْأَحْمَدِ الْجَابِرِ السَّبَّاحِ  
أَمِيرِ دَوْلَةِ الْكُوَيْتِ

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





شهِير السَّبِيحِ صَبَّاحُ خَالِدِ الْهَمَدِ السَّبَّاحِ  
وَلِيَّ عَهْدِ 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 21<sup>st</sup> 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 Three Curriculum Standards





# Icon Guide



1. listen and answer



2. say/speak



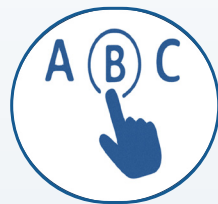
3. read again & answer



4. write / complete



5. ask & answer



6. circle/ choose



7. draw/ colour



8. match / connect



9. before tasks



10. odd one out



11. blend



12. count



13. solve



14. combine/ blend & write



15. listen again & answer



16. read & answer



# Icon Guide



17. draw & label



18. find & write



19. group rhyming words



20. read & complete



21. think, pair & share/ extension



22. blend & write



23. read & re-order



24. reorder words



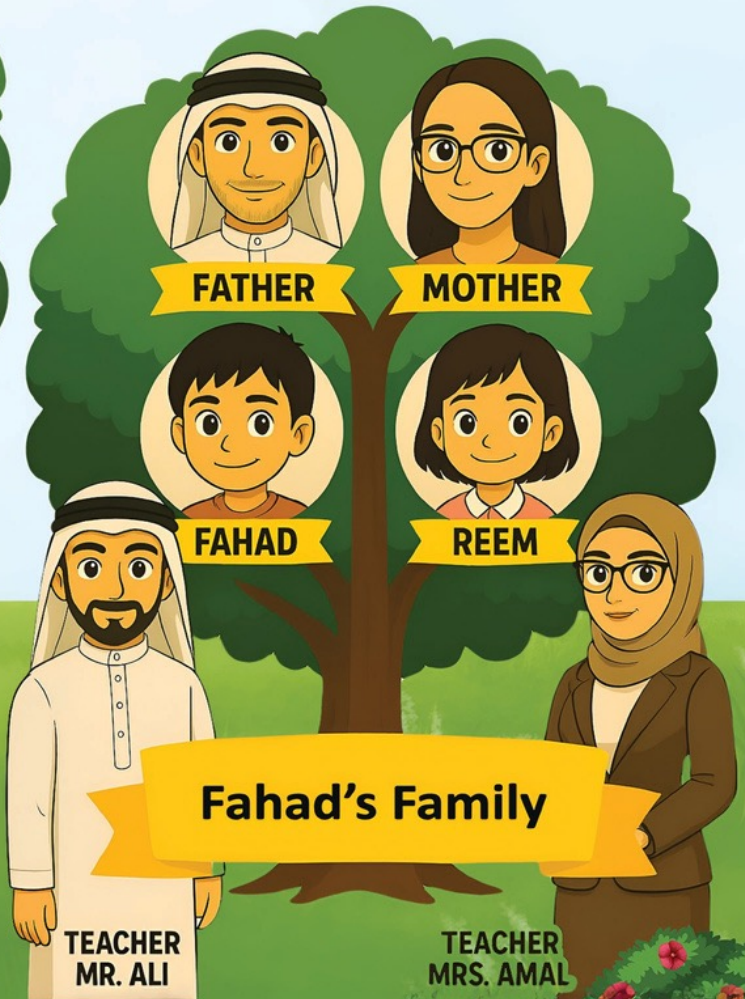
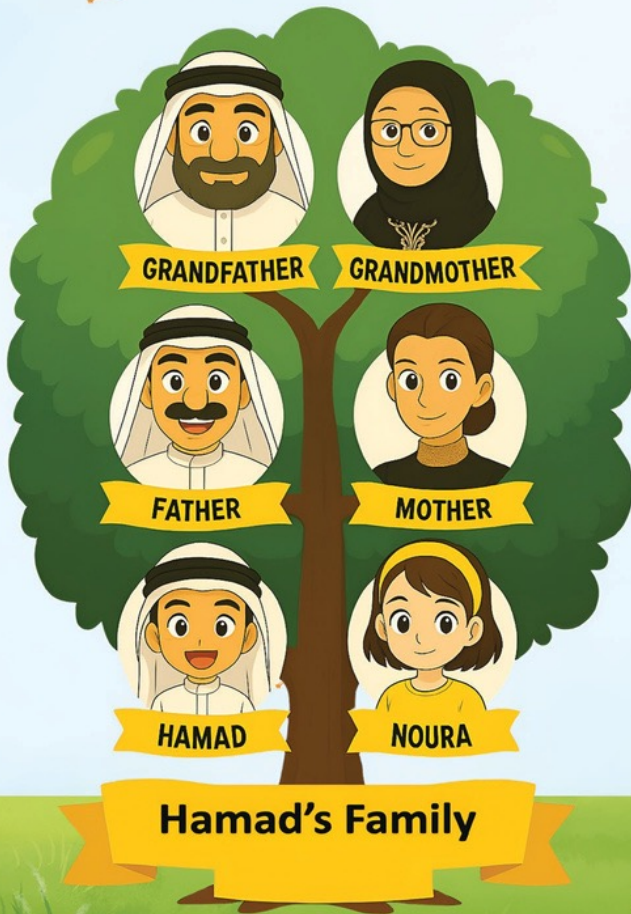
25. pair work




26. group work



# MEET OUR CHARACTERS





Do your homework and keep your book neat. 

## Weekly Follow-up Sheet

No.	Date	Student's Book			Workbook & Homework		
		Excellent Effort	Almost There	Needs Work	Excellent Effort	Almost There	Needs Work
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Five Happy Dates	<ul style="list-style-type: none"> <li>Expressing and asking about personal and public celebrations</li> <li>Identifying and sequencing events in order</li> </ul>	<ul style="list-style-type: none"> <li>Present simple</li> <li>Ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>Festivals &amp; celebrations</li> <li>Months of the year</li> </ul>	<ul style="list-style-type: none"> <li>Respect</li> <li>Belonging</li> </ul>	We Don't Eat Before Dawn
				21 <sup>st</sup> Century Skills <ul style="list-style-type: none"> <li>Communication</li> <li>Social and Cultural Awareness</li> </ul>	
Project	<ul style="list-style-type: none"> <li>My Invitation</li> </ul>				

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Six Colours Of Seasons	<ul style="list-style-type: none"> <li>Describing past events and seasonal experiences</li> <li>Asking for and giving information</li> </ul>	<ul style="list-style-type: none"> <li>Past simple</li> <li>Comparative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Weather and seasons</li> <li>Camping</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Curiosity</li> </ul>	Colours of Seasons
				21 <sup>st</sup> Century Skills <ul style="list-style-type: none"> <li>Environmental Awareness</li> <li>Collaboration</li> </ul>	
Project	<ul style="list-style-type: none"> <li>My Weather Camera</li> </ul>				

# Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Seven Hobbies And Fun	<ul style="list-style-type: none"> <li>Talking about personal hobbies and activities</li> <li>Describing possessions and belongings</li> </ul>	<ul style="list-style-type: none"> <li>Like, enjoy + gerund</li> <li>Possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Hobbies</li> <li>Activities</li> </ul>	<ul style="list-style-type: none"> <li>Friendship</li> <li>Confidence</li> </ul>	My Hobbies
				21 <sup>st</sup> Century Skills	
Project	<ul style="list-style-type: none"> <li>My Favourite Hobby</li> </ul>				

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Eight Let's Enjoy The Weekend	<ul style="list-style-type: none"> <li>Making and responding to plans</li> <li>Asking for and giving information</li> </ul>	<ul style="list-style-type: none"> <li>Future simple (going to)</li> <li>Past simple</li> </ul>	<ul style="list-style-type: none"> <li>Weekend</li> <li>Transport</li> </ul>	<ul style="list-style-type: none"> <li>Gratitude</li> <li>Family bonding</li> </ul>	Our Family Weekend
				21 <sup>st</sup> Century Skills	
Project	<ul style="list-style-type: none"> <li>My Weekend Memories</li> </ul>				

# Unit

## 5 Happy Dates



### Learning Outcomes

#### Listening and Viewing:

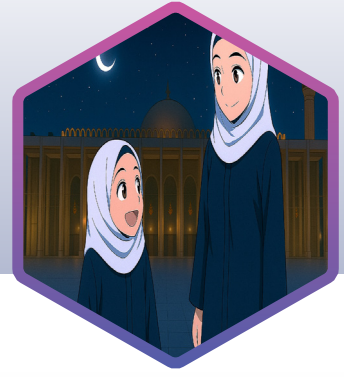
- Identify key vocabulary related to Ramadan, and national celebrations.
- Allocate main ideas in short spoken dialogues about events.
- Interpret visuals while listening to information about special days.
- Follow spoken instructions to sequence events.
- Exhibit understanding of audio-visual materials by completing simple tasks.
- Exhibit interest and positive engagement during listening tasks about cultural values.

#### Speaking and Representing:

- Apply correct grammatical forms in negative sentences in guided speaking tasks.
- Produce simple spoken sentences using the present simple tense to talk about what they don't do.
- Use ordinal numbers and prepositions of time accurately when expressing dates and events in spoken sentences.
- Ask and answer questions about birthday dates and national celebrations.
- Produce clear pronunciation of celebration vocabulary and months.
- Exhibit cooperation when engaging in pair-work speaking activities.
- Present an invitation orally, stating date, place, and purpose clearly.
- Demonstrate confidence while speaking in front of peers about celebrations.

# Unit

## 5 Happy Dates



### Learning Outcomes

#### Reading and Viewing:

- Identify the main idea of short texts describing celebrations.
- Use context clues to infer meaning of unfamiliar vocabulary.
- Interpret charts, timelines, and calendars related to special dates.
- Answer comprehension questions with supporting facts from the text.
- Demonstrate careful reading habits by attending to details.
- Exhibit appreciation for cultural and religious content in texts.

#### Writing and Representing:

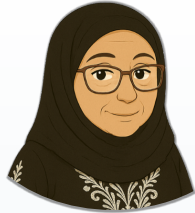
- Construct simple sentences related to Ramadan, Eid, and National Day.
- Apply correct spelling of vocabulary of familiar words in guided sentences.
- Use appropriate punctuation and capitalisation accurately in guided writing activities.
- Produce short, guided paragraphs by following sentence frames.
- Compose a simple invitation including greeting, date, place, and details.
- Exhibit a positive attitude toward writing tasks by completing them with care.

## Lesson 1 Listening

I will Learn:

special, date, fast, before, dawn, after, sunset

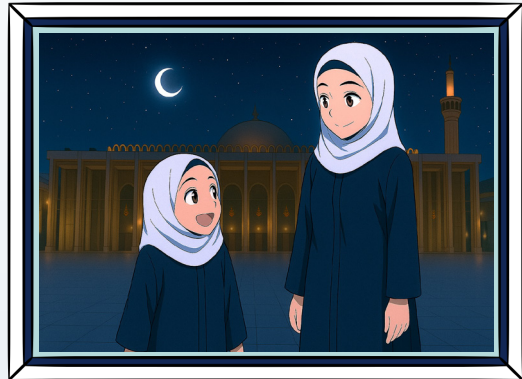
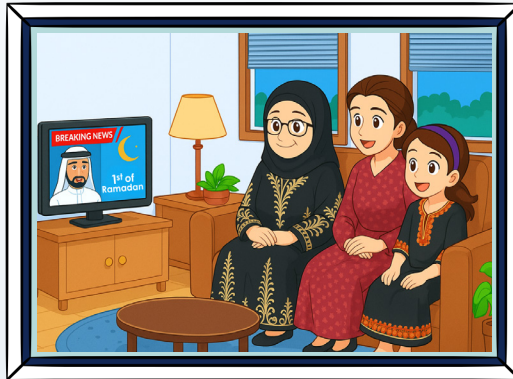
 Before you listen



Do you fast in Ramadan?




 Listen to the recording and tick ✓ or X

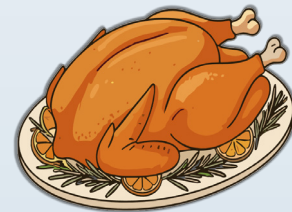


1. Grandmother tells Noura to drink juice.

2. Noura's mother will make rice with chicken for suhoor.

3. Noura wants to fast for the first time.

 Listen again, then circle the food Noura ate for suhoor



 Ask your friends: What do you do the night before Ramadan?

## Lesson 2

### Grammar

I will Learn:

month, forget  
Present simple



Look and say, then choose the correct answer from a, b or c



I **don't drink** water when I fast in Ramadan.

I / You  
We / They

don't

● **have** lunch in Ramadan.

● **eat** before sunset.

He / She  
It

doesn't

● **bring** a lunchbox to school in Ramadan.

1. They ..... eat before iftar.  
a. don't                      b. doesn't                      c. aren't
2. She doesn't ..... up late in Ramadan.  
a. stayed                      b. stay                      c. staying

### Speaking



Look and say

I **don't forget** to pray on time.



She



They



He



Ask your friends: What do they do / don't do in Ramadan?

### Lesson 3

### Reading

I will Learn:

celebrate, prayer, poor, grandparents, mount



Before you read

How does your family celebrate Eid?



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

Muslims celebrate two Eids: Eid Al-Fitr and Eid Al-Adha. Eid Al-Fitr comes after Ramadan. People wear new clothes. They go to the mosque for the Eid prayer. On Eid, people visit their families, grandparents and friends. They enjoy food and give gifts and money to children.

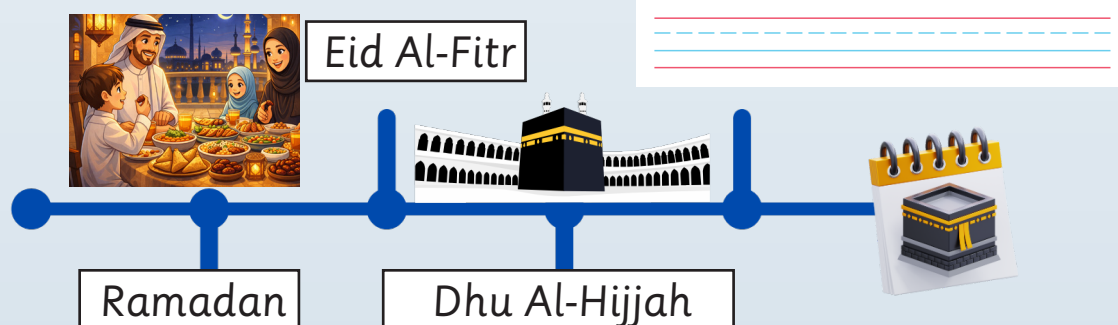
In Dhu Al- Hijjah Muslims go to Makkah for Hajj. They stay on Mount Arafat on the 9th day of Dhu Al- Hijjah. Eid Al-Adha is on the 10<sup>th</sup> day of Dhu Al -Hijjah. Muslims celebrate Eid Al-Adha by giving lamb meat to family, friends, and poor people. All Muslims feel happy celebrating Eid.



- The **best title** for the passage could be
  - Month of Ramadan
  - The Two Eids
  - Giving Gifts
- The underlined word "**They**" in line 4 refers to
  - people
  - grandparents
  - frineds



Read again, then complete the timeline



## Lesson 4

### Spelling



Write the missing words to complete the sentences

1. They \_\_\_\_\_ Eid by wearing new clothes.



2. Don't \_\_\_\_\_ to pray on time.



### Writing



Write a paragraph about "Ramadan" with the help of pictures and guide words



#### Writing checklist

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



## Ramadan

Handwriting practice area with multiple sets of blue, red, and dashed lines for writing.



Ask your friends: How do you celebrate Eid Al-Fitr?

# Lesson 5

## Listening

I will Learn:

celebration, national, year, march, fireworks, lucky

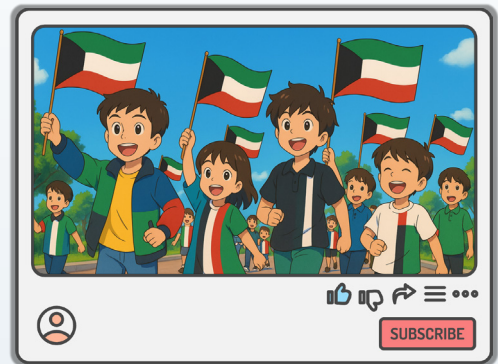
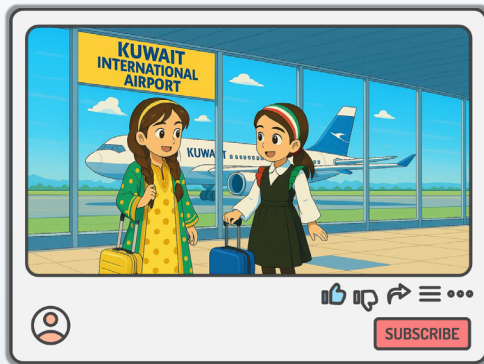


### Before you listen

What do you do on Kuwait's National Day?



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

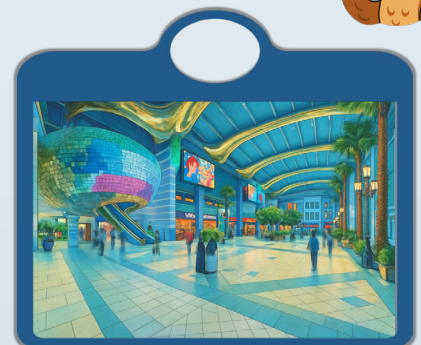


- Al-Muhrah is from .....
  - Kuwait
  - Bahrain
  - United Arab Emirates
- Al-Muhrah usually stays in Kuwait for ..... days.
  - one
  - two
  - three
- On the second day, Al-Muhrah goes .....
  - marching
  - shopping
  - singing



Listen again, then reorder the pictures

Keep Kuwait clean.



## Lesson 6

### Grammar

I will Learn:

months of the year, birthday

Ordinal numbers, Preposition of time



Ask and answer, then choose the correct answer from a, b or c



When is Kuwait's National Day?



It is on the 25<sup>th</sup> of February.



When is your birthday?

It is in June.



1. My birthday is ..... the 8<sup>th</sup> of December.

a. in                                      b. on                                      c. at

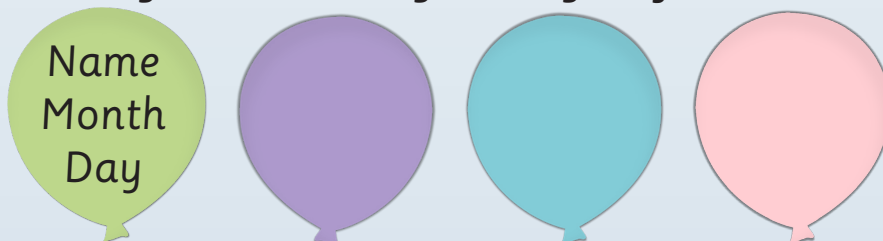
2. We fast ..... Ramadan.

a. in                                      b. on                                      c. at

### Speaking



Write your birthday on a sticky note to make a Class Birthday Chart and say when your friend's birthday is



Choose a celebration and tell your friend about it.

## Lesson 7

### Reading

I will Learn:

birth, invite, hold, holiday, later



**Before you read**



When do we celebrate our Prophet Muhammad's (Peace be upon him) birthday?



**Read and answer the following questions**

On the 12th of Rabi' Al-Awwal, Muslims around the world celebrate the birth of our Prophet Muhammad (PBUH). On this happy day, families visit each other and share sweets. It is a holiday, so children do not go to school.

Later, when students go back to school, teachers hold a small celebration. They give children gifts and tell beautiful stories about Prophet Muhammad's life. Students learn lessons, like being kind and helping others.

The birthday of our Prophet Muhammad (PBUH) is a special day for all Muslims.



1. When was our Prophet's birthday?

2. What do children learn from the story of our Prophet?



**Read again, then choose an exit ticket**

Use the word **invite** in a sentence.

Name other holidays we celebrate.

## Lesson 8

### Spelling



Write the missing words to complete the sentences

1. We celebrate Eid with our \_\_\_\_\_.

2. There are 365 days in a \_\_\_\_\_.



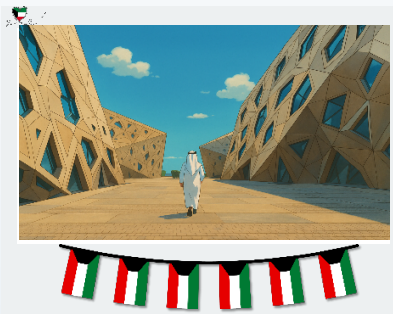
### Writing



Write a paragraph about “Kuwait’s National Day” with the help of pictures and guide words



(march – street)



(discover – places)



(watch – fireworks)

### Kuwait’s National Day

Blank writing area with horizontal lines for text.

#### Editing Checklist

Punctuation (Capitals – Full stop)

Spelling

Grammar



Read, then tick

December	Day <input type="radio"/>	month <input type="radio"/>	year <input type="radio"/>
2028	Day <input type="radio"/>	month <input type="radio"/>	year <input type="radio"/>

Reading

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

- 1. We visit our .....on Fridays.
  - a. fireworks
  - b. grandparents
  - c. months
- 2. In Hajj, we stay on .....Arafat.
  - a. mount
  - b. birthday
  - c. hoilday
- 3. I usually ..... with my family on Kuwait’s National Day.
  - a. forget
  - b. invite
  - c. march
- 4. You are very ..... to have so many gifts.
  - a. lucky
  - b. tired
  - c. fizzy

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

Every year, Abrar gets excited about the first day of school. It is a special day for her. Her mother wakes her up early. Abrar puts on her new uniform and shoes, then prepares her backpack with pencils, notebooks, and a small snack.

When Abrar arrives at school, she meets her smiling teachers. After that, she meets her friends. They take Abrar to play games with them. Abrar feels lucky to have so many friends at school.



- 1. The **best title** for the passage could be
  - a. A Special Day
  - b. A Smiling Teacher
  - c. Playing Games
- 2. The underline word “**They**” in line 7 refers to
  - a. games
  - b. friends
  - c. teachers
- 3. Abrar feels ..... to have so many friends at school.
  - a. small
  - b. lucky
  - c. new

C) Read the passage again, then answer the following question

1. What does Abrar prepare for the first day of school?  
 .....



# 5 Project 5



## My Invitation

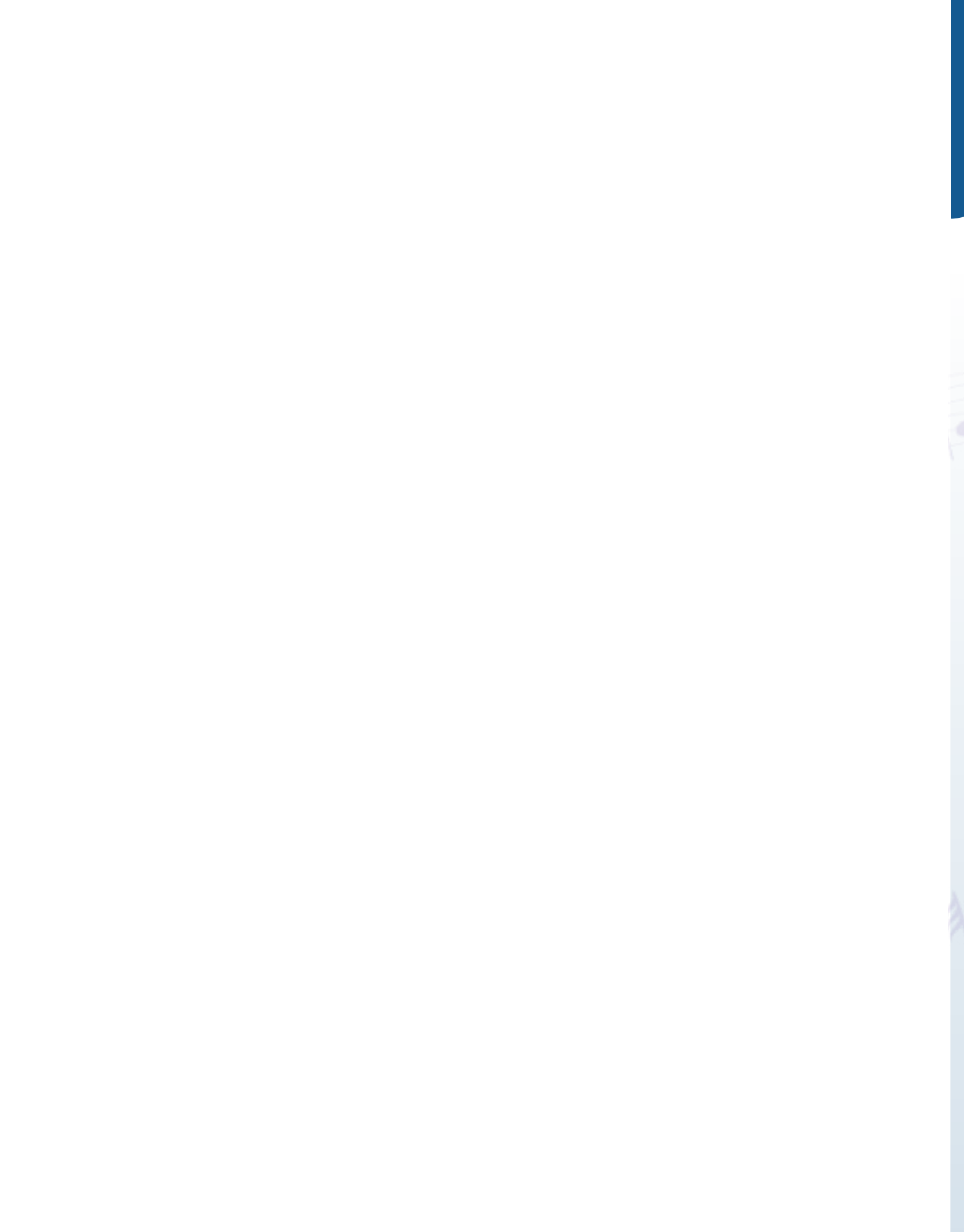
### Instructions:

1. Fold a piece of paper to make a card.
2. Draw and colour Eid decorations on your card.
3. Write a short message to your friend.
4. Example: "Dear Sara, please come to my celebration!"
5. Add your name at the end.
6. Example: "From, Noura."
7. Decorate your card with stars or stickers.
8. Show your card and read your message aloud!



### Minimum Words to be Taught

No	word	part of speech	lesson
1	date	noun	1
2	fast	verb	1
3	before	preposition	1
4	dawn	noun	1
5	after	preposition	1
6	sunset	noun	1
7	special	adjective	1
8	month	noun	2
9	forget	verb	2
10	celebrate	verb	3
11	prayer	noun	3
12	grandparent	noun	3
13	mount	noun	3
14	poor	adjective	3
15	celebration	noun	5
16	national	noun	5
17	year	noun	5
18	march	verb	5
19	fireworks	noun	5
20	lucky	adjective	5
21	birthday	noun	6
22	birth	noun	7
23	invite	verb	7
24	hold	verb	7
25	holiday	noun	7
26	later	adverb	7





## “We Don’t Eat Before Dawn” song

It’s Ramadan — a special time,  
We fast and pray, our hearts all shine.  
We don’t eat before the dawn,  
We wait until the night comes on.

We don’t eat, we don’t drink,  
Before the dawn — stop and think!  
After sunset, we can eat,  
Dates and soup — what a treat!

He doesn’t eat, she doesn’t too,  
We all fast, the whole day through.  
After sunset, lights go on,  
We thank Allah — the day is done.

We don’t eat, we don’t drink,  
Before the dawn — stop and think!  
After sunset, we can eat,  
Dates and soup — what a treat!



# Unit

## 6 Colours Of Seasons



### Learning Outcomes

#### Listening and Viewing:

- Identify key weather and season vocabulary in short spoken texts.
- Recognise main ideas in dialogues about seasons and clothes.
- Extract specific details such as temperature, activities or time.
- Distinguish seasonal differences based on listening clues.
- Interpret visuals while listening to weather descriptions.
- Show interest during listening activities related to nature.
- Show understanding of audio-visual materials by completing simple tasks.

#### Speaking and Representing:

- Use the past forms "was / were" accurately to describe weather and places in guided grammar activities.
- Ask and answer questions about past weather and past events using expressions such as yesterday, last weekend, and in the morning.
- Describe past personal experiences or weather conditions using simple past sentences
- Identify and recognise comparative adjective forms (-er + than) in short written and spoken sentences.
- Use comparative adjectives correctly in guided speaking tasks to compare two items.
- Pronounce weather and season vocabulary clearly.
- Present a short explanation of a seasonal activity orally using pictures
- Participate respectfully and confidently in pair-work discussions about seasonal topics.
- Demonstrate cooperation and positive interaction when speaking in group tasks related to the seasons.

# Unit

## 6 Colours Of Seasons



### Learning Outcomes

#### Reading and Viewing:

- Identify the main idea and key details in a short text about weather and seasons.
- Locate specific information in the passage.
- Use evidence from the text to answer comprehension questions appropriately.
- Show positive responses toward environmental themes encountered in reading texts.
- Locate specific details related to clothing choices and seasonal differences from the passage.

#### Writing and Representing:

- Compose a short paragraph using guide words and correct punctuation.
- Organise ideas using pictures and word prompts to describe events in sequence.
- Produce simple written sentences using target grammar with correct spelling, capitalisation, and punctuation.
- Create visual representations with captions.
- Exhibit care and responsibility when completing writing tasks.



## Lesson 1

### Listening

I will Learn:

camping, desert, weather, cool, winter, set up, photographer



### Before you listen

Name things you can take with you for camping.



### Listen to the recording and tick ✓ or X



1. Noura went camping with her friends.
2. The photographer was friendly.
3. Noura's family stayed in the desert for one night.



### Listen again, then choose

Keep the desert clean.





Morning

#### Activities

1. Grilling steak for lunch.
2. Set up the tent.

#### Weather

1. Cool
2. Hot



## Lesson 3

### Reading

I will Learn:

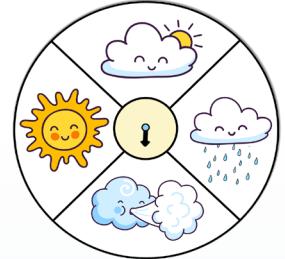
diary, season, summer, different, new



**Before you read**



What's the weather like today?



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

Last week, it was cloudy and rainy in Kuwait. Fahad stayed at home with his sister. They watched the rain from the window. Fahad wrote about the weather in his diary. Later, he helped his mother making hot soup. **It** was delicious. After lunch, Reem read her book about seasons. She told Fahad that days in summer are long. In the evening, they watched the sunset after the rain. The air was fresh and cool. Fahad said, "Today was different, but I learned something new."



1. The **best title** for the passage could be
  - a. A Rainy Day
  - b. The New Book
  - c. The Hot Soup
2. The underlined word "**It**" in line 4 refers to
  - a. soup
  - b. weather
  - c. diary



**Read again, then circle the correct feeling**

1. How did Fahad feel at the end of the day?



The sun sets early in winter and later in summer.



**Did you know?**

## Lesson 4

### Spelling



Write the missing words to complete the sentences

1. We went camping in the \_\_\_\_\_ .



2. It was \_\_\_\_\_ in the morning.



### Writing



Write a paragraph about "A Day At The Beach" with the help of pictures and guide words

#### A Day at the Beach



(weather - sunny)



(went - beach)



(swam - cool)

**Last summer,**

#### Editing Checklist

Punctuation (Capitals – Full stop)

Spelling

Grammar



## Lesson 6

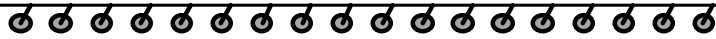
### Grammar

I will Learn:

Which  
Comparative adjectives



Ask and answer, then choose the correct answer from a, b or c



**adjective + er + than**

A mouse is **smaller than** an elephant

**more + adjective + than**

more beautiful **than**

more expensive **than**

long → longer

tall → taller

fast → faster

cool → cooler



faster than



Which is faster, the car or the bicycle?

The car is faster than the bicycle.



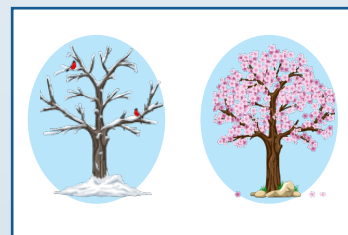
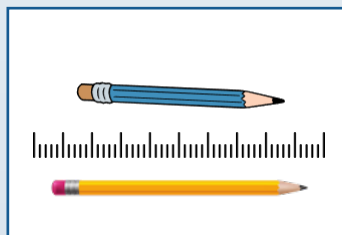
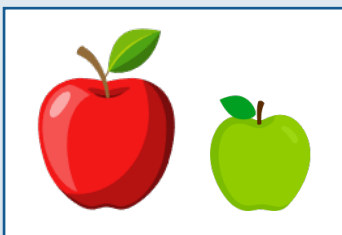
- The tea is ..... the water.  
a. hot                      b. hotter                      c. hotter than
- Spring is ..... than winter.  
a. the colourful      b. colourful                      c. more colourful

### Speaking



Look and say

The red apple is bigger than the green apple.



Choose two items in the class and compare them.

## Lesson 7

### Reading

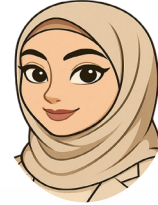
I will Learn:

tailor, fashion, nice



Before you read

What is your favourite season? Why?



Read and answer the following questions

12 April

### Kuwait Fashion News



**Reporter:** "Welcome! I heard you're preparing for a big fashion show. Can you tell us what makes your designs special for each season in Kuwait?"

**Tailor:** "Of course! As a Kuwaiti tailor, I love designing clothes that fit our unique seasons. For example, in summer, the weather is hot here, so I design lighter clothes. In winter, I make heavy coats that keep people warm."

**Reporter:** "That's nice! And how about spring and autumn designs?"

**Tailor:** "In spring, I get to design more colourful and prettier dresses. Autumn clothes are usually darker and simpler. When I design clothes, I think about the weather in each season in Kuwait."

**Reporter:** "I think your show will be amazing. Thank you for your time!"



1. What does the tailor design for winter?

2. When does the tailor design more colourful dresses?



Read again, then reorder



## Lesson 8

### Spelling



Write the missing words to complete the sentences

1. Flowers \_\_\_\_\_ in spring.



2. The \_\_\_\_\_ makes beautiful clothes.



### Writing



Write a paragraph about "My Favourite Season" with the help of pictures and guide words

#### Favourite Season



(weather - sunny)



(colder - summer)



(go - camping)

Handwriting practice area with multiple sets of blue, red, and dashed lines.

#### Editing Checklist

Punctuation (Capitals – Full stop)

Spelling

Grammar

Reading

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

- 1. The ..... takes nice photos.
  - a. photographer
  - b. desert
  - c. camping
- 2. Flowers usually ..... in spring.
  - a. fast
  - b. bloom
  - c. forget
- 3. In winter, the weather is .....
  - a. poor
  - b. new
  - c. windy
- 4. My favourite ..... is summer.
  - a. diary
  - b. season
  - c. fashion

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

There are four seasons in a year: autumn, winter, spring, and summer. In summer, the weather becomes very hot, so people like going to the beach to swim and enjoy their time. In spring, the weather is cooler and many people visit farms. Winter is colder than spring, and it is often rainy in many places. Families in Kuwait like camping in the desert in winter because the air is fresh and the nights are long. Each season has special weather and activities.



- 1. The **best title** for the passage could be
  - a. Kuwait Activities
  - b. Camping
  - c. Weather And Seasons
- 2. The underline word "**it**" in line 5 refers to
  - a. spring
  - b. winter
  - c. weather
- 3. In spring, people usually go to the
  - a. farm
  - b. beach
  - c. desert

C) Read the passage again, then answer the following question

- 1. Why do families in Kuwait like camping in winter?  
.....

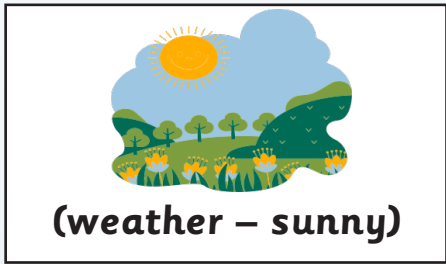
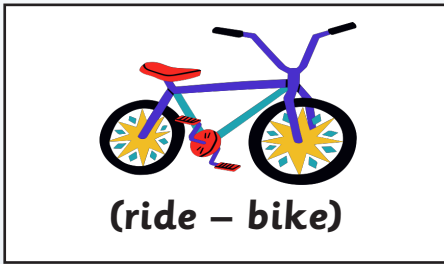
**Progress Test**

**Writing**

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

- 1. A giraffe is ..... a sheep.  
a. tall                                      b. taller                                      c. taller than
- 2. It ..... cloudy yesterday.  
a. was                                      b. has                                      c. were
- 3. Hamad and Fahad ..... at the zoo last Monday.  
a. are                                      b. were                                      c. have

**B) Write a paragraph about "Going to the Park" with the help of pictures and guide words**



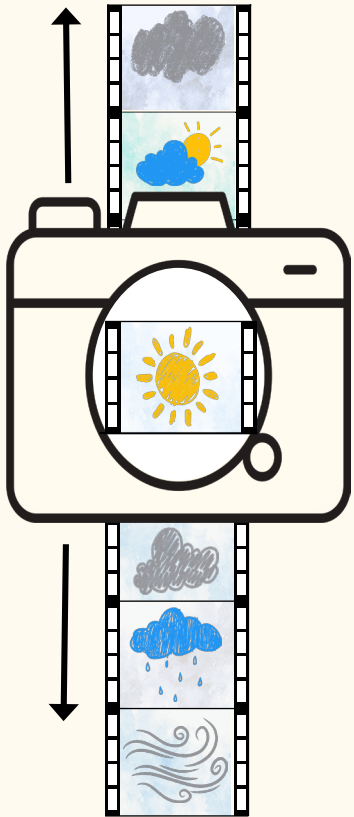
**Eid Al-Fitr**

Handwriting practice lines consisting of three sets of four horizontal lines (top, dashed middle, bottom, and a red baseline).

**C) Complete the sentences with the suitable words**

- 1. The weather was \_\_\_\_\_ yesterday.
- 2. There are four \_\_\_\_\_ in a year.
- 3. I write in my \_\_\_\_\_ everyday.





## My Weather Camera

### Instructions:

- Record your observations of the weather during the week.
- Colour-in the camera.
- Draw and colour in different weather (sunny/windy/cloudy/rainy)
- Use your film strip to show the weather you recorded in the table for your class.

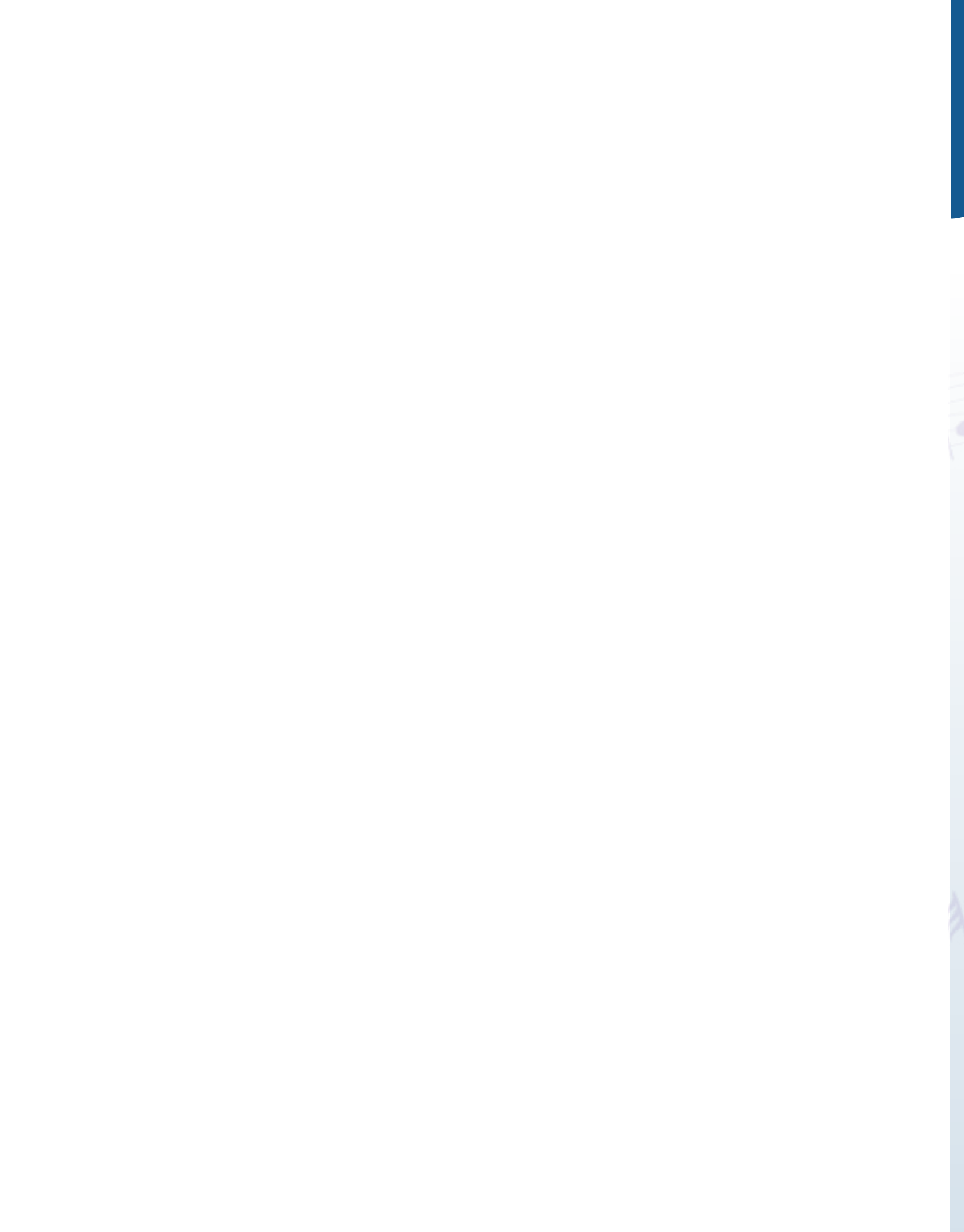
What's the weather like ?



Sunday	Monday	Tuesday	Wednesday	Thursday

## Minimum Words to be Taught

No	word	part of speech	lesson
1	camping	noun	1
2	desert	noun	1
3	weather	noun	1
4	cool	adjective	1
5	winter	noun	1
6	set up	phrasal verb	1
7	photographer	noun	1
8	windy	adjective	2
9	cloudy	adjective	2
10	rainy	adjective	2
11	diary	noun	3
12	summer	noun	3
13	season	noun	3
14	different	adjective	3
15	new	adjective	3
16	spring	noun	5
17	autumn	noun	5
18	bloom	verb	5
19	beauty	noun	5
20	tailor	noun	7
21	fashion	noun	7
22	nice	adjective	7





## “Colours of Seasons” song

Winter was cooler than summer,  
The weather was calm and bright.  
We went camping in the desert,  
And watched the stars at night.

We love the colours of seasons,  
Each one is special and great!  
We cared for flowers that bloom and  
grow,  
Together — that’s our way!

Spring was windier than autumn,  
The sky was cloudy and blue.  
We had a picnic by the garden,  
And shared the work we do.



# Unit

## 7 Hobbies And Fun



### Learning Outcomes

#### Listening and Viewing:

- Identify key vocabulary related to hobbies and activities in short spoken texts.
- Allocate main ideas in short spoken dialogues.
- Interpret visuals while listening to spoken descriptions.
- Demonstrate a positive attitude towards teamwork and shared hobbies.
- Exhibit understanding of audio-visual materials by completing simple tasks.

#### Speaking and Representing:

- Describe personal hobbies using like/enjoy + V-ing with correct pronunciation and simple reasons.
- Use the correct possessive adjective when talking about people and their belongings.
- Complete controlled grammar exercises by choosing the correct answer based on contexts.
- Describe objects and people using possessive adjectives.
- Describe a favourite hobby orally using pictures or objects.
- Participate positively in pair speaking tasks and express interest in peers' hobbies.
- Collaborate respectfully in pairs while discussing classroom objects and personal belongings.

# Unit

## 7 Hobbies And Fun



### Learning Outcomes

#### Reading and Viewing:

- Determine the main idea and key details in short reading passages.
- Identify explicit information about characters' actions and preferences in short texts.
- Interpret visuals accompanying reading passages.
- Demonstrate appreciation for spending enjoyable time with family and friends through indoor activities.
- Respond accurately to comprehension questions based on the text.
- Express positive feelings towards family time and shared outdoor activities.

#### Writing and Representing:

- Compose sentences describing personal activities using familiar vocabulary.
- Use correct spelling of familiar words in guided sentences.
- Construct a short paragraph using guide words and pictures.
- Apply appropriate punctuation and capitalisation when writing sentences.
- Exhibit positive engagement while writing about personal hobbies and family experiences.
- Demonstrate willingness to share written work with classmates.



## Lesson 1 Listening

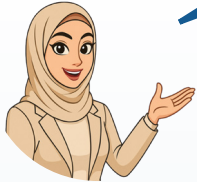
I will Learn:

hobby, use, collect, coin, weekend, time, agree



Before you listen

Look and choose a hobby to talk about.



Listen to the recording and tick ✓ or X



1. Reem likes playing games with her family.
2. Fahad enjoys playing football.
3. Hamad likes riding bikes.

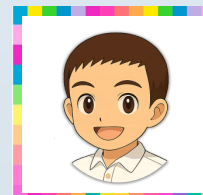
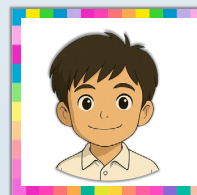


Listen again, then match

Friends have fun together.



1. He likes playing basketball.
2. She likes board games.



## Lesson 2

### Grammar





I will Learn:

Like/ enjoy + verb +ing



Ask and answer, then choose the correct answer from a, b or c

I / They / We	+	like enjoy	+	cooking food. fishing. reading books. skating. taking photos.
He / She / It	+	like enjoys	+	

	What do you like doing?	I like playing football.	
	What do you enjoy doing?	I enjoy drawing.	

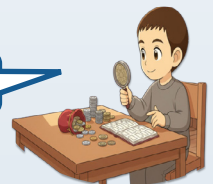
- I like ..... television with my family.  
a. watch                                      b. watching                                      c. watched
- She ..... writing stories.  
a. enjoys                                      b. enjoying                                      c. enjoy

### Speaking



Look and say

I enjoy/ like collecting coins.



In pairs, share what you/your peer like/likes doing.

### Lesson 3

### Reading

I will Learn:

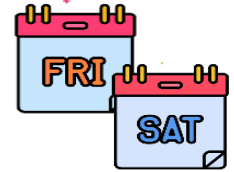
indoor, build, chess, craft, create



Before you read



What do you do on weekends?



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

Indoor hobbies give children fun ways to learn and play at home. Some children like playing video games, while others enjoy building houses and cars with small building blocks. Many children also enjoy playing board games such as chess or dama. They can learn new things by doing crafts too. Using papers, glue, and colours help children create beautiful art. These indoor hobbies are great ways to have fun at home. Children can relax, play, and have a good time with family or friends.



- The **best title** for the passage could be
  - Indoor Hobbies
  - Playing Chess
  - The Board Games
- The underlined "**They**" in line 6 refers to
  - blocks
  - children
  - games



Tick the indoor activities, then write two of them



Indoor

---



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## Lesson 4

### Spelling



Write the missing words to complete the sentences

1. I enjoy collecting \_\_\_\_\_ .

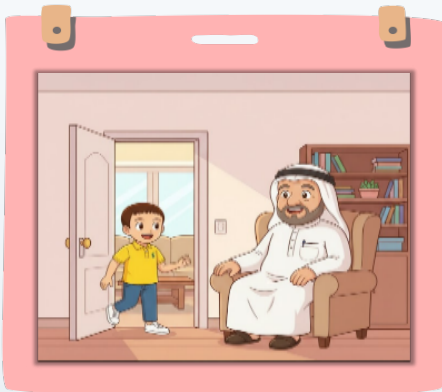
2. Their favourite \_\_\_\_\_ is cooking.



### Writing



Write a paragraph about “My Favourite Activity” with the help of pictures and guide words



(Friday-grandfather)



(like – chess)



(amazing-time)

**My Favourite Activity**

Handwriting practice area with multiple sets of blue, red, and black lines.

#### Editing Checklist

Punctuation (Capitals – Full stop)

Spelling

Grammar

# Lesson 5

## Listening

I will Learn:

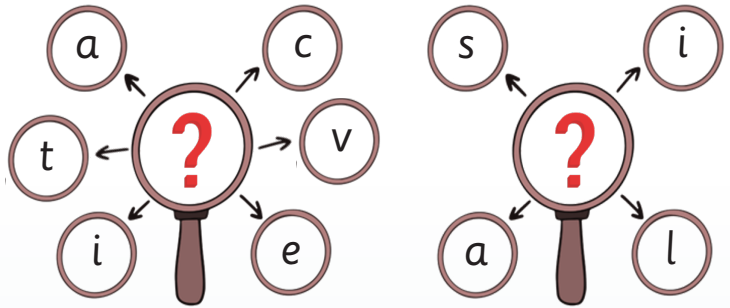
wonderful, active, sail, outdoor



Before you listen



Guess the words.



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



- Fahad likes skating with his .....
  - teacher
  - friends
  - father
- Father likes ..... at the weekends.
  - skating
  - reading
  - sailing
- Teacher Ali's hobby is .....
  - sailing
  - reading
  - collecting coins



Listen to your teacher, then mark the hobby to get "Bingo"

 <b>Reading</b>	 <b>Football</b>	 <b>Sailing</b>
 <b>Running</b>	 <b>Riding</b>	 <b>Cooking</b>
 <b>Collecting Coins</b>	 <b>Skating</b>	 <b>Basketball</b>





## Lesson 7

### Reading

I will Learn:

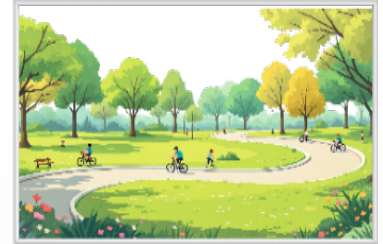
dive, track, little, sandcastle, kayak, spend



Before you read



Where can you ride your bike?



Read and answer the following questions

Mr. Nasser lives in Kuwait. He has four children: three boys and one girl. Every Friday, they go to Al-Khairan beach. His son Omar likes kayaking. Sami likes diving with his father. They enjoy watching the colourful fish under the sea. Ali loves skating around the beach track. Their little sister Hana likes playing with her ball and building sandcastles. In the evening, the family has a picnic on the beach. The mother enjoys cooking and preparing delicious food for her family. They love spending their weekends together. It is their favourite family time.



1. Where does the family go every weekend?

---

---

---

2. What does Hana like doing?

---

---

---



Read again, then complete

○ Omar

---

---

---

---

---

---

skating

○ Sami

---

---

---

## Lesson 8

### Spelling



Write the missing words to complete the sentences

1. They enjoy \_\_\_\_\_ activities.

2. It is a \_\_\_\_\_ .



### Writing



Write a paragraph about “My Favourite Season” with the help of pictures and guide words



(sea - father)



(enjoy - sail)



(wonderful - time)

### My Father's Hobby

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Editing Checklist

Punctuation (Capitals – Full stop)

Spelling

Grammar



Tell your friends about your favourite outdoor hobbies.

Reading

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

- 1. Playing football is an amazing .....
  - a. chess
  - b. hobby
  - c. coin
- 2. The teacher took us to do some ..... activities.
  - a. rainy
  - b. cloudy
  - c. outdoor
- 3. They ..... beautiful houses of blocks.
  - a. build
  - b. dive
  - c. sail
- 4. My cousin likes doing ..... on weekends.
  - a. carfts
  - b. tracks
  - c. seasons

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

One day, Ali saw a little cat near his school. It was hungry and cold. Ali and his friends wanted to help the cat. They gave the cat food to eat. The cat was nice and friendly. Ali and his friends made a track of the places where they found other cats. They all agreed it was a wonderful way to help. Now, the boys are active helpers who care for cats every weekend.



- 1. The **best title** for the passage could be
  - a. Playing with Friends
  - b. Saving Cats
  - c. At School
- 2. The underline word **“They”** in line 5 refers to
  - a. Ali and his friends
  - b. cats
  - c. places
- 3. Ali and his friends gave the cat food and some .....
  - a. track
  - b. milk
  - c. school

C) Read the passage again, then answer the following question

1. Where did Ali and his friends see the cat?  
 .....

Progress Test

Writing

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

- 1. I enjoy ..... healthy food.
  - a. eat
  - b. eating
  - c. ate
- 2. She bought a new bag. .... bag is big.
  - a. His
  - b. Her
  - c. Their
- 3. This is our teacher. .... name is Ali.
  - a. Their
  - b. Our
  - c. His

B) Write a paragraph about "Last Summer Holiday" with the help of pictures and guide words



Last Summer Holiday

Handwriting practice area with three sets of lines (top, dashed middle, bottom) for writing a paragraph.

C) Complete the sentences with the suitable words

- 1. This is my \_\_\_\_\_ sister.
- 2. I enjoy doing \_\_\_\_\_ with my friend.
- 3. My \_\_\_\_\_ is writing.





**Instructions:**

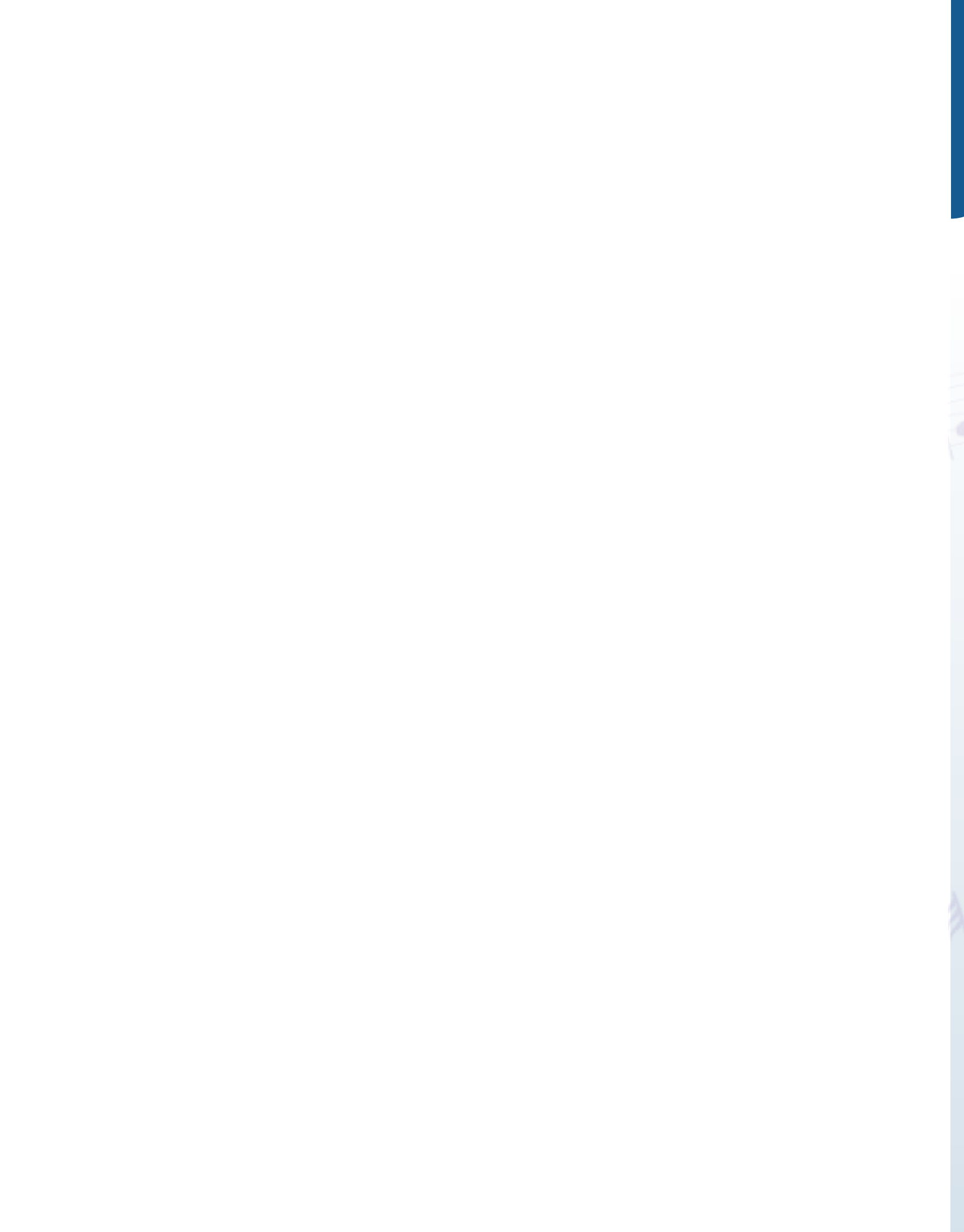
- The teacher provides students with pictures of the activities.
- Students will paste each activity under the right heading.
- Students will talk about their favourite indoor or outdoor activity using “ I like .....”. “ My favourite hobby is...”.

INDOORS	OUTDOORS



## Minimum Words to be Taught

No	word	part of speech	lesson
1	hobby	noun	1
2	use	verb	1
3	agree	verb	1
4	collect	verb	1
5	coin	noun	1
6	time	noun	1
7	weekend	noun	1
8	indoor	adjective	3
9	build	verb	3
10	chess	noun	3
11	craft	noun	3
12	create	verb	3
13	wonderful	adjective	5
14	active	adjective	5
15	sail	verb	5
16	outdoor	adjective	5
17	sandcastle	noun	7
18	dive	verb	7
19	little	adjective	7
20	track	noun	7
21	Kayak	noun	7
22	spend	verb	7





## “My Hobbies” song

I enjoy riding my bike, fast and free,  
I like skating in the park; it’s fun for my friends and me.

I enjoy building blocks on my bedroom floor,  
High towers that almost fall.

I enjoy drawing pictures, with colours so bright,  
I go diving in the pool, splashing water everywhere.  
I enjoy crafting things at home, with glue and glitter, yes!  
Hobbies make me smile all day. Come and join, let’s run  
and play! Happy hobbies just for me!



# Unit

## 8 Let's Enjoy The Weekend



### Learning Outcomes

#### Listening and Viewing:

- Identify key vocabulary related to future plans and weekend activities.
- Allocate main ideas in short conversations about plans.
- Express interest in planning positive and enjoyable weekend activities.
- Extract specific details about time, place, and actions from spoken texts.
- Recognise past-simple verbs when listening to descriptions of weekend activities.
- Show positive attitudes towards responsibility and cooperation in daily life.

#### Speaking and Representing:

- Apply the future form going to to talk about planned actions using familiar vocabulary.
- Construct simple affirmative sentences to describe future plans using time expressions.
- Respond to simple questions about future plans using going to.
- Demonstrate confidence when talking about personal plans in simple spoken sentences.
- Use grammar correctly: subject–verb agreement, time expressions.
- Recognise past time expressions related to the past simple.
- Use the past simple correctly in affirmative and negative sentences about past events.
- Describe past actions using simple past tense sentences in oral exchanges.
- Participate willingly in pair and group speaking activities about past experiences.

# Unit

## 8 Let's Enjoy The Weekend



### Learning Outcomes

#### Reading and Viewing:

- Identify the main idea and supporting details in informational and narrative texts.
- Infer the meaning of unfamiliar words using context clues in the reading text.
- Locate key details in the text to answer comprehension questions accurately.
- Reorder events from the story to demonstrate understanding of sequence.
- Demonstrate interest in reading texts related to nature and family experiences.
- Express respect for elders and their life experiences shared in stories.

#### Writing and Representing:

- Compose sentences describing personal activities using familiar vocabulary.
- Use correct spelling of familiar words in guided sentences.
- Construct a short paragraph using guide words and pictures.
- Apply appropriate punctuation and capitalisation when writing sentences.
- Demonstrate willingness to participate in guided writing activities.
- Develop a simple written presentation using pictures and sentences to share personal experiences clearly.
- Value personal experiences by willingly sharing them through simple written work and illustrations.



## Lesson 1 Listening

I will Learn:

parent, drive, perfect, idea



Before you listen



List the activities that you want to do next weekend.



Listen to the recording and tick ✓ or ✗



Be grateful to your parents.



1. Reem is going to go to the beach with her family.
2. Fahad is going to bring his football.
3. Noura's Mum is going to prepare an orange cake.



Listen again, then tick the things that Noura and Reem are going to do



Go to the park.



Ride a bike.



Have a picnic.



Collect coins.

## Lesson 2

### Grammar

I will Learn:

cruise

Future simple



Look and say, then choose the correct answer from a, b or c

I \_\_\_\_\_ am

He

She

It

You

We

They

is + going to buy a new toy

are

soon

tonight

next week



They are going to the park next weekend.

- We are going to ..... in a new neighbourhood soon.
  - live
  - living
  - lived
- Mr. Ali ..... going to teach in a new school next year.
  - am
  - are
  - is

### Speaking



Ask and answer

she



he



What are they going to do?



When are they going to do it?



afternoon



weekend



Choose an activity, mime it and let your friend guess using "you are going to ..."

### Lesson 3

### Reading

I will Learn:

leave, pack, caravan,  
blanket, calm, gas stove



Before you read

What do people do in the desert at night?



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

Next weekend, Noura and her family are going to camp in the desert. They are going to leave early and pack food, water and take warm clothes with them. Noura is going to bring some games. Hamad is going to bring his blanket and his small bag. They are going to stay in their caravan near the camp area.

**It** is a big van. Hamad is going to help his father to set up the camping area. Noura is going to help her mother put down the rug. They are going to cook lunch on small gas stove and drink hot tea together. In the afternoon, they are going to play different games. The family is going to watch the sunset and take some photos. It is going to be a calm and wonderful day away from the city.

1. The **best tittle** for the passage could be  
a. A Day in the City      b. A Day in the Desert      c. A Lovely Sunset
2. The underline word "**It**" in line 6 refers to  
a. caravan      b. blanket      c. camp



Read again, then write the things you need for your camping trip

Blank writing area with a blue header box and three horizontal lines.

Blank writing area with an orange header box and three horizontal lines.

Blank writing area with a pink header box and three horizontal lines.

Blank writing area with a green header box and three horizontal lines.

## Lesson 4

### Spelling



Write the missing words to complete the sentences

1. My father \_\_\_\_\_ his car.

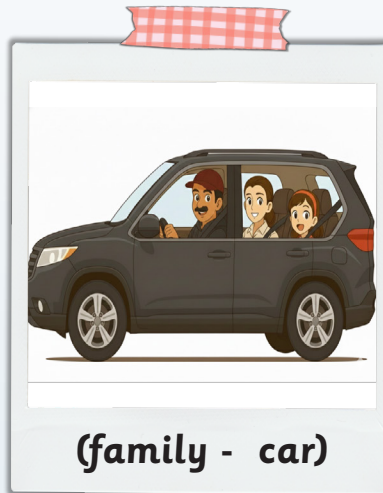
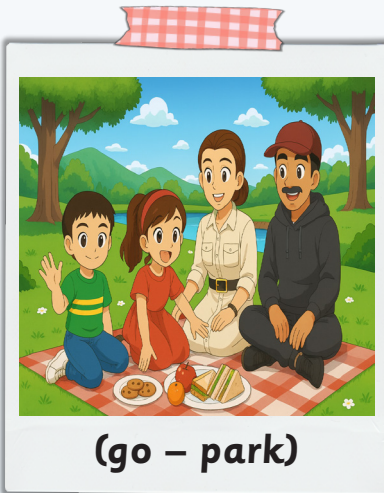
2. We have a big \_\_\_\_\_.



### Writing



Write a paragraph about "A Lovely Day" with the help of pictures and guide words



### A Lovely Day

Handwriting practice area with multiple sets of blue, red, and dashed lines.

#### Editing Checklist

Punctuation (Capitals – Full stop)

Spelling

Grammar

## Lesson 5

### Listening

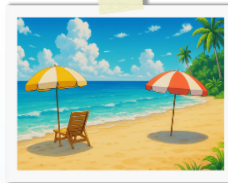
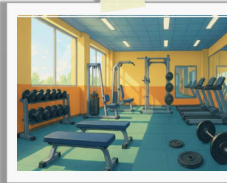
I will Learn:

funny, laughed, told, smile, check, grateful



Before you listen

What did you do last weekend?



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



Help your family.



1. Last weekend Fahad ..... at home.  
a. checked                      b. visited                      c. stayed
2. Fahad helped his father to .....  
a. fix a shelf                      b. tell a story                      c. water the plants
3. Hamad didn't ..... to water the plants last weekend.  
a. feel                      b. need                      c. forget



Listen again, then draw what Hamad and Fahad did last weekend



## Lesson 6

### Grammar

I will Learn:

Past Tense

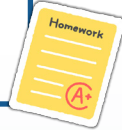


Look and say, then choose the correct answer from a, b or c



Did not

do the homework  
yesterday.



show her the bag  
last night.



Yesterday / Last night / Last ... .



He ran fast last  
night. ✓

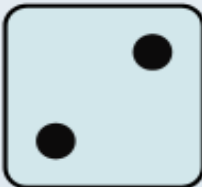
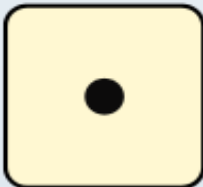
He did not run  
fast last night. ✗

- Jassim ..... his homework yesterday.
  - checked
  - checks
  - checking
- My grandfather did not ..... us a story last weekend.
  - told
  - tell
  - tells

### Speaking



Role the dice then, ask and answer



When did  
you eat  
lunch?



What did  
she play?



Where  
did you go?



What did you do on your free time yesterday?

## Lesson 7

### Reading

I will Learn:

began, pearl, diver, memories, quietly, imagine, wave



**Before you read**

Did your grandmother tell you a story?  
What was it about?



**Read and answer the following questions**

One sunny Saturday, Noura and Hamad went to visit their grandmother at her house. After lunch, Grandma began to tell them stories about old Kuwait. She talked about her grandfather, who was a strong pearl diver. He sailed for four months in summer. He dived to find shiny pearls.

Life was hard in the past, but people worked together and helped each other. Grandma showed them an old photo and said, "Our people celebrated the pearl-diving festival with music and dancing."

Noura and Hamad listened quietly. They imagined the blue sea and the big waves. They thanked Grandma for sharing her wonderful memories.



1. Who did Noura and Hamad visit on Saturday?

2. How did people celebrate the pearl diving festival?



**Read again, then reorder the events**



**Celebration  
time**



**Hard work  
at sea**



**Story telling  
today**



**Pearl diving  
began**



**Returned  
home**

## Lesson 8

### Spelling



Write the missing words to complete the sentences

1. The \_\_\_\_\_ dived into the sea.

2. This bag is made of \_\_\_\_\_.



### Writing



Write a paragraph about "A Day in the Kitchen" with the help of pictures and guide words

#### A Day in the Kitchen



Last – baked

made – cookies

tasted – yummy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Editing Checklist

Punctuation (Capitals – Full stop)

Spelling

Grammar

Reading

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

- 1. I'm ..... for my family every day.
  - a. grateful
  - b. perfect
  - c. funny
- 2. My mother's bag is made of ..... .
  - a. hobbies
  - b. ideas
  - c. pearls
- 3. The family ..... food and some warm clothes for camping.
  - a. began
  - b. laughed
  - c. packed
- 4. He wrote his favourite ..... in my diary.
  - a. parents
  - b. memories
  - c. caravans

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

Last weekend, Sara and her parents went on a trip. They packed their bags and left early in the morning. They drove to the beach and saw a large cruise ship in the sea. Sara laughed and smiled while her father and her brothers Salem and Saad checked the map. They walked along the beach and found some beautiful coins. They also watched a diver. **He** was swimming near the rocks. Sara told her parents her idea to build a sandcastle. They had a wonderful day together. After sunset, they drove back home and felt happy and grateful.

- 1. The **best title** for the passage could be
  - a. A Cruise Ship
  - b. A Wonderful Day
  - c. A Coin On The Sand
- 2. The underline word "**He**" in line 5 refers to
  - a. Salem
  - b. diver
  - c. Saad
- 3. Sara told her parents about her idea to
  - a. make a sandcastle
  - b. check the map
  - c. pack the bags

C) Read the passage then answer the following question

- 1. How did the family feel after sunset?  
.....

Progress Test

Writing

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

- 1. Next month, we are going to ..... by plane.  
 a. travel                      b. travelled                      c. travelling
- 2. My father didn't ..... the house early.  
 a. leaves                      b. left                      c. leave
- 3. Yesterday, the teacher ..... us a video about Kuwait.  
 a. shows                      b. showed                      c. showing

B) Write a paragraph about "Last Weekend" with the help of pictures and guide words



Last Weekend

Handwriting practice area with four sets of blue, red, and dashed lines.

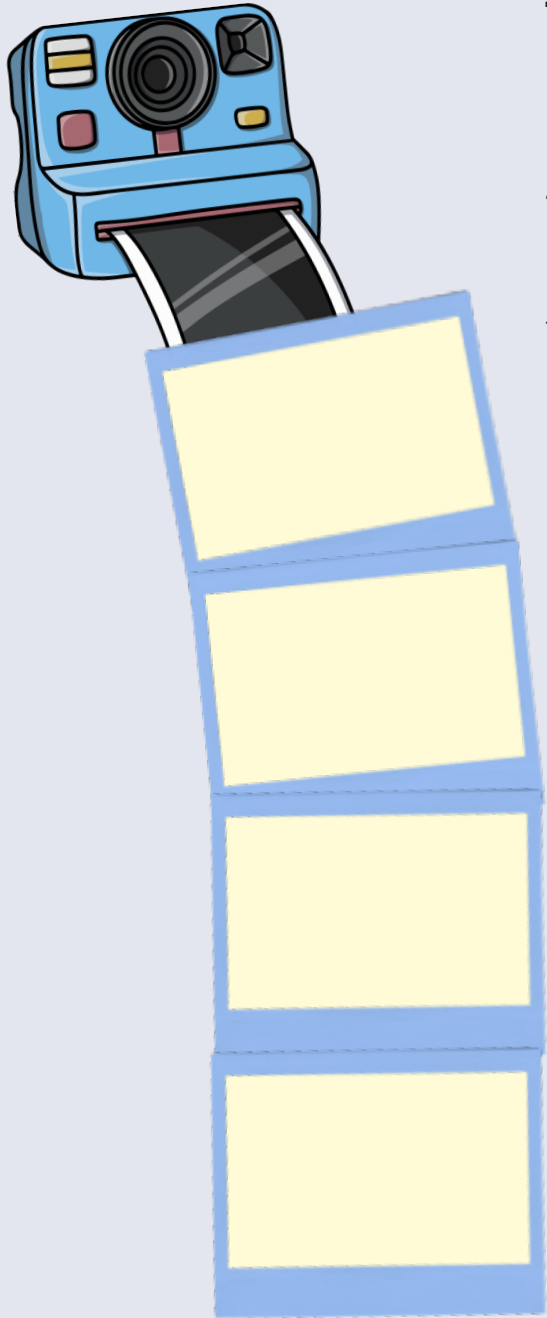
C) Complete the sentences with the suitable words

- 1. We slept in the \_\_\_\_\_ near the beach.
- 2. He likes travelling by \_\_\_\_\_ .
- 3. It's a beautiful \_\_\_\_\_ .





# My Weekend Memories

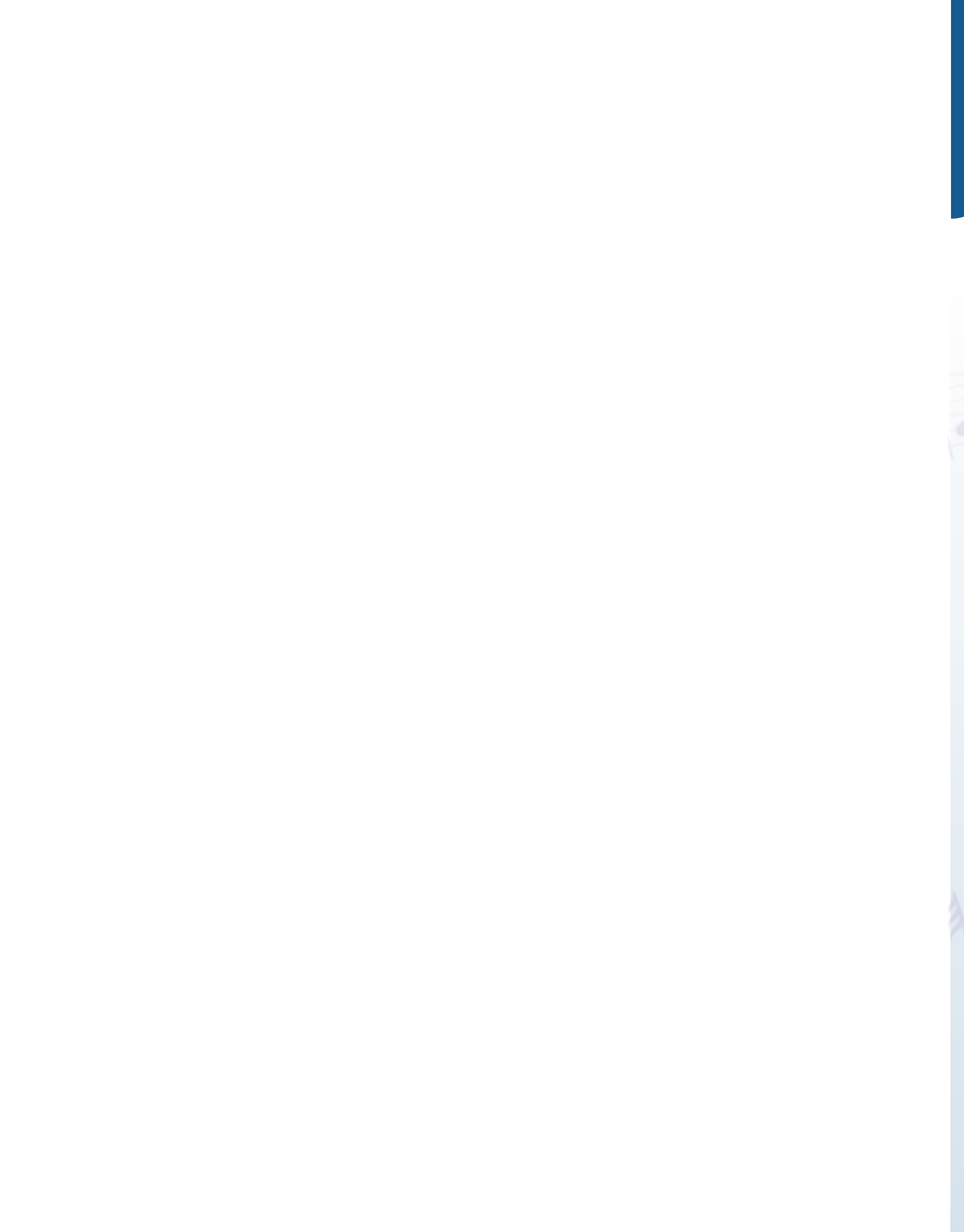


## Instructions:

- 1- Draw or paste a picture of what you did last weekend.
- 2- Write sentences describing what you drew or pasted.
- 3- Show and tell.

## Minimum Words to be Taught

No	word	part of speech	lesson
1	parent	noun	1
2	drive / drove	verb	1
3	perfect	adjective	1
4	idea	noun	1
5	cruise	noun	2
6	leave	verb	3
7	pack	verb	3
8	caravan	noun	3
9	calm	adjective	3
10	gas stove	noun	3
11	blanket	noun	3
12	funny	adjective	5
13	laugh/ laughed	verb	5
14	tell/told	verb	5
15	smile/ smiled	verb	5
16	check/ checked	verb	5
17	grateful	adjective	5
18	pearl	noun	7
19	diver	noun	7
20	begin/began	verb	7
21	memories	noun	7
22	wave	noun	7
23	quietly	adverb	7
24	imagine/imagined	verb	7





## “Our Family Weekend!” song

Together we’re going to bake and play,  
We’re going to share this lovely day.  
We’re going to help and care, you see,  
That’s what makes a family!

We’re going to walk, we’re going to run,  
We’re going to shine under the sun.  
Family love is always first.

We’re going to laugh, we’re going to  
play,  
We’re going to make the most today.  
We’re going to smile, Family time is joy.





# 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 and Gemini. 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)).

## **Review and Editing**

Content was reviewed and refined by ELT supervision, curriculum development specialists, and supported by AI tools.

## **Legal Notes**

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## **Special Thanks**

Special thanks to all contributors, educators, and developers who helped bring this book to life.







3B



Handwriting practice lines consisting of two sets of three horizontal lines each. Each set includes a solid red top line, a dashed blue middle line, and a solid red bottom line.

