



وزارة التربية
Ministry of Education
State of Kuwait | دولة الكويت

SKYLINE ENGLISH

Student's Book

2A





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حضرة صاحب السمو الشيخ مشعل أحمد الجابر الصباح
أمير دولة الكويت

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



سَمُو الشَّيْخِ صَبَّاحٍ كَهَّالٍ هَمَادٍ السَّبَّاحِ
وَلِيِّ مَعْهُدِ دَوْلَةِ الْكُوَيْتِ

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Introduction



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

About the Skyline English Series

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

Vision and Purpose

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

Introduction



Alignment with Kuwait Vision 2035

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

Integration of 21st Century Skills and Educational Values

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

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

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

Introduction



A Curriculum for the Future

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

Grade Two Curriculum Standards





Icon Guide



1. listen



2. say/speak



3. read



**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 &
answer**



**16. read &
choose**



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



GRANDFATHER



GRANDMOTHER



FATHER



MOTHER



HAMAD

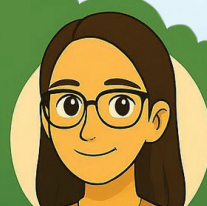


NOURA

Hamad's Family



FATHER



MOTHER



FAHAD



REEM

Fahad's Family

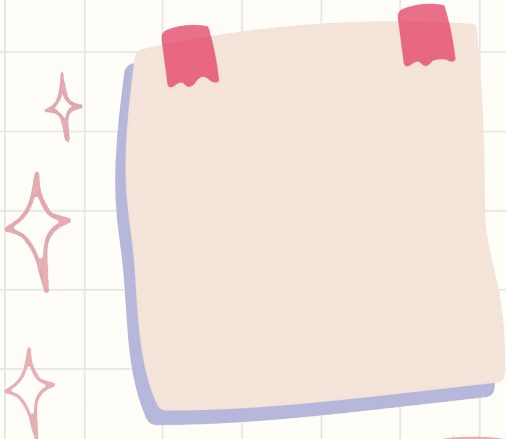


TEACHER
MR. ALI

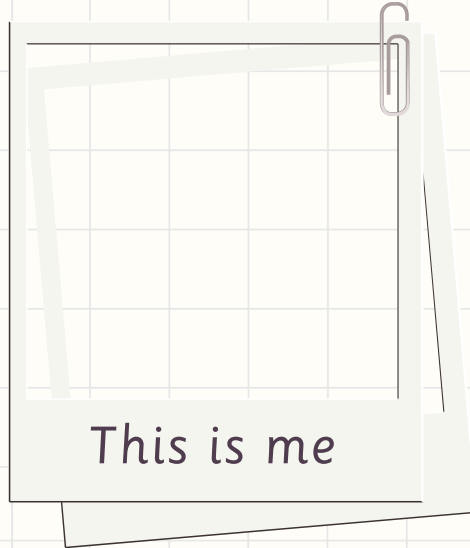


TEACHER
MRS. AMAL

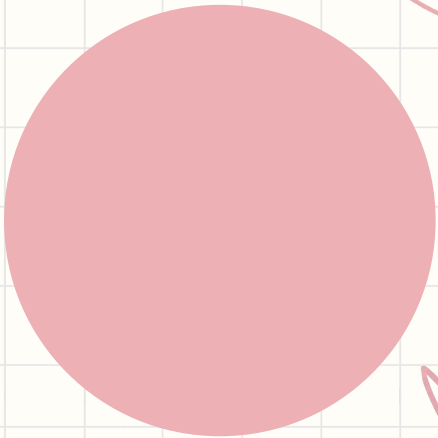
My name is



This is me



My age



Things I like:

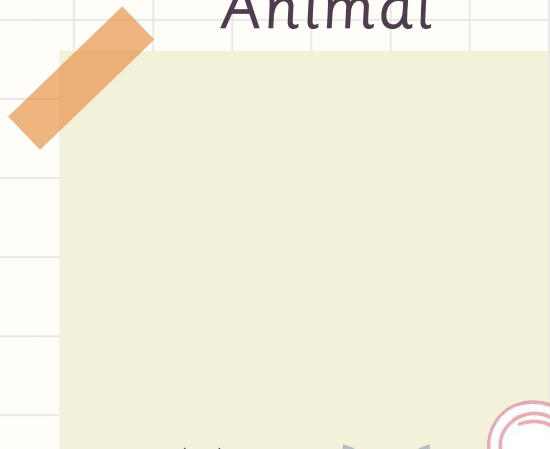
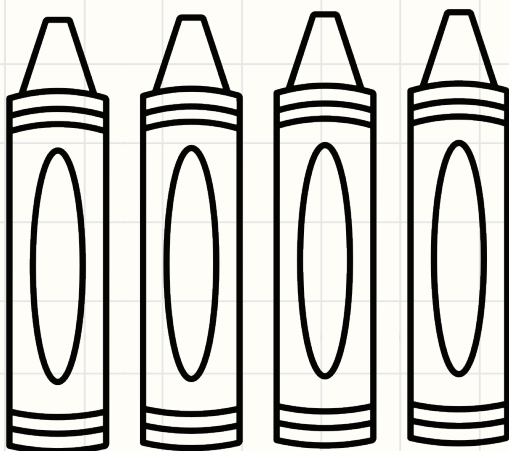


1.

2.

Favourite Animal

Favourite Colour





Do your homework and
keep your book neat.



Weekly Follow-up Sheet

No.	Date	Student's Book			Notebook & Homework		
		Excellent Effort	Almost There	Needs Work	Excellent Effort	Almost There	Needs Work
1		☐	☐	☐	☐	☐	☐
2		☐	☐	☐	☐	☐	☐
3		☐	☐	☐	☐	☐	☐
4		☐	☐	☐	☐	☐	☐
5		☐	☐	☐	☐	☐	☐
6		☐	☐	☐	☐	☐	☐
7		☐	☐	☐	☐	☐	☐
8		☐	☐	☐	☐	☐	☐
9		☐	☐	☐	☐	☐	☐
10		☐	☐	☐	☐	☐	☐
11		☐	☐	☐	☐	☐	☐
12		☐	☐	☐	☐	☐	☐
13		☐	☐	☐	☐	☐	☐
14		☐	☐	☐	☐	☐	☐

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Phonics	Values	Songs
Unit One My School Day	• Recognising time • Talking about daily routines • Asking and answering questions about school	• Present simple • Singular and plural:is, are • Demonstratives pronouns: • these, those	• Daily routines • Action verbs • School rooms • Target sound words	• Sh /ʃ/ • br /br/ • bl /bl/	• Respect time • Responsibility • Time management • collaboration	• My Day • This, That Those, These • “sh” song • “bl+br”song
					21 st Century Skills	
					• Communication • Digital Literacy	
Project	• Daily Routine Check List					

Unit Title	Language Functions	Grammar	Vocabulary	Phonics	Values	Songs
Unit Two My Home	• Asking for and giving information • Asking and answering questions about locations and positions • Asking for permission • Counting and using numbers 40 to 50 • Identifying rooms	• Past simple • imperative • Model verb can for permission (yes , no)	• Target sound words • Rooms • Numbers • Antonyms	• ou /aʊ/ • oy /ɔɪ/	• Cleanliness and hygiene • Respect others • Respect home rules	• Punctuation song • Past tense song • “Ou” song • “Oy” Song
					21 st Century Skills	
Project	• Poster: Creat your Dream House					

Scope and Sequence

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

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

1 My School Day



Learning Outcomes

Listening and Viewing:

- Identify specific information from short, simple dialogues about daily routines and a school day .
- Recognise the main idea of short-spoken texts supported by visuals.
- Respond appropriately to listening tasks by ticking true or false / circling the correct pictures after listening.
- Show attentive listening behaviour and take turns during class discussions.
- Exhibit interest and positive engagement during listening tasks about daily routines and school days.

Speaking and Representing:

- Identify present simple forms in short sentences and questions about daily routines and school days
- Describe a personal daily habit using time expressions.
- Participate in guided pair-talk to narrate daily routines.
- Pronounce target sounds (/ʃ/, /br/, /bl/) accurately in words when speaking.
- Identify the structure of demonstrative pronouns this, that / these, those.
- Speak clearly and confidently when sharing information about daily routines.
- Present a daily habit schedule and verbally describe it using time expressions gestures, pointing, and clear articulation during a short presentation.

Unit

① My School Day



Learning Outcomes

Reading and Viewing:

- Identify main ideas and supporting details in simple passages.
- Read simple paragraphs, stories, dialogues and informational texts with support.
- Decode familiar words and simple sentences using phonics strategies.
- Recognise (/f/, /br/, /bl/) macro-phonics patterns.
- Read aloud with correct pronunciation and pacing at grade-level text length.
- Exhibit enjoyment and curiosity while reading about daily routines and school day.
- Demonstrate persistence when decoding unfamiliar words.

Writing and Representing:

- Apply punctuation rules in statements and questions.
- Demonstrate accuracy in spelling and sentence formation when completing guided writing tasks.
- Create meaningful sentences by reordering given words in the present simple.
- Show confidence when writing simple sentences by participating willingly in guided writing tasks.
- Demonstrate care and responsibility when completing writing tasks neatly and accurately.



Lesson 1

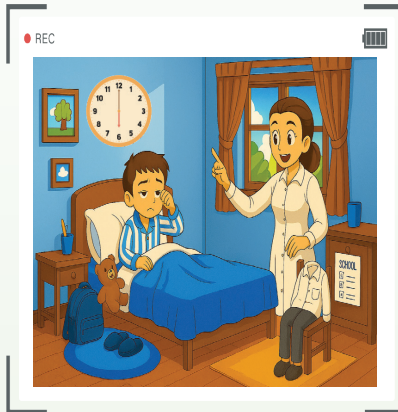
Listening

I will learn:

wash, get up, brush, breakfast, late



Listen to the recording and tick ✓ or ✗



1. Hamad washes his face at 5 o'clock.

☐

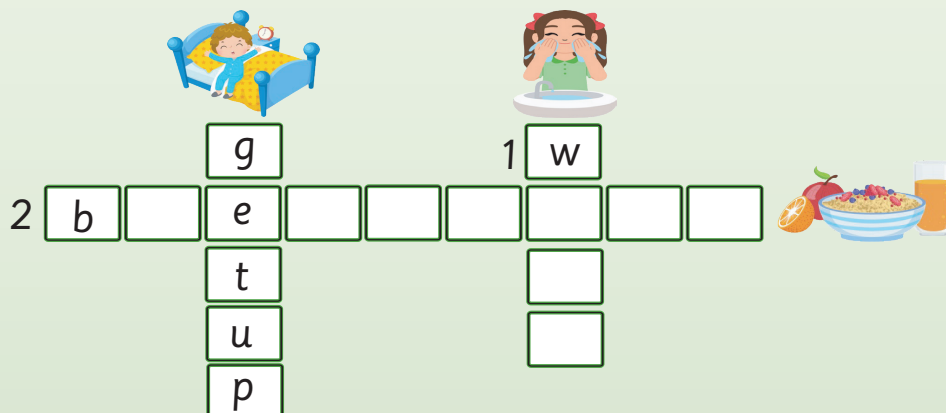
2. Hamad goes to school at 7 o'clock.

☐

3. Hamad is late for school.

☐


Complete the crossword, then fill in the missing words



1. I _____ my face in the morning.

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

Lesson 2

Grammar

I will learn:

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



Ask and answer, then write the time



When **do** you pray?

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



Morning

Daily routine

Time



Reem brush**es** her hair at



Afternoon

Daily routine

Time



Hamad eat**s** his lunch at



Evening

Daily routine

Time



Noura go**es** to bed at



Speaking



Look and say



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



At ... o'clock.



At ... o'clock.



At ... o'clock.

Lesson 3

Phonics

I will learn:

short, shoes, shelf, shop, dish



Look and read

s + h = sh



shelf

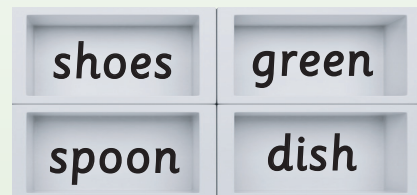
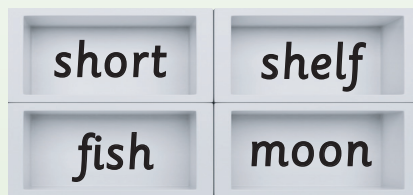


dish

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



Find the words with "sh" sound, then write



Blank lines for writing.

Blank lines for writing.



Blend, then complete the sentence

Blend	Write
sh ee p t o th	Bader went to the book _____.

Lesson 4

Reading

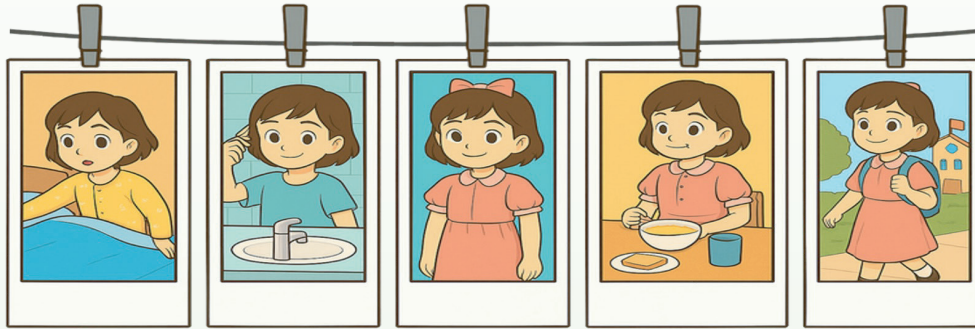
I will learn:

teeth, comb, long, put on, clothes



Before you read

What do you do every morning?



Read and re-order the events of the story below

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

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



Read again, then tick ✓ or ✗

1. Reem goes to school at 8 o'clock in the morning.

☐

2. Reem has friends at school.

☐



Use the week planner to complete the sentences below

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

1. Noura goes to school on Sunday.

2. On _____, Fahad plays in the gym.

3. Reem _____ to the farm on _____.



Re-order words to form sentences with proper punctuation marks

1. read – I – on – Sunday – book - a

2. early - Noura – goes – school – to



Before you listen

What colour is your classroom?



Listen to the recording and circle the correct answer



1. The science room is yellow and:



2. Fahad is drawing a flying car in the:



Listen again, then complete the sentence

1. There are _____ in the library.

Lesson 7

I will learn:

What **is this/that**...? It/that is...
What **are these/those**...? They are...

Grammar

 Think, pair, then share your answer



This is an apple. 	That is an apple.  - - - ->
These are books. 	Those are books.  - - - ->



Reem: What is _____?

Hamad: It is a sofa.



Reem: What is _____?

Hamad: That is a bird.

Speaking

 Look and say



What are **these**?

These **are** bags.



(These – Those)



(These – Those)



(These – Those)



Lesson 8

Phonics

I will learn:

block, blend, brick



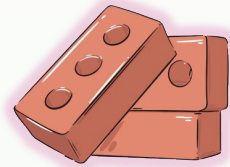
Look and read

b + l = bl



block

b + r = br



brick

Blair likes black and blue blocks. He blends colours to paint his blocks.

Brad paints the bricks with a brown brush in the break.



Read again, then complete the sentences with the suitable words

1. Blair plays with his

2. Brad has a brown



Write what is in the blender, then read aloud

br

bl



Lesson 9

Reading

I will learn:

favourite, subject, maths, lab, PE



Before you read



Tick your favourite subjects, then talk about them

☐☐☐☐☐

Read, then tick ✓ or ✗

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



1. Saleh and Fahad are Hamad's friends.

☐

2. There is 1 science lab at school.

☐

Read again and answer the following questions

1. What is Hamad's favourite subject?

Hamad's favourite subject is

2. When does Saleh play football?

Saleh plays football every

Lesson 10

Writing



 Before you write



  Read the words and number the school rooms

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



 Use the words above to complete the paragraph

In school, we have a Science Lab. There are computers

in _____ . I like playing basketball in _____

_____ . I like painting in the _____ .



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

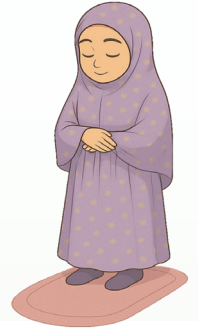
1. favourite – science – my – subject – is



Fun with Writing Activities



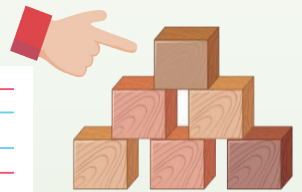
Trace and copy



When do you pray?

She eats dinner in the evening.

These are brown blocks.



On Monday, he plays in the gym.

It is 9 o'clock.



Progress Test

Reading

A) Group the rhyming words

shoes, block, brick, blue, shelf, brown

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

long – subject – comb – teeth

1. She brushes her _____ every day.



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



3. Saleh has got a _____ ruler.



C) Read and tick (✓) or (✕)

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

1. Sara and Noura are sisters.

☐

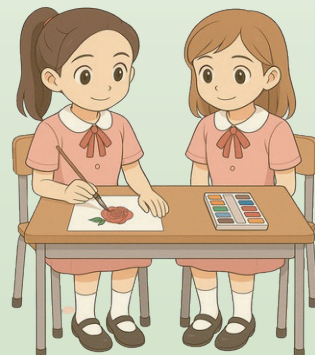
2. Sara likes painting.

☐

3. Noura likes playing basketball.

☐

4. Sara paints roses for Noura.

☐

Progress Test

Writing

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

1. These walls blue.

a. is

b. am

c. are

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

a. eat

b. eats

c. eating

B) Reorder words to form sentences

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

_____.

2. the - is - this - science lab

_____.

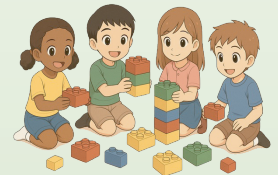
C) Punctuate the following sentence

1. on Sunday, Ali goes to the gym

_____.

D) Complete the sentences with the suitable words

1. We like to play with b _ _ _ _.



2. He g _ _ _ _ at 6 o'clock in the morning.

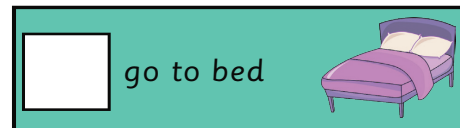
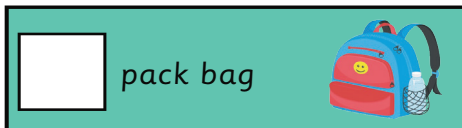
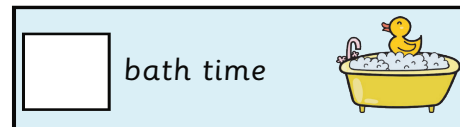
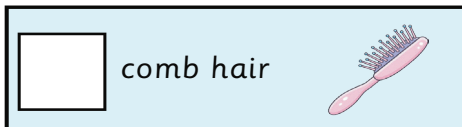
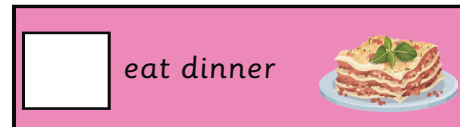
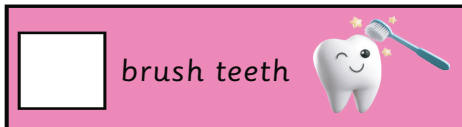
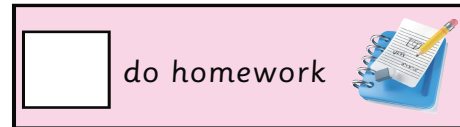
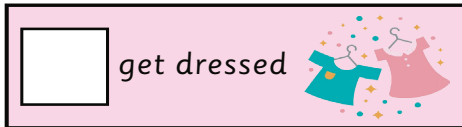
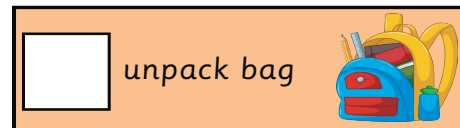
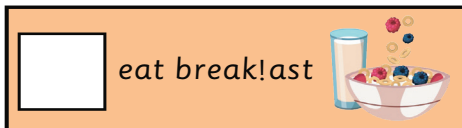
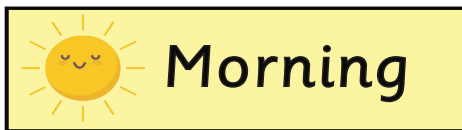
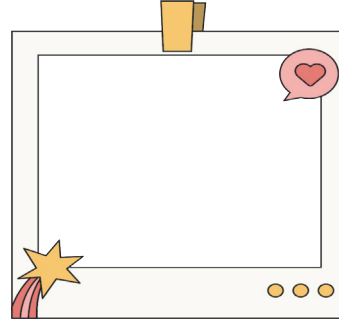


3. Salem likes painting in a _ _ class.





My Day...



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

Minimum words to be taught

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



“My Day”



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

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

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



“This, That, These, Those”



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

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





“Sh”



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

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

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



“bl + br”



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

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

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





Learning Outcomes

Listening and Viewing:

- Identify specific information from short, simple dialogues related to home and furniture.
- Recognise the main idea of short-spoken texts supported by visuals.
- Recognise key vocabulary and short phrases in familiar contexts.
- Respond to simple questions and statements using short answers.
- Display enjoyment and curiosity while listening to stories about home.
- Demonstrate attentive listening by following instructions and completing tasks accurately.

Speaking and Representing:

- Use “can” to form polite request when asking for permission.
- Apply correct subject-verb agreement in short oral exchanges using past tense
- Pronounce target sounds ou /aʊ/ and oy /ɔɪ/ accurately in words when speaking.
- Participate confidently in pair or class speaking activities, responding clearly and appropriately to questions.
- Label objects and rooms during oral tasks and presentations.
- Show cooperation and encouragement during partner and group speaking tasks.
- Exhibit confidence and willingness to participate in dialogue practice.



Learning Outcomes

Reading and Viewing:

- Identify main ideas and supporting details in simple passages.
- Read simple paragraphs and informational texts with support.
- Decode familiar words and simple sentences using phonics strategies.
- Recognise ou /aʊ/ and oy /ɔɪ/ macro-phonics patterns.
- Read aloud with correct pronunciation and pacing at grade-level text length.
- Demonstrate persistence when decoding unfamiliar words
- Show motivation to read short texts about homes, routines and shopping experience.

Writing and Representing:

- Identify appropriate punctuation marks in simple sentences.
- Construct meaningful sentences by arranging given words using appropriate grammatical structures.
- Compose complete sentences with appropriate vocabulary, spacing and punctuation.
- Demonstrate care and responsibility when completing writing tasks neatly and accurately.
- Label household rooms and furniture using learned vocabulary and visuals.
- Demonstrate creativity and responsibility in home- themed project work.



Lesson 1

Listening

I will learn:

watch, television, living room, tidy, messy



Before you listen

Where do you live?



Listen to the recording, then re-order the pictures



Listen again and tick ✓ or ✗

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

☐

2. The bedroom is messy.

☐

3. The living room is tidy.

☐

Keep your home clean and tidy.



Lesson 2

Grammar

I will learn:

video games, outside\inside

Can I play video games, please?



Ask and answer



Can I play video games, please?



Yes, you can.



No, you can't.

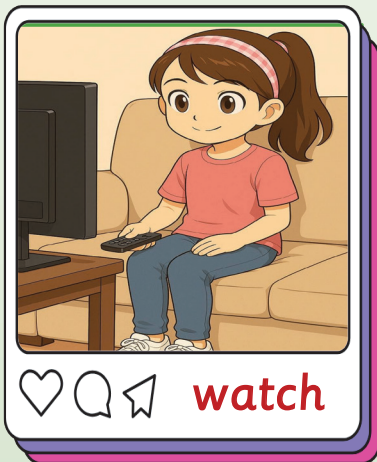
Speaking



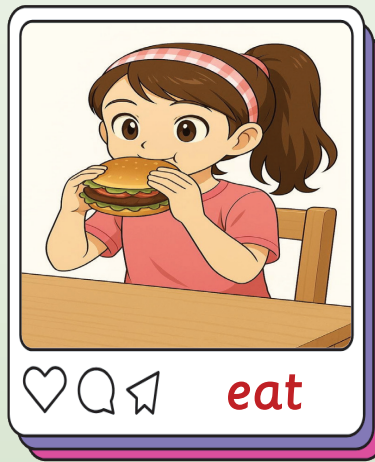
Look and say



Can I play outside, please?



watch



eat



play



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

Lesson 3

Phonics

I will learn:

enjoy, annoy



Look and read

o + y = oy



enjoy



annoy

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



Find the words with oy sound then complete the sentences

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

1. The _____ plays with his toy.



2. I _____ reading stories.



3. Don't _____ your friend.



Lesson 4

Reading

I will learn:

beautiful, area, mall, find,
restaurant, movie



Before you read

Where do you go shopping?



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

New message

To Reem@kuwaitmail.com

Subject My Area

Dear Reem,

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

Yours,
Noura



Send

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

a. small

b. beautiful

c. messy

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

a. houses

b. gardens

c. restaurants



Read again , then tick ✓ or ✕

1. Noura lives in a house in Fahad Al-Ahmad area.

☐

2. On Saturdays, Noura has her breakfast with her family.

☐

Lesson 5

writing

I will learn:

bathroom, dining room, kitchen



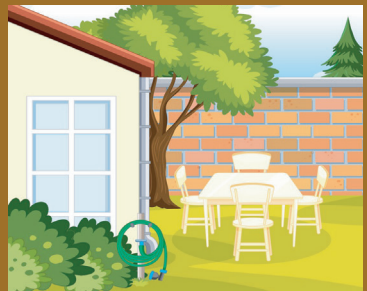
Label the rooms



living room – bathroom – bedroom – dining room



kitchen



garden



Complete the sentences about your house with proper punctuation marks

1. I watch TV in the

2. My mother cooks in the

3. I

in the

Lesson 6

Listening

I will learn:

basket, trousers, visit

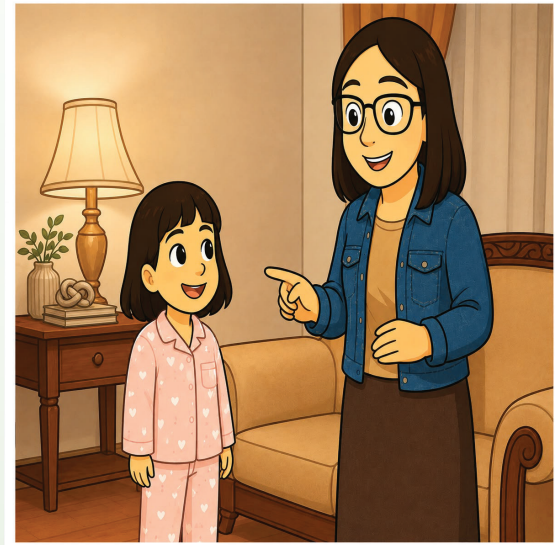


Before you listen

Where is the basket ? Where are the clothes?



Listen to the recording and tick ✓ or ✕



1. The trousers are in the basket.

☐

2. The shoes are under the sofa.

☐

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

1. The family wants to visit their grandmother on

a. Thursday

b. Friday

c. Saturday

2. The shirt is the bed.

a. under

b. in

c. on

Lesson 7

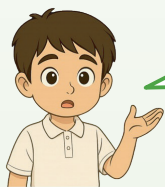
Grammar

I will learn:

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

  Look, then ask and answer

I We You They + He She It	v + ed watched visited 	irregular go/ went find/found 	Key words yesterday last ... 	
--	--	---	---	---



What did you do **last week**?

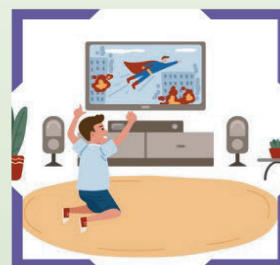
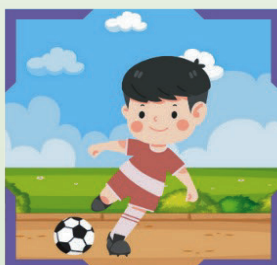
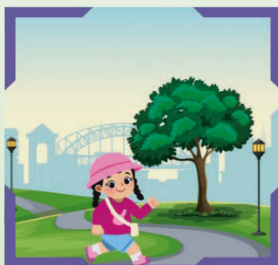


I play**ed** football with my friends.



Speaking

 Look and say, what they did last week



Lesson 8

Phonics

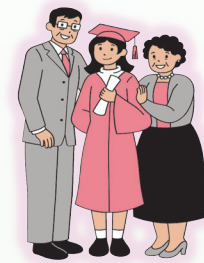
I will learn:

cloud, proud, couch, ground



Look and read

O + u = ou



proud

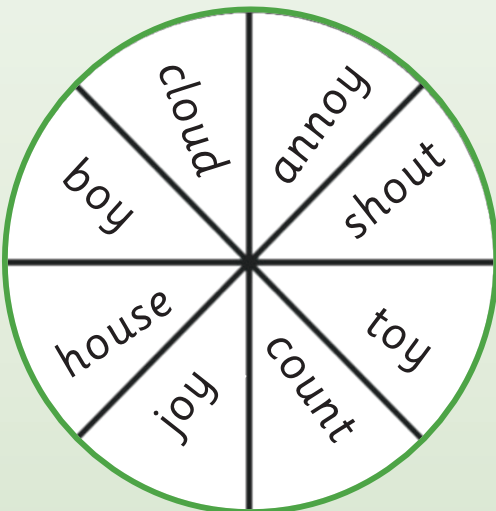


cloud

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



Read, group the rhyming words, then colour



oy	ou

oy	ou

Lesson 9

Reading

I will learn:

grocery shop, bakery, buy / bought



Before you read

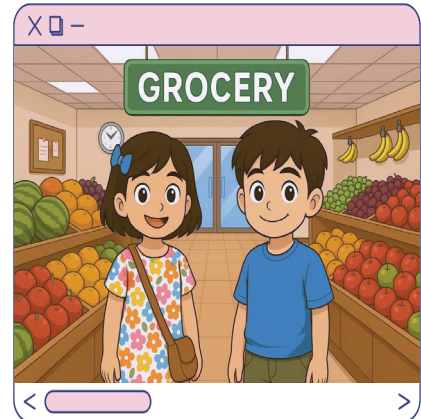


Where did you go last week?



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

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



1. Reem and Fahad their grandmother's house last week.

- a. visited b. watched c. washed

2. Reem and Fahad bought a cake from the

- a. grocery b. bakery c. garden



Read again, then tick ✓ or ✗

1. Reem watched a movie with her grandmother.

☐

2. Fahad played in the house.

☐

Lesson 10

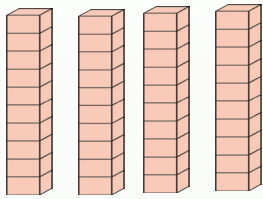
Writing

I will learn:

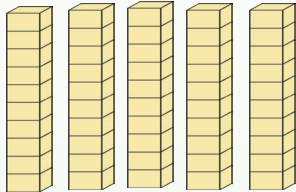
40 – 50



Count, trace, then copy



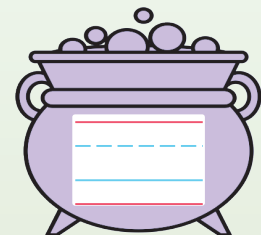
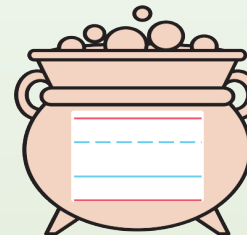
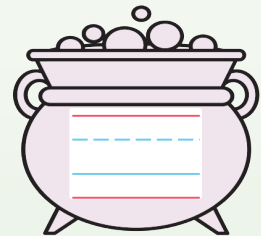
40



50



Read, then count by 2



Re-order words to form sentences with proper punctuation marks

1. are – my – where - toys

2. 50 – has – sheep – Maram

Fun with Writing Activities



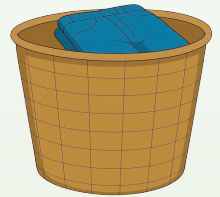
Trace and copy

Brush your hair, please!



Where are my trousers?

They are in the basket.



I visited my friend's house.

Keep your room tidy, please!



Progress Test

Reading

A) Group the rhyming words

boy - sound - annoy - cloud

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

bakery- bought- proud- television

1. Yesterday, Sara _____ a pink dress.



2. Ahmad watches _____ at 4 o'clock.



3. My mother is so _____ of me.



C) Read and tick (✓) or (✗)

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

1. Noura and Hamad went to The Avenues Mall. ☐

2. Noura bought a cake. ☐

3. Hamad played in the park. ☐

4. Hamad and Noura ate burgers. ☐



Progress Test

Writing

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

1. Your shoes under the chair.
a. is b. am c. are
2. Yesterday, Heba her friend Sara.
a. visited b. visit c. visits

B) Reorder words to form sentences

1. the – Where – grocery – is

?

2. football – last – week – Ali – played

.

C) Punctuate the following sentence

1. where is the bakery

D) Complete the sentences with the suitable words

1. The bedroom is not t _ _ _ .



2. They eat lunch in the d _ _ _ _ .



3. Yesterday, I f _ _ _ _ a cat in the garden.





My Dream House



Project steps:

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



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

Minimum words to be taught

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



“ Punctuation Party”



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

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

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



“ou”



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

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

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





“oy”



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

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



“ The Past Tense ”



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

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

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





Learning Outcomes

Listening and Viewing:

- Identify specific information from short, simple dialogues about animals and farms.
- Recognise the main idea of short-spoken texts supported by visuals.
- Recognise key vocabulary and short phrases in familiar contexts.
- Respond appropriately to listening tasks by ticking true or false/ choosing the correct answer after listening.
- Show interest in listening tasks related to animal activities.
- Demonstrate positive attitudes towards animals and farms presented in the listening text.

Speaking and Representing:

- Identify the correct use of simple present and present continuous tenses to describe animals. Their actions and habitats.
- Respond to questions using accurate short answers in guided activities.
- Identify the correct use of has/have got to describe animals.
- Pronounce target sounds ar /ɑ:/ , or /ɔ:/ and ir /ɜ:/ accurately in words when speaking.
- Demonstrate responsibility by completing grammar tasks carefully and accurately.
- Participate confidently while presenting animal related projects to classmates.



Learning Outcomes

Reading and Viewing:

- Identify main ideas and supporting details in simple passages.
- Read simple informational texts with support.
- Decode familiar words and simple sentences using phonics strategies.
- Recognise ar/ a: /, or / ɔ: / and ir /ɜ:/ macro-phonics patterns.
- Read aloud with correct pronunciation and pacing at grade-level text length.
- Demonstrate enjoyment when reading about animals and their environments.
- Show interest and engagement during shared and independent reading activities.

Writing and Representing:

- Identify appropriate punctuation marks in simple sentences.
- Construct meaningful sentences by arranging given words using appropriate grammatical structures.
- Write complete sentences with appropriate vocabulary, spacing and punctuation.
- Demonstrate care and responsibility when completing writing tasks neatly and accurately.
- Create visual animal representations and label their features in writing tasks.
- Show willingness to improve written work by paying attention to accuracy and presentation.
- Demonstrate pride in completing and sharing animal – themed projects.



Lesson 1

Listening

I will learn:

sing, make, grass, cage



Before you listen

Do you like eating honey?



Listen to the recording and tick ✓ or ✕



1. There are birds in the tree.

☐

2. Rabbits like eating animals.

☐


Listen again, then choose the correct answer

1. There are ducks in the

a. water

b. cage

c. tree

2. Bees honey.

a. make

b. eat

c. sing

Lesson 2

Grammar



Ask and answer

I will learn:

parrot, flamingo
I/you/we/they like v + ing.
He/she/it likes v+ ing.



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

The duck **likes** swimming.



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



It **likes** singing.

What **do** flamingos
like doing?



They **like** standing on one leg.

Speaking



Look and describe what the following animals like doing

The bees **like** dancing.



Lesson 3

Phonics

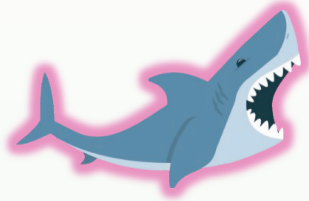
I will learn:

shark, fork



Look and read

a + r = ar



shark

o + r = or



fork

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



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

The st__ is yellow, and so is the c__n.



Read and match the word to the correct sound



Let's go fishing!





Before you read

What animals give us milk?



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

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



1. The cow has got black and white

a. animals

b. spots

c. ducks

2. Fahad rides his brown horse with his

a. father

b. sister

c. family



Read again , then tick ✓ or ✕

1. There are many animals on the farm.

☐

2. Fahad doesn't like feeding the animals.

☐

Lesson 5

Writing

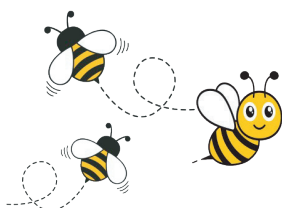
Be kind to animals!



Look at the picture, read, then complete

1. It has got black and white spots.

It's a



2. They make honey.

They are



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

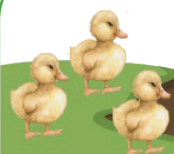


carrots

eat

rabbits





are

going

where

they



Lesson 6

Listening

I will learn:

bear, kangaroo, fast, neck, giraffe, panda



Before you listen

Do you like going to the zoo?



Listen to the recording and tick ✓ or ✕



1. They are at the farm.

☐

2. The kangaroo is jumping fast.

☐

Listen again, then choose the correct answer

1. The bear has got feet.

a. long

b. big

c. tall

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

a. panda

b. giraffe

c. kangaroo

Lesson 7

Phonics

I will learn:

air, circle, skirt,



Look and read

i + r = ir



circle



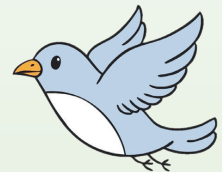
shirt

A girl in a red shirt and skirt sits on a chair. She sees a bird in the air. The bird makes a big circle in the sky.

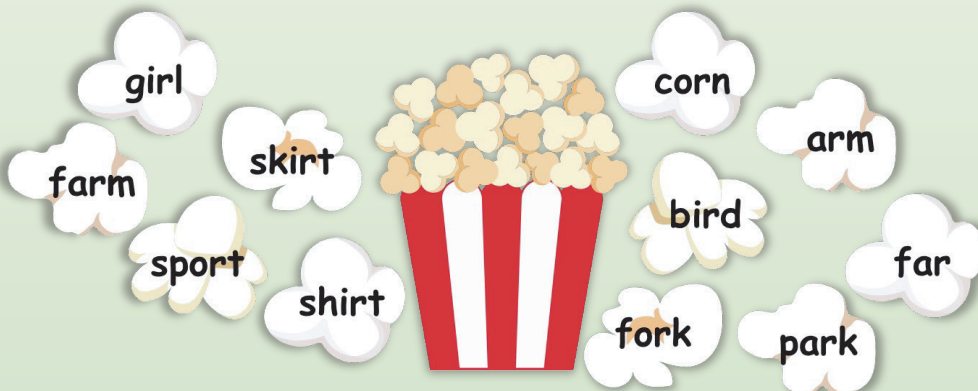


Complete using 'ir', then read aloud

The b__d makes a big c__cle in the sky.



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



Lesson 8

Grammar

I will learn:

trunk, tail, light, dark, feathers

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



Ask and answer

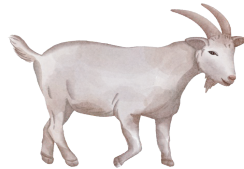


What **has** the goat got?

It **has got** four legs.

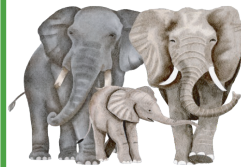


What **has** the goat
got?



It **has got** a short tail.

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



They **have got** long trunks.

Speaking



Look and describe the following animals

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



Lesson 9

Reading

I will learn:

peacock, zookeeper, crocodile, dangerous



Before you read

Did you visit The Little Jungle Park in Kuwait?



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

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



1. The peacock has got blue and green

a. feathers

b. spots

c. photos

2. The crocodile is a animal.

a. big

b. dangerous

c. tall



Read again , then tick ✓ or ✕

1. Reem took photos of the peacock with her camera.

☐

2. The family ate sandwiches and went back home.

☐

Lesson 10

Writing



Look at the picture, read, then complete

I drew this animal.

It is a _____.

It has got a long _____.

It has got light brown _____.

It has got a short _____.



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

1. bananas – eat – monkeys

2. the – giraffe – has – what – got

3. kangaroo – the – likes – jumping

Fun with Writing Activities



Trace and copy

Rabbits eat carrots.



The crocodile is a dangerous animal.

Flamingos are pink.



Elephants have got long trunks.

The parrot is singing.



Progress Test

Reading

A) Group the rhyming words

girl, corn, arm, fork, bird, shark

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

stand – mark – dangerous – spots

1. Flamingos _____ on one leg.



2. The cow has got black and white _____.



3. The lion is a _____ animal.



C) Read and tick (✓) or (✗)

There is a brown horse on Fahad's farm. Its name is Star. Star has got a long black tail. It likes to eat carrots every day. Fahad gives it carrots. Star likes to run and play on the farm.

1. Star is a white horse.

☐

2. Star has a long black tail.

☐

3. Fahad gives Star apples every day.

☐

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

☐

Progress Test

Writing

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

1. Elephants got long trunks.
a. has b. have c. are
2. The goat grass on the farm.
a. eat b. eats c. eating

B) Reorder words to form sentences

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

.....
.....
.....

2. doing – the – parrot – is – What

.....
.....
.....

C) Punctuate the following sentence

1. there are many animals on the farm

.....
.....
.....

D) Complete the sentences with the suitable words

1. The giraffe has got a long n _ _ _ .



2. The crocodile is a d _ _ _ _ animal.



3. The flamingo has got pink f _ _ _ _ .



③ Project 3



Let's Make a Flamingo



Instructions:

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



Minimum words to be taught

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



“Be Kind to Animals”



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

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

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





“At the Zoo Today”



The zookeeper says, “Hello, hello!
Hello, hello! Hello, hello!”
The zookeeper says, “Hello, hello!”
At the zoo today!

The elephant goes, “Stomp, stomp, stomp!
Stomp, stomp, stomp! Stomp, stomp, stomp!”
The elephant goes, “Stomp, stomp, stomp!”
At the zoo today!

The bear goes, “Growl, growl, growl!
Growl, growl, growl! Growl, growl, growl!”
The bear goes, “Growl, growl, growl!”
At the zoo today!



Unit

4 I Like Sports



Learning Outcomes

Listening and Viewing:

- Identify specific information from short, simple dialogues related to sports and physical activities.
- Recognise the main idea of short-spoken texts supported by visuals.
- Respond to simple questions and statements by ticking true or false /choosing the correct answer after listening.
- Pinpoint factual details, such as activities, places, keywords and expressions.
- Exhibit positive listening behaviour during audio activities.
- Demonstrate interest in learning about sports.

Speaking and Representing:

- Use 'can' for ability when asking about sports.
- Pronounce target sounds ay /eɪ/ and th /ð/ accurately in words when speaking.
- Ask and answer simple questions about sports using like + gerund.
- Participate in short dialogues, pair work, and T-shirt decoration presentations about favourite sports
- Show confidence when talking about sports and expressing opinions.
- Appreciate classmates' efforts and presentations during sports- related speaking tasks.



Learning Outcomes

Reading and Viewing:

- Identify main ideas and supporting details in simple passages.
- Read simple paragraphs with support.
- Decode familiar words and simple sentences using phonics strategies.
- Recognise ay / eɪ / , and th / ð / macro-phonics patterns.
- Read aloud with correct pronunciation and pacing at grade-level text length.
- Demonstrate confidence when answering reading comprehension questions.

Writing and Representing:

- Identify appropriate punctuation marks in simple sentences.
- Construct meaningful sentences by arranging given words using appropriate grammatical structures.
- Write complete sentences with appropriate vocabulary, spacing and punctuation.
- Spell familiar words and phonetic words independently.
- Create sports – themed illustrations and label them using relevant vocabulary and expressions sports- themed drawings or decorated shirts.
- Show neatness and care when writing sentences about sports.



Lesson 1

Listening

I will learn:

skate, fun, healthy, keep fit, paddle



Before you listen

What is your favourite sport?



Listen to the recording and tick ✓ or ✕



1. Fahad likes playing football.

☐

2. Noura likes ice-skating.

☐

Keep fit and healthy



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

1. Noura likes on the ice.

a. skating

b. swimming

c. paddling

2. Fahad plays with his sister.

a. ice skating

b. paddle

c. football

Lesson 2

Grammar

I will learn:

cook, skipping

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

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

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



Ask and answer



What **do you like** doing?

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



What **does Fahad like** doing?

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



Speaking



Look and say

What **do they enjoy** doing?



Lesson 3

Phonics



Look and read

a + y = ay



stay



clay

I will learn:

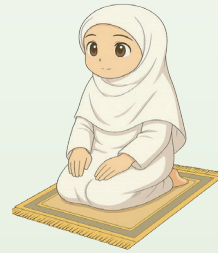
clay, stay, ray

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



Complete using 'ay', then read aloud

I pr__ five times a d__.



Re-order letters to make words

d

y

a

day

p

a

y

l

s

y

t

a

c

a

y

l

Lesson 4

Reading

I will learn:

good, cup, team, winning, win, golden



Before you read

What is your favourite sports club?



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

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

1. This passage is about

a. friends

b. balls

c. sports

2. Playing sports makes us

a. fit

b. golden

c. fun



Read again, then answer the following questions

1. Where do you enjoy playing sports?

2. What does the winning team win?

Lesson 5

Writing



Trace then copy

I will learn:

60 – 100 / count by tens

60	70	80	90	100



Write and solve















Re-order words to form sentences with proper punctuation marks

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

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

Lesson 6

Listening

I will learn:

ride, bike, roller skating, club, together



Before you listen

Where can you play sports?



Listen to the recording and tick ✓ or ✕



1. Hamad and Noura enjoy riding bikes on Thursdays.

☐

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

☐

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

1. Hamad enjoys roller skating in the

a. park

b. club

c. gym

2. Hamad goes to the park on

a. Sundays

b. Tuesdays

c. Thursdays

Lesson 7

Grammar

I will learn:

handball, basketball

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

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



Ask and answer

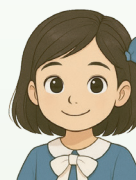


Can you **play** handball?

Yes, I **can**.



No, I **can't**.



Speaking



Roll the dice, then ask and answer

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



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

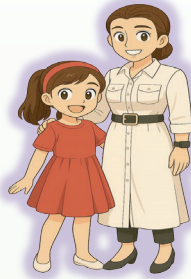
Lesson 8

Phonics



Look and read

t + h = th



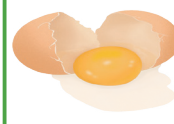
mother

feather

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



Help Shatha find the secret word





Read, then group the rhyming words

ray - brother - pray - mother

ay

1. _____
2. _____

th

1. _____
2. _____

Reading

I will learn:

wore, match, against



Before you read

What sports can you play at the sports club?



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

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

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

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

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

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

- a. A Football Match b. Haido the Camel c. The Blue Team

2. Hamad went to the match with his

- a. camel b. team c. father



Read again , then tick ✓ or ✕

1. The Kuwaiti team won the cup.

☐

2. Haido is a big horse.

☐

Lesson 10

Writing

I will learn:

break

Spelling rule: swim+**ing** = swimming



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



1. Fahad – ball – the – kicks

2. breaks – the - Fahad – vase

3. sad – Fahad – is



Combine, then write the words

skip

+

ing

=

swim

+

ing

=

run

+

ing

=

Fun with Writing Activities



Trace and copy

Can I play football?



Yes, you can play football.

I love my mother, father and brother.

What does she like doing?

She likes reading stories.



Progress Test

Reading

A) Group the rhyming words

play, mother, park, brother, clay, shark

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

keep - golden - skating - bike

1. Hamad likes riding his big blue



2. Can I go

, please?



3. My teacher gives me a

star.



C) Read and tick (✓) or (✗)

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

1. Noura's cat is fluffy.

--

2. The cat likes playing with big balls.

--

3. Noura loves her cat.

--

4. Noura's cat has small blue eyes.

--



Progress Test

Writing

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

1. I like with my friend in the sea.

a. swim

b. swims

c. swimming

2. can you play basketball?

a. Who

b. Where

c. What

B) Reorder words to form sentences

1. painting - He - small - likes - shells

.....

2. eats - healthy - She - food

.....

C) Punctuate the following sentence

1. what do you like doing

.....

D) Complete the sentences with the suitable word

1. The t _ _ _ takes a golden cup.



2. I W _ _ _ a blue shirt.



3. He enjoys r _ _ _ _ his bike.





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



Minimum words to be taught

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



“I Like Playing”



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

I like cooking, mix so fast!

I enjoy drawing, colours bright,
I enjoy skipping, day and night!

I like climbing, up so high,
I enjoy jumping to the sky!
I like playing, I like to sing,
I enjoy doing everything!



“My Favourite Sport”



I have a favourite sport, come and see,
I play at the gym, so happy and free!

Running and jumping, I don't sit,
Sports are fun and help me keep fit!

Kicking the ball or swimming fast,
Playing with friends is such a blast!
We stay strong, we stay healthy too,
Sports are good for me and you!





“th”



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



“ay”



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



Credits and Acknowledgments



Design and Layout

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

Fonts Used

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

Icons and Graphics

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

Images and Illustrations

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

Songs and Lyrics

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

Audio Material

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

Vocabulary Reference

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

2A



Handwriting practice lines consisting of four sets of three horizontal lines (top solid red, middle dashed blue, bottom solid red) on a white background.

