



وزارة التربية

Ministry of Education

State of Kuwait | دولة الكويت

SKYLINE ENGLISH

Student's Book

3A





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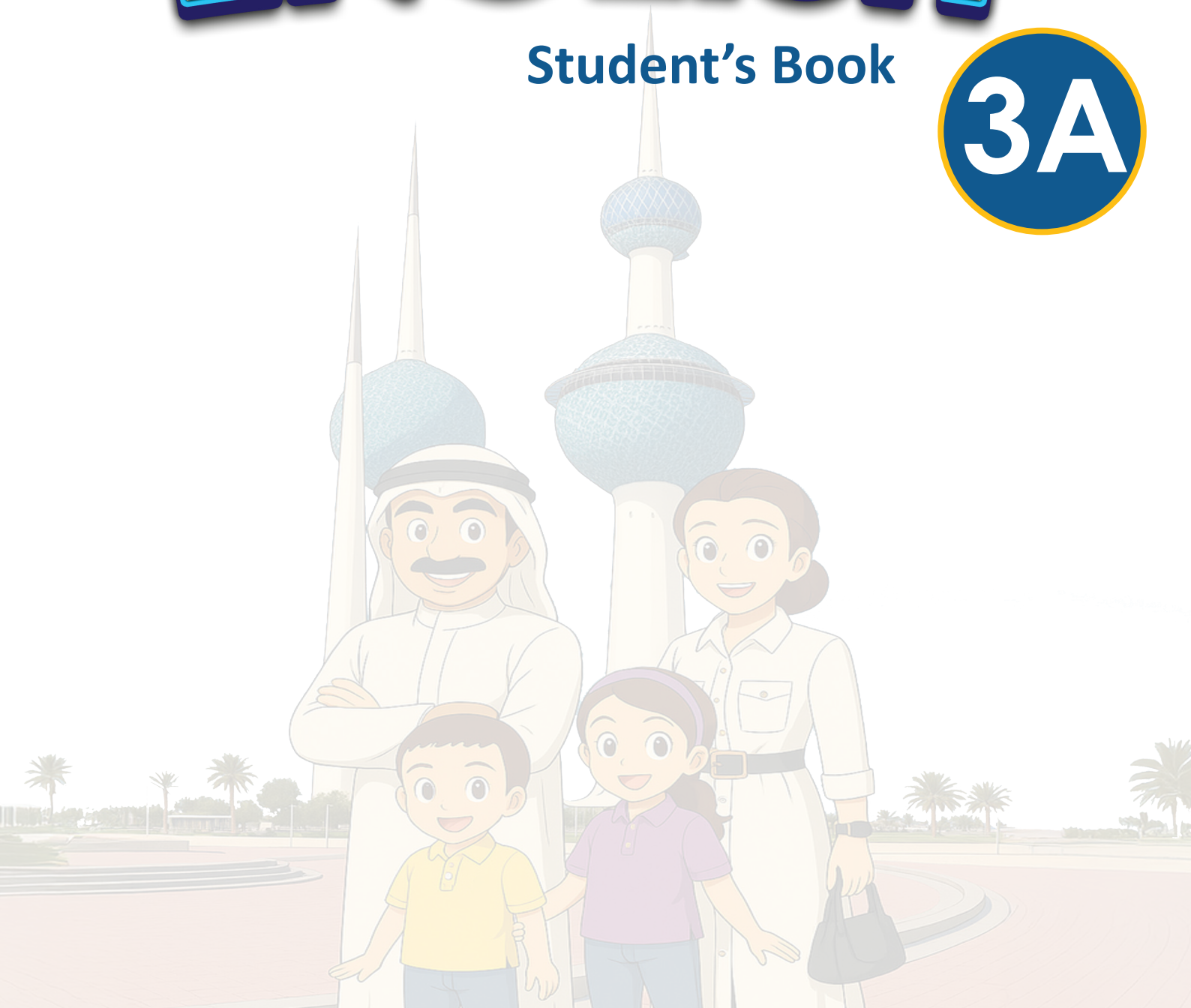
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First Edition: 2025-2026

Second Edition: 2026-2027

Printed in Kuwait by : Pixel Printing Materials and Supplies LLC

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The Ministry of Education gratefully acknowledges the following authors for their role in the creation of the Skyline English for Kuwait series (2025 Edition):

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أودع في مكتبة الكويت الوطنية - ردمك: 978-9921-33-045-8
أودع في مكتبة وزارة التربية تحت رقم (٤٨١) بتاريخ ٢٠٢٦/٨/٩م





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 الصَّبَّاحِ
وَلِيِّ مَعْهُدِ 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 citizenship. The series seeks to cultivate a love for language learning while fostering moral values, collaboration and respect for diversity. With a focus on clear learning outcomes and interactive methodologies, Skyline promotes learner autonomy, creativity, and engagement.

Introduction



Alignment with Kuwait Vision 2035

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

Integration of 21st Century Skills and Educational Values

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

- Respect for others and cultural identity
- Integrity and ethical behaviour
- 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. before tasks



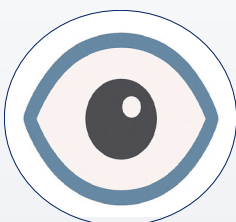
2. say/speak



3. read & answer



4. write



5. look



6. ask & answer



7. circle/
choose



8. blend



9. reorder



10. odd one out



11. think, pair &
share/ extension



12. count



13. solve



14. combine/
blend & write



15. match/
connect



16. read &
complete



Icon Guide



17. listen



18. listen & tick



19. listen &
answer



20. find &
write



21. draw &
labe



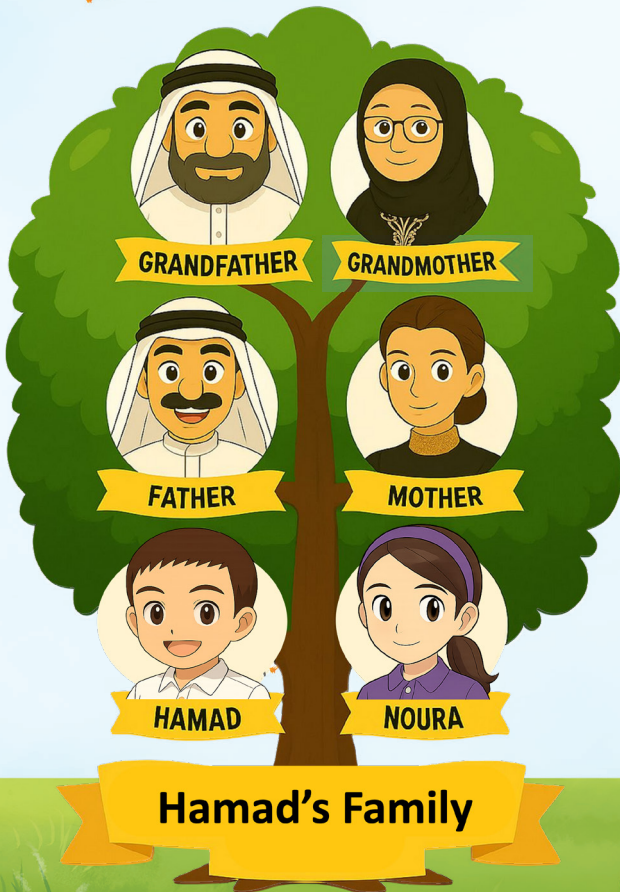
22. colour



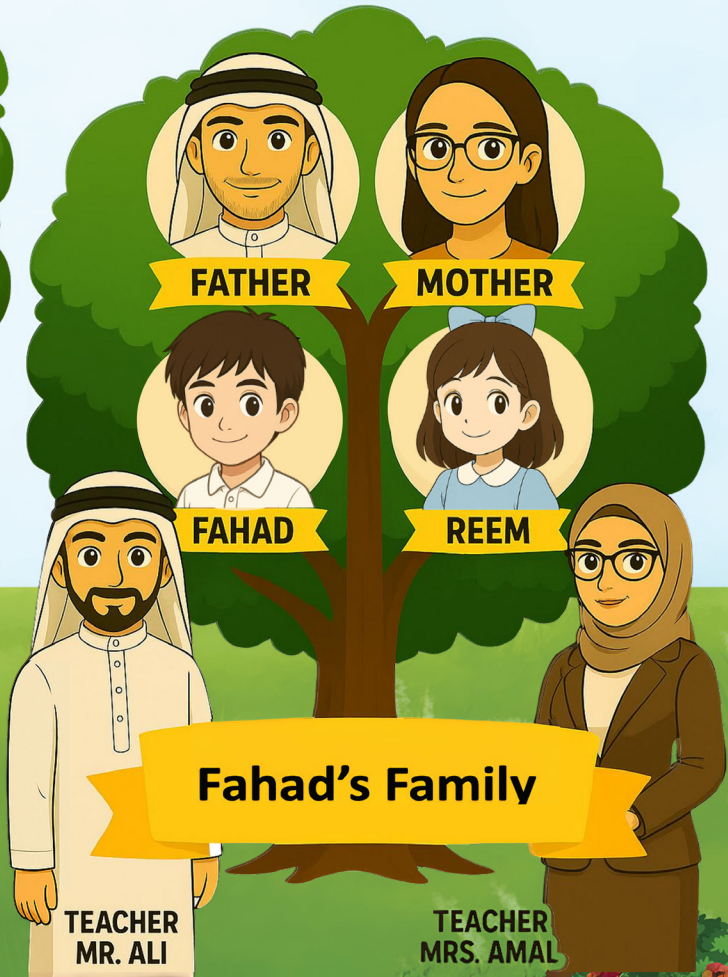
23. find &
complete



MEET OUR CHARACTERS



Hamad's Family



Fahad's Family

TEACHER
MR. ALI

TEACHER
MRS. AMAL



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		☐	☐	☐	☐	☐	☐
2		☐	☐	☐	☐	☐	☐
3		☐	☐	☐	☐	☐	☐
4		☐	☐	☐	☐	☐	☐
5		☐	☐	☐	☐	☐	☐
6		☐	☐	☐	☐	☐	☐
7		☐	☐	☐	☐	☐	☐
8		☐	☐	☐	☐	☐	☐
9		☐	☐	☐	☐	☐	☐
10		☐	☐	☐	☐	☐	☐
11		☐	☐	☐	☐	☐	☐
12		☐	☐	☐	☐	☐	☐
13		☐	☐	☐	☐	☐	☐
14		☐	☐	☐	☐	☐	☐



ALL ABOUT ME



THIS IS ME



NAME:

BIRTHDAY:

AGE:

COUNTRY



FAVOURITE

- **FOOD:**
- **GAME:**
- **SPORT:**

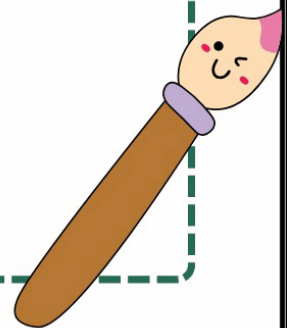


MY FRIENDS

- 01.
- 02.
- 03.



WHEN I GROW UP, I WANT TO BE :



Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit One All About Kuwait	- Greetings and responses - Asking for and giving information - Describing places and attractions	- Present Simple - Future with will - Sequence Adverbs	- Countries & Nationalities - Cultural & Educational places - Landmarks in Kuwait	- Respect for culture - appreciation of national heritage 21st Century Skills - Communication, collaboration - Digital literacy (via email activities)	Let's Go Around Kuwait!
	Project	Create A Weekly Planner to Discover Famous Places to Visit in Kuwait			

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Two My Day	- Talking about daily routines - Telling the time - Asking for and giving information	- Present Simple - Adverbs of frequency - Past Simple	- Time telling - School and subjects	- Responsibility - Punctuality - Self-discipline	My Daily Routine
				21 st Century Skills	
Project	My Daily Schedule Wheel				

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Three My Healthy Lifestyle	- Talking about a healthy lifestyle - Using polite request - Describing food	- Imperatives - Countable & uncountable nouns - Modal verb 'can' for polite request	- Food items - Healthy lifestyle	- Healthy living - Self-care - Discipline	“Some and Any”
				21 st Century Skills	
Project	My Health Chart				

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Four My Future Job	- Asking for and giving information - Talking about jobs - Talking about likes and dislikes	- Present Simple - Past Simple - Gerund (like + ing)	- Jobs - Activities	- Ambition - Work ethics - Contribution to society	What Do You Want to be?
				21st Century Skills - Creativity - Good-setting - Career Awareness	
	Project	My Dream Job Poster			

Unit

1 All About Kuwait



Learning Outcomes

Listening and Viewing:

- Identify and imitate falling, rising, and fall-rise intonation patterns in spoken English.
- Recognise information related to descriptions and places.
- Respond to listening tasks by ticking answers or selecting the correct option.
- Follow along with listening tasks using visual and written prompts.
- Demonstrate engagement and focus while listening to stories and informational texts.
- Exhibit appreciation for cultural content and diversity presented in listening tasks.

Speaking and Representing:

- Ask and answer questions using the present simple and future forms correctly.
- Describe cultural places and landmarks using learned vocabulary and structured sentences.
- Use sentence starters to engage in dialogues about nationality, place of origin, and plans.
- Acquire presentation skills by presenting with the help of visual prompts.
- Take part actively in paired and group conversations about Kuwait and regional culture.
- Respect taking turns and listening to peers with interest.

Unit

1 All About Kuwait



Learning Outcomes

Reading and Viewing:

- Identify the main idea in informational texts about places in Kuwait.
- Recognise sight, descriptive words, synonyms, and antonyms.
- Answer comprehension questions using supporting details from the text.
- Use appropriate reading strategies (skimming -scanning) to understand the content of a text.
- Exhibit interest in reading about real-world places and cultural topics.
- Demonstrate enjoyment through participation in reading tasks and discussions.

Writing and Representing:

- Compose guided and original sentences using the future tense and time sequence adverbs.
- Use learned vocabulary to complete sentence frames about cultural topics and locations.
- Compose sentences using future tense and time sequence adverbs about a cultural visit.
- Write clearly using punctuation and spacing as modelled.
- Display confidence and responsibility in completing writing tasks about familiar places.
- Create well-organised written work related to project-based tasks.



I will learn:

guest, tradition, alone, Kuwait Towers,
Oman, Qatar



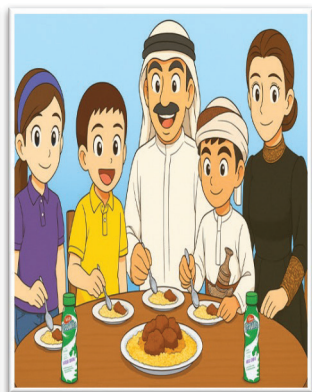
Before you listen



Hello! My name is Hussain. Where do you come from?



Listen to the recording and tick ✓ or ✗



1. Hamad and Hussain are friends.

☐

2. People in Kuwait are kind.

☐

3. Hussain came to Kuwait alone.

☐


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

1. Hussain is from

a. Kuwait

b. Oman

c. Qatar

2. Every Friday, the family eat machboos. It is a family

a. laban

b. guest

c. tradition

Lesson 2

Grammar

I will learn:

Saudi Arabia, Bahrain, United Arab Emirates
Where **does** he/she ...Where **do** they /you...?



Ask and answer



Where **do** you come from?

Pleased to meet you, Hussain.

I **come** from Oman.

Pleased to meet you, too.

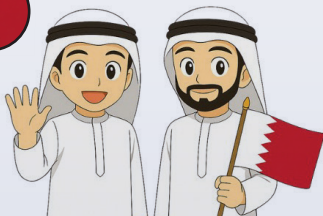
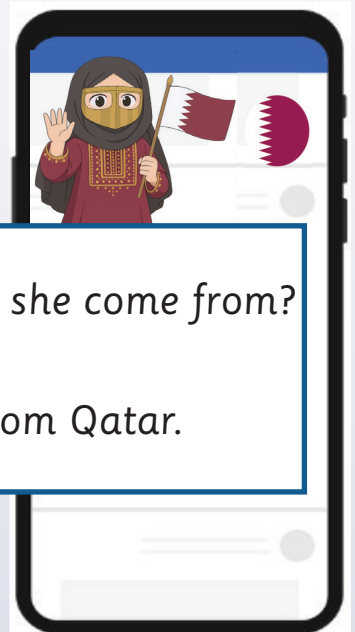


Where	do	they you	come from?	They come from the United Arab Emirates.	
	does	she he		He comes from Saudi Arabia.	

Speaking



Ask your friend, then read and complete



Where _____ she come from?

She _____ from Qatar.

Where _____ they come from?

They _____ from Bahrain.

Lesson 3

Reading

I will learn:

Scientific Centre, aquarium, ocean, discovery, activities, discover



Before you read

What activities can visitors do at The Scientific Centre?



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

<https://www.tsck.org.kw>

The Scientific Centre is in Salmiya. It is a fun place for children and families in Kuwait. It has a large aquarium filled with sea animals like sharks, turtles, and colourful fish. People can learn about the ocean and enjoy watching the animals swim. The Discovery Place has fun science activities. Many people also take photos and walk near the sea.



1. The best title for the passage could be
 - a. A visit to the Scientific Centre
 - b. The Discovery Place
 - c. Flying Planes
2. The underlined word “**It**” in line 3 refers to
 - a. Salmiya
 - b. Kuwait
 - c. The Scientific Centre



Read again, then answer the following question

1. What can people learn at the Scientific Centre?

Lesson 4

Writing



Look at the pictures, read then complete

I come from Kuwait. Where do you come from?



She comes from



They

from Saudi Arabia.



He

from



Write sentences with the help of pictures and guide words using proper punctuation marks

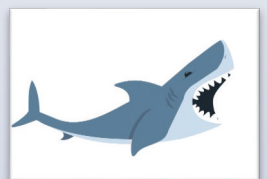
1. (go – Kuwait Towers)



2. (activities – fun)



3. (sharks – ocean)



Lesson 5

Listening

I will learn:

top, fountain, cousin, dessert, bring, famous



Before you listen

Name some places in Kuwait.



Listen to the recording and tick ✓ or ✗



1. Hussain and Hamad's family will visit Kuwait Towers. ☐
2. Hamad will take photos to send to his cousins in Oman. ☐
3. In the evening, the family will go to the Scientific Centre. ☐



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

1. The family will eat lugaimat, it is a
a. date b. dessert c. honey
2. The family will drink juice at
a. Souq Al-Mubarakia b. Al-Shaheed Park c. The Scientific Centre

Lesson 6

Grammar

I will learn:

tomorrow, next, travel

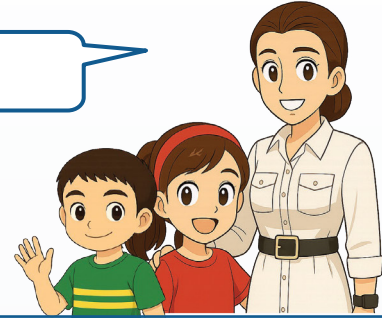
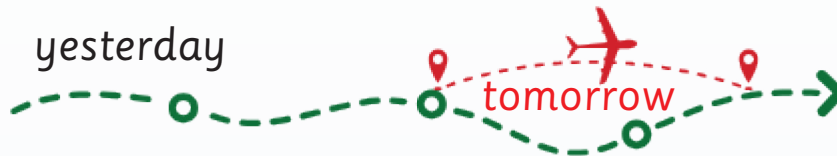
He/she will...

First, Next, Then, Finally



Look and discuss

We **will travel** to Oman, **tomorrow**.



you	will travel to			tomorrow.
he/she				next week.
they/we				next Friday.

Speaking



Look and say

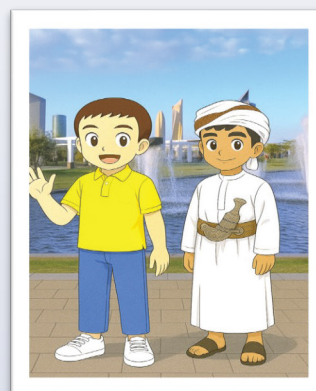
I will travel to Kuwait tomorrow to meet my friend Hamad. **First**, I will visit Hamad's family.



First



Next



Then



Finally

Lesson 7

Reading

I will learn:

Cultural Centre, museum, space, nature, history, dinosaur



Before you read

Where can you see dinosaurs?



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

Sheikh Abdullah AlSalem Cultural Centre is a big museum in Salmiya, in Kuwait. It has six museums. People can have fun and watch shows about space and dinosaurs. They can visit art, science, space, nature, and history museums. Families can walk around and enjoy the museums and gardens. It is a nice place to visit and have a good time.



1. The best title for the passage could be
 - a. The Family's Walk
 - b. A Day at a Big Museum
 - c. A Nice Show
2. The underlined word "**It**" in **line 6** refers to
 - a. history
 - b. space
 - c. The Cultural Centre



Read again, then answer the following question

1. How many museums are in the Cultural Centre?

Lesson 8

Writing

Use First, Next, Then, Finally.



Read, reorder, then complete

Tomorrow, I will go with my friend Hussain to Al-Shaheed Park.

First , we will eat breakfast at a restaurant.

, we will sit around the fountain in the evening.

, we will ride bikes in the morning.

, we will eat lunch in the afternoon.



Write sentences with the help of guide words and pictures using proper punctuation marks

1. (see – dinosaurs)

Handwriting practice lines for sentence 1.



2. (learn – history)

Handwriting practice lines for sentence 2.



3. (go – aquarium)

Handwriting practice lines for sentence 3.



Reading

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

1. They will to Saudi Arabia next week.
a. discover b. bring c. travel
2. Eating together on Fridays is our family
a. museum b. tradition c. tower
3. Al-Shaheed Park has a big
a. dessert b. fountain c. will go
4. is my favourite subject.
a. Cousin b. Place c. History

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

Bader and Sara will travel to Qatar next week. They will go with their family. They will visit Salem's house. They want to discover famous places and the big malls in Qatar. First, they will go to the aquarium. They will see colourful fish, sharks and dolphins. Next, the family will visit the museum to see dinosaurs. Bader likes dinosaurs. They are his favourite. Then, they will eat lunch in the restaurant. Finally, they will go on a boat ride.

1. The best title for the passage could be
a. Famous Place b. Bader's Family c. A trip to Qatar
2. The underlined word "**They**" in line 6 refers to
a. dinosaurs b. dolphins c. sharks
3. First, Bader will go to the
a. restaurant b. aquarium c. mall
4. The family will visit
a. Salem's house b. Sara's house c. Bader's house

Progress Test

Writing

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

1. We will around the fountain tomorrow.
a. sit b. sitting c. sat
2. She to Qatar every year.
a. travelled b. travels c. travelling
3. Next Friday, they to the Scientific Centre.
a. go b. went c. will go

B) Write sentences with the help of pictures and guide words using proper punctuation marks

1. (from - Kuwait)

Handwriting practice lines for the sentence: (from - Kuwait)



2. (visit - Kuwait Towers)

Handwriting practice lines for the sentence: (visit - Kuwait Towers)



3. (discover - space)

Handwriting practice lines for the sentence: (discover - space)



C) Complete the sentences with the suitable words

1. People can see colourful fish in the

Handwriting practice lines for the sentence: People can see colourful fish in the



2. This is a dangerous

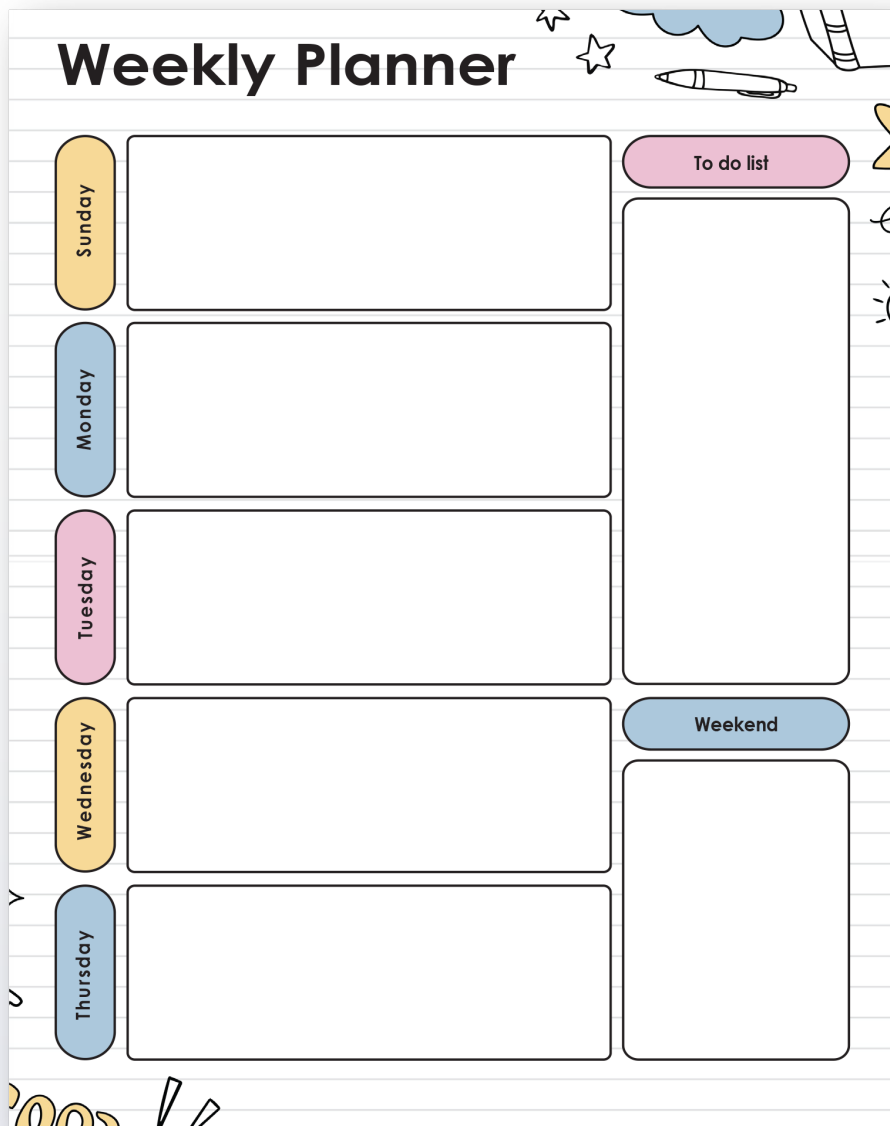
Handwriting practice lines for the sentence: This is a dangerous



3. I enjoy travelling to

Handwriting practice lines for the sentence: I enjoy travelling to





Create a weekly planner to discover famous places to visit in Kuwait

Instructions:

1. Search for some information about famous places in Kuwait.
2. Bring pictures of these places.
3. Cut and glue the pictures.
4. Use the marker to write sentences about each place.
5. Show and present your planner.



Minimum words to be taught

No	word	part of speech	lesson
1	guest	noun	1
2	tradition	noun	1
3	alone	adverb	1
4	Kuwait Towers	noun	1
5	Oman	noun	1
6	Qatar	noun	1
7	Bahrain	noun	2
8	United Arab Emirates	noun	2
9	Saudi Arabia	noun	2
10	Scientific Centre	noun	3
11	aquarium	noun	3
12	ocean	noun	3
13	Discovery	noun	3
14	activity / activities	noun	3
15	discover	verb	3
16	top	noun	5
17	fountain	noun	5
18	cousin	noun	5
19	dessert	noun	5
20	famous	adjective	5
21	bring	verb	5
22	tomorrow	adverb	6
23	next	adverb / adjective	6
24	travel	verb	6
25	Cultural Centre	noun	7
26	space	noun	7
27	history	noun	7
28	dinosaur	noun	7
29	nature	noun	7
30	museum	noun	7

1

Song



“Let’s go around Kuwait!”



Kuwait Towers are so tall,
We take photos, one and all!
Blue and white, shining bright,
We love the towers’ light!

Shaheed Park is green and wide,
We run and play and slide.
Trees and birds everywhere,
We have fun in the air!

Souq Mubarakiya is cool,
We buy toys and eat, so cool!
Dates and sweets, clothes to see,
It’s fun for you and me!



Unit

2 My Day



Learning Outcomes

Listening and Viewing:

- Identify familiar vocabulary and phrases related to daily routines and school activities.
- Pinpoint the different intonation patterns (i.e., falling/ rising/ fall-rise) in sentences.
- Extract key details in short dialogues about time, days and personal habits.
- Follow and carry out time-sequenced oral instructions using expressions.
- Exhibit attentiveness and focus during listening tasks.
- Demonstrate enjoyment when listening to stories or conversations about familiar routines.

Speaking and Representing:

- Describe daily routines and school activities using the present simple tense and time expressions.
- Recognise simple present tense to talk about daily habits and classroom routines.
- Acquire words, phrases, expressions and grammar for communication.
- Respond to simple questions about daily activities using familiar language.
- Produce clear pronunciation of new vocabulary accurately.
- Use visual prompts or drawings to support spoken responses.
- Participate willingly in role-plays or pair work to discuss daily habits.
- Exhibit respect for classmates during taking turns.

Unit

2 My Day



Learning Outcomes

Reading and Viewing:

- Read short texts about school routines and answer questions using skimming and scanning strategies.
- Answer literal and inferential questions based on reading passages.
- Locate key details in text to answer comprehension questions accurately.
- Demonstrate interest in reading stories or information related to daily routines.
- Exhibit positive responses towards school encountered in reading texts.

Writing and Representing:

- Compose simple sentences describing daily routines using correct punctuation marks and spelling strategies.
- Acquire knowledge of grammatical rules at word, sentence and simple text level .
- Form letters and words legibly in printed form.
- Organise and illustrate a simple day planner or routine chart, showing care in presentation.
- Demonstrate responsibility by writing clear and complete responses on routine topics.



Lesson 1

Listening

I will learn:

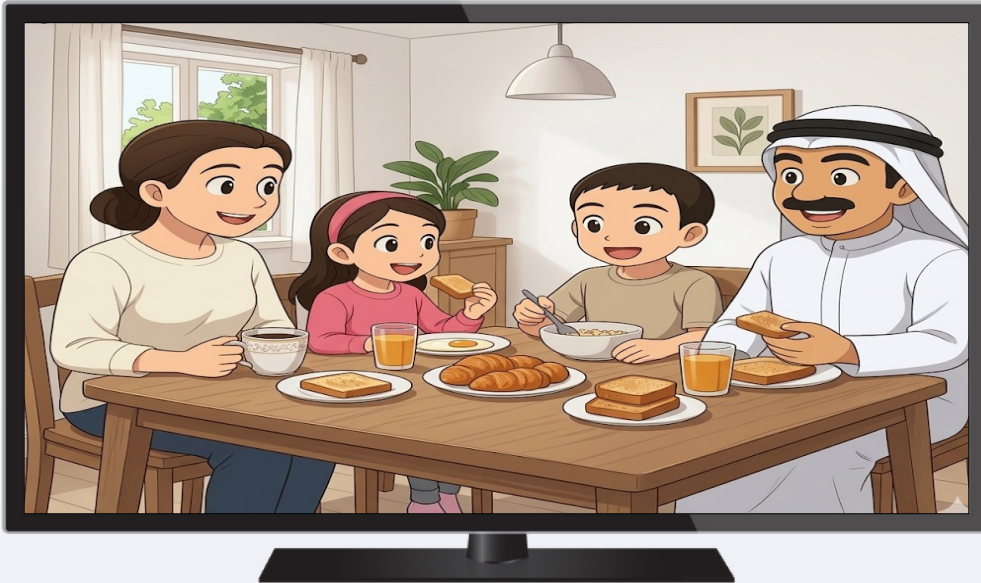
half past, wake up, sleepy, tired,
prepare, get dressed

Before you listen

What do you usually do at nine o'clock?



Listen to the recording and tick ✓ or ✗



1. Mum usually prepares breakfast.

☐

2. Hamad is sleepy today.

☐

3. Noura always gets dressed late.

☐


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

1. The family usually has their breakfast at

a. half past six

b. five o'clock

c. six o'clock

2. On Fridays, Noura

a. plays with her friends

b. helps her Mum

c. goes shopping

Lesson 2

Grammar

I will learn:

homework

What do you (**usually/always**) do **at half past** ...?

What does she/he (**usually/always**) do **at** ... o'clock?



Ask and answer



What do you
usually/always do
at half past three?



What does he
usually/always do
at two o'clock?

I
You
We
They

do my homework at ...
have dinner at ...
wake up at ...
prepare food at ...

He
She
It

does his homework at ...
has breakfast at ...
wakes **up** at ...
prepares **food** at ...



Choose the correct answer from a, b or c

1. I always at six o'clock in the morning.

a. walk

b. walked

c. walking

2. She usually her breakfast at seven o'clock.

a. have

b. has

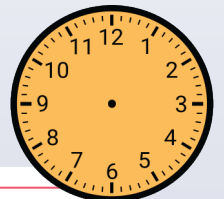
c. had

Speaking



Ask your partner, draw the hands, then complete

My friend always



Lesson 3

Reading

I will learn:

study, sunrise, afternoon, hour



Before you read



What do you usually do at night after dinner?

☐

Read Quran

☐

Draw a picture

☐

Walk for half an hour



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

I am Noura. I usually wake up at 6 o'clock, at sunrise. I wash my face, brush my teeth, and pray. I have my breakfast at half past six.

I always go to school with my Mum by car. I usually go home at 2 o'clock and I study for an hour. Every Thursday, I go to the gym at 3 o'clock in the afternoon. I meet my friend Reem there. We play basketball for 2 hours. I have my dinner. At night, I usually go to bed at nine o'clock.

1. The best title for this passage could be
a. Noura's Day b. Reem's Day c. Mum's Day
2. The underlined word "**We**" in line 7 refers to
a. Noura and Mum b. Noura and Reem c. Reem and Mum



Read again, then answer the following question

1. How does Noura go to school?

Lesson 4

Writing

1. Start with **ABC**
2. Capitalize: Name, Day
3. End **with**.



Write the missing words to complete the story

On Saturday, Hamad _____



at _____



nine. He _____



for 2 hours. Then, he goes to see his grandmother.



Write sentences with the help of pictures and guide words using proper punctuation marks

1. (eat – lunch)



2. (go – gym)



3. (do – homework)



Lesson 5

Listening

I will learn:

uniform, start, Arabic, religion, participate



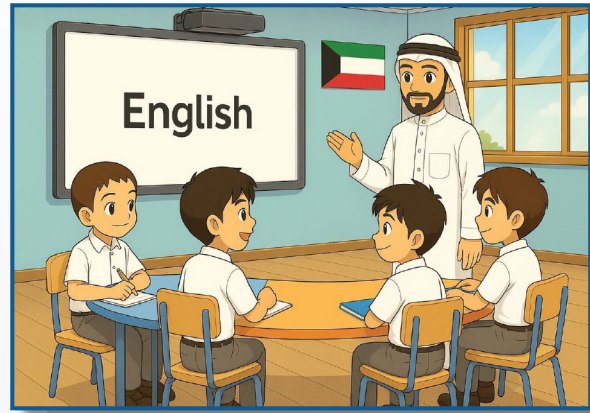
Before you listen



Discuss your favourite subject with your friends.



Listen to the recording and tick ✓ or ✗



1. Fahad wakes up at six. ☐
2. Fahad enjoys reading stories in the English class. ☐
3. Nasser likes Arabic and English subjects. ☐



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

1. Fahad's father asked him to
a. put on his uniform b. take a shower c. play basketball
2. The school starts at half past
a. five b. six c. seven

Lesson 6

Grammar

I will learn:

wrote, revised, learned, gave, slept
When **did** you/ she/ he/ ...?



Look and discuss



What time **did you wake up** yesterday?



I **woke up at 7 o'clock** yesterday.



Choose the correct answer from a, b or c

1. Yesterday, Fatima to school at 7 o'clock.

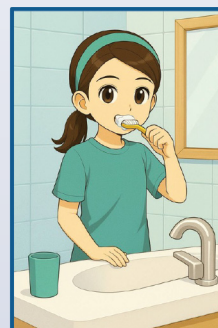
- a. going b. goes c. went

2. Rashed his grandmother last Thursday.

- a. saw b. sees c. seeing



Reorder Noura's day, then talk about it



Lesson 7

Reading

I will learn:

friendly, word, spell, happy



Before you read

How was your school day?



Read Ahmed's diary and choose the correct answer from a, b or c

Tuesday, 11th of September

Yesterday was my first day at school. I met a new friend. He was friendly. His name is Salem. We had six classes. My favourite classes are PE, Art and English. In the English class, we learned how to spell and write new words

In the Art class, our teacher, Mr. Bader, asked us to draw different things. He was so kind to us. I drew a car. It was red. My friend Salem drew a big house. In P.E. class, we played football. It was a fun day. We were happy.

1. The best title for this passage could be
a. Ahmad's Friend b. Ahmad's Teacher c. Ahmed's Day
2. The underlined word "**He**" refers to
a. Ahmed b. Mr. Bader c. Salem



Read again, then answer the following question

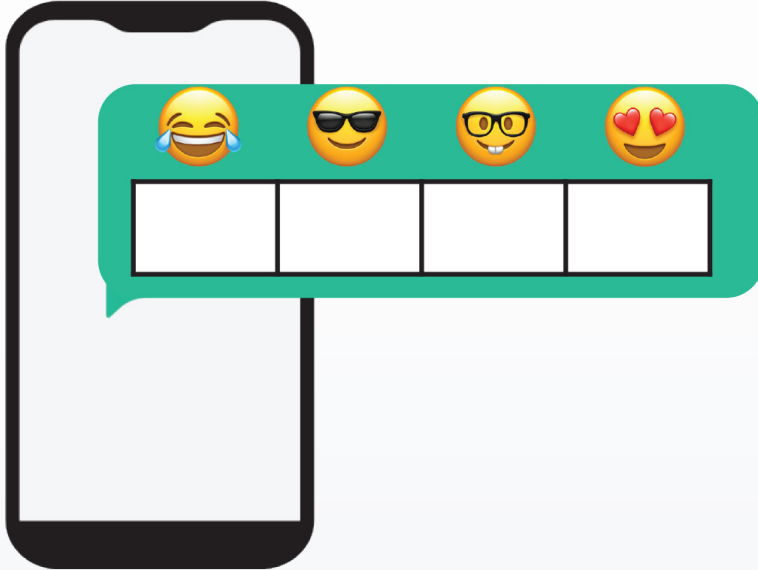
1. When did Ahmed write his diary?

Lesson 8

Writing



Find the secret word



1. Start with **ABC**
2. Capitalize: Name, Day
3. End **with**.



r	e	a	p
g	t	o	z
x	l	u	d



Write sentences with the help of guide words and pictures using proper punctuation marks

1. (washed – hand)



2. (rode – park)



3. (woke up – 6 o'clock)



Reading

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

- At school, we learn how to different words.
a. spell b. ride c. participate
- I usually wake up early at 6 o'clock, at
a. hour b. sunrise c. uniform
- My mother healthy food for us.
a. starts b. prepares c. revises
- He is He helps his friends every day.
a. sleepy b. light c. friendly

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

Fatma wakes up early in the morning. She gets dressed. She always helps her mother prepare breakfast. Fatma likes to participate in the class. After school, she has lunch. In the afternoon, she studies and writes her homework. She is friendly and kind. In the evening, Fatma and her sister ride their bikes together. At night, she feels tired and sleepy. She brushes her teeth and goes to bed.



- The best title for the passage could be
a. Fatma's Day b. Fatma's Home c. Fatma's School
- The underlined word "**she**" in line 7 refers to
a. mother b. sister c. Fatma
- Fatma and her sister together.
a. feel tired b. ride their bikes c. prepare breakfast
- Fatma wakes up at half past
a. five b. six c. seven

Progress Test

Writing

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

1. She usually a book in the afternoon.
a. read b. reads c. reading
2. My family and I to the park yesterday.
a. go b. going c. went
3. I always get up 10 o'clock, at the weekend.
a. on b. at c. in

B) Write sentences with the help of guide words and pictures using proper punctuation marks

1. (wake up – half past six)

Handwriting practice lines for sentence 1.



2. (always – pray)

Handwriting practice lines for sentence 2.



3. (go – school)

Handwriting practice lines for sentence 3.



C) Complete the sentences with the suitable words

1. Sara gets up early at

Blank space for writing the answer to sentence 1.

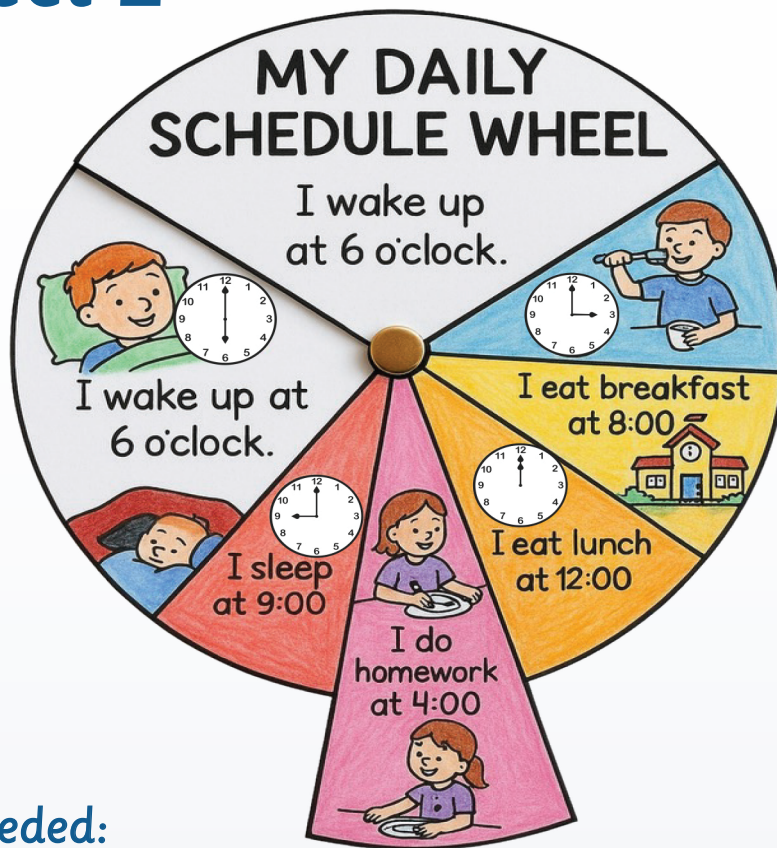
2. They learn religion and at school.

Blank space for writing the answer to sentence 2.

3. School starts at seven.

Blank space for writing the answer to sentence 3.





Materials Needed:

- Two circular pieces of cardstock or construction paper (one slightly smaller than the other)
- Brass paper fastener (split pin)
- Scissors
- Glue sticks
- Crayons, markers, or coloured pencils
- Clock face templates (optional)
- Picture cutouts or printed routine icons (e.g., brushing teeth, eating breakfast, going to school)
- Sentence strips or sticky labels

Step-by-Step Instructions

1. Prepare the Wheel Base
2. Draw or Paste Images
3. Add Time & Sentences
4. Create the Rotating Cover
5. Decorate and Share



Minimum words to be taught

No	word	part of speech	lesson
1	half past	adverb	1
2	wake/woke up	verb	1
3	sleepy	adjective	1
4	tired	adjective	1
5	get dressed	verb	1
6	prepare	verb	1
7	homework	noun	2
8	study	verb	3
9	sunrise	noun	3
10	afternoon	noun	3
11	hour	noun	3
12	uniform	noun	5
13	Arabic	noun	5
14	religion	noun	5
15	participate	verb	5
16	start	verb	5
17	revise/revised	verb	6
18	learn/learned	verb	6
19	write/wrote	verb	6
20	sleep/slept	verb	6
21	give/gave	verb	6
22	friendly	adjective	7
23	word	noun	7
24	spell/spelled	verb	7
25	happy	noun	7



“My daily routine”



I usually wake up at half past five.
Brush my teeth and pray.
I always get dressed for school,
Pack my bag and follow the rules.

Daily, daily, every day,
We get ready right away!

My mother always prepares the food,
She is kind and unique.
She usually drinks her tea,
Then she smiles and waves at me!

My father usually reads the news,
Wears his shirt and shiny shoes.
He always goes to work at eight,
Never early, never late!

Chorus (repeat):
Daily, daily, every day,
We get ready right away!



Unit 3 My Healthy Lifestyle



Learning Outcomes

Listening and Viewing:

- Identify key vocabulary related to food and dining situations.
- Determine different intonation patterns (i.e., falling/ rising/ fall-rise) in sentences.
- Recognise information related to situations, places, and personal experiences.
- Act out restaurant dialogues using listening cues and visual aids.
- Demonstrate polite listening behavior during peer role-plays.
- Exhibit interest and positive engagement during listening tasks.

Speaking and Representing:

- Identify imperative forms used for giving commands, instructions, and directions in familiar context.
- Differentiate between affirmative and negative imperative sentences in spoken examples.
- Employ (Are there...? /Is there....?) with countable and uncountable nouns in asking and answering.
- Pronounce vocabulary clearly and confidently in context.
- Acquire presentation skills (presenting with the help of visual prompts and staying on topic).
- Act out restaurant scenes using appropriate vocabulary, and polite expressions.
- Take turns speaking in structured dialogues with a partner.
- Express confidence while practicing real-life conversation scenarios.

Unit 3 My Healthy Lifestyle



Learning Outcomes

Reading and Viewing:

- Determine the main idea and key details in short reading passages.
- Locate specific information in the passage.
- Read texts with expression and proper intonation.
- Use appropriate reading strategies (skimming - scanning) to understand the content of a text.
- Exhibit curiosity while reading about real-world contexts like restaurants.
- Respect materials and peer participation during reading sessions.

Writing and Representing:

- Compose complete sentences describing healthy lifestyle.
- Apply punctuation (capitalisation, full stops, question marks) in writing.
- Use sentence frames to complete structured writing prompts.
- Produce short, guided story by following sentence frames.
- Compose charts to track healthy and unhealthy meals.
- Participate actively in shared writing experiences.
- Exhibit a positive attitude toward writing tasks by completing them with care.



Lesson 1

Listening

I will learn:

unhealthy, stomach, hurt,
medicine, fizzy, better, wrong

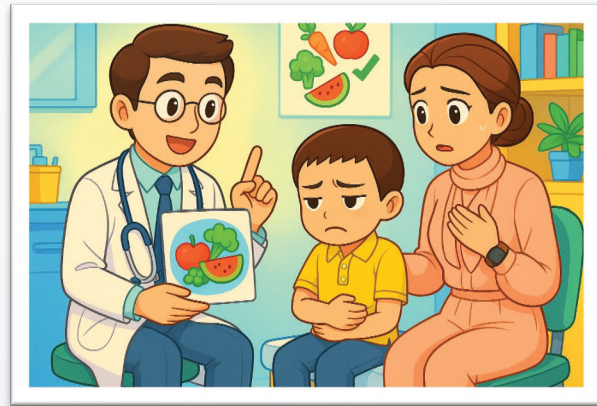


Before you listen

Where do you go when you are ill?



Listen to the recording and tick ✓ or ✗



1. Mum drank fizzy drinks.
2. Hamad and Mum went to the doctor.
3. Fizzy drinks are healthy.

☐

☐

☐



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

1. Hamad ate yesterday.

a. fruit
b. cookies
c. snacks
2. The doctor gave Hamad

a. fizzy drink
b. vegetable
c. medicine

Lesson 2

Grammar

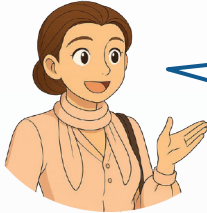
I will learn:

fast food

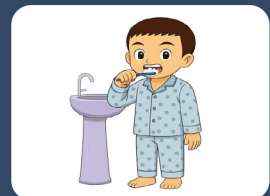
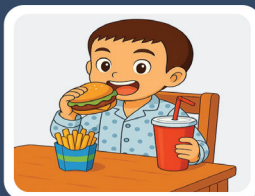
Sleep early! / Don't play in the street!



Look and say



Sleep early! **Don't** sleep late.



Choose the correct answer from a, b or c

1. early in the morning to be fit.

a. Walk

b. Walking

c. Walked

2. eat fast food! It's not healthy.

a. Doesn't

b. Don't

c. Didn't

Speaking



Advise your friend using 'do/don't'



Good habits lead to healthy lives.



Lesson 3

Reading

I will learn:

hear, well, feel, hope



Before you read

What do you do to be fit and healthy?



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

Hi Hamad,

How are you feeling now? I hope you are better today. Eating a lot of cookies and chocolate are unhealthy.

At school, we learn how to be fit and healthy. I like sports. My favourite sports are football and tennis. I go to the sports club every week. In the afternoon, I usually eat fish and salad for lunch with my family. **They** are delicious. We always drink fresh juice. In the evening, we eat fruit salad. I always sleep early. I hope to hear from you. Get well soon!

Yours,
Fahad



1. Fahad's e-mail is about his
 - a. day
 - b. school
 - c. family
2. The underlined word "**They**" in line 6 refers to
 - a. fish and salad
 - b. sports
 - c. cookies



Read again, then answer the following question

1. Where does Fahad go every week?

Lesson 4

Writing



Before you write

What do you do everyday?



Write sentences with the help of guide words and pictures using proper punctuation marks

1. (wake up – o'clock)



2. (eat – breakfast)



3. (play – park)



Write the missing words to complete the story

Everyday, I eat healthy food. It helps me feel



. I drink water when my

stomach



. I take some



to feel better.

Lesson 5

Listening

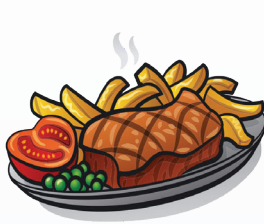
I will learn:

waiter, plate, want, meal



Before you listen

Ask your partner which meal he/she likes... Is it healthy?



Listen to the recording and tick ✓ or ✗



1. Hamad wanted to eat steak.
2. Mum wanted to have dessert.
3. Noura wanted to have fizzy drinks.

☐
☐
☐


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

1. Hamad drank some

a. fizzy drink

b. water

c. milk

2. The food was

a. unhealthy

b. yummy

c. wrong

Lesson 6

Grammar

I will learn:

mushroom, menu

Is there a ...?/ Are there any ...?



Ask and answer



Is there
mushroom soup?



Is there
green salad?



Are there any
desserts?

Are there any
fizzy drinks?



Yes, **there is**.

No, **there isn't any**.



Choose the correct answer from a, b or c

1. any milk?

a. Are there

b. Is there

c. There is

2. some apples in the fridge.

a. Is there

b. There is

c. There are

Speaking



Work with your partner to prepare a healthy meal, then present it to your class





Before you read



Do you exercise every morning?



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

Saleh had a weak body. His father told him to have a healthy lifestyle. Saleh woke up early every morning. He did exercise in the fresh air. He ate breakfast with his family. He had eggs, bread and milk. In the afternoon, his mother cooked delicious food like grilled chicken with vegetables. For dinner, he had salad. He drank lots of water. In the evening, he went to the gym with his friend. He slept early every night. Now, he is fit and happy.



- The best title for this passage could be
a. Saleh's Lifestyle b. Saleh's Family c. Saleh's Breakfast
- The underlined word "**He**" in line 8 refers to
a. Saleh's father b. Saleh c. Saleh's friend



Read again, then answer the following question

- Where did Saleh exercise?

Lesson 8

Writing

I will learn:

coffee



Before you write look, tick and tell your partner about your lifestyle

I go to the gym every day. I eat healthy food.



☐ walk

☐ run

☐ play



☐ salad

☐ soup

☐ fruit



☐ every day

☐ every week

☐ every month



Write sentences with the help of pictures and guide words using proper punctuation marks

1. (eat – healthy)

Handwriting practice lines for sentence 1.



2. (do – exercise)

Handwriting practice lines for sentence 2.



3. (sleep – early)

Handwriting practice lines for sentence 3.



Read, search, then complete

1. I always walk in the

Handwriting practice lines for sentence 1.

2. Sara sleeps early at

Handwriting practice lines for sentence 2.



q	s	o	e	b	a	o	o
m	t	t	s	i	u	n	x
f	r	e	s	h	a	i	r
t	s	i	b	n	u	g	f
h	p	s	m	a	l	h	l
d	a	t	e	s	r	t	e

Reading

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

1. Can I have a of spaghetti.
a. plate b. date c. spoon
2. I..... hungry. Let's go to the restaurant.
a. hear b. give c. feel
3. Don't drink drinks. They are bad for your health.
a. late b. fizzy c. healthy
4. My mother cooked..... chicken yesterday.
a. better b. weak c. grilled

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



Bader has a diary. He writes in his diary every day. On Monday the 4th of November, he went to school. After school, Bader and his friend Salem went to play football in the club. On Saturday, the 9th of November, Bader and his brother Ali went to the cinema to watch a movie. He bought popcorn and chocolate. They enjoyed watching the movie.

1. The best title for the passage could be
a. Bader's Diary b. Bader's News c. Bader's Weekend
2. The underline word "**He**" in line 5 refers to
a. Ali b. Salem c. Bader
3. Bader went to the cinema on November
a. the 4th b. the 7th c. the 9th
4. In the picture Bader is playing
a. tennis b. football c. basketball

Progress Test

Writing

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

1. We to the beach last week.
a. go b. goes c. went
2. There four books on the desk.
a. are b. is c. be
3. Don't water, Hamad!
a. wastes b. waste c. wasting

B) Write sentences with the help of pictures and guide words using proper punctuation marks

1. (wake up –sunrise)



2. (have –breakfast)



3. (go –school)



C) Complete the sentences with the suitable words

1. What's your favourite



2. My

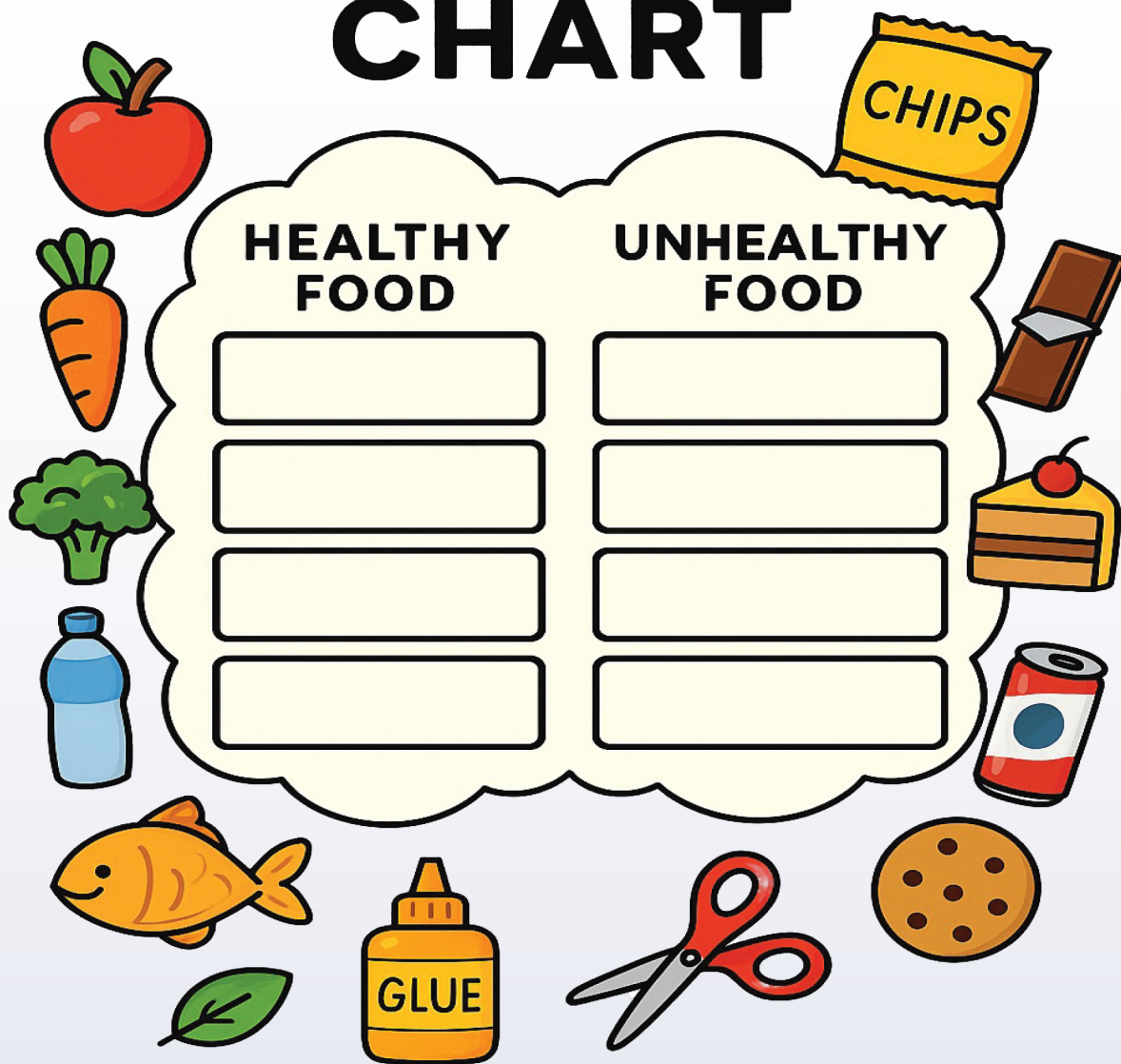
hurts.



3. Hamad likes playing



MY HEALTH CHART



Instructions

1. Track your meals and exercise for a week.
2. Present a chart comparing healthy and unhealthy habits using I like....., I don't like.....



Minimum words to be taught

No	word	part of speech	lesson
1	unhealthy	adjective	1
2	stomach	noun	1
3	hurt	verb	1
4	medicine	noun	1
5	fizzy	adjective	1
6	better	adjective	1
7	wrong	adjective	1
8	fast food	noun	2
9	hear	verb	3
10	well	adjective	3
11	feel	verb	3
12	hope	verb	3
13	waiter	noun	5
14	plate	noun	5
15	want	verb	5
16	meal	noun	5
17	mushroom	noun	6
18	menu	noun	6
19	weak	adjective	7
20	lifestyle	noun	7
21	fresh air	noun	7
22	grilled	adjective	7
23	coffee	noun	8



“Some and any”



Can I have some apples, please?

Are there any apples?

There aren't any apples - oh no!

Let's hop around and look some more!

Can I have some water, please?

Is there any water?

There isn't any water - uh-oh!

Time to find a friend who'll share!



Unit

4 My Future Job



Learning Outcomes

Listening and Viewing:

- Identify the different intonation patterns (i.e., falling/ rising/ fall-rise) in sentences.
- Recognise spoken expressions related to job titles, duties, and personal aspirations.
- Respond to listening tasks by ticking answers or selecting the correct option.
- Extract specific details such as jobs titles and duties.
- Demonstrate interest and enthusiasm when listening to audio clips about future jobs.
- Show empathy and curiosity about different careers and people who help others.

Speaking and Representing:

- Describe future job preferences using learned vocabulary and expressions.
- Apply past and present tense forms correctly in job-related contexts and past actions.
- Pronounce job-related vocabulary and expressions with clarity and accuracy.
- Participate in structured conversations or role-plays related to future jobs.
- Participate in class discussions about future careers using visual aids and clear oral responses.
- Exhibit respect and encouragement during peer interactions and presentations.
- Express enthusiasm and pride in sharing future aspirations orally.

Unit

4 My Future Job



Learning Outcomes

Reading and Viewing:

- Identify and read key vocabulary related to professions and duties.
- Allocate main ideas in the text to answer comprehension questions.
- Use appropriate reading strategies (skimming, scanning) to understand the content of a text.
- Read a text with expression and proper intonation.
- Exhibit interest while reading passages about real-world professions.
- Demonstrate responsibility in using reading materials effectively.

Writing and Representing:

- Compose complete and meaningful sentences using job-related vocabulary in structured prompts.
- Apply correct grammar and punctuation marks in job descriptions and project writing.
- Use guide words and sentence frames to describe personal interests and career goals.
- Demonstrate proper handwriting, punctuation, and formatting in writing tasks.
- Complete writing templates using appropriate vocabulary and grammar.
- Participate actively in class writing projects and group presentations.
- Create well-organised written work related to project-based tasks.



Lesson 1

Listening

I will learn:

teacher, work, clever, grow up,
pilot, nurse, fireman/firemen

Before you listen

Hello, I am Mr. Ali. I am a teacher.
What do you want to be?



Listen to the recording and tick ✓ or ✗



1. Noura's mother is a nurse.
2. Fahad wants to build houses.
3. Mrs. Amal is a teacher.

☐
☐
☐


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

1. Reem wants to be a

a. teacher

b. nurse

c. pilot

2. wants to fix things.

a. Mr. Ali

b. Hamad

c. Fahad

Lesson 2

Grammar

I will learn:

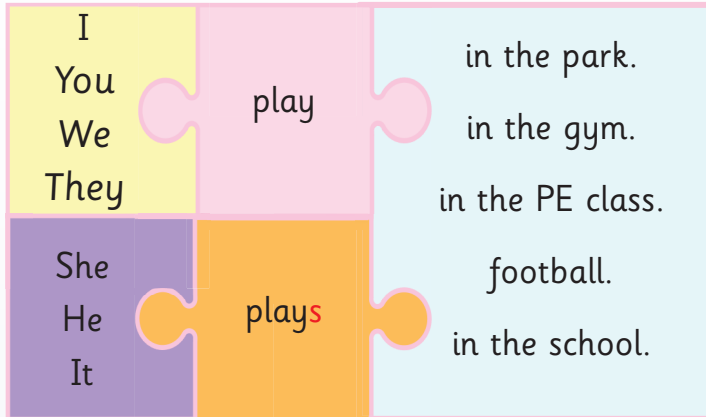
doctor, engineer, policeman/policemen

What **do** you want to be ...?

What **does** **he/she** want to be ...?



Think, pair, then share your answer



Hamad runs in the park.



Choose the correct answer from a, b or c

1. Sara a blue dress.

a. want

b. wants

c. wanting

2. I always my teeth before going to bed.

a. brush

b. brushing

c. brushed

Speaking



Look and say



What **does** he want to be?

He **wants** to be an engineer.



Fahad **wants** to fly a plane.

What **does** he want to be?



Reem **wants** to help people.

What **does** she want to be?



Lesson 3

Reading

I will learn:

hospital, uncle, hard, project, design
He/She **likes** ...



Before you read

What jobs do people in your family do?



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



My name is Reem. I live with my family in my grandfather's house. My father is a teacher. He teaches English at school. He likes swimming in the gym.

My mother is a nurse. She works in a hospital and wears a uniform. She helps people. She likes cooking healthy food. I like helping her in the kitchen.

My uncle is an engineer. **He** works hard and makes big projects. He designs beautiful houses. He likes playing basketball. When I grow up, I want to be a pilot because I like flying planes.

- The best title for the passage could be
a. Grandfather's House b. Jobs in My Family c. Flying Planes
- The underlined word "**He**" in line 7 refers to
a. uncle b. father c. grandfather



Read again, then answer the following questions

- What does Reem's father like doing in the gym?

- What does Reem's uncle design?

Writing

Write the missing words to complete the story



5

f

i

1

e

m

a

n

Write sentences with the help of pictures and guide words using proper punctuation marks



Lesson 5

Listening

I will learn:

fire, smoke, brave, ambulance, save/saved, call/called, building, put out



Before you listen

Do you think firemen are brave? why?



Listen to the recording and tick ✓ or ✗



1. The fire was in a building.
2. Hamad and Fahad called 104.
3. The ambulance came to help Grandpa.

☐
☐
☐


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

1. The put off the fire.

a. ambulance

b. grandpa

c. firemen

2. Hamad and Fahad saw a fire last

a. Monday

b. Wednesday

c. Friday

Lesson 6

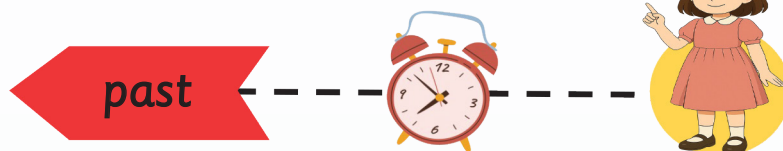
Grammar

I will learn:

What **did** you/he/she/they do yesterday?
I/We/They/He/She **told, thanked,...**



Think, pair, then share your answer



Yesterday
Last night
Last Monday
Last week
Last month

play ---- play**ed**
open ---- open**ed**
work ---- work**ed**
mix ---- mix**ed**
walk ---- walk**ed**

go ---- **went**
eat ---- **ate**
write ---- **wrote**
buy ---- **bought**
get up ---- **got up**

Yesterday, I **went** to the gym.



Correct the verbs between brackets

1. The fireman _____ (**save**) the people yesterday.

2. Last week, my father _____ (**buy**) a new car.

Speaking



Ask and answer



What **did** you do **yesterday**?

I **visited** my grandparents.



Where **did** you
go last
weekend?

1

Who **did** you
go with?

2

What **did** you
see?

3

Lesson 7

Reading

I will learn:

helmet, heavy, safe, engine, hose, reporter



Before you read

What can you see the fire station?



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



Today, we went to the fire station on a school trip. We saw firemen at work!

The firemen wore helmets, heavy boots, and special uniforms to stay safe. We also saw a big red fire engine. The firemen showed us a long hose. They used it to put off fire and help people. The firemen are brave and work hard. I liked the trip. I want to be a fireman when I grow up!

**BREAKING
NEWS**

Hamad, Student Reporter



1. The best title for the passage could be
 - a. Fire Station Trip
 - b. Stay Safe
 - c. Heavy Helmets
2. The underlined word "it" in line 5 refers to
 - a. fire engine
 - b. hose
 - c. uniform



Read again, then answer the following questions

1. Who is the news reporter?

2. What did the firemen wear?

Lesson 8

Writing

Remember to use proper punctuation marks.
Ex: **R**eem wants to be a teacher.



Read and complete Hamad's information card

“

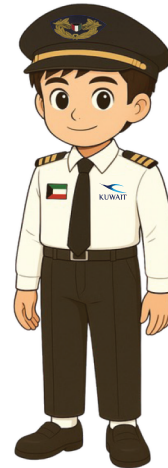
This is Hamad.

He works at the airport.

He is a _____.

He wears a _____.

He likes _____ planes.



”

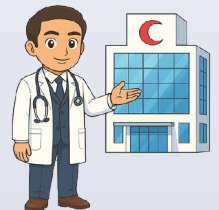


Write sentences with the help of pictures and guide words using proper punctuation marks

1. (called – ambulance)



2. (doctor – help)



3. (wear – helmet)



Reading

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

1. fly big planes.
 - a. Pilots
 - b. Teachers
 - c. Policemen
2. The doctor in the hospital.
 - a. designs
 - b. works
 - c. calls
3. We don't play in the street because it is not
 - a. heavy
 - b. brave
 - c. safe
4. A fireman wears a/an..... to save his head.
 - a. helmet
 - b. project
 - c. engine

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

Yesterday, Noura went to the park. There were some children on a school trip. They went with their teacher. The children played games together. Noura called her friends to join her. **They** played with the children. Noura and her friends also helped the teacher to look after the children. The teacher was happy and thanked Noura and her friends.



1. The best title for this story could be
 - a. A Happy Teacher
 - b. A School Visit
 - c. A Day in the Park
2. The underlined word "**They**" in line 4 refers to
 - a. children
 - b. games
 - c. Noura and her friends
3. The children in the park.
 - a. played
 - b. called
 - c. helped
4. There were 5 in the park.
 - a. teachers
 - b. trees
 - c. children

Progress Test

Writing

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

1. What you want to be when you grow up?
a.do b. does c. doing
2. Salem to be a policeman when he grows up.
a.wanted b. wanting c. wants
3. Maha likes She cooks delicious food.
a.cooking b. cooks c. cooked

B) Write sentences with the help of pictures and guide words using proper punctuation marks

1. (teacher – clever)



2. (box – heavy)



3. (pilot – fly)



C) Complete the sentences with the suitable words

1. He lives in a tall _____ .



2. The _____ works in a hospital.



3. An _____ takes people to the hospital.



 **My Dream Job**

Name: _____

I am _____ years old.

I am in grade _____

 I am good at _____

When I grow up I want to be a/an ... 

Draw things you need for this job





**Write about yourself and your dream job, then
present it to your class.**

Minimum words to be taught

No	word	part of speech	lesson
1	teacher	noun	1
2	work	verb	1
3	clever	adjective	1
4	grow up	Ph verb	1
5	pilot	noun	1
6	nurse	noun	1
7	fireman/firemen	noun	1
8	doctor	noun	2
9	engineer	noun	2
10	policeman/policemen	noun	2
11	hard	adverb	3
12	project	noun	3
13	hospital	noun	3
14	uncle	noun	3
15	design	verb	3
16	fire	noun	5
17	smoke	noun	5
18	save/saved	verb	5
19	call/called	verb	5
20	brave	adjective	5
21	building	noun	5
22	ambulance	noun	5
23	put out	Ph verb	5
24	engine	noun	7
25	hose	noun	7
26	safe	adjective	7
27	helmet	noun	7
28	heavy	adjective	7
29	reporter	noun	7



“What do you want to be?”



What do you want to be? What do you want to do?

I want to be a pilot and fly across the blue!

What do you want to be? What do you want to do

I want to be a doctor and help my people too.

Work, work, work — I want to work hard!

Dream, dream, dream — I will reach for the stars!

Be brave, be kind, and help the world each day.

I will do my best in every way!

She wants to be a nurse. He wants to be a doctor.
She helps people every day. He works with pots and
books!

He wants to be a fireman. She wants to teach in
school.

Helping others every day —that’s a super rule!



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).



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