



وزارة التربية
Ministry of Education
State of Kuwait | دولة الكويت

SKYLINE ENGLISH

Student's Book

5A





وزارة التربية

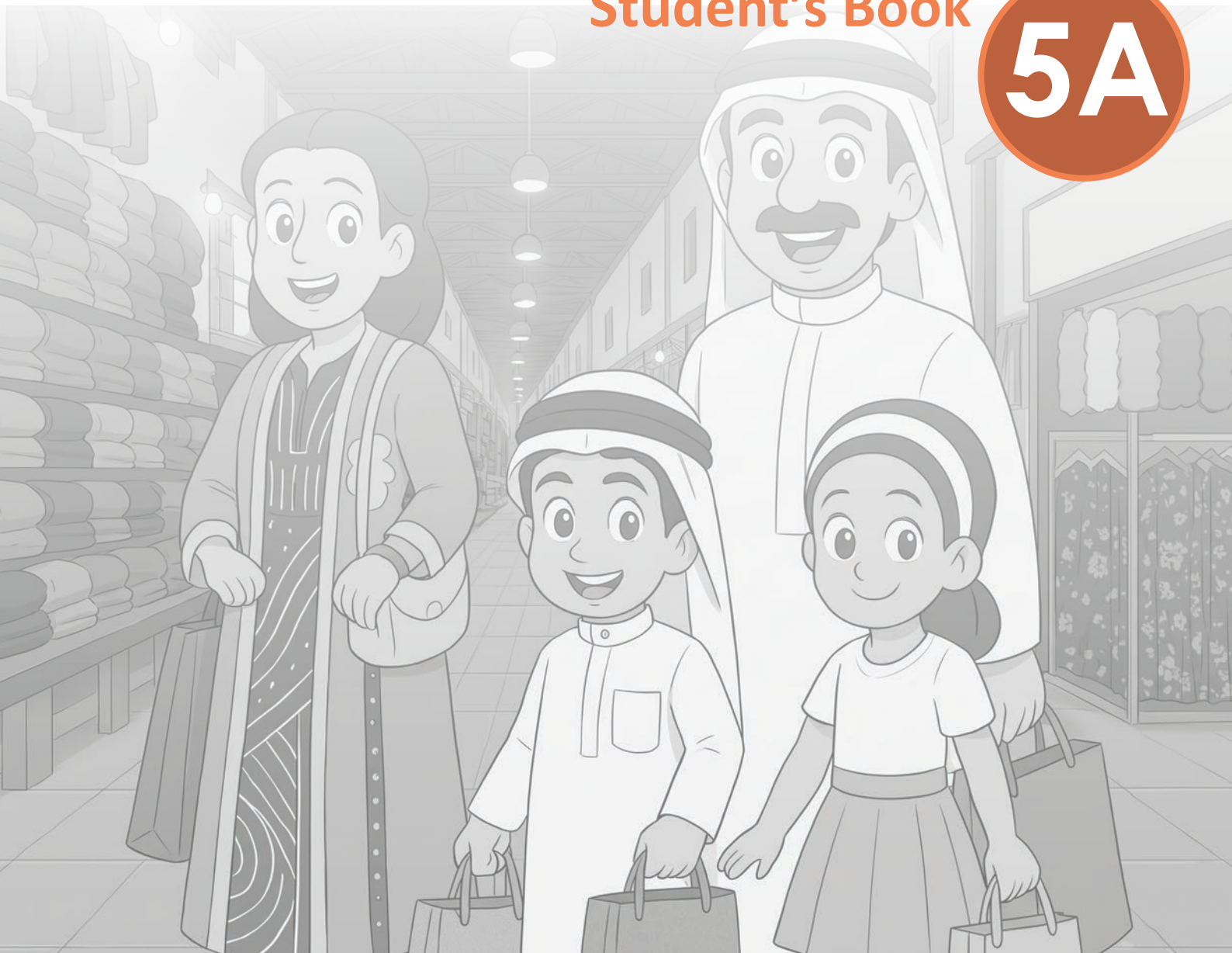
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حضرة صاحب السمو الشيخ مشعل آل أحمد آل جابر الصباح
أمير دولة الكويت

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



سَمُو الشَّيْخِ صَبَّاحٍ كَهْدٍ الْحَمَادِ السَّبَّاحِ
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 behavior
- Cooperation and teamwork
- Environmental and civic responsibility
- Perseverance and self-improvement

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

Introduction



A Curriculum for the Future

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

Grade Five Curriculum Standards





Icon Guide



1. listen



2. listen & tick



3. listen & write



4. listen & answer



5. say/speak



6. look & say



7. ask & answer



8. think, pair
& share



9. discuss



10. look



11. look & answer



12. read



13. read & answer



14. look & read



15. read again &
complete



16. read aloud



17. look, read &
choose



18. read &
reorder



19. write



20. look & complete



21. combine &
write



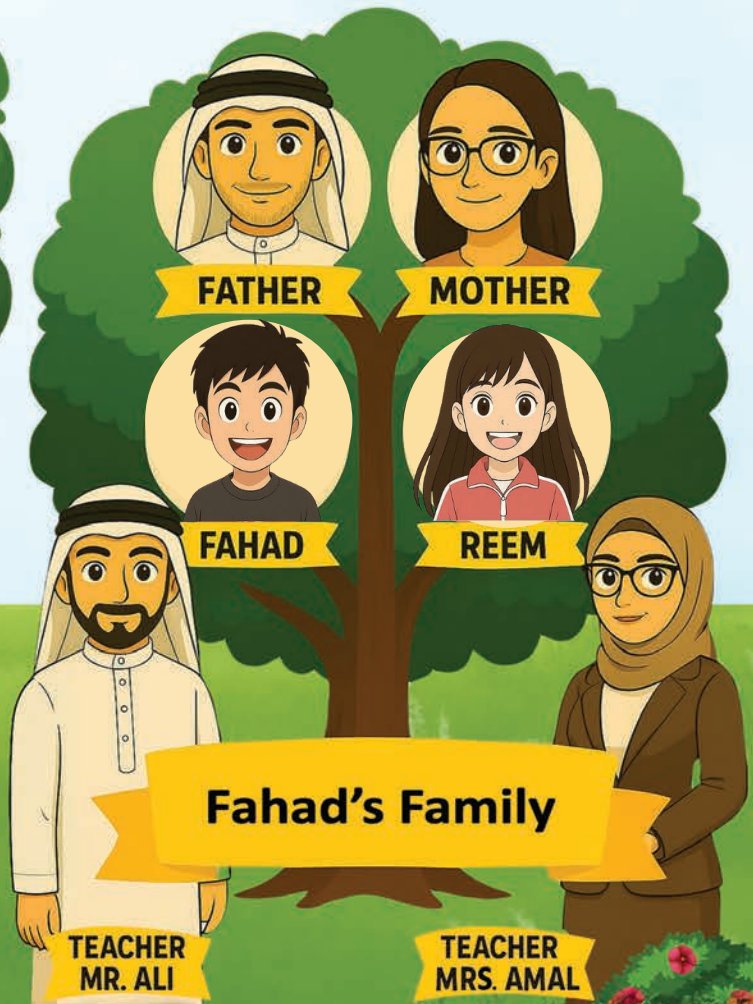
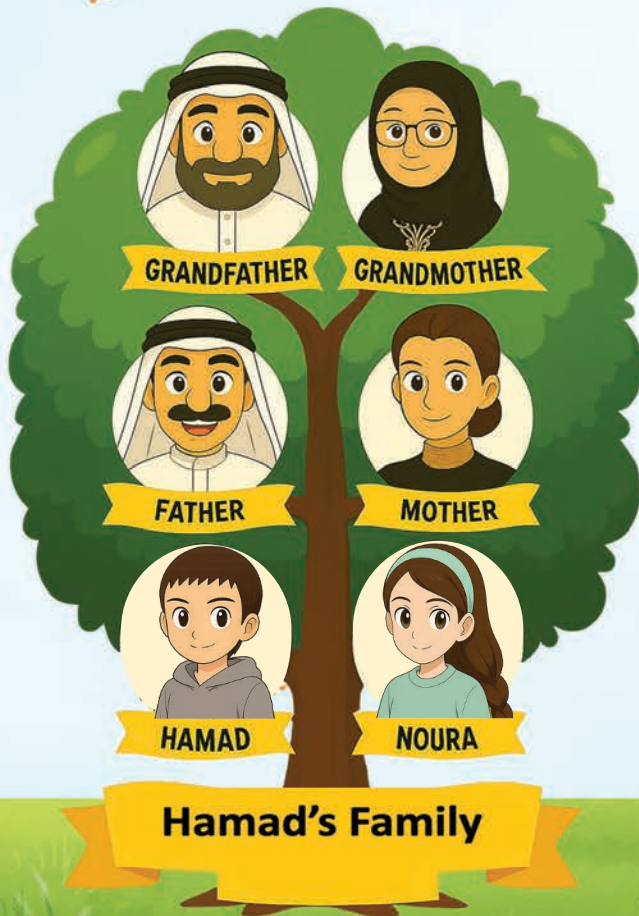
22. find & write



23. find the word
then complete



MEET OUR CHARACTERS





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		☐	☐	☐	☐	☐	☐



Name:

Age:

Birthday:

Country:



Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit One Treasure From Our Past	• Talking about the past • Asking for and giving information • Asking and answering questions about events in the past and the present	• Past simple • Present perfect	• Heritage • Kuwait in the past	• Respect for cultural heritage • Pride in national identity • Cooperation with family and elders	Our Treasures of Kuwait
				21st Century Skills • Communication • Critical Thinking • Collaboration	
Project	• My Country Fact File				

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Two From Our Heritage To Our Future	• Talking about shopping • Making plans for the future • Describing places and location • Asking and answering questions about events in the past and present	• Anything / something • Coordinating conjunctions: 'and' and 'but'	• Shopping • Places in Kuwait • Names of Activities	• Responsibility in shopping and spending money • Appreciation for modern and traditional lifestyles	• Let's go to the souq today
				21st Century Skills • Creativity • Decision Making • Digital literacy	
	Project	• Kuwait's Photo Album			

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Three Exploring The Weather	- Talking about the weather - Giving advice - Expressing possibility - Talking about factual information	- Coordinating conjunctions: 'so' and 'or' - Modal verb 'might' for expressing possibility & Modal verb 'have to' for giving advice	- Weather and climate - Weather forecast	- Caring for the environment - Awareness of safety - Responsibility in emergencies 21st Century Skills - Critical Thinking - Problem-Solving - Information Literacy	Stay Safe, Stay Smart
Project	• Weather Forecast Report				

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Four Read To Explore	- Talking about events in the Past - Expressing gratitude - Talking about books - Expressing likes and dislikes	- Too and enough - Modal verb: would/ wouldn't	- Books - Reading	- Kindness - Gratitude - Generosity - Show Respect for learning 21st Century Skills - Communication - Empathy - Self-expression	Open a Book and fly
Project	• Book Report				

1 Treasures From Our Past



Learning Outcomes

Listening and Viewing:

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

Speaking and Representing:

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

1 Treasures From Our Past



Learning Outcomes

Reading and Viewing:

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

Writing and Representing:

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



Lesson 1

Listening

I will learn:

peace, fight/fought, pride, symbol



Before you listen



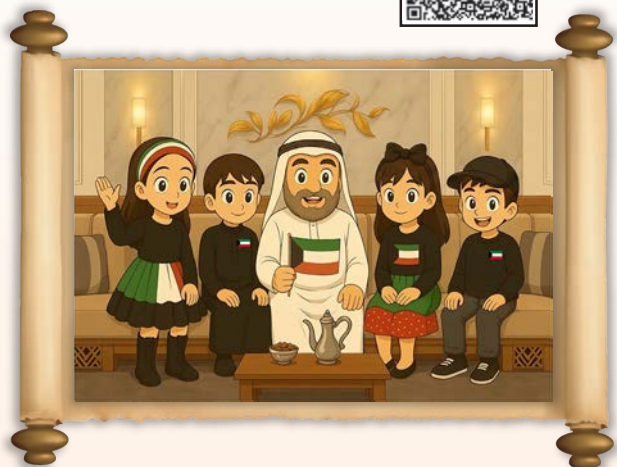
In 1961, Kuwait's flag was red and plain.



Did you know?



Listen to the recording and tick ✓ or ✗

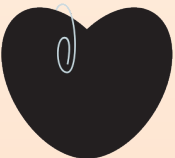


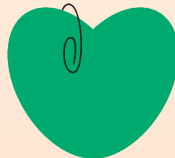
1. At the park, the children dressed in the colours of Kuwait's flag. ☐
2. The green colour in the flag shows that the people are brave. ☐
3. Grandpa said: 'The flag is a symbol of love'. ☐

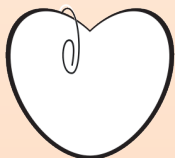


Listen again, then write what each colour of the Kuwaiti flag means

land – peace – battles – brave people









Lesson 2

Grammar

I will learn:

Past simple tense did + not



Look and say

I / you / we / they he / she / it	+	didn't	+	play / watch / eat walk / study / hop
 yesterday		last month		ago
 We went to 360 Mall yesterday.		 We didn't go to 360 Mall yesterday.		



Look and complete using the correct form of verbs



They _____ (play) football 3 hours ago.

They _____ (not play) tennis last week.

Speaking



Roll the dice and say

					
What did you do yesterday ?	 watched	Finish the sentence: Yesterday I didn't ...	 went	Did you read a book last week ?	 ate

Lesson 3

Reading

I will learn:

spices, historical, care, courage, society, palace, bravery



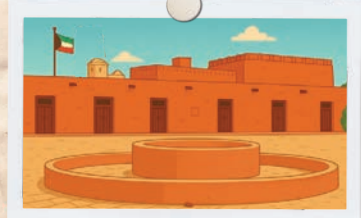
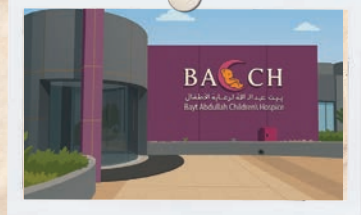
Read the following passage and match the sentences with the correct heading

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

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

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

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



1 **Kushk Mubarak**

was the center of selling and buying in the past.

2 **Bayt Abdullah**

was small building where Sheikh Mubarak met his guests.

3 **Souq Al-Mubarakiya**

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



Read again, then answer the following question

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

Lesson 4

Writing



Combine the following words

kind ● ness

=

fit ● ness

=

sad ● ness

=

sick ● ness

=



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

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

Where did you go?

Who did you go with?

What was it built for?

Why do people visit it now?

Writing checklist

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

Title: _____

Lesson 5

Listening

I will learn:

ancient, ruin, temple, Greek, heritage, touristic



Before you listen

Have you been to Failaka Island?



Listen to the recording and tick ✓ or ✗



1. Failaka Island has modern schools.

☐

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

☐

3. Failaka Island is a touristic place.

☐

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

1. Failaka Island is known for its

a. malls

b. ruins

c. towers

d. beaches

2. One of the oldest cultures on Failaka was

a. Dilmun

b. Egyptian

c. Kuwaiti

d. Greek

3. Visiting Failaka helps people learn about Kuwaiti

a. sport

b. technology

c. culture

d. museum

Lesson 6

Grammar

I will learn:

Present perfect tense



Look and say

I/you/we/they
have played.

→

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

→

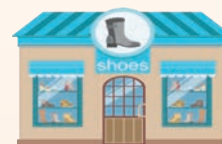
Have you/we/they played?
Has he/she/it played?

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



Read and choose

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



Speaking



Look and say

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



eaten



written



gone



flown

Lesson 7

Pronunciation



Look, read and circle the correct pronunciation



/iz/

teaches - spices



/s/

guests - fights



/z/

battles - symbols

Greeks

/iz/

/s/

/z/

dishes

/iz/

/s/

/z/

plays

/iz/

/s/

/z/

books

/iz/

/s/

/z/

Spelling



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

have



've

have not



haven't

has



's

has not



hasn't

I have = I've

you have not = you haven't

we have = We've

they have not = they haven't

she has = she's

he has not = he hasn't

it has = it's

it has not = it hasn't

I have



he's





Rewrite the sentences using the short form

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

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

Lesson 8

Reading

I will learn:

education, recite, teach/taught, remember, honour



Before you read



What tools did students use to study in the past?



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



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

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

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

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



Read again, then answer the following question

1. Why do people in Kuwait remember Mutawa Halima today?

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



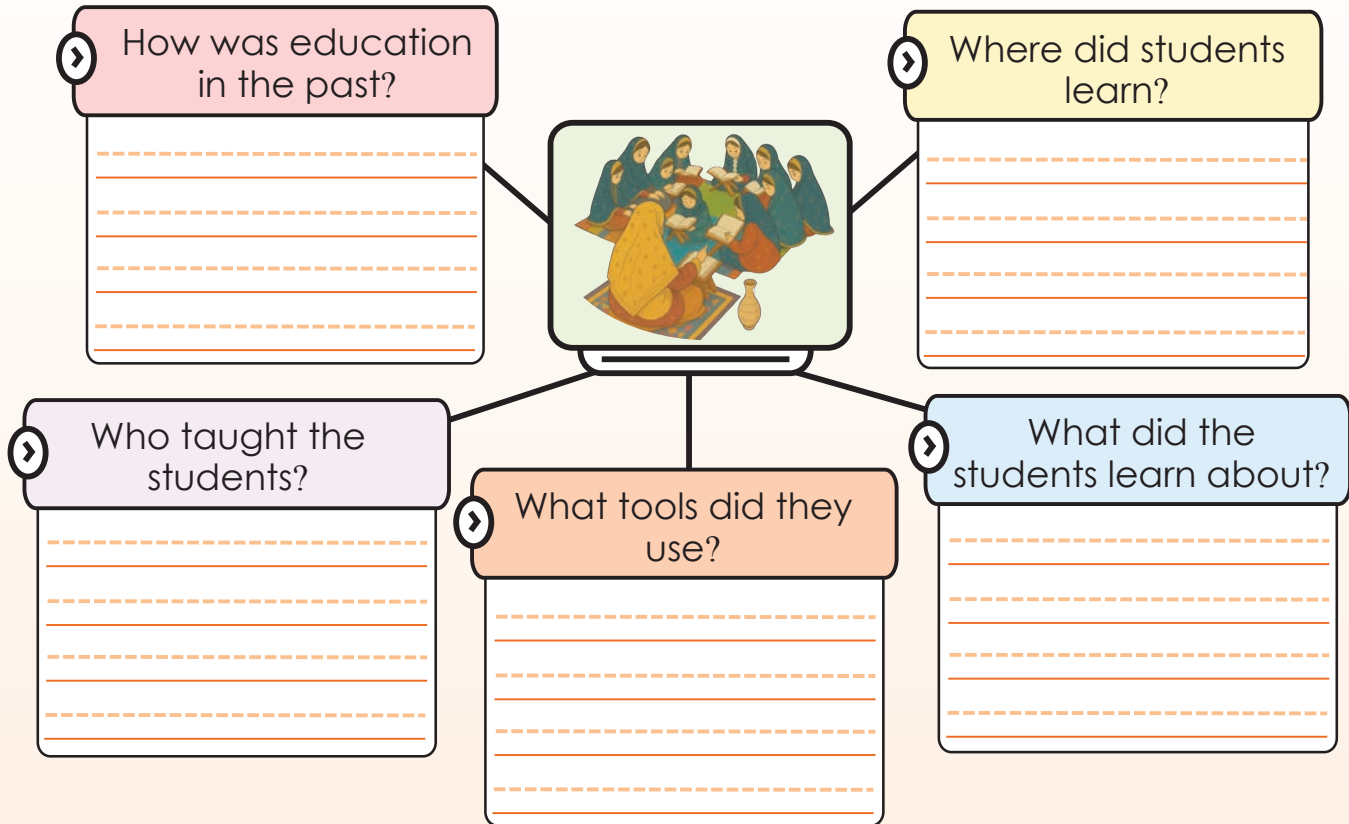
Lesson 9

Writing



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

simple – room – mutawa – use – board – Quran



Title: _____

Large writing area with multiple lines for the paragraph.

Editing Checklist

Punctuation (Capitals – Full stop)

Spelling

Grammar

Vocabulary

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

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

a. symbol

b. education

c. ruin

d. care

2. Parents children English language.

a. recite

b. honour

c. teach

d. fight

3. Kushk Mubarak is a place in Kuwait.

a. sharp

b. historical

c. light

d. patient

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

a. ruins

b. temples

c. palaces

d. spices

Progress Test

Reading

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

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

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

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

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

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

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

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

4. felt hungry.

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

B) Answer the following questions

1. Who went on the touristic trip?

.....

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

.....

Progress Test

Writing

Grammar

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

1. Have you ever a camel?

a. see

b. seen

c. saw

2. Mona like painting. She likes skipping.

a. don't

b. didn't

c. doesn't

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

a. taught

b. teaches

c. teach

4. Ali hasn't his homework.

a. did

b. done

c. do

Spelling

A) Write the missing words to complete the sentences

1. Ancient



lived on Failaka Island

2. Ahmed



the Quran very well.

B) Combine the following

1. happy + ness =

2. dark + ness =

Progress Test

Writing

Fill in the graphic organiser, then use it to write a paragraph about “A Holiday on Failaka Island”. The following guide words may help you

last holiday – go – boat – family – ruins – excited

1. Where did you go?

2. How did you go there?

3. Who did you go with?

4. What did you see there?

5. How did you feel?



Title: _____

This image shows a blank sheet of handwriting practice paper. It features five identical sets of horizontal lines arranged vertically. Each set includes three lines: a solid orange line at the top, a dashed orange line in the middle, and another solid orange line at the bottom. The paper has a light cream background and a decorative wavy border along the right edge.



MY COUNTRY



Location



Flag



Facts

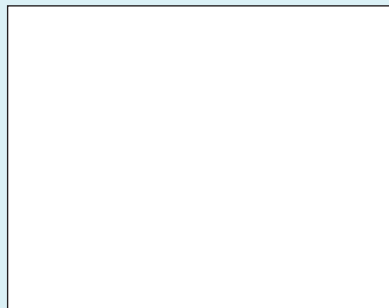
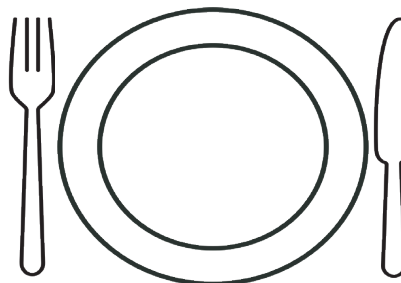
Capital city:

Currency:

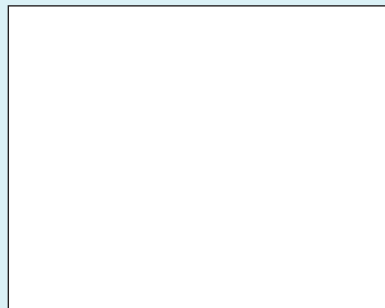
Religion:

Language:

A Traditional Dish



A Famous Historical Person



A Historical Landmark



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

Minimum words to be taught

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



"Our Treasures of Kuwait"



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

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

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

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



Unit 2

From Our Heritage To Our Future



Learning Outcomes

Listening and Viewing:

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

Speaking and Representing:

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

Unit 2

From Our Heritage To Our Future



Learning Outcomes

Reading and Viewing:

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

Writing and Representing:

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



Lesson 1

Listening

I will learn:

necklace, something, thoub,
anything, busy



Before you listen

What can you buy from Souq Al-Mubarakiya?



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



1. Mum wants to go to

a. Souq Al-Mubarakiya

b. the mall

c. the food market

2. Noura wanted to buy a

a. fish

b. necklace

c. thoub

3. Shopping in Souq Al-Mubarakiya was

a. fun

b. beautiful

c. fresh



Listen again, then answer the following question

1. Who wants to buy a pearl necklace?

Lesson 2

Grammar

I will learn:

anything / something



Ask and answer, then complete the sentences using (something or anything)

+ something | anything ?



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

Yes, I want **something** to eat, please!

Do you want **anything** sweet?

Yes, I want cupcakes, please!



Did you findto wear for Eid?

Yes, luckily, I found nice to wear.



Speaking



Look and say

Is there **anything** in the box?



1



2



3

Lesson 3

I will learn:

Reading

weaving, artist, train, share, library



Before you read

What do you know about Sadu?



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

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

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



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



Answer the following question

- What do people learn in Al-Sadu House?

Lesson 4

Writing



Fill in the graphic organiser, then use it to write a paragraph about 'Al-Sadu House'. The following guide words may help you

Arabian Gulf Street – bus – teacher – museum – weaving – traditions

1. Where is Al-Sadu House?

2. How did you go there?

[illegible]

3. Who did you go with?



4. What did you see there?

[illegible]

5. What did you learn?



Writing checklist

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

Title: _____

[illegible]

Lesson 5

Listening

I will learn:

sure, Al-Katateeb, bright, quiet



Before you listen

Name three old places and three modern places in Kuwait



Listen to the recording and tick ✓ or ✗



1. Kuwait in the past was small and quiet.

☐

2. Al-Mubarakiya School is a museum today.

☐

Appreciate
modern and
traditional
lifestyles



Listen again, then complete the fact file about Kuwait

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

Lesson 6

Grammar

I will learn:

Coordinating conjunction 'and' and 'but'



Look and say

"and" is used to join two sentences.



There is a library.



There is a restaurant.

There are a library **and** a restaurant.



"but" is used to join a positive statement with a negative statement.



There is a hotel.



There isn't a store.

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



Complete the sentences with and/ but

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

Speaking



Play with your friend and complete the sentences



	9	10	11	12	13	
8	Salwa is fast strong.	Jump forward 2 spaces!	The whale is big blue.	He finished all his work he couldn't rest.	Go back to the 'Start'!	Reem is smart pretty.
7	Bonus turn! Roll the dice again.	"AND" OR "BUT" BOARD GAME				
6	Mum is a good chef she is not feeling well.	She is tall she didn't score a goal.	Miss a turn!	The horse is fast tall.	I went to the park the bakery.	I took my umbrella it didn't rain.
						FINISH
						START

Lesson 7

Reading

I will learn:

village



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

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

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



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



Answer the following question

1. Why is Hussain going to go to the new beach?

Lesson 8

Writing



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

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

1. Where did children learn in the past?

3. Where do children learn nowadays?



2. What did they learn?

4. What do children learn in schools now?

5. What is your favourite subject?

[illegible]

Title: _____

A sheet of white paper with four sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced and extend across the width of the page.

Lesson 9

I will learn:

Knock, knit, joyfully

Pronunciation

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

Examples: know- knock- Knife – Knit



Complete the following sentences then read them aloud

1. Mum heard a _____ on the door.



2. We use a _____ to cut vegetables.



3. My grandmother likes to _____.



Spelling



Add "ly" to change an adjective into an adverb

Examples: joyful+ly = joyfully

happy+ly = happily



Combine the following words

We live happily and safely in Kuwait.

excited + ly = _____

special + ly = _____

amazing + ly = _____

wonderful + ly = _____



Vocabulary

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

1. My sister and I are for the weekend.

a. planning	b. knocking
c. sharing	d. knitting

2. You should be when you go to the library.

a. busy	b. sure
c. bright	d. quiet

3. Mum bought a beautiful for Eid.

a. necklace	b. artist
c. library	d. palace

4. Knitting and are traditional arts.

a. thoub	b. temple
c. weaving	d. information

Progress Test

Reading

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

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

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

B) Answer the following questions:

1. What is the Green Island?

.....

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

.....

Progress Test

Writing

Grammar

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

1. Have you got blue to wear?

- a. something b. anything c. everything

2. My father is going toto Dubai next week.

- a. travels b. travelling c. travel

3. The boys are playing the school.

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

4. We should rest get some sleep.

- a. or b. but c. and

Spelling

A) Write the missing words to complete the sentences

1. I bought a red from Al-Mubarakiya.



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



B) Combine the following

1. joyful + ly =.....

2. enjoy + ed =.....

Progress Test

Writing

Fill in the graphic organiser, then use it to write a paragraph about your plan to visit 'The Avenues Mall'. The following guide words may help you

shopping – next week – car – mother – clothes – iPad

1. Where are you going to go?

2. When are you going to go?

3. How are you going to go?

4. Who are you going with?

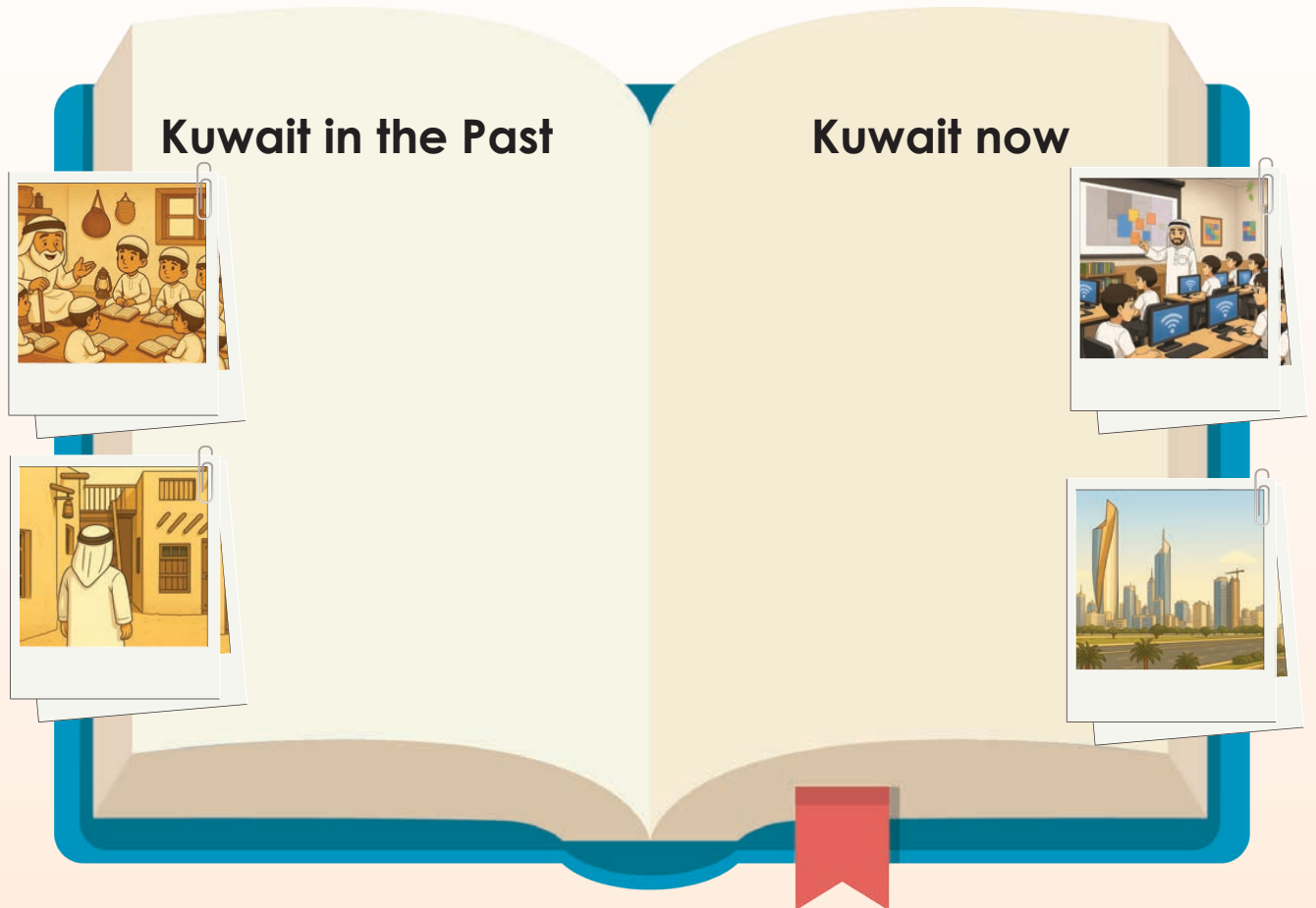
5. What are you going to buy?



Title: -----



Kuwait's Photo Album



What to do:

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



Minimum words to be taught

No	word	part of speech	lesson
1	necklace	noun	1
2	something	pronoun	1
3	thoub	noun	1
4	anything	pronoun	1
5	busy	adjective	1
6	weaving	noun	3
7	artist	noun	3
8	share	verb	3
9	train	verb	3
10	library	noun	3
11	sure	adjective	5
12	Al-Katateeb	noun	5
13	bright	adjective	5
14	quiet	adjective	5
15	village	noun	7
16	knock	verb	9
17	knit	verb	9
18	joyfully	adverb	9



“Let’s go to the souq today”



Let’s go to the souq today,
Looking all along the way.
Is there something we really need?
Let’s think first before we spend.

Don’t buy anything just for fun,
Think before your shopping’s done.
Buy something that’s useful too,
That’s the smart thing we should do!



3 Exploring The Weather



Learning Outcomes

Listening and Viewing:

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

Speaking and Representing:

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

3 Exploring The Weather



Learning Outcomes

Reading and Viewing:

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

Writing and Representing:

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



Lesson 1

Listening

I will learn:

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

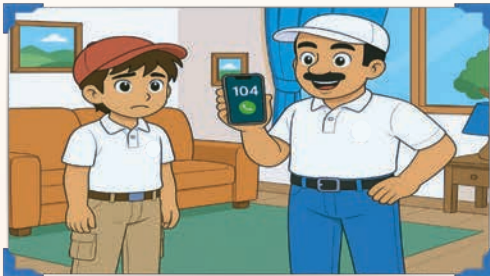


Before you listen

What would you do to know about the weather forecast?



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



1. Hamad is going fishing

a. early in the morning

b. late in the evening

c. in the afternoon

d. at night

2. Grandfather thinks chicken sandwiches are

a. hot

b. good

c. delicious

d. important



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

Morning



Afternoon



Evening



Lesson 2

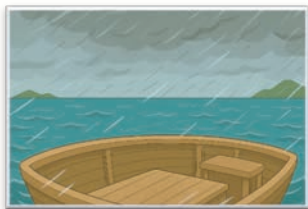
Grammar

I will learn:

Coordinating conjunctions: 'so' and 'or'



Look and say



→ **so** →



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



← **or** →



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



Look, read and complete the sentences

1. It was cold, _____ I wore a jacket.



2. Would you like milk _____ orange juice?

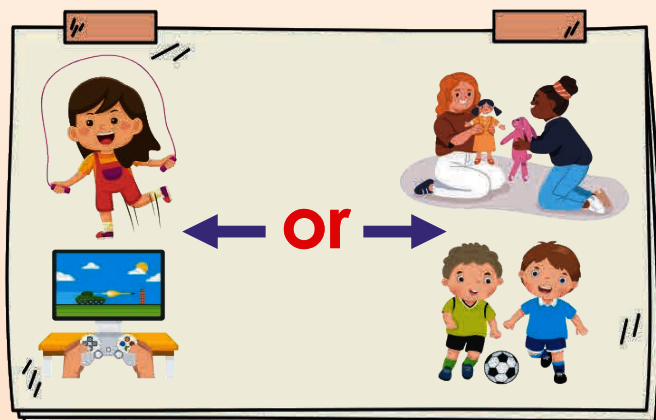
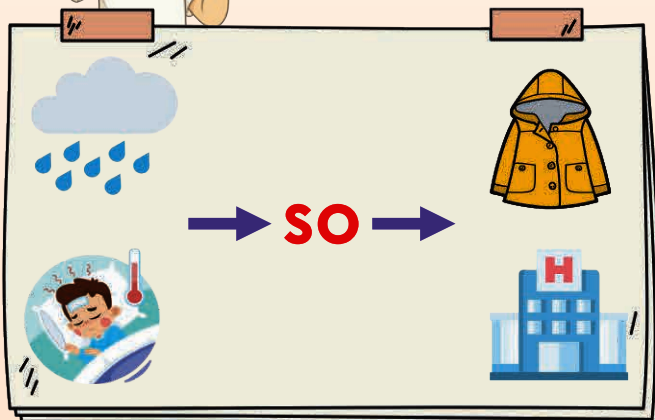
Speaking



Look and say



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



Lesson 3

Reading

I will learn:

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



Before you read

How would you know about the weather forecast?



Read and choose from a, b, c or d

Day of Visit: **Sunday**

Place Visited: **Kuwait Meteorological Department**

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



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

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

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

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

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

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



Read again, then answer the following question

1. How many stations does the Meteorological Department have?

Lesson 4

Writing



Before you write

What do you do before you go on a trip?



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

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

1. When did you go fishing?

2. Who did you go with?

3. What did you do before going?

4. What did you take?



5. How did you feel ?



Writing checklist

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

Title: _____

Lesson 5

Listening

I will learn:

dust storm, packing, indoors, careful



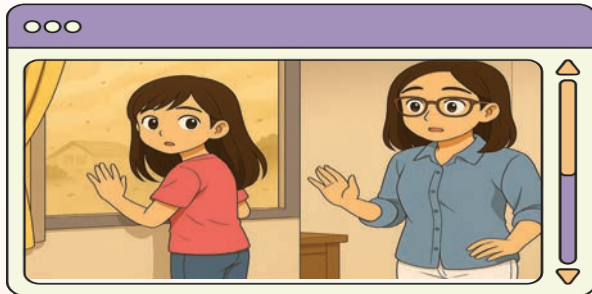
Before you listen:



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



Listen to the recording and tick ✓ or ✗



1. Noura was in Khairan.

2. Reem checked the weather forecast on TV.

3. The dust storm lasted for an hour.

☐
☐
☐

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

You should

You shouldn't

Lesson 6

Pronunciation



Look and say

/Id/

need → need**ed**

/t/

help → help**ed**

/d/

open → open**ed**



Look and read



Spelling



Look and say

ed

walk → walk**ed**

jump → jump**ed**

d

like → lik**ed**

live → liv**ed**

ied

carry → carr**ied**

study → studi**ed**



Combine the Following words

1. live + ed = _____

2. jump + ed = _____

3. tidy + ed = _____

4. enjoy + ed = _____

Lesson 7

I will learn:

Grammar

dusty, carefully, humidity

Modal verb 'might' for expressing possibility

Modal verb 'have to' for giving advice



Look and read



It's dusty outside. There **might be** a dust storm today.

You **have to wear** a mask to protect yourself.



It's sunny outside. We **might go** fishing tomorrow.

You **have to wear** sunscreen to protect yourself.



Look, read and complete the sentences

1. The weather is dusty. You have to _____ indoors



2. It might _____ tomorrow.



Speaking

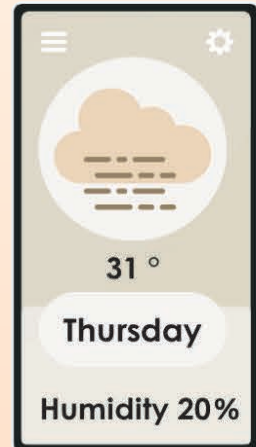
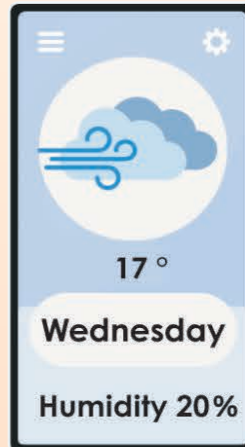


Look at the pictures and say

What's the weather like on Sunday?



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



Lesson 8

Reading

I will learn:

fall, type, soft, raincoat, slippery, affect



Before you read

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



Read and choose from a, b, c or d

<https://www.weather.com/theworld/>

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

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

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

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

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

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

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



Read again, then answer the following question

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

Lesson 9

Writing



Before you write

What should you do when the weather is dusty?



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

dusty – close – outside
wear – mask – breathe



1. How is the weather _____
in a dust storm? _____

2. What should you _____
do in a dust storm? _____

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

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

5. Why are dust storms _____
dangerous? _____

Title: _____

Handwriting practice area with multiple sets of dashed lines for writing.

Reading

Vocabulary

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

1. You should the weather forecast every day.

a. check

b. manage

c. fall

d. affect

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

a. robot

b. fishing rod

c. sunscreen

d. satellite

3. It's raining outside, the roads are

a. soft

b. slippery

c. dusty

d. clear

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

a. humidity

b. sailor

c. raincoat

d. type

Progress Test

Reading

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

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



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

B) Answer the following questions

1. Where did the family go yesterday?

.....

2. Why did the family sit around the fire?

.....

Grammar

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

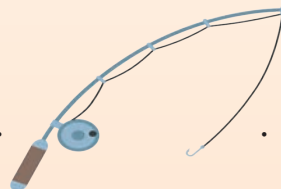
1. You have to indoors in dusty weather.
a. staying b. stay c. stayed
2. I felt cold, I wore my jacket .
a. so b. or c. but
3. The weather is cloudy. It might..... today.
a. rain b. raining c. rained
4. You should carefully on a slippery road .
a. driving b. drive c. drove

Spelling

A) Write the missing words to complete the sentences

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

2. Don't forget to take the



B) Combine the following

1. carry + ed =
2. live + ed =

Progress Test

Writing

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

went – family – sunny – wore – sunscreen – boat

1. Where did you go yesterday?

[illegible]

3. What was the weather like?

NAME	DATE
_____ _____	
NAME	DATE
_____ _____	



2. Who did you go with?

[illegible]

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

5. What did you do on the beach?

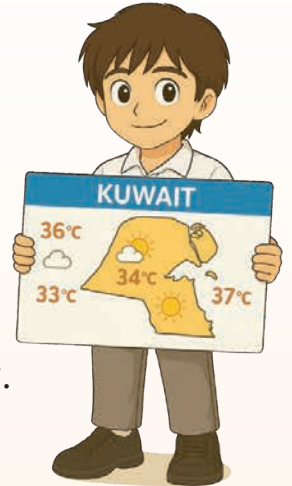
Title: _____



The Weather Forecast Report

Instructions:

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



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

Thursday	Friday	Saturday



Minimum words to be taught

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



“Stay Safe, Stay Smart”



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

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

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

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

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

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

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

Stay safe, stay smart,

Care for the world, do your part!

Check the weather, look around,

Stay safe and strong — safe and sound!



**Learning Outcomes****Listening and Viewing:**

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

Speaking and Representing:

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



Learning Outcomes

Reading and Viewing:

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

Writing and Representing:

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



Lesson 1

Listening

I will learn:

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

Before you listen

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



Listen to the recording and tick ✓ or ✗



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



Listen again to reorder the events, then retell



First

Lesson 2

Grammar

I will learn:

scary
too / enough



Ask and answer

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



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



Read and complete using "too / enough"

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



2. They are _____ small. They aren't big _____ to wear.



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



Speaking



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



Lesson 3

Reading

I will learn:

reader, understand, fluently, expression
curious



Before you read

Why do we read?



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

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

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

Today's reader
Tomorrow's
leader



Read again, then answer the following questions

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

2. How do good readers speak?

Writing



1. Where did you go last Monday?

2. What did you do there?

3. What kind of books did you buy?

4. Why do you think reading is important?

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

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



Title: _____

A series of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such sets stacked vertically.

Lesson 5

Listening

I will learn:

shy, clearly, cover, page, glad, discuss



Before you listen

What's your favourite hobby?



Listen to the recording and tick ✓ or ✗



1. Reem and Noura joined the winter reading club.
2. Reem spoke clearly about her favourite story.
3. On the last day, Reem and Noura presented a project.

☐☐☐

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

1. The girls joined the club

a. last month

b. last week

c. last year

d. yesterday

2. At the reading club Noura and Reem

a. wrote a song

b. did a project

c. spoke about their holiday

d. made a video

Lesson 6

Grammar

I will learn:

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



Ask and answer



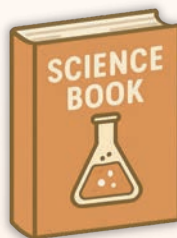
How **would** you **like** to travel?



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



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



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

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

2- We _____

3- They _____

Speaking



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



Lesson 7

Reading

I will learn:

traveller, surprised, kindness



Before you read

Talk about your favourite story.



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

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

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

1. The **best title** for the passage could be
 - a. The Magic Apple
 - b. The Small Village
 - c. The Healthy Basket
 - d. The Kind Girl
2. The underlined word "it" in line 4 refers to
 - a. village
 - b. apple
 - c. food
 - d. door



Read again, then answer the following question

1. Where did Sara live?

Lesson 8

Writing



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

Quran - every day - teacher - learn - kindness - relaxed

1. What is your favourite book?

2. When do you read it?

3. Who helps you to understand it?

4. What does Quran teach you?

5. How do you feel after reading Quran?



Writing checklist

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

Title: _____

Lesson 9

Pronunciation

I will learn:

cough, tough

The sound /f/ can be written in different forms

f	ph	ough
<u>f</u> lower	<u>ph</u> oto	en <u>ough</u>



Read these words aloud

enough – cough – tough



Fill in the missing letters

Farah had a bad c _____. Her ____ ather _____ oned



the doctor. After two days, she felt well. Her ____ riends



brought her a nice gift. It was a ____ oto _____ frame. She couldn't



thank them en..... .



Combine the following words

1. imagine + tion = imagination

2. travel+ er = _____

3. clear + ly = _____

4. fluent + ly = _____

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

1. My favourite wrote a new story.

a. author

b. summary

c. cover

d. booth

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

a. turn

b. understand

c. knock

d. join

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

a. scary

b. shy

c. shiny

d. curious

4. Please, talk so everyone can understand you.

a. joyfully

b. clearly

c. indoors

d. enough

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

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

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

a. A Science Book

b. Gulliver's Story

c. A Small Island

d. A Good Reader

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

a. drinks

b. food

c. people

d. sailors

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

a. dark

b. bright

c. shiny

d. big

B) Answer the following questions:

1. What is Nada's favourite book?

.....

2. Who was Gulliver?

.....

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

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

- a. fluently b. carefully c. too

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

- a. looking b. looked c. looks

3. Salem would like to the book fair.

- a. visit b. visited c. visiting

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

1. Yesterday, I read a book.



2. I have a strong

**B) Combine the following**

1. clear + ly =

2. travel + er =

Progress Test

Writing

Fill in the graphic organiser, then use it to write a paragraph about “A Visit to Kuwait National Library”. The following guide words may help you

Thursday – friend – books – Kuwait's history – proud

1. When did you go to the National Library?

3. What did you see there?

2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036 2037 2038 2039 2040 2041 2042 2043 2044 2045 2046 2047 2048 2049 2050 2051 2052 2053 2054 2055 2056 2057 2058 2059 2060 2061 2062 2063 2064 2065 2066 2067 2068 2069 2070 2071 2072 2073 2074 2075 2076 2077 2078 2079 2080 2081 2082 2083 2084 2085 2086 2087 2088 2089 2090 2091 2092 2093 2094 2095 2096 2097 2098 2099 2100 2101 2102 2103 2104 2105 2106 2107 2108 2109 2110 2111 2112 2113 2114 2115 2116 2117 2118 2119 2120 2121 2122 2123 2124 2125 2126 2127 2128 2129 2130 2131 2132 2133 2134 2135 2136 2137 2138 2139 2140 2141 2142 2143 2144 2145 2146 2147 2148 2149 2150 2151 2152 2153 2154 2155 2156 2157 2158 2159 2160 2161 2162 2163 2164 2165 2166 2167 2168 2169 2170 2171 2172 2173 2174 2175 2176 2177 2178 2179 2180 2181 2182 2183 2184 2185 2186 2187 2188 2189 2190 2191 2192 2193 2194 2195 2196 2197 2198 2199 2200 2201 2202 2203 2204 2205 2206 2207 2208 2209 2210 2211 2212 2213 2214 2215 2216 2217 2218 2219 2220 2221 2222 2223 2224 2225 2226 2227 2228 2229 2230 2231 2232 2233 2234 2235 2236 2237 2238 2239 2240 2241 2242 2243 2244 2245 2246 2247 2248 2249 2250 2251 2252 2253 2254 2255 2256 2257 2258 2259 2260 2261 2262 2263 2264 2265 2266 2267 2268 2269 2270 2271 2272 2273 2274 2275 2276 2277 2278 2279 2280 2281 2282 2283 2284 2285 2286 2287 2288 2289 2290 2291 2292 2293 2294 2295 2296 2297 2298 2299 2300 2301 2302 2303 2304 2305 2306 2307 2308 2309 2310 2311 2312 2313 2314 2315 2316 2317 2318 2319 2320 2321 2322 2323 2324 2325 2326 2327 2328 2329 2330 2331 2332 2333 2334 2335 2336 2337 2338 2339 2340 2341 2342 2343 2344 2345 2346 2347 2348 2349 2350 2351 2352 2353 2354 2355 2356 2357 2358 2359 2360 2361 2362 2363 2364 2365 2366 2367 2368 2369 2370 2371 2372 2373 2374 2375 2376 2377 2378 2379 2380 2381 2382 2383 2384 2385 2386 2387 2388 2389 2390 2391 2392 2393 2394 2395 2396 2397 2398 2399 2400 2401 2402 2403 2404 2405 2406 2407 2408 2409 2410 2411 2412 2413 2414 2415 2416 2417 2418 2419 2420 2421 2422 2423 2424 2425 2426 2427 2428 2429 2430 2431 2432 2433 2434 2435 2436 2437 2438 2439 2440 2441 2442 2443 2444 2445 2446 2447 2448 2449 2450 2451 2452 2453 2454 2455 2456 2457 2458 2459 2460 2461 2462 2463 2464 2465 2466 2467 2468 2469 2470 2471 2472 2473 2474 2475 2476 2477 2478 2479 2480 2481 2482 2483 2484 2485 2486 2487 2488 2489 2490 2491 2492 2493 2494 2495 2496 2497 2498 2499 2500 2501 2502 2503 2504 2505 2506 2507 2508 2509 2510 2511 2512 2513 2514 2515 2516 2517 2518 2519 2520 2521 2522 2523 2524 2525 2526 2527 2528 2529 2530 2531 2532 2533 2534 2535 2536 2537 2538 2539 2540 2541 2542 2543 2544 2545 2546 2547 2548 2549 2550 2551 2552 2553 2554 2555 2556 2557 2558 2559 2560 2561 2562 2563 2564 2565 2566 2567 2568 2569 2570 2571 2572 2573 2574 2575 2576 2577 2578 2579 2580 2581 2582 2583 2584 2585 2586 2587 2588 2589 2590 2591 2592 2593 2594 2595 2596 2597 2598 2599 2600 2601 2602 2603 2604 2605 2606 2607 2608 2609 2610 2611 2612 2613 2614 2615 2616 2617 2618 2619 2620 2621 2622 2623 2624 2625 2626 2627 2628 2629 2630 2631 2632 2633 2634 2635 2636 2637 2638 2639 2640 2641 2642 2643 2644 2645 2646 2647 2648 2649 2650 2651 2652 2653 2654 2655 2656 2657 2658 2659 2660 2661 2662 2663 2664 2665 2666 2667 2668 2669 2670 2671 2672 2673 2674 2675 2676 2677 2678 2679 2680 2681 2682 2683 2684 2685 2686 2687 2688 2689 2690 2691 2692 2693 2694 2695 2696 2697 2698 2699 2700 2701 2702 2703 2704 2705 2706 2707 2708 2709 2710 2711 2712 2713 2714 2715 2716 2717 2718 2719 2720 2721 2722 2723 2724 2725 2726 2727 2728 2729 2730 2731 2732 2733 2734 2735 2736 2737 2738 2739 2740 2741 2742 2743 2744 2745 2746 2747 2748 2749 2750 2751 2752 2753 2754 2755 2756 2757 2758 2759 2760 2761 2762 2763 2764 2765 2766 2767 2768 2769 2770 2771 2772 2773 2774 2775 2776 2777 2778 2779 2780 2781 2782 2783 2784 2785 2786 2787 2788 2789 2790 2791 2792 2793 2794 2795 2796 2797 2798 2799 2800 2801 2802 2803 2804 2805 2806 2807 2808 2809 2810 2811 2812 2813 2814 2815 2816 2817 2



2. Who did you go with?

4. Which book did you read?

[illegible]

5. How did you feel?

Title: _____

A handwriting practice sheet featuring four sets of horizontal lines. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.




NAME: _____ DATE: _____

My Book Report



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

SUMMARY

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

CHARACTERS

Main Character:

Name and Description:





Instructions:

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

Minimum words to be taught

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



“Open a Book and Fly”



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

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

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

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

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



Credits and Acknowledgments



Design and Layout

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

Fonts Used

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

Icons and Graphics

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

Images and Illustrations

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

Songs and Lyrics

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

5A

