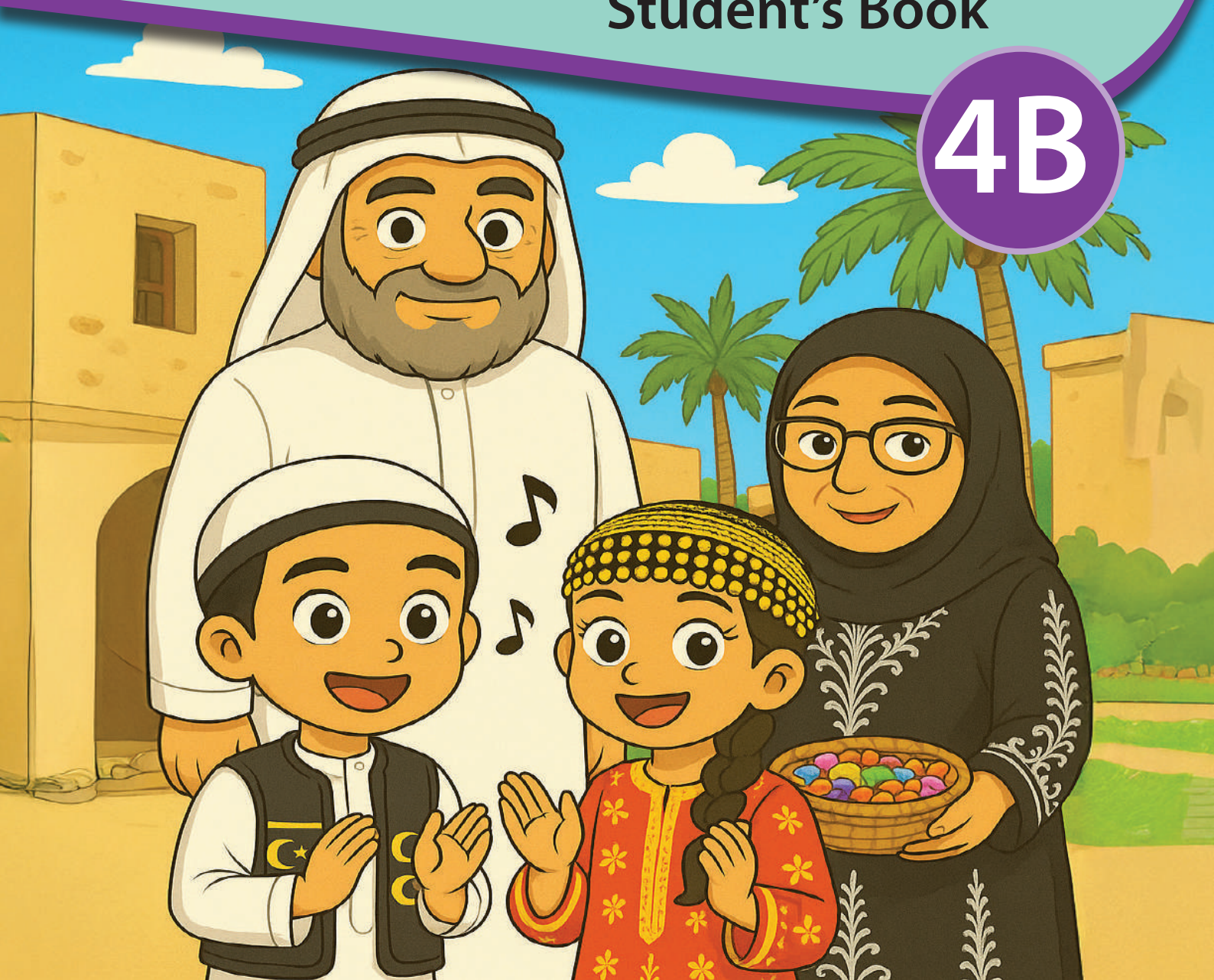
وزارة التربية
Ministry of Education
State of Kuwait | دولـــة الكويـت

SKYLINE ENGLISH

Student's Book

4B



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Evaluation

PDF Book

أودع الكتاب في مكتبة الوزارة تحت رقم (419) بتاريخ 2025/12/11 م

بسم الله الرحمن الرحيم

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Amir Of The State Of Kuwait

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Introduction

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

About the Skyline English Series

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

Vision and Purpose

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

Introduction

Alignment with Kuwait Vision 2035

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

Integration of 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

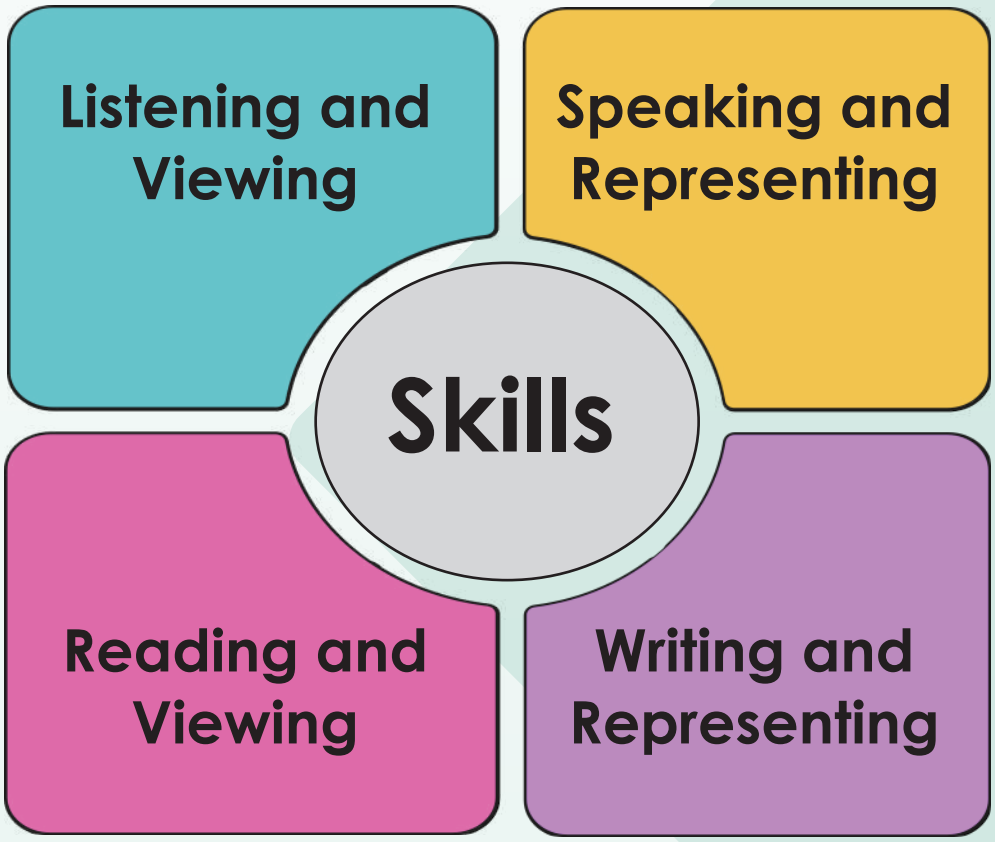
Each unit in the series is enriched with tasks that require active participation, problem-solving, reflection and real-life application of language skills.

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 Four 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 & anwser

18. read & reorder

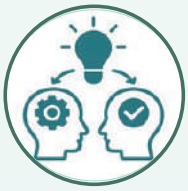
19. write

20. look & complete

21. combine & write

22. find & write

23. find the word then complete



24. think pair & share/exention

Sagoor
MEET OUR CHARACTERS
GRANDFATHER
GRANDMOTHR
FATHER
MOTHER
HAMAD
NOURA
Hamad's Family
FATHER
MOTHER
FAHAD
REEM
Fahad's Family
TEACHER MR. ALI
TEACHER MRS. AMAL

Do your homework and keep your book neat.

Weekly Follow-up Sheet

No.		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		❑	❑	❑	❑	❑	❑

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Song
Unit Five From Earth To Space	• Describing Earth and space • Making a comparison	• Comparative and superlative adjectives • Future with will	• Space • Earth	• Curiosity • Imagination **21st Century Skills** • Critical thinking • Scientific Inquiry	Curious Minds Will Explore
Project	• **My Planet Fact File**				

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit six Our Planet, Our Home	• Asking for and giving information • Giving advice	• Present continuous • Modal verb should/ shouldn't	• Planting • Environment	• Responsibility • Environmental care **21st Century Skills** • Problem–solving • Collaboration	Plant a Tree for Our Environment
Project	• **My Planting Journal**				

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Song
Unit Seven From Kuwait To The World	• Asking for and giving information • Describing places	•Present simple with adverbs of frequency • Have/has got for possession	• Countries and flags • Museums and mosques	•Respect •Cultural Appreciation **21st Century Skills** •Communication •Global Awareness	The History
Project	**My Dream Museum**				

Unit Title	Language Functions	Grammar	Vocabulary	Values	Song
Unit Eight A Plan To Explore	• Asking for and giving information • Describing past events and experiences	• Past simple • Going to for future plans	• Discovering countries • Travelling	• Cooperation • Adaptability **21st Century Skills** • Creativity • Planning and Decision-Making	Let's Explore the World
Project	• **My Sketchbook**				

Unit 5 From Earth To Space

Learning Outcomes

Listening and Viewing:

- Identify key facts about planets, gravity, and space exploration from audio texts.
- Distinguish facts from opinions in spoken texts.
- Demonstrate comprehension of key space-related terms during listening tasks.
- Respond to spoken descriptions by selecting the appropriate visual.
- Demonstrate attentive listening by taking turns and asking for clarification.
- Express interest and emotional awareness when listening to dialogues.

Speaking and Representing:

- Identify superlative adjectives in simple sentences and examples.
- Apply correct superlative forms to compare people, animals, or objects accurately.
- Produce oral sentences using superlative adjectives to describe and compare familiar items.
- Recognise the structure of the future simple tense in affirmative, negative, and interrogative forms.
- Construct correct future simple sentences using will and will not with time expressions.
- Express personal future intentions orally using clear and complete sentences.
- Present a group project about space exploration using clear pronunciation and structure forms.
- Collaborate respectfully during project presentations by sharing speaking turns and supporting peers' ideas.
- Demonstrate confidence and willingness to participate actively in pair and group speaking activities.

Unit 5 From Earth To Space

Learning Outcomes

Reading and Viewing:

- Identify main ideas and details in reading passages about astronauts, planets, and gravity.
- Infer the meaning of unfamiliar words in space-themed texts using contextual clues.
- Identify specific details in texts, including definitions, planet names, and space facts by scanning.
- Predict events in fictional stories about space exploration.
- Demonstrate positive engagement by completing assigned reading tasks when reading stories.
- Show enjoyment and motivation when reading informational texts related to space and planets.

Writing and Representing:

- Produce clear and organised descriptive paragraphs.
- Use graphic organisers/ venn diagrams to structure ideas effectively .
- Apply correct spelling and basic writing conventions to complete sentences.
- Create a project poster or report describing a space topic using correct superlatives and future tense forms.
- Organise written project content using visuals such as diagrams, pictures, or labels.
- Show motivation and pride by completing writing tasks related to the unit topic.
- Demonstrate a positive attitude and effort while writing about the unit theme.

From Earth To Space

5

Lesson 1

Listening

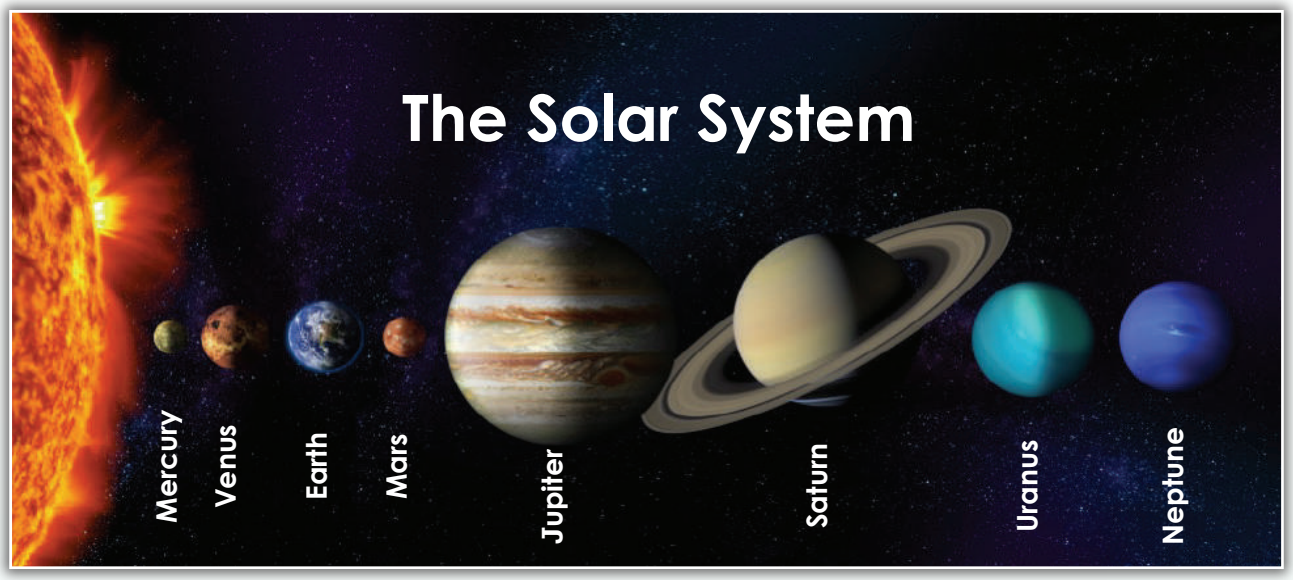
I will Learn:

planetarium, solar system, centre, planet, close, large, space, spin

Before you listen

What do you know about the planetarium in Kuwait National Museum?

Listen to the recording and tick ✓ or ✗



1. The guide meets the students at the entrance. ☐
2. Venus is the coldest planet in the solar system. ☐
3. The Moon moves around the Earth. ☐

Listen again, then reorder the events of the story

☐

☐

☐

Lesson 2

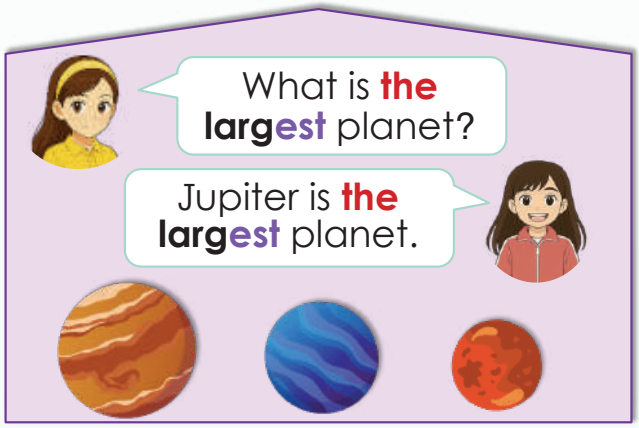
Grammar

I will Learn:

Superlative adjectives, the most ...

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

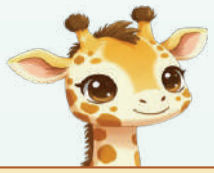
the ... + est	the ... + iest	the most ...
the biggest	the happiest	the most colourful
the smallest	the prettiest	the most beautiful
the coldest	the busiest	the most expensive
the hottest	the angriest	the most dangerous



1. The blue whale is ..... animal on Earth.
   a. big b. biggest c. the biggest
2. I think, Maths is ..... subject at school.
   a. the interesting b. the most interesting c. interesting

Speaking

Look and compare



Speed: 1,500 km/h
Hight: 5.5 metres tall
Features: friendly

Speed: 6,000 km/h
Hight: 3.5 metres tall
Features: intelligent

Speed: 170 km/h
Hight: 1.1 metres tall
Features: dangerous

Look around and compare three things.

Lesson 3

Reading

I will Learn:

safely, breathe, suitable, forest
mountain, gently, need

Before you read

What do people need to live on a planet?

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

Earth

HOME ABOUT CONTENT OTHERS

Earth is our home and one of the most amazing planets in the solar system. It is the only planet where people, animals, and plants can live safely. Earth has everything we need, air to breathe, water to drink, and suitable weather to grow food and trees. Earth is bigger than Mars but smaller than Jupiter. **It** is also the most colourful planet. From space, we can see its blue oceans, green forests, brown mountains, and white clouds moving gently across the sky. The Earth moves around the Sun once every year, and it spins around itself to make day and night. We must take care of our planet by saving water, planting trees, and keeping it clean. The Earth is our **beautiful** home, and it needs our care everyday.

1. The underlined word "**beautiful**" in line **11** means
   a. cold b. dark c. wonderful d. small
2. The underlined word "**It**" in line **5** refers to
   a. Earth b. weather c. Mars d. Jupiter

Read again, then answer the following questions

1. Where can people, animals, and plants live safely?

.....

2. Why do we need to take care of Earth?

.....

Lesson 4

Writing

Combine the following words

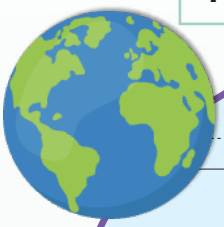
cold	est

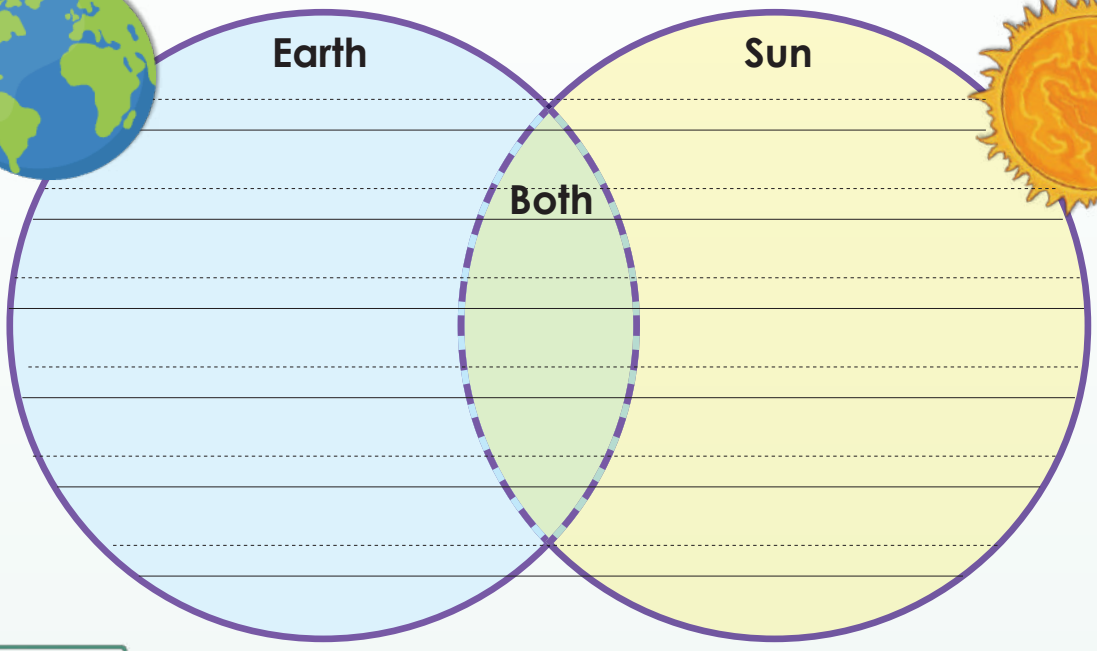
large	est

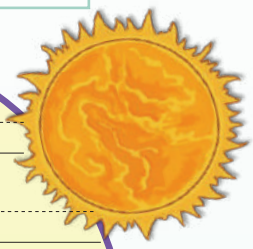
hot	est

Fill in the Venn diagram, then use it to compare between the Earth and the Sun. The following guide words may help you

planet – star – round - hot – move – solar system







Title: _____

Lesson 5

Listening

I will Learn:

scientist, believe, explore, dream, explain

Before you listen

Look at the pictures and guess what Fahad will talk about.

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

Work hard and dream big.

1. Students are giving short presentations about

   a. space b. land c. sky d. people

2. Fahad's project is about

   a. growing food b. red planet c. building houses d. new ideas

3. Fahad believes that people will ..... on Mars one day.

   a. think b. live c. tell d. give

Write one question you still want to know about Mars

Lesson 6

Grammar

I will Learn:

Future simple

Ask and answer, then do as shown

I / you / we / they + will / will not + play / travel / write
she / he / it fly / explore

tomorrow | next | in the future | in 2035

I will study tomorrow.

I will not study tomorrow.

Will you study tomorrow?

Will you travel to Bahrain **next summer** holiday?

No, **I will not**. **I will** travel to Oman.

1. She will cook tonight. (**Make negative**)

2. They will study tomorrow. (**Ask a question**)

Speaking

In the future, she will be a teacher.

Look and say

be

explore

find

buy

Lesson 7

Reading

I will Learn:

VR headset, rocket, spaceship, astronaut, float, gravity, guide, spill

Before you read

What do astronauts do?

Read the following story, then open your workbook to fill in the story map

After a school trip to the Scientific Centre, Hamad couldn't stop thinking about space. He tried a VR headset and saw rockets flying, colourful planets, and bright stars shining in the sky. When he got home, he ate his lunch, felt sleepy, and soon closed his eyes. Suddenly, Hamad found himself inside a big, bright spaceship.

An astronaut smiled at him and said, "Welcome, Hamad! I'm Neil Armstrong, the first man to walk on the Moon. Today, I will be your guide." Neil showed Hamad around the spaceship. "I will show you how astronauts live in space. We sleep in small bags, so we don't float away. We eat dry food that doesn't spill, and we move slowly because there is no gravity." he said.

Hamad tried to move, but his legs floated off the floor! He laughed as his pencil floated next to him. Neil smiled and said, "Without gravity, everything feels light even you!" Together, they looked out the window at the Earth below. It was round and blue. "Dream big." said Neil. "One day, you can explore the stars too." When Hamad woke up, he smiled and said, "One day, I will be an astronaut. My dream will come true."

Lesson 8

Spelling

Write the missing words to complete the sentences

1. Earth is a _____ .

2. The astronaut _____ in in space.

Writing

Fill in the graphic organiser, then use it to write a paragraph about 'The Life of an Astronaut in Space'. The following guide words may help you

rocket – gravity – float – slowly – dry – food

1. How do astronauts go to space?

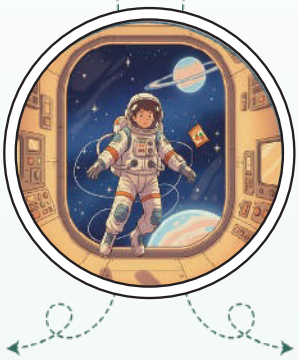
_____

_____

2. What happens to their bodies in space?

_____

_____



3. How do they move and why?

_____

_____

4. What do they eat?

_____

_____

Title: _____

_____

_____

_____

_____

_____

_____

_____

Progress Test

Reading

Vocabulary

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

1. We went to the ..... to learn about space.

a. planetarium b. centre

c. ticket d. castle

2. Astronauts use rockets to ..... space.

a. breathe b. spin

c. explore d. float

3. Please, close the door ....., so you don't wake the baby.

a. ago b. actually

c. better d. gently

4. This dress is not ..... for cold weather.

a. large b. suitable

c. close d. smart

Progress Test

Reading

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

Every Saturday, a group of children meets at the Nature Centre near their town. They explore a small forest with a scientist who helps them learn about trees, animals, and plants. The scientist always tells them to walk safely and to touch plants gently. They found a long mountain track that looks **suitable** for a short walk. She also explains that **they** need to stay close together so no one gets lost. The children believe that the forest is a magical place because it has a lot of colourful trees and plants. At the end of the trip, each child shares one dream about a new place they want to explore next time.

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

   a. The Nature Centre b. A Long Track c. Plants d. A New Town

2. The underlined word "**suitable**" in line **5** means

   a. right b. dangerous c. dark d. strong

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

   a. animals b. plants c. trees d. children

4. The children explore the

   a. forest b. scientist c. track d. mountain

B) Answer the following questions

1. What do the children find in the forest?

.....

2. Why do children enjoy visiting the Nature Centre?

.....

Progress Test

Writing

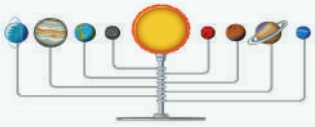
Grammar

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

1. I ..... my grandparents tomorrow.
   a. visit b. will visit c. visited
2. This book is the ..... book in the library.
   a. most interesting b. interesting c. more interesting
3. ..... you watch the football match next Friday?
   a. Have b. Are c. Will
4. My brother is the ..... person in our family.
   a. tallest b. tall c. taller

Spelling

A) Write the missing words to complete the sentences



1. The Sun is the ..... of the Solar System.

2. There are many tress in the ..... .

B) Combine the following

1. happy + est = ...
2. cold + est = ...

Progress Test

Writing

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

museum – planetarium – solar system– explore – planets – happy

Where did you go?

2. What did you see?

3. What did you learn?

4. How did you feel?

Title:

Project 5

My Planet Fact File

Choose or Draw a picture of your planet.

The name of the planet:

.....

Facts about my planet:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

My planet takes

Earth days to spin around the Sun.

My planet takes

Earth days to rotate.

My planet is the

from the Sun.

5

Minimum Words to be Taught

No	word	part of speech	lesson
1	planetarium	noun	1
2	solar system	noun	1
3	centre	noun	1
4	planet	noun	1
5	close	adjective	1
6	large	adjective	1
7	space	noun	1
8	spin	verb	1
9	safely	adverb	3
10	breathe	verb	3
11	suitable	adjective	3
12	forest	noun	3
13	mountain	noun	3
14	gently	adverb	3
15	need	verb	3
16	scientist	noun	5
17	believe	verb	5
18	explore	verb	5
19	dream	noun/ verb	5
20	explain	verb	5
21	VR headset	noun	7
22	rocket	noun	7
23	spaceship	noun	7
24	astronaut	noun	7
25	float	verb	7
26	gravity	noun	7
27	guide	noun	7
28	spill	verb	7

5 Song

“Curious Minds Will Explore”song

In the centre, we gather to look and explore,
A scientist shows us planets and more.
The Solar System is large and bright,
Each planet spins gently in the quiet night.
We ask big questions, we think and try
Which one is closest? What’s up in the sky?
With curiosity, we start to learn,
And our imaginations begin to turn.

We will learn, we will explore,
We will ask “Why?” and search for more.
The fastest rockets climb so high
Together we dream, together we try.
We will believe in every new door
That’s how we grow when we explore!

With a VR headset, we take a look,
Gravity feels different like pictures in a book.
An astronaut shows how planets float,
And how rockets travel faster than a boat!
We work together, we think with care,
We move safely and help everywhere.
The biggest dreams begin with one small try
We will keep learning as we reach the sky.

Unit 6 Our Planet, Our Home

Learning Outcomes

Listening and Viewing:

- Identify key information and specific details in short listening texts related to environmental activities and wildlife protection.
- Demonstrate understanding of spoken messages by responding accurately to listening tasks.
- Recognise cause and effect relationships in planting processes.
- Infer the meanings of new nature-related vocabulary from contexts.
- Demonstrate interest while listening to environmental stories by responding to oral or written comprehension questions.

Speaking and Representing:

- Use the present continuous tense accurately to construct affirmative, negative, and interrogative sentences when describing actions happening now.
- Respond to simple present continuous questions orally with correct verb forms and subject–verb agreement.
- Use should and shouldn't accurately to give advice and state rules in familiar contexts.
- Produce simple spoken sentences using should / shouldn't to describe appropriate and inappropriate actions.
- Show responsibility and appreciation for nature while completing the project.
- Collaborate politely in pair discussions about nature.
- Display respectful listening and cooperative behaviour when expressing ideas, opinions, and advice in speaking activities.

Unit 6 Our Planet, Our Home

Learning Outcomes

Listening and Viewing:

- Identify the main idea and key details in texts about nature and planting.
- Scan for specific information in planting procedures.
- Infer the meaning of unfamiliar words in texts using contextual clues.
- Identify characters, setting, and main events in a short narrative texts.
- Recognise the moral lesson conveyed through characters' actions and outcomes.
- Demonstrate curiosity when reading about plants and nature.
- Engage respectfully with environmental messages in stories.

Writing and Representing:

- Produce clear and organised descriptive paragraphs.
- Use graphic organisers to structure ideas effectively .
- Apply correct spelling and basic writing conventions to complete sentences.
- Demonstrate awareness of the importance of plants and caring for the environment.
- Value generosity and helping others as shown through characters' behaviour and decisions.
- Create 'My Planting Journal' describing steps, tools, and outcomes.
- Express positive feelings about nature in writing.
- Develop awareness of environmental responsibility through writing.

6

Lesson 1

Listening

I will Learn:

greening, environment, soil, shade, sunlight, brought

Before you listen

When do you celebrate the Greening Day at school?

Listen and tick ✓ or ✗

1. The school is celebrating the Greening Day tomorrow. ☐
2. The teacher is taking the girls to the school garden. ☐
3. Trees need shade to grow healthy. ☐

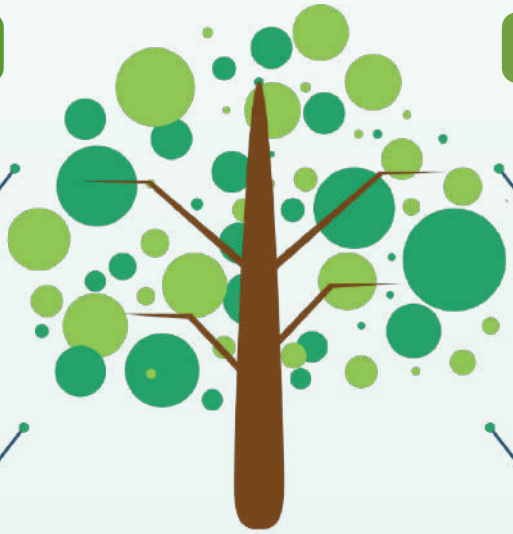
Listen again, then complete the mind map

Trees need

1 _____

2 _____

3 _____



Trees give

1 _____

2 _____

3 _____

Lesson 2

Grammar

I will Learn:
pay, high
Present continuous

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

am/is/are	Subject	Verb + ing	Rest of the sentence
Am / Are Is	I /you / we/ they he / she/ it	planting watering cutting	the trees? the plants?

? Is she sleeping?

\+ Yes, she is sleeping.

− No, she isn't sleeping.

1. ..... she preparing their lunch?

a. Am b. Is c. Are

2. Are they ..... for the new plants?

a. paying b. pays c. paid

Speaking

We should protect nature by planting.

Ask and answer

Is she brushing her teeth?

Ask your friend: Are you ..... today?

Lesson 3

Reading

I will Learn:

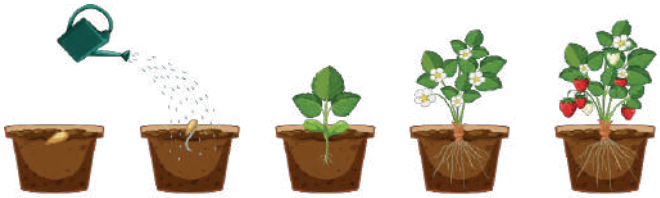
important, life cycle, stage, root, stem, young, look after, leaves

Before you read

Why do we plant trees?

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

Plants are important for life on Earth, so we must look after them and not cut down too many trees. Keeping our planet green helps everyone live in a healthy world. A plant has a life cycle with five stages. First, we plant the seed in the soil. **It** needs water, air, and warm sunlight to grow. Next, a small root grows down to take water from the soil, and a small stem begins to grow up to get sunlight. Then, green leaves grow to help the **young** plant make food from sunlight. After that, the plant gets stronger and beautiful flowers bloom. Finally, flowers turn into fruit or vegetables with seeds. This is how the life cycle of a plant restarts.



1. The opposite of the underlined word "**young**" in line **7** is
   a. old b. strong c. warm d. important
2. The underlined word "**It**" in line **4** refers to
   a. soil b. seed c. world d. life

Read again, then answer the following questions

1. What do leaves do?

.....

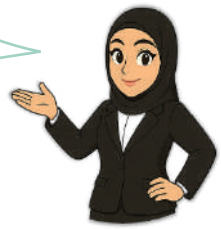
2. Why should we keep our planet green?

.....

Lesson 4

Writing

Rule: We use commas for listing.
Plants need soil, water, **and** sunlight.



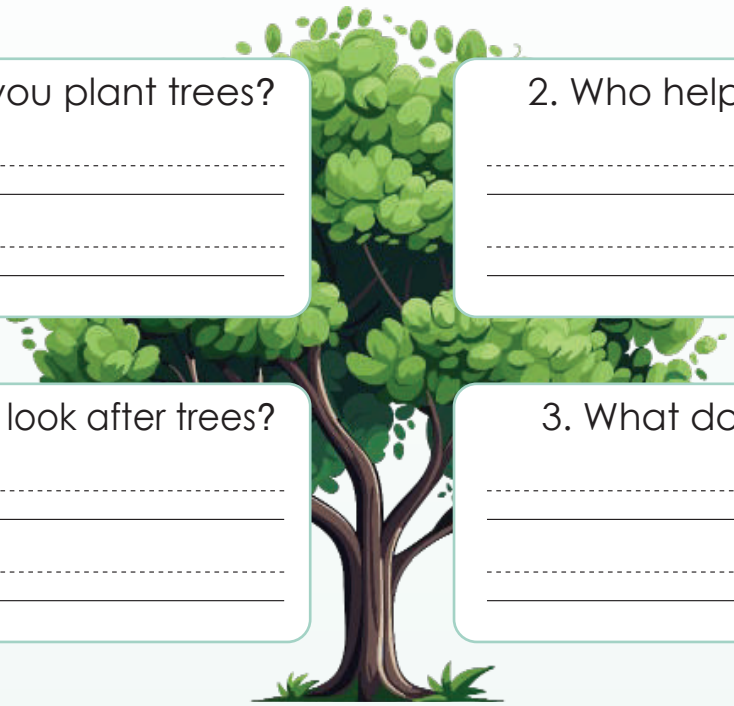
Punctuate the following sentence

i have a pencile ruler and a book

.....

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

garden – father – happily – water – food – fresh



1. Where do you plant trees?

.....

.....

2. Who helps you plant?

.....

.....

3. How do you look after trees?

.....

.....

3. What do trees give?

.....

.....

Title: .....

.....

.....

.....

.....

.....

Lesson 5

Listening

I will Learn:

Nature Reserve, oryx, protect, become

Before you listen

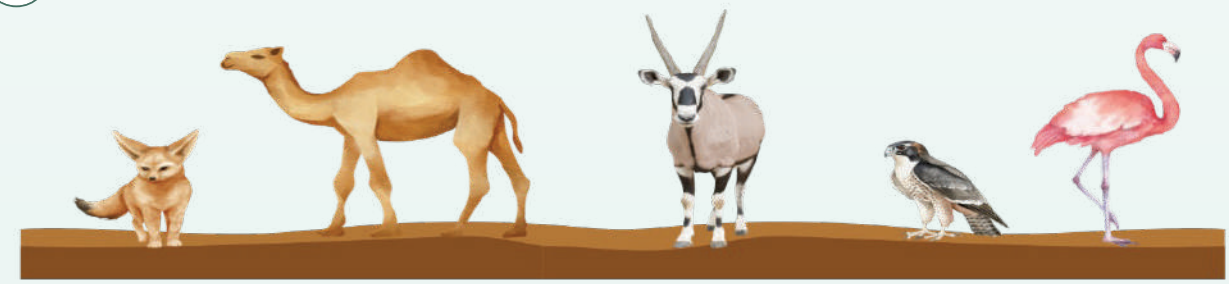
Which animal is not a desert animal?

Keep the environment clean.

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

1. Grandfather's favourite animal is the .....
   a. bird b. fox c. oryx d. gazelle
2. Hamad's father told him that he shouldn't ..... or feed the animals.
   a. touch b. respect c. protect d. grow
3. Sabah Al-Ahmad Natural Reserve became a reserve in ..... .
   a. 2 b. 2016 c. 1987 d. 300

Listen again, then circle the animals that Hamad saw in the reserve



Lesson 6

Grammar

I will Learn:

quickly

Modal verb should/ shouldn't

Look and say

What should / shouldn't you do in the Nature Reserve?

I
You
He
She
It
We
They

+ **should** / **shouldn't**

feed animals.

be kind to animals.

protect nature.

touch animals.

Write sentences using should or shouldn't with the help of the pictures

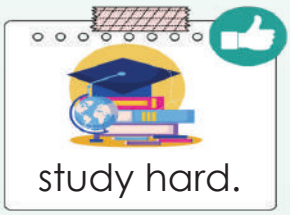
1. .....

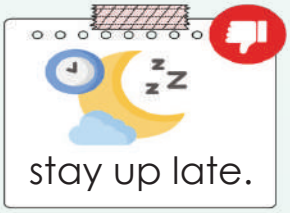
2. .....

Speaking

Look and say

What should / shouldn't you do before your test?





Ask your friend: What should / shouldn't you do in the classroom?

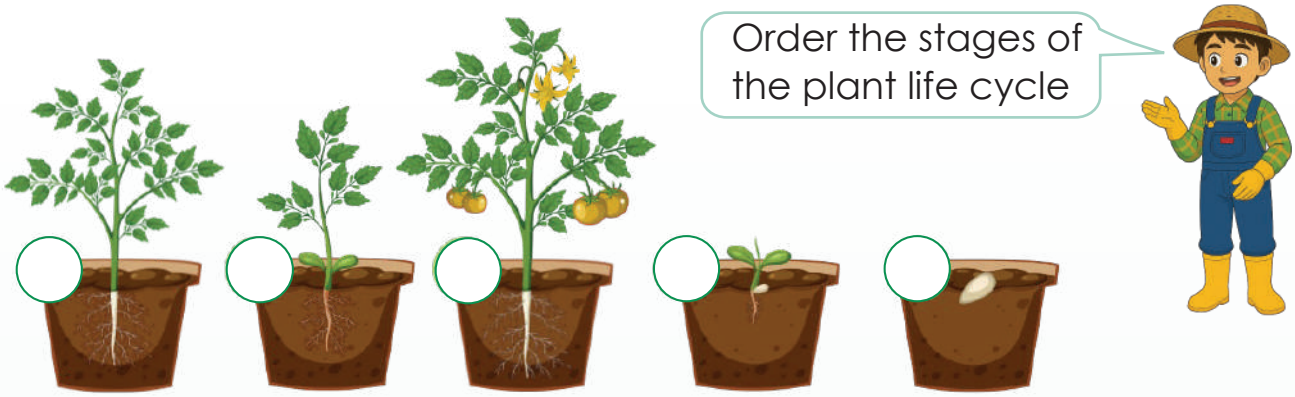
Lesson 7

Reading

Before you read

I will Learn:

town, felt, magic, greedy, action, daily, grew



Read the following story then open your workbook to fill in the story map

One sunny morning, a kind boy named Sami was walking to the town market. On the way, he saw a poor old man sitting under a large tree. The man looked weak, tired, and hungry. Sami felt sorry for him and gave him some bread and water.

The man smiled and said: "You are very kind". Take this special golden seed. Plant it in good soil and water it every day. It will grow into a tree with golden fruit. You should use the fruit to help people. If you become greedy, the tree will stop growing."

Sami planted the seed in his garden and looked after it daily. After some time, a tall tree with golden fruit grew. Sami shared the fruit with poor families, and his kind actions made everyone in the town happy.

Lesson 8

Writing

Add (ly) to the following words and rewrite them

.....

.....

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

safe – place – animals - plants – kind – touch

1.What is Kuwait Natural Reserve?

.....

2. What can you find there?

.....

3. What should you do there?

.....

4.What shouldn't you do there?

.....

Title: .....

.....

Editing Checklist					
Punctuation (Capitals – Full stop)		Spelling		Grammar	

Progress Test

Reading

Vocabulary

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

1. She can't get the book. The shelf is too .....

a. high b. young

c. close d. greedy

2. Seeds ..... plants when you look after them.

a. spin b. become

c. feel d. pay

3. The ..... grow down to take water from the soil.

a. shades b. roots

c. stages d. stems

4. Finish your homework ....., we should leave now!

a. quickly b. loudly

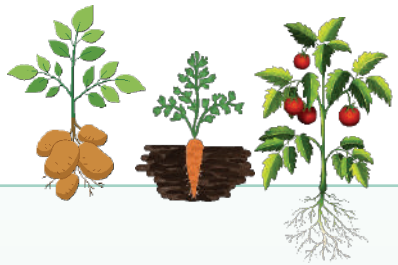
c. safely d. ago

Progress Test

Reading

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

Every Monday, Faisal participates in the planting activity with his school friends and the science teacher. They meet in the school garden and prepare the soil. Children plant many vegetables like tomatoes, potatoes, and carrots. **They** put the seeds in the soil. The teacher teaches them the steps and tells them what they should and shouldn't do, so everyone shares ideas. After planting, they keep a **journal** to write notes about the stages of the plants. They look after the plants every week and water them. Children make sure the plants have what they need to grow healthy.
Faisal feels proud because he is helping the school garden grow.



1. The **best title** for the passage could be
   a. A Planting Activity b. Sharing Ideas
   c. A Simple Diary d. Grow Healthy
2. The underlined word "**journal**" in line **7** means
   a. soil b. diary c. step d. plant
3. The underlined word "**They**" in line **4** refers to
   a. vegetables b. potatoes c. children d. tomatoes
4. Children make sure the plants have what they ..... to grow.
   a. water b. feel c. need d. meet

B) Answer the following questions

1. Where do Faisal and his school friends meet?

.....

2. How does Faisal feel about helping the school garden grow?

.....

Progress Test

Writing

Grammar

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

1. Is she ..... to Qatar on a cruise now?

   a. travels b. travelling c. travelled

2. Are you ..... to buy a new bike?

   a. going b. go c. went

3. You should ..... daily.

   a. exercise b. exercising c. exercised

4. I shouldn't ..... up late.

   a. stayed b. staying c. stay

Spelling

A) Write the missing word to complete the sentences

1. We plant the seeds in the .....

2. The Zakat teaches us not to be .....

B) Combine the following

1. safe + ly = ...

2. cut + ing = ...

Progress Test

Writing

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

protect – environment – look after – October 18th – plant – gently

1. Why should we plant trees?

2. How can we keep plants safe?

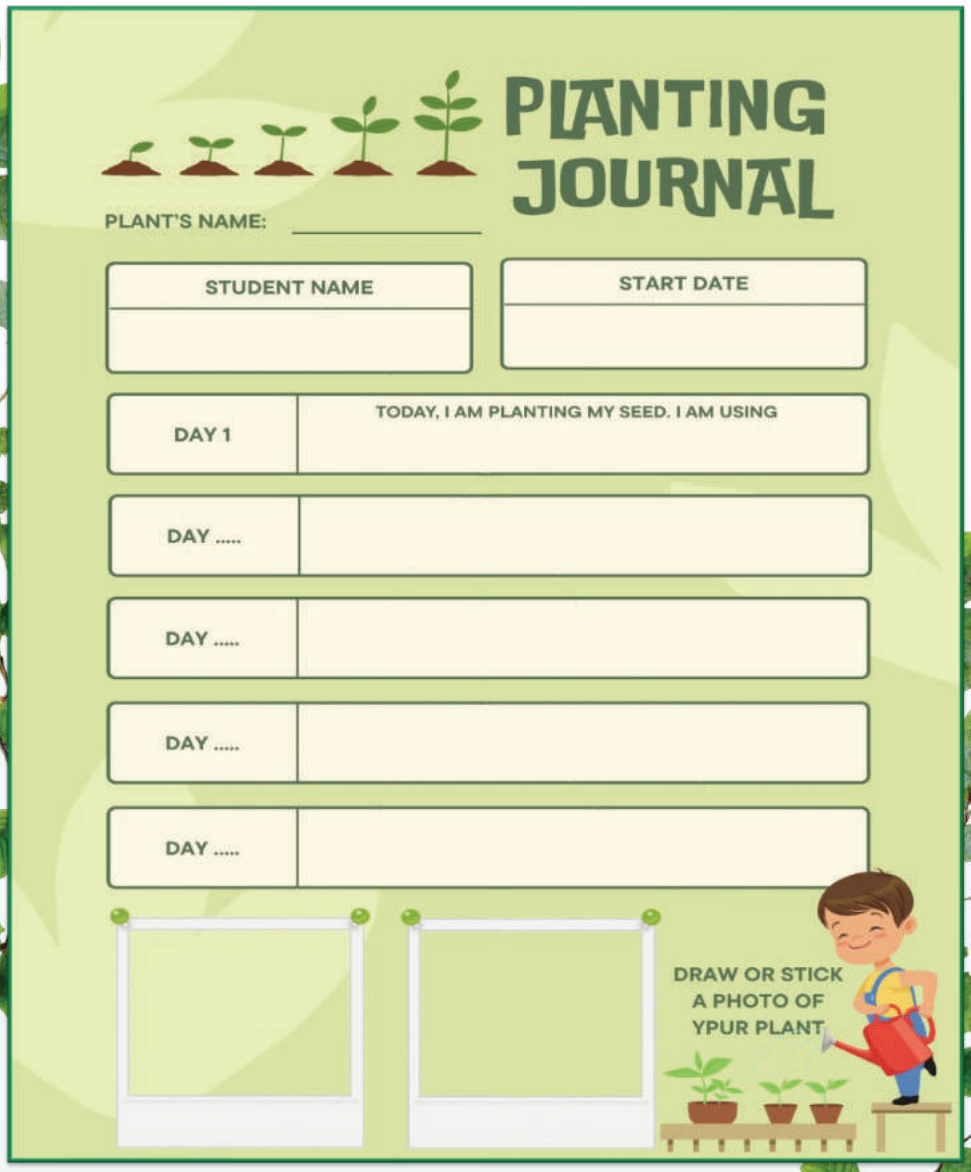
3. When is the Greening day?

4. What do you do on the Greening day at school?

Title: _____

Project 6

My Planting Journal



PLANTING JOURNAL

PLANT'S NAME: _____

STUDENT NAME	START DATE

DAY 1	TODAY, I AM PLANTING MY SEED. I AM USING
DAY	
DAY	
DAY	
DAY	

DRAW OR STICK A PHOTO OF YPUR PLANT

Instructions:

1. Create a journal about your plant.
2. Draw or add pictures of your plant as it grows through different stages.

Minimum Words to be Taught

No	word	part of speech	lesson
1	greening	noun	1
2	environment	noun	1
3	soil	noun	1
4	shade	noun	1
5	sunlight	noun	1
6	bring/ brought	verb	1
7	pay	verb	2
8	high	adjective	2
9	life cycle	noun	3
10	stage	noun	3
11	root	noun	3
12	stem	noun	3
13	young	adjective	3
14	important	adjective	3
15	look after	ph verb	3
16	leaf/ leaves	noun	3
17	Nature Reserve	noun	5
18	oryx	noun	5
19	protect	verb	5
20	become	verb	5
21	quickly	adverb	6
22	town	noun	7
23	feel / felt	verb	7
24	magic	adjective	7
25	greedy	adjective	7
26	action	noun	7
27	daily	adverb	7
28	grow/grew	verb	7

6 Song

"Plant a Tree for Our Environment" song

Our environment is important,
It's the place for you and me.
We should take care of nature,
By planting every tree.

Plant a tree, plant a tree,
Make the world clean and free.
We should look after every ground,
We shouldn't cut the trees down!

When we water, when we care,
New green leaves grow everywhere.
Strong tall trees help us all,
Giving shade so big and small.

Plant a tree, plant a tree,
Make the world clean and free.
We should look after every ground,
We shouldn't cut the trees down!

Unit 7 From Kuwait To The World

Learning Outcomes

Listening and Viewing:

- Identify the main idea in audio texts about travel destinations and cultural sites.
- Recognise specific details about cities, flags, and timelines from listening passages.
- Distinguish true and false statements after listening to travel-related audio.
- Infer the meaning of unfamiliar words from context during listening tasks.
- Show respect and attentiveness during group listening tasks.
- Demonstrate interest and curiosity about global destinations during listening activities.

Speaking and Representing:

- Recognise adverbs of frequency in simple present tense sentences.
- Apply frequency adverbs correctly when speaking about personal or cultural travel habits.
- Use the present simple tense accurately with adverbs of frequency to describe daily and weekly routines in affirmative sentences.
- Produce clear spoken sentences describing possessions using correct forms. Describe people and places orally using has got/have got in guided speaking tasks.
- Distinguish between have got and has got according to the subject pronoun.
- Show confidence when speaking about familiar and unfamiliar topics.
- Describe a dream museum orally using simple sentences and familiar vocabulary related to places and collections.
- Present information about rooms, collections, and features of the museum clearly during a short oral presentation.

Unit 7 From Kuwait To The World

Learning Outcomes

Listening and Viewing:

- Identify the main idea in informational texts about museums, history, and world cultures.
- Recognise the moral lesson conveyed through characters' actions and outcomes.
- Infer the meanings of unfamiliar words using contextual clues.
- Answer comprehension questions based on factual details.
- Engage positively with reading passages about world destinations.
- Show appreciation for Kuwait's heritage through reading tasks.

Writing and Representing:

- Produce clear and organised descriptive paragraphs.
- Use graphic organisers to structure ideas effectively .
- Apply correct spelling and basic writing conventions to complete sentences.
- Produce a simple museum booklet page that includes clear sentences about artefacts and culture.
- Show appreciation and pride when writing about Kuwait's heritage in the project.
- Express respect for cultural diversity when writing about world destinations.
- Demonstrate motivation and positive attitudes during writing tasks.

From Kuwait to the World

Lesson 1

Listening

I will Learn:

yearly, perform ,fair, biography, cave

Before you listen

How do people move between cities?

Listen to the recording and tick ✓ or ✗

1. The family's yearly trip takes place in spring. ☐
2. Reem wants to visit Hira Cave. ☐
3. The family is going to travel to Madinah by plane. ☐

Listen again, then write a sentence describing why Fahad's Family enjoy their yearly trip

Learn more by visiting museums and fairs.

Lesson 2

Grammar

I will Learn:

visitors

Present simple with adverbs of frequency

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

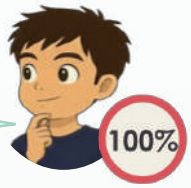
Adverbs of frequency

always	usually	often	sometimes	rarely	never
100%	80%	60%	40%	10%	0%

I / We/ You/They
perform / exercise / play

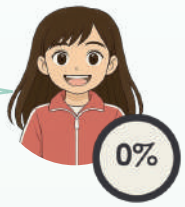
She/ He / It
visits/ travels/ eats

How **often** do you **go** to bed early?



I **always** go to bed early.

How **often** does your brother **drink** fizzy drinks?



He **never** drinks fizzy drinks.

1. The visitor usually ..... the fair.

   a. enjoyed b. enjoys c. enjoying

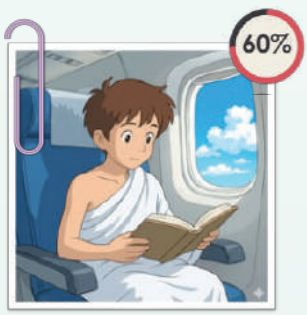
2. They rarely ..... their seating in the classroom.

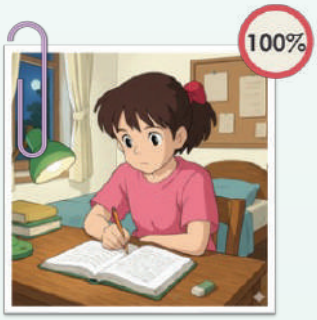
   a. change b. changed c. changing

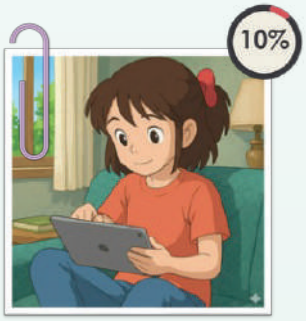
Speaking

Ask and answer

How often do you .....? How often does he /she .....?







Describe your weekly routine using adverbs of frequency.

Lesson 3

Reading

I will Learn:

gallery, ruler, include, true, information, part, useful

Before you read

Did you visit a museum or a historical place?

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

Al-Salam Palace Museum in Kuwait is an important place that shows visitors how Kuwait grew and changed over time. Long ago, the palace was used for special state events. Today, it has simple galleries that show information about Kuwait's rulers, big events, and national history. Visitors can walk through rooms and watch real videos from the past. Also, they can see special objects that tell stories about Kuwait.

The International Fair and Museum of the Prophet's Biography in Makkah is **modern**. Visitors from all over the world can learn about our Prophet Muhammad's life (peace be upon him). The biography of Prophet Muhammad is written in many different languages. **It** has more than thirty parts. It includes maps, timelines, and events about our Prophet's life. Visitors are going to learn true information about his life. When you go there, you will enjoy walking through each part and learning useful lessons from our great leader.

1. The opposite of the underlined word "**modern**" in the **2nd** passage in line **2** is
   a. old b. clear c. easy d. big
2. The underlined word "**It**" in the **2nd** passage in line **5** refers to
   a. world b. life c. biography d. museum

Read again, then answer the following question

1. How does the museum in Kuwait show the country's story?

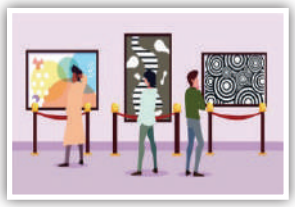
.....

.....

Lesson 4

Writing

Complete the following



1. We visited the art _____ .

Fill in the graphic organiser, then use it to write a paragraph about 'International Fair and Museum of the Prophet's Biography'. The following guide words may help you

Makkah – thirty – maps – timelines – useful – lessons

1. Where is the International Fair of Prophet Biography?

_____

_____

2. How many parts does the museum have?

_____

_____

3. What does it include?

_____

_____

4. What will you learn there?

_____

_____

Title: _____

_____

_____

_____

_____

_____

Lesson 5

Listening

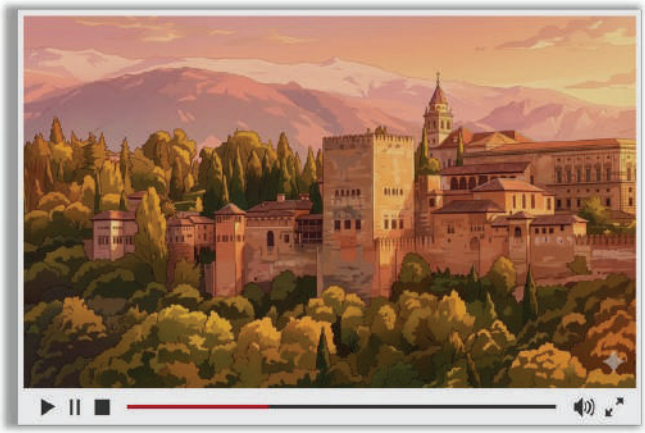
I will Learn:

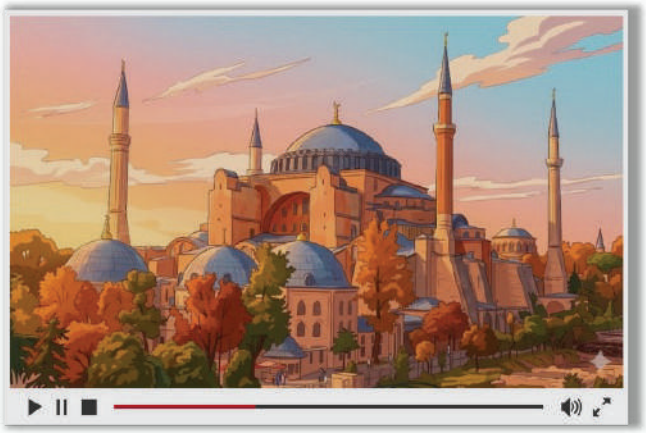
hall, huge, dome, pattern, statue

Before you listen

Name some mosques or museums in your country.

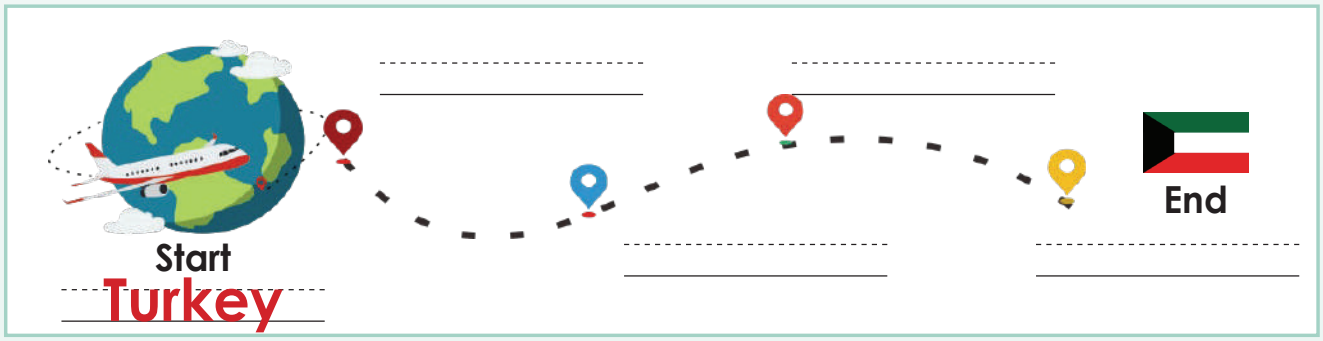
Listen to the recording and choose the correct answer from a, b, c or d





1. The family start their journey from
   a. Kuwait b. Istanbul
   c. Spain d. London
2. It has got amazing gardens and fountains:
   a. Hagia Sophia b. Alhambra Palace
   c. Grand Mosque d. British Museum
3. The Grand Mosque in Kuwait has got
   a. old statues b. glass pyramid
   c. gardens d. prayer hall

Listen again, then label the journey timeline



Lesson 6

Grammar

I will Learn:

stripe

Have/has got for possession

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

I / We They / You	have got	She / He It	has got

What **has** the mosque **got**?

It **has got** 3 domes.

1. She ..... got a yearly travelling plan.

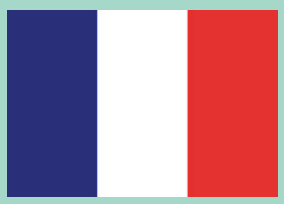
   a. is b. has c. was

2. ..... have got useful information to share in the lesson.

   a. They b. He c. It

Speaking

With your partner choose a country and talk about it using 'has got'



Ask your friend: What have you got in your bag?

Lesson 7

Reading

I will Learn:

appear, strength, battle, rectangular, represent, remind

Before you read

Describe the two flags

Read the following story, then open your workbook to fill in the story map

Omar was a curious fourth-grade boy who loved visiting museums. One morning, he went with his class to the National Museum of Kuwait. As he walked through a quiet hall, he noticed a colourful VR headset on a small table. A sign beside it said: "Explore the History of the Kuwaiti Flag!". Omar put on the headset, and suddenly a bright virtual world appeared in front of him. First, he saw the flag from the early 1900s. It was simple and red.

The scene changed again, taking him to 1914. This time, the flag was red with only the word "Kuwait" written on it.

Next, Omar travelled to the 1940s. He saw two red flags with "Kuwait" in white letters. One was a triangle-shaped flag used for ships, and the other was a rectangular flag used for buildings.

Finally, the headset showed the 1961 flag, the same flag used today. It had green, white, and red stripes with a black shape on the left.

Omar learned the meanings of the colours:

- **Green** means the land and the hope of people.
- **White** shows peace and kindness.
- **Red** represents the brave and strength of Kuwaitis.
- **Black** reminds us of past battles.

When Omar took off the headset, he felt proud. He now understood that flags change as countries grow, and he felt proud to his country's history.

Lesson 8

Writing

Combine the following

stripe + s = _____

gallery + s = _____

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

travelled – Spain – Great Mosque – Alhambra Palace – gardens – excited

1. Where did the family go?

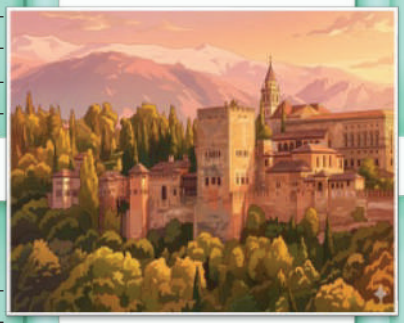
_____

_____

2. What did they visit?

_____

_____



3. What did they see?

_____

_____

4. How did they feel?

_____

_____

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

Title: _____

_____

_____

_____

_____

_____

_____

_____

Progress Test

Reading

Vocabulary

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

1. We fast in Ramadan ..... .

a. yearly b. quickly

c. gently d. nearby

2. I ..... Umrah with my family.

a. include b. perform

c. breathe d. believe

3. We learnt about our Prophet's ..... .

a. cave b. visitor

c. gallery d. biography

4. He searches for ..... information about our Prophet.

a. rectangular b. close

c. high d. true

Progress Test

Reading

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

People in Kuwait are great. They always work hard to show the beauty of their country. People from around the world love visiting Kuwait. They can go to Kuwait International Fair (KIF). Many fairs are held throughout the year, and families enjoy spending time together there. People enjoy buying books, bags, food, and many other things. **They** can also learn about Kuwait's culture and history when they meet artists and writers there. Children can have fun by joining **enjoyable** activities, play games, and make simple crafts. These fairs help visitors understand more about Kuwait and enjoy a happy and exciting experience.

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

   a. Kuwait Fair b. Kuwait Story c. Simple Crafts d. Fun Activities

2. The underlined word "**enjoyable**" in line **7** means

   a. new b. dark c. fun d. hard

3. The underlined word "**They**" in line **6** refers to

   a. bags b. books c. fairs d. people

4. At the fair people can learn about Kuwait culture and

   a. experience b. history c. food d. children

B) Answer the following questions

1. Why are people in Kuwait great?

.....

2. What can children do at the fairs?

.....

Progress Test

Writing

Grammar

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

1. I never ..... to do my homework.

   a. forget b. forgot c. forgetting

2. The park ..... got a fair every weekend.

   a. was b. has c. is

3. They ..... got fun games.

   a. were b. are c. have

4. A rainbow sometimes ..... after the rain.

   a. appears b. appearing c. appeared

Spelling

A) Write the missing words to complete the sentences

1. The mosque has got a huge .....

2. Kuwait flag has got 3 ..... and a shape.

B) Combine the following

1. year + ly = ...

2. gallery + s = ...

Progress Test

Writing

Fill in the graphic organiser then use it to write a paragraph about "The Grand Mosque Trip". The following guide words may help you

went – guide – huge – dome – useful – information

1. Where did you go last week?

2. Who gave you the tour?

3. What did it look like?

4. What did you learn?

Title: .....

Project 7

Create your own imaginary "Dream Museum about Kuwait "

MY DREAM MUSEUM

Name

Logo

What has it got?

Rooms

Collections

Minimum Words to be Taught

No	word	part of speech	lesson
1	yearly	adverb	1
2	perform	verb	1
3	fair	noun	1
4	biography	noun	1
5	cave	noun	1
6	visitor	noun	2
7	gallery / galleries	noun	3
8	ruler	noun	3
9	include	verb	3
10	true	adjective	3
11	information	noun	3
12	part	noun	3
13	useful	adjective	3
14	hall	noun	5
15	huge	adjective	5
16	dome	noun	5
17	pattern	noun	5
18	statue	noun	5
19	appear	verb	7
20	strength	noun	7
21	stripe	noun	7
22	rectangular	adjective	7
23	battle	noun	7
24	represent	verb	7
25	remind	verb	7

7 Song

"The History" song

We walk together, hand in hand,
To learn about our lovely land.
Old stories live in every place,
We smile and look with happy face.

History calls us every day,
In museums we learn and play.
Mosques and castles, big and tall,
We learn the past, we learn it all!

The Grand Mosque shines bright and wide,
Visitors walk from side to side.
At the museum, we stop and see
Pictures, models, history!

History calls us every day,
In museums we learn and play.
Mosques and castles, big and tall,
We learn the past, we learn it all!

Unit 8 A Plan To Explore

Learning Outcomes

Listening and Viewing:

- Identify the main idea in audio texts about family trips and travel plans.
- Demonstrate understanding of spoken messages by responding accurately to listening tasks.
- Select appropriate visual cues and written options based on details from a spoken text.
- Sequence events from a listening text to show understanding of time order and actions.
- Demonstrate attentive listening during discussions.

Speaking and Representing:

- Recognise the form and function of the past simple tense in affirmative, negative, and interrogative sentences.
- Produce clear spoken sentences about past events using accurate past simple forms.
- Apply the past simple tense accurately to form questions and answers about past actions and events.
- Recognise the form and meaning of "be + going to" when expressing planned future actions.
- Apply the going to structure correctly to describe future plans using suitable time expressions.
- Produce oral questions and answers using "going to" to talk about planned future activities.
- Present the "My Trip Sketchbook" using clear pronunciation and structure forms.
- Collaborate respectfully with peers while preparing and presenting the sketchbook.
- Participate politely during group speaking tasks.

Unit 8 A Plan To Explore

Learning Outcomes

Reading and Viewing:

- Identify the main idea in informational texts about exploration and travel .
- Infer the meanings of unfamiliar words using contextual clues.
- Answer comprehension questions based on factual details.
- Recognise the moral lesson conveyed through characters' actions and outcomes.
- Express curiosity about world cultures during reading tasks.
- Show interest while reading travel-related texts.

Writing and Representing:

- Produce clear and organised descriptive paragraphs.
- Use graphic organisers to structure ideas effectively .
- Apply correct spelling and basic writing conventions to complete sentences.
- Organise ideas visually and in writing by combining pictures with short written details in a sketchbook format.
- Show motivation and positive attitudes during writing tasks.
- Express feelings about travel experiences in writing.

A Plan To Explore

8

Lesson 1

Listening

I will Learn:

plan, rent, view, waterfall, campfire, really

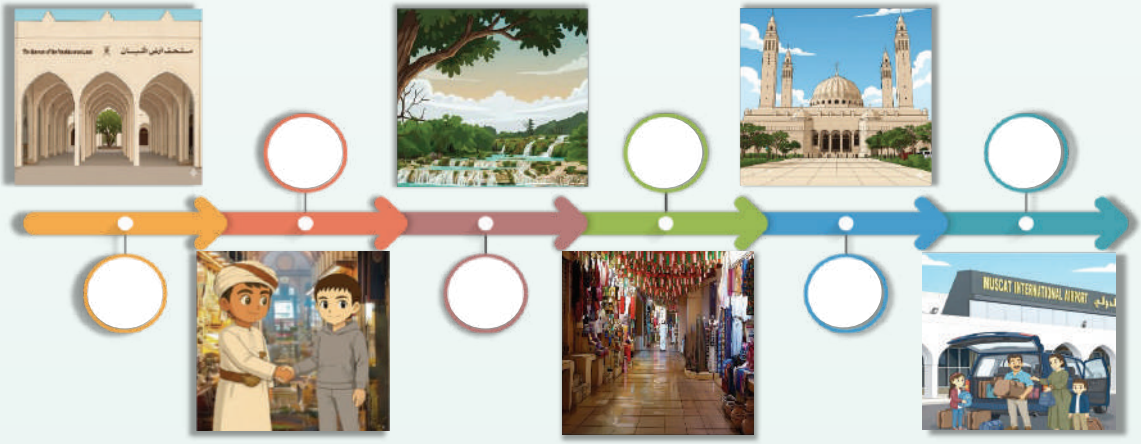
Before you listen

How do you want to explore the world?

Listen to the recording and tick ✓ or ✗

1. The family camped for one night in Wadi Darbat. ☐
2. They watched videos about Omani life in the museum. ☐
3. On Friday, the family visited a big shopping mall. ☐

Listen again, then reorder the family's weekend



Lesson 2

Grammar

I will Learn:
Past simple

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

What / When / Where / Why ? → **did** → I / he/she/it / you/we/they → do? / read? / eat? → She **studied**. / I **read** a book. / They **ate** fish.

Did ? → I / he/she/it / you/we/they → study? / read? / eat? → Yes, … **did**. / No,… **didn't**. → **last** / **yesterday**

What **did** you do yesterday?

I **read** a story.

Did you travel last holiday?

Yes, I **did**.

No, I **didn't**.

1. Where ..... they go yesterday?
   a. do b. does c. did
2. Did you ..... television last night?
   a. watching b. watch c. watched

Speaking

Look and say

Choose two of your friends to ask using "Did .....?" then tick.

Ask your friend: What did you do last night?

Lesson 3

Reading

I will Learn:

explorer, jungle, safari, keep

Before you read

What did you do last summer?

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

Send | Discard | Attach File | Loop Components | Signature | Editor | ...

From: Hamad@sk.com

To: Hussain@oman.com

Hi Hussain,

Last week, our class started a new journey to learn about the amazing places in our planet. We read stories about explorers visiting **wide** jungles and caves to find new animals and plants. Some students plan to go on a safari trip to see lions, zebras, and giraffes. Others hope to visit snowy mountains to enjoy the cold weather and quiet views. Exploring helps us learn new things about nature, people, and different cultures around the world. **It** also teaches us to be brave and calm. Every place has something special to show us, and I hope we can keep discovering and learning together.

Yours,
Hamad

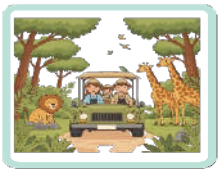
1. The underlined word " **It** " in line **10** refers to
   a. nature b. exploring c. weather d. world
2. The opposite of the underlined word " **wide**" in line **4** is
   a. small b. heavy c. short d. sad

Read again, then write about a place you want to explore and why?

AIR TICKET

Lesson 4

Spelling



Write the missing words to complete the sentences

1. I had a wonderful time in my _____ trip.
2. My room has a wonderful _____ of the park.

Writing

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

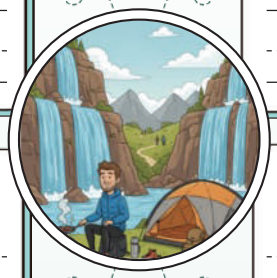
view – waterfall – camp – tent – campfire – calm

1. Where did you travel?

_____

2. What did you see?

_____



3. What did you do?

_____

4. How did you feel?

_____

Title: _____

_____

Lesson 5

Listening

I will Learn:

Spain, Africa, wildlife, properly, sketchbook, record, sunglasses, adventure

Before you listen

Choose what you are going to take on a journey to France.

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

1. Hamad wants to see the old castles in..... .

   a. Spain b. France c. Africa d. South Africa

2. Fahad is going to draw the places they visit in his ..... .

   a. park b. video c. castle d. sketchbook

3. Fahad and Hamad are going to ..... a video of their adventures.

   a. visit b. plan c. open d. record

Listen again, then match

The more you know, the more you grow.

( ) France **A.** The best place for an African safari.

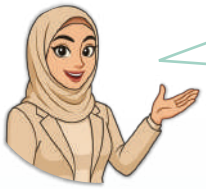
( ) Kenya **B.** It is famous for its beautiful tower.

Lesson 6

Grammar

I will Learn:
Future with going to

Ask and answer, then complete



What **are you going** to do next summer?

I **am going to** travel to France.

Subject	Be	Action	Key
I He, she, it You, we, they	am is are	going to travel going to take going to eat	Next .... This afternoon Today/ tomorrow

1. Mother: What are you going to do this weekend?

   Ali: I _____ play football.

2. Mother: Who is going to play with you?

   Ali: My friend Bader _____ play with me.

Speaking

Look and say

Next week, I am **going to** take some photos of the sunset.

Time	Actions
Next week	
This afternoon	
Tomorrow	
Today	

In pairs, ask and answer "What are you going to do next../this..?

Lesson 7

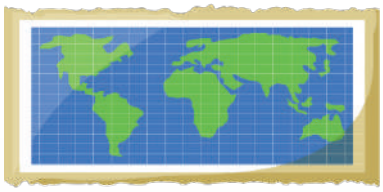
Reading

I will Learn:

attic, fold, message, path, treasure, secret, tightly, connect

Before you read

Why do people use maps?



Read the following story, then open your workbook to fill in the story map

On a windy morning, Layla and Omar were helping their grandfather cleaning the attic. While moving an old wooden box, they found a folded map hidden under it. The map showed Spain, India, and Brazil connected by a red line. At the top of the map, a message says: "Follow the path to find the treasure of light."

Grandfather smiled when he saw it. He told them it was an old family map and they are going to know its secret when they grow up. Layla and Omar looked at each other with excited eyes. They are going to follow the path one day. They made their plan. First, they are going to travel to Spain to get the golden key. Then, they are going to go to India to open the secret door. Finally, they are going to visit Brazil to find the treasure of light. Grandfather nodded proudly and asked them to keep the map safe. Layla and Omar smiled as they held the map tightly. They knew their great adventure is going to begin in the future.

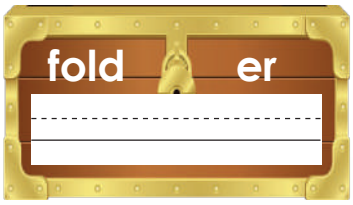
What do you think they are going to find?

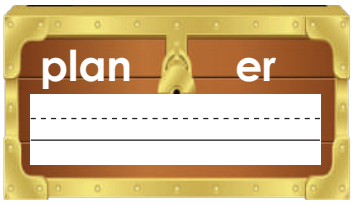
Lesson 8

Writing

Before you write

Combine, then write the word.



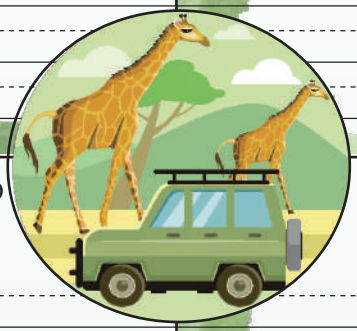


Fill in the graphic organiser, then use it to write a paragraph about 'A Journey to South Africa'. The following guide words may help you

safari – explore – friend – camera – amazing – wildlife

1. Where are you going to go and why?

2. Who are you going with?



3. What are you going to take with you?

4. What are you going to do there?

Title: _____

Editing Checklist					
Punctuation (Capitals – Full stop)		Spelling		Grammar	

Progress Test

Reading

Vocabulary

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

1. The explorer followed the ..... in the map to the forest.

a. path b. attic

c. safari d. wildlife

2. The family sat around the ..... to tell stories at night.

a. secret b. journey

c. message d. campfire

3. He told his sister to ..... the window closed.

a. fold b. keep

c. rent d. connect

4. She hold her papers ..... from the rain.

a. really b. finally

c. tightly d. yearly

Progress Test

Reading

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

Last year, a young man began a long journey to learn about food in different countries. First, he went to Africa. There, he ate **warm** meals, bread and vegetables made by people who lived close to the wildlife. **They** were friendly. Next, he visited Spain. He ate rice dishes with vegetables and chicken. Then, he travelled to India, where he tried traditional dishes like Curry and Biryani. He learned that every country has its own food, culture, and history. People everywhere cook with care and share their meals with kindness. Finally, the young man went back home. He told his parents about his amazing journey and how food showed him a different side of the world.

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

   a. The Warm Food b. A Wildlife c. The Rice Dishes d. A Long Journey

2. The underlined word "**They**" in line **4** refers to

   a. people b. countries c. meals d. vegetables

3. The opposite of the underlined word "**warm**" in line **2** is

   a. small b. new c. cool d. clean

4. The people in Africa lived near the:

   a. home b. Spain c. India d. wildlife

B) Answer the following questions

1. When did the young man start his journey?

.....

2. What did the young man learn from his journey?

.....

Progress Test

Writing

Grammar

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

1. I am ..... have a picnic in the fresh air.

   a. going b. going to c. go

2. ..... you write your homework yesterday?

   a. Did b. Do c. Doing

3. The farmer..... going to buy a new truck.

   a. had b. has c. is

4. The children did not ..... their dinner.

   a. eat b. ate c. eating

Spelling

A) Write the missing word to complete the sentences

1. You need a camera to _____ a video.

2. My family are going on a _____ trip.

B) Combine the following

1. fold + er = _____.

2. discover + ed = _____ .

Progress Test

Writing

Fill in the graphic organiser then use it to write a paragraph about " My Last Summer Trip". The following guide words may help you

went – family – waterfalls – old castles – really – amazing

1. Where did you go last summer?

2. Who went with you?

3. What places did you visit?

4. How was your trip?

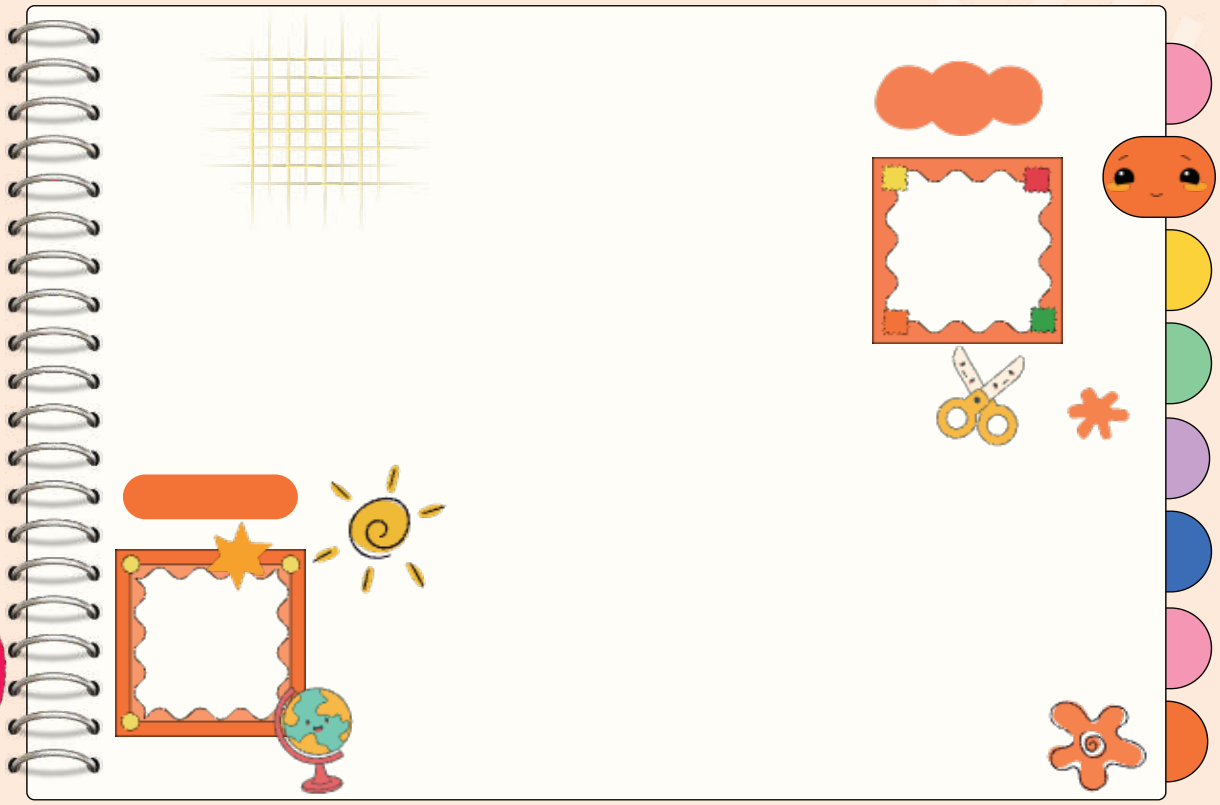
Title: _____

Project 8

My Sketchbook

What to do:

1. Draw or paste pictures about a trip to a country you visited.
2. Write details about the place, transports, time, and activities you did.
3. Present it to your class.



Minimum Words to be Taught

No	word	part of speech	lesson
1	plan	noun/verb	1
2	view	noun	1
3	waterfall	noun	1
4	campfire	noun	1
5	really	adverb	1
6	rent	verb	1
7	explorer	noun	3
8	jungle	noun	3
9	safari	noun	3
10	keep	verb	3
11	Spain	noun	5
12	Africa	noun	5
13	wildlife	noun	5
14	properly	adverb	5
15	sketchbook	noun	5
16	record	verb	5
17	sunglasses	noun	5
18	adventure	noun	5
19	attic	noun	7
20	fold	verb	7
21	message	noun	7
22	path	noun	7
23	treasure	noun	7
24	secret	noun	7
25	tightly	adverb	7
26	connect	verb	7

6 Song

"Let's Explore the World !" song

We're going to Kenya, we're going to find,
Big elephants walking, gentle and kind.
We're going to France to see the Eiffel Tower.
Shall we visit museums today?

We're going to Brazil, the sunshine is bright.
We're going to explore from morning tonight.
We're going to Oman, mountains high and bright.
Shall we watch the stars there every single night?

We're going to India, colours everywhere.
People, food, and stories fill the air.
We're going to travel, happy as can be.
Shall we go together across land and sea?

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, Gemini tools and illustrations.

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

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

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

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

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

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4B