وزارة التربية
Ministry of Education
State of Kuwait | دولـــة الكويت

SKYLINE ENGLISH

Student's Book

5B

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Evaluation **PDF Book**

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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

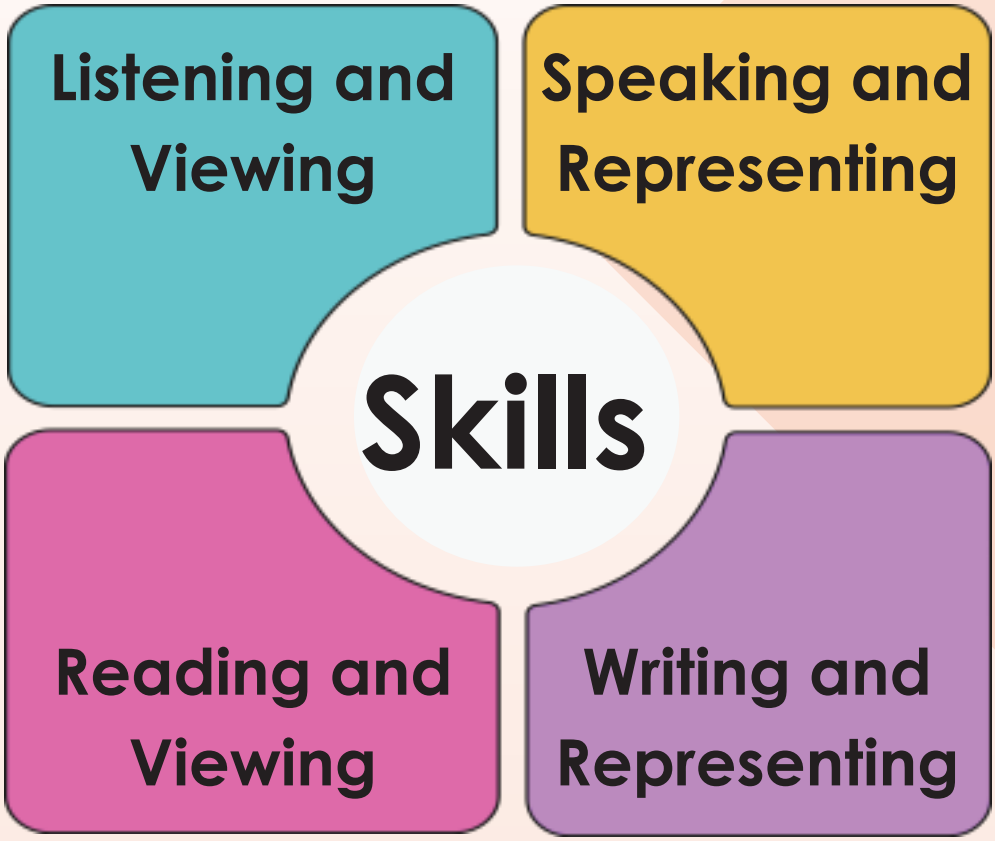
Each unit in the series is enriched with tasks that require active participation, problem-solving, reflection and real-life application of language skills.

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 Five Curriculum Standards



Icon Guide

1. listen & tick

2. listen & answer

3. say/speak

4. ask & answer

5. read

6. read & answer

7. write / complete

8. circle/choose

9. draw/ colour

10. match/ connect

11. count

12. blend

13. before tasks

14. odd one out

15. solve

16. combine/ blend & write

17. think, pair & share

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.	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		❑	❑	❑	❑	❑	❑

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Song
Unit Five Our Passport To The World	•Talking about travelling and continents • Describing what has just happened	• Present Perfect with just • Prepositions of time	•Travelling •Continents	• Exploration • Independence **21st Century Skills** • Global citizenship • Curiosity	My Wish List Glow
Project	• **World Traveller**				

Unit Title	Language Functions	Grammar	Vocabulary	Values	Song
Unit Six Active And Smart	• Describing actions • Talking about sports and technology	• Using 'good at /not good at • Relative clauses using (who, which)	•Sports •Technology	•Problem-solving •Digital literacy **21st Century Skills** •Innovation •Collaboration	Active, Smart, and Working Together
Project	• **Healthy Me App**				

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Song
Unit Seven **The Culture Compass**	• Asking and answering questions about cultures and traditions • Giving instructions	• Imperatives • Past Continuous using while	• Cultures • Places	• Tolerance • Empathy **21st Century Skills** • Communication • Cultural awareness	Cultural Day
Project	• **Taste Without Tasting Menu**				

Unit Title	Language Functions	Grammar	Vocabulary	Values	Song
Unit Eight **Healthy Habits, Better Life**	• Talking about health experience • Talking about scientific facts	• Present simple • First conditional (If)	• Healthy habits • Health scientific facts	• Health awareness • Self-care **21st Century Skills** • Responsibility • Emotional intelligence	Healthy Habits
Project	• **Healthy Habits Photo Strips**				

Unit 5 Our Passport To The World

Learning Outcomes

Listening and Viewing:

- Identify key vocabulary related to travel and journey in short spoken texts.
- Recognise key details and specific information in short spoken texts related to travel, places, and world topics.
- Respond accurately to listening tasks by ticking, choosing, or completing items based on what is heard.
- Show interest and engagement while listening to spoken texts related to real-life and global contexts.
- Demonstrate attentive listening behaviour during audio tasks by following instructions respectfully.

Speaking and Representing:

- Apply present perfect structures to describe recent actions.
- Recognise correct present perfect forms with 'just' when used in meaningful sentences.
- Produce spoken sentences describing recent events using correct grammar forms.
- Identify the correct prepositions of time in short sentences related to daily routines.
- Apply appropriate prepositions of time to complete simple sentences accurately.
- Demonstrate correct usage of prepositions of time through guided oral practice and picture-based prompts.
- Pronounce travel-related vocabulary clearly during oral tasks.
- Recognise silent letters (wr-) in common words.
- Articulate(wr-) words clearly with correct stress and silent letter omission.
- Pronounce words ending with (ion) clearly in oral sentences.
- Demonstrate willingness to communicate ideas clearly and accurately during grammar and speaking tasks.
- Present a short travel poster describing a chosen destination using clear pronunciation and appropriate vocabulary.
- Participate respectfully in pair or group discussions about travel experiences.

Unit 5 Our Passport To The World

Learning Outcomes

Reading and Viewing:

- Recognise key vocabulary related to travel, maps, and destinations.
- Identify main ideas in short travel-related reading passages.
- Scan texts to locate specific information and key details.
- Follow written instructions during reading tasks to complete story maps.
- Demonstrate appreciation for reading about different cultures and world destinations.
- Show interest in exploring maps and reading travel-related passages.

Writing and Representing:

- Organise ideas using a graphic organiser to plan a coherent paragraph on a given topic.
- Apply spelling, punctuation, and capitalisation rules while producing written work.
- Complete written tasks by filling in graphic organisers and Venn diagrams accurately and neatly.
- Write a structured paragraph using guiding questions, keywords, and correct sentence order.
- Create a structured project text using relevant vocabulary and correct grammar from the unit.
- Design a clear and visually organised project layout using headings, labels, drawings, and written notes.
- Show interest in writing about real or imagined travel experiences.
- Demonstrate responsibility when completing written tasks neatly and accurately.

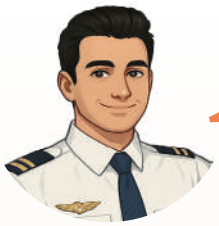
Our Passport To The World

Lesson 1
Listening

I will learn:

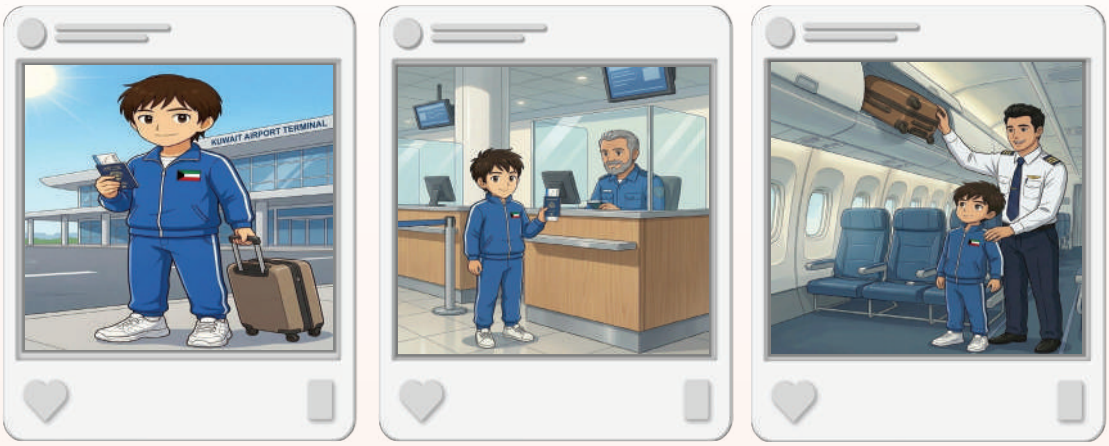
airport, worry, check-in counter, passport, boarding pass, flight, seat, departure lounge

Before you listen



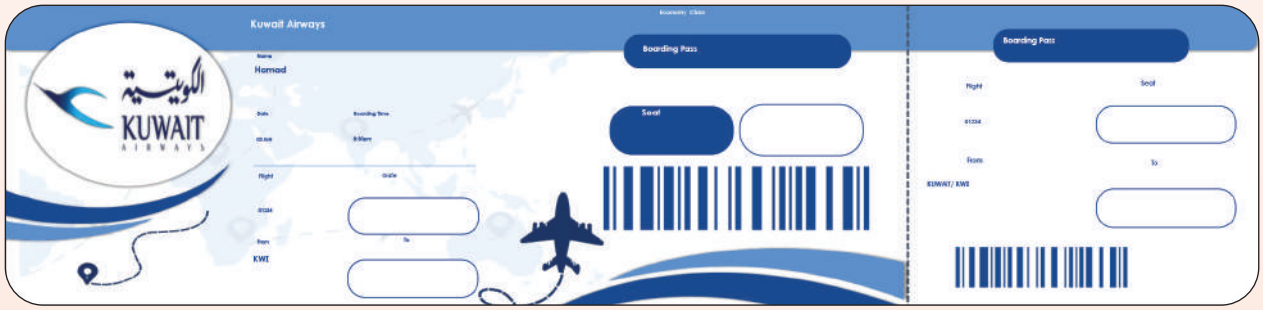
Name some places at the airport.

Listen to the recording and tick ✔ or ✘



1. Hamad is travelling with his school football team. ☐
2. The father is guiding Hamad inside the airport. ☐
3. Hamad has checked his passport at the check-in counter. ☐
4. Hamad's seat number on the plane is 21B. ☐

Listen again, then complete the boarding pass



Kuwait's first airport opened in 1928 in Dasma. Did you know?

Lesson 2

Grammar

I will learn:

land

Present perfect with just

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

I/you/ we/ they she/ he/ it	+	have/haven't has / hasn't	+	just	+	written eaten

take	taken	buy	bought	land	landed
drive	driven	pay	paid	read	read

What have just happened?

They have just found a book.

They haven't found any books.

1. Ali has just ..... his passport.

   a. lose b. lost c. losing

2. The students ..... just finished the science project.

   a. have b. has c. are

Speaking

The plane has just landed.

Look and say

just + landed

just + paid

Tell your partner something you have just done.

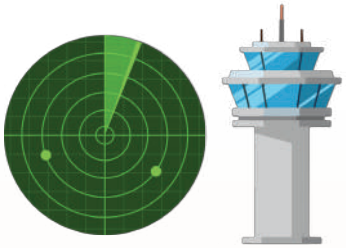
Lesson 3
Reading

I will learn:

air traffic controller, instruction, take off, continent, arrival lounge, confidently, baggage hall, destination

Before you read

What does an air traffic controller do?



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

An airport depends on the air traffic controller, who works in a tall tower and gives airplanes safe instructions for taking off, landing, and moving in the airport. A plane has just landed. The controller cleared the way for another plane to take off. The controller also helps keeping flights safe as planes travel between the seven continents of the world. The continents are Asia, Africa, Europe, North America, South America, Australia, and Antarctica. After a long flight, passengers walk through the arrival lounge, collect their bags from the baggage hall, and meet their families. Even though continents have different languages and cultures, **they** stay connected through flights.

When a plane leaves or enters Kuwait, the controller guides it. By watching the weather and talking to pilots, the controller keeps the airport working properly and helps people reach new destinations safely, confidently, and on time everyday.

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

a. The New Destinations
b. The Seven Continents
c. Inisde The Airport
d. An Air Traffic Controller

2. The underlined word "**they**" in line **10** refers to

a. continents
b. cultures
c. families
d. languages

Explore the world.

Read again, then answer the following question

1. Why does the Air Traffic Controller watch the weather?

.....

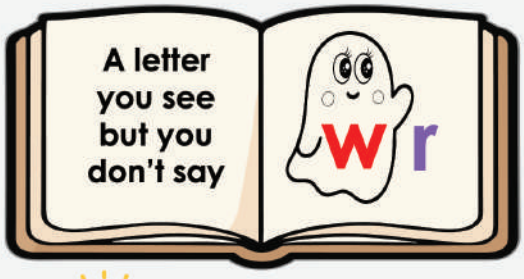
Lesson 4

I will learn:

wrap

Pronunciation

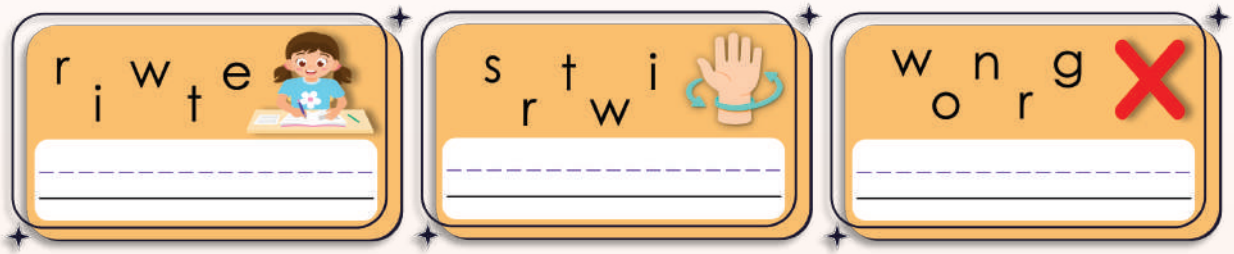
Look and read



1. I **wrap** the gift.
2. The shirt has **wrinkles**.
3. He is a good **writer**.

If a word starts with **wr**, don't pronounce the **w**.

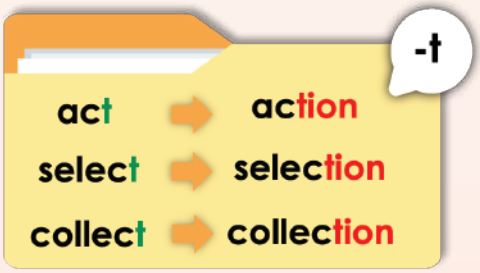
Reorder the letters to from a word



Spelling

Read, then correct the verbs between brackets

Add – **tion** to change the verb into noun



1. The helmet gives you _____ **(protect)**.
2. The _____ **(decorate)** is colourful.

Lesson 5

Writing

Combine the following words

educate + tion	invent + tion
.....	.....

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

tower – clear – instructions – check – safely – destinations

1. Where does the air traffic controller work?

.....

2. What does he do when a plane enters the country?

.....

3. How does he guide the pilot?

.....

4. Why does he watch the weather?

.....

1. Why is his job important?

.....

Title: .....

.....

.....

.....

.....

.....

Lesson 6
Listening

I will learn:
agency, screen, monsoon, few/fewer

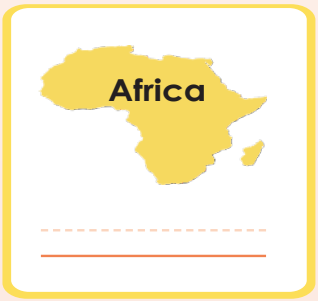
Before you listen

What do you think the app is about?

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

1. Some markets in Asia open at
   a. sunset b. winter c. midday d. afternoon
2. In Europe, people can visit museums for free on the first Monday of every
   a. weekend b. month c. season d. monsoon
3. Summer in Australia begins in
   a. July b. Spring c. December d. August

Listen again, then write what each continent is famous for



Lesson 7

Grammar

I will learn:

Prepositions of time

Ask and answer, then choose the correct answer

at	in	on
used for specific times.	used for months, years, centuries, parts of the day and long periods.	used for days, dates and parts of a specific day.
at 10:00 Am/ o'clock **at** the moment **at** dinnertime **at** sunset **at** noon	**in** summer **in** May **in** the 1960's/ **in** 1985 **in** 20th century **in** afternoon	**on** Tuesday **on** my birthday **on** June 15th **on** National Day **on** Monday evening

What time is your English class **on Monday**?

My English class is **in** the **morning at 8:30**.

1. He plays football (at / in) the afternoon.
2. They go swimming (at / on) 5:00 (at / on) Thursday.
3. We celebrate the National Day (in / on) February.

Speaking

He eats his breakfast **at 6:00 o'clock** in the morning.

Look and say

Tell your classmate about your day using in, on, or at.

Lesson 8
Reading

I will learn:

list, freely, greet, realise, tropical, skill

Before you read

Which continent do you wish to explore? Why?

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

Noura had always dreamed of exploring the world. One warm July morning, she looked at her travel wish list and chose one special place from each continent. She smiled and was excited to begin her adventure.

Her adventure started in Asia, where she learned how people greet each other in different languages. Then she travelled to Europe and walked through old castles built many years ago.

Next, she visited Africa. She went on a safari and took photos of elephants resting under the sun. In North America, she rode a bus and enjoyed the beautiful city views at sunset.

In South America, she tasted new tropical fruits that she had never tried before. In Australia, she watched kangaroos jumping freely in the wild. Her final stop was Antarctica, where she took photos of the snowy mountains and the blue ice.

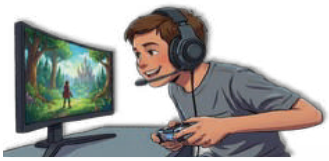
When Noura returned home, she felt proud and she realised that exploring the world is exciting and wonderful. An explorer should have many skills to travel around the world confidently.

Retell the story in your own words.

Lesson 9

Spelling

Write the missing words to complete the sentences

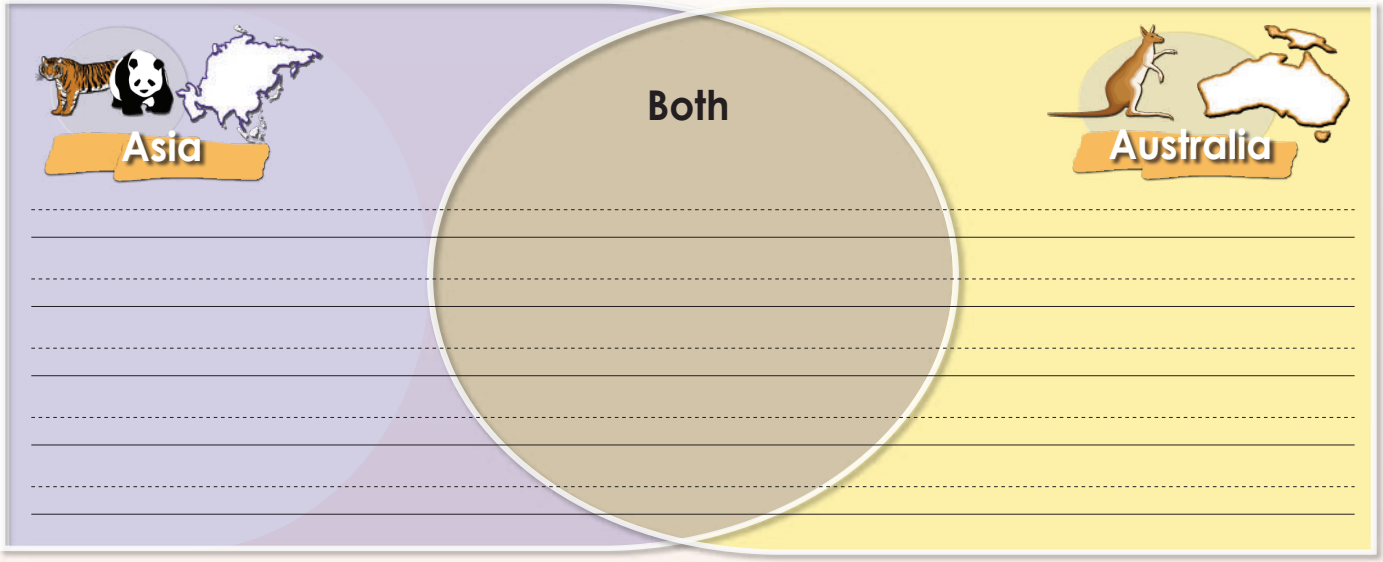


1. The students _____ their teacher.
2. He is using his _____ to play.

Writing

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

continent – large – weather – speak – interesting – animals



Title: _____

Progress Test

Reading

Vocabulary

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

1. The plane will ..... in Kuwait in ten minutes.

a. land b. greet

c. discuss d. realise

2. I followed the ..... to finish my homework.

a. continents b. seats

c. flights d. instructions

3. There are ..... tasty cupcakes on the table.

a. monsoon b. historical

c. few d. dangerous

4. The children can play ..... in the park.

a. fluently b. freely

c. indoors d. tightly

Progress Test

Reading

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

One Saturday afternoon, Omar sat in the living room with his father, his brother Ali, and their grandfather. No one was talking and the house was **quiet**. The family wanted to talk about things they wanted to do in their holidays. Omar said, "I want to learn more about science and nature." Ali looked excited and said, "I want to visit the museum and read about history." Their father said, "I want to spend time in the library and read a new book." Grandfather smiled as **he** listened to everyone.
He was glad to hear new ideas. Omar listened carefully; feeling happy because everyone shared something interesting.

1. The **best title** for the passage could be
   a. The Museum b. Library Time c. The Nature d. Holiday Ideas
2. The underlined word "**quiet**" in line **3** means
   a. calm b. happy c. new d. funny
3. The underlined word "**he**" in line **8** refers to
   a. Omar b. Ali c. father d. grandfather
4. Omar wants to read a book about
   a. sience b. museum c. library d. history

B) Answer the following questions:

1. What did Ali want to read about?

.....

2. Why do you think Omar felt happy at the end of the passage?

.....

Progress Test

Writing

Grammar

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

1. We have an English class ..... Wednesday.
   a. at b. on c. in
2. She has just ..... her project.
   a. finished b. finish c. finishing
3. The match starts ..... eight o'clock.
   a. in b. at c. on
4. They ..... just built a new museum.
   a. has b. are c. have

Spelling

A) Write the missing words to complete the sentences

1. The computer's ..... is bright.

2. The ..... season is full of heavy rains.

B) Combine the following

1. act + tion = ...

2. celebrate + tion = ...

Progress Test

Writing

Fill in the graphic organiser, then use it to write a paragraph about "Grandfather's Arrival". The following guide words may help you

airport – family – wait – few – shops – late

1. Where did you go yesterday?

2. Who did you go with?

3. What did you do there?

4. What did you see there?

5. When did you go back home?

Title:

Project 5

World Traveller

Choose your destination #1

Country's Name:

Official Language:

Capital:

Landmark:

Draw or paste a picture that represents this country.

Fun fact about this country:

Famous food from this country:

Minimum Words to be Taught

No	word	part of speech	lesson
1	airport	noun	1
2	worry	verb	1
3	check-in counter	noun	1
4	passport	noun	1
5	boarding pass	noun	1
6	flight	noun	1
7	seat	noun	1
8	departure lounge	noun	1
9	land	verb	2
10	Air Traffic Controller	noun	3
11	instruction	noun	3
12	take off	Ph. verb	3
13	continent	noun	3
14	arrival lounge	noun	3
15	confidently	adverb	3
16	baggage hall	noun	3
17	destination	noun	3
18	wrap	verb	4
19	agency	noun	6
20	screen	noun	6
21	monsoon	adjective	6
22	few/ fewer	adjective	6
23	list	noun	8
24	freely	adverb	8
25	realise	verb	8
26	tropical	adjective	8
27	greet	verb	8
28	skill	noun	8

5 Song

“My Wish List Glow” song

I’ve just added a place to my wish list,
A country I’m excited to see!
I’ve just found a land on the map so bright,
And it’s calling out to me!
I’ve just learned a word from a new culture,
I’ve just seen a flag wave free
‘Cause I’m curious, brave, and exploring the world,
And the world is waiting for me!

I’ve just travelled the globe in my story,
I’ve just visited every continent!
Asia, Africa, Europe, too
My explorer heart is confident!
I’ve just learned we all share one planet,
I’ve just felt so proud and free
Independence grows when I follow my dreams,
And the world belongs to you and me!

Unit 6 Active And Smart

Learning Outcomes

Listening and Viewing:

- Identify key details and factual information from short spoken texts related to sports, technology, health, and fitness.
- Recognise explicit details from spoken instructions.
- Respond accurately to listening tasks by ticking, circling, or choosing correct answers while listening.
- Show interest in listening to information about sports, teamwork, and staying healthy.
- Demonstrate positive engagement during listening activities by staying focused and participating appropriately.

Speaking and Representing:

- Describe pictures by producing oral sentences using good at/not good at + -ing
- Present a short spoken description about personal abilities using good at/not good at + -ing
- Recognise the correct relative pronoun in contextualised sentences.
- Analyse examples to understand how relative clauses add information.
- Construct meaningful sentences in guided grammar tasks.
- Recognise silent letters (- mb) in common words.
- Articulate (- mb) words clearly with correct stress and silent letter omission.
- Pronounce verbs ending with (ing) clearly in oral sentences.
- Present app features clearly using correct grammar.
- Describe screen functions using appropriate vocabulary related to health and technology.
- Demonstrate willingness to engage in pair and group conversations using target structures.
- Show respect and encouragement while discussing classmates' abilities.

Unit 6 Active And Smart

Learning Outcomes

Reading and Viewing:

- Scan texts to locate specific information and key details.
- Recognise key vocabulary related to sports and technology.
- Compare information across two informational paragraphs.
- Organise information from the text using graphic organisers
- Express curiosity about how machines or robots work in real life.
- Value the role of technology in improving daily life and sports.

Writing and Representing:

- Organise ideas using a graphic organiser to plan a coherent paragraph on a given topic.
- Apply spelling, punctuation, and capitalisation rules while producing written work.
- Complete written tasks by filling in graphic organisers accurately and neatly.
- Write a structured paragraph using guiding questions, keywords, and correct sentence order.
- Design a clear and visually organised project layout using headings, labels, and written notes.
- Express appreciation for how technology helps people by writing positive and respectful statements.
- Show confidence in sharing written ideas.

Active And Smart

6

Lesson 1
Listening

I will learn:

technology, smartwatch, track, step, heart rate, calorie, burn, relay race

Before you listen

Which sports do people play in teams?

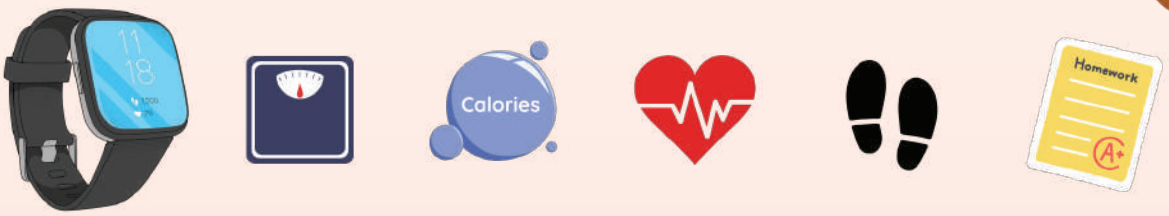
Listen to the recording and tick ✓ or ✗

1. The students started the day with running exercises. ☐
2. Mr. Adel have 2000 steps on his smartwatch. ☐
3. The school has seven teams. ☐
4. The winning team will get a golden cup. ☐

Listen again, then circle

Mr. Adel's smartwatch can track:

Teamwork means working with respect.



The more you move, the more calories you burn.

Did you know?

Lesson 2

Grammar

I will learn:

Good at / Not good at + ing

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

I → am

He, She, It → is

You, They, We → are

+ good at / not good at

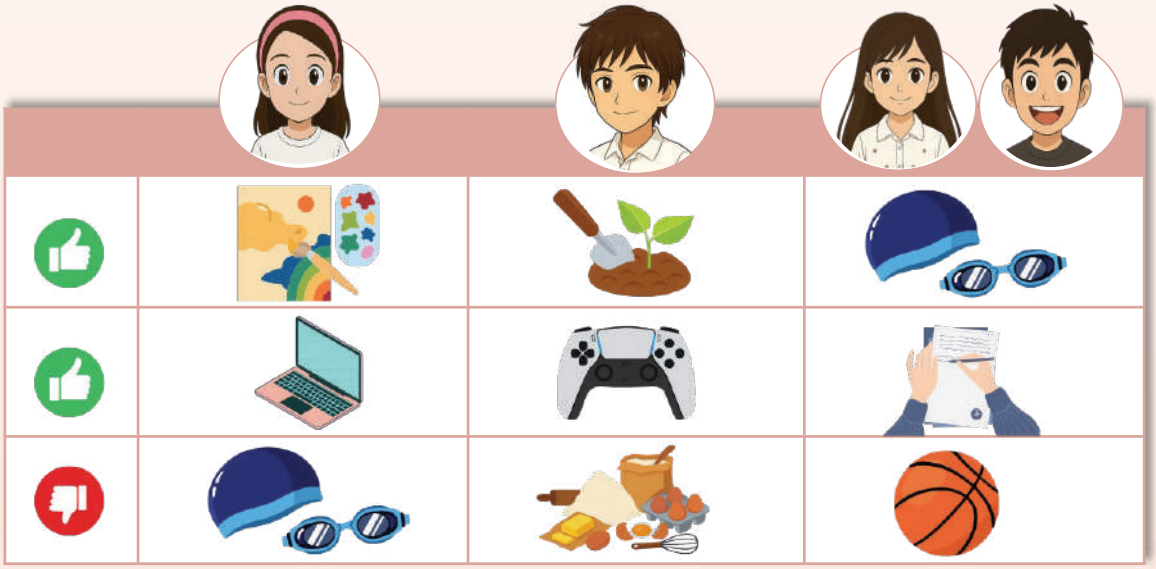
- **writing** stories.
- **cooking** pasta.
- **drawing** flowers.

1. Sara is not good at ..... football.
   a. played b. playing c. plays
2. Grandfather is good at ..... old cars.
   a. fixed b. fixes c. fixing

Speaking

Noura is good at drawing and using the computer, but she is not good at swimming.

Look and say

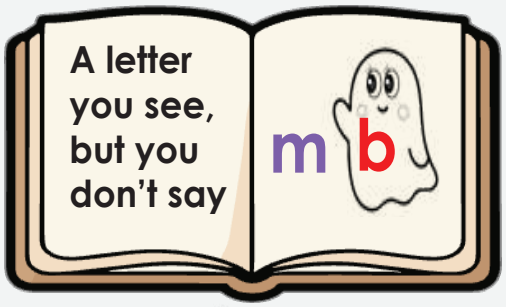


Tell your friend: What are you good at / not good at doing?

Lesson 3

Pronunciation

Look and read



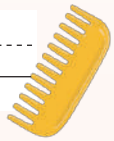
1. The **lamb** is eating grass.
2. Monkeys **climb** trees.
3. He hurts his **thumb**.

If a word ends with **mb**, don't pronounce the **b**.

Write a sentence using a word with "mb" with the help of the picture

_____

_____



Spelling

Read, then add "ing" to the verb

Double the consonant and add -ing

run → running

hop → hopping

swim → _____

Just add -ing

jump → jumping

help → helping

walk → _____

Drop the e and add ing.

make → making

write → writing

dance → _____

Just add ing - no doubling

rain → raining

read → reading

clean → _____

Lesson 4

Reading

I will learn:

tablet, wire, easily, programme, channel, typewriter, type, nowadays

Before you read

Why do we need technology?

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

https://www.SkylineEnglishforKuwait.edu.kw

Technology has changed a lot over the years. In the past, old phones were big, heavy, and **attached** to wires. Today, phones are smart, small, and easily carried. People can use them in many ways, like taking photos or watching movies.

Televisions were also different. Long ago, TVs were black and white and had only a few programmes and channels. Nowadays, televisions are smart, colourful and in big sizes. **They** also have many channels and can be connected to the internet.

People used to write everything by hand or type using typewriters. Nowadays, computers help people finish their work faster. Technology makes life easier, but we should use it wisely.

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

a. The Old Movies
b. Using Typewriters
c.Technology Now and Then
d. Internet Connection

2.The underlined word "**They**" in line **7** refers to

a. channels
b. programmes
c. sizes
d. televisions

3. The meaning of the word "**attached**" in line **2** is

a. made
b. worked
c. joined
d. wrote

Read again, then answer the following question

1. How has technology changed nowadays?

.....

Lesson 5

Writing

Combine the following words

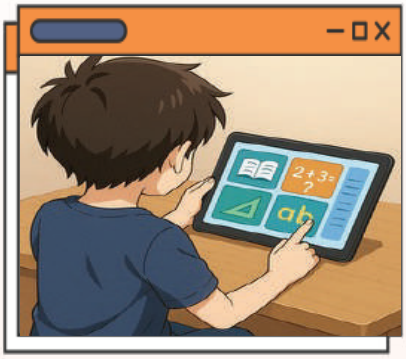
stop + ing = _____

bake + ing = _____

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

education – play – learn – English – wisely – home

1. What is your favourite technology to use?



2. What do you use your tablet for?

3. What is your favourite app?

4. How should you use your tablet?

5. Where can you use it?

Title: _____

Lesson 6

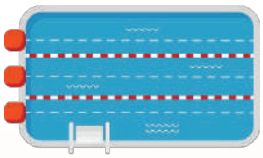
Listening

I will learn:

scale, workout, muscle, normal, weight, increase, growth

Before you listen

What can you see at the gym?



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

1. You can use the smart scale to check your body

   a. fat b. protein c. food d. energy

2. To build muscles, all you need is a workout, healthy food and

   a. scale b. chicken c. rest d. fish

3. Fahad can start with light .....and push–ups as a workout.

   a. weights b. vegetables c. fruit d. eggs

Always ask an adult for help when using technology.

Listen again, then choose an exit ticket to answer

EXIT TICKET — How often should you workout?

EXIT TICKET — What kind of food is rich in protein?

Lesson 7

Grammar

I will learn:

Relative Clauses using (who, which)

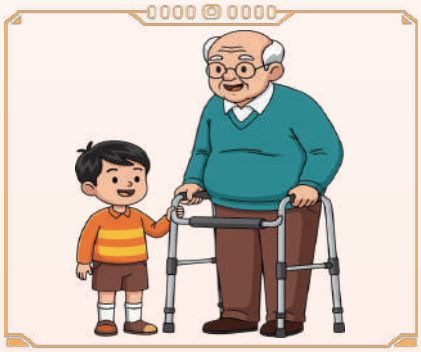
Look and say, then choose the correct answer

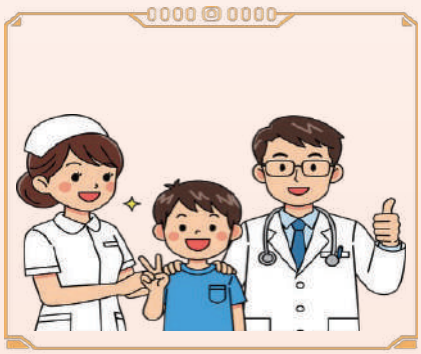
Subject	Relative pronoun	Rest of clause	Return to main clause
The woman	who	you saw in the car	is my mother.
The letter	which	I wrote yesterday	is for my friend.

1. The boy (who – which) lives next door is my friend.
2. The dress (who – which) I bought from the mall is for my sister.
3. The phone (who – which) I lost last Friday is expensive.

Speaking

Describe the picture using (who – which)





Lesson 8

Reading

I will learn:

announce, referee, sensor, nervous, suddenly, tie

Before you read

How does technology help people in sports?

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

ROBO-REF
AND THE BIG GAME

In the small town of Brightville, children love playing football and building simple robots. One sunny day, the city announced a Tech and Sports Festival. Leo, a 10-year-old boy who enjoys building robots, had an exciting idea. "Let's build a robot referee!" he told his friend Tom, the fastest runner on the team.

The two friends worked together for one week. They built Robo-Ref, a friendly white robot with blue lights, small wheels, and a whistle. Robo-Ref could follow the ball with sensors, count the goals, and say helpful sentences like "Great job!" and "Keep working together!"

On the day of the match, everyone felt nervous. At first, the robot did a great job. But suddenly, a strong wind pushed a plastic bag onto the playground. Robo-Ref followed it, thinking it was the ball. The children laughed
and quickly helped the robot get back.

The game ended in a tie, but everyone agreed that teamwork and having fun were the true winners of the day.

Lesson 9

Writing

Combine the following words

easy	+	ly	=	.....
sudden	+	ly	=	.....

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

gym – workout – daily – smart scale – active – healthy

1. Where do you go to build muscles?		2. What do you need to do?
.....		.....

3. How do you track their growth?	4. Why do you need strong muscles?	5. How do you feel when you are strong?
.....	.....	.....

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. Riding bikes is a great exercise to ..... calories.

a. burn b. worry

c. greet d. wrap

2. ....., schools are modern in Kuwait.

a. Nowadays b. Suddenly

c. Easily d. Gently

3. Modern cars have ..... to help us drive safely.

a. calories b. channels

c. workouts d. sensors

4. Playing sports helps to ..... your energy.

a. announce b. track

c. increase d. land

Progress Test

Reading

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

Three days ago, Sara and Nouf visited the Science Museum. They wanted to learn new things about space and robots. First, they entered the Space Hall. Sara learned that the first moon landing was many years ago. Then, they went to the robots. They were interesting. Nouf learned how robots help people at home and at work. They also watched a short video about modern technology. It showed smart tablets and robots that can build cars. The girls saw a robot that talks and another one that cleans the floor. They took four photos of the robots. **They** were very happy to learn about technology and how it makes life **effortless** today.

1. The **best title** for the passage could be
   a. The Science Museum c. The Robots
   b. The Space Hall d. The Moon Landing
2. The underlined word "**effortless**" in line **10** means
   a. new b. light c. clean d. easy
3. The underlined word "**They**" in line **9** refers to the
   a. photos b. tablets c. girls d. cars
4. The girls saw ..... robots.
   a. three b. one c. four d. two

B) Answer the following questions:

1. Where did Sara and Nouf go first?

.....

2. How do robots help people?

.....

Progress Test

Writing

Grammar

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

1. Noura is not good at ..... bikes.

   a. rode b. riding c. rides

2. Mona ..... has a long hair, is my cousin.

   a. which b. who c. what

3. I ..... good at using smart phones.

   a. is b. am c. are

4. The school ..... is near our house is my school.

   a. who b. what c. which

Spelling

A) Write the missing words to complete the sentences

1. I use my ..... to track my steps.

2. In the past people used the ..... to type letters.

B) Combine the following

1. normal + ly = ...

2. easy + ly = ...

Progress Test

Writing

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

yearly – warm up – race – respect – golden – proud

1. How often do you have a sports day at school?

2. What do you do on the sports day?

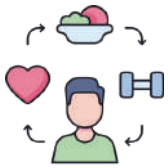
3. What should each team do?

4. What does the winner team get?

5. How do players feel after winning the race?

Title:

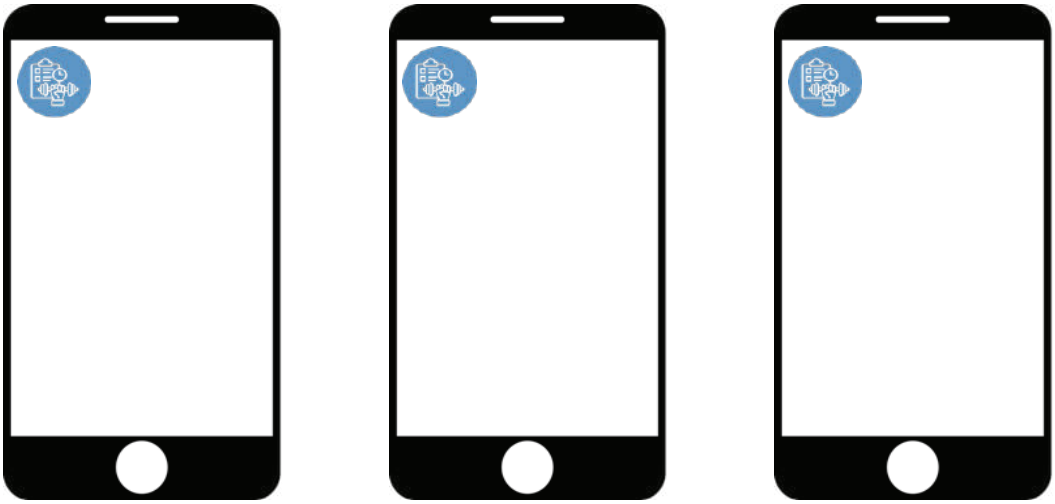
6 Project 6



The name of the app: .....

My app icon

First Screen **Second Screen** **Third Screen**



First Screen .....

Second Screen .....

Third Screen .....

Instructions:

Design an app that tracks your food intake, sleeping hours, and workouts. Write sentences using good at/ who/ which. Then show and tell your classmates. Don't forget to rate your friend's projects.

Minimum Words to be Taught

No	word	part of speech	lesson
1	technology	noun	1
2	smartwatch	noun	1
3	calorie	noun	1
4	track	verb	1
5	step	noun	1
6	relay race	noun	1
7	burn	verb	1
8	heart rate	noun	1
9	tablet	noun	4
10	easily	adverb	4
11	programme	noun	4
12	channel	noun	4
13	typewriter	noun	4
14	wire	noun	4
15	nowadays	adverb	4
16	type	verb	4
17	scale	noun	6
18	workout	noun	6
19	muscle	noun	6
20	normal	adjective	6
21	weight	noun	6
22	increase	verb	6
23	growth	noun	6
24	announce	verb	8
25	sensor	noun	8
26	nervous	adjective	8
27	suddenly	adverb	8
28	referee	noun	8
29	tie	noun	8

6 Song

"Active, Smart, and Working Together" song

We start our day active and strong,
Moving our bodies all day long.
A healthy mind needs a healthy start,
Exercise helps us become smart.
We are good at helping friends each day,
We cheer for those who lead the way!

We are active, we are smart,
We use technology with a careful heart.
We think before we click each day,
Teamwork helps us find the way!

Technology helps us learn and grow,
But we use it wisely, this we know.
Not too much and not too long,
Balance keeps our minds so strong.
We choose tools which make us learn,
Not the ones that waste our turn.

Together we share, together we try,
Helping each other reach the sky.
We work with friends who support our team,
Together we build a future dream.

We are active, we are smart,
We use technology with a careful heart.
We think before we click each day,
Teamwork helps us find the way!

Unit 7 The Culture Compass

Learning Outcomes

Listening and Viewing:

- Identify key vocabulary related to culture and places in short spoken texts.
- Recognise key details and specific information in short spoken texts related to culture and places.
- Respond accurately to listening tasks by ticking, choosing, or completing items based on what is heard.
- Show interest and respect when listening to information about different cultures.
- Demonstrate attentive listening behaviour during cultural discussions.

Speaking and Representing:

- Identify imperative forms used for giving commands, instructions, and directions in familiar contexts.
- Differentiate between affirmative and negative imperative sentences in spoken and written examples.
- Use imperative sentences orally to give clear directions and instructions during pair or group speaking activities.
- Use while with the past continuous and the past simple to describe an action in progress and a shorter action that happens during it.
- Produce spoken sentences accurately to describe actions and events in the past.
- Recognise silent letters (-lk) in common words.
- Articulate words ending with(–lk) clearly and fluently during guided speaking tasks.
- Pronounce adjectives ending with er, est clearly in oral sentences.
- Present a cultural food menu confidently using descriptive and sensory vocabulary.
- Describe ingredients and preparation steps clearly using imperatives and visual cues.
- Show confidence when sharing personal or family traditions.

Unit 7 The Culture Compass

Learning Outcomes

Reading and Viewing:

- Recognise cultural and inventions vocabulary in reading passages.
- Identify reference words in cultural reading texts.
- Complete a graphic organiser based on reading texts.
- Scan texts to locate specific information and key details.
- Show appreciation and respect for cultural diversity when reading texts.
- Demonstrate engagement when exploring stories from different cultures.

Writing and Representing:

- Organise ideas using a graphic organiser to plan a coherent paragraph on a given topic.
- Apply spelling, punctuation, and capitalisation rules while producing written work.
- Complete written tasks by filling in graphic organisers accurately and neatly.
- Write a structured paragraph using guiding questions, keywords, and correct sentence order.
- Create a clear and visually organised project layout using headings, labels, and written notes.
- Show willingness to revise writing for clarity and correctness.
- Express appreciation for cultural diversity through written reflection.

The Culture Compass

I will learn:

compass, exhibition, jewellery, model, fact, respect, rich

Lesson 1
Listening

Before you listen

Have you ever visited a cultural exhibition?

Listen to the recording and tick ✓ or ✗

1. Reem and Noura started at the Kuwaiti booth. ☐
2. The Egyptian booth has got a model of the pyramids. ☐
3. Moroccan booth shows traditional pearl diving tools. ☐
4. Indonesian booth shows homemade crafts. ☐

Accept others even if they are different.

Listen again, then complete the chart

Country	New Fact I learned
Kuwait	
Oman	
Turkey	

Nile river is the longest river in the world. **Did you know?**

Lesson 2

Grammar

I will learn:

Imperatives

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

Imperatives	Affirmative	Negative
Used for: 1. commands 2. instructions 3. directions	➢ Tidy your room. ➢ Cross the street safely. ➢ Go straight / Turn left. ➢ Walk forward.	**Don't .....** ➢ drink fizzy drinks. ➢ play in the street. ➢ jump in the class.

1. Don't ..... here, walk forward.
   a. stopping b. stopped c. stop
2. ..... left, then go straight.
   a. Turned b. Turn c. Turning

Spelling

Look at the map and say

How can I get to the cafe?

Turn right, then go straight you will find it on your left.

Lesson 3
Reading

I will learn:

popular, virtual, lantern, real, local, respectfully, experience

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

Today, many schools use modern technology to help students learn about different cultures. A new report on Kids News explains how virtual reality (VR) is becoming popular way to explore the world without leaving the classroom.

In Cultural Week, students wear VR headsets in their classes to travel to different countries. When they visit Italy, **they** can walk through a virtual street and see famous buildings. In China Experience, students watch **bright** lanterns light up the sky and explore a digital model of the Great Wall. Another VR trip takes them to Brazil, where they see colourful rainforest animals.

Teachers say that VR makes cultural learning experience easier and more exciting. Students can see real places, hear local sounds, and understand traditions in a clear and enjoyable way while they are sitting in their classrooms. The report explains that technology helps young people explore cultures safely, learn respectfully, and become more open to the world around them.

1. The **main idea** of the third paragraph is
   a. teachers want to replace books with VR.
   b. VR helps students learn about science and maths.
   c. students preferer travelling in real life instead of using VR.
   d. VR allows students to explore different cultures in a safe way.
2. The opposite of the underlined word "**bright**" in line **8** is
   a. short b. dark c. old d. real
3. The underlined word " **they**" in line **6** refers to
   a. students b. countries c. headsets d. classes

Read again, then answer the following question

1. Why is technology important for students in schools ?

.....

Lesson 4

Writing

Combine the following words

safe + ly _____

free + ly _____

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

last – Egypt – real – models – respect – excited

1. When did your school have the Cultural Day?

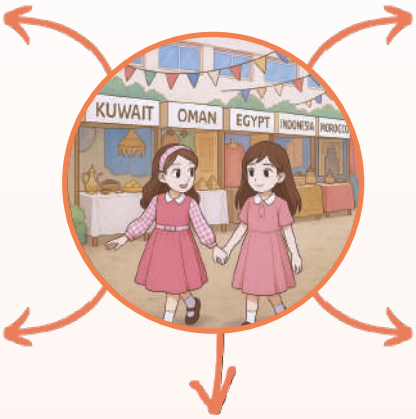
_____

_____

2. What countries were shown at the Cultural Day?

_____

_____



3. What did you see there?

_____

_____

4. What did you learn from the Cultural Day?

_____

_____

5. How did you feel?

_____

_____

Title: _____

_____

_____

_____

_____

_____

Lesson 5
Listening

I will learn:

artwork, move, poster, Malaysia, display, Singapore

Before you listen

Name famous landmarks of some gulf countries?

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

Understand others feelings.

1. Learners were busy yesterday because they were having a/an
   a. school trip b. writing event c. art work show d. cultural festival
2. Ahmed was working on a
   a. poster b. model c. painting d. drawing
3. After the art show, Hamad and Fahad felt
   a. interested b. bored c. proud d. sleepy

Listen again, then match

1. A tall modern building with three towers and a sky park.
2. Three blue and white patterned towers.

( ) (Kuwait)

( ) (Malaysia)

( ) (Singapore)

Lesson 6

Grammar

I will learn:

Past continuous tense with while

Look and say

while	you/they/we + **were**	verb **(ing)**,	subject	verb **(past simple)**
while	I/she/it + **was**	verb **(ing)**,	subject	verb **(past simple)**

While my mother **was cooking**, the cat **broke** the vase.

While they **were playing**, the old man **fell** and hurt his leg.

Correct the verb

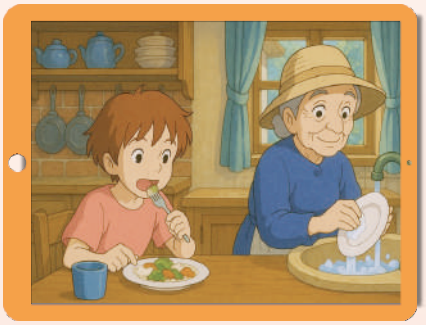
1. While we (**study**), the new furniture (**arrive**).

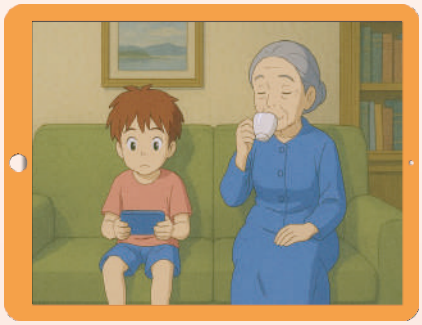
.....

Speaking

Look and tell the story

While he was looking at the frog, his grandmother brought the basket.





Tell your partner what happened while you were visiting the zoo.

Lesson 7
Reading

I will learn:

caught, invention, pick, reply, librarian

Before you read

Name some exciting inventions.

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

Last Thursday, Sami visited the school library after class. The library was quiet, and soft sunlight was shining on the bookshelves while he was walking between the rows of books, something caught his eye. It was a book called Great Arab Inventions.

Sami smiled and picked it up. While he was opening the first page, he heard his friend Hadi speaking quietly behind him.

"What did you find?" Hadi asked.

Sami replied, "Look! This book is amazing."

They sat together at a small table and began reading. The book showed clever inventions from the Arab world. While they were reading, they learned about early cameras, star charts, and scientists like Ibn Al-Haytham.

Suddenly, as they were turning a page, the librarian walked by. "That's one of my favourite books," he said. "Many students enjoy reading it."

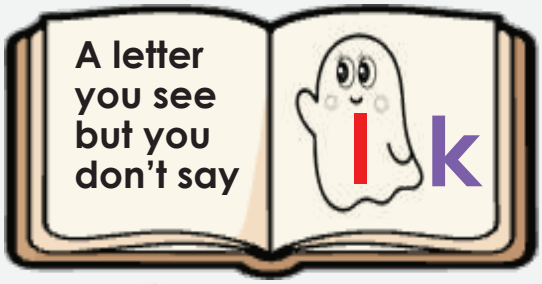
Sami felt excited. He borrowed the book and thanked the librarian. While he was walking home, he imagined himself inventing something new one day.

He couldn't wait to read more when he arrived home.

Lesson 8

Pronunciation

Look and read



1. They walk together.
2. We talk about cultural day.
3. I draw with a white chalk.

If a word ends with **lk**, don't pronounce the **l**.

Complete the sentence with the suitable word that ends with lk

1. I _____ to my friend on phone.

2. We _____ by the beach every night.

Spelling

Read, then combine

Add - er / est	Add - er / est	Add - er / est
add er/est to one syllable adjectives	change the "y" to "i" and add er/est When the adjective ends in "y"	double the last consonant add er/est to one syllable adjectives (CVC)
small smaller smallest	happy happier happiest	big biger biggest

1. clean + er = _____
2. easy + est = _____
3. hot + est = _____
4. glad + er = _____

Lesson 9

Writing

Write the missing words to complete the sentences

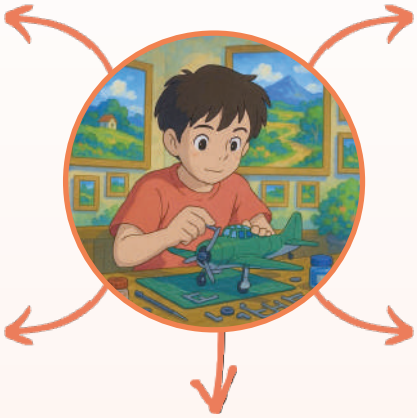
1. I like shopping _____ .

2. My sister _____ some flowers yesterday.

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

artwork show – air plane – model – week – help – proud

1. What did you participate in?	2. What did you present?
_____	_____



3. How long did you work on it?	4. What did your teacher do ?
_____	_____

5. How did your family feel about your work?
_____

Title: _____

_____

Progress Test

Reading

Vocabulary

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

1. The students listened to the teacher's instructions …….. .

a. tightly
b. respectfully
c. suddenly
d. loudly

2. My sister buys a piece of silver …….. from the market.

a. jewellery
b. destination
c. agency
d. librarian

3. He …….. the ball quickly in the game.

a. replied
b. picked
c. landed
d. announced

4. We use the internet to attend online …….. classes.

a. virtual
b. tropical
c. monsoon
d. nervous

Progress Test

Reading

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

Noura, Reem and their families went on a road trip to Bahrain last Thursday. They crossed the long way and enjoyed the beautiful sea view. Their first stop was Bahrain Fort. They learned that it is one of the **oldest** historical sites in the country. Then, they visited the National Museum. It shows the rich culture of Bahrain, including clothes, crafts and pearl diving tools. Later, the young girls walked through Manama Souq. **It** is a market where people sell spices, jewellery and local sweets. Before going home, they tasted traditional Bahraini food. They took many pictures and said it was the best cultural trip they ever had.

1. The **best title** for the passage could be
   a. A Day at the Beach b. A Trip to Bahrain
   c. A Visit to the Desert d. A Holiday in Kuwait
2. The opposite of the underlined word "**oldest**" in line **4** is
   a. newest b. quietest
   c. biggest d. clearest
3. The underlined word "**It**" in line **7** refers to
   a. Bahrain Fort b. Manama Souq
   c. National Museum d. Pearl Diving
4. They visited the museum to learn about
   a. Bahraini jewellery b. Bahraini food
   c. Sea view d. Bahrain culture

B) Answer the following questions:

1. Where did the girls and their mothers stop first in Bahrain?

.....

2. What can people buy in Manama Souq?

.....

Progress Test

Writing

Grammar

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

1. While my father ..... planting, my mother gave him the gloves.

   a. has b. was c. is

2. While they were ..... board game, their friend felt hungry.

   a. played b. plays c. playing

3. Don't ..... to do your homework.

   a. forget b. forgot c. forgotten

4. If you want to get to the market, ... left then walk straight.

   a. turned b. turn c. turning

Spelling

A) Write the missing words to complete the sentences

1. I have gold .....

2. They like ..... food.

B) Combine the following

1. happy + er = ...

2. big + est = ...

Progress Test

Writing

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

plane – family – visited – cultural places – enjoyed – cool

1. Where did you go last holiday?

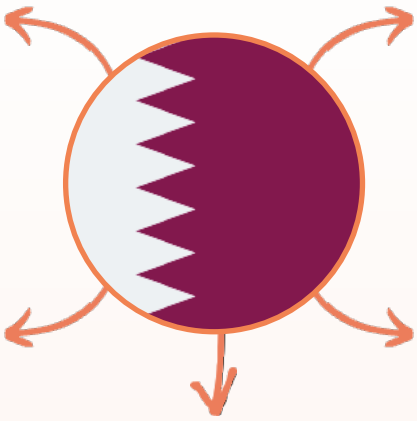
.....

.....

2. How did you go there?

.....

.....



3. Who did you go with?

.....

.....

4. What did you do there?

.....

.....

5. How was the weather?

.....

.....

Title: .....

.....

.....

.....

.....

.....

7 Project 7

Taste Without Tasting Menu

Dish One

Taste :
sweet salty

Dish Two

Taste :
sweet salty

Facts about the country:

Instructions:

- Choose a country.
- Complete its menu.
- Make your work neat and colourful.
- Draw or paste pictures.
- Present it to your class.

Minimum Words to be Taught

No	word	part of speech	lesson
1	exhibition	noun	1
2	compass	noun	1
3	fact	noun	1
4	model	noun	1
5	respect	noun	1
6	jewellery	noun	1
7	rich	adjective	1
8	go straight	verb	2
9	walk forward	verb	2
10	turn left/right	verb	2
11	experience	noun	3
12	real	adjective	3
13	local	Adjective	3
14	respectfully	adverb	3
15	lantern/s	noun	3
16	virtual	adjective	3
17	popular	adjective	3
18	artwork	noun	5
19	poster	noun	5
20	move	verb	5
21	Malaysia	noun	5
22	display	noun	5
23	Singapore	noun	5
24	catch/caught	verb	7
25	invention	noun	7
26	pick/picked	verb	7
27	reply/replied	verb	7
28	librarian	noun	7

7 Song

"Cultural Day" song

Today's the day we celebrate, hooray!
So many colours, flags, and friends today.
We walk around the booths,
Learning stories, tasting food
It's Cultural Day, come join the fun and play!

Cultural day Cultural day
We share our worlds in a special way.
Different places, old and new,
Cultural Day, together we say yay!

Reem and Noura smile as they explore,
They try new experience .
Omani silver shines,
Egyptian designs
Every booth has something to adore!

Teachers dress in clothes from long ago,
Students learn the things they didn't know.
We listen and we learn,
And respect is what we earn
Our friendship starts to grow and glow.

Unit 8 Healthy Habits, Better Life

Learning Outcomes

Listening and Viewing:

- Identify key vocabulary related to health, diet, and hygiene in short spoken texts.
- Recognise key details and specific information in short spoken texts related to health, diet, and hygiene.
- Respond accurately to listening tasks by ticking, choosing, or completing items based on what is heard.
- Recognise cause-and-effect relationships in spoken texts.
- Show awareness of the importance of caring for one's teeth and oral health.
- Demonstrate willingness to listen attentively to others' health experiences.

Speaking and Representing:

- Identify the correct use of the present simple tense to describe daily routines and habitual actions.
- Use the present simple tense correctly to form affirmative and negative sentences and Wh-questions when talking about daily activities.
- Produce sentences using the first conditional "If" to show the consequences of actions.
- Apply the first conditional structure to explain what will happen as a result of specific actions.
- Describe healthy meals using appropriate vocabulary.
- Recognise silent letters (-gh) in common words.
- Articulate silent letter (-gh)words with accurate pronunciation.
- Pronounce verbs ending with s, es, and ies clearly in oral sentences.
- Present a short explanation about healthy habits using correct structures.
- Pronounce health-related vocabulary clearly in oral tasks.
- Demonstrate positive attitudes by participating confidently and respectfully in pair and group discussions.
- Show confidence when sharing personal routines or health goals.

Unit 8 Healthy Habits, Better Life

Learning Outcomes

Reading and Viewing:

- Recognise key health-related vocabulary in reading passages.
- Identify main ideas in short reading passages related to health, diet, and hygiene
- Scan texts to locate specific information and key details.
- Recognise reference words in reading texts.
- Complete a graphic organiser based on reading a story.
- Value the importance of reading instructions related to health.
- Appreciate the role of reading in gaining knowledge and understanding healthy habits and actions.

Writing and Representing:

- Organise ideas using a graphic organiser to plan a coherent paragraph on a given topic.
- Apply spelling, punctuation, and capitalisation rules while producing written work.
- Complete written tasks by filling in graphic organisers accurately and neatly.
- Write a structured paragraph using guiding questions, keywords, and correct sentence order.
- Create photo strips about healthy habits with accurate spelling and clear organisation.
- Organise photos in a logical sequence to show steps or routines of healthy habits.
- Show awareness of healthy choices, demonstrate positive attitudes, and value healthy living.
- Engage willingly in editing and revising written work to make improvements.

Healthy Habits, Better Life

Lesson 1
Listening

I will learn:

dentist, teeth/tooth, pain, tool, twice, toothbrush, taste, toothache

Before you listen

What are the five senses?

Listen to the recording and tick ✓ or ✗

1. Hamad feels pain in his tooth when he eats or drinks. ☐
2. Hamad brushes his teeth twice every day. ☐
3. The dentist tells Hamad to eat more sweets. ☐
4. Hamad should visit the dentist once a year. ☐

Your health is in your hands, choose wisely.

Listen again, then write an advice for healthy teeth

Lesson 2

Grammar

I will learn:

Present simple tense

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

I/We/You/They	eat	lunch at home.	always usually sometimes every
He/She/It	eats		

What **does** he do?
Where **do** you go?

I **don't** run fast.
He **doesn't** write.

We **pray**.
He **plays**.

What do you do every morning?

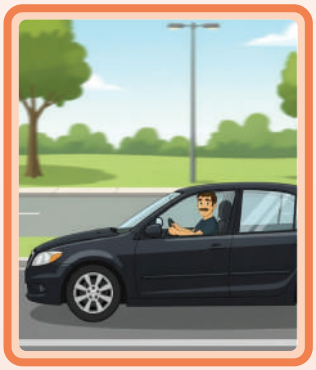
I brush my teeth.

1. Where ..... he usually ride his bike?
   a. do b. does c. doing
2. They ..... breakfast at six o'clock every morning.
   a. eat b. eating c. eats

Speaking

Look and say

She reads a book in the library.



In pairs, discuss what you usually do on weekends.

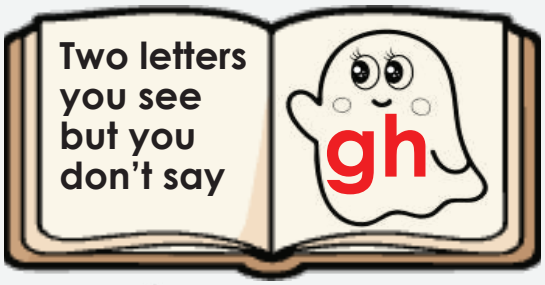
Lesson 3

Pronunciation

I will learn:

cross

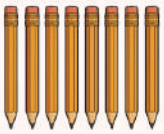
Look and read



1. They ran throu**gh** the park.
2. The stars are bri**gh**t toni**gh**t.
3. She bou**gh**t a red coat.

If a word has **gh**, don't pronounce the **gh**.

Write a word with "gh", then use it in a sentence



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Spelling

Read, then write

verbs

- Add s:
  speak + **s** = speak**s**
  play + **s** = play**s**
- Add **es** to verbs end with **ss, ch, sh**
  watch + **s** = watch**es**
  cross + **s** = cross**es**
- Add **ies** to verbs end with **a consonant + y**
  study + **s** = stud**ies**
  carry + **s** = carr**ies**

add "s"

- carry + s = _____
- wash + s = _____
- touch + s = _____
- give + s = _____

Lesson 4

Reading

I will learn:

dietitian, balanced, diet, choice, avoid, difficult, adult, especially

Before you read

What healthy snacks do you like to eat?

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

Living a healthy life starts with making smart choices. Dietitians help children and adults understand what their bodies need every day. **They** show people how to prepare balanced meals with proteins, healthy fats, fruit, and vegetables.

A good diet gives the body energy to stay active at school and at home. Dietitians also guide people to avoid fast food and fizzy drinks. They suggest healthy snacks such as apples, carrots, and nuts. They remind people to drink enough water to stay hydrated, especially on hot days.

A dietitian teaches people that healthy habits keep the brain active. They explain that sleeping and eating well help people work, study better, and enjoy their lives. Today, dietitians are helpful because they help us understand that living a healthy life is not **difficult**.

1. The **main idea** of the second paragraph is to
   a. stay hydrated b. eat fast food
   c. have a good diet d. avoid snacks
2. The opposite of the underlined word "**difficult**" in line **15** is
   a. clever b. easy
   c. healthy d. smart
3. The underlined word "**They**" in line **3** refers to
   a. adults b. children
   c. people d. dietitians

Read again, then answer the following question

1. What does a dietitian do?

.....

Lesson 5

Spelling

Write the missing words to complete the sentences

1. I visit the _____ every six months.

2. _____ drinking fizzy drinks.

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

care – soft – toothbrush – gently – twice – dentist

1. How do you keep your teeth healthy?

_____

_____

2. What do you use?

_____

_____

3. How do you brush your teeth?

_____

_____

4. How often do you do it ?

_____

_____

5. Where do you go every six months?

_____

_____

Title: _____

_____

_____

_____

_____

Lesson 6
Listening

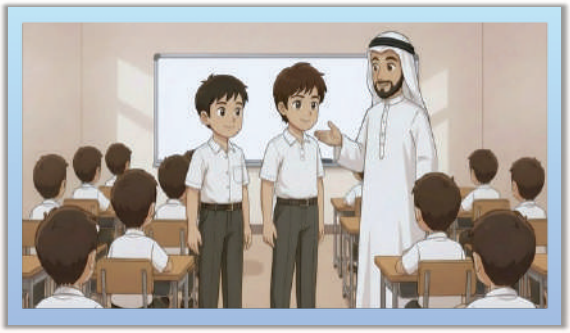
I will learn:

during, headache, second, germ, remove, exactly

Before you listen

Where can you see these items?

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



1. Children should sleep for ..... hours.
   a. 8 b. 20 c. 7 d. 10
2. The science lab has many ..... .
   a. posters b. seconds c. germs d. brains
3. The teacher will tell the class many ..... facts.
   a. well b. useful c. strong d. active

Balance brings happiness.

Listen again, then match

1. Not drinking water.	( ) The body will get the vitamins it needs.
2. Eating too much sugar.	( ) Germs stay on hands.
3. Not washing hands.	( ) Headache
4. Eating fruit and vegetables.	( ) Have less energy

Lesson 7

Grammar

I will learn:

First conditional If

Look and say, then complete

Form

If + I, you, he, she, it, they, we + V. Present Simple
will + base verb

	If **you** drive carefully, you **will arrive** safely.
	If **he** eats his breakfast, he **will get** energy.
	If **it** rains, we **will stay** home.
	If **they** exercise, they **will win** the match.

If you **sleep** well, **you will be** strong.

If she **goes** outside, she **will get** fresh air.

1. If you go to the park, you _____ .

2. If he _____ an umbrella, he will keep his clothes dry.

Speaking

Look and say

If you plant a flower, you will take care of it.

plant - grow

Fold - fly

build - have

In pairs, discuss what you will do if the weather is cold.

Lesson 8
Reading

I will learn:

decide, footstep, echo, shock, deep, exit

Before you read

Which place would you like to explore?

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

It was a cool, windy morning in the mountains. Nawaf, Ali, and Salem were hiking together. They wanted to enjoy the fresh air and exercise to keep their bodies strong. When they arrived at an old cave, they decided to explore it carefully.

Inside the cave, the air felt cold, and their footsteps echoed around them. Suddenly, a large rock fell and covered the entrance. Salem moved back in shock. “If we don’t find another way out, we will not leave the cave!” he said.

The boys took a deep breath. Nawaf said, “If we breathe slowly, we will stay calm.” Ali turned on his flashlight and looked around the walls. He saw a small path. “Look! If we follow this path, we will find another exit,” he said.

They walked carefully through the small path, watching their steps. After a short walk, they saw a bright light. It was the exit. The three friends ran outside and took deep, fresh breaths. Salem smiled and said, “If we stay together and help each other, we will always be safe.”

There are caves where trees grow upside-down. Did you know?

Lesson 9

Writing

Combine the following words

decide + s

echo + s

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

strong – remove – germs – grow – vegetables – tired

1.Why do we have healthy habits?

2. Why do we wash our hands?

3. Why is sleeping good for our bodies?

4. Where do we get vitamins from?

5. What will happen if you eat too much sugar?

Title:

Progress Test

Reading

Vocabulary

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

1. She keeps her ..... clean and healthy.

   a. pains b. teeth

   c. inventions d. adults

2. Students should ..... being messy in the class.

   a. track b. echo

   c. reply d. avoid

3. You need to eat ..... meals to stay healthy.

   a. local b. deep

   c. balanced d. difficult

4. I get a ..... when I use my phone for a long time.

   a. choice b. step

   c. headache d. diet

Progress Test

Reading

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

We use our five senses to learn about the world. The five senses are sight, hearing, smell, taste, and touch. Our eyes help us see people, places, and colours. We should rest **them** when they feel tired. We should avoid using mobile phones and tablets for a long time. Our ears help us hear music and voices. We can protect them by staying away from **high** noise. With our nose, we smell flowers and food. Our tongue helps us taste many kinds of food. Brushing our teeth protects this sense. Our body helps us feel things when we touch them. Our senses help us enjoy life every day.

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

   a. Healthy Ears b. Clean Food c. Our Tongue d. Five Senses

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

   a. bright b. fun c. big d. low

3. The underlined word "**them**" in line **3** refers to

   a. senses b. eyes c. places d. colours

4. Our senses help us enjoy ..... .

   a. noise b. tongue c. nose d. life

B) Answer the following questions:

1. How do we protect our ears?

.....

2. Why do we avoid using mobile phones and tablets for a long time?

.....

Progress Test

Writing

Grammar

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

1. We ..... books in the school library every Sunday.

   a. are reading b. read c. reading

2. If he sleeps early, he will ..... active all day.

   a. felt b. feels c. feel

3. My mother ..... eat fast food.

   a. doesn't b. isn't c. hasn't

4. If it ..... , we will stay home.

   a. raining b. rains c. rained

Spelling

A) Write the missing words to complete the sentences

1. The ..... helps me to stay healthy.

2. Washing your hands before eating removes ..... .

B) Combine the following

1. teach + s = ...

2. remind + s = ...

Progress Test

Writing

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

guide – energy – hydrated – tired – understand – healthy

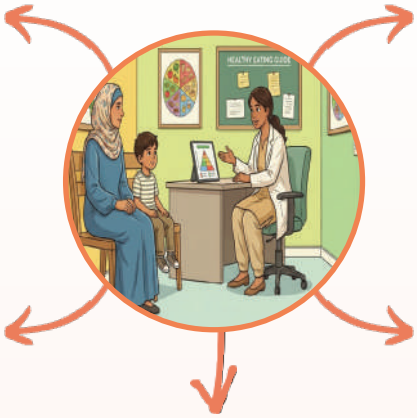
1. Why do you go to the dietitian?

.....

.....

.....

.....



2. What does a good diet give our bodies?

.....

.....

.....

.....

3. Why do we drink water?

.....

.....

.....

.....

4. What does fast food do to our bodies?

.....

.....

.....

.....

5. Why is the dietitian's work important?

.....

.....

.....

.....

Title: .....

.....

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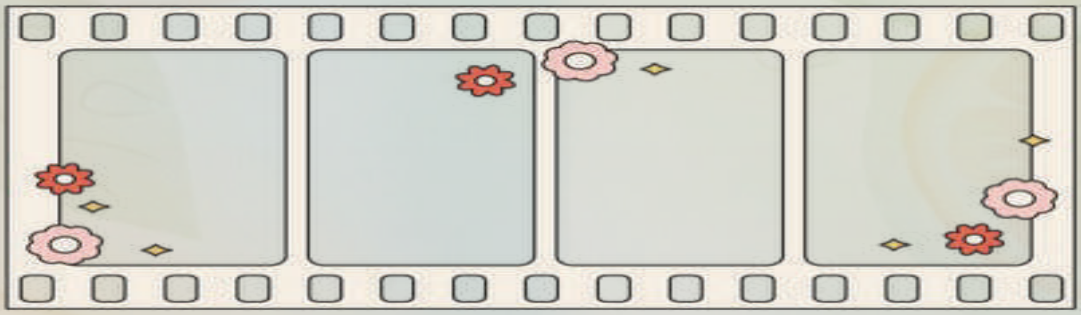
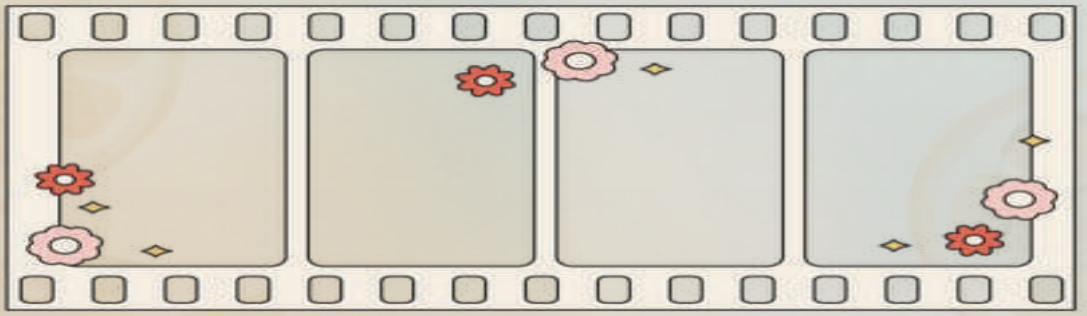
8 Project 8

Healthy Habits Photo Strips





Instructions:

- Take photos of yourself doing healthy habits.
- Paste the photos in the film strips.
- Talk about your healthy habits to your class.

Minimum Words to be Taught

No	word	part of speech	lesson
1	dentist	noun	1
2	teeth/tooth	noun	1
3	pain	noun	1
4	twice	adverb	1
5	toothbrush	noun	1
6	taste	noun	1
7	tool	noun	1
8	toothache	noun	1
9	cross	verb	3
10	dietitian	noun	4
11	balanced	adjective	4
12	diet	noun	4
13	choice	noun	4
14	avoid	verb	4
15	adult	noun	4
16	difficult	adjective	4
17	especially	adverb	4
18	during	adverb	6
19	headache	noun	6
20	second	noun	6
21	germ	noun	6
22	exactly	adverb	6
23	remove	verb	6
24	decide	verb	8
25	echo	verb/noun	8
26	shock	noun	8
27	deep	adjective	8
28	exit	noun	8
29	footstep	noun	8

8

Song

“Healthy Habits” song

If I eat my vegetables, I will grow up strong,

If I drink my water, I will play all day long.

If I sleep early, I will smile at the sun,

Ready for new adventures, ready for fun.

If we keep on trying, we will feel bright,

If we choose good habits, we will do things right.

If we stay active, we will jump so high

Healthy hearts are full of light.

If I wash my hands, I will stay fresh and clean,

If I brush my teeth, I will smile so bright.

If I smile big, I will feel so light

Healthy, happy living grows year by year.

Credits and Acknowledgments

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

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

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

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

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

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

Vocabulary Reference
Minimum word usage and age-appropriate vocabulary were carefully selected and cross-checked for CEFR level alignment using the Oxford Learner's Dictionary website (www.oxfordlearnersdictionaries.com) 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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Special Thanks1
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5B