وزارة التربية
Ministry of Education
State of Kuwait | دولـــة الكويـت

SKYLINE ENGLISH

Student's Book

2B

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Evaluation

PDF Book

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بسم الله الرحمن الرحيم

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Introduction

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

About the Skyline English Series

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

Vision and Purpose

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

Introduction

Alignment with Kuwait Vision 2035

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

Integration of 21st Century Skills and Educational Values

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

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

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

Introduction

A Curriculum for the Future

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

Grade Two Curriculum Standards

Icon Guide

1. listen

2. say/speak

3. read

4. write / complete

5. ask & answer

6. circle/ choose

7. draw/ colour

8. match/ connect

9. before tasks

10. odd one out

11. blend

12. count

13. solve

14. combine/ blend & write

15. listen & answer

16. read & choose

Icon Guide

17. draw & label

18. find & write

19. group rhyming words

20. read & complete

21. think, pair & share/ extension

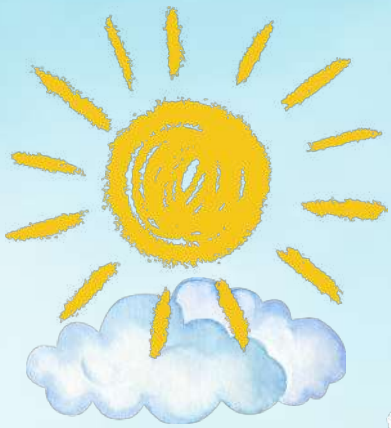
22. blend & write

23. read & re-order

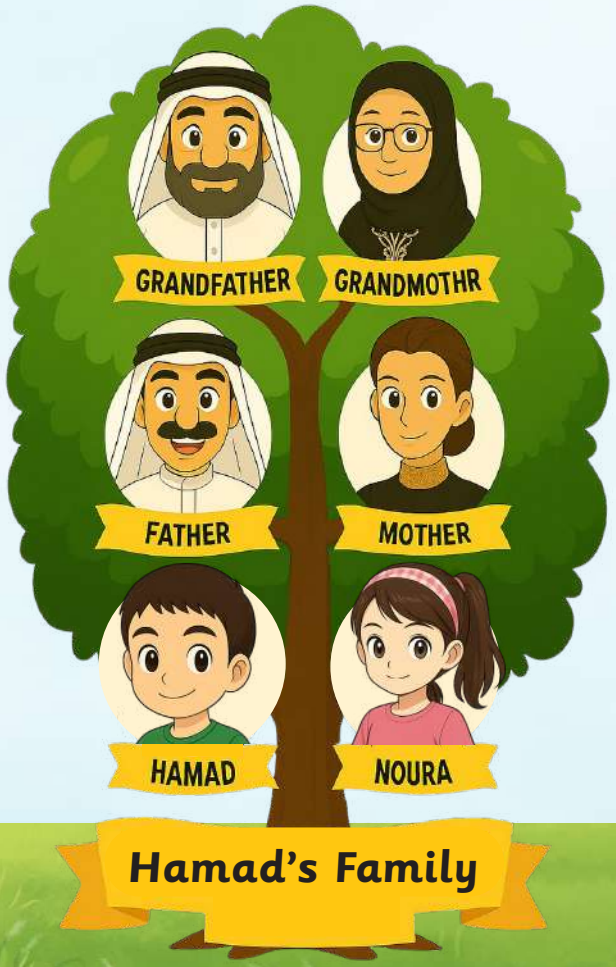
24. reorder words

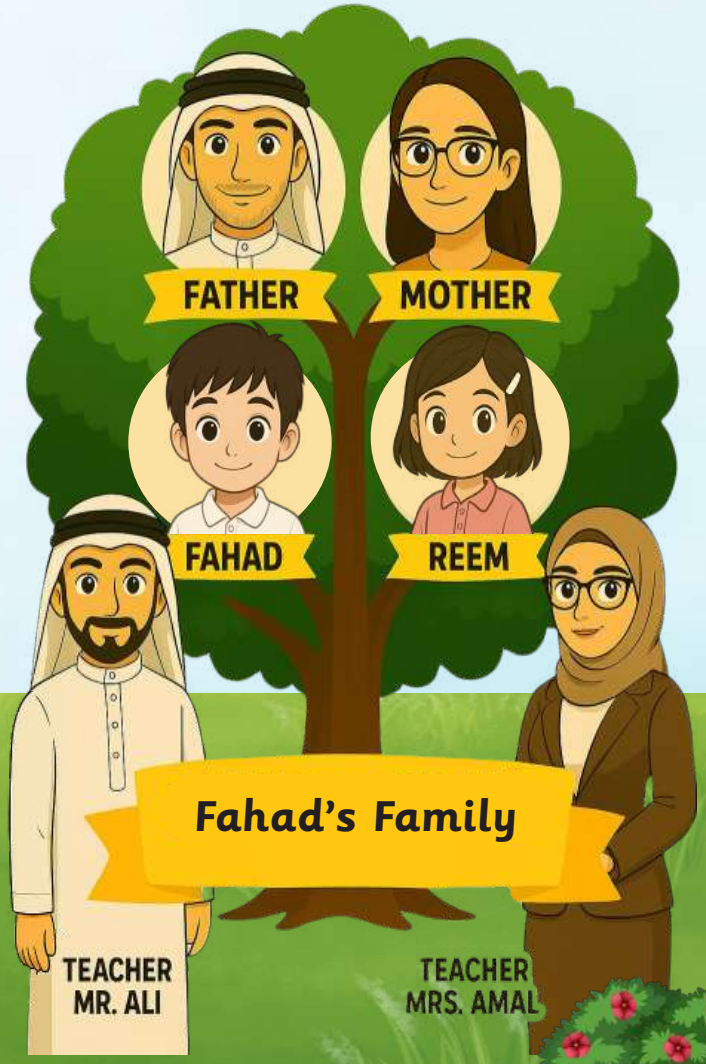
25. pair work

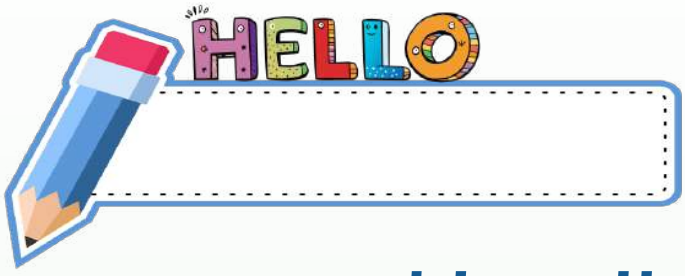
26. group work



MEET OUR CHARACTERS







Do your homework and keep your book neat.

Weekly Follow-up Sheet

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

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Macro phonics	Values	Songs
Unit Five Once Upon A Time In Kuwait	• Talking about the past events • Asking for and giving information	• Past Simple •Yes/No questions in the past	• Kuwait in the past • Traditions	• oa /əʊ/ • ph /f/	• Respect for heritage •Appreciation of history **21st Century Skills** • Curiosity •Communication	• "What did you do?" • "ph" sound
Project	• A Photo Album of Old Kuwait					

Unit Title	Language Functions	Grammar	Vocabulary	Macro Phonics	Values	Songs
Unit Six Around My House	• Asking for and giving information • Describing places	• Present Simple • Wh Questions	•Places •Neighbourhood	• wh /w/ • ee /i:/	• Helpfulness • Responsibility **21st Century Skills** • Cooperation • Problem solving	• "Wh Magic Words" • "In My Neighbourhood"
Project	• My Neighbourhood Map					

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Macro Phonics	Values	Songs
Unit Seven Eat well, Feel Great!	• Expressing likes and dislikes. • Talking about food	• Present simple •Future with will	•Food •Drinks	•ch /tʃ/ •th /θ/ •oo /u:/	•Healthy living •Sharing 21st Century Skills • Decision making • Self-management	• We Will Eat Pizza Today! • Thumbs Up for Water
Project	• My Healthy Lunchbox					

Unit Title	Language Functions	Grammar	Vocabulary	Macro phonics	Values	Songs
Unit Eight At The Market	• Polite request • Talking about possession	• (Have got) for possession •Modal verb (Can) for polite request	•food •shopping	• oo /ʊ/ • ue /u:/ • ai /eɪ/	•Politeness •Wisdom in choices 21st Century Skills • Communication • Critical thinking in choices	• We have got • Can I have
Project	• My Online Shop					

Unit 5

Once Upon A Time In Kuwait

Learning Outcomes

Listening and Viewing:

- Identify specific information from short, simple dialogues about Kuwait in the past.
- Recognise the main idea of short-spoken texts supported by visuals.
- Respond appropriately to listening tasks by reordering story events after listening.
- Distinguish between past and present actions in spoken sentences.
- Demonstrate appreciation for cultural stories and heritage by responding respectfully.
- Show attentive listening behaviour and take turns during class discussions.

Speaking and Representing:

- Identify past simple verb forms in short sentences.
- Describe a personal past experience using time expressions.
- Participate in guided pair-talk to narrate past experiences.
- Pronounce target sounds oa /əʊ/ and ph /f/ accurately in words when speaking.
- Identify the structure of past simple questions using Did + subject + base verb.
- Differentiate between affirmative and negative past simple responses.
- Express pride when speaking about Kuwait's culture and history.
- Speak clearly and confidently when sharing information about past activities.
- Present a photo album and verbally describe at least three pictures using gestures, pointing, and clear articulation during a short presentation.

Unit 5

Once Upon A Time In Kuwait

Learning Outcomes

Reading and Viewing:

- Identify main ideas and supporting details in simple passages.
- Read simple paragraphs, stories, dialogues and informational texts with support.
- Decode familiar words and simple sentences using phonics strategies.
- Recognise oa /əʊ/ and ph /f/ macro-phonics patterns.
- Read aloud with correct pronunciation and pacing at grade-level text length.
- Show enjoyment and curiosity while reading about culture and daily life.
- Respect content related to heritage and community values when reading.

Writing and Representing:

- Apply punctuation rules in statements and questions.
- Demonstrate accuracy in spelling and sentence formation when completing guided writing tasks.
- Create meaningful sentences by reordering given words in the past simple.
- Show confidence when writing simple sentences by participating willingly in guided writing tasks.
- Develop a positive attitude toward writing by participating actively in writing activities.

5 Once Upon A Time In Kuwait

Lesson 1

Listening

I will learn:
small, live, fish, get, well, people, old

Before you listen

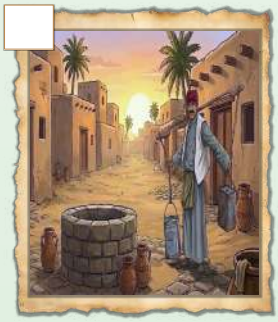
Circle the pictures of old Kuwait

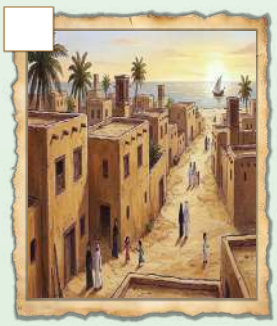
Listen to the recording and tick ✓ or ✗

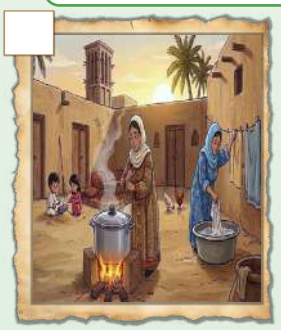
1. Grandma lived in a big house. ☐
2. Women cooked and cleaned their houses. ☐
3. People in the past, got water from wells. ☐

Listen again, then reorder the story

We respect our traditions.







Lesson 2

Grammar

I will learn:

drink/ drank
What did you/he/she ...? I/he/she ...

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

I
We
You
They
He
She
It

v.+ ed

played
cooked
visited

in the park
food
my friend

Irregular v.

went
found
bought

to school
a book
a new bag

Key words

yesterday

in the past

last week/....

What did you do yesterday?

I cooked for my family.

1. Last Monday, I ..... a movie with my brother.

   a. watch b. watched c. watching

2. In the past, women ..... water from the well.

   a. get b. getting c. got

Speaking

Look and say

Noura went to the farm yesterday.

yesterday

last Monday

in the past

Ask your friend: What did you do yesterday?

Lesson 3

Macro Phonics

I will learn:

phone, dolphin

Look and read

p + h = ph

photo

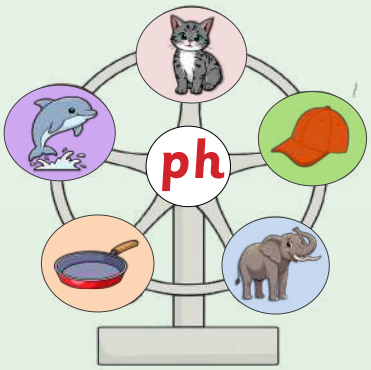
phone

Sophie and her brother Phil went to the zoo. They saw a big elephant. Phil gave the elephant peanuts to eat. They saw dolphins jumping in the water. Sophie happily took photos with her pink phone.

Complete the missing word, then read aloud

Sophie took photos with her pink _____ .

Find the words with "ph" sound, then write



Lesson 4

Reading

I will learn:

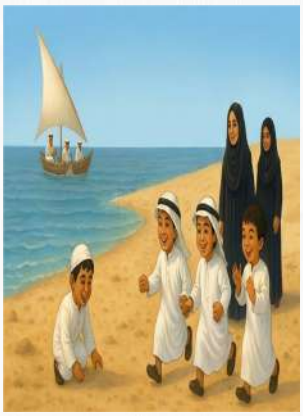
boat, life, easy, simple

Before you read

Name these items.

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

Kuwait is a beautiful and small country. In the past, people lived by the sea in simple houses. Men went fishing in small boats. People worked happily together. Children played games outside in the fresh air. Women went to the beach to wash their clothes. Life was easy and simple.



1. Kuwait is a beautiful and ..... country.

   a. small b. easy c. fresh

2. Women went to the beach to ..... their clothes.

   a. live b. wash c. play

Read again, then answer the following question

1. Where did children play?

Lesson 5

Writing

Before you write

Read then match the correct punctuation marks

Question Mark	Full Stop
End the question with a question mark	End each sentence with full stop

1.What did women do

2.In the past, people worked together

Reorder words to form sentences

1. did – What – buy – yesterday – you

_____ ?

2. bought – food - I

_____ .

Punctuate the following sentence

1. i ate my dinner last night

_____

Complete the sentences with the suitable words

1. This is an old _____ .

2. In the past, men used _____ to fish.

Lesson 6

Listening

I will learn:

market, today, modern

Before you listen

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

1. In the past, people walked to the .....

   a. games b. markets c. phones

2. In the past, girls played ..... .

   a. teela b. hajla c. phone

Listen again, then sort the words

We keep our culture alive.

cars

Al-Boom

smart phones

Al-Mulla

Kuwait in the past	Kuwait today

Lesson 7

Grammar

I will learn:

Did you/they ...? Yes/ No, I/we did/didn't.
Did he/she...? Yes/ No, he/she did/didn't.

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

Did	I you we they he she it	study English **yesterday**?	**Yes,**	I you we they he she it	**did.**
		play football **last Saturday**?	**No,**		**didn't.**
		drive cars **in the past**?			

Did you do your homework yesterday?

Yes, I did.

No, I didn't.

1. He didn't ..... television last night.

   a. watch b. watching c. watched

2. ..... the family go to the park last Friday ?

   a. Doing b. Did c. Do

Speaking

Look and say

Did your mother cook lunch?

In pairs, ask each other using "Did you .... last week?

Lesson 8

Macro Phonics

I will learn:

coat, road, warm, see/saw

Look and read

o + a = oa

boat

coat

One day, a farmer saw his goat near the road. The goat was cold. The farmer went home and got his old coat. He put the coat on the goat to keep it warm.

Group the rhyming words, then use one word in a sentence

oa	ph

Lesson 9

Reading

I will learn:

made, mud, wood, tasty, yard, rice

Before you read

Where did people live in old Kuwait?

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

Once upon a time, in old Kuwait, a family lived in a small mud house. The family had a big yard. In the yard, there were animals like goats, cows and hens. The father worked with wood and made chairs. The mother cooked tasty fish and rice. The family lived happily together.

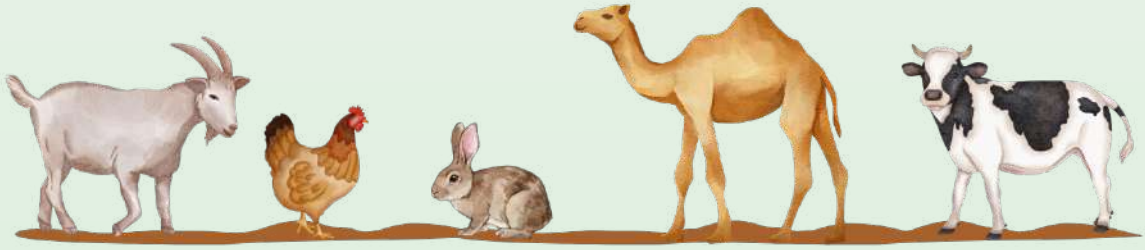
1. The father made chairs from ..... .

   a. wood b. mud c. rice

2. The family had a ..... yard.

   a. happy b. tasty c. big

Read again, then circle the animals the family had in the yard



Lesson 10

Writing

Before you write

Rewrite with correct punctuation marks.

1. did children go to school

Reorder words to form sentences

1. The – with – wood – father – worked

.

2. lived - in – People – houses – simple

.

Complete the sentences with the suitable words

Kuwait is a beautiful and **m** _____ country.

People **l** _____ happily. Some people go to malls

to buy new **c** _____ .They go to many

restaurants to eat **t** _____ food.

Fun with Writing Activities

Trace and copy

What did you do yesterday?

People lived in mud houses.

The men worked together.

Today, we have modern markets.

Did they play outside?

Progress Test

Reading

A) Classify the following words

goat – phone – coat – photo

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

1. The man went to the ..... to buy a coat.
   a. yard b. market c. life
2. My mother wants to ..... orange juice.
   a. live b. cook c. drink
3. Kuwait is a/an ..... city.
   a. easy b. modren c. tasty
4. This chair is made of .....
   a. wood b. road c. boat

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

There was once a man who lived with his family near the sea in a small wooden house. Every morning, the man took his boat down the road to fish. He wanted to get food for his family. The family's life was simple but not easy, but they built a happy and safe life together.

1. The **best title** for the passage could be
   a. A Small Boat b. Down The Road c. The Family's Life
2. The family lived in a/an ..... house.
   a. easy b. wooden c. happy
3. The man took his boat down the road to ..... .
   a. get b. live c. fish

D) Answer the following question:

1. How was the family's life?

   .....

Progress Test

Writing

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

1. My father ..... to the farm last Friday.
   a. going b. goes c. went
2. ..... you clean your room yesterday?
   a. Did b. Do c. Doing
3. Last night, the old man ..... sleep early.
   a. don't b. didn't c. doesn't

B) Reorder words to form sentences

1. drink – your – Did – milk – you

_____ ?

2. didn't– go – to – She - school

_____ .

C) Punctuate the following sentence

1. the family lived in a big house

_____

D) Complete the sentences with the suitable words

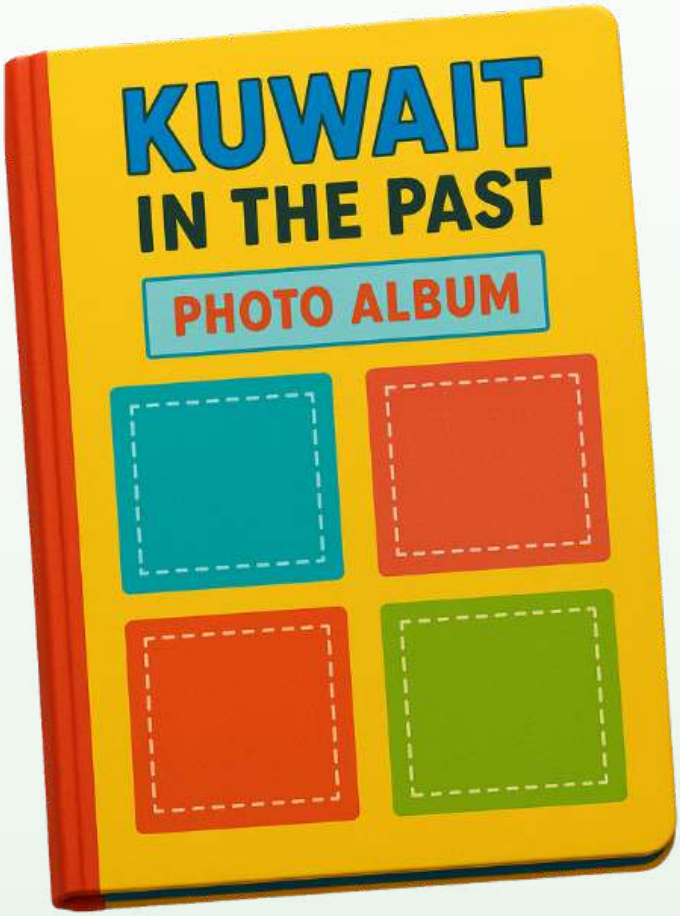
1. We saw a big _____ in the sea.

2. My sister bought a new _____ .

3. I saw an old _____ in the photo.

4. She made a _____ cake yesterday.

5 Project 5



Instructions:

- Collect photos about Kuwait in the past.
- Paste these photos in the photo album.
- Present the album and talk about the photos using the past tense.

5

Minimum Words to be Taught

No	word	part of speech	lesson
1	small	adjective	1
2	live/ lived	verb	1
3	get/ got	verb	1
4	people	noun	1
5	well	noun	1
6	fish	verb	1
7	old	adjective	1
8	drink/ drank	verb	2
9	phone	noun	3
10	dolphin	noun	3
11	boat	noun	4
12	life	noun	4
13	simple	adjective	4
14	easy	adjective	4
15	today	adverb	6
16	modern	adjective	6
17	market	noun	6
18	road	noun	8
19	coat	noun	8
20	warm	adjective	8
21	see/saw	verb	8
22	mud	noun	9
23	wood	noun	9
24	tasty	adjective	9
25	yard	noun	9
26	make/ made	verb	9
27	rice	noun	9

5 Songs

"What did...do?" song

What did they do? (clap, clap), They played in the park!
What did they do? (clap, clap), They fished till dark!
They ate food, and they drank some juice,
They had fun too!

What did he do? (stomp, stomp), He cooked some food!
What did she do? (stomp, stomp), She walked on the road!
Did he sleep? — No, not today!
He went outside to run and play!
What did they do? (clap, clap) They had fun too!

"Ph" sound song

I have a phone, ring, ring, ring!, Ring, ring, ring! Ring, ring, ring!
I have a phone, ring, ring, ring!, Let's take a photo, Yah!
I see an elephant, big and grey!, Big and grey! Big and grey!

I see an elephant, big and grey!, Let's take a photo, Yah!
A dolphin jumps up in the sea!, In the sea, so big and free!
A dolphin jumps up in the sea!, Let's play and laugh today!

Unit

6 Around My House

Learning Outcomes

Listening and Viewing:

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

Speaking and Representing:

- Ask and answer simple questions about locations and daily activities using the present simple tense.
- Describe familiar places in their neighbourhood using simple sentences.
- Form and say complete sentences using location and time phrases when presenting the map.
- Apply correct subject-verb agreement in short oral exchanges.
- Describe personal and family members' daily activities using short spoken sentences.
- Pronounce target sounds wh /w/ / and ee /iː/ accurately in words when speaking.
- Participate confidently in pair or class speaking activities, responding clearly and appropriately to questions.
- Present the completed neighbourhood map in class using a clear voice, eye contact, and appropriate gestures.
- Show cooperation and encouragement during partner and group speaking tasks.

Unit

6 Around My House

Learning Outcomes

Reading and Viewing:

- Identify main ideas and supporting details in simple passages.
- Read simple paragraphs and informational texts with support.
- Decode familiar words and simple sentences using phonics strategies.
- Recognise wh /w/ / and ee /iː/ macro phonics patterns.
- Read aloud with correct pronunciation and pacing at grade-level text length.
- Demonstrate persistence when decoding unfamiliar words.
- Show motivation to read short texts about community life.

Writing and Representing:

- Identify appropriate punctuation marks in simple sentences.
- Construct meaningful sentences by arranging given words using appropriate grammatical structures.
- Write complete sentences with appropriate vocabulary, spacing, and punctuation.
- Demonstrate care and responsibility when completing writing tasks neatly and accurately.
- Draw and label at least 5 places on the neighbourhood map, and colour it neatly, showing correct placement and legible labels.

Around My House

Lesson 1

listening

I will learn:

neighbourhood, neighbour
help, too

Before you listen

Things you do to be a good neighbour.

Listen to the recording and tick ✓ or ✗

1. The family lives in a modern neighbourhood. ☐
2. Noura doesn't like the colours of the houses. ☐
3. They will make some cake for the neighbours. ☐

Listen again, then tick the words you hear

Help your neighbour.

park | trees | kitchen | cookies | flowers

Lesson 2

Grammar

I will learn:

opposite, police station, nearby, post office
What, When, Where do/does ...?

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

When does the bakery open?

It opens at 6 o'clock in the morning.

1. ..... do you go for shopping every Saturday?

   a. What b. Where c. When

2. ..... does your grandfather live?

   a. Where b. What c. When

Speaking

Look and say

The toy shop is behind the grocery.
It opens in the morning.

Describe your neighbourhood.

Lesson 3

Macro Phonics

I will learn:

whale, wheel, whistle

Look and read

w + h = wh

whale **wheel**

One white whale swims in the sea. It sees a wheel in the water. A boy whistles and says, " It's my toy!". The white whale gives the wheel back. What a kind whale!

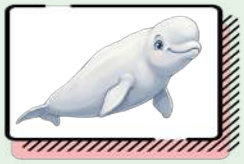
Circle the correct sound, then write

Identify it	Say the sound	Write it
	ph ● wh ●	
	wh ● sh ●	

Read and match

1. My bike has 2 wheels.

2. I can see a white whale.



Lesson 4

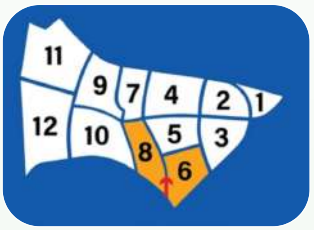
Reading

I will learn:

street, barber, around, tour, garage, cut, wide

Before you read

Where do you live in Kuwait?



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

Hello, I'm Hamad. I like walking around my neighbourhood. I ride my three wheels bicycle. I see many nice places. There is a small mosque in the park. The streets are wide. The barbershop is near the park. Every two weeks I cut my hair there. There is one barber, he is very kind. There is a garage nearby. I go to the bakery and to the grocery to buy bread and juice. I enjoy the tour around my neighbourhood.

1. There is a small ..... in the park.

   a. mosque b. garage c. grocery

2. Hamad cuts his hair every ..... weeks.

   a. one b. three c. two

Read again, then answer the following question

1. What does Hamad like to do ?

Lesson 5

Writing

Before you write, colour the correct punctuation marks

1. where do you live

W	.	?

2. i live in Bayan

I	.	?

Reorder words to form sentences

1. go – When – you – do – school – to

?

2. at – I – go – school – to – 7 o'clock

.

Punctuate the following sentence

bader goes to the post office

Complete the sentences with the suitable words

1. Fahad goes to the _____ .

2. My father goes to the _____ .

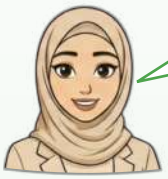
Lesson 6

Listening

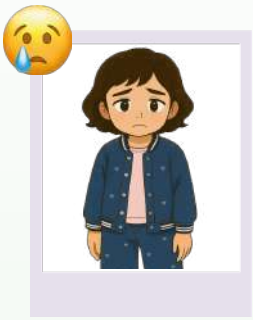
I will learn:

feel well, better, clinic, first

Before you listen



How do you feel today?



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

1. First the family goes to the ..... .

   a. park b. home c. clinic

2. ..... will bring some orange juice for Fahad.

   a. Mother b. Reem c. Father

Listen again, circle, then answer the following question

1. How does Fahad feel?

Family first.

Lesson 7

Grammar

I will learn:
I/we/they/you + v... every ....
he/ she/ it + v + s... every ....

Ask and answer, then choose

I You We They	play football. watch T.V. eat pizza.	It He She	**plays** basketball. **paints.** **eats** cake.

every day / every week / every ...

What do you do every day?

I write my homework every day.

1. Fahad (visit – visits) his grandfather every Friday.
2. Noura and Hamad (play – plays) in the garden every week.

Speaking

Look and say

The father reads a book every day.

Ask your friend: What do you do every morning?

Lesson 8

Macro Phonics

I will learn:

seed, bee

Look and read

e + e = ee

bee

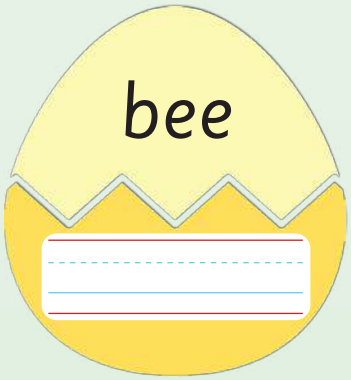
seed

Reem plants a seed in the garden. She sees a green tree. Three bees fly between the trees. Reem feels happy. She sits under the tree to see the bees.

Read and choose

	feet	bee	seed
	whistle	whale	wheel

Write a rhyming word, then use it in a sentence



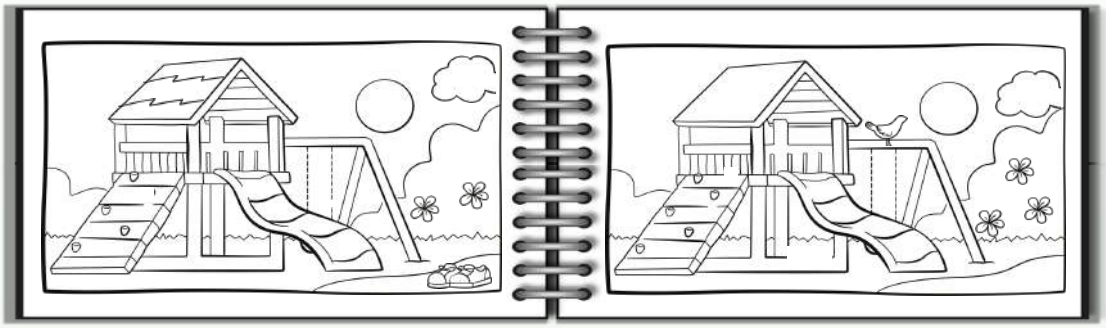
Lesson 9

Reading

I will learn:

flat, building, own, supermarket

Before you read spot the differences



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

Fahad and Reem live in a modern neighbourhood. They live in a beautiful building. Their flat is big and tidy. Fahad has his own room, and Reem has her own room too. There is a green garden and a swimming pool near the building. Also, there is a car garage. There is a supermarket nearby. Their neighbours are kind.

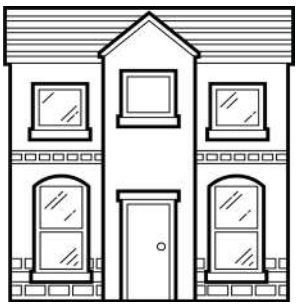
1. Fahad and Reem live in a ..... neighbourhood.

   a. modren b. green c. tidy

2. Reem has her own..... .

   a. building b. flat c. room

Draw places you find in your neighbourhood



Lesson 10

Writing

I will learn:

wait

Before you write

Connect the dots then, circle the words that should start with capital letters

Complete the sentences with the suitable words

My mother goes to the _____ .

She doesn't feel _____ . We _____ for long time to see the doctor.

Reorder words to form a sentence with proper punctuation mark

1. Sara – where – does – go

_____ ?

Fun with Writing Activities

Trace and copy

This is my new neighbourhood.

Where is the post office?

It is opposite the bakery.

I live in a flat next to the clinic.

I do not feel well.

Progress Test

Reading

A) Classify the following words

where, seed, bee, whale

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

1. She takes a ..... around the school.
   a. tour b. street c. flat
2. The ..... cuts Ahmed's hair.
   a. clinic b. barber c. building
3. Doctors ..... people to get well.
   a. whistle b. live c. help
4. He rides the bike ..... now.
   a. better b. too c. nearby

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

Hassan lives in a modern neighbourhood. His neighbours are kind. Hassan's house is opposite the school. There is a big park nearby. The post office is next to the police station. Hassan goes to the barbershop every weekend to cut his hair.

1. Hassan lives in a ..... neighbourhood.
   a. big b. modern c. green
2. Hassan's house is opposite the ..... .
   a. school b. park c. post office
3. The post office is ..... the police station.
   a. opposite b. nearby c. next to

D) Answer the following question:

1. Where does Hassan go every weekend?
   .....

Progress Test

Writing

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

1. Every day, Haya ..... bread from the bakery.
   a. buy b. buys c. buying
2. ..... do you live?
   a. Where b. What c. When
3. ..... wake up at 6 o'clock.
   a. He b. She c. I

B) Reorder words to form sentences

1. is – garage – car – My – in – the

.

2. nearby – The – is – school

.

C) Punctuate the following sentence

1. I live in salwa

D) Complete the sentences with the suitable words

1. Our _____ are kind.

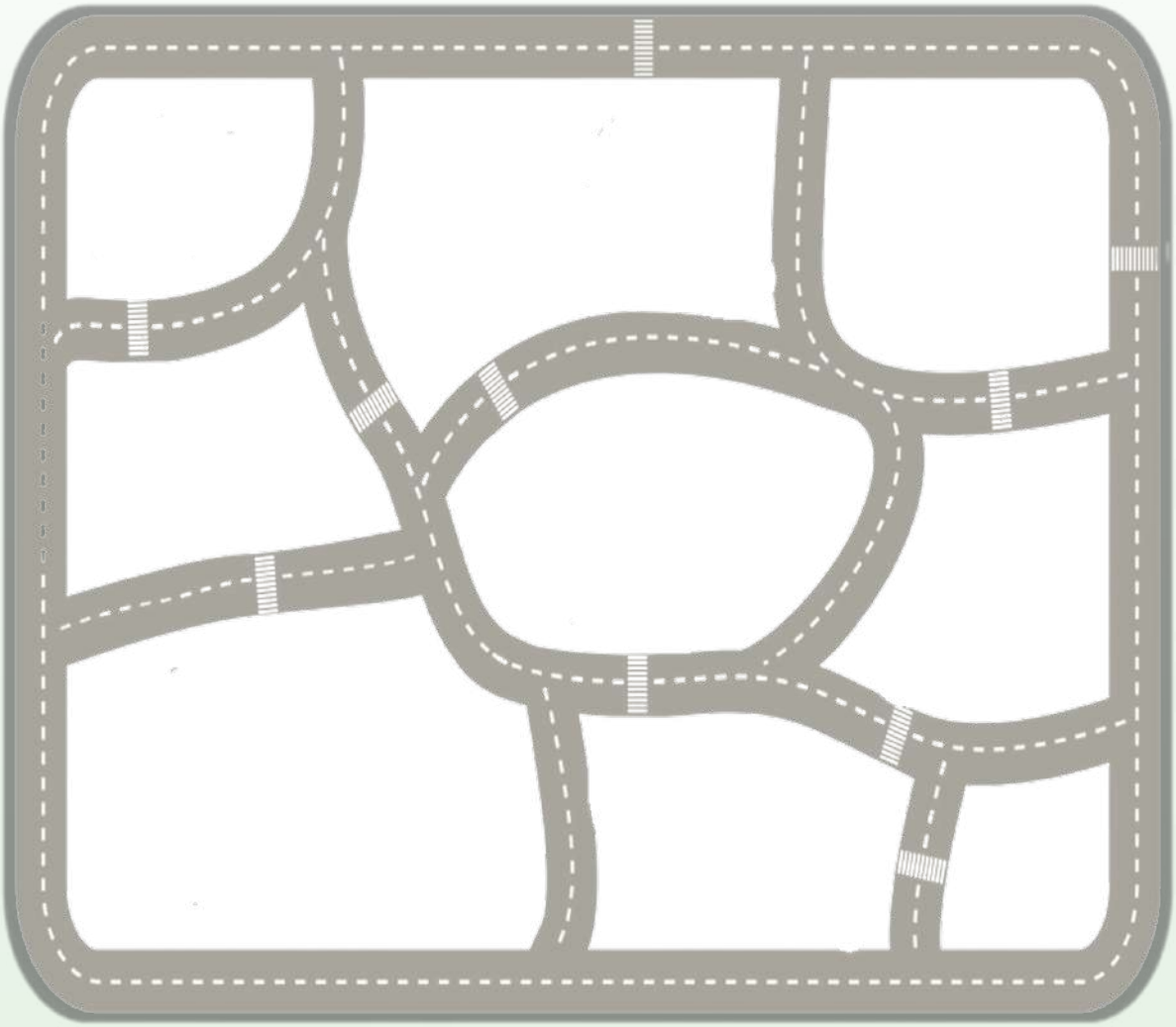
2. The doctor works in a _____.

3. Don't play in the _____.

4. The _____ cuts my hair.

6 Project 6

My Neighbourhood Map



Instructions:

- Draw your neighbourhood.
- Colour it , then talk about it in your class.

Minimum Words to be Taught

No	word	part of speech	lesson
1	neighbourhood	noun	1
2	neighbour/s	noun	1
3	too	adverb	1
4	help	verb	1
5	police station	noun phrase	2
6	opposite	preposition	2
7	post office	noun phrase	2
8	nearby	adverb	2
9	whale	noun	3
10	whistle	verb	3
11	wheel	noun	3
12	street	noun	4
13	cut	verb	4
14	around	adverb	4
15	tour	noun	4
16	barber	noun	4
17	garage	noun	4
18	wide	adjective	4
19	clinic	noun	6
20	feel well	verb phrase	6
21	better	adverb	6
22	first	adverb	6
23	seed	noun	8
24	bee	noun	8
25	supermarket	noun	9
26	flat	noun	9
27	building	noun	9
28	own	adjective	9
29	wait	verb	10

6 Songs

"In My Neighbourhood" song

In my neighborhood, I walk and see,
A bakery near the big green tree.
The barber's shop is down the street,
And kind neighbours I always meet!

The clinic's next to the grocery store,
The park is where we play some more.
The police station keeps us safe,
Our home's a happy, lovely place!

"Wh Magic Words" song

When is for the time my friend. Like when will the story end
Where is for a place you go. Like where does the river flow
Who is for a person near. Who will hold the map so clear
What is for the thing you see. What is buzzing by that tree

Why is for the reason why. Why do birds soar in the sky
How is for the way we do. How do clouds make skies so blue

Unit

7 Eat Well, Feel Great!

Learning Outcomes

Listening and Viewing:

- Identify specific information from short, simple dialogues about healthy and unhealthy food items.
- Recognise the main idea of short-spoken texts supported by visuals.
- Recognise key vocabulary and short phrases in familiar contexts.
- Distinguish healthy and unhealthy food items from audio clues.
- Show interest in listening tasks about healthy food.
- Demonstrate positive attitudes towards healthy eating choices presented in the listening text.

Speaking and Representing:

- Identify the correct use of do / does in simple present tense questions.
- Respond to questions using accurate short answers in guided activities.
- Select appropriate pronouns and verbs to complete simple grammar questions accurately.
- Identify the correct use of will to express future intentions in simple sentences.
- Select appropriate verbs to complete sentences about future actions accurately.
- Pronounce target sounds ch /tʃ/ , th /θ/ and oo /uː/ accurately in words when speaking.
- Demonstrate responsibility by completing grammar tasks carefully and accurately.
- Name and describe the food items in the lunchbox using simple sentences (e.g., I have an apple. It is healthy.)
- Participate confidently in food-related discussions.

Unit

7 Eat Well, Feel Great!

Learning Outcomes

Reading and Viewing:

- Identify main ideas and supporting details in simple passages.
- Read simple dialogues and informational texts with support.
- Decode familiar words and simple sentences using phonics strategies.
- Recognise ch /tʃ/, th /θ/ and oo /uː/ macro phonics patterns.
- Read aloud with correct pronunciation and pacing at grade-level text length.
- Demonstrate enjoyment when reading about healthy habits.
- Show interest and engagement during shared and independent reading activities.

Writing and Representing:

- Identify appropriate punctuation marks in simple sentences.
- Construct meaningful sentences by arranging given words using appropriate grammatical structures.
- Write complete sentences with appropriate vocabulary, spacing and punctuation.
- Demonstrate care and responsibility when completing writing tasks neatly and accurately.
- Label at least three healthy food items in the lunchbox project using correct spelling and cut and paste pictures neatly inside the lunchbox template.
- Show willingness to improve written work by paying attention to accuracy and presentation.

7

Eat Well, Feel Great!

Lesson 1

listening

I will learn:

great, fruit, vegetable, triangle, think

Before you listen

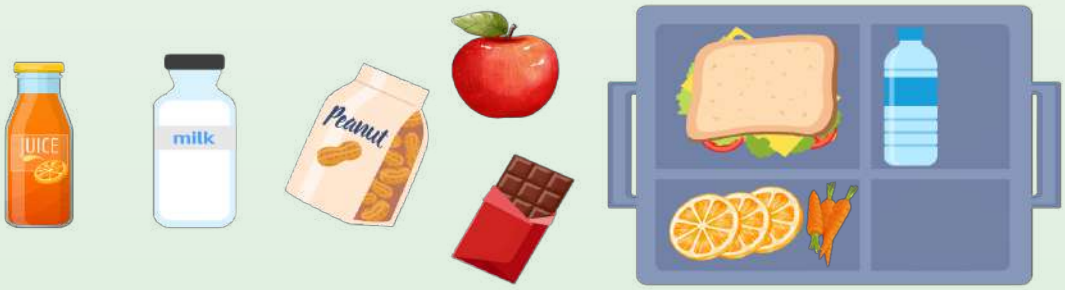
Circle the foods that look like a triangle

Listen to the recording and tick ✓ or ✗

Sharing is caring.

1. Noura wants an egg sandwich. ☐
2. Reem likes oranges. ☐
3. Noura's lunchbox is healthy. ☐

Listen again, then circle the missing items from Noura's lunchbox



Lesson 2

Grammar

I will learn:

flour, pancake
Do you/they/we ...? Yes/ No, I/ they/ we do/ don't
Does he/she ...? Yes/ No, he/she does/ doesn't.

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

Do	Does
I	he
you	she
they	it
we	

Do you like orange juice?

Yes, I do.

Does he have a red car?

No, he doesn't.

1. Do ..... want chocolate milk?
   a. you b. he c.she
2. Does ..... go to school?
   a. they b.you c. he

Speaking

Look and say

Does she need honey?

Ask your friend: Do you like to eat .....?

Lesson 3

Macro Phonics

I will learn:

chicken, chew, choose, spoon

Look and read

c + h = ch

o + o = oo

chicken **spoon**

At school, the children sit on their chairs and open their lunchboxes. They choose chicken, cheese, and other tasty food to eat. They eat their food with forks and spoons. They chew their food slowly. Eating slowly helps them stay healthy.

Write the missing words, then read aloud

We eat _____ with a _____ .

Find the words with "ch" sound and "oo" sound, then colour

chair balloon chicken

spoon cheese school children

Lesson 4

Reading

I will learn:

mill, company, bread, biscuits, bake, baker

Before you read

Where do you go to buy bread?

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

Hamad went on a school trip to Kuwait Flour Mills Company. He saw how the bakers made biscuits and bread. They mixed the flour and baked the bread in big, hot ovens. Hamad ate some biscuits. They tasted sweet. He smiled and took a photo with his friends.

1. Hamad went on a school trip to Kuwait Flour .....Company.
   a. Mills b. Ovens c.Biscuits
2. The biscuits tasted.....
   a. big b. hot c.sweet
3. Hamad took a ..... with his friends.
   a. bread b. photo c. school

Read again, then answer the following question

1. What does Hamad like to do ?

Lesson 5

Writing

Read and circle the correct punctuation marks

Before you write

1. Where is the bakery ? .

2. i eat chicken for dinner. ? .

Reorder words to form sentences

1. bake - bread - Bakers - yummy

.

2. are - healthy - Fruits

.

Punctuate the following sentence

1. do they like salty chips

Complete the sentences with the suitable words

1. Flour is made in the _____ .

2. I use a _____ to eat rice.

3. Hamad likes to eat _____ .

Lesson 6

Listening

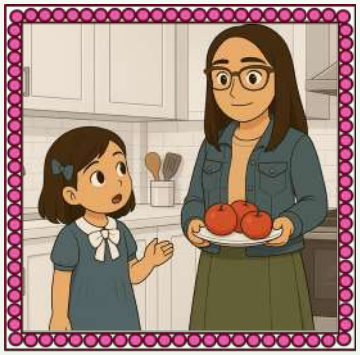
I will learn:

glass, thirsty, strong

Before you listen

How many glasses of water do you drink a day?

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



Track your water intake.

1. They don't have .....

   a. apples b. carrots c. cakes

2. Healthy food and water make you feel great and .....

   a. hungry b. strong c. sweet

Listen again, then complete and circle

Reem ate some _____ and _____.

Lesson 7

Grammar

I will learn:
come, pasta, meatballs
I/ you/ we/ they/ he/ she/ it will ...

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

I am hungry, I will eat a pasta.

I / He / She / It / You / They / We + will

- clean the room.
- bake a cake.
- swim in the pool.

1. I will ..... an orange juice.

   a. drinking b. drink c. drank

2. We don't have flour. I will ..... to the supermarket.

   a. go b. going c. went

Speaking

Look and say

I will have a dish of pasta with meatballs.

In pairs tell your friend about three dishes you will eat in a restaurant.

Lesson 8

Macro Phonics

I will learn:

salad, thumb, thank

Look and read

t + h = th

think

thumb

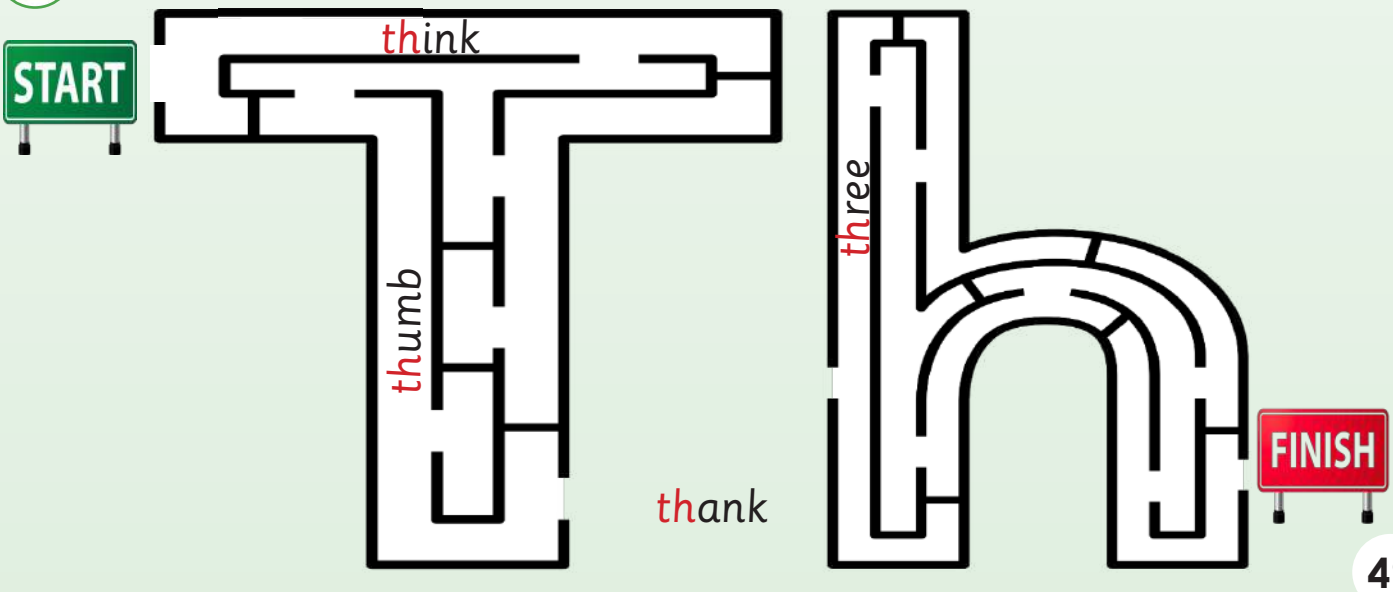
Every Thursday, Reem helps her mother in the kitchen. She makes a fruit salad. Mom thinks it is yummy and healthy. She gives her a thumbs-up and thanks her.

Blend the 'th' with the picture, then write the word

th +

= _____

Find your way through the maze and read the words with the th sound:



Lesson 9

Reading

I will learn:

exercise, try

Before you read

Will you go to sleep early? Why?

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

Hamad: Dad, can you help me stay healthy?
Father: Eat good food, sleep well, and exercise.
Hamad: Good food like what Dad?
Father: Good food like fruits and vegetables.
Hamad: I will eat dates.
Father: Great, sleep early and exercise too.
Hamad: Every day, I go to bed early and exercise at the gym.
Father: Good for you, Hamad.
Hamad: Thanks, Dad! I will try to stay healthy!

1. Hamad .....at the gym.

   a. sleeps b. eats c.exercises

2. Every day, Hamad goes to ..... early.

   a. gym b. bed c.home

Read again, then circle the things Hamad does to stay healthy

Lesson 10

Writing

Before you write

Choose the missing punctuation marks

Can you help me	?
I like to exercise with my father	?

Write the missing words to complete the story

Last Monday, Noura had a healthy lunch. She ate rice with _____ . She ate fruit _____ and drank a _____ of water.

Reorder words to form sentences with proper punctuation marks

1. will – come – you – restaurant – the – to

_____ ?

2. to – early – bed – will – go – I

_____ .

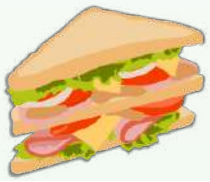
3. exercises – every – she – day

_____ .

Fun with Writing Activities

Trace and copy

Eat well, feel great!



Do you like a cheese sandwich?

Playing sports keeps you fit.

Will you have pasta or pizza?

Sleep early to stay healthy.

Progress Test

Reading

A) Classify the following words

spoon, chew, child, food

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

1. My sister will ..... a cake.
   a. thank b. exercise c.bake
2. My father is ..... . He exercises every day.
   a. warm b. thirsty c.strong
3. Reem has pasta with ..... .
   a. triangles b. thumps c.meatballs
4. Fahad ..... his food slowly.
   a. chews b. feels c.helps

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

Yesterday, Ahmed was feeling thirsty. He asked his mother for a glass of water. Ahmed's mother was in the kitchen cooking a healthy lunch. She made his favourite dish, pink pasta with a green salad. Ahmed helped his mother put the cheese on the pasta. Lunch was tasty.

1. The **best title** for the passage could be
   a. A Yummy Lunch b. A Glass of Water c. A Green Salad
2. Ahmad was feeling ..... .
   a. yummy b. thirsty c. healthy
3. Ahmed put the cheese on the ..... .
   a. salad b. water c. pasta

D) Answer the following question:

1. What is Ahmed's favourite dish?

   .....

Progress Test

Writing

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

1. Do you ..... chicken for dinner?
   a. want b. wanted c. wanting
2. Noura ..... an apple with her to school every day.
   a. take b. takes c. taking
3. I will ..... orange juice.
   a. drink b. drank c. drinking

B) Reorder words to form sentences

1. you - Do - early - sleep

_____ ?

2. will - biscuits - I - eat - tasty

_____ .

C) Punctuate the following sentence

1. does he like pasta

_____

D) Complete the sentences with the suitable words

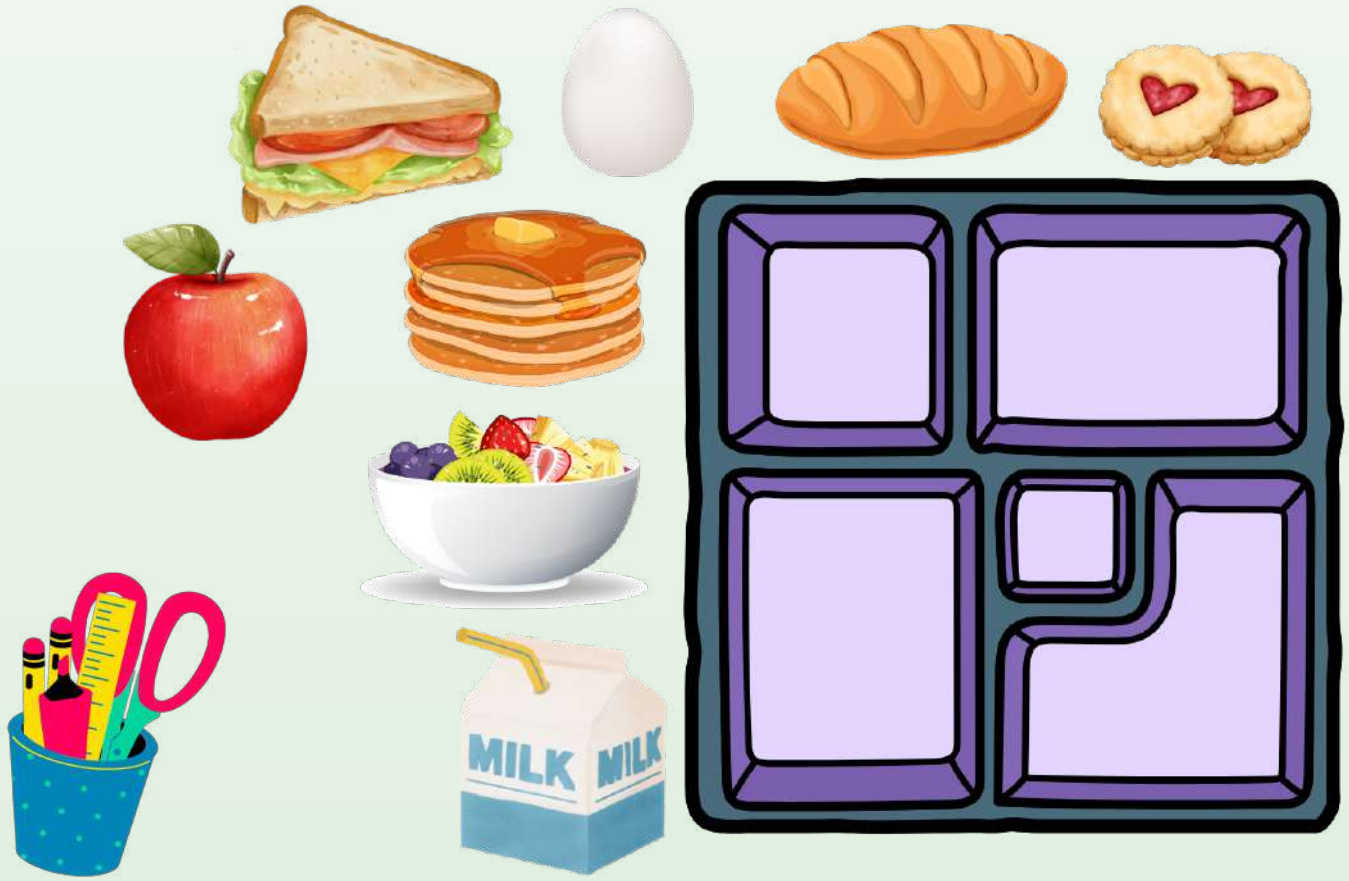
1. Use vegetables to make a _____ .
2. Eat more _____ to stay healthy.
3. You need _____ to make bread.
4. Drink water when you feel _____ .

7 Project 7

"My Healthy Lunchbox"

Instructions:

1. Draw a lunchbox on a big sheet of paper.
2. Cut out or draw pictures of healthy food (fruit, vegetables, water, sandwich).
3. Colour and decorate your lunchbox.
4. Glue or tape the healthy food inside the lunchbox.
5. Write a sentence: "I will have a / an____."
6. Show and tell! Talk about your healthy lunchbox.



Minimum Words to be Taught

No	word	part of speech	lesson
1	great	adverb	1
2	fruit	noun	1
3	vegetable	noun	1
4	think	verb	1
5	triangle	noun	1
6	flour	noun	2
7	pancake	noun	2
8	chicken	noun	3
9	spoon	noun	3
10	chew	verb	3
11	choose	verb	3
12	bake	verb	4
13	baker	noun	4
14	mill	noun	4
15	company	noun	4
16	bread	noun	4
17	biscuit	noun	4
18	thirsty	adjective	6
19	strong	adjective	6
20	glass	noun	6
21	come	verb	7
22	pasta	noun	7
23	meatballs	noun	7
24	salad	noun	8
25	thumb	noun	8
26	thank	verb	8
27	exercise	verb	9
28	try	verb	9

7 Songs

"We Will Eat Pizza Today!" song

I'm so hungry, what will I choose?, Pizza or pasta
I can't lose!
I will eat pizza, hot and round, With cheese and sauce
— the best in town!
We will go to eat today, At the restaurant — hooray!
We will smile, we will say, "I will eat pizza today!"
We are happy, on our way, We will eat and laugh
today!
We will sit and shout, "Hooray!"
Pizza and pasta make our day!

"Thumbs Up for Water" song

Thumbs up, thumbs up, hooray!
Drink eight cups every day. Don't be thirsty, take a sip. Water
helps on every trip!
Think of health in every way, Thank your body every day.
On Thursday too, don't forget, Water keeps us healthy yet!
Thumbs up, thumbs up, feel okay,
Drink your water every day. Thirsty? No! We say hooray!
Thumbs up for water — yay!

Unit 8

At The Market

Learning Outcomes

Listening and Viewing:

- Identify specific information from short and simple dialogues related to shopping and food items.
- Recognise the main idea of short-spoken texts supported by visuals.
- Respond to simple questions and statements using short answers.
- Distinguish polite request forms in spoken dialogues.
- Show positive listening behaviour during audio activities.
- Demonstrate interest in learning polite shopping language.

Speaking and Representing:

- Apply grammar rules for have/has got in simple spoken sentences.
- Use can to form polite requests when asking for items and prices.
- Pronounce target sounds oo /ʊ/ ,ue /uː/ and ai /eɪ/ accurately in words when speaking.
- Ask and answer simple questions about familiar topics.
- Speak politely when requesting items in class simulations.
- Show confidence and willingness to participate in dialogue practice.
- Produce target language structures to take part in a short shopping dialogue during the project presentation.

Unit 8

At The Market

Learning Outcomes

Reading and Viewing:

- Identify main ideas and supporting details in simple passages.
- Read simple paragraphs and dialogues with support.
- Decode familiar words and simple sentences using phonics strategies.
- Recognise oo /ʊ/ ,ue /uː/ and ai /eɪ/ macro phonics patterns.
- Read aloud with correct pronunciation and pacing at grade-level text length.
- Demonstrate confidence when answering reading comprehension questions.
- Display curiosity when exploring printed price tags and labels.

Writing and Representing:

- Identify appropriate punctuation marks in simple sentences.
- Construct meaningful sentences by arranging given words using appropriate grammatical structures.
- Write complete sentences with appropriate vocabulary, spacing and punctuation.
- Spell familiar words and phonetic words independently.
- Form neat labels and price tags and place them correctly on the online shop project layout.
- Show neatness and care when writing sentences and lists.
- Take pride in producing written work about shopping contexts.

8 At The Market

Lesson 1

listening

I will learn:

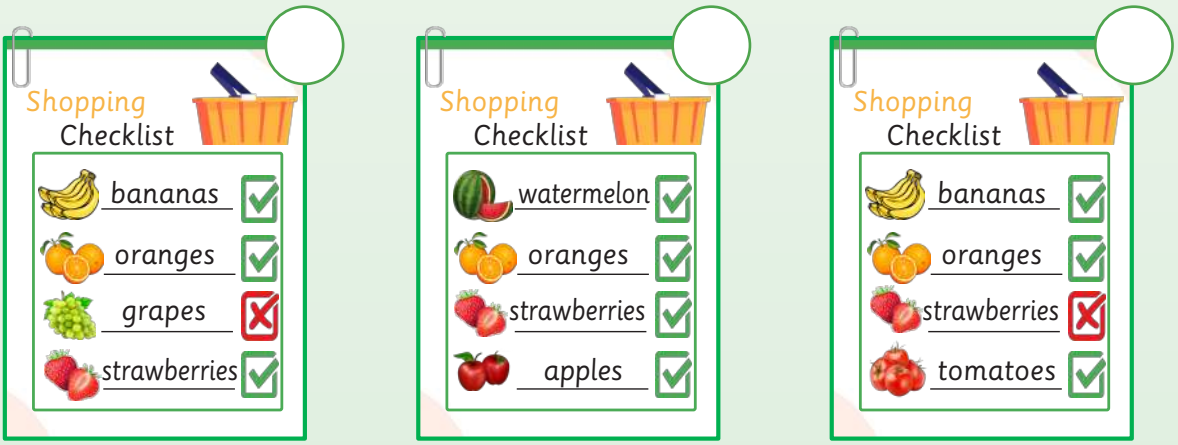
ask, grocer, grapes, strawberry, everything

Before you listen

Listen to the recording and tick ✓ or ✗

1. The grocer hasn't got any bananas. ☐
2. Noura wants to buy some apples. ☐
3. Noura bought everything for the fruit salad. ☐

Listen again, then choose the correct checklist



Lesson 2

Grammar

I will learn:

Have/ Has ... got any ...?
Yes, ... some/No, ... got any ...

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

have
I/ you/ we/they
We have got a cat.

has
she/ he/it
She has got a cat.

some
Have you got any apples?
Yes, I have got some apples.

any
Has he got any milk?
No, he has not got any milk.

1. Reem ..... got some grapes.
   a. was b. has c. is
2. We have not got ..... bananas.
   a. any b. some c. a

Speaking

Look and say

	she	he	they
	Yes	Yes	No
	No	No	Yes
	Yes	No	Yes

Noura has got some pasta.

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

Lesson 3

Macro Phonics

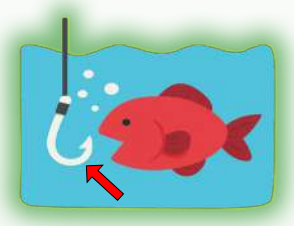
I will learn:

hook

Look and read

o + o = oo

wood



hook

Mum likes to cook. She took a good cookbook from the bookshop. She sat on the chair and read the book.

Look, match, then use the word in a sentence

	g ook b ood	

Odd one out

Lesson 4

Reading

I will learn:

money, online, expensive, on sale

Before you read

Which toy would you buy? Why?

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

Reem has got some money. She wants to buy a new toy online. She sees some beautiful dolls, blocks, and cars. Some of them are expensive. Reem asks her mum for help. Together they choose a doll on sale. Reem feels happy and thanks her mother.

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

   a. Online Shopping b. At the Market c. My Money

2. Reem and her mum choose a new

   a. car b. doll c. block

Read again, then answer the following question

1. How does Reem feel?

Lesson 5

Writing

Before you write, read, and colour

Question Mark	Capital letter	Full Stop
End the question with a question mark	Start sentences and names with capital letter	End each sentence with full stop

what is your name	W • ?

Reorder words to form sentences

1. got – Have – a – goldfish – you

_____ ?

2. will – I – go – supermarket – to – the

_____ .

Punctuate the following sentence

1. can i have apples, please

_____

Complete the sentences with the suitable words

1. Hamad bought an _____ toy.

2. I like to eat green _____ .

Lesson 6

Listening

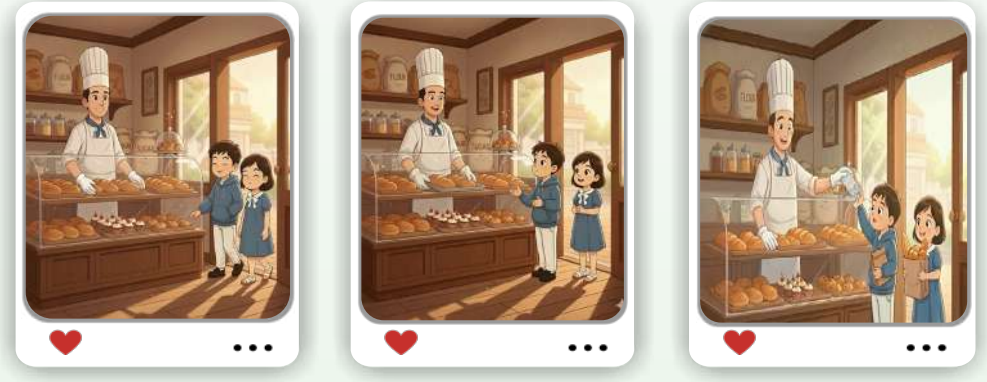
I will learn:

smell, snack, both, butter

Before you listen

Tick the things you think Reem and Fahad will buy at the bakery

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



1. First, Reem and Fahad want to buy ..... .
   a. cakes b. bread c. biscuits
2. The baker has got ..... biscuits.
   a. butter b. chocolate c. brown
3. Fahad and Reem bought one ..... .
   a. biscuit b. croissant c. cake

Listen again, then complete the sentence

1. Everything was for _____ and 50 fils.

Lesson 7

Grammar

I will learn:
- kilo
- Can I ..., please? Yes/No ...
- How much is ...? It is for ...

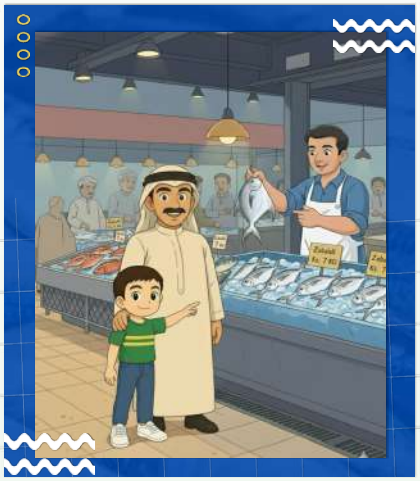
Ask and answer, then choose the correct answer from a, b or c

Can I have Zubaidi, please?

Yes, of course.

How much is a kilo?

It is for 7 KD.



1. Can I ..... a kilo of apples, please?

   a. have b. having c. had

2. ..... much is the brown bread?

   a. Where b. How c. When

Speaking

Look and say

The box of eggs is for 3 KD.

SKYLINE SUPERMARKET

Bayaan City, ST 12345
Tel No: 123-456-7890

Video game KWD 145

Vest KWD 7

Nuts KWD 2

Eggs KWD 3

TOTAL KWD 157

Choose an item and politely ask your friend about the price.

Lesson 8

Macro Phonics

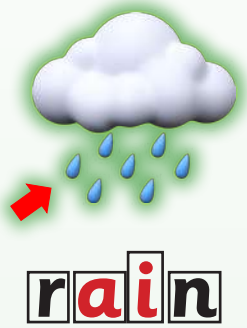
I will learn:

glue, tissue, clue, rain

Look and read

u + e = ue

a + i = ai



At the library, Sue finds a small clue. It says, "Go outside in the rain to find the blue train". Sue takes her glue and a tissue, then runs to the train.

Read and choose

The glue is in the bag. ☐

My train is blue. ☐

1

2

Look, blend, then use a word in sentence

cl, bl, ue	tr, gl, ue	ain, tr, r

Lesson 9

Reading

I will learn:

festival, popcorn, stand, mango, amazing

Before you read

What food do you like to buy at the food market?

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

Reem: Wow, Fahad! The Kuwait Food Festival is big!
Fahad: Yes! I can smell pizza and popcorn.
Reem: Look! There is a juice stand, and a lemon cake stand.
Hamad: Can I have some mango juice, please?
Seller: Of course! Here you are.
Reem: Can I have strawberry and mango ice cream, please?
Seller: Sure! Enjoy your snacks.
Fahad: How much for both?
Seller: It is for 1KD.
Reem and Fahad: Thank you! This festival is fun!

1. At the Food Festival Reem sees a ..... stand.

   a. pizza b. juice c. popcorn

2. Fahad wants to drink a ..... juice.

   a. strawberry b. mango c. lemon

Read again, then answer the following question

1. What did Reem buy?

Lesson 10

Writing

Before you write

Circle the mistakes, then rewrite the sentence

have they got popcorn

Complete the story with suitable words

Every Friday, Reem goes to the market. She buys tasty peanut **b** _____ pancakes for breakfast. Her brother gets some **p** _____ and **m** _____ juice for snack.

Reorder words to form sentences with proper punctuation marks

1. much – is – how – the – book

2. bakery – noura – goes – the – to

Fun with Writing Activities

Trace and copy

Have you got bananas?

Can I have some tissue, please?

It is a good book.

Reem has not got any mangoes.

It is my blue glue.

Progress Test

Reading

A) Classify the following words

hook – clue – cook – blue

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

1. She likes to ..... for help before shopping online.
   a. ask b. try c. bake
2. The car is very ..... , I can't buy it.
   a. fresh b. thirsty c. expensive
3. This is a yummy yellow ..... .
   a. mango b. hook c. kilo
4. The teacher used some ..... to fix the paper.
   a. butter b. money c. glue

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

Ali likes reading. Reading helps him learn new things. Every Sunday he goes to the bookshop with his father to choose new books. Reading helps him learn new ideas and new words. His favourite book is about animals. It has colourful pictuers. Ali enjoys reading everyday.

1. The **best title** for the passage could be
   a. Reading Books b. New Ideas c. Sunday Morning
2. Ali goes to the library to choose new ..... .
   a. ideas b. books c. things
3. Ali's favourite book is about ..... .
   a. words b. animals c. pictures

D) Answer the following question:

1. Why does Ali like reading?

   .....

Progress Test

Writing

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

1. Can I ..... some bananas, please?
   a. having b. had c. have
2. She has not got ..... oranges.
   a. some b. any c. a
3. ..... much is the bread? It is for 500 fils.
   a. How b. Where c. What

B) Reorder words to form sentences

1. I - Can - have - popcorn - please

   ?

2. go - the - to - food market - Let's

   .

C) Punctuate the following sentence

1. this is a big box

D) Complete the sentences with the suitable words

1. I put some _____ on my bread.

2. Sara likes _____ juice.

3. This _____ is red and sweet.

4. She _____ the flowers.

8 Project 8

My Online Shop

Smart Shopper

- Think before you click
- Ask an adult for help

Instructions

- Draw or paste things you want to sell.
- Add your price.
- Ask and answer using " We have got some ...." " Can I buy this online"

Minimum Words to be Taught

No	word	part of speech	lesson
1	ask	verb	1
2	grapes	noun	1
3	strawberry	noun	1
4	everything	pronoun	1
5	grocer	noun	1
6	hook	noun	3
7	money	noun	4
8	online	adjective	4
9	expensive	adjective	4
10	on sale	adjective	4
11	smell	verb	6
12	snack	noun	6
13	both	pronoun	6
14	butter	noun	6
15	kilo	noun	7
16	glue	noun	8
17	tissue	noun	8
18	clue	noun	8
19	rain	noun	8
20	festival	noun	9
21	popcorn	noun	9
22	stand	noun	9
23	mango	noun	9
24	amazing	adjective	9

8 Songs

"We have got" song

We have got some mangoes, fresh and sweet,
We have got some butter, and snacks to eat.
She has got croissants — they smell so nice,
We have got teamwork — that's our prize!

We haven't got any popcorn today,
But we've got grapes in a basket, hooray!
We have got each other, we smile a lot,
Sharing is caring — that's what we've got!

"Can I have" song

Can I have some grapes, please?
How much is a kilo, please?
"They're fresh and sweet, not expensive too,
They're discounted — just for you!"

Can I buy some popcorn, please?
Here's my money — one, two, three!
We talk, we smile, we say "thank you,"
Be kind and polite in all you do!

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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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