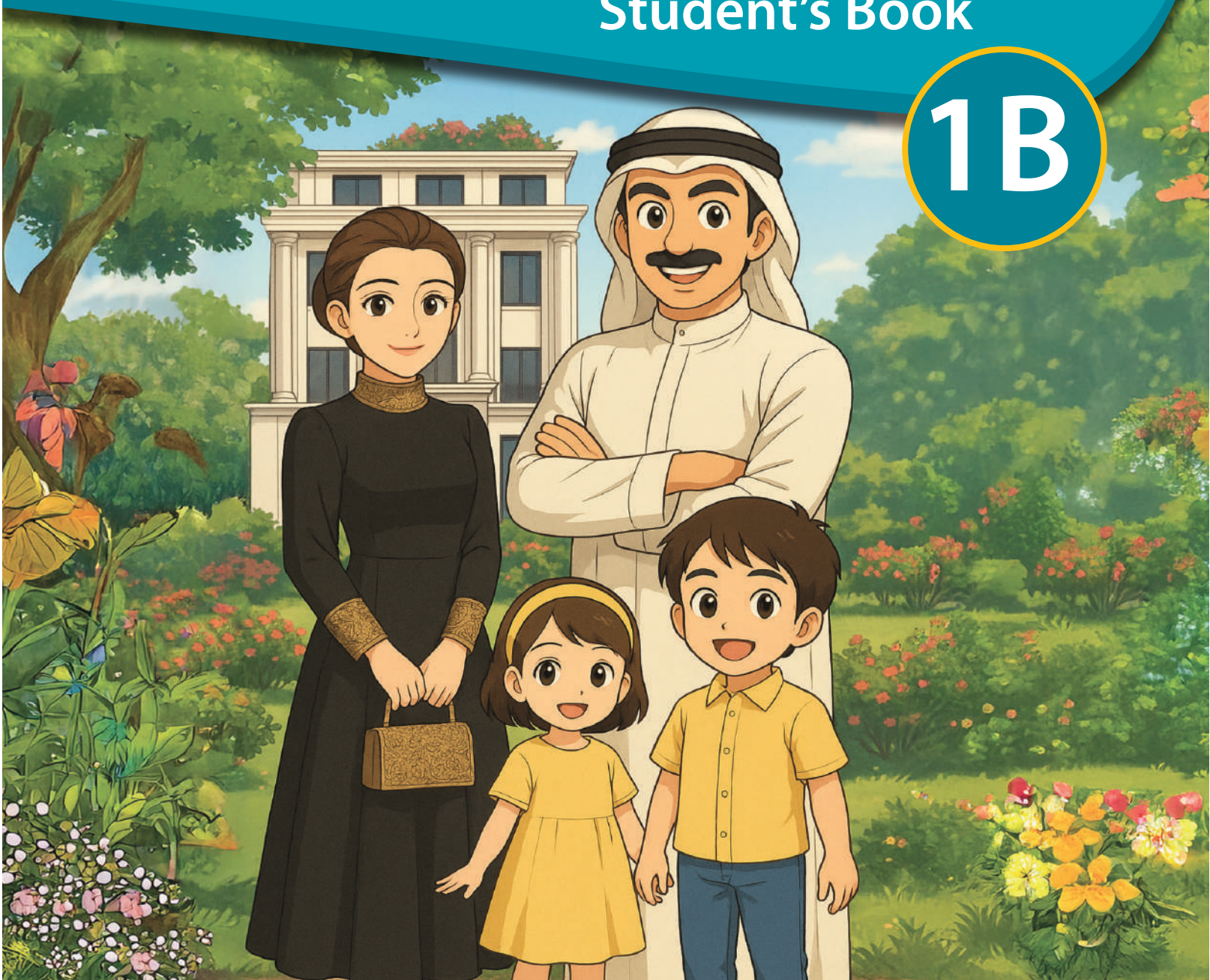
وزارة التربية
Ministry of Education
State of Kuwait | دولـــة الكويـت

SKYLINE ENGLISH

Student's Book

1B



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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 One Curriculum Standards

Icon Guide

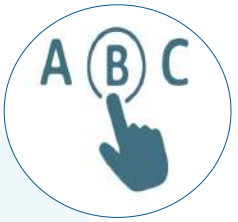
1. listen

2. say/speak

3. read

4. write / complete

5. ask & answer



6. circle/ choose

7. draw/ colour

8. match/ connect

9. trace

10. trace & copy

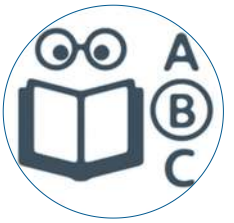
11. blend

12. count

13. solve

14. combine/ blend & write

15. roll, then ask & 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

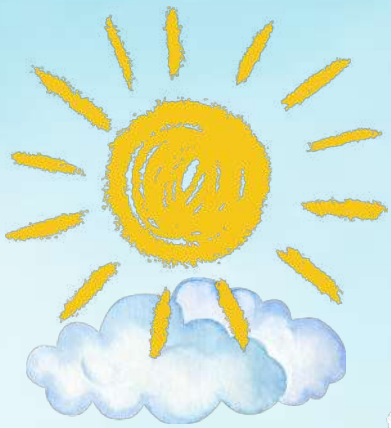
26. group work

27. listen & answer

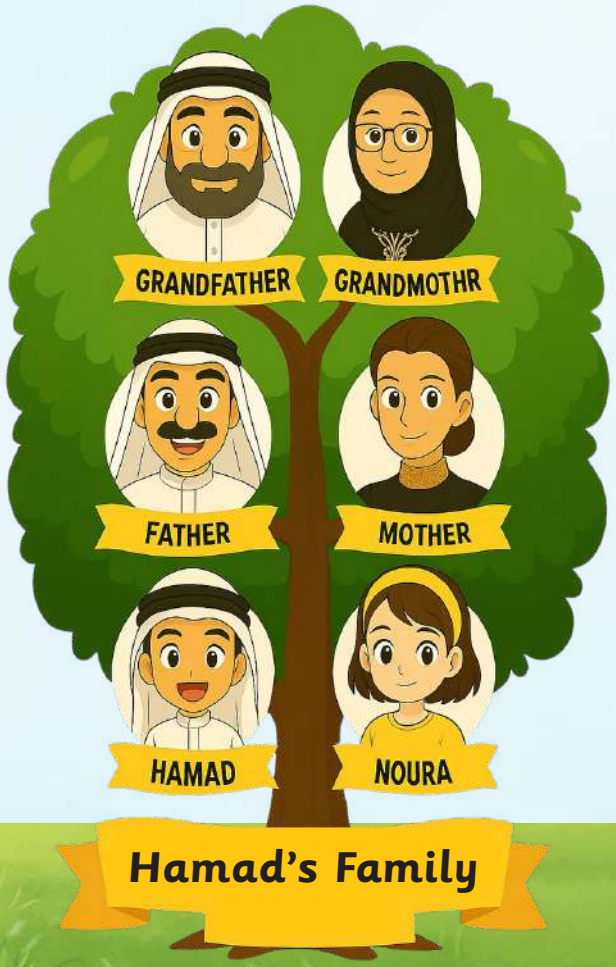
28. stretch & write

29. odd one out

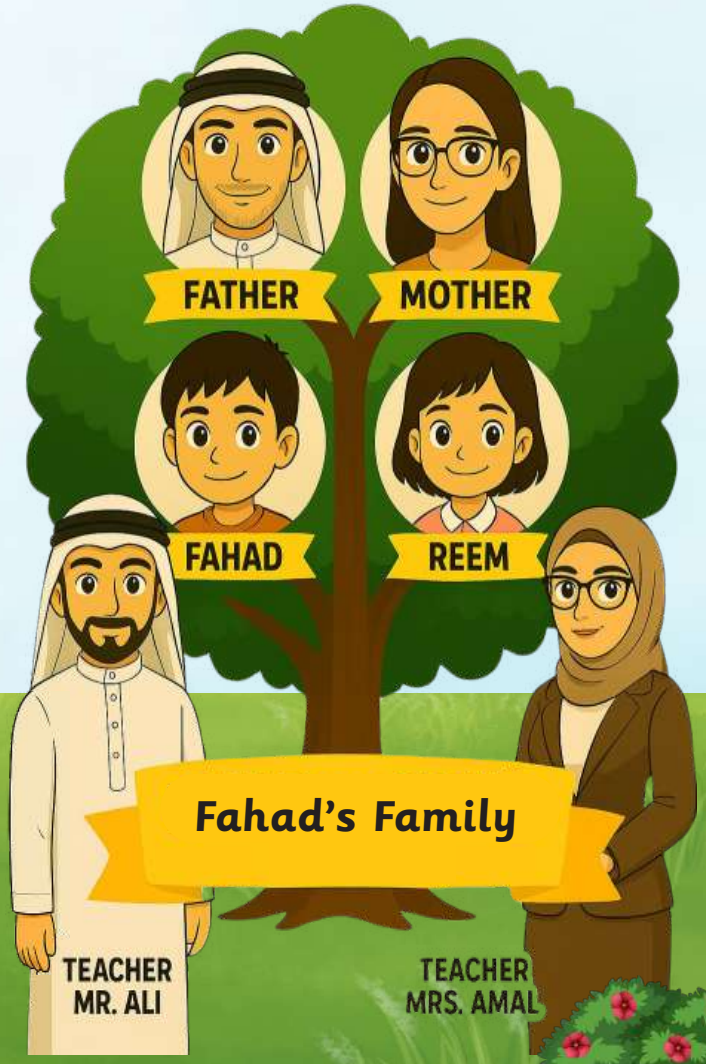
30. before tasks



MEET OUR CHARACTERS



Hamad's Family



Fahad's Family

Do your homework and keep your book neat.

Weekly Follow-up Sheet

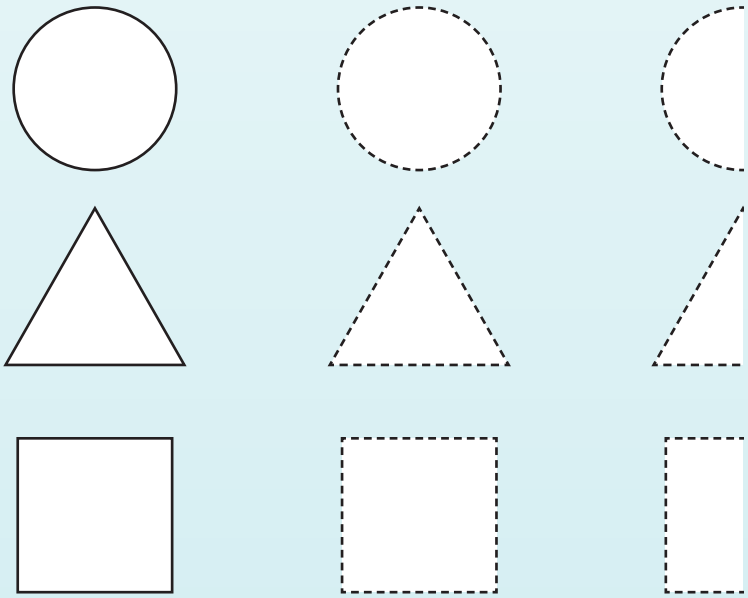
No.	Date	Student's Book			Notebook & Homework		
		Excellent Effort	Almost There	Needs Work	Excellent Effort	Almost There	Needs Work
1		❑	❑	❑	❑	❑	❑
2		❑	❑	❑	❑	❑	❑
3		❑	❑	❑	❑	❑	❑
4		❑	❑	❑	❑	❑	❑
5		❑	❑	❑	❑	❑	❑
6		❑	❑	❑	❑	❑	❑
7		❑	❑	❑	❑	❑	❑
8		❑	❑	❑	❑	❑	❑
9		❑	❑	❑	❑	❑	❑
10		❑	❑	❑	❑	❑	❑
11		❑	❑	❑	❑	❑	❑
12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

Orientation Activities

Shapes: triangle, circle, oval, heart, star, square, rectangle.

Match and trace

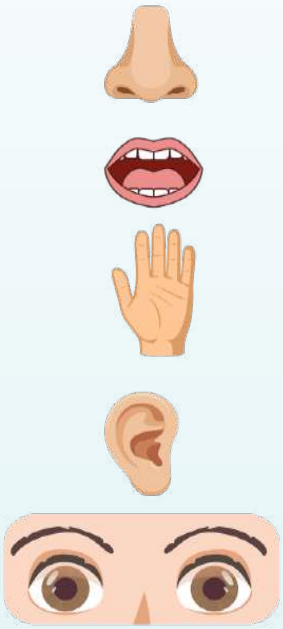
Colour, trace and complete



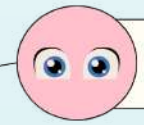
Orientation Activities

Match

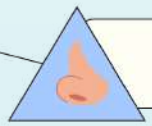
Five senses: sight, smell, hear, taste and touch.



Read and complete

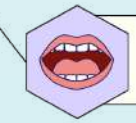


I can see with my _____.

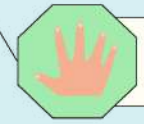


I can smell with my _____.

I can hear with my _____.



I can taste with my _____.



I can touch with my _____.

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Phonics Word Family	Values	Songs
Unit Five I Am Kuwaiti	• Asking for and giving information • Describing the location of people or things using prepositions	• Wh Questions (What, Who, Where) • Prepositions of place (next to, between, in front of, behind)	• Kuwait • Numbers	• an /æn/ • ap /æp/	• Respect • National pride **21st Century Skills** • Curiosity • Critical thinking	• Who? What? Where? The Question Words • Where is it? Prepositions
Project	• Our School Flag Corner					

Unit Title	Language Functions	Grammar	Vocabulary	Phonics Word Family	Values	Songs
Unit Six Yummy Food	•Making polite request •Expressing likes and dislikes	• Present simple • The modal verb can for request	• Food items • Numbers	• (it) /ɪt/ • (am) /æm/	• Healthy habits • Sharing **21st Century Skills** • Communication • Decision making	• "Can you" • "What do you like to eat?"
Project	• A Picnic Basket					

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Phonics Word Family	Values	Songs
Unit Seven Move, Play, And Learn!	• Talking about actions • Giving instructions	• Imperatives • Present continuous (Yes/No questions)	• Action verbs • Numbers	•op /ɒp/ •ot /ɒt/	•Fairness •Health and well being **21st Century Skills** •Collaboration •Observation	• Let's Play a Game • Fun in the Park
Project	• Let's Move and Play Wheel					

Unit Title	Language Functions	Grammar	Vocabulary	Phonics Word Family	Values	Songs
Unit Eight Fun On The Farm	• Asking for and giving information •Talking about animals	• Modal verb can for ability • Countable and uncountable nouns	•Animals •Numbers	•ug /ʌg/ •ed /ɛd/	• Care for animals •Respect for nature **21st Century Skills** •Responsibility •Environmental awareness	• "Fun on the Farm" • "What Can Animals Do?"
Project	• Farm Poster					

Unit 5 I Am Kuwaiti

Learning Outcomes

Listening and Viewing:

- Identify specific information about places and colours in short, familiar spoken texts related to Kuwait.
- Distinguish between correct and incorrect information based on an audio recording.
- Sequence pictures after listening to a short story about Kuwait's landmarks.
- Interpret spoken prepositions of place to locate people or objects.
- Show interest and respect while listening to peers share information about Kuwait.
- Express enjoyment and pride while listening to texts about places in Kuwait and its culture.

Speaking and Representing:

- Apply Wh-question forms appropriately when asking about people and objects.
- Participate in short role-plays to ask and answer Wh-questions appropriately.
- Apply preposition of place accurately when explaining the positions of items.
- Use gestures or props to demonstrate prepositions of place during pair or group talk speaking tasks.
- Collaborate politely with peers while describing classroom.
- Demonstrate pride when speaking about Kuwaiti identity and culture.

Unit 5 I Am Kuwaiti

Learning Outcomes

Reading and Viewing:

- Apply phonics rules to read new words that follow the same pattern.
- Decode new words correctly by using phonics patterns.
- Decode short sentences accurately using taught phonic patterns.
- Recognise familiar words related to national identity.
- Interpret simple sentences to identify main ideas of a short text.
- Locate specific information in a short reading passage.
- Show curiosity and motivation to read about familiar topics.
- Demonstrate motivation and persistence while decoding phonics words.

Writing and Representing:

- Identify quantities from 11 to 15 using visual representations.
- Count objects accurately and calculate simple totals using visual addition.
- Apply controlled hand movements and sustained attention in tracing, colouring, and copying activities.
- Demonstrate number–quantity understanding according to given numbers.
- Demonstrate clarity and accuracy in handwriting when completing short written tasks.
- Show willingness to participate positively in tracing, colouring, and writing activities.
- Demonstrate confidence and enjoyment when completing guided writing and colouring tasks.

5

I Am Kuwaiti

Lesson 1

listening

I will Learn:

children, dhow, flag, garden, country, behind

Before you listen

Where do you like to go in Kuwait?

Listen to the recording and tick ✓ or ✗

I love Kuwait.

1. Mr. Ali and the children are going to the garden. ☐
2. The dhow is an old Kuwaiti boat. ☐

Listen again, then reorder the story

Lesson 2

Grammar

I will Learn:
grey
What, Who, Where .... ?

Ask and answer

What ...?

Who ...?

Where ...?

What colour is the cat?

It is _____ .

Where is the cat?

It is on the _____ .

Speaking

Look and say

Who is she?

Who ...?

Where ...?

What ...?

Look around the classroom, then ask using what, who or where.

Lesson 3

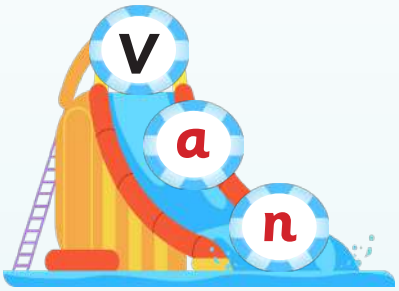
Phonics

Word family

I will Learn:

corn, can, ran

Let's blend and read



c | an

r | an

Read, complete, then choose

The

The man

The man has

The man has a red can

The man has a red can and a pan.

The man cooks with his pan.

1. The man has a red _____ .

2. The man cooks with his _____ .

Read and complete the pattern

Lesson 4

Reading

I will Learn:

beach, wave, between

Before you read, let's practise reading the magic words

Read and tick ✓ or ✗

Fahad and Reem are at the beach. They sit between two trees. They see a brown dhow there. The flag is on the dhow. They wave and say, "Kuwait is my country!"

1. Fahad and Reem sit between the trees. ☐
2. The dhow is brown. ☐

Read again, circle, then complete

1. Kuwait's flag is on the

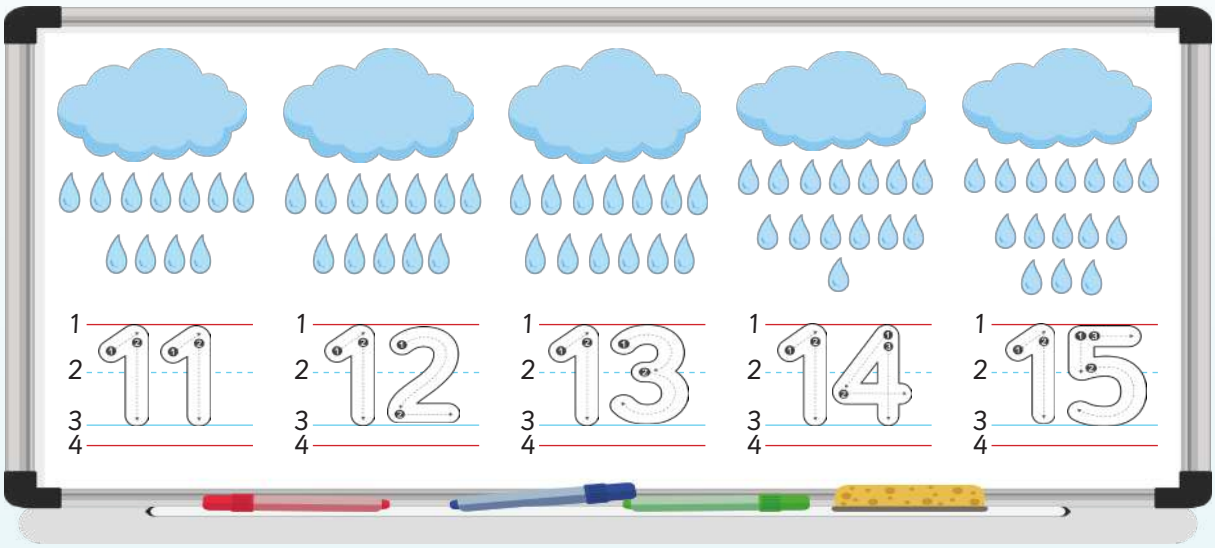
Lesson 5

Writing

I will Learn:

11, 12, 13, 14, 15

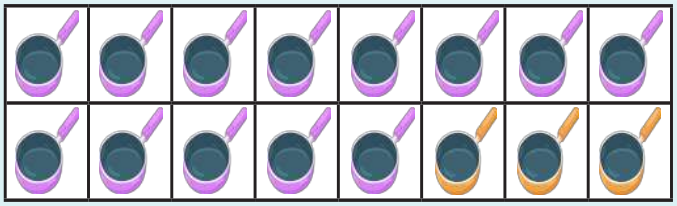
Count and colour



Trace and copy

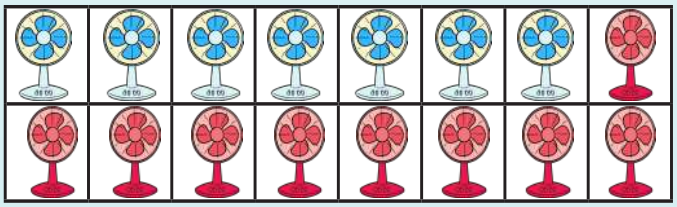
11 12 13 14 15

Count and write



9 + 3 = ◯

I can see _____ pans.



◯ + ◯ = ◯

I can see _____ .

Lesson 6

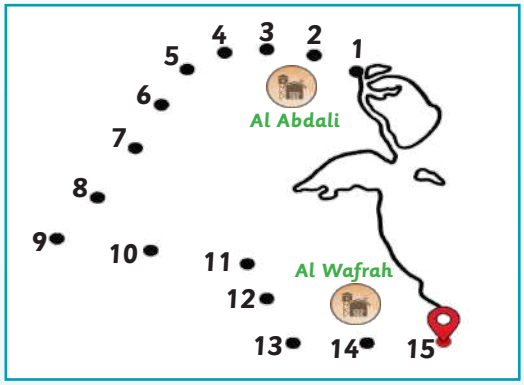
Listening

I will Learn:

farm, map, big, watermelon, barn

Before you listen

Connect the dots to complete Kuwait's map.



Listen to the recording and tick ✓ or ✗

Be curious! Ask questions about Kuwait.

1. Reem and Fahad's farm is in Al-Wafrah. ☐

2. The horse is in the barn. ☐

Listen again, then colour where is the apple tree

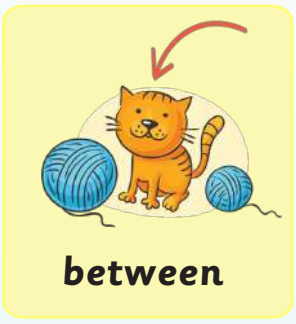
Lesson 7

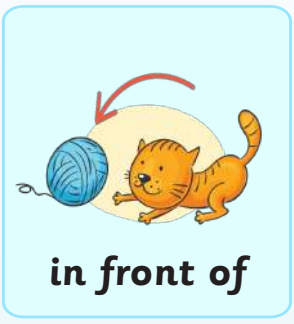
Grammar

I will Learn:
in front of, next to
It is next to, between, in front of, behind ...

Ask and answer, then choose

next to


between


in front of

behind

Where is the doll?

1. It is (next to – behind) the box.

2. It is (between – in front of) the boxes.

Speaking

Look and say

The bag is on the floor.

I spy with my little eye ... Where is it?

Lesson 8

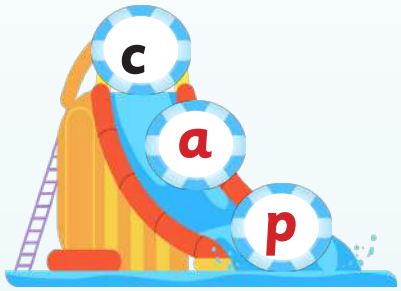
Phonics

Word family

I will Learn:

tap, clap

Let's blend and read



t	ap

n	ap

Read, complete, then choose

I

I have

I have a cap

I have a cap and a map

I can clap and take a nap.

1. Noura has a _____ .

2. She can _____ .

Circle the odd one out

Lesson 9

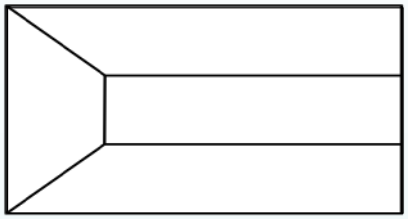
Reading

I will Learn:

put, gate, show

Before you read

Colour the Kuwaiti flag.



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

Reem has 12 flags in red, green, white, and black to show her love for her country Kuwait. She puts them in front of the school. One flag is behind the gate. Two flags are between the doors.

1. Reem has ..... .

   a. gates b. doors c. flags

2. Reem puts one flag ..... the gate.

   a. behined b. between c. in front of

Read again, then answer the following question

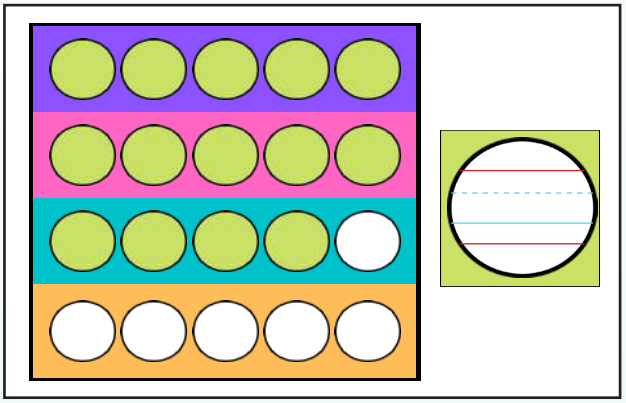
1. How many flags does Reem have ?

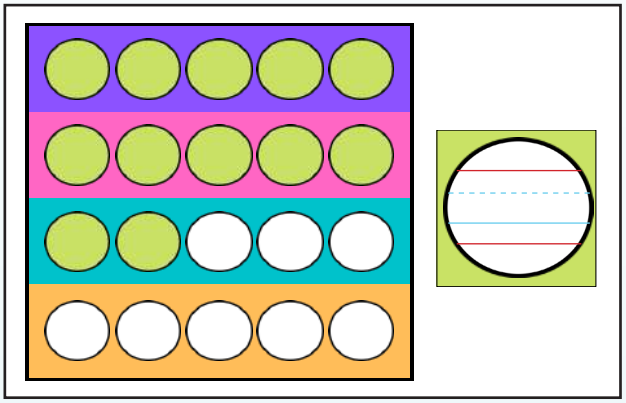
Reem has flags.

Lesson 10

Writing

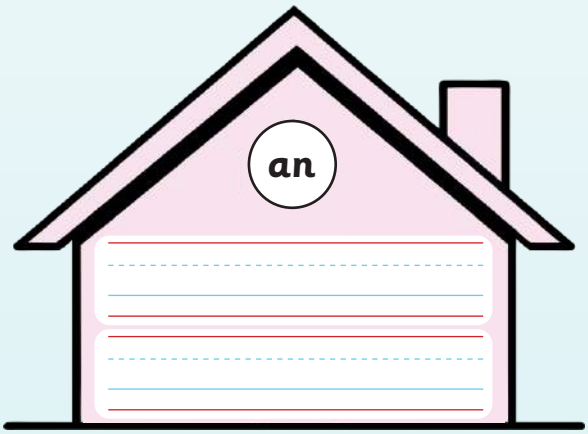
Count and write

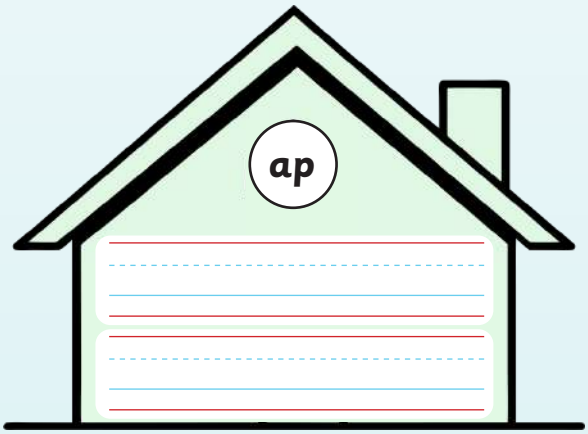




Group rhyming words

tap van nap can





Write the missing words to complete the sentences

1. It is a g cat.

2. This is a m .

3. I can see a red c .

Fun with Writing Activities

Trace and copy

grey flag corn

ran wave map

at the my

behind the boat

Trace and complete

It is a big farm.

It is

This is a tap.

This is

Progress Test

Reading

A) Circle the odd one out

1.	can	hit	van
2.	cap	clap	net
3.	sit	mat	cat

B) Match sentences to pictures

1. The garden has a gate.
2. I like corn.
3. Reem can clap.
4. The apple is behind the box.

C) Read and tick ✓ or ✗

Hamad has a green cap. He plays with his cat. The cat naps on the mat. Hamad loves his cat.

1. Hamad's cat is white and orange. ☐
2. Hamad has a blue cap. ☐

Progress Test

Writing

A) Copy the following

at the garden

on the map

I love Kuwait.

B) Write the missing word to complete the sentences

1. The d _____ is in the sea.

2. This is Kuwait's f _____.

3. There is a horse in the b _____.

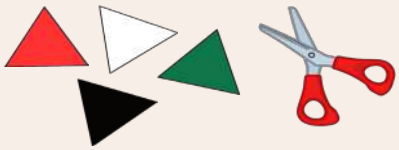
4. I open the t _____.

5 Project 5

Our School Flag Corner

1) Work with your friends.

2) Bring a box from home.



3) Make small flags.

4) Put the flags on your box.

5) Write short sentences.

6) Show your work.

5

Minimum Words to be Taught

No	word	part of speech	lesson
1	children	noun	1
2	dhow	noun	1
3	flag	noun	1
4	garden	noun	1
5	country	noun	1
6	behind	preposition	1
7	grey	adjective	2
8	corn	noun	3
9	can	noun	3
10	run/ran	verb	3
11	beach	noun	4
12	wave	verb	4
13	between	preposition	4
14	farm	noun	6
15	map	noun	6
16	big	adjective	6
17	watermelon	noun	6
18	barn	noun	6
19	next to	preposition	7
20	in front of	preposition	7
21	tap	noun	8
22	clap	verb	8
23	put	verb	9
24	gate	noun	9
25	show	verb	9

5 Songs

"Who? What? Where?" song

Who is your friend? Who is your friend?
My friend is Hamad, my friend is Reem.
Who is your teacher? Who is your teacher?
She is Miss Amal, she is so kind!

What do you see? What do you see?
I see a flag, red, black, white, and green.
Where do you live? Where do you live?
I live in Kuwait, it's home to me!

"Where is it ?" The Question Words song

Where, oh where, where can it be?
Look around and you will see!
On, in, under, behind, between,
Next to and in front of me!

Where is the cat? It's on the mat,
Where is the hat? It's under the box where I sat!
Where is the book? It's in the bag,
Where is the ball? Behind the flag!

Where is the desk? It's between two chairs,
Where is the boy? Next to the barn there!
Where is the flag? In front of the school,
Waving high — Kuwait is cool!

Unit 6 Yummy Food

Learning Outcomes

Listening and Viewing:

- Identify key vocabulary related to food, picnics and polite requests in short spoken texts.
- Distinguish between correct and incorrect information based on an audio recording.
- Recognise specific details related to food, picnics and polite requests in short spoken texts.
- Demonstrate enjoyment and interest while listening to food-related stories.
- Show willingness to participate attentively during listening activities.

Speaking and Representing:

- Construct simple sentences using the modal verb 'can' for polite requests.
- Participate in pair dialogues using 'Can I have… please?' and 'Yes, here you are.'
- Pronounce target food words clearly and use correct intonation for questions.
- Apply present simple tense correctly when expressing food preferences.
- Use quantifiers and countable nouns accurately in short oral exchanges.
- Cooperate with peers in group speaking tasks, showing respect and turn-taking.
- Demonstrate politeness and confidence while making or responding to requests.
- Produce spoken descriptions of picnic food while coordinating speech with appropriate gestures or visual cues.

Unit 6 Yummy Food

Learning Outcomes

Reading and Viewing:

- Apply phonics rules to read new words that follow the same pattern.
- Decode new words correctly by using phonics patterns.
- Decode short sentences accurately using taught phonic patterns.
- Read short sentences related to food preferences with correct stress and rhythm.
- Interpret simple sentences to identify main ideas about food.
- Identify sentences that correspond to the given pictures.
- Show curiosity and motivation to read about familiar topics.
- Demonstrate motivation and persistence while decoding phonics words.

Writing and Representing:

- Identify quantities up to 20 by matching numbers to visual representations.
- Apply number–quantity relationships to complete simple counting sentences.
- Identify initial letters of familiar words to form meaningful words.
- Write familiar words legibly, using correct letter formation.
- Demonstrate accurate counting and recording of quantities for numbers up to 20.
- Demonstrate confidence and willingness to participate in guided writing activities.
- Show care and persistence while completing counting, tracing, and colouring tasks.

6

Yummy Food

Lesson 1

listening

I will Learn:

picnic, food, sandwich, basket, yummy

Before you listen

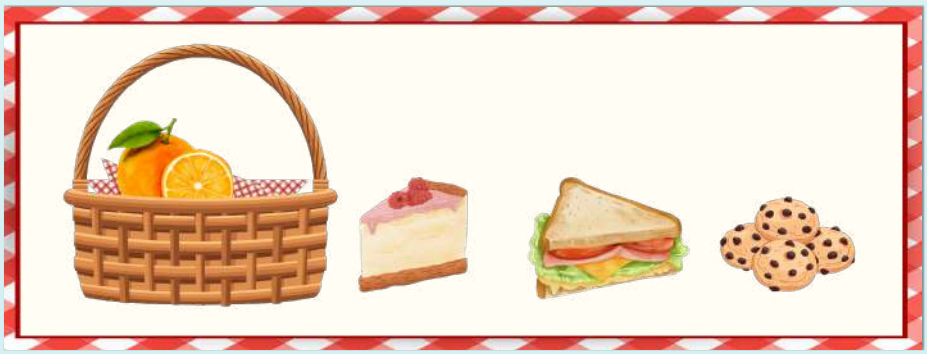
Where can you go for a picnic?

Listen to the recording and tick ✓ or ✗

1. Mum puts the oranges in the basket. ☐
2. Hamad wants to play with a ball. ☐

Listen again, then circle the item missing from the basket

We share; we care.



Lesson 2

Grammar

I will Learn:

juice, chocolate, cheese, milk
Can I have ..., please?

Ask and answer

Can I have an orange juice, please?

Yes, here you are.

Can I have a cheese sandwich, please?

Sorry, we don't have.

Can I have _____, please?

Yes, _____.

Speaking

Look and say using the shopping list

Can I have milk, please?

In pairs, ask and answer using classroom items.
Can I have ..... please?

Lesson 3

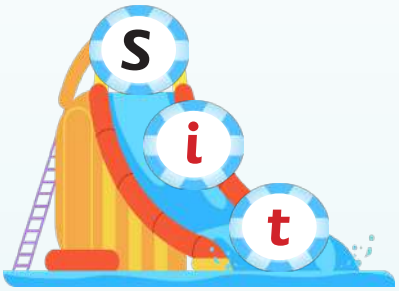
Phonics

Word family

I will Learn:

kit, pit, fit

Let's blend and read



k	it

f	it

Read, complete, then choose

I sit.

I sit in the pit.

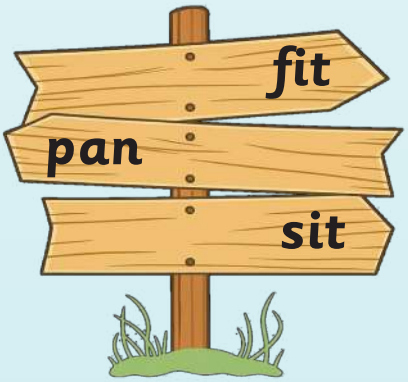
I sit in the big pit with my kit.

I sit in the big pit with my kit. I fit in it.

1. The girl has a yellow _____ .

2. The girl sits in a _____ .

Circle the odd one out



Lesson 4

Reading

I will Learn:

buy, eat, peanut, sweet, salty, like

Before you read, let's practise reading the magic words

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

Fahad and Reem want to buy some peanuts, apples and lemons. Reem likes apples. Fahad likes peanuts. Apples are sweet, but peanuts are salty. Peanuts and apples are yummy.

1. Reem likes ..... .

a. b. c.

2. Apples and peanuts are ..... .

a. b.

c.

Read and guess

I look like number

My colour is brown like

I am salty. I am a _____ .

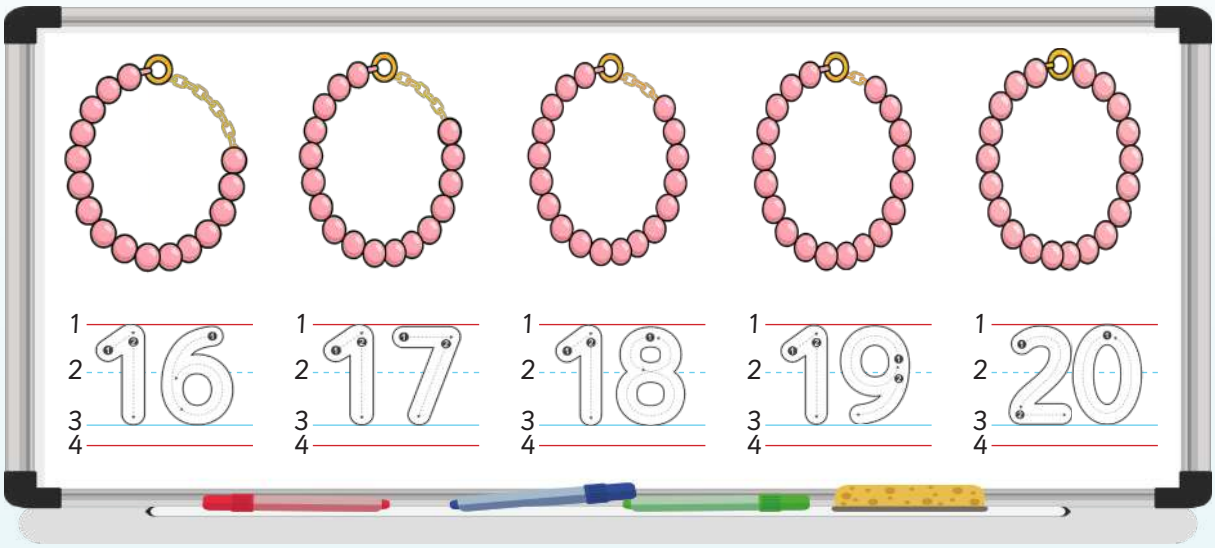
Lesson 5

Writing

I will Learn:

16, 17, 18, 19, 20

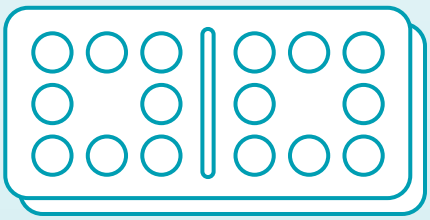
Count and colour



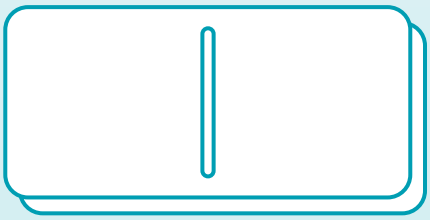
Trace and copy

16 17 18 19 20

Count, write, and draw



I can see _____ circles.



There are 20 circles.

Lesson 6

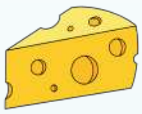
Listening

I will Learn:

hungry, pizza, burger

Before you listen

Choose what you like to eat.



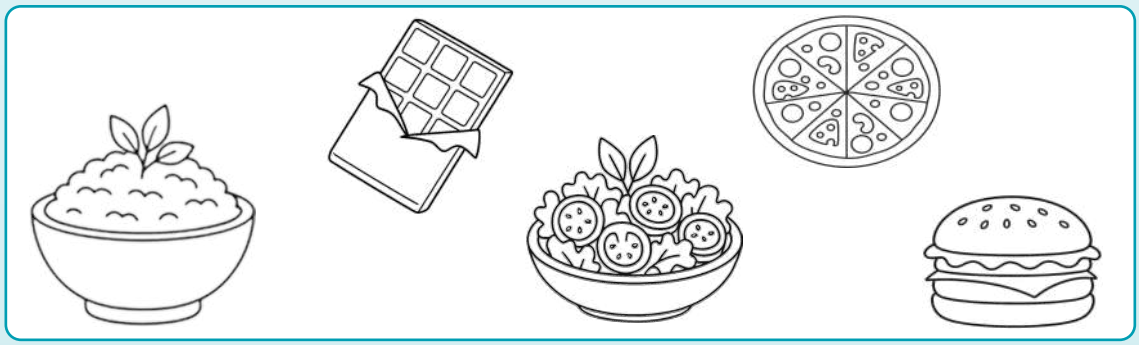
Listen to the recording and tick ✓ or ✗

1. Hamad likes pizza.

2. Fahad doesn't like chocolate.

Listen again, then colour

What does Hamad like to eat?



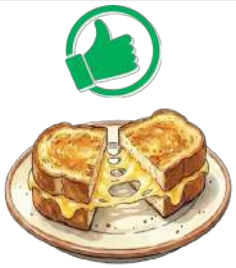
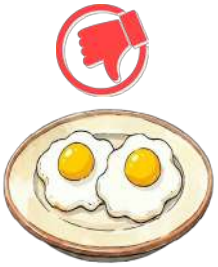
Lesson 7

Grammar

I will Learn:

carrot
What do you like to … ? I like…
What does he/she like to eat? He/She likes

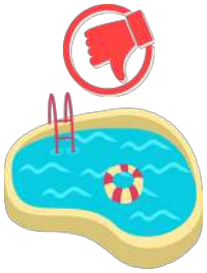
Ask and answer, then complete

What do you like to eat?

I like to eat cheese sandwich.
I don't like to eat eggs.

What does she like to do?



She likes to paint.
She doesn't like to swim.

What _____ **he like to eat?**

He _____ **pizza.**

Speaking

Look and say

I like apples.

I don't like chocolate.

In pairs, ask and answer using what do you like to ……..?
what does he/she like to ……..?

Lesson 8

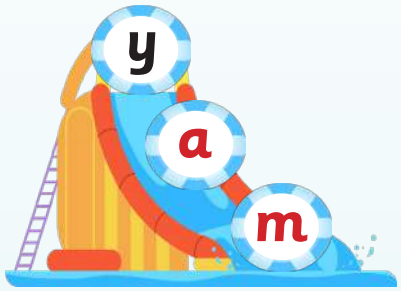
Phonics

Word family

I will Learn:

tam , yam

Let's blend and read



t	am

j	am

Read, complete, then choose

I am

I am Kam.

I am Kam. I have jam.

I am Kam. I have jam and a yam.

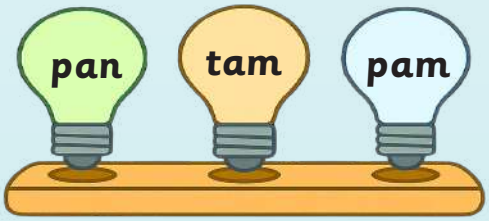
I am Kam. I have jam, a yam and a tam hat.

I am Kam. I have jam, a yam and a tam hat for Pam.

1. The _____ is for Pam.

2. Kam has _____.

Circle the odd one out



Lesson 9

Reading

I will Learn:

ice cream, cold, slowly

Before you read

Circle your favourite ice cream.

Read and tick ✓ or ✗

Reem goes to the ice cream van. She wants to buy an ice cream. She buys a yummy chocolate ice cream to eat. It is sweet and cold. She eats her ice cream slowly.

1. Reem buys a chocolate ice cream. ☐
2. Reem doesn't eat her ice cream. ☐

Read again, then complete

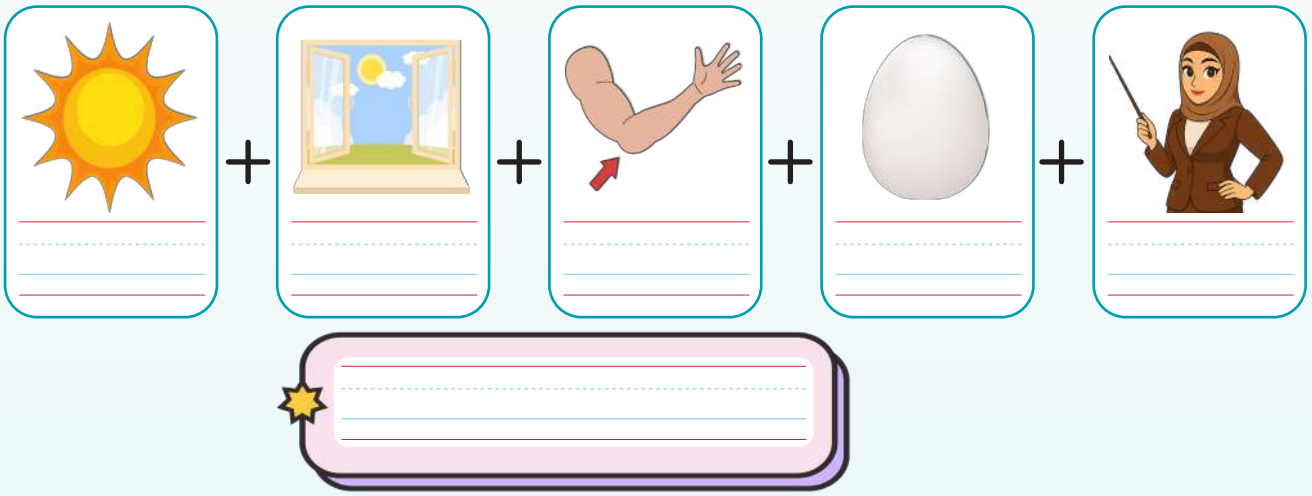
1. Reem eats her ice cream _____.
2. The ice cream is sweet and _____.

Lesson 10

Writing

Before you write

Write the initials to find the secret word.



Write the missing words to complete the sentences

1. He buys f _____.

2. It is a b _____.

3. I like m _____.

Write the words under the pictures

Fun with Writing Activities

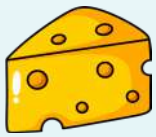
Trace and copy

and like this

eat buy fit

It's an orange juice.

I don't like cheese.



Trace and complete

This is a green apple.

This is

It is yummy burger.

It is

Progress Test

Reading

A) Circle the odd one out

1.	sit	pit	car
2.	fit	jam	tam
3.	tap	cap	kit

B) Match sentences to pictures

1. Pizza is yummy.
2. I see peanuts.
3. He likes jam.
4. They don't eat chocolate.

C) Read and tick ✓ or ✗

Fatma goes to buy red apples and some cheese. She buys 10 apples. She puts them in a small bag. She eats an apple every day. Fatma likes apples.

1. Fatma buys 10 bags. ☐
2. She likes red apples. ☐

Progress Test

Writing

A) Copy the following

An ice cream

I buy food.

It is cold.

B) Write the missing word to complete the sentences

1. I like to eat c _____ .

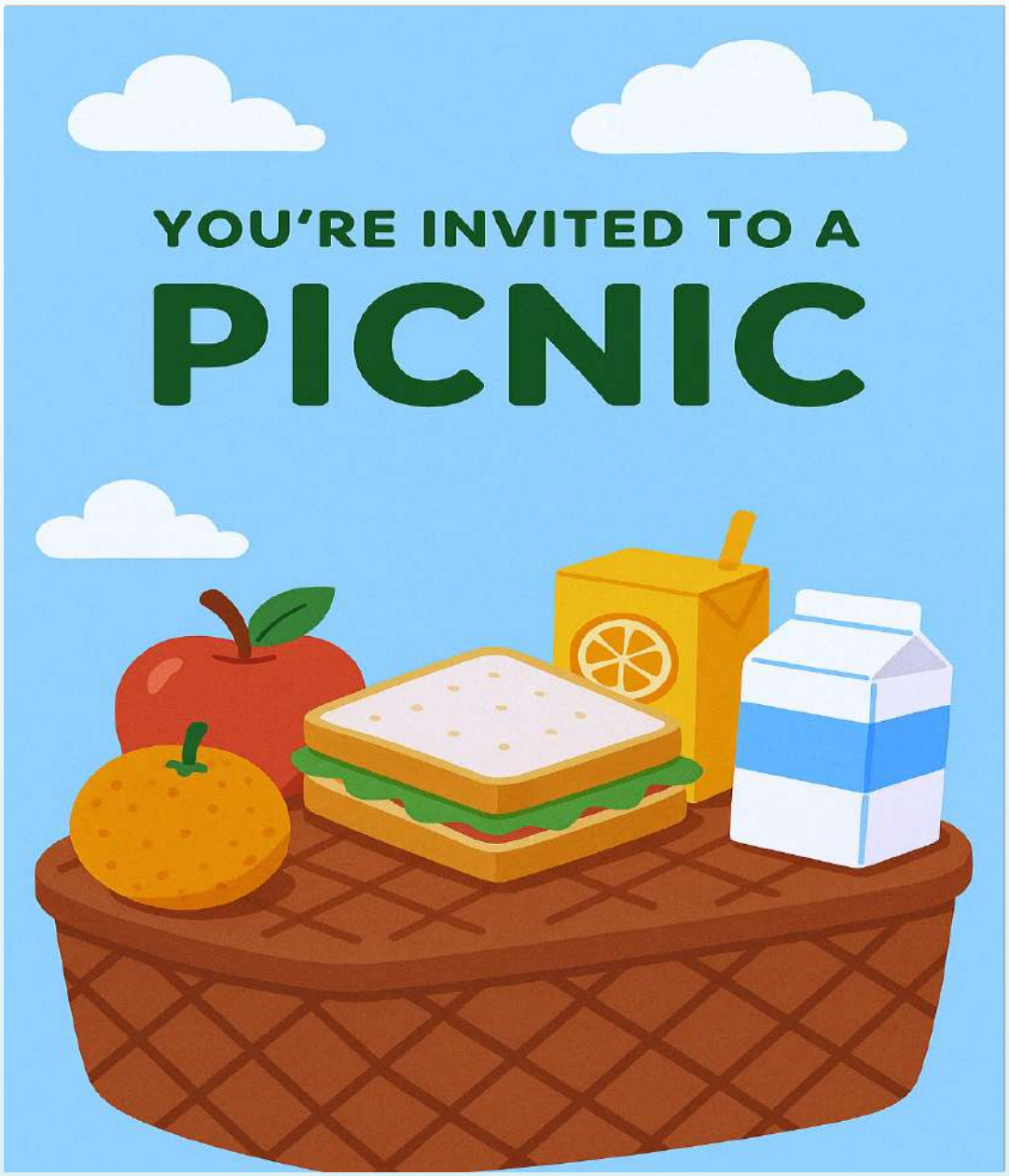
2. He likes m _____ .

3. I can see a s _____ .

4. It is a b _____ .

6 Project 6

A Picnic Basket



Make a picnic basket using pictures/ realia of food items, and present it to your class.
Use "What do you like to eat?" "I like…/I don't like…".

Minimum Words to be Taught

No	word	part of speech	lesson
1	picnic	noun	1
2	sandwich	noun	1
3	yummy	adjective	1
4	food	noun	1
5	basket	noun	1
6	juice	noun	2
7	chocolate	noun	2
8	cheese	noun	2
9	milk	noun	2
10	kit	noun	3
11	pit	noun	3
12	fit	verb	3
13	salty	adjective	4
14	like	verb	4
15	sweet	adjective	4
16	buy	verb	4
17	eat	verb	4
18	peanut	noun	4
19	hungry	adjective	6
20	pizza	noun	6
21	burger	noun	6
22	carrot	noun	7
23	tam	noun	8
24	yam	noun	8
25	slowly	adverb	9
26	cold	adjective	9
27	ice cream	noun	9

6 Songs

"Can you" song

Can you put the bag down, please? Yes, I can!
Can you put the bag down, please? Yes, I can!
Can you pick the apples too?
Red and shiny — one, then two!
Can you put the bag down, please? Yes, I can!
Can I eat an apple now, please? Yes, you can!
Can I eat an apple now, please? Yes, you can!
I am hungry, that is true,
I will share my food with you!
Can I eat an apple now, please? Yes, you can!

"What do you like to eat?" song

What do you like to eat today?
Eat today, eat today? What do you like to eat today?
I like burgers, yay!
I like chocolate, sweet and fun, Sweet and fun, sweet and fun!
I don't like pizza — it's not for me,
I like burgers, yum!
What do you like to drink today? Drink today, drink today?
What do you like to drink today? I like milk, hooray!
I like juice, it's sweet and cold, sweet and cold, sweet and cold!
I like milk and juice, you see —
They're so good for me!

Unit 7 Move, Play, And Learn

Learning Outcomes

Listening and Viewing:

- Identify specific details in short spoken texts about sports and activities.
- Distinguish between true and false statements after listening to a short recording.
- Recognise key vocabulary related to sports and activities in short spoken dialogues.
- Demonstrate attentive listening behaviour during listening tasks and peer discussions.
- Respond positively with enjoyment to familiar listening tasks.

Speaking and Representing:

- Produce imperatives accurately to give instructions.
- Perform TPR-based actions clearly when following oral commands.
- Construct Yes/No questions in the present continuous.
- Describe pictures orally using correct grammatical form.
- Participate actively in role-play/ dialogues that integrate grammar targets.
- Describe actions shown on the project's wheel using simple present or present continuous forms.
- Respond orally to the action selected by the project's wheel using short and clear sentences.

Unit 7 Move, Play, And Learn

Learning Outcomes

Reading and Viewing:

- Apply phonics rules to read new words that follow the same pattern.
- Decode new words correctly by using phonics patterns.
- Decode short sentences accurately using taught phonic patterns.
- Read short sentences related to play and sports with correct stress and rhythm.
- Interpret simple sentences to identify main ideas about daily activities.
- Identify sentences that correspond to the given pictures.
- Show curiosity and motivation to read about familiar topics.
- Demonstrate motivation and persistence while decoding phonics words.

Writing and Representing:

- Identify quantities up to 25 by matching numbers to visual representations.
- Apply number–quantity relationships to complete simple counting sentences.
- Identify correct word forms when completing sentences.
- Construct sentences using the present continuous tense accurately.
- Write familiar words legibly, using correct letter formation.
- Demonstrate accurate counting and recording of quantities for numbers up to 25.
- Show care and persistence while completing counting, tracing, and colouring tasks.
- Demonstrate care and neatness when completing written work.

7

Move, Play, And Learn

Lesson 1

listening

I will Learn:

gym, play, football, sports, pool

Before you listen

Do you go to the gym?
Who do you go with?

Listen to the recording and tick ✓ or ✗

1. Fahad goes to the gym with Hamad. ☐
2. Hamad kicks the ball. ☐

Listen again, complete, then circle

Hamad likes to _____

Think, pair and share: What do you do at school?

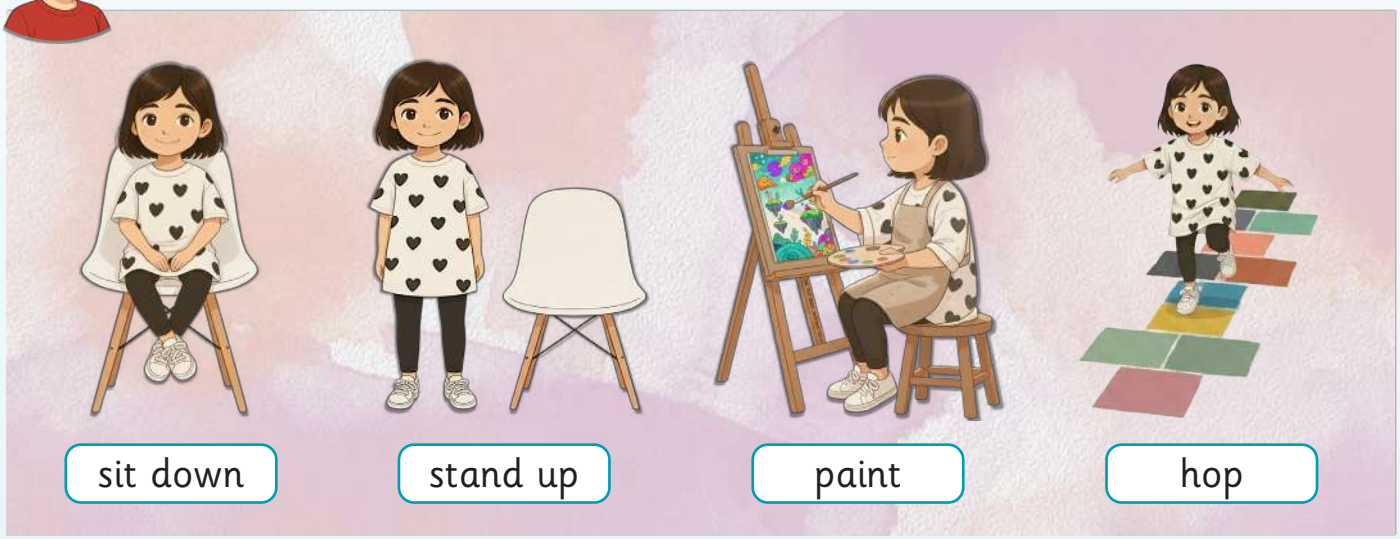
Lesson 2

Grammar

I will Learn:
hop, stand up, dance
Stand up ..... / Sit down .....

Look and say

Sit down, please!



Speaking

Say and respond

Let's play the "teacher says" game!

In pairs: What do you want your friend to do?

Lesson 3

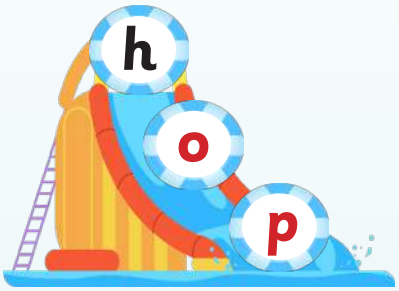
Phonics

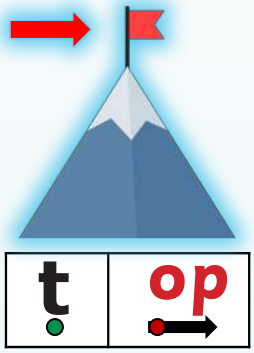
Word family

I will Learn:

mop, drop, stop, top

Let's blend and read





Read, complete, then choose

This

This mop

This mop can

This mop can stop

This mop can stop and drop.

This mop can hop to the top.

1. This mop can stop and _____.

2. This mop can hop to the _____.

Circle the odd one out

Lesson 4

Reading

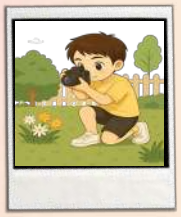
I will Learn:

take, photo

Before you read, let's practise reading the magic words

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

Fridays are fun. I play with my kite in the garden. We take photos. We go to the gym to play sports and swim in the pool.



1. In the garden, I can play with my .....

   a. pool b. kite c. gym

2. We can ..... photos.

   a. take b. swim c. play

Decode, then write

P				

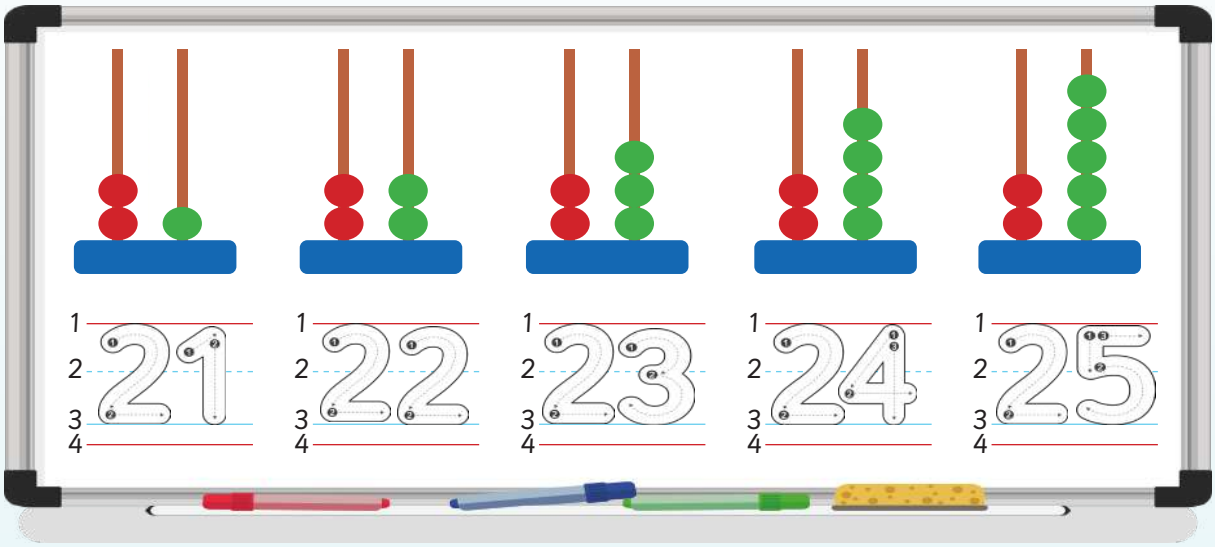
Lesson 5

Writing

I will Learn:

21, 22, 23, 24, 25

Count and colour



Trace and copy

21 22 23 24 25

Lets play Bingo

In groups, listen to the number and mark it with an X

BINGO				
4	20	21	6	24
7	25	14	1	17
18	16	12	2	3
8	23	9	11	22
15	13	5	10	19

BINGO				
4	11	8	9	24
7	13	14	1	16
15	19	12	2	3
17	18	21	6	22
23	25	5	10	20

BINGO				
14	11	8	9	6
1	12	23	5	16
21	19	24	2	3
17	7	13	4	22
18	25	15	10	20

BINGO				
22	20	7	9	6
1	12	23	2	16
21	19	24	10	3
15	14	13	4	11
18	5	25	17	8

BINGO				
3	20	7	12	24
1	14	23	2	16
21	19	6	10	22
15	9	13	4	25
18	5	11	17	8

Lesson 6

Listening

I will Learn:

park, swing, down, fast

Before you listen

What can you do at the park?

Listen to the recording and tick ✓ or ✗

1. Reem and Noura are running. ☐

2. Fahad is kicking the ball. ☐

Listen again, then answer and match

What is he / she doing?

Wait for your turn. That's fair!

Lesson 7

Grammar

I will Learn:

write, sleep
Is he/she...ing? Yes, he/she is. / No, he/she isn't.
Are they...ing? Yes, they are. /No, they aren't.

Ask and answer

Is she swinging?
Yes, she is.

Are they sleeping?
No, they aren't.

Is he reading?
No, He isn't.

Is she writing?

Yes, she _____ .

Speaking

Look and say

Are they sleeping?

In pairs ask and answer using: Are/Is.....?

Lesson 8

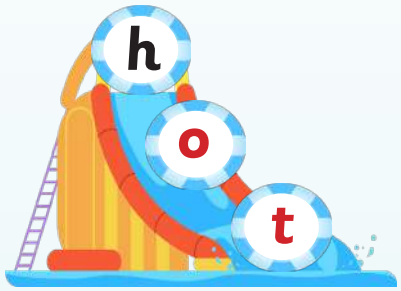
Phonics

Word family

I will Learn:

hot, pot, dot

Let's blend and read



p	ot

d	ot

Read, complete, then choose

The

The hot

The hot pot

The hot pot got

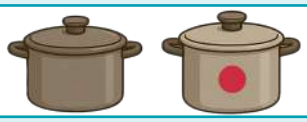
The hot pot got one

The hot pot got one red

The hot pot got one red dot.

1. The pot is _____ .

2. The pot has one red _____ .



Circle the odd one out

1. bat hot dot

2. sat mat pot

Lesson 9

Reading

I will Learn:

slide, throw

Before you read

Circle the things you can do in the garden?

Read and tick ✓ or ✗

Noura and Hamad play in the garden. Noura likes to swing and slide. Hamad throws a ball. Noura jumps to get it. They like playing in the garden.

1. Hamad's ball is blue. ☐

2. Hamad and Noura like playing in the garden. ☐

Read again, complete, then circle

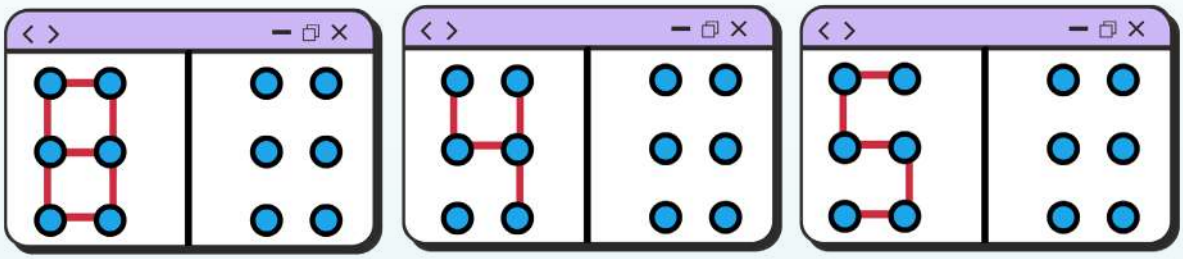
Noura _____ to get the ball.

Lesson 10

Writing

Before you write

Follow the dots and copy the pattern.



Write the missing words to complete the sentences

1. They like to _____ .

2. The pot has got red _____ .

Read, choose, then complete

read

reading

She is _____ .

walk

walking

He is _____ .

kick

kicking

They are _____ the ball.

Fun with Writing Activities

Trace and copy

can we go

gym dance pot

Run fast Hamad!

Look at Fahad!

Trace and complete

Go to the gym.

Go to .

I can hop.

I can .

Progress Test

Reading

A) Circle the odd one out

1.	dot	hit	hot
2.	hop	top	tin
3.	stop	sit	drop

B) Match sentences to pictures

1. I go to school.
2. We are swinging.
3. Sit down Reem.
4. This is a map.

C) Read and tick ✓ or ✗

I go to school to learn and play. We learn to read the Quran. We have computers. We can play games. We draw in the art class and have fun.

1. We learn the Quran in the school. ☐
2. We read in the art class. ☐

Progress Test

Writing

A) Copy the following

At the gym

Kick the ball.

I am teaching.

B) Write the missing words to complete the sentences

1. They like to d _____.

2. The flag is on the t _____.

3. He is going to the g _____.

4. This is a p _____.

7 Project 7

"Let's Move and Play Wheel!"

Instructions:

1. Get a paper plate.
2. Draw lines to make 6 parts.
3. Draw or stick pictures of actions (jump, swim, sleep, run, play, swing).
4. Colour each part with bright colours.
5. Make a small arrow from paper or cardboard.
6. Fix the arrow in the middle with a pin.
7. Spin the arrow and act out the action!

You can draw, stick pictures or use your own photos.

Minimum Words to be Taught

No	word	part of speech	lesson
1	gym	noun	1
2	play	verb	1
3	football	noun	1
4	sports	noun	1
5	pool	noun	1
6	hop	verb	2
7	stand up	ph verb	2
8	dance	verb	2
9	mop	noun	3
10	drop	verb	3
11	stop	verb	3
12	top	noun	3
13	take	verb	4
14	photo	noun	4
15	park	noun	6
16	swing	noun / verb	6
17	down	adverb	6
18	fast	adverb	6
19	write	verb	7
20	sleep	verb	7
21	hot	adjective	8
22	pot	noun	8
23	dot	noun	8
24	slide	noun	9
25	throw	verb	9

7 Songs

"Let's Play a Game!" song

Hop, hop, hop — stand up!
Hop, hop, hop — sit down!
Clap your hands and turn around,
Touch your nose and touch the ground!
Hop, hop, hop — stand up!
Let's play a game right now!
Jump, jump, jump — don't stop!
Spin, spin, spin — then hop!
Wave your hands and say hooray,
We can laugh and shout "okay!"
Jump, jump, jump — don't stop!
Let's play a game today!

"Fun in the Park" song

He is jumping in the park, jump, jump, jump!
She is swinging in the park, swing, swing, swing!
We are playing every day,
I am happy when I play,
They are laughing in the park all day!
He is running by the slide, run, run, run!
She is jumping side by side, jump, jump, jump!
We are swinging to the sky,
I can wave and say goodbye,
They are playing in the park—oh my! .

Unit 8 Fun On The Farm

Learning Outcomes

Listening and Viewing:

- Identify farm animals and familiar vocabulary in short spoken texts.
- Recognise vocabulary related to caring for animals and plants in spoken texts.
- Distinguish true and false statements based on information heard in a listening task.
- Demonstrate understanding by selecting the correct pictures or ticking boxes after listening.
- Show enjoyment and interest when listening to stories about farm animals.
- Express appreciation for teamwork and caring for animals through listening tasks.

Speaking and Representing:

- Differentiate between actions animals can do and actions they cannot do using simple oral prompts.
- Produce short spoken sentences to describe pictures.
- Recognise singular and plural nouns in visual contexts.
- Ask and answer questions using How many … are there? in guided speaking tasks.
- Apply the correct structure (There is / There are) to describe quantity accurately.
- Participate in short role-plays using target grammar and vocabulary.
- Show confidence when speaking about personal preferences and farm animals.
- Demonstrate respect and enjoyment during peer-speaking and cooperative dialogues.

Unit

8 Fun On The Farm

Learning Outcomes

Reading and Viewing:

- Apply phonics rules to read new words that follow the same pattern.
- Decode new words correctly by using phonics patterns.
- Decode short sentences accurately using taught phonic patterns.
- Read short sentences related farm and animals with correct stress and rhythm.
- Interpret simple sentences to identify main ideas about the farm.
- Identify sentences that correspond to the given pictures.
- Demonstrate motivation and persistence while decoding phonics words.
- Show curiosity and motivation to read about familiar topics.

Writing and Representing:

- Identify quantities up to 30 by matching numbers to visual representations.
- Apply number–quantity relationships to complete simple counting sentences.
- Demonstrate accurate counting and recording of quantities for numbers up to 30.
- Write familiar words legibly, using correct letter formation.
- Show willingness to participate actively in guided writing tasks.
- Demonstrate care and accuracy when completing written work.
- Show pride and positive attitude when sharing written products.
- Show care and persistence while completing counting, tracing, and colouring tasks.

8

Fun On The Farm

Lesson 1

listening

I will Learn:

farmer, sheep, pond, hen, lay

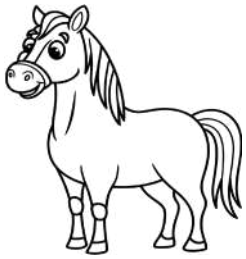
Before you listen

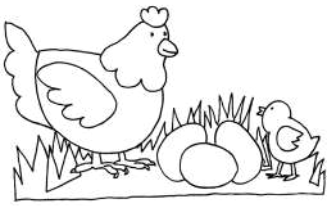
Name the animals in the picture.

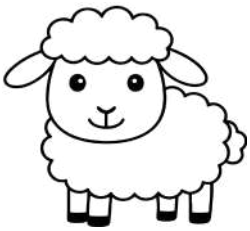
Listen to the recording and tick ✓ or ✗

1. Noura likes farm animals. ☐
2. The ducks are in the pond. ☐

Listen again, then colour the animal that you hear







Lesson 2

Grammar

I will Learn:

rooster, monkey, drink, tree, fly, climb
Can a ...? Yes, it can.\ No, it can't.
Is it ...? Yes, it is.\ No, it isn't.

Ask and answer

What can you see?

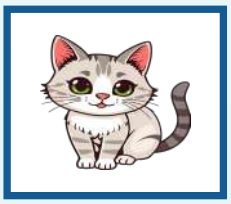
Can a monkey climb a tree?

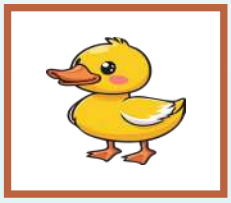
Is it grey?

I can see a monkey.

Yes, it can.

No, it isn't.





I can see a _____ .

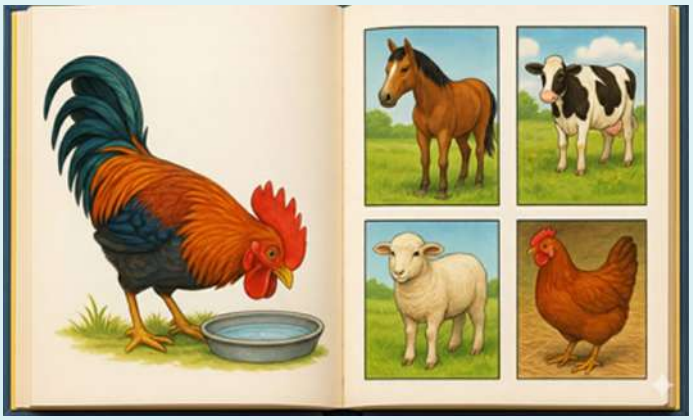
It can _____ .

It can not _____ .

Speaking

Look and say

I **can** see a rooster.
It **can** drink water.
It **can't** fly.



What can/can't you do?

Lesson 3

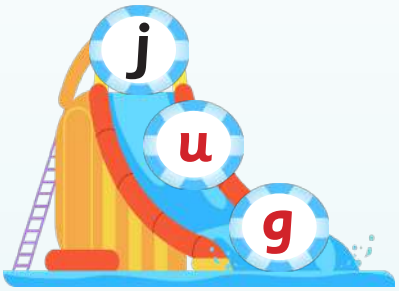
Phonics

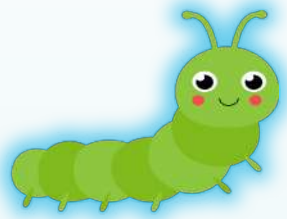
Word family

I will Learn:

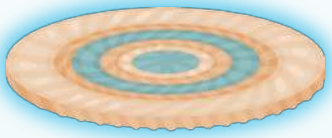
bug, rug, jug,

Let's blend and read





b	ug



r	ug

Read, complete, then choose

The

The bug

The bug is

The bug is on the rug

The bug is on the rug near the mug.

The jug is on the table next to the rug and mug.

1. The bug is on the _____.

2. The _____ is next to the jug.

Circle the odd one out

Lesson 4

Reading

I will Learn:

happily, picture, gift

Before you read, let's practise reading the magic words

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

My mother buys a gift for me. I open it happily. It is a big blue mug with a picture of a bug. The bug has black dots. I said," Thank you, Mum".

1. My mother buys me a :

a.

b.

c.

2. The bug has :

a.

b.

c.

Read again, then complete

1. The _____ is on the _____

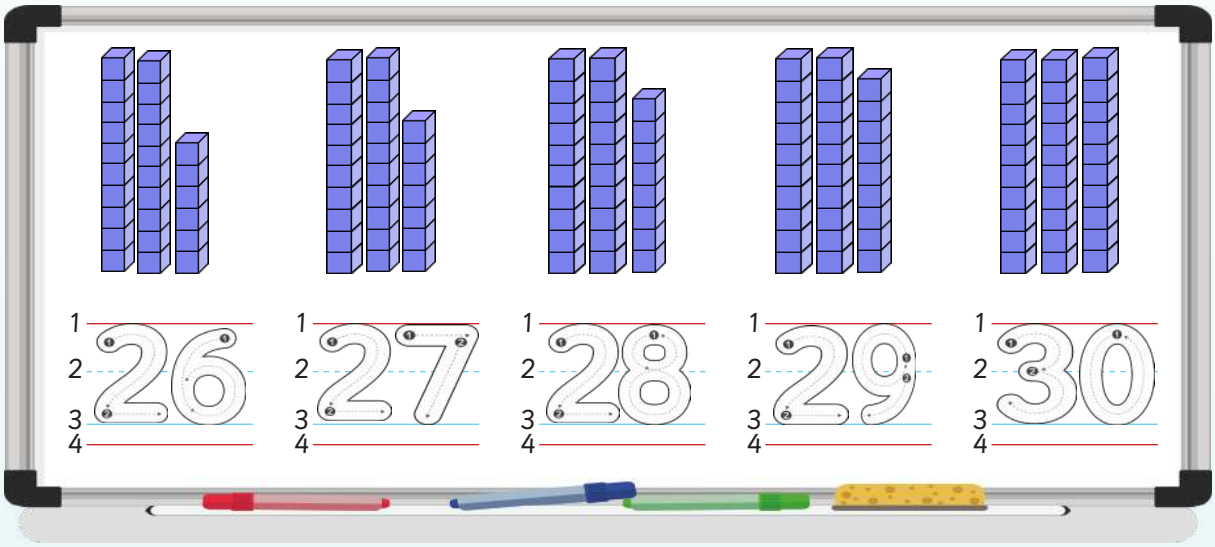
Lesson 5

Writing

I will Learn:

26, 27, 28, 29, 30

Count and colour



Trace and copy

26 27 28 29 30

Count and write

25 27 29

There are _____ fish.

We can add _____

to have 30 _____ .

Lesson 6

Listening

I will Learn:

plant, water, take care, touch, feed

Before you listen, read and search the word

1- It gives milk .

2- It doesn't lay eggs.

3- It can climb trees.

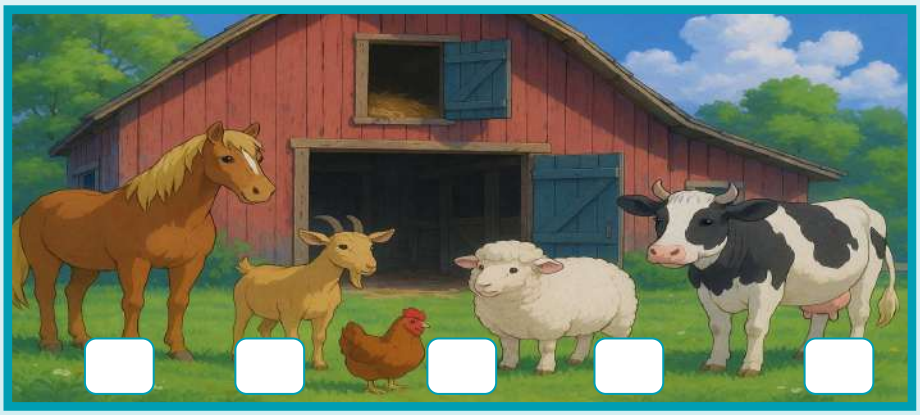
r	o	o	s	t	e	r
s	c	o	w	h	e	e
p	m	o	n	k	e	y

Listen to the recording and tick ✓ or ✗

1. Hamad wants to clean the barn. ☐

2. Noura can't plant flowers near the tree. ☐

Listen again, then tick the animals that you hear



Lesson 7

Grammar

I will Learn:
rabbit, bird
How many ..... are there?
There is... \There are...

Ask and answer, then complete

How many birds are there?

There are 3 birds.

How many ..... are there?

There **is...**
There **are...**

There is _____ . There are _____ .

Speaking

Look and say

There is a bird.

In pairs, talk about things you have in your bag using there is ... there are..

Lesson 8

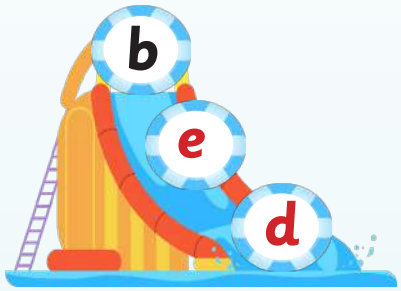
Phonics

Word family

I will Learn:

fed

Let's blend and read



r	ed

f	ed

Read, complete, then choose

Ted

Ted the farmer

Ted the farmer fed

Ted the farmer fed the

Ted the farmer fed the red hen and

Ted the farmer fed the red hen and went to his bed.

1. The farmer is _____.

2. Ted fed the _____ hen.

Circle the odd one out

Lesson 9

Reading

I will Learn:

sunny

Before you read

What can you do on the farm ?

Read and tick ✓ or ✗

It's a sunny day. Sara and Haya go to the farm. At the farm, they see animals in front of the barn. Ducks swim the pond. Haya likes to feed the rabbits, and Sara likes to get eggs from the hens.

1. The animals are behind the barn. ☐

2. On the farm, Haya can plant the tree. ☐

Read again then tick the correct picture

☐

☐

Lesson 10

Writing

Before you write, choose the correct punctuation marks

1. it's a monkey I . ?
2. mona can plant a tree M ? .

Write the missing words to complete the sentences

1. I _____ the bird .

2. The cat is on the _____ .

3. The _____ has black red dots.

Re-order the words to form sentences

1. are – 30 birds – There

_____ .

2. can – Horses – run

_____ .

Fun with Writing Activities

Trace and copy

has see me

rabbit bed sunny

How many trees are there?

There are 6 trees.

Trace and complete

This is a rooster.

This is

Roosters can't fly.

Roosters can't

Progress Test

Reading

A) Circle the odd one out

1.	fed	red	hot
2.	lay	mug	rug
3.	hat	dot	mat

B) Match sentences to pictures

1. This is a farm.
2. There is 1 sheep.
3. The duck can swim.
4. The horses run fast.

C) Read and tick ✓ or ✗

My name is Ahmed. On our farm, there is a big barn. The farmer plants trees. My father waters them every day. There are animals. We take care of them.

1. The farmer waters trees. ☐
2. Ahmed feeds animals. ☐

Progress Test

Writing

A) Copy the following

This is our farm.

Hens lay eggs.

Cows give milk.

B) Write the missing words to complete the sentences

1. I have a _____.

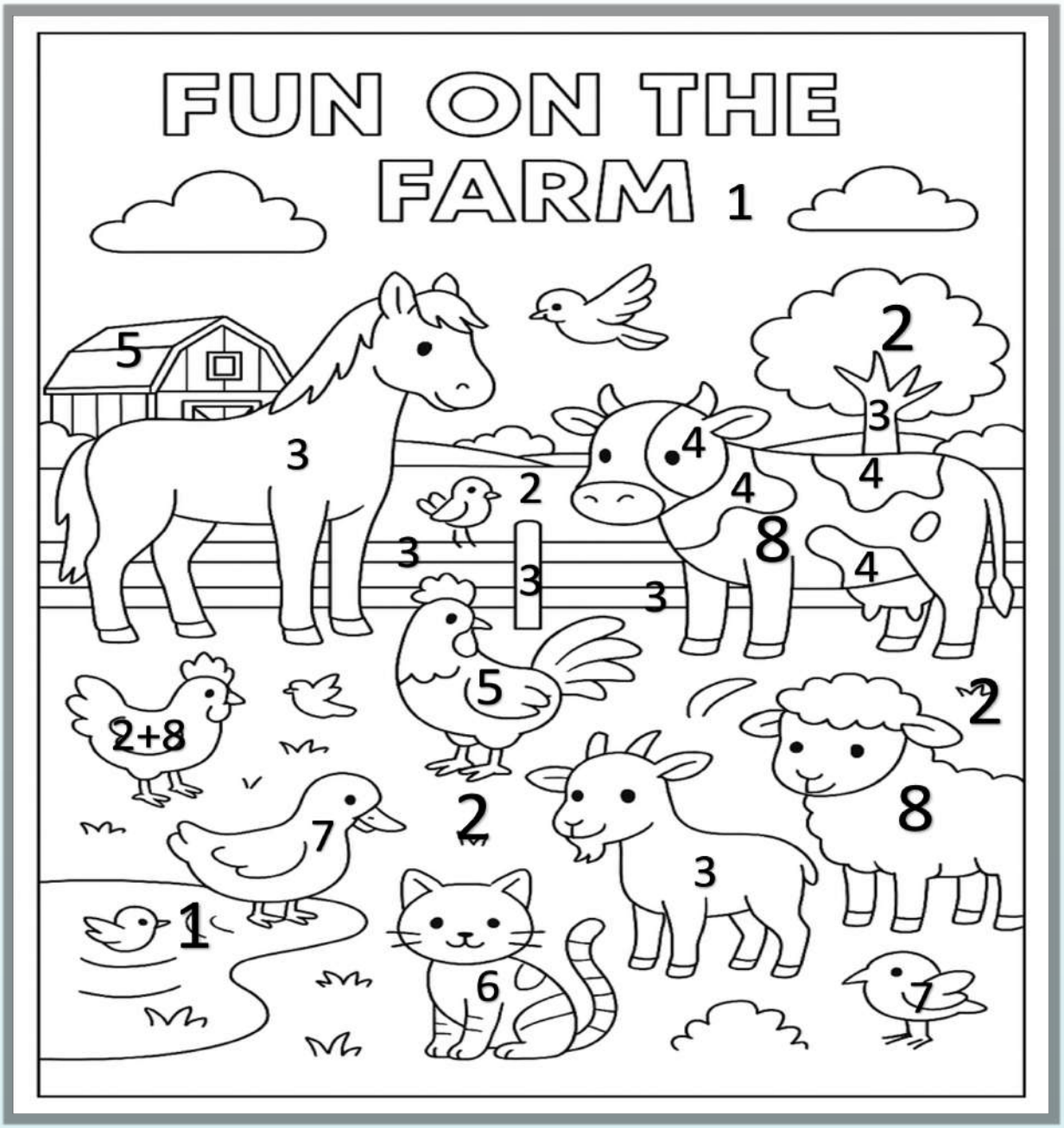
2. The duck drinks from the _____.

3. The monkey can _____ the tree.

4. It is a _____ day.

8 Project 8

Farm Poster



Instructions:

1. Colour by numbers.
2. Choose your favourite animal.
3. Talk about it.

1		6	
2		7	
3		8	
4		9	
5		10	

Minimum Words to be Taught

No	word	part of speech	lesson
1	farmer	noun	1
2	sheep	noun	1
3	pond	noun	1
4	hen/s	noun	1
5	lay	verb	1
6	rooster/s	noun	2
7	monkey/s	noun	2
8	tree/s	noun	2
9	drink	verb	2
10	climb	verb	2
11	fly	verb	2
12	bug	noun	3
13	rug	noun	3
14	jug	noun	3
15	happily	adverb	4
16	gift	noun	4
17	picture	noun	4
18	touch	verb	6
19	take care	phrase	6
20	plant	verb/noun	6
21	water	verb/noun	6
22	feed/fed	verb	8/6
23	rabbit/s	noun	7
24	bird/s	noun	7
25	sunny	adjective	9

8 Songs

"Fun on the Farm" song

On the farm I see a monkey, swinging in the tree.
A rooster shouts cock – a –doodle – do! So loud for all to see.

The sheep says baa, the rabbit hops- They play around in fields and crops! On the farm its fun for me with friends so cute and happy

"What can animal do" song

The monkey can jump — jump, jump, jump. The rabbit can hop – hop hop. The rooster can crow . The sheep can run run run too. All the animals say " look at me" this is what I can do you see.
The rooster can crow — cock-a-doodle-doo!
The sheep can run — run, run too!
All the animals say, "Look at me!
This is what I can do, you see!"
Can the monkey swim? — No, it can't! Can the rabbit sing? — No, it can't! Can the rooster fly? — Just a bit! Can the sheep dance? — Yes, a little bit! How many eggs can the hen give you?
One, two, three — and maybe two

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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1B