

Unit

1 Treasures from Our Past



Learning Outcomes

Listening and Viewing:

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

Speaking and Representing:

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

Unit

1 Treasures from Our Past



Learning Outcomes

Reading and Viewing:

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

Writing and Representing:

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



Lesson 1

Listening



Before you listen

I will learn:

peace, battles, fight/fought,
protect/protected, pride, symbol
Past simple tense

كويت

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



Did you know?



Listen and tick ✓ or ✗



school



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



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

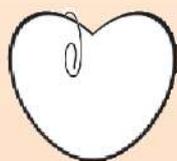
land – peace – battles – brave people



Battles



Land



Peace



brave people

Lesson 2

Grammar

I will learn:

Past simple tense did + not

Look and say

I / you / we / they he / she / it	+	didn't	+	play / watch / eat walk / study / hop
	yesterday	last month	ago	in 2010
 We went to 360 Mall yesterday.		 We didn't go to 360 Mall yesterday.		

Look and complete using the correct form of verbs

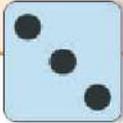


They played (play) football **3 hours ago**.

They didn't play (not play) tennis **last week**.

Speaking

Roll the dice and say

					
What did you do yesterday ?	 watched	Finish the sentence: Yesterday I didn't ...	 went	Did you read a book last week ?	 ate
I did my homework.	I watched TV.	Yesterday I didn't study English.	I went shopping.	Yes I did. I read a book about animals.	I ate lunch.

Lesson 4

Writing



Combine the following words

kind + ness

= Kindness

fit + ness

= Fitness

sad + ness

= Sadness

sick + ness

= Sickness



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

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

Where did you go?

I went to the Red Palace.

Who did you go with?

I went with my family and friends.

What was it built for?

It was built to protect Kuwait and its people.

Why do people visit it now?

People visit it to learn about Kuwait's history and the brave people who defended it.

Writing checklist

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



Title: A Trip to the Red Palace

I went to the Red Palace with my friends. We were very excited to visit this old and famous place. The palace was built to protect Kuwait and its people. I learned many things about the brave soldiers who fought there. The building is big and beautiful with red walls. I felt proud of Kuwait's strong history.

Lesson 5

Listening

I will learn:

ancient, ruin, temple, Greek, heritage, touristic
Present simple tense

Before you listen

Have you been to Failaka Island?



Listen and tick ✓ or ✗



1. Failaka Island has modern schools.
2. Miss Amal says that Failaka is the treasure of Kuwait.
3. Failaka Island is a touristic place.



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

1. Failaka Island is known for its

a. malls

b. ruins

c. towers

d. beaches

2. One of the oldest cultures on Failaka was

a. Dilmun

b. Egyptian

c. Kuwaiti

d. Greeks

3. Visiting Failaka helps people learn about Kuwaiti

a. sport

b. technology

c. culture

d. museum

Lesson 7

Pronunciation



Look, read and circle the correct pronunciation

 /iz/

teaches - spices

 /s/

guests - fights

 /z/

battles - symbols

Greeks /iz/ /s/ /z/

dishes /iz/ /s/ /z/

plays /iz/ /s/ /z/

books /iz/ /s/ /z/

Spelling



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

have ✂ 've 

have not ✂ haven't

has ✂ 's 

has not ✂ hasn't



I have = I've

you have not = you haven't

we have = We've

they have not = they haven't



she has = she's

he has not = he hasn't

it has = it's

it has not = it hasn't

I have → I've

he's → he has



Rewrite the sentences using the short form

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

She's visited Bayt Abdullah.

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

They've written their homework.

Lesson 8

Reading

I will learn:

education, recite, teach/taught, honour
Past simple tense



Before you read



What tools did students use to study in the past?



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



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

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

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

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



Read again, then answer the following question

- Why do people in Kuwait remember Mutawa Halima today?

Because she was a great teacher who taught children the Quran and helped many girls and boys learn in the past.

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



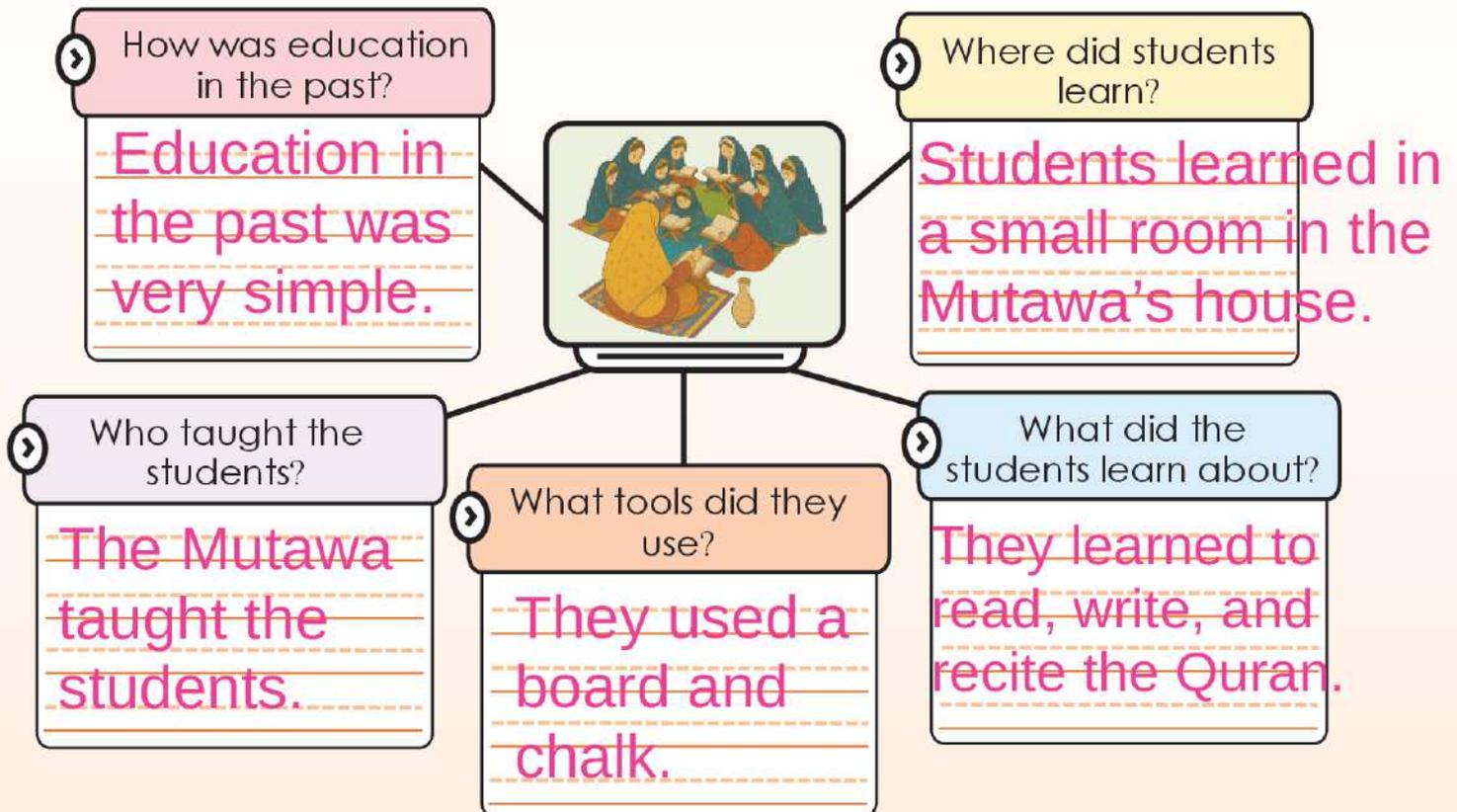
Lesson 9

Writing



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

simple – room – mutawa – use – board – Quran



Title: Education in the Past

In the past, education in Kuwait was very simple. Students learned in a small room in the Mutawa's house. The Mutawa was the teacher who taught them. They used a board and wrote with chalk. Students learned to read, write, and recite the Quran. Everyone respected the Mutawa for teaching them good values.

Editing Checklist

Punctuation (Capitals – Full stop)



Spelling



Grammar



Progress Test

Reading

Vocabulary

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

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

a. symbol

b. education

c. ruin

d. care

2. Parents their children from danger.

a. recite

b. honour

c. protect

d. fight

3. Kushk Mubarak is a place in Kuwait.

a. sharp

b. historical

c. light

d. patient

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

a. battles

b. centers

c. guests

d. spices



Progress Test

Reading

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

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

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

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

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

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

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

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

4. felt hungry.

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

B) Answer the following questions

1. Who went on the touristic trip?

Nasser, Adel, and Ali went on the touristic trip.

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

People can eat traditional food in Al-Mubarakiya restaurants.

Progress Test

Writing

Grammar

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

1. Have you ever a camel?

a. see

b. seen

c. saw

2. Mona like painting. She likes skipping.

a. don't

b. didn't

c. doesn't

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

a. taught

b. teaches

c. teach

4. Ali hasn't his homework.

a. wrote

b. written

c. write

Spelling

A) Write the missing words to complete the sentences

1. Ancient **people**



lived on Failaka Island.

2. Ahmed ... **recites**



the Quran very well.

B) Combine the following

1. happy + ness = **Happiness**

2. dark + ness = **Darkness**

Progress Test

Writing

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

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

1. Where did you go?

I went to Failaka Island.

3. Who did you go with?

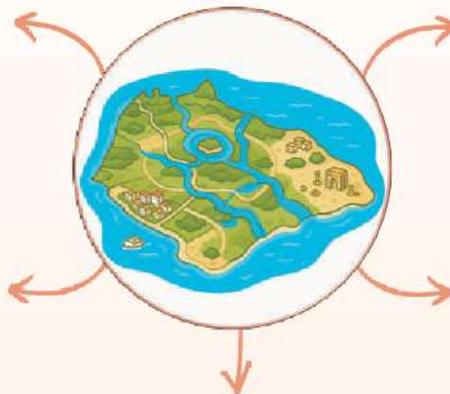
I went with my family.

2. How did you go there?

I went there by boat.

4. What did you see there?

I went with my family.



5. How did you feel?

I felt excited.

Title: A Holiday on Failaka Island

Last holiday, I went to Failaka Island. I went there by boat with my family. We saw old ruins and beautiful places. I felt very excited to learn about Kuwait's history. We walked around the island and took many pictures. It was a wonderful and fun holiday!



MY COUNTRY

 Location



 Flag



 Facts

Capital city: Kuwait City

Currency: Kuwaiti Dinar (KWD)

Religion: Islam

Language: Arabic

A Traditional Dish

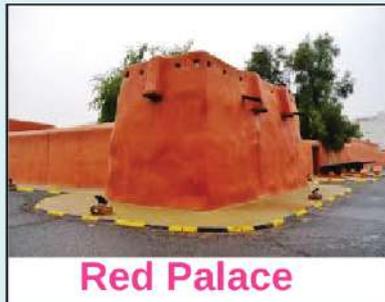


Machboos



Sheikh
Mubarak
Al-Sabah

A Famous Historical Person



Red Palace

A Historical Landmark



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

Minimum words to be taught

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



“Our Treasures of Kuwait” song



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

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

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

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



Unit 2

From Our Heritage to Our Future



Learning Outcomes

Listening and Viewing:

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

Speaking and Representing:

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

Unit

2

From Our Heritage to Our Future



Learning Outcomes

Reading and Viewing:

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

Writing and Representing:

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



Lesson 1

Listening

I will learn:

necklace, something, thoub, everything, anything, busy, market



Before you listen

What can you buy from Souq Al-Mubarakiya?



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



1. Mum wants to go to

a. Souq Al-Mubarakiya

b. the mall

c. the food market

2. Noura wanted to buy

a. fish

b. a necklace

c. a thoub

3. Shopping in Souq Al-Mubarakiya was

a. fun

b. beautiful

c. fresh



Listen again, then answer the following questions

1. Who wants to buy a pearl necklace?

Mum _____

Lesson 2

I will learn:

anything / something

Grammar

Look and say



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

Yes, I want cupcakes, please?

+ something | **-** anything **?**



Fill in the blanks with (something or anything), then ask and answer



Is there **anything** ___ in the bag?



No, there isn't **anything** ___



Did you find **anything** ___ to wear for the event?

Yes, I found **something** to wear.



Speaking

What is in the mystery box? Use something and anything

Do you think there's **anything** alive in there?



Yes, there's **something** alive in there.

Lesson 3

Reading

I will learn:

weaving, artist, information, train,
share, library
Prepositions of place



Before you read

What do you know about Sadu?



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

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

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



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



Answer the following question

- What do people learn in Al-Sadu House?

People learn weaving and about Kuwait's traditional weaving heritage at Al-Sadu House.

Lesson 4

Writing



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

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

1. Where is Al-Sadu House?

Al-Sadu House is on Arabian Gulf Street.



2. How did you go there?

I went there by bus.

3. Who did you go with?

I went with my teacher.

4. What did you see there?

I saw a museum and many weaving tools.

5. What did you learn?

I learned about weaving and Kuwaiti traditions.

Writing checklist

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



Title: A Visit to Al-Sadu House

Last week, I visited Al-Sadu House on Arabian Gulf Street. I went there by bus with my teacher. At the house, I saw a beautiful museum that showed old weaving tools and handmade fabrics. I learned a lot about weaving and Kuwait's traditional crafts. It was a wonderful experience that helped me understand our culture better.

Lesson 5

Listening

I will learn:

sure, mud, Al-Katateeb, bright

Before you listen

Name three old places and three modern places in Kuwait



Listen and tick ✓ or ✗



- 1. Kuwait in the past was small and quiet.
- 2. Al-Mubarakiya School is a museum today.



Appreciate modern and traditional lifestyles



Listen again, then complete the fact file about Kuwait

Kuwait	Places	Schools	Buildings
Past	1. Dickson House 2. <u>Al-Sadu House</u>	1. <u>Al-Qattatib</u> 2. Al-Mubarakiya School	1. Al-Sadu House 2. <u>Houses made of palm leaves and mud-No tall buildings</u>
Now	1. Al-Shaheed Park 2. <u>Al-Salam Palace Museum</u>	1. <u>Modern large schools</u> 2. <u>Smart boards, art classes, computer labs</u>	1. Al-Hamra Tower 2. <u>Al-Asima Mall</u>

Lesson 6

Grammar

I will learn:

Coordinating conjunctions 'and' and 'but'



Look and say

"and" is used to join two sentences.



There is a library.



There is a restaurant.

There is a library **and** a restaurant.



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



There is a hotel.



There isn't a store.

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



Complete the sentences with and/ but

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

Speaking



Play with your friend and complete the sentences



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

Lesson 7

Reading

I will learn:

plan, activity, village, remember
Going to for future plans



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

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

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



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

a. A Visit to Alblajat

b. A Trip to Kuwait

c. Shopping in the Avenues

d. A Visit to "Youm Al-Bahar"

2. The underlined word **It** in line 7 refers to

a. laban

b. chicken

c. JACC

d. machboos

3. The opposite of the underlined word **traditional** in line 4 is

a. old

b. young

c. modern

d. fun



Answer the following question

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

Hussain is going to the new beach to watch the sunset.

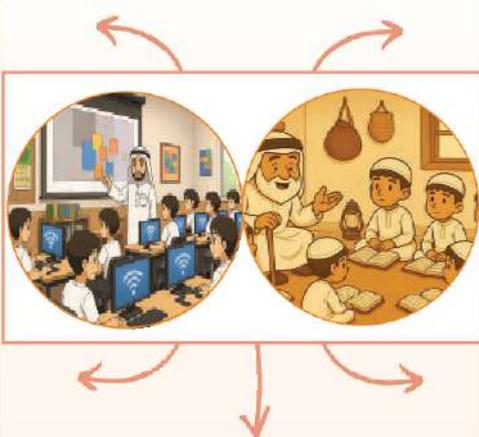
Lesson 8

Writing



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

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

1. Where did children learn in the past? Children learned in Al-Katateeb or at home in the past.		2. What did they learn? They learned to read and write, and they also learned to read the Quran.
3. Where do children learn nowadays? Nowadays, children learn in modern schools.		4. What do children learn in schools now? Children learn math, English, science, and computer science in schools now.
	5. What is your favourite subject? My favorite subject is computer science because I like learning about technology.	

Title: Old and New Schools

In the past, children learned in Al-Katateeb or at home. They studied reading, writing, and the Holy Quran. Nowadays, children learn in modern schools with many classrooms and teachers. They study different subjects such as math, English, and computer science. Modern schools have computers and help students learn new skills. My favorite subject is computer science because I love technology.

Lesson 9

I will learn:

knock, knit, joyfully, happily

Pronunciation

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

Examples: know- knock- Knife – Knit



Complete the following sentences then read them aloud

1. Mum heard a knock on the door.



2. We use a knife to cut vegetables.



3. My grandmother likes to knit.



Spelling



Add "ly" to change an adjective into an adverb

Examples: joyful+ly = joyfully

happy+ly = happily



Combine the following words

We live happily and safely in Kuwait.

excited + ly = Excitedly

special + ly = Specially

amazing + ly = Amazingly

wonderful + ly = Wonderfully



Progress Test

Reading

Vocabulary

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

1. My sister and I are for the weekend.

a. planning

b. knocking

c. sharing

d. knitting

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

a. busy

b. sure

c. bright

d. quiet

3. Mum bought a beautiful for Eid.

a. necklace

b. artist

c. mud

d. village

4. Knitting and are traditional arts.

a. thoub

b. activity

c. weaving

d. information

Progress Test

Reading

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

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

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

B) Answer the following questions:

1. What is the Green Island?

The Green Island is a man-made island in Kuwait City.....

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

To celebrate National Day and Liberation Day.....

Progress Test

Writing

Grammar

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

1. Have you got blue to wear?

a. something

b. anything

c. everything

2. My father is going toto Dubai next week.

a. travels

b. travelling

c. travel

3. The boys are playing the school.

a. between

b. on

c. in front of

4. We should rest get some sleep.

a. or

b. but

c. and

Spelling

A) Write the missing words to complete the sentences

1. I bought a red **dress** from Al-Mubarakiya.



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



B) Combine the following

1. joyful + ly = **Joyfully**

2. enjoy + ed = **Enjoyed**

Progress Test

Writing

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

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

1. Where are you going to go?
I am going to go to The Avenues Mall.

3. How are you going to go?
I am going to go by car.



2. When are you going to go?
I am going to go next week.

4. Who are you going with?
I am going with my mother.

5. What are you going to buy?
I am going to buy clothes and an iPad.

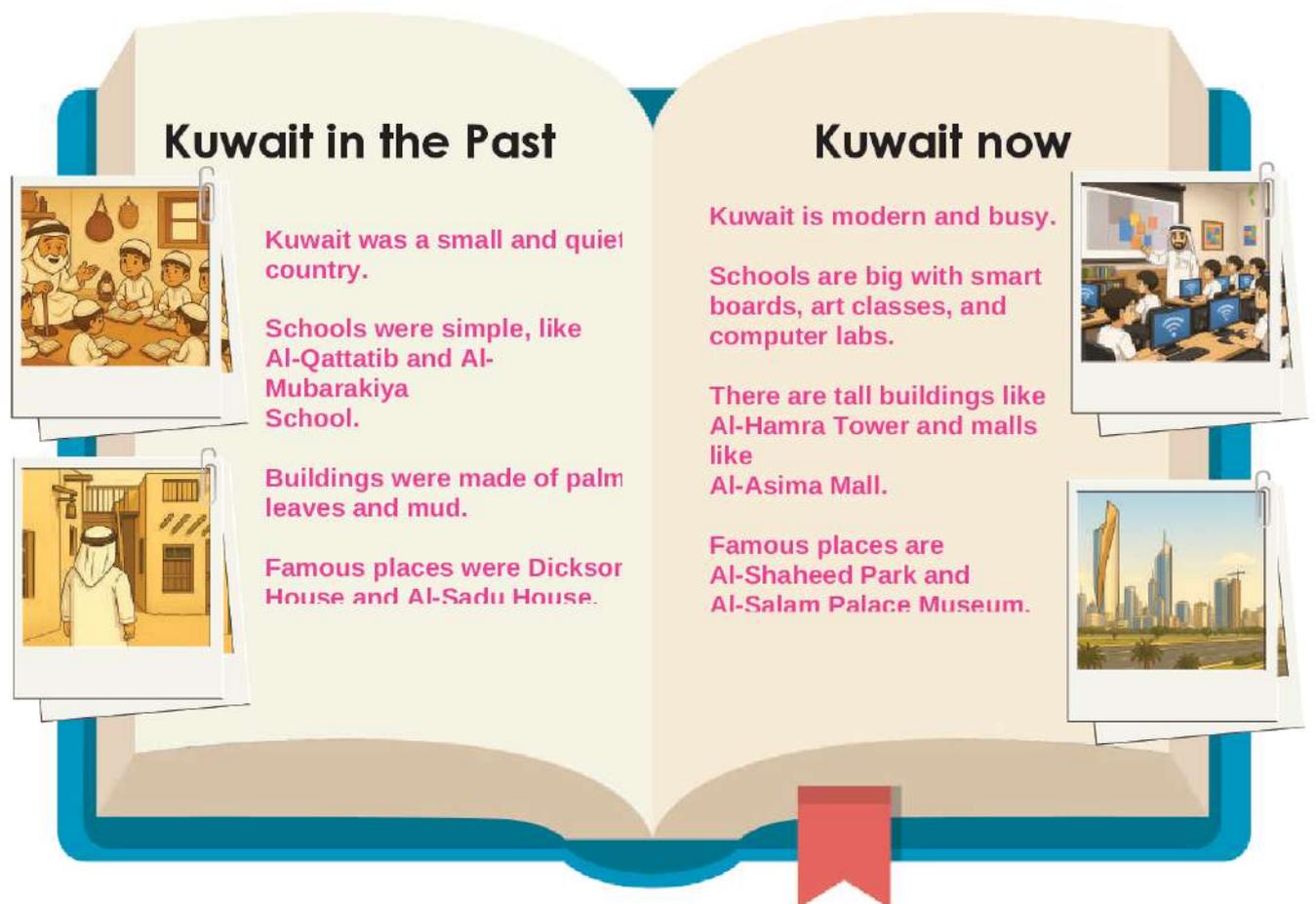
Title: My Visit to The Avenues Mall

Next week, I am going to go to The Avenues Mall with my mother. We are going to go by car. The Avenues is a big and beautiful shopping mall in Kuwait. It has many shops, restaurants, and cafés. I am going to buy some new clothes and an iPad. My mother is going to buy some gifts for the family. After shopping, we are going to eat lunch at a nice restaurant. I am very excited because I love spending time with my mother at The Avenues Mall.

② Project 2



Kuwait's Photo Album



What to do:

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



Minimum words to be taught

No	word	part of speech	lesson
1	necklace	noun	1
2	something	pronoun	1
3	thoub	noun	1
4	everything	pronoun	1
5	anything	pronoun	1
6	busy	adjective	1
7	market	noun	1
8	weaving	noun	3
9	artist	noun	3
10	share	verb	3
11	information	noun	3
12	train	verb	3
13	library	noun	3
14	sure	adjective	5
15	mud	noun	5
16	Al-Katateeb	noun	5
17	bright	adjective	5
18	plan	verb	7
19	activity	noun	7
20	village	noun	7
21	remember	verb	7
22	knock	verb	9
23	knit	verb	9
24	joyfully	adverb	9
25	happily	adverb	9



“I am going... I am not going” song



I'm going to the Souq today,
I'll see the fish and watch them play.
I'm going to buy some tasty bread,
And smile with Mum as we walk ahead!

I'm not going to eat too many chips,
I'll choose bananas and apple dips.

I'm not going to sit all day,
At Shaheed Park, I'll run and play!



Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Three Exploring the Weather	<ul style="list-style-type: none"> • Talking about the weather • Giving advice • Expressing possibility • Talking about factual information 	<ul style="list-style-type: none"> • Coordinating conjunctions: 'so' and 'or' • Modal verb 'should and 'have' to for giving advice • Modal verb 'might' for expressing possibility 	<ul style="list-style-type: none"> • Weather and climate • Weather forecast 	<ul style="list-style-type: none"> • Caring for the environment • Awareness of safety • Responsibility in emergencies 21st Century Skills • Critical Thinking • Problem-Solving • Information Literacy 	<ul style="list-style-type: none"> • Stay Safe, Stay Smart
Project	<ul style="list-style-type: none"> • Weather Forecast Report 				

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	Values	Songs
Unit Four Read To Explore	<ul style="list-style-type: none"> • Talking about events in the past • Expressing gratitude • Talking about books • Expressing likes and dislikes 	<ul style="list-style-type: none"> • Too and enough • Past simple • Sequence adverbs • Modal verb: would/ wouldn't 	<ul style="list-style-type: none"> • Books • Reading 	<ul style="list-style-type: none"> • Kindness • Gratitude • Generosity • Show Respect for learning <p>21st Century Skills</p> <ul style="list-style-type: none"> • Communication • Empathy • Self-expression 	<ul style="list-style-type: none"> • Open a book and fly
Project	<ul style="list-style-type: none"> • Book Report 				

Unit

3 Exploring the Weather



Learning Outcomes

Listening and Viewing:

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

Speaking and Representing:

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

Unit

3 Exploring the Weather



Learning Outcomes

Reading and Viewing:

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

Writing and Representing:

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



Exploring the Weather

Lesson 1

Listening

I will learn:

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

Modal verb 'should' for giving advice



Before you listen

What would you do to know about the weather forecast?



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



1. Hamad is going fishing

a. early in the morning

b. late in the evening

c. in the afternoon

d. at night

2. Grandfather thinks chicken sandwiches are

a. hot

b. good

c. delicious

d. important



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

Morning

Taking hats and water suggests that the morning weather will be sunny and hot.



-sunny and hot-

Afternoon



-Sky will be clear

Evening



-Strong winds-

-Might be humid

Progress Test

Writing

Grammar

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

1. You have to indoors in a dusty weather.

a. staying

b. stay

c. stayed

2. I felt cold, I wore my jacket .

a. so

b. or

c. but

3. The weather is cloudy. It might..... today.

a. rain

b. raining

c. rained

4. You should carefully on a slippery road .

a. driving

b. drive

c. drove

Spelling

A) Write the missing words to complete the sentences

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

2. Don't forget to take the **fishing rod**



B) Combine the following

1. carry + ed = **Carried**

2. live + ed = **Lived**

Progress Test

Writing

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

went – family – sunny – wore – sunscreen – boat

1. Where did you go yesterday? I went to the beach yesterday.		2. Who did you go with? I went with my family.
3. What was the weather like? The weather was sunny and warm.	5. What did you do on the beach? We played in the sand, swam in the sea, and rode a boat together.	4. What did you do to protect yourself from the sun? I wore sunscreen to protect myself from the sun.

Title: A fun Day at the Beach.

Yesterday, I went to the beach with my family. The weather was sunny and warm, perfect for a day outdoors. Before going out, I wore sunscreen to protect my skin from the sun. We spent time building sandcastles, swimming in the clear water, and riding a boat near the shore. Everyone laughed and had a great time together. It was truly a fun and relaxing day on the beach.

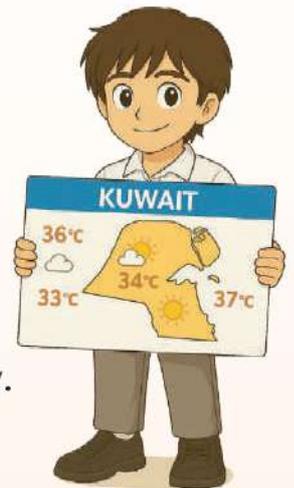
3 Project 3



The Weather Forecast Report

Instructions:

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



Sunday	Monday	Tuesday	Wednesday
			
<p>It was sunny and warm, with a temperature of 30°C and humidity of 62%. I went swimming.</p>	<p>Cloudy with a temperature of 29°C and humidity of 60%. I stayed indoors and read a book.</p>	<p>Rainy with a temperature of 27°C and humidity of 70%. I played board games at home.</p>	<p>Sunny with a temperature of 31°C and humidity of 58%. I went for a walk in the park.</p>
Thursday	Friday	Saturday	
			
<p>Partly cloudy with a temperature of 30°C and humidity of 61%. I drew pictures outside.</p>	<p>Windy with a temperature of 29°C and humidity of 55%. I flew a kite in the garden.</p>	<p>Sunny and hot with a temperature of 32°C and humidity of 60%. I went to the beach with my family.</p>	



Minimum words to be taught

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



“Stay Safe, Stay Smart” Song



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

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

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

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

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

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

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

Stay safe, stay smart,

Care for the world, do your part!

Check the weather, look around,

Stay safe and strong — safe and sound!



Unit

4 Read To Explore



Learning Outcomes

Listening and Viewing:

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

Speaking and Representing:

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

Unit

4

Read To Explore



Learning Outcomes

Reading and Viewing:

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

Writing and Representing:

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



Read To Explore

Lesson 1

Listening

I will learn:

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

Past tense

adverb of sequence: First/ Next/ After
That/ Finally

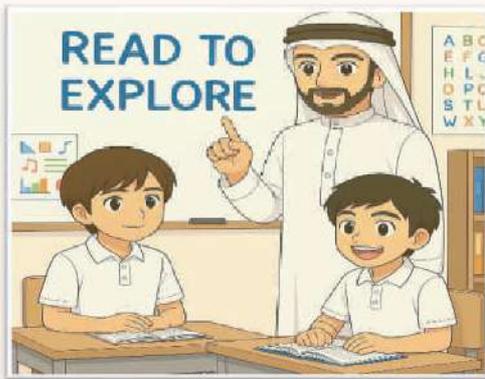


Before you listen

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



Listen and tick ✓ or x



09:00 in the morning

1. The students arrived at Mishref book fair in the afternoon.



2. Hamad bought a dictionary and a story book.



3. Fahad and Hamad met a famous author during their trip.



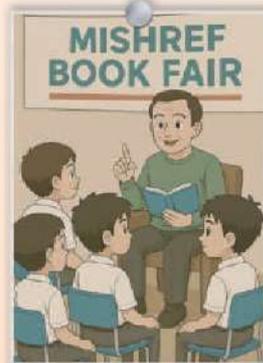
Listen again to reorder the events, then retell



Third



First



Second



Fourth

Lesson 2

Grammar

I will learn:

scary
too / enough



Ask and answer

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



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



Read and complete using "too / enough"

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



2. They are **too** small. They aren't big **enough** to wear.



3. She is **too** young. She isn't old **enough** to travel alone.



Speaking



Talk about the pictures using "too / enough"



The dirty shirt is too dirty to wear, but the clean shirt is clean enough to wear.



The old man is too old to run fast, but the boy is not old enough to run fast.



The big ball is too big to carry, but the small ball is small enough to carry.

Lesson 3

Reading

I will learn:

reader, understand, fluently, calm, expression, curious



Before you read

Why do we read?



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

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

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

a. Reading Stories

b. Treasures of Reading

c. A Visit to a Library

d. Learning is Fun

2. The underlined word **It** in line 11 refers to

a. reading

b. book

c. day

d. life

Today's reader
Tomorrow's
leader



Read again then, answer the following questions

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

You can set aside time every day to read for a few minutes.

2. How do good readers speak?

Good readers speak fluently with expressions.

Lesson 4

Writing

-  Fill in the graphic organiser then, use it to write a paragraph about “A Day at the Book Fair”. The following guide words may help you

book fair - buy - adventure books - help - information - happy

1. Where did you go last Monday?

I went to the book fair last Monday.

3. What kind of books did you buy?

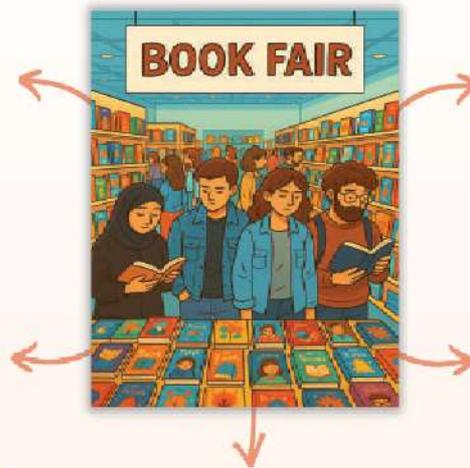
I bought some adventure books because I enjoy exciting stories.

2. What did you do there?

I looked at many books and talked to people who helped me find information.

4. Why do you think reading is important?

I think reading is important because it helps us learn new things and use our imagination.



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

At the end of the day, I felt very happy and excited with my new books.

Writing checklist

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



Title: A Fun Day at the Book Fair

Last Monday, I went to the book fair. There were many stalls full of interesting books. I looked around and talked to people who helped me find information about the books I liked. I decided to buy some adventure books because I love exciting stories. I believe reading is important because it helps us learn new things and grow smarter. At the end of the day, I felt very happy and excited with all the books I bought.

Lesson 5

Listening

I will learn:

shy, clearly, cover, page, glad, discuss
Past tense



Before you listen

What's your favourite hobby?



Listen and tick ✓ or ✗



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



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

1. The girls joined the club

a. last month

c. last year

b. last week

d. yesterday

2. At the reading club Noura and Reem

a. wrote a song

c. spoke about their holiday

b. did a project

d. made a video

Lesson 6

Grammar

I will learn:

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



Ask and answer



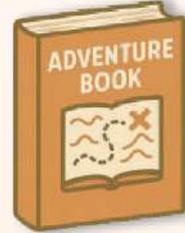
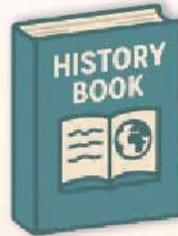
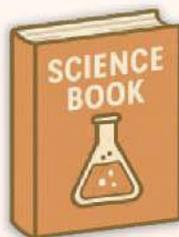
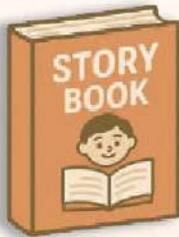
How **would** you **like** to travel?



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



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



1- She **would like** to **read** a storybook. It's exciting.
She **wouldn't like** to **read** a scary book. It's too scary.

2- We **would like** to **read** a science book. It's interesting.
~~We wouldn't like to read a history book. It's boring.~~

3- They **would like** to **read** an adventure book. It's fun.
~~They wouldn't like to read a scary book. It's too frightening.~~

Speaking



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

I would like to run.

I wouldn't like to play basketball.

I would like to read.

I wouldn't like to swim.

I would like to go fishing..

I wouldn't like to ride a bike.



It's healthy.



It's boring..



It's useful..



It's dangerous.



It's fun.



It's difficult.

Lesson 7

Reading

I will learn:

traveller, surprise, kindness



Before you read

Talk about your favourite story.



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

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

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

- The **best title** for the passage could be
 - The Magic Apple
 - The Small Village
 - The Healthy Basket
 - The Kind Girl
- The underlined word **it** in line 4 refers to
 - village
 - apple
 - food
 - door



Read again, then answer the following questions

- Where did Sara live?

~~Sara lived in a small village with her grandmother.~~-----

Lesson 8

Writing

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

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

1. What is your favourite book?

My favorite book is the Holy Quran.

3. Who helps you to understand it?

My teacher helps me to understand it.

2. When do you read it?

I read it every day, especially in the morning and before sleeping.

4. What does Quran teach you?

The Quran teaches me to be kind, honest, and to do good deeds.

5. How do you feel after reading Quran?

I feel peaceful, happy, and close to Allah after reading the Quran.



Writing checklist

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

Title: ~~My favorite book is the Holy Quran.~~

My favorite book is the Holy Quran. I read it every day, especially in the morning and before going to bed. My teacher helps me to understand its meaning and teachings. The Quran teaches me to be kind, honest, and patient. It also shows me how to live a good and peaceful life. After reading the Quran, I feel calm, happy, and close to Allah.

Lesson 9

Pronunciation

I will learn:

cough, tough

The sound /f/ can be written in different forms

f	ph	ough
flower	photo	enough



Read these words aloud

enough – cough – tough



Before then fill in the missing letters

Farah had a bad cough. Her father phoned



the doctor. After two days, she felt well. Her friends



brought her a nice gift. It was a photo  frame. She couldn't

thank them enough.



Combine the following words

1. imagine + tion = imagination

2. travel+ er = Traveler / Traveller

3. clear + ly = Clearly

4. fluent + ly = Fluently

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

1. My favourite wrote a new story.

a. author

b. summary

c. cover

d. booth

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

a. turn

b. understand

c. knock

d. join

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

a. scary

b. shy

c. shiny

d. curious

4. Please, talk so everyone can understand you.

a. happily

b. clearly

c. too

d. enough

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

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

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

a. A Science Book

b. Gulliver's Story

c. A Small Island

d. A Good Reader

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

a. drinks

b. food

c. people

d. sailors

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

a. dark

b. bright

c. shiny

d. big

B) Answer the following questions:

1. What is Noura's favourite book?

Noura's favorite books are storybooks — she likes reading all kinds of books, but storybooks are her favorite.

2. Who was Gulliver?

Gulliver was a famous sailor who traveled to different countries. In the story, he sailed to an island where the people were very small but kind and friendly.

Grammar

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

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

- a. fluently b. carefully **c. too**

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

- a. looking **b. looked** c. looks

3. Salem would like to the book fair.

- a. visit** b. visited c. visiting

Spelling

A) Write the missing words to complete the sentences

1. Yesterday, I read a **scary** book.



2. I have a strong **cough**



B) Combine the following

1. clear + ly = **clearly**

2. travel + er = **Traveler**
American English

✓ **Traveller**
British English

Progress Test

Writing

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

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

1. When did you go to the National Library?

I went to the National Library on Thursday.

3. What did you see there?

I saw many books and pictures about Kuwait's history.



2. Who did you go with?

I went with my friend.

4. Which book did you read?

I read a book about Kuwait's history.

5. How did you feel?

I felt proud of my country.

Title: A visit to Kuwait National Library

Last Thursday, I went to the Kuwait National Library with my friend. We saw many books and beautiful pictures about Kuwait's history. I read a book about Kuwait's history and learned many interesting things. I felt very proud of my country.



NAME: _____ DATE: _____

My Book Report

Name of the Book: Gulliver's Travels	The Author: Jonathan Swift	Genre: Adventure / Satire
Publication Date: 1726	Number of Pages: one page	Date Finished:

SUMMARY

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

Gulliver is a traveler who sails to many strange lands. In Lilliput, he meets tiny people and learns about their ways. In Brobdingnag, he encounters giants and sees the world from a new perspective. He also visits other unusual places with talking horses and strange societies. Through his adventures, Gulliver reflects on human nature and society.

CHARACTERS

Main Character:

Name and Description:

Gulliver:
a curious, intelligent traveler who experiences many adventures.



Instructions:

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