



State of Kuwait
Ministry of Education



Modified FUN WITH English

Pupil's Book



Grade
5A



State of Kuwait
Ministry of Education



Modified FUN WITH English

Pupil's Book



LONGMAN

Viv Lambert

Grade
5A

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PDF BOOK



SHARE ON EVALUATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



H.H. Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah
The Amir of the State of Kuwait



H.H. Sheikh Nawaf Al-Ahmad Al-Jaber Al-Sabah
The Crown Prince of the State of Kuwait

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Synopsis 5A

Unit title	Specific Competences to be developed				Speech Acts	Language Structure	
1. Our Heritage, Our Pride	L	S	R	W	<ul style="list-style-type: none"> • Making polite requests • Talking about the past • Asking for and giving information • Asking and answering questions about events in the past and the present 	Vocabulary	<ul style="list-style-type: none"> • Failaka • Kuwait in the past • Traditional games
	<u>1.1</u>	<u>2.1</u>	<u>3.1</u>	<u>4.1</u>		Grammar	<ul style="list-style-type: none"> • Present simple • Past simple • Present perfect • Suffixes
	1.2.1	2.2	<u>3.2</u>	4.2			
	<u>1.2.2</u>	<u>2.3</u>	3.3	<u>4.3</u>			
	1.3	2.4	3.4	4.4			
	<u>1.4</u>						

Unit title	Specific Competences to be developed				Speech Acts	Language Structure	
2. From Old to New	L	S	R	W	<ul style="list-style-type: none"> • Talking about shopping • Making plans for the future • Describing places and location • Asking and answering questions about events in the past and present 	Vocabulary	<ul style="list-style-type: none"> • Shopping • Schools in the past • Communication
	1.1	2.1	<u>3.1</u>	4.1		Grammar	<ul style="list-style-type: none"> • Anything, something • Coordinating conjunctions: 'and' and 'but' • Past simple • Prepositions of place • 'going to' for future plans
	<u>1.2.1</u>	<u>2.2</u>	<u>3.2</u>	<u>4.2</u>			
	1.2.2	<u>2.3</u>	<u>3.3</u>	4.3			
	<u>1.3</u>	2.4	3.4	<u>4.4</u>			
	1.4						

Unit title	Specific Competences to be developed				Speech Acts	Language Structure	
3. Weather and Climate	L	S	R	W	<ul style="list-style-type: none"> Talking about events in the past Talking about the weather Giving advice Expressing possibility Talking about factual information 	Vocabulary	<ul style="list-style-type: none"> Weather and climate Weather forecast
	<u>1.1</u>	<u>2.1</u>	3.1	4.1		Grammar	<ul style="list-style-type: none"> Past simple Coordinating conjunctions: 'so' and 'or' Modal verb 'should' for giving advice Modal verb 'might' for expressing possibility
	1.2.1	<u>2.2</u>	<u>3.2</u>	<u>4.2</u>			
	1.2.2	2.3	<u>3.3</u>	4.3			
	<u>1.3</u>	<u>2.4</u>	3.4	<u>4.4</u>			
	1.4						

















Unit title	Specific Competences to be developed				Speech Acts	Language Structure	
4. Read to Lead	L	S	R	W	<ul style="list-style-type: none"> Talking about events in the past Expressing gratitude Talking about books Expressing likes and dislikes 	Vocabulary	<ul style="list-style-type: none"> Reading Books Charity
	1.1	<u>2.1</u>	<u>3.1</u>	<u>4.1</u>		Grammar	<ul style="list-style-type: none"> Too and enough Past simple with sequence adverbs Modal verb: would/ wouldn't
	<u>1.2.1</u>	<u>2.2</u>	3.2	<u>4.2</u>			
	1.2.2	2.3	3.3	4.3			
	<u>1.3</u>	<u>2.4</u>	<u>3.4</u>	<u>4.4</u>			
	1.4						

N.B: The underlined SCs. have to be mainly developed throughout each unit.

(They have the main stress in the teaching / learning process)

Icon Guide

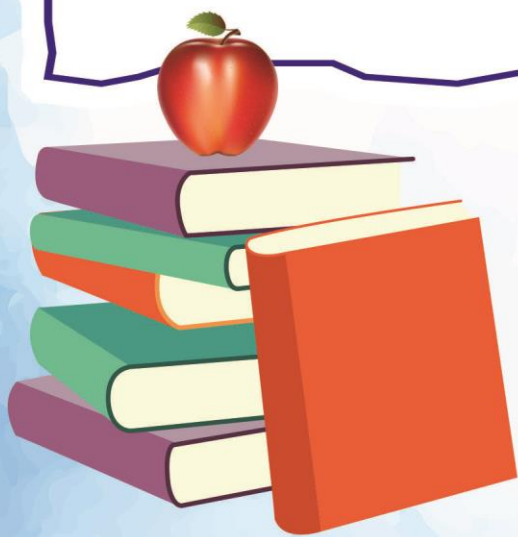
					
					
					
					
					
					
					
					
					
					

No.	Icon	Description	No.	Icon	Description
19		Notebook	27		Writing tip
20		Dictionary	28		Pronunciation
21		Prsentation	29		Project
22		Interview	30		Graphic organizer
23		Critical thinking	31		Extension
24		Creative thinking	32		QR code
25		Listening tip	33		Did you know?
26		Speaking tip	33		Spelling

This image shows a full page of white paper with horizontal dashed lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

The background is a light blue and white marbled pattern. It is decorated with various school-related icons: a soccer ball in the top left, a paperclip at the top, a pencil on the left, a star on the left, a ruler on the left, a DNA helix on the right, a calculator on the right, a pencil on the right, a pair of scissors at the bottom right, and a stack of books at the bottom left.

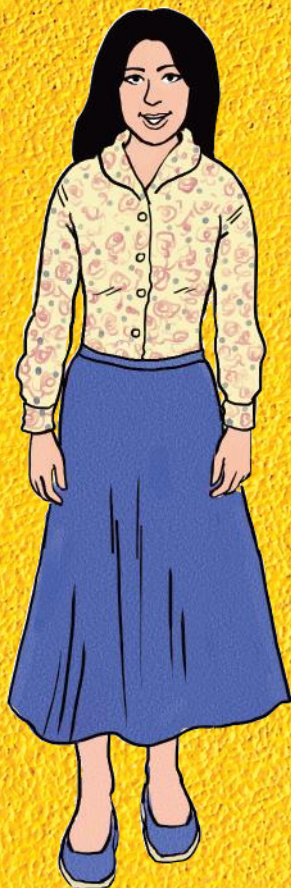
This book belongs to



Let's Meet
**Our
Characters**



Sara



Yasmeen



Nasser

Unit 1

Our Heritage, Our Pride



We will learn:

- Making polite requests
- Talking about the past
- Asking for and giving information
- Asking and answering questions about events in the past and the present

"I'm very proud of my heritage." – Wilford Brimley

Unit 1

Our Heritage, Our Pride

Lesson 1

Listening

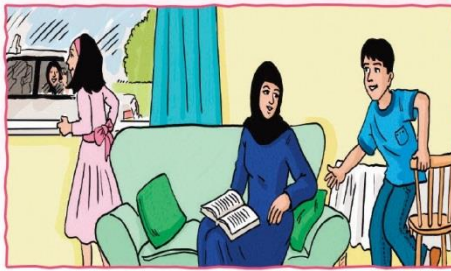


Hello! I'm Fahad.

Why do you think people travel abroad?



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



1- Yasmeen is Sara and Nasser's :

- a. mother
- c. grandparent

- b. aunt
- d. friend

2- The opposite of the word 'heavy' is :

- a. fine
- c. light

- b. lovely
- d. long

3- Aunt Yasmeen came to Kuwait to:

- a. **study** Science at Kuwait **University**
- c. help Nasser with his homework

- b. buy a new computer
- d. stay with her grandparents



Listen to the recording again and answer the questions below

1- Which word shows that Sara is excited?

.....

2- Why won't Nasser carry the heavy bag for a long time?

.....

**DO YOU ?
KNOW**

It takes you about 11 hours and 30 minutes to travel from Kuwait to Canada by plane.

Lesson 2

Reading



Before you read

Refer to the pictures and discuss the following:

- Do you know where these places are?
- What do you know about them?



The Red Palace



Al Shamiya Old Gate



Read the descriptions below, then choose a name for the app

•Modern Kuwait

•Schools in Kuwait

•Kuwait Tourist Guide



Dickson House was built in 1870. The Dickson family lived there for many years. There are 30 rooms in the house. A hundred and fifty years ago, people didn't have electricity, but they had paraffin lamps to light their houses.

Al-Mubarakiyah Market is one of the oldest **touristic** markets in Kuwait. It was the **centre** of buying and selling in old Kuwait. People bought everything from there.



The Sadu House is an artistic place in Kuwait, mainly built to save the heritage of sadu weaving. People in old Kuwait didn't have cloth factories. They wove sadu to make clothes, bags, carpets and mats.



Read the clues, then identify the places

- 1- You can shop and buy many things there:
- 2- You can see different types of traditional weaving there:
- 3- You can learn about how people lived in the past there:



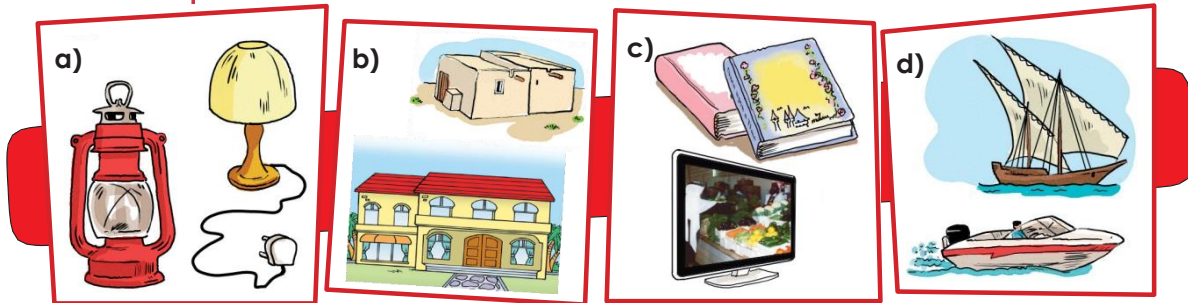
Surf the internet to get more information about some other touristic places in Kuwait and discuss them with your classmates.

Lesson 3

Speaking



Look and talk about the pictures to make sentences about people in the past



People in the past **didn't** **have** electricity. They had paraffin lamps.

a.

b. They

c. Kuwaitis

d. They

Writing



Fill in the graphic organizer, then write a paragraph about 'Life in Old Kuwait' using the toolkit and the pictures



Food

fresh fish
raw vegetable



Jobs

.....
.....



Clothes

.....
.....



Games

.....
.....

Toolkit

- dive / catch
- Fishermen/ pearl divers
- eat
- wear / thobe / bisht
- play / Al-Derbaha / Al-Hajlah
- simple

Writing Checklist

Punctuation marks	<input type="checkbox"/>
Spelling	<input type="checkbox"/>
Word choice	<input type="checkbox"/>

Lesson 4

Listening

Before you listen



Refer to the map below and answer the following questions

- How many islands are there in Kuwait? Name them.
- What is the biggest island in Kuwait?
- What is the smallest island in Kuwait?

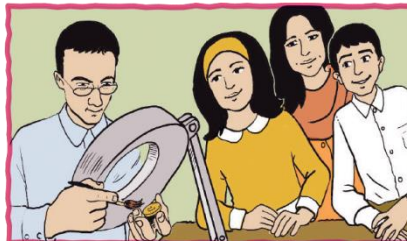


Listen to the recording and answer the questions below

Listening tip



Make sure to take notes while listening



- 1- Where is Failaka Island located?
- 2- Have Nasser and Sara ever visited the temples?
- 3- Why was Nasser excited?

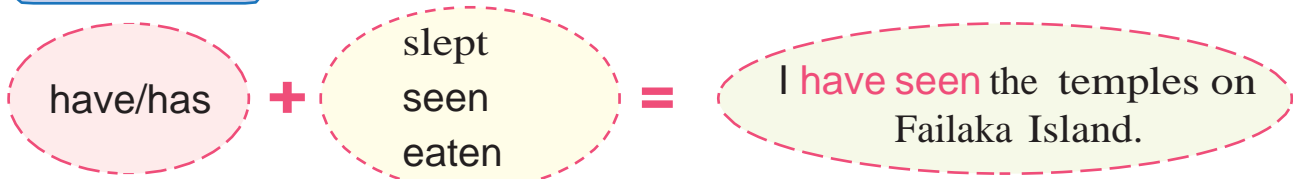


Listen to the recording again and mention things that refer to the Ancient Greeks on Failaka Island

- **Pots**.....
-
-

Lesson 5

Grammar



My sister **has done** her homework.

Speaking



Use the correct form of the following verbs to ask your partner about the pictures below

Speaking tips

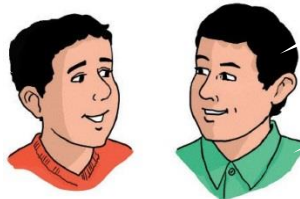
Don't forget to use the correct tense of the verb



Have you ever been to England?







play – find – write – see



Yes, I have.

No, I haven't.

Name				



Read and choose the correct verb between brackets

My friend, Ronaldo has arrived from Spain. We have (visited - visiting - visit) Kuwait National Museum. We've (saw - see - seen) some old things on Failaka Island. Also, we've (learning- learned -learn) about old Kuwait. Ronaldo has (taken - took - takes) some photos of some coins. We have (have - having - had) a lovely day.



Look at the following pictures, then complete



A: Have you?

B: No, I've never seen an eagle.



A:?

B: Yes, he has flown a kite.

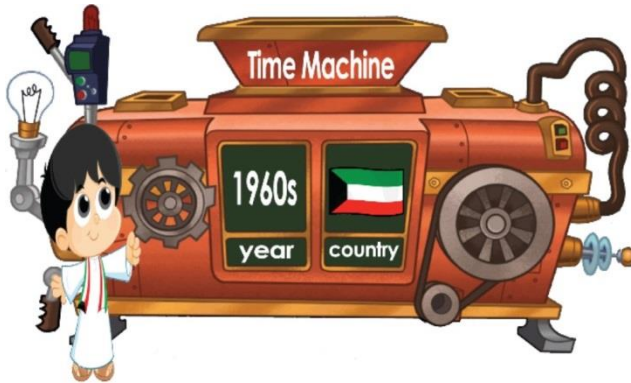
Lesson 6

(Reading)



Before you read

Look at the picture and say what you know about time machines



Read the following story, then answer the questions below



There was a smart boy named Yousef. His Social Studies teacher told him about the history of old Kuwait. He was very interested in the lesson. After school, Yousef went back home and told his grandfather and his

uncle about the information he learned at school.

That evening, Yousef played his favourite video game 'The Time Machine'. He put on his VR headset, and, for the first time, he chose to travel to Kuwait in 1960s. Yousef walked around the old houses, and he felt amazed. He saw how people in old Kuwait were co-operative and helpful. Children obeyed and respected the elders. He was happy when he saw how kindly Kuwaitis were in helping the poor.

Kuwaitis used to dive for living and trade with other countries like India. They told stories to their children about their sea trips. They ate fish, rice and fresh vegetables.

After the great time he had in Old Kuwait, Yousef took off the VR headset. He felt very proud of his country, his grandfathers kindness and the Kuwaiti heritage.



Choose the correct answer from a, b, c, and d

- 1- What is the main idea of the story?
 - a. VR headset
 - b. People in Old Kuwait
 - c. The Social Studies class
 - d. Houses in Old Kuwait
- 2- What does the underlined word **'he'** in line 8 refer to?
 - a. Yousef
 - b. uncle
 - c. teacher
 - d. grandfather
- 3- According to the passage, one of the following sentences about Kuwaitis is **NOT TRUE**:
 - a. They were kind
 - b. They told stories
 - c. They ate fast food
 - d. They showed hospitality



Lesson 7

Choose the word from the list below that matches the suitable definition

amazed – heritage – Social Studies – co-operative

1. Greatly surprised	
2. People who work together and help each other	
3. Tradition passed on from our grandparents	heritage
4. A school subject about history, geography	

Spelling

Add “ness” to change an adjective into a noun

Example:

kind+ness= kindness

happy+ness=happiness



Add “ness” to change the adjectives into nouns. Then use two of them to write two sentences in your notebook

weak - sick - fit - dark- soft - bright - good



Make a presentation about where and when you would like to go using time machines and what you can see there

Lesson 8

Writing



Fill in the graphic organizer, then write a paragraph about 'Your Last Trip' to an interesting place



Writing tip



Don't forget to use the checklist

Editing Checklist

Punctuation
(capitals - full stop)

☐

Spelling

☐

Who you went with

.....
.....
.....

Where you went

.....
.....
.....

How you went
boat

.....
.....
.....

What you took

.....
.....
.....

How you felt

.....
.....
.....

.....
.....
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Unit 2

From Old to New



We will learn:

- Talking about shopping
- Making plans for the future
- Describing places and locations
- Asking and answering questions about events in the past and present

"The more you know about the past , the better prepared you are for the future" - Theodore Roosevelt

Lesson 1

Listening



Listening tip



Listen actively by taking notes



Before you Listen

Discuss with your partner why you think people enjoy shopping



Listen to the recording and decide if the following sentences are true (T) or false (F). Then, correct the false ones



1- Sara wanted to buy Aunt Yasmeen a present. ()

.....

2- Sara bought a shell for her mum. ()

.....



Listen to the recording again and answer the following questions

1- What do you think Sara's mother is going to cook for dinner?

.....

2- Which word shows how Aunt Yasmeen feels about the present ?

.....

Lesson 2

(Pronunciation)

The letter 'K' is always silent when it comes before the letter 'N' in a word.

Example : know- knock- Knife

Complete the following sentences then read them aloud

1- Mum heard a at the door.



2- We use a to cut vegetables.



(Grammar)

1- We don't have anything to eat.

2- Do you want anything from the bakery?

3- There is something in this box.

Look at the pictures below and complete the sentences using anything/something



1 There isn't in the bag.



Sara needs to buy from the toyshop.



1 Did you find to wear for the party? =



Complete, then ask and answer

Did Sara buy anything from the women's market?



No, she didn't buy anything.

: Did Mum find

?

1 No/ she

Lesson 3

Reading



Read the story below and fill in the diagram

Shopping is **interesting** for many people, **specially** those who live far away from the city centre. One day, *Tom*, Jane, and their young sister, Sally, who lives in a village **decided** to go to the biggest mall in the city to buy a lovely present for their mother's birthday. They were **excited** about tall buildings, modern shopping malls, and big restaurants.

It was a new **experience** for Tom and his sisters. They went excitedly from one shop to another. They were happy to find an amazing present for their mum. It was a bright and **sparkling** gold necklace.

Jane wanted to buy **a pair of** jeans and a T-shirt. She used her ATM card to pay. Sally **needed** to buy a new pair of black shoes for school, but she couldn't find any. After spending three hours shopping **joyfully**, Tom **suggested** to have something cold and delicious. They went to a nearby cafe and bought two scoops of vanilla ice cream and one scoop of dark chocolate.

It was a wonderful day for Tom and his sisters, because they found a perfect present for their mum and had an **amazingly** good time together.

Characters

Sequence of events

1-

They went to the biggest mall in the city.

2-

•

3-

•

•

•

Spelling

Add "ly" to change an adjective into an adverb

joyful+ly=joyfully

Example:

happy+ly=happily



Add "ly" to change the adjectives into adverbs. Then use two of them to write two sentences in your notebook.

excited – special – amazing- wonderful

Lesson 4

Speaking

Refer to the pictures below and discuss the difference between the two pictures using the following toolkit :

Toolkit

Mubarakiya Market- traditional- simple - Souq Al Hareem
modern- malls- cinemas - places of entertainment



Writing



Fill in the graphic organizer, then write a paragraph about 'Going shopping'

Editing Checklist

Punctuation (capitals - full stop)	<input type="checkbox"/>
Spelling	<input type="checkbox"/>

Writing tip

Organize your **ideas**
before you **begin**

Name of the place
.....
.....

How it looks like
.....
.....

What you did there
.....
.....
.....

How you felt
.....
.....
.....

Going shopping

.....

.....

.....



Read about famous shopping malls in the world then choose the one you liked, make a poster about it, then present it to the class

Lesson 5

Listening



Did mum buy **anything** in the gold market?



Yes, she bought **something**. She bought a necklace.



Before you listen



Listen to the recording and put the pictures in the right order











Listen to the recording again and complete the sentences

- 1- Sarah bought Salma a necklace from the
- 2- The family had for dinner.
- 3- Mum bought some and to make salad.
- 4- Heba's friend bought her a

Grammar

and

Ahmad bought a blanket **and** a pillow

but

Mariam bought lettuce **but** she **didn't buy** broccoli .



Look at the pictures below, then talk about Sara and Nasser's shopping list with the help of the example

Example : Sara **bought** a skirt **and** a ring **but** she **didn't buy any** fish.



Write two sentences about Sara and Nasser's shopping list using and / but

- 1-
- 2-

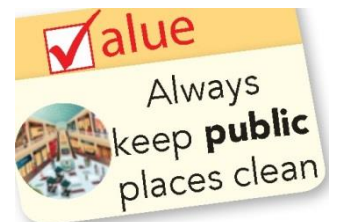
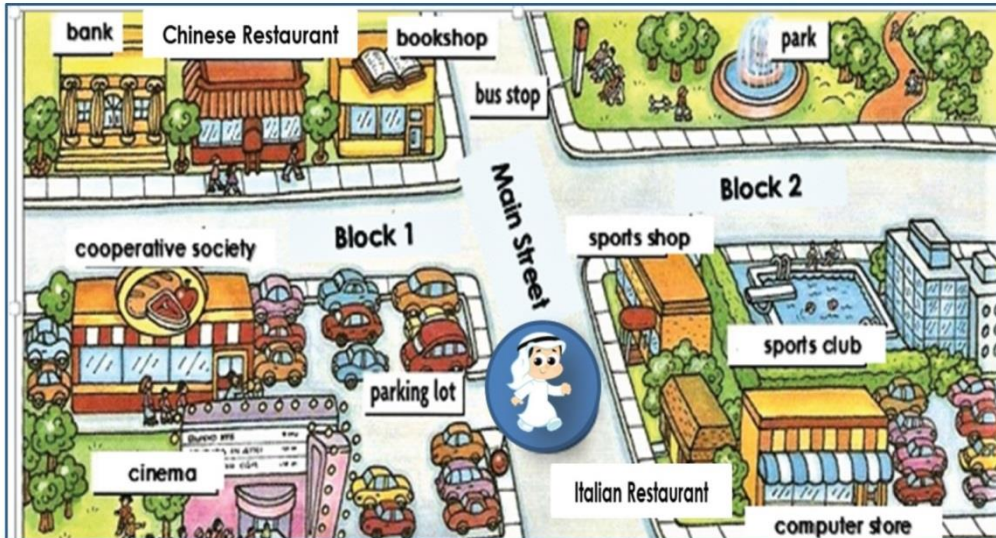
Lesson 6

Speaking

Yousef wants to visit the following places, help him go there using the correct prepositions of place

sports club- cinema- bookshop- computer store- Chinese Restaurant

I'm standing in the Main Street **in front of** the **parking lot**.



With reference to the map answer the following questions

1- Why do you think Yousef wants to go to the computer **store**?

.....

2- Where can Yousef have his lunch?

.....

3- What can Yousef buy from the **co-operative society**?

.....



Ask your partner



Where do you go to **buy a book**? I go to the bookshop.



Writing



In your notebook, draw a map of your area. Then, describe it

Lesson 7

Reading



Before you read

Where can you go to learn more about space and art?



Read the email and answer the following questions

Send	To...	Emily@gmail.com
Account	Cc...	yasmeen@gmail.com
	Subject:	Sheikh Abdullah Al-Salem Cultural Centre

Dear Emily,

I'm so excited that you are going to visit Kuwait next week. I want to take you to Sheikh Abdullah Al-Salem **Cultural** Centre, one of the world's largest complexes.

The Cultural Center has six main ~~buildings~~ There are four ~~rooms~~ The Space Museum, The Science Museum, The **Natural** History, and The Arabic Islamic Science Museum. The two other buildings are The Fine Art Centre and the Theatre.

~~Going to the Cultural Centre~~ is like ~~travelling through~~ time to learn ~~about~~ past and future life. We can learn about the world of dinosaurs that lived on Earth 65 million years ago. We also can see a **giant** robot, and get to know the latest ways that **robotic technology** can help people. Moreover, we can see the planets and learn a lot about space.

Around the centre, there is a **fantastic** open space, where we can sit and **relax**. Often, there are also outdoor activities. We will have a great time!

Best wishes,
Yasmeen

1- Why is Aunt Yasmeen planning to visit Sheikh Abdullah Al Salem Cultural Centre?

2- If you visit the space Museum what can you see there?



Use your dictionary, look up the meaning of the words 'giant' and 'fantastic' then, write each one in a sentence

1-

2-

**DO YOU?
KNOW**

Sheikh Abdullah Al-Salem Cultural Centre is owned by Diwan Al-Amiri and is the largest museum project in the world

Lesson 8

Grammar

For making future plans use

am/is/are

+

going to

Hello I'm Emily, Yasmeen's friend. I **am going** to plan my visit to Kuwait.



Look at the pictures , then complete the sentences according to

what Emily is **going to do** when she comes to Kuwait.



On the first day, **I am going to** meet Yasmeen's family.



On the second day,



On the third day,



On the last day,

Writing



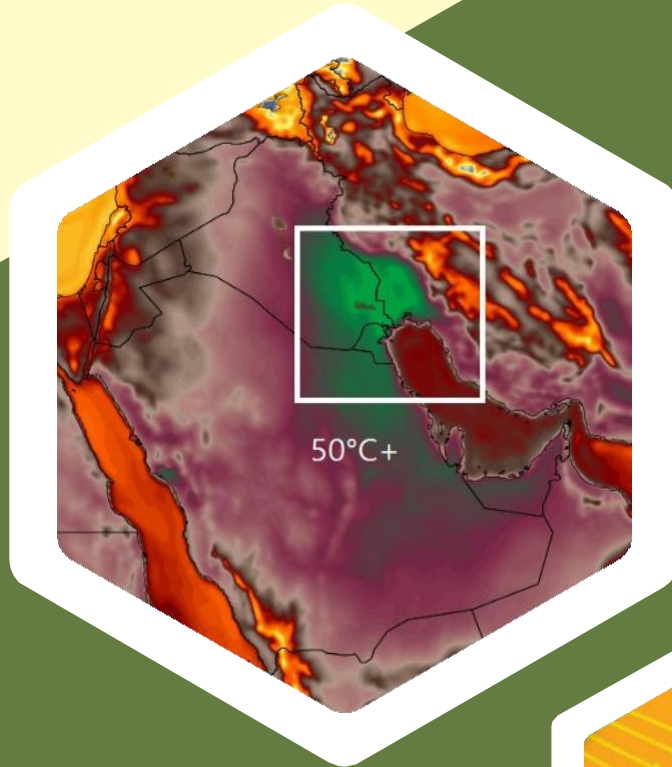
Use the idea box and write a reply from Emily to Yasmeen's email in your notebook

Idea box

- 1- Describe Emily's feeling when she reads Yasmeen's email
- 2- Why Emily is excited that she is going to visit Sheikh Abdallah Al-Salem Cultural Centre
- 3- Where else in Kuwait Emily is going to visit

Unit 3

Weather and Climate



We will learn:

- Talking about the weather
- Giving advice
- Expressing possibility
- Talking about factual information

"Climate is what we expect, weather is what we get"

- Mark Twain

Lesson 1

Listening



Hello, I'm Saleh. I'm a weatherman from Kuwait.
In your opinion, why is weather **forecast** important?



Listen to the recording about caught in a snowstorm and decide if the following sentences are true (T) or false (F) and correct the false ones



- 1- The main character in the story is Aunt Yasmeen. ()
- 2- A big **truck** came and **cleared** the snow from the road. ()



Listen to the recording again and answer the following questions

- 1- What kind of sports can you play in Canada in winter?
- 2- Why did Nasser say "Poor Grandpa" ?



Pronunciation



Listen to the recording, choose and complete the table below

answered	/d/	/id/	/t/
decided	closed	needed	cooked
finished	.....	.....	.....

DO YOU KNOW?

Countries located around the equator have hot weather throughout the year. And the countries that, further North or South of the equator have a change in seasons.



Lesson 2

Grammar

so

They woke up late, **so** they missed their bus.

or

I can watch the movie at home **or** in the cinema.



Read the following text and choose the correct answer

Send	To...	Emily@gmail.com
Account	Cc...	yasmeen@gmail.com
	Subject:	Last snowstorm

Dear Yasmeen,

I'm glad to hear that you're enjoying your time in ~~Kuwait~~ Kuwait. These days, it is very cold and snowy here in Canada. Last Monday, when I was driving back home, it started to snow **heavily**. I couldn't see the street (so – or – but) the cars around me, (so – or – but), I stopped the car. First, I called the police and they told me not to open the windows (so – or – but) , the doors, and stay inside the car waiting for help. After that, I felt cold, (so – or – but) I put on my hat and my gloves, (and – or – but) wrapped a warm blanket around my knees.

I stayed in my car for two hours, caught in the snowstorm. Finally, a truck driver came (and – so – but) cleared the snow from the road to save me. I thanked him, and went back home. I was tired, (and – or – but) I was happy to get home safely. I hope that I can come to Kuwait soon.

Best wishes,
Yasmeen



Read the email again and complete



Place:

Characters:

Problem:

Solution:

Lesson 3

Reading



Before you read

Discuss the following question with your partner



When do people phone 112?



Read the story and complete the story map below

You might have dreamed about being a **hero**, but someday you may be one. The heroes of our world aren't **imaginary** characters who use special **powers** to save the world. Real heroes are the people who do good things to help others and to make the world a better place.

Saleh and his sister, Hessah, were playing in the backyard together with their mother. **Suddenly**, the wind began to blow, and the dust flew. "Hurry up, children! We should go inside, because there may be a dust storm," said Mum. The children ran home quickly, but their mother couldn't run so fast.

As she came in the door, Mum **fainted**! She couldn't **breathe** because lots of dust got into her nose and mouth. Saleh and Hessah tried hard to help her, but they couldn't.

Thinking quickly, Saleh phoned 112 for the **emergency service**, and asked for help. Soon, two **paramedics** arrived in an ambulance. They helped Mum and she began to breathe well again. She thanked the paramedics, but they told her that Saleh was the real hero. He acted quickly, and he saved her life.

Story Map

Characters: **Who**

.....
.....
.....

Place: **Where**

Title

Problem:
What went wrong

.....
.....

Solution:
How it ended



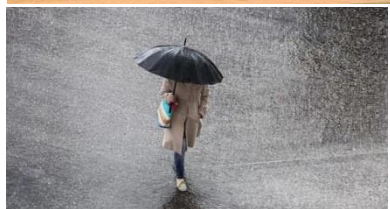
Surf the net and find out one of the stories of 112 emergency service in Kuwait and present it to your class

Lesson 4

Writing



With your partner discuss what happened in the following pictures



Complete the following diagram about 'A Rainy Day'

What happened first?

.....

How did the story end?

.....
.....

Main Idea

.....

What happened second?

.....
.....

What happened third?

.....



Now, write your story

Editing Checklist	
Punctuation (capitals - comma - full stop)	<input type="checkbox"/>
Sequence of ideas	<input type="checkbox"/>
Spelling	<input type="checkbox"/>

.....
.....
.....
.....
.....
.....
.....

Lesson 5

Listening



Before you listen

- Have you ever seen such weather? Where?



Listen to the recording about keeping safe in a dust storm and take notes, then share them with your class

Words I heard



.....

.....

.....

Facts I learned



.....

.....

.....

Questions I still have



.....

.....

.....

Speaking

Speaking tip

Use "should and "shouldn't" to give advice



SAFETY
is as simple as ABC

A ALWAYS
B BE
C CAREFUL



Look at the pictures below and advise people about what they should/shouldn't do in a dust storm



cover

You **should** cover your nose and mouth with a cloth.

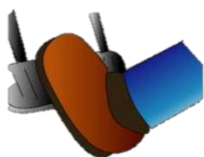


leave

You **shouldn't**



go inside



put on

.....

.....

.....



drive

.....

.....

.....



turn on

.....

.....

.....

Lesson 6

Reading



Before you read

What is the name of the mobile app?



Read the passage, then choose the correct answer below

Kuwait Meteorological **Department** was built in 1953. It has 27 stations to give information about the weather in Kuwait to **mass media**, like TVs, radios and other apps.

The Department works around the clock to **predict** the weather. It tells people how hot or cold the weather will be for five days, the direction of the wind and the condition of clouds and rains.

The department works hard through different **systems** to study everything about the **atmosphere**. It provides 5-day weather and marine forecast twice a day for improving the safety of people lives.

Sailors, pilots, and farmers need to know about the weather to plan their activities and duties. Everyone should know about the weather, so they can wear the right clothing, and won't get hurt in bad or dangerous weather. By calling the free automated telephone service (104), one can get more information about the weather.



1- The best title for the passage is:

- a. Automated Telephone Service
- b. Metrological Department
- c. Different Jobs
- d. Mass Media

2- What does the underlined phrase 'around the clock' mean?

- a. 24 hours
- b. 27 hours
- c. 72 hours
- d. 5 days



Read again and answer the questions below

1- What does the Metrological Department do?

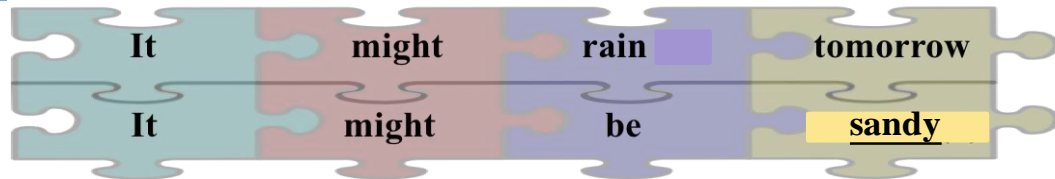
.....

2- Why is it important for people to know about the weather forecast?

.....

Lesson 7

Grammar



Speaking

Kuwait News Agency (KUNA) is an official news agency in Kuwait started in 1956

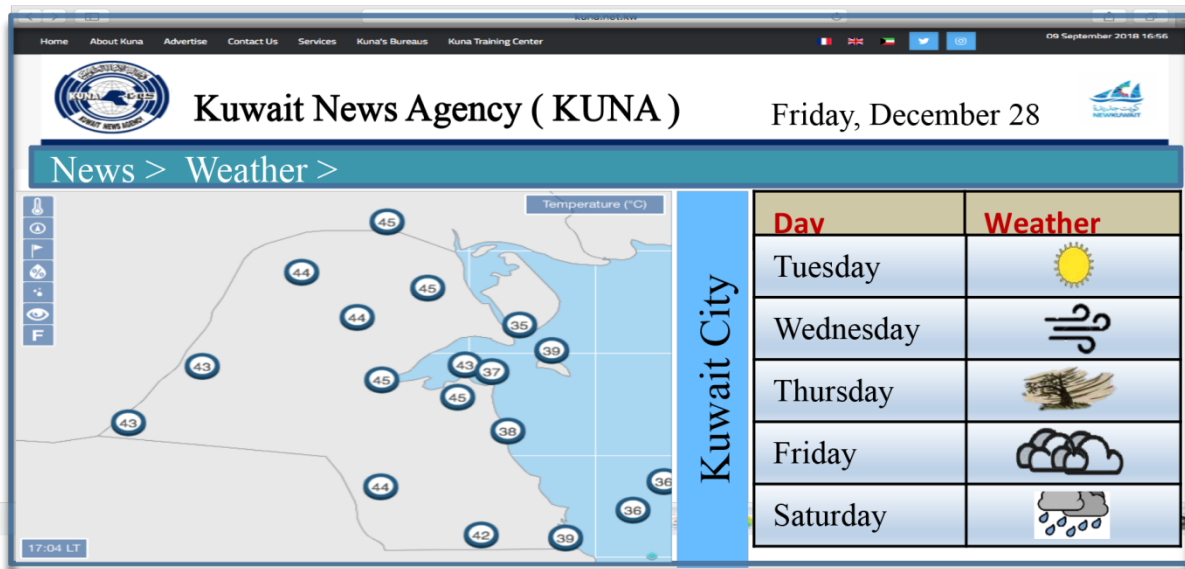


Read the information in (KUNA) website to ask and answer questions about the weather then complete



What's the weather like on Tuesday?

It **might be** sunny.



What's

It **might**



.....

.....



.....

.....



.....

.....



Imagine that you are a reporter who works for (KUNA). Your job today is to interview a weatherman. Think of four questions to ask him about the weather in Kuwait

Lesson 8

Writing



Before you write



Fill in the graphic organizer, then write a paragraph about 'My Last Summer Holiday'



How the weather was

Where you went

**My Last
Summer
Holiday**

What you did there

How you felt and why



Use the diagram above to write your story, then present it to your class

.....

.....

.....

.....

.....

.....

.....

.....

.....

Editing Checklist

Grammar

☐

Sequence of ideas

☐

Spelling

☐

Unit 4

Read to Lead



We will learn:

- Asking for and giving information
- Talking about events in the past
- Expressing gratitude
- Talking about books
- Expressing likes and dislikes

"A country depends on its people for its strength."-
H.H. The Amir Sheikh Sabah Al- Ahmad Al- Sabah



Lesson 1

Listening

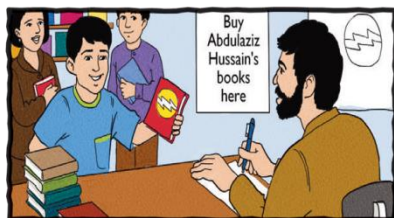


Hello! I'm Faisal.

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



Listen to the recording and answer the questions below



Choose the correct answer from a, b, c and d

1- The best title for this story is:

- a. The Importance of Reading
- c. A Visit to the Book Fair

- b. My Favourite Writer
- d. Choosing a Good Book

2- Mum wants Sara to:

- a. go to the book fair
- c. read a book

- b. buy a good book
- d. use a **dictionary** to spell a word

3- Aunt Yasmeen thinks that Sara shouldn't buy the storybook because:

- a. it's too difficult
- c. it's too **scary**

- b. it's too easy
- d. it's too long



Listen to the recording again and answer the questions below

1- Which word shows that Sara has to buy a good book?

.....

2- What shows Nasser's kindness in the story?

.....



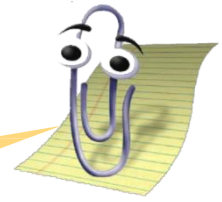
Lesson 2

Reading



Before you read

Do you know how to start and end an email?



Read and complete the story map

Send

To...
amal@kuwaitmail.com

Cc...

Subject:
Our visit to the book fair

Dear Amal,

Thanks for your last email. I had a great day yesterday. Aunt Yasmeen, Nasser and I **delightedly** went to the Book Fair. We wanted to buy some books, but there were so many to choose from!

First, Nasser looked **eagerly** at a book about football. **Next**, Aunt Yasmeen showed me a book written by her favourite Kuwaiti writer, Abdulaziz Hussain. **Then**, she helped me to choose an interesting book. I wanted her help because some books were too easy for me, and others were too difficult or too scary.

After that, we ~~could find Nasser~~. I felt ~~worried~~ I ~~looked~~ for him ~~everywhere~~. **Finally**, I found him buying a book, but it wasn't about football. Nasser bought the book for **Aunt** Yasmeen and then he **warmly** gave it to her. **After** Yasmeen was very pleased. She deeply thanked him. I have such a **kind** brother!

Yours,
Sara

Story Map	Main Characters	Setting	Problem	Solution

Compare your answers with your friend

My friend gets



Lesson 3

Grammar



Re-order the events of the story using

First



Next



After that



Finally

....., Sara saw Aunt Yasmeen's favourite book.

....., they looked for Nasser.

....., they found him buying a book.

....., Aunt Yasmeen was pleased with Nasser's present.



Use the correct order of the sentences to write a paragraph in your notebook

Writing



Before you write

Have you ever visited a book fair?



Use the story map to write your story about 'A Day at the Book Fair'.
The following idea box may help you

Idea Box

- Where you went and when
- Things you did there
- How you felt by the end of the day



Writing tips (Pre Writing)



- ⑧ Choose a topic
- ⑧ Brainstorm ideas
- ⑧ Talk to a partner
- ⑧ Make a list or graphic organizer

Topic Sentence:

First,

.....
.....

Next,

.....
.....

After that,

.....
.....

Finally,

.....
.....

Lesson 4

Grammar



What do you think of this game?

It's **too** scary for you. You aren't old **enough**.



What do you think of this	It's too They are	difficult funny old short. long useful	isn't They aren't	easy useful simple modern exciting interesting	enough .
---------------------------------	-----------------------------	---	----------------------	--	-----------------

Spelling



The sound /f/ can be written in different forms as:
'f' in 'flower', 'ph' in 'photo' and 'ough' in 'enough'.



Read aloud those words: en**ough** – cou**gh** – rou**gh** – tou**gh**



Fill in the missing letters

Farah had a bad c..... . Her ather
..... oned the doctor. After two days, she felt well. Her
..... riends bought her a nice gift. It was a oto
frame. She was happy. She couldn't thank them en

Lesson 5

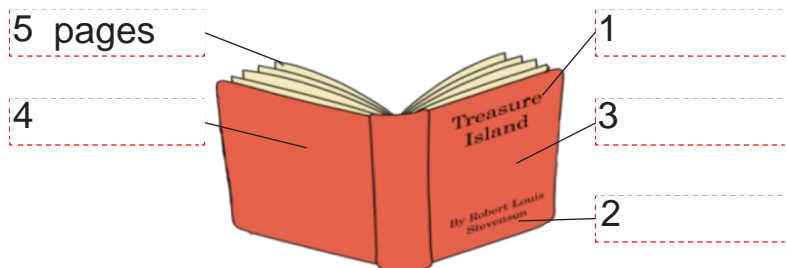
Listening



Before you listen



Use QR code reader App to label each part of the book correctly



1



2



3



4



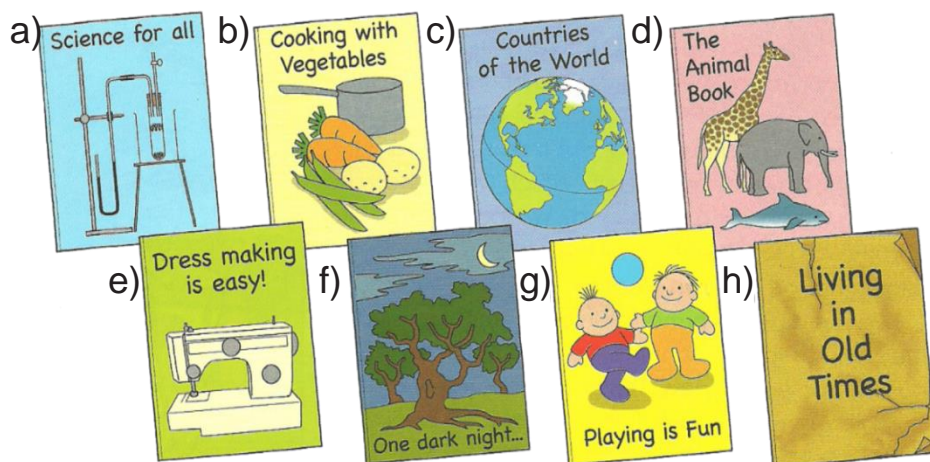
5



Talk about the parts of your Pupil's book



Listen to the recording and fill in the table with the correct letter



1		5	
2		6	
3		7	
4		8	

Speaking



Say which book you would/wouldn't choose and why

storybook – science – sports – cooking – history – dictionary
scary – difficult – funny – useful – exciting – interesting – easy



I **would** like a storybook. It's exciting.

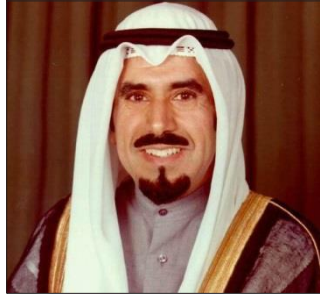
I **wouldn't** like a scary book. It's too scary.

Lesson 6



Before you read

Identify the names of the following former rulers of Kuwait



Reading



Read the article to answer the following questions

Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah “A **Humanitarian Leader**”
- A book published by KUNA in 2014

The **colourful** cover of the book shows a big photo of His Highness Sheikh Sabah Al-Ahmad, and some pictures of his humanitarian work. The book has an **index** covering four **chapters** in 115 pages.

It tells us about His Highness's **biography**, life history, and Kuwait as a Humanitarian country .

His Highness the Amir Sheikh Sabah Al-Ahmad was born in June, 1929.

His first step to education was at Al-Mubarakiyah school. His Highness Sheikh Sabah has a bright **career** history. In 1963, His Highness was the Foreign Minister of Kuwait. In 2003, His Highness became the Prime Minister. On January 29th, 2006, His Highness became the Amir of the State of Kuwait.

On September 9th, 2014, The United Nations honoured His Highness the Amir Sheikh Sabah Al-Ahmad as a humanitarian leader for his **generous** help to all countries in need worldwide. His **wisdom** and Kindness were the reasons behind honouring Kuwait as a centre for humanitarian work.



Lesson 7



1- Who published the book?

.....

2- What is the text about?

.....

3- What does “Humanitarian” mean?

.....

4- Why was Kuwait honoured as a centre for humanitarian work?

.....

 **Read the article again , then choose the correct answer from a, b, c and d**

1- The text is about:

- | | |
|------------------------------|-------------------------------------|
| a. the publisher of the book | b. a description of the front cover |
| c. the index of the book | d. the content of the book |

2- The underlined word “It” in the second paragraph refers to:

- | | |
|-------------------|--------------------|
| a. KUNA | b. the book title |
| c. the book cover | d. the cover photo |

3- All of the following has the same meaning as ‘**biography**’ except:

- | | |
|---------------------------|---------------------|
| a. life history | b. life story |
| c. story of person’s life | d. future life plan |



Complete

The Biography of His Highness the Amir Sheikh Sabah Al- Ahmad Al- Sabah

Date of birth	.....	
Career history	Year		Job
	1	1963-2003	.....
	2	2003-2006	.....
	3	2006-till now	.....
International awards	.....	

**DO YOU
KNOW?**

In November 2016, His Highness Sheikh Sabah AL-Ahmad Al-Jaber Al-Sabah was granted an honorary doctorate by Kuwait University.

Lesson 8

Speaking



Create a photo collage about Kuwait, then present it to your class



Writing

Read Saad's thank you card to the Amir of Kuwait, Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah, then write your own card

Our great leader your
Highness. Sheikh Sabah,

We are proud of you, our
great leader. You are The
Humanitarian Leader who
takes good care of his country.
All Kuwaitis love you. You are
our hero. Thank you so much
for your kindness and wisdom.
Sincerely,
Saad

.....

.....

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.....

It's Time to Read

Jack and the Beanstalk

Jack lived happily in a little house with his mother and father. Jack was a brave and kind boy. But one day, a horrible giant came to their house. He stole all the family's gold and treasure. Sadly, Jack's father died after this. Then Jack and his mother were very poor.

Jack's mother told him to go to the market and sell their cow. They needed money to buy food. On his way to the market, Jack met a strange man. The man offered Jack five beans for the cow. Jack said no at first. The man told him they were special beans. So Jack gave the man the cow and Jack took the beans. When Jack arrived home, his mother was very angry. Now they had no money and nothing to eat. She threw the beans out of the window.

When Jack woke up in the morning, it was very dark. There was a very tall beanstalk outside his bedroom window. Jack climbed up and up until he got to the top. At the top of the beanstalk, he saw a large castle.

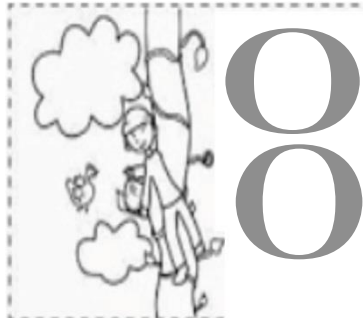


When Jack arrived at the castle, he felt hungry and thirsty. He knocked at the door. A very tall but kind woman opened it. Jack asked the woman for some water. She told Jack he could come in. She said her husband was out. Her husband was a giant who ate children. Jack drank his water and ate a delicious biscuit. Then he heard loud footsteps. It was the giant! He could smell Jack and he wanted to eat him. His wife quickly hid Jack in a cold oven.

The giant's wife told the giant that nobody was there. She gave him his dinner. He had twenty whole chickens, five kilos of potatoes and four kilos of carrots! After dinner, the giant counted his gold. Jack could see him. It was Jack's father's gold! The giant fell asleep. Jack quietly got out of the oven. He carefully took the gold from the giant. He ran quickly back to his mother. She was very happy.



Read Jack and the Beanstalk and summarise the story with the help of the following pictures



A large rectangular area with a red wavy border, containing ten horizontal dotted lines for writing a summary.

Jack's mother told him not to climb the beanstalk again. But the next day, Jack looked at the tall beanstalk. He wanted to climb it again.

He went to the castle. The giant's wife opened the door. She told Jack, "My husband's very angry. You stole his gold."

"Yes," said Jack, "but your husband stole that gold from my father."

The giant's wife said she was sorry and asked Jack to come in. Suddenly, they heard loud footsteps again. Jack jumped into the cold oven.

"I can smell a little boy. Where is he?" shouted the giant.

"There's nobody here," said his wife. "Sit down and eat your dinner."

The giant ate his dinner and then his wife brought him a hen. It was Jack's father's hen! The giant stroked the hen gently and it laid an egg. It was not an ordinary egg but a gold egg! The giant soon fell asleep. Jack took the hen and ran home with it.



The next day, Jack went back to the castle again. The giant's wife was very angry. But, she liked Jack and she let him in. Again they heard the loud footsteps. Jack jumped into the cold oven. The giant was very angry. "Where's that boy? I can smell him," he shouted. He looked everywhere. He looked under the table, in the cupboards, behind the door and in the pans! But he didn't look in the oven.

His wife gave him his dinner. Then he asked for his harp. It was a gold harp. It played beautiful music by itself. It was Jack's father's harp. Again, the giant fell asleep. Jack carefully took the harp and began to run away. But this time the giant woke up! He ran after Jack. Jack climbed quickly down the beanstalk. He shouted to his mother, "Get the axe!" Jack began to chop and chop. The beanstalk fell down and the giant fell onto the ground. Bang!

Jack and his mother now had all their money back. They were happy and the giant was never going to hurt them again!





Read Jack and the Beanstalk again, then fill in the story tree

Another title for the story could be

.....

Main Characters

.....

.....

.....

Settings

.....

.....

.....

The problem

.....

.....

.....

.....

How it was solved

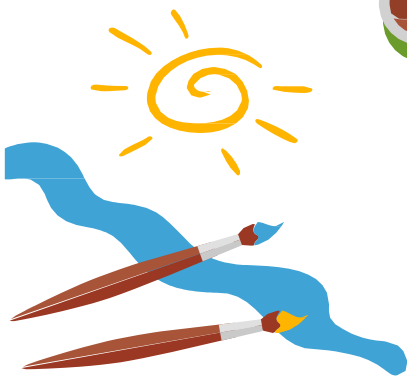
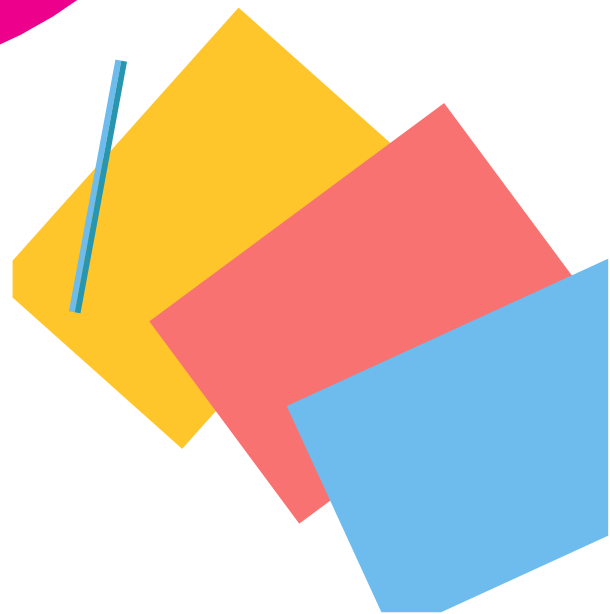
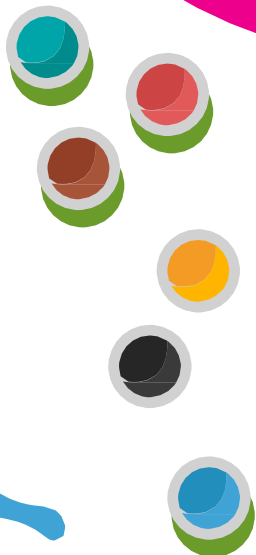
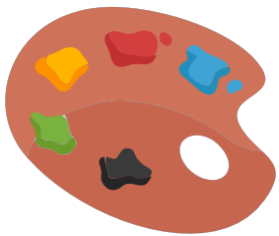
.....

.....

.....



Project





Project 1 From Old to New

Use the following materials to design a poster about a touristic place in Kuwait

Things you will need:

- newspapers/magazines
- card board
- pencil
- markers
- stickers
- glue stick
- scissors
- ruler
- colours

Minimum Words to be Taught

Unit 1					
1	heritage	noun	12	mainly	adverb
2	pride	noun	13	Factory + s = factories	noun
3	study	verb	14	machine	noun
4	University+ s = universities	noun	15	amazed	adjective
5	carry	verb	16	co-operative	adjective
6	touristic	adjective	17	obey	verb
7	electricity	noun	18	respect	verb
8	paraffin lamp	noun	19	kindly	adverb
9	light	verb	20	pot	noun
10	centre	noun	21	ancient	adjective
11	artistic	adjective			

Minimum Words to be Taught

Unit 2					
1	interesting	adjective	13	public	noun
2	specially	adverb	14	parking lot	noun
3	excited	adjective	15	store	noun
4	decide	verb	16	cultural	adjective
5	experience	noun	17	complex	noun
6	sparkling	adjective	18	natural	adjective
7	a pair of	noun	19	giant	adjective
8	joyfully	adverb	20	robotic	adjective
9	suggest	verb	21	rest	verb
10	amazingly	adverb	22	fantastic	adjective
11	parking lot	noun	23	technology	noun
12	co-operative society	noun	24	need	verb

Minimum Words to be Taught

Unit 3					
1	climate	noun	13	breathe	verb
2	forecast	noun	14	emergency service	noun
3	snowstorm	noun	15	paramedic	noun
4	truck	noun	16	dust storm	noun
5	clear	verb	17	put on	Ph verb
6	sandy	adjective	18	turn on	Ph verb
7	heavily	adverb	19	department	noun
8	hero	noun	20	mass media	noun
9	imaginary	adjective	21	predict	verb
10	power	noun	22	system	noun
11	suddenly	adverb	23	atmosphere	noun
12	faint	verb	24	agency	noun

Minimum Words to be Taught

Unit 4					
1	book fair	noun	12	page	noun
2	dictionary	noun	13	honour	noun/ verb
3	scary	adjective	14	publish	verb
4	delightedly	adverb	15	Humanitarian Leader	noun
5	eagerly	adverb	16	chapter	noun
6	warmly	adverb	17	index	noun
7	deeply	adverb	18	biography	noun
8	cover	noun	19	design	noun
9	borrow	verb	20	generosity	noun
10	colourful	adjective			
11	wisdom	noun			

Regular Verb Table

Infinitive form	Past simple form	Past participle form
arrive	arrived	arrived
assist	assisted	assisted
avoid	avoided	avoided
borrow	borrowed	borrowed
call	called	called
carry	carried	carried
clear	cleared	cleared
communicate	communicated	communicated
compete	competed	competed
complete	completed	completed
compose	composed	composed
consider	considered	considered
cover	covered	covered
decide	decided	decided
develop	developed	developed
donate	donated	donated
expand	expanded	expanded
faint	fainted	fainted
flip	flipped	flipped
help	helped	helped
honour	honoured	honoured
import	imported	imported
increase	increased	increased
look	looked	looked
memorise	memorised	memorised
need	needed	needed
notice	noticed	noticed

Regular Verb Table

Infinitive form	Past simple form	Past participle form
obey	obeyed	obeyed
observe	observed	observed
order	ordered	ordered
pass away	passed away	passed away
predict	predicted	predicted
provide	provided	provided
publish	published	published
reflect	reflected	reflected
respect	respected	respected
save	saved	saved
show	showed	showed
solve	solved	solved
spell	spelled	spelled
stay	stayed	stayed
stop	stopped	stopped
study	studied	studied
suggest	suggested	suggested
trap	trapped	trapped
travel	travelled	travelled
turn on	turned on	turned on
visit	visited	visited
wait	waited	waited
want	wanted	wanted

Irregular Verb Table

Infinitive form

be
blow
burn
buy
build
choose
come
drink
drive
eat
feel
find
fly
forget
go
grow up
have
learn
lose
put on
see
send
show
sit
sleep
spend
take
tell
think
write
dig
beat

Past simple form

was-were
blew
burned/burnt
bought
built
chose
came
drank
drove
ate
felt
found
flew
forgot
went
grew up
had
learned/learnt
lost
put on
saw
sent
showed
sat
slept
spent
took
told
thought
wrote
dug
beat

Past participle form

been
blown
burned/burnt
bought
built
chosen
come
drunk
driven
eaten
felt
found
flown
forgotten
gone
grown up
had
learned/learnt
lost
put on
seen
sent
shown
sat
slept
spent
taken
told
thought
written
dug
beaten

Grammar review

Use the following modal verbs to ask someone politely to do some thing for us

can

Can you carry the box,
please?

could

Could you stay
with us?

would

Would you like to come
to my house?

I	had	
You	ate	.....
He / She / It	used	.....
We / They	bought	
Example: They had old houses.		

I		have	
You		eat	.....
He / She / It	didn't	use	.....
We / They		buy	
Example: They didn't have modern houses.			

Capital letters

We start a sentence with a capital letter

Example : **H**e goes to school everyday.

We use capital letter with names and countries

Example : **F**ahad , **K**uwait, **Y**asmeen, **B**ahrain..

Grammar review

How to
Change
Adjectives to
Nouns

good



ness



goodness

great



ness



greatness

kind



ness



kindness

To ask about what happened at any time in the past use:

have / has



Verb 3



Example:

The boy **has found** his book

Adverbs

We can make adverbs by simply adding -ly to an adjective

Example "beautiful beautifull**y**
 Cheerful Cheerfull**y**
 (The boy laughed cheerfull**y**)

Use **and** / **but**

Ex: Ahmad bought a blanket **and** a pillow **but** he **didn't buy** food

Compound nouns

We can have compound nouns when we put two nouns together

Example: rain + fall = rainfall

Word formation

Long and short forms of verbs

The verb *to be*

Long form	Short form
am	'm
You are	You're
He is	He's
It is	It's
We are	We're
They are	They're

The verb *to have* and *have got*

Long form	Short form
have (got)	've (got)
You have (got)	You've (got)
She has (got)	She's (got)
It has (got)	It's (got)
We have (got)	We've (got)
They have (got)	They've (got)

Modal verbs

Long form	Short form
will	'll
will not	won't
should	'd
should not	shouldn't
would	'd
would not	wouldn't
cannot	can't
must not	mustn't

Spelling rules

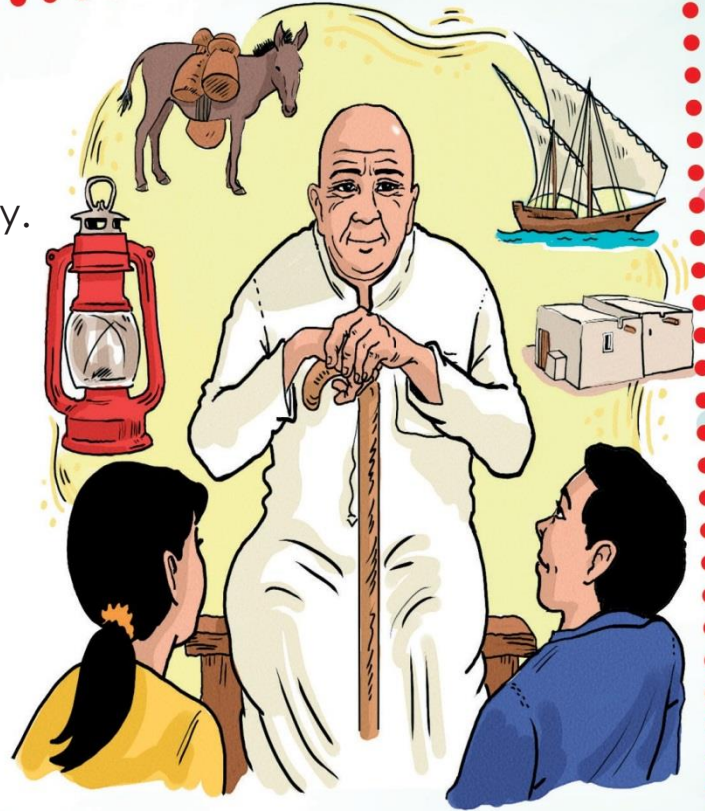
- To make the past form of regular verbs, add *ed*.
work → worked
- To make the past form of some verbs ending in *y*, cross out the *y* and replace with *ied*.
study → studied
- To make the present continuous form of a verb, add *ing*.
play → playing
- To make the present continuous form of a verb ending in *e*, cross out the *e* and replace with *ing*.
drive → driving
- To make the present continuous form of a verb that ends in a consonant, vowel and consonant, double the last consonant.
shop → shopping
- To make an adjective into an adverb, add *ly*.
careful → carefully
- To make a noun into an adjective, add *y*.
wind → windy
- To make a noun that ends in *y* into its plural form, cross out the *y* and replace with *ies*.
story → stories
- To make some adjectives into their negative form, add *un* to the beginning of the word.
comfortable → uncomfortable
- To make an adjective into its comparative form, add *er*.
tall → taller
- To make an adjective into its superlative form, add *est*.
small → smallest
- To make an adjective that ends in *y* into its comparative or superlative form, cross out the *y* and add *ier* or *iest*.
easy → easier; easiest

Songs



Old times are interesting.
They're around us every day.
We should always listen
To what old people say.

They can tell us stories
Of old times in Kuwait.
We can learn good lessons
From all that they say.





□□□'□□□□□□□□□□□□

Have you ever been to Failaka?

It's an island over the sea.

If you've never been to Failaka,

You can visit the Island with me.

When we arrive at Failaka,

We can look for old coins and pots.

We'll have a picnic on the beach,

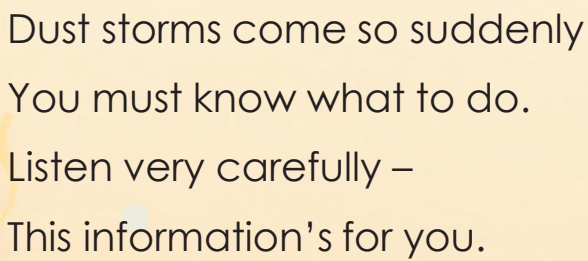
If the weather is hot.

We'll look around the temples,

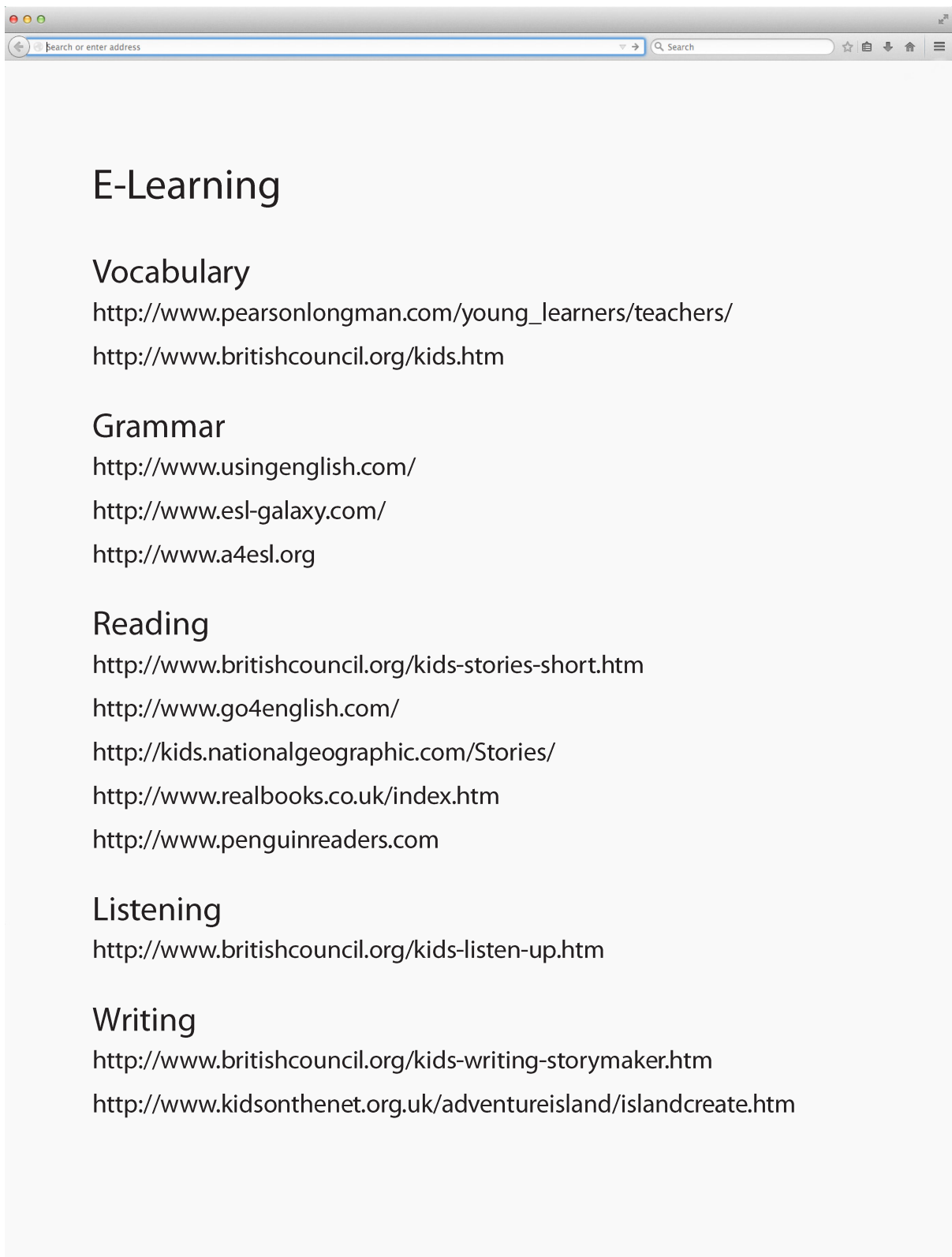
And the museum in the west.

Then we'll come back home to the City,

And say, "Failaka is the best!"



A hand-drawn illustration of a car, possibly a station wagon, with several people inside. The car is depicted in a simple, sketchy style with black outlines. The background is a textured, brownish area that looks like a torn piece of paper or a rough drawing. The overall style is artistic and somewhat abstract.



E-Learning

Vocabulary

http://www.pearsonlongman.com/young_learners/teachers/

<http://www.britishcouncil.org/kids.htm>

Grammar

<http://www.usingenglish.com/>

<http://www.esl-galaxy.com/>

<http://www.a4esl.org>

Reading

<http://www.britishcouncil.org/kids-stories-short.htm>

<http://www.go4english.com/>

<http://kids.nationalgeographic.com/Stories/>

<http://www.realbooks.co.uk/index.htm>

<http://www.penguinreaders.com>

Listening

<http://www.britishcouncil.org/kids-listen-up.htm>

Writing

<http://www.britishcouncil.org/kids-writing-storymaker.htm>

<http://www.kidsonthenet.org.uk/adventureisland/islandcreate.htm>