



State of Kuwait  
Ministry of Education



# Modified FUN WITH English

Pupil's Book



 LONGMAN

Viv Lambert

Grade  
**5B**



State of Kuwait  
Ministry of Education



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Pupil's Book



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Pdf Book



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أودع بمكتبة الوزارة تحت رقم (٩٨) بتاريخ ٢٥ / ٦ / ٢٠١٩ م



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 5B

Unit title	Curriculum standard to be Attained				Speech Acts	Language Structure	
5. Travel to Explore	L	S	R	W	<ul style="list-style-type: none"> <li>• Welcoming people</li> <li>• Describe what has just happened</li> <li>• Describe a place</li> <li>• Ask for and give directions</li> <li>• Talk about travelling and continents</li> <li>• Talking about factual information</li> </ul>	Vocabulary	<ul style="list-style-type: none"> <li>• Terminals of the airport</li> <li>• Safety rules on the plane</li> <li>• travelling</li> <li>• continents</li> </ul>
	1.1	<u>2.1</u>	3.1	<u>4.1</u>		Grammar	<ul style="list-style-type: none"> <li>• Present perfect with just</li> <li>• Prepositions of place</li> <li>• Wh questions</li> <li>• Prepositions of time: in, on &amp; at</li> <li>• Present simple</li> </ul>
	1.2.1	<u>2.2</u>	<u>3.2</u>	4.2			
	1.2.2	2.3	<u>3.3</u>	<u>4.3</u>			
	<u>1.3</u>	<u>2.4</u>	3.4	4.4			
	<u>1.4</u>						

Unit title	Curriculum standard to be Attained				Speech Acts	Language Structure	
6. Cultures and Traditions	L	S	R	W	<ul style="list-style-type: none"> <li>• Asking for and giving directions</li> <li>• Locating things using maps</li> </ul>	Vocabulary	<ul style="list-style-type: none"> <li>• Directions</li> <li>• Cultures and traditions</li> <li>• Costumes</li> <li>• Food</li> <li>• Festivals</li> </ul>
	1.1	<u>2.1</u>	<u>3.1</u>	<u>4.1</u>		Grammar	<ul style="list-style-type: none"> <li>• Simple Past</li> <li>• Wh Questions</li> <li>• Imperatives</li> <li>• Directions</li> </ul>
	<u>1.2.1</u>	<u>2.2</u>	<u>3.2</u>	<u>4.2</u>			
	<u>1.2.2</u>	2.3	3.3	<u>4.3</u>			
	1.3	2.4	<u>3.4</u>	4.4			
	<u>1.4</u>						





Unit title	Curriculum standard to be Attained				Speech Acts	Language Structure	
<b>7. Weather and Climate</b>	<b>L</b>	<b>S</b>	<b>R</b>	<b>W</b>	<ul style="list-style-type: none"> <li>Talking about scientific facts</li> <li>Giving advice about dental care</li> <li>Talking about health experiences</li> <li>Describing trips and adventures</li> </ul>	Vocabulary	<ul style="list-style-type: none"> <li>Healthy teeth and gums</li> <li>Five senses</li> <li>Adventures</li> </ul>
	<u>1.1</u>	<u>2.1</u>	3.1	4.1		Grammar	<ul style="list-style-type: none"> <li>Past Simple</li> <li>First if conditional</li> <li>Nouns and adjectives</li> </ul>
	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	Curriculum standard to be Attained				Language functions (Speech Acts)	Language Structure	
<b>8. Read to Lead</b>	<b>L</b>	<b>S</b>	<b>R</b>	<b>W</b>	<ul style="list-style-type: none"> <li>Describing actions</li> <li>Telling what people are good at / not good at</li> <li>Giving advice</li> <li>Talking about sports and technology</li> </ul>	Vocabulary	<ul style="list-style-type: none"> <li>Sports</li> <li>Activities</li> <li>Technology</li> <li>Fitness</li> </ul>
	1.1	<u>2.1</u>	<u>3.1</u>	<u>4.1</u>		Grammar	<ul style="list-style-type: none"> <li>Good at</li> <li>Present simple</li> <li>Imperatives</li> </ul>
	<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 along each unit.  
(They have the main stress in the teaching / learning process)

# Icon Guide

No.	Icon	Description	No.	Icon	Description
1		Listen	11		Moral value
2		Say / Speak / Talk	12		Tick
3		Read	13		Pair work
4		Write	14		Group work
5		Circle/ Choose	15		Think, pair and share
6		Number	16		Re-order
7		Look	17		Punctuate
8		Ask and answer	18		Summative assessment
9			Peer assessment		
10			Self assessment		

No.	Icon	Description	No.	Icon	Description
19		Notebook	29		Writing tip
20		Dictionary	30		Pronunciation
21		Prsentation	31		Project
22		Interview	32		Graphic organizer
23		Critical thinking	33		Extension
24		Creative thinking	34		QR code
25		Listening tip	35		Did you know?
26		Speaking tip	36		Spelling
27		Identify	37		Role-play
28		Underline	38		Number

This image shows a full page of a handwriting practice worksheet. It consists of multiple sets of three horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.



# This book belongs to



A large rectangular area with a blue, wavy border, designed for writing. It contains four horizontal dotted lines for guidance.

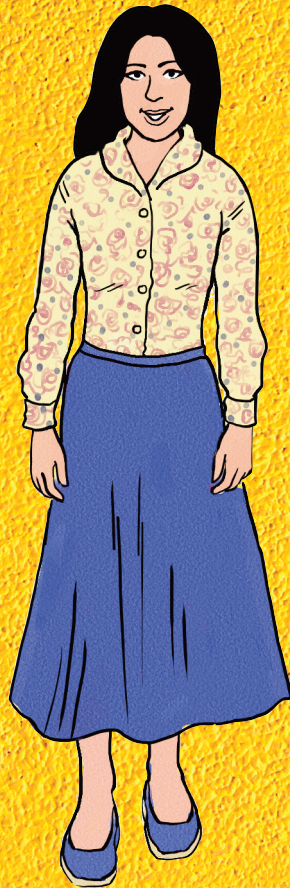




Let's Meet  
**Our  
Characters**



**Sara**



**Yasmeen**



**Nasser**





# Unit 5

## Travel to Explore



### We will learn:

- Describing what has just happened
- Asking for and giving directions
- Talking about travelling and continents
- Describing a place

*"If we were meant to stay in one place, we'd have roots instead of feet"*

*– Rachel Wolchin*



# Unit 5

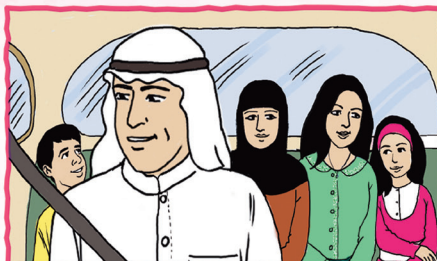
## Travel Explore

### Lesson 1

#### Listening



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



	Hamad	Grandparents
The time the family have met		
The place in the airport they have met		



Listen again and answer the questions below

- 1- Yasmeen said, "You've given me a lovely surprise!", What was the surprise?
- 2- Why do people usually use signs in the airport?

have/has + just + met flown in arrived = I have seen met my family at the airport.



Ask and answer, then complete



Take off



What has just happened?



I have just flown in from Canada.



arrive



What ..... ?

..... ?



..... ?

..... ?



## Lesson 2

### Speaking

Asking for directions	Giving directions
<ul style="list-style-type: none"> <li>- Can you tell me how I get to ....., please?</li> <li>- Could you tell me the way to ....., please?</li> <li>- Excuse me, where is the ....., please?</li> </ul>	<ul style="list-style-type: none"> <li>- Go straight on</li> <li>- Go upstairs/downstairs</li> <li>- Turn right /left</li> <li>- It's on your right/left</li> </ul>



Label, using the toolkit, then ask and answer

#### Speaking tips

Don't forget to ask politely



#### Toolkit

departure lounge - check in point - passport control - baggage hall

#### Arrival

#### Departure



Excuse me, how can I get to the departure lounge?



Go straight on. It is in front of the arrivals lounge.



Could ..... ?



.....



..... ?



.....



## Lesson 3

### Reading



#### Before you read

- What do you **know** about safety rules ?
- What do you **want** to know about travelling by plane?



#### Read to complete the digram below

#### Welcoming

Ladies and gentlemen, I'm your **flight** pilot. Welcome **aboard**.



#### Taking-off

Please, make sure your seats and table trays are in their correct places and **fasten** your seat **belts**. Also, turn off your mobile phones. Thank you.



#### Safety and emergency rules

Our flight **attendants** will show you the safety rules of this flight. When the seat belt sign lights up, you must keep your seat belt fastened. There are four emergency **exits** on this plane. Please take a minute to look at the nearest exit. In case of emergency; an oxygen **mask** will get down in front of you. Put it over your nose and mouth and breath **normally**. The life **vest** is under your seat.



If you have any questions, please ask one of our attendants. We **wish** you a safe flight.

#### Landing

We have just landed at the airport. For your safety, please stay seated until we turn off the 'Fasten Seat Belt' sign. Our airlines would like to thank you for flying with us and we hope to see you again soon. Have a nice day!



- What have you **learned** about safety rules on the plane?

#### Taking-off

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

#### Emergency

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

#### Landing

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

I gets



# Lesson 1

## Listening



**Before you listen**

Discuss the following airport guide **leaflet**

### Airport Guide

Departure	Airport Services	Arrivals
<p>1</p>		<p>1</p>
<p>2</p>		<p>2</p>
<p>3</p>		<p>3</p>



Listen to the recording to identify the main idea of the listening text



Listen to the recording again to take notes, then share them with your partner

a) Words I heard



.....

.....

b) Facts I learned



.....

.....

c) Questions I still have



.....

.....

## Lesson 5

### Speaking



Imagine that you work in a travelling agency. Follow the instructions below to fill in the boarding pass

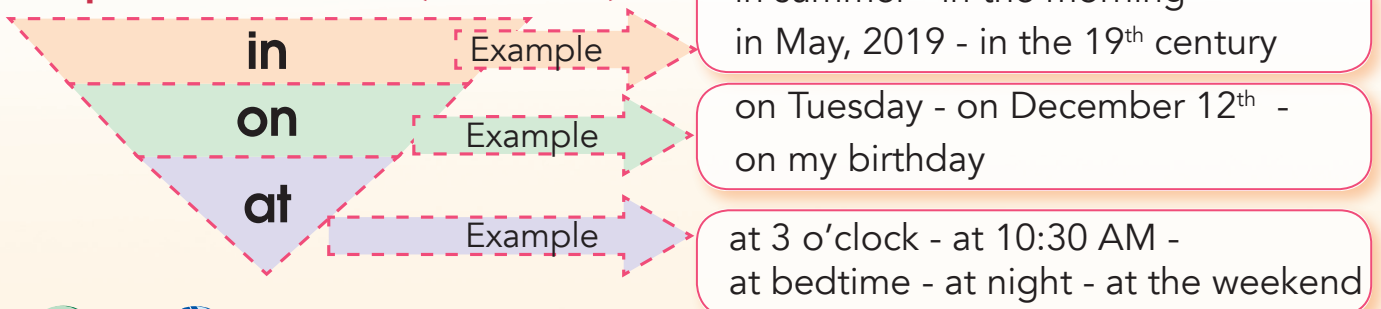
- ☐ Welcome the **passenger**
- ☐ Ask the passenger's name
- ☐ Ask for his/her **destination**
- ☐ Ask him/her about the flight number

- ☐ Ask for his/her luggage
- ☐ Tell him/her about the flight information
- ☐ Give him/her the **directions** to the plane
- ☐ Say goodbye

<b>KUWAIT AIRWAYS</b>	<h2 style="margin: 0;">Boarding Pass</h2>	Welcome on board
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">           STAPLE ● HERE         </div> Luggage ..... Kg. Hand Luggage ..... Kg. *Name ..... *Destination ..... *Flight Number .....		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <input type="checkbox"/> Window 18 A  <input type="checkbox"/> Aisle 18 C         </div> Gate 42 Departure Time: 112:15 PM

### Grammar

#### Prepositions of time ( in-on-at )



#### Complete the Passage using ( in-on-at )

Badr works at Kuwait International Airport. During weekdays, he gets up ..... 5 AM ..... the morning. He usually has lunch ..... 2:30 PM at his work.

Because Badr has two shifts, one ..... the morning and the other one is ..... the afternoon, he sometimes finishes some work at home ..... the evenings. Badr usually gets up late ..... the weekends.

Badr has his summer holiday ..... August. He also, has a two-weeks holiday ..... winter, and a holiday ..... 25<sup>th</sup> and 26<sup>th</sup> February. Badr likes his work and enjoys his holidays.

## Lesson 6

### Spelling



We often add, for example: ( ...ful / ...ive / ...able) to change some nouns or verbs into adjectives.



**Add - ful, - able or - ive, to complete the table with suitable adjectives**

beauty	- ful	- ive	- able
comfort	wonderful	creative	enjoyable
attract			

### Writing



**Fill in the graphic organizer, then write a paragraph to describe 'A Kuwait Future Airport' using the toolkit**

#### Toolkit

**modern - round - locate - restaurants - car park - passport control - baggage hall**



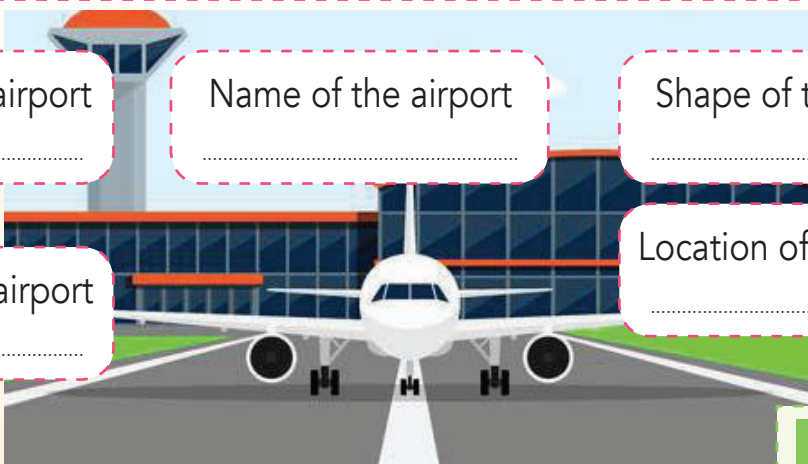
Services in the airport

Name of the airport

Shape of the airport

Sections in the airport

Location of the airport



#### Writing tips

Organize your ideas before you begin

#### Editing Checklist

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



## Lesson 7

### Reading



### Before you read

Write some countries your friend and you would like to visit

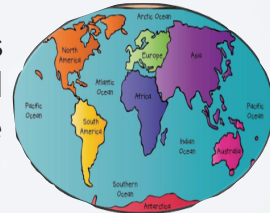
Me	Lebanon	.....	.....
My friend	.....	.....	.....



### Read, then write a name for the web page

www.// ..... x

The world is made up of land and water. Water covers about 70% of Earth. The big parts of water are called oceans. The rest of it is land, where we live. There are seven big pieces of land that we call **continents**.



**Asia** is the biggest continent. It is one-third of the Earth. About 4 billion people live in Asia, and they speak 2300 languages. China and India are the two largest countries in the world by **population**. Gulf countries including Kuwait, are in Asia.

**Africa** is the oldest inhabited continent. Its population is 1.3 billion, and people speak 1000 languages. Africa is very rich with **wildlife**. Algeria is the largest country. The largest lake is Lake Victoria in Tanzania and Uganda, and the longest river is the Nile River in Egypt.

**Europe** is the only continent with no deserts. Forests cover most of it. More than 742 million people live in Europe and they speak Russian, English, German, French and Italian. Russia is the biggest country and Greenland is the largest island in Europe.

**North America** is the third largest continent in size. It has 23 countries. It also has the largest number of people who speak English. In North America, the biggest country is Canada which covers more than half of the continent.

### DO YOU KNOW?

It is believed that thousands years ago, all the continents were joined together in one large landform.



**Read and colour the suitcase facts with the correct colour of the continent in the list**

Has the largest countries

Very rich with wildlife

Most people Speak English

Has the largest island

Asia
Africa
North America
Europe



**Read again to answer the following questions**

1 – In which continents are the Arab countries?

.....

2 – Why does Europe always look green continent?

.....

## Lesson 8

### Writing



**Fill in the graphic organizer, then write a paragraph to describe 'A Holiday Abroad' using the toolkit and pictures**



Topic sentence .....

Detail 1



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

Detail 2



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

Detail 3



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

Conclusion .....

### Toolkit

- visit
- hotel
- people
- friendly
- swim
- wonderful
- places
- enjoyable



# Unit 6

## Cultures and Traditions



### We will learn:

- Asking and answering questions
- Asking for and giving directions
- Giving instructions
- Talking about directions

*A people without the knowledge of their past history, origin and culture is like a tree without roots. - **Marcus Garvey***





## Lesson 1

### Listening



### Listening tips

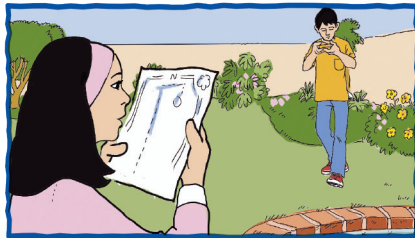
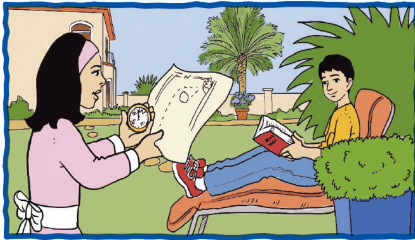


Focus on what you are listening to



**Listen to the story and choose the correct answer from**

What do you know about **treasure** maps?



1- The story takes place:

- a. at home
- b. on the beach
- c. in the park
- d. at school

2- At the beginning of the story Nasser was:

- a. in the south of the garden
- b. three steps from the pond
- c. in the south-west of the garden
- d. in the north-east of the garden

3- Sara asked Nasser to:

- a. draw a treasure map
- b. help her with her homework
- c. give her directions
- d. give her a compass



**Listen to the story again, then, answer the questions below**

1- What did Sara and Nasser use to find the treasure?

.....

2- What was the treasure in the story? Do you think it's a real treasure? Why? Why not?

.....

.....

# Lesson 2

## Grammar



### Before you read



How do I get to the sports club?

Head **north**. Walk along the street.



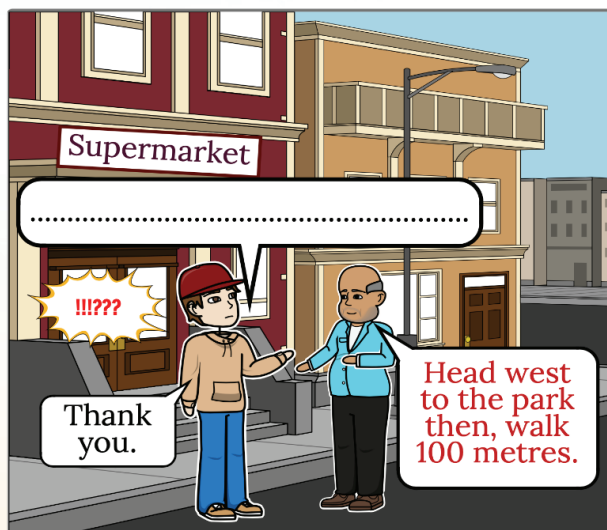
Head / Go  
Walk  
Drive

north / **south/east /west**  
along the street  
100 metres/2 kilometres

## Speaking



### Read, complete then, role-play



## Lesson 3

### Reading



#### Before you read

Look at the pictures and discuss the following questions

Why is the **compass** important?



#### Read the passage and answer the following questions

A direction is the way to a place. Knowing directions is very important. Directions help us reach different places **correctly**. To get to a place we must **follow** the four basic directions; north, south, east or west. Basic directions are the four main points of a compass. People know them by their first letters; N, E, S and W.

There are four other Ordinal directions. They refer **equally** to the point between the basic directions. They are northeast (NE), southeast (SE), southwest (SW) and northwest (NW).

**Navigation** is the art of getting from one place to another. Long ago, our great grandfathers **navigated** the sea and the oceans for fishing, trading and pearl hunting. They used the stars to know the way before the **invention** of the compass.

1- What are the basic directions?

.....

2- Why are directions important?

.....

3- What is the meaning of the word 'Navigation'?

.....

*Compare your answers with your friend*

My friend gets





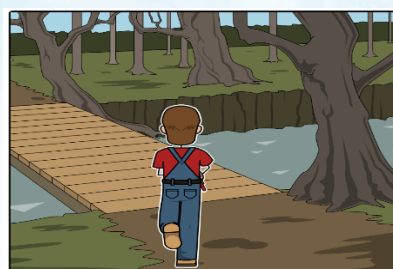
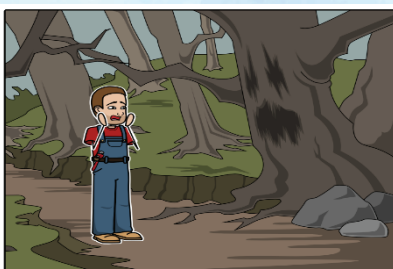
## Lesson 4

### Writing



### Before you listen

In groups, look at the pictures and guess what happened to this boy



### Writing tips



Use details to help you write your story



Fill in the following story map. Then write a story about a boy who was lost in the jungle. The following guide words may help you:

### Toolkit

How it feels	How it looks	useful words
scary	sparkling	compass find see
happy	dark	map use direction
boring	beautiful	way help walk

### Characters

.....

### Story map

### Setting

.....

### Beginning

Last summer,

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

### Middle

Suddenly,

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

### End

At last,

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

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



Search the net to get information about what to do when you get lost in the mall. Then, present it to your class

# Lesson 5

## Listening



### Listening tips



Focus on what you are listening for



### Before you listen

- Hi, I'm Nada. Yesterday, I asked Grandma 'Hessah' about our culture and traditions in old Kuwait.
- Can you guess the questions I asked?



### Listen to Grandma Hessah, then complete Kuwait's time line



- Look at pictures (1) and (2), then write two sentences about Kuwait.
- In box (3), draw a picture about Kuwait in the future, then describe it with a sentence below.



In the past, .....

.....



In the present, .....

.....

In the future, .....

.....

I gets



## Lesson 6

### Grammar



### Ask and answer

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• What did women do in the past?</li><li>• Where did people live in the past?</li></ul> | <ul style="list-style-type: none"><li>• They cooked food.</li><li>• They lived in houses by the sea.</li></ul> |
|---|--|



What did people in the past eat?

People ate fish and vegetables.



Form questions using 'what - when - why - where' to ask about the sentences below

1- .....

Nada asked her grandma about life in the past.

2- .....

Men went fishing in the sea.

3- .....

People told stories in the evenings.

4- .....

Men travelled to India to buy things.

### Speaking

Do you collect stamps?



Old Kuwaiti stamps tell a lot about the history and culture of Kuwait. Look at this collection of old Kuwaiti stamps. Talk about them with your friends





## Lesson 7

### Reading



### Before you read

Discuss with your group the names of traditional jobs in Kuwait



Read the following email, then fill in the table below

To...

omar@livemail.com

Cc...

Attached:

Cultures and Traditions

Dear Omar,

I enjoyed reading your last email. Yesterday, I had lots of fun making a video about the history of Kuwaiti culture and traditions at the Kuwait National Museum. I was pleased to meet some tourists. We talked and shared information about our cultures. I told them about old Kuwaiti jobs such as the **shipwright**, the **shoemaker** and the **water vendor**. I also told them that Arabic is the language of Kuwait. I invited them to eat delicious Kuwaiti dishes like Machboos and Metabak. They were **excited** to share information about their cultures, too.

One of the tourists I met was Cora. She is from Kenya. Kenya is one of the most beautiful countries in Africa. It's famous for the amazing wildlife and **safaris**. Swahili is the language there. The national clothing of is very bright and colourful. The **traditional** Kenyan food is mainly rice ,meat, and beans.

Another tourist was Ayaan. He is from India. The Indian cuisine is very famous. Most India food is **flavoured** and **spicy**. The meals there have rice, bread vegetables and yoghurt. Indians speak many languages, but the most common ones are English and Hindi.

Write back soon and let me know if you learned about any other traditions and cultures all around the world.

Regards,  
Mohamed

	Kenya	India	Kuwait
Language	.....	.....	.....
Food	.....	.....	.....

## Lesson 8

### Speaking



#### Discuss with your friend

If you get to know more about other cultures and tradition, which country you will choose and why?



### Writing



Fill in the graphic organizer, then write a reply to Mohamed's email

When /Where was it?


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

Which country did you learn about?

.....  
.....

Which traditions did you learn?


.....  
.....



To...Mohammed@kuwaitmail.com

Cc...

Attached:

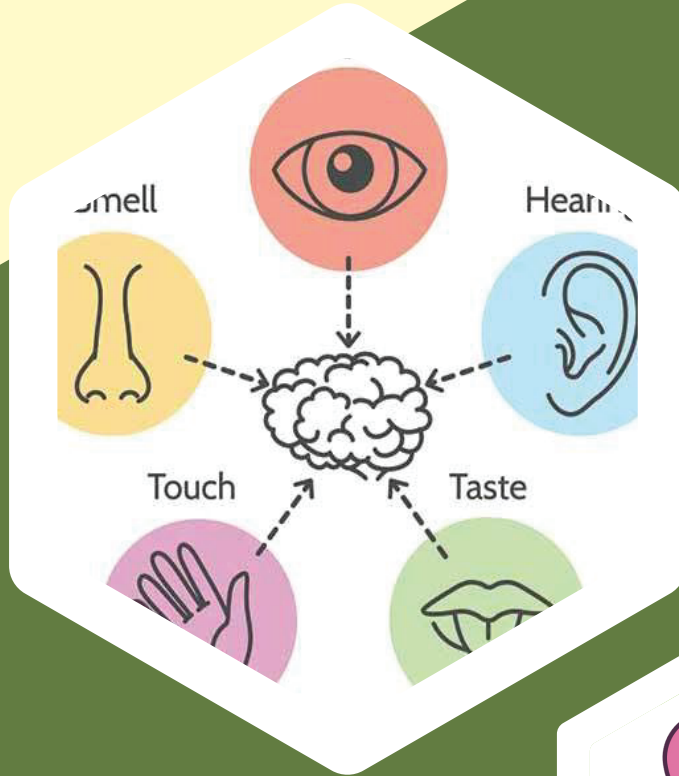
**Writing tips** 

Using Connecting words can help in linking the events

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

# Unit 7

## Health Care



### We will learn:

- Talking about scientific facts
- Giving advice about dental care
- Talking about health experiences
- Describing trips and adventures

*"Like education, healthcare also needs to be given importance."*

*– Shiv Nadar*





# Health Care

## Listening tips



Think about what is being said

## Lesson 1

### Listening



Hello my friends, Why do you think people go to the **dentist**?



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



1- Nasser's dentist **appointment** is at four o'clock.

( )

2- The dentist will write that Nasser's teeth are healthy in his **notes**.

( )



Listen to the recording again, then answer the following questions

1- What does the word '**twice**' mean?

2- Why does Nasser use the dentist's **light**?

### Pronunciation



Add -s to the following words and put them under the correct heading according to their pronunciation

way

brush

month

/s/

book's

/iz/

races

/z/

words



## Lesson 2

### Grammar



If I **walk** everyday, I **will be** fit.

If he **eats** too many sweets, he **will have** bad teeth.

If you **don't look after** your teeth, you **will need fillings**.

### Speaking



Look at the pictures and discuss with your partner what will happen if you



are late



exercise regularly



have a **toothache**



Complete the sentences with the correct form of the verbs



1- If you **don't wash** your hands, they (be) ..... dirty.



2- If my brother ..... (sleep) early, he .....



3- If my sister ..... (study) hard, she .....

Compare your answers with your friend

My friend gets



## Lesson 3

### Reading



#### Before you read

Which parts of the body did he use in the following sentences?

I had a walk in the park. I saw many beautiful trees.

I took a deep breath of fresh air. I smelled lovely flowers.



### Science Journal

We have five senses that help us learn about the world around us. They are; tasting, seeing, touching, smelling, and hearing. These senses usually work together to give us a **clear** picture of all things. If one sense is not working because of an **illness**, then the other senses will be stronger to make up for the **missing** one.

Teeth are strong because they have to keep working for many years.

Healthy **gums** are also very important. They help to hold our teeth in place. If you want to keep your teeth and gums healthy, you shouldn't eat too much sweets or **sticky** food.

We have four types of teeth, and each one has a special **function**. The first type is sharp. We use it to **bite** food. The second type is to **tear** food. The third and fourth types have flat tops to **grind** food.



#### Read and answer the following questions

1- Why do our senses work together?

.....

2- What will happen if you eat too much sweets?

.....



#### Read again to complete the diagram below

.....

.....

**Different  
functions of the  
teeth**

.....

.....

.....

## Lesson 4

### Pronunciation

Hurry up ! We are late for the appointment.



Punctuate the following

1- watch out the cup is hot

.....

2- why are you late today

.....



Healthy body  
Healthy mind



### Writing

Before you write



Ask your partner what he/she will do if he/she feels sick



Fill in the graphic organizer, then write a paragraph about 'A Visit to a Doctor'. The idea box below may help you

- 1- When you visited the doctor
- 2- Why you visited the doctor
- 3- What the doctor advised you to do
- 4- Your feeling after the visit

#### Toolkit

sick- medicine- eat  
healthy-rest-better



#### Writing tips

Organize your ideas  
before you begin



#### Topic sentence

.....

#### Detail 1

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

#### Detail 2

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

#### Detail 3

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



## Lesson 5

### Listening



### Before you listen

When do children start losing their baby teeth?



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

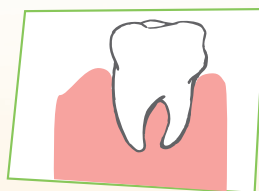


- 1- The best title for this article is:
  - a. Healthy Teeth
  - b. Baby Teeth
  - c. At the Dentist's
  - d. Healthy and Unhealthy Food
- 2- The opposite of the word 'lose' is:
  - a. look
  - b. find
  - c. need
  - d. forget
- 3- According to the article one of the following statements is NOT TRUE:
  - a. Children have 25 baby teeth
  - b. Adults usually have 32 teeth
  - c. You should brush your gums twice a day
  - d. You should visit the dentist when you have bad teeth

### Speaking



Ask your partner what will happen if you don't look after your teeth using the following toolkit



**Toolkit**  
gums- toothache-  
bad teeth – fillings



### Grammar

We add "y" to change from nouns into adjectives

Example:

wind + y = windy

fun + y = funny

noise + y = noisy



Add "y" to change the nouns into adjectives.

Then use two of them to write two sentences in your notebook.

stick	→	.....
health	→	.....
sun	→	.....
shine	→	.....

## Lesson 6

### Reading



#### Before you read

Why are trips important?



#### Read the story below and write a title

.....

Harry is a brave boy. He likes to explore the world around him. One day, he decided to go on a trip in a **pleasant** wide jungle. The weather was warm and the wind was blowing **gently**.



When Harry arrived at the jungle, he kept looking around for different kinds of animals, rare birds and insects. Suddenly, he saw a group of monkeys jumping from one tree to another. He liked the way these **intelligent** monkeys communicate together through different sounds and body movements.

One monkey came close to Harry and Harry touched the monkey's hand **bravely**. He also saw some ducks swimming in the lake.

A nice smell was coming from the other side of the jungle. Harry followed the smell until he reached a huge tree that was strange to him. It was a willow tree with **narrow** leaves **surrounded** by beautiful flowers.



Harry was tired and hungry, so he sat under the tree and started eating his vegetables and tasty chicken strips from his lunch box. He was very happy and believed that his five senses helped him understand and explore the world around him.



## Lesson 7



**Read the story again then complete the story map**

Place

How he used his sense of sight

.....

.....

Smell

How he used his sense of smell

.....

.....

The character

How you describe him

.....

.....

Sound

How he used his sense of hearing

.....

.....

Food

How he used his sense of tasting?

.....

.....

Conclusion

How he felt

.....

.....



**Think about another ending to the story and write it**

.....

.....

.....

### Speaking

There was an unpleasant smell coming from the old box.



**Add "un-" and write sentences using the new words**

Adjectives	-un	sentence
safe	.....	.....
happy	.....	.....

## Lesson 8

### Writing



Fill in the graphic organizer, then write a paragraph about 'A Healthy Day'.

#### Idea Box

1. The kind of food you ate
2. Healthy things you did
3. How you felt
4. A piece of advice you gave to your friend

#### Toolkit

Brush - exercise - milk  
- excited - fresh fruits -  
vegetables - sleep early



#### Topic Sentence

.....  
.....

#### Writing tips

Don't forget to use  
the checklist



#### Detail 1

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

#### Detail 2

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

#### Conclusion

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

#### Editing Checklist

Punctuation (capitals – full stop)	<input type="checkbox"/>
Spelling	<input type="checkbox"/>
Grammar	<input type="checkbox"/>
Sequence of ideas	<input type="checkbox"/>



Now, write your paragraph

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



# Unit 8

## Sports and Technology



### We will learn:

- Describing actions
- Telling what people are good at / not good at
- Giving advice
- Talking about sports and technology

*"Sports do not build character. They reveal it."*

*- Heywood Broun*





# Sports and Technology

Listening tips

Recall what you have heard

Hello! I'm Faisal.

What is the most popular sport in the world?



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



1- The best title for this story is:

- a. A Day with Amal
- c. Sports Shoes

- b. Sports Day in School
- d. Stretching at School

2- Aunt Yasmeen is good at:

- a. running
- c. forgetting things

- b. stretching
- d. swimming



Listen to the recording again and answer the questions below

1- What was the problem in the story? How did Sara and Amal solve it?

.....

2- What **size** are Amal's running shoes?

.....

3- Which word from the text shows that Sara is thankful?

.....

I gets



## Lesson 2

### Grammar

I'm

good at

swimming



I'm

not

good at

cooking



### Speaking



Look at the pictures and say what you are good or not good at



Look at the pictures below and complete the sentences using the correct form of the verb

Fatma is good at singing but she isn't good at cooking.



He is good at swimming but he isn't



She ..... but she .....

### Spelling



Add "-ing" and write sentences using the new words

Verbs	-ing	sentence
hop	hopping	.....
dive	diving	.....
run	.....	.....
write	.....	.....



## Lesson 3

### Reading



Before you read

How does technology help us?

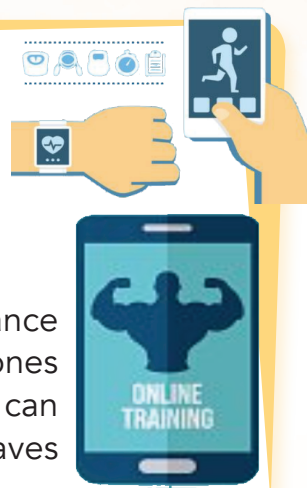


Listen to the recording to choose the correct answer from a, b, c and d

## Our Fitness

There is nothing more important than health because health is wealth. That's why sport is very important in our lives. So, everyone should have a healthy **lifestyle**. We can do that in many ways. **Technology** can be one useful way. There are many modern devices that can help us live a healthy life.

**Wearable** devices like **smartwatches** can count steps, distance and **calories**. **They** also can count our **heart rate**. Smart phones made playing sports easier at any time and place. You can **download** thousands of apps to choose a sports app that saves your time and money.



1- The best title for the passage is:

- |                            |                          |
|----------------------------|--------------------------|
| a. Technology in Our Lives | b. Technology and Sports |
| c. Sports Training         | d. Modern Devices        |

2- The underlined word '**They**' in refers to:

- |                 |                     |
|-----------------|---------------------|
| a. smartwatches | b. calories         |
| c. steps        | d. wearable devices |

3- The meaning of the word '**wearable**' is:

- |                             |                      |
|-----------------------------|----------------------|
| a. something you can put on | b. something you eat |
| c. an app you can download  | d. a sport you play  |



Answer the question below

1- Why are smartwatches useful?

.....

Compare your answers with your friend

My friend gets



## Lesson 4

### Writing



**Before you write**

Look at the pictures below and talk about things you do on a sports day



**Fill in the graphic organizer and use it to write a paragraph about a sports day in your school**

Title:

Day and date

Place

**First**

**Then**

**Finally**

## Lesson 5

### Listening



What sports can you play without any equipment?



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



1- Walking uses lots of **muscles**. ( )

.....

2- Walking is good for your heart. ( )

.....

3- Walking in sandals is comfortable. ( )

.....



Listen to the recording again and answer the questions below

1- Why is walking a good exercise?

.....

2- What ideas can you give your friend before and while walking?

.....

### Grammar



Read and complete

Open the door



Don't **step** on the grass



.....



.....



## Lesson 6

### Speaking

<b>Play</b>	I <b>play</b> tennis, basketball, football ....etc. Example: We play football in the club.
<b>Go</b>	I <b>go</b> swimming, running, cycling ....etc. Example: We went camping by the sea last summer.
<b>Do</b>	I <b>do</b> gymnastics, judo, karate, yoga ....etc. Example: Sara does yoga with some of her friends.



**Read the information in the table to ask and answer questions**



What do you do at 3 PM on Sunday?

I go swimming.



	<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
2:00 PM -3:00 PM	swimming		gymnastics		
3:00 PM -5:00 PM	tennis		cycling		
5:00 PM -7:00 PM	Karate		football		



What do you do at 3 PM on Tuesday?



.....



What do you do at ..... ?



.....



.....



.....



## Lesson 5

### Reading



**Before you read**

**Discuss the following saying with your partner**

"A successful player never loses. He wins or learns"



**Read, roll your dice then complete the table**

1



I'm Jassim. I'm ten years old. I really love playing football. I'm a player in the school football team. I practise four times a week. I think football is the the greatest way to meet people and make friends. It **improves** my social **skills**.

2

I'm Bader. I'm eleven years old. I like doing karate . I hold the white belt when I was four years old. I learned **self-defense** and how to act in emergency. Karate also gives me a good view of myself to be more **confident**.



3

I'm Salma. I'm twelve years old. I like fishing. I usually go fishing with a normal **fishing rod**. I learned to be **patient**. In holidays, I go deep in the sea with my father for fishing. It's great fun and it's very exciting.



4



I'm Saad. I'm thirteen years old. My favourite sport is cycling. It's a good way for transportation. It improves my **athletic** skills. I go cycling with my father **frequently**. It is wonderful to cycle in the fresh air.

	1	2	3	4	5
	Name	sport	age	Needs	Individual /team sport
1	Jassim	playing football	10	football	team sport
2	Bader			karate clothes	
3					
4			13		<b>individual</b> sport
5	You				

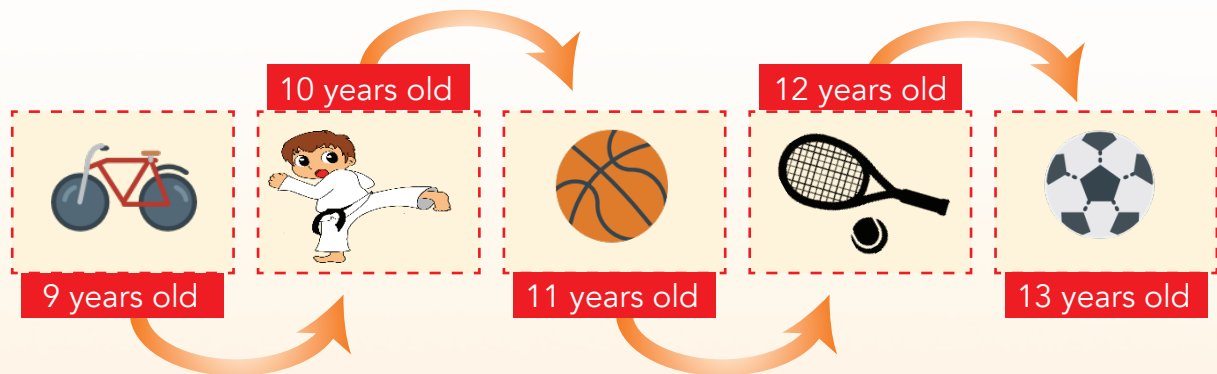
## Lesson 8

### Writing



Write Faisal's story about 'Sports' using the timeline and the toolkit below

**Toolkit**  
 healthy - fit -  
 practise - cycling -  
 do - judo - tennis



.....

.....

.....

.....

.....

.....

### Writing tips

Don't forget to use the checklist

### Editing Checklist

Grammar	<input type="checkbox"/>
Sequence of ideas	<input type="checkbox"/>

I gets



Aladdin lived with his mother in a small town. They were very poor. One day, he was playing with his friends. A stranger was watching him. He asked Aladdin, "What's your name?" Aladdin told him. The stranger said, "I'm your uncle". But, this wasn't true. The stranger was a magician and a bad man. He wanted to visit Aladdin's house. Aladdin ran home and he told his mother. His mother was very surprised. She thought her husband's brother was dead. Aladdin's mother made some food and the magician arrived. He brought some presents for Aladdin and his mother. They had a lovely meal.

The next day, the magician took Aladdin on a very long walk. He told Aladdin lots of stories. Then, the magician said, "Let's stop here. Can you get some sticks to start a fire, please?" Aladdin helped the magician to make the fire. Then the magician threw some powder onto the fire and there was a loud bang! On the ground in front of them was a stone with a ring in the middle of it. Aladdin was very scared.





The magician told Aladdin to lift the stone by pulling the ring. Aladdin lifted the stone and he saw some steps. It was very dark and Aladdin was frightened. The magician told Aladdin, "Walk down the steps into the cave and find me the lamp." He gave Aladdin a ring to help him. Aladdin put on the ring. He walked down the steps. Aladdin saw lots of gold and jewels, and then he found the lamp. The magician shouted at him, "Give me the lamp!" But Aladdin didn't give it to him immediately. The magician was very angry and threw something onto the fire again and the stone rolled back. Aladdin was stuck in the cave.

For two days, Aladdin was in the cave. His hands were cold, so he rubbed his hands together. He also rubbed the ring and a genie appeared! The genie said to Aladdin, "What do you want?" Aladdin said, "Take me home." Then, he was standing beside his mother at home, holding the lamp. She was very pleased to see him. He was hungry and tired, but his mother had no food in the house. Aladdin said, "Let's sell this lamp". He rubbed it to clean it and then another genie appeared.







Read Aladdin and the Wonderful Lamp then complete the story

## Story Map

Who are the characters?



.....

.....

.....

.....

Where does it happen?



.....

.....

.....

.....

What was the problem?



.....

.....

.....

.....

What is the story about?

First...

.....

.....

Next...

.....

.....

Then...

.....

.....

Finally... (solution)

.....

.....

The genie gave Aladdin and his mother all the food they needed. They were very happy for many years. Then one day, Aladdin saw a princess and he wanted to marry her. He ran home and asked his mother, "Can you ask the Sultan if I can marry the princess?" Aladdin's mother took some of the jewels from the cave to the Sultan. The Sultan thought they were beautiful. He thought for a minute and then said, "Your son must bring me forty boxes of gold." At home, Aladdin rubbed the lamp and in a few minutes there were forty boxes of gold in his house. He took them to the Sultan.

The Sultan was very happy and he said to Aladdin, "You can marry my daughter". Aladdin wanted to build a beautiful palace for the princess, and of course the genie helped him. Then, Aladdin and the princess got married.

But far away, the magician heard about Aladdin. He wanted the lamp. He came back to Aladdin's town. He pretended he bought and sold lamps. He went to the palace. Aladdin wasn't there, so he spoke to the princess. He said, "I'll give you a new lamp if you give me your old lamp." The princess didn't know Aladdin's lamp was special, so she gave it to the magician.





The magician was very happy he had the lamp again. He told the genie, "Move Aladdin's palace and the princess to another country". Aladdin was very worried about the princess. The Sultan was very angry.

One of the servants in the palace told Aladdin about the man selling lamps. Aladdin realised the magician had the lamp. Then he remembered about the ring. He rubbed his ring and asked the genie to take him to his palace. He was soon standing next to the palace. The princess told Aladdin, "The man selling lamps took your lamp. I'm very sorry". Aladdin told the princess, "This man is a very bad man. I have a plan."

Soon, the magician came to the palace. He brought the lamp with him. The princess told Aladdin that the magician liked orange juice. Aladdin put some special powder into a glass of orange juice. The magician asked the princess for a glass of orange juice. The princess gave the glass with the powder in to the magician. The magician drank his juice quickly, and suddenly he fell down. He couldn't move! Aladdin took the lamp quickly, and he rubbed it. He asked the genie, "Take us home. Take our palace back to our town." The Sultan was very happy to see them again. They all lived happily ever after.







Read Aladdin and the Wonderful Lamp again,  
then re-order the story events



The magician  
took the princess  
to another  
country.

Aladdin met a  
stranger. He was  
a magician.



Aladdin married  
a princess.

The princess gave  
the lamp to the  
magician.



Aladdin rescued  
the princess.

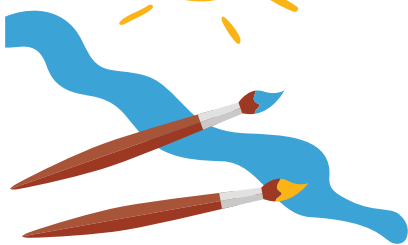
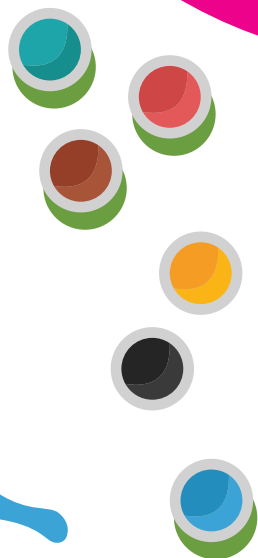
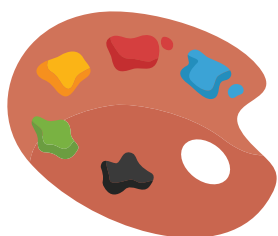
Aladdin found  
a lamp but he  
didn't give it to  
the magician.







# Project





## Project : World Health Day

Design a chart about what you can do in the World Health day.

### Things you will need

- card board
- pencil
- markers
- stickers

- glue stick
- scissors
- ruler
- colours



## Minimum Words to be Taught

Unit 5					
2	excited	adjective	13	attendant	noun
3	passport control	noun	14	exit	noun
4	departure lounge	noun	15	mask	noun
5	baggage hall	noun	16	vest	noun
6	check in	Phrasal verb	17	passenger	noun
7	flight	noun	18	destination	noun
8	aboard	adverb	19	continent	noun
9	belt	noun	20	population	noun
10	fasten	verb	21	wild life	noun
11	wish	verb	22	normally	noun
12	leaflet	noun	23	wealthy	adverb

## Minimum Words to be Taught

Unit 6					
1	south	noun	12	equally	adverb
2	step	noun	13	navigation	noun
3	pond	noun	14	navigate	verb
4	west	noun	15	invention	noun
5	north	noun	16	shipwright	noun
6	east	noun	17	shoemaker	noun
7	treasure	noun	18	water vendor	noun
8	directions	noun	19	safari	noun
9	compass	noun	20	traditional	adjective
10	correctly	adverb	21	flavoured	adjective
11	follow	verb	22	spicy	adjective



## Minimum Words to be Taught

Unit 7					
1	dentist	noun	12	missing	noun
2	appointment	noun	13	sticky	adjective
3	note	noun	14	grind	verb
4	twice	adverb	15	function	noun
5	light	noun	16	tear	verb
6	toothache	noun	17	pleasant	adjective
7	fillings	noun	18	gently	adverb
8	sense organs	noun	19	intelligent	adjective
9	clear	adjective	20	bravely	adverb
10	illness	noun	21	surrounded	adjective
11	bite	verb	22	narrow	adjective

## Minimum Words to be Taught

Unit 8					
1	stretch	verb	12	muscle	noun
2	size	noun	13	skill	noun
3	really	adverb	14	self-defense	noun
4	sure	adjective	15	confident	adjective
5	technology	noun	16	improve	verb
6	lifestyle	noun	17	fishing rod	noun
7	wearable	adjective	18	patient	adjective
8	smartwatch	noun	19	athletic	adjective
9	calorie	noun	20	frequently	adverb
10	heart rate	noun	21	frequently	adjective
11	download	verb			

# Regular Verb Table

Infinitive form	Past simple form	Past participle form
arrive	arrived	arrived
avoid	avoided	avoided
borrow	borrowed	borrowed
call	called	called
carry	carried	carried
check in	checked in	checked in
clear	cleared	cleared
compete	competed	competed
consider	considered	considered
cover	covered	covered
decide	decided	decided
download	downloaded	downloaded
explore	explored	explored
fasten	fastened	fastened
flip	Flipped	Flipped
fly	flew	flown
follow	followed	followed
help	helped	helped
hesitate	hesitated	hesitated
improve	improved	improved
look	looked	looked
make	made	made
meet	met	met
memorise	memorised	memorised
navigate	navigated	navigated
need	needed	needed
notice	noticed	noticed

## Regular Verb Table

Infinitive form	Past simple form	Past participle form
order	ordered	ordered
predict	predicted	predicted
provide	provided	provided
respect	respected	respected
save	saved	saved
show	showed	showed
solve	solved	solved
spell	spelled	spelled
stay	stayed	stayed
stop	stopped	stopped
stretch	stretched	stretched
study	studied	studied
suggest	suggested	suggested
support	supported	supported
travel	travelled	travelled
turn on	turned on	turned on
visit	visited	visited
wait	waited	waited
want	wanted	wanted
wish	wished	wished



# Regular Verb Table

Infinitive form	Past simple form	Past participle form
be	was-were	been
become	became	become
blow	blew	blown
burn	burned/burnt	burned/burnt
buy	bought	bought
build	built	built
choose	chose	chosen
come	came	come
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
go	went	gone
grow up	grew up	grown up
have	had	had
learn	learned/learnt	learned/learnt
lose	lost	lost
make up	made up	made up
put on	put on	put on
see	saw	seen
send	sent	sent
show	showed	shown
sit	sat	sat
sleep	slept	slept
spend	spent	spent
take	took	taken
take care	took care	taken care
tell	told	told
think	thought	thought
write	wrote	written
beat	beat	beaten

# Grammar review

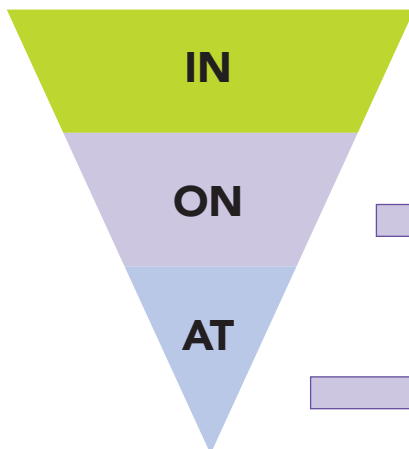
## Unit 5

Page 19

have/has + **just** + met  
flown in arrived = I **have seen** met my family at the airport.

## Page 23

The prepositions of time is used to refer to the actual time something takes place. **The prepositions of time ( IN-ON-AT )**



Example:

in summer  
in the morning  
in May 2019

Example:

on Tuesday  
on 25 Dec. 2018  
on my birthday

Example:

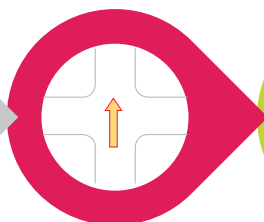
at 3 o'clock  
at 10:30 a.m.  
at bedtime

## Unit 6

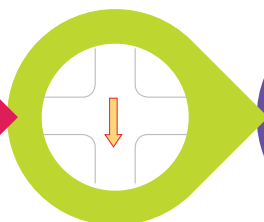
Page 29

We use **imperatives** when we want to give directions

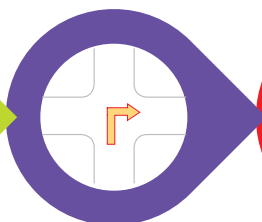
Examples



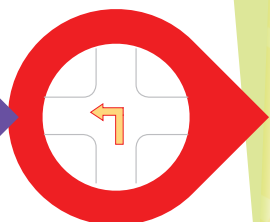
Go north!



Go south!



Go east!



Go west!

# Grammar review

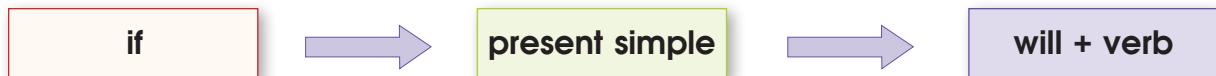
## Page 33

We use **past simple** to talk about a completed action in a time before now

<b><u>Positive Form</u></b> Subject + Verb2	<b>Example</b> - He <b>washed</b> his car <b>yesterday</b> .	<b><u>Positive Form</u></b> Subject + did <b>not</b> + Verb1	<b>Example</b> He did <b>not</b> <b>wash</b> his car <b>yesterday</b> .
<b><u>Yes/No Questions</u></b> Did + Subject + Verb1	<b>Example</b> Did he <b>wash</b> his car <b>yesterday</b> ? - Yes, he <b>did</b> . - No, he <b>didn't</b> .	<b><u>Positive Form</u></b> Question word + <b>did</b> + Subject + Verb1	<b>Example</b> When did he <b>wash</b> his car? - He <b>washed</b> his car <b>yesterday</b> .

## Unit 7

### Page 38



If you **eat** too many sweets, you **will have** bad teeth.

How to change Nouns to Adjectives



It's healthy to brush your teeth twice a day

# Grammar review

## Unit 8

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good at



verb + ing

I'm good at swimming.

I'm not good at cooking.

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<b>Play</b>	I play tennis, basketball, football ... etc. Example: We play football in the club.
<b>Go</b>	I go swimming, running, cycling ... etc. Example: We went camping by the sea last summer.
<b>Do</b>	I do gymnastics, judo, karate, yoga ... etc. Example: Sara does yoga with some of her friends.



# Word formation

## Long and short forms of verbs

### The verb *to be*

Long form	Short form
I am	I'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
I have (got)	I'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
I will	I'll
I will not	I won't
I should not	I shouldn't
I would	I'd
I would not	I wouldn't
I cannot	I can't
I must not	I 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**



## Let's sail to Failaka

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!"

