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كويت جديدة
NEWKUWAIT

# Modified
# FUN WITH
# English
## Pupil's Book



Grade
5A

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NEWKUWAIT

Modified

# FUN WITH English

## Pupil's Book



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Viv Lambert

Grade 5A

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ation - State of Kuwait, 2019
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Mona Al Amir

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Mrs. Sakina A. Hussein, Senior Supervisor, MoE
Mr. Mohamed Nagib Ali, ELT Supervisor, MoE
Mr. Sayed Ghareeb Abdel Rahman, Supervisor, MoE
Mr. Alhu Hamu Sharaha, Senior Teacher, MoE
Mrs. Khawla Al-Refaee, Senior Teacher, MoE
Ms. Aisha Al-Awadhi, Assistant Principal, MoE

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Mrs. Sakina A. Hussein, ELT Supervisor General, MoE
Mrs. Nouria Al Sedra, ELT Senior Supervisor, MoE
Mr. Mohamed Nagib Ali, ELT Supervisor, MoE
Mrs. Khawla Ahmed Al Refaee, ELT Supervisor, MoE
Mrs. Sherifah Ali A. Al Sayegh, ELT Supervisor, MoE
Mrs. Rehab Mohamed Nadim, ELT Supervisor, MoE
Mrs. Hessa Yaqoob Al-Banwan, ELT Head of Department, MoE
Mrs. Noura Al Mokmash Al Azmi, ELT Head of Department, MoE
Mrs. Jaoza Al-Otaibi, Head of Foreign Languages Unit, Curricular Development Department, MoE

Mrs. Suzan Al Bishiti, ELT General Supervisor, MoE;
Dr. Reem Ahmed Shaheen Al-Rubaie, Asst. Professor, PAAET ;
Mrs. Abeer Essa Al-Jeeran, ELT Supervisor, MOE;
Mrs. Girmeen Al Sayed Gendia, ELT Supervisor, MOE;
Mrs. Rehab Mohamed Nadim, ELT Supervisor, MoE;
Mrs. Shatha Abdulrahim Al-Naasan, ELT Supervisor, MOE;
Ms. Sakeena Hussain Kankouni, ELT Head of Department, MoE;
Mrs, Sarah Saleh Al-Nasser, HOD, MOE;
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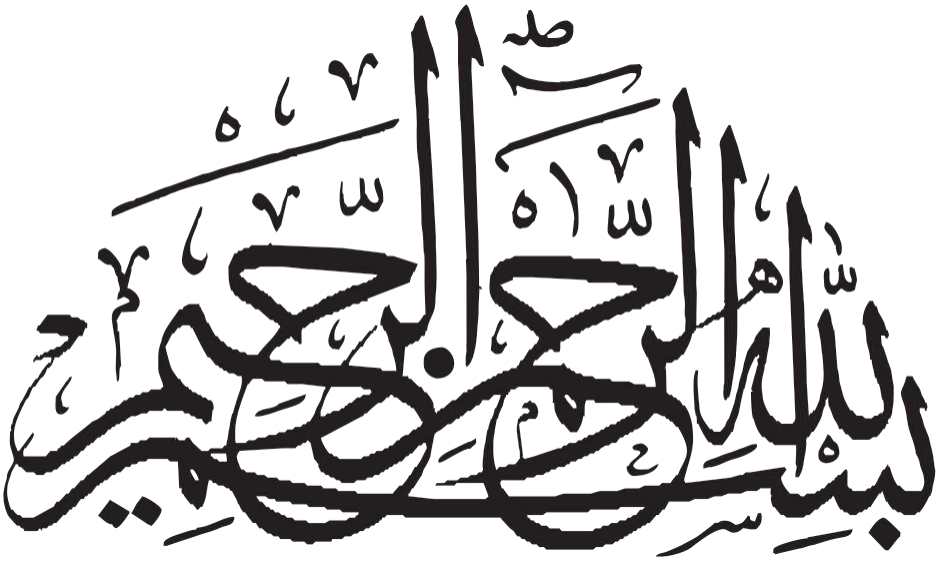


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# Synopsis 5A

| Unit title | Specific Competencies to be developed | | | | Speech Acts | Language Structure | |
|---|---|---|---|---|---|---|---|
| 1. Our Heritage, Our Pride | L | S | R | W | • Making polite requests<br>• Talking about the past<br>• Asking for and giving information<br>• Asking and answering questions about events in the past and the present | Vocabulary | • Failaka<br>• Kuwait in the past<br>• Traditional games |
| | 1.1<br>1.2.1<br>1.2.2<br>1.3<br>1.4 | 2.1<br>2.2<br>2.3<br>2.4 | 3.1<br>3.2<br>3.3<br>3.4 | 4.1<br>4.2<br>4.3<br>4.4 | | Grammar | • Present simple<br>• Past simple<br>• Present perfect<br>• Suffixes |

| Unit title | Specific Competencies to be developed | | | | Speech Acts | Language Structure | |
|---|---|---|---|---|---|---|---|
| 2. From Old to New | L | S | R | W | • Talking about shopping<br>• Making plans for the future<br>• Describing places and location<br>• Asking and answering questions about events in the past and present | Vocabulary | • Shopping<br>• Schools in the past<br>• Communication |
| | 1.1<br>1.2.1<br>1.2.2<br>1.3<br>1.4 | 2.1<br>2.2<br>2.3<br>2.4 | 3.1<br>3.2<br>3.3<br>3.4 | 4.1<br>4.2<br>4.3<br>4.4 | | Grammar | • Anything, something<br>• Coordinating conjunctions: 'and' and 'but'<br>• Past simple<br>• Prepositions of place<br>• 'going to' for future plans |

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| Unit title | Specific Competencies to be developed | | | | Speech Acts | Language Structure | |
|---|---|---|---|---|---|---|---|
| 3. Weather and Climate | L | S | R | W | • Talking about events in the past<br>• Talking about the weather<br>• Giving advice<br>• Expressing possibility<br>• Talking about factual information | Vocabulary | • Weather and climate<br>• Weather forecast |
| | 1.1<br>1.2.1<br>1.2.2<br>1.3<br>1.4 | 2.1<br>2.2<br>2.3<br>2.4 | 3.1<br>3.2<br>3.3<br>3.4 | 4.1<br>4.2<br>4.3<br>4.4 | | Grammar | • Past simple<br>• Coordinating conjunctions: 'so' and 'or'<br>• Modal verb 'should' for giving advice<br>• Modal verb 'might' for expressing possibility |

| Unit title | Specific Competencies to be developed | | | | Speech Acts | Language Structure | |
|---|---|---|---|---|---|---|---|
| 4. Read to Lead | L | S | R | W | • Talking about events in the past<br>• Expressing gratitude<br>• Talking about books<br>• Expressing likes and dislikes | Vocabulary | • Reading<br>• Books<br>• Charity |
| | 1.1<br>1.2.1<br>1.2.2<br>1.3<br>1.4 | 2.1<br>2.2<br>2.3<br>2.4 | 3.1<br>3.2<br>3.3<br>3.4 | 4.1<br>4.2<br>4.3<br>4.4 | | Grammar | • Too and enough<br>• Past simple with sequence adverbs<br>• Modal verb: would/ wouldn't |

N.B: The underlined SCs. have to be mainly developed throughout each unit.
(They have the main stress in the teaching / learning process)

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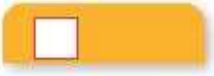
| |  | | |  | |
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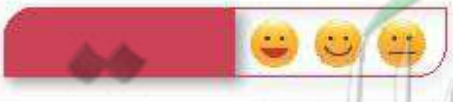
| |  | | | | |
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| No. | Icon | Description | No. | Icon | Description |
|---|---|---|---|---|---|
| 19 |  | Notebook | 27 |  | Writing tip |
| 20 |  | Dictionary | 28 |  | Pronunciation |
| 21 |  | Prsentation | 29 |  | Project |
| 22 |  | Interview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

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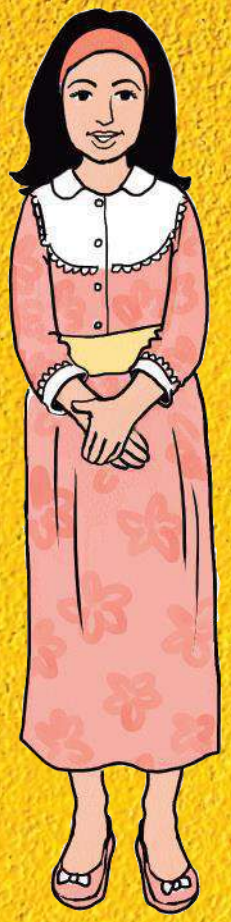
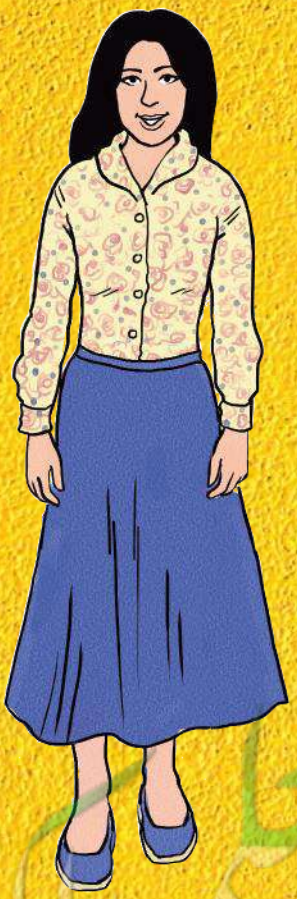
# Let's Meet Our Characters



Sara



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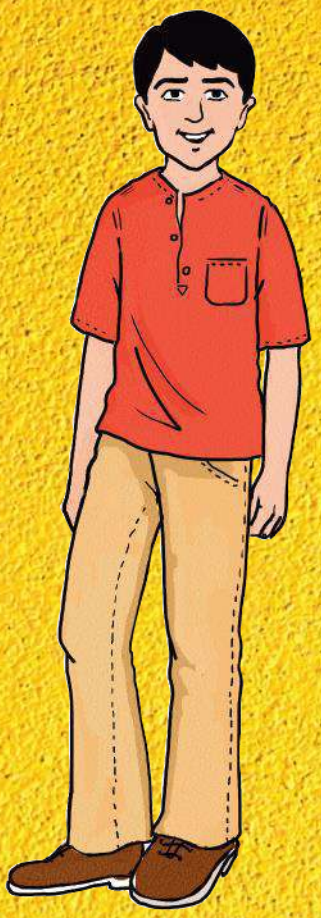

Nasser

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# 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

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

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# Our Heritage, Our Pride

## 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
b. aunt
c. grandparent
d. friend

2- The opposite of the word 'heavy' is :
a. fine
b. lovely
c. light
d. long

3- Aunt Yasmeen came to Kuwait to:
a. study Science at Kuwait University
b. buy a new computer
c. help Nasser with his homework
d. stay with her grandparents

Listen to the recording again and answer the questions below

1- Which word shows that Sara is excited?
amazing

2- Why won't Nasser carry the heavy bag for a long time?
because aunt Yasmeen will stay in the upstairs

**DO YOU KNOW?**

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


21

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## 2 ng

ore you read


The Red Palace



Al Shamiya Old Gate

Refer to the pictures and discuss the following:

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

They arte touristic places

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: Al Mubarakiya Market
2- You can see different types of traditional weaving there: The Sadu House
3- You can learn about how people lived in the past there: Dickson House

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

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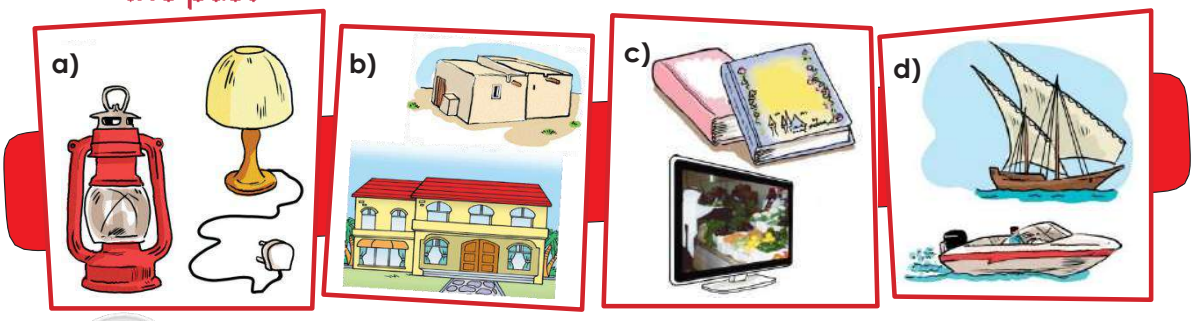
ook and talk about the pictures to make sentences about people in he past






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

a.

b. They Didn't have big houses, They had small houses

c. Kuwaitis didn't watch TV, They read books

d. They didn't have big ships, They had small ones

## Writing

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

| Food | Jobs | Clothes | Games |
|---|---|---|---|
| fresh fish<br>raw vegetable | fishing<br>diving | bisht<br>thobe | al hajlah<br>al derbaha |

**Toolkit**

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

Life in the past was very hard, but it was simple, people ate only fish and vegetable. They worked in the sea. They were either fishermen or divers, They wore bisht or thobe. The children played simple games

| Writing Checklist | |
|---|---|
| Punctuation marks | ☐ |
| Spelling | ☐ |
| Word choice | ☐ |

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## ١ 4

## ng

re you listen




Refer to the map below and answer the following questions

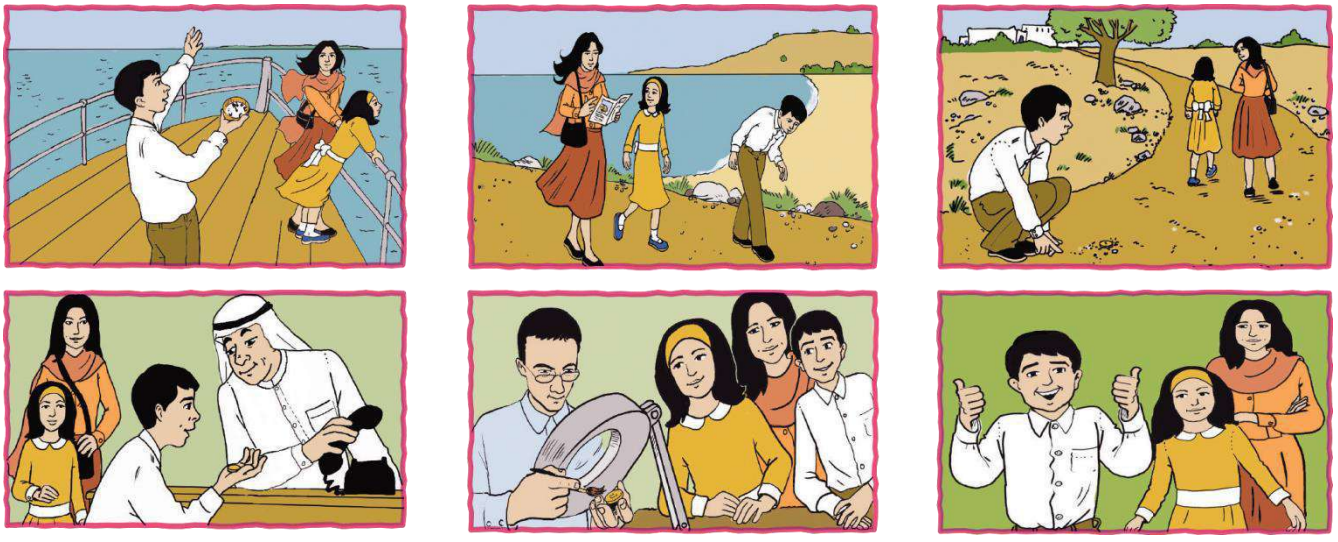
- How many islands are there in Kuwait? Name them.
- What is the biggest island in Kuwait? **Bubiyan Island**
- What is the smallest island in Kuwait?

**Qaruh is the smallest**

**Listening tip**

Make sure to take notes while listening

Listen to the recording and answer the questions below



1- Where is Failaka Island located? **North west ok Kuwait**

2- Have Nasser and Sara ever visited the temples? **No they haven't**

3- Why was Nasser excited? **because he found an old coin**

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

- **Pots** .....
- **coins** .....
- **bottles** .....

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## n 5

## mar

have/has + slept / seen / eaten = I have seen the temples on Failaka Island.

My sister has done her homework.

## Speaking

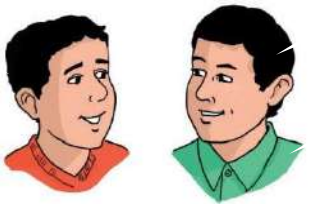
Use the correct form of the following verbs to ask your partner about the pictures below

**Speaking tips**
Don't forget to use the correct tense of the verb

**play – find – write – see**

Have you ever been to England?



Yes, I have.

No, I haven't.

| Name |  |  |  |  |
|---|---|---|---|---|
| Sara | ✓ | | ✓ | |
| Mona | | ✓ | | ✓ |

## 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 ever seen an eagle ?

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



A: Have you ever flown a kite ?

B: Yes, he has flown a kite.

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## n 6

## ng )

### efore 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.

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

t is the main idea of the story?

eadset
b. People in Old Kuwait ✓
c. The Social Studies class
d. Houses in Old Kuwait

alue



Our Heritage is Our pride

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 | Amazed |
| 2. People who work together and help each other | so operative |
| 3. Tradition passed on from our grandparents | heritage |
| 4. A school subject about history, geography | social studies |

## 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 timemachines, and what you can see there

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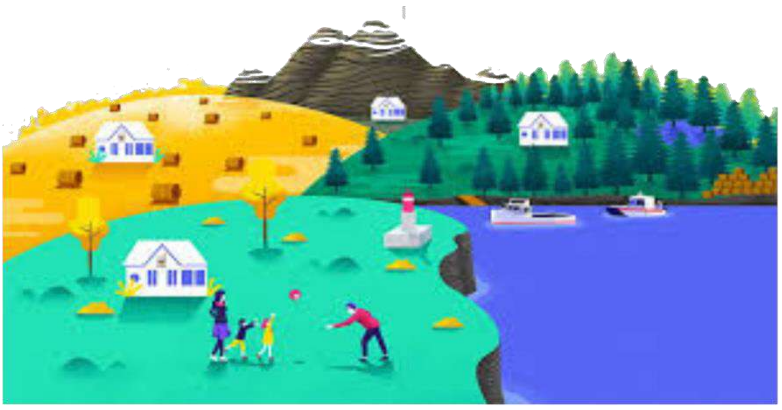
## ı 8

## ıg

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
family

How you went
boat

Where you went
island

What you took
camera

How you felt
happy

Last month, I went to an amazing island. I went with my family. We went by boat. I took my camera with me. I took many photos. I felt so happy. It was an amazing trip

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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

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# From Old to New

## 1 Listening

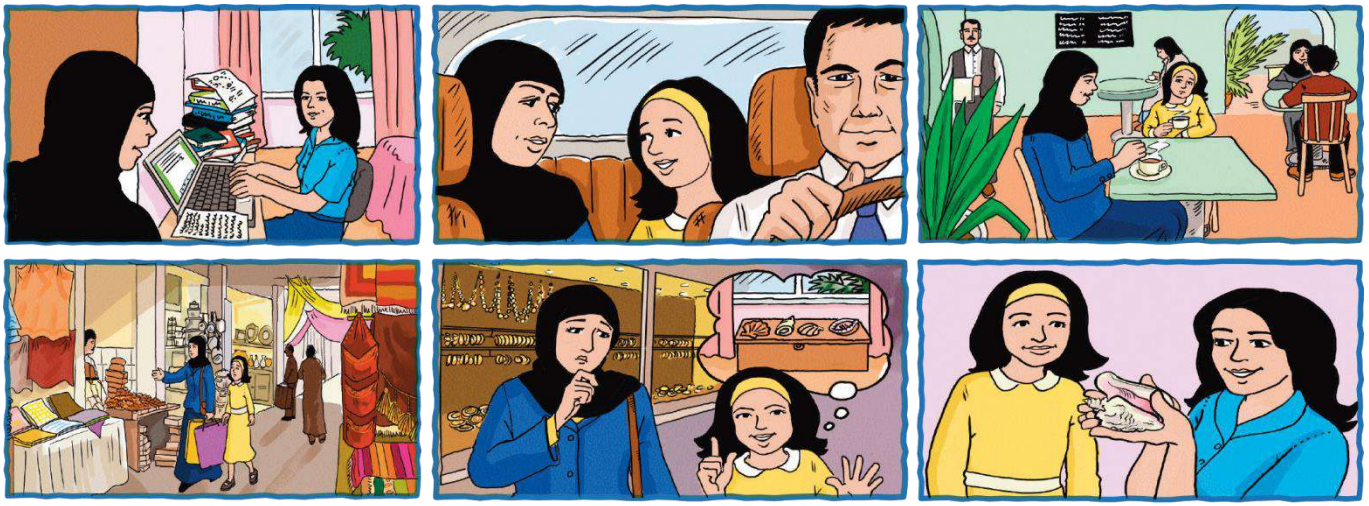
**Listening tip**

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. ( ✗ )

Sara gave Yasmeen a shell as a present

Listen to the recording again and answer the following questions

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

I think she is going to cook fish for dinner

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

Excited

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## ı 2

## ıciation)

'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 .....knock..... at the door.



2- We use a .....knife..... 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.

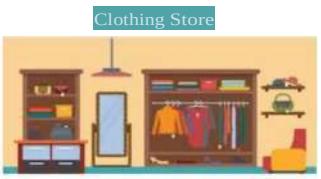
Look at the pictures below and complete the sentences using anything/something



1 There isn/t ...anything... in the bag.




Sara needs to buy .....something..... from the toyshop.




1 Did you find .....anything..... 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 .....anything in the room.....?

1 No/ she .....didn't fiend anything.....

.....

.....?

.....

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... 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 aT-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- Tom | They went to the biggest mallin the city. |
| 2- Jane | • |
| 3- Sally | • |
| | • |
| | • |

## Spelling

Add "ly" to change an adjective into an adverb

Example: joyful+ly=joyfully

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

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**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'

**Writing tip**

Organize your ideas before you begin

| Editing Checklist | |
|---|---|
| Punctuation (capitals - full stop) | ☐ |
| Spelling | ☐ |

Name of the place: Avenus

How it looks like: amazing

Going shopping

What you did there: presents

How you felt: happy

Shopping is my best hobby. Last week, I went to the Avenus. I went with my sister. We bought many presents for our teachers and family. It was amazing. I was so happy

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

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e you listen

Did mum buy anything in the gold market?



Yes, she bought something. She bought a necklace.



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 **Gold market**.

2- The family had **fish** for dinner.

3- Mum bought some **tomatoes** and **lettuce** to make salad.

4- Heba's friend bought her a **dress**.

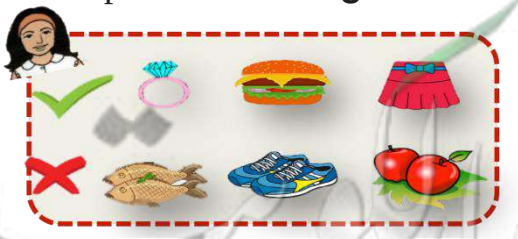
## Grammar

**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- **Sara bought a ring and food, but she didn't buy any shoes**

2- **Nasser bought shoes and jeans, but he didn't buy any lettuce**

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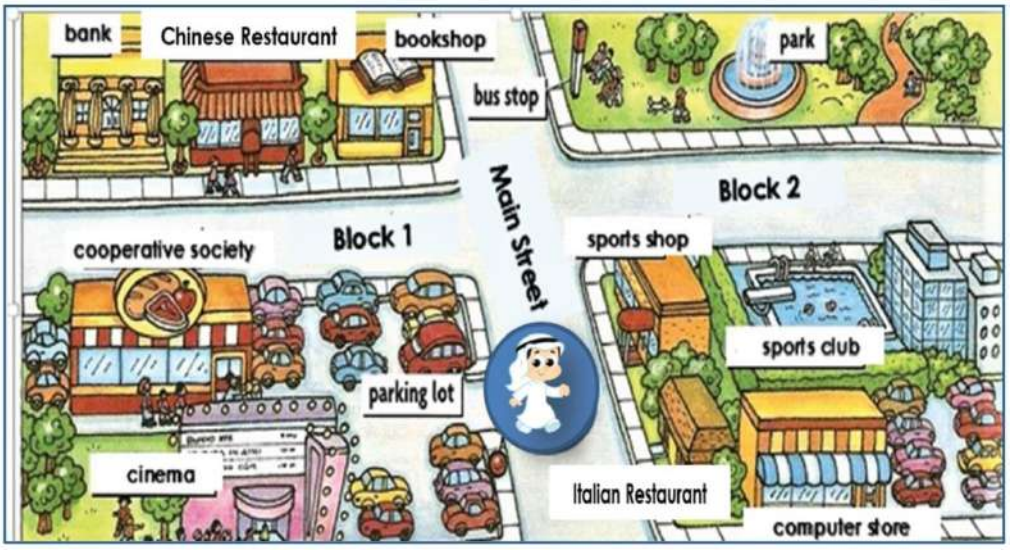
Yousef wants to visit the following places, help him go there using the correct prepositions of place

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?**

I think he wanted to buy a new computer

2- Where can Yousef have his lunch?

he can have his lunch at the chinese restaurant

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

He can buy so many presents

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

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e 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 | Cc... yasmeen@ gmail.com | Account | 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 **museums**. 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?

because it is one of the world's complexes

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

I can see the planets there

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

1- Giant : We can see giant animals under the sea

2- Fantastic: This is a fantastic car

**DO YOU KNOW?** Sheikh Abdullah Al-Salem Cultural Centre is owned by Diwan Al-Amiri and is the largest museum project in the world

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## 1 8

## mar

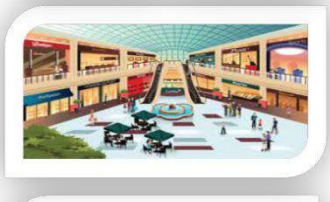
For making future plans use | am/is/are + going to

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, I am going to go to the malls for shopping



On the third day, I am going to eat Kuwaiti food



On the last day, I am going to play water games

## 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

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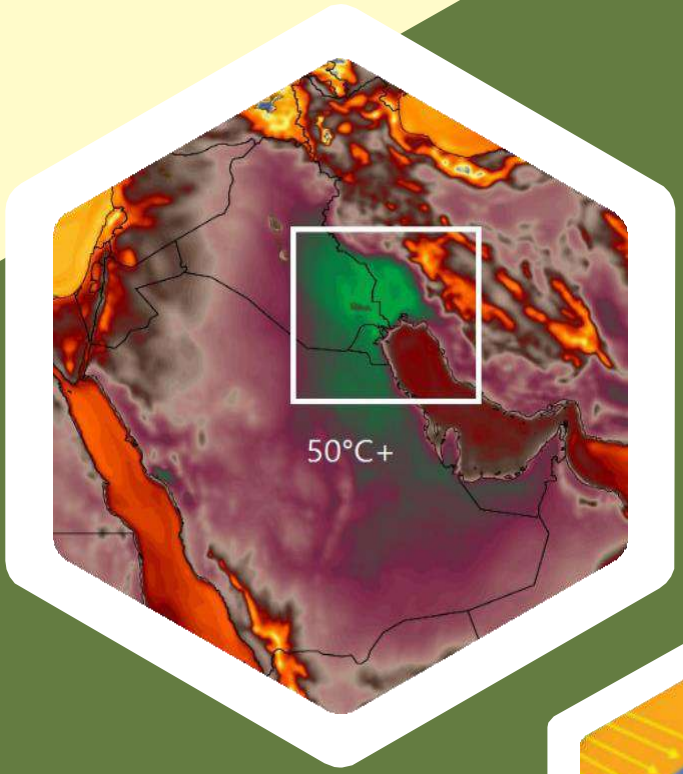
# Unit 3

## ...eather and Climate









We will learn:

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

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"Climate is what we expect, weather is what we get"
- Mark Twain

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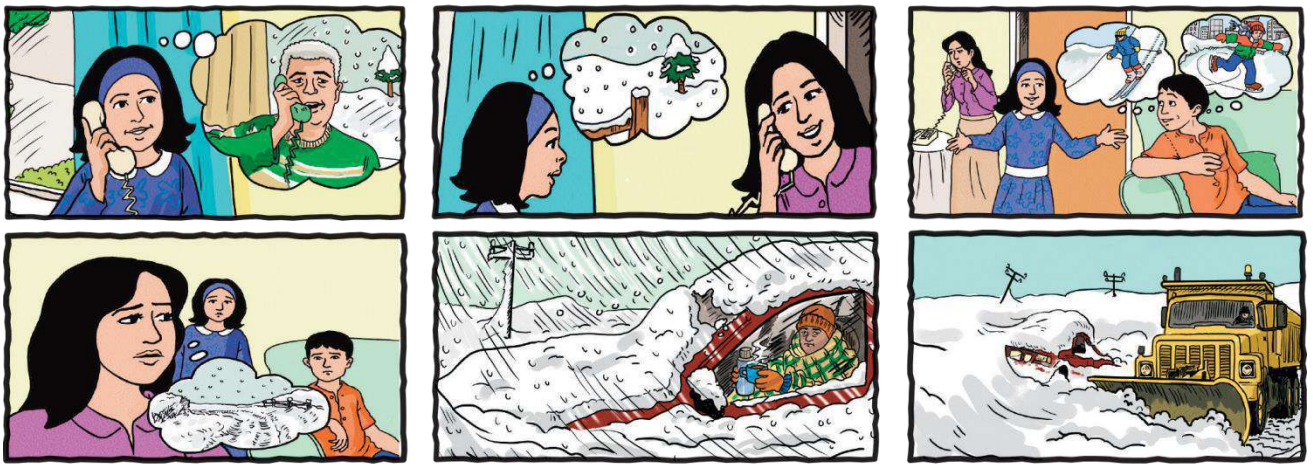
# 5 Weather and Climate

## 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? skating

2- Why did Nasser say "Poor Grandpa" ? As he was caught in a snowstorm

## Pronunciation

Listen to the recording, choose and complete the table below

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



**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
Cc... yasmeen@ gmail.com
Account | Subject: Last snowstorm

Dear Yasmeen,

I'm glad to hear that you're enjoying your time in Kuwait. These days , it is very cold and snowy here in Canda. 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: Canada - road

Characters: Grandpa - truck driver

Problem: A bad snowstorm

Solution: A truck cleared the snow

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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,

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**,

Once there was a big fire in a nearby factory. A young boy called ١١٢. The firemen arrived at once. They managed to put it out and saved the workers. The owner rewarded the boy and thanked him . the boy was so happy to do this work and all newspapers wrote about him

**Characters: Who**

Saleh

Hessah

Mother

**Place: Where**

backyard

**Title**

Heroic work

**Problem: What went wrong**

paramedics arrived ٢ and ١١٢ Saleh called and helped

**Solution: How it ended**

A dust storm blew and mum couldn't breathe and fainted

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

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With your partner discuss what happened in the following pictures









Complete the following diagram about 'A Rainy Day'

What happened first?
Lightening here and there

How did the story end?
Rain stopped

Main Idea
A rainy day

What happened second?
heavy rain fell

What happened third?
cars sank and couldn't move

| Editing Checklist | |
|---|---|
| Punctuation (capitals - comma - full stop) | ☐ |
| Sequence of ideas | ☐ |
| Spelling | ☐ |

Now, write your story

Once there was a natunal problem. First lightening was here and there. Then heavy rain fell down. There was big amounts of water on the roads. Cars couldn't move. They sank and water covered most of them. It was so dangerous. At the end rain stopped and after an hour we could be safe

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### 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 |
|---|---|---|
| cover nose<br>close windows | A dust storm comes from desert | How can we stop a dust storm? |

**Speaking tip**

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




## Speaking

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.



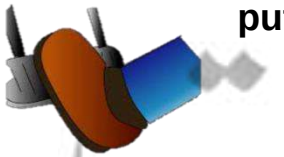
**leave**

You shouldn't Leave the car on the road



**go inside**

you should go inside quickly



**put on**

you should put on the car brake



**drive**

you should drive carefully



**turn on**

you should turn on the car light

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# 6

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Before you read

What is the name of the mobile app? It is called weather

Read the passage,then choose the correct answer below




Kuwait Meteorological **Department** was built in 1953. It has 27stations 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 tiltle 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?

It predicts the weather and tells how hot or cold it is

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

It is important for them to be able to plan for their activities and duties

It might rain tomorrow

It might be sandy

## Speaking

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



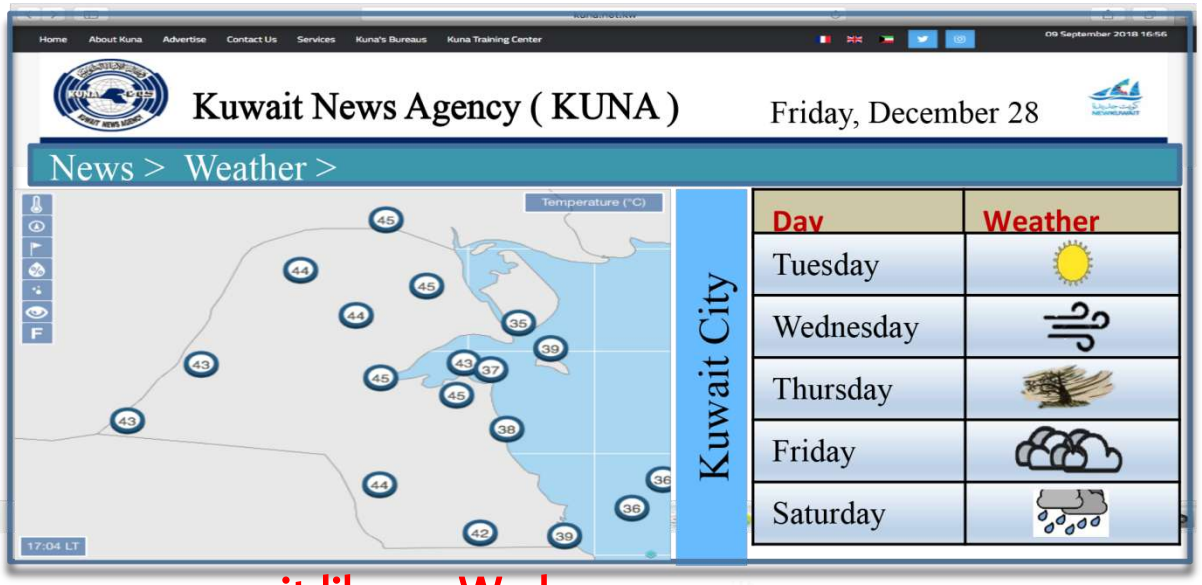
Read the information in (KUNA) website to ask and answer questions about the weather then complete



What's the weather like on Tuesday?

It might be sunny.








What's it like on Wed ..... ?

It might be dusty .....





What's it like on Thurs .....

It might be windy .....





What's it like on Friday .....

It might be cloudy .....





What's it like on Saturday .....

It might be rainy .....





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

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'e you write

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

How the weather was
hot

Where you went
to beach

My Last Summer Holiday

What you did there
swam

How you felt and why
Not happy. bad weather

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

Last summer was very hot and humid most of the time. I was not happy. Staying inside is not comfortable. So, I thought of going to the beach. I stayed there until the morning. I swam and caught fish

| Editing Checklist | |
|---|---|
| Grammar | ☐ |
| Sequence of ideas | ☐ |
| Spelling | ☐ |

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# 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

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

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# Read to Lead

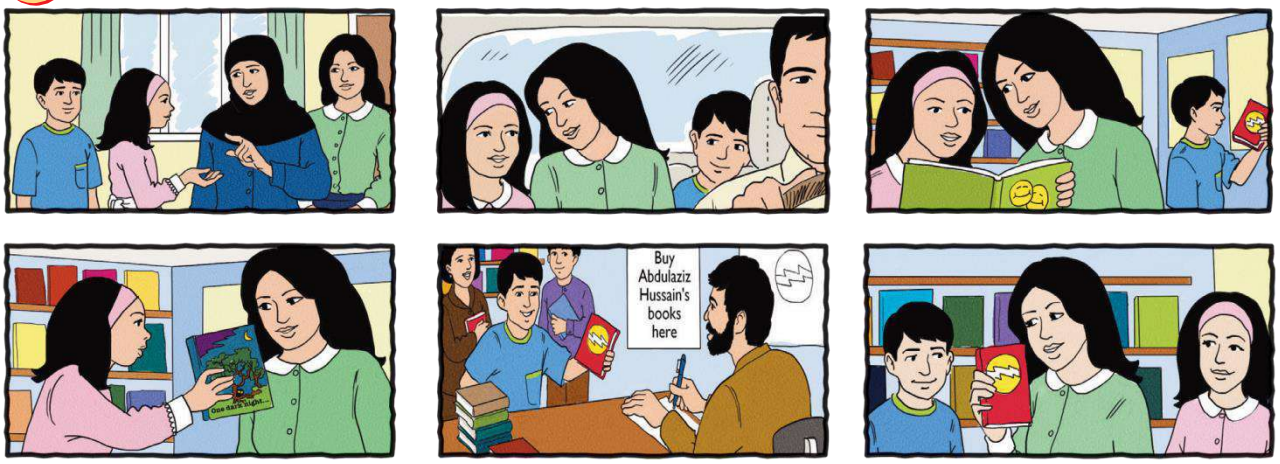
**Listening tip**
Recall what you have heard

## 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
b. My Favourite Writer
c. A Visit to the Book Fair ✓
d. Choosing a Good Book

2- Mum wants Sara to:

a. go to the book fair
b. buy a good book ✓
c. read a 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
b. it's too easy ✓
c. it's too **scary**
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?

Mum told her you must buy a good book

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

He bought a book as a present for aunt Yasmeen

I get

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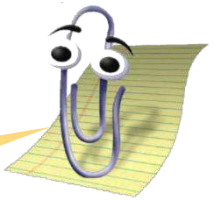
### Before you read

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 **couldn't 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 **Art** Yasmeen and then he **warmly** gave it to her. **Art** Yasmeen was very pleased. She deeply thanked him. I have such a **kind** brother!

Yours,
Sara

| Story Map | Main Characters | Setting | Problem | Solution |
|---|---|---|---|---|
| | Sara<br>Nasser<br>Yasmeen<br>Amal | Yesterday<br>book fair | Nasser got<br>lost | looking<br>for him<br>everywhere |

Compare your answers with your friend

My friend gets

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Re-order the events of the story using

First ⇨ Next ⇨ After that ⇨ Finally

First....., Sara saw Aunt Yasmeen's favourite book.
Next....., they looked for Nasser.
After that....., they found him buying a book.
Finally....., Aunt Yasmeen was pleased with Nasser's present.

Use the correct order of the sentences to write a paragraph in your note-book

## 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)**

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

| Topic Sentence: There was an important football match in Kuwait | |
|---|---|
| First, I called my friends to plan | Next, We agreed to go there together |
| After that, We went there by bus | Finally, We watched the match and enjoyed |

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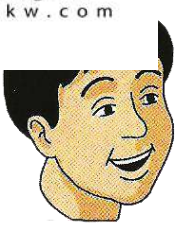
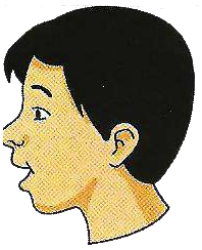
# 1 4

## nar



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<br>They are | difficult<br>funny<br>old<br>short.<br>long<br>useful | isn't<br>They aren't | easy useful<br>simple<br>modern<br>exciting<br>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: enough – cough – rough – tough

Fill in the missing letters

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

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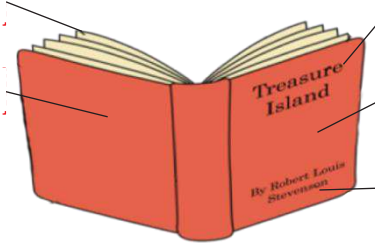
### Before you listen

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




5 pages

4 back cover

1 book title

3 front cover

2 Writer's name

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 | D | 5 | D |
| 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.

I'd like funny books. They are exciting

I wouldn't like science books. They are difficult

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## 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 UN 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.

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olished the book?
A

2- What is the text about?
A book called A Humanitarian leader

3- What does " Humanitarian" mean?
something realed to humanity

4- Why was Kuwait honoured as a centre for humanitarian work?
As it helped all countries in need worldwide

**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 | June ١٩٢٩ | | |
| Career history | Year | | Job |
| | 1 | 1963-2003 | Foreign Minster of Kuwait |
| | 2 | 2003-2006 | Prime Minister |
| | 3 | 2006-till now | The Amir of Kuwait |
| International awards | Humanitarian leader | | |

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

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## n 8

### king

**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

Baba Subah

The greatest leader all over the world. You placed us in a high rank. You honoured all of us. We are all proud of you. We pray for God to keep you for us and for all humanity

sincerely Mahmoud

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# It's Time to Read
# Jack and the Beanstalk

Part 1

happily in a little house with his mother and father. Jack was a 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.



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k arrived at the castle, he felt hungry and thirsty. He knocked at 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.

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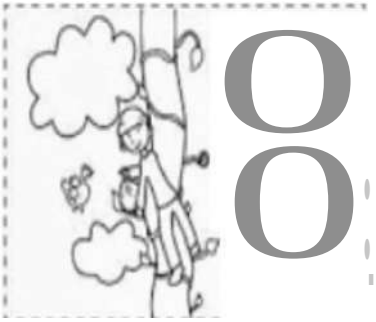
d Jack and the Beanstalk and summarise the story with the of the following pictures









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# Jack and the Beanstalk

Part 2

ther told him not to climb the beanstalk again. But the next day, ed 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. I t was Jack's father's hen! The giant stroked the hen gently and it laid an egg. I t was not an ordinary egg but a gold egg! The giant soon fell asleep. Jack took the hen and ran home with it.



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ay, Jack went back to the castle again. The giant's wife was
'. 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!



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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

.....

.....

.....

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# Project



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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

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# 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 | | | |

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# 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 |

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# 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 |

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# 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 | colouful | adjective | | | |
| 11 | wisdom | noun | | | |

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# Regular Verb Table

| ...tive form | Past simple form | Past participle form |
|---|---|---|
| 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 |

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# Regular Verb Table

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

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# Irregular Verb Table

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

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# Grammar review

llowing modal verbs to ask someone politely to do some thing for us

| can | could | would |
|---|---|---|
| Can you carry the box, please? | Could you stay with us? | 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 | didn't | have | |
| You | | eat | ..... |
| He / She / It | | use | ..... |
| We / They | | buy | |
| Example: They didn't have modern houses. | | | |

Capital letters

We start a sentence with a capital letter

Example : He goes to school everyday.

We use capital letter with names and countries

Example : Fahad , Kuwait, Yasmeen, Bahrain..

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# 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 beautifully

Cheerful Cheerfully

( The boy laughed cheerfully)

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

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# Word formation

## short forms of verbs

### The verb *to be*

| Long form | Short form |
|---|---|
| am | 'm |
| You are | You're |
| He is | He's |
| t is | t'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) |
| t has (got) | t's (got) |
| We have (got) | We've (got) |
| They have (got) | They've (got) |

### Modal verbs

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

## 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

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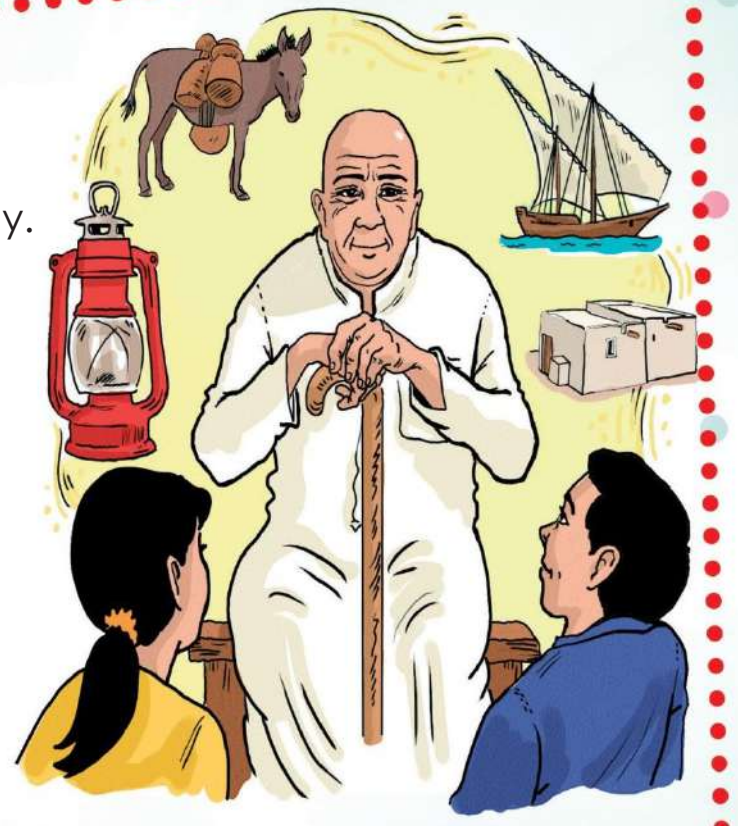
# Songs

□□□ □□□□□



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.

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## □□□'□ □□□□ □□ □□□□□□□

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!"

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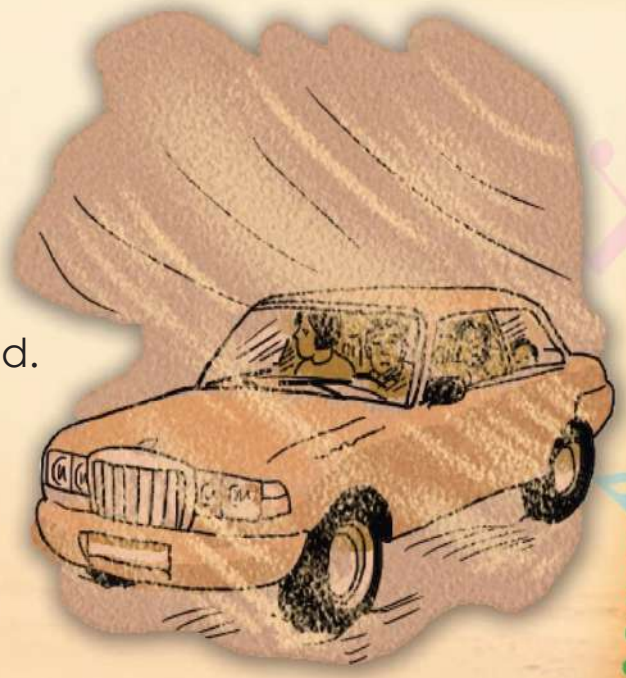
## □□□□'□ □□□□ □□□ □□□□ □□

Dust storms come so suddenly
You must know what to do.
Listen very carefully –
This information's for you.



Don't leave your car on the road.
Move your car off the road.
Put the brake on right,
Turn on the lights
And wait for the storm to go.

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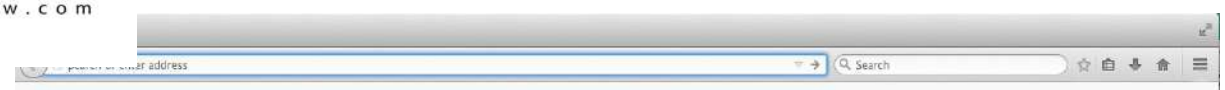


# E-Learning

## 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

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