



State of Kuwait
Ministry of Education

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NEW

FUN WITH English



Pupil's Book

Grade

4B

 LONGMAN

Wendy Superfine



State of Kuwait
Ministry of Education

NEW FUN WITH **English**



Pupil's Book Grade 4B

Wendy Superfine

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Scope & Sequence (for parents)

Follow your child's progress

Unit	Structures	Functions	New vocabulary	Song/Rhyme
9 At the Planetarium	The present simple: <i>How long does it take to go around the sun?</i> <i>It takes one year to go around the sun.</i> (R) Comparative adjectives: <i>The hotter planets are closer to the sun.</i> (R) Superlative adjectives: <i>The farthest planet takes the longest time to go around the sun.</i> (R)	Ask for and give information Express comparison	around, ask, close, different, Earth, far, large, need (v), planet, Planetarium, question, round, sky, year	Earth, moon and stars
10 A visit to the moon	The past simple with adverbs: <i>I bravely went to the moon. We landed carefully on the moon.</i> <i>There was/were with countable and uncountable nouns: There was some/ wasn't any (noise). There were some/ weren't any (animals).</i> <i>There is/are with countable and uncountable nouns: There is some/ isn't any (wind). There are some/ aren't any (animals).</i> (R) The past continuous: <i>I was collecting some soil.</i> (R) The past simple: <i>They collected some rocks.</i> (R) The present simple: <i>The moon goes around the Earth in twenty-seven days.</i> (R)	Ask for and give information talk about the past	footprints, land (v), last, look like, noise, proudly, quiet, quietly, rocks, soil, spaceman, spaceship	
11 I'm planting a tree	The present continuous and the present simple: <i>What are you doing? I'm planting a tree. Animals and birds need trees for their homes.</i> (R) The verb have got: <i>This tree has got lots of water.</i> (R) Adjectives: <i>This tree is strong.</i> (R) The modal verb can for possibility: <i>We can eat the fruit and nuts.</i> (R) The modal verb must for obligation: <i>We must look after the trees.</i> (R) <i>It's good to drink water. It's bad to cut down trees.</i> Imperatives: <i>Plant a tree.</i> (R)	Ask for and give information Express approval/disapproval Express opinion	bad, cut down, look after, plant (v), shade, strong, too, world	Plant a tree
12 The Nature Park	The modal verb should for giving advice: <i>You should take a photo. You shouldn't frighten the bird.</i> <i>The first conditional with should: When you see a rare animal, you should be kind to it.</i> Imperatives: <i>Come quickly and quietly.</i> (R) The present simple with have got: <i>What does it look like? It's got an orange head.</i> The modal verb can for possibility: <i>Animals and birds can drink water from the lake.</i> (R) Adjectives with the verb to be: <i>It's pretty.</i> (R)	Ask for and give information Express approval/disapproval Give and ask for advice Describe animals Describe people	beak, bring, danger, frighten, kind, nature, quick, rare, safe/safely, sharp, skirt, spotted	
Revision 3	The present simple: <i>It takes a year to go around the sun. We need trees for our fruit and nuts.</i> The modal verb should for giving advice: <i>We shouldn't climb trees.</i> Adverbs: <i>Let's walk quickly.</i> The past simple: <i>I climbed the tree.</i> <i>There is with uncountable nouns: There is food and water.</i> The past continuous: <i>What were you doing in the tree?</i> Imperatives: <i>Write numbers one to eight.</i>	Give information Express opinion Give advice Express comparison	Revision of previous vocabulary	

(R) = Revised

Unit	Structures	Functions	New vocabulary	Song/Rhyme
13 Making flags	The present simple with have got. What does the Syrian flag look like? It's got two stars in the middle. (R) The verb have got. Have you got any brown paint? Yes, I have. / No, I haven't. He's got black hair. The Kuwait flag has got green, white and red stripes. The present continuous. He's painting the Kuwait flag. (R)	Ask for and give information Ask about places	bottom, brush (n), interesting, Kuwait, Lebanese, Lebanon, main, middle, own, pillow, proud, Saudi, Saudi Arabia, shape, stripe, sword, Syria, Syrian	We love our flag
14 The car race	The present simple with adverbs of frequency. We always/usually/sometimes/never (drink coffee). What do you usually do before a race? The present simple. When does the car race take place? It takes place in April. (R)	Ask for and give information Express comparison Talk about frequency Describe pictures	Bahrain, coffee, drive, driver, finish, helmet, get ready, minute, take place, track, wonderful	
15 A day in the mountains	The past simple. Did you have a good holiday? Yes, we did. How did you get there? We went by plane. They didn't go to Lebanon. (R) What was it like? It was fun. The present simple. The men make the wool into rugs. (R)	Ask for and give information Ask about places Talk about the past	high, holiday, hotel, museum, Oman, rug, skiing, view, wool	Where did they go? What did they do?
16 A holiday in Lebanon	The modal verb shall for making suggestions. Shall we go to Rainbow Island? That's a good idea./No, we went there before. The past simple. They went skiing last year. They didn't go to the Nature Park last year. (R) The modal verb can for possibility. You can walk and climb. (R) There is/are with countable and uncountable nouns. There are shops. There is lots of noise. (R) The verb going to for future plans. What are they going to do? They're going to visit the mosque. (R)	Ask for and give information Make suggestions Talk about the past	again, exciting, lowest, idea, later, market, restaurant	
Revision 4	the modal verb shall for making suggestions. Shall we have a race? Yes, that's a good idea. The present simple with adverbs of frequency. They usually go to bed early before a race. They always wear blue. The past simple. I ate dinner. The past continuous. Nasser and Sara were watching a car race. The verb going to for future plans. I'm going to go to Muscat.	Make suggestions Talk about the past Talk about frequency Talk about the past, present and future Express comparison Talk about places	Revision of previous vocabulary	

This book
belongs
to

A rectangular box with a wavy, hand-drawn border, containing four horizontal dotted lines for writing.

Characters



Sara



Nasser



Hamad



Sami



Amal



Brainy

You will:

Use: How long does (the Earth) take (to go around the sun). (The hotter (planets) are closer (to the sun). The farthest (planet) takes the longest time (to go around the sun).

Learn: around, ask, close, different, Earth, far, planet, Planetarium, question, round, sky, year

1 Listen and read

Look, at that round building.

That's where we're going. It's the Planetarium.

Planetarium.

We can learn more about the planets and the moon and stars there.

Look at all the stars and planets in the sky.

How many planets are there?

There are eight. We live on one. It's the Earth.

Are all the planets different?

Yes. Some of them are bigger than the Earth. Some are smaller.

Is the sun a planet?

No, it's a star. All the planets go around the sun.

Look! Some of the planets are close to the sun. Some are far away.

Yes. The farthest planet takes the longest time to go around the sun.

The closest planet takes the shortest time to go around the sun.

Is it very hot close to the sun?

Yes. The hotter planets are closer to the sun. The colder planets are farther away.



2 Read and match

- | | |
|---|---|
| a) What can you learn at the Planetarium? | 1) There are eight. |
| b) How many planets are there? | 2) No, some planets are bigger than the Earth. |
| c) Do the planets go around the moon? | 3) You can learn about the planets, the moon and stars. |
| d) Is the Earth the biggest planet? | 4) No, They go around the sun. |

You will:

Use: The coldest planets are (far away from the sun).
The Earth takes one year to go around the sun.

3 Complete and say

- The Planetarium is a square building. No, it's ...
- There are seven planets. No, ...
- We live on a planet. It is the moon. No, ...
- The sun is a planet. No, ...
- The coldest planets are closest to the sun. No, ...
- The sun takes one year to go around the Earth. No, ...



4 Listen and read

What do you know about ...

... the Earth?

- We live on the Earth.
- The Earth is one of the eight planets.
- It takes a year to go around the sun. That's about 365 days.

... the sun?

- The sun is a large star. It is very hot.
- It is the closest star to the Earth.
- Planets close to the sun are hot.
- All plants and animals need the sun to live.

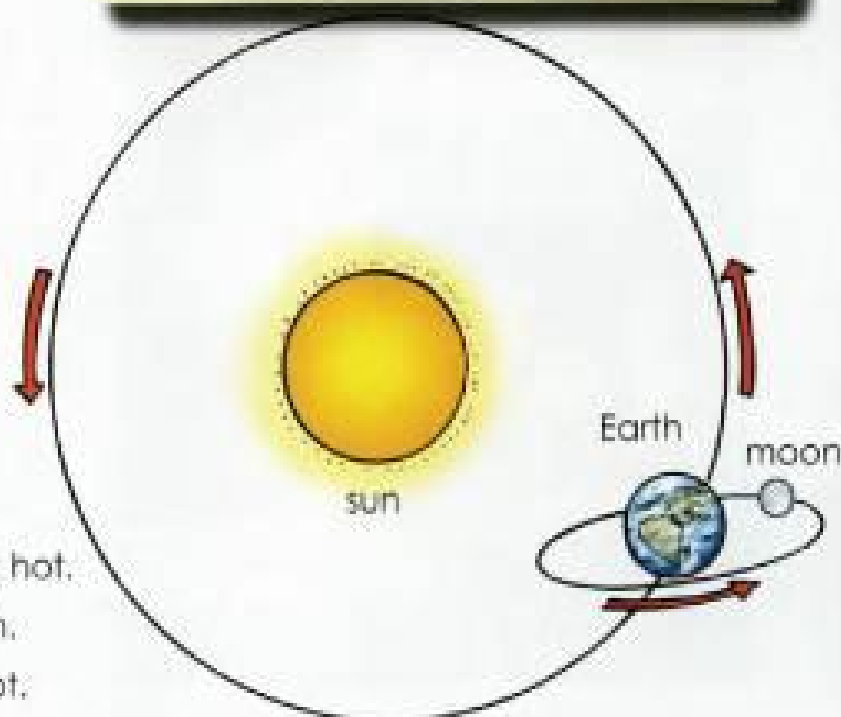
... the moon?

- The moon is not a star or a planet.
- It goes around the Earth. It takes about a month.

You will:

Use: It is the closest star (to the Earth). All plants and animals need (the sun to live).

Learn: large, need (v)



You will:

Use: Is the (sun) a planet? Yes, it is. / No, it isn't. It's a (star). How long does (the Earth) take to go around the (sun)? It takes (a year).

5 Study box

Is the moon a planet?

No, it isn't.

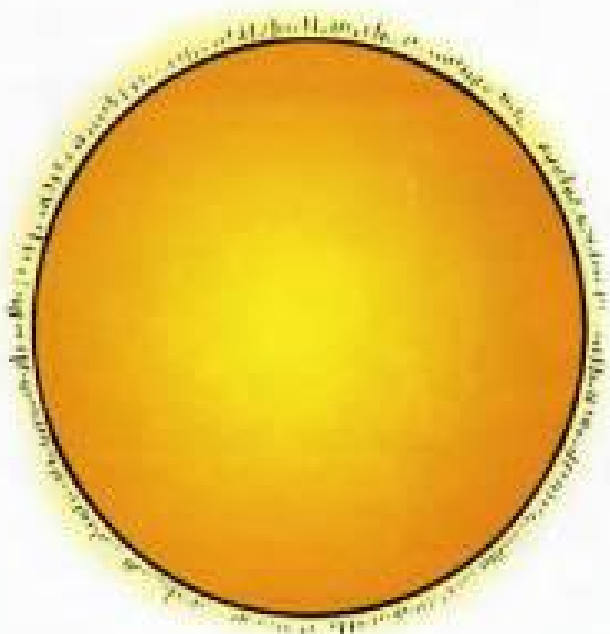


- Is the **sun/moon/Earth** a planet?
Yes, it is./No, it isn't./No it isn't. It's a star.
- How long does the **Earth/moon** take to go around the **sun/Earth**?
It takes **a year/about a month**.

6 Listen, point and say

You will:

Use: It is the closest star to the Earth.
We live on this planet.



the sun



the moon



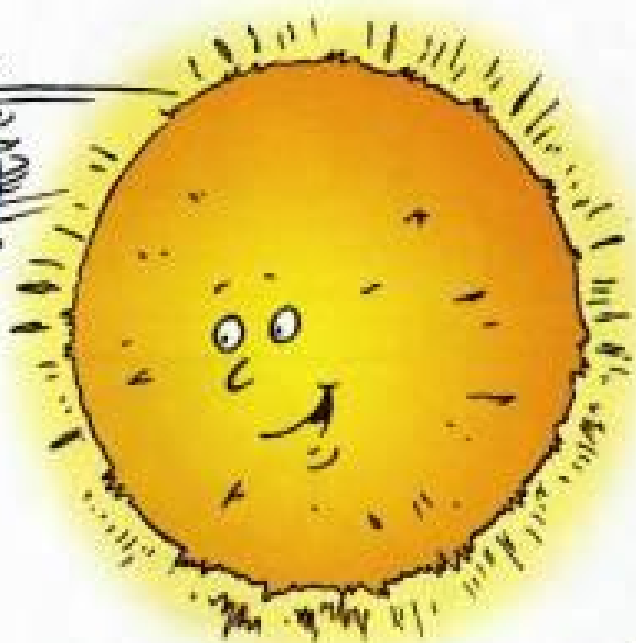
the Earth

7 🎵 Earth, moon and stars



The moon goes around the Earth.
The moon goes around the Earth.
It takes a month, about a month
To go around the Earth.

The Earth goes around the sun.
The Earth goes around the sun.
It takes a year, about a year
To go around the sun.



You will:

Use: I (bravely) went to the moon. We landed (carefully) on the moon. There wasn't any (noise). There weren't any (animals). I was collecting (some soil).

Learn: land (v), look like, noise, quiet/quietly, rocks, soil, spaceman, spaceship

1 Listen and read

What are you doing, Brainy?

I'm a spaceman. I'm the first man on the moon. I'm in Nasser's book. Ask me some questions.



When did you go to the moon?



In July 1969, I bravely went to the moon with a team of spacemen.

That's very far away from the Earth. How did you get there?



I flew in a spaceship. It took about 103 hours to get there. It flew very fast.

What happened when you got to the moon?



We landed carefully on the moon. I climbed out of the spaceship slowly. Then I walked quietly onto the moon.

How long did you stay on the moon?



I stayed there for two and a half hours. I was collecting some rocks and some soil.

What was it like on the moon?



It was very quiet. There weren't any plants or animals. There wasn't any noise. There wasn't any wind.



2 Read and answer

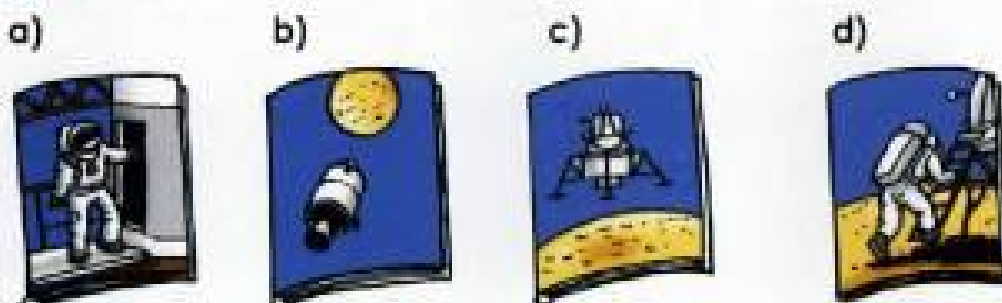
- When did the first man go to the moon?
- Is the moon very close to the Earth?
- How long did it take the first man to fly to the moon?
- What happened when he got to the moon?
- What did he collect from the moon?

You will:

Use: He (bravely) went to the moon. He climbed out of the spaceship (slowly).

Use the pictures and these words: 'slowly', 'bravely', 'fast', 'carefully'.

3 Tell the story of the first man on the moon



103 hours

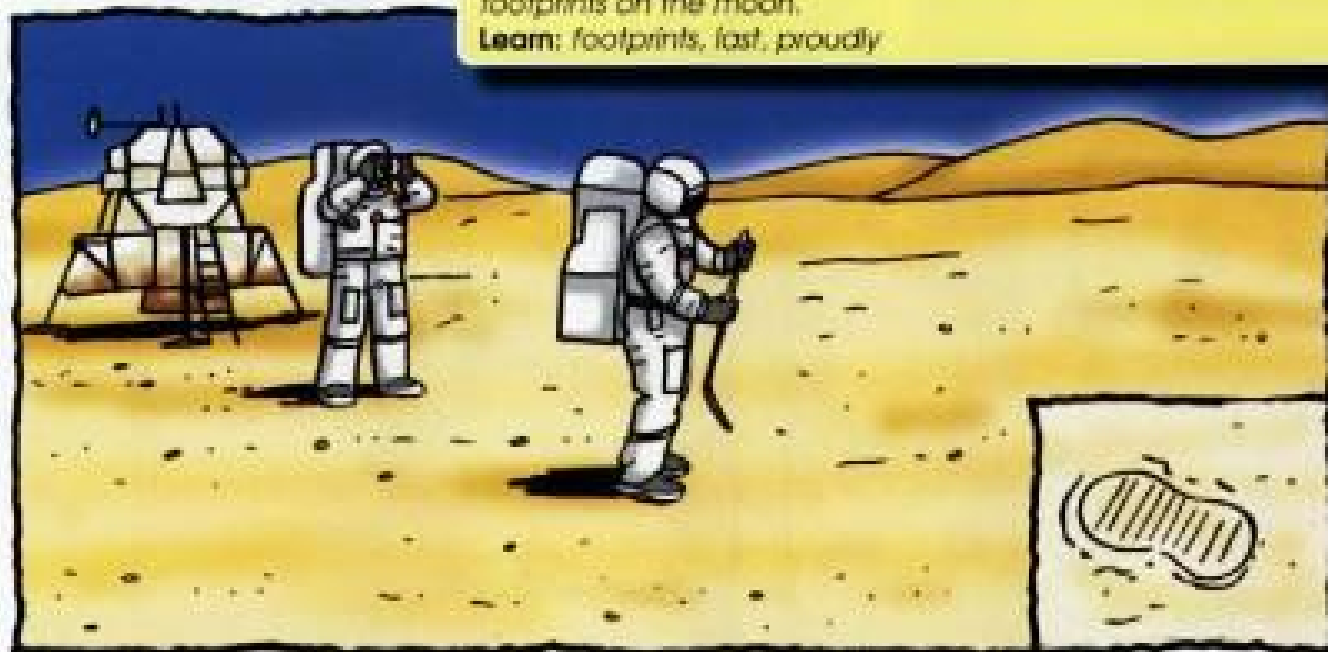


4 Listen and read

You will:

Use: They collected some (rocks). The moon goes around the Earth (in about twenty-seven days). The spacemen (proudly) left their footprints on the moon.

Learn: footprints, last, proudly

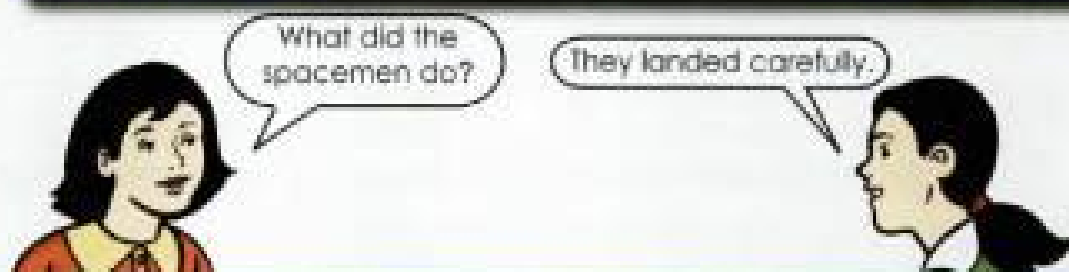


The moon isn't a planet. It is a big ball of rock. It goes around the Earth in about twenty-seven days. The last visit to the moon was in December 1972. The spacemen were on the moon for three days. They took lots of photos. They collected some rocks and some soil to take back to the Earth. The spacemen proudly left their footprints on the moon. There isn't any wind on the moon, so the footprints are there today.

You will:

Use: What did the (spacemen) do? They (proudly) left footprints. What was it like on the (moon)? There were some/weren't any (plants). There was some/wasn't any (noise).

5 Study box



- What did the spacemen do?
They (landed/walked/left footprints) (quietly/slowly/proudly/carefully).
- What was it like on the moon?
There (were some/weren't any) (plants/animals/rocks).
There (was some/wasn't any) (noise/wind/soil).



6 Listen and point

You will

Use: *There isn't any (wind).
There are some (animals).*



the Earth



the moon



Which is it? Is it the Earth or the moon?

7 Play the Is/Are, some/any game

honey rocks wind footprints soil animals noise plants cars



You will:

Use: What are you doing? I'm (planting a tree).
(Animals and birds) need trees for their homes.

Learn: plant (v), shade, strong, too

1 Listen and read





2 Right or wrong?

- a) Nasser is planting flowers.
- b) Sara and Nasser are lucky to live in Kuwait.

Read and answer

- c) What do trees need?
- d) Why do animals and birds need trees?

You will:

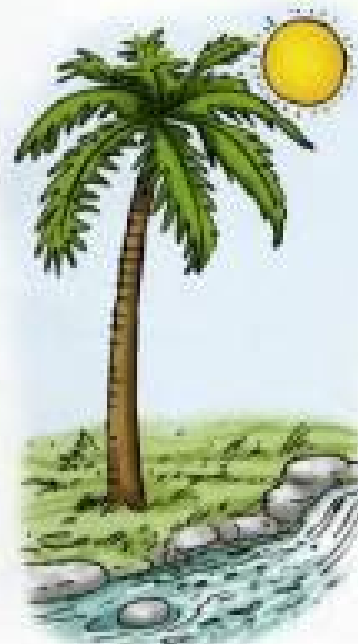
Use: (This tree) has got lots of (water).
 (This tree) is (strong). (This tree) is (growing).
 Learn: bad

3 Look, choose and say

... is/isn't strong.
 ... is/isn't healthy.
 ... is tall/short.
 ... is/isn't growing.
 ... is green/brown.
 ... has/hasn't got lots of water/sunshine.
 ... has got good/bad soil.



This tree ...



This tree ...



4 Listen and read

You will:

Use: We need trees (for shade from the sun). We can (eat the fruit and nuts). We must (look after the trees).
Learn: cut down, look after, world



We need trees!

All over the world, people cut down trees every day. But it is bad to cut down lots of trees. Birds and animals need trees for their homes. People need trees too.

We need trees for shade from the sun. We can stay cool under trees when the sun is very hot. We need trees for food. We can eat the fruit and nuts from many trees.

So, we need to plant more trees. And we must look after them. Tall, strong trees help to make the Earth a healthy place.

You will:

Use: What are you doing? I'm (planting a tree).
 Why do (we) need trees? We need trees (for shade).

5 Study box

What are you doing?

I'm planting a tree.



- What are you doing?/Where are you going?
 I'm planting a tree/going to my tree.
- Why do we/animals and birds need trees?
 We/They need trees for food/shade/homes.



6 Look and listen. Point and say

You will:

Use: It's good to (drink water). It's bad to (cut down trees). Plant a tree.



7 🎵 Plant a tree

Plant a tree. Plant a tree
In soil and rain and sun,
Watch it grow up to the sky,
You can have some fun.

See the tree. See the tree
Growing tall and strong.
Sit in its shade to eat some fruit
And stay there all day long.



You will

Use: You should (take a photo). You shouldn't (frighten the bird). Come (quickly and quietly). What does it look like? It's got (an orange head).
Learn: beak, bring, danger, frighten, nature, quick, rare, safely

1 Listen and read

Come and see!
There's a very pretty bird in the garden.

What does it look like?

It's got an orange head and a long beak.

Its wings and tail are black and white.

Is it a rare bird? You should take a photo.

It is a rare bird. It's beautiful.

Quick! Take a photo.

Come quickly and quietly. We shouldn't frighten it.

We shouldn't touch it. We should phone the Nature Park. We should tell them we saw a rare bird in our garden.

What is the Nature Park?

It's a place for animals, birds and plants in danger. They can live safely there.

We should go there. We can take the photo with us.



2 Read and match

- | | |
|-------------------------------|------------------------------------|
| a) There's a very pretty | 1) head and a long beak. |
| b) The bird has got an orange | 2) the Nature Park. |
| c) They should phone | 3) live safely in the Nature Park. |
| d) They shouldn't | 4) bird in the garden. |
| e) The birds and animals | 5) frighten the bird. |

You will:

Use: You should (take a photo). You shouldn't (touch it).

3 Match



Say what you should/ shouldn't do.



touch it
frighten it
take a photo
look after animals and birds
phone the Nature Park



4 Listen and read

You will:

Use: (Animals and birds) can drink water (from the lake).
You should (phone the Nature Park). When you see a (rare animal),
you should/shouldn't (be kind to it).

Learn: kind, safe



A new Nature Park opened in Kuwait in March 2004. Rare plants can grow safely there. Animals and birds in danger can also live in the Nature Park. They can make safe homes and find food in the trees. They can drink water from the large lake and swim there, too.

When you see a rare animal, bird or plant, you should be kind to it. You should phone the Nature Park and tell them about it.

You will:

Use: What should/shouldn't you do when you see a (rare bird)?
You should (take a photo). You shouldn't (touch it).

Learn: skirt

5 Study box

What should you do when you see a rare bird?

You should phone the Nature Park.



- What **should/shouldn't** you do when you see a rare bird/animal/plant?

You should **take a photo/phone the Nature Park/be kind to it**.

You shouldn't **frighten/touch it**.



You will:

Use: When you see a (rare plant), you should (phone the Nature Park).
What does it look like? It's got an (orange head). It's (pretty).

Learn: sharp, spotted

6 Make sentences

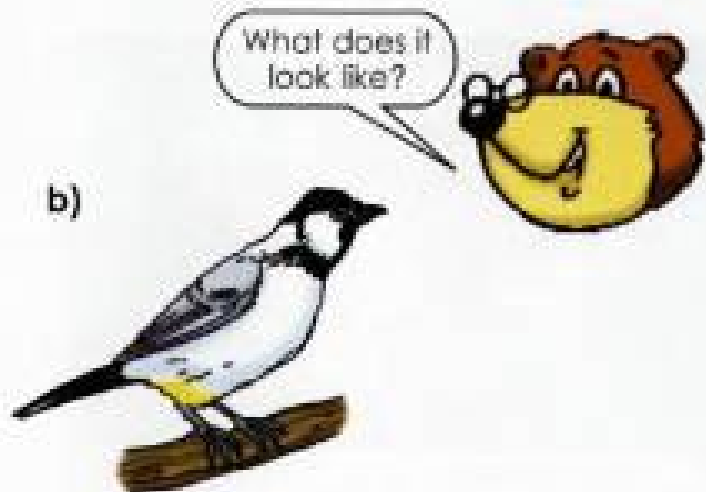
- | | |
|------------------------------|--------------------------------------|
| a) The new Nature Park | 1) you should phone the Nature Park. |
| b) Rare plants | 2) opened in March 2004. |
| c) Birds can make | 3) safe homes in the trees. |
| d) When you see a rare plant | 4) can grow there safely. |

7 Listen and point

a)



b)



c)



d)



Revision 3

You will:

1 Listen and read

Revise: What does it look like? We need (trees) for our (fruit and nuts). We shouldn't (hurt trees). Let's walk (quickly). I climbed the tree. There is (food and water).

Revise: danger, need (v), nose, quickly, quietly, rare, safely, shade





You will:

Revise: What were you doing (in the tree)? I climbed the tree (to look at the stars).

Revise: danger, noise, rare

2 Listen, read and match

a) 	What's that noise?	1) 	Yes. Why?
b) 	Is the tree OK?	2) 	I climbed the tree to look at the stars.
c) 	What were you doing in the tree at night?	3) 	But you're not rare and you're not in danger!
d) 	Can you take us to the Nature Park?	4) 	I don't know.

Note: A red arrow points from the question 'What's that noise?' to the answer 'I don't know.' (4)













You will

Revise: Brainy (climbed the tree). There is lots of (food and water).
It takes a year (to go around the sun).

Revise: around, large, noise, planet, rare

3 Read the story

Hip and Hop were in the  at . They heard a noise in a . They thought it was a rare . It was . Brainy climbed the tree to look at the . Then Brainy told Hip and Hop about the Nature Park. It is a place where rare   can live safely. There is lots of  and . Hop wants to go there!

4 Read, point and say



the Earth



the moon



the sun

- a) It's one of the eight planets.
- b) It's a very large star.
- c) It isn't a star or a planet.
- d) It takes a year to go around the sun.
- e) It is very hot.



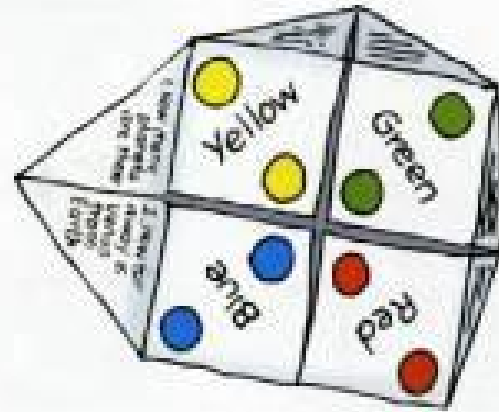
You will:

Revise: We need to (cut down trees). Write (numbers 1 to 8).

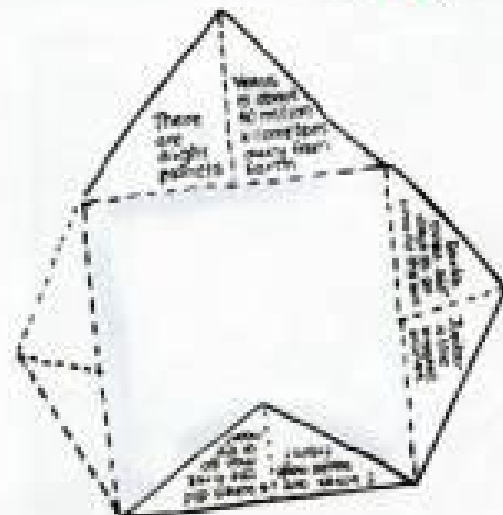
Revise: around, cut down, far, need (v), safely

5 Right or wrong?

- a) We need to cut down trees for birds and animals.
- b) The Nature Park is a place where rare animals can live safely.
- c) The Earth goes around the moon.
- d) The Earth is very far away from the sun.
- e) The moon is a big ball of cheese.

**6 Make a Question Star**

- First, colour the four squares on the outside of your star. Write the colour words.
- Next, write numbers 1 to 8 on the inside triangles of your star. Write a question next to each number.
- Then, open your star and write the answers in the triangles under the questions.

**Play the game**

- a) Ask a friend to say a colour from the star.
- b) Open and close the star as you say the letters of the colour word.
- c) Ask your friend to say a number from inside the star.
- d) Open and close the star as you count the number.
- e) Ask your friend to say a number again from inside the star.
- f) Ask your friend the question next to that number.
- g) Look under the triangle and check the answer. Tell your friend if his/her answer is right or wrong.



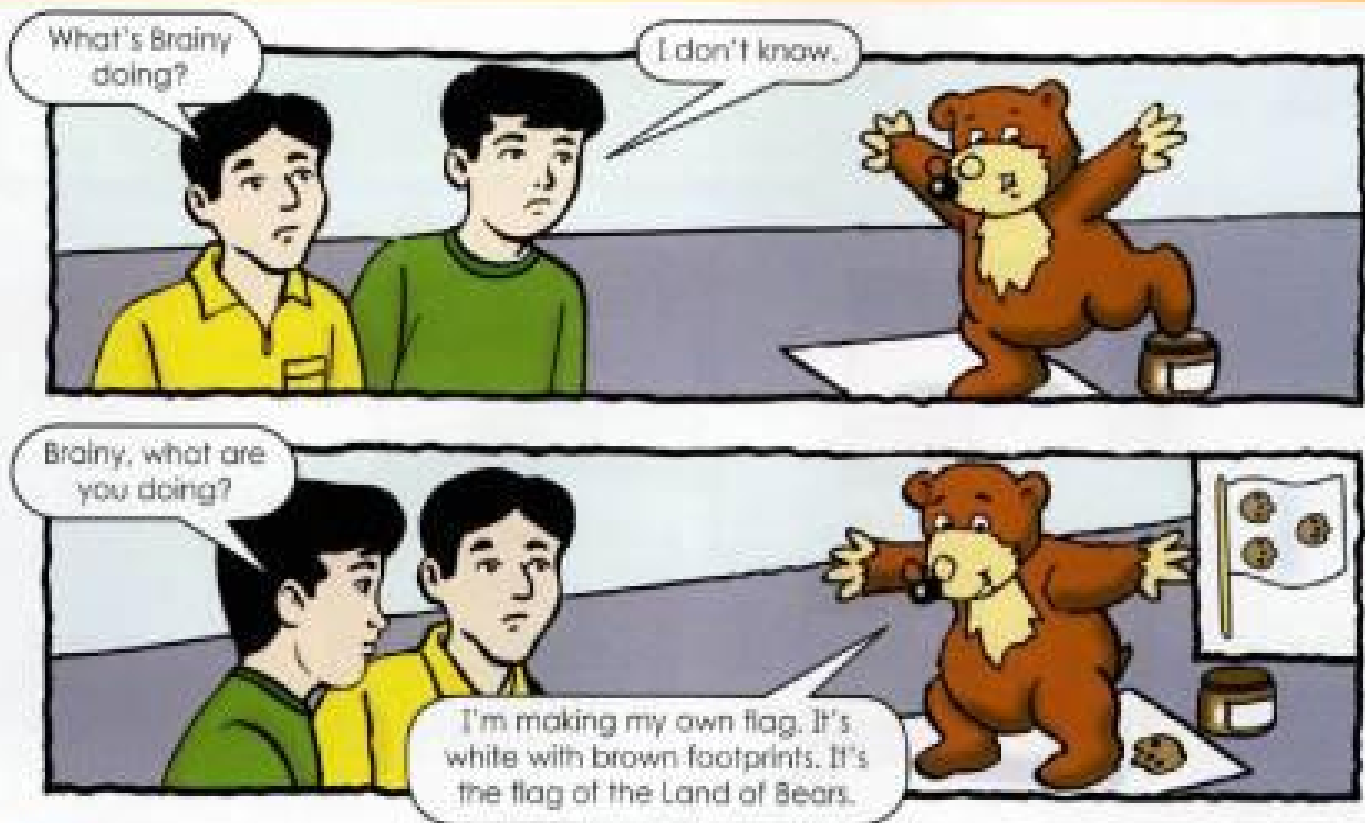
You will:

1 Listen and read

Use: What does (the Syrian flag) look like? It's got (two green stars in the middle). Have you got (any brown paint)? Yes, I have. / No, I haven't.

Learn: brush (n), interesting, Kuwaiti, Lebanon, middle, own, Saudi Arabia, shape, stripe, sword, Syria





2 Read and answer

- What is Nasser making?
- What does the Syrian flag look like?
- Which flag has got red and white stripes with a tree in the middle?
- What is Brainy doing?
- Why doesn't Brainy need a brush?

You will:

Use: He's got (black hair). He's painting (the Kuwaiti flag).

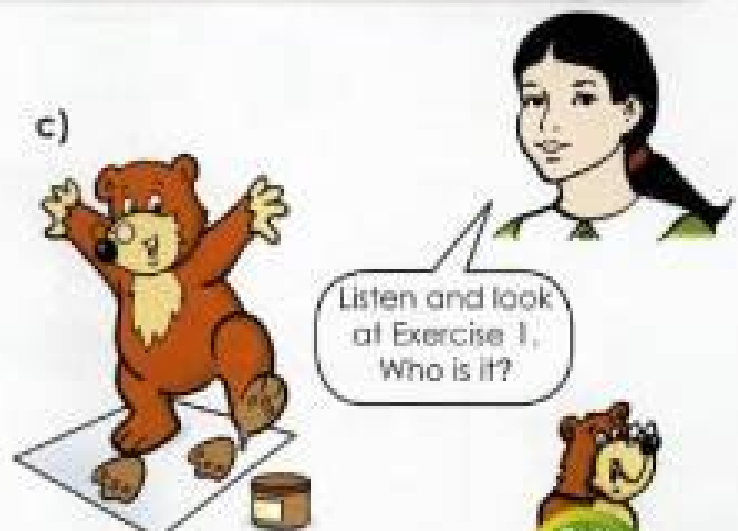
3 Listen and choose



Sami



Nasser



Brainy



4 Listen and read

You will:

Use: Every country has got (its own flag). The (Kuwaiti) flag has got (green, white and red stripes).

Learn: bottom, Lebanese, main, pillar, proud, Saudi, Syrian



Every country has got its own flag. Every flag is different. The Kuwaiti flag has got green, white and red stripes. It has got a black shape, too. We are very proud of our flag. The Syrian flag has got red, white and black stripes. It has also got two green stars in the middle. The Lebanese flag has got a green tree on a white stripe in the middle. It has got one red stripe at the top and another red stripe at the bottom. The Saudi flag is green with a white sword. The sword is under the main pillar of Islam.

You will:

Use: What does the (Kuwaiti) flag look like? It's got (green, white and red stripes). It's got (green/a green) (stars/sword).

5 Study box

What does the Kuwaiti flag look like?

It's got green, white and red stripes, and a black shape.



- What does the **Kuwaiti/Lebanese/Syrian/Saudi** flag look like? It's got **red/white/green/black** stripes, and **(green/a green/ a black/a white)** **(stars/tree/shape/sword)**.



6 Read, find and say

You will:

Use: It's got (red and white stripes). It's got a (tree in the middle). It's the (Lebanese) flag.



- 1) It's got red and white stripes and a tree in the middle.
- 2) It's got a white sword under the main pillar of Islam.
- 3) It's got green, white and red stripes and a black shape.
- 4) It's got two green stars on a white stripe in the middle.

(It's the ... flag.)

(It's the ... flag.)

(It's the ... flag.)

(It's the ... flag.)

7 We love our flag

Black, white, red and green,
How many colours can you see?

It's our flag – it's very smart,
It's got three stripes but it hasn't got stars.

Black, green, white and red,
Wave the flag above your head.

Red, green, black and white,
Fly it proudly like a kite.

We love our flag, we love Kuwait,
It's our country and it's great.



You will:

Use: We (always) go to bed early. We (usually/sometimes) have a healthy dinner. We (never) drink coffee. Do you always (wear a helmet)? Yes, we always (wear our helmets when we drive).

Learn: coffee, drive, driver, finish, helmet, get ready, minute

1 Listen and read

There are people here from Syria, Saudi Arabia and Lebanon.

Yes. It's an important race.

Look! There are two drivers. Let's go and talk to them.

Hello. I'm Nasser. Can we ask you some questions, please?

Hello. I'm Brainy.

Hello. Yes, of course.

How do you get ready before a race?

We always go to bed early the night before a race.

We sometimes drink fruit juice or water before a race. We never drink coffee.

We usually have a healthy dinner the evening before the race. Then we have a small breakfast on the morning of the race.

Do you always wear a helmet?

Yes, we always wear our helmets when we drive. It's important to drive safely.

Do you always wear blue?

Yes, blue is our favourite colour.

The race is going to start in fifteen minutes. We must go.

What colour is your car?

It's blue. It's number 32.

I'll wave my flag for you.

Thank you!



2 Complete and say

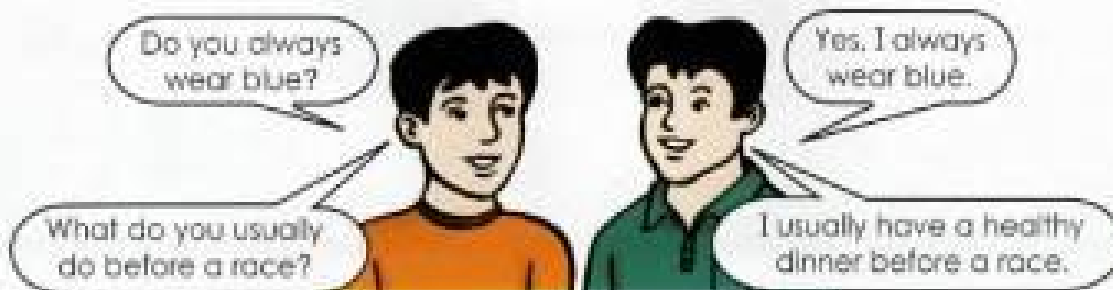
- The night before a race, the drivers always ...
- Before the race, the drivers sometimes drink ...
- The drivers always wear their ... when they drive.
- The drivers always wear It's their favourite colour.
- The ... car was first in the race.
- The drivers finished the race in ...

You will

Use: Do you always (wear blue)? Yes, I (always wear blue).
What do you usually do (before a race)? I usually (have a healthy dinner before a race).

3 Look, ask and answer

	wear blue	go to bed early	drink coffee	have a healthy dinner	win the race	wear a helmet	drink water
always	✓	✓				✓	
usually				✓			
sometimes					✓		✓
never			✓				



4 Listen and read

You will:

Use: They (race on a wonderful new track). The (cars drive very fast). It takes the drivers (about one and a half minutes to drive around the track).
Learn: Bahrain, take place, track, wonderful



An important car race takes place in Bahrain in April. The best drivers go there from all over the world. They race on a wonderful new track. The track starts and finishes at the same place. The cars drive very fast. It takes the drivers about one and a half minutes to drive around the track. There are three races. The first is on Friday, the second is on Saturday and the last race is on Sunday. Lots of people watch the races.

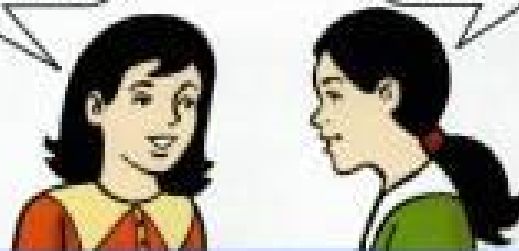
You will:

Use: What do you (usually) do (before a race)? We (usually) (go to bed early before a race).

5 Study box

What do you usually do before a race?

We usually have a healthy dinner before a race.



- What do you **usually/sometimes/always/never** do before a race?
 We **(usually/sometimes/always/never)** (go to bed early/drink coffee/have a healthy dinner/drink water).



6 Ask a friend

You will:

Use: When (does the car race take place)? It (takes place in April).
How fast (do the cars drive)? The (cars drive very fast). That's the (Kuwaiti) flag. He's from (Kuwait).



7 Look and say



You will:

Use: Did you (have a good holiday)? We went to (Oman). What was it like? How did you (get there)? We went by (plane). The men make (beautiful rugs). What are (goat hair rugs) like?
Learn: high, holiday, hotel, Oman, rug, skiing, view, wool

1 Listen and read

Hello, Amal. Hello, Sami.
 It's great to see you! Did you
 have a good holiday?

What was it like?

Yes, thank you.
 We went to Oman.

It was fun. We
 went to Muscat.
 It's by the sea.

How did you
 get there?

We went by plane.

We went to
 Lebanon by plane
 last winter.

Where did
 you stay?

We stayed
 in a hotel.

Did you? We stayed
 in a hotel in the
 mountains in Lebanon.

The mountain people
 have got lots of goats. The
 women make wool from
 the goat hair.

We saw the mountains
 in Oman. We had a
 car for the day.

We went very high
 up the mountains.
 There were some
 wonderful views.

And the men make
 beautiful rugs from
 the wool.



2 Right or wrong?

- a) Sami and Amal went to Lebanon.
- b) Sami and Amal went by plane.

Read and answer

- c) Where did Sami and Amal stay?
- d) What do the men make?
- e) What do Sami and Amal give to Sara and Nasser?

You will:

Use: They went (to Oman). They went (by plane). They stayed (in a hotel). They had a (present for Sara and Nasser).

3 Look and say

Oman
Muscat
plane
hotel
mountains
high up
views
goats
goat hair rugs
present

Use the pictures and the words in the box to help you.



You will:

Use: The women (make the wool). The men (make the wool into rugs).

4 Listen and read



The mountain people in Oman have lots of goats. They make goat hair rugs. They sell some of the rugs to people on holiday. Each rug is about two metres long. It takes about four days to make one rug. The women make the wool. They use mountain plants to colour it. Then the men make the wool into rugs. They use many different colours in one rug.

You will:

Use: Did you have a good holiday? Yes, we went to (Oman). How did you get there? We went by (plane). Where did you stay? We stayed (in a hotel).
Learn: museum

5 Study box

Did you have a good holiday?

Yes, thank you. We went to Oman.

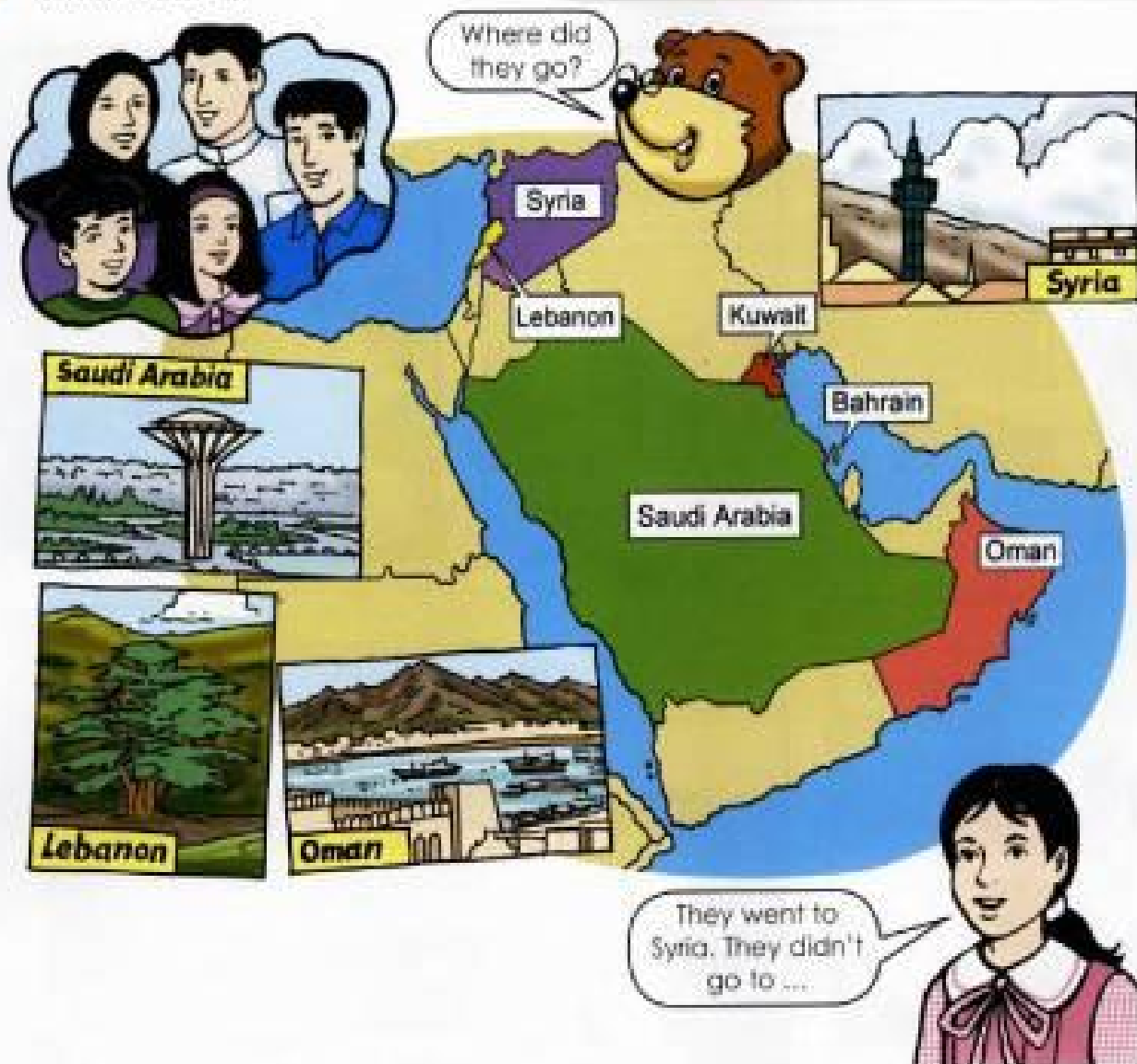
- Did you have a good holiday?
Yes, thank you. We went to **Oman/Lebanon/ Muscat**.
- How did you get there?
We went by **plane/bus/car/train/boat**.
- Where did you stay?
We stayed **in a hotel/in the mountains/by the sea**.



6 Listen and say

You will:

Use: They went to (Syria). They didn't go to (Lebanon).



7 🎵 Where did they go? What did they do?

Sami went to Oman on holiday.
He went diving and swimming in the sea.
Nadia went to Syria in May.
She bought presents for her friends and family.

Salma went to Lebanon in winter.
She looked in the market: she bought a bag.
Saleh went to Bahrain in the spring.
He saw a car race and waved the Kuwaiti flag!



You will:

Use: Shall we go to (Rainbow Island)? That's a good idea. / No, we went there before.

Learn: again, exciting, idea, later, market

1 Listen and read

Panel 1: A family of five is standing in front of a building. The mother says, "It's exciting to be in Beirut again." The father replies, "Yes. This is our second holiday in Lebanon. But we didn't come in the summer before." The children ask, "What shall we do when we get to the hotel?"

Panel 2: A boy and a girl are talking. The boy asks, "Shall we go to Rainbow Island today?" The girl replies, "No, we went there before." A sign in the background says "Come to Rainbow Island" with an illustration of children playing.

Panel 3: A boy and a girl are talking. The boy asks, "We didn't go to the Science Museum before. Shall we go there?" A sign in the background says "Science Museum" with an illustration of a museum building.

Panel 4: A group of four people are talking. A girl says, "I'd like to go to Mount Lebanon." A boy replies, "We went to Mount Lebanon last year, too." The girl then says, "I know. We went skiing last winter. This time I want to see the animals in the Nature Park." A sign in the background says "Mount Lebanon" with an illustration of a ski lift.

Panel 5: A family is in a taxi. The mother asks the driver, "Shall we go shopping in Beirut this afternoon? I like shopping in Beirut." The driver replies, "That's a good idea. I want to buy some Lebanese presents at the market." A sign on the taxi says "Taxi".

Panel 6: A family is walking through a city. A boy points to a mosque and says, "Look! That's the Al-Omari Mosque. We didn't go there before. Shall we go later?" The girl replies, "Yes. It's going to be a long day!"



2 Read and match

- | | |
|--------------------------|---------------------------------|
| a) Nasser wants to go to | 1) Mount Lebanon. |
| b) Hamad wants to go to | 2) Rainbow Island. |
| c) Sara wants to go to | 3) some presents at the market. |
| d) Mum wants to buy | 4) the Science Museum. |

You will

Use: They (went skiing) last year. They didn't (go to the Nature Park) last year.

3 Look and say

a)



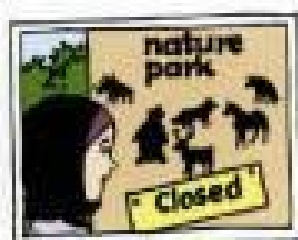
go skiing

b)



go to Rainbow Island

c)



go to the Nature Park

d)



go shopping

e)



go to the Science Museum

Look at the photos. Say what the family did/didn't do in Lebanon last year.

a) They went skiing last year.

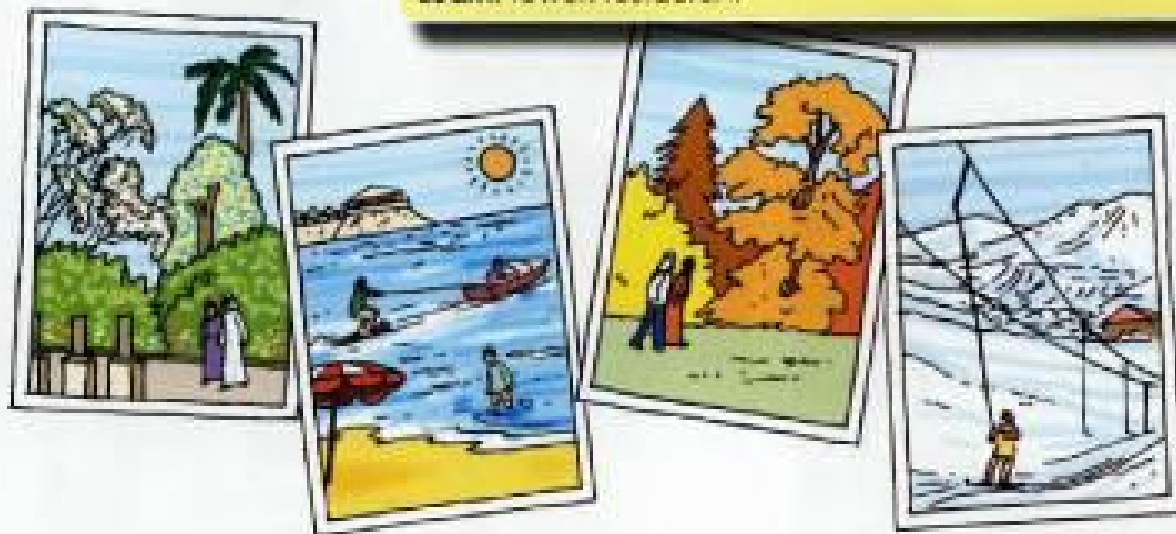


4 Listen and read

You will:

Use: You can (walk and climb). There are (shops and restaurants).
There is (lots of noise).

Learn: fewer, restaurant



Visit Lebanon for a good holiday! You can go at any time of year.

Beirut is an old city by the sea. There are many people. There is lots of noise. There are shops and markets and restaurants. You can visit interesting museums and old buildings. The Al-Omari Mosque is one of the oldest buildings in Beirut.

There are fewer people at Mount Lebanon. It is quiet. You can walk and climb. You can see wonderful views. It is different in spring, summer, autumn and winter. In winter, you can go skiing. Many trees grow on Mount Lebanon. One tree is on the Lebanese flag.

You will:

Use: Shall we go to (Rainbow Island)? No, we went there before. / Yes, that's a good idea. We didn't go to the (Science Museum) before. Shall we go later?

5 Study box



- Shall we go to **Rainbow Island/the Al-Omari Mosque / Mount Lebanon**?

No, we went there before./Yes, that's a good idea.

- We didn't go to the **Science Museum/Nature Park/ Al-Omari Mosque** before. Shall we go later?

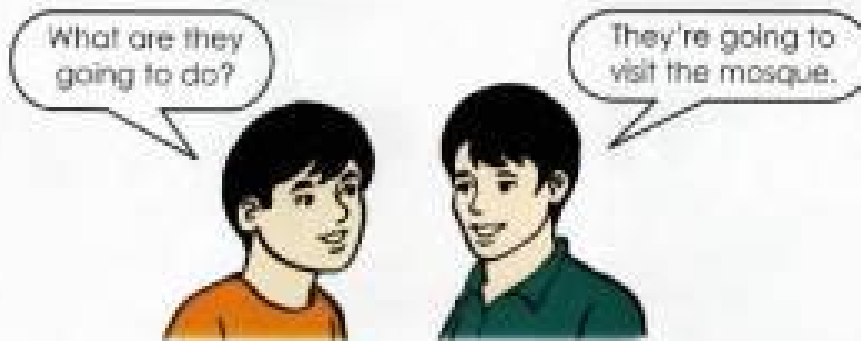
Yes, that's a good idea.



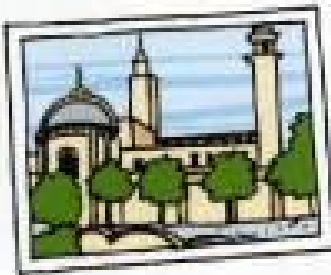
6 Listen and point. Make sentences

You will

Use: What are they going to do?
They're going to (visit the mosque).



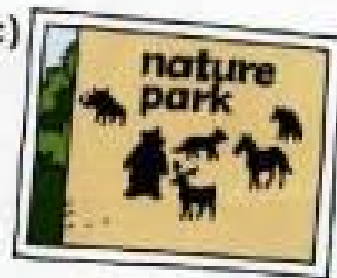
a)



b)



c)



d)



e)



f)



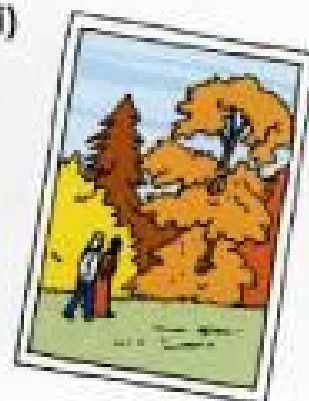
g)



h)



i)



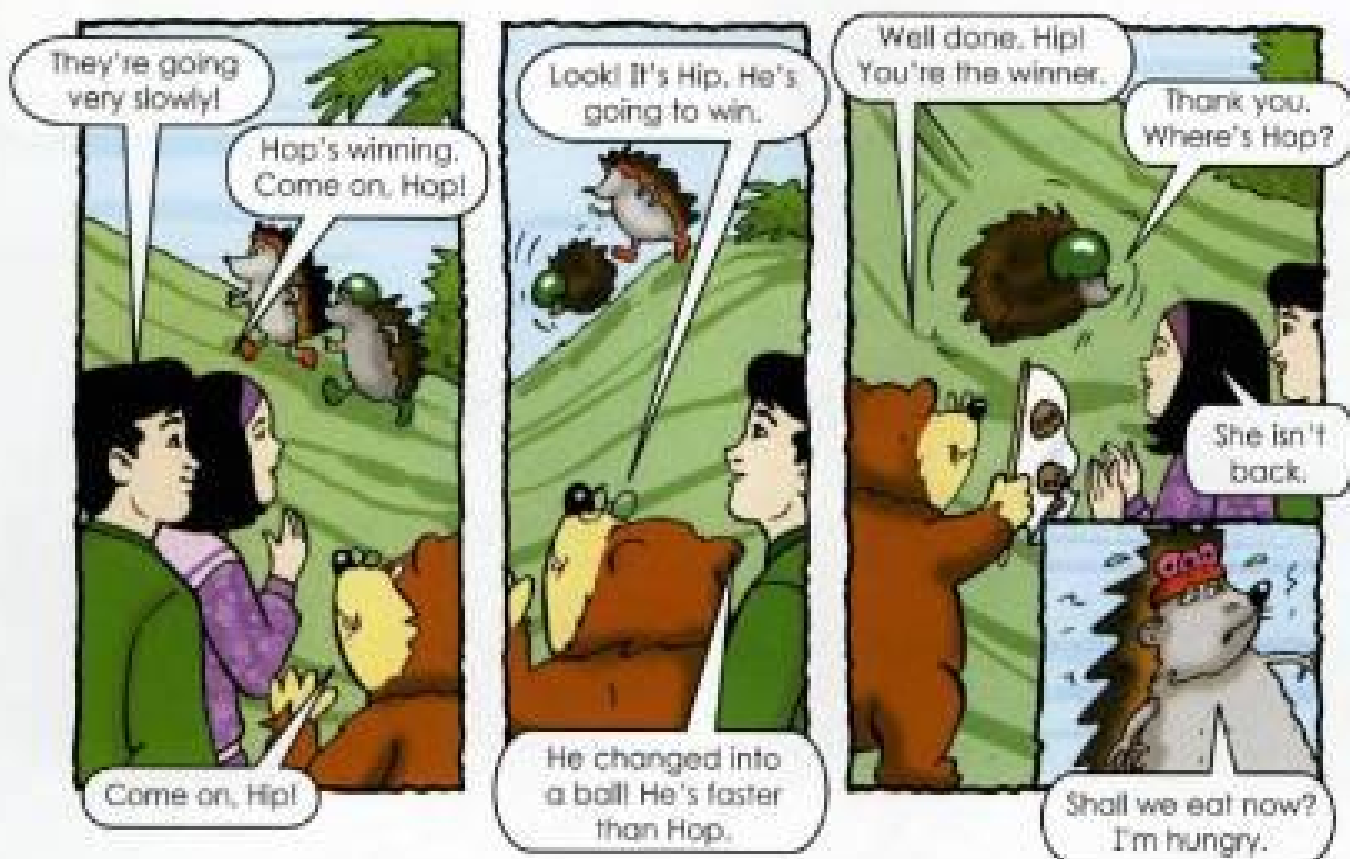
Revision 4

You will:

1 Listen and read

Revise: Shall we (have a race)? Yes, that's a good idea. They (usually) go to bed early before a race. They always (wear blue). I (ate a big dinner).
Revise: driver, idea, helmet, ready










You will:

Revise: They (always wear blue).

2 Listen, read and match

- a)  They always wear blue.
- b)  They love races.
- c)  He changed into a ball.
- d)  She isn't back.

- 1)  Who are they talking about?
- 2) 
- 3) 
- 4) 



You will:

Revise: They usually (go to bed early) before a race. They always (wear blue). Hip and Hop (had a race). Nasser and Sara (were watching a car race). Shall we (go to the beach)?

Revise: driver, Lebanon, Oman, skiing

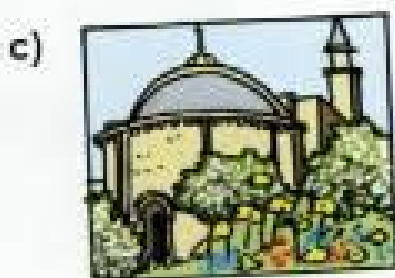
3 Read the story

Nasser and Sara were watching a  on television. Brainy told Hip and Hop about the drivers. They usually go to  early before a race. They have a small  in the morning. They always wear . They always wear their . Hip and Hop had a race in the garden. Brainy waved his . They started very slowly. Then Hip changed into a . He went very fast. Hip was the winner. Hip was faster than Hop. When Hop finished the race, she was very hungry.

Say the names of the places and the seasons.



4 Listen and point



5 Look and talk

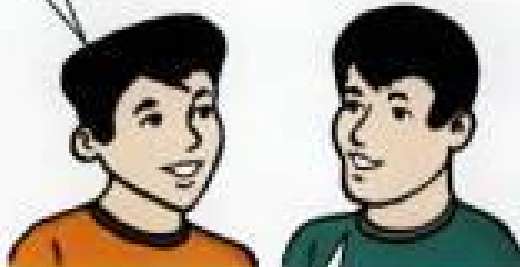
You will

Revise: I'm going to go to (Muscat). I want to (buy a goat hair rug).

Revise: holiday, hotel, market, museum, rug, skiing, wool



I'm going to go to Muscat next summer. I want to buy a goat hair rug.



I'm going to go to Beirut next winter. I went there last year. It was great. I loved the markets.

Where are you going to go on holiday?



Alice was sitting in the garden with her sister. Suddenly, she saw a white rabbit. It was looking at his watch. The rabbit went down a hole in the ground. Alice followed the rabbit. She saw a table in a big room. On the table there was a key. Alice found a very small door. The key opened it! There was a beautiful garden. Alice wanted to go into the garden. But, the door was too small. Then Alice saw some water on the table and drank some of it. Suddenly, she was very small! Now she could go through the door. But no! The door was locked and the key was on the table.

Then, Alice found a box under the table. There was a cake in the box. Alice ate the cake. Then, she was very big. She couldn't go through the door. Oh, she wasn't happy. Then Alice saw the white rabbit again. He dropped his gloves. Alice picked up a glove and put it on. She began to get smaller and smaller. The glove fell off her hand.



Oh, no! Alice didn't want to be small. Then the white rabbit came back. He looked very worried. He told Alice he lost his gloves. But Alice couldn't find them. Where could they be?

The rabbit asked her to go to his house. He wanted some more gloves. Alice ran to his house. There was a sign with W. Rabbit on the door. She went in and saw the gloves. Then she saw a little bottle next to a mirror. Maybe this will make her bigger. She drank half of the bottle. Soon her head was touching the ceiling! She couldn't get out of the door. She put one arm out of the window and one foot up the chimney.

The white rabbit came home. He couldn't get in his house. The rabbit was angry. Then Alice saw some cake in a box. She ate some. Yes! She started to get smaller. She quickly ran out of the house. She didn't want the rabbit to catch her!



Soon Alice was tired. She stopped running and walked. Then she saw a house. She knocked on the door but nobody answered. She decided to go inside. The first room was a kitchen. There was a lot of smoke. A cook was cooking some soup. A princess was sitting on a stool with a baby in her arms. Alice could smell pepper everywhere. She started sneezing. The Princess was sneezing. The baby was sneezing. But the cook wasn't sneezing. Then Alice saw a large cat with a big smile. Alice asked the Princess why the cat was smiling. She told Alice that it was a Cheshire cat. They always smile! Then the Princess said she must go and play croquet with the Queen of Hearts. Alice thought that was a good idea. She followed the Princess.



Alice and the Princess arrived at the Queen of Hearts' garden. Three gardeners were painting white roses with red paint. Why? Because the Queen wanted red roses. Unfortunately, the gardeners planted white roses. The Queen will be angry. Then suddenly there was a lot of noise. Here were the Queen's soldiers, the guests, the White Rabbit, ten royal children and finally – the King and Queen of Hearts.

The Queen stopped when she saw Alice. The Queen asked Alice to play croquet with her. Alice said thank you. But the balls were hedgehogs and the bats were flamingos. Alice thought this was a very difficult game.

Then Alice heard her sister saying her name. Alice woke up. She was sitting in the garden on a comfortable chair. That was a very strange dream!



Joha and the Twenty Geese

Joha's neighbour went on holiday. He asked Joha to look after his geese. He put the geese in Joha's garden. He told Joha that there were twenty geese. Joha didn't count the geese. He believed his neighbour.

A week later, Joha's neighbour came back. He counted his geese. There were only nineteen. He asked Joha where the other goose was. He thought Joha ate the goose. But Joha said that was wrong. Then he thought a fox ate the goose. But Joha said that was wrong.

The two men argued. Joha said there were twenty geese. His neighbour said there were nineteen geese.



Finally, the neighbour asked the judge to come.

The judge listened to the story. Then he asked twenty policemen to come to Joha's garden. He asked the policemen to pick up one goose each. The policemen picked up the geese but one policeman didn't have a goose.

The judge asked Joha why the policeman didn't have a goose. Joha said that this policeman wasn't very clever. He said there were twenty geese in the garden. Joha asked why the policeman didn't pick up a goose.

The judge and the neighbour with his nineteen geese went home. Then Joha understood what happened. The neighbour knew that there were nineteen geese. He didn't want to say he was wrong. Joha learned a lesson. If you know you are wrong, you must tell your friends and family.



Joha and the Meat

Joha was at the market. He wanted to have some delicious food that evening. He decided to buy two kilos of the best lamb.

He took the meat home to his wife and asked her to cook it. She was a very good cook. Joha went to work. Joha's wife began to cook the meat. She cut the meat into small pieces. She chopped lots of vegetables. She put them in a pot together. Then she started to cook the rice. Soon there was a lovely smell all around the house.

That day, her neighbour had some visitors. They too could smell the delicious food. They went to visit Joha's wife. They all looked into the pot. It looked delicious. Joha's wife gave them some meat to taste.



The women said that it was delicious. They tasted a little bit more of the meat. And then a little bit more. They couldn't stop tasting it. Soon all the meat was gone!

Joha came home. His wife told him that there were vegetables and rice for dinner. Joha wanted to know where the meat was.

His wife told him that the naughty cat ate it all when she wasn't looking.

Joha picked up the cat. He weighed the cat. It was exactly two kilos! So the meat and the cat weighed the same. If the cat ate the meat, it should be heavier.

Joha asked his wife again where the meat was. She looked very sad. Then she told Joha what happened. Joha said he was not angry now. Joha's wife learned that we mustn't tell lies.



And now read on ...

The Wizard of Oz



L. Frank Baum

The Wizard of Oz
L. Frank Baum

The Elves and the Shoemaker



The Brothers Grimm

The Elves and the Shoemaker
The Brothers Grimm

Tom Thumb



The Brothers Grimm

Tom Thumb
The Brothers Grimm

The Hare and the Tortoise



Aesop's Fables

The Hare and the Tortoise
Aesop's Fables

The Princess and the Pea



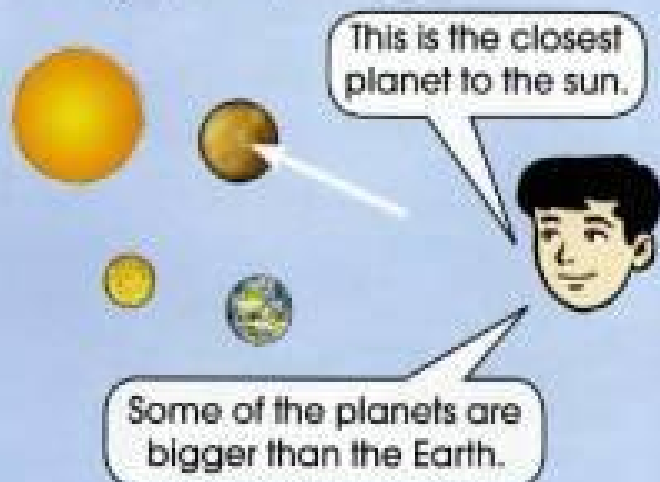
Hans Christian Andersen

The Princess and the Pea
Hans Christian Andersen

Grammar review

Comparative and superlative adjectives

We use comparative adjectives to compare people, animals or things. We use superlative adjectives to compare people, animals or things with the whole group they belong to.



Some and any with countable and uncountable nouns

We use plural verbs with *some* and *any* and countable nouns. We can count them.

We use singular verbs with *some* and *any* and uncountable nouns. We can't count them.



It's good/bad to...

We use *It's good to...* to talk about something that it is good to do. We use *It's bad to...* to talk about something that it is bad to do.



The modal verb *should*

We use the modal verb *should* to give advice and to say that something is a good idea to do.



Grammar review

The verb *have got*

We use the verb *have got* to describe what we have or what something has.



The Kuwaiti flag has got green, white and black stripes.

Adverbs of frequency: *always, usually, sometimes, never*

We use adverbs of frequency with the present simple to say how often we do something.

We always go to bed early before a race. We sometimes drink fruit juice before a race.



The present simple and the past simple

We use the past simple to talk about what happened and finished in the past. We use the present simple to talk about what happens every day, week, month or year.

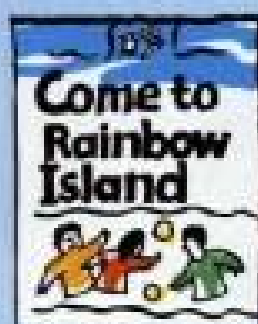
We saw the mountains in Oman.



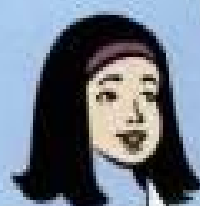
The mountain people have lots of goats. The men make beautiful rugs from the wool.

The modal verb *shall* for suggestions

We use the modal verb *shall* to make a suggestion.



Shall we go to Rainbow Island today?

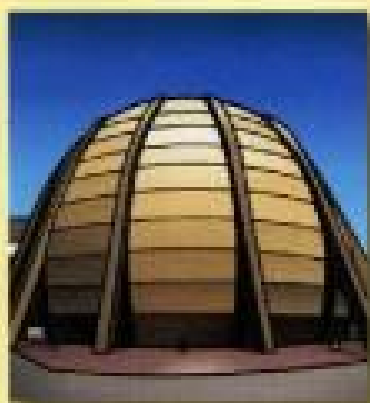
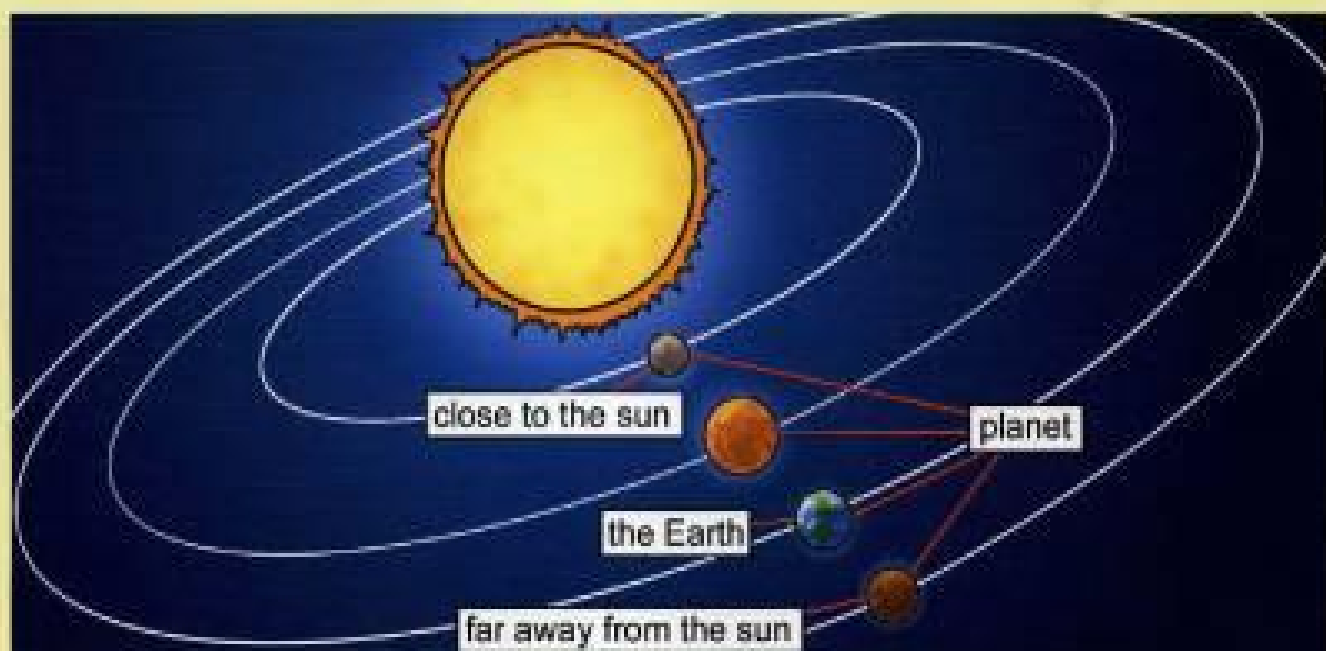


That's a good idea.

Verb table

Infinitive form	Past simple form
ask	asked
finish	finished
frighten	frightened
land	landed
look after	looked after
look like	looked like
need	needed
plant	planted
bring	brought
cut down	cut down
drive	drove
get ready	got ready
take place	took place

Picture dictionary



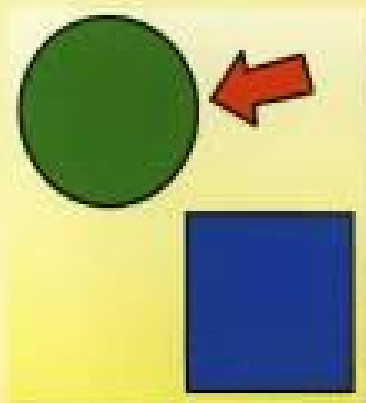
Planetarium



a year



sky

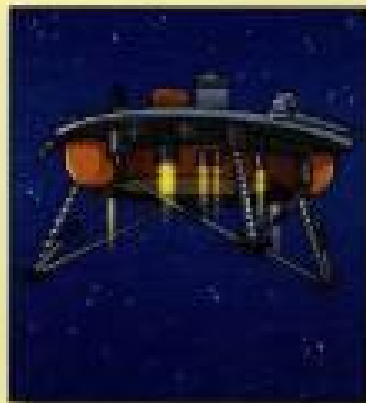


round

Picture dictionary



spaceman



spaceship



rocks



soil



footprints



to land



← the top of the flag

← the middle of the flag

← the bottom of the flag

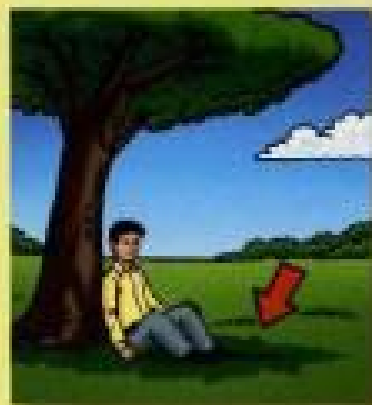
Picture dictionary



to plant



to cut down



shade



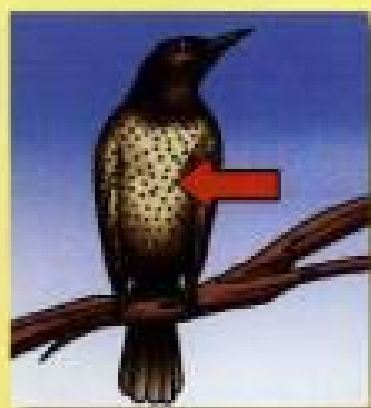
the world



beak



sharp



spotted



look after

Picture dictionary



the Kuwaiti flag



the Syrian flag



the Lebanese flag



the Saudi flag

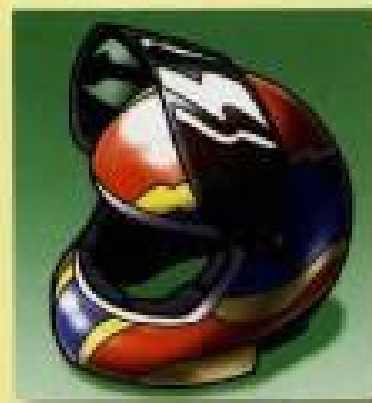
Picture dictionary



driver



to drive



helmet



a minute



coffee

Picture dictionary



market



museum



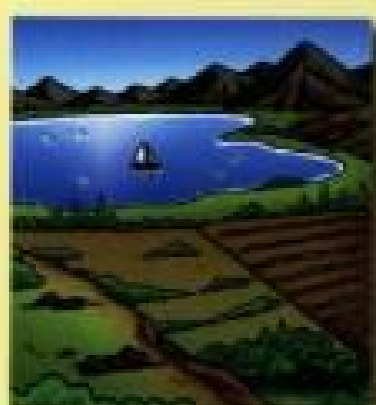
go skiing



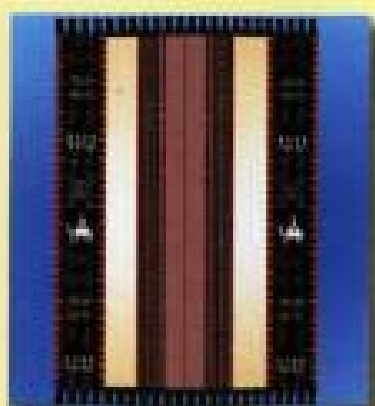
restaurant



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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/teachers/>

<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>

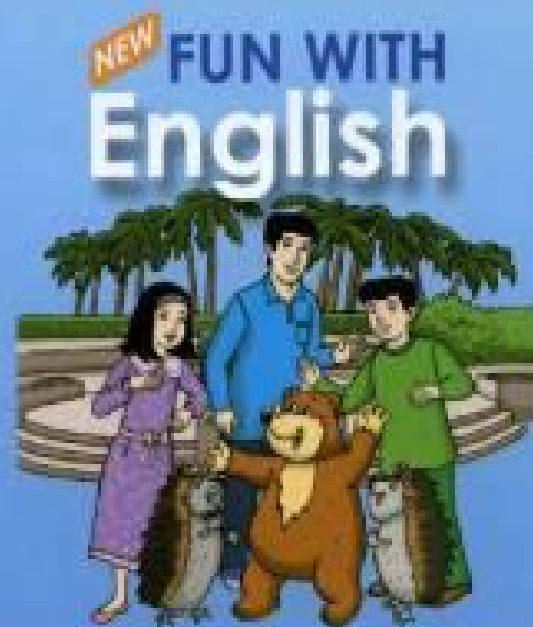
Listening

<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>



New Fun with English

New Fun with English is part of the English for Kuwait series, a carefully graded course of English specifically written and designed for the Kuwait school system for Primary, Intermediate and Secondary grades.

New Fun with English teaches English through games, songs, stories and varied activities.

New Fun with English encourages children to communicate in English from the very first day.

New Fun with English adopts an integrated approach to language teaching.

New Fun with English follows the Kuwait Ministry of Education syllabus.

The course consists of:

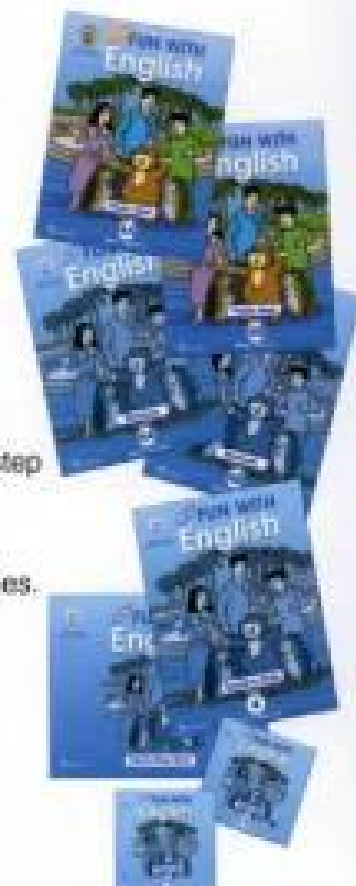
Two Pupil's Books, which present new language for class activities, including pair and group work.

Two Workbooks, which practise the language presented in the Pupil's Books.

A Handwriting Book, which practises cursive handwriting.

The Teacher's Pack includes:

- The **Teacher's Guide**, which has clear step-by-step lesson plans as well as a full explanation of the teaching methodology.
- The **Teacher's CD** with all of the listening activities.
- **Wall charts**
- **Flashcards**
- **Overhead transparencies**



أودع مكتبة الوزارة تحت رقم (٩٢) بتاريخ ٢٠ / ٤ / ٢٠١٠ م