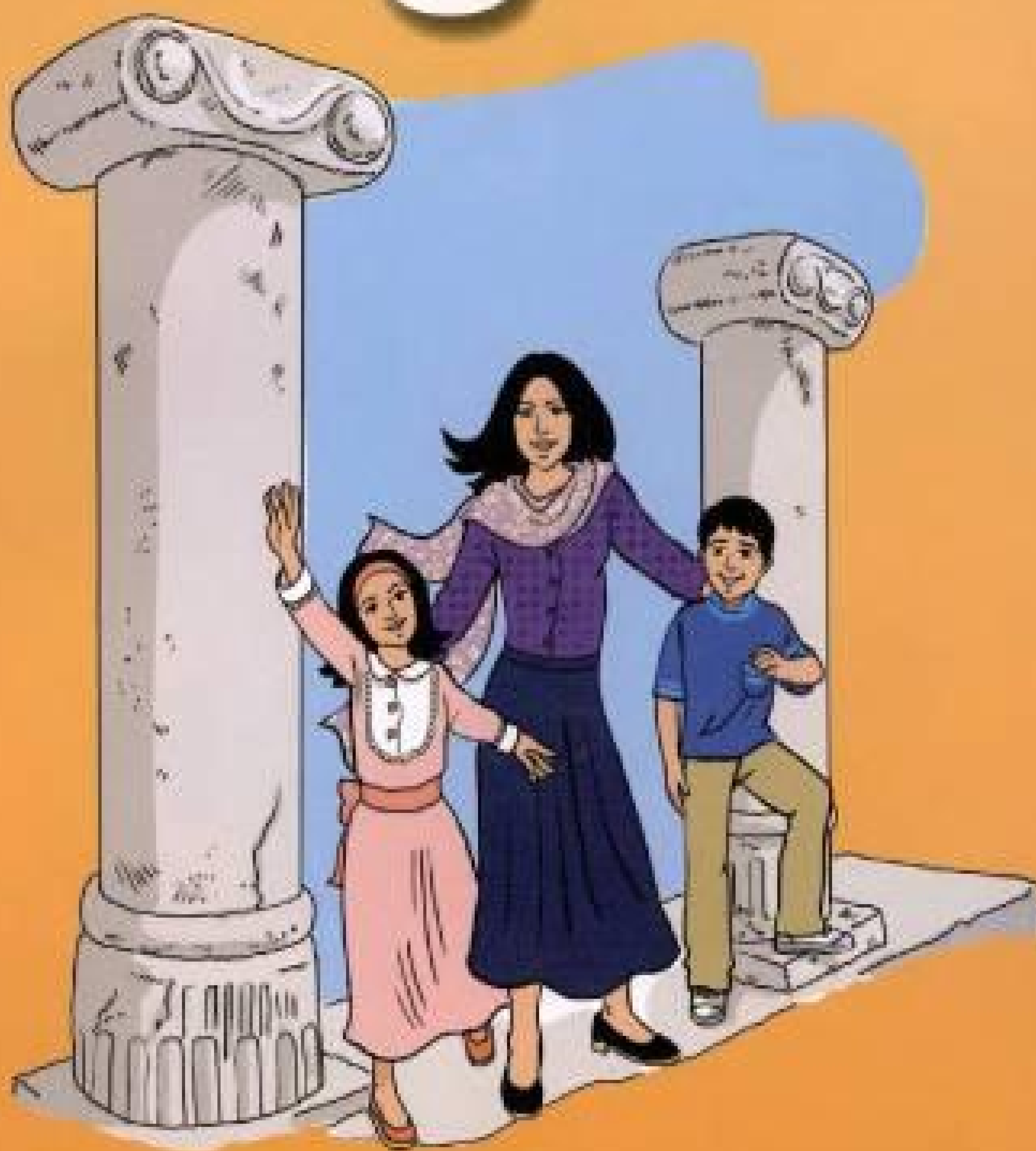




State of Kuwait  
Ministry of Education

# **NEW** FUN WITH English



**Pupil's Book**

Grade

**5A**

 **LONGMAN**

**Viv Lambert**





# NEW FUN WITH English



Pupil's Book Grade 5A

Viv Lambert

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The Crown Prince of the State of Kuwait





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# Scope & Sequence (for parents)

## Follow your child's progress

Unit	Structures	Functions	New vocabulary	Song/ Rhyme
1 Hooray! It's Aunt Yasmeen	Imperatives: Come here. (R) The modal verbs can/will/could for polite requests: Can/Could/Will you help me with my homework, please? Yes, of course. The past simple: Children learned the Quran. (R) The modal verb will for predictions for the future: What will you do when you leave school? I will go to university	Make polite requests Give commands Talk about the future Make greetings and responses	Canada, carry, coat, heavy, hooray, mine, modern, number, study (v), university, until	
2 A present for Aunt Yasmeen	Anything / Something: I want to buy something for Aunt Yasmeen. Do you need anything? I don't need anything. The modal verb shall to make suggestions: Shall we buy her a scarf? (R) How about a shell? (R) The verb going to for future plans: I'm going to give her a shell. (R) What a lovely shell. The modal verb can for requests: Can we go to the beach? (R) The past simple with sequence adverbs: First/Next/After that/ Finally, we went to the market. (R) Conjunctions and/but I bought some apples and some tomatoes. I bought some dates, but I didn't buy any fish. The past simple: Did she buy anything? Yes, she bought something. (R)	Make suggestions Express feelings Talk about markets Ask and answer questions Describe markets Describe the past	anything, bought, but, feel, gold, lettuce, red (n), sad, scarf, something, soup, wait	
3 Dickson House	The modal verb would: Would you like to live there? Yes, I would. The past simple: They had paraffin lamps. They didn't have electricity. (R) The present continuous: What are you doing? I'm making a house from a box. (R) Prepositions of place: At the back/ front of the house, there is a study	Talk about the past Express likes and dislikes Express interest Make an apology Ask and answer questions Ask for and give information Express location	back, built, dark, dining room, downstairs, electricity, end, front, hat, inside, old, outside, paraffin lamp, roof, sat, slept, stairs, study (n), upstairs, yard	Old times
Revision 1	The past simple: the men worked at sea. They didn't have electricity. The modal verb would: I'd like to go to Dickson House. Conjunctions and/but: In the evenings, we talked a lot and told stories. / We talked a lot but we didn't tell stories.	Compare the past and present Describe places Say what you are going to do and would like to do Talk about the past	Revision of previous vocabulary	

(R) = Revision

Unit	Structures	Functions	New vocabulary	Song/ Rhyme
4 Caught in a snowstorm	<p>Like in questions: What's the weather like? It's sunny.</p> <p>The modal verb <i>have to</i> and <i>had to</i> for expressing obligation: You <i>have to</i> drive very carefully. He <i>had to</i> stop the car.</p> <p>The modal verb <i>could</i> for ability: He <i>couldn't</i> see anything.</p> <p>The modal verb <i>should</i> for giving advice: You <i>should</i> wait in the car. (R)</p> <p>The past simple with sequence adverbs: <i>First/Next/Then/After that/Finally</i> he had a drink of hot coffee. (R)</p> <p>Like for examples: They take warm things, <i>like</i> hats and scarves.</p> <p>The past simple with time markers: He <i>was</i> in a snowstorm <i>last Monday</i>.</p>	<p>Talk about the weather.</p> <p>Give advice.</p> <p>Talk about obligation.</p> <p>Talk about clothes and activities.</p> <p>Talk about Canada and Kuwait.</p>	<p>bath, Canadian, clear (v), dangerous, get out, lay, knee, late, mobile phone, poor, put on, road, snow (n) (v), snowstorm, truck.</p>	
5 Caught in a dust storm	<p>The modal verb <i>might</i> for expressing possibility: What <i>might</i> happen? You <i>might</i> get dust in your eyes.</p> <p>The modal verb <i>should</i> for giving advice: We <i>should</i> go home. (R)</p> <p>The modal verb <i>can</i> for possibility: Dust storms <i>can</i> be dangerous. (R)</p> <p>The modal verb <i>must</i> for expressing obligation: We <i>must</i> find Aunt Yasmeen. (R)</p> <p>Imperatives: Close the window. Don't leave your car on the road. (R)</p> <p>The first conditional: <i>If</i> you are walking outside, you <i>should</i> cover your nose.</p> <p>Like in questions: What's the weather like? It's sunny. (R)</p> <p>The present simple: The wind <i>blows</i> snow around. (R)</p>	<p>Express possibility.</p> <p>Describe the weather.</p> <p>Give advice.</p> <p>Talk about the future.</p> <p>Write a list of instructions.</p>	<p>blow, car brake, car light, cloth, dust, dust storm, everyone, everything, hurry up, might, snowy, suddenly, turn on, uncomfortable.</p>	Here's what you must do.
6 A visit to the book fair	<p>Too and enough: It's <i>too</i> young for you. It's <i>not</i> difficult <i>enough</i>.</p> <p>The modal verb <i>must</i> for obligation: You <i>must</i> buy a good book. (R)</p> <p>The modal verb <i>might</i> for possibility: I <i>might</i> buy this book. (R)</p> <p>How about the book? (R)</p> <p>The modal verb <i>would</i> for requests: I'd like to buy this book.</p> <p>The past simple with sequence adverbs: <i>First/Next/Finally</i>, Naser looked at a book. (R)</p> <p>Conjunctions <i>and</i> and <i>but</i>: Some books were <i>too</i> easy <i>and</i> some books were <i>too</i> difficult. We <i>couldn't</i> find Naser, <i>but</i> finally I saw him. (R)</p> <p>The modal verb <i>would</i>: I'd like this book. I <i>wouldn't</i> like that book. (R)</p>	<p>Talk about books.</p> <p>Express likes.</p> <p>Ask for and give opinions.</p>	<p>book fair, choose, difficult, easy, enough, information, kind (n), sorry, storybook, think, too, useful, writer.</p>	
Revision 2	<p>The modal verb <i>might</i> for possibility: They <i>might</i> change our own weather.</p> <p>Too and enough: It's <i>too</i> hot. It's <i>not</i> cold <i>enough</i>.</p>	<p>Talk about the weather.</p> <p>Express possibility.</p> <p>Talk about jobs.</p> <p>Talk about likes and hopes.</p>	<p>Revision of previous vocabulary.</p>	

(R) = Revision

**This book  
belongs  
to**

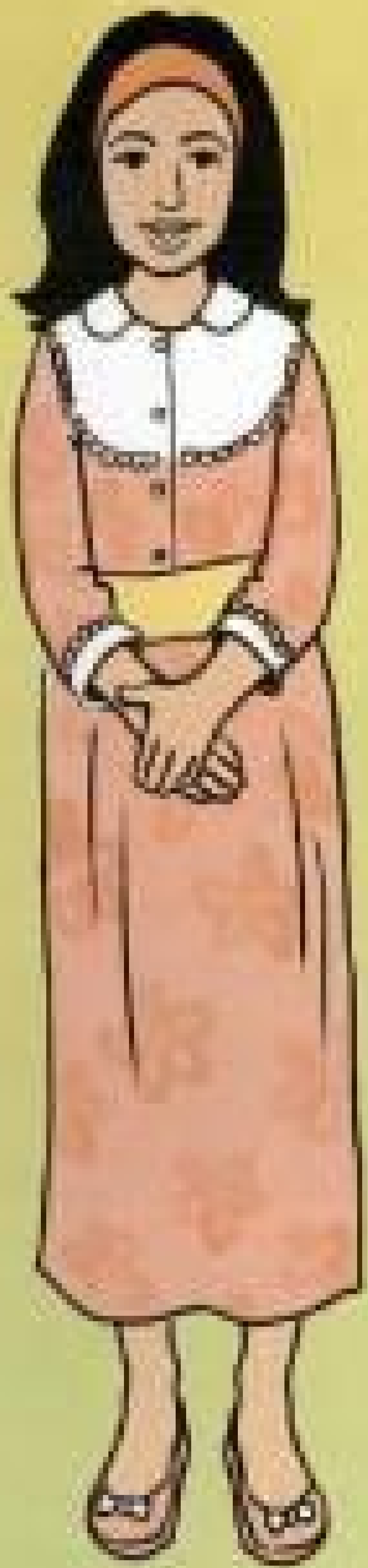
.....

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# Characters



Sara



Yasmeen



Nasser



You will:

**Use:** Come here. Can / Could you (open the door), please? Will you (help me with my homework)? OK, (Mum). / Yes, of course.  
**Learn:** Canada, carry, heavy, hooray, mine, study (v), university

## 1 Listen and read



Sara: Nasser, come here. It's Aunt Yasmeen.  
 Mum: Can you open the door for your aunt, please, Nasser?  
 Nasser: OK, Mum.



Mum: Hello, Yasmeen. How are you?  
 Yasmeen: Hello. I'm fine, thank you.



Mum: Could you show Aunt Yasmeen to her room, please, Sara?  
 Sara: Yes, of course. Come this way, Aunt Yasmeen.  
 Nasser: I'll carry your bag, Aunt Yasmeen.  
 Yasmeen: Oh, thank you!



Nasser: What's in here, Aunt Yasmeen? It's so heavy.  
 Yasmeen: My books are in there. I've got lots of work to do.  
 Nasser: What's that, Aunt Yasmeen?  
 Yasmeen: Be careful! It's my computer.



Mum: Aunt Yasmeen is studying Science in Kuwait.  
 Nasser: I love Science. Will you help me with my homework?  
 Yasmeen: Yes, of course.



Sara: That's my bedroom. Your bedroom is next to mine.  
 Yasmeen: It's a lovely room. I like your shells.  
 Sara: Thank you.



Sara: How long are you going to stay here?  
 Yasmeen: Well, you know your grandparents are in Canada for a year. I'm going to stay here in Kuwait and finish my studying at the University.



Sara: Hooray! She's going to stay for a year!  
 Nasser: Good! I'm happy I don't need to carry this heavy bag again for a long time!

## 2 Read and answer

- Who is Yasmeen?
- What is in Yasmeen's bag?
- What is Yasmeen studying?
- Where is Yasmeen's bedroom?
- How long is Yasmeen going to stay?

**You will:**

**Use:** Can / Could you (open the door), please?  
 Will you (help me with my homework)? OK / Yes,  
 Mum. Yes, of course.

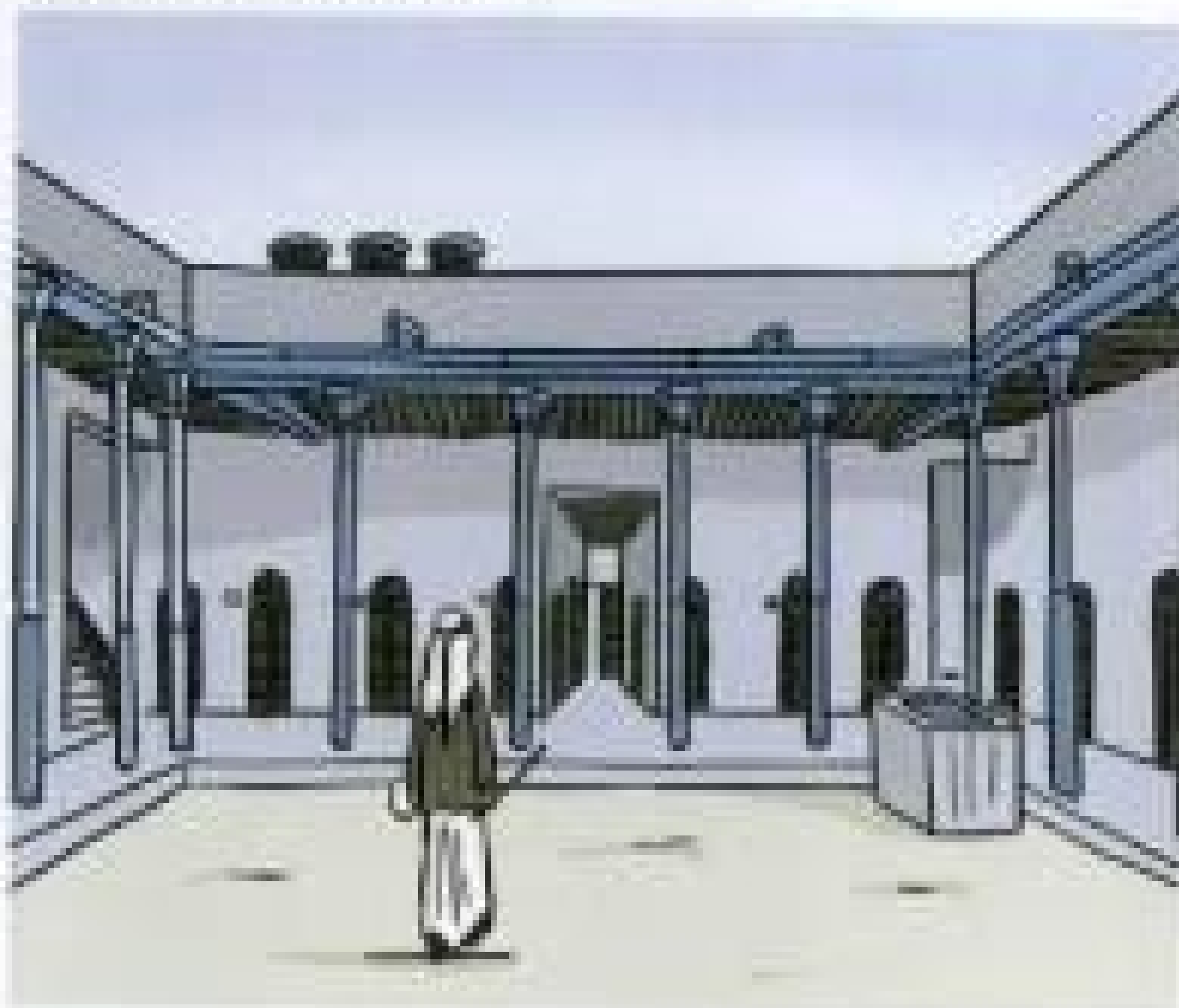
## 3 Read and match

- Come here, Sara. I'm in the kitchen.
- My bag is very heavy. It's got my computer in it.
- Can you open the door, please?
- Look at my bedroom.
- Could you show Aunt Yasmeen her room, please?
- Will you help me with my homework?

- I'll be careful!
- It's lovely! I like your shells on the desk.
- OK, Mum. It's Aunt Yasmeen at the door!
- Yes, of course. I like Science!
- Yes, Mum. I'll carry the plates.
- Yes, of course. It's on the right, next to my bedroom.

## 4 Listen and read

### Schools in Kuwait



**You will:** Use: Children learned the Quran. It opened in 1912.  
Learn: modern, number, until



In the past, there were no modern schools in Kuwait. Children learned the Quran and how to read and write from Al-Mullah in Al-Katateeb.

The first modern school was Al-Mubarakiyah school for boys. It opened in 1912. Then, in 1921, Al-Ahmadiyah school for boys opened. There were no schools for girls until 1937. Then the first school for girls opened. In the next twelve years, the number of schools grew to twenty-four. Today, there are more than eight hundred schools in Kuwait.

## 5 Study box

**You will:**

Use: Can / Will / Could you (open the door), please?  
Yes, of course.

Will you help me  
with my homework?



Yes, of course.



- Can/Will/Could you help me with my homework/open the door/show Yosmeen her room?  
Yes, of course.



## 6 Look and say

You will:

Use: Can / Will / Could you (open the door), please? Yes, of course.  
What will you do (when you leave school)? I will (go to university).  
Learn: coat

What do you think they are saying? Choose a request and act it out with a friend.



a) Could you open the door, please?



Yes, of course.



## 7 Ask three friends

What will you do when you leave school?

Where will you live?

What will you study?

What would you like to do?



Go to  
Workbook  
page  
3

You will:

**Use:** Do you need anything? I want to buy something (for Aunt Yasmeen). Shall we (buy some dates)? How about (a scarf)? I'm going to (give her a shell).

**Learn:** anything, scarf, something, souq, wait

## 1 Listen and read



Mum: I'm going shopping today.  
Do you need anything?  
Yasmeen: No, I don't need anything.  
Thank you.



Sara: Can I come, Mum? I want to buy  
something for Aunt Yasmeen.  
Mum: But she doesn't need anything.  
Sara: I want to buy her a present.



Mum: I want to go to the women's  
market and the fish market. We  
need something for dinner.  
Sara: OK. Then can we have a drink?  
Mum: Yes, we can.



Mum: Did you find anything for Aunt  
Yasmeen?  
Sara: No, I didn't. Can we go to the  
souq?  
Mum: Yes, OK.



Mum: Shall we buy her some dates?  
Sara: No. She doesn't need anything to eat.  
Mum: How about a scarf?  
Sara: No. She doesn't need anything to  
wear.



Mum: There isn't anything here for  
Aunt Yasmeen.  
Sara: Wait! I know ... I'm going to  
give her a shell.



Sara: I got something for you, Aunt Yasmeen.



Yasmeen: Oh, what a lovely shell! Thank you.

## 2 Right or wrong?

- Sara wants to buy a present for Mum.
- Mum and Sara visit the women's market and the fish market.
- Aunt Yasmeen needs something to wear.
- Sara gives Aunt Yasmeen a scarf.
- Aunt Yasmeen likes her present.

You will:

Use: Shall we (go to the souq)? How about (a book)?  
What a lovely (scarf). Can we go to (the beach)?

## 3 Look and say



Go to  
Workbook  
page  
4

#### 4 Listen and read



Choose a title.

Shopping in Kuwait  
Shopping in Al-Mubarakiyah market  
Sara buys a scarf

You will:

**Use:** First, we went to (the women's market). Next, (Mum got some fish). After that, (we had a drink). Finally, (we went to the gold market). (She was pleased) and (I felt very happy). (We went to the market), but (I didn't find anything there).  
**Learn:** bought, but, feel, gold, rest (n), sad

Mum and I went shopping today in Al-Mubarakiyah market. I wanted to get a present for Aunt Yasmeen. **First**, we went to the women's market and Mum bought a new bag.



Mum's bag

**Next**, Mum got some fish for dinner at the fish market. **After that**, we had a drink and a rest.



our dinner

**Then** Mum saw a pretty scarf, but I didn't buy it. Aunt Yasmeen doesn't need a scarf. **Finally**, we went to the gold market but I didn't find anything there.



the scarf

I was sad. Then I remembered: Aunt Yasmeen liked my shells! At home, I gave her my best shell. She was pleased and I felt very happy!



#### 5 Study box

You will:

**Use:** Do you need anything? No, I don't need anything. I need to buy something.

Do you need anything?



No, I don't need anything, thank you.



- Do you need anything?  
No, I don't need anything, thank you./Yes, I need to buy something at the market.
- Did you find anything for Aunt Yasmeen?  
No, there isn't anything here for her./Yes, I found something in the old market.

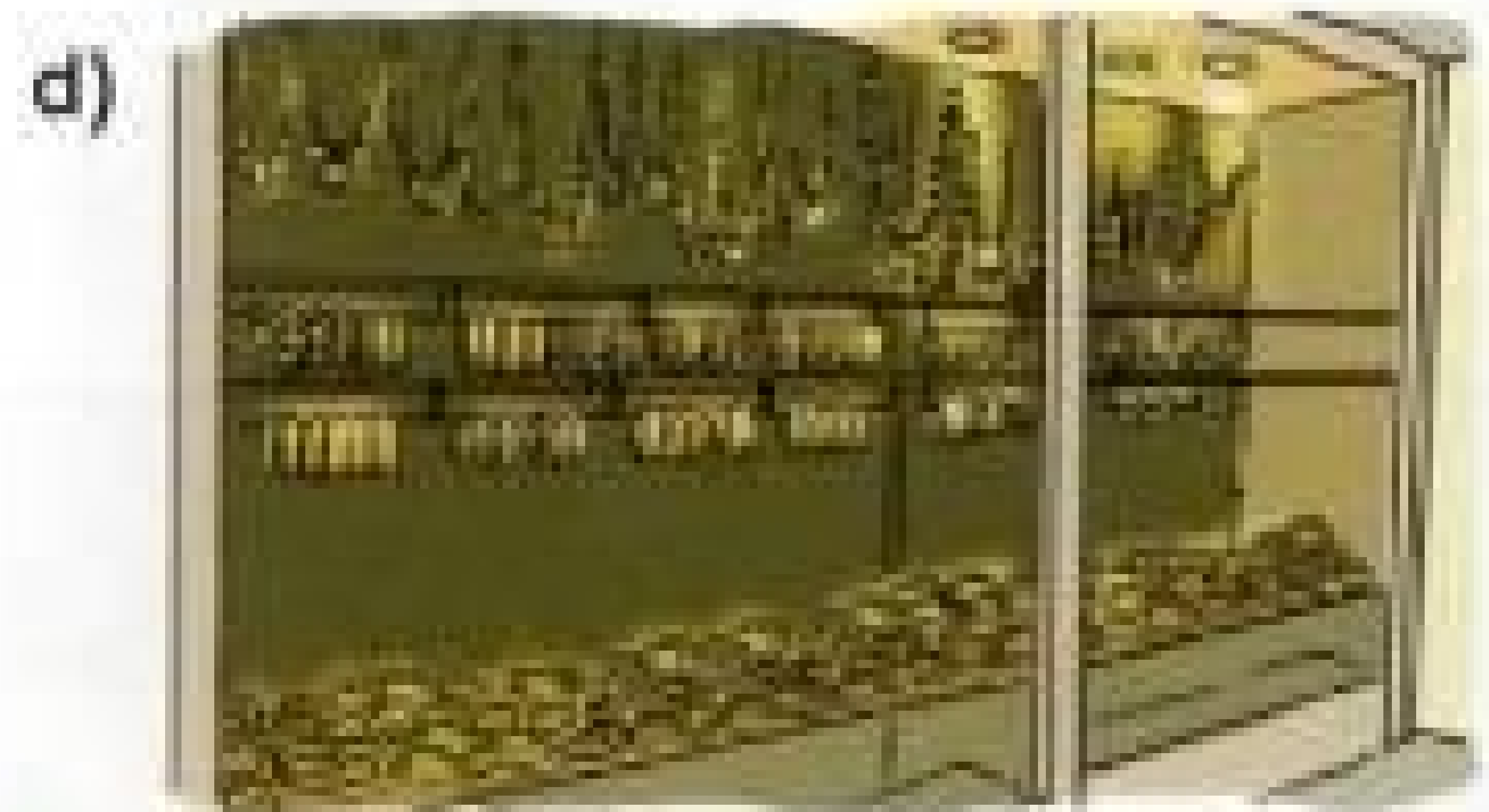
Go to  
Workbook  
page  
5



## 6 Listen, match and say

You will:

Use: Did she buy anything? Yes, she bought something. She bought a (necklace). I bought some (apples) and some (tomatoes). I bought some (dates), but I didn't buy any (fish).  
Learn: lettuce



Did she buy anything in the gold market?



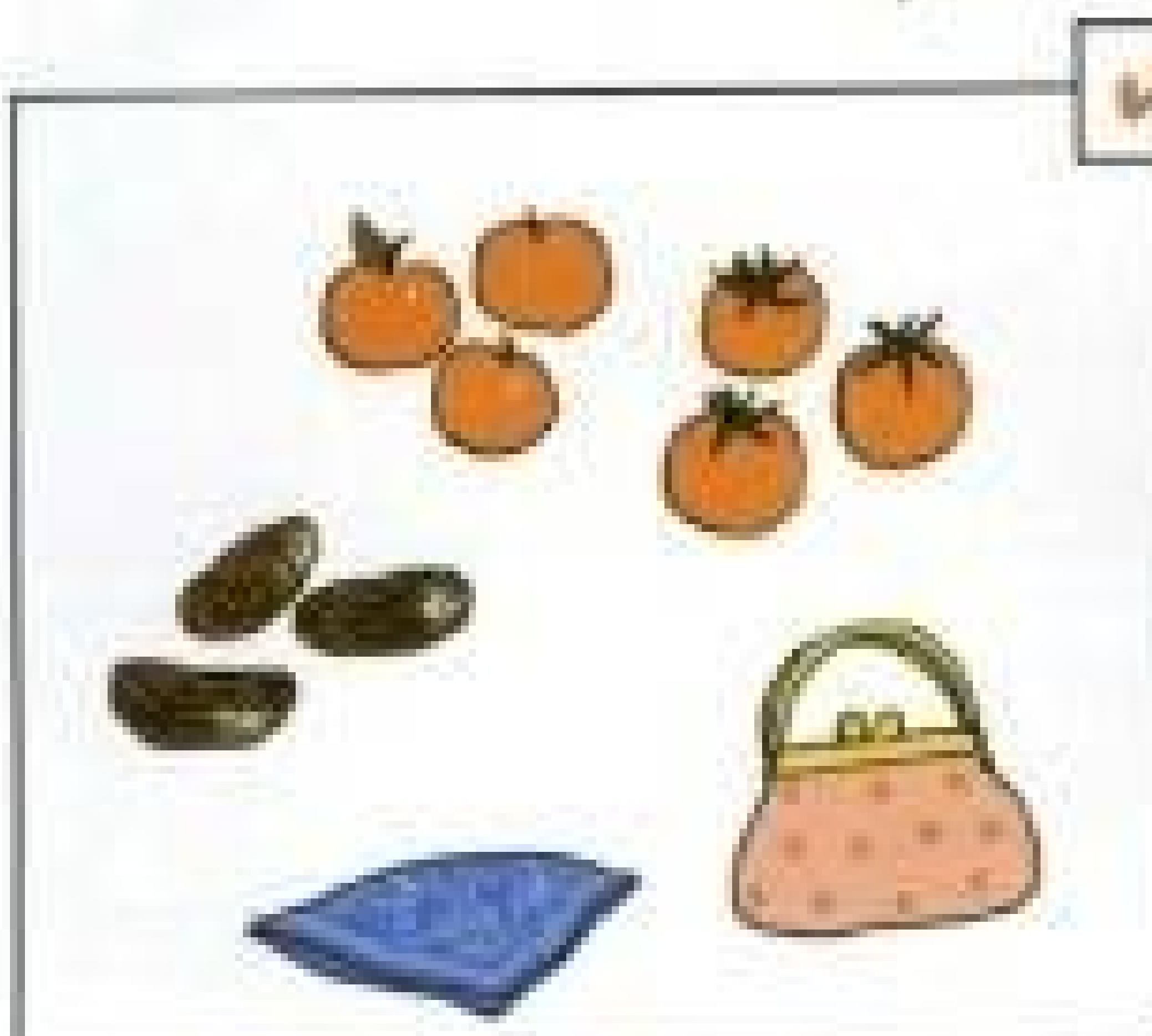
Yes, she bought something. She bought a necklace.

## 7 Look and say



I went to the market. I bought some apples and some tomatoes.

I went to the market. I bought some dates, but I didn't buy any fish.



You will:

Use: Would you like to (live there)? Yes, I would. They had (paraffin lamps). They didn't have (electricity). What are you doing? I'm making (a house from a box).

Learn: dark, electricity, old, paraffin lamp, roof, sat, slept

## 1 Listen and read



Sara: What are you doing, Nasser?  
Nasser: I'm making a house from a box. It's Dickson House.



Sara: What is Dickson House?  
Nasser: It's an old house in Old Kuwait. People lived in houses like this in old times. Look at the book.



Sara: It's very big. I'd like to live there. Would you like to live there?  
Nasser: Yes, I would. There are thirty rooms.  
Sara: What did they do on the roof?  
Nasser: They sometimes ate dinner on the roof. They slept there on hot nights.



Nasser: They didn't have electricity. They had paraffin lamps. They went to bed when it got dark.  
Sara: It gets dark at seven o'clock. I wouldn't like to go to bed so early.



Sara: What did the people eat?  
Nasser: They ate a lot of fish and fresh vegetables. Some people grew vegetables in their gardens.  
Sara: It's very interesting. Can I see the book?



Nasser: Oh, no, Sara! You sat on my house!  
Sara: I'm sorry, Nasser.



Sara: Oh dear!  
 Yasmeen: What's wrong?  
 Nasser: Sara sat on Dickson House.  
 It was my homework.

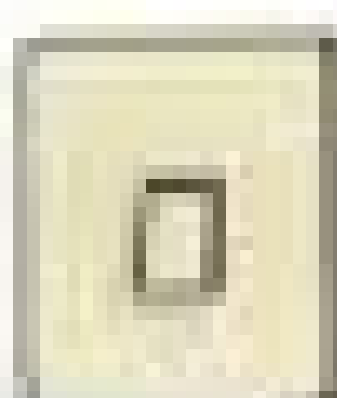
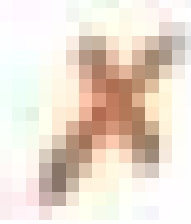



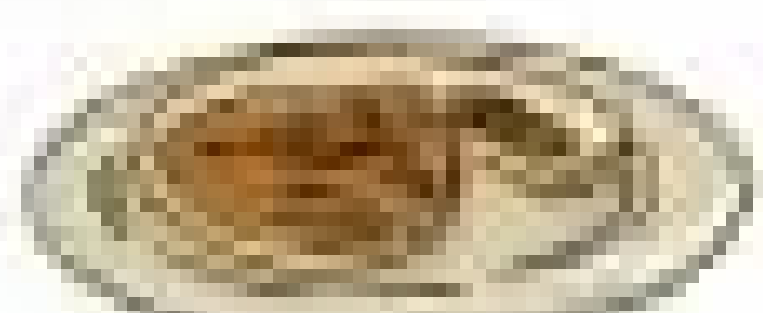
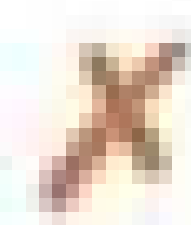
Yasmeen: Never mind. I went shopping.  
 I bought some new shoes in a new  
 box. Here you are.  
 Nasser: Oh, thank you, Aunt Yasmeen!

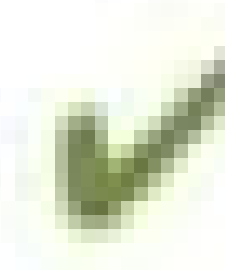

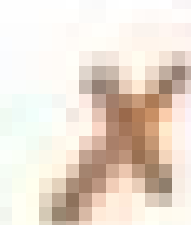

## 2 Complete and say

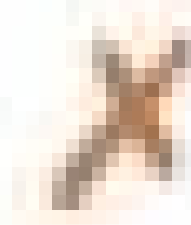

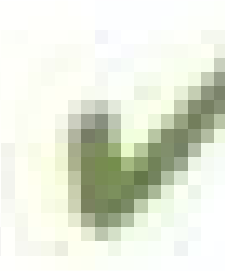
- Dickson House is an ... house in ....
- There are ... rooms.
- They ... have electricity.
- They ate a lot of ... and ....
- Sara is sorry because she ....
- Aunt Yasmeen bought ...

## 3 Make correct sentences

- 



- 



- 



- 




You will

Use: They didn't have (electricity).  
 They had (paraffin lamps).

go/went  
 eat/ate  
 sit/sat  
 have/had

Use the verbs  
 in the box.



a) They didn't  
 have electricity. They  
 had paraffin lamps.

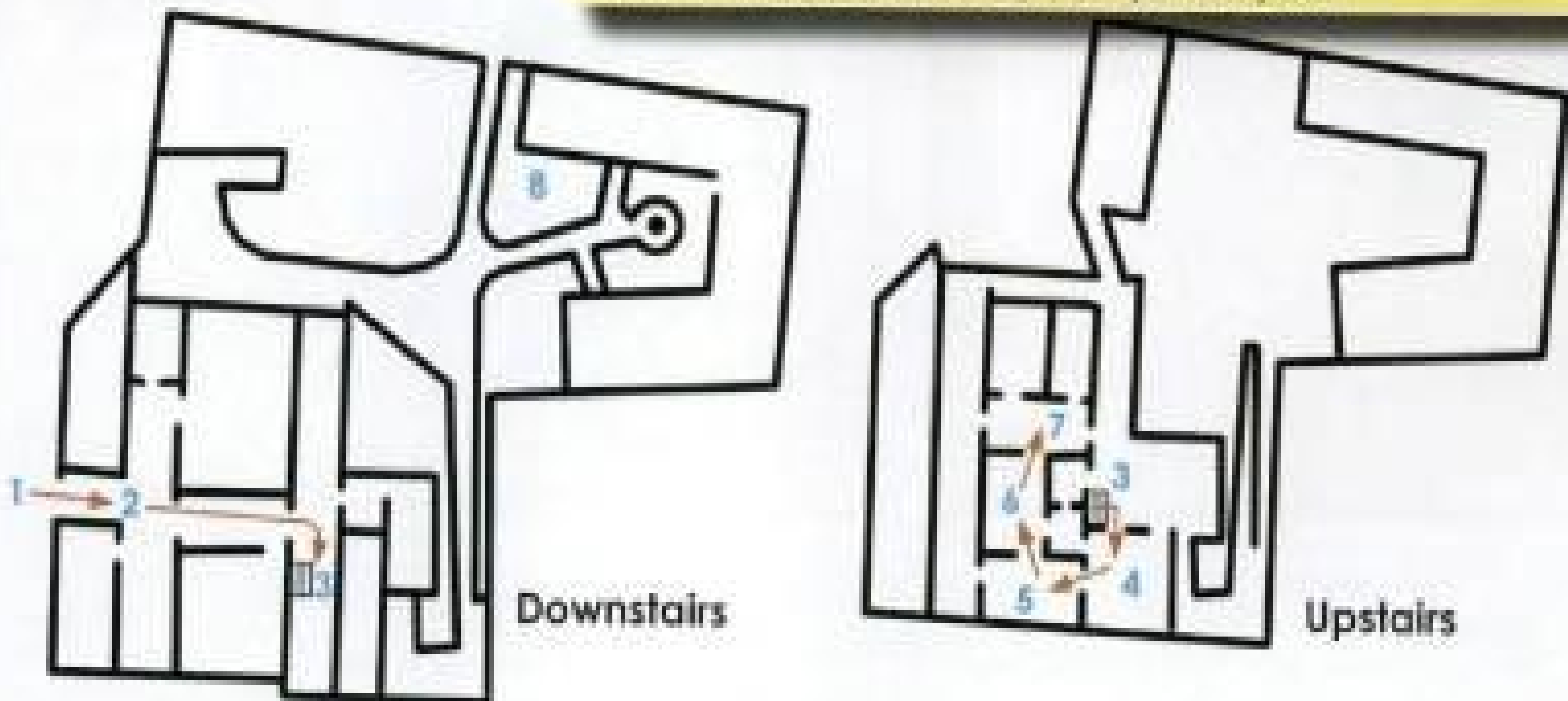
Go to  
 worksheet  
 page  
 7

## 4 Listen and read

### Dickson House

You will:

**Use:** Dickson House is next to the sea. At the back of the house, there are some stairs. The living room is at the front of the house.  
**Learn:** back, build (v), dining room, downstairs, end, front, hall, inside, outside, stairs, study (n), upstairs, yard



Dickson House is **next to** the sea in Old Kuwait. It was built in 1870. The Dickson family lived there for many years. You can visit the house today to see how people lived in old times.

When you go **inside**, through the front door (1), you come to the hall (2). At the end of the hall, **at the back** of the house, there are some stairs (3). The dining room (4) is **at the top** of the stairs, **behind** the study (5). The living room (6) is next to the study **at the front** of the house. It has got a good view of the sea. The biggest bedroom (7), next to the living room, has also got a good view of the sea.

**Outside**, **behind** the house, there is a large yard (8), with a well.

You will:

**Use:** What did people (eat)? They (ate fish and vegetables). What would/wouldn't you like to do? I'd like / I wouldn't like to (sleep on the roof). Where is/are (the hall/stairs)? It's/They're (inside).

## 5 Study box

What did people eat?



They ate fish.

- What/Where did people eat/have/sleep?  
They ate fish and vegetables/had paraffin lamps/slept on the roof.
- What would/wouldn't you like to do?  
I'd like/I wouldn't like to sleep on the roof/go to bed early.
- Where is/are the hall/stairs/dining room/living room at Dickson House?  
It's/They're inside/at the back of the house/ behind the study.



## 6 Listen and say

What would Sara like to do?  
What wouldn't she like to do?



She'd like to  
She wouldn't like to

sleep on the roof.  
use paraffin lamps;  
go to bed early.  
eat fish every day.  
grow vegetables in the garden.

**You will:**

**Use:** Sara would / wouldn't like to (sleep on the roof). Would you like to (sleep on the roof)?  
Yes, I would. / No, I wouldn't.

## 7 Ask and answer



Would you like to  
sleep on the roof?



Yes, I would./  
No, I wouldn't.

## 8 🎵 Old times

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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Workbook  
page  
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# Revision 1

## 1 Listen and read

For my homework I asked my grandmother about life in Kuwait when she was young. This is what she said.



You will:

Revise: The men worked at sea. We talked a lot. They didn't have (electricity). They had (paraffin lamps). In the evenings, we (talked a lot) and (told stories).

Revise: electricity, paraffin lamp, souq

"I think I can remember when the Dickson family lived at Dickson House. When I was young, Kuwait City was small. Most people lived in houses by the sea. The men worked at sea, fishing. They also took dates over the sea to sell, and came back with tea and rice. There weren't many shops: people bought things they needed at the souq.

"In the evenings, we talked a lot and told stories because there was no television. The family usually ate together. We didn't have the things that people have today, but we were happy."



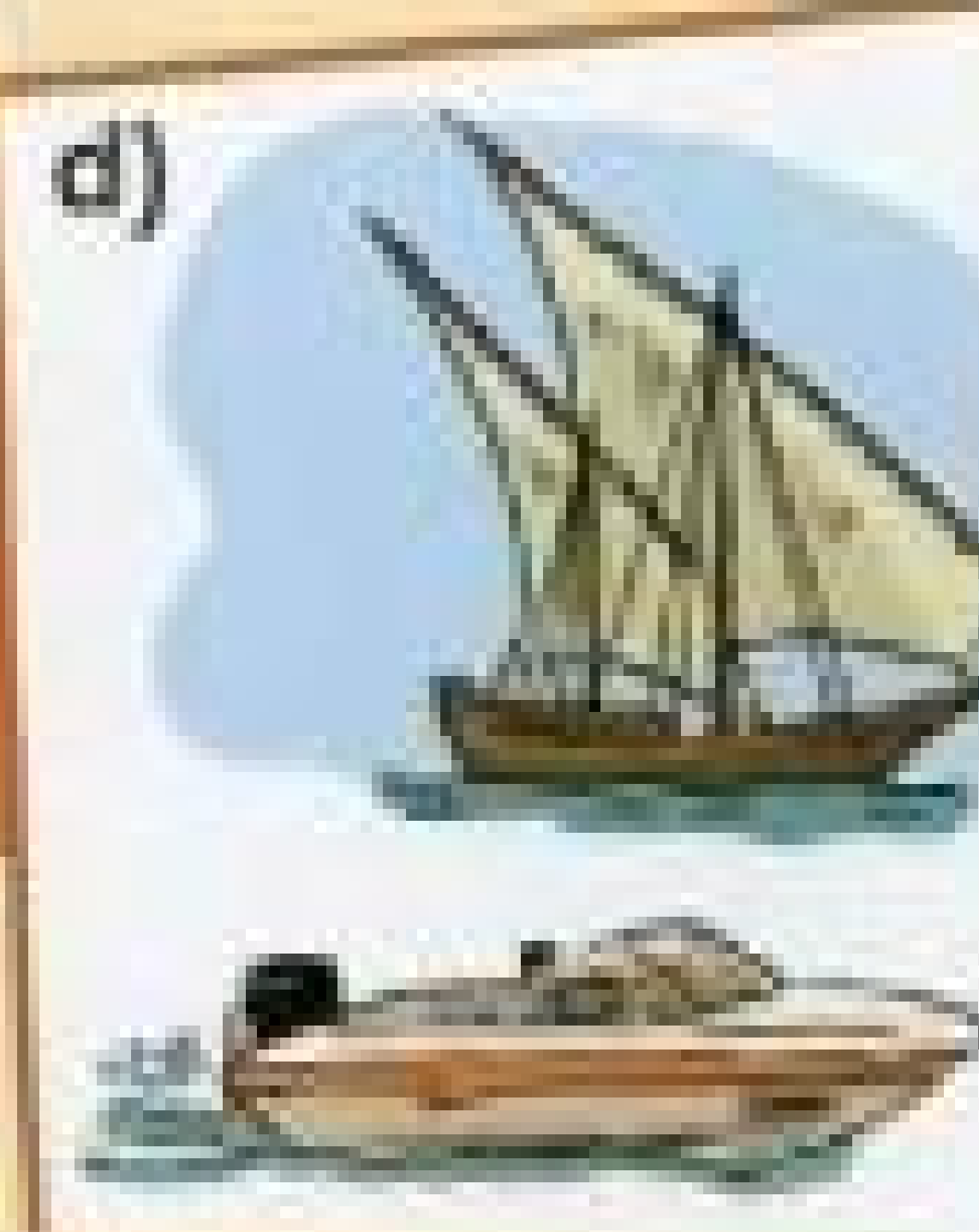
## 2 Read and answer

- Who is the woman?
- What work did the men do?
- Where did people buy things they needed?
- There was no television. What did they do?
- Were they happy?

## 3 Look and talk



Talk about the pictures. Make sentences.



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workbook  
page  
10



a) They didn't have electricity. They had paraffin lamps.

## 4 Read and match

You will:

Revise: You can buy anything you want. I'd like to (go to Dickson House). I wouldn't like to (go to Green Island).

Revise: modern, rest (n)

Al-Mubarakiyah School

The old market

Dickson House

a)



b)



c)



Listen and match



Which place are they talking about: a) b) or c)?

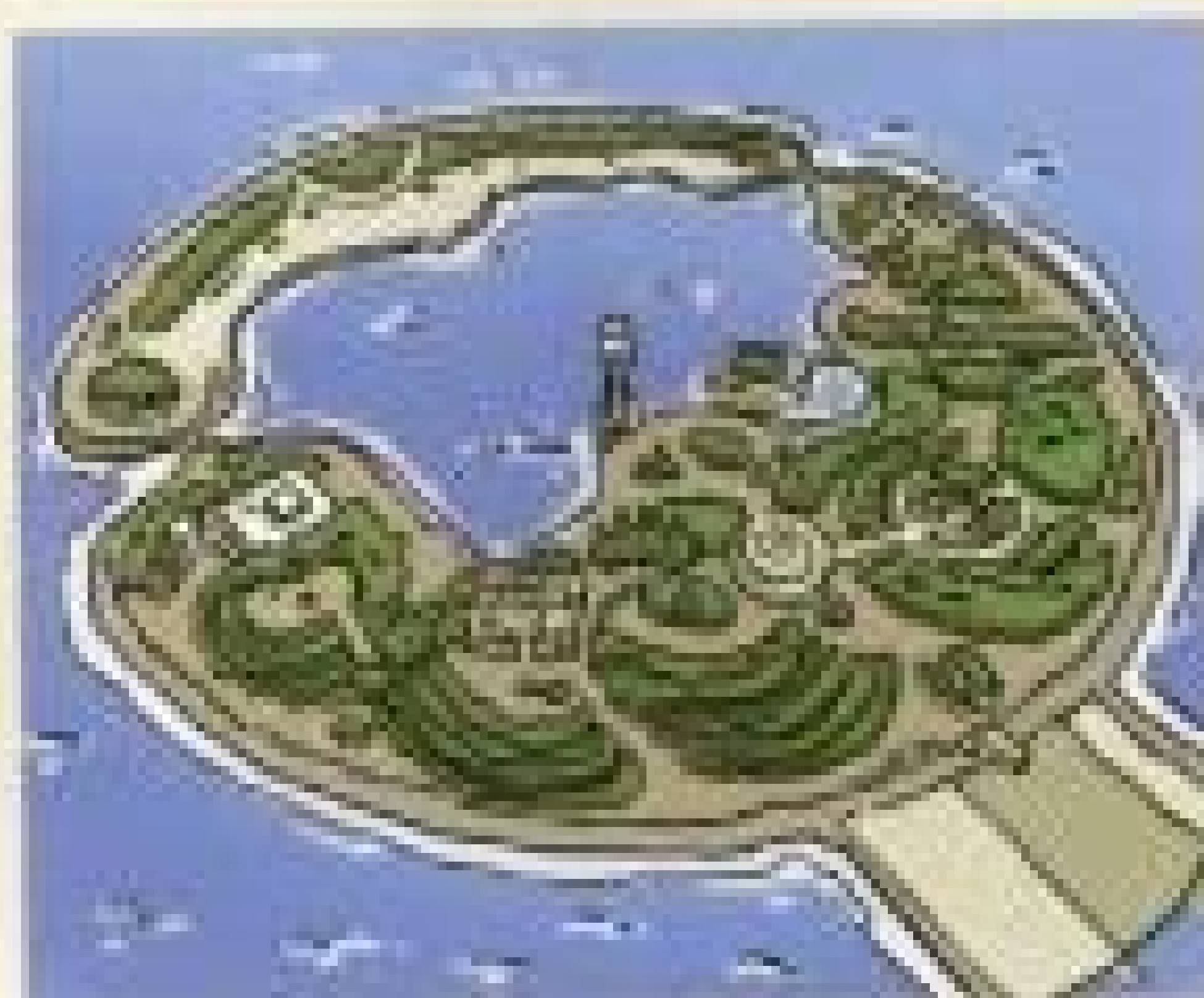
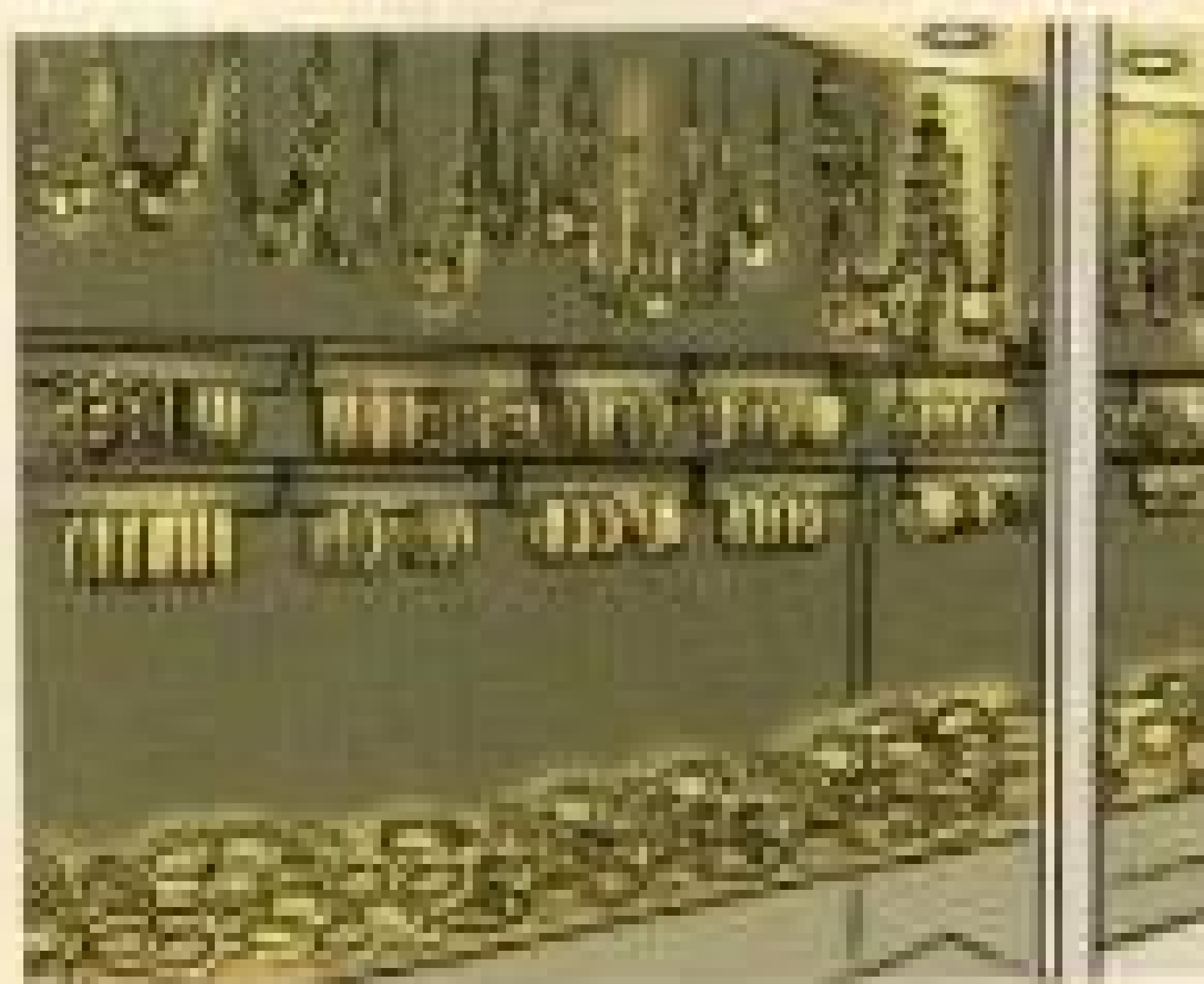
## 5 Ask and answer



What would you like to do this weekend? What wouldn't you like to do?



I'd like to go to Dickson House.  
I wouldn't like to go to Green Island.



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You will:

## 1 Listen and read

**Use:** What's the weather like? You have to (drive very carefully). He couldn't (see anything). He had to (stop the car). You should (wait in the car).

**Learn:** Canadian, clear (v), dangerous, get out (v), icy, late, poor, road, snow (v), (n), snowstorm, truck

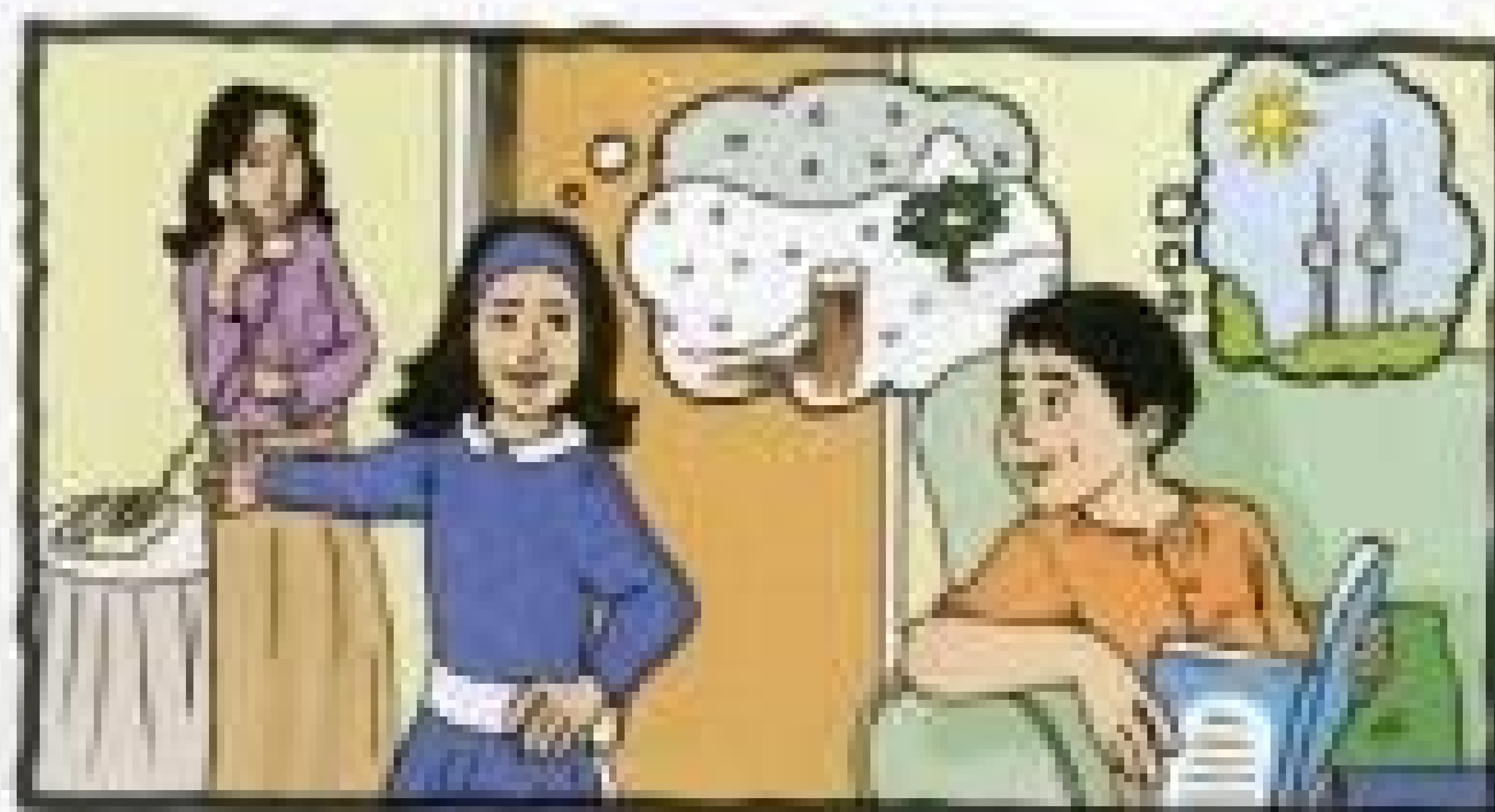


Sara: What's the weather like, Grandpa?



Sara: Aunt Yasmeen! It's Grandpa. It's snowing in Canada.

Yasmeen: Hi, Dad. How are you?



Sara: Grandpa says it's snowing in Canada. It never snows in Kuwait.

Nasser: Of course it doesn't. The weather is usually hot and sunny in Kuwait.



Sara: I'd like to visit Canada. It snows all winter – from October to March.

Nasser: Yes. You can go skiing in the mountains. In the towns, you can go ice-skating outside.



Yasmeen: Sometimes the snow is not safe. The roads are icy and you have to drive very carefully.



Yasmeen: Dad said there was a snowstorm. He couldn't see anything. He had to stop the car because it was dangerous to drive.

Sara: Did he get out of his car?

Yasmeen: No. You should always stay in your car and wait for help.





**Yasmeen:** He waited for two hours. It was very cold, but he had a hat and gloves in the car. He also had a blanket and some hot coffee.

**Nasser:** You should always have warm things in the car in the Canadian winter.

**Yasmeen:** In the end, a big truck came and cleared the snow from the road. Your grandpa arrived home very late. He was cold and tired.

**Nasser:** Poor Grandpa.

**Sara:** I think I'd like to stay in Kuwait this winter!

## 2 Read and choose

- In Canada in the winter, (it snows – it is sunny – it rains).
- In Canada, it snows from (March to June – June to October – October to March).
- The snow is (always – usually – sometimes) not safe.
- Grandpa (got out of the car – stayed in the car – phoned for help).
- Grandpa waited in his car for (two hours – four hours – six hours).
- In the car, Grandpa had (a hat and gloves – some tea and cake – a blanket and a scarf).

## 3 Look and say



Look at the pictures and say what you should/shouldn't do when you drive in Canada in the winter.

**You will:**

**Use:** You should always (have some hot coffee). You shouldn't (go outside).

**Learn:** mobile phone



You should always ....  
You shouldn't ....



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## 4 Listen and read

You will:

Use: He was (in a snowstorm) last Monday. First, he (stopped the car). Then, he (felt cold). After that, he (had a drink of hot coffee). Two hours later, (it stopped snowing). Finally, (Grandpa drove home).

Learn: knee, put on



World weather  
Canadian winters  
Grandpa in a snowstorm

Winter in Canada is very cold and the weather can be very bad. Sometimes there are snowstorms and driving can be dangerous. Sara and Nasser's grandpa was in a snowstorm **last Monday**. He was driving back home from work in strong winds when it started to snow. Grandpa couldn't see anything.

**First**, he stopped the car and sat inside, waiting for help. **Then**, he felt cold so he put on his hat and gloves and put a warm blanket around his knees. **After that**, he had a drink of hot coffee.

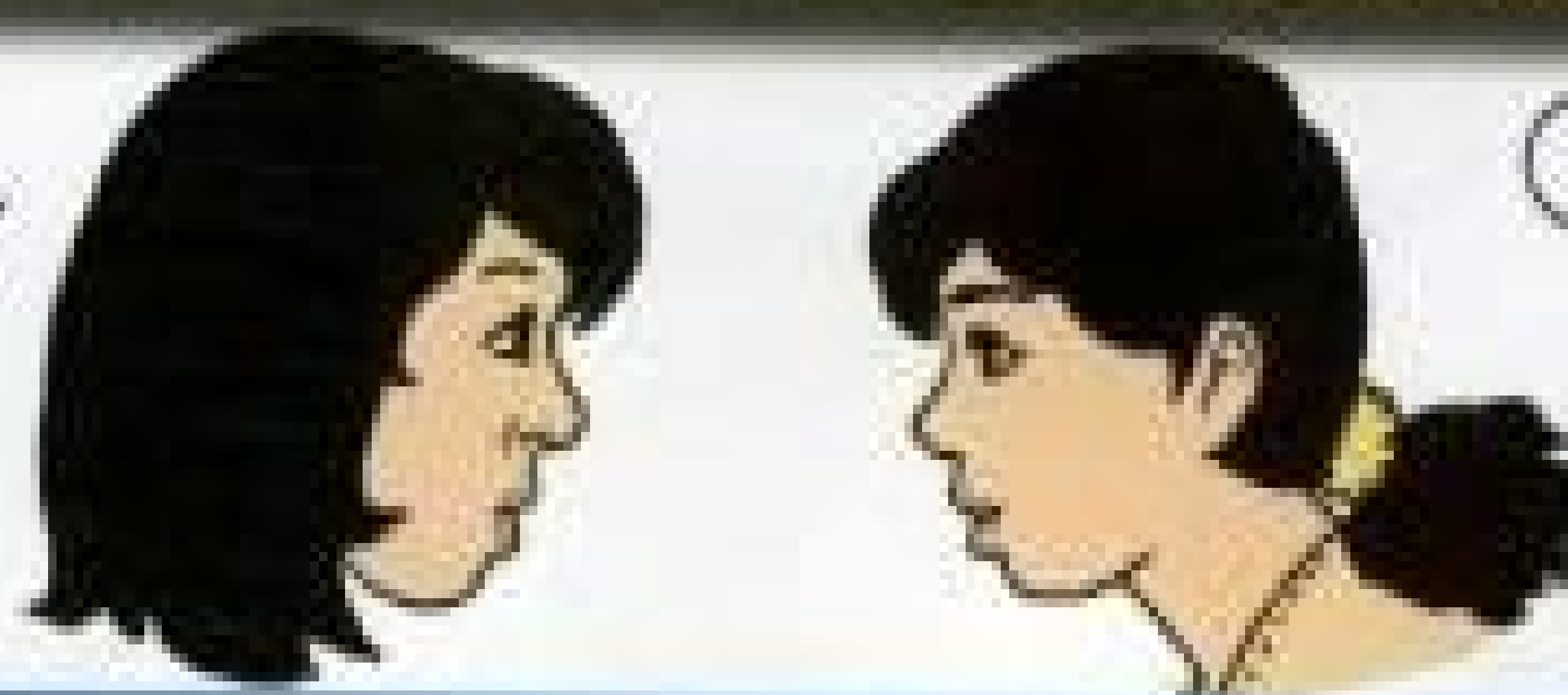
**Two hours later**, it stopped snowing and help arrived. A big truck cleared the snow from the road. **Finally**, Grandpa drove safely back home.

You will:

Use: What's the weather like in (Kuwait) today? It's (sunny). What's the weather like in the winter in (Canada)? It (always) snows. It's usually (cold).

## 5 Study box

What's the weather like in Canada today?



It's snowing.

- What's the weather like in Kuwait/Canada today?  
It's **snowing**/hot/icy/sunny/raining/cold/windy.
- What's the weather like in the winter in Kuwait/Canada?  
It **always**/never snows in Kuwait/Canada.  
It's usually **hot**/cold in Kuwait/Canada.

## 6 Complete the sentences

- a) They wear warm things. ...
- b) They take things in the car. ...
- c) They do many different sports. ...
- d) They have lots of bad weather. ...

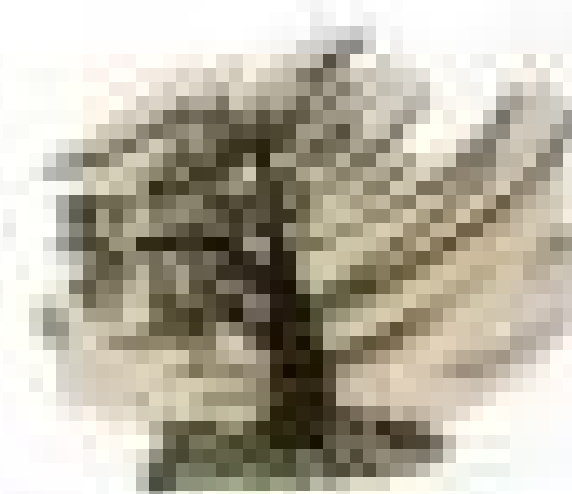
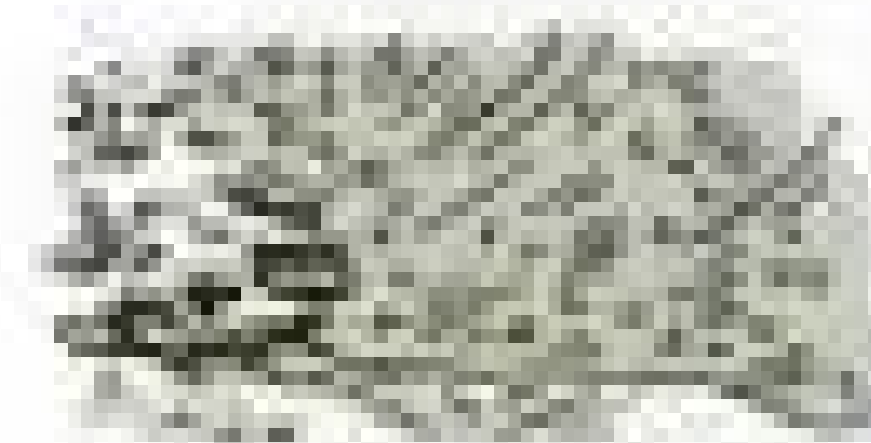
**You will**

**Use:** They take warm things, like hats, gloves and scarves.

**Learn:** both

Use like and two or three things from Exercises 1 and 4.

They wear warm things, like hats, gloves and scarves.



## 7 Which country?

Is it Canada, Kuwait, or both?

- a) cold winters
- b) hot for a lot of the year
- c) lots of sunshine
- d) great winter sports
- e) great water sports
- f) beautiful mountains
- g) desert animals



You will:

**Use:** What might happen? You might (get dust in your eyes). We should (go home). (Dust storms) can be dangerous. We must find (Aunt Yasmeen). Close the window.

**Learn:** dust, dust storm, everyone, hurry up, might, uncomfortable

## 1 Listen and read



Mum: Come on. Get in. We should go home. It's very windy.  
Sara: Where's Aunt Yasmeen?  
Mum: She went to the market. We'll find her there.



Nasser: Why is everyone running? It's only wind.  
Mum: I think there might be a dust storm. Everyone's going home.



Mum: Dust storms can be dangerous. Sometimes, in a bad dust storm, you can't see anything.



Sara: What might happen?  
Mum: You might get dust in your eyes, ears and mouth. It's very uncomfortable.  
Sara: We must find Aunt Yasmeen.



Nasser: Look! There she is.  
Sara: Hurry up. Aunt Yasmeen.  
Mum: Close the window, Sara.



Yasmeen: Thank you for coming to get me.  
It's so windy!  
Mum: Hurry up and close the door, Yasmeen. I think it's a dust storm. Let's go home quickly.





Nasser: Help!  
 Sara: What is it?  
 Nasser: I think I've got dust in my eyes.  
 I can't see anything.



Yasmeen: It's only my scarf, Nasser!  
 Sorry.  
 Sara: Nasser, you are funny!

## 2 Read and answer

- What's the weather like?
- Why is everyone going home?
- Why are dust storms dangerous?
- What is very uncomfortable?
- Has Nasser got dust in his eyes?

## 3 Read, choose and say

- It's hot.
- It's very cold.
- The wind blows snow around.
- The wind blows dust over everything.
- You can't see anything.
- It happens in deserts or close to deserts.
- The wind is very strong.
- You might get snow in your eyes.
- It can be dangerous.
- You might get dust in your eyes.

### You will:

**Use:** You might (get snow in your eyes). It can be (dangerous). The wind blows snow around.  
**Learn:** blow (v), everything



Which is it? Is it a snowstorm, a dust storm or both?

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## 4 Listen and read

You will:

Use: If you are (walking outside) you should (cover your nose).

Learn: car brake, car light, cloth, suddenly, turn on



Choose a title.



Windy weather  
Keeping safe in a dust storm  
The weather in Kuwait

Like snowstorms, dust storms can be very dangerous. If you are walking outside when a dust storm arrives, you should:

- cover your nose and mouth with a scarf or a cloth,
- go inside quickly.

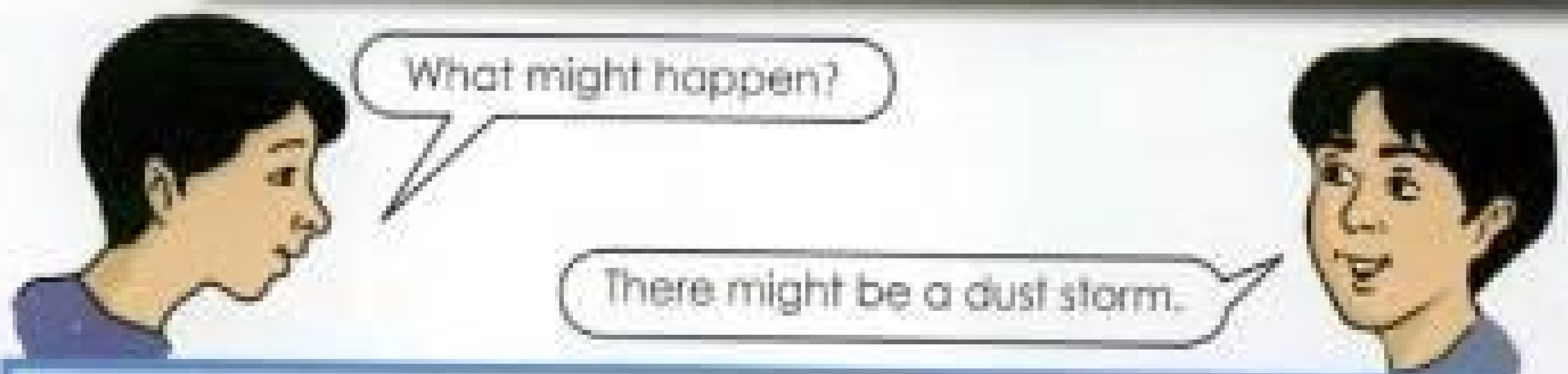
A dust storm usually arrives suddenly. It makes driving very dangerous. If you are driving when a dust storm starts, you should:

- never leave the car on the road. Move it off the road,
- put on the car brake,
- turn on the car lights,
- stay inside the car and wait for the storm to stop.

You will:

Use: What might happen? There might be (a dust storm). How can you keep safe in a (dust storm)? If you are (driving), you should (go inside quickly).

## 5 Study box



What might happen?

There might be a dust storm.

- What might happen?  
There might be a **dust storm/snowstorm**. You might get dust in your **ears, eyes and mouth**.
- How can you keep safe in a dust storm?
- If you are **walking/driving**, you should **go inside quickly/move the car off the road/stay inside the car**.

## 6 What's the weather like?

You will:

**Use:** What's the weather like? It's (sunny). There is a (dust storm).  
**Don't** (leave your car on the road). Move your car (off the road).  
**Learn:** snowy



Use It's ... or  
There is ....



## 7 🎵 Here's what you must do

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.

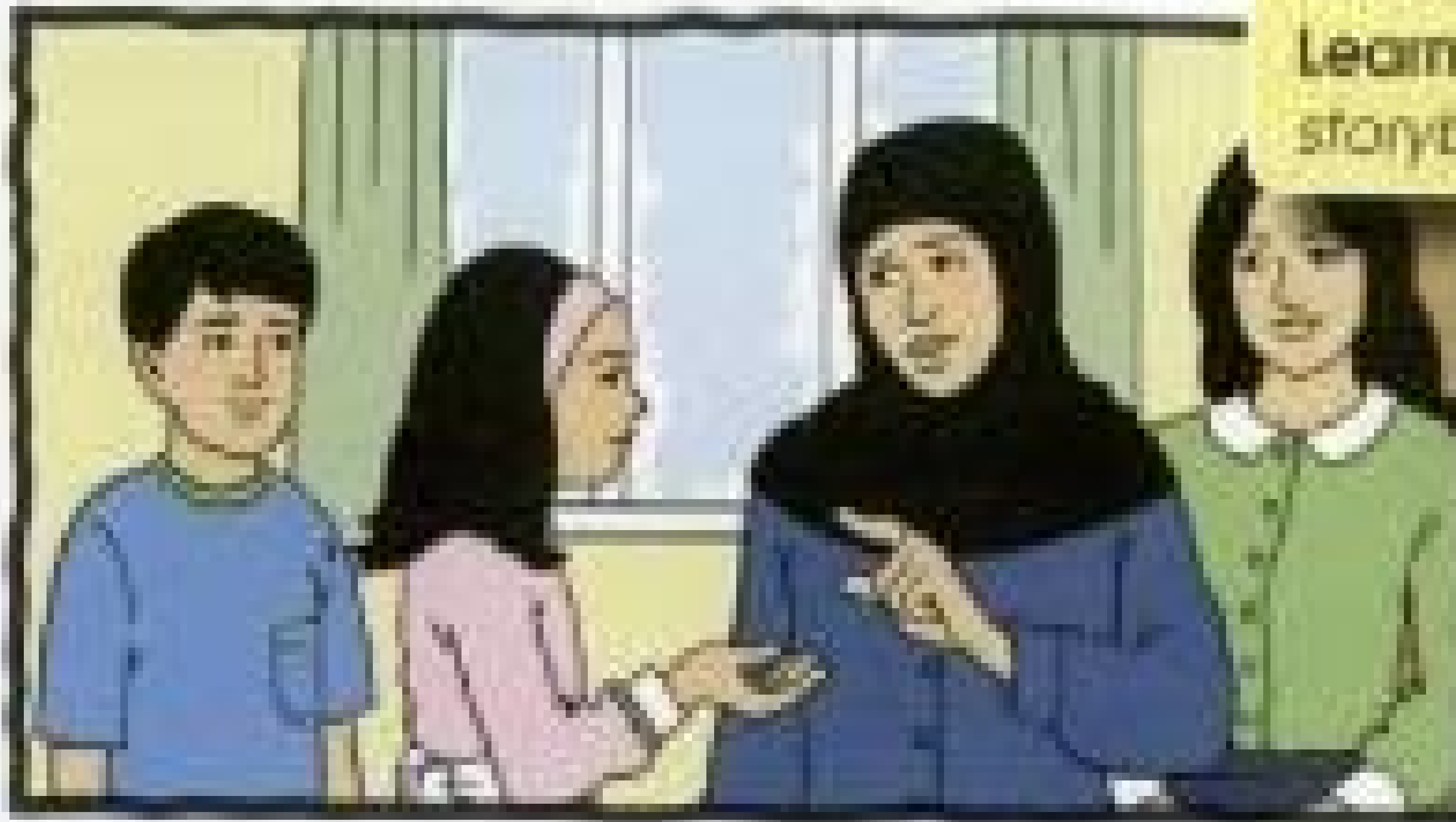


## You will

**Use:** It's too (young) for you. It isn't (difficult) enough. Yes, of course. You must (buy a good book). I might (buy this book). How about (this book)? I'd like to (buy this book).

**Learn:** book fair, difficult, easy, enough, kind (n), scary, storybook, think (v), too, writer

## 1 Listen and read



Sara: It's the book fair today, Mum. Can I buy a book, please?

Mum: Yes, of course, but you must buy a good book.

Yasmeen: I know, I'll go with them. I'll help them to buy good books.



Sara: Do you like reading?

Yasmeen: Yes, I love reading. Books are wonderful! I read a lot, I read at home ... in the car ... in bed ...

Sara: What kind of books do you like?

Yasmeen: I like all kinds of books.



Yasmeen: Look at this lovely book. It's by my favourite Kuwaiti writer.

Nasser: Who's that?

Yasmeen: His name's Abdulaziz Hussain.



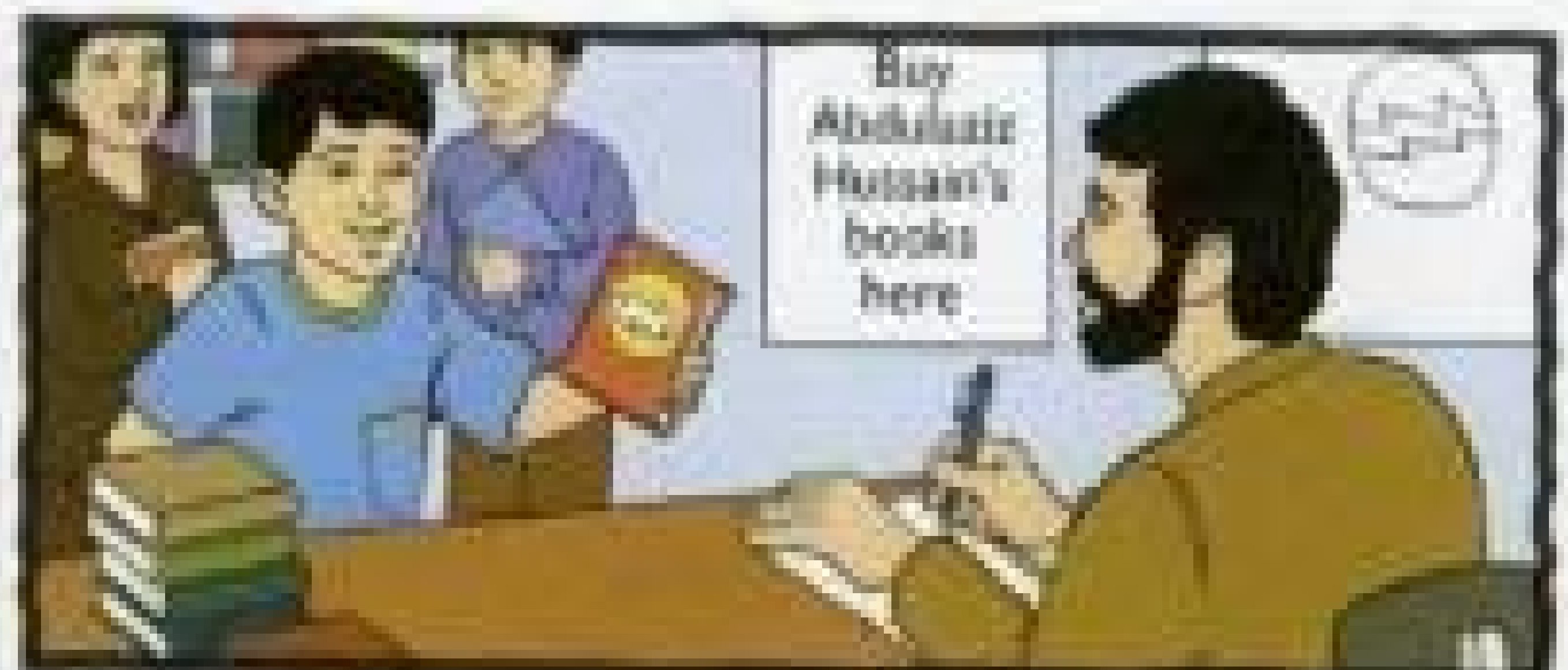
Sara: What do you think of this storybook? I might buy it.

Yasmeen: I think it's too young and too easy for you. It isn't difficult enough.



Sara: How about this one?

Yasmeen: It might be too scary. I don't think you're old enough for that kind of book.



Man: Which book would you like?

Nasser: I'd like to buy this one, please.

Man: Ah, yes. Abdulaziz Hussain was a very good writer.

Nasser: He's my aunt's favourite Kuwaiti writer. The book is for her.

Man: That's very kind of you.





Yasmeen: Where's Nasser?  
Sara: There he is!



Nasser: I bought this for you, Aunt Yasmeen.  
Yasmeen: Thank you, Nasser!  
Nasser: Look at the name.  
Yasmeen: Oh, look! It's the book by Abdulaziz Hussain. Nasser, you are too kind!

## 2 Right or wrong?

- Sara wants to buy a book at the book fair.
- Aunt Yasmeen doesn't like reading.
- Abdulaziz Hussain is Aunt Yasmeen's favourite writer.
- Aunt Yasmeen thinks the storybook is too difficult for Sara.
- Nasser buys two books for Aunt Yasmeen.

## 3 Make sentences

**You will:**

**Use:** The (trousers) are too (big). The (trousers) aren't (small) enough.



Use too and enough.



a) The trousers are too big. They aren't small enough.

a)



trousers  
big/small

b)



coffee  
hot/cool

c)



road  
dangerous/safe

d)



girl  
short/tall

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## 4 Listen and read

You will

**Use:** *First / Next / After that / Finally.* (Nasser looked at a book).  
(Some books were too easy) and (some books were too difficult).  
(After that, we couldn't find Nasser) but (finally I saw him).

**Learn:** choose, information

Dear Amal,

Aunt Yasmeen, Nasser and I went to the book fair yesterday. We wanted to buy some good books. There were lots of books to choose from.

**First**, Nasser looked at a book with information about football. **Next**, Aunt Yasmeen showed me a book by her favourite Kuwaiti writer. Then she helped me to choose a good book. Some books were too easy and some books were too difficult or too scary.

**After that**, we couldn't find Nasser, but **finally** I saw him. He was carrying a book. It wasn't about football; it was the book by Aunt Yasmeen's favourite Kuwaiti writer. Nasser bought the book for Aunt Yasmeen and then he gave it to her. Aunt Yasmeen was very pleased.

I have a very kind brother!

Sara

You will

**Use:** *What do you think of this book? It's too (difficult) for you.*  
*You aren't (old) enough. It isn't (easy) enough.*

## 5 Study box



What do you think of this book?



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

- What do you think of this book?  
It's too **difficult/scary/easy** for you.  
**It isn't easy/difficult enough.** / **You aren't old enough.**

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## 6 Listen. Which book?

You will:

Use: (This book) is too (scary). It isn't (interesting) enough.  
I'd like (book f). I wouldn't like (book g).

Learn: useful



## 7 Which books do/don't you like?

Say which book(s) you would choose, and why. Then say why you wouldn't choose the others.



Use these words.



young    scary    difficult    old    funny    storybook  
interesting    long    useful    short    easy    exciting



I'd like book f. It's exciting.  
I wouldn't like book g. It's too easy. It isn't interesting enough.

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# Revision 2

You will:

Revise: They might (change our own weather).

Revise: around, blow (v), dangerous, difficult, information

## 1 Listen and read

"I tell everyone what the weather will be like on the next day or in the next week. It's very interesting. It's very difficult to know what the weather might be like in the next day or two, but we do our best.

"We ask lots of questions about the weather around the world: How hot or cold is it? Which way is the wind blowing? How strong is the wind? We look at the clouds and the rain too, because all these things might change our own weather.

"We put all this information in our computers and they help us to see what the weather might be like, but we can never know. Things can change very quickly. We try to say what the weather will be like, so we can tell people about bad or dangerous weather. This can stop them getting hurt."



## 2 Complete and say

- It's very ... to know what the weather might be like.
- We ask ... about the weather around the world.
- We look at the ... and the ... too. They might change our own weather.
- We put all this ... in our computers.
- We want to tell people about ... or ... weather.

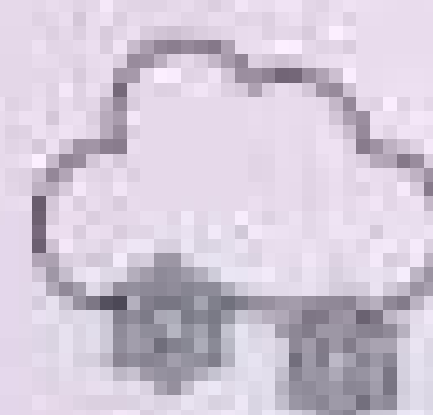
## 3 Say what might happen

a) It's cloudy.



It might rain.

b) It's cold, cloudy and windy.

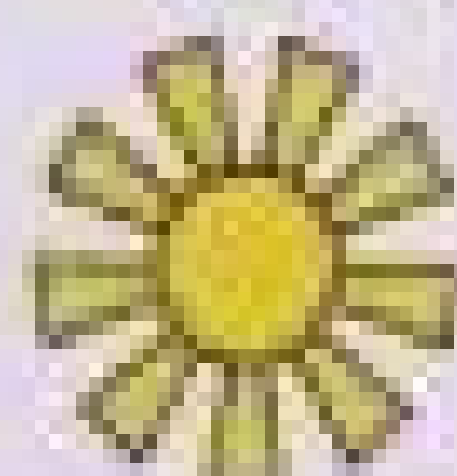


There might...

c) It's hot and very windy



d) It's sunny.





You will:

Revise: *It might be (very cold). It's too (hot). It's not (cold) enough.*  
Revise: Canadian, clear (v), dangerous, difficult, icy, truck, writer

# 4 Listen and match



writer



weather woman



Who is speaking?



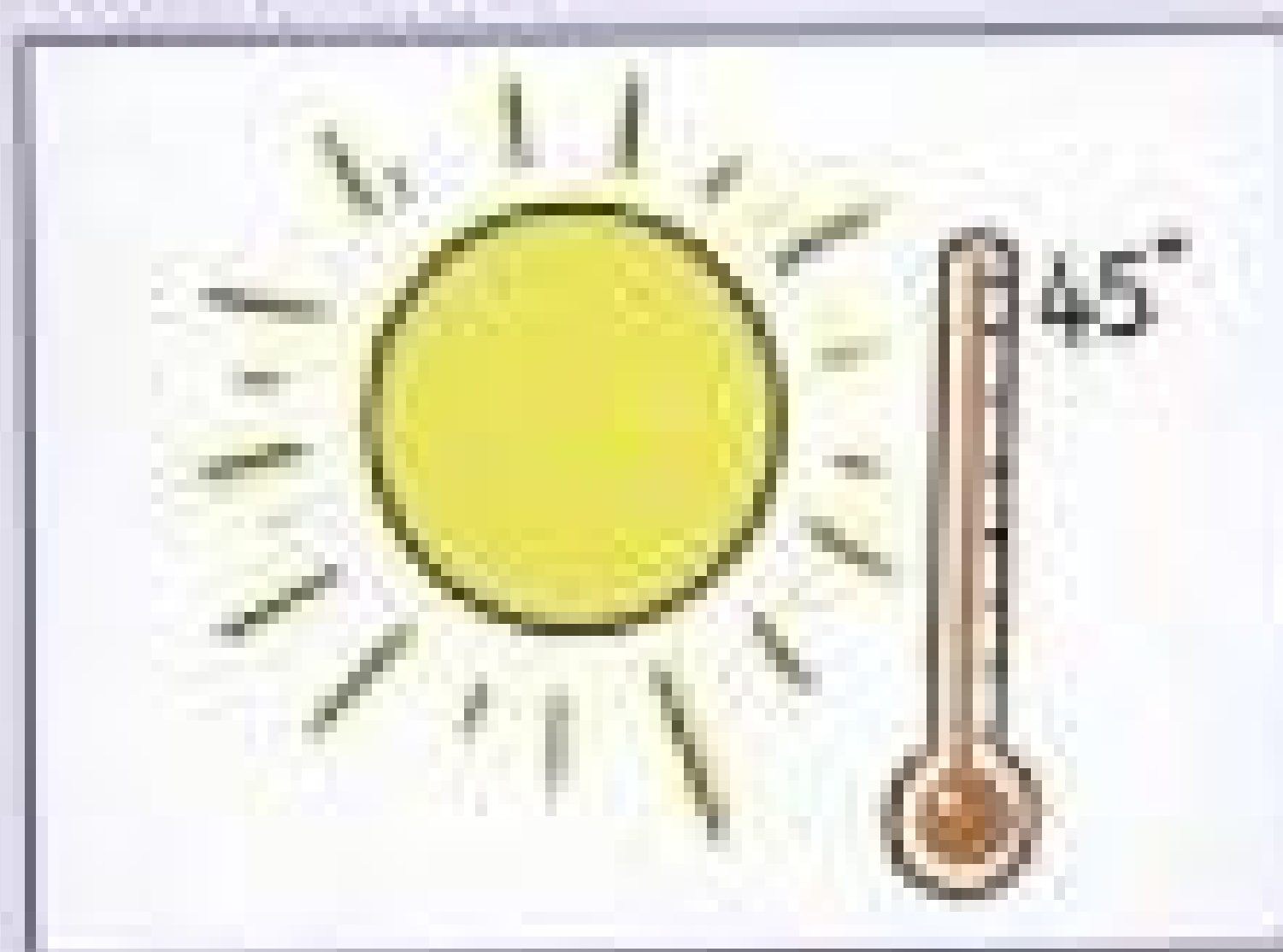
truck driver



skiing teacher

# 5 Make sentences

a) hot / cold



b) easy / difficult



Use too and enough.

c) long / short



d) big / small



It's too hot. It's not cold enough.

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

Jack's mother told him to go to the market and sell their cow. They needed money to buy food. On his way to the market, Jack met a strange man. The man offered Jack five beans for the cow. Jack said no at first. The man told him they were special beans. So Jack gave the man the cow and Jack took the beans. When Jack arrived home, his mother was very angry. Now they had no money and nothing to eat. She threw the beans out of the window. When Jack woke up in the morning, it was very dark. There was a very tall beanstalk outside his bedroom window. Jack climbed up and up until he got to the top. At the top of the beanstalk, he saw a large castle.



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

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



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

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

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

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

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

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

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





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

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

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



# Joha and the Three Wise Men

Three wise men came to visit Joha's town. They had dinner with the governor. They told him they wanted to speak to the wise men in his town. They had some difficult questions to ask them. The governor thought for a moment. He then told his soldiers to go and get Joha. He knew Joha could answer difficult questions.

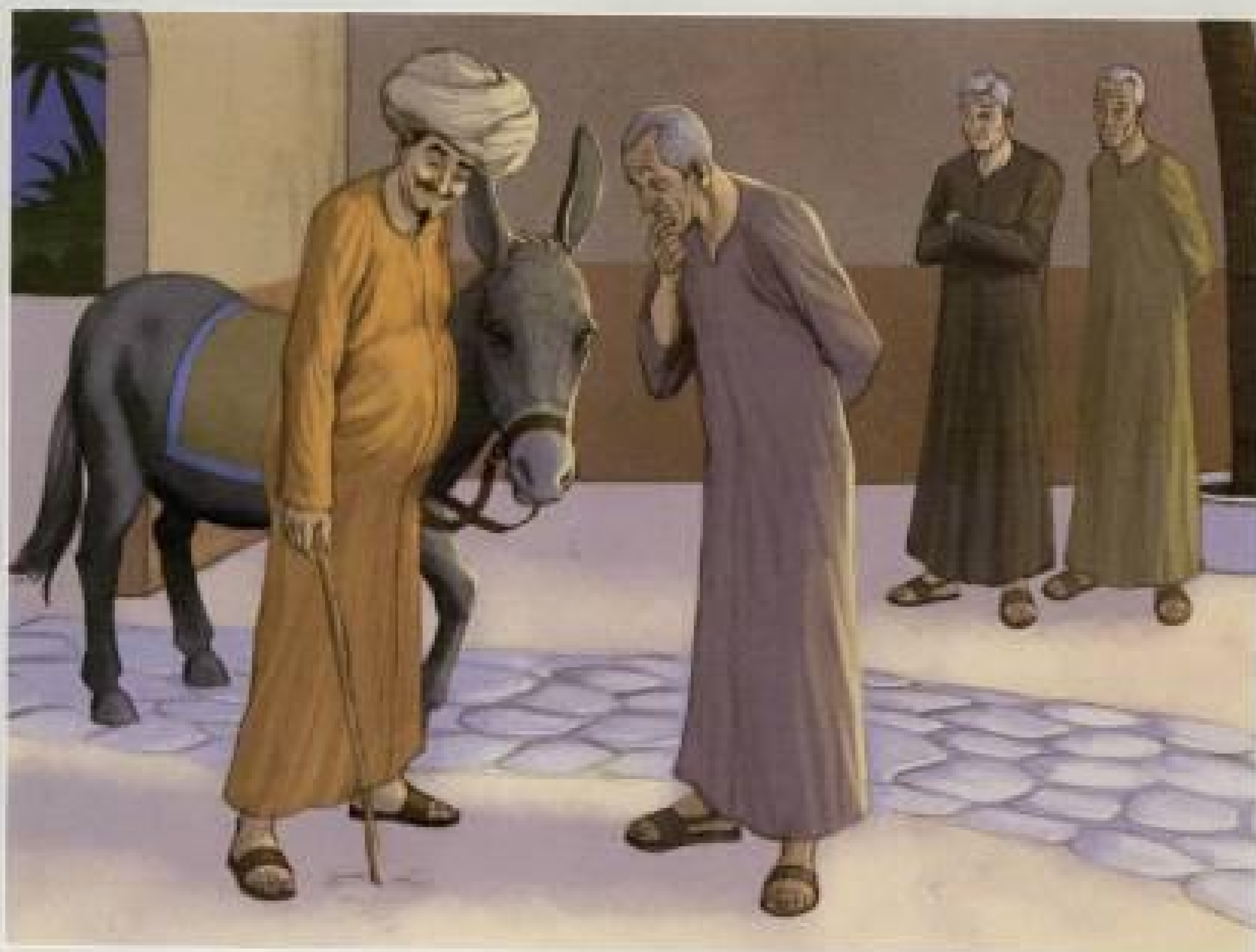
That evening, Joha got dressed in his best clothes and he went to the palace. There were lots of people from the town in the palace courtyard. They wanted to hear Joha answer the questions.

The first wise man asked Joha, "Where's the middle of the Earth?"

Joha answered immediately. He pointed to a spot just beside his right foot. He said, "It's here."

"How do you know that?" asked the wise man.

"Dig a hole here if you don't believe me," replied Joha. But the wise man didn't say anything.





The second wise man asked Joha, "How many stars are there in the sky?" Joha answered immediately and said, "The number of stars is the same as the number of hairs on my donkey." "How do you know that?" asked the second wise man. Joha replied, "Well, count the hairs on my donkey." The wise man said, "Nobody can count the hairs on a donkey!" Joha asked "Can anybody count the stars?" The wise man didn't answer.

The third wise man asked Joha, "How many hairs are there on my head?" Joha answered immediately and said, "The number of hairs on your head is the same as the number of hairs on my donkey's tail." "How do you know that?" asked the third wise man. Joha replied, "Pull a hair from your head and a hair from my donkey's tail. The number will be the same!"

The three wise men laughed and said, "You're very clever, Joha. How did you answer the questions so easily?" Joha said, "If there's a question with no sensible answer, you can give any answer you want!"



# Joha Hunts for Bears

One day, an important man in the town asked Joha to hunt bears with him. The important man thought Joha was very funny. He liked speaking to Joha. Joha told him funny stories. The important man thought Joha was very clever, too. When the important man asked Joha a question, Joha could always answer. He knew about a lot of things.

However, Joha didn't like hunting bears. He was frightened of bears. He thought it was dangerous. But if an important man asks you to go bear hunting, then you must go with him.

So Joha got up early in the morning and went to the mountains with the important man. They took some food with them and lots of water to drink. It was a long way to the mountains and they walked quickly.



At lunchtime, they sat down and had their food. The important man wasn't very happy because there weren't any bears to hunt. Joha ate his food quietly and looked around. He thought he could hear a bear.

But no. They didn't see any bears. They finished their lunch and walked up the mountain. The important man didn't want to speak now. He wanted to see a bear but there were no bears. Sadly, he said, "I'm sorry Joha. There are no bears here today. Let's go home."

"Okay," said Joha quickly. "Please don't be sad."

Joha got back to the town in the evening. He saw a friend. Joha's friend asked, "Was the bear hunt good?"

Joha told him it was very good. Joha's friend asked how many bears they chased. Joha replied, "None".

Joha's friend asked how many bears they killed. Joha replied, "None".

Joha's friend didn't understand. How was the bear hunt very good? Joha explained: "If you are hunting bears, it's better if you don't see any. Then everyone is safe!"



And now read on ...

## The Golden Goose



The Brothers Grimm

**The Golden Goose**  
The Brothers Grimm

## Little Red Riding Hood



The Brothers Grimm

**Little Red Riding Hood**  
The Brothers Grimm

## Snow White and the Seven Dwarfs



The Brothers Grimm

**Snow White and the Seven Dwarfs**  
The Brothers Grimm

## The Wolf and the Seven Young Kids



The Brothers Grimm

**The Wolf and the Seven Young Kids**  
The Brothers Grimm

## The Fox and the Crow



Aesop's Fables

**The Fox and the Crow**  
Aesop's Fables



# Grammar review

## The modal verbs *can*, *could* and *will* to make polite requests

We use the modal verbs *can*, *could* and *will* to ask someone to do something for us.



## Something and anything

We use *something* in affirmative sentences. We use *anything* for negative sentences and questions.



## The modal verb *shall* and *How about* to make suggestions

We use the modal verb *shall* and the phrase *How about* to suggest something to another person.



## The modal verb *would*

We use the modal verb *would* to ask questions about things that we want to do in the future if we can.





# Grammar review

## The verb *like* to ask questions

We use the verb *like* to ask questions when we want someone to describe something.



## The modal verb *might* for possibility

We use the modal verb *might* to ask and answer questions about the future when we don't know what is going to happen.



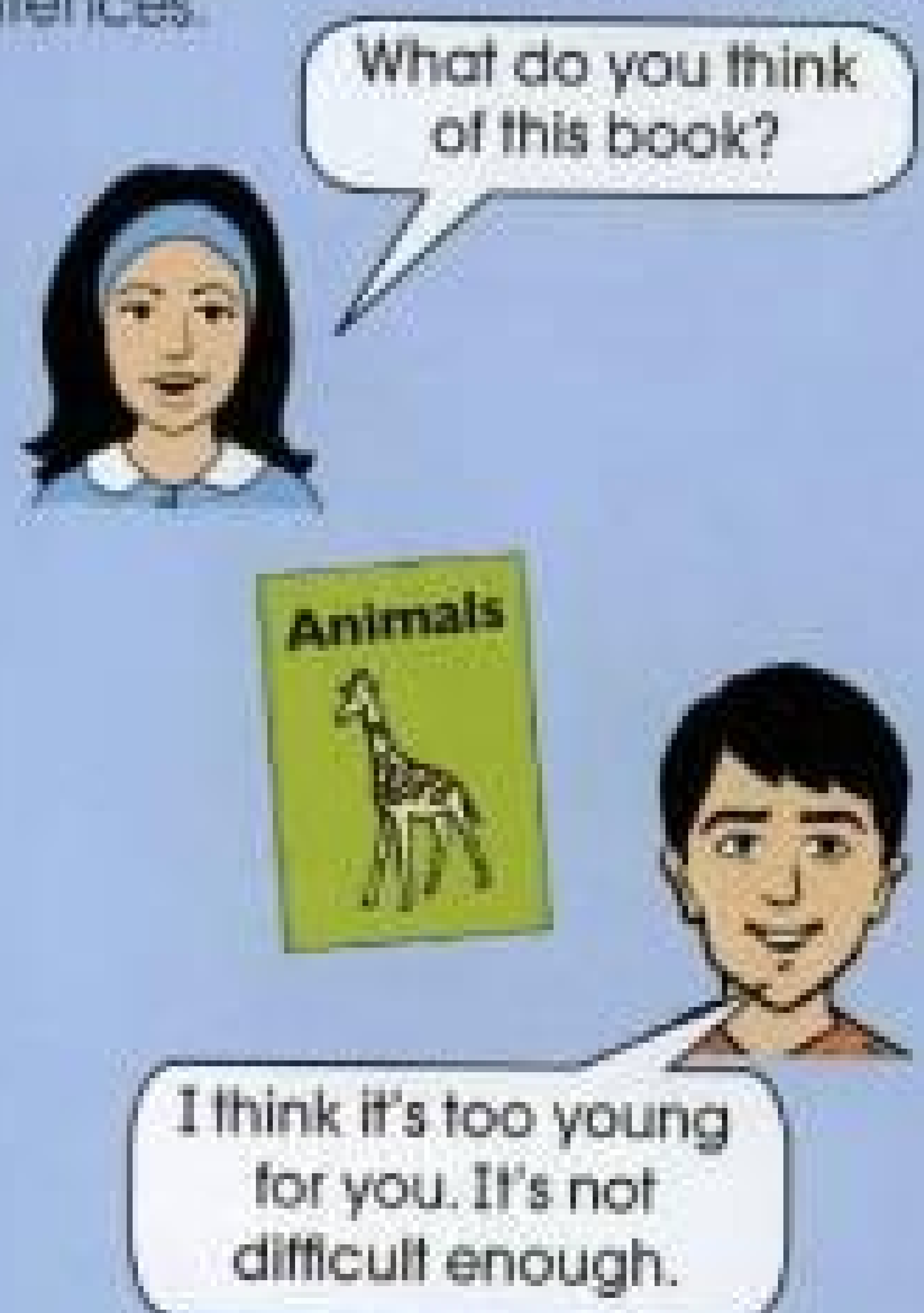
## Sentences with *if*

We use sentences with *if* to talk about what to do in a situation.



## Too and enough

We use the word *too* in affirmative sentences. We use *enough* in negative sentences.



# Verb table

Infinitive form	Past simple form
carry	carried
clear	cleared
hurry up	hurried up
snow	snowed
study	studied
turn on	turned on
wait	waited
blow	blew
buy	bought
build	built
choose	chose
feel	felt
get out	got out
put on	put on
sit	sat
sleep	slept
think	thought

# Word formation

## Long and short forms of verbs

### The verb *to be*

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

### The verb *to have* and *have got*

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

### Modal verbs

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

## Spelling rules

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

# Picture dictionary



roof



yard



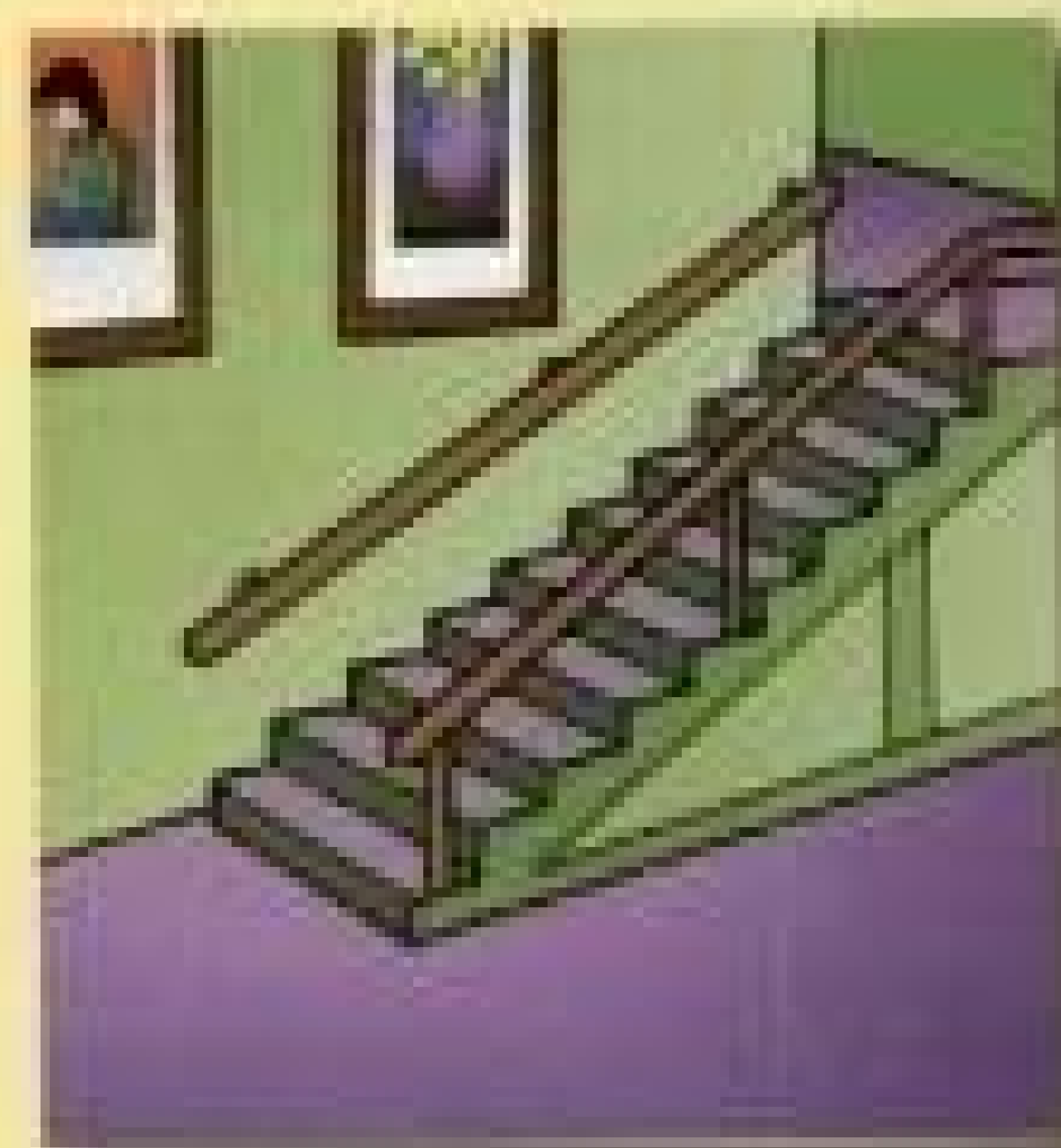
hall



dining room



study



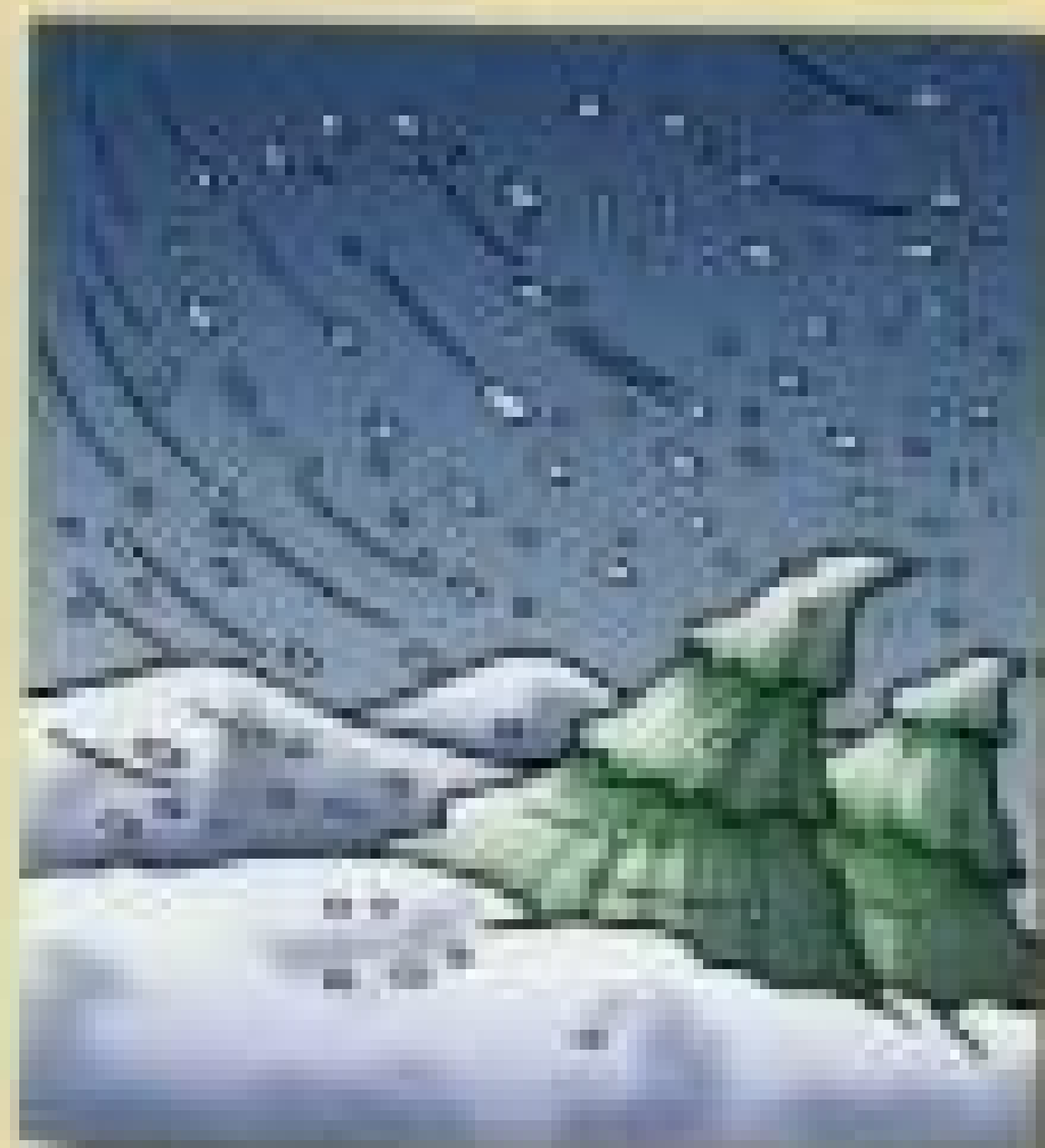
stairs



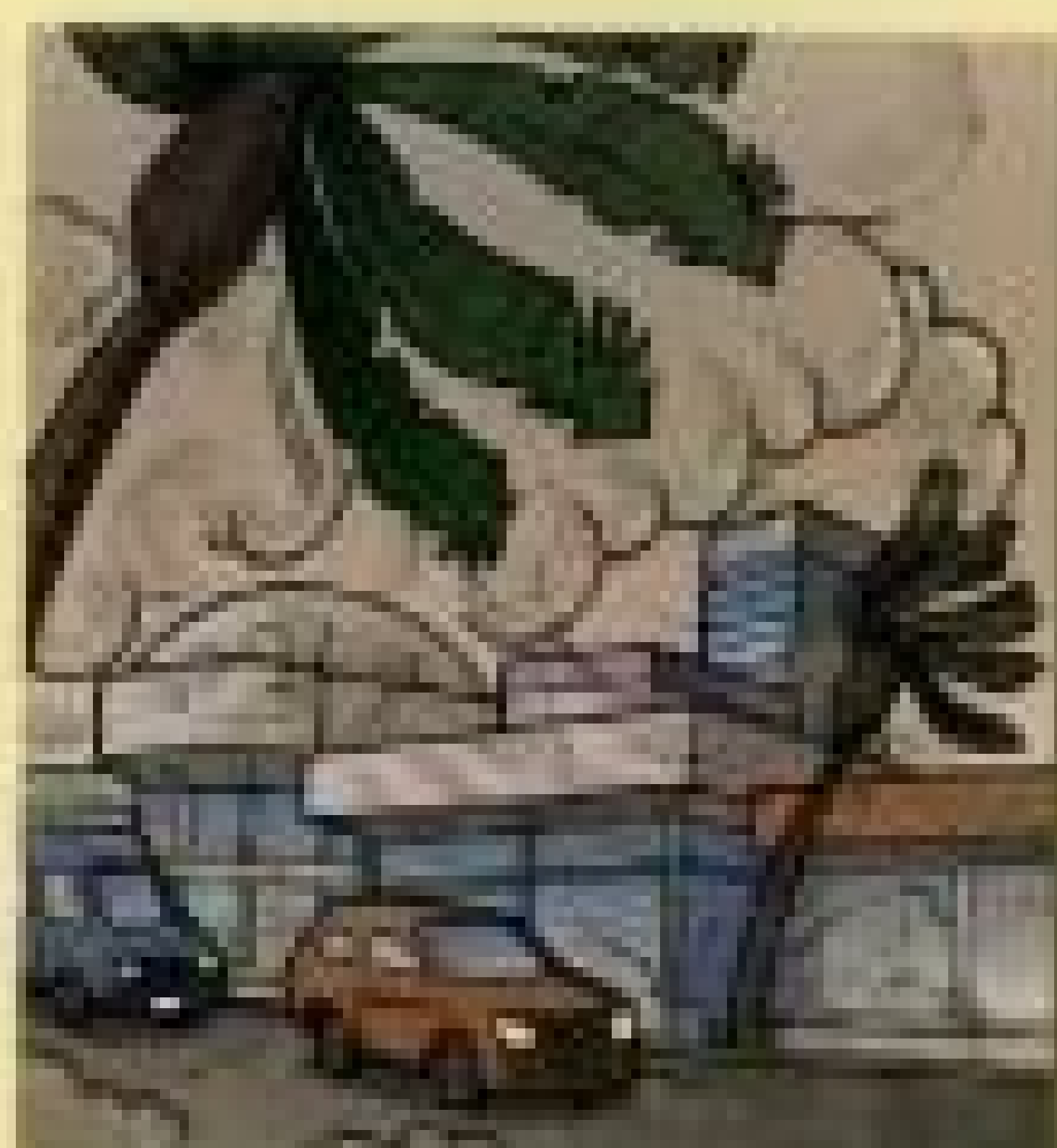
upstairs

downstairs

# Picture dictionary



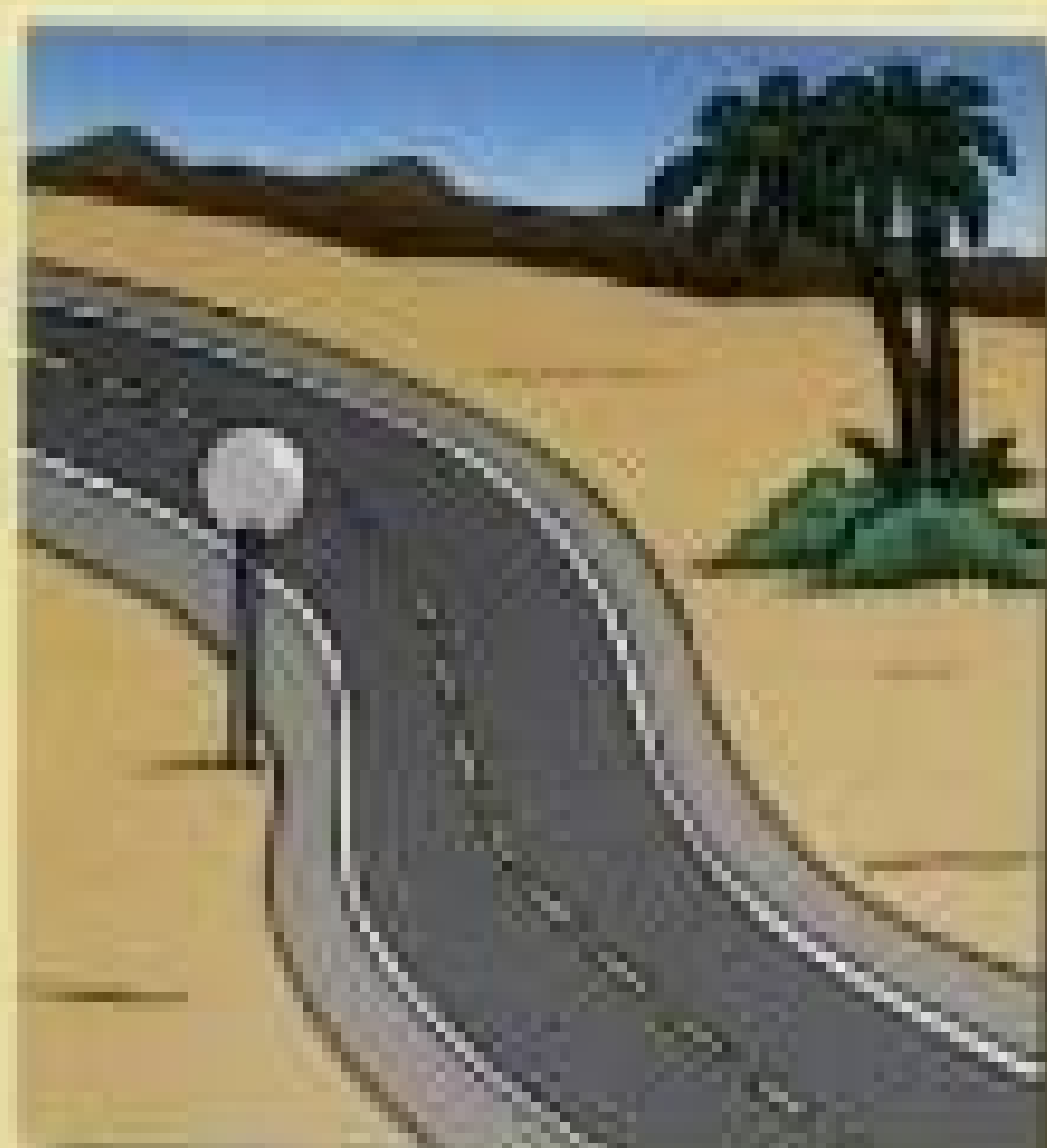
snowstorm



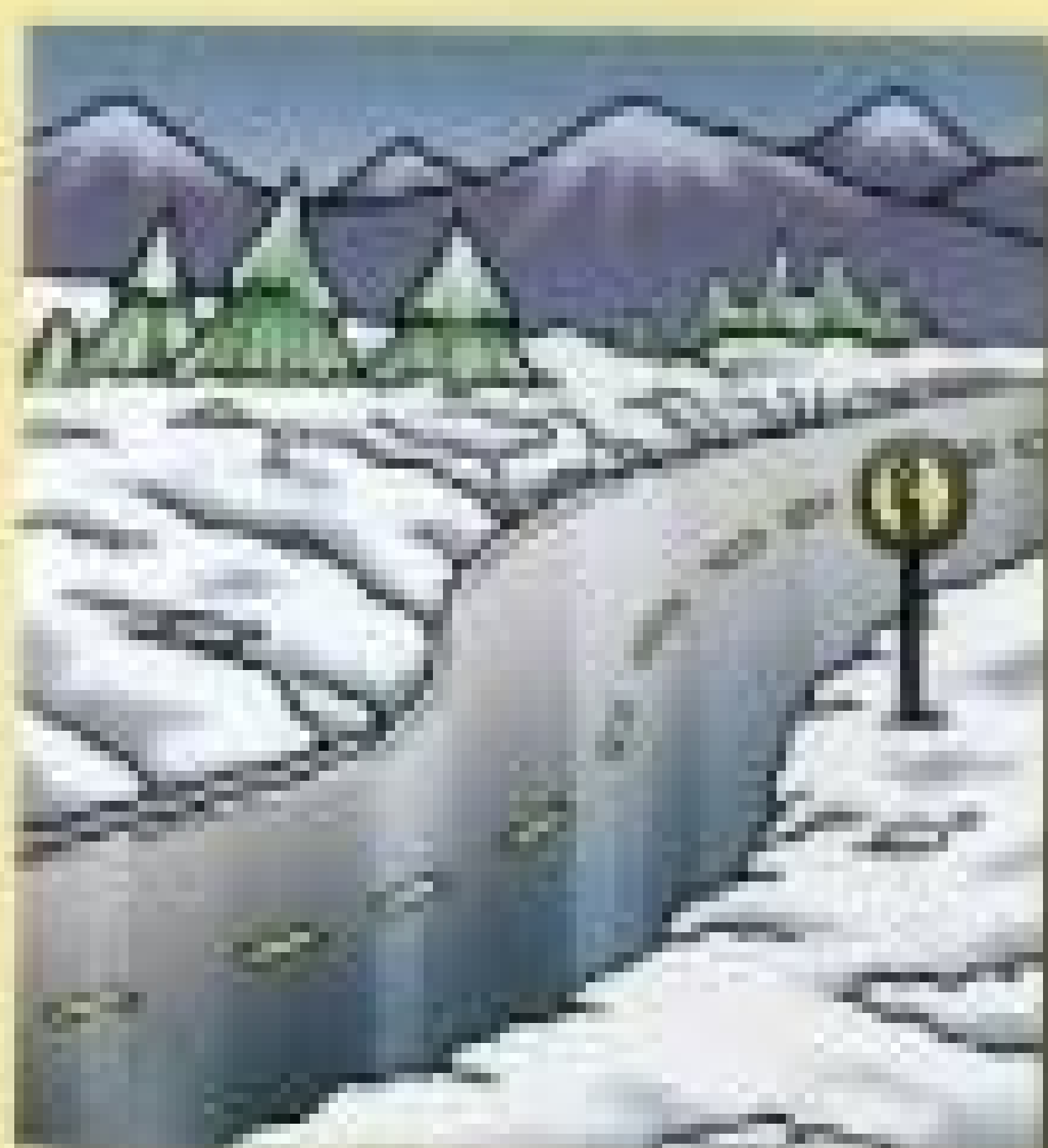
dust storm



truck



road



icy



car light



car brake



get out of  
the car



clear the road



# Picture dictionary



souq



gold



scarf



coat



mobile phone



lettuce



heavy



modern

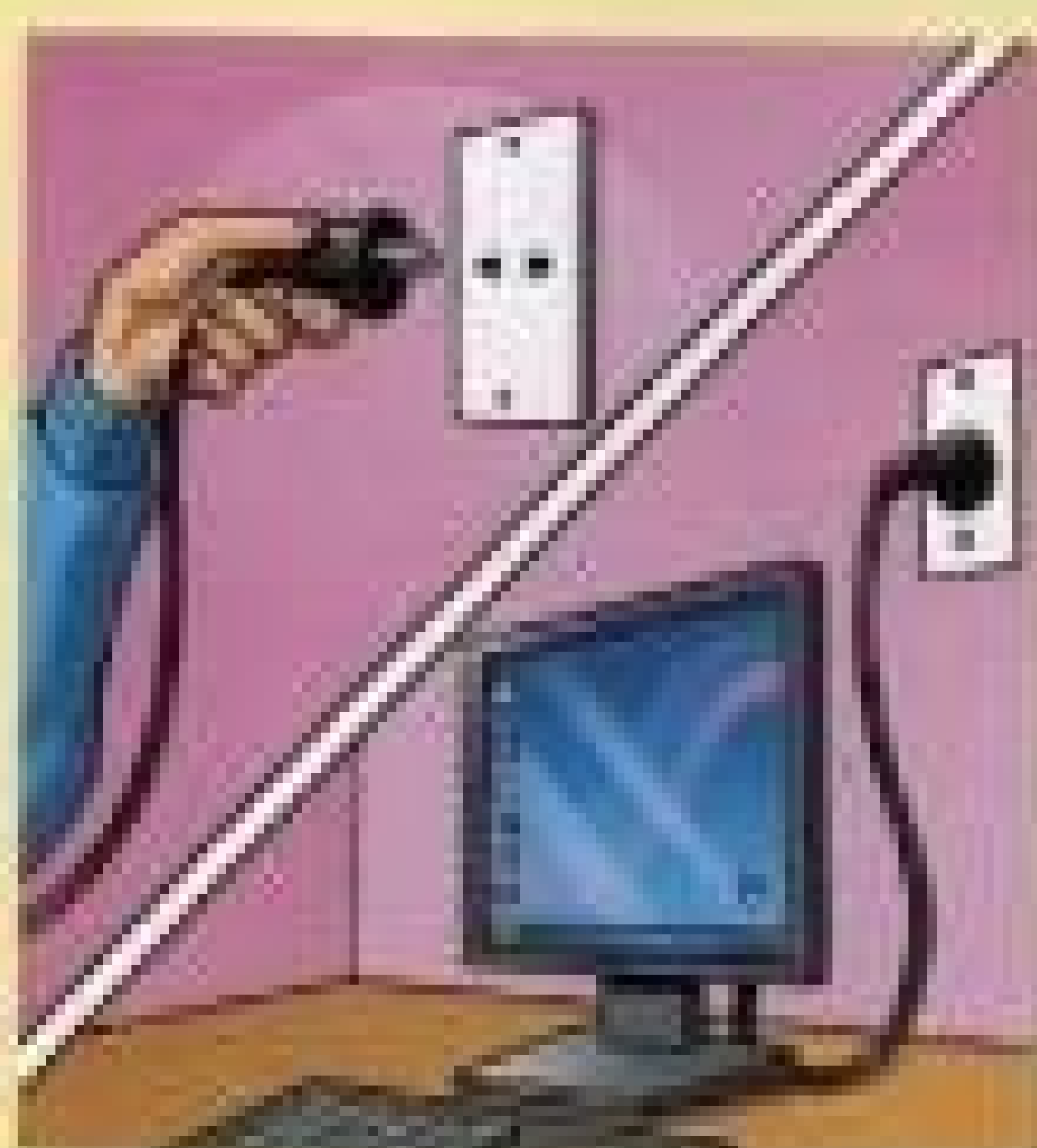


old

# Picture dictionary



dark



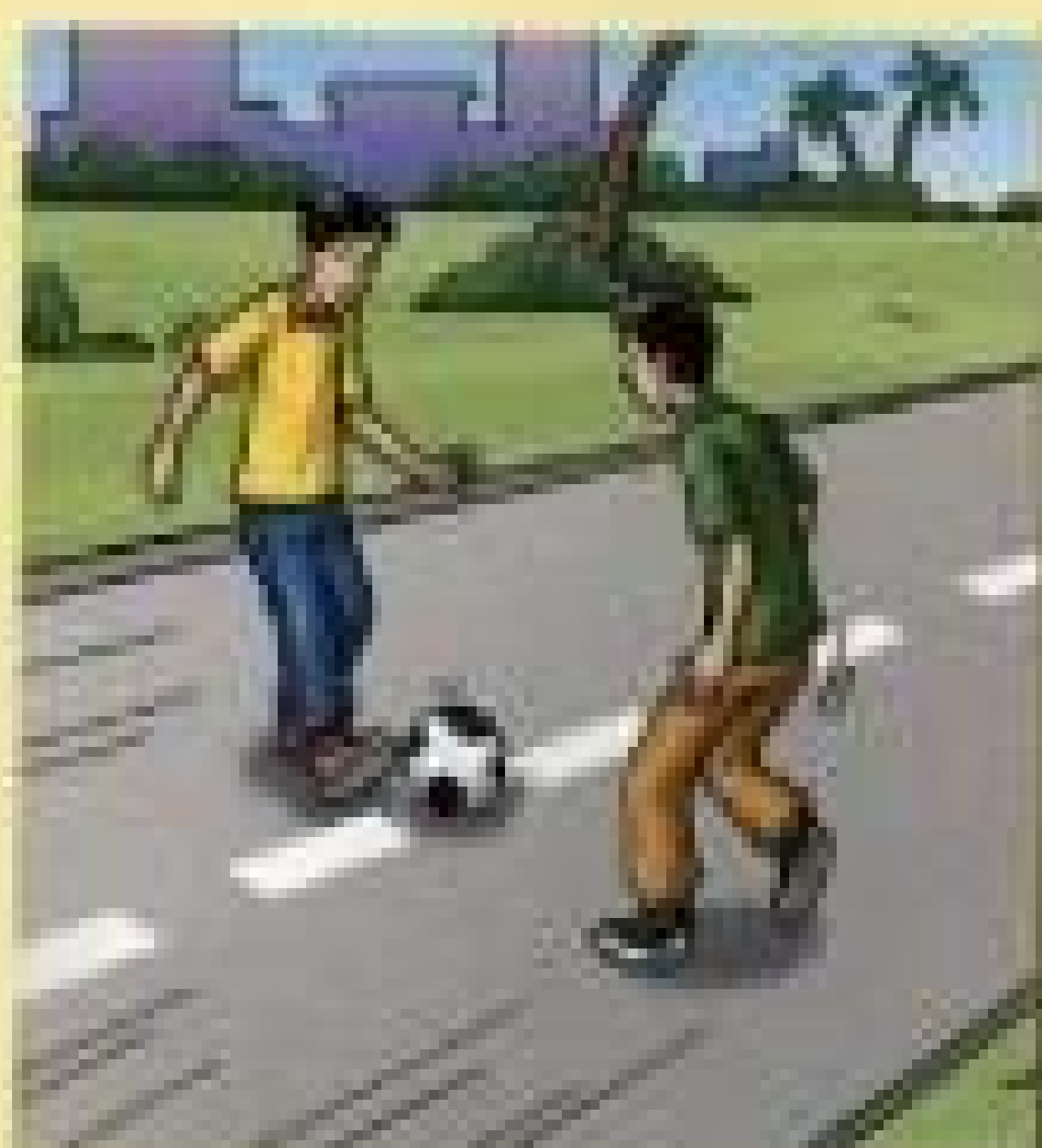
electricity



paraffin lamp



sad



dangerous



late



front



back

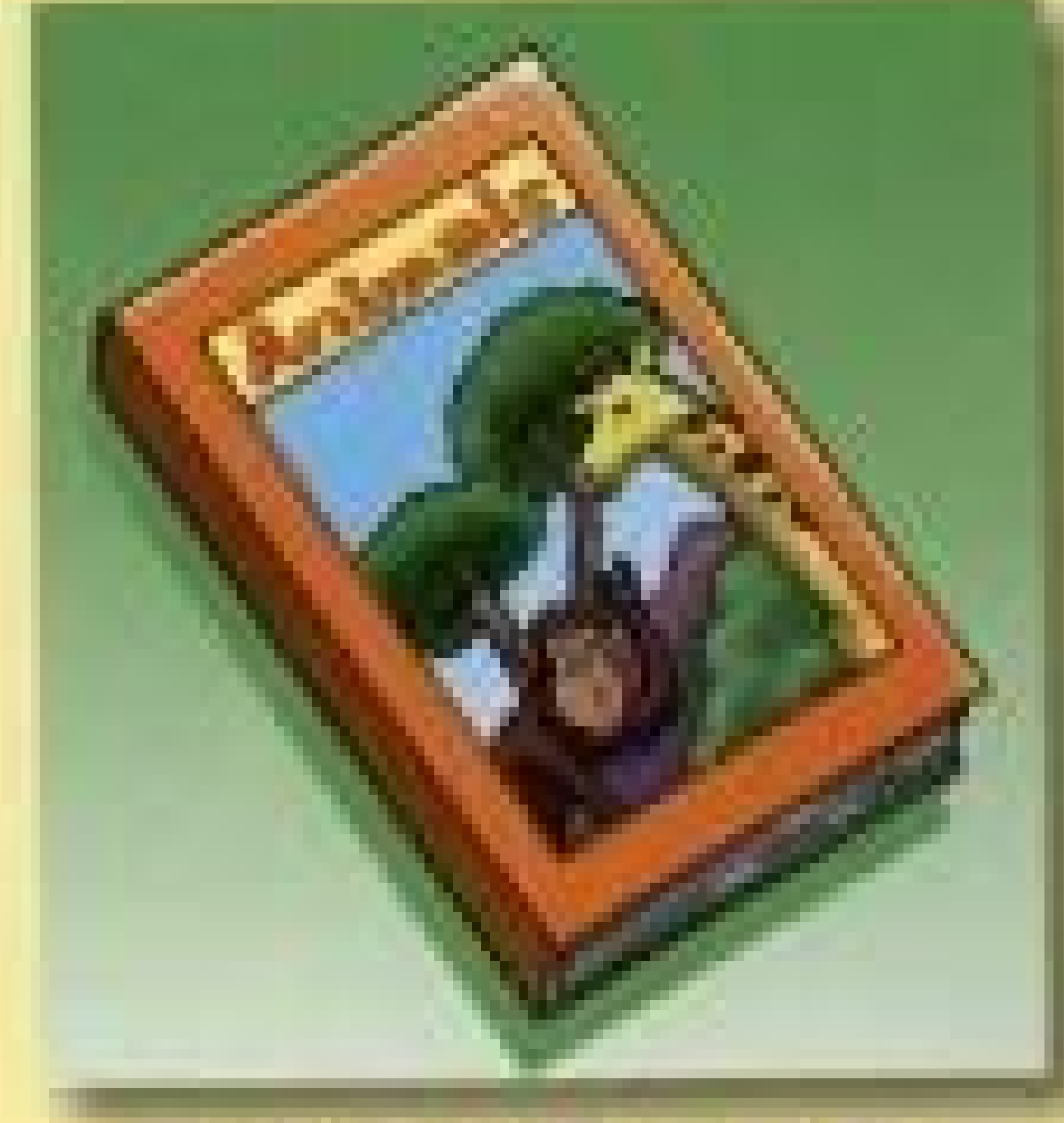
# Picture dictionary



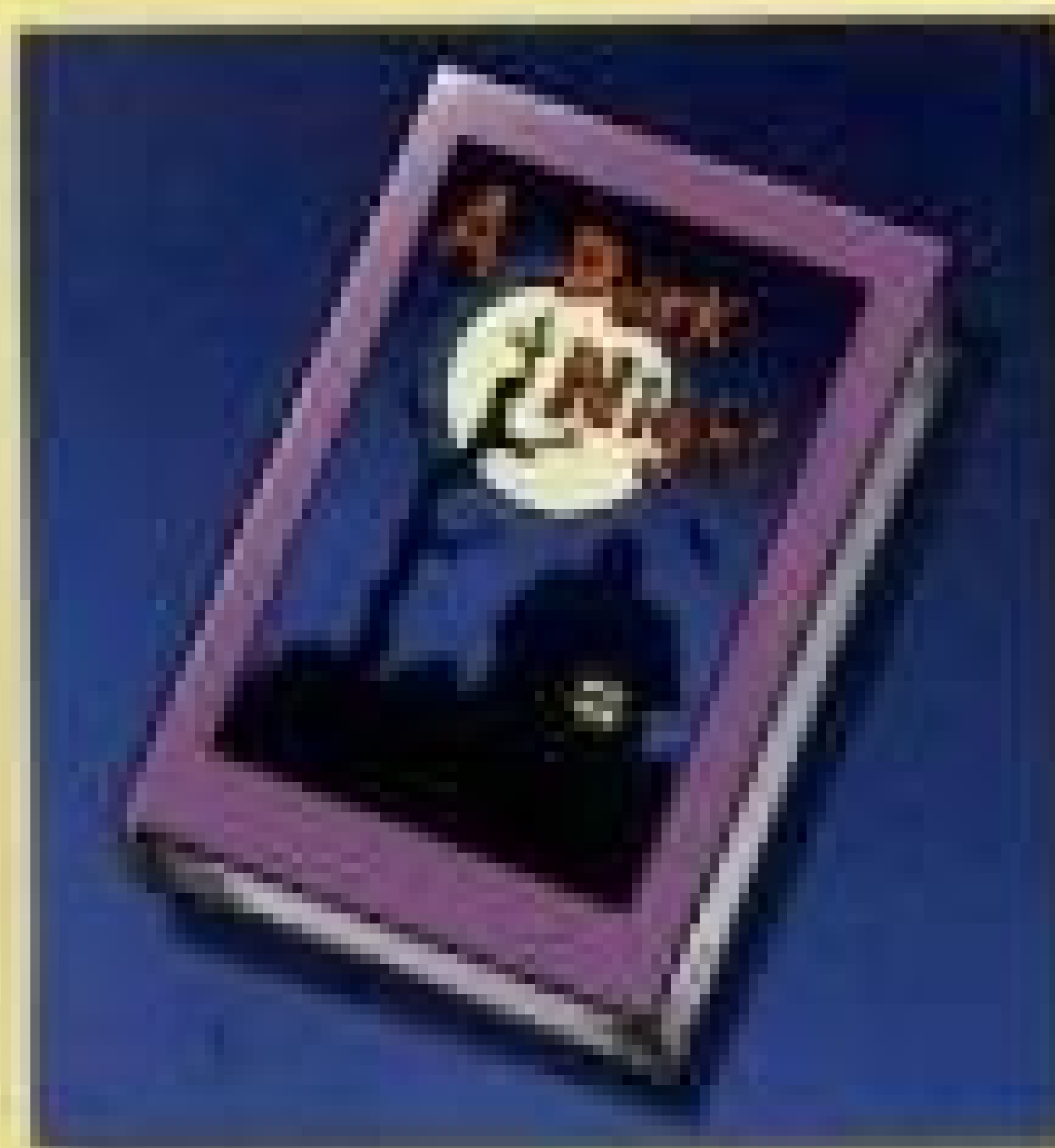
writer



book fair



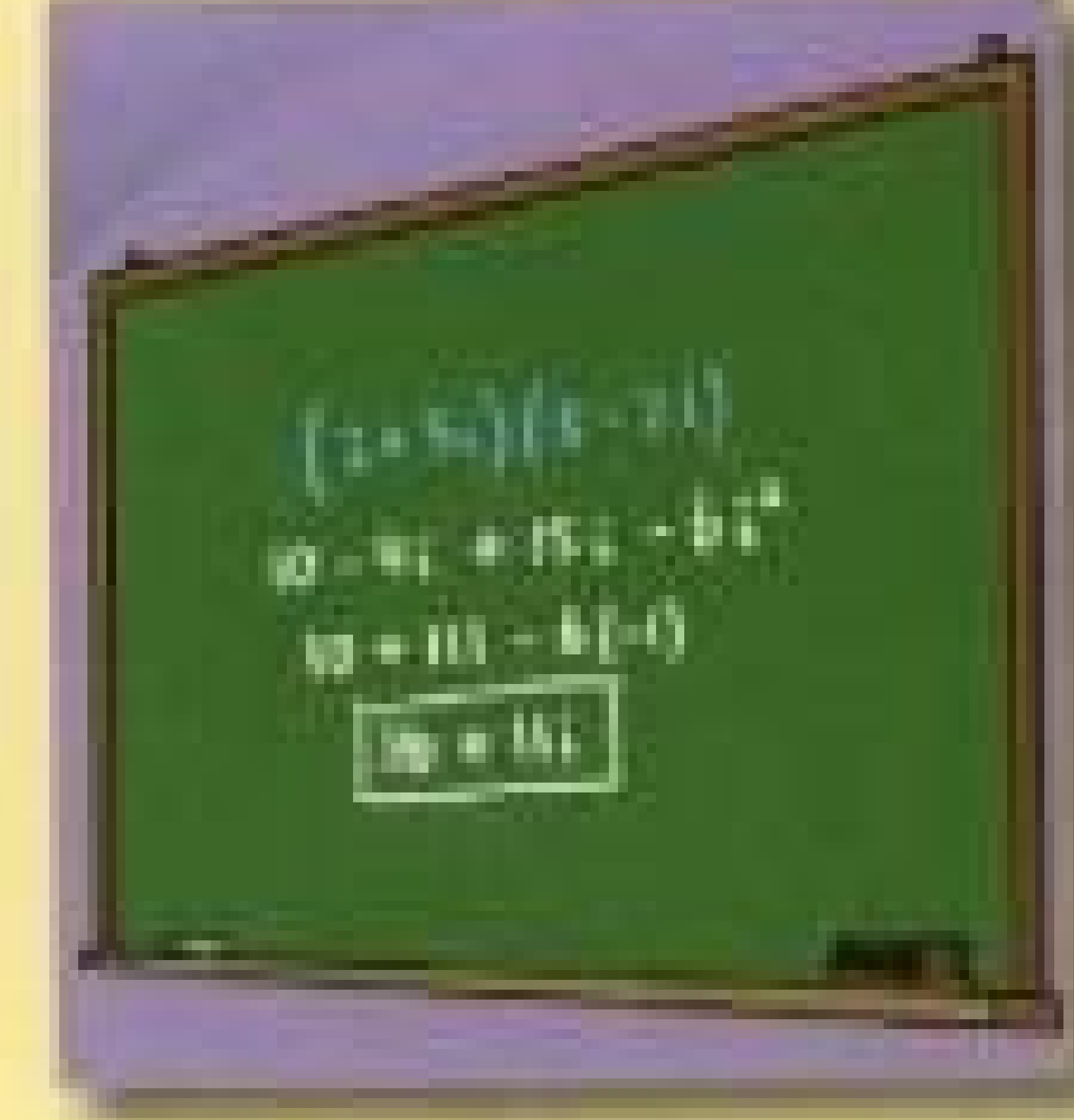
storybook



scary



easy



difficult



university

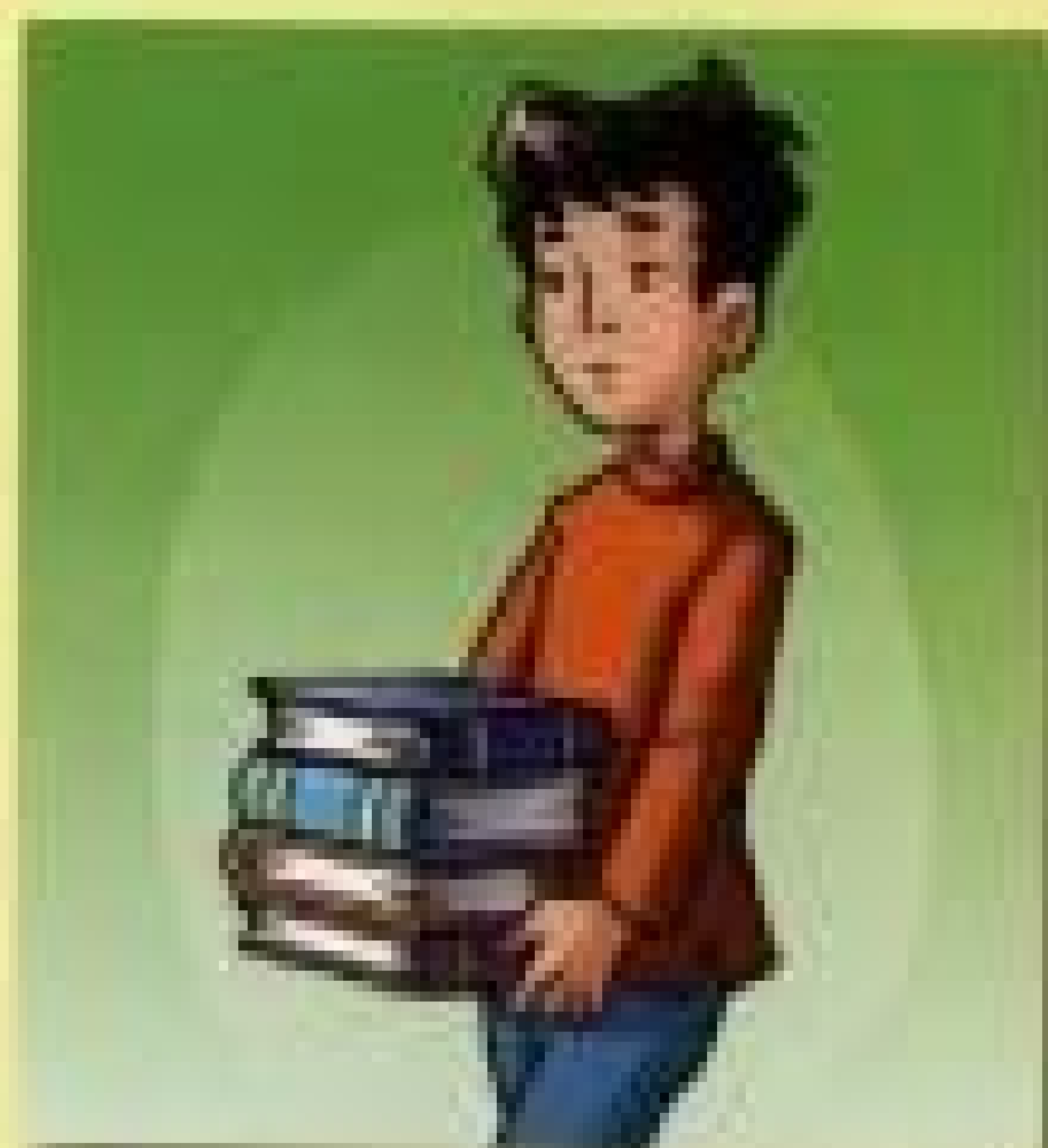


Canada

# Picture dictionary



**study**



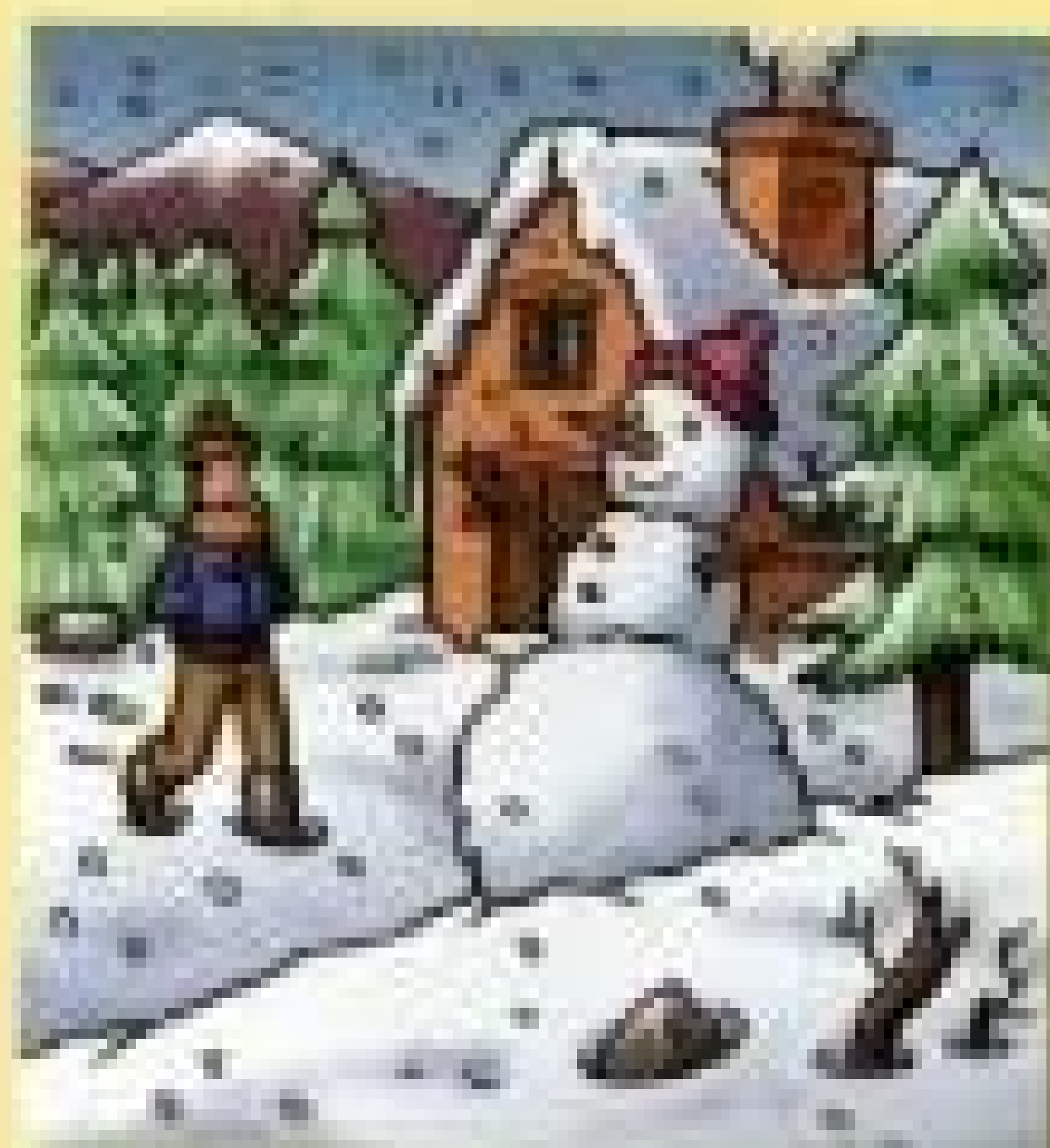
**carry**



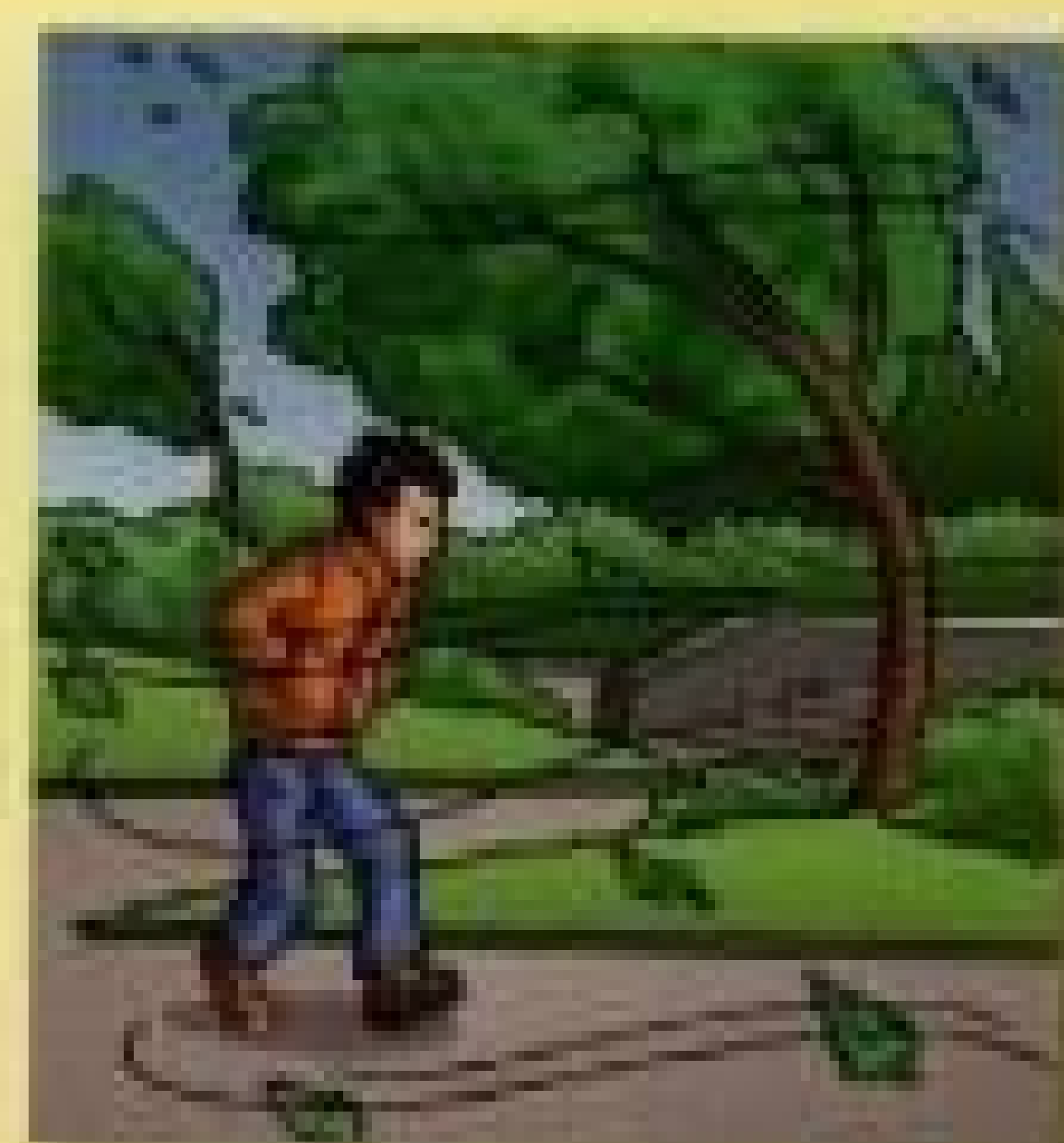
**choose**



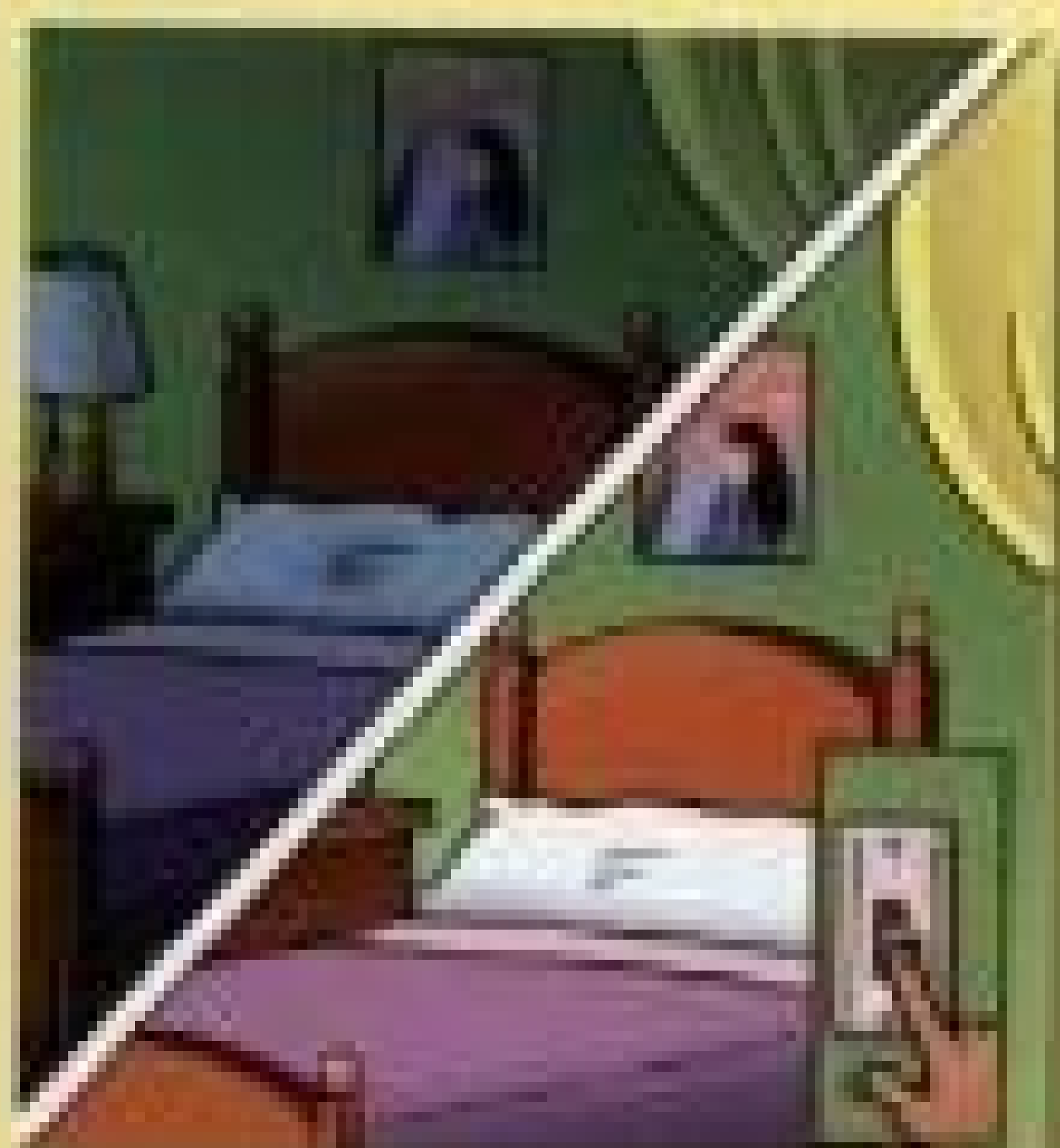
**build**



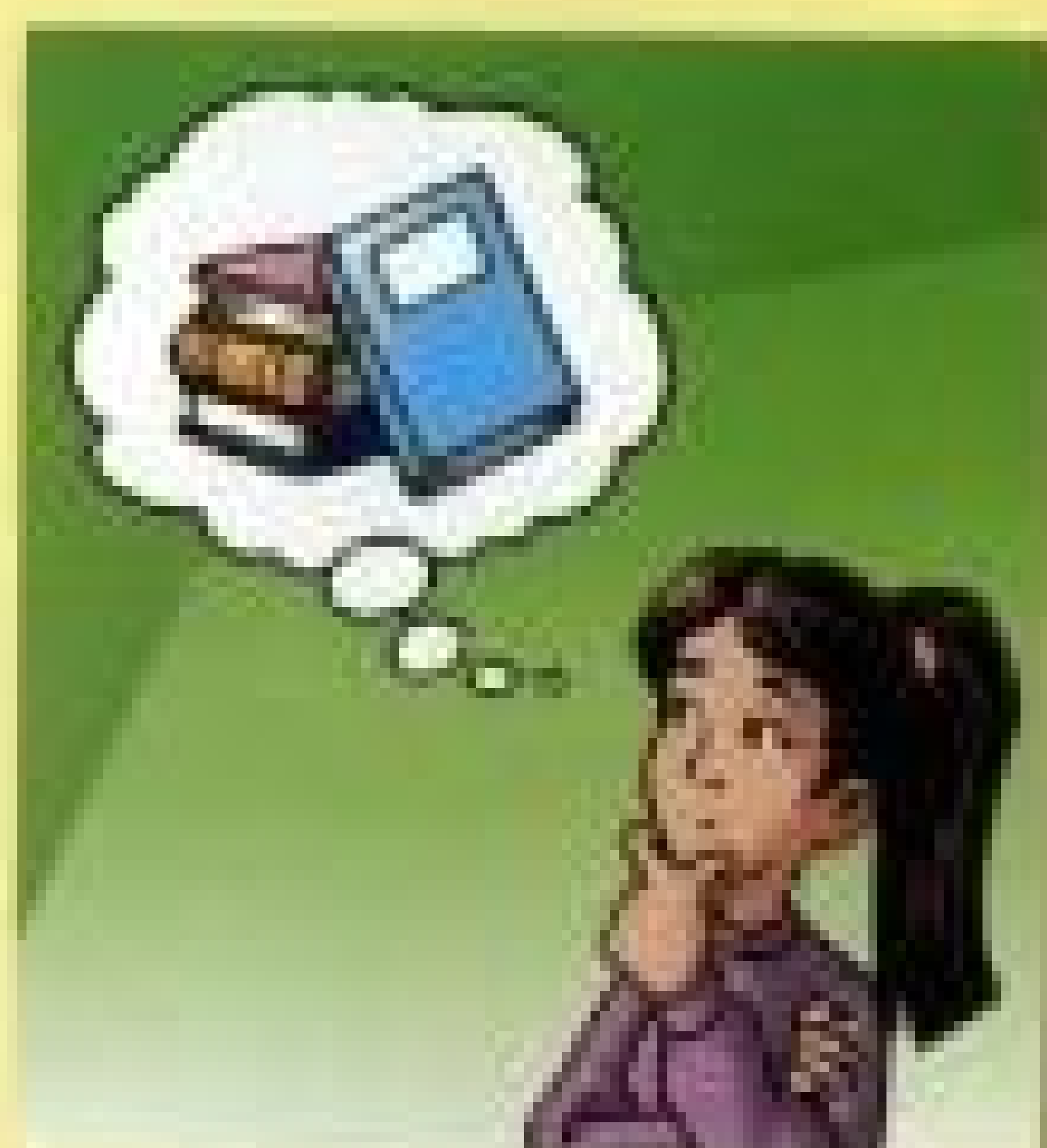
**snow**



**blow**



**turn on**



**think**



**put on**

# Glossary

## A

anything  
pronoun p. 6

## B

back  
noun p. 12

blow  
verb p. 21

book fair  
noun p. 24

both  
determiner p. 19

bought \*  
verb p. 8

build  
verb p. 12

but  
conjunction p. 8

## C

Canada  
noun p. 3

Canadian  
adjective p. 17

car brake  
noun p. 22

car light  
noun p. 22

carry  
verb p. 2

choose  
verb p. 26

clear  
verb p. 17

cloth  
noun p. 22

coat  
noun p. 5

## D

dangerous  
adjective p. 16

dark  
adjective p. 10

difficult  
adjective p. 24

dining room  
noun p. 12

downstairs  
adjective p. 12

dust  
noun p. 20

dust storm  
noun p. 20

## E

easy  
adjective p. 24

electricity  
noun p. 10

end  
noun p. 12

enough  
adverb p. 24

everyone  
pronoun p. 20

everything  
pronoun p. 21

## F

feel  
verb p. 8

front  
noun p. 12

## G

get out  
verb p. 16

gold  
adjective p. 8

## H

hall  
noun p. 12

heavy  
adjective p. 2

hooray  
exclamation p. 3

hurry up  
verb p. 20

## I

icy  
adjective p. 16

information  
noun p. 26

inside  
noun p. 12

## K

kind  
noun p. 24

knee  
noun p. 18

## L

late  
adjective p. 17

lettuce  
noun p. 9

\* the past form of the verb



# Glossary

## M

might  
modal verb p. 20

mine  
pronoun p. 2

mobile phone  
noun p. 17

modern  
adjective p. 4

## N

number  
noun p. 4

## O

old  
adjective p. 10

outside  
noun p. 12

## P

paraffin lamp  
noun p. 10

poor  
adjective p. 17

put on  
verb p. 18

## R

rest  
noun p. 8

road  
noun p. 16

roof  
noun p. 10

## S

sad  
adjective p. 8

sat \*  
verb p. 10

scarf  
noun p. 6

scary  
adjective p. 24

slept \*  
verb p. 10

snow  
verb, noun p. 16

snowstorm  
noun p. 16

snowy  
adjective p. 23

something  
pronoun p. 6

souq  
noun p. 6

stairs  
noun p. 12

storybook  
noun p. 24

study  
noun p. 12  
verb p. 2

suddenly  
adverb p. 22

## T

think  
verb p. 24

too  
adverb p. 24

truck  
noun p. 17

turn on  
verb p. 22

## U

uncomfortable  
adjective p. 20

university  
noun p. 3

until  
preposition p. 4

upstairs  
adjective p. 12

useful  
adjective p. 27

## W

wait  
verb p. 6

writer  
noun p. 24

## Y

yard  
noun p. 12

\* the past form of the verb

# E-Learning

## Vocabulary

[http://www.pearsonlongman.com/young\\_learners/teachers/](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>

<http://www.ivyjoy.com/fables>

## 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>





أودع بمكتبة الوزارة تحت رقم (٩٧) بتاريخ ٢٠ / ٧ / ٢٠١٠ م





Grade

5A

# NEW FUN WITH English



## 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**

