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

English for Kuwait
NEW FUN WITH English

Pupil's Book Grade 5A

Viv Lambert
H. H. Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah
The Amir of the State of Kuwait
H. H. Sheikh Nawwaf Al-Ahmad Al-Jaber Al-Sabah
The Crown Prince of the State of Kuwait
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(R) = Revision
This book belongs to

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Characters

Sara

Yasmeen

Nasser
Listen and read

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

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.

Nasser:
What’s in here, Aunt Yasmeen?
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:
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!

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.
1


didn’t 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: 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
a) Who is Yasmeen?
b) What is in Yasmeen’s bag?
c) What is Yasmeen studying?
d) Where is Yasmeen’s bedroom?
e) How long is Yasmeen going to stay?

3 Read and match
a) Come here, Sara. I’m in the kitchen.
b) My bag is very heavy. It’s got my
computer in it.
c) Can you open the door, please?
d) Look at my bedroom.
e) Could you show Aunt Yasmeen
her room, please?
f) Will you help me with
my homework?

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

1) I’ll be careful!
2) It’s lovely! I like your shells on
the desk.
3) OK, Mum. It’s Aunt Yasmeen at
the door!
4) Yes, of course. I like Science!
5) Yes, Mum. I’ll carry the plates.
6) Yes, of course. It’s on the right,
next to my bedroom.
Listen and read

Schools in Kuwait

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.

Study box

Will you help me with my homework?

Yes, of course.

- Can/Will/Could you help me with my homework/open the door/show Yasmeen her room?
  Yes, of course.
6 Look and say

You will:

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

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?
1 Listen and read

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

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


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.
A present for Aunt Yasmeen

Sara: I got something for you, Aunt Yasmeen.

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

2 Right or wrong?

a) Sara wants to buy a present for Mum.
b) Mum and Sara visit the women’s market and the fish market.
c) Aunt Yasmeen needs something to wear.
d) Sara gives Aunt Yasmeen a scarf.
e) Aunt Yasmeen likes her present.

3 Look and say

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

I bought something for you.

Yes, that’s a good idea.

No, he doesn’t like football.

Yes, we can.
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.

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

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.

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!

You will:

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

Go to Workbook page 5

- 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.
6  Listen, match and say

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

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.
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.
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
a) Dickson House is an … house in … .
b) There are … rooms.
c) They … have electricity.
d) They ate a lot of … and … .
e) Sara is sorry because she … .
f) Aunt Yasmeen bought … .

3 Make correct sentences
a) They didn’t have (electricity).  
They had (paraffin lamps).

b) They didn’t go/went (eat/ate) sit/sat (have/had)
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.

What 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). Where is/are (the hall/stairs)? It’s/They’re (inside).
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.

Ask and answer

Would you like to sleep on the roof?
Yes, I would./ No, I wouldn’t.

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.
1 Listen and read

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

“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

a) Who is the woman?
b) What work did the men do?
c) Where did people buy things they needed?
d) There was no television. What did they do?
e) Were they happy?

3 Look and talk

Talk about the pictures. Make sentences.

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

Go to Workbook page 10
4 Read and match

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

- Al-Mubarakiyah School
- The old market
- Dickson House

Listen and match

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.

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)
Caught in a snowstorm

1 Listen and read

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.

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
2 Read and choose

a) In Canada in the winter, (it snows – it is sunny – it rains).

b) In Canada, it snows from (March to June – June to October – October to March).

c) The snow is (always – usually – sometimes) not safe.

d) Grandpa (got out of the car – stayed in the car – phoned for help).

e) Grandpa waited in his car for (two hours – four hours – six hours).

f) In the car, Grandpa had (a hat and gloves – some tea and cake – a blanket and a scar).
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.

What's the weather like in Kuwait/Canada today?
It's snowy.

What's the weather like in the winter in Kuwait/Canada?
It always/never snows.
It's usually hot/cold.
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, ...

Use: They wear warm things, like hats, gloves and scarves.
Learn: both

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

60 Which country?

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

Is it Canada, Kuwait, or both?

Go to Workbook page 16
Caught in a dust storm

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.

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
2 Read and answer
a) What’s the weather like?
b) Why is everyone going home?
c) Why are dust storms dangerous?
d) What is very uncomfortable?
e) Has Nasser got dust in his eyes?

3 Read, choose and say
a) It’s hot.
b) It’s very cold.
c) The wind blows snow around.
d) The wind blows dust over everything.
e) You can’t see anything.
f) It happens in deserts or close to deserts.
g) The wind is very strong.
h) You might get snow in your eyes.
i) It can be dangerous.
j) 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?
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.

Choose a title.
Windy weather
Keeping safe in a dust storm
The weather in Kuwait

5 Study box

Go to Workbook page 18

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.
A visit to the book fair

1 Listen and read


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

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.
2 Right or wrong?
a) Sara wants to buy a book at the book fair.
b) Aunt Yasmeen doesn’t like reading.
c) Abdulaziz Hussain is Aunt Yasmeen’s favourite writer.
d) Aunt Yasmeen thinks the storybook is too difficult for Sara.
e) Nasser buys two books for Aunt Yasmeen.

3 Make sentences
Use: The (trousers) are too (big). The (trousers) aren’t (small) enough.

You will:

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

b) coffee is hot. It isn’t cool.

c) The road is dangerous. It isn’t safe.

d) The girl is short. She isn’t tall.
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: 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

What do you think of this book? It’s too (difficult) for you.
You aren’t (old) enough. It’s isn’t (easy) enough.
6 Listen. Which book?

Go to Workbook page 22

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.
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

a) It's very ... to know what the weather might be like.
b) We ask ... about the weather around the world.
c) We look at the ... and the ... too. They might change our own weather.
d) We put all this ... in our computers.
e) 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.
4 Listen and match

a) writer

b) weather woman

c) truck driver

d) skiing teacher

Who is speaking?

5 Make sentences

a) hot / cold

b) easy / difficult

c) long / short

d) big / small

Use too and enough.

It’s too hot. It’s not cold enough.

Revise: If it might be (very) cold. It’s too (hot). It’s not (cold) enough.
Revise: Canadian, clear (v), dangerous, difficult, icy, truck, writer
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!
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!”
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

- Little Red Riding Hood
  - The Brothers Grimm

- Snow White and the Seven Dwarfs
  - The Brothers Grimm

- The Fox and the Crow
  - Aesop’s Fables

- The Wolf and the Seven Young Kids
  - The Brothers Grimm
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.

*Can you open the door, please, Nasser?*

Yes, of course.

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

*I want to buy something for Aunt Yasmeen.*

*She doesn’t need anything to wear.*

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.

*Shall we buy some bananas?*

*How about some apples?*

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.

*What would you like to do?*

*I would like to grow vegetables in the garden but I wouldn’t like to use paraffin lamps.*
Grammar review

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

What’s the weather like in Canada, Grandpa?

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.

There might be a dust storm.

It’s snowing.

We might get dust in our eyes.

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

If you are walking in a dust storm, you should cover your nose and mouth.

If you are driving in a dust storm, you should move your car off the road.

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

What do you think of this book?

I think it’s too young for you. It’s not difficult enough.

What’s the weather like in Canada, Grandpa?
## Verb table

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<th>Past simple form</th>
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Word formation

Long and short forms of verbs

The verb *to be*

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The verb *to have* and *have got*

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<td>They have (got)</td>
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Modal verbs

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<td>I must not</td>
<td>I mustn’t</td>
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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*
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

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* the past form of the verb
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* the past form of the verb
E-Learning

Vocabulary
http://www.pearsonlongman.com/young_learners/teachers/
http://www.britishcouncil.org/kids.htm

Grammar
http://www.usingenglish.com/
http://www.esl-galaxy.com/
http://www.a4esl.org

Reading
http://www.britishcouncil.org/kids-stories-short.htm
http://www.go4english.com/
http://kids.nationalgeographic.com/Stories/
http://www.realbooks.co.uk/index.htm
http://www.penguinreaders.com
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 (97) بتاريخ 20/7/2010