



United Arab Emirates  
Ministry of Education



# Bridge to Success

Learner's Book

3

*Bridge to Success* is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates. This edition covers the first term of Grade 3.

This book sets out to:

- build and develop foundation literacy skills
- build and develop foundation handwriting skills
- build and develop foundation speaking and listening skills
- cover standards for Grade 3 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.



Achievement  
through  
excellence

CAMBRIDGE

Bridge to Success

Learner's Book

Linse and Schottmann

3

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Learner's Book

Term 2

3



Pilot Edition

# CAMBRIDGE Global English

Learner's Book

**3**

Term 2

Caroline Linse and Elly Schottman

 **CAMBRIDGE**  
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## Welcome to Cambridge Global English Stage 3

*Cambridge Global English* is an eight-stage course for learners of English as a Second Language (ESL). The eight stages range from the beginning of primary (Stages 1–6) to the end of the first two years of junior secondary (Stages 7–8). It is ideal for all international ESL learners, and particularly for those following the Cambridge Primary/Secondary English as a Second Language Curriculum Framework, as it has been written to adhere to this framework. It also presents realistic listening and reading texts, writing tasks, and end-of-unit projects similar to those students might encounter in the context of a first-language school. These elements provide teachers with the opportunity to tailor the level of challenge to meet the needs of their particular students. The course is organised into nine thematic units of study which include a range of activities, text types and objectives.








*Cambridge Global English* materials are aligned with the Common European Framework of Reference. The materials reflect the following principles:

- **An international focus.** Specifically developed for young learners throughout the world, the topics and situations in *Cambridge Global English* have been selected to reflect this diversity and encourage learning about each other's lives through the medium of English.
- **An enquiry-based, language-rich approach to learning.** *Cambridge Global English* engages children as active, creative learners. At the same time as participating in a range of curriculum-based activities, they can acquire content knowledge, develop critical thinking skills and practise English language and literacy.

- **English for educational success.** To meet the challenges of the future, learners will need to develop facility with both conversational and more formal English. From the earliest stage, *Cambridge Global English* addresses both these competencies. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using English-language classroom materials.

In addition to this Learner's Book, *Cambridge Global English Activity Book 3* provides supplementary support and practice. Comprehensive support for teachers is available in *Cambridge Global English Teacher's Resource 3*.

The following icons are used in this Learner's Book:

-  pre-recorded listening activity
-  pre-recorded song and class singing activity
-  pairwork or small group speaking activity (not mediated by teacher)
-  write in notebook activity
-  linking activity in Activity Book
-  cross-curricular maths activity
-  cross-curricular science activity.

We hope that learners and teachers enjoy using *Cambridge Global English Stage 3* as much as we have enjoyed writing it.

Caroline Linse and Elly Schottman

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page	Unit	Words and expressions	Use of English	Reading/Writing
62–75	5 Let's count and measure	Numbers 1–100 <i>How many? How far? How long?</i> <i>Metres, centimetres</i> Shapes Tell time to the hour	Past simple regular and irregular forms Countable and uncountable nouns with <i>some, a/an</i> <i>What (a) + adj. + noun!</i> <i>When</i> -clause	Poems and song Information text Traditional stories from India and Africa Write personal information Write a new verse
76–89	6 Bugs: Fact and fiction	Insects and spiders Parts of insects (wings, legs, antennae) Action verbs	Prepositions: <i>above, under, near, on</i> Determiners: <i>all, some, most</i> Subject/verb agreement Regular and irregular past tense <i>How, What, How many, Do/Does?</i>	Poems/songs Information text Traditional story from Mexico Story elements: Plot (story map) Describe insects and what they do Write questions
90–103	7 Our green earth	Parks, leisure time Parts of a tree Fruits and vegetables Environmental issues <i>Would you like ... I'd/We'd like ...</i> <i>How about ...?</i> <i>What does ... mean?</i>	<i>-ing</i> forms as nouns ( <i>no + -ing</i> form) <i>Must/mustn't</i> with rules/instructions <i>Can</i> for permission <i>Will</i> for future intentions/promises Determiners: <i>this, these, that, those</i>	Poems/songs Information text Write promises/intentions Write a poem Write your autobiography

Listening/Speaking	School subjects	Phonics / Word study	Critical thinking / Values
<p>Listen for information Ask/answer questions Memory games Discuss and act out poems, songs and stories</p>	<p>Maths: Counting in 2s; measuring, completing chart, telling the time (to the hour); shapes</p>	<p>Homophones</p>	<p><i>How do we use numbers?</i> Problem solving Sequencing Estimating Values: We can work together to help ourselves learn</p>
<p>Listen for information Ask/answer questions Discuss and act out poems, songs and stories Insect game</p>	<p>Science: Insects and spiders</p>	<p>Long <i>e</i> spellings (<i>ee, ea, me, s/he</i>) Rhyming words</p>	<p><i>How are bugs special?</i> Classifying Comparing Study skills Graphic organisers Values: Appreciating and learning about the natural world</p>
<p>Listen for information Give/follow instructions Ask/answer questions Discuss and apply information Discuss and act out poems and song</p>	<p>Science and Social studies: Environmental issues; uses of trees Social studies: International signs Science: Plants; growing food</p>	<p>Long <i>o</i> spellings (<i>ou and ow</i>) Variant sounds of <i>ow</i></p>	<p><i>How can we care for the earth?</i> Problem solving Sequencing Study skills Values: We are responsible for taking care of the earth</p>

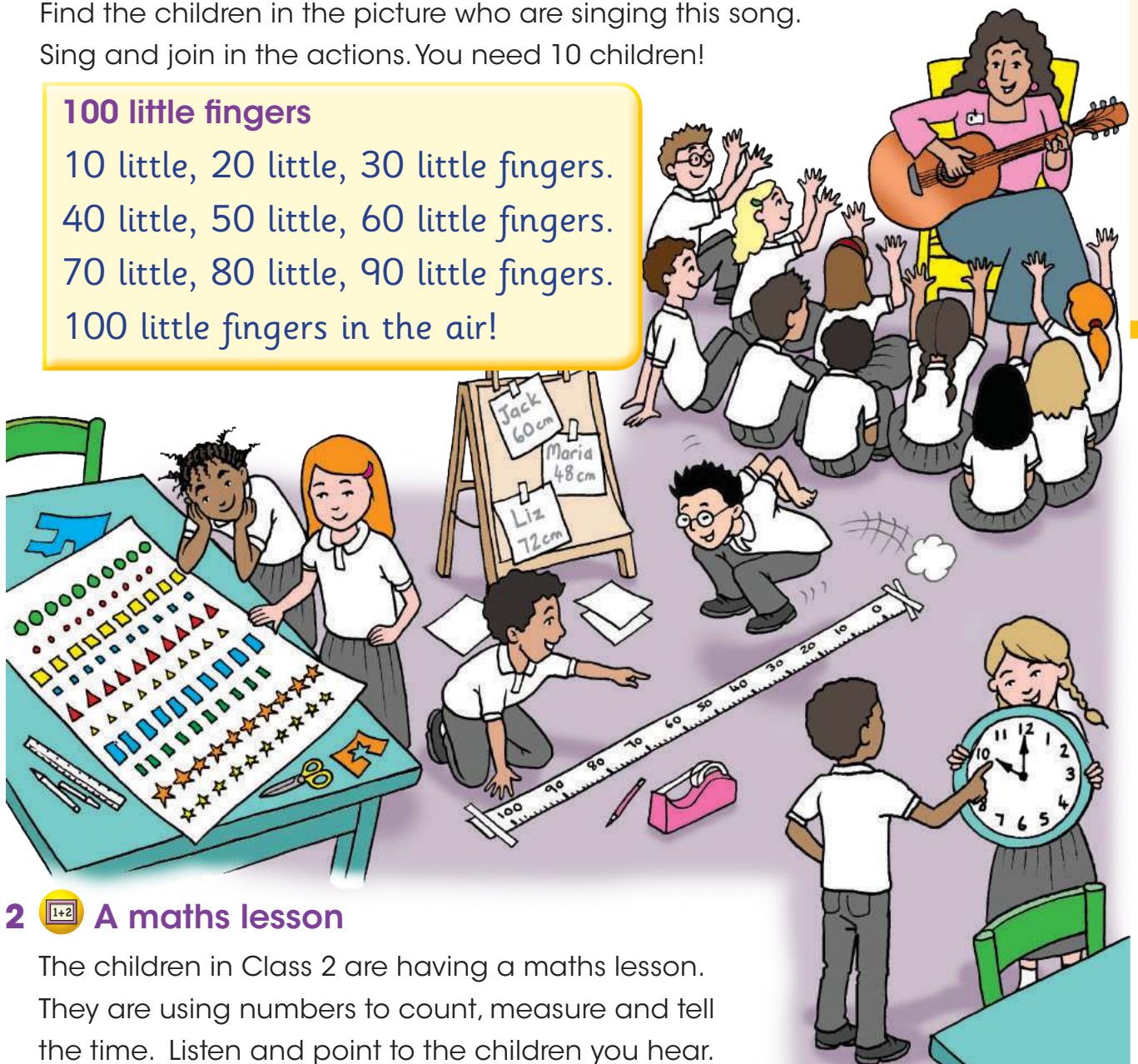
## Lesson 1 Think about it How do we use numbers?

43 **1**   **Read and listen**

Find the children in the picture who are singing this song. Sing and join in the actions. You need 10 children!

### 100 little fingers

10 little, 20 little, 30 little fingers.  
40 little, 50 little, 60 little fingers.  
70 little, 80 little, 90 little fingers.  
100 little fingers in the air!



44 **2**  **A maths lesson**

The children in Class 2 are having a maths lesson. They are using numbers to count, measure and tell the time. Listen and point to the children you hear.

45 3  Topic vocabulary

Listen, point and say.



10 ten



20 twenty



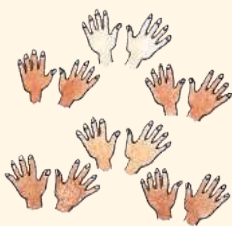
30 thirty



40 forty



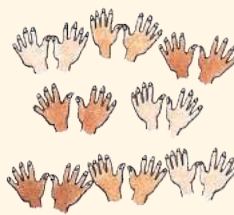
50 fifty



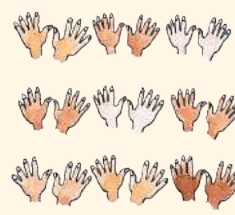
60 sixty



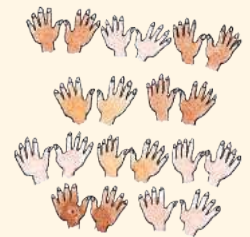
70 seventy



80 eighty



90 ninety



100 a hundred

Listen and count from 20 to 30.

20 21 22 23 24 25 26 27 28 29 30

Clap your hands and count from 30 to 100.

46 4  How far can you jump?

Listen again. How far did Carlos jump?  
Measure how far you can jump.  
Write it on a piece of paper.  
Put the papers in order from smallest to biggest.

Language tip

The letters **cm** stand for the word **centimetre**.

5   What time is it?

Point to a clock. Ask your partner the time.

What time is it?

It's two o'clock.



## Lesson 2 Find out more

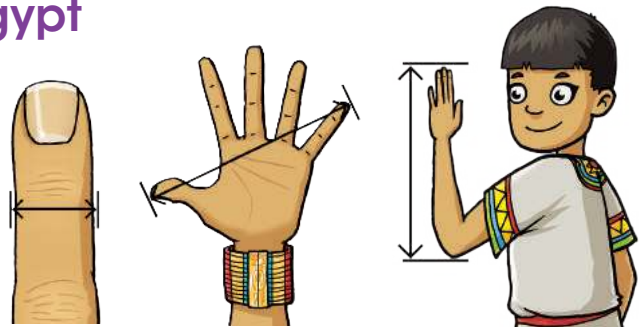
## How did people measure long ago?

### 1 Before you read

What do we use to measure things? Find out how people measured things many years ago.

### Measuring in ancient Egypt

Long ago in Egypt, people measured with their fingers, hands and arms.



### Try it out!

How many **fingers** long is this line? \_\_\_\_\_

How many **hands** long is your book?

How many **arms** long is your table?

### Measuring in ancient Rome

Long ago in Rome, people measured in **footsteps**.



### Try it out!

Measure your classroom in footsteps.

How many footsteps long is it?

Ask your teacher to measure your classroom in footsteps.

Is your teacher's answer the same as your answer? Why not?

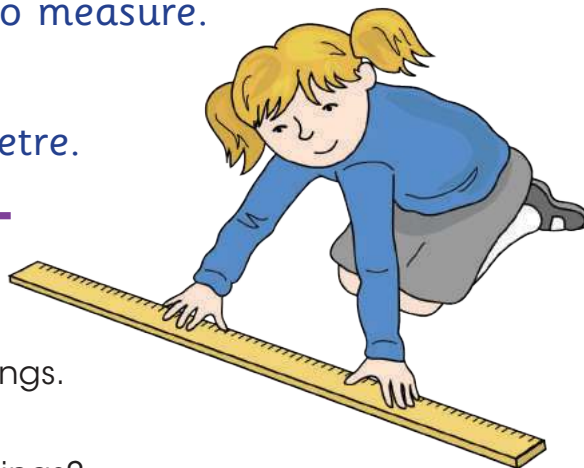
## Measuring today

Today we use the metric system to measure.

We use centimetres and metres.

There are 100 centimetres in a metre.

This line is 1 centimetre long. —



### 2 Centimetres or metres?

We use **centimetres** to measure small things.

We use **metres** to measure big things.

What would you use to measure these things?



Your school hall    **centimetres**    **metres**



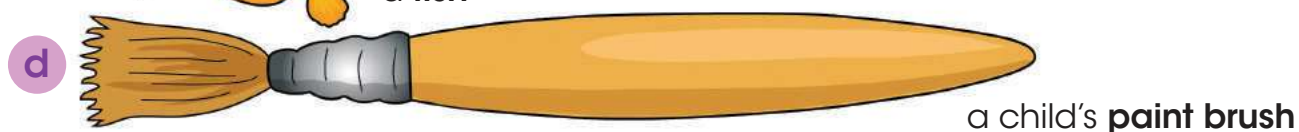
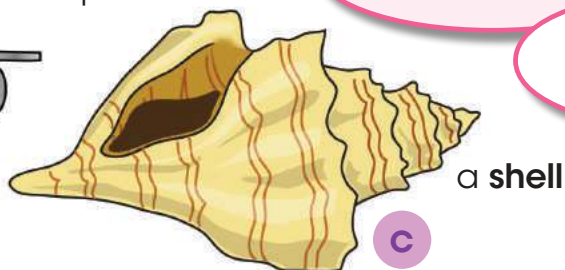
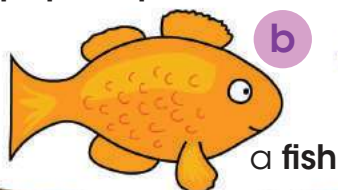
A leaf    **centimetres**    **metres**



A fence    **centimetres**    **metres**

### 3 How long is it?

Use a ruler to measure these pictures.



How long is it?

It's **3 cm** long.

## Lesson 3 Words and sounds Homophones

### 47 1 Words that sound the same

Some words sound the same,  
but have different spellings:

**one** and **won**  
**two** and **too**

I won one prize.

I won two prizes

Read and listen to the poem.  
Find the words that sound the same.

One-one was a race horse.  
Two-two was one too.  
One-one won one race.  
Two-two won one too.



I won two too!



**eight** and **ate**



The monkey ate eight bananas.

Fill in the missing words to make a tongue twister.

Ed \_\_\_ \_\_\_ eggs every day.

**Language detective**

How many eggs did  
Ed eat in a week?



### 48 2 Counting in twos

We can count up in twos. Add two more each time. Listen and join in.  
Listen and say the poem. Make up a new verse starting with **22**.

2, 4, 6, 8, Mary's at the cottage gate  
Eating cherries on a plate – 2, 4, 6, 8.

49 **3**  **What an amazing animal!**

We sometimes say **What a ... !** when we are surprised or excited.

Listen to these sentences. Say them. Try to sound surprised.

**What a big animal!**

Match the sentences with the animals.

Then listen to check.

- 1** The blue whale is the biggest animal on Earth. It is about 30 metres long. That's as long as two buses parked end to end.

**What a \_\_\_ !**

- 2** A parrot can learn to talk. It can count, name colours and do maths.

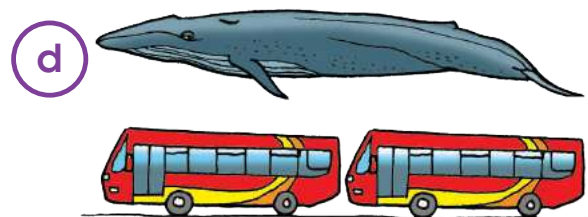
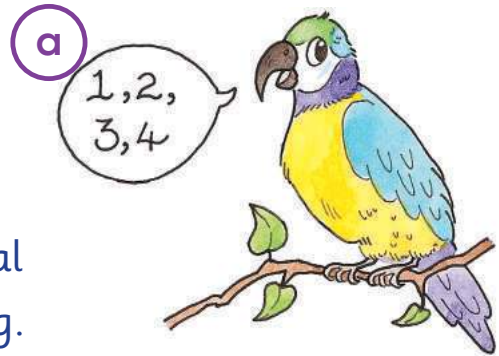
**What a \_\_\_ !**

- 3** An African elephant weighs the same as 100 men.

**What a \_\_\_ !**

- 4** A very good runner can run 12 metres in a second. A cheetah can run 30 metres in a second.

**What a \_\_\_ !**



## Lesson 4 Use of English

### Countable and non-countable nouns

#### 1 Morena's breakfast

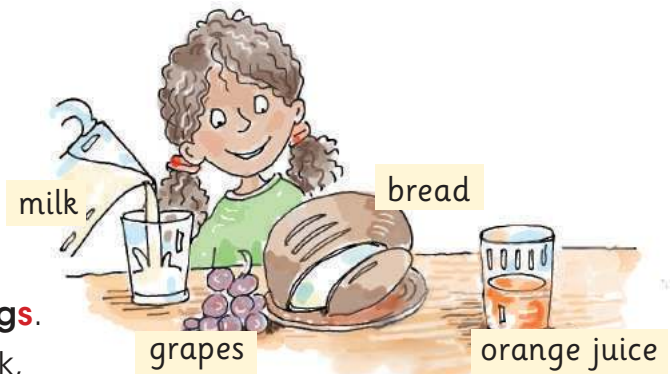
This morning, Morena was hungry.  
This was her breakfast:

We can count grapes and eggs,  
so we say: **some grapes two eggs.**

We can't count bread, juice or milk,

so we say: **some bread some juice some milk NOT some milks.**

At breakfast this morning, what did Morena eat? What did she drink?



What did you eat for breakfast?

What did you drink?

She ate **two** eggs,  
**some** bread and  
**some** grapes.

She drank  
**some** juice and  
**some** milk.

#### 2 The food shop

Look at this shop.

Which foods can you count?

Which can't you count?

#### 3 Play I went to the shop

Play the game. Add one  
thing each time.

**Player 1:** I went to the shop  
and I bought **some** orange juice.

**Player 2:** I went to the shop  
and I bought **some** orange juice and **six** carrots.

How many foods can you add to the list?



## 50 4 A maths story from India

Birbal was a wise man who lived in India many years ago. When King Akbar gave him tricky problems to solve, he always found an answer!

Read the story. What is the problem in this story? What is Birbal's answer?

### Clever Birbal

One day, King Akbar picked up a piece of chalk and drew a line on the floor. 'Birbal,' he said to his friend, 'I want you to make this line shorter. But you mustn't rub out the ends of the line.'

Birbal looked at the line and thought. Then he drew a long line under King Akbar's line. 'Look,' said Birbal. 'My line is longer than your line. So your line is shorter!'

King Akbar laughed. 'You are right, Birbal,' he said. 'You made my line shorter. What a clever answer!'

Act out the story with a partner. Draw the lines on some paper.



## 5 Verbs in the story

In the story, find the words that are the past simple of:

look think draw laugh make say.

Choose four of the words. Write things that you or your family did this morning.

My mother made my breakfast for me.

## Lesson 5 Read and respond

### About the story

This story is from Liberia, a country in Africa.

#### 51 1 Before you read

This is a story about a clever animal.

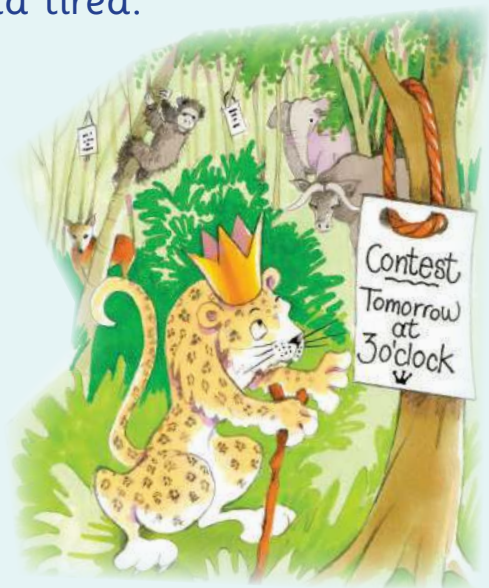
Read and listen as far as the bottom of page 71, then stop and think. What will happen next?

### Many ways to count to ten

A long time ago, Leopard was the king of the forest. One day he said, 'I'm getting old and tired. It's time to choose a new king'. He put up signs in the forest.

All the animals came to the contest. King Leopard said, 'Thank you for coming. Let me explain the contest. You must throw this spear high into the air and quickly count to ten. You must say "ten" before the spear hits the ground. The winner of the contest will be the new king of the forest'.

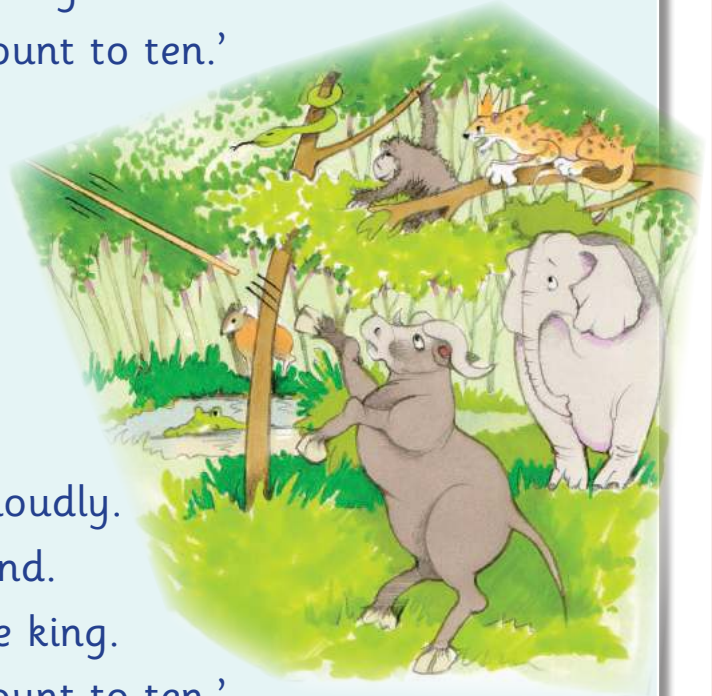
The elephant was the first to try. 'I'm very big,' he said. 'I think I can do it.' The elephant threw the spear high into the air. '1, 2, 3, 4, 5 ...,' he counted loudly. Boom! The spear hit the ground.



'I'm sorry, Elephant,' said the king.  
'You didn't do it. You didn't count to ten.'

The water ox was second.  
'I'm very strong,' he said.  
'I think I can do it.'  
The water ox threw the spear  
high into the air.

'1, 2, 3, 4, 5, 6,' he counted loudly.  
Boom! The spear hit the ground.  
'I'm sorry, Water Ox,' said the king.  
'You didn't do it. You didn't count to ten.'



The chimpanzee was third.  
'I can count very quickly,'  
he said. 'I think I can do it.'  
The chimpanzee threw the  
spear high into the air.

'1, 2, 3, 4, 5, 6, 7, 8,'  
he counted quickly. Boom!  
The spear hit the ground.  
'I'm sorry, Chimpanzee,' said the king.  
'You didn't do it. You didn't count to ten.'



The little antelope was next.  
'Hello, King Leopard,' he said quietly.  
'Can I try?'  
'Of course, little friend,' said the king.  
'Here is the spear.'  
The tiny antelope jumped high in the air as he threw the spear.  
'2, 4, 6, 8, 10!' counted the antelope. Boom!  
The spear hit the ground.



'You did it!' said the king. 'Well done, Little Antelope!  
You counted to ten in twos. What a clever idea!  
The forest has a new and very clever king!'

'Three cheers for King Antelope,'  
cried the animals.  
'Hip, hip, hooray! Hip, hip, hooray!  
Hip, hip, hooray!'



## 2 Talk about it

- 1 Who are the characters in this story?
- 2 Where does the story take place?
- 3 Why did King Leopard want to choose a new king?
- 4 Which animals speak loudly?
- 5 Which animal speaks quickly?
- 6 Which of these words describe the antelope?  
**big strong tiny clever loud quiet**
- 7 What was the antelope's clever idea?
- 8 Do you think Little Antelope will be a good king? Why or why not?



## 3 Who says it?

Match the words with the character.

- 1 'I'm getting old and tired.'
- 2 'I can count very quickly.'
- 3 'I'm very big.'
- 4 'I'm very strong.'
- 5 '2, 4, 6, 8, 10!'

## 4 Read the characters' words

Your teacher will read the words outside the speech marks.

You will read the characters' words inside the speech marks.

Use different voices for the different characters.

### Language tip

The words inside speech marks are the words a character says.  
'I'm very strong,' he said.

### Words to remember

Find these words in the story:  
was said first new.  
Practise spelling them.

## Lesson 6 Choose a project

## How do we use numbers?

### A Make a picture with 100 objects

- You will need coloured paper, scissors and glue.
- Cut out 10 sets of shapes.

For example:

10 <b>red</b> squares	10 <b>yellow</b> triangles
10 <b>blue</b> squares	10 <b>red</b> rectangles
10 <b>yellow</b> squares	10 <b>blue</b> rectangles
10 <b>red</b> triangles	10 <b>red</b> hearts
10 <b>blue</b> triangles	10 <b>blue</b> hearts.



- Use the shapes to make a picture.
- Write three questions about your picture, for example:

How many **triangles** are in our picture?  
How many **blue shapes** are in our picture?  
How many **red hearts** are in our picture?

### B Have a contest

- Choose a contest:
  - How far can you count in English in 30 seconds?
  - How many times can you hop in 30 seconds?
  - How many times can you write your name in 30 seconds?
- Time each person.

How far can you count in 30 seconds?

Myriam 33

Nadia 15

Hala 26

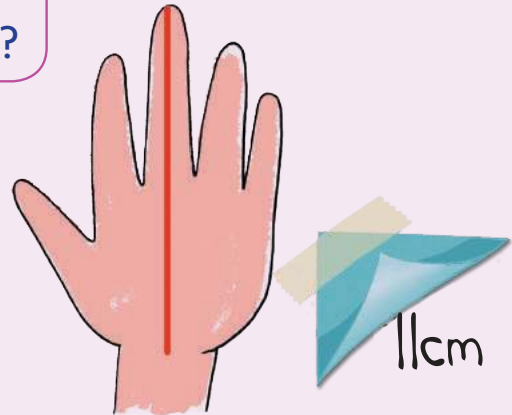
## C Make a measuring book

- Think of 6 questions. For example:

How long is a new pencil?  
How long is Huang's hand?  
How tall is the teacher's chair?

- Write each question on a page. Measure the object. Write the answer.
- Make a flap to cover the answer.
- Your class must try to estimate the answer.

How long is  
Huang's hand?



## Look what I can do!

- I can count and read numbers to 100.
- I can measure and say how long something is.
- I can recognise words that sound the same, like **one/won** and **two/too**.
- I can say and write what I did this morning.
- I can read, discuss and act out a story.



**Lesson 1** Think about it    How are bugs special?**52 1** Read and listen

Listen and read the poem. Act it out.

**The bug**

One, two, three!  
There's a bug on me.  
Where did it go?  
I don't know.

**53 2** What lives in your garden?

Listen and point to the animals. Which ones are not talked about?

Do you have these in your country?

54 **3 Topic vocabulary**

Listen, say and point. Say where each thing is. Answer the questions.



ant



bee



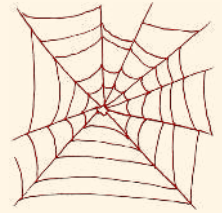
butterfly



cricket



spider



web

55 **4**  **What do you know about insects?**

Say what you know about insects. Then listen and answer.

How many legs does an insect have?

Do all insects have wings?

Is a cricket an insect?

**5**  **Write about it**

What new information did you learn?

Finish these sentences.

All insects have \_\_\_\_ .

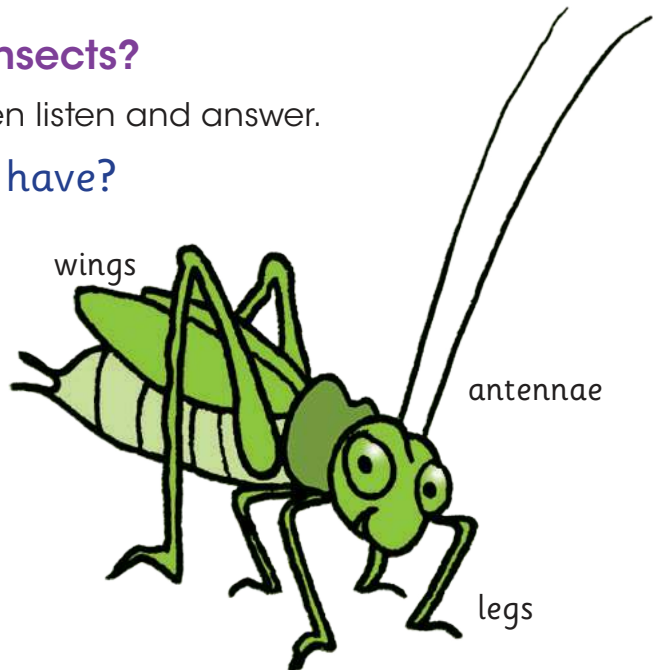
Some insects have \_\_\_\_ .

\_\_\_\_ insects have antennae.

**6**  **Find the animal**

Look at the big picture. Describe an animal.

Can your partner find it?



It has two legs.  
It is not an insect.

It is blue.  
It has six legs.

## Lesson 2 Find out more

## Ants and spiders

### 56 1 Before you read

Look at the headings in *Ants* and *Spiders*. How are the headings similar? What do you think you will learn about?

### Ants

#### What does an ant look like?

An ant is an insect. It has six legs and two antennae. Ants use their antennae to feel, smell and taste.

These ants are using their antennae

to communicate. What do you think they are saying?



#### Where do ants live?

Ants live in big groups.

Some ants build homes with many rooms under the ground.



#### What do ants eat?

Ants eat leaves, seeds, bugs and other things.

When ants go to find food, they leave a smell trail.

They carry their food home, following their smell trail.

### 2 What can you remember?

Close your book. Tell your partner some facts you remember about ants. Then open the book. Read *Ants* again with your partner. Find some more facts.

57 **3**  **Interesting facts**

Listen and read about spiders. What is the most interesting fact?

## Spiders

### What does a spider look like?

Spiders are not insects.

All spiders have eight legs.

They don't have antennae or wings.

Some spiders have eight eyes and some have six.

But most spiders can't see very well!



### Where do spiders live?

Some spiders live under the ground.

Others make webs. A spider makes a web from silk in its body.

The silk is very light and very strong.



### What do spiders eat?

Most spiders eat insects. Some very big spiders eat mice and small fish too.

**4**   **Compare insects and spiders**

How are ants and spiders similar? How are they different?

**5**  **My very own bug: Draw, write and share**

Make up a bug. Draw a picture. Give it a name.

Where does your bug live?

What does it eat?

What can it do?

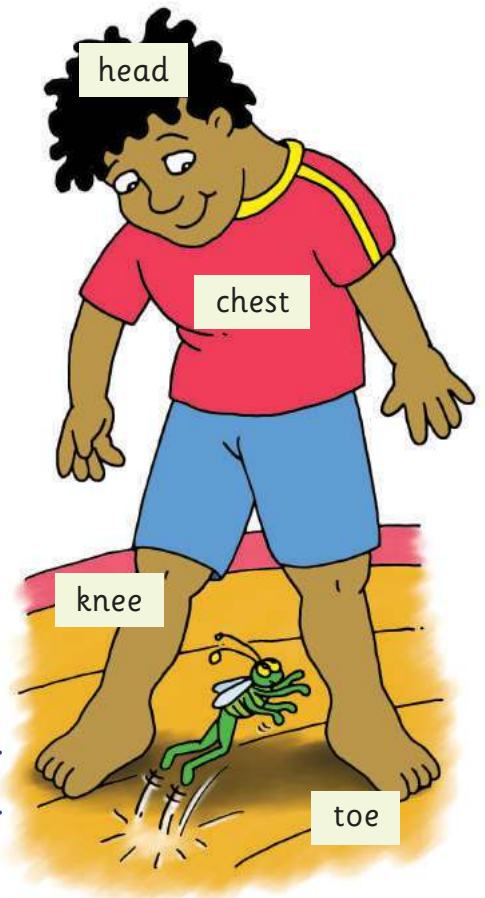
## Lesson 3 Words and sounds

## Rhyming words, long e

### 1 Find the rhyming word

Read the pairs of sentences below. Each missing word rhymes with the word in **red**. Where is the cricket? Use words from the picture.

- 1 Oh no, oh **no**!  
There's a cricket on my \_\_\_\_ .
- 2 Oh poor, poor **me**!  
There's a cricket on my \_\_\_\_ .
- 3 Oh this cricket's such a **pest**!  
Now it's sitting on my \_\_\_\_ .
- 4 Did you hear what I **said**?  
There's a cricket on my \_\_\_\_ .



### 58 2 Listen and sing

Listen and join in. Point to where the cricket is.

#### A cricket on the floor

There's a cricket on the floor, on the floor.

There's a cricket on the floor, on the floor.

Now it's coming through the door,

That cricket on the floor.

There's a cricket on the floor, on the floor.

Now the cricket's on my **toe**, on my **toe**.

Now the cricket's on my **knee**, on my **knee**.

Now the cricket's on my **chest**, on my **chest**.

Now the cricket's on my **head**, on my **head**.

Now there's a cricket on the floor, on the floor.

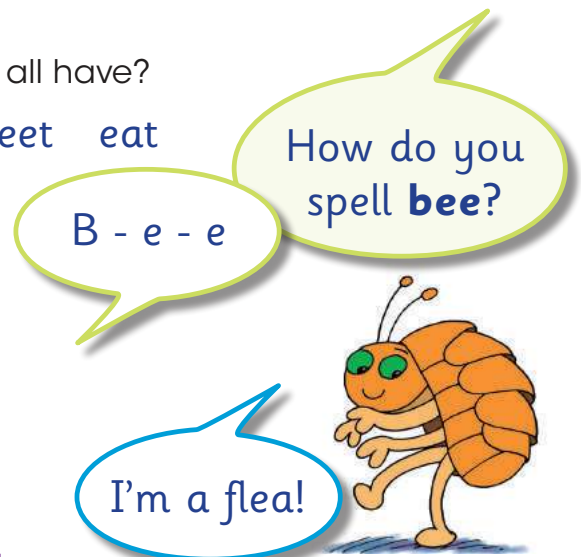
### 3 Long e spellings ea and ee

Say these words. What vowel sound do they all have?

knee flea me bee she leaf feet eat

Write the words. Underline the letters that stand for the long e sound.

Do a spelling quiz with your partner.  
Ask your partner to spell three words.  
Then your partner will ask you three words.

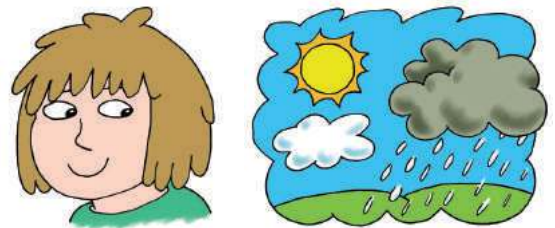


### 59 4 Same letters, different sound!

Sometimes ea makes a different sound.  
How do you say these words?

head weather

Listen to the poem. Which words have the long e sound? Which words have the short e sound?



A bee and a flea  
Had breakfast with tea.  
The bee bumped his head  
And went back to bed.



Make a chart. Write the words with the long e sound on one side and with the short e on the other side.

long e sound	short e sound

## Lesson 4 Use of English Writing questions

### 1 Ask and answer

Read the information about **bees**. Then read the question.  
What is the answer?

**Bees** are helpful insects. They make honey.  
People like eating honey.

**Question:** How do bees help people?



Now read about **silkworms**. Complete the question.  
What is the answer?

**Silkworms** are helpful insects. They make silk. People use silk to make beautiful clothes.

**Question:** How \_\_\_ help people?



Now do the same with **crickets** and **butterflies**.

**A cricket** hasn't got ears. It hears sounds through special spots on its legs.

**Question:** How does a cricket \_\_\_ ?



**A butterfly** hasn't got a mouth. It tastes food with its feet.

**Question:** How does ... ?



## 2 Prepare a game: All about bugs

1 You are going to write questions for a game. You are A or B.

A: Look at **Ants** on page 78.

B: Look at **Spiders** on page 79.

2 Write four questions starting with:

Does ... ? What does ... ? How does ... ? How many ... ?

Do ... ? What do ... ? How do ... ? How many ... ?

3 Write each question on a card.

4 On the back of the card, draw 1 star ★ for an easy question or 2 stars ★ ★ for a hard question.

5 Give your cards to your teacher.

## 3 Play 'All about bugs'

Follow the instructions.

### How to play

- Play in two teams.
- Teams take turns to choose an **easy** or **hard** question.
- You score like this:  
**2 points** for a hard question  
**1 point** for an easy question  
**0 points** for a wrong answer.

### Language tip

#### One bug

What **does a** bug eat?



#### Lots of bugs

What **do bugs** eat?



## Lesson 5 Read and respond

### About the story

This story is from Mexico.

#### 60 1 Before you read

Look at the pictures. Who are the characters in this story?  
What do you think happens? Now read the story.

### Little Ant

It was autumn. The weather was getting cold.  
Little Ant said, 'I'm going outside to play'.

'Come home soon,' said Little Ant's mother.  
'It's getting cold outside. But our home  
under the ground is nice and warm.'

Little Ant met a beetle and a worm.  
'Hello,' said Little Ant. 'Let's play!'  
'OK,' said the beetle and the worm.  
They played and played together.



The wind began to **blow**. Little Ant began to **shiver**.  
'It's cold,' she said. 'I have to go home.'

Little Ant started to walk home.  
The wind blew harder and Little Ant shivered.  
A big leaf fell on her.  
'Help!' said Little Ant. 'I can't move!'

'Leaf, please get off me,' said Little Ant.  
'I have to go home.'  
But the leaf didn't move.



Little Ant called to a mouse.  
'Mouse, Mouse! I need help.  
Please **lift up** the leaf.  
It's cold and I have to go home.'

But the mouse said, 'Sorry, Little Ant.  
I haven't got time to help.  
I'm very busy'.



So Little Ant called to a cat.  
'Cat, Cat! I need help.  
Please **chase** the mouse.  
Mouse, please lift up the leaf.  
It's cold and I have to go home.'

But the cat said, 'Sorry, Little Ant.  
I haven't got time to help.  
I'm very busy'.

So Little Ant called to a dog.  
'Dog, Dog! I need help.  
Please **scare** the cat.  
Cat, please chase the mouse.  
Mouse, please lift up the leaf.  
It's cold and I have to go home.'



But the dog said, 'Sorry, Little Ant.  
I haven't got time to help.  
I'm very busy'.

A flea who lived on the dog  
heard Little Ant calling for help.  
The flea is a cousin of the ant.

‘Don’t worry, Cousin Ant,’ called the flea.  
‘I can help. I’ll **bite** this dog.’  
So the flea bit the dog.

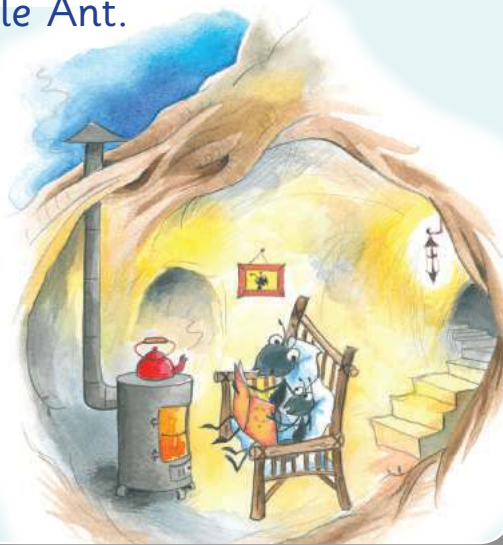
The dog yelped and scared the cat.

The cat turned and chased the mouse.

The mouse ran to Little Ant and  
lifted up the leaf.

‘Thank you, Cousin Flea!’ called Little Ant.

Little Ant ran back to her nice,  
warm home under the ground.  
‘I’m back, Mum!’ Little Ant called.  
‘Hello, Little Ant,’ said her mother.  
‘I am glad you’re home!’



## 2 Story map

A story map shows what happens in a story.

A story often begins with a **problem** and ends with a **solution**.

Complete the story map for *Little Ant*.

**Problem:** A \_\_\_ falls on Little Ant.

**What happens:**

- 1 She says to the leaf, 'Please get off me'.
- 2 She says to the mouse, 'Please lift up the leaf'.
- 3 She says to the cat, 'Please chase \_\_\_'.
- 4 \_\_\_
- 5 \_\_\_

**Solution:**

- 1 The flea \_\_\_
- 2 \_\_\_
- 3 \_\_\_
- 4 \_\_\_

## 3 Verbs in the story

Find these words in the story.

blow shiver lift up chase scare bite

Talk about their meaning with your class.

Take turns acting out one of the words for your partner to guess.

Then find the past simple form of each verb in the story.

## 4 Puppet play

Make puppets for the characters in the story (including the leaf!).

Act out the story.

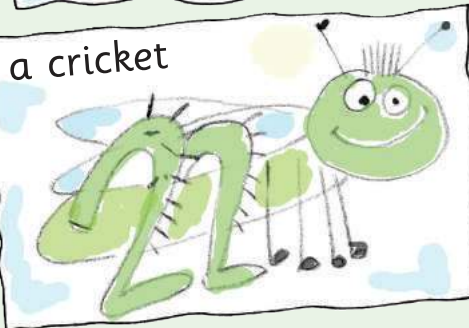
## Lesson 6 Choose a project

## How are bugs special?

### A Write bug riddles

- Write riddles about bugs.
- Draw pictures or find photos.
- Your classmates must match the riddles with the pictures.

Who am I? I have 4 short legs  
and 2 long legs.



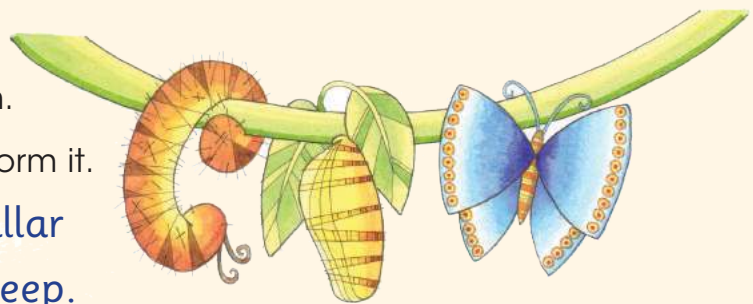
Who am I? I make silk.



### B Perform a poem

- Read and learn a poem.
- Draw pictures. Then perform it.

Fuzzy wuzzy caterpillar  
Into a corner will creep.  
She'll spin herself a blanket  
And then go fast asleep.  
Fuzzy wuzzy caterpillar  
Will wake up by and by,  
To find that she has grown two wings.  
Now she's a butterfly!



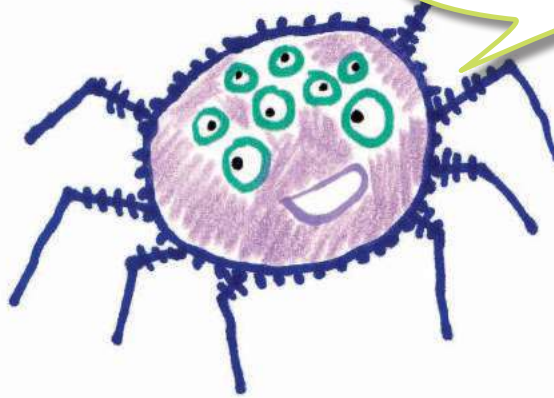
## C Create a cartoon story

- Draw and write a cartoon story comparing a boy and a bug.
- First choose a bug.
- Write what the boy says.
- Then draw your cartoon bug and write what your bug says.

I have 2 eyes.

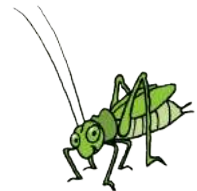


I have 8 eyes.



## Look what I can do!

- I can name and describe bugs.
- I can say how spiders and insects are similar and different.
- I can read and write words with the long e sound.
- I can write questions and answer them.
- I can read, discuss and act out a story.



# Unit 7

# Our green earth

## Lesson 1 Think about it

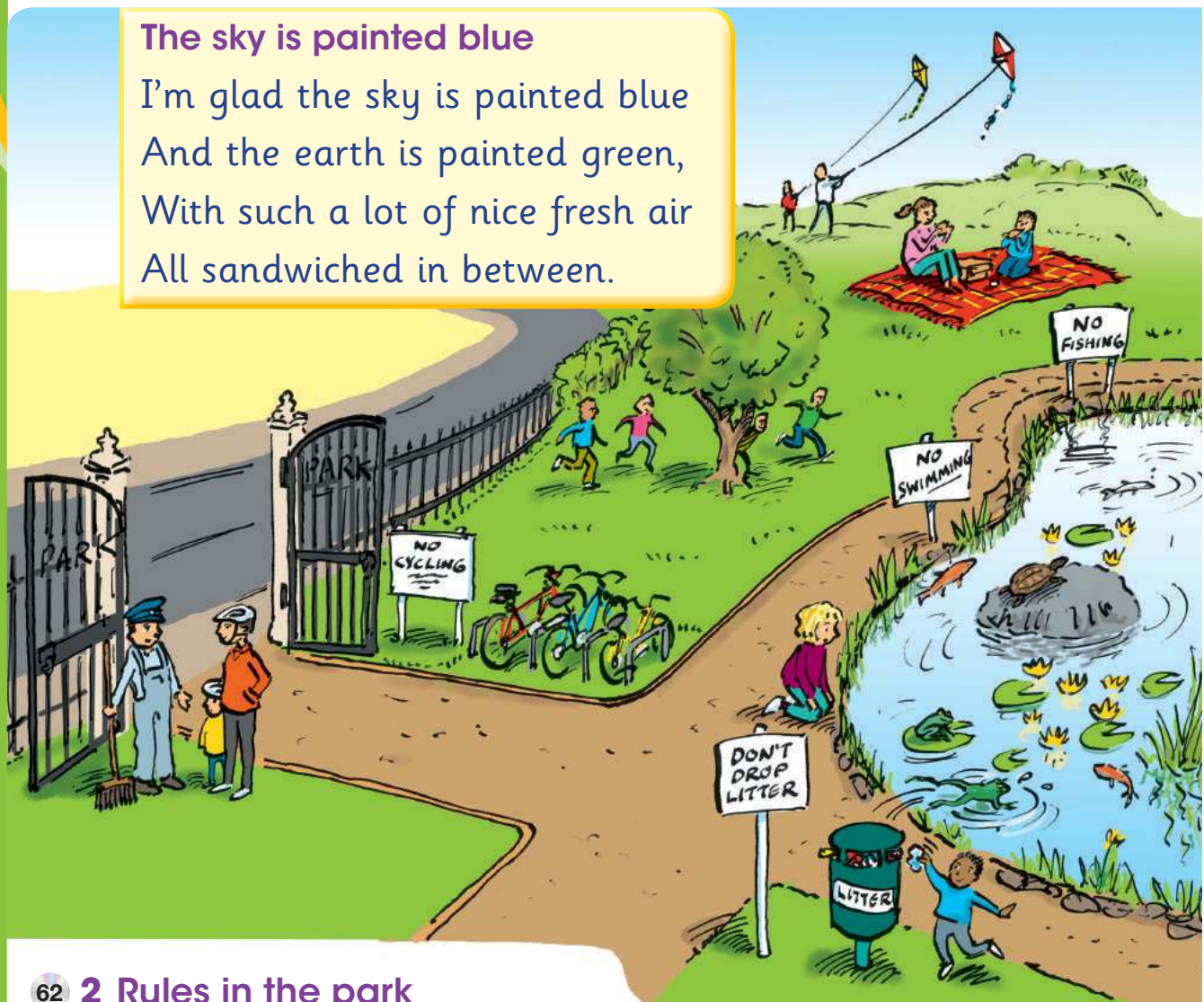
How can we care for the earth?

### 61 1 Read and listen

Act out the words.

The sky is painted blue

I'm glad the sky is painted blue  
And the earth is painted green,  
With such a lot of nice fresh air  
All sandwiched in between.



### 62 2 Rules in the park

Dad and Su Lyn are talking to the park keeper.

What can you do in the park? What mustn't you do?

63 3 Topic vocabulary

Listen, point and say. Answer the questions you hear.



sign



rules



grass



cycling



fishing



sandwich



bin litter

4 Follow the rules!

Look at each picture. What mustn't you do?



a



b



c



d

Now find the matching sign in the big picture.

5 Write a poem

- Read out the poem to your partner. It's a *haiku*, a special kind of poem. Poets in Japan wrote the first *haikus* a long time ago.
- Write a new poem about nature.

An old silent pond  
A frog jumps into the pond,  
Splash! Silence again.

**Matsuo Basho**

## Lesson 2 Find out more

## Why are trees important?

### 64 1 Before you read

What do you know about trees? Say five facts. Then listen and read to learn more facts.

### Presents from a tree

1 The green **leaves** reach high into the air. They clean the dirty air. They give us fresh air to breathe.



2 Some trees give us **fruit**, like lemons and cherries. Other trees give us nuts.

3 People use the **wood** to make fires for cooking and for warmth. They build houses and boats and furniture. They use wood to make paper.

4 The **roots** reach down into the ground. They hold the soil in place for other plants and grass.

### Disappearing trees

All over the world, people are cutting down trees. People cut down trees to make room for new buildings. They cut down trees to get more wood and make more paper.

When trees are cut down, animals lose their homes. There are fewer trees to clean the air and hold the soil in place.

## Help save the trees!

Children all over the world can help to save trees. In some schools, children plant trees. In many schools, children recycle paper. A factory uses the old paper to make new paper. So fewer trees are cut down.



### 2 Talk about it

What new facts did you learn about trees? Think of some foods that come from trees. Look around your room.

Name things that are made from wood. (Don't forget that paper is made from wood!)



### 3 What does it mean?

Are there any words in the text that you don't know?

Ask your class:

If nobody knows, look it up!

What does **factory** mean?

### 4 What will you do to save trees?

Here are some ways to save trees:

Plant a tree.

Recycle paper.

Write on both sides of your paper.

Dry your hands with only one paper towel.

Use your pictures to wrap presents.

What will you do to save trees?

I will recycle paper.

What will you do? Have a conversation. Make a promise.

## Lesson 3 Words and sounds Long o

### 1 Missing words

Look at the picture. Fill in the missing word. Say the sentence.

- 1 In the ground there is a \_\_\_\_ .
- 2 In the hole there is a \_\_\_\_ .
- 3 On the tree there is a \_\_\_\_ .
- 4 On the branch there is a \_\_\_\_ .
- 5 In the nest there is a \_\_\_\_ .
- 6 On the bird there are some \_\_\_\_ .

### 65 2 Listen and sing

#### The green grass grew all around

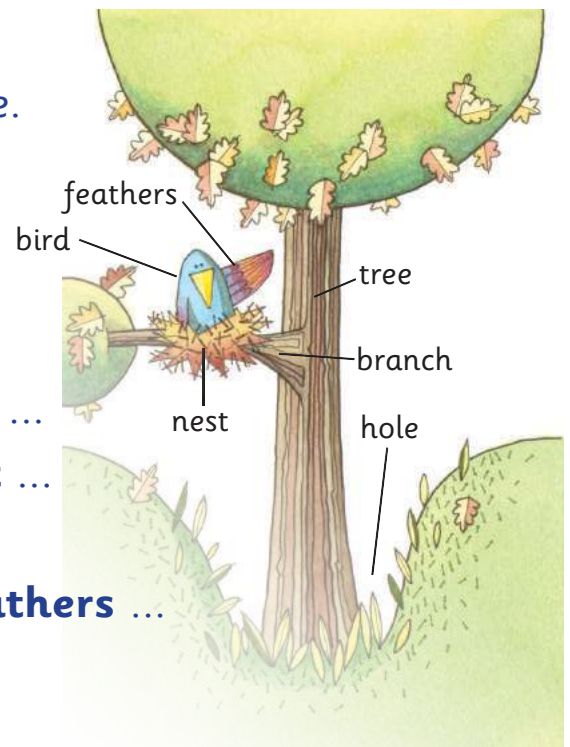
There was a **hole** in the middle of the **ground**,  
The prettiest hole that you ever did see.  
Well, the **hole** in the **ground**,

**Chorus** And the green grass grew all around and around,  
The green grass grew all around.

And in that **hole** there was a **tree**,  
The prettiest tree that you ever did see.  
Well, the **tree** in the **hole**,  
And the **hole** in the **ground**,

#### **Chorus**

And on that **tree** there was a **branch** ...  
And on that **branch** there was a **nest** ...  
And in that **nest** there was a **bird** ...  
And on that **bird** there were some **feathers** ...



### 3 Long o spellings o and ow

Which word has the long o sound: **hole** or **ground**?

Write these words:

grow no slowly boat road rope goes home goat toes.

Underline the letters that make the long o sound.

With a partner, write two sentences. Each sentence must have two or more words with a long o sound.

### 66 4 The sounds of ow

The letters **ow** can make the long o sound in **slow**.

The letters **ow** can also make the sound in **cow**.

That **cow** is  
very **slow**!



Read and listen to the poem.

In which words do the letters **ow** rhyme with **slow**?

In which words do they rhyme with **cow**?

### Five little seeds

Under the leaves,  
And under the snow,  
Five little seeds are  
Waiting to grow.  
Out comes the sun,  
Down comes a shower.  
And up come five  
Pretty pink flowers.

#### Language detective

Some words from the song have an **ow** sound in the middle, like in **cow**.

ground          around

Which letters make that sound?



## Lesson 4 Use of English At the market

### 67 1 Choosing a plant

A little boy and his dad are choosing a plant at the market. Listen.  
Which vegetable does the boy like?  
Which one do you like?



### 2 What is this? What are these?

Pretend you are the little boy in the picture opposite. Point to the plants.  
Ask questions. Your partner will answer.

What is **this**?

**This** is a bean plant.

What are **these**?

**These** are carrot plants.

### 3 What must you do?

Tell the little boy how to look after the bean plant. Can you put the pictures in the right order?



**a** Water the plant.



**b** Dig a hole.



**c** Fill the hole with soil.



**d** Put the plant in the hole.

### Language tip

We use **this** for **one** thing.  
We use **these** for **two or more** things.

You must dig a hole.  
Then ...

Say the four instructions to your partner.  
Close the book. Can you remember what to do?

68 4 Would you like some?



Listen to the woman buying some fruit. What fruit does she buy?

Now read the conversation. Listen again.

Can you fill in the missing words from the *Word box*?

**Woman:** What \_\_\_ fruit!

**Fruit seller:** Thank you. Would you like \_\_\_?

**Woman:** Yes, I'd like two \_\_\_, please.

**Fruit seller:** Are \_\_\_ OK?

**Woman:** Yes, those look great.

**Fruit seller:** Anything else?

**Woman:** Yes. A pineapple, \_\_\_.

**Fruit seller:** How about \_\_\_ one?

**Woman:** Yes, that one looks nice. Thank you.

**Fruit seller:** You're welcome.

**Word box**

mangoes	nice
please	this
these	some

**Language tip**

We use **this** and **these** for things that are very near us.  
We use **that** and **those** for things that are less near.

5 Act it out

Take turns being the buyer and the seller.

Practise the conversation. Ask for your favourite fruits!

I'd like a pear,  
please.

Is this one OK?

## Lesson 5 Read and respond

### 69 1 Before you read

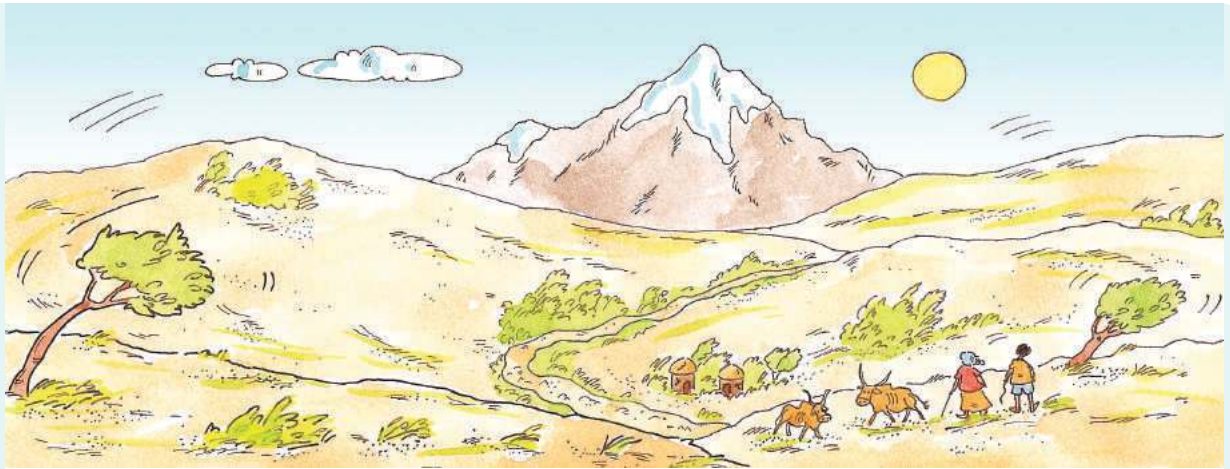
You are going to read a **biography** – the true story of someone’s life. This is the biography of Wangari Maathai. She lived in Kenya, in Africa. She worked to save the trees in Kenya. How do you think she did this?

### Wangari Maathai: ‘Mama Trees’

Wangari Maathai was born in 1940 in a small village in Kenya. Green trees covered the land. Families grew food in small gardens. A little river brought clean water to the village. Women and children picked figs and other fruit from the trees. They used wood to make fires for cooking. Wangari loved her green and beautiful home.

When Wangari grew older, she went away to school. She studied in the United States and in Germany.





When Wangari came back to Kenya, the land was very different. The family gardens had gone. The trees had gone. The sun had dried the earth. The wind had blown away the soil. The little river was dry.

The people in Wangari's village now worked for a big company. They grew tea that was sold to people in other countries. Women and children walked a long way to get clean water and firewood.

Wangari felt very sad. What could she do to help? An idea came to her. She would plant trees. Kenya could become green and beautiful again.

Wangari took seeds from trees. She planted the seeds in her garden. She watched them and watered them. The seeds grew into little trees.



Wangari gave the little trees to the women and children in her village. Together they planted rows and rows of little trees. Every day, the women and children watered the trees. The trees grew. Soon there were figs and other fruits to eat. There was clean water in the little rivers.

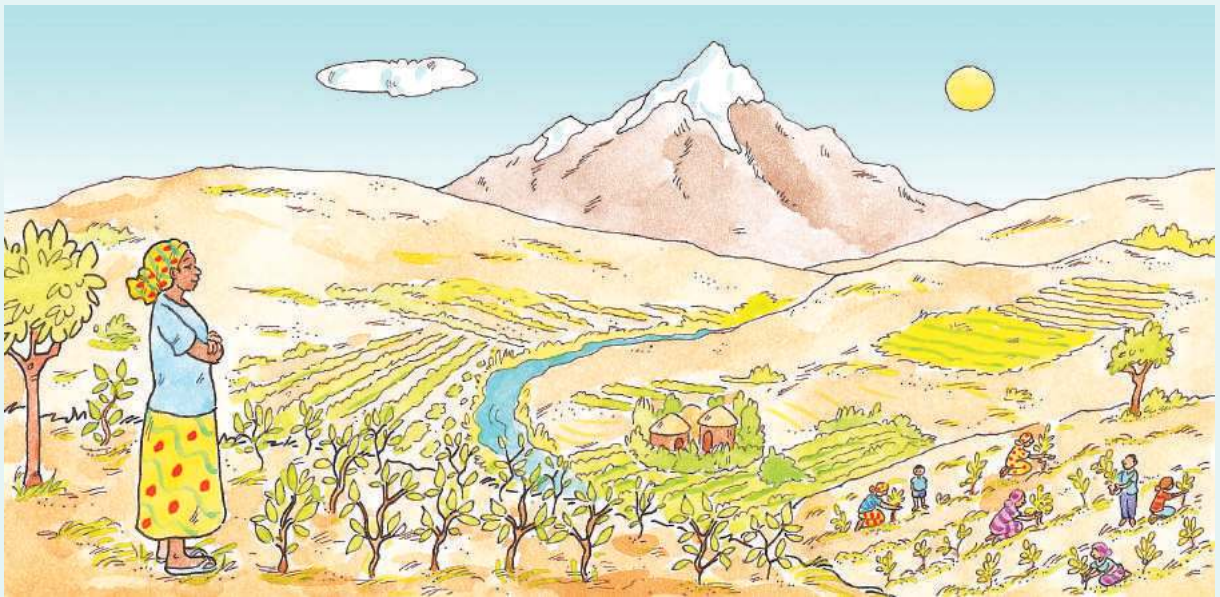
There was wood for fires to cook food.

‘When we plant trees, we plant the seeds of peace and hope,’ said Wangari.

People all over Africa planted trees. They wanted to do the same as Wangari.

Millions of trees were planted. People named Wangari ‘Mama Trees’. She became very famous.

‘Little things make a big difference,’ said Wangari. ‘My little thing is planting trees.’



## 2 True or false?

Read each sentence. Is it **true** or **false**?

- 1 When Wangari was a child, there were no trees.
- 2 Wangari was sad because the trees had gone.
- 3 Many people planted little trees in long rows.
- 4 People cut down all the new trees.
- 5 The new trees made Kenya a better place to live.

## 3 What happened first? What happened next?

Work with your partner to put these sentences in order.



- Wangari planted the seeds and watered them.
- 1 Wangari took seeds from the trees.
- The trees grew big. Fruit grew on the trees.
- Wangari gave the little trees to women and children in her village.
- Together they planted many rows of trees.

### Words to remember

Find these words in the story:  
**grew** **were** **gone** **little**.  
Practise spelling them.

## 4 Write your autobiography

A biography is the true story of someone's life.

An autobiography is the story of your own life.

In your autobiography, write:

- where you were born
- two interesting things that have happened to you
- how old you were when each thing happened
- what you would like to do when you grow up.

I was born  
in Seoul.



## Lesson 6 Choose a project

How can we care for the earth?

### A Make a poster: Be kind to our planet

- Think of some nice things you can do for the earth.

You can pick up litter.  
You can recycle bottles or paper.

- What else can you do?
- Make a poster for each idea.

**Be kind to our planet!**  
**Plant a tree!**



### B Make a book about your heroes

Wangari Maathai is a hero to many people.  
She made the world a better place.

- Think of someone you know who makes the world a better place. Perhaps they help people or animals? Perhaps they keep your town or school safe? Perhaps they make beautiful things?
- Make a book with your friends. Write about a different hero on each page.
- Each person must write a page about their hero.

My grandma  
is my hero.  
She cares  
for all the  
children.



## C Learn a poem

Read, learn and act out the poem.

- Draw pictures of a garden growing.

What makes a garden grow, grow, grow?  
Lots of work with a rake and hoe,  
Little seeds planted in a row –  
That makes a garden grow, grow, grow.

What brings the little plants up from the ground?  
Rain from the sky coming down, down,  
Bright yellow sunlight all around,  
Help bring the little plants up from the ground.



## Look what I can do!

- I can talk about rules.
- I can talk about trees and why they are important.
- I can read words with the long **o** sound and the spelling **ow**.
- I can go shopping for plants and fruit.
- I can read and discuss a biography.



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