



United Arab Emirates  
Ministry of Education



Jane Boylan, Caroline Linse, Claire Medwell and Elly Schottmann

# Bridge to Success

Activity Book

Term 1

4

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MINISTRY OF EDUCATION



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For Training Only

Bridge to Success

Activity Book

Boylan, Linse, Medwell and Schottmann

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# Welcome to *Bridge to Success*

*Bridge to Success* is a twelve-grade course for learners of English as a second language (ESL). The twelve grades range from the beginning of cycle 1 to the end of cycle 3.

*Bridge to Success Grade 4* consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.




The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.

- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools.

This Activity Book provides additional support, reinforcement and practice to the Learner's Book. Comprehensive support for teachers is provided in the Teacher's Guide. Comprehensive support for teachers is provided in the Teacher's Guide.

The following icons are used in this Activity Book:

-  pre-recorded listening activity
-  pairwork or small group speaking activity (not mediated by teacher)
-  write-in notebook activity

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team



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# Working together

## Lesson 1 The Al Ayyalah routine

### 1 Read

Look and read. Write **yes (Y)** or **no (N)**.



- 1 The children are learning the Al Ayyalah routine. \_\_\_\_\_
- 2 The teacher is sitting. \_\_\_\_\_
- 3 There are eight children. \_\_\_\_\_
- 4 A child is playing the big drum. \_\_\_\_\_
- 5 The children are holding long sticks. \_\_\_\_\_
- 6 There is one big drum. \_\_\_\_\_
- 7 The children are having fun. \_\_\_\_\_
- 8 There are five drums. \_\_\_\_\_



## Lesson 2 Tap your left foot!

### 1 Write

Pretend that you are doing the Al Ayyalah routine and look at all the boys in the picture on page 6 of the Learner's Book. Write a chant about the Al Ayyalah routine.

Which of the boys are you? How are you moving?

Why are you doing the routine?

Use some of the words in the box in your chant.  
Give your chant a title.

up	down	left
right	slowly	quickly
twist	turn	foot
do routine		

Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### 2 Challenge

If you want to do something really well, you need to **practise** it. You do it many times, so that you do it better and better.

What do you practise?

Write a sentence.

Draw a picture.



I practise **playing** the drums.



## Lesson 3 Let's play!

### 1 Use of English

Do you remember the game 'Up and down'? Put the instructions in the right order. Write the numbers 1, 2, 3 and 4.

- \_\_\_\_\_ Link your elbows together.
- \_\_\_\_\_ Then sit down again.
- 1 Sit on the floor, back-to-back with your partner.
- \_\_\_\_\_ Try to stand up!

### 2 Read

Here is a new game.  
Complete the text with the words from the box

circle hand hold say many win



### Eleven fingers

This is a game for three people. Stand in a \_\_\_\_\_<sup>(1)</sup>.

Together, \_\_\_\_\_<sup>(2)</sup> '1, 2, 3 ... Go!'.

When you say 'Go!', \_\_\_\_\_<sup>(3)</sup> out some fingers on one \_\_\_\_\_<sup>(4)</sup>: how many fingers have each of you held up?

Count all the fingers. How \_\_\_\_\_<sup>(5)</sup> fingers are there altogether?

To \_\_\_\_\_<sup>(6)</sup> the game, there must be 11 fingers.



## Lesson 4 Which game?

### 1 Let's do it!

Look at the chart. Jamal, Nabil and Tarik played the game 'Eleven fingers' three times. The chart shows how many fingers Jamal, Nabil and Tarik had in each game.

Add up the number of fingers for each game.

Write the number in the chart.

Did the boys win each game? Circle yes (Y) or no (N).



	Jamal	Nabil	Tarik	How many fingers?	Did they win?
Game 1	2	4	3		Y N
Game 2	1	4	5		Y N
Game 3	5	2	4		Y N

### 2 Word study

Put the words in the correct order to make phrases.

1 up / give / Don't !

\_\_\_\_\_

2 on / step / floor/ Don't / the !

\_\_\_\_\_

3 try / again / Let's !

\_\_\_\_\_

4 done / it / We've .

\_\_\_\_\_

5 stand / Try / to / up .

\_\_\_\_\_

6 good / That's .

\_\_\_\_\_



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## Lesson 5 Team activities

### 1 Write

Look at the picture. Answer the questions with the phrases in the box. Start each answer with **He is** or **They are**.



helping Bader      climbing the wall      standing on a ladder

- 1 What is Bader doing? \_\_\_\_\_
- 2 What are Ibrahim and Adel doing? \_\_\_\_\_
- 3 What is Nabeel doing? \_\_\_\_\_



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Write the questions. Start each question with **What is** or **What are**. Put **?** at the end of each question.

- 4 \_\_\_\_\_  
They are carrying boxes.
- 5 \_\_\_\_\_  
He is pulling Bader.
- 6 \_\_\_\_\_  
He is passing a glass to Nabeel.



## Lesson 6 My learning

### 1 Use of English

Complete these sentences about the games you played earlier in the unit.

- a Sit \_\_\_\_\_ the floor.
- b Sit back \_\_\_\_\_ back.
- c She is climbing to the \_\_\_\_\_ of the wall.



- d Add \_\_\_\_\_ all the children who liked Up and down.
- e Don't give \_\_\_\_\_.



### 2 Talk

Draw a picture of your favourite game and explain what it is to your partner. Does your partner like the game? Tell your teacher why.

### 3 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can talk about movement and location.			
I can follow instructions and give instructions.			
I can give my opinion about things I like and don't like.			
I can explain my ideas and state my preferences.			



## Lesson 7 Let's be active!

### 1 Read

Draw a line from the number word to the number picture.

1 forty-five

2 ten

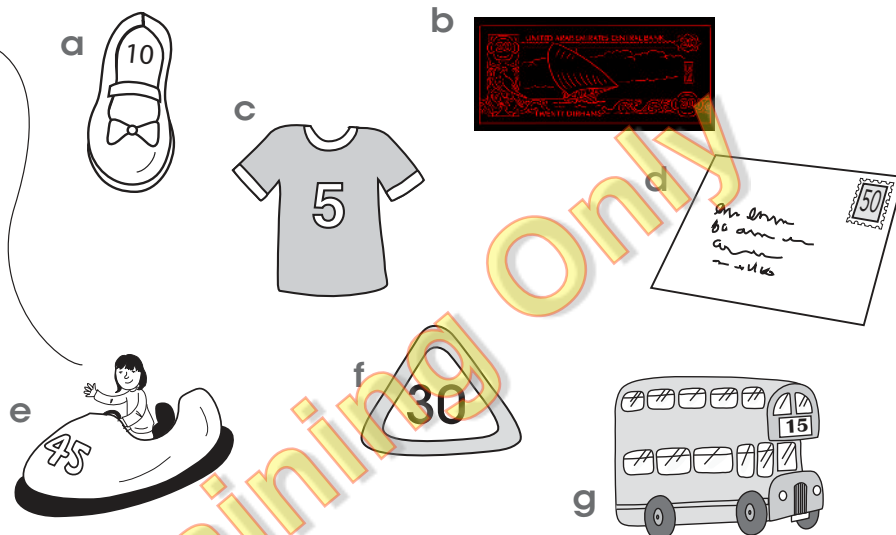
3 thirty

4 fifteen

5 fifty

6 five

7 twenty



### 2 Word study

Write the name below each bird and mammal.

bear kangaroo owl penguin tiger

#### Birds



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#### Mammals



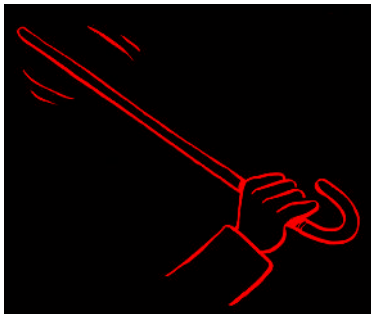


## Lesson 8 What are you good at?

### 1 Use of English

Write the missing words. Use **is** or **are** and the **-ing** form of each verb.

- 1 The girls are jumping  
and giggling. (skip, giggle)



- 2 The stick moves  
up and down. (move)



- 3 We clap our hands. (clap)

### 2 Write

Write a sentence for each picture. Use the **-ing** form of the verb.



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### 3 Write

What are you good at? Write a sentence.

\_\_\_\_\_

What are you not good at? Write a sentence.

\_\_\_\_\_



## Lesson 9 Sharing in the classroom 1

### 1 Read

Part 1 of the play on page 15 of your Learner's Book again.  
Then read the sentences and write **T (true)** or **F (false)**.

- 1 The animals are working on a project at home. \_\_\_\_\_
- 2 All the animals are happy. \_\_\_\_\_
- 3 Bat is colouring his picture. \_\_\_\_\_
- 4 Bear is sticking his picture. \_\_\_\_\_
- 5 Owl is the teacher. \_\_\_\_\_



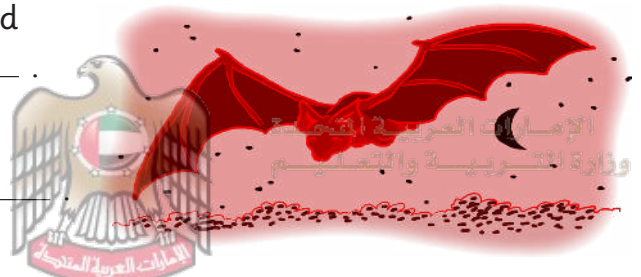
### 2 Write

How are mammals and bats the same?  
Look at the chart. Write the missing words in the sentences below.

	Mammals	Bats
They have teeth.	✓	✓
They have fur.	✓	✓
They usually have four legs.	✓	

Mammals have \_\_\_\_\_ and fur, and  
they usually have \_\_\_\_\_.

Bats have \_\_\_\_\_ and \_\_\_\_\_,  
but they don't have \_\_\_\_\_.



How are birds and bats the same?  
Look at the chart. Write the missing words in the sentences below.

	Birds	Bats
They have wings.	✓	✓
They have two legs.	✓	✓
They have feathers.	✓	

Birds have \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Bats have \_\_\_\_\_ and \_\_\_\_\_, but they don't have \_\_\_\_\_.



## Lesson 10 Sharing in the classroom 2

### 1 Write

Pretend that you are Bat. Write a letter to Duck.

Say you are sorry that you didn't know Duck was so

Say you want to share your things in the classroom

Say some other things you want to do in the classroom  
to work as a team.

End the letter with the words:

**Your friend,**

**Bat**

Dear Duck,

I am sorry that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### 2 Word study

Does your class have these rules? Circle **yes (Y)** or **no (N)**.

- 1 Listen when your teacher is talking.
- 2 Put up your hand when you want to say something.
- 3 No mobile phones in the classroom.
- 4 No running in the classroom.
- 5 Share your things with your friends.
- 6 Say 'please' and 'thank you'.
- 7 Help your team.
- 8 Work together.

Y	N
Y	N
Y	N
Y	N
Y	N
Y	N
Y	N
Y	N



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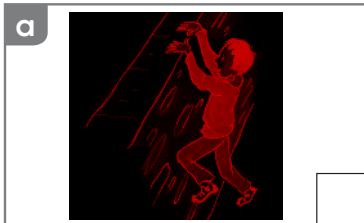
## Lesson 11 What does it mean?



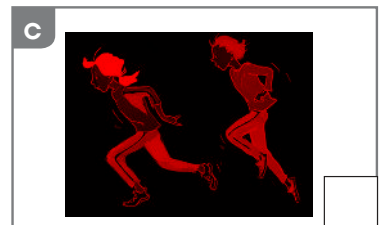
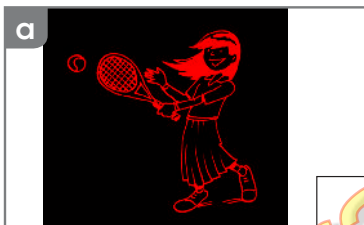
### 1 Listen

Listen and tick (✓) the box.

1 What is the boy doing?



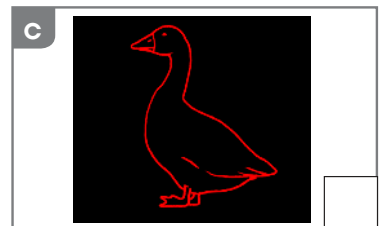
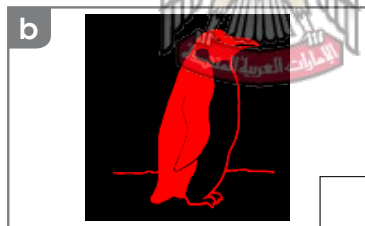
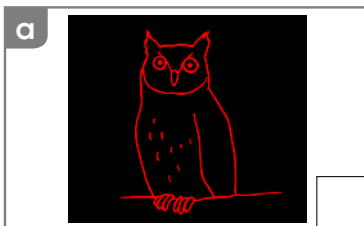
2 What is Khawla good at?



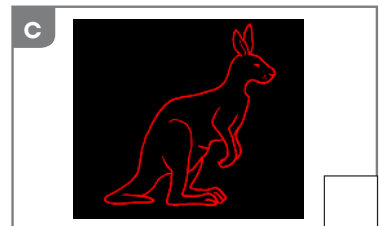
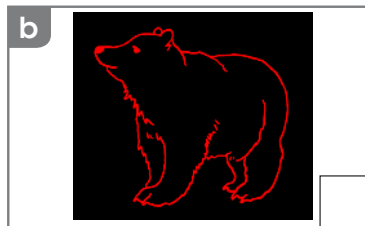
3 What number comes next?



4 Which animal is it?



5 Write the word: \_\_\_\_\_. Then tick the box.





## Lesson 12 My learning

### 1 Write

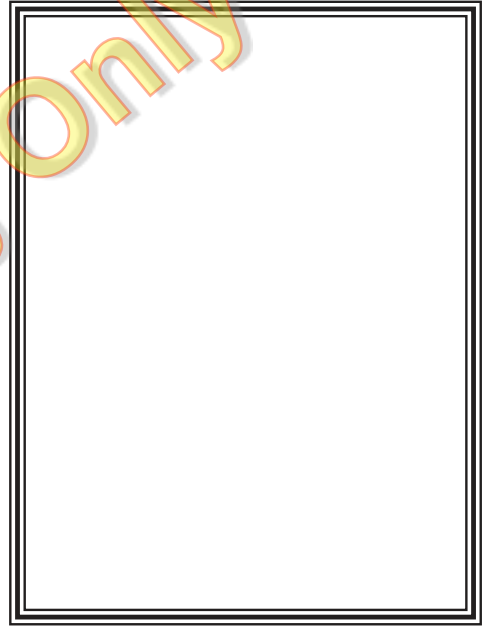
Put the letters in the correct order to write the names of these animals.

Then write 'm' if they are a mammal or 'b' if they are a bird.

The first one has been done for you.




Draw a picture of your favourite animal from the list.

	Animal	Mammal or Bird
1 low	owl	bird
2 guenpin		
3 ganoorak		
4 rbae		
5 riteg		



### 2 Assessment box

Tick the box for you

	 <b>yes</b>	 <b>sometimes</b>	 <b>not yet</b>
I can answer the question 'what are you good at?'.			
I can talk about the abilities of different animals.			
I can act out a short dialogue.			



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# Unit 2

## Family and memories

### Lesson 1 Family celebrations

#### 1 Let's do it!

Read and follow the instructions to finish the picture.



There is a man taking photos. Draw a camera in front of him. Nasr is taking photos on his mobile phone. Draw a mobile phone in his hand. Draw a beard on the grandfather. Draw his grandson standing next to him.



#### 2 Challenge

Have you ever been to an Eid Al Fitr celebration or a family party? Write two or more sentences about it and draw a picture.



## Lesson 2 Eid Al Fitr traditions 1

### 1 Read

Read and answer the questions.

## Kakh

In Egypt and some other countries, people make kakh for their friends, guests and family for Eid Al Fitr. Kakh is the Egyptian word for a special kind of biscuit. The biscuits are made from mixing honey and butter and then adding flour. The biscuits are filled with nuts and sugar. Some people put figs inside. Kakh were made in the time of the Pharaohs. The kakh were made into the shape of animals or flowers. Now, kakh biscuits are usually a round shape.



- Are **kakh**: **a** something to wear? **b** something to eat?
- Are **guests**: **a** people who visit your house? **b** people you meet at a cafe?
- Name three things you can put in kakh.
- In your country, are there special sweets during Eid Al Fitr? What are they?  
What are your favourite Eid Al Fitr sweets? \_\_\_\_\_

### 2 Word study

Are the people **male** (boys or men), or **female** (girls or women)?

Write **M** (male), **F** (female) or **M or F** (male or female).

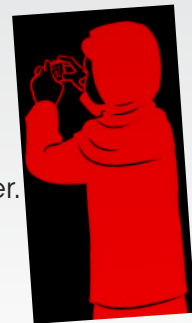
sister _____	granddaughter _____	uncle _____
photographer _____	grandson _____	cousin _____
grandmother _____	aunt _____	guest _____

### 3 Read

Match the beginning and end of the sentences, so the instructions are in the right order.

#### How to take a family photo

- |            |  |
|------------|--|
| 1 First,   | a tell everyone to smile!                |
| 2 Next,    | b press the button to take the photo.    |
| 3 Then     | c tell everyone to stand close together. |
| 4 Finally, | d switch on the camera.                  |





## Lesson 3 Eid Al Fitr traditions 2

### 1 Read

Read about the traditional clothes people wear in different countries for Eid Al Fitr. Write the country under each photo.

People want to look their best for Eid Al Fitr and often buy new clothes for the celebrations. They wear different clothes in different countries. In Malaysia, the men wear a loose tunic over trousers, with a sarong called a sampin around the hips. They wear a songkok or cap. In Saudi Arabia, the men wear a long white thobe and a square red-and-white cloth on their head. In Morocco men wear a long robe made of wool. The robe has a big hood. The robes can be bright colours.



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### 2 Over to you

Complete the chart about Eid Al Fitr traditional clothes. Tick (✓) the spaces in the table.

Clothes	Men wear similar clothes to this where I live	Men don't wear similar clothes to this where I live
A sarong		
A thobe		
Brightly coloured woollen robe		



## Lesson 4 When I was young

### 1 Read and listen

Find one more word to rhyme with each pair of words. The pictures will help you. Then listen and check your answers.

- 1 one begun \_\_\_\_\_
- 2 two new \_\_\_\_\_
- 3 three me \_\_\_\_\_
- 4 four more \_\_\_\_\_
- 5 five alive \_\_\_\_\_



### 2 Write

Make up your own poem. The words don't have to rhyme.

When I was one,

I \_\_\_\_\_.

When I was two,

I \_\_\_\_\_.

When I was three,

I \_\_\_\_\_.

When I was four,

I \_\_\_\_\_.

When I was five,

I \_\_\_\_\_.

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## Lesson 5 A special trip



### 1 Use of English

Complete the text with **was** or **were**.

People think that camping is a holiday activity, but in the UAE, camping

\_\_\_\_\_ <sup>(1)</sup> usual for the Bedouin. Traditional Bedouin tents

\_\_\_\_\_ <sup>(2)</sup> made from goats' hair which didn't let water in. The tents

\_\_\_\_\_ <sup>(3)</sup> cool inside even when it was very hot outside. In winter, when it

\_\_\_\_\_ <sup>(4)</sup> cold at night, a small camp fire inside the tent kept it warm.

It \_\_\_\_\_ <sup>(5)</sup> difficult to keep fruit and vegetables fresh in the desert

because they went bad quickly, so food \_\_\_\_\_ <sup>(6)</sup> simple. The traditional

fetir \_\_\_\_\_ <sup>(7)</sup> made with flour, salt and a little water and it was delicious.

The Bedouin \_\_\_\_\_ <sup>(8)</sup> very kind when guests came to their camps.



### 2 Challenge

Do you think Bedouin camping in the desert is easy or difficult? Why? Why not?



## Lesson 6 My learning


### 1 Word study

Find the seven people in the list at an Eid Al Fitr celebration below in the word search.

1 mother	S	Y	W	U	X	A	S	G	Q	R	M	S	G	V	G
2 sister	Y	I	Q	P	Y	S	P	G	K	C	E	R	O	R	R
3 grandson	T	Q	S	G	Z	T	N	H	C	C	A	R	L	H	A
4 uncle	W	G	P	T	U	N	V	S	C	N	R	U	O	R	N
5 granddaughter	N	L	E	V	E	A	S	D	D	S	E	E	E	I	D
6 aunt	I	D	B	O	V	R	H	D	D	A	H	H	P	T	D
7 photographer	H	O	P	H	O	T	O	G	R	A	P	H	E	R	A
	N	I	F	G	O	D	H	K	K	A	O	F	M	A	U
	Q	B	M	O	T	H	E	R	F	H	M	F	F	U	G
	L	A	F	N	O	T	X	D	F	T	D	Y	Z	N	H
	K	X	A	G	R	A	N	D	S	O	N	N	O	T	T
	J	R	Y	O	E	A	Z	P	Q	A	A	U	Y	R	E
	G	R	A	X	R	E	A	C	N	U	R	J	A	J	R
	D	M	K	G	N	N	T	V	G	I	G	Q	X	J	L
	U	N	C	L	E	Z	M	N	D	Q	F	L	J	I	G

### 2 Assessment box

Tick the box for you.

	 yes	sometimes	not yet
I can understand instructions for a photo.			
I can say the different family members at an Eid Al Fitr celebration.			
I can use the correct title for different people.			
I can describe my life in the past.			



## Lesson 7 A camping trip

### 1 Use of English

Write today's date. \_\_\_\_\_

Write the name and date of an important festival in your country.  
\_\_\_\_\_

### Language tip

We write: 17th  
October

We say: **on the  
seventeenth of  
October.**

### 2 Word study

Match the pictures a-e to the words 1-5.  
Then write the name of the place that each word comes from. (Look at Learner's Book page 31 if you can't remember.) Then colour each flag in the correct colours.



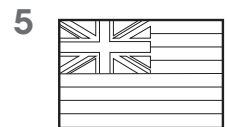
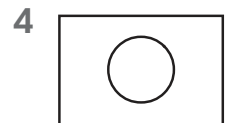
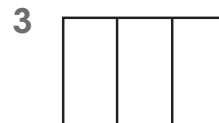
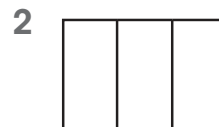
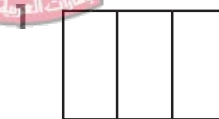
1 piñata \_\_\_\_\_

2 pizza \_\_\_\_\_

3 café \_\_\_\_\_

4 kimono \_\_\_\_\_

5 lei \_\_\_\_\_

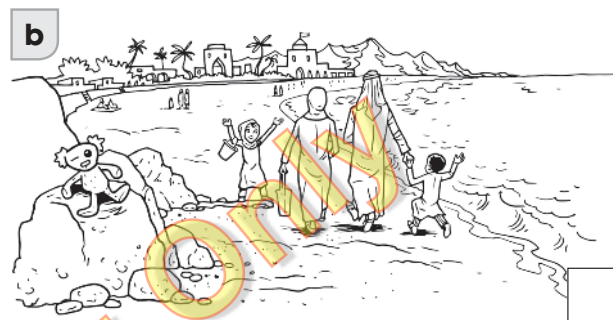




## Lesson 8 A sad memory

### 1 Read

Write the sentences 1–4 under the pictures a–d. Then number the pictures 1–4 in the correct order.



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1 We went to the beach.

2 We forgot Bruno.

3 I had a teddy bear called Bruno.

4 My teddy bear sat on a rock while we played.

### 2 Word study

Write the opposite of each word. Clue: all the answers are in the story on Learner's Book page 32.

winter \_\_\_\_\_ remembered \_\_\_\_\_ happy \_\_\_\_\_



## Lesson 9 A proud memory



### 1 Challenge

Have you ever lost something important to you?  
What happened? How did you feel?  
Write three or four sentences.



2



### Write

Look at 'A proud memory' on page 33 of the Learner's Book again. Write about a time when you were proud.

1 Why were you proud?

---

2 When was it?

---

3 Who were you with?

---

4 What did you do?

---

3



### Write and draw

A certificate is a thing that you give to somebody when they do something special, for example, if they win a race.

Make a certificate for a friend.





## Lesson 10 A happy memory

### 1 Write

Complete the text about a girl's memory.

When my best friend \_\_\_\_\_<sup>(1)</sup>  
eight, she went to a special Eid Al Fitr  
celebration. All my friends \_\_\_\_\_<sup>(2)</sup>  
to the party. But I \_\_\_\_\_<sup>(3)</sup>  
go because it was my sister's  
graduation day on the same day!



### 2 Listen

Listen to a girl's memory of an Eid Al Fitr celebration and complete the picture.



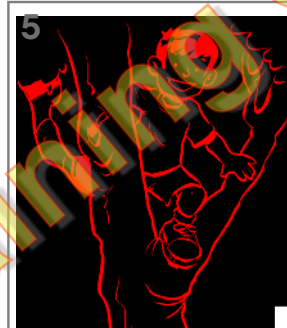


## Lesson 11 When I was a child

### 1 Use of English

The pictures show you when you were a small child. Complete the sentences about what you could and couldn't do.

- 1 I \_\_\_\_\_ eat a banana.
- 2 I \_\_\_\_\_ ride a bike.
- 3 I \_\_\_\_\_ play the oud.
- 4 I \_\_\_\_\_ walk.
- 5 I \_\_\_\_\_ climb a tree.
- 6 I \_\_\_\_\_ sing.



### 2 Listen

Listen to the memories and tick the correct box.

#### 1 Which picture?



#### 2 Who made the cake?





## Lesson 12 My learning

### 1 Use of English

Complete this paragraph with **was** or **were**.

Last week it \_\_\_\_\_<sup>(1)</sup> Zak's camping trip. We \_\_\_\_\_<sup>(2)</sup> very excited because there \_\_\_\_\_<sup>(3)</sup> a big barbecue in the desert. I think Zak \_\_\_\_\_<sup>(4)</sup> very happy because all of his friends and family \_\_\_\_\_<sup>(5)</sup> at the barbecue.

Now answer these questions with a partner.

- When was your last camping trip?
- How old were you on your last trip?
- Name three things that there were at your last camping trip.



### 2 Use of English

Circle the correct answer in the sentences.

- When I was a baby, I could / couldn't speak.
- When I was two, I could / couldn't walk.
- When I was three, I could / couldn't drive a car.
- When I was four, I could / couldn't cook a meal.

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### 3 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can describe a camping trip.			
I can use <i>could</i> and <i>couldn't</i> .			
I can talk about my memories.			
I can say all the months of the year.			



# Unit 3

## The UAE desert



### Lesson 1 Desert weather

#### 1 Word study

What's the weather like in the desert?

Put the letters in the right order. Complete the sentences.

- Deserts are very \_\_\_\_\_ places.
- They get very little \_\_\_\_\_.
- Deserts are usually \_\_\_\_\_ during the day.
- They are often \_\_\_\_\_ at night.

y d r

a i n r

t h o

o d c l

#### 2 Read

Look at sentences 1-5. Which weather sentence is missing? Write it in the space.

It's cold.



It's raining.



It's snowing.



It's sunny.



It's windy.



- We're getting wet! Put up your umbrella! \_\_\_\_\_.
- It's a lovely day. It's warm and the sky is blue. \_\_\_\_\_.
- It's winter. The ground is getting whiter and whiter. \_\_\_\_\_.
- The trees are blowing. Let's fly a kite! \_\_\_\_\_.
- We must put on coats, hats, boots and gloves. Then we can go outside.  
\_\_\_\_\_.

#### 3 Challenge

Look outside. What's the weather like today?

Write two sentences and draw a picture.

---



---



---

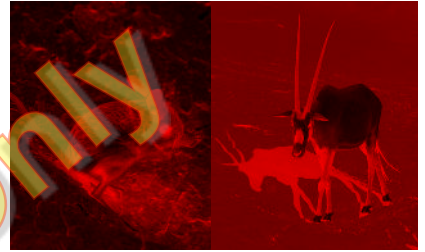
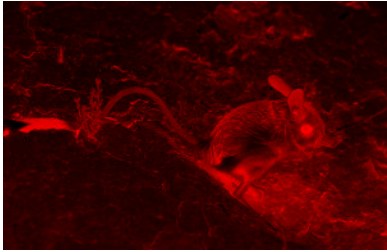




## Lesson 2 Desert animals 1

### 1 Use of English

Write sentences with **it** or **they**.



**Jerboas and oryxes** live in the desert.

1 *They live in the desert.*

**The oryx** has long horns.

2 \_\_\_\_\_

**The jerboa** can hop on its back legs.

3 \_\_\_\_\_

**Jerboas and oryxes** rest during the day.

4 \_\_\_\_\_

**The jerboa** eats leaves, roots and insects.

5 \_\_\_\_\_

**The oryx** eats roots, herbs and grass.

6 \_\_\_\_\_



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What do camels have that  
no other animal has?

Baby camels.

### Writing tip

Did you remember to  
start each sentence  
with a capital letter?



## Lesson 3 Desert animals 2

### 1 Read

Read the information and answer the questions.

#### Rattlesnakes

There are 24 different kinds of rattlesnake and each **kind** looks different, some are green, others are brown or black. Some kinds of rattlesnake live in the Sonoran Desert in North America, but other kinds live on mountains and in **forests**.

Rattlesnakes have a poisonous bite, which they use to **quickly** kill the small animals they eat, such as mice, **rabbits**, lizards and frogs.

All rattlesnakes have a rattle at the **end** of their tail, and they shake it to tell other animals to not come near. They do this because they are **afraid** that some animals, such as coyotes and hawks, will eat them.



#### Vocabulary

**poisonous:** containing something able to make someone ill

**rattle:** something that makes short, sharp sounds

- 1 Do all rattlesnakes look the same?
- 2 Do rattlesnakes kill little animals by biting them?

yes no

yes no

### 2 Word study

Write the words in **bold** in the text which match the definitions.

- 1 fast, rapidly
- 2 scared
- 3 last part
- 4 animals with long ears and big teeth
- 5 places where there are a lot of trees
- 6 type



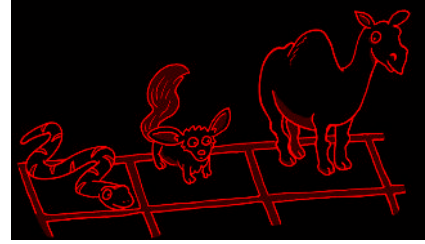
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## Lesson 4 Desert plants and animals

### 1 Use of English

Answer the questions.



- 1 Which animal do you think is **the fastest** – an oryx, a camel or a snake?

*I think \_\_\_\_\_ is the fastest.*

- 2 What is **the quietest** place you know?

*\_\_\_\_\_ is the quietest place I know.*

- 3 What do you think is **the most dangerous animal** in your country?

- 4 Who is **the happiest** person you know?

- 5 What is **the saddest** face you can draw?



### Language tip

When we compare three or more things, we use **the** \_\_\_\_-**est**.

For longer words, we use **the most** \_\_\_\_



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### 2 Write

Complete these spelling rules about words ending in **-est**.

When a word ends with **-y**, change the **y** to **i** before adding **-est**.

happy → the **happiest**      scary → \_\_\_\_\_

When a word ends with a short vowel and one consonant, double the consonant before adding **-est**.

sad → the **saddest**      wet → \_\_\_\_\_

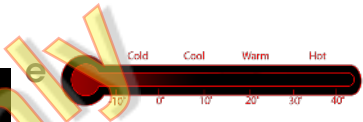
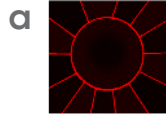


## Lesson 5 My learning

### 1 Word study

Match the phrases to the correct pictures.

- 1 It's cold. ☐
- 2 It's snowing. ☐
- 3 It's windy. ☐
- 4 It's sunny. ☐
- 5 It's raining. ☐



### 2 Use of English

Circle the best word to complete each sentence.

- 1 The boys are really tired because **it/they** were walking in the desert all day.
- 2 Today I saw three camels – **it/they** were very tall.
- 3 There are 24 kinds of rattlesnakes and **it/they** are found in the Sonoran Desert.
- 4 The jerboa is very small – **it/they** has big ears.
- 5 My uncle has a camel – **it/they** has a big hump on its back.

### 3 Talk

What can you remember about jerboas and oryxes? Discuss with your partner.

### 4 Assessment box

Tick the box for you.

	😊 yes	😐 sometimes	☹ not yet
I can talk about the weather.			
I can talk about desert animals and desert plants.			
I can talk about life in the desert.			
I can use adjectives to describe people.			
I can re-tell a story.			
I can use pronouns.			



## Lesson 6 Friendship

### 1 Use of English

Read the Language tip.

#### Language tip

##### Questions with 'yes' or 'no' answers

**Did** + person or thing + base form of the verb + end of the question  
**Did**                      **you**                                      **go**                                      **to Anna's party?**

Write the missing questions. Circle the answers.

1 Hassan **yelled** at Ibrahim.

Question: Did Hassan yell at Ibrahim ? Yes, he did. No, he didn't.

2 Ibrahim **jumped** in the water.

Question: \_\_\_\_\_ ? Yes, he did. No, he didn't.

3 Hassan **helped** Ibrahim get back to the shore.

Question: \_\_\_\_\_ ? Yes, he did. No, he didn't.

### 2 Read

Read the Language tip.

#### Language tip

##### Questions that ask for information

Question word + **did** + person or thing + base form of the verb + end of the question  
**Why**                      **did**                      **the train**                                      **stop**                                      **here?**

Put the words in the correct order, then circle the correct answer.

1 What did Ibrahim write in the sand?

- a I am upset.    b Today my friend yelled at me.  
 c Today my friend saved my life.

did                      What  
 write                      Ibrahim  
                                  in the sand?

2 \_\_\_\_\_

- a To school    b Home    c To the oasis

the boys                      Where  
 walk?                      did

3 \_\_\_\_\_

- a To save Ibrahim    b To cool off  
 c To play with Ibrahim

jump                      Why  
 did                      Hassan  
                                  in the water



## Lesson 7 Arabian wolves 1

### 1 Write

Complete the text with the words in the box.

help   live   wolves   dying

Some people want \_\_\_\_\_<sup>(1)</sup>  
to live in the UAE desert because  
they are \_\_\_\_\_<sup>(2)</sup>.  
Soon there will be no more Arabian  
wolves in the world. Scientists  
want to \_\_\_\_\_<sup>(3)</sup> Arabian  
wolves so that they can  
\_\_\_\_\_<sup>(4)</sup> in the UAE desert.



### 2 Challenge

Draw a picture of an Arabian wolf.

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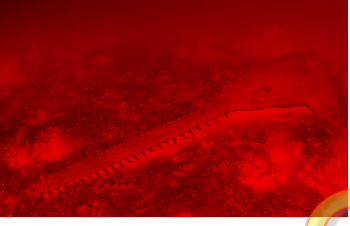

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## Lesson 8 Arabian wolves 2

### 1 Talk

Soon there will be no more Arabian wolves in the world. They will all die. Here are some more animals that might die.

		
Arabian leopard	green sawfish	sociable lapwing

Talk to your partner. Why do you think these animals will die?  
Give two more examples of animals in danger.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

### 2 Read

What can you remember about the Arabian wolves? Are these sentences **true** (T) or **false** (F)? Write **T** or **F**.

- 1 The Arabian wolves live in the Middle East.
- 2 There are many Arabian wolves living in the deserts of the UAE.
- 3 Arabian wolves only eat sheep and goats.
- 4 Arabian wolves are dangerous and kill people.
- 5 Some people are scared of Arabian wolves.
- 6 Some farmers think that Arabian wolves will eat their sheep and goats.

Now, look at your Learner's Book, page 49, and check your answers.

### 3 Read and draw

What food do Arabian wolves eat?  
Draw the four types of food.



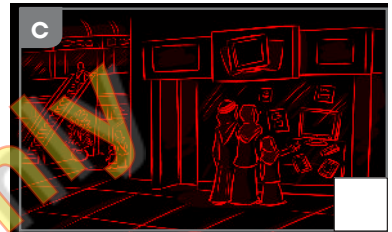


## Lesson 9 If wolves live in the desert ...

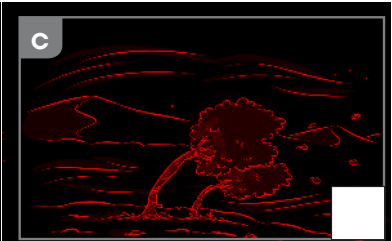
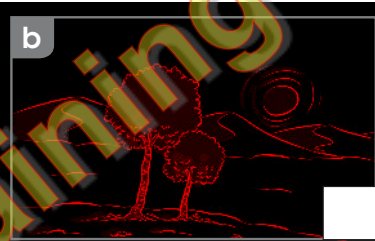
### 1 Listen

Listen and tick (✓) the boxes.

1 Where did Mariam go with her grandparents?



2 What was the weather like?



### 2 Use of English

Match the sentence endings with the sentence beginnings.

- |                              |   |
|------------------------------|---|
| 1 If it's cool this evening, | a I will go to their next match.                            |
| 2 If I get my pocket money,  | b we will visit her on Saturday.                            |
| 3 If my team does well,      | c the oryx will sit under the ghaf tree with the scorpions. |
| 4 If my cake tastes good,    | d I will buy new trainers at the shopping mall.             |
| 5 If my grandmother is well, | e we will eat it for dinner.                                |



## Lesson 10 The Boy and the Wolf 1

### 1 Talk

Look at the pictures from the *Boy and the Wolf* story and put them in the correct order. Then work with a partner and re-tell the story.



### 2 Use of English

Are these sentences **true** (T) or **false** (F)? Write **T** or **F**.

- 1 The boy worked with other boys looking after the sheep. \_\_\_\_\_
- 2 He worked in the village. \_\_\_\_\_
- 3 He lied to the villagers. \_\_\_\_\_
- 4 He laughed when the villagers came to help him. \_\_\_\_\_
- 5 The wolf came to get the sheep during the day. \_\_\_\_\_
- 6 The boy tried to get help from the villagers when the wolf came. \_\_\_\_\_
- 7 The wolf only took one sheep. \_\_\_\_\_
- 8 The boy felt bad at the end of the story. \_\_\_\_\_



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## Lesson 11 The Boy and the Wolf 2

1 Complete the text with the verbs in the past and present simple.

Wolves lived in the UAE and \_\_\_\_\_<sup>(1)</sup>  
(**run**) in the desert. People \_\_\_\_\_<sup>(2)</sup> (**say**)  
wolves were very dangerous and they  
\_\_\_\_\_<sup>(3)</sup> (**attack**) animals and people.  
Farmers \_\_\_\_\_<sup>(4)</sup> (**say**) they  
\_\_\_\_\_<sup>(5)</sup> (**lose**) all their animals to the  
wolves. The farmers \_\_\_\_\_<sup>(6)</sup> (**kill**) so  
many wolves that they \_\_\_\_\_<sup>(7)</sup> (**be**)  
now almost extinct. Many scientists now \_\_\_\_\_<sup>(8)</sup> (**say**) we  
\_\_\_\_\_<sup>(9)</sup> (**need**) more wolves in the UAE to keep the populations of  
the other animals low.



2  **Read and write**

You were angry and you yelled at your friend. Now your friend is upset and hurt.

What can you say to your friend?



3 **Word study**

Here are some of the words from the unit with the vowels taken out.  
What are the words? Try to be the first learner to complete them.

1 s \_ n n y

5 c \_ m \_ l

2 c \_ l d

6 h \_ m p

3 c \_ \_ l

7 \_ y \_ l \_ s h \_ s

4 w \_ r m



## Lesson 12 My learning

### 1 Use of English

Make these sentences correct by changing the word in brackets. The first is done as an example.

- Which animal do you think is the slowest (**slow**), a mouse, a snake or a coyote?
- The rattlesnake is \_\_\_\_\_ (**dangerous**) animal in the desert.
- The coyote is \_\_\_\_\_ (**clever**) animal in the story.
- The \_\_\_\_\_ (**sad**) thing about the story is that the snake has to stay in the hole with nothing to eat.
- What is \_\_\_\_\_ (**happy**) face you can draw?

### 2 Word study

Find the words below in the word search.

big  
interesting  
cool  
dry  
sunny

Next change the words in the same way as you did in Activity 1 above, for example,  
*big, bigger, the biggest.*



### 3 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can describe a desert story.			
I can ask and answer questions about a story.			
I can compare three or more things at the same time.			
I can talk about the past.			
I can act out a story that I know.			



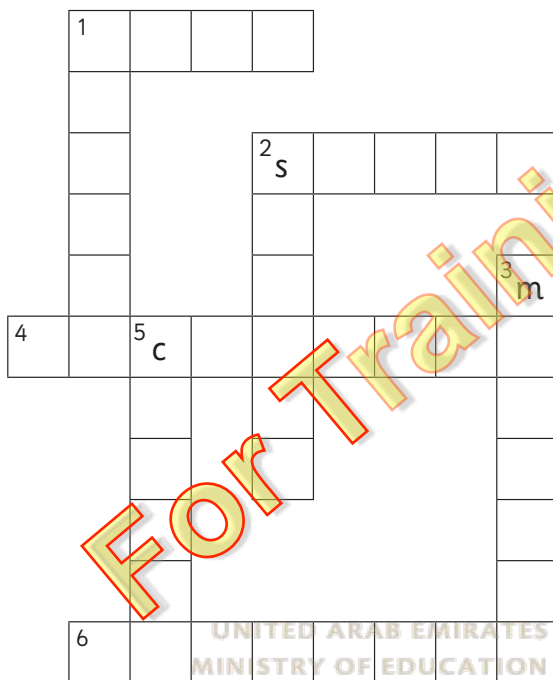
# Unit 4

## Look again

### Lesson 1 Optical illusions

#### 1 Read

Read the clues. Complete the crossword puzzle with the words in the box.



square  
circle  
triangle  
rectangle

cube  
sides  
measure  
corner

#### Across →

- 1 This shape is like a box. Each side is a square.
- 2 A triangle has three straight \_\_\_\_\_.
- 4 This shape has two long sides and two short sides.
- 6 This shape has three sides and three corners.

#### Down ↓

- 1 This shape is round, with no corners.
- 2 This shape has four sides the same length.
- 3 We use a ruler to \_\_\_\_\_ things.
- 5 Where two sides of a shape meet.



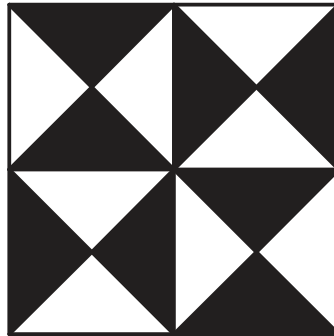
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## Lesson 2 That's impossible!

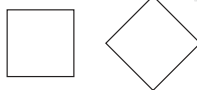
### 1 Let's do it!

Look at the picture.  
Count the shapes.



- 1 How many small triangles can you see? \_\_\_\_\_
- 2 How many medium triangles? \_\_\_\_\_
- 3 How many big triangles? \_\_\_\_\_
- 4 How many triangles altogether? \_\_\_\_\_
- 5 How many small squares can you see? \_\_\_\_\_
- 6 How many medium squares? \_\_\_\_\_
- 7 Can you find any big or giant squares? How many? \_\_\_\_\_
- 8 How many squares are there altogether? \_\_\_\_\_

**Tip:** Both these shapes are squares:

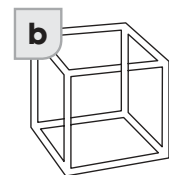
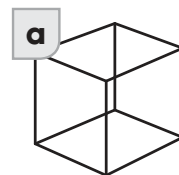


### 2 Let's find out

Look at these two cubes.

Which picture shows an **impossible** cube? \_\_\_\_\_

Which picture shows a **real** cube? \_\_\_\_\_





## Lesson 3 Word play

### 1 Word study

Write the word that means the opposite.

- |              |                           |             |       |
|--------------|---------------------------|-------------|-------|
| 1 impolite   | _____ <i>polite</i> _____ | 4 unhappy   | _____ |
| 2 impossible | _____                     | 5 untidy    | _____ |
| 3 impatient  | _____                     | 6 unhealthy | _____ |



### 2 Use of English

Draw a line to match each word with its correct meaning.

- |              |       |                       |
|--------------|-------|-----------------------|
| 1 impolite   | _____ | a messy               |
| 2 impossible | _____ | b rude, not polite    |
| 3 untidy     | _____ | c not possible        |
| 4 impatient  | _____ | d bad for your health |
| 5 immovable  | _____ | e not wanting to wait |
| 6 unhealthy  | _____ | f it can't be moved   |



## Lesson 4 Very strange!



### 1 Read

Write **yes** or **no**.

- 1 The footballers are between two big trees. \_\_\_\_\_
- 2 The father is standing in front of the mother. \_\_\_\_\_
- 3 Look at the girl who is reading. She is sitting under a rock. \_\_\_\_\_
- 4 The girl with the camera is standing behind the sheep. \_\_\_\_\_
- 5 The little sheep is standing between the two big sheep. \_\_\_\_\_

### 2 Read

Draw these missing things in the picture above.

- 1 A bird is on the grass behind the grandfather. Draw the bird.
- 2 There is a backpack under the table. Draw the backpack.
- 3 Draw an apple on the table in front of Mum.
- 4 There is a tree behind the sheep. Draw the tree.



## Lesson 5 Hidden pictures 1

### 1 Use of English

Look for the things that are hidden in the picture.

When you find each thing, write one of the sentences in the box.

I've found **her**!    I've found **him**!    I've found **it**!    I've found **them**!

a woman \_\_\_\_\_ two rabbits \_\_\_\_\_

a boy \_\_\_\_\_ two girls \_\_\_\_\_

an owl \_\_\_\_\_



### 2 Word study

There are some more things hiding in the picture.

Write the missing pronoun, then follow the instructions.

There are three turtles. Colour \_\_\_\_\_<sup>(1)</sup> brown.

There is a man. Colour \_\_\_\_\_<sup>(2)</sup> blue.

There is a frog. Colour \_\_\_\_\_<sup>(3)</sup> green.

### 3 Write

Write a sentence listing all the things you found in the picture.

Remember to use commas!

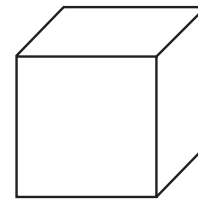
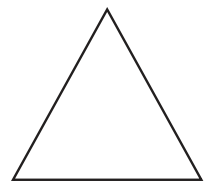
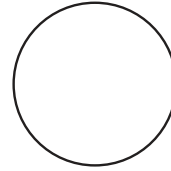
I found \_\_\_\_\_  
\_\_\_\_\_



## Lesson 6 My learning

### 1 Word study

Find and circle eight shape words in the wordsearch.



### 2 Word study

Add **un-** or **im-** to make these words mean their opposite.

1 \_\_\_\_ polite

3 \_\_\_\_ patient

5 \_\_\_\_ tidy

2 \_\_\_\_ possible

4 \_\_\_\_ happy

6 \_\_\_\_ healthy

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### 3 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can talk about optical illusions.			
I can follow instructions to make a colour wheel.			
I can describe people's characteristics and routines.			
I can use opposites.			
I can use pronouns.			
I can talk about location using prepositions.			



## Lesson 7 Hidden pictures 2

### 1 Write

Look at the picture. Complete the text with the missing prepositions from the box.

on under next to near in front of behind

This is my classroom. Our teacher is standing \_\_\_\_\_<sup>(1)</sup> us.

A map is on the wall \_\_\_\_\_<sup>(2)</sup> our teacher.

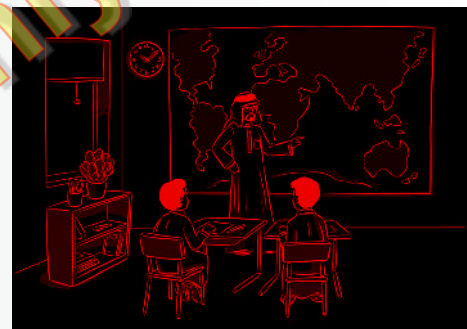
A bookcase is \_\_\_\_\_<sup>(3)</sup> the window. There

are books \_\_\_\_\_<sup>(4)</sup> the shelves. Our pencils

are on top of the bookshelf. There is a pretty plant

\_\_\_\_\_<sup>(5)</sup> the pencils. On the wall

\_\_\_\_\_<sup>(6)</sup> the window, there is a clock.



### 2 Read

Circle the answer to each question. If you don't know the answer, look back at page 67 in your Learner's Book.

1 How can camouflage help an animal?

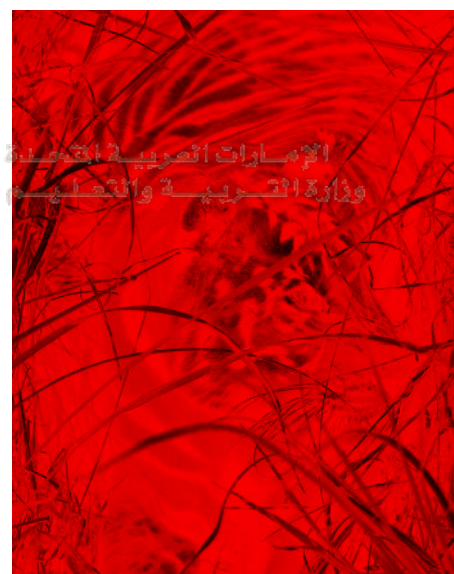
- a It can help an animal hide.
- b It can help an animal run fast.
- c It can help an animal stay warm.

2 What is the best camouflage colour for an animal that hides in dead leaves?

- a brown
- b green
- c black and white stripes

3 Why is a stick insect good at hiding on tiny branches?

- a It doesn't bite.
- b It likes to eat tiny green leaves.
- c Its body is the same shape and colour as a tiny branch.





## Lesson 8 Camouflage

### 1 Read

Read about three kinds of camouflage, then answer the questions below.

#### How do animals use camouflage?

There are three kinds of camouflage. Some animals use more than one kind.

##### Matching colour

An animal that is the same colour as its hiding place is hard to see.

##### Matching patterns

Stripes and spots help an animal blend in with grass and shadows.

##### Matching shapes

An animal that is the shape of a branch or leaf can look like part of a tree.

What kind of camouflage do the animals in the box use?

Write their names in the chart. If an animal uses two kinds of camouflage, write its name in both columns.

stick insect	snake	Arctic fox	frog
--------------	-------	------------	------

Matching colour	Matching patterns	Matching shape

### 2 Write

Look at the Fact file for another animal. Write what kind of camouflage it uses. Then write the animal's name in the chart above.

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#### FACT FILE

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Name: **Leafy sea dragon**

Colour: **brownish yellow and green**

Where it lives: **in the ocean near Australia**

Where it hides: **in the seaweed**

What it eats: **tiny fish and sea creatures**

Camouflage: \_\_\_\_\_



## Lesson 9 Sounds

### 1 Word study

Can you remember the spelling of the homophones? Write the missing words next to their homophone.

1 \_\_\_\_\_ right

4 \_\_\_\_\_ their

2 \_\_\_\_\_ buy

5 \_\_\_\_\_ son

3 \_\_\_\_\_ here

6 \_\_\_\_\_ eight

Practise saying the words with your partner and make sure both words sound the same. Check with your teacher.

### 2 Talk

A haiku is a Japanese poem of three lines, with five syllables in the first line, seven syllables in the second line and five syllables in the third line. See the example below. It doesn't rhyme.

Spring is really here  
The sun is shining outside  
The birds are singing

With a partner, read the three poems below.

Two of them are haikus and one is not.

Count the syllables and decide which one is not a haiku, 1, 2 or 3.

1

The rattlesnake moves  
Slowly through the green grass  
The hawk is watching

2

How many squares can  
You see in the tree painting?  
I can see fourteen

3

Camouflage is fun  
The animal disappears  
Into the colours



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## Lesson 10 A camouflage poem

### 1 Word study

Read the second half of the poem from page 70 of the Learner's Book.  
Complete the poem with the rhyming words in the box.

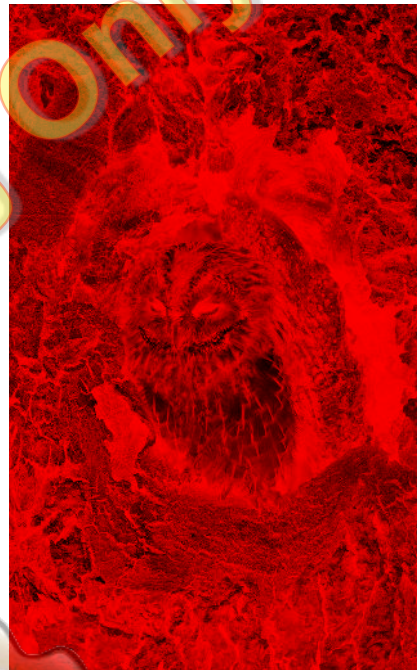
me      sing      heart

I have two enormous eyes to see my prey  
My face is shaped like a \_\_\_\_\_  
I have a beak instead of a nose  
I swoop on a mouse like a dart

I am a master of clever disguise  
My feathers can camouflage \_\_\_\_\_  
You may not even be aware I'm there  
I can blend in with the bark of a tree

My family of owlets stay with me  
We stay near our roost in the spring  
Our chatter is special, we hoot twit twooo  
But you won't ever hear us \_\_\_\_\_!

Jan Allison



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### 2 Listen and check

Now listen to the poem and check your answers.

### 3 Read and write

What did you learn about animal camouflage in this unit? Write two sentences.

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## Lesson 11 Close your left eye

### 1 Word study

Complete the instructions with the words in the box.

- 1 \_\_\_\_\_ to the recording and tell me who Mariam is.
- 2 \_\_\_\_\_ to the boy who is wearing brown shoes.
- 3 \_\_\_\_\_ the first paragraph and complete the sentence.
- 4 \_\_\_\_\_ the pinto horses in the picture.
- 5 \_\_\_\_\_ up and talk to your friends.

read    circle  
point    stand  
listen

### 2 Write

Read about a boy called Ahmed. Find three ways that you and Ahmed are alike.

Use the word **too** in the second sentence.

*Ahmed likes playing football.*

*I like playing football too.*

#### Writing tip

We use *too* to mean *also*, and always put it at the end of a sentence.

Name: Ahmed

Age: 8

Favourite day: Saturday

Favourite sports: Football and swimming

Likes: Playing computer games, drawing, playing with his friends

Studies: English, Maths, Science



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



## Lesson 12 My learning

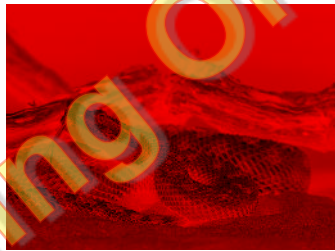
### 1 Use of English

Complete the sentences with **him, her, it** or **them**.

- 1 **a** I like football.
- b** I like \_\_\_\_\_ too.
- 2 **a** Can you give your friends their notebooks, please?
- b** I gave their notebooks to \_\_\_\_\_ this morning.

### 2 Write

Make a fact file for the Arctic fox or the Arabian horned viper. Complete the chart with information from Learner's Book page 68.



#### MY ANIMAL FACT FILE

Name:

Colour:

Where it lives:

Where it hides:

What it eats:

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### 3 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can use object pronouns.			
I can describe the contents of a picture.			
I can describe an animal and how it hides itself.			
I can make a fact file about an animal.			



# Unit 5

## Inventors and inventions

### Lesson 1 What is an inventor?

#### 1 Read

What can you remember about the young inventors' TV show (Learner's Book page 76)? Read the sentences. Write **yes** (Y) or **no** (N).

- 1 The children have all invented something. \_\_\_\_\_
- 2 Two of the inventors are boys. \_\_\_\_\_
- 3 The presenter of the TV show is female. \_\_\_\_\_
- 4 One of the inventions is a special football. \_\_\_\_\_
- 5 The football comes back to you. \_\_\_\_\_
- 6 The shoes play your favourite music. \_\_\_\_\_
- 7 There is a bouncing cup. \_\_\_\_\_
- 8 The inventors are proud of their inventions. \_\_\_\_\_

#### 2 Word study

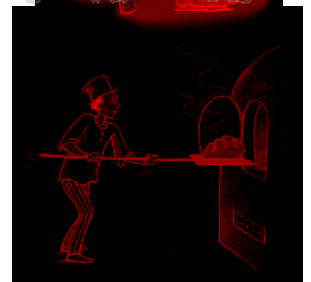
The missing word is from the same family as the word in **bold**. Write the missing word.

- 1 A **baker** is a person who bakes bread.
- 2 A **scientist** is a person who studies \_\_\_\_\_.
- 3 A \_\_\_\_\_ is a person who plays **music**.
- 4 A football **player** is a person who \_\_\_\_\_ football.
- 5 An \_\_\_\_\_ is a person who **invents** new things.
- 6 A **photographer** is a person who takes \_\_\_\_\_.
- 7 A \_\_\_\_\_ is a person who **paints** a **painting**.



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## Lesson 2 A history of inventions

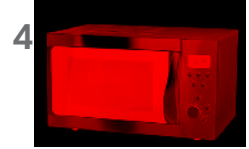
### 1 Over to you

Look at the inventions in the chart.

Which do you have at home? Which did your parents have at home when they were children?

Tick (✓) the chart.

Inventions	We have this at home.	My parents had this when they were children.
1 mobile phone		
2 email		
3 MP3 player		
4 microwave oven		
5 television		
6 books		



### 2 Word story

Make a list of things that have wheels. Draw two eyes next to the things in your list that you have seen today.

- 1 bus
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

Draw a picture of four of the things.





## Lesson 3 More inventions

### 1 Write

Look at the pictures. Which thing was invented first?

Write the words **first**, **second**, **third** or **fourth** under each picture.

Then write each word as a number (for example: **1st**, **2nd**).



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 2 Use of English

The pictures show things that babies do.

1



sleep in a cot

2



drink milk from a feeding bottle

3



make a mess

4



crawl

5



play with a teddy

Write the things you **used to** do when you were a baby.

Then write what you do now.

1 I used to sleep in a cot. Now I sleep in a bed.

2

3

4





5



## Lesson 4 Problems and solutions

### 1 Read

Match the problems and the solutions. Draw a line. Put a tick (✓) next to the things that you have used today.

Problem	Solution
1 People wanted to listen to music while they were walking. They wanted something easy to carry.	a <b>Watches</b> were invented. <input type="checkbox"/> 
2 People wanted to know what time it was, even when they were not at home. Clocks were too big to carry.	b The <b>MP3 player</b> was invented. You can listen to it wherever you are. <input type="checkbox"/> 
3 You can't write on a whiteboard with a pencil or pen.	c The <b>lift</b> was invented. A lift can carry you to the top of a tall building. <input type="checkbox"/> 
4 People in tall buildings had to climb lots of stairs.	d <b>Whiteboard pens</b> were invented. <input type="checkbox"/> 

### 2 Use of English

A new child has joined your class. They are asking you some questions about the school. Write true answers to the questions.

What time do I have to come to school?

You: \_\_\_\_\_

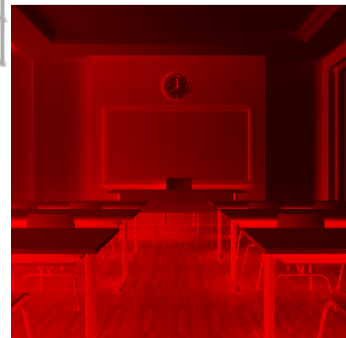
Do I have to bring my lunch?

You: \_\_\_\_\_

What subjects do I have to study?

You: \_\_\_\_\_

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## Lesson 5 Carrying things

### 1 Read

Sometimes the words of a poem make a shape. It's called a **shape poem**.

What shape is the poem on Learner's Book page 82? \_\_\_\_\_

Read the two shape poems below. Which do you like better? \_\_\_\_\_

**A small poem** I am small. Small is good. Tiny is better.



**My tall poem**

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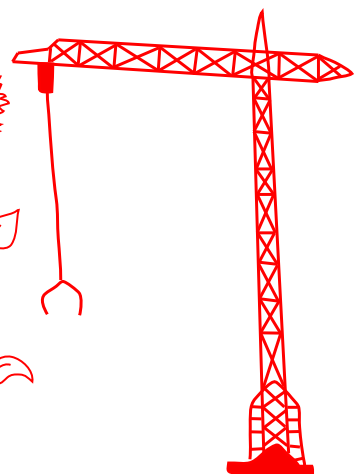
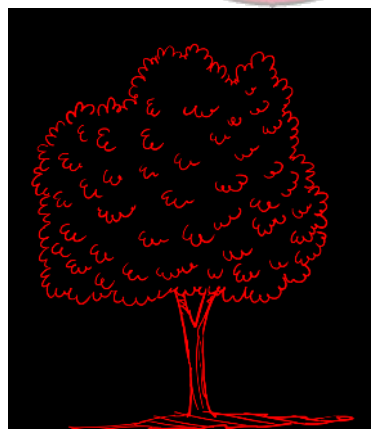
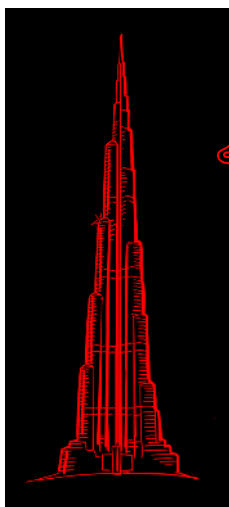
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### 2 Write

Now make your own shape poem: **My tall poem**. Write it in the tall box.

Write about tall things. The pictures will give you some ideas.





## Lesson 6 My learning






### 1 Word study

Write the missing words in the table.

person	verb	noun
inventor	1 _____	2 _____
3 _____	discover	discovery
painter	4 _____	5 _____
6 _____	bake	bakery
7 _____	study science	8 _____

### 2 Listen and talk

Listen and repeat these phrases. Then match the pictures with the phrases.

1 You have to put rubbish in the bin.	a 
2 You have to stop.	b 
3 You have to wash your shoes.	c 
4 You have to wash your hands.	d 
5 You have to raise your hand.	e 

### 3 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can give my opinion.			
I can talk about habits and routines in the past.			
I can talk about obligations.			
I can talk about and research accidental inventions.			
I can do some research on what makes a good student and inventor.			



## Lesson 7 Omar's busy house



### 1 Challenge

A container is a thing that you put other things inside. Can you think of:

a container made of wood? \_\_\_\_\_

a container made of plastic? \_\_\_\_\_

a container made of glass? \_\_\_\_\_

a container made of metal? \_\_\_\_\_

### 2



### Write

Think of a new invention. You want people to buy it! Complete the poster.

**FANTASTIC  
NEW INVENTION!**

The young inventor \_\_\_\_\_  
has invented a \_\_\_\_\_

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What does it do? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Lesson 8 If I built a house

### 1 Read

Look again at Part 1 of *Jack's Dream Home* in the Learner's Book on page 86.

Circle the answer to each question.

- 1 Why doesn't Jack like his old house?
  - a It's too small.
  - b It's too interesting.
  - c It's the same as the other houses.
- 2 Jack has planned a new house.  
How is the new house special?
  - a There are lots of exciting inventions in it.
  - b The house is very big.
  - c The house is high up in the sky.



### 2 Draw your dream home

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## Lesson 9 Jack's Dream Home

### 1 Read and write

Read and complete the information about Jack's Dream Home on pages 86 and 87 of the Learner's Book.

	Jack's Dream Home
The house	
The kitchen	
The bedroom	

Now complete the table for your dream home.

	My Dream Home
The house	
The kitchen	
The bedroom	

### 2 Write

Jack has two special rooms, his flying room and his racetrack room, what are your two special rooms? Read the paragraph about one of Jack's special rooms, then complete the paragraph below about your special room.

Jack: My special room is my racetrack room. It is special because I can go on a racetrack around the room, up and down. It's wonderful.

My special room is \_\_\_\_\_.

It is special because I can \_\_\_\_\_ and \_\_\_\_\_.

It's \_\_\_\_\_.

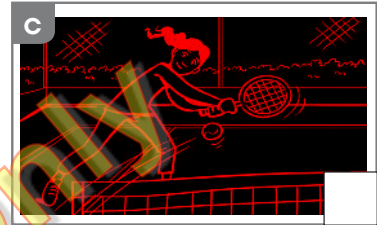
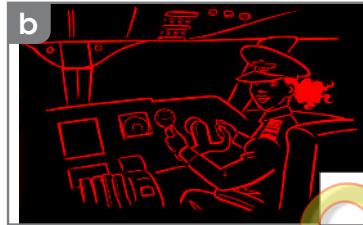


## Lesson 10 Your room

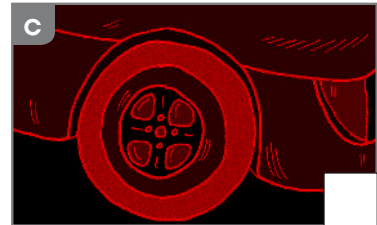
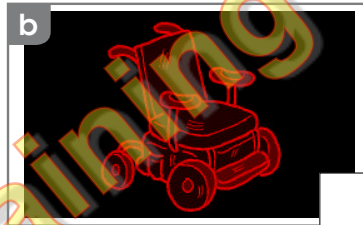
### 1 Listen

Listen and tick (✓) the box.

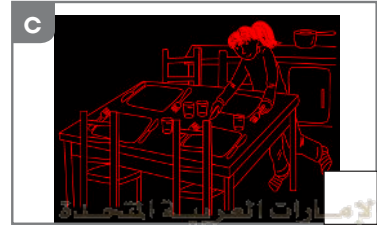
1 What job does Fatima have?



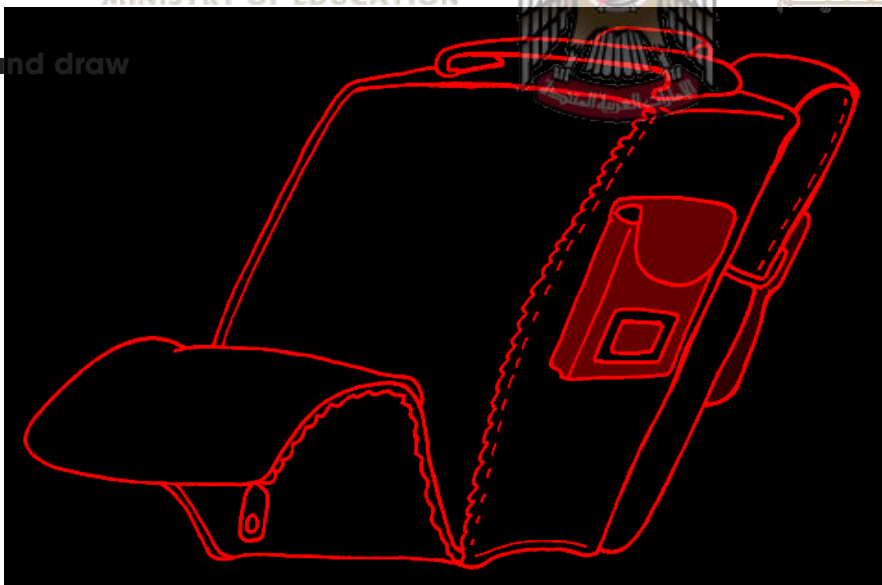
2 What invention are they talking about?



3 What does Mariam have to do first?



### 2 Listen and draw





## Lesson 11 Accidental inventions

### 1 Read and write

What does Mum say to the family?

Look at the picture.

Write the missing words.



**Dad:** Where do I have to put the cups?

**Mum:** Put them in the \_\_\_\_\_.

**Girl:** Where do I have to put the rubbish?

**Mum:** Put it in the \_\_\_\_\_.

**Boy:** Where do I have to put the juice?

**Mum:** Put it in the four \_\_\_\_\_.

### 2 Word study

Match the words 1-8 with the definitions a-h.

- |               |   |
|---------------|---|
| 1 inventor    | a something where you put old food or things you don't need |
| 2 baker       | b a special oven that cooks food very quickly               |
| 3 painting    | c something in which you put clothes                        |
| 4 rubbish bin | d someone who thinks of new things                          |
| 5 wardrobe    | e a system that uses radio signals to work                  |
| 6 microwave   | f cloth with a special surface to stick to other things     |
| 7 velcro      | g someone who makes bread and cakes                         |
| 8 radar       | h a picture made using paint                                |



## Lesson 12 My learning

### 1 Word study

Put the letters in the correct order to make containers.

- 1 s a s l g      \_ \_ \_ \_ \_
- 2 p c u      \_ \_ \_
- 3 d w a r b o e r      \_ \_ \_ \_ \_
- 4 k c p c k a a b      \_ \_ \_ \_ \_
- 5 b c d o r a p u      \_ \_ \_ \_ \_

### 2 Read




Put these words in the order that they appeared in the story *Jack's Dream Home*. Number 1 has been done for you.

- |                   |                    |
|-------------------|--------------------|
| a sky      _      | d wonderful      _ |
| b boring <u>1</u> | e go-kart      _   |
| c view      _     | f fly      _       |

Now use the words to tell the story again with your partner. For example, *Jack thought that his house was **boring** because it was square and not like the house that he wanted in his dreams.*

### 3 Assessment box

Tick the box for you.

	 <b>yes</b>	 <b>sometimes</b>	 <b>not yet</b>
I can use vocabulary to describe containers.			
I can re-tell a story that I read before.			
I can talk about obligations.			
I can write sentences about my obligations.			



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