

# Bridge to Success

## Learner's Book

4

*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 4.

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 4 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.

Jane Boylan, Caroline Linse, Claire Medwell and Elly Schottmann

# Bridge to Success

## Learner's Book Term 2

4





United Arab Emirates  
Ministry of Education



# Bridge to Success

Learner's Book

4

Jane Boylan, Caroline Linse,  
Claire Medwell and Elly Schottman

Term 2 material 2017

All adaptations and modifications to this UAE Edition have been made by a committee of specialists from the Ministry of Education and Cambridge University Press.

**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

© Cambridge University Press and the United Arab Emirates Ministry of Education 2017

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2017

Printed in the United Arab Emirates

ISBN XXXXXXXXXXXX Grade 4 Learner's Book

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

## Acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

### **Text**

pp. 105 'Unfortunately' by Bobbie Katz, copyright © 1996, renewed 2001 used with the author's permission; pp. 123 from Have You Ever Done That? by Julie Larios. Copyright © 2001 by Julie Larios. Published by Font Street Books, an imprint of Boyds Mill Press. Used with permission.

### **Photographs**

Images throughout are sourced from: Alamy, Shutterstock, Getty Images, Corbis.

# 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.

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

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

-  1 pre-recorded listening 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
-  21st links to 21st Century Themes and/or Skills

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

# Table of contents

**Introduction** i

## **Unit 6**      **Dinosaurs**

<b>Lesson 1</b>	Amazing dinosaurs	94
<b>Lesson 2</b>	Dinosaur Q and A	96
<b>Lesson 3</b>	Dino cubes	97
<b>Lesson 4</b>	Dinosaur discoveries	98
<b>Lesson 5</b>	Describing dinosaurs	100
<b>Lesson 6</b>	My learning	101
<b>Lesson 7</b>	Dinosaur footprints	102
<b>Lesson 8</b>	Then and now	104
<b>Lesson 9</b>	A dinosaur poem	105
<b>Lesson 10</b>	A dinosaur game	106
<b>Lesson 11</b>	How many years ago?	108
<b>Lesson 12</b>	My learning	109
<b>Lesson 13</b>	Review	110
<b>Lessons 14-15</b>	Choose and present a project	111

## Unit 7      Puzzles and codes

<b>Lesson 1</b>	Bugs and flowers	112
<b>Lesson 2</b>	Matar's barbecue	114
<b>Lesson 3</b>	Please give it to me ...	115
<b>Lesson 4</b>	Secret messages	116
<b>Lesson 5</b>	Amazing messengers	118
<b>Lesson 6</b>	My learning	119
<b>Lesson 7</b>	Have you ever visited ...?	120
<b>Lesson 8</b>	Have you ever seen ...?	122
<b>Lesson 9</b>	Have you ever slept outside?	123
<b>Lesson 10</b>	A Nasreddin story (1)	124
<b>Lesson 11</b>	A Nasreddin story (2)	126
<b>Lesson 12</b>	My learning	127
<b>Lesson 13</b>	Review	128
<b>Lessons 14-15</b>	Choose and present a project	129

## Unit 8

## Our amazing body

<b>Lesson 1</b>	Inside our bodies	130
<b>Lesson 2</b>	Healthy and strong	132
<b>Lesson 3</b>	Looking after yourself	133
<b>Lesson 4</b>	I don't feel well!	134
<b>Lesson 5</b>	The horse rider	136
<b>Lesson 6</b>	My learning	137
<b>Lesson 7</b>	What are you doing next week?	138
<b>Lesson 8</b>	Amazing facts	140
<b>Lesson 9</b>	What am I?	141
<b>Lesson 10</b>	More amazing facts!	142
<b>Lesson 11</b>	The five senses	144
<b>Lesson 12</b>	My learning	145
<b>Lesson 13</b>	Review	146
<b>Lessons 14-15</b>	Choose and present a project	147

## Unit 9 Big and small

<b>Lesson 1</b>	Big school or small school?	148
<b>Lesson 2</b>	Big or small?	150
<b>Lesson 3</b>	All kinds of robots	151
<b>Lesson 4</b>	Technology	152
<b>Lesson 5</b>	A small robot	154
<b>Lesson 6</b>	My learning	154
<b>Lesson 7</b>	More than ... less than ...	155
<b>Lesson 8</b>	Tallest, longest, heaviest	157
<b>Lesson 9</b>	Containers	158
<b>Lesson 10</b>	A Tall Tale (1)	159
<b>Lesson 11</b>	A Tall Tale (2)	161
<b>Lesson 12</b>	My learning	162
<b>Lesson 13</b>	Review	163
<b>Lessons 14-15</b>	Write and present a project	164





Unit  
**6**

# Dinosaurs

**We're going to:**

ask and answer questions about dinosaurs

talk about time and dates

describe and compare dinosaurs  
read about and discuss dinosaur discoveries

## Lesson 1 Amazing dinosaurs

### 1 Talk about it



What do you know about dinosaurs?

What questions do you have about them?

52

### 2



### Listen

Listen and write down three facts about dinosaurs.  
Share the facts with your class.



### 3 Listen

Listen to the audio again. Is each sentence **true** (T) or **false** (F)?

- 1 Dinosaurs lived millions of years ago. \_\_\_\_\_
- 2 All dinosaurs were huge. \_\_\_\_\_
- 3 All dinosaurs ate meat. \_\_\_\_\_
- 4 Dinosaurs laid eggs. \_\_\_\_\_
- 5 Scientists learn about dinosaurs by studying dinosaur fossils. \_\_\_\_\_
- 6 Scientists have many questions about dinosaurs. \_\_\_\_\_

### 53 4 Read and listen

Read and listen to the information and complete the sentences.

Earth humans sixty-five animals dinosaurs

Three hundred and fifty million years ago, the first \_\_\_\_\_<sup>(1)</sup> appeared on the land. The first \_\_\_\_\_<sup>(2)</sup> appeared two hundred and twenty million years ago. Dinosaurs lived on the \_\_\_\_\_<sup>(3)</sup> for a very, very long time. The last dinosaurs died \_\_\_\_\_<sup>(4)</sup> million years ago. Millions of years went by. Then, just one hundred thousand years ago, the first \_\_\_\_\_<sup>(5)</sup> appeared.



## Lesson 2 Dinosaur Q and A

### 1 Talk

Look at the pictures of the dinosaur.  
Ask your partner the questions.

Do you think this dinosaur ...

- 1 could run fast?
- 2 ate meat or plants?
- 3 fought other dinosaurs?
- 4 could eat leaves at the top of trees?

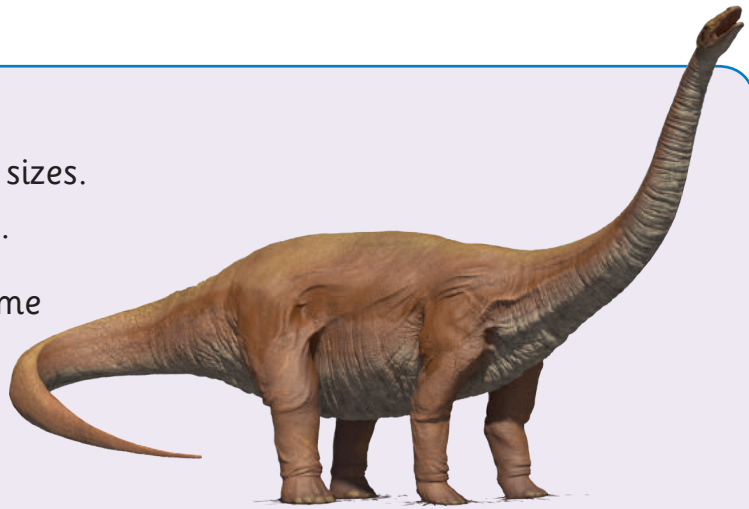
### 54 2 Read and listen

Now read and listen to see if you were right.



There were many different kinds of dinosaurs and they were all different sizes. Some ate meat and others ate plants.

Most dinosaurs had four legs, but some had two small front ones, like arms. This made it easier for dinosaurs to catch and kill animals.



This dinosaur is called Diplodocus and it weighed the same as five elephants. It couldn't run fast. You can see in the picture it had a very long neck so that it could eat leaves at the top of trees. It didn't eat meat at all.

Scientists believe that the Diplodocus used its tail to fight.

### Language detective

**Can't** is the negative of **can**.

**Couldn't** is the negative of **could**.

An apostrophe (') replaces the letter o when it is written.

Dinosaurs **could** run, but they **couldn't** fly.



## Lesson 3 Dino cubes

### 55 1 Listen

Your teacher will give you a template. Now listen and follow the instructions.

### 2 Word study

Match the pictures with the correct words.

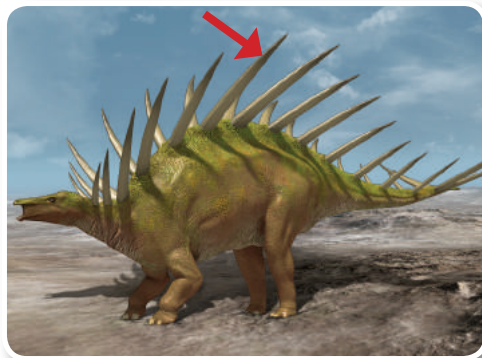
footprints  
beak  
tail  
horn  
spikes  
sharp teeth



a



b



c



d



e



f

### 56 3 Listen

Listen and check your answers to Activity 2.

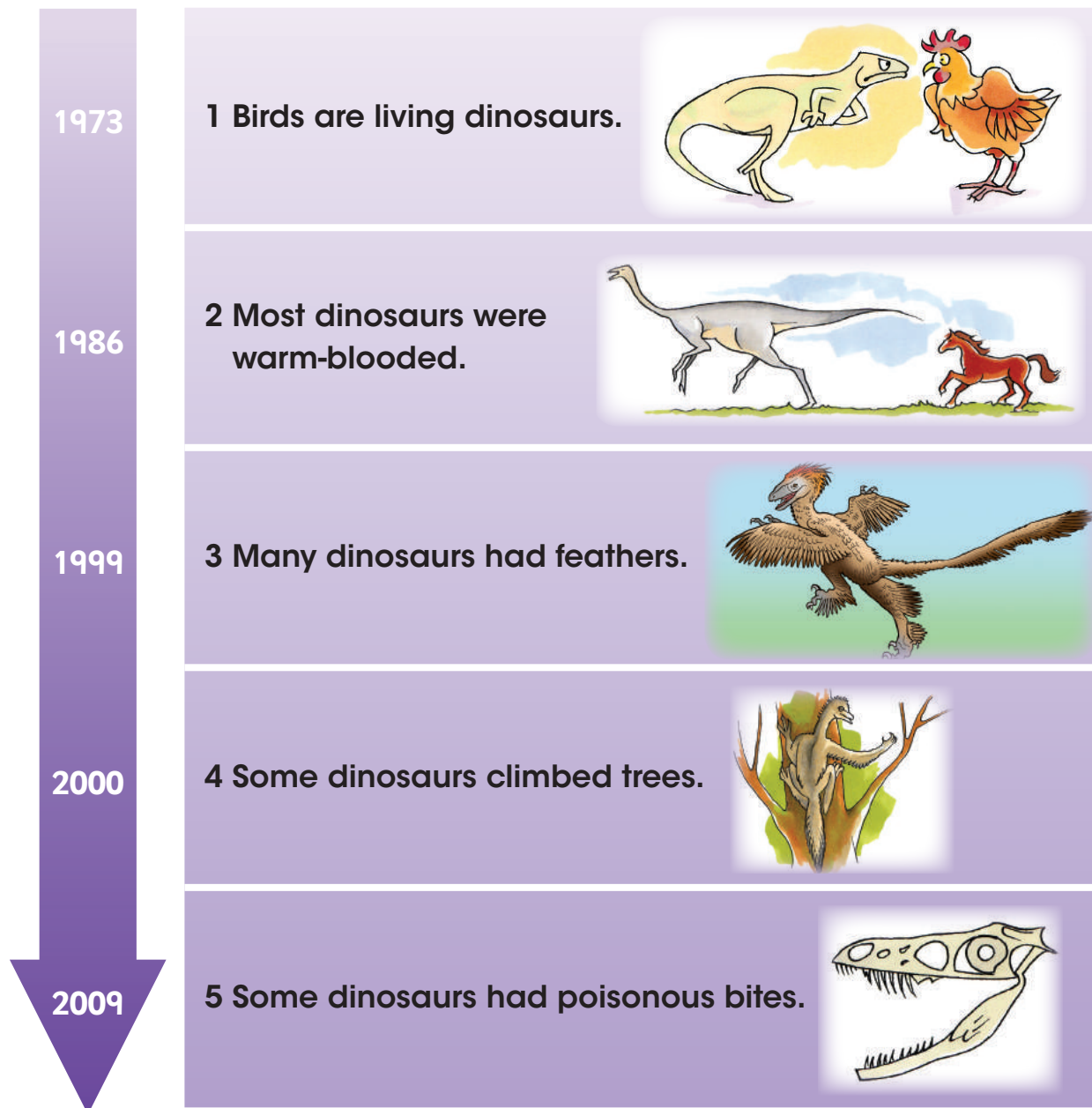
## Lesson 4 Dinosaur discoveries

### 57 1 Read and listen

Scientists have discovered many new things about dinosaurs.

Read and listen to the timeline. Which discovery do you find the most interesting?

### Timeline of dinosaur discoveries



### 2 Let's do it!

What year are we in now? How many years ago did each dinosaur discovery take place?

### 3 Read

Match the paragraphs A-E with the discoveries 1-5 in Activity 1.

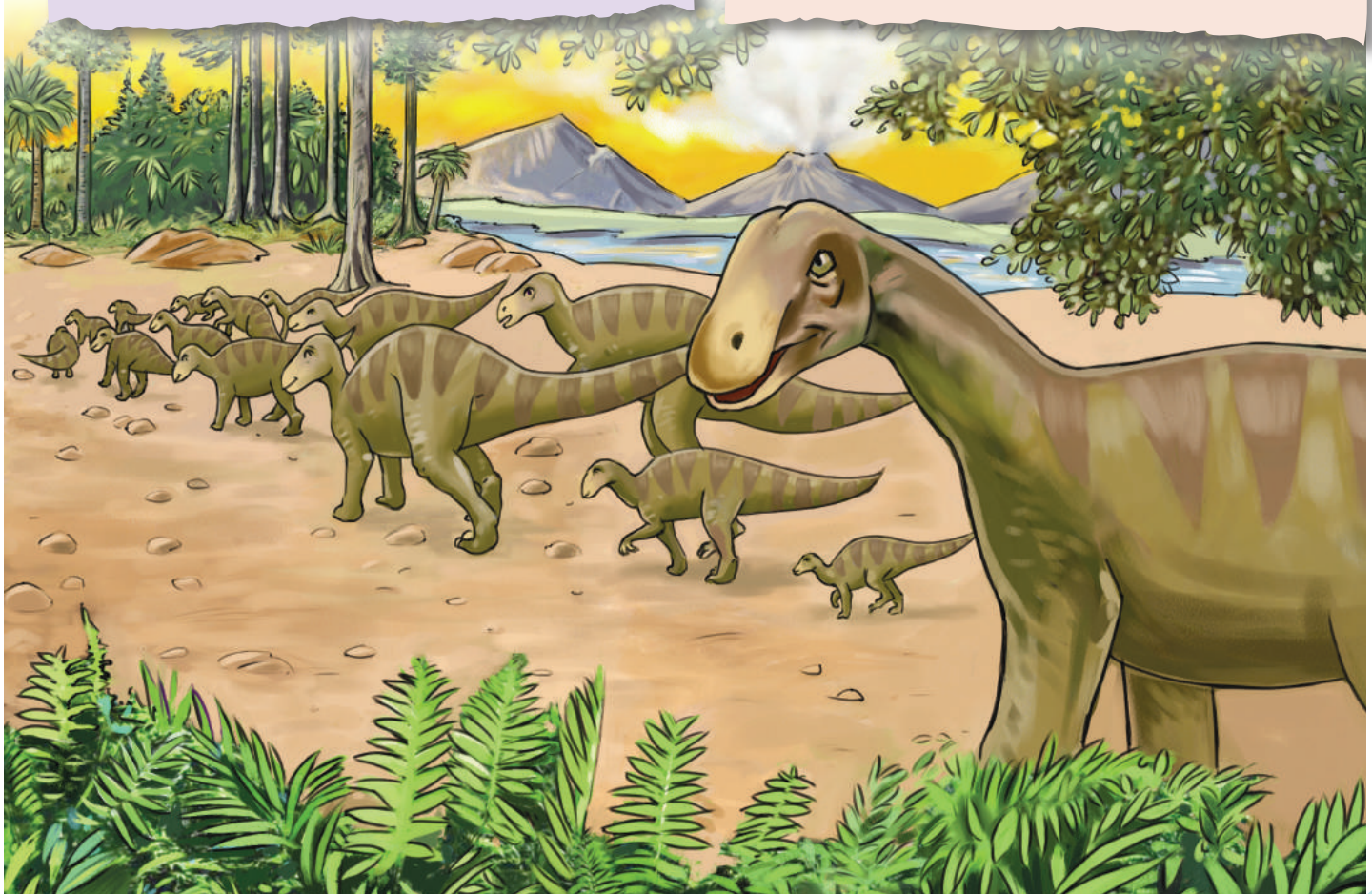
**A** Scientists used to think that all dinosaurs had scaly skin, like lizards. Now scientists have found fossils of dinosaurs which had feathers.

**B** Scientists used to think that dinosaurs had no living relatives. Now scientists think that over millions of years, small dinosaurs became birds.

**C** Scientists used to think that there were no poisonous dinosaurs. Recently scientists discovered a dinosaur with teeth like a poisonous snake.

**D** Scientists used to think that dinosaurs were cold-blooded, like snakes. Then they discovered that dinosaur bones were like the bones of other warm-blooded animals.

**E** Scientists used to think that dinosaurs couldn't climb trees. Then scientists in China discovered small dinosaurs which used their claws to climb trees.



## Lesson 5 Describing dinosaurs

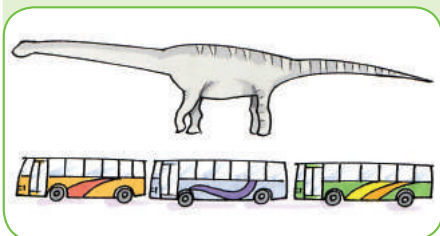
### 1 Use of English

Try to imagine a dinosaur that is 37 metres long.

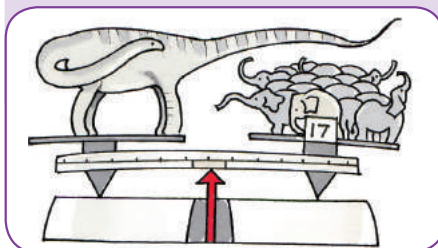
Then imagine a dinosaur that is **as long as** three buses. Which is easier?

Read and complete these sentences.

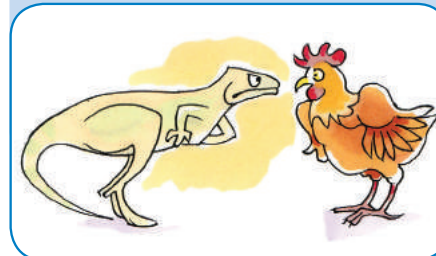
1 The longest dinosaurs were **as long as** ... .



2 They were **as heavy as** ... .



3 The smallest dinosaurs were **as small as** ... .



### 58 2 Word study

Look at the jumbled adjectives. Unjumble the letters and write the words.

Then listen and check your answers.

1 gbi \_\_\_\_\_

4 wols \_\_\_\_\_

7 doul \_\_\_\_\_

2 lalms \_\_\_\_\_

5 grostn \_\_\_\_\_

8 tuqie \_\_\_\_\_

3 satf \_\_\_\_\_

6 yehav \_\_\_\_\_

9 gersounad \_\_\_\_\_

### 3 Write

Think of a dinosaur. Write three similes that describe your dinosaur.

**My dinosaur was ...**

as big as ...      as small as ...

as fast as ...      as slow as ...

as strong as ...      as heavy as ...

as loud as ...      as quiet as ...

as dangerous as ...

### Use of English

A **simile** is a figure of speech that directly compares two things.

as **light** as  
a **feather**



as **quick** as **lightning**



as **busy** as  
a **bee**



## Lesson 6 My learning

### 1 Word study

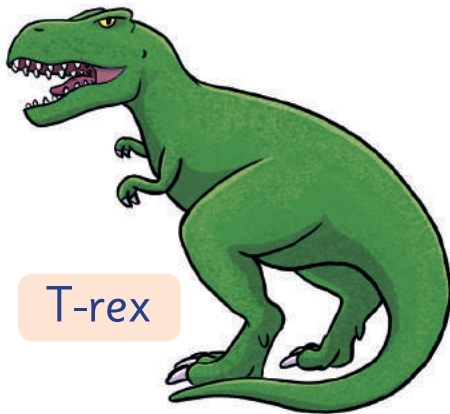
Read the definitions and write the words. The first letter of each word is given.

- 1 Diplodocus and T-rex are examples of a kind of animal. d \_ \_ \_ \_ \_
- 2 This is an animal that eats meat. c \_ \_ \_ \_ \_
- 3 This animal eats plants, not meat. h \_ \_ \_ \_ \_
- 4 These are long, hard and usually sharp nails on some dinosaurs' feet. c \_ \_ \_ \_
- 5 Triceratops had three of these on its face. h \_ \_ \_ \_
- 6 Stegosaurus had these at the end of its tail. s \_ \_ \_ \_
- 7 Diplodocus had a very long tail, which it used to f \_ \_ \_ \_ with other dinosaurs.

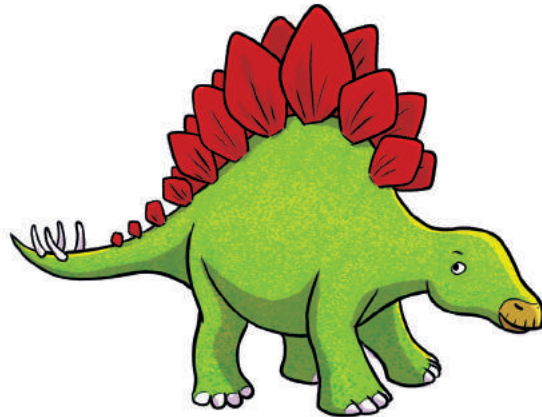
### 2 Write

Look at the four dinosaurs. Write two facts about each dinosaur using the words and phrases in the box.

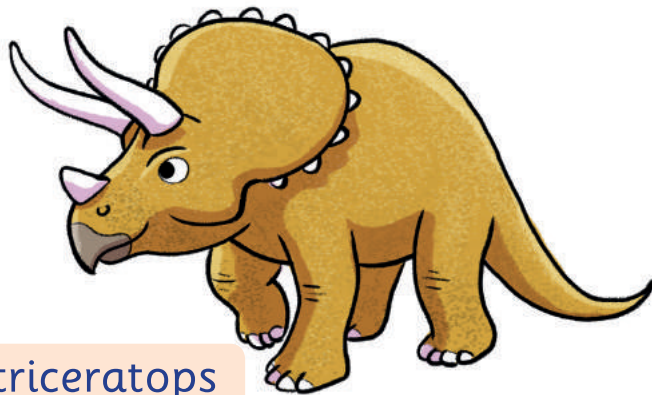
could   couldn't   as .... as



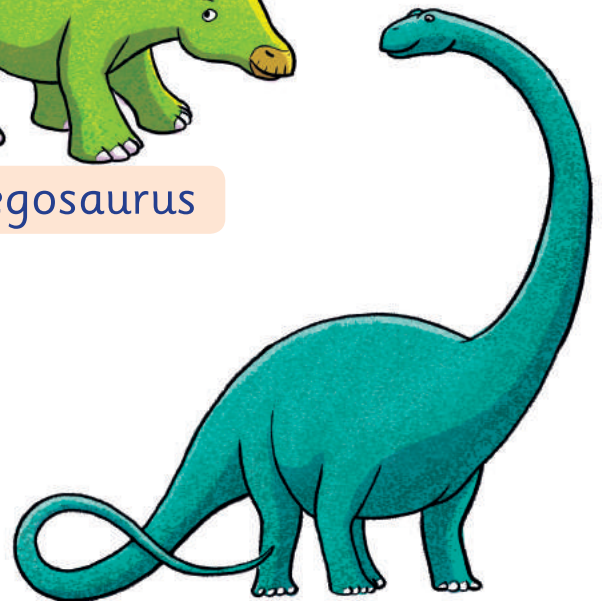
T-rex



stegosaurus



triceratops



diplodocus

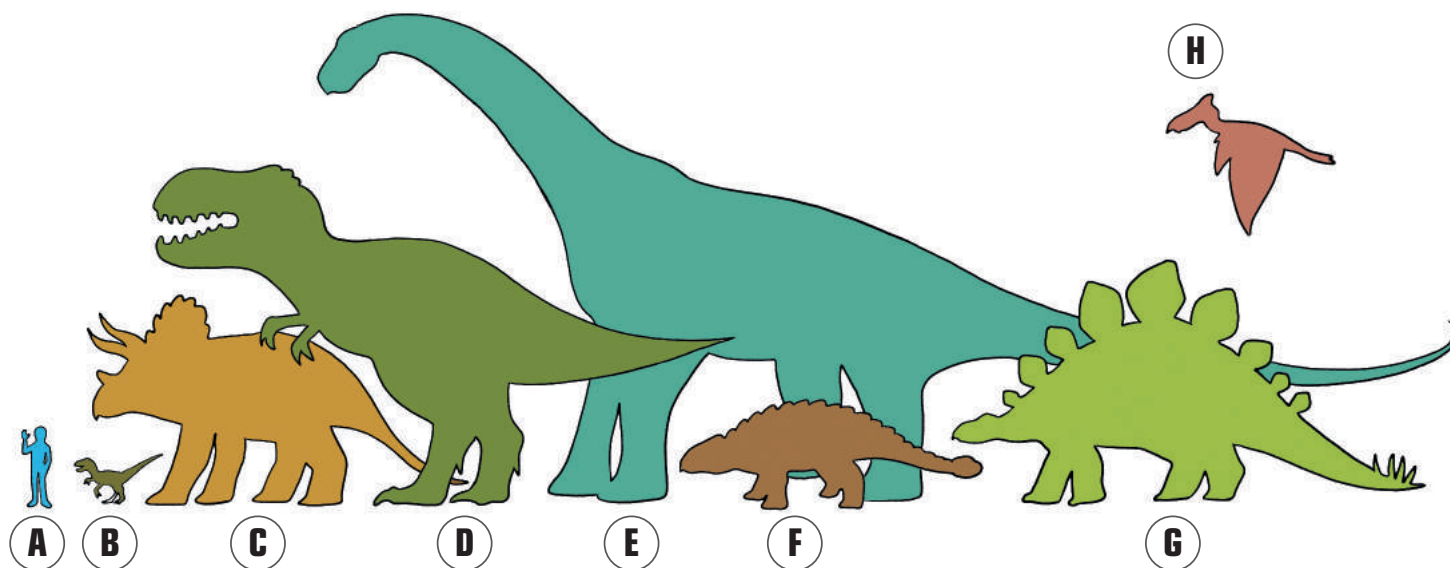


## Lesson 7 Dinosaur footprints

### 1 Talk about it



Look at the picture showing different dinosaur sizes compared with a human. Discuss the different sizes.



### 2 Talk

Discuss these questions about the picture in Activity 1.

Write the letter of the dinosaur.

Which dinosaur ...

- 1 is the tallest?
- 2 is the shortest?
- 3 has got the biggest teeth?
- 4 has got the longest neck and tail?
- 5 is the smallest which stands on four legs?
- 6 has got two long legs and two short legs?
- 7 has got wings?
- 8 has got three horns?

59 **3 Read and listen**

Read and listen to the text. The words in **blue** are not correct. Change them to the correct words from the box.

**Listening strategy:**

**Listen for specific information**

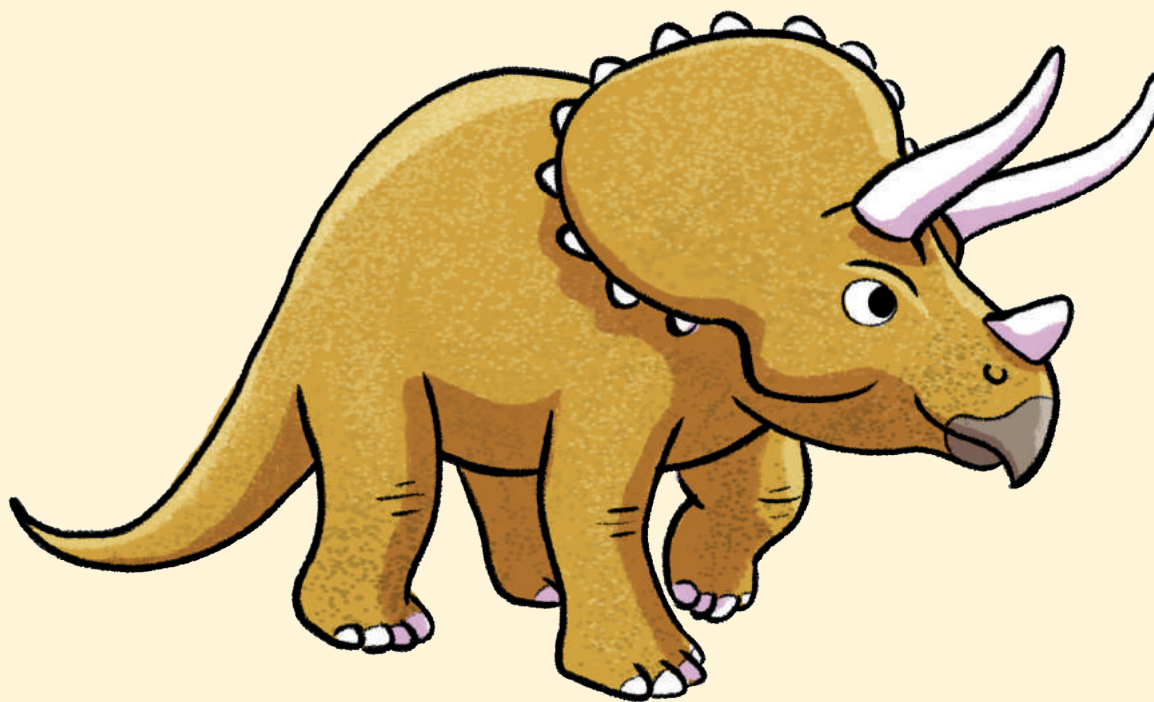
Listening to find certain information like dates, times or people's names.

three toes five twenty a melon leaves scientists million

Triceratops is one of the most famous dinosaurs. It lived about sixty-eight **thousand** <sup>(1)</sup> years ago. It had **two** <sup>(2)</sup> horns on its face. One horn was on its nose and two longer horns were above the eyes.

Triceratops was about **eighteen** <sup>(3)</sup> metres tall and was nearly 10 metres long. It wasn't as tall or as big as a T-rex, but it was very big and weighed about 10 000 kilos. From studying fossils, **people** <sup>(4)</sup> know that Triceratops had four **arms** <sup>(5)</sup> and its feet were a metre wide.

Triceratops ate plants and **berries** <sup>(6)</sup> and was able to pull down leaves from trees with its horns. Triceratops could lay **twelve** <sup>(7)</sup> eggs and covered them with plants to keep them warm. Babies hatched from eggs that were the size of **a berry** <sup>(8)</sup>!



## Lesson 8 Then and now

### 1 Read and write

Read page 99 of your Learner's Book. Complete the sentences with **used to** and the words in the box.

be (x2) climb have think

- 1 Some dinosaurs \_\_\_\_\_ feathers.
- 2 In China, some dinosaurs \_\_\_\_\_ trees.
- 3 Scientists \_\_\_\_\_ that there were no poisonous dinosaurs.
- 4 Some birds \_\_\_\_\_ small dinosaurs.
- 5 Scientists now believe that some dinosaurs \_\_\_\_\_ warm-blooded.

### 2 Use of English

Read the sentences. Circle the correct word **which** or **who**.

- 1 A scientist is someone **which/who** studies Science and discovers new things.
- 2 Dinosaurs were animals **which/who** are now extinct.
- 3 Your parents are relatives **which/who** take care of you.
- 4 Your teacher is someone **which/who** helps you learn new things.
- 5 A pencil is something **which/who** you write with.
- 6 A computer is a very useful machine **which/who** you can use for many things.



### Use of English

We use **who** to talk about people.

Who is your new friend?

We use **which** to talk about animals or things.

Which is your favourite fruit?

## Lesson 9 A dinosaur poem

### 60 1 Read and listen

Read and listen to the poem *Unfortunately*. Memorise the poem and say it with your partner.

### Unfortunately

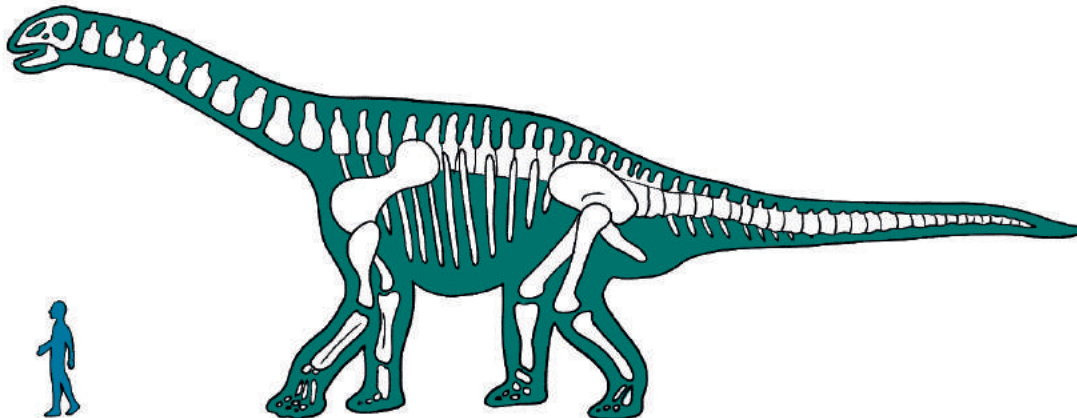
Dinosaurs lived so long ago  
they never had a chance to know  
how many kids would love to get  
a dinosaur to be their pet.

Bobbi Katz

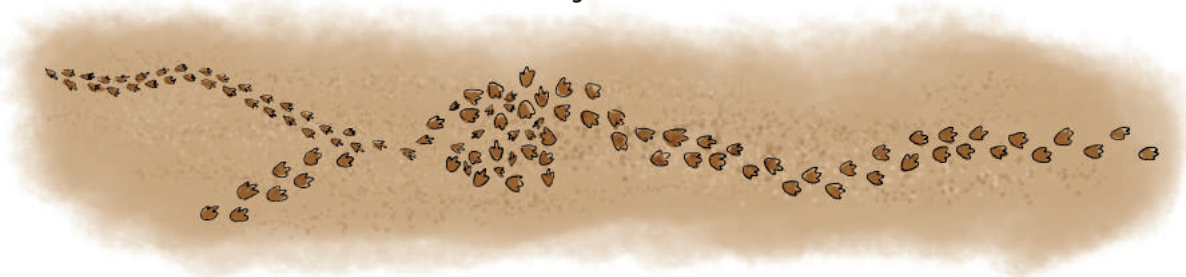


### 61 2 Write

Complete the sentences, then listen and check.



- 1 Living things that have turned into stone over millions of years are called \_\_\_\_\_.
- 2 Fossils are made of \_\_\_\_\_ things that died.
- 3 Some fossils are very \_\_\_\_\_.
- 4 Some animals were trapped in \_\_\_\_\_.
- 5 We can tell what an animal did from its \_\_\_\_\_.



## Lesson 10 A dinosaur game

### 62 1 Read and listen

Read the sentences and write **true** (T) or **false** (F).

- 1 At the start of the story, Khulood likes dinosaurs. \_\_\_\_\_
- 2 In the computer game, she has to look for a dinosaur. \_\_\_\_\_
- 3 Khulood met a girl in the computer game. \_\_\_\_\_
- 4 She felt scared when she heard the dinosaur. \_\_\_\_\_
- 5 At the end of the story, Khulood liked the computer game. \_\_\_\_\_

Khulood's father gave her a new computer game.

'Digging for Dinosaurs!' said Khulood. 'Brilliant! That is exactly what I wanted.'

Khulood decided to try her new game. She switched on the computer, put the game in and looked at the screen. A strange icon appeared. Khulood clicked on the icon and suddenly POOM!

'Where am I?' asked Khulood.

'You're in the computer game *Digging for Dinosaurs*,' said the girl next to her. 'We have to look for an old dinosaur bone.'

'Here's one!' said Khulood. She picked up a golden bone that was hidden under a stone.

Suddenly they heard a noise behind them. The ground began to shake. They heard a dinosaur roar.

Khulood and the girl hid behind a huge stone.

'Look!' shouted Khulood.

There was the same icon that was on her computer.

Khulood touched the icon. POOM!

Khulood was at home, sitting at her computer. She looked at the game.

'Bye, bye, dinosaur,' she said.

'Hmmm. Maybe I'll play a different game. That was very scary!'



## 2 Read

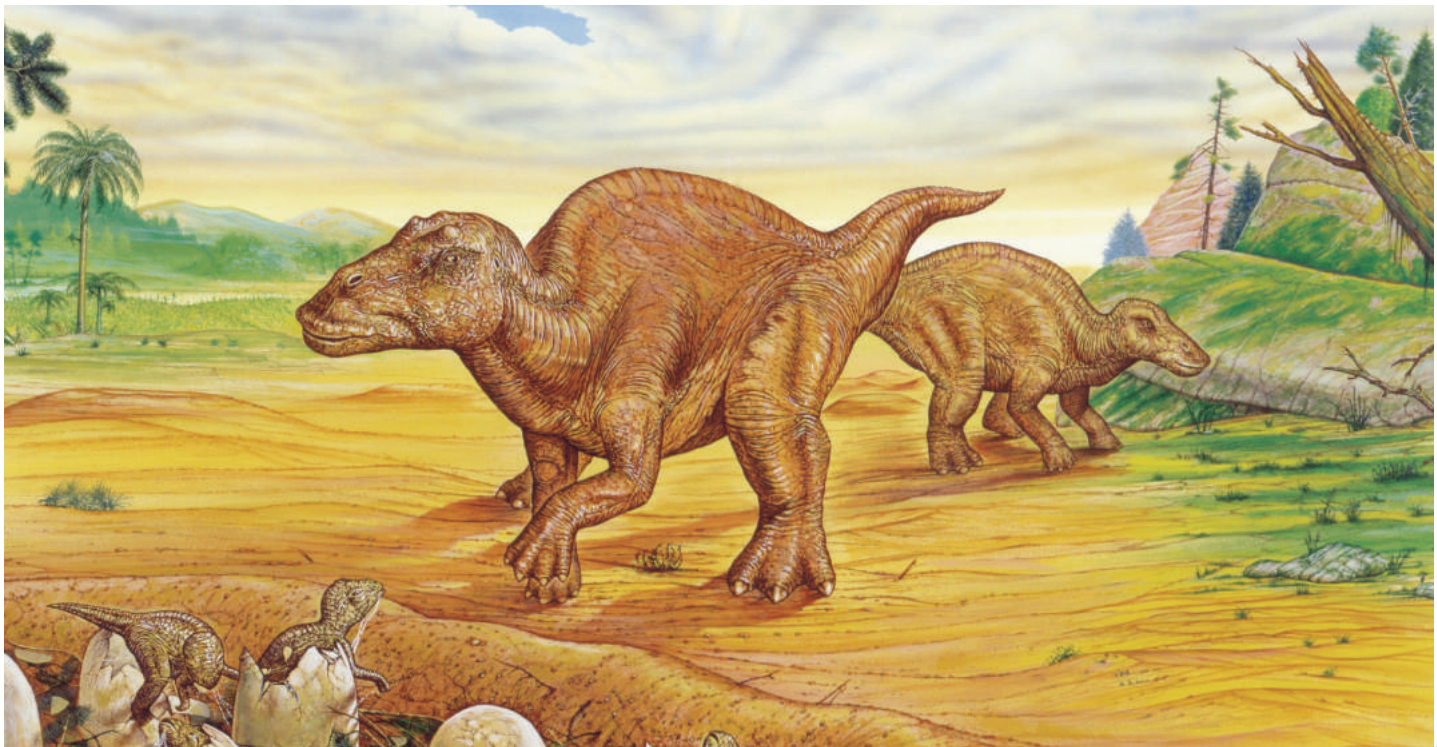
Read the sentences from the story and put them in the correct order.

- 1 Khulood's father gave her a new computer game.
- 'Hmmm. Maybe I'll play a different game.'
- Khulood clicked on the icon and suddenly POOM!
- 'We have to look for an old dinosaur bone.'
- She switched on the computer, put the game in and looked at the screen.


## 3 Word study

Match the words and phrases from the story 1–4 with the definitions a–d.

- |                   |  |
|-------------------|--|
| 1 to switch on    | a to start something by pushing a button                     |
| 2 a computer icon | b to move up and down or side to side quickly                |
| 3 to shake        | c a picture to show you where to click in a computer program |
| 4 to roar         | d to make a loud noise (like a lion)                         |



## Lesson 11 How many years ago?

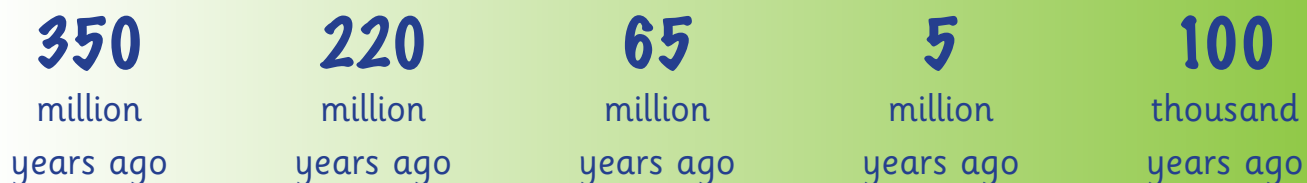
**1 Talk about it**  Work with your partner and discuss how long ago dinosaurs lived.

### 2 Use of English

Complete the sentences. Use the numbers on the time line to help you.

The first dinosaurs appeared \_\_\_\_\_ years \_\_\_\_\_ .

The last dinosaurs died \_\_\_\_\_ years \_\_\_\_\_ .



### 3 Talk about it

Ask and answer the questions with your partner.

How many years ago ...  
... were you born?  
... did you start learning English?  
... did you learn to read?  
... did you lose your first tooth?

How many years ago were you born?

Eight years ago!  
And you?

I was born nine years ago!  
When did you learn to read?

Three years ago,  
when I was 5.  
And you?

## Lesson 12 My learning

### 1 Read

How much can you remember about dinosaurs? Are these sentences **true** (T) or **false** (F)? Write **T** or **F**.

- 1 Some dinosaurs were carnivores and some were herbivores. \_\_\_\_\_
- 2 Dinosaurs didn't lay eggs. \_\_\_\_\_
- 3 Some dinosaurs were very heavy. \_\_\_\_\_
- 4 No dinosaurs had feathers. \_\_\_\_\_
- 5 There were no flying dinosaurs. \_\_\_\_\_
- 6 Some dinosaurs could climb trees. \_\_\_\_\_
- 7 All dinosaurs could run quickly. \_\_\_\_\_
- 8 Dinosaurs lived hundreds of years ago. \_\_\_\_\_
- 9 Triceratops had four horns on its face. \_\_\_\_\_

### 63 2 Listen and write

Complete the text with the words in the box. Then listen and check.

quickly carnivores teeth tall eggs leaves herbivores

Some dinosaurs ate only meat. They were called \_\_\_\_\_<sup>(1)</sup>. Carnivores usually had long legs so they could run \_\_\_\_\_<sup>(2)</sup> and catch their food. They also had big mouths and sharp \_\_\_\_\_<sup>(3)</sup>. Carnivores ate lizards, turtles and \_\_\_\_\_<sup>(4)</sup>.

Most dinosaurs ate plants and were called \_\_\_\_\_<sup>(5)</sup>. Herbivores didn't have sharp teeth. Herbivores ate \_\_\_\_\_<sup>(6)</sup> and small sticks from plants and trees. Some herbivores had long necks to reach the top of \_\_\_\_\_<sup>(7)</sup> trees and others ate plants on the ground.



## Lesson 13 Review

### 1 Write

Write five new things you learned about dinosaurs in this unit.

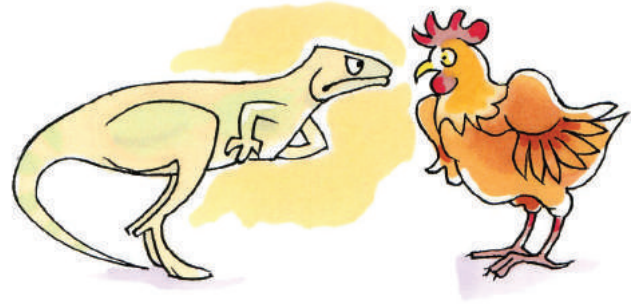
### 2 Talk

Answer these questions with your partner.

In what year were you born?

How many years ago was that?

What year was it 100 years ago?



### 3 Write

Write three sentences describing one of the dinosaurs shown in this unit. Read your description to some classmates. Can your classmates point to the dinosaur you described?

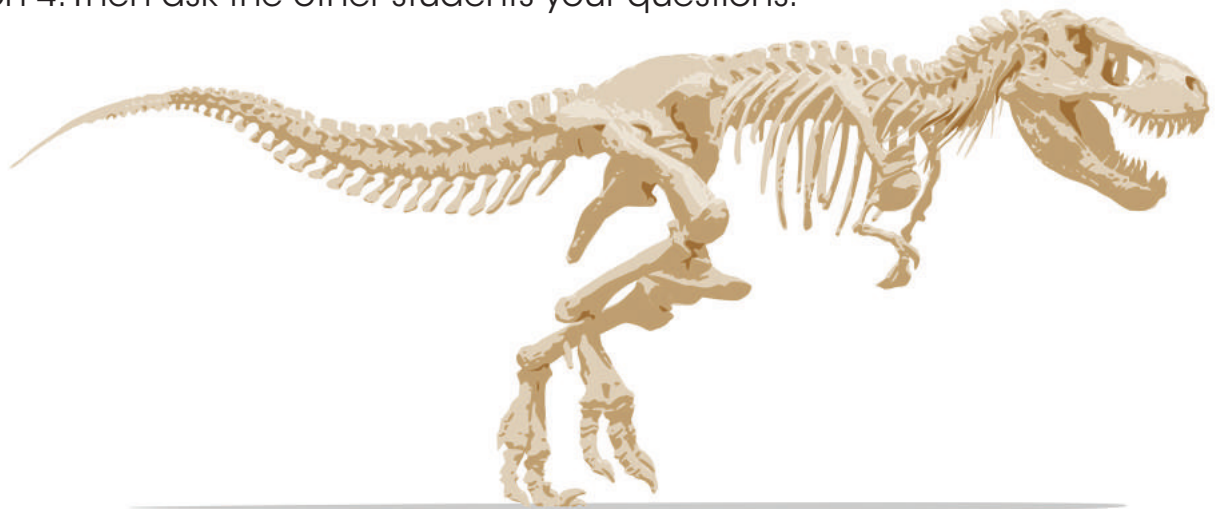
### 4 Talk

Re-tell the story of Khulood in Lesson 10 using the words and phrases in the box.

dinosaur bone icon Khulood's father dinosaur

### 5 Write

Write three questions about the dinosaur discoveries in Lesson 4. Then ask the other students your questions.



## Lessons 14–15 Choose and present a project

### 1 Make a dinosaur mural

- 1 Here are two groups of dinosaurs that lived in the same place, at the same time. Choose one group.

**Group A:** Diplodocus

T-rex

Triceratops



**Group B:** Stegosaurus

Allosaurus

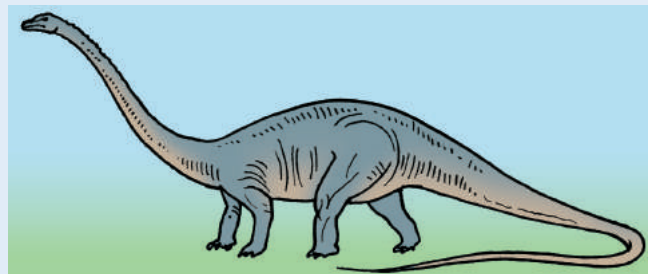
Brachiosaurus



- 2 Do research on each dinosaur in your group.
- 3 Was the dinosaur a carnivore or a herbivore? How big was it?
- 4 Draw a picture scene. Make the big dinosaurs big and the little ones little. Write each dinosaur's name by its picture. What are your dinosaurs doing? Write a description of your mural.

### 2 Become a dinosaur expert

- 1 Do research on a dinosaur of your choice. Here are some ideas:  
Where did the dinosaur live?  
What did the dinosaur eat?  
How big was the dinosaur?  
Find two amazing facts about the dinosaur.
- 2 Write a report about the dinosaur and draw a picture.
- 3 Teach your class about the dinosaur. Use a map to show your class where the dinosaur lived. Show your picture and read your report.



# Puzzles and codes

**We're going to:**

describe and compare objects  
read and write 'secret code' messages  
use clues to solve problems

interview each other about things we have done  
read and act out a tale about a clever solution to a problem

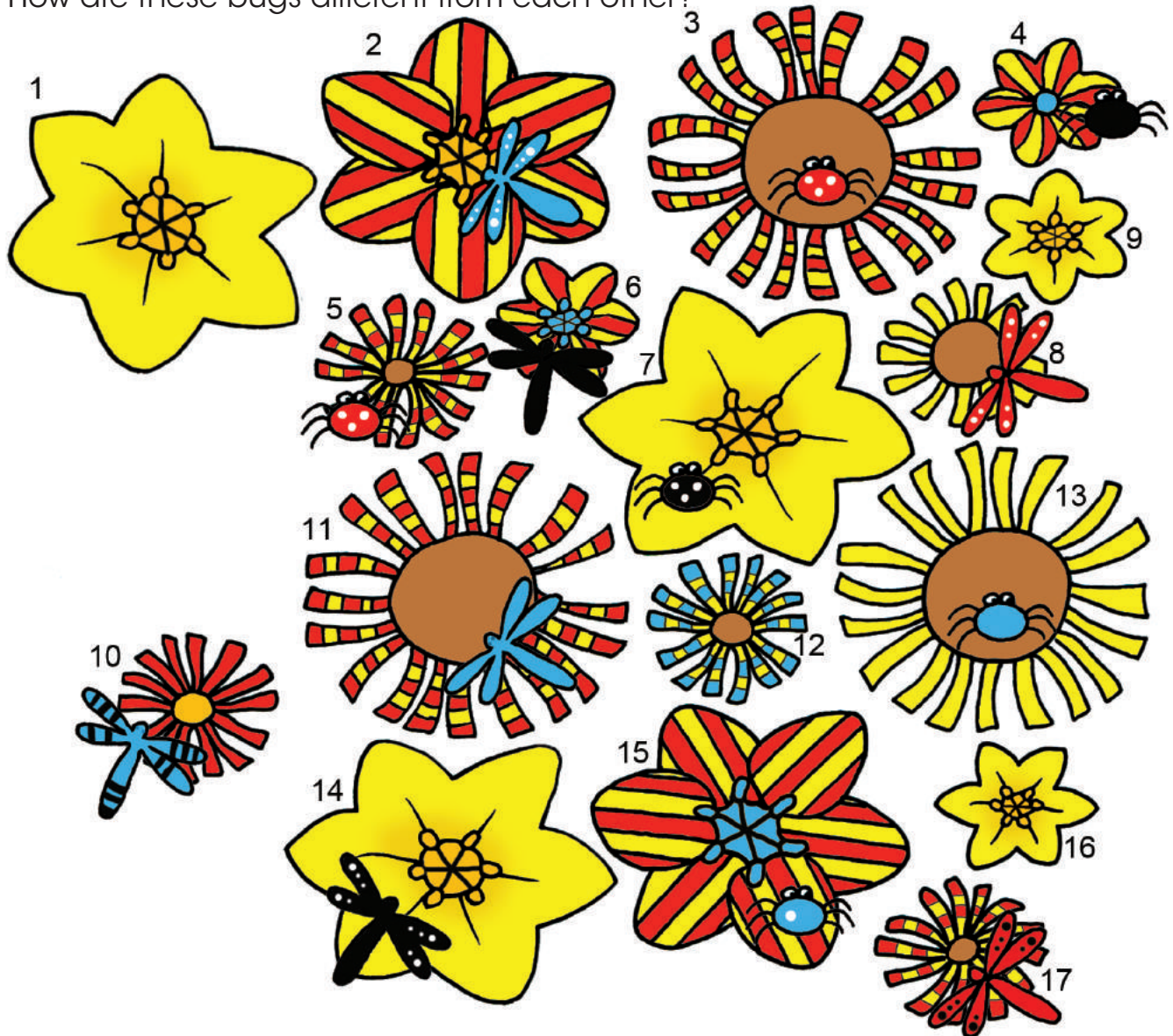
## Lesson 1 Bugs and flowers

**1 Talk about it**



How are these flowers different from each other?

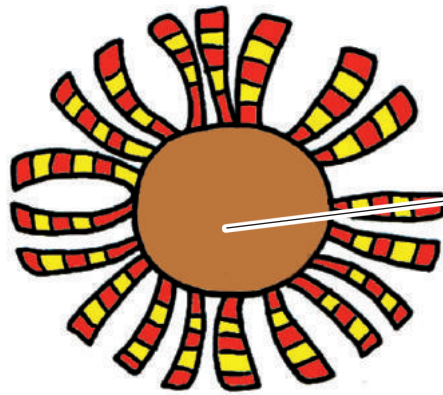
How are these bugs different from each other?



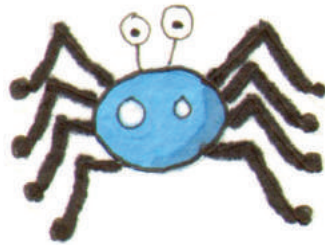
64 **2 Listen**

Look at these pictures.  
Then listen and find two  
flowers on page 112.

A flower with stripes.



A flower with  
a brown  
centre.



A bug with spots.



A bug without spots.

**3**  **Word study**

Describe a flower or a bug. Your partner will try to find it.  
Use some of these words:

centre stripes spots with without

Your partner can ask questions, for example:

Is it a big flower?

Is it a flower with a bug?

Is it a bug with wings?

**4**  **Write**

Write a drawing instruction for your class. Use a number, a size, a colour  
and an object or animal. If you want to, add **stripes** or **spots**.

Draw two little green snakes with stripes.

**Language tip**

	<b>size</b>	→	<b>colour</b>	
	little		green	
<b>number</b>	→	<b>size</b>	→	<b>colour</b>
two		big		yellow

a little green snake 

two big yellow stars 

## Lesson 2 Matar's barbecue

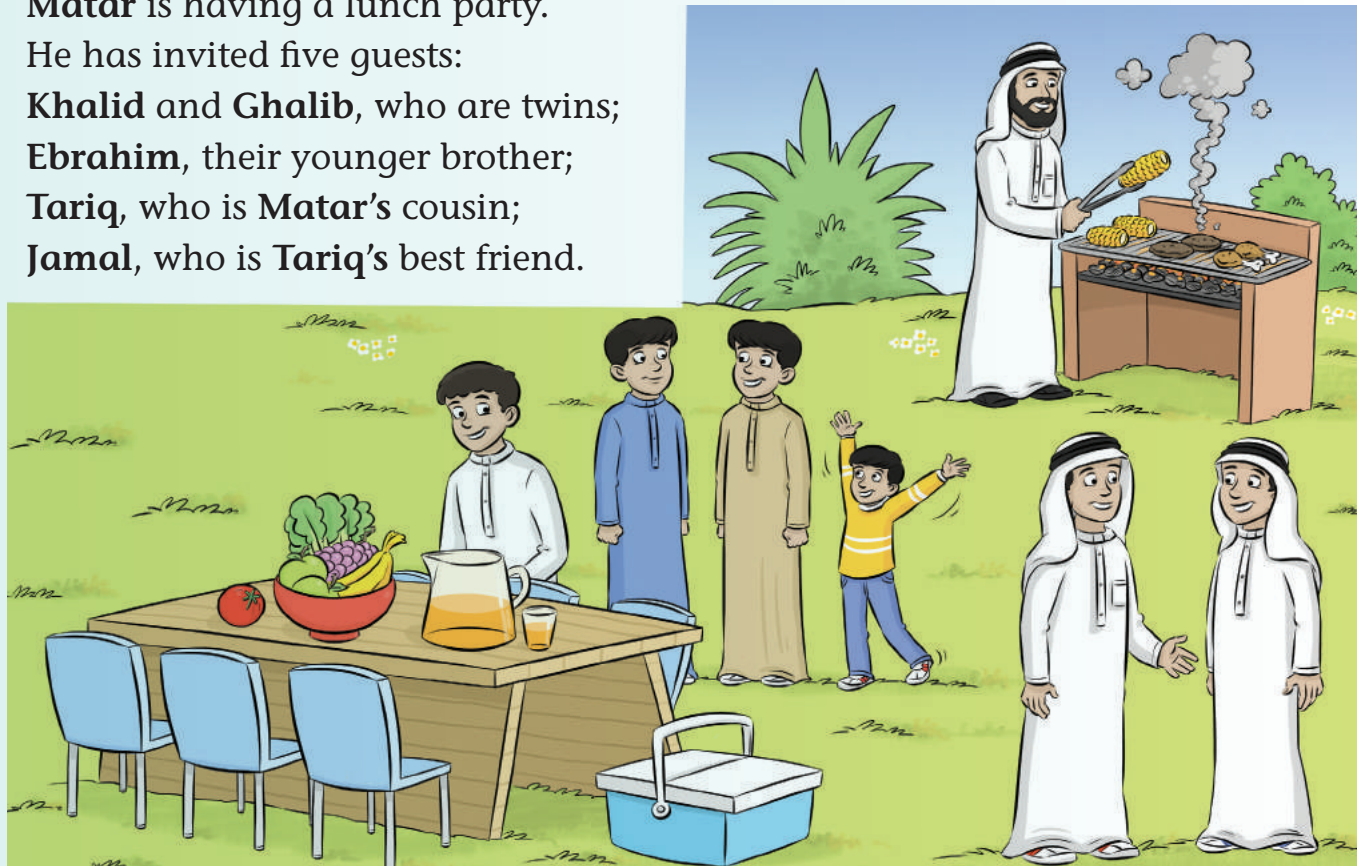
**1 Talk about it**  How often do you eat outside?

What do you like to eat and drink at a barbecue?

**2 21st Let's do it!**

This story is a puzzle. Read the clues and work out the answers.

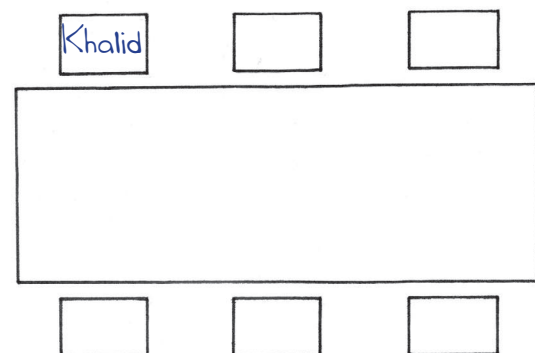
**Matar** is having a lunch party.  
He has invited five guests:  
**Khalid** and **Ghalib**, who are twins;  
**Ebrahim**, their younger brother;  
**Tariq**, who is **Matar's** cousin;  
**Jamal**, who is **Tariq's** best friend.



Where will they sit at the table? Read the clues to find out. Draw a plan of a table and six chairs, like this, and write the names on the chairs.

### Clues

- 1 The twins are sitting opposite each other.
- 2 Matar is sitting between Khalid and Ebrahim.
- 3 Jamal and Tariq are sitting next to each other.
- 4 Tariq is sitting opposite his cousin.
- 5 Ebrahim is sitting opposite Jamal.



# Lesson 3 Please give it to me ...

## 1 Word study

Uncle Aziz is helping at Matar's barbecue. He enjoys cooking. Unfortunately, when Uncle Aziz was laying the table, he forgot a few things. Match the pictures to the words.

spoon cup knife plate napkin

In pairs, practise saying these words.




## 65 2 Listen

Matar is giving Uncle Aziz instructions. Fill in the missing words. Then listen to check.

Ebrahim is missing a  knife. Please give it to him.

Khalid is missing a  \_\_\_\_\_ . Please give it to \_\_\_\_\_ .

Jamal and Ghalib are each missing a  \_\_\_\_\_ . Please give the spoons to \_\_\_\_\_ .

Tariq is missing a  \_\_\_\_\_ . Please give it to \_\_\_\_\_ .

And I am missing a  \_\_\_\_\_ . Please give it to \_\_\_\_\_ .

## 3 Talk

Act out a conversation. One person will play Uncle Aziz.

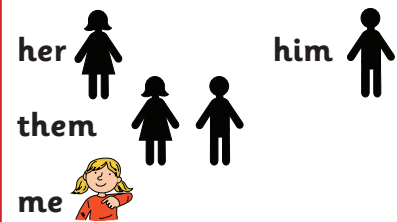
### Useful phrases

- Would you like ... ?
- I would like ... .
- What would you like to eat?
- Please can I have ... ?




### Language tip

Please give it to ...



## Lesson 4 Secret messages

**1 Talk about it** **21st**  Why might you want to send a secret message?

How would you do it?

**2 21st Let's do it!**

For thousands of years, people have used codes to send secret messages. Only a person who knows the code can understand the message. Read about three different codes.

A message from Cairo!



### A letter code

In ancient times, there were no phones or computers. People wrote messages and gave them to a messenger. The messenger used a camel caravan to deliver the messages.

Important people often wrote their messages in secret code.

You can write a message using one of these ancient codes.

Here is the secret letter code:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

To write a letter in code, use the letter above or below it.

For the letter **A**, write **N**. For the letter **T**, write **G**.

The word **CAT** is written **PNG** in letter code.

**Decode this secret instruction!**

**FGNAQ BA LBHE YRSG YRT.**



## Number code

In this code, you replace each letter with a number. Find the letter **H** on the grid. With your finger, go down to the red number at the bottom – **3**. Now go to the blue number on the left – **2**. So the secret code number for **H** is **32**. To make it more difficult, write both letters in black: **32**. Remember – always write the **red** number first, then the **blue** number. Try writing your name in number code.

1	A	B	C	D	E
2	F	G	H	I	J
3	K	L	M	N	O
4	P	Q	R	S	T
5	U	V	W	X	Y
	1	2	3	4	5

Decode this secret instruction!





34 – 15 – 21

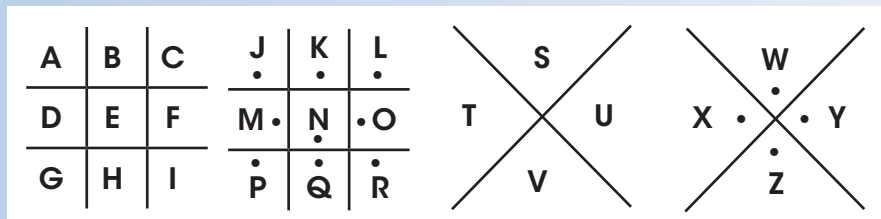
55 – 53 – 15 – 34

54 – 15 – 33 – 33 – 55.

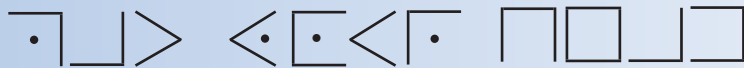


## Tic-tac-toe code

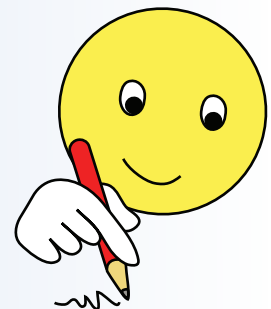
To write a letter in this code, find the letter in the pictures below. Draw the part of the picture that has that letter in it. If there is a dot, draw the dot too. This is how you write **BOOT**:    



Decode this secret instruction!



Then follow all three secret instructions at the same time!



### 3 Talk

Which code do you think is the most difficult? Which is the most fun?



## Lesson 5 Amazing messengers

**1 Talk about it**  Do you like pigeons?  
Are they useful birds? Why/Why not?

**66 2 Word study**

Complete the story with the verbs in the box.  
Then listen and check.

caught gave ate flew said told wrote

### A special delivery

In ancient times, a rich man **lived** in Cairo. One day, he \_\_\_\_\_<sup>(1)</sup>, 'I want to eat some of my favourite cherries.' The rich man didn't want cherries from Cairo. He wanted cherries from Antioch.

So the rich man \_\_\_\_\_<sup>(2)</sup> a message on a small piece of paper. He \_\_\_\_\_<sup>(3)</sup> the message to his servant, who ran out of the house. 'Use the fastest pigeon in Cairo!' **shouted** the rich man.

That afternoon, one pigeon \_\_\_\_\_<sup>(4)</sup> to Antioch. A servant \_\_\_\_\_<sup>(5)</sup> the pigeon in his hands, **read** the message and **made** a plan. He \_\_\_\_\_<sup>(6)</sup> a cherry farmer to put 1200 cherries into 1200 tiny bags.

Three days later, 600 pigeons **arrived** at the rich man's house in Cairo. Each pigeon had two cherries in two bags. The rich man \_\_\_\_\_<sup>(7)</sup> the cherries. He was very happy!

### 3 Use of English

Write the sentences in the negative form with **didn't**.

- The rich man **lived** in Dubai.  
The rich man **didn't live** in Dubai.
- The servant **shouted**.
- The servant **read** the news.
- The servant **made** a cup of tea.
- The pigeons **arrived** at the post office.

### Amazing fact

In ancient times, special pigeons carried messages over short distances.



### Language tip

#### Past simple negative

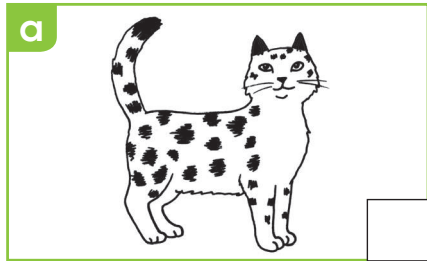
**didn't (did not)** + base form of the verb  
He **shouted**. He **did not shout**.  
I **saw** you. I **didn't see** you.

## Lesson 6 My learning

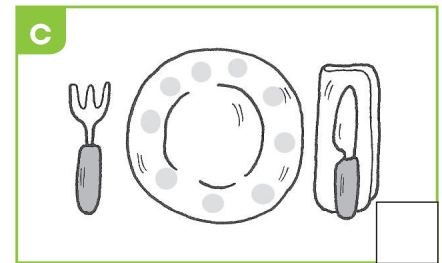
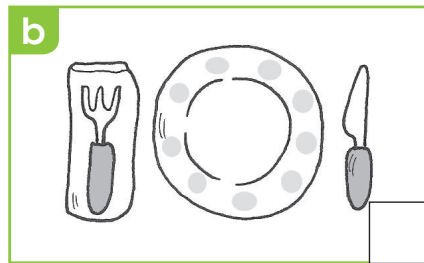
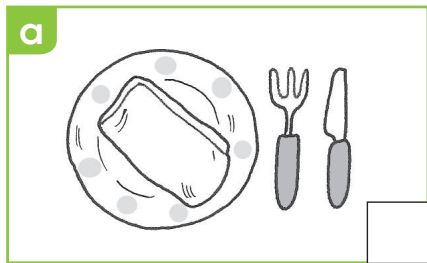
### 67 1 Listen

Listen and tick (✓) the box.

1 Which animal is Jasmine thinking of?



2 Saif is helping his mum lay the table. Find the right picture.



### 2 Read and write

Complete the paragraph by writing the correct form of the verb in brackets on the line.

Yesterday, my football teacher \_\_\_\_\_<sup>(1)</sup> (write) an important message. I \_\_\_\_\_<sup>(2)</sup> (take) the message home with me. I \_\_\_\_\_<sup>(3)</sup> (see) my father and \_\_\_\_\_<sup>(4)</sup> (give) the message to him. The message \_\_\_\_\_<sup>(5)</sup> (say), 'Mazin scored a wonderful goal today.' My father was very happy.

### 3 Talk

Ask and answer the questions using **did** and **didn't**.

- 1 What did you have for breakfast today?
- 2 Who did you see at the weekend?
- 3 Where did you go on holiday last year?



# Lesson 7 Have you ever visited ...?



## 68 1 Use of English

Listen to Nadir and complete the chart with more names.

Mansoor **has climbed** a mountain.

Adel and Jassim **have visited** another country.

I **have stayed awake** until midnight.

No one **has touched** an elephant!

Have you ever ... ?			
... climbed a mountain?		Mansoor	
... travelled another country?		Adel	Jassim
... stayed awake until midnight?		Nadir	
... touched an elephant?			

## 2 Talk

Interview your partner. Ask and answer the questions in the chart. Ask other questions as well:

Have you ever played ... ?  
 Have you ever touched a ... ?  
 Have you ever visited ... ?

Have you ever ... ?

No, I haven't.

Yes, I have.

### Language tip

**I have** climbed = **I've** climbed  
**she has** climbed = **she's** climbed  
**they have** climbed = **they've** climbed

## 3 Write

Write something your partner has done and something your partner has **never** done. For example:

Yousef has played golf, but he's never stayed awake until midnight.

**4** **21st**  **Class survey challenge**

Do a class survey.

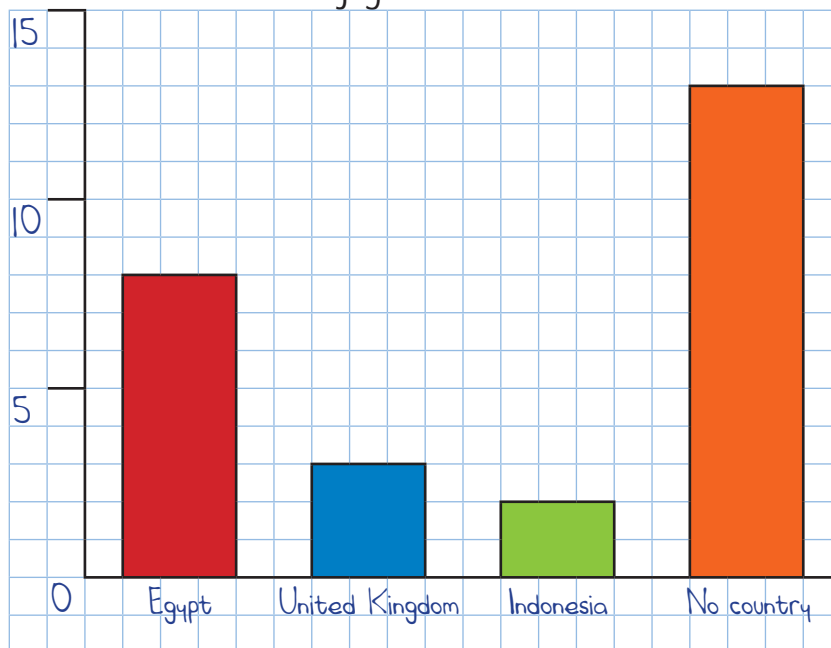
**a** Ask and answer in your group.



**b** Make a record of the countries your group has visited.

Egypt	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
United Kingdom	✓ ✓ ✓
Indonesia	✓ ✓
No country	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

**c** Create a bar chart of your results.



**Amazing fact**

France was the most popular country as a tourist destination in the world in 2015. Over 84 million people visited France that year. The United States was second with 77 million.

## Lesson 8 Have you ever seen ...?

### 1 Use of English

Some verbs are **irregular**. They are more difficult to remember! Ask and answer these questions. Then make up new questions using the same verbs.



**ride**

**Have** you ever **ridden** a horse?

**Have** you ever **ridden** a camel?



**see**

**Have** you ever **seen** the sea?

**Have** you ever **seen** an important person?



**be**

**Have** you ever **been** to a circus?

**Have** you ever **been** to a football match?



**sleep**

**Have** you ever **slept** in a tent?

**Have** you ever **slept** on a boat?



**eat**

**Have** you ever **eaten** noodles?

**Have** you ever **eaten** on an aeroplane?



**hear**

**Have** you ever **heard** a lion roar?

**Have** you ever **heard** a tiny baby cry?

### 2 Word study

Turn to the irregular verb chart on Learner's Book page 173. Practise saying these words out loud.

### 3 Write

Write something you have done and something you have never done.

For example: I've ridden a horse, but I've never ridden a dinosaur.

## Lesson 9 Have you ever slept outside?

### 69 1 Read and listen

Read and listen to the poem.

### Have you ever done that?

Have you ever slept outside on a hot summer night?  
Everything looks different  
in the moon's strange light.  
The trees seem to whisper  
as you bravely whisper back.  
Outside at night.  
Have you ever done that?

I've never slept outside on a hot summer night  
but I've ridden in a boat  
being tossed like a kite  
on dark wild waves  
with the wind at my back.  
On a boat in a storm.

Have you ever done that?  
*Julie Larios*

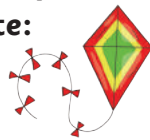


### Vocabulary

**tossed:** thrown here and there

**whisper:** talk very quietly

**kite:**



### Writing strategy

Use 'like a' comparisons in your stories and poems. They are interesting for readers.

### 2 21st Talk

Answer these questions about the poem with your partner.

- What can you see in the first picture? What can you see in the second picture?
- The name of the poem is a question. Can you find any more questions in the poem?
- How many lines are there in each section?
- Which words rhyme in the first section of the poem? Which words rhyme in the second section of the poem? Find the words that rhyme with 'night'. How many are there?
- How many different words can you find in the poem that start with 'w'?
- Find the word 'trees' in the first section. What sound do the trees make? What does 'whisper' mean?
- Find the words 'like a kite' in the second section. What is 'like a kite' in the poem?
- Riding in a boat in a storm is very brave. What brave thing have you done?

## Lesson 10 A Nasreddin story (1)

**1 Talk about it**  Do you remember the folktale *The Boy and the Wolf*?

What other folktales have you read? What characters can you remember?

**70 2 Read and listen**

Read and listen to this story from Turkey. It is about a man called Nasreddin, who always teaches a wise lesson.

### Reading strategy

This story is a folktale. What do you think this story will be about?

### A fair solution – part 1

One day, a poor man walked by a fine, **expensive** restaurant. He smelled the **delicious** food. The man was hungry and tired. He sat down outside the restaurant and took out a piece of dry bread. 'If I smell these wonderful smells while I eat my bread, I can pretend I'm eating a lovely meal,' he thought.

The man closed his eyes and imagined a delicious meal.

The rich restaurant owner came outside and shouted at the poor man, 'Stop! You're **enjoying** the smell of my food. You must **pay** me for that.'

'But I haven't eaten any of your food,' said the poor man.

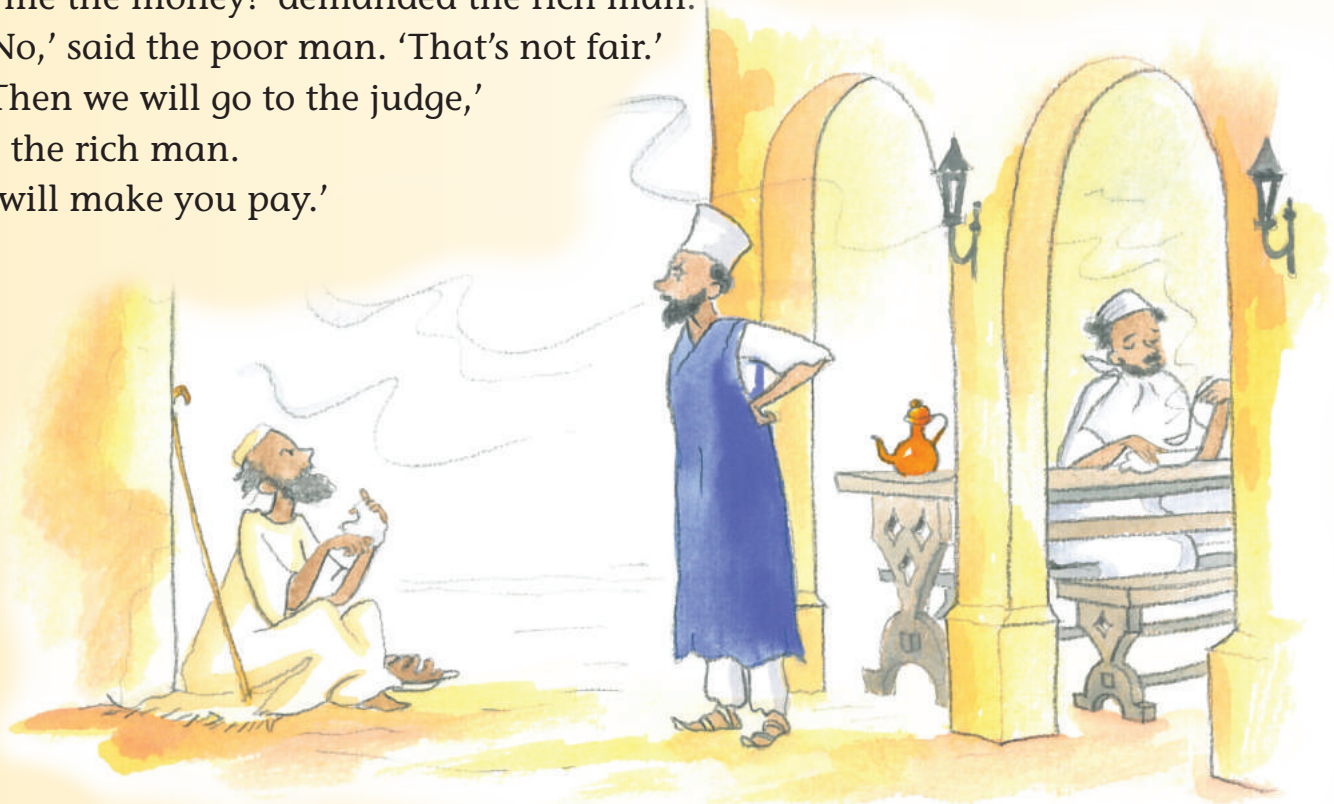
'The smells are mine! They come from my delicious food.

Pay me the money!' demanded the rich man.

'No,' said the poor man. 'That's not fair.'

'Then we will go to the judge,' said the rich man.

'He will make you pay.'



### 3 Talk

- 1 Who are the two characters in part 1 of the story?
- 2 Where is the story set (which place)?
- 3 What did the poor man do while he ate his dry bread?
- 4 The rich man shouted at the poor man. What did he shout?
- 5 Think about a delicious meal. Tell your partner.

## Lesson 11 A Nasreddin story (2)

### A fair solution – part 2

The judge of the town was Nasreddin. Nasreddin was clever and wise. He listened to the problem and thought for a minute.

‘You must pay for the smell of the food,’ Nasreddin said to the poor man. ‘Please give me your money.’

The poor man gave Nasreddin a small bag of **coins**.

‘This is all I have,’ he said in a sad voice.

Nasreddin took the bag of money and held it next to the rich man’s ear. He shook it so the coins jingled.

‘Can you hear the sound of this money?’ Nasreddin asked.

The rich man nodded.

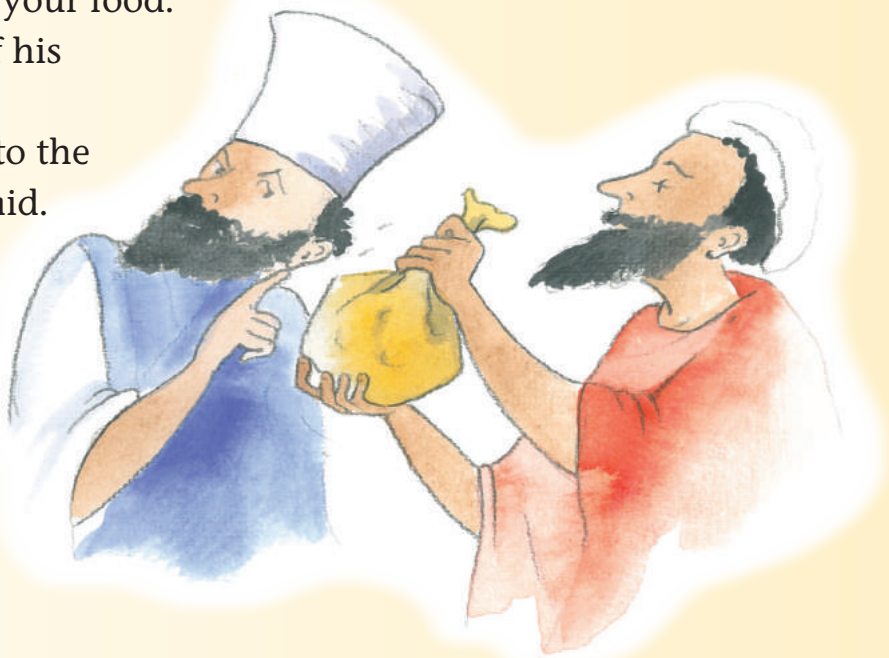
‘Good,’ said Nasreddin. ‘That is your payment.

This poor man enjoyed the smell of your food. Now you have enjoyed the sound of his money. That is a fair solution.’

Nasreddin handed the bag back to the poor man. ‘You are free to go,’ he said. ‘The problem has been solved.’

‘Thank you,’ said the poor man.

‘You’re welcome,’ said Nasreddin.





71 **1 Read and listen**

Listen to the second part of the story. Then talk about these questions.

- 1 Find two words to describe Nasreddin.
- 2 Nasreddin said, 'Give me your money'. How did the poor man feel? Why?
- 3 What did Nasreddin do with the bag of coins?
- 4 Complete the text.

Nasreddin said to the rich man, 'The poor man enjoyed the \_\_\_\_\_ of your food. Now you have enjoyed the \_\_\_\_\_ of his money. That is a \_\_\_\_\_ solution.'

- 5 Do you think the rich man liked Nasreddin's solution? Why not?
- 6 Do you think the poor man liked Nasreddin's solution? Why?

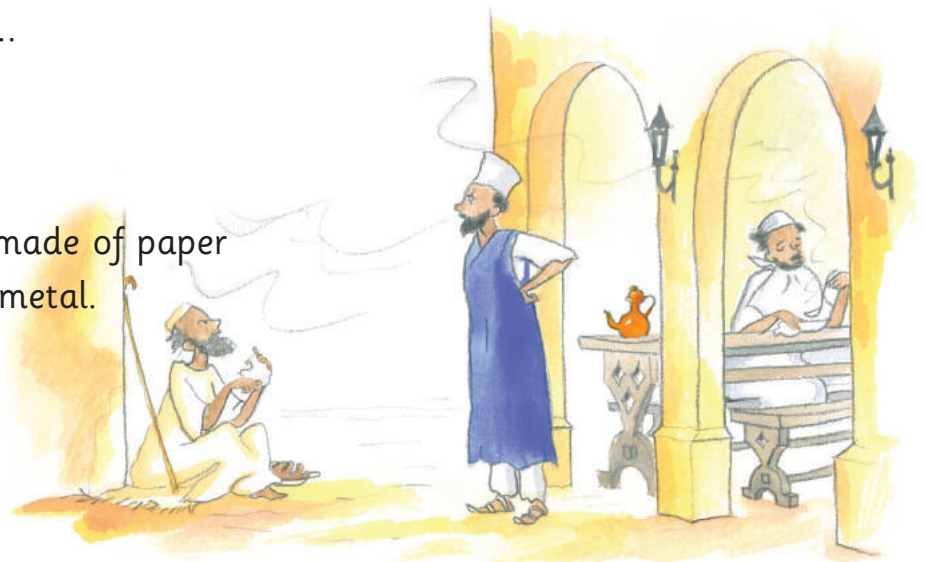
**2 21st Word study**

Find the **blue** words in *A fair solution* (parts 1 and 2).  
What do these words mean?

- 1 A meal at an **expensive** restaurant costs ...
  - a a lot of money
  - b just a little money
- 2 A **delicious** smell is ...
  - a a bad smell
  - b a good smell
- 3 **Enjoying** a meal means ...
  - a liking it
  - b putting it in a bag
- 4 You **pay** for a meal with ...
  - a food
  - b money
- 5 A **coin** is ...
  - a money that is flat and made of paper
  - b money that is made of metal.

**Language detective**

Find three different words used in *A fair solution* to describe food. They all mean **very nice**.



## Lesson 12 My learning

### 72 1 Listen

Listen to five children talking. Write 'Yes' or 'No' for each question.

- 1 Has Nouf ever ridden a camel?
- 2 Has Azza ever visited Cairo?
- 3 Has Eman ever eaten a pizza?
- 4 Has Hind ever seen a snake?
- 5 Has Maha ever heard an elephant?



### 2 Write

What have you done today? Write a sentence.

### 3 21st Talk

Talk about these problems. What is a fair solution? There may be more than one answer!

- 1 There are four biscuits and eight children.

All the children like biscuits!

How can you solve the problem fairly?

- 2 There is only one ball. Khamees and Jamal both want to play with it. How can they find a fair solution?

### Speaking tip

When you are speaking in groups, be wise like Nasreddin. Make sure everyone has a turn to speak. Always listen to what other people/your friends are saying.

## Lesson 13 Review

### 1 Talk

Describe the two flowers on this page.

### 2 Talk

Tell your partner about something you have done.  
Ask your partner, **Have you ever done that?**

Your partner will answer, then tell you about something he or she has done. For example:

Partner 1: I've **ridden on a skateboard.**  
Have you ever done that?

Partner 2: **No, I haven't.**  
I've **been to the mountains.**  
Have you ever done that?



### 3 Read and write

Read the sentences and fill in the missing words.

Matar says to Tariq,

'This picture is for Aunt Naeema. Please give ... to ... .'

'That picture is for Uncle Aziz. Please ... .. .'

### 4 Write

Look at this picture from the story  
*A fair solution* (pages 124–125).

Choose one of the characters.  
Write 2–3 sentences about the  
person. Write what the character  
is doing or saying.



## 1 Make up a secret code

- 1 Make up a new secret code. You can get ideas from Lesson 4. Make a key: next to each letter of the alphabet, write what the letter will be in code.
- 2 Make up three instructions:
  - an action you can do with your hands
  - an action you can do with your legs
  - something you can say
- 3 Write the three instructions in secret code.
- 4 Give the code key and the instructions to your classmates to decode.

## 2 Make up a questionnaire about experiences

- 1 Write a questionnaire that begins like this. Then write four more items.

Have you ever ... ?	NAME
... baked a cake	<u>    Khalaf    </u>
... watched a football match	<u>                    </u>
... visited another country	<u>                    </u>
... slept in a tent	<u>                    </u>

- 2 Ask your classmates the first question: 'Have you ever baked a cake?' When someone says, 'Yes, I have', write their name on the line. Then ask the other questions.
- 3 Try to get a name for every question.

# Unit 8

# Our amazing body

## We're going to:

learn about parts of the human body

explore ways to stay healthy and strong

talk about being hurt or not feeling well

discover some amazing facts about our body

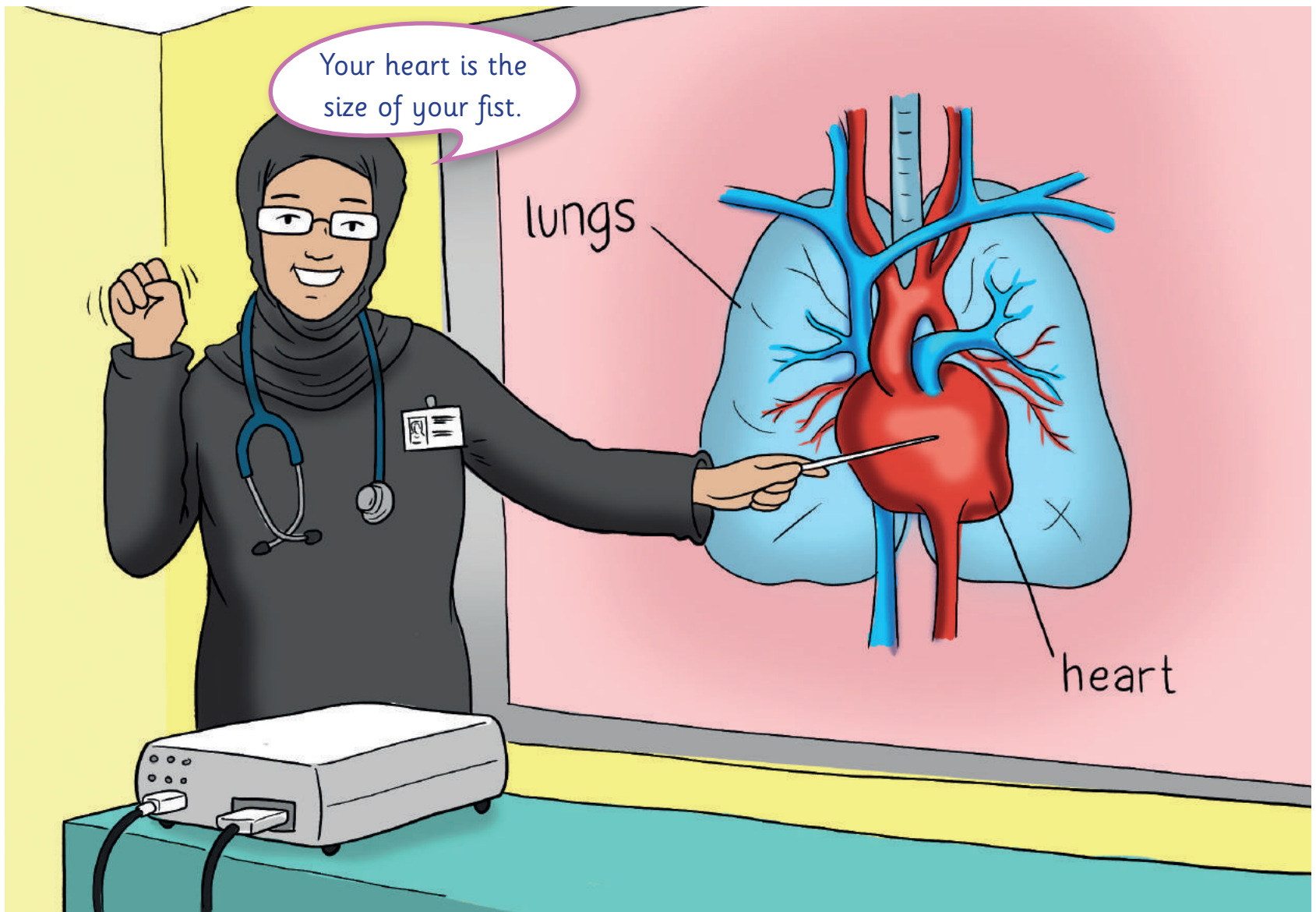
## Lesson 1 Inside our bodies

21st

### 1 Talk about it



What is inside our body, under our skin?



73 2  **Read and listen**

Read and listen. Follow the instructions. Answer the questions with your class.

### Brilliant bones and marvellous muscles

Our **bones** give our body its shape. Put your hand on your back. Feel your **backbone**. Your backbone helps you stand up and move.

Inside your head is your **skull**.  
Feel your skull.

Now put your hands on your **ribs**.  
Your rib bones protect your heart and lungs.

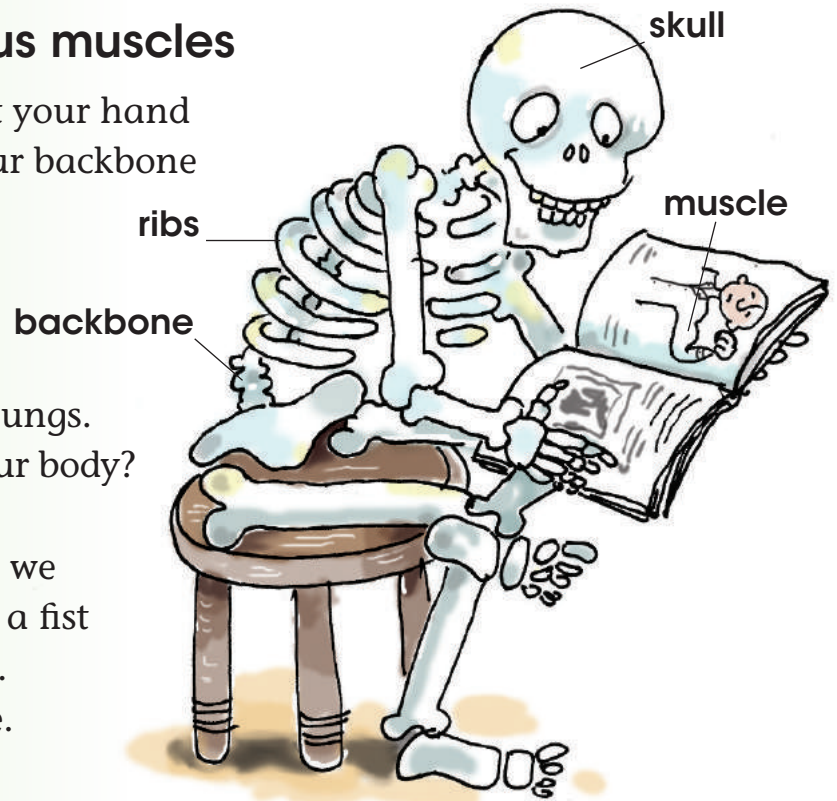
What other bones can you feel in your body?

**Muscles** touch our bones.

Muscles move our arms and legs when we run, jump, climb and lift things. Make a fist and feel the muscle in your upper arm.

Smile and feel the muscles in your face.

What other muscles can you feel?



3  **Let's do it!**

Put your fingers on your wrist or on your neck below your ear.  
Can you feel your heartbeat?

- 1 Take your pulse for 15 seconds (your teacher will say, 'Go!' and 'Stop!'). Count your heartbeats.
- 2 Then do 25 jumping jacks.
- 3 Take your pulse again for 15 seconds.
- 4 Did your pulse change?  
Did your breathing change?

#### How to do a jumping jack

- 1 Jump and land with your feet apart.  
Clap your hands over your head.
- 2 Jump and land with your feet together.  
Hold your arms by your sides.



## Lesson 2 Healthy and strong

### 1 Talk about it



What can we do to stay healthy and strong?

74

### 2



### Read and listen

Read and listen. Which information is new? Which did you know already?  
Do the *Try this!* activity.

## How can we stay healthy?

To keep your body healthy and strong, you need healthy food to eat and clean water to drink. You need plenty of exercise and plenty of sleep. You need to keep clean.

### Healthy food

We need food to make our muscles strong – foods like eggs, beans, fish, meat, milk and cheese. Fruit and vegetables are also important.

### Sleep

Your bones grow while you sleep. Your brain and body need to rest. Children need to sleep for about 10 hours each night.



### Try this!

Think of a fruit or vegetable for each colour of the rainbow: red, orange, yellow, green and purple.

### Exercise

Exercise makes strong bones and muscles. There are many ways to exercise, for example: walking, running, climbing stairs and playing ball games.

### Try this!

**Balance!** Stand on your left leg. Hold your right foot. Bring your heel close to your body. How long can you stay in this position? Swap legs. Was it easier to balance on your right or your left leg?



# Lesson 3 Looking after yourself

21st

## 1 Read

Games are a great way to get exercise! Match the instructions with the pictures. Draw a line.

**1 Balloon knees** This is a race. You need a start line, a finish line and a balloon for each player. You have to hold the balloon between your knees. Say, '1, 2, 3, Go!' Walk or jump, but don't drop the balloon!



**2 Crab walk** You need a start line, a finish line and at least one friend. Sit on the start line, then push up on your hands and feet. Imagine you are a crab. Say, '1, 2, 3, Go!' Race to the finish line as fast as you can.



**3 Keep it up** You need a balloon and a friend. Take turns tapping the balloon. You have to keep it up in the air. Don't let it touch the ground!



Which game do you think is the most fun? Draw a happy face (☺) by the picture.

## 2 Word study

Read the sentences below and put a tick (✓) if they are correct and a cross (✗) if they are wrong.

- 1 He gets plenty of exercise in the summer, when the weather is warmer.
- 2 There isn't plenty of food in the fridge for dinner.
- 3 There are plenty of sweets for the Eid Al-Fitr celebration.
- 4 Do you have plenty of T-shirt for the summer holiday?
- 5 I have plenty of time to study for the test.



# Lesson 4 I don't feel well!

21st

## 1 21st Talk

With a partner, pretend that one of you is not well. The other is trying to help. Act out the conversation.

### Partner A

Pretend you are not feeling well.

### Partner B

Ask: **What's the matter?**

### Partner A

Explain the problem:

**My (head) hurts.**



head tummy ear throat

**I've cut my (finger).**



finger hand thumb

**I fell and hit my (knee).**



knee elbow arm

### Partner B

Try to help:

**Shall I bring you (a plaster)?**



a plaster

an ice pack

a glass of water

**Shall I get (the teacher)?**



the teacher

your mother

your father

## Use of English

When we want to help someone we say: 'Shall I ...?', for example, 'Shall I get you a plaster?'

### 2 Use of English

Pretend that you have hurt yourself or that you are not feeling well.

Complete the conversation between you and a friend. Use the words in boxes or choose other words.

**Friend:** Hello, \_\_\_\_\_. What's the matter? (write your name)

**You:** My \_\_\_\_\_ hurts.

**Friend:** Oh dear. Shall I bring you \_\_\_\_\_?

**You:** No, \_\_\_\_\_.

**Friend:** Shall I call \_\_\_\_\_?

**You:** Yes, \_\_\_\_\_.

#### Parts of your body

head ear toe  
ankle knee finger  
throat tummy back

#### Things you may need

an ice pack  
a plaster  
a glass of water

#### People to call

your dad your mum  
the teacher the nurse



## Lesson 5 The horse rider

### 75 1 Read and listen

Look at the pictures and describe them to your partner.  
Now read and listen to the poem.

## The horse rider

by Jennifer Law

He gets up at sun rise and saddles his horse  
Eats a dish of shakshuka  
Then goes off to the course.

The horses and men line up in a line  
Hooves hit the earth  
Then someone shouts 'time'!

He holds the reins tight with both of his hands  
Takes a deep breath  
Then rides over the sands.

A long time he must ride in the sun and the heat  
Stay strong in the saddle  
Never losing his seat.

He watches the sun with far seeing eyes  
Counting the kilometres  
He thinks of the prize.

Then on the fifth day as his strength disappears  
He crosses the line  
And everyone cheers.



### 2 Talk

Read the poem again and find words with the same vowel sounds.  
For example: **horse** and **course**.

cheers	
hands	
time	
seat	
prize	

## Lesson 6 My learning

21st

### 76 1 Listen and write

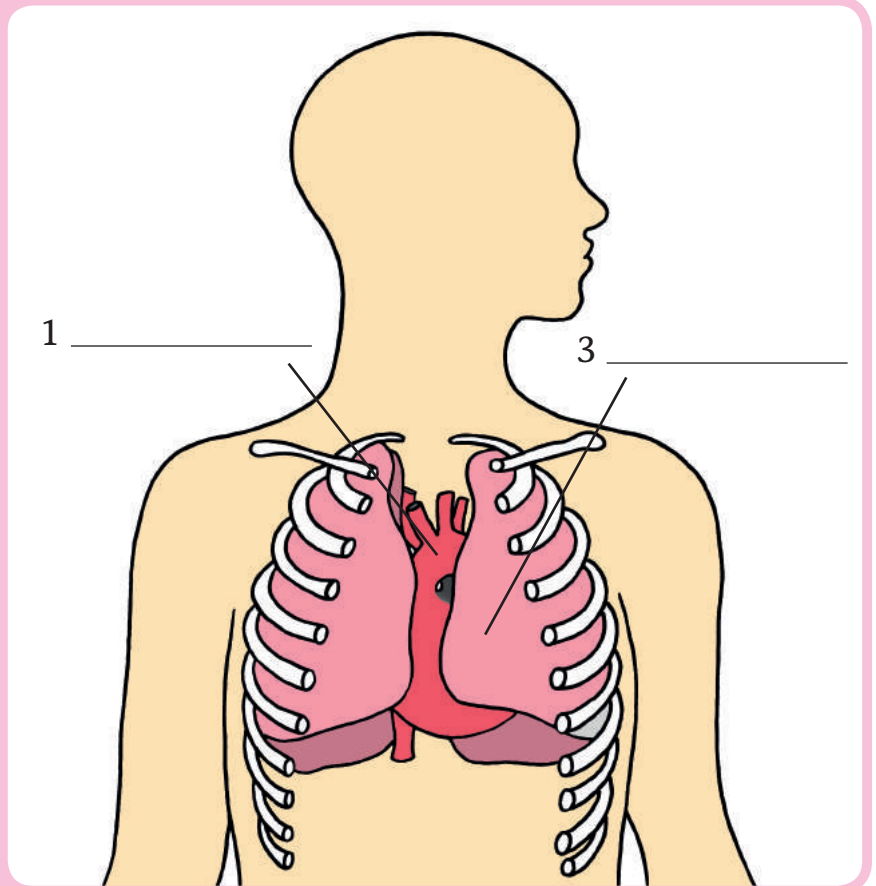
Listen and complete the text and the labels on the picture.

The most important muscle in your body is the \_\_\_\_\_ (1). It moves blood around your \_\_\_\_\_ (2).

Your lungs are also very important. When you breathe in, they fill with air, like a balloon.

You need to exercise and eat healthy food to keep your heart and \_\_\_\_\_ (3) healthy.

When you exercise, your heart beats faster. Sport helps your heart and lungs stay \_\_\_\_\_ (4).



### 2 Talk

Look at your answers for Activity 1. With your partner, can you make sentences using the vocabulary? Try to put two words into a sentence, for example:

My heart and lungs are inside my body.

# Lesson 7 What are you doing next week?

21st

## 1 Talk about it



Haya and Khalid are sister and brother.

They are very busy children! Look at the family calendar. Ask and answer questions about what Haya and Khalid are doing each day of the week.

What **is** Haya doing on Sunday?

**She's** playing tennis.








What **is** Khalid doing on Monday?

**He's** sweeping the floor.

What **are** Haya and Khalid doing on Friday?

**They're** visiting Grandma.

**H** = Haya    **K** = Khalid

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
playing tennis	sweeping the floor	tidying her room	doing karate	reading books	visiting Grandma	playing football
						
<b>H</b>	<b>K</b>	<b>H</b>	<b>K</b>	<b>H</b> <b>K</b>	<b>H</b> <b>K</b>	<b>H</b> <b>K</b>

## 2 Write and talk

Make a calendar for one week. Work with a partner: Learner A and Learner B.

**Learner A:** Write three activities/sports on your calendar on three different days.

**Learner B:** Write three activities/sports on your calendar on three different days.

Do not show your partner your calendar. Look at the *Language tip* box. Ask your partner questions to find a day when you are both free.

### Language tip

Here are some things you can say if there is nothing on your calendar.

**What are you doing this Saturday?**

- 1) Nothing at all.
- 2) I'm not doing anything.

**Are you doing anything on Sunday?**

- 1) No, I'm not.
- 2) No, I'm free all day.

77 3 Read and listen

Who says it? Listen and read. Match numbers 1–6 with Ali, Majed or Omar.

1 Playing football is exciting and fun!

2 Walking makes your heart beat more quickly.

3 People do karate in many different countries.

4 Doing karate is difficult. You will find it difficult too.

5 I love going for walks. It's the best exercise.

6 Lots of people play football. It's good for your lungs and your muscles.



Ali



Majed



Omar

## Lesson 8 Amazing facts

### 1 Talk about it Answer the quiz questions.

Talk about each question below and vote on the answer. Make a chart that shows how many children voted for each answer.

## QUIZ

1 Which animal has more bones in its body, an elephant or a mouse?

- a an elephant
- b a mouse
- c they both have the same number of bones

2 Who has more bones, a baby human or a grown-up?

- a a baby
- b a grown-up
- c they both have the same number of bones

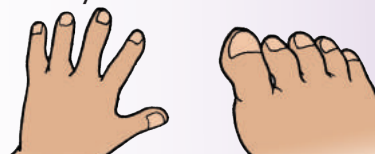
3 Which has the most teeth, a whale, a shark or a human?

- a a human
- b a shark
- c a blue whale



4 Which grow more quickly, your fingernails or your toenails?

- a your fingernails
- b your toenails
- c they both grow at the same speed



5 Do you use more muscles to smile or to frown?

- a you use more muscles to smile
- b you use more muscles to frown
- c it takes the same number of muscles to smile or frown



### Vocabulary

**mammal:** an animal that is born from its mother's body, not from an egg; it also drinks its mother's milk as a baby

## Lesson 9 What am I?

### 78 1 Read and listen

Can you guess the answer to this riddle?

### What am I?

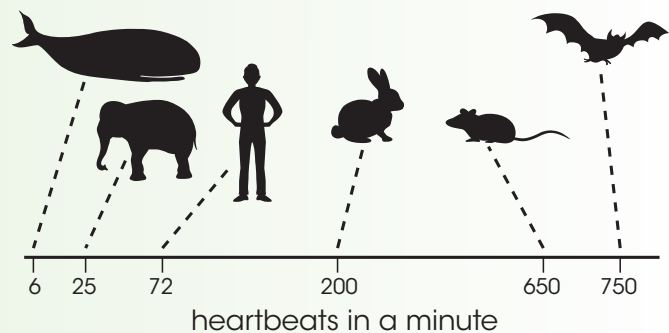
Every minute, every day,  
Asleep, awake, I pump away.  
I make a bright red river flow  
From the top of your head to the tip of your toe.  
Thump, thump, beat, beat, all day long,  
Exercise and sleep will keep me strong.  
What am I?



### 2 Read and write

Look at the chart and answer the questions.

All mammals have hearts that pump blood around their bodies, but some mammals' hearts beat slowly and others beat quickly. In general, larger mammals have hearts that beat more slowly.



1 Which heart beats more quickly, a mouse's heart or an elephant's heart?

A \_\_\_\_\_ heart beats more \_\_\_\_\_.

2 Which heart beats more quickly, a rabbit's heart or a bat's heart?

A \_\_\_\_\_ heart \_\_\_\_\_.

3 Which heart beats more slowly, a whale's heart or a man's heart?

\_\_\_\_\_

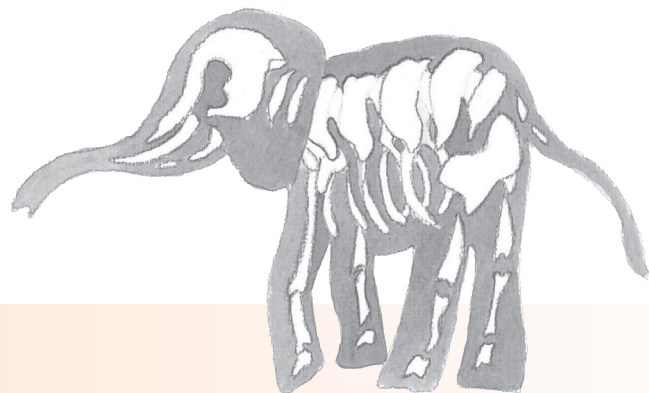


## Lesson 10 More amazing facts!

### 79 1 Read and listen

Read and listen, then match the captions A-E to the texts 1-5.

- A Fingernails and toenails
- B Number of teeth
- C Bone size
- D Using muscles
- E Number of bones



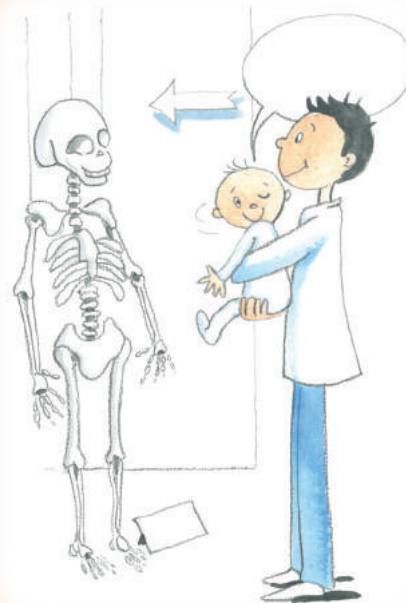
#### TEXT 1

An elephant has bigger bones than a mouse.



#### TEXT 2

A baby human has 270 bones when it is born. The bones are soft but as the baby grows, the bones join together and become hard. An adult has 206 bones.



#### TEXT 3

A shark loses teeth all the time. New teeth grow quickly. A shark can have about 20000 teeth during its life. Adult humans have 32 teeth and some whales have no teeth.

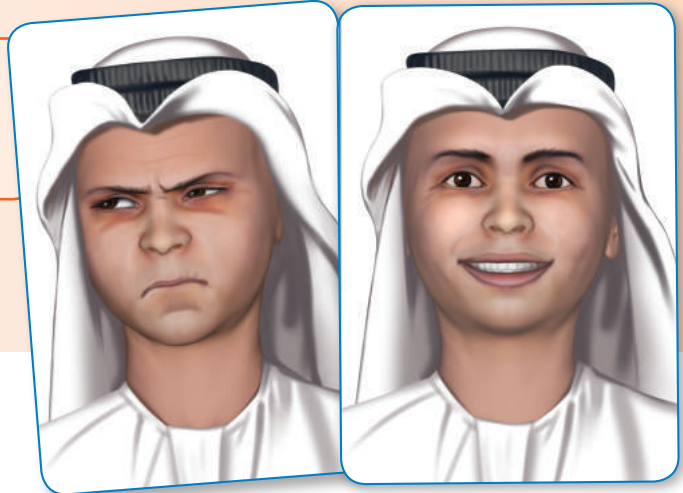


**TEXT 4**

Toenails grow 2.5 cm in two years but fingernails grow 2.5 cm in eight months. Nails grow faster in summer than winter and your middle fingernail grows the fastest of all.

**TEXT 5**

There are more than 60 muscles in your face. You use 40 muscles to frown and 18 to smile.

**80 2 Listen**

Listen and complete the sentences.

The human body has muscles and \_\_\_\_\_<sup>(1)</sup>.

Your \_\_\_\_\_<sup>(2)</sup> is long and straight and runs down your back. It has 33 bones altogether.

Your \_\_\_\_\_<sup>(3)</sup> is like a big muscle in your head and gets stronger as you learn new things.

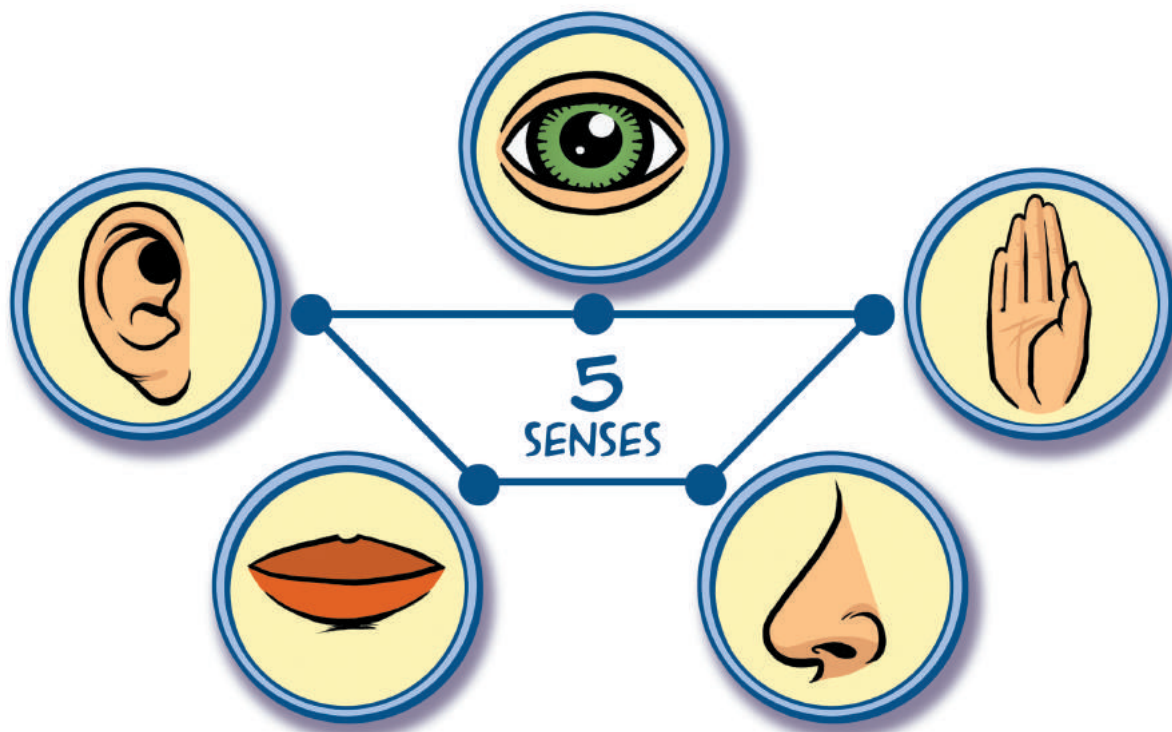
Your \_\_\_\_\_<sup>(4)</sup> are bones that protect your heart and lungs.

Your \_\_\_\_\_<sup>(5)</sup> join your hands and your arms, and your \_\_\_\_\_<sup>(6)</sup> join the top and bottom of your legs.

## Lesson 11 The five senses

### 1 Talk about it

With your partner, think of as many parts of the body as you can. Can you match them with each of the five senses? Look at the diagram below to help you.



### 81 2 Listen and write

Listen to the verbs and write them in the table.

lick listen watch hear point  
sniff chew blink stroke smell

	word	verb	verb
1	hand		
2	eye		
3	ear		
4	nose		
5	tongue		

### 3 Word study

Rearrange the letters to make sense words.

1 tteas

2 esllm

3 ctuoh

4 histg

5 ghaeirn

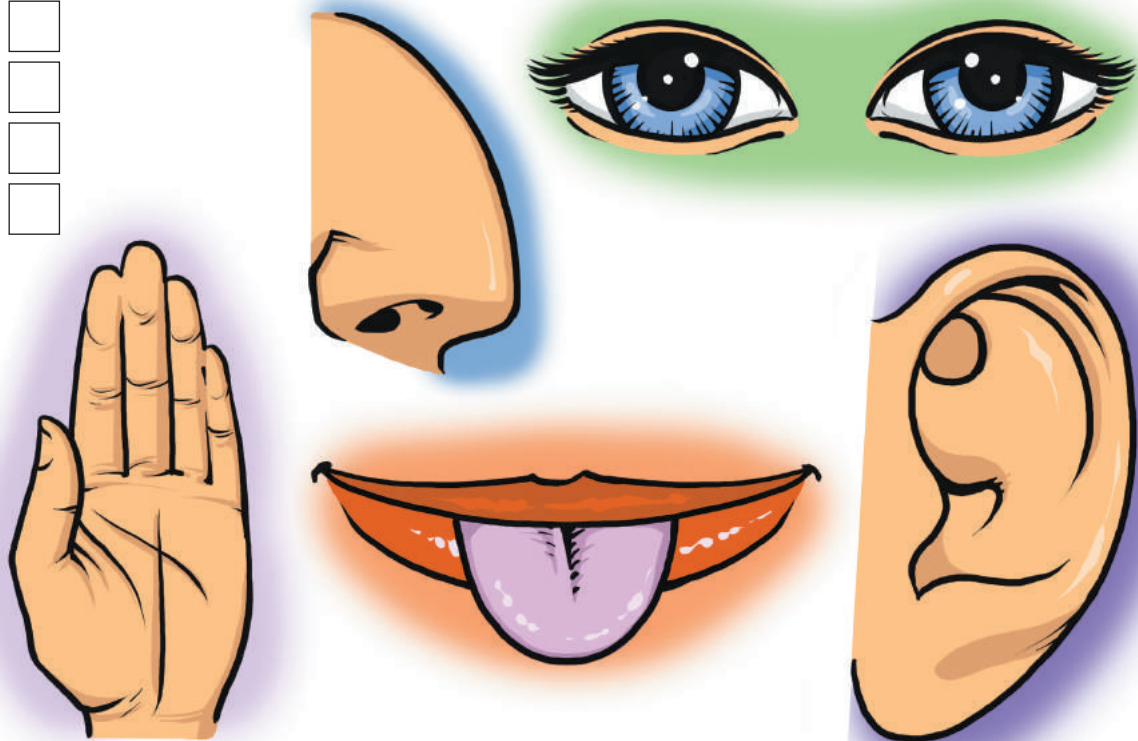
# Lesson 12 My learning

21st

## 82 1 Listen

Listen and tick the senses you hear the girls talk about.

- 1 taste
- 2 sight
- 3 touch
- 4 smell
- 5 hearing



## 2 Listen and write

Listen again and answer the questions.

- 1 What is Mahra's favourite sound?
- 2 What is Mahra's favourite taste?
- 3 What is Mahra's favourite smell?

### Speaking tip

Use these questions to help your friends talk about the things they like:

*What's your favourite sound/taste/smell?*

Here is how they should answer:

*My favourite sound/taste/smell is ... .*

## 3 Write and talk

Fill in the column for you. Now ask two friends and write their answers.

	Favourite sound	Favourite taste	Favourite smell
You			
Friend 1			
Friend 2			

## Lesson 13 Review

### 1 Talk

How many parts of the body can you name?  
Write a list with your group.

### 2 Read and write

Re-read one of the sections in Lesson 2:  
'Healthy and strong'. Write a question about  
the information. Then write two sentences  
about things you will do this week to stay  
healthy and strong.

### 3 Talk

Pretend that you are ill or hurt. What's the matter?  
Look at Lesson 4 for some ideas. Act out the  
problem. Your friend will ask you what is wrong.  
Answer your friend. Then switch roles.

*Does your head hurt? Have you cut your finger?*

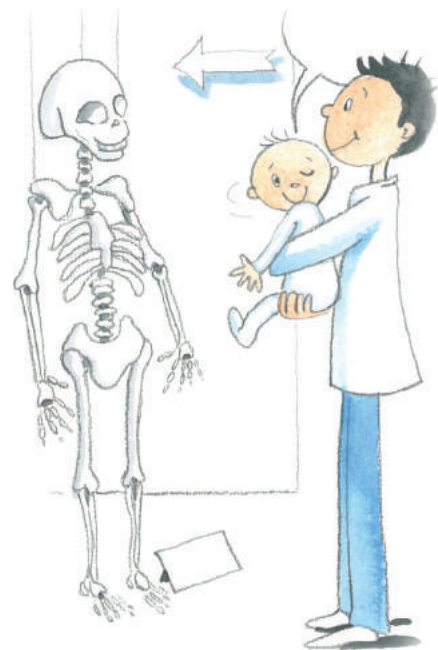
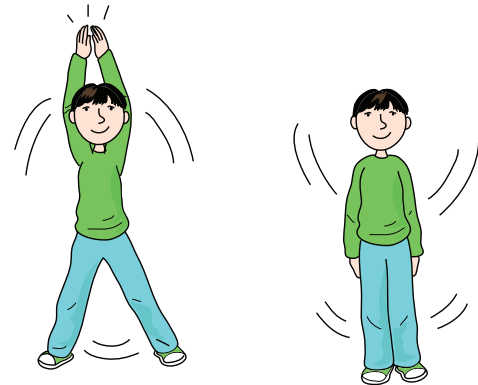
You can only answer yes or no.

### 4 Write

Read the texts in Lesson 10 again. With a partner,  
write five questions about the texts. Then stand  
up and ask and answer the questions.

### 5 Talk

What were the two most interesting things you  
learned about the human body in this unit?



## Lessons 14–15 Choose and present a project

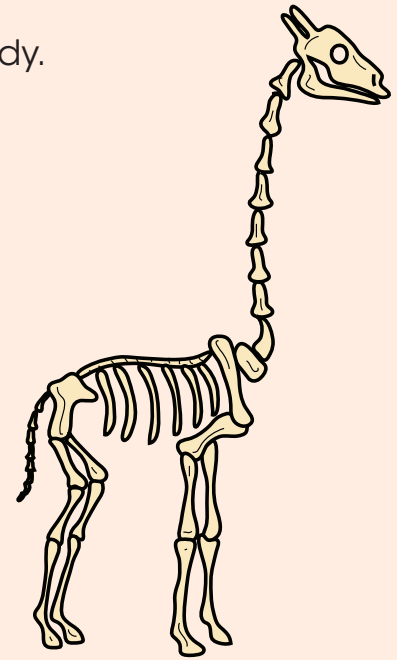
### 1 Write a human body quiz for your class.

- 1 Learn some new facts about the bones in your body.
- 2 Write a quiz like the Amazing Facts quiz on page 140 of your Learner's Book. Write three answer choices for each question.
- 3 Give the quiz to your classmates.

Here is an example:

Which is the longest bone in the adult human body?

- a the backbone
- b the femur
- c the arm



### 2 Write a book called 'Let's stay healthy and strong!'

- 1 Work with a group to write a book.
- 2 Each person thinks of different ways to stay healthy and strong.
- 3 Write advice and draw pictures to include in your book.
- 4 Share your book with your class.



# Unit 9

# Big and small

## We're going to:

talk about and compare size  
give opinions and explain why  
learn about big and small robots

play a game and do an experiment  
read about and discuss a tall tale

## Lesson 1 Big school or small school?

### 1 Talk about it



Do you go to a big school or a small school?

What do you like about your school?

### 83 2 Listen

Listen to the interview with Rashid and Tariq.

- 1 Why does Rashid like his small school?
- 2 Why does Tariq like his big school?
- 3 Which do you like better, small schools or big schools? Why?

### Listening strategy: Likes and dislikes

When you listen to find out what someone likes and dislikes, listen for words like:

*I think ... , I like ... , It's good that ... ,  
The problem is ...*

I like \_\_\_\_ schools better because ...

A



Rashid's school



**B**

Tariq's school

**83 3** **Read and listen**

Who said each of these sentences, Rashid or Tariq?  
Write your answers, then listen again to check.

- 1 'When children are only five years old, a big school can be quite scary.'
- 2 'At my school, everyone knows everyone else!'
- 3 'There's not much space to play football.'
- 4 'It can be very noisy sometimes.'
- 5 'There's lots of space to run around.'

**4 Over to you**

Think about your school. Read the sentences. Circle **true** or **false**.

- |   |      |       |
|---|------|-------|
| 1 My school is bigger than Rashid's school.           | true | false |
| 2 My school has an enormous playground.               | true | false |
| 3 My school is usually very quiet.                    | true | false |
| 4 Five-year-old children can go to my school.         | true | false |
| 5 In my school, there are children of all ages.       | true | false |
| 6 In my school, older children help the younger ones. | true | false |

**5** **Write**

What is the best thing about your school? Is there anything that you don't like about your school?



## Lesson 2 Big or small?

### 1 Talk about it Many things come in different sizes.

Sometimes bigger is better. Sometimes smaller is better.

What big things do you prefer? What small things do you prefer?

### 84 2 Listen and talk

Listen to Rashid and Tariq from Lesson 1 again. Answer the questions below.

- 1 Why does Rashid like big screens?
- 2 Why does Tariq like small screens?
- 3 Which do you like better, big or small screens? Why?



### Language detective

When we compare two things, we add *-er* to the adjective. If the adjective ends in *y*, we add *-ier*.



A car **is bigger** than a bike.

The lion **is hungrier** than the cat.



### 3 Talk

What do you think is inside the huge present?

What do you think is inside the tiny present?

In general, which do you like better, big presents or small presents? Why?



## Lesson 3 All kinds of robots

**1 Talk about it**  Look at the pictures of **robots**.

What do you think a robot can do?

**85 2 21st Read and listen**

Read and listen to learn about robots today and robots in the future.

### Robots that explore

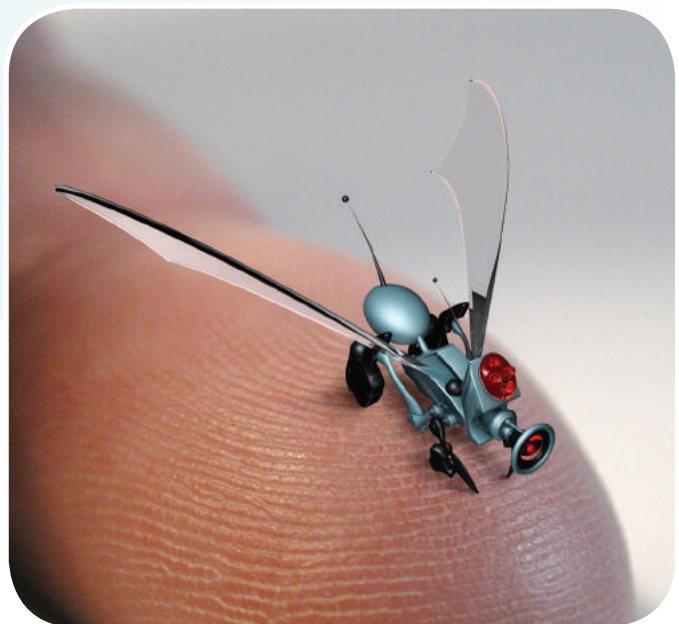
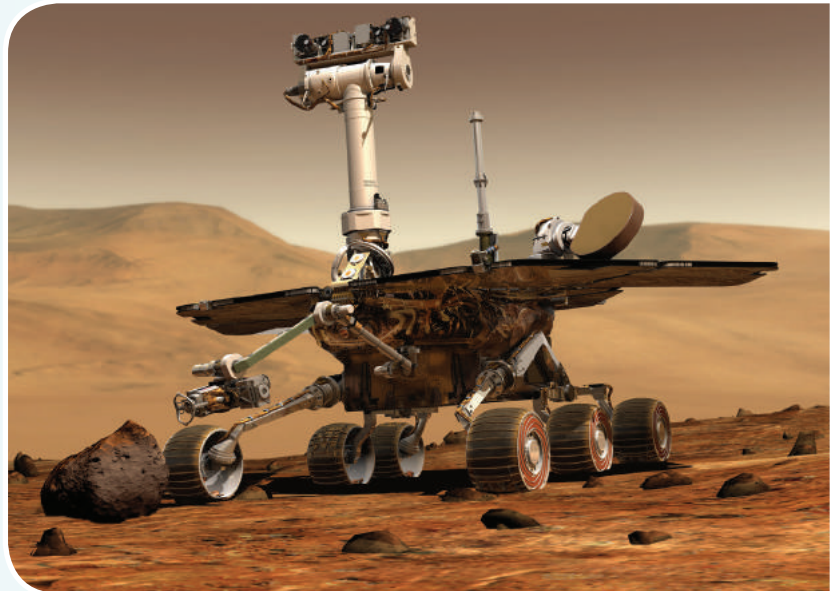
Robots can go to places where it is hard for people to go. They can take photos, they can measure things or they can collect things for scientists to study.

Robots with wheels have been to the moon and the planet Mars. Some robots have gone into the ocean to look at plants and animals that live there. They have looked for old ships on the ocean floor.

Robots can go into dangerous places, like burning buildings or buildings that have fallen down. They search for people to help. Some of these robots look like snakes. Others look like spiders. Each robot has a light and a camera, so it can send information to the people outside.

Scientists are now building tiny flying robots, the size of a bee.

These 'Robobees' are designed to go to small spaces where bigger robots can't go.



**3 Read and talk**

What do robots look like?

Some robots ... Other robots ...

Find some things robots can do that humans can't do.

## Lesson 4 Technology

### 1 Talk about it How does technology help people?

What technology is in your school or home?

### 2 Read

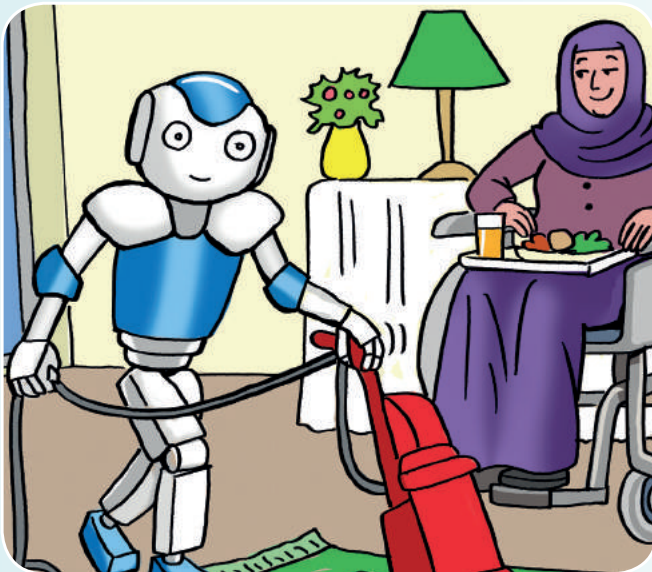
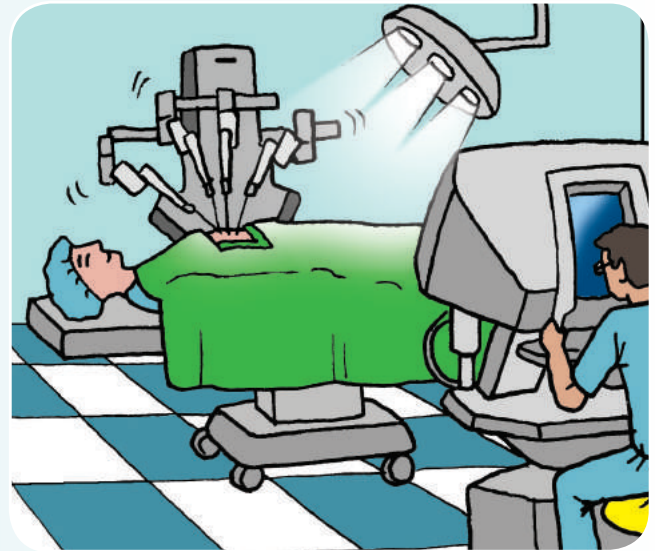
Read about some more robots and answer the questions with a partner.

1 What can they do that is different from people?

2 What can the robots do that is the same as people?

#### Robots in hospitals

In hospitals, robots help doctors. A doctor sits at a computer and shows the robot what to do. The robot arms hold tiny tools and lights. The tiny tools can reach places that a doctor's hands can't reach, like inside a patient's brain.



#### Robots at home

Scientists in Japan have built a robot to be a helper for people who are old or in wheelchairs. The robot can understand some words. It can walk, climb stairs, turn on the light, open doors and carry things.

### 3 Write and talk

With your partner, write three questions about the text.

Swap your questions with another pair. Answer their questions.

## Lesson 5 A small robot

### 86 1 Listen

Listen to the information about the UAE's young inventor Adeeb Al Baloushi. Answer the questions.

- 1 How old is Adeeb?
- 2 What did he invent for his father?
- 3 What did he invent for his mother?
- 4 How big was the robot?
- 5 Why does Adeeb invent things.

### 2 Listen

Put these sentences from the audio track into the right order.

- a Adeeb showed her the robot.
- b Adeeb built a robot to do the job.
- c First he helped his father.
- d He hopes he will make many other new things that will help people.
- e Then he decided to help his mother.

### 3 Vocabulary

Match the word to its meaning.

- |             |  |
|-------------|--|
| 1 inventor  | a something you sit on.                      |
| 2 sofa      | b not dirty.                                 |
| 3 reach     | c person who is the first to make something. |
| 4 clean     | d to think something is unusual.             |
| 5 surprised | e be able to get to.                         |

### Listening strategy

Look at the questions you need to answer. You need to find the right pieces of information. Decide what key words you are listening for.

Question: *How old is Adeeb?*

Key words: *year, old, a number*



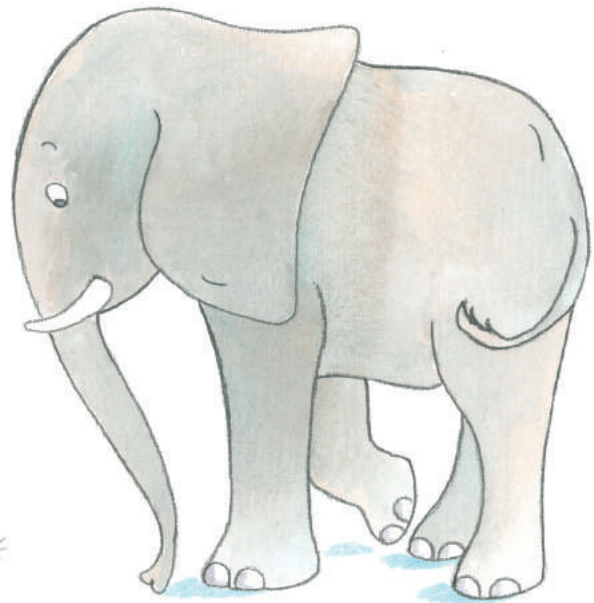
## Lesson 6 My learning

### 1 Word study

Which words mean **big** or **very big**?

Which words mean **small** or **very small**?

huge	large	small
enormous	gigantic	massive
giant	tiny	teeny-weeny



### 2 Talk

Look at the picture of some robots.

1 Take turns to describe the robots with your partner.

2 What do you think these robots can do?

Discuss with your partner and write three ideas.

Use your imagination.

The red robot can ...

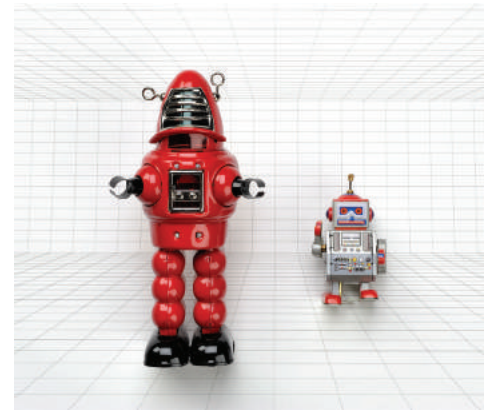
The silver robot can ...

3 Think about the robots you have learned about in this unit.

Some robots do things that people can do. Other robots do things that people can't do.

With your partner think of three sentences about robots using

Some ... other ...



### 3 Write

With a partner, compare objects in your classroom.

Write a sentence using each of the words in the box.

big small long short light heavy

The table is **bigger than** the chair.

## Lesson 7 More than ... less than ...

### 1 Use of English

How high can you count in English? What is the biggest number you know?

When we compare numbers, we can use the words **more than** or **less than**.  
50 is **more than** 40. 40 is **less than** 50.

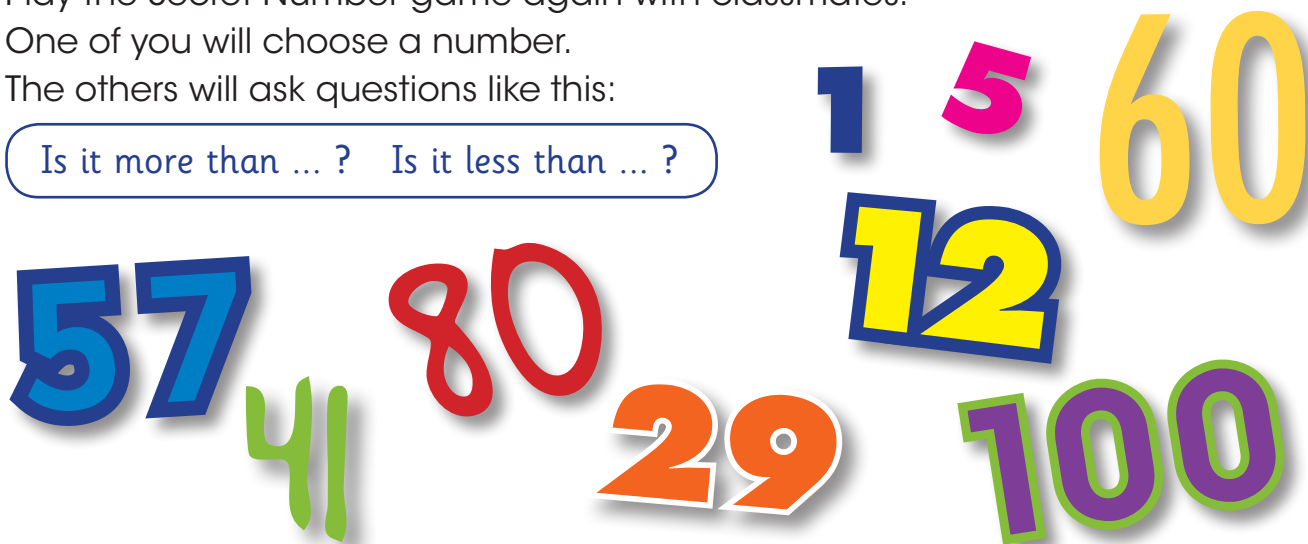
Ask your partner some more number questions like this:

Which is **more**, 32 or 38? Which is **less**, 65 or 56?

### 87 2 Let's do it!

You are going to play a game called **Secret Number**.  
Your teacher will give you a grid with the numbers 1-100.  
Listen. Can you work out the answer?  
Play the Secret Number game again with classmates.  
One of you will choose a number.  
The others will ask questions like this:

Is it more than ... ? Is it less than ... ?



### Language detective

When we compare one thing with lots of other things, we use **the** \_\_\_est.

If the adjective ends in **y** then we use **the** \_\_\_iest.

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

The ghaf tree is **the tallest** tree in the desert.

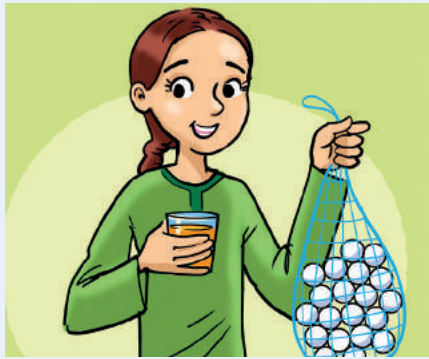
He is **the funniest** person I know.

I think the oryx is **the most beautiful** animal in the desert.



## Use of English

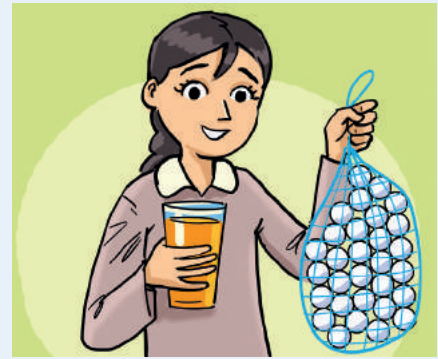
Comparing two or more things with **more**, **most**, **less** and **few**.



Joud has 20 balls.



Elham has 10 balls.



Salma has 30 balls.

### More and the most

Use **more** if you are comparing two things or people:

Joud has **more** balls than Elham.

Use **the most** if you are comparing more than two things or people.

Salma has **the most** balls.

### Less and Fewer

Use **few** to compare things you can count, for example balls.

Use **less** to compare things you can't count, for example juice.

Comparing two:

Joud has **fewer** balls than Salma.

Elham has **less** juice than Salma.

Comparing more than two:

Elham has **the fewest** balls.

Joud has **the least** juice.

### 3 Write and talk

- 1 Write five sentences about Joud, Elham and Salma using the phrases in the box.

more than   the most   less than   fewer than   the least   the fewest

- 2 With a partner, take turns to ask and answer questions about the girls.

Who has the most ... ? Who has fewer ... ?

## Lesson 8 Tallest, longest, heaviest

1 **Talk about it**  What is the biggest animal you have ever seen?

And the smallest?

2  **Use of English**

Look at the very small animals in the Fact file.

- 1 The hedgehog is **the longest**. How long is it?
- 2 Which is **the lightest**? How much does it weigh?
- 3 Which is **lighter**, the mouse lemur or the dart frog?

### Fact file



#### Very small animals

**Dart frog** – 1 cm long, weighs 2 g

**Mouse lemur** – 6 cm long, weighs 45 g

**Hedgehog** – 25 cm long, weighs 500 g

#### Very big animals

**Giraffe** – 5 m tall, weighs 1 000 kg

**Asian elephant** – 3 m tall, weighs 4 000 kg

**Camel** – 2 m tall, weighs 600 kg



Look at the photos of the very big animals but hide the Fact file writing with your hand.

- 1 Which do you think is the tallest?
- 2 Which do you think is heavier, the elephant or the camel?

Look at the Fact file to check. Were you right?

3  **Talk**

Work with a partner. Take turns to think of an animal and give clues to help your partner guess the answer.

It is the lightest animal.

Is it the dart frog?

Yes, it is!



## Lesson 9 Containers

### 1 Talk

Look at the picture of containers A–D. How much water can the different containers hold? You are going to do an experiment.

- 1 Which container is the tallest? Which is the shortest?
- 2 Which container is the widest? Which is the narrowest?
- 3 Which do you think will hold **more** water, A or B?
- 4 Which do you think will hold **more** water, C or D?
- 5 Which do you think will hold **less** water, A or D?
- 6 Which container do you think will hold **the most** water?
- 7 Which do you think will hold **the least** water?



### 2 21st Let's find out!

Get four containers that are different shapes and sizes.

Line up the containers. Start with the one you think will hold the least water.

Finish with the one you think will hold the most water.

Label the containers A, B, C and D. Get some water and test your ideas.

Write sentences about what you found out.

Container \_\_\_ holds the most water.

Container \_\_\_ holds the least water.

Container \_\_\_ holds more water than Container \_\_\_ .

## Lesson 10 A Tall Tale (1)

**1 Talk about it** What stories do you know about a character who is very big or very small?

**88** **2 Read and listen**

Read and listen. Is the text fiction or non-fiction? Look and listen for clues.

### A Tall Tale - part 1

Paul Bunyan was the biggest baby ever born. He was a good baby but he was always very hungry. When Paul was hungry, he cried so loudly that the house used to shake and the windows used to break. The frogs in the pond started wearing earplugs!

For breakfast every day, Paul Bunyan's mum and dad fed him 12 eggs, a loaf of bread, 10 bananas and 24 pancakes with lots of syrup. Pancakes were Paul's favourite food.

Paul grew bigger and bigger. He grew two centimetres every day. By the time Paul was seven, he was taller than the tallest home in his village.



#### Language detective

What do you think **earplugs** means? Look for clues in the story.



Paul went to school, but he was too big to fit inside. He had to lie outside on the grass and watch through the window. After school, the children used to come and play with Paul. But sometimes he felt lonely.

‘What’s the matter?’ Paul’s mum asked.

‘I wish I had a friend who was my size,’ Paul said to his mum.

One winter, there was a huge snowstorm.

Paul heard something crying outside. He went out in the storm to see who was there. He dug through the snow and found a baby ox – a very big baby ox, just the right size to be Paul’s friend. ‘Hello!’ exclaimed Paul. The ox was so cold that it had turned blue. Paul brought the ox inside. He called the ox Babe.

Paul and Babe the Blue Ox became best friends. They loved wrestling together. At night, Paul used to read bedtime stories to Babe.



### 3 Talk

In a group, take turns explaining what is happening in each picture to the rest of the group.

Do you all agree on your favourite part of the story?

### 4 Read

Read each sentence. Is it true or false?

- 1 Paul Bunyan’s parents were very big.
- 2 When Paul was a child, he learned to read.
- 3 Paul wanted a friend his own size.
- 4 Paul met Babe the Blue Ox in the summer.
- 5 Paul’s favourite food was bananas.

## Lesson 11 A Tall Tale (2)

### 89 1 Read and listen

Read and listen to the next part of the story about Paul Bunyan. What happens to Paul?

## A Tall Tale - part 2

On his 18th birthday, Paul's parents gave him a huge axe for cutting down trees.

Paul loved his axe. He could cut down a tree with one chop of his axe.

'I'm going to be a logger,' said Paul.

Paul and Babe the Blue Ox set out for the big forests. They met a group of strong men and together they became a team of loggers.

The men cut down trees and Babe dragged the logs to a long curvy river. The logs floated down the river to the town to be sold.

Paul and the loggers worked so fast that the river filled with logs. The logs got stuck in the curves of the river.

Paul tied Babe to the end of the river. Babe pulled and pulled until the river was straight.

The logs became unstuck and floated quickly to the town.



### 2 Values






Which of these words describe Paul Bunyan? Do you think Paul Bunyan is a hero? Why or why not?

enormous angry kind strong quiet scary friendly helpful

## Lesson 12 My learning

### 1 Read and write

Look at the chart. Write the answers or the missing words on the lines.

				
<b>Dart frog</b> 1 cm long weighs 2g	<b>Bee hummingbird</b> 5 cm long weighs 2g	<b>Mouse lemur</b> 6 cm long weighs 45g	<b>Green lizard</b> 15 cm long weighs 5g	<b>Hedgehog</b> 25 cm long weighs 500g

- Which animal is the longest? \_\_\_\_\_ .
- The green lizard weighs \_\_\_\_\_ than the mouse lemur.
- The hedgehog weighs \_\_\_\_\_ than the mouse lemur.
- The dart frog and the bee hummingbird weigh the same, but the bee hummingbird is \_\_\_\_\_ .

### 2 Work it out

Your teacher will give you ten straws of different lengths and a ruler.



Which is the longest straw?

Which is the shortest straw?

- With a partner put the steps of the experiment into the right order.
- Add a sequencing word to each step.
- In your notebook, draw a picture to show what is happening in each step.
  - \_\_\_\_\_ choose the longest and shortest straws.
  - \_\_\_\_\_ measure each straw.
  - \_\_\_\_\_ label each straw.
  - \_\_\_\_\_ write down the length of each straw.



## Lesson 13 Review

### 1 Write

Choose five objects in the classroom.

Draw pictures and write the word under each picture.

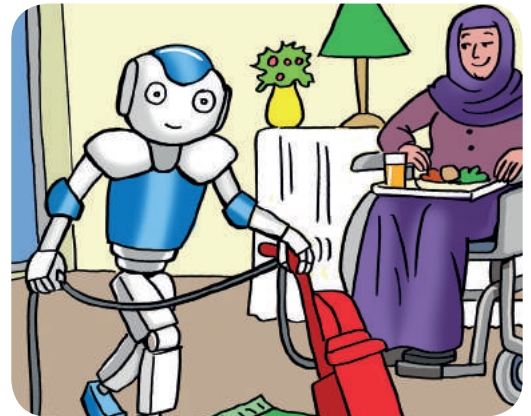
Write sentences comparing the size of the objects. Use these words:

longer than    the longest  
shorter than    the shortest

### 2 Write and talk

What interesting things did you learn about robots? Write down the three most interesting facts.

Look on the Internet for the most interesting robot you can find. Tell your partner about the robot. What does he or she think? Can you compare the robots you found?



### 3 Read

Re-read the story *A Tall Tale* on pages 159–161.

Write three questions about the story. See if your classmates can answer your questions.

### 4 Talk

What were the two most interesting things you learned in this unit?



## Lessons 14–15 Write and present a project

### 1 Read

Read the beginning of a story about a very tiny girl called Meera.

Meera was the size of a mouse. She slept in a shoe in a small cupboard. Her parents and sister were just the same size as your own family, but Meera was special.

Every day Meera jumped up into her sister Sarah's pocket for the walk to school.

One day, the girls were late and Sarah was hurrying.

Meera leaned out of the pocket to look at a red car. She leaned too far and fell out! Sarah didn't see and went on walking. Oh no, Meera was left behind!

### 2 Project

In a group, write your own story about a small character.

1 Describe your character.

How small is your character?

**the size of, as small as ...**

Where does your character live?

What does your character use for a bed?

How does your character get from one place to another?

2 Think of an adventure for your character.

Does your character get lost?

Does your character need to find an object?

Does your character need to help someone?

Does your story have a happy ending?

3 Think of some phrases to show how your character sees the world.

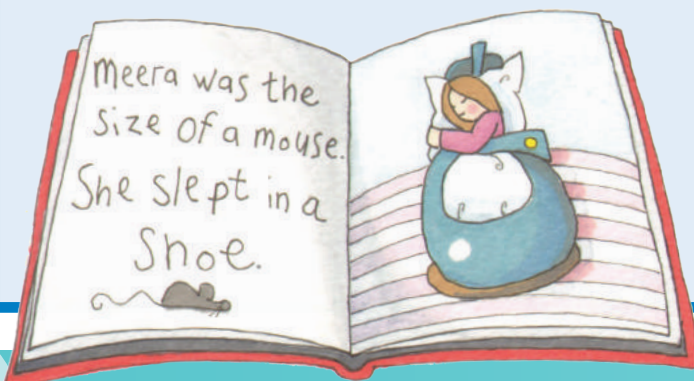
The ... looked as big as ...

The ... was like a ...

4 Draw pictures for your story.

5 Write it up neatly.

6 Present your story to the class.



## Unit 6 Wordlist

<b>alive</b>	adjective	<b>footprint</b>	noun
<b>arm</b>	noun	<b>fossil</b>	noun
<b>be alike</b>	verb	<b>happy</b>	adjective
<b>beak</b>	noun	<b>heavy</b>	adjective
<b>big</b>	adjective	<b>herbivore</b>	noun
<b>bite</b>	verb	<b>hide</b>	verb
<b>blue</b>	adjective	<b>horn</b>	noun
<b>blunt</b>	adjective	<b>hungry</b>	adjective
<b>bone</b>	noun	<b>hunt</b>	verb
<b>carnivore</b>	noun	<b>kill</b>	verb
<b>claw</b>	noun	<b>lay eggs</b>	verb
<b>click</b>	verb	<b>leaf/leaves</b>	noun
<b>climb</b>	verb	<b>look for</b>	verb
<b>cold-blooded</b>	adjective	<b>loud</b>	adjective
<b>computer</b>	noun	<b>lovely</b>	adjective
<b>dangerous</b>	adjective	<b>low</b>	adjective
<b>desert</b>	noun	<b>make a noise</b>	verb
<b>dig</b>	verb	<b>meat</b>	noun
<b>dinosaur</b>	noun	<b>noisy</b>	adjective
<b>dry</b>	adjective	<b>old</b>	adjective
<b>eat</b>	verb	<b>paleontologist</b>	noun
<b>elbow</b>	noun	<b>pet</b>	noun
<b>extinct</b>	adjective	<b>poisonous</b>	adjective
<b>fast</b>	adjective	<b>quickly</b>	adverb
<b>feather</b>	noun	<b>quiet</b>	adjective
<b>fin</b>	noun	<b>river</b>	noun
<b>finger</b>	noun	<b>roar</b>	verb



<b>run</b>	verb
<b>scary</b>	adjective
<b>scientist</b>	noun
<b>search for</b>	verb
<b>shake</b>	verb
<b>sharp</b>	adjective
<b>shoot</b>	noun
<b>slow</b>	adjective
<b>small</b>	adjective
<b>soft</b>	adjective
<b>speak</b>	verb
<b>spike</b>	noun
<b>strong</b>	adjective
<b>tail</b>	noun
<b>tall</b>	adjective
<b>tooth/teeth</b>	noun
<b>warm-blooded</b>	adjective
<b>weapon</b>	noun
<b>wet</b>	adjective
<b>wing</b>	noun
<b>wrist</b>	noun

## Unit 7 Wordlist

<b>arrive - arrived - arrived</b>		<b>give - gave - given</b>	verb
	verb	<b>guest</b>	noun
<b>be - was/were - been</b>	verb	<b>hear - heard - heard</b>	verb
<b>between</b>	preposition	<b>host</b>	noun
<b>bravely</b>	adverb	<b>hungry</b>	adjective
<b>bug</b>	noun	<b>knife</b>	noun
<b>burger</b>	noun	<b>live - lived - lived</b>	verb
<b>catch - caught - caught</b>		<b>make - made - made</b>	verb
	verb	<b>message</b>	noun
<b>celebration</b>	noun	<b>messenger</b>	noun
<b>chicken</b>	noun	<b>napkin</b>	noun
<b>clever</b>	adjective	<b>next to</b>	preposition
<b>climb - climbed - climbed</b>		<b>opposite</b>	preposition
	verb	<b>outside</b>	adverb
<b>code</b>	noun	<b>pay - paid - paid</b>	verb
<b>coin</b>	noun	<b>plate</b>	noun
<b>cup</b>	noun	<b>play - played - played</b>	
<b>delicious</b>	adjective		verb
<b>drink</b>	noun	<b>poor</b>	adjective
<b>eat - ate - eaten</b>	verb	<b>read - read - read</b>	verb
<b>elephant</b>	noun	<b>rich</b>	adjective
<b>enjoy - enjoyed - enjoyed</b>		<b>ride - rode - ridden</b>	verb
	verb	<b>salad</b>	noun
<b>expensive</b>	adjective	<b>say - said - said</b>	verb
<b>fly - flew - flown</b>	verb	<b>secret</b>	noun
<b>fruit</b>	noun	<b>see - saw - seen</b>	verb

**shout - shouted - shouted**

verb

**size**

noun

**sleep - slept - slept**

verb

**spoon**

noun

**spot**

noun

**stay - stayed - stayed awake**

verb

**storm**

noun

**strange**

adjective

**stripe**

noun

**sweetcorn**

noun

**tell - told - told**

verb

**tired**

adjective

**toss - tossed - tossed**

verb

**touch - touched - touched**

verb

**visit - visited - visited**

verb

**wave**

noun

**whisper**

noun

**wild**

adjective

**with**

preposition

**without**

preposition

**write - wrote - written**

verb

**Phrase list**

**Is it a ...?**

phrase

## Unit 8 Wordlist

<b>asleep</b>	adjective	<b>glove</b>	noun
<b>awake</b>	adjective	<b>go for a swim</b>	verb
<b>backbone</b>	noun	<b>go for a walk</b>	verb
<b>basket</b>	noun	<b>grow</b>	verb
<b>bat</b>	noun	<b>grown-up</b>	noun
<b>beat</b>	verb	<b>hard</b>	adjective
<b>beautiful</b>	adjective	<b>head</b>	noun
<b>biceps</b>	noun	<b>healthy</b>	adjective
<b>blink</b>	verb	<b>hear</b>	verb
<b>body</b>	noun	<b>heart</b>	noun
<b>bone</b>	noun	<b>human</b>	noun
<b>breath</b>	noun	<b>ice pack</b>	noun
<b>breathe</b>	verb	<b>join together</b>	verb
<b>bright</b>	adjective	<b>leather</b>	adjective
<b>chew</b>	verb	<b>lick</b>	verb
<b>clip</b>	noun	<b>lips</b>	noun
<b>dark</b>	adjective	<b>listen</b>	verb
<b>ear</b>	noun	<b>lung</b>	noun
<b>exercise</b>	noun	<b>more quickly</b>	adverb
<b>femur</b>	noun	<b>mouse</b>	noun
<b>finger</b>	noun	<b>muscle</b>	noun
<b>finger nail</b>	noun	<b>need</b>	verb
<b>fist</b>	noun	<b>nose</b>	noun
<b>flow</b>	verb	<b>oyster shell</b>	noun
<b>forehead</b>	noun	<b>pearl diver</b>	noun
<b>frown</b>	noun	<b>plaster</b>	noun
<b>frown</b>	verb	<b>play football</b>	verb
<b>glass of water</b>	noun	<b>point</b>	verb

pulse	noun
pump	verb
rabbit	noun
rib	noun
ride a bike/bikes	verb
rope	noun
salty	adjective
see	verb
shark	noun
sink	verb
skin	noun
skull	noun
sleep	noun
smell	verb
smell	verb/noun
smile	noun
smile	verb
sniff	verb
soft	adjective
stroke	verb
sweet	noun
take good care of	verb
taste	verb
throat	noun
thump	verb
tidy my/her/his room	verb
toenail	noun

tooth	noun
touch	verb
triceps	noun
tug on a rope	verb
watch	verb
tummy	noun
unhealthy	adjective
upset	adjective
visit Grandma	verb
whale	noun

#### Phrase list

**What are you doing next week?**

phrase

**What's the matter?** phrase

**Would you like to ...?** phrase

**Shall I bring you (+ singular noun)**

phrase

**Shall I get the teacher/your**

**mother/your father?** phrase

**I think it's a fact.** phrase

**I think it's an opinion.** phrase

**I've cut my (+ noun).** phrase

**I fell and hit my knee/elbow/arm.**

phrase

## Unit 9 Wordlist

<b>logger</b>	noun	<b>pour</b>	verb
<b>lonely</b>	adjective	<b>prefer</b>	verb
<b>long</b>	adjective	<b>rescue</b>	verb
<b>look for</b>	verb	<b>robot</b>	noun
<b>massive</b>	adjective	<b>ruler</b>	noun
<b>measure</b>	verb	<b>sauce</b>	noun
<b>method</b>	noun	<b>sausage</b>	noun
<b>metre</b>	noun	<b>scary</b>	adjective
<b>minute</b>	noun	<b>school</b>	noun
<b>month</b>	noun	<b>scientist</b>	noun
<b>mouse lemur</b>	noun	<b>screen</b>	noun
<b>museum</b>	noun	<b>second</b>	noun
<b>mushroom</b>	noun	<b>shake</b>	verb
<b>narrow</b>	adjective	<b>shop</b>	noun
<b>noisy</b>	adjective	<b>short</b>	noun
<b>number</b>	noun	<b>skate</b>	verb
<b>olive</b>	noun	<b>slow</b>	adjective
<b>oven</b>	noun	<b>small</b>	adjective
<b>ox</b>	noun	<b>snowstorm</b>	noun
<b>pan</b>	noun	<b>space</b>	noun
<b>pancake</b>	noun	<b>spacesuit</b>	noun
<b>pea</b>	noun	<b>straight</b>	adjective
<b>people</b>	noun	<b>straw</b>	noun
<b>pepper</b>	noun	<b>subtitle</b>	noun
<b>playground</b>	noun	<b>tall</b>	adjective
<b>pollen</b>	noun	<b>teeny-weeny</b>	adjective
<b>pond</b>	noun	<b>tiny</b>	adjective

toe	noun
ton	noun
tool	noun
top	noun
toss	verb
traffic	noun
village	noun
week	noun
weigh	verb
wheel	noun
wide	adjective
wrestle	verb
year	noun

### Phrase list

Some ... others .... phrase

I don't like my \_\_\_\_\_ **because**

\_\_\_\_\_ phrase

I like my \_\_\_\_\_ **because** \_\_\_\_\_

phrase

How many ... ? phrase

How much ... ? phrase



## Irregular Verb Chart

<b>Verb</b>	<b>Past simple</b>	<b>Perfect simple</b> (has/ have + ...)
be (am/is/are)	was/were	been
buy	bought	bought
catch	caught	caught
do	did	done
eat	ate	eaten
find	found	found
get	got	got
give	gave	given
go	went	gone
have (has/have)	had	had
hear	heard	heard
make	made	made
read (pronounced <b>rEEd</b> )	read (pronounced <b>red</b> )	read (pronounced <b>red</b> )
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sit	sat	sat
sleep	slept	slept
stand	stood	stood
take	took	taken
tell	told	told
think	thought	thought
throw	threw	thrown
write	wrote	written



