

- 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.

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2



Achievement  
through  
excellence

CAMBRIDGE



# Bridge to Success

Learner's Book

4

For Training Only

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Term 1 material 2016

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*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:

-  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
-  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



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## We're going to:

talk and write about what people are doing

follow and give instructions

play games and do projects together

write about what we think and what we like

read and talk about a play

## Lesson 1 The Al Ayyalah routine

### 1 Talk about it



These boys are learning the Al Ayyalah routine for National Day. Talk about the picture. What is each person doing?

Bader





- 1 How do the children move?
- 2 What is Bader doing?
- 3 Is learning the Al Ayyalah routine easy or difficult? Why?

### 3 Read and listen

**21st** Read and listen to the text. Write a question to ask your class. Use question words like **Where ...? What ...? How ...? Who ...?**

## The Al Ayyalah Routine

National Day is celebrated in the UAE and in many other countries too. The Al Ayyalah routine is part of the celebrations. There is a big drum and three small drums. The men hold up their sticks and make them move up and down, left and right.



## Lesson 2 Tap your left foot!

### 1 Word study

Stand up. Pretend that you are holding up a stick. Act out the words in the box.

up	down
left	right
slowly	quickly
twist	turn

### 2 Let's do it!

Learn a new movement. Stand in a line, one behind the other. Move together!

- 1 Tap your left foot. Put your feet together.
- 2 Tap your right foot. Put your feet together.
- 3 Jump forwards twice.
- 4 Do it again!

Say these words as you do the routine:

Left foot. Right foot. Jump. Jump.



### Language tip

Use **-ing** after **practise**.  
Let's **practise** speaking English.

### 3 Use of English

Is it easy or difficult? What do you think? Discuss with a partner.

- learning a routine
- speaking English
- playing the oud
- writing a poem
- playing football
- riding a bike



## 2 Read

Read the instructions. Then play each game.

**Up and down**

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

**Speaking tip**

Use contractions when you are speaking, for example, I'm playing computer games. She's drawing a picture.

**Two can tie a bow**

Can you and your partner work together to tie a bow? This is not easy. Each person can only use one hand!

**Don't step on the floor**

You and your partner need three pieces of paper. You must cross from one side of the room to the other. You must only step on the paper. You mustn't step on the floor. Can you do it?



**1 Talk about it**   Work with a partner.

Discuss which games you liked from the last lesson. Now play the games.

**2 Values**

Some of these games are difficult. You have to practise and you mustn't give up. Try using some of these expressions as you play the games.



**3 Listen**

Which game are the children playing? Listen and check. Clap when you hear an expression from Activity 2.

**4 Let's find out!**

- 1 Were the games easy or difficult? Which was your favourite?
- 2 Look at the chart. Which game do most children in the class like best?
- 3 Complete a chart for your class. Which game does your class like best?

UNITED ARAB EMIRATES MINISTRY OF EDUCATION		Our favourite games				الإمارات العربية المتحدة وزارة التربية والتعليم			
Two can tie a bow									
Up and down									
Don't step on the floor									

**Key:**  = 1 child

**Listening strategy: Getting help with your understanding**

If you don't understand what your classmate is saying when you interview them, say 'Pardon?' and they will repeat their sentence.



Read these instructions and look at the picture.

Which colour team is doing each activity: red, yellow, green or purple?

Tie two ropes around the tree.

Pass a glass of water through the ring.

Climb to the top of the wall.

Carry the boxes to the table.



## 2 Use of English

Match the questions with the answers.

- 1 What are the boys in the green vests doing?
- 2 What is boy number 17 doing?
- 3 What are the boys in the yellow vests doing?
- 4 What is boy number 28 doing?



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- a They are tying a rope around the tree.
- b They are carrying boxes to the table.
- c He is standing on a ladder.
- d He is climbing the wall.

## 3 Talk

Ask your partner two more questions about the picture.

What is/are ... doing?

## 4 Word study

Think of lots of different answers to these questions.

- What can you **push**?
- What can you **climb**?
- What can you **carry**?

Listen and repeat with your teacher.

- 1 Stand up
- 2 Walk around
- 3 Twist your body
- 4 Turn quickly
- 5 Turn left
- 6 Turn right
- 7 Sit down

Now practise these with a partner and do the actions.

## 2 Word study

Look at the pictures and tell your partner what to do.



## 3 Talk

Stand up, then walk in a circle to the left. When your teacher says 'stop', talk to the person on your right and say what you think about:

- 1 Playing outside
- 2 Playing football
- 3 Learning the Al Ayyalah routine
- 4 Learning English

Read and listen to the poem.

Find the word in the poem that rhymes with:

in ground to ten about

Find a word in the poem that means the same as:

laugh turn round begin

## Rope Rhyme

Get set, ready now, jump right in  
Bounce and kick and giggle and spin  
Listen to the rope when it hits the ground  
Listen to that clappedy-slappedy sound  
Jump right up when it tells you to  
Come back down, whatever you do  
Count to a hundred, count by ten  
Start to count all over again  
That's what jumping is all about  
Get set, ready now,

jump  
right  
out!

*Eloise Greenfield*



### Vocabulary

**giggle:** laugh in an excited way

**rope:** very thick string

## 2 21st Let's do it!

Pretend you are skipping! Count up to 100, one number with each jump.

When you say a number that ends in 5, kick your leg: **15, 25, 35 ...**

When you say a number that ends in 0, spin around: **10, 20, 30 ...**

Make a list of action verbs on page 10.

How many can you find? Think of more words to add to your list.

4  Read

The children in the picture are going to act in a play.

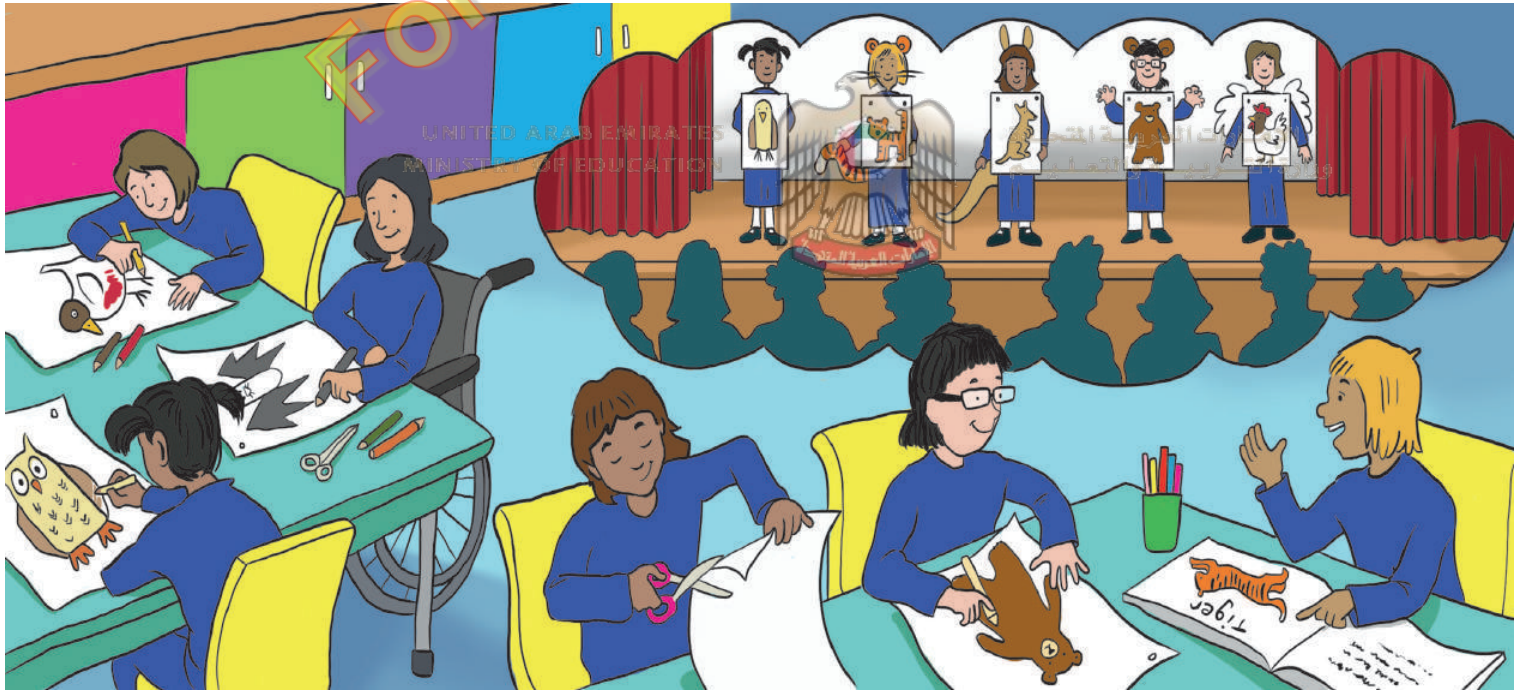
They are making signs for the animal characters in the play.

Some girls are drawing **mammals**.

A mammal is an animal that has fur and teeth. Most mammals have four legs.

Some girls are drawing **birds**.

Birds are animals that have two legs, two wings and feathers. Most birds can fly. One girl is drawing a bat. Name two mammals and two birds. Do you think a bat is a mammal or a bird?





1 **21st**  **Talk**

Imagine that you are going to act in a play!  
What animal do you want to be? Why?  
Ask three friends.

What do you  
want to be?

Why do you  
want to be a ... ?

6 **2 Listen**

Nabeel is drawing a picture of a bat.  
Listen to the conversation, then answer  
the questions.

- 1 What is Nabeel good at doing?
- 2 What is Nabeel not good at doing?
- 3 What is the missing word in  
Nabeel's picture?

3  **Over to you**

What are you good at doing?  
What are you not good at doing?  
Tell your partner.

I'm good at ... ,  
but I'm not good at ... .

Then write a sentence about  
your partner.  
Tell the class about your partner.

Khawla is good at  
swimming, but she's not  
good at skipping.

4  **Let's do it!**

Draw an animal, then ask your friend to name it. Now both of you  
must write the name of the animal and check your spelling.

**Language detective**

What happens when you add  
**-ing** to a short vowel word that  
ends in a consonant?

run – **running**   hop – **hopping**   swim – ?

What happens when you add **-ing** to  
a word that ends in a silent **e**?

hope – **hoping**   write – **writing**   make – ?



Who are the characters? What do you think happens in this play?

7 2 Read and listen

Read and listen along to Part 1. Answer the questions.

- 1 Where are the animals?
- 2 Who is Owl?
- 3 What are the animals doing?

## Share my scissors!

### PART 1

**Narrator:**

The animals are making a project in the classroom and they are getting their pictures ready. Bat, Duck, Bear and Kangaroo are working in a team together to make their project.

**Owl (clearly):**

I can see you are working very hard on your projects. Well done, everyone! Please could you start **tidying up** now? Thank you.

**Bat (loudly):**

Yes, I'm colouring my picture.

**Bear (happily):**

And I'm cutting out my picture!

**Kangaroo (happily):**

I'm using glue **to stick** my picture on the poster!



What do you remember about Part 1 of the play on the previous page?  
Work with a partner and tell each other.

## 8 2 Read and listen

Now read and listen to Part 2 and answer the questions with your partner.

- 1 Why is Duck sad at the start of the play?
- 2 Why is Duck happy at the end of the play?

### Reading strategy

You will understand the text better if you learn the meaning of phrases like 'How are you doing?'; 'What's the matter?'; 'Is something wrong?'; 'Of course!' rather than individual words.

### PART 2

Owl: ... and Duck, how are you doing?

Narrator: Duck looks very sad.

Owl: What's the matter, Duck? Is something wrong?

Duck (*sadly*): I can't do my project and I am very sad.

Owl: Why can't you do your project, Duck?

Duck (*sadly*): I don't have coloured pencils to colour in my picture.

Bat (*happily*): Share my **coloured pencils**!

Duck (*sadly*): I don't have scissors **to cut out** my picture.

Bear (*happily*): Share my **scissors**!

Duck: I don't have glue to stick my picture on the poster.

Kangaroo (*happily*): Have my glue!

Duck (*very happily*): Thank you, my friends. Thank you for sharing and helping me. Please could you pass me the coloured pencils, scissors and glue? Thank you very much!

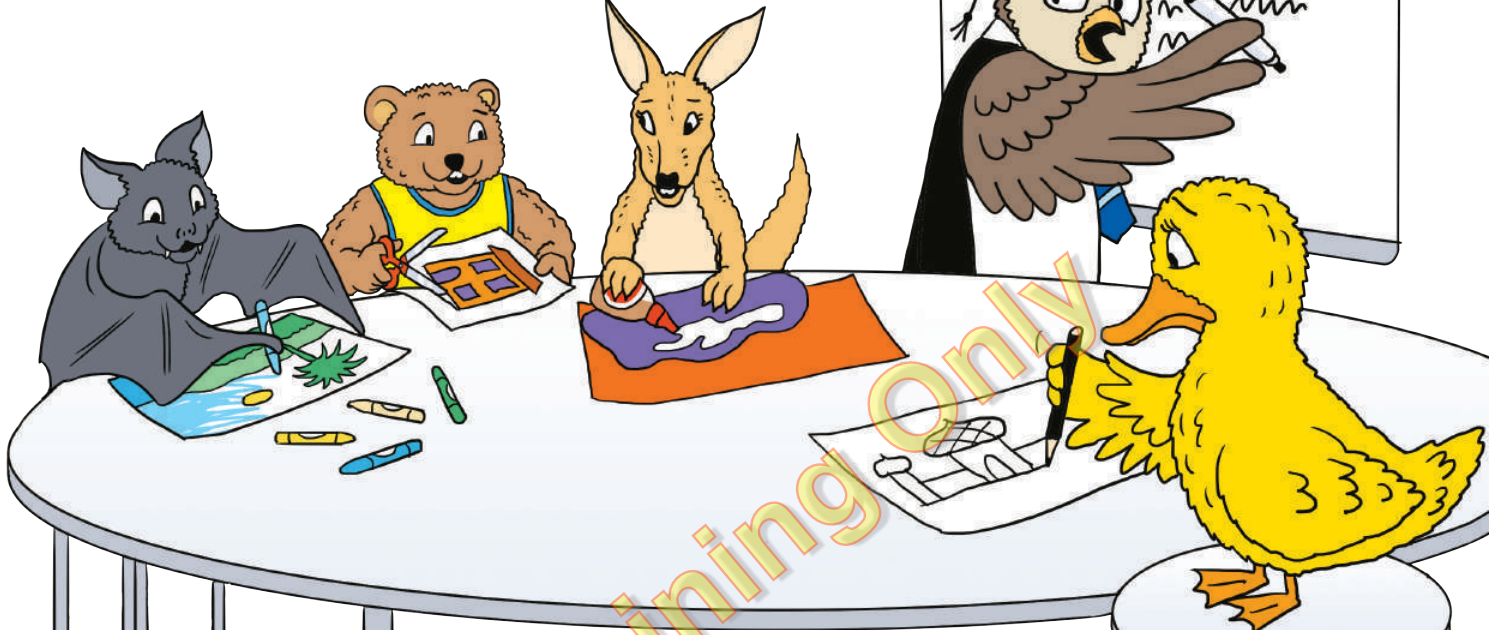
Bear, Bat,

Kangaroo: Of course! Here you are!

Owl (*happily*): That is great, everyone. You are all working together in a team.

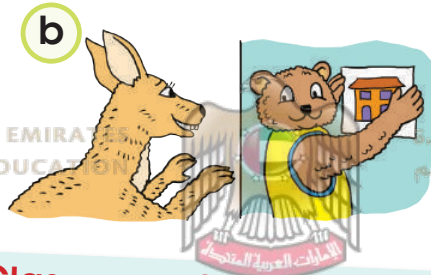
Narrator: So Bat, Kangaroo and Bear shared their coloured pencils, scissors and glue with Duck and helped him to finish his picture and stick it on their team poster. The poster was finished and they were all very happy.





### 3 Values

Look at the list of classroom sharing rules. Which two do you think are the most important? Match the rules with the pictures a-e.



### Classroom sharing rules

- 1 Work together.
- 2 Help your team prepare material.
- 3 Say 'well done' to your team.
- 4 Share things with your friends.
- 5 Say 'please' and 'thank you'.





# 1 Word study

Look back at the play on pages 15 and 16.  
Find the words in **blue**. What does each word mean?  
If you can't guess, ask your teacher.

What does **tidying up** mean?

## 2 Words with more than one meaning

Read the sentences. What is the missing word in both sentences?

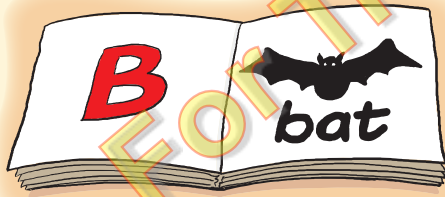
1 She hits the ball with a \_\_\_\_ .



A \_\_\_\_ can fly.



2 B is the first \_\_\_\_ in bat.



This \_\_\_\_ is for you.



3 Come and \_\_\_\_ football with us!



We are acting in a \_\_\_\_ .



### 3 Write

Read the letter that you wrote to Duck in the Activity Book on page 15. Pretend now that you are Duck and write a letter to Bat to thank him. Write at least four sentences.

#### Words to remember

up, down, left, right, slowly, quickly, twist, turn, What do you want to be?, How about ...?,

What does ... mean?, easy, difficult, stick, cut, glue, scissors, team, share

1 **21st**  **Talk**

Work with a partner and discuss the questions.

- 1 What is the difference between a bird and a bat?
- 2 Draw a bat or a bird and give it a name.
- 3 Tell your partner about your animal:
  - a Where does it live?
  - b What does it eat?
- 4 Imagine that your animal met your partner's animal. Act out a short dialogue between the animals.



2  **Write**

Complete these sentences with the correct form of the verb.

- 1 I'm good at \_\_\_ (write).
- 2 She's good at \_\_\_ (skip).
- 3 He's not good at \_\_\_ (swim).
- 4 We're good at \_\_\_ (run).
- 5 She's good at \_\_\_ (draw).

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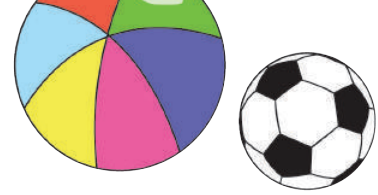
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3  **Talk**

Ask your partner 'what are you good at?' and then tell your partner what you are good at.

# 1 Talk

Work with a partner. Choose a picture in this unit. Tell your partner what any people or animals are doing in the picture.



## 2 Write

Think of some things you can do with a ball. Write two instructions. Read them to your partner. Can your partner act out the instructions?

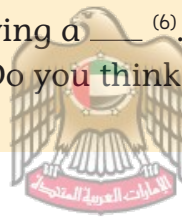
Look at your list of action verbs. Write a sentence about something you like doing and something you don't like doing. Read your sentences to your partner. Do you like or dislike the same things?



## 9 3 Listen and write

Listen and complete the text with the missing words.

Some girls are \_\_\_\_ <sup>(1)</sup> mammals. A mammal is an \_\_\_\_ <sup>(2)</sup> that has fur and teeth. Most mammals have four \_\_\_\_ <sup>(3)</sup>. Some girls are drawing birds. Birds are animals that have two legs, two \_\_\_\_ <sup>(4)</sup> and feathers. Most birds can \_\_\_\_ <sup>(5)</sup>. One girl is drawing a \_\_\_\_ <sup>(6)</sup>. Name two mammals and two birds. Do you think a bat is a mammal or a bird?



## 4 Talk and write

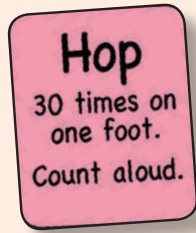
Which activity did you like best in this unit?  
Which activities were easy? Difficult?  
Interesting? Fun? Boring?  
Write your answers.

Think of an interesting thing you learned in this unit. Write one or two sentences about it.



# 1 Make a 'Follow the instructions' game

- 1 **21st** Work with a group. Write instructions on cards. Make 20 cards.



- 2 Play the game with your class in two teams.
- 3 The teams take turns to take an instruction card. If the team can follow the instructions, they score one point.

# 2 Make a 'Find the animal' game

- 1 Draw a picture of an animal doing something funny. It can be a real animal or a make-believe animal.
- 2 On another piece of paper, write a description of your animal. Answer these questions:
  - What does your animal look like?  
What colour is it?
  - How many legs has it got?  
Has it got wings? Has it got fur?
  - What is your animal doing?
- 3 Put all the animal pictures on the wall.
- 4 Read an animal description to the class. Can the class find the matching picture?



My animal has got purple fur and six legs.  
It is playing the drums.



## We're going to:

talk about family celebrations  
from around the world  
talk about and name family  
members

understand a poem about  
growing up  
read about childhood memories  
and write our own

## Lesson 1 Family celebrations

### 1 Talk about it

21st



Have you ever celebrated Eid Al Fitr?

What can you remember about it? The picture is in Dubai, in the UAE.  
What are the people doing?



- 1 Who made the food?
- 2 Who is Mariam and what is she doing?
- 3 What are they going to do after lunch?

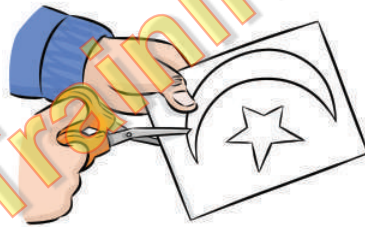
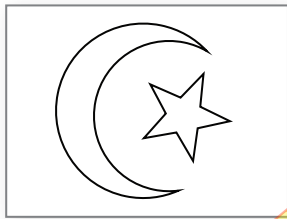
### 10 3 Word study

Use the words in the box to talk about the picture on page 22. Listen to Mariam again to check.

photographer sister grandmother  
grandson aunt cousin

### 4 Let's make it!

Make a moon and star mobile as a decoration for Eid Al Fitr. Follow the instructions.



- 1** You need card, paint or glue, glitter, string and a stick.

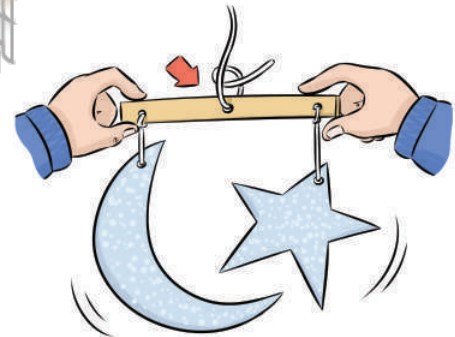
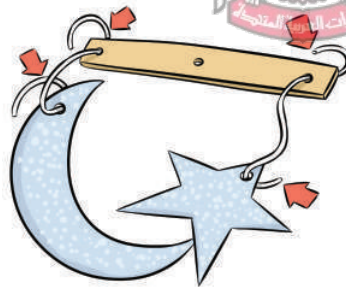
- 2** **First**, cut out the moon and star.

- 3** **Next**, paint both sides or use glue and glitter.

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- 4** Make a hole at the top of the moon and star.

- 5** **Then** tie a piece of string through the holes and tie to the stick.

- 6** **Finally**, tie a piece of string in the middle of the stick and hang your mobile.



Are the customs the same or different in your country?

Which custom do you like best?



### New clothes

In Indonesia, parents give children a small amount of money. People go to shopping malls and buy new clothes, shoes and lots of food.



### Visiting family

In Egypt, on the first day of Eid Al Fitr, people visit their families. They also go to the cinema, parks or beaches.

### Pancakes for breakfast

People eat special pancakes for Eid Al Fitr in Morocco. Breakfast is a very big meal and people drink mint tea.



### Egg fights!

In Afghanistan, men meet in the park with hard-boiled eggs and play a game. They try to break each other's eggs. People go to parks and fly kites.

Read the texts on page 24 again. How quickly can you find the answers?

- 1 In which country do they eat special pancakes for Eid Al Fitr?
- 2 What do parents give their children in Indonesia?
- 3 Where do they fly kites when it is Eid Al Fitr?
- 4 In Egypt, what do people do on the first day of Eid Al Fitr?

## 12 2 Listen

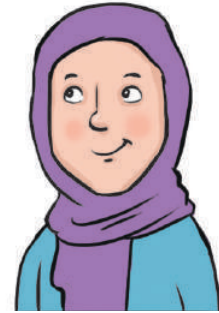
Amira and Nisreen are making special cards for Eid Al Fitr.

Listen and answer the questions:

Who is Miss Al Sayegh? Who is Mr Al Qasim?

## 3 Use of English

Most people have a **first name** and a **surname** (family name). This is the Al Qasim family. Say the title and surname of each person.



Nisreen Al Qasim

first name

surname



### Language tip

When we talk to teachers and adults that we don't know well, we often use a **title** and their surname.

**Mr** – for a man

**Mrs** – for a married woman

**Miss** – for an unmarried woman or girl

**Ms** – for a woman, married or unmarried



Read and listen to the poem. What do you think it is about?

How old is the boy now?

## The End

When I was one,  
I had just begun.  
When I was two,  
I was nearly new.  
When I was three,  
I was hardly me.  
When I was four,  
I was not much more.  
When I was five,  
I was just alive.  
But now I am six,  
I'm as clever as clever.  
So I think I'll be six now for ever and ever.



A A Milne

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say the words aloud. Match the rhyming words.

- |         |         |
|---------|---------|
| 1 alive | a four  |
| 2 two   | b three |
| 3 more  | c begun |
| 4 one   | d five  |
| 5 me    | e new   |

14 **3 Listen**

Listen to the words and write. For every word there are two spellings. With your partner write the two possible words.

4 **Write**

Write the words from Activity 3 for the sentences.

- 1 There are sixty minutes in every \_\_\_\_\_.
- 2 My mother will \_\_\_\_\_ at the school for me at 4 o'clock to take me home.
- 3 I \_\_\_\_\_ some chocolate this morning – it was delicious.
- 4 He \_\_\_\_\_ first place in the competition.
- 5 I am going \_\_\_\_\_ the station at 6 o'clock.



Marwan's family live in Sharjah. Listen to Part 1.  
Marwan's grandfather is talking about a special trip.  
What was the special trip?

Listen to Part 1 again and circle the things that  
Marwan's grandfather talks about.

trees    bottles of water  
tent    roads  
Marwan's aunt  
scorpions    camp fire

## 16 2 Listen

Now listen to Part 2.  
What was Marwan afraid of in the tent?  
Was Marwan afraid at the end of the story?  
Why? Why not?



## 3 Use of English

Marwan is asking his grandfather about his first camping trip.  
Match Marwan's questions with his grandfather's answers.

**Marwan**

- 1 Were there many people on my first camping trip?
- 2 Was my grandmother on the camping trip?
- 3 Were my friends on the camping trip?
- 4 Was there ice cream on the camping trip?
- 5 Was I happy on the camping trip?

**Marwan's grandfather**

- a No, there wasn't.
- b No, they weren't.
- c Yes, you were!
- d Yes, she was.
- e Yes, there were seven people.

4  Talk

Think of questions you can ask your partner about his or her last family trip.  
Use **was** and **were**.

Were there many people?  
Was it hot/cold?  
Were you happy/sad/excited?

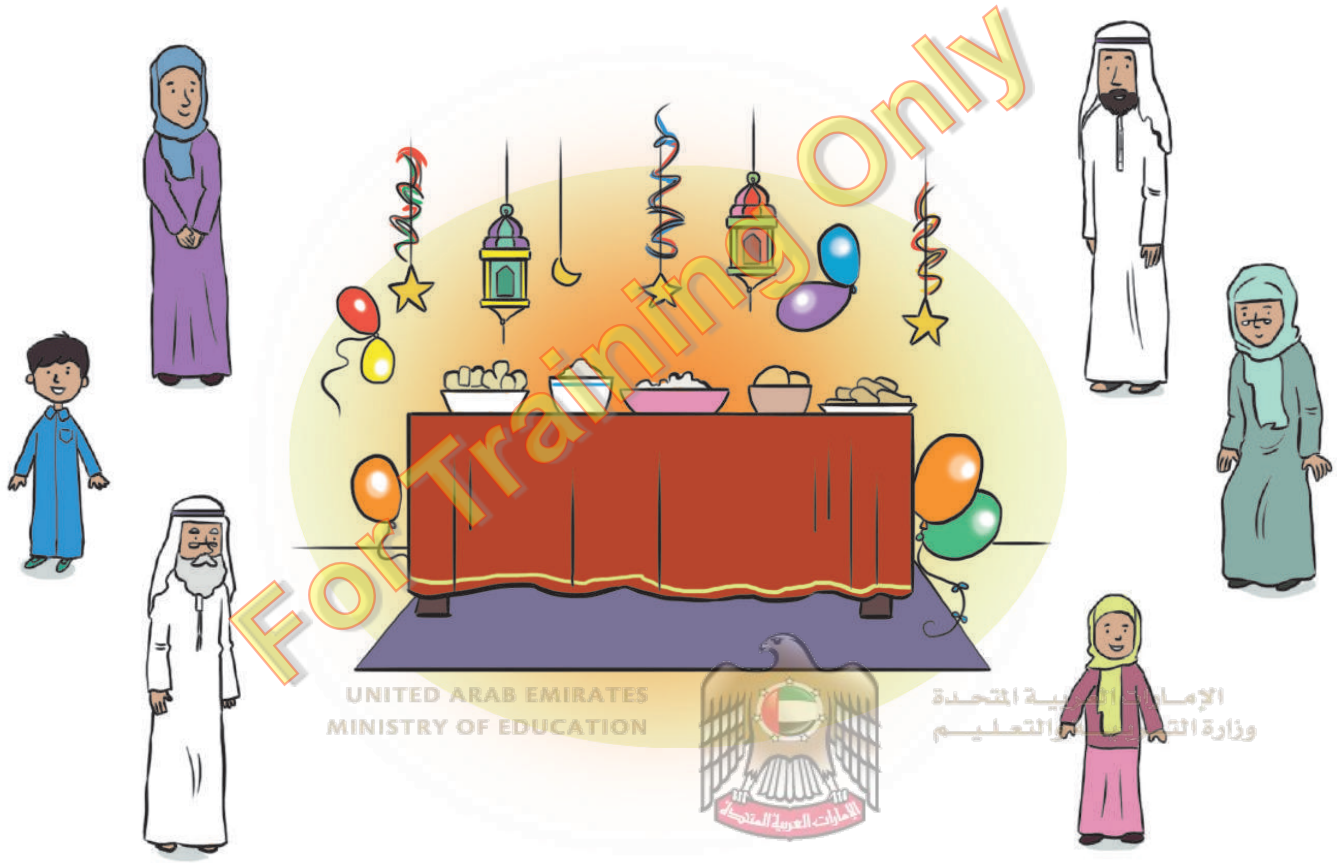
**Language tip****Was and were**

- |                                 |  |
|---------------------------------|--|
| <b>Was</b> I/he/she/it happy?   | Yes, I/he/she/it <b>was</b> .<br>No, I/he/she/it <b>wasn't</b> .   |
| <b>Were</b> you/we/they happy?  | Yes, you/we/they <b>were</b> .<br>No, you/we/they <b>weren't</b> . |
| <b>Was</b> there a cake?        | Yes, there <b>was</b> .<br>No, there <b>wasn't</b> .               |
| <b>Were</b> there any balloons? | Yes, there <b>were</b> .<br>No, there <b>weren't</b> .             |

Listen to a list of people in an Eid Al Fitr celebration photo and write them.

**18 2 Listen**

Next, listen to a photographer organise the photo, and tick the people that will be in the photo. Draw a line from the people to the correct place in the photo.



**3 Use of English**

Listen to your teacher and repeat the words in the 'title' column. Next, match the words on the left to their use on the right.

Title	Use
1 Mr	a For a woman, married or unmarried
2 Mrs	b For a man
3 Miss	c For a married woman
4 Ms	d For an unmarried woman or girl



Adel and Waleed are twins and live in the UAE. Listen and read about their memories of a camping trip when they were younger.

- 1 How old were Adel and Waleed when they went camping?
- 2 When did they go camping?



Hi, I'm Adel and this is my twin brother, Waleed.

We are very excited because we're going camping next weekend with our family.

The last time we went camping was about six years ago, when we were six years old. We had a brilliant time. All our family drove to Al Hayer forest in the summer. It was so hot in July but there were lots of ghaf trees to camp under and stay cool. The land was flat, but there were lots of sand dunes and mountains.

My mother had brought lots of delicious food to cook on the barbecue and we ate barbecued lamb and chicken. There was a big fire and my grandfather told us old stories of when he was a boy.

We all slept in tents at night and heard lots of animal noises. My father told me that he had seen a fox and some bats! Everyone had to shake the tents in the morning because some scorpions had crawled in. I was scared of the scorpions, but they ran away quickly.

## 2 Word study

Adel camped in the desert in July.

Can you put the months of the year in the correct order starting with January?

Months of the year in ovals:

- December
- May
- February
- October
- June
- January
- July
- September
- April
- August
- November
- March



of things to do in December.  
Read the calendar below.

We write: 17th October.

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



#### 4 Word study

English sometimes 'borrows' words from other languages.  
Match these words with the picture that shows their meaning.

- 1  **Hawaii** lei
- 2  **Mexico** piñata
- 3  **Japan** kimono
- 4  **Italy** pizza
- 5  **France** café



1 **Talk about it** Do you have a special memory from when you were very young? Is it a happy, sad, proud or funny memory? Discuss with a partner and tell your class.

20 **2 Read and listen**

Read and listen. Answer the questions.

- 1 Who was Bruno?
- 2 Where did the family go?
- 3 What did the father do?

3 **Word study**

Look at the words in red. Work with a partner. What do they mean?

## A sad memory

When I was very young, I had a **teddy bear**. His name was Bruno and he only had one eye. I took Bruno everywhere with me!

One summer, my family went on holiday to the **beach**. We played in the **sand** and **swam** in the sea. I put Bruno on a **rock** next to the sea so I could see him.

When we left the beach, I forgot Bruno. I didn't sleep because I was very sad!

The next day, my father went to look for Bruno at the beach but he couldn't find him anywhere. I remember I felt sad and even now I miss Bruno.



*This is Bruno.*

4 **Read**

Read the Speaking tip. Find some more words with long vowel sounds in the story.

### Speaking tip

Remember, some vowels are long and some are short, for example, **me** and **two** have long vowel sounds.

Can you think of some more long vowel sounds?



Do you remember the story about the sad memory on page 32? This story is about a proud memory. Read and listen to the story and answer the questions.

- 1 What did the school celebrate?
- 2 What did they drink and eat?
- 3 Why was the girl proud?

### Listening strategy

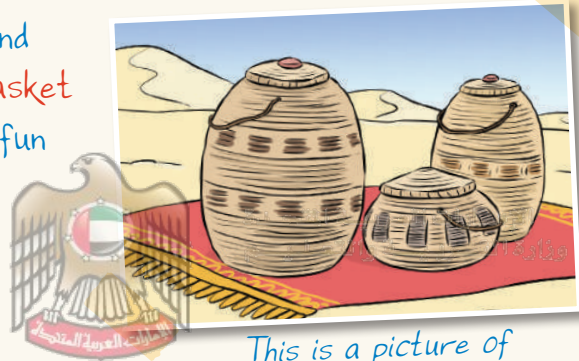
The second time you listen to the text, try not to read the words and see how much you can understand just by listening. You might be surprised!

## A proud memory

Last year, my school celebrated the National Day of the United Arab Emirates. My friends and I were very **excited** and I went to school early so I could help the teachers. There were so many things to do at school!

We drank camel milk and ate dates and listened to stories about how the Bedouin used camels to travel across the desert.

We **coloured** our hands with **henna** and my teacher showed us how to make a **basket** using palm tree leaves. It was a lot of fun and I felt very **happy** when she told the class that my basket was the best! My mother loves the basket and uses it in the kitchen every day.



This is a picture of some Bedouin baskets

### 2 Word study

Match the words in red in the story to the definitions.

- 1 coloured
- 2 happy about something you did well
- 3 very happy
- 4 a container for something
- 5 special paint for the hands

### Language detective

A memory is something that you remember. What is the opposite of **remember**?

Clue: Look in *A sad memory*.



Read and listen to the story. Answer the questions.

- 1 Why was Adel happy?
- 2 Why were the drivers shocked?

## A happy memory

My name is Adel and I like helping people.

I **do chores** for my parents at home and I go with my mum and my sisters to help clean up **plastic bottles** from the beach, even in winter.



I have many happy memories but my favourite is from last Ramadan. My father and I gave small **snacks** to **tired** drivers before Iftar. I am short so my father lifted me to give the **snacks** because I couldn't get to the drivers. The drivers were so **shocked** to see me giving them food, but very happy! I like to help people and make them smile.

### 2 Word study

What do the words in red mean?

If you don't know their meaning, ask your teacher:

What does ... mean?

Draw a picture of each thing to help you remember what it means.

read all the stories about memories again and answer the questions.

### A sad memory

- 1 What was the teddy called? How did the boy feel about his teddy?
- 2 What did the family do when they couldn't find the teddy bear?
- 3 Have you ever lost something important to you? How did you feel?

### A proud memory

- 1 Give two examples of what the girl did on National Day.
- 2 Why did she feel proud?

### A happy memory

- 1 Find two things that the boy likes doing to help people.
- 2 What did he do at Ramadan?

#### 4 Write

We can use the word **and** to combine two sentences that are about the same thing.

My teddy's name is Bruno. He has only one eye.

My teddy's name is Bruno **and** he has only one eye.

Write two sentences that describe one of your toys. Then put the two sentences together with **and**.

### Reading strategy

When reading a text, try to remember the main idea and the important words, rather than every word you see.



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# 1 Use of English

Work with a partner and answer the questions.

- 1 **Could** is the past form of **can**.  
What is **couldn't** the past form of?
- 2 Choose one of the three memory stories from pages 32, 33 and 34.  
How many sentences with **could** or **couldn't** can you find? Write them.
- 3 Talk about two things that you **couldn't** do when you were a baby.  
Talk about two things that you **could** do.



## 2 Write

Draw a picture of a memory that you have.  
Write a title: **A \_\_\_\_\_ memory.**  
Write a few sentences about your memory.  
Use sentences with *was*, *wasn't*, *could* and *couldn't*.

### Writing tip

Use a capital letter to start a sentence and a full stop at the end, for example, **F**atimah would like to go to her cousin's house.

When I was a child, I was

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I wasn't

I could

I couldn't

### Words to remember

January, February, March, April, May, June, July, August, September, October, November, December; 1st, 2nd, 3rd, etc; mother, father, grandfather, grandmother, uncle, aunt, grandson, granddaughter, teddy bear, beach, rock, proud, certificate, camel milk, dates, driver, snack, shocked

- 1 Look at the picture of a camping trip. Tell your partner all the things you can see that are typical on a camping trip.
- 2 Listen to Zak telling his friends about his camping trip. Then put a circle around all of the things in the picture that he mentions.
- 3 Draw a picture of your last camping trip.
- 4 Now look at your partner's picture and ask questions about the trip.



## 24 2 Listen

Listen and complete the paragraph about a special memory.

When I was eight years old \_\_\_\_\_<sup>(1)</sup> father took us to \_\_\_\_\_<sup>(2)</sup>. It was great fun. We \_\_\_\_\_<sup>(3)</sup> go up the Burj Al Arab and we \_\_\_\_\_<sup>(4)</sup> to some really cool shopping centres. Do you know there's one shopping \_\_\_\_\_<sup>(5)</sup> there, called Ski Dubai, where we \_\_\_\_\_<sup>(6)</sup> ski? I went to the Dubai Museum with my \_\_\_\_\_<sup>(7)</sup> and it was really interesting to see how Dubai \_\_\_\_\_<sup>(8)</sup> in the past, with the model houses and the stories about falcons.

## 3 21st Talk

Think about all the stories you read about in lessons 8, 9 and 10. Now tell your partner about one of these memories for you:

- A sad memory.
- A proud memory.
- A happy memory.



1  **Talk**

How many different names of family members can you think of?

*mother, father ...*



2 **Read**

Can you remember two different Eid Al Fitr customs that you read about in the unit?

3  **Talk**

Talk to your partner about a celebration in your family. Who was there? What happened? Your partner must ask you two questions about the celebration.



4  **Talk and listen**

Choose a picture from the unit. Don't tell your partner. Describe the picture to your partner. Can your partner find which picture you were talking about?



# 1 Make a memories scrapbook

1 **21st** With your group choose one of these subjects.

Family Celebrations    A Happy Memory    A Proud Memory

2 Make a scrapbook. Write the title and the authors' names on the cover.

3 Each person draws a picture of their celebration or memory.

4 Each person writes two to five sentences about their picture.

This is me when I camped with my family in the desert.

It was very hot, but it was a lot of fun! I rode a camel and ate barbecue.



## 2 Make a card for a special day in your country

1 Think of a special day in your country.

2 Choose someone special in your family. Make a card for them for the special day. Make a pop-up picture with paper and stick it inside the card.

3 Write who the card is to and who it is from.

4 Write a message to the person.



## We're going to:

learn about desert weather  
read and write about desert  
plants and animals  
compare things that are alike  
and different

ask and answer questions about  
things that happened  
read, talk about and act out  
stories

## Lesson 1 Desert weather

21st

### 1 Talk about it



What can you see in a desert? What animals live there?

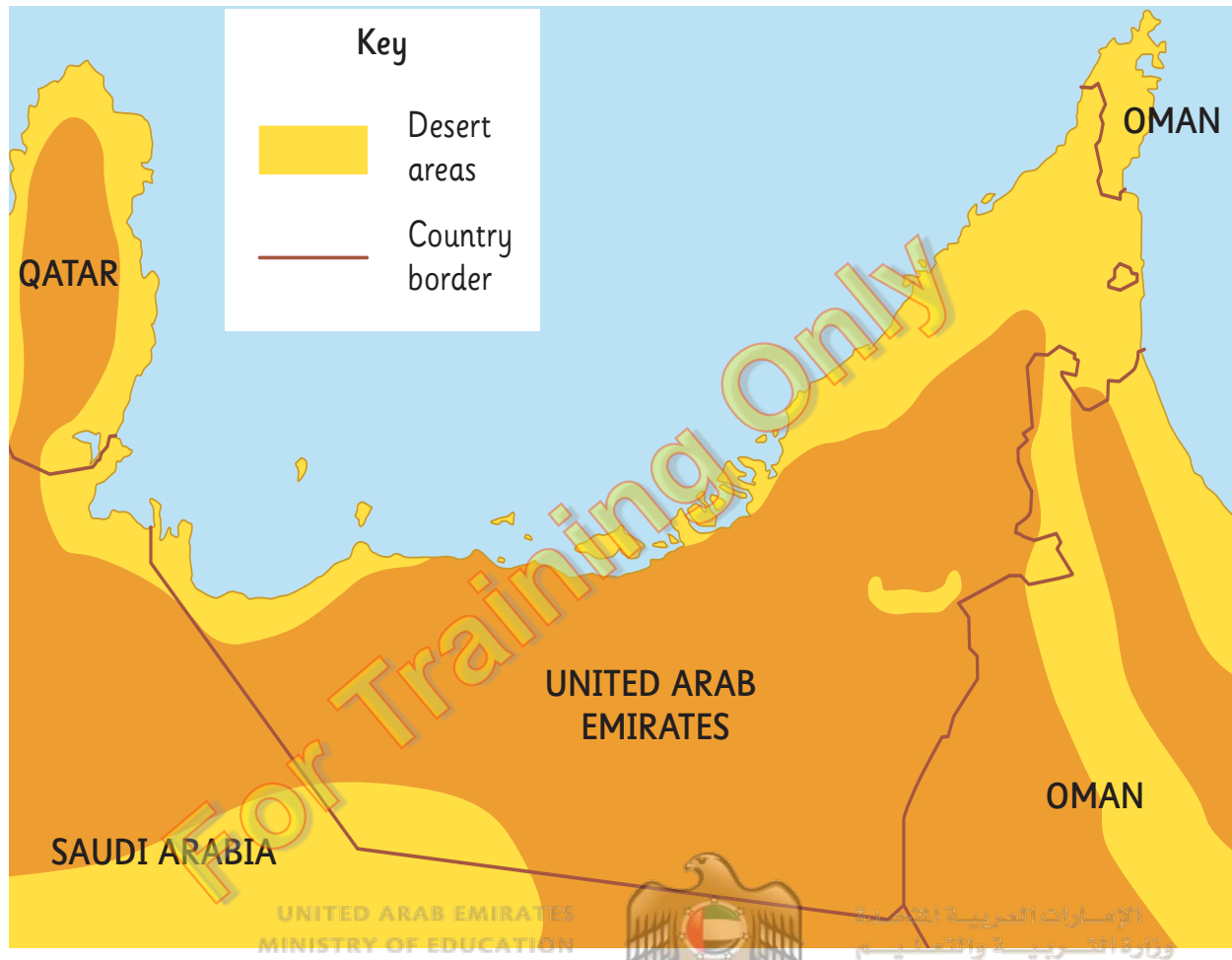


### 25 2 Listen

Listen and answer the questions. Share the information with your class.

- 1 What is the weather like in a desert?
- 2 What is the land like in a desert?

- 3 What is a **cactus**?
- 4 What do the animals do when it is hot?



26 4 Listen

Listen and circle the best answer.

- |  |   |
|--|---|
| 1 Which desert is the <b>largest</b> hot desert? | the Sahara Desert / the Atacama Desert  |
| 2 Which desert is <b>wetter</b> ?                | the Atacama Desert / the Sonoran Desert |
| 3 Which desert has the <b>tallest</b> cactus?    | the Atacama Desert / the Sonoran Desert |
| 4 Which desert is <b>colder</b> in winter?       | the Gobi Desert / the Sahara Desert     |



# 1 Talk about it



What do you know about camels?

What parts of a camel's body can you name?

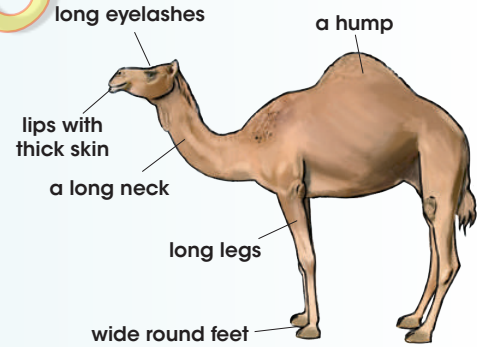
## 27 2 Read and listen

Read and listen to the text.

### Camels

Camels live in the deserts of Africa, Asia and Australia. **They** carry people and things across the desert. Before travelling across the desert, a camel eats a lot of food and drinks a lot of water. The food is stored as fat in the hump on the camel's back.

As the camel crosses the desert, **it** uses the fat in its hump as food and water. A camel can live for a week or more without drinking water! At the beginning of the trip, the camel's hump is big and fat. At the end of the trip, its hump is much smaller.



### 3 Use of English

Make sentences with **it** and **they**.

- \_\_\_\_\_ live in the desert.
- \_\_\_\_\_ survive for many days without water.
- \_\_\_\_\_ helps them to keep cool.
- \_\_\_\_\_ lives outside the family house.



### Language tip



1 camel = **it**

**A camel** can run fast.

**It** can run as fast as a horse.



More than 1 = **they**

**Camels** live in the desert.

**They** don't need much water.

### 4 Talk

A camel's body is built for living in the dry, hot, windy desert.

Look at the picture above. Ask questions: **Why does a camel have ...?**

Try to guess with your partner. Then find the right answer below.

It helps the camel reach leaves on tall trees.

They help a camel walk on top of the sand.

They keep sand out of the camel's eyes.

It stores fat for when there is no food or water.

They help the camel eat spiny desert plants.

Read about two other desert animals, the **jerboa** and the **oryx**. How are they alike? How are they different? Make a chart with your class.

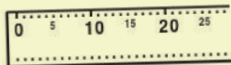
Look at all the visual information on the page before reading, to help you understand the text(s).



### Jerboa

Sahara and Gobi Deserts (Africa and Asia)

- Sleeps underground during day; closes tunnel with mud to keep out hot air.
- Eats leaves, roots and insects at night.
- Does not drink water; gets enough moisture from its food.
- Has long legs to keep its body away from hot sand.
- Hops like a kangaroo on its long back legs.



### Oryx

Arabian Peninsula

- Digs shallow hole to rest and sleep during the day and moves more at night.
- Eats roots, herbs, fruit and grass and does not drink water. It gets moisture from grass and roots.
- Can cool the blood in its brain by breathing through its nose. It only sweats when the temperature is more than 46°C.
- Its light fur reflects the sun and heat.



1.5-2 metres

## 2 Write

Choose the **jerboa** or the **oryx**. Answer these questions in sentences.

- 1 Where does it live?
- 2 Where does it sleep?
- 3 How does it get enough water?
- 4 How does it keep cool in the hot desert?
- 5 How big is it?
- 6 What does it eat?



Have you ever seen a ghaf tree? Where?

Read and listen to find the answer to these questions.

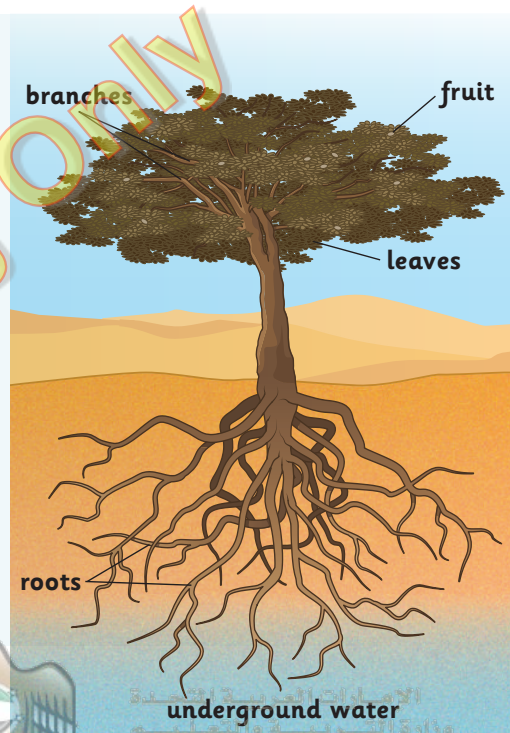
- 1 Why is it difficult for plants to grow in the desert? **Because ...**
- 2 Why does a ghaf tree need very little water? **Because ...**

## The ghaf tree

All living things need water. It is difficult for plants to grow in the desert because the desert is very dry, but some plants do grow there.

One special desert plant is a ghaf tree.

Ghaf trees can live with very little water for a very long time. The tree roots are very long and find water deep underground, as deep as 30 metres. Here the roots drink up water from the sandy soil. When rain falls, the roots of the tree drink up the water very quickly.



### Vocabulary

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**root:** the part of a plant that grows under the ground

**underground:** below the earth

**deep:** going a long way down

### Use of English

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.



Complete the questions with the correct form of the word in brackets.  
Then try to answer the questions.

- 1 Which is the biggest continent in the world? (big)
- 2 Who is the \_\_\_\_\_ child in the class? (tall)
- 3 Who is the \_\_\_\_\_ person you know? (funny)
- 4 What is the \_\_\_\_\_ fact about deserts? (interesting)

### 29 3 Read and listen

Read and listen to the poem about the desert.

## The desert

I love the desert,  
Getting there is the **easiest** thing there is,  
We just drive out the city  
And there we are.  
It's the **sunniest** place I know,  
Sometimes I see the jerboa  
Do you know it **never** drinks water,  
Even on the **driest** days?  
And if it's a good day I see an oryx,  
Though it likes the nights,  
Do you know it only sweats  
When the sun is at its **hottest**?  
At midday I sat under a ghaf tree in the shade,  
People say it's the **strongest** plant in the desert  
And you can see it everywhere there.



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### 4 Word study

Match the adjectives 1–5 to the **-est** words in blue in the poem.

- |          |        |
|----------|--------|
| 1 strong | 4 easy |
| 2 hot    | 5 dry  |
| 3 sunny  |        |

### Vocabulary

**shade:** a cool, dark area out of the sun



## 1 Talk

What can you remember about the different deserts that you studied on page 41? Talk to your partner and try to remember the answers to these questions.

- 1 Which is the wettest desert?
- 2 Which has a colder winter: the Gobi or the Sahara?
- 3 Which deserts are 'cold deserts'?
- 4 Which is the largest desert?

## 2 Read and listen

Read and complete the paragraph with the words in the box.

carry food camel deserts hump travelling water fat

Camels live in the \_\_\_\_\_<sup>(1)</sup> of Africa, Asia and Australia. They \_\_\_\_\_<sup>(2)</sup> people and things across the desert. Before \_\_\_\_\_<sup>(3)</sup> across the desert, a \_\_\_\_\_<sup>(4)</sup> eats a lot of food and drinks a lot of \_\_\_\_\_<sup>(5)</sup>. The food is stored as fat in the \_\_\_\_\_<sup>(6)</sup> on the camel's back. As the camel crosses the desert, it uses the \_\_\_\_\_<sup>(7)</sup> in its hump as \_\_\_\_\_<sup>(8)</sup> and water. A camel can live for a week or more without drinking water!

30  Now listen to the paragraph and check your answers.

## 3 Write

With a partner, look at the notes below. Write a paragraph to read to the other learners.

### Jerboa

Sleeps underground during day/comes out at night.  
Doesn't drink water/gets moisture from food.  
Has long legs to keep body cool.  
It doesn't walk, it hops!



### Oryx

Digs shallow hole/moves around at night.  
Eats roots, herbs and fruit but doesn't drink water.  
Can cool the blood in its brain by breathing through nose.  
Only sweats when the temperature reaches 46°C.



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Read and listen to the story below.  
What do the blue words mean?



## Two friends

It was a hot day. Hassan and Ibrahim were walking across the desert to an **oasis**.

The boys were friends, but today they were arguing. Hassan was very angry. 'Ibrahim, you are so stupid!' Hassan yelled.

Ibrahim felt hurt and upset. He stopped and wrote in the sand, 'Today my friend yelled at me.'

Hassan read the words that Ibrahim wrote in the sand. He felt sorry, but he didn't say anything.

The two boys walked on. Soon they came to the cool green oasis, with trees, birds and a waterhole. Ibrahim jumped in the deep water to cool off. Suddenly, Hassan saw that Ibrahim was in trouble. 'Oh no,' thought Hassan. 'Ibrahim is in deep water and he can't swim!' He shouted, 'Stay calm, Ibrahim. I'm coming to help you.' Hassan swam quickly to Ibrahim. He helped Ibrahim get back to the **shore**.

'Thank you, Hassan,' said Ibrahim. Ibrahim picked up his knife. He **carved** these words into a rock: 'Today my friend saved my life.'

'I don't understand,' said Hassan. 'When I called you stupid, you wrote the words in the sand. But when I helped you, you carved the words in a rock.'

Ibrahim smiled at Hassan. 'When a friend is unkind, we should write the words in the sand so the wind can blow the words away. When a friend is kind, we should carve the words in a rock so we can remember the kindness for ever.'

'You are very wise, Ibrahim,' said Hassan. 'I'm sorry I was unkind. Thank you for being my friend.'

## 2 Use of English

Find and write the past simple of these verbs from the story.

yell - <b>yelled</b>	come -	think -	say -
feel -	jump -	shout -	carve -
write -	stop -	swim -	smile -
read -	see -	help -	

### Listening strategy:

#### Listen for specific information

When you listen to people speaking, you can tell how they are feeling by the way they say the words, whether they are angry or sad. This will help you understand their meaning.

### 1 Talk and write

Read the story of Hassan and Ibrahim in Lesson 6 again. Answer the questions.

- 1 Why did Hassan yell at Ibrahim?
- 2 How did Ibrahim feel?
- 3 What did Ibrahim write in the sand?
- 4 Where did the boys walk to?

Write four more questions. Use the question words **What**, **Why**, **How** and **Where**. Ask your partner the questions.

### Speaking tip

When you are talking to someone, you should show that you are listening by nodding your head and keeping eye contact.

### 2 Values

Why are we sometimes unkind to other people, like Hassan to Ibrahim?  
If your friend does something unkind to you, what do you say?  
What do you think is the most important thing for a friend to be?  
Choose words from the box.

funny unkind pretty wise silly honest dishonest brave kind

### 3 Word study

Word pairs like **kind** and **unkind** are called **opposites**. In the story on page 47, find the opposite of these words.

cold slowly whispered stupid kind



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What other opposites do you know? Make a list of all the opposites pairs.

### Writing tip

Remember to use commas when writing a list.

It eats roots, herbs and grass.

I play football, tennis, computer games and the oud.

### 4 Talk about it

Do you think the text on page 49 will be **fiction** or **non-fiction**?  
Why do you think so?

What other words mean the same as **many**?

work with a partner and discuss the questions.  
Then read the text and check your answers.

- 1 Why do you think people are afraid of wolves?
- 2 How many Arabian wolves are left in the Middle East?
- 3 When did the Arabian wolf live in the UAE?
- 4 Why do some people want to have wolves in the desert?
- 5 Why do some people not want to have wolves in the desert?

## Arabian wolves

Most people are very scared of wolves. In the Middle East **wolves** might die, like in many other parts of the world. Scientists think there are only between 1000 and 2000 wolves left in countries like Iraq, Iran, Syria, Lebanon, Yemen, Oman and Saudi Arabia which is different from before.

Sometime before the 1970s, the Arabia wolf lived along the sandy dunes of the United Arab Emirates, but not now. It ate birds, insects, sheep and goats. People killed wolves to keep their **sheep** and goats safe.

Some scientists want to bring wolves back to the UAE. 'We have too many animals in the desert, but nothing kills them,' said Dr Azzam, one of the scientists. 'This means that there isn't enough food for all the animals. **If wolves live in the desert, they'll keep the animal numbers low.** Then there will be **enough** food for all the animals.'

Some people do not want wolves to live in the desert again. '**If the wolves live here, they'll kill my goats,**' said one **farmer**.

'What would I do then?'





# 1 Talk

Look at the photo on the previous page. Describe the animal and say why it is having difficulties.

## 2 Read

Read the text about the Arabian wolves in Lesson 7 again. Work with a partner. What can you tell each other about the wolves? Share with the class.

## 3 Word study

Look at the words in blue in the Arabian wolves text in Lesson 7.

Can you match the words with their meaning?

### Reading strategy

When looking at the blue words in a text, try to work out if they are adjectives, nouns or verbs. This will help you to match them with the definitions. For example, we know 'farmer' is probably a noun because of its ending 'er', like **teacher**.

1 **sheep**

2 **enough**

3 **low**

4 **wolves**

5 **farmer**

a as much as is needed

b an animal that is kept for its wool and meat

c someone who owns and/or looks after a farm

d a small number

e wild animals that look like large dogs

## 4 Use of English

Write questions about Arabian wolves for the answers below.

1 There are about 1000 to 2000 left.

2 They live in places like Iraq, Iran, Syria and Lebanon.

3 They lived in the UAE sometime before the 1970s.

4 The wolves ate birds, insects, sheep and goats.

5 They killed the wolves to keep their sheep and goats safe.

## 5 21st Values

1 Do you think it is a good idea to have Arabian wolves in the UAE desert? Why? Why not?

2 Are you scared of wolves? Why? Why not?

3 Can you think of any animals that are dying?



Look at the sentences that are in **bold** in the Arabian wolves text on page 49. Answer the questions.

**If wolves live in the desert, they'll keep the animal numbers low.**

**If the wolves live here, they'll kill my goats.**

- 1 Do wolves live in the desert at the moment?
- 2 Is it possible wolves will live in the desert?

**2**  **Write**

Complete these sentences about what will happen.

- 1 If the wolves don't come back, the animals ...
- 2 If the wolves become extinct, there will ...
- 3 If there is no help for the wolves, they ...
- 4 If the wolves come back, they ...
- 5 The farmers won't be happy if ...

**3**  **Talk**

Work with a partner. Make sentences with **will**.

- 1 If I work hard in English, I will ...
- 2 If the sun shines tomorrow, we will ...
- 3 If my mother makes my favourite food for dinner, I ...
- 4 If I receive my pocket money, I will buy ...

Discuss your sentences and tell your teacher.

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## The Boy and the Wolf

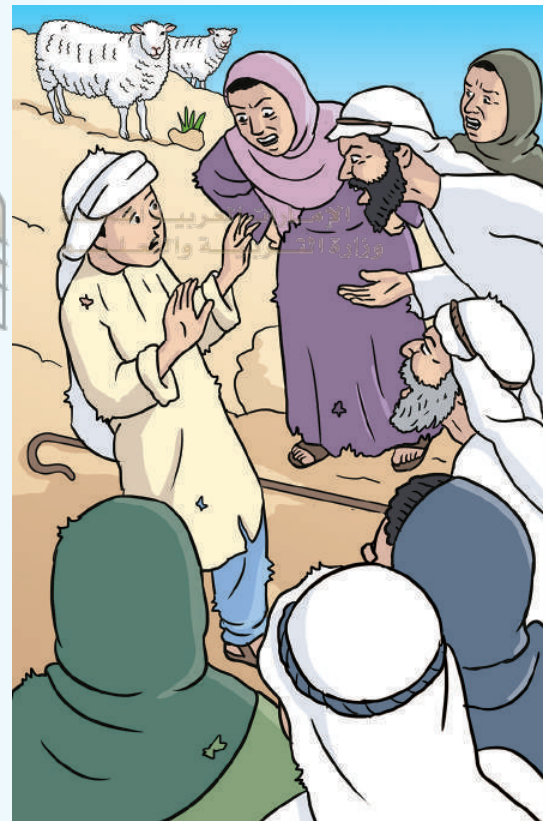
Once upon a time there was a young boy who looked after the sheep in his village. He didn't like looking after the sheep because he stayed on his own on the hill and it was very boring. He looked at the village and he said to himself, 'The people in the village are all together there and can talk, and I'm all **alone** here. I want to have some **fun**.'

Then he thought, 'I know how to have some fun!' And he shouted, 'Wolf! Wolf! Help! The wolf is taking the sheep!'

The **villagers** were very busy but they came running up the hill to find the boy and help him, 'Where is the wolf?' they said. But the boy only laughed. 'There is no wolf, I only wanted to laugh,' said the boy, and the villagers were very angry.

The next day the boy was bored again. 'I want to have some fun,' he said to himself and he shouted, 'Wolf! Wolf! He's taking our sheep! Come and help me!' And the villagers came running but they were very angry when they saw there was no wolf, and they told him to stop being **silly**.

That night, the boy was all alone on the hill and he suddenly saw two eyes in the darkness. It was the wolf! He shouted and shouted for help but the villagers didn't come. The next day he went down to the village and said, 'The wolf took all our sheep, why didn't you come to help me?' And the villagers said, 'Because no one believes a **liar**.' He felt very bad and he didn't lie again.





- 1 Where was the boy at the beginning of the folktale?
- 2 Where were the villagers?
- 3 What did he do?

### 3 Use of English

Circle the correct answer.

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1 Was the boy bored?           | Yes, he was./No, he wasn't.       |
| 2 Were the villagers happy?    | Yes, they were./No, they weren't. |
| 3 Did the wolf take the sheep? | Yes, he did./No, he didn't.       |

### 4 Values

Discuss the questions below with your partner.

- 1 In this folktale, the boy lied to and tricked the villagers – was this a good thing or a bad thing to do? Why?
- 2 Has anyone ever lied to you or tricked you? How did you feel?

### 5 Word study

Find the **blue** words in the folktale. Match the sentences with the same meaning.

- |  |   |
|--|---|
| 1 'I'm all <b>alone</b> here.'                               | a The local people went to find him.                                |
| 2 'I want to have some <b>fun</b> .'                         | b 'People don't take someone who doesn't tell the truth seriously.' |
| 3 The <b>villagers</b> were very busy but they came running. | c 'I have no one with me.'  |
| 4 They told him to stop being <b>silly</b> .                 | d 'I want to have a good time.'                                     |
| 5 'Because no one believes a <b>liar</b> .'                  | e They said he shouldn't behave like a small child.                 |

### Language detective

We put speech marks ' ' around the words someone says.

'Because no one believes a liar.'





## 1 Read and talk

Read the *Boy and the Wolf* on page 52 again. Work with a partner and tell the story. Did you like the story? Why? Why not?

## 32 2 Talk

Who said these words? Listen again to check. Act out the words.

- 1 'Wolf! Wolf! Help!'
- 2 'Where is the wolf?'
- 3 'The wolf is taking the sheep!'
- 4 'I'm all alone here.'
- 5 'Because no one believes a liar.'

## 3 21st Let's do it!

Act out the story in groups. Each person should take turns to be the boy. Try to be as dramatic as possible.

## 4 Write

Read the questions and write your answers.

- 1 Did you understand why the boy did what he did?
- 2 Did you understand why the villagers were angry?
- 3 Do you think that the boy yelled 'Wolf!' again after this story? Why? Why not?

## 5 Talk

Look at the box. Work with a partner and each choose four words from the box. Do not tell your partner your words, but describe each word for your partner to guess them. Do you remember all the words? If not, ask your teacher or check back in your Learner's Book.



### Words to remember

sunny, dry, cold, cool, warm, hot, camel, neck, fat, oryx, jerboa, dune, funny, pretty, kind, fox, wolf, sheep, goat, villager, help

# 1 Read and talk

Match the questions 1–5 to the answers a–e to make a dialogue about the Arabian wolves.

- |   |  |
|---|--|
| 1 Why do you think some people are afraid of wolves?  | a Not enough, we're worried that the numbers are very low.   |
| 2 How many wolves are left in the Middle East?        | b Because the wolf is close to being extinct, and there are too many animals in the desert, with not enough food. The wolves will kill them. |
| 3 When did the Arabian wolf live in the UAE?          | c Sometime before the 1970s, but not now.  |
| 4 Why do some scientists want to bring back the wolf? | d Because they are farmers and the wolves kill their animals.  |
| 5 Why do some people not want wolves in the desert?   | e Because they are frightening and they kill animals.  |

Act out the dialogue. What do you think? Should the wolves come back?

## 2 Talk

Do you remember the story *The Boy and the Wolf*?

Here are some important words from the story – can you tell the story again?

villagers boy wolf hill sheep



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## 33 3 Listen and write

Complete the story with the words in the box. Then listen to the story and check.

boring alone said fun hill village sheep young

Once upon a time there was a \_\_\_\_\_<sup>(1)</sup> boy who looked after the sheep in his \_\_\_\_\_<sup>(2)</sup>. He didn't like looking after the \_\_\_\_\_<sup>(3)</sup> because he stayed on his own on the \_\_\_\_\_<sup>(4)</sup> and it was very \_\_\_\_\_<sup>(5)</sup>. He looked at the village and he \_\_\_\_\_<sup>(6)</sup> to himself, 'The people in the village are all together there and can talk, and I'm all \_\_\_\_\_<sup>(7)</sup> here. I want to have some \_\_\_\_\_<sup>(8)</sup>.'

1  **Talk**

What is the weather like in a desert?  
How are days and nights different?

2  **Talk and write**

Look at the fact cards about the jerboa and the oryx on page 43. Talk with your partner about the ways that these two desert animals are the same and the ways they are different.

3  **Write and talk**

Write two questions about the Arabian wolves text. Write the answers to your questions, then ask other learners.

4  **Talk**

Work with a partner and tell each other *The Boy and the Wolf* story again. Did you remember all the details? Check on page 52.

5  **Talk and write**

Think of an interesting thing you learned in this unit. Write one or two sentences about it.

6  **Talk**

Think about the activities in this unit. Answer these questions:  
Which picture did you like best?  
Which activity did you like best? Why?



1

## 21st Make a desert mural






- 1 Choose a desert. What continent is your desert on?
- 2 Do some research:  
Is your desert sandy or rocky?  
Are there mountains or canyons?  
What plants and animals live in your desert?
- 3 Draw a picture of your desert on a large piece of paper.
- 4 Draw and label the plants and animals that live there.
- 5 Write some amazing facts about the plants and animals.
- 6 Tell the class about your desert mural.



2

## Chart the weather

- 1 Make a weather chart for five days. Record the weather where you live or in another place.
- 2 Each day, draw a picture to show the weather. Measure the temperature with a thermometer. Say if it is hot, warm, cool or cold.
- 3 To find out the weather in a different place, look at a weather website.
- 4 After five days, answer these questions:
  - What was the highest and lowest temperature?
  - How many days did it rain?

Monday	Tuesday	Wednesday	Thursday	Friday
				
30 °C	23 °C	18 °C	26 °C	11 °C
hot	warm	warm	hot	cool



## We're going to:

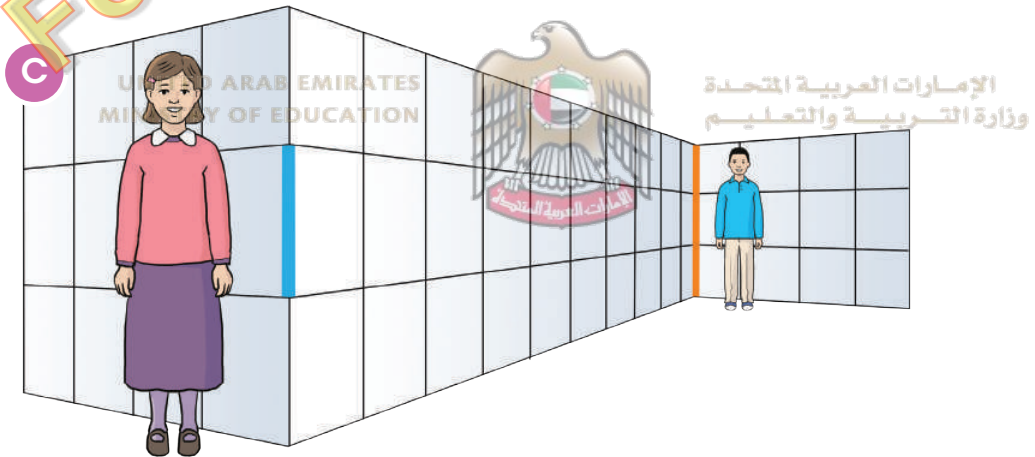
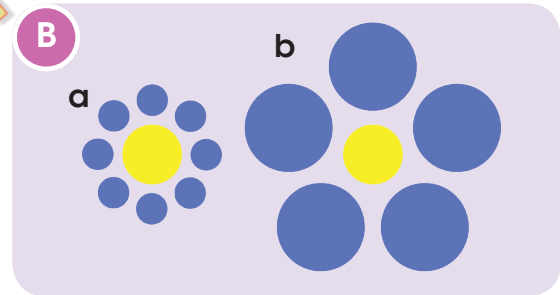
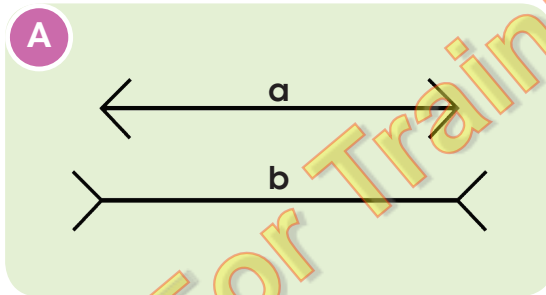
read about optical illusions  
do experiments and discuss the results  
talk about opposites

compare and describe things  
talk about where things are  
learn about animal camouflage  
learn how to give instructions

## Lesson 1 Optical illusions

**1** Talk about it  The pictures on these pages trick our eyes.

They are called optical illusions. Follow the instructions. Then talk about what you find out.

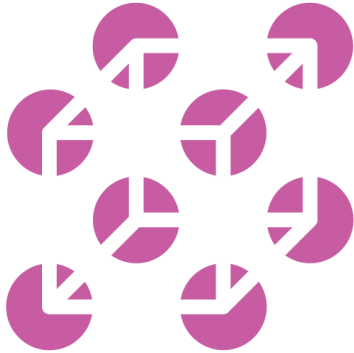


- A** Which line is longer, **a** or **b**? Measure the lines to check.
- B** Look at the yellow circle in the middle of each flower.  
Which yellow circle is bigger, **a** or **b**? Measure the circles to check.
- C** Look at the blue line and the orange line on the wall. Which line is longer?  
Is it really longer, or is it an optical illusion? Measure to find out.

- 1  square   2  circle   3  triangle   4  rectangle   5  cube

3  **Let's find out!**

Look at the pictures. Read the questions. Then say what you find out.



What shape can you see in this picture? Is it really there?

Look at the little white circles.  
 Can you see black dots too?  
 Can you count them?  
 Do you think the black dots are  
 real or are they an optical illusion?



## 1 Talk about it

If something is **impossible**, it can't happen.

Things that are **impossible** are not real.

Think of some impossible things, for example, a horse that can fly.



## 2 Read

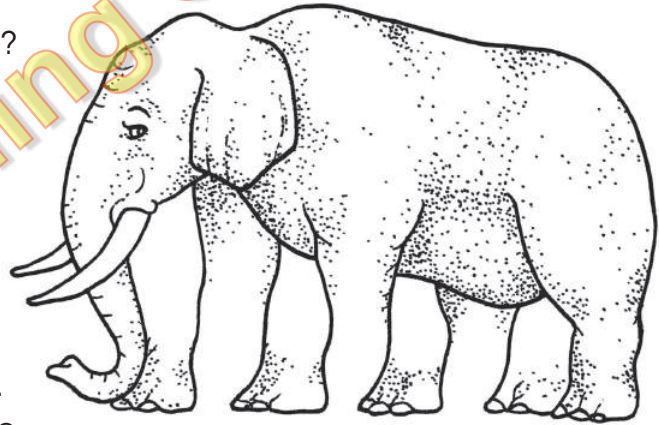
Look at this picture of an elephant and answer the questions below.

Can you count how many legs it has? It's difficult, isn't it?

To make it easier, use a piece of paper to cover the elephant's feet. How many legs can you see?

Now cover the elephant's body. How many legs can you see now?

Now look at the whole picture again. The top and the bottom of the picture don't match. It is an impossible picture, but our eyes want it to be possible!



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## 3 Talk

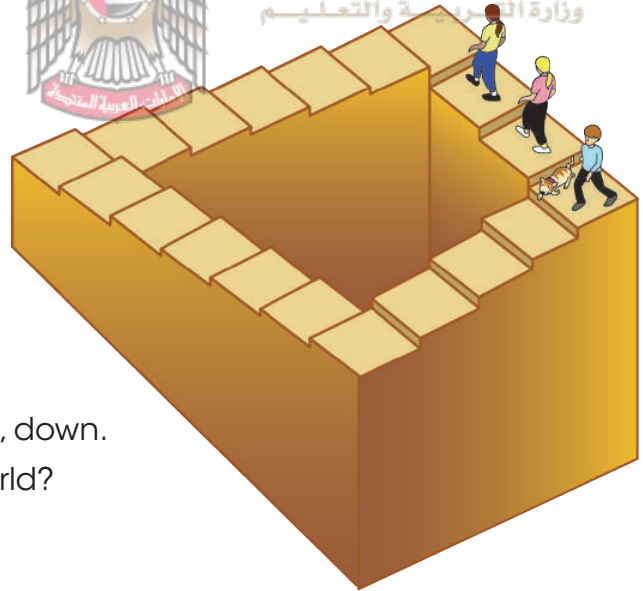
Who is going up the stairs?

Who is going down the stairs?

Use your finger. Pretend to climb these stairs. Go up, up, up.

Now turn around and go down, down, down.

Are these stairs possible in the real world?



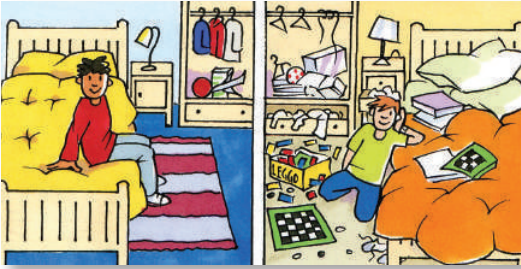
## 1 Word study

Read the information and answer the questions. The words below begin with the prefixes **un-** and **im-**. Both these prefixes can mean 'not'.

A **kind** person helps other people.

An **unkind** person hurts other people's feelings.

Look at the pictures. Which person is **unkind**?



A **tidy** person likes things to be neat and clean.

An **untidy** person leaves things in a mess!

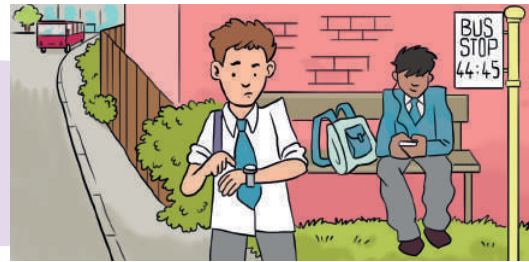
Look at the pictures. Which person is **untidy**?



You are waiting for a bus. A **patient** person waits quietly and feels calm.

An **impatient** person doesn't like waiting and feels angry.

Look at the pictures. Which person is **impatient**?



You are walking and you bump into an old lady.

A **polite** person says, 'Sorry!'. An **impolite** person doesn't say anything.

Look at the second picture. Is the girl **polite** or **impolite**?

## 2 Let's do it!

With your partner, choose one of the scenes above and act it out.

The class will guess which words you are acting.

## 3 Write

Write sentences about you. Use an adjective from Activity 1.

Use: **always**, **usually**, **sometimes**, **never**.

I'm **usually** patient. I'm **sometimes** impatient.

## Language tip

The prefixes **un-** and **im-** mean *not*.

**un**safe = not safe

**im**possible = not possible



Read and listen to the texts. Does your left eye see the same thing as your right eye? To find out, try these experiments.

When we give instructions we use the imperative, for example, **Hold up** your finger. **Point** to the door.



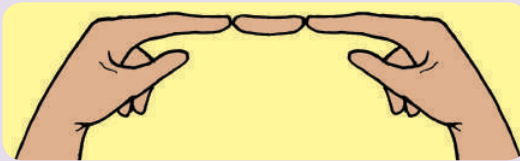
## The jumping finger

- 1 Hold up a finger and close your left eye.
- 2 Move your finger so that it covers something on the wall or outside.
- 3 Now keep your finger still. Close your right eye and open your left eye. Is your finger still covering the same thing?
- 4 Close your left eye and open your right eye again. What happens?



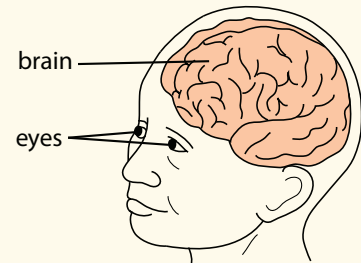
## The floating finger

- 1 Find a wall to look at.
- 2 Point two fingers at each other. Hold your hands in front of your face.
- 3 Stare at the wall. Can you see a tiny finger floating between your two fingertips?



## Tell me why!

When we look at something, each eye sees it a little differently. Usually our brain brings the pictures from our two eyes together and makes one perfect picture. But sometimes our brain gets confused!



are you right-handed or left-handed?  
Did you know that most people  
have a stronger eye too?

Listen and try this experiment.

Which eye was stronger for most students in your class – the left eye  
or the right eye?



### 3 Use of English

Prepositions can describe where things are.

on under next to between near in front of behind

Choose a thing or a person in the picture. Say where the thing  
or person is. Your partner must guess what or who it is.

They're between  
the trees.

The footballers.



### 4 Write

Write five sentences describing where students in your class are sitting.  
Use different prepositions.

Bader is sitting behind Adel.

Read and listen to the conversations.

The words in red are pronouns. Why do we use pronouns?  
What do you notice about the pronoun **them**?

I can see **a girl**. 

I can see **her** too.

I can see **a boy**. 

I can see **him** too.

I can see **a bird**. 

I can see **it** too.

I can see **two girls**. 

I can see **them** too.

I can see **some boys**. 

I can see **them** too.

I can see **a lot of birds**. 

I can see **them** too.

When you listen to complete sentences, the auxiliary verb is quieter than the main verb, for example 'can' in the sentence 'I can see a girl!'

Play a game. Say something (or someone) that you can see.  
Your partner must answer, 'I can see ... too'.

Make sure your partner says the correct pronoun!

I can see some clouds.

I can see them too.

I can see Maria.

I can see her too.

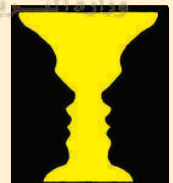
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## 2 Talk

The pictures below are 'two-in-one' pictures. You can see each picture in two different ways. Try it!

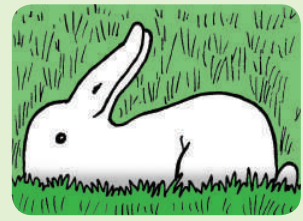
 A vase or two faces?



The saxophone player  
or a woman's face?



A rabbit or a  
duck?

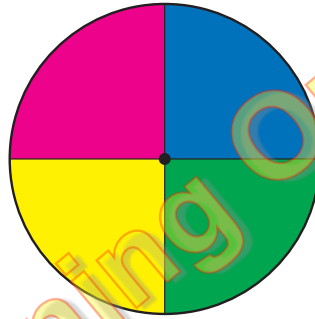
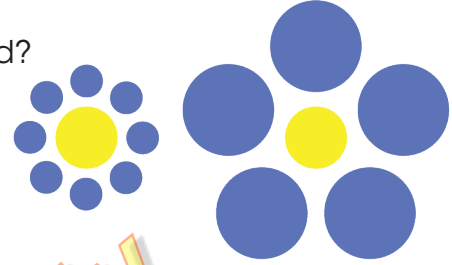


Ask your partner what he/she can see. What did you see first?

Look at the pictures on the right, what are they called?  
What is special about them?

Listen to the instructions to make the colour wheel.

- 1 Cut out the circles that your teacher gives you.
- 2 Colour them in four different colours.
- 3 Push a pencil through the centre and then spin the colour wheel.
- 4 What can you see?  
Why does this happen?



## 2 Use of English

Circle the correct word in the sentences.

- 1 My friend is *kind/unkind* because he always helps me with my homework.
- 2 My brother never makes his bed in the morning, he is so *tidy/untidy*.
- 3 I always ask my teacher a lot of questions and she always answers them – she is so *patient/impatient*.

Now use the words in the sentences to describe yourself to your partner.

## 3 Listen and draw

Work with a partner. Take a piece of paper and draw a classroom. Include the following items in your drawing. Don't let your partner see your drawing.

Your school bag   Your textbook   The teacher  
Learners in the classroom   Desks and chairs

Your partner takes a piece of paper and draws the classroom according to your instructions. Give your partner instructions using prepositions:

My school bag is under a desk in the middle of the room ...



1  **Talk**

Read the descriptions and find each face in the tree picture below.  
When you find a face (or faces), say:  
I've found **her/him/them!**

Find ...

- a woman without glasses
- two women with glasses
- a man with glasses
- a smiling man
- a man with a moustache
- a man with a beard
- three men with hats.



2  **Write**

The painting below by is by Oleg Shuplyak. You can see two different pictures in it. Write what you see.

In one picture I can see ...

In the other picture I can see ...



**Writing tip**

When you describe a picture or photo use these phrases:  
on the right I can see ... on the left there is ... and in the background there are ... .

What do you think the text is about? Discuss with a partner. Read and listen to check.

## Hidden animals

This painting by Bev Doolittle is called 'Pintos'. A *pinto* is a name for a horse with a special colouring – white with brown spots or blotches. How many pinto horses can you find hidden, or *camouflaged*, in this setting of brown rocks and white snow?

Animals use camouflage to **hide** and stay safe. Camouflage means that the colours and patterns on an animal's body are the same as the colours and patterns of the place where the animal is **hiding**. If the camouflaged animal does not move, it is **hard** for other animals to see it.



## Don't eat me!

What animals are **hiding** in these photos?

Camouflage is a good way for a small animal to hide from the larger animals that want to eat it. Birds like to eat bugs, butterflies, frogs and snakes. Snakes like to eat mice, frogs and birds' eggs.

A yellow flower is a good place for a yellow butterfly to hide.

The stick insect is good at camouflage. Its body is the colour of **bark** – brown and green. Its long body, legs and antennae **blend** in perfectly with tiny branches and leaves.



### Amazing fact

Stick insects can pretend they're dead to stop other animals eating them.

Read and listen to the text.

## Looking for a meal

Animals which eat other animals also use camouflage. This snake, the Arabian horned viper, is sandy-coloured with light-brown markings on its back. It is hard to see the snake as it hides in the sand with its head sticking out. When it sees a lizard, or small mammal or bird, it springs out and catches its **meal** by surprise.



## Changing colours

Some animals change the colour of their **fur** in winter. Why do you think they do that?

During the warm months, an Arctic fox has brown fur. Its brown colour matches the brown soil and grasses of the Arctic land where the fox lives. In winter, the Arctic land is covered with snow. When the cold weather begins, the Arctic fox grows a coat of white fur. This camouflage helps the Arctic fox hide from hungry polar bears and wolves!



## 2 Word study

Look for the **blue** words in the text on page 67 and above. Read the sentences aloud. Then match each word with its definition.

- 1 **hide**
- 2 **hard**
- 3 **bark**
- 4 **blend**
- 5 **meal**
- 6 **fur**

- a mix two things together so they become one thing
- b the hair that covers an animal
- c be in a place where nobody can see you
- d the outside part of a tree or branch
- e difficult, not easy
- f food, for example dinner or lunch

## 3 Write

Write the answers to these questions.

- 1 How do animals use camouflage?
- 2 Where is a good place for a yellow butterfly to hide?
- 3 What animal eats butterflies?
- 4 Is a stick insect good at camouflage? Explain how.
- 5 What colour is an Arctic fox in summer, and in winter?

## Vocabulary

- viper:** a kind of snake  
**lizard:** a small reptile with a long tail



1 Talk

Match the words with the same vowel sound.

- |         |          |
|---------|----------|
| 1 may   | a draw   |
| 2 leaf  | b buy    |
| 3 spoke | c choose |
| 4 my    | d low    |
| 5 ball  | e play   |
| 6 use   | f chief  |

41 2 Listen and write

Listen and write the words.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

For each word, there are two spellings; can you write them both?

3 Write

Circle the homophone which matches the picture.

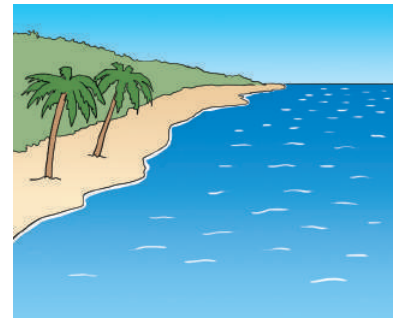


1 right write



2 sun son

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3 sea see

4 Talk

Look at the words above and choose three. Work with a partner but don't tell your partner your words. Describe your words so your partner can guess them.

Writing tip

In English, there are many words which have the same sound but mean different things, for example, **to** and **two**. These are called **homophones**.



Look at the camouflage picture – can you see an animal hiding? Read and listen to the first part of the poem below. Can you write the last word?

Look at the layout of a text before you start reading, to see if it's a formal text, an email, a play, a poem or any other kind of text. We can see the text below is a poem because of the short lines.

## Owl see you

Please don't ruffle my feathers  
It is very rude when you stare  
I have the most sensitive **hearing**  
And I know you are lurking there

I mainly venture out at night  
For I really am **quite** shy  
Many people don't even see me  
For I don't make a noise when I fly

My head can **turn** 270 degrees  
So my eyesight is extremely good  
Under cover of **dark** I lurk in the  
shadows  
So you may not see me  
in the \_\_\_\_\_ .

*Jan Allison*



### Vocabulary

**to stare:** to look at someone or something for a long time

**rude:** impolite

**to lurk:** to hide

**to venture:** to go

work with a partner and write the answers to the questions.

- 1 Who is speaking in this poem?
- 2 Why doesn't he like people looking at him?
- 3 When does he go out?
- 4 Why don't people see him?
- 5 What can he do very well?
- 6 What are the rhyming words in the poem?

### 3 Read and match

Match the blue words in the poem with the definitions.

- 1 change direction
- 2 the opposite of *light*
- 3 ability to listen
- 4 fairly

### 4 Talk

Look at the camouflage photo. What is the animal?

Does the animal have a good camouflage, do you think? Why/Why not?

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## 1 Word study

Work with a partner. Re-tell the poem in Lesson 10 using the words in the box.

rude hearing owl dark

When we want to tell someone what to do or give instructions we use the verb without the pronoun:

Look at me!

Open your eyes!

## 2 Use of English

Complete the instructions with the words in the box. Then match the instructions to the pictures A-F.

Close Cut Read Circle Stick Point

1 \_\_\_\_\_ the picture on your page.

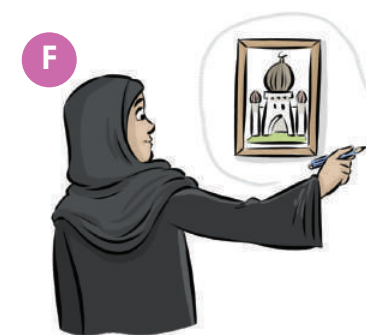
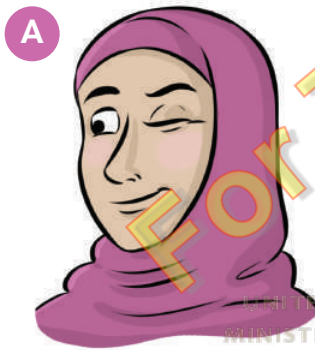
2 \_\_\_\_\_ the text.

3 \_\_\_\_\_ your left eye.

4 \_\_\_\_\_ a picture from a magazine.

5 \_\_\_\_\_ the picture on the wall.

6 \_\_\_\_\_ to the door.



## 3 Talk

Work with a partner. Give him/her instructions for things to do in the classroom, for example, Point to the chair ...

# 1 Listen and write

Listen to your teacher and write down all the words that he/she says.

## 2 Word study

Now put all the words into the correct column.

her	him	it	them

## 3 Listen and talk

Now listen to your teacher say the words again and look at the picture of a park. Say what you can see.



## 4 Talk

With your partner, talk about your favourite hidden animal in the unit.

## 5 Read and write

Complete the text with the words in the box.

colour   hide   brown   summer   fur

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Many animals use different types of camouflage to \_\_\_\_\_<sup>(1)</sup> from other animals who want to eat them. Some, like the Arctic fox, have \_\_\_\_\_<sup>(2)</sup> that is the same colour as the snow in the winter, so that no one can see them.

In the \_\_\_\_\_<sup>(3)</sup> the Arctic fox's fur changes to \_\_\_\_\_<sup>(4)</sup> so it is the same \_\_\_\_\_<sup>(5)</sup> as tree bark and the earth.



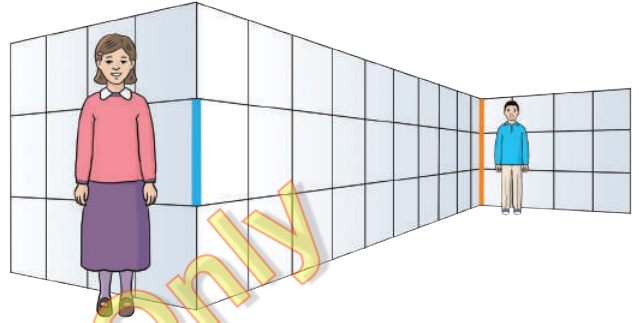
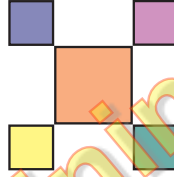
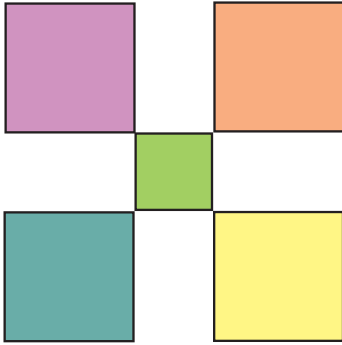


1  **Talk**

Look at Lesson 1. What is an optical illusion?

2  **Read and talk**

Look at the square in the centre of these two pictures. Which square looks bigger? Is that square really bigger or is it an optical illusion?



3  **Read and talk**

What is an impossible picture? Look at Lesson 2. Which impossible picture do you like best?

4 **Use of English**

Write a sentence using each preposition.  
**near**   **between**   **behind**

5  **Write**

Think of an interesting thing you learned in this unit.  
Write one or two sentences about it.

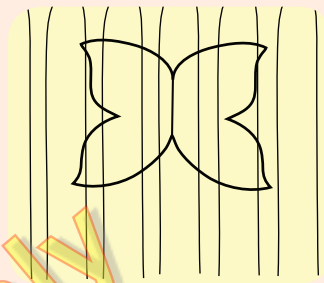


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## 1 Make a camouflage frog or butterfly

- 1 Cut out a frog or butterfly shape.
- 2 Choose a place where your animal can hide. Colour your frog or butterfly with colours and patterns that blend in with its hiding place.
- 3 Hide your frogs and butterflies while your classmates close their eyes. How many can they find in three minutes?
- 4 Then write about what you did, like this:



I made a camouflage frog.

I cut out a frog shape ...

## 2 Write an animal camouflage poem

Write a poem in the voice of a camouflaged animal, as in *Owl see you*. Your poem doesn't need to rhyme. Draw a picture.

Think about these questions as you write your poem:

What animal are you? What do you look like? Where are you hiding?

Are you trying to keep safe or are you hunting for a meal?

What happens at the end of your poem?

I look like a stick.

I'm the colour of bark.

I sit very still on this tree.

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## We're going to:

read about inventors and inventions  
talk about some everyday inventions  
understand how problems can be solved with inventions

enjoy a story about imaginary inventions  
talk about past habits  
talk about accidental inventions

## Lesson 1 What is an inventor?

### 1 Talk about it



What is an inventor? Do you know some famous inventions?



### Listening strategy

When we listen to a recording, it's a good idea to listen the first time for general meaning, then the second time to understand the specific answers to the questions.

### 43 2 Listen

These children are on a TV show for young inventors. What three things have they invented? Do you think these inventions are real?



Complete the sentences. Which picture goes with which sentence?

- 1 A **painter** is a person who \_\_\_\_\_ a **painting**.
- 2 A \_\_\_\_\_ is a person who studies **Science**.
- 3 A **musician** is a person who plays \_\_\_\_\_ .
- 4 A \_\_\_\_\_ is a person who **bakes** bread.
- 5 A **discoverer** is a person who \_\_\_\_\_ new things.
- 6 A \_\_\_\_\_ is a person who **plays football**.



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4    **Talk and write**

Think of something you would like to invent.  
What does it do? Draw a picture of it.  
Write about it. What is it called?

My invention is ... . It is called ... .

**Writing tip**

Remember to use a capital letter at the beginning of a sentence.

At the end of each sentence, use a full stop . or an exclamation mark !





## 1 Talk about it

Look around the room.

What things were invented by an inventor?

Ibn Battuta was a Muslim traveller and teacher who visited more countries than anyone 800 years ago.

## 2 Read and listen

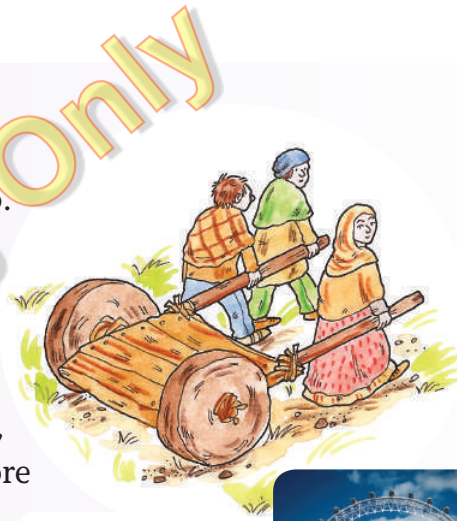
Read and listen about two important inventions.  
Answer the questions in the text.

### The wheel

One of the most important inventions is the wheel. It was invented more than 5,000 years ago.

The wheel made it much easier to carry heavy things. People could push or pull simple carts. For thousands of years most wheels were made of wood and metal. Then about 170 years ago, the tyre was invented. It was made of rubber, filled with air. Travelling on wheels was much more comfortable after that.

How many different kinds of wheels can you think of?



### Printed books

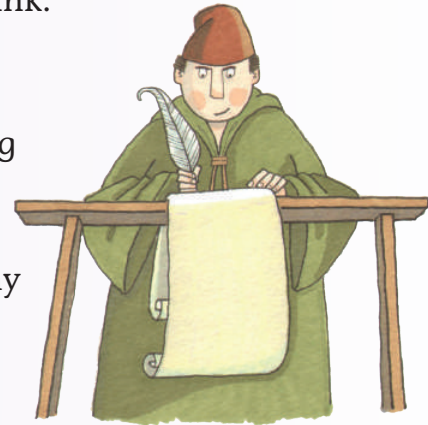
Long ago, people used to write all books by hand.

The ancient Chinese invented a way to copy texts more quickly by carving words into a wooden block. They put ink on the wooden block. Then they pressed paper on the ink.



Then, over 500 years ago, a German called Gutenberg invented a new kind of printing press. It could print pages much more quickly.

Look around you. How many things can you see that are printed?



Read and listen to two more inventions.  
Which one do you think is the most important?



## The telephone

The telephone was invented in 1876.  
The name 'telephone' comes from two Greek words which mean 'far' and 'voice'.  
Do you think this is a good name?

The first mobile phone was invented in about 1980. Ask your family if they can remember when there were no mobile phones!



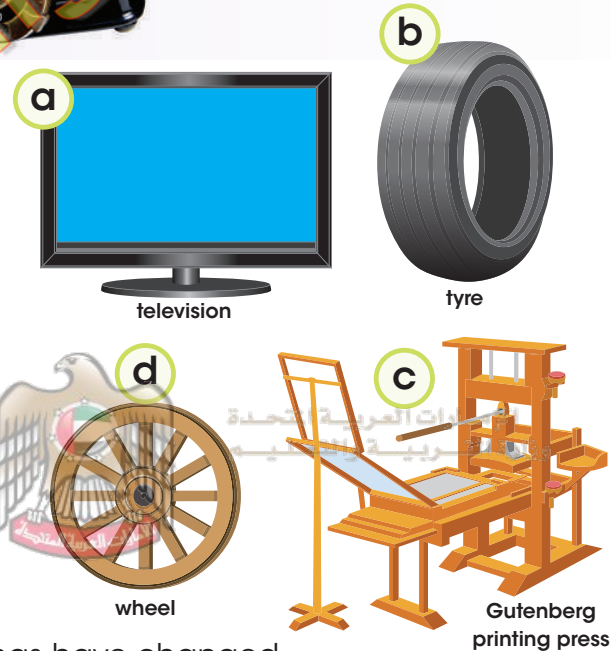
## The television

Television was invented nearly 100 years ago.  
But not many people had a television in their home until about 1950. The earliest TV pictures were only in black and white.

### 2 Read and talk

Complete the timeline with the inventions.

- 1 5,000 years ago:     d
- 2 500 years ago:
- 3 170 years ago:
- 4 100 years ago:
- 5 Around 35 years ago:



### 3 Use of English

We can say **used to** to talk about how things have changed.

People **used to** write books by hand.

Talk about how things were different before each invention.  
Answer the question with **used to**.

What did people use to do before wheels/tyres/mobile phones?

### Language detective

We say or write **used to** when talking about or writing about events in the past.  
I **used to go** to Dubai every summer to see my aunt.



**1 Read** People invent things because they want to solve a problem.

Read about three more inventions. Which of these inventions have you seen? Where?

## Problem

**1** Robert Plath was an airline pilot in the United States. He had to carry heavy suitcases around very big airports. He hated it!

**2** Fishermen sometimes used to fall out of their boats and drown in stormy weather.

**3** Artificial legs were very heavy for people to wear and it was difficult to walk, run and swim.

## Solution

**1** In 1987, he invented a small suitcase on wheels. Now everybody can buy one!



**2** In 1928, Peter Markus invented a new life jacket. It was made of rubber and filled with air. It saved many lives. Now all boats and planes carry life jackets.



**3** In 2013, an Emirati boy called Adeb Al Baloushi invented an artificial leg that was very light and easier to wear. People who wore artificial legs could now do sports more easily than before.



## Language tip

We say years before the year 2000 like this:

**1986** Nineteen eighty-six

We say years after the year 2000 like this:

**2008** Two thousand and eight

**2013** Two thousand and thirteen OR Twenty thirteen

Which year were you born in?

talk to your partner about one of the three problems in Activity 1. Can your partner remember the solution without looking?

We use **have to** to talk about rules and things that other people make us do.

**STOP**

You **have to** stop.

### 46 3 Listen

Read and listen to a girl talking about things she has to do. Now tick the things you have to do at home. Think of three more things that you have to do.

- I have to brush my hair every day.
- I have to brush my teeth.
- I have to lay the table before we eat.
- I have to put my dirty clothes in a laundry basket.
- I have to do my homework.
- I have to practise English every day.

### Speaking tip

When you say **I have to**, **to** is much softer:

Say **I have to** tidy my room.

Say **to**. Is **to** a long or short vowel sound?

Say I have **to** brush my teeth.

Is **to** a long or short vowel sound?

### 4 Write

Choose one of the things in Activity 3. Think of an invention to make it easier or more fun! It can be silly or serious. Write about it.

### Writing tip

When you are writing a paragraph, remember to use pronouns to refer to previous sentences, for example:

I will invent a laundry basket.

**It** will have long arms!

Using pronouns in your writing makes it less repetitive.

### My invention

I will invent a laundry basket with long arms!

It will pick up all my clothes.





# 1 Talk about it



Look at the poem and read the title.

Why do you think the poem is long and thin? A shape poem is the shape of the thing it is describing, for example, a shape poem about a butterfly is in the shape of a butterfly.

**straw:** a long thin plastic tube for drinking



# 47 2 Read and listen

Read and listen to the poem.

# The straw – 1888

A simple sipping instrument

S  
P  
r  
u  
n  
g  
  
f  
r  
o  
m

Castle building, dreaming, pure play,  
one person wondering on any old day.

What  
might  
you  
i  
n  
v  
e  
n  
t  
t  
o  
d  
a  
y  
?

Marvin Stone's

i  
n  
v  
e  
n  
t  
i  
o  
n  
  
.

Paper strips wound round his pencil,  
glued together – poof! A new invention.  
Eventually sealed with wax, preventing leaks,  
swilling spirals leading lemonade to puckered lips.

*Drew Lamm*

# 3 Read and talk

Who invented the straw? When? How did he invent his first straw?  
Do you think it was an important invention? Why? Why not?

Work in groups of three. Tell your group about the invention that you made at the end of Lesson 1.

Now use the phrases in the box to give your opinion about the inventions and say why.

I think it's a good idea / a bad idea because it is useful / silly / fun.

Now write down what your group thought of your idea.

48 **2**  **Listen and talk**

Listen and write the three inventions that you hear. Which of these is the most important and why? Discuss with a partner.

**3 Use of English**

Today we have smartphones, the internet and fast transport. Talk to your partner about how things used to be when your grandparents were the same age as you. Describe it as it was compared to how it is now, for example:



There didn't use to be many buildings, but there are lots of buildings now.

My granddad used to live in a house, but now we live in a flat.

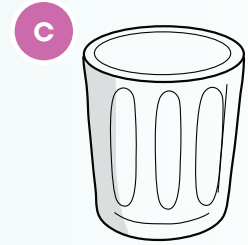
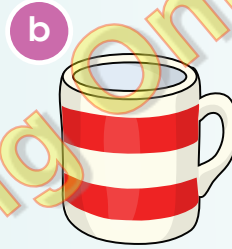


Do you prefer to drink lemonade through a straw or from a glass?

A glass is a kind of **container**. A container is a thing that you put other things inside.

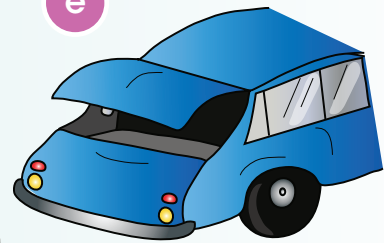
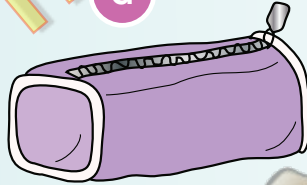
Match each container with its picture. Then say two things that you could put inside each container.

1 a glass



2 a backpack

3 a cup



4 a pencil case

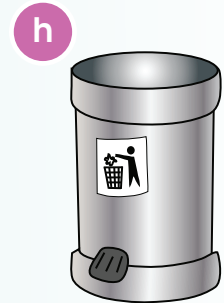
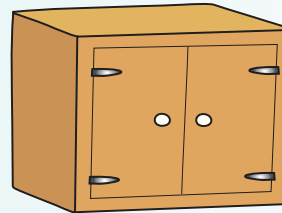
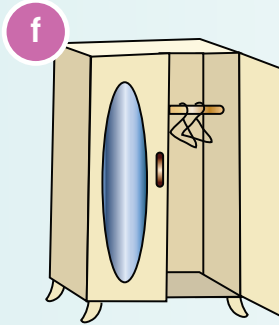
5 a rubbish bin

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6 a wardrobe



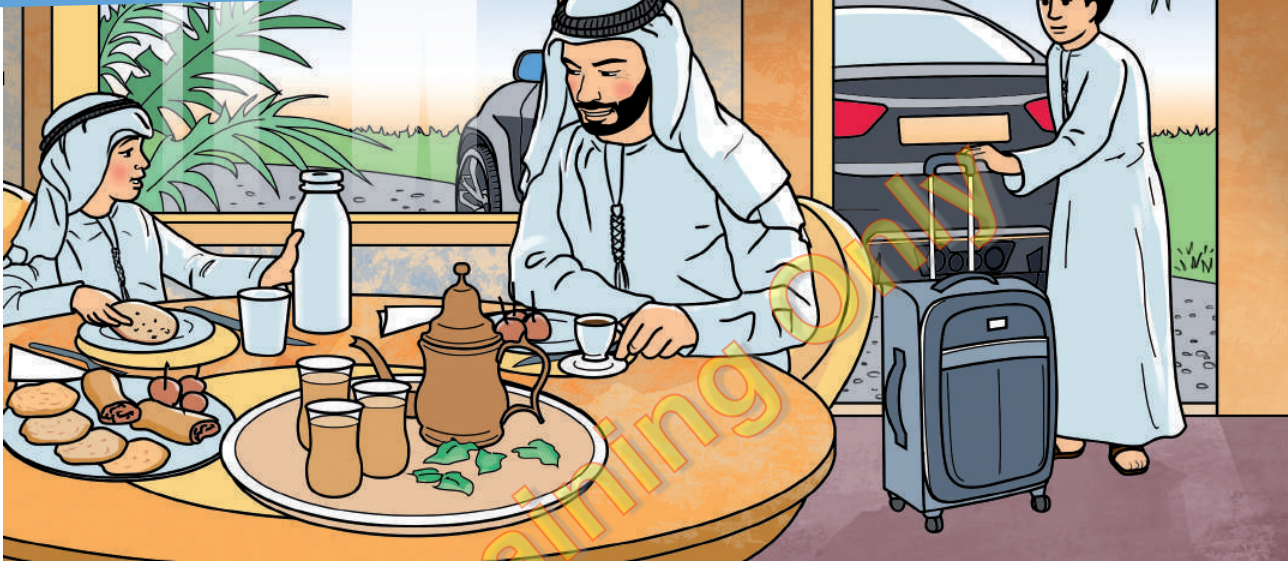
7 a cupboard

8 a car boot

- 1 Which is the biggest container?
- 2 Which is the smallest container?
- 3 Which ones do you have in your house?



# Omar's busy house



It's a busy day in my house. I am going to school, my father is travelling to another country and my mother is helping all of us get ready.

First my mother came into my room and told me to get ready for school. She told me to put my pens and pencils into my \_\_\_\_\_<sup>(1)</sup> and then to put it and my books into my \_\_\_\_\_<sup>(2)</sup> so I could carry them on my back.

Then she opened my \_\_\_\_\_<sup>(3)</sup> and took out some clothes for me to wear.

When I came down to the kitchen my

father was having breakfast. He was eating toast and drinking a \_\_\_\_\_<sup>(4)</sup> of tea. He was going to travel for three days so he asked my older brother to put his suitcase in the \_\_\_\_\_<sup>(5)</sup> because he had to drive to the airport in ten minutes.

I had a \_\_\_\_\_<sup>(6)</sup> of milk and some toast for breakfast. After breakfast we all helped to tidy up and put the dishes back in the \_\_\_\_\_<sup>(7)</sup> and the rubbish in the \_\_\_\_\_<sup>(8)</sup>.

Then it was time for me to go to school. Hurray! I can't wait to see my friends!

### 3 Write

Write about ...

- 1 what you have for breakfast.
- 2 how you get ready for school.



Why or why not?

49 2 Read and listen

Read and listen about *Jack's Dream Home*.

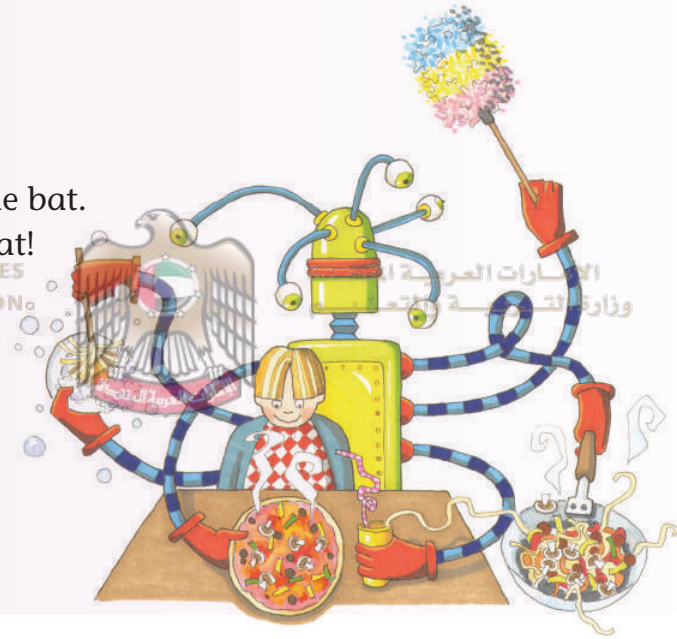


## Jack's Dream Home

Extracts from *If I Built a House* by  
Chris Van Dusen

Jack, in the backyard, said to his mother.  
This house is OK, but it's like any other.  
It's boxy and **boring** and basically bland.  
It's nothing at all like the house I have  
planned.

We'll start with the basics, right off the bat.  
Check out my all-in one Kitchen-o-Mat!  
You don't have to cook and you  
don't have to clean. It's done by  
a space-age robotic **machine**.  
It makes all the meals and the  
food is deelyish. Then it washes  
and puts away every last dish.



3 Read and talk

Work with a partner. Read and discuss the questions.

- 1 What does Jack think of the house where he lives with his mother?  
How can you tell?
- 2 What has he invented for the kitchen? What does it do?

Read *Jack's Dream Home* in Lesson 8 again and discuss it with a partner.

50 **2 Read and listen**

Listen to the next part of the story and answer the questions with a partner.

- 1 How is the bedroom unusual?
- 2 What happens if you press the switch in the flying room?
- 3 What can you do in the racetrack room?
- 4 Which room do you like best?

And here is my bedroom, way up in the **sky**,  
On top of a tower 200 feet high. With glass all  
around, just check out the **view**! A bed  
in a tower – now that's something new!

Next comes my Flying Room. See how it's tall?  
It's empty except for a switch on the wall.  
Just turn off the switch and you'll  
float off the ground, **fly** all around.

This is my Racetrack Room. Step right inside.  
It's less like a room and more like a ride.  
It features a racetrack that loops all around  
With superfast go-karts that don't make  
a **sound**.  
You fly and you flip and you zip  
and you zoom! You have to admit, it's  
a **wonderful** room!



Read *Jack's Dream Home* in Lessons 8 and 9 again.

Work with a partner and tell the story.

Find the words in **blue** in the story. Match them with their meaning.

- |                    |  |
|--------------------|--|
| 1 <b>boring</b>    | a what you can see                       |
| 2 <b>machine</b>   | b not interesting                        |
| 3 <b>sky</b>       | c noise                                  |
| 4 <b>view</b>      | d the space above the Earth              |
| 5 <b>fly</b>       | e very good                              |
| 6 <b>sound</b>     | f move in the air                        |
| 7 <b>wonderful</b> | g a piece of equipment with moving parts |

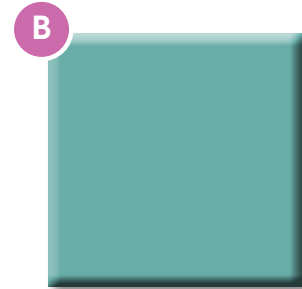
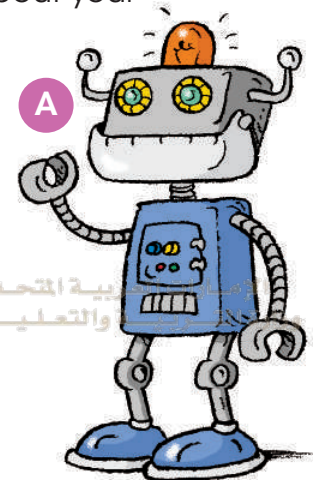
2   **Talk and write**

What do you think the other rooms in Jack's house are like, for example, the living room and the bathroom? Write a paragraph about your bedroom and draw a picture.

3 **Word study**

Match the words 1–4 to the pictures A–D.

- 1 dishes
- 2 robot
- 3 boring
- 4 square





- 1 Jack thinks his house is very interesting. \_\_\_\_
- 2 Jack was in his bedroom when he told his mother what he thinks. \_\_\_\_
- 3 Jack invented a robot. \_\_\_\_
- 4 The robot does all the boring jobs in the house. \_\_\_\_
- 5 The robot can't make food. \_\_\_\_

For the answers that you marked F, work with your partner and make them true.

5  **Talk**

Work with a partner and describe the three different houses. Use the words in the box to help you.

luxury big comfortable sunny



6  **Talk**

Imagine you live in one of the houses in Activity 5 (choose which). Say what you can and can't do in your house.

**Language tip**

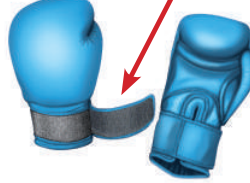
When we make sentences with **can** we use the infinitive without **to**:

I **can turn** on the switch and I'll float off the ground.



Label the photos with the words in the box. Work with a partner. What do you know about these things?

microwave oven    velcro



1 \_\_\_\_\_

2 \_\_\_\_\_

51 **2 Read and listen**

Now work in groups to read and match these titles to the correct texts 1-2.

- A** Man's best friend, Velcro!
- B** The invention of the microwave oven

1 \_\_\_\_\_

In the 1940s Percy Spencer was a scientist working on fixing radars. One day he noticed while working on the radar that the chocolate bar in his pocket got warm and started to melt. This was because of something called *microwaves*.

He used this process to make popcorn and then he knew it was successful and he invented the microwave oven.

Nowadays you can find Percy's invention in 90% of American homes.

2 \_\_\_\_\_

One day George de Mestral, who was an electrical engineer, discovered that plants called cockleburs stuck to his shoes when he was out for a walk.

George decided to look at the cockleburs with a microscope and he found that they were like lots of tiny hooks catching on his shoes.

De Mestral then created his own version of this and now we use velcro for everything, from keeping our shoes closed to NASA astronauts' clothes in space.



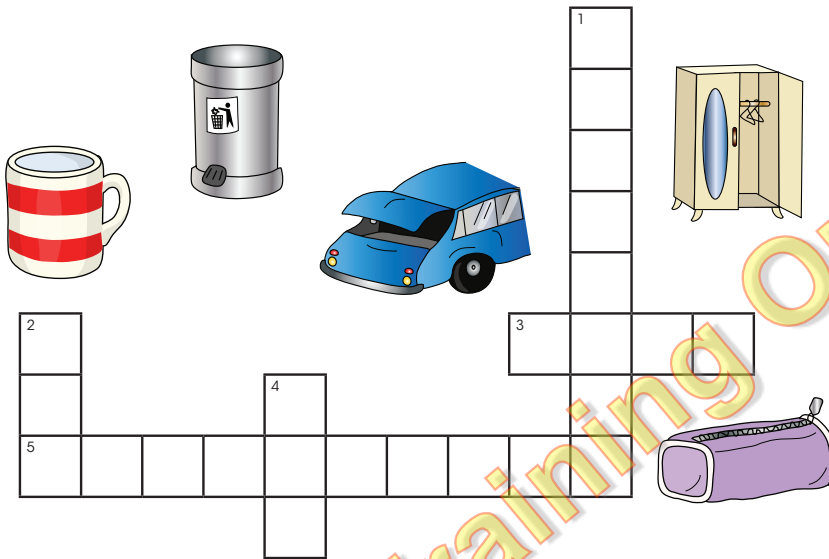
3 **Write**

Read the texts and complete the chart in your notebook.

1 What was the name of the inventor?	
2 What was his job?	
3 What did he invent?	
4 How did he invent it?	

Do you have either of these inventions in your house? Which story was your favourite? Why?

Work with your partner and write the words in the crossword puzzle.



**Across →**

**3** Container in a car for big things:  
car \_\_\_\_\_

**5** Container for pens and pencils

**Down ↓**

**1** Container for your clothes in your bedroom

**2** Container for hot drinks

**4** Rubbish \_\_\_\_\_

Now work with your partner again. Use the words from the crossword puzzle and say where you can find or where you put the things.

- 1 Where do you drink coffee from?
- 2 Where do you put your pens and pencils?
- 3 Where do you find your clothes in your bedroom?
- 4 Where do you put the rubbish?
- 5 What part of the car do you put your suitcase in?

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**2**  **Talk**

What did you think about Jack's dream home? Would you like to live in a house like that? Tell your partner what you think about this house.

**3 Use of English**

Match the two halves of the sentences.

- |   |   |
|---|---|
| <b>1</b> I have to brush my teeth         | <b>a</b> otherwise it will be very untidy.        |
| <b>2</b> I have to tidy my room           | <b>b</b> so that I learn things well.             |
| <b>3</b> I have to do my homework         | <b>c</b> so that they are clean.                  |
| <b>4</b> I have to take the bus to school | <b>d</b> because my father needs to take the car. |

1  **Talk and write**

How many real inventions can you name?  
Write a list with your partner.

2  **Read and write**

Re-read the story on pages 86–87. Write three questions about the story. See if your classmates can answer your questions.

3  **Talk**

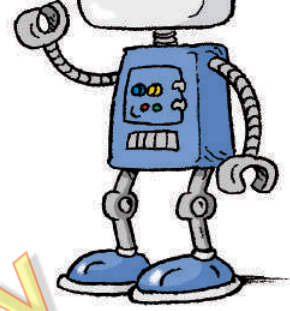
Say three things you have to do at school.  
Say three things you have to do at home.

4  **Read and talk**

Which accidental invention did you like best?  
Look on the internet for more accidental or surprising inventions. Tell your partner about one of them. What does she/he think?

5  **Talk**

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



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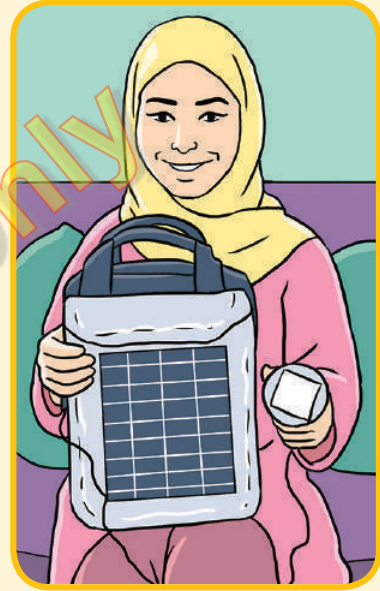


Read all the information about Fatima, a famous inventor in the UAE. What do you think of her invention?

Did you know you can make electricity from the sun? The sun's rays are very strong, and when the rays hit special solar panels, it changes into electricity.

Fatima Al Kaabi invented a bag that charges lights, mobile phones and other electrical gadgets from solar energy. All the energy for the bag comes from the sun, and it is free! Isn't that amazing?

Fatima is thirteen years old and is from the UAE. Her family loves to go camping in the desert and Fatima used to take her mobile phone with her. There was no electricity in the desert, so Fatima invented a solar bag because she wanted to use her mobile phone. The solar bag makes electricity for fans and lights as well. Fatima's invention helps to make the world a better place.



### Vocabulary

**solar panel:** a square tool, often on houses, used to make electricity

**to charge:** to make electricity or power

**gadget:** small tool that does something useful

### FACT FILE

Name of invention	solar bag
Name of inventor	Fatima Al Kaabi
Age	13 years old
Where is the inventor from?	She's from the United Arab Emirates.
How does the invention work?	The sun's rays hit special solar panels which make electricity.
What can you use it for?	To charge your mobile phone and for fans and lights.

## 2 Write and draw

Now choose an inventor and find out information about him or her. Complete a fact file like the one above and draw a picture of their invention.



<b>add up</b>	verb	<b>quickly</b>	adverb
<b>back-to-back</b>	adjective	<b>rope</b>	noun
<b>bear</b>	noun	<b>routine</b>	noun
<b>bounce</b>	verb	<b>scissors</b>	noun
<b>carry</b>	verb	<b>shoelace</b>	noun
<b>climb</b>	verb	<b>skip</b>	verb
<b>count</b>	verb	<b>slowly</b>	adverb
<b>down</b>	preposition	<b>spin</b>	verb
<b>drum</b>	noun	<b>stairs</b>	noun
<b>duck</b>	noun	<b>stand</b>	verb
<b>easy</b>	adjective	<b>step</b>	verb
<b>elbow</b>	noun	<b>stick</b>	verb
<b>feather</b>	noun	<b>swing</b>	verb
<b>fur</b>	noun	<b>tap</b>	verb
<b>giggle</b>	verb	<b>through</b>	preposition
<b>glue</b>	noun	<b>tie</b>	verb
<b>hit</b>	verb	 <b>tiger</b>	noun
<b>hold out</b>	verb	<b>traditional</b>	adjective
<b>jump</b>	verb	<b>turn around</b>	verb
<b>kangaroo</b>	noun	<b>twist</b>	verb
<b>laugh</b>	verb	<b>up</b>	[preposition
<b>mammal</b>	noun	<b>win</b>	verb
<b>movement</b>	noun	<b>wing</b>	noun
<b>owl</b>	noun		
<b>pass</b>	verb	<b>Phrase list</b>	
<b>penguin</b>	noun	<b>Don't give up</b>	expression
<b>pull</b>	verb	<b>Let's try again</b>	expression
<b>push</b>	verb	<b>We've done it</b>	expression

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<b>afraid</b>	adjective	<b>happy</b>	adjective
<b>aunt</b>	noun	<b>help</b>	verb
<b>barbecue</b>	noun	<b>henna</b>	noun
<b>beach</b>	noun	<b>kind</b>	adjective
<b>Bedouin</b>	noun	<b>listen to</b>	verb
<b>brave</b>	adjective	<b>memory</b>	noun
<b>camel milk</b>	noun	<b>mint tea</b>	noun
<b>camel safari</b>	noun	<b>miss</b>	verb
<b>camp fire</b>	noun	<b>moon</b>	noun
<b>celebrate</b>	verb	<b>mountain</b>	noun
<b>certificate</b>	noun	<b>National Day</b>	noun
<b>cousin</b>	noun	<b>next to</b>	preposition
<b>date</b>	noun	<b>next</b>	adverb
<b>drink</b>	verb	<b>opposite</b>	preposition
<b>eat</b>	verb	<b>palm tree basket</b>	noun
<b>excited</b>	adjective	<b>pancake</b>	noun
<b>feel</b>	verb	<b>park</b>	noun
<b>finally</b>	adverb	<b>photographer</b>	noun
<b>first</b>	adverb	<b>plastic bottle</b>	noun
<b>fly kite</b>	verb	<b>proud</b>	adjective
<b>forest</b>	noun	<b>rock</b>	noun
<b>give</b>	verb	<b>sad</b>	adjective
<b>go</b>	verb	<b>sand dune</b>	noun
<b>granddaughter</b>	noun	<b>scorpion</b>	noun
<b>grandfather</b>	noun	<b>shocked</b>	adjective
<b>grandmother</b>	noun	<b>sister</b>	noun
<b>grandson</b>	noun	<b>swim</b>	verb

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take	verb
teddy bear	noun
tent	noun
then	adverb
tired	adjective
trip	noun
uncle	noun
visit	verb

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<b>blood</b>	noun
<b>bored</b>	adjective
<b>boring</b>	adjective
<b>branch</b>	noun
<b>cactus</b>	noun
<b>cool</b>	adjective
<b>desert safari</b>	noun
<b>desert</b>	noun
<b>dry</b>	adjective
<b>eyelash</b>	noun
<b>fat</b>	noun
<b>fence</b>	noun
<b>flat</b>	adjective
<b>funny</b>	adjective
<b>ghaf tree</b>	noun
<b>hump</b>	noun
<b>insect</b>	noun
<b>interesting</b>	adjective
<b>jerboa</b>	noun
<b>kindness</b>	noun
<b>leaf</b>	noun
<b>liar</b>	noun
<b>mud</b>	noun
<b>oasis</b>	noun
<b>oryx</b>	noun
<b>rattlesnake</b>	noun
<b>rocky</b>	adjective

<b>root</b>	noun
<b>sandy</b>	adjective
<b>sheep</b>	noun
<b>shore</b>	noun
<b>spiny</b>	adjective
<b>store</b>	verb
<b>sunny</b>	adjective
<b>tunnel</b>	verb
<b>village</b>	noun
<b>villager</b>	noun
<b>windy</b>	adjective
<b>wolf</b>	noun

#### Phrase list

<b>Once upon a time</b>	expression
<b>Thank you very much</b>	expression
<b>Thanks for helping me</b>	expression
<b>I'm sorry</b>	expression



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always	adverb
beard	noun
circle	noun
corner	noun
cube	noun
glasses	noun
impatient	adjective
impolite	adjective
impossible	adjective
in front of	preposition
kind	adjective
left-handed	adjective
near	preposition
never	adverb
next to	preposition
on	preposition
optical illusion	noun
owl	noun
possible	adjective
rabbit	noun
rectangle	noun
right-handed	adjective
shape	noun
side	noun
sometimes	adverb
square	noun
straight	adjective

triangle	noun
under	preposition
unhappy	adjective
unkind	adjective
untidy	adjective

### Phrase list

**In one picture I can see ...**  
expression

**In the other picture I can see ...**  
expression

**On the right there is ...** expression

**On the left there is ...** expression

**I've found him/her ...** expression

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<b>artificial leg</b>	noun	<b>paint</b>	verb
<b>backpack</b>	noun	<b>painter</b>	noun
<b>bake</b>	verb	<b>painting</b>	noun
<b>baker</b>	noun	<b>pencil case</b>	noun
<b>car boot</b>	noun	<b>print</b>	verb
<b>container</b>	noun	<b>robot</b>	noun
<b>crawl</b>	verb	<b>rubbish bin</b>	noun
<b>cup</b>	noun	<b>scientist</b>	noun
<b>cupboard</b>	noun	<b>scorpion</b>	noun
<b>date palm</b>	noun	<b>silly</b>	adjective
<b>discover</b>	verb	<b>solar panel</b>	noun
<b>discoverer</b>	noun	<b>straw</b>	noun
<b>discovery</b>	noun	<b>tyre</b>	noun
<b>dream house</b>	noun	<b>useful</b>	adjective
<b>football</b>	noun	<b>wardrobe</b>	noun
<b>footballer</b>	noun	<b>wheel</b>	noun
<b>fun</b>	adjective		
<b>glass</b>	noun		
<b>heavy</b>	adjective		
<b>invent</b>	verb		
<b>invention</b>	noun		
<b>invention</b>	noun		
<b>inventor</b>	noun		
<b>inventor</b>	noun		
<b>laundry</b>	noun		
<b>nappy</b>	noun		
<b>neighbour</b>	noun		

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### Phrase list

<b>Wash your hands</b>	expression
<b>Put your hand up</b>	expression
<b>Practise English</b>	expression
<b>I think it's a good idea.</b>	expression
<b>I think it's a bad idea.</b>	expression

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