

تم تحميل ورفع المادة على منصة

# المعلم التعليمي



للعودة الى الموقع اكتب في بحث جوجل



المعلم التعليمي



ALMUALM.COM



United Arab Emirates  
Ministry of Education



Jane Boylan, Caroline Linse, Claire Medwell and Elly Schottmann

# Bridge to Success

Activity Book  
Term 1

4



United Arab Emirates  
Ministry of Education



# Bridge to Success

## Activity Book

4

Jane Boylan, Caroline Linse,  
Claire Medwell and Elly Schottman

Term 1 material 2016

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

**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

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

© Cambridge University Press and United Arab Emirates Ministry of Education 2016

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

First published 2016

Printed in the United Arab Emirates

ISBN XXXXXXXX Grade 4 Activity Book

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

## **Acknowledgements**

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

### **Text**

p.51 'Owl See You' by Jan Allison, used with permission.

### **Photographs**

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

# Welcome to *Bridge to Success*

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

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

The materials reflect the following principles:

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

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

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

The following icons are used in this Activity Book:

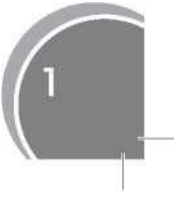
1 pre-recorded listening activity

52} pairwork or small group speaking activity  
(not mediated by teacher)

H\* write-in notebook activity

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

The *Bridge to Success* team



# Table of contents

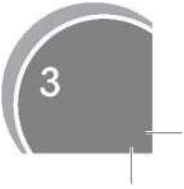
Introduction	1
--------------	---

## Unit 1 Working together

<b>Lesson 1</b>	The Al Ayyalah routine	6
<b>Lesson 2</b>	Tap your left foot!	7
<b>Lesson 3</b>	Let's play!	8
<b>Lesson 4</b>	Which game?	9
<b>Lesson 5</b>	Team activities	10
<b>Lesson 6</b>	My learning	11
<b>Lesson 7</b>	Let's be active!	12
<b>Lesson 8</b>	What are you good at?	13
<b>Lesson 9</b>	Sharing in the classroom 1	14
<b>Lesson 10</b>	Sharing in the classroom 2	15
<b>Lesson 11</b>	What does it mean?	16
<b>Lesson 12</b>	My learning	17

**Unit 2****Family and memories**

<b>Lesson 1</b>	Family celebrations	18
<b>Lesson 2</b>	Eid al Fitr traditions 1	19
<b>Lesson 3</b>	Eid al Fitr traditions 2	20
<b>Lesson 4</b>	When I was young	21
<b>Lesson 5</b>	A special trip	22
<b>Lesson 6</b>	My learning	23
<b>Lesson 7</b>	A camping trip	24
<b>Lesson 8</b>	A sad memory	25
<b>Lesson 9</b>	A proud memory	26
<b>Lesson 10</b>	A happy memory	27
<b>Lesson 11</b>	When I was a child	28
<b>Lesson 12</b>	My learning	29



### Unit 3

### The UAE desert

<b>Lesson 1</b>	Desert weather	30
<b>Lesson 2</b>	Desert animals 1	31
<b>Lesson 3</b>	Desert animals 2	32
<b>Lesson 4</b>	Desert plants and animals	33
<b>Lesson 5</b>	My learning	34
<b>Lesson 6</b>	Friendship	35
<b>Lesson 7</b>	Arabian wolves 1	36
<b>Lesson 8</b>	Arabian wolves 2	37
<b>Lesson 9</b>	If wolves live in the desert ...	38
<b>Lesson 10</b>	The Boy and the Wolf 1	39
<b>Lesson 11</b>	The Boy and the Wolf 2	40
<b>Lesson 12</b>	My learning	41

### Unit 4

### Look again

<b>Lesson 1</b>	Optical illusions	42
<b>Lesson 2</b>	That's impossible!	43
<b>Lesson 3</b>	Word play	44
<b>Lesson 4</b>	Very strange!	45
<b>Lesson 5</b>	Hidden pictures 1	46
<b>Lesson 6</b>	My learning	47
<b>Lesson 7</b>	Hidden pictures 2	48

<b>Lesson 8</b>	Camouflage	49
<b>Lesson 9</b>	Sounds	50
<b>Lesson 10</b>	A camouflage poem	51
<b>Lesson 11</b>	Close your left eye	52
<b>Lesson 12</b>	My learning	53

## Unit 5 Inventors and inventions

<b>Lesson 1</b>	What is an inventor?	54
<b>Lesson 2</b>	A history of inventions	55
<b>Lesson 3</b>	More inventions	56
<b>Lesson 4</b>	Problems and solutions	57
<b>Lesson 5</b>	Carrying things	58
<b>Lesson 6</b>	My learning	59
<b>Lesson 7</b>	Omar's busy house	60
<b>Lesson 8</b>	If I built a house	61
<b>Lesson 9</b>	Jack's Dream Home	62
<b>Lesson 10</b>	Your room	63
<b>Lesson 11</b>	Accidental inventions	64
<b>Lesson 12</b>	My learning	65

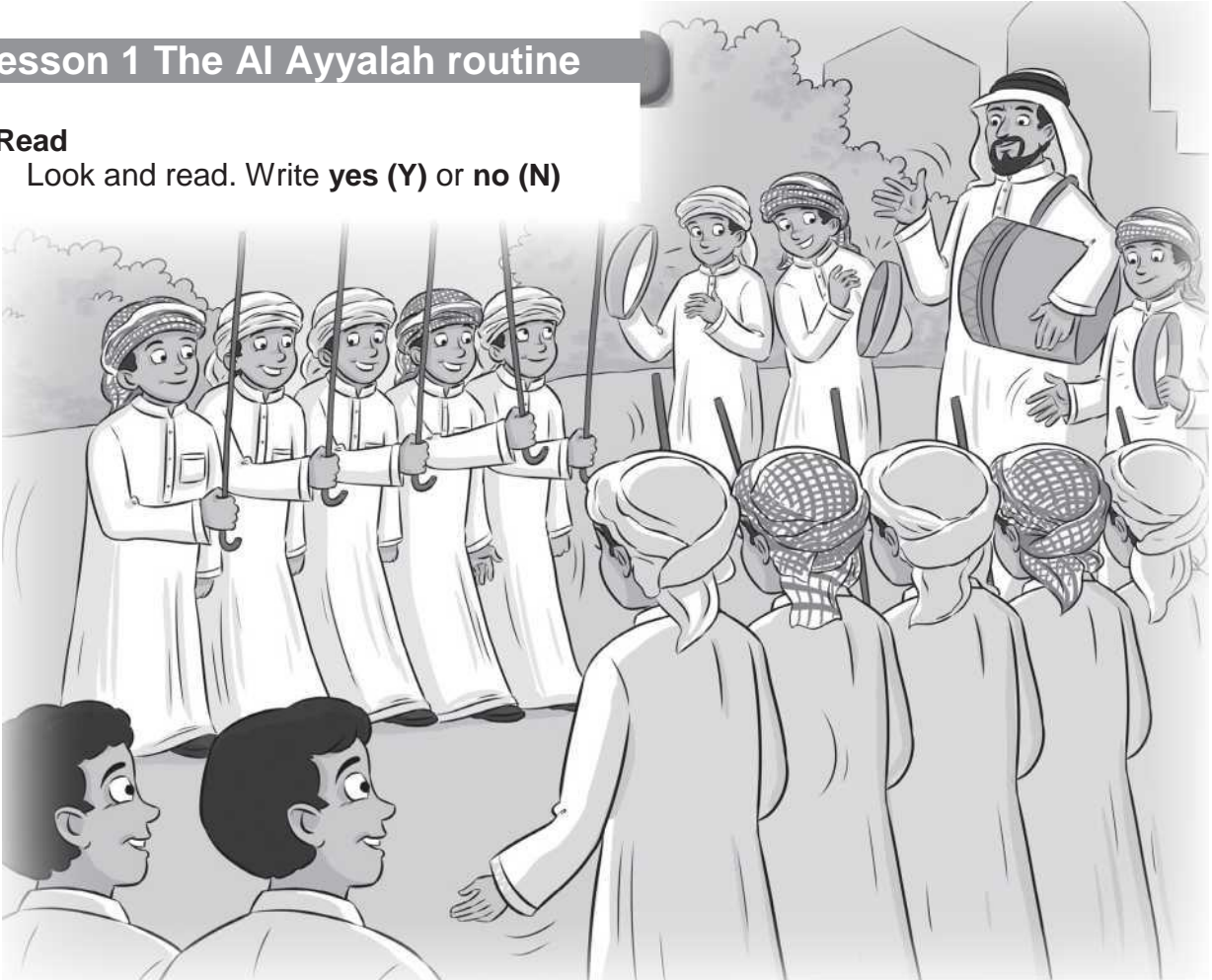
# Unit 1

# Working together

## Lesson 1 The Al Ayyalah routine

### 1 Read

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



- |                                                     |     |
|-----------------------------------------------------|-----|
| 1 The children are learning the Al Ayyalah routine. | yes |
| 2 The teacher is sitting.                           | No  |
| 3 There are eight children.                         | No  |
| 4 A child is playing the big drum.                  | No  |
| 5 The children are holding long sticks.             | Yes |
| 6 There is one big drum.                            | Yes |
| 7 The children are having fun.                      | Yes |
| 8 There are five drums.                             | No  |

## Lesson 2 Tap your left foot!

### 1 Write

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

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

?

Why are you doing the routine?

Use some of the words in the box in your chant.

Give your chant a title.

up down left  
right slowly quickly  
twist turn foot  
do routine

Title:



2



### Challenge

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

What do you practise?

Write a sentence.

Draw a picture.





## Lesson 3 Let's play!

1

### Use of English

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

Link your elbows together.

Then sit down again.

Sit on the floor, back-to-back with your partner.

Try to stand up!



### Read

Here is a new game.

Complete the text with the words from the box.

Circle hand hold say many win \_

### Eleven fingers

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

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

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

Count all the fingers. How \_\_\_\_\_ **many** fingers are there altogether?

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

## Lesson 4 Which game?



### 1 Let's do it!

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

Add up the number of fingers for each game. Write the number in the chart.

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

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

### 2 Word study

Put the words in the correct order to make phrases.

1 up / give / Don't !

Don't give up! \_\_\_\_\_

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

Don't step on the floor!

3 try / again / Let's !

Let's try again \_\_\_\_\_

4 done / it / We've .

We've done it. \_\_\_\_\_

5 stand / Try / to / up .

Try to stand up. \_\_\_\_\_

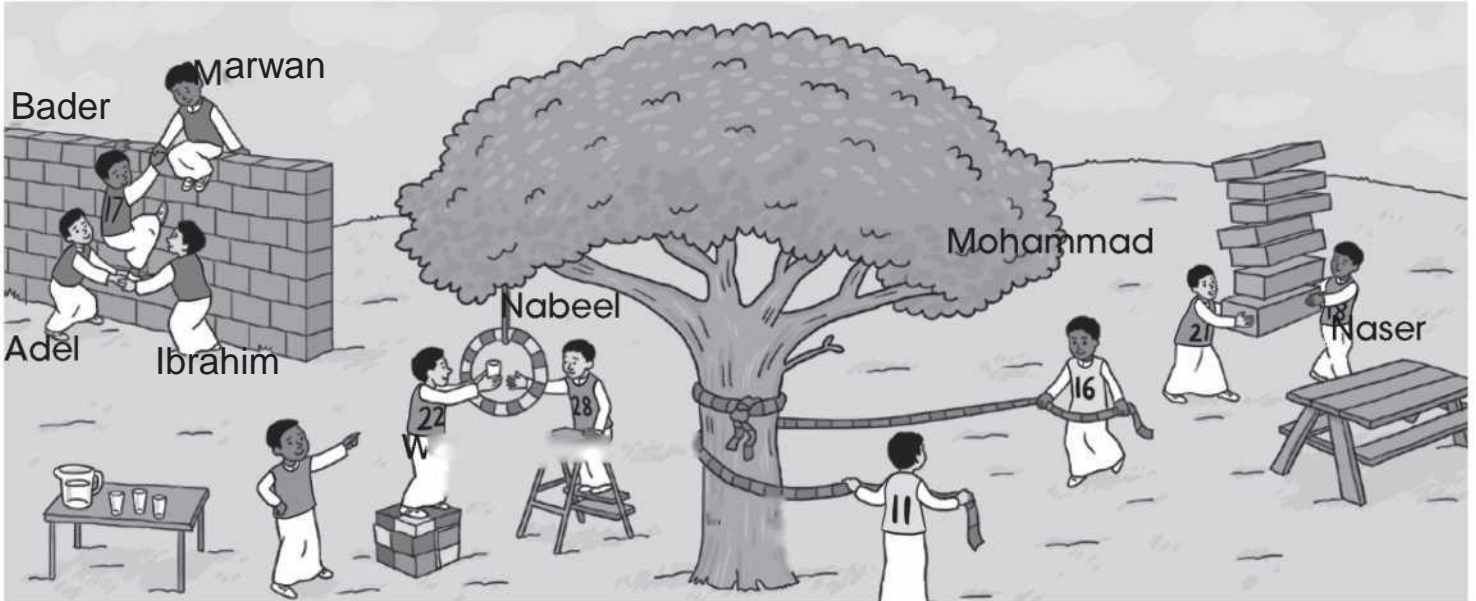
6 good / That's .

That's good.

## Lesson 5 Team activities

### 1 Write

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



helping Bader climbing the wall standing on a ladder \_\_\_\_\_

- 1 What **is Bader** doing? **Bader is climbing the wall** \_\_\_\_\_
- 2 What **are Ibrahim and Adel** doing? **They are helping Bader** \_\_\_\_\_
- 3 What **is Nabeel** doing? **Nabeel is standing on the ladder** \_\_\_\_\_

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

- 4 **What are they carrying?**  
They are carrying boxes.
- 5 **What is Marwan doing?**  
He is pulling Bader.
- 6 **What is Waleed doing?**  
He is passing a glass to Nabeel.

a e i o u

Skip + ing = skip p ing

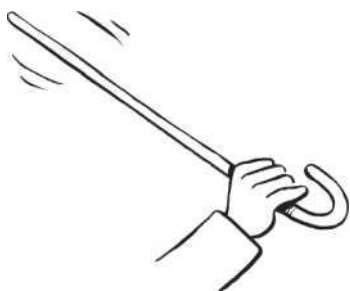
Giggle + ing = Giggl ing

## Lesson 8 What are you good at?

### 1 Use of English

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

1 The girls are skipping  
and \_\_\_ giggling (skip, giggle)



2 The stick is moving  
up and down. (move)



3 We are clapping our hands, (clap)  
2 L Write

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

a



He is playing football.

b



He is riding a horse.

### 3 Li Write

What are you good at? Write a sentence.

I am good at football or I am good at playing football

What are you not good at? Write a sentence.

I am not good at cooking Or I am not English

## Lesson 9 Sharing in the classroom 1

### Read

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

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



- 2  

### Write

How are mammals and bats the same?

Look at the chart. Write the missing words in the sentences below.

	Mammals	Bats
They have teeth.	3	3
They have fur.	3	3
They usually have four legs.	3	

Mammals have **teeth** and fur, and

They usually have **four legs**

Bats have **teeth** and **fur**

but they don't have **four legs**



How are birds and bats the same?

Look at the chart. Write the missing words in the sentences below.

	Birds	Bats
They have wings.	3	3
They have two legs.	3	3
They have feathers.	3	

Birds have **wing**, **two legs** and **feather**  
and

Bats have **wings** and two legs, but they don't have **feathers**

# Unit 2

# Family and memories

## Lesson 1 Family celebrations

### 1 Let's do it!

Read and follow the instructions to finish the picture.



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

1

2

3

### Challenge

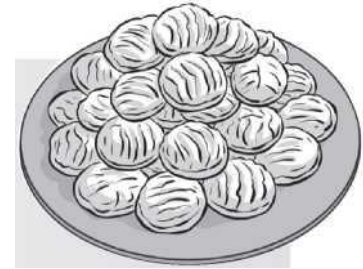
Have you ever been to an Eid Al Fitr celebration or a family party? Write two or more sentences about it and draw a picture.

**Read**

Read and answer the questions.

# Kakh

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



- 1 Are **kakh**: **a** something to wear? **b** something to eat?
- 2 Are **guests**: **a** people who visit your house? **b** people you meet at a cafe?
- 3 Name three things you can put in kakh. figs, nuts and sugar
- 4 In your country, are there special sweets during Eid Al Fitr? What are they?  
What are your favourite Eid Al Fitr sweets? Halwa, cake

**2 Word study**

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

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

Sister <b>F</b>	Granddaughter <b>F</b>	Uncle <b>M</b>
Photographer <b>F &amp; M</b>	Grandson <b>M</b>	Cousin <b>F &amp; M</b>
Grandmother <b>F</b>	Aunt <b>F</b>	Guest <b>F &amp; M</b>

**3 Read**

Match the beginning

And end of the sentences, so the instructions are in the right order.

**How to take a family photo**

- |            |                                                       |
|------------|-------------------------------------------------------|
| 2 First,   | a tell everyone to smile! <b>Then,</b>                |
| 3 Next,    | b press the button to take the photo. <b>Finally,</b> |
| 4 Then     | c tell everyone to stand close together. <b>next</b>  |
| 5 Finally, | 1 d switch on the camera. <b>First,</b>               |



### 1 Read

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

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



Malaysia



Saudi Arabia



Morocco

### Over to you

Complete the chart about Eid Al Fitr traditional clothes. Tick (3) the spaces in the table.

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



## 1 Use of English

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

### Lesson 5 A special trip

People think that camping is a holiday activity, but in the UAE, camping **was** <sup>(1)</sup> usual for the Bedouin. Traditional Bedouin tents **were** <sup>(2)</sup> made from goats' hair which didn't let water in. The tents **were** <sup>(3)</sup> cool inside even when it was very hot outside. In winter, when it **was** <sup>(4)</sup> cold at night, a small camp fire inside the tent kept it warm. It **was** <sup>(5)</sup> difficult to keep fruit and vegetables fresh in the desert **because** they went bad quickly, so food **was** <sup>(6)</sup> simple. The traditional fetir **was** <sup>(7)</sup> made with flour, salt and a little water and it was delicious. The Bedouin **were** <sup>(8)</sup> very kind when guests came to their camps.



2

## Challenge

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

## Lesson 6 My learning

### 1 Word study

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

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

### 2 Assessment box

Tick the box for you.

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

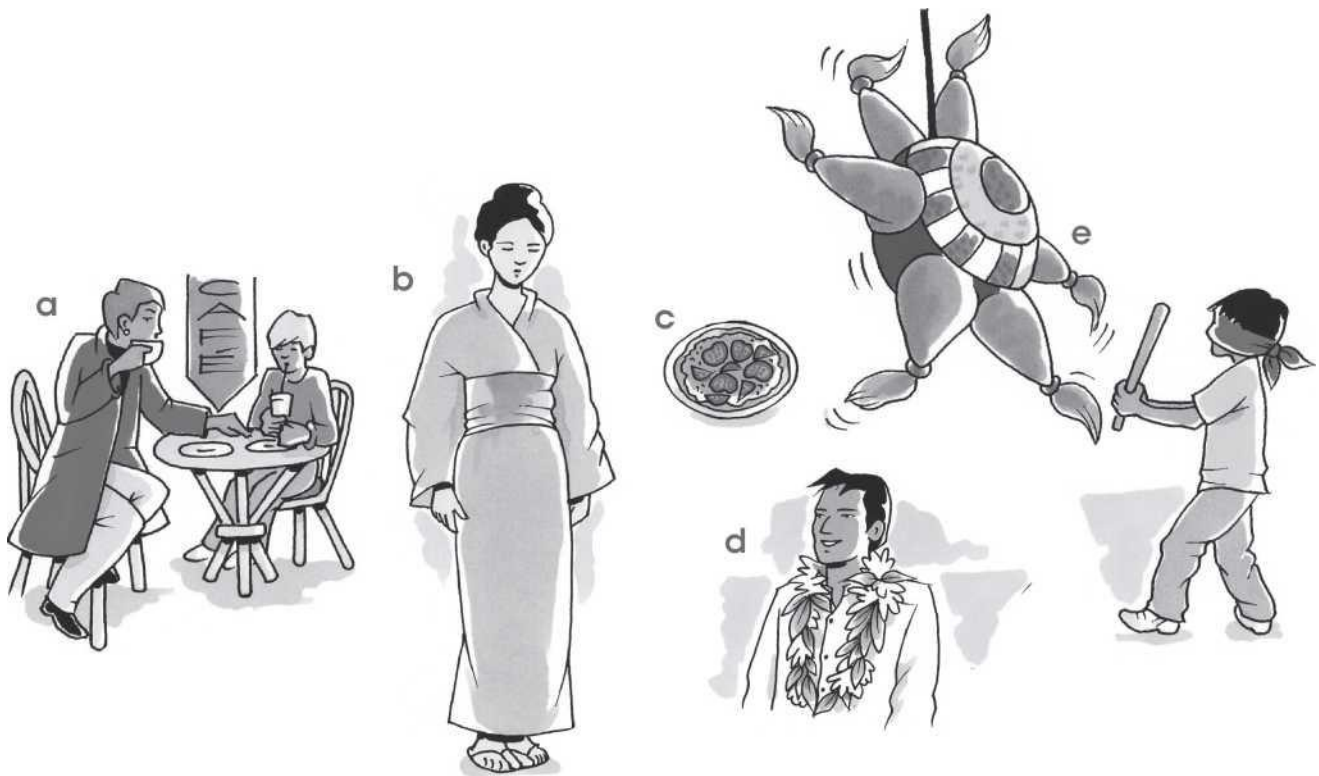
**Use of English**

Write today's date. **Sunday 15<sup>th</sup> of October**

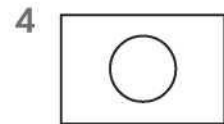
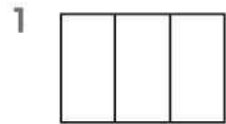
Write the name and date of an important festival in your country. **2<sup>nd</sup> of December It is the National day**

We write: 17th  
October

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



- |        |          |
|--------|----------|
| Piñata | <b>e</b> |
| Pizza  | <b>c</b> |
| Café   | <b>a</b> |
| Kimono | <b>b</b> |
| Lei    | <b>d</b> |



## Lesson 8 A sad memory

### 1 Read

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



**My teddy bear sat on the Rock while we played**



**We forgot Bruno**



**We went to the beach.**



**I had a teddy bear called Bruno.**

1

2 We went to the beach.

3 We forgot Bruno.

### 2 Word study

Write the opposite of each word. Clue: all Learner's Book page 32.

winter **summer** remembered \_ **forget**  
Happy : **unhappy**

## Lesson 9 A proud memory

### Challenge

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



### 2 □ Write

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

1 Why were you proud?

**I were proud because I made my mother happy.**

When was it? **It was in Al Eid.**

Who were you with? **My father**

What did you do? **I helped my mother .**

### 1 Write and draw

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

Make a certificate for a friend.



## Lesson 10 A happy memory

### 1 Li Write

Complete the text about a girl's memory.

When my best friend **I was** <sup>(1)</sup>

eight, she went to a special Eid Al Fitr celebration. All my friends **went**

to the party. But **I couldn't** <sup>(3)</sup>

go because it was my sister's graduation day on the same day!

**3** I had a teddy bear called Bruno.

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



### 4 2 Listen

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



# Lesson 11 When I was a child

## 1 Use of English

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

- 1 I **could** eat a banana.
- 2 I **Couldn't** ride a bike.
- 3 I **Couldn't** play the oud.
- 4 I **Could** walk.
- 5 I **Couldn't** climb a tree.
- 6 I **could** sing



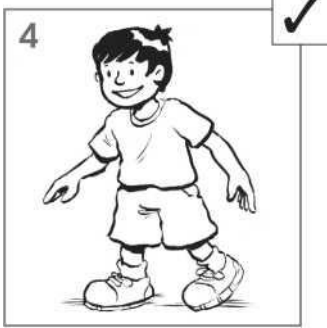
X



✓



X



✓



X

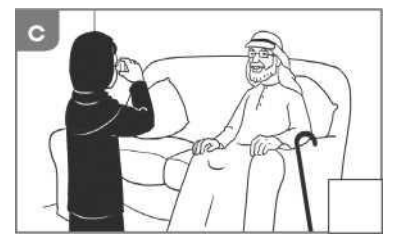


✓

## 5 2 Listen

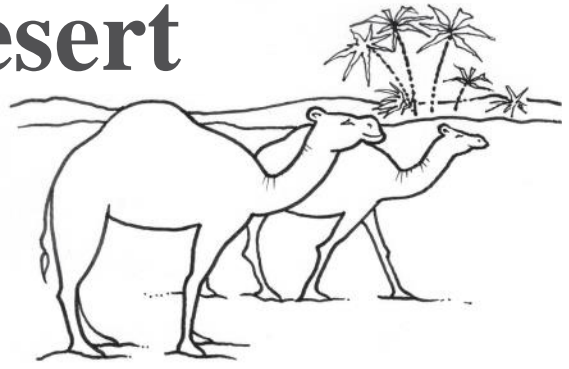
Listen to the memories and tick the correct box.

1 Which picture?



2 Who made the cake?





## Lesson 1 Desert weather

### 1 Word study


What's the weather like in the desert?

Put the letters in the right order. Complete the sentences. 1 Deserts are very places.

- 1 Deserts are very **dry** places.
- 2 They get very little **rain**
- 3 Deserts are usually **hot** during the day
- 4 They are often **cold** at night

### 2 Read

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

It's cold.  It's raining,  It's snowing. 

It's sunny.  It's windy. 

- 1 We're getting wet! Put up your umbrella! **It's raining**
- 2 It's a lovely day. It's warm and the sky is blue. **It's sunny**
- 3 It's winter. The ground is getting whiter and whiter. **It's snowing**
- 4 The trees are blowing. Let's fly a kite! **It's windy**
- 5 We must put on coats, hats, boots and gloves. Then we can go outside. **It's cold**

### ★ 3 Challenge

Look outside. What's the weather like today?  
Write two sentences and draw a picture.

**It is sunny and hot .The sky is blue.  
I'd like to go to the beach**

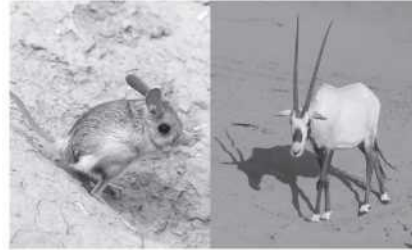


## Lesson 2 Desert animals 1

### Use of English

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

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



1 *They Live in the desert.*

**The oryx** has long horns.

2 **It has** long horns

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

3 **It can** hop on its back legs.

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

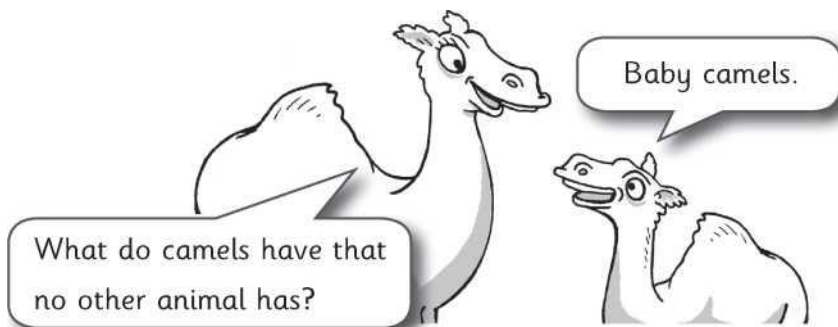
4 **They** rest during the day.

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

5 **It eats** leaves, roots and insects.

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

6 **It eats** roots, herbs and grass.



### Writing tip

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

## Lesson 3 Desert animals 2

### 1 Read

Read the information and answer the questions.

#### Rattlesnakes

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

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

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

- 1 Do all rattlesnakes look the same? **yes no**
- 2 Do rattlesnakes kill little animals by biting them? **yes no**

### 2 Word study

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

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



### Vocabulary

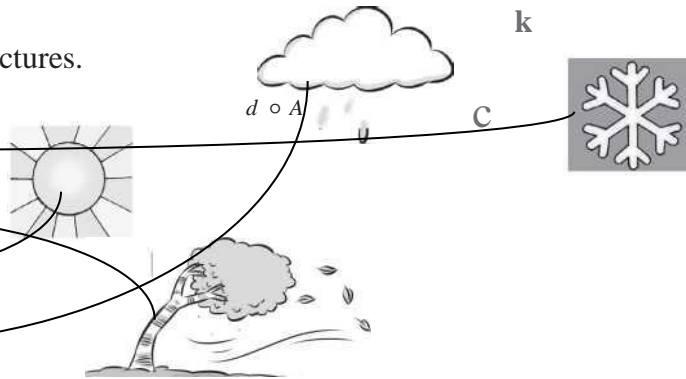
**poisonous:** containing something able to make someone ill **rattle:** something that makes short, sharp sounds

# Lesson 5 My learning

## 1 Word study

Match the phrases to the correct pictures.

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



## 2 Use of English

Circle the best word to complete each sentence.

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

## 3 ^ Talk

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

### Assessment box

Tick the box for you.

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

## Lesson 7 Arabian wolves 1

### 1 Li Write

Complete the text with the words in the box.

Help   live   wolves   dying

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

### 2 U Challenge



Draw a picture of an Arabian wolf.



## Lesson 8 Arabian wolves 2

### 1 Talk

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

Arabian leopard		green sawfish		sociable lapwing	

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

1 koala , polar bear

2: Chimpanzee \_\_\_\_\_

### 2 Read

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

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

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

### 2 Read and draw

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

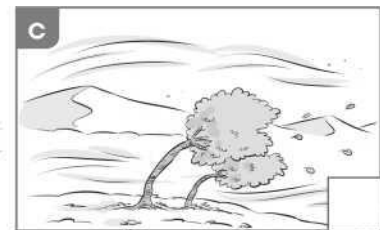
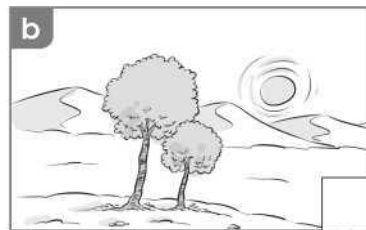
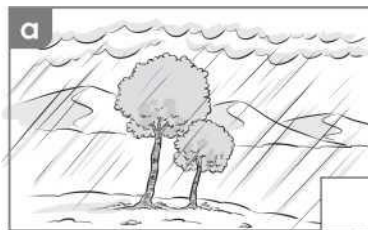


# Lesson 9 If wolves live in the desert ...

## Listen

Listen and tick (3) the boxes.

1 Where did Mariam go with her grandparents?



## 2 Use of English

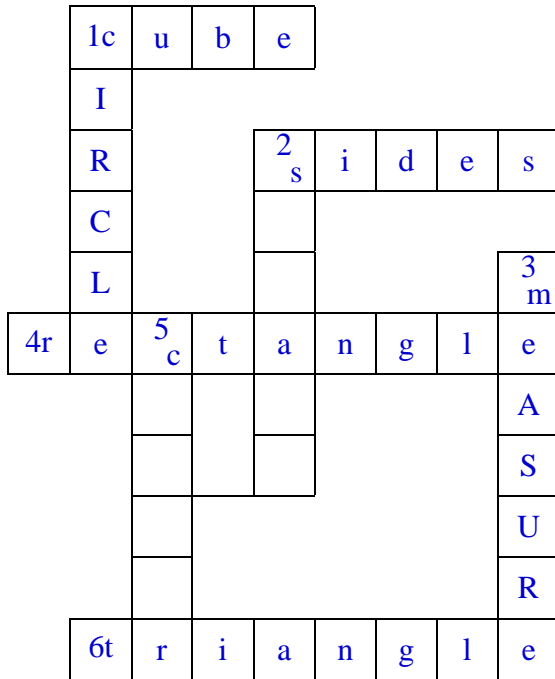
Match the sentence endings with the sentence beginnings.

What was the weather like? 2

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

# Look again

## Lesson 1 Optical illusions



square	cube
circle	sides
triangle	measure
rectangle	corner

**Across ^**

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

**1 Read**

Read the clues. Complete the crossword puzzle

**Down i**

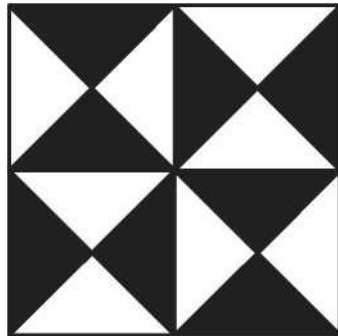
with the words in the box.


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

## Lesson 2 That's impossible!

### 1 Let's do it!

Look at the picture.  
Count the shapes.



- 1 How many small triangles can you see? 16
- 2 How many medium triangles? 8
- 3 How many big triangles? 2
- 4 How many triangles altogether? 2
- 5 How many small squares can you see? 8
- 6 How many medium squares? 4
- 7 Can you find any big or giant squares? How many? 1
- 8 How many squares are there altogether? 



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

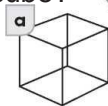
### Let's find out

Look at these two cubes.

Which picture shows an **impossible** cube?



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



## Lesson 3 Word play

### 1 Word study

Write the word that means the opposite.

- 1 impolite            **polite**  
 2 impossible        **possible**  
 3 impatient         **patient**

- 4 Unhappy         **happy**  
 5 untidy            **tidy**  
 6 unhealthy       **healthy**



### 2 Use of English

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

a messy

b rude, not polite c not possible d bad for your health e not wanting to wait

f it can't be moved

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

## Lesson 4 Very strange!

### 1 Read



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

- 1 The footballers are between two big trees. **yes**
- 2 The father is standing in front of the mother. **No**
- 3 Look at the girl who is reading. She is sitting under a rock. . **No**
- 4 The girl with the camera is standing behind the sheep. **No**
- 5 The little sheep is standing between the two big sheep. **yes**

### 2 Read

Draw these missing things in the picture above.

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

## Lesson 5 Hidden pictures 1

### 1 Use of English

Look for the things that are hidden in the picture.

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

I've found **her!** I've found **Kim!**

I've found **It!**

I've found **them!**

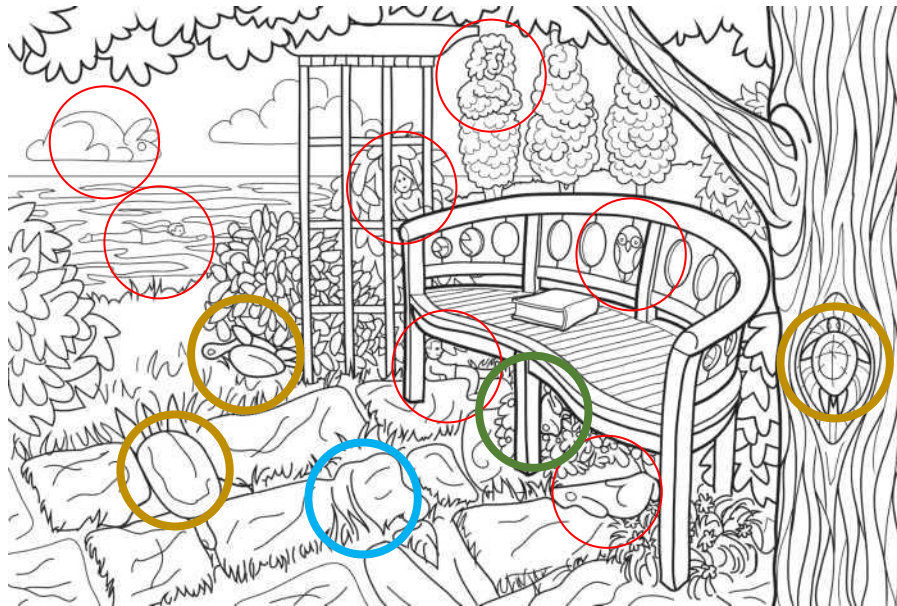
a woman I've found **her!**

two rabbits I've found **them!**

a boy I've found **him**

two girls I've found **them!**

an owl I've found **It!**



### 2 Word study

There are some more things hiding in the picture.

Write the missing pronoun, then follow the instructions.

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

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

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

### 3 C Write

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

Remember to use commas! I've found three turtles! , a man and a frog!

## Lesson 7 Hidden pictures 2

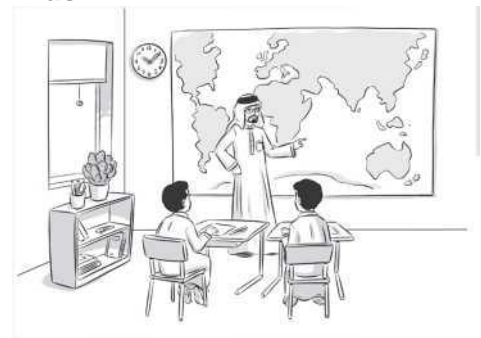
### 1 U Write

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

On      under      next to      near      in front of      behind

This is my classroom. Our teacher is standing **in front of** A <sup>(1)</sup> us.  
map is on the wall **behind** <sup>(2)</sup> our teacher.

A bookcase is **under** <sup>(3)</sup> the window. There  
are books **on** <sup>(4)</sup> the shelves. Our pencils  
are **on** top of the bookshelf. There is a pretty plant  
**next to** <sup>(5)</sup> the pencils. On the wall  
**near** <sup>(6)</sup> the window, there is a clock.



### Read

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

1 How can camouflage help an animal?

a  It can help an animal hide.

b It can help an animal run fast.

c  It can help an animal stay warm.

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

a brown

b green

c black and white stripes

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

a It doesn't bite.

b It likes to eat tiny green leaves.

c Its body is the same shape and colour as a tiny branch.



## Lesson 8 Camouflage

### 1 Read

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

#### How do animals use camouflage?

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

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

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

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

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

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

Stick	insect	snake	Arctic fox	frog
<b>Matching colour</b>		<b>Matching patterns</b>		<b>Matching shape</b>
Arctic fox		Snake		Stick insect
Snake		Frog		
Frog- Leafy sea		Leafy sea dragon		

### 2 I? Write

Look at the Fact file for another animal.

Write what kind of camouflage it uses.

Then write the animal's name in the chart above.

It matching colours and patterns

#### FACT FILE



Name: **Leafy sea dragon**

Colour: **brownish yellow**

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

Where it hides: **in the**

**seaweed** What it eats: **tiny**

Camouflage: **reatures**

## Lesson 9 Sounds

### 1 Word study

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

1	right	4	their
2	Z)	5	son
3	here	6	eight

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

### 3 ^ Talk

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

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

With a partner, read the three poems below.

Two of them are haikus and one is not.

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

1

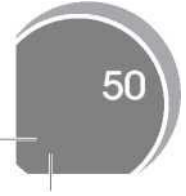
**The rattlesnake moves Slowly  
through the green grass The hawk  
is watching**

2

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

3

**Camouflage is fun The animal  
disappears Into the colours**



## Lesson 10 A camouflage poem

### 1 Word study

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

me sing heart

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

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

My family of owlets stay with me We stay near  
our roost in the spring Our chatter is special, we  
hoot twit twooo

7 2 But you won't ever hear us \_\_\_\_\_ !



Jan Allison

### Listen and check

Now listen to the poem and check your answers.

### 4 Read and write

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

## Lesson 11 Close your left eye

### 1 Word study

Complete the instructions with the words in the box.

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

read circle  
point stand  
listen

### 2 Write

Read about a boy called Ahmed. Find three ways that you and Ahmed are alike. Use the word **too** in the second sentence.

*Ahmed likes playing football*

*I like playing football too*

### Writing tip

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



*1- Ahmed studies English ,math and science*

*I study English ,math and science **too***

*2Ahmad's favourite sports are football and swimming*

*My favourite sports are football and swimming **too***

# Unit 5

## Inventors and inventions

### Lesson 1 What is an inventor?

#### Read

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

- 1 The children have all invented something. **Yes**
- 2 Two of the inventors are boys. **No**
- 3 The presenter of the TV show is female. **No**
- 4 One of the inventions is a special football. **Yes**
- 5 The football comes back to you. **Yes**
- 6 The shoes play your favourite music. **No**
- 7 There is a bouncing cup. **No**
- 8 The inventors are proud of their inventions. **Yes**

#### Word study

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

Write the missing word.

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



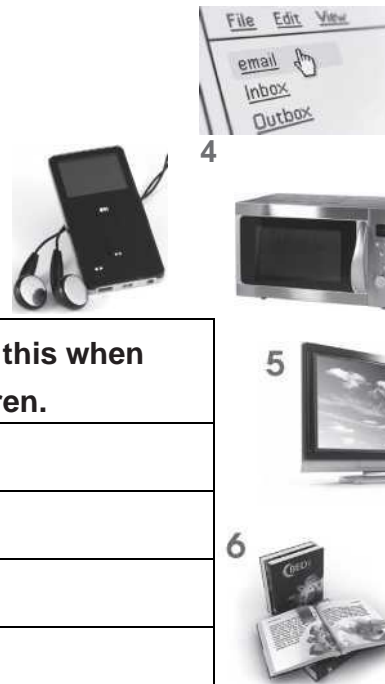
## Lesson 2 A history of inventions

### Over to you

Look at the inventions in the chart.

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

Tick (3) the chart.



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

### 2 Word story

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

1 *bws* \_\_\_\_\_ Draw a picture of four of the things.

2

3

4

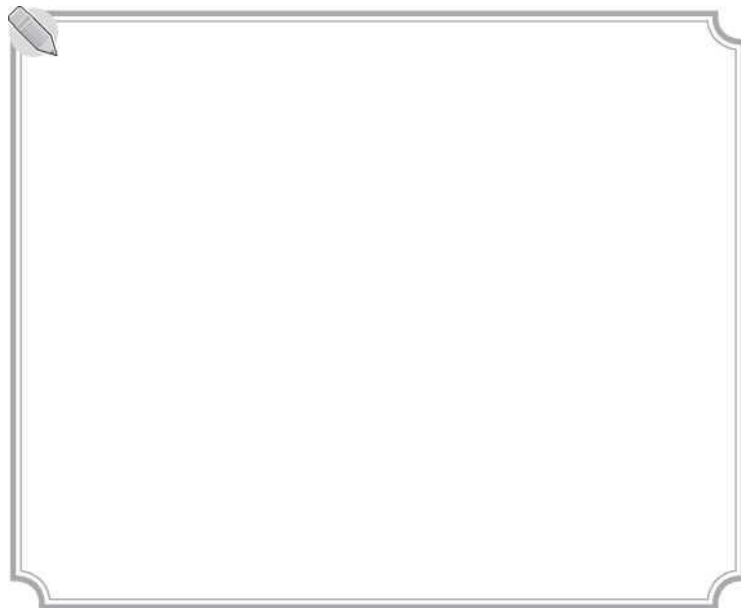
5

6

7

2 9

10

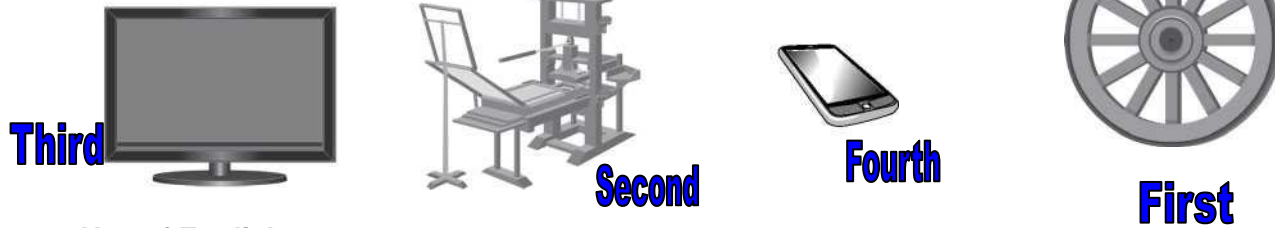


## Lesson 3 More inventions

### 1 Write

Look at the pictures. Which thing was invented first?

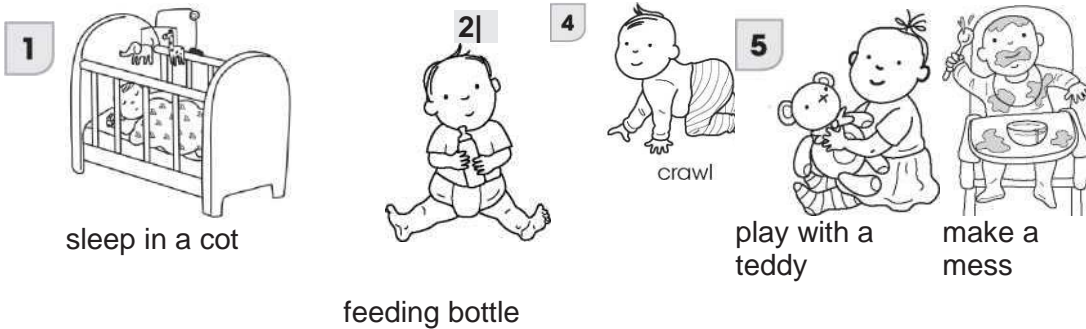
Write the words **first**, **second**, **third** or **fourth** under each picture. Then write each word as a number (for example: **1st**, **2nd**).



### 2 Use of English

The pictures show things that babies do.

drink milk from a



Write the things you **used to** do when you were a baby. Then write what you do now.

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

**I used to play with a teddy. Now I play football**

**I used to drink from a feeding bottle. Now I eat by myself**





**I used to crawl. Now I walk.**

**I used to make a mess. Now I am very tidy.**

## Lesson 4 Problems and solutions

### Read

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

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

### Use of English

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

What time do I have to come to school?

You:

Do I have to bring my lunch?

You:

What subjects do I have to study?

You:

