

Bridge to Success

Activity Book

4

Bridge to Success is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates. This edition covers the first term of Grade 4.

This book sets out to:

- build and develop foundation literacy skills
- build and develop foundation handwriting skills
- build and develop foundation speaking and listening skills
- cover standards for Grade 4 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.

Jane Boylan, Caroline Linse, Claire Medwell and Elly Schottmann

Bridge to Success

Activity Book Term 2

4





United Arab Emirates
Ministry of Education



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Jane Boylan, Caroline Linse,
Claire Medwell and Elly Schottman

Term 2 material 2017

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Welcome to *Bridge to Success*

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

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




The materials reflect the following principles:

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

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

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

The following icons are used in this Activity Book:

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

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

The *Bridge to Success* team



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Unit 6

Dinosaurs

Language tip

We use the past simple to talk about things that started and finished in the past.

I **had** a snack with my best friend yesterday.

Lesson 1 Amazing dinosaurs

1 Write

What questions do you have about dinosaurs?

Write two **yes** or **no** questions. Begin each question with the words **Did dinosaurs ...?**

Write two questions beginning with a question word (**what, where** or **how**).

What did dinosaurs ... ? Where did dinosaurs ... ? How did dinosaurs ... ?

2 Use of English

Read the text. Choose the right words and write them on the lines.



Millions of years ago, dinosaurs _____⁽¹⁾ the Earth.
(walks / walked / walking)

_____⁽²⁾ were many different kinds of dinosaurs. Some
(The / This / There)

dinosaurs were very tall and others _____⁽³⁾ very small.
(is / am / were)

Some dinosaurs _____⁽⁴⁾ plants. Some dinosaurs ate
(ate / at / eat)



other dinosaurs. But there were some ways in which all dinosaurs
were alike. _____⁽⁵⁾ all lived millions of years ago.
(The / Them / They)



Some dinosaurs _____⁽⁶⁾ on the land.
(live / lived / living)

Some dinosaurs _____⁽⁷⁾ a long tail.
(has / had / having)



Many dinosaurs did not _____⁽⁸⁾ wings or fins.
(have / has / had)



Lesson 2 Dinosaur Q and A

1 Use of English

Write the questions by putting the words in the correct order.

Then choose the correct answer to each question from below.

Write **a**, **b** or **c** next to the questions.

1

Could dinosaurs read? _____

2

3

Answers

- a Yes, it could. It could run, but not quickly.
- b Yes, they probably could. But we don't know what kind of sounds most dinosaurs made.
- c No, they couldn't. They couldn't read and they couldn't write.

2 Write

Read each answer, then write a question to go with the answer.

1 No, it couldn't. This dinosaur could not run.

Could this dinosaur run? _____

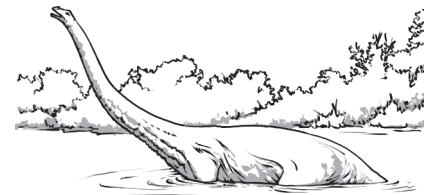
2 Yes, it could. This dinosaur could use its tail as a weapon.

3 No, it couldn't. Some dinosaurs could swim, but this dinosaur could not.

Writing tip

Remember to start a question with a capital letter and end it with a question mark.

Are you ready?

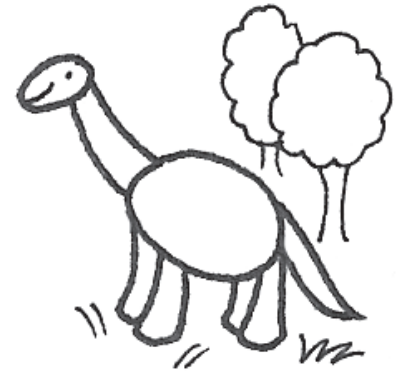


Diplodocus

Lesson 3 Dino cubes

11 1 Read the instructions. Now listen and draw your own dinosaur.

- 1 Draw a big potato shape.
- 2 Draw a neck and a tail on the body.
- 3 Draw two legs at the front of the body.
- 4 Draw two legs at the back of the body.
- 5 Draw a head, an eye and a smile.
- 6 What colour do you think this dinosaur was?
It was dark green, but you can colour it any colour you like.
- 7 Draw some plants and trees in your picture.
- 8 You can finish your picture by colouring the plants and trees.



A large, empty rectangular box with a decorative border, intended for drawing a dinosaur and its environment.

Lesson 4 Dinosaur discoveries

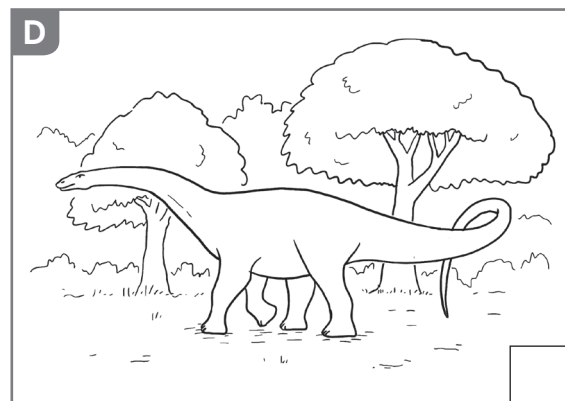
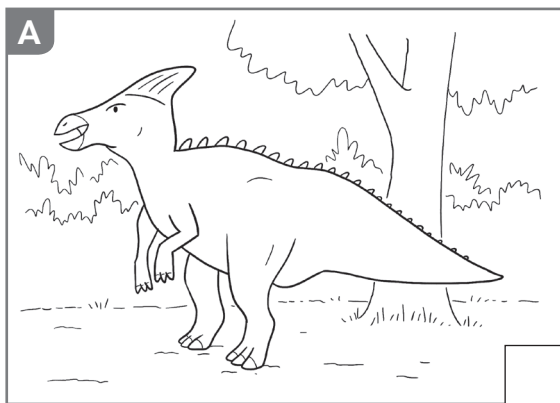
12 1 Listen and write

Listen and complete the sentences.

- 1 In _____, people in China found a dinosaur that climbed trees.
- 2 In _____, people in Argentina found a huge dinosaur that was 35 to 40 metres long.
- 3 In _____, there was a South African dinosaur found that was the size of a cat. It had a beak like a parrot and very big teeth.
- 4 In _____, a strange dinosaur was found in Oman. It had a duck's mouth and a wing shape on its head.

2 Read

Match the texts 1-4 in Activity 1 with the pictures A-D.



Lesson 5 Describing dinosaurs

1 Use of English

Think of something that is very soft. Then read the three descriptions.

Which description do you like best? Underline it.

- a It's **as soft as** a pillow.
- b It's **as soft as** a baby chick.
- c It's **as soft as** a cloud.



2 Write

Choose six adjectives. Write a description with each, using the words **as ... as ...**.

lovely green noisy wet hot old
tall blue quiet dry happy hungry

Example: *On my birthday I was as happy as a bird singing in the tree.*

1 _____

2 _____

3 _____

4 _____

5 _____

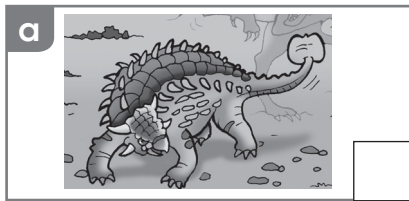
6 _____

Lesson 6 My learning

13 1 Listen

Listen and tick (✓) the box.

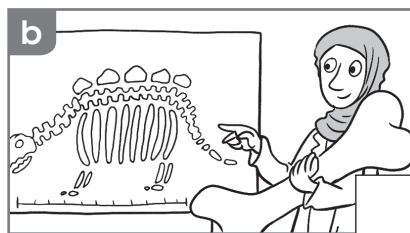
1 Which dinosaur is Dana thinking of?



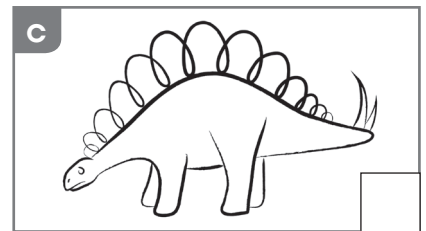
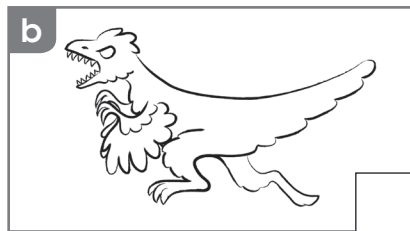
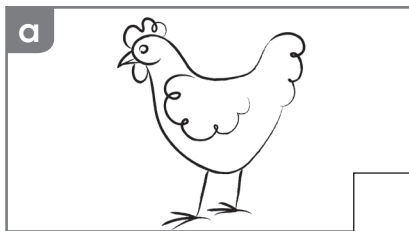
2 Which dinosaur is NOT a meat-eating dinosaur?



3 What does this scientist study?



4 Which is Bushra's picture?



2 Assessment box

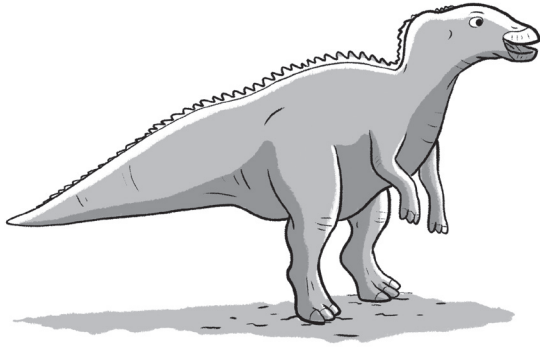
Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can spell different adjectives.			
I can describe different dinosaurs.			
I can use <i>could</i> to talk about past abilities.			
I can ask and answer questions about dinosaurs.			
I can compare things using <i>as ... as</i> .			

Lesson 7 Dinosaur footprints

1 Write

Read the Fact File. Then write a report about the **hadrosaur**. Use complete sentences. Write what the **hadrosaur** is doing.



FACT FILE

The hadrosaur

Where did it live? **The United Arab Emirates**

How big was it? **18 metres long**

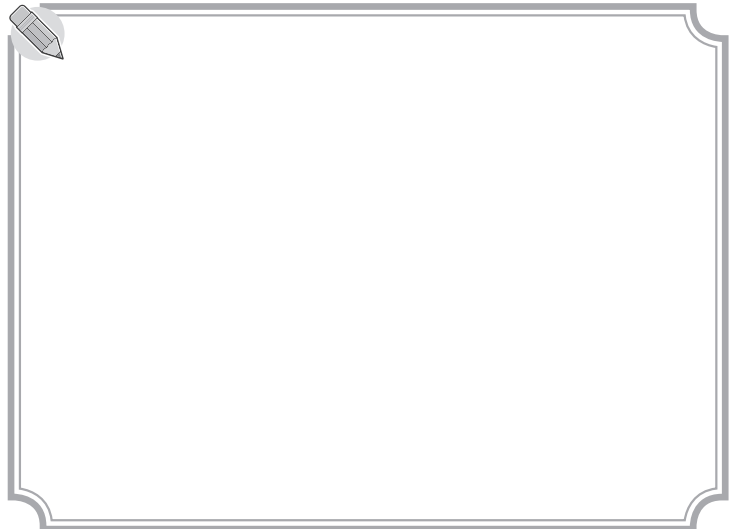
How did it move? **Could run on two legs, walked on four legs**

What did it eat? **Leaves from tall trees**

Other facts: **960 teeth**
15-20 eggs per nest
A beak like a duck

The hadrosaur lived in the United Arab Emirates. It was ...

Write about your favourite dinosaur and draw a picture.



Lesson 8 Then and now

1 Write

Match the sentence halves.

- | | |
|---------------------------------|---|
| 1 A fossil is something ... | a ... who looks for dinosaur bones and fossils. |
| 2 A fossil hunter is someone... | b ... which eats meat is a carnivore. |
| 3 An animal ... | c ... which is very, very old and found under the ground. |
| 4 Poison is something ... | d ... which only eat plants. |
| 5 Herbivores are animals ... | e ... which can kill you. |

2 Talk

Look at the words in the box. In your group talk about the words and their meanings. Use **who** for a person and **which** for a thing, object or animal.

a teacher	a dinosaur
my friend	my father
a carnivore	spikes
an extinct animal	claws

A carnivore is an animal which eats meat.



Lesson 9 A dinosaur poem

1 Talk about it

Read the sentences below.

How many years ago was each event?

Discuss with a partner.

- 1 Emirati people started using dirhams in 1973. How long ago was that?
- 2 The Dubai Mall opened in 2008.
- 3 The world's tallest skyscraper, the Burj Khalifa, opened in 2010.
- 4 In 1990, the UAE football team played in the World Cup.
- 5 Oil was discovered in 1950 in the UAE.

2 Write

Imagine you have a pet dinosaur.

Make up a name for it. Use your own name and add 'osaurus'!

What does it look like? What can it do?

Write 3-4 sentences. Draw a picture.

*My pet dinosaur by Jassim
My pet dinosaur is called a Jassimosaurus.
It has a long neck and a long tail. It can
jump on the roof of my house.*



A large rectangular box with a decorative border and a pencil icon in the top-left corner, intended for students to write their dinosaur poem and draw a picture.

Lesson 10 A dinosaur game

1 Talk

Can you remember the story of Khulood and the dinosaur computer game? Look at your Learner's Book page 106 to help you.

Draw five things that happened in Khulood's story. Now tell your partner.

a	b	c
d	e	

2 Read and talk

Play 'Find the dinosaur bone' game

Instructions

- Look at the grid.
- Draw a bone in three of the boxes and a dinosaur in five boxes.
- Do not look at your friend's grid!
- Ask and answer with your friend: 'Is there a bone in A4?'
'Yes, there is./No there isn't.'
- Try to find all three bones in your friend's grid. If you find a dinosaur, you lose a point!

Can you find the three bones before you lose three points?

	1	2	3	4
A				
B				
C				
D				

Lesson 11 How many years ago?

1 Use of English

Sort the question parts and write five questions.

1 were you/How many years ago/born?

How many years ago were you born?

2 How many years ago/start learning English?/did you

3 did you/How many years ago/learn to read?

4 lose your first tooth?/did you/How many years ago

5 How many years ago/start school?/did you

2 Talk and write

Now ask five friends. Ask each friend a different question. Write their answers in the table.

	Name 1	Name 2	Name 3	Name 4	Name 5
Question 1					
Question 2					
Question 3					
Question 4					
Question 5					

Lesson 12 My learning

1 Vocabulary

Find eight dinosaur words in the wordsearch.

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

claws
carnivore
herbivore
spikes
horns
beak
scales
footprint

2 Use of English

Complete the sentences using *who* or *which*.

- A dinosaur is an animal _____
- A teacher is a person _____
- A carnivore is an animal _____
- A herbivore is an animal _____
- I am a learner _____

3 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can talk about the past.			
I can use <i>who</i> and <i>which</i> .			
I can talk about things that were true in the past.			
I can write about and describe different dinosaurs.			

7

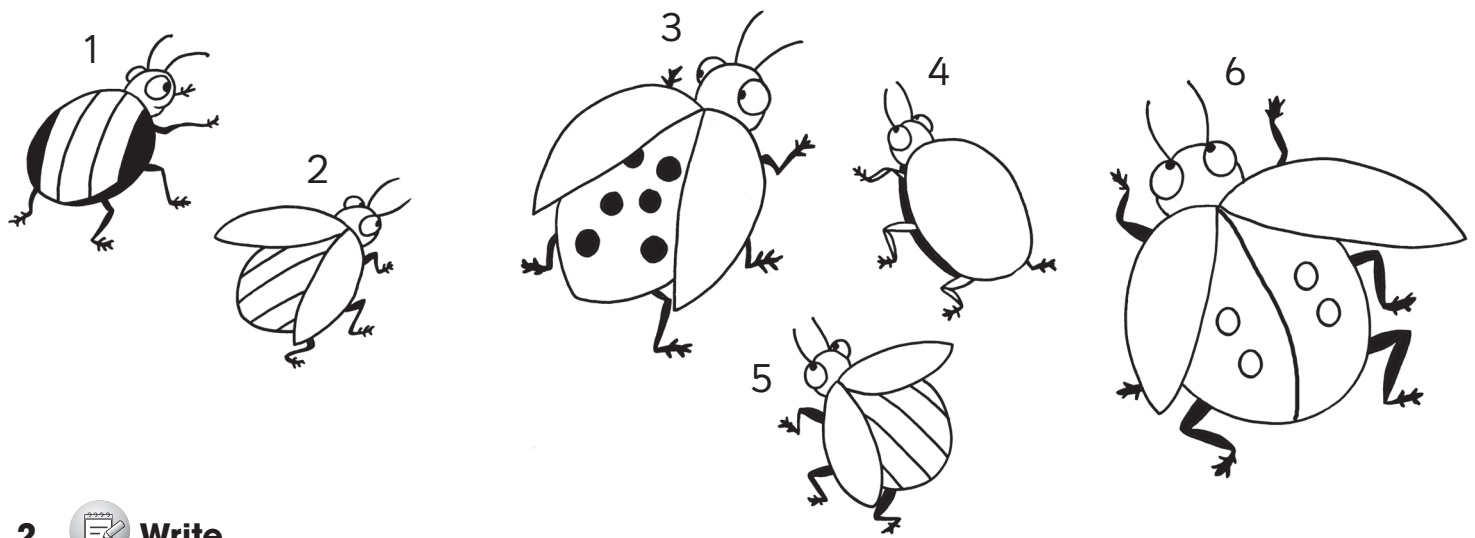
Puzzles and codes

Lesson 1 Bugs and flowers

1 Read

Follow the instructions. There is one bug you don't need to colour.

- a Find a big bug with wings. It has black spots. Colour it orange.
- b Find a little bug without wings. It has three stripes. Colour it green.
- c Find a little bug without wings. It doesn't have spots or stripes. Colour it purple.
- d Find two bugs that are exactly the same. Colour them yellow.



2 Write

- 1 Find the two yellow bugs that are exactly the same and write about them.

I found two _____

- 2 There is one bug that is not coloured yet. Write an instruction for this bug like instructions **a** to **d** in **Activity 1**. Then colour it!

Find a _____

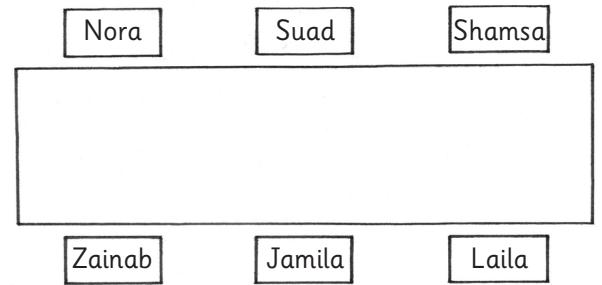
Lesson 2 Matar's barbecue

1 Word study

Complete the sentences with the words in the box.

opposite next to each other between

- 1 Laila is sitting _____ Jamila.
- 2 Zainab and Jamila are sitting next to _____.
- 3 Suad is sitting _____ Shamsa and Nora.
- 4 Jamila is sitting _____ Suad.



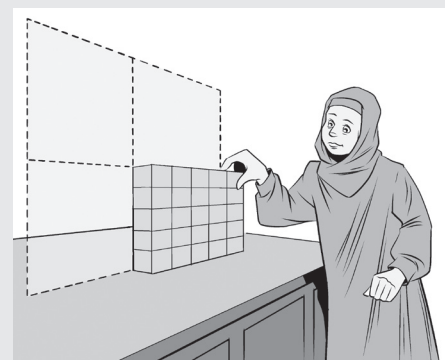
2 Write

Work out the answer to these puzzles.

Puzzle 1

Aisha takes 1 minute to build a wall 5 bricks long and 5 bricks high.

How many minutes will she take to build a wall 10 bricks long and 10 bricks high?



Puzzle 2

Saleh has two pots. The big pot holds 5 cups.

The little pot holds 2 cups.

How can Saleh measure 3 cups of rice using only those two pots?

Write instructions to tell Saleh how to do it.

- 1 First, fill _____.
- 2 Then _____.
- 3 _____.



Lesson 3 Please give it to me ...

1 Word study

Look at the pictures of food from Matar's barbecue. Write the words under the correct pictures

burger chicken salad
sweetcorn fruit drink

What would you like for lunch? I'd like _____ .

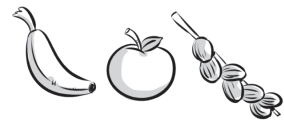












2 Use of English

What would each guest like for lunch? Matar is giving Uncle Aziz instructions. Write the missing words.



1 Khalid would like a burger .
Please give it to him .



2 Ebrahim would _____ some _____ .
Please give it to _____ .



3 Tariq and Jamal _____ .
Please give it to _____ .



4 Ghalib _____ .
Please _____ .



5 I would like _____ .
Please _____ .



Lesson 4 Secret messages

1 Let's do it!

A letter code

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

My message without code:

My message with code:

Number code

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

My message without code:

My message with code:

Tic-tac-toe code

A	B	C	J	K	L		
D	E	F	M	N	O		
G	H	I	P	Q	R		

My message without code:

My message with code:

2 Use of English

Write the past simple tense of each verb on the lines. For help, look at the Irregular verb chart in the Learner's Book on page 173.

say	(1)	_____
eat	(2)	_____
catch	(3)	_____
write	(4)	_____
give	(5)	_____
tell	(6)	_____

Look at the letters in the grey shape. What word do you see? _____

Lesson 5 Amazing messengers

14 1 Word study

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

didn't catch didn't travel lived travelled liked flew

- 1 In ancient times, camel caravans _____ for very long distances.
- 2 Messenger pigeons _____ for very long distances.
- 3 The pigeons always _____ to their home.
- 4 Thieves _____ the pigeons because the birds flew away.
- 5 People _____ the pigeon messengers because the birds worked hard.
- 6 In big cities, thousands of pigeons _____ in special pigeon houses.

Language tip

Past simple negative

didn't (did not) + base form of the verb

He **shouted**. He **did not shout**.

I **saw** you. I **didn't see** you.



2 Use of English

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

- 1 The rich man **wanted** some apples. The rich man **didn't want** some apples.
- 2 He **wrote** a menu. _____
- 3 The pigeon **flew** very slowly. _____
- 4 A thief **caught** the pigeon. _____
- 5 The servant **ate** the cherries. _____
- 6 The servant **told** the cherry farmer a story. _____

- 7 The rich man **said**, 'These are bad cherries.' _____

Lesson 6 My learning

1 Use of English

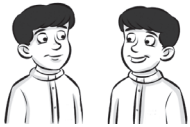
Put the words in the right order and write the two sentences. Then draw a picture.

1 with yellow centre. a I can see flower red big a

2 two on the flower. little blue I can see bugs

2 Read and write

1 The big drink is for Khalid and Ghalib.



Please give it to _____.

2 The little drink is for Ebrahim.



Please give it to _____.

3 The hot drink is for Aunt Naeema.



Please give it to _____.



3 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can describe and compare objects.			
I can use clues to solve problems.			
I can read and write secret code messages.			
I can read and write about things that happened in the past.			
I can use <i>me, him, her, them</i> .			

Lesson 7 Have you ever visited ... ?

1 Write

Ali and Ghaya live in the United Kingdom, but they go on holiday to other countries.

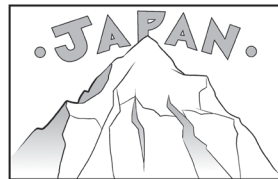
Ali collects postcards from all the countries he's been to.

Ghaya collects dolls from all the countries she's been to.

Look at the pictures. Answer the questions with sentences.



Ali



Ghaya



India



Mexico



Greece



Korea

1 Has Ali ever visited France? No, he hasn't.

2 Has Ali ever visited Kenya? _____

3 What other countries has Ali visited?

He's visited

4 What countries has Ghaya visited?

5 What country have both Ali and Ghaya visited?

Lesson 8 Have you ever seen ... ?

1 Use of English

Write the correct form of the verb in the space (see the Irregular verbs on page 173 of the Learner's Book).

Then answer the question with a short answer.

1 Have you ever eaten a mango? (**eat**)

Yes, I have. / No, I haven't.

2 Have you ever _____ a thunderstorm? (**hear**) _____

3 Have you ever _____ to a zoo? (**be**) _____

4 Have you ever _____ a giraffe? (**see**) _____

I've never seen a goat wearing a coat!



15 2 Word study

Complete this table. Then listen and check.

1 I saw	➔	<i>I've seen</i>
2 I did	➔	
3 I found	➔	
4 I took	➔	
5 I wrote	➔	

3 Write

Write new questions using the verbs **eat** and **hear**. Draw a picture to go with each question.

1 Have you ever _____
_____ ? (**eat**)

2 Have you ever _____
_____ ? (**hear**)



Lesson 9 Have you ever slept outside?

1 Use of English

Some 'like a' comparisons are used regularly in English.

Look at the pictures. Then choose one word to complete each comparison.



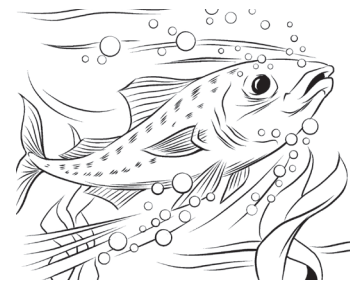
baby



wind



hawk



fish

- 1 have eyes like a _____
- 2 sleep like a _____
- 3 run like the _____
- 4 swim like a _____

2 Write

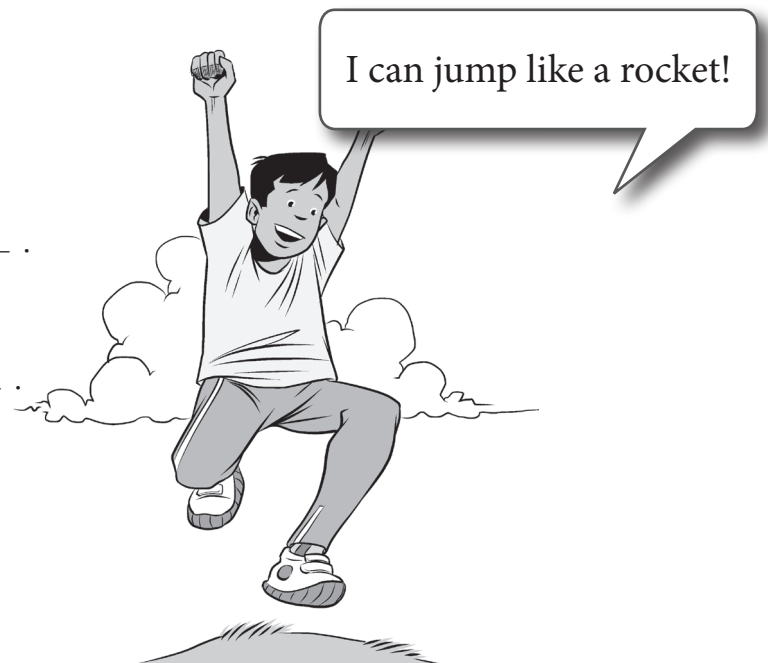
Complete the sentences using the comparisons from Activity 1.

- 1 My brother is a wonderful swimmer. He can _____ .
- 2 Swimming is hard work. I usually _____ the night after my swimming lesson.
- 3 Dana is the fastest in our class. She can _____ .
- 4 My aunt always sees dirt in her house. She _____ .

3 Let's do it!

Choose one of the sentences below.
Write your own 'like a' comparison.

- I can jump _____ .
- I am quiet _____ .
- I am noisy _____ .



Lesson 10 A Nasreddin story (1)

1 Use of English

Write the rich man's words again. Use an exclamation mark.

1 'Stop.' _____

2 'The smells are mine.' _____

3 'Pay me the money.' _____

2 Write

Write what the poor man said. The first one has been done for you.

1 'I can pretend I have a lovely meal,' said the poor man.



I can pretend I have a lovely meal.

2 'I haven't eaten your food,' said the poor man.



3 'That's not fair,' said the poor man.



4 What would you say to the poor man? Write your words here.

Lesson 11 A Nasreddin story (2)

1 Read

Number the sentences in the correct order, 1–6.

- a The rich man said, 'You must pay for the smell of my delicious food.'
- b The two men went to see Nasreddin, the judge.
- c A poor man sat outside a restaurant. He enjoyed the delicious smell.
- d Nasreddin said, 'You must give me your money.' The poor man gave Nasreddin a small bag of coins.
- e Nasreddin said to the rich man, 'This poor man enjoyed the smell of your food. Now you have enjoyed the sound of his money. That is a fair solution.'
- f Nasreddin shook the bag of coins next to the rich man's ear.

2 Write

Write these sentences correctly. Use:

- capital letters
- full stops
- question marks
- speech marks
- commas.



1 this is all i have said the poor man

2 can you hear the sound of this money nasreddin asked the rich man

3 good said nasreddin that is your payment

4 we will go to the judge said the rich man he will make you pay

Lesson 12 My learning

1 Read and write

Write the correct form of the verb on the line.

Then answer the question and draw stripes on the cow.

1 Have you ever _____
a cow with stripes? (**see**)

2 No, I've _____
a cow with stripes!



2 Write

Write the words from the box in the correct circle.



light right fun one write done kite run

**Sounds
like 'night'**

**Sounds
like 'sun'**

3 **Assessment box**

Tick the box for you.

	 yes	 sometimes	 not yet
I can talk with a friend about things we have done.			
I can read poetry, including <i>like a</i> comparisons.			
I can talk and write about a story I have read.			
I can work with others to find a fair solution to problems.			

8

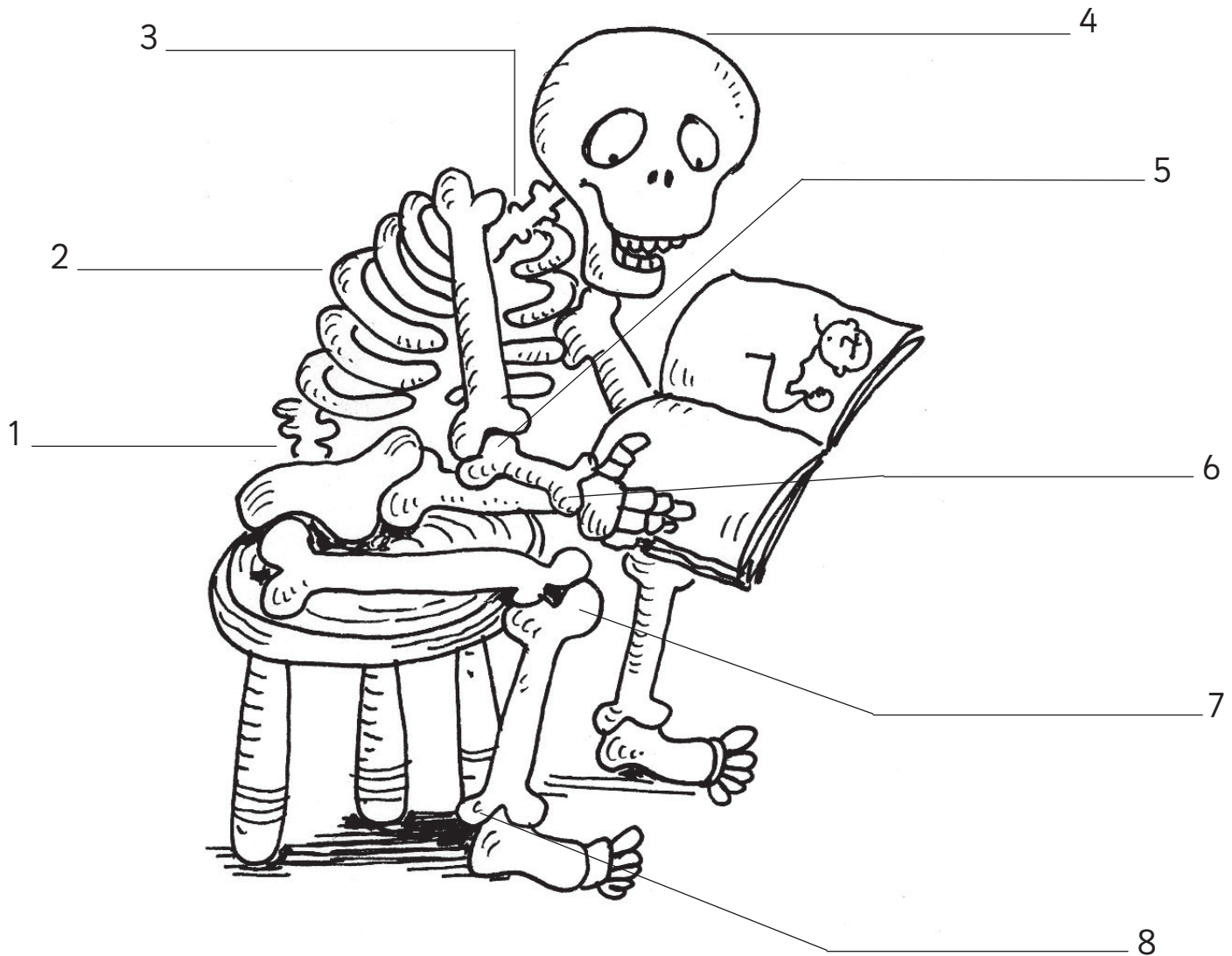
Our amazing body

Lesson 1 Inside our bodies

1 Word study

Label the skeleton with the words in the box.

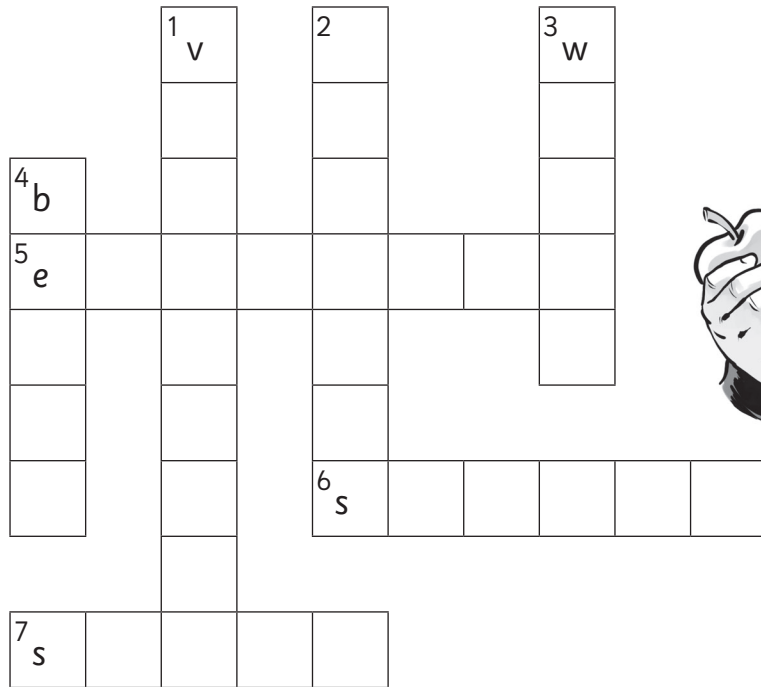
ankle backbone elbow knee neck ribs skull wrist



Lesson 2 Healthy and strong

1 Word study

Read the clues. Write the words in the crossword puzzle.



vegetable water
strong exercise sleep
muscles beans



Across →

- 5 What's your favourite kind of _____ ? Skipping, walking or playing football?
- 6 Wash your hands with _____ and water.
- 7 Exercise helps makes our bones _____ .

Down ↓

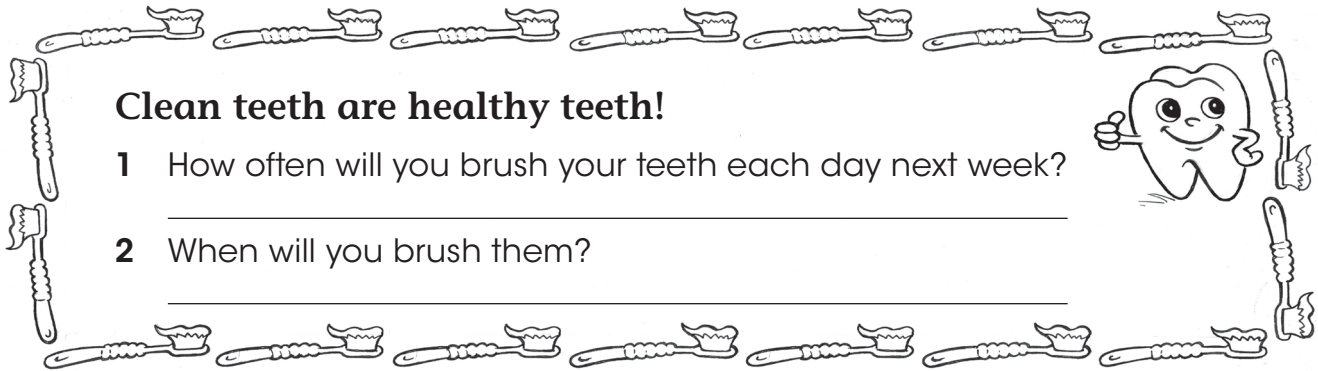
- 1 A carrot is a _____ , like a bean or an onion.
- 2 Our _____ help us move, bend and lift heavy things.
- 3 Drink plenty of _____ every day.
- 4 _____ are a food which will help make our muscles strong.



Lesson 3 Looking after yourself

1 Use of English


Say how you will look after your teeth next week. Answer the questions with **I will** or **I'll**.



Clean teeth are healthy teeth!

- 1 How often will you brush your teeth each day next week?

- 2 When will you brush them?



2 Write


Looking after your teeth is another way to stay healthy. Make a poster for children younger than you. Tell the children how to look after their teeth. Make the poster interesting and add pictures.



Lesson 4 I don't feel well!

1 Write

Read the problems and write sentences about how you would help your friend.

1 My head hurts.	



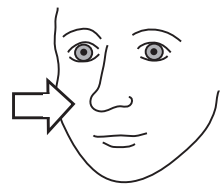
2 I cut my arm.	

3 I fell and hit my leg.	

4 My stomach hurts.	

2 Word study

Sort the words into rhyming groups.

head	eyes	nose
		
<i>bed</i>		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- | | |
|-------|-------|
| flies | knows |
| bed | buys |
| bread | rose |
| toes | prize |
| red | said |
| wise | goes |

Lesson 5 The horse rider

1 Read and write

What can you remember about the horse rider from the poem?
Circle the correct answer. **T** = true **F** = not true

- 1 The horse rider eats a bowl of labneh before the race. T/F
- 2 The race is in the desert. T/F
- 3 The horse rider is not a strong man. T/F
- 4 The race takes 6 days. T/F

2 Read and match

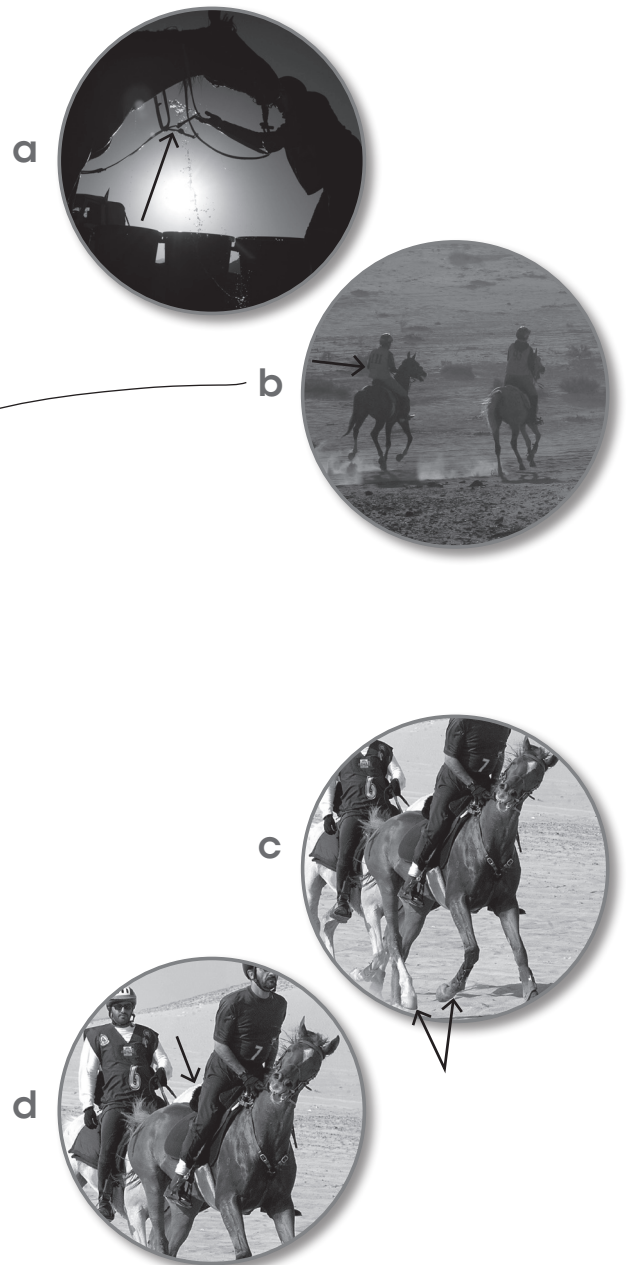
Look at the words from the poem. Match with a picture.

1 saddle

2 hooves

3 reins

4 rider



Lesson 6 My learning

1 Talk

Can you remember the advice for taking care of your heart on page 137 of your Learner's Book? Work with your partner. Can you think of two more things you need to do to keep healthy?

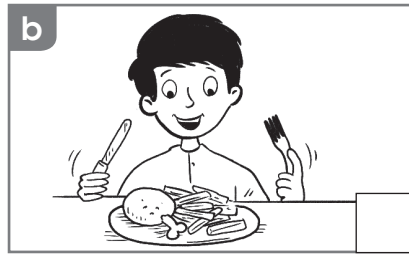
- You need to _____
- You need to _____



16 2 Listen

Read the questions. Now listen and tick the correct answer.

1 What is Hamad doing to stay healthy and strong?



2 What is the answer to the teacher's question?



3 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can talk about what I need to do to stay healthy.			
I can say and write parts of the body.			
I can talk and write about how to have a healthy heart.			
I can give advice about how to be healthy.			

Lesson 7 What are you doing next week?

1 Read

Maha and Haya are discussing what to do on Tuesday. What do they decide? Write it on Maha's phone. Then answer the questions below.



Maha: Are you doing anything on Tuesday?

Haya: No, I'm not doing anything. I'm free!

Maha: Oh great! I'm free too. Would you like to play computer games at my house?

Haya: No, thanks. I don't like computer games.

Maha: Do you want to go shopping with me and my mum?

Haya: No, thanks. I don't like shopping.

Maha: How about reading a book at my house?

Haya: Yes, let's do that. I love reading books.

1 Why aren't Maha and Haya playing computer games? _____

2 Why aren't they going shopping? _____

2 Write

You and your friend are deciding what to do together. Write three suggestions. Use these words to start your suggestions.

Would you like to ...? How about **-ing** ...? Do you want to ...? Let's ...

1 _____

2 _____

3 _____

Lesson 8 Amazing facts

1 Read

Read the five statements and circle **fact** or **opinion**.

Vocabulary

A **fact** is something that is true or false.

An **opinion** is something that someone believes.

Fact or opinion?

1 Humans and whales are both mammals.

fact opinion

2 Sharks are fish.

fact opinion

3 Mice are lovely.

fact opinion

4 Humans and mice have about the same number of bones.

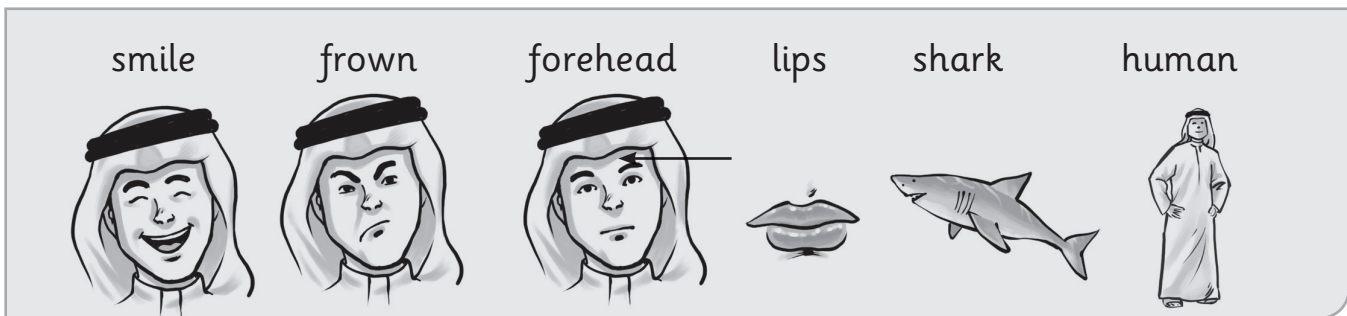
fact opinion

5 Long fingernails are better than short fingernails.

fact opinion

2 Word study

Complete the sentences with the words in the box.



1 When we talk, we move our tongue, our teeth and our two _____ .

2 An elephant is a mammal. A _____ is a mammal too.

3 Your _____ is part of your face. It is above your eyebrows.

4 When I am happy, I have a _____ on my face.

5 When I am cross or worried, I have a _____ on my face.

6 A _____ is a big fish with lots of sharp teeth.

Lesson 9 What am I?

1 Over to you

Compare yourself to a friend (or someone in your family).

Write their name here: _____

Follow the instructions with your friend. Then write the missing words and **circle** the correct answer.

1 Walk across the room quietly.

Who can walk more quietly ? **(quietly)**

I can. My friend can.

2 Write 'five big elephants' neatly.

Who can write _____ ? **(neatly)**

I can. My friend can.

3 Count to 20 quickly.

Who can count to 20 _____ ? **(quickly)**

I can. My friend can.

2 Word study

Read the sentences and **circle** the correct word.

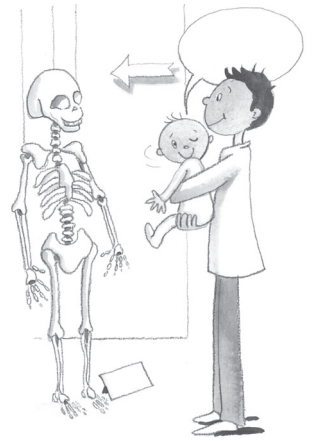
- 1 When I run, I breathe **neatly** / **quickly**.
- 2 I am polite and eat **quietly** / **loudly**.
- 3 In an exam, I write **quickly** / **loudly**.
- 4 My brother is learning to write, so he writes **slowly** / **loudly**.
- 5 I can write Arabic **loudly** / **neatly**.

Lesson 10 More amazing facts!

1 Word study

Can you remember the words?
Read and choose a word from the box.

backbone brain ribs
bones skull



1 They give your body a shape.

2 These bones protect your heart and lungs.

3 This is like a muscle and helps you learn.

4 This bone is all the way down your back.

5 Your brain is inside this.

2 Write

Complete the sentences with **bones** or **muscles**.

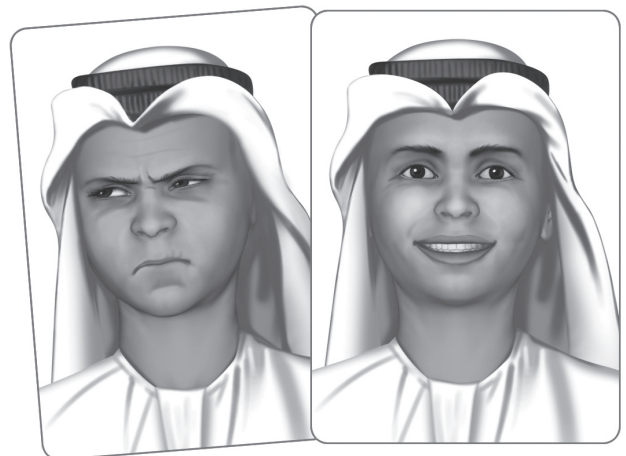
Bones or Muscles?

1 We have got about 200 _____.

2 We have got about 600 _____.

3 _____ move the body.

4 _____ give the body its shape.



Lesson 11 The five senses

1 Write and talk

Complete the chant with the correct parts of the body.

I touch with my _____ (1). I hear with my _____ (4).
I smell with my _____ (2). I see with my _____ (5).
I taste with my _____ (3).

Now say the chant with your teacher.

2 Draw and write

Draw a picture of your favourite sound, taste and smell. Then write sentences.

My favourite sound	My favourite taste	My favourite smell

1 My _____

2 My _____

3 My _____

Lesson 12 My learning

1 Write and talk

Write your answers in the first row. Then ask two friends and write their answers.

	Favourite sound	Favourite taste	Favourite smell
You			
Friend 1			
Friend 2			

2 Word study

Write the missing vowels to complete the words from this unit.

1 sh_rk

5 m_scl_

2 b_n_

6 l_ng

3 m_mm_l

7 h_ _ lthy




4 h_ _ rt

8 _x_rc_s_

What can you remember about these words? Talk with a partner.

3 Assessment box

Tick the box for you.

	 yes	 sometimes	 not yet
I can understand instructions for writing notes about my friend.			
I can talk about the five senses.			
I can describe my favourite smells, sounds and tastes.			
I can write sentences about my favourite smells, sounds and tastes.			

9

Big and small

Lesson 1 Big school or small school?

1 Read

Choose the right words and write them on the lines.

1



Hi. My name is Rashid. I live in a _____⁽¹⁾
(city / country / village)

in the countryside. My school _____⁽²⁾ very big.
(weren't / isn't / aren't)

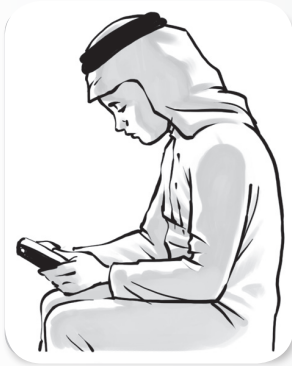
I like my school _____⁽³⁾ it's really friendly.
(almost / because / but)

There are children of all ages in the same classroom.

The older children help the _____⁽⁴⁾ ones.
(oldest / taller / younger)

The only problem is that the playground is _____⁽⁵⁾.
(huge / tiny / empty)

2



Hello, I'm Tariq. There are 800 children at my school.

My school has got a large _____⁽⁶⁾
(classroom / playground / library)

so there's lots of space to run around and play ball. I like my

school because _____⁽⁷⁾ are lots of different kids to
(they / there / their)

work and play with. Sometimes my school can be very _____⁽⁸⁾
(small / quiet / noisy)

when we are all having our lunch at the same time. A big noisy school

can be quite _____⁽⁹⁾ for the youngest children.
(scary / boring / easy)

Lesson 2 Big or small?

1 Word study

What is good about a big city? What is good about a small town?

Write the information in the correct list.

shops and cafés more space and fresh air less traffic
different people not many people museums and cinemas

Good things about a big city	Good things about a small town
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

2 Write

Where do you live? In a city or a small town? Complete the sentences.

Where I live	I live in a _____ (town/city)
What I like about it	My _____ (town/city) is good because _____
	I also like my _____ (town/city) because _____ _____
What I don't like about it	I don't like my _____ (town/city) because _____ It is also bad that _____ _____
Where I prefer to live	It is best to live in a _____ (town/city) because _____

Lesson 3 All kinds of robots

1 Write

Read the text on page 151 of the Learner's Book. Answer the questions below.

1 What places have robots been to?

2 What things have robots done?

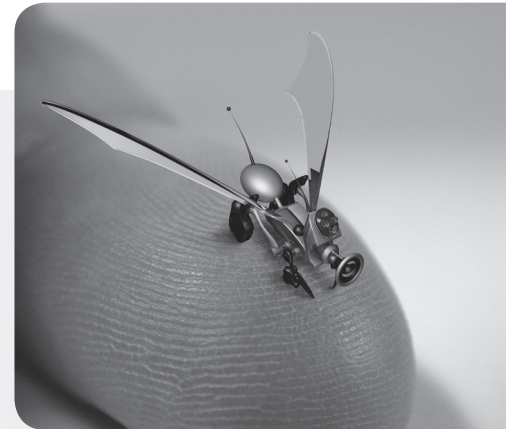


2 Read

Read more about 'Robobees', then answer the question and circle the words.

Robobees

Scientists have invented tiny flying robots called 'robobees'. Scientists hope that, in the future, robobees will be able to do many things. Just like real bees, robobees will carry pollen (yellow powder) from flower to flower on farms. The flowers need the pollen so that fruit and vegetables can grow. Robobees will also fly through tiny holes in dangerous places, taking photographs for scientists. And they will help find people who are trapped in fallen buildings.



1 What do you think is the most interesting thing that robobees will be able to do?

2 The text tells us what robobees will do in the future. Circle the word **will** every time it appears in the text.

Language tip

We often use **will** to talk about the future.

In the future can mean tomorrow, next year, or many years from now.

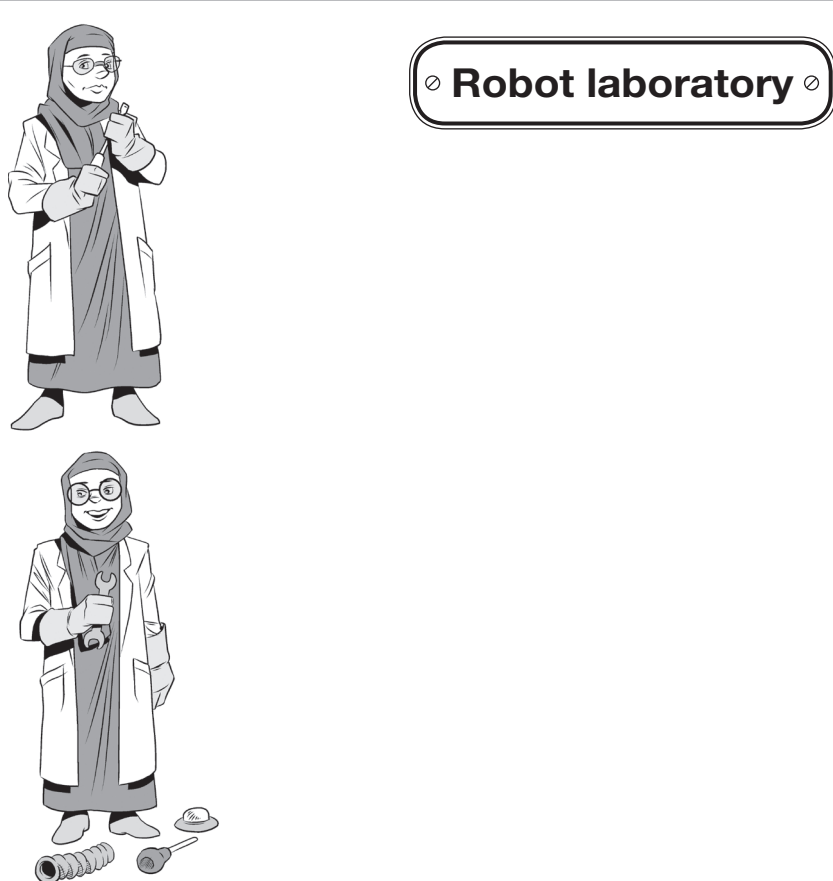
Lesson 4 Technology

1 Let's make it!

Design your own robot! Think about these questions.

- How big will your robot be?
- What will your robot do? Will it explore places? Will it help in a hospital or at home?
- How will your robot move? Will it have wheels or legs? Will it fly or swim?

Draw a picture of your robot and write 3–5 sentences.



◦ **Robot laboratory** ◦

Lesson 5 A small robot

1 Write

One of these sentences is correct, but three are wrong. Re-write the incorrect sentences with the correct commas.

Writing tip

Use commas to separate words in a list.

Don't use a comma before the word **and**.

... olives, peppers, onions and a mountain of cheese.

1 I like eating ice cream cake and chocolate.

2 Waleed took his pencil, pen and notebook to school in his backpack.

3 Mariam went on holiday and saw beautiful parks, museums and mosques.

4 I'm going to the shopping mall. I need to buy books, a camera and a present for my brother.

2 Talk

Adeeb al Baloushi likes to invent things to help people. Who would you help? What would you like to invent? Talk about your ideas with a partner. Draw a picture of your idea.

I would invent a wheelchair that can climb stairs.

 **My invention** 

Lesson 6 My learning

1 Word study

Find five words that mean 'very big' in this puzzle. **Circle** the words.

a	g	i	g	a	n	t	i	c	l	y
h	u	g	e	s	j	g	i	a	n	t
w	r	e	n	o	r	m	o	u	s	b
c	e	m	a	s	s	i	v	e	m	p



Language tip

Remember the order:

number → **size** → **colour**

six huge yellow flowers

2 Use of English

Complete the text about a robot, then draw in your books what you have described.

My robot has a _____⁽¹⁾ _____⁽²⁾ head.
(big / blue) (big / blue)

My robot has _____⁽³⁾ _____⁽⁴⁾ _____⁽⁵⁾ arms.
(six / yellow / long) (six / yellow / long) (six / yellow / long)

My robot has a _____⁽⁶⁾ _____⁽⁷⁾ body.
(orange / gigantic) (orange / gigantic)

My robot has _____⁽⁸⁾ _____⁽⁹⁾ _____⁽¹⁰⁾ leg.
(green / one / long) (green / one / long) (green / one / long)

My robot has _____⁽¹¹⁾ _____⁽¹²⁾ _____⁽¹³⁾ toes.
(tiny / six / purple) (tiny / six / purple) (tiny / six / purple)

3 Assessment box

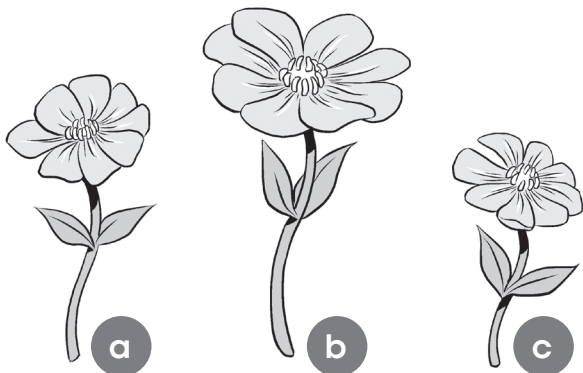
Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can compare items of different sizes.			
I can give my opinion about things and places of different sizes.			
I can talk about differences using <i>some</i> and <i>others</i> .			
I can describe objects correctly using number, size and colour.			
I can read and learn about technology like robots.			

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

1 Work it out

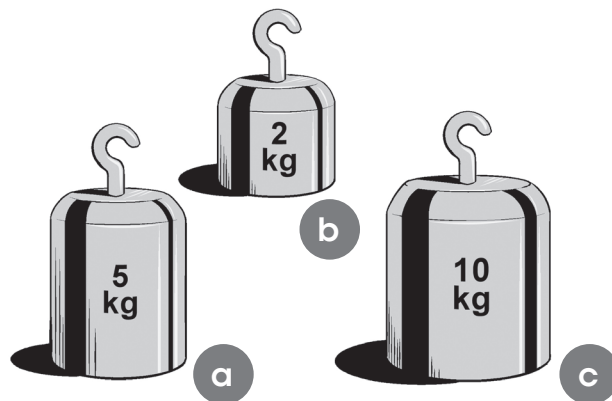
Answer with a full sentence.



1 Which flower is **the tallest**?

Which flower is **the shortest**?

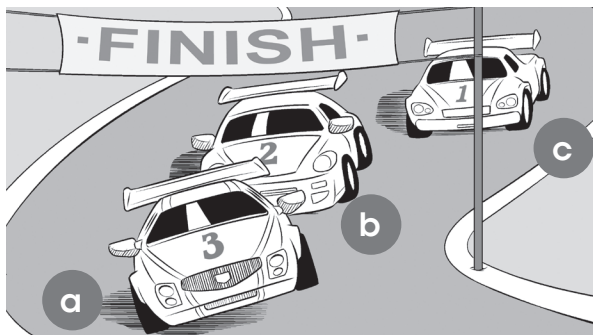
Is flower *a* **shorter than** flower *c*?



2 Which weight is **the heaviest**?

Which weight is **the lightest**?

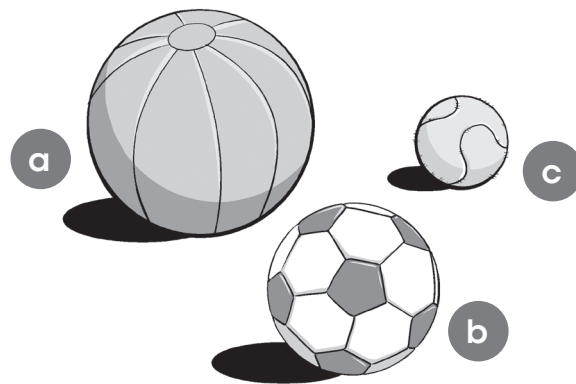
Is weight *a* **heavier than** weight *b*?



3 Which car is **the fastest**?

Which car is **the slowest**?

Is car *b* **faster than** car *a*?



4 Which ball is **the biggest**?

Which ball is **the smallest**?

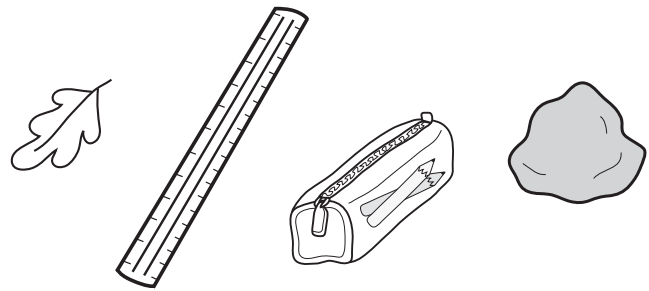
Is ball *b* **smaller than** ball *a*?

Lesson 8 Tallest, longest, heaviest

1 Use of English

Choose four objects. Put them on your desk.
Decide how you will line them up:

- From the shortest to the tallest?
- From the longest to the shortest?
- From the lightest to the heaviest?



Then write three sentences below comparing your objects.
For example:

The leaf is the lightest.

The rock is the heaviest.

The pencil case is heavier than the ruler.

- 1 _____
- 2 _____
- 3 _____

2 Word study

Write the correct number on each line.

- _____ ⁽¹⁾ seconds = 1 minute
- _____ ⁽²⁾ minutes = 1 hour
- _____ ⁽³⁾ hours = 1 day
- _____ ⁽⁴⁾ days = 1 week
- _____ ⁽⁵⁾ months = 1 year



We can use the words **more** and **less** to compare units of time.

Complete the sentences by writing the word **more** or **less** on each line.

An hour is _____ ⁽⁶⁾ than a minute but _____ ⁽⁷⁾ than a day.

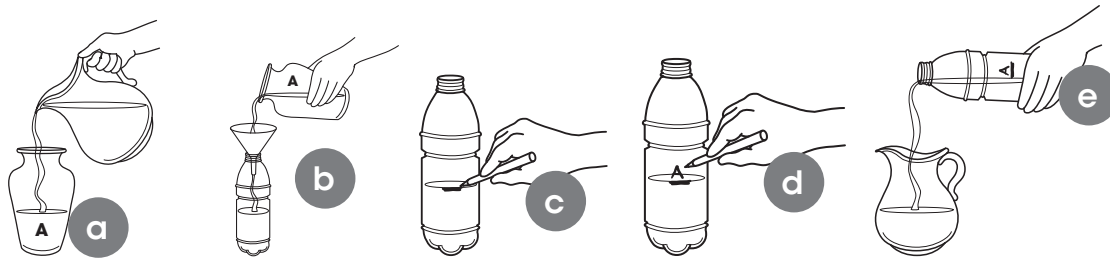
A month is _____ ⁽⁸⁾ than a year but _____ ⁽⁹⁾ than a week.

Lesson 9 Containers

1 Read

The pictures below show how to do the experiment. The instructions are jumbled up. Can you put them in the right order?

- Repeat instructions 1–5 with the other containers.
- Next, draw a line on the bottle to mark the height of the water.
- Then write the letter A by the line on the bottle.
- Next, pour the water from container A into a large empty plastic bottle.
- 1 First, pour water from a jug into container A.
- Then pour the water from the bottle back into the jug.



2 Over to you

Draw the four containers you used in your experiment (page 158 of the Learner's Book). Label the containers A, B, C, D. Then write three sentences about what you discovered in your experiment.

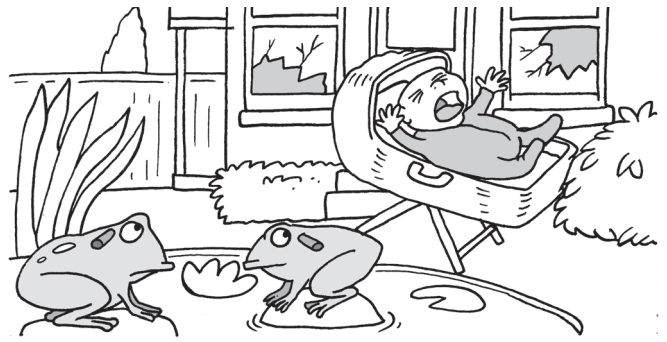
Blank space for drawing and writing, with a pencil icon in the top left corner and three horizontal lines at the bottom.

Lesson 10 A Tall Tale (1)

1 Use of English

Read the questions and find the answers in the Learner's Book on pages 159–160.

Remember that answers to **Why...?** questions usually have the word **because**.



1 Why did the frogs start wearing earplugs?

The frogs started wearing earplugs because

2 Why did Paul watch through the school window?

Paul watched through the school window because

3 Why did Paul go out into the snowstorm?

Paul went out into the snowstorm because

4 Why did the ox turn blue?

2 Write

Write these sentences with the correct punctuation. Use capital letters (**ABC**), speech marks ('Hello'), commas (,), question marks (?), exclamation marks (!) and full stops (.).

1 what's the matter asked paul's mum

2 i wish i had a friend my size said paul

3 hello shouted paul

Lesson 11 A Tall Tale (2)

1 Read

Answer the questions about Part 2 of *A Tall Tale* on Learner's Book page 161.

- 1 What present did Paul's parents give him for his 18th birthday?
a An ox b A pan c An axe
- 2 What job did Paul and Babe do?
a Digging for metal b Cutting down trees c Cooking
- 3 Why did the logs get stuck in the river?
a Paul worked too fast. b The river was straight. c Babe was in the river.
- 4 How did Paul and Babe get the logs to town?
a They dug a new river. b They pulled the river straight.
c They carried them to town.
- 5 What was the loggers' favourite food?
a Pancakes b Bananas c Butter

2 Write

Paul introduces Babe the Blue Ox to his friends Rosie and Max. They ask questions about Babe. Write Paul's answers. Use your imagination!

- 1 'Why is Babe blue?' asked Rosie.

'I found him in the snow,' answered Paul. 'He was so cold he turned blue.'

- 2 'Why is Babe so big?' asked Max.
-

- 3 'What do you and Babe like doing together?' asked Rosie.
-

Language tip

We often use the word **said** in conversations. 'This is my friend Babe the Blue Ox,' **said** Paul. Instead of **said**, we can use:

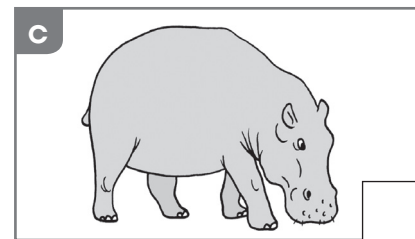
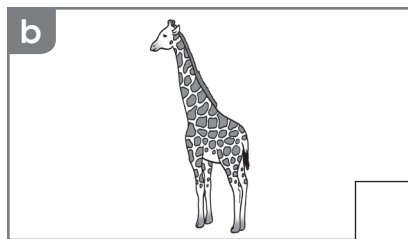
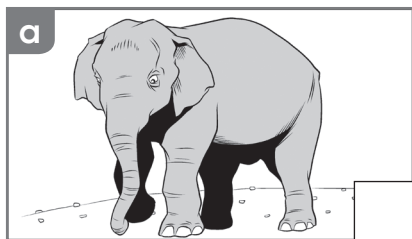
- **asked** when a character asks a question.
- **answered** or **replied** when a character answers a question.

Lesson 12 My learning

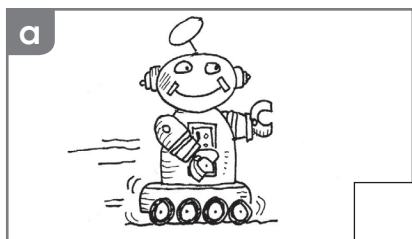
17 1 Listen

Listen and tick (✓) the box.

1 Which animal is the heaviest?



2 How does the robot move?



3 What is the secret number?



2 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can compare numbers and amounts using <i>more</i> , <i>less</i> and <i>most</i> .			
I can use comparative and superlative adjectives to compare objects.			
I can write and follow instructions for an experiment.			
I can understand a story and find information in it.			
I can answer <i>Why?</i> questions with <i>Because ...</i>			

