



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



4

2019-2020

# Bridge to Success

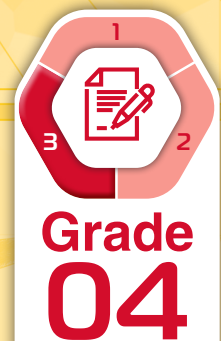
Activity Book  
Term 3

4

Bridge to Success

Activity Book

CAMBRIDGE



# Bridge to Success

English Language

**Activity book**

Grade 4

Volume 3

**CAMBRIDGE**  
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Grade 4 Activity Book

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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 12 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 10

# Family circles

## Lesson 1 My family

### 1 Word study

Find seven more family words in the wordsearch.

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

grandpa  
mum  
grandmother  
father  
gran  
mother  
grandma  
grandfather

### 2 Look at the family words you found for Activity 1.

Now write four sentences using those words.

For example: My **mother** takes care of the house and the family.

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## Lesson 2 Who takes care of you?

### 1 Use of English

Look at the activities different members of this family like to do. Complete sentences 1–5 using **too** and **both** to compare and contrast.



Mum: make cakes,  
read stories

Grandma:  
make cakes, read  
and tell stories

Dad: play chess,  
go fishing,  
read stories

Grandpa:  
go fishing, tell  
stories

- 1 Mum and Grandma both make cakes.
- 2 Mum cooks, but Grandpa \_\_\_\_\_.
- 3 Mum and Dad both \_\_\_\_\_.
- 4 Grandma likes telling stories and \_\_\_\_\_ too.
- 6 \_\_\_\_\_.

### ★ 2 Write

Complete these sentences about your own family.

- 1 Mum and Grandma both \_\_\_\_\_.
- 2 My father likes \_\_\_\_\_ and I like it too.
- 3 My sister likes cooking, but I \_\_\_\_\_.
- 4 Grandpa likes reading books and I \_\_\_\_\_.
- 5 Both Mum and Dad \_\_\_\_\_.

## Lesson 3 Personal fact file

### 1 Write

Look at the Fact File on page 168 of your Learner's Book. Complete the sentences about you and your partner using **both**, **and**, **too** and **but**.

1 *Mariya and I are both/and/too/but 10 years old.* \_\_\_\_\_ .

2 I like \_\_\_\_\_ both/and/too/but  
my friend likes \_\_\_\_\_ .

3 My friend is \_\_\_\_\_ , both/and/too/but  
\_\_\_\_\_ .

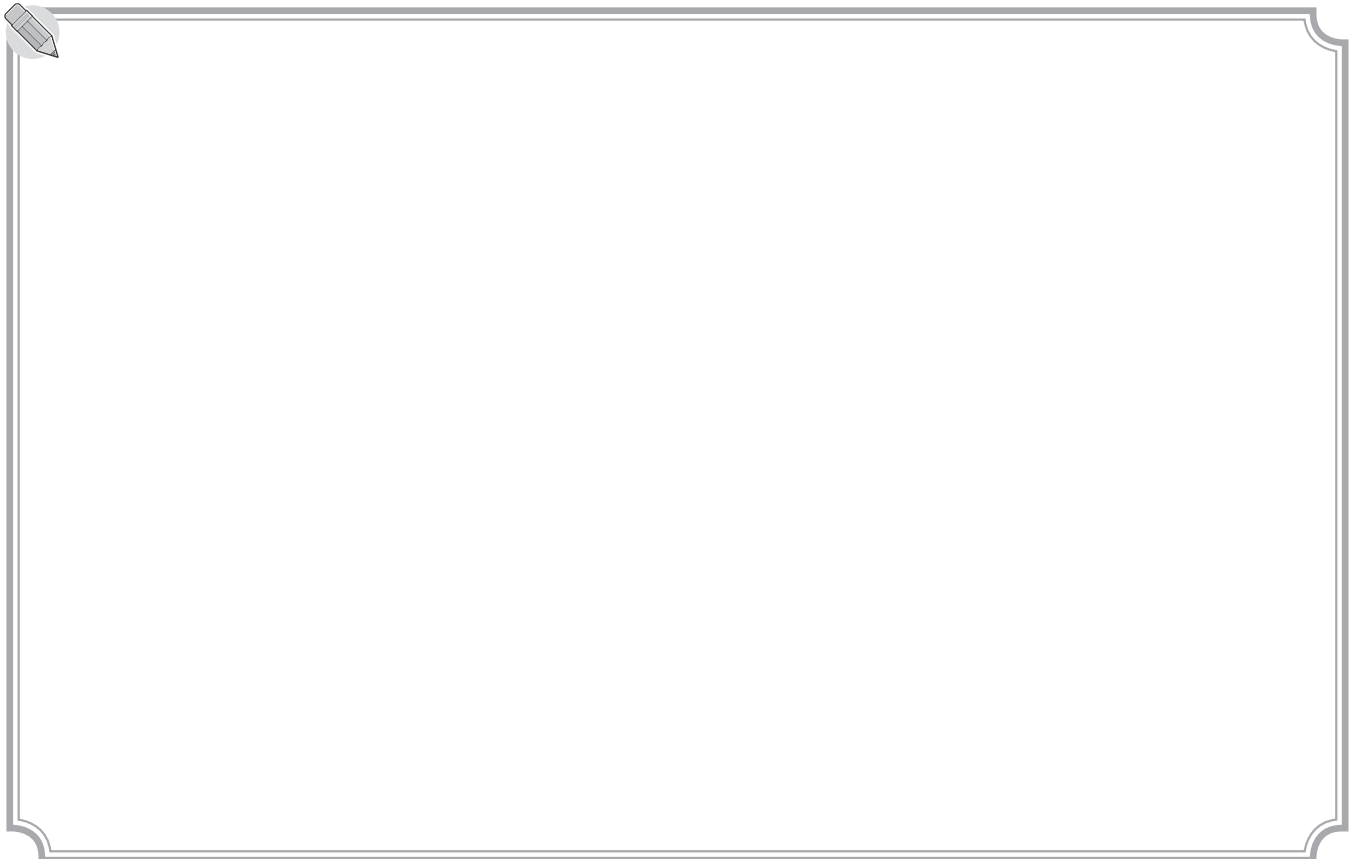
4 I \_\_\_\_\_ .

5 \_\_\_\_\_ .

6 \_\_\_\_\_ .

### 2 Draw

Now draw a picture of your partner's favourite food.



## Lesson 4 A local sporting hero

### 1 Pronunciation

Look at the underlined word endings in the text. Decide which ending matches each sound in the Speaking tip.

### Speaking tip

Remember that **-s, -es and -ies** endings can be pronounced /s/, /z/ or /ɪz/.

Omar Abdulrahman plays football for the UAE. He works very hard and goes to training every day. He watches a lot of football matches and studies other football players to learn more.

When he finishes playing football in the future, he's going to help young players.



### 18 2 Listen

Read the words in the box. Now listen and write the words in the correct column.

plays finishes speaks jumps dances does watches

/s/	/z/	/ɪz/

# Lesson 5 I love doing sport!

## 19 1 Listen and write

Write the correct verb and sport under each picture. Then listen and check your answers.

- |               |                         |                |
|---------------|-------------------------|----------------|
| tennis        | football                | horse riding   |
| rollerblading | <del>water-skiing</del> | judo           |
| diving        | table tennis            | skateboarding  |
| swimming      | baseball                | paddle surfing |

## Use of English

### Sports verbs

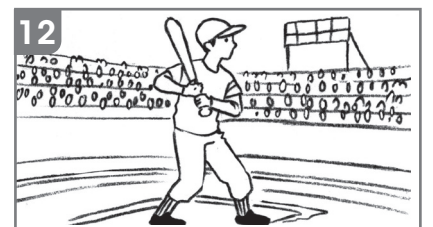
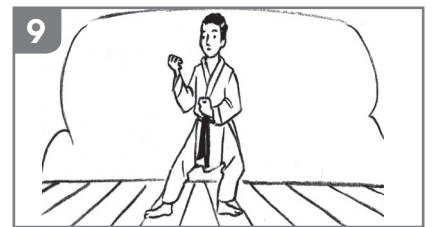
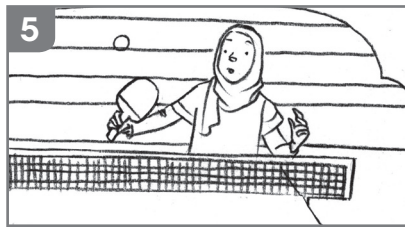
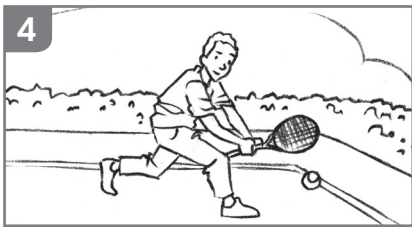
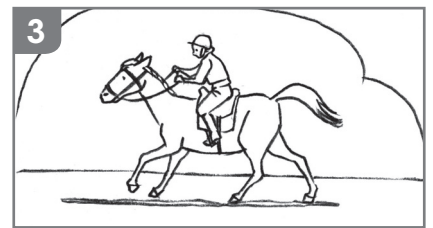
My brother plays football. (for sports which use a ball)

I go diving. (for sports which end in -ing)

I do judo. (for all other sports)



go water-skiing



# Lesson 6 My learning

## 1 Talk about it

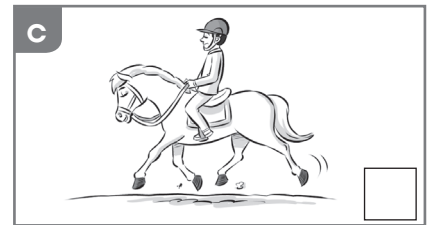
Read the sports and circle three sports that you like. Now tell your partner about your sports.

horse riding football diving swimming tennis judo  
skateboarding table tennis rollerblading baseball paddle surfing

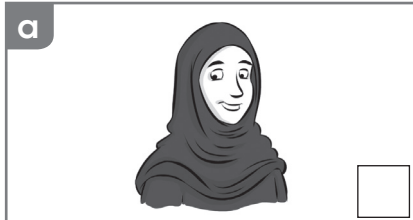
## 20 2 Listen

Listen and tick the correct picture.

1 Which sport do Hamad and Adnan decide to play?






2 Who is Farida going to visit today?



## 3 Assessment box

Tick the box for you.

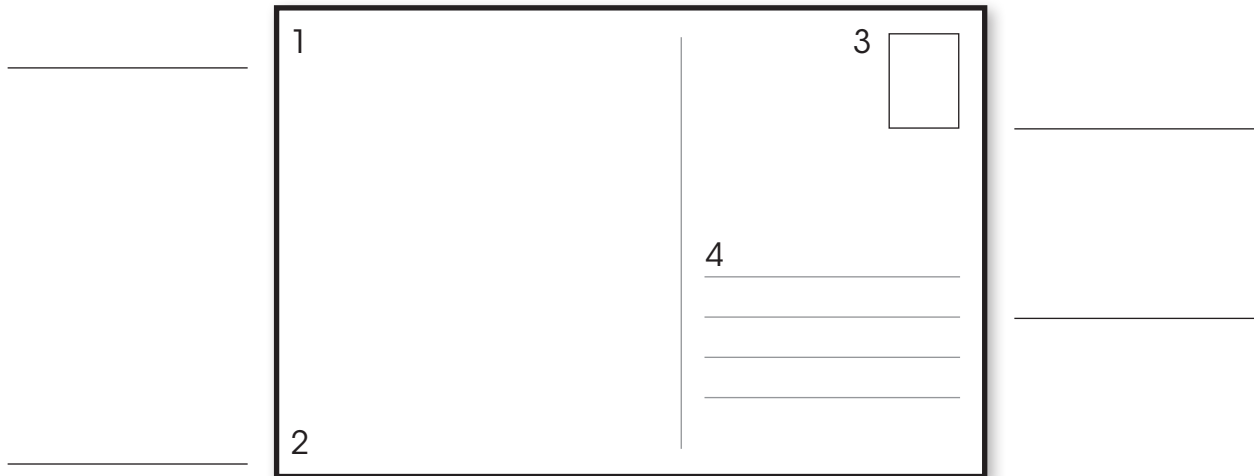
	 yes	 sometimes	 not yet
I can pronounce /s/, /z/ or /ɪz/.			
I can say and write the different words for people in my family.			
I can use <i>too</i> , <i>both</i> and <i>but</i> when I compare and contrast people and things.			
I can talk and write about different sports.			

# Lesson 7 Sending a postcard

## 1 Word study

Label the parts of the postcard with the words in the box.

stamp sender address receiver



## 2 Write

Complete Majed's postcard with the words in the box.

playing time you Arrived we're

Hi Khalid!

\_\_\_\_\_ (1) here safely and  
having a super \_\_\_\_\_ (2)!

I love \_\_\_\_\_ (3) on my cousin's  
computer! Tomorrow \_\_\_\_\_  
(4) going hiking in the Hafit  
mountains. I'm very excited!

Wish \_\_\_\_\_ (5) were here!

Say hello to Omar for me!

Home Sunday!

Majed



### Writing tip

**We use capital letters ...**

to start a sentence:

**Say hello to Omar**

**for me!**

for names: **Khalid**

for places and countries:

**the Hafit mountains**

for days of the week

and months: **Sunday.**

## 3 Write

Write a postcard to Noura or Majed (or even to your friend or partner in the class).  
Decide where you are (it can be anywhere you like).

## Lesson 8 Same people, different country

### 1 Write

Write the sentences in the correct order.

I/get up/always/6.00 am/at

1 \_\_\_\_\_ .

I/study/never/on/Fridays

2 \_\_\_\_\_ .

go/usually/the/I/swimming/in/morning

3 \_\_\_\_\_ .

for/go/I/a/walk/sometimes

4 \_\_\_\_\_ .

### 2 Use of English

Choose the correct sentence, a or b.

- 1 **a** I go always to the park at the weekend.  
**b** I always go to the park at the weekend.
- 2 **a** I watch sometimes cartoons on TV.  
**b** I sometimes watch cartoons on TV.
- 3 **a** My teacher always gives us homework!  
**b** My teacher gives always us homework!
- 4 **a** My sister doesn't usual play football after school.  
**b** My sister doesn't usually play football after school.



# Lesson 9 Helping hands

## 1 Read

Tick ✓ the boxes next to the chores that you do at home.

- \_\_\_ sweep the floor
- \_\_\_ make the bed
- \_\_\_ tidy
- \_\_\_ clean the car
- \_\_\_ do the washing
- \_\_\_ lay the table

Now number the household chores in the order that you like them. For example, your number 1 will be the household chore you like the most, and number 8 will be the one you like the least. Now, compare the list with your partner's and discuss.

## 2 Word Study

Complete the household chores with the missing vowels.

- 1 m \_\_\_ k \_\_\_ th \_\_\_ b \_\_\_ d
- 2 dry th \_\_\_ d \_\_\_ sh \_\_\_ s
- 3 d \_\_\_ th \_\_\_ w \_\_\_ sh \_\_\_ ng \_\_\_ p
- 4 l \_\_\_ y th \_\_\_ t \_\_\_ bl \_\_\_
- 5 m \_\_\_ p th \_\_\_ fl \_\_\_ r
- 6 sw \_\_\_ p th \_\_\_ fl \_\_\_ r



## Lesson 10 Being kind and helpful

### 1 Use of English

Look at these things you can do to be kind and helpful. Circle five of the examples. This week, try to do all of the five activities you have chosen. Write five sentences to say which things you will do.

- clean your room
- do the laundry
- wash the dishes
- help your friend in class
- say something nice to someone
- carry a heavy bag for your mum



### 2 Read

Read the story on Learner's Book pages 175 and 176 again, and match the questions 1-4 with the answers a-d.

- |   |                                       |
|---|---------------------------------------|
| 1 Why was the old man walking a long way? | a Tariq.                              |
| 2 What did Tariq and Fares do?            | b They gave him a ride on their cart. |
| 3 Who was kind, Tariq or Fares?           | c He felt sorry.                      |
| 4 How did Fares feel at the end?          | d He was looking for his son.         |

### 3 Write

Look at the story on pages 175 and 176 of the Learner's Book. Write three sentences about what Tariq and Fares did to help the old man.

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

## Lesson 11 What is the opposite?

### 21 1 Listen and write

Listen to Butti talking about his friends and family. Complete the dialogue with the words in the box as you listen and read.

untidy   unkind   unhappy   important   kind

Teacher: Hello, Butti! Are you OK? You look unhappy today.

Butti: Hello. Yes, I do feel a little bit <sup>1</sup>\_\_\_\_\_ today.

Teacher: Why? What is wrong? Is everything OK?

Butti: Well, my little brother lost his teddy bear and was very unhappy. He asked me to help him find the teddy bear but I was playing on my Playstation and said 'No'. I was <sup>2</sup>\_\_\_\_\_ to him.

Teacher: Oh dear! Remember that it is important that you are kind to everyone.

Butti: Then, my mum asked me to clean up my room because it was very <sup>3</sup>\_\_\_\_\_.

Teacher: Did you tidy your room?

Butti: No, because I wanted to play on my computer.

Teacher: Oh dear! Remember it is <sup>4</sup>\_\_\_\_\_ that you help your mother.

Butti: Yes, you are right! I am going to be <sup>5</sup>\_\_\_\_\_ and help my family. I'm going home now to tell my family I love them and want to help them.

Narrator: So Butti went home and he helped his brother find his teddy bear and tidied his room to help his mother. At dinnertime, he told all his family that he loved them very much and he was sorry for not helping them. Everyone was very happy.

### 2 Talk about it

Discuss the following questions about Butti with your partner.

1 Why didn't Butti help his brother find his teddy bear?

2 Why didn't Butti clean his room?

3 Why do you think it is important to be kind to people?

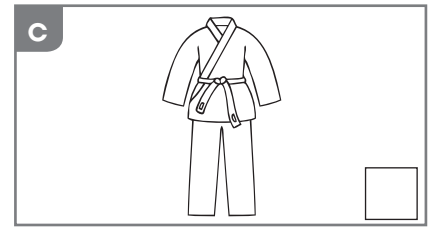
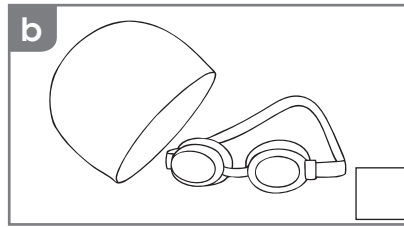
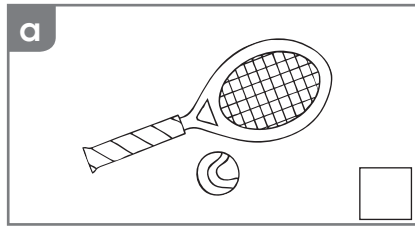
4 Why do you think it is important to help people?

# Lesson 12 My learning

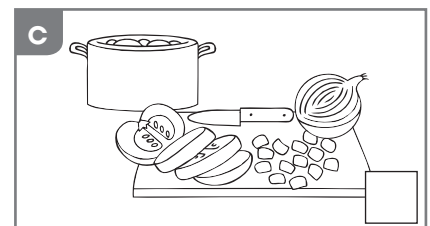
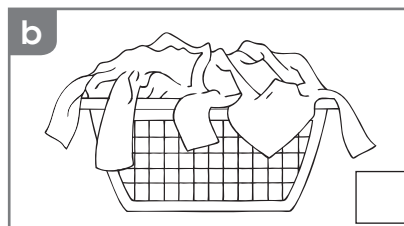
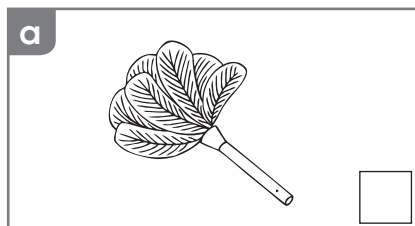
## 22 1 Listen

Listen to the conversations and tick the correct picture, a, b or c.

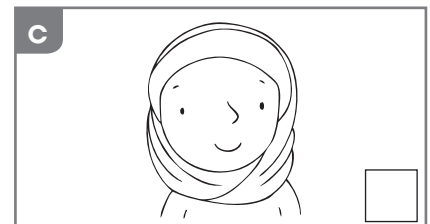
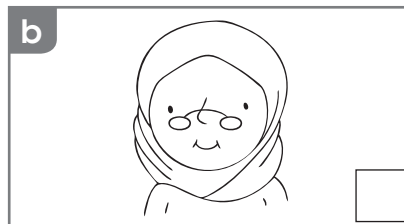
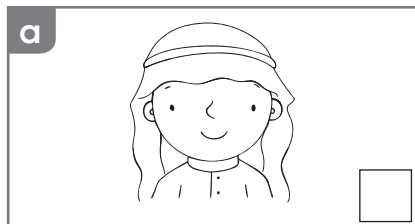
### 1 Which is Hana's favourite sport?



### 2 What household chore will Khaltham do?



### 3 Who will Ghanim help?



## 2 Assessment box

Tick the box for you.

	😊 yes	😐 sometimes	😞 not yet
I can talk and write about how often I do activities.			
I can use <i>un-</i> with adjectives.			
I can use vocabulary about household chores.			
I can talk about different ways of helping people.			

# Unit 11

# Stories

## Lesson 1 Being brave

### 23 1 Listen and write

Listen and complete the chant with the words in the box.

brave firefighter flames fire

**Speaking tip**  
When saying a chant, clap your hands to the rhythm. The words you clap are the stressed words.

The firefighter

He helps people in danger  
and when their homes are  
on \_\_\_\_\_ (1).

He throws water on fires  
and stops the \_\_\_\_\_ (2)  
getting higher.

Is this Superman? Is this Wolverine?  
No, he's a \_\_\_\_\_ (3)  
brave as \_\_\_\_\_ (4) can be.



### 23 2 Listen and talk

Listen again to the chant. Draw a circle above the words that are stressed.  
Stressed words sound a little longer and louder when you say them in a sentence.

## Lesson 2 What kind of person are you?

### 1 Word study

Match the sentence halves.

- |   |   |
|---|---|
| <p>1 My grandmother is helpful because ...</p> <p>2 My mother is friendly because ...</p> <p>3 My father is hard working because ...</p> <p>4 I am polite because ...</p> | <p>a ... I always say 'please' and 'thank you'.</p> <p>b ... she helps me with my homework.</p> <p>c ... she likes talking to people.</p> <p>d ... he works many hours every day.</p> |
|---|---|

24 2



### Listen and write

Listen to the adjectives and write them in the correct column according to their syllables.

brave kind helpful  
friendly hard working  
polite



1 syllable	2 syllables	3 syllables

## Lesson 3 Helping at school

### 1 Read

Read the different ways of helping at school and tick the things you did last week.

- 1 I said 'please' and 'thank you'.
- 2 I helped my friend with spelling.
- 3 I helped my friend correct their work.
- 4 I spoke English for the whole lesson.
- 5 I put my hand up in class.
- 6 I shared my things with my friends.
- 7 I helped to tidy the classroom.
- 8 I was kind and helpful to everyone at school.

### 2 Write

Write five sentences about what you may, or might, do to help your friends and teacher at school this week.

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



## Lesson 4 Heroes from the UAE

### 25 1 Listen and write

Listen and tick the sentences that are true.

- 1 You have to be rich to be a hero or a heroine. \_\_\_\_
- 2 Heroes and heroines can be ordinary people. \_\_\_\_
- 3 You can give your friend a glass of water when they are thirsty. \_\_\_\_
- 4 You can help your mother when she is ill. \_\_\_\_
- 5 You shouldn't help your neighbours. \_\_\_\_
- 6 You should help people you know and people you don't know. \_\_\_\_
- 7 Be polite to everyone. \_\_\_\_
- 8 People feel sad when you smile at them. \_\_\_\_

### 2 Write

Write a paragraph about your own hero/heroine. Work with your group.

My hero/heroine is \_\_\_\_\_.

He/She is \_\_\_\_\_.

He/She is my hero/heroine because \_\_\_\_\_.

---

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## Lesson 5 My hero/heroine at home

### 26 1 Read and listen

Listen to the text and underline the words with the same sound as **air**.

When I was young, my parents wanted to cut my hair, but I was scared because I was three. I sat on a square chair and looked at the wall. My dad told me to close my eyes and not to move and I felt the air move in front of my face as the scissors cut my hair. I wasn't scared any more! I had a fantastic new haircut!



### 27 2 Listen and talk

Listen to the words and underline the words with the same sound as **air**.

- |           |         |         |
|-----------|---------|---------|
| 1 a ear   | b hear  | c hair  |
| 2 a we're | b where | c were  |
| 3 a pear  | b peer  | c pure  |
| 4 a chair | b cheer | c cheat |
| 5 a beat  | b bear  | c beam  |

### 3 Write

Choose four of the words in the box and write four sentences using each word. Now, say your sentences to your partner and see if they can tell you which word in the sentence has the same sound.

hair chair bear where they're air

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Lesson 6 My learning

## 28 1 Listen

Listen and tick the correct picture.

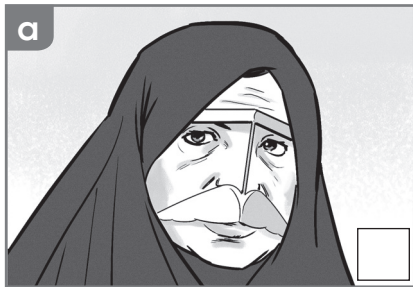
1 Who is Ebtahim describing?



2 What does the teacher say you might do to help your friend?



3 Who is Azza's heroine?



## 2 Assessment box

Tick the box for you.

	😊 yes	😐 sometimes	☹ not yet
I can use personality adjectives to talk about people.			
I can spell personality adjectives.			
I can give instructions.			
I can talk about possibility using <i>may</i> and <i>might</i> .			

## Lesson 7 Teamwork

### 1 Read

This story is not in the correct order. Read and label the paragraphs using the words in the box.

introduction   middle section  
conclusion



1 She helped her mother cook the food and wash the dishes. Her mother was very happy. Ebtisam then read the comic book with her sister.

2 Ebtisam wanted to read a book with her sister and have fun. It was a comic book and she liked it a lot.

3 She saw her mother washing dishes in the kitchen. Her mother was kind and always helped Ebtisam. Ebtisam wanted to read the comic, but she wanted to help her mother.

### 2 Talk about it

Write three *Did you ... ?* questions about last weekend.

Answer the questions about yourself, and then ask two friends.

Question	Me	Friend 1	Friend 2

## Lesson 8 Being a positive member of society

### 29 1 Listen and write

Listen and complete the text with the words or phrases in the box.

hot good Friday needed happy

There are many ways to help people during Ramadan, and also any other time of the year as well. Last year, my family and I worked with people who \_\_\_\_\_<sup>(1)</sup> help. The charity gave water to people working in the streets and gardens of Dubai. It was such a \_\_\_\_\_<sup>(2)</sup> day, and the workers were very happy to drink some water.

I am very \_\_\_\_\_<sup>(3)</sup> doing charity work and helping others, and now I do something every \_\_\_\_\_<sup>(4)</sup>. I told my friends and they are doing charity work too. It is important to be a \_\_\_\_\_<sup>(5)</sup> person.

### 2 Write

Think about the things you must and mustn't do during Ramadan. Write four sentences.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_



# Lesson 9 Helping to keep the UAE beautiful

## 1 Talk about it

Can you remember the date of National Environment day in the UAE?  
Talk to your partner about what you may/might do to help the environment in the UAE. Use the list to help you.

- 1 Only buy things that you need.
- 2 Carry a plastic bag with you when you go shopping.
- 3 Take old mobile phones and TVs to e-waste bins.
- 4 Have a day when you do not watch TV, a DVD or switch on your computer.
- 5 Don't use any paper for one day.
- 6 Turn off lights and air conditioners when you leave a room.
- 7 Volunteer to clean a beach.
- 8 Pick up all the rubbish you see and put it in the bin.



## 2 Vocabulary

Find words about the environment in the wordsearch.

- polluting
- rubbish
- protect
- plastic
- clean up
- pollute

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

# Lesson 10 Learning and sharing knowledge

## 1 Talk about it

Read the examples. Now talk with your partner and complete them.

- 1 Comic books are about ...
- 2 Traditional books are about ...
- 3 Wildlife books are about ...
- 4 Websites give me information about ...
- 5 Apps help me to ...
- 6 Historical books are about ...

## 2 Write

Look at the phrases in box 1 and the words in box 2 and write true sentences for you.

1

I'm interested in  
I love I like I really like  
I'm not interested in  
I enjoy I don't like

2

wildlife books  
traditional books  
websites apps  
comics historical books

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

## 3 Talk about it

Ask different friends questions about the books. Remember to use: *Do you like ... ? Yes, I do. I love/like/enjoy them. or No, I don't. I don't like them/I'm not interested in them.*

	Name
comics	
websites	
traditional stories	
historical stories	
wildlife	
apps	



# Lesson 11 How long have you ...?

## 1 Read

Read the checklist and tick the activities you have done.

- 1 I have cooked a meal for my family.
- 2 I have played computer games.
- 3 I have learned French.
- 4 I have lived in Qatar.
- 5 I have played football.
- 6 I have eaten rice.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>



## 2 Use of English

Read the questions on the grid. Now, listen to your teacher's instructions.

1 <b>START</b>	2 How long have you studied English?	3 <b>MISS A TURN</b>	4 Have you played computer games?	5 <b>GO BACK 1 SPACE</b>
6 How long have you studied at school?	7 <b>GO FORWARD FIVE SPACES</b>	8 How long have you lived in your town/city?	9 <b>MISS A TURN</b>	10 What have you done this week?
11 <b>GO BACK 1 SPACE</b>	12 Have you been to another country?	13 Have you helped someone this week?	14 How long have you read books in English?	15 <b>GO FORWARD 3 SPACES</b>
16 <b>MISS A TURN</b>	17 Have you played football?	18 How long have you played sport?	19 How long have you lived in your house/flat?	20 <b>END</b>

# Lesson 12 My learning

## 30 1 Listen

Listen and complete the texts about what Amani and Mazin like and don't like doing.

brothers things books comics wildlife history

### 1 Amani



Hi there! My name's Amani and I like doing many \_\_\_\_\_<sup>(1)</sup>. I'm not very interested in reading \_\_\_\_\_<sup>(2)</sup> about history or science, but I'm really interested in \_\_\_\_\_<sup>(3)</sup>.

### 2 Mazin



I like most books about \_\_\_\_\_<sup>(4)</sup> and traditional stories, but I'm not interested in \_\_\_\_\_<sup>(5)</sup> at all! I think they are silly! I help my younger \_\_\_\_\_<sup>(6)</sup> with their homework. It's great to see them learn!

## 2 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can use the present perfect simple to talk about activities that began in the past and continued until now.			
I can use different phrases to talk about likes and dislikes.			
I can talk about different types of books.			
I can talk about ways to help the environment.			



## Lesson 1 My world, your world

### 1 Word study

Circle the adjectives that describe these landscapes.



dry/high/wet



wet/humid/cold



cold/hot/beautiful



high/wet/cool

### 2 Use of English

Complete the sentences with comparatives of the adjectives in brackets.


- 1 The Sahara desert is bigger than the Arabian desert. (big)
- 2 A desert mountain \_\_\_\_\_ a Norwegian mountain. (hot)
- 3 A rainforest \_\_\_\_\_ a desert. (wet)
- 4 Jabal Jais \_\_\_\_\_ Jabal Hafit. (high)
- 5 A sand dune \_\_\_\_\_ a fjord. (dry)
- 6 A mangrove forest \_\_\_\_\_ a desert. (cool)

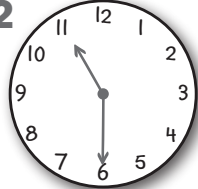



# Lesson 3 At half past ten

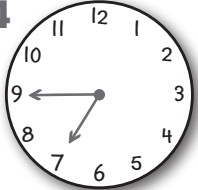
## 1 Word study

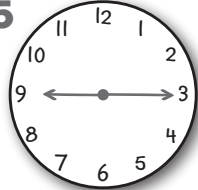
Write the times in words.


1  three  
o'clock

2  \_\_\_\_\_

3  \_\_\_\_\_

4  \_\_\_\_\_

5  \_\_\_\_\_

6  \_\_\_\_\_

## 31 2 Listen

Listen to Alexa. Complete the first column with times in numbers.

Now listen to Rashed. Complete the second column with times in numbers

Alexa	Rashed	Me	Activity
1 7.00	6		get up
2	7		school begins
3	8		school ends
4	9		get home
5	10		eat dinner

## 3 Let's do it!

Complete the third column in Activity 2. Then ask and answer with a partner.

When do you usually get up?  
I usually get up at ...

When does school begin?  
My school begins at ...



## Lesson 5 The most amazing day

### 1 Write

You are going to write an email to a friend about an amazing day. Make notes to discuss in class.

#### 1 What happened on your amazing day?

Use one superlative, for example, the tallest building, the fastest car, the longest tunnel, the most beautiful sight.

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#### 2 Where/when did this happen? What did you see? How did you feel?

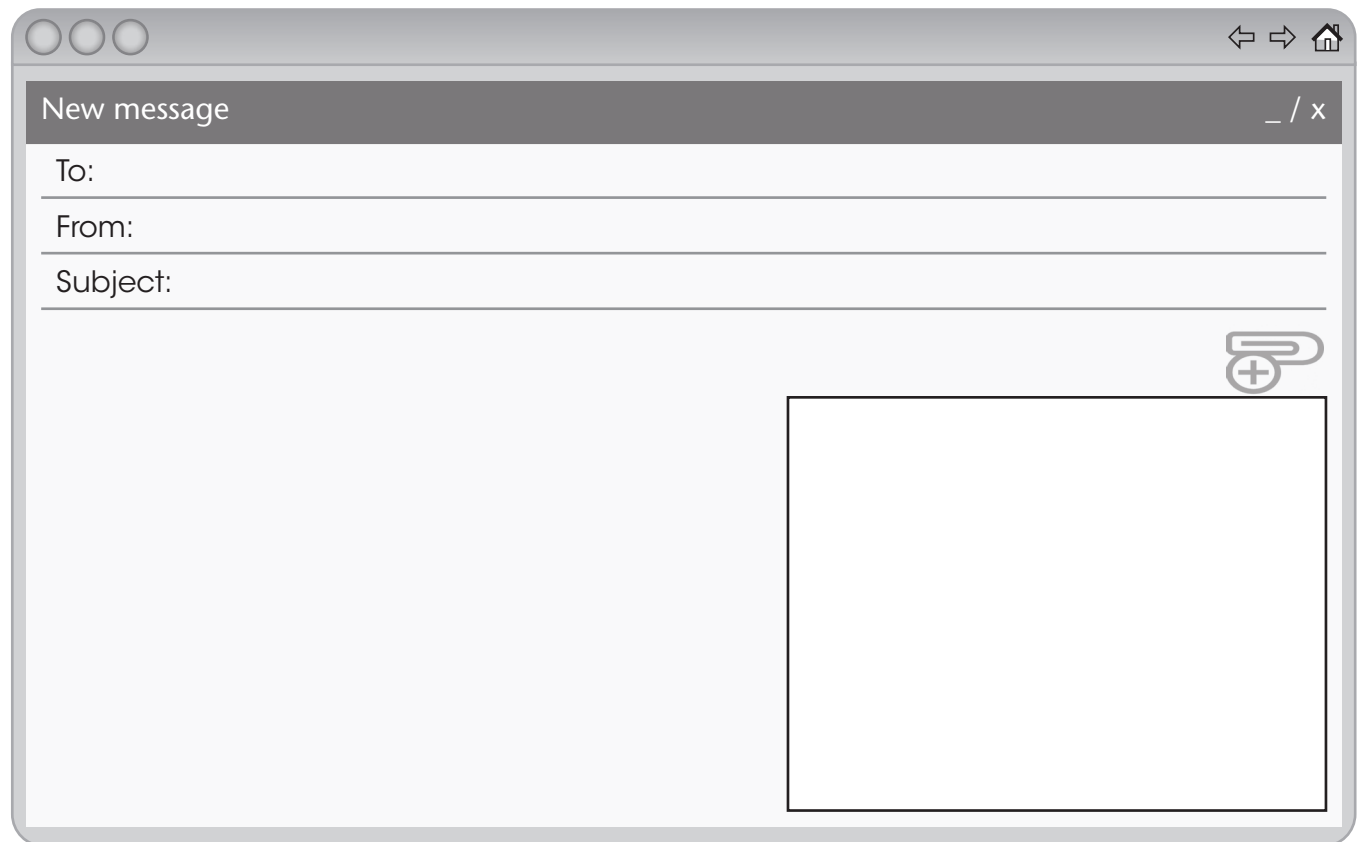
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#### 3 Who are you writing to? What photo have you sent?

---

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A graphic of an email composition window. At the top, it says "New message" with a close button (x) on the right. Below this are three input fields: "To:", "From:", and "Subject:". To the right of the "Subject:" field is a paperclip icon with a plus sign inside a circle, indicating where to attach a file. Below the input fields is a large, empty rectangular box for the email body.

# Lesson 6 My learning

## 32 1 Listen and talk

Listen and complete the Fact File. Circle the correct information.

Fact File	
<b>Name:</b>	1 a Mount Cook b Mount Everest c Mount Fuji
<b>Location:</b>	2 a Nepal b Japan c New Zealand
<b>Height:</b>	3 a 8850 metres b 3724 metres c 3776 metres
<b>Temperature:</b>	4 a usually warm and sunny b usually between $-15^{\circ}\text{C}$ and $-27^{\circ}\text{C}$ c usually between $7^{\circ}\text{C}$ and $-20^{\circ}\text{C}$
<b>Amazing fact:</b>	5 a The mountain has a special name. b The mountain was taller before 1991. c The mountain grows each year.

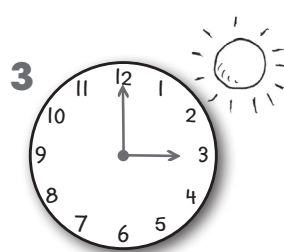
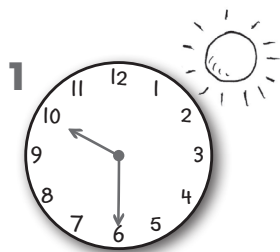


Mount Everest is higher than Mount Cook.

Mount Fuji is warmer than Mount Everest.

## 2 Word study

Write a sentence for each of these times.



1 At half past ten, I ...

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

### 3 Assessment box

Tick the box for you.

	😊 yes	😐 sometimes	☹ not yet
I can talk about and compare natural landscapes.			
I can use time expressions, for example <i>in the morning, on Friday, at the weekend.</i>			
I can tell the time including <i>quarter past, half past and quarter to the hour.</i>			
I can use comparatives, for example <i>bigger, longer, more beautiful.</i>			
I can use superlatives, for example <i>highest, bravest, the most dangerous.</i>			
I can write an email to a friend.			

# Lesson 7 Our solar system

## 1 Let's do it!

Read these notes about Mercury. Work in groups to create notes about a different planet.

<b>Name:</b>	Mercury
<b>Colour:</b>	grey
<b>Number of moons:</b>	none
<b>Description:</b>	small, rocky

<b>Name:</b>	
<b>Colour:</b>	
<b>Number of moons:</b>	
<b>Description:</b>	

## 2 Write

Create your own planet.

- Give your planet a name.
- What colour is it?
- What is it like (rocky, cloudy)?
- How many moons has it got?
- What is special about it?

<b>Name:</b>	<b>Colour:</b>
<b>Number of moons:</b>	
<b>Description:</b>	
<b>Why it is special:</b>	



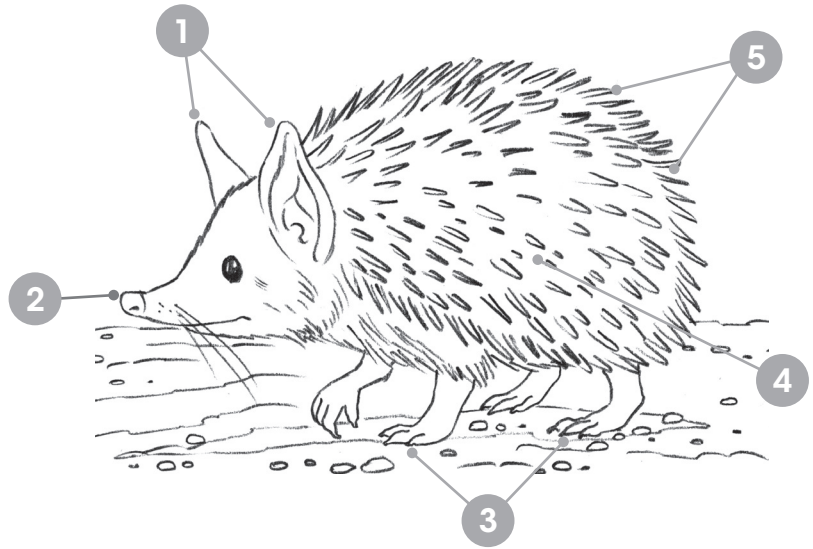
# Lesson 8 Nocturnal nature

ears nose claws body spikes

## 1 Word study

Use the words in the box to label this picture of a desert hedgehog.

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



## 2 Word study

Complete the sentences and the crossword. Use the desert hedgehog Fact file on Learner's Book page 207.

- 1 Desert hedgehogs are busy at \_\_\_\_\_, when it is dark.
- 2 In their underground homes, the hedgehogs stay \_\_\_\_\_ during the day.
- 3 Sometimes hedgehogs will eat eggs or even \_\_\_\_\_.
- 4 Hedgehogs have long \_\_\_\_\_ noses.
- 5 Their claws are sharp to help them dig \_\_\_\_\_.
- 6 Hedgehog spikes are made out of special \_\_\_\_\_.
- 7 They eat lots of \_\_\_\_\_.
- 8 The spikes on their back are very \_\_\_\_\_.
- 9 When they sleep they curl into a \_\_\_\_\_.

				1	n									
			2		o									
			3		c									
4					t									
				5	u									
	6				r									
				7	n									
			8		a									
	9				l									

## Lesson 9 More nocturnal nature

### 1 Use of English

Put the sentences in order.

1 short/fruit bats/tails/brown/have

*Fruit bats have short brown tails.*

---

2 large/some/wings/have/owls

---

3 have/desert hedgehogs/spikes/brown/long

---

4 and/camels/a hump/eyelashes/have/long

---


5 white/short/Arctic foxes/long/have/pointed/fur/and/ears

---

### 2 Write

Write a description of the animal in the picture below, using the words in the box to help you.

Arctic hare

Size	Shape	Colour	Noun	
long small	pointed	white black	fur ears paws	

*It has*

---



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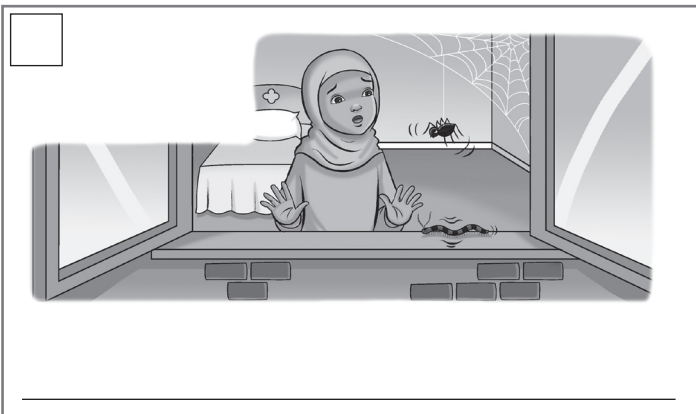
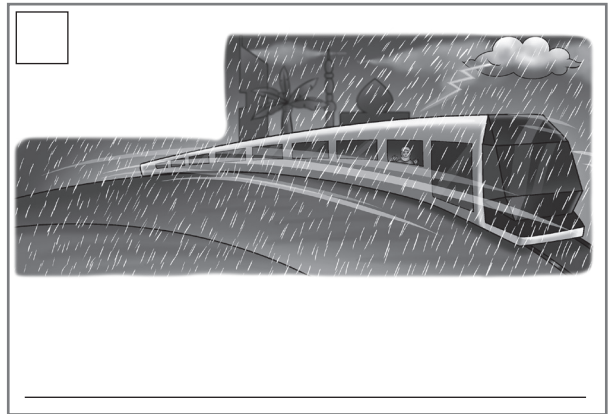
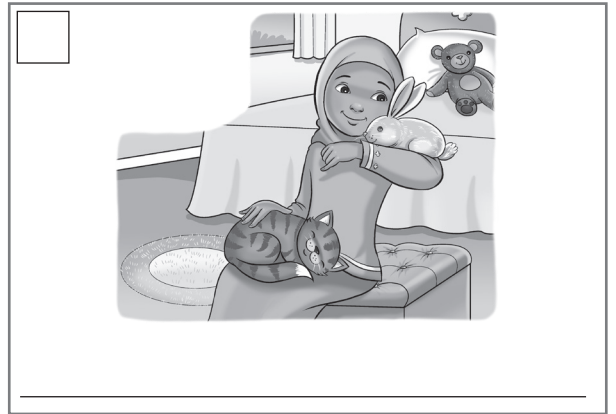


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# Lesson 10 Things that wiggle

## 33 1 Listen

Listen to the poem *Scary things!!* again. Put these pictures in order.



## 2 Write

Write the first line of the correct verse under each picture in Activity 1. Check on pages 209 and 210 of your Learner's Book.

## Lesson 11 Things that you are afraid of

### 33 1 Listen

Listen to the poem on pages 209 to 210 of your Learner's Book again and match the phrases with the verses.

- 1 Anything that hangs \_\_\_\_\_ Verse 3
- 2 Like a runaway tram \_\_\_\_\_ Verse 1
- 3 I like those \_\_\_\_\_ Verse 2
- 4 Make me squirm \_\_\_\_\_ Verse 5
- 5 Sharp pointy claws \_\_\_\_\_ Verse 6

### 2 Word study

- 1 Find these movement verbs in the poem and look at the pictures on page 148. Write an animal name next to each verb. Imagine how the animal moves.

wiggle \_\_\_\_\_ crawl \_\_\_\_\_ slither \_\_\_\_\_

- 2 Find these noise verbs in the poem and look at the pictures on page 148. Write an animal or thing name next to each verb. Imagine the sound the animal or thing makes.

bang \_\_\_\_\_ roar \_\_\_\_\_ purr \_\_\_\_\_

- 3 Write a movement or noise word next to each definition.

1 A loud noise \_\_\_\_\_ *bang* \_\_\_\_\_

2 The way a worm makes little movements from side to side as it moves along the ground \_\_\_\_\_

3 The big sound a lion makes \_\_\_\_\_

4 The way a snake moves along the ground \_\_\_\_\_

5 The way an insect moves its legs as it walks \_\_\_\_\_

6 The sound a cat makes when it is happy \_\_\_\_\_

# Lesson 12 My learning

## 1 Word study

Match the animals to their special features. Write one special feature for the jerboa.



**a** pointed spikes **b** long fur **c** white feathers **d** brown scales **e** \_\_\_\_\_

## 2 Write

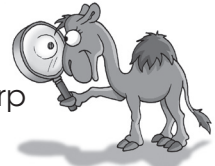
Work with a partner to complete a new verse for *Scary things!!*

### Language detective

**Example verbs:** flap, peck

**Example adjectives:** loud, fast, hungry, sharp

**Example nouns:** wings, beak



Things that \_\_\_\_\_

Things that \_\_\_\_\_

Anything that \_\_\_\_\_

That's what I'm afraid of.



## 3 Assessment box

Tick the box for you.

	😊 yes	😐 sometimes	😞 not yet
I can identify the planets in our solar system.			
I can describe different nocturnal animals.			
I can identify words that rhyme.			
I can write a verse for a poem.			

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