

Unit

8

All about home

Teacher Maryam Al Attar



Lesson 1

Learning outcomes: By the end of the lesson, learners will be able to ...

- explore a poem
- complete a new poem.



Key vocabulary: *bird, bee, rabbit, hive, hole, nest, home, house*

Key expressions/structure: Not applicable

Lesson 1 Think about it

102 1 Home poem

Find the animal homes in the picture.

Homes

A nest is a home for a bird.
A hive is a home for a bee.
A hole is a home for a rabbit.
And a house is a home for me.



103 2 A tree house

103 2 A tree house

Listen to Meera talking about the tree house near her home. Who is in the little house?

3 Talk about it

Imagine you are in the tree house. What are you doing?

LB, p.149

Lesson 1 Think about it

Word box

house shell mouse cave

LB, p.128

1 Home poem

Homes

A shell is a home for a crab.

A hole is a home for a mouse.

A cave is a home for a bat.

And I live in a house.



2 More animal homes

Look at these animal homes.

What animals live here?

2 More animal homes

Look at these animal homes.

What animals live here?



bird



rabbit



fish



Choose one animal home and one animal.
Write a new sentence for a new
animal home poem.

The tree is a home
for a bird

The sea is a home
for a fish.

Lesson 2

Learning outcomes: By the end of the lesson, learners will be able to ...

- learn new vocabulary using picture clues
- answer aural comprehension questions
- use commas to separate items in a list.



Key vocabulary: *tree house, roof, wall, stairs, ladder, door, window*

Key expressions/structure: *I live with Mummy, Daddy, Moza and Tariq.*

Lesson 2 New words

LB, p.150

104 1 Topic vocabulary

Listen, point and say.



roof



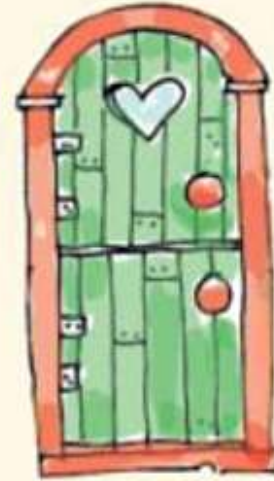
wall



stairs



ladder



door



window

105 2 A memory quiz

Turn back to page 149. Look closely at the picture for 2 minutes.
Then answer the questions you hear.

3 Talk about it

Do you live in a house? What other kinds of homes do people live in?
Tell your partner.

Writing tip

We use **commas** between things in a list.
We use **and** before the last thing in a list.

4 Who lives in your home with you?

Write a sentence. Remember to use commas.

I live with Mummy, Daddy, Moza and Tariq.

1- I played football with my friends Hassan
Ali Saleh and Omar.

2- My mom made some soup pasta and salad

3- I have a test on Monday Tuesday and
Thursday.

1 Add the commas

Add the missing commas using a pencil.

I can see a tree, a mother bird, a nest and two baby birds.

- 1 My cousins are Amani Hassan Afra Dana and baby Faisal.
- 2 My house has eight windows ten doors and five people.
- 3 I live with Saif Omar Daddy and Mummy.
- 4 I can see a treehouse four children eight houses and one rabbit.
- 5 I have a big brother sister and a little brother.
- 6 My friends are Sheika Jameela Eman and Nada.

2 Write list sentences

Write list sentences about your own house and family.
Remember to include commas.

I live with my dad, mom, my little sister and my brother.

In my room, there are two windows , one door and a big bed.

In my home, there are three bedrooms, one kitchen and
a small garden.

Lesson 3

Learning outcomes: By the end of the lesson, learners will be able to ...

- ask politely for permission to do something.



Key vocabulary: *first floor, second floor*

Key expressions/structure: *Please can I ... ? Yes, you can. No, you can't.*

Lesson 3 Use of English

106 1 Find out more

Listen to Meera. Can all children go to the second floor of the tree house?

2 Time to practise

Ask and answer. Use the information in the table.

	age	go to the second floor
Mai	age 9	😊
Aisha	age 5	😞
Khawla	age 7	😊
Sameera	age 7	😊
Jameela	age 3	😞
Hamda	age 8	😊
Eman	age 5	😞
Badria	age 6	😞



I'm Mai.
I'm nine. Please
can I go to the
second floor?

Yes, you can.

I'm Aisha.
I'm five. Please
can I go to the
second floor?

No, you can't.

3 Talk about it

Talk with your partner.

What do you ask to do at home?

play football

play in the garden

go to the park

watch TV

play on the computer

help with the cooking

Speaking tip

Asking to do something

Please can I go to the second floor?

The word **can** comes before **I** in a question.

Yes, you can.

The word **can** comes after **you** in an answer.

Lesson 3 Use of English

Language tip

Use a comma after Yes and No in short answers.

LB, p.130

1 Write

Use the information below. Write sentences.

1 look at the beehive		X
2 feed the rabbit		X
3 play on the first floor		✓
4 have a drink		✓

Yes, you can.
No, you cant.

1 Please can I **look at the bee hive** _____ ?

No, **you can't** _____ .

2 **Please can I feed the rabbit?** _____

No, you can't . _____

3 **Please can I play on the first floor?** _____

Yes, you can. _____

4 **Please can I have a drink?** _____

Yes, you can. _____

Lesson 4

Learning outcomes: By the end of the lesson, learners will be able to ...

- understand and use new furniture words.



Key vocabulary: *sink, bed, shower, TV, toilet, table, cooker, chair, cupboard, bookcase, bedroom, bathroom, living room*

Key expressions/structure: Not applicable

Lesson 4 New words



107 1 Topic vocabulary

Listen, point and say.



sink



bed



shower



TV



toilet



table



cooker



chair



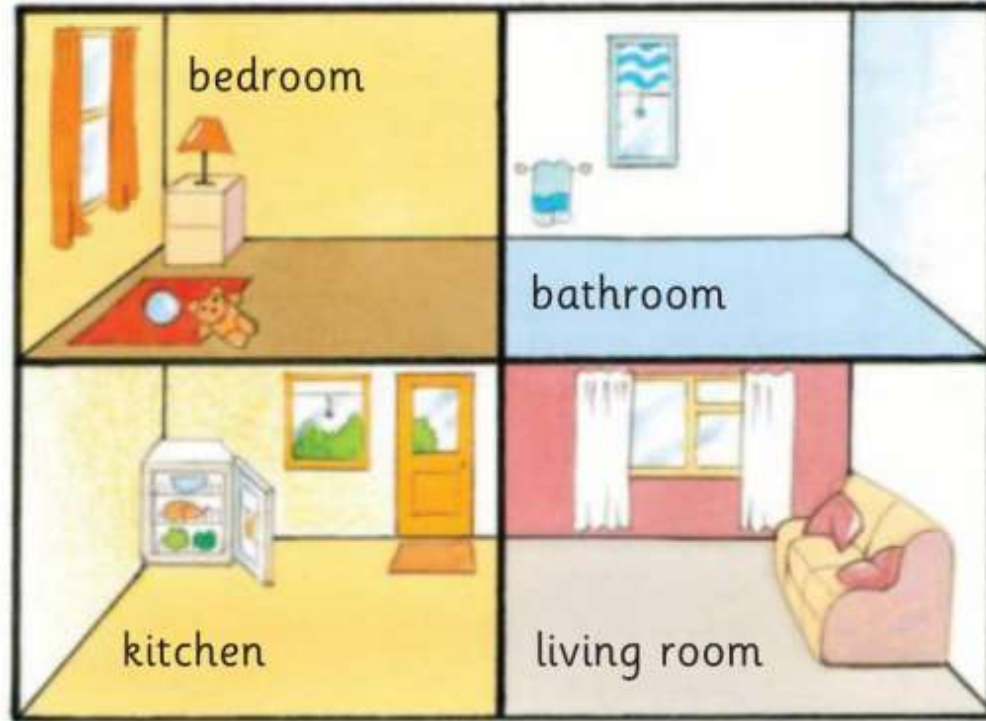
cupboard



bookcase

108 2 A toy house

Look at the picture.
Who lives in this house?
Listen to the children.
Where will they put the
bed, the sink
and the TV?



3 Talk about it

Where will you put the furniture? Talk to your partner.

Let's put the shower
in the bathroom.

Ok. How about the bookcase?

Lesson 4 New words

LB, p.131

1 Find the furniture

Draw a circle around the furniture words.



- 2 Write sentences about the furniture in your toy house.
Draw a picture.

In my toy house, there is a blue bed in the bedroom.

There is a sink and a shower in the bathroom.



Lesson 5

Learning outcomes: By the end of the lesson, learners will be able to ...

- read and understand a rhyming poem
- discuss their dream bedroom using *I'd like*.

Key vocabulary: *king, castle*

Key expressions/structure: *I'd like*





109 1 New things for the king

Look at the picture. What kind of home does the king live in?
Listen to the poem.

*Bringing something for the king.
Is there something you can bring?
Bringing new things for the king.
Put them in the castle.*

Bring me tables, bring me chairs,
Bring me cakes and bring me pears,
Bring me golden teddy bears
And put them in my castle.

Bringing something for the king ...

Bring me an enormous bed.
It must be my favourite red.
Wait! I want it green instead!
Put it in my castle.

Wait! I want it green instead!
Put it in my castle.

Bringing something for the king ...

A sofa, a bookcase, a new TV,
Bring them here right now to me.
Bring them here so I can see.
Put them in my castle.

Bringing something for the king ...



- 1 Talk with your partner. What do you think the king would like in his bedroom? What would you like in your bedroom?

I'd like a football
bedroom.

I'd like a TV.

I'd like an enormous
red bed.

Language tip

I'd like = I would like

The king's bedroom has
I'd like to have a In my bedroom

2 A bedroom for the king

Use the space to draw an amazing bedroom for the king.



Write about your drawing:

The kings bedroom has an enormous bed.
It has a new TV and a beautiful sofa.

Lesson 6

Learning outcomes: By the end of the lesson, learners will be able to ...

- review Lessons 1–6.



Key vocabulary: *bee, bird, rabbit, nest, hole, hive, bedroom, bathroom, living room, sink, bed, shower, TV, toilet, table, cooker, chair, cupboard, bookcase, tree house, roof, walls, second floor*

Key expressions/structure: Use of commas to separate items in a series

110 **1** Listening quiz



LB, p.154

3 Who does Tariq live with?



4 How many children are on the second floor?



1 Help the animals to find their homes. Draw lines and complete the labels.

b_ **ird** _____



_____ **hiv** _____ e

b_ **ee** _____



_____ **hol** _____ e

r_ **abbit** _____



_____ **nes** _____ t

LB, p.133

2



Write sentences. Remember to use commas and **and**. Then tell your partner.

- 1 This room has a TV, a sofa and a table.
- 2 This room has a shower, a sink and a toilet.
- 3 This room has a bed, a bookcase and a cupboard.

This room has a cooker, table and chairs.

The kitchen!

Lesson 7

Learning outcomes: By the end of the lesson, learners will be able to ...

- understand and say words that contain a long *u* sound
- understand and say words that contain the oo spelling of *U*.



Key vocabulary: *cool, glue, tube, you, too, few, room, goose, moon, roof, food, wood, foot, book, look*

Key expressions/structure: Words containing long *u* sounds, words containing the oo spelling of *U*

Lesson 7 Words and sounds



LB, p.155

111 1 Let's build a cool castle!

Listen and read these instructions. Look at the words in **red**.
What sound do you hear in these words?

You can build a **cool** house with boxes.

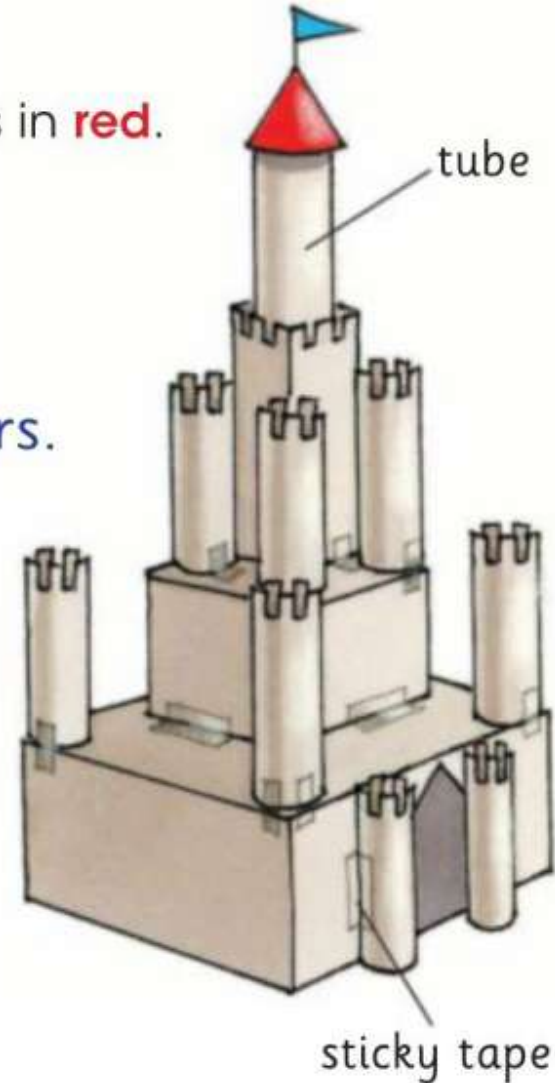
You will need sticky tape, **glue** and scissors.

Use some **tubes**, **too**.

Will **you** build a castle with one **room**
or a **few rooms**?

The long u sound has different spellings.
Find red words where the long u sound has
the same spelling as:

zoo blue new





112 2 The sounds of oo

The letters **oo** often stand for the long u vowel sound.
Listen to these words:

goose moon roof food

Sometimes the letters **oo** stand for
a different sound.

Listen and say these words:

wood foot book look

Use the **oo** words to talk about the picture.



3 21st AB Build a tower

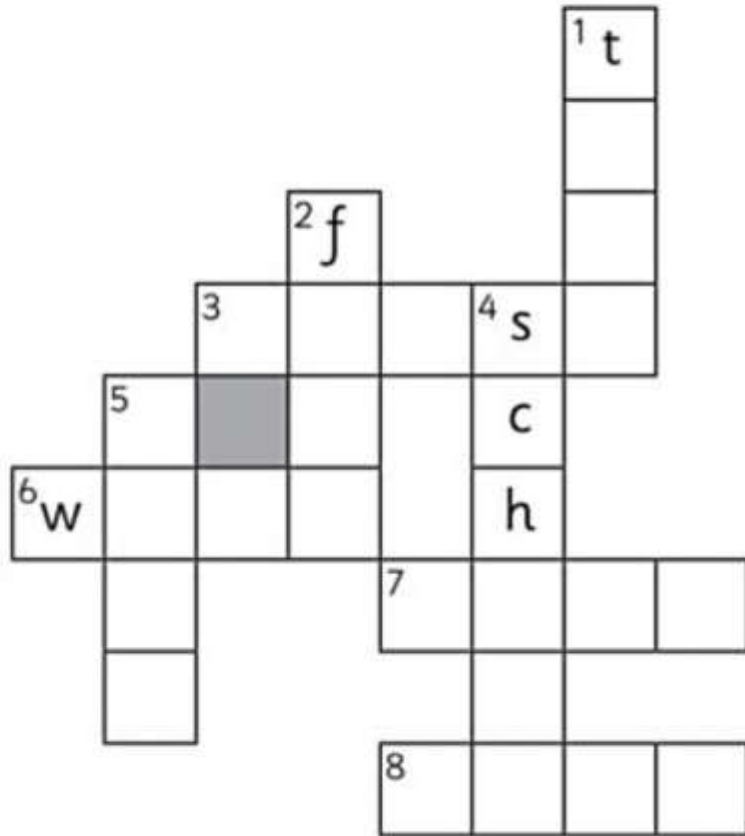
Work in groups. Who can build the tallest tube tower?

Lesson 7 Words and sounds


LB, p.134

1 Crossword puzzle

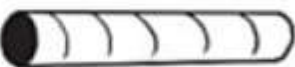



Look at the clues. Write the words.



Across →

- 3 
- 6 
- 7 
- 8 

Down ↓

- 1 
- 2 
- 4 
- 5 

Lesson 8

Learning outcomes: By the end of the lesson, learners will be able to ...

- read and understand a factual text
- understand a range vocabulary terms relating to climate and building materials.



Key vocabulary: *hot, warm, dry, wet, cool, tall, metal, concrete, glass, mud, grass, tree trunks, rocks, mountains, built*

Key expressions/structure: *made of ...*

metal - concrete- wood - glass - mud- tree trunks - rocks



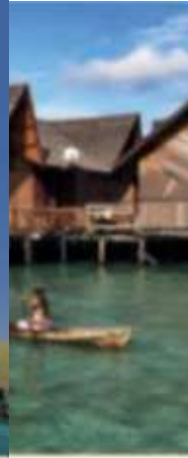
It is made of

Skyscrapers

In cities all over the world, people live in tall buildings called skyscrapers. Skyscrapers are made of metal, concrete and glass. This skyscraper has more than 160 floors and 57 lifts.



4 Burj Khalifa skyscraper in Dubai



Borneo



in Turkey



Spain



2 Which one?

Find the answer: beehive house, stilt house or cave house.

- 1 Which home is built in hot, dry places only?
- 2 Which home is built in hot, wet places only?
- 3 Which home is made of wood?
- 4 Which home is made of mud?
- 5 Which home is made of rock?

Language tip

To talk about one thing, use **is made of**.
To talk about more than one thing, use **are made of**.

A window **is** made of glass.
Windows **are** made of glass.

3 Where do they live?

Read the clues. Which home does each child live in?

3 Where do they live?

Read the clues. Which home does each child live in?

skyscraper

stilt house

beehive house

cave house

To get to my home, I go up in a lift.



a

Layla

To get to my home, I ride in a boat.



b

Mohammed

My home has one room. The room is round like a circle.



c

Ahmed

My bedroom is inside a mountain!



d

Harika

1 True or False?

Read each statement and write **true** or **false**.



LB, p.135

- 1 A beehive house is made of mud. T
- 2 Beehive houses are built in some hot places. T
- 3 Stilt houses are tall. F
- 4 Stilt houses are built in mountains. F
- 5 A stilt house keeps you cool in summer. F
- 6 A cave house keeps you warm in winter. T
- 7 All cave houses are very old. F
- 8 Skyscrapers are very tall. T
- 9 People do not live in skyscrapers. F
- 10 The Burj Khalifa has more than 60 lifts. F

Correct one of the false sentences.

~~7- some cave houses are old.~~

What type of houses do we have in UAE?



Lesson 9

Learning outcomes: By the end of the lesson, learners will be able to ...

- express preferences using *I'd like*
- write sentences using *too*.



Key vocabulary: *playground, swing, slide, ladder, tunnel, seesaw*

Key expressions/structure: *I'd like a swing too.*

Lesson 9 Use of English

LB, p.158

14 1 Topic vocabulary

Listen, point and say.



slide



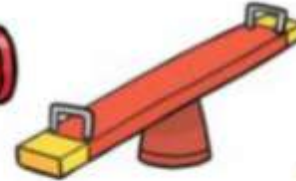
swing



ladder



tunnel



seesaw



spinner



15 2 What would you like in your playground?

Class 3 are going to have a new playground!

The teacher is asking the children what they would like in their playground.

Listen. What do they choose?



3 Design your own playground!

What would *you* choose for your playground?

Ask and answer questions with your partner.

What would you like in your playground?

I'd like two ladders, please.

4 Write

Write a description of your playground.

I'd like _____ and _____ in my playground.

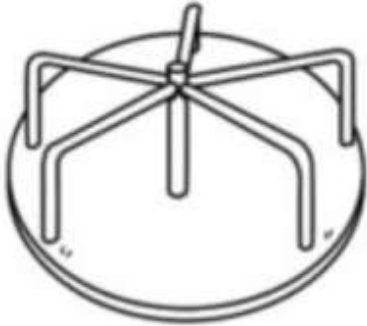
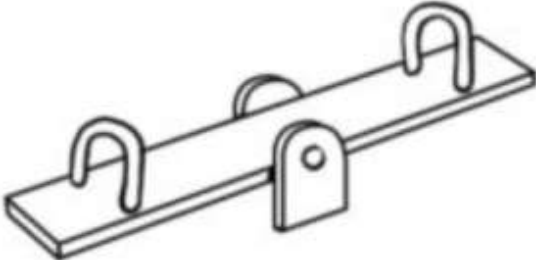
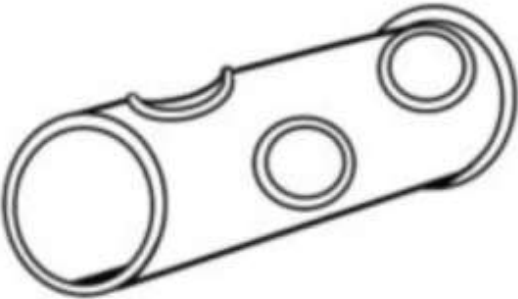
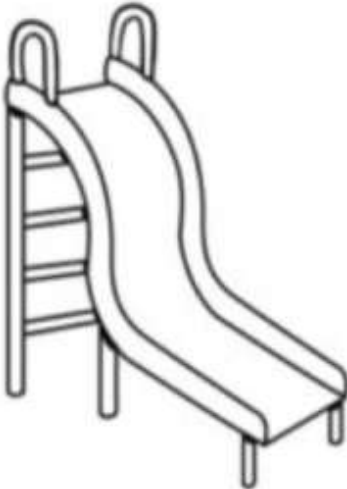
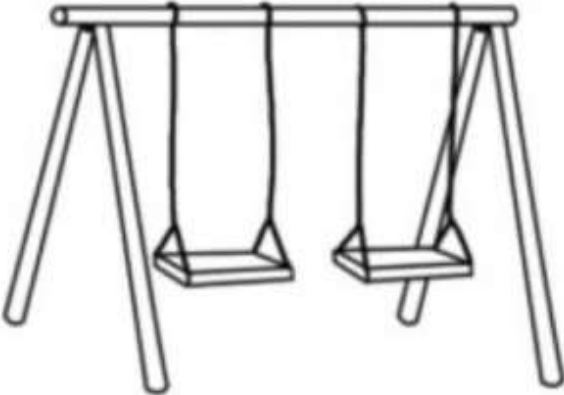
I'd like _____ too.

Language tip

We can use **too** when we add something more.
I'd like a bridge and I'd like a swing **too**.

1 What would you like in your playground?

Choose three things. Complete the sentences.



swing

slide

ladder

tunnel

seesaw

spinner

I'd like swing and slide in my playground.

I'd like ladder and spinner in my
playground too.

Lesson 10

Learning outcomes: By the end of the lesson, learners will be able to ...

- recognise and use irregular past simple verb forms.



Key vocabulary: *went, fell, met, came, hurt*

Key expressions/structure: *I went to the playground at the weekend.*



**Grammar
Tip!**

(regular verbs)	(irregular verbs)
wash - wash ed	go - went
play - play ed	run - ran
look - look ed	come - came

Lesson 10 Read and respond

LB, p.159

116 1 At the playground

What happened to Eissa at the weekend?
Read and find out.



I went to the playground at the weekend.
I met my friend Yassir. First, we went on the slide.
We played in the tunnel too. Next, I climbed up the ladder
with Yassir. We raced to the top but I slipped and fell.
I hurt my knee. My mum came to help. She asked my dad:
“Please go home and find a plaster for Eissa.” Then, we waited.
We waited for a long time. Finally, my dad arrived with a plaster
for my knee. He said, “I couldn’t find a plaster at home, so I went
to the shop.” We walked home slowly. My knee is nearly better
now. Look! I’m going to the playground tomorrow.



2 True or false?

Look at the text. Is each statement true or false?
Correct the false sentences.

- F** 1 Eissa went to the playground a long time ago.
- F** 2 Eissa fell off the seesaw.
- F** 3 Eissa hurt his arm.
- T** 4 Dad went to a shop to get a plaster.

3 Talk about it

Tell your partner about
the last time you went
to a playground.

I met my friend Rayan.

I went on the slide
with my football.

Language detective

Find all the -ed verbs in
Eissa's story.

Language tip

Some verbs do
not add **-ed** to talk
about the past:

come – came

go – went

fall – fell

hurt – hurt

Lesson 10 Read and respond

LB, p.137

1 At the playground

Complete the story. Use the words in the box.

I went to the playground at the weekend. I met my friends Yassir and Omar. First, we climbed up the ladder. I love the ladder! We went on the swings too. Next, I ran to the slide. I am good at running! But I fell and hurt my arm. My friends came to help. They said: “Are you OK, Eissa?”

Word box

hurt
said
went
met
came
ran
climbed

2 Writing

Write about a visit to the playground. Use the past tense.

I went to the playground last Friday. I met my friends Ali and Khalid. First we played on the slid. Then we raced throw the tunnels. My friend Khalid climbed the ladder but he slipped and hurt his arm. His mother gave him a plaster. He is ok now and he will play with us next week.

Lesson 11

Learning outcomes: By the end of the lesson, learners will be able to ...

- work as a group to plan a writing task
- write at least four sentences using sequence words to indicate order.



Key vocabulary: *First, Next, Then, Finally*

Key expressions/structure: Sequencer adverbs (as above) followed by a comma

Lesson 11 Time to practise

LB, p.160



117 1 What did Eissa do?

Look at the classroom. What did Eissa do?
Listen and complete the sentences.

First, Eissa made a stilt house

Then, he drew a picture

Next, he played a game

Finally, he talked with his friends
about cave houses

Language tip

These words show a sequence.

First **Then** **Next** Finally

First **Next** **Then** Finally

The words **then** and **next** do not
mean **second** and **third**.

Both of the lists above are correct.



2 Four parts

Work in groups. You are going to write four sentences.

Choose one idea from the box.

You must agree on four things that happen.

What happens first? What happens then?

What happens next? What happens finally?

3 Write

Write four sentences. Use the four parts you chose in Activity 3.

at the playground
making a fruit salad
brushing your teeth

Writing tip

Always use a comma if these words come at the beginning of a sentence.

First, Next,
Then, Finally,

Word box
First Then
Next Finally

LB, p.138

1 Four parts

Draw four pictures for your text.
Write four sentences. Use the words in the box.



First, I went to
the park.



Then, I met my
friends.



Next, we
played football.



Finally, we went
back home.

Lesson 12

Learning outcomes: By the end of the lesson, learners will be able to ...

- review Lessons 7–11.



Key vocabulary: *glue, tube, goose, moon, roof, food, slide, swing, tunnel, ladder, seesaw, first, next, then, finally*

Key expressions/structure: *made of;* regular and irregular past tense verbs

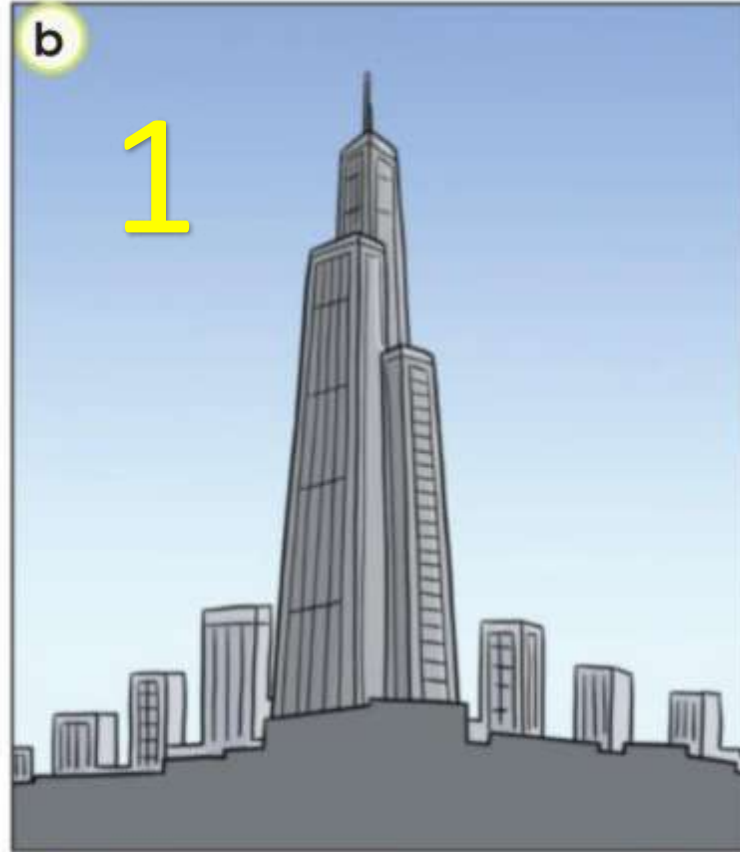
Lesson 12 My learning

118 1 Where do they live?

Listen to the clues.

1 Where does Nina live?

2 Where does Ahmed live?



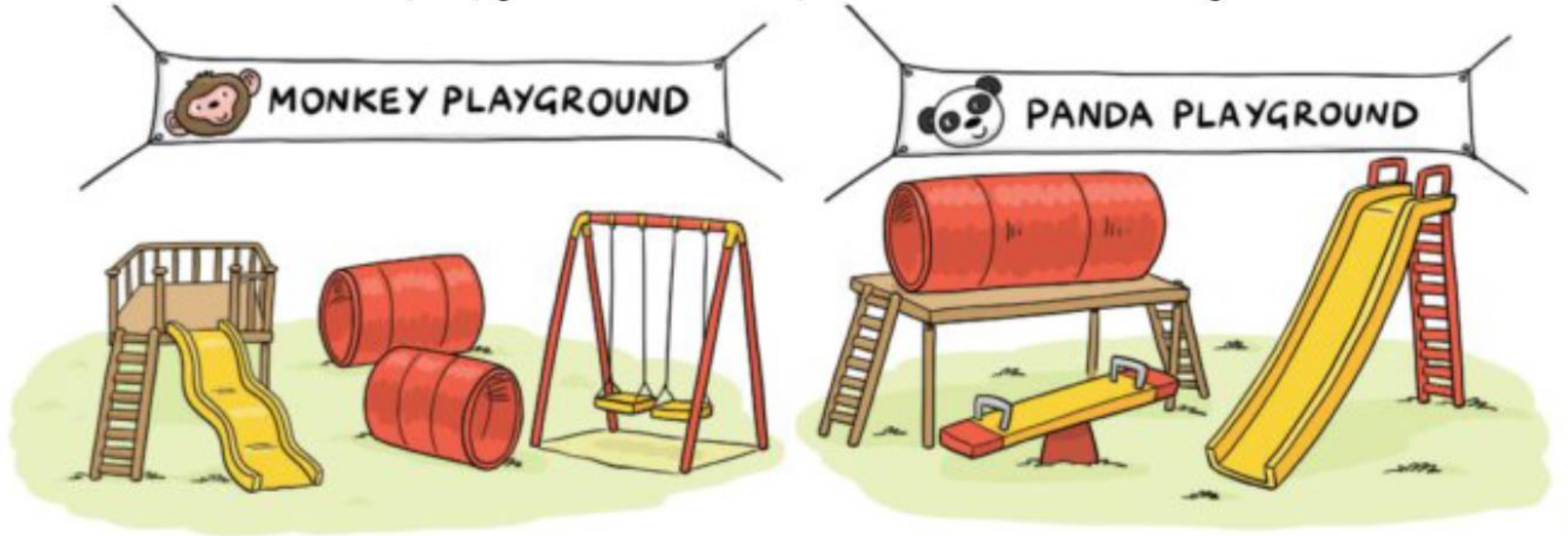
T Maryam Al Attar

LB, p.161



2 Find the differences

Talk about the two playgrounds with a partner. Find the things that are different.



1 Read and write

Put the letters in the right order to make the word.

1 f o r o

roof



2 t b u e s

tubes



3 m n o o

moon



4 u l g e

glue



5 s o o g e

goose



6 d o o f

food



2 At the playground

Complete the sentences. Circle the correct words.

Now / **Yesterday** I went to the playground. I did not have fun. First, my sister **slipped** / **slips** on the ladder. She **hurt** / **fell** her foot. **Next** / **Finally**, I played on the slide. I usually like the slide. **I'd like** / **I liked** a slide in my garden at home. But yesterday the slide **was** / **were** wet and I got water on my trousers. Finally, my mum **said** / **says** "Let's go home for lunch." What a good idea!

Lesson 13

Learning outcomes: By the end of the lesson, learners will be able to ...

- read, understand, say and write *will* and *won't* to talk about the future
- write sentences using commas to separate items in a list.



Key vocabulary: *robot, the future, cook, wash up, tidy, drive, play, help with homework, driver, (use) petrol, (use) electricity*

Key expressions/structure: *It will ... It won't ...*

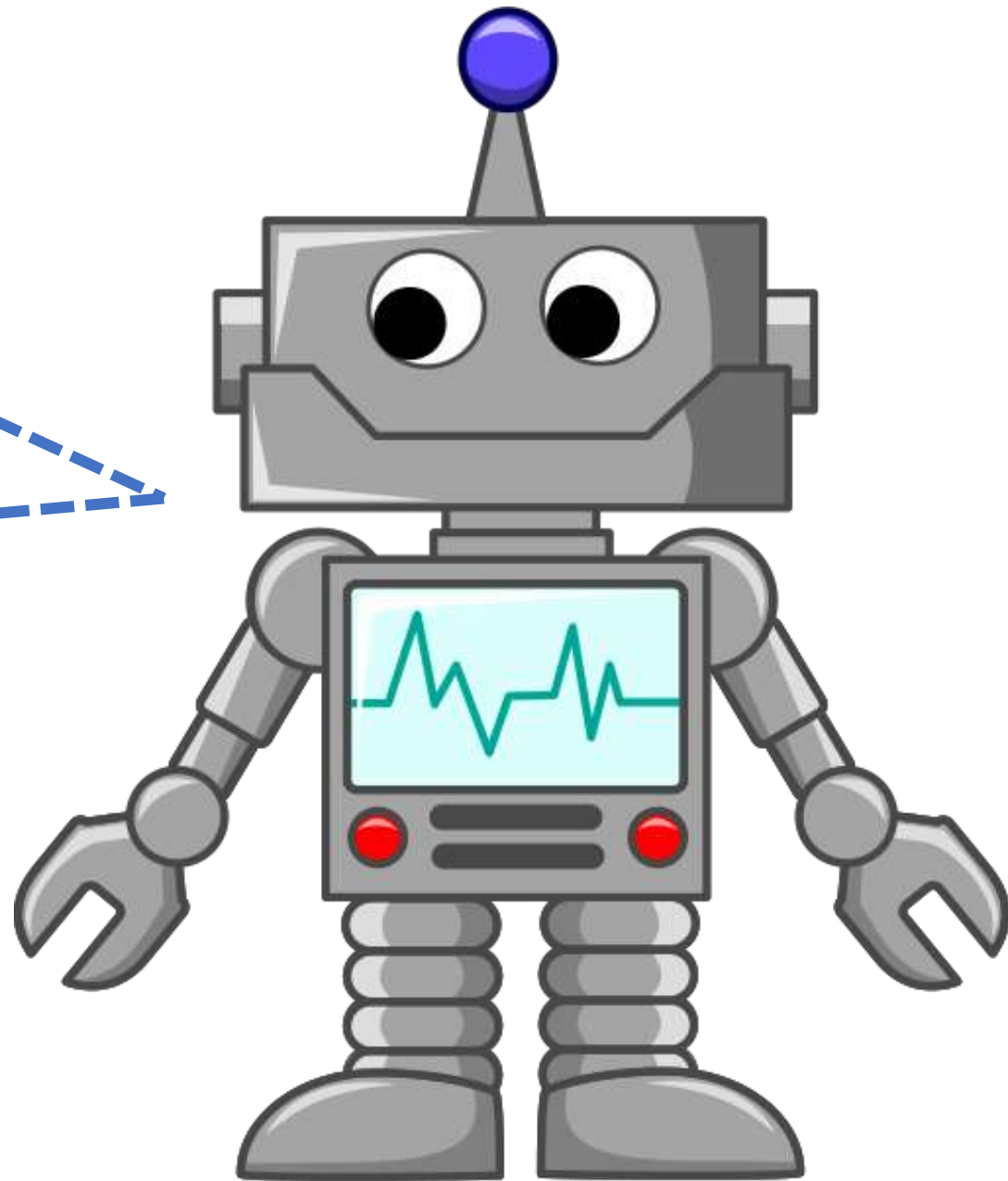
I played on the slide seesaw swing

I have a book a pencil ruler

In my bedroom there is a bed a cupboard a TV



Will ✓
Won't ✗



Lesson 13 Time to practise

LB, p.162

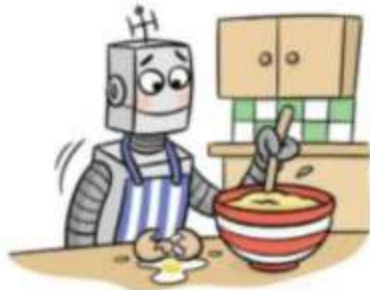
1 ^{21st} Talk about it

Mrs Hamda bought a robot for her house.
Would you like a robot in your home?
Why? Why not?



119 2 It will help

Work in a group of three. Choose three things that the robot will do.
Choose one thing that the robot won't do.



cook



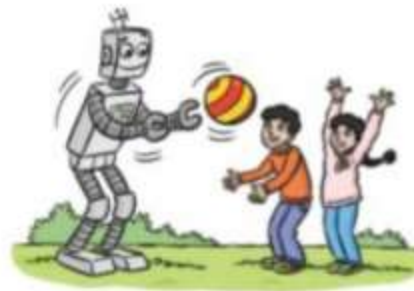
wash up



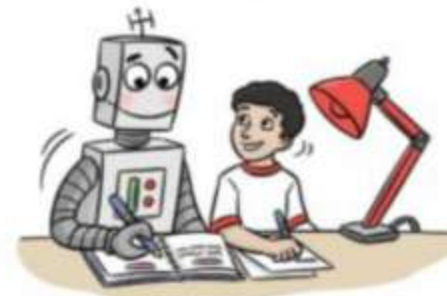
tidy



drive



play



help with homework

It will cook,
wash up and tidy.

It won't drive.



Language tip

won't = will not

Speaking tip

119

How to say a list

Change your voice when you say different words in a list.

It will  cook, wash  up and tidy .

3 Write

Write your sentences from Activity 2.

Group work 

Writing tip

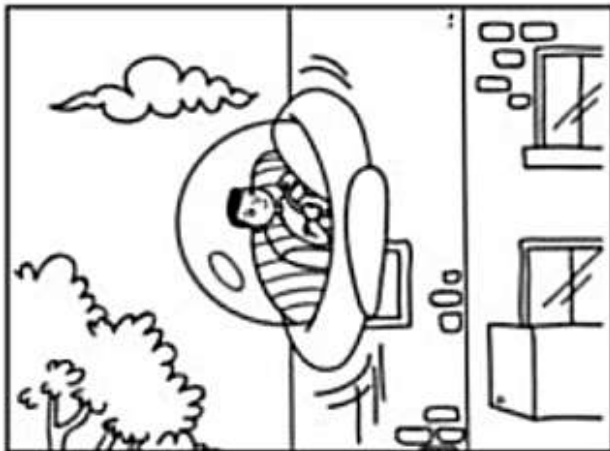
Remember to use commas in your list.

1 It will help

LB, p.140

Choose three things that the car **will** do.

Choose one thing that the car **won't** do.



go underwater

use petrol

climb

fly

have a driver

use electricity

It will use electricity,
have a driver and climb.

It won't fly.

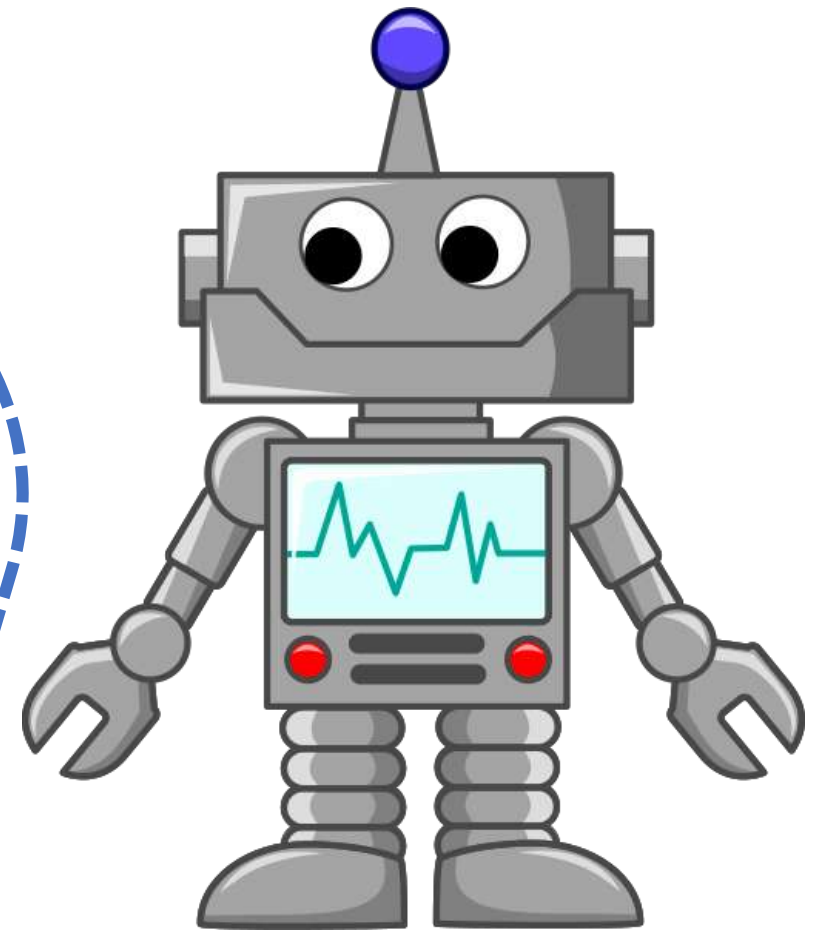
Write four sentences.

Remember to use commas.

- 1 It will go under the water.
- 2 It will use electricity
- 3 It will fly and climb skyscrapers.
- 4 It won't use petrol



Will ✓
Won't ✗



I will
I won't

It will
It won't

Lesson 14

Learning outcomes: By the end of the lesson, learners will be able to ...

- use computers to construct simple charts
- use English during maths work
- understand the impact of behaviour on water use.



Key vocabulary: *tap, turn on, turn off, brush teeth, (have a) bath, (have a) shower, litre, total, chart, save water*

Key expressions/structure: Not applicable



Lesson 14 Find out more

21st

LB, p.163

1 **AB** How much water?

How much water do the Al Hammadi family use each day in the bathroom? Complete the 'totals' in the table.



	Mum	Dad	Alia	Sultan	Day total (litres)
Bath = 80 litres	1	0	0	0	
Shower = 30 litres	0	1	1	1	
Brushing teeth with the tap on = 6 litres	0	2	2	2	
Brushing teeth with the tap off = 1 litre	2	0	0	0	
Person total (litres)					Total:

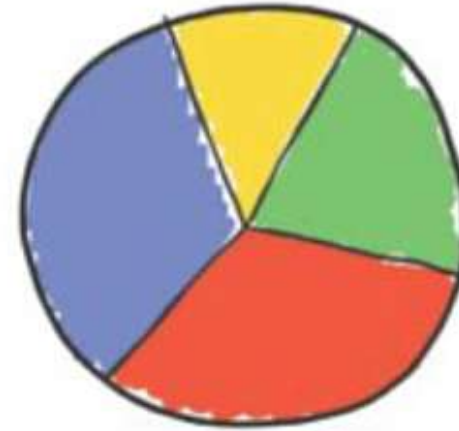
Who uses the most water?

Which activity uses the most water?

2 Make a chart

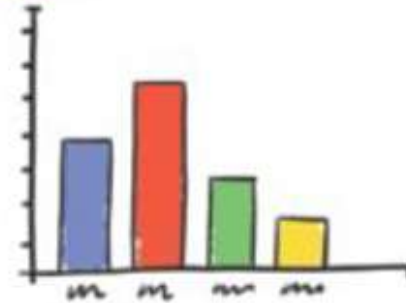
Choose one:

- a bar diagram for the day totals
- a circle diagram for the person totals



circle diagram

bar diagram



3 Saving water

The family want to save water.

Mum will have a shower.

Dad, Alia and Sultan will turn the tap off when they brush their teeth.

Complete a new table. Make a new chart.

How much water have the family saved?

Lesson 14 Find out more

Bath: $80 \times 1 = 80$
Shower: $30 \times 3 = 90$

1 How much water?

	Mum	Dad	Alia	Sultan	Day total (litres)
Bath = 80 litres	1	0	0	0	_____
Shower = 30 litres	0	1	1	1	_____
Brushing teeth with tap on = 6 litres	0	2	2	2	_____
Brushing teeth with tap off = 1 litre	2	0	0	0	_____
Person total (litres)	_____	_____	_____	_____	Total: _____

2 Saving water

	Mum	Dad	Alia	Sultan	Day total (litres)
Bath = 80 litres	0	0	0	0	<u>0</u>
Shower = 30 litres	1	1	1	1	<u>120</u>
Brushing teeth with tap on = 6 litres	0	0	0	0	<u>0</u>
Brushing teeth with tap off = 1 litre	2	2	2	2	<u>8</u>
Person total (litres)	<u>32</u>	<u>32</u>	<u>32</u>	<u>32</u>	Total: <u>128</u>

3 Write sentences

Write about the Al Hammadi family and water. Use information from the two tables above.

Mum's bath uses 80 litres of water but the shower
uses 30 litres

Lesson 15

Learning outcomes: By the end of the lesson, learners will be able to ...

- share information to answer questions.



Key vocabulary: *rabbit, beaver, termite, home, hole, eggs, build, wolf/wolves, enemy/enemies, baby/babies, fox/foxes, branch/branches, tooth/teeth*

Key expressions/structure: Plurals

120 1 Read and listen

Work in groups of three. Each person in the group reads one of the texts: *Rabbit homes*, *Beaver homes* or *Termite homes*. Then share what you have learned with children who read the other texts.

Rabbit homes

Rabbits build their home under the ground.
A rabbit home has lots of tunnels.

Some tunnels go to rooms where the rabbits sleep.

There are special rooms for baby rabbits and their mother.

Every rabbit home has lots of rabbit holes.

The rabbits use these holes to go in and out.

When a rabbit sees a fox or other enemy,
it stamps on the ground.

The other rabbits hear the sound.

They run down a rabbit hole.

A rabbit home keeps rabbits warm,
dry and safe from enemies.



Beaver homes

Beavers build homes from branches, rocks and mud.

They build their home in the middle of a pond.

The beavers cut down trees with their sharp teeth.

They make a huge pile of branches.

The beavers build a living room in the middle of their home.

The floor of the room is above the water.

The beavers and their babies live in this room.

It is warm and dry.

Beavers build and use underwater doors.

This keeps their home safe from wolves and other enemies.

A beaver home keeps beavers safe, dry and warm all year long.



Termite homes

Termites are tiny insects but they build the tallest animal home.

Termites build huge towers of mud.

They live in the towers and in the ground below.

A termite home has lots of tunnels and rooms.

In the middle of the home, there is a room for the queen.

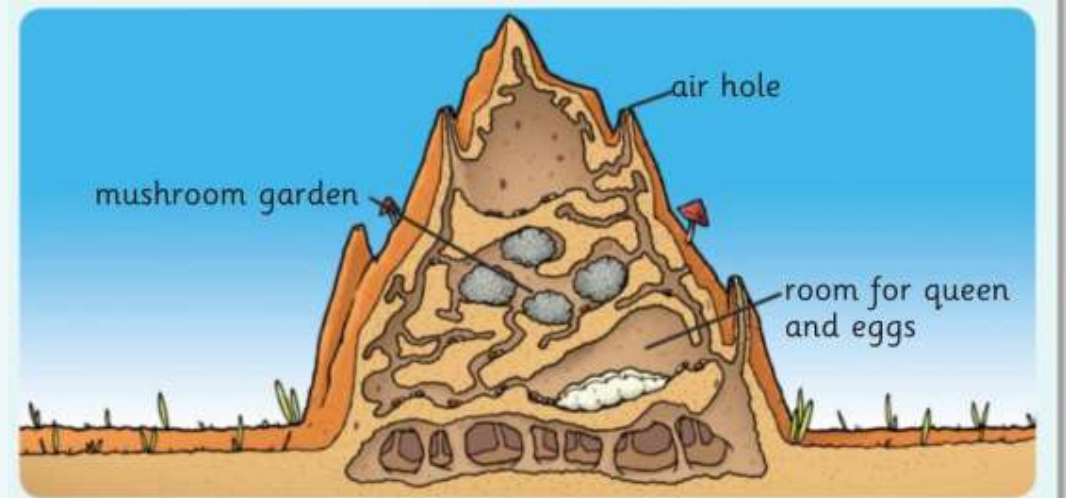
The queen lays eggs.

Some termites build rooms that are gardens.

They grow a special mushroom in these gardens.

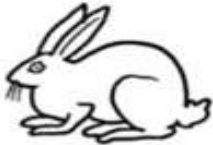



The termites eat these mushrooms.

The termites build air holes to keep their home cool when the weather is hot.



1 Share your information

Meet in your group of three. Answer these questions about rabbits, beavers and termites.

			
1 Where does your animal build its home?	under the ground	middle of a pond	towers
2 What is the home made of?		branches, rocks and mud	mud
3 Does it have rooms?	Yes, it does	Yes, it does	Yes, it does
4 Who lives in the rooms?	Rabbits, baby rabbits and mom	Beavers and their babies	The queen
5 Why is it a good home?	warm, dry and safe	warm, dry and safe	cool food inside

Lesson 16

Learning outcomes: By the end of the lesson, learners will be able to ...

- recognise and use a variety of plurals
- use a dictionary.



Key vocabulary: *rabbit, beaver, termite, home, hole, eggs, build, wolf/wolves, enemy/enemies, baby/babies, fox/foxes, branch/branches, tooth/teeth*

Key expressions/structure: Plurals (regular and irregular)

Lesson 16 Find out more

1 New words

Find two words in the text that you didn't know.

Use a dictionary to find out what the words mean.

Words to remember

Find these words in the animal texts:

their down middle with

Practise spelling them.

Language detective

Find all the different plurals in the animal texts. How many are there?

2 Which animal home?

Answer these questions with your group.

- 1 Which animal home has a garden inside?
- 2 Which animal home is made of wood?
- 3 Which animal home has doors under the water?
- 4 Which animal stamps on the ground when it sees an enemy?
- 5 Which animal home looks like a beehive house?
- 6 Which animal's enemy is a fox?
- 7 Which home do you think is the safest?
- 8 Which home do you think is the most interesting?



1 Dictionary race

Race your class. Use a dictionary to answer this question.

What is the correct plural of fox?

foxes

2 Write the plurals

Write the plural for each word.

wolf wolves

branch branches

rabbit rabbits

hole holes

enemy enemies

baby babies

tooth teeth



Lesson 17

Learning outcomes: By the end of the lesson, learners will be able to ...

- review Lessons 13–16.



Key vocabulary: *save water, water, doors, branches, made, swim, beaver, safe*

Key expressions/structure: It will ... It won't ...

Lesson 17 My learning

121 1 Lots of lists

Which word is missing from the list?

- 1 This car is blue, green and red
- 2 This house is tall, cool and made of wood
- 3 This baby rabbit will eat, hop and sleep
- 4 This robot will play, swim and drive
- 5 This robot will do my homework, go to school and ____ .

Practise saying the lists. Remember to change your voice!

wood
sleep
drive
tidy my
bedroom
red

5

2 Saving water

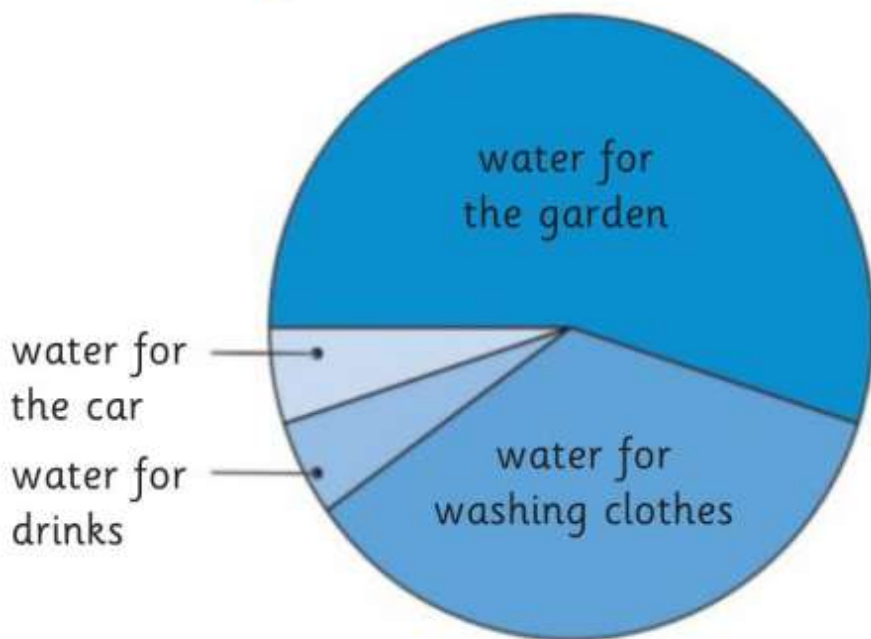
Work with a partner. Talk about the pictures.

What will Mum do to save more water? Choose one.

Mum will choose water for drinks.

No! The family will be thirsty.

I think Mum will choose water for the car.



1 Beaver homes

Complete the sentences with the words in the box.

Word box

water doors branches made
swim beaver safe teeth



This is a beavers home.

It is made of branches, rocks and mud. Beavers cut down trees with their sharp teeth. They make a huge pile of branches across the water.

The living room is above the water.
The doors are underwater. The beavers swim to use the doors.

A beaver home keeps beavers safe, dry and warm all year long.

LB, p.144

2 Writing challenge

Write about a different animal home.

Rabbits lives under the ground.

Termites lives in towers.

Lesson 18

Learning outcomes: By the end of the lesson, learners will be able to ...

- reflect on their learning from Unit 8
- produce phrases and vocabulary relating to specific topics in Unit 8
- write a sentence about the future using *will*.

Key vocabulary: All Unit 8 content

Key expressions/structure: All Unit 8 content



1 True or False?

Is each sentence true or false? Work with a partner to make correct sentences.

- 1 Bees live in nests.
- 2 Skyscrapers are made of mud.
- 3 Termites build a room for the king termite.
- 4 Beavers use underwater doors.
- 5 You find swings in a kitchen.
- 6 Cave houses are cool in winter.

2 Furniture words

Say the words. Where would you find them in a house?



3 Talk about it

Draw a robot and give it a name. Tell your partner about your house robot. What will it do? Write sentences.

It will _____ . It will _____ too.

1 Write the words

Put the letters in the correct order. Write the words on the lines.

Circle the things that you usually find in the city.

1 p o s h

shop

4 b l i n g i d u

building

2 f e a c

cafe

5 w o l

owl

6 e e b s

bees

3 t u n s

nuts

7 a x i t

taxi

2 Writing

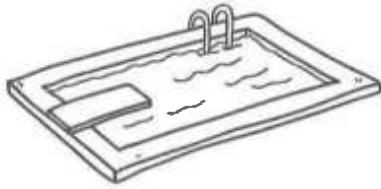
Write a paragraph to compare the pictures in your Learner's Book.

Lesson 1 Think about it

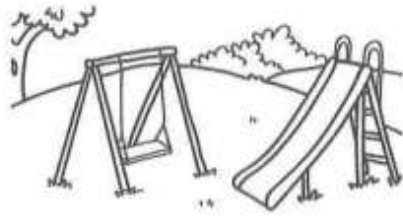
كريم أحمد

1 City places مدرسة النعيمية الخاصة

Write the names of the city places.



1 swimming pool



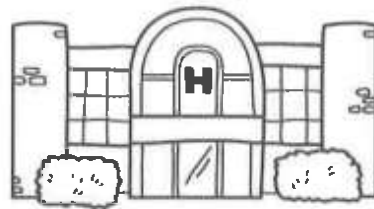
2 park



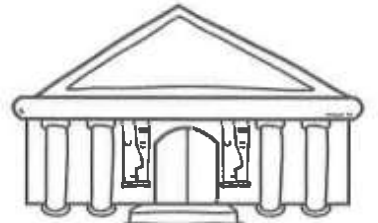
3 zoo



4 cafe



5 hospital



6 museum

2 Have you ever?

Choose three pictures above. Write questions using *Have you ever been ... ?*
Swap books with a partner. Answer your partner's questions.

- 1 Have you ever been to a cafe? yes, I have
- 2 Have you ever been to a museum? No, I haven't.
- 3 Have you ever been to a zoo? yes, I have.



ملفات الصف الثالث الابتدائي
قناة خاصة

للاضمام للقناة اضغط هنا

الوصف

https://t.me/joinchat/AAAAAD_EWepk4rEFCRhvvQ

Lesson 2 New words

1 Write

Put the letters in the correct order. Write the words on the lines.

1 p a l h s o i t

hospital _____

2 c i t e r l e h o p

helicopter _____

3 t e l b / t e a s

seat belt _____

4 m a b l u c a n e

ambulance _____

5 p i n g p o s h / t e n c e r

shopping center _____

2 Museum reviews

Read these reviews for the city museum.

Draw a 😊 next to the good reviews. Draw a ☹️ next to the bad reviews.

ملفات الصف الثالث الابتدائي
قناة خاصة

https://t.me/joinchat/AAAAAD_EWepk4rEFCRhnvQ

Lesson 3 Time to practise



do!!

like the same things as Malik?

like it, write **So do I.**

don't like it, write **I don't.**



I like running.

so do I

I like ice cream.

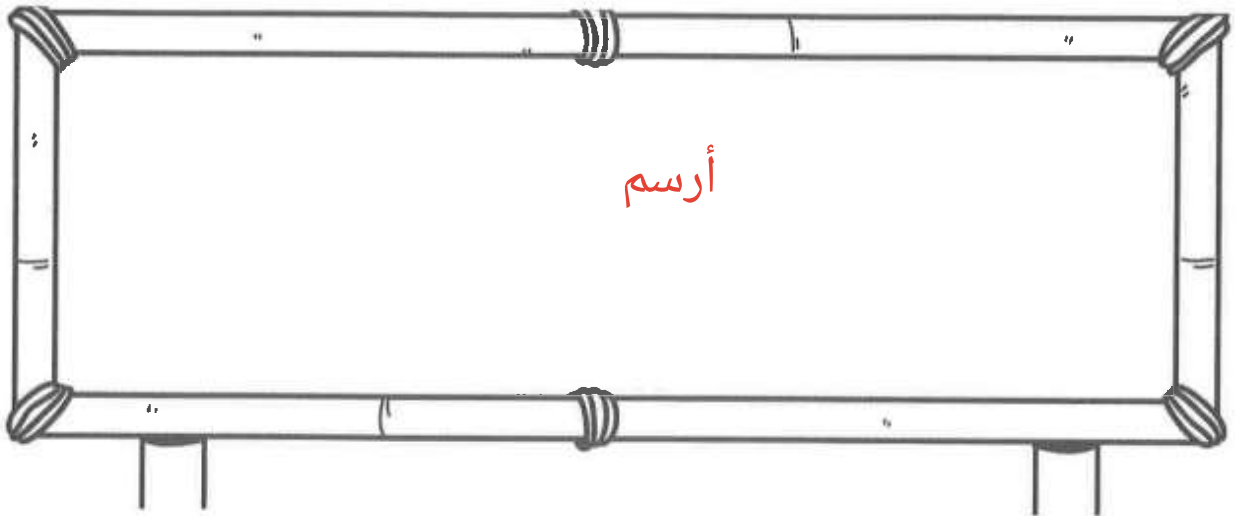
so do I

I like watching TV.

so do I

2 Draw

Draw your zoo sign here.



What must you do at the zoo? What mustn't you do?

Write two sentences.

you mustn't feed animals.

you must wash your hands after going out of the zoo.

I can talk about things I like.

yes

sometimes

not yet

https://t.me/joinchat/AAAAAD_EWe_pk4rEFCRhhvQ

Lesson 4 Read and respond

1 Which café?

Read the sentences. Write **Jungle Café**, **Tree House Café**, or **Both**.

1 It is inside a building. Jungle Café

2 It is closed in winter. Tree house cafe

3 You can hear birds there. Both

4 You must climb up a ladder to get there. Tree house cafe

5 You can see leaves and branches. Both

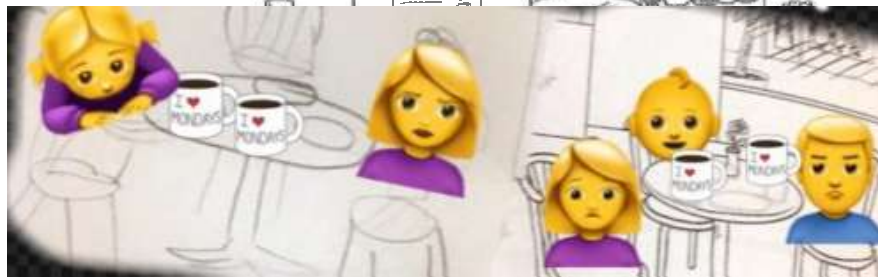
6 You can watch the fish. jungle cafe



2 Read and draw

Follow the instructions to finish your café.

أتبع التعليمات



Draw **one more round table**.

Draw **three chairs** at the table.

Draw **a mum, a dad and a baby** at one table.

Draw **a mum and a girl** at the other table.

Draw **two plates** on each table.

Draw **two cups** on each table.

Write the name of your café here. Karem's cafe

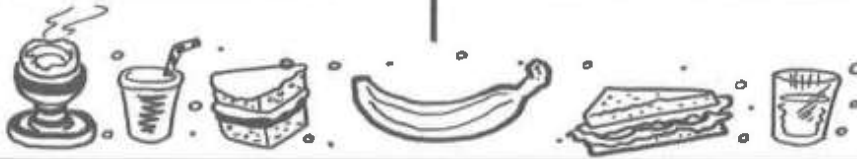
Lesson 5 Listening and speaking

1 Make a menu

Make a menu for your café. What food and drinks will you have?

Write them on your menu.

Food	Menu	Drinks
_____		_____
pasta		Tea
cake		coffee
fruit salad		milk shake
salad		_____
_____		_____




2 What would you like to eat?

Write what you say to the waiter. Choose something


ملفات الصف الثالث الابتدائي
قناة خاصة

https://t.me/joinchat/AAAAAD_EWepk4rEFCRvwQ



Waiter:

Would you like something to eat?

Can I _____
 _____ have piece of cake,
 please _____ ?

I can say what I would like to eat and drink.

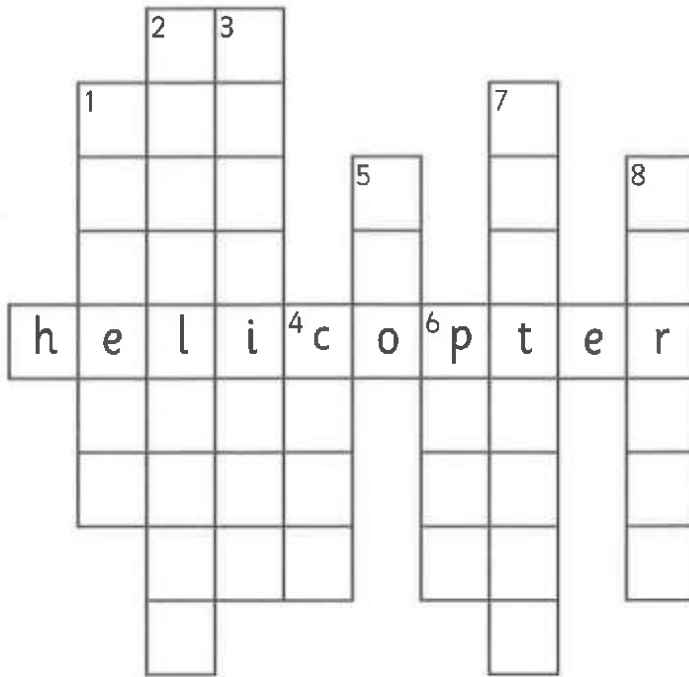
- yes
 sometimes
 not yet

Lesson 6 My learning

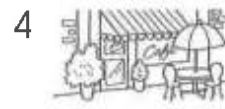
1 City puzzle

Answers

1 museum; 2 ambulance; 3 hospital; 4 cafe; 5 zoo; 6 park; 7 seat belt; 8 market



Down



2 Yes, Mum

Complete the sentences. Use *You must* or *You mustn't*.
Match the sentences to the crossword clues.

Answers

- 1 You mustn't run in the museum. 1
 2 You must help grandma at the market. 8
 3 You mustn't eat lots of cake at the cafe. 4
 4 You must talk quietly at the hospital. 3
 5 You mustn't feed the animals at the zoo. 5
 6 You must play with your little brother at the park. 6
















الاجابات

Lesson 7 Find out more

1 Often, sometimes, never

Write sentences using the chart below.

	Often	Sometimes	Never	
Midiya				
Shamma				
Alia				
Mona				
Mouza				
Rihab				
Ghaya				

Mouza often eats grapes.

Midiya often eats grapes. ; Shamma sometimes eats apples. ;
Alia never eats burgers. ;

Mona never eats yoghurt. ; Mouza often eats chicken.; Rihab
often eats bananas. ;

Write one sentence about what you eat.



Lesson 8 Use of English



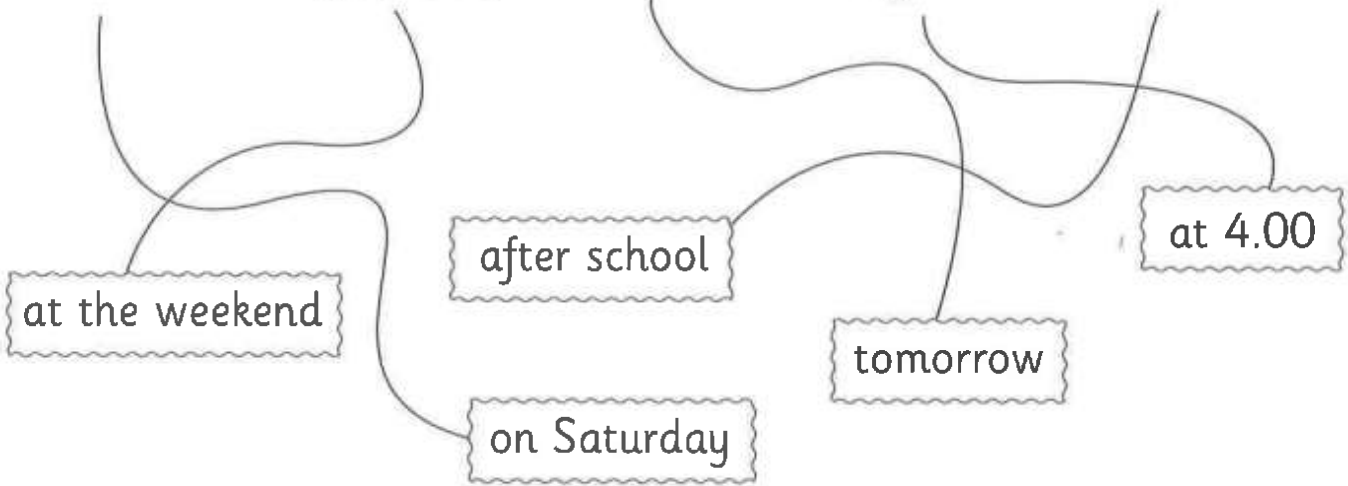
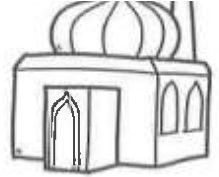
ملفات الصف الثالث الابتدائي
قناة خاصة

1 Weekend plans

Follow the lines to write sentences.

الوصف
للاضمام للقناة اضغط هنا

https://t.me/joinchat/AAAAAD_EWepk4rEFCRhvQ



1 I'm going to the cinema on Saturday.

ANSWERS

- 1 I'm going to the cinema **in** the evening.
- 2 I'm seeing Majad **at** 3.30 after school.
- 3 I'm playing football **on** Tuesday.
- 4 I'm writing my project **next** week.



I can talk about future arrangements using -ing verbs.

😊 yes

😐 sometimes

😞 not yet

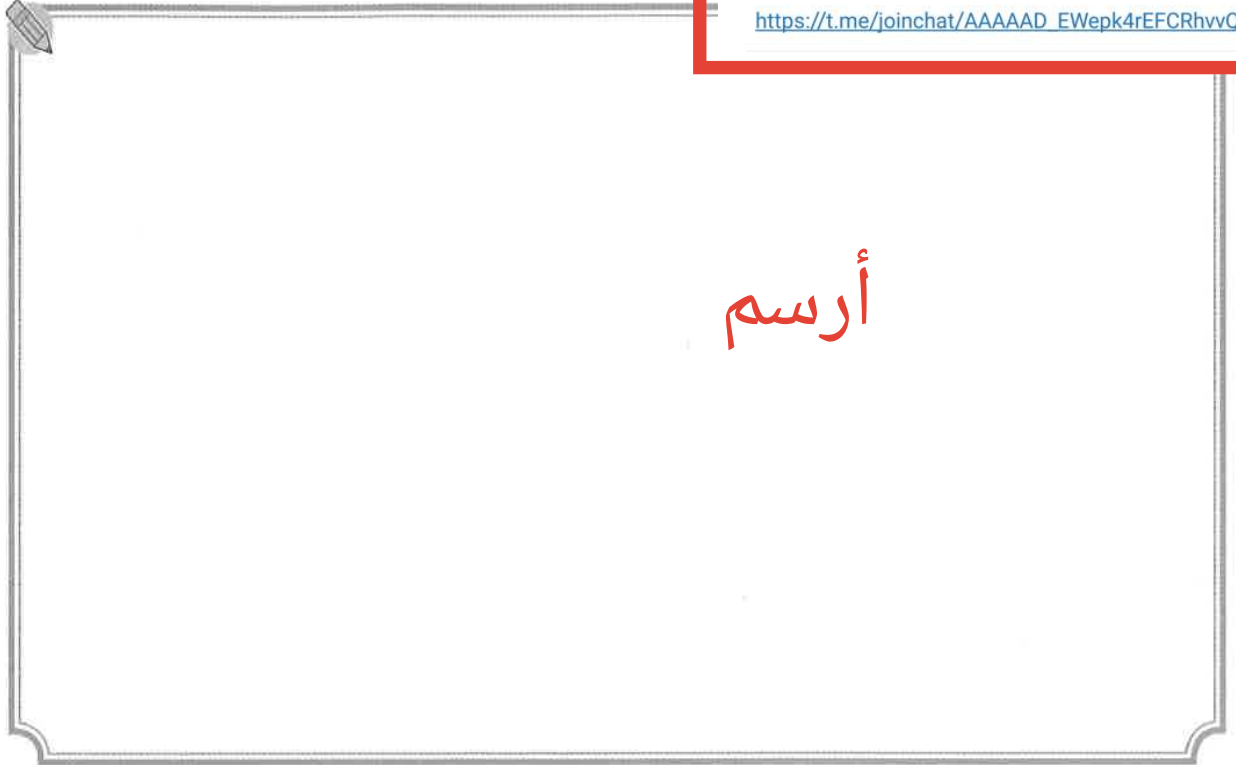
Lesson 9 Think about it

1 Draw and write

Draw a picture of a place where you would like to go on holiday.

Write about it. Answer the questions below in your paragraph:

- What would you do there
- Who would you go with?
- When would you like to go?



أرسم



On my holiday I would like to go to the playground with my family and my friend, I would like to go to the playground on Friday.

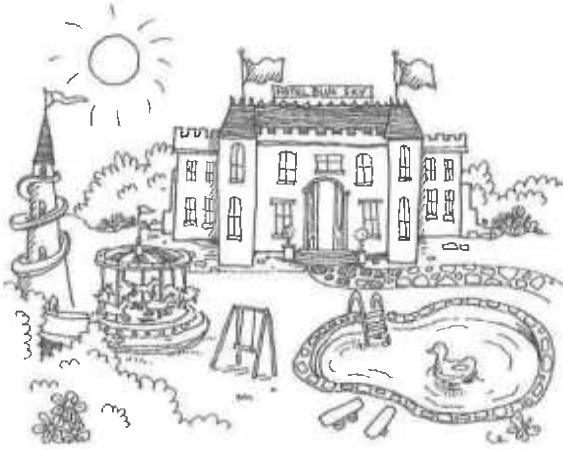


Lesson 10 Use of English

1 Comparing places

Look at the pictures of two hotels and write sentences.

Use the words in the box.



Hotel Blue Sky



Hotel Black Cloud

Word box

big fun scary beautiful nice expensive

Hotel Blue Sky is more fun than Hotel Black Cloud.

Hotel Blue sky is more beautiful than Hotel black cloud.

Hotel black cloud is bigger than Hotel Blue sky

I can compare places.

yes

sometimes

not yet



Lesson 11 Read and respond

1 A letter from Paris

In the Learner's Book you read a letter from Jassem. This letter is from Jassem's sister, Rasha. What did they both like about Paris?

Word box

ok: nice good great
terrific amazing

Word box

bad: awful terrible horrible



Hi Hessa,

Thank you for your postcard from Greece.

My holiday was **OK** great too. We went to

Paris. You'd like the metro - it's **OK** nice.

The trains go under the city and under the river. I enjoyed reading the signs in French with our dictionary.

And mum took us to see lots of **OK** good art. We saw enormous paintings of flowers by Monet. They were so beautiful!

But the food was a problem. French food is famous but I didn't like some of the meals. There was too much soup and too much cheese. It was **bad** awful and I wanted to come home.

My favourite place was the theme park. Jassem and I went on lots of **OK** amazing rides. The weather was **bad**

horrible too. It rained almost every day. Do you know what to imagine? We bought an umbrella with the French flag.

See you at school,

Rasha



Lesson 12 My learning

1 On Thursday after school

Complete the sentences. Change the verb to the correct form.

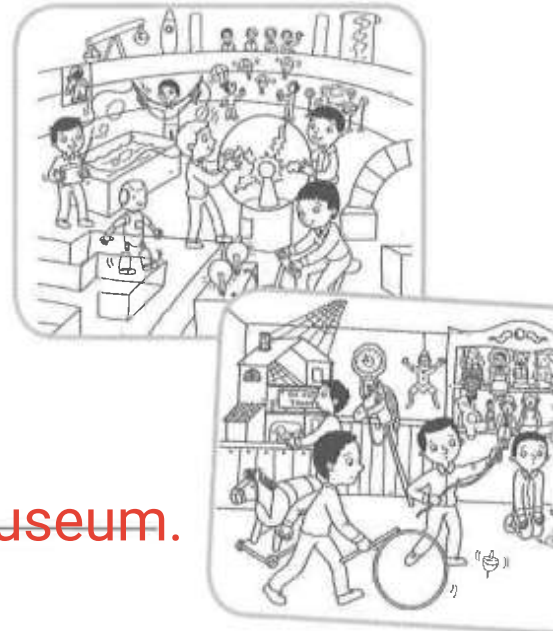
- 1 (I meet) I'm meeting Jassem at the museum.
- 2 (She visit) She's visiting her grandma.
- 3 (He eat) He's eating lunch at the Jungle Cafe.
- 4 (I play) I'm playing basketball.
- 5 (They go) They're going to the cinema with my family.
- 6 (You go) you're going to the playground.

2 Comparing places

Look at the two pictures of a school visit.

Word box

nicer than more interesting than
more exciting than



Where do you want to go?

I want to go to the science museum.

Write sentences.

The science museum is more interesting
than the Toy museum.

Lesson 13 Words

1 Opposites

Write the opposites.

- | | |
|----------|-------|
| 1 up | down |
| 2 right | wrong |
| 3 lost | found |
| 4 strong | weak |
| 5 low | high |
| 6 hot | cold |



2 Change the picture

نغير الصورة

Read the instructions and write the opposites. Change the picture!

- 1 Anna's hair is **short**. Make it **long**.
- 2 Anna is **frowning**. Make her **smile**.
- 3 It is **day**. Make it **night**.
- 4 Anna's boots are **clean**.
- 5 Make them **dirty**.



ملفات الصف الثالث الابتدائي
قناة خاصة

الوصف

https://t.me/joinchat/AAAAAD_EWepk4rEFCRhvvQ

Lesson 14 Sounds

1 How many syllables?

Count the syllables in each word.
Write the number on the line.

1 market 2

6 factory 3

2 ambulance 3

7 helicopter 4

3 bicycle 3

8 swimming pool 3

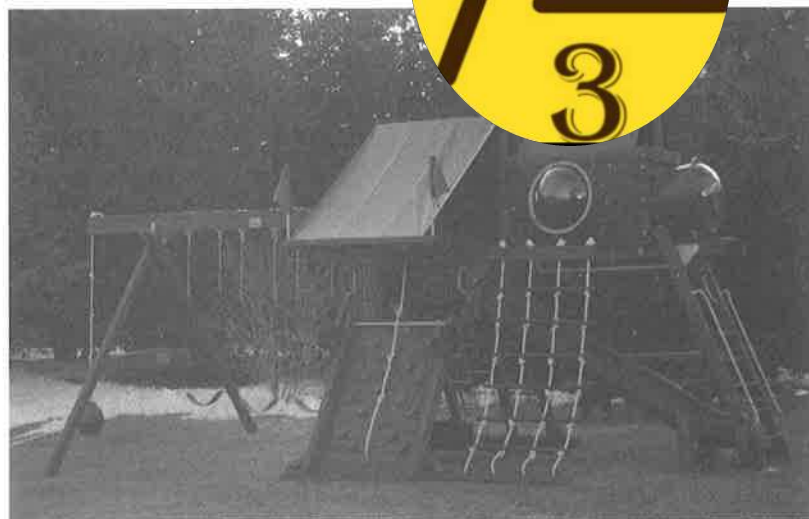
4 shop 1

9 café 2

5 people 2

2 Write a poem

Write a poem about a playground. Or choose a different place that you like. Count the syllables in each line as you write.



(5 syllables) The playground is nice

(7 syllables) The weather is good

(5 syllables) I like the playground

Lesson 15 Read and re

1 True or False?

الوصف

Read each statement and writ

https://t.me/joinchat/AAAAAD_EWepk4rEFCRhvvQ

- 1 Cindy and Callie met at school. false
- 2 Cindy and Callie are going to change places for 2 days. false
- 3 Callie arrived in the city in the evening. true
- 4 The city was quiet in the evening. false
- 5 Callie went to a cafe at the top of a building. true
- 6 Cindy's friends love the city. true
- 7 Callie heard something nice. false
- 8 The cat was scary. true
- 9 Callie travelled home in a train. false
- 10 Callie likes the country better than the city. true

Correct one of the **false** sentences.

**Cindy and Callie met on the TV show
changing places.**

Lesson 16 Read and respond

1 City or Country?

Think about the story and answer the questions.

1 What did Cindy like about the country?

Answers

1 Cindy liked Callie's friend and the food. She says it is beautiful.

2 Cindy didn't like the owl.

3 It is quiet at night. Birds sing in the day.

4 Does the story end happily?

yes



Lesson 17 Time to practise



ملفات الصف الثالث الابتدائي
قناة خاصة

1 What happened next?

Number the pictures to show the story.
Write a summary for each picture.
Use the words in the box.

الوصف

https://t.me/joinchat/AAAAAD_EWepk4rEFCRhhvQ



First, they met in the Tv show



Then, she jumped to take a taxi.



Next, she arrived to the country.



Then, they had a picnic.



Next, they jumped down a mouse hole when they saw an owl.



finally, Cindy went back to the country.

I can read, talk about and act out a story.

☺ yes

☺ sometimes

☹ not yet

1 Write the words

Put the letters in the correct order. Write the words on the line.
Circle the things that you usually find in the city.

1 p o s h
shop _____



4 b l i n g i d u
Building _____



2 f e a c
cafe _____



5 w o l
owl _____



3 t u n s
nuts _____



6 e e b s
bees _____



7 a x i t
taxi _____



2 Writing

Write a paragraph to compare the pictures in your Learner's Book.

I can see girls in the pictures ,the first picture the girl is a city ,she's in a cafe and she is drinking, in the second picture the girls are in a country,they're eating.