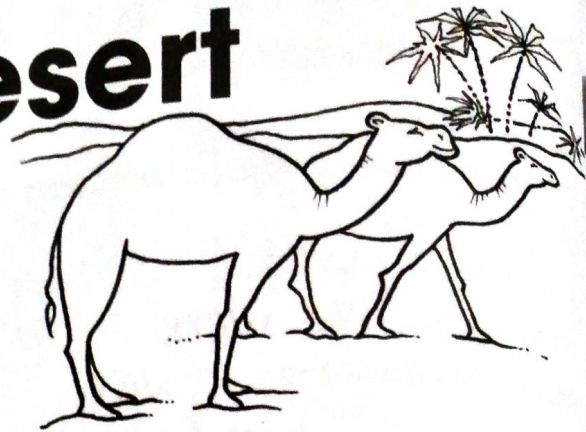


## The UAE desert



## Lesson 1 Desert weather

## 1 Word study

What's the weather like in the desert?

Put the letters in the right order. Complete the sentences.

1 Deserts are very dry places.

2 They get very little rain.

3 Deserts are usually hot during the day.

4 They are often cold at night.

y d r

a i n r

t h o

o d c l

## 2 Read

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

It's cold.



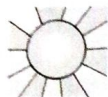
It's raining.



It's snowing.



It's sunny.



It's windy.



1 We're getting wet! Put up your umbrella! It's raining

2 It's a lovely day. It's warm and the sky is blue. It's sunny

3 It's winter. The ground is getting whiter and whiter. It's snowing

4 The trees are blowing. Let's fly a kite! It's windy

5 We must put on coats, hats, boots and gloves. Then we can go outside.

It's cold

## ★ 3 Challenge

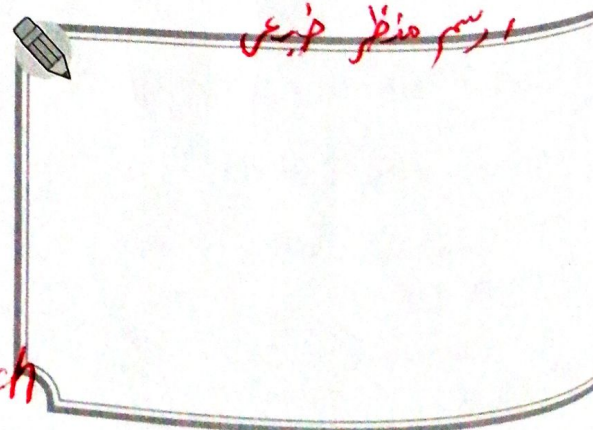
Look outside. What's the weather like today?

Write two sentences and draw a picture.

It is sunny and hot

The sky is blue

I'd like to go to the beach

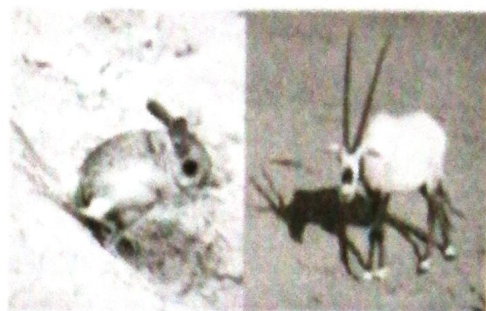




## Lesson 2 Desert animals 1

### Use of English

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



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

1 They live in the desert.

**The oryx** has long horns.

2 It has long horns.

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

3 It can hop on its back legs.

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

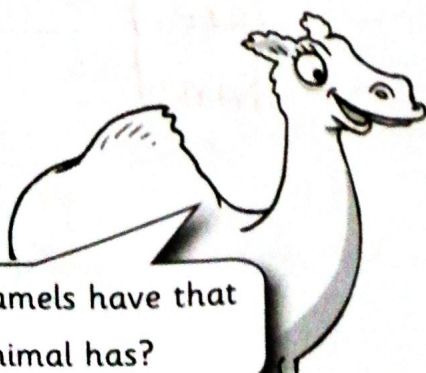
4 They rest during the day.

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

5 It eats leaves, roots and insects.

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

6 It eats roots, herbs and grass.



What do camels have that no other animal has?

Baby camels.



### Writing tip

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



## Lesson 3 Desert animals 2

### 1 Read

Read the information and answer the questions.

#### Rattlesnakes

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

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

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



#### Vocabulary

**poisonous:** containing something able to make someone ill

**rattle:** something that makes short, sharp sounds

- 1 Do all rattlesnakes look the same?
- 2 Do rattlesnakes kill little animals by biting them?

yes ☒ no  
yes ☒ no

### 2 Word study

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

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

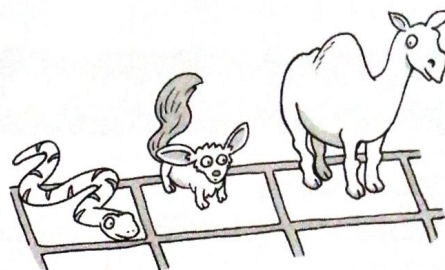
quickly  
afraid  
end  
rabbits  
forest  
kind



## Lesson 4 Desert plants and animals

### 1 Use of English

Answer the questions.



- 1 Which animal do you think is **the fastest** – an oryx, a camel or a snake?

I think oryx is the fastest.

- 2 What is **the quietest** place you know?

Desert is the quietest place I know.

- 3 What do you think is **the most dangerous animal** in your country?

wolves is the most dangerous animal in my country

- 4 Who is **the happiest** person you know?

My Mum is the happiest person I know

- 5 What is **the saddest** face you can draw?



### Language tip

When we compare three or more things, we use **the** \_\_\_\_-est.

For longer words, we use **the most** \_\_\_\_.

### 2 Write

Complete these spelling rules about words ending in **-est**.

When a word ends with **-y**, change the **y** to **i** before adding **-est**.

happy → the happiest      scary → scariest

When a word ends with a short vowel and one consonant, double the consonant before adding **-est**.

sad → the saddest      wet → wettest

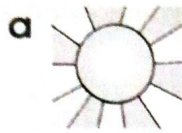


## Lesson 5 My learning

### 1 Word study

Match the phrases to the correct pictures.

- 1 It's cold. ☒ e
- 2 It's snowing. ☒ c
- 3 It's windy. ☒ d
- 4 It's sunny. ☒ a
- 5 It's raining. ☒ b



### 2 Use of English

Circle the best word to complete each sentence.

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

### 3 Talk

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

### 4 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can talk about the weather.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about desert animals and desert plants.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about life in the desert.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use adjectives to describe people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can re-tell a story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use pronouns.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Lesson 6 Friendship

## 1 Use of English

Read the Language tip.

### Language tip

#### Questions with 'yes' or 'no' answers

**Did** + person or thing + base form of the verb + end of the question  
**Did**                      **you**                      **go**                      **to Anna's party?**

Write the missing questions. Circle the answers.

1 Hassan **yelled** at Ibrahim.

Question: Did Hassan yell at Ibrahim ? Yes, he did. No, he didn't.

2 Ibrahim **jumped** in the water.

Question: Did Ibrahim jump in the water ? Yes, he did. No, he didn't.

3 Hassan **helped** Ibrahim get back to the shore.

Question: Did Ibrahim get back to the shore ? Yes, he did. No, he didn't.

## 2 Read

Read the Language tip.

### Language tip

#### Questions that ask for information

Question word + **did** + person or thing + base form of the verb + end of the question  
**Why**                      **did**                      **the train**                      **stop**                      **here?**

Put the words in the correct order, then circle the correct answer.

1 What did Ibrahim write in the sand?

- a I am upset.    b Today my friend yelled at me.  
 c Today my friend saved my life.

did      What  
 write      Ibrahim  
 in the sand?

2 Where did the boys walk?

- a To school    b Home    c To the oasis

the boys      Where  
 walk?      did

3 Why did Hassan jump in the water

- a To save Ibrahim    b To cool off  
 c To play with Ibrahim

jump      Why  
 did      Hassan  
 in the water?



## Lesson 7 Arabian wolves 1

### 1 Write

Complete the text with the words in the box.

help   live   wolves   dying

Some people want wolves <sup>(1)</sup>  
to live in the UAE desert because  
they are dying <sup>(2)</sup>.  
Soon there will be no more Arabian  
wolves in the world. Scientists  
want to help <sup>(3)</sup> Arabian  
wolves so that they can  
live <sup>(4)</sup> in the UAE desert.



### ★ 2 Challenge

Draw a picture of an Arabian wolf.

رسم صورة للذئب



## Lesson 8 Arabian wolves 2

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



Arabian leopard



green sawfish



sociable lapwing

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

- 1 Koala , polar bear  
2 Chimpanzee

### 2 Read

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

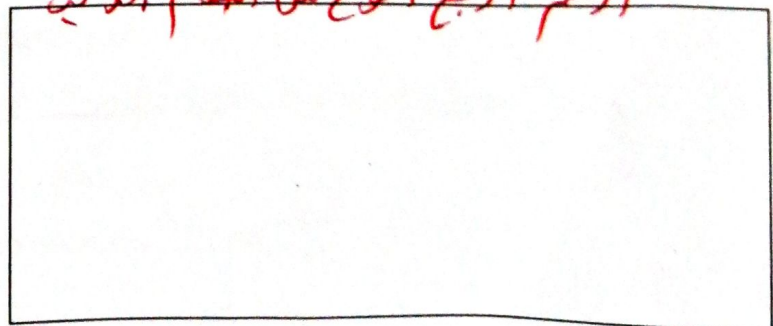
- 1 Arabian wolves live in the Middle East. **T**
- 2 There are many Arabian wolves living in the deserts of the UAE. **F**
- 3 Arabian wolves only eat sheep and goats. **F**
- 4 Arabian wolves are dangerous and kill people. **F**
- 5 Some people are scared of Arabian wolves. **T**
- 6 Some farmers think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

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

### 3 Read and draw

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

ارسم اربع انواع من الطعام الذي





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

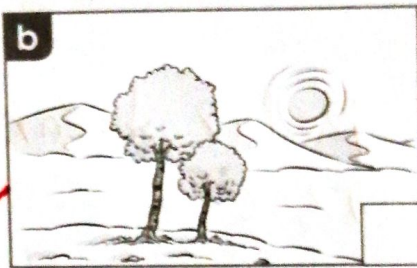
### 6 1 Listen

Listen and tick (✓) the boxes.

1 Where did Mariam go with her grandparents?



2 What was the weather like?



### 2 Use of English

Match the sentence endings with the sentence beginnings.

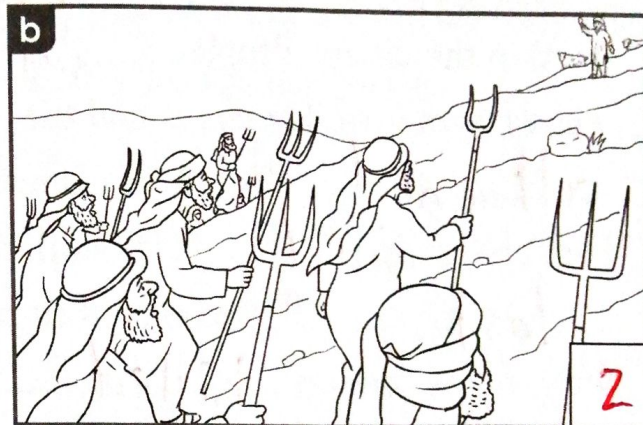
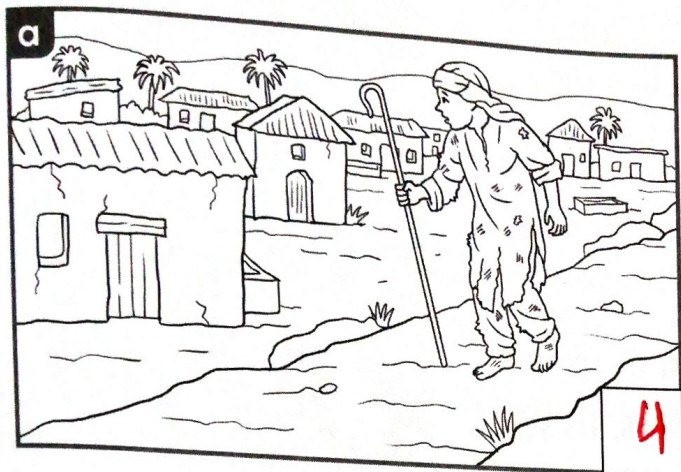
- |                                |   |
|--------------------------------|---|
| c 1 If it's cool this evening, | a I will go to their next match.                        |
| d 2 If I get my pocket money,  | b we will visit her on Saturday.                        |
| a 3 If my team does well,      |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



# Lesson 10 The Boy and the Wolf 1

## 1 Talk

Look at the pictures from the *Boy and the Wolf* story and put them in the correct order. Then work with a partner and re-tell the story.



## 2 Use of English

Are these sentences **true** (T) or **false** (F)? Write **T** or **F**.

- 1 The boy worked with other boys looking after the sheep. F
- 2 He worked in the village. F
- 3 He lied to the villagers. T
- 4 He laughed when the villagers came to help him. T
- 5 The wolf came to get the sheep during the day. F
- 6 The boy tried to get help from the villagers when the wolf came. T
- 7 The wolf only took one sheep. F
- 8 The boy felt bad at the end of the story. T



## Lesson 11 The Boy and the Wolf 2

### 1 Write

Complete the text with the verbs in the past and present simple.

Wolves lived in the UAE and ran <sup>(1)</sup>  
(**run**) in the desert. People said <sup>(2)</sup> (**say**)  
wolves were very dangerous and they  
attacked <sup>(3)</sup> (**attack**) animals and people.  
Farmers said <sup>(4)</sup> (**say**) they  
lost <sup>(5)</sup> (**lose**) all their animals to the  
wolves. The farmers killed <sup>(6)</sup> (**kill**) so  
many wolves that they are <sup>(7)</sup> (**be**)  
now almost extinct. Many scientists now say <sup>(8)</sup> (**say**) we  
need <sup>(9)</sup> (**need**) more wolves in the UAE to keep the populations of  
the other animals low.



### 2 Read and write

You were angry and you yelled at your friend. Now your friend is upset and hurt.  
What can you say to your friend?

I am sorry for that.

### 3 Word study

Here are some of the words from the unit with the vowels taken out.  
What are the words? Try to be the first learner to complete them.

1 s u n n y

2 c o l d

3 c o o l

4 w a r m

5 c a m e l

6 h u m p

7 e y e l a s h e s



# Lesson 12 My learning

## 1 Use of English

Make these sentences correct by changing the word in brackets. The first is done as an example.

- Which animal do you think is the slowest (**slow**), a mouse, a snake or a coyote?
- The rattlesnake is the most dangerous (**dangerous**) animal in the desert.
- The coyote is the most clever / the cleverest (**clever**) animal in the story.
- The Saddest (**sad**) thing about the story is that the snake has to stay in the hole with nothing to eat.
- What is happiest (**happy**) face you can draw?

## 2 Word study

Find the words below in the wordsearch.

~~big~~

~~interesting~~

~~cool~~

~~dry~~

~~sunny~~

Next change the words in the same way as you did in Activity 1 above, for example,  
*big, bigger, the biggest.*



## 3 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can describe a desert story.	✓		
I can ask and answer questions about a story.	✓		
I can compare three or more things at the same time.	✓		
I can talk about the past.	✓		
I can act out a story that I know.	✓		

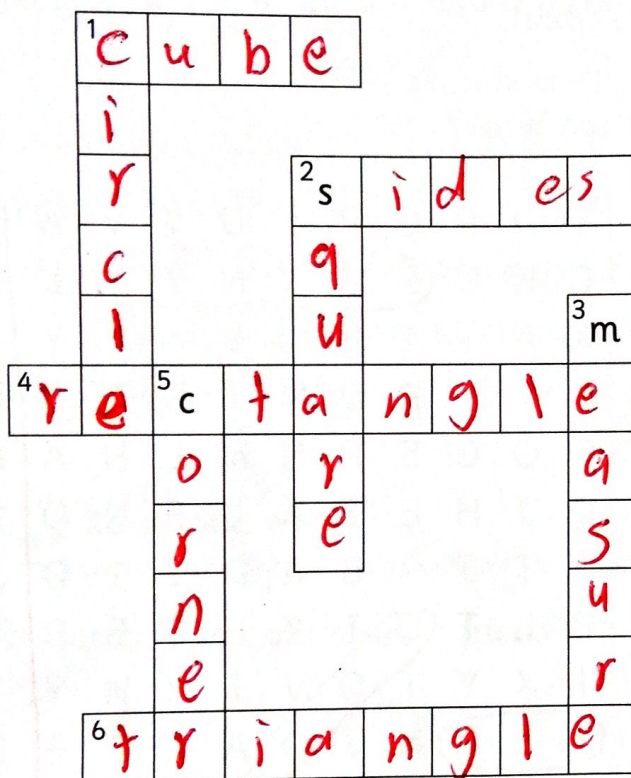


## Look again

## Lesson 1 Optical illusions

## 1 Read

Read the clues. Complete the crossword puzzle with the words in the box.



square

circle

triangle

rectangle

cube

sides

measure

corner

## Across →

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

## Down ↓

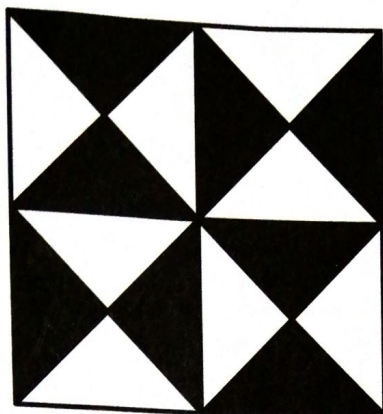
- 1 This shape is round, with no corners.
- 2 This shape has four sides the same length.
- 3 We use a ruler to measure things.
- 5 Where two sides of a shape meet.



## Lesson 2 That's impossible!

### 1 Let's do it!

Look at the picture.  
Count the shapes.



1 How many small triangles can you see? 16

2 How many medium triangles? 8

3 How many big triangles? 4

4 How many triangles altogether? 2

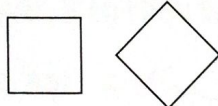
5 How many small squares can you see? 4

6 How many medium squares? 4

7 Can you find any big or giant squares? How many? 1

8 How many squares are there altogether? 9

Tip: Both these shapes are squares:

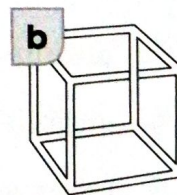
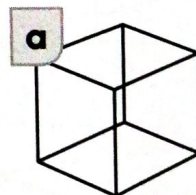


### 2 Let's find out

Look at these two cubes.

Which picture shows an **impossible** cube? b

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





## Lesson 3 Word play

### 1 Word study

Write the word that means the opposite.

1 impolite

polite

2 impossible

possible

3 impatient

patient

4 unhappy

happy

5 untidy

tidy

6 unhealthy

healthy



### 2 Use of English

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

**b** 1 impolite

a messy

**c** 2 impossible

b rude, not polite

**a** 3 untidy

c not possible

**e** 4 impatient

d bad for your health

**f** 5 immovable

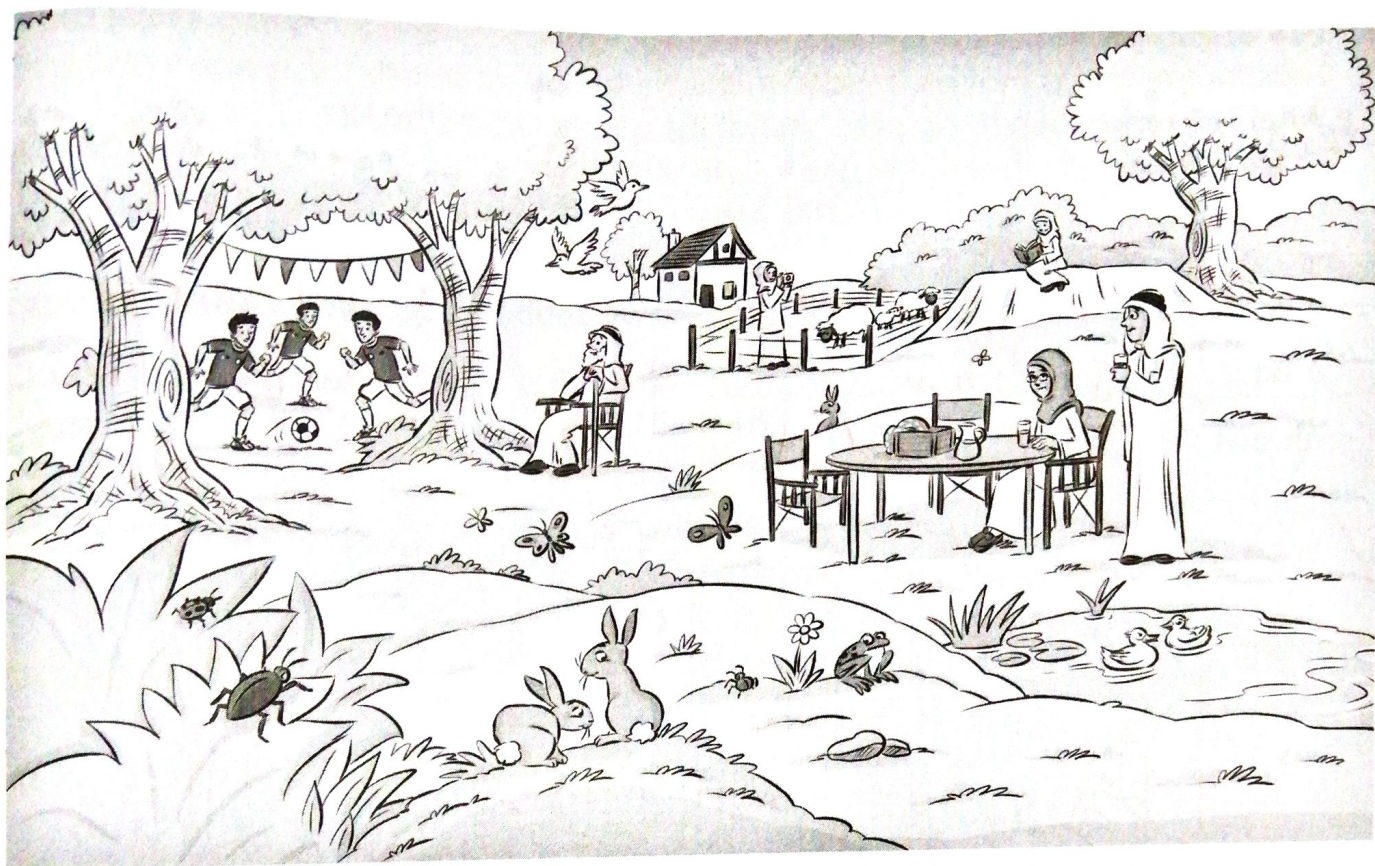
e not wanting to wait

**d** 6 unhealthy

f it can't be moved



## Lesson 4 Very strange!



### 1 Read

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

- 1 The footballers are between two big trees.
- 2 The father is standing in front of the mother.
- 3 Look at the girl who is reading. She is sitting under a rock.
- 4 The girl with the camera is standing behind the sheep.
- 5 The little sheep is standing between the two big sheep.

Yes  
no  
no  
no  
yes

### 2 Read

Draw these missing things in the picture above.

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

ارسم طائر خلف الجد  
ارسم حقيبة ظهر تحت الطاولة  
ارسم تفاحة على الطاولة  
ارسم شجرة خلف الأغنام



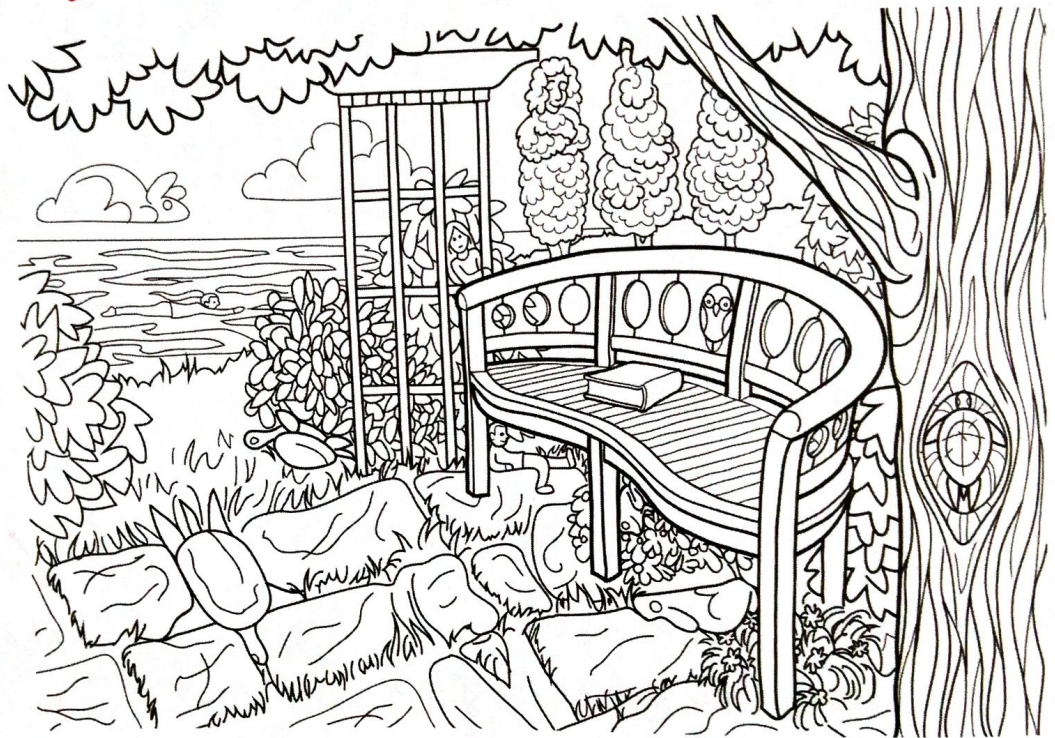
# Lesson 5 Hidden pictures 1

## 1 Use of English

Look for the things that are hidden in the picture.  
When you find each thing, write one of the sentences in the box.

I've found **her**!    I've found **him**!    I've found **it**!    I've found **them**!

a woman I've found her    two rabbits I've found them  
a boy I've found him    two girls I've found them  
an owl I've found it



## 2 Word study

There are some more things hiding in the picture.  
Write the missing pronoun, then follow the instructions.

There are three turtles. Colour them <sup>(1)</sup> brown.

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

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

## 3 Write

Write a sentence listing all the things you found in the picture.  
Remember to use commas!

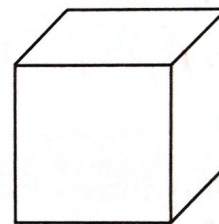
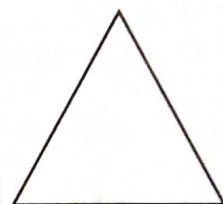
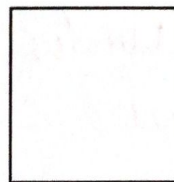
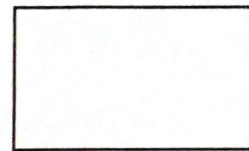
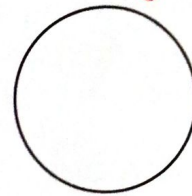
I found



# Lesson 6 My learning

## 1 Word study

Find and circle eight shape-related words in the wordsearch.



## 2 Word study

Add **un-** or **im-** to make these words mean their opposite.

1 im polite

3 im patient

5 un tidy

2 im possible

4 un happy

6 un healthy

## 3 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can talk about optical illusions.	✓		
I can follow instructions to make a colour wheel.	✓		
I can describe people's characteristics and routines.	✓		
I can use opposites.	✓		
I can use pronouns.	✓		
I can talk about location using prepositions.	✓		



## Lesson 7 Hidden pictures 2

### 1 Write

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

on   under   next to   near   in front of   behind

This is my classroom. Our teacher is standing in front of<sup>(1)</sup> us.

A map is on the wall behind<sup>(2)</sup> our teacher.

A bookcase is under<sup>(3)</sup> the window. There are books on<sup>(4)</sup> the shelves. Our pencils

are on top of the bookshelf. There is a pretty plant

next to<sup>(5)</sup> the pencils. On the wall

near<sup>(6)</sup> the window, there is a clock.



### 2 Read

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

1 How can camouflage help an animal?

- a It can help an animal hide.
- b It can help an animal run fast.
- c It can help an animal stay warm.

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

- a brown
- b green
- c black and white stripes

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

- a It doesn't bite.
- b It likes to eat tiny green leaves.

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





# Lesson 8 Camouflage

## 1 Read

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

How do animals use camouflage?

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

### Matching colour

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

### Matching patterns

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

### Matching shapes

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

What kind of camouflage do the animals in the box use? Write their names in the chart. If an animal uses two kinds of camouflage, write its name in both columns.


- stick insect
- snake
- Arctic fox
- frog

Matching colour	Matching patterns	Matching shape
stick insect Arctic fox frog snake	Snake frog	Stick insect

## 2 Write

Look at the Fact file for another animal. Write what kind of camouflage it uses. Then write the animal's name in the chart above.

FACT FILE



Name: **Leafy sea dragon**  
 Colour: **brownish yellow and green**  
 Where it lives: **in the ocean near Australia**  
 Where it hides: **in the seaweed**  
 What it eats: **tiny fish and sea creatures**  
 Camouflage: *matching colour and matching patterns*



## Lesson 9 Sounds

### 1 Word study

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

1 write right

2 by-bye buy

3 hear here

4 there - they're

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

### 2 Talk

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

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

With a partner, read the three poems below.

Two of them are haikus and one is not.

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

1

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

not a haiku because the  
second line has only six  
syllables, not seven.

2

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

3

Camouflage is fun  
The animal disappears  
Into the colours

are haikus



## Lesson 10 A camouflage poem

### 1 Word study

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

me      sing      heart

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

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

My family of owlets stay with me  
We stay near our roost in the spring  
Our chatter is special, we hoot twit twooo  
But you won't ever hear us Sing!  
Jan Allison



### 2 Listen

Now listen to the poem and check your answers.

heart, me - sing

### 3 Read and write

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

1- There are three kind of comouflage:  
matching colour, matching patterns and  
matching shapes.

2- Frog has two kind of comouflage



## Lesson 11 Close your left eye

### 1 Word study

Complete the instructions with the words in the box.

- 1 listen to the recording and tell me who Mariam is.
- 2 point to the boy who is wearing brown shoes.
- 3 Read the first paragraph and complete the sentence.
- 4 circle the pinto horses in the picture.
- 5 Stand up and talk to your friends.

read    circle  
point    stand  
listen

### 2 Write

Read about a boy called Ahmed. Find three ways that you and Ahmed are alike.

Use the word **too** in the second sentence.

Ahmed likes playing football.

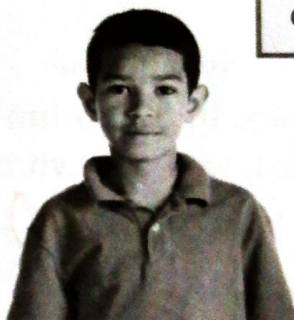
I like playing football too.

#### Writing tip

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

Name: Ahmed

Age: 8



Favourite day: Saturday

Favourite sports: Football and swimming

Likes: Playing computer games, drawing, playing with his friends

Studies: English, Maths, Science

- 1 Ahmed likes to go swimming, I like swimming too.
- 2 Ahmed studies English, I study English too.
- 3 Ahmed likes playing video games, I like playing video games, too.



# Lesson 12 My learning

## 1 Use of English

Complete the sentences with **him, her, it** or **them**.

1 a I like football.

b I like it too.

2 a Can you give your friends their notebooks, please?

b I gave their notebooks to them this morning.

## 2 Write

Make a fact file for the Arctic fox or the Arabian horned viper. Complete the chart with information from Learner's Book page 68.



## MY ANIMAL FACT FILE

Name:

Colour:

Where it lives:

Where it hides:

What it eats:

## 3 Assessment box

Tick the box for you.

	☺ yes	☹ sometimes	☹ not yet
I can use object pronouns.			
I can describe the contents of a picture.			
I can describe an animal and how it hides itself.			
I can make a fact file about an animal.			