

Lesson 4 Find out more

81 1 Interesting facts

Listen and read about spiders. What is the most interesting fact?

Spiders

What does a spider look like?

Spiders are not insects.

All spiders have eight legs.

They don't have antennae or wings.

Some spiders have eight eyes and some have six.

But most spiders can't see very well!



Where do spiders live?

Some spiders live under the ground.

Others make webs. A spider makes a web from silk in its body.

The silk is very light and very strong.

What do spiders eat?

Most spiders eat insects. Some very

big spiders eat mice and small fish too.



2 21st Compare insects and spiders

How are ants and spiders similar? How are they different?

3 My very own bug: Draw, write and share

Make up a bug. Draw a picture. Give it a name.

Where does your bug live?

What does it eat?

What can it do?

Lesson 5 Time to practise

1 Talk about it

Have you ever seen a butterfly?

Where did you see it?

Is a butterfly an insect?

- It has six legs
- It has two antennae
- It has large wings



2 ^{21st} Butterfly life cycle



The caterpillar comes out of the pupa. Now it is a butterfly!



Butterflies **lay** very small eggs on leaves.



The caterpillar eats and eats. Then it makes a cocoon (blanket) and **hides** away while it changes.



The eggs **hatch** into small caterpillars. Caterpillars can be smooth or hairy. They can be colourful or plain.

This is the life cycle of a butterfly.

Lesson 6 My learning

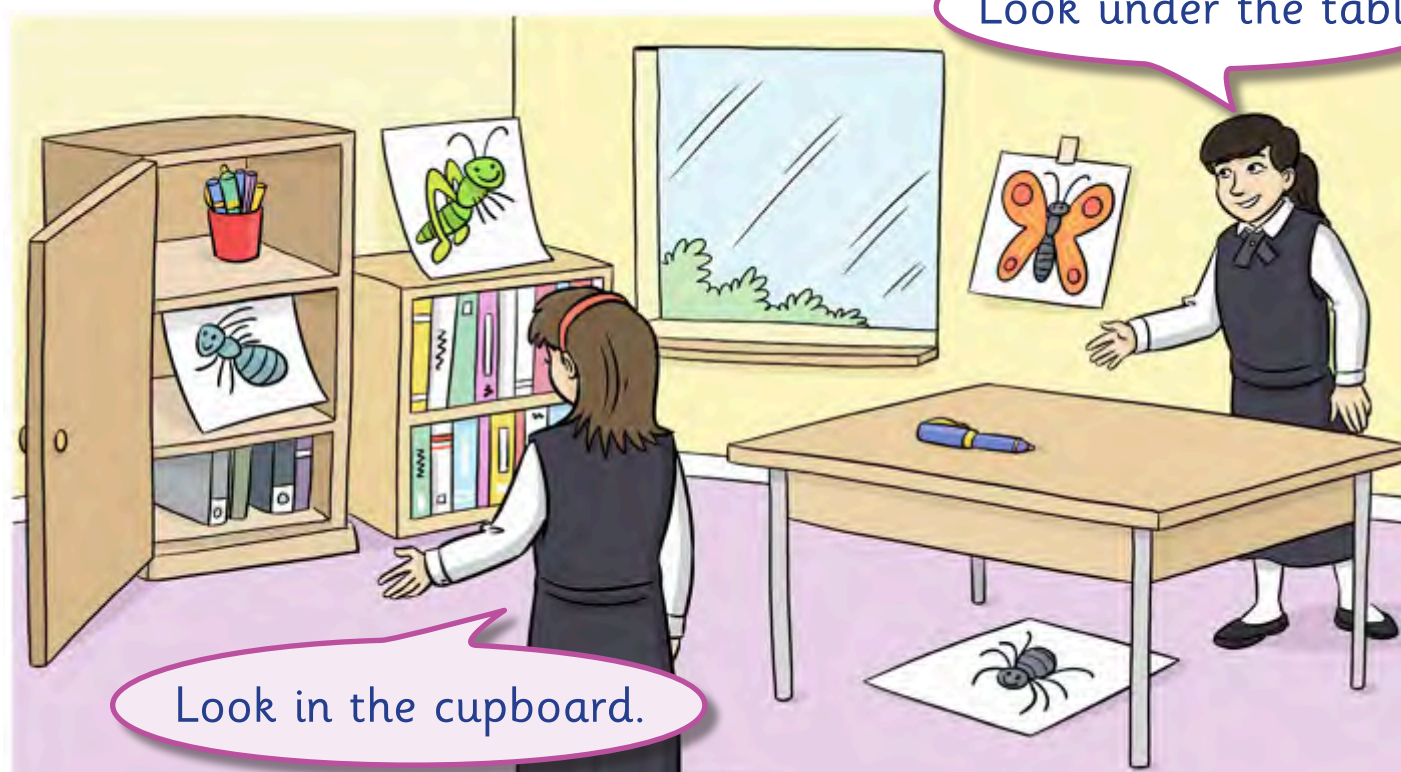
1 Treasure hunt

Draw a picture of a bug on a small piece of card.

Give your picture to the teacher and close your eyes.

Your teacher will hide the bug pictures and give you some clues.

Open your eyes and listen to or read the clues.



2 Bug quiz

Do you know what bugs they are?

- A** It has six legs.
It has two antennae.
It lives under the ground.
- B** It has six legs.
It has two antennae.
It has large wings.
- C** It has eight legs.
It can live under the ground or in a web.
It has lots of eyes.

Lesson 7 Words and sounds

1 Rhyming words, long e

Read the pairs of sentences below. Each missing word rhymes with the word in red. Where is the cricket? Use words from the picture.

1 Oh no, oh **no**!

There's a cricket on my ____.

2 Oh poor, poor **me**!

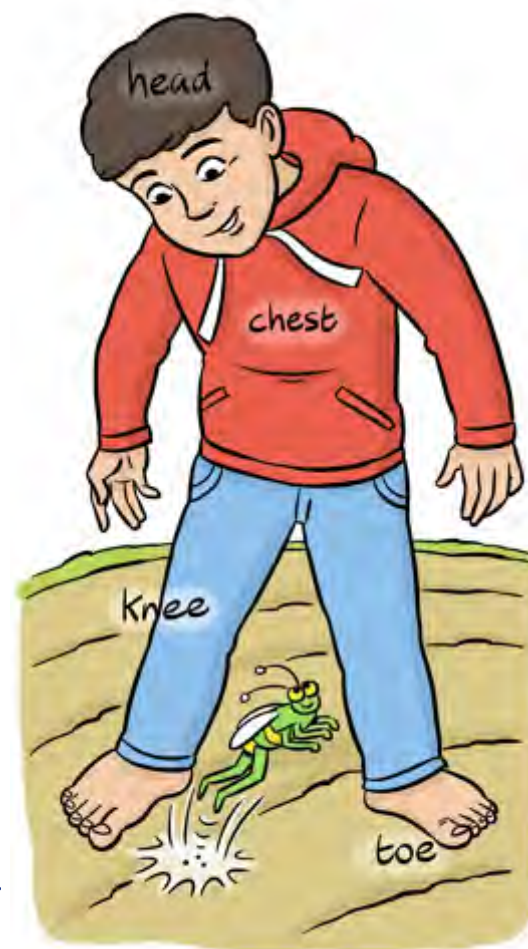
There's a cricket on my ____.

3 Oh this cricket's such a **pest**!

Now it's sitting on my ____.

4 Did you hear what I **said**?

There's a cricket on my ____.



82 2 🎵 Listen and chant

Listen and join in. Point to where the cricket is.

A cricket on the floor

There's a cricket on the floor, on the floor.

There's a cricket on the floor, on the floor.

Now it's coming through the door,

That cricket on the floor.

There's a cricket on the floor, on the floor.

Now the cricket's on my **toe**, on my **toe**.

Now the cricket's on my **knee**, on my **knee**.

Now the cricket's on my **chest**, on my **chest**.

Now the cricket's on my **head**, on my **head**.

Now there's a cricket on the floor, on the floor.

Lesson 8 Words and sounds

1 Long e spellings **ea** and **ee**

Say these words. What vowel sound do they all have?

knee flea me bee she leaf feet eat

Write the words. Underline the letters that stand for the long **e** sound.

Do a spelling quiz with your partner.
Ask your partner to spell three words.
Then your partner will ask you three words.

How do you spell **bee**?

B - e - e

I'm a flea!



83 2 21st Same letters, different sound!

Sometimes **ea** makes a different sound.
How do you say these words?

head weather

Listen to the poem. Which words have the long **e** sound? Which words have the short **e** sound?

A bee and a flea
Had breakfast with tea.
The bee bumped his head
And went back to bed.



Make a chart. Write the words with the long **e** sound on one side and with the short **e** on the other side.

long e sound	short e sound

Bugs: Fact and fiction

Lesson 1 Think about it

76 1 Read and listen

How are bugs special? Listen and read the poem. Act it out.

The bug

One, two, three!
There's a bug on me.
Where did it go?
I don't know.



77 2 What lives in your garden?

Listen and point to the animals. Which ones are not talked about?
Do you have these in your Emirate?

Lesson 2 New words

78 1 Topic vocabulary

Listen, say and point. Say where each thing is. Answer the questions.



ant



bee



butterfly



cricket



spider



web

79 2 What do you know about insects?

Say what you know about insects. Then listen and answer.

How many legs does an insect have?

Do all insects have wings?

Is a cricket an insect?

3 Write about it

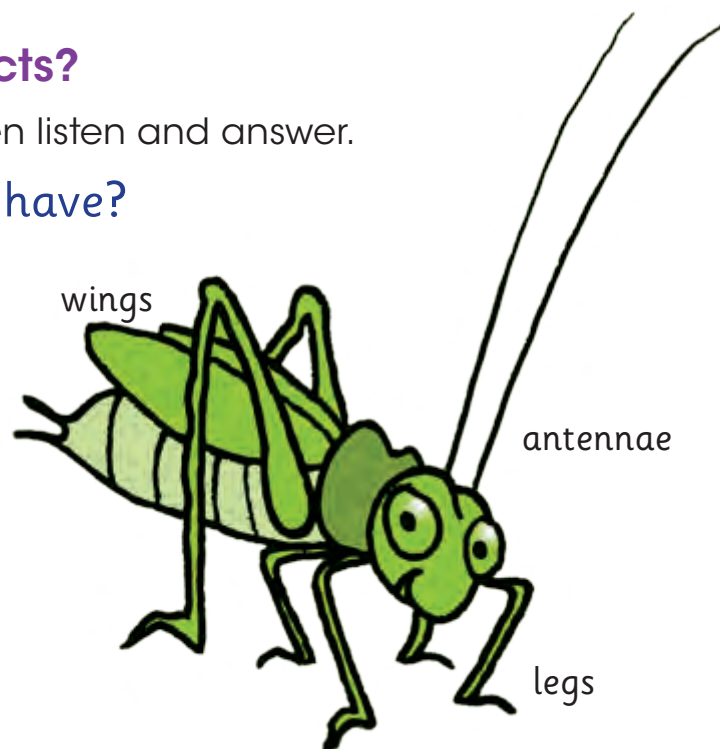
What new information did you learn?

Finish these sentences.

All insects have ____.

Some insects have ____.

____ insects have antennae.



It has two legs.
It is not an insect.

It is blue.
It has six legs.

4 21st Find the animal

Look at the big picture. Describe an animal.

Can your partner find it?

Lesson 3 Find out more

80 1 Before you read

Look at the headings in *Ants* and *Spiders*. How are the headings similar? What do you think you will learn about?

Ants

What does an ant look like?

An ant is an insect. It has six legs and two antennae. Ants use their antennae to feel, smell and taste. These ants are using their antennae to communicate (talk). What do you think they are saying?



Where do ants live?

Ants live in big groups. Some ants build homes with many rooms under the ground.



What do ants eat?

Ants eat leaves, seeds, bugs and other things. When ants go to find food, they leave a smell trail. They carry their food home, following their smell trail.

2 21st What can you remember?

Close your book. Tell your partner some facts you remember about ants. Then open the book. Read *Ants* again with your partner. Find some more facts.

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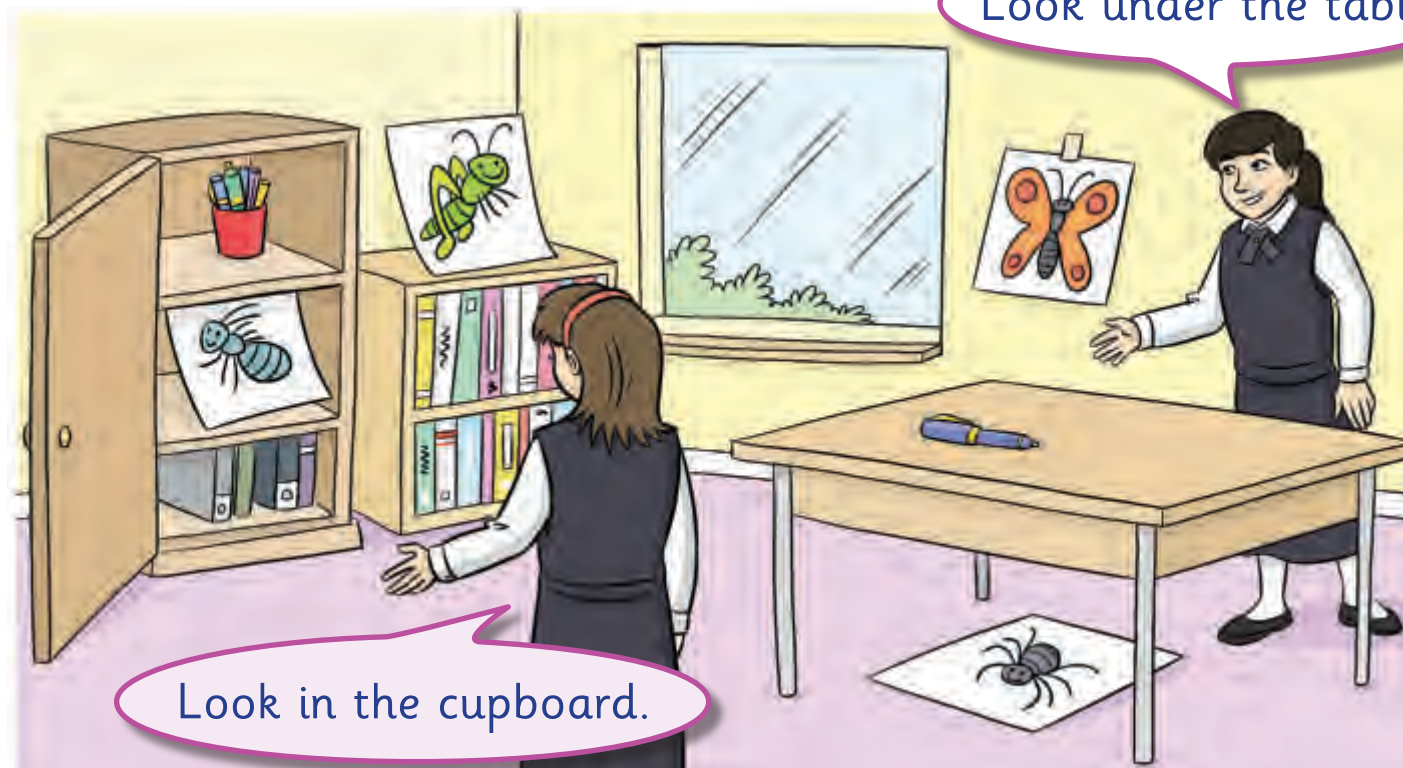
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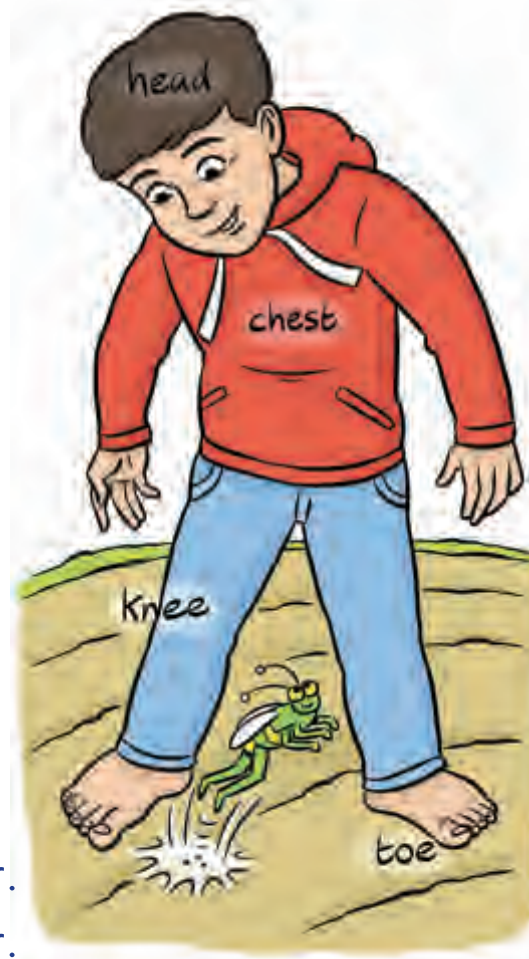
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There's a cricket on my ____.



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Now the cricket's on my **knee**, on my **knee**.
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And went back to bed.



Make a chart. Write the words with the long e sound on one side and with the short e on the other side.

long e sound

short e sound

Lesson 9 Use of English

1 ^{21st} Ask and answer

Read the information about **bees**. Then read the question.
What is the answer?

Bees are helpful insects. They make honey.
People like eating honey.

Question: How do bees help people?



Now read about **silkworms**. Complete the question.
What is the answer?

Silkworms are helpful insects. They make silk. People use silk to make beautiful clothes.

Question: How ___ help people?



Now do the same with **crickets** and **butterflies**.

A cricket hasn't got ears. It hears sounds through special spots on its legs.

Question: How does a cricket ___ ?



A butterfly hasn't got a mouth. It tastes food with its feet.

Question: How does ... ?



Lesson 10 Listening

1 Asking questions

Unscramble the words to make questions.

- 1 help people? bee Does a = Does a bee help people?
- 2 bee make? What does a
- 3 a butterfly How taste? does
- 4 make? What silkworms do
- 5 crickets hear? How do
- 6 legs does How many a spider have?
- 7 people? silkworms help Do

84 2 Listen and answer

Listen to the question. Show your answer by doing the action.

A

**It has
8 legs.**

Jump up and down.

B

**They make
silk.**

Twist around.

C

Yes they do.

Clap your hands.

D

**They hear
with their
legs.**

Crouch down.

E

**They make
honey.**

Wave your hands.

F

**They taste
with their
feet.**

Hop on one foot.

Lesson 11 Writing

1 Prepare a game: All about bugs

1 You are going to write questions for a game. You are A or B.

A: Look at **Ants** on page 111.

B: Look at **Spiders** on page 112.

2 Write four questions starting with:

Does ... ? What does ... ? How does ... ? How many ... ?

Do ... ? What do ... ? How do ... ? How many ... ?

3 Write each question on a card.

4 On the back of the card,
draw 1 star ★ for an easy
question or 2 stars ★ ★
for a hard question.

5 Give your cards to your teacher.

Language tip

One bug

What **does a** bug eat?



Lots of bugs

What **do** bugs eat?



2 Play 'All about bugs'

Follow the instructions.

How to play

- Play in two teams.
- Teams take turns to choose an **easy** or **hard** question.
- You score like this:
2 points for a hard question
1 point for an easy question
0 points for a wrong answer.



Lesson 12 My learning

85 1 Match it game

Choose one grid and copy it into your notebook.

Listen to the words and cross them out on your grid.

A

knee	she	tea
bee	eat	me

B

flea	leaf	knee
she	tea	bee

C

me	feet	flea
leaf	knee	she

D

bee	eat	me
feet	flea	leaf

2 Question game

spider
bug
silkworm
ant
bee
flea

How does ... ?	How do ... ?	What does ... ?	GO BACK ONE SPACE
WAIT HERE	12 34		Does ... ?
How many ... ?			WAIT HERE
GO BACK ONE SPACE	Do ... ?	What do ... ?	Start here

eat
sleep
drink
do
make
live

Lesson 13 Read and respond

About the story

This story is from Mexico.

1 ^{21st} Before you read

Look at the pictures. Who are the characters in this story?
What do you think happens? Now read the story.

86 2 Read and listen

Little Ant – Part 1

It was autumn. The weather was getting cold.
Little Ant said, 'I'm going outside to play.'

'Come home soon,' said Little Ant's mother.
'It's getting cold outside. But our home
under the ground is nice and warm.'

Little Ant met a beetle and a worm.
'Hello,' said Little Ant. 'Let's play!'
'OK,' said the beetle and the worm.
They played and played together.



The wind began to **blow**. Little Ant began to **shiver**.
'It's cold,' she said. 'I have to go home.'

Little Ant started to walk home.
The wind blew harder and Little Ant shivered.
A big leaf fell on her.
'Help!' said Little Ant. 'I can't move!'

'Leaf, please get off me,' said Little Ant.
'I have to go home.'
But the leaf didn't move.



Little Ant called to a mouse.
'Mouse, Mouse! I need help.
Please **lift up** the leaf.
It's cold and I have to go
home.'



But the mouse said, 'Sorry,
Little Ant.
I haven't got time to help.
I'm very busy.'

So Little Ant called to a cat.
'Cat, Cat! I need help.
Please **chase** the mouse.
Mouse, please lift up the leaf.
It's cold and I have to go
home.'

But the cat said, 'Sorry,
Little Ant.
I haven't got time to help.
I'm very busy.'

So Little Ant called to a dog.
'Dog, Dog! I need help.
Please scare the cat.
Cat, please chase the mouse.
Mouse, please lift up the leaf.
It's cold and I have to go
home.'

But the dog said, 'Sorry,
Little Ant.
I haven't got time to help.
I'm very busy.'



3 Say the correct word(s)

- 1 Mouse **helped** / **didn't help** Little Ant.
- 2 It was **hot** / **cold**.
- 3 Cat said he was **busy** / **tired**.
- 4 Little Ant was **stuck** / **happy** under the leaf.

Lesson 14 Read and respond

87 1 Read and listen

Little Ant – Part 2

A flea who lived on a dog
heard Little Ant calling for help.
The flea is a cousin of the ant.
'Don't worry, Cousin Ant,' called the flea.
'I can help. I'll **bite** this dog.'
So the flea bit the dog.
The dog yelped and scared the cat.
The cat turned and chased the mouse.
The mouse ran to Little Ant and
lifted up the leaf.
'Thank you, Cousin Flea!' called Little Ant.
Little Ant ran back to her nice,
warm home under the ground.
'I'm back, Mum!' Little Ant called.
'Hello, Little Ant,' said her mother.
'I am glad you're home!'



2 Verbs in the story

Find these words in the story.

run lift chase scare bite

Talk about their meaning with your class.

Take turns acting out one of the words for your partner to guess.

Then find the past simple form of each verb in the story.

Lesson 15 Read and respond

1 Story plan

A story plan often begins with a problem and ends with a solution.
Complete the story plan for Little Ant.

Problem: A ___ falls on Little Ant.

What happens:

- 1 She says to the leaf, 'Please get off me.'
- 2 She says to the mouse, 'Please lift up the leaf.'
- 3 She says to the cat, 'Please chase ___.'
- 4 ___
- 5 ___

Solution:

- 1 The flea ___
- 2 ___
- 3 ___
- 4 ___



2 Say it

Complete these sentences to say the story map.

At the beginning of the story ...

In the middle of the story ...

At the end of the story ...

Lesson 16 Listening

1 Helping

When do you need help? Who do you ask? How do you ask for help?

88 2 Listening

These children are all asking for help with something. What is it?

Listen and match the dialogues to the pictures.



3 Can you help?

Put Tariq and Mohammad's conversation in the correct order.



Lesson 17 My learning

1 Who says it?

Match the words with the characters.

- 1 'I can help. I'll bite this dog.'
- 2 'OK.'
- 3 'I'm glad you're home!'
- 4 'Leaf, please get off me.'
- 5 'I haven't got time to help.
I'm very busy.'

- a Little Ant
- b the mouse, the cat and the dog
- c the beetle and the worm
- d Little Ant's mother
- e the flea

2 Verb matching

Remember these verbs from the story?

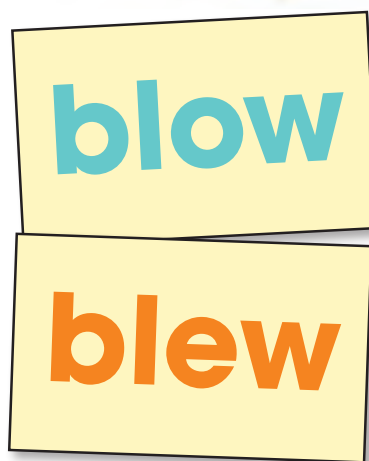
Make word cards with a partner.

One player makes the cards from list A.

The other player makes the cards from list B.

Jumble them up and play matching games.

Player A	Player B
blow	chased
bite	shivered
chase	blew
scare	lifted up
lift up	scared
shiver	bit



Lesson 18 Use of English

1 A day in the life of ...

Imagine a bug could talk. It could tell you about its day ...

Hello. It's nice to meet you.
My name is Simon the spider.
I live in a soft web in a tree.
I have eight legs and eight eyes.
I like to lie in the sun. I catch
flies for my dinner.



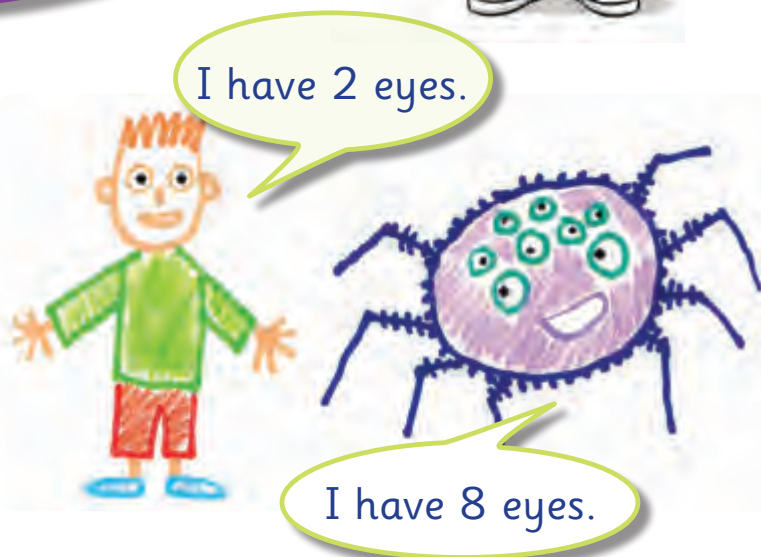
How is the bug different to a boy?

Hello. It's nice to meet you.
My name is Peter. I live in a warm
house. I have two legs and two eyes.
I go to school then I play football.
I like to eat pizza for
my dinner.



2 Create a cartoon story

- Draw and write a cartoon story comparing a boy and a bug.
- Think of your own bug.
- Write what the boy says.
- Then draw your cartoon bug and write what your bug says.



Lesson 19 Review

1 Rhyming words

Can you find all the words that rhyme?

What sound do they all contain?

knee	ant	cat	she
flea	bug	tree	dog
fly	web	bee	tea

2 Talk about it

Look at the pictures. Can you name each bug?

Ask and answer questions to test your memory!

How many legs
does it have?



It has six legs.



Look what I can do!

21st

- I can name and describe bugs.
- I can say how spiders and insects are similar and different.
- I can read and write words with the long **e** sound.
- I can write questions and answer them.
- I can read, discuss and act out a story.



Lessons 20–21 Choose a project

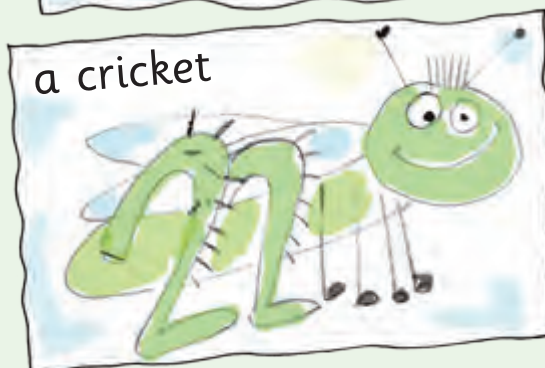
21st

A Write bug riddles

- Write riddles about bugs.
- Draw pictures or find photos.
- Your classmates must match the riddles with the pictures.

Who am I? I have 4 short legs
and 2 long legs.

a cricket



Who am I? I make silk.

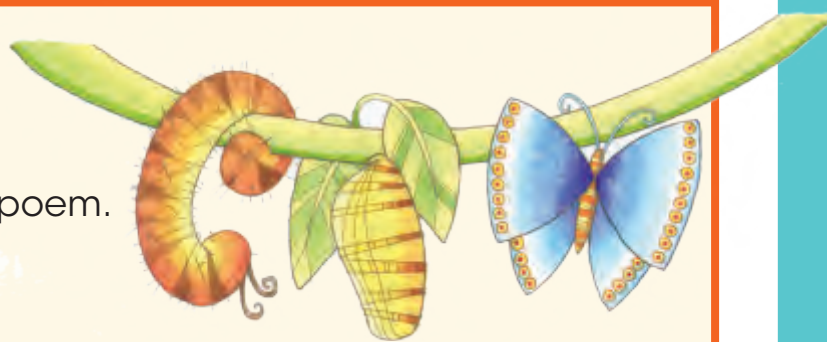
a silkworm



B Perform a poem

- Read and learn a poem.
- Make up actions to act out the poem.
- Draw pictures. Then perform it.

Fuzzy wuzzy caterpillar
Into a corner will creep.
She'll spin herself a blanket
And then go fast asleep.
Fuzzy wuzzy caterpillar
Will wake up by and by,
To find that she has grown two wings.
Now she's a butterfly!



Our green earth

Lesson 1 Think about it

89 1 Read and listen

How can we care for the earth? Act out the words.

The sky is painted blue

I'm glad the sky is painted blue
And the earth is painted green,
With such a lot of nice fresh air
All sandwiched in between.



90 2 Rules in the park

Dad and Sameera are talking to the park keeper.
What can you do in the park? What mustn't you do?

Lesson 2 New words

91 1 Topic vocabulary

Listen, point and say. Answer the questions you hear.



sign



rules



grass



cycling



fishing



sandwich



bin litter

2 21st Follow the rules!

Look at each picture. What mustn't you do?



a



b



c



d

Now find the matching sign in the big picture.

3 Write a poem

- Read out the poem to your partner.
- Write a new poem about nature.

An old silent pond
A frog jumps into the pond,
Splash! Silence again.

Matsuo Basho

Lesson 3 Find out more

92 1 Before you read

Why are trees important? What do you know about trees?

Say five facts. Then listen and read to learn more facts.

Presents from a tree

- ① The green **leaves** reach high into the air. They clean the dirty air. They give us fresh air to breathe.



- ② Some trees give us **fruit**, like lemons and cherries. Other trees give us nuts.

- ③ People use the **wood** to make fires for cooking and for warmth. They build houses and boats and furniture. They use wood to make paper.

- ④ The **roots** reach down into the ground. They hold the soil in place for other plants and grass.

2 21st Talk about it

What new facts did you learn about trees?

Think of some foods that come from trees.

Look around your room.

Name things that are made from wood.

(Don't forget that paper is made from wood!)



Lesson 4 Find out more

93 1 Read

Disappearing trees

All over the world, people are cutting down trees.
People cut down trees to make room for new buildings.
They cut down trees to get more wood and make more paper.

When trees are cut down, animals lose their homes.
There are fewer trees to clean the air and hold the soil in place.

Help save the trees!

Children all over the world can help to save trees.
In some schools, children plant trees.
In many schools, children recycle paper.
A factory uses the old paper to make new paper. So fewer trees are cut down.



2 What does it mean?

Are there any words in the text that you don't know?

Ask your class:

If nobody knows, look it up!

What does
factory mean?

3 ^{21st} What will you do to save trees?

Here are some ways to save trees:

Plant a tree.

Recycle paper.

Write on both sides of your paper.

Dry your hands with only one paper towel.

Use your pictures to wrap presents.

What will you do
to save trees?

I will recycle
paper.

What will you do? Have a conversation. Make a promise.

Lesson 5 Time to practise

1 21st Tree quiz

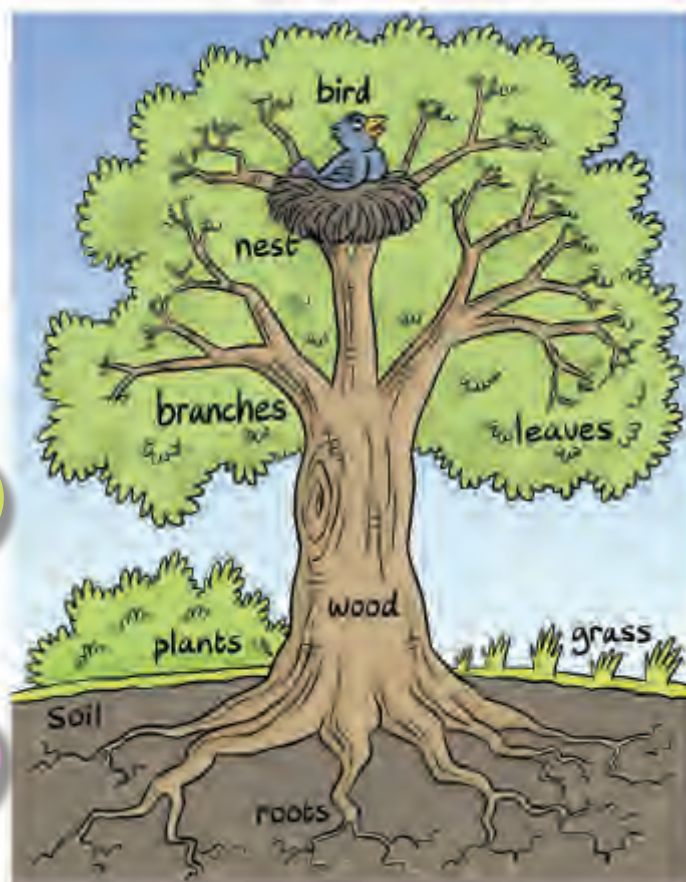
Point, ask and answer questions with your partner about trees.

What is this part called?

This part is called the ...

What can this part be used for?

This part can be used for ...



2 What if ... ?

Imagine there are no trees in the world ...

What does that mean? Take turns to tell a partner. It means ...

no leaves to clean the air

no wood to make fires for cooking

no fruit like lemons and cherries

no wood to build houses, boats and furniture

no homes for birds that live in trees

no wood to make paper

Think about it! Why are trees important to you?



Lesson 6 My learning

1 Rules

Match these rules to places you would find them. Some of the rules might apply to more than one place.

			
At the library	At the swimming pool	At the shop	In the canteen
			
No diving	No running	No dropping litter	No talking

What rules do you have at school? Tell a partner.

At school we can ...

At school we mustn't ...

2 Make a poster: Be kind to our planet!

- Think of some nice things you can do for the earth.

You can pick up litter.
You can recycle bottles or paper.

- What else can you do?
- Make a poster for your ideas.



Lesson 7 Words and sounds

1 Words with the long o sound

Missing words. Look at the picture. Fill in the missing word. Say the sentence.

- 1 In the ground there is a ____ . 4 On the branch there is a ____ .
2 In the hole there is a ____ . 5 In the nest there is a ____ .
3 On the tree there is a ____ . 6 On the bird there are some ____ .

94 2 Listen and chant

The green grass grew all around

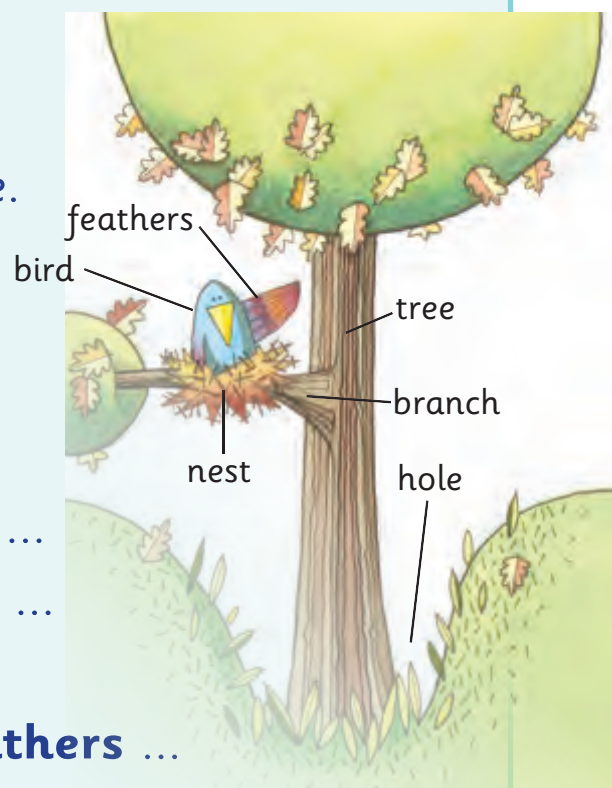
There was a **hole** in the middle of the **ground**,
The prettiest hole that you ever did see.
Well, the **hole** in the **ground**,

Chorus And the green grass grew all around and around,
The green grass grew all around.

And in that **hole** there was a **tree**,
The prettiest tree that you ever did see.
Well, the **tree** in the **hole**,
And the **hole** in the **ground**,

Chorus

And on that **tree** there was a **branch** ...
And on that **branch** there was a **nest** ...
And in that **nest** there was a **bird** ...
And on that **bird** there were some **feathers** ...



Lesson 8 Words and sounds

1 Long o spellings o and ow

Which word has the long o sound: **hole** or **ground**?

Write these words:

grow no slowly boat road rope goes home goat toes

Underline the letters that make the long o sound.

With a partner, write two sentences. Each sentence must have two or more words with a long o sound.

95 2 21st The sounds of ow

The letters **ow** can make the long o sound in **slow**.

The letters **ow** can also make the sound in **cow**.

That **cow** is
very **slow**!



Read and listen to the poem.

In which words do the letters **ow** rhyme with **slow**?

In which words do they rhyme with **cow**?

Five little seeds

Under the leaves,
And under the snow,
Five little seeds are
Waiting to grow.
Out comes the sun,
Down comes a shower.
And up come five
Pretty pink flowers.



Language detective

Some words from the song have an **ow** sound in the middle, like in **cow**.

ground **around**

Which letters make that sound?

Lesson 9 Use of English

96 1 At the market

Choosing a plant.

A little boy and his dad are choosing a plant at the market. Listen.

Which vegetable does the boy like? Which one do you like?



2 21st What is this? What are these?

Pretend you are the little boy in the picture above. Point to the plants. Ask questions. Your partner will answer.

Language tip

We use **this** for **one** thing.
We use **these** for **two or more** things.

What is **this**?

This is
a bean plant.

What are **these**?

These are
carrot plants.

Lesson 10 Writing

1 What must you do?

Tell the little boy how to look after the bean plant.

Can you put the pictures in the right order?



Water the plant.



Dig a hole.



Fill the hole with soil.



Put the plant in the hole.

Say the four instructions to your partner.
Close the book. Can you remember what to do?

You must dig a hole.
Then ...

Lesson 11 Speaking

97 1 Would you like some?



Listen to the woman buying some fruit. What fruit does she buy?

Now read the conversation. Listen again.

Can you fill in the missing words from the *Word box*?

Woman: What ___ fruit!

Fruit seller: Thank you. Would you like ___?

Woman: Yes, I'd like two ___, please.

Fruit seller: Are ___ OK?

Woman: Yes, those look great.

Fruit seller: Anything else?

Woman: Yes. A pineapple, ___.

Fruit seller: How about ___ one?

Woman: Yes, that one looks nice. Thank you.

Fruit seller: You're welcome.

Word box

mangoes	nice
please	this
these	some

Language tip

We use **this** and **these** for things that are very near us.
We use **that** and **those** for things that are less near.

2 Act it out

Take turns being the buyer and the seller.

Practise the conversation. Ask for your favourite fruits!

I'd like a pear,
please.

Is this one OK?

Lesson 12 My learning

98 1 Match it game

hole	grow	no
slowly	boat	road

rope	goes	home
hole	grow	no

goat	toes	snow
slowly	boat	road

slowly	boat	road
rope	goes	home

2 21st Using *this, that, these* and *those*.

Fill in the gaps with the missing words.

- a. Can you pass me _____ pears? (this / that / those)
- b Look here at _____ bananas. (that / these / this)
- c _____ is a great pineapple! (That / Those / These)
- d Come here and see _____ nice watermelon. (that / this / those)
- e I would like some of _____ lychees. (those / this / that)

Use **this** and **these** to talk with a partner about things that are nearby in the classroom.

This is my book.

These are my pens.

Use **that** and **those** to talk with a partner about things that are less near in the classroom.

Can you see **that** chair by the door?

Look at **those** books over there.

Lesson 13 Read and respond

1 ^{21st} Before you read

You are going to read a **biography** – the true story of someone's life. This is the biography of Wangari Maathai. She lived in Kenya, in Africa. She worked to save the trees in Kenya. How do you think she did this?

2 Read and listen

99

Wangari Maathai: 'Mama Trees' – Part 1

Wangari Maathai was born in 1940 in a small village in Kenya. Green trees covered the land. Families grew food in small gardens. A little river brought clean water to the village. Women and children picked figs and other fruit from the trees. They used wood to make fires for cooking. Wangari loved her green and beautiful home.

When Wangari grew older, she went away to school. She studied in the United States and in Germany.



Lesson 14 Read and respond

1 Read and listen

100

Wangari Maathai: 'Mama Trees' – Part 2

When Wangari came back to Kenya, the land was very different. The family gardens had gone. The trees had gone. The sun had dried the earth. The wind had blown away the soil. The little river was dry.

The people in Wangari's village now worked for a big company. They grew tea that was sold to people in other countries. Women and children walked a long way to get clean water and firewood.

Wangari felt very sad. What could she do to help? An idea came to her. She would plant trees. Kenya could become green and beautiful again.

Wangari took seeds from trees. She planted the seeds in her garden. She watched them and watered them. The seeds grew into little trees.

2 Order the events

What has happened so far? Put these events in the correct order.

- 1 When she came back, Kenya was different.
- 2 She planted seeds to grow trees.
- 3 Wangari was born in 1940 in Kenya.
- 4 Wangari had an idea.
- 5 She went away to school in the United States and Germany.

Lesson 15 Find out more

1 Read and listen

101

Wangari Maathai: 'Mama Trees' – Part 3

Wangari gave the little trees to the women and children in her village. Together they planted rows and rows of little trees. Every day, the women and children watered the trees. The trees grew. Soon there were figs and other fruits to eat. There was clean water in the little rivers.

There was wood for fires to cook food. 'When we plant trees, we plant the seeds of peace and hope,' said Wangari.

People all over Africa planted trees. They wanted to do the same as Wangari.

Millions of trees were planted. People named Wangari 'Mama Trees'. She became very famous.

'Little things make a big difference,' said Wangari.
'My little thing is planting trees.'

2 True or false?

Read each sentence. Is it **true** or **false**?

- 1 When Wangari was a child, there were no trees.
- 2 Wangari was sad because the trees had gone.
- 3 Many people planted little trees in long rows.
- 4 People cut down all the new trees.
- 5 The new trees made Kenya a better place to live.

Lesson 16 Think about it

1 Write your autobiography

A biography is the true story of someone's life.

An autobiography is the story of your own life.

In your autobiography, write:

- where you were born
- two interesting things that have happened to you
- how old you were when each thing happened
- what you would like to do when you grow up.

I was born
in Fujairah.



Use these sentence starters to help you.

My name is ...

I was born on ...

The place I was born is called ...

When I was _____ something interesting happened ...

When I grow up I would like to ...


My Autobiography

by Ahmad

My name is Ahmad.
I was born on March 10.
The place I was born is
called Fujairah.

Lesson 17 My learning

1 Caring for the earth

There is fruit to eat. <i>Add 1 point</i>	The trees grow. <i>Add 1 point</i>	The women water the seeds. <i>Add 2 points</i>	The women and children plant row of trees. <i>Add 2 points</i>
There is clean water in the rivers. <i>Add 1 point</i>			Seeds are planted. <i>Add 2 points</i>
There is wood for fires to cook food. <i>Add 1 point</i>			Trees are cut down. <i>Take 2 points</i>
OH NO! LOSE 1 POINT	People all over Africa plant trees. <i>Add 3 points</i>	FINISH	START HERE

2 Write about your heroes

Wangari Maathai is a hero to many people.

She made the world a better place.

- Think of someone you know who makes the world a better place.
Do they help people or animals? Do they keep your town or school safe?
Do they make things beautiful?
- Write sentences about your hero.
Write the name of your hero and why they are special.
- Draw a picture of your hero next to your sentences.



Lesson 18 Review

1 Play a speaking game!

Tell your friends ...

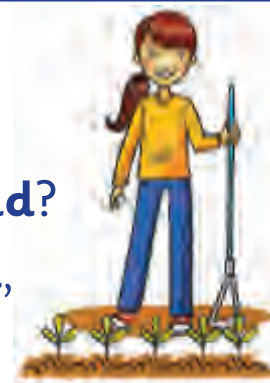
- 1 ... two things you can do in the park.
- 2 ... two things you mustn't do at school.
- 3 ... three kinds of fruit you can buy in the market.
- 4 ... three things that come from trees.
- 5 ... where you were born.
- 6 ... two interesting things about you.

1	2
3	4
5	6

2 Read and say the poem.

Look at the words in **bold**. Which words have a long **o** sound?
Which have an **ow** sound? Act out the poem.

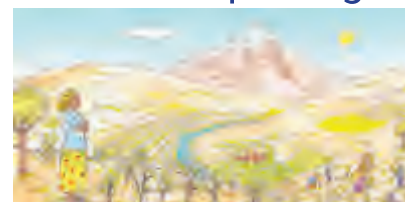
What makes a garden **grow, grow, grow**?
Little seeds planted in a **row**.
What brings the little plants up from the **ground**?
Rain from the sky coming **down, down, down**,
Bright yellow sunlight all **around**.



Look what I can do!

21st

- I can talk about rules.
- I can talk about trees and why they are important.
- I can read words with the long **o** sound and the spelling **ow**.
- I can go shopping for plants and fruit.
- I can read and discuss a biography.



Lessons 19–20 Literacy project

A book review

Book reviews help other people to choose new books to read.

You are going to write a book review.

- Think of a book you like.
- Tell your friends and write notes.
- Write a book review. Use the example to help you.
- Read your book review to your friend.
- Listen to your friend's book review. Ask questions.

Title:

Characters:

I like this book because ...

Picture:

Star rating: ★ ★ ★ ★ ★

Unit 5 Wordlist

Africa	noun	grow	verb
antelope	noun	hall	noun
alligator	noun	height	noun
ate	verb	high	adjective
bananas	noun	hours	noun
bought	verb	hundred	noun
came	verb	hungry	verb
centimetres	noun	idea	noun
cheetah	noun	juice	noun
chimpanzee	noun	king	noun
clever	adjective	laughed	verb
compare	verb	leopard	noun
contest	noun	Liberia	noun
cried	verb	line	noun
drank	verb	long	adjective
drew	verb	loudly	adjective
eighty	noun	made	verb
elephant	noun	measure	verb
estimate	verb	metres	noun
excited	verb	metric	noun
felt	verb	milk	noun
fence	noun	monkey	noun
fifty	noun	must	verb
footsteps	noun	new	adjective
forest	noun	ninety	noun
forty	noun	parrot	noun
giraffe	noun	quickly	verb

quietly	verb
said	verb
saw	verb
say	verb
scared	verb
seconds	noun
seventy	noun
several	determiner
sign	noun
sixty	noun
short	adjective
spear	noun
square	noun
strong	adjective
sunflower	noun
surprised	verb
tall	adjective
thirty	noun
thought	verb
threw	verb
throw	verb
turtles	noun
twenty	noun
wanted	verb
water ox	noun
whale	noun
wide	noun

won	verb
wrote	verb

Phrase list

How high / long / old / wide ... ?

It's ... o'clock

What a + adjective + noun!

What time is it?

Unit 6 Wordlist

ant	noun	leaf	noun
antennae	noun	leaves	noun
asleep	adjective	life cycle	noun
autumn	noun	lift up	verb
bee	noun	light	adjective
beetle	noun	mice	noun
blew / blow	verb	plain	adjective
bug	noun	pupa	noun
build	verb	rubbing	verb
busy	adjective	scare	verb
butterfly	noun	silk	noun
caterpillar	noun	silkworm	noun
changes	verb	shiver	verb
chase	verb	smell	verb
chest	noun	smile	noun
colourful	adjective	smooth	adjective
communicate	verb	special	adjective
corner	noun	spider	noun
creep	verb	spin	verb
cricket	noun	strong	adjective
fish	noun	taste	verb
flea	noun	trail	noun
fly	verb	turned	verb
hairy	adjective	under	preposition
hatch	verb	weather	noun
hide	verb	web	noun
homes	noun	wings	noun
honey	noun	worm	noun
insect	noun	yelped	verb

Unit 7 Wordlist

Africa	noun	earth	noun
air	noun	factory	noun
animals	noun	famous	adjective
around	adverb	feathers	noun
autobiography	noun	figs	noun
between	adverb	fill	verb
bin	noun	fires	noun
biography	noun	fishing	verb
boats	noun	fresh	adjective
born	verb	furniture	noun
branch	noun	gardens	noun
breathe	verb	Germany	noun
bright	adjective	goat	noun
build	verb	grass	noun
buildings	noun	grew	verb
canteen	noun	ground	noun
care	verb	grow	verb
clean	adjective	haiku	noun
cooking	verb	hero	noun
cow	noun	hole	noun
cycling	verb	interesting	adjective
dig	verb	jumps	verb
dirty	adjective	Kenya	noun
diving	verb	land	noun
dried	adjective	leaves	noun
drop	verb	life	noun
dry	adjective	litter	verb

lose	verb
lychees	noun
mustn't	verb
nest	noun
nuts	noun
plant	verb
pretty	adjective
promise	noun
recycle	verb
roots	noun
rope	noun
rules	noun
running	verb
save	verb
sign	noun
silent	adjective
soil	noun
splash	verb
that	determiner
these	determiner
this	determiner
those	determiner
trees	noun
true	adjective
United States	noun
waiting	verb
warmth	noun

water	verb
watermelon	noun
wood	noun

Phrase list

At school we can ...

At school we mustn't ...

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