



مدارس واحة العلوم العالمية
Science Oasis International Schools

Life Skills Booklet

1





مدارس واحة العلوم العالمية
Science Oasis International Schools

Life Skills Booklet

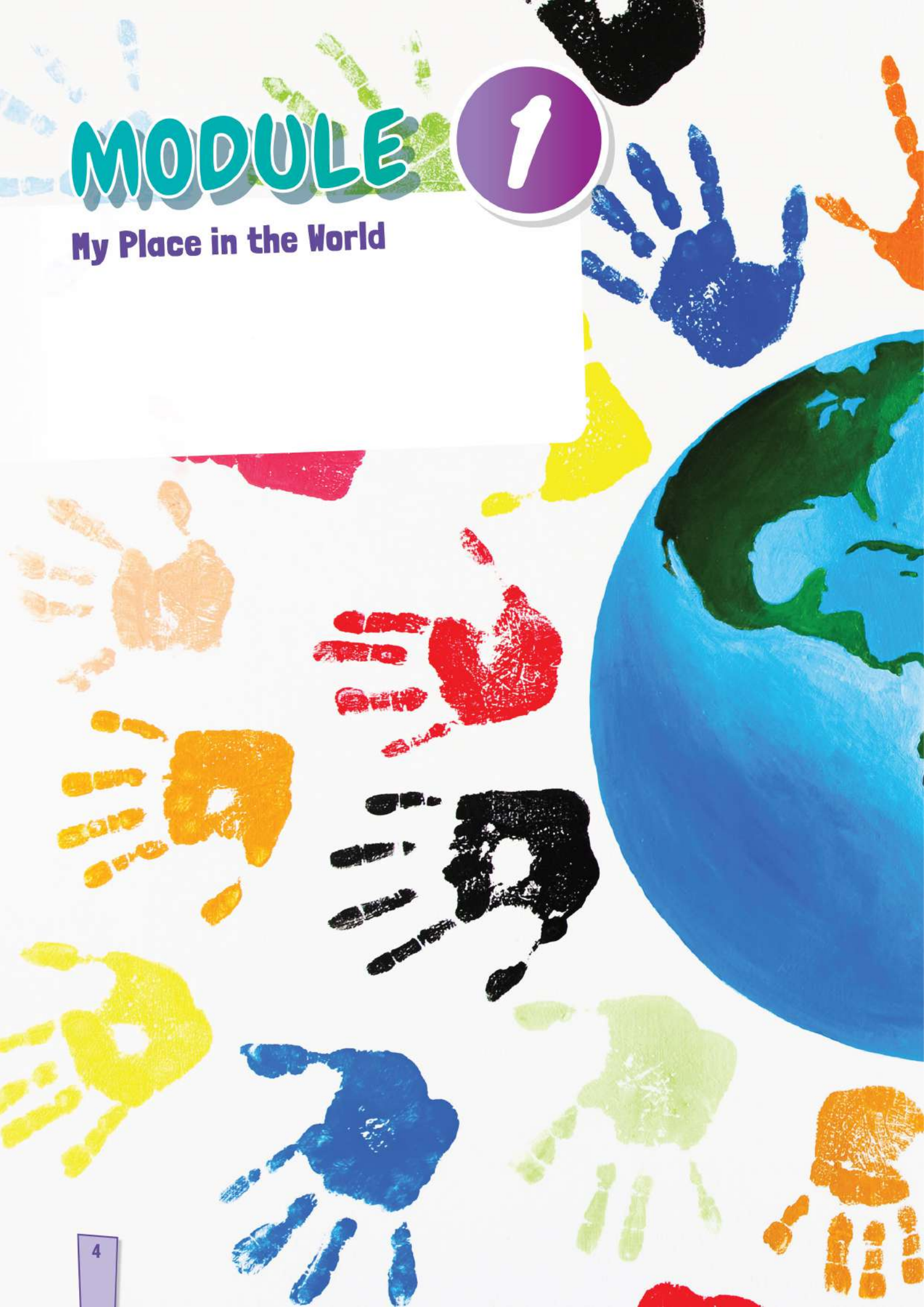
1



MODULE

1

My Place in the World



Module 1: My Place in the World



ME

In this unit, the Big Questions are:

- **Lesson 1:** What is special about me?
- **Lesson 2:** Why is my family special?
- **Lesson 3:** Why is my school special?
- **Lesson 4:** Why is my town special?
- **Lesson 5:** Why is my country special?



Module 1: My Place in the World



Key Words

relationship
special



Lesson 1 What is special about me?

By the end of this lesson, you will be able to:

- give information about you
- describe what is special about you

The words I need to learn:

an activity food a mirror
to be special

1 Talk together.

- 1 What words describe you?
- 2 Ask and answer with your partner.

What is special about you? I am ...

- | | | |
|---|--|---|
| ☒ quiet | ☐ funny | ☐ good at art |
| ☐ kind | ☐ friendly | ☐ good at sports |
| ☐ noisy | ☐ good at singing | ☐ good at math |



2 Complete the card and draw a picture of you.

What's your name? _____

How old are you? _____

How many people are there in your family? _____

What's the name of your school? _____

What's the name of the place you live? _____

What's the name of your country? _____

ALL ABOUT YOU



3 1.2 Listen and read. What activities does the boy do? Then sing.

I look in the mirror

*In the mirror
I like what I see.
My name is Rami.
My father's name is Jad.*

*In the mirror
I like what I see.
I'm smiling with my father.
We're a happy family!*

*I'm special!
I like what I see.
I play, draw, and sing
At school, I'm busy!*

*I'm special!
I like what I see.
I write funny stories
After school when I'm free!*



4 Complete the sentences about you. Compare with your partner.

School



1 At school, I write
_____ stories _____.

Home



2 At home, I like
_____.

Art



3 I like painting
_____.

Food



4 I like eating
_____.

Television



5 I like watching
_____.

Sports



6 I like playing
_____.

5 Talk to your partner and say one thing:

- that describes you.
- that you like.
- that you do at home.
- that you do at school.

I'm kind.

I like going to
the park.

6 Write about how you are special.

On a piece of card, write your name and what is special about you. Show and tell the class.

What does it mean?

special – when someone or something is better or more important than other people or things



What can I do?

I can give information about me. ☐

I can describe what is special about me. ☐

Think about this lesson.

How much did you understand?



red: I don't understand and I need help.



orange: I understand some of it, but I need a little help.



green: I understand it and I can do this on my own.

Lesson 2 Why is my family special?

By the end of this lesson, you will be able to:

- describe your family and other families
- say why your family is special

The words I need to learn:

- an extended family a nuclear family
people the same

1 Talk together.

- 1 Name three people in a family.
- 2 Do all families have the same people?
- 3 Are all families the same size?
- 4 What makes families special?

2 Read, look, and match.

- 1 A nuclear family is a mother, father, and their children (brothers and sisters).
- 2 An extended family is a mother, father, their children, and other people such as grandmas, grandads, aunts, uncles, and cousins.



3 Read and answer the questions.

- 1 Do you live in a nuclear or an extended family?

- 2 How many people are in your family?

- 3 Who is in your family? Write their name and their relationship to you (mother, father, etc.).

? What does it mean?

a relationship – the way you are connected to a person

Name	Relationship	Name	Relationship
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4  1.3 Listen. How many people are there in Hoda's family?

5  1.4 Listen again. Look, read, and write the letter (a–d). Then answer the question.

a



b



c



d



1 Hoda plays with this person. c

2 Hoda looks after this person. _____

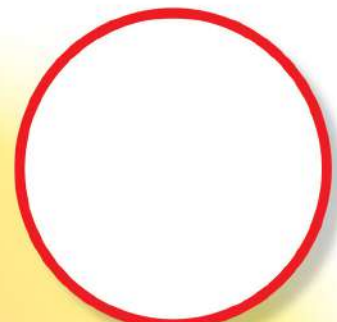
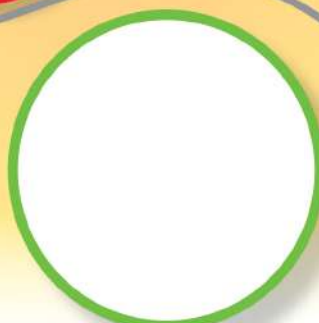
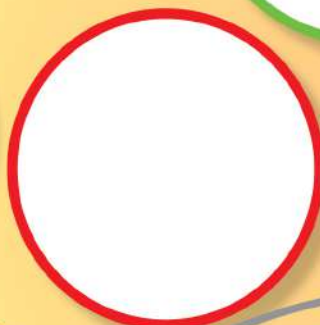
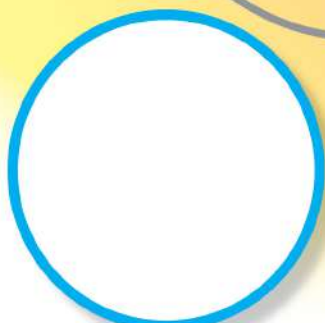
3 Hoda does sports with this person. _____

4 This person helps Hoda. _____

5 Why is Hoda's family special? _____

6 Think about your family. Make an *Amazing family maze*.

Amazing family maze



7 

Talk together. Why is your family special?

What can I do?

I can describe my family and other families.

☐

I can say why my family is special.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 Why is my school special?

By the end of this lesson, you will be able to:

- talk about how schools are different
- write about how your school is special

The words I need to learn:

art the country to be different
a grade to imagine music
a program sports a town a trip a year

1 Talk together.

- 1 Why are all schools different?
- 2 What do you think makes your school different from other schools?
- 3 Why do you like your school?

Did you know?

The biggest school in the world in India has over 50,000 students!

2 Look at the photographs and talk together.

What kind of schools do you think they are?

a


☐

b


☐

c


☒

d


☐

3 1.5 Listen. Which school is it? Write the number (1–4).

4 Imagine you go to one of the schools in the photographs. Say how your school is different and why you like your school.



My school is different because there are only three classes.

I like my school because we do a lot of sports.



5  **Think about your school. Ask and answer with your partner.**

My school

- 1 What is the name of your school? _____
 - 2 What is your teacher's name? _____
 - 3 What grade/year are you in? _____
 - 4 How many grades/years does your school have? _____
 - 5 Is your school old or modern? _____
 - 6 Is your school in a town, a city, or the country? _____
 - 7 Can you learn music and art at your school? Yes No
 - 8 Can you do sports at your school? Yes No
 - 9 Is there a garden at your school? Yes No
 - 10 Is there a library at your school? Yes No
 - 11 Is there a playground at your school? Yes No
 - 12 Do you go on trips with your class? Yes No
- Where do you go on school trips? _____

6  **What words describe your school?**

busy fun good great
happy hard nice noisy
quiet serious



My school
is noisy.



I like my school
because it's fun!

7 **Write three things that are special about your school.**

What can I do?

I can say how schools
are different. ☐

I can write about how my
school is special. ☐

Think about this lesson.

How much did you understand?



red



orange



green

Lesson 4 Why is my town special?

By the end of this lesson, you will be able to:

- talk about places in a town and what you can do there
- write about why your town is special

The words I need to learn:

a beach a hospital a mountain
a museum to be narrow a street

1 Talk together.

- 1 Talk about the places in your town.
- 2 What do you see every day on your way to school?

2 Read about Khalil's town. Where does he play with his friends?



Khalil

My town is small. There are many stores and restaurants, but there isn't a big mall. It is very old and the streets are narrow. There is a big park where I ride my bike. There isn't a hospital in my town. There are two schools in my town. Many people come in the summer because my town is by the sea. I play on the beach with my friends. I like my town. It's really special.



3 Read the text again. Check ✓ the places in Khalil's town. Then check ✓ the places in your town.

Khalil's town

- | | |
|--|-------------------------------------|
| ☒ a park | ☐ a mountain |
| ☐ a hospital | ☐ schools |
| ☐ stores | ☐ a museum |
| ☐ a beach | ☐ a big mall |

My town

- | | |
|-------------------------------------|-------------------------------------|
| ☐ a park | ☐ a mountain |
| ☐ a hospital | ☐ schools |
| ☐ stores | ☐ a museum |
| ☐ a beach | ☐ a big mall |

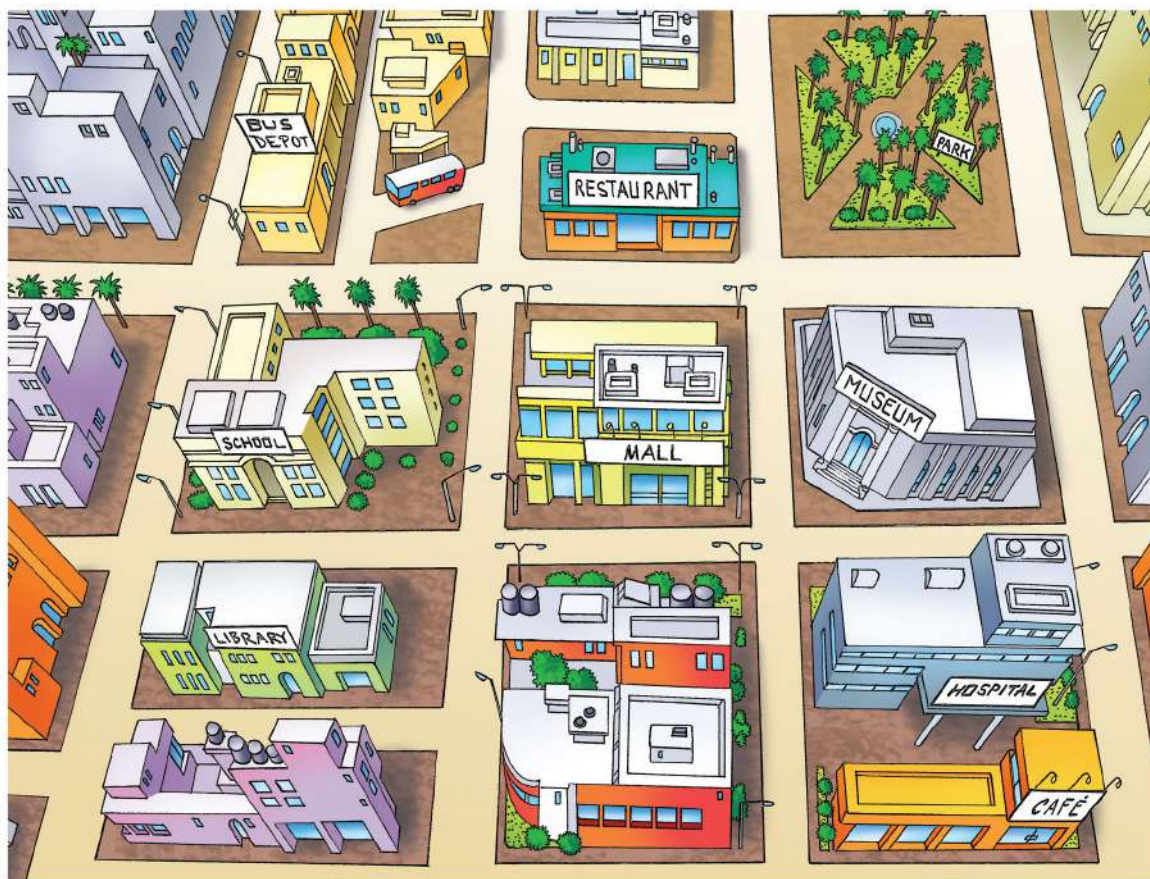
4 Describe your town.

Mini project

Tell the class why your town is special.

5 Play the *My town* game.

Choose a place on the map. Ask and answer. Guess the place.



What can you do there?

You can eat and drink.

Is it a café?

No, it isn't.

Is it a restaurant?

Yes, it is!

6 Write three things that are special about your town.

7 Make a poster about your town.

Choose one of the things you wrote about in Activity 6.

Game time

Choose a place in your town.
Mime what you do in this place.
Can your classmates guess what place it is?

What can I do?

I can talk about places in a town and what you can do there. ☐

I can write about why my town is special. ☐

Think about this lesson.
How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 Why is my country special?

By the end of this lesson, you will be able to:

- understand facts about different countries
- write about why your country is special

The words I need to learn:

Ardah to be cold to be dry a forest
to be hot Kabsa a lake to be long

1 Talk together.

What do you know about your country?

2 Read the texts. What are Saudi Arabia and Sweden famous for?

Saudi Arabia is a country in the west of Asia. The people in Saudi Arabia speak Arabic. The weather in many areas of Saudi Arabia is very hot and dry in the summer. The weather in southern regions like Asir is warm. People like to go there on vacation. Saudi Arabia is famous for Kabsa and Ardah. Kabsa is a local dish made with rice and meat. Ardah is the most popular dance in Saudi Arabia and is accompanied by drums and poetry.



Sweden is a country in the north of Europe. The people in Sweden speak Swedish. In the north of Sweden the winter is long and cold. There is a lot of snow.

Sweden is a beautiful country, and it is famous for its many forests and lakes. It also has the famous Ice Hotel.



3 Read the texts again. Answer the questions.

1 Would you like to visit Sweden? Why? Why not?

2 Would you like to stay in a hotel made of ice and snow? Why? Why not?

3 What is the weather like in the region where you live?

4 How is Saudi Arabia different from Sweden?

4 Complete the fact file about your country.

FACT FILE: My country

The name of my country is _____.

In my country, we eat _____.

In my country, the weather is _____.

My country is famous for _____.

This is my country's flag.

5 Compare your fact file with your partner.

Did you write the same things? What different things did you write?

6 What is the most special thing about your country? Check ✓ and write. Choose one thing and draw it.

My country is special!

- ☐ the country
- ☐ the people
- ☐ the food
- ☐ the history
- ☐ the towns and cities
- ☐ the arts
- ☐ the sports
- ☐ other _____

My country is special because of the _____.

Research

Find out about your country:

- 1 What food is popular?
- 2 What is the weather like?
- 3 What is it famous for?
- 4 How is your country different from other countries?

Make an information sheet for visitors to your country.

What can I do?

I can understand facts about different countries. ☐

I can write about why my country is special. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

MY ROLES

In this unit, the Big Questions are:

- **Lesson 1:** What is a citizen?
- **Lesson 2:** What is my role at school?
- **Lesson 3:** Am I a good friend?
- **Lesson 4:** What is my role in my family?
- **Lesson 5:** What is my role in my neighborhood?



Module 1: My Place in the World

Key Words

citizen
citizenship
neighborhood
role



Lesson 1 What is a citizen?

By the end of this lesson, you will be able to:

- understand what citizenship is
- explain how you are a good citizen

The words I need to learn:

a citizen citizenship a community to be kind
a neighbor a neighborhood to respect
a role together

1 Talk together.

- 1 What is a community?
- 2 What does the picture below show about community?

2 2.1 Listen. How many different people do the children sing about?

The community tree

When I help you
It helps me.

We are all together
In the community tree.

I help my mother
And she helps me.

I help my friend Lama
And she helps me.

We are all together
In the community tree.

I help my teacher
And she helps me.

I help my neighbor Hadi
And he helps me.

We are all together
In the community tree.



? What does it mean?

role – the job someone has in a particular situation

3 Read and write.

- 1 Look at the communities below. Write people from the song.
- 2 Add examples from your own life.

school

neighborhood

family

friends

teacher

4 2.2 Make your own song.

- 1 Change the underlined names in the song to people you know.
- 2 Sing the song!

Game time

Sing your song to your partner. Did you choose the same people in your song?

5 Read and complete.

citizen citizenship community ~~together~~

- 1 We are all together in our community.
- 2 A _____ is a group of people.
- 3 _____ is when we are part of a community.
- 4 A _____ is one person in a community.

? What does it mean?

citizen – a person in the community
 citizenship – to be part of a community because you live there

6 Look at the photographs.

- 1 Who is a good citizen?
- 2 What are they doing?



7 Read and complete the questionnaire.

Are you a good citizen?

- | | |
|---|---|
| ☒ Do you think of other people? | ☐ Do you respect other people? |
| ☐ Are you kind to other people? | ☐ Do you listen to other people? |
| ☐ Do you help other people? | ☐ Do you follow the rules? |



8 Look at your questionnaire. Are you a good citizen? Why?

What can I do?

I can understand what citizenship is. ☐

I can explain how I am a good citizen. ☐

Think about this lesson.

How much did you understand?

☐ **red:** I don't understand and I need help.

☐ **orange:** I understand some of it, but I need a little help.

☐ **green:** I understand it and I can do this on my own.

Lesson 2 What is my role at school?

By the end of this lesson, you will be able to:

- understand why we have rules in the classroom
- describe how you help in the classroom

The words I need to learn:

to help to be honest to listen to be respectful
to be responsible a rule

1 Talk together.

What are your classroom rules?

2 Read these classroom rules. Complete the sentences. How do the rules help us?

caring honest ~~respectful~~ responsible safe



Did you know?

Students often help to decide what the classroom rules will be.

Classroom rules

1 We listen to other people.

2 We help each other.

3 We tidy up.

4 We don't run or throw things.

5 We don't lie.

1 We are r espectful.

2 We are c _____.

3 We are r _____.

4 We are s _____.

5 We are h _____.

3 Write two of your classroom rules. How do they help you?

Rule

How does the rule help me?

4 2.3 Read and complete the words. Then listen, check, and say.



- 1 I l _ _ st _ e _ n to my teacher.
- 2 I h _ _ lp my friends.
- 3 I am k _ _ nd.
- 4 I am r _ _ sp _ _ ct f _ _ l.
- 5 I am r _ _ sp _ _ ns _ _ bl _ _ .
- 6 I am c _ _ r _ _ ng.
- 7 I am h _ _ n _ _ st.

5 Look, read, and match.



- 1 I listen to my teacher.
- 2 I am kind.
- 3 I help to tidy up.
- 4 I help my friends.

6 How are you a good classroom citizen?

- 1 Write what you do on a green apple.
- 2 Put the green apple on the citizenship tree.



Mini project

Write three new rules.
Choose the best ones
and make a class poster.

What can I do?

I can explain why we have ☐ rules in the classroom.

I can describe how I help ☐ in the classroom.

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 Am I a good friend?

By the end of this lesson, you will be able to:

- talk about good friends
- write about your best friend

The words I need to learn:

- to be cruel to be forgiving to be loyal
- to be patient to remember to be selfish

1 Talk together.

What do you want a good friend to be?

2 Listen and read. What does Adel learn?

- 1 Adel is the best basketball player at school.
All the boys like Adel.
Adel doesn't talk to Tarek.



- 2 Adel hurt his leg.
Now, he isn't the best basketball player.



- 3 Adel is sad.
Tarek talks to him.



- 5 Adel is a good player again.
Now, he always remembers his friend.



- 4 Tarek plays video games with Adel.
Adel is happy with his new friend.

3 Read the story again and answer the questions.

caring cruel forgiving funny helpful honest
horrible kind loyal patient respectful responsible selfish

- 1 How can you describe Tarek? Circle three words in red and say.
- 2 How can you describe Adel? Circle three words in blue and say.
- 3 Choose three words that you think describe a good friend and say.

4 2.5 Listen, read, and say the poem aloud. Do you agree?



*My good friends
Are with me each day,
At school, at sports,
At home, at play.*



*They're here when I'm happy.
They're here when I'm sad,
On days that are good,
On days that are bad.*



*My good friends
Are with me each day.*



5 Draw and write.

Draw your best friend and answer the questions.



My best friend

What do you like about him/her?

How are you different?

How are you the same?

How do you feel when you're with him/her?

How do you help your friend?

6 How are you a good friend?

- 1 Write what you do on a yellow apple.
- 2 Put the yellow apple on the citizenship tree.



What can I do?

I can talk about good friends. ☐

I can write about my best friend. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 What is my role in my family?

By the end of this lesson, you will be able to:

- talk about what you do at home
- write about how you help your family

The words I need to learn:

to cook to do the dishes a family
to help a laundry machine
to make the bed to tidy

1 Talk together.

Do you think children should help at home? Why? Why not?

2 Look and check ✓ the things you do at home.



3 What other ways can you help at home?

Discuss with your partner and make a list

I can make my bed.



4 Make a plan for this week.

Look at your list and decide what you will do to help at home this week.

I will do the dishes.



5 Read and check ✓ or cross X.

Check ✓ if you agree or cross X if you don't agree.

1



I'm very little.
I can't help
my family.



2



There are
lots of ways
to help your
family.



3



My parents
do everything.



4



My family
helps me and
I help my
family.



6 Write a diary of how you helped at home this week.



Research

How did your parents or grandparents help at home when they were young? Did they do the same things that you do now, or did they do different things to help?

7 How are you a good citizen at home?

- 1 Write what you do on a red apple.
- 2 Put the red apple on the citizenship tree.



What can I do?

I can talk about what
I do at home.

☐

I can write about how
I help my family.

☐

Think about this lesson.

How much did you understand?



red



orange



green

Lesson 5 What is my role in my neighborhood?

By the end of this lesson, you will be able to:

- talk about what you can do in your neighborhood
- understand why you should help in your neighborhood

The words I need to learn:

to be clean to be healthy to live
a neighborhood to be safe to work

1 Talk together.

- 1 Who are the people who live and work near you?
- 2 What can you do to help in your neighborhood?



2 Read and answer the questions.

Who are the people in your neighborhood?

- | | |
|--|---|
| 1 Who keeps the neighborhood clean?
_____ | 2 Who keeps the neighborhood safe?
_____ |
| 3 Who sells you things you need?
_____ | 4 Who keeps you healthy?
_____ |
| 5 Who looks after the parks?
_____ | 6 Who takes you from place to place?
_____ |



3 2.6 Listen to Salah. Does he like living in his neighborhood?

4 2.7 Listen again. Circle Yes or No.

- 1 Salah's neighbors are helpful.
- 2 Salah's neighborhood is noisy.
- 3 Salah helps to keep the neighborhood clean.
- 4 Salah's favorite place to go is the stores.
- 5 Salah and his friends help to keep the park tidy.

Yes No

Yes No

Yes No

Yes No

Yes No

5 Talk together.

Is Salah a good neighbor? Why? Why not?

What does it mean?

neighborhood – the area of a town, city, or community that people live in

6 How can children be good neighbors?

- 1 Work with your partner. Look at what people say about their neighborhood.
- 2 How can children help? Write.

1 The children are very noisy.	The children should think of other people and be quiet.
2 There's a lot of trash in the park.	
3 The children shout when they come home.	
4 Children leave their bikes and balls in the street.	
5 Some older people feel alone.	

7 Talk together.

Why do you think it is important to help in your neighborhood?

8 How are you a good neighbor?

- 1 Write one thing you do on a blue apple.
- 2 Put the blue apple on the citizenship tree.



What can I do?

I can say what I can do to help in my neighborhood. ☐

I can understand why I should help in my neighborhood. ☐

Think about this lesson.
How much did you understand?

☐ red

☐ orange

☐ green

REVIEW 1

I can say...

- what is special about me
- why my family is special
- why my school is special
- why my town is special
- why my country is special
- what a citizen is
- what my role at school is
- if I am a good friend
- what my role in my family is
- what my role in my neighborhood is.

How well have you understood the topics in Units 1 and 2?

1 Complete the quiz.

QUIZ ?

- 1 What do you like doing? Write two things.

- 2 How many family members are in your family?

- 3 What is the best thing about your school?

- 4 What is your favorite place to go in your town?

- 5 What is your favorite food from your country?

- 6 What can you do to be a good citizen?

- 7 Write one rule you have in your classroom.

- 8 Who is your friend? Why do you like him/her?

2 Why is it important to help at home?

3 Write an email to a friend. Tell them:

- about your family
- about your school
- what you are good at
- what you do to help at home or in your neighborhood.

4 Think about your town. What does it have? What doesn't it have? Complete the table.

My town has ...	But it doesn't have ...

5 What would you like your town to have that it doesn't have at the moment? Why?

6 Work in groups. Roleplay what happens when someone is a good neighbor.



PROJECT 1

Make a book about **you!**

Step 1

Fold and staple the paper to make a book.



You will need:

- three pieces of A4 paper
- a stapler
- colored pencils or crayons.

Step 2

Write your name on the front.



Step 3

Write a number on each page.



Step 4

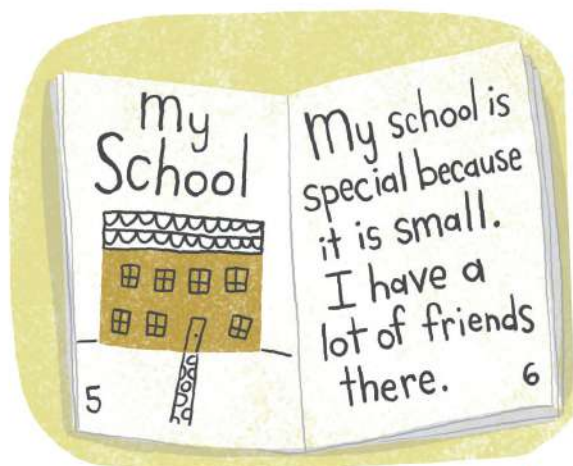
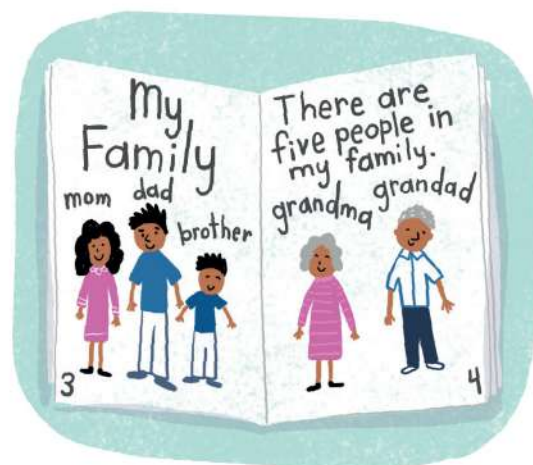
Write about you. Draw a picture.

- How old are you?
- Why are you special?

Step 5

Write about your family. Draw a picture.

- How many people are in your family?
- Who are they?



Step 6

Write about your school. Draw a picture.

- Why is your school special?



Step 7

Write about your town. Draw a picture.

- What is your favorite place in town?
- Why is it special?



Step 8

Write about your country. Draw a picture.

- Why is your country special?

Show your book to your friends.

MODULE

2

Everybody Works





Module 2: Everybody Works

Page 2 of 2

MY NEEDS AND WANTS

In this unit, the Big Questions are:

- **Lesson 1:** What do I need?
- **Lesson 2:** Who helps me to get what I need?
- **Lesson 3:** How do my school and my town help me?
- **Lesson 4:** What do I want?
- **Lesson 5:** How do people get what they want?



Module 2: Everybody Works



Key Words

encourage
grateful
need
reward
self-esteem
treat
want



Lesson 1 What do I need?

By the end of this lesson, you will be able to:

- understand your needs
- talk about which needs are the most important

The words I need to learn:

clothes food and drink a home
love a need self-esteem

1 Talk together.

What do you need to be healthy and happy?

? What does it mean?

a need – something that you must have so you can live

2 Read, look, and write the number (1–4).

What do we need to be *healthy and happy*?

1 Home and clothes

Everyone needs a place to sleep and clothes to wear.

2 Food and drink

We need to eat and drink every day to be healthy and strong.

3 Love

Family and friends make us smile and they look after us.

4 Self-esteem

Self-esteem helps us to try new things, have fun, and work hard at school.



3 Read. Then write the words in the correct columns.

Add examples from your own life.

? What does it mean?

self-esteem – when you feel good about yourself and the things you do

eat vegetables see my parents sing ~~wear socks~~

Home and clothes	Food and drink	Love	Self-esteem
wear socks			

4 3.1 Listen to the children talk about what they need to be healthy and happy.

Check ✓ if you agree or cross X if you don't agree.

1



2



3



4



5 Talk together. Then write.

Which needs do you think are more and less important? Why?

clothes food and drink
home love self-esteem

 Mini project

Find photographs or draw things that you need.
Make a poster.



What can I do?

I can understand my needs.

☐

I can talk about which needs are the most important.

☐

Think about this lesson.

How much did you understand?



red: I don't understand and I need help.



orange: I understand some of it, but I need a little help.



green: I understand it and I can do this on my own.

Lesson 2 Who helps me to get what I need?

By the end of this lesson, you will be able to:

- explain how families meet children's needs
- write thank-you notes to your family

The words I need to learn:

- to encourage to be grateful
- to help

1 Talk together.

What do you need at home and who gives these things to you?

2 3.2 Listen and read. What do Nada's family do to help her?

1 Nada is planting seeds in the garden.



2 Two weeks later, the seeds are growing.



3 It's two weeks later. Nada is watering the plants. She is tired.



4 Now the plants are big enough to eat.



3 Read the sentences from the story and write.

Who helps Nada to get what she needs?

her brother her grandma ~~her mom~~

1 "Remember to wear your sun hat!" her mom

2 "Would you like a drink?" _____

3 "Can I help?" _____

? What does it mean?

to encourage – to help someone to have more confidence to do something

to be grateful – to feel happy because someone helps you and you say "thank you"

4 3.3 Listen to Tarek. Who does he thank?

5 3.4 Listen again. Who does Tarek thank for doing the things in the photographs?

his dad (x2) his mom (x2) his sister



his mom

6 Talk together.

What does your family do to help you? Make a list.

7 Thank your family. Write.

Write notes to thank them.



Thank you for

Thanks for

I am so grateful for

What can I do?

I can explain how families meet children's needs.

☐

I can write thank-you notes to my family.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 How do my school and my town help me?

By the end of this lesson, you will be able to:

- understand how people in the community help us
- describe someone you know who helps people in the community

The words I need to learn:

a builder a chef a dentist a doctor
a farmer a firefighter a nurse
a police officer a teacher a vet

1 Talk together.

How do people in the community look after us?

2 Look and write the jobs.



a farmer



3 Read. Look at the photographs and write the letter (a–f).

1 I keep the community safe.

Photo d

2 I help people to be healthy.

Photo _____

3 I grow food for people to eat and I sell it at markets.

Photo _____

4 I make buildings for people to live in.

Photo _____

5 I stop fires and help people and animals.

Photo _____

6 I help children to learn about the world.

Photo _____

4 Talk together.

1 Which jobs do you think are the most important? Why?

2 Can you think of any other jobs that people do to help the community?

5 Look at the photographs. How do these people help in the community?



a vet



a nurse



a chef



a dentist

A vet looks after our pets.

6 Think. Which job would you like to do? Why would you like to do this job? Write.

7 Tell your partner about the job you chose.

 Research

Interview someone in your family or at school who helps the community. Ask them: *What do you do every day? Why do you love your job? Why do you think your job is important?*

8 Make a fact file about the person who you interviewed for your research.

FACT FILE

Name: _____

Job: _____

What do they do every day? _____

Why do they love their job? _____

Why is their job important? _____

What can I do?

I can understand how people in the community help us. ☐

I can describe someone I know who helps people in the community. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 What do I want?

By the end of this lesson, you will be able to:

- talk about things that you want
- understand the difference between the things that you want and the things that you need

The words I need to learn:

to be comfortable to be easy to be fun
to be interesting to need to want

1 Talk together.

- 1 Imagine that it's a special day today. You can have a present. What do you want? Why do you want it?
- 2 Now think. Do you really need this present? Why? Why not?

? What does it mean?

a want – something that you want because it is fun; you don't need it to live

2 Imagine that you are going to live on a desert island.

Look at the photographs. Circle the things that you *need* in red and the things that you *want* in blue.

a



b



c



d



e



f



g



h



i



j



3 Talk together.

- 1 Did you circle more things in red or blue?
- 2 Did you all circle the same things?
- 3 What was different? Why?
- 4 Why do you want the things in blue?

I want the armchair because it is comfortable!

4 3.5 Listen and write what the people want and need.

1



Salah

Salah wants a ball,
Salah needs _____.

2



Dima

Dima wants _____.
Dima needs _____.

3



Wael

Wael wants _____.
Wael needs _____.

 Game time

Play a memory game. Name something that you want. The next person says what you want and what they want. "A doll, candy ..."

5 3.6 Listen again and talk together.

- 1 Were you surprised by the things that they want? Why? Why not?
- 2 What thing did they all say that they need?

6 Draw and write two things that you want and two things that you need.

	
I want _____.	I want _____.
	
I need _____.	I need _____.

What can I do?

I can talk about the things that I want. ☐

I can understand the difference between the things that I want and the things that I need. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 How do people get what they want?

By the end of this lesson, you will be able to:

- describe ways that people can get what they want
- help and encourage your friends to do well

The words I need to learn:

advice a break a treat

1 Talk together.

How do you get what you want?

2 3.7 Listen to the song. Match verses 1 and 2 to two photographs each.



Good things!

1 At school, before we go home for lunch,
We clean and tidy our classroom.
Our teacher says, "Thank you",
And then we can eat and drink!



**Sometimes, when we are tired
And having a really bad day,
We have a break and try again,
And good things come to stay!**



2 On Saturday morning, out in the sun,
We help to tidy our street.
And afterwards, we all enjoy
A special chocolate treat!

3 3.8 Sing the song. Act it out.

4 Talk together.

Read the chorus of the song.
Do you agree? Why? Why not?

? What does it mean?

a treat – a special moment or thing that you receive

a reward – a nice thing you get for good behavior or good work

5 Read and check ✓ the sentences that you agree with.

1

Rewards come to people who work hard.



2

When something is difficult, stop trying.



3

When you want something, work hard and you can have it.



4

Helping other people is fun and it makes you feel good.



5

Don't work hard since you'll fail anyway.



6 Read and look. Match the advice (1–4) to what the boy wants.

1

Do your homework and study for the test. Then you'll get good grades.

2

Help your teacher! Things are easier when people help.

3

Practice running fast every day. Don't stop trying!

4

When you keep your bedroom tidy, you often get a treat.

a



a tidy classroom. ☐

b



an ice cream. ☐

c



to do well in math. ☐

d



to win! ☐

I want ...



7 Make a list of four things that you would like to have or to happen. How can you get them?

I want to _____.

I want a/an _____.

I want to _____.

I want some _____.



What can I do?

I can describe ways that people can get what they want. ☐

I can help and encourage my friends to do well. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

GOODS AND SERVICES

In this unit, the Big Questions are:

- Lesson 1: Why do people work?
- Lesson 2: What are goods and services?
- Lesson 3: What is trade?
- Lesson 4: Where can I get goods?
- Lesson 5: Can we buy everything that we want?

Module 2: Everybody Works



Key Words

develop skills
goods
relate to
services
survey
trade



Lesson 1 Why do people work?

By the end of this lesson, you will be able to:

- explain why people work
- understand why people choose different jobs

The words I need to learn:

to develop skills a gardener
a job medicine to work

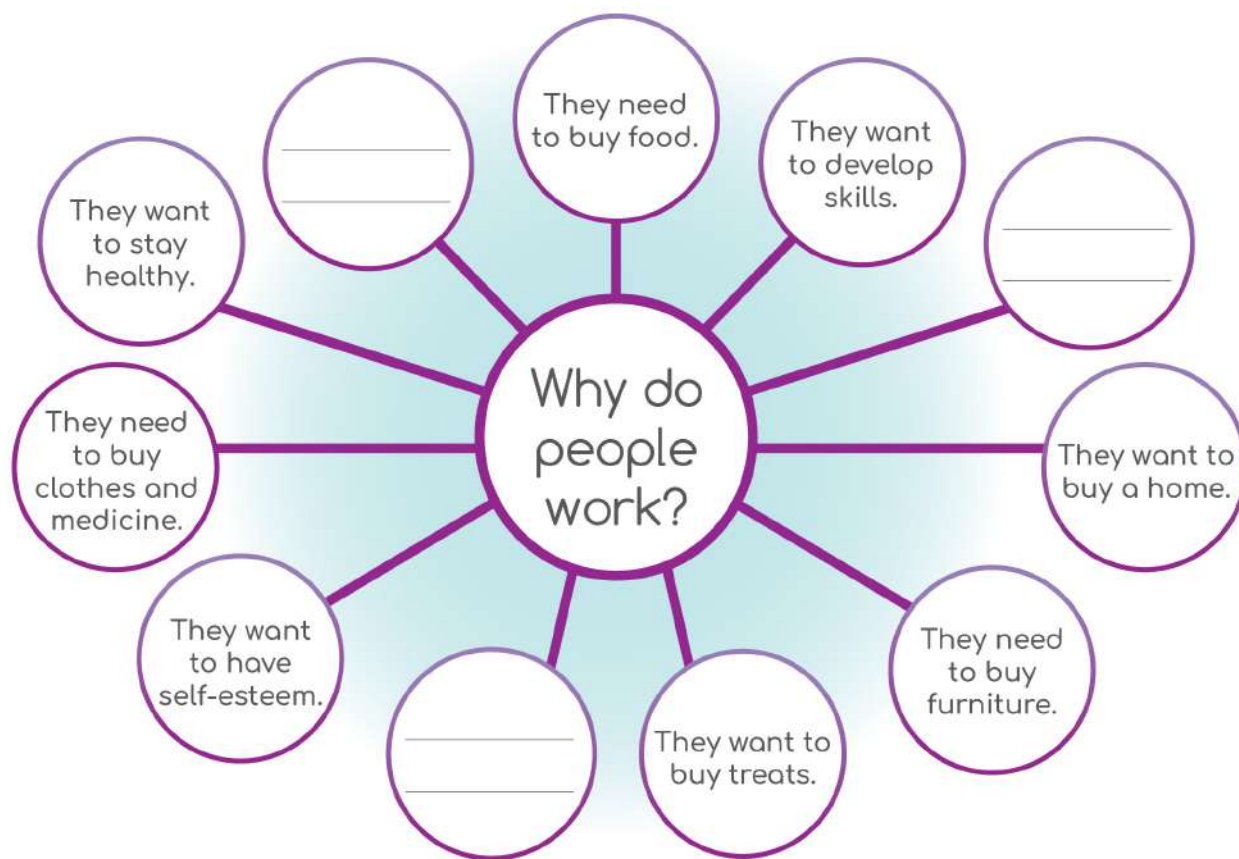
1 Talk together.

- 1 Do you know anyone who has a job?
- 2 Why do you think this person does his/her job?

? What does it mean?

to develop skills – to get better at doing something because you do it a lot

2 Look at the spider diagram. Add three ideas of your own.



3 Talk together.

- 1 What ideas did you add to the spider diagram? Are they the same?
- 2 Look at the jobs (a–c). Why do you think people do these jobs? Use ideas from your spider diagram.

a



a doctor

b



an artist

c



a pilot

4  4.1 Listen and talk together. What are the children talking about?

5  4.2 Listen again and match. Which job should each child do?

1  Dania	2  Sara	a  an office worker	b  a gardener
3  Jad	4  Shadi	c  a history teacher	d  a dentist

6 What do you want from a job? Read and circle **Yes** or **No**.

1 Is it important for you to have self-esteem?	Yes	No
2 Do you want to help people?	Yes	No
3 Do you like traveling?	Yes	No
4 Do you want to make people healthier?	Yes	No
5 Do you want to use a computer?	Yes	No
6 Do you like meeting people?	Yes	No
7 Do you want to develop your skills?	Yes	No
8 Do you want to be happy in your job?	Yes	No

7  Ask and answer with your partner. Look at your partner's answers. What job should your partner do when he/she grows up?

What can I do?

I can explain why people work. ☐

I can understand why people choose different jobs. ☐

Think about this lesson.

How much did you understand?

☐ **red**: I don't understand and I need help.

☐ **orange**: I understand some of it, but I need a little help.

☐ **green**: I understand it and I can do this on my own.

Lesson 2 What are goods and services?

By the end of this lesson, you will be able to:

- explain the difference between goods and services
- give examples of goods and services

The words I need to learn:

- to buy goods to make
- to sell services to touch

1 Talk together.

Imagine that your parents give you some money. What two things will you buy?

2 Read and complete the text about goods.

expensive factory goods need person sell ~~touch~~

What are goods?

Goods are things that you can buy, sell, or give to each other. You can
¹ touch goods with your hands. Goods can be cheap or ² _____.

People or machines can make goods, like these toys, in a
³ _____.



One ⁴ _____ can make some goods, like this cake.



People don't always *make* goods. People grow and
⁵ _____ or eat these apples.

Sometimes, we use goods like paper to make other
⁶ _____, like this paper notebook.



Many goods are things that humans
⁷ _____, like food and clothes.



3 Read the text again and decide if these statements are True or False.

- 1 You can touch goods.
- 2 Only machines make goods.
- 3 You can make goods from other goods.
- 4 You can live without having any goods.

True False
 True False
 True False
 True False



Name goods for each letter of the alphabet.

4 Look and read. How are *services* different from *goods*?

A farmer grows vegetables for us. This is a service.
The farmer receives money for growing vegetables.



? What does it mean?

goods – things that people make or grow, to give or sell to other people

services – something that someone does for you and you pay them

5 Look and write *goods* or *service*.



service



6 Circle the goods in **blue** and the services in **green**. Then match each of the goods with one of the services.

milk

board

gardener

camera

car

artist

flower

farmer

teacher

painting

photographer

taxi driver

✂ Mini project

Make a "goods and services" poster.

What can I do?

I can explain the difference between goods and services. ☐

I can give examples of goods and services. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 What is trade?

By the end of this lesson, you will be able to:

- understand the difference between trade and exchange
- describe how goods and services move around the world

The words I need to learn:

to exchange to move quickly
slowly to trade the world

1 Talk together.

How can we pay for something that we want or need?

? What does it mean?

trade – when people sell their goods for money

2 4.3 Read, look, and write the letter (a–d). Then listen and check.

1 Some people make goods by hand. It is their job and it gives them self-esteem.

a



2 Other people grow goods, like oranges. We eat oranges, but people also use oranges to make other things like drinks.

b



3 People can trade their goods for money. Then they can use the money to buy the things they need.

c



4 People can also exchange goods. They give something to someone and that person gives them something else. This way, each person has what they need or want.

d



3 4.4 Read. Then listen and match.

When we trade goods or services, we sell them. Then we need to move them to the people who are buying them. This might be to a different country and it might happen quickly or slowly. Different goods and services move around the world in different ways.

How do we move these things around the world?

The things we move

1



rice

2



an expensive painting

3



a story

4



a television program

How we move them

a



b



c



by boat

d



4 4.5 Listen again and write the words in Activity 3.

by airplane ~~by boat~~ by email by satellite

5 Write.

Explain the difference between *trade* and *exchange*.

What can I do?

I can understand the difference between trade and exchange.

☐

I can describe how goods and services move around the world.

☐

Research

Think of some goods that you have or want. Where do they come from? Find out!

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 Where can I get goods?

By the end of this lesson, you will be able to:

- decide where to buy goods
- write a shopping list and decide which stores to go to

The words I need to learn:

- a bookstore a grocery store
- an ice cream a market

1 Talk together.

When you need or want something, where do you go to buy it?

2 4.6 Listen to the song. Which places do you hear where you can buy something?

the market

Shopping on vacation

*Let's go to the market or the ice cream parlor.
It's fun to shop together when we're on vacation!*

*Go into the bookstore
And choose a book to read.
From history books to comic books,
The store has all the books that you need.*

*Go into the ice cream parlor.
The ice cream's fresh and sweet.
With chocolate and banana,
It's the best ice cream that you'll eat.*

*Go into the clothing store
And try on this nice shirt.
The store has your size in everything,
From hats and scarves to skirts.*

*Let's go to the market or the ice cream parlor.
It's fun to shop together when we're on vacation!*



Did you know?

The most popular flavor of ice cream in many countries is vanilla! What's your favorite?

3 Which places in the song would you like to visit? Why?

4 4.7 Sing the song. Act it out.

5 Look. Where can you buy these goods?

a bookstore ~~a clothing store~~
a shoe store a toy store



a clothing store

6 4.8 Listen to Hiba and her mother talking about a family party. What goods are they going to buy?

7 4.9 Listen again. Check ✓ the places where Hiba and her mother will buy their goods.



8 You are planning a class or family party. Write a shopping list.

9 Talk together.

Look at your partner's shopping list.
Which stores do they need to go to?

What can I do?

I can decide where to buy goods. ☐

I can write a shopping list and decide which stores to go to. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 Can we buy everything that we want?

By the end of this lesson, you will be able to:

- understand that we can't always buy everything we want
- make choices about what to buy

The words I need to learn:

a coin a pony a scarf
to spend

1 Talk together.

Can you always buy what you want?

2 4.10 Listen and read. What does Lama decide to do?

1 It's Saturday. Lama is shopping with her aunt at the mall.



2



3 Lama wants the pony for herself.



4



3 Read the story again. Answer the questions.

1 Where are Lama and her aunt?

at the mall

2 What are they doing?

3 What does Lama's mom love?

4 What does Lama want for herself?

5 What is the problem?

6 Does Lama do the right thing?

4 Look at the shop window. Check ✓ all the goods that you would like to have.



5 Look at the price for each of the goods you checked ✓. Add up the cost. How much did you spend?

I spent _____ coins.

6 You have ten coins to spend.

- 1 Which goods will you buy? Circle them.
- 2 Are they the same goods that you chose before? Why? Why not?
- 3 Do you have any coins left?

What can I do?

I can understand that I can't always buy everything I want.

☐

I can make choices about what to buy.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

REVIEW 2

I can say...

- what I need
- who helps me to get what I need
- how my school and my town help me
- what I want
- how people get what they want
- why people work
- what goods and services are
- what trade is
- where I can get goods
- if we can buy everything that we want.

How well have you understood the topics in Units 3 and 4?

1 Complete the quiz.

QUIZ ?

- 1 What do you need to live? Write three things.

- 2 Who helps you to get what you need?

- 3 Which people in the community look after you? Write three jobs.

- 4 Why do people work? Write three reasons.

- 5 What are goods? Write three examples.

- 6 What are services? Write three examples.

- 7 Describe trade in your own words.

- 8 Where can you get goods? Write three examples.

2 Write a short note to someone you know. Use the word *grateful*.

3 Think of someone who works in your community. What do they do?
How do they help you?

4 What is a treat? When might you get a treat? Write.

5 In your own words, explain the difference between trade and exchange.

6 Write about a time that you wanted something, but you couldn't buy it.
Why couldn't you buy it?

7 In your own words, explain why we cannot always buy everything that
we want.

PROJECT 2

Let's start a business!

- 1 You are going to sell goods or a service. Complete a survey to find out what your classmates need or want.**

Ask each student in your group what they *need* and what they *want*. Ask them why.



? What does it mean?

a survey – questions we ask people to find out what they think, need, or want

Name	What do they need and want?	Why do they need and want these things?

- 2 Look at the answers in your survey.**

Did any students give the same answers? What was the most popular thing?

- 3 Decide together what you want your business to sell.**

Is it goods or a service?

4 Talk about your business.

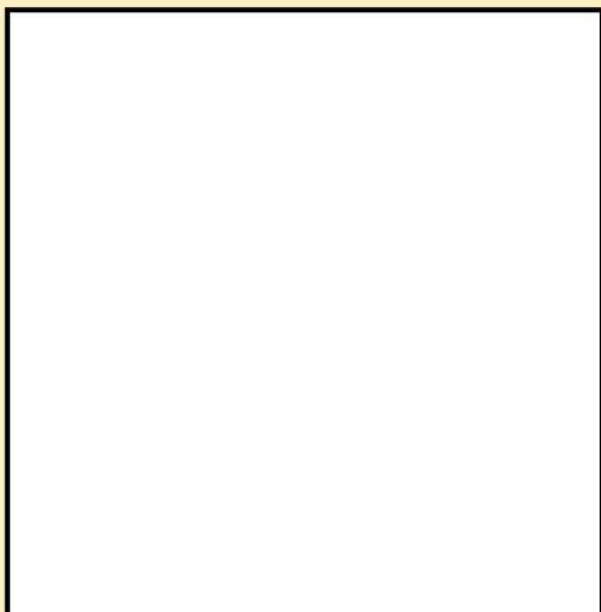
- 1 How are you going to move your goods or service to your customers?
- 2 How much will your goods or service cost?

5 Prepare your advertisement:

- draw a picture of the goods or service
- write what is good about your goods or service
- say how much it costs.



Goods or service: _____



Price: _____

6 Present your business to the class.

Talk about:

- what it is
- how much it costs
- why it is great
- where and how they can get it.

7 Sell your goods or service. Choose something to buy.

8 Which business is the most popular?

MODULE

3

My Government





RULES AND LAWS

In this unit, the Big Questions are:

- **Lesson 1:** Why do we have rules?
- **Lesson 2:** What rules are there at home?
- **Lesson 3:** What rules are there at school?
- **Lesson 4:** What are laws?
- **Lesson 5:** Why do we have laws?



Module 3: My Government



Key Words

law
pick
property
rule



Lesson 1 Why do we have rules?

By the end of this lesson, you will be able to:

- explain what rules are
- understand why we need rules

The words I need to learn:

to follow to be important to pick
property to respect to be safe trash

1 Talk together.

- 1 What are the rules of these games?
- 2 Why are there rules for games?



2 Read. Where do we need these rules? Write.

at home at school in our neighborhood

? What does it mean?

a rule – an instruction that tells you what you must or must not do

Rules in our community

- 1 Don't throw trash in the street.
• _____
- 2 Brush your teeth before bed.
• _____
- 3 Ask before you borrow your classmates' things.
• _____
- 4 Listen carefully to the teacher.
• _____
- 5 Help to set the table for dinner.
• _____
- 6 Don't ride your bike on busy roads.
• _____

- 1 _____ in our neighborhood
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

3 Read and match.

Our rules

- 1 We help to tidy our neighborhood.
- 2 I wash my hands before I eat.
- 3 I raise my hand up to ask a question.
- 4 I look before I cross the road.

Why do we have these rules?

- a It keeps me and other people safe.
- b We should respect teachers.
- c We like to keep our streets clean.
- d I want to be healthy.

4 Read and circle. Then write three more rules for a visit to the park.

? What does it mean?

property – something that a person owns
to pick – take fruit or flowers from a plant

Your visit to the park

Please ¹play / follow these rules and enjoy your visit!

- 1 ²Important / Honest: don't leave any trash.
- 2 Take your things home with you.
- 3 Don't pick the flowers. They are not your ³property / self-esteem.
- 4 Stay ⁴selfish / safe. Don't ride your bike too fast!
- 5 _____
- 6 _____
- 7 _____



5 Which park rule is the most important?

- 1 Work with your partner. Compare your rules for the park.
- 2 Which is the most important rule? Why? _____

What can I do?

I can explain what rules are. ☐

I can understand why we need rules. ☐

Think about this lesson.

How much did you understand?

☐ red: I don't understand and I need help.

☐ orange: I understand some of it, but I need a little help.

☐ green: I understand it and I can do this on my own.

Lesson 2 What rules are there at home?

By the end of this lesson, you will be able to:

- talk about rules at home
- understand what rules we have at home

The words I need to learn:

- to get along
- to be helpful
- to be kind

1 Talk together.

Do families need rules? Why?

2 5.1 Listen and read. What is the rule? Do you agree?

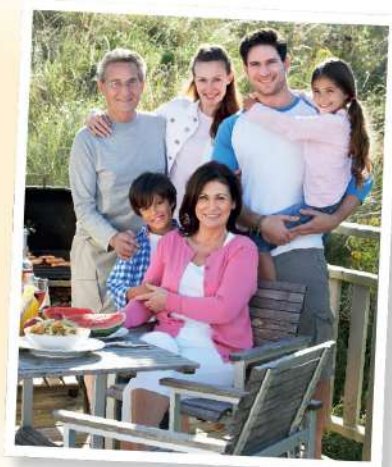
Happy families

Family, family
Sisters and brothers
Uncles and aunts
Fathers and mothers.

We all get along
When we follow this rule:
Be helpful, respect other
people, and be kind.

Family, family
Sisters and brothers
Grandmas and granddads
Fathers and mothers.

We all get along
When we follow this rule:
Be helpful, respect other
people, and be kind.



3 5.2 Sing the song. Act it out.

4 Look at the photographs. Ask and answer with your partner.

- 1 How is the girl being kind?
- 2 How is the boy being helpful?
- 3 How can the boy respect his granddad?

She is being nice
to the sad child.



5 What rules do you have at home? Make a list.



I have to make my bed every day.

At home, I
have to keep my
bedroom tidy.

6 **Compare your rules with your partner.**
Are your rules the same or different?



7 Do you think it's important to have rules at home?
Why? Why not?

8 **Talk together.**

What do you think is the most important rule at home?

What can I do?

I can talk about rules at home.

☐

I can understand what rules we have at home.

☐

 Research

Do a survey. Which rule do most of your friends have to follow at home?

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 What rules are there at school?

By the end of this lesson, you will be able to:

- give examples of rules at school
- write and talk about rules at recess

The words I need to learn:

a classroom to be late
recess

1 Talk together.

- 1 What rules do you follow at school?
- 2 Why do you think that we have rules at school?

2 5.3 Listen and read. What are the rules at Sara's school? Do you have the same rules at your school?

1 It is Sara's first day at her new school. What are the rules?



2 Sara is late for the lesson. She starts to run.



3 Sara is in the classroom. She doesn't know where to sit.



4 The teacher sees Sara. Sara looks sad.



5 The teacher points to the class rules.



6 Sara has some new friends.



3 What rules do you have in your classroom? Write.

4 Read the recess rules and match with the correct photographs (a–c).

- 1 If someone is sad or alone, they sit here and we talk to them.
Then they are happy.
- 2 We shouldn't drop trash in the playground.
- 3 We can read our books here, but we must be quiet.



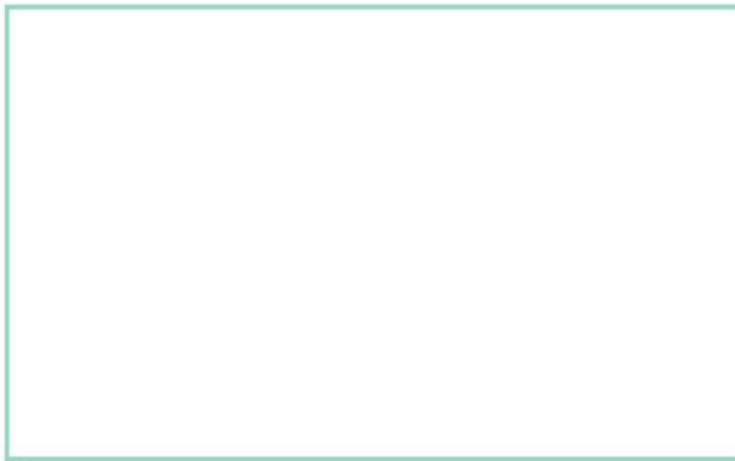
5 Write three rules for recess at your school.

Mini project

Think of your favorite recess game. Write the rules of the game. Make a poster.

6 Draw a picture of school recess.

- Some children are following the rules.
- Some children are not following the rules.
- Show your partner and tell them why you think school rules are important.



What can I do?

I can give examples of rules at school. ☐

I can write and talk about rules at recess. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 What are laws?

By the end of this lesson, you will be able to:

- talk about what laws are for
- give examples of laws and understand how they are different from rules

The words I need to learn:

to break the law a law
the police

1 Talk together.

1 What laws do you know?

2 How are laws different from rules?

2 Read the poster and check your answers to Activity 1.

Laws

Laws are a system of official rules in a country. Laws are for everyone. They keep us safe. They keep our property safe. Everyone has to follow laws. The police make sure that people don't break the law.

Look, these are laws:

- 1 When people drive cars, they can't drive too fast. ☐ **b**
- 2 We have to pay for things in stores. ☐

Rules

There are rules for school, for home, and in the park. We follow rules and live together happily. Parents and teachers make sure that we don't break the rules.

Look, these are rules for home and school:

- 3 This girl has to do her homework before she watches television. ☐
- 4 In this school, students have to raise their hands to answer a question. ☐



3 Read the poster again. Match the examples of the rules and the laws with the correct photographs (a–d).

4 Is it a **rule** or a **law**? Read and circle.

- 1 You must stop at a red traffic light.
- 2 Tidy your bedroom.
- 3 Don't take other people's property.
- 4 Don't run inside the school building.

rule	law
rule	law
rule	law
rule	law

5 Read and circle the correct words.



1 When we are at home, we follow **laws** / **rules**.

2 The police make sure that we follow **the law** / **rules**.



3 Drivers **have to** / **don't have to** follow the law on roads.

4 Laws are for **children** / **children and adults**.



6 Think of a law in your community. What is it? Write.

7 Explain in your own words how laws are different from rules.

8 Think. What laws have you followed this week? Write.

9 Which laws do you think are the most important? Why?

I think traffic laws are the most important, because cars can be dangerous.

What does it mean?

law – the system of official rules in a country

Did you know?

People have had laws for a long time. The oldest laws in the world came from Mesopotamia. They are about 4,000 years old!

What can I do?

I can talk about what laws are for. ☐

I can give examples of laws and understand how they are different from rules. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 Why do we have laws?

By the end of this lesson, you will be able to:

- give examples of laws that are important to us
- understand why we have laws

The words I need to learn:

a community to protect
a sign to steal

1 Talk together.

Why do you think we have laws?

2 Read the text and check your answers to Activity 1.

Why do we have laws?



- 1 On busy roads, there are many fast cars. These roads are not safe for children.
- 2 This law protects our homes and our property.
- 3 Young children live in houses and apartments on our road. This law helps them to be safe.
- 4 It is important to learn to read, write, and do math.

3 Read the text again and match the law to the reason (1–4).

4 Write three laws that you know. How do they help your community?

Law

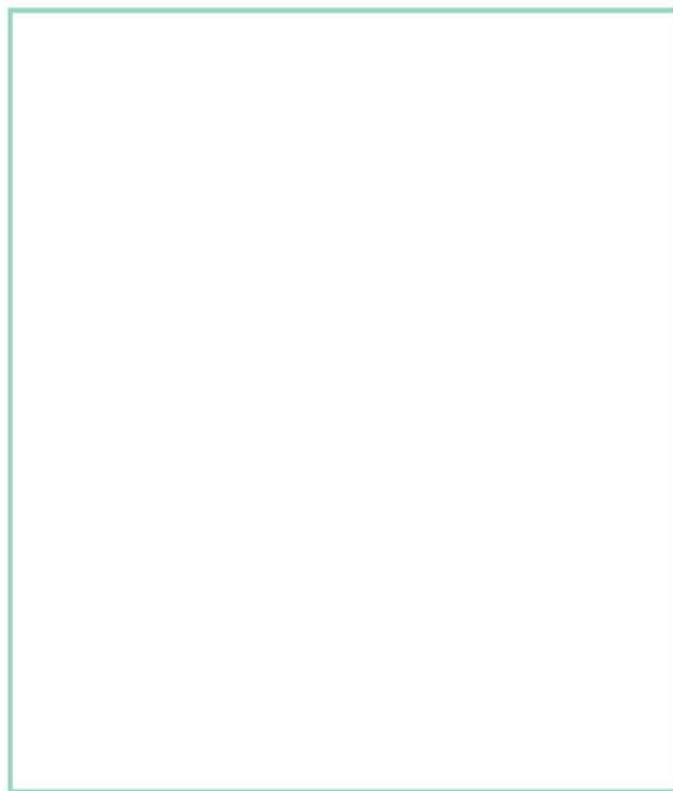
How does it help my community?

- 5  Talk together. Look. What do you think the laws are?
Where do you see these signs?



6 Draw and write.

Think. What law would you like to have in your community? Make a sign for it.





Game time

In a small group, show your sign to your friends. Can they guess what law it shows?

What can I do?

I can give examples of laws that are important to us.

☐

I can understand why we have laws.

☐

Think about this lesson.

How much did you understand?



PEOPLE WHO LOOK AFTER ME

In this unit, the Big Questions are:

- Lesson 1: Who looks after me?
- Lesson 2: Who makes rules and laws?
- Lesson 3: Why must we follow rules and laws?
- Lesson 4: Why are rules and laws important?
- Lesson 5: Can I make rules?



Module 3: My Government



Key Words

follow
laws
rules
vote



Lesson 1 Who looks after me?

By the end of this lesson, you will be able to:

- describe the people who look after us
- give examples of how people help us

The words I need to learn:

advice a dentist a doctor grandparents
to look after a principal a nurse to be wise

1 Talk together.

Who looks after you at home, at school, and in your community?

2 6.1 Listen and read. Who helps us at home?



People who look after us

People who look after us,
People who are kind,
At home, at school, in our community,
They're not hard to find.

At home, when I feel sad or sick,
Or when I need advice,
My parents and grandparents help,
They're kind, loving, and nice.

At school, when I feel sad or sick,
Or when I need advice,
My teachers and my principal
Are helpful, wise, and nice.

In my community, when I feel sick,
Or when I need advice,
The doctors and police officers
Look after me. They're nice!

3 6.2 Listen again. Answer the questions.

1 Who helps us at school?

2 Who helps us in our community?

4 Who else helps you at school? What do they do?

Mini project

Write about three people in your community who look after you. Make a class book.

5 Who are these people who look after us? Look, read, and match. How do they look after us?

1 mother

2 parents

3 doctor

4 grandma



5 dentist

6 granddad

7 nurse

8 principal

6 Who can help? Read and circle.

1 My tooth hurts.

2 This math problem is difficult.

3 I need help with my homework.

4 My knee hurts.

a doctor / a dentist / a nurse

my teacher / a nurse / a doctor

a gardener / my parents / a dentist

my principal / my grandma / a doctor

7 Write and draw.

Write about a person who looks after you at home.
What do they do?

What can I do?

I can describe the people who look after us. ☐

I can give examples of how people help us. ☐

Think about this lesson.

How much did you understand?

☐ **red:** I don't understand and I need help.

☐ **orange:** I understand some of it, but I need a little help.

☐ **green:** I understand it and I can do this on my own.

Lesson 2 Who makes rules and laws?

By the end of this lesson, you will be able to:

- give examples of who makes rules at school and at home
- understand who makes the laws in your country

The words I need to learn:

an emir a government a king a leader
a president a prime minister a queen

1 Talk together.

- 1 Who makes the rules that you follow at school and at home?
- 2 Who makes the laws in your country?

2 Read the text and check your answers to Activity 1.



Rules tell us what we can and cannot do at home and at school.

The rules keep us all safe.

In school, teachers and principals make the rules. Sometimes, children help to make the rules.

At home, adults make the rules. Sometimes, the whole family talks about good rules to follow.

In our country, our leaders make **laws**. Everyone must follow the laws. Leaders are important people who work hard for us. The most important leader might be a king or queen, a president, or an emir. Many countries also have a prime minister.

Our leaders and the people they work with are called the government.

It is important to follow your country's laws.



3 Read the text again. Complete the words for important leaders.

1 k _ i _ n _ g

2 p _ _ _ _ _ m _ _ _ _ _

3 e _ _ _ _

4 p _ _ _ _ _

5 q _ _ _ _



4 Read the text again. Answer the questions.

- 1 Who makes the rules in schools? teachers and principals
- 2 What are kings and queens, presidents, and emirs examples of? _____
- 3 Who makes the laws for your country? _____

5 Do you think families should decide together about the rules at home? Why? Why not? Write.



6 Read. Who makes these rules and laws?

Write the number in the correct place in the table.

- 1** ~~Go to bed at eight o'clock.~~
3 Don't run in the classroom.
5 Keep the classroom tidy.

- 2** Cars must stop at a red light.
4 Wash your hands before you eat.
6 Don't steal.

Adults at home	Principals and teachers	The government
1		

7 Write and draw.

Write about a person who makes rules for you at home or at school.
 How do the rules help you?

Research

Who are the most important leaders in your country?

What can I do?

- I can say who makes the rules at school and at home. ☐
- I can understand who makes the laws in my country. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 Why do we have to follow rules and laws?

By the end of this lesson, you will be able to:

- understand why we follow rules and laws
- give examples of how we follow rules and laws

The words I need to learn:

- to follow a rule
- a surprise to tidy

1 Talk together.

Why do you think that we need to follow rules and laws?

? What does it mean?

follow – to do what someone or something says you should do

2 6.3 Listen and read. How does Sami help at home?

1 It is four o'clock. Ayman is tidying up. But Sami wants to play a video game.



2 Sami's mother asks Sami to help his brother, Ayman.



3 Sami agrees and he stops playing.



4 Later ... Sami's aunt and uncle are here! What a surprise! Sami is happy.



3 Read the story again. Answer the questions.

1 Why do you think Sami is happy in the last picture?

2 How do you help at home?

4 Why do we have rules? Read and match.

- | | |
|--|---|
| 1 We have to keep the classroom tidy. | a It keeps us healthy. |
| 2 We have to wash our hands. | b We need to learn. |
| 3 We should never take other people's things without asking. | c It is easy to find our things when they are tidy. |
| 4 We should always do our homework. | d It is important to respect property. |

5 Look, read, and write the number (1-4).

Why do we have these laws?

- | | |
|-------------------------------|----------------------------|
| 1 To keep other drivers safe. | 2 To protect our property. |
| 3 To keep people from danger. | 4 To protect children. |



Stop!



No swimming!



Drive slowly!



Don't steal!

What can I do?

I can understand why we follow rules and laws. ☐

I can give examples of how we follow rules and laws. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 Why are rules and laws important?

By the end of this lesson, you will be able to:

- understand why rules and laws are important
- explain which rules and laws are the most important

The words I need to learn:

to clean a community to be important
safely trash a trash can

1 Talk together.

- 1 Why are rules and laws important?
- 2 What is the most important rule or law that you have to follow?

2 Read. Complete the questionnaire for you and your partner.

Which rules and laws do you follow?

	You	Your partner
1 Do you help to keep your home clean and tidy?	☐	☐
2 Do you brush your teeth twice a day?	☐	☐
3 Do you respect other people's property?	☐	☐
4 Do you raise your hand to ask a question in class?	☐	☐
5 Do you put trash in the trash can?	☐	☐
6 Do you cross the road safely?	☐	☐



3 Read the questionnaire again. Answer the questions.

- 1 Which do you think is the most important rule at home? Why?

- 2 Which do you think is the most important rule at school? Why? _____
- 3 Which do you think is the most important rule or law in your community? Why?

4 Read the text. Where do we follow rules and where do we follow laws?

Why we follow rules and laws

We all follow rules at home, at school, and in our communities. We also have to follow laws in our communities. Why are rules and laws important?

When we follow rules at home, we all get along.
We help to keep our homes tidy and safe.



When we follow rules at school, we respect our teachers and each other. We study well and learn a lot together.

When we follow the laws in our community, we keep each other safe.

This is why rules and laws are important.



5 In your own words, say why rules and laws are important.

6 Draw and write.

- 1 Draw a picture of your friend.
Show them following a rule or law.
- 2 Why is this rule or law important?



What can I do?

I can understand why rules and laws are important.

☐

I can explain which rules and laws are the most important.

☐

Think about this lesson.

How much did you understand?



red



orange



green

Lesson 5 Can I make rules?

By the end of this lesson, you will be able to:

- explain how you can help to make rules
- vote on a new rule

The words I need to learn:

- to choose to be fair an idea
- to be silly to vote

1 Talk together.

Have you ever helped to make a new rule at home or at school? What was it?

2 6.4 Listen and read. What are the children's ideas for new rules?



What is the best way to make rules?

There are some new books in Sara's classroom. The children are making a library. The teacher asks them to make rules for borrowing the books.

The children talk together. Reem shouts, "Listen to me! The first student to arrive each day can borrow a book." Because she speaks loudly, they choose Reem's idea. Sara doesn't think that this is fair.

The children decide to follow a different rule each day. The next day, they follow Nada's rule. Nada says, "Children called Nada can borrow books today!" Sara thinks that this is silly.

Sara raises her hand. "I know!" she says. "Please write down your ideas. We can vote for the best rules."

3 Talk together.

What do you think of the children's ideas for new rules?

4 Read the text again and answer the questions.

1 How do the children make the rules?

2 Which do you think is the best way to make a new rule? Why?

5 Imagine that you have a new classroom library. What rules will you make?

 **What does it mean?**

to vote – to say what you want; other people vote, too; the idea with the most votes wins

6 Read and write.

Look at the times and places where we have rules.
Think of and write a new rule for each one.

1 getting ready for school



2 at recess at school

3 at dinner time



4 watching television

5 getting ready for bed

7 Talk together.

- 1 Compare your ideas for new rules with your friends.
- 2 Say why you chose your rules.
- 3 Vote for the best idea.

Game time

Choose your favorite game. Think of one way to change the rules of the game. Play your game with your partner.

What can I do?

- I can explain how we can help to make rules. ☐
- I can vote on a new rule. ☐

Think about this lesson.

How much did you understand?

- ☐ red ☐ orange ☐ green

REVIEW 3

I can say...

- why we have rules
- what rules there are at home
- what rules there are at school
- what laws are
- why we have laws
- who looks after me
- who makes rules and laws
- why we must follow rules and laws
- why rules and laws are important
- how I can make rules.

How well have you understood the topics in Units 5 and 6?

1 Complete the quiz.

QUIZ

1 Write one rule in your community.

2 Which do you think is the most important rule at home?

3 Which do you think is the most important rule at school?

4 Who makes sure that we don't break the law?

5 Write one law in your community.

6 Who looks after you at school? How do they help you?

7 Who looks after you in your community? How do they help you?

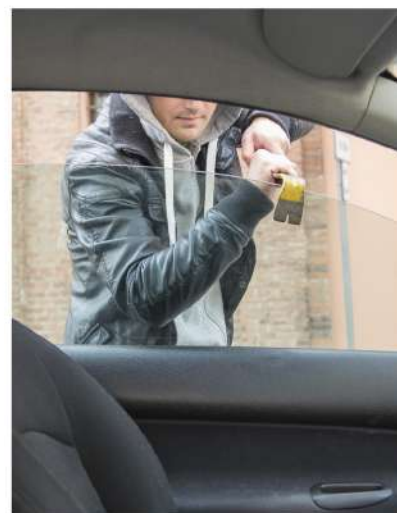
8 Who makes the laws in your country?

2 Explain the difference between a *rule* and a *law*.

3 Read and write *rule* or *law*.

- 1 I brush my teeth before I go to bed. _____
- 2 Drivers have to stop at a red light. _____
- 3 You can't steal other people's property. _____
- 4 We tidy our classroom before we go home. _____

4 Explain one reason why we have laws. Use the word *property*.



5 What do you think is a good way to make a new rule at home or at school? Write.

6 Imagine that you have to make a new rule for when friends or family visit your home. What is the rule? Why do you want this rule?

7 In your own words, explain why you think that we have rules at school.

PROJECT 3

Make a book about rules and laws in the community!

- 1** You want to find out about the rules and laws in your community.
Who can you ask?

- 2** In their roles of parents, teachers, or the government, students in their groups write a list of the rules they have made.



Rules at home

Rules at school

Laws and rules in the community



- 3** Compare your rules and laws with the class.
Which ones did you already know?

4 Choose four of the rules and laws. Make a book.

Step 1 Fold and staple two pieces of A4 paper.



Step 2 Write the title on the front of your book.



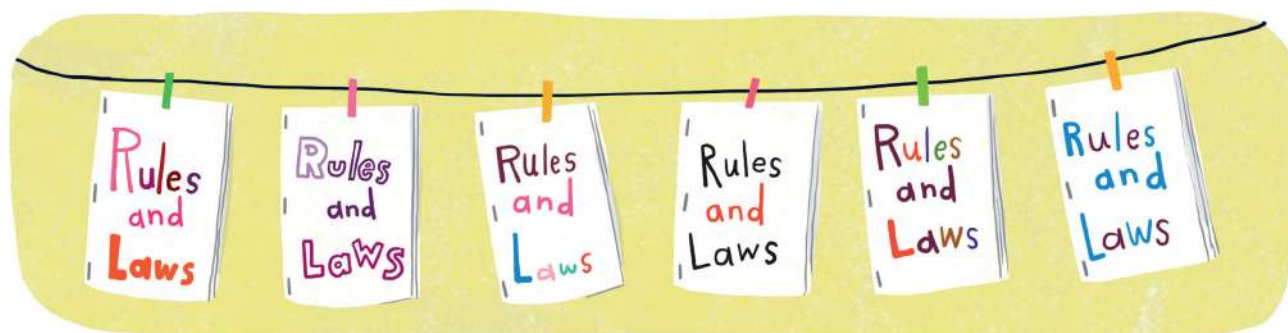
Step 3 Write one rule or law on each page of your book. Draw a picture for each one.



Step 4 On the last page, say why rules and laws are important. These words will help you.

community follow important look after
property protect respect safe

Share your book with your classmates. Make a class display.



MODULE

4

My Culture





CUSTOMS

In this unit, the Big Questions are:

- **Lesson 1:** What are customs?
- **Lesson 2:** Where do our customs come from?
- **Lesson 3:** Does my family have customs?
- **Lesson 4:** What are the customs in my country?
- **Lesson 5:** What do stories tell us about our culture?



Module 4: My Culture



Key Words

culture
custom
folktale



Lesson 1 What are customs?

By the end of this lesson, you will be able to:

- understand what customs are
- name some customs in your country and say what you do, what you eat, and what you wear

The words I need to learn:

to celebrate culture a custom
food a present

1 Talk together.

- 1 What do you think customs are?
- 2 What do you think culture is?

2 7.1 Listen and read. What are all the same things that the people do in their country?

? What does it mean?

a custom – a way of behaving or doing things in a community

culture – the way of life, customs, and beliefs shared by a group of people

I love my country

*I love my country
And my country loves me.
We speak the same language
And we're very happy.*

*I love my country
And my country loves me.
We eat the same food
And it's good to agree.*

*I love my country
And my country loves me.
We play the same games
To make life easy.*

*I love my country
And my country loves me.
We celebrate together.
Yes! I love my country!*

3 7.2 Sing the song. Act it out.

4 Answer the questions.

1 Which country do you live in?

2 What language do you speak?

3 What food do you eat?

4 What clothes do you wear?



5 Look, read, and match.

Customs

a



c



b



d



- 1 We sing a national song.
- 2 We give presents.
- 3 We don't wear shoes inside.
- 4 We eat great food on special days.

6 Read and circle Yes or No.

- 1 Do you give presents on special days? **Yes** **No**
What presents? _____
- 2 Do you sing a national song? **Yes** **No**
What song? _____
- 3 Do you eat great food on special days? **Yes** **No**
What food? _____
- 4 Do you wear special clothes on special days? **Yes** **No**
What clothes? _____

Mini project

Choose and write about a custom in your country. Draw a picture. Make a class collage.

What can I do?

I can understand what customs are. ☐

I can name some customs in my country and say what I do, what I eat, and what I wear. ☐

Think about this lesson.

How much did you understand?

- ☐ **red:** I don't understand and I need help.
- ☐ **orange:** I understand some of it, but I need a little help.
- ☐ **green:** I understand it and I can do this on my own.

Lesson 2 Where do our customs come from?

By the end of this lesson, you will be able to:

- understand where customs come from
- write some of your customs

The words I need to learn:

a bedtime story geography
a palm tree a valley

1 Talk together.

1 What do you know about Madinah?

2 Have you ever visited Madinah?

2 7.3 Listen and read. What customs does Adel have in his country?

Adel lives with his parents and grandparents in Madinah, Saudi Arabia. Madinah has an interesting geography. There are many mountains and valleys where people can walk. Date palm trees grow well in the valleys there.

Adel and his family eat together every day. They have some local Saudi dishes and drink Arabian coffee with dates. Saudi families enjoy eating dates with coffee.

At school, Adel wears a uniform. It is white. Adel and his family visit Al-Masjid an-Nabawi every Friday.



Adel

3 Where do Adel's customs come from? Read and match.

- | | |
|-----------------------------|----------------------------------|
| 1 eating dates | a schools in Saudi Arabia |
| 2 eating local Saudi dishes | b Adel's family |
| 3 wearing a uniform | c the geography of Madinah |
| 4 walking in the valleys | d what they grow in Saudi Arabia |

4 Read and write.

Which of Adel's customs are the same as yours? Which are different?

5 Think about your customs. Where do they come from?

Look and read. Write one of your customs for each.

the geography

1



what can grow

2



your family

3



your school

4



6 Read and write.

Where do these customs come from? There might be more than one correct answer.

family geography what can grow

1 eating fish and rice
_____ geography / what can grow _____

2 swimming in the ocean

3 visiting grandparents

4 walking in the mountains

5 picking oranges

6 reading bedtime stories

What can I do?

I can understand where customs come from.

☐

I can write some of my customs.

☐

Think about this lesson.
How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 Does my family have customs?

By the end of this lesson, you will be able to:

- talk about the customs in your family
- write about your favorite family customs

The words I need to learn:

- to decorate to help
- a party to serve

1 Talk together.

Does your family have customs? What are they?

2 7.4 Listen and read. How many people are there in Nada's family?

1 It's Saturday morning. Nada and her family always go to the park on Saturday. Amir and Dad always play soccer!



2 Mom and Nada are feeding the ducks. Nada loves the ducks.



3 It's six o'clock. Nada and her family always have dinner at six o'clock and Dad always serves Grandma first!



4 At bedtime, Mom always reads Amir and Nada a bedtime story. Good night, Amir and Nada!



3 What are Nada's family customs? Circle **True** or **False**.

- 1 Nada and her family go to the park every Saturday.
- 2 Amir and Dad always play basketball.
- 3 Mom and Nada never feed the ducks.
- 4 The family has dinner at six o'clock.
- 5 Dad always serves Granddad first.
- 6 At bedtime, Mom reads Nada and Amir bedtime stories.

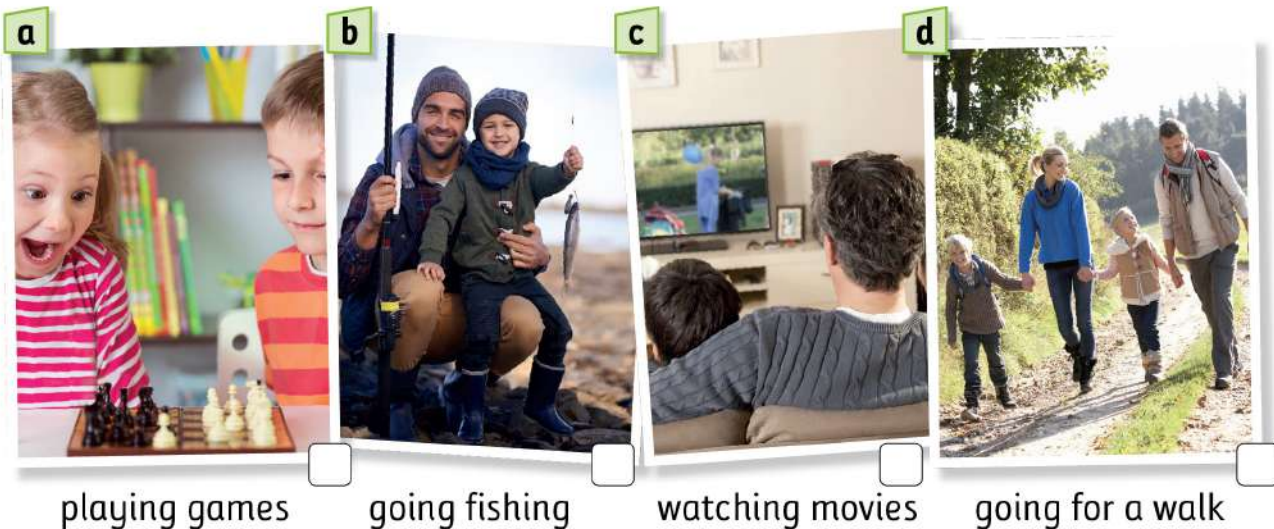
- | | |
|-------------|-------|
| <u>True</u> | False |
| True | False |
| True | False |
| True | False |
| True | False |
| True | False |

4 Read and check ✓. What customs does your family have?

- 1 We visit our grandparents every weekend.
- 2 We all help to prepare and cook meals.
- 3 My parents give me presents on special days.
- 4 I help my parents to decorate the house on special days.
- 5 My grandparents read me bedtime stories.
- 6 We visit our cousins every school vacation.
- 7 We have a family party once a year with our uncles, aunts, and cousins.

☐
☐
☐
☐
☐
☐
☐

5 Look and check ✓ the customs that you have at home.



6 Read and complete. Write about your favorite family customs.

- 1 On special days, _____.
- 2 On the weekend, _____.
- 3 We always eat _____.
- 4 In the summer, we _____.

7 Talk together.

Talk about your family customs.

Mini project

Make a poster. Write three of your family customs and draw pictures.

What can I do?

I can talk about the customs in my family.

I can write about my favorite family customs.

☐
☐

Think about this lesson.

How much did you understand?

☐

red

☐

orange

☐

green

Lesson 4 What are the customs in my country?

By the end of this lesson, you will be able to:

- talk about some of the customs in your country
- give examples of some of the customs in your country

The words I need to learn:

a country good manners
a guest to be polite to respect

1 Talk together.

- 1 What are some of the different customs in your country?
- 2 Do you think people in different countries have the same customs as you?

2 Read and say the poem. Are the customs the same in your country?

Our customs

*Our country has customs old and new.
We're always polite, both me and you!*

*We drink coffee and we drink tea.
We eat meals with our family.*

*When we visit, we like to bring
A present, flowers, or a nice new thing.*

*Show good manners to all your guests.
Respect older people because they're the best!*



3 What are your customs at home when you have visitors? Write.

Game time

In pairs, choose a custom from the poem. Mime it to your partner for them to guess!

4 Read and answer the questions about your country.

1 What do people do before they enter a house?

2 What do people do on the weekend?

3 How do people celebrate your country's National Day?

4 What do people do when they visit friends or family?

5 Look. Check ✓ your favorite custom in your country.

a



b



c



d



6 Write about your favorite custom in your country.

Explain what happens and why you like it.

What can I do?

I can talk about some customs in my country.

☐

I can give examples of some customs in my country.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 What do stories tell us about our culture?

By the end of this lesson, you will be able to:

- talk about folktales
- understand what folktales tell us about our culture

The words I need to learn:

- a cave a folktale a moral
a secret a servant thieves

1 Talk together.

What is your favorite folktale? Why?

2 7.5 Listen and read. Who is Kassim? What kind of person is he?

Ali Baba and the Forty Thieves

Ali Baba is a poor man. One day, he finds a special cave. He watches a man go into the cave. The man says the secret words, "Open sesame" and the cave door opens. Ali Baba follows him. The cave is full of gold! Ali Baba tells his brother, Kassim. But Kassim wants all the gold for himself. When Kassim tries to steal the gold, some thieves find him! The thieves try to find Ali Baba, too. But they don't find him because Ali Baba's brave servant, Marjaneh, stops them.



3 Read and answer the questions.

- 1 How do you think Ali Baba feels when he sees the cave full of gold?

- 2 Why do you think he tells Kassim about the gold?

- 3 What do you think the story teaches us? Do you agree?

4 Read and complete.

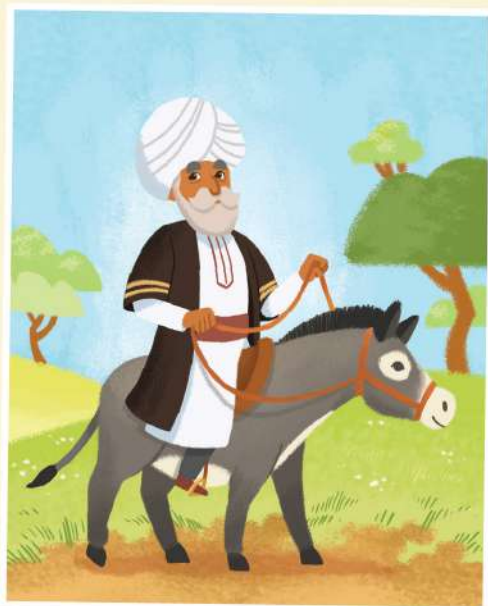
brave cave secret ~~servant~~ thieves

- 1 A servant works in another person's house.
- 2 A _____ is a cold, dark place.
- 3 _____ steal money.
- 4 A _____ is something people don't know about.
- 5 A _____ person isn't afraid.

What does it mean?

a folktale – a story that passes from parents to children over many years; it often has a moral

5 7.6 Listen and read. Who are the characters in the story?



Goha gives thanks to God

One day, Goha lost his donkey. While searching for his donkey, he kept saying “Thanks be to God!”

People were surprised and asked him, “Are you thanking God for losing your donkey?”

Goha answered, “No, I am thanking God I was not riding the donkey, or I would be lost, too.”

6 Read and answer the questions.

1 Is Goha thankful?

Yes, he is.

2 Are you surprised by Goha’s answer?

3 What is Goha teaching us?

4 What surprised people?

7 What do these two folktales tell us about our culture? Circle.

1 It’s **right** / **wrong** to steal money.

2 It’s **good** / **bad** to be brave.

3 Friends **aren’t** / **are** important.

4 We **should** / **should not** thank God all the time.

8 Talk together.

Which of these two folktales do you prefer? Why?

 Did you know?

The *Tales of Goha* are popular in many countries in the Middle East. They are funny and some of them are over a thousand years old!

 Research

What were your parents’ favorite folktales? Did they learn them at school?

What can I do?

I can talk about folktales. ☐

I can understand what folktales tell us about our culture. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

In this unit, the Big Questions are:

- **Lesson 1:** What language do I speak?
- **Lesson 2:** What food do I eat?
- **Lesson 3:** What clothes do I wear?
- **Lesson 4:** Where do I live?
- **Lesson 5:** How do I travel?



Module 4: My Culture



Key Words

character
suburb



Lesson 1 What language do I speak?

By the end of this lesson, you will be able to:

- name some languages that people speak
- understand some facts about different languages

The words I need to learn:

a character a language
a letter Mandarin Spanish

1 Talk together.

What languages do people speak in your country?

2 Look. Write the language for each country.

Arabic English ~~Mandarin~~ Spanish



Mandarin



3 Read the text. Which language is spoken in China?

Languages

There are many languages in the world, but more people speak English and Mandarin than any other language. A lot of people also speak Spanish and Arabic. In China, people speak Mandarin. They write Mandarin from the top of the page to the bottom of the page. Mandarin doesn't use letters. Mandarin uses characters. Many millions of people speak Arabic. We write Arabic from right to left. Arabic is a rich language with many words. People write beautiful poems in Arabic.

4 Read the text again. Answer the questions.

- 1 Which two languages are spoken by more people than any other language?
English and Mandarin
- 2 Name two other languages mentioned in the text.

- 3 In which direction on the page do people write Mandarin?

- 4 In which direction on the page do people write Arabic?

? What does it mean?

a character – a symbol used to write instead of a letter



5 Talk together.

- 1 What languages would you like to learn? Why?
- 2 What is your favorite language? Why is it your favorite?

Did you know?

December 18th is World Arabic Language Day!

What can I do?

I can name some languages that people speak. ☐

I can understand some facts about different languages. ☐

Think about this lesson.

How much did you understand?

☐ red: I don't understand and I need help.

☐ orange: I understand some of it, but I need a little help.

☐ green: I understand it and I can do this on my own.

Lesson 2 What food do I eat?

By the end of this lesson, you will be able to:

- name some of the food we eat
- name food from other countries

The words I need to learn:

chicken figs olives
pasta strawberries yogurt

1 Talk together.

1 What food do you eat and drink in your country?

2 Do you know what food grows in your country?

2 Look and check ✓ the foods you eat at home. Which is your favorite?

a



strawberries

☐

b



olives

☐

c



chicken

☐

d



figs

☐

e



yogurt

☐

f



pasta

☐

3 Read. What is Tom talking about?

Hello! My name is Tom. What food do you like to eat? What do you have for breakfast? I like yogurt with fruit. Bananas are my favorite fruit, but sometimes we have figs or strawberries. We eat lots of vegetables and fish because they are good for our health. But sometimes, Mom makes fried chicken and French fries. That's my favorite meal! At the weekend, we often have pasta with tomato sauce. I love that. I don't usually eat snacks, but I like potato chips and Dad loves olives. What snacks do you eat?

4 Read and write.

What do you eat ...

1 for breakfast?

2 for dinner?

3 at the weekend?

4 as a snack?

5 Why do you eat this food?

5 8.1 Listen and circle. Then sing.

Food in our country



We grow lemons
In our country.
We grow ¹oranges / apples.
We don't grow tea.

We love chicken,
Some ²cheese / fish and rice.
Bread and cheese
Because it's nice.

We grow ³olives / lemons
In our country.
We grow melons.
We don't grow coffee.



We love bananas,
Fruit and ⁴meat / cheese.
We love chocolate
Because it's sweet!

Different food
In different places.
We're the same,
Just different ⁵places / faces!



Research

Find a recipe for one of your favorite dishes. Draw a picture. Then tell the rest of the class about it.

6 Read and match. Which of these dishes have you tried?

- 1 Machboos is a Kuwaiti dish with rice and meat or fish.
- 2 We make pancakes with eggs and milk. We eat them with lemon, honey, and fruit.
- 3 Fattoush is a salad. We make it with vegetables and pieces of fried pita bread.
- 4 Mansaf is a dish of meat, rice, and yogurt from Jordan.
- 5 Spaghetti Bolognese is a pasta dish with beef, vegetables, and tomatoes.
- 6 Paella is a Spanish dish with rice and fish.

a



b



c



d



e



f



What can I do?

I can name some of the food we eat. ☐

I can name some food from other countries. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 What clothes do I wear?

By the end of this lesson, you will be able to:

- name some of the clothes we wear
- understand why we wear different clothes at different times

The words I need to learn:

clothes a cord Japan sandals
Scotland Sweden a tunic a wool hat

1 Talk together.

- 1 What clothes do you like wearing?
- 2 Do you wear different clothes at different times?

2 Read, look, and complete.

dress hats headdress skirt tunic (x2)



- 1 In some countries in the Middle East, men wear a dishdasha. It's a long, white tunic. They also wear a with a black cord.



- 2 In Scotland, people wear a called a kilt on special days.



- 3 In Japan, on special days, women wear a beautiful called a kimono.

- 4 In parts of the United States of America, people wear these big called Stetsons.



- 5 In northern Sweden, Sami men and women wear a called a kolt. The colors are blue, red, yellow, and green.



3 Read. What countries are Elsa and Joe from?



My name's Elsa. I'm from Sweden. In winter, it's very cold in my country and it snows. When I go outside, I have to wear a warm scarf, gloves, and a wool hat. I also wear big boots, pants, and a warm coat.



I'm Joe. I'm from the United States. It's very hot in the summer. Sometimes it's 40°C. I always wear a T-shirt and shorts. I also wear sandals because it's too hot to wear shoes.

4 Read again and answer the questions.

- 1 What clothes do Elsa and Joe wear?

- 2 Why do you think they wear different clothes?

5 Read, write, and draw. What do you wear in the summer and in the winter?

Mini project

In pairs, choose a country and find out what people wear on special days. Draw a picture and label it. Then make a class poster.

What can I do?

I can name some of the clothes we wear. ☐

I can understand why we wear different clothes at different times. ☐

6 Tell your partner what you wear.

I wear a new dress and shoes on special days.

I wear warm clothes in the winter.

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 Where do I live?

By the end of this lesson, you will be able to:

- talk about why people live in different places
- write about where you live

The words I need to learn:

an apartment a building the country
downtown a suburb

1 Talk together.

1 Do you live in a city, a town, or the country?

2 What is the area like?

2 Read and complete.

apartment house



This is my _____.
There are six rooms. The rooms are on one floor
of a tall building. We don't have a yard.



This is my _____.
The living room and kitchen are downstairs and
the bedrooms are upstairs. We have a small yard.

3 Read, look, and write the letter (a–f).

- This house is in a suburb of a large town. b
- This is a houseboat. It's on a river, so it can move to different places. _____
- This small house is in the country. _____
- This house is an igloo. It's made of snow. _____
- These apartments are downtown. _____
- These are cave houses in the side of a mountain. _____

? What does it mean?

a suburb – an area of houses or buildings on the edge of a town or city

a



b



c



d



e



f



4 Talk together.

Look at the photographs again. Why do you think people live in these places?

5  **8.2 Listen. Where do Salah and Zeina live?** _____

6  **8.3 Listen again and complete the table.**

	Salah	Zeina
Is it quiet or noisy where they live?		
What do they like about where they live?		

7 Read and answer the questions.

1 What kind of building do you live in?

2 Are there many stores where you live? What kind?

3 Do you live downtown, in the suburbs, in a small town, or in the country?

4 What is your street like?

5 What do you like the best about where you live?

**8 Write about where you live.
Draw a picture.**



What can I do?

I can talk about why people
live in different places.

☐

I can write about where I live.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 How do I travel?

By the end of this lesson, you will be able to:

- understand why we use different forms of transportation
- give examples of different ways to travel

The words I need to learn:

a bus a ferry a helicopter a jeep
to sail a ship the subway transportation

1 Talk together.

How do you travel to school? Why?

2 8.4 Listen and read. What forms of transportation are in the story?

1 Hoda lives in a busy town. Her father takes her to school by car because it's too far to walk.



2 Hoda's grandparents live in the same town. They don't drive, so they visit by taxi.



3 Hoda and her family visit her cousins by bus. The bus is comfortable.



4 Hoda loves sailing in her uncle's boat. It's fun! Look at Granddad! He can't drive, but he can sail a boat!



3 Think about the forms of transportation in the story. Write.

1 When have you used these forms of transportation? Why?

2 What other forms of transportation have you used? Why?

4 Look, read, and write the place.

What is the correct form of transportation for each place? Why?

a river or a sea a big city the country ~~the desert~~

a



the desert

b



c



d



5 Read and circle. Make sentences that are true for you.

1 I go / **don't go** to school by bus.

3 I **sometimes** / **never** travel by train.

5 I'd like / **wouldn't like** to fly in a helicopter.

2 I've flown / **haven't flown** in a plane.

4 I've been / **haven't been** on a ferry.

6 I've sailed / **haven't sailed** on a ship.

6 Talk together and write.

1 What is a fast way to travel to a different country?

2 How many different ways can you travel from your town to another town?

3 How many different ways can you travel around your town?

4 Why do we travel by subway in big cities?



Game time

In pairs, describe a form of transportation to your partner. Don't say the word and don't mime!
Can your partner guess what it is?

What can I do?

I can understand why we use different forms of transportation. ☐

I can give examples of different ways to travel. ☐



Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

REVIEW 4

I can say...

- what customs are
- where our customs come from
- what my family's customs are
- what the customs are in my country
- what stories tell us about our culture
- what languages I speak
- what food I eat
- what clothes I wear
- where I live
- how I travel

How well have you understood the topics in Units 7 and 8?

1 Complete the quiz.

QUIZ ?

- 1 What is your favorite family custom? Why?

- 2 What is your favorite custom in your country? Why?

- 3 What do you think folktales teach us?

- 4 Name three languages that you know.

- 5 What is your favorite food? Why?

- 6 What are your favorite clothes? Why?

- 7 Describe where you live.

- 8 What is your favorite form of transportation? Why?

2 Read and write the correct word.

culture custom

- 1 a way of behaving or doing things in a community _____
- 2 the way of life, customs, and beliefs shared by a group of people _____

3 Describe three customs in your country. Where do they come from?

4 In your own words, write the story of Ali Baba and the Forty Thieves.

5 Write about your favorite dish. Describe it.

**6 Look and write. What is Tom wearing?
Why is he wearing these clothes?**



PROJECT 4

Make an information sheet about where you live!

Step 1 Do some research about your town and answer the questions.

Clothes

1 What clothes do people usually wear?

2 What do people wear on special days?



Buildings and streets

1 What buildings are there?

2 Are the streets busy or quiet?



Transportation

1 How can people travel around your town?

2 Is there a train station, a bus depot, or an airport?



Food

1 What food do people eat in your town?

2 What is your national dish?



Customs

1 What are your national customs?

2 What are your family customs?



Step 2

Find photographs or draw pictures.



You will need:

- A4 paper
- glue sticks
- colored pencils or crayons.



Step 3

Write a short description for each part.



Step 4 Make your information sheet and present it to the class.

Step 5 Make a classroom display.

