



2





2



MODULE

1

My World





MAPS

In this unit, the Big Questions are:

- Lesson 1: Where am I in the world?
- Lesson 2: What is a map?
- Lesson 3: Where is north?
- Lesson 4: Can I read a map?
- Lesson 5: Can I draw a map?



Key Words

cardinal points
compass
compass rose
continent
route
symbol



Lesson 1 Where am I in the world?

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

- find countries on a map
- say where you are in the world

The words I need to learn:

- a capital city
- a compass rose
- a direction
- a map

1 Talk together.

1 Where do you live?

2 How can you explain to a friend where you are in the world?

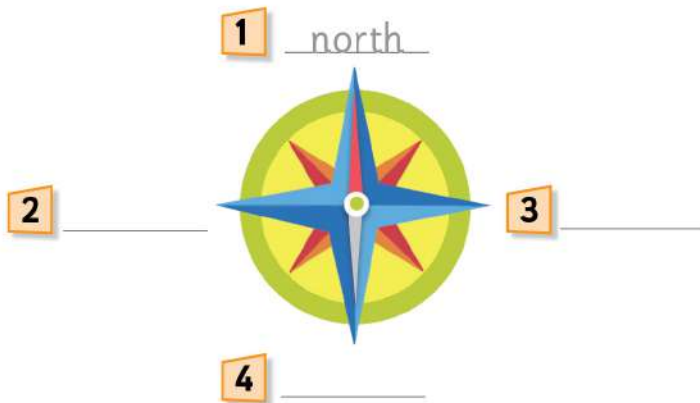
2 Look at the map. Write the capital city of these countries.

Country	Egypt	Jordan	Kingdom of Saudi Arabia	Kuwait	Lebanon	Oman	United Arab Emirates
Capital city	Cairo						



3 Complete the compass rose.

east ~~north~~ south west



? What does it mean?

a compass rose – a picture on a map that tells us the direction of north, south, east, and west

4 Read and look at the map. Where do they live? Circle.



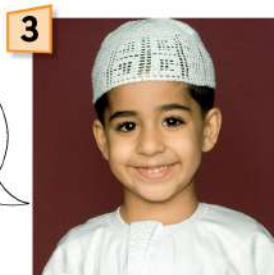
My country is east of the Kingdom of Saudi Arabia. The capital city is Abu Dhabi.

United Arab Emirates **Jordan**



My country is north of Jordan. The capital city is Beirut.

Lebanon **Kuwait**



My country is west of Oman. The capital city is Riyadh.

Jordan **Kingdom of Saudi Arabia**



My country is south of Lebanon. The capital city is Amman.

Jordan **Kuwait**

Mini project

Make a country fact file. Where are you in the world?

My country:

What's the name of your country?

What's the capital city?

Where do you live?

Do you live in the north, south, east, or west of your country?

What can I do?

I can find countries on a map. ☐

I can say where I am in the world. ☐

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 a map?

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

- explain what a map is
- give examples of different types of maps

The words I need to learn:

- a building
- a continent
- an ocean
- a street

1 Talk together.

- 1 What information can maps show us?
- 2 Do maps always look the same?

2 Look, read, and circle.

This is Paris, France. What can you see?



? What does it mean?

continent – a large area of land on the Earth

This is a ¹ **photograph** / **drawing** of my city.
We use a ² **camera** / **map** to take photographs.

This is a ³ **photograph** / **map** of my city.
A map is a ⁴ **camera** / **picture** that shows where places are.

3 Look and check ✓ or cross X.

Look at the map of Paris above. Check ✓ the things you can see.
Cross X the things you can't see.

a river ☒
boats ☐
buildings ☐

streets ☐
a school ☐
a store ☐

🔍 Research

Find out about maps:

- 1 When do people use maps?
- 2 Where can you buy or look at a map?

🌍 Did you know?

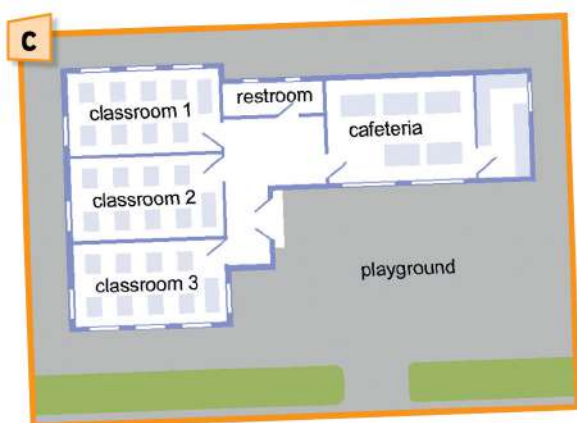
The earliest maps were drawings on cave walls, thousands of years ago!

4 Look at the different types of maps. Read and match.



- 1 This map shows countries and cities.
- 2 This map shows oceans and continents.

- 3 This map shows a building. It is called a plan.
- 4 This map shows streets and buildings.



5 **9.1 Listen. How many different maps do the girls have?**

6 **9.2 Listen again and answer the questions.**

1 What kind of map do they talk about first?

a world map

2 What can you find on a world map?

3 What can they see on the city map?

4 How can they use the city map?

What can I do?

I can explain what a map is.

☐

I can give examples of different types of maps.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 Where is north?

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

- understand where north, south, east, and west are
- use the cardinal points

The words I need to learn:

the cardinal points a compass
a needle a route

1 Talk together.

Can you remember the four directions on a compass rose?

2 9.3 Read and complete. Then listen and check.

~~compass~~ directions map needle south

- 1 A compass shows four _____ :
north, _____, east, and west.
- 2 We use a compass and a _____ to find our way.
- 3 A compass _____ points north.

? What does it mean?

a compass – an object for finding direction, with a needle that points north

a route – a way from one place to another

3 9.4 Listen and read. Why is Imad late?

- 1 Reem has a new compass. She wants to go on an adventure.



- 2 Reem, her brother Imad, and Dad decide to find the new park. "Let's take this map, too," says Reem.



- 3 "I think it's this way," says Imad. "No, it's not!" says Reem. They go different routes.



- 4 Reem gets to the park first. Where is Imad? Here he is! Oh, dear!



4 Look and read the story again. Answer the questions.

1 What do you think the story teaches us?

2 Have you ever gotten lost? What did you do?

5 **Look at the map. Write the boat's route.**

east north south west



1

2

3

4

5

north



Game time

Use a compass to find north. Use the cardinal points to describe where different things are in the classroom to your partner. Guess what it is.

? What does it mean?

cardinal points – the four main points on a compass: north, south, east, and west

What can I do?

I understand where north, south, east, and west are. ☐

I can use the cardinal points. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 Can I read a map?

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

- use symbols to find and show places on a map
- use gridlines to find places on a map

The words I need to learn:

a bus depot to divide gridlines a grocery store a museum a square a symbol

1 Talk together.

- 1 What places can you find on a map of your town?
- 2 How can we show these places on a map?

2 Look, read, and match the symbols on a map with the places.

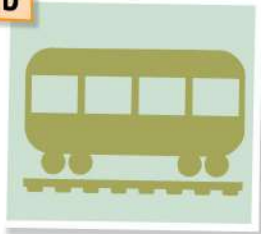
What does it mean?

a symbol – a simple picture to show a place on a map

a



b



c



museum

park

playground

restaurant

grocery store

bus depot

d



e



f

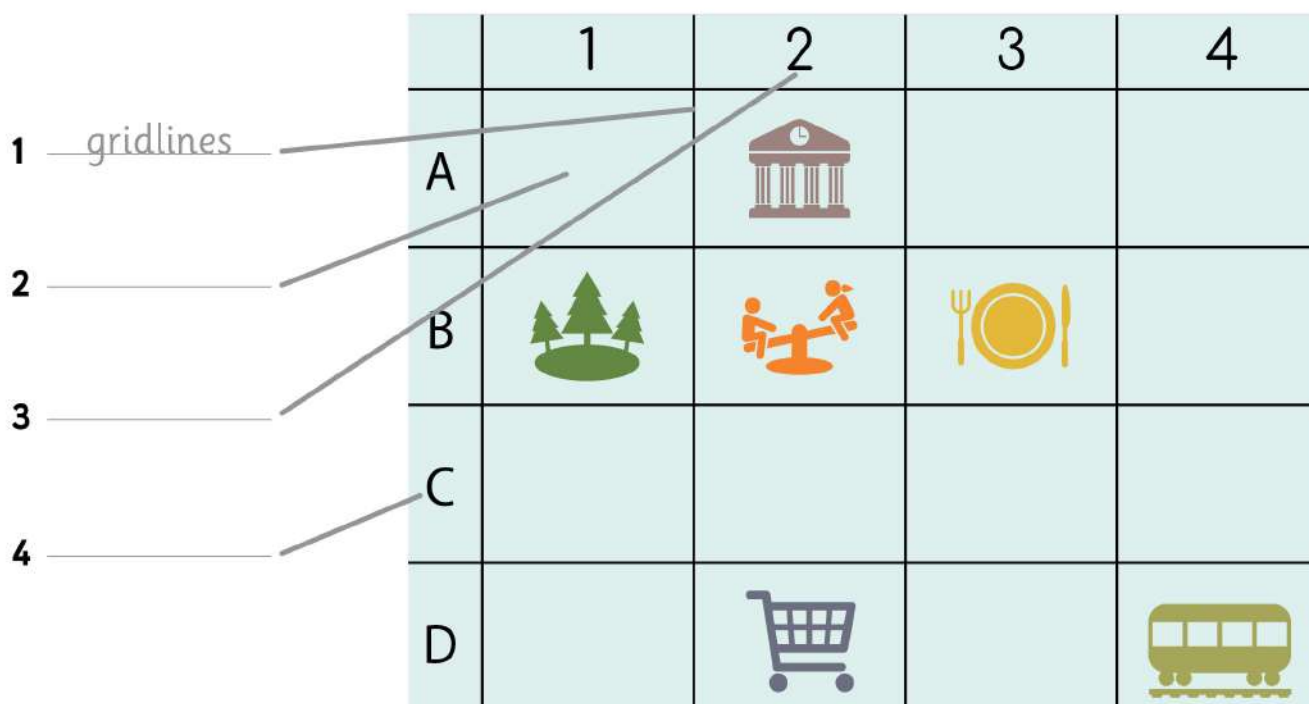


3 Read and write.

Do you think symbols on a map are useful? Why? Why not?

4 9.5 Listen and label the map.

~~gridlines~~ letters numbers squares



5 Read and answer the questions.

- What are the lines on maps called?

- What do gridlines help us to do?

- What do the squares from left to right have?

- What do the squares from top to bottom have?

6 Look at the map and complete.

- The playground is in square B 2.
- The museum is in square _____ 2.
- The train station is in square D _____.

7 Read and draw three more symbols on the map.

Show your partner.

- The _____ is in square C 1.
- The _____ is in square A 4.
- The _____ is in square D 3.

What can I do?

I can use symbols to find and show places on a map. ☐

I can use gridlines to find places on a map. ☐

Think about this lesson.

How much did you understand?



red



orange



green

Lesson 5 Can I draw a map?

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

- draw a map of your classroom
- use your map to describe the location of objects in the classroom

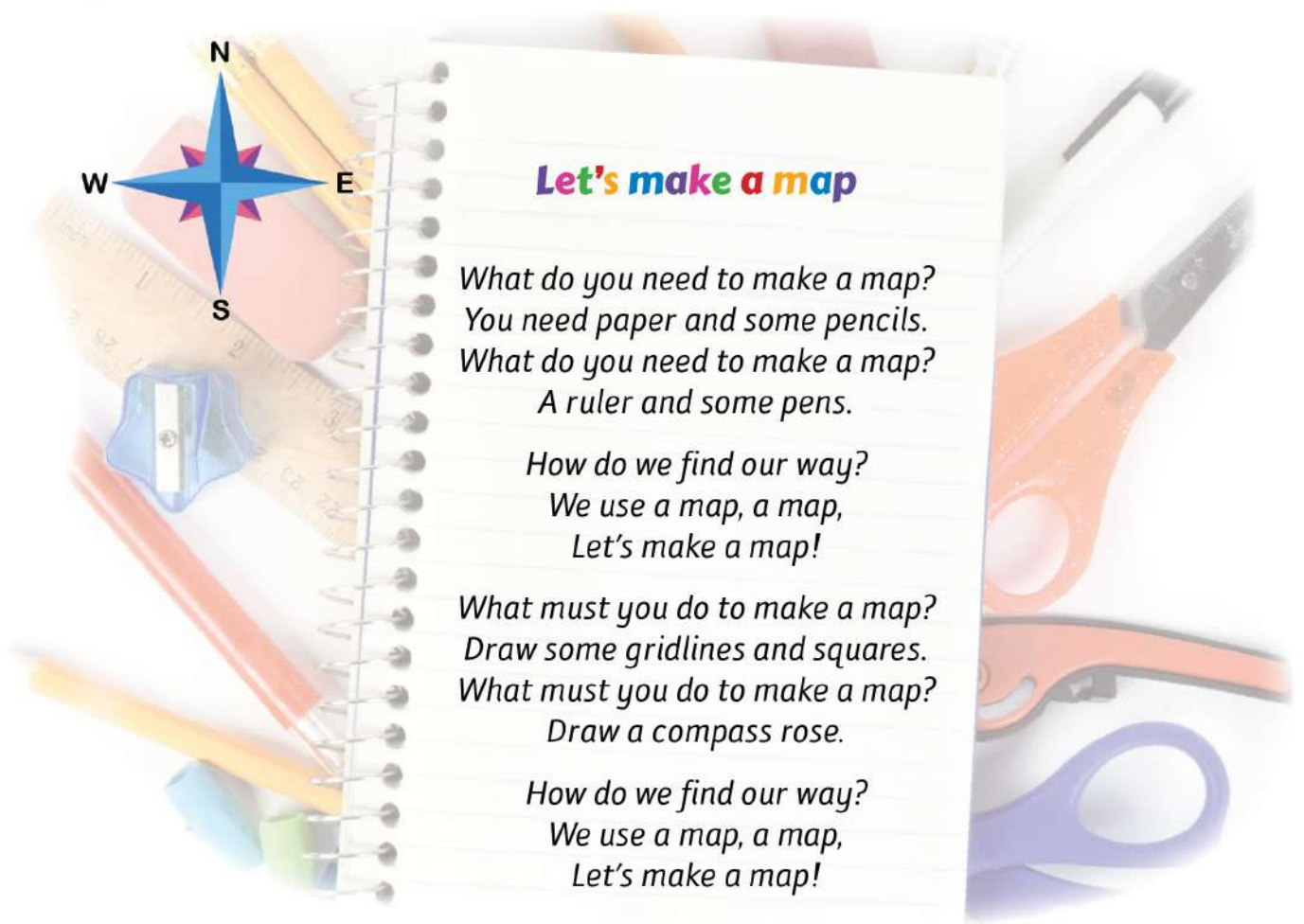
The words I need to learn:

a desk a door first
a piece of paper a ruler

1 Talk together.

How do you think you can make a map?

2 9.6 Listen, read, and check your answer to Activity 1.



Let's make a map

What do you need to make a map?
You need paper and some pencils.
What do you need to make a map?
A ruler and some pens.

How do we find our way?
We use a map, a map,
Let's make a map!

What must you do to make a map?
Draw some gridlines and squares.
What must you do to make a map?
Draw a compass rose.

How do we find our way?
We use a map, a map,
Let's make a map!

3 9.7 Sing the song. Act it out.

4 Write.

Have you ever used a map? How did it help you?

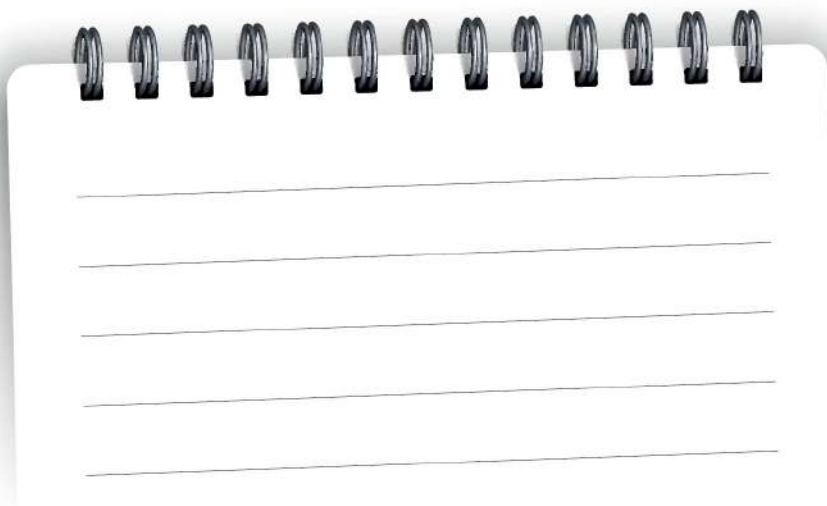
5 Think, read, and number the instructions in the correct order.

You are going to make a map of your classroom. What do you do first?

- ☐ Add numbers and letters: numbers from left to right and letters from top to bottom.
- ☐ 1 Draw the shape of the classroom; a square or a rectangle.
- ☐ Add gridlines to divide the map into squares.
- ☐ Draw the things in the room.

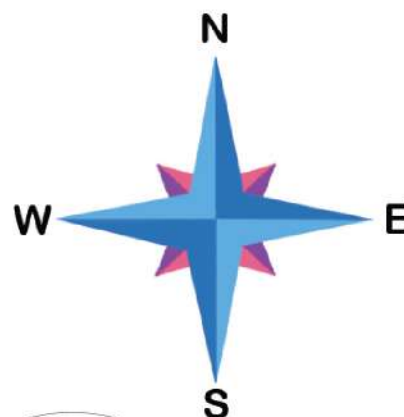
6 Make a list of the things in your classroom.

What can you draw on your map?



7 Draw a map of your classroom.

	1	2	3	4
A				
B				
C				
D				



Where's your desk?



It's in square B2, south of the door.

8 Talk together.

Use your map to talk about your classroom.

What can I do?

I can draw a map of my classroom. ☐

I can use my map to describe the location of objects in my classroom. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

EXPLORING THE WORLD

In this unit, the Big Questions are:

- **Lesson 1:** What are the continents?
- **Lesson 2:** What rivers and oceans are there?
- **Lesson 3:** What are mountains, hills, and valleys?
- **Lesson 4:** What are deserts?
- **Lesson 5:** How does my environment affect me?

Key Words

affect
continent
deserts
environment
geographical
hill
mountain
mountain range
ocean
river
stilts
valley

Lesson 1 What are the continents?

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

- say what a continent is and name the seven continents
- describe the location of the continents

The words I need to learn:

a continent Earth
land an ocean

1 Talk together.

- 1 Do you know which continent you live on?
- 2 Can you name any other continents?

2 10.1 Read and circle. Then listen and check.

What is a continent?

- 1 **A continent** / **An ocean** is a big area of land.
- 2 Continents have **land** / **oceans** around them.
- 3 Most continents have **many countries** / **one country**.
- 4 There are **six** / **seven** continents on Earth.

3 Look and label the continents.

Africa Antarctica Asia Australia Europe ~~North America~~ South America



4 Look at the map again and answer the questions.

- 1 Which continent is north of Africa?
Europe
- 2 Which continent is east of Europe?

- 3 Which continent is south of six other continents?

- 4 Which is the smallest continent?

- 5 Which two continents are west of Europe?

- 6 Which is the closest continent east of South America?

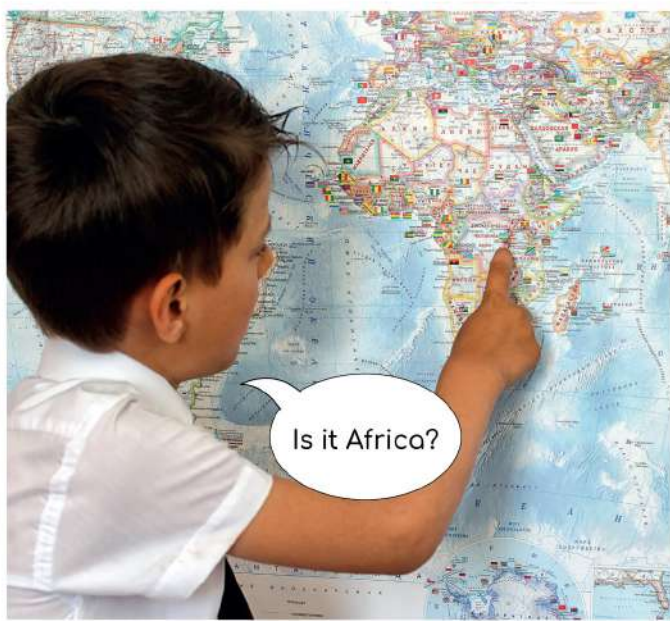


5 Describe and say.

Choose a continent. Describe it to your partner. Which continent is it?

east north south west big small

This continent is south of Europe.
It is quite big.



What can I do?

I can say what a continent is and name the seven continents. ☐

I can describe the location of the continents in the world. ☐

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 rivers and oceans are there?

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

- name some rivers and oceans, and say where they are
- name some of the longest rivers

The words I need to learn:

to flow into to be long
an ocean a river a sea

1 Talk together.

Do you know any rivers in your country?

2 Look and read. Find the rivers and write their names.

? What does it mean?

river – a body of water that flows across the land

ocean – one of the very large areas of water on the Earth's surface



Rivers of the world

The Nile is the longest river in the world. It is in Africa. It flows into the Mediterranean Sea.

The Amazon is the longest river in South America. It flows into the Atlantic Ocean.

The Yangtze is the longest river in Asia. It flows into the Pacific Ocean.

The Murray is the longest river in Australia. It flows into the Indian Ocean.

The Missouri is the longest river in North America. It flows into the Atlantic Ocean.

The Volga is the longest river in Europe. It flows into the Caspian Sea.

3 Read and look at the map again.
Answer the questions.

1 Which continent is the Nile river on?

Africa

2 Where is the Amazon river?

3 Which ocean does the Yangtze river flow into?

4 Which continent is the Volga river on?

5 Which ocean does the Murray river flow into?

6 Where is the Missouri river?

7 Which is the longest river on the continent where you live?

8 Which ocean is nearest to where you live?



4 Talk together.

What other rivers, seas, or oceans do you know?

Research

Find out about a river in your country or another country.

1 Which river is it?

2 Where does it start?

3 What does it flow into?



What can I do?

I can name some rivers and oceans, ☐

I can name some of the longest rivers. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 What are mountains, hills, and valleys?

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

- name some mountains and mountain ranges
- draw a map with mountains and a valley

The words I need to learn:

- a hill a mountain
- a mountain range a valley

1 Talk together.

- 1 Do you know any mountains in your country?
- 2 Do you ever visit the mountains?

2 Look, read, and match.



? What does it mean?

mountain – a very high area of land with steep sides

hill – an area of land that is higher than the land that is around it

mountain range – lots of mountains together

valley – a low place between mountains



3 Read and answer the questions.

The highest mountains in the world

Continent	Africa	Antarctica	Asia	Australia	Europe	North America	South America
Main mountain range	Eastern Rift	Sentinel Range	Himalayas	Snowy Mountains	Caucasus Mountains	Rocky Mountains	Andes
The highest mountain	Mount Kilimanjaro (5,895 meters)	Mount Vinson (4,892 meters)	Mount Everest (8,848 meters)	Mount Kosciuszko (2,228 meters)	Mount Elbrus (5,642 meters)	Denali (6,190 meters)	Aconcagua (6,962 meters)

1 Which continent is Mount Elbrus on?

Europe

3 Which mountain range is Aconcagua in?

5 Which is the highest mountain in North America?

2 Where is the Sentinel Range?

4 Which continent is the highest mountain on?

6 Which continent is Mount Kilimanjaro on?

4 Read, color, and draw.

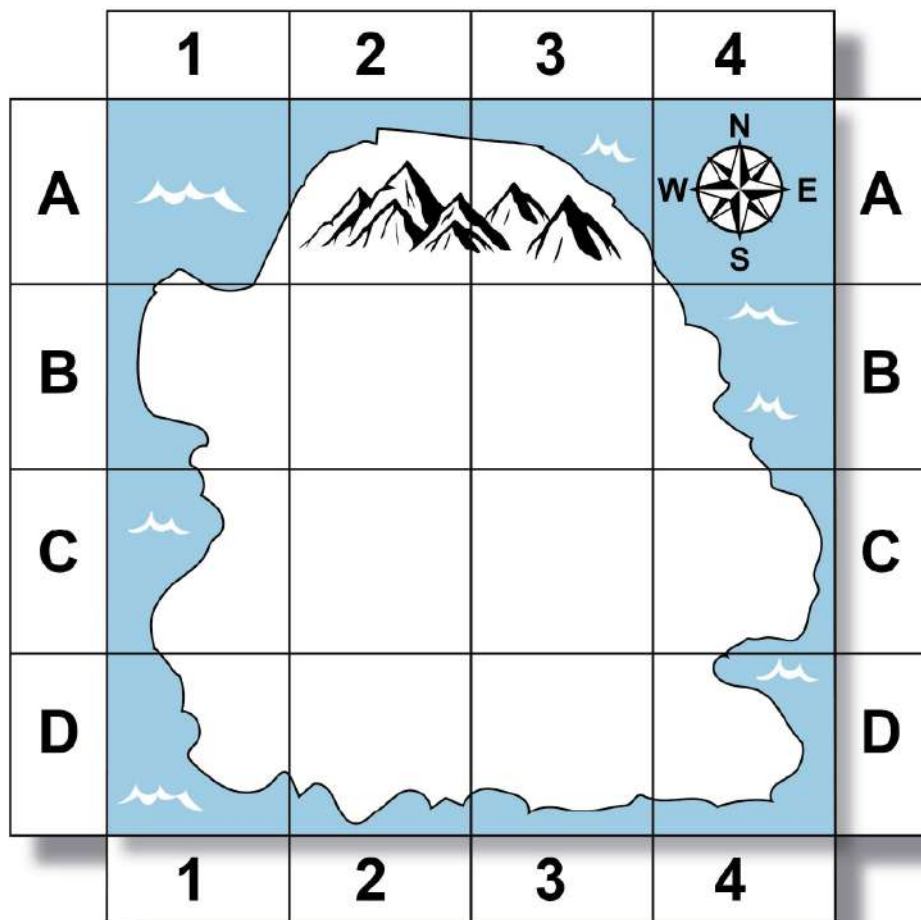
1 Color the mountain range in squares A2 and A3.

2 Draw a small hill in squares B2 and B3, and a big hill in square C4.

3 Draw a mountain in square D2 and a mountain in square D4.

4 Draw a valley in square D3.

5 Draw a river flowing from the mountain range, between the hills and through the valley, into the ocean.



5 Look at the map. Check ✓ the sentences that are true.

- 1 The mountain range is in the north.
- 2 The river flows from north to south.
- 3 The valley is in the west.
- 4 The hills are in the north and east.
- 5 The valley is between the mountains, in the south.
- 6 The river goes into the ocean in square B2.

☒
☐
☐
☐
☐
☐


Game time

Say a place on the map, for example *Square D2*. Without looking, can your partner remember what is in the square?

What can I do?

I can name some mountains and mountain ranges. ☐

I can draw a map with mountains and a valley. ☐

Think about this lesson.

How much did you understand?



red



orange



green

Lesson 4 What are deserts?

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

- identify animals that live in hot and cold deserts
- name and find hot and cold deserts on a map

The words I need to learn:

a camel the desert a hare a lizard a penguin
a polar bear rain a scorpion wind

1 Talk together.

What animals do you think live in the desert?

2 Read the text. Are all deserts hot?

? What does it mean?

desert – a large area of land, usually in a hot region

Deserts

Deserts are places where there is not much rain. It is usually very windy. Some deserts are very hot and some deserts are very cold. There are not many animals or plants.

The Sahara Desert in Africa is a very hot desert. Antarctica is a very cold desert. The Gobi Desert in Asia is a windy desert. Some animals live under the ground to keep cool in hot deserts or to keep warm in cold deserts.

3 10.2 Where do these animals live? Write the name in the correct place. Then listen and check.



a penguin



a polar bear



a lizard



a camel



a scorpion



a hare

Animals that live in hot deserts	Animals that live in cold deserts	Animals that live in hot and cold deserts
a lizard		

4 Look at the map and answer the questions.



1 Which continent is the Patagonian Desert on?

South America

3 Which continent is the Gobi Desert on?

2 Which continent is the Kalahari Desert on?

4 Where is the Great Basin?

5 Which continent is the Sahara Desert on?

6 How many deserts are hot?

7 How many deserts are cold?

Mini project

Make an information sheet about a desert in your region.

1 What is it called?

2 Is it hot or cold?

3 What animals live there?

What can I do?

I can identify animals that live in hot and cold deserts.

☐

I can name and find hot and cold on a map.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 How does my environment affect me?

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

- identify houses from different parts of the world
- describe the clothes people wear and the activities they do in different types of weather

The words I need to learn:

to affect to be cold to be dry environment
an igloo to be snowy stilts a stone hut
to be sunny a tent

1 Talk together.

- 1 What's the weather like today?
- 2 What activities do you do when it is sunny?

What does it mean?

to affect – to cause a change in someone or something
environment – the natural world that is all around us

2 10.3 Listen and read. Which continents does Wael visit?

- 1 Wael's family are visiting East Asia. Wael makes friends with Dao. Dao's wooden house is on stilts on the river.



- 2 Next, they go to a village in South America. It's cold in the mountains and there are stone huts. Carlos gives Wael warm clothes.



- 3 Then they go to West Asia. They travel on camels and stay in Amer's tent.



- 4 Finally, Wael visits the Arctic region in North America. Inuk is helping his dad to build an igloo made of ice and snow!



What does it mean?

stilts – long pieces of wood that keep a house above water

3 Look and read the story again. Write.

- 1 Which of the places would you like to visit? Why?

- 2 How are the houses and clothes different?

- 3 What is the weather like in each place?

4 Look, read, and match.



1 In East Asia, it is warm and rainy. The people wear clothes for hot weather.

2 In the mountains of South America, it is cold. The people wear warm clothes made of wool.

3 In the Sahara Desert, it is dry and windy. The people wear long clothes to protect themselves.

4 In the Arctic region of North America, it is very cold and snowy. The people wear very warm clothes and boots.



5 What activities do you do? Complete the sentences.

- 1 When it's sunny, I _____.
- 2 When it's rainy, I _____.
- 3 When it's windy, I _____.
- 4 When it's hot, I _____.
- 5 When it's cold, I _____.

6 Talk together.

- 1 Look at the photographs. What is the weather like? What are the people wearing?
- 2 What do you wear when it is hot, cold, sunny, rainy, or windy?

In photograph c, the weather is hot and dry. The girl is wearing a long dress to protect herself.

What can I do?

I can identify houses from different parts of the world. ☐

I can describe the clothes people wear and the activities they do in different types of weather. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

REVIEW 5

I can say...

- where I am in the world
- what a map is
- where north is
- how to read a map
- how to draw a map
- what the continents are
- what rivers and oceans there are
- what mountains, hills, and valleys are
- what deserts are
- how my environment affects me.

How well have you understood the topics in Units 9 and 10?

1 Complete the quiz.

? QUIZ

- 1** What are the capital cities of **a)** Jordan, **b)** Kuwait, **c)** the Kingdom of Saudi Arabia, **d)** Lebanon, and **e)** the United Arab Emirates?

- 2** What do we use maps for?

- 3** What are the four directions on a compass?

- 4** How does a symbol on a map help us?

- 5** Name the seven continents.

- 6** Which is the longest river in Asia?

- 7** Where are the Snowy Mountains?

- 8** Name one animal that lives in hot deserts, one that lives in cold deserts, and one that lives in both.

2 Describe how you can make a map of your bedroom.

3 Draw a map of your bedroom.

4 Look at the world map. Label.

1 the oceans:

Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean.

2 the rivers:

Amazon, Missouri, Murray, Nile, Volga, Yangtze.

3 the deserts:

Antarctica, Arabian, Arctic, Australian Outback, Gobi, Great Basin, Kalahari, Patagonian, Sahara.

5 Look at the map and answer the questions.



1 Which country is south of Jordan? _____

2 Which body of water is east of Kuwait? _____

3 Which countries are east of the Kingdom of Saudi Arabia? _____

4 Which body of water is west of Lebanon? _____

5 Which body of water is south of the United Arab Emirates? _____

PROJECT 5

Make a world map!

1 Get into groups. Your teacher will give each group a continent.



We are going to create a map of _____.

You will need:

- A5 paper
- a large sheet of colored card
- scissors
- glue sticks
- colored pencils or crayons.

Research

Find out about your continent.
Use the questions in the table.

2 Complete the table.

Continent name

Which ocean is it near?

Which other continents is it near?

What mountain ranges are there?

What is the highest mountain?

What is the longest river?

Are there any deserts?
What are they called?

What is the weather like in the
north, south, east, and west?

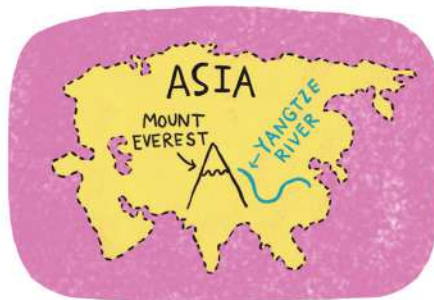
What animals live there?

3 Make your continent map.

Step 1 Draw and cut out your continent.



Step 2 Draw the highest mountain and the longest river.



Step 3 Make information flaps.



Step 4 Make and stick weather symbols on your map.



Step 5 Draw and stick animals on your map.



Step 6 Make your world map. Label the oceans.



MODULE

2

My Past

Module 2: My Past

Treasure

TIME

In this unit, the Big Questions are:

- **Lesson 1:** What is time?
- **Lesson 2:** What is a timeline?
- **Lesson 3:** What are days and dates?
- **Lesson 4:** What does a calendar tell me?
- **Lesson 5:** What is my personal history?



Key Words

calendar
date
family history
ordinal number
parade
past
personal history
present
timeline



Lesson 1 What is time?

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

- talk about what things you do at different times of the day and the order you do them in
- identify the present and the past

The words I need to learn:

the afternoon after that the evening
the morning next then

1 Talk together.

What's your favorite time of day? Why?

2 Look. When do you do these activities?

Circle in **red** the things you do in the morning.

Circle in **green** the things you do in the afternoon.

Circle in **blue** the things you do in the evening.



3 Read about Sami's day. Is his day similar to yours? How?

In the morning, I have breakfast. Then I brush my teeth and I get dressed.

In the afternoon, I do my homework.

Next, I play soccer.

In the evening, I watch television with my family.

After that, we eat dinner.



Sami

4 Read the text again and complete.

In the morning, Sami has breakfast,
_____ and _____.

In the afternoon, Sami plays _____
and _____.

In the evening, Sami _____.
After that, he _____.

Game time

Mime something you do in the morning, afternoon, or evening. Your partner says when you do it.

5 Write about your day.

What do you usually do in the morning, afternoon, and evening on weekdays?

In the morning, I _____

In the afternoon, I _____

In the evening, I _____

6 Write and draw.

Which is your favorite activity? Why?

7 Talk together. What do you do in the morning, in the afternoon, and in the evening at the weekend?

8 Check ✓ the pictures that are in the past.



What does it mean?

the present – happening now
the past – happened before

What can I do?

I can talk about what things I do at different times of the day and the order I do them in. ☐

I can identify the present and the past. ☐

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 a timeline?

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

- understand what a timeline is and what it shows
- complete a timeline to show what you did last weekend

The words I need to learn:

- on the left in the middle
- on the right a timeline

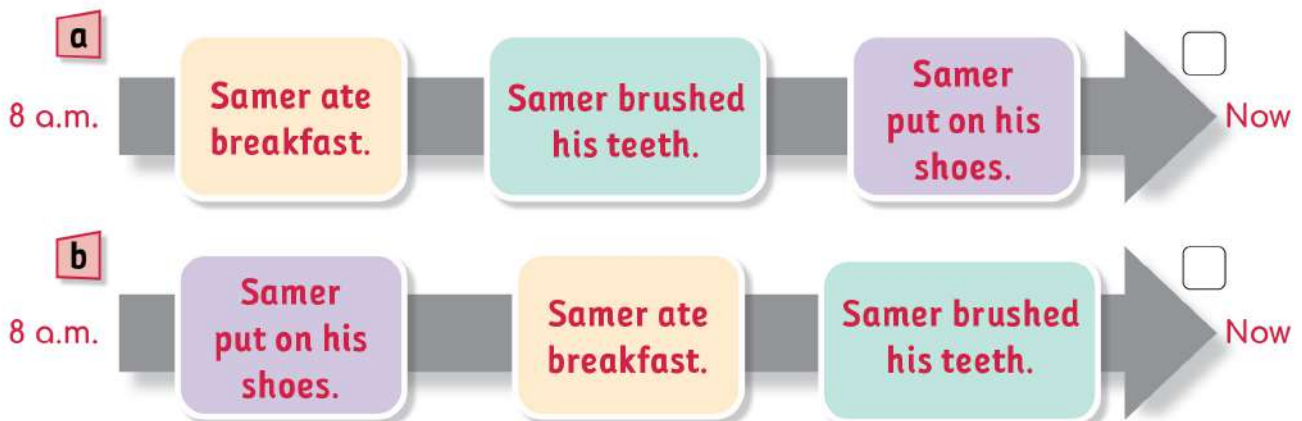
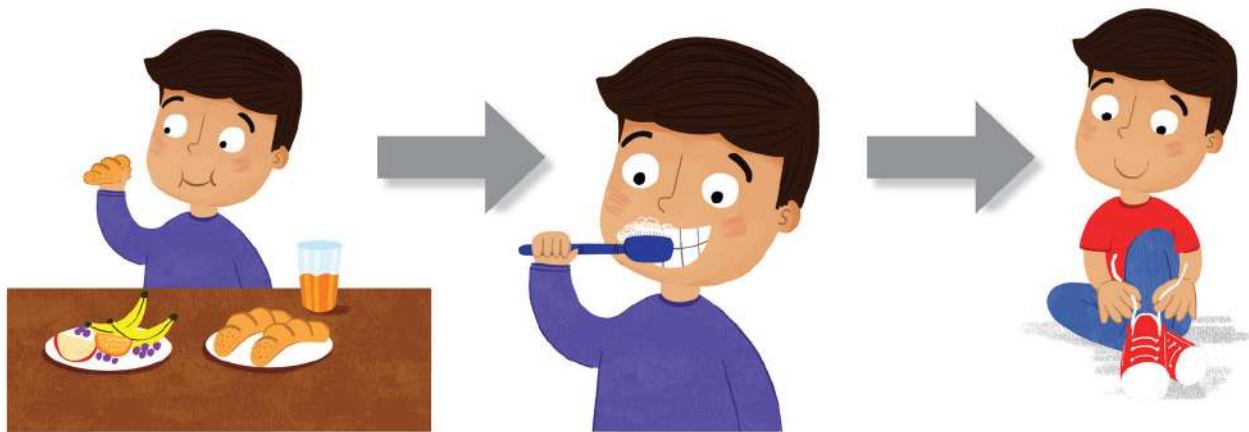
1 Talk together.

- 1 Describe three things that you did this morning.
- 2 What did you do first, next, and last?

2 Look at the pictures of Samer's morning and check ✓ the correct timeline.

? What does it mean?

a timeline – a line that shows when things happened from the past to the present and the order in which they happened



3 Read and circle. Then listen to your teacher and check.

A timeline can use ¹ pictures / symbols or words. It shows us when things happened in the ² **present** / **past**. On the ³ **left** / **right** of the timeline, we see what happened first. In the middle, we see what happened ⁴ **last** / **next**. On the right, we see what happened ⁵ **first** / **last**.

4 Look, read, and write. What did Sara do last Saturday?



First, Sara went shopping .

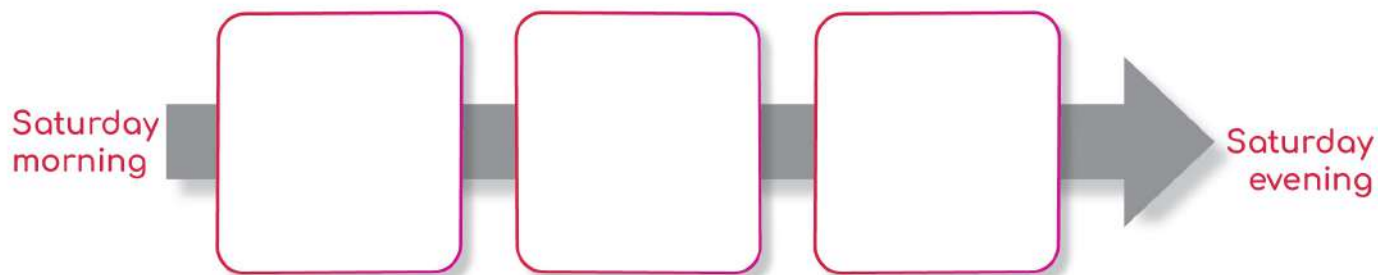
Then, she _____ .

Next, she _____ .

Finally, she _____ .

5 What did you do last Saturday?

Draw and write.



First, _____ .

Next, _____ .

Finally, _____ .

6 Read and write.

Timelines can tell us what happened during a day, a week, a month, or a year. Timelines can also tell us what happened during someone's whole life. We can use timelines to talk about any time that we want.

1 Do you think that timelines are useful?

2 Explain why you think that.

What can I do?

I can understand what a timeline is and what it shows. ☐

I can complete a timeline to show what I did last weekend. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 What are days and dates?

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

- name the days of the week
- talk about special days and say the dates that they are on

The words I need to learn:

to celebrate a date a day an hour
a parade a week a weekday the weekend

1 Talk together.

- 1 What is a day?
- 2 What is your favorite day of the week? Why?
- 3 What special days have you celebrated recently?
What date were they on?

? What does it mean?

a date – the number of a day
in a month, for example
January 10th is a date

2 11.1 Read and answer the questions. Then listen and check.

What do you know?

- 1 What parts of the day are there?

- 2 How many hours are there in a day?

- 3 How many days are there in a week?

- 4 How many weekdays are there?

- 5 Which days are the weekend?



3 11.2 Sing the song. Which days do you like to play? Why?

The days of the week

Sunday, Monday, Tuesday,
Wednesday, and Thursday, too.
My favorite days are Friday
And Saturday, how about you?

Some days I go to school.
I stay at home some days.
Some days I celebrate,
And some days I like to play.

4 Read and circle Noha or Fouad.

Hi, I'm Noha.

On March 21st, it is Mother's Day.

We have a big family meal. I make traditional candy with my grandma. I give my mom a present. We have a great time!



My name is Fouad.

I'm from Egypt. On

July 23rd, it is my

country's National

Day festival. There

is a parade and

traditional music and dances.

In the evening, there are fireworks!



- 1 Who eats special food?
- 2 Who celebrates with a grandparent?
- 3 Who watches a parade?
- 4 Who sees fireworks?
- 5 Who prepares special food?

Noha Fouad

Noha Fouad

Noha Fouad

Noha Fouad

Noha Fouad

? What does it mean?

a parade – a line of people who move through a public place celebrating something

5 Write about a day that you celebrate every year. Draw a picture.

What is the name of the celebration?

When do you celebrate it?

Where do you celebrate it?

Who do you celebrate with?

Do you wear special clothes?

Do you eat special food?

Do you listen to special music?

6 Talk together.

Tell your group about your day and show them your picture.

I celebrated ...
on ... with ... in ...

This is my
picture.

We had special
food. It was ...

What can I do?

I can name the days of the week. ☐

I can talk about special days and say the dates that they are on. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 What does a calendar tell me?

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

- understand how calendars help us to make plans
- say dates using ordinal numbers and find them on a calendar

The words I need to learn:

- a calendar a decoration
- an ordinal number a party

1 Talk together.

- 1 Do you have a calendar at home or in your classroom?
- 2 What does a calendar tell us?

2 Read the story. What are Hadi and Roula planning for?

Did you know?

People have used calendars for thousands of years.

- 1 It's Thursday, June 10th. "Father's Day is on Monday, June 21st," says Hadi. "Let's plan a party for Dad!"



- 2 On Monday the 14th, Roula makes decorations. She checks the calendar. "Seven days to go!"



- 3 On Wednesday the 16th, Hadi buys and wraps a present. He checks the calendar. "Five days to go!"



- 4 On Friday the 18th, Hadi and Roula make a cake with Mom. They check the calendar. "Three days to go!" they say.



- 5 On Sunday the 20th, they check the calendar. They call Grandma. "Come to the party tomorrow!" they say.



- 6 It's Monday, June 21st. Dad loves the party, his present, and the cake! "Thank you!" he says.



3 **Look at the dates from the story. What happened on each one?**

On June 10th, they decided to plan a party.

June 10th

June 18th

June 21st

June 14th

June 20th

June 16th

? What does it mean?

a calendar –
a table that tells
us what date each
day is
an ordinal number
– shows the
position in a list:
1st, 2nd, 3rd ...

4 **11.3 Listen and circle the dates on the calendar.**



5 **Circle three important dates for you.**

Why are they important? Tell your partner.

What can I do?

I can understand how calendars help us to make plans. ☐

I can say dates using ordinal numbers and find them on a calendar. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 What is my personal history?

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

- describe your family history
- make a personal history timeline

The words I need to learn:

an event family history grandparents
parents personal history

1 Talk together.

What do you know about your parents when they were children?

2 Read and complete the table.

Find out about your family history.
Ask your parents and grandparents.



1 When was your mom born?	
2 Where did she live when she was young?	
3 When was your dad born?	
4 Where did he live when he was young?	
5 Where did your grandparents live when they were young?	

3 11.4 Listen to Salma talking about her personal history. Why did she visit Kuwait?



4 11.5 Listen again and complete.

~~eight~~ five March six swim three

1 Salma is eight years old.

3 When she was _____,
she went to Kuwait.

5 She started school when she was _____.

2 Salma was born on _____
the 4th.

4 She learned to ride a bike when she
was _____.

6 Last year, Salma learned
to _____.

5 Complete the fact file. What is your personal history?

When were you born?	
Where were you born?	
When did you start school?	
Describe three important events in your life. Say when each event happened.	1
	2
	3

Research

Find out about your parents' or grandparents' lives when they were the same age as you.
Where did they go to school?
What did they enjoy doing?

What does it mean?

family history – past events in the history of a family
personal history – the story of someone's life and experiences

Mini project

Use the information in the fact file to make your own personal history timeline.

What can I do?

I can describe my family history. ☐
I can make a personal history timeline. ☐

Think about this lesson.
How much did you understand?



red



orange



green

OUR PAST

In this unit, the Big Questions are:

- **Lesson 1:** What is history?
- **Lesson 2:** Where was Mesopotamia?
- **Lesson 3:** Who are the heroes in my country from the past?
- **Lesson 4:** Who is important in my country?
- **Lesson 5:** Which important person should I choose?



 Key Words

civilization
environmentalist
founder
generation
hero
solve



Lesson 1 What is history?

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

- describe history, the past, and the present
- predict how life will change in the future

The words I need to learn:

ago a century a decade the future
a generation the past the present yesterday

1 Talk together.

- 1 What is the past?
- 2 Was the past very different from today?

2 Read the text and answer the questions.

History is our past. We learn about history in school and from our family. Older generations, like our grandparents, can teach us a lot about history.

To talk about history, we can use words like *century*. A century is 100 years.

We also use *decade*. A decade is ten years.

Yesterday is only one day ago, but it is in the past.

We need to understand the past so that we can understand the present and the future.

? What does it mean?

a generation – people of the same age in a community or family

- 1 How can we learn about our past?

in school, from our family,
and from older generations

- 3 What year was it a decade ago?

- 2 What year was it a century ago?

- 4 Is yesterday the past, the present, or the future?

3 12.1 Listen and read. What kind of tree does he sing about?



History

History is the way
We find out about the days,
Years, decades, and centuries
That are in the past.

History, oh, oh, oh
Let's learn about the past.

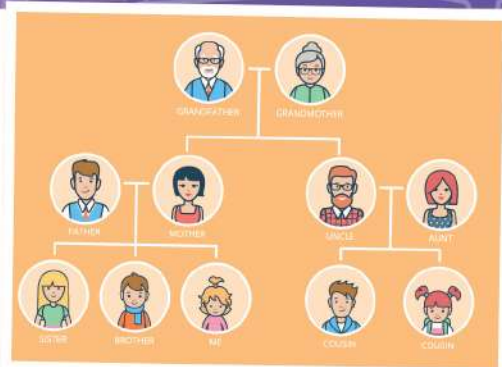
I can make a family tree
That shows all my family.
The generations before me
That are in the past.

History, oh, oh, oh
Let's learn about the past.

4  **What do you think a family tree is?**
Discuss with your partner.

5 **Read about Tarek's family. Draw your family and complete the sentences.**

6  **With your partner, look at the photographs.**
Are these things from *the past* or *the present*?



the past



7  **Look at the photographs again and talk together.**

- 1 How is each thing different now?
- 2 Do you think that each thing is better now than in the past? Why? Why not?

8  **Can you think of any other things that are different now?**
Discuss with your partner and write.

9  **Talk together.**

Think about life 100 years from now. How will it be different?

- 1 What transportation do you think we will use?
- 2 How do you think we will talk to each other?
- 3 How do you think school will be different?

What can I do?

I can describe history, the past, and the present.

☐

I can predict how life will change in the future.

☐

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 was Mesopotamia?

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

- explain where Mesopotamia was
- describe how people lived in the past

The words I need to learn:

civilization to create to invent
to trade

1 Talk together.

Think about the past.

- 1 Did people live in houses?
- 2 Did they build cities?
- 3 How did they travel?
- 4 What did they eat?

2 Look at the timeline and map. Answer the questions.

6,000 years ago

The Sumerians were people who lived in Mesopotamia. They built cities and had farms.

5,000 years ago

The Sumerians invented writing. They traveled and traded goods with other countries.

4,000 years ago

The Sumerians wrote laws and created a calendar. Babylon became the capital of Mesopotamia.

 **What does it mean?**

civilization – a society that is well organized and developed



- 1 How long ago did the Sumerians live?
6,000 years ago
- 2 Where did they live?
- 3 Which rivers were in Mesopotamia?
- 4 What was the capital of Mesopotamia?
- 5 What did the Sumerians invent?
- 6 When did the Sumerians write laws?
- 7 Why do you think the Sumerians wrote laws?
- 8 Why do you think the Sumerians built Mesopotamia around two rivers?

3 12.2 Listen and read. Where does Rana travel to?

1 Rana is finding out about the history of her country. Suddenly ...



2 "Where am I?" Rana asks. "This is Babylon, the capital city of Mesopotamia. Come with me!"



3 "These spices come from India," says Ishtar. "He's writing the names and prices."



4 Ishtar takes Rana to visit her farm outside the city. "What do you grow here?" Rana asks.



5 "We grow cereals, fruit, and vegetables. Goats give us milk and cheese. Let's eat!"



6 Rana is back in her bedroom. "That's strange! How did I get back here?"



4 Imagine that you can travel to a place in the past like Rana. Where would you go? Why?

Research

Find out about another ancient civilization. Where did the people live? How did they travel? What did they eat? Make a fact file.

Did you know?

Mesopotamia is one of the oldest civilizations in the world!

What can I do?

I can explain where Mesopotamia was. ☐

I can describe how people lived in the past. ☐

Think about this lesson.
How much did you understand?

☐ red ☐ orange ☐ green

Lesson 3 Who are the heroes in my country from the past?

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

- write about a hero from your country
- ask and answer questions about heroes from your country

The words I need to learn:

to be born a custodian a founder a hero
to be powerful to establish a university

1 Talk together.

What is a hero?

2 Read the texts. Why were these people heroes?

King Abdulaziz Ibn Saud



King Abdulaziz Ibn Saud was born in 1875. He was the founder of Saudi Arabia. He was the first king of Saudi Arabia from 1932 until his death in 1953.

He was a powerful king who established modern Saudi Arabia.

King Abdullah bin Abdulaziz Al-Saud



King Abdullah bin Abdulaziz Al-Saud was born in 1924. He was the king of Saudi Arabia from 2005 until his death in 2015. He was the custodian of the Two Holy Mosques. He helped the needy and the poor. He encouraged people to learn and grow. He started a new university for studying science.

3 Read the texts again and circle.

- 1 King Abdulaziz Ibn Saud was born in 1953 / 1875.
- 2 King Abdulaziz Ibn Saud was the **first** / **second** king of Saudi Arabia.
- 3 King Abdulaziz Ibn Saud was king for more than 30 / 20 years.
- 4 King Abdullah bin Abdulaziz Al-Saud was born in the 9th century / 1924.
- 5 King Abdullah bin Abdulaziz Al-Saud was the **custodian** / **prince** of the Two Holy Mosques.
- 6 King Abdullah bin Abdulaziz Al-Saud was king for 10 / 20 years.

? What does it mean?

hero – someone who has done something brave or good and who is admired by a lot of people

? What does it mean?

a founder – a person who creates something

4 Write and draw.

Find out about a hero from the past from your country. Write their name, answer the questions, and draw a picture.

Name: _____

When and where was he/she born?

Why was he/she a hero?

5 Talk together.

Ask and answer to find out about three more heroes. Complete the table.

What is his/her name?	When and where was he/she born?	Why was he/she a hero?
1		
2		
3		

Mini project

Make a book of heroes from your country. Each student should make one page for the book. Put all the pages together to make a class book.

What can I do?

I can write about a hero from my country.

☐

I can ask and answer questions about heroes from my country.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 Who is important in my country?

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

- describe important people in your country
- name some of the important people in your country

The words I need to learn:

a chemist to be important
a discovery a prize to solve to win

1 Talk together.

- 1 Who is famous in your country?
- 2 Why are they famous?

What does it mean?

to solve – to find the answer
to a problem or puzzle

2 Read the text. Why are Dania and Ahmad famous?

The 14-year-old girl who won an international math competition

Dania al-Jaabari won a prize for solving 240 math problems in only six minutes! Dania was born in Hebron, Palestine. Ahmad Ayman Nashwiyeh, who was only eight years old, was second.

He solved 180 problems in the same time.

Dania and Ahmad use the fingers on both hands at the same time to solve math problems quickly. They are heroes in their country.



A math competition

3 Read the text again and answer the questions.

- 1 Who won 1st prize? Dania
- 2 How old was she? _____
- 3 Who won 2nd prize? _____
- 4 How old was he? _____
- 5 What part of their body do Dania and Ahmad use to solve math problems?

4 Write.

Would you like to be famous in your country?
What would you like to be famous for?

I would like to be a famous astronaut and travel into space.



5  **12.3** Listen. Which people do the girls talk about?

6  **12.4** Listen again and write true (T) or false (F). Correct the false sentences.

1 Ali Al-Qarni is an astronaut.

_____ T _____

2 He is from Kuwait.

3 He was the second person from his country to go into space.

4 He stayed on the International Space Station for nine days.

5 He is a hero in his country.

6 Ahmad Zewail was born in the United States.

7 He was a chemist.

8 He made important discoveries.

9 He won a Nobel prize.



Ali Al-Qarni



Ahmad Zewail

? What does it mean?

a chemist – a scientist who studies chemistry

7  **Talk together.**

1 Who is important in your country?

2 Why are they important?



Game time

Choose a hero. Mime what they do. Your partner guesses who they are.

What can I do?

I can describe important people in my country. ☐

I can name some of the important people in my country. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 Which important person should I choose?

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

- talk about the life of an important person in your country
- make a timeline of an important person's life

The words I need to learn:

to aim an award a birth date the environment
an event to be international a meeting
to receive a timeline

1 Talk together.

- 1 Look at the photographs. Who are the people?
- 2 How can you find out about important people in your country?



2 Complete the fact file.

Use the timeline to complete the fact file about Elizabeth Wathuti.

Elizabeth Wathuti was born in Kenya.

She was the founder of Green Generation Initiative, which aims to protect the environment.

She spoke at an international meeting in Portugal.

1995

2003

2016

2019

2020

She planted her first tree.

She received the Diana International Award for her environmental work.



Who did you choose?	Elizabeth Wathuti
Why did you choose this person?	I chose her because I think it is important to look after the Earth.
When was she born?	
Where is she from?	
What are four important events in her life?	1
	2
	3
	4

3 Make a timeline.

Research an important person in your country. Complete the timeline with important events in his/her life.

_____ was born in _____.

Year _____

4 Complete the fact file about the person you chose.

Who did you choose?	_____
Why did you choose this person?	_____ _____
When was he/she born?	_____
Where is he/she from?	_____
What are three important events in his/her life?	1 _____ _____
	2 _____ _____
	3 _____ _____

5 Present your important person to the class.

What can I do?

I can talk about the life of an important person in my country. ☐

I can make a timeline of an important person's life. ☐

I chose to find out about ... because ...

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

REVIEW 6

I can say...

- what time is
- what a timeline is
- what days and dates are
- what a calendar tells me
- what my personal history is
- what history is
- where Mesopotamia was
- who the heroes from the past in my country are
- who is important in my country
- which important person I choose

How well have you understood the topics in Units 11 and 12?

1 Complete the quiz.

? QUIZ ?

- 1 When do people usually have breakfast – in the morning, in the afternoon, or in the evening?

- 2 What do timelines tell us?

- 3 What is your favorite date in the year? Why?

- 4 What is a calendar?

- 5 What was a special day in your personal history? Why?

- 6 Who lived in Mesopotamia?

- 7 What do you think a hero is?

- 8 Who do you think is the most important person in your country? Why?

2 What do you usually do on the weekend? Write.

In the morning,

In the afternoon,

In the evening,

3 What did you do yesterday? Complete a timeline.

4 Read and match.

- | | |
|-------------|--------------------------|
| 1 a day | a 12 months |
| 2 a week | b 100 years |
| 3 a month | c 24 hours |
| 4 a year | d ten years |
| 5 a decade | e 28, 29, 30, or 31 days |
| 6 a century | f seven days |

5 Do you think it is important to know about history? Why? Why not?

6 Read and circle.

¹**Sumerian / Mesopotamia** was a region between the ²**Volga / Euphrates** and ³**Tigris / Murray** rivers. The ⁴**Mesopotamia / Sumerian** people lived there ⁵**hundreds / thousands** of years ago. They invented ⁶**the car / writing**. They built ⁷**factories / cities** and traded with other people.

PROJECT 6

Make a class museum!

You will need:

- four things from your past: photographs of you, a place, or doing an activity; a toy; a book; some clothes; or any other thing you liked.

Step 1 Complete the table with information about your four things.

What is it?	When did you get it?	What do you remember about it?	Why is it important to you?
1 _____ _____	_____ _____	_____ _____	_____ _____
2 _____ _____	_____ _____	_____ _____	_____ _____
3 _____ _____	_____ _____	_____ _____	_____ _____
4 _____ _____	_____ _____	_____ _____	_____ _____

Step 2 Use the information to make information cards.



Step 3 Create your museum.

- In groups, choose an area in your classroom.
- Show your things from the past on a table.
- Keep your information cards together.

Step 4 Invite another group to visit your museum.

Read out your information cards. Can they guess which thing the information describes?

Step 5 Present one of your things to the class.

Say:

- when you received it
- what you remember about it
- why it is important to you.



In June 2019,
I learned to swim. These
are my swimming goggles.
The water was a bit
cold, but I had fun. I love
swimming!



On March 1st 2018,
I went to a celebration
with my family. We watched
fireworks and a parade.
There was traditional music.
I had a good time.
This is a photograph
of the fireworks.

Step 6 Visit the other museums. Answer the questions.

1 What was your favorite thing?

3 Who does it belong to?

5 Which was the oldest thing?

2 Why did you like it?

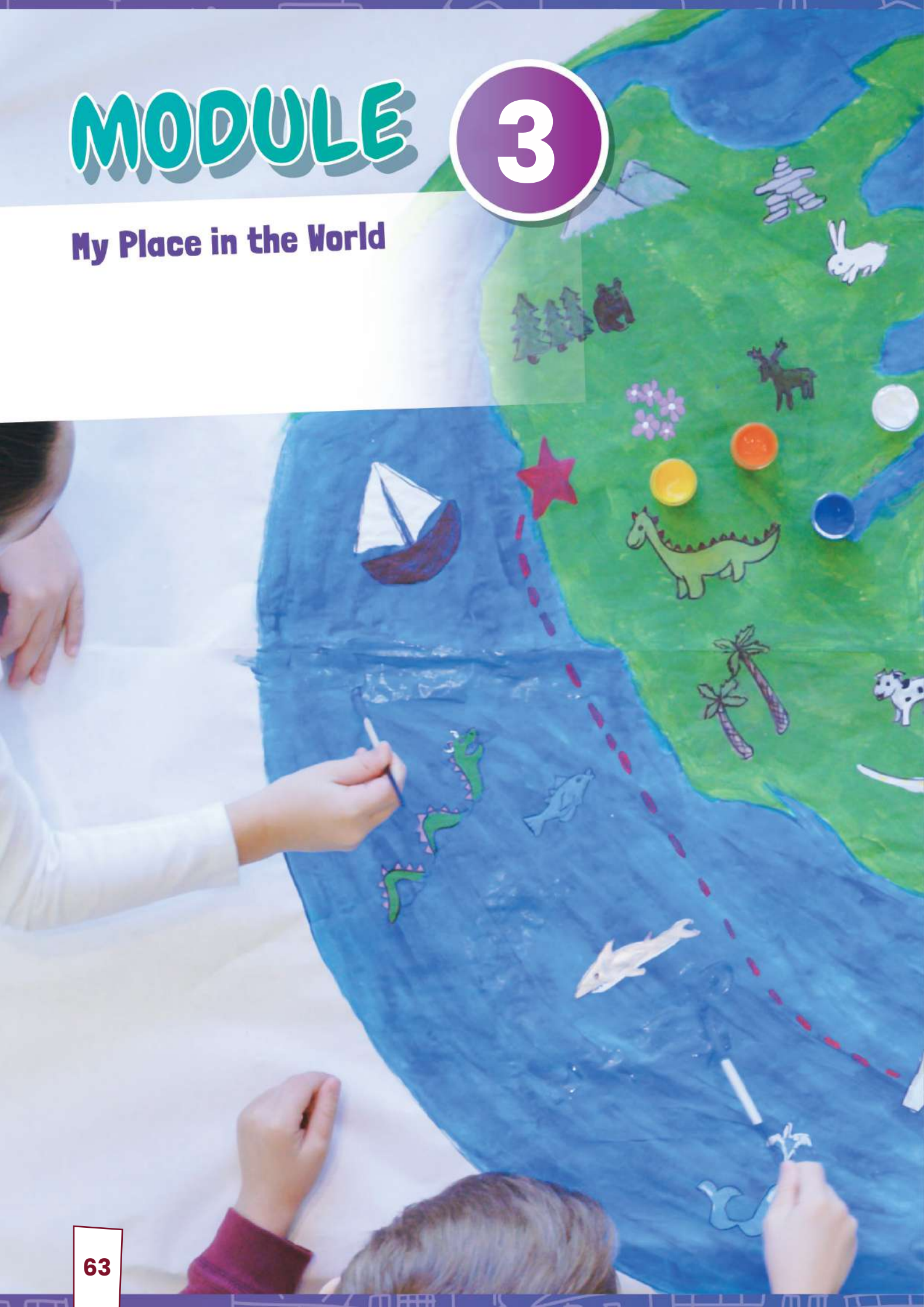
4 When did they get it?

6 Which was the most beautiful?

MODULE

3

My Place in the World



Module 3: My Place in the World



I AM A CITIZEN

In this unit, the Big Questions are:

- **Lesson 1:** Where am I a citizen?
- **Lesson 2:** Am I a good citizen?
- **Lesson 3:** Who are good citizens in my town?
- **Lesson 4:** How can I be a good citizen?
- **Lesson 5:** Who are the good citizens in my country?



Module : My Place in the World



Key Words

aspire to
belong
chore
citizen
quality
role model
voluntary work



Lesson 1 Where am I a citizen?

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

- explain what a citizen is
- say where you are a citizen

The words I need to learn:

- to belong to a citizen a member
- a school a town

1 Talk together.

- 1 What is a citizen?
- 2 What is citizenship?
- 3 Where are you a citizen?

What does it mean?

to belong to – to be a member of a club or a team

a citizen – a person in the community

2 Read and match the words in red to the pictures.

My name is Sarah and I live in a **town** called Al Khobar in Saudi Arabia. I go to a **primary school** and I have lots of friends in my class. I live in a flat on Corniche with my **family** – my mom and dad, and my two brothers. I play in the school **basketball team** and I belong to the school **choir**. We have some after school clubs, too. I am a member of the **chess club**. I play three times a week on Mondays, Wednesdays, and Thursdays. I'm good at chess.



choir



3 Read and circle.

- 1 I am a **citizen** / **member** of Saudi Arabia.
- 2 I play in the **town** / **school** basketball team.
- 3 I am a **citizen** / **student** at a primary school.
- 4 I am a **member** / **belong** of a chess club.
- 5 I **belong** / **am** to our school choir.

4 Complete the form about you.

Name		Country	
Town/City		Street	
School		Teacher	
Team(s)		Club(s)	

5 Talk to your partner. Use your form in Activity 4 and the example here for ideas of what to say.



My name is Tarek. I live in the United Arab Emirates. I live with my family: my mother, father, and sister. We live in an apartment on Gharnatah Street, in Ajman. I go to a primary school and I'm in Miss Asad's class. I am not in a team, but I am a member of the tennis club. I am a member of a swimming club, too.

6 Write about yourself.

My name is _____.

I live in _____ (country).

I live in _____ (town or city).

I live on _____ (street).

I go to _____ (name of school).

I am in _____ (name of teacher) class.

I am a member of _____ (club/team).

What can I do?

I can explain what a citizen is.

☐

I can say where I am a 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 Am I a good citizen?

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

- describe the qualities of a good citizen
- explain what things good citizens do

The words I need to learn:

to care for to do my best to be helpful to not lie
a quality to share to tell the truth to try again

1 Talk together.

- 1 Do you think that you are a good citizen?
Why/Why not?
- 2 What qualities does a good citizen need?

What does it mean?

a quality – a good or bad
part of what someone is like

2 1.2 Listen and complete the song.

best care please share ~~truth~~ try

I am a good citizen

I tell the ¹ truth, I don't lie.

I ² care my things with you.

I ³ please for others, I am kind.

These are the things I do.

I'm a good citizen.

These are the things I do.

I'm a good citizen.

Are you a good citizen, too?

I always do my ⁴ best

at school.

I say ⁵ please and "thank you".

I work hard and I ⁶ try again.

These are the things I do.

I'm a good citizen.

These are the things I do.

I'm a good citizen.

Are you a good citizen, too?

3 Look at the photographs. What qualities from the song do they show?



I work hard.



4 Read and match.

1 You can always believe what he says.

2 She gave me half of her candy bar.

3 He visits his neighbor every day.

4 I collect all the books at the end of the class and put them on the shelf.

5 She did the test again and this time she passed!

a I am helpful.

b She tries again.

c He cares for people.

d He tells the truth.

e She shares her things.

5 Talk to your partner. Say one time when you have:

- told the truth
- done your best at school
- said "please" and "thank you"
- shared your things
- cared for someone else
- been kind.

Mini project

Complete the table. Talk to your partner.

I always tell the truth.

	Always	Almost always	Usually	Sometimes
I tell the truth.	✓			
I share my things.				
I do my best at school.				
I care for others.				
I say "please" and "thank you".				
I am kind.				

What can I do?

I can describe the qualities of a good citizen.

I can explain what things good citizens do.

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 Who are good citizens in my town?

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

- say who the good citizens are in your town
- explain why they are good citizens

The words I need to learn:

- a chore to be famous
- a recipe to win a prize

1 Talk together.

- 1 Who usually does the cooking in your family?
- 2 Do you do chores to help your family?

2 Read the story. What did Salma become?

? What does it mean?

a chore – a small task or job that is done regularly at or around the house

- 1 Salma Hage lived in Mazra'at Al Tiffah, in Lebanon. Salma loved her beautiful village. The neighbors loved her.



- 2 Salma lived with her family. She had eleven brothers and sisters. She helped with chores at home.



- 3 Salma's mother taught her to cook using typical Lebanese recipes.



- 4 Salma became a famous cook. She won a prize for her recipe book. Now people all over the world can make Lebanese food.



3 Read the story again. Answer the questions.

- 1 How many brothers and sisters did Salma have?

She had eleven brothers and sisters.

- 2 How did she help at home?

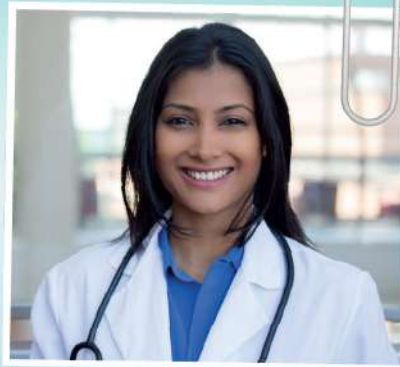
- 3 Explain why you think Salma is a good citizen.

4 Read the text. Where does Dania Habib work?

A good citizen in my town

I live in a town called Bacalar in Mexico. This is Dania Habib and she is a doctor at the hospital in my town. She is a good citizen because she cares for many people. She is kind to everybody and very helpful.

Hani



Research

Make a list of good citizens from your town or city.

5 Complete the fact file about a person from your list.

Name: _____

Job: _____

Town/City: _____

Why is he/she a good citizen? _____

6 Write about the person in your fact file. Draw a picture of the person doing their job.

A good citizen in my town

What can I do?

I can say who good citizens are in my town.

☐

I can explain why they are good citizens.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 How can I be a good citizen?

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

- explain how to be a good citizen
- describe what good citizens should and shouldn't do

The words I need to learn:

- to break the rules to pick up trash
- to save energy voluntary work to waste

1 Talk together.

- 1 What do you think a good citizen should do?
- 2 What do you think a good citizen shouldn't do?
Say why.

What does it mean?

voluntary work – when someone offers to do work to help people in their community

2 Read and match.

- 1 A good citizen doesn't waste water.
- 2 A good citizen doesn't break the rules.
- 3 A good citizen saves energy.
- 4 A good citizen does voluntary work.
- 5 A good citizen helps older people.
- 6 A good citizen throws trash away.

a



b



c



d



e



f



3 Ask and answer with your partner.

- 1 In your own words, explain the term "voluntary work". Give an everyday example.
- 2 Why do you think it is important to save water?
- 3 Why is it important to help older people?
- 4 Can you suggest two ways a good citizen could help their community?

4 Complete the table. Add ideas of your own. Compare with your partner.



I think that
a good citizen should
pick up trash in their
community.



In my opinion,
a good citizen
shouldn't drop trash
in the community.

Good citizens do this	Good citizens don't do this
They pick up trash in their community.	They drop trash in the community.

Mini project

In groups of four, choose some of the ideas from Activity 4 and make a poster.

Game time

In pairs, describe how you can be a good citizen. Don't say the word and don't mime! Can your partner guess what it is?

5 Write three sentences about how you are a good citizen. Talk to your partner.

What can I do?

I can explain how to be a good citizen.

☐

I can describe what good citizens should and shouldn't do.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 Who are good citizens in my country?

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

- say who are the good citizens in your country
- explain why they are good citizens

The words I need to learn:

to achieve to aspire to a businessman
a charity to donate a role model

1 Talk together.

- 1 Who are the most famous people in your country at the moment?
- 2 Are there any famous people who you look up to?

What does it mean?

aspire to – to want to be or do something

role model – a special person who you want to be like

2 Read the texts. Which of the two people did something special in 2023?



A The businessman Bill Gates, who was born in the United States in 1955, is a good citizen. He is a very rich man, but he does not spend his money on things for himself. He uses his money to build universities, help the environment, and to find cures for diseases. Every year, he donates millions of dollars to charity.

B Rayyanah Barnawi, who was born in Jeddah in 1988, is a good citizen. In 2023, she showed that through hard work you can achieve great things. Rayyanah is the first Saudi and Arab woman to go on a space mission. Rayyanah stayed about 9 days on the moon and returned to Earth on May 30, 2023. Rayyanah is a role model for girls who aspire to do great things one day.



Did you know?

Space is very cold and is around -270 degrees Celsius.

3 Read the texts again. Answer the questions.

- 1 Where is Bill Gates from? He is from the United States.
- 2 How does Bill Gates use his money? _____
- 3 Why is Rayyanah Barnawi a role model for girls? _____
- 4 Explain in your own words why Bill Gates and Rayyanah Barnawi are good citizens. _____

4 Talk together.

- 1 What do you think a role model is?
- 2 Are there any people from the past that are role models today?

5 Read, look, and match.

1 Roald Amundsen was from Norway. He became the first person to reach the South Pole in 1911. Thanks to him, many scientists can study Antarctica today.

2 In 1933, Lotfia El Nadi became the first woman Egyptian pilot. A year later, she became only the second woman ever to fly a plane alone. Thanks to her, there are now many women pilots in Egypt and around the world.

3 Tim Berners-Lee is a computer scientist from England. He invented the World Wide Web in 1989. This was the start of the Internet.



6 Read the texts again. Answer the questions.

- 1 How has Roald Amundsen helped scientists?

He was the first person to go to the South Pole.

Today scientists can go there and study it.

- 2 Why do you think Lotfia El Nadi is a role model for women?

- 3 Why is Tim Berners-Lee's invention very important for us today?

7 Think of a famous person in your country who is a good citizen. Write two or three sentences about him/her.

What can I do?

I can say who are good citizens in my country. ☐

I can explain why they are good citizens. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

TECHNOLOGY

In this unit, the Big Questions are:

- **Lesson 1:** What is technology?
- **Lesson 2:** What technology is in my home?
- **Lesson 3:** What technology is in my school?
- **Lesson 4:** How has technology changed my world?
- **Lesson 5:** What technology will we see in the future?



Key Words

artificial intelligence
blog
technology
vehicle



Lesson 1 What is technology?

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

- explain what technology is
- compare old and new technology

The words I need to learn:

a flat screen to be modern a printer
a remote control technology

1 Talk together.

Look at the photos. How do you use these things?

Four examples of technology:



camera



printer



television



remote control

What does it mean?

technology – machines and equipment that make our life better

2 Read the text. What technology does the text mention?

What is technology?

Technology means using scientific knowledge to make tools or machines that make our lives better or easier in industry, business, and medicine.

Thousands of years ago, people made the first wheel from stone to move objects from one place to another. Later, people used wooden, then metal wheels.

The first tools were simple knives made of stone and animal bones.

Later, people made tools from metal and other materials, like plastic.

A lot of old technology works in the same way as modern technology. It just looks different. The first television was simple. It was big and programs were in black and white. Today's televisions have flat screens and programs are in color. Technology always changes. Who can imagine what technology there will be in the future?

3 Read the text again. Answer the questions.

- 1 Why did people make wheels? To move objects from one place to another.
- 2 What are some examples of the first tools? _____
- 3 What are the differences between the first television and the televisions we use today?

4 Look. Write O for old technology and M for modern technology.



Telephones



Televisions



Computers

Research

Choose one of the examples of technology below. Find out the differences between the old and modern technology. Draw a picture of each technology.

camera car computer telephone television

An old _____.

A modern _____.

5 Talk to your partner. Explain the differences between the old and modern technology you researched. Use your pictures to help you explain.

Old computers were very big. Modern computers are much smaller.

Old cars were noisy. Modern cars are quieter.

Did you know?

Some people think the first computer was a clockwork device called the Antikythera Mechanism. It was probably used in Greece 2,000 years ago.

What can I do?

I can explain what technology is. ☐

I can compare some old and new technology. ☐

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 technology is in my home?

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

- describe what technology is in your home
- explain how technology has changed family life

The words I need to learn:

a channel a connection a dishwasher
a flat-screen television a microwave
a smart speaker a vacuum cleaner

1 Talk together.

What technology do you have in your home?

1



remote control

2



vacuum cleaner

3



microwave

4



dishwasher

5



smart speaker

2 How often do you and your family use this technology in your home every week? Talk with your partner.

	every day	quite often	sometimes	hardly ever	not at all
dishwasher					
smart speaker					
microwave					
remote control					
vacuum cleaner					
flat-screen TV					

3 Read and write the technology.

1 We use this to clean the house.

vacuum cleaner

2 We watch movies on this on the weekend.

3 My sister uses these to listen to music.

4 My dad uses this to change channels while he is watching TV.

5 We use this when we want to make dinner very quickly.

6 We use this to clean the plates and cups after we eat.

4 Choose three examples of technology that you have in your home. Write a sentence to describe how you use each technology.

5 Read the article. What technology does it mention? vacuum cleaner

How technology has changed family life

Technology has changed family life. It is different today from when my grandparents were young.

Today, we have more time to spend with our family because technology helps us do jobs around the house.

We use vacuum cleaners to keep our rooms tidy and we use microwaves to make food more quickly.

In the past, tidying and cooking took lots of time.

My family and I like watching television together on the weekend.

There are lots of channels that we can choose. There is always something that we can all enjoy. In the past, this was difficult because there were only a few TV channels.

We can also talk to family members who live in other countries more easily. This is because of cell phones.



In the past, talking to them was difficult because it was expensive to call other countries. Today, it is very cheap! The quality of the connection was sometimes bad. Now, it is like talking to someone in the same room.

6 Read the article again and answer the questions.

1 Why do people have more time to spend with their family today?

Because technology helps them do jobs around the house.

2 Why do you think that tidying and cooking took a long time in the past?

3 Why is it easier to speak to people in other countries today?

4 Do you think technology has made it easier for people to keep in touch?

7 Do you agree with the article? Why/Why not?

8  Talk together.

1 What technology do you have in your home?

2 How do you use it in family life?

What can I do?

I can describe what technology is in my home. ☐

I can explain how technology has changed family life. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 What technology is in my school?

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

- describe what technology is in your school
- explain how we use technology in class

The words I need to learn:

a blog an interactive whiteboard the Internet
a microphone speakers a tablet

1 Talk together.

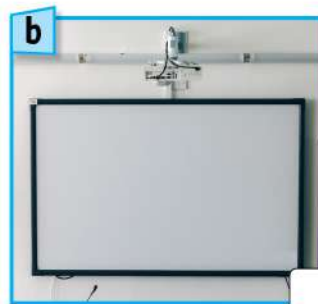
1 What technology do you use at school?

2 How does it help you to learn?

2 Look, read, and match.



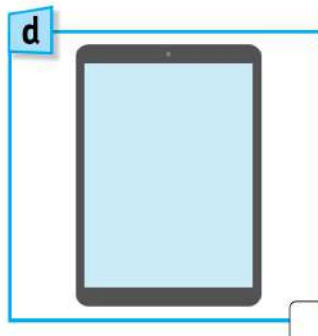
1 We use a printer to move text or pictures from a computer to paper.



2 An interactive whiteboard is something the teacher uses to show things on the Internet in class.



3 A tablet is like a computer, but it doesn't have a keyboard.



4 We use a computer to look at the Internet when we want to find out things.



5 A microphone is something you connect to a computer. It allows us to record our voice.



6 Speakers increase the volume of sound, such as from your computer.

3 Talk together.

1 Which of these things do you use in class?

2 How do they help you to learn?

4 Read and write the technology.

an interactive whiteboard the Internet
a microphone speakers a tablet ~~a video camera~~

? What does it mean?

a blog – a record of activities or opinions that people put on the Internet for other people to read

1

We sometimes use this to make movies about our school. We use these movies on the school blog.

a video camera

2

I use this to research school projects and find out information about different places around the world.

3

Our teacher uses this to show us videos, activities, and games.

4

The teacher uses these to play songs in class, so that everyone can hear.

5

We talk into this when we want to record what we are saying in class.

6

In addition to books, pencils, and paper, we also use these to do our school work on.

5 Talk together.

How do you think students can use the technology in the photographs in the classroom?

1



2



6 Write three items of technology in your school and say how you use them. Talk with your partner.

Technology

How we use it

What can I do?

I can describe what technology is in my school. ☐

I can explain how we use technology in class. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 How has technology changed my world?

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

- explain how technology has changed how we communicate
- compare transportation in the past and present

The words I need to learn:

a cruise ship a horse a hot-air balloon
a landline by post a railway a smartphone
a vehicle

1 Talk together.

- 1 How do you communicate with your friends and family?
- 2 How did your parents communicate with their friends and family when they were younger?

2 Read. Which photograph does the text describe?



In the past, I used to send my sister a letter by post. Sometimes, I used to call her from our landline phone. Then later, I used to send emails. Now we have new technology and everything is different. I speak to my sister every day on my smartphone. I can see her when we chat. It's much better than sending a letter!

3 Read the text again. Circle **True** or **False**.

- 1 Majed wrote letters to his sister in the past.
- 2 Majed used to speak to his sister on a smartphone.
- 3 Majed used to send his sister emails.
- 4 Now, Majed speaks to his sister every day on a landline phone.
- 5 Majed can see his sister on a smartphone.

True / False

True / False

True / False

True / False

True / False

4 Talk together.

- 1 What do you think a video call is?
- 2 Why do you think a video call is better than a phone call?

5 Match the photographs (1–3) to how you travel (a–c).

a by air **b** by land **c** by ocean



 b



6 Read the text. How many forms of transportation does the text mention?

Transportation in the past and the present

- a** We can travel by plane to visit different countries. Planes take people anywhere in the world very quickly – you can fly from the United Arab Emirates to Australia in a few hours. In the past, people sometimes used hot-air balloons, but these were very slow.
- b** Today, many people go on a cruise ship. These are comfortable and they have lots of things to do, such as going to movies, gyms, and swimming pools. In the past, people also traveled by boat, but there wasn't as much for people to do then.
- c** On land, there are lots of vehicles we can use. Cars, motorbikes, and buses use roads and freeways, and trains use railways. In the past, there were no roads. People used animals like the camel or a horse to travel.

7 Read the text again and complete the table.

	The past	The present
By air	hot-air balloons	
By ocean		
By land		

? What does it mean?

vehicle – something that takes people from place to place



Game time

Write down as many forms of transportation as you can in one minute. Compare with three friends. Who has the most? How many are the same?

What can I do?

I can explain how technology has changed how we communicate. ☐

I can compare transportation in the past and present. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 What technology will we see in the future?

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

- describe technology in your home, school, and community
- describe artificial intelligence

The words I need to learn:

artificial intelligence a driverless car
headphones a robot

1 Talk together.

- 1 What technology do you use?
- 2 Where do you use that technology?

2 Where do you use this technology? Write *home*, *school*, or *community*.

1



2



3



4



community

3 Read and match.

a



1 Television in the past was in black and white.

b



2 Modern televisions have flat screens.

c



3 At school, the teacher uses an interactive whiteboard.

d



4 In the past, people sent many more letters by post.

e



5 I use a tablet to do my homework.

f



6 People go by plane when they travel to another country.

4 Read the sentences. What technology are the people talking about?

- 1 I use this at home to listen to music and movies. headphones
- 2 This is in the lounge. We watch movies on this. _____
- 3 I use this at school and at home. It's similar to a laptop, but it's smaller. _____

5 2.1 Listen to the song. Match each verse (1–3) to the photographs (a–c).

a



☐

This kind of technology

1 A robot cooks my lunch for me.
It knows how to make coffee or tea.

In the future we will see
This kind of technology.

2 I go to school in a driverless car.
It knows the way, but it isn't far.

In the future we will see
This kind of technology.

3 Our fridge connects to the Internet.
It does our shopping, so we don't forget.

In the future we will see
This kind of technology.

b



☐

c



1

? What does it mean?

artificial intelligence – the ability of a computer to think and learn

6 2.2 Listen to the song again. Answer the questions.

1 How does the robot use artificial intelligence?

The robot cooks lunch and it knows how to make coffee or tea.

2 How does the driverless car use artificial intelligence?

3 How does the fridge use artificial intelligence?

4 What other ways do you think artificial intelligence can help us?

Mini project

Work in pairs to design technology for the future. Describe your new technology to other pairs. Explain what it does and how it helps people.

7 Talk together.

What technology do you think we will have in the future?

What can I do?

I can describe technology in my home, school, and community.

☐

I can describe artificial intelligence.

☐

Think about this lesson.

How much did you understand?

☐

red

☐

orange

☐

green

REVIEW 1

I can say...

- where I am a citizen
- if I am a good citizen
- who the good citizens are in my town
- how I can be a good citizen
- who the good citizens are in my country
- what technology is
- what technology is in my home
- what technology is in my school
- how technology has changed my world
- what technology we will see in the future

See how well you have understood the topics in Units 1 and 2.

1 Complete the quiz!

QUIZ ?

- 1 If you are a citizen, do you belong to a country or a club?

- 2 Can you name two qualities that make you a good citizen?

- 3 Can you name two things that a good citizen does in your town?

- 4 What does a good citizen do?

- 5 How is the technology you use different to the technology your parents used?

- 6 Which technology do you use in your home every week?

- 7 Which technology in your classroom do you think is most useful? Why?

- 8 How have smartphones changed the way we communicate?

2 Write about a role model. Explain how this person is important to you.

3 Write about someone who helps in the community. Why does this make them a good citizen?

4 Read and circle the correct answers.

1 Which of these is not a modern form of technology?

- | | |
|----------------|--------------|
| a) stone knife | b) telephone |
| c) television | d) computer |

2 Which of these is not usually used in the classroom?

- | | |
|------------------------------|---------------|
| a) a printer | b) a computer |
| c) an interactive whiteboard | d) a robot |

3 Which of these was only used as a form of transportation in the past?

- | | |
|---------------------|---------------|
| a) planes | b) trains |
| c) hot-air balloons | d) motorbikes |



5 Choose an example of modern technology. In your own words, explain what we use it for.

6 What one item of technology would you like to see invented in the future? Explain what it will do.

PROJECT 1

Project A

Make a book!

Write about how I can be a good citizen.

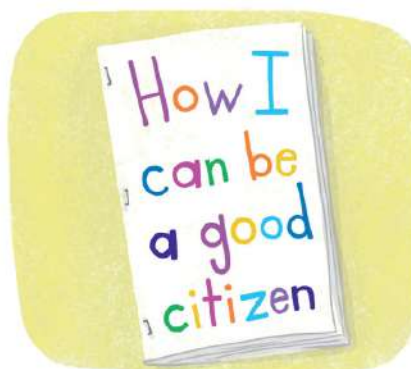
You will need:

- two pieces of A4 paper
- colored pens
- stapler.

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 on each page of your book. Draw a picture for each one.



Step 4 On the last page, say what qualities a good citizen needs. These words will help you.

best care please share truth try

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



Complete a survey!

1 You are going to find out how often people use technology.

Complete a survey to find out how often your classmates use technology.

Ask each student in your group how often they use these items of technology.

Technology	Every day	A few times a week	Once or twice a week	Hardly ever	Never
Computer					
Vacuum cleaner					
Remote control					
Tablet					
Headphones					

2 Look at the answers in your survey.

- What was the most popular technology used?
- What was the least popular technology used?
- Why do you think this was?

3 Analyze your survey and write four to six sentences to explain the results.

Most students in my group use a _____ every day.

Only one student in my group uses a _____ every day.

The most used item of technology is a _____.

4 Share your results with your teacher and class.

? What does it mean?

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

All of the students in the class use a tablet every day.

MODULE

4

Everybody Works



Module 4: Everybody Works



In this unit, the Big Questions are:

- Lesson 1: What do I need and what do I want?
- Lesson 2: How do I get what I need and what I want?
- Lesson 3: What jobs are there?
- Lesson 4: What job would I like to do?
- Lesson 5: What are chores?





Key Words

allowance
bank
invent
save
skill



Lesson 1 What do I need and what do I want?

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

- understand how needs and wants are different
- give examples of things you need and want

The words I need to learn:

candy a doll food and drink
love to need to want

1 Talk together.

How are needs and wants different?

2 Look at the photographs.

Which things do we need and which things do we want? Why?

a



love

b



food and drink

c



candy

d



toys

3 3.1 Listen and complete Dina's shopping list.

4 3.2 Listen again. Answer the questions.

1 What things does Dina need to buy?

2 What things does Dina want to buy?

5 Read and check ✓ if you agree or cross X if you disagree. Talk to your partner.

- ☐ People buy things because they need or want them.
- ☐ Things we need are more important than things we want.
- ☐ Things we want are more important than things we need.
- ☐ We should buy the things we need first.

Shopping list

- 1 bread
- 2 salad
- 3 chocolate
- 4 _____
- 5 new _____ for Amir
- 6 doll for cousin Zeina
- 7 _____
- 8 toy _____ for Hani



6 Read and choose.

Imad is going on vacation. He can only take four more things. What does he need?



7 Complete the sentences about Imad. Give a reason.

- 1 Imad needs a water bottle as he may need a drink.
- 2 Imad needs the _____.
- 3 Imad needs the _____.
- 4 Imad needs the _____.

8 What do you need and want? Talk to your partner.

I need food
every day.

I want a new
computer.

What can I do?

I can understand how
needs and wants are
different.

☐

I can give examples of
things I need and want.

☐

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 How do I get what I need and what I want?

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

- understand how we get our needs and wants
- understand the importance of saving up for things

The words I need to learn:

allowance a bank beautiful
to be expensive retirement to save up

1 Talk together.

- 1 Do you get an allowance? If so, how much do you get?
- 2 What do you spend your allowance on?

2 Read the story. What does Adel want?

? What does it mean?

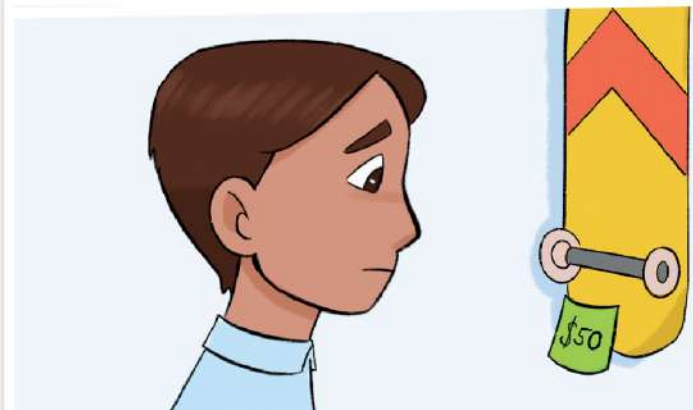
allowance – an amount of money that parents give to their children to spend on things they want



- 1 Adel needs a new tracksuit. His mom is buying him some clothes.



- 2 Then Adel sees a beautiful skateboard. He loves skateboarding.



- 3 Adel wants the skateboard, but it is very expensive. "We can't buy the skateboard, Adel," says his mom.



- 4 "But you can save up for it," says his mom. "How can I do that?" asks Adel.

3 Read the story again. Answer the questions.

- 1 What does Adel's mom buy for him? She buys him some clothes.
- 2 Why does his mom buy the tracksuit and not the skateboard?

- 3 How do you think Adel can save up for the skateboard? _____

4 Match the texts (1–6) to the photographs (a–f).



- 1 Adel puts his allowance in his savings jar.
- 2 Adel saved his money to buy this.
- 3 Savings is money which is kept in a bank and used in the future.
- 4 People like to save for things such as a vacation.
- 5 People also save for future family needs, such as retirement (when people stop working).
- 6 People also save money in case they are sick and are unable to work for a while.

f

5 Read and circle **Need** or **Want**.

- 1 Adel is saving for a new skateboard.
- 2 People save money for when they retire.
- 3 Some families save in case there is an illness in the family.
- 4 Some people save up for a special family vacation.

Need / **Want**
Need / **Want**
Need / **Want**
Need / **Want**

6 **Talk together.**

Why do you think it is important to save?

What does it mean?

a bank – a place where you can save money

to save – to keep money, so you can use it in the future

Mini project

Find two jars. Label one jar "Spend" and one jar "Save". Put your money in these two jars each week. Don't touch the money in the "Save" jar! How long does it take you to save for things you want?

What can I do?

I can understand how we get our needs and wants. ☐

I can understand the importance of saving up for things. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 What jobs are there?

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

- describe different jobs
- identify what people in different jobs do

The words I need to learn:

a dentist a doctor to earn a mechanic
a nurse a painter a police officer
a sales clerk a teacher a waiter

1 Talk together.

- 1 How do adults earn money?
- 2 What jobs do the people in your family do?

2 3.3 Listen and write the numbers. Sing the song.



My community at work

Look around.
Who do you see?
Out at work,
In your community.

There are ¹doctors and ²dentists,
³Nurses and ⁴teachers,
⁵Police officers, too.

⁶Mechanics and ⁷painters,
⁸Store assistants and ⁹waiters.
They all work hard for you.

Look around.
Who do you see?
Out at work,
In your community.

3 Complete with a job from the song.

- 1 A waiter gives food to people in a restaurant or a café.
- 2 A _____ or _____ looks after us when we are ill.
- 3 A _____ sells things in a store.
- 4 A _____ protects people in the community.

4 Write a description of a job.

This person ...

Game time

In pairs, read your description to your partner. Can he or she guess the job?

5 Talk together.

Which of the jobs from the song do you think is the most important? Why?

6 Match the descriptions to the jobs.

dentist mechanic ~~nurse~~ painter teacher



1 I work in a hospital and I help the doctors to look after people.

nurse

2 I work in a school. I help children to learn how to do math.

4 I work at an airport. I'm very good at fixing planes when they don't work!

3 I have an important job. I help people to have good teeth.

5 I work in different houses. I make rooms a different color! _____

7 Read and complete what these people need.

1

I feel sick.

You need a doctor.

2

My car doesn't work.

3

I want to buy this book.

8 What jobs do your family do? Complete the sentences.

1 My father is a teacher.

2 My _____ is a _____.

3 My _____ is a _____.

4 My _____ is a _____.

5 My _____ is a _____.

What can I do?

I can describe different jobs. ☐

I can identify what people in different jobs do. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 What job would I like to do?

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

- explain what kind of job you would like to do when you are older
- understand what interests and qualifications you need for different jobs

The words I need to learn:

a businessman an engineer to invent
a machine a skill a university

1 Talk together.

- 1 What jobs do you know about?
- 2 Do you know what job you would like to do?

2 Read the text. What does Sara make?

Meet a toy engineer!

Do you like playing with toys?
Have you ever wanted to make new toys?

Sara is a toy engineer. This means that she invents and makes new toys. Toys she has made include robots, helicopters, and an electric bike.



Sara thinks that she has the best job in the world. She loves making new toys, but she also likes finding answers to problems. Many toys are small machines. Sara has to test all her ideas. Toys also need to be safe for children to play with.



3 3.4 Listen to Sara. What does she use in her job all the time?

4 3.5 Listen again. Circle the the correct answers.

- 1 Sara was good at math and science / English and history at school.
- 2 She studied engineering at school / university.
- 3 She had to study hard for three / four years.
- 4 Toy engineers work alone / in a team.
- 5 Sara usually works inside / outside.

5 Would you like to make a new toy? Draw a picture of your toy.

? What does it mean?

to invent – make something that did not exist before

a skill – to do something well

6 3.6 Listen. Which job is best for Tarek?

engineer businessman tennis player
musician vet teacher



7 3.7 Listen again. Answer the questions.

- 1 What school subjects is Tarek good at? math and science
- 2 Which does Tarek prefer: working by himself or in team? _____
- 3 Do you agree with the interviewer's job for Tarek? _____
- 4 In which jobs do you need to work in a team? _____

8 Read and complete the questionnaire. Compare with your partner.

- 1 What school subjects are you good at?
math science English Spanish music
PE art social studies other
- 2 What are you interested in?
animals computers music puzzles sport other
- 3 Are you good at using the computer? _____
- 4 Do you like working by yourself or in a team? _____
- 5 Would you like to work with children? _____
- 6 Would you like to travel? _____



9 Which of the jobs from Activity 6 would you like to do? Why?



Did you know?

It takes at least five years to study to be a vet.



Research

Find out more about a job you would like to do when you are older. Do you need to study at university? What do you need to be good at? What do you need to be interested in?

What can I do?

I can explain what kind of job I would like to do when I am older. ☐

I can understand what skills you need for different jobs. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 What are chores?

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

- understand why it's good to do chores
- explain what chores you do at school and at home

The words I need to learn:

a chore cleaning to collect to give out
to put away shopping trash

1 Talk together.

- 1 What are chores?
- 2 Why do we do chores?
- 3 What chores do you do at home?

2 Read and complete the questionnaire. Then ask and complete it for a partner.

Are you helpful at home?	Me	My partner
Do you tidy your bedroom?	☒	☐
Do you make your bed?	☐	☐
Do you help with the shopping?	☐	☐
Do you help with the cooking?	☐	☐
Do you help to put trash in the trash can?	☐	☐
Do you help to do the dishes?	☐	☐
Do you help with the cleaning?	☐	☐
Do you help wash the clothes?	☐	☐
Do you help wash the car?	☐	☐
Do you water the plants?	☐	☐



3 Talk together.

Why do you think it's important to be helpful at home?

4 What other chores could you do at home this week? Write three ideas.

- I could _____.
- I could _____.
- I could _____.

5 3.8 Listen and write the names.

Listen to the students. What classroom chores do they have today? Write their names in the table.

Amir

Naji

Shadi

Wael



Classroom chores: **Monday**

1 give out the books

☐

Amir

2 give out classroom equipment

☐

3 collect the homework

☐

4 tidy the classroom after class

☐

everyone

5 put away the pens and pencils

☐

everyone

6 clean the desks or tables

☐

everyone

7 put trash in the trash can

☐

everyone

8 water the plants

☐

6 Check ✓ the chores that students do in your class. Do you do any others?

7  Make a class chore table for next week at school.

Write four chores from Activity 5 at the top of the chart. Write the day of the week. Then write a student's name for each chore.

Classroom chores				
Day of the week				

What can I do?

I can understand why it's good to do chores.

☐

I can explain what chores I do at school and at home.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

PRODUCERS AND CONSUMERS

In this unit, the Big Questions are:

- Lesson 1: Are goods different from services?
- Lesson 2: What is a producer?
- Lesson 3: What is a product?
- Lesson 4: What is a consumer?
- Lesson 5: Am I a producer or a consumer?

 Key Words

consumer
goods
producer
product
provide
sculpture
services



Lesson 1 Are goods different from services?

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

- explain how goods are different from services
- give examples of different goods and services

The words I need to learn:

- an advert goods a lesson to pay
- a repair services to spend

1 Talk together.

- 1 When was the last time your family paid money for something?
- 2 What did they buy or pay money for?
- 3 What are goods and what is a service?

2 4.1 Listen to Farah talking about what she can buy. What will be fun?

3 4.2 What will Farah spend her money on? Listen again and circle one thing.



fruit



haircut



piano lesson



book



theater



sunglasses



table tennis bats



computer repair

4 Look at the photographs again. Which are goods and which are services? Write.

goods	services
fruit	haircut

5 Add two more examples of goods and services to the table.

? 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

6 Read and answer the question.

1 How many adverts are for goods?

2 How many adverts are for services?

A nearly new laptop for sale!
Call Wael on 023 8764

goods

Learn to play the piano!

Piano lessons for all levels, from beginners to advanced. Email Reem at reem124@email.com

Does your computer need repairing?
Call 456 2789 today.

Computer games for sale.
\$2 each.
Call 244 7532

Does your house
need painting inside or
outside?
Call Imad on 563 3744

Buy a chess set – with wooden
pieces. \$5. Call 967 2450

7 Think and write.

- 1 Think of some goods and one more service.
- 2 Write an advert for each.



Game time

Choose some goods or a service. Describe it to your partner. Can they guess what it is?

SERVICE



GOODS



What can I do?

I can explain how goods are different from services. ☐

I can give examples of different goods and services. ☐

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 a producer?

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

- understand what a producer does
- give examples of things that different producers provide

The words I need to learn:

a factory a factory worker a farmer
a producer to provide a sculpture
a tour guide a truck driver wheat

1 Talk together.

- 1 Where does your family buy their bread?
- 2 What do you think a producer is?



2 4.3 Read, look, and match.

Then listen and check your answers.

1 A lot of different people help to provide us with bread. First, farmers grow wheat in their fields.

2 When the wheat is ready, it goes to a factory. Factory workers make the wheat into bread.

3 Truck drivers take the bread to grocery stores, stores, or markets.

4 Store assistants sell the bread to people.



3 Read the texts again.

Write the two producers in Activity 2.

? What does it mean?

producer – someone who grows or makes something to sell

to provide – to give or supply something that other people need or want

4 What jobs do these producers do? Write and match.

teacher cook tour guide ~~artist~~

a



An artist

1 draws or paints pictures, makes sculptures or other artwork

2 gives lessons to help people understand new ideas

3 shows people around interesting places

4 makes food for people to eat

b



A _____

c



A _____

d



A _____

5 Complete the table.

Look again at the eight jobs from Activities 2 and 4. Which producers are making or growing goods? Which jobs are providing services?

? What does it mean?

a sculpture – a work of art made from stone, wood, or clay

makes or grows goods	provides services
<u>farmer</u>	<u>truck driver</u>
_____	_____

6 Think of some adults you know who are producers. What do they do? Write.

Research

Think of something you can buy. Find out about the different producers that make it.

What can I do?

I can understand what a producer does. ☐

I can give examples of things that different producers provide. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 What is a product?

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

- understand what a product is
- give examples of different products

The words I need to learn:

- a market to be popular
- a product a stall

1 Talk together.

- 1 What products can you buy in your favorite store?
- 2 Which of the products do people make and which do people grow?

2 4.4 Listen and circle the correct answer. Then sing.

What does it mean?

a product – something that people make or grow and then try to sell

Market day

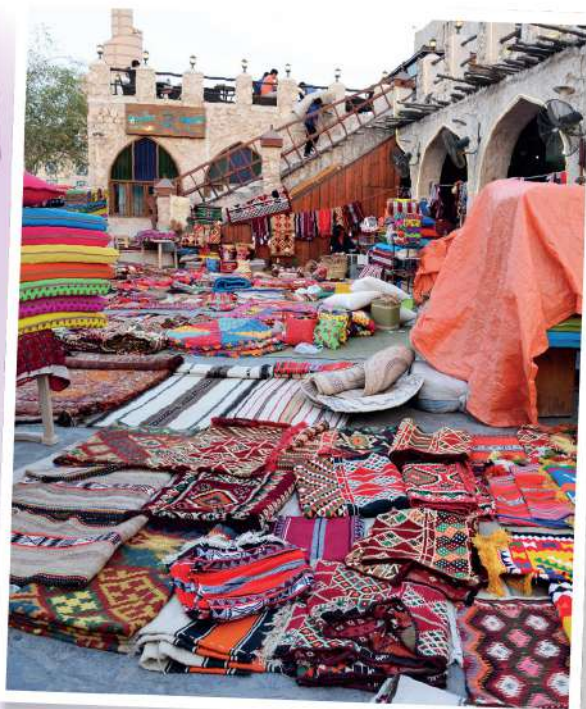
Come to the market
Today is market day.
With lots of different products
To buy on market day.

You can buy fruit and ¹T-shirts / honey,
²cheese / shoes and vegetables, too.

Or maybe a nice new ³table / T-shirt
A colorful scarf or ⁴shoes / plates.

Or do you need some new ⁵cups / glasses,
Some ⁶plates / food or a bowl for fruit?

They're all for sale at the market
Today is market day!



3 Look at the products in the song and answer.

- 1 Which is food? fruit, honey, cheese, vegetables
- 2 Which are clothes? _____
- 3 Which are things for the house? _____
- 4 Which products would you buy? _____

4 4.5 Listen and check ✓. What product does the interviewer want to buy?



5 4.6 Listen again. Answer the questions.

1 What products does Fouad sell at the market?

handbags, purses, wallets, and belts

2 Does Fouad make the products, too? _____

3 Who makes the products? _____

4 What are Fouad's most popular products? _____

6 What products would you like to sell at a market?

Draw three products and write.



This is my market stall.

I sell _____

 Research

Visit a market in your town or city. What products can you buy there?

What can I do?

I can understand what a product is. ☐

I can give examples of different products. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 What is a consumer?

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

- describe what a consumer is
- understand how you can be a good consumer

The words I need to learn:

a consumer to go shopping
to meet plastic a receipt

1 Talk together.

- 1 How often do you go shopping?
- 2 Do you think you are a consumer?

2 Read Ayman's diary and check ✓.

When is Ayman being a consumer?

What does he or his family need to pay for? Check ✓.

? What does it mean?

a consumer – someone who buys goods or services for their own use

Saturday

.....

- ☒ have a haircut
- ☐ go shopping for a new kite
- ☐ visit Grandma's
- ☐ meet Ibrahim in the park
- ☐ buy lunch in the café in the park
- ☐ fly our kites after lunch



3 Read the diary again. Answer the questions.

- 1 Which of the activities do you think Ayman needed to do? have a haircut, visit Grandma's
- 2 Which of the activities do you think Ayman wanted to do? _____
- 3 What do you think cost Ayman and his family the most money? _____
- 4 What do you spend your money on? _____

Mini project

Write a diary of your activities in a day. Check ✓ the activities when you and your family were consumers.

4 Read and say the poem. Why is it important to think before we buy?

*It's easy to spend too much money,
There are so many things to buy.
But to be a good consumer,
We should think before we buy.*



5 Read about Dina and Sara. Who is the most careful consumer? Why?



I'm Dina and I love shopping! I don't know what I'm going to buy when I go to the store. I usually go to the same clothes store. When I see something that I like, I always buy it! Last week, I bought an expensive coat. I spent all my money on it!



My name is Sara. I write a shopping list before I go to the stores. Then I check the price of different things in the stores. I find the stores with the best prices. I only buy the things on my shopping list. Last week, I saved some money to buy a new coat. I got a receipt for the coat, so that I can return it if there is a problem.

6 Read the texts again. Circle **True** or **False**.

- 1 Dina always writes a shopping list before she goes shopping.
- 2 Dina looks at lots of different things before she buys something she likes.
- 3 Dina saves, so she always has enough money to go shopping.
- 4 Sara only buys things that are the best prices.
- 5 A receipt shows when and where you bought something.

True / **False**

True / **False**

True / **False**

True / **False**

True / **False**

7 Talk together.

- 1 When you go shopping, are you more like Dina or Sara?
- 2 Do you think you are a good consumer or a bad consumer? Why?

Did you know?

Many things we buy are made of plastic. The plastic trash that people throw away in one year could circle the Earth four times!



What can I do?

- I can describe what a consumer is. ☐
- I can understand how I can be a good consumer. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 Am I a producer or a consumer?

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

- understand that people can be both producers and consumers
- say when I'm a producer or a consumer

The words I need to learn:

both enough
a lemon to mix

1 Talk together.

- 1 How are consumers and producers different?
- 2 Can a person be both a producer and a consumer? How?

2 Read the story. How does Lama earn money to buy the flowers?



1 Lama wants to buy some flowers for her grandma, but she doesn't have enough money.

2 Lama has an idea. She buys some lemons with her money. The lemons are not expensive.



3 Lama makes some lemonade. She mixes the lemon juice with water and some sugar. She sells the lemonade to her mother's friends.



4 Now Lama has enough money. She can buy the flowers for her grandma.



3 Read the story again. Answer the questions.

1 How many times is Lama a consumer in the story?

Once

2 What does Lama make?

3 What does she buy?

4 Does she make goods or produce a service?

4 Talk together.

Discuss why Lama is both a producer and a consumer.

5 Read and circle.

Are these people being producers (P), consumers (C), or both (B)?

a P **C** B



Rana

I am taking my laptop to a computer engineer today.

b P C B



Hanan

I have made some cakes to sell at school.

c P C B



Jad

I am buying some equipment for my restaurant.

d P C B



Rami

I have bought a new soccer ball.

6 Complete the table for you and your family.

Think of times when you or your family have been producers, consumers, or both.

producer	consumer	both
My mom made a cake.	We all ate mom's cake!	My mom ate the cake, too!

7 Talk together. Look at the table and answer the questions.

- Which are you and your family more often – producers or consumers? Why?
- Think of a time when someone in your family has been a producer. Who were their consumers?

What can I do?

I can understand that people can be both producers and consumers. ☐

I can say when I'm a producer or a consumer. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

REVIEW 2

I can say...

- what I need and what I want
- how I get what I need and what I want
- what jobs there are
- what jobs I would like to do
- what chores are
- if goods are different from services
- what a producer is
- what a product is
- what a consumer is
- when I am a producer or a consumer

See how well you have understood the topics in Units 3 and 4.

1 Complete the quiz!

QUIZ

- 1 What things do you need for a vacation? Write two things.

- 2 How can you save money? Write two ways.

- 3 Name two jobs that help people in the community.

- 4 What chores do you do in the classroom?

- 5 What is the difference between goods and services?

- 6 What is a producer?

- 7 Think of a product. Where can you buy it?

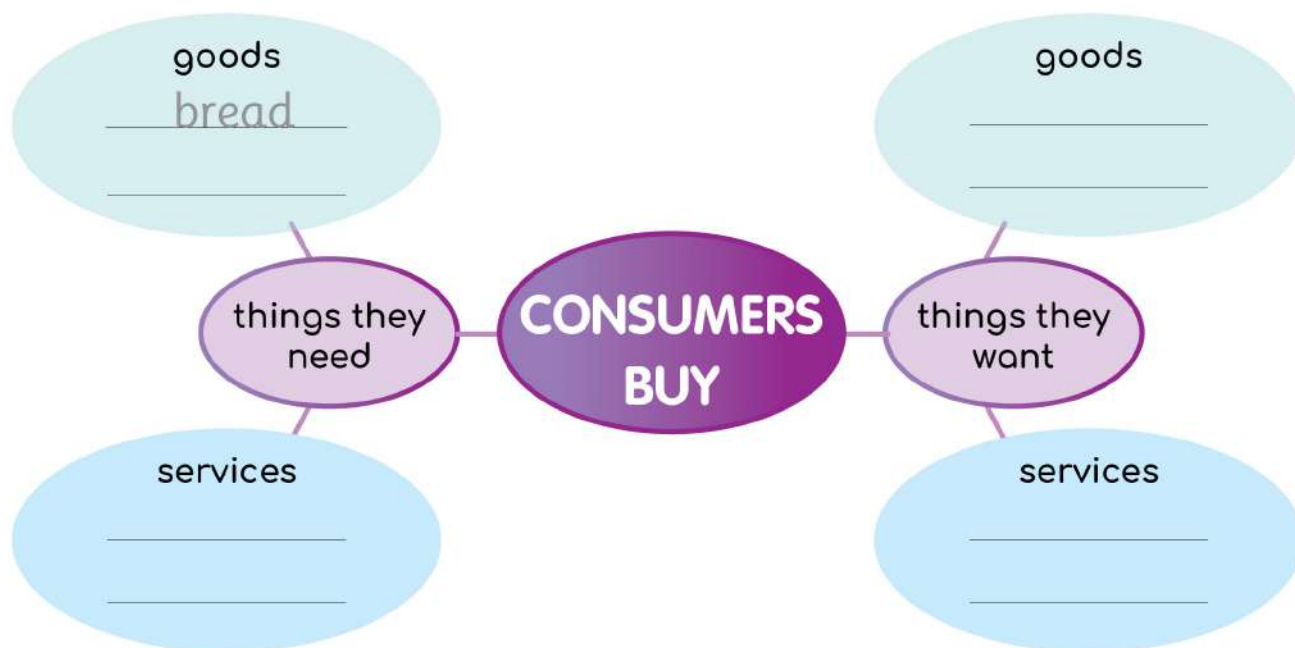
- 8 Sara makes some tea and sells it to her father's friends. Is she a consumer, a producer, or both?

2 Who made the soup? Read and write the producers.

- 1 A farmer grew the vegetables.
- 2 A _____ took the vegetables to a café.
- 3 A _____ made the soup.
- 4 A _____ served the soup to a family.

3 Complete the mind map. Then add two more examples of goods and two more examples of services.

city tour ~~bread~~ car repair toys



4 Read and write.

Khalil is going shopping after work. How should he spend his money? Write three pieces of advice to be a good consumer.

- 1 Khalil should _____
- 2 Khalil should _____
- 3 Khalil should _____

5 Write an entry about the things that you buy each month.

Think about the following:

- How did you save to buy these things?
- Are these things goods or services?
- Which of these did you want?
- Which of these did you need?

PROJECT 2

? **What does it mean?**

donate – to give money to a person or organization

A new service!

1 What service is Samer providing? Look at the photo and guess.

Car washing service!

Dear neighbors,

Does your car need washing? Do you want to help our community hospital at the same time?

I can help! This weekend I am offering a car washing service with my dad. We will wash the outside of your car for 5 coins.

We can clean the inside, too. We will donate all the money to the hospital. They are going to buy new toys for the children's playroom.

Email me, Samer, today – on samer52@email.com



2 Read the advert and answer the questions.

1 How much are Samer and his dad going to ask for washing cars?

2 Who are they going to give the money to?

3 What are the people at this place going to do with the money?

3 Read Samer's business plan. How much money will he donate to the hospital?

Business plan

Business name: Car washing with Samer

Goods/ Services offered:
car washing

Prices:

Car wash outside: 5 coins

Car clean inside: 10 coins

Customers: neighbors

Planned sales:

6 cars washed outside = 30 coins

2 cars cleaned inside = 20 coins

Total = 50 coins

Equipment needed:
hose, soap, cleaning cloths

Equipment costs: 5 coins

Money for hospital: ____ coins

4 Talk together.

- 1 Do you think Samer's business plan is good? Why/Why not?
- 2 Would you make any changes to his plan?

5 Talk together.

- 1 Who or what would you like to donate money to?
- 2 What ideas do you have for making money?

6 Choose your favorite idea. Make a business plan.

Business plan	
Business name: _____	
Goods/Services offered: _____	Prices: _____ : _____ coins _____ : _____ coins
Customers: friends/family/neighbors	Planned sales: _____ = _____ coins _____ = _____ coins
Equipment needed: _____	Total = _____ coins
Equipment costs: _____ coins	Money for business makes: _____ coins

7 Present your business plan to the class.

- 1 Listen to your classmates' ideas.
- 2 Make any changes to your business plan.

8 Write an advert for your business idea.

Try this at home!

Ask your parents for help. Choose some customers and send your business plan to them. Then make goods or provide services to these customers. Is your business idea a success?



