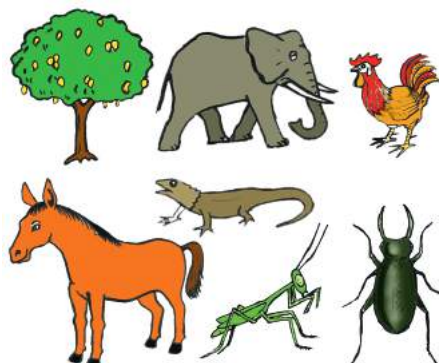


Contents – Living and non-living things

In this section you will cover the following language and concepts:



<p>1. Identifying living and non-living things</p>	<p>Vocabulary: Person; girl; spoon; cup; saucer; animal/dog; tree; insect/fly; table; reproduce/reproduction; move/movement; remove waste; excrete/excretion; exchange gases; breathe/respiration; grow/growth; sensitive/sensitivity; react; respond; feed</p> <p>Structures: Yes, it does/No, it doesn't; ...is a living/non-living thing; What are the characteristics of living things?; Is... a living/non-living thing?; Yes, it is/No, it isn't; Present simple: It breathes/reproduces; It doesn't breathe/reproduce, etc.; All living things...; Does a... +verb?</p>
<p>2. Classification of living things</p>	<p>Vocabulary: Animals; plants; birds; insects; fur; features; mammals; vertebrate; invertebrate; compound eyes</p> <p>Structures: What is/are the characteristics of...; It is...; It has...; They have...; Do... do/have this?</p>
<p>3. Animals</p>	<p>Vocabulary: Fish; amphibians; reptiles; birds; mammals; worms; molluscs; anthropoids; vertebrate; invertebrate; skeleton; shell; fins; feather; warm-blooded/cold-blooded</p> <p>Structures: Identify...; Which...; What are...; Does... have a backbone?; Yes, it does/No, it doesn't; A... is large/small... ; A... has...; A... is (colour).</p>

Topic 3: Living and non-living things

<p>4. Domestic animals</p>	<p>Vocabulary: Domestic animal; wild animal; hen; dog; cat; cow; goat; sheep; horse; donkey; pig; pigeon; goose; duck; guinea fowl; turkey; meat; milk; manure; pull; plough</p> <p>Structures: What is this/that?; That is a ...; Is it domestic or wild?; Do you have any ...; Yes we have five ...; How many ... do you have?; Why do you have a ...?; Because it ...</p>
<p>5. Insects</p>	<p>Vocabulary: Insect; butterfly; mosquito; house fly; cockroach; bee; ant; grasshopper; moth; outside; inside; dark; light; on the ground; species; antennae; suck; Plurals e.g. + s = bees/ants + es = cockroaches/mosquitoes, + ies = flies/butterflies</p> <p>Structures: Can you spell butterfly? Yes, b-u-t-t-e-r-f-l-y.</p>
<p>6. Harmful insects</p>	<p>Vocabulary: Harmful; malaria; diarrhoea; typhoid; cholera; dengue; bite; sting; contaminate; spread; carry; germ</p> <p>Structures: Which insects are harmful?; What effects are caused by mosquitoes/ flies/cockroaches; ... are harmful because ...; ... can cause .../can spread ...</p>
<p>7. Common plants</p>	<p>Vocabulary: Plants; leaves; stem; roots; minerals; water; food; photosynthesis; absorb; cassava plant</p> <p>Structures: This is..; What are ... (the major parts of plant?); What are leaves/stem/roots for?; What do they/does it do?; The ... is/are located ...; ... are important because ...</p>
<p>8. Types of plants</p>	<p>Vocabulary: Flowering plants; wood plants; food plants; grass; trunk; oxygen; respiration; wood; honey; anywhere; fruit; flowers; seat; vegetables; decoration</p> <p>Structures: Can you imagine a world without plants?</p>
<p>9. Plants for food</p>	<p>Vocabulary: Seeds; roots; flour; leaves; fruit; sugar; oil</p> <p>Structures: What kind of food comes from...; Which of these foods...?; It comes from the... roots/flower/leaves/stem</p>
<p>10. Viruses</p>	<p>Vocabulary: Measles; rabies; flu; illness; virus; serious; minor; infection; infectious; spread; multiply; inject; eradicate; transmit; immune; immunisation; antibodies; disease; vaccination; living cells; organism</p> <p>Structures: Present simple. How can ...? We can ... by ...ing/not ...ing</p>

Lesson 1: Identifying living and non-living things

Activity 1



Which of these are living and which are non-living things?



Activity 2



Living things have seven main characteristics. Match a characteristic to each sentence.

excretion	breathing/respiration	reproduction	movement
	sensitivity	feeding	growth

1. All living things have to take in foods found around them to continue living.
2. All living things move in some way; it can be external or internal.
3. Living things take in and give out air.
4. Living things have to get waste out of their bodies in some way.
5. Living things grow and get bigger.
6. Living things respond to things like light, touch and sound.
7. Living things always reproduce. For example, humans have babies; plants make seeds which produce new plants.



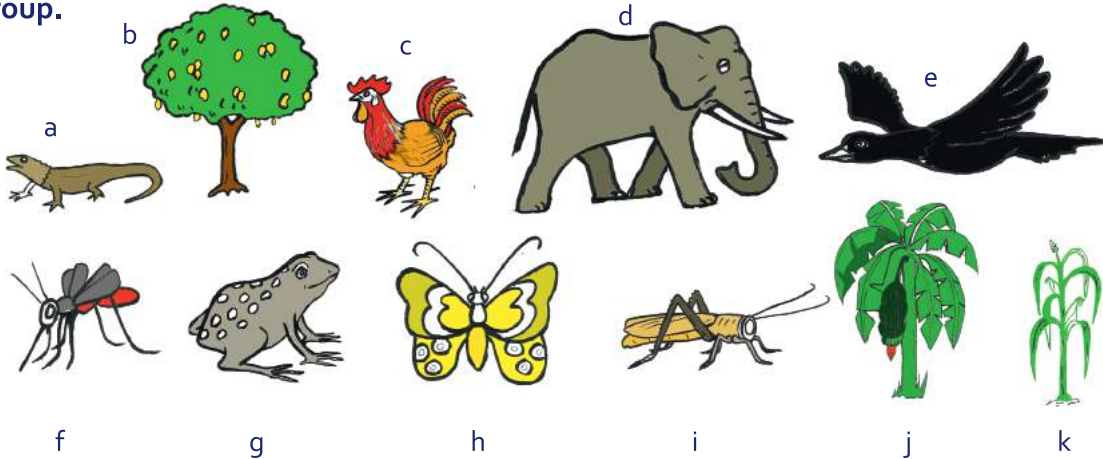
Homework – Study one living thing you have near your home. Write a few lines about how it breathes, moves, grows, feeds and reproduces

Lesson 2: Classification of living things

Activity 1



Look at these pictures, and group them as animals or plants. Write the letters for each group.



Activity 2



Read these characteristics of living things. Match them with one of the groups in the table. Write the names of living things in the table, using the pictures in Activity 1.

1. Stay in one place and have leaves.
2. Have antennae and compound eyes.
3. Have hair or fur and give birth.
4. Have feathers and can usually fly.

<i>Mammals</i>	<i>Birds</i>	<i>Insects</i>	<i>Plants</i>



Homework - Study the animals found around your home. Classify them into their groups. Write the characteristics of each group.

Lesson 3: Animals

Activity 1



Vertebrates and invertebrates

Most animals fall into these two groups. Vertebrates are animals that have backbones. Invertebrates are those animals that do not have a backbone.

Vertebrates are usually bigger, and their bodies are more complex. Examples of vertebrates are: fish, frogs, snakes, human beings, dogs and birds.

Invertebrates include:

- molluscs (like octopus, and snails) - some of them have an outer shell;
- anthropoids (like insects, centipedes and crabs).



Which group makes up the higher number of animals in our world? Vertebrates or invertebrates?

Activity 2



Match an animal with a description.

Example: Fish (g) live in water and have fins.

Fish	a) live both on land and in water.
Amphibians	b) have feathers and wings.
Reptiles	c) drink their mother's milk and usually have body hair.
Birds	d) often have a hard outer shell.
Mammals	e) have scales and lay eggs.
Molluscs	f) include spiders and lobsters.
Anthropoids	g) live in water and have fins.



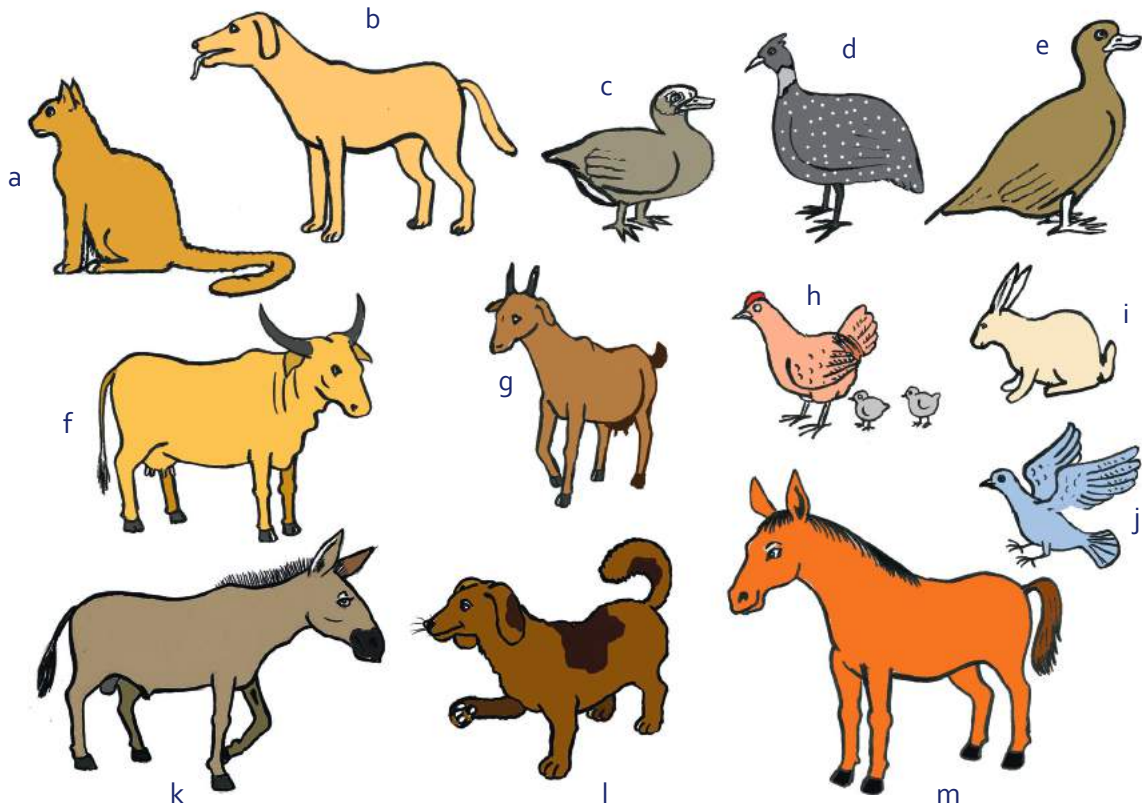
Homework - Find a vertebrate and an invertebrate in your home environment. Write its name, the type of animal it is (vertebrate or invertebrate), and give one characteristic of each animal.

Lesson 4: Domestic animals

Activity 1



Name these domestic animals



Activity 2



What animals do you keep and why do you keep them?

In my neighbourhood people keep... and...

We keep...because...

We keep... for the...



Homework – Write a few lines about a domestic animal and why we might keep one.

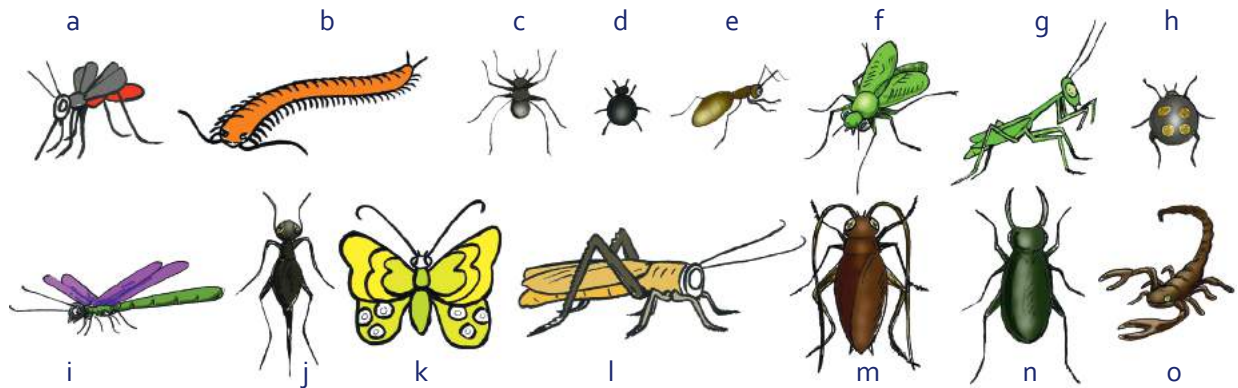
Lesson 5: Insects

Activity 1



Name the insects in the picture.

bee ant butterfly cockroach mosquito praying mantis grasshopper
beetle dragonfly ladybird scorpion spider centipede cricket bedbug



Activity 2



Complete the end of the sentence with either a or b.

1. The number of insect species in the world is:	a) between six and ten thousand b) between six and ten million.
2. Insect bodies have:	a) three segments. b) four segments.
3. Insects have:	a) four antennae. b) two antennae.
4. Insects have:	a) three pairs of legs b) six pairs of legs.
5. Insects are:	a) warm-blooded. b) cold-blooded.
6. The mosquito that sucks blood is:	a) the male mosquito. b) the female mosquito.
7. Bees are found on every continent except:	a) Antarctica. b) Europe.
8. Ants leave trails and communicate with each other using:	a) visible signals. b) chemical signals.



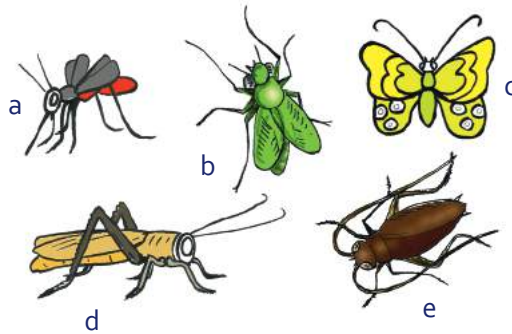
Homework - Observe the insects found in your environment. Give the names of all insects you have seen. Note the places you saw them and the activities they were doing.

Lesson 6: Harmful insects

Activity 1



Name these insects and identify the harmful and non-harmful insects



Activity 2



Complete the sentences.

1. Mosquitoes spread ... through ... and ...
2. Cockroaches spread ... and
3. ... spread typhoid.
4. Dengue is spread by ...
5. ... spread cholera.



Reflect – This lesson contained a listening text. Did you find this easy or difficult to understand? Could you answer the questions easily? Would it be a good idea to ask one of your family members to read to you in English?



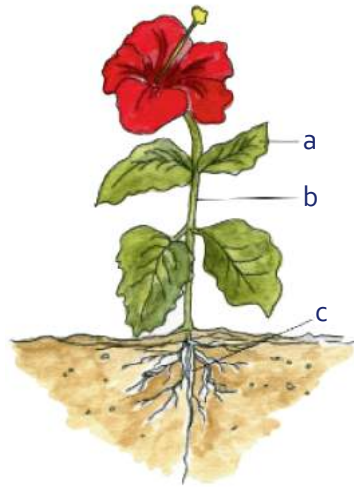
Homework – Speak to your family. What do you do to keep insects away from your house?

Lesson 7: Common plants

Activity 1



Label the parts of the plant.



Activity 2



Complete the following sentences with the words given in the box. You can use the words more than once.

roots water minerals three stem leaves food
mango trees cassava plants maize plants photosynthesis

1. Plants have ... major parts. These are the ..., ..., and ...
2. The ... are found in the soil. The ... and ... are found above the ground.
3. The function of the ... is to absorb ... and ... from the soil.
4. The function of the ... is to make food. This process is called
5. The function of the ... is to transport water and Also, to store food materials.
6. ..., ... and ... are common plants found in our environment.



Homework — Collect a plant from home, find out its name in English and bring it into school.

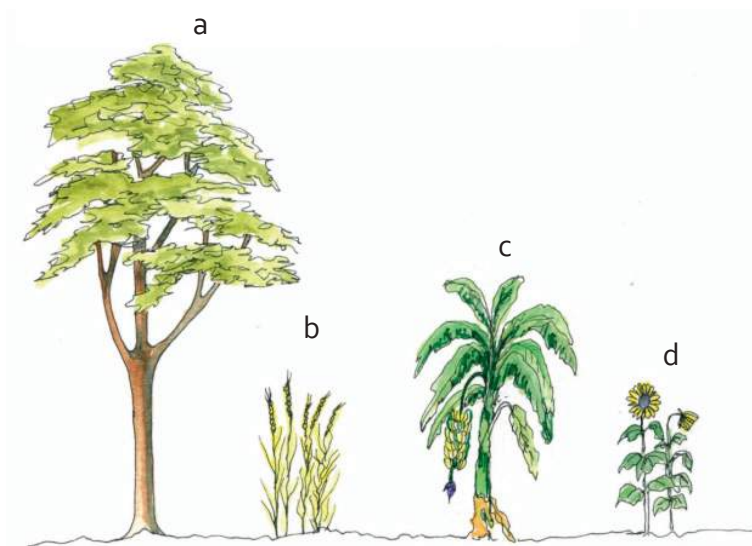
Lesson 8: Types of plants

Activity 1



Name the plants using the words in the box.

wood plant flowering plant grass food plant



Activity 2



Complete the poem with the words in the box.

oxygen honey anywhere fruit flowers seat wood vegetables

Can you imagine a world without plants?

No ... or... to eat.

Can you imagine a world without plants?

No ... to make a ...

Can you imagine a world without plants?

No ...for decoration

Can you imagine a world without plants?

No ... for respiration

Topic 3: Living and non-living things

Can you imagine a world without plants?

No ... made by a bee.

Can you imagine a world without plants?

No life, ...to see.



Reflect – Which activities have you enjoyed the most in this topic? Which activities have you learned the most from? Think about your answers to these questions. Have you thought about discussing what helps you to learn with other students and your teacher?



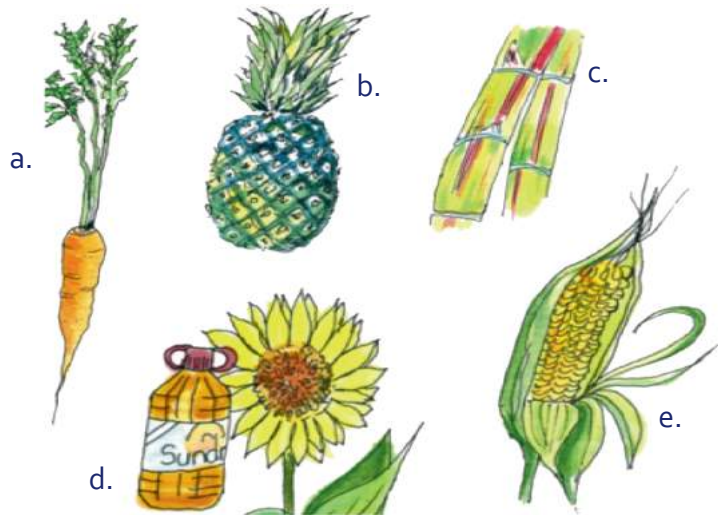
Homework– Can you think of any other lines for the poem? Think of a new line or two and bring it to the next lesson.

Lesson 9: Plants for food

Activity 1



Name the objects in the picture.



Read the statements and guess which food they are about.

1. It is sweet. It is a part of a stem.
2. It is a fruit. It is yellow inside.
3. It is an oil. It comes from a plant.
4. It is a vegetable. It is orange and grows under the ground.
5. We make a powder from it.

Activity 2



Write sentences describing three things that you ate yesterday that came from plants.

For example:

It is a powder, it is yellow, it is sweet, we have to grind it, we have to cook it ...



Homework - Prepare a recipe for a meal that contains various freshly grown ingredients. Share your recipe with other students.

Lesson 10: Viruses

Activity 1



Read the questions and discuss them with your partner.

1. Viruses can cause diseases. What diseases are commonly caused by viruses?
2. What can be done to prevent the spread of viral diseases?

Activity 2



Fill the blanks by using the words given below.

live transmitted cause multiplies measles

A virus is a very small organism that **(a)** ... in living things. Viruses can **(b)** ... in all types of animals and plants. In human beings, viruses are **(c)** ... from one person to another through contact with an infected person. Viruses can **(d)** ... various diseases including HIV/AIDs, rabies, flu, dengue fever, Ebola, common cold, mumps, yellow fever, **(e)** ... and foot and mouth disease.

Activity 3



Match the viral disease with the way to prevent it.

	Disease	Ways to prevent viral disease
1.	Common cold	a) Destroying the habitat of all mosquitoes
2.	Dengue	b) Avoiding contact with blood and body fluids and not sharing sharp objects.
3.	Ebola	c) Washing our hands frequently.
4.	HIV/AIDS	d) Avoiding contact with wild animals such as monkeys and not touching any infected person.



Reflect – Do you think we will ever stop viruses from existing? Why? Why not?



Homework – Try to find out the difference between a virus and bacteria.