



# Why are trees important?

## Lesson 1 Vocabulary

1 Write the words in the diagram. Then add more words.



in the city

rocks

in the countryside



2 Read and complete the definitions.

1 This is a place where people make objects with machines.

factory

2 This is a place where people grow fruit and vegetables.

3 This is a place where \_\_\_\_\_.

airport

4 \_\_\_\_\_.

lake

3 **Your turn!** Write about where you live. Circle and write.

1 (airport) There **is** / **isn't** an airport where I live.

2 (motorways) There **are some** / **aren't any** motorways where I live.

3 (lake) \_\_\_\_\_

4 (fields) \_\_\_\_\_

5 (traffic jams) \_\_\_\_\_

6 (factory) \_\_\_\_\_

Compare your sentences with a friend. Are they the same?



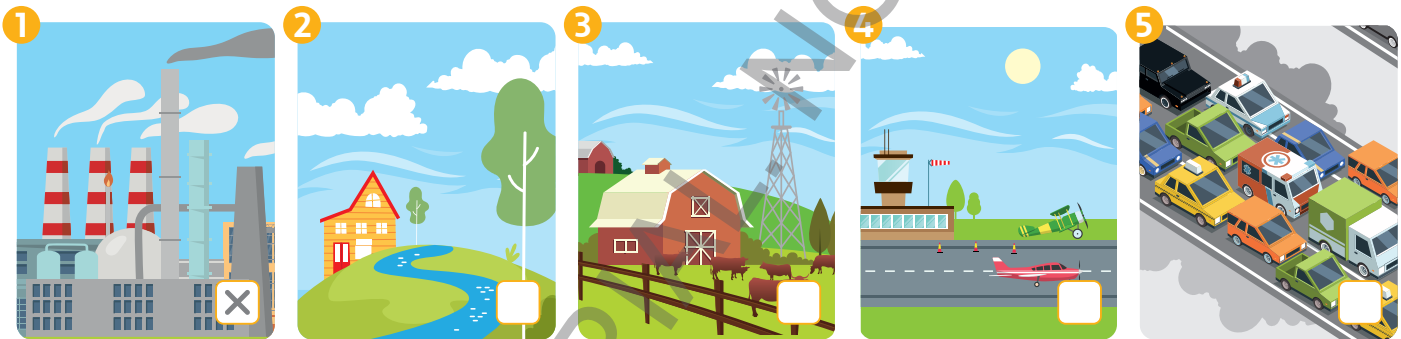
1 Read and complete the sentences. Then circle the correct words.

**Curious about grammar:** *There was / There were*

+ There <u>was</u> a stream.	- There _____ an airport.	? _____ there a lake?
+ There _____ some factories.	- There _____ any fields.	? _____ there any roads?

- 1 We use **was** and **wasn't** with **singular** / **plural** nouns.
- 2 We use **any** in **positive** / **negative** sentences with plural nouns.
- 3 We use **any** in questions with **singular** / **plural** nouns.

2 Listen and tick ✓ or cross ✗. Then write the sentences.



- 1 There weren't any factories.
- 2 There
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

3 Order and write the questions. Then write the answers.

- 1 bus / the / Was / a / there / street? / in  
Was there  
\_\_\_\_\_  
\_\_\_\_\_
- 2 any / in / Were / motorbikes / the / there / street?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 Were / street? / scooters / in / any / there / the  
\_\_\_\_\_  
\_\_\_\_\_



Imagine your street in the past and write sentences. *There weren't any cars.*

# The small seeds

1 Read the story again. Read and complete the review.

countryside forests ground ~~inspirational~~ older seeds streams village

This is an 1 inspirational story from Kenya. It's about a real person called Wangari who grows up in the 2 \_\_\_\_\_. There's a forest near her 3 \_\_\_\_\_ and there are streams with water for the gardens. Wangari leaves her village to study. When she returns, everything is different. There aren't any trees and there isn't any water in the 4 \_\_\_\_\_. Wangari shows the women how to plant 5 \_\_\_\_\_ in cans. When the seeds grow, the women plant them in the 6 \_\_\_\_\_. These plants grow into trees and create new 7 \_\_\_\_\_.

I recommend this story for children who are 8 \_\_\_\_\_ than six and I give it four and a half stars.

- Jay from The Eagles

2 Read and answer. Find the information in the story.

- 1 Was there a forest near Wangari's village at the start of the story? Yes, there was.
- 2 Were there any chickens in Wangari's garden? \_\_\_\_\_
- 3 When Wangari returned to the village, were there many trees? \_\_\_\_\_
- 4 Were there any new houses in the village? \_\_\_\_\_
- 5 Was there a factory in the new forest? \_\_\_\_\_
- 6 Was there a stream in the new forest? \_\_\_\_\_

3 What can Lisa do to help the environment? Listen and tick ✓ or cross X.

**Kids can make a difference.**

Here are five easy things you can do to help protect the environment.

1  Plant some seeds. <input checked="" type="checkbox"/>	4  Turn off taps. <input type="checkbox"/>
2  Recycle more. <input type="checkbox"/>	5  Organise a park clean up. <input type="checkbox"/>
3  Walk to school. <input type="checkbox"/>	

How is the environment in danger?

**Creativity Corner**

Wangari grows seeds in cans. What other objects can you use for growing seeds?

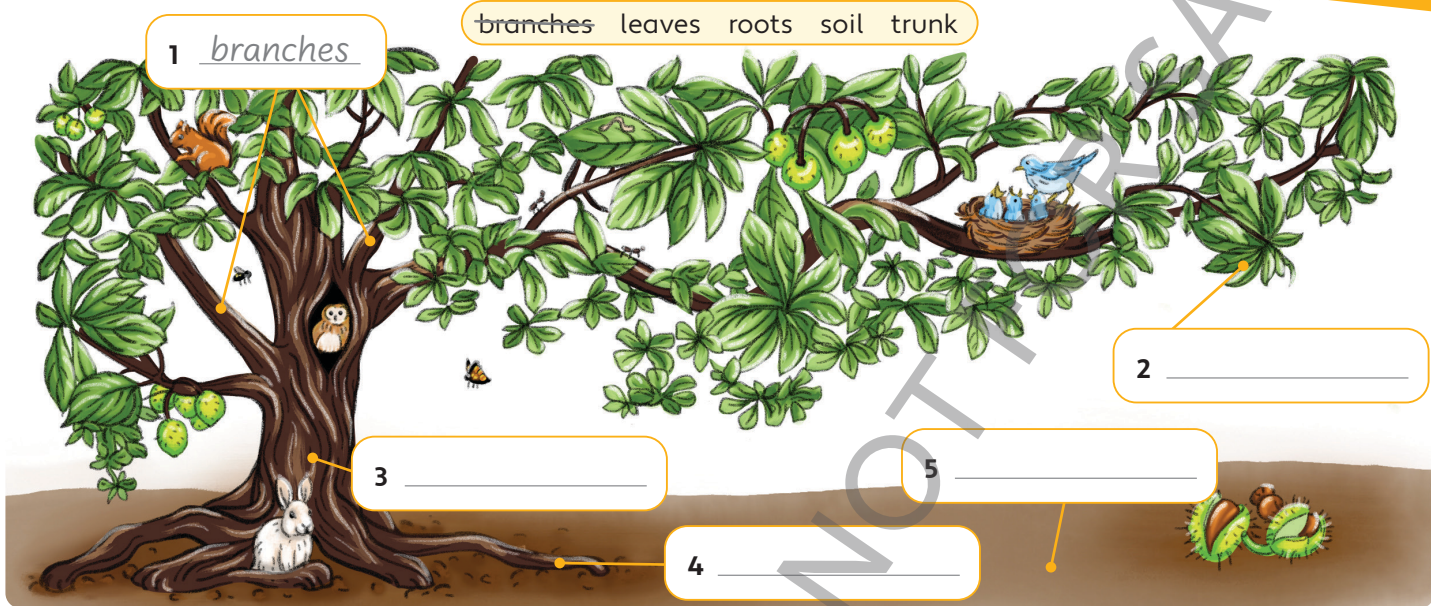
4 Think! What can you do to help protect the environment?

I can \_\_\_\_\_

\_\_\_\_\_



1 Look and label the picture.



2 Complete the sentences about why trees are important.

air clean roots shade shelter soil trunks

- 1 We get wood for building from the trunks of trees.
- 2 We create medicines from the flowers, seeds and \_\_\_\_\_.
- 3 The leaves and branches give us \_\_\_\_\_ and make our streets cooler.
- 4 In bad weather, animals and insects can find \_\_\_\_\_ in tree trunks.
- 5 In towns and cities, trees help \_\_\_\_\_ the \_\_\_\_\_.
- 6 For a tree to be strong, the roots need to go deep into the \_\_\_\_\_.

3 Finish the letter. Say why your town needs more trees.

Dear Mayor,  
 I'm a pupil at \_\_\_\_\_  
 School, and I'm writing to you about the street in front  
 of our school. There are traffic jams every day and  
 there's a lot of pollution. This isn't good for our health.

We think that the town needs to plant trees in the  
 street. Trees are important because

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I hope you can help us.

Yours,

\_\_\_\_\_



Curiosity Corner

Children in the UK play a game called conkers. What is it? Investigate.





1 Read and complete the sentences. Then circle the correct words.

**Curious about grammar:** countable and uncountable nouns

Uncountable	+	There <u>was</u> some grass.	-	There _____ any grass.
Countable	+	There _____ some cars.	-	There _____ any fields.

- 1 We use **was** and **wasn't** with **countable / uncountable** nouns.
- 2 We use **were** and **weren't** with plural **countable / uncountable** nouns.

2 Complete the table with countable and uncountable nouns.

~~birds~~ clean air flowers grass noise  
plants trees water

Countable	Uncountable
birds	



3 Read and circle the correct verb. Then look at the photo and write T (true) or F (false).

- 1 There **was** / **were** some trees.  T
- 2 There **was** / **were** clean air.
- 3 There **was** / **were** some cars.
- 4 There **was** / **were** lots of flowers.
- 5 There **wasn't** / **weren't** any pollution.
- 6 There **wasn't** / **weren't** any grass.



4 **Sounds good!** Listen and write the number of words you hear. Listen again and write. Then say the sentences.

- 1  7 There weren't any trees in the garden.
- 2  \_\_\_\_\_
- 3  \_\_\_\_\_
- 4  \_\_\_\_\_



**@Eagles:** Hi there! There's an amazing green space in the centre of New York. It's called Central Park. Here's a visitor's guide.

1 Read the visitor's guide. Answer the questions.

# Central Park

More than 42 million visitors visit Central Park every year. Here are some of our favourite places in the park.



## The Sheep Meadow

In the past there were sheep on this big field. But now people come here to have picnics and fly kites. The view of the city from the Sheep Meadow is incredible!



## Rat Rock

Rat Rock is in the south of the park. It's 4.6 metres high and lots of people enjoy climbing it. If you like rock climbing, this is the perfect place for you.

## The Ramble

This small forest is a great place to go for a walk in summer. There's a lot of shade and there's a pretty stream. About 230 species of birds live in this forest so it's great for birdwatching, too.

- How many people visit Central Park each year? More than \_\_\_\_\_
- Where can people fly kites? \_\_\_\_\_
- Where can people go if they want to see wildlife? \_\_\_\_\_
- What can people do at Rat Rock? \_\_\_\_\_

2 Listen to Libby and Alfie talking about green spaces. Complete the sentences. Write 1, 2 or 3 words.

- Libby would like to have a picnic in Central Park.
- Alfie would like to \_\_\_\_\_ from the Sheep Meadow.
- You can \_\_\_\_\_ in Hyde Park in London.
- There's a \_\_\_\_\_ in Hyde Park.



3 **Your turn!** Write about a green space in your country.

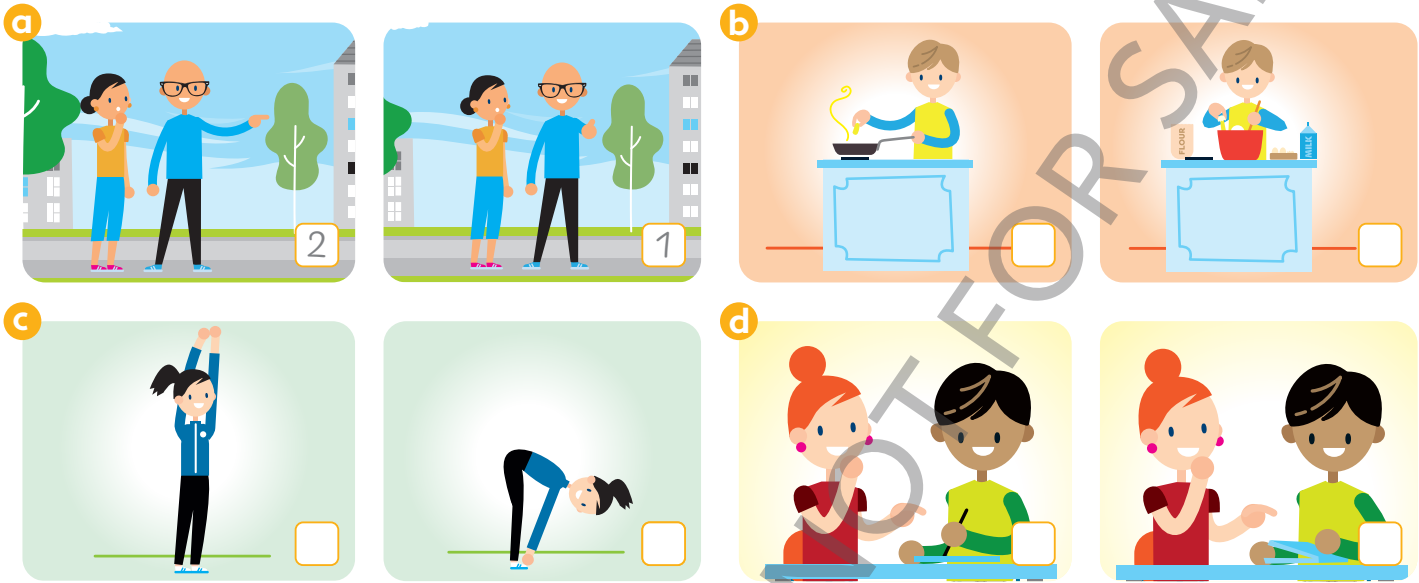
- |   |                          |
|---|--------------------------|
| 1 Which green space do you like visiting? | 1 I like visiting _____. |
| 2 Where is it?                            | 2 _____                  |
| 3 What can you see there?                 | 3 _____                  |
| 4 What do you do there?                   | 4 _____                  |

### Curiosity Corner

Can you go skiing in Central Park? Investigate.



1 Listen to the instructions. Order the pictures.



2 Read and match with Activity 1. Circle the words for ordering information.

First mix the flour, the eggs and milk in a bowl.  b

Next, you need to draw some lines.

Go straight on. Then at North Street turn left into Bridge Street.

Finally, lie down and relax.

3 Read and order the instructions for the seed packet.

• Next, make a hole in the soil.

• Finally, water the seed.

**IMPORTANT**  
• Water the plant once a week.

**INSTRUCTIONS**  
• First, find a sunny place in your garden.

## Singing Tree

This tree grows up to ten metres tall. It's got a thick trunk and long branches. Its leaves are long and purple. They sing on a windy day!  1

• Next, cover the seed with soil.

• Then, put one seed in the hole.

4 Read the seed packet again. Find and write.

- 1 The name of the plant: \_\_\_\_\_
- 2 Where to plant it: \_\_\_\_\_
- 3 When to water it: \_\_\_\_\_



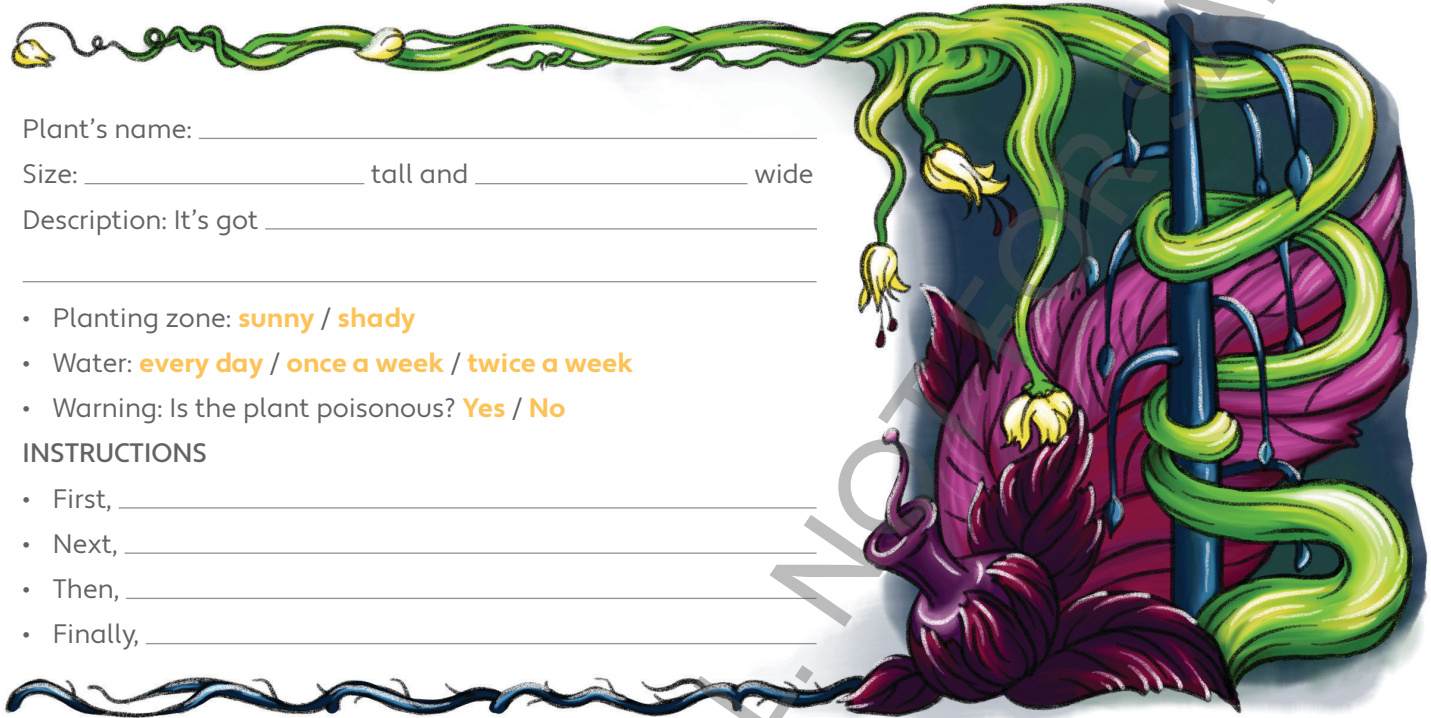
## 5 Plan your seed packet for an imaginary plant.

Plant's name: \_\_\_\_\_  
 Size: \_\_\_\_\_ tall and \_\_\_\_\_ wide  
 Description: It's got \_\_\_\_\_  
 \_\_\_\_\_

- Planting zone: **sunny** / **shady**
- Water: **every day** / **once a week** / **twice a week**
- Warning: Is the plant poisonous? **Yes** / **No**

### INSTRUCTIONS

- First, \_\_\_\_\_
- Next, \_\_\_\_\_
- Then, \_\_\_\_\_
- Finally, \_\_\_\_\_



### Writing tip!

Don't forget to use ordering words in the instructions.

## 6 Create your seed packet.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SAMPLE MATERIAL

### INSTRUCTIONS

- First, \_\_\_\_\_  
\_\_\_\_\_
- Next, \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

⚠ IMPORTANT! ⚠

\_\_\_\_\_

### Creativity Corner

Imagine you're a bee. Describe your imaginary plant.



1 Think about the new words in this unit. Read and write.

1 Five things that produce air pollution:  
motorway

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Three things in the countryside that **aren't** manmade:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

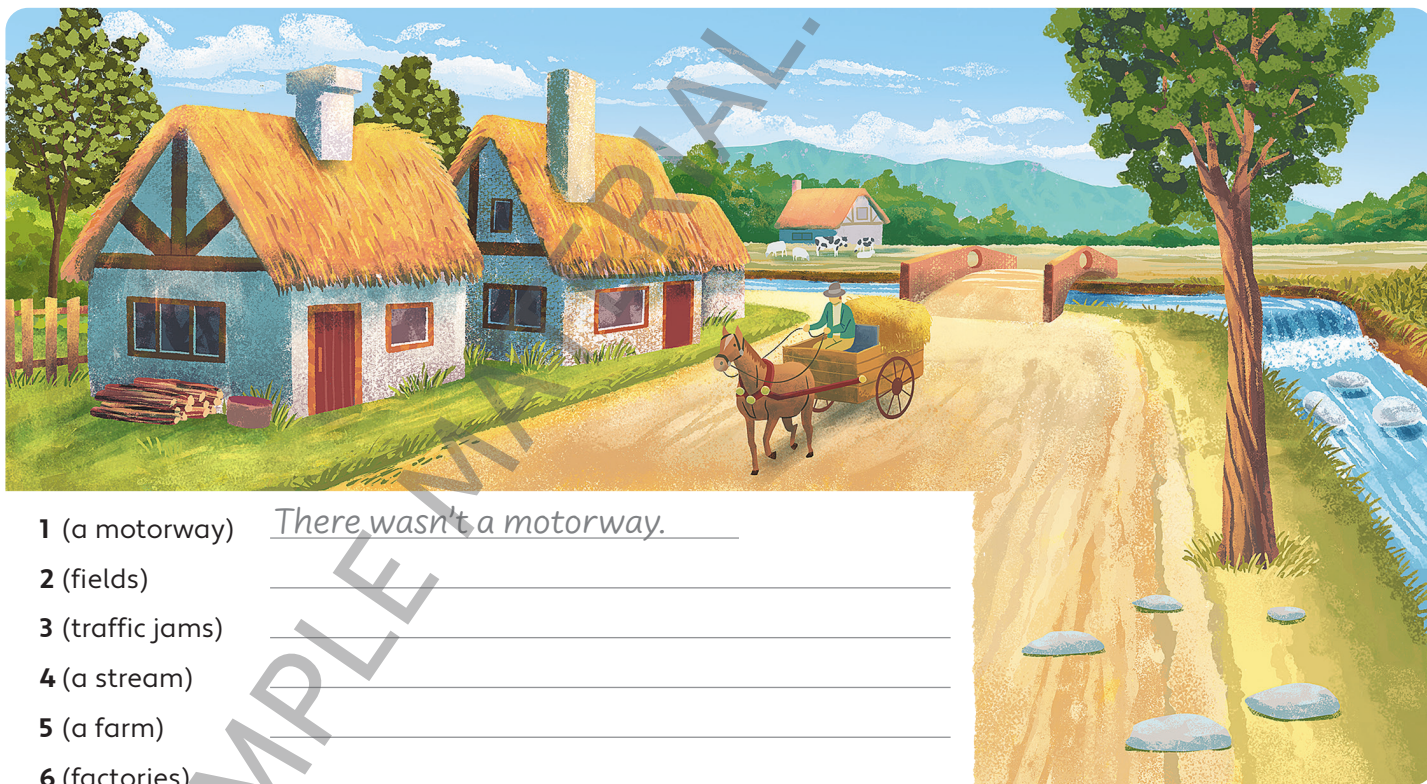
3 Two things in the countryside that **are** manmade:

\_\_\_\_\_

\_\_\_\_\_

Which words have got **three** syllables?

2 Look at the picture and write sentences. Use *there was / there were* in the positive and negative.



- 1 (a motorway) There wasn't a motorway.
- 2 (fields) \_\_\_\_\_
- 3 (traffic jams) \_\_\_\_\_
- 4 (a stream) \_\_\_\_\_
- 5 (a farm) \_\_\_\_\_
- 6 (factories) \_\_\_\_\_

3 Look at the picture again and write questions. Then write the answers.

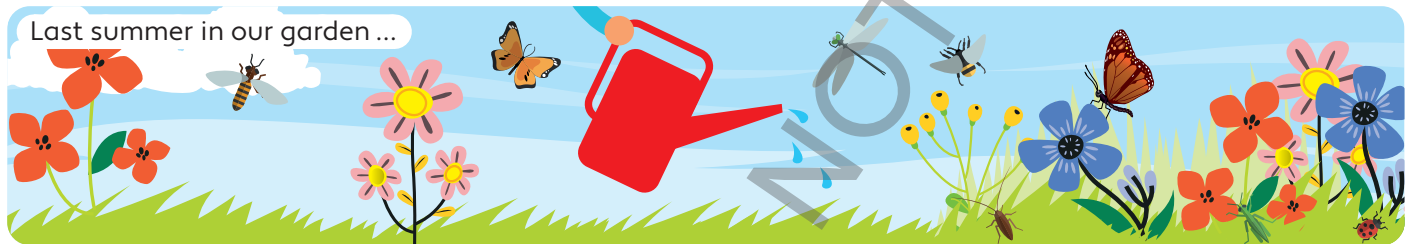
- 1 (an airport) Was there \_\_\_\_\_ ? \_\_\_\_\_
- 2 (rocks) \_\_\_\_\_
- 3 (a lake) \_\_\_\_\_
- 4 (factories) \_\_\_\_\_

#### 4 Complete the sentences.

- The leaves provide shade in the summer.
- The leaves help to cool the air.
- The branches provide shelter for birds.
- The trunks give us wood for building.
- Scientists use the flowers, seeds and roots for medicine.
- The roots grow down through the soil.



#### 5 Look and write positive and negative sentences about countable and uncountable things.



- (grass / sand) There was some grass. There wasn't any sand.
- (trees / flowers) There weren't \_\_\_\_\_
- (rubbish / water) \_\_\_\_\_
- (insects / cats) \_\_\_\_\_

#### 6 Complete the instructions for growing a plant.

**Alex:** Can I 1 plant some seeds with you, Milly?

**Milly:** Yes, of course. 2 \_\_\_\_\_, put some soil in a pot.

**Alex:** OK. What 3 \_\_\_\_\_?

**Milly:** Next, make a hole in the soil. 4 \_\_\_\_\_, sprinkle the seeds in the hole.

**Alex:** Like this?

**Milly:** Yes, that's great. Next, cover the 5 \_\_\_\_\_ with soil. 6 \_\_\_\_\_, water the seeds.

#### 7 Read and reflect. Circle a number.

##### Think about Unit 3

- |   |    |   |   |   |   |   |   |
|---|----|---|---|---|---|---|---|
| I can remember and use the vocabulary in this unit. | ☹️ | 1 | 2 | 3 | 4 | 5 | 😊 |
| I can read and understand the texts in this unit.   | ☹️ | 1 | 2 | 3 | 4 | 5 | 😊 |
| I can understand and use the grammar in this unit.  | ☹️ | 1 | 2 | 3 | 4 | 5 | 😊 |
| I can talk about why trees are important.           | ☹️ | 1 | 2 | 3 | 4 | 5 | 😊 |

Practise writing new words from memory. Then check your spelling.