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Bridge to Success

Learner's Book - Level EN 3.1

5



Grade
05

Bridge to Success

English Language

Learner's book

Book 5

Volume 1

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Grade 5 Learner's Book

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Welcome to *Bridge to Success*

Bridge to Success is a twelve-grade course for learners of English as a second language (ESL). The twelve grades range from the beginning of cycle 1 to the end of cycle 3.

Bridge to Success Grade 5 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- ***An Emirati focus, with an international perspective.*** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- ***An enquiry-based, language-rich approach to learning.*** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- ***English for educational success***. To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools.

In addition to this Learner's Book, the accompanying Activity Book provides additional support, reinforcement and practice. Comprehensive support for teachers is provided in the Teacher's Guide.

The following icons are used in this Learner's Book:



pre-recorded listening activity


pairwork or small group speaking activity (not mediated by teacher)


write in notebook activity



linking activity in Activity Book


cross-curricular maths activity


cross-curricular science activity



links to 21st Century Themes and/or Skills

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

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1 b A bungalow. He loves it because he doesn't have to walk up and down the stairs.
2 c A hut. She likes it because there are lots of children to play with.
3 e An eco-home. He likes it because it's very modern and comfortable.
4 a A villa. She loves it because there's a park at the back and lots of her friends live in the same street.
5 d A high-rise flat. She likes it because the flat has incredible views of Abu Dhabi and the sea.
6 f A palace. She loves where she lives because it is private and large enough for all the family to stay during times of celebration.



Certified
The materials in this book are certified by the Ministry of Education

The Scope and Sequence for this grade can be found at the back of the Learner's Book.

Unit 1 Homes

We're going to:

talk about different types of homes
talk and read about places in town
write about a landmark in my town or city
understand a poem







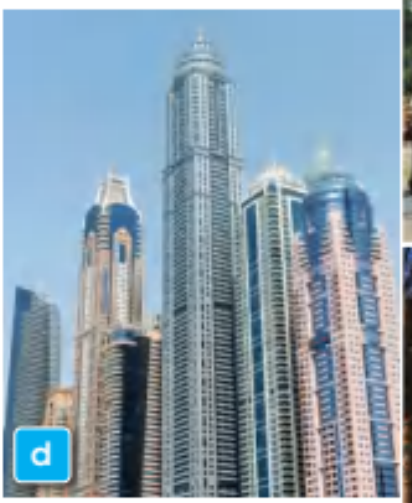




Lesson 1 Different homes

1 Talk about it Match the words with the pictures. Which house would you like to live in?

1 palace	f
2 hut	c
3 villa	a
4 eco-house	e
5 bungalow	b
6 high-rise flat	d



2 2 Listen

Listen to different children describing their homes. Match the speakers to pictures in Activity 1. What do the children like about their homes?

1b He loves it because he doesn't have to walk up and down the stairs.

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3 21st Talk

What type of home do you live in? Describe it to your partner. Why do you like it?

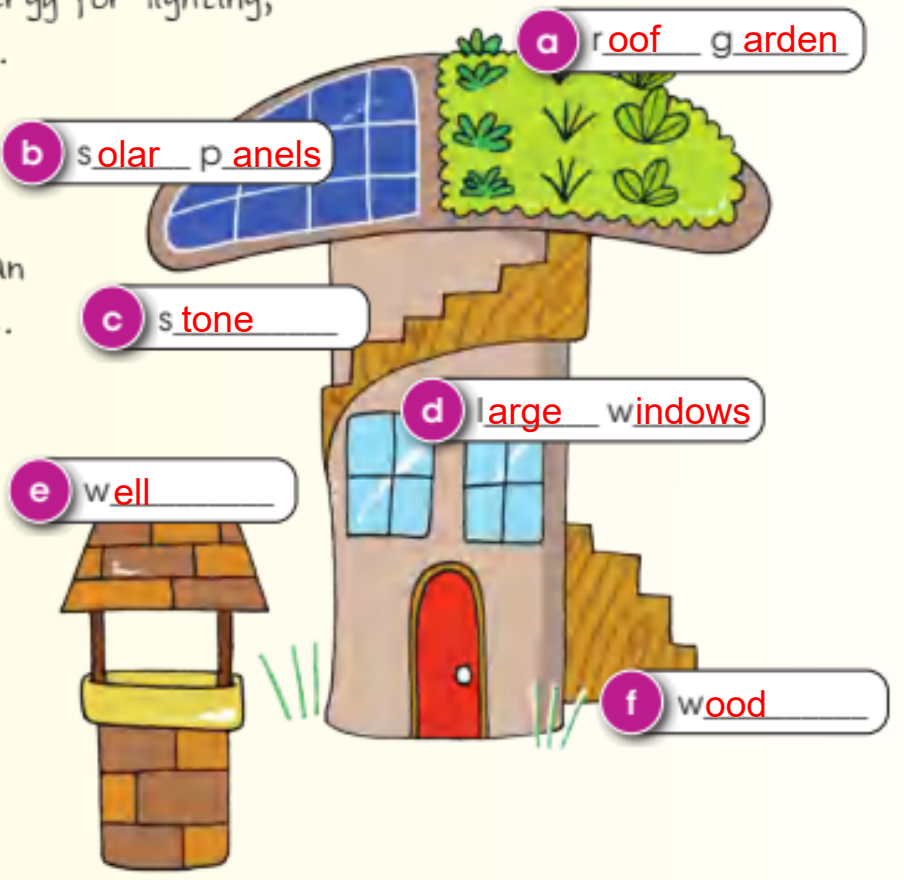
4 Would you like to live in a villa, a high-rise flat or a hut? What do you think would be different about living in these places?

Lesson 2

1 Read

What do you need to make a house? Read and write labels for this eco-house.

This is the mushroom house. It is made of wood, mud and stone. It has very large windows to let in natural sunlight. The house is energy-efficient because it has got solar panels on the roof to provide energy for lighting, electronics and computers. The roof has got a small roof garden for growing vegetables. The water is from underground – you can see the well in the picture.



Vocabulary

natural: from nature, not man-made
energy: power
energy-efficient: to use less energy
underground: below the ground

2 Word study Materials

Find and write down the materials that were used to build the eco-house. wood, mud, stone

3 Talk

What do you think about this house? Would you like to live there? Why?/Why not?

Speaking tip

It is made of ...
It has ...
I like/I don't like ...

Lesson 3 Strange buildings

1 Talk about it

Look at these pictures of strange buildings.

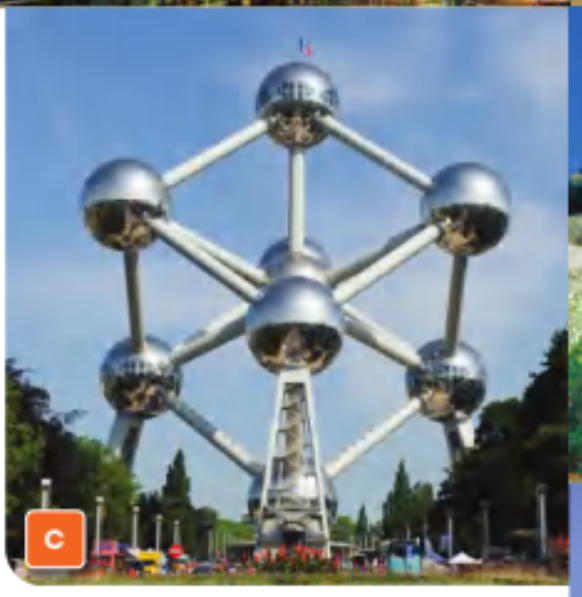
Why are they strange? What type of building do you think each one is?

Amazing fact

About 18000 bricks are needed to build a three-bedroom house.











3 2 21st Listen

Listen and complete the sentences with a modal verb. Then circle.

a It must be a shopping centre/theatre.

b It can't be a house/petrol station.

c It could be a spaceship/museum.

d It might be a house/school.

e It could be a theatre/library.

Language detective

When do we use **must**?



3 Talk

Look at the *Use of English* box and discuss the pictures in pairs.

Use of English

Modal verbs of probability

It **might** be a shopping centre.
It **could** be a museum.
It **must** be a petrol station.
It **can't** be a house because ...

Lesson 4

4 1 Listen

Listen to the children's teacher talking about the pictures in Lesson 3.
What are the buildings? Were you correct? a shopping centre, b petrol station, c museum, d house, e theatre

2 21st Read

Read the text and answer the questions.



In 2006, the Emirati government started building the world's largest eco-city and named it Masdar. The city uses solar panels to power the whole community. The design and layout of the buildings and walls keep the city much cooler, so very little electricity is used to keep the buildings cool. Visitors to Masdar must leave their cars and use electric, driverless vehicles while in the city. Students are currently the only residents, although there are plans to build more homes and even a school in the future.

The project continues and is a great example of a city that uses renewable energy on a large scale.

1 Do you know any other information about Masdar?
2 Would you like to live in Masdar? Why?/Why not?
3 What changes can you make at home to be more eco-friendly?

3 Over to you

Draw and write about your own favourite or strange building.

- Write about what type of building it is.
- Describe what it is made of.
- What special features does it have? Is it energy-efficient?
- Display your work in the classroom.
- Describe your building to your partner.

Words to remember

solar panel eco-house
wood stone glass mud

Lesson 5 Out and about

1 Talk about it Do you go out with your friends? Where do you go? What do you do? When do you go?

Reading strategy: Reading for specific information

We do this when we need to find specific information like dates, times and locations.

2 Read

Read the texts below and complete the chart.

a

The Yollah Group performing live @ Al Hisn Palace Abu Dhabi, 26th April

What's on for young people?
Outdoor spring performance!
7 pm–late.
Buy tickets at the Yas Mall box office.
From 18th April.
Free parking in the palace grounds.

b

Blue Box Sports Day!

Bring your family and friends to this special fundraising sports day for Blue Box charities.
There will be activities for all the family.
Food, drink and fairground rides!
All funds raised go to charity.
Where: Ralley Road Sports Centre Field
Date: 5th July at 11 am

c



Shopping Festival
Don't miss it!
10th January

This season, the theme of the festival is fun!
Starts at 4 pm at Global Village.
There will be fun and entertainment with musicians and bands.

	Advert a	Advert b	Advert c
What?	Outdoor spring performance	Blue Box Sports Day	Shopping Festival
Where?	Al Hisn Palace, Abu Dhabi	Railey Road Sports Centre Field	Global Village
When?	26th April	5th July	10th January
What time?	7 pm sing: till late	11 am	4 pm
Other information	The Yollah group will be performing. There is free parking in the palace grounds. You can buy tickets from 18th April.	Activities for all the family. Food, drink and fairground rides. All funds raised go to charity.	Fun and entertainment with musicians and bands.

3 Talk

Talk to your partner about which event you would like to go to and why.

A: I'd like to go to ___ because ___ .
B: I'd prefer to go to ___ because ___ .

4 Listen

Listen to the three conversations. Which event above are the children going to?

1 ___ **2** ___ **3** ___ 1 Shopping Festival, 2 Blue Box Sports Day, 3 Outdoor spring performance

Listening strategy: Listen for key words
Listen for key words to identify activities.

5 Pronunciation Intonation

Listen and repeat.

1 You're going to the Shopping Festival, aren't you?
2 Your sister is getting dressed up, isn't she?
3 You play football, don't you?
4 It starts at 7 o'clock, doesn't it?

6 Talk

Make sentences to check facts about your partner's life.

You've got a cat, haven't you?
You like football, don't you?

Pronunciation: Intonation
Remember, your voice goes up at the end of the question.

Lesson 6 Famous places

Vocabulary

surroundings: the things that are around you
view: what you can see from a particular place
historical: past events and history

1 Read

Read the text and answer the questions.

Have you been to Fujairah?

Location

Fujairah is the fifth largest emirate and has more mountains than desert. That means it rains more here, so it is very green. It is also the only emirate that faces onto the Gulf of Oman and not the Arabian Gulf.



Travel information

The drive from Ras Al Khaimah along the **long** coastline offers **lush** surroundings and there are **amazing** views out to sea.

You must visit the Al Badiyah Mosque, which is in the Badiyah region of Fujairah. It is the oldest mosque in the UAE.

Historical facts

No-one knows exactly when the **ancient** mosque was built, but it is very **old**. Some people think the mosque was built in 640 CE. Others think the building may have been built as long ago as 1446 BCE

The mosque is only 53 square metres, which is small. It was built from materials found in the area, including stones of different sizes and mud. The gardens of the mosque are **beautiful** and looked after daily.

Daily prayers continue to be said in the mosque, which is one of the main tourist attractions in Fujairah.

1 Where is the mosque? In Fujairah
2 What is the mosque made of? stone and mud
3 Who visits the mosque? tourists

2 Talk

Talk about famous landmarks in your country.
Look at the *Use of English* box and ask and answer using the verbs below.

Have you been to __ ?

visit see climb be travel

Use of English

Present perfect We use the present perfect to talk about our experiences in the past. It is not important to say when we did it.

I **have been** to Al Badiyah Mosque.

I **have visited** other historical sites.

Have you **been** to Fujairah? Yes, I **have**./No, I **haven't**.

3 Word study

Look at the **blue** adjectives in the text on page 7 and use them to describe the pictures a–d.

Writing tip

Adjectives

Use different adjectives to make your writing more interesting.

The gardens of the mosque are ~~nice~~ **beautiful**.



a The Great Wall of China



b The Colosseum



c The Taj Mahal



d The Prophet's Mosque

Lesson 7 Famous places

1 Over to you

Choose a landmark (a–d) and find out information about it. Write about it and include a picture.

Writing strategy: Paragraphs

Organise your writing into paragraphs with clear information in each one.

Paragraph 1 Write about the location.

Paragraph 2 Provide historical information. Describe the place. (Remember to use adjectives.)

Paragraph 3 Write about how to travel to this place.

Lesson 8 *The old woman who lived in a shoe*

1 Talk about it Look at the poem. What do you think it is about?
What is strange about the building? Can you think of other items that would make a strange home?

7 **2 Read and listen**
Read and listen to the poem below. Answer these questions.

1 Where does the old woman live? She lives in a shoe.
2 What do the children eat? They eat soup and bread.
3 What gift is important? Kindness is important.

The old woman who lived in a shoe

There was an old woman who lived in a shoe,
She had so many children she didn't know what to do.
She gave them some soup along with some bread,
Then hugged them all tightly and sent them to bed.



She raised all her children,
With patience and love.
Never once did she give them,
A spank, shake or shove.

Her children all learned,
To be gentle toward others.
And good parents too,
When they became fathers and mothers.

From their days in the shoe,
They learned this about living:
Kindness, not force,
Is the gift that keeps giving.

Language detective
How many adjectives can you think of to describe a caring person?



3 21st Values Being a caring person.
Do you think the old woman is a caring person? Why?/Why not?
Discuss your ideas with your partner.
Which adjectives can you use to describe a caring person?

Lesson 9 My home

1 Talk about it Think about the buildings and places we have discussed. Where do you live? Where do your friends live?

2 Over to you

Mingle and complete the table for your class. Ask *Where do you live?* and put a tick in the correct column.

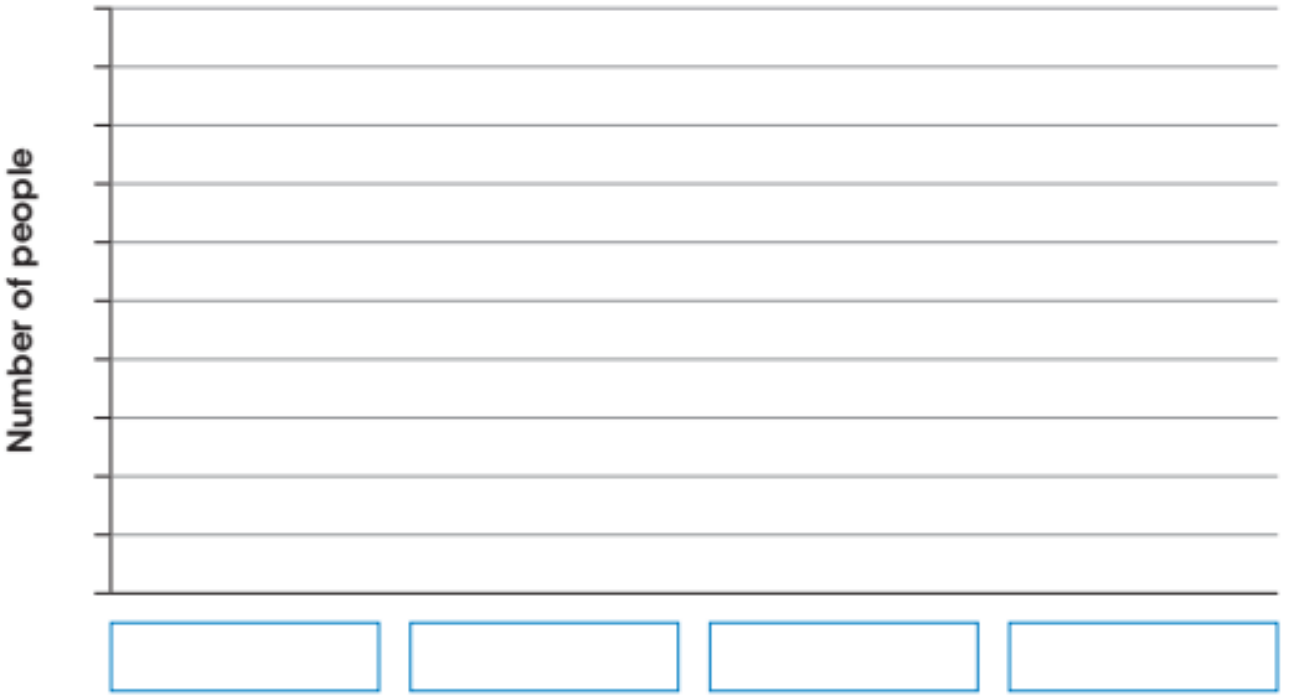


Flat	Villa	Bungalow	Palace

3 Over to you

Can you make a bar chart using your answers? Add a title, labels and colour.

Title _____



4 21st Talk

Look at your results with a partner. Do you have the same results? Which type of home is the most popular?

5 Write

Write three comparative sentences about your results. For example, *More people live in a palace than in a flat.*

1 _____

2 _____

3 _____

Lesson 10

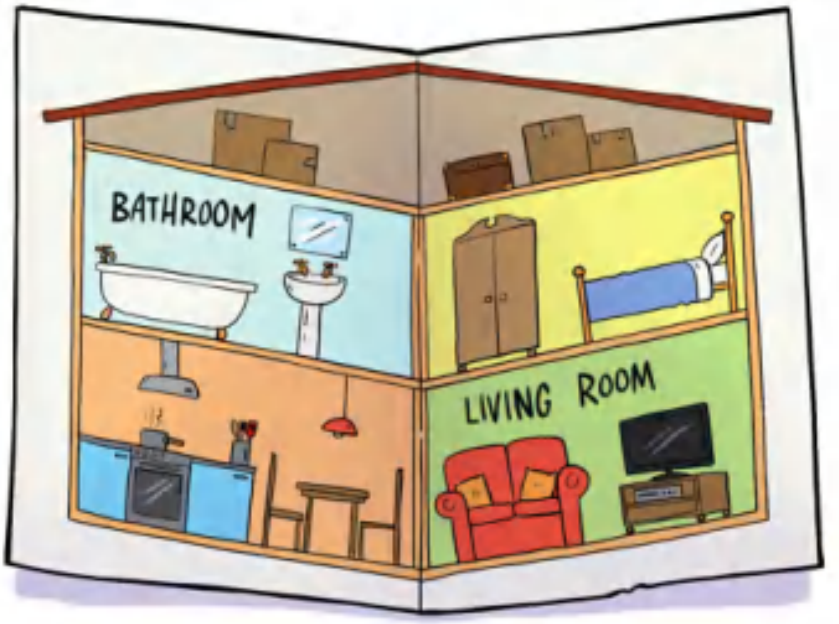
Writing tip

Give details of how many bedrooms, how many bathrooms, what colour your gate or front door is, and any other information you feel is important.

1 21st Over to you

Make a picture or a booklet about your home.
Include a plan of the rooms with labels.
Write and draw pictures.





2 Talk about it

Share your picture with a partner. What is the same about your homes? What is different?

3 Map it out

Create a class display using a map of your town and your 'my home' drawings. Do you live near your friends? Who lives the closest to school?

Unit 2 Getting around

We're going to:

talk about getting to school
read about road safety
design a sign
talk about cities and give directions
write a description of a famous person
read a short story

Lesson 1 Transport

1 Talk about it

Which types of transport in the pictures do you use regularly? Which places do you go to? Which of these types of transport have you used? Which did you like best? a jeepney, b tram, c sky train, d rickshaw, e ferry, f bus, g car, h tuk tuk

2 Listen

Listen to some children talking about how they get to school every day. Match the speakers and pictures.

1 h; 2 a; 3 d; 4 e; 5 b

3

Listen again. What are the good and bad points for each type of transport?

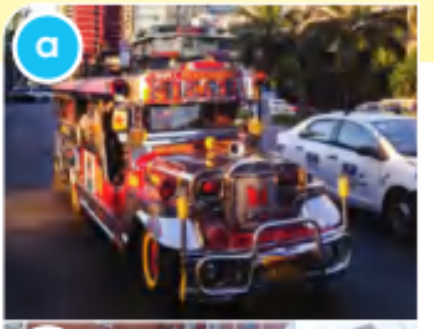
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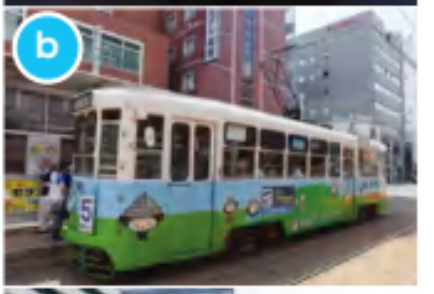
4 Talk

How do you get to school? Describe one good point and one bad point about your journey.

I cycle to school. I like it because ...

The only problem is that ...

















Lesson 2

Reading strategy: Reading for specific information

We can read a text quickly to find specific words.

1 Read

Read the article quickly. How does Daisy get to school? How long does the journey take? She takes a ride on a zipwire. It takes one minute.

All over the world, children travel to school in lots of different ways. But for 11-year-old Daisy, who lives in the village of Los Pinos, in Colombia, there are only two ways she can get to school – a two-hour walk through the jungle or a one-minute zipwire ride down to the main road near her school. Every morning, she takes the ride across the treetops. And she doesn't travel alone ... she is the oldest child in her family and she has to help her two younger brothers get safely to the other side too. She fixes her brothers, one by one, onto the zipwire and sends them down. Then she follows them. She travels down very quickly.



Daisy makes the journey every day, but this doesn't make it any easier. She says that she still gets nervous every time she rides over the treetops to get to school.

Vocabulary

jungle: a thick, tropical forest
zipwire: a long rope made of wire

2 Read the article again and answer the questions.

1 What other way could Daisy get to school? Why doesn't she? She could take a two-hour walk through the jungle.
2 How does Daisy help her brothers when travelling by zipwire? 2- She fixes them onto the zipwire and sends them down.
3 How does Daisy feel when she's travelling like this? She gets nervous.

Word study: Uses of get

We **get** to school by jeepney. (**get** = travel)
She **gets** nervous every time.
(**get** = a change in something/someone)

3 Use of English *get* + adjective

Read the text and underline all the examples of **get** + adjective.
Tick ✓ the comments that are true for you too.

I don't really like travelling by car actually. I get bored when I'm in the car for a long time and sometimes I get travel sick too. On motorways, I get nervous when other people drive their cars too fast. When Mum takes me to school, I get worried when we get stuck in traffic jams because it makes me late.

Lesson 3 Staying safe on the road

Vocabulary

reverse: to drive a vehicle backwards

1 Talk about it

How do you usually travel?

What can you do to travel safely by bike, on foot and by car?

2 Read

Now read the texts quickly and check your ideas about road safety from Activity 1.

1 Our school is on a main road in the town centre. It's really busy with lots of cars, lorries and buses. When I ride my bike, I always wear a helmet.



2 In the winter here, it gets dark really early. When I walk home from school, I always wear reflective armbands, so drivers can see me clearly.



3 I must stay away from big lorries, even if they are not moving. The drivers often can't see things that are very near. That means they could reverse into you if you are standing too near.



4 You should always use pedestrian crossings to cross busy roads. If I can't find a pedestrian crossing, I find a quiet place to cross the road, away from corners and parked cars.



5 Our mum always tells us to wear seatbelts in the car, but my little brother hates wearing his seatbelt and sometimes he tries to take it off. If he undoes his seatbelt, my mum stops the car and makes him put it on again.



3 21st Read again and complete the table in your notebook.

الحل

What keeps you safe?	When?
a helmet	when you ride your bike

4 AB Find two more examples of safe behaviour.

Lesson 4

2 I walk home from school / 3 I cross a busy road / 4 we are in the car

1 Read the texts on page 14 again. Look at the *Use of English* box and complete the sentences.

1 I always wear a helmet when I ride my bike.
2 When ___ , I always wear reflective armbands.
3 When ___ , I use a pedestrian crossing.
4 If ___ , we always wear seatbelts.

Amazing fact

Did you know that wearing a cycling helmet means you are 50% less likely to have a serious head injury?

Use of English

Zero conditional

We use the zero conditional to talk about things that are true.

If/When + present simple + present simple.

When I **ride** my bike, I always **wear** a helmet.

If I **can't find** a pedestrian crossing, I **find** a quiet place to cross the road.

You can also make sentences like this to give orders or advice:

When you **ride** your bike, **wear** a helmet.

2 **Talk**

a It is safe to cross the road.
b Drive carefully as children may be crossing.

These three signs help to keep people safe when they are walking, cycling or driving. What do the signs mean?



c You must not drive at over 40 mph.

3 21st **Over to you**

What are the dangers on the roads near to your home and school? Design a sign to warn people about the dangers.

- Brainstorm ideas for your sign. Is it about a danger on the road? Is it a sign to warn adults or children about dangerous behaviour?
- Choose one idea to make into a sign.
- Present your sign to your class. Explain what the sign is and why your neighbourhood needs this sign.

Lesson 5 Getting around big cities

Activity 2,3: -by land: car, bike, bus, on foot, tram, underground, motorbike, taxi
-by air: plane, helicopter
-by water: ferry, boat

1 Talk about it

Do you live in a town or a city?

How many ways are there to travel around your town or city? Which do you think is the best way? Which is the fastest and cheapest?

2 Word study Ways of travelling

Look at the words in the box. Which of these ways of travelling did you talk about in Activity 1?

car	plane
bike	on foot
bus	boat
taxi	underground
tram	motorbike
ferry	helicopter

3

Put the words in the box into the categories below. Add at least two more to each list.

by land **by air** **by water**

9 4 Listen

Listen to the conversation in the tourist office and answer the questions.

1 Where are the speakers?

a New York **b** Sydney **c** London
d Johannesburg **e** San Francisco

2 Which ways of travelling from Activity 2 do they mention?

underground, on foot

Listening strategy: Listening for specific information

When you are completing notes, try to guess the missing words before you listen.

9 5 Read and listen

Read Dad's notes. Try to guess the missing words and then listen to the conversation again and check.

The Natural History (1) Museum – wonderful wildlife garden (2).

Underground – South Kensington.

From there walk (3) to the Museum (about five (4) minutes).

Go out of the office – turn right and walk across the road.

Turn left (5) after the Post Office – walk up that street.

The entrance to the underground station (6) is on the right.

Lesson 6

1 Talk

Look at the map of Dubai and the *Use of English* box in the Activity Book. Ask and give directions to the places on the map.

Speaking tip

Speak clearly and slowly when giving directions.



Language detective

Can you give directions using the following words?

from across/up go out towards on to



2 21st Over to you

Plan a two-day visit for two visitors coming to your town or city.

- Choose a place for the visitors to stay.
- Choose three places for them to visit in one day.
- Describe how they would get there by different types of transport and by walking. Where would they go first?
- Present your ideas to your class.

Lesson 7 One giant leap



1 Talk about it Why do you think people want to travel in space? What qualities and skills do you think astronauts need?

2 Read Read the text on page 19 quickly. Check your ideas from Activity 1. What was Prince Sultan bin Salman bin Abdullah's biggest achievement?

2- Prince Sultan bin Salman bin Abdullah was the first Arab, the first Muslim, the first royal and the youngest person to fly on a space shuttle.

3 Read the text again. Why are these dates important?

1 1985 **2** 1956

1 Prince Sultan bin Salman bin Abdullah went to outer space.
2 Prince Sultan bin Salman bin Abdullah was born.

4 Match the headings below with paragraphs A–D in the text on page 19.

1 Education and work C
2 Other reasons why he is well known D
3 Biggest achievement A
4 Early life B

5 Look at the underlined words in the text. What are they referring to?

1 he (line 3) **2** there (line 10) **3** man (line 19)

Writing tip

Reference words

Use reference words to avoid repetition.

Prince Sultan bin Salman bin Abdullah was born in 1956, in Riyadh. When he was a child, ...

1 Prince Sultan bin Salman bin Abdullah / 2 Riyadh /
3 Prince Sultan bin Salman bin Abdullah

Lesson 8

1 21st Write

Write a biography of a famous person in history.
Use the ideas in Lesson 7 and the notes in the Activity Book to help you.
Remember to decorate your biography with pictures and photographs.

An ambassador of the Arab world in space



A Prince Sultan bin Salman bin Abdullah was the first Arab, Muslim, royal and youngest person to fly on a space shuttle. At the age of 28, he became part of the crew to fly on the STS-51-G Discovery. From 17th June to 24th June 1985, Prince Sultan bin Salman bin Abdullah was in outer space.

B He was born on 27th June 1956 in Riyadh, Saudi Arabia. His father is King Salman and his mother is Sultana bint Turki Al Sudairi. He lived his early years in Riyadh and studied there, but then he moved to the United States to finish his education.

C He completed a first degree at Denver University and, in 1999, he got a Master's degree in social and political science from Syracuse University. He became part of the Royal Saudi Air Force and worked in important government positions in the media, international communications and tourism. In 2006, he became the first tour guide in Saudi Arabia.

D Prince Sultan bin Salman bin Abdullah is also well known for his work with charities and in 2005, he was given an award by the Kingdom of Jordan. He is also a member of the Disabled Children's Association. He is a very important man in the Arab world and is a great example to young people.

Vocabulary

achievement: a thing that somebody has done successfully
crew: a group of people who work together on a ship, aircraft or spaceship
media: television, radio, newspapers, the Internet
charities: groups set up to help people in need
award: a prize

Lesson 9 *Lost in the desert*

1 Talk about it 21st Have you ever got lost somewhere away from home? What did you do to find your way home?

2 Read

Before you read, look at the pictures. How do you think this girl gets lost in the desert?

10 **3 Read and listen**

Read and listen to the story. Check your predictions and answer the questions after each part.

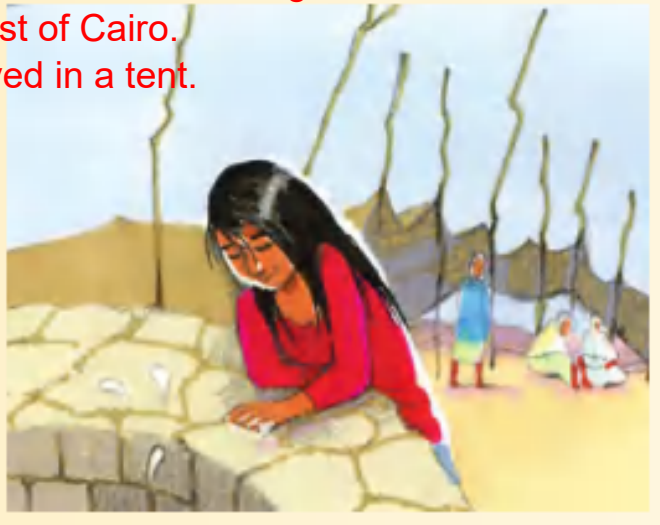
Lost in the desert

by Margo Fallis

Noora was a beautiful little girl with dark brown eyes and hair as dark as the midnight sky. She lived with her family in a tent in a small village in the desert in Egypt, southwest of Cairo.

1 Where did Noora live?
2 What kind of home did she live in?

1 She lived in a small village in the desert, southwest of Cairo.
2 She lived in a tent.



She often played with her friends, Karim and Yasmine. One day, they were walking along a sandy trail when they came to an area of trees. Noora saw something move off the side of the path. It was a furry rabbit. She wanted to follow it, but her mother had warned her never to leave the path; it was dangerous. Sometimes there were wild animals waiting in the bushes.
But Noora wanted to catch the rabbit, so she left the path and followed it.



Karim and Yasmine tried to call her back, but she continued to go after the rabbit. It hopped over a dead tree. It ran up a small hill and it **jumped over** a wide riverbed. While Noora was running after it, the rabbit **jumped into** some bushes and disappeared.

3 She wanted to follow a rabbit.

3 What did Noora want to do?
4 Did Karim and Yasmine go with her?
5 Did Noora catch the rabbit?

4 No, they didn't. / 5 No, she didn't.



She sat down in the shade of a tree and looked around. Suddenly she heard a noise above her. She looked up and noticed lots of bees buzzing around her head. Noora didn't like bees. She **jumped up** and ran as fast as she could.

She ran into the bushes and realised that she was lost. Where were Karim and Yasmine? She sat down on a rock and started to cry.

6 She heard and saw a lot of bees.

6 What happened when Noora sat down to rest?
7 What did she do?

7 She jumped up and ran as fast as she could./She ran into the bushes and realised she was lost./She sat down on a rock and began to cry.

Then she heard a hissing sound. She looked at the ground and saw a big snake. Noora jumped up on top of the rock and watched the snake until it went away. She began to cry. She was very frightened.

8 She saw a big snake. / 9 She was very frightened.

8 What did Noora see next?
9 How did she feel?
10 What did she do?

10 She jumped up on top of a rock and watched it until it moved away.

She **jumped off** the rock and started running back to the riverbed. She was running along when she saw something move. She thought it was the rabbit. Maybe, if she followed it again, it would take her back to Yasmine and Karim. She ran over to it, but saw it was a small fox with a big, bushy tail. It ran off into the bushes

She **walked along** the path and then reached the riverbed.

Now Noora felt tired, hungry and afraid. The sun was setting below the horizon. She didn't want to be alone in the dark. She sat down in the sand, lay her head on her hands and fell asleep.

11 She felt tired, hungry and afraid.

11 How did Noora feel now?
12 What time of day was it?
13 What did she do?

12 It was evening and the sun was setting.
13 She sat down, lay her head on her hands and fell asleep.



When she woke up, the rabbit was standing by her head and rubbing its nose against her cheek. Noora stood up slowly. The rabbit didn't **run away**. It wanted Noora to follow it.

She walked slowly and followed the rabbit. Suddenly it stopped and Noora heard a voice. 'Noora. Where are you?' It was her father.

She called out, 'I'm here. I'm here.' Soon her father found her, and hugged her tightly. 'Where were you, Noora? We've been worried about you. You know you aren't supposed to leave the path.'

'I know, Father. I am very sorry. I'll never leave it again.' She turned and looked for the rabbit. She saw it **running off** into the trees. She smiled, took her father's hand then walked back home.

14 The rabbit. / 15 Her father.

14 What did Noora see when she woke up?

15 Who was calling Noora?

16 What did Noora learn? 16 That she should take notice of her parents' advice.



4 Word study Verbs of movement

Find the verbs in **blue** in the story.
Work out the meaning or check your dictionary.

11 5 Pronunciation *-ed* endings

Listen to the verbs from the story and put them in the correct column.

/t/	/d/	/ɪd/
stopped	lived	wanted

looked, walked, jumped, watched

played
tried
followed

started

Pronunciation: *-ed* endings

Although the words are spelled the same, the endings are pronounced differently.

Lesson 10

Use of English

Past continuous – interrupted actions

She **was walking** along when she **saw** something move.
(continuous action) (short action)

1 Look at the *Use of English* box and match these sentences from the story. Check your answers in the text.

b	1 They were walking along a sandy trail	a when she saw something move.
a	2 She was walking along	b when they came to an area of trees.
d	3 While Noora was running after it,	c the rabbit was standing by her.
c	4 When she woke up,	d the rabbit jumped into some bushes.

2 **Values** Taking advice

1 What advice did Noora's mother give her?
Her mother told her not to leave the path because it was very dangerous.

2 What happened when she didn't listen to her?
She got lost and met dangerous animals.

3 How did she feel?
She felt tired, hungry and afraid.

4 What did Noora say to her father at the end?
That she was sorry and would not do it again.



3 **Talk**

1 What advice do your parents or family members give you?

2 Have you ever ignored their advice? What happened?

Unit 3

Food and drink

We're going to:

read about school lunches around the world
identify what objects are made of
talk about quantities of food and drink
read and talk about how chocolate is made
read a short story
identify and practise connected speech



Lesson 1 School lunches

1 Talk about it Do you eat school lunch?

What is a typical lunch at your school? Is it healthy?

2 Read

Read about school lunches around the globe.

My name's Amna. I'm from the UAE. Every day I have a packed lunch at school and I eat it with my friends. I usually have a sandwich with meat and salad and a drink of orange juice. I also have two pieces of fruit, usually an apple and an orange, but sometimes, as a treat, I have some dates as well.



Hi! I'm Paolo!
I'm from Brazil. At school, my favourite snack is *queijadinhas*. It's a muffin made from cheese and coconut. Today we're having a green salad to start, then rice and beans. For the main course, we've got meat and vegetables in a sauce and a banana for dessert.



Hi, my name's Sachi. I'm from Japan. The school lunches or *kyuushoku*, as we call them in Japanese, are very healthy. We eat lunch in our classroom and we eat with chopsticks. On today's menu there is a salad with carrots and onions, and soya bean soup followed by meat, rice and black beans.



3 Find examples of food from the text on page 24. Copy and complete the table.

Vegetables	Fruit	Dairy products	Grains	Protein
salad, carrots, onions, beans, soya beans, black beans	coconut, banana, orange, apple, dates	cheese	rice	meat, fish, chicken

Lesson 2

1 **Talk**

Compare your school lunch with one of the school lunches described in Lesson 1, Activity 2.

2 21st What food can you see in the pictures? How are they different?

3 **Talk**

Use **some** and **any** to describe the food in the pictures.

There is **some** ___ .

4 Draw a healthy lunch.

Write sentences to describe your lunch. Compare with your partner and ask and answer questions using the *Use of English* box below to help you.





Activity 3:
1 There are some crisps;
There is some meat;
There isn't any fruit.
2 There is some fruit;
There are some sandwiches;
There isn't any meat.

Use of English

some and any

There is **some** fruit.
There are **some** vegetables. (positive sentences)
There isn't **any** fruit.
There aren't **any** vegetables. (negative sentences)
Is there **any** fruit?
Are there **any** vegetables? (questions for countable and uncountable nouns)

Lesson 3 Recycled materials

1 Talk about it

Look at the pictures of the packed lunches on page 25 and think about the packed lunches that you have. Make a list of materials we can recycle and compare them with your partner. How do we recycle them?



2 Which of these things do you do?

Put bottles in recycling bins.
Put paper in recycling bins.
Put cans and tins in recycling bins.
Put plastic containers in recycling bins.
Reuse plastic bags.
Reuse materials to make things.

3 Read Unwanted objects or rubbish washed up on beaches.

Read about Lal's sculptures. What recycled material can you see?

Reading strategy: Reading for details

Read a text quickly to find information to complete a task.



Recycled art

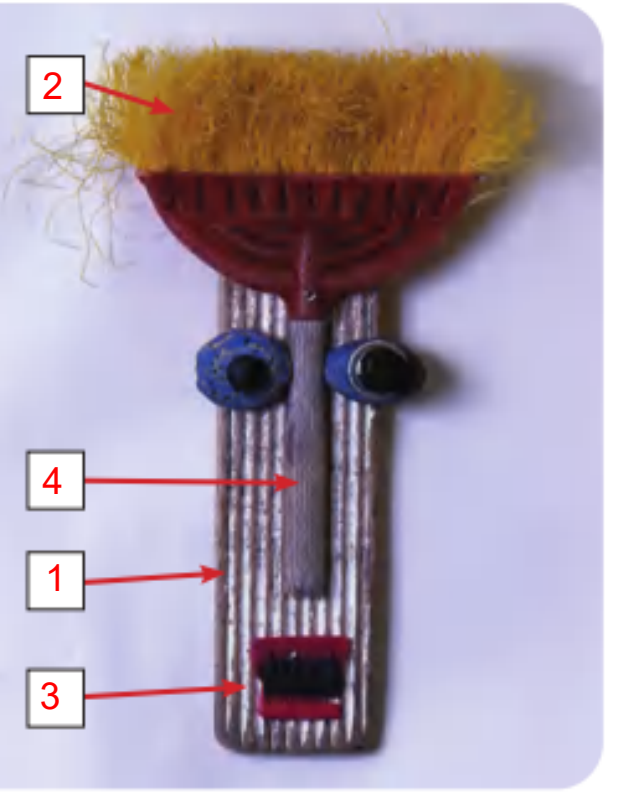
Lal Hitchcock makes her sculptures from unwanted objects or rubbish. Many of the objects have been washed up on beaches or found by divers in the sea. These are the materials in her workshop.

4 Read

Read about the sculpture and label the parts.
Use the words below to number the recycled items.

1 wood 2 brush 3 combs 4 handle

This sculpture is made of wood. Its hair is made from an old brush and its eyes are made of stone and black bottle tops. Its mouth is made from two red combs and its nose is made from the handle of the brush. It's very long!



Lesson 4

Use of English

made of/made from

We use **made of** to express the 'pure materials' used in making something.

This sculpture is **made of** wood.

We use **made from** when one thing is made from another.

Its mouth is **made from** two red combs.

1 21st Create it!

Design a sculpture made from recycled objects.

1 Think of the different materials it could be made from.
2 Draw your design.
3 Label the recycled objects in your drawing.
4 Make your sculpture. (If you don't have time in class, you could do it at home.)



Lesson 5 Party food

1 Talk about it

21st Have you ever had a party with your family?

Where did you have the party? What did you eat? What did you drink?



12 2 Listen

Listen to Ahmed and his mum talking about a party. Write the items they are going to buy. bread, cheese, coconut water, water, orange juice

12 3 Listen again. Complete with a word from the box.

1 three ___ of bread
2 two ___ of cheese
3 six ___ of coconut water
4 four ___ of water
5 two ___ of ice cream
6 four ___ of nuts
7 two ___ of orange juice

2, 6
packets (x2)
bottles 4
tubs 5
cans 3
cartons 7
loaves 1

13 4 Pronunciation Connected speech

Listen and repeat. Match the pictures.

1 a packet of nuts
2 a tub of ice cream
3 a carton of orange juice
4 a bottle of water
5 a can of coconut water



Pronunciation: Connected speech

We use connected speech to join words together as we speak.

Use of English

Quantifiers

Many is used with countable nouns in questions and negative sentences.

Much is used with uncountable nouns in questions and negative sentences.

A lot of and **plenty of** are used with countable and uncountable nouns in affirmative sentences.

A lot of is usually used in negative sentences and questions.

A little is used for small quantities of uncountable nouns.

A few is used for small quantities of countable nouns.

1 21st Use of English

Choose the right words to describe Ahmed's party food. Use the *Use of English* box to help you.

1 There aren't **a little/many** sandwiches left.



2 There's only **a little/a few** coconut water left.



3 There are **plenty of/much** nuts in the bowl.



4 There isn't **much/many** water left.



5 There is **plenty of/many** ice cream left.



16 2 Listen

Complete the dialogue with quantifiers. Listen and check, then read the dialogue with your partner.

Saeed: Hey, Ahmed! Can you pass me the bottle of cola, please?

Ahmed: Here you are. Do you want some crisps?

Saeed: Yes, please! Oh! There are only a few (1) left.

Ahmed: Can you pass me a cheese sandwich, please?

Saeed: Here you are. There aren't many (2) left though.

Ahmed: There isn't much (3) ice cream left. Do you want to share?

Saeed: OK, I only want a little (4).

Language detective

Can you make up some questions and answers using quantifiers?

Work with a partner.



2- It's farmed, fermented, dried in the sun, cooked in big ovens and then the shells are cracked, and the beans inside are made into a mixture with sugar, butter, vanilla and milk. The mixture is then cooled.

Lesson 7 All about chocolate!

1 Talk about it

21st What is your favourite kind of chocolate? 1- Chocolate is made from cocoa beans.

Do you know what chocolate is made of? How is it made? How many different kinds of chocolate do you think there are? 3- 500 different kinds

Amazing fact

Did you know that there are over 500 different kinds of chocolate?

2 Read

Read and check your answers.

From bean to bar!

Growing

Chocolate is made from beans which grow in pods on a cocoa tree. These beans are grown where it is warm all year round.



Farming

The beans are usually farmed two times a year. The workers use a long stick with a large knife to cut the pods down. They open the pods with their hands, so that the beans inside don't break.



Fermentation

Next is the fermentation stage. The beans are put into wooden boxes and are covered with banana leaves for a week. Then they are dried in the sun for another week. After that, they go to the factory.



Manufacturing

In the factory, the beans are cooked in big ovens. Then the shells are cracked and the inside part is made into a mixture. The mixture is made sweet with sugar, butter and milk.



Product

When the mixture is cold, we have the final product – chocolate!



1 Read

Read the text about chocolate again and underline all the verbs.
Are these verbs talking about the past, present or future?

2 Use of English

Look at the sentences from the text and underline *who* does the action.

1 The workers **use** a long stick with a large knife.
2 They **open** the pods with their hands.

Now look at these sentences. Can we underline *who* does the actions here?

No **3** The beans **are put** into wooden boxes.
No 4 The beans **are cooked** in big ovens.

Use of English

Present simple passive

When we say what **people and things do**, we use the active form of the verb (**grow**, **use**).

When we say what **happens to people and things**, we use the passive form (**are put**, **are cooked**).

Active: The workers **use** a knife to cut down the pods.

Passive: A knife **is used** to cut down the pods.

The present simple passive is often used to talk about processes.

3 21st AB Use of English

Complete the sentences with the present simple passive.

1 Cooking oil is used (use) when frying or baking food.
2 Butter ___ (make) from milk. is made
3 A lot of tea ___ (grow) in China and India. is grown
4 The coffee beans ___ (dry) outside in the sun. are dried
5 Salt ___ (add) to cheese during the production process. is added









Lesson 9 *The greedy boy*



1 Talk about it

What can you see in the picture?
What do you think the story will be about?

2 Read

Read the story and check your predictions.

There was once a boy called Jason, who liked sweets and chocolate very much. Every day his mother gave him and his two brothers one sweet from a jar, which was kept on a **high** shelf in the kitchen. However, Jason always complained that one sweet was not enough.

'Mum! Can I have another sweet? One is not enough,' he moaned.

His mother always replied, 'No, I'm sorry. You may have one sweet every day. You can have another one tomorrow'. She would then put the jar back on the shelf.

One day, Jason's mother was out shopping and his father was working in his office, upstairs. Jason decided that this was the moment to take some more sweets from the jar. He was alone in the kitchen and his brothers were tidying their rooms upstairs. They were very **helpful** and **hardworking**, but Jason was a **lazy** boy.

He managed to climb onto a **wooden** chair and, with great difficulty, took the jar down from the shelf and opened the lid. With a big smile on his face, he took a large handful of sweets. But when he tried to take his hand from the jar, it wouldn't move and the more he tried, the more difficult it became.

His hand started to hurt and he began to cry. At that moment, his mother returned from shopping. She smiled when she saw her son crying with his hand in the sweet jar. She knew why he was crying.

The mother said, 'Oh, son! This behaviour will lead you into such trouble! Let go of the sweets and you will be able to take your hand out of the jar.' Jason let go of the sweets and he was then able to take his hand from the **glass** jar very easily.

That was the last time he ever asked for more than one sweet!

Lesson 10 Likes and dislikes

1 Talk about it

Laila and Salma's class is going on a school trip. The children need to choose a menu.

Which one would you choose? Why?

Discuss with a partner. Do you agree?

Menu 1

Breakfast
Bread and cheese

•

Lunch
Vegetable pakoras and salad
Apple

•

Dinner
Fish and rice
Ice cream

Menu 2

BREAKFAST
Eggs

LUNCH
Chicken sandwich
Orange

DINNER
Lamb and rice
Dates

14 2 Listen

Listen to Laila and Salma talking about what food they like to eat.

Complete the table showing what each girl likes (✓) and dislikes (✗).

	chicken	fish	cheese	eggs	dates	ice cream
Laila	✓	✓	✓	X	X	✓
Salma	X	✓	X	✓	✓	✓

Listening strategy: Agreeing and disagreeing

When you listen to find out whether two people feel the same or not, listen for words like:

me too **yes, you're right** **no, I don't agree** **I think the opposite**

3 21st AB Talk

Salma likes eggs better than she likes cheese.

Look at the table and both menus. With a partner, decide which menu each girl should have. Use sentences to compare different items.

Menu 1: Laila / Menu 2: Salma

Language tip

Use **and** to link two things that are the same:

Salma likes bread **and** so does Laila.

Use **but** to link two things that are different:

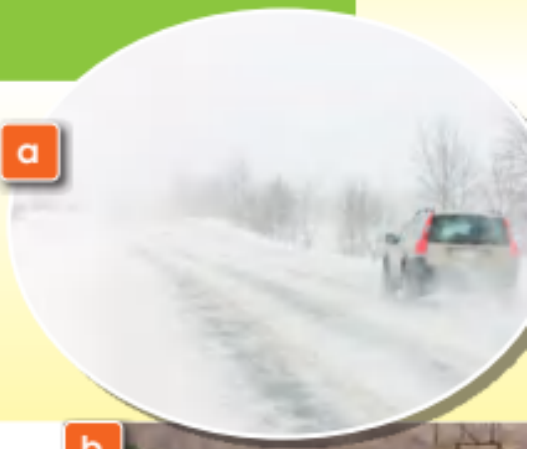
Salma likes olives, **but** Laila does not.

Unit 4

The UAE

We're going to:

talk about extreme weather
read a country fact file
listen to a report about endangered animals
write a blog about an adventure trip
read and understand the moral of a story



Lesson 1 Weather

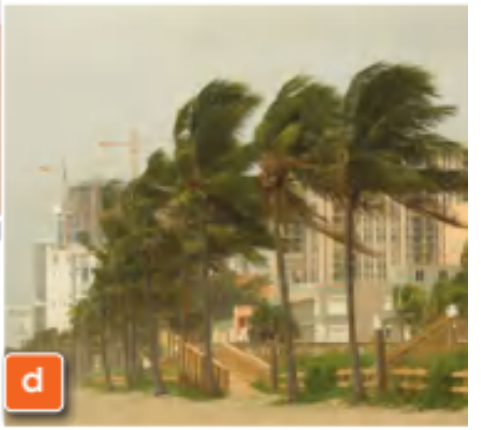
1 Talk about it — What's the weather like?

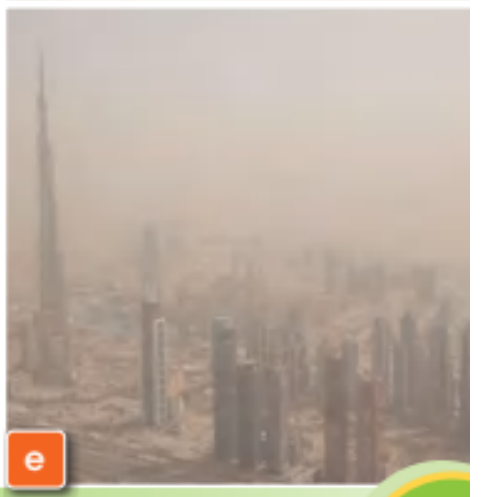
Choose the phrases which describe the weather in the UAE at different times of the year.

- It's hot and humid.
- It's sunny and mild.
- It's cold and rainy.
- It's stormy with thunder and lightning.
- It's hot and dry.
- It's snowy and frosty.









2 21st Talk

Imagine you are talking to someone from another country. Describe the weather in the UAE at different times of the year.

It's always hot and sometimes humid from April to October. In the winter ___

3 Word study Extreme weather

Match the words with the pictures a–e.

d a hurricane
e a sandstorm
a a blizzard
b a flood
c a drought

15 4 Listen

Listen to the weather report. What type of extreme weather is happening? Where is it happening?

There is a sandstorm (on the north-western coast) in the UAE.

Lesson 2

Words to remember

blizzard drought flood
hurricane sandstorm

1 Vocabulary

Match the words (1–6) with the definitions (a–f).

c	1 a warning	**a** to get bigger
e	2 severe	**b** to protect yourself underneath something
f	3 speed	**c** an announcement that something bad might happen
a	4 build up	**d** when things are broken or destroyed
b	5 take cover	**e** very bad
d	6 damage	**f** how fast or slow something is

16 2 Listen

Listen again to the second part of the weather report from Lesson 1 and complete the safety advice.

Dust and sand (1) storms can be very dangerous and are among nature's most violent storms. If you are caught in one, put a mask over your nose (2) and mouth. If you don't have a mask, wrap a bandanna or some other piece of cloth (3) around your nose and mouth (4) Sunglasses (5) offer some protection from blowing dust or sand, but airtight goggles are better. Look for shelter (6) . Even a parked car (7) will do, as long as it is off the road and not in danger of getting buried by sand.

3 21st Talk

What is the worst weather you have ever seen in your country? What happened?

Last year, there was ___
Last winter, there were ___

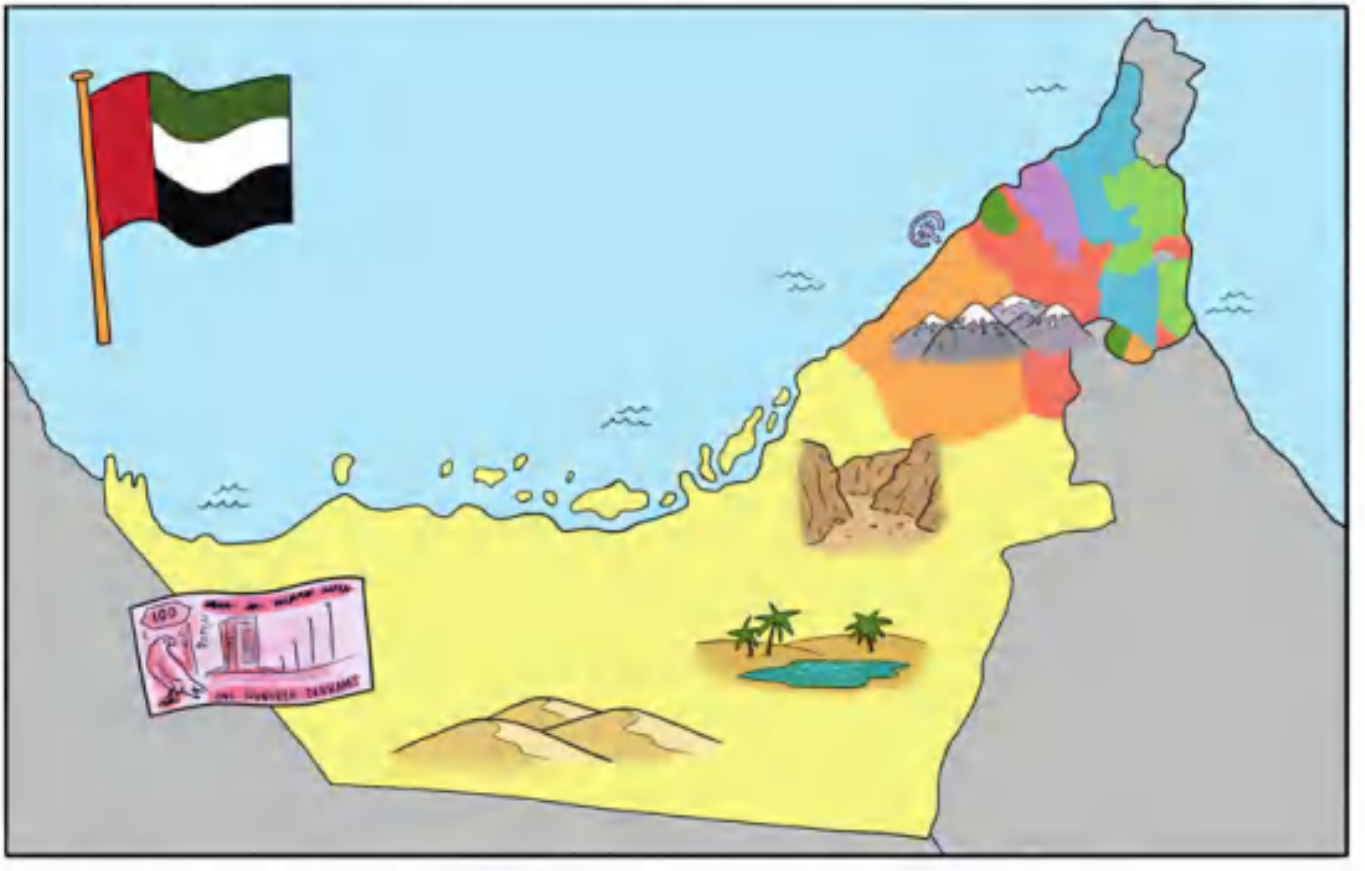
4 21st AB When this type of weather happens, what safety advice would you give?

When there is lightning, you should not take cover under a tree because ___

Lesson 3 The UAE

1 Talk about it How many emirates make up the UAE? Look on the map.

Where might you find snow in the UAE?
Which part of the UAE can be seen from space?



2 Word study Geographical features

Find examples of these features on the map.

desert mountain range wadi coast oasis

3 Read

Read the *Fact file* about the UAE on page 37.
Find the answers to the questions in Activity 1.

1 7 / 2 in the Al Hajar mountains / 3 Palm Jumeriah

Reading strategy: Noticing numbers

When you are reading, notice any numbers and figures. These will often help you understand important information in the text.

Amazing fact

Did you know that you can see Palm Jumeirah from the International Space Station?

4 Read the *Fact file* again and answer the questions.

1 How many people live in the UAE? 9.5 million
2 When was the Burj Khalifa built? 2010
3 How big is Ajman? 259 km²
4 How long is the UAE coast? 650 km
5 What is the temperature in July and August? 45°C

Fact file The UAE

Facts and figures

The United Arab Emirates was formed in 1971 and is made up of seven emirates.

The UAE flag is red, green, white and black. Each colour has a meaning: white represents good behaviour, green is for the trees and plants, black is for battles and red represents bravery, strength and courage.

About 9.5 million people live in the UAE, but less than one fifth of the population is Emirati.

The UAE is home to one of the most famous landmarks in the world – the Burj Khalifa. This amazing building was the tallest building in the world when it was built in 2010. You can take a lift to the top, but you need to be brave as it has a glass floor and it's a very long way up.

The national animal of the UAE is the Arabian oryx and the national bird is the falcon.



Geography

The UAE shares a border with Saudi Arabia and Oman. The largest emirate, Abu Dhabi, makes up 87% of the UAE's total area (67 340 km²) and the smallest emirate, Ajman, is only 259 km².

The UAE coast stretches for more than 650 km along the southern shore of the Arabian Gulf. There is a man-made island in Dubai, Palm Jumeirah, which can be seen from space.

The UAE has hot summers and warm winters. The hottest months are July and August, when the average maximum temperatures reach above 45°C. In the Al Hajar Mountains, temperatures are considerably lower, as a result of increased height. Sometimes they can be covered in snow.

5 **Talk**

Find two things in the *Fact file* that you found interesting about the UAE. Share with a partner.

Lesson 4 Animal matters

1 Talk about it

Which animals live in the UAE?

Which animals are there lots of? Why do you think there are fewer of some animals?
Look at the pictures below. What is similar about these animals?
What is an endangered animal?

Listening strategy:
Following the listening topic
Listen for words like **they** and **here** to help you follow the topic of the text.

Vocabulary
endangered: not many alive

2 Listen

17

Listen to the introduction of the report and find the missing words.

The UAE is home to many beautiful animals, such as camels and cormorants. It (1) is also home to dangerous scorpions and camel spiders. But did you know that some of these (2) animals are now endangered? This (3) means that large numbers are dying, fewer animals are having babies and soon there might not be any left at all. Animals, such as the Hawksbill turtle, Arabian leopard and the Arabian tahr, are all (4) examples of endangered animals.


Hawksbill turtle


Arabian tahr


Camel


Arabian leopard

18 **3** Listen to the rest of the report.

1 Why is the Arabian tahr endangered? The places it lives have been used for building homes.
2 Why are there fewer Arabian leopards now? For a long time, people have caught and killed them for money.
3 What can you do to help sea animals? Take your rubbish home.

18 **4** Listen again and complete the table in your notebook.

Endangered animal	Reasons
Arabian tahr	People build homes in the places it lives.
Arabian leopard	People have catch and kill them for money.
Hawksbill turtle	People dump rubbish in the sea, which poisons and kills sea animals.

Lesson 5

19 **1** Complete the sentences. Listen and check.

to look after to let to find to stop

1 It can be difficult to find an answer, but the country is working to look after and help endangered animals.
2 There are rules to stop people building houses on the places where these animals live.
3 The Arabian leopard may live in peace and have more babies to let the number of leopards grow again.

Use of English

Infinitives of purpose (*to* + verb)

We use the infinitive of purpose to explain the reason for something.

Human beings destroy animals' houses **to build** houses and towns.

20 **2** **Pronunciation** Numbers

Listen to the numbers and repeat.

Oo Oo oO oO

fifty **six**ty fif**teen** six**teen**

3 21st **Talk**

Discuss these questions in small groups. Make notes in your notebook.

1 Which animals are endangered in the UAE?
2 Why are these animals endangered?
3 What can people do to protect these animals?

Don't leave plastic bags in the countryside because animals might eat them.

Lesson 6 Taking a trip

1 Talk about it

Why would you take a trip away from home?

How can you keep in contact with other people during the trip?

2 Read

Read Ali's blog below. What do you think is the reason for the trip

a for Ali? **b** for his mum?

a- Ali: a holiday / b- Ali's mum: for work



1

Day 1 I'm sitting in my tent. We're camping tonight on Sir Bani Yas island. I'm feeling scared because there are dangerous scorpions and spiders out there! We set off from Ras Al Khaimah at 7 this morning and set up camp three hours ago. We've just eaten dinner under the stars and it tasted amazing! Tomorrow we're spending time on the **beach**, so my mum can do her work.



2

Day 4 It's night-time and I'm writing this while I'm sitting in my tent. This morning, Dad and I went swimming for the third time in the sea. It has been fantastic every time! We've seen lots of different fish and we've seen two **turtles** since Tuesday! My mum says some types of turtles are endangered in this area. She's working on a project for the university where she works to find out why turtles and fish are dying. These projects help to keep wildlife safe and free to live in the wild. My mum collects bits of **rubbish** from the beach and sea. She tests it to see if it contains anything that could kill the turtles.

Can't wait for tomorrow – Dad and I are going out on a boat trip on a traditional dhow.



3

3 Match the words in **blue** in the text with the pictures.

What does Ali say about these things in his blog? 1 turtles/ 2 beach/ 3 rubbish

He's sitting in his tent. / They set off from Ras Al Khaimah and set up camp.
They're spending time on the beach.

4 Look at Day 1 and find out:

- what Ali is doing as he is writing
- what he did earlier in the day
- his plans for the next day.

Writing tip

Making notes

When you make notes, you only have to write the key words. You don't have to write full sentences.

5 **Write**

Use the headings in Activity 4 to make notes on Day 4 of Ali's blog.

His plans for the next day:
Boat trip with Dad

Lesson 7

1 **Use of English**

Look at the *Use of English* box and complete the blog using the present perfect.

1- have been/ 2- has collected/ 3- has written

Day 8 We [1] ___ (be) here for a week now. My mum [2] ___ (collect) lots of rubbish from the beach and [3] ___ (write) notes about the wildlife for her project.

Use of English

Past and present actions

We can use the present perfect with **for** to talk about actions that started in the past and continue in the present time.

We **have been** at the campsite **for** three hours now.

2 **Write**

- Imagine you are on a school trip for three days.
- Decide what could happen on the trip. Use the table on page 35 of the Activity Book to help you.
- Now write your own blog or diary entry for one of the days.
- Use the information in the Activity Book to help you write up your ideas.
- Read your classmates' blogs or diary entries. For each one, make a note of the place and some new information that you have learned.

1 Talk about it What traditional stories do you know from your country or culture? Which one is your favourite? Why? Does your favourite story have a special message or advice? What is it?

21 **2 Read and listen**

Read and listen to the story of Osama the ostrich.

1 Read the first part of the story. Who are the two main characters?

2 Read each part of the story and answer the questions at the end of each section.

Osama the ostrich and Karim the cockerel are the main characters.

Why ostriches can't fly



Osama the ostrich was big and strong, with **large** wings that carried him over great distances. His wife had lots of children each year and he was well respected and feared. Like all powerful ones, he also had some enemies, especially Karim the cockerel. He was jealous of Osama's power of flight and the way he could run **quickly** over the vast desert without tiring. So he made a plan to hurt Osama and he told no-one about it except for his wife. He waited until he knew that Osama was going to the oasis to eat and drink, and he made sure that he got there before him. He held his wings close by his body, ruffled up his feathers and sat on the ground where the grass was rich and long.

When Osama had eaten a lot of grass and was in a good mood, Karim spoke to him. 'Hello, I want to tell you something that I think you should know. The other animals are wondering why a big, strong bird like you chooses to fly everywhere, instead of walking.' Osama looked at him with great surprise. How else could he get anywhere, he wondered. Karim continued, 'No-one else would dare to tell you these things, Osama, but walking really is best. Flying is something that any bird can do.

It's common and boring. It's only strong birds like you and me who can get about by walking. It's a sign that you are a special bird.' Osama thought about it and replied, 'Hmm, perhaps you are right. I will have to talk about it with my wife this evening.' And off Osama went, **marching** across the desert to test Karim's words. His long legs carried him swiftly home to his wife.

The next day, the two birds met again. 'I have thought about it and decided that you were right,' Osama said. 'My wife and I took off our wings last night. We were sad to lose them, but my leg muscles are growing stronger already. I'll **race** you to that palm tree!' Karim laughed and laughed. 'I can't believe that it was so easy to trick you with that **tale**, Osama. Your brains must be as small as a baby bird's. But if you want to, I'll race you.'

Osama **hurried** across the sun-baked ground. Karim waited until Osama had nearly reached the palm tree, then he **flew** noisily through the air, **coming down** well ahead of Osama. 'Ha, ha, what a fool you are, Osama!' he cried. 'The other animals will never respect a bird who cannot fly.' Osama was angry. He **ran at** Karim, **knocking** him with his powerful legs, but Karim just flew away laughing. Osama sadly walked home to tell his wife how he had been **tricked**.

1 Why do you think the cockerel wanted to hurt the ostrich?
2 Why is walking better than flying, according to Karim? It's a sign you are a special bird.
3 Do you think walking is better than flying? Why?/Why not?
4 How would you feel if you were Osama?





A whole year went by. Osama never said anything to Karim about losing his wings, and Karim did not know why. Osama's legs grew stronger and soon he was able to run as fast as the others could fly. One morning, Osama took his two largest children out with him, leaving his other 14 in their mother's care. He met up with Karim and his wife and their noisy family. 'Busy?' asked Osama. 'Busy!' exclaimed Karim, 'It's hard work all day long just trying to keep all of the children's stomachs full and they still look so **tiny**. We're trying to teach them to hunt for their own food, but we haven't had much luck so far.' 'Yes, I can see that,' replied Osama, 'But the trouble is that there are too many of them. They don't get a chance to grow big. We sent most of ours to live with other families. We thought that the only way to have strong, healthy chicks was to only keep the biggest. See how much bigger my two are than yours.'

Karim and his wife walked around Osama's chicks and spoke to each other quietly. Osama walked off with his chicks, laughing to himself.

The next day, he met Karim under the palm tree. 'I have taken your advice, Osama,' Karim said. 'Here are my two biggest chicks. The others have gone to live with their aunts and uncles. What do you think of this strong pair?' Osama laughed and laughed. 'What a fool you are,' he said. 'A bird's strength isn't in his wings, but in the number of his children. I am sorry for you, my friend, but perhaps it will teach you that cockerels are even more **foolish** than ostriches.'

And that is why ostriches have so many chicks, but cannot fly, and why cockerels cry so loudly every morning, to say sorry to their children for giving them away.

He had too many children to feed.

5 When Osama and Karim met again, what problem did Karim have?

6 What do you think of Osama's suggestion?

3 **Talk**

What do you think was the true reason that made Osama lose his wings?

1 Karim wanted to have a smaller family.
2 Karim was jealous of Osama and wanted to hurt him.
3 Osama thought walking was better than flying.

4 21st Do you think there is a message in the story? What do you think it is?

Lesson 9

Language detective

How many different synonyms can you think of?



1 **Word study** Synonyms

Match the words in **blue** in the story with a word that means the same.

fast small stupid big fooled story hitting

quickly/ tiny/ foolish/ large/ tricked/ tale/ knocking

2 **Word study** Movement words

Match the words in **green** in the story with the definitions.

1 when birds move their wings flew (fly)
2 try to run faster than someone in a competition race
3 walk quickly taking big steps marching
4 go fast hurried
5 move quickly towards someone ran at
6 touch the ground after flying in the air coming down

3 **Values** What to do if you feel jealous

1 Have you ever felt jealous of someone? Why?
2 What do you think is the best advice to take if you feel jealous of someone? Why?
   a Try to be better than them.
   b Try to hurt them.
   c Think about the good things in your own life and focus on those things.

Speaking tip

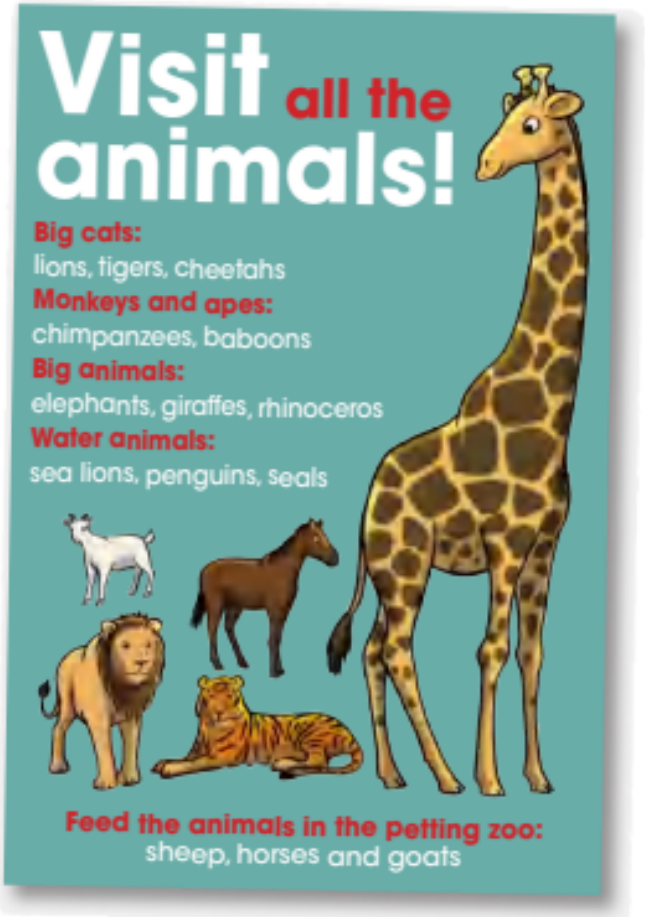
Remember to take turns when giving opinions.

Lesson 10 Watch out!

1 Talk about it

Rahim and Hanif are visiting the wildlife park.

Look at the poster. Which animals would you visit first? Why? Discuss with a partner.



22 2 Listen

Listen to Rahim and Hanif talking about what to do at the wildlife park.
Read the questions below, then listen again and write down your answers.

1 What does Rahim want to do first?
2 What does Hanif want to see?
3 How much does the hay cost?
4 How does Rahim warn Hanif that he has a problem?
5 What time is the show Hanif wants to see?

1 Rahim wants to feed the horses first.
2 Hanif wants to see a sea lion show.
3 The hay costs 15 dirhams / 4 He says, Be careful! / 5 The show is at 11.30.

3 Words

Imagine you are at the wildlife park. Give a warning or a piece of advice to your partner.

Use the words in the box and **should** or **don't** to make up warning phrases.

Be careful! Watch out! Stop!

Word study:
Words to warn someone

If there is a problem or an emergency and you need to warn someone, you will need to use a warning phrase. After the warning phrase, you can give advice or a warning about what the person should do next.

We can use **should** or **don't** to give advice and warn someone.

Language tip

Advice often starts with **should**: You should close your bag.
Warnings often start with **don't**: Don't spill your drink.

Unit 5

The human race

We're going to:

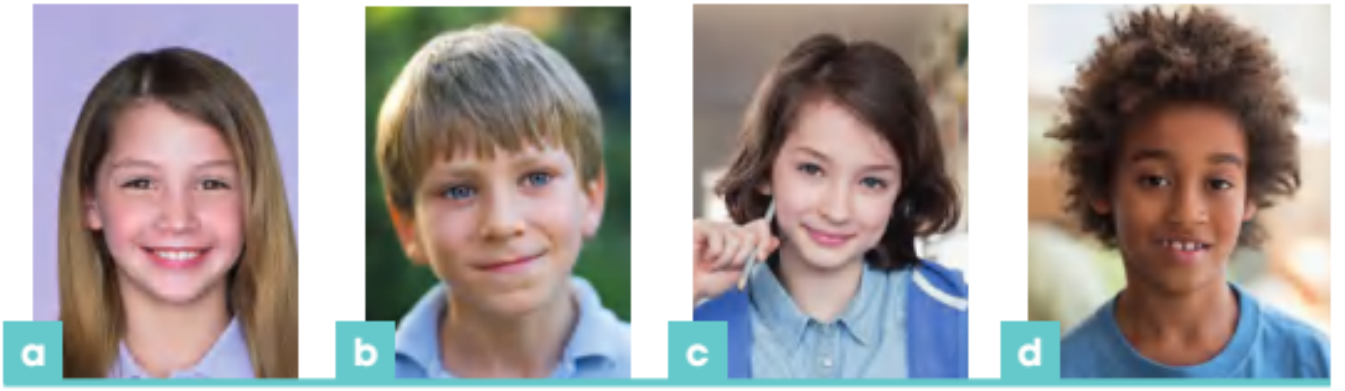
talk about physical appearance
learn about traditions
read an adventure story
write a short story
read about a famous person
identify homophones

Lesson 1 Describing people

1 Talk about it

21st Describe the people in the pictures below.

How are they different? Think about hair type and colour, and eyes.

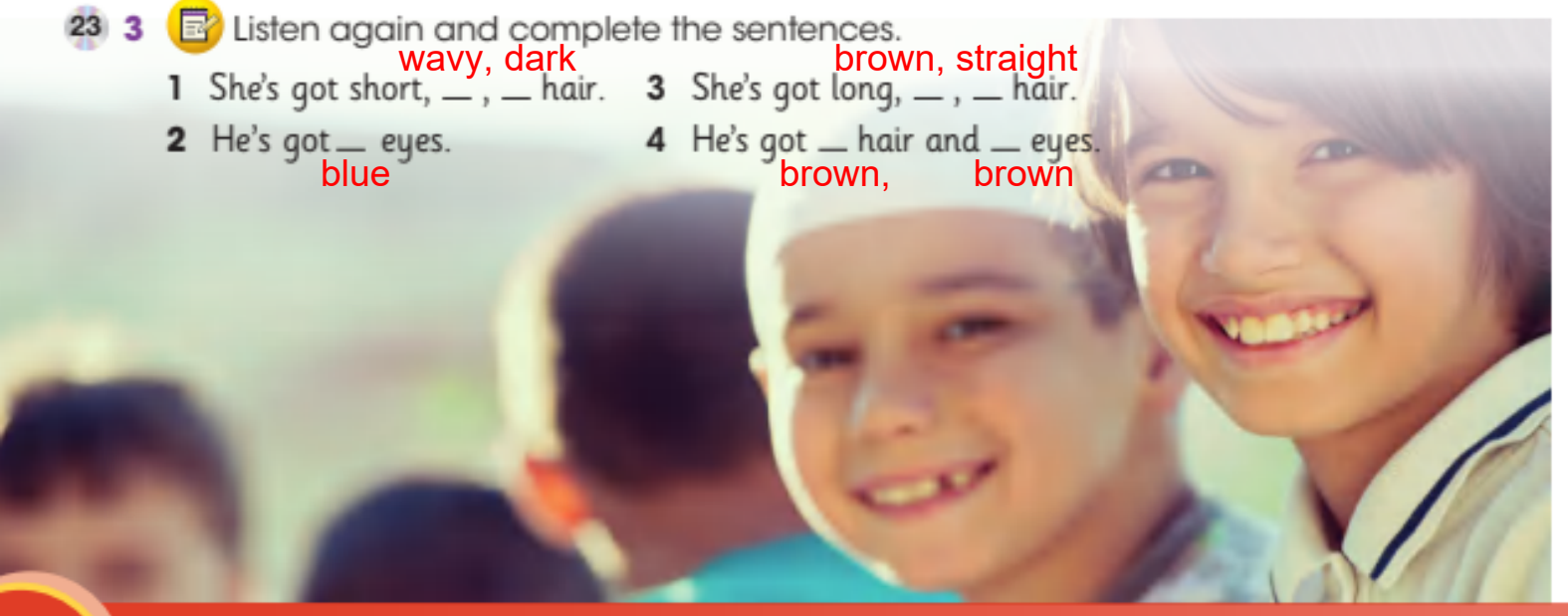


23 2 Listen

Listen and match the descriptions to the pictures. a 3/ b 2/ c 1/ d 4

23 3 Listen again and complete the sentences.

1 She's got short, wavy, dark hair.
2 He's got blue eyes.
3 She's got long, brown, straight hair.
4 He's got brown, hair and brown eyes.



4 Word study Facial characteristics

Write the words in the correct column. Some can be in more than one column. Add more words of your own.

dark fair thick fine short thin round little big curly square wavy

Face	Hair	Eyes
round, square, thin	dark, fair, thick, fine, short, curly, thin, wavy	dark, round, little, big

Lesson 2

1 21st Talk

Take turns to describe a famous person. Can your partner guess who it is?

2 Describe these three cartoon drawings. Use vocabulary from Lesson 1, Activity 4.

a



b



c



3 Over to you

Draw your own cartoon face.

- Don't show it to your partner.
- Use the vocabulary in Lesson 1, Activity 4 to describe it to your partner.
- Can your partner draw the face you describe?
- Compare your cartoons.

Lesson 3 Traditions

1 Talk about it 21st Do you know some Emirati traditions?

2 Read

Look at the titles and pictures below. What are the texts about? Read and check your ideas.

Amazing fact

In 1920, a single pearl was sold for £15000, which is equivalent to £350000 nowadays (1950195 dirhams).

Pearl diving in the UAE

Since **ancient** times, men have practised pearl diving in the UAE. Pearls found in the UAE, especially in Dubai and Abu Dhabi, are believed to be the best pearls in the world. Their prices can be very high, but pearl divers can earn very little.



If there is a bad season, divers will need **several** seasons to pay for bills; but if there is a good season, divers will become very rich. Unfortunately, nowadays this activity is not as common, but we can still find some pearl divers in the UAE.

Emirati traditional dance



Two traditional Emirati dances that men and boys perform are the *ayyala* and *yollah*. Both dances are linked to battles.

The dancers stand in a row holding their swords, guns and sticks. This is the same as they would do in a **battle**.

The men and boys are **passionate** when they perform these Emirati traditional dances because they are dancing to celebrate their country. They feel strong and brave, no **opponents** will beat them. They are always ready to defend their land.

3 Read and decide if the sentences are **true (T)** or **false (F)**. Correct the false sentences.

1 Pearl diving is a recent activity. F (It has been done since ancient times.)
2 If there is a good season, pearl divers can earn lots of money. T
3 Women do not dance Emirati traditional dances with swords. T
4 Only boys can do traditional Emirati dances. F (Men can do traditional Emirati dances too.)
5 Traditional Emirati dancing is passionate. T

4 Match the words in **blue** in the texts with the definitions.

1 more than two, but not many several
2 emotional or a strong feeling passionate
3 very old ancient
4 a fight battle
5 people you play against in a sport opponents

5 **Use of English**

Read the texts on page 49 again. Look at the *Use of English* box and complete the sentences.

1 _If_ there is a bad season, divers _will_ need several seasons to pay for bills.
2 _If_ there is a good season, divers _will_ become very rich.
3 _If_ a boy or man performs a traditional dance, they _will_ have to perform with passion.

Use of English

First conditional

We use the first conditional to talk about things that might happen in the future.

If + present simple + future simple.

If I **have** a good season, I **will earn** lots of money.

Lesson 4 *The pearl diver and the storm* – Part 1

1 Talk about it What would it be like to be a pearl diver? What problems might there be?

2 21st AB **Read**

Read the story. What do you think will happen next?



The pearl diver and the storm

Rashid lived with his father, Abdul Aziz, in a little hut on the beach. Abdul Aziz was a pearl diver and Rashid often went with him on his search for pearls.

One day, they were out in the middle of the sea on their boat, when a great storm came. As the storm got stronger, Abdul Aziz started to take down the sail. He stood up to untie the rope and looked for **something** to hold onto, but a large wave came and knocked him over the side of the boat into the sea. Rashid screamed as his father disappeared into the water.

Once the storm had gone and the weather was calm, Rashid looked around sadly. His father was **nowhere** to be seen. He knew his father was good at swimming, so he sailed towards the land and started looking for him.

Rashid jumped out of the boat, ran onto the beach and looked to see if **anybody** was around. He saw **somebody** outside a hut nearby. 'Excuse me,' he said, 'Have you seen my father? He fell off our boat, but he is a good swimmer and might have come here. He is tall and has green eyes. He has curly, black hair and a beard. He has a long nose.'

Use of English

Quantitative pronouns



1 Use of English

Look at the *Use of English* box on page 51 and complete the sentences with quantitative pronouns.

1 His father was ____ to be seen. nowhere
2 ____ is a better swimmer than my father. He's the best! No-one/Nobody
3 He must be somewhere
4 He looked ____, but still couldn't find him. everywhere
5 There was ____ on the beach, standing next to a hut. someone/somebody

Language tip

Someone and **Somebody** mean the same.

No-one and **Nobody** mean the same.

Everyone and **Everybody** mean the same.

Anyone and **Anybody** mean the same.

24 **2** 21st Listen to Rashid speaking to a woman who saw somebody on the beach. Who did she see? Look back at the story in Lesson 4. Was it Rashid's father?



Picture 3. No, because Rashid's father has curly black hair and a long nose.

25 **3** **Pronunciation** Homophones

Listen to the sentences. Choose the correct word.

1 eye/I
2 eight/ate
3 there/their
4 hour/our
5 knows/nose

Pronunciation: Homophones

Homophones are words which sound the same, but we spell them differently and they have different meanings.

Lesson 6 *The pearl diver and the storm – Part 4*

1 Talk about it Discuss what has happened in the story so far.

How do you think Rashid is feeling?



2 Read

Read the final part of the story. What do you think Abdul Aziz and Rashid should do next?

The pearl diver and the storm – part 4

For three days, Rashid visited the villages along the coast to ask if anyone had seen his father. On the third day, Rashid found a small hut. Outside, a fisherman was mending his nets. 'I am looking for my father,' said Rashid. 'He fell into the sea in the great storm three days ago. Have you seen him?'

'What does he look like?' asked the fisherman.

When Rashid described his father, the fisherman jumped up. 'Yes, someone who looks just like that was on this beach two days ago. He was tired and is resting in my hut.'

Rashid rushed to the hut, hugged his father and thanked the fisherman for his help.

When Abdul Aziz was well enough to leave, the fisherman gave him an enormous pearl. 'This belongs to you,' he said. 'It was in your hand when I found you.' Abdul Aziz could not believe his eyes. It was the biggest pearl he had ever seen. 'I cannot take this,' he said. 'You must keep it as a thank you for helping me.'

The fisherman shook his head. 'I did not help you for money,' he said. 'I helped you because you were in need. Take the pearl – it will make you rich. To show your thanks to me, you can help someone else who is in need.'

3 Read and decide if the sentences are **true (T)** or **false (F)**. Correct the false sentences. 3- (They stayed on for another two days, until Abdul Aziz was better.)

1 Rashid looked for his father for five days. F (He looked for three days.)
2 Rashid's description helped the fisherman to identify Abdul Aziz. T
3 When Rashid found his father, they travelled back home immediately. F
4 Abdul Aziz was very surprised to see the pearl. T
5 The fisherman kept the pearl. F (He gave the pearl to Rashid's father.)

Lesson 7 Ahmed gets lost

1 Talk about it Think about the last time you visited a big city.

What did you see? What did you do?

2 Write

Look at these pictures about the Ameri family trip to a new city.
Use the notes to make sentences about each picture.

a



family/visit/city

b



crowd/separate

c



Ahmed/lost

d



Ahmed/found

3 AB Now use your notes from Activity 1 and write a story of the family's trip.

- Think of a title.
- Write an introduction.
- What happened?
- When did it happen?
- Where did it happen?
- Who helped?
- What did he look like?

Write sentences using speech marks where possible.

Writing tip

When writing a story, remember it should have a beginning, middle and end.

Lesson 8 People of the world

1 Talk about it Look at the picture. Do you know who this is? What did he do? Does he look like an interesting man? Why?/Why not?

2 Read

Read the *Fact file* and check your answers to Activity 1. Then answer the questions below.

Vocabulary

law: rules which people live by
bandit: a robber
drown: to die in water
tyrant: not kind

Fact file

Do you know who this is? Ibn Battuta.
What did he do? He was a famous traveller.

Ibn Battuta



This is Ibn Battuta. He was born in Tangiers, Morocco in the 14th century and studied Muslim law. He decided to travel from North Africa to Arabia. Ibn Battuta started on his travels in 1325, when he was 20 years old. His main reason to travel was to go on a Hajj (a Pilgrimage) to Mecca, as all good Muslims want to do. He is probably the most famous Muslim traveller in the world. He visited around 44 countries and it took him 29 years.

He had many adventures on the way, some good and some bad, and met some interesting people. He was attacked by bandits, almost drowned in a sinking ship and then was almost killed by a tyrant ruler **the following day**. He had lots of other adventures too. Let's read some more and find out what happened …

1 Where did his journey begin? North Africa, Morocco
2 When did his journey begin? 1325
3 How many countries did he visit? 44

26 **3** **Read and listen**

Answer the questions.

1 Which country was his first stop? Libya
2 When did he reach Alexandria? 1326
3 How long did it take him to travel from Cairo to the Red Sea? 15 days
4 Where did he stay during Ramadan? Damascus
5 Who did he travel with in Syria? pilgrims
6 How long did he spend in Mecca? a month
7 Which place was famous for its gold? Kilwa, Tanzania

Ibn Battuta decided that the best way to travel was by horse. He rode through the mountains of Morocco and on to Libya.

Near Tripoli they were attacked by camel raiders, but escaped unhurt. He also attended a wedding feast that lasted for **a whole week**.

In 1326, he reached Alexandria, in Egypt. From Cairo, he travelled to the Red Sea, which took about 15 days. Here, he found that the local ruling family was fighting against the governor and had sunk some ships and threatened further violence. Ibn Battuta was forced to go back to Cairo.

He continued his pilgrimage, through Syria, and spent Ramadan in Damascus. He joined a caravan of other pilgrims, to avoid travelling alone, because he was scared that someone might steal from him or hurt him. Travelling with other people meant he had friendship and protection. He continued on to Medina and then to Mecca where he completed Al Hajj.

On **17th November 1326**, after a month spent in Mecca, Ibn Battuta joined another large caravan of pilgrims returning to Iraq. They travelled by night, for about two weeks. They only stopped for **a few minutes** at a time to rest and eat before moving on again.

Vocabulary

governor: a leader
threaten: to warn about an intention to hurt someone
pilgrim: a person who travels to a sacred place
protection: to keep safe

Around three years later, he travelled to Yemen and then on to Somalia. He then travelled by boat to Mombasa, and **the next day** he continued onwards to Tanzania and the town of Kilwa. Kilwa was famous for its gold trade and Ibn Battuta described it as one of the finest and most beautifully built towns he had seen. Any gold traders who tried to cheat on price were locked up, so the town was very safe.

He travelled for many more years, studied with other Muslims, and met many kind and interesting people on his journey.

4 Look at the map of Ibn Battuta's travels. How many places can you find that are mentioned in the *Fact file*?

1 Tangier; 2 Cairo; 3 Mecca; 4 Medina; 5 Mombasa; 6 Kilwa

Reading strategy: Reading for specific information

Remember to refer back to the text and read it quickly to look for place names.



Lesson 9

1 Talk about it

Can you remember where Ibn Battuta went on his travels? What happened to him while he was travelling? Who did he meet?

2 Read

Read and put the events in order.

a From Cairo, he travelled to the Red Sea and it took 15 days. 5

b Three years later, he travelled to Yemen. 8

c He started his travels when he was 20 years old, in 1325. 2

d He travelled for many more years and had lots of adventures. 10

e He completed Al Hajj and spent a month in Mecca. 6

f Ibn Battuta was born in Tangiers, Morocco. 1

g Kilwa was famous for its gold. 9

h On 17th November 1326, he travelled to Iraq. 7

i In 1326, he reached Alexandria in Egypt. 4

j He rode a horse through Morocco and travelled to Libya. 3

3 Match the sentence halves with the time expressions from the text.

d	1 The wedding feast lasted	a the following day.
e	2 He left Mecca on the	b the next day.
b	3 He left Mombasa	c a few minutes.
a	4 He was almost killed by a tyrant	d a whole week.
c	5 They travelled for two weeks, only stopping for	e 17th November 1326.

Words to remember

the following day the next day a few minutes a whole week

4 21st Talk

In pairs, tell the story of Ibn Battuta's travels. What can you remember?

Speaking tip

Use time expressions to help sequence events and make your story more interesting.

Lesson 10 A family visit

1 Talk about it Do you ever travel to visit family in another town, city or country? Talk about a trip you have made, or a time when other people have visited you.

27 **2 Listen**

Listen to the dialogue of sisters Elham and Maryam getting ready for a trip to Bahrain. Answer the questions.

1 Who are they going to visit? their cousin Saeeda
2 How will they get there? by plane
3 Who will meet them? their uncle
4 What do they want to do on holiday? to have a children's outing – maybe to a wildlife park.



Language tip

Don't forget, the possessive pronouns never have an apostrophe:

his hers its ours yours theirs

Use of English

Apostrophes to show possession

Use apostrophes to show who owns something:

If one person owns something use **'s**: Elham**'s** suitcase

If more than one person owns something use **s'**: The cousins**'** house.

Watch out! There are some irregular plurals. If a word has an irregular plural, use **'s**:

Singular:	**Plural:**
The child's house →	The children's house
The man's office →	The men's office
The person's suitcase →	The people's suitcases

3 Add the correct apostrophes to the words in **bold**.

1 What shall we pack for the trip to our **cousins** house? cousin's
2 Do you think we will be staying in cousin **Saeedas** room? Saeeda's
3 We have our suitcase, our **parents** suitcase and four people. parents'
4 I hope there will be a **childrens** outing during our visit. children's

Unit 1 Wordlist

amazing	adjective
ancient	adjective
at	preposition
bathroom	noun
best	comparative
better	comparative
bowling alley	noun
bungalow	noun
can	modal verb
charity	noun
closest	comparative
eco-house	noun
energy-efficient	adjective
festival	noun
football	noun
forest	noun
front door	noun
fundraise	verb
garden	noun
gate	noun
gentle	adjective
glass	noun
good	adjective
high-rise flat	noun
historical	adjective
house	noun
hug	verb
hut	noun
in	preposition
kindness	noun
kitchen	noun
landmark	noun
large	adjective
less	comparative
library	noun
long	adjective
lush	adjective
material	noun
might	modal verb
more	comparative
most	comparative
mountain	noun
mud	noun
museum	noun
must	modal verb
nice	adjective
old	adjective
on	preposition
palace	noun
patience	noun
peak	noun
performance	noun
raise	verb
roof garden	noun
school	noun
shop	noun
should	modal verb
solar panel	noun
sports day	noun
stone	noun
surroundings	noun
theatre	noun
view	noun
well	noun
window	noun
wood	noun

Unit 2 Wordlist

armband	noun
boat	noun
bored	adjective
bus	noun
busy	adjective
car	noun
clearly	adverb
corner	noun
cross	verb
excited	adjective
ferry	noun
go out	verb
helicopter	noun
helmet	noun
hop	verb
jeepney	noun
jump	verb
leap	verb
left	adverb
look	verb
main road	noun
motorbike	noun
nervous	adjective
pedestrian crossing	noun
plane	noun
put on	verb
reflective	adjective
reverse	verb
rickshaw	noun
right	adverb
run	verb
seatbelt	noun
see	verb
sick	adjective
sky train	noun
start	verb
taxi	noun
towards	preposition
tram	noun
tuk tuk	noun
underground	noun
up	preposition
walk	verb
watch	verb
wear	verb
worried	adjective

Unit 3 Wordlist

add	verb
apple	noun
bean	noun
bottle	noun
box	noun
bread	noun
butter	noun
can	noun
carrot	noun
carton	noun
cheese	noun
chocolate	noun
chopstick	noun
coconut	noun
coffee	noun
container	noun
cook	verb
cooking oil	noun
cup	noun
dairy	adjective
date	noun
farm	verb
fermentation	noun
fruit	noun
generous	adjective
grain	noun
greedy	adjective
grow	verb
hard-working	adjective
helpful	adjective
ingredient	noun
knife	noun
lazy	adjective
loaf	noun
manufacture	verb
meat	noun
metal	noun
mix	verb
onion	noun
orange juice	noun
oven	noun
packet	noun
paper	noun
plastic	noun
pod	noun
product	noun
protein	noun
recycle	verb
recycling bin	noun
reuse	verb
rice	noun
salad	noun
salt	noun
sandwich	noun
seed	noun
selfish	adjective
stone	noun
tea	noun
tub	noun
unwanted	adjective
vegetable	noun
yeast	noun

Unit 4 Wordlist

baboon	noun	**lightning**	noun
beach	noun	**lion**	noun
big	adjective	**lizard**	noun
camel	noun	**march**	verb
camp	verb	**mild**	adjective
campsite	noun	**monkey**	noun
cheetah	noun	**mountain**	noun
chimpanzee	noun	**muscle**	noun
coast	noun	**oasis**	noun
cockerel	noun	**oryx**	noun
cold	adjective	**ostrich**	noun
confused	adjective	**penguin**	noun
desert	noun	**quickly**	adverb
dry	adjective	**race**	verb
elephant	noun	**rainy**	adjective
endangered	adjective	**rhinoceros**	noun
fast	adjective	**rubbish**	noun
fool	verb	**rush**	verb
foolish	adjective	**sea lion**	noun
frosty	adjective	**seal**	noun
giraffe	noun	**sheep**	noun
goat	noun	**snake**	noun
hedgehog	noun	**snowy**	adjective
hit	verb	**spider**	noun
horse	noun	**sprint**	verb
hot	adjective	**stormy**	adjective
huge	adjective	**story**	noun
humid	adjective	**stupid**	adjective
hurry	verb	**sunny**	adjective
knock	verb	**tale**	noun
land	verb	**tent**	noun
large	adjective	**thunder**	noun
leopard	noun	**tiger**	noun

tiny	adjective
trick	verb
turtle	noun
viper	noun
wadi	noun
wildlife	noun

Unit 5 Wordlist

anybody	pronoun
anything	pronoun
anywhere	pronoun
bad	adjective
battle	noun
bill	noun
blond	adjective
curly	adjective
dance	verb
dark	adjective
diver	noun
everybody	pronoun
everything	pronoun
everywhere	pronoun
eye	noun
face	noun
fair	adjective
fine	adjective
hair	noun
hour	noun
ice rink	noun
ice skate	noun
know	verb
lips	noun
long	adjective
no-one	pronoun
nobody	pronoun
nose	noun
nothing	pronoun
nowhere	pronoun
our	determiner
pale	adjective
pearl	noun
perform	verb
protect	verb
reduce	verb
rich	adjective
round	adjective
sail	verb
sailing boat	noun
season	noun
short	adjective
skin	noun
someone	pronoun
something	pronoun
somewhere	pronoun
storm	noun
straight	adjective
suitcase	noun
sword	noun
traditional	adjective
wave	noun
wavy	adjective
wildlife park	noun

Term 1

Unit 1

Use of English

Modal verbs of probability

It **might** be a shopping centre.

It **could** be a museum.

It **must** be a petrol station.

It **can't** be a house because ...

Unit 1

Use of English

Present Perfect We use the Present Perfect to talk about our experiences in the past. It is not important to say when we did it.

I **have been** to Al Badiyah Mosque.

I **have visited** other historical sites.

Have you **been** to Fujairah?
Yes, I **have**. / No, I **haven't**.

Unit 2

Use of English

Zero Conditional

We use the Zero Conditional to talk about things that are true.

If/When + Present Simple + Present Simple.

When I **ride** my bike, I always **wear** a helmet.

If I **can't find** a pedestrian crossing, I **find** a quiet place to cross the road.

You can also make sentences like this to give orders or advice:

When you **ride** your bike, **wear** a helmet.

Unit 2

Use of English

Past Continuous – interrupted actions

She **was walking** along when she **saw** something move.
(continuous action) (short action)

Unit 3

Use of English

some and *any*

There is **some** fruit.
There are **some** vegetables.
(positive sentences)

There isn't **any** fruit.
There aren't **any** vegetables.
(negative sentences)

Is there **any** fruit?
Are there **any** vegetables?
(questions for countable and uncountable nouns)

Unit 3

Use of English

made of / made from

We use **made of** to express the 'pure materials' used in making something.

This sculpture is **made of** wood.

We use **made from** when one thing is made from another.

Its mouth is **made from** two red combs.

Unit 3

Use of English

Quantifiers

Many is used with countable nouns in questions and negative sentences.

Much is used with uncountable nouns in questions and negative sentences.

A lot of and **plenty of** are used with countable and uncountable nouns in affirmative sentences.

A lot of is usually used in negative sentences and questions.

A little is used for small quantities of uncountable nouns.

A few is used for small quantities of countable nouns.

Unit 3

Use of English

Present Simple Passive

When we say what **people and things do**, we use the active form of the verb (**grow**, **use**).

When we say what **happens to people and things**, we use the passive form (**are put**, **are cooked**).

Active: The workers **use** a knife to cut down the pods.

Passive: A knife **is used** to cut down the pods.

The Present Simple Passive is often used to talk about processes.

Unit 3

Language tip

Use **and** to link two things that are the same:

Salma likes bread **and** so does Laila.

Use **but** to link two things that are different:

Salma likes olives, **but** Laila does not.

Unit 4

Language tip

Advice often starts with **should**:

You should close your bag.

Warnings often start with **don't**:

Don't spill your drink.

Unit 4

Use of English

Infinitives of purpose (*to* + verb)

We use the infinitive of purpose to explain the reason for something.

Human beings destroy animals' houses **to build** houses and towns.

Unit 4

Use of English

Past and present actions

We can use the Present Perfect with **for** to talk about actions that started in the past and continue in the present time.

We **have been** at the campsite **for** three hours now.

Unit 5

Use of English

First Conditional

We use the First Conditional to talk about things that might happen in the future.

If + Present Simple + Future Simple.

If I **have** a good season, I **will earn** lots of money.

Unit 5

Use of English

Quantitative pronouns



Unit 5

Language tip

Someone and **Somebody** mean the same.

No-one and **Nobody** mean the same.

Everyone and **Everybody** mean the same.

Anyone and **Anybody** mean the same.

Unit 5

Language tip

Don't forget, the possessive pronouns never have an apostrophe:

his hers its ours yours theirs

Unit 5

Use of English

Apostrophes to show possession

Use apostrophes to show who owns something:

If one person owns something use **'s**: Elham**'s** suitcase

If more than one person owns something use **s'**: The cousin**s'** house.

Watch out! There are some irregular plurals. If a word has an irregular plural, use **'s**:

Singular:	**Plural:**
The child's house →	The children's house
The man's office →	The men's office
The person's suitcase →	The people's suitcases

Scope and Sequence

	Words and expressions	Use of English	Reading/Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 1 Homes Pages 1–11	Types of houses Materials for building *It is made of …* Features of a house Preferences: *I'd like/prefer to* Adjectives to describe places	Modals of probability: *must, mustn't, could, can't* Question tags Present perfect for life experience	Write labels A description of an Eco-House Factual text: *Masdar; Have you been to Fujairah?* Advertisements for a day out Poem: *The old woman who lived in a shoe* Complete a paragraph: multiple choice Read for information Organise information in a chart Make a bar chart Write about a strange building; landmark; your home; your dream home Write questions	Match conversations to pictures Talk about your home Expressing opinions and preferences Ask and answer questions: famous landmarks Speak using target language	Ecology Geography: famous landmarks in many countries Maths: make a bar chart	Intonation: Question tags Rhyming words	Being a caring person Expressing opinions and preferences Conduct research
Unit 2 Getting around Pages 12–23	Types of transport Road safety Ways of travelling Verbs of movement	Zero conditional Past continuous: interrupted actions *get* + adjective	Factual text: *an unusual journey to school; An ambassador for the Arab world in space* Story: *Lost in the desert* Reading comprehension Road safety/ directions: note completion Categorise vocabulary Complete sentence prompts Read for specific information Match headings with paragraphs Write a biography Complete a paragraph Design and describe a vehicle Make a safety poster	Match conversations to pictures Talk about different ways of travelling to school Talk about road safety Listen and complete notes Give directions Plan and present a visit to your town/ city Present a vehicle design	Design: design road safety sign; a vehicle; a safety poster Geography: Map interpretation	*-ed* endings Prepositions for directions Opposites	Taking advice Understanding road safety issues

	Words and expressions	Use of English	Reading/Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 3 **Food and drink** **Pages 24–33**	Food and food groups Recycled materials *made of/made from* Quantities and containers	Quantifiers: *Some, any, much, many, a lot, a little, plenty* Present simple passive Linking words: *and, but*	Monologues: *lunches around the world* Instructions: *recycling packaging* Factual text: *recycled art; From bean to bar* Story: *The greedy boy* Categorise types of food Describe your lunch Label recycled objects Write about recycling Complete a paragraph (multiple choice) Describe food	Talk about school lunches Organise a party Listen and complete a dialogue Predict a story Choose a menu Listen and record information Compare and contrast Discuss healthy food	Geography: Food in other countries Ecology: recycled materials Art and design: design a sculpture Science: How chocolate is made	Connected speech	Distinguishing between healthy and unhealthy meals Classifying food types Creative thinking: design a sculpture Activating prior knowledge Making predictions
Unit 4 **The UAE** **Pages 34–46**	Weather Extreme weather Geographical features	Infinitives of purpose Present perfect: past and present actions	Complete a paragraph Fact file: *The UAE* Factual text: *Endangered animals in the UAE* Story: *Why ostriches can't fly* Reading comprehension Categorise information A blog about a trip to help endangered animals Write a blog Make notes Write a country fact file Write a report about endangered animals	Describe weather conditions Listen to a weather report Listen for specific information Discuss information from a fact file Listen for missing words Listen to categorise information Discuss endangered animals in the UAE Present a report about endangered animals	Geography: The UAE, climate Science: Animals	Pronounciation of numbers Synonyms Deduce the meaning of unfamiliar words from context Words to warn someone	Not being jealous Giving factual examples Conducting research

	Words and expressions	Use of English	Reading/Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 5 The human race Pages 47–59	Facial characteristics	First conditional Quantitative pronouns: *somebody, anybody, somewhere*	Categorise facial characteristics Factual text: *Pearl diving in the UAE* Story: *The pearl diver and the storm* Fact file: *Ibn Battula* Predict text content from titles and pictures Reading comprehension Write captions to pictures Write a story from notes Read a map Order events from a text Match sentence halves Punctuation: apostrophes Complete a paragraph (multiple choice) Write a book report	Listen and match descriptions Describe people Predict and express opinions Describe a trip Listen to a dialogue Present a book report	History: Ibn Battula	Homophones Deduce the meaning of unfamiliar words from context Time expressions to sequence events Possessive pronouns Apostrophes to show possession	Prediction Giving opinions
Unit 6 Looking backwards and forwards	Holiday activities Agree/disagree /respond Items for a trip Making suggestions Numbers of people	Future predictions with *will* *Going to* for future plans	Advertisements for holiday courses Play script: *Back to school* Match sentence halves Match questions to comments Make notes from a survey; create a bar chart Reading comprehension An email invitation and reply Match topics to paragraphs Write an email invitation Punctuation : Exclamation marks Plan a school activity Create an advertisement	Talk about school holidays Listen to interviews: match to activities Listen for information Complete a dialogue Compare and agree/ disagree Make suggestions Conduct a survey; present the results Respond to statements about feelings Talk about school Plan and present a school activity Create and present an advertisement	Maths: Make a bar chart	Holiday activities: verb + preposition Pronunciation: stressed and unstressed sounds	Being sympathetic Interpreting advertisements Giving opinions Surveying and classifying information

	Words and expressions	Use of English	Reading/Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 7 Talking about people	Adjectives to describe personality Favourite things, activities and people	*-ed/-ing* adjectives	Read for gist A diary page: *House rules* Factual text: *Amazing people* Poem: *Our teacher's multi-talented* Reading comprehension Personality quiz; match questions to options A personal profile: match summary sentences to text Match questions and answers Match text to pictures Write about a special person Design a webpage	Listen to descriptions: personal qualities Listen for specific information Listen an interview: order the topics Complete a dialogue Discuss a poem Make questions from prompts		Rhyming words Antonyms	Thinking and talking about personal qualities Activating prior knowledge Determination in the face of challenges Interpreting attitudes
Unit 8 Staying healthy	Common illnesses and symptoms Going to the doctor Giving advice Food groups	Quantifiers Should for advice *He/ she feels* + adjective *I/has got* + noun	Factual texts: *Diabetes; Flu; A rainbow a day keeps the doctor away* Story: *Stone soup* Answer a food quiz Make predictions Match a title to a text Complete short texts (multiple choice) Write suggestions to help someone who is unwell Prepare a poster about World Health Day	Listen to conversations about feeling unwell Evaluate information and give advice Listen to a presentation about healthy eating Listen and order food groups Predict what a story will be about Discuss healthy food Carry out a food survey and give a presentation	Maths: Graphs and charts Science: Health and illness	Identify different words and phrases within a text Connected speech	Healthy eating – why is it important? Helping each other Recognising symptoms Analysing ingredients Making predictions

	Words and expressions	Use of English	Reading/Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 9 Where we live	City, town and country Home appliances Descriptive adjectives Giving opinions	Comparative adjectives Past simple: regular and irregular verbs	Scan a text Factual texts: *Facts about our carbon footprint; Plant a tree and change the future!* Read a descriptive essay Match headings to paragraphs Story: *The Lost City* Reading comprehension Categorise vocabulary Complete a paragraph Create a character profile	Describe places Compare living in the country or city Ask and answer Listen and match to an image Listen and identify key words Identify opinions Classify *–ed* endings Discuss homes and home appliances Express opinion Discuss favourite places Describe a character from a book Make a presentation using a puppet	Science/ Ecology: Climate change, energy efficiency Arts and crafts: make a puppet	Pronunciation: *–ed* endings Deduce the meaning of unfamiliar words from context	Appreciating the world we live in Advantages/ disadvantages of urban/rural life Activating prior knowledge Identifying and giving opinions Reducing carbon footprint How to make cities cleaner
Unit 10 All about science	Science Scientific inventions Express opinions	*Can* for permission, offers, requests Relative clauses and pronouns: *who, that, which* Adding information: *both, and, as well, too, also*	Factual texts: Science in history; *Ibn Nafis; Different types of science; Great scientists* Read for information Follow instructions Write instructions Match sentence halves Match descriptions to pictures Write a letter Find out about a scientist	Listen for information Express opinions Talk about what scientists do Listen to a description of an experiment Do an experiment Make predictions Talk about scientific inventions Listen and classify information Make connections Present a scientific discovery Do a presentation about a scientist	History: Science in history; scientific discoveries Science: experiments	Synonyms	Appreciating scientific discoveries Giving opinions Making predictions about the results of an experiment Working as a team Making connections with our own culture Conducting research

	Words and expressions	Use of English	Reading/Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 11 Famous people	Jobs and professions Personal qualities	Modals of speculation: *could, might*	Factual texts: *Famous people and their work; A short biography* Story: *The Ruler and the Gardner* Match headings to paragraphs Complete notes Match words and definitions Match paragraphs and summaries Write your own short biography Complete a paragraph Make notes	Listen for specific information Listen and complete notes Predict information Express opinions Give presentations: *A famous person; A person I admire* Roleplay: An interview with a famous person		Intonation: question tags Linking words: *so, and, but, because* Reduce the meaning of unfamiliar words from context	Expressing opinions What do we admire in others? Recognising personal qualities Activating prior knowledge
Unit 12 Story time	Prefixes *un-, dis-*	Past simple and past continuous	Story: *The Treasure; Little by little* Stories with morals A postcard Poem: *Stars* Write story notes Predict story content Understand the message in a story Write an anecdote Write speech bubbles Punctuation: speech marks, question marks, exclamation marks, commas. Complete a short story Reading comprehension Complete a simple rhyming poem Order a story Create a story character Write a short story	Story roleplay Telling a personal story Listen and order pictures Discuss favourite story characters Make predictions using pictures Retell an anecdote using notes Listen and complete a poem		Linking words: *if, and, so, when, as* Rhyming words	Forming opinions Making predictions Recognising moral messages Being honest

Wordlists Pages 60-64

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Unit 2 Lesson 10 adapted from 'Lost in the desert' by Margo Fallis

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Unit	Lesson			
1	1	Lesson	Functional Language	
1	2	Lesson	Grammar	
1	3	Lesson	Grammar	Functional Language
1	4	Lesson	Functional Language	
1	5	Lesson	Functional Language	
1	6	Lesson	Grammar	Functional Language

Unit	Lesson			
1	7	Lesson	Functional Language	
1	8	Lesson	Grammar	Functional Language
1	9	Lesson	Grammar	Functional Language
1	10	Lesson	Functional Language	
2	1	Lesson	Grammar	Functional Language
2	2	Lesson	Grammar	Functional Language

Unit	Lesson			
2	3	 Lesson	 Functional Language	
2	4	 Lesson	 Grammar	
2	5	 Lesson	 Functional Language	
2	6	 Lesson	 Grammar	 Functional Language
2	7	 Lesson	 Functional Language	
2	8	 Lesson	 Functional Language	

Unit	Lesson			
2	9	Lesson	Grammar	
2	10	Lesson	Grammar	Functional Language
3	1	Lesson	Functional Language	
3	2	Lesson	Grammar	Functional Language
3	3	Lesson	Functional Language	
3	4	Lesson	Functional Language	

Unit	Lesson			
3	5	 Lesson	 Functional Language	
3	6	 Lesson	 Grammar	
3	7	 Lesson	 Grammar	 Functional Language
3	8	 Lesson	 Grammar	 Functional Language
3	9	 Lesson	 Grammar	
3	10	 Lesson	 Grammar	 Functional Language

Unit	Lesson			
4	1	 Lesson	 Grammar	
4	2	 Lesson	 Grammar	
4	3	 Lesson	 Functional Language	
4	4	 Lesson	 Grammar	
4	5	 Lesson	 Grammar	 Functional Language
4	6	 Lesson	 Functional Language	

Unit	Lesson			
4	7	Lesson	Grammar	
4	8	Lesson	Functional Language	
4	9	Lesson	Grammar	Functional Language
4	10	Lesson	Grammar	Functional Language

Cover label guide

Cycle 02 Color



Icon indicates the book type (**Example, Course book**)

Number 3 has been shaded to represent the **volume of Course book**

Number 5 Shows grade level

- Course book
- Activity book (workbook)
- Reading book (Arabic, social)
- Interactive Student Guide (Math)
- Activity Lab Manual (Science)
- Teacher Guide

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