



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



YEAR OF TOLERANCE

Jane Boylan and Claire Medwell

# Bridge to Success

Learner's Book

Book 6



San Francisco Bridge, USA

Book 6

Volume

1 2 3

# Bridge to Success

Learner's Book



Jane Boylan and Claire Medwell

Volume 3 material 2019

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Grade 6 Learner's Book

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### Text

p. 161 'If I Were a Sloth' by Kathy Paysen.

### Photographs

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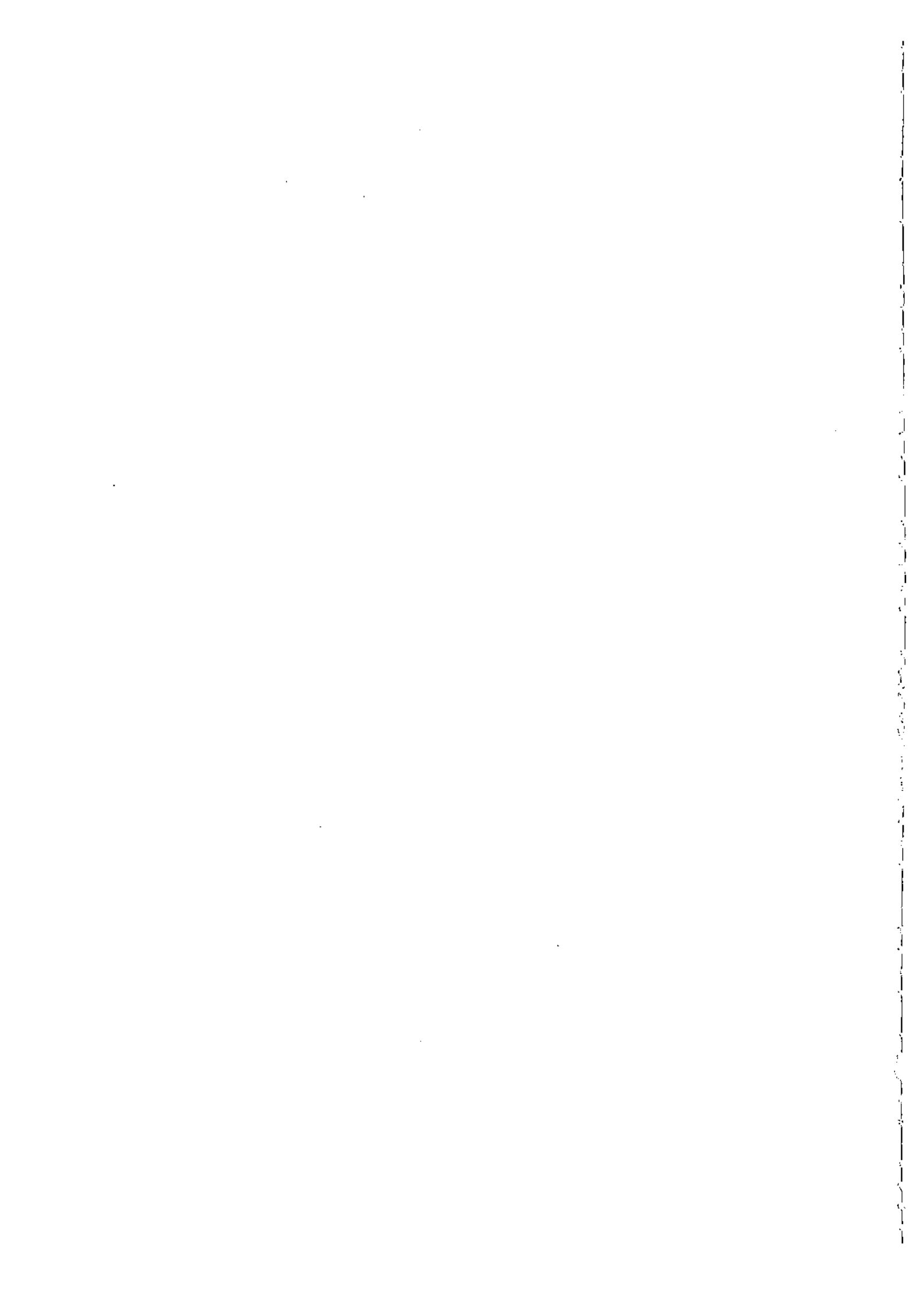


"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work.

We succeeded in entering the third millennium, while we are more confident in ourselves."

**H.H. Sheikh Khalifa Bin Zayed Al Nahyan**

President of the United Arab Emirates







# 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 6* 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:

-  1 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
-  21st 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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# Unit 10

# Our animals

## We're going to:

listen and read about animal homes, and food chains  
learn about animal camouflage and caring for pets

write a leaflet and design a poster about a zoo/animal park  
present information about natural places in your country

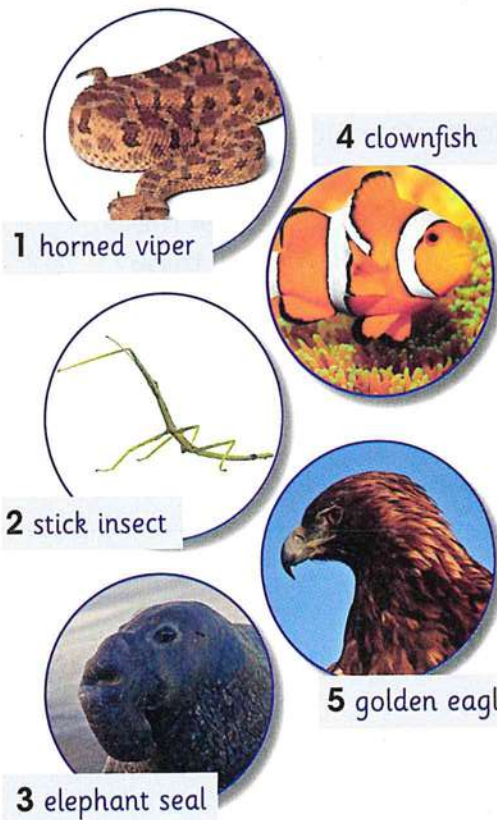
## Lesson 1 Places where animals live

**1** Talk about it **21st**  Do you live near any of the places below?

What is it like? Is it hot/dry/cold ... ?

**2**   **Word study**

Match the animals with the places where they live.



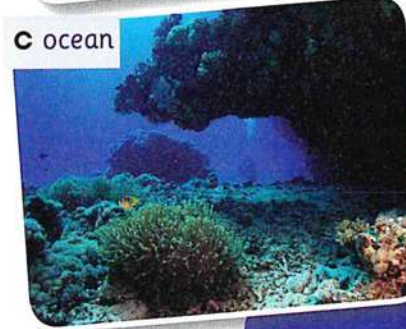
**a** forest



**b** the Antarctic



**c** ocean



**d** desert



**e** mountain



**63** **3**   **Listen**

Listen and check your answers to Activity 2.

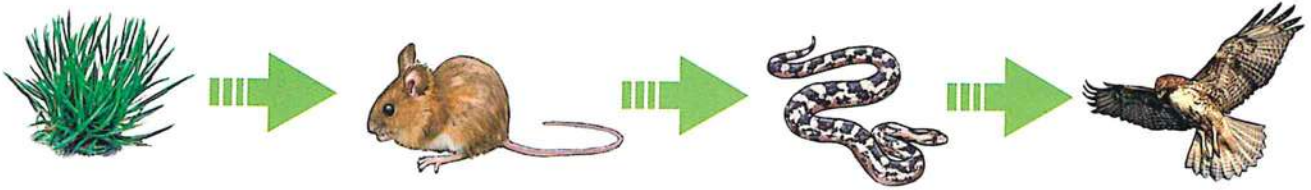
Listen again. What type of food does each animal find in each place?

## Lesson 2 Animal food chains

### 1 Talk about it



Look at the food chain below. Can you explain it?



### Reading strategy: Interpreting diagrams

Use reading texts to help you understand diagrams and flowcharts.

### 2

21st



### Read and talk

Read the text and check your answer to Activity 1.

A food chain shows what each animal eats. It starts with a plant, such as grass. An animal like a mouse eats the grass. Then an animal like a snake eats the mouse, and a bigger animal or bird, like an eagle, eats the snake.

Some animals, such as rabbits and mice, only eat plants. Can you think of any other animals like this? Other animals only eat other animals, not plants. For example, an eagle eats rabbits and mice. Can you think of any other meat eaters? There are also animals that eat both plants and meat. Can you think of an example?

### 3



### Talk

Choose one of the places from Lesson 1 and draw another food chain. Then explain the food chain to another pair.

## Lesson 3 Ocean creatures

**1 Talk about it**   Have you ever swum in an ocean? What did you see?

How many ocean creatures can you think of?

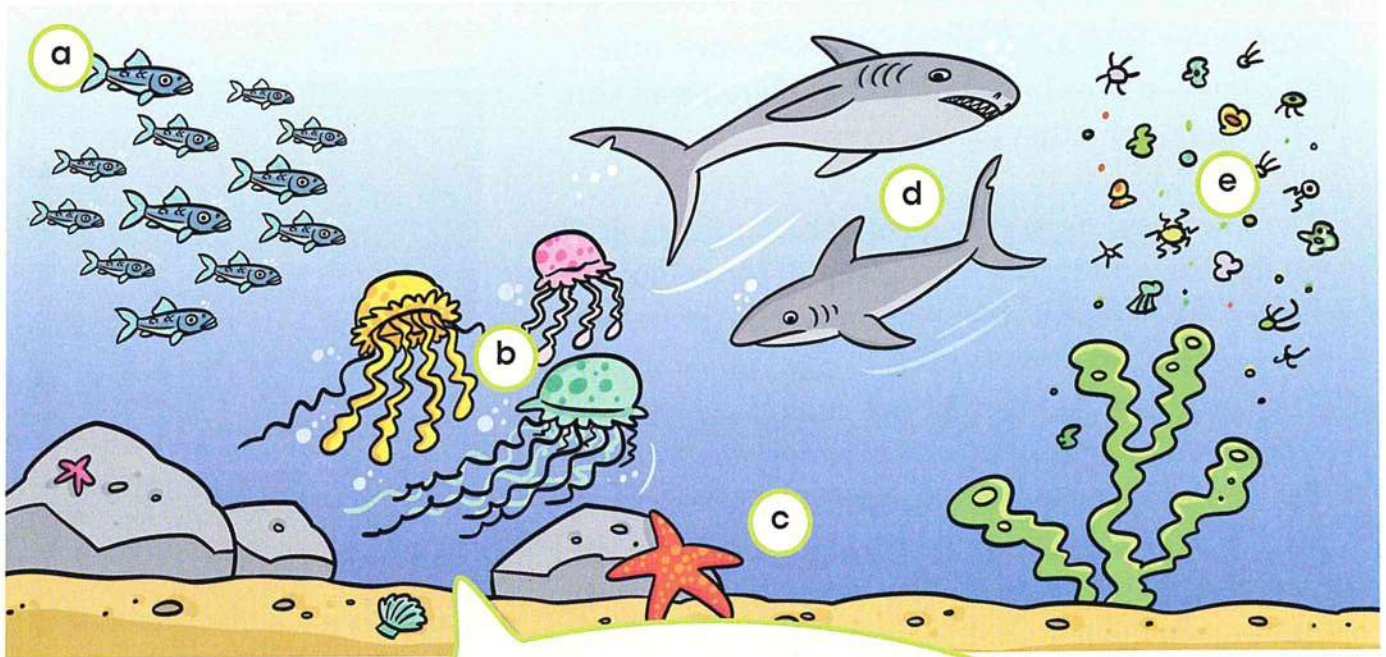
**2**    **Vocabulary**

Look at the ocean creatures and plants in the diagram. Can you match the names to the pictures?

minnows   sharks   plankton   jellyfish   starfish

**64** **3**   **Listen and read**

Omar is doing a presentation about ocean food chains. Look at the picture and guess the order of the food chain. Then listen and read to check.



Did you know that the ocean food chain begins with very small plants? The small plants make their own food from the sun's energy. In the ocean, there are very small animals called plankton. The little plankton eat the very small plants. The next link in the chain are jellyfish and starfish. These animals eat the plankton. Then, the jellyfish and starfish are eaten by small fish. These small fish are called minnows. Larger fish, such as sharks, then eat the smaller fish, the minnows.

## Lesson 4 Animal camouflage

**1 Talk about it**   Look carefully at the photos below.

Talk about what you can see.

**2**   **Read**

Read the text, and match the animals in blue to the pictures in Activity 1.  
Why do the animals change their colour?

Animals must be clever to stay safe and alive, so some animals have camouflage. This means that they can change colour, so that they are the same colour as the environment.

The **chameleon** can change its colour. If a chameleon is on green leaves, it changes to green; then other animals can't see it and eat it. The chameleon can hide and catch other insects to eat.

The **flower spider** is very good at camouflage. It sits on flowers, and changes its colour to the colour of the flower. This keeps it safe, but it also has sharp teeth!

The **cuttlefish** can also change colour – very quickly – and can also change its body shape! If a larger fish chases it, the cuttlefish shoots black ink into the sea. This means the bigger fish cannot see and the cuttlefish is safe. Did you also know that cuttlefish have green blood and three hearts?




**3**   **Read**

Read the text again. Are these sentences **true** (T) or **false** (F)? Correct the false sentences.

- 1 Some animals change colour to stay safe.
- 2 If a chameleon sits on green leaves, other animals can see it easily.
- 3 The flower spider has no teeth.
- 4 The cuttlefish can change its colour and body shape.
- 5 Bigger fish can always see a cuttlefish.

## Lesson 5 Scales, stripes and humps

### 1 Use of English

- 1 Look at the three animals in Lesson 4.  
Read sentences a, b and c, and match them to the animals.
  - a It sits on flowers.
  - b It can change its colour and its body shape.
  - c It changes to green when it's on leaves.
- 2  Read the *Use of English* box. Find examples of *it* and *its* in the sentences. What does *it's* mean?

### 2 Word study Animal characteristics

Look at the animals below, and use the words in the box to describe how they use these characteristics. Use *it/its* when you can.

a long tail   big ears   stripes   scales   a hump

A snake has got scales. It uses its scales to move and keep cool.



### 65 3 Listen

Listen to Samira talking about her animal project.

- 1 Which five animals does she talk about?
- 2 Write down three facts about the animals. Share the facts with your class.

### Use of English

#### it and its

We use **it** instead of the name of a place, object or animal, so that we don't repeat the name.

We use **its** if something belongs to an animal or a place. Remember! No apostrophe: **it's**.

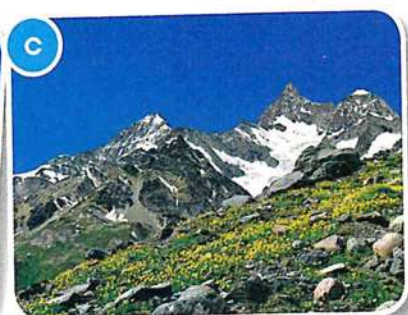


## Lesson 6 My learning

1 **Talk about it**   Look at the different places.

Can you match the pictures and words? Describe a place to your partner, but don't say the word. Can your partner guess the place?

the Antarctic forest desert mountains ocean



66 2  **Listen**

Before you listen, read the table and number the ocean creatures in the same order as the food chain. Then listen to Tariq talking about the food chain. He makes two errors. Listen and correct the errors.

plankton	jellyfish and starfish	sharks	minnows (small fish)
	1		


3  **Use of English**

Circle *it* or *its*.

A snake has got scales. It / Its scales help it / its to move and to keep cool.

- 1 A flower spider uses camouflage very well. **It / Its** sits on flowers and changes colour.
- 2 A cuttlefish can change **it / its** colour very quickly.
- 3 An elephant has very big ears. **It / Its** ears help to keep **it / its** cool.
- 4 A zebra has got black and white stripes. **It / Its** ears are very small.
- 5 And the camel? **It / Its** has a big hump on **it / its** back.

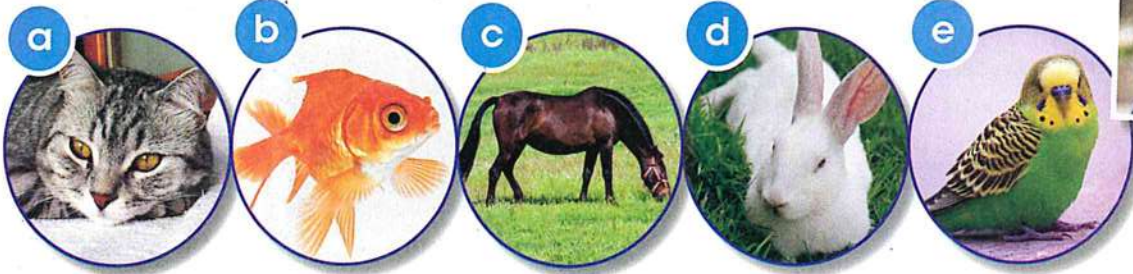
## Lesson 7 Looking after pets

**1 Talk about it**  Have you got a pet or would you like to have a pet?

Make a list of animals that make good pets. Give reasons for your answers.

**67 2 Listen** 

Part 1. Listen to Yousif talking about his family's pets. Which three pets in the pictures does he talk about? Which one is his pet?



**68 3 Listen**

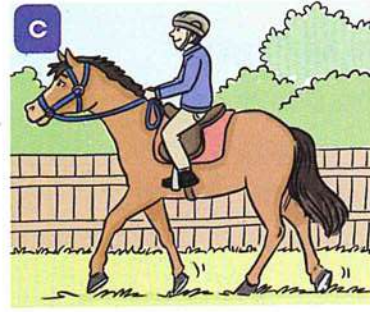
Part 2. Listen to Yousif talking about his own pet. Choose a sentence to describe what he talks about.

- a** Things you can do with your pet      **b** The food that your pet eats      **c** How to look after your pet

**68 4 Word study**   Caring for pets

Match the correct word with each picture. Listen again and check your answers.

feed    brush    clean    exercise    visit (the vet)    look after (teeth)

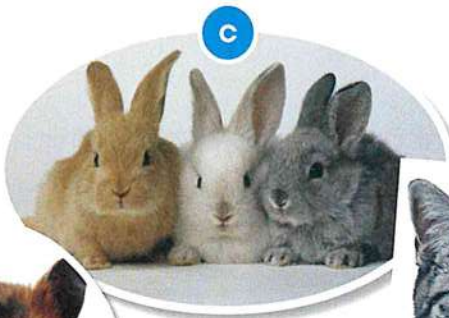
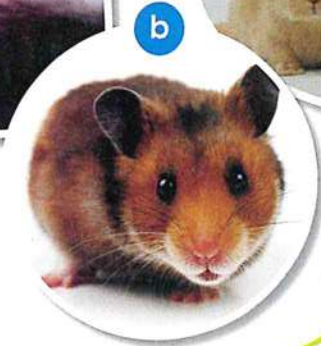


## Lesson 8 Advice for pet owners

### 1 Talk about it



Look at the pets. How do you take care of these pets?



### 69 2 Read and listen

Read and listen to Aisha talking about her pet. Which pet does she have? Use the pictures to help you.

You have to work hard when you have this pet, and you must look after it. You must give it clean water every day, and you must feed it every day. You should feed it meat and fish. These pets must eat meat to stay healthy. Also, it should have a safe place where it can sleep. You don't have to brush it because this pet cleans itself. This pet is often very active. It should have a place to exercise, such as a garden or yard, where it can run and climb.

### 3 Use of English

Read the *Use of English* box and underline the modal verbs in the text.

#### Use of English

##### Modal verbs: must, should, have to, don't have to

We use **must** + verb or **have to** + verb, when we talk about things that are very important to do.

You **must** give it clean water every day.

You **have to** work hard when you have a pet.

We use **should** + verb to talk about something that it is important to do, or a good idea to do.

You **should** feed it meat and fish.

We use **don't have to** + verb, when something is not necessary.

You **don't have to** brush it.

## Lesson 9 Let's go to the zoo

### 1 Talk about it



Have you ever visited a farm, zoo or safari park?

Was it a school or family trip? What animals did you see? What did you do?

### 2 Read

Read this leaflet about the Al Ain Zoo. Would you like to go there? What animals would you like to see? Choose three activities you would like to do. Why?

## AL AIN ZOO

Come and feed the monkeys!

Be the first to feed the giraffes!

Don't miss the safari tour!

See amazing animals from all over the world!

### *There's lots to see at Al Ain Zoo*

Come and meet our lions, giraffes, meerkats and gazelles!

Ride our camels and meet our parrots!

Don't leave without seeing our snakes and eagles!



#### Opening times:

Every day: 9am–8pm

Public Holidays: 9am–10pm

Ramadan: 5pm–11pm

#### Prices:

Adults: 30 EAD

Children (3–12 years): 10 EAD

Under 3 years: Free entry

### 3 Read

Read the leaflet and answer **true** (T) or **false** (F).

- 1 You can ride the camels.
- 2 The zoo is closed on Saturdays.
- 3 There aren't any snakes.
- 4 You can give food to the monkeys.
- 5 You have to pay for children under the age of three.

#### Writing tip

Use imperative sentences to write your slogans.

Come and ... ! Don't miss ... !

Be the first ... ! Don't leave ... !

## Lesson 10 An animal poem

**1 Talk about it**  Have you ever asked for something that you couldn't have?

How did you feel? Why couldn't you have it?

**70 2 Read and listen**

Read and listen to the poem. Find the animals in the poem and underline them. How does the writer feel at the start and end of the poem? Why?

I really wanted a hamster, but my Mum said 'no'.  
I really wanted a cat, but my Mum said 'no'.  
I really wanted a snake, but my Mum said 'no'.  
I really wanted a horse, but my Mum said 'no'.  
I really wanted a pet, but my Mum said 'no'.  
I felt really sad and I felt really low.

My Dad came home with a big glass box.  
He filled it up with water, some small plants and rocks.  
He showed me two orange fish in a small plastic bag  
And we put them in the water, and then I felt glad.



**3 Write** 

Write a short poem about animals you are sure you can't keep in your house.

I can't keep a ...

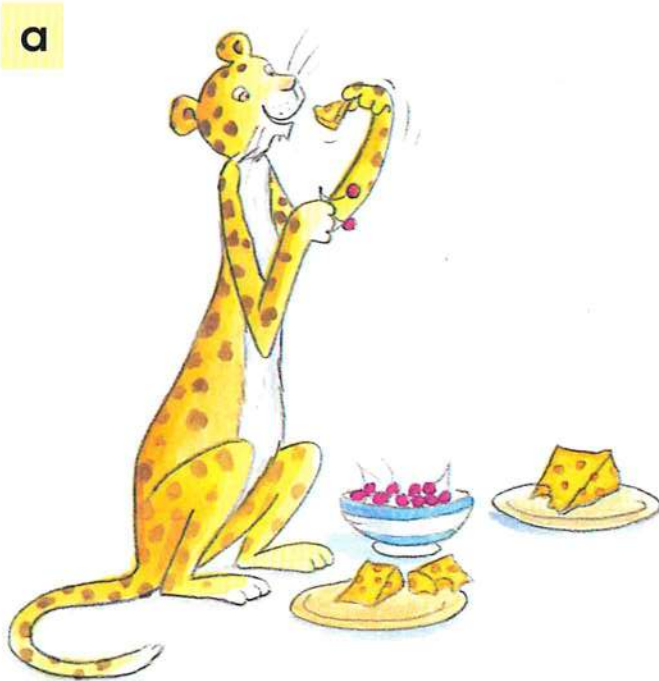
And I can't ...

I can't keep a ...

Or a ... with a ...

## Lesson 11 Same sounds

**1 Talk about it**  Look at the two pictures and describe them to your friend.



**71 2 Read and listen**

Match with the correct picture. What do you notice about the words?

- 1 Lex the lion laughed loudly as he leaped over Lucy the lazy lizard.
- 2 Charly the cheetah chewed cheese and cherries.

Choose the correct description for these sentences.


- a All the words rhyme.
- b The main words all start with the same sound.

**3 Write** 

Look at the guide below, then copy and complete the table.

Name	Adjective (eg. size, shape, appearance)	Colour	Animal	Action verb	Adverb/noun
Salem	(the) small	silver		swims	slowly
Butti	(the)	blue		bites	

## Lesson 12 My learning

**1 Talk about it**  Think about the horse that Yousif described in Lesson 7.

Discuss with your friend.

- 1 How did Yousif look after his horse?
- 2 Why is it important to look after animals and pets?
- 3 Is it good to keep pets? Why? Why not?



**2**  **Use of English**

Read the sentences. Look at the underlined words and decide if they are **true** (T) or **false** (F). Correct the false sentences.

- 1 You should clean your cat every day.
- 2 You must look after any pet that you have.
- 3 You don't have to give a hamster clean water.
- 4 You have to brush your fish often.
- 5 If your pet is ill, you should visit the vet.
- 6 A horse must have a lot of exercise.
- 7 You don't have to feed cats with meat or fish.

**3**  **Write**

Your teacher will give you the name of a pet. Work with a partner and finish the sentence parts about the pet.

- 1 If you have a \_\_\_\_\_, you should \_\_\_\_\_.
- 2 You don't have to \_\_\_\_\_.
- 3 You must \_\_\_\_\_ every day.
- 4 You have to \_\_\_\_\_.
- 5 You should \_\_\_\_\_ but you don't have to \_\_\_\_\_.

## Lesson 13 Review

- 1  Write the names of two animals which live in each habitat.

the Antarctic   mountain   ocean   desert

- 2 Name two natural places that you would like to visit. Why?  
3 Draw a diagram to show the food chain in the ocean.  
4 Write a description of a tiger.  
5 Write a description of a snake.  
6 Give an example of how an animal uses camouflage.  
7 Name two advantages and two disadvantages of having a pet.  
8 Use these verbs to explain how to care for a cat. Write three sentences.

should   must   don't have to   have to

- 9 Write a slogan to interest children about the new lions at a zoo.  
10 Make a short sentence with one of these letters: l, s, m, b, or g.  
All or most of the words must start with that letter. Include an adjective, a verb and a noun.





1



## Design a poster: a zoo or a wildlife park

- 1 Imagine that you and your group are opening a new zoo or wildlife park for animals in your area with lots of activities for children and families.
- 2 Think of a name for your zoo or wildlife park.
- 3 Discuss and make a list of the animals that are going to live there.
- 4 Decide on three activities for children.
- 5 Write slogans to attract visitors to your zoo or wildlife park.
- 6 Draw or find pictures of animals that live at the zoo or wildlife park and put them on your poster.
- 7 Display your poster in the classroom.

2



## A study of a natural place

- 1 Choose a natural place that is in your country.
- 2 Look on the Internet and find information about this place. Take notes on:
  - The place and climate.
  - The animals that live there.
  - Find out what they eat and what eats them!
  - Choose one of the animals and draw a picture of it.
  - Find out the animal's characteristics.
- 3 Present your findings to the class.

# Unit 11

# Animal Kingdom

## We're going to:

- listen and read about animal habitats and wild animals
- talk about animal homes
- present an animal habitat and a wild animal

- design and present a poster about animal homes
- write a description of a wild animal

## Lesson 1 Deserts

### 1 Talk about it

When you think of a desert, what do you imagine?

What do you know about deserts?

### 2 Read

What do you know about the Rub' al Khali desert? Do you think it's an easy place to live in? Why/Why not? Read and check your ideas.

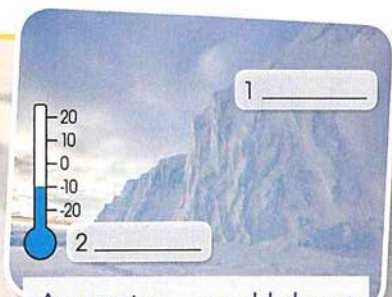
## The Rub' al Khali Desert

Deserts are areas of the world which are very **dry**. This means that they don't get much rain. But did you know that deserts can be cold or hot? Cold deserts are usually covered in **ice**, while hot deserts are usually covered in **sand**.

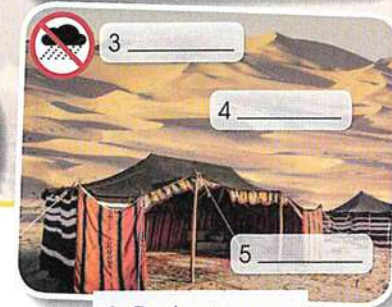
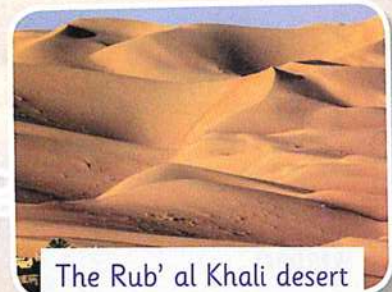
One of the largest sand deserts in the world is the Arabian desert. Its centre has a special name: the Rub' al Khali. It covers parts of Saudi Arabia, the United Arab Emirates, Oman and Yemen and it's an extremely hot place. The **temperature** can reach 56°C!

The Rub' al Khali isn't a very easy place for people. There aren't any towns or cities. If you want to visit this desert, you'll need to sleep in a **tent** and live just like a true Bedouin!

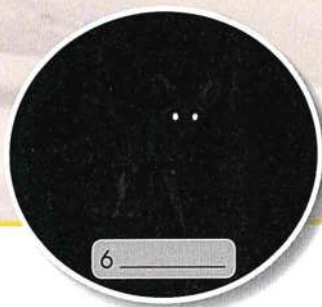
And if you want to see some desert animals, you'll have to stay up late, too. Most of the few animals that live in this desert are **nocturnal**. They only come out at night when it's cooler!



Antarctica – a cold desert




A Bedouin tent



### 3 Vocabulary

Use the words in **blue** to label the pictures 1 to 6.

## Lesson 2 Desert animals

1 Talk about it  What's your favourite desert animal? Why?

72 2   Listen

Listen to Asad and Amir talking about two animals that live in the Rub' al Khali desert. Complete the cards with the words below. Make any necessary changes.

move insect hide ~~change~~ diet stand

### Arabian toadhead agamas

- special eye shape to keep the sand out
- can change <sup>(1)</sup>: the colour of its body
- eats various \_\_\_\_\_ <sup>(2)</sup>
- \_\_\_\_\_ <sup>(3)</sup> on legs to avoid hot sand
- sinks quickly in the sand for protection



### Arabian darkling beetle

- longer legs than other beetles
- can \_\_\_\_\_ <sup>(4)</sup> very fast
- \_\_\_\_\_ <sup>(5)</sup> its head in the sand for protection
- nocturnal behaviour
- \_\_\_\_\_ <sup>(6)</sup>: plants and seeds



72 3 Listen

Listen again and decide if the sentences are **true** (T) or **false** (F).

- 1 Camels are the only animals that live in the Rub' al Khali desert.
- 2 The agama lizard has very small eyes.
- 3 The agama lizard can look like sand to hide from other animals.
- 4 The agama lizard uses its tail to stay away from the hot sand.
- 5 The desert beetle hides its food in the sand.
- 6 The desert beetle sleeps during the day.

## Lesson 3 Rainforests

**1 Talk about it**   What do you know about rainforests?

Why are rainforests important to us?

**2 21st Read**

**1 Skim** read the text. Match the questions to the correct paragraph from the text.

- a Why are rainforests important to us?
- b What is a rainforest?
- c What are the parts of the rainforest?

**2 AB Scan** read the text. Find these words in the text and circle them.

wet giant leaves cool forests dark hairs bugs

**3 Guess meaning from context** Use the words you know to guess the meaning of the words you do not know. Compare with a partner and then check in a dictionary.

**1** Rainforests are very large, wet forests. It is usually warm in a rain forest, and it rains all year round. In a year it can rain as much as 260 centimetres!

**2** We need rainforests because they give us oxygen, which all animals need, and they also use up carbon dioxide. Rainforests are home to many types of plants and animals.

**3 Emergent layer:** This is the tallest part in the forest where there are giant trees. Only animals that can fly live here, such as the harpy eagle and the pygmy glider.

**Canopy:** This is the upper part of the leafy trees. It is full of animal life and the noisiest part of the forest. This is where the sloth lives, as well as the spider monkey and the toucan.

**Understory:** This is a cool, dark environment under the leaves of the trees. It is home to animals like the red-eyed tree frog and boa constrictor.

**Forest floor:** Many insects and other bugs live here such as the large, leafcutter ants and hairy caterpillars with stinging hairs which protect them from other animals.



### Reading strategy: Skimming, scanning, guessing meaning from context

Don't worry if there are words in a text you don't know. You can read the text quickly to see what it's about (**skim**). Then, you can look for unknown words and underline them (**scan**).

Finally, you can use the words you know to help you understand the unknown words (**guess meaning from context**).

## Lesson 4 Rainforest animals

**1 Talk about it**  Look at the picture. Where do you think this monkey lives?  
What does it eat?

### 2 Read

Read Mira's description of the spider monkey. Skim the text and choose a heading for each of the sections 1 to 4.

- a What they eat                      c ~~Where they live~~  
b What they look like              d Other information



#### 1 Where they live

Spider monkeys live in the tropical rainforests of Central and South America. They usually live high up in the trees and almost never come down.

#### 2

They have got thick, black, brown or red fur and very long arms and long legs. They've also got very strong, long tails which they use to hang upside down from the trees.

#### 3

Their favourite food is fruit, which they pick with their long arms, but they also eat plants and honey.

#### 4

Spider monkeys live in groups of 20 or more and are active during the day. They love jumping from tree to tree! However, these monkeys are not very friendly. When they see a person, they often scream and shake the branches of the trees!

### 3 Read

Scan the text and circle the adjectives Mira uses to describe the spider monkey.

### 4 Use of English

Read the *Use of English* box. Find the shape and colour adjectives that you circled in Activity 3 and write 4 (for shape) or 5 (for colour).

#### Use of English

##### Adjective order

1	2	3	4	5	6
Number	→ Size	→ Age	→ Shape	→ Colour	→ Noun
Three	big	old	thin	brown	monkeys

## Lesson 5 Poem: *If I Were a Sloth*

1 **Talk about it**  What's your favourite animal? Why?

2 **Read and listen**

Read and listen to the poem. Put the pictures in order.

### *If I Were a Sloth*

If I were a sloth  
Hanging from a tree,  
I could show the world  
My personality.

I would see the world  
Hanging upside down,  
Dangling like a coconut,  
High above the ground.

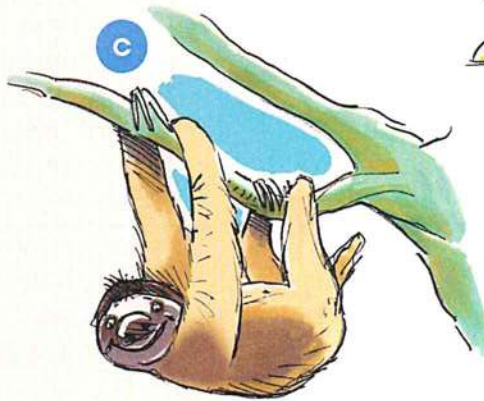
I would nap all day  
In the canopy,  
Of the Rain Forest  
Cecropia trees.

I would move real slow,  
Slow as slow can be,  
Hiding from jaguar,  
My fierce enemy.

I am nocturnal.  
I only play at night.  
When the sun goes down,  
I like to grab a bite.

I can whistle like a bird.  
I am really rare.  
With my long, long arms,  
People like to stare.

In my grey-green coat,  
I will always thrive.  
I'm a little sloth.  
I make the jungle jive.



*Kathy Paysen*



3 **Use of English**

We compare two things by using the word **like**.  
Look at the example from the poem. Find another  
example in the poem.

dangling **like** a coconut

### Vocabulary

**nap:** sleep

**grab a bite:** eat

**upside down:**

**coconut:**



# Lesson 6 My learning











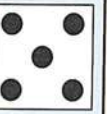
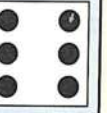
## 1 Talk about it



21st

Work in groups. Take turns to throw two dice.

One is for 'across' and one is for 'down'. Find the right square and answer the question or say the word.

						
	There's a lot of this in deserts and on beaches.	Would you like to live in the desert? Why/Why not?	What do you do to stay cool when it's hot?	Miss a turn.	Draw an insect hanging from a tree.	Complete the sentence: Our car is fast like ...
	Are all deserts hot?	Roll the dice again.	The opposite of 'wet'.	Choose a desert. Tell your group about it and ask them to guess.	Would you like to live in a rainforest? Why/Why not?	Draw a picture of a leaf on a tree.
	What's the temperature today in your city?	Miss a turn.	Name two desert animals.	Some animals can change this when they don't want other animals to see them.	You sleep in this when you're camping.	Choose a desert animal. Tell your group about it and ask them to guess.
	Animals that are busy during the night.	Animals that sleep during the day, can see well in the ... ?	Miss a turn.	When it's very cold, water changes to ... ?	A word that means very big.	Name two rainforest animals.
	Roll the dice again.	Complete the sentence: My brother/sister is ____ like ____	Imagine you're in a rainforest. What can you see?	Choose a rainforest animal. Tell your group about it and ask them to guess.	Another word for 'insect'.	Make a sentence: Look at that/flower/white/little
	Animals do this when they don't want other animals to see them.	How do desert animals stay cool?	Roll the dice again.	Name a difference between a desert and a rainforest.	If you walk in the rain, you get ... ?	Miss a turn.

## Lesson 7 The polar regions

### 1 Talk about it



Look at the pictures below. Would you like to visit these places?

Why/Why not?



### 2 21st Talk and listen

In your group, read the questions and choose the correct answer. Then, listen to Deema talking to her mother, and check your answers.

### QUIZ!

- The polar regions are
  - at opposite ends of the Earth.
  - next to each other.
  - only in Antarctica.
- What is unusual about the polar regions?
  - The sun is always up in the sky.
  - There is no summer.
  - There are only two seasons: summer and winter.
- When it's summertime in the polar regions,
  - it can get quite hot.
  - temperature stays below 10°C.
  - there are only 10 days of sun.
- Antarctica is the polar region
  - with the coldest temperatures.
  - that had -50°C.
  - where it's extremely warm.
- Animals in the polar regions
  - live in trees.
  - only eat grass.
  - sleep during winter.

### Use of English

#### Adverbs of degree

Adverbs give more information about adjectives. Adverbs of degree tell us how strong something is.

- |                                     |             |
|-------------------------------------|-------------|
| <input type="checkbox"/>            | a little    |
| <input checked="" type="checkbox"/> | 4 extremely |
| <input type="checkbox"/>            | quite       |
| <input type="checkbox"/>            | very        |

### 3 Use of English

Look at the *Use of English* box and order the adverbs from 1 to 4, where 4 is the strongest.



## Lesson 8 A polar animal

### 1 Talk about it



Which animals live in the Arctic or Antarctica?

What do you know about them?

### 75 2 21st Listen

Read the statements and decide if they are **true** (T) or **false** (F).  
Then listen to the radio show and check.

### WALRUS

- 1 The walrus lives in Antarctica.
- 2 The walrus has two long teeth that are called tusks.
- 3 The tusks help the walrus swim.
- 4 The walrus uses its tusks to get out of the water more easily.
- 5 The walrus has hairs near its mouth, like a cat.
- 6 The walrus swims slowly.
- 7 Special fat called blubber helps to keep the walrus warm.



### 3 Vocabulary

Look at these sentences from the recording. What do the words in **bold** mean?  
Match to the correct definition.

- 1 Ahsan Nazari is a marine **biologist** who spends his time studying animals in the polar regions. **b**
  - 2 The tusks are **useful** for getting out of the water.
  - 3 The walrus can make its **heart** work slower.
  - 4 This allows it to feel **comfortable** both in the sea and on land, even when it's  $-35^{\circ}\text{C}$ .
- a the part of the body that sends blood around
  - b a person that studies animals and plants.
  - c something that feels nice
  - d something that helps you do things

## Lesson 9 Oceans

### 1 Talk about it How much of Earth is covered by water?

How many oceans are there?

### 2 Read

- 1 Read the article below and check your answers.
- 2 Write down one interesting fact from the article.

Look at a world map. What colour **covers** most of our planet? ... It's blue! Water covers 71% of Earth. We call this water **ocean**.

There are five big oceans: the Pacific, the Atlantic, the Indian, the Arctic and the Antarctic Ocean.

The Pacific is the **largest** ocean and it has about 25,000 **islands**. The Indian Ocean is the warmest and the smallest is the Arctic Ocean. Most of it is covered in ice during winter. In 2000, scientists **agreed** to give a name to the waters that surround Antarctica: the Antarctic Ocean.

Oceans can be so **deep** and dark that some fish have their own lights to find their food!

Although scientists have explored the ocean in ships and submarines, we still know very little about it. One thing we do know is that water makes Earth a very special planet!



a submarine exploring the ocean floor

### 3 Vocabulary

Use the words in **blue** in the text to complete the sentences.

- 1 Scientists \_\_\_\_\_ to send a submarine to explore the bottom of the Pacific Ocean.
- 2 I had to fly over the Atlantic \_\_\_\_\_ to get from London to New York.
- 3 The ocean water is so \_\_\_\_\_ at some points, that it's completely dark.
- 4 The \_\_\_\_\_ animal on earth is the blue whale and it can be 30m long.
- 5 I'd love to go on holiday on one of the beautiful \_\_\_\_\_ in Indonesia.
- 6 You need to wear a special swimsuit that \_\_\_\_\_ your whole body when you go deep in the ocean.

## Lesson 10 An ocean animal

**1 Talk about it**   Look at the pictures below. Do you know this animal?

Where do you think it lives? What kind of ship is this?

**2 Read** 

Read the blog post of Shruti Rahal, a scientist travelling on a research ship in the Arctic Ocean. Why was this a great day?

**27th November**

We left the Jebel Ali port in Dubai two months ago. We're in the Arctic now and we're sailing through ice! It sounds quite cold, doesn't it?

Today I didn't mind being cold, because we finally swam with a beluga whale! At first, my **colleague**, Tashiya, and I were a little **worried**, as the whale was nearly five metres long. That is big, isn't it?

I'll never forget swimming with this beautiful, white **creature**. It made **wonderful** sounds – clicks, whistles and clangs. Was it talking to other whales?

Beluga whales are dark grey when they're young, but turn white later in life. They have very thick skin and lots of blubber to keep them warm in the cold Arctic waters.

Before we came out, the whale came very close and then started swimming backwards. I think it was a **sort** of 'goodbye'. It was a great day, wasn't it?



**3 Use of English**  

Skim the blog post and find the question tags Shruti uses.

**4 Vocabulary** 

Replace the underlined words in the sentences below with the words in **blue** from the text. Make any necessary changes.

- 1 The islands in the Indian Ocean are full of beautiful animals and plants.
- 2 The beluga whale is a type of whale that lives mainly in the Arctic Ocean.
- 3 I bought a magazine with some really good pictures of the ocean wildlife.
- 4 The person who works with me will show you some pictures of the beluga whale.
- 5 I was a little afraid about swimming in the cold Arctic water, but my special swimsuit kept me warm.

### Use of English

#### Question tags

Question tags are short questions at the end of sentences. We use them to check information or find out if someone agrees.

Antarctica is a very cold place, **isn't it?**

## Lesson 11 Animal homes

1 Talk about it   Do you have a pet? Where does it live?

2  Read

Read the facts below about some strange animal homes. Which one do you think is the most unusual? Why?



- **home:** beehive
- **animal:** bee
- **interesting fact:** Bees **are born, grow up** and **keep** their food in this home.



- **home:** burrow
- **animal:** puffin
- **interesting fact:** Puffins use holes in the ground or in rocks as homes and **return** to the same burrow every year.



- **home:** web
- **animal:** spider
- **interesting fact:** Spiders use webs to **relax**, but they use it more for catching their food.



- **home:** nest
- **animal:** hummingbird
- **interesting fact:** The hummingbird nest is tiny (about the size of a golf ball) and **fits** two eggs (each the size of a coffee bean).



### 3 Vocabulary

Choose the correct answer to complete the sentences.

- 1 When a hummingbird \_\_\_\_\_, it stays in its nest until it can fly.  
a grows up      b is born      c relaxes
- 2 The spider hides and \_\_\_\_\_ to its web when there's an insect on it.  
a keeps      b fits      c returns
- 3 Even wild animals get tired and need to \_\_\_\_\_ sometimes.  
a relax      b be born      c fit
- 4 Bees \_\_\_\_\_ in their hive and only leave when they can fly.  
a grow up      b return      c fit
- 5 Puffins are very tidy and \_\_\_\_\_ their burrows very clean.  
a fit      b return      c keep
- 6 Although there are thousands of bees in one hive, they all \_\_\_\_\_.  
a return      b fit      c grow up

## Lesson 12 My learning

### 1 Review

Play *Jeopardy*. Choose how many points you want to play for (50, 100 or 200) and answer the question!

# Jeopardy

1

Polar regions only have two seasons.  
True or false?

200

8

Make a sentence with 'extremely'.

50

15

60% of Earth is covered by oceans.  
True or false?

100

2

The walrus and the beluga whale have blubber.  
True or false?

50

9

Many polar animals go to warmer places when it's too cold.  
True or false?

200

16

A biologist usually studies ... ?

50

3

The coldest temperature in Antarctica was  $-80^{\circ}\text{C}$ .  
True or false?

200

10

You're a hummingbird. Do you have a big house?

50

17

Which ocean was added to the other four oceans in 2000?

200

4

Polar animals usually have hairs all over their body.  
True or false?

100

11

What colour is a beluga whale when it's young?

200

18

We know everything there is to know about oceans.  
True or false?

50

5

The Arctic is at the opposite side of Antarctica.  
True or false?

50

12

A walrus has no teeth.  
True or false?

200

19

Make a sentence with 'whiskers'.

50

6

You're a puffin. Where do you live?

100

13

You're a spider. Where do you relax?

100

20

Some polar animals sleep during the warmer months.  
True or false?

200

7

How many bees live in a beehive?

200

14

Make a sentence with 'quite'.

100

21

The beluga whale can make its heart work more slowly.  
True or false?

100

## Lesson 13 Review

### 1 Read

Read the story and answer the questions.

## A night in the Rub' al Khali Desert

**A** Hilal and his two best friends, Nasser and Saif, couldn't wait for the weekend to come. They spent all week organising their trip to the Rub' al Khali desert. They would camp on the sand and sleep in an old tent that Nasser's dad agreed to lend them. They packed some food and warm clothes to feel comfortable in the cool temperatures of the night. Finally, it was Friday.

**Question 1:** How do you think the three friends arrived at the desert?

**B** It was a long journey on the bus and the three boys slept most of the time. They got off the bus and started walking towards the desert. When they arrived late in the evening, they saw the large ocean of sand with its wonderful shapes and colours. They all agreed not to move any further into the desert. They were worried they might not be able to return to where they started from.

**Question 2:** What did the boys do next?

**C** The boys chose a nice place for their tent and as it was getting dark they decided to have their dinner and relax around the fire. They were having a great time, looking at the stars, talking about what it would be like to visit different parts of the world when they grew up, when ...

**Question 3:** What do you think happened?

**D** ... they heard a strange noise. Their hearts froze. What could it be? Saif, the bravest of the three, stood up and told his friends to stay where they were. He got his torch and went closer to where the noise came from and looked around.

**Question 4:** What did Saif see?

**E** Saif saw two small lights moving around in the little grass that was there. He couldn't understand what it was. He went closer and suddenly he started laughing.

**Question 5:** Why do you think Saif was laughing?

**F** Then he came back holding a small desert cat in his hands. Hilal and Nasser started laughing, too. They were all happy that the noise came from this nocturnal animal and not from some other desert creature!

### Vocabulary

**freeze (froze–frozen):** when something becomes hard/cold as ice

**torch:** a small electric light you can hold

**1****Present an animal home and how this animal makes/builds it.**

- 1 Think about an animal you like or search on the Internet for animals that have interesting/unusual homes.
- 2 Find information and take notes on these topics:
  - Where does the animal build/make its home?
  - What does its home look like?
  - What materials does the animal use?
  - How many animals can fit in it?
  - Why is it an interesting/unusual animal home?
- 3 Remember to use as many adjectives as you can and adverbs of degree. Include some similes and pictures to make your description more interesting and fun!
- 4 Present your findings to the class. Remember to use question tags, to engage your audience!
- 5 When you've listened to all the presentations, vote as a class on the most interesting/unusual animal home.

**2****Design a poster to encourage people to make their town, school, park or house a perfect home for a wild animal.**

- 1 Choose a wild animal.
- 2 Do some research and find out:
  - What does this animal like eating?
  - Where does it prefer to make/build its home?
  - What is it afraid of?
  - What material does it need to make/build its home?
  - What other things does it like?
- 3 Find or draw some pictures to make your poster more interesting.
- 4 Create your poster.
- 5 Present your poster to the class! At the end, vote on which poster you thought was the best.

# Unit 12

# Ancient civilisations

## We're going to:

- talk and find out about ancient civilisations
- read a text about the Egyptian pyramids
- give a presentation about life in ancient times
- interview a partner about a discovery

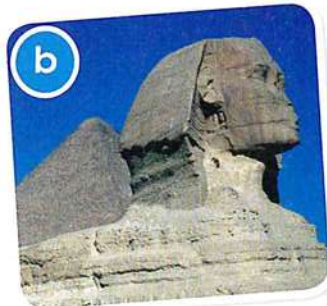
- write a newspaper report
- understand and talk about an extract from a book

## Lesson 1 Ancient Egypt and Rome

### 1 Talk about it



- What do you know about these places and buildings?  
Where are they? Who built them? Are they modern or ancient?
- Which building is the same shape as the Wafi Mall in Dubai?  
Which building is round? Which building is a bridge?



### 76 2 Listen

Listen to two learners talking about these buildings.  
Match the names of the buildings with the pictures.

The Colosseum    The Sphinx  
The Pyramids of Giza    An aqueduct

### Vocabulary

**stone:** hard rock

**tomb:** a place to put dead people and animals (usually made of stone)

**fight:** hit and try to hurt each other

### 76 3 Listen

Match the sentences with a building from Activity 1. Listen again and check your answers.

- These were the stone tombs where they put the Egyptian kings when they died.
- It has the body of a lion, and the head of a human.
- It looks like a modern football stadium.
- They were built to bring fresh water from the hills to the town.



## Lesson 2 I think that the ancient Egyptians were amazing!

### 1 Use of English

Look at the *Use of English* box. Make sentences that are true for you. Then tell your partner.


I know that the pyramids are in Egypt.

I know that	the Colosseum	carried fresh water.
I think that	the pyramids	were tombs for Egyptian kings.
I believe that	aqueducts	looks like a football stadium
	the Sphinx	was/were ...
	the Egyptians	is/are ...
	the Romans	

### 2 Talk and write

1 Are these facts true or false? Use **I think**, **know**, **believe** ... to talk about them.

Is it true that ...  
... the ancient Egyptians used pictures and not words to show ideas?  
... zero is not used in Roman numerals?  
... they put the king's possessions in the pyramid with his body?  
... the Sphinx doesn't have a nose?

2  Now write your own sentences and then ask another pair.

### 3 Read

Read Maya's description of the pyramids and underline her opinions.

The pyramids are amazing buildings! They were used as royal tombs for the kings in ancient Egypt. Archaeologists say that it took about 20 years to build the Great Pyramid of Giza. Inside the pyramid there were rooms for all the king's possessions and lots of jewels and treasure. It was probably really beautiful inside the pyramids, and I'm sure the pictures on the walls are really interesting because they tell us about life in Ancient Egypt.

### Use of English

#### Sentences with *know*, *think*, *believe*

Use **I know** for facts, and **I think** or **I believe** for opinions.

I **think** that ancient buildings are interesting.

I **know** that the Romans lived a long time ago.

I **believe** that Sphinx looks like a lion with a human head.

### Vocabulary

**possessions:** the things that are yours (your books, clothes, house)

**archaeologists:** people who study ancient civilisations

**Roman numerals:** Roman numbers e.g. I, II, III, IV = 1, 2, 3, 4.

## Lesson 3 Egyptian pyramids

### 1 Talk about it



Use a KWL chart to discuss and write notes about:

- (K) What you already **know** about the pyramids.
- (W) What you **want** to learn about the pyramids.
- (L) What you have **learned** about the pyramids (complete this when you have finished the lesson).

K	W	L

#### Reading strategy:

#### Use your own knowledge

Discuss what you already know about a topic. Think of questions you'd like to find the answer to in the text. Think of key words.



a mummy

### 2 Read

Read the text. Check your ideas and try to find the answers to your questions from Activity 1.

#### Amazing facts

The pyramids in Egypt were tombs for the pharaohs (kings) and their queens. When pharaohs and queens died, people made their bodies into 'mummies' – they put chemicals on their bodies and wrapped them in long pieces of material to preserve the bodies. There are about 120 pyramids in Egypt, but the largest one is called the Great Pyramid of Giza. This pyramid is about 140 metres high and was built for the pharaoh Khufu. Archaeologists think that it is over 4500 years old and that the builders used more than 2 million blocks of rock. One block weighed about 2200 kg, which is the same as about 25 fridges!

Inside the tomb the Egyptians put all the things they thought the pharaoh would need after he died, such as clothes, food, musical instruments and games, as well as many objects made of gold.

### 3 Read

Read the text again. Answer these questions.

- 1 How many pyramids are there in Egypt?
- 2 How old is the Great Pyramid of Giza?
- 3 How many blocks of rock did the builders use in Khufu's pyramid?
- 4 What did the Egyptians put inside the pyramids?
- 5 Does the text give facts, opinion or both?

#### Vocabulary

**preserve:** to keep something as it is (we put food in the fridge to preserve it)

## Lesson 4 Building the pyramids

### Use of English

#### Past simple irregular verbs

We use the past simple to talk about finished events in the past.

We form the past simple by adding **-ed** to **regular** verbs: work → worked

But there are many **irregular** past tense verbs in English which you need to learn.

The Egyptians **built** the Great Pyramid of Giza on the west side of the River Nile.

Thousands of workers **made** large blocks of stone.

#### 1 Use of English

- 1 How do you form the past simple of regular verbs?
- 2 Find the past simple form of these irregular verbs in the text on page 173:  
build → built    make → \_\_\_\_\_    put → \_\_\_\_\_    think → \_\_\_\_\_
- 3 Do you know the past forms of these irregular verbs? Use your dictionary if you need to.  
go → \_\_\_\_\_    eat → \_\_\_\_\_    begin → \_\_\_\_\_    bring → \_\_\_\_\_  
draw → \_\_\_\_\_    come → \_\_\_\_\_

#### 2 Use of English

Complete the sentences about how the pyramids were built, using irregular past simple verbs. Use your dictionary if you need to check the spelling.

- a Finally when the pyramid was almost finished, they \_\_\_\_\_<sup>(1)</sup> (**put**) a block of gold on the top.
- b After they moved the blocks of stone, they \_\_\_\_\_<sup>(2)</sup> (**build**) the first layer. Next, they moved more blocks, and \_\_\_\_\_<sup>(3)</sup> (**build**) the next layer.
- c First of all the engineers \_\_\_\_\_<sup>(4)</sup> (**draw**) a perfect square in the desert sand.
- d Then thousands of workers \_\_\_\_\_<sup>(5)</sup> (**cut**) large blocks of stone and moved them.



#### 3 Read

Write the sentences from Activity 2 into your notebook, in the correct order.

## Lesson 5 Everyday life in ancient times

### 1 Talk about it Describe everyday life in your town or city.

Talk about the subjects in the box.

food houses clothes jobs fun activities

### 2 Write

Choose a subject from the box and compare the present with the past using the linking word *but*. Place a comma before the linking word.

Now we drink fizzy drinks, but in the past we drank water.

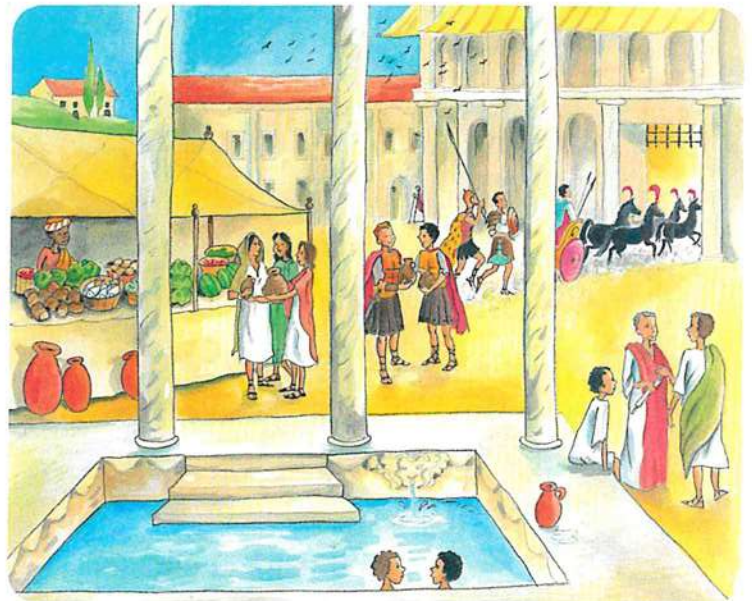
### 3 Word study Ancient Rome

Look at the picture of everyday life in ancient Rome. How is it different to your town? Which of these objects can you find in the picture?

tunic bread sandals baths chariot

#### Listening strategy: Listen for clues

Listening for words that you already know can help you complete an activity.



### 4 Listen

Listen to Ryan's talk about life in ancient Rome. Order the different parts of his talk below.

a food \_\_\_\_ c houses 1 e clothes \_\_\_\_ b jobs \_\_\_\_ d fun activities \_\_\_\_

### 5 Read

Match 1 to 5 with a to e to make sentences.

- |                                       |                         |
|---------------------------------------|-------------------------|
| 1 Rich people lived in                | a the public baths.     |
| 2 Roman boys wore                     | b were usually farmers. |
| 3 People who lived in the countryside | c a tunic and sandals.  |
| 4 Romans didn't eat                   | d a lot of meat.        |
| 5 The Romans often visited            | e big, beautiful homes. |

## Lesson 6 Life in our country in the past

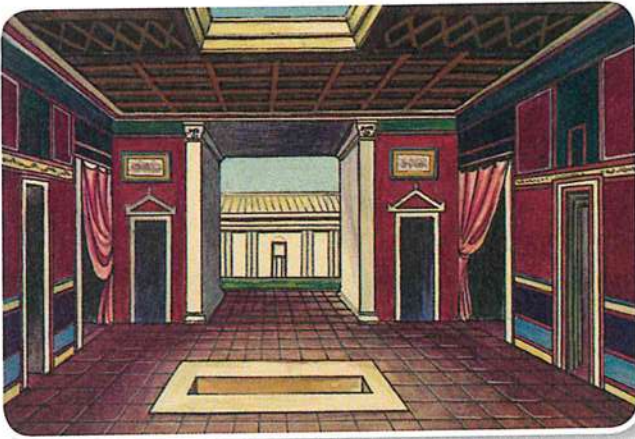
### 1 Talk about it



Look at the pictures of the houses and think about:

Who lived or lives there? How many rooms are there? Would you like to live in this house? Why or why not?

Now talk to your partner and tell them about what you imagined.



Ancient Roman house



Modern Emirati house

### 77 2 Listen



Ryan uses phrases to say what he is going to talk about. Copy 1 to 6 into your notebook and then listen to Ryan and complete the sentences.

- 1 Today I'm going to talk ...
- 2 First of all, I'm going to ...
- 3 Now, I'd like to tell you about ...
- 4 Next, I'll ...
- 5 Moving on to ...
- 6 Lastly, I'm going to tell you ...

### Speaking tip

Talking about a topic. When you give a factual presentation, talk about a few different ideas on the topic to keep your audience interested.

### 3 21st Present it Life in your country in ancient times.

Use the graphic organiser in the Activity Book to plan and organise your presentation.

Choose a period of history in your country.

Research the following: clothing, food, housing, jobs and fun activities.

Find or draw pictures to show the class.

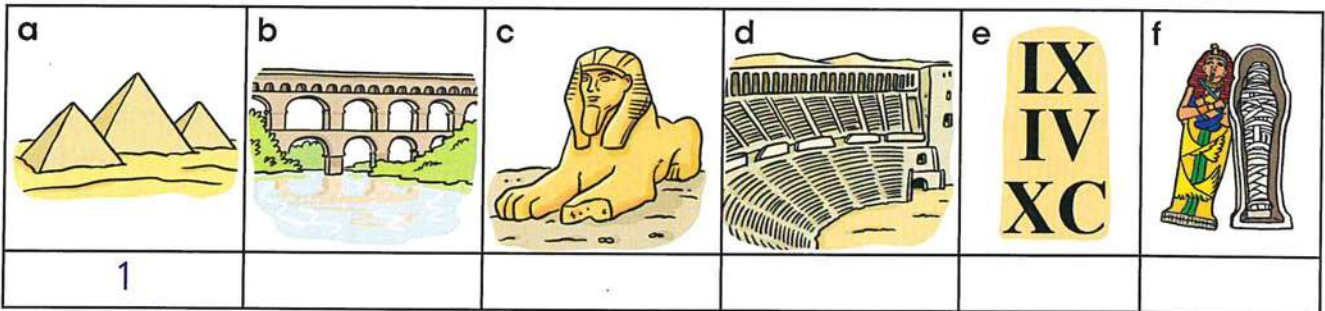
Compare life in the past with the present. Use time expressions e.g. in the past, in ancient times, long ago and the phrases in Activity 2.

Talk for three minutes about your topic.

## Lesson 7 My learning

### 1 Vocabulary

Complete the sentences about ancient civilisations and then match each one to a picture.



- The pyramids were the tombs of the Egyptian Pharaohs.
- A dead king or queen wrapped in material is called a \_\_\_\_\_.
- In Egypt the stone animal that looks like a human and a lion is called the \_\_\_\_\_.
- The Romans built \_\_\_\_\_ to bring fresh water to the towns.
- Romans watched shows in the \_\_\_\_\_ which looked like a football stadium.
- Romans used to write numbers which are called Roman \_\_\_\_\_.

### 2 Use of English

When you write about your opinion you should use different phrases so you do not have to repeat the word 'think'. Look at the phrases in the box.

<p>I think that I know that I believe that</p>	<p>Egyptian kings were called pharaohs</p>
--	--

Write sentences that are true for you, using the phrases in the box.

I think that Egyptian kings were called pharaohs.

- Egyptian kings
- The Egyptian pyramids
- Roman clothes

### 3 21st Talk

Make notes about everyday life in your country, and then talk in pairs. Think about clothes, homes, food and free time activities. Try to use the language phrases you learned in Lessons 1 to 6: *I think, I know, I believe, but, too.*



**I think** the Egyptian tunics look like the Emirati kandura. We wear long shirts **too**.

## Lesson 8 Tutankhamun's tomb

**1 Talk about it**  Have you ever discovered something interesting, perhaps on a beach or in an old toy box?

**2  Read**

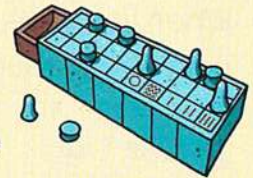
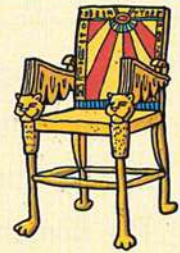
Read the report below about the discovery of Tutankhamun's tomb. What did the archaeologists find inside?

### King Tut's Tomb Discovered!

Yesterday, on the 24th November 1922, the archaeologist Howard Carter found the tomb of King Tutankhamun in a place called the Valley of the Kings. The tomb was so small that nobody has found it for over 3000 years!

Tutankhamun became the pharaoh of Egypt when his father died. He was only nine years old. He died when he was 18 and nobody knows how he died. Howard Carter and his team were **surprised** by everything inside the tomb. The archaeologists found more than 3000 **treasures** in the tomb.

They found many objects made of gold, including a golden chariot, and a **throne**. There was even a game to play. On the walls there were hieroglyphics, but the best thing they **discovered** was the mummy of Tutankhamun and his solid gold face mask. 'It was like going into a time machine,' said Carter. 'We can now learn so much about life in Ancient Egypt.'



### Vocabulary

**treasure:** something that is very special or important such as money or gold that is hidden or kept in a safe place

**discover:** to see or find something for the first time

**throne:** a king's chair

**3   Read**

Look at the table and write the questions by reading the text in Activity 2.

Don't forget question marks!

Question word	auxiliary verb	subject	verb (infinitive)	phrase	Answer
What	did	Howard Carter	find	in the Valley of the Kings?	the tomb of King Tutankhamun
1. When					on the 24th November 1922
2. When					when he was nine years old
3. Where					in the Valley of the Kings
4. What					more than 3000 treasures in the tomb

## Lesson 9 Write about a discovery

### 1 Read

Read the text on page 178 of the Learner's Book again and decide if these sentences are fact (F), or opinion (O).

- 1 The tomb of King Tutankhamun is in Egypt.   F
- 2 The king died when he was only 18.
- 3 More than 3000 treasures were found in the tomb.
- 4 The golden chariot is beautiful.
- 5 Tutankhamun's face mask is solid gold.

### 2 Write

Match the sentences below with the correct category a fact/an opinion/a headline/a quotation.

- 1 King Tut's Tomb Discovered!
- 2 'It was like going into a time machine,' said Carter.
- 3 but the best thing they discovered was the mummy of Tutankhamun and his solid gold face mask
- 4 Yesterday, on the 24th November 1922, the archaeologist Howard Carter found the tomb of King Tutankhamun.

#### Writing tip

Use the past simple when you are telling a story.

Howard Carter **discovered** the tomb. The most amazing discovery **was** the mummy of Tutankhamun.

### 3 21st Write

Write a newspaper report about a discovery.

Plan

- Invent a discovery or write about a real discovery.
- Make a list of the facts: What? When? Where? Who?
- Include facts and opinions.
- Think of quotations from the person who made the discovery.
- Think of a headline for the report.

Write

- Write your article.
- Start your article with a sentence about the discovery.
- Don't forget to use past simple. Check the spelling of irregular verbs.

Draw pictures of the treasure and display the reports in your classroom.



## Lesson 10 What does an archaeologist do?

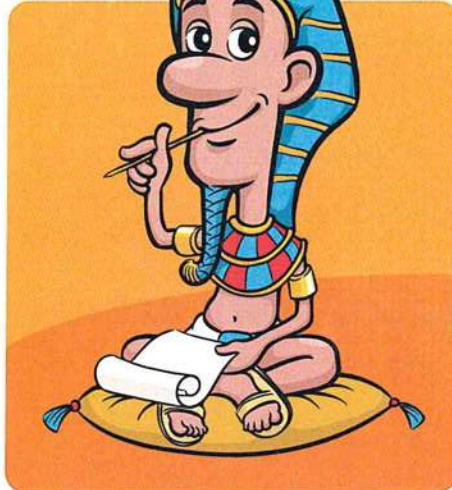
### 78 1 Listen

Rashid is a Grade 6 learner at *Radio Today!*, a radio station at his school. He's talking to Dr Al-Qasimi, a famous archaeologist. Listen and choose a, b or c.

- Dr Al-Qasimi will talk about
  - the UAE
  - Grade 6 students
  - his job
- Archaeology is about studying
  - the present
  - the past
  - the future
- The stone buildings found near Abu Dhabi were a
  - round shape
  - square shape
  - triangle shape
- Scientists and archeologists believe that in the past the area had more
  - animals
  - rain
  - farms
- Dr Al-Qasimi found
  - cooking pots
  - mummies
  - houses

### 2 Talk

- How do you think people in ancient times studied?
- What did they write on?
- How did they find out information?



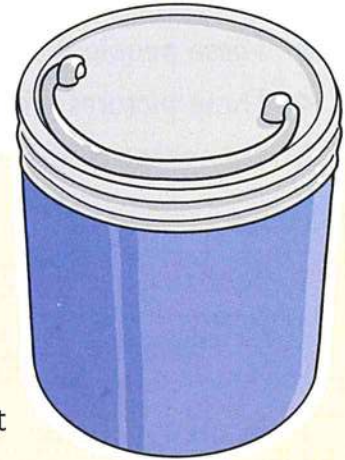
## Lesson 11 A time capsule

### 1 Talk about it Why do people collect and save objects?

What can you find out about people from the things they collect and save?

### 2 Read and talk

- 1 Read the conversation between Ahmed and Fahad.  
What did Fahad put in the time capsule. Why?



**Ahmed:** Hello Fahad, what's that?

**Fahad:** It's a time capsule. I'm putting an old mobile phone, a newspaper and some of my old toys into this container. Then I will put it in a safe place, so that people can look at it in the future. I will also look at it in the future!

**Ahmed:** That sounds interesting! But why open the time capsule in the future, when all the things will be old?

**Fahad:** Yes, but that is why it's interesting! When I open it in the future, I can remember how we lived now.

**Ahmed:** Oh I see! I like that idea. How can I make one?

**Fahad:** Oh it's easy. You can use an empty box or a large container and put things inside. Remember to write the year that you made it, and the place it comes from. Look here – on my time capsule I've written 'Dubai UAE, 2018'.

- 2 Tell your partner what you would put in a time capsule.

### 3 Write

Imagine you live in the future. You have discovered a time capsule full of everyday objects you use now. Write an article about what you discovered.

- 1 First make a poster with pictures of typical everyday items in the time capsule, and write the place and the year.
- 2 Write a headline.
- 3 Write about the discovery – When? Where? What? Who?
- 4 Include facts and opinions.
- 5 Remember to use past tenses.

## Lesson 12 My learning

### 1 Read

Look back at Lesson 8 and write the answers to the following statements in your notebooks.

- 1 Archaeologists found this in 1922. Answer: The tomb of King Tutankhamun
- 2 He was the Pharaoh of Egypt for nine years. \_\_\_\_\_
- 3 These people discovered the treasures inside the tomb of Tutankhamun. \_\_\_\_\_
- 4 These pictures were on the walls of the tombs. \_\_\_\_\_
- 5 This quote is about going back in time. \_\_\_\_\_

### 2 Write

- 1 Your teacher will write the **answer** to a question on the board.

The archaeologist found the treasure in the Valley of the Kings.

- 2 In groups choose a team leader to write the **question** to the answer on the board, on a piece of paper.

Where did the archaeologist find the treasure?

- 3 When the whole group are happy with the written **question**, your team leader must run to the front of the class and try to be the first team leader to sit on the chair. If your group's question is correct you win a point.

### 3 Use of English

- 1 Choose the correct answer: a or b.

A fact is something

- a that is always true.
- b that you think or feel.

We can find facts by

- a listening to what people think or feel.
- b doing research using the Internet or books.

- 2 Is this a fact (F) or an opinion (O)?

- a People need water to live. \_\_\_\_\_
- b Cats are the best pets. \_\_\_\_\_
- c The sun is hot. \_\_\_\_\_
- d Ice-cream is lovely. \_\_\_\_\_
- e A banana is a fruit. \_\_\_\_\_



## Lesson 13 Review

### 1 Vocabulary

Match the words with their definition.

- |                  |   |
|------------------|---|
| 1 pyramids       | a ancient Egyptian writing                                  |
| 2 Roman numerals | b kings of Egypt  |
| 3 hieroglyphics  | c number system where I = 1, II = 2, III = 3, IV = 4, V = 5 |
| 4 pharaohs       | d stone tombs for the kings of Egypt                        |

### 2 Read

Put the following sentences in the correct order.

- Then they built all the layers and finally put a piece of gold on the top.
- Next, the Egyptian workers cut huge blocks of stone.
- First, the Egyptians drew a very large square shape in the sand.
- After they made the blocks of stone they moved them onto the square.



### 3 Write

Use the sequence words in the box to write about an activity you have done recently. Then read your partner's paragraph. Did your activity have more steps than your partner's?

First next after then finally

First, I got some poster paper and drew the layout of my newspaper article. Next, I wrote the newspaper name and the headline of the article. After that I wrote the article. Finally, I drew some pictures to make the newspaper report look good.

### 4 Write

Answer these questions in your notebook:

- 1 What did people wear in ancient Rome?
- 2 What did they eat?
- 3 What were common jobs and professions?

### 5 Talk

In pairs, talk about what you can remember about everyday life in Rome.

Example: I know that Romans wore tunics. I think that ... I believe that ...

1

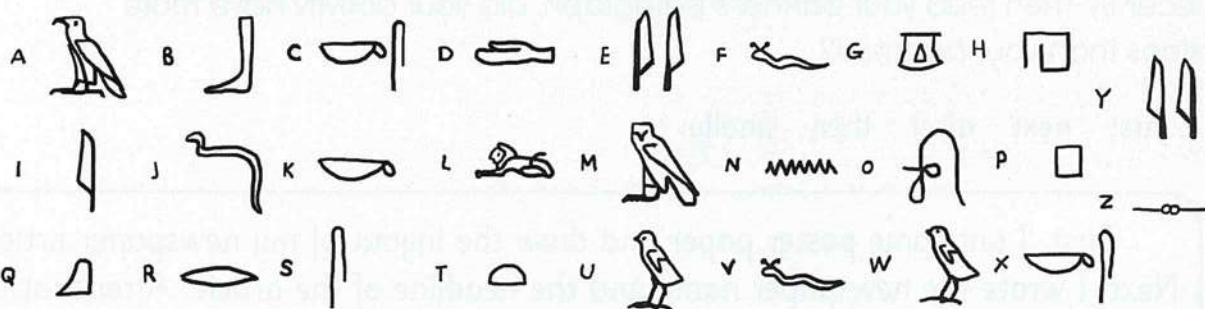
### A famous building

- 1 Find out about an ancient building in your town or city.
- 2 Research it in your local library or on the Internet. Find out the following information:  
When was it built? Who was it built by? What was it built for?  
Is it still used today?
- 3 If possible, visit the building. Draw a picture of it or take a photo.
- 4 What is your opinion of this building?
- 5 Present your work to your class and then display your work in your classroom.

2

### Egyptian hieroglyphics: Break the code!

These are the symbols used in Egyptian writing.



1 Can you read these coded words?



- 2 Write your own codes for your classmates to guess. You could write your name, your favourite food, sport or singer in hieroglyphics.
- 3 Present to the class what we can tell about ancient civilisations by the Egyptian hieroglyphics and the objects that archaeologists have found today.

## Unit 10 Wordlist

<b>Antarctic</b>	noun	<b>horned viper</b>	noun
<b>bee</b>	noun	<b>horse</b>	noun
<b>blood</b>	noun	<b>hump</b>	noun
<b>cage</b>	noun	<b>jellyfish</b>	noun
<b>camel</b>	noun	<b>leaflet</b>	noun
<b>camouflage</b>	noun	<b>leopard</b>	noun
<b>cat</b>	noun	<b>lion</b>	noun
<b>chameleon</b>	noun	<b>look after</b>	phrasal verb
<b>cheetah</b>	noun	<b>low</b>	adjective
<b>clean</b>	verb	<b>meat</b>	noun
<b>clownfish</b>	noun	<b>meerkat</b>	noun
<b>cuttlefish</b>	noun	<b>minnow</b>	noun
<b>desert</b>	noun	<b>monkey</b>	noun
<b>don't have to</b>	modal verb	<b>mountain</b>	noun
<b>eagle</b>	noun	<b>mouse</b>	noun
<b>elephant seal</b>	noun	<b>must</b>	modal verb
<b>exercise</b>	verb	<b>ocean</b>	noun
<b>feed</b>	verb	<b>octopus</b>	noun
<b>fish</b>	noun	<b>panda</b>	noun
<b>flea</b>	noun	<b>parrot</b>	noun
<b>food chain</b>	noun	<b>pet</b>	noun
<b>forest</b>	noun	<b>plankton</b>	noun
<b>gazelle</b>	noun	<b>plant</b>	noun
<b>giraffe</b>	noun	<b>rabbit</b>	noun
<b>glad</b>	adjective	<b>safari park</b>	noun
<b>golden eagle</b>	noun	<b>scale</b>	noun
<b>hamster</b>	noun	<b>shark</b>	noun
<b>have to</b>	modal verb	<b>should</b>	modal verb
<b>heart</b>	noun	<b>slogan</b>	noun
<b>hippo</b>	noun	<b>snail</b>	noun

<b>snake</b>	noun
<b>spider</b>	noun
<b>starfish</b>	noun
<b>stick insect</b>	noun
<b>stripe</b>	noun
<b>tail</b>	noun
<b>tiger</b>	noun
<b>visit the vet</b>	verb
<b>zebra</b>	noun
<b>zoo</b>	noun

### **Phrases**

**What's it like?**

## Unit 11 Wordlist

agree	verb	relax	verb
biologist	noun	return	verb
bug	noun	sand	noun
change	verb	sort	noun
colleague	noun	stand	verb
comfortable	adjective	temperature	noun
cool	adjective	tent	noun
cover	verb	useful	adjective
creature	noun	very	adverb
dark	adjective	wet	adjective
deep	adjective	wonderful	adjective
diet	noun	worried	adjective
dry	adjective		
extremely	adverb	<b>Phrases</b>	
fit	verb	a little	
forest	noun	be able to	
giant	noun	be born	
hair (single piece)	noun	change colour	
heart	noun	grow up	
hide	verb		
ice	noun		
insect	noun		
island	noun		
keep	verb		
large	adjective		
leaf	noun		
move	verb		
nocturnal	adjective		
ocean	noun		
quite	adverb		



## Unit 12 Wordlist

ancient	adjective	headline	noun
aqueducts	noun	hieroglyphics	noun
archaeologist	noun	houses	noun
archaeology	noun	keep	verb
ate	verb	kept	verb
baths	noun	kings	noun
bought	verb	locker	noun
bread	noun	made	verb
build	verb	make	verb
built	verb	meat	noun
but	conjunction	mummy	noun
chariot	noun	opinion	noun
chariot	noun	pharaohs	noun
civilisation	noun	piece	noun
clothes	noun	possessions	noun
cook	noun	put	verb
cupboard	noun	pyramid	noun
draw	verb	queens	noun
drew	verb	quotation	noun
drew	verb	round	adjective
Egyptian	adjective	round	adjective
fact	noun	sandals	noun
farmer	noun	save	verb
fight	noun	shape	adjective
food	noun	special	adjective
food	noun	stone	adjective
game	noun	think	verb
games	noun	thought	verb
gold	adjective	throne	noun
golden	adjective	to believe	verb

to discover	verb
to know	verb
tomb	noun
too	adverb
travel	noun
treasure	noun
tunics	noun
typical	adjective
wore	verb
wrapped	adjective

### Phrase list

common jobs  
 musical instruments  
 keep safe  
 Roman numerals  
 a solid gold face mask  
 time capsule  
 cooking pots  
 number system  
 stone tombs  
 to think/know/believe that ...  
 Yesterday  
 last weekend  
 long ago  
 in ancient times  
*Today I'm going to talk about*  
*First of all, I'm going to ...*  
*Now, I'd like to tell you about ...*  
*Next, I'll ...*  
*Moving on to ...*  
*Lastly, I'm going to tell you ...*



Unit 2, page 26

## Use of English

### 1st conditional with *if*

We use the first conditional to express future events that are likely to happen. We form the structure with **if** + present simple + **will/won't** + verb

**If** you **drink** plenty of water, you **'ll be** able to concentrate better in class. Your body **won't grow** as well **if** you stay up late every night.

Unit 2, page 32

## Use of English

### Use modal verbs *would, should, could* in formal emails

We use **would** + verb to say politely that we want to do something.

We **would** like to ask your permission (**not** we want to ask your permission)

We use **could** + verb to ask for something politely. **Could** we come and see you ...?

We use **should** + verb to express obligation.

He says we **should** show you the newsletter before we send it.

Unit 4, page 58

## Use of English

### Words that link two parts of a sentence

The characters are so life-like **that** they look like real people.

It's about a group of superheroes, **who** have amazing abilities.

It was the ending **that** I really enjoyed!

Unit 5, page 71

## Use of English

### Describing what we use something for

We can use the form *use it to* + infinitive verb.

I use my camera **to take** photographs of my family.

We can use the form *use it for* + verb + *-ing*

I use my phone **for sending** text messages to my friends.

Unit 5, page 73

## Use of English

### Comparative adjectives

When we want to compare things, we add *-er* to the adjective and follow with *than*.

The first phones were **taller** and **longer than** phones today.

Sometimes we have to double the last letter of the adjective before we add *-er*.

Old mobile phones were **bigger than** modern mobiles.

If the adjective ends in *y*, we change it to *i* before adding *-er*.

They were also **heavier than** they are today.

If the adjective is a long word, we don't add *-er*. Instead we use *more* + adjective + *than*.

The old phones were **more expensive than** the modern phones.

Unit 5, page 79

## Use of English

### Will and won't to predict future

We use *will* + infinitive verb to say things we think, guess, or know about the future.

In the future robots **will** do many of the jobs we do today.

*Won't* + infinitive verb is the negative form.

There **won't** be so many people working in factories.

Unit 5, page 82

## Use of English

### Adverbs

We use adverbs to give us more information about the verb in the sentence. Adverbs tell us how something happened.

You should listen **carefully** to instructions when you are doing a Science experiment. Adverbs are usually formed by adding *-ly* to an adjective.

He walked home **slowly**.

Unit 6, page 89

## Use of English

### Questions forms *How many, What, Which + noun*

**How many days** did the explorers spend on the ship?

**What food** did they take?

**Which animals** did they photograph?

Unit 6, page 91

## Use of English

### Linking expressions about time

The cameras will record **while** we're sleeping.

We'll move into the desert **until** we come to where the sand cats live.

**As soon as** a sand cat appears, the video will start working.

Unit 6, page 93

## Use of English

### Numbers

Cardinal numbers tell us **how much** there is of something:

one, two, three, four, five

Ordinal numbers show the **order**:

first (1st), second (2nd), third (3rd), fourth (4th), fifth (5th)

Unit 7, page 102

### Use of English

#### Adjective + preposition + noun

Look at these phrases from the listening text. In some phrases, the adjective and preposition always go together and are followed by a noun.

I was **good at maths** and science anyway.

I was always really **keen on science**.

Unit 7, page 107

### Use of English

#### Present continuous

We use the present continuous to describe continuous actions happening now.

We **are looking** for a scientist ...

Unit 7, page 110

### Use of English

#### could/couldn't (+ verb)

In these sentences, we use **could** (+ verb) to talk about something that is possible.

You **could be** a fire fighter and save someone's life.

You **could be** a police officer patrolling the roads.

We use **couldn't** (+ verb) to talk about something that isn't possible.

She **couldn't learn** to drive – she's not old enough.

Unit 8, page 119

### Use of English

#### Present continuous for future arrangements

We use the present continuous tense to talk about fixed arrangements in the near future.

Amal's **playing** badminton tomorrow evening.

I'm **eating** lunch with my friend on Monday.

I'm **not going** to school on Friday.

Unit 8, page 123

## Use of English

### Polite requests

**Could** I talk to you about something?

**Can I** give it to you on Wednesday, **please**?

Unit 9, page 130

## Use of English

### Nouns with -ing

Nouns ending in **-ing** are often words describing actions.

I really **love** swimming and cycling.

Have you ever **tried** horse-riding?

Unit 9, page 133

## Use of English

### Adjectives + prepositions

We often use prepositions after adjectives to show how people feel about things.

I was **surprised by** all the lights in the square in the evening.

Unit 10, page 147

## Use of English

### it and its

We use **it** instead of the name of a place, object or animal, so that we don't repeat the name.

We use **its** if something belongs to an animal or a place.

Remember!

No apostrophe: **it's**.

Unit 10, page 150

## Use of English

### Modal verbs: must, should, have to, don't have to

We use **must** + verb or **have to** + verb, when we talk about things that are very important to do.

You **must** give it clean water every day.

You **have to** work hard when you have a pet.

We use **should** + verb to talk about something that it is important to do, or a good idea to do.

You **should** feed it meat and fish.

We use **don't have to** + verb, when something is not necessary.

You **don't have to** brush it.



Unit 11, page 160

## Use of English

### Adjective order

1      2      3      4      5      6  
Number → Size → Age → Shape → Colour → Noun  
Three      big      old      thin      brown      monkeys

Unit 11, page 163

## Use of English

### Adverbs of degree

Adverbs give more information about adjectives. Adverbs of degree tell us how strong something is.

- a little
- 4 extremely
- quite
- very

Unit 11, page 166

## Use of English

### Question tags

Question tags are short questions at the end of sentences. We use them to check information or find out if someone agrees.

Antarctica is a very cold place, **isn't it?**

Unit 12, page 172

## Use of English

### Sentences with *know, think, believe*

Use I **know** for facts, and I **think** or I **believe** for opinions.

I **think** that ancient buildings are interesting.

I **know** that the Romans lived a long time ago.

I **believe** that Sphinx looks like a lion with a human head.

Unit 12, page 174

## Use of English

### Past simple irregular verbs

We use the past simple to talk about finished events in the past.

We form the past simple by adding **-ed** to **regular** verbs: work → worked

But there are many **irregular** past tense verbs in English which you need to learn.

The Egyptians **built** the Great Pyramid of Giza on the west side of the River Nile.

Thousands of workers **made** large blocks of stone.



## Unit 2, page 22

### Use of English

#### **First conditional with *if***

We use the first conditional to express future events that are likely to happen. We form the structure with **if** + present simple + **will/won't** + verb

**If** you're calm, you **will** be able to study properly.

**If I can** explain it to someone else, I'm sure **I'll** remember it later in the exam.

**If** you don't make good notes first, you **won't** remember things so well in the exam.

## Unit 3, page 34

### Use of English

#### **need/should/mustn't for advice and instructions**

We use **need** when something is necessary.

We use **should** to give advice.

We use **mustn't** when something is not allowed.

## Unit 6, page 77

### Use of English

Participles ending in **-ed** can often be used as adjectives before nouns or after **be**. They show how someone feels.

*The explorer was **tired** after his long journey.*

## Unit 7, page 86

### Use of English

#### **Compound nouns**

A compound noun is made up of two words.

The words can be joined together such as **toothpaste** or **bedroom**, or separate words, such as **swimming pool** or **science teacher**.

## Unit 7, page 88

### Use of English

#### **Present continuous**

We use the present continuous to describe continuous actions happening now.

We **are looking** for space travellers.  
I'm **learning** English.

## Unit 8, page 97

### Use of English

#### **Present continuous for future arrangements**

We use the present continuous to talk about fixed arrangements in the near future.

**I'm playing** football after school tomorrow.

Dr Jones **isn't seeing** you on Friday ...

What **are** you **doing** on Friday?

Unit 8, page 101

### Use of English

#### Polite requests

**Could** I talk to you about something?

**Can** I give it to you on Wednesday, **please**?

**Please could** you help me?

Unit 9, page 109

### Use of English

#### Adjectives + prepositions

We often use **prepositions after adjectives** to show how people feel about things.

I was **surprised by** all the lights in the square in the evening.

Unit 10, page 121

### Use of English

#### It and its

We use **it** instead of the name of a place, object or animals, so we don't repeat the name of the noun.

**It** lives in hot places.

We use **its** to say that something belongs to an animal or a place.

It uses **its** big ears to stay cool.

Unit 10, page 124

### Use of English

#### Modal verbs: must, should, have to, don't have to

We use **must** + verb or **have to** + verb, when we talk about things that are very important to do.

We use **should** + verb to talk about something that it is important to do, or a good idea to do.

We use **don't have to** + verb, when something is not necessary.

Unit 11, page 138

### Use of English

**Question tags** are short questions at the end of sentences.

We use them to check information or find out if someone agrees.

Antarctica **is** a very cold place, **isn't it**?

Shruti **was** brave to swim with a beluga whale, **wasn't she**?

The head of a beluga whale **looks** like a melon, **doesn't it**?

## Scope and Sequence

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
<b>Unit 1</b> <b>Life Experience</b> <b>Pages 6–20</b>	Free time activities First time experiences	Question words + <i>do</i> + <i>you</i> + verb Present perfect for life experiences Past continuous to describe past actions happening at the same time as another action	Read about first time experiences Organise a presentation about a person you admire Biography: JK Rowling Literature: The story of Helen Keller Write a short biography Write a summary Create a pie chart	Listen to an interview about free time activities Read and listen simultaneously to a biography Talk about free time activities; first time experiences; favourite characters from books; life in the past for blind and deaf people Deliver a presentation Carry out a survey	History: The story of Helen Keller Maths: create a pie chart	Sequencing phrases for presentations	What makes some experiences special? Who do we admire and why? Attitudes to blindness and deafness Analysing a pie chart
<b>Unit 2</b> <b>School</b> <b>Pages 21–40</b>	School subjects After-school activities Words to describe behaviour	First conditional Modal verbs, <i>would</i> , <i>should</i> , <i>could</i> in formal emails	Read about a typical school day Read about diet and studying Create a learning tips poster Read an email to the head teacher Read a story about a problem at school	Talk about school life Listen to descriptions of school life around the world Create a role play about starting a new school Listen to and talk about conversations about school problems Discuss a story ending Make a presentation about school life in another country	Social science: school life	Match words to definitions	Compare and contrast Evaluate solutions to problems

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
<b>Unit 3</b> <b>Sport</b> <b>Pages 41–54</b>	Types of sports Sports equipment Parts of the body Qualities of an athlete Words about a football match	<i>Need, should, must</i> to give advice and instructions	Read about healthy lifestyles Read a factual text: <i>Mohammed Khamis Khalaf: Paralympic athlete</i> Read an article: <i>The Fun Run</i> Story about a football match Write a radio commentary Read an athlete's profile: <i>Hamda Al Hosni</i> Reading with expression Write an interview for a sport star Make a commentary of a sporting event	Talk about sport Listen to instructions Listen to information about a famous athlete Talk about and listen to information about healthy lifestyles Listen for expression and emphasis Give instructions for exercises	Maths: read and understand a bar chart Physical education	Use a dictionary to find meanings to new words Discuss new word meanings Match words to definitions Word emphasis	Qualities needed to be an athlete
<b>Unit 4</b> <b>The Big Screen</b> <b>Pages 55–69</b>	Types of films Adjectives to describe films Words about film history	Linking words: <i>who, that</i> Making suggestions: <i>Why don't we...? Let's put a... How about...?</i> Reporting verbs	Read facts about the history of films Describe a film Read a storyboard Create a storyboard Non-fiction text: <i>Special effect in Jurassic Park</i> Fiction: <i>Jurassic Park novel extract</i> Create a poster: tips for looking after yourself Write an email about a film Write a film review Create a poster: a film or TV timeline Punctuation in direct speech	Listen and match film trailers Talk about film preferences Listen to a dialogue about a film Listen and choose correct words to complete a summary Listen to a brief history of animation Talk about film plots Present a film review	History: create a timeline of film or TV history	Adverbs of degree: <i>really, very, a bit</i> Pronunciation: saying decades Guess word meanings from context	Looking after yourself Expressing opinions

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
<b>Unit 5 Inventions Pages 70–86</b>	Gadgets and equipment	Describe what we use something for: <i>Use it to + infinitive verb</i> ; use it for + verb with <i>ing</i> Comparative adjectives <i>Will</i> and <i>won't</i> to predict future Adverbs	Quiz: gadgets and inventions Describe your favourite gadget Read about the history of the telephone Read about old-style gadgets Read about important modern inventions Write about an invention that is important to you Read about young Emirati inventor Adee al Balooshi Write about advantages and disadvantages Read the story <i>Start Small, Think Big</i> Read about descriptions of gadgets Make comparisons Write a quiz about inventions	Listen to people talk about their favourite gadgets Talk about gadgets Talk about an invention that is very important to you Talk about famous inventors and their inventions Talk about advantages and disadvantages Listen to a presentation about a new invention Listen to descriptions of unusual gadgets Make a presentation about the history of an invention	Design and technology: inventions and gadgets History: the telephone; inventors	Working out the meaning of words from context Match words to definitions	Expressing opinions and preferences Describing objects: advantages and disadvantages Creating and expressing ideas

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
<b>Unit 6</b> <b>Explorers</b> <b>Pages 87-100</b>	Explorers Exploring space Antarctica, deserts Eating customs	Question forms Linking expressions about time Numbers	Read a blog post about an expedition to the Senegal river Read a story <i>The Boy Who Biked The World</i> Read an article about space exploration Write a story about space exploration and a blog post about an exploration	Listen to someone talking about a trip to Antarctica Listen to people planning an exploration trip Listen to a story Listen to a talk about eating customs around the world Talk about explorers Talk about space exploration Have a conversation about going on an exploration Discuss blogs Discuss travel Discuss eating customs from other countries Talk about location-based games on smartphones	History: famous explorers Geography: places explored Design and technology: location-based games on smart phones	Sequencing phrases for presentations	Expressing opinions The role of exploration: in the past and today Customs around the world: eating and welcoming people
<b>Unit 7</b> <b>Jobs and work</b> <b>Pages 101-114</b>		Present continuous could/couldn't (+ verb)	Read a poem about jobs Write a job advertisement	Listen to people describing how they got their jobs Listen to idea for a design for a work uniform Listen to a poem Talk about peoples jobs Talk about the clothes people wear for work	Social science: jobs	Compound nouns Television jobs Clothes and Uniforms Suffix <i>-er</i>	Express opinions Speculate Create and describe To use personal knowledge Discussion To select information Working hard/ setting goals



	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
<b>Unit 8 Communication Pages 115-128</b>		Present continuous for future arrangements Polite requests	Read a poem about a thank you letter Write a post for an online forum	Listen to voicemail messages Listen to conversations Listen to phrases Listen to a poem Talk about ways of communicating Talk about homework Talk about forums Talk about thank you letters	Design and technology: communication	Verb/noun collocations	Gestures in other countries Explaining a problem Being polite online
<b>Unit 9 Travellers' Tales Pages 129-142</b>		Nouns with <i>-ing</i> Adjectives + prepositions	Write a poem about a dream holiday Read and talk about a special journey	Listen to conversations Listen to someone describe a special place Listen to a presentation Talk about holiday activities Talk about the night sky	Geography: holiday locations	Holiday activities Descriptive adjectives Verbs Expressions with <i>take</i>	Learning from family members
<b>Unit 10 Our animals Pages 143-156</b>	Animals with specific characteristics Natural environments Animal characteristics Looking after pets Imperative sentences for writing slogans	Use of pronoun <i>it</i> and possessive <i>its</i> Modal verbs: <i>must, should, have to, don't have to</i>	Read about food chains, camouflage and looking after pets. Read a leaflet about a zoo Read a poem Write a poem Create a leaflet about a zoo	Listen to people talking about animal homes, food chains and animal characteristics Listen to someone talking about how to look after a pet Listen to a poem  Talk about wild animals, food chains and camouflage Talk about pets Talk about a natural place in your country	Biology: animals, animal homes, camouflage, pets	Alliteration	Looking after pets Activating prior knowledge Prediction

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
<b>Unit 11</b> <b>Animal Kingdom</b> <b>Pages 157–170</b>	Deserts and desert animals Rainforests and rainforest animals Polar regions and polar animals Oceans and ocean animals Types of animal homes	Adjective order Similes Adverbs of degree Question tags	Read a poem <i>If I were a sloth</i> Read a blog post about a scientist in the Arctic Ocean Read a story about a night in the desert Practice scanning, skimming and decoding new lexis Write a description of a wild animal Write a presentation for an interesting animal home Create a poster to encourage people to make their area friendlier for animal homes	Listen to an interview with a Bedouin Listen to a conversation about desert animals Listen to a conversation about the polar regions Listen to a radio show about a polar animal Listen to an interview with a scientist travelling on the Arctic Ocean Talk about desert and desert animals Talk about rainforests and rainforest animals Talk about the polar regions and polar animals Talk about the oceans and ocean animals Talk about pets and animal homes	Geography: deserts, rainforests, polar regions, oceans Biology: wild animals and where they live		Expressing opinions Ways to make friendlier areas for animal homes Guessing meaning from context
<b>Unit 12</b> <b>Ancient civilisations</b> <b>Pages 171–184</b>	Ancient civilisations Expressions for structuring a presentation	Sentences with <i>think, know, believe</i> Past simple irregular verbs Use sequencing phrases for presentations Using conjunctions and commas	Read descriptions of the Egyptian pyramids and how they were made Distinguish between fact and opinion Read a newspaper report about King Tutankhamun's tomb Write facts and opinions about ancient civilisations Write a newspaper report about a discovery	Listen for information about ancient buildings Listen to a presentation about ancient Rome Listen to a radio interview with an archaeologist Talk about ancient buildings Describe differences and similarities between life in ancient Rome and life now	History: ancient civilisations, ancient buildings, Egyptian pyramids, archaeology Maths: Roman numerals	Ancient civilisations Irregular verbs	Using a KWL chart Distinguish between fact and opinion Identifying similarities and differences



# Bridge to Success **6**

## Learner's Book

*Bridge to Success* is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates.

This book sets out to:

- develop and extend listening, speaking, reading and writing skills
- motivate and engage learners through real-world tasks
- build on and enhance 21st century skills
- encourage global citizenship whilst maintaining an Emirati focus
- align with international benchmarks of the Common European Framework
- prepare learners to meet the nations' goals set out for UAE National Agenda Vision 2021.



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