



2020-2021

# Bridge to Success

Activity Book - Level EN 3.1

Book **5**



Grade  
**05**

# Bridge to Success

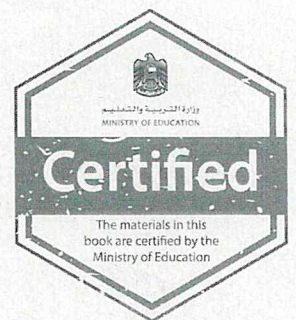
English Language

**Activity Book**

Grade 5

Volume 2

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Grade 5 Activity Book

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# Welcome to *Bridge to Success*

*Bridge to Success* is a 12-grade course for learners of English as a second language (ESL). The 12 grades range from the beginning of cycle 1 to the end of cycle 3.

*Bridge to Success Grade 5* consists of 12 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.

This Activity Book provides additional support, reinforcement and practice of the Learner's Book. Comprehensive support for teachers is provided in the Teacher's Guide.

The following icons are used in this Activity Book:

-  pre-recorded listening activity
-  pairwork or small group speaking activity (not mediated by teacher)
-  write-in notebook activity
-  cross-curricular science activity
-  links to 21st Century Themes and/or Skills

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

The *Bridge to Success* team

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# Looking backwards and forwards

## Lesson 1 School holidays

1 **Vocabulary** Circle the correct prepositions for these holiday activities.

1 During school holidays I do jobs **around/at** the house.

2 Our family often go **in/on** a day trip during the holidays.

3 Most days we go **at/to** the park for a walk.

4 During the holidays my cousin helps **on/in** her parents' shop.


5 Most of my friends spend time **for/with** their grandparents during the summer.

6 When the weather's good, we go out **on/in** our bikes.

7 My friend goes **to/at** a sports camp during the school holidays.

8 My best friend loves camping. He likes cooking **on/in** a campfire.


2  Match the pictures to the sentences in Activity 1.

Tick the sentences in Activity 1 that are true for you.



a 3



b \_\_\_\_\_



c \_\_\_\_\_



d \_\_\_\_\_



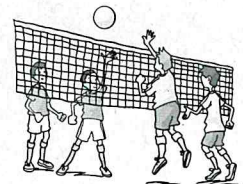
e \_\_\_\_\_



f \_\_\_\_\_



g \_\_\_\_\_



h \_\_\_\_\_

## Lesson 2 Holiday activities

**1 Use of English** Complete the sentences with phrases to agree or disagree.

Me too (x2) I agree with you I don't agree  
I see what you mean, but I don't really agree

**1** I don't want to study. Holidays are for playing!

\_\_\_\_\_.  
School is for studying!

**2** I'd like to do an art course during the holidays.

\_\_\_\_\_.  
I love drawing.

**3** I think that the school holidays are too long!

\_\_\_\_\_.  
It's a long time away from school, but there's always plenty to do!

**4** I'd like to go on some day trips this holiday.

\_\_\_\_\_.  
I get bored just playing at home.

**5** I wish we got less homework during the holidays!

\_\_\_\_\_.  
I wish we got more!

**2 Challenge** Write your own responses to the statements 1-5 in Activity 1.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 3 Holiday fun

**1 Use of English** Complete with **will** and the verbs in the box.

Dear Students,

This is a reminder of things to bring for our trip to the desert next week. The most important items are trainers and a backpack. You 'll need (1) a torch too.

What \_\_\_\_\_ the weather \_\_\_\_\_ (2) like?

Who knows! The weather forecast looks good, so we probably \_\_\_\_\_ (3) everything on the list, but please bring them just in case.

You \_\_\_\_\_ (4) about an hour each day writing in your journals – so don't forget them.

Looking forward to seeing you all next week – I think we \_\_\_\_\_ (5) a lot of fun!

Mr Minelli

spend need  
have not need be

### Use of English

#### Future predictions

We use **will** (or 'll) + verb to make a prediction about a future event.

What do you think we'll need?

I think the organisers **will** supply everything for us to eat with.

We use **won't/will not** + verb to make a negative statement.

I probably **won't/will not** take my laptop – I might lose it.

**2 Vocabulary** Match the words in the box with the definitions.

waterproof jacket torch backpack sleeping bag tent journal

1 A light that you can carry.

torch

2 Something to sleep in.

3 A short coat that stops you from getting wet.

4 You use this to write notes in.

5 This protects you when you want to sleep outside.

6 Something to carry things in.

## Lesson 4 Learn something new

### 1 Use of English (Circle) the correct words.

Hi Alex. You said you wanted to learn something new this holiday – how about <sup>1</sup>**go/going** rock climbing? You can even do it indoors.

Let's <sup>2</sup>**doing/do** it together! <sup>3</sup>**Let's/Why don't we** call the sports centre to find out when the classes are?

### 2 Challenge Make predictions and suggestions about:

- what you will take with you
- what you will do on each trip.

- 1 A trip to the desert
- 2 A walk up a mountain
- 3 A trip to a beach
- 4 A trip to the park
- 5 An overnight camping trip

Use the words below to help you.

sunglasses t-shirt shorts  
sun hat gloves trainers  
backpack sunscreen picnic  
toothbrush water

cook on the campfire  
go out on our bikes  
play football



#### Speaking tip

Remember to use these words when making suggestions.

**Let's ... !**

**Why don't we ... ?**

**How about ... ?**

## Lesson 5 Looking back

### 1 Word study Quantities

Cross out the underlined words and numbers and replace them with phrases from the box.

hardly any    all  
most    a few    some

There are 30 students in my class. ~~30~~ All <sup>(1)</sup> of us have seen a film in English before, but only about five or six \_\_\_\_\_ <sup>(2)</sup> of us watch them regularly.


About 25 \_\_\_\_\_ <sup>(3)</sup> of us prefer to watch cartoons in English.

About 12 \_\_\_\_\_ <sup>(4)</sup> of my classmates like playing online games in English too and about half of us have played video games in English before.

It is important for us to hear and read English online or on TV because only about two \_\_\_\_\_ <sup>(5)</sup> of us have visited an English-speaking country. None of us have any relatives who live in an English-speaking country. These are the only chances that a lot of us get to experience English outside of school.

2 Find three more phrases in the text that describe numbers of people.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

3  **21st Write** sentences about your family using phrases to describe numbers of people.

#### Words to remember

all    most    some    hardly any    a few

1 All of us like \_\_\_\_\_



2 Some of us like \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

## Lesson 6 A survey

- 1   **Challenge** Write a summary based on the survey notes below and draw a bar chart for one of the questions.

### Our school trip to the Natural History Museum

Total classmates in survey: 20

- 1 Which part did you like best overall?

*Dinosaurs 10    Quiz 5    Gardens 5*

- 2 Which was the scariest section?

*Giant spiders 15    Poisonous snakes 5*

- 3 Which was the most interesting section?

*Dinosaurs 12    Endangered animals 2    Big cats 6*

- 4 Which activity was the most fun?

*Interactive quiz on rainforests 14    Dinosaurs' treasure hunt 6*

- 5 Did you watch the film on endangered animals?

*Yes 18    No 2*

- 6 Would you like to go again?

*Yes 20*



## My learning

1 **Can you remember?** Name three types of summer camps.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

2 Name four holiday activities you could choose to do.

1 \_\_\_\_\_ 2 \_\_\_\_\_

3 \_\_\_\_\_ 4 \_\_\_\_\_

3 Write a list of eight items that you might need on a camping trip.

1	5
2	6
3	7
4	8

4 Write five phrases that you can use to describe numbers of people.

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

## Look what I can do!

- I can talk about school holiday activities.
- I can understand advertisements about holiday camps.
- I can make predictions about things to take on a trip.
- I can carry out a class survey and present the results.
- I can describe numbers of people in different ways.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

# Lesson 7 Party planning

1 **Use of English** Complete the sentences with **going to** and a verb.

learn make try stay earn ~~help~~ not do

- 1 I'm going to help mum paint my bedroom.
- 2 My little brother \_\_\_\_\_ how to swim.
- 3 She \_\_\_\_\_ any homework.
- 4 He \_\_\_\_\_ some extra pocket money.
- 5 They \_\_\_\_\_ a chocolate cake.
- 6 We \_\_\_\_\_ at our cousin's house.
- 7 \_\_\_\_\_ you \_\_\_\_\_ a new sport?

## Use of English

### **be going to + verb**

We use **going to** to talk about plans for the future.

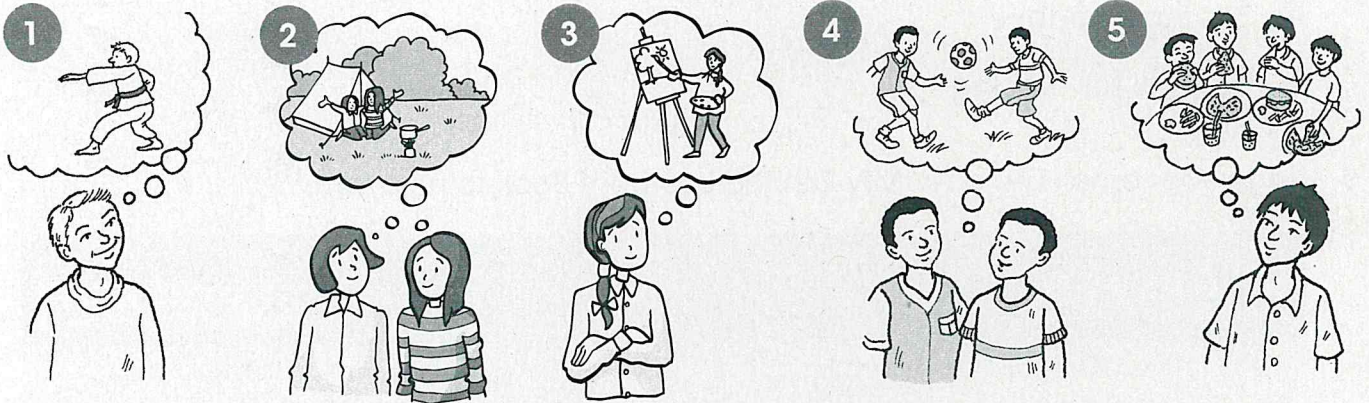
He's **going to meet** us at the cinema.

I'm not **going to be** away.

We're **going to have** lunch at the Milo restaurant.

What **are you going to do** next week?

2 **Write** Look at the pictures and write their holiday plans.



- 1 He's going to do judo \_\_\_\_\_.
- 2 We \_\_\_\_\_.
- 3 She \_\_\_\_\_.
- 4 They \_\_\_\_\_.
- 5 He \_\_\_\_\_.

## Lesson 8 Write an email

1 **Read** the sentences and put them in order.

- a Hope to hear from you soon, from Rashid.
- b There are classes on Tuesday and Thursday mornings at the sports hall. It would be great to do a class together.
- c How are you doing? I'm writing to ask if you want to join a judo class with me. I'm going to start a class in two weeks' time.
- d Hi Fahd,
- e If you are interested, could you please let me know soon? Which day is best for you?

2 Match the sentences a-e in Activity 1 with the headings 1-5.

- 1 Asking for information
- 2 Saying hello
- 3 Details
- 4 Saying goodbye
- 5 Reason for writing

3 **Write** your email using Activity 2 in the Learner's Book to help you.

⏪ ⏩ ↻ 🏠 ✕

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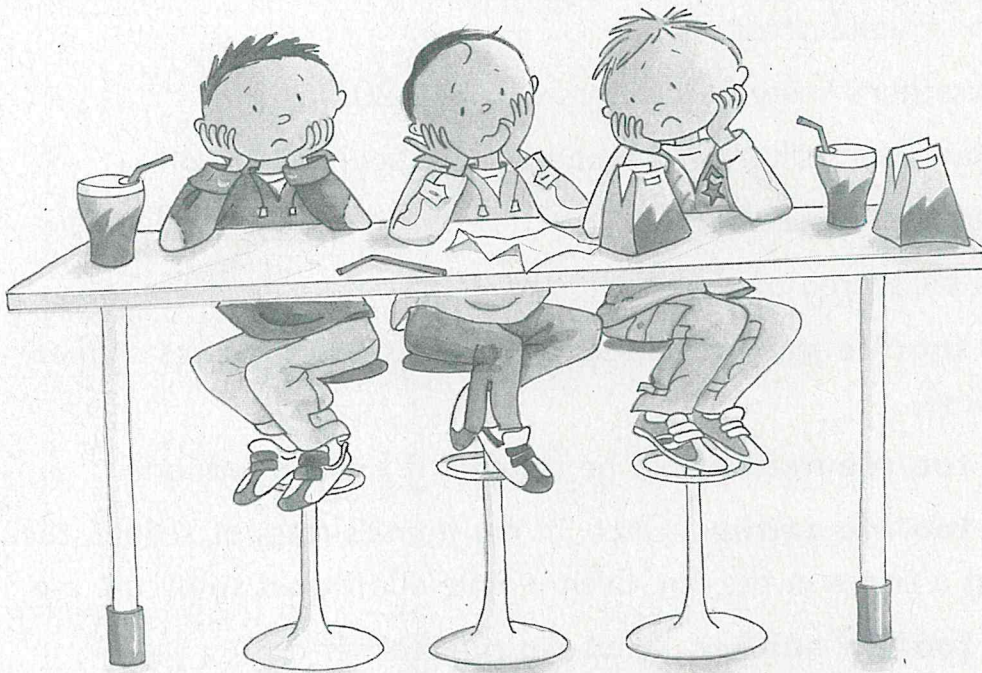
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## Lesson 9 Back to school

7 1  **Listen** to Part 2 of the play from Learner's Book, Lesson 10 and answer the questions.

- 1 Does Ben's older brother, John, feel the same way as he does?
- 2 John says that no-one knows that everyone has the same feeling. Why is this?
- 3 What does John say to make the children feel better about their problem?
- 4 What examples does he give to support what he says?
- 5 What is his advice at the end?



2 **Write** Complete this summary of the play.

Ben, Danny and Tom are talking about school <sup>(1)</sup>. They all feel \_\_\_\_\_ <sup>(2)</sup>  
because \_\_\_\_\_ <sup>(3)</sup>. John gives them some  
advice to \_\_\_\_\_ <sup>(4)</sup>. He says

\_\_\_\_\_ <sup>(5)</sup>

In the end, Ben, Danny and Tom \_\_\_\_\_

\_\_\_\_\_ <sup>(6)</sup>

## Lesson 10 Back to school

### Use of English

#### Responding and agreeing

We use **Me too** to agree when there isn't a negative verb.

I liked our old class.

**Me too.**

We use **Me neither** to agree to a statement with a negative verb.

I don't want to go back to school.

**Me neither.**



#### 1 Use of English Responding and agreeing

Circle the correct words.

A: My brother's scared of spiders and he's 20.

B: Really? That's silly. I'm 11 and I'm not scared of them.

A: <sup>1</sup>**Me too/Me neither.**

B: I'm a bit scared of snakes though.

A: <sup>2</sup>**Me too/Me neither.** I don't even like seeing pictures of them in books.

B: <sup>3</sup>**Me too/Me neither.** I'd be terrified if I saw a real one.

A: <sup>4</sup>**Me too/Me neither.** Once, in my friend's class at school, they found a snake in the bin. Even a little one would still scare me.

B: <sup>5</sup>**Me too/Me neither.** What did the teacher do?

A: He screamed and jumped onto the desk. I think that's so funny.

B: <sup>6</sup>**Me too/Me neither.**

#### 2 Punctuation Exclamation marks


Read the dialogue again and change some of the full stops to exclamation marks.

#### Language detective

When do we use exclamation marks?



## My learning

- 1  **Can you remember?** Write two ways of agreeing and one way of expressing surprise.

Agree: \_\_\_\_\_

Express surprise: \_\_\_\_\_

- 2 Look at the notes below and write about Omar's plans for tomorrow. Use **to be going to** and a verb.

10 am	football
1 pm	lunch/friends
3 pm	visit/grandparents
6 pm	help/parents/dinner

- 3 How many different feelings can you think of? Complete the table.

good feelings 😊	bad feelings ☹️
happy	sad


## Look what I can do!

- I can use **going to** to talk about future plans.
- I can write an invitation for a celebration.
- I can understand a short play.
- I can talk about different feelings.
- I can use language to show that I can respond to and agree with people.

# 7

# Talking about people

## Lesson 1 What am I like?

- 1  **Talk** Look at the pictures of the boy below. What can you see? Which adjectives can you use to describe him in each picture?



### Reading strategy: Reading for gist


Reading for gist means reading a text quickly to find out what the topic is and to understand the general meaning. You do not need to understand every word.

- 2 **Read** the school report. Which of the three pictures above is the boy described in the report?

### REPORT

Pupil Paul Jones	Class 3	Teacher Miss Green
------------------	---------	--------------------

Paul has progressed quite well this year. He is a very polite, happy pupil and a very popular member of the class. However, he isn't as hard-working as other pupils in the class and sometimes forgets to do his homework. His work is always very neat, but sometimes his marks aren't very good because he gets very nervous when we have an exam.

- 3  **Talk** Do you think Paul's parents are going to be happy with this report?

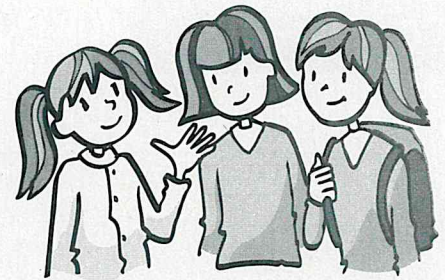
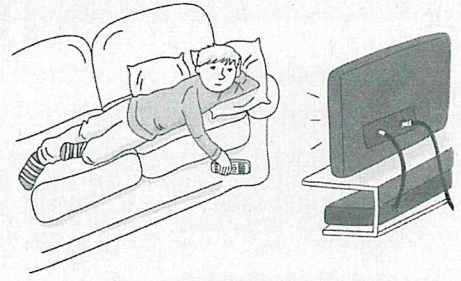
## Lesson 2 House rules

### 1 Word study Adjectives

Find and circle these adjectives.

~~cheerful~~ confident generous hard-working  
lazy nervous outgoing ~~selfish~~ shy tidy

n	v	y	h	b	o	p	d	a	b	i	v	c
e	l	p	a	l	m	u	t	i	d	y	o	s
r	g	r	r	n	c	c	t	j	x	n	r	c
v	e	e	d	n	o	h	p	g	f	l	r	u
o	n	a	w	u	n	e	g	i	o	z	d	h
u	e	q	o	c	f	e	d	l	c	i	s	n
s	r	o	r	e	i	r	g	u	f	i	n	y
m	o	a	k	o	d	f	o	k	f	a	z	g
n	u	y	i	t	e	u	y	l	m	a	z	x
k	s	g	n	m	n	l	e	u	l	b	j	v
c	d	q	g	u	t	s	o	o	s	h	y	z



### 2 Write Complete these sentences with an adjective from Activity 1.

- I've got a test today. I'm feeling very nervous.
- My grandma tells people I'm very \_\_\_\_\_ because I'm always studying.
- My brother prefers watching the television to playing sport. He's so \_\_\_\_\_.
- My younger sister is really \_\_\_\_\_. In fact, I think she's got more friends than I have and she's only six!
- I'm very \_\_\_\_\_, but my friends aren't! Their bedrooms are really messy!

## Lesson 3 Our profiles

- 8 1 **Read and listen** Look carefully at the type of information you need to complete the profile. Listen, then complete Khalid's profile. How similar are you to him?

### Listening strategy:

#### Listening for specific information

Listening to identify certain information like dates, times or people's names.

### Cool profiles!

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Country: \_\_\_\_\_

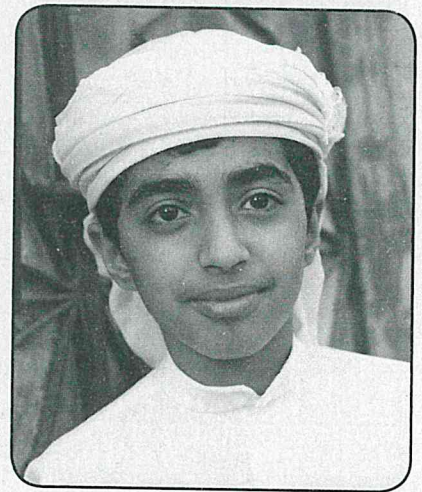
Family: \_\_\_\_\_


Hobbies: \_\_\_\_\_ Best friends: \_\_\_\_\_

What people like about me:  
\_\_\_\_\_

What I like about myself:  
\_\_\_\_\_

What I could improve about myself:  
\_\_\_\_\_



- 2  Look at the *Use of English* box and use the **wh-** words to complete these questions. Then answer the questions about Khalid.

### Use of English

#### Question words with *wh-*

What?	Who?	Where?
When?	Which?	Why?

- \_\_\_\_\_ is his name? \_\_\_\_\_
- \_\_\_\_\_ is he from? \_\_\_\_\_
- \_\_\_\_\_ are the people in his family? \_\_\_\_\_
- \_\_\_\_\_ are his hobbies? \_\_\_\_\_
- \_\_\_\_\_ are his best friends? \_\_\_\_\_
- \_\_\_\_\_ do people like about him? \_\_\_\_\_

## Lesson 4 Matching profiles

**1 Use of English** Make questions from the words below and answer them with information from the texts in the Learner's Book.

1 Rashid/is/Where/from \_\_\_\_\_ *Where is Rashid from* \_\_\_\_\_ ?  
*He is from the UAE*

2 Abu Dhabi/When/did/to/Rashid/move \_\_\_\_\_ ?

3 people/Who/in/Rashid's/are/the/family \_\_\_\_\_ ?




4 old/How/Sam/is \_\_\_\_\_ ?

5 moment/the/Sam/studying/hard/at/Why/is \_\_\_\_\_ ?

6 Sam's/are/What/hobbies \_\_\_\_\_ ?

**2 Write** Complete your profile.

Name:	Age:
Country:	Family:
Hobbies:	
Personality:	

**3**    **21st Challenge** Interview your partner. Take notes in your notebook and then write sentences about his/her life. Use the questions in Activity 1 as a guide.

*My partner's name is ...*

## Lesson 5 An interview

### 9 1 Pronunciation Intonation in question forms

Listen and complete the questions. Listen again and mark the intonation.

- 1 What are you like?
- 2 Do you have a favourite sport?

### Words to remember

do what where who

- 1 \_\_\_\_\_ were you born?
- 2 \_\_\_\_\_ are you like?
- 3 \_\_\_\_\_ are your best friends?
- 4 \_\_\_\_\_ are you good at?
- 5 \_\_\_\_\_ you have a favourite sport?
- 6 \_\_\_\_\_ are your favourite things?
- 7 \_\_\_\_\_ you have any brothers?

2  **Vocabulary** Match the useful expressions in the *Speaking tip* box with the correct category below.

- a Checking for meaning
- b Correcting yourself
- c Expressing likes and dislikes
- d Comparing
- e Expressing opinions

### Speaking tip

#### Useful expressions for your interview

- 1 I really like ...
- 2 Sorry, could you repeat that?
- 3 What I meant was ...
- 4 I'm not very keen on ...
- 5 I don't think ...
- 6 We both like ...
- 7 I think ...

## Lesson 6 An interview

**1 Vocabulary** Find an expression highlighted in the dialogue in the Learner's Book which ...

- 1 asks again \_\_\_\_\_      2 expresses like \_\_\_\_\_  
3 expresses dislike \_\_\_\_\_      4 compares \_\_\_\_\_  
5 expresses an opinion \_\_\_\_\_

**2 Write** Prepare questions to ask your partner. Use these prompts to help you.

1 Have/brothers and sisters?

---

2 Where/born?

---

3 What/like? (personality)

---

4 Who/best friends?

---

5 What/favourite subjects?

---

6 What/favourite sport?

---

7 What/favourite things?

---



**3**  **21st Talk**

Use the questions in Activity 2 to interview your partner. Don't forget to use the useful expressions in the *Speaking tip* box on page 81 when you answer questions.

*I really like ...*

*I'm not very keen on ...*

*I think ...*

*I don't think ...*

## My learning

1 **Can you remember?** What are the opposites of these adjectives?

- 1 bad-tempered \_\_\_\_\_ 4 generous \_\_\_\_\_  
2 shy \_\_\_\_\_ 5 hard-working \_\_\_\_\_  
3 confident \_\_\_\_\_

2 Write down three adjectives to describe yourself. Compare with your partner and give reasons.

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

I think I'm generous/kind/lazy because ...

3 Write five questions to ask your partner about their life. Use the words in the box.

What? Which? Who? When? Where?

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

4 Ask and answer the questions from Activity 3 with a partner. Remember to use a rise-fall intonation when asking these types of questions.

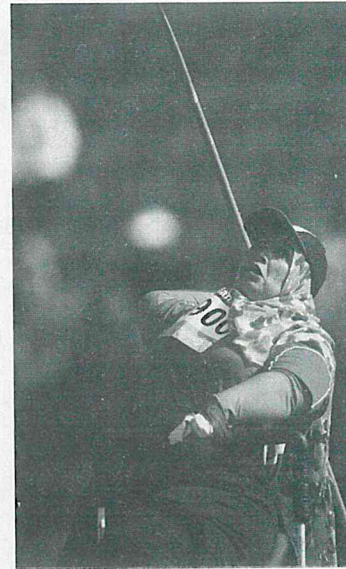
## Look what I can do!

- I can talk about my life and what I am like.
- I can read and complete a personality quiz.
- I can write a personal profile.
- I can use correct intonation in question forms.
- I can interview my partner about their life.

## Lesson 7 Amazing people

**1 Vocabulary** Look again at Thuraya's *My Page* in the Learner's Book, page 107. Find the adjectives in the text that are used to describe the following.

- 1 Competitions: e \_\_\_\_\_
- 2 How she feels when she is with her family: r \_\_\_\_\_
- 3 Competing at the London Paralympics: a \_\_\_\_\_
- 4 A feeling that she dislikes: feeling b \_\_\_\_\_



**2 Use of English** Read and complete the *Use of English* box.

### Use of English

#### **-ed/-ing adjectives**

**'-ed'** adjectives such as \_\_\_\_\_ and \_\_\_\_\_ are used to describe how people feel.

**'-ing'** adjectives such as \_\_\_\_\_ and \_\_\_\_\_ are used to describe things and situations.

**3** Circle the correct form of the adjectives.

- 1 I am **amazing/amazed** when I get good results in my English tests because I'm not good at it.
- 2 I am **frightened/frightening** of the dark. I always sleep with a light on at night.
- 3 I think Maths is **boring/bored** because I'm not interested in numbers.
- 4 Basketball is a really **exciting/excited** sport.

**4 Challenge** Look at the adjective forms you didn't choose in Activity 3 and write a sentence for each one.

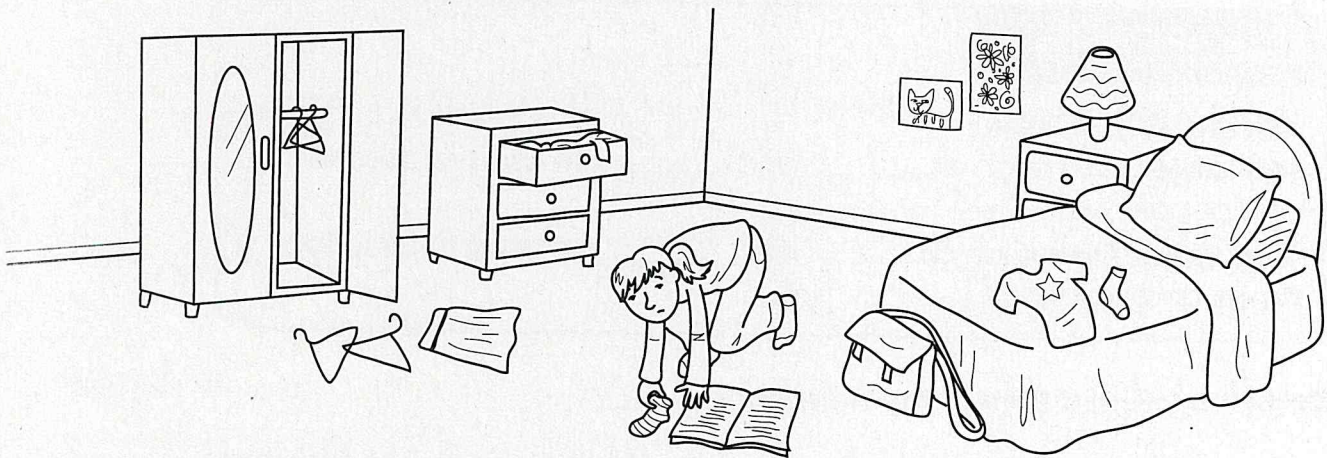
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

## Lesson 8 Amazing people

**1 Use of English** Choose the correct form of the adjectives to complete the sentences.

frightening/frightened  
bored/boring  
interesting/interested  
exciting/excited

- 1 Tidying up my bedroom is really \_\_\_\_\_.
- 2 I am very \_\_\_\_\_ of horses.
- 3 I'm really \_\_\_\_\_ because I'm going to a concert!
- 4 I'm learning to play the oud – it's really \_\_\_\_\_!
- 5 I get \_\_\_\_\_ when I've got no friends to play with.



**2 Write** Complete these sentences. Use your own ideas and **-ing** or **-ed** adjectives.

- 1 My favourite thing is \_\_\_\_\_. It makes me feel \_\_\_\_\_.
- 2 When I see my favourite animal, a \_\_\_\_\_, it makes me feel \_\_\_\_\_.
- 3 My favourite sport is \_\_\_\_\_. It's \_\_\_\_\_.
- 4 My favourite film is \_\_\_\_\_. It's \_\_\_\_\_.
- 5 I feel \_\_\_\_\_ when I \_\_\_\_\_.
- 6 When I go to \_\_\_\_\_ on holiday, I feel \_\_\_\_\_.

## Lesson 9 Favourite people

**1 Read** the following statements about the poem in the Learner's Book, page 109, and decide if they are **true (T)** or **false (F)**. Correct the false statements.

- 1 The teacher does not ride horses very well. \_\_\_\_\_
- 2 The teacher is a very good chess player. \_\_\_\_\_
- 3 The teacher can speak five languages. \_\_\_\_\_
- 4 The teacher can drive very well. \_\_\_\_\_
- 5 The teacher has neat and tidy hair. \_\_\_\_\_

**2 Word study** Look at the poem *Our teacher's multi-talented* again. Match these definitions with the highlighted words in the poem.

- 1 twelve of something \_\_\_\_\_
- 2 mistakes \_\_\_\_\_
- 3 a winner of something \_\_\_\_\_
- 4 to fight \_\_\_\_\_

**3 Read** the poem again. Find and write the phrases that mean 'to be good at something'.

---

---

---

---

---

 **4 Challenge Word study**

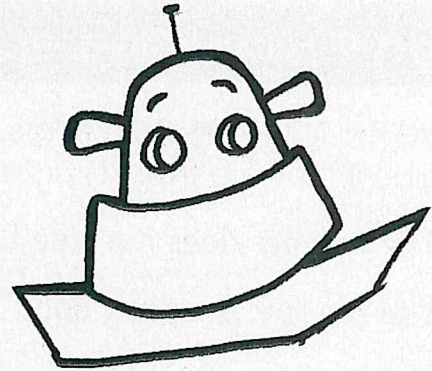
Use your dictionary to find and write definitions for these words. Read out your definitions for your partner to guess.

- 1 impressive \_\_\_\_\_
- 2 to comb \_\_\_\_\_
- 3 to juggle \_\_\_\_\_
- 4 an expert \_\_\_\_\_

## Lesson 10 Inspirational people

- 1 **Vocabulary** Complete the sentences with a word from the box.

champion    wrestles    dozen  
impressive    juggle



Machine Man is the new superhero for kids. He can pick up a dozen <sup>(1)</sup> cars with one hand and \_\_\_\_\_ <sup>(2)</sup> them in the air. He has many talents. He's a \_\_\_\_\_ <sup>(3)</sup> skier and he \_\_\_\_\_ <sup>(4)</sup> with tigers. He also paints really \_\_\_\_\_ <sup>(5)</sup> pictures which are on display at the City Gallery.

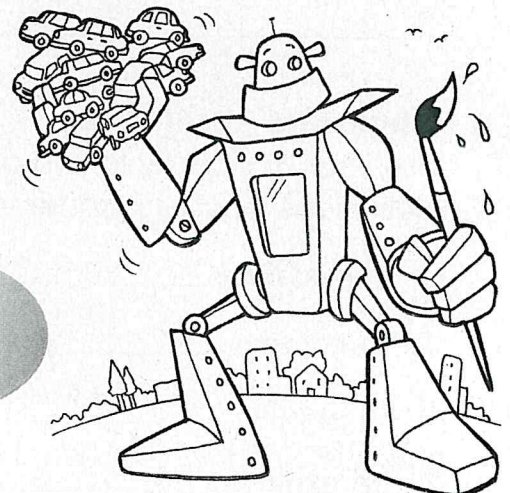
- 2 Complete the table. Use information from Machine Man's profile in Activity 1 and look at the picture to help you.

Physical qualities	Talents
_____	_____
_____	_____
_____	_____
_____	_____

- 3 **Write** a poem about Machine Man. Use the information from the table.

### Machine Man

His arms \_\_\_\_\_ ,  
His legs \_\_\_\_\_ too.  
He's a champion \_\_\_\_\_ ,  
And he \_\_\_\_\_ too.




## My learning

1 **Can you remember?** Write sentences using the following adjectives.

bored   relaxed   frightening   interesting   excited

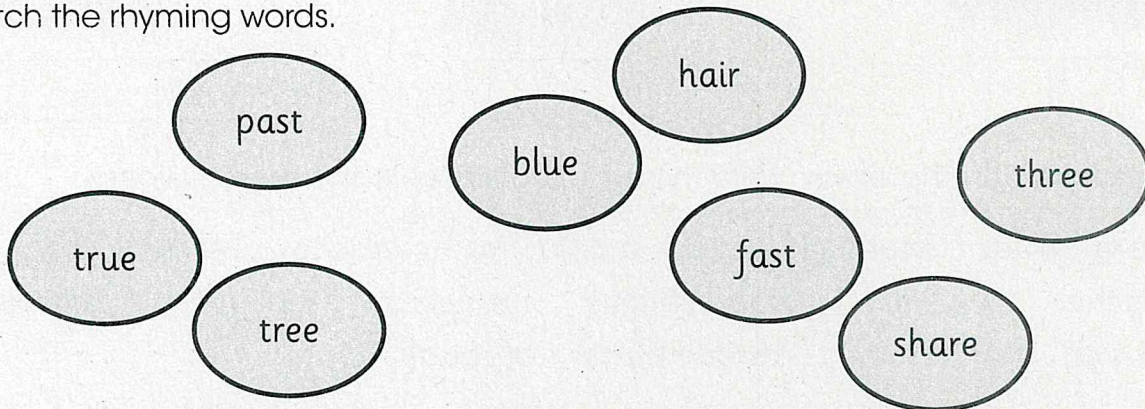
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

2  Complete the sentences. Then mingle and compare your answers with your classmates. Can you find anyone who has the same answers as you?

1 I feel \_\_\_\_\_ .

2 My favourite thing is \_\_\_\_\_ . It makes me feel \_\_\_\_\_ .

3 Match the rhyming words.



## Look what I can do!

- I can read and understand profiles and blogs.
- I can use **-ed** and **-ing** adjectives to describe feelings and things.
- I can understand a poem.
- I can recognise rhyming words.
- I can write a short poem.

# 8

# Staying healthy

## Lesson 1 Common illnesses

**10 1 Vocabulary** Listen again and match the symptoms you hear to the correct person.

1 no energy   2 lost voice   3 feel sick   4 sneezing   5 cough   6 ear hurts  
7 stomach hurts   8 throat hurts   9 blocked nose

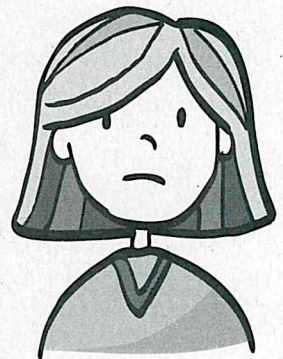
**Maria**

**Abdul**

**Jess**

**2 Vocabulary** Sort the words. Write the symptoms next to the correct illness.

~~a sore throat~~   stomach hurts   a cold   a headache   blocked nose  
earache   sneezing   stomachache   no energy   ear hurts   ~~lost voice~~  
feel sick   head hurts   ~~throat hurts~~   a cough

Illness	Symptoms
<i>a sore throat</i>	<i>lost voice, throat hurts</i>

## Lesson 2 How do you feel?

**1 Vocabulary** Complete the dialogues using the words from the box. Then match to the correct picture.

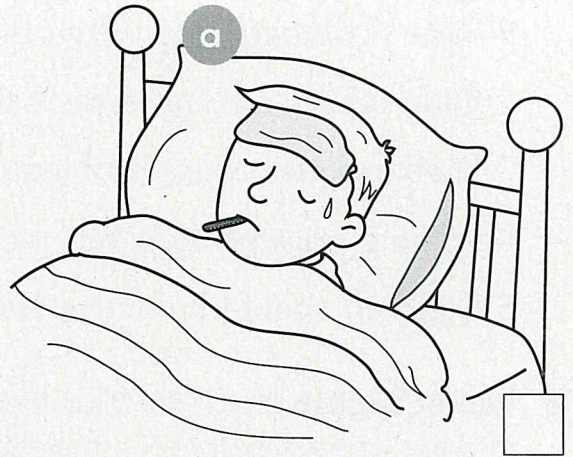
head hurts    ~~headache~~    sick

**1 A:** What's the matter?

**B:** I've got a headache (1).

**A:** Do you feel \_\_\_\_\_ (2)?

**B:** No, only my \_\_\_\_\_ (3).



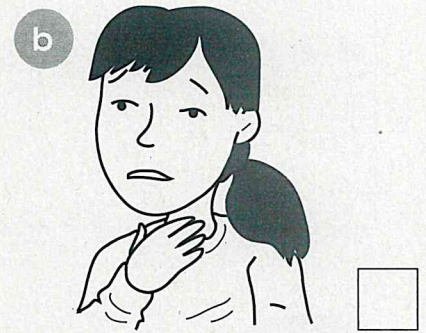
hot    sweating    fever

**2 A:** What's the matter?

**B:** I feel \_\_\_\_\_ (1).

**A:** Have you got a \_\_\_\_\_ (2)?

**B:** Yes, I'm \_\_\_\_\_ (3).

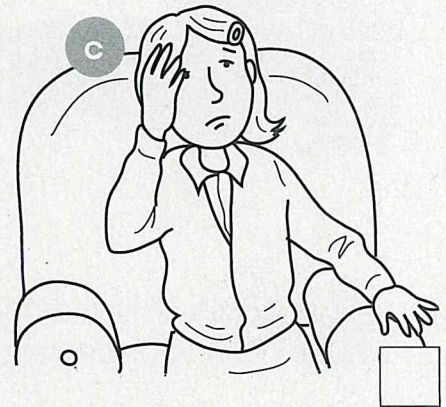


sore throat    voice    headache


**3 A:** What's the matter? Have you got a \_\_\_\_\_ (1)?

**B:** No, I've got a \_\_\_\_\_ (2).

I can't talk because I've lost my \_\_\_\_\_ (3).



## Lesson 3 Diabetes

1  **Read** the text from Learner's Book page 116 again. Decide if the statements below are **true (T)** or **false (F)**. Correct the false statements.

1 Type 1 diabetes can often be passed from parents to their children.

2 Only adults can get type 2 diabetes.

3 Diabetes can cause problems with our eyes.

4 To help prevent diabetes, we should not eat too much chocolate.

5 Children should be active every day of the week.

2 **Use of English** Place the blue words from the text on page 116 of the Learner's Book into the correct column in the table.

Countable	Uncountable	Both
a few/few	a little/little	some
several	2 _____	any
1 _____		3 _____
		4 _____



### Use of English

#### Quantifiers

A quantifier expresses quantity.

#### Countable nouns:

There are now **many** more children with type 2 diabetes.

#### Uncountable nouns:

Diabetes can leave you with **little** energy.

**Both:** You should drink **plenty of** water and eat **plenty of** vegetables.

3  **Talk** Which of the four activities mentioned in the text do you do? Discuss with your partner.

How many more healthy activities can you think of? Make a list.

Now choose one that you would like to try in the future and say why you have chosen this one. Would you like to try any others?

## Lesson 4 A fever

1 **Use of English** Circle the correct answer.

- 1 Don't do **many**/**too much** exercise if you have a fever.
- 2 Wash your hands with water and **a few/a little** soap.
- 3 You need **much/plenty** of tissues if you have a cold.
- 4 If you take **any/some** medicine, you will feel better.
- 5 How **much/many** days does the flu last?
- 6 Can I have **any/some** cough medicine, please?

2 Use quantifiers to complete these sentences.

some ~~a lot of~~ many plenty of too much

- 1 There are a lot of cases of flu in the winter.
- 2 You shouldn't do \_\_\_\_\_ exercise, but you should drink \_\_\_\_\_ water if you have a fever.
- 3 \_\_\_\_\_ people suffer from a sore throat in the winter.
- 4 You should take \_\_\_\_\_ medicine if your temperature rises to more than 37.5°C.

### Language tip

Use quantifiers to express quantity.

**Countable:** a few, many, several

**Uncountable:** much, some, any, little

**Both:** a lot of, plenty of

### Language detective

How many sentences can you make using quantifiers?



## Lesson 5 Health

- 1 **Read** the text. What kind of text is it? Who do you think the two writers are? Why?

Yesterday, I ate a huge bowl of Mum's home-made tomato soup. It was delicious! However, after an hour or so I got a stomachache and I started to feel a bit sick. Another hour later, I started to get a red rash on my skin too and it was really itchy. Do you think I could be allergic to tomatoes or could it be something else I ate?



### Comment:

It sounds like you have a food allergy. Stop eating tomatoes for a while and see if the symptoms go away. Then try to eat less of them. Why don't you ask your mother to make you different kinds of home-made soups from other delicious vegetables? Don't worry, you'll probably grow out of this food allergy and be able to eat tomatoes again in the future.

- 2 Read the text again and complete the table with the writer's symptoms and the advice he receives.

Symptoms	Advice

- 3  **Talk** In pairs, talk about:

- food you like
- food you dislike
- food you can't eat because it makes you feel ill.

## Lesson 6 Giving advice

- 1 Write** Imagine you are a doctor. Write advice for two of the health problems you discussed in the Learner's Book, page 119.

### Language tip

Remember to use the language for giving advice.

*You should + verb*

*Try to + verb*

*Why don't you + verb*

### Writing tip

Start off your response with

**Thank you for your question.**

**It sounds like you have a sore throat/the flu/ an allergic reaction ...**

Handwriting practice lines for the first writing task.



HOME

NEWS

BLOG

Handwriting practice lines for the second writing task.



HOME

NEWS

BLOG

## My learning

- 1 **Can you remember?** The letters in the words below are all mixed up. Write the words correctly. The first one has been done for you.

g o c u h cough

s p o n t i p e r r i c = p \_\_\_\_\_ n

s h a r \_\_\_\_\_

c o n t a v i c a i n = v \_\_\_\_\_ n

Work with a partner. Choose two of the words and write a definition for each one.

---

---

- 2 What can you remember about diabetes? Work with your partner and answer the questions below.

1 What is diabetes? Diabetes means there is \_\_\_\_\_ in the blood.

2 What is the difference between the two types of diabetes?

---

3 What are the symptoms of diabetes?

---

4 What can we do to try and stop getting type 2 diabetes?

---

- 3 What other illnesses and symptoms can you remember? Write them in the box below. Remember to check your spellings carefully.

## Look what I can do!

- I can talk about common illnesses and their symptoms.
- I can make predictions about the content of reading texts.
- I can read and understand information texts and blogs.
- I can write suggestions and advice for health problems.

# Lesson 7 Food and health

**11 1 Listen** again to Kaya's advice. Decide if the statements are **true (T)** or **false (F)**. Correct the false statements.

- 1 You should eat fruit and vegetables every day.
- 2 You shouldn't eat carbohydrates.
- 3 You should eat dairy products to give your body calcium.
- 4 You should never eat sweets and cakes.


## Language tip

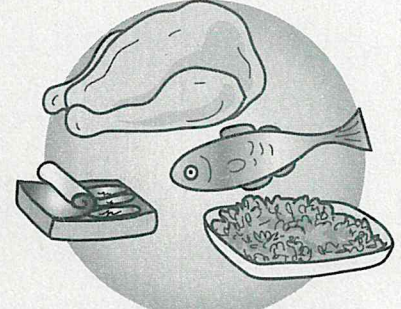
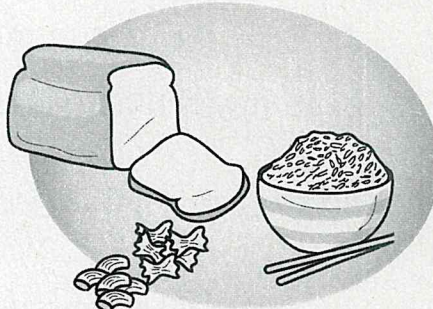
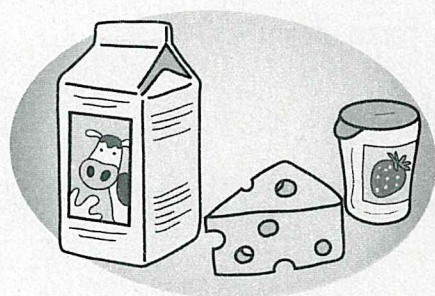
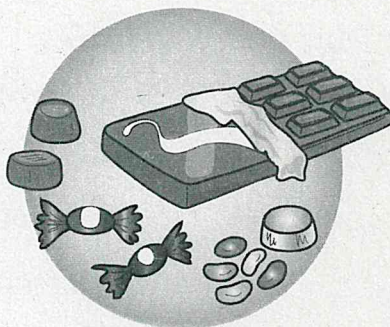
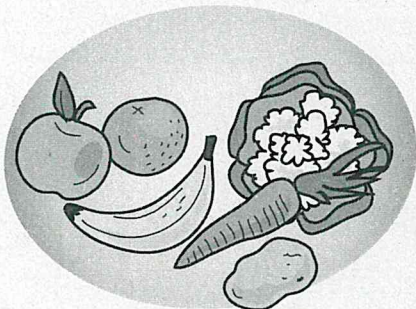
Remember, we use *should/shouldn't* to give advice.

You **should** eat fruit as a snack.

We **shouldn't** eat chocolates and sweets every day.

**2 Talk** What do you think about the information Kaya gives? Do you agree/disagree? What could you do to improve your diet?

I agree. We should eat more fruit and eat less ...



## Lesson 8 A food quiz

- 1  **Vocabulary** Categorise the food.

chocolate rice pasta eggs bread cheese oil fish nuts lettuce  
carrots chicken milk apples bananas oranges green beans onion

Proteins	Carbohydrates	Vitamins and minerals	Fats and sugars
eggs			

- 2 **Use of English** Complete the sentences with **should** or **shouldn't**, plus a verb from the box.

try spend put exercise drink eat

- We should eat fruit and vegetables every day because they provide our bodies with vitamins and minerals.
- You \_\_\_\_\_ to eat lots of different types of food.
- Khawla \_\_\_\_\_ so much butter on her bread.
- You \_\_\_\_\_ often to keep healthy.
- The dentist said I \_\_\_\_\_ too many fizzy drinks.
- Adel \_\_\_\_\_ so much time watching TV.

### Language tip

#### Remember:

We use **should** if we think something is a good idea.

We use **shouldn't** if we think something is a bad idea.

- 3  **Talk** Work with a partner and prepare some advice about healthy living to share with your classmates.

Use the following phrases:

To have a healthy life we should/  
shouldn't ...

Give reasons:

We shouldn't ... because ...

## Lesson 9 Eat a rainbow!

**1 Read** the information in the Learner's Book, page 123, and answer the questions below.

- 1 Which colours are good for your heart? \_\_\_\_\_
- 2 Which colours are good for your eyes? \_\_\_\_\_
- 3 Which colours are good for your memory? \_\_\_\_\_

**2** Decide if the answers are **true (T)** or **false (F)**.

- 1 Sweets and chocolate are not part of the food rainbow.
- 2 We should eat five different colours every day.

**3 Write** Make a plan for a super-healthy day. Decide what food you will have for each meal and a snack.

- Remember that the day should include one food or more from each colour of the rainbow.
- Remember that fruit and vegetables should cover half of the plate for each meal.

Our healthy meal plan	
Breakfast	<i>orange juice, fruit, bread</i>
Lunch	
Snack	
Dinner	

**4 Talk** Present your healthy meal plan to your classmates. Give reasons for your choices.

### Speaking tip

Use the following sentence starters to help you.

**For (breakfast), we decided to have ...**  
**because ... is/are very good for your ...**

## Lesson 10 Stone soup

1 **Read** *Stone soup* again in the Learner's Book, pages 124–125. Answer the questions about the story.

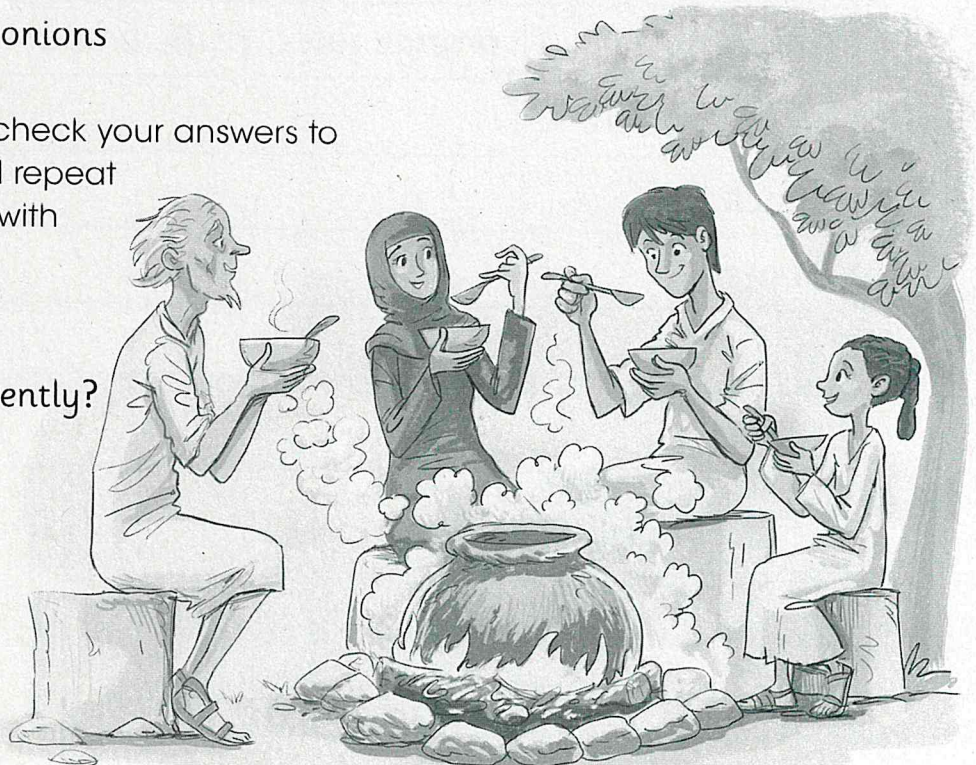
- 1 Why did the young man decide to make the stone soup?
- 2 What did the old man give him?
- 3 What ingredients did the people in the village give him for the stone soup?
- 4 Why do you think the people in the village didn't give him any food when he arrived?
- 5 Why do you think the young man smiled to himself at the end of the story?
- 6 What value did the young man teach the people in the village that day?

2 **Word study** Find quantifiers for these six items from the story. They are in blue.

- 1 \_\_\_\_\_ soup
- 2 \_\_\_\_\_ potatoes
- 3 \_\_\_\_\_ salt and pepper
- 4 \_\_\_\_\_ beans
- 5 \_\_\_\_\_ carrots
- 6 \_\_\_\_\_ onions

12 3 **Pronunciation** Listen and check your answers to Activity 1. Listen again and repeat the phrases from the story with connected speech.

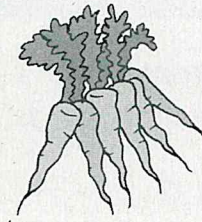
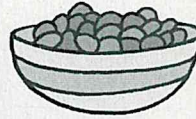
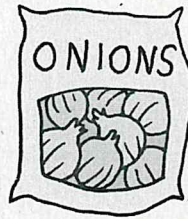
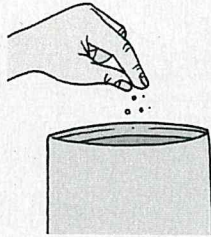
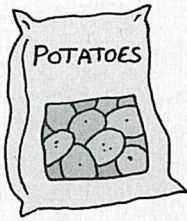
- 1 What happens to **of**?
- 2 Is it pronounced differently?



# My learning

1 **Can you remember?** Label the food with the correct expression.

a bag of   a pinch of   a bunch of   ~~a sack of~~   a bowl of



a sack of  
potatoes

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Check your answers with a partner and practise the pronunciation using the short form of the word **of**.

3 Add two more food items to each of the food groups below. Then check with your classmates and try to make your lists longer.

Dairy	Meat and fish	Fruit and vegetables	Grains
yoghurt	beef	apples	pasta

## Look what I can do!

- I can understand about food groups and healthy eating.
- I can give advice about healthy eating.
- I can understand the concept of 'rainbow eating'.
- I can design a menu plan for a healthy day of eating.
- I can read and understand a world folktale.

# 9

# Where we live

## Lesson 1 City and country

### 1 Vocabulary

Complete the words.

1 r o a d

2    i c   

b   l   g

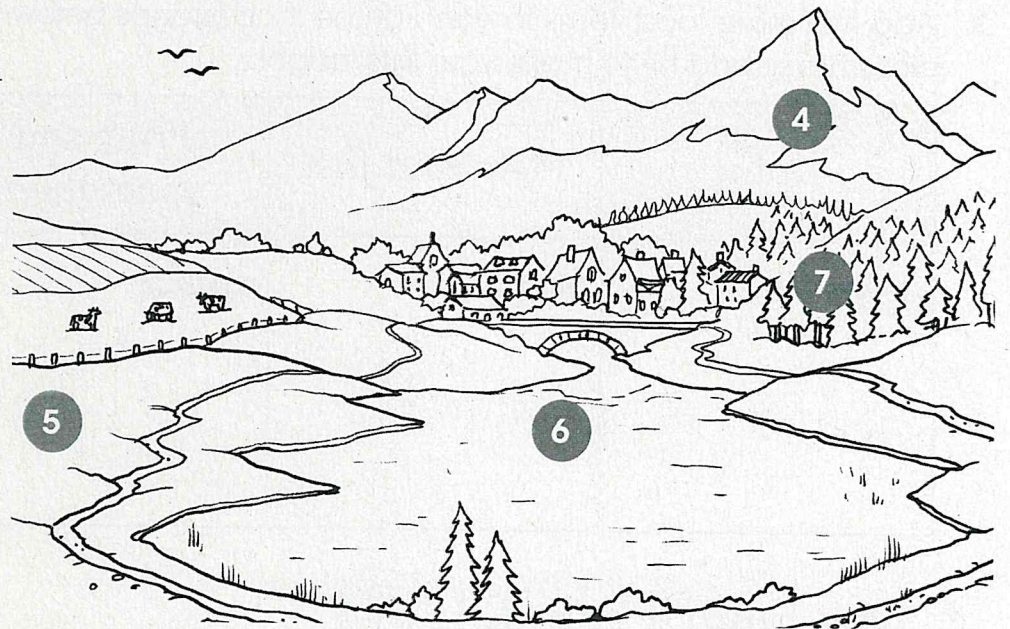
3 p   e   

4    o   t   

5    i   d   

6 l   

7    r   



2 Circle the adjectives which best describe the city or the country.

1 Living in the country is **noisy**/peaceful/**crowded**.

2 Cities are very **clean**/**popular**/**small** places to live.

3 Cities have **ancient**/**crowded**/**amazing** streets full of people.

4 The country is **modern**/**small**/**beautiful** in the spring.

## Lesson 2 Where we live

- 1 **Read** Study the text about visiting Muscat in Oman. Write the adjective in brackets in its comparative form.

## Use of English

### Comparative adjectives

adjective	comparative adjective
big	bigger than
dirty	dirtier than
amazing	more amazing
beautiful	more beautiful than

## MUSCAT

Muscat is on the north coast of the country and has a population of about 1.3 million. It is a beautiful city with great history, lovely buildings and a warm welcome for those who visit.

### ■ Best time to travel

If you are planning to visit Muscat, a good time to go is in January when the weather is good. During this month, it is \_\_\_\_\_ (1) (*nice*) than in the summer. In the summer, it is \_\_\_\_\_ (2) (*hot*) and \_\_\_\_\_ (3) (*humid*) than the other months of the year.

### Vocabulary

**chandelier:** a light that hangs from the ceiling

**architecture:** the style in which buildings are made

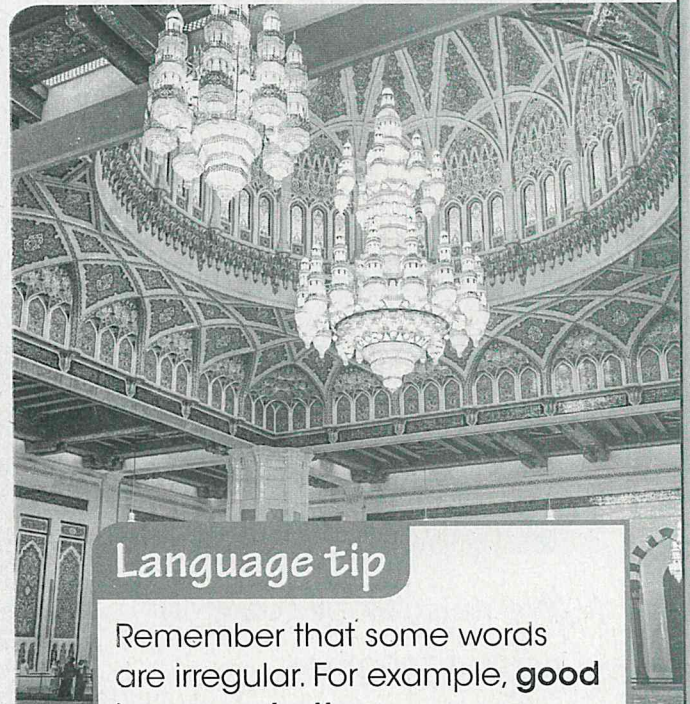
**humid:** hot and wet

### ■ Getting around

Traffic in Muscat is \_\_\_\_\_ (4) (*light*) than other Gulf cities, but the best way to travel around is either to walk or to use the bus service, which is a \_\_\_\_\_ (5) (*fast*) and \_\_\_\_\_ (6) (*cheap*) way to travel.

### ■ Things to see

Don't leave Muscat without going to Sultan Qaboos Grand Mosque with its amazing chandelier and beautiful architecture.



### Language tip


Remember that some words are irregular. For example, **good** becomes **better**.

## Lesson 3 Our carbon footprint

1 **Read** the text from Learner's Book page 131 again. Decide if the statements are **true (T)** or **false (F)**. Correct the false statements.

- 1 Our carbon footprint shows the carbon dioxide we produce each year.
- 2 Gas and electricity make CO<sup>2</sup>.
- 3 If you walk to school, you can reduce your carbon footprint.
- 4 Trees produce carbon dioxide too.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>


2  **21st** Do the survey. Have you got a big or small carbon footprint? Talk about your answers in pairs.

- |                                                      |                              |                             |
|------------------------------------------------------|------------------------------|-----------------------------|
| 1 Do you walk to school?                             | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2 Do you recycle materials?                          | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3 Do you have a shower instead of a bath?            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4 Do you turn off lights?                            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 5 Do you eat food grown locally?                     | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 6 Do you turn the tap off when you brush your teeth? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

**Conclusion:** If you answered 'yes' to most of these questions, then you have a small carbon footprint. Well done!

If you answered 'yes' to half of the questions, then you have a medium-sized carbon footprint.

If you answered 'no' to most of these questions, then you have a very big carbon footprint. You need to do something about it!

3  **Use of English** Change the adjectives into comparatives.

- 1 Khor Fakkan is (small) smaller than Dubai.
- 2 My friend doesn't turn off the lights. Her carbon footprint is (big) \_\_\_\_\_ mine.
- 3 It's (good) \_\_\_\_\_ to walk to school than to go by car.
- 4 We must all be (careful) \_\_\_\_\_ about our carbon footprint.
- 5 Everyone wants the world to be a (clean) \_\_\_\_\_ place.

## Lesson 4 Plant a tree!

1 **Use of English** Look at the *Use of English* box and answer the questions.

- 1 a How many syllables are in the adjectives 'clean' and 'big'?
- b How do we make 'clean' and 'big' into superlative adjectives?
- 2 a How many syllables are in the adjectives 'peaceful' and 'amazing'?
- b How do we make 'peaceful' and 'amazing' into superlative adjectives?

### Use of English

#### Superlative adjectives

adjective	superlative adjective
clean	the cleanest
big	the biggest
amazing	the most amazing
peaceful	the most peaceful

*It is the biggest city in India.  
It has got the most amazing mountains.*

2 **Use of English** Circle the correct superlative adjective.

- 1 Trying to reduce our carbon footprint is **the more important/the most important** thing we can do.
- 2 Planting trees is **the best/the good** way to help the environment.
- 3 South America has the world's **large/largest** tropical forest.
- 4 Which is **the smallest/smaller** Emirate in UAE?
- 5 I think this lesson has **the most amazing/more amazing** information in the unit.

3 **Writing** Write five sentences about where you live or go to school, using superlative adjectives. You can use the adjectives in the box or think of your own!

small   clean   interesting   beautiful   dirty   ~~big~~   amazing   good

My house is the biggest house in my street!

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

## Lesson 5 Past and present

13 1 **Listen** to Ahmed describe his city in the past and the present. Match the sentence halves. There are two sentence endings you don't need.

1 I don't think

2 In my opinion,

3 I really like

4 I think that

a going out with my friends.

b life was very easy in the past.

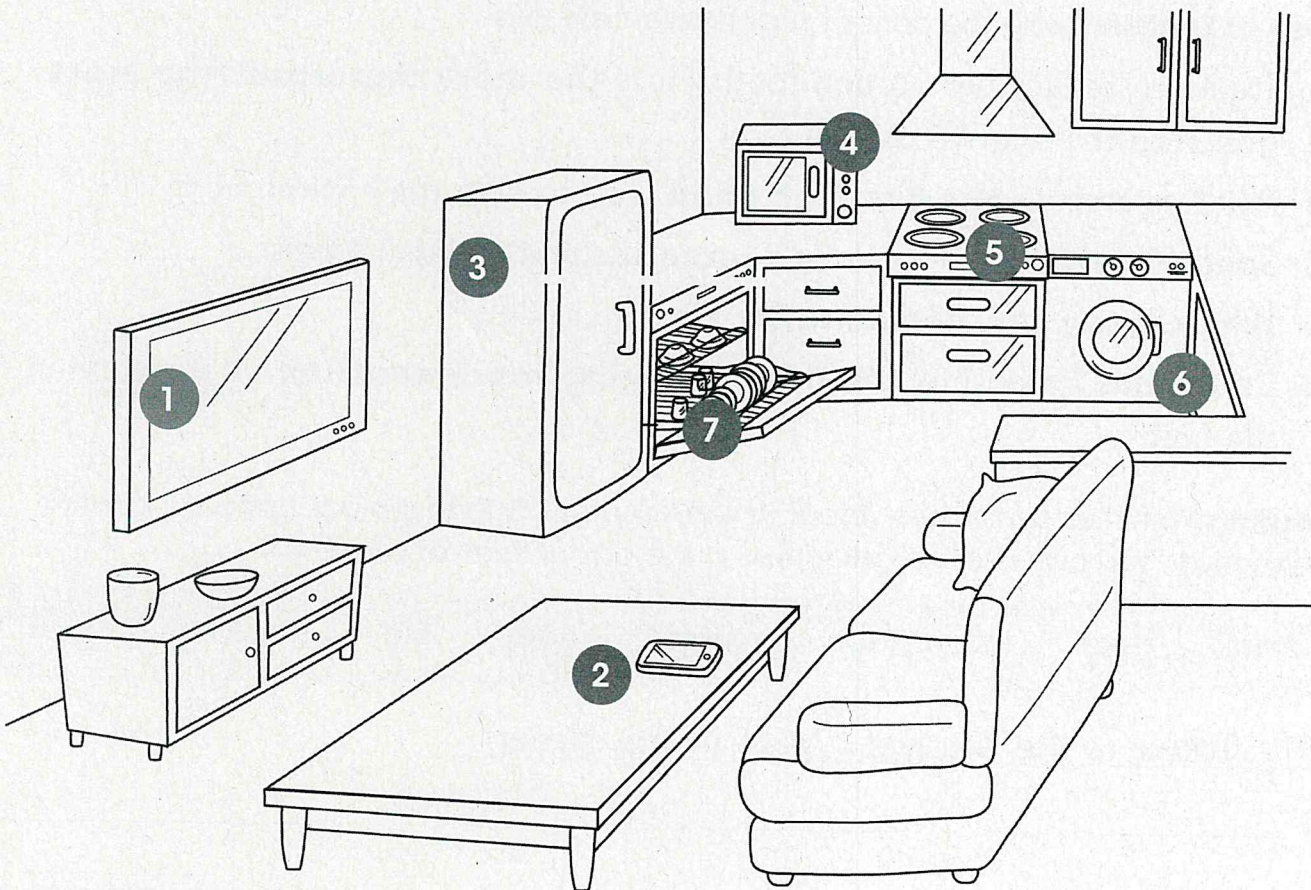
c playing sport.

d we should walk more.

e living in Sharjah now is probably better than 100 years ago.

f big families should all live together again.

14 2 **Vocabulary** Listen again and tick the appliances Ahmed mentions. Then write the words.



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

7 \_\_\_\_\_

# Lesson 6 Changing times

**1 Use of English** Match the present and the past simple of the verbs.

walked	was/were		
have	is/are	walk	cooked
rode	live	cook	
had	ride	lived	

## Language tip

**Remember:**

Regular verbs end in **-ed** in the past simple.

Irregular verbs do not have an **-ed** ending.

**2** Complete the sentences with the correct form of the verb.

- I didn't have (not have) a bicycle until I was five.
- My father \_\_\_\_\_ (walk) to school when he \_\_\_\_\_ (be) a child.
- There \_\_\_\_\_ (not be) any modern cookers when my grandmother was little.
- My mum \_\_\_\_\_ (ride) her bike to school when she was a child.
- People \_\_\_\_\_ (live) in big houses with all the family.
- People \_\_\_\_\_ (not use) mobile phones.

**3** Make sentences about life in the past. Use the correct form of the verbs in the box. The first sentence is done for you.

have    drive    be    ~~live~~    travel    use

- 1 People lived with all their family members in one house.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## My learning

- 1 **Can you remember?** Complete the table with adjectives to describe the city and the country.

City	Country

- 2 Change the adjectives to make comparatives and superlatives.


Adjective	Comparative	Superlative
good	<i>better than</i>	<i>the best</i>
peaceful	<i>more peaceful than</i>	<i>the most peaceful</i>
big	_____	_____
dirty	_____	_____
ancient	_____	_____

- 3 Write three different sentences expressing your opinion about the city and country. Use a different sentence starter each time.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

- 4  How can you reduce your carbon footprint? Write five sentences. Express your opinion and use comparatives.

*I believe walking to school is better than driving to school.*

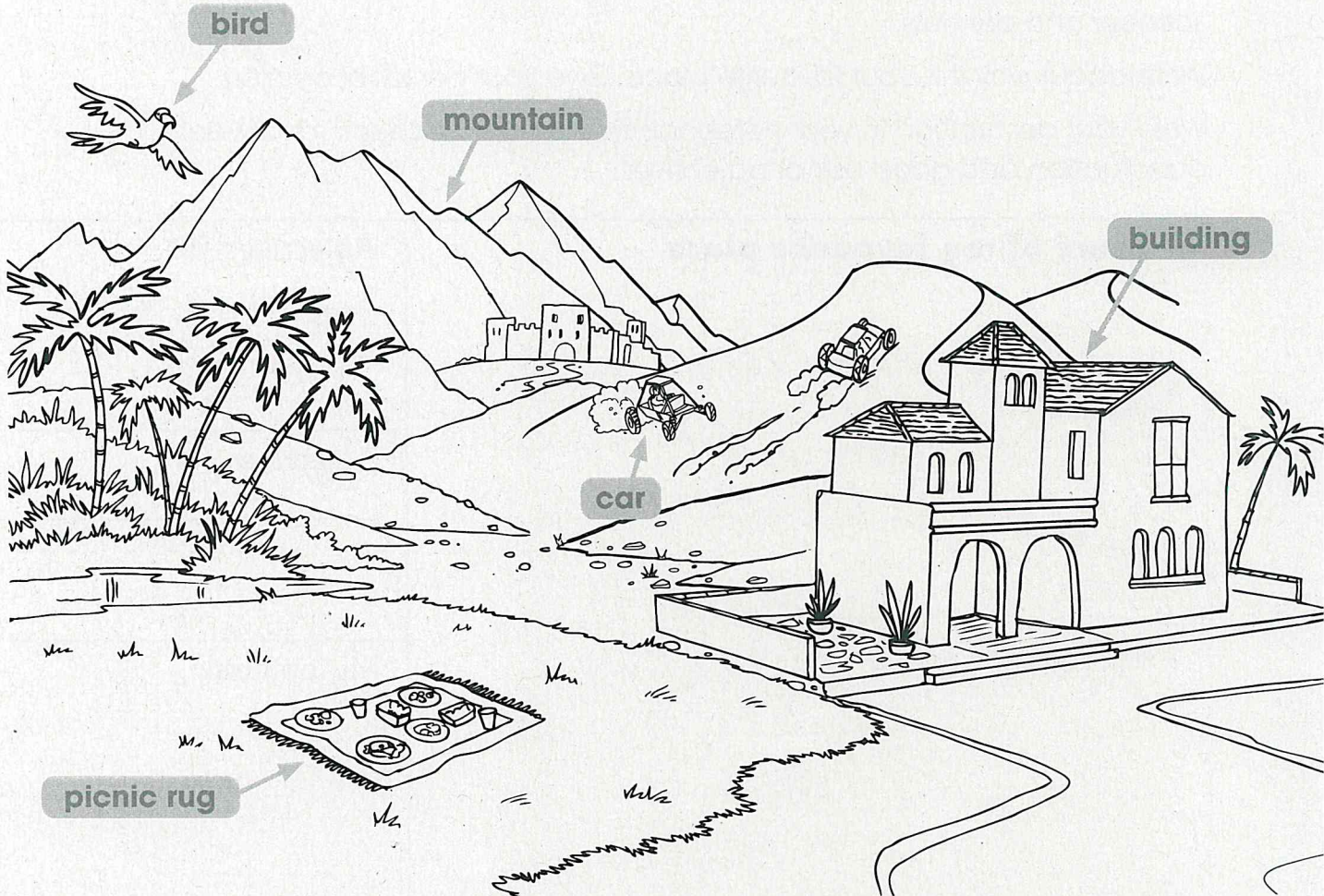
## Look what I can do!

- I can compare the city and the country.
- I can understand an article about our carbon footprint.
- I can express my opinion.
- I can talk about the town/city I live in and what it was like in the past.


## Lesson 7 Interesting places

1 **Vocabulary** Choose adjectives to label the picture.


huge old colourful exciting  
ancient modern strange



2 Complete the sentences using adjectives from Activity 1.

- 1 The mountains are \_\_\_\_\_, but look small because they are far away.
- 2 The picnic rug is \_\_\_\_\_.
- 3 There are many \_\_\_\_\_ buildings in the UAE.
- 4 How many \_\_\_\_\_ birds did you see today?
- 5 Desert racing is \_\_\_\_\_ and lots of fun to watch.

## Lesson 8 My favourite place

- 1  **21st Write** a descriptive paragraph. Use the planning sheet below to make notes. Then write in your notebook.

Choose your favourite place and draw a picture of it.

Write a list of adjectives to describe this place and its features, for example, scenery and animals.

Write about why it is your favourite place. Give your personal opinion.

Write your description in your notebook. Remember to check for correct punctuation and good use of adjectives.

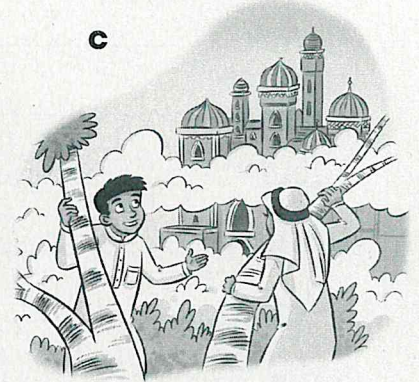
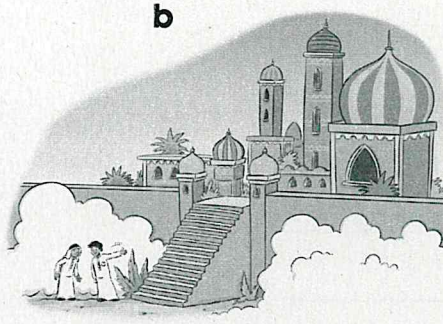
<b>Picture of my favourite place</b>	Adjectives for _____
	Adjectives for _____
	My opinion

### Writing tip

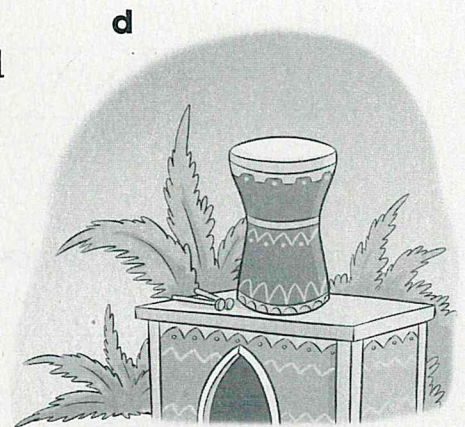
Organise your paragraph in three sentences: location, description, opinion.


## Lesson 9 The Lost City – Part 1

1 **Read** *The Lost City* – part 1 again and match each sentence to the picture it describes.



- 1 Jassim and Hamad walked a long way. 'I'm getting tired,' Jassim said.
- 2 'There it is! There is the Lost City! We have found it at last,' Hamad said.   c
- 3 'We must climb these steps,' Hamad said, pointing to some steps.
- 4 When they reached the centre of the city, they found a huge golden drum. 'Look at that!' said Jassim.



2  Read and decide if these statements are **true (T)** or **false (F)**. Correct the false statements in your notebook.

- 1 Jassim and Hamad are young girls.
- 2 Jassim knows more about the Lost City than Hamad.
- 3 There are a lot of dates in the Lost City.
- 4 It takes a day to walk to the Lost City.
- 5 Jassim runs up all of the stairs in one go.
- 6 Hamad and Jassim must make a noise in the Lost City.


## Lesson 10 *The Lost City* - Part 2

**1 Word study** Look at the story from the Learner's Book again. Find the past simple form of these verbs.

1 walk \_\_\_\_\_

2 stop \_\_\_\_\_

3 find \_\_\_\_\_

4 forget \_\_\_\_\_

5 stand \_\_\_\_\_

6 run \_\_\_\_\_

7 live \_\_\_\_\_

8 hit \_\_\_\_\_

9 reach \_\_\_\_\_

**2** Complete these sentences with a verb from Activity 1 in the past simple.

1 People \_\_\_\_\_ in this city a long time ago.

2 They \_\_\_\_\_ a huge golden drum.

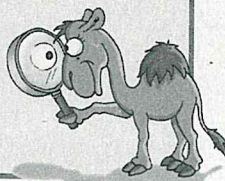
3 Jassim \_\_\_\_\_ the drum.

4 The boys \_\_\_\_\_ quietly for an hour.

5 When Hamad mentioned the dates, Jassim \_\_\_\_\_ about the gold and silver.

### Language detective

How many words from Activity 2 have irregular past simple forms? Can you think of any more?



## My learning

1 **Can you remember?** Write three ways of expressing your opinion. Choose one and write a sentence about school.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

2 Can you remember when you were younger? Use the verbs in the box to help you write sentences. Remember to use the past simple tense.

live play go like have

- 1 *When I was five, my family lived in another city.* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

3 Put the verbs in the right category according to the final **-ed** sound.

played washed travelled stopped needed reached painted

/ɪd/	/t/	/d/

## Look what I can do!

- I can express my opinion.
- I can use adjectives to describe unknown places.
- I can read about new places.
- I can write about my favourite place.

## **Acknowledgements**

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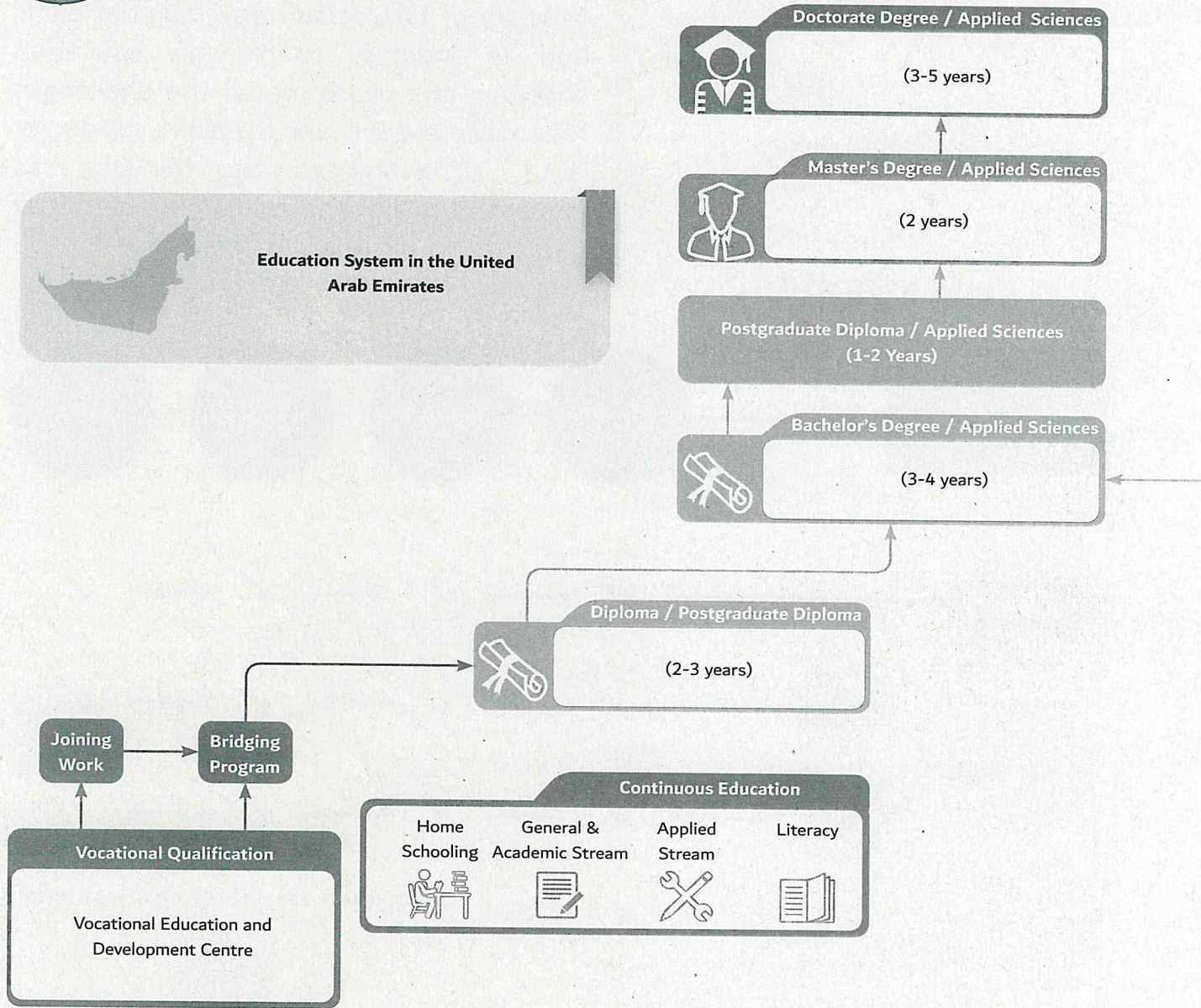
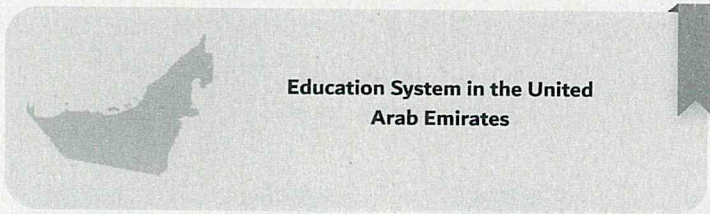


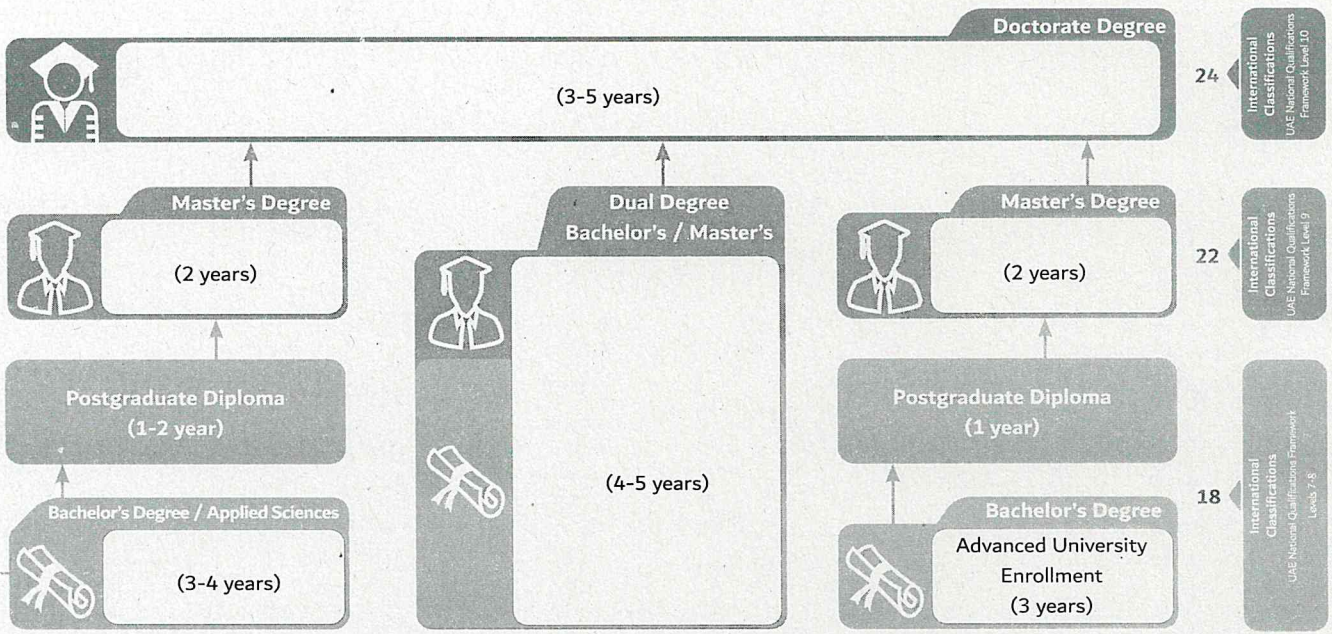






UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION





The Ministry coordinates with national higher education institutions to admit students in various majors in line with the needs of the labour market and future human development plans. Higher Education institutions also determine the number of students that can be admitted according to their capabilities, mission and goals. They also set the conditions for students' admission to various programmes according to the stream they graduated from, the levels of their performance in the secondary stage, and their results from the Emirates Standard Assessment Test.

**Integration and coordination between General and Higher Education systems allow for the approval and calculation of school study courses within university studies according to the school stream and university specialisation, which reduces the duration of university studies.**

