



برنامج محمد بن راشد
للإتقان الذكي
Mohammed Bin Rashid
Smart Learning Program

2020-2021

Bridge to Success

Learner's Book - Level EN 3.1

5



Grade
05

Bridge to Success

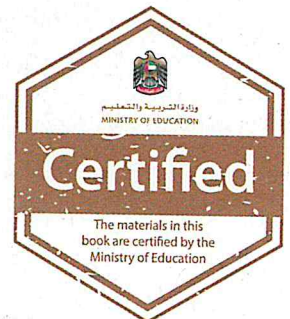
English Language

Learner's Book

Grade 5

Volume 2

1441 - 1442 A.H. / 2020 - 2021 A.D.



CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

© Cambridge University Press and the United Arab Emirates Ministry of Education 2018

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2018

Printed in the United Arab Emirates

Grade 5 Learner's Book

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Welcome to *Bridge to Success*

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

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








The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.

- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools.

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

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

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

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

The *Bridge to Success* team

Table of contents

Introduction

1

Lesson 11 *Lost in the desert*

Lesson 12 My learning

Lesson 13 Review

Lessons 14-15 Choose a project

Unit 1 Homes

Lesson 1 Different homes

Lesson 2 Different homes

Lesson 3 Strange buildings

Lesson 4 Strange buildings

Lesson 5 Out and about

Lesson 6 My learning

Lesson 7 Famous places

Lesson 8 Famous places

Lesson 9 *The old woman who lived in a shoe*

Lesson 10 My home

Lesson 11 My home

Lesson 12 My learning

Lesson 13 Review

Lessons 14-15 Choose a project

Unit 2 Getting around

Lesson 1 Transport

Lesson 2 Transport

Lesson 3 Staying safe on the road

Lesson 4 Staying safe on the road

Lesson 5 Getting around big cities

Lesson 6 Getting around big cities

Lesson 7 My learning

Lesson 8 One giant leap

Lesson 9 One giant leap

Lesson 10 *Lost in the desert*

Unit 3 Food and drink

Lesson 1 School lunches

Lesson 2 School lunches

Lesson 3 Recycled materials

Lesson 4 Recycled materials

Lesson 5 Party food

Lesson 6 Party food

Lesson 7 My learning

Lesson 8 All about chocolate!

Lesson 9 All about chocolate!

Lesson 10 *The greedy boy*

Lesson 11 Likes and dislikes

Lesson 12 My learning

Lesson 13 Review

Lessons 14-15 Choose a project

Unit 4 The UAE

Lesson 1 Weather

Lesson 2 Weather

Lesson 3 The UAE

Lesson 4 Animal matters

Lesson 5 Animal matters

Lesson 6 My learning

Lesson 7 Taking a trip



content is defined on smart learning app

| | |
|----------------------|--------------------------------|
| Lesson 8 | Taking a trip |
| Lesson 9 | <i>Why ostriches can't fly</i> |
| Lesson 10 | <i>Why ostriches can't fly</i> |
| Lesson 11 | Watch out! |
| Lesson 12 | My learning |
| Lesson 13 | Review |
| Lessons 14-15 | Choose a project |

Unit 5 The human race

| | |
|----------------------|---|
| Lesson 1 | Describing people |
| Lesson 2 | Describing people |
| Lesson 3 | Traditions |
| Lesson 4 | <i>The pearl diver and the storm - Part 1</i> |
| Lesson 5 | <i>The pearl diver and the storm - Part 1</i> |
| Lesson 6 | <i>The pearl diver and the storm - Part 4</i> |
| Lesson 7 | My learning |
| Lesson 8 | Ahmed gets lost |
| Lesson 9 | People of the world |
| Lesson 10 | People of the world |
| Lesson 11 | A family visit |
| Lesson 12 | My learning |
| Lesson 13 | Review |
| Lessons 14-15 | Choose a project |

Unit 6 Looking backwards and forwards

| | | |
|-----------------|---------------------|----|
| Lesson 1 | School holidays | 85 |
| Lesson 2 | Holiday activities | 86 |
| Lesson 3 | Holiday fun | 87 |
| Lesson 4 | Learn something new | 88 |
| Lesson 5 | Looking back | 89 |

| | | |
|------------------|-----------------------|----|
| Lesson 6 | A survey | 90 |
| | My learning | 91 |
| Lesson 7 | Party planning | 92 |
| Lesson 8 | Write an email | 93 |
| Lesson 9 | <i>Back to school</i> | 94 |
| Lesson 10 | <i>Back to school</i> | 96 |
| | My learning | 97 |
| | Review | 98 |
| | Choose a project | 99 |

Unit 7 Talking about people

| | | |
|------------------|----------------------|-----|
| Lesson 1 | What am I like? | 100 |
| Lesson 2 | House rules | 101 |
| Lesson 3 | Our profiles | 102 |
| Lesson 4 | Matching profiles | 103 |
| Lesson 5 | An interview | 104 |
| Lesson 6 | An interview | 105 |
| | My learning | 106 |
| Lesson 7 | Amazing people | 107 |
| Lesson 8 | Amazing people | 108 |
| Lesson 9 | Favourite people | 109 |
| Lesson 10 | Inspirational people | 110 |
| | My learning | 111 |
| | Review | 112 |
| | Choose a project | 113 |

Unit 8 Staying healthy

| | | |
|-----------------|------------------|-----|
| Lesson 1 | Common illnesses | 114 |
| Lesson 2 | How do you feel? | 115 |
| Lesson 3 | Diabetes | 116 |
| Lesson 4 | A fever | 117 |
| Lesson 5 | Health | 118 |

| | | |
|------------------|-------------------|-----|
| Lesson 6 | Giving advice | 119 |
| | My learning | 120 |
| Lesson 7 | Food and health | 121 |
| Lesson 8 | A food quiz | 122 |
| Lesson 9 | Eat a rainbow! | 123 |
| Lesson 10 | <i>Stone soup</i> | 124 |
| | My learning | 126 |
| | Review | 127 |
| | Choose a project | 128 |

Unit 9 Where we live

| | | |
|------------------|-------------------------------|-----|
| Lesson 1 | City and country | 129 |
| Lesson 2 | Where we live | 130 |
| Lesson 3 | Our carbon footprint | 131 |
| Lesson 4 | Plant a tree! | 132 |
| Lesson 5 | Past and present | 133 |
| Lesson 6 | Changing times | 134 |
| | My learning | 135 |
| Lesson 7 | Interesting places | 136 |
| Lesson 8 | My favourite place | 137 |
| Lesson 9 | <i>The Lost City – Part 1</i> | 138 |
| Lesson 10 | <i>The Lost City – Part 2</i> | 140 |
| | My learning | 142 |
| | Review | 143 |
| | Choose a project | 144 |

Unit 10 All about science

| | |
|-----------------|--------------------------|
| Lesson 1 | Science |
| Lesson 2 | How does science work? |
| Lesson 3 | The bird call experiment |
| Lesson 4 | A new experiment |
| Lesson 5 | Science in our lives |
| Lesson 6 | My learning |

| | |
|----------------------|-----------------------------|
| Lesson 7 | Great scientists in history |
| Lesson 8 | Ibn Nafis |
| Lesson 9 | Different types of science |
| Lesson 10 | Great scientists today |
| Lesson 11 | Describing scientists |
| Lesson 12 | My learning |
| Lesson 13 | Review |
| Lessons 14-15 | Choose a project |

Unit 11 Famous people

| | |
|----------------------|--------------------------------------|
| Lesson 1 | Special people |
| Lesson 2 | Special jobs |
| Lesson 3 | Famous people and their work |
| Lesson 4 | A presentation about a famous person |
| Lesson 5 | Making a good presentation |
| Lesson 6 | People I admire |
| Lesson 7 | My learning |
| Lesson 8 | A short biography |
| Lesson 9 | Look what I've done! |
| Lesson 10 | A great man |
| Lesson 11 | <i>The Ruler and the gardener</i> |
| Lesson 12 | My learning |
| Lesson 13 | Review |
| Lessons 14-15 | Choose a project |

Unit 12 Story time

| | |
|-----------------|------------------------------|
| Lesson 1 | Treasure |
| Lesson 2 | Morals |
| Lesson 3 | A lesson to remember |
| Lesson 4 | Telling a personal story (1) |

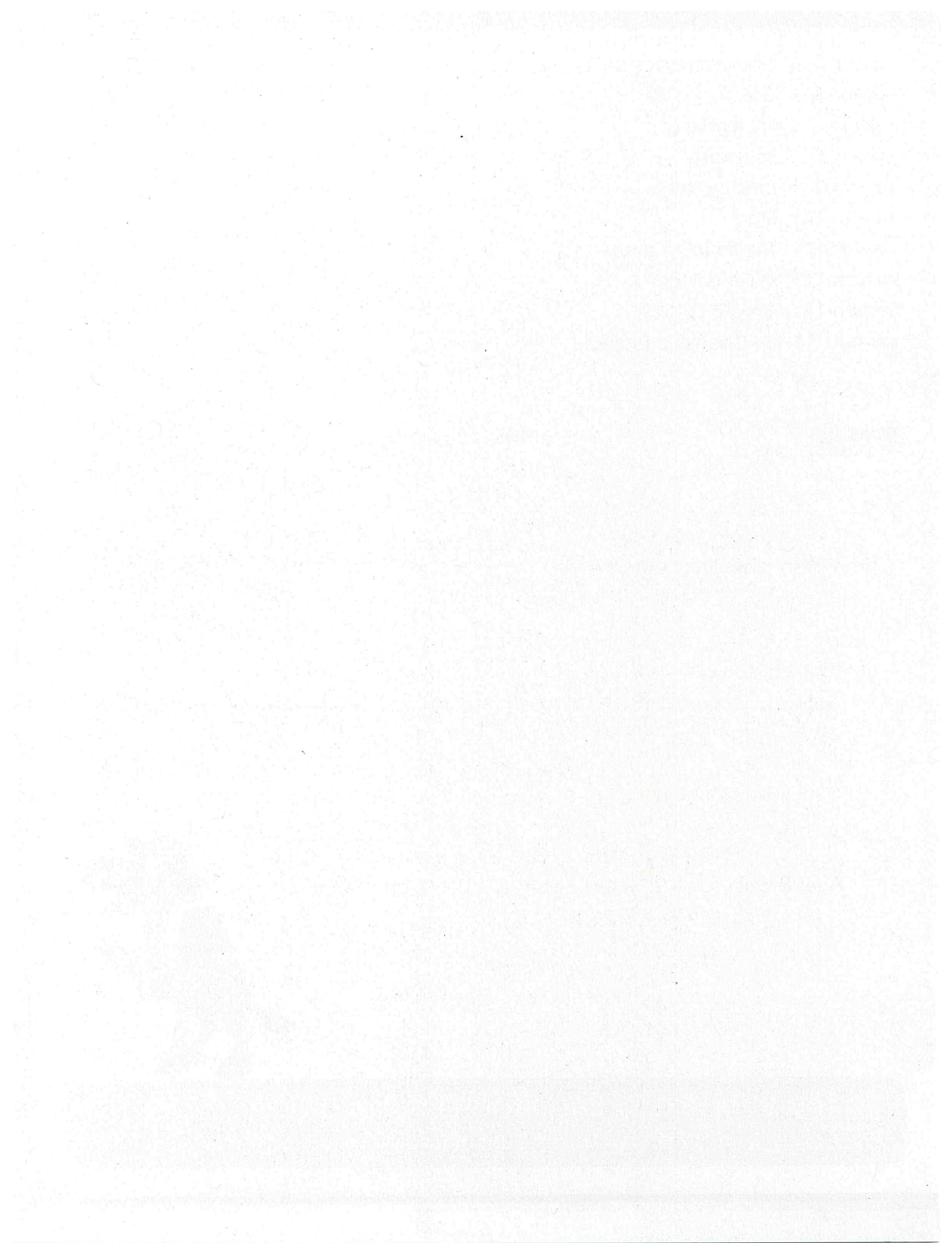
- Lesson 5 Telling a personal story (2)
- Lesson 6 A lesson in life
- Lesson 7 My learning
- Lesson 8 Postcards
- Lesson 9 *Little by little*
- Lesson 10 *Stars*
- Lesson 11 *The rhyming game*
- Lesson 12 My learning
- Lesson 13 Review
- Lessons 14-15 Choose a project

Wordlists

145



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



Unit

6

Looking backwards and forwards

We're going to:

talk about school holidays

listen to an interview

read advertisements for holidays

do a class survey

write an email

read and practise a play

Lesson 1 School holidays

1 Talk about it



What kind of activities do you do in the school holidays?

When is your longest school holiday? How long is it?

What do you like best about school holidays?

Are there any disadvantages to long holidays?



32

2

21st



Listen

Listen to an interview with these children about school holidays. Match the speakers with the activities below.



Ana, Brazil



Luis, Spain



Mohand, Jordan



Carly, Canada

go camping

play football

spend time with grandparents

help in a shop

go to a sports camp

go to the park

3



Talk

Act out the different holiday activities for your partner to guess.



Video



Video



Video



32 4 Listen

Listen again. Decide if these sentences are **true (T)** or **false (F)**.
Correct the false sentences.

- 1 Ana earns extra pocket money by helping in her mum and dad's shop.
- 2 Last year on holiday, Luis nearly set fire to the car.
- 3 Mohand spends time at his cousin's house during the holidays.
- 4 Carly has been to the same place for the last four years.

Lesson 2 Holiday activities

1 **Word study** Holiday activities

Which activities do we do indoors, outdoors or in both places?

| | |
|--|-----------------------------|
| do jobs around the house | cook on the campfire |
| go on a day trip | go out on our bikes |
| go to the park | go to sports camp |
| spend time with our grandparents | help in the shop |

33 2 Listen

Listen to the second part of the interview from Lesson 1. What don't the children like about long school holidays? Complete their comments.

Carly: I often get bored _____⁽¹⁾ home and sometimes I think that the holidays are just too long!

Mohand: Me too. When I'm _____⁽²⁾ home, sometimes I run out _____⁽³⁾ things to do.

Luis: I see what you mean, but I don't really agree! I love the holidays so much that I don't want them _____⁽⁴⁾ end. The only thing I don't like are holiday traffic jams.

Ana: I agree with Mohand and Carly. I love school holidays, but sometimes I wish they were a bit shorter – then it wouldn't be so hard to go back _____⁽⁵⁾ school afterwards!

3 **Word study** Agreeing and disagreeing

Look at the phrases in Activity 2. Which words do we use to agree and disagree?

4 **Talk**

- 1 Make a list of three things that you like about long school holidays.
- 2 Now write down something that you don't like.
- 3 Discuss your list with another pair. Compare what you like and don't like. Remember to use the phrases for agreeing and disagreeing.

I like long holidays because we don't get any homework.

Me too. I like the holidays because _____.



Video 1



Video 2



Lesson 3 Holiday fun

1 Talk about it  What kind of holidays do you enjoy?

Do you like to just relax? Do you prefer to be active all the time?

Reading strategy: Looking at pictures

Before you read, look at the picture. This will help you predict the content and understand the text better.

2 Read

Read these advertisements for holiday activities. Which camps are the longest? Which are good for older children?

ART COURSES

Do you like drawing and painting? Making amazing pottery? Our one-week courses have something for everyone! Make new friends and take away a beautiful folder of amazing artwork!

Age range: 7–12. For more information visit our website.



CAMPING

Enjoy our one-week adventure camps. Explore amazing countryside, track wildlife and learn how to care for our natural world. Tents and cooking equipment provided.

Age range: 12–16. For more information visit our website.



SPORTS CAMPS

One- or two-week sports camps for kids with energy to burn! All abilities welcome. Try a new sport or improve your skills with our coaches. And you don't have to bring anything – everything you need is here!

Age range: 11–16. For more information visit our website.



Video 1



Video 2



3 **21st** Choose the best holiday camp for the children below.

Which holiday would you like to go on? Why?

- 1 Ali likes being outside, but he doesn't like sport.
- 2 Pilar is eight and she is good at drawing.
- 3 Katie likes learning about wild animals.
- 4 Sam wants to learn how to swim well.

34 **4 Listen**

Listen to two girls talking about the holidays.

Which holiday activity are these girls going to do?

34 **5**   **Word study** Packing for a trip

What items from the box to the right are the girls going to take?

34 **6**  **Listen**

Match these sentence halves. Then listen and check.

- | | |
|---------------------------|--|
| 1 I think we'll have to | a things for eating? |
| 2 We'll definitely need | b no electric light. |
| 3 There'll be | c take everything else ourselves. |
| 4 Do you think we'll need | d sleeping bags. |

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.

plastic utensils
a backpack
a torch
jeans
cooking equipment
a journal
a tent
a waterproof jacket
an MP3 player
a sleeping bag

Lesson 4 Learn something new

35 **1 Listen**

Which holiday advertisement from Lesson 3 are these boys talking about?
What is the problem?

35 **2**  Listen again. What solutions do the boys suggest?

1 How about ___ ? 2 Why don't we ___ ? 3 Let's ___ !

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

Choose one of the activities to discuss. Think about a problem that you might have. Use the expressions from Activity 2 to make suggestions.

- 1 Art course
- 2 Sports camp

If you're not good at drawing, why don't you try ___ ?



Video 1



Video 2



Lesson 5 Looking back

1 Talk about it



What has been your favourite activity in English so far?

What has been the most difficult?

Reading strategy: Preparing to read

Read the questions first. This will make it easier to match the questions because you will know which information to look for in the texts.

2 Read

Read these children's comments about their English lessons. Match three of the questions (1-6) to the comments (a-c).

- 1 What was the most interesting English project? Why?
- 2 Have you enjoyed pair work or group work the most?
- 3 What has been your favourite unit in this book?
- 4 What three things have helped you learn English?
- 5 Which skills have you improved the most: speaking, listening, reading or writing?
- 6 What topics would you like to study next in English?

a

I think I can speak and understand English much better now because our teacher is always asking us to talk about something before we start reading or writing about it. Sometimes we have to present our ideas to the class.

b

I really like working with three or four of my friends at the same time. That way we can share ideas and help each other. In my class, **most of us** enjoy working like this and **hardly any** of us like working on our own.

Zainab, 10

c

In my class, **all of us** keep a notebook for new words. **Some of my friends** draw pictures next to the words to help them remember. What else? Watching films and TV in English is really good because the images on the screen help you understand what's happening.

A few of us go to see a film in English at the cinema about once a month.

Sunil, 9
John, 10



Video 1



Video 2



3 Talk

Ask and answer questions 1–6 in Activity 2 with your partner. Make a note of your partner's answers.

36 4 **Pronunciation** Questions

Listen and repeat.

- Which have you enjoyed the most?
- Which do you find easier?

5 **Word study** Numbers of people

Write the words in **blue** from the texts in Activity 2 in order. Start with the phrase that describes the most people.

- 1 All of us 2 ___ 3 ___ 4 A few of us 5 ___

Speaking tip

Remember, when you ask questions, check that the following words are unstressed: **have, do you** and **the**.

Pronunciation:

Stressed and unstressed sounds

Stressed syllables have the **BIG** sound.

Unstressed syllables have the small sound.

What you stress can change the meaning:

ICE cream I **SCREAM**

Lesson 6 A survey

1 **Talk and write** A survey

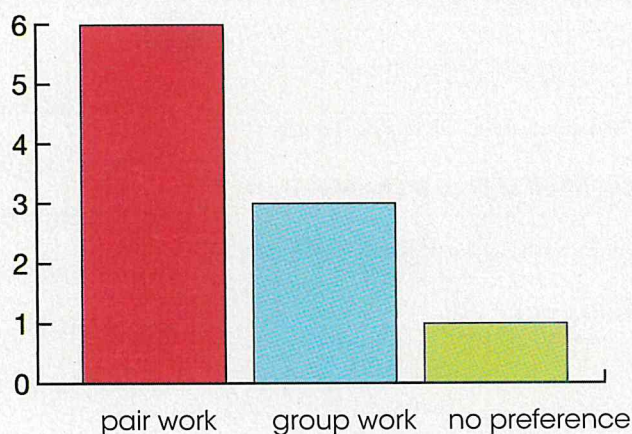
- 1 Choose three questions from Lesson 5, Activity 2 and ask ten classmates.
- 2 Make a note of their answers for each question.
- 3 Write a short paragraph about the information you have collected.

In our class, most of us have improved ___

2 **Over to you**

Draw a bar chart to show the results of your survey. Use the bar chart opposite to help you. Make a mini-poster to display in your classroom.

Have you enjoyed pair work or group work the most?



3 **Talk**

Give a short presentation, telling the class about your results.



Video 1



Video 2



My learning

1 Can you remember?

Choose the correct answers and write in the space.


- 1 We ___ camping in the holidays.
a go b been c going
- 2 If you want to swim ___ there are many beaches and pools where you can go with your family.
a outdoors b indoors c underground
- 3 What do you think ___ need to cook biryani?
a we do b we'll c we have
- 4 Everybody agreed so ___ are going to watch the Bollywood film tonight.
a hardly any b a few c all of us
- 5 ___ of my friends like watching TV in English.
a All of us b Sometimes c Most
- 6 During the holidays, I help ___ my uncle's shop.
a to b in c for
- 7 My dad likes cooking fish ___ a campfire.
a on b in c to
- 8 Let's try ___ different.
a something b anything c nothing
- 9 How about ___ a new sport?
a done b doing c do
- 10 Do you want to ___ on a day trip at the weekend?
a going b go c goes



Video



Lesson 7 Party planning

1 Talk about it  What is the last thing you celebrated?

Did you invite any friends? How did you invite them?

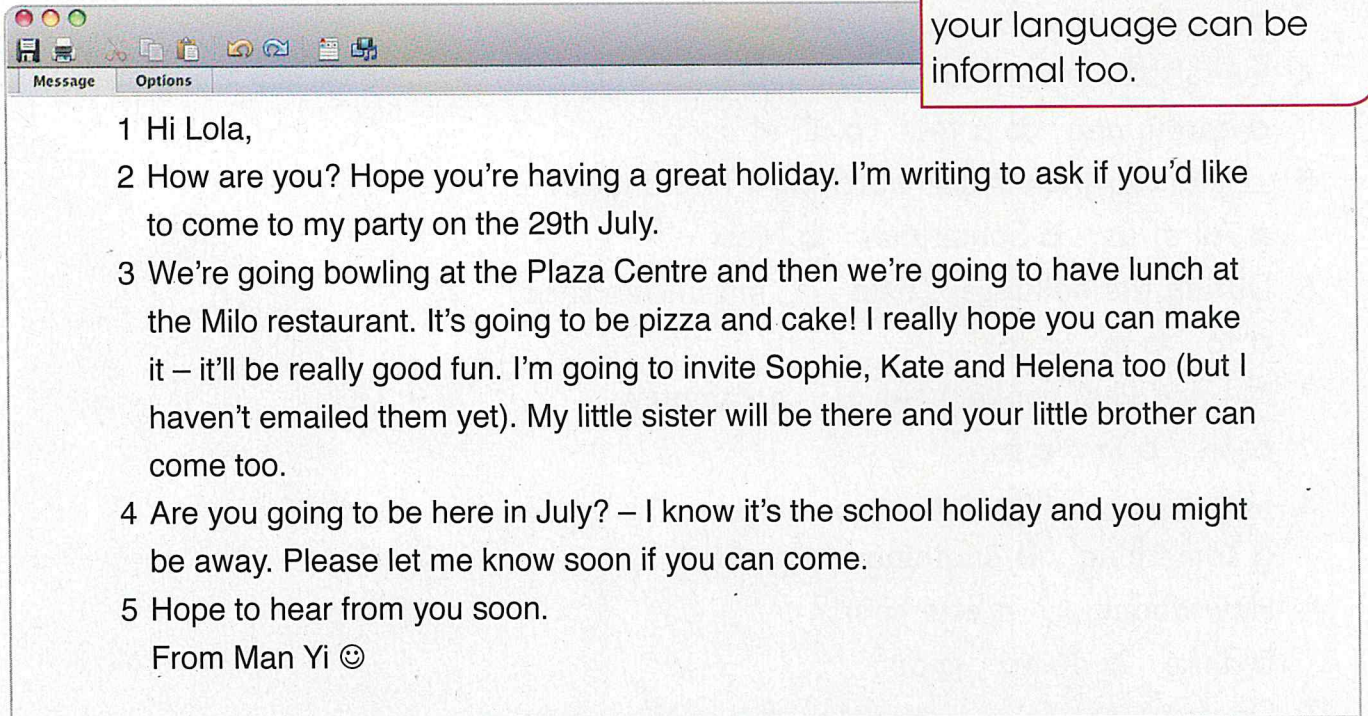
by email by text an invitation by post or hand with a phone call

2 Read

Read Man Yi's email. Why is she writing to Lola?
What is the purpose of Lola's reply?

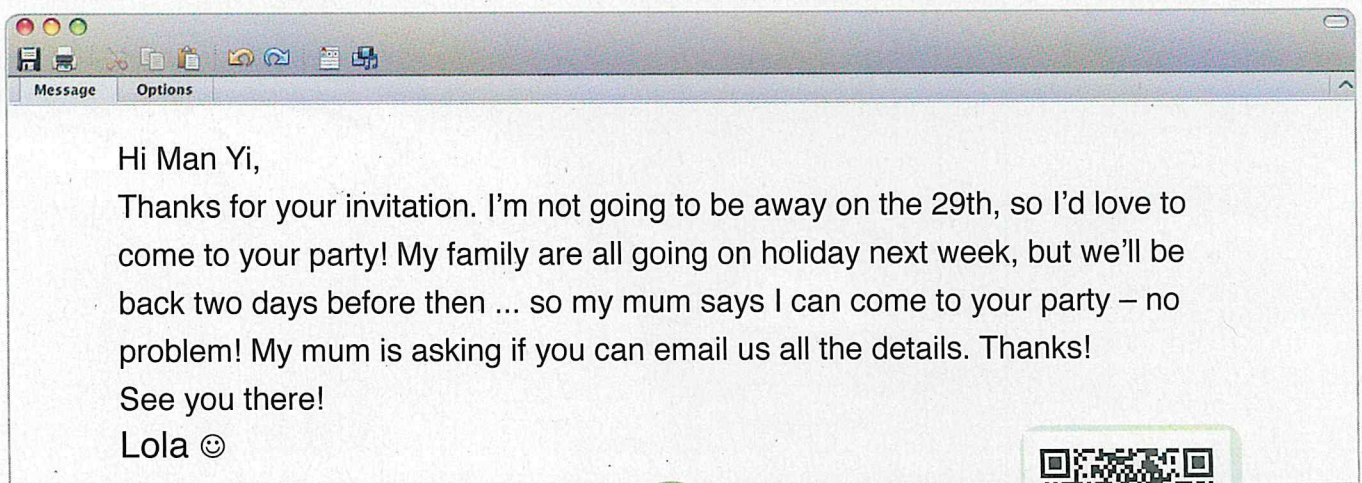
Language tip

Remember, when you are writing an informal email, your language can be informal too.



Message Options

1 Hi Lola,
2 How are you? Hope you're having a great holiday. I'm writing to ask if you'd like to come to my party on the 29th July.
3 We're going bowling at the Plaza Centre and then we're going to have lunch at the Milo restaurant. It's going to be pizza and cake! I really hope you can make it – it'll be really good fun. I'm going to invite Sophie, Kate and Helena too (but I haven't emailed them yet). My little sister will be there and your little brother can come too.
4 Are you going to be here in July? – I know it's the school holiday and you might be away. Please let me know soon if you can come.
5 Hope to hear from you soon.
From Man Yi 😊



Message Options

Hi Man Yi,
Thanks for your invitation. I'm not going to be away on the 29th, so I'd love to come to your party! My family are all going on holiday next week, but we'll be back two days before then ... so my mum says I can come to your party – no problem! My mum is asking if you can email us all the details. Thanks!
See you there!
Lola 😊



Video



- 3 Read Man Yi's email again. Match the paragraphs (1-5) with the topics (a-e).
- a reason for writing
 - b details
 - c saying goodbye
 - d asking for information
 - e informal introduction

Use of English

Future plans: *be going to + verb*

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

I'm not going to be away.

Are you going to be here in July?

4   Use of English

Look at the *Use of English* box. Read and complete Man Yi's reply to Lola. Choose the correct words from the box. There are two extra words.

be call not email come meet go



Hi Lola,

So pleased you can come to my party! We 're going to meet ⁽¹⁾ at the entrance to the Plaza Centre at 10 am. Lunch is at 12:30 and finishes at 2 pm. Oh yes – my cousin Mai _____ ⁽²⁾ there too. _____ ⁽³⁾ your brother _____ ? My mum _____ ⁽⁴⁾ a map now – she'll send it nearer the time.

Enjoy your holiday! Speak to you soon.

Man Yi

Lesson 8 Write an email

1   Read

Read the emails in Lesson 8 again. Make the sentences below more formal.

- 1 I hope you're having a great holiday.
- 2 — see you there!
- 3 — so pleased you can come to my party!
- 4 — speak to you soon.

2    Write An email

- Choose one of these:
 - a A party
 - b An end-of-term celebration
 - c You choose.
- Write an email to your partner to invite him/her to the celebration.
- Say why you are writing, explain the plans for the event and ask your friend to reply.
- Swap emails with your partner and answer it. If you can't come to the celebration, say why.

Writing tip

Informal writing

We often leave out words in informal writing.

I **H**ope you are well.



Video 1



Video 2



Lesson 9 Back to school

1 Talk about it



How do you feel about going back to school after long school holidays? What preparations do you make for your first day back?

37 2 Listen and read

- 1 Look at the picture and the title of the play. What problem do you think the children are talking about?
- 2 Listen to Part 1 of the play and check your answer. Then listen to Part 2.

Back to school

Part 1

[Ben, Tom and Danny are sitting together looking unhappy.]

Ben: I really don't want to start school again tomorrow.

Danny: Me neither.

Ben: The holidays have been great. I don't want them to end!

Tom: Me neither.

Ben: I keep thinking about tomorrow and going back to school again. I've a horrible feeling in my stomach and I feel a bit sick!

Danny: Me too!

Ben: I don't want to start a new class with that new teacher!

Tom: Me neither!

Ben: I liked our old class. I want to go back there!

Danny: Me too!



Ben: I'm going to tell my mum and dad that I'm not going to school tomorrow!

Tom: Me too!

Ben: What? You're going to tell my mum and dad that you're not going to school tomorrow?

Tom: Nooo ... ! Sorry ... it's just that I feel the same way and I've never told anyone before ... I always feel like this the day before going back to school after the holidays ...

Ben: Me too!

Danny: Me too!



Video



Part 2

[The three kids nod glumly. Ben's older brother, John, approaches.]

John: Hey, what's up? Oh dear! What's the matter?

Ben: Nothing! Nothing at all!

Tom: Nooo ... nothing! We're great, aren't we?

John: No, you're not! I can tell ... I know what it is ... you're feeling nervous because you've got to go back to school tomorrow, aren't you?

Danny: No!

Tom: Well, actually, yeah ... you're right.

John: I thought so. Look, it's okay. Everyone feels like that the night before. I'm feeling a bit like that too ...

Ben: Really? But you're 14!

John: I know, but I still get that feeling even now. Everyone does! Look, I bet there are loads of kids, all over the country, who are feeling exactly the same way today.

Danny: Do you really think so?

John: Of course! Kids everywhere get this feeling, whatever their age. It's just that no-one admits it! And it's not just kids ...

Ben: You mean ... ?

John: Yes! Even adults get it too. Dad told me once that even he gets a bit nervous before he goes back to work after a holiday. He said that he thinks about the great big pile of work waiting for him on his desk ... all the people he has to deal with ... And he's 42!

Ben: Well, I suppose it's normal to feel like this if even adults get it ...

Tom: And big brothers ...

John: Of course it is! Think of all the good things too – there are good things about going back to school, you know. Try to think of some!

Danny: Well, it'll be really good to see all our friends again. It's been ages since we've seen most of them.

Tom: And the football season starts when we go back!

8 3 Listen

Listen to Part 1 again and answer the questions.

- 1 How do the children feel? What's the main reason?
- 2 What other reasons does Ben give for the way he feels?
- 3 What does he plan to do? Do you think he's serious?

Vocabulary

horrible: very bad

nervous: worried

admit: agree that something is true

Lesson 10 Back to school

1 Word study Responding

Match the words in **blue** in the play with the sentences.

- 1 I really don't want to start school again tomorrow.
- 2 The holidays have been great. I don't want them to end!
- 3 I've got a horrible feeling in my stomach.
- 4 I liked our old classroom. I want to go back there!
- 5 I always feel like this ...
- 6 I'm feeling a bit like that too ...

2 Talk

Think about your own feelings. Use the words in **blue** from the play to respond to these statements.

- 1 I can't wait to go back to school tomorrow!
- 2 I wish the holidays were longer.
- 3 I'd like to have more homework.
- 4 I think we have too much homework.
- 5 I don't feel ready to go back to school tomorrow.
- 6 I don't want the holidays to end.

39 **3** Punctuation Exclamation marks

Listen and repeat.

- 1 ... and he's 42!
- 2 I feel a bit sick!
- 3 Nothing! Nothing at all!
- 4 Of course!

39 **4** Listen

Listen to the sentences again and answer the questions.

- 1 Which speaker is upset?
- 2 Which speaker is trying to hide something?
- 3 Which speaker wants to emphasise that something is right?
- 4 Which speaker wants to emphasise something surprising or funny?

Word study: Responding and agreeing

We use **Me too** and **Me neither** to agree with someone. **Me too** is used with a positive verb.

I liked our old teacher. **Me too.**

Me neither is used when *not* comes before the verb. I do not like pizza. **Me neither.**

We use **Really?** to express surprise.



Use of English

Exclamation marks

An exclamation mark (!) usually shows a strong feeling, such as surprise, anger or joy.

Using an exclamation mark is a bit like shouting or raising your voice when speaking.

You should avoid using exclamation marks in formal writing.



Video 1



Video 2



My learning

1 Can you remember?

Choose the correct answers and write in the space.

- 1 We ___ to have lunch at the mall.
a are going b is going c go to
- 2 Everyone ___ to improve their English grade this term.
a has been b is going c are
- 3 They ___ to work with other people on the project.
a is going b are going c going to
- 4 ___ you like to come to my party?
a Can b Want c Would
- 5 Which word can we leave out of this sentence in informal writing?
I hope you are well.
a well b hope c I
- 6 Which word(s) can we leave out of this sentence in informal writing?
It is good to see you!
a It is b good c to
- 7 I suppose it is ___ to feel like this if even adults get it.
a happy b not good c normal
- 8 I still get that ___ every now and then.
a feel b emotional c feeling
- 9 I feel so ___ about the exam tomorrow.
a nervous b excite c worry
- 10 Being sympathetic means that you show that you _____.
a don't care b care c aren't listening



Video

Review

1 **21st** In teams, do the tasks in each box. How many points can you get?

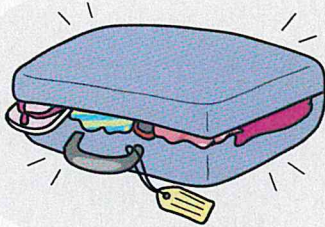
1



Act out activities that you are going to do in the holidays in front of the whole class. How many can they guess in one minute?

Points:

2



Make a packing list for a beach holiday. How many things can you think of in three minutes? Extra points if you spell them correctly!

Points:

3



Write down three good reasons why holidays are better than school. Can you convince your teacher?

Points:

4



Write down three good reasons why school is better than holidays. Can you convince your classmates?

Points:

2  **Write**

Write an email to your friend inviting them to go on an exciting trip.

Choose from the following:

- Write about a personal experience.
- You are going camping in the desert.
- You are going to meet a famous person.

Think about:

- structure
- informal language
- punctuation



Video



Choose a project

1 Plan a school holiday activity

- 1 Write a list of school holiday activities. Think of activities you can do:
 - indoors and outside
 - with a group of friends or cousins.
- 2 Discuss which activities you would like to do in your next school holiday.

*I'd like to go on a picnic.
Me too! Where shall we go?*
- 3 Plan a day out. Discuss who to invite, and what preparations you need to make.
 - Is there any food to prepare?
 - Do you have to find out any information first?
- 4 Write an email to invite your friends. Tell them:
 - the reason for writing
 - what the activities are and where
 - what time the activities start and finish.

Remember to start and finish the email with suitable phrases:
Hi ... How are you? ... Hope to hear from you soon ... See you there!
- 5 Present your day out to your class. Read your email and explain what is going to happen.
- 6 Have a class vote on the best day out!

2 Create an advertisement for a summer camp

- 1 Think of an idea for a summer camp that you would like. Answer the questions:
 - What kind of camp is it? Sports; arts and crafts; study; something else?
 - Where is it?
 - How many days is the camp?
 - What activities can children do there?
- 2 Create an advertisement for the camp. Include:
 - information about where it is, number of days, etc.
 - special activities to make other children want to go.
- 3 Write your advertisement and add some pictures.

Do you like football? Come to the ...
- 4 Present your advertisement to your class. Read the advertisement and explain why you chose this type of summer camp to advertise.

Talking about people

We're going to:

talk about our personalities
do a personality quiz


interview our partners about their lives

read a poem about a special person

write about an inspirational person

Lesson 1 What am I like?

1 Talk about it

21st  What are you like?


Think about adjectives to describe yourself. Give examples.

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

2 Vocabulary

Can you find these types of children in the picture?

confident tidy generous shy bad-tempered hard-working

40 3  Listen

Listen to the speakers describe the children, then use one of the adjectives above to describe each child



Video 1



Video 2



Lesson 2 House rules

1 Word study Antonyms

Match the adjectives with their opposite meanings. Use your dictionary to help you.

- | | |
|----------------|------------|
| 1 confident | a lazy |
| 2 generous | b cheerful |
| 3 bad-tempered | c selfish |
| 4 tidy | d nervous |
| 5 shy | e untidy |
| 6 hard-working | f outgoing |

2 Read

Read the following extract quickly. What type of text is it?

Thursday 19th March

Mum has made some new house rules today. She said she's not going to tidy our bedrooms or make our beds any more. Her three new rules are:

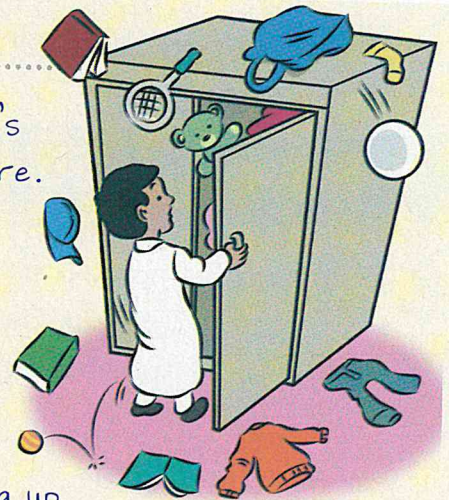
Rule number 1: we have to make our beds every morning.

Rule number 2: we have to put all our clothes away in the wardrobe.

Rule number 3: no toys can be left on the floor and we can only play computer games when we have finished tidying up.

I couldn't understand how my little brother Marwan took only five minutes to tidy his room when it was such a mess. I took 20 minutes to tidy mine.

I went to his bedroom and it looked tidy, but when I opened the wardrobe doors all his clothes and toys fell out on top of me. Mum was very angry, and so was I!



Language detective

Which adjectives are positive and which ones are negative?

Can you list three of each?



Reading strategy: Reading for gist

Read a text quickly to answer a general question, decide on the topic, the type of text, or the writer's feelings or opinions.

3 Read the text again and answer the questions below.

- 1 The writer's name is Bader. Why do you think his mother decided to make some new house rules?
- 2 When are Bader and his brother allowed to play computer games?
- 3 Who was quicker to tidy their room: Bader or his brother, Marwan?
- 4 Why were Bader and his mother angry?



Video 1



Video 2



1 Talk about it What do people like about you?

What do you like about yourself? What could you improve about the way you behave?

2 Read Personality quiz

Match the quiz questions A–D with the correct quiz number 1–4.

- A You have to read a poem from memory in front of the school.
What do you do?
- B What do you do if you have an English exam in three days' time?
- C How do you behave when you get up in the morning?
- D Your friend is unhappy because he/she got low marks in a test.
How do you help him/her?

3 Read and choose the correct answers for you. Read the results at the bottom of the page.

Personality quiz

- 1**
- a Start to revise immediately.
 - b Start to revise a day before.
 - c Revise during break time before the exam.

- 2**
- a You tell your friend not to worry. You're sure his/her marks will improve next term if he/she studies.
 - b You tell him/her that he/she should have studied harder.
 - c You tell him/her they deserve bad marks because he/she doesn't hand in his/her homework on time.

- 3**
- a You learn it so you can say it from memory and practise in front of a mirror.
 - b You don't sleep the night before because you think you'll forget the words.
 - c You go red in the face and feel sick when you get up on the stage.

- 4**
- a You smile at everyone at the breakfast table.
 - b You only answer necessary questions from parents, brothers and sisters.
 - c You don't speak to anyone because you'd prefer to be asleep in your bed.

Results:

Mostly a: You are a cheerful, organised and hard-working person.

Mostly b: Sometimes you are hard-working, but you can study harder and try not to get so nervous before exams.

Mostly c: You are a bit lazy and bad-tempered. You need to study more and be more generous towards your friends.



Video



Lesson 4 Matching profiles

1 Read

Read the profiles and match them to the correct summaries.

- A You are hard-working and outgoing, but sometimes not very confident.
- B You are hard-working, outgoing and very confident.

PROFILE 1

Hello, I'm Rashid and I'm from the UAE. I live with my parents and my brother and sister in Abu Dhabi. We moved here last year. I'm 12 years old and I love playing computer games with my brother. I also like playing football with my friends. I have got a lot of friends at my school. At school I enjoy Science lessons most and I study hard, but I don't think I am very good, even though my teacher praises me a lot. I also like learning English, but sometimes I'm afraid of speaking in front of others. I hope that I can speak it very well soon! _____



PROFILE 2


Hello there! I'm Sam and I'm from Bristol in England. I'm 12 years old and I'm an only child so I don't have any brothers or sisters. I've got lots of friends though, who live close to me. I'm studying hard at the moment because I've got a Maths and an English test this week. I'm sure I'm going to get top marks just like in the last exam. My hobbies are reading and playing outside with my friends. _____



Video



Lesson 5 An interview

1 Talk about it **21st**  Have you ever had an interview in a foreign language?


How did you feel? What did you talk about?

41 2  **Listen**

Listen to Bader's interview with his new English teacher.
Order the topics he talks about.

- | | |
|------------------|--------------------------|
| family | <input type="checkbox"/> |
| friends | <input type="checkbox"/> |
| favourite things | <input type="checkbox"/> |
| town | <input type="checkbox"/> |
| personality | <input type="checkbox"/> |
| sports | <input type="checkbox"/> |
| school | <input type="checkbox"/> |



41 3  Listen again. Are the sentences **true (T)** or **false (F)**?

- 1 Bader has got an older brother called Marwan.
- 2 He was born in a small town called Dibba.
- 3 He is really outgoing.
- 4 He's known Majed for a long time.
- 5 He thinks he's good at drawing.
- 6 He is a brilliant rugby player.
- 7 His favourite things are his computer games and comics.

4   Match the questions with the answers.

- | | |
|---|--|
| 1 Have you got any brothers or sisters? | a In a small town called Dibba. |
| 2 Where were you born? | b I'm quite a confident person. |
| 3 What are you like? | c No, not really. |
| 4 Who is your best friend? | d Yes, a younger brother called Marwan. |
| 5 Do you have a favourite sport? | e Majed. We've known each other for a long time. |



Video



Lesson 6 An interview

42 1 Read and listen

Complete the dialogue between the two children.

Hiro: Hello, my name's Hiro. What's yours?

Ben: Hi, I'm Ben. Where are you from?

Hiro: I'm from _____ (1). And you?

Ben: I'm from New York. Have you got any _____ (2)?

Hiro: Yes, I've got an older brother. And you?

Ben: I'm an _____ (3).

Hiro: **Sorry, could you repeat that?**

Ben: Yes, there's just me. I haven't got any brothers or sisters.

Hiro: Do you have a favourite sport?

Ben: Yes, **I really like** playing _____ (4).

Hiro: Me too! Well, **I'm not so keen on** baseball, but I love playing table tennis!

Ben: What are you _____ (5)?

Hiro: Well, **I think** I'm quite _____ (6) and cheerful, but my mum doesn't think so. She thinks I'm a bit lazy. Not true, of course!

Ben: Ha, ha! Just like my mum! I'm quite hard-working, but Mum says I spend too much time playing computer games!

Hiro: Well, **we both like** playing computer games then. Which one is your favourite?



Listening strategy: Listen for specific information

Read the text first and think about the type of words that are missing. When you listen again, focus on the answers you have written and check that the answers make sense.



Video



1 Can you remember?

Choose the correct answers and write in the space.

- 1 My brother is ____ . He never shares anything with me.
a generous **b** lazy **c** selfish
- 2 When my friend is ____ she bites her nails.
a outgoing **b** nervous **c** bad-tempered
- 3 I am ____ that I can pass the exam.
a shy **b** confident **c** hard-working
- 4 My brother is very ____ . His room is always such a mess!
a tidy **b** untidy **c** clean
- 5 Where ____ born?
a are you **b** did you **c** were you
- 6 Who ____ the people in Rashid's family?
a is **b** are **c** be
- 7 What hobbies ____ ?
a has Sam got
b has got Sam
c Sam has got
- 8 I'm not very ____ on playing basketball.
a quite **b** keen **c** like
- 9 We ____ like playing tennis.
a both **b** to **c** bit
- 10 Sorry, could you ____ that?
a repeat
b repeating
c to repeat



Video



Lesson 7 Amazing people

1 Talk about it  Look at the photos of the woman.

What do you know about her?

2 21st Read

Read the text about Thuraya al Zaabi. How many facts did you already know? What new information did you learn?

Thuraya's story

Thuraya al Zaabi is a professional athlete from the UAE. At the age of 29, a serious stroke paralysed one side of her body and it was seven months before she could even speak again. With the help of her doctors, the love and support of her family and her hard work, she really improved. In 2008, she became the first female Emirati athlete to take part in the Paralympic Games in Beijing. Two years later, she won gold medals in javelin and discus at the Asian Games in Guangzhou, China, and in 2012, she fulfilled her dream of competing at the Paralympics in London.

She is a great inspiration to us all!

Vocabulary

discus: a heavy, flat, round object that people throw

inspiration: someone that people admire and want to be like

javelin: a long stick with a pointed end that is thrown in sport

paralysed: lose the ability to move or feel

stroke: an illness caused by a change in blood supply to the brain

3 Read

Read Thuraya's *My Page*. Do you have anything in common with her?

Name: Thuraya al Zaabi

Town/City and country: Dubai, UAE

Family: Husband and four children

Likes: Spending time with my family, training at my club in Sharjah, watching sports, taking part in exciting competitions with other athletes from all over the world

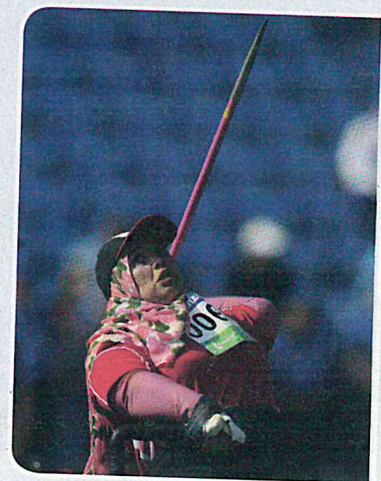
Dislikes: Feeling bored, very hot weather (as it is difficult to train outside), being away from my family

Personality: Cheerful, positive, hard-working

My perfect day: A day off with my family – I feel relaxed and happy

A dream come true: Taking part in the London Paralympics for my country – it was amazing

Advice to others: Nothing is impossible if you really want it. It is always good to laugh.



Video



Lesson 8

1 Read

Read the text about Natalie du Toit, then match the headings to her *My Page*.

Personality ~~City, country~~ Family
Best feeling Favourite place
Advice to others A dream come true

Natalie du Toit's story

At the age of 14, Natalie du Toit, a talented South African swimmer, lost her leg in a motorcycle accident. Despite her disability, Natalie was determined to continue swimming and competing. Since then, she has won gold medals in the Paralympics and competed in the Beijing Olympic Games.

my blog

friends

photos

links

Name: Natalie du Toit

Date of birth: 29th January 1984

- 1 City, country : Cape Town, South Africa
- 2 _____ : André du Toit (brother)
- 3 _____ : positive and hard-working
- 4 _____ : swimming in the pool. I feel fantastic in the water!
- 5 _____ : Table Mountain in Cape Town – it's incredible!
- 6 _____ : competing in the Olympic Games. Wow!
- 7 _____ : be everything you want to be.



Use of English

-ed/-ing adjectives

-ed adjectives such as **bored** and **determined** are used to describe how people feel.

Natalie was **determined** ...

-ing adjectives such as **exciting** and **amazing** are used to describe things and situations.

The game was **boring**.

2 Use of English

Circle the correct adjective to complete each sentence.

- 1 I feel **relaxed/relaxing** when I am in the swimming pool.
- 2 Table Mountain in Cape Town is **amazed/amazing**.
- 3 Competing in the Olympic Games was so **excited/exciting**.

Language tip

Remember:

-ed adjectives are used to describe how people feel.

-ing adjectives are used to describe things and situations.



Video 1



Video 2



Lesson 9 Favourite people

1 Talk about it

21st



Discuss with your partner the people who inspire you and why.

43 2 Read and listen

Read and listen to the poem about a teacher in England. Do you think the writer of the poem is impressed by their teacher's abilities? Explain your answer.

Our teacher's multi-talented by Kenn Nesbitt

¹ Our teacher's multi-talented,
He's good at many things.
He paints impressive pictures,
And can juggle 20 rings.

⁵ He rides horses like an expert,
In this he has no **faults**.
He's also quite a gymnast,
Doing airborne somersaults.

He's something of a swimmer,
¹⁰ He's a **champion** at chess.
It's difficult to find a skill,
That he does not possess.

He speaks **a dozen** languages,
He's great at racing cars.
¹⁵ He's masterful at fighting bulls,
And studying the stars.

He's good at climbing mountains,
He can **wrestle** with a bear.
The only thing we wish he'd learn,
²⁰ Is how to comb his hair.

Vocabulary

impressive: very good

juggle: control many balls in the air

expert: someone who knows a lot about a topic

gymnast: someone who can do acrobatics

airborne: in the air

somersaults: turns in the air

skill: a special ability

possess: have

masterful: strong, the best

comb: this makes your hair tidy

³ Match these illustrations with lines from the poems.

Illustration 1 – line 14



Video 1



Video 2



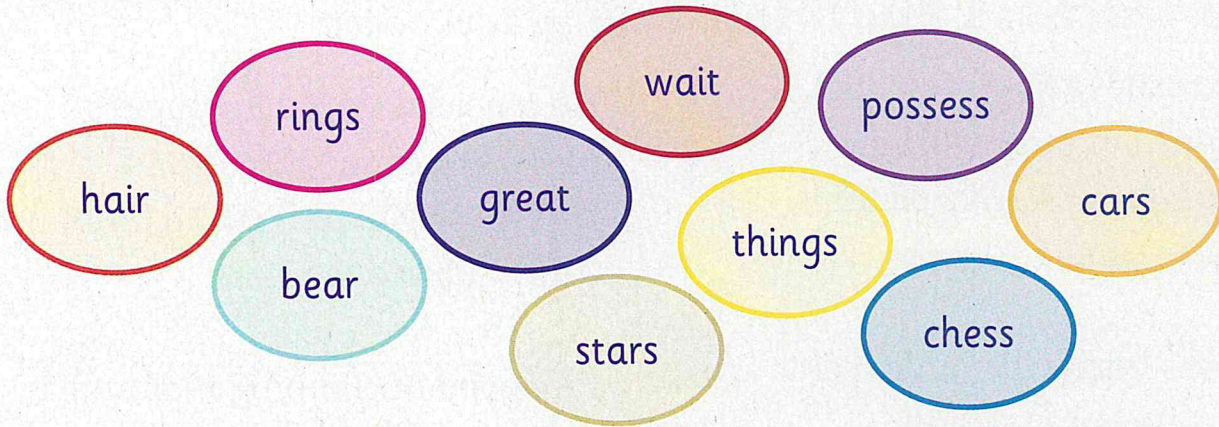
Lesson 10 Inspirational people

1 21st Talk

Read the poem *Our teacher's multi-talented* again. What do you notice about the last word of the second and fourth line of each verse?

44 2 Word study

Match the words that rhyme, then listen and check.

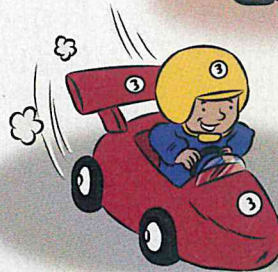
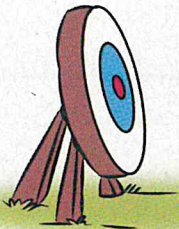


3 Write

Complete the verse about an inspirational person with ideas from the box, or use your own ideas.

the oud painting pictures driving cars archery

He's/She's good at playing ... ,
He/She likes ...ing
He's/She's masterful at ... ,
And not bad at



Video



My learning

1 Can you remember?

Choose the correct answers and write in the space.

- 1 I'm really ____ of spiders.
a frightening b frighten c frightened
- 2 The book I am reading is very ____ .
a interesting b interest c interested
- 3 Last night the fireworks display was ____ .
a amaze b amazing c amazed
- 4 I didn't enjoy the film. It was ____ .
a bored b bore c boring
- 5 I'm feeling very ____ now.
a relaxed b relax c relaxing
- 6 I am masterful at ____ tennis.
a play b playing c played
- 7 I'm not very good ____ Maths.
a on b at c of
- 8 Ahmed won a gold medal in the swimming race.
He's a ____ swimmer.
a great at b quite c champion
- 9 He paints ____ pictures.
a impressed b impressive c an impressive
- 10 Which of the words below does *not* rhyme with *hair*?
a hear b spare c there



Video



Review

45 1 Listen

Listen to the interviews and write in your notebook the information needed to complete the table.

| | Name | Age | Likes | Personality |
|---|------|-----|---------|-------------|
| 1 | Peng | | | |
| 2 | | | | generous |
| 3 | | | surfing | |

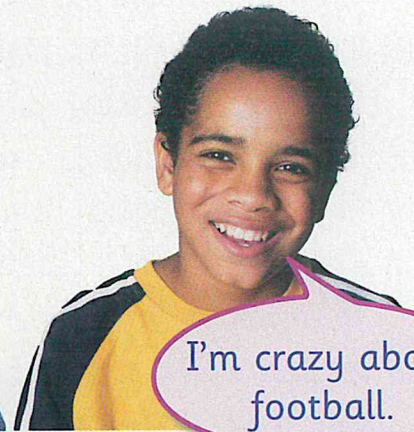
2 Talk

Interview your partner. Use these prompts to help you.

- What/name?
- Where/from?
- How/old?
- What/hobbies?
- What/like?



What are your hobbies?



I'm crazy about football.

3 Write Over to you

Think of someone who inspires you then copy and complete these sentences about them.

An inspirational person

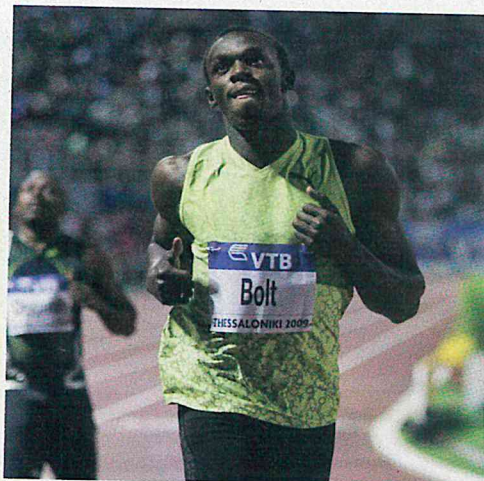
He/She can ...

He/She's a champion at ...

He/She's great at ...

He/She's good at ...

He/She likes to ...



Writing tip

Remember to check your punctuation.



Video 1



Video 2



Choose a project

1

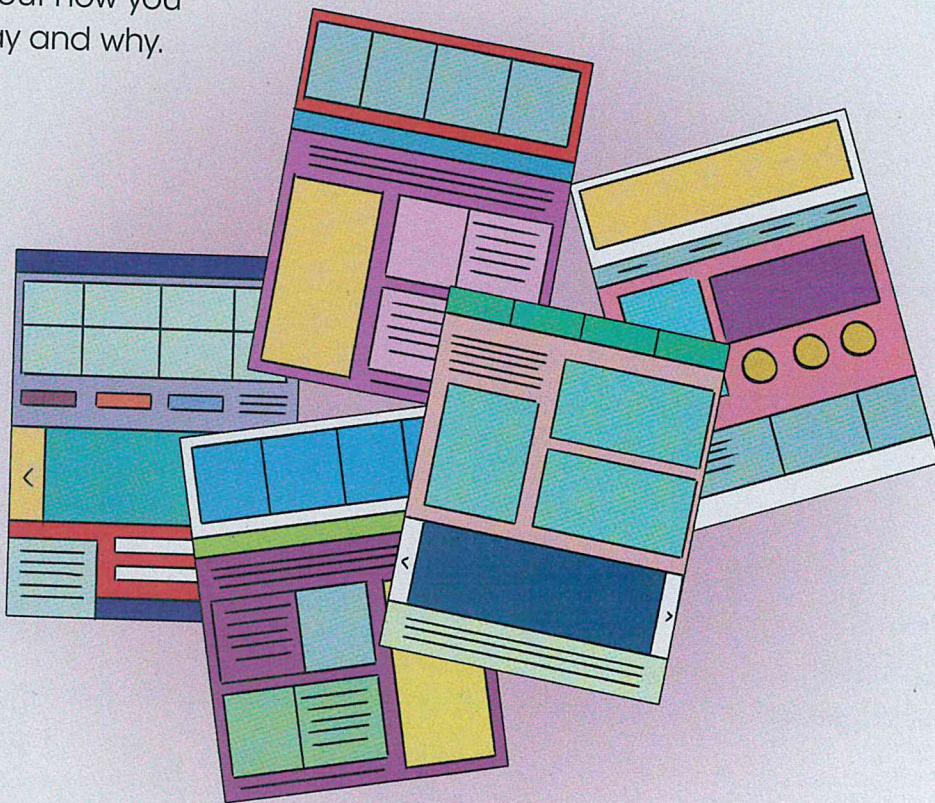
My favourite famous person

- 1 What's the name of your favourite famous person? Where is he or she from? How old is he or she?
- 2 What is his or her profession? What is he or she famous for?
- 3 What is he or she like? Why is he or she your favourite person? Give reasons.
- 4 Find a picture of your famous person from a magazine or the Internet.
- 5 Design a poster to display all the information.

2

All about me

- 1 Design a poster of your own *My Page* and decide which headings you will need.
- 2 Find a photo of yourself and pictures from magazines of your favourite things.
- 3 Write general information about yourself and provide information for each of your headings. Remember to use *-ed/-ing* adjectives.
- 4 Write about how you feel today and why.



We're going to:

talk about common illnesses and their symptoms
 read an information text about diabetes
 learn about healthy eating

write advice and suggestions
 read and understand a world folktale

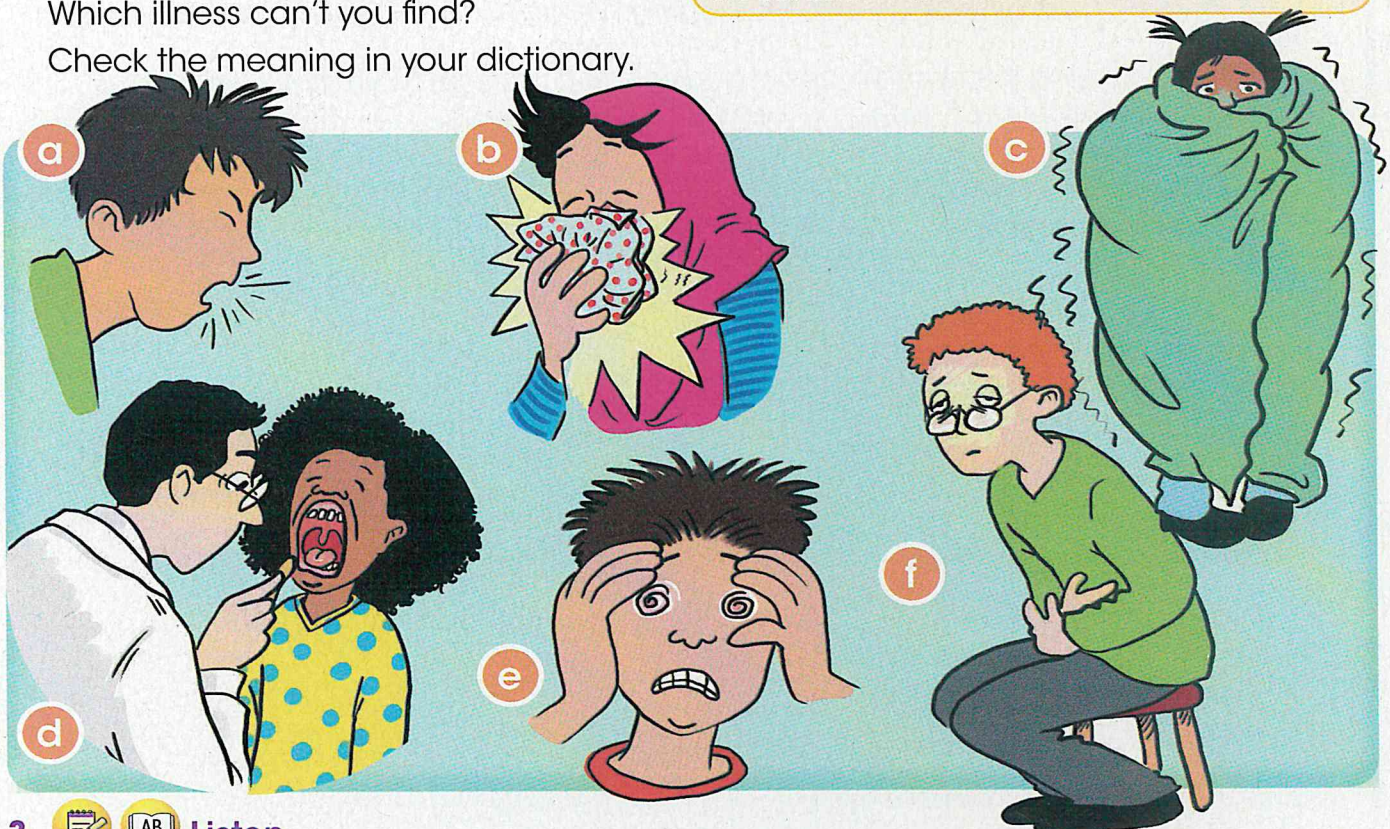
Lesson 1 Common illnesses**1 Talk about it** 21st  When were you last ill?

Are you ill more in the summer or the winter? How do you feel when you are ill?

2  **Word study** Common illnesses

Look at the people in the pictures (a-f).
 Match the words with the correct picture.
 Which illness can't you find?
 Check the meaning in your dictionary.

a sore throat a cold a cough a fever
 an earache a headache a stomachache

**46 3**   **Listen**

Listen to the conversations. Which illness is each speaker suffering from?



Video



Lesson 2 How do you feel?

47 1 Word study Words that go together

Match the words in the box with the correct phrase. Listen and check.

a cough sick a fever a blocked nose tired no energy a cold

I feel/(S)he feels ...

I've/(S)he's got ...

2 Complete the sentences. Use **He/She feels** or **He's/She's got**.

- 1 He ___ a headache.
- 2 She ___ tired.
- 3 He ___ a cough.
- 4 She ___ a cold.
- 5 She ___ a sore throat.
- 6 He ___ sick.



Language tip

Remember:

After **feel** we use an **adjective**.
After **have got** we use a **noun**.

3 Read the sick notes and circle the correct words.

Dear Mrs Nisreen,
Nada won't be in school today
because she's (1) got / feels a
headache and she (2) feels / got sick.
She (3) hasn't got / feels a fever, so
I hope she will be back at school
tomorrow.
From,
Nada's mother

Dear Mrs Fatima,
Mohammed isn't feeling well today.
He (4) feels / has got a stomachache
and he (5) has got / feels sick.
He (6) has got / feels no energy and
he (7) has got / feels a fever too.
I hope he will be back at school on
Monday.
From,
Mohammed's mother




Video 1



Video 2



Lesson 3 Diabetes

1 Talk about it  Cover the text with your hands and look at the pictures.

What information do you think you will find? Discuss with your partner.

2 Read 

Now read the text quickly and check if your predictions were correct.

Reading strategy: Making predictions

Before we read a text we can use visual clues to help us identify what a text is about.

What is diabetes?

Diabetes means there is too **much** sugar in the blood. The body can't use the sugar properly and this can cause serious health problems.

Type 1 diabetes

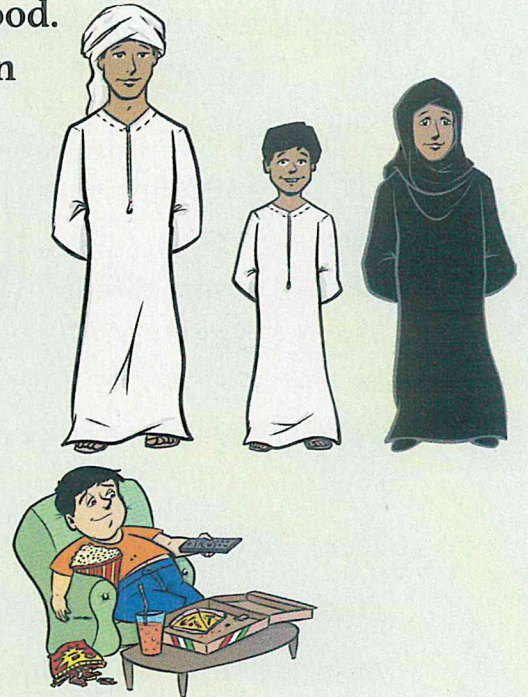
Children with diabetes usually have type 1 diabetes. The cause is often genetic. This means children can get it from their parents.

Type 2 diabetes

Type 2 diabetes usually happens to adults. However, **many** children are now getting this. Type 2 diabetes is often caused by being overweight and not getting enough exercise.

Prevention

Type 2 diabetes can be easily prevented. Firstly, it is important to eat **a lot of** healthy food, so eat **plenty of** vegetables with meals, and have fruit rather than crisps or chocolate for snacks. Secondly, it is important to get **plenty of** exercise every day. There are **a lot of** fun activities that children can do such as cycling, playing ball, swimming and roller-blading.



Symptoms

In both types of diabetes there is too **much** sugar in the blood. This can make people feel thirsty, tired, hungry and have blurred vision.



Video



Lesson 4 A fever

1 Talk about it



Look at the picture. What do you think is wrong?

What symptoms do you think she has?

2 Read

Read the article and choose the best title.

- a A stomachache b The flu c Non-stop sneezing!

Reading strategy:

Reading for gist

Read a text quickly to work out the main idea.

Have you ever had a fever, a bad cough, a headache and an aching body all at once? Well, if you have, then you've probably had the flu!

Flu, which is another name for influenza, is caused by a virus and lots of people get it, especially in the winter months. You might think you have a cold instead of the flu because many of the symptoms can be the same, such as a blocked nose, sneezing and coughing, but children with the flu often have a fever and headaches. You don't feel like eating much food either and all your body hurts. The flu can last a week or more.

Catching the flu is very easy. If you are near a person with the flu, who sneezes, coughs or even laughs, then the tiny drops that come out of their mouth can infect you if you breathe them in.

So, how can you stop yourself from getting the flu? First of all, keep away from someone with the flu! Wash your hands regularly with hot water and soap, and don't put your hands to your mouth or nose.

If you catch the flu, you should get a lot of rest and drink plenty of liquids, such as water, juice and soups. You can take some medicine too, but only if your mum or doctor gives it to you to help with your fever and headaches.



3 Read the text again. Use coloured pens to underline:

Blue: two illnesses

Red: five symptoms

Black: advice given if you have the flu.



Video




Vocabulary

virus: something that makes people ill

infect: to pass an illness to someone else


Lesson 5 Health

1 Talk about it  Why do people go to the doctor?

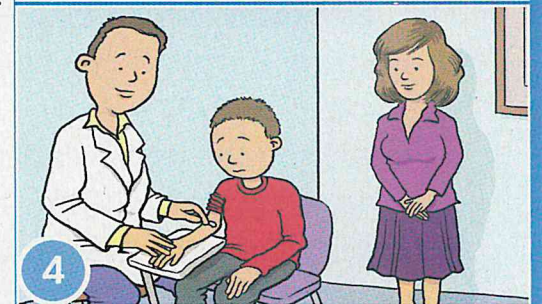
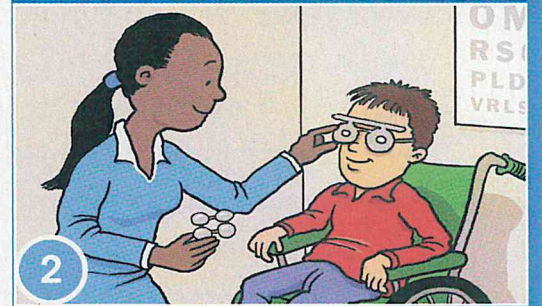
2 Word study

Match the words with the pictures.

a vaccination an eye test a hearing test
a prescription a blood test

3  Read and choose the correct answer.

- I couldn't read the words in the book properly, so Mum took me for ____ .
 - a hearing test
 - an eye test
 - a vaccination
- The doctor recommended ____ to find out if I had an infection.
 - a vaccination
 - a blood test
 - a hearing test
- We are taking my baby brother to have some ____ tomorrow. These will protect him from serious illnesses.
 - vaccinations
 - prescriptions
 - hearing tests
- I had a very bad cough so the doctor gave me ____ for some medicine.
 - a vaccination
 - a prescription
 - an eye test
- My grandfather has some problems in understanding us so he is going to have ____ this week.
 - an eye test
 - a vaccination
 - a hearing test



Video



Lesson 6 Giving advice

1 Use of English

Look back at the blog on page 93 of the Activity Book and complete the gaps in the *Use of English* box to the right.

2 Complete the gaps with the correct form of the verb in brackets.

1 I think you should go (go) and see a doctor.

2 Try (get) some rest and keep warm.

3 Why don't you (buy) some cream which might stop your skin feeling itchy?

4 Try (eat) less fatty food.

5 You shouldn't (drink) anything that is very hot as this will make your throat feel worse.

Use of English

Giving advice and making suggestions

 eating tomatoes for a while.

Then **try** less of them.

Why don't you your mother to make you different kinds of homemade soup?

3 Read

Read and match the descriptions to the health problems.

a sore throat an allergic reaction the flu

my blog

friends

photos

links

Dear Doctor,

When I drink and eat, it really hurts to swallow and my neck hurts too.

What should I do?

1

Dear Doctor,

I feel terrible! I have a cough, a blocked nose and a headache. I don't want to eat anything and I have no energy. I get hot and then cold and then hot again and my body hurts.

What should I do?

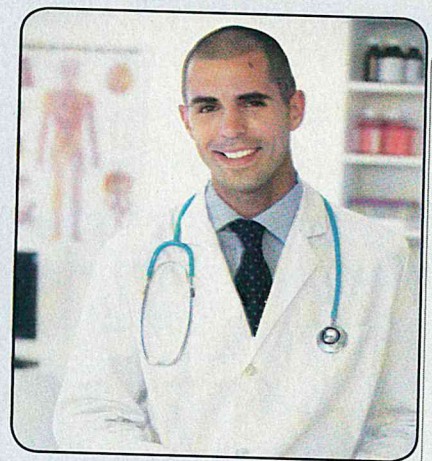
2

Dear Doctor,

Before I went to school this morning I looked in the mirror and I had red spots all over my arms, stomach and face. They are very itchy!

What should I do?

3



4 **AB** **Talk Giving advice** Choose two of the situations from Activity 3. What advice would you give?



Video 1



Video 2



1 Can you remember?

Choose the correct answers and write in the space.

- 1 My stomach hurts and I ____ sick.
a have **b** feel **c** have got
- 2 Have you got ____ ?
a a headache **b** headache **c** any headache
- 3 I can't talk because I've lost my ____ .
a throat **b** mouth **c** voice
- 4 Drink ____ water if you have the flu.
a plenty of **b** many **c** lot
- 5 Diabetes means there is ____ sugar in the blood.
a too many **b** too much **c** a few
- 6 Take ____ of this medicine. It will make you feel better.
a some **b** any **c** much
- 7 I think I need a ____ to check if I have diabetes.
a vaccination **b** prescription **c** blood test
- 8 I had a very bad stomachache so the doctor gave me a ____ for some medicine.
a prescription **b** vaccination **c** blood test
- 9 I have got a terrible ____ . My skin is red and very itchy.
a rash **b** cough **c** headache
- 10 Try ____ some rest and you will feel better.
a get **b** to get **c** gets



Video



Lesson 7 Food and health

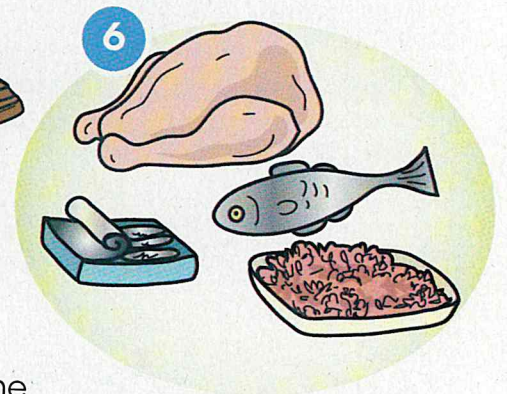
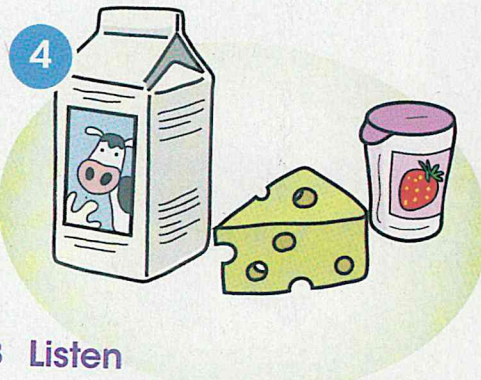
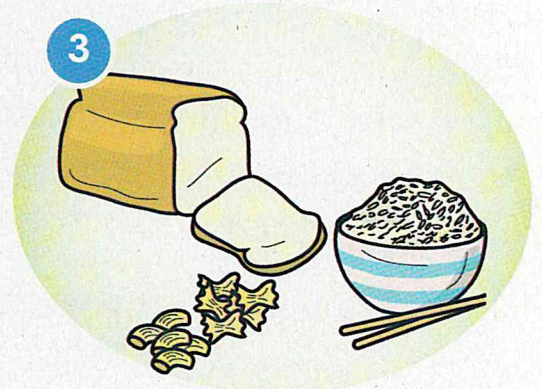
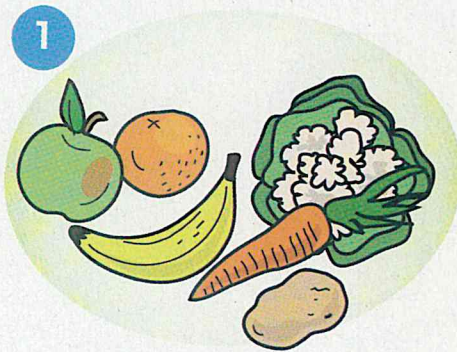
1 Talk about it  Do you eat a healthy diet?

What types of foods are healthy and unhealthy?

2 Word study  **Food groups**

Match the food groups with the pictures.

dairy fruit and vegetables bad fats and sweets good fats and oils
grains and cereals meat and fish



48 3 Listen

Listen to Kaya's presentation on healthy eating and put the following types of food in the order that you hear them (1-5):

- a protein ___
- b grains and cereals ___
- c fruit and vegetables 1
- d calcium ___
- e sweets, chocolates and cakes ___



Video



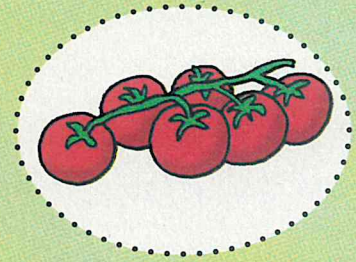
Lesson 8 A food quiz

1 Read

Do the food quiz.

1 What do we need in a healthy diet?

- a Proteins, carbohydrates, vitamins, minerals and fats.
- b Fats, proteins and sugar only.



2 Which of these foods contain the most protein?

- a tomatoes
- b eggs

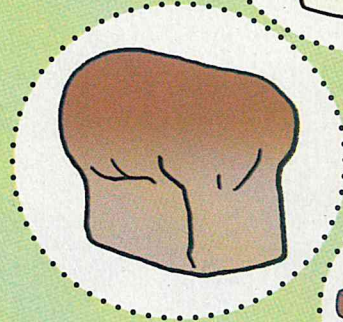
3 Why is calcium important?

- a Because it helps build strong muscles.
- b Because it keeps our bones and teeth healthy.



4 Which foods are carbohydrates?

- a Fish, chicken and eggs.
- b Bread, rice and pasta.



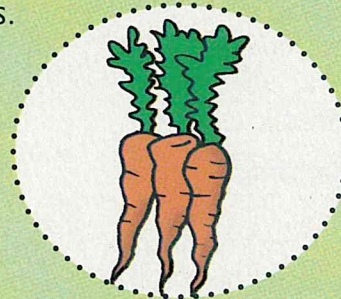
5 Which is the healthiest snack?

- a sweets
- b cakes
- c fruit
- d chips



6 Why are fruit and vegetables so important in our diet?


- a They contain a lot of minerals and vitamins.
- b They look good on the plate!



Video



Lesson 9 Eat a rainbow!

1 **Talk about it**  What colour is your favourite food?

How many colours have you eaten today?
Look at this saying: A rainbow a day keeps the doctor away.

What do you think this means?



2 **AB** **Read**

Read the information quickly and tick all the fruit and vegetables that you like to eat.

Which colour do you eat most of?

Why is it important to 'eat' a rainbow?

A rainbow a day keeps the doctor away

Red: tomatoes, red peppers, strawberries, raspberries, watermelons, cherries, red apples

Good for: a healthy heart, good memory

Blue/purple: blueberries, blackberries, aubergines, figs, plums, beetroot, purple grapes, black olives

Good for: staying healthy when you get old, good memory

Green: cucumbers, peas, spinach, broccoli, green beans, green peppers, salad leaves, herbs, avocados, green apples, green olives

Good for: healthy bones, teeth and eyes

White/brown: ginger, onions, mushrooms, cauliflowers, dates, garlic, potatoes

Good for: a healthy heart, healthy blood and good memory

Orange/yellow: carrots, melons, oranges, sweet potatoes, pineapples, bananas, lemons, yellow peppers, mangoes

Good for: a healthy heart, healthy eyes and protects against catching colds



- A rainbow a day will give our body all the vitamins and minerals it needs to stay healthy.
- This means choosing many different coloured foods each day. These should be natural foods – fruit and vegetables, not sweets and chocolate!
- These foods help us to grow strong and stop us from getting serious illnesses such as diabetes.
- We should eat one food or more from each colour of the rainbow every day.



Video



Lesson 10 Stone soup

1 Talk about it

Look at the ingredients for a soup. Which one is odd?

What do you think the story will be about?



49 2 Read and listen

Read and listen to the story, then check your predictions.

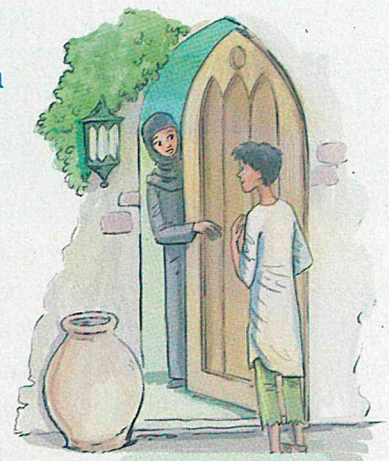
Stone soup

Once there was a young man who travelled around the country looking for work. Times were very hard and he had very little money. One day, feeling tired and hungry, he arrived at a small village. He thought that he might find someone who would give him some food.

He knocked at the door of a house. A woman opened the door. The traveller asked the woman politely for some food, but the woman answered that she had no food at all. The same thing happened at all the houses in the village. Nobody had any food!

However, the traveller had a plan. He knocked on the door of a big house and an old man answered. The traveller asked him if he had a large pot of water that he could use to make a big **pot of soup** for all the villagers. He was going to make it from a special stone he had found.

The old man helped the traveller build a big fire. The traveller took the stone and put it in the pot of water. As he cooked the soup, he said that the special soup was always better with a little onion and some cabbage to add extra flavour. So the old man gave him a **bag of onions** and some cabbage. The traveller added these ingredients to the soup.



Video

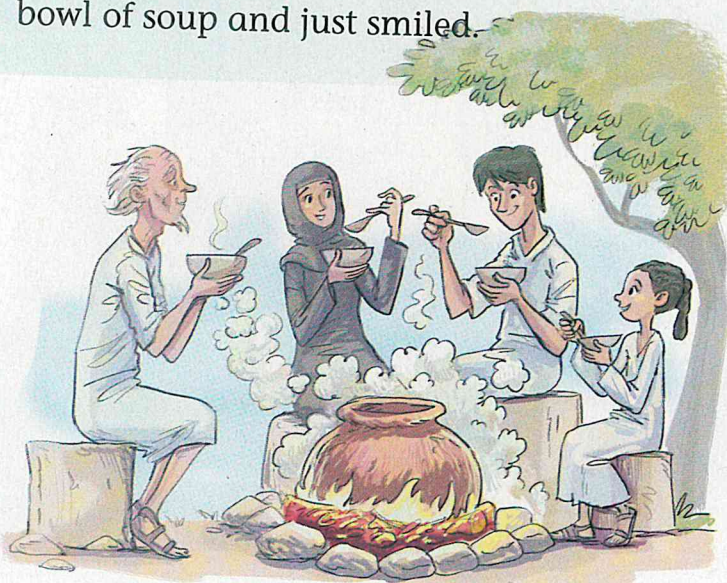
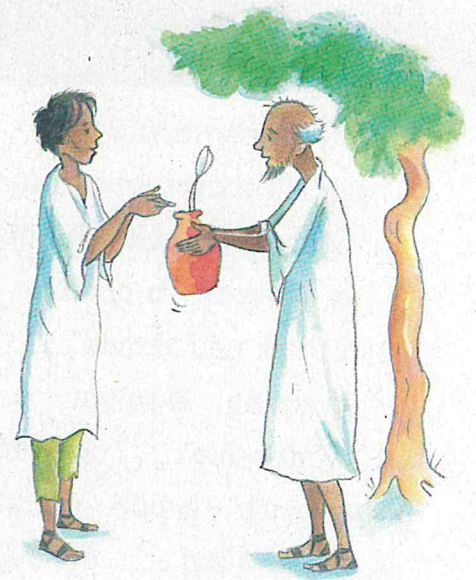


A woman in the next house smelled the soup cooking. She went to see the traveller. He told her that the special soup was always very good, but that a little bit of meat, some carrots and some potatoes would add extra flavour. So the woman gave him a big piece of meat, **a bunch of carrots** and **a sack of potatoes**. These ingredients were also added to the soup.

A little girl also smelled the soup and spoke to the traveller. The traveller told the girl that the special soup was always very good, but it would be even better with a few beans and **a pinch of salt and pepper**. So, the girl gave him **a bowl of beans** and some salt and pepper and added them to the pot of soup.

Another woman came by after smelling the soup and she added a few mushrooms and some herbs to the soup.

After a while the soup was cooked and everyone had a bowl of delicious stone soup. No-one could believe that such a flavoursome soup could be made from just a stone and some water. The traveller served himself another bowl of soup and just smiled.



Vocabulary

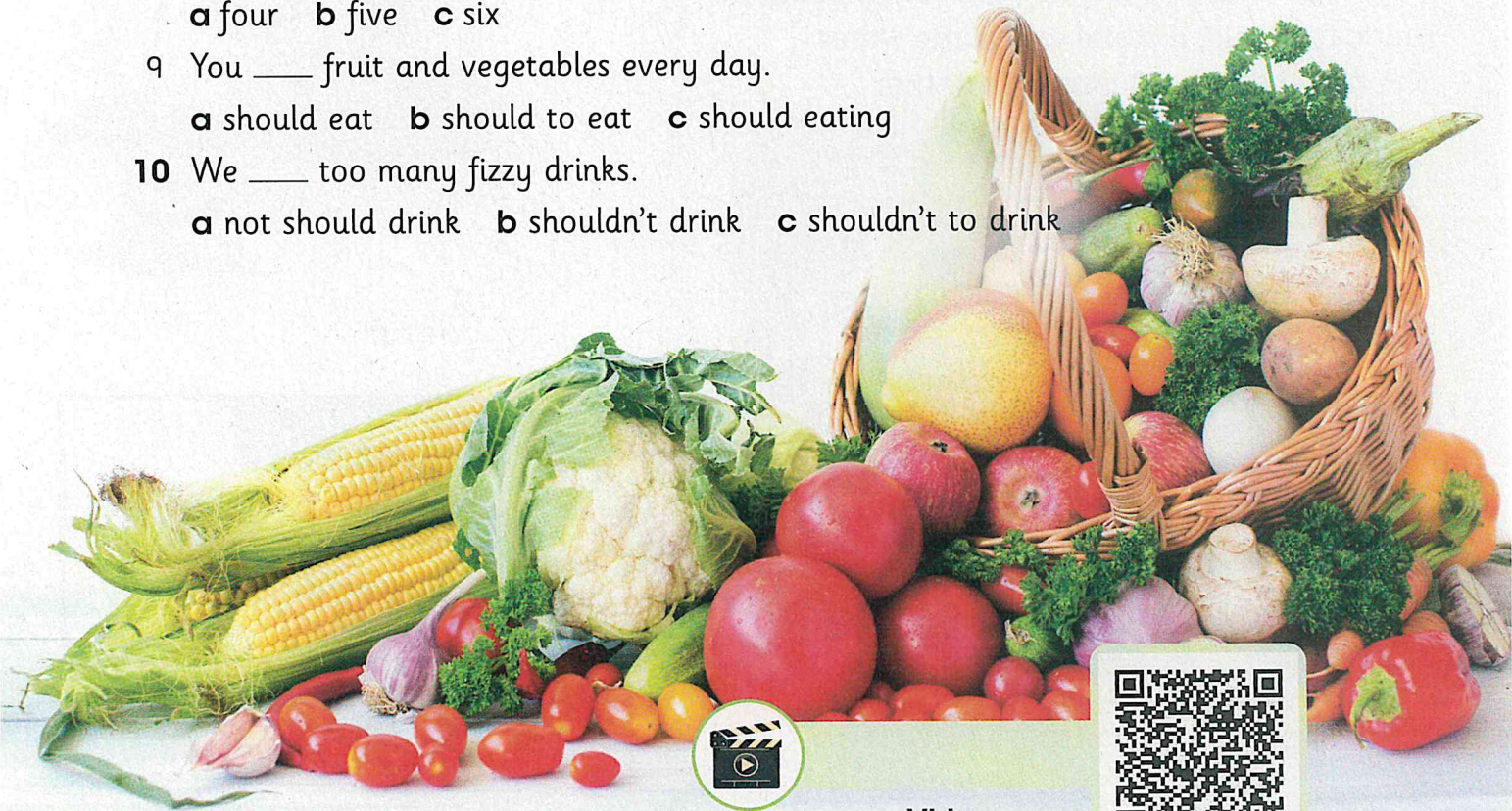
ingredient: one of the foods used to make a meal

flavoursome: food that tastes good

1 Can you remember?

Choose the correct answers and write in the space.

- Green fruit and vegetables are very ____ your bones, teeth and eyes.
a good of **b** good at **c** good for
- I think you should ____ more fruit and vegetables.
a eating **b** to eat **c** eat
- I got a big ____ of carrots from the shop.
a pinch **b** pot **c** bunch
- I had a big ____ of soup for lunch.
a bowl **b** bag **c** pinch
- Add a ____ of salt and pepper to the soup when you are cooking it.
a sack **b** pinch **c** bunch
- Calcium makes our bones and ____ strong.
a tooth **b** teeth **c** teeths
- Pasta, rice and bread belong to the ____ food group.
a fruit and vegetables **b** dairy **c** grains
- We should eat ____ colours from the rainbow every day.
a four **b** five **c** six
- You ____ fruit and vegetables every day.
a should eat **b** should to eat **c** should eating
- We ____ too many fizzy drinks.
a not should drink **b** shouldn't drink **c** shouldn't to drink



Video



Review

1 Use of English

Choose the correct word.

Dear Doctor,

I haven't been feeling very well for (1) *plenty/a few* days. I feel (2) *headache/tired* and (3) *I've got/I feel* a cough. (4) I *feel/got* hot and cold at night too. I'm drinking (5) *several/a lot* of water.

Dear Patient,


Well, it sounds as though you (6) *feel/have got* a cold and (7) *a fever/an ear infection* too. You should go to the doctor for a (8) *blood test/prescription* to buy medicine for your cough and try to eat (9) *much/some* fruit and vegetables every day. Get (10) *plenty of/many* rest too.



HOME

NEWS

BLOG

- 2  Read the health blog again and find and underline examples of each of the following.

an illness symptoms advice and suggestions

- 3  **Write**

Imagine you are a doctor. Write a diagnosis and make suggestions for a person with the following symptoms. Use **should** and **try to** to give advice.

feels sick stomachache no energy

- 4  **Talk**

Write two types of food for each of the *Eat a rainbow* groups below.

Red Orange/Yellow Green Blue/Purple White/Brown



Video



Choose a project

1 A health and food survey

Carry out a health survey with the rest of the learners in your class to discover how healthy you really are! You can use this survey or each group can make up their own.

1 Work in groups of six. Look at the questions below and create two more questions using these questions as an example. Each of you must choose a question from 1–6. Go around the class and ask everyone the question. Note down the number of pupils for each of the answers a, b, c and d.

1 How often do you eat fruit?

a never b twice a week c three to four times a week d every day

2 How often do you drink milk?

a never b twice a week c three to four times a week d every day

3 How often do you eat fish?

a never b twice a week c three to four times a week d every day

4 How often do you eat chocolates, sweets and cakes?

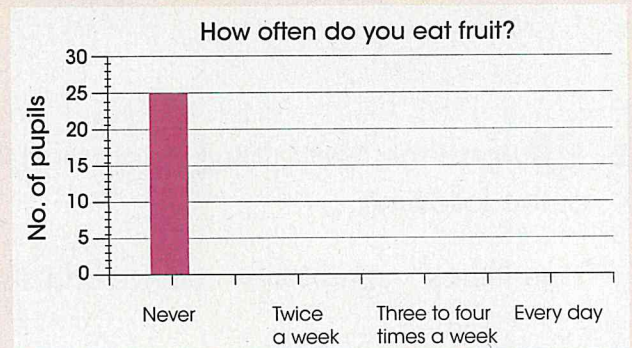
a never b twice a week

c three to four times a week

d every day

2 Work with your group and prepare a poster with the results of your survey.

3 Present the results to your classmates.



2 World Health Day

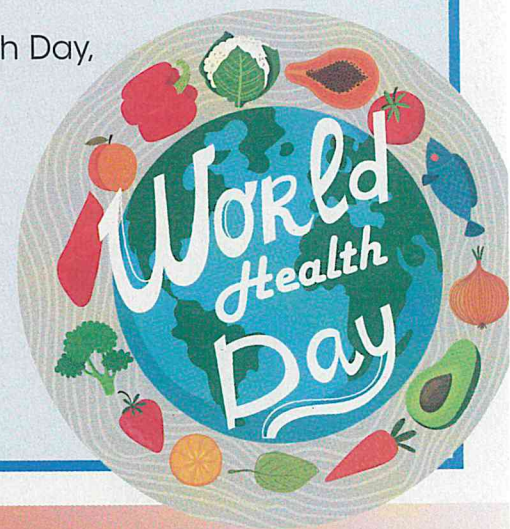
1 Listen to your teacher telling you about World Health Day, which happens every year on 7th April.

What is the topic for this year?

2 Work with your partner/group and find out more information about this topic.

3 Prepare a poster with information about the topic. Make this colourful with drawings and pictures.

4 Present the poster to your classmates.



Where we live

We're going to:

compare the city and the country
read and learn about our carbon footprint
listen to a presentation about a city

talk about the past
write a descriptive essay
read a story

Lesson 1 City and country

1 Talk about it



Do you live in the city or the country? What do you like about it?

2 21st Talk

Look at the photos. Describe what you can see. Talk about the advantages and disadvantages of living in each place.

3 Word study Town and country

Use the words from the box to ask questions about the photos.

1 Can you see a road?

2 Yes, here it is.

road office buildings village path
pavement lake forest mountains field



50 4 Listen

Listen to two children talking about where they live.

- Which photo is each child describing?
- Listen and circle the adjectives that you hear.

beautiful clean dirty crowded peaceful
colourful amazing noisy pretty
popular small modern ancient

- Which adjectives do they both use?



Video 1



Video 2



Lesson 2 Where we live

1 Use of English

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

- a) What is the last letter in the adjective 'dirty'?
b) How do we make 'dirty' into a comparative adjective?
- a) How many syllables are in the adjectives 'clean' and 'big'?
b) How do we make 'clean' and 'big' into comparative adjectives?
- a) How many syllables are in the adjectives 'peaceful' and 'amazing'?
b) How do we make 'peaceful' and 'amazing' into comparative adjectives?

Use of English

Comparative adjectives

The country **is cleaner than** the city.

The city **is dirtier than** the country.

The country **is more peaceful than** the city.

The country **is more beautiful than** the city.

2 Talk

Describe the two photos using adjectives from Lesson 1.

Khor Fakkan looks more ...



Khor Fakkan

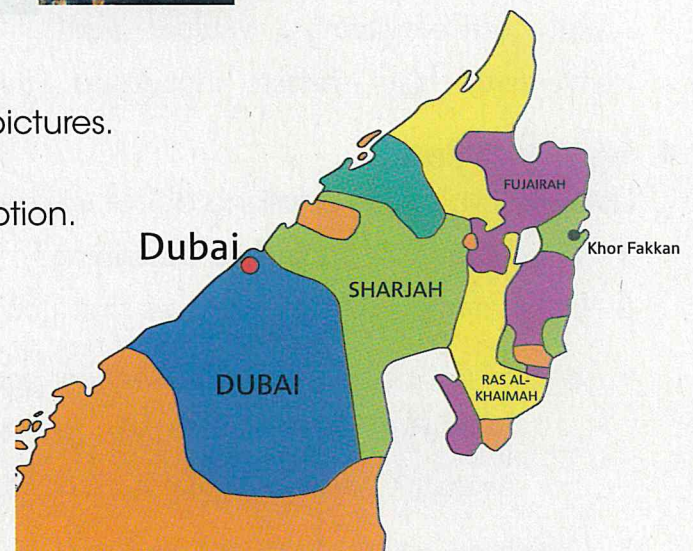


Dubai

3 Write

Describe and compare the places in the pictures.
Use the map to write about each location.
Use comparative adjectives in your description.

Khor Fakkan is on the east coast of the UAE.
It is smaller than Dubai.



4 21st Talk

Discuss with your partner which place you would prefer to visit and why.



Video 1



Video 2



Lesson 3 Our carbon footprint

1 Talk about it Look at the pictures in the text.

What do you think they represent?

What do you think our carbon footprint is?

Why do you think we need to reduce it?

2 Read

Skim the text to check if your ideas are correct.

Our carbon footprint

Our carbon footprint is how much CO₂ (carbon dioxide) one person makes each year.

What produces carbon dioxide?

We use energy (gas or electricity) every day. Your journey to school, your computer, your mobile phone, the lights and heating in your house – all of these things use energy.

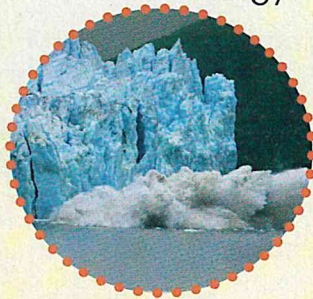
Why is CO₂ a problem?

The problem is that we are all producing too much carbon dioxide and some scientists believe that this is making the Earth hotter. This means the ice at the poles of the Earth is melting, which will cause sea levels to rise and places to flood.

How can we reduce our carbon footprint?

There are many things we can do to reduce the energy we use.

- Try walking to school or cycling instead of going by car.
- Recycle materials such as cans, bottles, paper, glass and cartons. This means less energy is needed to make new things.
- Don't leave lights on in your house.
- Eat food which is grown in your area, so planes and lorries aren't needed to transport it from a different country.
- Plant trees in your garden or school because they absorb CO₂ and release oxygen.



Vocabulary

produce: make something

melt: turn to water

reduce: make smaller

absorb: take in

release: let go

rise: go up



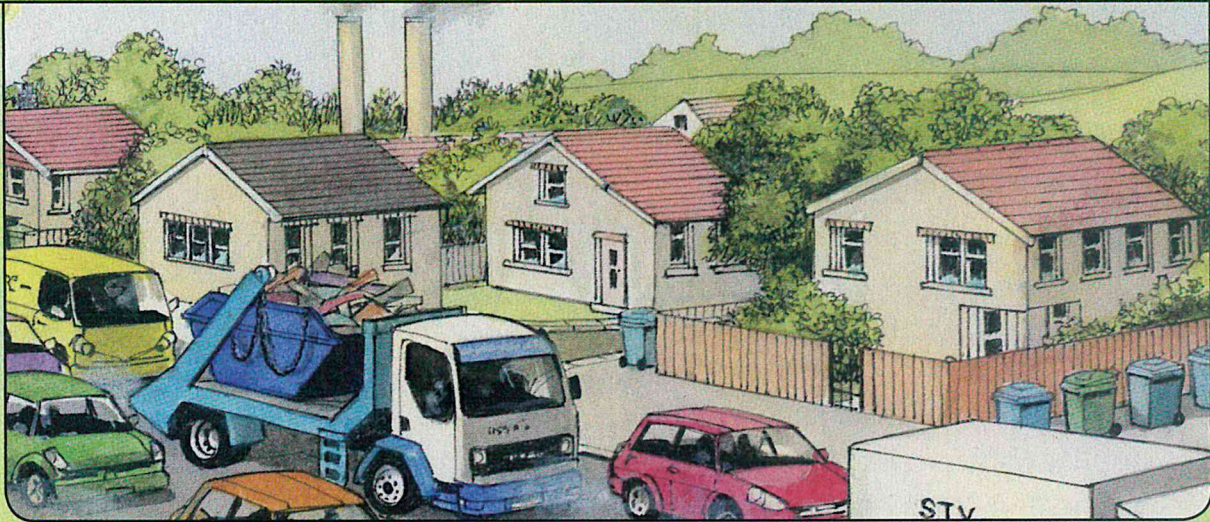
Video



Lesson 4 Plant a tree!

- 1  Read the text and find two reasons why it's important to plant trees.

Plant a tree and change the future!



Did you know that planting trees is a great way to help the environment? Trees release oxygen into the air and use carbon dioxide. This makes our air cleaner. In many countries, people are planting trees to help the environment.

South America

The world's largest tropical forest is in South America – the Amazon Rainforest. It makes up 57% of the world's forests and is very important for the environment. Children at a school in San Luis, Argentina, have been learning about carbon footprints and energy saving, and have been planting more trees to help the environment.

Since the programme was started, 200 000 trees have been planted in 22 towns across San Luis.

Why plant trees?

- To make homes for animals
- To make the countryside look beautiful
- To help the environment

The UK

The Woodland Trust started a 'More Trees, More Good' campaign. They want to plant six million trees over the next 50 years. Schools and businesses are all helping because they know how important it is to plant more trees. Noah, from Birchanger Primary School, helped plant over 50 trees at his school with his friends and teachers. 'It was great fun planting the trees – we all wore our boots and got muddy!'

Tree facts

- Trees can live for hundreds of years.
- Trees produce oxygen and reduce the amount of carbon dioxide in the air.
- One large tree can give a day's oxygen for up to four people.



Video



Lesson 5 Past and present

1 Talk about it



How long have you lived in your town, city or village?

How has it changed? Look at the two photos of Dubai below. What is different?



Listening strategy: Identifying opinions

When you listen to find out the speaker's opinion, listen for words like:

I think ... I (definitely) prefer ... I really like ... In my opinion ...

51 2 Listen

Listen to the two parts of Amina's presentation about Dubai past and present. Does she prefer Dubai in the past or the present?

51 3 Listen again. What things are different? Use the words below.

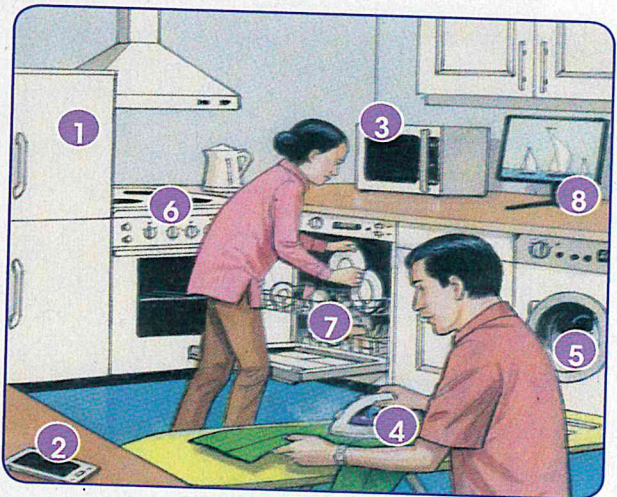
street lights cars
metro skyscrapers

There were no street lights in the past.

4 Word study Home appliances

Point to the things you can see in the picture.

washing machine microwave
dishwasher mobile phone
television iron cooker fridge



Video 1



Video 2



Lesson 6 Changing times

52 1 Listen

Listen to Amina's presentation.
Which appliances from Lesson 5 did people use in the past?

53 2 Pronunciation -ed

Listen to the pronunciation of the regular verbs. Note them in the correct column in your book.

| /id/ | /t/ | /d/ |
|------|--------|-----|
| | cooked | |

3 21st Talk

- 1 How have homes and appliances changed in the UAE?
- 2 What else is different today from the past?
- 3 Which do you think is better, the past or the present?

Use of English

Past simple regular and irregular verbs

Regular verbs

People **cooked** on a stove. (positive)
They **didn't cook** on a stove. (negative)

Irregular verbs

We don't add **-ed** to positive irregular verbs like these in the past simple.

have: **had** be: **was/were** go: **went**

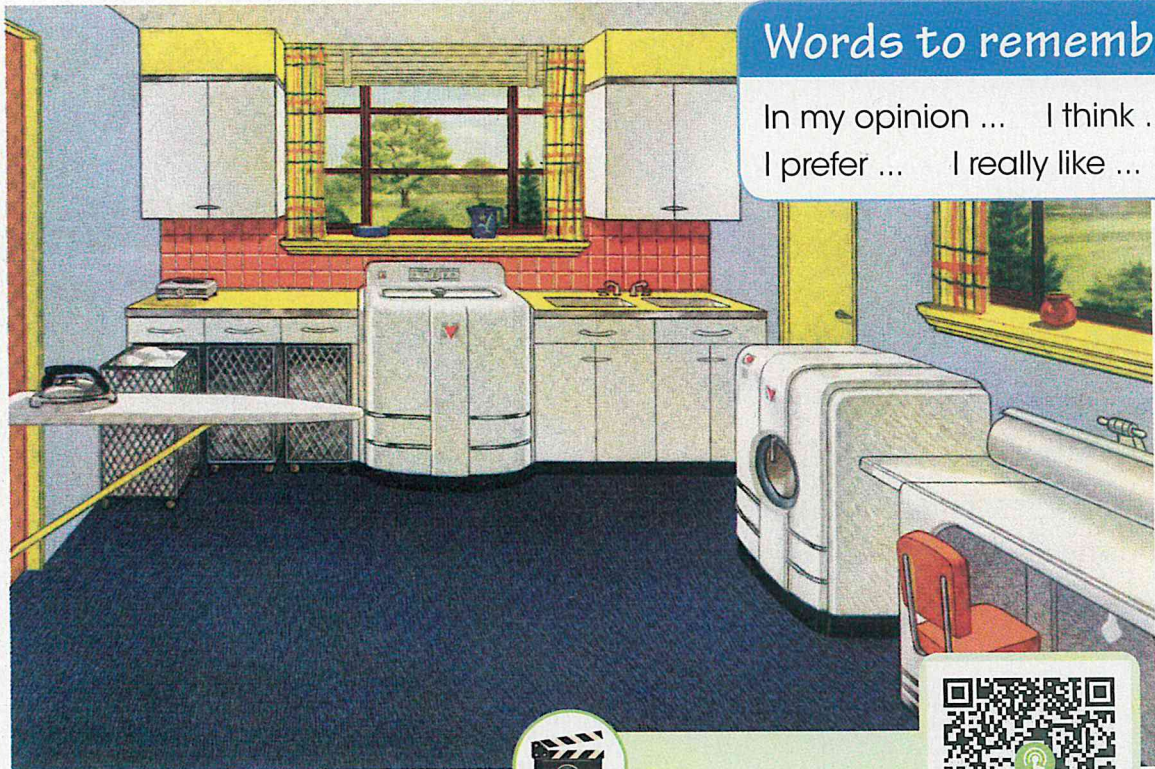
drive: **drove** ride: **rode**

My dad **rode** his bike. (positive)

My dad **didn't ride** his bike (negative)

Pronunciation: -ed

Remember that although the verb endings may look the same, they are pronounced differently.



Words to remember

In my opinion ... I think ...
I prefer ... I really like ...



Video



My learning

1 Can you remember?

Choose the correct answers and write in the space.

- 1 Living in the city is ____ .
a noisy b peaceful c small
- 2 The country is ____ than the city.
a noisier b more peaceful c dirtier
- 3 Bur Dubai is the most ____ part of the city.
a new b old c ancient
- 4 Gas and ____ make CO₂, which is bad for the Earth.
a electricity b water c sand
- 5 We should all try to have a ____ carbon footprint.
a big b small c large
- 6 I ____ walking to school.
a believe b know c prefer
- 7 In my ____, life was very easy in the past.
a think b opinion c like
- 8 Oh no! The ____ has broken and I don't have a clean shirt!
a oven b microwave c washing machine
- 9 My dad ____ his bike to school when he was younger.
a ride b rode c rides



Video

Lesson 7 Interesting places

1 Talk about it **21st** Think of a book, story or article you have read recently.

Was it set in an unusual place?

Why was it special or unusual?

2 Talk

Look at the photos and answer the questions.

1 Have you seen or read about these places before?

2 Which place would you like to visit? Why?

3 What adjectives could describe these places?

3 Word study Descriptive adjectives

Choose adjectives to describe the places in the photos.

Use your dictionary to check words you don't know.

old ancient huge strange
modern colourful exciting

4 Use the adjectives in Activity 3 to complete the descriptions.

1 Cappadocia looks like the moon. It is a — place with — caves where people lived for many years.

2 Eilean Donan is a(n) — castle in Scotland.

3 The Wahiba Sands are — because they are naturally created and stretch for miles.

5 Talk

Ask your partner what their favourite place is and why. Try to use the adjectives above.

A: What's your favourite place?

B: My favourite place is ... because ...

Speaking tip

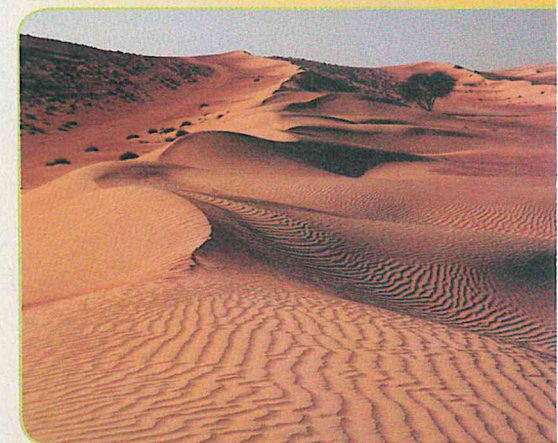
Remember to take turns and listen carefully when your partner answers your questions.



Cappadocia, Turkey



Eilean Donan Castle, Scotland



Wahiba Sands, Oman



Video 1



Video 2



Lesson 8 My favourite place

1 Read

Read this descriptive essay. Which place from Lesson 8 is being described?

My favourite place



1 _____
This is the most famous castle in Scotland. It is used in lots of films and posters, as well as on biscuit tins. The castle is on a lush, green island, surrounded by water and huge mountains. To get to the castle, you must use the bridge. The area is famous for its beautiful scenery and interesting animals.

2 _____
The castle is very popular with tourists. It is smaller than Edinburgh castle, but it is more beautiful. Some of the local animals are very interesting. There are large deer on the hills and lots of colourful birds. There are also dolphins and otters in the water. If you are lucky, you may see the Northern Lights, which are very colourful and turn the sky green and purple and orange.

3 _____
I think this is the most beautiful place I've ever seen. I'm not very keen on the animals, but I would like to walk on the mountains, sleep in the castle and hopefully see the Northern Lights. I think it would be very exciting.

Vocabulary

lush: (adjective) where many plants grow

scenery: natural things, like trees, that you can see

2 Answer these questions.

1 Match these headings to paragraphs (1–3) **a** Description **b** Opinion **c** Location.

2 Find examples in the text of adjectives used to describe the scenery and the animals.

| Scenery | Animals |
|-----------|-------------|
| beautiful | interesting |
| | |

3 Which expressions does the writer use to express his/her opinions? Find two examples.



Video 1




Video 2



Lesson 9 The Lost City - Part 1

1 **Talk about it**  Have you been on a trip?

Tell your partner where you went and what you did.

2  Look at the pictures of a trip. Who are the travellers?
Why do you think they go on this trip?

54 3 **Listen and read**

Listen and read to check your answers to Activity 2.

The Lost City

Jassim and Hamad walked a long way.

'I'm getting tired,' Jassim said. 'Where are we going anyway?'

'We are going to find a city, a lost city. There are wonderful surprises for whoever finds the ancient city,' replied Hamad.

'Does anyone live there?' Jassim asked.

'Not anymore,' said Hamad.

'Why not?' asked Jassim.

'Because it's too far from all the modern cities and roads.

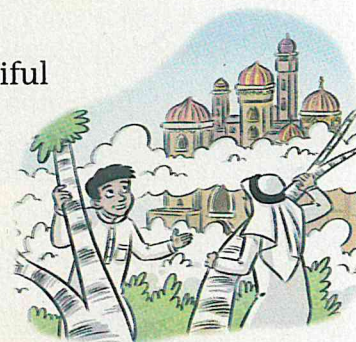
In the past it was the busiest city in all of the Middle East,' replied Hamad.

'What kind of surprises are there? Good surprises?' Jassim asked. 'Beautiful surprises,' Hamad smiled. 'Come.'

'Are there date trees in the Lost City?' Jassim asked.

'A lot,' replied Hamad.

'Good. Let's hurry up then. I'm very hungry,' said Jassim.



4 Read the first part again and answer the questions below.

Then read the rest of the text and answer the questions that follow it.

1 The Lost City is **a** far away **b** easy to find **c** on a busy road.

2 The city **a** is not a safe place **b** has many surprises **c** is very crowded.



Video



After several hours, Hamad stopped. 'See the mountains ahead? We are nearly there. Another hour.'

Just then they heard a sound. 'What was that?' Jassim asked.

'A tiger, but it isn't near us. I can hear its roar is in the tall mountains.' 'There it is!

There is the Lost City! We have found it at last,' Hamad said.

'It is amazing, Hamad. The walls are high and the roofs of the buildings shine in the sunshine. What's in the city?' Jassim asked.

'There is much gold and silver. We must hurry,' Hamad said.

'How do we get inside?' Jassim asked.

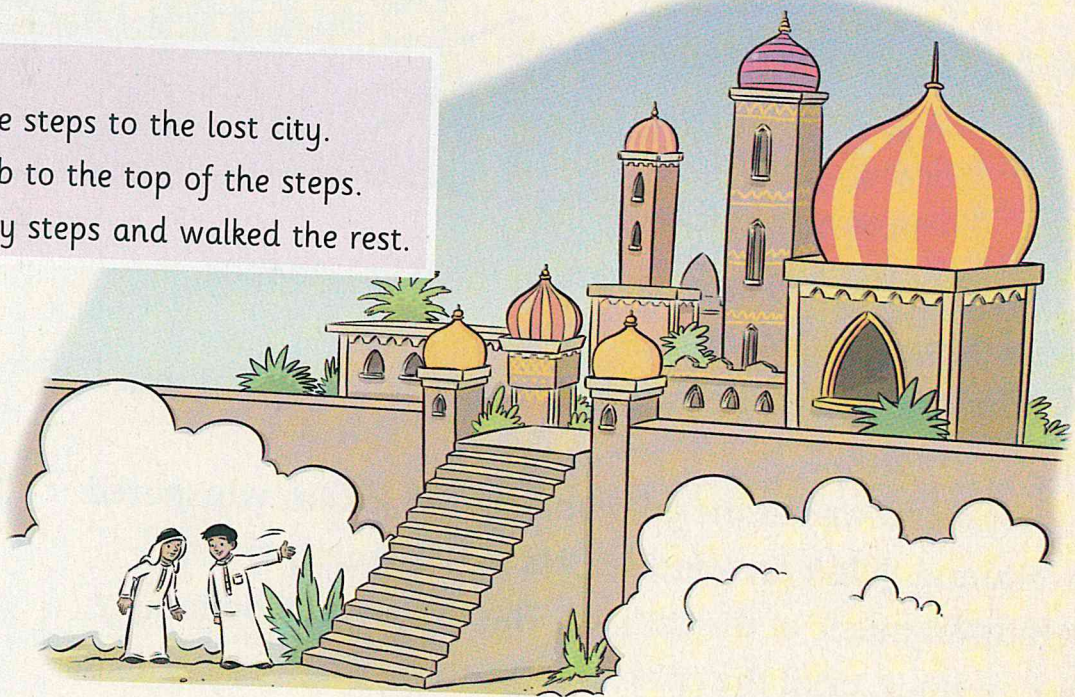
'We must climb these steps,' Hamad said, pointing to some steps. Jassim laughed and ran up the steps. After he'd climbed twenty of

them he stopped and took a few breaths. 'I think I'll walk slowly up the rest of them,' he said.

'Look! We must go there!' Hamad said and he pointed to the centre of the city. Then Hamad looked at his friend and said in a low voice, 'We need to be quiet. Don't touch anything until I say so.'

3 Jassim

- a ran up all the steps to the lost city.
- b couldn't climb to the top of the steps.
- c ran up twenty steps and walked the rest.



- 5 Hamad and Jassim want to go to the centre of the Lost City. What do you think will happen next?

Lesson 10 The Lost City - Part 2

55 1 Read and listen

Think about the predictions you made at the end of Lesson 10.

Read and listen to the story and answer the questions. Were your predictions correct?

Hamad and Jassim continued their journey to the centre of the Lost City.

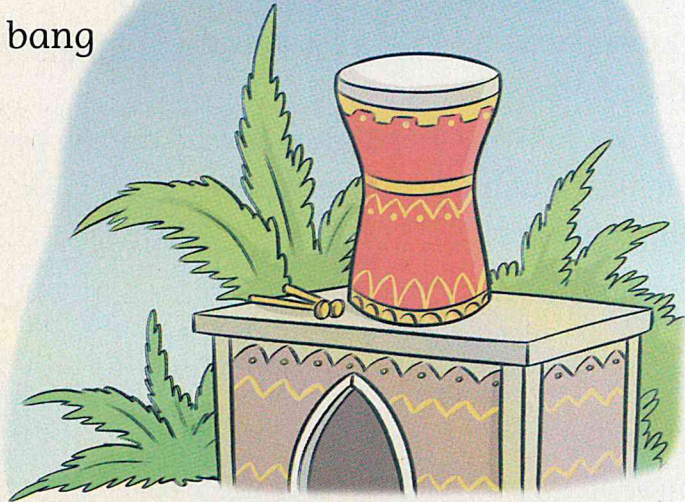
'This is where we shall find our surprise,' Hamad said.

When they reached the centre of the city, they found a huge, golden drum.

'Look at that!' said Jassim. 'Can I bang the drum?' he asked.

'Yes,' said his friend.

Jassim picked up a stick and hit the **drum**.



- 1 Where did the boys find the drum?
 - a At the top of the steps.
 - b Near a building.
 - c In the centre of the city.

The drum was very loud. When the noise stopped, everything went very quiet.

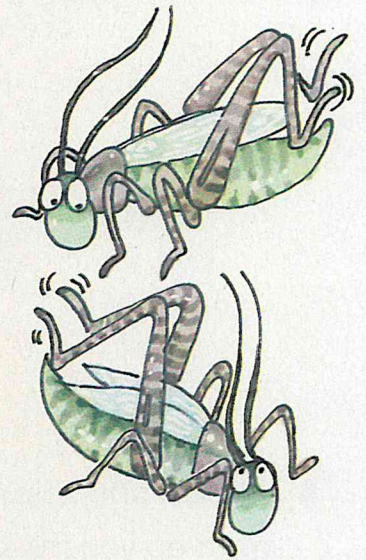
Then the crickets began to **chirp**. 'Listen,' Hamad said. 'It is beautiful.'

'When do we get the gold and silver?' Jassim **whispered**.

Hamad didn't answer him. He was listening to the beautiful music of the crickets. The two boys stood quietly for an hour, until the crickets stopped singing.

'Our surprise?' Jassim whispered again.

'Jassim, that was our surprise. Nobody in the world has heard anything that beautiful before. It is our **reward** for our journey,' Hamad said.



Video



2 Jassim's surprise was

- a the drum. b the beautiful music of the crickets. c the gold and silver.

'What about the gold and silver?' Jassim asked.

'We cannot touch those things. They belong to the people who once lived in this city. You can eat all the **dates** you want, but the rest must stay in the city,' Hamad explained.

When his friend mentioned dates, Jassim forgot all about the gold and silver. 'Dates!' he cried, and ran off to search for his prize.

2  **Word study**

Match the **blue** words in the text with the definitions below.

- | | |
|---|---|
| 1 The sound crickets and birds make. | 4 A prize. |
| 2 Sweet, brown fruits from a tall tree. | 5 A large, circular instrument that you bang to make a noise. |
| 3 Spoke in a quiet voice. | |

3  **21st Values Thinking about our world**

Which was more important for Hamad, the gold and silver or the sound of the crickets? Why?

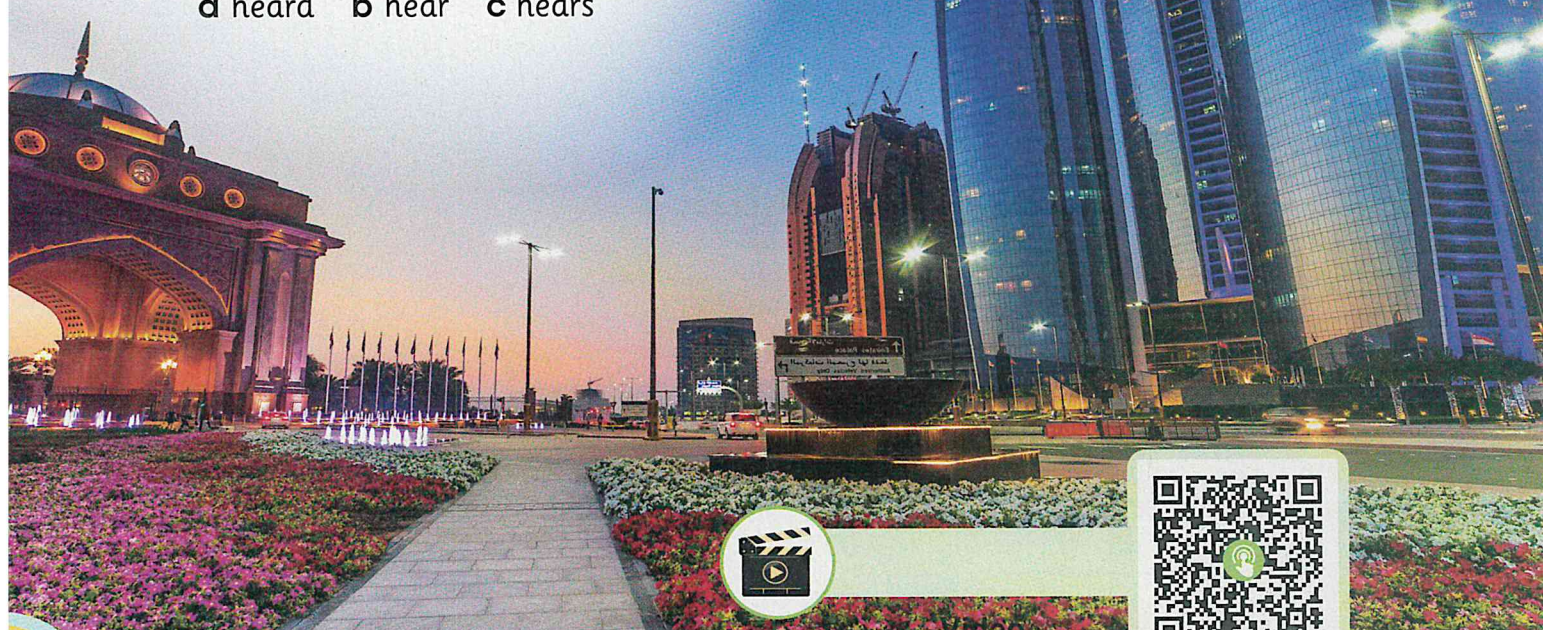
Sometimes we forget about the beautiful things in the world that are free. Can you think of some examples?



1 Can you remember?

Choose the correct answers and write in the space.

- The UAE is ___ for its modern cities and architecture.
a famous **b** huge **c** exciting
- In my ___, Abu Dhabi is more interesting than Dubai.
a head **b** opinion **c** taste
- I ___ like to travel all over my country.
a will **b** would **c** could
- My brother's not very ___ on animals. In fact, he doesn't like them at all.
a love **b** like **c** keen
- The scenery is very ___ – the flowers are red, yellow and blue.
a colourful **b** ancient **c** exciting
- Jassim ___ lots of dates on the tree.
a find **b** found **c** finding
- Crickets and birds _____.
a roar **b** chirp **c** whisper
- The boys ___ up the steps.
a running **b** ran **c** runs
- If you work hard, you will get a _____.
a cricket **b** gold **c** reward
- I ___ a loud noise outside.
a heard **b** hear **c** hears



Video



Review

1 Vocabulary

Put the words in the correct place.
Some may fit into both.

lake office building mountain
village traffic lights pavement
field forest road

| Things you find in the city | Things you find in the country |
|-----------------------------|--------------------------------|
| | |

2 Talk

In pairs, describe one of the pictures. Use words from the unit.

In picture 1, I can see a beautiful lake.

In picture 2, I can see modern office buildings.



3 Use of English

Read the text and write the correct letters to complete the missing words.

People today can live in a city or in the country. Some like to live in ¹ n _ _ _ y cities, but others like the more ² p _ _ _ _ _ l countryside.

Life in the city is very different. It is very ³ c _ _ _ _ _ d because there are lots of people. You see tall ⁴ o _ _ _ _ e b _ _ _ _ _ s instead of trees. Cities have lots of ⁵ c _ _ s on the road and ⁶ m _ _ _ _ n shops and buildings.

In the country, there are lots of green ⁷ f _ _ _ _ s. There are huge ⁸ m _ _ _ _ _ s too, which sometimes have snow on the top. There are beautiful ⁹ l _ _ _ s with clear water and lots of ¹⁰ f _ _ _ _ _ s with tall trees.

4 Use the information in Activity 3 to write three sentences using comparatives and superlatives. Compare with your partner. Do you prefer the city or the country?



Video



Character profile

- 1 Choose your favourite or least favourite character from the book.
- 2 Describe the character. Think about these questions.
 - What do they look like?
 - How do they behave?
 - What did they do in the story?
 - Why do you like/dislike them?
 - If you could change one thing about them, what would it be?
- 3 Now choose how you will share this information. You can choose from the following.

1 Make a puppet

- Make a puppet of your chosen character.
- Use the puppet in your presentation and answer the questions above.
- You may wish to use the character profile sheet that your teacher will give you to make notes for your presentation.

2 Create a character profile poster

- Use the character profile sheet to plan your work.
- Create a character profile poster and present your work in different ways including drawings/cartoons and writing.
- Check that you can answer all of the questions and then present your poster to your classmates.



Unit 6 Wordlist

| | | | |
|-------------------|---------|--------------|-----------|
| agree | verb | most | pronoun |
| all | pronoun | nervous | adjective |
| art course | noun | normal | adjective |
| backpack | noun | outdoors | adverb |
| bar chart | noun | park | noun |
| camping | noun | phone call | noun |
| cooking equipment | noun | pocket money | noun |
| day trip | noun | post | noun |
| disagree | verb | shop | noun |
| email | noun | sleeping bag | noun |
| emphasise | verb | some | pronoun |
| few | pronoun | spend time | verb |
| football | noun | sports camp | noun |
| grandparents | noun | surprising | adjective |
| hardly | adverb | survey | noun |
| help | verb | sympathetic | adjective |
| hide | verb | text | noun |
| indoors | adverb | torch | noun |
| invitation | noun | upset | adjective |
| jacket | noun | utensil | noun |
| journal | noun | waterproof | adjective |

Unit 7 Wordlist

| | | | |
|-------------------------------|-----------|-------------------------------|-----------|
| amazed/amazing | adjective | impressive | adjective |
| bad-tempered | adjective | interested/interesting | adjective |
| bear | noun | juggle | verb |
| bored/boring | adjective | kind | adjective |
| car | noun | lazy | adjective |
| champion | noun | masterful | adjective |
| cheerful | adjective | nervous | adjective |
| chess | noun | opinion | noun |
| comb | verb | outgoing | adjective |
| confident | adjective | personality | noun |
| depressed/depressing | adjective | possess | verb |
| dozen | noun | relaxed/relaxing | adjective |
| excited/exciting | adjective | selfish | adjective |
| expert | noun | shy | adjective |
| family | noun | somersault | noun |
| fault | noun | star | noun |
| friend | noun | talent | noun |
| frightened/frightening | adjective | tidy | adjective |
| generous | adjective | town | noun |
| great | adjective | untidy | adjective |
| gymnast | noun | wait | verb |
| hair | noun | wrestle | verb |
| hard-working | adjective | | |

Unit 8 Wordlist

| | | | |
|--------------|-----------|--------------|-----------|
| advice | noun | fat | noun |
| allergy | noun | feel | verb |
| apple | noun | fever | noun |
| bag | noun | fish | noun |
| banana | noun | flavoursome | adjective |
| bean | noun | flu | noun |
| blocked | adjective | fruit | noun |
| blood | noun | grain | noun |
| blood test | noun | head | noun |
| blurred | adjective | headache | noun |
| body | noun | healthy | adjective |
| bone | noun | hearing test | noun |
| bowl | noun | herb | noun |
| bread | noun | hurt | verb |
| bunch | noun | illness | noun |
| cabbage | noun | ingredient | noun |
| cake | noun | itchy | adjective |
| carbohydrate | noun | lettuce | noun |
| carrot | noun | liquid | noun |
| cereal | noun | meat | noun |
| cheese | noun | medicine | noun |
| chicken | noun | milk | noun |
| chip | noun | mineral | noun |
| cold | noun | mushroom | noun |
| chocolate | noun | natural | adjective |
| cough | noun | nose | noun |
| dairy | noun | nut | noun |
| diabetes | noun | oil | noun |
| ear | noun | onion | noun |
| earache | noun | orange | noun |
| egg | noun | pasta | noun |
| energy | noun | pepper | noun |
| eye test | noun | pot | noun |

| | | | |
|--------------|-----------|-------------|-----------|
| potato | noun | sore | adjective |
| prescription | noun | stomach | noun |
| protein | noun | stomachache | noun |
| rainbow | noun | stone | noun |
| rash | noun | sugar | noun |
| reaction | noun | symptom | noun |
| rest | noun | teeth | noun |
| rice | noun | throat | noun |
| sack | noun | tomato | noun |
| salt | noun | unhealthy | adjective |
| sick | adjective | vaccination | noun |
| soup | noun | vegetables | noun |
| sweets | noun | vision | noun |
| tired | adjective | vitamin | noun |
| skin | noun | voice | noun |
| sneeze | verb | | |

Unit 9 Wordlist

| | | | |
|-----------------------------------|-----------|--------------|-----------|
| absorb | verb | date (fruit) | noun |
| amazing | adjective | dirty | adjective |
| ancient | adjective | dishwasher | noun |
| beautiful | adjective | drum | noun |
| bus | noun | environment | noun |
| car | noun | electricity | noun |
| carbon dioxide (CO ₂) | noun | exciting | adjective |
| carbon footprint | noun | famous | adjective |
| cheap | adjective | fast | adjective |
| chirp | verb | field | noun |
| clean | adjective | forest | noun |
| colourful | adjective | fridge | noun |
| cooker | noun | glacier | noun |
| crowded | adjective | gold | noun |

| | | | |
|-----------------|-----------|-----------------|-----------|
| hit | verb | pretty | adjective |
| huge | adjective | produce | verb |
| humid | adjective | reach | verb |
| hungry | adjective | recycle | verb |
| ice | noun | reduce | verb |
| interesting | adjective | release | verb |
| iron | noun | reward | noun |
| lake | noun | road | noun |
| large | adjective | roar | verb |
| lush | adjective | roof | noun |
| melt | verb | silver | noun |
| microwave | noun | small | adjective |
| mobile phone | noun | stove | noun |
| modern | adjective | step | noun |
| mountain | noun | strange | adjective |
| noisy | adjective | street light | noun |
| office building | noun | surprise | noun |
| old | adjective | television | noun |
| oil | noun | valley | noun |
| oxygen | noun | vehicle | noun |
| path | noun | village | noun |
| pavement | noun | washing machine | noun |
| peaceful | adjective | whisper | verb |
| plant | verb | wonderful | adjective |
| pole | noun | wood | noun |
| popular | adjective | | |

Unit 6, page 88

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.

Unit 6, page 92

Language tip

Remember, when you are writing an informal email, your language can be informal too.

Unit 6, page 93

Use of English

Future plans: *be going to* + verb

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

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

Are you going to be here in July?

Unit 6, page 96

Use of English

Exclamation marks

An exclamation mark (!) usually shows a strong feeling, such as surprise, anger or joy.

Using an exclamation mark is a bit like shouting or raising your voice when speaking.

You should avoid using exclamation marks in formal writing.

Unit 7, page 108

Use of English

-ed/-ing adjectives

-ed adjectives such as **bored** and **determined** are used to describe how people feel.

Natalie was **determined** ...

-ing adjectives such as **exciting** and **amazing** are used to describe things and situations.

The game was **boring**.

Unit 7, page 108

Language tip

Remember:

-ed adjectives are used to describe how people feel.

-ing adjectives are used to describe things and situations.

Unit 8, page 115

Language tip

Remember:

After **feel** we use an **adjective**.

After **have got** we use a **noun**.

Unit 8, page 119

Use of English

Giving advice and making suggestions

— eating tomatoes for a while.

Then **try** — — less of them.

Why don't you — your mother to make you different kinds of homemade soup?

Unit 9, page 130

Use of English

Comparative adjectives

The country **is cleaner than** the city.

The city is **dirtier than** the country.

The country is **more peaceful than** the city.

The country is **more beautiful than** the city.

Unit 9, page 134

Use of English

Past simple regular and irregular verbs

Regular verbs

People **cooked** on a stove. (positive)

They **didn't cook** on a stove. (negative)

Irregular verbs

We don't add **-ed** to positive irregular verbs like these in the past simple.

have: **had** be: **was/were** go: **went**

drive: **drove** ride: **rode**

My Dad **rode** his bike. (positive)

My Dad **didn't ride** his bike (negative)

Scope and Sequence

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

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

| | Words and expressions | Use of English | Reading/Writing | Listening/Speaking | School subjects | Phonics/Word study | Critical thinking/Values |
|--|---|---|---|---|-------------------------|---|--|
| Unit 5 The human race | Facial characteristics | First conditional Quantitative pronouns: <i>somebody, anybody, somewhere</i> | Categorise facial characteristics Factual text: <i>Pearl diving in the UAE</i> Story: <i>The pearl diver and the storm</i> Fact file: <i>Ibn Battula</i> Predict text content from titles and pictures Reading comprehension Write captions to pictures Write a story from notes Read a map Order events from a text Match sentence halves Punctuation: apostrophes Complete a paragraph (multiple choice) Write a book report | Listen and match descriptions Describe people Predict and express opinions Describe a trip Listen to a dialogue Present a book report | History: Ibn Battula | Homophones Deduce the meaning of unfamiliar words from context Time expressions to sequence events Possessive pronouns Apostrophes to show possession | Prediction Giving opinions |
| Unit 6 Looking backwards and forwards Pages 85–99 | Holiday activities Agree/disagree/respond Items for a trip Making suggestions Numbers of people | Future predictions with <i>will</i> <i>Going to</i> for future plans | Advertisements for holiday courses Play script: <i>Back to school</i> Match sentence halves Match questions to comments Make notes from a survey; create a bar chart Reading comprehension An email invitation and reply Match topics to paragraphs Write an email invitation Punctuation : Exclamation marks Plan a school activity Create an advertisement | Talk about school holidays Listen to interviews: match to activities Listen for information Complete a dialogue Compare and agree/disagree Make suggestions Conduct a survey; present the results Respond to statements about feelings Talk about school Plan and present a school activity Create and present an advertisement | Maths: Make a bar chart | Holiday activities: verb + preposition Pronunciation: stressed and unstressed sounds | Being sympathetic Interpreting advertisements Giving opinions Surveying and classifying information |

| Words and expressions | Use of English | Reading/Writing | Listening/Speaking | School subjects | Phonics/Word study | Critical thinking/Values |
|-----------------------|----------------|-----------------|--------------------|-----------------|--------------------|--------------------------|
|-----------------------|----------------|-----------------|--------------------|-----------------|--------------------|--------------------------|

| Words and expressions | Use of English | Reading/Writing | Listening/Speaking | School subjects | Phonics/Word study | Critical thinking/Values | |
|--|--|---|--|--|---|--|--|
| Unit 7 Talking about people Pages 100–113 | Adjectives to describe personality Favourite things, activities and people | <i>-ed/-ing</i> adjectives | Read for gist A diary page: <i>House rules</i> Factual text: <i>Amazing people</i> Poem: <i>Our teacher's multi-talented</i> Reading comprehension Personality quiz; match questions to options A personal profile: match summary sentences to text Match questions and answers Match text to pictures Write about a special person Design a webpage | Listen to descriptions: personal qualities Listen for specific information Listen an interview: order the topics Complete a dialogue Discuss a poem Make questions from prompts | | Rhyming words Antonyms | Thinking and talking about personal qualities Activating prior knowledge Determination in the face of challenges Interpreting attitudes |
| Unit 8 Staying healthy Pages 114–128 | Common illnesses and symptoms Going to the doctor Giving advice Food groups | Quantifiers Should for advice <i>He/she feels + adjective / has got + noun</i> | Factual texts: <i>Diabetes; Flu; A rainbow a day keeps the doctor away</i> Story: <i>Stone soup</i> Answer a food quiz Make predictions Match a title to a text Complete short texts (multiple choice) Write suggestions to help someone who is unwell Prepare a poster about World Health Day | Listen to conversations about feeling unwell Evaluate information and give advice Listen to a presentation about healthy eating Listen and order food groups Predict what a story will be about Discuss healthy food Carry out a food survey and give a presentation | Maths: Graphs and charts Science: Health and illness | Identify different words and phrases within a text Connected speech | Healthy eating – why is it important? Helping each other Recognising symptoms Analysing ingredients Making predictions |

Acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

Text

Unit 7 Lesson 10 adapted version of 'Our Teacher's Multi-Talented' © 2005 by Kenn Nesbitt, reprinted from When the Teacher Isn't Looking with the permission of Meadowbrook Press; Unit 8 Lesson 11 'Stone Soup' from Bry-backmanor.org; Unit 9 Lesson 10 adapted from 'The Lost City' by Margo Fallis.

Photographs

p.85 t Maskot/Alamy Stock Photo; bl Design Pics Inc/Alamy Stock Photo; p.85 bcl mandygodbehear/Getty Images; p.85 bcr Image Source/Getty Images; p.85 br YanLev/Shutterstock; p.87 t Greatstock/Alamy Stock Photo; p. 87 m Fuse/Thinkstock; p.87 b sonya etchsion/Shutterstock; p.91 Jess Kraft/Shutterstock; p.97 ZouZou/Shutterstock; p.103 t provided by the Ministry of Education; p.103 b Jani Bryson/Getty Images; p.104 provided by the Ministry of Education; p.105 t picturegarden/Getty Images; p.105 b Eri Morita/Getty Images; p.106 provided by the Ministry of Education; p.107 t Glyn Kirk/AFP/Getty Images; p.107 b Hannah Peters/Getty Images; p.108 Action Plus Sports Images/Alamy Stock Photo; p.111 focal point/Shutterstock; p.112 tr Gabe Palmer/Getty Images; p.112 tl Monsterstock1/Getty Images; p.112 b thelefty/Shutterstock; p.119 monkeybusinessimages/Getty Images; p.120 Jochen Tack/Alamy Stock Photo; p.123 t irin-k/Shutterstock; p.123 b monticello/Shutterstock; p.126 MediaGroup_BestForYou/Shutterstock; p.128 Ovocheva/Shutterstock; p.129 t pcruciatti/Shutterstock; p.129 b Victor Torres/Shutterstock; p.130 l Philip Lange/Shutterstock; p.130 r Anna Om/Shutterstock; p.130 b Bardocz Peter/Shutterstock; p.131 t James Lee/iStock/Thinkstock; p.131 m Chris H.Galbraith/Shutterstock; p.131 b Lee Prince/Shutterstock; p.133 l Pankaj & Insy Shah/Getty Images; p.133 r Muhammad Owais Khan/Getty Images; p.134 GraphicsArts/Getty Images; p.135 Zoom Team/Shutterstock; p.136 t Olesya Kuznetsova/Shutterstock; p.136 c Kanuman/Shutterstock; p.136 b Pavel Svoboda Photography/Shutterstock; p.137 chasethestorm.com/Shutterstock; p.142 Patryk Kosmider/Shutterstock; p.143 t Ihor Zakharchuk/Shutterstock; p.143 b Ashraf Jandali/Shutterstock

Ministry of Education
Call Centre
For Suggestions Inquiries
& Complaints



80051115



04-2176855



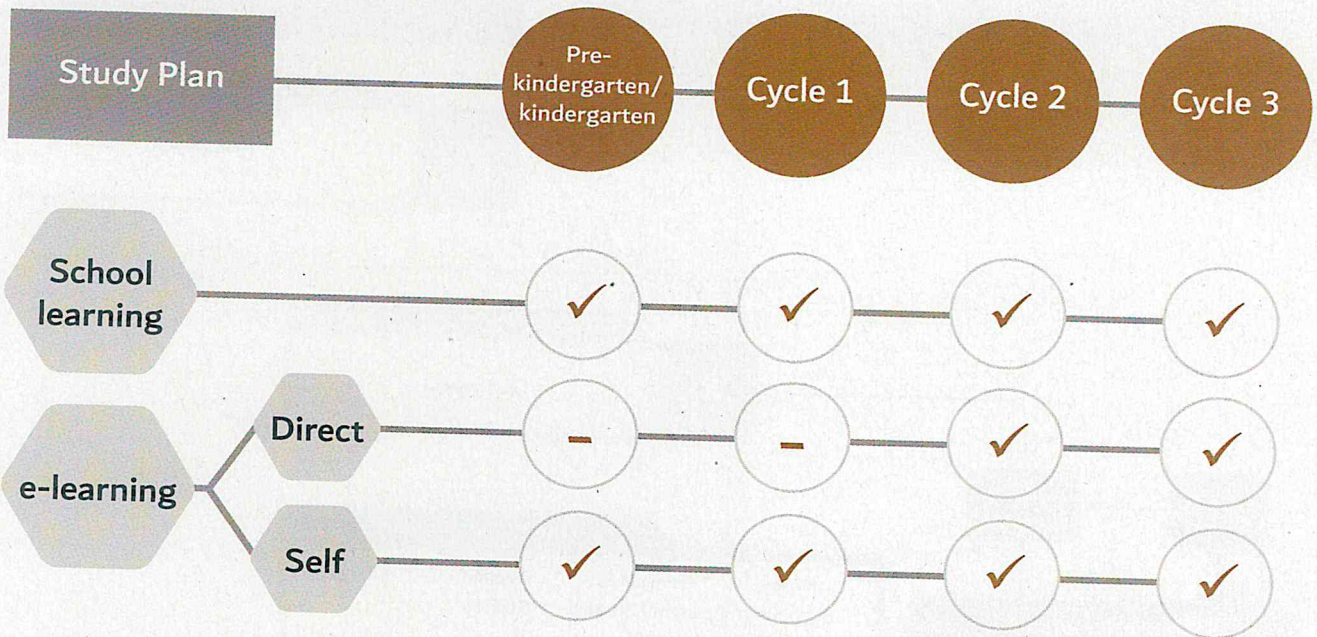
www.moe.gov.ae



ccc.moe@moe.gov.ae

Hybrid education in the Emirati school

Within the strategic dimension of the Ministry of Education's development plans and its endeavor to diversify education channels and overcome all the challenges that may prevent it, and to ensure continuity in all circumstances, the Ministry has implemented a hybrid education plan for all students at all levels of education.



Channels for obtaining a textbook:



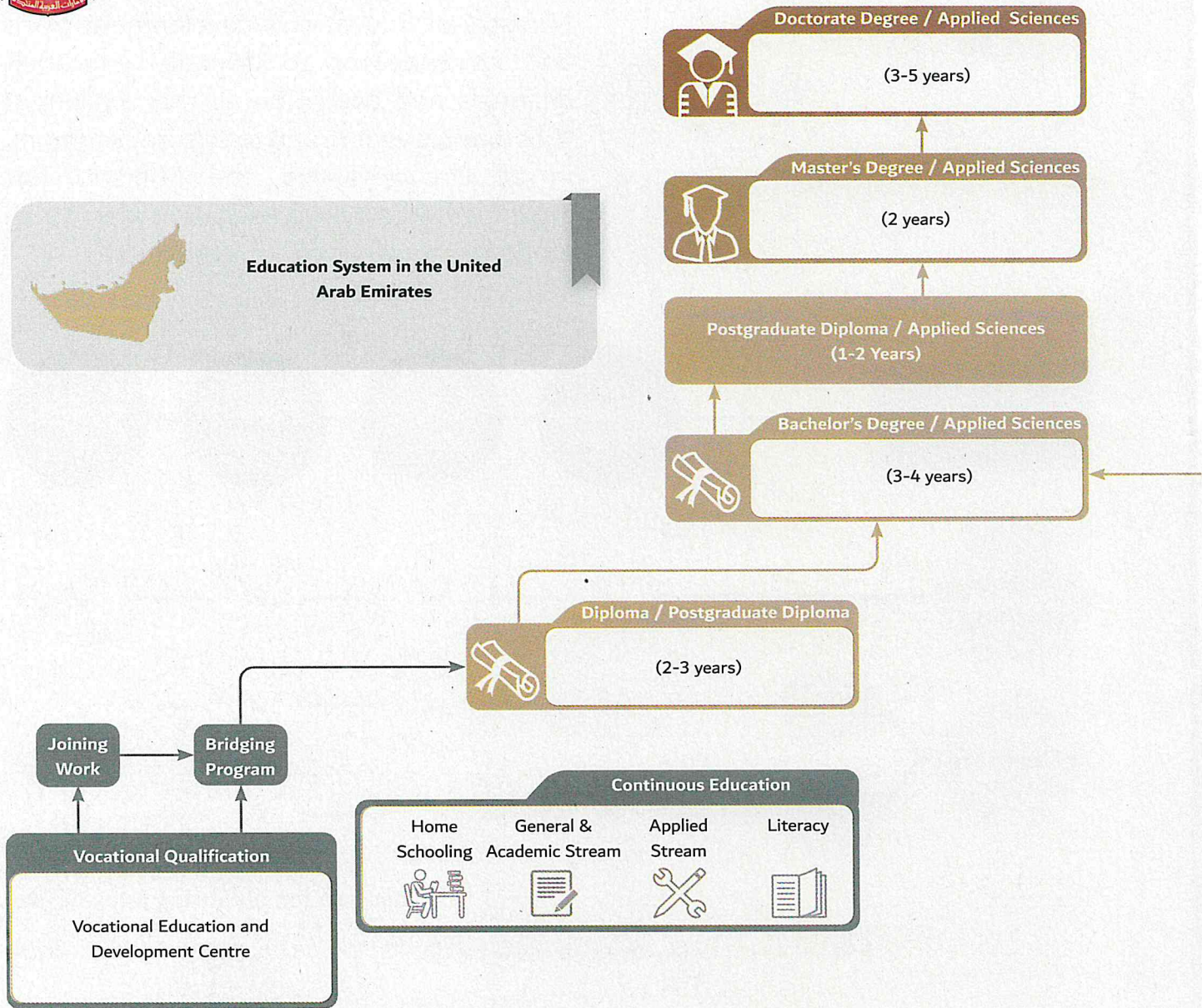
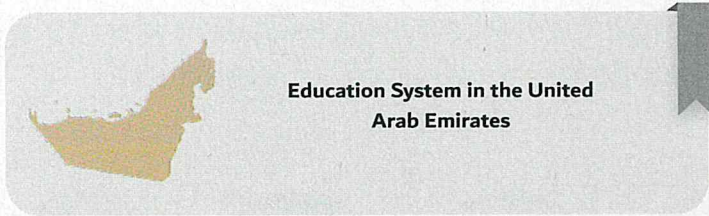
برنامج محمد بن راشد
للتعلم الذكي
Mohammed Bin Rashid
Smart Learning Program

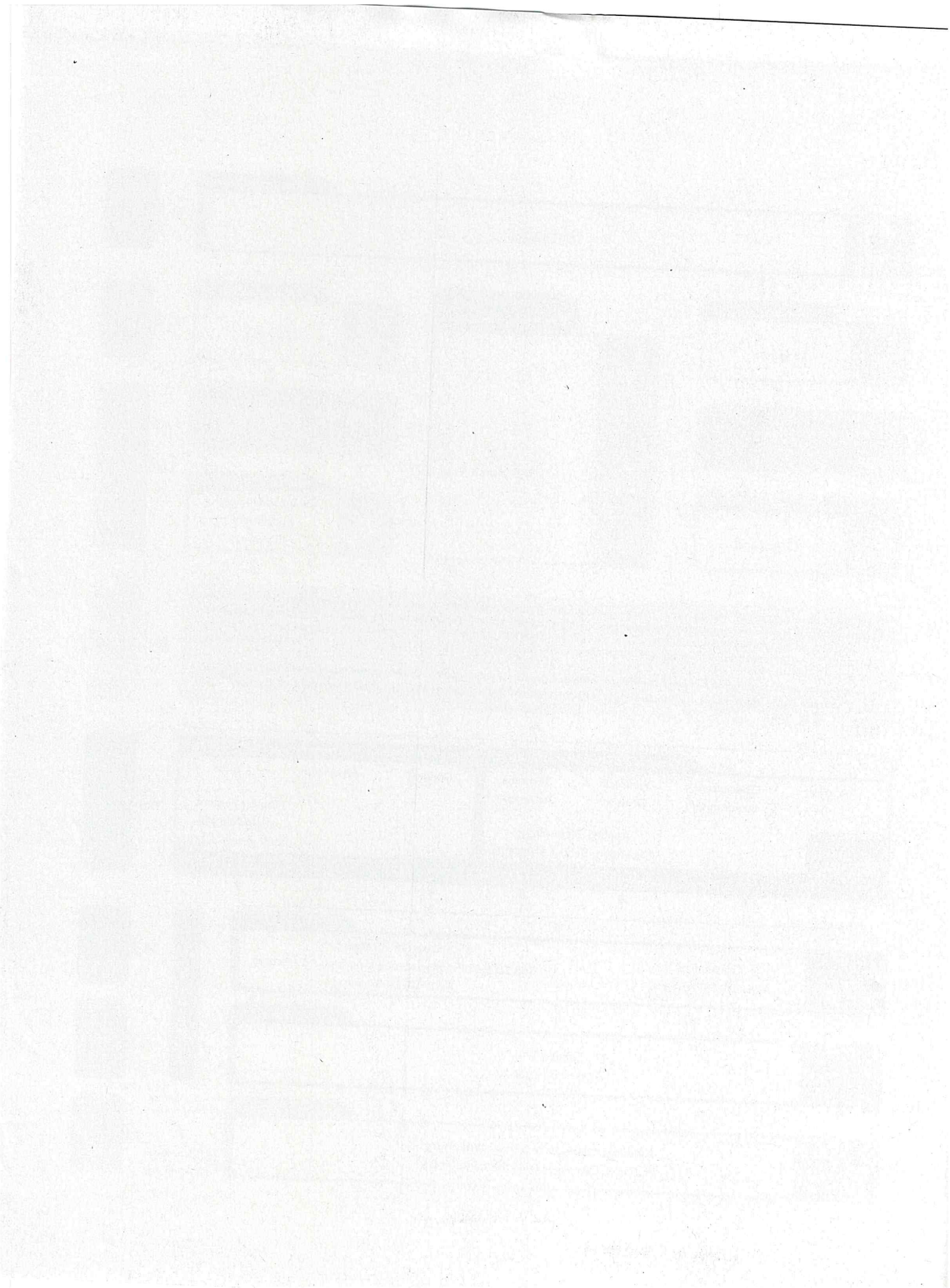
Electronic units

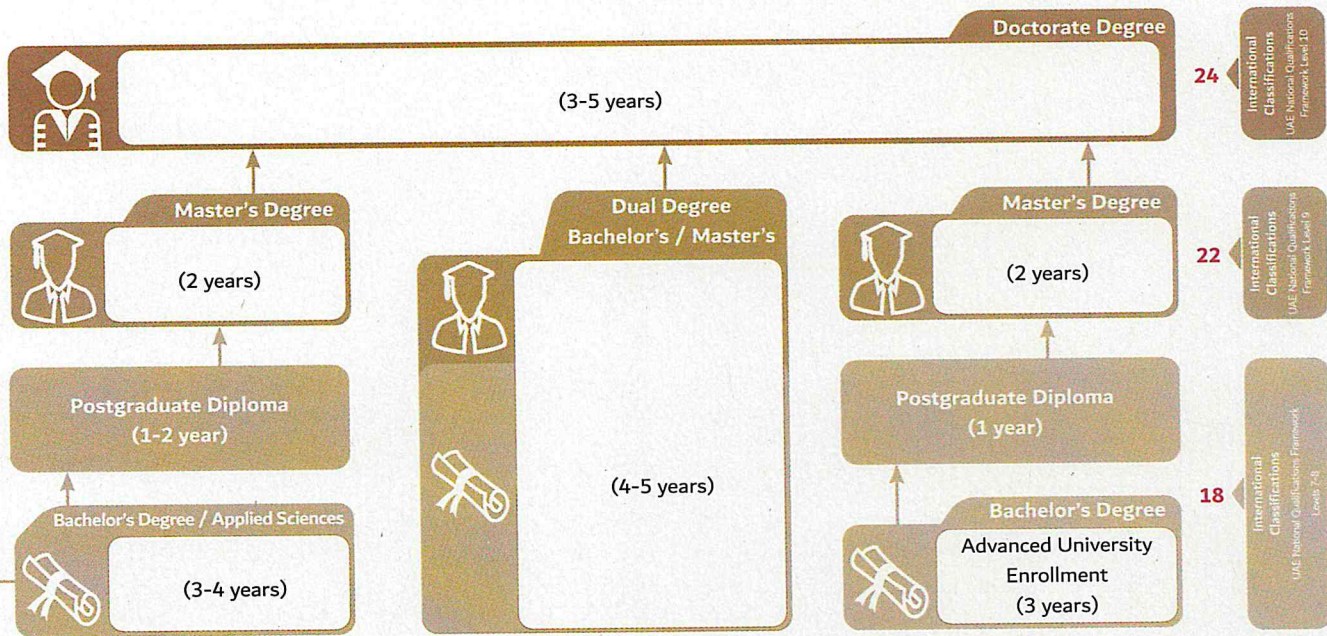




**UNITED ARAB EMIRATES
MINISTRY OF EDUCATION**

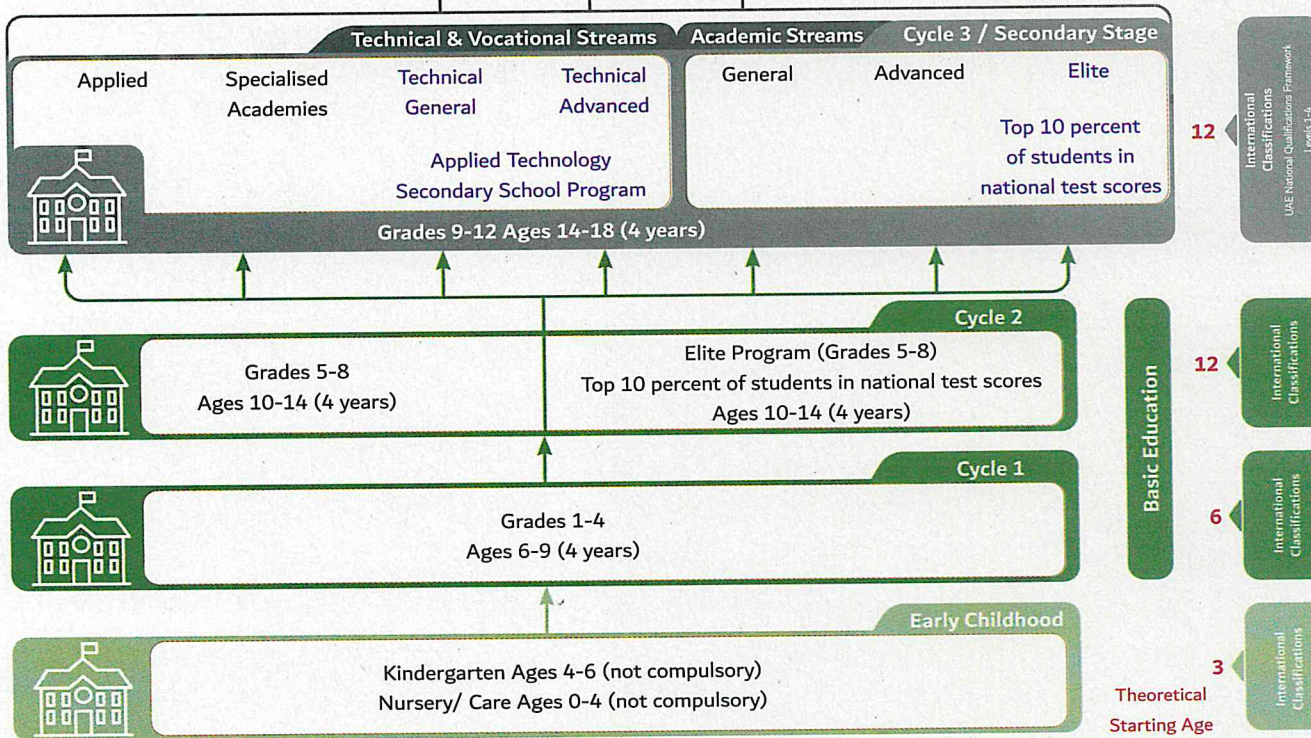






The Ministry coordinates with national higher education institutions to admit students in various majors in line with the needs of the labour market and future human development plans. Higher Education institutions also determine the number of students that can be admitted according to their capabilities, 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.



Theoretical Starting Age