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### روابط مواقع التواصل الاجتماعي بحسب الصف الخامس



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UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

2023-2024

# Bridge to Success

Activity Book - Level EN 3.1

Book **5**

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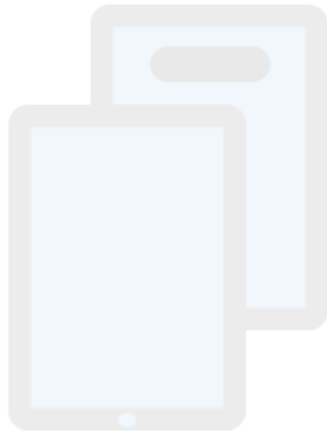


Grade  
**05**



# Bridge to Success

English Language



Activity book

Book 5

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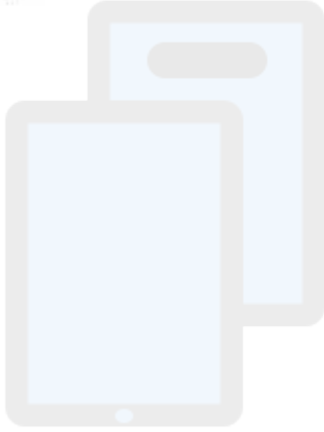
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# Welcome to *Bridge to Success*

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

*Bridge to Success Grade 5* consists of 12 thematic units of study, which include a range of activities, text types and objectives, split over three terms.






The materials reflect the following principles:

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

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

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

The following icons are used in this Activity Book:

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

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

The *Bridge to Success* team

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# Unit 1

# Homes

## Lesson 1 Different homes

1 **Vocabulary** Circle the correct words.



1 high-rise flat/villa



2 bungalow/high-rise flat



3 bungalow/hut



4 palace/eco-house

2 **Listen** Where does Talya live? What kind of house does she live in?

3 Listen again and circle the correct answers.

1 Talya lives ...

- a near the port    b in a big city    c in the old town

2 ... people live in Istanbul.

- a 10 thousand    b 10 million    c 100 million

3 Her grandparents live in a(n) ... house.

- a brick    b wooden    c eco-house

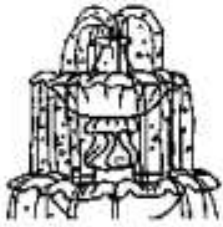
4 Her friend's house is ... and comfortable.

- a old    b energy-efficient    c modern

## Lesson 2

### 1 Vocabulary Materials

What are the objects made of?



1 ntsoe \_\_\_\_\_ 2 sgsla \_\_\_\_\_ 3 owod \_\_\_\_\_

★ **2 Challenge** Imagine you live in a palace. Draw a picture of your palace and then write about it. Use the sentence starters to help you.

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My palace is made of \_\_\_\_\_ .

It's got \_\_\_\_\_ .

I like where I live because \_\_\_\_\_ .

## Lesson 3 Strange buildings

### 1 Vocabulary Places

Sort the letters and write the words.

o h o s l c

u m e s m u

b i r l r a y

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

o s p h

a t e e t h r

o h s e u

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

### Use of English

#### Modal verbs of probability

We use modal verbs of probability when we think about possible situations in the present.

**It can't be** a house. (I'm certain it's not true.)

**It could be** a museum. (Perhaps it's true.)

**It might not be** a shopping centre. (Perhaps it's not true.)

**It must be** a petrol station. (I'm certain it's true.)

### 2 Use of English (Circle) the correct modal verbs for the best answers.

1 Anna lives in a big house.

She **might/can't** be rich.

2 Mary doesn't know how to get to Buckingham Palace.

She **can't/must** live in London.

3 Peter isn't at home. He told me he had a football match.

He **can't/must** be at the park.

4 It takes Alex one hour to get to school.

He doesn't live far from school. There **can't/could** be a lot of traffic in the morning.

3 Complete the sentences with the correct modal verb.

1 I'm certain that Alice lives in this villa. I can see her cat.

Alice must live in this villa – that's her cat.

2 Perhaps the school is at the end of this road.

The school \_\_\_\_\_ be at the end of this road.

3 I'm certain that the building isn't a library any more.

That building \_\_\_\_\_ be a library any more. No-one ever goes in.

4 Perhaps it's a theatre. I can see people queuing up outside.

It \_\_\_\_\_ be a theatre. I can see people queuing up outside.

5 Perhaps it's not a museum, but it could be a library.

It \_\_\_\_\_ not be a museum, but it could be a library.

6 It's definitely a shop. I can see the clothes and shoes in the window.

It \_\_\_\_\_ be a shop. I can see the clothes and shoes in the window.

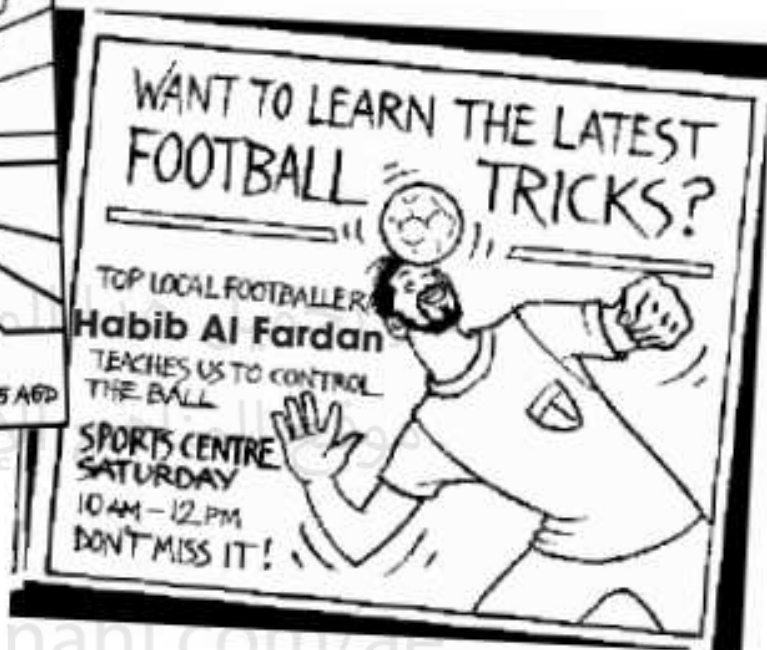
## Lesson 4

1 **Word study** Complete the description of the building.  
Use the words in the box to help you.

This building looks like a great big pyramid <sup>(1)</sup>. I think it might be a \_\_\_\_\_ <sup>(2)</sup>. It was opened in \_\_\_\_\_ <sup>(3)</sup> and has over \_\_\_\_\_ <sup>(4)</sup> shops. There is an ancient \_\_\_\_\_ <sup>(5)</sup> underground and there is a beautiful stained \_\_\_\_\_ <sup>(6)</sup> window which is the \_\_\_\_\_ <sup>(7)</sup> of its kind.



largest shopping centre glass  
300 souk pyramid 2001



- 1 **Read** the advertisements. Then write **true (T)** or **false (F)** in the boxes. Correct the false statements.

- 1 The bowling alley is open on Monday. It is closed on Monday.
- 2 Bowling costs 15 AED.
- 3 The football training takes place at the sports centre.
- 4 Habib's football class is on Saturday morning.
- 5 The football class finishes at 1pm.
- 6 Habib Al Fardan is not from this town.
- 7 The bowling alley hasn't been open for long.
- 8 Bowling is open for 12 hours a day.

F

## Lesson 6 Famous places

1 **Read** and match the headings below with the paragraphs (A-C).

**Historical facts      Location      Travel information**

A \_\_\_\_\_

The Pyramids are in the north-east of Egypt in the old <sup>(1)</sup> city of Giza. They are near the River Nile in the desert. There are more than 90 pyramids in Egypt!

B \_\_\_\_\_

The Pyramids in Giza were built between 2630 BCE and 1530 BCE. They are the tombs of Egyptian kings and queens. When a ruler died, his or her body was wrapped as a mummy. Their tombs were filled with nice <sup>(2)</sup> jewels and other treasures and the walls were painted with nice pictures of the ruler's life. The big <sup>(3)</sup> Sphinx stands in front of the Pyramids in Giza. It has the body of a lion and the head of a pharaoh (an Egyptian King). It guards the Pyramids!

C \_\_\_\_\_

The Pyramids are lovely <sup>(4)</sup> and well worth the visit!  
You can travel to the Pyramids by car, coach or even camel!



### 2 **Vocabulary** Adjectives

Replace the underlined adjectives in the text with a more interesting one from this list.

beautiful    amazing    ancient    large


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

### 3 **Read** the text again and answer the questions.

- 1 Where are the Pyramids? \_\_\_\_\_
- 2 What was put inside the tombs? \_\_\_\_\_
- 3 What was painted on the walls? \_\_\_\_\_
- 4 How can you travel to the Pyramids? \_\_\_\_\_



## Lesson 7

- 1  **Talk** about a famous place you have visited.
- When did you go there? Who did you go with? Where is it?
  - Talk about the historical facts.
  - Give information about travel.
  - What is your opinion of this place? What did you like about it?

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

- 1 **Write** about a time when you were a caring person. What did you do?

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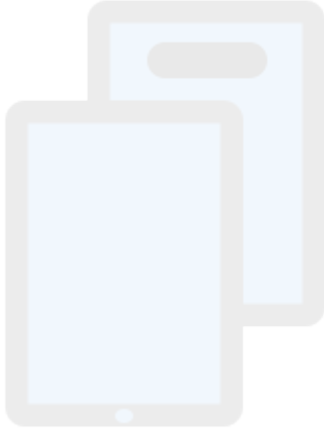
### Writing tip

Remember to check your punctuation.  
Have you used capital letters and full stops?

## Lesson 9 My home

### 1 House of horror!

Draw your house of horrors below. Label all the parts you can.



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## Lesson 10

- 1 **Write** about your *actual* home. Use your picture or booklet from Learner's Book, Lesson 11 to help you.



### Writing tip

Organise your writing – describe the location, size, building materials, rooms and detail in the rooms.

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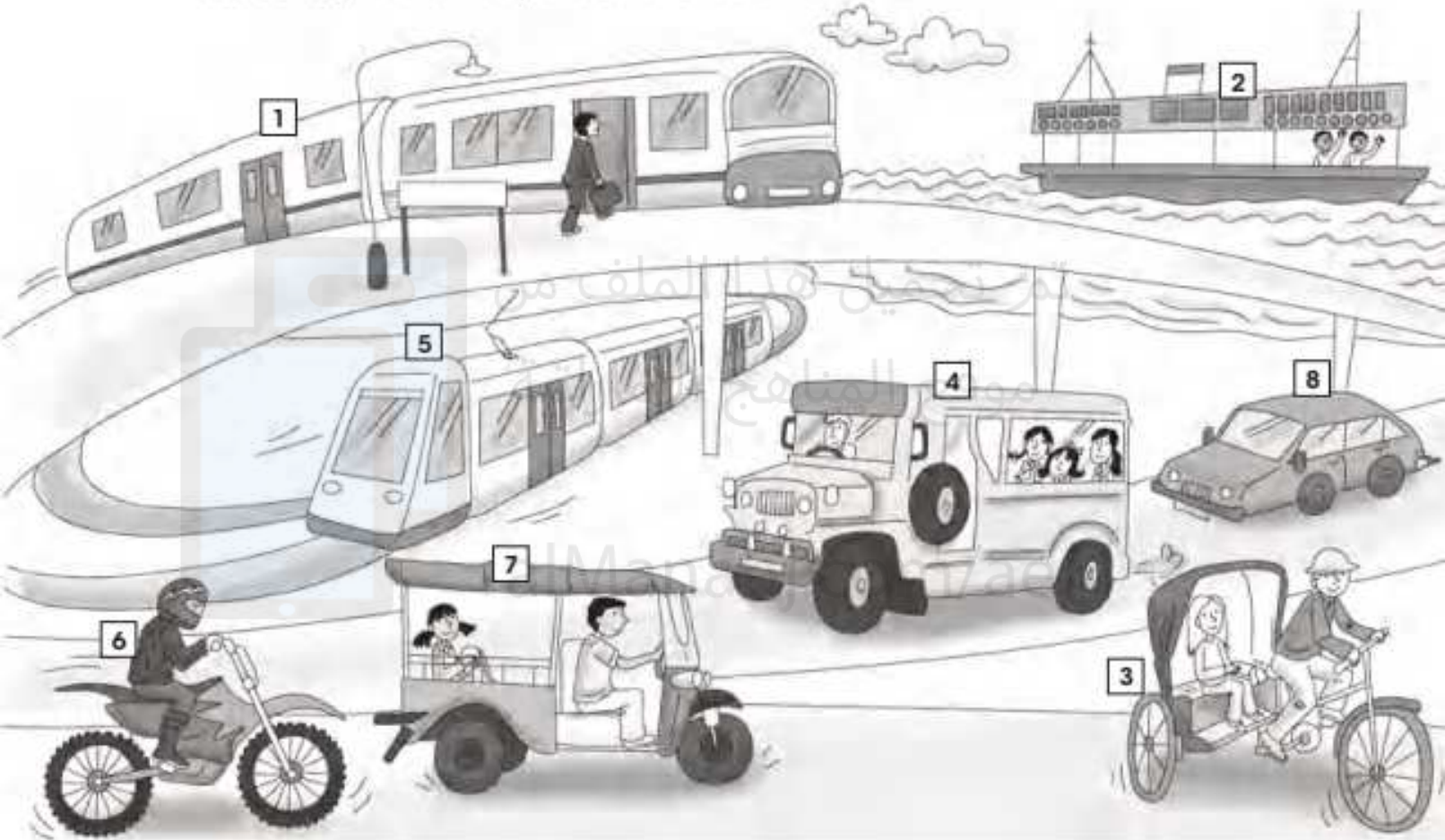
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## Getting around

## Lesson 1 Transport

1 **Vocabulary** Look at the pictures and label them.



## Words to remember

tram rickshaw ferry car sky train motorbike jeepney tuk tuk

1 sky train

3 \_\_\_\_\_

5 \_\_\_\_\_

7 \_\_\_\_\_

2 \_\_\_\_\_

4 \_\_\_\_\_

6 \_\_\_\_\_

8 \_\_\_\_\_

- 2 Vocabulary** Look at the picture again. Match the numbers. How do the people get to work and school. Use the correct form of **get**.

**Language tip**


**I get ... He/She gets ... They get ...**

- 1 Mr Patel gets to work by sky train
- 2 Sam and Bo \_\_\_\_\_
- 3 My best friend \_\_\_\_\_
- 4 Lucia and her sisters \_\_\_\_\_
- 5 Mr Diaz \_\_\_\_\_

**Lesson 2**

- 1**  **Read** and answer the questions.

- 1 When do you get bored?  
\_\_\_\_\_
- 2 Do you ever get travel sick? When?  
\_\_\_\_\_
- 3 When do you get nervous?  
\_\_\_\_\_
- 4 Do you ever get worried about anything? Why?  
\_\_\_\_\_
- 5 When do you get excited?  
\_\_\_\_\_

- 2**  **Talk** Ask your partner the questions in Activity 1.

When do you ... ?/Do you ever ... ?

I get ... when/if ...

## Lesson 3 Staying safe on the road

1 **Vocabulary** Read the definitions of safety items and write the words.

1 You wear this to protect your head when you are cycling.

\_\_\_\_\_

2 You wear these when you are walking in the dark to help drivers to see you.

\_\_\_\_\_

3 You use this to help you cross the road safely. It makes cars stop and wait.

\_\_\_\_\_

4 You wear this in the car to help you sit safely in your seat.

\_\_\_\_\_



## Lesson 4

### Language tip

**If/When** + present simple + present simple.

1 **Word study** Match the sentence halves.

1 Wear a helmet

2 If you go out when it's dark,

3 When you want to cross a busy road,

4 If you can't find a pedestrian crossing,

5 When you cross the road, don't

6 If you travel by car,

7 When you are near big lorries, don't

a cross at a corner.

b find a quiet part of the road.

c wear a seatbelt.

d use a pedestrian crossing.

e wear reflective armbands.

f stand too close.

g when you ride your bike.

## Lesson 5 Getting around big cities

### 1 Vocabulary Ways of travelling

Find and circle ten forms of transport. Write the words below.

Transport I have used before:

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---

Transport I use a lot:

---



---

Transport I never use:

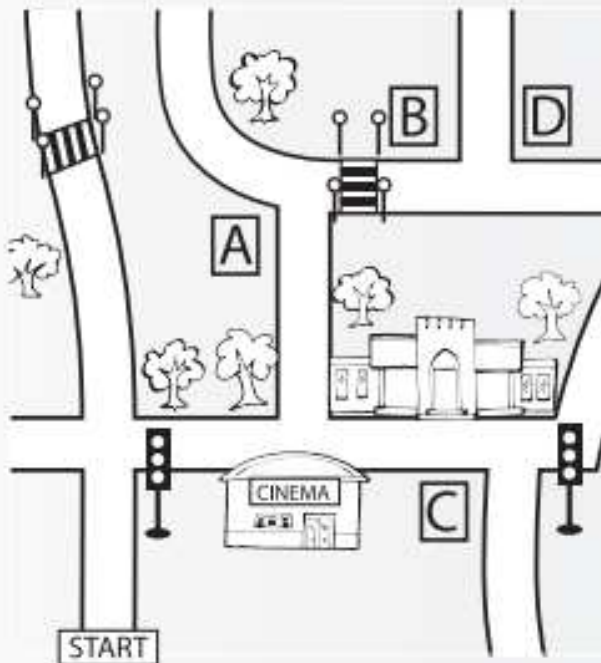
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u	p	f	o	o	t	l	t	k	y
n	d	e	a	s	c	a	r	d	t
d	f	r	d	a	v	e	a	g	b
e	g	r	f	t	y	u	m	h	i
r	b	y	z	d	e	t	h	j	k
g	u	v	p	t	k	b	g	k	e
r	s	c	b	l	j	j	o	l	u
o	q	w	e	r	a	t	y	a	u
u	t	a	x	i	t	n	u	q	t
n	s	x	c	v	b	n	e	w	g
d	m	o	t	o	r	b	i	k	e
a	s	d	f	g	h	j	c	e	r

- 2 **Read** the instructions and draw the route on the map. Which building, A, B, C or D, is the swimming pool?



Start at the box on the bottom left of the map. From here, go straight on towards the traffic lights and turn right. Walk towards the cinema on the right side of the road. Then turn left and walk up that street. After that, turn right at the first corner. Walk up that street and then turn left. The entrance to the swimming pool is on the left.

Swimming pool = \_\_\_\_\_

## Lesson 6

### Use of English

#### Prepositions of direction

**From** here you can ... Walk **across/up** the road/street ...

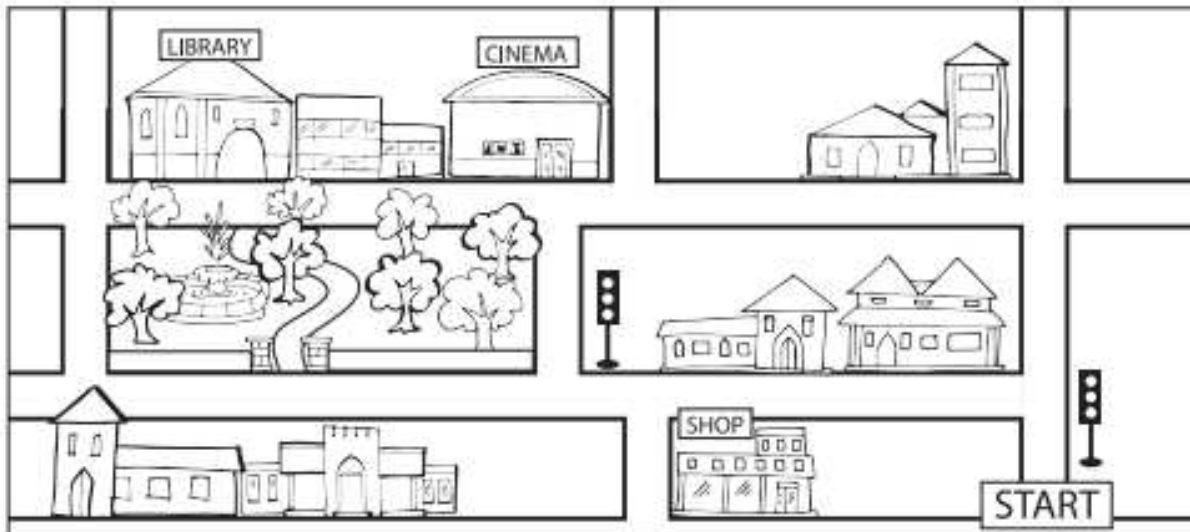
**Go out** of the door ... Walk **towards** the post office/pier ...

**On** the left/right ... The entrance **to** the underground/museum ...

- 1 Use of English** Look at the map and complete the instructions for getting to the library.

Start at the box on the bottom right <sup>(1)</sup> of the map.                      <sup>(2)</sup> here walk straight up the road and turn left at the traffic lights. Continue walking up that road                      <sup>(3)</sup> the shop. Turn                      <sup>(4)</sup> at the traffic lights and walk                      <sup>(5)</sup> that street. Turn                      <sup>(6)</sup> at the first junction – the park is on the left. The entrance                      <sup>(7)</sup> the library is                      <sup>(8)</sup> next to the cinema.

on the right  
right  
to  
left  
From  
right  
towards  
up





## Lesson 7 One giant leap

- 1 **Read** the text from the Learner's Book again. Make notes on each paragraph.  
Follow the example below.

### Paragraph A

What happened?

Was part of the crew on  
Discovery space shuttle

When did it happen?

17-24 June 1985

Where did it happen?

Outer space

### Paragraph B

What happened?

\_\_\_\_\_

\_\_\_\_\_

When did it happen?

\_\_\_\_\_

\_\_\_\_\_

Where did it happen?

\_\_\_\_\_

\_\_\_\_\_

### Paragraph C

What happened?

\_\_\_\_\_

\_\_\_\_\_

When did it happen?

\_\_\_\_\_

\_\_\_\_\_

Where did it happen?

\_\_\_\_\_

\_\_\_\_\_

### Paragraph D

What happened?

\_\_\_\_\_

\_\_\_\_\_

When did it happen?

\_\_\_\_\_

\_\_\_\_\_

Where did it happen?

\_\_\_\_\_

\_\_\_\_\_

## Lesson 8

1 **Write** a short biography about your famous person.

- Make notes – What happened? When? Where?

Notes

- Organise your notes into sections: The person's biggest achievement/Their early life/What happened to them in the end.

A

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B

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C

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- Now write the complete biography on a separate piece of paper.

### Writing tip

Don't forget to:

- start your sentences with a capital letter and end with a full stop
- use the past tense
- use reference words so that you are not repeating words.

## Lesson 9 Lost in the desert

### Use of English

#### Prepositions

Prepositions show the direction of the action or how it is done.

She jumped **off** the rock. The rabbit jumped **into** some bushes.

- 1 Vocabulary** Verbs of movement  
Match the verbs with the pictures.  
Read the story again to check.

- |              |                          |
|--------------|--------------------------|
| 1 jump over  | <input type="checkbox"/> |
| 2 jump off   | <input type="checkbox"/> |
| 3 jump into  | <input type="checkbox"/> |
| 4 walk along | <input type="checkbox"/> |
| 5 run away   | <input type="checkbox"/> |



- 2 Pronunciation** -ed verb endings

**Read** the sentences and underline the verbs. Write /t/, /d/ or /ɪd/

- 1 Noora lived in a tent.
- 2 Noora jumped off the rock.
- 3 She started to cry when she saw the snake.
- 4 She looked up and noticed the bees.
- 5 She watched the rabbit run away.

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

## Lesson 10

### Use of English

#### Past continuous - interrupted actions

We use the past continuous to talk about something happening at the same time as another action in the past. One action interrupts the other action.

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

Noora **noticed** the bees while she **was sitting** under the tree.

The girls **weren't playing** when they **saw** the rabbit – they **were walking** along the path.

What **was** Noora **doing** when she **saw** the rabbit?

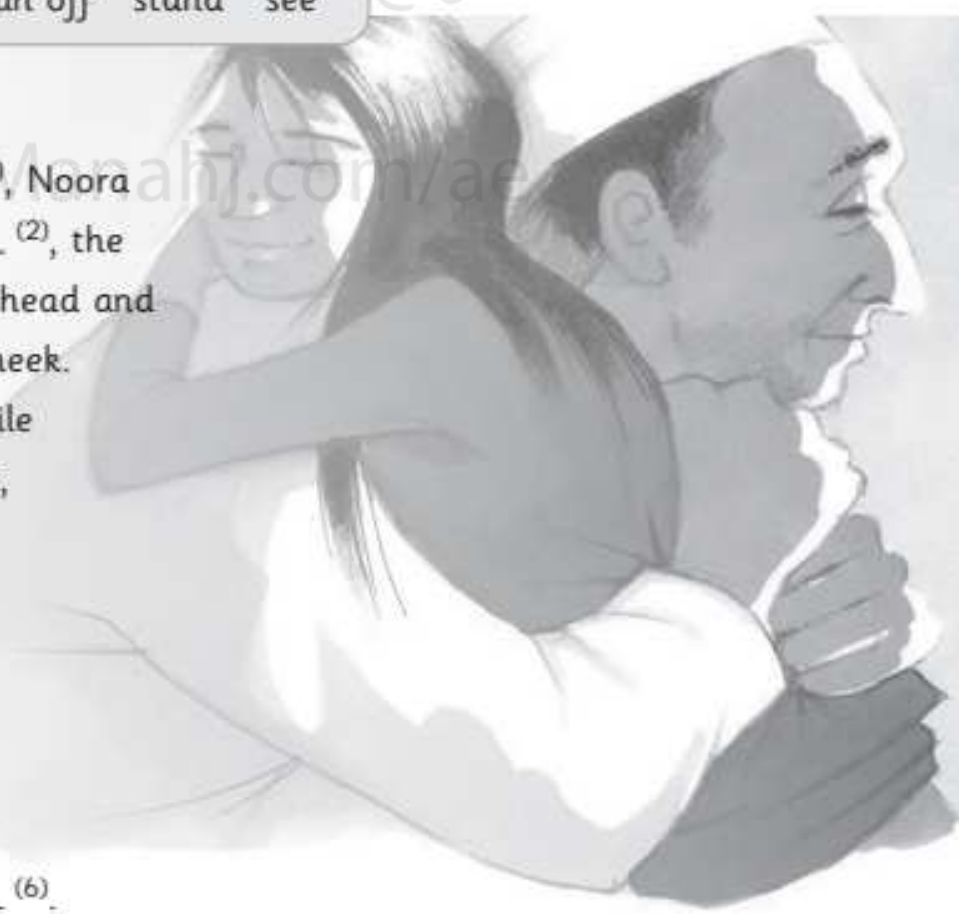
- 1 **Use of English** Complete the summary with a verb in the past simple or the past continuous.

wake up   follow   set   run off   stand   see

While the sun was setting <sup>(1)</sup>, Noora fell asleep. When she \_\_\_\_\_ <sup>(2)</sup>, the rabbit was \_\_\_\_\_ <sup>(3)</sup> by her head and rubbing its nose against her cheek.

It wanted her to follow it. While she was \_\_\_\_\_ <sup>(4)</sup> the rabbit, she heard her father's voice.

She \_\_\_\_\_ <sup>(5)</sup> her father and ran to him. Noora said sorry for leaving the path and they hugged each other. As Noora was hugging her father, the rabbit \_\_\_\_\_ <sup>(6)</sup>.



# Food and drink

## Lesson 1 School lunches

### 1 Vocabulary Food

Find and **circle** ten food words.  
Write the words below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

### 2 Complete the sentences with words from Activity 1.

1 Cheese is a dairy product.

2 A \_\_\_\_\_ is a type of fruit.

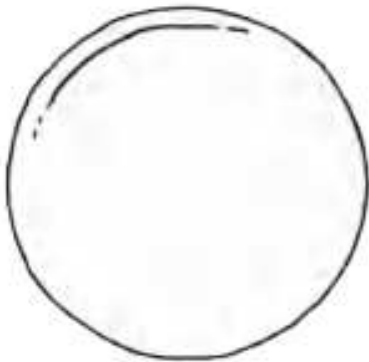
3 \_\_\_\_\_ and \_\_\_\_\_  
are vegetables.

4 \_\_\_\_\_ is a type of meat.

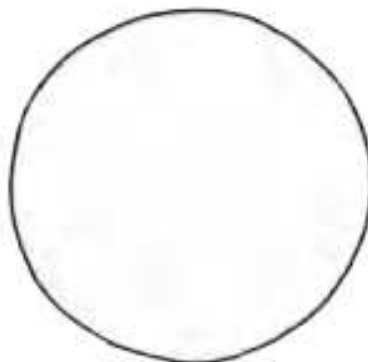
5 \_\_\_\_\_ is a grain.

6 Kiwis, apples and olives are types  
of \_\_\_\_\_.

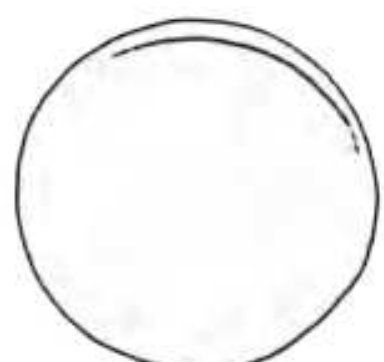
### 3 Listen and write or draw what Pablo chooses for lunch.



starter



main course



dessert

## Lesson 2

- 4 1 **Read and listen** Complete the dialogue with **some** or **any**. Then listen and check.

**Ali:** Hi Pablo, what did you have for lunch today?

**Pablo:** I had some <sup>(1)</sup> pasta.

**Ali:** Were there \_\_\_\_\_ <sup>(2)</sup> vegetables in the pasta?

**Pablo:** Yes, there were and there was \_\_\_\_\_ <sup>(3)</sup> melted cheese too.

**Ali:** Hmm, delicious! What about the main course?

**Pablo:** There wasn't \_\_\_\_\_ <sup>(4)</sup> pizza today, so I had fish instead.

**Ali:** What about dessert? I didn't see \_\_\_\_\_ <sup>(5)</sup> ice cream on the menu today and it's my favourite!

**Pablo:** You're right – there wasn't. I'm not keen on pears, so I had \_\_\_\_\_ <sup>(6)</sup> apple pie.

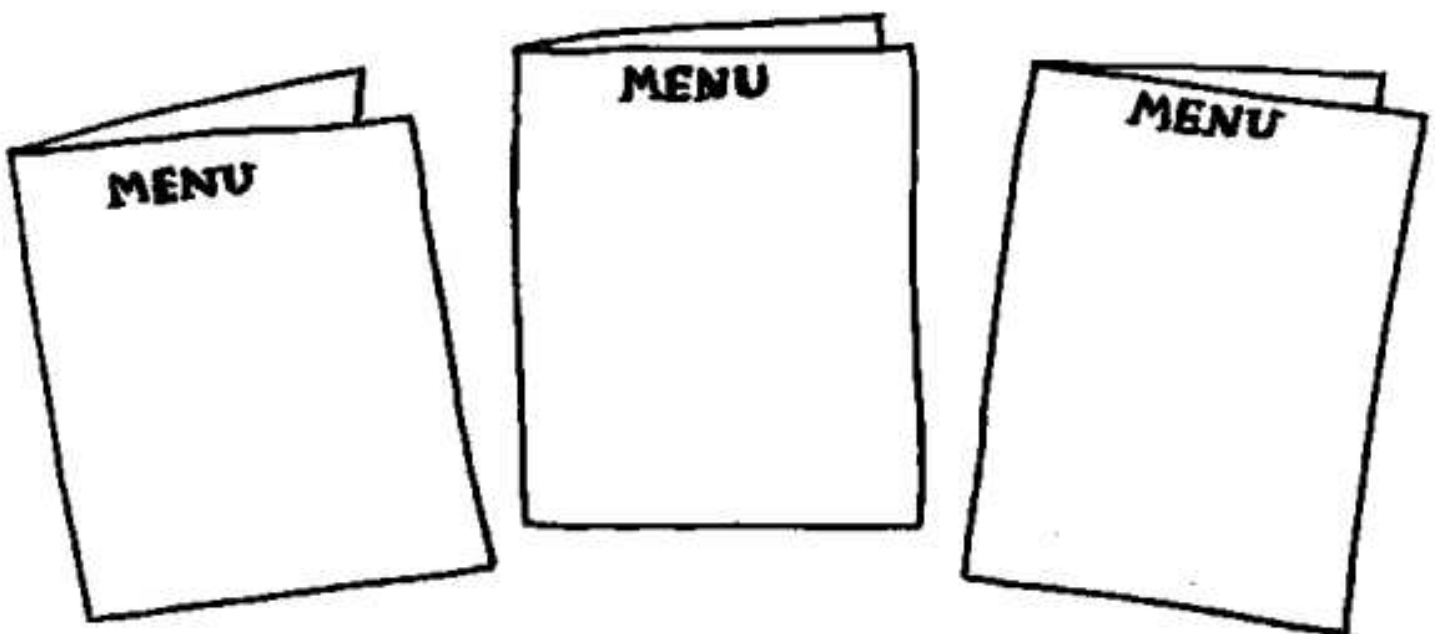
### Language detective

When do we use these words?

**some any**



- ★ 2 **Challenge** Design and write your favourite menu.



## Lesson 3 Recycled materials

- Vocabulary** What items have you found on a beach?
- Read** the text and make a list of the most common items found on beaches.



### Washed up!

The sea washes up all kinds of objects and rubbish on beaches all over the world, like in the picture.

One of the most common items are plastic bottles. Believe it or not, about one million of these bottles were cleaned up by volunteers last year!

Another common item found on beaches are plastic bags which can injure and even kill sea creatures. Other items also found are car tyres, umbrellas and lots and lots of clothing!

Last year alone, volunteers cleaned up 266 997 items of clothing – enough to clothe over 60 000 people!

Most common items: 1 \_\_\_\_\_ 2 \_\_\_\_\_

Others: \_\_\_\_\_

- Read** the text again. **Circle** the correct words.

1 **Some/Many** types of objects are found on beaches.

2 **Around/Over** one million bottles were cleaned up off beaches last year.

3 **An unusual item/Typical items** found on beaches are plastic bags.

4 Plastic bags **can/can't** hurt and kill sea creatures.

5 **In one year/Every year** 266 997 items of clothing were cleaned up off beaches.

## Lesson 4

- 1 **Use of English** Complete the sentences with **made of** or **made from** and choose from the words below. You can use the words more than once.

metal   plastic   stone  
wood   a can   a bottle

### Language detective

When do we use **made of** and **made from**? Can you give examples?



- 1 The bag is \_\_\_\_\_ .      2 The door is \_\_\_\_\_ .



- 3 The pencil holder is \_\_\_\_\_ .      4 The keys are \_\_\_\_\_ .



- 5 The wall is \_\_\_\_\_ .      6 The bird feeder is \_\_\_\_\_ .

- ★ 2 **Challenge** Think of your own idea for recycling a plastic bottle. Draw and describe your design.



## Lesson 5 Party food

1 **Vocabulary** Circle the correct words.

1 A **packet/tub** of nuts.

2 A **can/bottle** of water.

3 A **tub/loaf** of bread.

4 A **carton/packet** of milk.

5 A **can/carton** of coconut water.

6 A **loaf/packet** of cheese.

2 **Vocabulary** Match the words with the pictures.

1 loaf

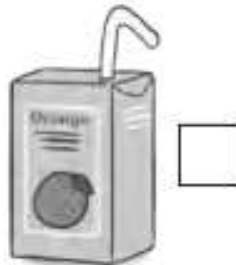
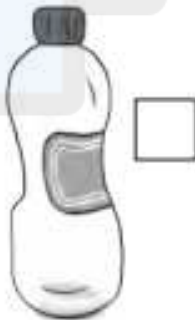
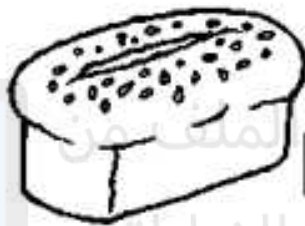
2 carton

3 packet

4 tub

5 bottle

6 can



3 **Write** Complete the sentences with a food or drink item of your choice.

1 A packet of \_\_\_\_\_ . 2 A tub of \_\_\_\_\_ .

3 A bottle of \_\_\_\_\_ . 4 A carton of \_\_\_\_\_ .

5 A can of \_\_\_\_\_ . 6 A loaf of \_\_\_\_\_ .

## Lesson 6

1 **Use of English** Look at the picture and complete the sentences.

many    much    ~~a lot of~~    plenty of    a little    a few



- 1 There are a lot of sweets in the bowl.
- 2 There aren't \_\_\_\_\_ sandwiches left.
- 3 There's \_\_\_\_\_ water left.
- 4 There's \_\_\_\_\_ ice cream left.
- 5 There isn't \_\_\_\_\_ pizza left.
- 6 There are \_\_\_\_\_ chips left.

★ 2 **Challenge** Draw items of food in the fridge and write about the food you have drawn.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

## Lesson 7 All about chocolate

1 **Read** Look again at the text on page 30 of the Learner's Book. Read and decide if the statements are **true (T)** or **false (F)**.

- 1 The beans grow in hot countries.
- 2 The beans are farmed once a year.
- 3 The workers climb the trees to cut down the pods.
- 4 After the shells are cracked, the beans are cooked.
- 5 They add sugar to the mixture, to make it sweet.
- 6 When the mixture is hot, we have the final product.



- 2  **Talk** Discuss your answers with a partner. Take turns to read the sentences from the text that contain the answer.
- 3  **Talk** Now work with your group and talk about what you can remember about the process of making chocolate.

### Speaking tip

Don't forget to add these important words to show the order of events:

**Firstly ...**

**Secondly ...**

**Then ...**

**Next ...**

**Finally ...**

## Lesson 8

### 1 Write

Look at the pictures showing how bread is made. Complete the sentences with words from the box. You will need to change the form of the verbs.

yeast	salt	push	add
cook	mix	loaf	nuts



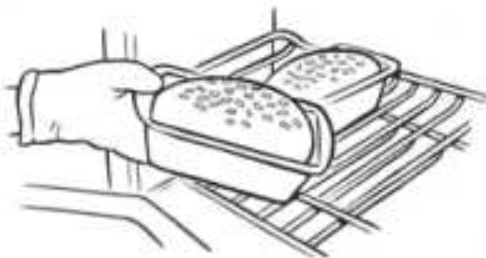
1 Bread is made from flour, water,  
\_\_\_\_\_ and \_\_\_\_\_.

2 First, the ingredients \_\_\_\_\_  
to make the dough.

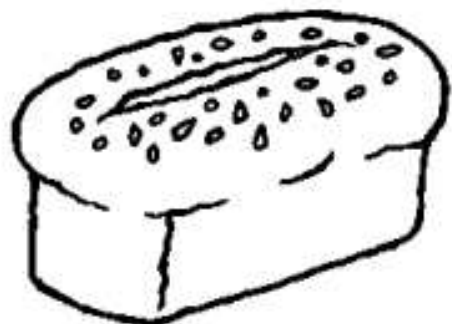


3 Then the dough \_\_\_\_\_ and  
pressed for ten minutes and then  
made into a \_\_\_\_\_ of bread.

4 Extra ingredients such as \_\_\_\_\_  
and seeds \_\_\_\_\_ to give the  
bread more flavour.



5 Then the bread \_\_\_\_\_ in the oven.



## Lesson 9 The greedy boy

1 **Read** the story on page 32 of your Learner's Book again. Decide if the following statements are **true (T)** or **false (F)**. Correct the false statements.

1 Jason and his two brothers complained about only having one sweet a day.

\_\_\_\_\_

2 Jason wanted to share the sweets with his brothers.

\_\_\_\_\_

3 It was difficult for Jason to reach the sweet jar.

\_\_\_\_\_

4 He took a very small amount of sweets.

\_\_\_\_\_

5 Jason's mother was angry when she saw him with the sweet jar.

\_\_\_\_\_



2 **Vocabulary** Which of these adjectives best describe Jason?

generous    helpful    selfish    greedy  
lazy        hard-working

### Language tip

Using adjectives can make our sentences more interesting.

3 **1st Talk**

Use the adjectives to talk about people you know.

### Speaking tip

**My sister/brother is never ...**

**My friend is always ...**

4 **Values**

In groups, talk about the ways we can be helpful to other people.

## Lesson 10 Likes and dislikes

- 1 Read** Faisal and Hamid's class will be going on a school trip next term. They have been discussing what food they like and dislike.

Read the table below. Discuss what is similar and what is different.

	<b>Faisal</b>	<b>Hamid</b>
<b>Likes</b>	cheese, oranges, chicken, fish	cheese, eggs, lamb, chicken
<b>Dislikes</b>	lamb, olives, eggs	fish, oranges, olives

- 2 Write** two sentences to show where Faisal and Hamid agree and two where they disagree.

and so does      but ... doesn't

### Writing tip

Remember to use the linkers **and** and **but**.

1 Faisal likes cheese and so does Hamid.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

### 3 Talk

In groups of four, complete the table below to show your likes and dislikes.

<b>Name</b>				
<b>Likes</b>				
<b>Dislikes</b>				

- 4** Using the information in the table, compare the likes and dislikes of people in your group. What is the same and what is different?

Some people  
in the group ...

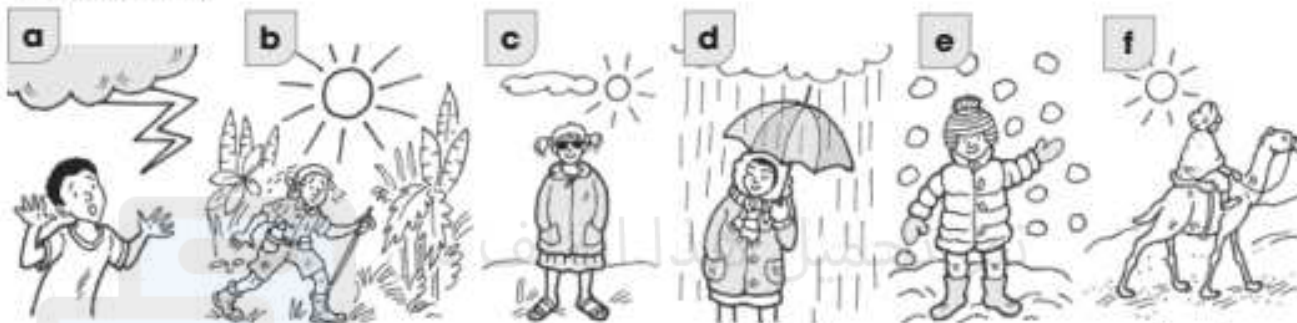
Nobody in  
the group ...

Everybody in  
the group ...

## Lesson 1 Weather

## 1 Vocabulary Describing weather

Sort the letters and complete the phrases. Then match the phrases with the pictures.



1 It's hot and h u m i d. (muhdi)

2 It's cold and \_\_\_\_\_ . (yarin)

3 It's \_\_\_\_\_ and \_\_\_\_\_ . (oht) (yrd)

4 It's \_\_\_\_\_ and \_\_\_\_\_ . (nsuyn) (idlm)

5 It's stormy with \_\_\_\_\_ and  
\_\_\_\_\_ . (tnhdrue) (glnihngt)

6 It's \_\_\_\_\_ and \_\_\_\_\_ . (nsywo) (dlco)

b



2 Read the parts of the weather reports from around the world. Match with words from the box.

1 Winds of up to 100kph have damaged houses in the east of the city. \_\_\_\_\_


2 Sand and high winds have stopped traffic from reaching the town. \_\_\_\_\_

3 If these people don't get more rain this season, crops will fail. \_\_\_\_\_

4 The roads are under a metre of water in some places. \_\_\_\_\_

a hurricane  
a sandstorm  
a flood  
a drought

## Lesson 2

- 1  **Read** the newspaper article. Decide if the statements are **true (T)** or **false (F)**.  
Correct the false statements.

### Hurricane terror

A hurricane has severely damaged parts of Ras Al Khaimah and Khor Fakkan in the UAE. The violent storm ripped roofs off houses, turned over cars and caused trees to fall down. 25 people were injured. Five people were treated in hospital.

One resident, Abu Ali, 45, told the *UAE Times*, 'It was terrifying! Just before the hurricane winds came, the sky was very dark with strange clouds moving very fast. I've never seen anything like it!'

Another resident, ten-year-old Fatima Ahmed told us, 'My bedroom window was open. The wind smashed the glass and the window frame blew across the road.'



Fatima said that she and her father stayed under the stairs while the storm raged. When they came out, a tree had fallen on the family car.

'At least only the car got crushed,' Fatima said. 'We are lucky that the tree didn't fall on our house.'

There is still heavy rain in the region and some houses are still without electricity. However, meteorologists predict that the storms will stop in the next 24 hours.

- 35 people were badly hurt during the hurricane.  
25 people were hurt.
- Abu Ali saw the strange clouds during the storm.
- Fatima Ahmed and her father didn't move from under the stairs during the hurricane.
- A tree fell on Fatima's house during the storm.
- The weather experts say that the storm will last for the next 24 hours.



## Lesson 3 The UAE

### 1 Vocabulary Geographical features

Match the descriptions with the pictures. Then write the words.



#### Amazing fact

Al Ain is an oasis. The water comes from mountains which are 30km away.



- 1 By the sea
- 2 A dry riverbed
- 3 A green place with water in the desert
- 4 Very high place, cold in parts
- 5 A very hot and dry place

 c

c o a s t

\_\_\_\_\_

\_\_\_\_\_




\_\_\_\_\_

\_\_\_\_\_

### 2 Answer the questions.

- 1 How much is 9.5 million?  
a 95000    b 9500000
- 3 How do you write 87 in words?  
a eight-seventy    b eighty-seven
- 5 How do you write the year nineteen ninety-four?  
a 9194    b 1994
- 2 How do you write *one fifth* in numbers?  
a Fifth    b 1/5
- 4 How do you write *seventh* in numbers?  
a 1/7    b 7th

## Lesson 4 Animal matters

- 1    **Read** the text and complete the table on pages 38-39.

### Arabian oryx

Oryx can live in the desert in areas without trees or standing water. Their white hair keeps them cool and their dark hair makes sure their skin is not damaged by the sun. A herd of oryx can move around an area of 3 000 square kilometres.



### Spiny-tailed lizard

The spiny-tailed lizard can grow up to 65 centimetres long. It lives away from towns and feeds on shrubs. The spiny-tailed lizard never drinks water. Despite the way it looks, it is a very calm animal, but may bite you if you bother it.

### Desert hedgehog

The desert hedgehog is one of the smallest hedgehogs and weighs about 300–500 grams. Desert hedgehogs keep themselves safe by going into a ball, making their spikes stick out in all directions. They can survive long periods without water.



### Camel

The camel is known as the ship of the desert because of its walk. People say it moves like a ship at sea. Camels are strong animals. In the past, camels in the UAE were often used as a form of transport and also a source of food and milk. They can live anywhere in the UAE.

### Horned viper

The horned viper can grow up to 85 centimetres long. It likes to live in soft sand. It is creamy-beige in colour, with darker blotches on its back to look like the colours of the open desert. In the Emirates, it is found in all the sandy deserts.



Animal	Where it lives	Why it is special
	<i>desert</i>	
	<i>away from towns</i>	
<i>Desert hedgehog</i>	<i>desert</i>	
	<i>anywhere in the UAE</i>	
		<i>its colours look like sand</i>

## Lesson 5

5 **1 Pronunciation** Listen and repeat the numbers from the text.

1 300 grams

2 500 grams

3 65 centimetres

4 85 centimetres

5 **2 Listen** again, then **circle** the correct stress patterns for these numbers.

1 Three hundred a O o o b o O o

2 Five hundred a o O o b O o o

3 Sixty-five a o o O b O o O

4 Eighty-five a o o O b O O o

### Use of English

#### **Infinitives of purpose (to + verb)**

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

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

**3 Word study** Match the sentence halves.

1 Oryx have special hair

2 The spiny-tailed lizard lives away from towns

3 Desert hedgehogs go into a ball

4 The camel is used

5 The horned viper is cream and brown

a to feed on shrubs.

b to keep themselves safe.

c to look like the sand.

d to keep them cool.

e to transport people.

## Lesson 6 Taking a trip

- 1 **Use of English** Complete Erin's blog with a verb in the correct form of the present perfect.

not speak   see   not write   have   forget   be

I'm writing this at the luxury hotel in Sir Bani Yas – we 've been <sup>(1)</sup> back here for an hour now. We've had a great day exploring the island and seeing all the wildlife, but I'm feeling tired and missing home a bit.

I \_\_\_\_\_ <sup>(2)</sup> to my mum for three days.

\_\_\_\_\_ <sup>(3)</sup> she \_\_\_\_\_ me?

Today was awesome! It was the best day we

\_\_\_\_\_ <sup>(4)</sup> so far this week. We

\_\_\_\_\_ <sup>(5)</sup> lots of animals every day.

The island is home to hundreds of different animals and has one of the world's largest herd of endangered Arabian oryx. They were extinct in the wild, but there are more than 400 roaming freely across the wildlife park! We also saw a cheetah and a golden jackal.

So far, we've visited a beach, the wildlife park and a museum. Each day when we get back we write a blog (or a diary). My friend, Alice, \_\_\_\_\_ <sup>(6)</sup> her diary all week, so now she's got a lot of writing to do!

### Use of English

#### Present perfect with

##### **for**

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

We make this tense with **have/has + past participle**.

(**for** = a length of time)

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

He **hasn't sent** any emails **for** two days.



## Lesson 7

- 1 Complete the table with information to help you plan your trip.

Where are you?	
Where are you staying?	
Day 1 – Activities	
Day 2 – Activities	
Day 3 – Activities	
An interesting fact about somewhere you visit on the trip	
How do you feel?	

- 2 Use the notes below to write your own blog or diary entry about Day 1 or 2 of your school trip.

alManhaj.com/ae Day \_\_\_\_\_

We are on a school trip to \_\_\_\_\_.

We are staying \_\_\_\_\_.

I am writing this blog in \_\_\_\_\_.

Today we \_\_\_\_\_.

I found out that \_\_\_\_\_.

Tomorrow we \_\_\_\_\_.

I am feeling \_\_\_\_\_.

This trip is good because \_\_\_\_\_.

## Lesson 8 Why ostriches can't fly

- 1 **Read** the story on pages 42–44 of your Learner's Book again. Then replace the underlined words to make the sentences correct.

walking wife flies ~~hurt~~ fly wins take off

- 1 Karim the cockerel makes a plan to ~~help~~ Osama the ostrich. hurt
- 2 He tells him that flying is not a special skill – any bird can walk.
- 3 Karim tells Osama that flying is a sign that he is a special bird with great skills.
- 4 Osama is impressed by Karim's words. He goes home to tell his children.
- 5 Osama decides to keep his wings.
- 6 Osama and Karim have a race. Osama runs and Karim walks.
- 7 Karim loses the race with Osama. Osama realises he has been tricked.

- 2 Put the sentences in order.

- a Osama told Karim that he had too many children.
- b Karim sent most of his children to live with their aunts and uncles.
- c After a year, Osama could run as fast as the other birds could fly.
- d Osama said his family was stronger because there were fewer children.
- e Osama and his two largest children went to see Karim.
- f Osama told Karim that he had tricked him. He was stupid to believe his words because strong birds had lots of children.
- g Osama and his children watched Karim feed his family.

1

## Lesson 9

1 **Vocabulary** Complete the sentences.

quickly ~~large~~ story stupid tiny knocking tricked

- 1 At the start of the story, Osama had large wings.
- 2 Karim was jealous of Osama because he could run \_\_\_\_\_ without getting tired.
- 3 Karim easily fooled Osama with a silly \_\_\_\_\_.
- 4 Osama was very angry. He ran at Karim, \_\_\_\_\_ him with his powerful legs.
- 5 Osama was very sad. He went home to tell his wife that Karim had \_\_\_\_\_ him.
- 6 Karim was worried because his children were so \_\_\_\_\_.
- 7 At the end, Osama told Karim that cockerels are even more \_\_\_\_\_ than ostriches.

2 Match the verbs of movement with the pictures.

march come down run fly race run at



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_





5 \_\_\_\_\_



6 \_\_\_\_\_

## Lesson 10 Watch out!

1 **Read** the *Fact file* about the sea animals at the wildlife park. Answer the questions.

	<b>Elephant seal</b> 	<b>Bottlenose dolphin</b> 	<b>Sea lion</b> 
<b>Lifespan</b>	14 years	40 years	20 years
<b>Average weight</b>	2455 kg	250 kg	300 kg
<b>How long they can stay under water</b>	Up to 100 minutes	Up to 20 minutes	Up to 9 minutes
<b>Habitat</b>	Pacific coast of the USA, Canada and Mexico	Warm and temperate seas around the world	Southeast Alaska to central Mexico
<b>Can they move on land?</b>	Yes	No	Yes

- Which animal is the heaviest? \_\_\_\_\_
- Which animal lives the longest? \_\_\_\_\_
- Which animals can stay under water for longer than 15 minutes?  
\_\_\_\_\_
- Which animals can move around on the land? \_\_\_\_\_
- Which animals live in the sea near Mexico? \_\_\_\_\_

2 **Read** the information about dangerous animals at the wildlife park. Underline any warning phrases.

**There are many dangerous animals at the wildlife park. Follow this advice and stay safe.**

- *Watch out! Monkeys will take your things if you get too close. You should keep your distance.*
- *Stop! Don't feed the big cats.*
- *Be careful! The sharks can be aggressive. Don't make too much noise.*



# The human race

## Lesson 1 Describing people

**1 Vocabulary** Facial characteristics  
Match the words with the pictures.



- short hair
- long hair
- a little nose
- curly hair
- big eyes
- straight hair

**2** Look at the pictures. Decide if the statements are **true (T)** or **false (F)**.  
Correct the false statements.

- 1 **A** She's got short, black hair.
- 2 **B** He's got a small, round nose.
- 3 **C** He's got thick, curly hair.
- 4 **B** He's got curly, fair hair.
- 5 **A** She's got a long nose.
- 6 **C** He's got a round face.

F

**3** **Write** two more sentences about each child A-C in your notebook.

**A** 1 She's got long hair.

2 \_\_\_\_\_

## Lesson 2

- 6 1 **Listen** and complete the notes describing a cartoon face. Then read your notes and draw the cartoon.

- 1 Face: big and square.
- 2 Eyes: small and \_\_\_\_\_.
- 3 Eyebrows: \_\_\_\_\_. One is higher than the other.
- 4 Nose: \_\_\_\_\_.
- 5 Ears: \_\_\_\_\_.
- 6 Mouth: \_\_\_\_\_; smiling.
- 7 Hair: \_\_\_\_\_, curly.

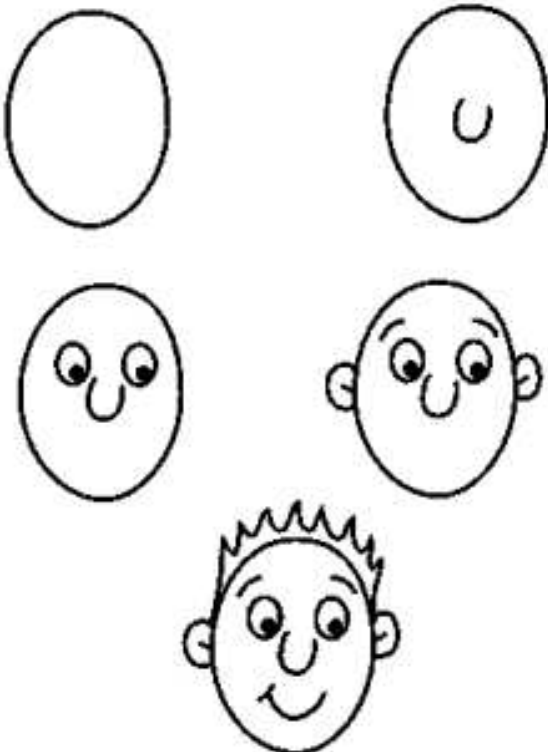
### Listening strategy:

#### Following instructions

Listen for words like **First**, **Next** and **Finally** to help you.



- ★ 2 **Challenge** Write the instructions for this cartoon face. Use the prompts to help you.



First, \_\_\_\_\_

\_\_\_\_\_

Then, \_\_\_\_\_

\_\_\_\_\_

Next, \_\_\_\_\_

\_\_\_\_\_

After that, \_\_\_\_\_

\_\_\_\_\_

Finally, \_\_\_\_\_

\_\_\_\_\_

## Lesson 3 Traditions

1 **Use of English** Complete the sentences using the first conditional.

### Use of English

#### First conditional

If + \_\_\_\_\_ + \_\_\_\_\_ = first conditional.

- 1 If I get (get) my parent's consent, I will join (join) the traditional dancers.
- 2 \_\_\_\_\_ I \_\_\_\_\_ (join) the UAE traditional dancing group, I \_\_\_\_\_ (hold) a stick.
- 3 \_\_\_\_\_ I \_\_\_\_\_ (hear) drums and shouts, I \_\_\_\_\_ (get) ready to do battle.
- 4 \_\_\_\_\_ I \_\_\_\_\_ (shake) my weapon, I \_\_\_\_\_ (dare) my opponents to fight me.
- 5 \_\_\_\_\_ I \_\_\_\_\_ (have) to fight, I \_\_\_\_\_ (protect) my home.



## Lesson 4 The pearl diver and the storm - Part 2

1 **Read** the story and **circle** the correct words.

**Everywhere/Somewhere**<sup>(1)</sup> Rashid went, he asked about his father. **Nobody/Everybody**<sup>(2)</sup> had seen him. In the first village, the fishermen sent him away. In the second village, **somebody/anybody**<sup>(3)</sup> gave him food to eat.

In the third village **no-one/anybody**<sup>(4)</sup> could help him. He sat down in the dust to think. He decided to go back to his boat and keep looking. As he sailed along, a dolphin swam beside the boat. Suddenly, Rashid felt happier. Perhaps **something/anything**<sup>(5)</sup> good would happen at the next village.

### Use of English

#### Indefinite pronouns

	nowhere	place	anywhere
		everywhere	

	anyone/ anybody	person	everyone/ everybody
		no-one/nobody	

	nothing	object	everything
		anything	

2 **Read** the story again and put the pictures in order.



## Lesson 5

- 1 **Indefinite pronouns** Match the underlined words (1-5) with an indefinite pronoun from the box. Rewrite the sentences.

everybody somewhere everything anywhere nobody

- 1 Not one person did their homework.

---

- 2 They all put their coats on.

---

- 3 He couldn't find his pencil case in any place at all.

---

- 4 They tidied up all the things in the class.

---

- 5 Her ring must be some place in her bedroom.

---

- 2 **Homophones** Find the mistakes and write the correct sentences.

- 1 No-one nose where Abdul Aziz is.

---

- 2 It was ate o'clock.

---

- 3 How long was he their?

---

- 4 He was on the beach for an our.

---

## Lesson 6 The pearl diver and the storm - Part 3

- 1 **21st Read** the next part of the story. Match the sentences with the gaps in the text.
- As I sail north, shall I look out for him?
  - I will never stop looking!
  - Nobody can swim better than my father,
  - ~~It was such a terrible storm. How could he have survived?~~

### The search continues!

On the second day of his search, Rashid sailed his boat to another village. The people in the village felt sorry for Rashid, but they were sure that Abdul Aziz was dead.

'It was such a terrible storm. How could he have survived?' <sup>(1)</sup> they said.

\_\_\_\_\_ <sup>(2)</sup> insisted Rashid.

'He is very strong. I am sure he is still alive.'

The people in the village shook their heads.

\_\_\_\_\_ <sup>(3)</sup> one of

the fishermen asked. The other fishermen disagreed, as they thought Rashid should stop his search. \_\_\_\_\_ <sup>(4)</sup>

insisted Rashid.



### 2 Punctuation Speech marks

Read the text again and add the direct speech punctuation to the sentences from Activity 1. The first one has been done for you.

### Language detective

When do we use speech marks?

Does other punctuation go inside or outside the speech marks?



## Lesson 7 Ahmed gets lost

1 **Read** about what happened to Ahmed when he was missing.

- He walked into the market.
- A cat scratched his hand.
- He fell over and hurt his knee.
- He saw some boys playing football in the street.
- He looked for his family.

Write four more things that Ahmed said when he told his parents about being lost. Use direct speech and the correct punctuation.

1 *'I walked into the market.'* \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

### Writing tip

Remember to use speech marks around all the spoken words.

2 **Talk about it** Perform the role-play. Decide who will be Ahmed and who will be his friend.

When you have finished, change roles.

I was visiting Dubai with my family last weekend. We were walking around, looking at the ... when ...

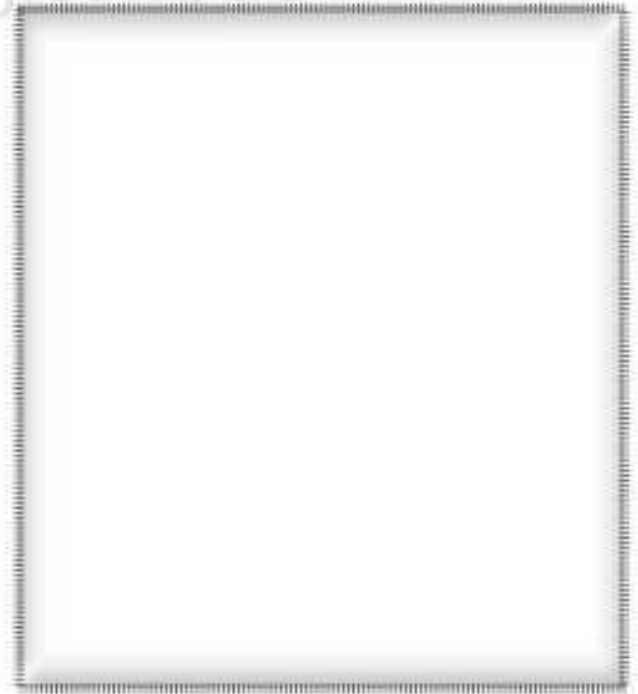
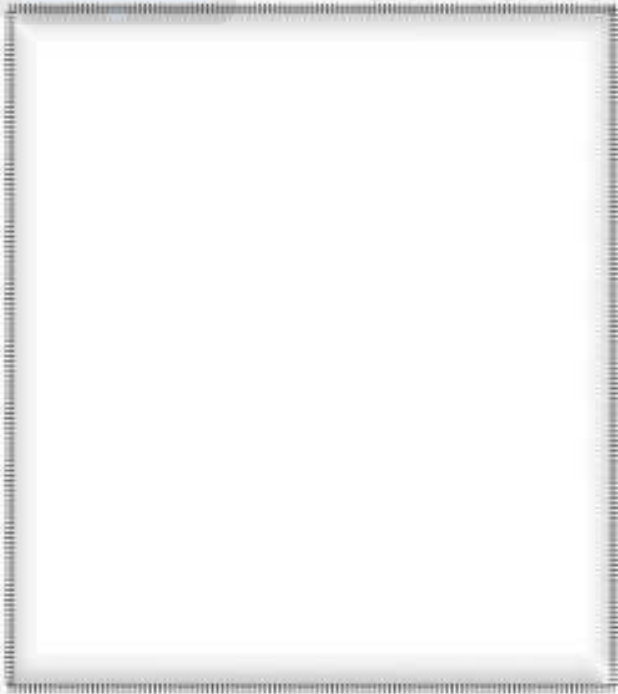
**Ahmed:** Imagine you are Ahmed and you have just met one of your best friends. Tell him or her about what happened to you in the city.

**Friend:** Imagine you are one of Ahmed's best friends. Listen to the description of what happened and interrupt from time to time to ask extra information.

So, how did you feel then? What did he look like?

## Lesson 8 People of the world

- 1 Choose four parts of Ibn Battuta's journey that interest you. Draw a picture of each one and add labels.



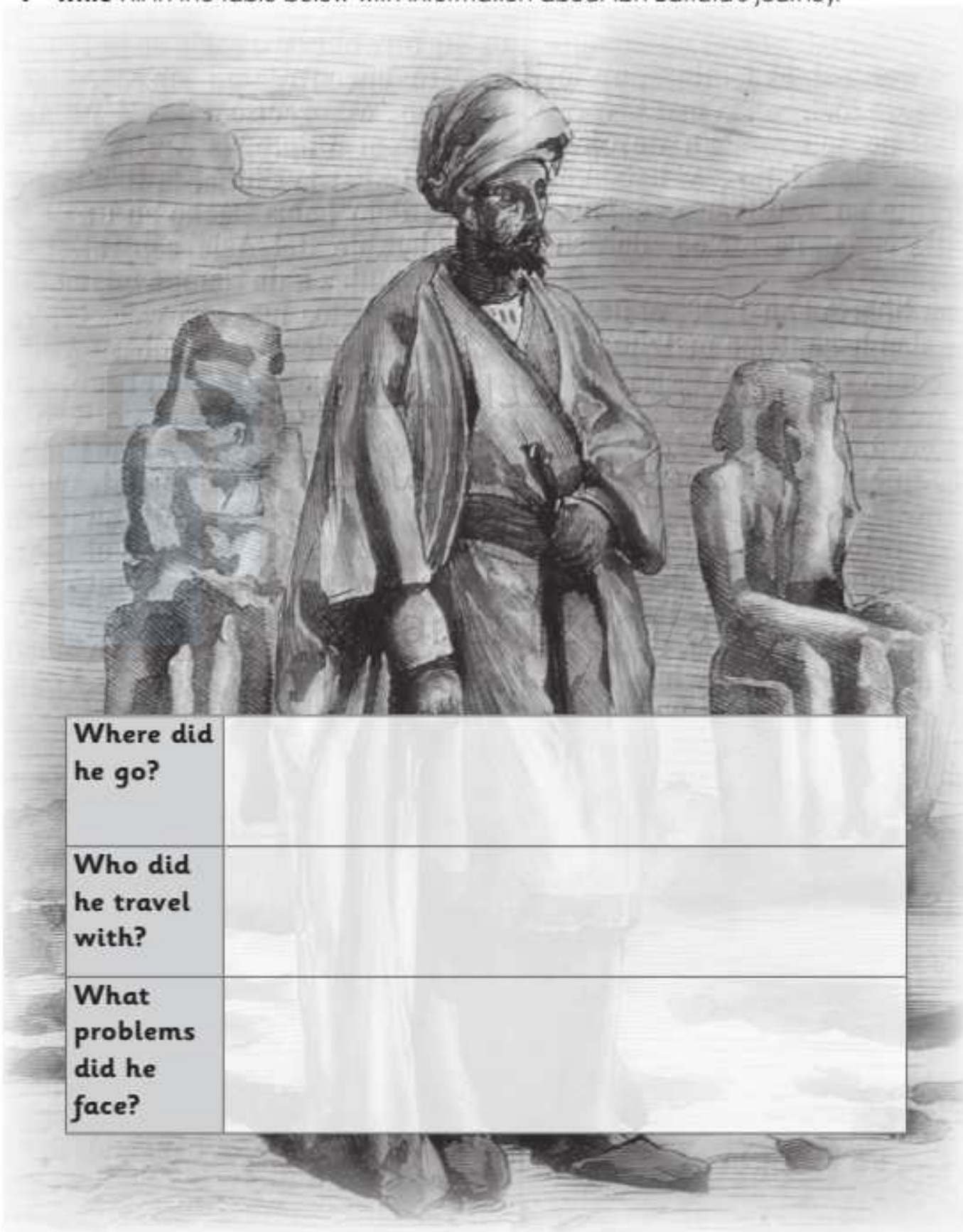
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## Lesson 9

1 **Write** Fill in the table below with information about Ibn Battuta's journey.




<b>Where did he go?</b>	
<b>Who did he travel with?</b>	
<b>What problems did he face?</b>	

## Lesson 10 A family visit

- 1 **Read** the email from Saeeda to her cousins, Elham and Maryam.



- 2  **Read** the email again and answer the questions.
- 1 How do Saeeda and Amir feel about Elham and Maryam's visit?
  - 2 Do Elham and Maryam have to take their ice skates with them?
  - 3 Are Saeeda and Amir going to join their father when he collects them from the airport?

- 3 **Write** a reply to Saeeda from Elham. Use possessives with apostrophes in the correct place for each answer.

Mention the following things:

- You will bring some skates that belong to your friend.
- You will pack the book that belongs to your sister.
- You are excited to be travelling in the car that belongs to your uncle.
- You are bringing one suitcase each, but the one belonging to your parents is very big.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Writing tip

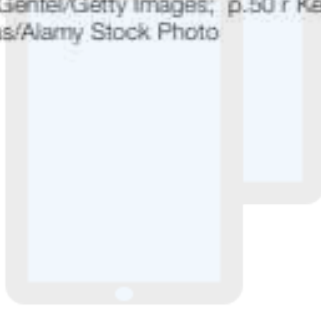
Look back at the *Use of English* box in the Learner's Book to remind you when we use 's and s'

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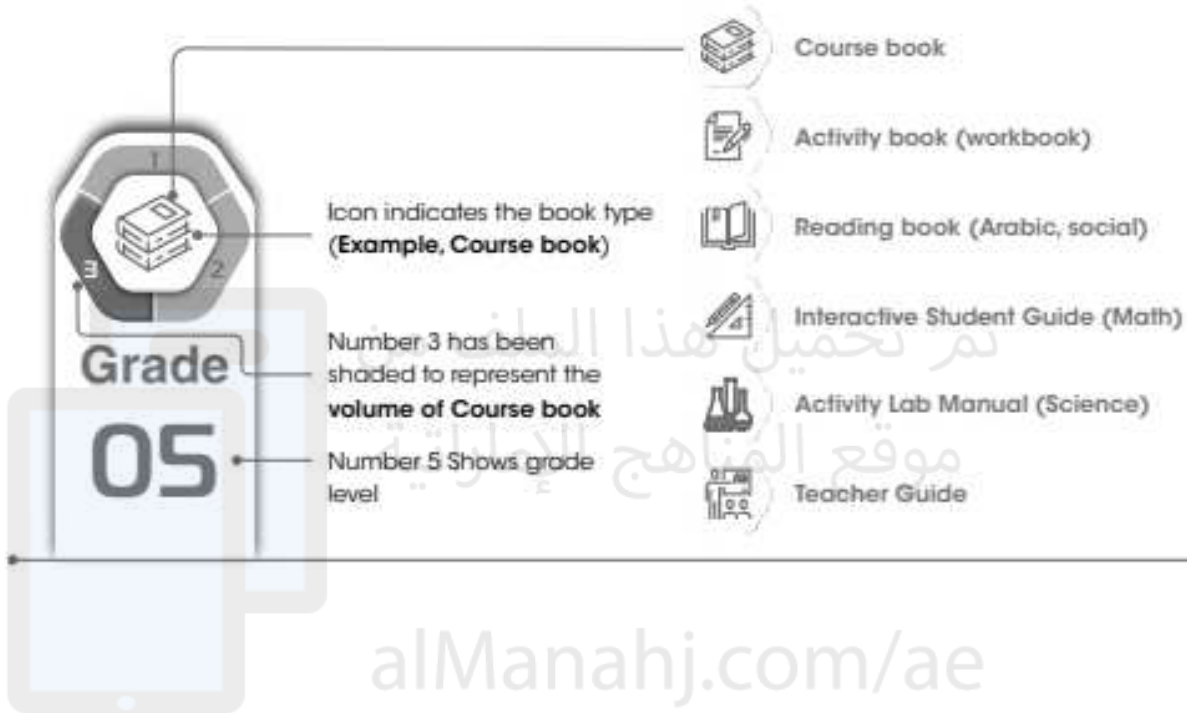


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