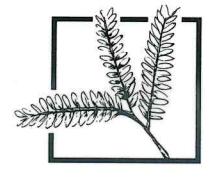




UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



YEAR OF TOLERANCE

Jane Boylan and Claire Medwell

Bridge to Success

Activity Book

Book **5**



Book **5**
Volume

1 2 **3**

Bridge to Success

Activity Book



Jane Boylan and Claire Medwell

Volume 3 material 2019

All adaptations and modifications to this UAE Edition have been made by a committee of specialists from the Ministry of Education and Cambridge University Press.

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.

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First published 2018

Printed in the United Arab Emirates

Grade 5 Activity Book

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Welcome to *Bridge to Success*

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

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






The materials reflect the following principles:

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

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

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

The following icons are used in this Activity Book:

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

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

The *Bridge to Success* team

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10

All about science

Lesson 1 Science

1 Vocabulary

Find and circle seven science words.

experiment
invention
new
scientist
discover
medicine
laboratory

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

2 Write

Complete the sentences with a word from Activity 1.

- Someone who works in science is called a _____.
- Some scientists work in a _____. Others work outdoors or in hospitals.
- Science is all about finding _____ ways of doing things.
- An _____ is a test to help us learn something or see if something is true.
- Scientists try to _____ new information about how the world works.
- Some scientists work with doctors and patients to make _____ to treat illnesses.
- Probably the most important _____ of the 20th century was the telephone.

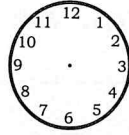
Lesson 2 How does science work?

1 Time

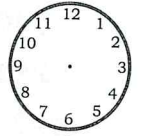
Write the time in words and draw the hands on the clocks.

1 7.30 am

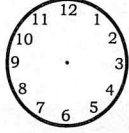
It's half past seven.



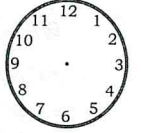
2 8.45 am



3 8.00 pm



4 4.00 am



2 Read

Read the text and put the sentences/phrases in the order they happen.

At 8 pm, six people arrive to help with the experiment. We call them the testers. They stay all night in the laboratory.

We ask them to do their first test on the computer.

At midnight, the testers go to bed.

We put special machines on them. The machines tell us how they sleep.

At 4 am the testers wake up. We ask them to do another test on the computer.

After that, the testers can't go back to sleep.

At half past seven, all the testers eat breakfast together.

At quarter to nine, it's time for the testers to do another test on the computer.

That makes three tests!



- a The testers arrive.
- b The testers do their second test.
- c The testers do their third test.
- d Breakfast time for the testers.
- e The testers do their first test.
- f Special machines for the testers
- g The testers go to bed.

Lesson 3 The bird call experiment

1 Making predictions

Write your prediction for the result of the experiment.

I think that a _____ straw will make a _____ noise because _____.

2 Let's do it!

Record your results in the table.

	Straw 1 Medium: _____	Straw 2 Short: _____	Straw 3 Long: _____
Type of noise			

3 Write

Write your findings. Complete the sentences below.

1 The highest noise was from straw _____.

2 The lowest noise was from straw _____.

3 What happened to the noise when you used a straw that was longer or shorter?

4 My prediction was correct/incorrect.

5 I learned that _____

Lesson 4 A new experiment

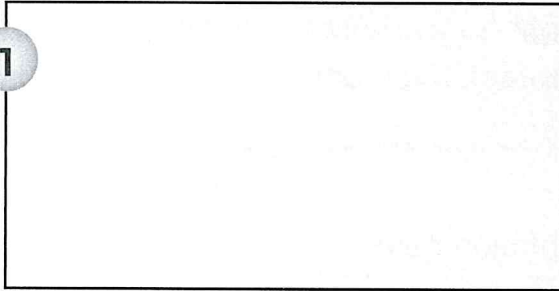
Experiment: Does the width of the straw change the noise made?

Fill in the gaps to write the instructions for your experiment.

Draw a picture to show what happens at each stage.

Instructions:

1



Take the three _____ .
Cut them to _____ length.

Materials needed:

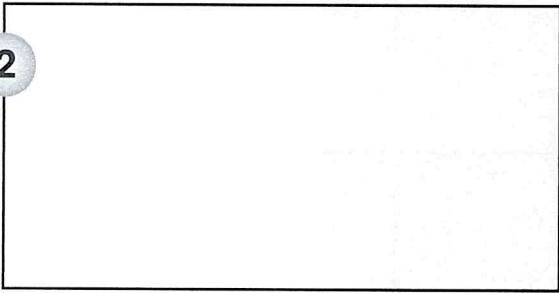
1 narrow _____

1 _____ straw

_____ wide straw

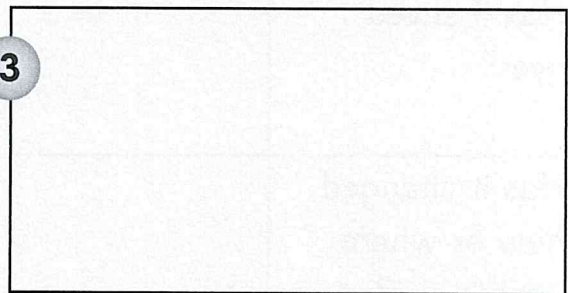
pair of _____

2



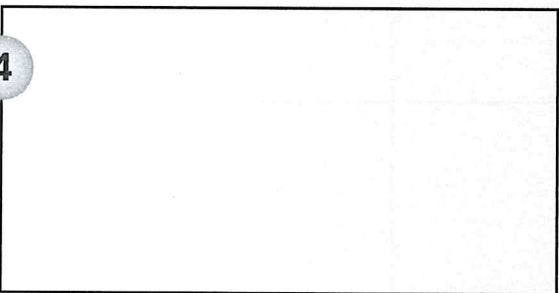
Squash them _____ .

3



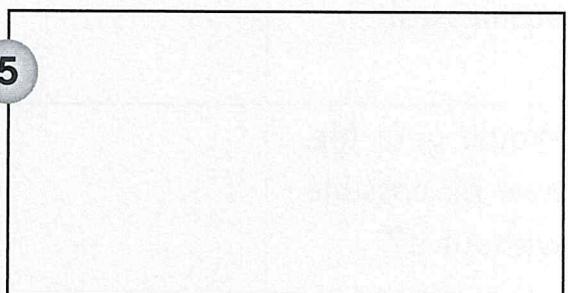
_____ the end of the each
straw into a V.

4



_____ the V end of the
narrow straw in your mouth.
Blow as _____ as you can.

5



_____ into the medium
straw and then the wide straw.

6

_____ down the different noises each straw makes.

Lesson 5 Science in our lives

Speaking tip

Persuading others

To persuade others that you are right:

Make eye contact with the audience. Talk directly to them!

Stand up straight with your head up. Look confident and you will convince them!

Make sure you sound as if you care about your subject. If you don't care, the audience won't care either!

1 Present

Write down information for your persuasive presentation here.

My item: _____

Question	Information	Picture ideas
1 Has it saved lives?		
2 Has it changed how or where people live?		
3 Has it helped businesses?		
4 Would your life now be possible without it?		
5 Why is my item more important than the other items?		

Lesson 6 My learning

1 Can you remember?

Write five sentences using the science words in the box. You must use at least one of the words in each sentence.

experiment
invention
new
scientist
discover
medicine
laboratory

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

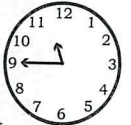
2 Time

Write the times in words.

1 7.15



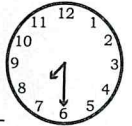
2 11.45



3 4.00



4 7.30



3 Write

Write the words in the correct order to form instructions. Add punctuation and capital letters to each one.

1 a circle/on the paper/draw

2 into the jug/the oil/carefully pour

3 the scissors/to cut/use/the straw

4 for the visitor/the door/open

Look what I can do!

- I can use science words correctly in sentences.
- I can write about the time.
- I can persuade an audience.
- I can give instructions.
- I can make offers and requests and I can ask permission.

Lesson 7 Great scientists in history

1 Use of English

Add **who** or **which** to add the information to each sentence.

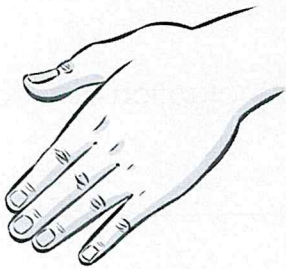
- 1 We liked the visitor _____ told us about science.
- 2 Omar went to the museum on the bus, _____ was very busy.
- 3 Meera read the book, _____ was about science.
- 4 He drove the car _____ went fastest.
- 5 They were the scientists _____ discovered the new bird.

2 Talk

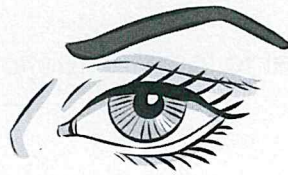
Ibn Nafis used his sense of touch to feel the blood pumping around his body. We can use all our senses to help us to understand the world around us.

Match the picture of the body part to the words that show what we can do to find information.

touch see smell hear taste



touch



What kind of information can you find using your senses?

Lesson 8 Ibn Nafis

15 1 Read and listen

Imagine you are a doctor. Listen to this letter from another doctor who has read Ibn Nafis's book. Read it again and then answer the questions below.

Dear Doctor,

I hope you and your family are well.

I have just read the new book by Ibn Nafis. It is about his idea of how the heart and lungs work together. Ibn Nafis's idea is one which will change medicine forever.

I will now change the way I look after many of my patients.

Would you like me to send a copy to you? I think we should discuss this great discovery.

Yours sincerely,

Doctor Yussuf al Harthi

Does Yussuf al Harthi like Ibn Nafis's idea? Underline the words in the text that show this.

2 21st Write

Write a letter replying to the doctor. The information in each bullet point will help you.

- Use a greeting to start the letter.
Dear ...
- Tell him whether your family are well and ask about his family.
My family are all ...
- Tell him what you think of what he says about Ibn Nafis's book.
Ibn Nafis's book sounds ...
- Reply to his offer of the book.
Thank you for offering to send me a copy of the book. I would ...
- Make him an invitation to visit.
I would like to invite ...
- Use a farewell to end the letter.
Yours ...
- Sign your name.

Lesson 9 Different types of science

1 Read

Read about three scientists from the UAE. What does each scientist study?

Dr Amal Al Ghaferi
Works at: Masdar Institute
Works on: Environment science – solar power and making or changing things so small they can only be seen with a microscope.
Has studied in: USA, UAE

Dr Habiba Alsafar
Works at: Khalifa University
Works on: Medicine science – finding out how some illness is passed on in families, particularly in the UAE.
Has studied in: USA, UK, Australia, UAE

Dr Nabil Bastaki
Works at: United Arab Emirates University
Works on: Engineering science – making robots that climb and walk that can go where it is difficult or dangerous for people to go.
Has studied in: UAE, USA

2 Write

Write a sentence about each scientist. Use linkers to add information.

1 Dr Amal Ghaferi _____

2 Dr Habiba Alsafar _____

3 Dr Nabil Bastaki _____

- 3 Imagine you are going to interview one of the scientists. Think of three questions you could ask them.

Why is science important?

What do you like about your job?

Speaking tip

Asking questions





Think about what sort of information you want to get.

- place Use **where**: **Where** did you go to school?
- time Use **when**: **When** did you go to university?
- people Use **who**: **Who** helped you to study?
- reason Use **why**: **Why** is science important?
- action or objects Use **what**: **What** do you like about your job?

Lesson 10 Great scientists today

1 Read and write

Match the sentences to the correct scientist. Fill in the gaps.

			
Dr Shinya Yamanaka	Professor Gebisa Ejeta	Professor Omar Yaghi	Dr Anita Sengupta

Matching information: Looking for key words

When you are trying to match information, look for key words. If you don't understand some of the other words, don't worry!

- 1 Sorghum feeds hundreds of millions of people across the world. We need to grow more in places where it doesn't rain much.

- 2 One day, my work may give us fuel that doesn't hurt the planet.

- 3 I hope we can use the cells I found in my work to help people who are sick. _____
- 4 If we want to travel in space, we need to be able to bring a rocket down on other planets. I want to find out how. _____
- 5 I was born in Ethiopia. _____
- 6 I won a Nobel prize. _____
- 7 I work at NASA. _____
- 8 I was born in Jordan. _____

Lesson 11 Describing scientists

1 Read

Read about the scientists. Underline the facts. Circle the opinions.

Language tip

A **fact** is something that can be proved. Other people will agree it is true.

Mars is the fourth planet from the sun.

An **opinion** is something that someone believes. Other people may disagree whether it is true.

We should send astronauts to Mars.

2 I am Professor Yasser. I study insects. I want to stop insects from eating the plants we grow for food. When the work is going well, I am the happiest man in the world. When things go wrong in the laboratory, though, it is terrible and I can be anxious and weepy. Solving scientific problems is the most important thing, so I worry a lot.



1 I am Professor Walid. I study space. I am very clever and I have discovered three new stars. My students are sometimes lazy so I shout at them. They think I am rude and grumpy because I don't speak politely, but they just don't work enough!



3 I am Professor Zainab. I study new medicines. I am a jolly person, but I'm hard working too. I am very tough and like to make my students work hard. I have already thought of many new medicines to help others, which have been bought by medicine companies.



2 Antonyms

Match the opposites. Use your dictionary to help you.

rude

weak

clever

anxious

jolly

dry-eyed

lazy

polite

calm

weepy

hard-working

tough

stupid

miserable

Lesson 12 My learning

1 Adding information

Choose the correct words in bold to fill the gaps and complete the paragraph.

Ibn Nafis was a scientist ¹ **who/which** discovered how the heart and lungs work together. There were many famous scientists in history, like Ibn Nafis, ² **who/which** wrote letters to pass on new ideas.

Now many scientists work in teams. They like to share ideas with other people ³ **who/which** understand their work. Most scientists now don't write letters, ⁴ **who/which** is a slow process. They prefer to send emails, ⁵ **who/which** pass information quickly.

2 Write

Write three facts and three opinions. Share them with a partner. Do you agree?

Facts	Opinions
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

3 Talk

What makes a scientist important? Discuss with a partner.

Look what I can do!

- I can write a letter.
- I can use **who** and **which** to give more information about people and things.
- I can use linkers to add information to sentences.
- I can find and use opposites for adjectives.
- I can tell the difference between facts and opinions.

11

Famous people

Lesson 1 Special people

1 Word study

Complete the sentences with a job from the box.

explorer ~~inventor~~ scientist
artist business person

- 1 Louis Braille was the inventor of braille, a way of reading and writing for people who are blind.
- 2 Ibn Battuta was a famous Moroccan _____ . He travelled from northern Africa to China and back.
- 3 Mark Zuckerberg is a famous _____ . He created Facebook.
- 4 Alexander Fleming was a famous _____ . He discovered penicillin, which is used to help people who are ill.
- 5 Leonardo Da Vinci was a famous _____ . His most famous painting is the Mona Lisa.



**Mark
Zuckerberg**



Ibn Battuta



**Leonardo
Da Vinci**

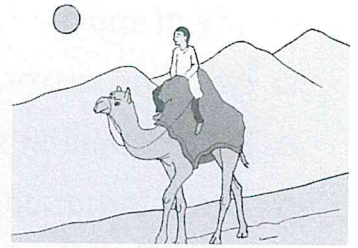
2 Writing

Do you know any other special jobs?

Lesson 2 Special jobs

1 Vocabulary

Look at the people in the pictures and choose an adjective from Lesson 1 to describe each of them. You can use words more than once.



a _____

b _____

c _____



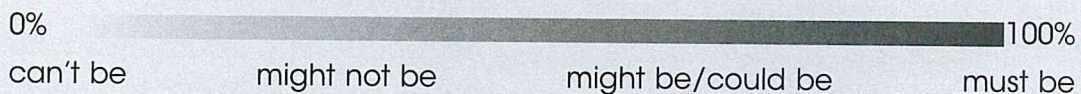
d _____

e _____

f _____

Use of English

When we are not sure about something, we can use **could** and **might**.
He **could be** a scientist. She **might not be** a scientist.



2 Use of English

Complete the sentences with **can't**, **must**, **could** or **might**.

- 1 He's looking through a microscope. He must be a scientist.
- 2 She's going into the theatre. She _____ be an actress.
- 3 The teacher has a British accent, so he _____ be American.
- 4 He paints all the time so he _____ an artist.
- 5 He's always playing the piano. He _____ be a piano teacher.

Lesson 3 Famous people and their work

1 Read

Read the text and match headings a–d with each paragraph.

- a Life in space
- b Being an astronaut
- c Record time in space
- d The International Space Station

Strategy check:

Matching headings to paragraphs

Tick the strategies which will help you match headings to paragraphs. Use the strategies to do Activity 2.

- Look at a heading and think about the key words you might find in the paragraph.
- Look for key words in each paragraph.
- Look for pictures.

Have you ever dreamed of being an astronaut?

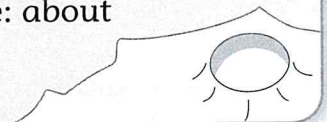
Astronauts have difficult jobs. They are very brave, determined people who like danger. But astronauts today must also know how to use computers for life in space.

Living in space can be difficult. The biggest problem is that everything floats – including you! It's impossible to sit, walk or lie in bed in space.



The International Space Station is the biggest object in space. It travels around Earth. At night, you can see it in the sky. The astronauts do lots of experiments both inside and outside the space station. Outside, the spacemen wear special clothes to protect them.

Astronauts can spend many hours in space. Sergei Krikalev has spent the most time in space: about 2.2 years!



2 Read the text again and answer the questions.

- 1 Do all astronauts use computers? Yes, they do.
- 2 What can't you do in space? _____
- 3 What do astronauts wear? _____
- 4 Why is the astronaut Sergei Krikalev famous? _____

Lesson 4 A presentation about a famous person

1 Read

Read the notes on Ahmed Zewail and underline all the adjectives that describe him and his family.

Today I am going to talk about an amazing man, Ahmed Zewail. Ahmed is famous because he won the 1999 Nobel Prize in Chemistry. He was born in Egypt in 1946 and had a happy childhood.

His father was generous and caring. His mother loved her children very much and Ahmed said that he loved her because she was kind and intelligent. Ahmed always

wanted to be a scientist. He studied in

Egypt and then he moved to the United States. He was a university professor of Chemistry and Physics.



2 Word study Using interesting adjectives

Match the adjectives in the box to the meanings 1-5.

~~caring~~ amazing famous generous intelligent

Someone who ...

- 1 looks after others is caring.
- 2 gives a lot to others is _____.
- 3 knows many things is _____.
- 4 does something that everyone knows about is _____.
- 5 does something special and worth mentioning is _____.

Lesson 5 Making a good presentation

Use of English

Question tags

Our voice goes down when we check information we already know.

Ahmed Zewail **was** born in Egypt, **wasn't** he?

We make question tags to check information like this:

Positive sentence: You are from Dubai, He was a president,	Negative question tag: aren't you? wasn't he?
Negative sentence: You don't like cheese, He didn't study medicine,	Positive question tag: do you? did he?

16 1 Listen

Complete the sentences with the correct question tag from the *Use of English* box. Then listen, check and repeat.

- 1 Ahmed Zewail was born in 1946, wasn't he ?
- 2 He didn't study to be a teacher, _____ ?
- 3 His father was generous, _____ ?
- 4 He didn't live in Canada, _____ ?
- 5 His mother was very kind to her children, _____ ?

2 Talk

Work in pairs: one of you is Ahmed Zewail and one of you is Jane Goodall. Imagine you are interviewing each other. Write three questions. Make some positive and some negative, then ask your friend your questions. For example:

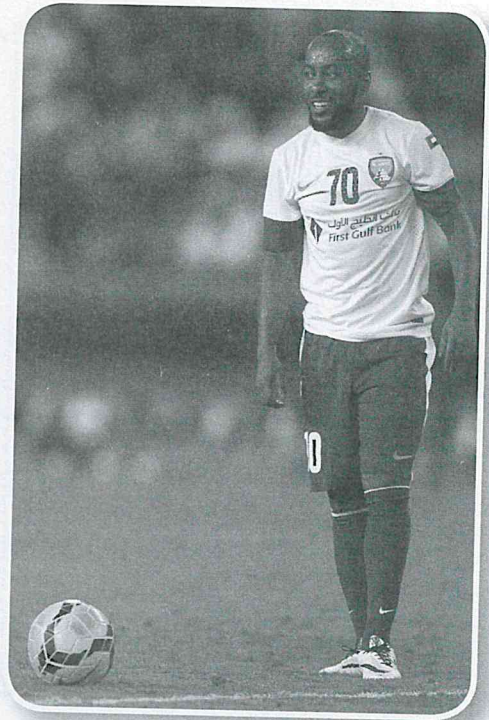
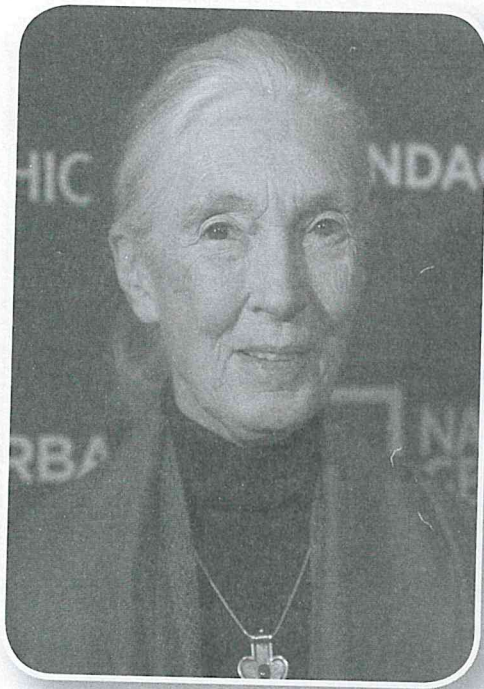
Ahmed, you're Chinese, aren't you?

Jane, you work with gorillas, don't you?

Lesson 6 People I admire

★ 1 Challenge

Look at the pictures below. Do you remember these famous people? Choose one person and write one sentence about him or her.



Lesson 7 My learning

1 Use of English Describing people

Complete these sentences with **must**, **can't**, **might** or **could**.

- 1 I don't know where Hamdan lives but he _____ live near here because he comes to school on foot.
- 2 Did you hear that noise? I think there _____ be a thief downstairs. Call the police!
- 3 It _____ be a thief. All the doors and windows are locked. I think it _____ be the cat.
- 4 Look! There's water on the grass. It _____ be raining outside.
- 5 I have a lot of homework so I _____ be late for our football game.

- 2 Match a sentence in column A with a question tag in column B. Then ask your friend the questions.

A

- 1 You're a student,
- 2 Our teacher speaks English,
- 3 We have homework,
- 4 We didn't go to school last Friday,
- 5 You understand this lesson,

B

- a doesn't she?
- b did we?
- c don't you?
- d aren't you?
- e don't we?

LOOK what I can do!

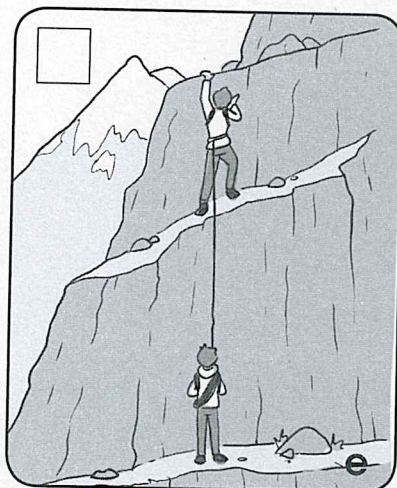
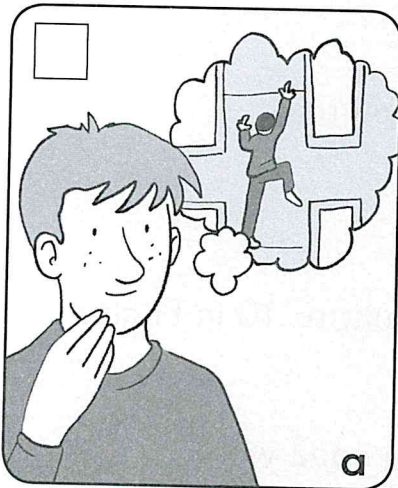
- I can speak about famous people and their jobs.
- I can understand a text about a famous person.
- I can give a presentation about a famous person.
- I can ask questions to check information.

Lesson 8 A short biography

1 Read

Match the sentences to the correct pictures.

- 1 Tom was born on 17th June 1982.
- 2 When he was a child, he dreamed of climbing tall buildings.
- 3 During the summer holidays, he enjoyed climbing with his dad in the mountains.
- 4 When he was ten years old, he joined a climbing club, but one day he fell and broke his ankle.
- 5 Tom was very brave, so by the age of 20 he was climbing very big mountains.
- 6 In 2013, he went to the top of Mount Everest, the highest mountain in the world.



Lesson 9 Look what I've done!

1 Write

Look at the sentences and put them in the right box.

A good thing I've done	Why it was special
a <i>Last week, I helped my friend with her homework.</i>	

- a Last week, I helped my friend with her homework.
- b I helped my mother make a cake.
- c My friend was so happy and this made me happy too.
- d I finished all my homework by myself last night.
- e We made it for my sister's birthday.
- f When I was five years old, I learned how to count to 10 in English.
- g It was the first time I spoke English!
- h It was difficult, but the teacher said it was very good work.

Lesson 10 A great man

1 Word study

Look at the text about Sheikh Zayed in your Learner's Book.
Find words in the text which mean:

- 1 someone who gives to others _____
- 2 a place with sand and camels _____
- 3 wonderful _____
- 4 this tells you what you can or can't do _____

2 Vocabulary

Now complete the gaps with three of these words.

- 1 On a safari, you can see amazing animals like zebras and tigers.
- 2 You can't use your mobile phone in class. That's a _____.
- 3 Sheikh Zayed was a very _____ man.

3 Writing

Complete these sentence about Sheikh Zayed with the linking words **but**, **and**, **so** and **because**.

- 1 Sheikh Zayed worked hard because he wanted to help his people.
- 2 The people were poor _____ he built schools and houses.
- 3 Sheikh Zayed lived in the city _____ he loved life in the desert more.
- 4 Sheikh Zayed protected the desert _____ all the animals that live there.

Lesson 11 *The Ruler and the gardener*

1 Read

Put the paragraphs in the correct order to finish the story. The first one is done for you.

Part 3

- 1 **A** 'Good friend,' said the Ruler, 'did you find something that is not yours?' The gardener put his hand under his coat and pulled out the moneybag. 'Tell us,' said the Ruler to the gardener, 'how did you find that bag?'
- ___ **B** So, the Ruler gave ten gold pieces to the merchant in place of those that were missing. Then he rewarded the gardener with ten more pieces for his honesty. 'Think no more about your **debt**,' the Ruler said.
- ___ **C** The merchant was very sad to hear the gardener's story. 'I know how it feels to be poor. I will give you the ten pieces of gold as a reward.' 'No,' said the Ruler, 'it is for me to **reward** the man.'
- ___ **D** 'Well, then,' said the Ruler, 'why didn't you return it?' The gardener answered, 'I thought of my poor wife and children. So I said to myself, "My Ruler is famous for his kindness to the poor. He will understand." I only **borrowed** ten gold pieces. I am working hard to return this money.'
- ___ **E** The gardener answered, 'I was in my garden when I saw the eagle in the sky, then something fell near a tree. It was a bag full of bright gold pieces. I thought, "This money must be our Ruler's. Some large bird has taken it from him.'"

2 Vocabulary

Find words in the story to match the meanings below.

- 1 _____ a prize
- 2 _____ used something that is not yours for a short time and then returned it
- 3 _____ when you must pay someone back for money they gave you

3 Talk

Describe the Ruler. Why do you think he gave money to the merchant and the gardener?

Lesson 12 My learning

1 Vocabulary

Complete the sentences with the correct word.

caring artist scientist writer business person

- 1 A _____ does a lot of experiments.
- 2 A _____ is good at making up stories.
- 3 An _____ draws pictures and paints.
- 4 A _____ has good ideas for business.
- 5 A nurse is a _____ person.

2 Write

Complete these sentences with your own ideas.

- 1 When I'm older, I want to be _____ **because** _____.
- 2 I don't like _____ **so** _____.
- 3 I think I'm a _____ person **and** I'm also _____.
- 4 I'm good at _____ **but** I'm not very good at _____.

Look what I can do!

- I can write about good things I have done.
- I can talk about myself and good things I have done.
- I can join sentences using linkers.
- I can understand the main idea of a paragraph.

12 Story time

Lesson 1 Treasure

1 Crossword

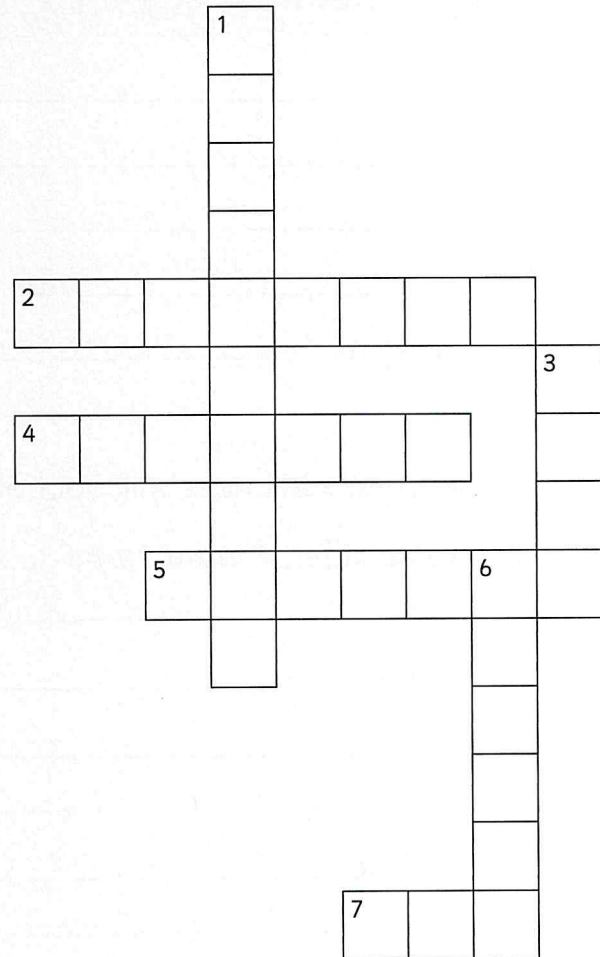
Complete the crossword.

Down ↓

- 1 The people in a story.
- 3 A place with trees and animals.
- 6 The way a story finishes.

Across →

- 2 The old man said to his sons, 'You will find a _____ in this farm.'
- 4 The place where a story happens.
- 5 Something that is difficult.
- 7 To make a hole in the earth.



2 Use of English

Complete the sentences using the linking words in the *Use of English* box.

Use of English

Linking words

Use **if**, **and**, **but**, **so** and **when** to join different parts of a sentence together.

- 1 The man worked hard _____ his sons were lazy.
- 2 The man called his sons _____ he told them there was a treasure.
- 3 The sons would find a treasure _____ they looked for it.
- 4 The sons wanted to find gold and silver _____ they worked for days.
- 5 The sons went to their father _____ they didn't find anything.

Lesson 2 Morals

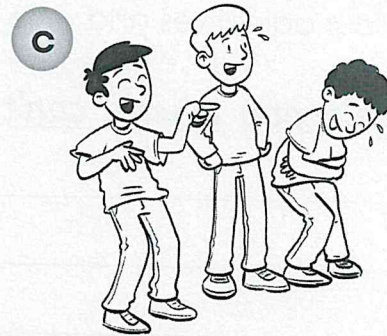
Reading strategy: Finding specific information in the text

Tick the tips that will help you find specific information in a text. Use the tips to read the story.


- a Think about what you think you will find before you read a text.
- b Look for key words in the text.
- c Use your dictionary to check the meaning of the words you don't understand.

1 Read

Read the story about a boy and his friend. Which picture matches the story?



Last week, we went on a school trip. We stopped in a shop to buy snacks, but I had lost my money. The teacher asked the boys if they had found it, but they said no. We all went out and looked for it, but we couldn't find it. Then, Ahmed said he had some money. The teacher said, 'How much money do you have?' Ahmed said, 'Oh, about 20 dirhams.' Then the teacher asked, 'How can you buy a snack for you and your friend with only 20 dirhams?' But Ahmed answered, 'My friend and I will share. My friend will have a snack for ten dirhams and I will have the other ten dirhams.' Ahmed is my very best friend.

2  Answer these questions in your notebook.

1 Why did they stop in a shop?

3 Why didn't the boy have money?

2 What did the teacher ask?

4 How did Ahmed help his friend?

3 What is this story about? Circle the correct answer below.

being sensible

being kind

being honest

Lesson 3 A lesson to remember

1 Word study Prefixes *un-*, *dis-*

Unscramble these negative adjectives.

1 urielyfndn _____

2 nukndi _____

3 nhypuap _____

4 soindeths _____

5 lufpsedtcersi _____

2 Write

Choose four adjectives and write four sentences about you.

I'm unhappy when I can't go out and play. _____

1 _____

2 _____

3 _____

4 _____

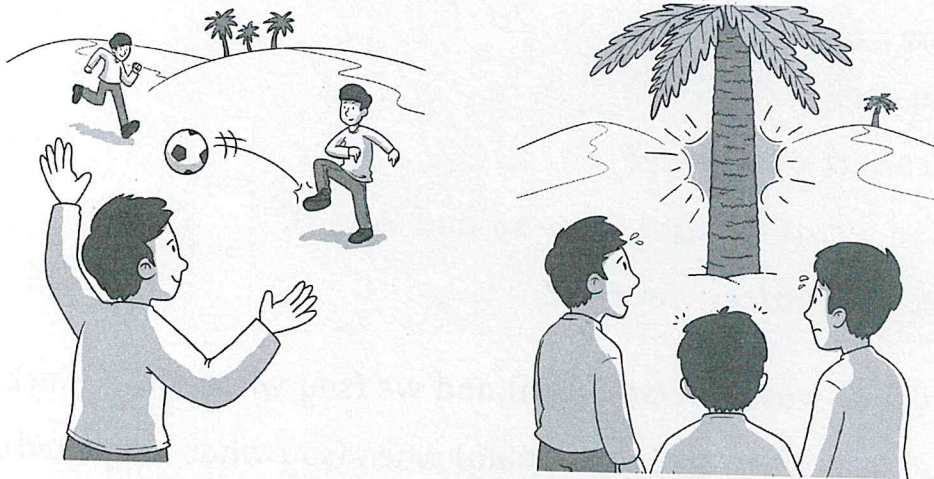
3 Talk

Now tell your friends your sentences. Did you choose the same words?

Lesson 4 Telling a personal story (1)

1 Write

Look at the pictures of a story. Use the words below to write the story. Use the past simple.



1 drive/farm The family drove to their farm.

2 have/picnic _____

3 boys/play football _____

4 they/hear/something in the trees _____

5 they/see/sisters laughing and making the noise _____

Lesson 5 Telling a personal story (2)

1 Use of English

Complete these sentences about the picture story in Lesson 4. Use the correct form of the verb. Use the pictures to help you.

- 1 The children _____ (run) when their mother _____ (call) them for lunch.
- 2 As the boys _____ (play) football they _____ (hear) a noise.

Use of English

Past simple and past continuous

I **was talking** to my sister when we **heard** a noise.

As we **were talking** we saw something **moving** in the sand.

2 Write

Write the story you told in Learner's Book Activity 4 by completing the sentences below. Use your notes to help you. Check your work against the checklist.

My story - checklist

Did you use:

- 1 the correct past tense?
- 2 linking words (**if, and, but, so** and **when**)?
- 3 **first, next, after, finally**?

- 1 One day, I was with (say who) and we (say where you went).
- 2 First, I (say what you were doing) when (say what happened).
- 3 Next, I (say what happened).
- 4 Finally, (say what happened at the end).

Lesson 6 A lesson in life

1 Write

Write a short story called *A lesson in life*.

- Think of ideas and make notes first.
- Decide on your characters.
 - How many characters are there?
 - What are they like?
 - What are they doing?
- Where is the story set? Describe the setting.
- Explain the problem.
- How does the story end?
- Remember to use the words the characters said and useful story expressions.
- Read or show your story to your class – can they guess what the lesson is?

Writing tip

Use punctuation and the words the characters said in a story to make it sound more real. Look at the examples below.

'Listen,' said Amel. 'Can you hear a noise?'

'Mother was so unkind!' cried the boy to his father. 'You were dishonest,' said the boy's father.

'Where can I find some food?' asked Tom.

Lesson 7 My learning

1 Write

Write sentences in the past continuous to explain what you and your family were doing at 8 pm last night.

- 1 At 8 pm last night, I _____ .
- 2 At 8 pm last night, my father/my mother _____ .
- 3 At 8 pm last night, my sister/my brother _____ .
- 4 At 8 pm last night, my _____ .

2 Add **dis-** or **un-** to the words below to make the opposite meaning.

honest kind happy friendly

3 Complete the sentences using the words in Activity 2.

- 1 A _____ person doesn't tell the truth.
- 2 An _____ person is always sad.
- 3 An _____ person is mean to people.
- 4 An _____ person never smiles or says hello.

LOOK what I can do!

- I can understand stories and the lessons they teach us.
- I can tell a story about something that has happened to me.
- I can write a short story with a lesson.
- I can change the meaning of adjectives.

Lesson 8 Postcards

1 Useful language

Put the phrases in the correct box.

Greetings	Message	Sign off
<i>Hi everyone</i>		

~~Hi Everyone~~ See you soon Weather is lovely Best wishes
 Having a great time Love Hotel is fantastic! Lots of love
 Wish you were here Greetings from sunny Oman

2 Write

Imagine you are on holiday with your family. Write a postcard. Here are some questions to help you.

- Who are you writing to?
- What is the place you are staying in like?
- What is the weather like?
- What kind of things have you done or would you like to do?
- Where did you visit?

Write your message on the left side of the card. Write no more than 30 words. Write the address on the right side of the card. Don't forget to write down the country if you are sending it back to the UAE and don't forget to leave space for the stamp.

Lesson 9 *Little by little*

1 Write

Look at the pictures below and complete the story.



Hamdan's Room

Hamdan's room was _____⁽¹⁾. So his mother said, 'You must _____⁽²⁾.' Hamdan didn't know what to do, so he asked his mother, 'But how can I tidy my room? This is a big job!' His mother answered, _____⁽³⁾.

So Hamdan started tidying one corner of the room. It was a long job but he finished after a few hours. When he finished, his mother _____⁽⁴⁾.

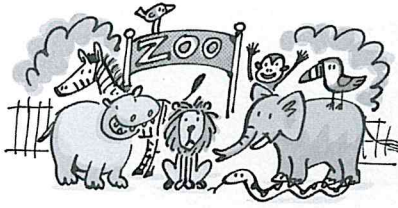
Hamdan was so happy!

Lesson 10 Stars

1 Word study Rhyming words

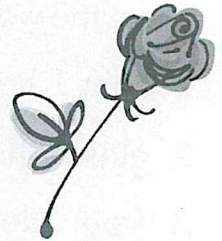
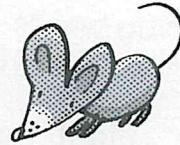
Draw a line between the pictures that rhyme.

1

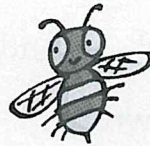
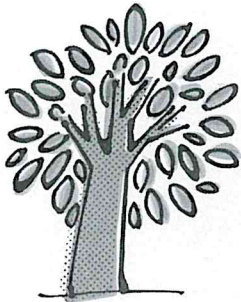


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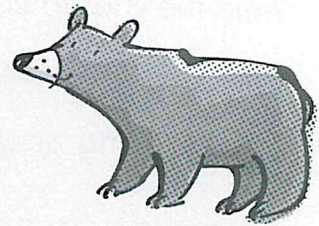
2



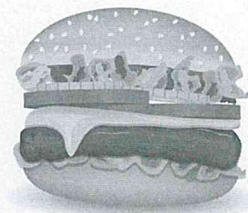
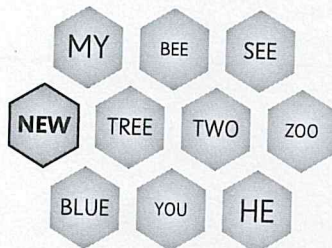
3



4



2 Draw a line to join the rhyming words and help Tom find food! Start from the word **NEW**.



Lesson 11 *The rhyming game*

Language tip

Words rhyme when they have exactly the same ending sound.

red and bed blue and new

Sometimes words sound alike, but they are not true rhymes.

brown and ground hat and mad

1 Word study Rhyming words

Circle the word that does not rhyme with the others.

1 light bright night eight

2 glass flash class grass

3 frog dog fog bag

4 book spook cook took

5 found crowd hound sound

6 coat spoke boat wrote

7 home phone grown bone

2 Write

Write the lines to complete this poem. Use the rhyming words above to help you.

The things I like

I like looking at the sky at **night**,

I like animals like cats and **dogs**,

I like staying home to read a **book**,

Lesson 12 My learning

1 Write

Write three sentences with a pair of rhyming words in each sentence.

A mouse is in my house.

a _____

b _____

c _____

2 Do you remember?

1 Why were Amina and Hafsa unhappy?

2 What did Hamdan do?

3 What lesson did they learn?

L👁👁k what I can do!

- I can listen to and understand words that rhyme.
- I can read, complete and write a poem.
- I can think of and say words that rhyme.
- I can talk about something I did little by little.

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Bridge to Success **5**

Activity Book

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

This book sets out to:

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



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