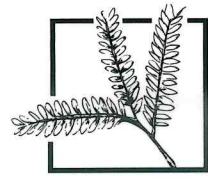




UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



YEAR OF TOLERANCE

Jane Boylan and Claire Medwell

Bridge to Success

Learner's Book

Book **5**

Book **5**
Volume

1 2 **3**



Bridge to Success

Learner's 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.

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves."

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates



Dear Student,

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The graphic is a stylized representation of a computer monitor with a dark grey frame. Inside the frame, there is a QR code in the top left, a circular logo with a stylized 'A' in the top right, and a text area in the center. At the bottom of the frame, there are three icons for Microsoft, the App Store, and Google Play, and a small rainbow-colored bar.

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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

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

Unit 10

All about science

We're going to:

- talk about science
- read and learn about science
- listen to scientists talking about their work

- read instructions and carry out an experiment
- write instructions for an experiment

Lesson 1 Science

1 Talk about it



What is science? Why is science important?

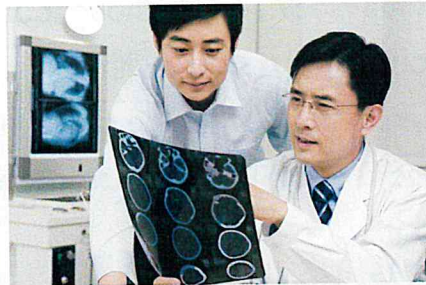
What do you think is the most important scientific discovery?

2 Word study Science



How many of these words can you see in the photos below?

Check the words you don't know in your dictionary.



experiment invention new scientist
discover medicine laboratory

Amazing fact

In 1206, an engineer called Al Jazari invented a water clock that also tracked the movement of the stars. It was the first clock that could be programmed for different actions, a bit like a computer.

56 3 Listen

Listen to a scientist describing his work.

- 1 What does he do?
- 2 Who does he work with?
- 3 What is his favourite part of the job and why?

4 Talk

Which do you think is the most important scientific invention? Why?

the car the telephone medicines

I think that ... is/are important because ...

... is/are more important than ... because ...

Lesson 2 How does science work?

1 Talk

What do you know about what scientists do? Can science be dangerous?

2 Read

Read the text and answer the questions. Were your ideas in Activity 1 correct?

- 1 Where was Benjamin Franklin from?
- 2 What was he interested in?
- 3 Why was his experiment dangerous?

SCIENCE IN HISTORY

Have you seen a storm with thunder and lightning? Storms can be loud and strong.

In 1752, the American scientist Benjamin Franklin tried to find out about electricity. He thought that there was electricity in storms. He wanted to collect the electricity. He thought of an experiment. He wanted to go outside in a storm with a kite. He wanted to fly the kite and see if electricity came down the string. He had an idea! If he tied a metal key to the string, the electricity would come down to it.

Benjamin Franklin did not do his experiment. This is good because it was very dangerous. If lightning hits something, what do you think happens? Lightning is very strong and can make a fire when it hits things.




57 3 Listen

Listen to Dr Snore talking about an experiment in his sleep laboratory. Complete the notes below.

- 1 Dr Snore works in a _____ .
- 2 There are _____ testers in the experiment.
- 3 The testers find it _____ to stay awake.
- 4 The information from the experiment will help _____ .



Lesson 3 The bird call experiment

1 Talk about it  Scientists do experiments to find out how things work. What experiments have you done at school? What did you find out?

2 Listen and watch

Listen carefully as your teacher reads out the instructions and then watch as your teacher follows them.

drinking straws scissors



3 Use of English

You are going to do an experiment based on the demonstration you have just seen. Look at the *Use of English* box and practise asking permission and making offers and requests.

Use of English

When you work as a team, you need to agree on what you will do and check your actions. Use **can** when you ask for **permission**, **offer** to do something or make a **request**.

Permission: **Can I** squash the straw?

Offer: **Can I** help you cut the straw?

Request: **Can you** pass me a straw?

4 Making predictions

In your experiment you will change the length of the straw to see if this changes the sound it makes.

- Discuss whether a shorter straw or a longer straw will make a different noise.
- Write your prediction for the result of the experiment.
- Will the noise be louder or quieter? Will it be higher or lower?
- Use page 114 of your Activity Book to write up your prediction.

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

5 **21st** **AB** **Let's do it!**

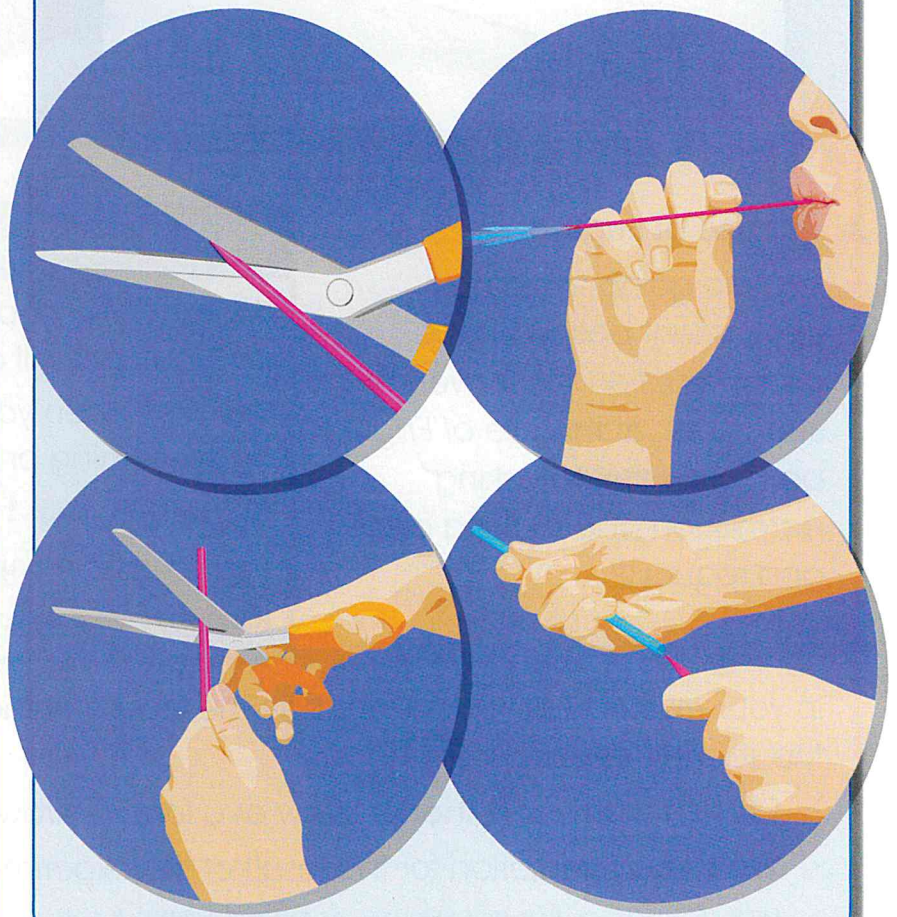
Working as a team, follow the instructions and complete the experiment. Record your findings in your Activity Book. Did everyone get the same results?

Amazing fact


Why does your straw make a noise? You made two points on the end of the straw. When you blow through the straw, the ends move backwards and forwards very fast as the air passes over them. This is called vibration. All sounds are made by vibration.

Think about the sounds other objects make. What is the difference between the noise of a big drum and the noise of a small drum? Use the result of your experiment to help you work it out.

- 1 Take four straws and a pair of scissors.
- 2 Squash the first straw flat. Cut the end into a V shape.
- 3 Put the pointed end into your mouth. Blow as hard as you can. What noise does it make?
- 4 Take the second straw and cut it in half.
- 5 Repeat steps 2 and 3. Does it make a different noise?
- 6 Take straw number 3 and cut the end into a V. Push the flat end of this straw into straw number 4 to make a really long straw.
- 7 Blow as hard as you can. Does it make a different noise?



Lesson 4 A new experiment

- 1 Talk about it**  What did you find out from your experiment in the last lesson?
What else might change the noise the straw makes?



2 21st  **Talk**

You are going to test whether how wide the straw is makes a difference to the noise. Discuss the following.

- What are the things that must remain the same?
- What is the thing that will change?
- What will you be measuring?

3   **Write**

Write the instructions for the new experiment. See Activity Book page 115. Remember to number the stages. Draw pictures to make your instructions clearer.

4 Listen and check

Your teacher will do the experiment following a set of instructions from the class. Listen carefully.

- Is the teacher following the instructions correctly?
- Are the instructions right?
- Check the instructions you wrote. Are they different or the same?
- Did the experiment work?
- What did you find out?

Writing tip

When you write instructions, make your 'doing' words into an order.

Go to the table. ✓

Cut the straw. ✓

Blow hard into the straw. ✓

Not

Went to the table ✗

To cut the straw ✗


Blowing hard into the straw ✗

Language detective

How many sentences with orders can you think of?



Lesson 5 Science in our lives

- 1 Talk about it**  How many scientific discoveries/inventions can you think of? Which one has made the most difference to your life?

Listening strategy: Making connections

We do this when we compare the information we hear with our own lives and culture.

58 2 Listen

Listen to the children talking about the difference science has made to their lives. Complete the table with information you hear.

Name	Most important scientific discovery/invention	Reason
Meera		
Abeer		
Muna		
Ahmed		

3 Present

Choose an item below. Persuade your classmates that this is the most important scientific discovery/invention. Answer the questions to help you and refer to Activity Book page 116. Present your information to the class.

- 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 it more important than the other two inventions?



Modern medicines



Engines for cars and other vehicles



Fridges to keep things cool

Lesson 6 My learning

1 Can you remember?

Choose the correct answers and write in the space.

- 1 My _____ part of the job is helping people.
a favourite b like c prefer
- 2 Lightning can make a _____ when it hits things.
a wind b fire c rain
- 3 Cars are more important _____ phones because they move things and people.
a than b can c when
- 4 Medicines are more important than space travel _____ they can save lives.
a than b because c can
- 5 _____ open that door for me?
a Can you b Can I c Can we
- 6 _____ carry those books for you?
a Can you b Can I c Can not
- 7 _____ eat this apple?
a Can I b Can not c I can
- 8 The door is closing. _____ it open for me.
a Held b Holding c Hold
- 9 To start the experiment, _____ the straw to a point.
a cut b cutting c to cut
- 10 First, _____ the box of straws.
a opened b opening c open



Lesson 7 Great scientists in history

1 Talk about it



Look at the picture below. Do you know who this is?

What did he do? Do you know any famous scientists from history?



2 Read

Read the *Fact file* and check your answers to Activity 1. Then answer the questions below.

- 1 When was Ibn Nafis born?
- 2 What did Ibn Nafis discover?
- 3 Was Ibn Nafis's idea written in the old books?
- 4 How did the other doctors use Ibn Nafis's idea?

Fact file Ibn Nafis

Put your hand on your heart. Can you feel it pumping? Do you know what your heart is pumping around your body? That's right! It is sending blood around your body. Now take a deep breath! How do you do this? That's right! With your lungs. Your lungs and heart work together to send blood and oxygen around your body, to keep you strong and healthy.

Did you know that all this was discovered by a doctor called Ibn Nafis over 800 years ago? Ibn Nafis was born near Damascus, in 1210. He discovered how the heart pumped blood to the lungs, then around the rest of the body. At that time, other doctors didn't know this. They believed the information they read in very old books. Ibn Nafis taught them new ideas. They were amazed by the new information, and they used it to treat their patients better.



Language detective

Who, which and that

Who, which and **that** give us important information about a thing or person. We use **who** or **that** to talk about people: ... *and scientists who think about how the world ...*

We use **that** or **which** to talk about things: *The book that Ibn Nafis wrote ...*

3 Use of English

Look at the *Language detective* box and match the sentence halves.

- | | |
|------------------------------------|--------------------------------------|
| 1 Ibn Nafis was a doctor | a which is pumping blood. |
| 2 Feel your heart, | b who discovered something new. |
| 3 Ibn Nafis was born in Damascus, | c that were written a long time ago. |
| 4 The information was not in books | d which is in Syria. |

Lesson 8 Ibn Nafis

1 Read

Read some more about Ibn Nafis and answer the questions.

- 1 What did he like doing?
- 2 What did he write about?

Ibn Nafis loved to write about what he had discovered. He would ask his students to get more and more pens, so that he never had to stop writing. There were piles of pens everywhere in his house! He wrote about how the heart and lungs worked together to send blood and oxygen round the body.

Vocabulary

discover: find

heart: pumps blood around your body

lungs: take in air when you breathe

oxygen: gas in the air that we need to live

Reading strategy:

Pictures in your mind

When we read a text, we create pictures in our minds. This helps us to understand what we are reading.

2 Read

Read the text again. Close your eyes and imagine you are at Ibn Nafis's house. What can you see?

Now use the picture in your mind to help you answer the questions.

- 1 Are you inside or outside?
- 2 Are there many people?
- 3 Describe what the most important person is doing.
- 4 Is anyone else around? Who? What are they doing?

3 Write

Your teacher will give you a picture. Look at it carefully.

Write about what you see.

Ask yourself the questions from Activity 2. Include the answers in your writing.

Lesson 9 Different types of science

1 Read

Read about different types of scientists.
Which one do you think is the most interesting?



microscope

SCIENTISTS

Did you know that there are hundreds of different types of scientists? Some work in a laboratory, and others work outdoors or in an office.

Engineers

Some scientists are **engineers**. They work out how to build things we need. Sometimes they study big things like roads, bridges or buildings. Sometimes they study smaller things like machines for a doctor to use. They may **also** study something so small you can't see it without a microscope.

Plant scientists

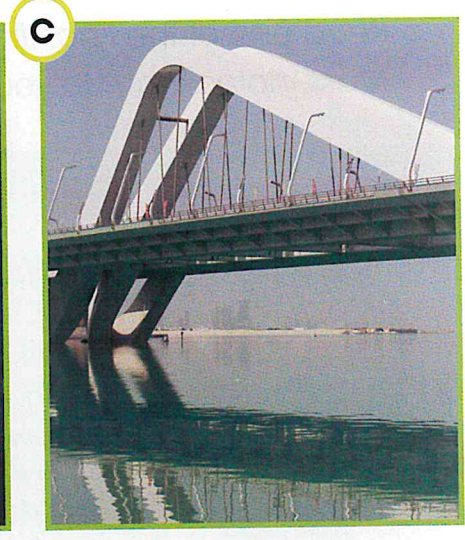
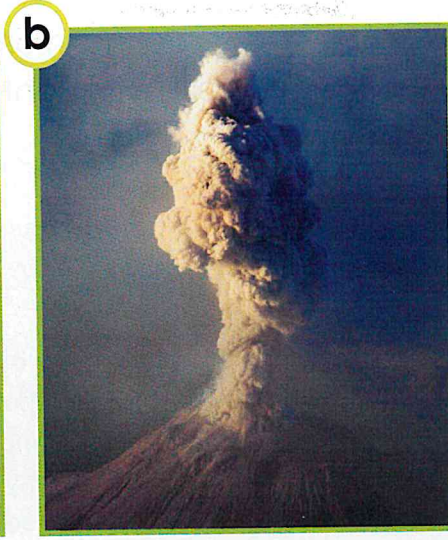
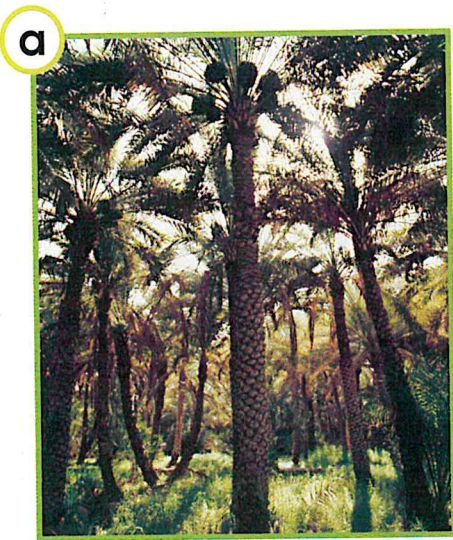
Some scientists work with **plants**. They spend time outside working with plants, seeing how they grow. Sometimes they are in a laboratory **too**. They might look at parts of the plant with a microscope, or work in a team with other kinds of scientists to look at insects that eat plants, or how the weather affects their plants.

Earth scientists

Some scientists study the **earth**. They try to find out more about earthquakes or volcanoes and why they happen. They might spend time outside looking at the shape of hills or collecting rocks. They might spend some time at a computer **as well**, trying to work out when earthquakes will happen or how big they will be.

2 Write

Match the pictures to the text. Write the type of scientist below each picture.



Use of English

Adding information

Use **both**, **and**, **as well**, **too** and **also** to add information.

*I work in Science to help people **and** to find out new things **as well**.*

*At school I enjoy **both** Science and English **too**.*

*Science is important for businesses and **also** a way to work with other countries.*

Use **but** to add contrasting information.

*I don't enjoy History lessons, **but** I like English.*

3 Write

Circle the correct word.

- 1 Scientists work in laboratories, hospitals and offices **but/too**.
- 2 Engineers build **both/as well** very small things and very large things.
- 3 Scientists use lots of equipment and might **as well/also** need to use a microscope.
- 4 Plant scientists work outdoors and in a laboratory **both/as well**.
- 5 Plant scientists might work in a team with other types of scientists studying insects **and/but** weather.
- 6 Earth scientists work outside, **but/both** they often work in an office **too/and**.

Lesson 10 Great scientists today

1 Read, write and talk

Read one of the *Fact files* below and share the information with your group. Make notes. Who do you think is the most important scientist?

Fact file 1

Doctor Shinya Yamanaka



Doctor Yamanaka is from Japan. He is a doctor of medicine as well as a scientist.

He studies the body, which is made up of millions of tiny things called cells. Doctor Yamanaka's work looks at types of cells in the body that can change what they do. These cells can change from being skin cells on your arm to cells that make up your heart, or any other part of your body.

In 2012 he won the Nobel Prize for Medicine.

Dr Yamanaka's research could help people in the future who are sick or hurt.

Fact file 2

Doctor Anita Sengupta



Doctor Sengupta is from America. She is a space scientist and engineer at NASA, in America.

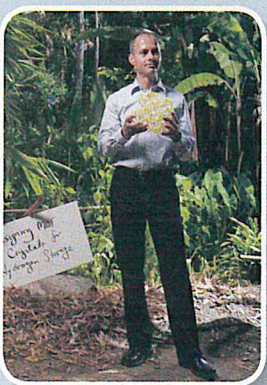
She makes engines for spaceships and works on how to help spaceships get down out of space. She made a parachute to help a robot stop on Mars.

In 2006 she won a prize for Woman Engineer of the Year.

Dr Sengupta's work could help to make space travel easier.

Fact file 3

Professor Omar M Yaghi

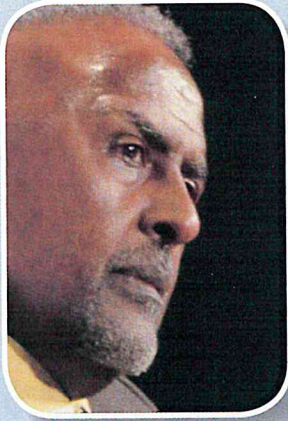


Professor Yaghi is from Jordan. He studies Chemistry and is interested in how different chemicals work.

He puts chemicals together so they can work like a net to catch gases. His net can work in a very small space. The net can catch bad gases that make global warming happen, so they are not left in the air. Soon, he hopes that the nets will not just hold the gas, but change it into a different gas. We could use the new gas to make electricity or drive cars.

He has won many prizes, including the King Faisal International Prize for Science in 2015.

Professor Yaghi's work could make fuel that is cheap and clean.

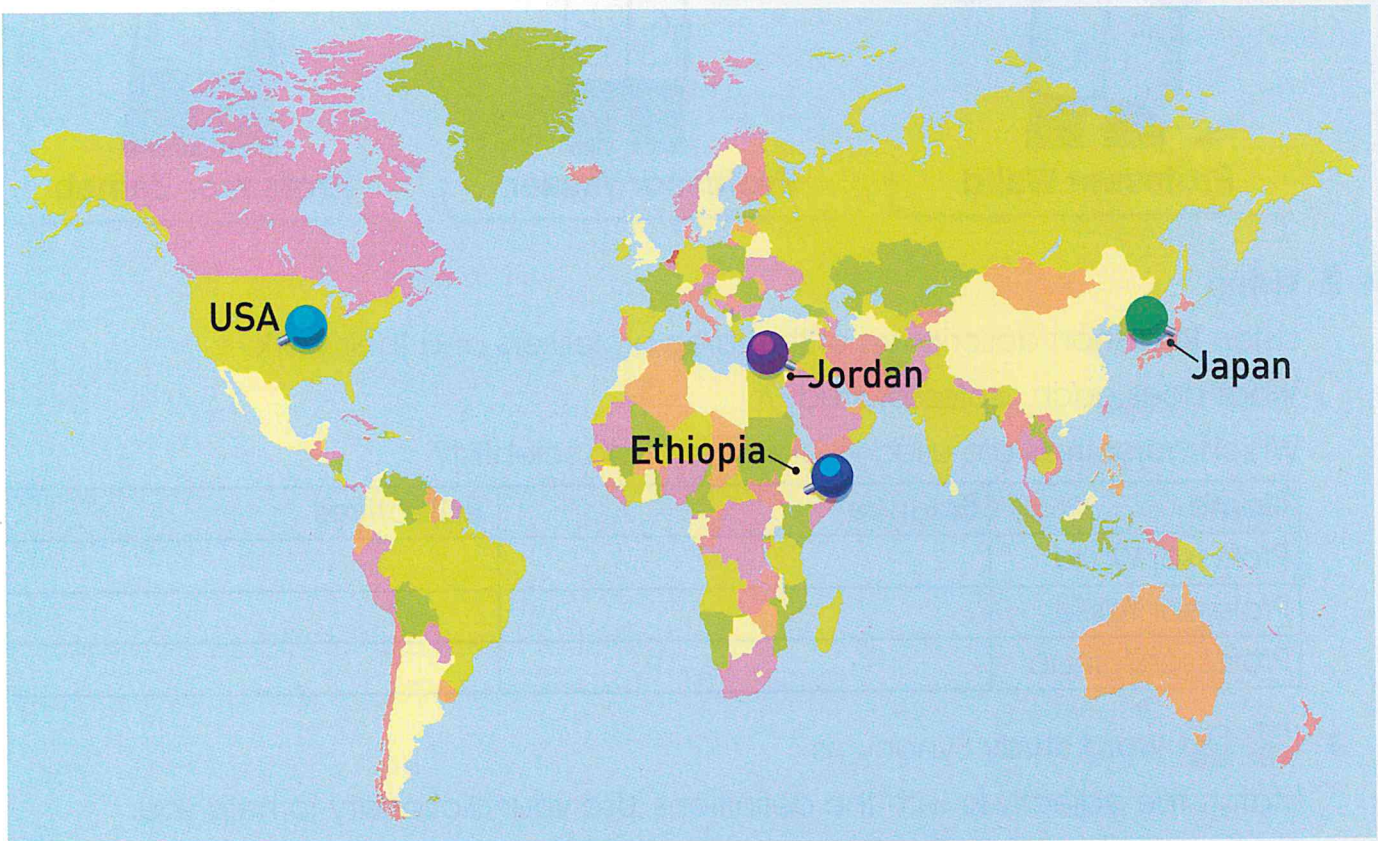


Professor Ejeta is from Ethiopia. He is a food scientist.

He works on food plants that can grow with very little water. He has worked to grow new types of the sorghum plant that people use for food in Africa, Asia and Central America. His plants can grow around the world where there is very little rain. He also works on plants that can live in the cold and plants that don't get eaten by insects.

He has won many prizes, including the 2009 World Food Prize.

Professor Ejeta's work could mean that we can still grow plants for food if global warming changes the weather.



Vocabulary

cells: all living things are made of these


parachute: a large piece of cloth which is used to slow the fall of an object from a great height

global warming: the world getting hotter because of how much energy people use

fuel: what we use to make the energy that makes things work, for example cars use petrol and lights use electricity as fuel

chemical: what scientists call the different things that make up the world around us

Lesson 11 Describing scientists

- 1 Talk about it**  What kind of science do you think these scientists do?
Can you describe how they look?



Professor Walid



Professor Yasser



Professor Zainab

59 2 Listen

Listen to a short description of the three professors and their work.

What does each professor study?

Which adjectives are used to describe each scientist?

Name	Science	Adjectives
Professor Walid		
Professor Yasser		
Professor Zainab		

3   **Word study** Synonyms

Match the adjectives with the definitions. Use your dictionary to help you.

- | | |
|-----------|---------------------------|
| 1 clever | a strong |
| 2 grumpy | b someone who cries a lot |
| 3 jolly | c intelligent |
| 4 tough | d not polite |
| 5 lazy | e bad-tempered |
| 6 anxious | f good-humoured |
| 7 weepy | g not hard-working |
| 8 rude | h worried/nervous |

Speaking tip

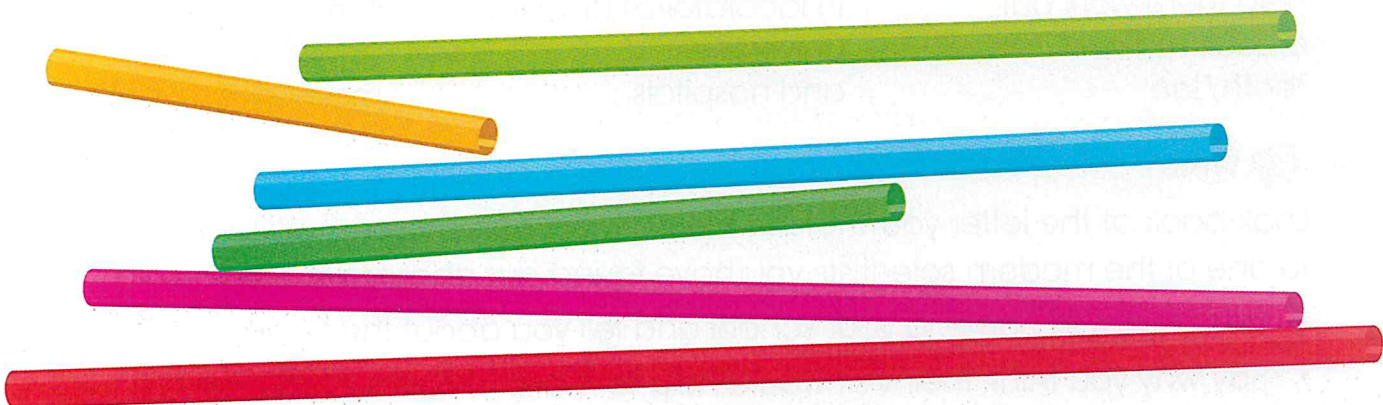
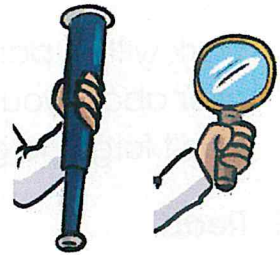
Remember to use adjectives to describe a person. Think about how the person looks as well as how they might behave.

Lesson 12 My learning

1 Can you remember?

Choose the correct answers and write in the space.

- Ibn Nafis is the scientist _____ discovered how the heart and lungs work together.
a who **b** which **c** how
- Ibn Nafis wrote many books _____ were read by scientists around the world.
a who **b** which **c** when
- To visualise what you are reading, create a _____ in your mind.
a picture **b** story **c** space
- To start a letter, use the greeting '_____'.
a Yours **b** Dear **c** From
- To end a letter, use a farewell, such as '_____ sincerely'.
a To **b** Yours **c** From
- I enjoy learning about _____ scientists and explorers.
a also **b** too **c** both
- As well as our English lessons, we _____ have lessons in Science and Maths.
a and **b** too **c** also
- The scientist is _____. She is at the laboratory from early morning to late at night.
a lazy **b** hard-working **c** rude
- The footballer is _____. He trains hard, lifting heavy weights and running.
a weak **b** tough **c** calm
- The teacher is never cross with us. She is always _____.
a cheerful **b** grumpy **c** tough



Lesson 13 Review

60 1 Listen

Listen to two boys talking to their Science teacher. Who makes a request? Who makes an offer? Who asks permission? Tick (✓) the correct column in the table.

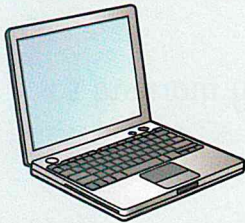
	Offer	Request	Permission
Mr Alhamli			
Hassan			
Faisal			

2 Talk

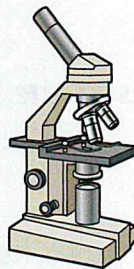
Work with a partner. Use an object on your desk. Make a request and an offer about your object. Ask permission to do something with your object. Don't forget to give an answer.

3 Read

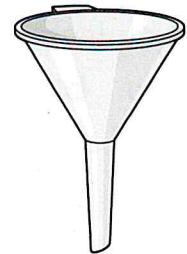
Read about the different equipment used in a laboratory and choose the correct word.



Scientists use computers in offices ¹**and/both** laboratories. They can use them to collect information and to help them work out difficult maths ²**both/too**.



The microscope is used by many different types of scientists. It is ³**also/too** used in laboratories in schools, universities and hospitals.



Funnels are used in many experiments to pour liquids ⁴**and/too** things like sand from big containers into small containers. Some funnels are marked so you can measure a liquid ⁵**and/but** other funnels have no marks for measuring.

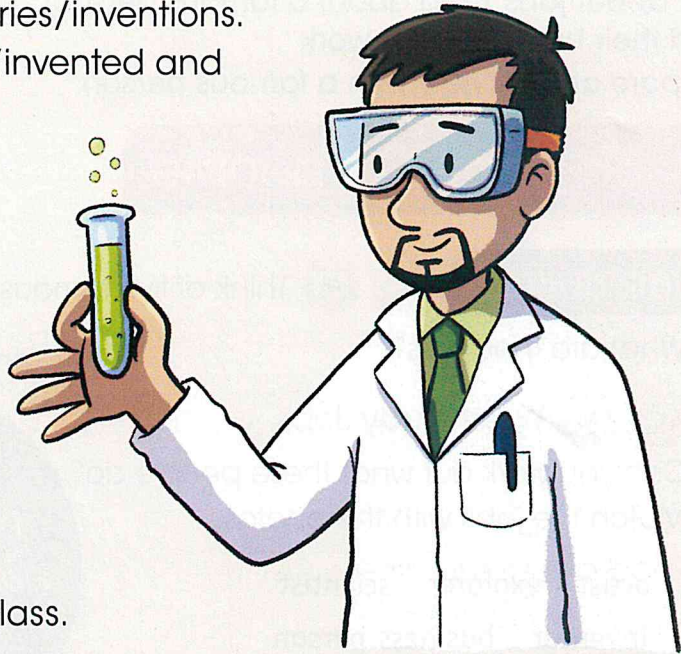
4 Write

Look back at the letter you wrote in the Activity Book, Lesson 8. Write a letter to one of the modern scientists you have found out about in this unit.

- Invite them to come to your school and tell you about their work.
- Say why you think their visit would help to make children in your school excited about science.

1 Find out about a scientist

- 1 Choose a scientist from the past or present.
- 2 Find out about their discoveries/inventions. What have they discovered/invented and why is it important?
- 3 Find out about their life. Where and when were they born? Did anything interesting happen to them?
- 4 Plan a presentation. Choose or draw pictures for your presentation.
- 5 Present your project to the class.



2 Do an experiment

- 1 Choose an experiment. Your teacher will give you the instructions.
- 2 Decide what you think will happen in the experiment, then carry it out.
- 3 For each stage, draw a picture of what you do. Make a note about whether the instructions are clear.
- 4 Record your results and write what you discovered. What was your prediction? What was the result? Were they the same? What went well in the experiment? What didn't go so well?
- 5 Present your findings to the class.



Unit 11

Famous people

We're going to:

talk about jobs, read about a famous person and their humanitarian work
prepare an interview with a famous person

write a biography
understand an extract from a novel
talk about qualities people have

Lesson 1 Special people

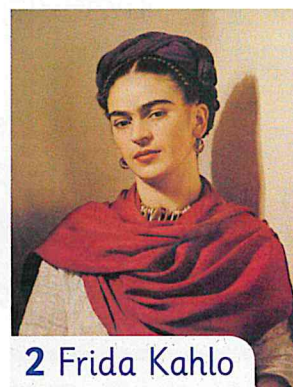
1 Talk about it



Think of five famous people in your country.

What are their jobs?

1 Alexander Graham Bell



2 Frida Kahlo

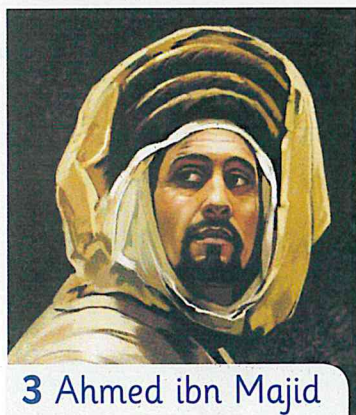
2



Word study Jobs

Can you work out what these people do?
Match the jobs with the photos.

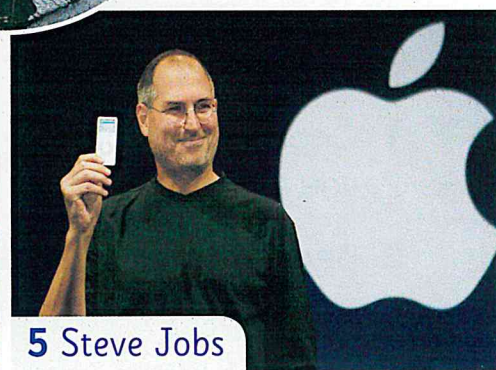
artist explorer scientist
inventor business person



3 Ahmed ibn Majid



4 Marie Curie



5 Steve Jobs

61 3 Listen

Listen and check your answers.

61 4



Listen again. When was each person born and where are they from?

5



Word study Personal qualities

Check the meaning of the words below in your dictionary.

What words describe the people in the photos from Activity 2?

brave kind caring intelligent fun creative

Lesson 2 Special jobs

1 Talk

Talk about the people in the photos. What jobs do you think they do?
Use the words in the box below.

writer film director mountain climber



Ed Viesturs



Hayao Miyazaki



JK Rowling

2 Look at the *Use of English* box. Match the sentences that have the same meanings.

- 1 She can't be a writer. **a** I'm sure she is a writer.
2 She must be a writer. **b** I'm sure she is not a writer.

Use of English

When we are not sure about something, we can use **could** and **might**.

62 3 Listen

Listen and check your answers. Complete these notes for each person in your notebook.

Name: _____

From: _____

Birth date: _____

Job: _____

Lesson 3 Famous people and their work

1 Talk about it



Can you think of famous people who help others?

Who is the person below? How do you think he helps people?

2 Read

Read and check your answers to Activity 1.

- 1 HH Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum is the Crown Prince of Dubai. Sheikh Hamdan loves horses, camels, cars and travelling. Everyone calls him Fazza and he uses this name when he writes his poetry. He is very famous and he wants people to be happy when they read his poems.
- 2 Sheikh Hamdan was born on 14th November 1982 and he is the son of Sheikh Mohammed bin Rashid Al Maktoum and Sheikha Hind bint Maktoum bin Juma Al Maktoum. He is the second son of their 12 children.
- 3 Sheikh Hamdan went to school in Dubai. He also studied in the United Kingdom. He learned that good friends and hard work are important.
- 4 Sheikh Hamdan does many great things for the UAE. In July 2009, he became president of the Hamdan bin Mohammed e-university. He also went to the top floor of the Burj Khalifa with the Emirati flag when the UAE won World Expo 2020.



Reading strategy: Matching headings to paragraphs

This helps us to understand the main idea of each paragraph.

- 3 Read the text again. Think about what each paragraph is about, then match the headings below with paragraphs 1–4.

About Sheikh Hamdan Good things he has done School life Family life

- 4 Choose the best answer.

1 What does Fazza write?

- a books
- b poems
- c stories

2 How many brothers and sisters does he have?

- a 10
- b 11
- c 12

3 Where did he study?

- a In the UAE and the UK.
- b In the UAE and the USA.
- c In the UK and the USA.

4 Why did he have an Emirati flag on the top floor of Burj Khalifa?

- a Because it was National Day.
- b Because the UAE won Expo 2020.
- c Because he became president of a university.

5 Talk

Talk about the questions in groups.

- 1 What do you think about HH Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum? What sort of person is he?
- 2 Do you know any other famous people who help others?

Lesson 6 People I admire

1 Can you remember?

How can you make your presentations more interesting?

2 Present it!

Write a presentation about one of the people below. Use the notes for each person to help you, and the adjectives from previous lessons to make your presentation more interesting.

Name: HH Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum

Born: The UAE, 1982

Family: Son of Sheikh Mohammed bin Rashid Al Maktoum

Character: Hard-working

What does he do?: President of the Hamdan bin Mohammed e-university



Name: Sheikha Fatima bint Mubarak

Born: Al Ain

Family: Married to Sheikh Zayed bin Sultan Al Nahyan

Character: Caring, generous, positive

What does she do?: She is called Mother of Sheikhs and Mother of the UAE, or Mother of the Nation



Name: Jane Goodall

Born: England, 1934

Family: Has a sister called Judith

Character: Loves animals

What does she do?: Discovered interesting things about chimpanzees



Lesson 7 My learning

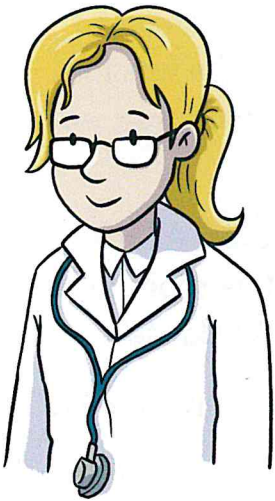
1 Can you remember?

Match these words with their definitions.

- | | |
|---------------|--|
| 1 brave | a someone who has new and interesting ideas |
| 2 caring | b someone who is not afraid of dangerous or difficult things |
| 3 intelligent | c when you have a good time |
| 4 fun | d a person who likes to help others |
| 5 creative | e someone who can learn and understand things easily |

2 Write sentences about the people in the images below using these words.

brave caring intelligent creative



Lesson 8 A short biography

1 Talk about it



Look at the photos. What do you know about Felix Baumgartner?

What was the special thing he did? Why is he called 'Fearless Felix'?

2 Read

Read and check your answers to Activity 1.



'Fearless Felix'

- 1 Have you ever dreamed of going to outer space? Have you ever dreamed of jumping out of a rocket 39 045 metres above Earth? Well, on 14th October 2012, that's what Felix Baumgartner did!
- 2 Felix was born in Austria on 20th April 1969. When he was little, he dreamed about flying **and** wanted to be a skydiver when he grew up. When he was five years old he drew a picture for his mum. He wanted his dream to come true, **so** he trained to be a skydiver and helicopter pilot.
- 3 Felix's jump from outer space was the highest and fastest skydive ever! At one point, **because** he was falling too quickly, he began to spin, **but** he soon slowed down. Felix spent five years training for the jump, so he knew all the dangers.
- 4 I think Felix is very brave; he believes in himself **and** has no fear. I'd like to be a skydiver like Felix one day.



3 Match paragraphs 1–4 with the words below.

- a an amazing thing he has done
- b childhood
- c questions to get you thinking
- d the writer's opinion of this person

4 Complete the sentences with one of the linking words from the *Writing tip*.

- 1 I learned to ride a bike quickly ____ my dad helped me.
- 2 My sister studied hard, ____ she got really good marks.
- 3 I passed my maths test, ____ I didn't pass my geography test!
- 4 I can swim ____ I can also ride a bicycle.

Writing tip

Linking words

Use **so**, **and**, **but** and **because** to link parts of sentences in short texts.

Lesson 9 Look what I've done!

1   **Talk** Look what I've done!

Think of a good thing you have done. Tell your partner why it was special.

I won a prize for swimming 50 metres. It was special because I was scared of water before.

2  **Write**

Make notes about the good things you have done. Use the table below.

A good thing I have done	Why it was special
1	
2	
3	

3  **Challenge** About me

Write your own short biography. Use the notes you have made in the table to help you. Remember to use linking words to join your ideas.

Lesson 10 A great man

1 Talk about it



Imagine you could meet any important person.

Who would you like to meet? What would you ask them?

2 Read

Read the biography about this great man. Choose the best answer to fill the gaps. The first one is done as an example.

- | | | |
|-------------------|------------|------------|
| 1 a time | b generous | c fun |
| 2 a country | b man | c kind |
| 3 a mountains | b desert | c city |
| 4 a fun | b surprise | c amazing |
| 5 a when | b ago | c old |
| 6 a wild | b brave | c animals |
| 7 a presentations | b crickets | c rules |
| 8 a friend | b kind | c fearless |

Language tip

What kind of word is missing? Is it a noun, an adjective, a verb?

This great man gave his life to his people and his country. He worked hard and he was very _____⁽¹⁾.
He helped to make the UAE a great _____⁽²⁾.

This great man was born in 1918 in Abu Dhabi and was the youngest of four sons. When he was born, the people were very poor. For many years, he lived in the _____⁽³⁾. He spent time with Bedouins to learn about how they lived.

During his life, he did _____⁽⁴⁾ things for the people and became an example for everyone.
_____⁽⁵⁾ he became Ruler of Abu Dhabi, he built schools, houses, hospitals and roads.

He protected the desert and the _____⁽⁶⁾ that live there. This great man didn't like hard _____⁽⁷⁾.
He said, 'A good Muslim is a _____⁽⁸⁾ to everyone because Islam is about peace.'

3 Talk Discussion

Can you guess who this great man is?

Tell your friend three things that you have learned about this great man.

You can make notes first.

1
2
3

Lesson 11 The Ruler and the gardener

1 Talk about it



Imagine a ruler. What qualities does a good ruler have?

What would you ask him/her?

2 Listen

Listen to the story *The Ruler and the gardener* by James Baldwin.

Are the sentences true or false?

PART 1

One hot summer day, a **merchant** was walking down a country road when he came to a river. He thought, 'Why don't I cool myself in the water?' So he put his bag of money on top of some rocks and jumped into the water. How cool it was!



Suddenly he heard a noise behind him. He turned quickly and saw an **eagle** flying into the air with his moneybag in its **claws**. The bird probably thought the bag was something good to eat.

The merchant shouted. He jumped out of the water and shouted again. But the great bird was high in the air and flying towards the far away Black Mountains with all his money.

True or false?

- a The merchant went swimming.
- b The eagle ate the money.
- c The mountains were not near.



PART 2

After some time, the merchant went to the Ruler of the land because everyone loved him. 'O Ruler,' he said, 'I am so poor and I have lost all my money.' Then the merchant told him about the eagle flying to the Black Mountains with his moneybag.

So the Ruler asked all the men who lived in the Black Mountains, 'Do you know any person who was poor but who suddenly became rich?'

The men said that there was a gardener who was so poor that he had no clothes for his back or food for his family. But then one day everything changed for him and now he and his family dressed well and they had good food to eat.

The Ruler called the gardener and the merchant to his **palace** the next day.

True or false?

- a The merchant went to the Ruler the next day.
- b The merchant had no money.
- c The Ruler went to see the gardener.

3 Vocabulary

Find words in the story to match the meanings below.

- a _____ a man who buys and sells things
- b _____ a place where rulers live
- c _____ a large bird that lives in the mountains
- d _____ the feet of a bird



Lesson 12 My learning

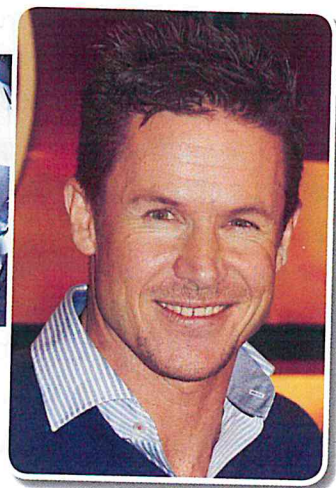
1 Can you remember?

Think of three famous jobs and the name of a famous person as an example for each one.

JOB	FAMOUS PERSON

2 Write

Write down three facts you can remember about Fearless Felix. Compare with a partner.



3 Complete these sentences with the linking words in the box.

because but so and

- 1 When I'm older, I want to become a doctor _____ I like caring for people.
- 2 I didn't know how to swim _____ my father taught me.
- 3 I tried to learn Chinese _____ it was too difficult.
- 4 Fearless Felix believes in himself _____ has no fear.

4 Talk

Talk about which of these activities you'd like to do or wouldn't like to do. Give reasons.

skydive climb a mountain sail around the world

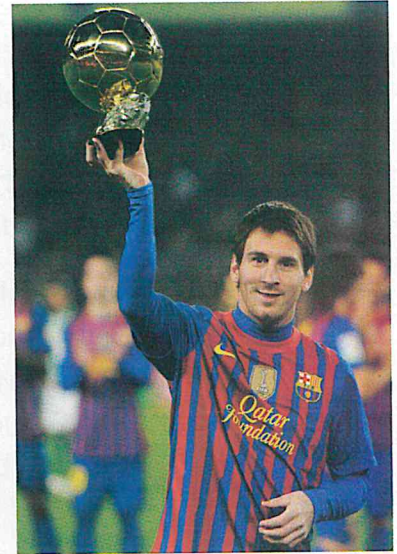
Lesson 13 Review

1 Read

Match the headings to paragraphs A-D in the biography of Lionel Messi.

- _____ When he was a child _____ Good things he's done
_____ Leo and football _____ About 'Leo' Messi

- A** Messi is a famous footballer. He was born in Argentina in 1987. His name is Lionel Andrés, but everyone calls him 'Leo'.
- B** When Leo was 11, the doctors said he had an illness so he was much smaller than other children. Young Leo went to Spain with his father because the doctors there helped him get better.
- C** Messi plays for FC Barcelona and he is also the captain of Argentina's football team. Many people think he is the best football player in the world.
- D** Messi helps poor children. He gives a lot of money to open schools and hospitals so these children can study and see doctors if they are ill.



2 Write

Write a few sentences saying what you think about Leo Messi. Remember to use adjectives to make your description more interesting.

3 Use of English

Complete the sentences with a linking word from the box.

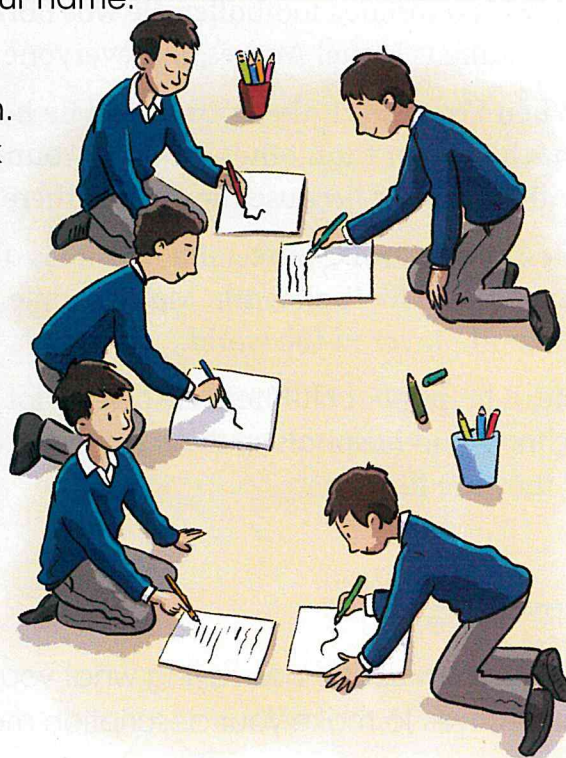
because but so and

- Ahmed loved to climb, _____ he went to the mountains every weekend.
 - Ahmed worked hard _____ he wanted to be a famous mountain climber.
 - He was always careful, _____ one day he fell.
 - His dream is to climb Mount Everest _____ go to the top of the highest mountain of the world.
- 4** Circle the correct answer.
- He works in a hospital. He **can't/must** be a doctor.
 - She's always playing music. She **might/mustn't** be a composer.
 - Sheikha Fatima is from the UAE, **isn't/doesn't** she?
 - You don't speak Chinese, **don't/do** you?
 - We've finished this lesson, **don't/haven't** we?

Lessons 14–15 Choose a project

1 Special people

- 1 First, organise yourselves into groups of four or five.
- 2 Write every person's name on a separate piece of paper and put these papers in a bag. Draw out a name, but put the paper back in the bag if it's your name.
- 3 Don't tell the others the name on your piece of paper. Think about this person. Think about why they are special. Think about the personal qualities they have.
- 4 Write the qualities this person has on your poster and why they are special. For example, *My special person is caring and kind*. Don't write the name of the person, but if you want to, you can also draw the person.
- 5 Present this person to the group. Point to the personal qualities you have written, as you tell your group why this person is special. Can the group guess who this special person is?



2 Interview with a famous person

- 1 First, organise yourselves into groups of four or five.
- 2 Next, decide on a famous person from your country that you will interview.
- 3 With your group, write 3–5 questions you will ask in your interview. For example, *Where were you born? What good things have you done?*
- 4 Find the answers to your questions on the Internet or in the library.
- 5 Decide who will be the famous person in your group and who will ask the questions. Practise the interview so each interviewer asks one question.
- 6 Finally, act out the interview in front of your class.

We're going to:

listen to stories with a moral
describe characters in a story
tell a story about something that happened

read and understand simple stories
with a moral
write a short story
read a poem and use rhyming words

Lesson 1 Treasure**67 1 Listen and read**

Listen and complete the story notes.

Part 1

There once was a man who had a farm **and** two sons.

The man worked all day, **but** his sons were lazy and never helped their father.

When he saw all his beautiful trees dying because no-one was taking care of them, he called his sons.

'My sons,' said the man 'I am old. My farm is now yours.

'Remember this: you will find a treasure in this farm **if** you look very hard.'

1 The story has three characters:

_____.

2 The setting is _____.

Part 2

The sons thought, 'The treasure must be gold! **If** we dig the land, we'll surely find it!' **So** they worked on the farm for days and days, looking for the treasure, **but** they found nothing.

The sons dug the land, and turned the soil, and the trees grew strong and beautiful. After a month of hard work, they went to their father.

'We have looked everywhere, **but** haven't found any treasure.'

'My sons,' said the father, 'look at the farm. Can you see how beautiful the trees are after all your hard work? That is your treasure!'

3 The problem is _____.

4 The ending is _____.

2  **Talk**

Talk about the story by completing the sentences below.

1 The man had two sons and _____.

2 He called his sons when _____.

3 He told his sons there was a treasure if _____.

4 The sons looked for days but _____.

5 They didn't find the treasure so _____.

Use of English

Use the linking words **if**, **and**, **but**, **so** and **when** to join different parts of a sentence together. Find the linking words in blue in the text and notice how they are used.

Lesson 2 Morals

1 Talk about it Do you know any stories with a moral?

What is the story about? What is the moral?

Reading strategy

Ask yourself what you think you will find before you read a text.

Vocabulary

moral: When a story teaches us a lesson, we say the story has a moral.

2 Read

You are going to read a story about two students. Look at the picture. Write three things you think you will find in the story.

3 Read and check if your ideas are correct. Discuss with a partner.

One Saturday, Ali was playing outside. He saw his friend Saif sitting in his garden, reading his school books.

'Don't study all day. Come and play with me,' said Ali. 'Let's have fun together.'

'I must study so I'm ready for the test next week,' said Saif. 'You should do the same and be more sensible.'

'Don't worry about school, it's still very far away,' said Ali, laughing at him. But his friend continued to study.

The day before the test, Ali went to Saif's house and said, 'Please, please help me prepare for the test. I don't understand anything!'

'You didn't listen to me, and now you have problems. I told you so!' said Saif.



4 Read the story again and choose the correct answer.

- 1 Saif says, 'You should be more sensible.' This means:
- a you should have more fun
 - b you should be happier
 - c you should do the right thing.

- 2 Choose the moral of the story.
- a Give your friends your books.
 - b It is best to be ready for the future.
 - c Don't study on Saturdays.

5 Role-play

Work with a partner. One of you is Ali and one of you is Saif. Act out the story.

Lesson 3 A lesson to remember

1 Talk about it



Do you like to play tricks on people? What tricks do you play?

2 Read the text. What is the moral of the story?

- a Be sensible. b Be honest. c Be kind.

Once there was a young boy called Hamad, who didn't like going to school. He didn't like working hard, so he thought of a trick. 'Mum, I feel so sick! I can't go to school!' So his mother put him in bed, and looked after him. This made the boy **happy**, so a few days later, he tried the same trick again. Once again, his mother put him in bed, and looked after him.

But a week later, Hamad woke up with a headache and a bad stomach. 'Mum, I feel so sick! I can't go to school!'

'Mmm, I don't think so!' said his mother. She thought he was playing a trick, so she sent him to school, and told his father.

The boy went to his father and said, 'Dad, Mum was so **unkind**! I was sick today, and she didn't believe me!'

His father answered, 'Hamad, no-one believes someone who is **dishonest**, even when he is telling the truth.'

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

- 1 Hamad didn't like going to school. 3 A week later, Hamad was ill.
2 Hamad worked hard all day. 4 His mother was unkind.

4 **AB** **Word study** Prefixes *un-*, *dis-*

Look at the words in blue in the story. Use your dictionary to find out how to make the opposite meaning of the adjectives below by adding the correct prefix.

- 1 Ali was very ____ happy because he wasn't ready for the test.
2 Hamad said his mother was ____ kind.
3 Hamad was ____ honest. He lied to his mother when he said he was ill.

5 **AB** Write the correct prefixes with the words below.

1 respectful

2 friendly

3 kind

4 happy

5 honest

Tell your story to your friends using your answers to the questions above to help you. Remember to use the past continuous and past simple.

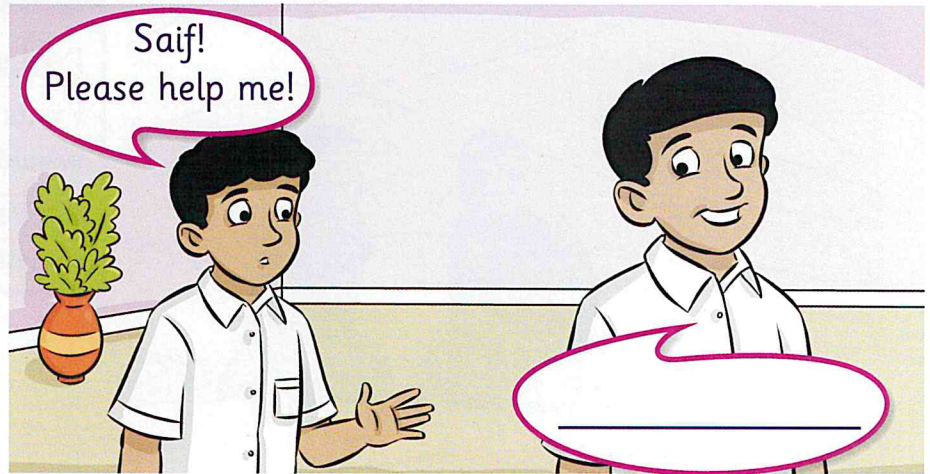
Lesson 6 A lesson in life

1 Talk about it  Which is your favourite character from the stories you've read so far in this unit? Why?

2 Write

Look at the cartoons below. What did the characters actually say? Complete the speech bubbles.

Ali went to Saif's house and asked for help. Saif said Ali didn't listen to him.



3 Read and write

Read the story below. Then add punctuation to the missing sentences and use them to complete the story.

- You must stay there until you get thin again
- Where can I find something to eat he cried to himself
- Marvellous he said
- Ha-ha-ha



Hungry Tom

Tom was a very big boy. Tom liked food a lot. One day, Tom was very hungry. _____⁽¹⁾ As he passed a small house, he smelled something delicious. Inside the house was some food someone had left there. Tom went inside and he ate and he ate. _____⁽²⁾ when he finished, but when he tried to get through the door, he couldn't! His tummy was so fat! He squeezed and he squeezed, but it was no good. He was too fat! _____⁽³⁾ laughed a little girl running past. _____⁽⁴⁾ But when Tom finally got out, he was hungry again!

Writing tip

Write what someone says in a story. Use punctuation. Where can you see these symbols:

(' ') (?), (,) and (!)?

'Saif! Please help me!' he cried.

- We use speech marks (' ') at the beginning and the end of the words the character speaks.
- Question marks (?), commas (,) and exclamation marks (!) go inside the speech marks.

4 Talk

Read the story again. What lesson can you learn?

Lesson 7 My learning

1 Storytelling

Write sentences in the past continuous to explain what this family were doing at 8 pm last night. For example:

At 8 pm last night, the family **were sitting** together in the living room.



- 1 At 8 pm last night, the boy _____ .
- 2 At 8 pm last night, the mother _____ .
- 3 At 8 pm last night, the father _____ .
- 4 At 8 pm last night, the girls _____ .

2 Linking words

Complete these sentences with one linking word.

- 1 I love English _____ I don't like Maths very much.
- 2 You will have problems at school _____ you don't study!
- 3 It was raining _____ I took an umbrella.
- 4 They worked on the farm for days _____ days.
- 5 The farmer cried with happiness _____ he saw his beautiful trees.

Use of English

Past continuous

was/were + (verb) 'ing'
At 8 pm last night, I was having dinner.

3 Talk

Answer these questions in groups.

- 1 What lessons can we learn about life from stories?
- 2 What lesson did Hamad learn in the story when he spoke to his father?
- 3 Which story had the most important lesson?

Lesson 8 Postcards

1 Talk about it  Do you write postcards when you go on holiday?

Can a postcard tell a story?

2 Read

Match the postcard below to one of the pictures.

Greeting — Hi everyone,

Message — Having a great time here in Oman.
Hotel is lovely. Food is delicious!
Weather very hot and sunny.
We're at the beach every day.

Sign off — See you soon!

Signature — Amal

Amazing fact

The first postcard was made in the USA in 1861.

Address

The Kelly Family
34 Al Wasl Road
Dubai
UAE



3 Read the postcard text again and answer the questions.

- 1 Who is the postcard from?
- 2 Who is the postcard to?
- 3 Where is the postcard from?
- 4 What's the weather like?
- 5 What's the hotel/food like?

4  **Talk**

Do you prefer sending or receiving postcards? What kind of postcards do you like best?

Writing tip

Writing a postcard is like writing a short note. You don't have a lot of space, so just write a few lines. You don't need to write long sentences.

Lesson 9 Little by little

1 Talk about it



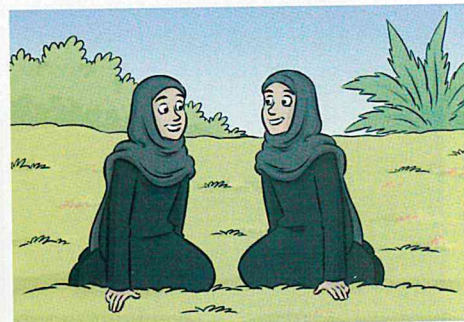
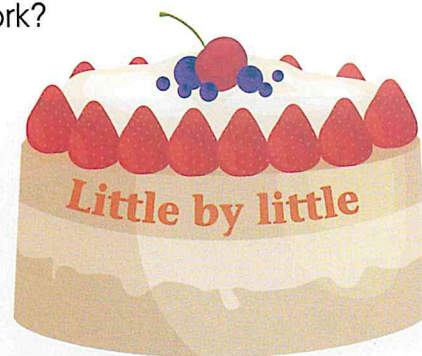
Does your teacher give you homework?

Do you have a lot of homework?

2 Read

Read about two sisters and their homework and decide if the sentences are **true (T)** or **false (F)**.

- Amina and Hafsa are not happy.
- Their mother tells them to do the homework quickly.
- Hafsa finishes the homework before Amina.
- 'Little by little' is the lesson of the story.



LITTLE BY LITTLE

Amina and Hafsa were sisters. One day, they came home from school and they both looked very sad.

'Why are you so sad?' asked their mother. 'The teacher gave us so much homework for tomorrow!' cried Amina. 'How can we finish it?' said Hafsa.

'How? By doing it little by little,' said their mother.

So Amina started to do the homework. First she did one exercise, then another. It was slow work, but she finally finished the homework. Her sister Hafsa didn't start the homework at all. She just looked out the window and thought, 'There's too much homework!'

The next day, the teacher said to Amina, 'You are a very good student!' and when the sisters came home from school, their mother made a delicious cake for Amina that said, 'Little by little.'

3 Look back at the text and answer the questions.

- Did Amina understand the mother's lesson? How do you know?
- Did Hafsa understand the mother's lesson? How do you know?

4 Talk

Think about a time when you had a big job to do. Discuss the job in groups.

- What was the job?
- How did you feel?
- Did you finish the job?
- How did you finish the job?
- What happened when you finished?

Lesson 10 Stars

69 1 Listen and write

Listen to a poem about stars. Write the missing words as you listen.

STARS

High in the sky,
Late at **night**,
You can see stars
Shining _____⁽¹⁾.

They twinkle and shine
So far **away**,
But where do they go
In the light of _____⁽²⁾ ?

Like little dots,
High up **above**.
I wonder what
They are made _____⁽³⁾.

Are they just holes,
Out in the **sky**,
To make us wonder
Where and _____⁽⁴⁾ ?

I'd like to be,
Way up there **too**,
Just to get close,
How about _____⁽⁵⁾ ?

Listening strategy

Before you listen, think about the words you know that rhyme with the words in **yellow**.

2 Talk

Answer the questions in the poem. Read the poem with your partner. Read one line each.

Language tip

Some words rhyme even if their spelling is different.

above-of too-you

Lesson 11 The rhyming game

1 Talk about it



What games do you play with your friends?

Where do you play the games?

2 Read

Read the text and answer the questions.

- Where are Maryam and Amna?
 - on a sunny day
 - outside
 - at the beach
 - in the morning
- What word did Maryam rhyme with dog?
 - hog
 - fog
 - go
 - frog

The rhyming game

Maryam and Amna sat on the grass.

'Let's play the rhyming game,' Maryam said. 'First, you say a word. Then I'll say a word that rhymes.'

'OK, I'll start then. Bad,' said Amna. 'Sad,' Maryam rhymed.

'Up,' Amna said. 'Cup,' Maryam rhymed.

'Dog,' Amna said. 'Frog,' Maryam rhymed.

'Can we change turns now?' Amna asked.

'No,' Maryam said, laughing. 'No, no, no.'

'Go,' Amna rhymed. 'Go, go, go.'

Maryam and Amna laughed and laughed.

Rhyming was fun!

3 Write

Match the words from the story with their meanings.

- | | |
|---------|--|
| 1 grass | a opposite of happy |
| 2 sad | b something you use to drink coffee or tea |
| 3 cup | c opposite of stop |
| 4 laugh | d small green plants in a park or garden |
| 5 go | e ha, ha, ha |

- 4 Write a poem about the days of the week. Remember to use rhyming words.

I like Friday
It's my best ¹d _ _ ,
I get up late
And then I ²p _ _ .

I don't like Sunday
I feel so ³s _ _ ,
I get up early
So I'm not ⁴g _ _ .

5 Rhyming game

Now you try! Play the rhyming game with a friend.

Lesson 12 My learning

70 1 Word study Rhyming words

Listen and write the rhyming word.

a night _____ .

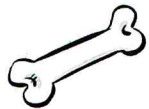
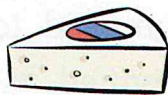
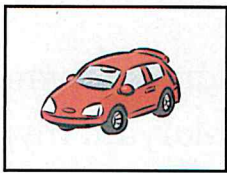
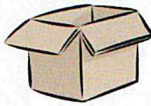
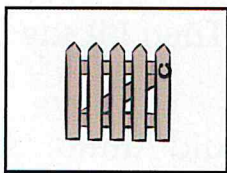
c late _____ .

e zoo _____ .

b rule _____ .

d tea _____ .

2 Choose the rhyming words. Circle the two pictures in each row that rhyme with the picture in the box.



3 Read Jumbled poem

Put the lines in the right order.

a Most of all when she makes cakes!

b I like everything that you can eat,

c Especially chocolate because it's sweet.

d I like food my mother makes

4 Talk

Ask your friends questions about a lesson they have learned in life.

- What was the lesson?
- Who helped them understand the lesson?

Lesson 13 Review

1 Use of English

Choose the correct word.

When I was about eight years old, I ¹**went/go** on a school trip to a zoo. ²**When/Where** we ³**arrived/was arriving**, a guide said hello. ⁴**Finally/First**, we saw the elephants. We saw giraffes and zebras too.

Then we saw that a lioness ⁵**walked/was walking** near us ⁶**so/if** the guide told us to stay close together. ⁷**First/Then** the lioness just ⁸**stopped/was stopping** in front of us ⁹**but/so** we all took photos. There were a lot of other people waiting for us to finish because they wanted to take photos too. You need to be very ¹⁰**honest/patient** when you visit a zoo!

2 Punctuation Direct speech

Write the sentences in your notebooks with the correct punctuation.

- 1 I'd love to be a writer he said
- 2 I passed my Maths exam she said happily
- 3 For your homework, please write a short story the teacher said
- 4 What do you think about our new teacher my friend asked
He's a great teacher and very friendly I answered
- 5 Listen said the boy I can hear a noise

3 Read

Put the lines of this story in the correct order. The first one is done for you.

- a 1 At the end of a long day, a milk-maid was returning home with a pail of milk on her head.
- b 2 Then she thought some more: 'I will sell some of my chickens and buy a beautiful dress.'
- c 3 'Dear, oh dear!' she cried, 'I have lost everything.'
- d 4 First, she thought, 'I will make cream and butter out of this milk. Then I will sell them and I will buy eggs. And when the eggs hatch, I will have many chickens.'
- e 5 Finally, lost in daydreams, she forgot about the pail on her head. She tripped on a rock and the pail of milk fell down. It broke and all the milk spilled on the ground.

4 Talk

Rearrange the words below to find out the moral of this story.

your hatch chickens before they count Don't

Lessons 14–15 Choose a project

1 My story character

- 1 Look back at the characters you have learned about in the unit. Some are animals and some are human.
- 2 Draw your own story character.
- 3 Think of a name for your character and write a physical description.
- 4 Write about its positive and negative traits. Is your character friendly/unfriendly? Kind/unkind? Remember to use prefixes.
- 5 Display your picture and description on the classroom walls for your classmates to read.



2 A short story: Practice makes perfect

- 1 Write a story about how practice makes perfect.
- 2 Think of a sport you play or a hobby you have. Explain why you like it.
- 3 Describe the difficulties this sport or hobby has. What was difficult for you when you started? Remember to use linking words to link your ideas.
- 4 Explain how you practise/practised very hard to be better at this sport or hobby.
- 5 The ending line should be *Practice makes perfect!*

Unit 10 Wordlist

anxious	adjective	laboratory	noun
bad-tempered	adjective	lazy	adjective
baking soda	noun	lung	noun
balloon	noun	measuring jug	noun
bottle	noun	medicine	noun
calm	adjective	microscope	noun
cheerful	adjective	moody	adjective
clever	adjective	nervous	adjective
discover	verb	new	adjective
discovery	noun	oxygen	noun
earth	noun	plant	noun
engine	noun	polite	adjective
experiment	noun	rude	adjective
fridge	noun	scientist	noun
funnel	noun	string	noun
good-humoured	adjective	strong	adjective
hard-working	adjective	technology	noun
heart	noun	tough	adjective
intelligent	adjective	vinegar	noun
invention	noun	weepy	adjective
jolly	adjective	worried	adjective

Unit 11 Wordlist

admire	verb	extremely	adverb
amazing	adjective	famous	adjective
and	conjunction	film director	noun
artist	noun	fun	adjective
astronaut	noun	generosity	noun
award	noun	generous	adjective
baker	noun	helicopter	noun
beautiful	adjective	intelligent	adjective
because	conjunction	inventor	noun
borrow	verb	kind	adjective
brave	adjective	mechanic	noun
business person	noun	merchant	noun
but	conjunction	mountain climber	noun
career	noun	nation	noun
caring	adjective	navigator	noun
challenge	noun	outer space	noun
character	noun	positive	adjective
charity	noun	record	adjective
chimpanzee	noun	remarkable	adjective
claws	noun	reward	noun
clever	adjective	rocket	noun
composer	noun	rules	noun
creative	adjective	scientist	noun
debt	noun	skills	noun
desert	noun	skydiver	noun
determined	adjective	so	conjunction
eagle	noun	space	noun
exotic	adjective	successful	adjective
explorer	noun	wildlife	noun
extraordinary	adjective	writer	noun

Phrase list

can't be	Functional language (speculation)
could be	Functional language (speculation)
For my presentation ...	Functional language (presentations)
I'm going to talk about ...	Functional language (presentations)
I'm sure ...	Functional language (speculation)
I think he/she is ...	Functional language (speculation)
must (not) be	Functional language (speculation)
might (not) be	Functional language (speculation)

Unit 12 Wordlist

address	noun	problem	noun
after	adverb	rhyme	noun
and	conjunction	rose	noun
bear	noun	sad	adjective
bee	noun	sand	noun
but	conjunction	scared	adjective
camping	noun	scorpion	noun
chair	noun	setting	noun
character	noun	sign off	noun
clean up	verb	signature	noun
cup	noun	so	conjunction
desert	noun	tidy	adjective
dig	verb	tidy	verb
dishonest	adjective	toes	noun
disrespectful	adjective	treasure	noun
ending	noun	tree	noun
finally	adverb	T-shirt	noun
first	adverb	unfriendly	adjective
go	verb	unhappy	adjective
grass	noun	unkind	adjective
greeting	noun	untidy	adjective
hair	noun	when	conjunction
if	conjunction	zoo	noun
laugh	verb		
message	noun		
messy	adjective		
moral	noun		
next	adverb		
noise	noun		
nose	noun		



Unit 10, page 147

Use of English

When you work as a team, you need to agree on what you will do and check your actions.

Use **can** when you ask for **permission**, **offer** to do something or make a **request**.

Permission: **Can I** squash the straw?

Offer: **Can I** help you cut the straw?

Request: **Can you** pass me a straw?

Unit 10, page 155

Use of English

Adding information

Use **both**, **and**, **as well**, **too** and **also** to add information.

*I work in Science to help people **and** to find out new things **as well**.*

*At school I enjoy **both** Science and English **too**.*

*Science is important for businesses and **also** a way to work with other countries.*

Use **but** to add contrasting information.

*I don't enjoy History lessons, **but** I like English.*

Unit 11, page 163

Use of English

When we are not sure about something, we can use **could** and **might**.

Unit 11, page 167

Use of English

Question tags

Our voice goes down when we check information we already know.
Jane Goodall is famous, **isn't** she?

Unit 12, page 177

Use of English

Use the linking words **if**, **and**, **but**, **so** and **when** to join different parts of a sentence together. Find the linking words in blue in the text and notice how they are used.

Unit 12, page 181

Use of English

Past simple and past continuous

I **was walking** in the mountains **when** I heard a noise.

As we **were talking**, we saw something behind a tree.

Unit 12, page 183

Use of English

Past continuous

was/were + (verb) 'ing'

At 8pm last night, I was having dinner.

Unit 12, page 186

Language tip

Some words rhyme even if their spelling is different.

above-of too-you

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.

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	<i>-ed</i> 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

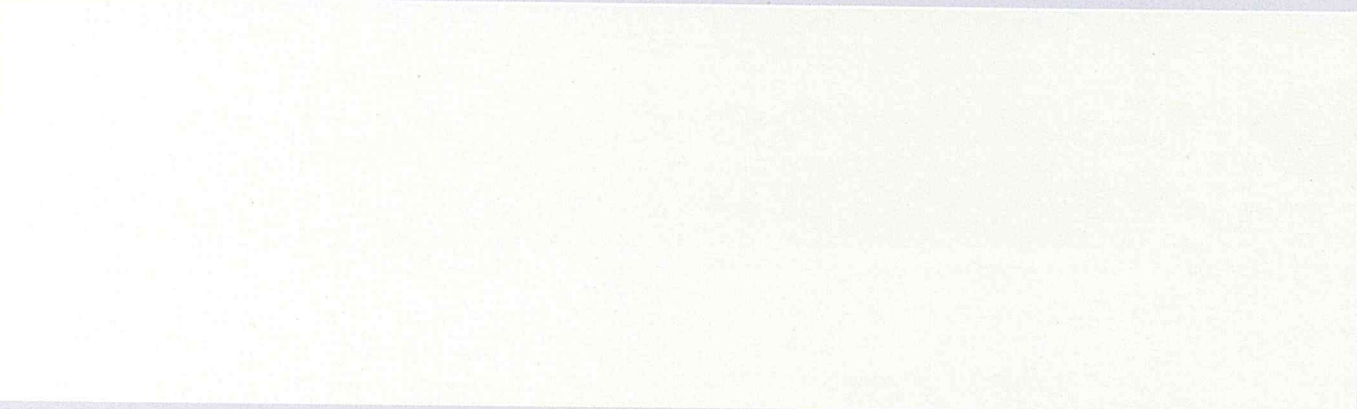
	Words and expressions	Use of English	Reading/Writing	Listening/Speaking	School subjects	Phonics/Word study	Critical thinking/Values
Unit 5 The human race	Facial characteristics	First conditional Quantitative pronouns: <i>somebody, anybody, somewhere</i>	Categorise facial characteristics Factual text: <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	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
Unit 7 Talking about people	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	Common illnesses and symptoms Going to the doctor Giving advice Food groups	Quantifiers Should for advice <i>He/she feels + adjective</i> <i>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

	Words and expressions	Use of English	Reading/Writing	Listening/Speaking	School subjects	Phonics/Word study	Critical thinking/Values
Unit 9 Where we live	City, town and country Home appliances Descriptive adjectives Giving opinions	Comparative adjectives Past simple: regular and irregular verbs	Scan a text Factual texts: <i>Facts about our carbon footprint; Plant a tree and change the future!</i> Read a descriptive essay Match headings to paragraphs Story: <i>The Lost City</i> Reading comprehension Categorise vocabulary Complete a paragraph Create a character profile	Describe places Compare living in the country or city Ask and answer Listen and match to an image Listen and identify key words Identify opinions Classify <i>-ed</i> endings Discuss homes and home appliances Express opinion Discuss favourite places Describe a character from a book Make a presentation using a puppet	Science/ Ecology: Climate change, energy efficiency Arts and crafts: make a puppet	Pronunciation: <i>-ed</i> endings Deduce the meaning of unfamiliar words from context	Appreciating the world we live in Advantages/disadvantages of urban/rural life Activating prior knowledge Identifying and giving opinions Reducing carbon footprint How to make cities cleaner
Unit 10 All about science Pages 145–161	Science Scientific inventions Express opinions	<i>Can</i> for permission, offers, requests Relative clauses and pronouns: <i>who, that, which</i> Adding information: <i>both, and, as well, too, also</i>	Factual texts: Science in history; <i>Ibn Nafis; Different types of science; Great scientists</i> Read for information Follow instructions Write instructions Match sentence halves Match descriptions to pictures Write a letter Find out about a scientist	Listen for information Express opinions Talk about what scientists do Listen to a description of an experiment Do an experiment Make predictions Talk about scientific inventions Listen and classify information Make connections Present a scientific discovery Do a presentation about a scientist	History: Science in history; scientific discoveries Science: experiments	Synonyms	Appreciating scientific discoveries Giving opinions Making predictions about the results of an experiment Working as a team Making connections with our own culture Conducting research

	Words and expressions	Use of English	Reading/Writing	Listening/ Speaking	School subjects	Phonics/ Word study	Critical thinking/ Values
Unit 11 Famous people Pages 162–176	Jobs and professions Personal qualities	Modals of speculation: <i>could, might</i>	Factual texts: <i>Famous people and their work; A short biography</i> Story: <i>The Ruler and the Gardner</i> Match headings to paragraphs Complete notes Match words and definitions Match paragraphs and summaries Write your own short biography Complete a paragraph Make notes	Listen for specific information Listen and complete notes Predict information Express opinions Give presentations: <i>A famous person; A person I admire</i> Roleplay: An interview with a famous person		Intonation: question tags Linking words: <i>so, and, but, because</i> Reduce the meaning of unfamiliar words from context	Expressing opinions What do we admire in others? Recognising personal qualities Activating prior knowledge
Unit 12 Story time Pages 177–190	Prefixes <i>un-</i> , <i>dis-</i>	Past simple and past continuous	Story: <i>The Treasure; Little by little</i> Stories with morals A postcard Poem: <i>Stars</i> Write story notes Predict story content Understand the message in a story Write an anecdote Write speech bubbles Punctuation: speech marks, question marks, exclamation marks, commas. Complete a short story Reading comprehension Complete a simple rhyming poem Order a story Create a story character Write a short story	Story roleplay Telling a personal story Listen and order pictures Discuss favourite story characters Make predictions using pictures Retell an anecdote using notes Listen and complete a poem		Linking words: <i>if, and, so, when, as</i> Rhyming words	Forming opinions Making predictions Recognising moral messages Being honest

Wordlists Pages 191–193



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Text

Unit 12 Lesson 11 rhyming game adapted from Super Teacher
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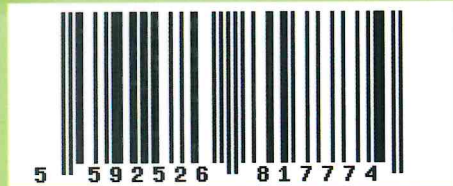
Bridge to Success

Learner's Book 5

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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