



United Arab Emirates
Ministry of Education



Bridge to Success

Learner's Book



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Term 1 material 2017

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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





دللات ألوان علم دولة الإمارات العربية المتحدة

استلهمنت ألوان العلم من البيت الشهير
للساعر صفي الدين الحلي:

بِيَضِ صَنَائِعُنَا خُضْرٌ قَرَابُنَا
سُوْدٌ وَقَائِعُنَا حُمْرٌ قَوَاضِنَا

يرمز إلى النماء والازدهار والبيئة الخضراء، والنهضة
الحضارية في الدولة.

يرمز إلى عمل الخير والعطاء، ومنهج
الدولة لدعم الأمن والسلام في العالم.

يرمز إلى تضحيات الجيل الشاب لتأسيس الاتحاد،
وتضحيات شهداء الوطن لحماية منجزاته ومكتسباته.

يرمز إلى قوة إبناء الدولة ومنعهم
وشندهم، ورفض الظلم والتطرف.

رؤية دولة الإمارات العربية المتحدة 2021

2. متخدون في المصير

- المضي على خطى الآباء المؤسسين.
- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في الساحة الدولية.

1. متخدون في المسؤولية

- الإماراتي الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصلات الاجتماعية القوية والحيوية.
- ثقافة غنية ونابضة.

4. متخدون في الرخاء

- حياة صحية مديدة.
- نظام تعليمي من الطراز الأول.
- أسلوب حياة متكامل.
- حماية البيئة.

3. متخدون في المعرفة

- الطاقات الكامنة لرأس المال البشري المواطن.
- اقتصاد متتنوع مستدام.
- اقتصاد معرفي عالي الانتاجية.

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 6 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
-  21st 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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We're going to:

talk about free-time activities and life experiences
do a presentation about someone you admire
write a short biography

read about the life of an inspiring person

Lesson 1 Free-time activities

1 Talk about it

21st

What do you like doing in your free time?

Which activities in the pictures and the box do you do?

2 Word study Free-time activities

Match the pictures to the phrases in the box.

play video games paint take photos reading a book

**2 3 Listen**

Listen to this student interviewing her classmates about free-time activities. Write the activities that you hear in Activity 2 in your notebook.

2 4 Listen again and complete these phrases.

a I like watching TV, but I can't playing video games.
b I don't being inside.
c I'm quite good art.

d I'm hopeless basketball.
e I watching films on the big screen watching DVDs.

Lesson 2 Write about it

1 Talk

What do you and your family like doing together in your free time? Where do you go? What do you do?

2 Use of English

Read the *Use of English* box.

What happens to the order of the words when we make questions?

Use of English

Wh-questions review

Question word + **do** + **you** + verb + ?

What do you like doing when you've got some free time?

Who do you spend your free time with?

Which places **do you** like going to?

3 Read

Read the questions 1–4 and match with the correct answers a–d.

- 1 What do you like doing when you've got some free time?
- 2 Do you prefer doing activities inside or outside?
- 3 When you go out, which places do you like going to?
- 4 Who do you spend your free time with?

a

Both, really – it depends on what I feel like doing. But I can't stand wet weather, so then I stay inside!

b

I've got three or four close friends who I play basketball with. I also like meeting up with my cousins, who live nearby.

c

I love drawing and playing video games. My two best friends also play video games quite well, but I think I'm better at playing than them!

d

I really like being outdoors, like in parks or on the beach. But not for sports – I'm hopeless at ball games!

4 Talk

Use the correct question forms to interview your partner.

Use the phrases in Activity 3 to answer about your free time.

Lesson 3 A first time for everything

1 Talk about it



Have you done anything recently that you have never done before? How did the experience make you feel?

Reading strategy: Understanding general meaning

Look for key words in a text to help you understand the general meaning.

2 Read

Read about when these children did something for the first time. Find key words to show what each child did, why it was special, and their feelings about the experience.

1 **Salem, 11** Last year, I went on a rollercoaster for the first time. I was scared, but I decided to try it. It was exciting and terrifying at the same time! I closed my eyes and tried not to scream. When it was finished, I felt a sense of pride because I had done something brave. But I haven't been on a rollercoaster again!



2 **Ahmed, 12** I felt really proud of myself when I first learned to swim! I remember that feeling of excitement very well. I felt very satisfied because I had achieved something! I was six years old and I had a fear of water. But when I learned how to swim I wasn't afraid of it any more. Since then, I have never been afraid of water again.



Lesson 4 Talk and write about it

1 Use of English

Read the *Use of English* box and answer **true** or **false**.

- 1 We use **has/have** + past participle to form the present perfect.
- 2 We use the present perfect when we know the time something happened in the past.

Use of English

Present perfect

We use the present perfect to talk about experiences in the past, but we don't say exactly when they happened.

Have you ever **seen** the sea?

I've only ever **been** to the seaside twice.

I **haven't been** on a rollercoaster again.

2 Talk

Match the questions a-b to the children's answers in Lesson 3, Activity 2.

Then write two more questions and ask your partner.

- a Have you ever felt really proud of yourself? What did you do?
- b Have you ever done something you were scared of?

Have you ever ...?

Have you ever ...?

3 Use of English

Complete the sentences using the correct form of the verbs.

- 1 They have won the basketball championship three times (win)
- 2 He _____ never _____ to Oman. (be)
- 3 _____ you ever _____ a shark in the UAE? (see)
- 4 She _____ her homework yet. (not / finish)
- 5 She _____ never _____ Japanese food. (eat)

Lesson 5 The language of presentation

1 Talk about it



Who do you admire? Why?

What is special about this person?

2 Look at the picture of His Highness Sheikh Zayed Bin Sultan Al Nahyan. He was the first president of the United Arab Emirates. He is often referred to as the 'Father of the Nation'.

Why do you think this is?



Presentation

A presentation is a speech or talk in which ideas and information are shown and explained to an audience.

3 Make a presentation

Here are some important facts about His Highness Sheikh Zayed Bin Sultan Al Nahyan. Put them in the correct category.

- Falconry
- Born in Al Ain
- United the nation
- Started the first modern school
- Born in 1918
- Appointed President in December 1971
- Made sure everyone had access to water
- Horse riding

Background	Achievements	Personal interests
Born in Al Ain		

4 Talk

Discuss other facts with your partner and add item to the categories.

Lesson 6 My learning

1 Use of English

Look at the sequencing phrases and put them in the most likely order of use in a presentation under the headings **Beginning**, **During** and **End**.

Today I'm going to To sum up First of all As well as this
To finish As I said Since then Finally To begin with

Beginning	During	End
First of all		

2 Write

Complete the sentences using *what*, *who*, *why* or *where* and then respond to the questions.

1 What is your favourite subject?

My favourite subject is Business English.

2 _____ time does your class start?

3 _____ is your school located?

4 _____ did you choose to study Business?

5 _____ is the founder of the UAE?

Use of English

Wh- questions review

Question word + **do** + **you** + verb + ?

Lesson 7 The power of ideas

1 Talk about it



Who are your favourite characters from books?

How much do you know about their authors?

Do you know where the idea for the characters came from?



2 Read

Read the biography of JK Rowling. Which famous story character did she create? How many years did it take for her idea to become a book?

1 JK Rowling was born in the United Kingdom in 1965. Since she was young, she had always wanted to be a writer. She studied French at university in the UK and after that she had several different jobs. She started the first Harry Potter book in 1990, but she couldn't finish it for a long time. While she was working full time, she was bringing up her small daughter, so there wasn't much time for writing. However, she didn't give up on her great ideas.

2 Eventually, the first Harry Potter book was published in 1996. It sold out very quickly, and soon everyone was interested in JK Rowling and her fabulous creation. She wrote seven books for the Harry Potter series and soon these books became films too.

3 Today, JK Rowling is a successful, world-famous author who has created a character who is loved by children – and adults – all over the world. Her life story teaches us to always remember our interesting, creative ideas because you never know where they might lead!



3 Decide if these sentences are **true** or **false**. Correct the false sentences.

1 She studied in France.

3 JK Rowling is not very well known.

2 When the first Harry Potter book was published, it was very popular.

4 Only children like to read her books.

4 Talk

Discuss the questions in pairs.

1 Do you think JK Rowling is inspiring? Why/why not?

2 Do you know of other people who have succeeded when their life was difficult?

Lesson 8 Read and write about it

1 Use of English

Complete the rule about forming the past continuous.

We form the past continuous with **was** or **were** and the verb + **ing**.

Look at the example sentence below and complete sentences

1 and 2 by changing the verb to the correct tense.

While I was (play) with my little sister, she was laughing and smiling.

Answer – playing

1 My brother was feeling tired while he was (do) his exam.

Answer –

2 While I was watching television my sister was (listen).

Answer – _____

Use of English

Past continuous

We use the past continuous to describe past actions happening at the same time as another action.



2 Write

Complete the sentences with your own ideas.

- 1 While I was playing football, my brother was doing his homework.
- 2 While my class ___ this morning, I ___ .
- 3 While my mum was ___ this morning, I ___ .
- 4 While my best friend ___ yesterday, I ___ .
- 5 While my teacher ___ , I ___ .

3 Write a short biography

Choose a person from these categories and write a short biography about them.

an author a scientist a sportsperson
an artist an explorer a national leader

Lesson 9 The story of Helen Keller

1 Talk about it



What was life like in the past for blind and deaf people?

How are things different today?

3 2 Read

Read and listen to Part 1 of the story of Helen Keller. Are any of your ideas from Activity 1 mentioned?

1 The story of Helen Keller

This is the story of a woman, born over 100 years ago, who couldn't see the words on this page or hear them spoken. But she could still talk, write, read and make friends. In fact, she went to college, wrote nearly a dozen books, travelled all over the world, met 12 US presidents, and lived to be 87.

Meet Helen Keller, a woman from a small farm town in Alabama, United States, who taught the world to respect people who are blind and deaf.

Before Helen was born, society did not understand blind and deaf people very well and there were very few opportunities for them to get a good education. It was very difficult for them to be independent and have a job. They often had to have help from other people to care for them throughout their lives.

Helen's mission came from her own life – when she was 18 months old, she was extremely ill, and she lost both her vision and hearing. It was like entering a different world, with completely new rules, and she got very frustrated.



Helen Keller aged 7

Glossary

society: people living together in an ordered community

opportunities: a set of circumstances that makes it possible to do something

independent: not having to depend on another, free from control

mission: an important aim or goal to be achieved

frustrated: feeling of upset or annoyance at being unable to do something

Lesson 10 Helen learns to spell

4 1 Read and listen

Read and listen to Part 2 and answer the questions below.

2 By the time she was seven, her parents knew they needed help, so they hired a teacher called Anne Sullivan. Anne was strict, but she had a lot of energy. In just a few days, she taught Helen how to spell words with her hands (called the manual alphabet, which is part of the sign language that deaf people use). The trouble was, Helen didn't understand what the words meant – until one morning at the water pump (like an outdoor water fountain) she saw things in a new way.



Helen Keller with her teacher and companion Annie Sullivan

- 1 When she was seven, what did Helen's parents do to help her?
- 2 What did Anne teach Helen how to do?
- 3 What was the problem with this?

5 2 Read and listen to Part 3 and answer the questions below.

3 Anne helped Helen to hold one hand under the water. Then she spelled 'W-A-T-E-R' into Helen's other hand. It was electric! The feeling turned into a word. Immediately, Helen bent down and tapped the ground; Anne spelled 'earth'. That day, Helen learned 30 words.

- 4 What helped Helen to understand the word *water*?
- 5 How many other words did Helen learn that day?

6 3 Read and listen

Read and listen to Part 4 and answer the questions below.

4

From then on, Helen's mind raced ahead. She learned to speak when she was ten by feeling her teacher's mouth when she talked. Often people found it hard to understand her, but she never gave up trying. Meanwhile, she learned to read French, German, Greek and Latin in Braille! When she was 20, she went to one of the best universities in the country. Her first book, called *The Story of My Life*, was translated into 50 languages. (She used two typewriters: one regular, one Braille.)

She wrote ten more books and a lot more articles!

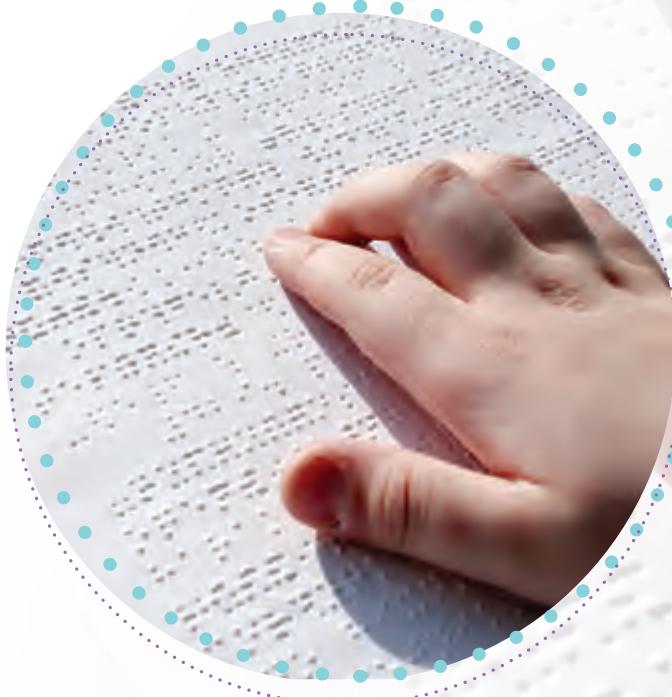


Helen Keller working at her desk, 1911

6 How did Helen learn to speak?

7 What do you think Braille is?

- a A reading system for blind people
- b A book about languages



Lesson 11 After reading

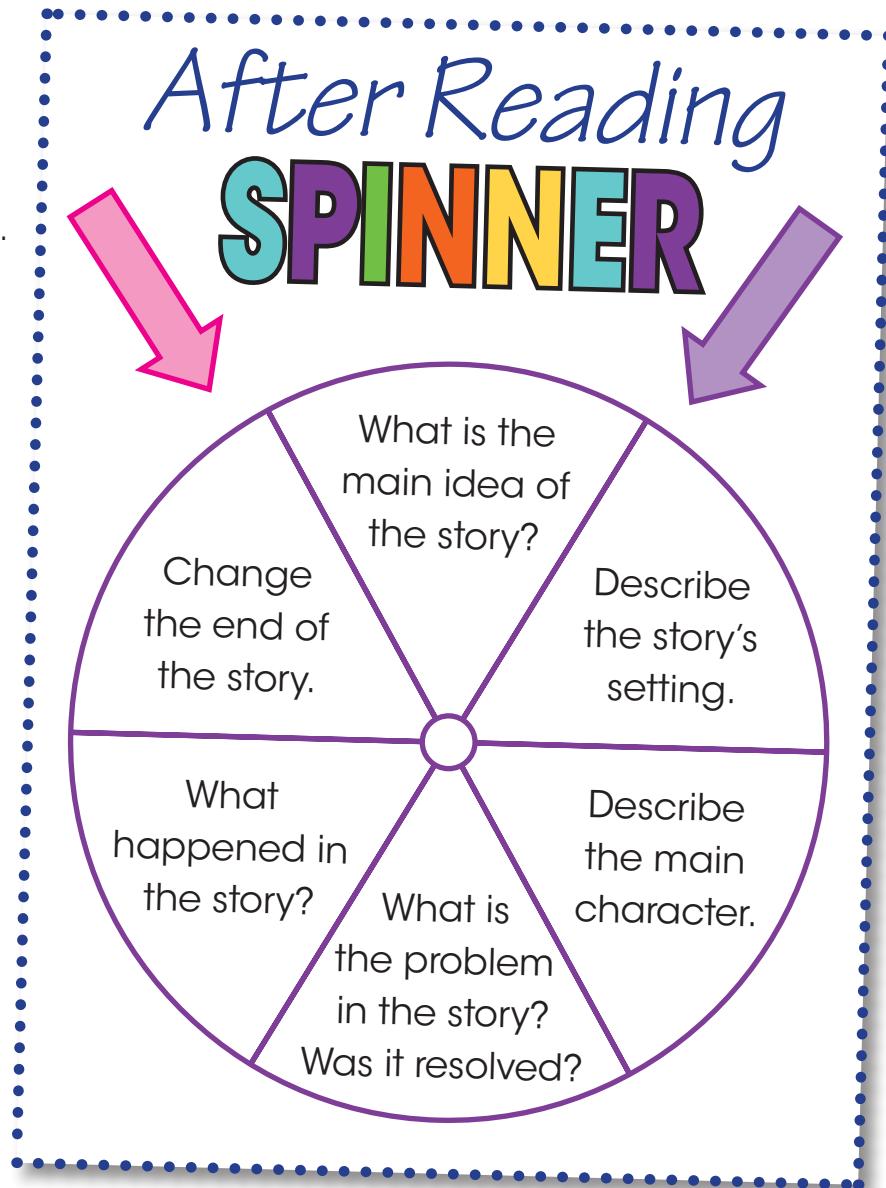
1 Play the reading spinner game about the Helen Keller story from lessons 9–10, in groups of six.

Learner 1 answers question 1 and reports back to the group, Learner 2 does the same for question 2. Continue until all six questions have been answered.

Example

Change the end of the story.

After Helen wrote 10 books she became the first blind teacher to teach sign language



2 Values Attitudes to blindness and deafness

Discuss these questions with your partner.

- 1 Do you know anyone who is blind or deaf? What do you think it is like to be blind or deaf?
- 2 Helen Keller taught people to respect blind and deaf people. What do you think this means? In what ways can we make sure we respect blind and deaf people?

Lesson 12 My learning

- 1 Play Snakes and ladders. Each learner puts their counter on the space that says 'start'.
- 1 Take it in turns to roll a dice.
- 2 If your counter lands at the bottom of a ladder, you can move up to the top of the ladder.
- 3 If your counter lands on the head of a snake, you must slide down to the bottom of the snake.
- 4 Either finish the sentence, follow the instruction or answer the question.
- 5 If you make a mistake, you go back to your last position.

When did you last laugh?  21	Be happy!  22	Say the "W" sounds  23	What is this?  24	finish 25
I was walking in the park while  20	The teacher was helping us  19	We have lived here for 5 years  18	My friend was washing his car  17	I was having a sandwich  16
I have never been to America  11	He was writing a letter  12	I have been to Oman  13	When my dad was driving home  14	Have you eaten Italian food?  15
While they were going to school  10	I'm afraid of... because  9	While I was having a shower  8	My friend was very brave because  7	He was brushing his teeth  6
start 1	While I was watching TV  2	What's your favourite hobby?  3	I was cleaning my room  4	When were you last terrified?  5

Lesson 13 Review

1 Multiple-choice quiz

Select the correct answer a, b or c.

- 1 At the weekends I really love meeting up with my friends.
a on b up c in
- 2 My brother isn't really into sport. He prefers more creative activities like _____.
a playing football b playing basketball c taking photos
- 3 What _____ like doing in your free time?
a you b you do c do you
- 4 Two years ago I flew in a helicopter. I remember the feeling of _____ so well!
a excited b exciting c excitement
- 5 Have you ever _____ an elephant?
a seen b see c saw
- 6 I _____ never tried Italian food.
a have b haven't c has
- 7 While I was at your house yesterday, my sister was _____ basketball.
a play b played c playing



Lessons 14–15 Choose a project

1 A presentation

- 1 Prepare a group presentation on one of these topics.
 - An inspiring person at your school or in your town or city.
 - A favourite book and its characters
 - An interesting experience you've had
- 2 Make notes about the subject of your presentation. If necessary, use the Internet or library to help you.
- 3 Plan your presentation using these guidelines:
 - Give the purpose of the presentation and something to attract the audience's attention at the beginning.
 - Explain the background to the subject.
 - Explain what is special or interesting about the subject.
 - Give a short summary to finish the presentation.
- 4 Add pictures, slides or any other props.
- 5 Deliver your presentation as a group. Decide which parts each person will say and who will take responsibility for the props.

2

A survey about favourite free-time activities

- 1 Look at the information on the pie chart and answer the questions.
 - Which free-time activity did most students like best?
 - Which was the most popular sport?
 - Which was the least popular free-time activity?
 - Which sport did 10% of the class say they liked best?
- 2 Write a short summary of the results shown on the pie chart.

Activity	Percentage
watch TV	5%
meet friends	40%
play basketball	10%
play video games	10%
play football	35%

In this class, most of the students like ... 35% of them prefer playing ... to

- 3 Write a question to ask your class about free-time activities.
- 4 Now ask your classmates your questions; record the answers and the number of classmates for each answer.
- 5 Look at the numbers and draw a pie chart.
- 6 Write a short summary under your pie chart to explain the results of your survey.

We're going to:

talk about schools in different countries
read about learning tips
create a role-play about school issues

write an email asking for permission
read about experiences at school

Lesson 1 A day at school**1 Talk about it**

How is your school the same as other schools in your country?

What could you tell a visitor from another country about schools in the UAE?

2 Word study School subjects

Which of these subjects do you study at school?

Make a list of other subjects that you study.

National History Arabic
Spanish Science Art and Design
French Islamic Education
Social Studies Physical Education

3 Read

Read and compare school life in Egypt with your school day.

Hi, I'm Omar and I live with my family in Alexandria, a big city in Egypt in North Africa. I'm twelve years old and I've just started 6th Grade. Here's how I spend a typical day at school.

I leave my home at about 7.40am and get to school by 8am.

I live quite near to my school so I always walk. When I get to school, I usually play basketball for ten minutes until the bell rings. School starts at 8.15am, but first we do ten minutes of exercises to start the day – physical exercises like stretching.

Then classes start at 8.25am. There are nine classes a day, each lasting 45 minutes. We study Science, Maths, Social Studies and Computers, as well as Arabic, English and French. As well as these subjects, we also study Art.

I'm keen on Science because I love doing experiments and I like Maths too, because I enjoy solving problems with numbers. If I could choose, I'd like to have more Science lessons instead of Art. I'm not very good at Art!



7

4 Read and listen

Read the text again and complete the table about you and Omar.

Now listen and check your answers.

	Omar	Me
1 Travel to school	walks	
2 Before classes start		
3 Time classes start		
4 Length of classes		
5 School subjects		
6 Subjects we like		

5 Speaking

Ask five people in the class the questions below. Write the answers in the table.

- a How do you travel to school?
- b What is your favourite subject?
- c What is your least favourite subject?

Name	Travel to school	Favourite subject	Least favourite subject
1			
2			
3			
4			
5			

Lesson 2 Schools around the world

1 Talk about it



What do you know about schools in other countries?

How are they the same as the UAE? How are they different?

8 2 Listen

Listen to three children talking about school life in their countries.

Which school subjects do they mention?



Listen again and complete the table on page 20 of the Activity Book.

3 Talk

Compare your school life with the children in Activity 2.

- a What is the same about your school and their schools?
- b What things are different?
- c What would you like to change?

Lesson 3 Diet and studying

1 Talk about it



21st What do you do to make sure you work well at school?

With a partner, do the quiz to find out about improving your brain power. Are the statements **true** or **false**?

- 1 Eating nuts can help you remember information.
- 2 If you eat sugary food, you'll have enough energy to study for a long time.
- 3 Any kind of chocolate will help you to study better.
- 4 If you drink plenty of water, it'll help you concentrate better.

Reading strategy: Finding specific information

Decide what information you want to find out in a text first. Then read to find that information.

2 Read

Read the text and check your answers to the quiz in Activity 1.

Tips for a good day at school

Did you know that eating, sleeping and exercise are all really important for a good day at school? Here's what to do to keep your brain in tip-top condition.



Eat fish and lots of green vegetables, nuts and berries.

These foods have oils and vitamins that help your brain work well. They help your brain understand and remember information.



Eat wholegrain food like brown rice and wholemeal bread.

Then you'll have lots of energy throughout your school day.

Don't eat too much white bread and sugary food. If you eat these foods, you'll get a quick energy lift, but later you'll feel tired and unable to concentrate.



Eat dark chocolate!

It contains vitamins that help keep your brain healthy.

Drink lots of water. Your brain needs water to stay healthy. If you drink plenty of water, you'll be able to concentrate better in class.

Get plenty of sleep and exercise.

Regular exercise makes your memory better. Your body won't work as well if you don't get plenty of sleep. That goes for your brain too!

3 Talk

Look at the pictures. Do they show good or bad lifestyle habits?



Lesson 4 Study tips

1 Talk about it



How do you do your best? Who gives you advice?

Do you ever give advice to others?

2 Use of English

Read the *Use of English* box.

Complete these sentences by matching the sentence halves.



Use of English

1st conditional with *if*

We use the first conditional to express future events that are likely to happen. We form the structure with *if* + present simple + **will/won't** + verb

If you **drink** plenty of water, you'll **be** able to concentrate better in class. Your body **won't grow** as well **if** you stay up late every night.

- 1 She won't let you eat any chocolate,
- 2 You'll be able to concentrate better
- 3 If you eat less sugary food,
- 4 We'll have to stay in and study
- 5 Unless you tell me the problem,
- 6 You'll feel tired

- a if you don't drink enough water.
- b I won't know how to help.
- c if it's not dark chocolate.
- d if you get enough sleep.
- e you'll have more energy.
- f if the test is tomorrow.

3 Read

Look back at the quiz and the tips for a good day at school in Lesson 3.

How many examples of the first conditional can you find?

4 Use of English

Use the prompts to make sentences. Use the correct form of the verbs.

a have energy / to do homework / if enough sleep

You'll have energy to do your homework if you get enough sleep.

b if eat fish and vegetables / your brain / remember things more easily
c be able to concentrate / if eat / wholemeal bread and fruit
d work well / if eat healthy food
e if enough exercise / memory improve

5 Write

Make a learning tips poster. Use first conditional sentences.

Go to bed at 7.30 pm. If you get lots of sleep, you'll be able to learn things more quickly and easily.



Lesson 5 Starting a new school

1 Talk about it



Have you started a new school this year? What is it like?

How is it different from your old school?

9 2 Listen

Listen to four children from around the world talk about being in Grade 6.

Who has started a new school this year?



Emirati flag

United States flag



British flag

Australian flag

3 Role-play

Create a role-play about starting a new school.

- Make a list of the problems you might have when you start a new school.
- Choose a problem to act out in a role-play:

Student A: explain what the problem is.

Student B: offer a solution or advice. Use language for making suggestions and giving solutions.

You could speak to him about ... Why don't you ...?
How about asking her to ...?

- Practise your role-play together. If both of you are confident, perform it for your class.
- When the class has watched several role-plays, vote on the best solution to a school problem.



Lesson 6 My learning

1 21st Vocabulary

Read the descriptions and guess the word or phrase.

- 1 This phrase means the same as 'a day free from school'.
- 2 This is a school subject where you draw and paint.
- 3 This is a school subject where you move your body to keep fit.
- 4 This is a school subject where you work with numbers.
- 5 This is a school subject where you learn about the past in your own country.
- 6 This phrase means what you wear to the place where you go to learn.



2 Use of English

Complete each sentence about study habits.

- 1 You **will** / **are** feel less tired if you drink enough water.
- 2 We will concentrate better if we **get** / **will get** enough sleep.
- 3 This weekend, I'll have to stay in and study if the teacher **gives** / **will give** us any homework.
- 4 If they **eat** / **will eat** less sugary food, they will have more energy.
- 5 If you **will** / **don't talk** to your parents, they won't be able to help you with your problems.



3 Vocabulary

Choose the correct words to fill in the gaps.

Learner 1: My family is moving to a new town next month, and

I am going to a new school. I am frightened that

I _____⁽¹⁾ **will** / **won't** know anyone.

Learner 2: Why don't _____⁽²⁾ **you** / **they** ask if some children

in your new class can show you around the school

before you start?

Then you _____⁽³⁾ **are** / **will** already know them

when you join the class.

Learner 1: That's a good idea, I'll _____⁽⁴⁾ **do** / **did** it.

Learner 2: I'm happy I could help _____⁽⁵⁾ **me** / **you**.

Lesson 7 Problem solved

1 Talk about it



What kind of problems can children have at school?

What kind of behaviour causes problems at school?

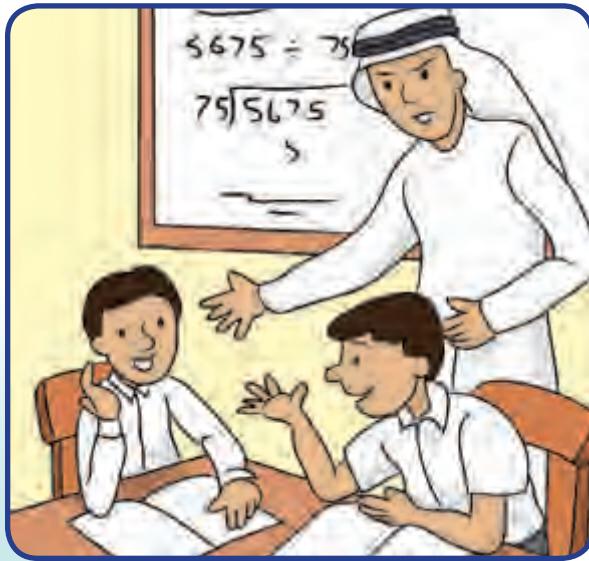
2 Read

Read these comments about problems at school.

Which of the problems that you talked about in Activity 1 are mentioned?

1

There are some kids in our class who just don't want to work. They always talk while the teacher is talking. He keeps stopping to **tell them off** and it makes the lesson slow. The rest of us get really tired of it.



2

I often don't understand the exercises we do in the Maths lesson. But I'm too shy to ask the teacher for help because I'm afraid she'll think I'm stupid.

4

I'm frightened to speak out in front of the class. I'm afraid that the others will **make fun of** me. Everyone else in the class seems so confident. Am I the only one who feels like this?

3

Our teacher often puts us into groups of four to do activities. The problem is that two of us always do all the work. The other two just **mess about** and won't **join in with** us.

5

Three other boys in the class are **bullying** one of my friends. They call him names and push him around. It's got so bad that he doesn't want to come to school.

3 Word study Words to describe behaviour

Match the verbs in **bold** with the definitions.

- a waste time
- b laugh at someone unkindly
- c punish someone with words
- d do an activity with other people
- e acting in an unkind and aggressive way towards someone



10 4 Listen

Listen to two conversations about problems at school.

Which of the problems in Activity 2 are the friends talking about?

10 5 Copy and complete these phrases from the conversations.

Listen again. What solutions do the friends suggest? Do you think they are good solutions?

- a ____ there are a few things you ____ do.
- b ____ them specific jobs to do ____ .
- c Or you ____ the teacher ____ mix up all the groups ____ .
- d ____ you tell the teacher?
- e If you ____ someone, the bullying ____ probably ____ worse.



Lesson 8 After-school clubs

1 Talk about it

What kind of after-school activities are there at your school?

I write for the school newsletter and there is a computer club.

2 Read

Look at the after-school activities available at Al Rihla School.
What can the students do? Which is your favourite?

The Tasty Bites Cooking Club
Find out how to make all your favourite dishes and discover new tastes from around the world!
Wednesdays in the cooking classroom
Learn to cook!

SPREAD THE NEWS!
Do you want to be a reporter?
Join your school newspaper!
Write about the school, sport and the community.
Tuesdays in the ICT Room

Are you a Computer whizz?
Make and test your own computer games!
Build a website!
Make a robot move!
Join the Computer Club
Sundays in the ICT room

JOIN THE DESERT BIKERS!!
WE TAKE QUAD BIKES TO THE DESERT EVERY MONTH.
- PLAN AMAZING TRIPS!
- LEARN HOW TO LOOK AFTER A QUAD BIKE!
MONDAYS IN CLASSROOM 2B

Join the ECO CLUB
Do you love being green?
Plan events to make our school greener!
Make useful things out of recycled items!
Wednesdays in Classroom 1A

FOOTBALL PLAYERS WANTED!
Join the Al Rihla Jets!
Learn skills! • Score goals! • Make friends!
Tuesdays in the Sports Hall

3 Talk

In a group, can you act out one of the after-school clubs for others to guess?

Lesson 9 Starting something new

1 Talk about it



Is there anything new you would like to see at your school?

New equipment?

New clubs?

School trips?

2 Read

Read the email. Who is Mr Malek?

Message Options

Dear Mr Malek

We would like to ask your permission to start a newsletter for Grade 6. We think that there are a lot of exciting things happening in our year and lots to write about. Our classmates are interested and some said that they would like to write for the newsletter too.

We would like to produce the newsletter every two months. We both belong to the Computer Club, so could we make the newsletter there? Our class teacher, Mr Salman, has offered to help us.

He says that we should ask your permission first before we can start and that we should show you the newsletter before we send it to our classmates. If you like our idea, could we come and see you to tell you more?

Yours sincerely,

Kareem Jassim and Naeem Saeed (Class 2, Grade 6)

Use of English

Use modal verbs **would**, **should**, **could** in formal emails

We use **would** + verb to say politely that we want to do something.

We **would** like to ask your permission (**not** we want to ask your permission)

We use **could** + verb to ask for something politely. **Could** we come and see you ...?

We use **should** + verb to express obligation.

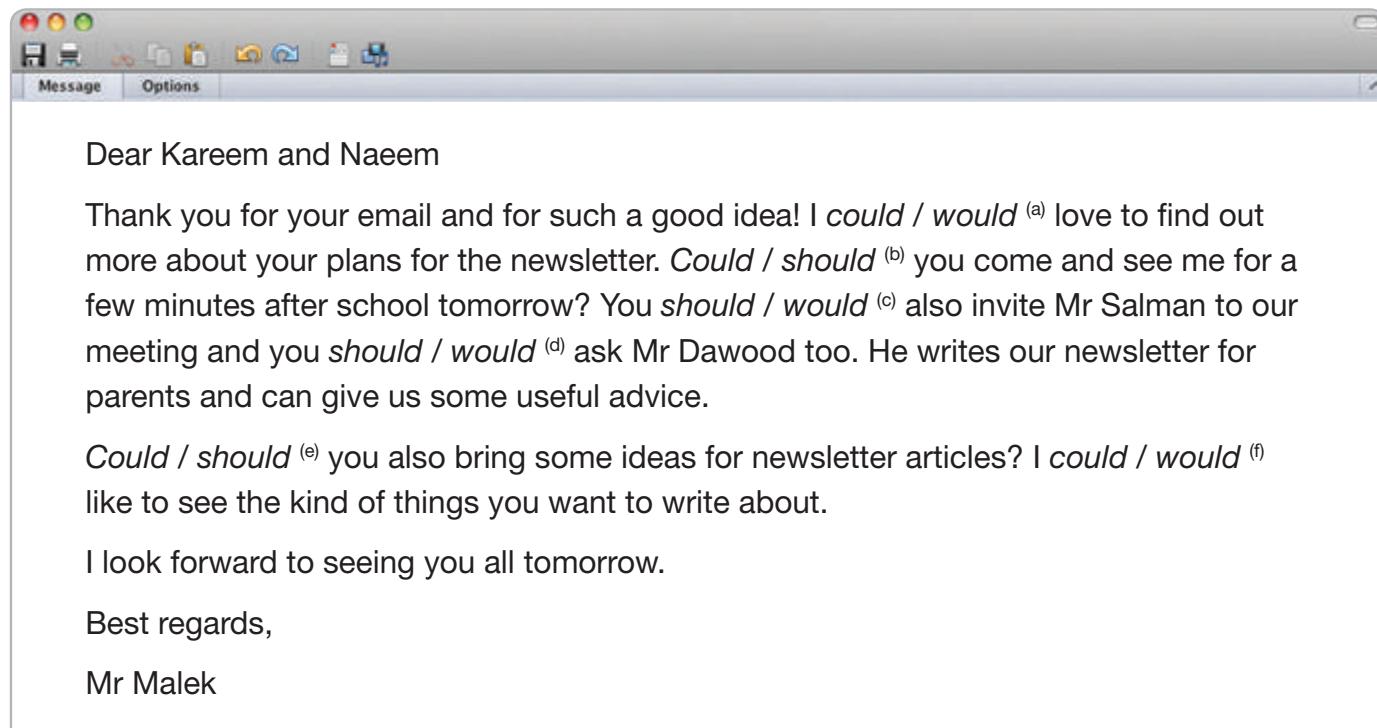
He says we **should** show you the newsletter before we send it.

3 Use of English

Draw a line under the words **would**, **could** and **should** in the email to Mr Malek on page 32.

Why is each one used? Discuss with your group.

4 Choose the correct modal verb to complete Mr Malek's reply.



Lesson 10 A problem in school: Part 1

1 Talk about it



Look at the picture of Mohamed. How does he feel?

Why do you think he feels this way?

11 2 Read and listen

Read and listen to the Part 1 of the extract. Were your predictions correct?



Part 1: An extract from a story about a problem at school

Mohamed looked at his Maths book. How many times had he read the page? Five? Six? He still didn't understand it. The test was tomorrow morning, and the Maths teacher, Mr Salman, had told all the boys how important it was. Mohamed sighed and looked out of the window. He could see his friends out in the street below, riding their bikes and calling out to each other.

'I just need to work hard,' Mohamed told himself. 'In another hour, I will understand it all.'

Five minutes later, Mohamed jumped onto his bike and rode out to join his friends. 'I just need to forget about maths for a while,' he thought. 'In the morning it will all make sense.'

3 Talk

What do you think will happen next? Look at the picture and talk about your ideas.



11 4 Read and Listen

Read and listen to Part 2 quickly. Were your predictions correct?

Part 2:

The next morning the test began at nine o'clock. Ten minutes later Mohamed was looking down at his shoes in panic. He had read through the whole test and there was only one question he could answer. Everything else was just too difficult. He wanted to cry, or be sick. If he was sick, then Mr Salman couldn't ask him to complete the test, could he? Then maybe Mohamed wouldn't have to take the test at all. He closed his eyes and thought really hard about being sick, but nothing happened. Just then, the school bell rang. 'Put down your pens, boys. That's the end of the test,' said Mr Salman.

Mohamed looked up in surprise. How had the time gone so quickly? Before he could say anything Mr Salman had collected up the tests and left the room. Mohamed's best friend Abdullah turned around from the desk in front. 'That was pretty hard, wasn't it?' he asked. 'But I think I did ok. What about you, Mohamed? I think we should listen more in Maths class next time.'

Mohamed stood up so quickly that his chair fell to the floor behind him with a bang. 'I don't care about Maths, or tests,' he shouted. 'If you think they are important, Abdullah, then you are just a stupid baby.' Mohamed grabbed his bag and ran past his friend, pushing him out of his way. As he went out of the room, Mohamed saw his friend looking hurt and upset.

5 Talk

Discuss these questions with your partner.

- a Do you think Mohamed prepared well for the test? Why/why not?
- b Why does Mohamed shout at Abdullah?
- c Was Mohamed right to be upset with Abdullah?

Lesson 11 A problem in school: Part 2

1 Talk about it



Have you ever had a bad mark for a test?

How would you feel if you did?

12 2 Read and listen

It is the day of the test! What do you think will happen to Mohammed?

Read and listen to the extract quickly. Were your predictions correct?

3 Read the text again. Are the sentences **true** or **false**?

Correct the false sentences.

- 1 Mr Salman had not yet marked the tests.
- 2 Mohamed scored 10% on the test.
- 3 Mr Salman shouted at Mohamed.
- 4 Mohamed ran away from Mr Salman.
- 5 Most of the boys were happy about the test results.



Part 3:

The day after the test, Mohamed was back in his Maths lesson, waiting for Mr Salman to arrive. The teacher came in with the tests in his hand. 'I've brought your tests back, boys,' he told them. 'It was a very difficult test, which most of you did very well.' He handed the tests back to the boys. As Mr Salman passed Mohamed's test to him, he said quietly, 'Please stay behind after the class, today, Mohamed. I would like to talk to you about the test.' Mohamed looked down at the test on his desk. There was a red '10%' on the front. He felt hot and cold at the same time.

It was even worse than he had thought. When the bell rang for the end of the lesson, Mohamed took his time packing up his books and pens. All the other boys were laughing and chatting. It was the end of the day and they all left quickly. Mr Salman came over to Mohamed's desk. Mohamed couldn't look up. He was sure that Mr Salman would be angry. He knew that the teacher was just about to shout at him and tell him he was stupid. Before Mr Salman could speak, Mohamed jumped out of his chair and grabbed his bag. 'It was a stupid test. I hate Maths,' he yelled. He ran out of the room and down the hall.

4 Talk

Mohamed is in a lot of trouble! What do you think will happen next?



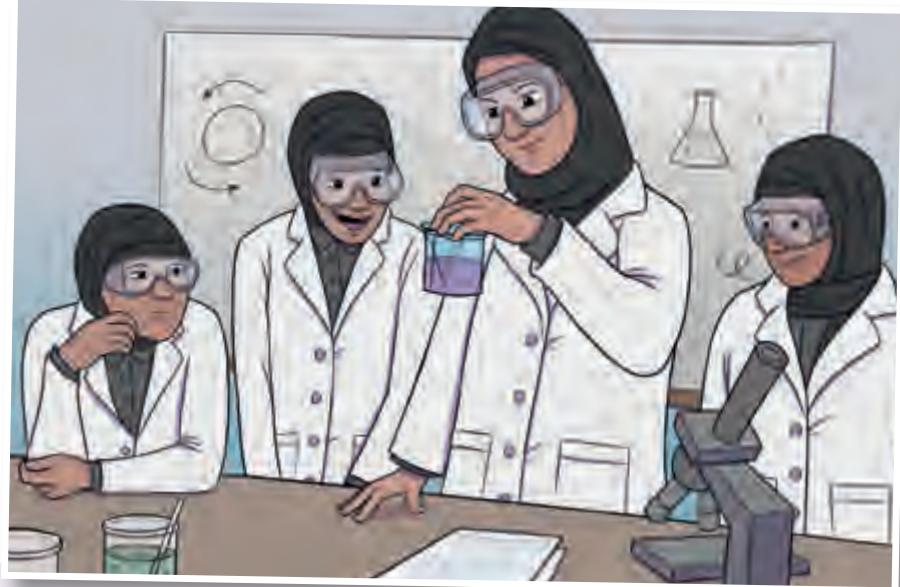
Lesson 12 My learning

1 Vocabulary

Work in teams. Your teacher will ask you questions about words in this unit. See how quickly you can write the answers. When you have the correct answer, say 'Stop!'

2 Use of English

Read and choose the correct word.



Dear Ms Asma

We *could / would / will*⁽¹⁾ like to interview you for the school newsletter because you are the Head of the Science Department. We are writing a Science Special in the newsletter this month.

We *would / could / will*⁽²⁾ like to ask you about the strangest experiment you have ever *done / did / do*⁽³⁾. *Should / Must / Could*⁽⁴⁾ you also give us some tips on how to stay safe in the Science lab? For our homework we have to make a poster about Science safety – the things that you *would / should / could*⁽⁵⁾ and *should / would / could*⁽⁶⁾ not do when you are doing experiments – and we need your advice. *Could / Should / Would*⁽⁷⁾ we come to see you at 4 pm in the Science lab?

Yours sincerely,

Yousra and Hannah

3 Talk

Does your school have a school newsletter? What is in it? Who is it written by? What other extra-curricular activities are there at your school?

Lesson 13 Review

- How are the schools described in Lessons 1 and 2 similar to or different from your school?
Write six sentences using words to describe school subjects.
- Write five tips to improve your brain power.

If you ..., it'll ...



- Think of a problem someone might have at school. Work with a partner and take turns giving advice to solve each other's problems.
- In the story from Lessons 10 and 11, did Mohamed have good or bad study habits? Give Mohamed some advice using 'if...'. Write three pieces of advice.
- Read the email that Mr Salman sent to Mohamed's parents. Fill the gaps using the modal verbs in the box.

would could should

Message Options

Dear Mr and Mrs Alamudin,

Please could⁽¹⁾ you make an appointment to come and see me with your son Mohamed.

Mohamed is usually a good student but he has not been good in the last few weeks. He has not listened in class as he ____⁽²⁾.

His class did a Maths test yesterday but Mohamed scored only 10%. Mohamed _____⁽³⁾ be getting better marks than this. He was very upset. I tried to speak to him today after class, but he ran away.

I am worried that Mohamed _____⁽⁴⁾ be finding Maths difficult. He might need some extra lessons to help him to catch up and I _____⁽⁵⁾ like to help him with this.

I hope to see you later this week.

Kind regards

Mr Salman (Maths teacher)

Lessons 14–15 Choose a project

1

A presentation on school life in another country

- 1 Choose a country for your research. Use the Internet or library to find out about different aspects of school life. Make notes on:
 - The school year: when new terms start and finish
 - School hours and days of study
 - School subjects
 - What the children wear
 - Other ways that the school life is different compared to your country
- 2 Present your findings to the class. Tell your classmates which fact you found the most interesting.
- 3 Write a short description of school life in another country and display on the wall. Read other descriptions and note down the most interesting fact from each one.

2

A role-play about adding something new to your school

- 1 Decide on something that your school needs – for example, some new equipment or another after-school activity.
- 2 Create a role-play.
 - a Discuss your ideas. What does your school need? Why?

Why don't we start a ...?
How about getting a new ...?
 - b Discuss how you are going to make your ideas happen. Do you need to get permission from someone? Do you need to raise any money?

We should discuss this with our form teacher ...
How about doing a ... to raise some money?
 - c Perform your role-play in front of your class. Use the tips and examples in Lessons 5, 8 and 9 to help you.

Unit 3

Sport

We're going to:

talk about different types of sport
read about a Paralympian
give instructions for sports exercises

read and summarise an article about a sports event
read a story about a football match
write a radio commentary

Lesson 1 Which sports do you do?

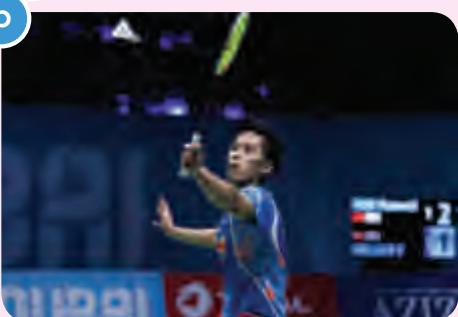
1 Talk about it



Which of these sports do you do?



a



b



c



d



e

2 Vocabulary

Match a picture in Activity 1 to the words in the box.

shot put discus gymnastics basketball javelin
track races badminton volleyball athletics hockey

13 3 Listen

Which sports in the box are these children talking about?

Listening strategy

Underline key words in the questions. This will help you when you listen for the answers.

Lesson 2 Sports equipment

1 Vocabulary

Use a dictionary to match the words to the sporting equipment. Can you remember which sport matches the equipment?

shuttlecock trunks goalposts a net shin pads
a racquet a hockey stick goggles

2 Talk

Work with your partner. Talk about the sports equipment and what you need them for. Use the sports in the box to help you.

athletics football swimming gymnastics badminton hockey

You need a shuttlecock to play badminton.



3 Read

Look at Mahra's bar chart. Circle the question she asked her friends.

- a Which sport do you like the best?
- b What is the best thing about your favourite sport?
- c What equipment do you need for your favourite sport?



Lesson 3 Get active!

1 Talk about it



Before you do a sport, you need to do warm-up exercises.

Do you know any warm-up exercises? What parts of the body should you warm up?

2 Vocabulary Parts of the body

Match the words in the box with the letters in the picture.

- 1 ankle
- 2 shoulder
- 3 thighs
- 4 heart
- 5 hamstrings
- 6 hip
- 7 arm
- 8 toes
- 9 knees
- 10 neck



14 3 Listen

Listen to Amna giving warm-up exercises instructions. Put the pictures in order.



14 4 Stand up, listen again and do the warm-up exercises. How do you feel now?

Lesson 4 How to stay active and healthy

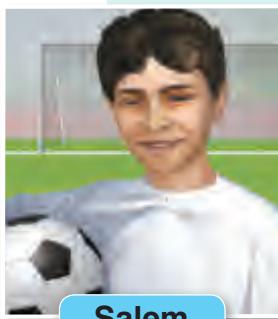
1 Talk about it



Ask your partner what sports they do and how they stay active and healthy.

15 2 Read and listen

Listen to Salem and Huda talking about their lifestyles. Who has a healthy and active lifestyle?



Salem

Well, I have never liked sports. My father says I should do sport and asks me to play football with him, but I don't want to. I want to sit in front of my computer and play games all day. I don't like getting hot and sports make me very tired. My mother said I must use the stairs in our apartment building. It is hard work climbing stairs, but I must do it. My mother gets angry when I take the lift.

All my family like to eat healthy food like dates, rice, fish and fruit. Fruit! Yuk! I know I should eat healthy food but I don't like it at all! I love fizzy drinks and eating cheeseburgers, pizza and chocolate.



Huda

I love sports and try to do something active every day. My mother and sisters get up very early and go for a walk along the Corniche Road in Abu Dhabi, and I always go with them. I am tired when I wake up, but then all my family say our prayers and go for a walk. It makes you feel great in the morning. I feel ready for school and the day ahead. After school, my sisters and I play badminton together outside under a huge palm tree, and my father and brothers play in a local football team.

We eat healthy food like fruit, fish and a lot of vegetables. I mustn't eat unhealthy food because I will get sick. I want to be fit and healthy so I can have an active life and live to be an old woman. Hopefully, I will have a family of my own and they will all be active, healthy and do sports as well. Everyone should do something active every day.

3 Use of English

We use *need*, *should* and *must* to give advice and instructions.

Match the example with the meaning.

- 1 You **need** to exercise to be healthy.
- 2 You **mustn't** eat unhealthy food.
- 3 You **should** be active every day.

- a To give advice to someone.
- b When something is not allowed.
- c When something is necessary.

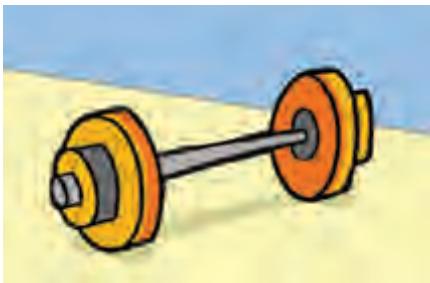
Lesson 5 Sports for everyone

1 Talk about it



What are the Paralympic Games?

What Paralympic athletes do you know from your country?



2 Read

Look at the pictures and the *Reading strategy* box. Then read the text and answer the questions.

- 1 What kind of athlete is Mohammed?
- 2 Does he feel good about his achievements?
- 3 How many Paralympic gold medals has he won?
- 4 What disability does he have?
- 5 How old was he when he moved to Abu Dhabi?

Reading strategy: Scanning

When you scan a text, you look for specific information first. We often scan texts to check for the main points or to decide if we want to read all the text.

Mohammed Khamis Khalaf: Paralympic athlete

Mohamed Khamis Khalaf made history when he became the first Emirati to win a Paralympic gold medal in Athens, 2004.

Mohamed became disabled when he was a child. He had a disease that damaged his legs, so he couldn't walk. He had to overcome many difficulties as a disabled child.

When he was 20 years old, Mohamed moved to Abu Dhabi to study at university. A friend told him about the Dubai Club for Special Sports. Mohamed did not believe a disabled person could be an athlete; he said, 'I was convinced it wasn't possible.' Mohamed went to the club; he was surprised. He said, 'I got to see that a disabled person can train hard and compete, not just play sport for fun.'

Mohamed moved to Dubai and started training. He loved weight-lifting and was extremely good at it. As well as his gold medal in Athens, Mohamed went on to win a Paralympic gold medal in Rio, 2016. After the games a reporter asked him, 'How are you feeling right now?' Mohamed said, 'You can't imagine how happy I am. I worked hard and I got the gold.'

Lesson 6 My learning

1 Talk about it



21st

Look at the sports in the box.

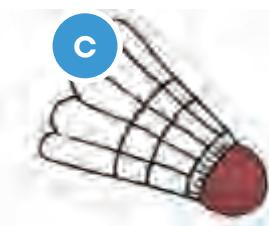
Which sports would you like to learn to do? What equipment would you need?

football athletics gymnastics basketball tennis
swimming badminton volleyball hockey judo

16 2 Listen

Listen to Helal and his sister Alia talk about sports. Tick ✓ the equipment they need. Which sports do they play?

	shin pads	racquet	swimming shorts	shuttlecock	goalposts	football
Helal						
Alia						



3 Quiz

Work with your group and answer the questions.

- 1 Name two sports that have a goal.
- 2 Name two sports that use a ball.
- 3 Name two sports you play in a team.
- 4 Name one sport you can play by yourself.
- 5 Draw a piece of sporting equipment on a piece of paper.

Can your partner guess what it is?

Lesson 7 Everyone can be an athlete

1 Talk about it



Who is your favourite athlete? Why do you like him or her?

Do you want to be an athlete? What sport would you play?

2 Vocabulary

Use your dictionary to look up the meaning of the words in the box. What kind of woman do you think Hamda Al Hosni is? Talk to your partner. Use vocabulary from the box.

confident hard-working positive terrible worried

17 3 Read and listen

Read the profile about the famous athlete. Then listen to the audio and write the missing words.

Athlete profile

Name: _____ Al Hosni

Born: _____ 87

Nationality: Emirati

Sport: Wheelchair javelin, _____, discus, long jump and track races

Characteristics: She trains _____ and is very hard-working. She is _____ and tries to see the good things in life. She is _____ in her own abilities.

Lesson 8 The Fun Run

1 Talk about it

Do you have marathons in your country?

Where do they take place? Do you know anyone who has taken part?

2 Read

Read the article about The Fun Run.

- 1 Why do people do The Fun Run?
- 2 Who takes part in The Fun Run?
- 3 How much money has the school raised for charity?

The Fun Run

Every year in June, our class does a sponsored walk which starts in Zabeel Park. The walk raises millions of dirhams for charity. Hundreds of us go to the start of the route and warm up before the walk begins. Lots of people come to Zabeel Park to watch and cheer.

Students and friends all take part. Some of us wear running clothes, but a lot of people wear fancy dress costumes. Last year, there were superheroes, fruit and animal costumes doing the walk too!

So far our school has raised over 20 000 dirhams for charity. We asked our families and friends to sponsor us for each kilometre we walked. The more kilometres we walk, the more money we raise for our favourite charities. We get fit and help other people at the same time, so everyone wins!



3 Talk

People run fun runs to raise money for charity. Have you ever done something like this? What could you do to raise money for charity?

Have you ever dressed up to do something for charity?

What could you do to raise money for charity?

Lesson 9 Helping others enjoy sport

1 Talk about it



Have you ever been to a live sports event?

What was it like? How did you feel?

2 Vocabulary

Look at the words in the box and match with a definition. Use a dictionary to help you.

- a someone who cannot see
- b a game which is happening at the same time as you are watching
- c a game that is played at the team's stadium
- d to give details of everything that is happening
- e a person who watches their team play

- 1 a home match
- 2 blind
- 3 to describe
- 4 a live match
- 5 a supporter

18

3 Read and listen

Read and listen to Part 1. Salem and his dad are at a live football game.

- 1 How does Salem help his father?
- 2 Why does he need to do this?
- 3 What is the name of Salem's football team?
- 4 Do Salem and his father go to football games in their home city or another city?

Listening strategy: Listening for expression and emphasis

When you listen to a story, listen to the expression in the narrator's voice. This will help you understand the sense of the story.

Part 1 Salem and his dad came to every Al Jazira home game and Salem told his father what was happening in the matches. Salem's father was blind and couldn't see. He had an accident when he was younger and had to stop playing football with Salem. Salem was worried that his father would not want to go to football matches, but on the first day their team played, his father said, 'Salem!'

'Yes, Father?'

'Come on! Hurry up! Let's go to the football match.'

'Yipee!'

Both Salem and his father were football supporters and loved the game. Salem described what he could see in live football matches so that his father could understand what was happening.



Lesson 10 A live commentary

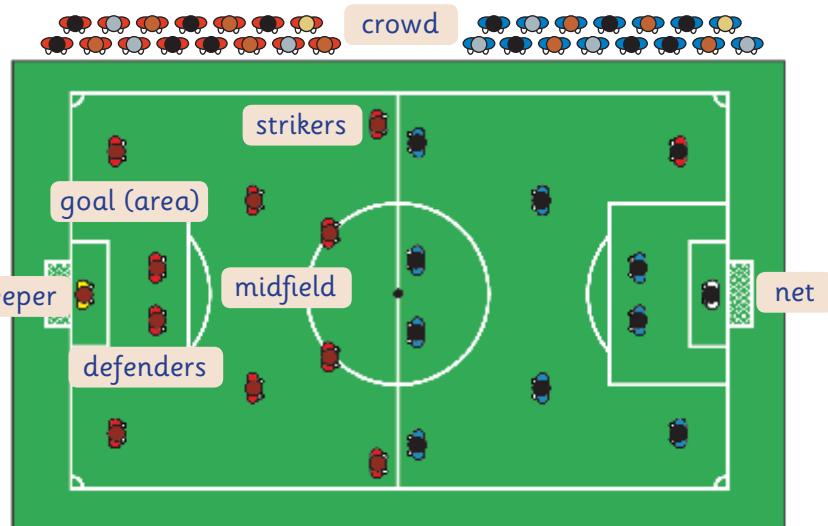
1 Word study

Look at the words in the diagram and discuss their meaning.

19 2 Read and listen

Read and listen to the description of the live football match.

Choose the correct answer to the questions.



Part 2 The second half of the football match was amazing. The Al Jazira players were very good, and the strikers on both teams were fantastic: Al Qasimi, the striker, and captain, for Al Jazira, and Davis, the striker for United.

Salem found it difficult to describe the football match to his father because it was so fast and so much was happening.

'Al Qasimi is running up the pitch and is midfield, but Davis is running behind him,' Salem told his father.

Suddenly, Al Qasimi kicked the ball and it hit Davis, but Al Qasimi kicked the ball into the net. The crowd were jumping up and down and they were very excited.

'What happened, my son? Tell me quickly!' said Salem's father.

'Oh my goodness! He scored a goal!' shouted Salem.

'Who? Who?' asked his father.

'Al Qasimi! Al Qasimi scored a goal!' shouted Salem.

'Yay! Fantastic!' said his father.

- 1 The Al Jazira striker is very important because:
a He has scored a lot of goals. **b** He is captain of the team. **c** He's very tall.
- 2 Al Qasimi plays for which team?
a Al Jazira. **b** The UAE international football team. **c** United.
- 3 Salem finds it difficult to describe the game because:
a It is very noisy. **b** There are a lot of things happening quickly.
c His father can't hear him.
- 4 How does Salem's father feel when a goal is scored?
a He feels very happy. **b** He feels very unhappy. **c** He feels very hungry.

Lesson 11 Football crazy!

20 1 Read and listen

Why does Salem describe the goal like a radio reporter?

- a To make it more exciting for his father.
- b To give his father more information.
- c Both A and B

Part 3 The crowd were on their feet and the sound of the cheering got louder and louder. The score was 1–0. Salem's father was very happy and this made Salem feel great.

'WOW! Al Qasimi is such an amazing player!' said Salem.

'Yes, I know.'

'He kicked the ball so hard and it flew into the net!'

Salem felt bad because his father couldn't see the amazing goal, so he decided to describe it in more detail, like a reporter on the radio.

'Al Jazira's amazing Emirati has scored the goal of the day. He blasted down the pitch and the defenders struggled to stop him. He fired a volley past the goalkeeper that was impossible to stop. The crowd cheered and jumped up and down. That's Al Qasimi's twentieth goal so far this year. He won the Emirati Player of the Year award two weeks ago, and we can see why.'

Reading strategy

When you don't know a word, think about these questions:

- What is the text about?
- What other words in the sentence or paragraph can help you?
- What clues does the punctuation give you?
- What type of word is it? A verb? A noun? An adjective? Something else?
- What do you think it means?

21 2 Talk

When we read with expression, we emphasise key words. Listen and repeat Salem's commentary. Which words does he emphasise?

- 1 Al Jazira's amazing Emirati has scored the goal of the day.
- 2 He blasted down the pitch and the defenders struggled to stop him.
- 3 He fired a volley past the goalkeeper that was impossible to stop.
- 4 That's Al Qasimi's twentieth goal so far this year.

Lesson 12 My learning

1 Read

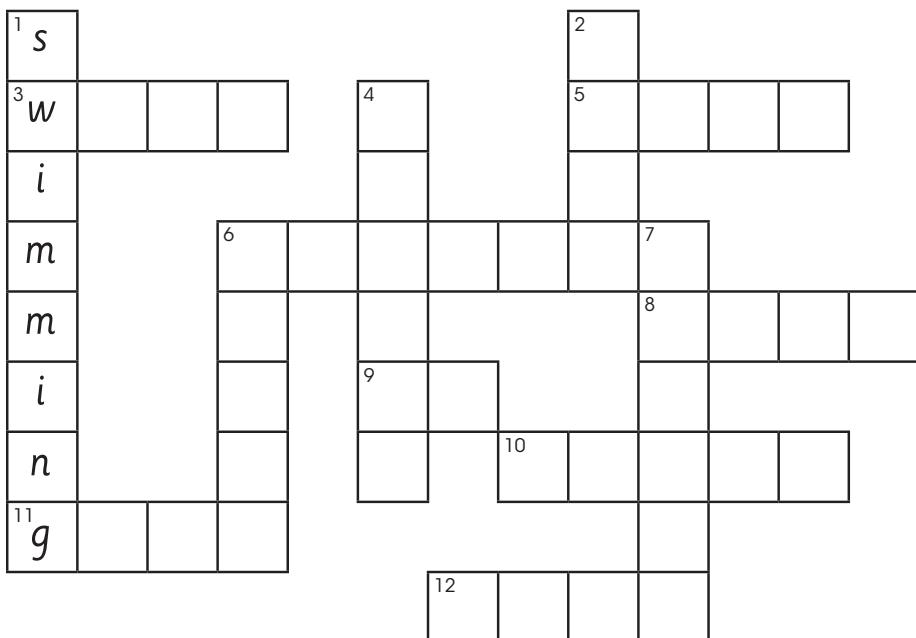
Solve the puzzle with the missing words.

Down

- 1 You should wear goggles when you go _____.
- 2 That part of your leg between your ankle and thigh is your _____.
- 4 You can play football _____ in a gym or outside on a pitch.
- 6 Mohammed Khamis Khalaf won a gold _____ in Rio 2016.
- 7 This word means 'a strong hard hit'.

Across

- 3 You mustn't start exercising without doing _____ -up exercises.
- 5 You _____ a racquet and a shuttlecock to play badminton.
- 6 Your _____ need to be warm to work properly when you do sport.
- 8 A great thing about playing a sport is working together in a _____.
- 9 My cousins _____ judo every Thursday.
- 10 In hockey, you need a _____ to hit the ball.
- 11 In football, basketball and hockey, the aim is to score a _____.
- 12 A marathon is a _____ of 42 kilometres.



2 Talk

Look at the box. How many football words do you know?
Can you describe these words to your partner?

a goalkeeper a live match a home match a net goalposts a striker a crowd

Lesson 13 Review

1 Vocabulary

Write down five pieces of sports equipment and how they are used. Now read the sentences to your partner (don't say the word). Can they guess which equipment you are describing?

Boys wear these when they go swimming. (swimming shorts)



2 Talk

Tell your partner about your favourite sport and four things you like about it.



3 Write

Complete these sentences about Mohammed Khamis Khalaf in your notebook.

Mohammed says that The interviewer wants to know

4 Talk

Give instructions for three warm-up exercises to your partner. She/He has to do the exercises. Which parts of the body do these activities exercise?



5 Talk

In the football story about Salem and his father, what does Salem do to help his father at the football match? Why does he need to help him?



Lessons 14–15 Choose a project

1



21st Write an interview for a sports star.

- 1 In your groups, choose a sports star to interview.
- 2 Research information using the Internet or the library. If you can't find the information you want, invent your own.
- 3 Plan your six questions that you want to ask. Remember to work as a group and help each other with spelling and vocabulary.
- 4 Your friend will be the sports star. Interview them and write their answers.
- 5 You can add pictures to your written questions and answers.
- 6 As a class, display your interview questions and answers. Read the other interviews and write down two facts from the other groups' interviews.

2

Make a commentary of a sporting event

- 1 Work in small groups. Think of an important sports match, race or competition or invent one of your own. If it is a real event, watch it again on the Internet if possible. Make notes about who is playing, where it is and what happened.
- 2 Write a description in the style of a radio or television commentary.
 - Write your commentary in the present simple and present continuous.
 - Use descriptive words and the example of page 51 to help you.

... and here we are at the Millennium Sports Stadium in Sydney.

... the fans are cheering and ...

... and Luis is running to the goal, he's turning right to score and oh, what an awesome goal.

- 3 Ask your teacher or another group to check your first draft.
- 4 Look at their comments carefully and write a second draft.
- 5 When you are happy with the second draft, take it in turns to read the commentary. Read it with expression in your voice, as if you were reading it on TV or radio. Listen to each other.
- 6 Choose one person to make an audio recording of the commentary. Listen to other groups' commentaries and guess which sports event they are describing.

Unit **4**

The big screen

We're going to:

talk about different types of films
read about the history of films
listen to and discuss a film review

create scenes from a film
read and understand a film storyline

Lesson 1 Types of films

1 Talk about it

**21st**

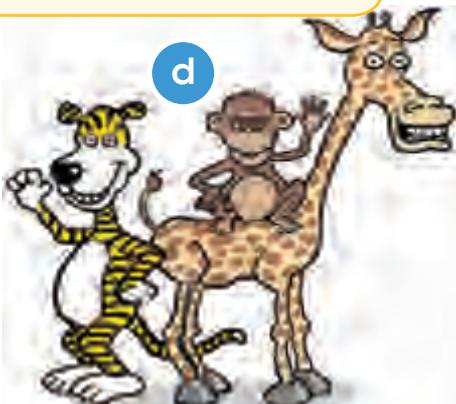
What type of films do you like?

Where do you like watching them – at the cinema or at home? Which is better?

2 Word study

Match the film types to the pictures. Which of these types of films have you seen recently?

animation comedy horror science fiction adventure drama action historical

a**b****c****d****e****f****g****h**

22 3 Listen

Listen and match the film trailers to the film types in the box in Activity 2.

4 Talk

Which film would you like to see after hearing the trailers? Why?

Lesson 2 Describing films

1 21st Word study

Find the adjectives in the comments.

What type of film are the comments about?

- a comedy b science fiction c horror
- d drama e adventure



1

I was so scared.

The animal is really **bad**!

It does such
horrible things!

horror

2

The film was
very funny, we couldn't
stop laughing ...

3

The film was
heart-breaking. I cried at
some scenes. It's so sad when
the accident happens.
But in some parts the story
is a bit silly and not very
believable.

5

The story is really **exciting** –
I didn't want the film to end.
You really care about the main
character and her special mission.
The special effects are **lovely**
too – really beautiful.



2 Talk

Talk about films you know. Use *really*, *very* or *a bit* and different adjectives.

Look at the comments in Activity 1 to help you.

A: I saw *Ice Age 4* last ...

B: What sort of film is it?

A: It's an animation film. The story is *really* exciting – I didn't want the film to end.

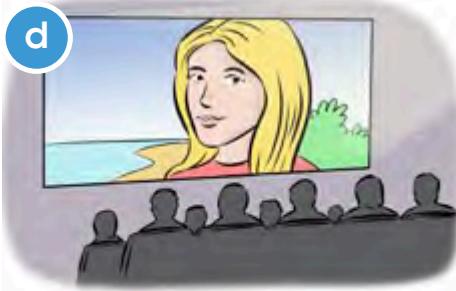
B: Were the special effects good?

Lesson 3 The first films

1 Word study

Match a picture to a word from the box.

a film projector make up audience
popcorn a cinema screen a pianist



2 Read

Read these facts about the first films then answer the questions.

The first animation films were made in the early 1900s.

The first film starring Mickey Mouse was made in the 1920s.

The first film starring Mickey Mouse was produced by Walt Disney.

The *Madagascar* films were shown in cinemas all over the world.

The first full-length animation film was called *Snow White and the Seven Dwarves*.

The award-winning animation film *Shrek* was released in 2001.

Computers weren't used to make animation films in the 1940s.

Lots of Disney films were produced in the 1960s and 70s.

The first *Toy Story* film was created in the 1990s.

The first animation films were not made in colour.

In the first cartoons, hundreds of drawings were needed to produce just one minute of animation.

1 When was the first *Toy Story* film created?

2 Where were the *Madagascar* films shown?

3 When was *Shrek* released?

Lesson 4 Films that I like

1 Talk about it



21st

Are any films made in your country?

Can you think of two film names? What films do you like?

Use of English

Words that link two parts of a sentence

The characters are so life-like **that** they look like real people.

It's about a group of superheroes, **who** have amazing abilities.

It was the ending **that** I really enjoyed!

2 21st Use of English

Read the examples in the *Use of English* box. Complete the rules below using the linking words *who* and *that*.

- We use ____ or ____ when we talk about people.
- We use ____ when we talk about things.

3 Write

Think of a film that you like.
Complete these sentences
with your own ideas.

My film is about a
character who ...

It is a story that ...

Lesson 5 What makes a good film?

1 Talk about it



21st

What makes a good film?

What are the differences between good and bad films?

23 2 Listen

Listen to Asma and Samira talking about a film.

Which of these things do they talk about?

Actors

Setting (where the story happens)

Plot (what happens)

Costumes

Good and bad points

Special effects

Type of film

Characters

23 3 Listen and choose the correct words to complete the summary of the conversation.

Rise of the Guardians is an **action / adventure**⁽¹⁾ story about a group of superheroes who are all characters from children's **games / stories**⁽²⁾. They fight to save the world from an **evil / angry**⁽³⁾ villain called Pitch. Pitch wants to **fight / frighten**⁽⁴⁾ the children of the world and **steal / see**⁽⁵⁾ the things that they believe are true. The superheroes have to fight to protect the children from danger. The story is **placed / set**⁽⁶⁾ in lots of imaginary places and there is a scene where one of the heroes goes to Antarctica.

Samira said that she would **recommend / remember**⁽⁷⁾ the film for other people to see, **especially for / but not**⁽⁸⁾ young children. The film has a good plot but it is quite **different / difficult**⁽⁹⁾ to understand in parts.



Lesson 6 My learning

24 1 21st Listen A brief history of animation

Listen and match the information (a-g) with the years.

- 1 1900s _____
- 2 1928 _____
- 3 1937 _____
- 4 1940s–1950s _____
- 5 1990s _____
- 6 1995 _____
- 7 2001 a _____

- a *Shrek* becomes the first film to win an Academy Award for Best Animated Feature.
- b The first animation films were made.
- c *Toy Story* was released – the first full-length film animated on computers.
- d *Snow White and the Seven Dwarves*, the first full-length animation film was produced by Walt Disney.
- e Disney films became popular and were watched by millions of people in cinemas.
- f Sound was added to cartoons for the first time. Mickey Mouse was also born!
- g Computers were used for the first time to make animation films.



2 Pronunciation Saying decades

What does 'the 1940s' mean?

- a 1940
- b 1940–1949

25 3 Listen

Listen and write the decade you hear. Then listen again and repeat.

- a _____
- b _____
- c _____
- d _____

Lesson 7 Creating film scenes

1 Talk about it



21st

What are your favourite film plots?

How do you think the film makers get their ideas?

2 Read

Look at the storyboard below for a comedy film. Choose the best title for the film or write your own title.

- a Cooking with my sister
- b A birthday cake for Mum
- c Kitchen fun

3 Match

Match the sentences to a picture on the storyboard.

- a The cake had gone horribly wrong. Sara's brothers were laughing at her. 'How can I save the cake now?' Sara sighed.
- b It was Mum's birthday so Sara wanted to bake her a cake. 'Happy birthday, Mum!' laughed Sara.
- c 'Will you help me please, Tasha?' asked Sara. Tasha supervised Sara as she turned on the oven ready to cook the cake for Mum.
- d Sara added the eggs and put the cake in the oven. 'There, it's all done!' said Sara proudly.

What do you think would make a good ending to this story?

1



2



3



4



Lesson 8 Making scenes interesting

1 Talk about it



21st

What sound effects and special effects could you add to the scenes on page 61? Which scenes would you add them to?

Why don't we add ... to Scene 1? Let's put a ... in Scene 2. How about ... -ing ...?

Writing tip

Use direct speech and reporting verbs

Use direct speech to make your story more interesting. Use different verbs to show how people said things. Use speech marks and a comma at the end. When there is a question or exclamation mark, don't use a comma.

'Here, let me make it comfortable for you,' he **offered**. 'Oh no, not again!' **cried** Dad.

2 Punctuation

Add punctuation to the next four scenes. Change *said* to a different verb from the box. Then draw and describe what happens in the next scene.

whispered shouted cried told offered gasped

Scene 7 Don't be sad said Tasha. We'll think of something

Scene 8 Boys, heres some money run to the shop she quietly said

Scene 9 We're back the brother said. Look what we have!

Scene 10 Surprise they all said. Wow, thank you said Mother.

3 Write

Create a storyboard.

- Use the birthday cake storyboard on page 61 to give you ideas or think of your own.
- Include some dialogue and two or three sentences to explain each scene.
- If you have ideas for sound or special effects, include those too.
- Don't worry about being a good artist – simple drawings and stick figures are fine. Use colour if you want to.
- Make your storyboard into a poster and display it on your classroom wall. Read other groups' storyboards and think of a film title for each idea.

Lesson 9 Jurassic Park: Part 1

1 Talk about it



21st

Do you like films with special effects?

How do you think special effects are created in films?

Have you ever seen the *Jurassic Park* films? What are they about?

Why do you think the first *Jurassic Park* film was important in cinema history?

2 Read

Now read the introduction to find out.

Were your predictions correct?

Jurassic Park is a science fiction film, based on a novel by the American author, Michael Crichton. It tells the story of a group of scientists who visit a very unusual theme park on an island. The park is inhabited by real live dinosaurs. During the visit someone breaks the security code and dangerous dinosaurs escape all over the island. Everyone on the island is in great danger.

The film was made in 1993. It is famous in cinema history because the film-makers created very clever special effects using Computer Generated Imagery (CGI) to bring life-like dinosaurs to the screen. After *Jurassic Park*, many other films used the same CGI technology to create fantastic special effects.



Glossary

science fiction: stories that are often about the future, space or time travel

unusual: it doesn't normally happen

inhabited: someone lives there

life-like: seems very real

Lesson 10 Jurassic Park: Part 2

26 1 Read and listen

Read and listen to an extract from the novel *Jurassic Park*. Tina and her family are on holiday on the island where the story is set. What strange meeting does Tina have near the beach?

Answer the questions after each section.

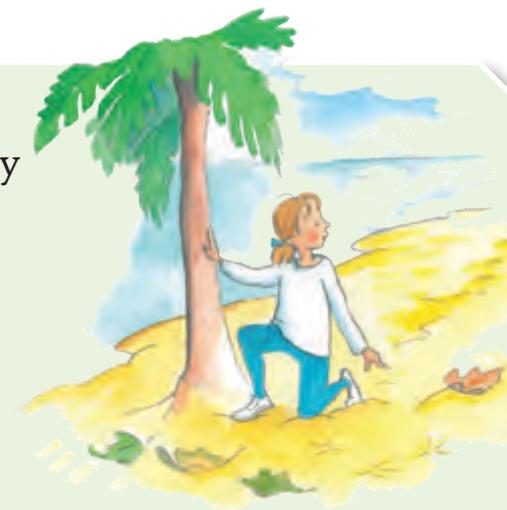
1 Tina ran until she was exhausted, and then she threw herself down on the sand and gleefully rolled to the water's edge. The ocean was warm, and there was hardly any surf at all. She sat for a while, catching her breath, and then she looked back toward her parents and the car, to see how far she had come.

Her mother waved, beckoning her to return.

Tina waved back cheerfully, pretending she didn't understand.

Tina didn't want to put sunscreen on. She wanted to stay right here.

Now her mother was calling to her, and Tina decided to move out of the sun, back from the water, to the **shade** of the palm trees. Tina sat in the sand, and kicked the dried mangrove leaves. She noticed many bird tracks in the sand. Costa Rica was famous for its birds.



Glossary

- a Where were Tina and her parents?
- b Were they sitting together? Where was Tina?
- c What did Tina notice in the sand?

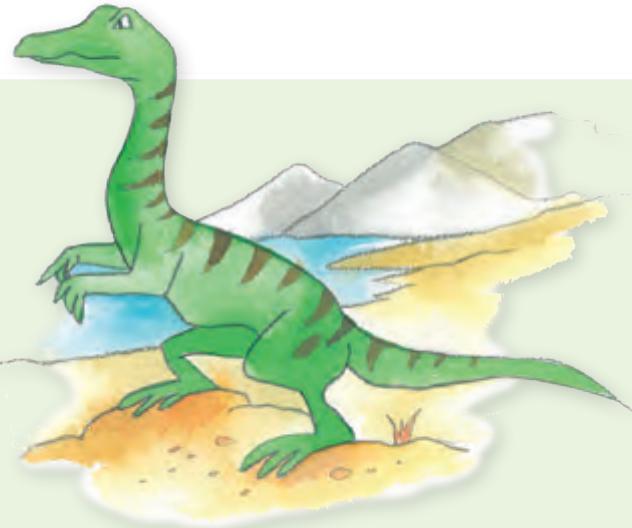
exhausted: very tired
gleefully: happily
mangrove: a tree with roots above the ground

2 In the sand, some of the three-toed bird tracks were small. Other tracks were large, and cut deeper in the sand. Tina was looking at the tracks when she heard a chirping, followed by a rustling. The chirping was probably some ocean bird. She waited quietly, not moving, hearing the rustling again. A few yards away, a lizard **emerged** from the mangrove roots and peered at her.

3 Tina held her breath. The lizard stood on its **hind** legs, balancing on its thick tail, and stared at her. Standing like that, it was almost a foot tall, dark green with brown stripes along its back. Its tiny front legs ended in little lizard fingers. The lizard cocked its head as it looked at her.

Tina thought it was cute. Sort of like a big salamander.

- d What kind of animal came out of the jungle?
- e Did it stand on four legs or two?
- f Was Tina frightened of the creature?



Glossary

- chirping:** the sound a bird makes
- rustling:** the sound of something moving
- foot:** measurement of 30 cm
- cocked:** turned the head sideways
- salamander:** a type of lizard

4 The lizard wasn't frightened. It came towards her, walking upright on its hind legs. It was hardly bigger than a chicken. Tina thought it would make a wonderful pet.

She noticed that the lizard left three-toed tracks that looked exactly like bird tracks. The lizard came closer to Tina. She kept her body still, not wanting to frighten the little animal. Maybe it expected her to give it some food. Unfortunately, she didn't have any food.

The lizard paused, cocked his head and chirped.

'Sorry,' Tina said, 'I just don't have anything.'

And then, without warning, the lizard jumped onto her hand. Tina could feel its little toes pinching the skin of her **palm**, and she felt the surprising **weight** of the animal's body pressing her arm down.

And then the lizard **scrambled** up her arm, toward her face.

- g Was the lizard frightened of Tina?
- h How big was the lizard?
- i What did it do at the end?

Lesson 11 Jurassic Park: Part 3

1 Talk about it



21st

Discuss the questions below in groups.

- 1 Why do you think the book *Jurassic Park* was made into a film?
- 2 Which other stories do you know that have been made into films?
- 3 Which kind of books make good films?

Reading strategy:

Guess meaning from context

If you don't understand a word in a text, look at the other words around it to help you guess its meaning.

2 Word study

Look at the words in **blue** in the text and guess their meaning by looking at the other words around them. Choose the correct definition.

1 shade	a a place with no sunlight	b a place with lots of leaves
2 hind	a front	b back
3 palm	a a part of your hand	b a part of your foot
4 weight	a how tall something is	b how heavy something is

3 Values Looking after yourself

Discuss the questions with your partner.

- 1 Do you think Tina was wise to go so close to the creature? Why? Why not?
- 2 How do you think she felt when the creature jumped on her? How could she have prevented this from happening?
- 3 Make a poster of Top tips of how you can look after yourself when you are:
 - in a city or a place with a lot of people
 - in the countryside or another natural place with few people.

When you are in a place with lots of traffic, you should ...

If you are walking on your own, you shouldn't ...



Lesson 12 My learning

1 21st Use of English

Read and choose the correct word.

Last week me and my friend Ali, went to see a science fiction film called *Revenge of the Mutants*. It is set in outer space, in another galaxy. It's about a spaceship

who / that⁽¹⁾ gets lost in space and then meets an evil mutant monster *that / when*⁽²⁾ lives on another planet. We watched it

in 3-D and the special effects were *very / really*⁽³⁾ amazing.

My favourite character was the monster *who / when*⁽⁴⁾ attacked the spaceship. It was *almost / very*⁽⁵⁾ exciting! But the film is was very long and the plot is *a bit / absolutely*⁽⁶⁾ boring in parts.

Afterwards I read on a movie website that the original version of this film was made in the 1950s. When it was shown in cinemas for the first time, people ran out of the cinemas screaming! And they didn't even see it in 3-D!



2 Review

Read the review again and complete the fact file in your notebook.

3 Write

Write an email to a friend about a film that you have seen recently. Tell your friend about the type of film, plot and setting and the good and bad points about the film.

Type of film: _____

Setting: _____

Plot: _____

Good points: _____

Bad points: _____

Fun fact: _____

Lesson 13 Review

1 21st What goes into making a film?

- 1 What type of films are the trailers for on page 55? Which adjectives are used to describe these films?
- 2 Write down adjectives and adverbs to describe three films you like. Include three adjectives. Give reasons why you chose these adjectives.

... is a really funny film.

The beginning is amazing.

There is a scene where ...



- 3 In cinema history, what happened in 1895 and 1927?

In 1895 the first ... were ...

- 4 How do you pronounce these years?

1875 1932 1958 1881

- 5 Write four sentences about your favourite film.

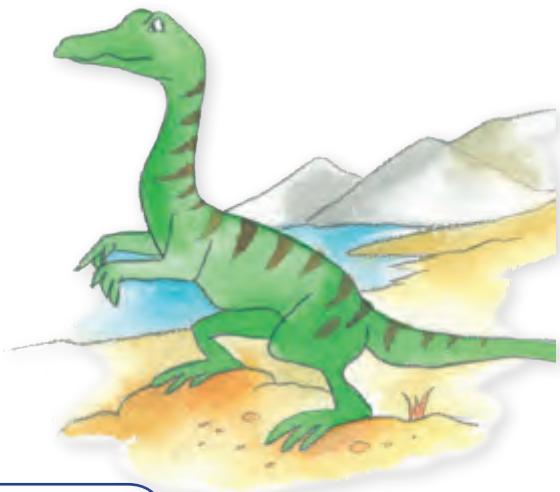
The main character is called ... , who ...



- 6 In the storyboard on page 61, what goes wrong with the birthday cake? Why was Sara making a birthday cake?
- 7 What is the setting for the story on page 63 to 65?

Look what I can do!

Write or show examples in your notebook.



- 1 I can talk about different types of film.
- 2 I can understand a timeline showing the history of cinema.
- 3 I can discuss a film review.
- 4 I can create a storyboard to show a film scene.
- 5 I can understand a story that has been made into a film.

Lessons 14–15 Choose a project

1

A film review presentation

- 1 In your groups, choose a film to review. Remember – your film can be one you really liked or one you didn't like.
- 2 Use these headings to write notes about the film and organise your presentation:
 - Type of film
 - The plot (what it's about)
 - The setting
 - Would you recommend it?
Why / why not?
- 3 Practise your presentation first in your group. Decide who is going to talk about each different section. Remember to start by giving the purpose of the presentation.
Today we are going to talk about ...
- 4 Add slides with pictures from the film or a short video clip if possible.
- 5 Present your film review to your class.
- 6 Listen to other film reviews and write down the adjectives used to describe each film. Why did the reviewers choose these adjectives?

2

Create a timeline about film or TV history

- 1 Choose from:

History of television	History of special effects in film
History of the camera	Your own choice
- 2 Research your choice using the Internet or the library.
- 3 Make a note of at least six important dates and what happened.
- 4 Create a timeline to show the order of events. Write sentences using years or decades. Include past simple passive sentences.
In ... the first TV programme was broadcast.
- 5 Make a poster of your timeline and decorate with pictures.
- 6 Present your poster to your class.
We're going to talk about ...
Our timeline starts in the 1920s when ...



We're going to:

talk about important gadgets and equipment
read about a famous inventor
present and listen to new ideas for inventions

write about a revolutionary invention
read a story about a young inventor

Lesson 1 Gadgets

1 Talk about it What is your favourite gadget? When do you use it?

Why is it important to you?

2 Vocabulary Gadgets and equipment

Match the quiz questions to the pictures.



velcro



a tablet



a compass

Test your knowledge!

The Inventions Quiz!

- 1 What writes, stores information and lets you surf the Internet?
- 2 What item helps us to fasten our shoes?
- 3 People started using it in the 1860s – what is it?
- 4 What was first used in China over 1,000 years ago?
- 5 This was much bigger in 1973. It was 22 centimetres long and weighed 1.13 kilograms!
- 6 In 2012, Apple sold 100 million of these. What is it?



a bicycle



a laptop



a mobile phone

Vocabulary

gadget: a small tool or machine that is very useful for a particular job

Lesson 2 Gadgets

27 1 Listen

Listen to the people talking about favourite gadgets and answer the questions.

- 1 Which gadgets does each person describe?
- 2 What are the advantages and disadvantages for each gadget?

27 2 Listen again and complete these sentences in your notebook.

Who says what sentence, Luke (L) or Ben (B)?

- a It's got to be my ___ – I ___ live without it!
- b I can use it ___ to my friends.
- c The ___ important gadget for me is a ___ .
- d I think it's ___ useful than a ___ .
- e That's ___ , but it depends ___ the type of phone ___ .



3 Write

What is the most important gadget for you? Complete the sentences.

It's got to be my ___ because ...
I can use it ___ .
I think it's ___ than a ___ because ___ .

Use of English

Describing what we use something for

We can use the form *use it to + infinitive verb*.

I use my camera **to take** photographs of my family.

We can use the form *use it for + verb + -ing*

I use my phone **for sending** text messages to my friends.

Lesson 3 The history of the telephone

1 Read

Read the text and match a picture with a section.



A history of the telephone

- 1 The telephone has changed a lot over the years. The first telephones were much longer and taller than today and had a separate mouth and ear piece.
- 2 Then, for a long time, home phones had one piece for both listening and speaking. People called someone using a round dial.
- 3 The first 'mobile' phones appeared in the 1970s. They were huge handsets, much larger than modern mobiles, and they could only be used in cars. The battery ran out after 20 minutes! They were much more expensive in those days – they cost nearly \$2000 so only very rich people could afford one.
- 4 In the 1980s, a few people started to carry mobiles. But they were still much bigger and heavier than today's mobiles. They weighed nearly a kilo, but you could use them to make international calls. Before this, mobiles didn't have the power to do this.
- 5 In the early 1990s, mobiles became much lighter than before: they were known as 'candy-bar' phones because of the slim rectangular shape.
- 6 Over 30 years later, smart phones are thinner and tinier than ever before with a touch screen and lots of functions. In the future they will be even more modern! What do you think will be next in the development of the mobile phone?

Reading strategy

Think about what you know about the topic *before* you read a text. This will prepare you for what you are about to read and will help your understanding. Tick the strategy which will help you to use your own knowledge to understand a text.

- Talk about the reading topic first.
- Start reading the text without thinking or talking about it first

2 Are the sentences **true** or **false**?

- 1 The telephone has changed a lot over the years.
- 2 The first phones had buttons to press.
- 3 The first mobile phones were used in the 1980s.
- 4 They had a long-lasting battery.
- 5 Mobile phones were very heavy.
- 6 Today's modern mobile phones are much smaller than old phones.

3 Use of English

Complete the sentences with the correct form of the adjective in brackets.

Remember to use *than*.

- 1 Smartphones are _____ the mobile phones of the 1980s. (light)
- 2 Mobiles in the 1980s were _____ the phones today. (heavy)
- 3 In 1970, a mobile phone was _____ a smartphone is today. (expensive)
- 4 Luckily, a smart phone today is _____ an old phone! (cheap)
- 5 And it is _____ the old phones so mine will fit in my pocket! (slim)

Use of English

Comparative adjectives

When we want to compare things, we add **-er** to the adjective and follow with *than*.

The first phones were **taller** and **longer than** phones today.

Sometimes we have to double the last letter of the adjective before we add **-er**.

Old mobile phones were **bigger than** modern mobiles.

If the adjective ends in **y**, we change it to **i** before adding **-er**.

They were also **heavier than** they are today.

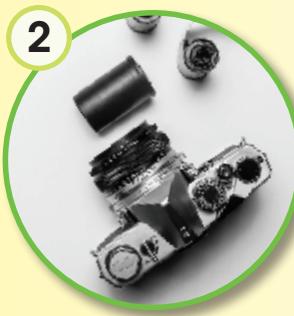
If the adjective is a long word, we don't add **-er**. Instead we use **more + adjective + than**.

The old phones were **more expensive than** the modern phones.

Lesson 4 The history of gadgets

1 Match

Match the old gadget with the new.



2 Read

Read the paragraphs and match with a gadget from Activity 1.

- 1 _____ This had three parts to it – a screen called a monitor, a big hard drive and a keyboard. In the very early days, there wasn't even a mouse.
- 2 _____ This can take photos and video. You can delete the pictures you don't want or upload the good ones to your computer.
- 3 _____ This tiny gadget comes with headphones so you can listen to music or podcasts on-the-go. It is so small that you won't even know it's in your pocket!
- 4 _____ In the 1980s, children played computer games on a machine that connected to the TV. The machine also had a stick which you moved around to operate the game.

3 Talk

Talk about these gadgets. How have they improved? Could you improve them further? Use adjectives from the word bank.

fast slow cheap expensive light heavy large tiny thick thin tall long short

Lesson 5 Old and modern

1 Talk about it



Sara was a teenager in the 1980s.

In Activity 2 she describes some of the gadgets that were modern back then. Look at the pictures. Have you seen any of the gadgets before? Can you guess what they are?



2 Read

Read what Sara says about the gadgets and answer the questions.

In the 1980s, people played cassettes on a stereo. Most homes and cars had a stereo. Cassettes broke easily because the ribbon often got stuck in the stereo. After cassettes came CDs.

The Walkman was a small cassette player with headphones. The Walkman needed batteries and it was really annoying when they went flat while you were using it. These days we use MP3 players instead.

To watch a movie in the 1980s, people went to a video shop and rented a video cassette. It took a long time to rewind or forward the movie, sometimes as long as three minutes! Nowadays we watch movies on a DVD or straight from the Internet.

Televisions in the 1980s were big boxes. Some TVs had a remote control but some didn't. We had to get up from the sofa to change the channel! There were only one or two channels to watch. They were very different from the flat screen TVs today.

A modern gadget in the 1980s was the video recorder. The machines were large and heavy to hold so sometimes the film was very shaky! These days you can use a tiny digital camera to film anything you want to.

- 1 Which gadget needed batteries?
- 2 Which gadget needed headphones?
- 3 Which gadget often didn't have a remote control?
- 4 Which gadget was heavy?
- 5 Which gadget was often played in cars?

Lesson 6 My learning

1 21st Read

Read what Fuad says about the refrigerator and answer the questions.

What is your most important invention of modern times?

For me, it's the refrigerator, also called a fridge. It is such a simple idea but actually the machine is quite complex and needs electricity to work.

The reason the fridge is so important is because it keeps food fresh for much longer. It means we don't have to go to the supermarket every day to buy fresh food and we don't have to eat everything as soon as we buy it. Another advantage of the fridge is that we can transport food from other parts of the world. Also, the fridge keeps drinks cold, which is much nicer when the weather is hot.

In the past, fridges were much more expensive, but these days they are cheaper and use less energy so most homes can afford one. The only problem is when there is a power cut. Then everything inside melts and goes rotten.

- 1 What is the main purpose of the fridge?
- 2 Name one advantage of the fridge.
- 3 Name a disadvantage of the fridge.

2 Talk

What invention can you not live without? Make some notes then tell your partner.

Describe it.

Is it a simple everyday thing or is it something really complex?

What is it used for?

What kind of design has it got?

Has the design changed much since it was invented?

What do you think about it?

Why is it important?

How did it make life better for people?

Why can't people live without it?

Why can't you live without it?

3 Write

Now write a paragraph about this invention.

Remember to use an introduction and a conclusion.

Writing tip

An introduction explains what it is and why you are choosing it. A conclusion gives your opinion of it and why you think it is important.

Lesson 7 Ideas and inventions

1 Talk about it



How many famous inventors can you name?

Where were they from? What did they invent? Do you know any inventors from the UAE?

2 Read

Read the article about Adeeb al Balooshi.

What does the article say about him?

DUBAI // At ten years old, Emirati inventor Adeeb Al Balooshi is possibly the youngest inventor in the world. The young boy has already invented a prosthetic leg for his father and a housework robot for his mother.

Adeeb got the idea for his first invention from his father, who only has one healthy leg. 'We went to the beach and my father couldn't swim because it was too dangerous to go in the sea,' Adeeb said. So he decided to design a prosthetic leg that could go in water and help his father to swim.

The young boy also likes robotics and invented a small gadget to help his mother clean the house.

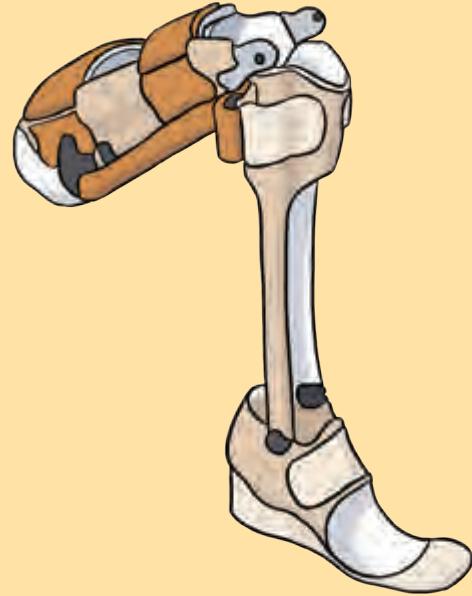
The gadget looks like a broom. It has a motor, batteries and feathers. He built the machine in less than a day.

Adeeb has invented other robots and gadgets and he has more than 100 certificates. Adeeb's mother said: 'I'm really proud of him and he always surprises me with his ideas. He is a gift from God to us.'

Vocabulary

robot: a machine that does the jobs of a human

prosthetic limb: an artificial arm or leg



3 Read the questions and choose the correct answer.

1 Adeeb has invented

a two things b many things.

2 His first invention was

a a housework robot b a prosthetic leg.

3 The housework robot needs _____ to work.

a batteries b electricity

4 Adeeb got his ideas for his inventions from

a his friends b his family

4 Talk

Discuss the questions on the board with a partner.

Amazing fact

Sheikh Hamdan Al Maktoum is a big fan of Adeeb. He follows him on Twitter and even arranged for Adeeb and his family to travel to seven countries to attend Science workshops and meet experts and scientists.

Search online to learn more about Adeeb and his inventions.

Lesson 8 Old invention, new ideas

1 Talk about it



21st

Look at these new umbrella inventions.

Which one is best for:

- someone who loves texting? _____
- people who need to carry a lot of things? _____
- someone who needs to stay dry? _____
- thirsty people? _____
- hot weather and sunny days? _____

Vocabulary

umbrella: a device for protection against the rain; a frame with waterproof material at one end of a stick and a handle on the other end



2 Read

Choose one paragraph to read. Which umbrella does it describe? Would you buy it?

1

This umbrella is best for days of very heavy rain. It will keep you completely dry from head to feet. You will also see where you are going when you are walking. It won't be so good on windy days because the plastic will blow around. It will also be difficult to get out of when you finish using it.

2

This umbrella is great for windy days. The special handle helps you hold on to it, so even a very strong wind won't blow it out of your hand. You can also continue texting at the same time. The only problem is it comes in one size only, which will be uncomfortable if you have small hands.

3

This umbrella is good for busy people who don't have time for breakfast or people who like to have a coffee 'on-the-go'. On rainy days you can take your coffee with you and you will still have one free hand to text, to open doors or to carry your shopping bags. It is not so good on windy days because the hot coffee may spill on you. Also, when you want to drink it, you have to take the drink out of the holder using only one hand.

3 Write

Now complete the correct column in the table with information from the paragraph you read.

	Advantages	Disadvantages
Umbrella 1	1	1
	2	2
Umbrella 2	1	1
	2	2
Umbrella 3	1	1
	2	2

4 Talk

Now talk to two other students. Tell them about the umbrella you read about. Listen to them and complete the other two columns on the chart.

5 Use of English

Read the paragraphs from Activity 2 and underline the sentences that predict what will happen with the different umbrellas.

Use of English

Will and won't to predict future

We use **will** + infinitive verb to say things we think, guess, or know about the future.

In the future robots **will** do many of the jobs we do today.

Won't + infinitive verb is the negative form.

There **won't** be so many people working in factories.

Lessons 9–10 Start Small, Think Big

1 Talk about it



Have you ever had a crazy idea for an invention?

What was it? Did you tell anyone? What was their reaction?

28 2 Read and listen

Read and listen to the Part 1 of the story, *Start Small, Think Big*. What was Hamed's 'crazy idea'?

28 3 Now read and listen to all the sections and answer the questions.

1 Start Small, Think Big by Jane Boylan

Hamed stood outside his house with a big smile on his face. He was very happy with the rain and wind on this December afternoon. This was perfect weather for testing his amazing new invention – his Umbrella Hat – for the very first time. He put the hat on his head, put the strap under his chin and started walking along the street. It didn't rain often in Dubai and he was so excited about trying out his new invention. Did it keep the rain off?

Did the wind get under the hat and blow it away? After a few minutes, he knew that his invention worked **wonderfully**. He passed a man who was wrestling with an umbrella and a bag of shopping as he tried to open his car door. The man stared open-mouthed as Hamed **calmly** walked past. Hamed knew the man was amazed at this new gadget that kept you dry and left your hands free. 'Soon everyone will want one!' he thought.



- 1 How did Hamed feel about his invention?
- 2 What problems did the invention solve?
- 3 What did Hamed do to test his invention?

29

2 Then his heart sank. Walking towards him on the other side of the road were the al Barsha Boys, three nasty neighbourhood brothers. Hamed turned **quickly** to run back home, but it was too late. The three boys stood around him, laughing. Ali, the biggest one, pulled Hamed's Umbrella Hat off his head **roughly**. 'What's THIS?' he shouted. 'It's an Umbrella Hat,' Hamed

said **quietly**. 'You wear it when it rains and ...' But the boys weren't listening. Instead they were laughing **loudly**. 'It looks stupid! Do you really think anyone will wear that stupid thing?' Ali asked. He threw the hat over his shoulder and the three boys ran off, shouting with laughter. Hamed stood on the side of the road until the boys had turned the corner.



4 Were the al Barsha Boys friendly or unfriendly towards Hamed?

5 What did Ali do to Hamed's invention?]

6 How did the boys react to Hamed's invention?

30

3 Sad and embarrassed, Hamed picked up his dirty invention from the street. He felt hot tears in his eyes. Maybe nasty Ali was right ... 'Maybe people will think my invention is stupid. Maybe I am stupid

to think that people will want one,' he thought. **Suddenly** he looked up and saw a lady looking at him **kindly**. 'I was just leaving my house when I saw you and those boys. Are you okay?' she asked.

7 How did Hamed feel after meeting the al Barsha Boys in the street?

8 Who did he see next?

31

4 Then she saw the Umbrella Hat in Hamed's hand. It was broken now, and dirty. 'Er ... what's that?' she asked. 'It's my Umbrella Hat. I made it myself ...' said Hamed. He waited for the lady to start laughing like the al Barsha Boys did. But she didn't. She **gently** took the

hat out of his hands, held it up and looked at it **carefully**. 'What a wonderful idea!' she said. 'Did you think of it yourself?' 'Yes!' said Hamed. Then, the lady started to ask him lots of questions about the Umbrella Hat and about how he made it.

9 What was the lady's reaction to his invention?

10 How did Hamed feel now? Why?

5 Finally, she said, 'What a clever mind you have, Hamed! If you can invent something like this now, what will you be able to do when you're a grown-up? Don't listen to boys like that who laugh at you. Keep inventing and one day you will invent something really wonderful!'

'And you've given me a great idea,' she said. 'I own a shop – Gadgets4U. I will run a competition to find the best young gadget inventor in our town. We must help creative minds like yours, Hamed! I will show the

three best inventions in my shop. As prizes, the inventors will each get a voucher to spend on gadgets. Will you enter my competition, Hamed? I'm sure you'll win a prize.'

Hamed was so happy. Gadgets4U was one of his favourite places. It would be amazing to have one of his inventions in that shop. He thanked the lady and ran home **happily** to invent something fantastic for her competition. He suddenly felt much better and he already had lots of ideas in his mind.

11 What advice did the lady give Hamed?

12 What kind of competition did she want to organise? Why?

13 How did Hamed feel at the end?



4  **Talk**

Do you like the story so far? What do you think will happen next?

5 **Read**

Look at the adverbs in blue in the reading text. Work out the meaning from the context of the story. Then choose the correct adverb to complete the sentences.

- 1 She shouted **loudly** / **calmly** to her friend in the garden.
- 2 He spoke **gently** / **excitedly** to the little girl because she was frightened.
- 3 Check your work **quickly** / **carefully** so you can find and correct any mistakes.
- 4 He pushed past me **roughly** / **gently** and I nearly fell over.
- 5 She walked **carefully** / **quickly** to school because she thought she was late.

Use of English

Adverbs

We use adverbs to give us more information about the verb in the sentence. Adverbs tell us how something happened.

You should listen **carefully** to instructions when you are doing a Science experiment. Adverbs are usually formed by adding **-ly** to an adjective.

He walked home **slowly**.

Lesson 11 Bright ideas

1 Talk about it



If you could invent something new, what would it be?

Think about ideas for inventions under these topics.

Compare your ideas with your partner.

Communication Transport Food Comfort Entertainment

33 2 Listen

Listen to the teacher before Kim's presentation.

Who is Kim presenting her idea to? Why?

34 3 Listen to Kim's presentation about her idea for a new invention. Which picture describes her idea?



Listen again and answer the questions.

- 1 What does Kim show her audience at the beginning?
- 2 How does Kim organise the information in her presentation?

35 4 Listen to the audience's questions and complete them.

- 1 How do you _____ on the Super Jet Boots?
- 2 Where will you _____ to give the boots power?

5 Write

What do you think of Kim's idea? Write two more questions to ask her.

Lesson 12 My learning

1 Talk about it



Are all inventions useful?

Have you ever seen a silly gadget? Describe it to a partner. What was it for? Did it work well? Why do you think it was silly?

36 2 Read and listen

Listen to the descriptions and match them with the gadgets.



- a How can you get every last bit of toothpaste out of the tube, without making a mess? You need the new Total Toothpaste Press. Just clip it on the end of your toothpaste tube and turn the screw slowly. It will press the sides of the tube together and it will push the toothpaste out carefully without making a mess. It will save you money by helping you get every last bit of toothpaste out of the tube. Every family needs one!
- b Are you ever tired at school and want to sleep, but don't want to get into trouble? You need the Wide Awake sleep mask. Just put it over your eyes when you are sitting at your desk and no one will know that you are resting. The teacher will think you are listening carefully! You can use your Wide Awake sleep mask in other places too, or any time you are bored and would prefer to be sleeping. You will find this is a very useful invention.
- c Do you get bored waiting for your hot noodles or spaghetti to cool down? Then you need the New-Noo noodle cooler. It works just like an electric fan. It will blow cool air over your hot noodles so that you won't have to wait to eat them. You can use your noodle cooler with forks, spoons or chopsticks. You can take your noodle cooler to restaurants or parties and amaze your friends. Just remember to charge the battery first.

3 Listen and talk

Listen again to the adverts for the gadgets and answer the questions.

- 1 What is the Total Toothpaste Press for? _____
- 2 How do you use the Wide Awake sleep mask? _____
- 3 What do you have to remember about the New-Noo noodle cooler? _____

Lesson 13 Review

1 21st Vocabulary

Match the gadgets with their uses. Then write your own sentences for 4 and 5.

1 washing machine

a You use it to cook food.

2 oven

b You use it to wash dirty clothes.

3 light bulb

c You use it for lighting your room at night.

4 tablet

d _____

5 camera

e _____

2 Matching sentence parts

Match the two parts of the sentences.

1 You can use a USB stick to

a the button on the left.

2 To turn it on, press

b a text message to my mother?

3 Make sure you charge

c store information.

4 Please can I borrow your phone to send

d the timer on the oven when cooking rice.

5 Remember to set

e the battery before you leave home.

3 Making comparisons

Write sentences comparing the old gadgets with the new gadgets.

Use words from the box or your own ideas.



light / heavy big / small fast / slow
cheap / expensive slim / fat
tall / short long / short

Language detective

Can you remember how to make comparative adjectives by using -er, -ier or more + adjective?



Lessons 14–15 Choose a project

1

A presentation about the history of an invention

- 1 Use the Internet or the library to find out about the history of one of these inventions:
the telephone the computer
the writing pen the car
the bicycle
- 2 Make notes about who invented it, the first models, how it has changed over the years and what the invention is like now.
- 3 Organise your notes into sections using the headings in 2. Add other headings if you want to.
- 4 Add sequencing phrases to guide your audience through the presentation.

Today we're going to talk about ...

To sum up ...

- 5 Practise your presentation first in your group. Decide who is going to talk about each different section. Think about questions that your classmates might ask you at the end.
- 6 Draw pictures or make slides, to support your presentation.
- 7 Deliver your presentation to your class. Ask at the end if anyone has any questions.
- 8 If you are listening to a presentation, write a question to ask at the end. Your teacher might choose you to ask a question!
- 9 At the end, discuss how you think these inventions will change in the future.

In 5 years' time I think phones will ...

2

A quiz about inventions

- 1 Use the Internet or library to research information about inventions in these categories:
transport / communication / safety / medicine / comfort or convenience
- 2 Write two or three questions or clues for each category. For some of the questions you can use pictures or photos if you want to.
- 3 Write a rough draft of your quiz and check grammar, vocabulary and spelling.
- 4 When you've checked, write up your questions and clues on a large piece of paper. Decorate with photos and pictures.
- 5 Hand your quiz to another group to complete.

Unit 1 Wordlist

achieve	verb	hero	noun
actors	noun	hire	verb
admire	verb	huge	adjective
afraid	adjective	independent	adjective
amazement	noun	inspiring	adjective
amazing	adjective	manual	noun
article	noun	meanwhile	adverb
artist	noun	mind	noun
attitude	noun	mouth	noun
author	noun	often	adverb
award	noun	paint	verb
beautiful	adjective	performs	verb
biography	noun	plans	noun
blind	adjective	prefer	verb
brave	adjective	pride	noun
bravery	noun	producers	noun
characters	noun	props	noun
contract	noun	proud	adjective
creation	noun	published	verb
deaf	adjective	purpose	noun
dozen	noun	recycled	adjective
exceptional	adjective	research	noun
excitement	noun	respect	verb
exciting	adjective	rollercoaster	noun
explorer	noun	rubbish	noun
extremely	adverb	satisfied	adjective
fabulous	adjective	scared	adjective
famous	adjective	scientist	noun
felt	verb	sea	noun
frustrated	adjective	society	noun
goals	noun	speech	noun

sportsperson	noun
tapped	verb
talented	adjective
terrifying	adjective
theatre	noun
vision	noun
weak	adjective
world	noun

school trip
sense of pride
sign language
six years old
take photos
think of
write an article

Expressions

all over the world
as I said
as well as this
bringing up
by the time
don't like
entering a different world
First of all
from then on
give up on
I'm good at
in just a few days
quite like
since then
sold out
that day
the trouble was
thought of
to finish
to sum up
today I'm going to
turned them into
until one morning

Phrase list

Collocations

bent down
by hand
can't stand
care for
do research
fear of water
first time
give a speech
hopeless at
life story
make friends
meet up with friends
meeting up
national leader
pie chart
play football
play video games
quite good at
quite like
raise money
receive an award

Unit 2 Wordlist

activity	noun	run	verb
advice	noun	Science	noun
afraid	adjective	should	verb
Arabic	noun	sick	adjective
Art	noun	sleep	verb
brain	noun	Spanish	noun
break	noun	straight	adjective
bully	noun/verb	study	verb
chess	noun	swimming	noun
club	noun	team	noun
computer	noun	test	noun
could	verb	uniform	noun
cry	verb	upset	adjective
Design	noun	worried	adjective
difficult	adjective	wrong	adjective
drink	noun/verb	would	verb
eat	verb		
energy	noun		
exercise	noun/verb		
football	noun		
French	noun		
grab	verb		
greeting	noun		
group	noun		
handed	verb		
happy	adjective		
hour	noun		
hurt	adjective/verb		
important	adjective		
jump	verb		
Maths	noun		
nervous	adjective		
polite	adjective		
problem	noun		

Phrase list

as well as
day off
If you ... you will
Instead of
Islamic Education
join in
make fun of
mess about
mind map
National History
pack up
Physical Education
Social Studies
tell off
waste time

Unit 3 Wordlist

ankle	noun	hockey	noun
arms	noun	hockey stick	noun
athlete	noun	home match	noun
athletics	noun	impossible	adjective
badminton	noun	judo	noun
basketball	noun	knees	noun
bend	verb	live match	noun
blasted	verb	marathon	noun
blind	adjective	midfield	noun
charity	noun	motivated	adjective
cheered	verb	muscles	noun
confident	adjective	must	verb
count	verb	neck	noun
crowd	noun	need	verb
defender	noun	net	noun
describe	verb	paralympics	noun
determined	adjective	parathlete	noun
equipment	noun	positive	adjective
exercise	noun	racquet	noun
-fired	verb	score	verb
football	noun	shin pads	noun
goal	noun	should	verb
goalkeeper	noun	shoulder	noun
goalposts	noun	shuttlecock	noun
goggles	noun	straight	adjective
gymnastics	noun	stretch	verb
hamstrings	noun	strike	verb
healthy	adjective	striker	noun
heart	noun	struggled	verb
hip	noun	supporter	noun

swimming	noun
swimming shorts	noun
tennis	noun
terrible	adjective
thighs	noun
toes	noun
touch	verb
volleyball	noun
warm up	verb
weight lifting	noun
wheelchair	noun
worried	adjective

Phrase list

I don't like ... because ...	expressing preference
I like ... because ...	expressing preference
I'm confident/positive/motivated/ worried when ...	expressing feelings
You must exercise	expressing obligation
You need to eat healthy food	giving advice
You should get up early	giving advice

Unit 4 Wordlist

action	noun	explained	verb
actors	noun	fighting	verb
adventure	noun	film	noun
agreed	verb	film projector	noun
amazing	adjective	foot	noun
animation	noun	frightening	adjective
answered	verb	funny	adjective
asked	verb	gleefully	adverb
audience	noun	gorgeous	adjective
beautiful	adjective	heart-breaking	adjective
breaks	verb	hilarious	adjective
breath	noun	hind	adjective
camping	noun	historical	adjective
chirping	verb	hoped	verb
cinema screen	noun	horror	noun
cocked	verb	island	noun
comedy	noun	laughed	verb
controlled	adjective/verb	make up	noun
cooking	verb	makers	noun
costumes	noun	mangrove	noun
cried	verb	offered	verb
cruel	adjective	palm	noun
dinosaurs	noun	pianist	noun
drama	noun	plot	noun
effect	noun	popcorn	noun
emerge	verb	remembered	verb
escape	verb	rustling	verb
evil	adjective	sad	adjective
exciting	adjective	salamander	noun
exhausted	adjective	science fiction	noun

scientists	noun	weight	noun
scrambled	verb	when	adverb
setting	noun	where	adverb
shade	noun	who	pronoun
shouted	verb		
special	adjective		
special effects	noun		Why don't we add ...?
Storyboard	noun		Let's put a ...
surprising	adjective		How about ...?
terrifying	adjective		You should/shouldn't ...
threw	verb		Wh- questions
thrilling	adjective		
told	verb		

Phrase list

Why don't we add ...?

Let's put a ...

How about ...?

You should/shouldn't ...

Wh- questions

Unit 5 Wordlist

button	noun
calmly	adverb
create	verb
design	verb
device	noun
dial	noun/verb
excitedly	adverb
gadget	noun
gently	adverb
handle	noun
invent	verb
invention	noun
inventor	noun
laptop	noun
loudly	adverb
memory	noun
mobile	noun
MP3 player	noun
quickly	adverb
quietly	adverb
roughly	adverb
slowly	adverb
tablet	noun

Phrase list

break up	phrasal verb
butt in	phrasal verb
charge a battery	collocation
cut out	phrasal verb
hang up	phrasal verb
hold on	phrasal verb
plug it in	collocation
press a button	collocation
set the time	collocation
switch it on	collocation
turn a dial	collocation

Scope and Sequence

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
Unit 1 Life Experience Pages 6–20	Free time activities First time experiences	Question words + <i>do</i> + <i>you</i> + verb Present perfect for life experiences Past continuous to describe past actions happening at the same time as another action	Read about first time experiences Organise a presentation about a person you admire Biography: JK Rowling Literature: The story of Helen Keller Write a short biography Write a summary Create a pie chart	Listen to an interview about free time activities Read and listen simultaneously to a biography Talk about free time activities; first time experiences; favourite characters from books; life in the past for blind and deaf people Deliver a presentation Carry out a survey	History: The story of Helen Keller Maths: create a pie chart	Sequencing phrases for presentations	What makes some experiences special? Who do we admire and why? Attitudes to blindness and deafness Analysing a pie chart
Unit 2 School Pages 21–40	School subjects After-school activities Words to describe behaviour	First conditional Modal verbs, <i>would</i> , <i>should</i> , <i>could</i> in formal emails	Read about a typical school day Read about diet and studying Create a learning tips poster Read an email to the head teacher Read a story about a problem at school	Talk about school life Listen to descriptions of school life around the world Create a role play about starting a new school Listen to and talk about conversations about school problems Discuss a story ending Make a presentation about school life in another country	Social science: school life	Match words to definitions	Compare and contrast Evaluate solutions to problems

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
Unit 3 Sport Pages 41–54	Types of sports Sports equipment Parts of the body Qualities of an athlete Words about a football match	Need, should, must to give advice and instructions	Read about healthy lifestyles Read a factual text: <i>Mohammed Khamis Khalaf: Paralympic athlete</i> Read an article: <i>The Fun Run</i> Story about a football match Write a radio commentary Read an athlete's profile: <i>Hamda Al Hosni</i> Reading with expression Write an interview for a sport star Make a commentary of a sporting event	Talk about sport Listen to instructions Listen to information about a famous athlete Talk about and listen to information about healthy lifestyles Listen for expression and emphasis Give instructions for exercises	Maths: read and understand a bar chart Physical education	Use a dictionary to find meanings to new words Discuss new word meanings Match words to definitions Word emphasis	Qualities needed to be an athlete
Unit 4 The Big Screen Pages 55–69	Types of films Adjectives to describe films Words about film history	Linking words: <i>who, that</i> Making suggestions: <i>Why don't we...? Let's put a... How about...?</i> Reporting verbs	Read facts about the history of films Describe a film Read a storyboard Create a storyboard Non-fiction text: <i>Special effect in Jurassic Park</i> Fiction: <i>Jurassic Park novel extract</i> Create a poster: tips for looking after yourself Write an email about a film Write a film review Create a poster: a film or TV timeline Punctuation in direct speech	Listen and match film trailers Talk about film preferences Listen to a dialogue about a film Listen and choose correct words to complete a summary Listen to a brief history of animation Talk about film plots Present a film review	History: create a timeline of film or TV history	Adverbs of degree: <i>really, very, a bit</i> Pronunciation: saying decades Guess word meanings from context	Looking after yourself Expressing opinions

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
Unit 5 Inventions Pages 70–86	Gadgets and equipment	Describe what we use something for: <i>Use it to</i> + infinitive verb; use it for + verb with <i>ing</i> Comparative adjectives <i>Will</i> and <i>won't</i> to predict future Adverbs	Quiz: gadgets and inventions Describe your favourite gadget Read about the history of the telephone Read about old-style gadgets Read about important modern inventions Write about an invention that is important to you Read about young Emirati inventor Adeeb al Balooshi Write about advantages and disadvantages Read the story <i>Start Small, Think Big</i> Read about descriptions of gadgets Make comparisons Write a quiz about inventions	Listen to people talk about their favourite gadgets Talk about gadgets Talk about an invention that is very important to you Talk about famous inventors and their inventions Talk about advantages and disadvantages Listen to a presentation about a new invention Listen to descriptions of unusual gadgets Make a presentation about the history of an invention	Design and technology: inventions and gadgets History: the telephone; inventors	Working out the meaning of words from context Match words to definitions	Expressing opinions and preferences Describing objects: advantages and disadvantages Creating and expressing ideas

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