

# Bridge to Success

Learner's Book

5

*Bridge to Success* is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates. This edition covers the first term of Grade 5.

This book sets out to:

- build and develop foundation literacy skills
- build and develop foundation handwriting skills
- build and develop foundation speaking and listening skills
- cover standards for Grade 5 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.

For Training Only

Bridge to Success

Jane Boylan and Claire Medwell

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Learner's Book  
Term 1

5

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CAMBRIDGE





United Arab Emirates  
Ministry of Education



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UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



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Term 1 material 2016

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

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### Text

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# Welcome to *Bridge to Success*

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

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








The materials reflect the following principles:

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

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

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

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

-  1 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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## Homes

**We're going to:**

talk about different types of homes

talk and read about places in town

write about a landmark in my town or city

understand a poem

## Lesson 1 Different homes

## 1 Talk about it



Match the words with the pictures. Which house would you like to live in?

1 palace

2 hut

3 villa

4 eco-house

5 bungalow

6 high-rise flat



2



Listen

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Listen to different children describing their homes.

Match the speakers to pictures in Activity 1

What do the children like about their homes?

1b He loves it because he doesn't have to walk up and down the stairs.

3

21st



Talk

What type of home do you live in? Describe it to your partner. Why do you like it?

4



Would you like to live in a villa, a high-rise flat or a hut? What do you think would be different about living in these places?

## Lesson 2

### 1 Read

What do you need to make a house? Read and write labels for this eco-house.

This is the mushroom house. It is made of wood, mud and stone. It has very large windows to let in natural sunlight.

The house is energy-efficient because it has got solar panels on the roof to provide energy for lighting, electronics and computers.

The roof has got a small roof garden for growing vegetables. The water is from underground – you can see the well in the picture.

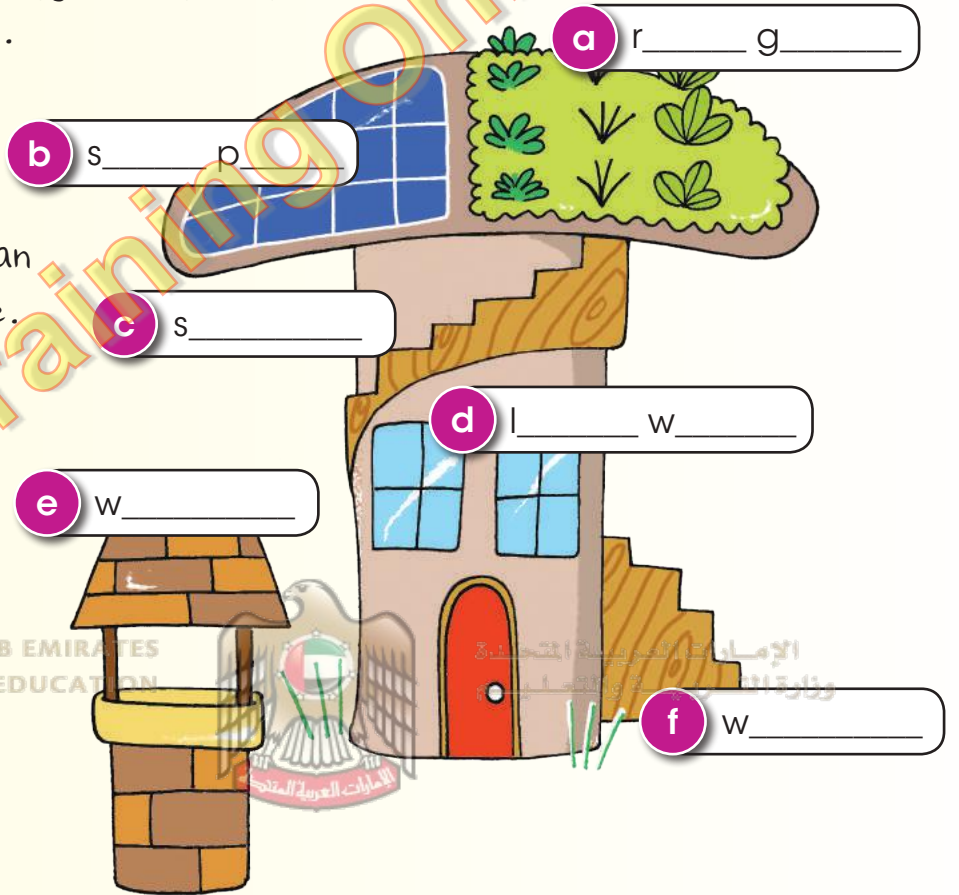
#### Vocabulary

**natural:** from nature, not man-made

**energy:** power

**energy-efficient:** to use less energy

**underground:** below the ground



### 2 Word study Materials

Find and write down the materials that were used to build the eco-house.

### 3 Talk

What do you think about this house?  
Would you like to live there? Why? Why not?

#### Speaking tip

It is made of ...

It has ...

I like / I don't like ...

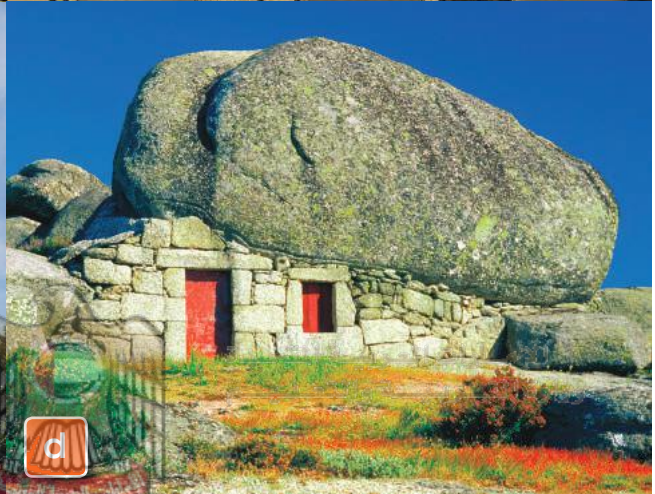
# Lesson 3 Strange buildings

1 **Talk about it**  Look at these pictures of strange buildings.

Why are they strange? What type of building do you think each one is?

## Amazing fact

About 18000 bricks are needed to build a three-bedroom house.



3 2 **21st**  **Listen**

Listen and complete the sentences with a modal verb. Then circle.

- a It \_\_\_ be a shopping centre/theatre.
- b It \_\_\_ be a house/petrol station.
- c It \_\_\_ be a spaceship/museum.
- d It \_\_\_ be a house/school.
- e It \_\_\_ be a theatre/library.

## Language detective

When do we use **must**?



### 3 Talk

Look at the *Use of English* box and discuss the pictures in pairs.

## Use of English

### Modal verbs of probability

It **might** be a shopping centre.

It **could** be a museum.

It **must** be a petrol station.

It **can't** be a house because ...

## Lesson 4

### 4 1 Listen

Listen to the children's teacher talking about the pictures in Lesson 3. What are the buildings? Were you correct?

### 2 Read

Read the text and answer the questions.

In 2006, the Emirati government started building the world's largest eco-city and named it Masdar. The city uses solar panels to power the whole community. The design and layout of the buildings and walls keep the city much cooler, so very little electricity is used to keep the buildings cool. Visitors to Masdar must leave their cars and use electric, driverless vehicles while in the city. Students are currently the only residents, although there are plans to build more homes and even a school in the future.

The project continues and is a great example of a city that uses renewable energy on a large scale.



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- 1 Do you know any other information about Masdar?
- 2 Would you like to live in Masdar? Why? / Why not?
- 3 What changes can you make at home to be more eco-friendly?

### 3 Over to you

Draw and write about your own favourite or strange building.

- Write about what type of building it is.
- Describe what it is made of.
- What special features does it have?  
Is it energy-efficient?
- Display your work in the classroom.
- Describe your building to your partner.

## Words to remember

solar panel eco-house  
wood stone glass mud

## Lesson 5 Out and about

**1 Talk about it**  Do you go out with your friends? Where do you go?

What do you do? When do you go?

### Reading strategy: Reading for specific information

We do this when we need to find specific information like dates, times and locations.

**2**  **Read**

Read the texts below and complete the chart.

**a**

### The Yollah Group performing live @ Al Hisn Palace Abu Dhabi, 26th April

What's on for young people?  
Outdoor spring performance!  
7pm-late.  
Buy tickets at the Yas Mall box office  
From 18th April  
Free parking in the palace grounds.

**c**



### Shopping Festival Don't miss it! 10th January

This season, the theme of the festival is fun!  
Starts at 4 pm at  
Global Village.  
There will be fun and entertainment with musicians and bands.

**b**

### Blue Box Sports Day!

Bring your family and friends to this special fundraising sports day for Blue Box charities.  
There will be activities for all the family.  
Food, drink and fairground rides!  
All funds raised go to charity.

**Where:** Ralley Road Sports Centre Field  
**Date:** 5th July at 11am

	Advert a	Advert b	Advert c
<b>What?</b>	Outdoor spring performance		
<b>Where?</b>			
<b>When?</b>		5th July	
<b>What time?</b>			4 pm
<b>Other information</b>			

### 3 Talk

Talk to your partner about which event you would like to go to and why.

**A:** I'd like to go to \_\_\_\_ because \_\_\_\_

**B:** I'd prefer to go to \_\_\_\_ because \_\_\_\_

### 5 4 Listen

Listen to the three conversations. Which event above are the children going to?

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

**Listening strategy:**  
**Listen for key words**

Listen for key words to identify activities.

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### 6 5 **Pronunciation Intonation**

Listen and repeat.

1 You're going to the Shopping Festival, aren't you?

2 Your sister is getting dressed up, isn't she?

3 You play football, don't you?

4 It starts at 7 o'clock, doesn't it?

### 6 Talk

Make sentences to check facts about your partner's life.

You've got a cat, haven't you?

You like football, don't you?

**Pronunciation: Intonation**

Remember, your voice goes up at the end of the question.

## Lesson 6 My learning

### 1 Can you remember?

Choose the correct answers and write in the space.

- 1 A \_\_\_ is a building with only one floor.  
a palace   b high-rise flat   c bungalow
- 2 \_\_\_ is a soft material which you find on the ground.  
a Mud   b Wood   c Stone
- 3 The house is \_\_\_ of stone.  
a make   b making   c made
- 4 You can borrow books from there, so it \_\_\_ be a library.  
a can't   b might   c must
- 5 I can see tall buildings behind the house, so it \_\_\_ be in the countryside.  
a might   b must   c can't
- 6 There are people inside. It \_\_\_ be a museum or an art gallery.  
a must   b could   c can't
- 7 I would like to live in Masdar \_\_\_ it is an eco-city.  
a because   b when   c after
- 8 \_\_\_ prefer to watch a football match tonight.  
a I'd   b I'll   c I'm
- 9 You play basketball at the weekends, \_\_\_ you?  
a don't   b do   c aren't
- 10 The film starts at 7 o'clock, \_\_\_ it?  
a don't   b doesn't   c isn't



## Lesson 7 Famous places

### 1 Read

Read the text and answer the questions.

### Vocabulary

**surroundings:** the things that are around you

**view:** what you can see from a particular place

**historical:** past events and history

## Have you been to Fujairah?

### Location

Fujairah is the fifth largest emirate and has more mountains than desert. That means it rains more here, so it is very green. It is also the only emirate that faces onto the Gulf of Oman and not the Arabian Gulf.

### Travel information

The drive from Ras Al Khaimah along the **long** coastline offers **lush** surroundings and there are **amazing** views out to sea.

You must visit the Al Badiyah Mosque, which is in the Badiyah region of Fujairah. It is the oldest mosque in the UAE.

### Historical facts

No one knows exactly when the **ancient** mosque was built, but it is very **old**. Some people think the mosque was built in 640 CE. Others think the building may have been built as long ago as 1446 BCE.

The mosque is only 53 square metres, which is small. It was built from materials found in the area, including stones of different sizes and mud. The gardens of the mosque are **beautiful** and looked after daily.

Daily prayers continue to be said in the mosque, which is one of the main tourist attractions in Fujairah.



- 1 Where is the mosque?
- 2 What is the mosque made of?
- 3 Who visits the mosque?

## 2 Talk

Talk about famous landmarks in your country. Look at the *Use of English* box and ask and answer using the verbs below.

Have you been to \_\_\_?

visit see climb be travel

### Use of English

**Present Perfect** We use the Present Perfect to talk about our experiences in the past. It is not important to say when we did it.

I **have been** to Al Badiyah Mosque.

I **have visited** other historical sites.

**Have you been** to Fujairah? Yes, I **have**. / No, I **haven't**.

## 3 Word study

Look at the **blue** adjectives in the text on page 13 and use them to describe the pictures a–d.

### Writing tip

#### Adjectives

Use different adjectives to make your writing more interesting.

The gardens of the mosque are **nice** **beautiful**.



## Lesson 8

### 1 Over to you

Choose a landmark (a–d) and find out information about it. Write about it and include a picture.

#### Writing strategy: Paragraphs

Organise your writing into paragraphs with clear information in each one.

**Paragraph 1** Write about the location.

**Paragraph 2** Provide historical information.

Describe the place. (Remember to use adjectives.)

**Paragraph 3** Write about how to travel to this place.



a The Great Wall of China



b The Colosseum



c The Taj Mahal



d The Prophet's Mosque

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

**1 Talk about it**  Look at the poem. What do you think it is about?

What is strange about the building? Can you think of other items that would make a strange home?

**2 Read and listen** 

Read and listen to the poem below. Answer these questions.

- 1 Where does the old woman live?
- 2 What do the children eat?
- 3 What gift is important?

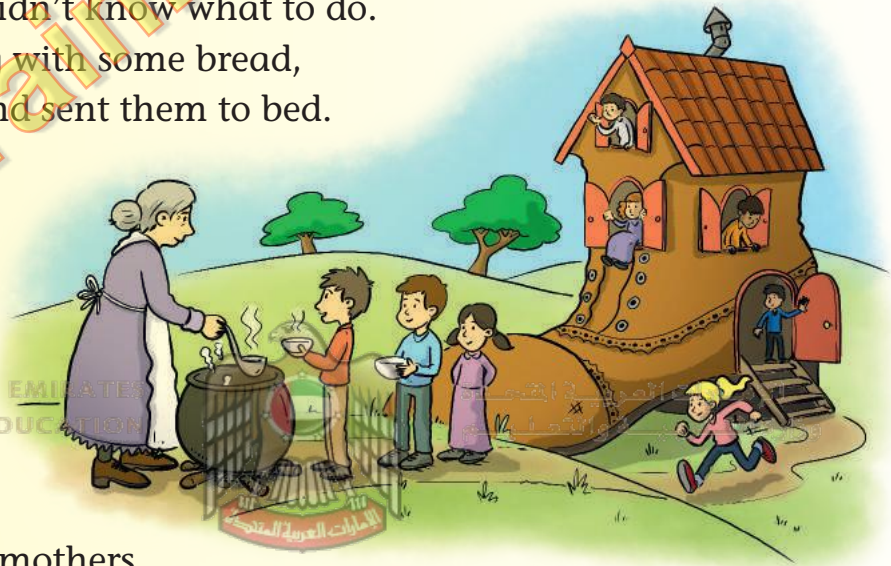
### The old woman who lived in a shoe

There was an old woman who lived in a shoe,  
She had so many children she didn't know what to do.  
She gave them some soup along with some bread,  
Then hugged them all tightly and sent them to bed.

She raised all her children,  
With patience and love.  
Never once did she give them,  
A spank, shake or shove.

Her children all learned,  
To be gentle toward others.  
And good parents too,  
When they became fathers and mothers.

From their days in the shoe,  
They learned this about living:  
Kindness, not force,  
Is the gift that keeps giving.



#### Language detective

How many adjectives can you think of to describe a caring person?



**3**    **Values** Being a caring person.

Do you think the old woman is a caring person? Why? Why not?

Discuss your ideas with your partner.

Which adjectives can you use to describe a caring person?

# Lesson 10 My home

**1 Talk about it**  Think about the buildings and places we have discussed.

Where do you live? Where do your friends live?

**2**  **Over to you**

Mingle and complete the table for your class. Ask *Where do you live?* and put a tick in the correct column.



Flat	Villa	Bungalow	Palace

**3**  **Over to you**

Can you make a bar chart using your answers? Add a title, labels and colour.



**4**  **Talk**

Look at your results with a partner. Do you have the same results?  
Which type of home is the most popular?

5 **AB** Write

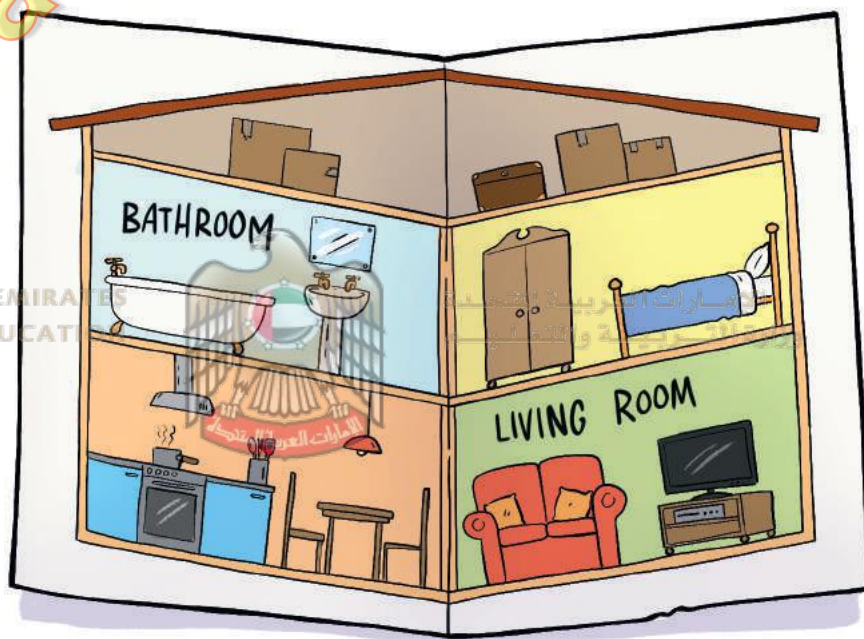
Write three comparative sentences about your results. For example, *More people live in a palace than in a flat.*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## Lesson 11

1 **21st** Over to you

Make a picture or a booklet about your home. Include a plan of the rooms with labels. Write and draw pictures.



### Writing tip

Give details of how many bedrooms, how many bathrooms, what colour your gate or front door is and any other information you feel is important.

2 **Talk about it**

Share your picture with a partner. What is the same about your homes? What is different?

3 **AB** Map it out

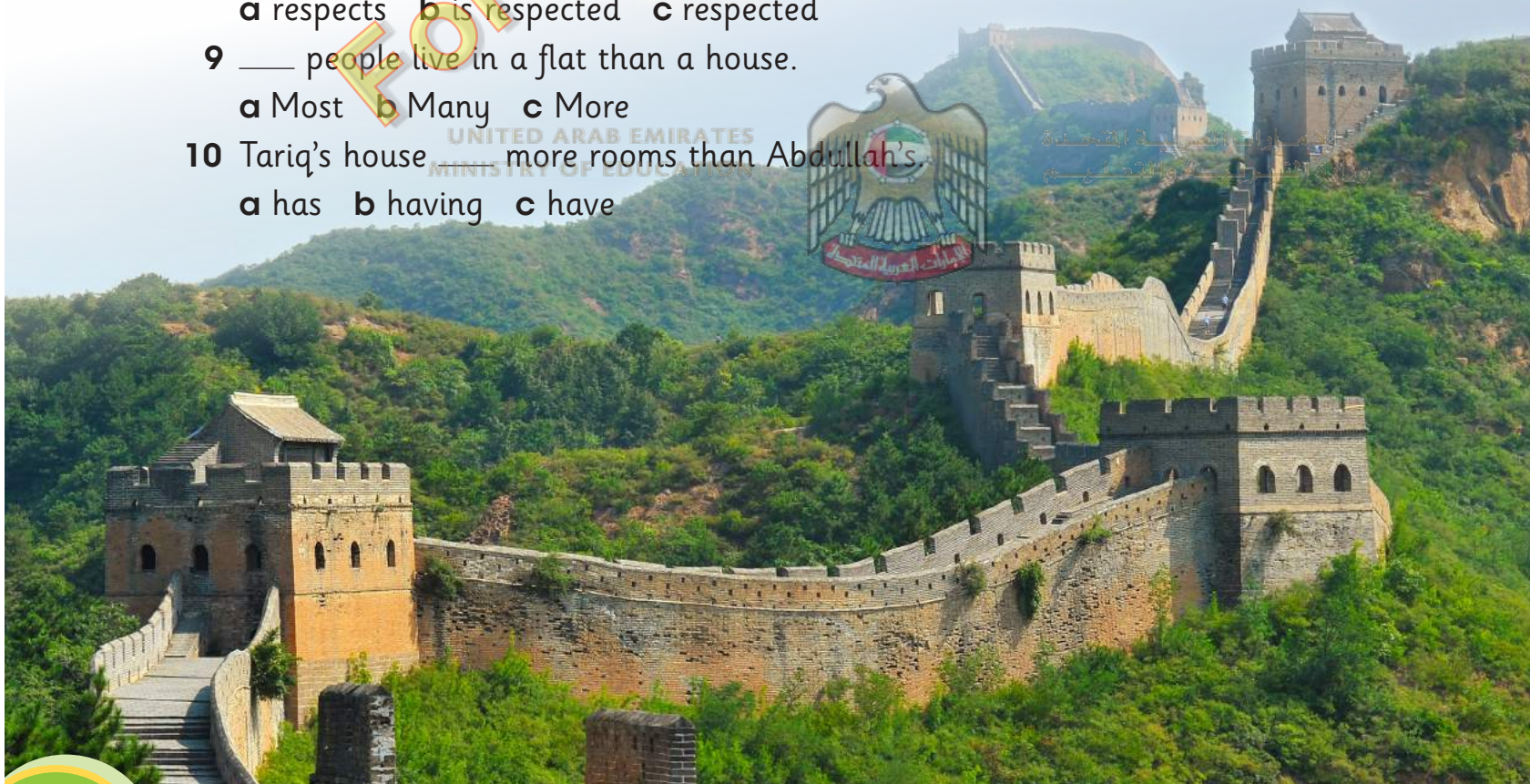
Create a class display using a map of your town and your 'my home' drawings. Do you live near your friends? Who lives the closest to school?

## Lesson 12 My learning

### 1 Can you remember?

Choose the correct answers and write in the space.

- 1 My brother has \_\_\_\_ to New York.  
a went b go c been
- 2 Have you ever \_\_\_\_ a mountain?  
a climbed b climbing c climb
- 3 They \_\_\_\_ all seen the Great Wall of China.  
a has b have c having
- 4 The journey is very \_\_\_\_ – about 1000 km.  
a lush b famous c long
- 5 I couldn't believe my eyes – the view was \_\_\_\_.  
a famous b amazing c long
- 6 The old woman \_\_\_\_ in a shoe.  
a living b has lived c lived
- 7 A caring person is \_\_\_\_ to others.  
a bad b unkind c kind
- 8 Hamid \_\_\_\_ by others.  
a respects b is respected c respected
- 9 \_\_\_\_ people live in a flat than a house.  
a Most b Many c More
- 10 Tariq's house \_\_\_\_ more rooms than Abdullah's.  
a has b having c have



## Lesson 13 Review

### 8 1 Listen

Listen and write the words that rhyme with:

- |         |        |         |
|---------|--------|---------|
| 1 tall  | 4 sun  | 7 house |
| 2 trees | 5 bold | 8 dad   |
| 3 doors | 6 said |         |

### 8 2 Talk and listen again

In pairs, ask and answer about the poem.



- 1 The house is old, isn't it?
- 2 It's an eco-house, isn't it?
- 3 The house is in good repair, isn't it?
- 4 It's a warm house, isn't it?
- 5 The girl lives in the house alone, doesn't she?
- 6 There aren't any animals in the house, are there?

### 3 21st Use of English

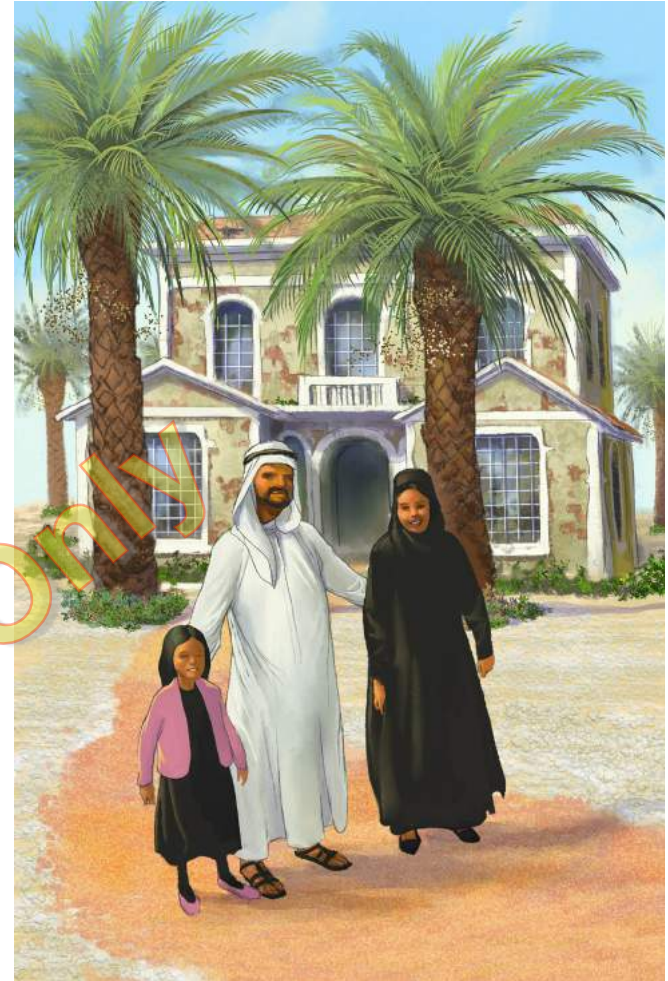
Read and choose the correct word.

(1) *In / On / At* the summer in the Arctic, there is no or little night. It (2) *can / must / should* be hot when there is sunshine all day long. The people of Yellowknife in northern Canada think that there is no (3) *best / good / better* city in the world. You can visit the colourful bungalows in Latham Island – mostly owned by native people who (4) *have / has / have to* continued to carry out traditional activities. (5) *Have / Has / Are* you ever wanted to try fishing and hunting? You can go out in canoes to hunt and fish.

Many people have trouble sleeping (6) *at / in / on* night, but others (7) *has learned / is learning / have learned* to live with the Midnight Sun. They enjoy playing baseball (8) *in / at / on* the morning. Some people (9) *might / must / can* be surprised at all the activity in this small northern city, but it's (10) *most / more / less* international than you think.

- 4   In one minute, write as many questions as possible about the article in Activity 3. Ask your partner questions using these words.

Where \_\_ ?    When \_\_ ?    What time \_\_ ?



1

### My dream home

- 1 What kind of building would be your dream home? Give reasons.
- 2 Where would your dream home be? Why?
- 3 Describe your dream home? Does it have any special features?
- 4 Draw a picture of your dream home. Label the special features it has got.



2

### A landmark in my town

- 1 Find out about landmarks in your town. Use the Internet, go to the local library or talk to your family about them.
- 2 Choose a landmark you'd like to write about. Describe this landmark.  
Where is it? How can you travel to it?
- 3 Write about its history.
- 4 Draw a picture or take a photo of your landmark.



Unit  
**2**


# Getting around

**We're going to:**


talk about getting to school  
read about road safety  
design a sign

talk about cities and give directions  
write a description of a famous person  
read a short story



## Lesson 1 Transport

**1 Talk about it**  Which types of transport in the pictures do you use regularly? Which places do you go to? Which of these types of transport have you used? Which did you like best?



**2 Listen**  Listen to some children talking about how they get to school every day. Match the speakers and pictures.

**3 Listen again.** What are the good and bad points for each type of transport?

**4 Talk**   How do you get to school? Describe one good point and one bad point about your journey.

I cycle to school. I like it because ...  
The only problem is that ...



## Lesson 2

### 1 Read

Read the article quickly. How does Daisy get to school?  
How long does the journey take?

**Reading strategy:**  
**Reading for specific information**

We can read a text quickly to find specific words.

All over the world, children travel to school in lots of different ways. But for eleven-year-old Daisy, who lives in the village of Los Pinos, in Colombia, there are only two ways she can get to school – a two-hour walk through the jungle or a one-minute zipwire ride down to the main road near her school. Every morning, she takes the ride across the treetops. And she doesn't travel alone ... she is the oldest child in her family and she has to help her two younger brothers get safely to the other side too. She fixes her brothers, one by one, onto the zipwire and sends them down. Then she follows them. She travels down very quickly.

Daisy makes the journey every day, but this doesn't make it any easier. She says that she still gets nervous every time she rides over the treetops to get to school.



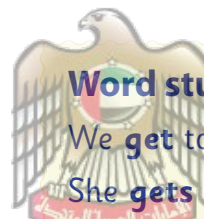
### Vocabulary

**jungle:** a thick, tropical forest

**zipwire:** a long rope made of wire

2   Read the article again and answer the questions.

- 1 What other way could Daisy get to school? Why doesn't she?
- 2 How does Daisy help her brothers when travelling by zipwire?
- 3 How does Daisy feel when she's travelling like this?



### Word study: Uses of get

We **get** to school by jeepney. (**get** = travel)

She **gets** nervous every time.

(**get** = a change in something/someone)

3  **Use of English** *get* + adjective

Read the text and underline all the examples of **get** + adjective.

Tick ✓ the comments that are true for you too.

I don't really like travelling by car actually. I get bored when I'm in the car for a long time and sometimes I get travel sick too. On motorways, I get nervous when other people drive their cars too fast. When Mum takes me to school, I get worried when we get stuck in traffic jams because it makes me late.

# Lesson 3 Staying safe on the road

## Vocabulary

**reverse:** to drive a vehicle backwards

**1 Talk about it**  How do you usually travel?

What can you do to travel safely by bike, on foot and by car?

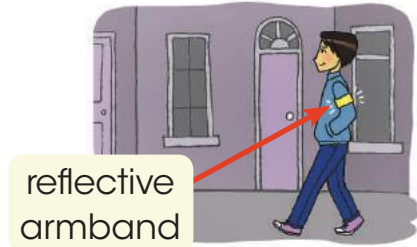
### 2 Read

Now read the texts quickly and check your ideas about road safety from Activity 1.

**1** Our school is on a main road in the town centre. It's really busy with lots of cars, lorries and buses. When I ride my bike, I always wear a helmet.



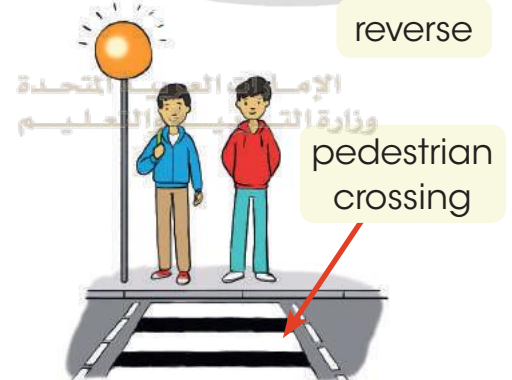
**2** In the winter here, it gets dark really early. When I walk home from school, I always wear reflective armbands, so drivers can see me clearly.



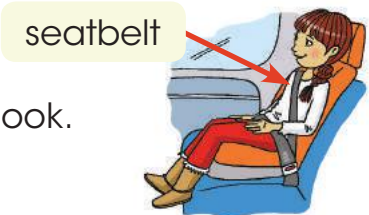
**3** I must stay away from big lorries, even if they are not moving. The drivers often can't see things that are very near. That means they could reverse into you if you are standing too near.



**4** You should always use pedestrian crossings to cross busy roads. If I can't find a pedestrian crossing, I find a quiet place to cross the road, away from corners and parked cars.



**5** Our mum always tells us to wear seatbelts in the car, but my little brother hates wearing his seatbelt and sometimes he tries to take it off. If he undoes his seatbelt, my mum stops the car and makes him put it on again.





**3 21st**  Read again and complete the table in your notebook.

What keeps you safe?	When?
a helmet	when you ride your bike

**4**   Find two more examples of safe behaviour.

## Lesson 4

1   Read the texts on page 23 again. Look at the *Use of English* box and complete the sentences.

- 1 I always wear a helmet when I ride my bike.
- 2 When \_\_\_\_\_, I always wear reflective armbands.
- 3 When \_\_\_\_\_, I use a pedestrian crossing.
- 4 If \_\_\_\_\_, we always wear seatbelts.

### Amazing fact

Did you know that wearing a cycling helmet means you are 50% less likely to have a serious head injury?

### Use of English

#### Zero Conditional

We use the Zero Conditional to talk about things that are true.

**If/When** + Present Simple + Present Simple.

**When I ride** my bike, I always **wear** a helmet.

**If I can't find** a pedestrian crossing, I **find** a quiet place to cross the road.

You can also make sentences like this to give orders or advice:

**When you ride** your bike, **wear** a helmet.

2  **Talk**

These three signs help to keep people safe when they are walking, cycling or driving. What do the signs mean?

3    **Over to you**

What are the dangers on the roads near to your home and school? Design a sign to warn people about the dangers.

- Brainstorm ideas for your sign. Is it about a danger on the road? Is it a sign to warn adults or children about dangerous behaviour?
- Choose one idea to make into a sign.
- Present your sign to your class. Explain what the sign is and why your neighbourhood needs this sign.

a



b



c



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## Lesson 5 Getting around big cities

### 1 Talk about it Do you live in a town or a city?

How many ways are there to travel around your town or city? Which do you think is the best way? Which is the fastest and cheapest?

### 2 Word study Ways of travelling

Look at the words in the box. Which of these ways of travelling did you talk about in Activity 1?

car	plane
bike	on foot
bus	boat
taxi	underground
tram	motorbike
ferry	helicopter

### 3 Put the words in the box into the categories below. Add at least two more to each list.

by land

by air

by water

### 10 4 Listen

Listen to the conversation in the tourist office and answer the questions.

1 Where are the speakers?

- a New York   b Sydney   c London  
d Johannesburg   e San Francisco

2 Which ways of travelling from Activity 2 do they mention?

### 10 5 Read and listen

Read Dad's notes. Try to guess the missing words and then listen to the conversation again and check.

The Natural <sup>1</sup>\_\_\_ Museum – wonderful wildlife <sup>2</sup>\_\_\_ .

Underground – South Kensington.

From there <sup>3</sup>\_\_\_ to the Museum (about <sup>4</sup>\_\_\_ minutes).

Go out of the office – turn right and walk across the road.

Turn <sup>5</sup>\_\_\_ after the Post Office – walk up that street.

The entrance to the <sup>6</sup>\_\_\_ is on the right.

#### Listening strategy: Listening for specific information

When you are completing notes, try to guess the missing words before you listen.



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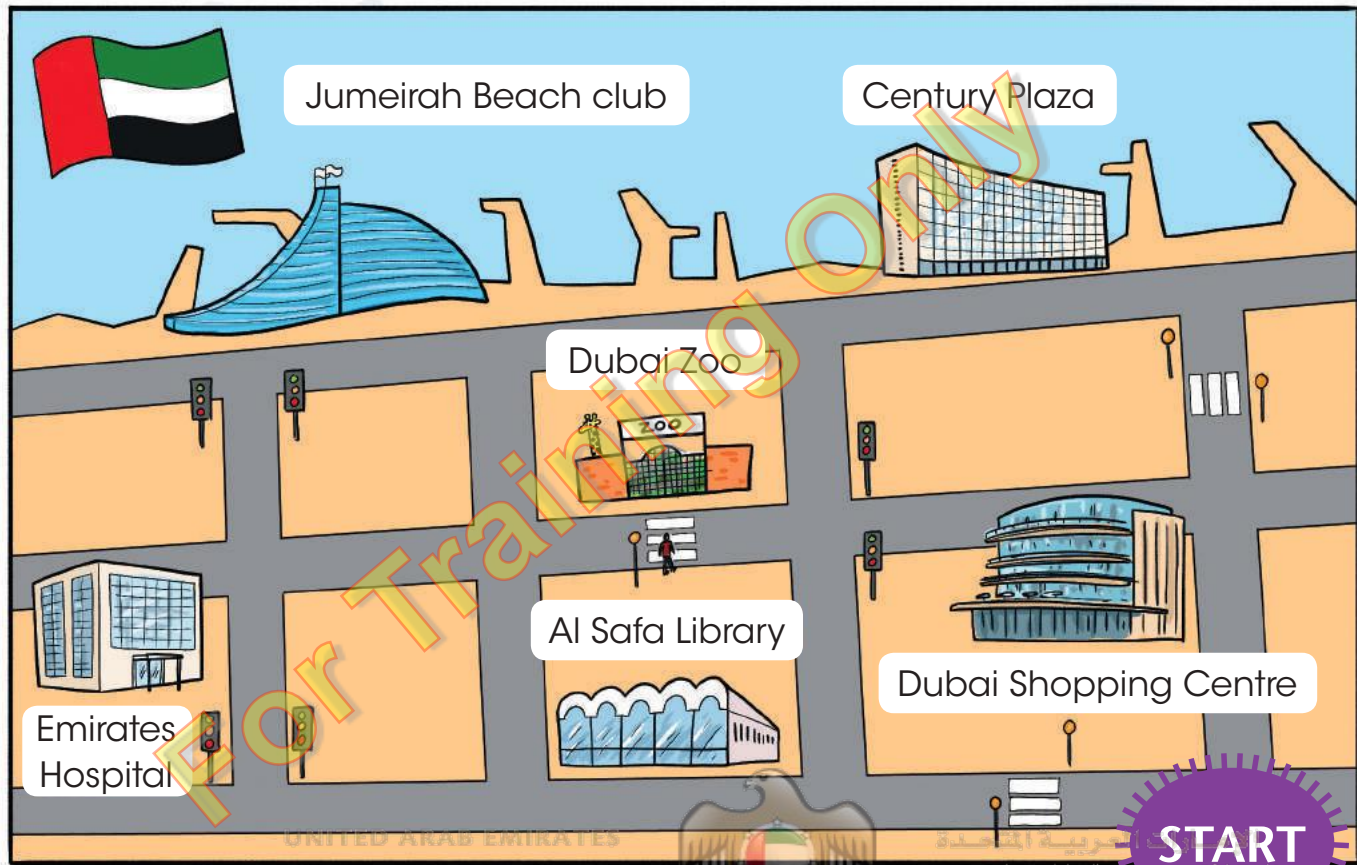
## Lesson 6

### 1 Talk

Look at the map of Dubai and the *Use of English* box in the Activity Book. Ask and give directions to the places on the map.

### Speaking tip

Speak clearly and slowly when giving directions.



### Language detective

Can you give directions using the following words?

**from across/up go out towards on to**



### 2 Over to you

Plan a two-day visit for two visitors coming to your town or city.

- Choose a place for the visitors to stay.
- Choose three places for them to visit in one day.
- Describe how they would get there by different types of transport and by walking. Where would they go first?
- Present your ideas to your class.

## Lesson 7 My learning

### 1 Can you remember?

Sort the letters and write the transport words.

1 This is like a bicycle at the front and has seats at the back.

(kricwsah)

\_\_\_\_\_

2 A city train that uses electricity.

(matr)

\_\_\_\_\_

3 A quick way to cross water.

(efryr)

\_\_\_\_\_

4 This has two wheels and goes fast.

(otmbkeior)

\_\_\_\_\_

5 A quick way to travel above the city.

(yks nrtia)

\_\_\_\_\_



### 2 Over to you

Complete the sentences to make them true for you.

1 When I have free time, I \_\_\_\_\_.

2 If I have a lot of homework, I \_\_\_\_\_.

3 If I want to travel around my city, I \_\_\_\_\_.

4 When I go out with my family, we \_\_\_\_\_.

5 When I'm with my friends, we \_\_\_\_\_.



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### 3 Directions

Choose the correct word to complete the sentence.

1 How do I get \_\_\_\_\_ the National Museum to the train station?

a to   b from   c where

2 Walk towards the mall then \_\_\_\_\_ left at the park.


a turned   b turn   c turning

3 To get to the bus stop, \_\_\_\_\_ the third road on the right.

a walk   b take   c go

## Lesson 8 One giant leap



**1 Talk about it**  Why do you think people want to travel in space? What qualities and skills do you think astronauts need?

**2**  **Read**

Read the text on page 29 quickly. Check your ideas from Activity 1. What was Prince Sultan bin Salman bin Abdullah's biggest achievement?

**3**  Read the text again. Why are these dates important?

**1** 1985   **2** 1956

**4**   Match the headings below with paragraphs A–D in the text on page 29.

**1** Education and work

**2** Other reasons why he is well known

**3** Biggest achievement

**4** Early life

**5** Look at the underlined words in the text. What are they referring to?

**1** he (line 3)   **2** there (line 10)   **3** man (line 19)

### Writing tip

#### Reference words

Use reference words to avoid repetition.

Prince Sultan bin Salman bin Abdullah was born in 1956, in Riyadh.

When **he** was a child, ...



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## Lesson 9

**1**    **Write**

Write a biography of a famous person in history.

Use the ideas in Lesson 8 and the notes in the Activity Book to help you.

Remember to decorate your biography with pictures and photographs.

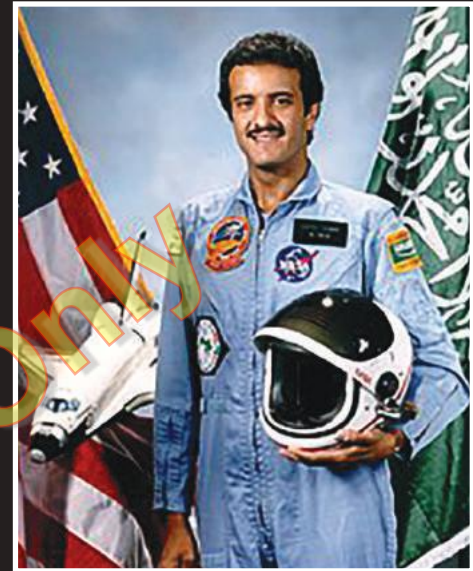
# An ambassador of the Arab world in space

**A** Prince Sultan bin Salman bin Abdullah was the first Arab, Muslim, royal, and youngest person to fly on a space shuttle. At the age of 28, he became part of the crew to fly on the STS-51-G Discovery. From  
5 17th June to 24th June 1985, Prince Sultan bin Salman bin Abdullah was in outer space.

**B** He was born on 27th June, 1956 in Riyadh, Saudi Arabia. His father is King Salman and his mother is Sultana bint Turki Al Sudairi. He lived his early  
10 years in Riyadh and studied there, but then he moved to the United States to finish his education.

**C** He completed a first degree at Denver University and, in 1999, he got a Master's degree in social and political science from Syracuse University. He became part of the Royal Saudi Air Force and worked in important government positions in  
15 the media, international communications and tourism. In 2006, he became the first tour guide in Saudi Arabia.

**D** Prince Sultan bin Salman bin Abdullah is also well known for his work with charities and in 2005, he was given an award by the Kingdom of Jordan. He is also a member of the Disabled Children's Association. He is a very important man  
20 in the Arab world and is a great example to young people.



## Vocabulary

**achievement:** a thing that somebody has done successfully

**crew:** a group of people who work together on a ship, aircraft or spaceship

**media:** television, radio, newspapers, the Internet

**charities:** groups set up to help people in need

**award:** a prize

## Lesson 10 *Lost in the desert*

**1 Talk about it** **21st**  Have you ever got lost somewhere away from home?

What did you do to find your way home?

**2**  **Read**

Before you read, look at the pictures. How do you think this girl gets lost in the desert?

**11** **3**  **Read and listen**

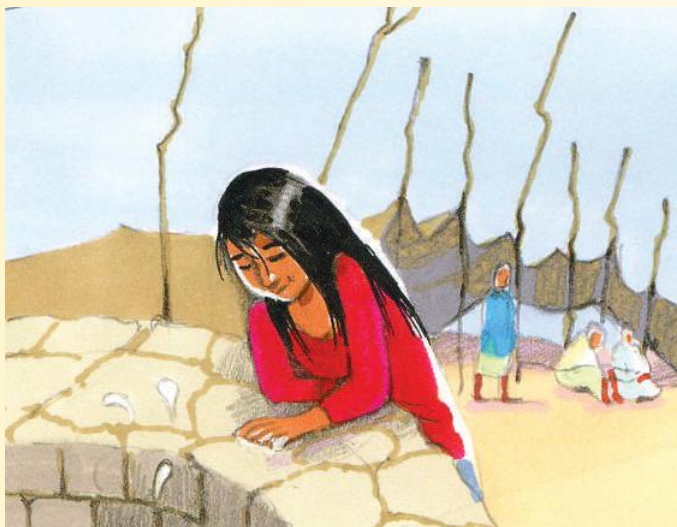
Read and listen to the story. Check your predictions and answer the questions after each part.

### ***Lost in the desert***

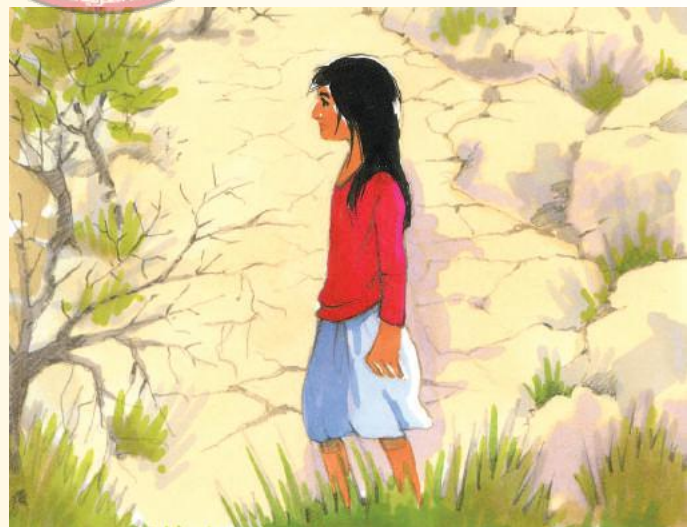
by Margo Fallis

Noora was a beautiful little girl with dark brown eyes and hair as dark as the midnight sky. She lived with her family in a tent in a small village in the desert in Egypt, southwest of Cairo.

- 1** Where did Noora live?  
**2** What kind of home did she live in?



She often played with her friends, Karim and Yasmine. One day, they were walking along a sandy trail when they came to an area of trees. Noora saw something move off the side of the path. It was a furry rabbit. She wanted to follow it, but her mother had warned her never to leave the path; it was dangerous. Sometimes there were wild animals waiting in the bushes. But Noora wanted to catch the rabbit, so she left the path and followed it.



Karim and Yasmine tried to call her back, but she continued to go after the rabbit. It hopped over a dead tree. It ran up a small hill and it **jumped over** a wide riverbed. While Noora was running after it, the rabbit **jumped into** some bushes and disappeared.

- 3 What did Noora want to do?
- 4 Did Karim and Yasmine go with her?
- 5 Did Noora catch the rabbit?



She sat down in the shade of a tree and looked around. Suddenly she heard a noise above her. She looked up and noticed lots of bees buzzing around her head. Noora didn't like bees. She **jumped up** and ran as fast as she could.

She ran into the bushes and realised that she was lost. Where were Karim and Yasmine? She sat down on a rock and started to cry.

- 6 What happened when Noora sat down to rest?
- 7 What did she do?

Then she heard a hissing sound. She looked at the ground and saw a big snake. Noora jumped up on top of the rock and watched the snake until it went away. She began to cry. She was very frightened.

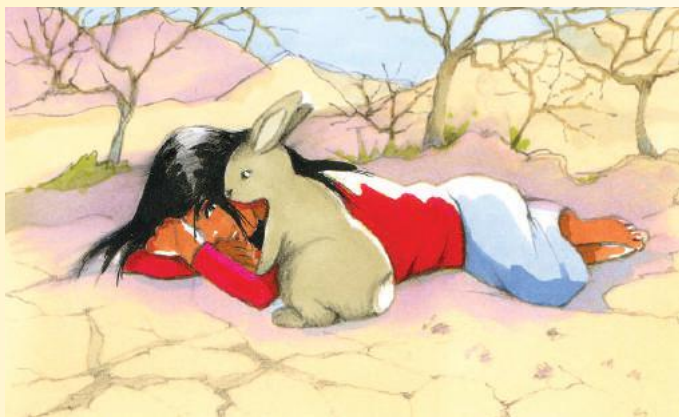
- 8 What did Noora see next?
- 9 How did she feel?
- 10 What did she do?

She **jumped off** the rock and started running back to the riverbed. She was running along when she saw something move. She thought it was the rabbit. Maybe, if she followed it again, it would take her back to Yasmine and Karim. She ran over to it, but saw it was a small fox with a big, bushy tail. It ran off into the bushes.

She **walked along** the path and then reached the riverbed.

Now Noora felt tired, hungry and afraid. The sun was setting below the horizon. She didn't want to be alone in the dark. She sat down in the sand, lay her head on her hands and fell asleep.

- 11 How did Noora feel now?
- 12 What time of day was it?
- 13 What did she do?



You know you aren't supposed to leave the path.'

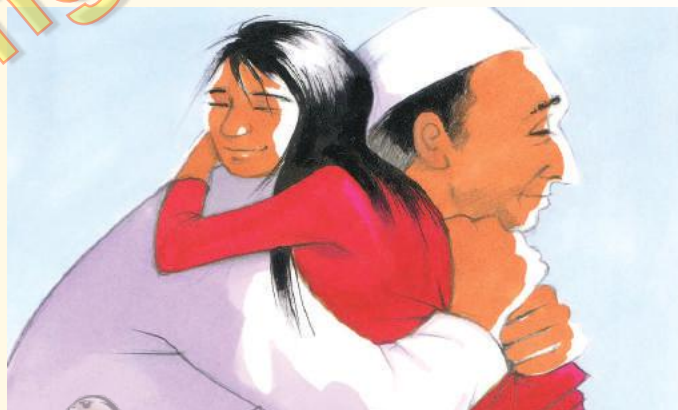
'I know, Father. I am very sorry. I'll never leave it again.' She turned and looked for the rabbit. She saw it **running off** into the trees. She smiled, took her father's hand then walked back home.

When she woke up, the rabbit was standing by her head and rubbing its nose against her cheek. Noora stood up slowly. The rabbit didn't **run away**. It wanted Noora to follow it.

She walked slowly and followed the rabbit. Suddenly it stopped and Noora heard a voice. 'Noora. Where are you?' It was her father.

She called out, 'I'm here. I'm here.' Soon her father found her, and hugged her tightly. 'Where were you, Noora? We've been worried about you.'

- 14 What did Noora see when she woke up?
- 15 Who was calling Noora?
- 16 What did Noora learn?



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4 **Word study** Verbs of movement

Find the verbs in **blue** in the story.

Work out the meaning or check your dictionary.

12 5 **Pronunciation** -ed endings

Listen to the verbs from the story and put them in the correct column.

/t/	/d/	/ɪd/
stopped	lived	wanted

**Pronunciation: -ed endings**

Although the words are spelt the same, the endings are pronounced differently.

# Lesson 11

## Use of English

### Past Continuous - interrupted actions

She **was walking** along when she **saw** something move.

(continuous action)

(short action)

- 1   Look at the *Use of English* box and match these sentences from the story. Check your answers in the text.

- |   |                                       |
|---|---------------------------------------|
| 1 They were walking along a sandy trail | a when she saw something move.        |
| 2 She was walking along                 | b when they came to an area of trees. |
| 3 While Noora was running after it,     | c the rabbit was standing by her.     |
| 4 When she woke up,                     | d the rabbit jumped into some bushes. |

- 2  **Values** Taking advice

- 1 What advice did Noora's mother give her?
- 2 What happened when she didn't listen to her?
- 3 How did she feel?
- 4 What did Noora say to her father at the end?

- 3  **Talk**

- 1 What advice do your parents or family members give you?
- 2 Have you ever ignored their advice? What happened?



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# Lesson 12 My learning

## 1 Can you remember?

Choose the correct answers and write in the space.

- Ahmed was born in Riyadh. \_\_\_\_ father's name is Faidi.  
a Their b His c There
- Ahlam studied at university in Abu Dhabi and now works \_\_\_\_ as a doctor.  
a then b she c there
- Maryam is very good at typing. \_\_\_\_ means she completes her work quickly.  
a This b They c There
- Yusuf joined the football team. \_\_\_\_ has not been late for practice.  
a He b This c They
- Adam and his brother walk to school every day. \_\_\_\_ parents think it is good exercise.  
a These b There c Their

## 2 Vocabulary

Complete the sentences with a phrasal verb of movement.

- Noora \_\_\_\_ slowly, feeling tired and sad.
- She \_\_\_\_ from the snake because she was frightened.
- He \_\_\_\_ the river and onto the other side.
- Noora \_\_\_\_ and ran away when she saw the bees.
- The rabbit \_\_\_\_ the hole and hid inside it.

ran away  
jumped into  
jumped over  
jumped up  
walked along

## 3 Use of English

Complete this mini-story with the verbs below. Use the Past Continuous and Past Simple.

cross ~~walk~~ change help ride arrive see call

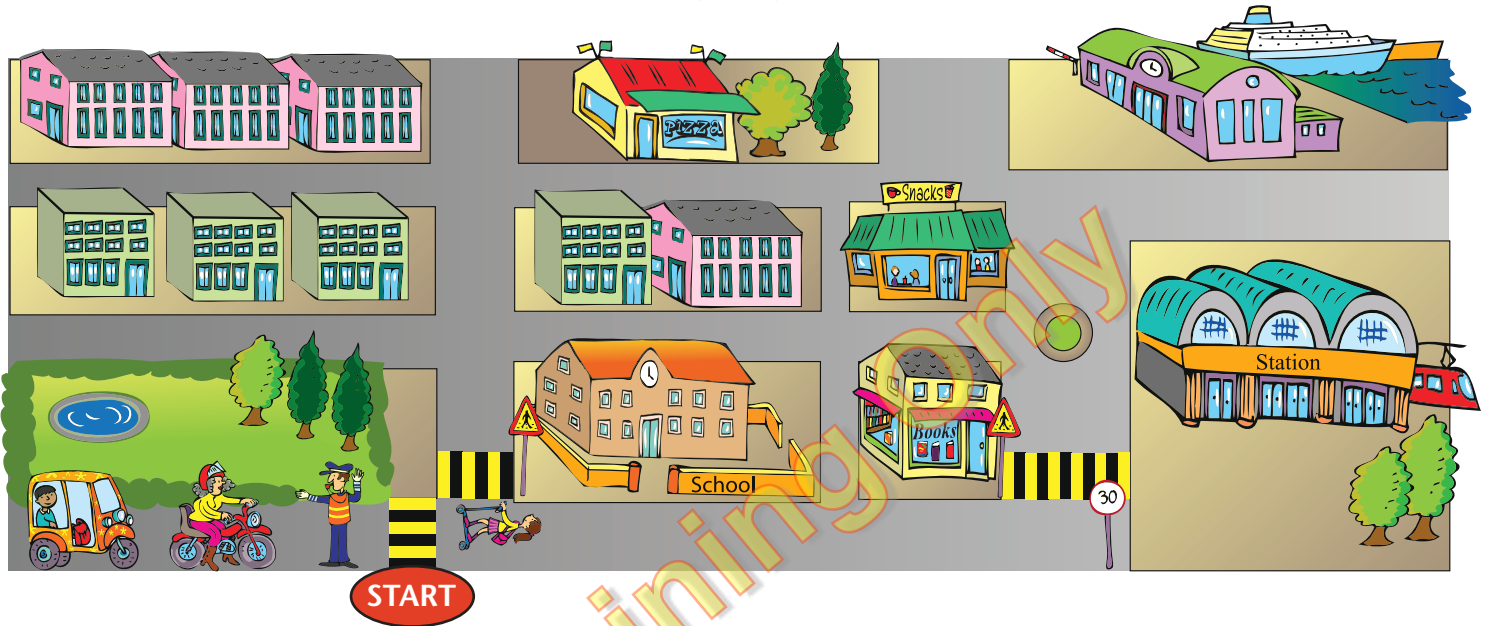
While I <sup>1</sup>was walking to school this morning, I <sup>2</sup>\_\_\_\_ an accident at the traffic lights. An old lady <sup>3</sup>\_\_\_\_ the road, but a young boy on a bike rode into her. He <sup>4</sup>\_\_\_\_ towards the traffic lights when the lights <sup>5</sup>\_\_\_\_ to red. Someone <sup>6</sup>\_\_\_\_ a doctor while other people <sup>7</sup>\_\_\_\_ the lady to get up from the road. The young boy was saying sorry to the lady when the doctor <sup>8</sup>\_\_\_\_.



# Lesson 13 Review

## 13 1 Listen

Listen and say where the people are going.



## 2 Talk

In pairs, ask and answer about the picture.

- 1 How does the granny travel?
- 2 How does the boy travel?
- 3 How does the girl travel?
- 4 What does the sign near the bookshop mean?
- 5 What does the sign near the train station mean?
- 6 What does the sign near the school mean?

## 3 Vocabulary

Can you think of the opposites to the words below?  
Try to think of opposites before you look at the word box at the bottom of the page.

1 always

2 dangerous

3 left

4 stand up

5 quickly

safe right never slowly sit down

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1

### Design your own vehicle

1 Brainstorm: What is the purpose of your vehicle?

To take me to school.

To take me on holiday.

Is it a vehicle for land, water or air?

Why is it special? What are its special features?

- 2 Brainstorm adjectives to describe your vehicle and verbs to describe what your vehicle does.
- 3 Write a description of your vehicle and draw a picture.
- 4 Present your design to your classmates.

2

### Design a safety poster

1 Brainstorm: What can you do to keep safe when you are not at home? Think about:

- What to do to prevent getting lost.
- What to do if you get lost.
- What to do to keep safe in the street.



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2 Make a poster to give advice to other children.  
Write eight statements.

When you go out, always tell someone where you are going.

- 3 Decorate your poster and display it on the wall.
- 4 Look at all the posters. Is there any advice that is different to yours?

# Unit 3

# Food and drink

## We're going to:

read about school lunches around the world

identify what objects are made of

talk about quantities of food and drink

read and talk about how chocolate is made

read a short story

identify and practise connected speech

## Lesson 1 School lunches

### 1 Talk about it



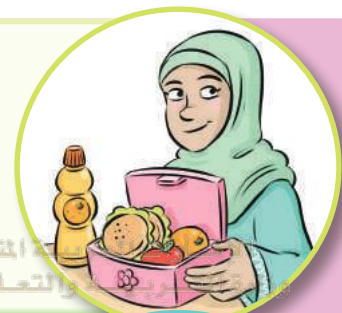
Do you eat school lunch?

What is a typical lunch at your school? Is it healthy?

### 2 Read

Read about school lunches around the globe.

My name's Amna. I'm from the UAE. Every day I have a packed lunch at school and I eat it with my friends. I usually have a sandwich with meat and salad and a drink of orange juice. I also have two pieces of fruit; usually an apple and an orange, but sometimes as a treat I have some dates as well.



Hi! I'm Paolo!

I'm from Brazil. At school, my favourite snack is *queijadinhas*. It's a muffin made from cheese and coconut. Today we're having a green salad to start, then rice and beans. For the main course, we've got meat and vegetables in a sauce and a banana for dessert.



Hi, my name's Sachi. I'm from Japan. The school lunches or *kyuushokuas*, as we call them in Japanese, are very healthy. We eat lunch in our classroom and we eat with chopsticks. On today's menu there is a salad with carrots and onions, and soya bean soup followed by meat, rice and black beans.



- 3 Find examples of food from the text on page 37. Copy and complete the table.

Vegetables	Fruit	Dairy products	Grains	Protein

## Lesson 2

1 **Talk**

Compare your school lunch with one of the school lunches described in Lesson 1, Activity 2.

- 2 What food can you see in the pictures? How are they different?

3 **Talk**

Use **some** and **any** to describe the food in the pictures.

There is **some** \_\_\_\_\_

- 4 Draw a healthy lunch.

Write sentences to describe your lunch. Compare with your partner and ask and answer questions using the *Use of English* box below to help you.



### Use of English

**some and any**

There is **some** fruit.

There are **some** vegetables. (positive sentences)

There isn't **any** fruit.

There aren't **any** vegetables. (negative sentences)

Is there **any** fruit?

Are there **any** vegetables? (questions for countable and uncountable nouns)

## Lesson 3 Recycled materials

### 1 Talk about it

Look at the pictures of the packed lunches on page 38 and think about the packed lunches that you have. Make a list of materials we can recycle and compare them with your partner. How do we recycle them?

### 2 Which of these things do you do?

- Put bottles in recycling bins.
- Put paper in recycling bins.
- Put cans and tins in recycling bins.
- Put plastic containers in recycling bins.
- Reuse plastic bags.
- Reuse materials to make things.



### 3 Read

Read about Lal's sculptures. What recycled material can you see?

#### Reading strategy: Reading for details

Read a text quickly to find information to complete a task.



### Recycled art

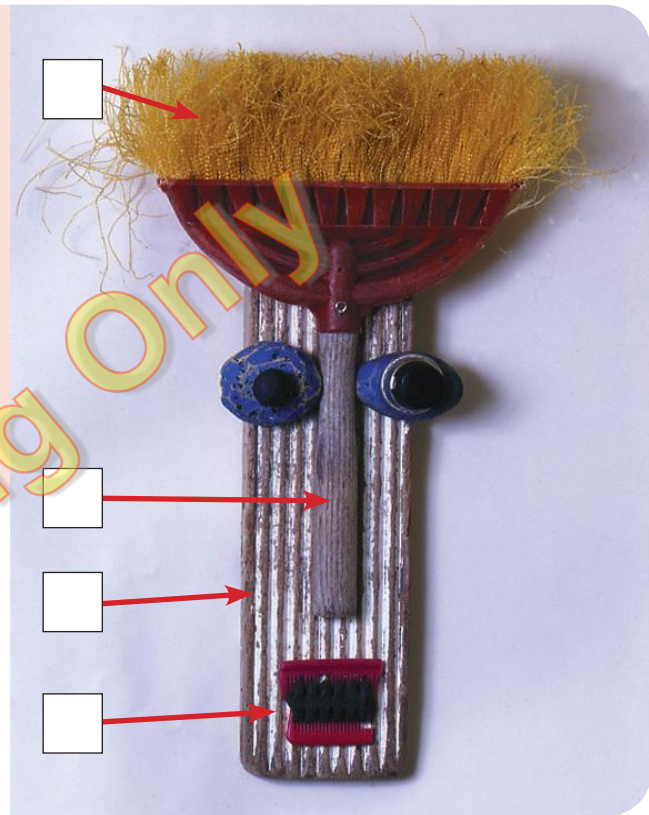
Lal Hitchcock makes her sculptures from unwanted objects or rubbish. Many of the objects have been washed up on beaches or found by divers in the sea. These are the materials in her workshop.

4  Read

Read about the sculpture and label the parts.  
Use the words below to number the recycled items.

- 1 wood   2 brush   3 combs   4 handle

This sculpture is made of wood. Its hair is made from an old brush and its eyes are made of stone and black bottle tops. Its mouth is made from two red combs and its nose is made from the handle of the brush. It's very long!



Lesson 4

**Use of English**

made of / made from

We use **made of** to express the 'pure materials' used in making something.  
This sculpture is **made of** wood.

We use **made from** when one thing is made from another.  
Its mouth is **made from** two red combs.



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1   Create it!

- Design a sculpture made from recycled objects.
- 1 Think of the different materials it could be made from.
  - 2 Draw your design.
  - 3 Label the recycled objects in your drawing.
  - 4 Make your sculpture. (If you don't have time in class, you could do it at home.)

# Lesson 5 Party food

**1 Talk about it** **21st** Have you ever had a party with your family?

Where did you have the party? What did you eat? What did you drink?

**14 2 Listen**

Listen to Ahmed and his mum talking about a party. Write the items they are going to buy.

**14 3** Listen again. Complete with a word from the box.

- 1 three \_\_\_ of bread
- 2 two \_\_\_ of cheese
- 3 six \_\_\_ of coconut water
- 4 four \_\_\_ of water
- 5 two \_\_\_ of ice cream
- 6 four \_\_\_ of nuts
- 7 two \_\_\_ of orange juice

packets (x2)  
bottles  
tubs  
cans  
cartons  
loaves



**15 4** **AB** **Pronunciation** Connected speech

Listen and repeat. Match the pictures.

- 1 a packet of nuts
- 2 a tub of ice cream
- 3 a carton of orange juice
- 4 a bottle of water
- 5 a can of coconut water



**Pronunciation:**  
**Connected speech**

We use connected speech to join words together as we speak.

## Use of English

### Quantifiers

**Many** is used with countable nouns in questions and negative sentences.

**Much** is used with uncountable nouns in questions and negative sentences.

**A lot of** and **plenty of** are used with countable and uncountable nouns in affirmative sentences.

**A lot of** is usually used in negative sentences and questions.

**A little** is used for small quantities of uncountable nouns.

**A few** is used for small quantities of countable nouns.

### 1 21st Use of English

Choose the right words to describe Ahmed's party food. Use the *Use of English* box to help you.

- 1 There aren't **a little / many** sandwiches left.



- 2 There's only **a little / a few** coconut water left.



- 3 There are **plenty of / much** nuts in the bowl.



- 4 There isn't **much / many** water left.



- 5 There is **plenty of / many** ice cream left.



16 2



### Listen

Complete the dialogue with quantifiers. Listen and check, then read the dialogue with your partner.

**Saeed:** Hey, Ahmed! Can you pass me the bottle of cola, please?

**Ahmed:** Here you are. Do you want some crisps?

**Saeed:** Yes, please! Oh! There are only <sup>1</sup> \_\_\_ left.

**Ahmed:** Can you pass me a cheese sandwich, please?

**Saeed:** Here you are. There aren't <sup>2</sup> \_\_\_ left though.

**Ahmed:** There isn't <sup>3</sup> \_\_\_ ice cream left. Do you want to share?

**Saeed:** OK, I only want <sup>4</sup> \_\_\_ .

### Language detective

Can you make up some questions and answers using quantifiers?

Work with a partner.



## Lesson 7 My learning

### 1 Can you remember?

Complete the sentences with information from Lessons 1 to 6.  
Solve the puzzle with the missing words.



#### Down ↓

- 1 This sculpture is made \_\_\_\_ wood.
- 2 I recycle paper, cans, plastic bags and \_\_\_\_.
- 5 This is cold and my favourite flavour is chocolate. \_\_\_\_
- 7 There isn't \_\_\_\_ orange juice left.

#### Across →

- 3 The soup is made \_\_\_\_ meat and vegetables.
- 4 I eat this at school in the dining hall.
- 6 Carrots, onions and peppers are all \_\_\_\_.

### 2 Write

Write five sentences to encourage people in your school to recycle.  
Use the words in the box to help you.

always   never   some   any   lots of

### 3 Talk about what you had for lunch today or yesterday.

Remember to use quantifiers and the determiners **some** and **any**.

## Lesson 8 All about chocolate!

### 1 Talk about it

21st



What is your favourite kind of chocolate?

Do you know what chocolate is made of? How is it made? How many different kinds of chocolate do you think there are?

### 2 Read

Read and check your answers.

### Amazing fact

Did you know that there are over 500 different kinds of chocolate?

## From bean to bar!

### Growing

Chocolate is made from beans which grow in pods on a cocoa tree. These beans are grown where it is warm all year round.

### Farming

The beans are usually farmed two times a year. The workers use a long stick with a large knife to cut the pods down. They open the pods with their hands, so that the beans inside don't break.

### Fermentation

Next is the fermentation stage. The beans are put into wooden boxes and are covered with banana leaves for a week. Then they are dried in the sun for another week. After that, they go to the factory.

### Manufacturing

In the factory, the beans are cooked in big ovens. Then the shells are cracked and the inside part is made into a mixture. The mixture is made sweet with sugar, butter and milk.

### Product

When the mixture is cold, we have the final product – chocolate!



## Lesson 9

### 1 Read

Read the text about chocolate again and underline all the verbs. Are these verbs talking about the past, present or future?

### 2 Use of English

Look at the sentences from the text and underline *who* does the action.

- 1 The workers **use** a long stick with a large knife.
- 2 They **open** the pods with their hands.

Now look at these sentences. Can we underline *who* does the actions here?

- 3 The beans **are put** into wooden boxes.
- 4 The beans **are cooked** in big ovens.

### 3 Use of English

Complete the sentences with the Present Simple Passive.

- 1 Cooking oil is used (use) when frying or baking food.
- 2 Butter \_\_\_\_ (make) from milk.
- 3 A lot of tea \_\_\_\_ (grow) in China and India.
- 4 The coffee beans \_\_\_\_ (dry) outside in the sun.
- 5 Salt \_\_\_\_ (add) to cheese during the production process.



### Use of English

#### Present Simple Passive

When we say what **people and things do**, we use the active form of the verb (**grow, use**).

When we say what **happens to people and things**, we use the passive form (**are put, are cooked**).

**Active:** The workers **use** a knife to cut down the pods.

**Passive:** A knife **is used** to cut down the pods.

The Present Simple Passive is often used to talk about processes.



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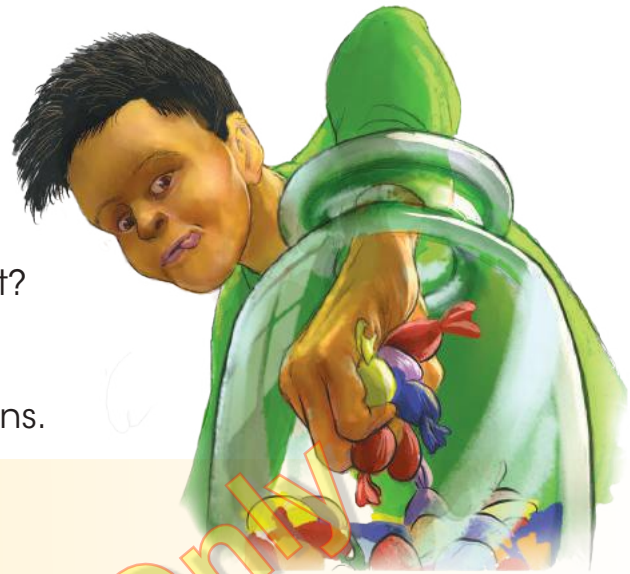
## Lesson 10 The greedy boy

### 1 Talk about it

What can you see in the picture?  
What do you think the story will be about?

### 2 Read

Read the story and check your predictions.



There was once a boy called Jason, who liked sweets and chocolate very much.

Every day his mother gave him and his two brothers one sweet from a jar, which was kept on a **high** shelf in the kitchen. However, Jason always complained that one sweet was not enough.

‘Mum! Can I have another sweet? One is not enough.’ he moaned.

His mother always replied, ‘No, I’m sorry. You may have one sweet every day. You can have another one tomorrow’. She would then put the jar back on the shelf.

One day, Jason’s mother was out shopping and his father was working in his office, upstairs. Jason decided that this was the moment to take some more sweets from the jar. He was alone in the kitchen and his brothers were tidying their rooms upstairs. They were very **helpful** and **hardworking**, but Jason was a **lazy** boy.

He managed to climb onto a **wooden** chair and, with great difficulty, took the jar down from the shelf and opened the lid. With a big smile on his face, he took a large handful of sweets. But when he tried to take his hand from the jar, it wouldn’t move and the more he tried, the more difficult it became.

His hand started to hurt and he began to cry. At that moment, his mother returned from shopping. She smiled when she saw her son crying with his hand in the sweet jar. She knew why he was crying.

The mother said, ‘Oh son! This behaviour will lead you into such trouble! Let go of the sweets and you will be able to take your hand out of the jar.’ Jason let go of the sweets and he was then able to take his hand from the **glass** jar very easily.

That was the last time he ever asked for more than one sweet!

## Lesson 11 Likes and dislikes

### 1 Talk about it

Laila and Salma's class is going on a school trip. The children need to choose a menu.

Which one would you choose? Why?

Discuss with a partner. Do you agree?

**Menu 1**

*Breakfast*

Bread and cheese

•

*Lunch*

Vegetable pakoras and salad

Apple

•

*Dinner*

Fish and rice

Ice cream

**Menu 2**

BREAKFAST

Eggs

---

LUNCH

Chicken Sandwich

Orange

---

DINNER

Lamb and rice

Dates

### 17 2 Listen

Listen to Laila and Salma talking about what food they like to eat.

Complete the table showing what each girl likes (✓) and dislikes (✗).

	chicken	fish	cheese	eggs	dates	ice cream
Laila						
Salma						

#### Listening strategy: Agreeing and disagreeing

When you listen to find out whether two people feel the same or not, listen for words like: **me too** **yes, you're right** **no, I don't agree** **I think the opposite**

### 3 Talk

Look at the table and both menus. With a partner, decide which menu each girl should have. Use sentences to compare different items.

Salma likes eggs better than she likes cheese.

#### Language tip

Use **and** to link two things that are the same:

Salma likes bread **and** so does Laila.

Use **but** to link two things that are different:

Salma likes olives, **but** Laila does not.

## Lesson 12 My learning

### Can you remember?

Choose the correct answers and write in the space.

#### 1 From bean to bar!

- The beans \_\_\_ into wooden boxes.  
a are put   b put   c are putted
- Chocolate \_\_\_ from cocoa beans.  
a made   b are made   c is made
- The workers \_\_\_ a long stick with a large knife.  
a using to   b use   c are used

#### 2 The greedy boy

- Jason was allowed \_\_\_ sweet every day.  
a three   b one   c an
- The jar was kept on a \_\_\_ shelf.  
a highest   b high   c up
- Jason was a \_\_\_ boy.  
a greedy   b calmly   c badly



#### 3 Agreeing and disagreeing

- Mervat likes dates \_\_\_ does Amal.  
a and so   b but   c agrees
- Ali and Abdullah \_\_\_ like olives.  
a does   b don't   c doesn't
- \_\_\_ in the group likes eggs.  
a She   b Everybody   c He
- Nobody in the group \_\_\_ bananas.  
a likes   b like   c liking

## Lesson 13 Review

### 1 Use of English

Read and choose the correct word.

My brother is crazy. For example, last week he (1) *decided / decides / decide* to only eat healthy food. Then I saw him drinking two (2) *bottles of / loaves of / tubs of* cola and eating a (3) *packets / packet / carton* of strawberry sweets.

'Is that (4) *a lot / a little / many* unhealthy?' I asked gently.

'Oh no,' he said. 'This cola is very healthy. It's got (5) *much / many / a lot of* fruit in it. It's cherry cola.'

'Let me guess,' I said. 'The strawberry sweets are healthy because they're made of (6) *plenty / much / many* of strawberries.'

'That's right,' he said.



### 2 Talk

- 1 Draw a fridge with five items inside. For example, a bottle of water, a carton of milk.
- 2 Take turns to describe the items to your partner.
- 3 Add your partner's items to your fridge.
- 4 Compare your pictures.



In my fridge there is/are ...

### 3 Write

Choose an item of food from the unit. Write a few sentences about how it is made. Try to use the expressions in the box.

is made of      is made from      is made by  
is prepared by      is manufactured by      is made in

## Lessons 14–15 Choose a project

1

### Invent a new type of sweet or chocolate

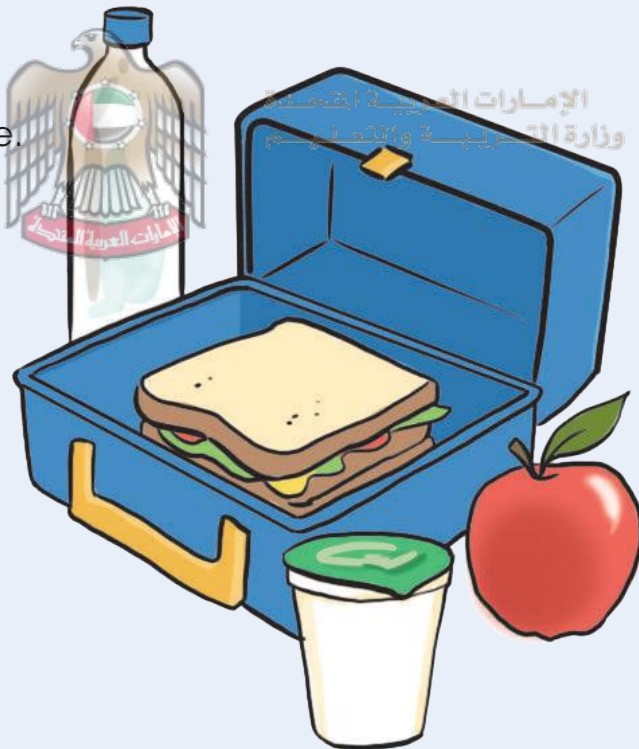
- 1 Make a list of the ingredients you need to make your sweet or chocolate.
- 2 Think of a name for your product.
- 3 Describe it. Write about what it is made from and how it is made.
- 4 What special quality does your sweet or chocolate have?
- 5 Draw a picture of your invention and display it with the description.



2

### Create a healthy packed lunch for your partner

- 1 Interview your partner about their favourite healthy food and drink. Make a list of what they like.
- 2 Decide which items to put in the lunch box. For example, a bottle of water, a packet of nuts.
- 3 Draw a picture of the lunch box and label the food and drink items inside it.
- 4 Display your picture and describe it to your classmates.



**We're going to:**

talk about extreme weather

read a country fact file

listen to a report about endangered animals

write a blog about an adventure trip

read and understand the moral of a story

**Lesson 1 Weather****1 Talk about it**

What's the weather like?

Choose the phrases which describe the weather in the UAE at different times of the year.

- It's hot and humid.
- It's sunny and mild.
- It's cold and rainy.
- It's stormy with thunder and lightning.
- It's hot and dry.
- It's snowy and frosty.

**2 21st Talk**

Imagine you are talking to someone from another country. Describe the weather in the UAE at different times of the year.

It's always hot and sometimes humid from April to October. In the winter \_\_\_\_

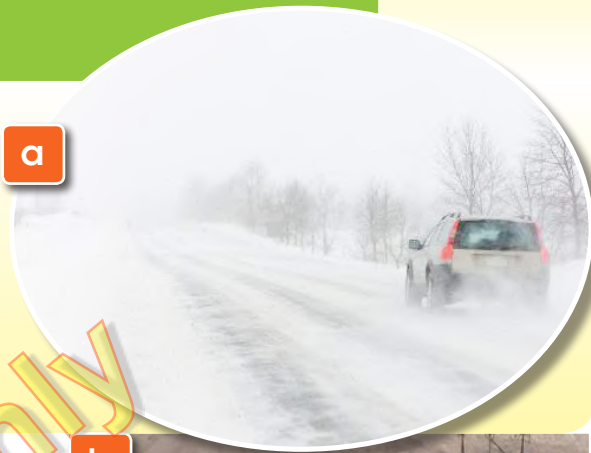
**3 Word study Extreme weather**

Match the words with the pictures a-e.

a hurricane  
a sandstorm  
a blizzard  
a flood  
a drought

**18 4 Listen**

Listen to the weather report. What type of extreme weather is happening? Where is it happening?



a



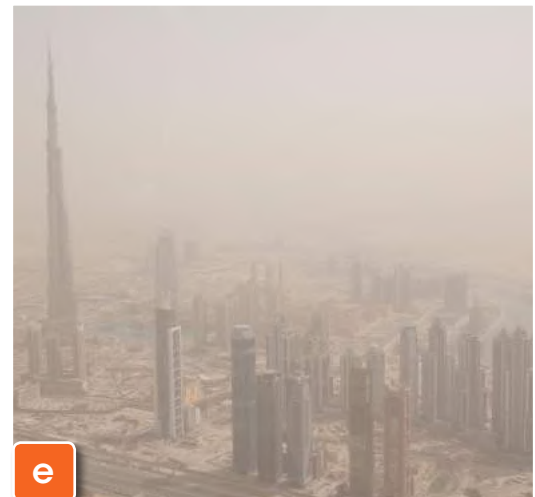
b



c



d



e

## Lesson 2

### Words to remember

blizzard drought flood  
hurricane sandstorm

#### 1 Vocabulary

Match the words (1–6) with the definitions (a–f).

- |              |   |
|--------------|---|
| 1 a warning  | a to get bigger                                   |
| 2 severe     | b to protect yourself underneath something        |
| 3 speed      | c an announcement that something bad might happen |
| 4 build up   | d when things are broken or destroyed             |
| 5 take cover | e very bad  |
| 6 damage     | f how fast or slow something is                   |

#### 19 2 Listen

Listen again to the second part of the weather report from Lesson 1 and complete the safety advice.

Dust and <sup>1</sup>\_\_\_\_\_ storms can be very dangerous and are among nature's most violent storms. If you are caught in one, put a mask over your <sup>2</sup>\_\_\_\_\_ and mouth. If you don't have a mask, wrap a bandanna or some other piece of <sup>3</sup>\_\_\_\_\_ around your nose and <sup>4</sup>\_\_\_\_\_. <sup>5</sup>\_\_\_\_\_ offer some protection from blowing dust or sand, but airtight goggles are better. Look for <sup>6</sup>\_\_\_\_\_. Even a parked <sup>7</sup>\_\_\_\_\_ will do, as long as it is off the road and not in danger of getting buried by sand.

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#### 3 21st Talk

What is the worst weather you have ever seen in your country?  
What happened?

Last year, there was \_\_\_\_  
Last winter, there were \_\_\_\_

#### Language tip

Use the past tense.

#### 4 21st When this type of weather happens, what safety advice would you give?

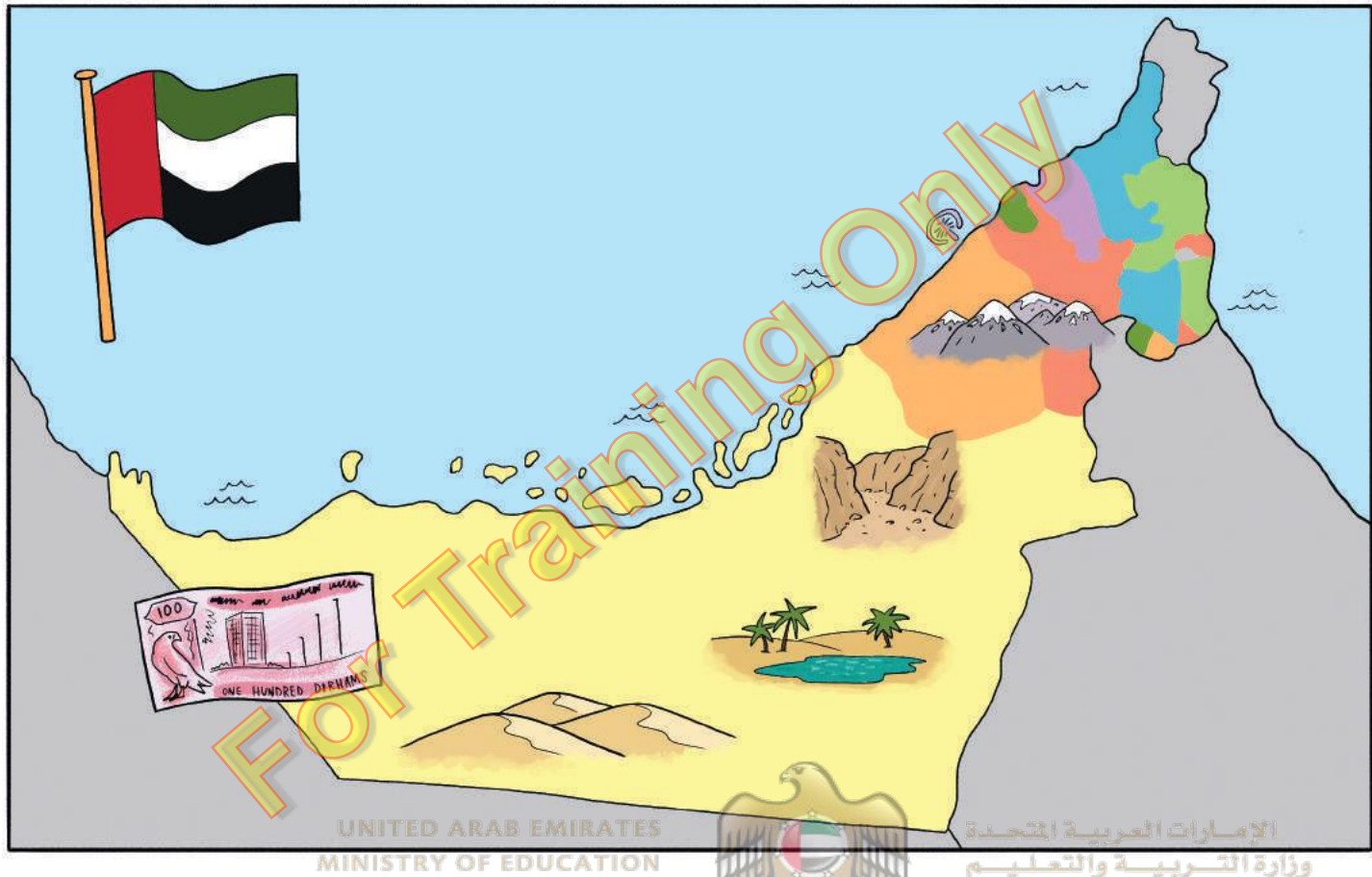
When there is lightning, you should not take cover under a tree because \_\_\_\_

## Lesson 3 The UAE

**1 Talk about it**   How many emirates make up the UAE? Look on the map.

Where might you find snow in the UAE?

Which part of the UAE can be seen from space?



### 2 Word study Geographical features

Find examples of these features on the map.

desert    mountain range    wadi    coast    oasis

### 3 Read

Read the *Fact file* about the UAE on page 54.

Find the answers to the questions in Activity 1.

#### Reading strategy: Noticing numbers

When you are reading, notice any numbers and figures. These will often help you understand important information in the text.

#### Amazing fact

Did you know that you can see Palm Jumeirah from the International Space Station?

4   Read the *Fact file* again and answer the questions.

- 1 How many people live in the UAE?
- 2 When was the Burj Khalifa built?
- 3 How big is Ajman?
- 4 How long is the UAE coast?
- 5 What is the temperature in July and August?

## Fact file The UAE

### Facts and figures

The United Arab Emirates was formed in 1971 and is made up of 7 emirates.

The UAE flag is red, green, white and black. Each colour has a meaning: white represents good behaviour, green is for the trees and plants, black is for battles and red represents bravery, strength and courage.

About 9.5 million people live in the UAE, but less than one fifth of the population is Emirati.

The UAE is home to one of the most famous landmarks in the world – the Burj Khalifa. This amazing building was the tallest building in the world when it was built in 2010. You can take a lift to the top, but you need to be brave as it has a glass floor and it's a very long way up.

The national animal of the UAE is the Arabian oryx and the national bird is the falcon.



### Geography

The UAE shares a border with Saudi Arabia and Oman. The largest emirate, Abu Dhabi, makes up 87% of the UAE's total area (67 340 km<sup>2</sup>) and the smallest emirate, Ajman, is only 259 km<sup>2</sup>.

The UAE coast stretches for more than 650 km along the southern shore of the Arabian Gulf. There is a man-made island in Dubai, Palm Jumeirah, which can be seen from space.

The UAE has hot summers and warm winters. The hottest months are July and August, when the average maximum temperatures reach above 45°C. In the Al Hajar Mountains, temperatures are considerably lower, as a result of increased height. Sometimes they can be covered in snow.

5  **Talk**

Find two things in the *Fact file* that you found interesting about the UAE. Share with a partner.

## Lesson 4 Animal matters

### 1 Talk about it Which animals live in the UAE?

Which animals are there lots of? Why do you think there are fewer of some animals? Look at the pictures below. What is similar about these animals? What is an endangered animal?

#### Listening strategy:

#### Following the listening topic

Listen for words like **they** and **here** to help you follow the topic of the text.

#### Vocabulary

**endangered:** not many alive

The UAE is home to many beautiful animals, such as camels and cormorants. (1) \_\_\_ is also home to dangerous scorpions and camel spiders. But did you know that some of (2) \_\_\_ animals are now endangered? (3) \_\_\_ means that large numbers are dying, fewer animals are having babies and soon there might not be any left at all. Animals, such as the Hawksbill turtle, Arabian leopard and the Arabian tahr, are (4) \_\_\_ examples of endangered animals.

### 20 2 Listen

Listen to the introduction of the report and find the missing words.

Hawksbill turtle



Arabian tahr



Camel



Arabian leopard

- 21 3 Listen to the rest of the report.
- 1 Why is the Arabian tahr endangered?
  - 2 Why are there fewer Arabian leopards now?
  - 3 What can you do to help sea animals?

- 21 4   Listen again and complete the table in your notebook.

Endangered animal	Reasons
Arabian tahr	People build homes in the places it lives.
Arabian leopard	
Hawksbill turtle	

## Lesson 5

- 22 1  Complete the sentences. Listen and check.

to look after   to let   to find   to stop

- 1 It can be difficult \_\_\_\_\_ an answer, but the country is working \_\_\_\_\_ and help endangered animals.
- 2 There are rules \_\_\_\_\_ people building houses on the places where these animals live.
- 3 The Arabian leopard may live in peace and have more babies \_\_\_\_\_ the number of leopards grow again.

### Use of English

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

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

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

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- 23 2  **Pronunciation Numbers**

Listen to the numbers and repeat.

〇〇   〇〇   〇〇   〇〇

**fifty**   **sixty**   **fifteen**   **sixteen**

- 3    **Talk**

Discuss these questions in small groups. Make notes in your notebook.

- 1 Which animals are endangered in the UAE?
- 2 Why are these animals endangered?
- 3 What can people do to protect these animals?

Don't leave plastic bags in the countryside because animals might eat them.

## Lesson 6 My learning

### 1 Can you remember?

Choose the correct answers and write in the space.

- The heavy snow and strong wind made the \_\_\_ really dangerous.  
a flood   b drought   c blizzard
- It's dangerous to stand under a tree when there is \_\_\_\_ .  
a lightning   b frosty   c mild
- In winter it \_\_\_ always cold and frosty.  
a is   b has   c being
- Last summer it \_\_\_ very hot.  
a is   b was   c will be
- How much is 15 million?  
a 15000   b 15000000   c 150000
- In parts of a \_\_\_ the temperature is often below zero.  
a tropical rainforest   b desert   c mountain range
- People sometimes cut down forests \_\_\_ houses.  
a build   b to build   c for building
- You \_\_\_ not leave plastic bags in the countryside.  
a could   b should   c are
- When you pronounce the number forty, the stress pattern is \_\_\_\_ .  
a Oo   b OO   c oO
- When you pronounce the number fourteen, the stress pattern is \_\_\_\_ .  
a Oo   b OO   c oO

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## Lesson 7 Taking a trip

**1 Talk about it**  Why would you take a trip away from home?

How can you keep in contact with other people during the trip?

**2 Read**

Read Ali's blog below. What do you think is the reason for the trip

**a** for Ali? **b** for his mum?

**Day 1** I'm sitting in my tent. We're camping tonight on Sir Bani Yas island. I'm feeling scared because there are dangerous scorpions and spiders out there! We set off from Ras Al Khaimah at 7 this morning and set up camp three hours ago. We've just eaten dinner under the stars and it tasted amazing! Tomorrow we're spending time on the **beach**, so my mum can do her work.

**2**

**Day 4** It's night-time and I'm writing this while I'm sitting in my tent. This morning, Dad and I went swimming for the third time in the sea. It has been fantastic every time! We've seen lots of different fish and we've seen two **turtles** since Tuesday! My mum says some types of turtles are endangered in this area. She's working on a project for



**1** the university where she works to find out why turtles and fish are dying. These projects help to keep wildlife safe and free to live in the wild. My mum collects bits of **rubbish** from the beach and sea. She tests it to see if it contains anything that could kill the turtles.

Can't wait for tomorrow – Dad and I are going out on a boat trip on a traditional dhow.



**3** Match the words in **blue** in the text with the pictures. What does Ali say about these things in his blog?

- 4 Look at Day 1 and find out:
- what Ali is doing as he is writing
  - what he did earlier in the day
  - his plans for the next day.

5   **Write**

Use the headings in Activity 4 to make notes on Day 4 of Ali's blog.

His plans for the next day:  
Boat trip with Dad

### Writing tip

#### Making notes

When you make notes, you only have to write the key words. You don't have to write full sentences.

## Lesson 8

1  **Use of English**

Look at the *Use of English* box and complete the blog using the Present Perfect.

**Day 8** We <sup>1</sup> \_\_\_ (be) here for a week now. My mum <sup>2</sup> \_\_\_ (collect) lots of rubbish from the beach and <sup>3</sup> \_\_\_ (write) notes about the wildlife for her project.

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### Use of English

#### Past and present actions

We can use the Present Perfect with **for** to talk about actions that started in the past and continue in the present time.

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

2    **Write**

- Imagine you are on a school trip for three days.
- Decide what could happen on the trip. Use the table on page 47 of the Activity Book to help you.
- Now write your own blog or diary entry for one of the days.
- Use the information in the Activity Book to help you write up your ideas.
- Read your classmates' blogs or diary entries. For each one, make a note of the place and some new information that you have learned.

## Lesson 9 Why ostriches can't fly

### 1 Talk about it



What traditional stories do you know from your

country or culture? Which one is your favourite? Why?

Does your favourite story have a special message or advice? What is it?

### 24 2 Read and listen

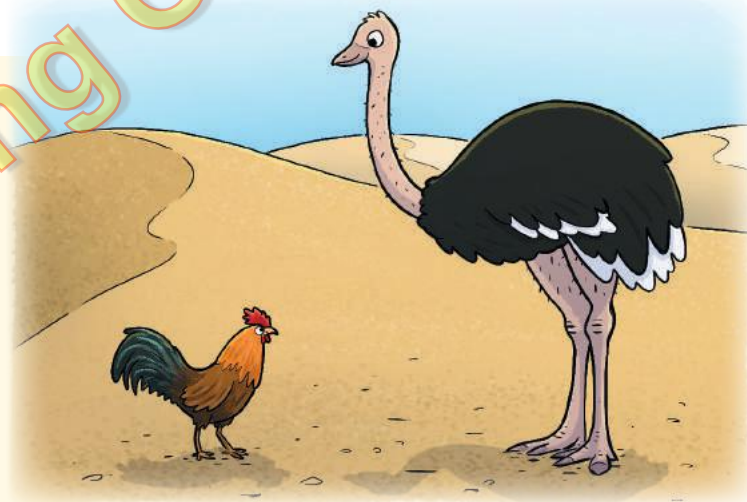
Read and listen to the story of Osama the ostrich.

1 Read the first part of the story. Who are the two main characters?

2 Read each part of the story and answer the questions at the end of each section.

## Why ostriches can't fly

Osama the ostrich was big and strong, with **large** wings that carried him over great distances. His wife had lots of children each year and he was well respected and feared. Like all powerful ones, he also had some enemies, especially Karim the Cockerel. He was jealous of Osama's power of flight and the way he could run **quickly** over the vast desert without tiring. So he made a plan to hurt Osama and he told no-one about it except for his wife. He waited until he knew that Osama was going to the oasis to eat and drink and he made sure that he got there before him. He held his wings close by his body, ruffled up his feathers and sat on the ground where the grass was rich and long.



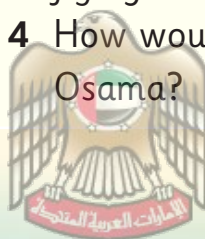
When Osama had eaten a lot of grass and was in a good mood, Karim spoke to him. 'Hello, I want to tell you something that I think you should know. The other animals are wondering why a big, strong bird like you chooses to fly everywhere, instead of walking.' Osama looked at him with great surprise. How else could he get anywhere, he wondered. Karim continued, 'No-one else would dare to tell you these things, Osama, but walking really is best. Flying is something that any bird can do.'

It's common and boring. It's only strong birds like you and me who can get about by walking. It's a sign that you are a special bird.' Osama thought about it and replied, 'Hmm, perhaps you are right. I will have to talk about it with my wife this evening.' And off Osama went, **marching** across the desert to test Karim's words. His long legs carried him swiftly home to his wife.

The next day, the two birds met again. 'I have thought about it and decided that you were right,' Osama said. 'My wife and I took off our wings last night. We were sad to lose them, but my leg muscles are growing stronger already. I'll **race** you to that palm tree!' Karim laughed and laughed. 'I can't believe that it was so easy to trick you with that **tale**, Osama. Your brains must be as small as a baby bird's. But if you want to, I'll race you.'

Osama **hurried** across the sun-baked ground. Karim waited until Osama had nearly reached the palm tree, then he **flew** noisily through the air, **coming down** well ahead of Osama. 'Ha, ha, what a fool you are, Osama,' he cried. 'The other animals will never respect a bird who cannot fly.' Osama was angry. He **ran at** Karim, **knocking** him with his powerful legs, but Karim just flew away laughing. Osama sadly walked home to tell his wife how he had been **tricked**.

- 1 Why do you think the cockerel wanted to hurt the ostrich?
- 2 Why is walking better than flying, according to Karim?
- 3 Do you think walking is better than flying? Why? / Why not?
- 4 How would you feel if you were Osama?

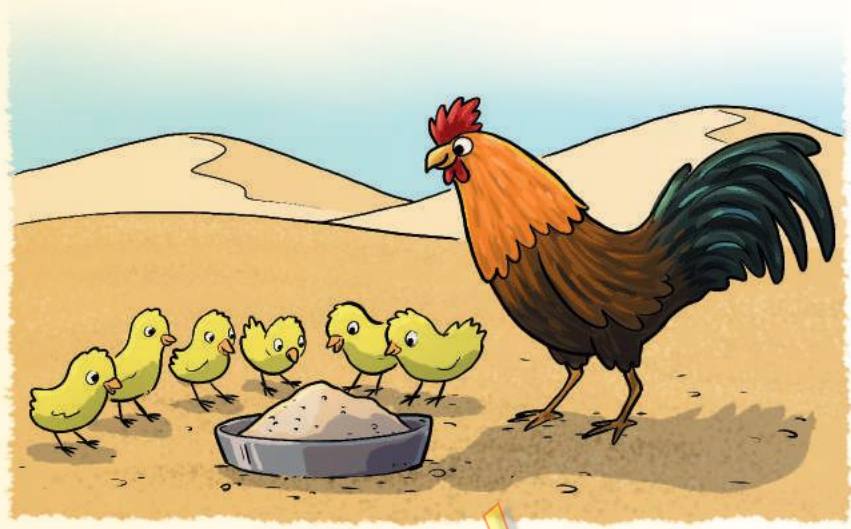


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A whole year went by. Osama never said anything to Karim about losing his wings, and Karim did not know why. Osama's legs grew stronger and soon he was able to run as fast as the other could fly. One morning, Osama took his two largest children out with him, leaving his other fourteen in their mother's care. He met up with Karim and his wife and their noisy family. 'Busy?' asked Osama. 'Busy!' exclaimed Karim, 'It's hard work all day long just trying to keep all of the children's stomachs full and they still look so **tiny**. We're trying to teach them to hunt for their own food, but we haven't had much luck so far.' 'Yes, I can see that,' replied Osama, 'But the trouble is that there are too many of them. They don't get a chance to grow big. We sent most of ours to live with other families. We thought that the only way to have strong, healthy chicks was to only keep the biggest. See how much bigger my two are than yours.'

Karim and his wife walked around Osama's chicks and spoke to each other quietly. Osama walked off with his chicks, laughing to himself.



The next day, he met Karim under the palm tree. 'I have taken your advice, Osama,' Karim said. 'Here are my two biggest chicks. The others have gone to live with their aunts and uncles. What do you think of this strong pair?' Osama laughed and laughed. 'What a fool you are,' he said. 'A bird's strength isn't in his wings, but in the number of his children. I am sorry for you, my friend, but perhaps it will teach you that cockerels are even more **foolish** than ostriches.'

And that is why ostriches have so many chicks, but cannot fly, and why cockerels cry so loudly every morning, to say sorry to their children for giving them away.

- 5 When Osama and Karim met again, what problem did Karim have?
- 6 What do you think of Osama's suggestion?

### 3 Talk

What do you think was the true reason that made Osama lose his wings?

- 1 Karim wanted to have a smaller family.
- 2 Karim was jealous of Osama and wanted to hurt him.
- 3 Osama thought walking was better than flying.

### 4 Do you think there is a message in the story? What do you think it is?

## Lesson 10

### Language detective

How many different synonyms can you think of?



### 1 Word study Synonyms

Match the words in **blue** in the story with a word that means the same.

fast small stupid big fooled story hitting

### 2 Word study Movement words

Match the words in **green** in the story with the definitions.

- 1 when birds move their wings
- 2 try to run faster than someone in a competition
- 3 walk quickly taking big steps
- 4 go fast
- 5 move quickly towards someone
- 6 touch the ground after flying in the air

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### 3 Values What to do if you feel jealous

- 1 Have you ever felt jealous of someone? Why?
- 2 What do you think is the best advice to take if you feel jealous of someone? Why?
  - a Try to be better than them.
  - b Try to hurt them.
  - c Think about the good things in your own life and focus on those things.

### Speaking tip

Remember to take turns when giving opinions.

## Lesson 11 Watch out!

**1 Talk about it**  Rahim and Hanif are visiting the wildlife park.

Look at the poster. Which animals would you visit first? Why?  
Discuss with a partner.

**25 2**   **Listen**

Listen to Rahim and Hanif talking about what to do at the wildlife park.

Read the questions below, then listen again and write down your answers.

- 1 What does Rahim want to do first?
- 2 What does Hanif want to see?
- 3 How much does the hay cost?
- 4 How does Rahim warn Hanif that he has a problem?
- 5 What time is the show Hanif wants to see?

**3**   **Words** UNITED ARAB EMIRATES  
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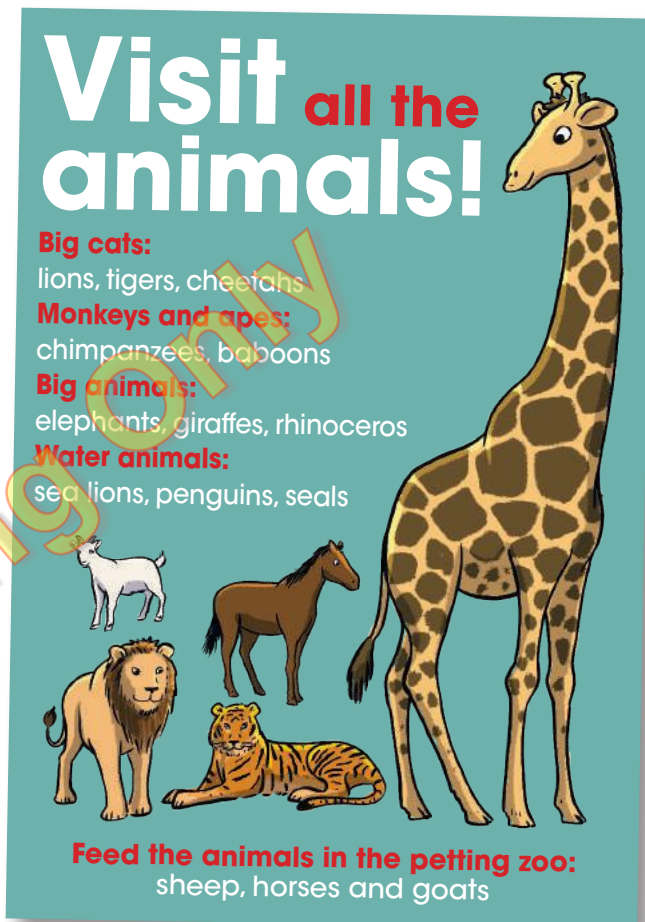
Imagine you are at the wildlife park. Give a warning or a piece of advice to your partner.

Use the words in the box and **should** or **don't** to make up warning phrases.

Be careful! Watch out! Stop!

### Language tip

Advice often starts with **should**: You **should** close your bag.  
Warnings often start with **don't**: **Don't** spill your drink.



**Visit all the animals!**

**Big cats:**  
lions, tigers, cheetahs

**Monkeys and apes:**  
chimpanzees, baboons

**Big animals:**  
elephants, giraffes, rhinoceros

**Water animals:**  
sea lions, penguins, seals

**Feed the animals in the petting zoo:**  
sheep, horses and goats



### Word study:

#### Words to warn someone

If there is a problem or an emergency and you need to warn someone, you will need to use a warning phrase. After the warning phrase, you can give advice or a warning about what the person should do next.

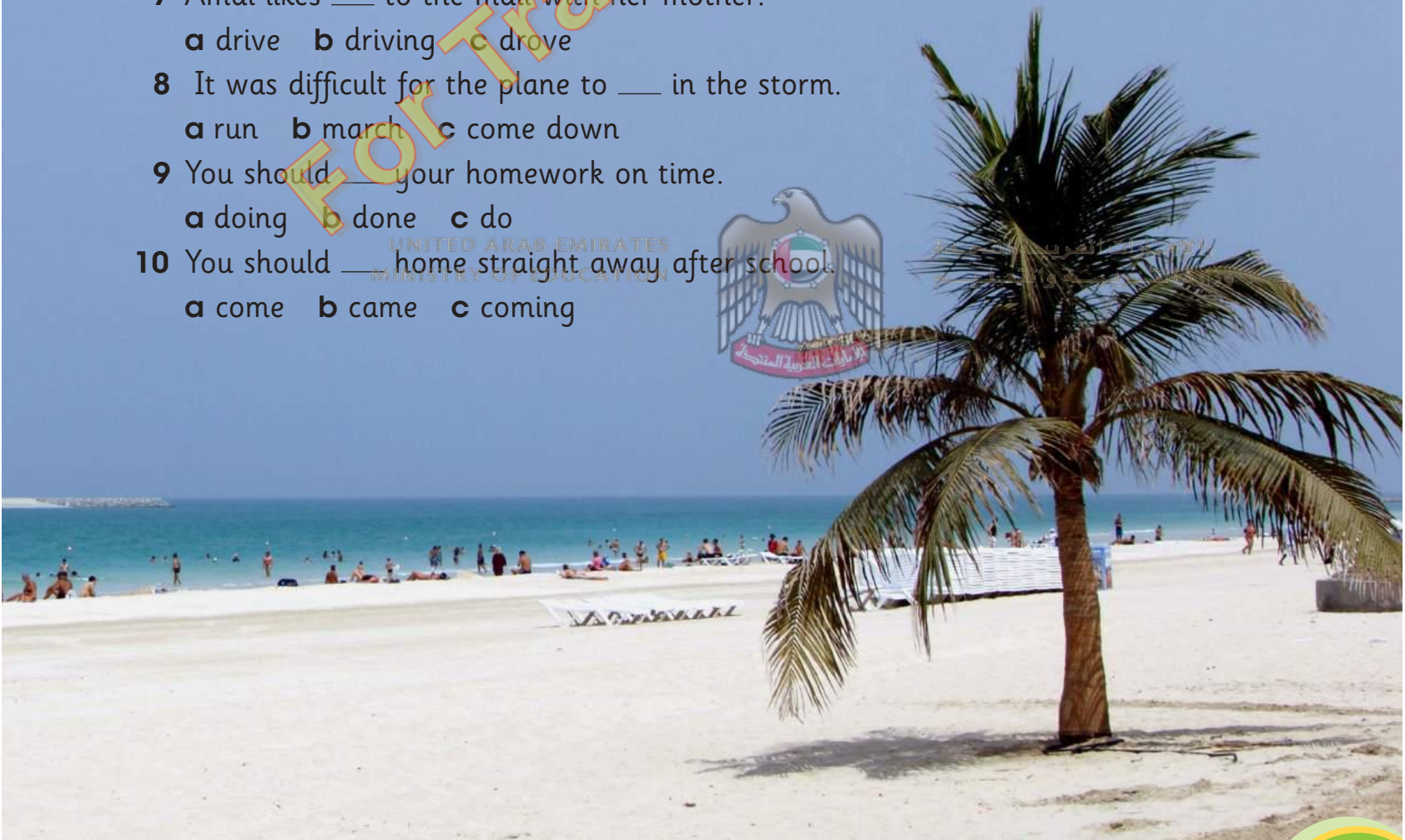
We can use **should** or **don't** to give advice and warn someone.

## Lesson 12 My learning

### 1 Can you remember?

Choose the correct answers and write in the space.

- 1 We've \_\_\_ three turtles on the beach this week.  
a seen   b see   c saw
- 2 I've \_\_\_ to visit my cousin for three weeks.  
a want   b wanted   c wanting
- 3 They've \_\_\_ lots of rubbish for the project.  
a collect   b collecting   c collected
- 4 You've \_\_\_ a sore arm for five days.  
a had   b have   c will have
- 5 He \_\_\_ had any text messages for two days.  
a haven't   b didn't   c hasn't
- 6 When Adel \_\_\_ Ibrahim, it was very close, but Adel won.  
a run   b raced   c ran
- 7 Amal likes \_\_\_ to the mall with her mother.  
a drive   b driving   c drove
- 8 It was difficult for the plane to \_\_\_ in the storm.  
a run   b march   c come down
- 9 You should \_\_\_ your homework on time.  
a doing   b done   c do
- 10 You should \_\_\_ home straight away after school.  
a come   b came   c coming

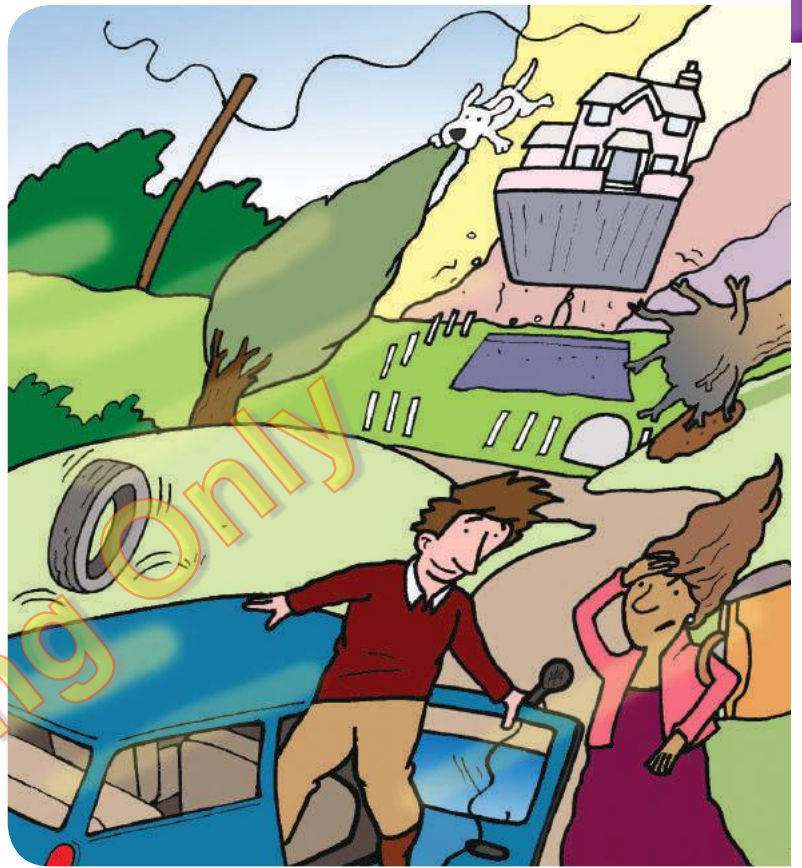


## Lesson 13 Review

### 26 1 Listen

Listen and decide what is **true** or **false**.

- 1 There has been a hurricane today.
- 2 The reporter is talking to a man.
- 3 Mrs Robinson's house has been destroyed by the hurricane.
- 4 Mrs Robinson's car is all right.
- 5 Mr Robinson was in the house when it was blown away.
- 6 Mrs Robinson thinks that the reporter is funny.



### 2 Talk

Describe the weather words to your group.  
Can they guess what the weather is?

hurricane sandstorm blizzard drought flood

Describe:

- where it happens (countries, continents, geographical features)
- what exactly happens
- what the effects of it can be.

### 3 Vocabulary

Draw a wild weather day.

Include as many different types of weather as you can.

Write five sentences to describe your picture.

Share with your partner.

## Lessons 14-15 Choose a project

### 1 Write a country fact file

- 1 Choose a country.
- 2 Choose three headings from these choices:  
Facts and figures   Geography   Weather   Animals and birds.
- 3 Fact finding:
  - Find three or four pieces of important or interesting information for each section. Use the Internet or reference books to find your information.
  - Find one amazing fact to include in your country fact file (any section).
- 4 Make a poster for your country fact file and decorate with pictures.
- 5 Display your poster on the wall. Read other country fact files and make a note of two pieces of interesting or surprising information from each one.

### 2 Write a report about an endangered animal

- 1 Use the Internet and reference books to find examples of animals in your country that are endangered. Choose two or three to write about in your report.
- 2 Write your report. Make sure you include this information in your report:
  - A description of the animal and its habitat.
  - How many animals there were before and how many there are now.
  - The reasons why the animal has become endangered.
  - What people can do to help.
- 3 Present your report to your class. Choose three pictures to go with your report. These could be a picture of the animal, its habitat and a picture that represents why it is endangered.

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# Unit 5

# The human race

We're going to:

talk about physical appearance  
learn about traditions  
read an adventure story

write a short story  
read about a famous person  
identify homophones

## Lesson 1 Describing people

### 1 Talk about it

21st



Describe the people in the pictures below.

How are they different? Think about hair type and colour, and eyes.



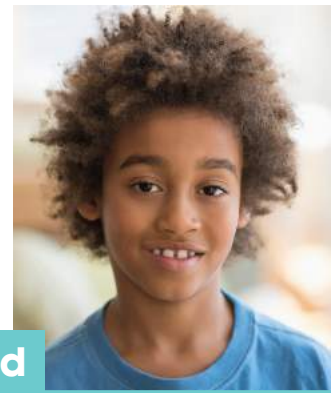
a



b



c



d

### 27 2 Listen



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Listen and match the descriptions to the pictures.

### 27 3 Listen again and complete the sentences.



- 1 She's got short, \_\_, \_\_ hair.      3 She's got long, \_\_, \_\_ hair.  
2 He's got \_\_ eyes.                      4 He's got \_\_ hair and \_\_ eyes.

4 **Word study** Facial characteristics

Write the words in the correct column. Some can be in more than one column. Add more words of your own.

dark fair thick fine short thin round little big curly square wavy

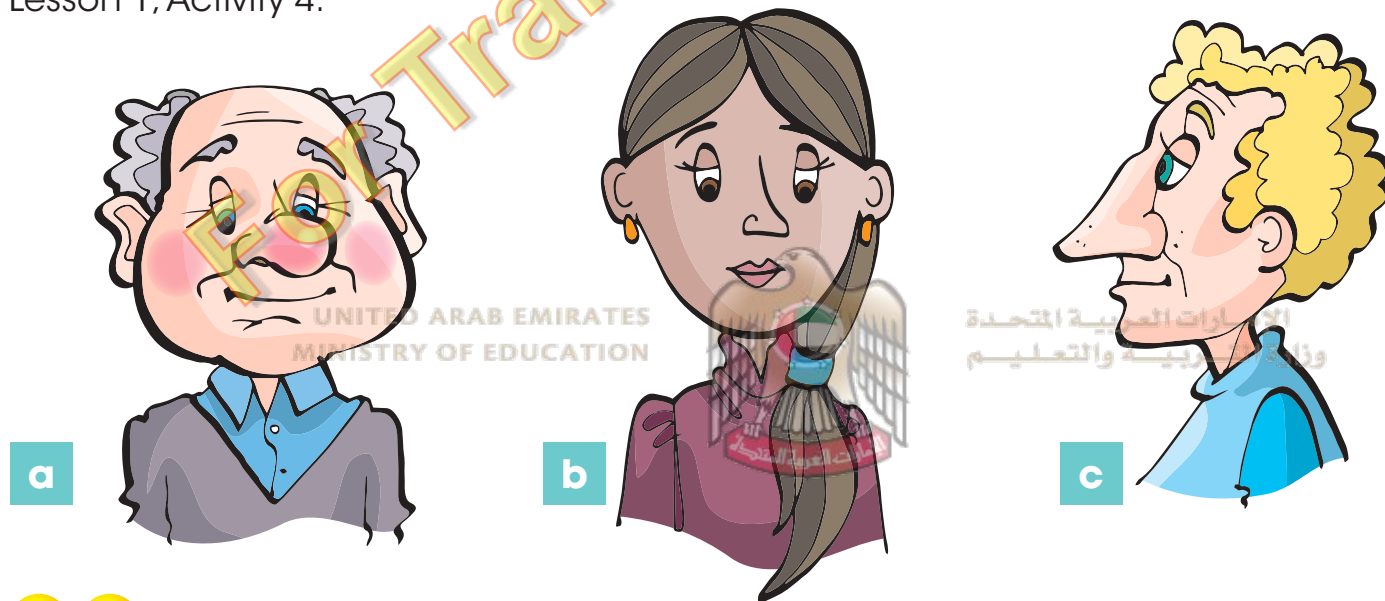
Face	Hair	Eyes

**Lesson 2**

1 **21st** **Talk**

Take turns to describe a famous person. Can your partner guess who it is?

2 **Describe** Describe these three cartoon drawings. Use vocabulary from Lesson 1, Activity 4.



3 **Over to you**

Draw your own cartoon face.

- Don't show it to your partner.
- Use the vocabulary in Lesson 1, Activity 4 to describe it to your partner.
- Can your partner draw the face you describe?
- Compare your cartoons.

## Lesson 3 Traditions

### 1 Talk about it

21st



Do you know some Emirati traditions?

### 2 Read

Look at the titles and pictures below. What are the texts about? Read and check your ideas.

### Amazing fact

In 1920 a single pearl was sold for £15 000, which is equivalent to £350 000 nowadays (1 950 195 dirhams).

## Pearl diving in the UAE

Since **ancient** times, men have practised pearl diving in the UAE. Pearls found in the UAE, especially in Dubai and Abu Dhabi, are believed to be the best pearls in the world. Their prices can be very high, but pearl divers can earn very little.

If there is a bad season, divers will need **several** seasons to pay for bills; but if there is a good season, divers will become very rich. Unfortunately, nowadays this activity is not as common, but we can still find some pearl divers in the UAE.




## Emirati traditional dance

Two traditional Emirati dances that men and boys perform are the *ayyala* and *yollah*. Both dances are linked to battles.

The dancers stand in a row holding their swords, guns and sticks. This is the same as they would do in a **battle**.

The men and boys are **passionate** when they perform these Emirati traditional dances because they are dancing to celebrate their country. They feel strong and brave, no **opponents** will beat them. They are always ready to defend their land.



3  Read and decide if the sentences are **true** or **false**.  
Correct the false sentences.

- 1 Pearl diving is a recent activity.
- 2 If there is a good season, pearl divers can earn lots of money.
- 3 Women do not dance Emirati traditional dances with swords.
- 4 Only boys can do traditional Emirati dances.
- 5 Traditional Emirati dancing is passionate.

4   Match the words in **blue** in the texts with the definitions.

- 1 more than two, but not many
- 2 emotional or a strong feeling
- 3 very old
- 4 a fight
- 5 people you play against in a sport

5   **Use of English**

Read the texts on page 70 again. Look at the *Use of English* box and complete the sentences.

- 1 \_\_\_\_\_ there is a bad season, divers \_\_\_\_\_ need several seasons to pay for bills.
- 2 \_\_\_\_\_ there is a good season, divers \_\_\_\_\_ become very rich.
- 3 \_\_\_\_\_ a boy or man performs a traditional dance, they \_\_\_\_\_ have to perform with passion.

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## Use of English

### First Conditional

We use the First Conditional to talk about things that might happen in the future.

**If** + Present Simple + Future Simple.

**If** I **have** a good season, I **will earn** lots of money.

## Lesson 4 The pearl diver and the storm – part 1

1 **Talk about it**  What would it be like to be a pearl diver?

What problems might there be?

2 **21st**  **Read**

Read the story. What do you think will happen next?

### The pearl diver and the storm

Rashid lived with his father, Abdul Aziz, in a little hut on the beach. Abdul Aziz was a pearl diver and Rashid often went with him on his search for pearls.

One day, they were out in the middle of the sea on their boat, when a great storm came. As the storm got stronger, Abdul Aziz started to take down the sail. He stood up to untie the rope and looked for **something** to hold onto, but a large wave came and knocked him over the side of the boat into the sea. Rashid screamed as his father disappeared into the water.

Once the storm had gone and the weather was calm, Rashid looked around sadly. His father was **nowhere** to be seen. He knew his father was good at swimming, so he sailed towards the land and started looking for him.

Rashid jumped out of the boat, ran onto the beach and looked to see if **anybody** was around. He saw **somebody** outside a hut nearby. 'Excuse me,' he said, 'Have you seen my father? He fell off our boat, but he is a good swimmer and might have come here. He is tall and has green eyes. He has curly, black hair and a beard. He has a long nose.'



### Use of English

#### Quantitative pronouns



## Lesson 5

### 1 Use of English

Look at the *Use of English* box on page 72 and complete the sentences with quantitative pronouns.

- 1 His father was \_\_\_\_ to be seen.
- 2 \_\_\_\_ is a better swimmer than my father.  
He's the best!
- 3 He must be \_\_\_\_ .
- 4 He looked \_\_\_\_, but still couldn't find him.
- 5 There was \_\_\_\_ on the beach, standing next to a hut.

### Language tip

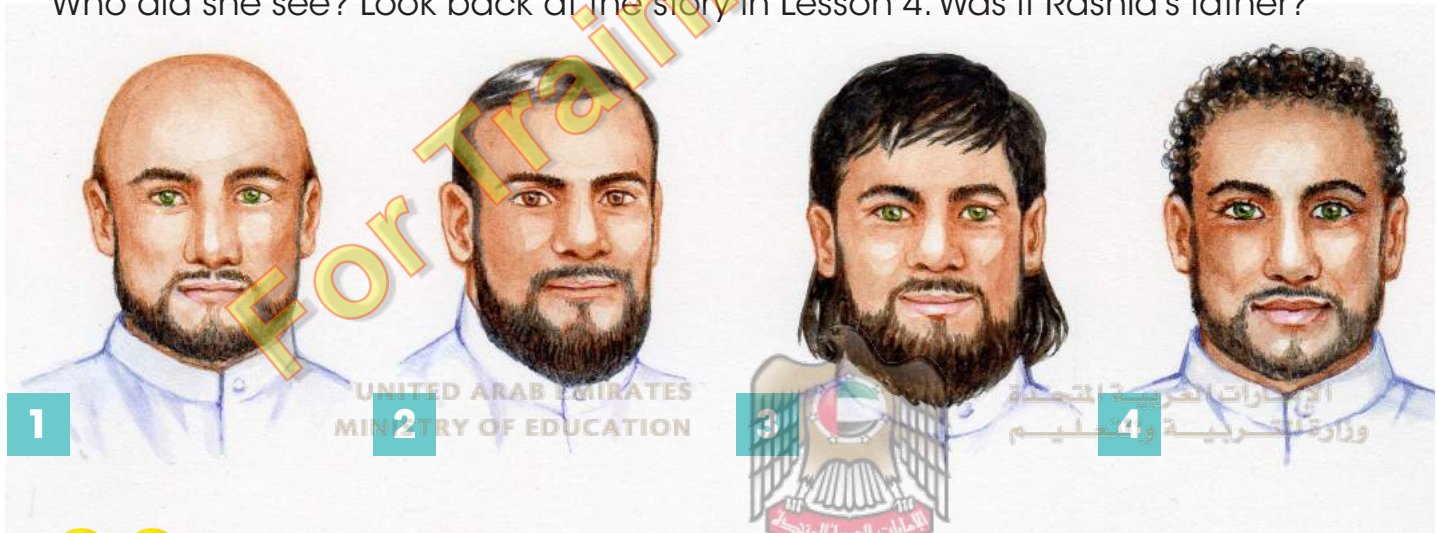
**Someone** and **Somebody** mean the same.

**No-one** and **Nobody** mean the same.

**Everyone** and **Everybody** mean the same.

**Anyone** and **Anybody** mean the same.

- 28 **2**  Listen to Rashid speaking to a woman who saw somebody on the beach. Who did she see? Look back at the story in Lesson 4. Was it Rashid's father?



### 29 **3** Pronunciation Homophones

Listen to the sentences. Choose the correct word.

- 1 eye / I
- 2 eight / ate
- 3 there / their
- 4 hour / our
- 5 knows / nose

### Pronunciation: Homophones

Homophones are words which sound the same, but we spell them differently and they have different meanings.

## Lesson 6 The pearl diver and the storm – part 4

### 1 Talk about it



Discuss what has happened in the story so far.

How do you think Rashid is feeling?

### 2 Read

Read the final part of the story. What do you think Abdul Aziz and Rashid should do next?



### The pearl diver and the storm – part 4

For three days, Rashid visited the villages along the coast to ask if anyone had seen his father. On the third day, Rashid found a small hut. Outside, a fisherman was mending his nets. 'I am looking for my father,' said Rashid. 'He fell into the sea in the great storm three days ago. Have you seen him?'

'What does he look like?' asked the fisherman.

When Rashid described his father, the fisherman jumped up. 'Yes, someone who looks just like that was on this beach two days ago. He was tired and is resting in my hut.'

Rashid rushed to the hut, hugged his father and thanked the fisherman for his help.

When Abdul Aziz was well enough to leave, the fisherman gave him an enormous pearl. 'This belongs to you,' he said. 'It was in your hand when I found you.' Abdul Aziz could not believe his eyes. It was the biggest pearl he had ever seen. 'I cannot take this,' he said. 'You must keep it as a thank you for helping me.'

The fisherman shook his head. 'I did not help you for money,' he said. 'I helped you because you were in need. Take the pearl – it will make you rich. To show your thanks to me, you can help someone else who is in need.'

### 3



Read and decide if the sentences are **true** or **false**.

Correct the false sentences.

- 1 Rashid looked for his father for five days.
- 2 Rashid's description helped the fisherman to identify Abdul Aziz.
- 3 When Rashid found his father, they travelled back home immediately.
- 4 Abdul Aziz was very surprised to see the pearl.
- 5 The fisherman kept the pearl.

## Lesson 7 My learning


### 1 Can you remember?

Choose the correct answers and write in the space.

- 1 I looked \_\_\_\_, but I couldn't find the cat.  
a anybody b everywhere c something
- 2 The teacher asked if \_\_\_\_ had finished the activity.  
a nobody b everywhere c anybody
- 3 '\_\_\_\_ has moved my book!' she cried.  
a Anybody b Someone c Everywhere
- 4 The boy dropped \_\_\_\_ as he carried the bags.  
a everywhere b no-one c something
- 5 The man had short, dark, \_\_\_\_ hair.  
a long b light c curly
- 6 Everyone \_\_\_\_ who he is looking for, but they can't find him.  
a nose b knows
- 7 The man \_\_\_\_ an apple.  
a eight b ate
- 8 If you \_\_\_\_ (finish) your homework quickly, you \_\_\_\_ (have) time to play later.
- 9 If you \_\_\_\_ (post) the letter today, it \_\_\_\_ (arrive) on Thursday.
- 10 If you \_\_\_\_ (open) the door, the visitors \_\_\_\_ (come in) to the house.



## Lesson 8 Ahmed gets lost

1 **Talk about it**  Think about the last time you visited a big city.

What did you see? What did you do?

2  **Write**

Look at these pictures about the Ameri family trip to a new city.  
Use the notes to make sentences about each picture.



3   Now use your notes from Activity 1 and write a story of the family's trip.


- Think of a title.
- Write an introduction.
- What happened?
- When did it happen?
- Where did it happen?
- Who helped?
- What did he look like?

Write sentences using speech marks where possible.

### Writing tip

When writing a story, remember it should have a beginning, middle and end.

## Lesson 9 People of the world

**1 Talk about it**  Look at the picture. Do you know who this is? What did he do? Does he look like an interesting man? Why? Why not?

### 2 Read

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

### Fact file

#### Ibn Battuta

This is Ibn Battuta. He was born in Tangiers, Morocco in the 14th century and studied Muslim law. He decided to travel from North Africa to Arabia. Ibn Battuta started on his travels in 1325, when he was 20 years old. His main reason to travel was to go on a Hajj (a Pilgrimage) to Mecca, as all good Muslims want to do. He is probably the most famous Muslim traveller in the world. He visited around 44 countries and it took him 29 years.

He had many adventures on the way, some good and some bad, and met some interesting people. He was attacked by bandits, almost drowned in a sinking ship and then was almost killed by a tyrant ruler **the following day**. He had lots of other adventures, too. Let's read some more and find out what happened ...

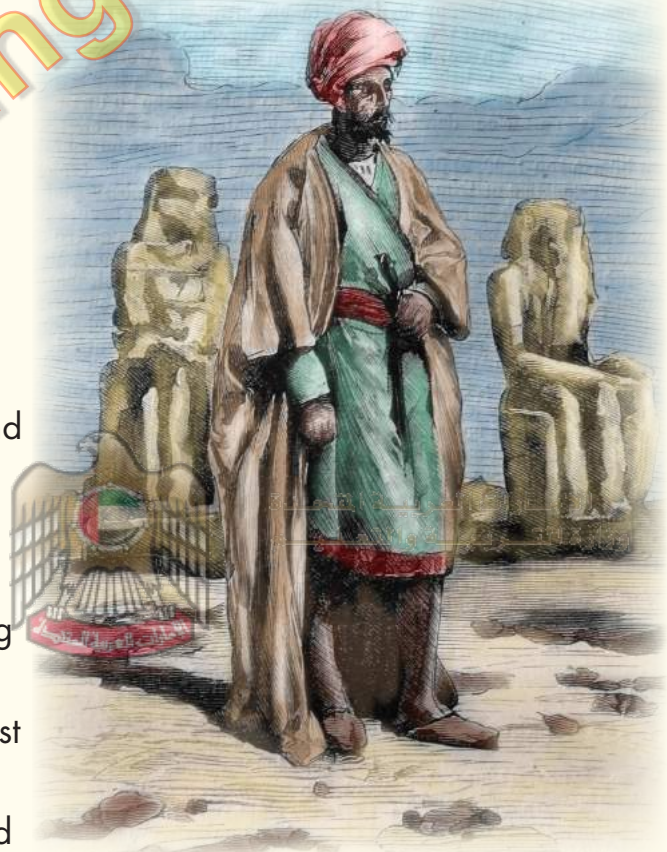
### Vocabulary

**law:** rules which people live by

**bandit:** a robber

**drown:** to die in water

**tyrant:** not kind



- 1 Where did his journey begin?
- 2 When did his journey begin?
- 3 How many countries did he visit?

30 **3**  **Read and listen**

Answer the questions.

- 1 Which country was his first stop?
- 2 When did he reach Alexandria?
- 3 How long did it take him to travel from Cairo to the Red Sea?
- 4 Where did he stay during Ramadan?
- 5 Who did he travel with in Syria?
- 6 How long did he spend in Mecca?
- 7 Which place was famous for its gold?

Ibn Battuta decided that the best way to travel was by horse. He rode through the mountains of Morocco and on to Libya.

Near Tripoli they were attacked by camel raiders, but escaped unhurt. He also attended a wedding feast that lasted for **a whole week**.

In 1326 he reached Alexandria in Egypt. From Cairo, he travelled to the Red Sea, which took about 15 days. Here, he found that the local ruling family was fighting against the governor and had sunk some ships and threatened further violence. Ibn Battuta was forced to go back to Cairo.

He continued his pilgrimage, through Syria, and spent Ramadan in Damascus. He joined a caravan of other pilgrims, to avoid travelling alone, because he was scared that someone might steal from him or hurt him. Travelling with other people meant he had friendship and protection. He continued on to Medina and then to Mecca where he completed Al Hajj.

On **17th November 1326**, after a month spent in Mecca, Ibn Battuta joined another large caravan of pilgrims returning to Iraq. They travelled by night, for about two weeks. They only stopped for **a few minutes** at a time to rest and eat before moving on again.

### Vocabulary

**governor:** a leader

**threaten:** to warn about an intention to hurt someone

**pilgrim:** a person who travels to a sacred place

**protection:** to keep safe

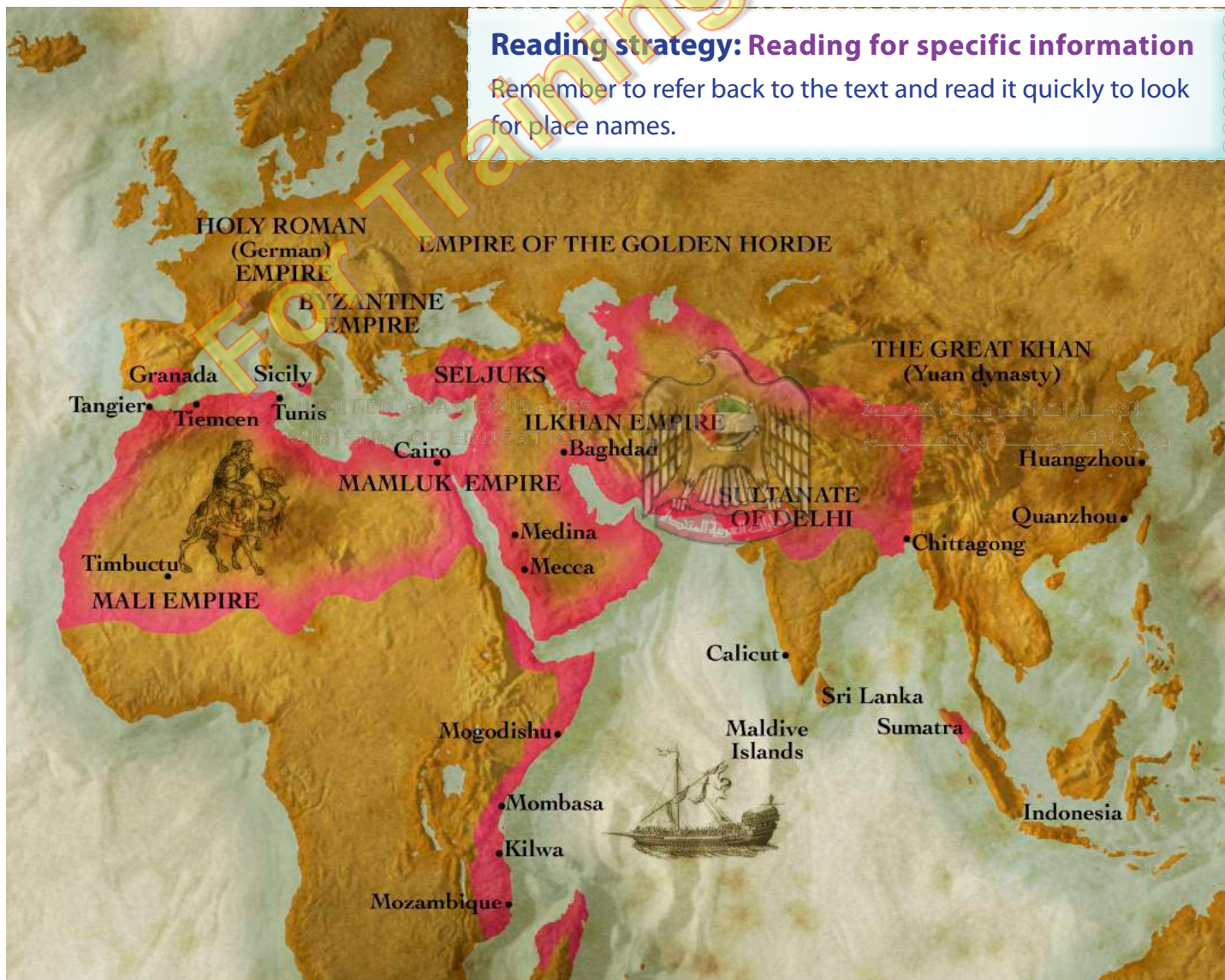
Around three years later, he travelled to Yemen and then on to Somalia. He then travelled by boat to Mombasa, and **the next day** he continued onwards to Tanzania and the town of Kilwa. Kilwa was famous for its gold trade and Ibn Battuta described it as one of the finest and most beautifully built towns he had seen. Any gold traders who tried to cheat on price were locked up, so the town was very safe.

He travelled for many more years, studied with other Muslims and met many kind and interesting people on his journey.

- 4   Look at the map of Ibn Battuta's travels. How many places can you find that are mentioned in the *Fact File*?

**Reading strategy: Reading for specific information**

Remember to refer back to the text and read it quickly to look for place names.



## Lesson 10

**1 Talk about it**  Can you remember where Ibn Battuta went on his travels?

What happened to him while he was travelling? Who did he meet?

**2**   **Read**

Read and put the events in order.

- a From Cairo, he travelled to the Red Sea and it took 15 days.
- b Three years later, he travelled to Yemen.
- c He started his travels when he was 20 years old, in 1325.
- d He travelled for many more years and had lots of adventures.
- e He completed Al Hajj and spent a month in Mecca.
- f Ibn Battuta was born in Tangiers, Morocco.
- g Kilwa was famous for its gold.
- h On 17th November, 1326 he travelled to Iraq.
- i In 1326, he reached Alexandria in Egypt.
- j He rode a horse through Morocco and travelled to Libya.

**3**  Match the sentence halves with the time expressions from the text.

- |   |                       |
|---|-----------------------|
| 1 The wedding feast lasted                        | a the following day.  |
| 2 He left Mecca on the                            | b the next day.       |
| 3 He left Mombasa                                 | c a few minutes.      |
| 4 He was almost killed by a tyrant                | d a whole week.       |
| 5 They travelled for two weeks, only stopping for | e 17th November 1326. |



### Words to remember

the following day   the next day   a few minutes   a whole week

**4**   **Talk**

In pairs, tell the story of Ibn Battuta's travels.  
What can you remember?

### Speaking tip

Use time expressions to help sequence events and make your story more interesting.

## Lesson 11 A family visit

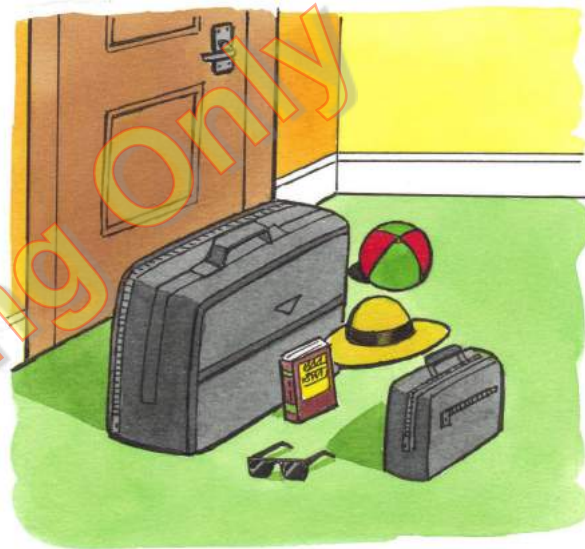
**1 Talk about it**  Do you ever travel to visit family in another town, city or country?

Talk about a trip you have made, or a time when other people have visited you.

**31 2 Listen** 

Listen to the dialogue of sisters Elham and Maryam getting ready for a trip to Bahrain. Answer the questions.

- 1 Who are they going to visit?
- 2 How will they get there?
- 3 Who will meet them?
- 4 What do they want to do on holiday?



### Language tip

Don't forget, the possessive pronouns never have an apostrophe:

**his hers its ours yours theirs**

### Use of English

#### Apostrophes to show possession

Use apostrophes to show who owns something:

If one person owns something use **'s**:

Elham**'s** suitcase

If more than one person owns something use **'s**: The **cousins'** house.

**Watch out!** There are some irregular plurals. If a word has an irregular plural, use **'s**:

**Singular:**

The **child's** house →

The **man's** office →

The **person's** suitcase →

**Plural:**

The **children's** house

The **men's** office

The **people's** suitcases

**3**  Add the correct apostrophes to the words in **bold**.

- 1 What shall we pack for the trip to our **cousins** house?
- 2 Do you think we will be staying in cousin **Saeedas** room?
- 3 We have our suitcase, our **parents** suitcase and four people.
- 4 I hope there will be a **childrens** outing during our visit.

## Lesson 12 My learning

### 1 Can you remember?

Choose the correct answers and write in the space.

- Ibn Battuta was a famous \_\_\_\_ .  
a sailor   b pearl diver   c traveller
- He visited 44 \_\_\_\_ .  
a people   b countries   c cousins
- It will only take \_\_\_\_ to walk there.  
a a few minutes   b a whole week   c the next day
- \_\_\_\_ , he left to go on his travels.  
a For a few minutes   b Next week   c The following day
- On \_\_\_\_ , he has English and Geography.  
a a week ago   b Tuesday morning   c 3rd November, 1834
- Where are the \_\_\_\_ shoes?  
a boys   b boy   c boys'
- Has anyone seen the \_\_\_\_ coats?  
a childrens   b children's   c childrens'
- The men were tired and their \_\_\_\_ feet were sore.  
a camels   b camel's   c camels'
- This bag must be \_\_\_\_ . It has his name on it.  
a Alis   b Ali's   c Alis'
- We are going to \_\_\_\_ house today.  
a Ahmeds   b Ahmed's   c Ahmeds'



## Lesson 13 Review

### 1 Vocabulary

Sort the letters and write the adjectives describing facial characteristics.

Can you think of any more?

1 energ \_ \_ \_ \_ \_

3 tatingsh \_ \_ \_ \_ \_

2 lucyr \_ \_ \_ \_ \_

4 riaf \_ \_ \_ \_ \_

### 2 Write

Write two sentences describing the facial characteristics of someone in your family.

### 3 Vocabulary

Look at the words. Write a homophone for each word. What do the words mean?

1 eight

2 our

3 knew

4 nose

5 eye

6 there

### 4 Use of English

Read and choose the correct word.

#### Ahmed's day in Dubai

I was so excited! This was my first visit to Dubai and I couldn't sleep for (1) *a whole week / the next day / the day before*! We left very early in the morning and first we visited my (2) *fathers / fathers' / father's* friend who was very kind and funny. I hope we can visit him again.

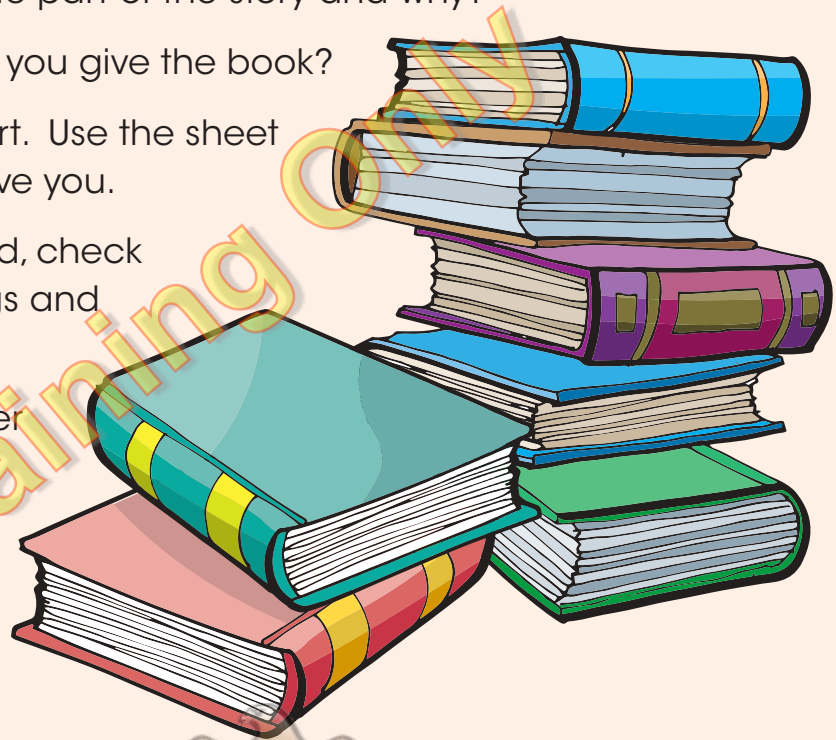
After this, we went into the city and walked around. Suddenly, we were in a busy street with people (3) *nowhere / everywhere / anywhere* and it was fun to see! Some young men (4) *were playing / are playing / play* drums and I went to look at them, but when I turned around, my family were not there!

I walked into the nearby market, but I could not see them. I went back onto the street and saw some boys playing with (5) *there / their / their's* football, but I couldn't see my family. Suddenly a young man with a kind face and short (6) *hair straight / straight hair / straight hairs* said to me, 'Are you OK? Are you lost?' 'Yes,' I replied sadly. 'Ah,' he said. 'There is a man shouting for his son. Are you Ahmed?' 'Yes!' I shouted happily.

So, five minutes (7) *ago / later / before*, I was back with my wonderful family and I was so happy. My father hugged me tightly and said, 'Ahmed, be careful and stay close! If you don't pay attention, you (8) *get / will get / getting* lost again!'

### 1 Create a book report

- 1 Tell your partner the name of your book and why you chose it.
  - Who is your favourite character and why?
  - What is your favourite part of the story and why?
  - How many stars did you give the book?
- 2 Now write a book report. Use the sheet that the teacher will give you.
- 3 When you have finished, check your writing for spellings and punctuation.
- 4 Rehearse with a partner how you will present your report to your classmates in the next lesson.



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### Useful phrases for your presentation

- Today I am going to tell you about the book (*name of book*) by (*name of author*).
- The story takes place in (*name of town/city/country*) and is about ...
- My favourite character is (*name of character*) because ...
- The best part of the book was when ...
- I would definitely recommend it. / I would recommend it if you like ... / I would not really recommend it because ...

## Unit 1 Wordlist

<b>amazing</b>	adjective	<b>hut</b>	noun
<b>ancient</b>	adjective	<b>in</b>	preposition
<b>at</b>	preposition	<b>kindness</b>	noun
<b>bathroom</b>	noun	<b>kitchen</b>	noun
<b>best</b>	adjective	<b>landmark</b>	noun
<b>better</b>	adjective	<b>large</b>	adjective
<b>bowling alley</b>	noun	<b>less</b>	comparative
<b>bungalow</b>	noun	<b>library</b>	noun
<b>can</b>	modal verb	<b>long</b>	adjective
<b>charity</b>	noun	<b>lush</b>	adjective
<b>closest</b>	adjective	<b>material</b>	noun
<b>eco-house</b>	noun	<b>might</b>	modal verb
<b>energy-efficient</b>	adjective	<b>more</b>	comparative
<b>festival</b>	noun	<b>most</b>	comparative
<b>football</b>	noun	<b>mountain</b>	noun
<b>forest</b>	noun	<b>mud</b>	noun
<b>front door</b>	noun	 <b>museum</b>	noun
<b>fundraise</b>	verb	<b>must</b>	modal verb
<b>garden</b>	noun	<b>nice</b>	adjective
<b>gate</b>	noun	<b>old</b>	adjective
<b>gentle</b>	adjective	<b>on</b>	preposition
<b>glass</b>	noun	<b>palace</b>	noun
<b>good</b>	adjective	<b>patience</b>	noun
<b>high-rise flat</b>	noun	<b>peak</b>	noun
<b>historical</b>	adjective	<b>performance</b>	noun
<b>house</b>	noun	<b>raise</b>	verb
<b>hug</b>	verb	<b>roof garden</b>	noun

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school	noun
shop	noun
should	modal verb
solar panels	noun
sports day	noun
stone	noun
surroundings	noun
theatre	noun
view	noun
well	noun
window	noun
wood	noun

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## Unit 2 Wordlist

armband	noun	reverse	verb
boat	noun	rickshaw	noun
bored	adjective	right	adverb
bus	noun	run	verb
busy	adjective	seatbelt	noun
car	noun	see	verb
clearly	adverb	sick	adjective
corner	noun	sky train	noun
cross	verb	start	verb
excited	adjective	taxi	noun
ferry	noun	towards	preposition
go out	verb	tram	noun
helicopter	noun	tuk tuk	noun
helmet	noun	underground	noun
hop	verb	up	preposition
jeepney	noun	walk	verb
jump	verb	watch	verb
leap	verb	wear	verb
left	adverb	worried	adjective
look	verb		
main road	noun		
motorbike	noun		
nervous	adjective		
pedestrian crossing	noun		
plane	noun		
put on	verb		
reflective	adjective		

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## Unit 3 Wordlist

<b>add</b>	verb	<b>grow</b>	verb
<b>apple</b>	noun	<b>hardworking</b>	adjective
<b>bean</b>	noun	<b>helpful</b>	adjective
<b>bottle</b>	noun	<b>ingredient</b>	noun
<b>box</b>	noun	<b>knife</b>	noun
<b>bread</b>	noun	<b>lazy</b>	adjective
<b>butter</b>	noun	<b>loaf</b>	noun
<b>can</b>	noun	<b>manufacture</b>	verb
<b>carrot</b>	noun	<b>meat</b>	noun
<b>carton</b>	noun	<b>metal</b>	noun
<b>cheese</b>	noun	<b>mix</b>	verb
<b>chocolate</b>	noun	<b>onion</b>	noun
<b>chopstick</b>	noun	<b>orange juice</b>	noun
<b>coconut</b>	noun	<b>oven</b>	noun
<b>coffee</b>	noun	<b>packet</b>	noun
<b>container</b>	noun	<b>paper</b>	noun
<b>cook</b>	verb	<b>plastic</b>	noun
<b>cooking oil</b>	noun	<b>pod</b>	noun
<b>cup</b>	noun	<b>product</b>	noun
<b>dairy</b>	adjective	<b>protein</b>	noun
<b>date</b>	noun	<b>recycle</b>	verb
<b>farm</b>	verb	<b>recycling bin</b>	noun
<b>fermentation</b>	noun	<b>reuse</b>	verb
<b>fruit</b>	noun	<b>rice</b>	noun
<b>generous</b>	adjective	<b>salad</b>	noun
<b>grain</b>	noun	<b>salt</b>	noun
<b>greedy</b>	adjective	<b>sandwich</b>	noun

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<b>seed</b>	noun
<b>selfish</b>	adjective
<b>stone</b>	noun
<b>tea</b>	noun
<b>tub</b>	noun
<b>unwanted</b>	adjective
<b>vegetable</b>	noun
<b>yeast</b>	noun

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## Unit 4 Wordlist

<b>baboon</b>	noun	<b>humid</b>	adjective
<b>beach</b>	noun	<b>hurry</b>	verb
<b>big</b>	adjective	<b>knock</b>	verb
<b>camel</b>	noun	<b>land</b>	verb
<b>camp</b>	verb	<b>large</b>	adjective
<b>campsite</b>	noun	<b>leopard</b>	noun
<b>cheetah</b>	noun	<b>lightning</b>	noun
<b>chimpanzee</b>	noun	<b>lion</b>	noun
<b>coast</b>	noun	<b>lizard</b>	noun
<b>cockerel</b>	noun	<b>march</b>	verb
<b>cold</b>	adjective	<b>mild</b>	adjective
<b>confused</b>	adjective	<b>monkey</b>	noun
<b>desert</b>	noun	<b>mountain</b>	noun
<b>dry</b>	adjective	<b>muscle</b>	noun
<b>elephant</b>	noun	<b>oasis</b>	noun
<b>endangered</b>	adjective	<b>oryx</b>	noun
<b>fast</b>	adjective	 <b>ostrich</b>	noun
<b>fool</b>	verb	<b>penguin</b>	noun
<b>foolish</b>	adjective	<b>quickly</b>	adverb
<b>frosty</b>	adjective	<b>race</b>	verb
<b>giraffe</b>	noun	<b>rainy</b>	adjective
<b>goat</b>	noun	<b>rhinoceros</b>	noun
<b>hedgehog</b>	noun	<b>rubbish</b>	noun
<b>hit</b>	verb	<b>rush</b>	verb
<b>horse</b>	noun	<b>sea lion</b>	noun
<b>hot</b>	adjective	<b>seal</b>	noun
<b>huge</b>	adjective	<b>sheep</b>	noun

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snake	noun
snowy	adjective
spider	noun
sprint	verb
stormy	adjective
story	noun
stupid	adjective
sunny	adjective
tale	noun
tent	noun
thunder	noun
tiger	noun
tiny	adjective
trick	verb
turtle	noun
viper	noun
wadi	noun
wildlife	noun

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## Unit 5 Wordlist

<b>anybody</b>	pronoun	<b>nose</b>	noun
<b>anything</b>	pronoun	<b>nothing</b>	pronoun
<b>anywhere</b>	pronoun	<b>nowhere</b>	pronoun
<b>bad</b>	adjective	<b>our</b>	determiner
<b>battle</b>	noun	<b>pale</b>	adjective
<b>bill</b>	noun	<b>pearl</b>	noun
<b>blond</b>	adjective	<b>perform</b>	verb
<b>curly</b>	adjective	<b>protect</b>	verb
<b>dance</b>	verb	<b>reduce</b>	verb
<b>dark</b>	adjective	<b>rich</b>	adjective
<b>diver</b>	noun	<b>round</b>	adjective
<b>everybody</b>	pronoun	<b>sail</b>	verb
<b>everything</b>	pronoun	<b>sailing boat</b>	noun
<b>everywhere</b>	pronoun	<b>season</b>	noun
<b>eye</b>	noun	<b>short</b>	adjective
<b>face</b>	noun	<b>skin</b>	noun
<b>fair</b>	adjective	<b>someone</b>	pronoun
<b>fine</b>	adjective	<b>something</b>	pronoun
<b>hair</b>	noun	<b>somewhere</b>	pronoun
<b>hour</b>	noun	<b>storm</b>	noun
<b>ice rink</b>	noun	<b>straight</b>	adjective
<b>ice skate</b>	noun	<b>suitcase</b>	noun
<b>know</b>	verb	<b>sword</b>	noun
<b>lips</b>	noun	<b>traditional</b>	adjective
<b>long</b>	adjective	<b>wave</b>	noun
<b>no-one</b>	pronoun	<b>wavy</b>	adjective
<b>nobody</b>	pronoun	<b>wildlife park</b>	noun

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