

# **Bridge to Success**

English Language

Learner's Book

Grade 6

Volume 2

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Grade 6 Learner's Book

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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 6 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

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

• English for educational success. To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, Bridge to Success addresses both these competencies. Bridge to Success presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in Englishmedium 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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### We're going to:

listen to people talking about past and future expeditions talk about eating habits around the world and location based games

read a blog post about an expedition and a story about a young explorer write a story about space exploration and a blog post about an expedition

# Lesson 1 Famous explorers

Talk about it (2) 21st Which famous



explorers do you know? Where did they go? What did they find?

### 2 Read

Match each text with a title: 1, 2 or 3.

- 1 A hard trip to find out where something starts
- 2 A long journey to explain something new
- 3 Two explorers from different countries travel together

## (AB) Vocabulary

Look at the words in blue in the texts. Match them to their definitions below.

- a to go on a boat
- **b** not easy
- c not safe; you can get hurt
- d where you write what you do and see
- e to go from one place to another

Vasco da Gama

Vasco da Gama was a Portuguese explorer. In 1497, he was the first person to sail from Europe to India. What was so special about his journey? He found a way by sea that was safer than other routes by land. Ahmad ibn Mājid was a very famous Arab explorer who helped Vasco da Gama on his long journey. Ibn Majid had a special name - the 'lion of the sea'!



In 921, Ibn Fadlan travelled from Baghdad to Bulgaria. Why did he travel so far? He wanted to tell people about the Islamic religion and help them to understand Islamic laws. How far did he travel? More than 4000 kilometres! He wrote a diary about his journey, and about the people he met.



Richard Burton and John Speke

Richard Burton and John Speke were two British explorers. In 1857 they travelled to Africa. It was a very difficult and dangerous journey. So why did they do it? They wanted to find the start of the River Nile! Now people know that the River Nile starts at Lake Victoria, in Tanzania and Uganda.







### **Lesson 2** Exploring space



Talk about it \( \text{\text{CO}} \) Look at the photos below. What do you think the text is about?

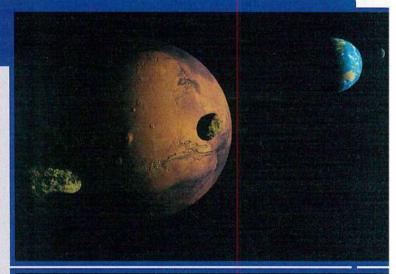
B Read

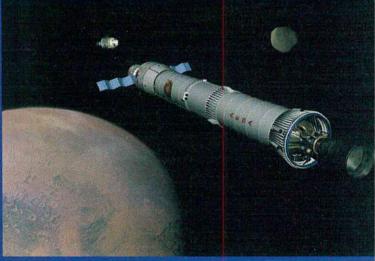
Read this article and check your answers. What is the name of the spaceship?

# **UAE Makes Plans to** Get to Mars by 2021!

Space exploration is important for the Emiratis and for the whole world. The UAE are planning to send a spaceship to planet Mars. The spaceship will leave Earth in 2020, but without an explorer on it! Computers will drive it. What is the spaceship's name? "Hope"!

It will need one year to get to the red planet. When it arrives, it will collect information about Mars - what the weather is like there and other important facts about the air around this planet. These facts will show if humans can live on Mars and we may also find out if there is life on Mars already!





(B) Vocabulary

What do the words in blue mean? Check in a dictionary. Draw a picture in your notebook to help you remember each of the words.

4 😕 Talk

Would you like to travel into space? Why/Why not?

Video 1







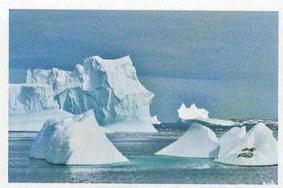
# Lesson 3 From the desert to Antarctica



Talk about it 21st 💫 Look at the pictures below.

Why do you think people visit these places?





### Listening strategy: Talk about what you know

Use pictures to talk about what you already know. If you think about words you already know before you listen, it makes listening easier.

Calk Talk

You are going to listen to Khalid, a pupil who just came back from Antarctica. What do you think he liked about his exploration? What do you think he didn't like?

a the animals

- **b** the ice
- c the food
- d the weather

21st AB Listen

Listen and check. Put a tick  $(\checkmark)$  or a cross (x) next to the words in the box above.

4 B Use of English

Complete the questions with How many, What and Which.

- 1 \_\_\_\_\_ days did Khalid spend on his exploration?
- 2 \_\_\_\_\_ temperature did he find in Antarctica?
- 3 \_\_\_\_\_ animals did Khalid see?
- 4 \_\_\_\_\_ students went on the trip with Khalid?
- 5 \_\_\_\_\_\_ food did Khalid eat to stay warm?
- \_\_\_\_\_ degrees was it in Abu Dhabi when Khalid left?

### Use of English

Questions forms How many, What, Which + noun

How many days did the explorers spend on the ship?

What food did they take? Which animals did they photograph?

Listen Answer the questions in Activity 4. Then listen again and check.





Video 1 Video 2

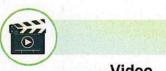


# Lesson 4 Planning a desert exploration

Talk about it Would you like to go on an exploration trip to the desert?



- 38 2 Listen
  - Ibrahim and his friends are planning to go on an exploration trip to the Rub' Al Khali desert. Listen to his presentation. What do they want to find out? Why?
- 39 3 Listen to Part 2 and follow their route on the map. How does he make the presentation interesting?
- 40 4 Listen to Part 3. What will the team do during the exploration? What will they do afterwards to share their information?



# Lesson 5 How to present an exploration plan

- Talk about it Would you prefer to go on an exploration to the sea or to the desert?
  Why?
- 40 2 Listen
  - 1 Listen to Ibrahim's presentation again and tick the words you hear.
  - 2 Why do the boys need these things?

compass map food light clothes insect repellent tent video camera

## Use of English

### Linking expressions about time

The cameras will record while we're sleeping.

We'll move into the desert until we come to where the sand cats live.

As soon as a sand cat appears, the video will start working.

3 B Use of English

Read the Use of English box. Write while, until or as soon as next to each use below.

- 1 to show when one action stops (and another might start):
- 2 to show that two actions are happening together over a length of time:
- **3** to show that two actions happen at the same *point* in time: \_\_\_\_\_
- 4 B Vocabulary and Use of English

Read part of a presentation and write the words. Then practise presenting it to the class.

light clothes until While insect repellent compass As soon as

# Speaking tip

#### Contractions

When you are speaking, use short forms to make your pronunciation sound more natural.

We are going to ...  $\rightarrow$  We're going to ... We will take ...  $\rightarrow$  We'll take ...

<sup>(1)</sup> we	<mark>'re walking I'll wear _</mark>	<sup>(2)</sup> . I'll check the	<sup>(3)</sup> every ten
minutes	<sup>(4)</sup> we arrive	<sup>(5)</sup> I get to the desert, I'l	l put on(6)
and we'll pi	ut up the tent.		





Video 1

# My learning



Play Snakes and Ladders.

- 1 Put a counter each on the Start square and take it in turns to roll a dice.
- 2 Remember to go up the ladders and down the snakes!
- 3 If you land on a square with a word, tell your group what the word means. If you don't remember, go back to your last position.

the <b>Finish</b> is the w	inner!		4 The first to the Finish is the winner!			
19	18	17	16			
dangerous	A	insect repellent	map			
12	13	14	15			
journey			humans			
9	8	7	6			
			planet			
compass	3	4 sail	5			
	19 dangerous  12 journey  2	dangerous  12 journey  8 2 3	dangerous  12 13 14 journey  9 8 7 2 3 4			

### 2 Use of English

Replace the words shown in italics with one of the linking expressions while, until and as soon as.

1 We can start walking in the desert if our quide arrives.

as soon as

- 2 Once we get to our tent we will put on some warm clothes.
- 3 The camera will keep recording so we get a good photo of the bear.
- 4 When we heard the gorilla coming we started to run.
- 5 As we were walking by the sea I saw a dolphin.





# Lesson 6 A traveller's blog



Talk about it Do you read any blogs? What are they about?

2 Read

Read Adnan's blog post from his exploration on the Senegal River in Africa. Put the paragraphs in order.

# Senegal River

- (a) At about 11 am, we moved further up the river and saw two more crocodiles. The second crocodile took one of her eggs in her mouth. Then she broke the egg very carefully with her big teeth and one baby crocodile came out!
- (b) Back to our tent at 6.30 pm to write my notes. We're recording where the crocodiles live so that people don't go near them. These animals can be very dangerous ... There are four areas we've found so far and there might be a fifth area!
- (c) We woke up at 4.15 am to watch the Nile crocodiles. I was very tired after the hot journey to the river. I forgot everything when I saw the first Nile crocodile! She was about five metres long and she was protecting her three babies. It was amazing!





# Writing tip

Use time references and dates to help you organise your blog post.

At about 11 am ....

Use of English Read the text again.

# Use of English

### **Numbers**

Cardinal numbers tell us how much there is of something: one, two, three, four, five

Ordinal numbers show the order:

first (1st), second (2nd), third (3rd), fourth (4th), fifth (5th)

- 1 Underline the cardinal numbers. two
- 2 Put a box around each of the ordinal numbers. second

3 Put a circle round the time references.







Video 1 Video 2



# Lesson 7 The Boy who Biked the World: Part 1



Talk about it (21st ) How do you welcome visitors in your country?

Have you ever travelled to another country? How did they welcome you?

### 2 Read and listen

Read and listen to the first part of a story about Tom.

- 1 Which country does Abai come from?
- 2 Which country does Tom come from?
- 3 What do you think Tom is going to do at Abai's house?

## The Boy Who Biked The World

### by Alastair Humphreys

"Why don't you come and meet my family?" Abai asked Tom. "You can spend the night with us. And you can try some Ethiopian food, some injera!"

"Thanks a lot, that would be great," said Tom. "I'm always hungry these days. And I would love to see your house."

So Tom waved goodbye to the crowd of children. They all smiled and waved back at him. Then he pushed his heavy bike, helped by Abai, across the dry and stony fields towards Abai's house. Tom was feeling much much happier. ...

Abai's parents, three brothers and two sisters all came out of the small house. They were very surprised when they saw Tom.

Abai explained that Tom came from England and was riding his bike all around the world. The family gasped in shock, then laughed, then eagerly

took Tom into the house. He was a very unusual visitor. Abai told Tom that he was very welcome in their home. And they had arrived at the perfect moment: dinner time. There was plenty of food for Tom as well as all the family.

One of the things that Tom was enjoying most about riding around the world was trying so many different kinds of food. It was not always delicious but it was always interesting. Ethiopian food was one of the most unusual he had tried so far.



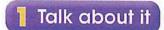
3 B Vocabulary

Look at the words in blue in the text. Find their meaning in a dictionary.





# Lesson 8 The Boy who Biked the World: Part 2





Talk about it 21st 🗭 Discuss in pairs. What do you think will happen next in the story?

## Read and listen

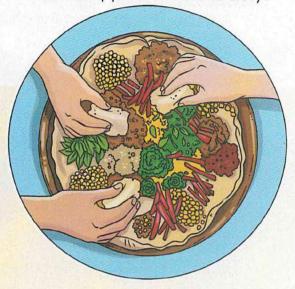
Read and listen to check. Then answer the questions.

They all sat on a floor around a low circular table. The family asked Tom lots of questions about his expedition. Abai or his Dad, the teacher, translated the questions. Then Abai's Mum placed a large round tray on the table. It was covered with what looked like a huge pancake.

"This bread is called injera," said Abai. "In Ethiopia we eat it almost every day."

On top of the injera were heaps of stews and cooked vegetables. There were no plates or knives or forks.

- 1 What kind of questions did the family ask Tom?
- 2 How did Abai's family and Tom talk to each other?
- 3 What different kinds of food did Abai's Mum put on the table?



### Glossary

stew: a kind of food with vegetables and meat in a sauce

Everyone laughed. They were happy that Tom enjoyed their food. Now the whole family began to eat together. Everyone ate from the same giant piece of injera, sharing the food. Everyone was talking all the time as well as eating all the time. It was a very noisy meal. There were so many questions to ask and so much to learn about each other's countries.

- 4 How did the family eat the food?
- 5 Was it quiet while the family and Tom were having dinner? Why?

### 3 Vocabulary

Look at the words in blue in the story. Match them to the correct picture and write the word.







# Lesson 9 Eating customs around the world

43 2 📴 Listen

Maktub talks about the eating customs around the world. Which countries does he talk about?





3 Wocabulary

Match the words to the correct picture.

fried chips soup gloves bowl spoon











43 4 AB Listen

Listen again and complete the table below.

Japan	Mexico	Chile	Brazil
Eat soup without a, from a	Use your <u></u> to eat a <i>taco</i> .	Eat fried chips with a ———— and ————	You can't eat a ———— with your hands.
Kenya	Alaska	Greece	China
Before you sit at the table, ————————————————————————————————————	Eat your food, but don't wear — at the same time!	Fill your again to say thank you.	to show you are not hungry.





# Lesson 10 TouchScreenGo!



Talk about it Do you play games on a smartphone?

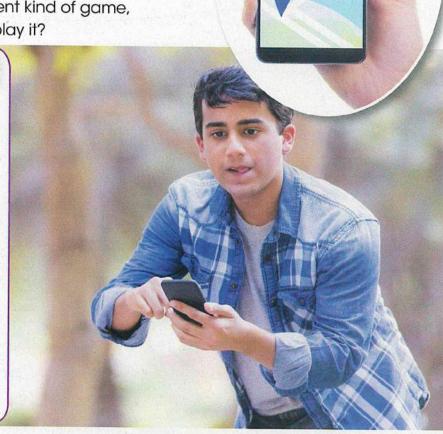
What type of games do you play?

#### 2 Read

Read the facts below about a different kind of game, TouchScreenGo!. Would you like to play it?

# TouchScreenGo

- a game you can play on your smartphone or cellphone with **GPS**
- a map on your phone shows you the places you need to go and in which order
- your phone tells you if your route is wrong/right, so you don't get lost
- when you get to one place, you have to touch the map on the screen to continue
- you can play in a team or alone you win when you reach all the places in the shortest time



Listen to two friends, Ebtisam and Dana, talk about TouchScreenGo! and complete the sentences with the words.

yesterday map GPS anywhere running team

- 1 Ebtisam played TouchScreenGo! \_\_\_\_\_\_\_.
- 2 If you want to play TouchScreenGo!, you need \_\_\_\_\_\_ in your phone.
- 3 After you download the TouchScreenGo! app, you start —
- 4 The places where you must go are on a on your screen.
- 5 You can play TouchScreenGo! —
- 6 You can play TouchScreenGo! alone or in a

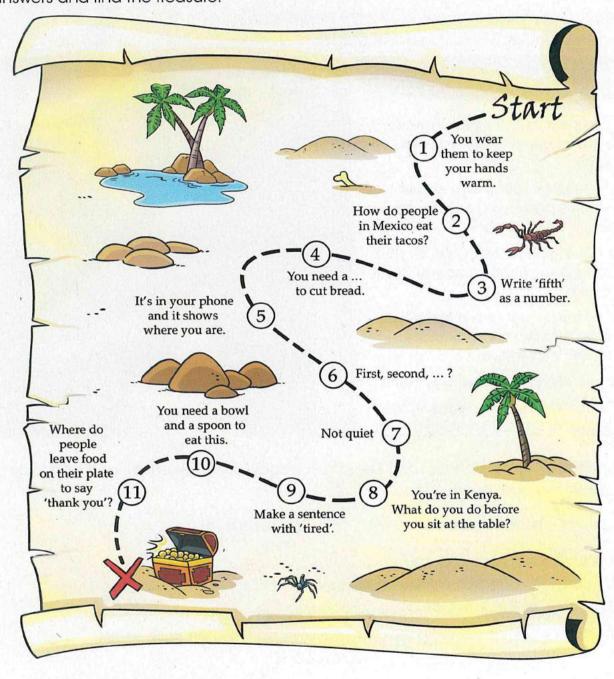




# **Lesson 12** My learning

### 1 Write

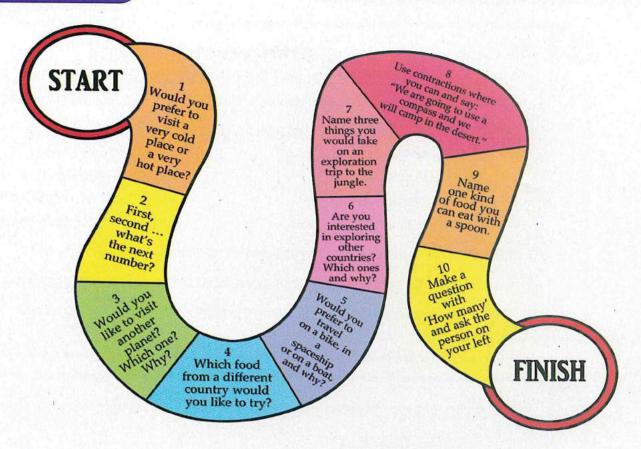
You are going to play a game to practice vocabulary from Unit 6. Look at the treasure map. When your teacher says Go! write your answers and find the treasure!







1 A Talk Play!



### 2 Use of English

Write questions. Use the words in **bold** to help you.

- 1 They are studying dolphins. Which animals are they studying?
- 2 They have video cameras on their ship.
- 3 They've seen two dolphins. \_\_\_\_\_
- 4 The voyage will take three days. \_\_\_\_\_

### 3 Punctuation

Rewrite these sentences using contractions.

- 1 Next weekend we are (we're going to visit my grandparents.
- 2 I have been at this school for five years.
- **3** When I am older, I will probably learn to drive.
- 4 Next month we are going on a school trip.





### **Projects**

# 1 21st Write a blog post from an exploration

- 1 Think about the place and find information about it where it is, what animals there are, how dangerous it is and what the weather is like.
- 2 Answer these questions in your blog post:
  - What animals can you see?
  - What can you hear?
  - What is the weather like?
  - What things do you have?
- · Why are you there?
- Who are you with?
- Where are you going to?
- What do you miss from home?
- 3 Remember to use time expressions and dates.
- 4 Include some pictures to make your post more interesting and fun!
- 5 When you've read all the blog posts vote as a class on the most exciting day.

# Write your plans about an exploration and present it to the class

- 1 Choose where you will go on your exploration jungle, desert, space, sea, etc. and find a map for this place. Draw your route.
- 2 Make notes on these questions:
  - · Where are you going?
  - · Who are you going with?
  - · Why are you going there?
  - What things will you take with you?
  - How will you get there?
  - What dangers do you have to be careful of?
  - · What will you do during your exploration?
  - · What will you do after your exploration?
- 3 Find some pictures, such as of the wild animal you will look for, to make your presentation more interesting.
- 4 Practise your presentation with your partners.
- 5 Present your exploration plans to the class! At the end, vote on which exploration you thought was the most important, the most interesting and the most dangerous.



# Jobs and work

### We're going to:

talk about why people do the jobs they do read about people who love their jobs present ideas for designing a work uniform

write a job advertisement read and talk about a poem about jobs

### **Lesson 1** Just the job

Talk about it What jobs do people in your family have? Do they like their jobs? Why/why not? Can you think of any unusual jobs?

2 Vocabulary

Match the pictures to the words in the box. Do you know anybody who does these jobs?

science teacher car mechanic police officer marine biologist











3 Listen

Listen to these people describing how they got their jobs. Which jobs are they talking about?

(AB) Talk

Which job do you think sounds the most interesting? Why?





Video 1

## Lesson 2 I'd like to be a ...

1 Word study Compound nouns Match 1 to 5 with a to e to make compound nouns.

1 car

a documentary

2 TV

**b** biologist

3 maths

c group

4 marine

d mechanic

5 conservation

e teacher

# 45 2 B Use of English

1 Listen again and write the correct word.

1 I've been \_\_\_\_\_ about animals since I was a little girl.

2 I had to work really hard \_\_\_\_\_ maths and science.

3 I think I'm quite \_\_\_\_\_ with kids in general.

4 I became really interested \_\_\_\_\_ engines.

2 Complete the job words.

\_\_\_v\_\_

s\_i\_n\_\_ t\_a\_he\_

c\_\_ m\_\_ha\_i\_

m\_r\_n\_ b\_\_lo\_i\_t

# 3 🔎 🖹 Talk

Make notes and then talk in pairs: What are you interested in, or fascinated by? What are you good at? What kind of job would you like to do? Use the phrases in Activity 2 to help you.

I'd like to be a ... because I'm interested in ... and I'm good at ... .







Word study: Compound nouns

A compound noun is made up of two words. The first word is usually a noun or adjective.

It describes the second word, which is a noun.

The words can be joined together, such as

motorbike or separate words, such as

Adjective + preposition + noun

Look at these phrases from the listening text. In some phrases, the adjective and

preposition always go together and are

I was **good at maths** and science anyway.

I was always really keen on science.

science teacher, marine wildlife.

Use of English

followed by a noun.

# Lesson 3 Television jobs

What sort of jobs do people do to make TV programmes?

Word study Television jobs What are these jobs? Use a dictionary to check.

> camera operator director presenter weather presenter actor/actress

#### 3 Read

Read the text quickly. Which job from Activity 2 does the woman do?

1 ... I introduce the chat show and then I interview special children and some famous people too. And that's not all I do! Before the show, I do a lot of reading - I find out all about our guests so that I know what I'm talking about when I interview them!

2 ... I love my job because I meet so many fascinating people, especially children. Every day is different and never boring!

3 ... To do my job, you need to be interested in people and their lives. You must have lots of energy and not look like you are tired on camera! You need to be confident because the camera is on you all the time. And you need to be good with children especially - friendly and calm, so they feel comfortable enough to talk to you easily.

And you need to be knowledgeable too so that you can interview people well.

### Reading strategy: Skimming

Read quickly first to get the general sense of the whole text. Then read the text more slowly to understand the main topic of each paragraph.

- 4 Read the text again. Match the questions to the paragraphs (1-3).
  - a Why do you like your job?
  - b What qualities do you need to do your job?
  - c What do you do in your job?
- Vocabulary Personal Qualities

Look at the words in blue in the text. What do you think they mean?





### Glossary

Chat show: a television programme where people answer questions famous or interesting



# Lesson 4 Jobs and personal qualities





What are the people doing? What are their jobs?

2 Read the interview with Sultan and put the sentences in the correct place. Write a, b, c or d.



- **b** I'm a news reporter for a local TV channel.
- c It's an interesting job because news stories are always changing
- d I make news reports about important things happening in my town

a I make news reports about important things happening in my town.
Interviewer: Hi, Sultan. Can you tell me – what's your job?  Sultan: ————(1)
Interviewer: What do you do in your job?  Sultan:^{(2)} I go to the scene of the news. Then I stand in front of a film camera and report to TV viewers at home. It's a great job – I love it!
Interviewer: Why do you like it?  Sultan:^{(3)} and there is always something new to report. I enjoy telling viewers about the good things people do in their communities.
Interviewer: What qualities do you need to do your job?
Sultan: First of all, you should be confident in front of the camera and behind it too. ————(4) Oh, and you need stay calm if there is a problem on or off air. You can't get nervous if the camera is filming you!
Read and write  Write a short description of Sultan's job from the dialogue. Use these headings:
Tob title What he does Why he likes it What auglities are needed to do the job? Why?





Video 2 Video 1

# Lesson 5 Designing a uniform

for them by postmen and postwomen. Look at the picture of this postman in the UK. He is wearing a special jacket and hat, which is his uniform.

What do people wear for the jobs below in your country? Do they wear uniforms? What do their uniforms look like?

a fire fighter a police officer a nurse a chef a telephone engineer



What other jobs in your country have a uniform? What things do you think designers think about when they design a work uniform?

The usual weather in the country where they work.

### Listen

Listen to Luca presenting his idea for a design for a work uniform. Which of the jobs in Activity 1 is he talking about? Which ideas that you talked about in Activity 2 does he mention?

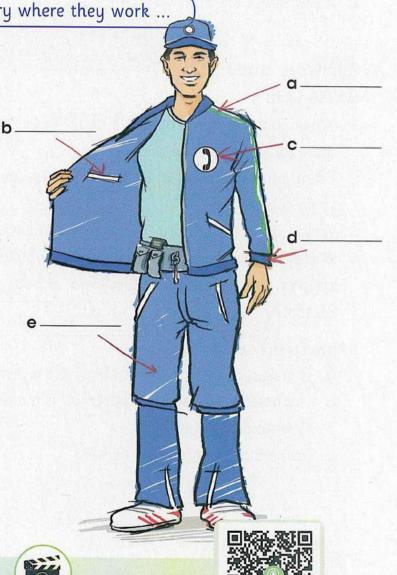
4 Word Study Clothes and Uniforms Listen again. Write the correct letter next to each word in the box.

> stripe inside pocket sleeve logo waterproof material





Video 1 Video 2



### My learning

### 1 Strategy check! Skimming

Tick the strategies which will help you to skim a text.

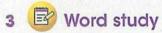
- · Read quickly first to get the general sense of the whole text.
- · Then read the text more slowly to understand the main topic of each paragraph.
- · Try to understand all the details the first time you read the text.

#### 2 Read

Read the text quickly. What is the text about?

- A A postman's job
- B A postman's dog
- C A postman's uniform

There is a special cap and if you look closely, you can see a light at the front. The postman can switch this on if they are delivering letters very early in the morning when it is still dark. Here you can see a special belt, which has pockets to carry a mobile phone, keys and an alarm – in case the postman gets attacked by a dog – the alarm scares the dog away! The postman needs pockets and the belt to carry things, so that his hands are free to deliver the letters. He also has a pocket on the belt to carry an iPod – so he can listen to music while he works.



Do the Quiz!

- 1 Which jobs did the people talk about in Lesson 1? Which of the words for these jobs are compound nouns?
- 2 What job is described in Lesson 3? Write down five personal qualities you need to do this job.
- 3 Which job is the uniform designed for in Lesson 5? Write down three features.
- 4 Write two sentences to describe your own clothes, with any of these features: stripes, an inside pocket, a logo, a belt, waterproof material.

Example [I've got a pair of trainers with a logo ... .

- 5 Match the sentence halves.
  - a There's a pocket on the inside of the jacket
  - **b** The bottom half of the trouser leg is made of waterproof material
  - c Trainers are comfortable to wear

- 1 ... if you have to walk a lot.
- to keep money and other small things.
- ... to protect the trousers from getting wet.





# Lesson 6 Looking for a job (1)



With your partner, think of three different ways someone could find a job.

2 Read

Match the job titles in the box to the advertisements.

space traveller a scientist



### Are you really keen to visit the planet Mars?

- Must know a lot about planets.
- Must be interested in space.
- Must be keen on flying. Interviews will be held in the space rocket.
- 3 Read the advertisements again. Which job (scientist or space traveller) is best for each person?
  - 1 Dana really wants to fly and loves looking at the stars.
  - 2 Amani is very good at maths and science.
  - 3 Ahmed knows a lot about planets.
  - 4 Jamal loves doing science experiments.

# 4 B Use of English

Look at the Use of English box. How would the sentence change with the pronouns, I and he/she? How do you make contractions with we, I and he/she using the present continuous?

# Are you crazy about science?

If so, we want to hear from you. We are looking for a ...

- Must be able to do experiments.
- Must be very interested in science. For further details, please visit our website. Interviews will be held in the time machine.



# Use of English

#### Present continuous

We use the present continuous to describe continuous actions happening now.

We are looking for a scientist ..





Video 1 Video 2



# Lesson 7 Looking for a job (2)

#### 1 Read

What kind of person does a gardener need to be? Read the advertisement. Were your ideas the same?

# 2 B Use of English

Read the advert again.

- 1 Find and correct the mistakes with the present continuous.
- 2 Use shortened sentences.



interesting confident friendly calm

Write a job advertisement

 Think of two unusual jobs. What qualities from the word box are needed for them?
 Write advertisements. Draw a picture.

We are looking for .... Must be good at ....

Put your job advertisements on the wall.
 Walk around and read other job advertisements.

Then choose one job that you would like to do.

# Gardener

Have you got green fingers? We is looking for a talented gardener.

- You must be crazy about flowers and plants
- You must be calm and not scared of insects
- You must love being outside



Call us on 095537640. We is wait for your call!

### Writing tip

Use shortened sentences in advertisements.

Must know a lot about planets. Experience is needed ...





# Lesson 8 You can be anything (1)

For example, a job where you travel, where you use your hands, or a job where you help people?

### 2 Read and listen

Read and listen to part of a poem. Match the pictures to jobs in the poem.

# You can be anything

by Teri Hopkins

... See you can be anything, but you must try,

So never give up, REACH for the sky.

You could be a fire fighter, and save someone's life, Putting great big fires out, morning till night.

You could be a police officer patrolling the roads, Keeping the world safe from the bad boys and girls, You could be a scientist making potions and pills, Finding new medicines that help mend the ill.

See it really doesn't matter whatever you choose, As long as you're happy you never will lose,

But don't look at me to decide what you do, The only one making that choice will be ...









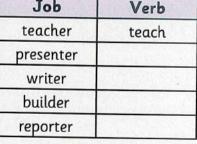
🕮 📴 Word study Suffix -er

The -er ending in the job-words in the table is called a suffix. Some job-words come from the verb: for example, teacher comes from teach. Copy the table into your notebook and then write the verbs.

<b>I</b>	30.007	en a
湯		
1		1
4		
	//3	7 C



Video 1 Video 2

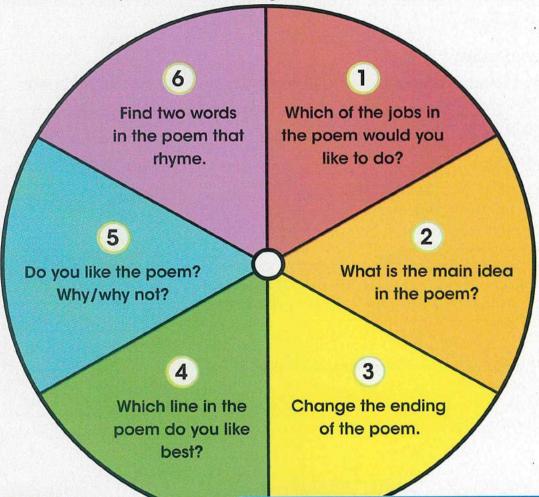




# Lesson 9 You can be anything (2)



Read and listen to the poem in Lesson 9 again. Then roll a dice and answer a question.



### 2 Use of English

Choose the correct definition for the use of *could*.

- 1 You are allowed to be a fire fighter or police officer.
- **2** You will *definitely* be a fire fighter or police officer.
- **3** It is *possible* that you will be a fire fighter or a police officer.

### Use of English

#### could/couldn't (+ verb)

In these sentences, we use **could** (+ verb) to talk about something that is possible.

You **could be** a fire fighter and save someone's life. You **could be** a police officer patrolling the roads. We use **couldn't** (+ verb) to talk about something that isn't possible.

She couldn't learn to drive - she's not old enough.







# Lesson 10 Never give up, reach for the sky

### 

Look at the example. Then use your own ideas to write sentences about other jobs.

You could be a fire fighter, who saves someone's life and puts great fires out, morning till night.

- who \_\_\_\_\_ and \_ You could be a \_\_\_\_\_
- 2 You could be a \_\_\_\_\_ who \_\_\_\_ and .

# 21st Values Working hard and setting goals

Tell your partner about something you've worked hard to achieve. How did you feel? Use these topics to help you.

- A sport or after-school activity
- A school project or exam
- Something at home





Write

Use the example notes below to help you write about your achievement.

I was really interested in ... so I ...

I worked hard and also got other people to help ... My sister also loves ... so she worked with me and we ...

When I finished ... I felt really excited. I was very pleased with all my hard work.





Video 1

# My learning

### 1 Use of English

Choose a, b or c to complete the sentences.

1 She was always interested \_\_\_\_\_\_ the ocean, so she became a marine biologist.

a about b by c in

2 My sister is \_\_\_\_\_ to be a vet because she loves animals.

a keen b crazy c want

3 Maybe you \_\_\_\_\_ football for the UAE's national team one day if you practice every day.

a could to play b could play c could playing

4 The \_\_\_\_\_ tells you which school the team plays for.

a pocket b logo c waterproof material

5 There are two \_\_\_\_\_ on the jacket to keep small things in.

a sleeves b logos c pockets

6 We are \_\_\_\_\_ for a talented inventor to join our dynamic team.

### 2 Read, speak, listen, write

a look b looking c looked

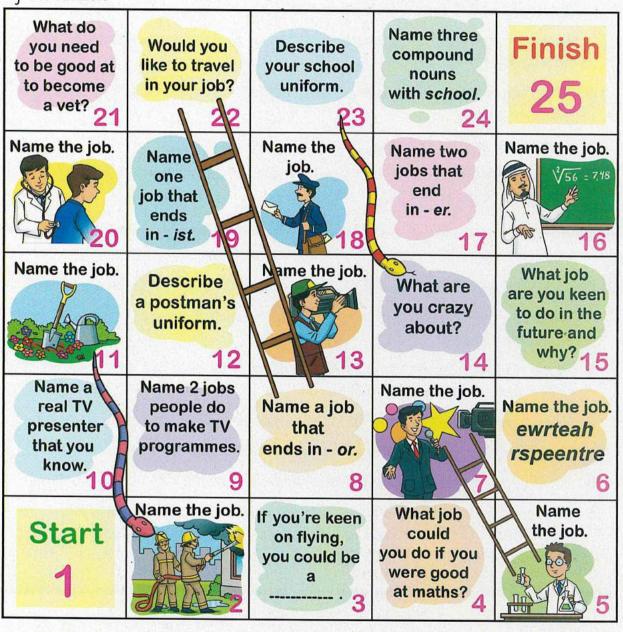
Read the instructions about the game, Whispers. Then play the game.

- Choose a sentence from Activity 1. Don't tell anyone.
- Remember the whole sentence and when you can say it without looking at your learner's book, close your book.
- In groups take turns to start the game.
- Learner 1 whisper your sentence to learner 2.
- Learner 2 must whisper what they heard from the sentence to learner 3.
- Learner 3 does the same until the sentence has been whispered around the whole group.
- When the last learner listens to the sentence they must write it down on a piece of paper.
- · How different is the sentence after each person has whispered it?
- Play the game again until each person has whispered their chosen sentence to the group.



### Review

- 1 21st Play Snakes and ladders
  - 1 Each learner puts their counter on the space that says 'start'.
  - 2 Take it in turns to roll a dice.
  - 3 If your counter lands at the bottom of a ladder, you can move up to the top of the ladder.
- 4 If your counter lands on the head of a snake, you must slide down to the bottom of the snake.
- **5** Either finish the sentence, follow the instruction or answer the question.
- **6** If you make a mistake you go back to your last position.







## Choose a project



# A quiz about different jobs

- 1 Brainstorm information about jobs in one or two of these categories: jobs in your family; in your town or city; in your school.
- Write ten clues (two or three clues for each category). Think about the qualities and skills needed to do the job, uniforms and equipment.

  Use Lessons 2, 3 and 4 on pages 102–104 to help you.
- 3 Write a rough draft of your quiz and check grammar, vocabulary and spelling.
- 4 When you've checked, write up your questions and clues on a large piece of paper.
- 5 Hand your quiz to groups of learners to complete.
- **6** When the learners have completed the quiz, as a team tell your class how you made your quiz.

# Do a presentation about a job you would like to have

- 1 Research the job; talk to someone who already does this job or use the Internet or library.
- 2 Make notes on the following topics: a description of the job; qualities and skills needed; why you'd like to do it.
- 3 Now organise your notes into a presentation, using the topics in number 2.
- 4 Find pictures or make slides to go with your presentation.
- 5 Practise your presentation in pairs or small groups.
- 6 Deliver your presentation to your class. Listen to other presentations. At the end, vote on which job you thought was the most interesting or the most unusual.



# Communication

### We're going to:

talk and read about ways of communicating in different places listen to different types of messages

learn how to get your points across write a post for an online forum read a poem about a thank you letter

# **Lesson 1** Different ways to communicate





How do you like to communicate with other people? Why?

2 A Talk

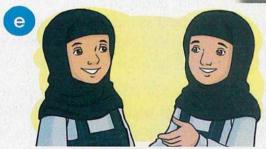
Look at the pictures. What ways of communication can you see? When do people use these ways of communicating?

# Vocabulary

Communication is sending and receiving information between two or more people.



Dear Shamsa Thank you for coming to I'll be back visit us last week. at 4pm



Word study

Match the verbs to the nouns to make verb/noun collocations.

You can use the verbs more than once. raise your hand

raise send write make reply to an email a text a blog a call a note your hand





### Lesson 2 Gestures

#### 1 Vocabulary

Write the words from the box under the correct pictures.

shake your head make eye contact a handshake wave your hand bow a nod







a handshake











#### 2 21st Read Gestures in other countries

Read the text and underline the gestures from Activity 1.

In many parts of the world, adults say hello to each other with a handshake. In many places it is important to make eye contact, when you are talking to someone. In Saudi Arabia, shaking the head from side to side means 'no' and it is rude to sit in front of someone with your legs crossed.

In Thailand, people greet each other with their palms together (fingers pointing up) and bowing their heads. In China, people say hello with a small nod and a bow.

Most English speakers nod to say 'yes', and shake their heads to say 'no'.



Which of the gestures in Activity 2 are true for your country?





### Lesson 3 What are you saying?

### 1 🙀 Vocabulary

How many communication verb/noun phrases can you remember?

write a note

write
send
raise
wave
reply to
make
shake

your hand your head a note a call a blog an email

2 🛜 Talk

How would you communicate in these situations?

- 1 Answer the teacher's question.
- 2 Find out if your friend is free to meet up on Saturday.
- 3 Talk to your friend who lives in the next town.
- 4 Accept your cousin's invitation.
- 5 Tell your friend about something that happened.

3 Write

How can you communicate these messages without talking?

Hello: smile and wave

- 1 Hello
- 2 Goodbye
- 3 Pleased to meet you
- 4 Yes, I agree
- 5 I don't agree

### 4 21st Vocabulary

Now use gestures to communicate these messages to your partner. Your partner will guess.

Hello Goodbye Yes, I agree I don't agree I don't understand Why? Stop! I need to make a call Please send me a text





### Lesson 4 Good or bad news?

Talk about it 21st When was the last time you sent someone a message? Why? How did you send it? What ways are there to send messages to people?

#### 48 2 Listen

Listen to the voicemail messages. Are they good news or bad news? Listen and match a message to a picture.









#### 48 3 Use of English

Lis	sten	again	. Complete	e the se	ntences	(1-4)	) to ge	t the main	points o	of each	message
-	DI					•	1				

- 1 Please \_\_\_\_\_ catch him for me?
- 2 Just to \_\_\_\_\_ that we're taking off your front door at 2 o'clock this afternoon.
- 3 Just wanted to \_\_\_\_\_\_ to meet us on Sunday. We're going rock-climbing.
- 4 This is to \_\_\_\_\_ that we have changed your dental appointment.

#### 4 Use of English

Match sentences 1-4 in Activity 3 with a-d below.

- a 3 an invitation
- b helping someone to remember something

- c giving information
- d \_\_\_ asking someone to do something for you





Video 1

## Lesson 5 What are you doing tomorrow?



Talk about it Can you remember message 1 from the previous lesson?

Talk to your partner using these key words. Use a dictionary to check the meaning.

tarantula

house

bag

got out

catch

football

home



#### Listen

Listen to the messages and complete the gaps.

- 1 I \_\_\_\_\_ football after school tomorrow.
- 2 We \_\_\_\_\_ off your front door at 2 o'clock this afternoon.
- 3 We \_\_\_\_\_ at the cafe next to the cliff at 10 o'clock.
- 4 Dr Jones \_\_\_\_\_you on Friday. He's \_\_\_\_\_ you today at 4 o'clock.

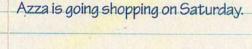
### Use of English

Present continuous for future arrangements We use the present continuous tense to talk about fixed arrangements in the near future. Amal's playing badminton tomorrow evening. I'm eating lunch with my friend on Monday. I'm not going to school on Friday.

#### Write

Ask your partner these questions and write their answers.

- 1 What are you doing tomorrow evening?
- 2 What is your family doing at the weekend?
- 3 What aren't you doing at the weekend?







Video 1



## My learning





50 1 Listen

Listen to Maryam and Tariq talking about their future arrangements. Tick the activities they are doing.

	Maryam	Tariq
meet friend		
play tennis		
visit grandparents		
go to Dubai		
play computer games		
study English		

#### 2 Do you remember?

You are going to play a board game with your group. Roll the dice and follow the instructions.

#### 3 Write

Write a <u>b l o g</u> : when you write a diary online.
to an email: when you answer an email.
your hand: you do this when you want to answer the
teacher's question.
: this verb means 'to say hello'.
your head: in some countries this means 'yes', in others, it means 'no'.





## Lesson 6 I'm going to Dubai

Which of the key words below did Maryam say, and which did Tariq say? Write M or T.

really busy grandparents tennis Dubai get home computer games Tuesday evening free time

Listening strategy

Use key words to help you remember whole sentences.

Listen

Listen to Maryam and Tariq again. Check your answers to Activity 1.

Listen

Listen to Maryam or Tariq again. Write more key words.

	2 2			
4	M	10	н	-
64	W	V I	•	ю

Write about Maryam's plans or Tariq's plans. Write it in your own way, but remember to use present continuous.

Talk

Now retell the story using gestures and mime.



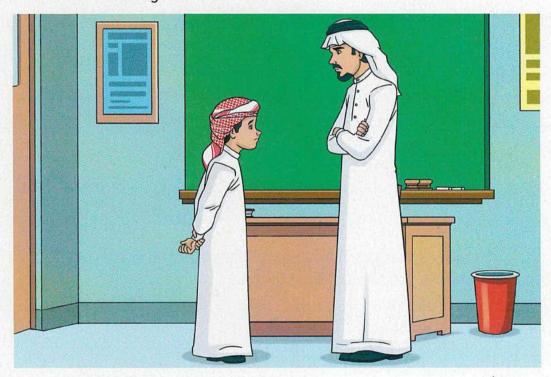


## Lesson 7 It's difficult to say!

#### 51 2 Listen

Listen to this conversation between Nabeel and his teacher about his homework.

- 1 What is the problem?
- 2 What reason did Nabeel give?



#### 51 3 Listen

Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 Nabeel hasn't finished his homework.
- 2 He told the teacher yesterday that his homework would be late.
- 3 He tells his teacher that he'll hand in his homework tomorrow.
- 4 The teacher is angry because there was a problem with Nabeel's Internet connection at home.
- 5 Nabeel says sorry.





## Lesson 8 Could I talk to you about something?

Talk about it Can you remember your ideas about what Hamdan said to his teacher in Lesson 8? Tell your friend.

#### Listen

1 Listen and put these phrases from the conversation in order. The reason is that ... | Could I talk to you about something? Thanks very much. Use of English I need to ask for ... d Can I ... ? Polite requests I'm sorry but ... Could I talk to you about something? 2 Was Hamdan more polite, or Nabeel? Can I give it to you on Wednesday, please?

## Role-play

Choose one of the situations, or think of your own.

- 1 You broke something expensive at home
- 2 You borrowed something from a friend, and forgot to give it back

Learner A explains the problem to Learner B.

Use the phrases from Activity 2 to help you.

Learner B listens. Can Learner B accept Learner A's explanation?

Practise the role-play together.



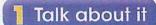




Video 1

### Lesson 9 Being polite online







Talk about it What is a forum? Have you ever written on an online forum?

What was the topic?

#### 2 Read

Read the posts on the online forum. The topic is about what to spend money on at the school. What ideas do the learners have for spending the money?

Teacher: Hello everyone! Our class raised 3000 Dirhams last month at the fun run. Very well done. What do we spend this money on? I want to hear your ideas and the reasons why.

Aisha: Hi everyone. I think we should spend the money on some new laptops. At the moment we share computers. What does everyone else think?

Meitha: Hi Aisha. I can see your point, but 3000 Dirhams would only buy one laptop. I think it is better to spend the money on some new sports equipment. Last week, the tennis net was broken.

**Teacher:** Good points. What do other people think?

Badria: Hi Meitha. I think it is a good idea to buy sports equipment, but not for tennis. Not many people play tennis. Maybe we could buy some new books for the library and then everyone can read them.

Madeya: I agree. That sounds like a great idea.

### 3 Word study

Look at the **bold** phrases in the text. Which phrases are used for:

Video 1

- 1 Agreeing
- 2 Partly agreeing

- 3 Asking others to reply
- 4 Making a suggestion/giving an idea







## **Lesson 10** Saying thanks



Who to/from?

Vocabulary

Draw the sun in your notebook. Around the sun, write words and phrases about the sun.

#### 53 3 Read and listen

Read and listen to the poem. Which of your words and phrases are mentioned?

Dear Sun,

Thank you for going up and down every day.

Thank you for giving me sunlight to play.

Thank you for making it nice and hot.

Thank you for growing fruit and plants a lot.

Thank you for growing trees and flowers.

You really have amazing powers.





### My learning

#### 1 Use of English

Match the examples with the functions.

- 1 Agreeing
- 2 Partly agreeing
- 3 Asking others to reply
- 4 Making a suggestion/giving an idea

What does everyone else think?

I see your point, but ...

I think we should ...

I agree.

Maybe we could ...

#### 2 Talk about it

Look at the requests. Can you make them more polite?

Give me a drink of water.

I want to leave the classroom.

Give me your book.

I forgot mine.

I need a pencil and a pen.

#### 3 Write

Write a thank you poem to a family member. You can use the words in the box, or think of your own.

kind happy friendly help care love

Video 1







### Review



### 1 Vocabulary

Write down as many verb/noun phrases as you can to describe ways of communicating.

### 2 📴 Vocabulary

Write down two gestures that are used in your country, and two gestures that are not. When are these gestures usually used?



### 3 Read

Why did Nabeel and Hamdan give their homework in late? How did they tell their teacher? Remember three differences.

#### 4 Write/Talk

What did the students discuss in the forum in Lesson 12? Write two phrases for:

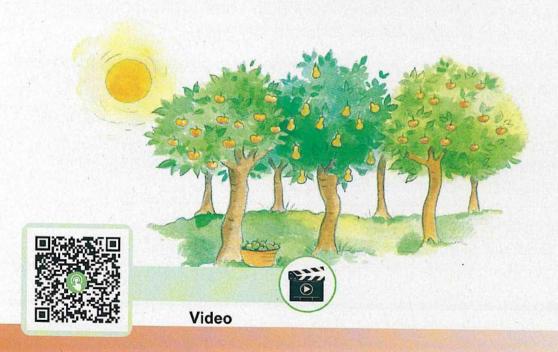
- Introducing your point
- Partly agreeing
- · Encouraging other people to respond.

#### 53 5 Listen

What words do you remember from the thank you poem in Lesson 11?

#### 6 📴 Write

How many dos and don'ts can you remember about writing online?



### Choose a project



## A communication poster

- 1 Imagine that a visitor is coming to visit your country from another country. Brainstorm important information the visitor needs to know about communicating effectively in your country. Think about:
  - Gestures that the visitor needs to understand
  - Gestures that mean something negative that the visitor shouldn't use
  - Other things the visitor needs to know
- 2 Discuss and choose the ten most important points.
- 3 Write a rough draft of your points and check grammar, vocabulary and spelling.
- 4 After checking, write your points on a large piece of paper to make a poster. Use drawings and pictures on your poster.

## 2 Create a discussion forum

- 1 With your group, decide on a topic that is interesting for your class. Here are some ideas:
  - · Something at your school that lots of people are talking about
  - Something happening in your town or city
  - A topic that is important for people of your age
- 2 Your teacher will set up a forum so you can discuss the topic. This will either be an online forum or a class discussion activity.
- **3** Work with your group and prepare some notes about the topic and your thoughts and opinions.
- 4 When the forum is set up, either post your comments or join the class discussion. Remember to respond appropriately to your classmates' comments and to encourage others to respond. You need to post or contribute more than one comment.

What does everyone else think? I think we should ... I agree.

I see your point.

Maybe we could ...



# Travellers' Tales

#### We're going to:

talk about holiday activities read about a place to visit describe a special place

write a poem about a dream holiday read and talk about a special journey

### Lesson 1 Have a go!



Have you ever tried any of the activities in the pictures? Which activities would you like to try?













2 Word study Holiday activities Match the words in the box to the pictures.

> surfing bungee-jumping rock-climbing camel-trekking snowboarding skiing snorkelling

3 🙀 Talk

Which of the activities can you do in your country? Where?

- Listen
  - 1 Which activities in the pictures are the children talking about?
  - 2 Have they already tried the activities?





### Lesson 2 I'd love to try camel-trekking!

#### 1 Listen

Listen to the children from Lesson 1 again, and answer the questions.

- 54 1 What does the first boy think about the activity? How is the second boy's opinion different?
- How does the first girl feel about the activity at the start? Does she feel the same way at the end?

#### 2 Listen

Listen again and complete these phrases from the conversations.

- 1 I'd really like to try it. It \_\_\_\_\_ be fantastic.
- 2 There's no \_\_\_\_\_ I'd do it!
- 3 I don't think try it. I'd really afraid.
- 4 I'd to have a go.
- 5 Maybe I have a go, then. Listen again to check.

#### 3 Use of English would

Do the phrases in Activity 2 express real or imaginary situations?

4 Use of English Nouns with -ing

Look at the *Use of English* box and use the phrases in Activity 2 to talk about the activities you have learned about.

I'd love to try snorkelling ...

There's no way I'd do ...

### 5 A Talk

Use of English

#### Nouns with -ing

Nouns ending in **-ing** are often words describing actions.

I really **love** swimm**ing** and cycl**ing**.

Have you ever tried horse-riding?

Think of an activity but don't tell your partner what it is. He/She will ask you questions to guess what it is. You can only answer **yes** or **no**.

Can you do the activity in this country?

No, you can't.

Do you do it in the sea?

Yes, you do.

Would you like to try it?

Yes, I would.

Is it ... ?







Video 1 Video 2

## Lesson 3 Where shall we go?

Talk about it Which of these places would

you like to visit when you are on holiday? Why? What is your favourite kind of day out?

How do you decide where to go?

an adventure playground a museum a wildlife park or zoo a theme park

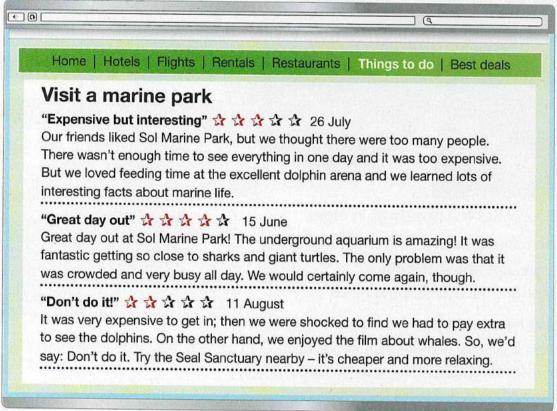






(AB) Read

Before reading, look at the text. What type of text is it?



- 2 Now read the text. In your notebook, make notes about what people like about the Sol Marine Park, and what they don't like.
- Talk Would you like to visit Sol Marine Park or any other similar park? Why/Why not? Look at your notes from Activity 3 to help you decide.





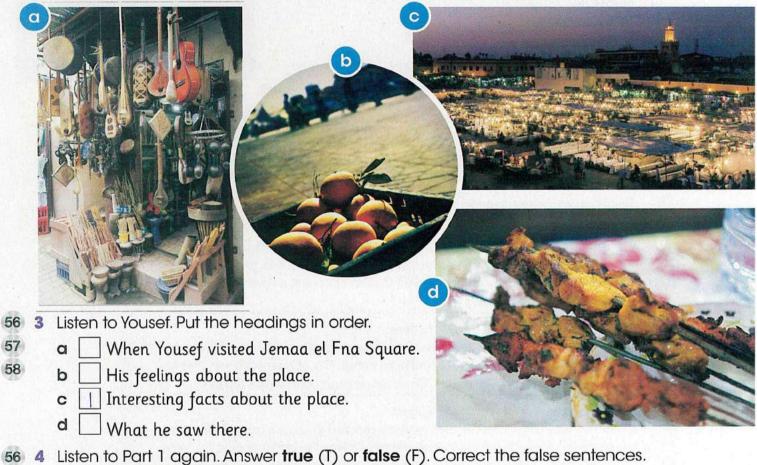
### Lesson 4 Describing a special place

Write as many adjectives as you can think of to describe it in one minute.

amazing, high (the mountains were amazing because they were so high)

2 Talk

Do you know anything about Jemaa el Fna Square in Morocco? What happens there? Look at the pictures and try to guess.



- - 1 People outside Morocco don't know about Jemaa el Fna Square.
  - 2 The square has been in movies and on television.
  - 3 Authors have written about the square in their books.
  - 4 The square is famous for its high modern buildings.
- Listen to Part 2 again. Put the pictures in the order that you hear them.
- 6 Listen to Part 3 again. Note down three feelings that Yousef mentions.







Video 1 Video 2

### Lesson 5 How did you feel there?

### 

Look at the *Use of English* box. Below are sentences about the Jemaa el Fna Square. Complete the sentences with the correct preposition: about, by, in or of.

- 1 I was afraid \_\_\_\_\_ getting lost!
- 2 I was excited \_\_\_\_\_ all the new things I was seeing.
- 3 I was really interested \_\_\_\_\_ the food from different parts of my country.
- 4 I wasn't at all bored \_\_\_\_\_ anything.
- 5 I was surprised \_\_\_\_\_ all the lights in the square in the evening.
- 6 I felt sad \_\_\_\_\_ the fact that our trip was so short.

#### 2 Read

Read Khalaf's blog about a visit to a museum. Did he like the museum?

## 

Complete the gaps in the blog with a word from the box.

amazing bored excited interested surprised would





Use of English

Adjectives + prepositions

We often use prepositions

people feel about things.

in the square in the evening.

after adjectives to show how

I was surprised by all the lights

Video 1 Video 2

### My learning

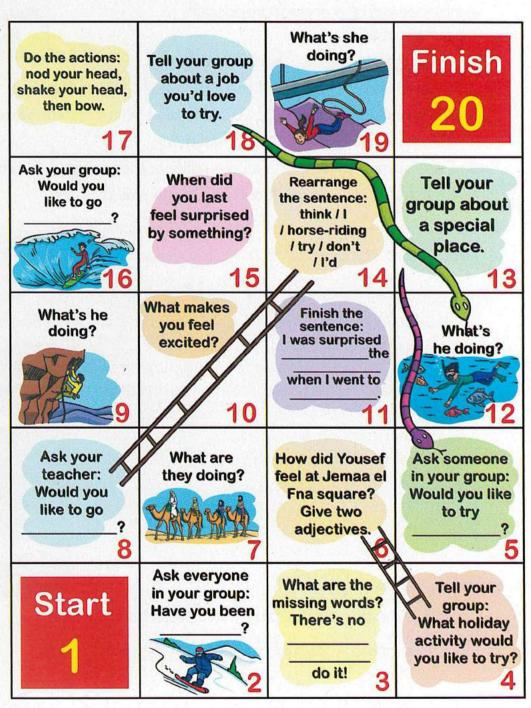
1 21st 🗀 Talk

Play snakes and ladders.

#### 2 Spell

Find the missing letter.

- 1 swim\_ing
- 2 wo ld
- 3 tr ed
- 4 gue\_s
- 5 bun\_ee-jumping
- 6 e\_pensive
- 7 ad\_ective
- 8 ex\_ited
- 9 spe\_ial
- 10 lig\_t
- 11 surpri\_ed
- 12 activit\_es
- 13 s\_ientist
- 14 dan\_erous
- 15 favo\_rite
- 16 su\_prised
- 17 e\_plorer
- 18 fe\_lings
- 19 fam\_us
- 20 sna\_e







## Lesson 6 Favourite places



#### 59 1 Listen

Listen to Hessa's presentation about a special place. What's the name of the place?

#### 2 Read

Read the presentation and match sentences 1-5 with gaps.a-e.

- a I was interested in the information they told us about the show.
- **b** I was sad about the fact that we had to go home but my parents promised to take us there again one day.
- c I went there last month with my family.
- d If you have, I hope you saw the Dubai Mall Fountain and the fountain show.
- e Then suddenly, the music started together with the fountains and lots of coloured lights!

## <sup>3</sup> 21st 🛜 📴 Prepare your presentation

Describing a special place

- 1 Write notes about a special place you've visited.
- 2 Organise your notes.
- 3 Write some questions to ask the other learners. Have you been to ... ?
- 4 Write notes about why you visited the place, what you have learned and why it is important to you?
- **5** Write notes about how you felt there: I was surprised by ... . I felt happy sad about ... .
- 6 Practise your description with your partner.





### Lesson 7 My dream holiday

Talk about it Particular of the Think about your dream holiday. Where would you like to go?

What would you see and hear there?

2 Read Read the poems and match them to the pictures.

### 1 My dream holiday

On my dream holiday, I wouldn't travel very far,
I'd like to go to a beautiful island by helicopter ...
There, I'd see miles of golden beaches and palm trees,
I'd go kayaking and hear the sound of the sea.
I'd eat mangoes and have a long cold drink.
... And then I'd close my eyes and think of all
my friends working hard at school!





### 2 My dream holiday

On my dream holiday, I'd take the train and
I'd travel to green forests and mountains.
There, I'd see parrots and toucans and other strange birds,
And monkeys playing in the trees.
I'd hear the soft rain falling on the leaves.
And then I'd call my best friend ...
and ask her to come too!





#### 3 Talk

Which poem do you like best? Why? Close your books and tell your partner what you can remember from each poem.





#### Lesson 8 What would you see there? 1 Word study Descriptive adjectives Find the blue words in the poems in Lesson 8. Then match each one with its meaning below. 1 beautiful (island) a unusual; something that you do not see often 2 golden (beaches) b very lovely to look at 3 long (drink) c light, not heavy 4 cold (drink) d not warm; with ice 5 strange (birds) e big; in a tall glass 6 soft (rain) f bright yellow 2 Word study Verbs Find and underline these verbs in the poems. close (my eyes) take (the train) call (my friend) Write different verbs with the same meaning. 2 \_\_\_\_\_ the train shut my eyes

## 3 Elisten and write

4 close the door / window

Close your eyes and think about a dream holiday. Then listen to your teacher and write in your notebook.

5 take \_

- 1 Where would you go for your dream holiday?
- 2 How would you get there?
- 3 What would you see?

4 What would you hear?

6 call \_\_\_\_

- 5 What would you eat?
- 6 What would you do?

## 4 21st Write A poem - My dream holiday

Now complete the gaps to make new collocations.

- Use your notes from Activity 3 to write a poem about your dream holiday. Use the poems in Lesson 8 to help you.
- Begin your poem like this and put your own ideas in the spaces:

On my dream holiday, I'd travel to ... (PLACE) by ... (TRANSPORT)

- Now add more sentences using the verbs in blue and your own ideas.
- For the last sentence, put your own idea (it can be funny or serious!). And then
- When you've finished, display your poems for other students to read.
   Read each other's poems. Write down three more places that you'd like to visit after reading your classmates' poems.



### Writing tip

Take time to think about what you are going to write before you make notes or begin writing.

## Lesson 9 The light beam that got away: Part 1

Talk about it When you look at the sky at night, what do you see?

How far do you think these things are from Earth?

#### 60 2 Read and listen

What are Gedanken and Uncle Albert talking about?

- a how many planets there are
- b how people travel to the moon
- c how fast light travels

Gedanken is a schoolgirl who has to decide what to write about for a school science project. She goes to see her Uncle Albert, a famous scientist, and tells him about the project. They go outside and sit in a park, looking up at the stars in the night sky ...



'How far away are they, Uncle?'

'A long way.'

'But how far?'

'Ooh ...' he paused, lost for words. 'So far that it ... well ... it takes years for their light to get here.'

'What?' Gedanken was not sure she had heard him correctly.

'Yes. Years. That light we're now looking at was given out years ago. It's taken that long to get here.'

'But why? It doesn't take time for light to go from one place to another. When I put on a light at home, the light goes everywhere at the same time.'

'Not quite,' explained Uncle
Albert. 'It only seems to get
everywhere at once. That's
because rooms are small. You
don't notice the tiny, tiny time it
takes for the light to go from the
lamp bulb to the walls. But out
there in space it's different. The
stars are a long, long way off
and their light takes ages to make
the journey to us – and that's
despite how fast it goes.'

'How fast?'

'Three hundred thousand kilometres a second.'

He saw her looking blank, so added, 'A hundred and eighty-six thousand miles a second.'

She still didn't seem to take it in.

'Five times round the Earth in the time it takes to say "rice pudding".'

'Five times ...?'

'That's right. That's how fast it goes. And it still takes years to get here from those stars even at that speed.'

They continued to sit there gazing up at the sky, lost in thought.

### 3 📳 Read

Are the sentences below **true** (T) or **false** (F)? Correct the false sentences.

- 1 Gedanken is thinking about possible topics for her schoolwork.
- 2 Uncle Albert is a science teacher.
- **3** Gedanken and Uncle Albert are looking at the stars.
- 4 It takes a very long time for light to travel to Earth.
- 5 Gedanken already knew the information that Uncle Albert told her.





## Lesson 10 The light beam that got away: Part 2

### 1 🙆 Talk

Discuss the questions with your partner.

- 1 When Uncle Albert was young, he believed that stars were little lights stuck on to the inside of a big round roof. What did you believe about the stars when you were very young?
- 2 Which topic do you think Gedanken might choose for her science project? Why? The stars and moon OR the Journey of light from space to Earth

### 2 🖾 🖭 Numbers

Why are these numbers important in the story? Write the words as numbers.

- 1 Three hundred thousand kilometres a second.
- 2 A hundred and eighty-six thousand miles a second.

#### 3 Word study Expressions with take

Look at these expressions with take from the story. In what way are they all similar?

- it takes years for their light to get here
- · It's taken that long to get here
- · It doesn't take time for light to go from one place to another
- their light takes ages to make the journey to us

#### 4 🙆 Talk

Discuss the questions with your partner.

- 1 How long does it take you to get to school?
- 2 How much time does it take to travel from your home to your nearest family member?
- 3 Tell me about something that it takes ages to do.

## 61 5 📴 Pronunciation: a

How do you pronounce  $\sigma$  in these words from the story? Write the words in two different columns, then listen and check.

are	say	star	take	away	fast	play	car
				- Name and the	7 35 12		

#### 6 Values Learning from family members

- 1 What information did Gedanken learn from her Uncle Albert? Which school subject will it help her with?
- 2 How do your family members help you with your school work? Who is the most helpful? Why?
- 3 Tell your partner about something important that you have learned from someone in your family. It can be about school work or useful advice about anything at all.



## My learning

#### 62 1 Listen

Listen to Sara describing a special trip. Match the words to the pictures. Which country did she visit?

shark cormorant turtle



Listen again and answer the questions.

- 1 Why was Sara happy about the weather in the UAE?
- 2 Which was one of her favourite places to visit?
- 3 What did she see there?
- 4 Where does she prefer to spend her time?
- 5 Where would she like to go on a dream holiday?

#### 3 📴 Write

Put the words in the right order to make questions.

- 1 you/come/Where/from/do/?
- 2 places/What/country/you/seen/this/in/have/?
- 3 your/places/favourite/are/Which/?
- 4 What/you/there/see/did/?
- 5 other/visit/like/What/you/would/to/country/?

### 4 Role-play

You are interviewing a visitor to your country about the places they liked best. Write at least three questions and work together in pairs to ask and answer the questions. Then report back to the class.



### Review





In pairs, do the tasks in each box.

Act out four holiday activities. Can your partner guess what they are? Then tell your partner what you'd like to try.

I'd really like to try ...

- Write down as many holiday activities as you can, ending in -ing. You have one minute.
- Name as many adjectives to describe feelings as you can in one minute. Tell your partner what you have written.
- Where do you want to go for your dream holiday? Why? What will you see there? (name at least four things)

#### 2 Vocabulary

Read the sentences and think of the correct word each time. The first one to finish is the winner! 1 When you go \_\_\_\_\_\_, you can often see lots of fish in the sea. 2 There is no \_\_\_\_\_\_ I'd go rock-climbing! 3 If you want to go \_\_\_\_\_\_, you will need a board and some big waves. 4 You can find rollercoasters and water slides in a \_\_\_\_\_ park. **5** I \_\_\_\_\_ like to try skiing. **6** We were amazed \_\_\_\_\_ the size of the swimming pool. 7 They visited the museum because they were interested \_\_\_\_\_ the history of the town.

Write

Design your own revision vocabulary test to give your friends.

### Choose a project



A survey and mini-report

1 Write down six holiday activities.

Write two questions to ask your classmates, to find out: which activity they would like to try (that they haven't tried before) and why they would like to try it.

surfing snorkelling rock climbing

- 3 Interview ten classmates: Learner A asks one question and Learner B makes notes; Learner B asks the other question, Learner A makes notes.
- 4 Look at the results and create a pie chart.
- 5 Write a short report explaining why your classmates would like to try the activities.

Two classmates would like to try rock-climbing because it is exciting ...

- 6 Make a poster showing your pie chart and mini-report.
- 7 Present your findings to the class and compare with other groups.

## Make a poster about a place you would like to visit

- 1 Research the place: talk to someone who has already been there, or use the Internet or library.
- 2 Make notes on the following topics: a description of the place; how you would get there; where you would stay; what you would do there.
- 3 Now write about each topic. Write a first draft and check grammar, vocabulary and spelling.
- 4 When you've checked, write your texts on a large piece of poster paper. Decorate it with pictures.
- 5 Present your poster to the class and then display it on the wall. Read other groups' posters and look at any differences between what they did and what you did.

## Unit 6 Wordlist

soup

space

anywhere adverb spaceship noun bowl noun spend verb collect verb spoon noun compass noun surprised adjective crowd team noun noun dangerous adjective tent noun difficult adjective third ordinal diary noun travel verb explain verb tray noun first ordinal until conjunction fourth ordinal unusual adjective fifth ordinal video camera compound fork noun noun gloves weather noun noun **GPS** while conjunction noun hope verb/noun humans noun **Phrases** insect repellent compound as soon as noun fried chips journey how many/what/which noun knife participles ending in -ed noun map noun space exploration noisy adjective light clothes planet noun plate noun reach verb sail verb second ordinal

noun

noun

Wordlist

## Unit 7 Wordlist

actor
actress
boring
builder
calm
cook
confident
director
doctor
footballer
friendly
gardener
goal
jacket

jacket
jacket
logo
pocket
postman
presenter
reporter
sleeve
stripe
teach
teacher
vet
write
writer

noun noun adjective noun adjective noun noun noun noun noun adjective noun verb noun noun

verb

noun

**Phrases** car mechanic waterproof material weather presenter camera operator inside pocket job advertisement marine biologist maths teacher police officer science teacher could + verb good at + noun good with + noun keen on + noun interested in + noun word hard at + noun reach for the sky

## Unit 8 Wordlist

angry	adjective	Phrases
bag	noun	at the weekend
blog	noun	Can I?
bow	verb	Can I ask you about
call	noun	something?
catch	verb	computer games compound
communication	noun	noun
email	noun	Could I?
flower	noun	free time collocation
friendly	adj <mark>ectiv</mark> e	
go down	verb	front door compound noun
go up	verb	give information collocation
grandparents	noun	I agree with
handshake	noun	
heat	noun	I don't agree
hot	adjective	I don't understand
impolite	adjective	I need to ask for
informal	adjective	I see your point, (name)
Internet	noun	I think it's a good
invitation	noun	idea , but not
late	adjective	I think we should
light	noun	I'm sorry but
mobile (phone)	noun	Just to remind you that?
nod	verb	Just wanted to invite
note	noun	you to
polite	adjective	make a call collocation
sun	noun	make eye contact collocation
tarantula	noun	Maybe we could?
tennis	noun	on + day of the week
text	noun	online forum collocation
tree	noun	Please could you?

Pleased to meet you

raise your hand collocation

really busy collocation

send/reply to a note collocation

send/reply to a text collocation

send/reply to an email collocation

send/receive a

thank you letter

shake your headcollocationshopping listcompound

noun

Stop!

Thanks very much.

The reason is that ...

this evening

This is to let you

know that ...

tomorrow evening

unfriendly

wave your hand

adjective collocation

We're going ...

What does everyone

else think?

write a blog

write online

Yes, I agree

### **Unit 9 Wordlist**

adventure playground noun

afraid (of)

beautiful

bored (by)

bungee-jumping

camel-trekking

cold

excited (about)

golden

interested (in)

long

museum

planet

rock-climbing

sad (about)

skiing

snorkelling

soft

space

stars

strange

surfing

surprised (by)

the Earth

the moon

theme park

wildlife park

**ZOO** 

Phrases

adjective

noun

call (my friend)

close (my eyes)

I don't think I'd try it

I'd be really afraid.

I'd like to have a go.

I'd really like to

(do something)

It doesn't take time for

(something to happen)

It takes years for

(something to happen)

It's taken (me) that long to

(do something)

Maybe I would have

a go, then.

something takes ages

(to happen)

take (the train)

There is no way I'd

(do something)!

## Scope and Sequence

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
Unit 6 Explorers Pages 87-100	Explorers Exploring space Antarctica, deserts Eating customs	Question forms Linking expressions about time Numbers	Read a blog post about an expedition to the Senegal river Read a story The Boy Who Biked The World Read an article about space exploration Write a story about space exploration and a blog post about an exploration	Listen to someone talking about a trip to Antarctica Listen to people planning an exploration trip Listen to a story Listen to a talk about eating customs around the world Talk about explorers Talk about space exploration Have a conversation about going on an exploration Discuss blogs Discuss travel Discuss eating customs from other countries Talk about location-based games on smartphones	History: famous explorers Geography: places explored Design and technology: location-based games on smart phones	Sequencing phrases for presentations	Expressing opinions The role of exploration: in the past and today Customs around the world: eating and welcoming people
Unit 7 Jobs and work Pages 101-114		Present continuous could/couldn't (+ verb)	Read a poem about jobs Write a job advertisement	Listen to people describing how they got their jobs Listen to idea for a design for a work uniform Listen to a poem Talk about peoples jobs Talk about the clothes people wear for work	Social science: jobs	Compound nouns Televison jobs Clothes and Uniforms Suffix -er	Express opinions Speculate Create and describe To use personal knowledge Discussion To select information Working hard/ setting goals

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
Unit 8 Communication Pages 115-128		Present continuous for future arrangements Polite requests	Read a poem about a thank you letter Write a post for an online forum	Listen to voicemail messages Listen to conversations Listen to phrases Listen to a poem Talk about ways of communicating Talk about homework Talk about forums Talk about thank you letters	Design and technology: communication	Verb/noun collocations	Gestures in other countries Explaining a problem Being polite online
Unit 9 Travellers' Tales Pages 129-142		Nouns with -ing Adjectives + prepositions	Write a poem about a dream holiday Read and talk about a special journey	Listen to conversations Listen to someone describe a special place Listen to a presentation Talk about holiday activities Talk about the night sky	Geography: holiday locations	Holiday activities Descriptive adjectives Verbs Expressions with take	Learning from family members

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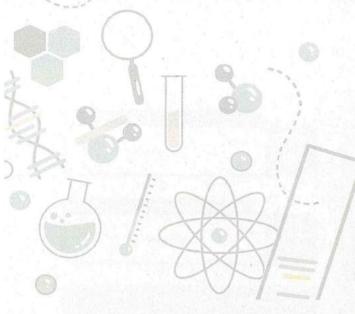
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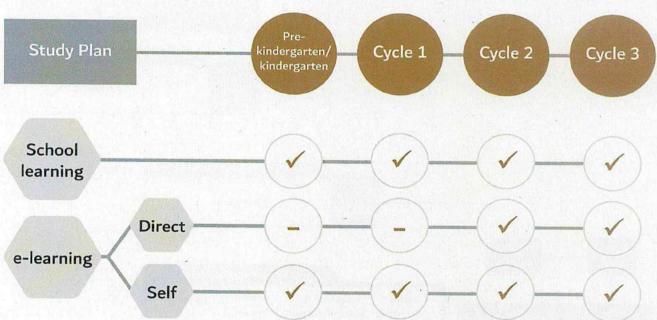


ccc.moe@moe.gov.ae



#### Hybrid education in the Emirati school

Within the strategic dimension of the Ministry of Education's development plans and its endeavor to diversify education channels and overcome all the challenges that may prevent it, and to ensure continuity in all circumstances, the Ministry has implemented a hybrid education plan for all students at all levels of education.



Channels for obtaining a textbook:







