



2020-2021

# Bridge to Success

Activity Book - Level EN 3.2

**Book 6**



**Grade  
06**

San Francisco Bridge, USA

# **Bridge to Success**

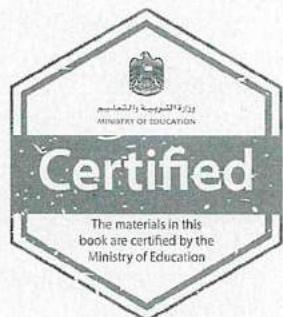
English Language

**Activity Book**

Grade 6

Volume 2

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# CAMBRIDGE

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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 English-medium and international schools.

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

The following icons are used in this Activity Book:

-  1 pre-recorded listening activity
-  pairwork or small group speaking activity (not mediated by teacher)
-  write in notebook 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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# Explorers

## Lesson 1 Famous explorers

1 **Read** the texts in your Learner's Book on page 87 again. Why did the explorers make their journeys? Match a reason to a text.



- 1 To find out important information about a place \_\_\_\_\_
- 2 To find another way to get from one place to another \_\_\_\_\_
- 3 To help people and tell them about Islamic laws \_\_\_\_\_

2 **Vocabulary** Complete the text with a word from the box.

sail dangerous diaries travel

### The Age of Exploration

Did you know that there was a time when explorations were very popular? It began in the 15th century and explorers used to \_\_\_\_\_<sup>(1)</sup> a long way by sea or land to find new places. They would \_\_\_\_\_<sup>(2)</sup> for many days or weeks on big ships. They usually did not know when or where they would arrive! Their journeys were often very \_\_\_\_\_<sup>(3)</sup>, and many people died on the way. Many of them wrote in \_\_\_\_\_<sup>(4)</sup> about what they saw and did, and that's why we know about their journeys today.

3  **Talk** Think about the three journeys you read about. Which do you think was the most important, and why? Imagine you were on one of them. Which one would you choose, and why? Make notes and then tell your group.

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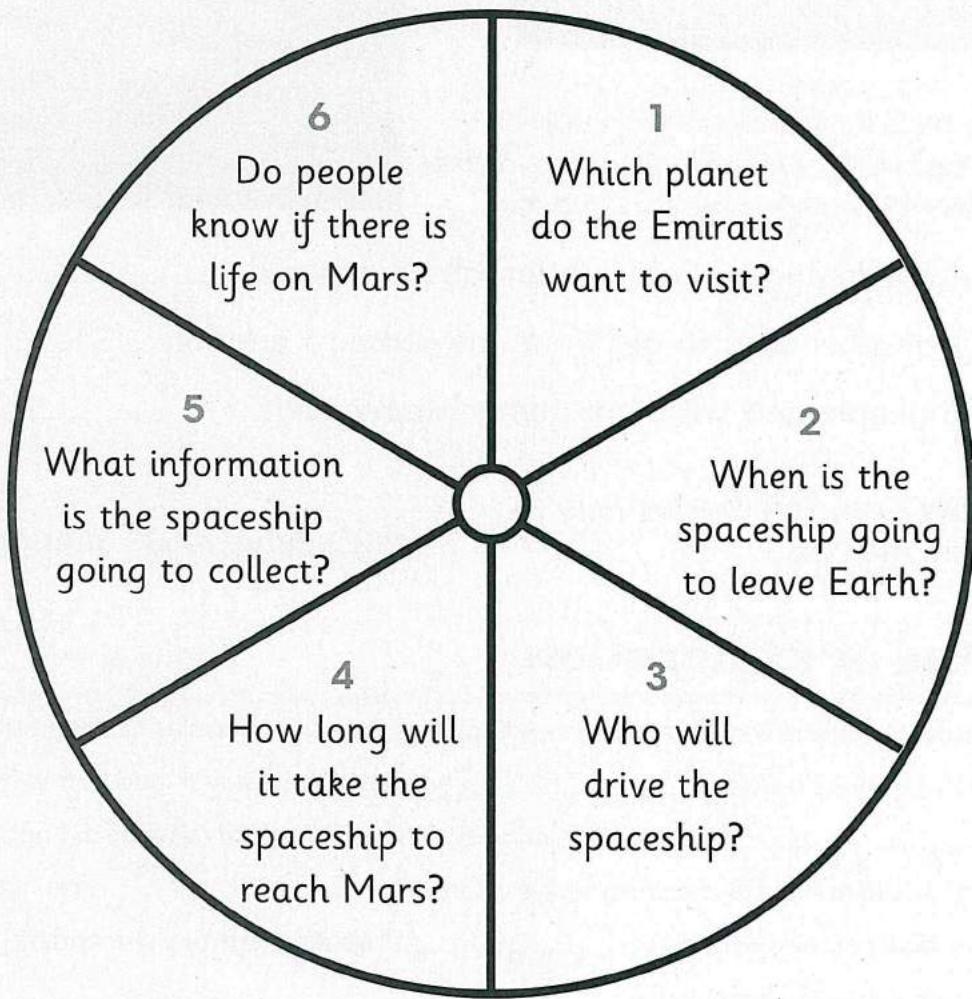
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## Lesson 2 Exploring space

1  **Read** the article in your Learner's Book again. Roll the dice and answer a question.



2  **Write** Think of a story with your partner. Use the words below. Then write the story.

space    spaceship    planet    weather    hope    scientist    popcorn

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## Lesson 3 From the desert to Antarctica

6 1 **Listen** What do you remember about Khalid's expedition to Antarctica? Decide if the sentences are **true (T)** or **false (F)**. Listen again and check.

- 1 Khalid is an explorer who lives in Antarctica. \_\_\_\_\_
- 2 When Khalid left, it was 30°C. \_\_\_\_\_
- 3 They travelled to Antarctica by plane. \_\_\_\_\_
- 4 Khalid didn't see any animals on his expedition. \_\_\_\_\_
- 5 The temperature in Antarctica was very cold. \_\_\_\_\_
- 6 Khalid thinks that the glacier looks like the Al Khatim desert.  
\_\_\_\_\_

2 **Use of English** Put the words in order to form questions about an expedition to the desert.

1 weather/did/what/you/find/?

What weather did you find?

2 you/did/many/days/travel/how/for/?

3 you/which/travel/countries/in/did/?

4 travel/how many/you/did/kilometres/?

5 animals/which/you/see/did/?

## Lesson 4 Planning a desert exploration

1 **Read** what Ibrahim said. Put the sections in the right order.

Paragraph order: 1  2  3

**a** If you look at our map, you can see where our exploration trip will start – in the city of Al Bahah. From here we're going to travel down to the city of Abha – here. It is very close to the desert. We'll take a big tent so we can camp and spend the night here. From Abha, we'll move into the desert until we come to where the sand cats live. Then we'll set up our video cameras to record them and find out what they eat and where they sleep.

**b** There are lots of dangerous insects in the desert, such as scorpions, spiders and bees. We'll take light clothes that cover our arms and legs and wear lots of insect repellent. When we're sleeping, we'll close our tents well to keep out any dangerous animals. When we get home, we're going to use our videos to make a TV documentary about sand cats in the Rub' Al Khali desert.

**c** Hi, I'm Ibrahim and this is Nader and Matar. We're here to present our exploration plan. We're going to go on an exploration trip to the Rub' Al Khali desert, to find out about wild sand cats. We're going to find out more about how and where they live so that we can understand and protect them better.

2 What is the purpose of each paragraph? Write paragraph *a*, *b* or *c*.

1 To present the location and reason for the exploration trip \_\_\_\_\_

2 To show the route of the exploration trip \_\_\_\_\_

3 To give details about the exploration trip and what will happen after it \_\_\_\_\_

## Lesson 5 How to present an exploration plan

**1 Use of English** Complete the sentences with *while*, *until* and *as soon as*.

- 1 We're going to follow the route \_\_\_\_\_ we get to the village.
- 2 We'll make plans for tomorrow \_\_\_\_\_ we're having dinner.
- 3 \_\_\_\_\_ they reached the jungle, they knew they needed a map.
- 4 The rain started \_\_\_\_\_ she set up the cameras.
- 5 We'll keep looking \_\_\_\_\_ we see a tiger; then we'll start filming.

**7 2 Listen** to this plan about an exploration trip to the jungle. Write the missing contractions.

\_\_\_\_\_ <sup>(1)</sup> going to take a boat down the river until we get to the camping area. From here \_\_\_\_\_ <sup>(2)</sup> walk through the forest until we find a place to put up our tent. While \_\_\_\_\_ <sup>(3)</sup> putting up the tent, Ali will make dinner. As soon as \_\_\_\_\_ <sup>(4)</sup> had dinner, \_\_\_\_\_ <sup>(5)</sup> set up the cameras to record animals that live at night. The camera will record while \_\_\_\_\_ <sup>(6)</sup> sleeping. \_\_\_\_\_ <sup>(7)</sup> have a look at the film as soon as we get up the next morning.



## My learning

1 **Write** Use the words below and *how many*, *what* and *which* to write questions for an explorer.

1 countries/visit

Which countries did you visit?

2 animals/see

3 days/travel for

4 information/collect

5 food/eat

6 people/meet

## Look what I can do!

	<input type="checkbox"/> yes	<input type="checkbox"/> sometimes	<input type="checkbox"/> not yet
I can understand a text about explorers and space travel.			
I can listen to a story about an expedition to Antarctica.			
I can read and listen to plans for an expedition.			
I can ask questions with <i>How many</i> , <i>What</i> and <i>Which</i> + noun.			
I can use <i>while</i> , <i>until</i> and <i>as soon as</i> correctly.			

## Lesson 6 A traveller's blog

**1 Use of English** Use the number in brackets and write an ordinal or a cardinal number in the gaps.

- 1 Today is the fifth day of the tour and we saw five elephants. (5)
- 2 There are \_\_\_\_\_ photos of the baby crocodiles, but I like the \_\_\_\_\_ photo more. (2)
- 3 Bobo is the \_\_\_\_\_ lion born this year. He's \_\_\_\_\_ months old. (4)
- 4 I have travelled to the desert \_\_\_\_\_ times. On my \_\_\_\_\_ trip, I rode a camel! (3)
- 5 It's the \_\_\_\_\_ time we visit the wildlife park and we've already seen \_\_\_\_\_ lion and four tigers. (1)

**8 2 Listen and repeat.** What kind of number is pronounced differently?

- 1 2.15 pm
- 2 6.45 pm
- 3 9.30 am
- 4 2.5 metres

**9 3 Listen and repeat.** Circle the number you hear.

- 1 fourth/four
- 2 first/third
- 3 fifth/five
- 4 sixth/six

Lesson 7 The Boy who Biked the World: Part 1

1  **Read** When did these events happen in the story? Put them in the correct order.

- a Abai's family were surprised when they saw Tom.
- b Tom, Abai and his family had dinner.
- c Tom said "I would love to see your house."
- d Abai invited Tom to his house.  1
- e Abai told his family that Tom travelled on his bike around the world.
- f The children said goodbye to Tom.

2  **Write** Use the words in the box to write a summary of the story on page 94 of your Learner's Book.

spend      crowd      surprised      explained      unusual

**3**   **Talk** Would you like to travel around the world on a bike, like Tom?

Group A: make a list of the good things ☺ about travelling by bike.

Group B: make a list of the difficult things ☹.

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

### 1 Vocabulary Complete the crossword.

Across →

1 not quiet

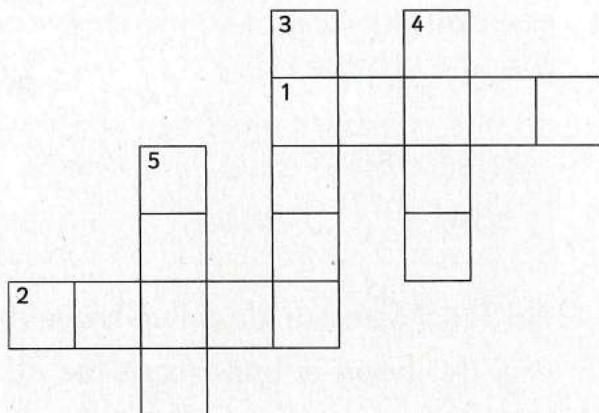
2 you put food on it

Down ↓

3 you use this to cut food

4 Tom travelled around the world on one

5 you use this to carry things, like glasses of water



### Use of English

Participles ending in -ed can often be used as adjectives before nouns or after **be**. They show how someone feels.

*The explorer was **tired** after his long journey.*

### 2 Use of English Complete the sentences with words from the box. Change them to participle adjectives ending in -ed.

interest      surprise      tire      please

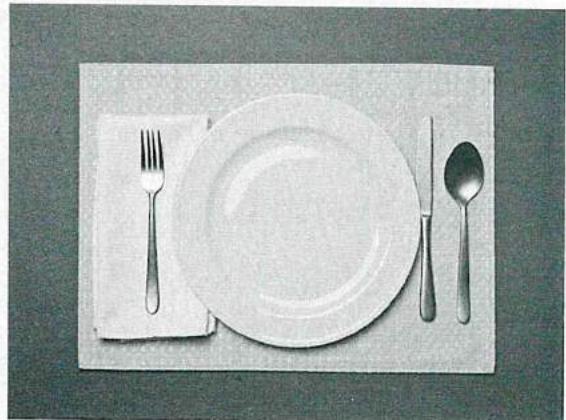
- 1 Abai's family were \_\_\_\_\_ when they saw Tom.
- 2 Tom was \_\_\_\_\_ after his long journey on his bike.
- 3 Abai's family were \_\_\_\_\_ in Tom's exploration trip.
- 4 Everybody was \_\_\_\_\_ when Abai's mum brought the food.

## Lesson 9 Eating customs around the world

## 1 **Vocabulary** Complete the sentences with the words in the box.

fried chips    soup    gloves  
bowl            spoons

Hi! I'm Mansour and I've travelled a lot in my life. Food is important for all people, but the way we eat it is different around the world.



\_\_\_\_\_ <sup>(3)</sup> are very unusual for them!

In Mexico, people eat their tacos with their hands, but in Chile and Brazil, you must use your fork and knife all the time ... even if you're eating \_\_\_\_\_ (4) or pizza!

Never forget to wash your hands before a meal in Kenya. And if you're in Alaska, remember to take off your \_\_\_\_\_<sup>(5)</sup> when they serve you food at the table.

## 2 Read Which country did these people visit?

Greece Kenya Chile China Japan Alaska Mexico Brazil

1 I didn't need a spoon to eat my soup!

2 We washed our hands before sitting at the table.

3 The food was great, but I had to leave some on my plate.

4 I didn't use my knife and fork very often!

## Lesson 10 TouchScreenGo!

1  **Talk** Look at the cards. Ask and answer questions about a different game, called *Treasure Hunt*.

**A**

- **where:** Zabeel park
- **who:** brother and sister
- **game:** *Treasure Hunt*
- **rules:** follow route on map/find hidden treasure
- **difficult/easy:** you decide
- **who won:** you decide
- **prize:** a picnic table with favourite food

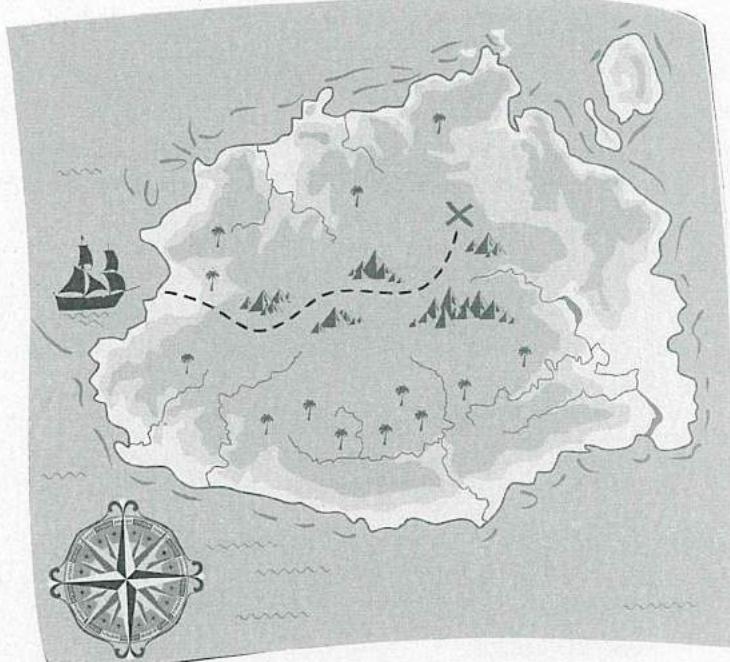
**B**

- **where?**
- **who with?**
- **what game?**
- **how is it played?**
- **difficult/easy?**
- **winner?**
- **prize?**

### 2 Write

- 1 Would you like to play *Treasure Hunt*? Why/why not?
- 2 Where would be a good place to play? Why?
- 3 What treasure would you like to find?

Write your answers.



## My learning

1 Read the blog post about a day at the Al Ain Zoo and match the time (1 to 6) with the event (a to f).

- 1 9.30 am
- 2 11.00 am
- 3 12.15 am
- 4 1.30 pm
- 5 3.45 pm
- 6 5.00 pm

- a have lunch
- b watch a parrot show
- c ride a camel
- d give food to a giraffe family
- e arrive at park, visit lions
- f watch a leopard eat

### A Visit to the Al Ain Zoo

10 June

What a great day! We got to the Al Ain Zoo at 9.30 am and the first animals we saw were a group of lions. They looked very strong!

Then, at about 11.00 am we saw a leopard eat its food. The leopard looks like a very big cat but is much more dangerous ...

My favourite part of our visit was the parrot show at 12.15 pm. They could read numbers and at the end they played basketball ... it was so funny!

After lunch at 1.30 pm, we went to take photos of the crocodiles and at 3.45 pm, we went riding on a camel. I nearly fell twice!

After that, at about 5.00 pm, we visited a family of giraffes. Their long necks are very beautiful and we gave them carrots in their mouths. Did you know that their tongues are 45 cm long?

It was a great day and I can't wait to go back again!

## Look what I can do!

I can understand a blog about an exploration.

I can understand a story about a boy who travelled around the world on his bike.

I can listen and read about eating habits around the world.

I can listen to a conversation about a location-based game.

I can use participle adjectives ending in *-ed*.

I can use ordinal and cardinal numbers.

 yes	 sometimes	 not yet

# Jobs and work

## Lesson 1 Just the job

1  **Talk** Look at the two pictures and answer the following questions.  
Where are the boys? What are they doing?  
Have you ever been on a water slide?



2 **Read** Ahmed Al Shamsi tells us about his job. Read and answer the questions.

Ahmed Al Shamsi tests water slides and rides for his job. But this fun job is actually very important. He tests the water slides to find out if they are safe for families to use. He looks at how fast the water comes down the slide and that it is not dangerous. He must make sure everything works safely. Ahmed has to understand how the water slide is built so if something doesn't work he can tell the builders about the problem. To do a job like this, you need to be good at maths and science and know how things are built and what happens when people use them.

1 Ahmed's job is not fun. **True/False**

2 He needs to know how fast the water goes. **True/False**

3 He uses maths in his job. **True/False**

4 He builds water slides. **True/False**

5 In his job, Ahmed looks for things that can make water slides **dangerous/fun** for families to use.

6 To do Ahmed's job you need to **build things yourself./know how other people build things.**

3  **Write** Look at the jobs in the box. Which job do you think is the most interesting? Why?

science teacher	car mechanic	police officer	marine biologist
vet	water slide tester		

A science teacher's job is very interesting because they can teach learners about biology, chemistry, physics and ...

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

1  **Word study** See how quickly you can make six compound nouns out of the words in the word cloud.



2 **Use of English** Choose the correct preposition. Then complete these sentences to make them true for you.

- 1 At school, I'm very keen **of/on** \_\_\_\_\_
- 2 I am fascinated **by/in** \_\_\_\_\_
- 3 At school, our class works hard **at/in** \_\_\_\_\_
- 4 My family is interested **on/in** \_\_\_\_\_
- 5 Our class is crazy **on/about** \_\_\_\_\_
- 6 I'm quite good **at/of** \_\_\_\_\_
- 7 To be a good teacher, I think you need to be good **with/on** \_\_\_\_\_

## Lesson 3 Television jobs

### 1 Vocabulary

Complete the sentences with the correct adjective.

confident    calm    boring    friendly    interested

- 1 To do my job, you need to be interested in people and their lives.
- 2 You need to be \_\_\_\_\_ because the camera is on you all the time.
- 3 If you find it easy to talk to new people, and you smile a lot, people will think you are \_\_\_\_\_.
- 4 It's important to be \_\_\_\_\_ when you work with children, so that they can relax and feel comfortable with you.
- 5 Every day is different and never \_\_\_\_\_ when you are a TV presenter!

### 2 Vocabulary

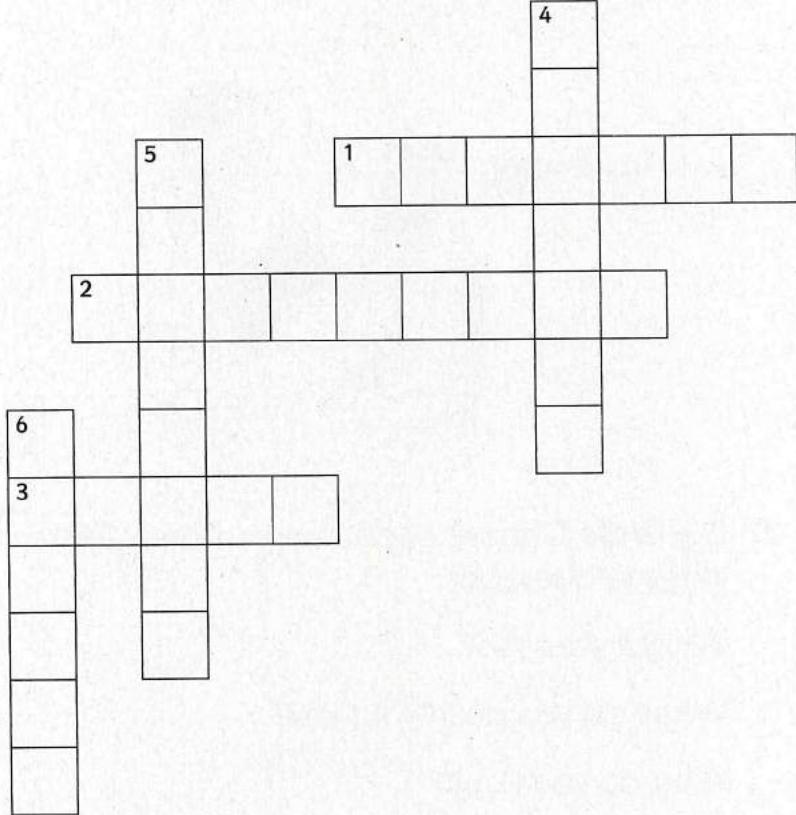
Do the crossword.

#### Across

1 A \_\_\_\_\_ presenter tells us how hot it is going to be the next day.

2 A \_\_\_\_\_ introduces a TV programme and usually looks at the camera when talking.

3 An \_\_\_\_\_ is a man who acts in a television programme.



#### Down

- 4 An \_\_\_\_\_ is a woman who acts in a television programme.
- 5 The \_\_\_\_\_ tells the actors and actresses what to do.
- 6 The \_\_\_\_\_ operator holds the camera.

## Lesson 4 Jobs and personal qualities

1  **Talk** Look at the jobs a-d below and choose two that interest you. What other jobs can you think of? Tell your partner what qualities you need to do the jobs.

*To be a doctor, I think you need to be good at science and know a lot about ...*

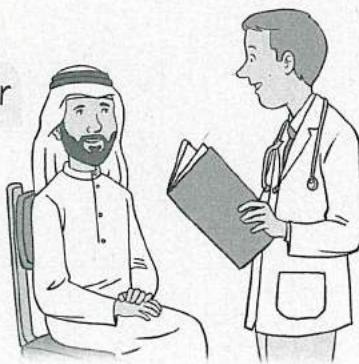
a florist



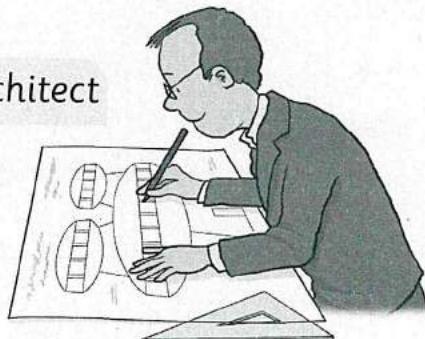
b actor



c doctor



d architect



2  **Write** Choose a job that you know. Make notes about the answers to these questions.

What's your job?

What do you do in your job?

Why do you like it?

What qualities do you need to do your job?

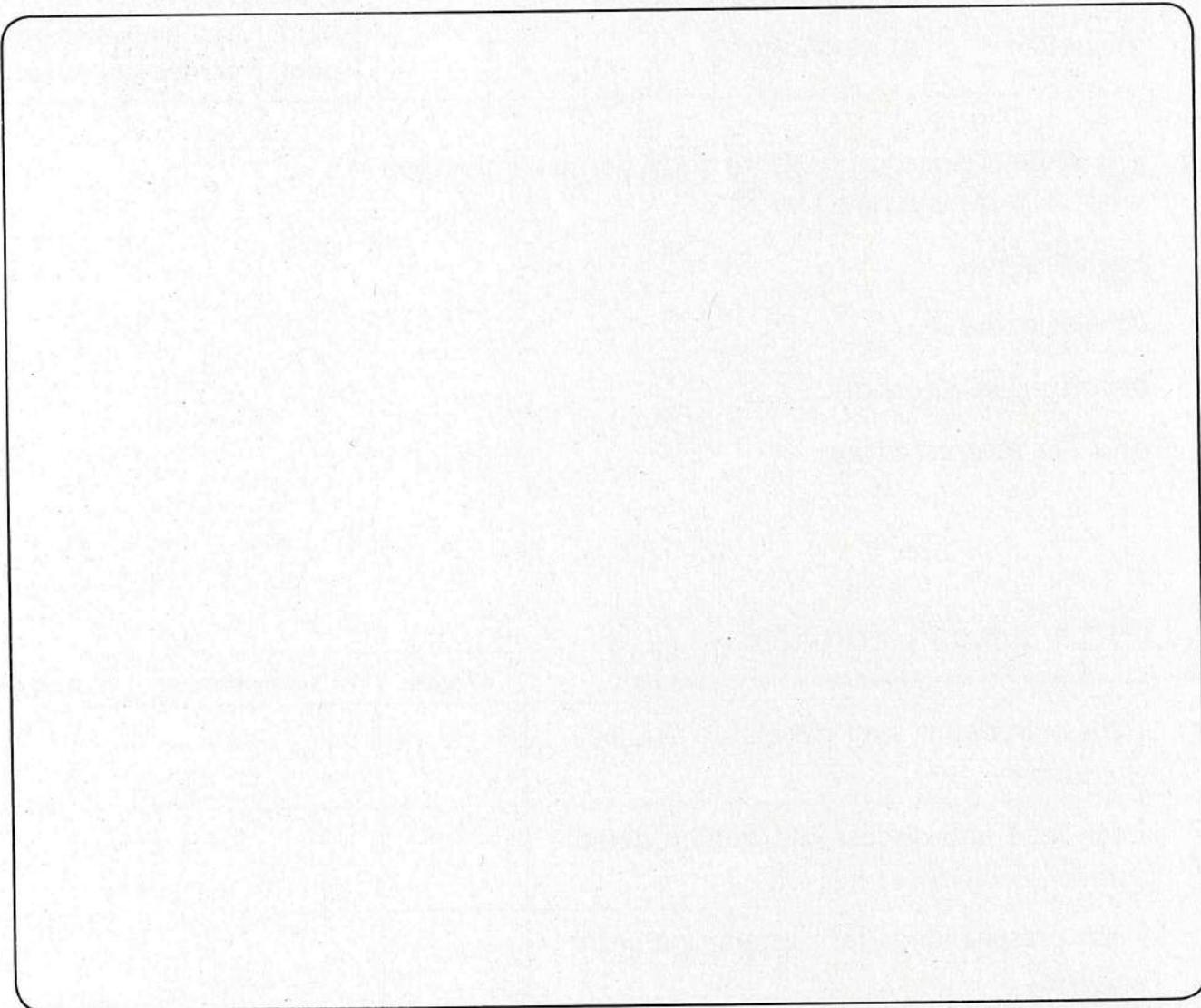
3  **Talk** Role-play: interview your partner.

## Lesson 5 Designing a uniform

1  **Talk** Which parts of Luca's design do you like? Which parts would you change? Why?

2  **Present a design**

- 1 Think of the kind of work uniforms that are worn in your country. Which ones would you like to change?
- 2 Draw a picture of your idea and label the different features.



3 Tell your partner your ideas. Use your picture to explain the main features on your design.

As you can see, there is a ... because ... .

### Speaking tip

Use pictures and diagrams to help the audience follow your presentation.

## My learning

### 1 Word study

Match words 1 to 4 with words a to d to make compound nouns.

1. car	a. biologist	
2. marine	b. teacher	
3. maths	c. officer	
4. police	d. mechanic	

### Use of English

#### Compound nouns

A compound noun is made up of two words.

The words can be joined together such as **toothpaste** or **bedroom**, or separate words, such as **swimming pool** or **science teacher**.

### 2 Write

a paragraph about a job you are interested in.  
What skills do you need for it?

My ideal job

*I'd like to be a ...*

*because I'm good at ...*

*and I'm interested in ...*

### Look what I can do!

	 yes	 sometimes	 not yet
I can talk about why people do the jobs they have.			
I can read and discuss information about someone who loves her job.			
I can present ideas for designing a work uniform.			

## Lesson 6 Looking for a job (1)

1 **Read** the first lines of the job advertisements. Match with a picture.



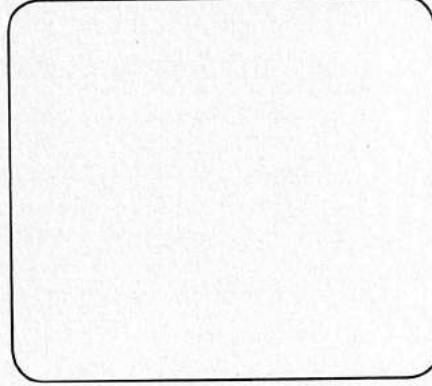
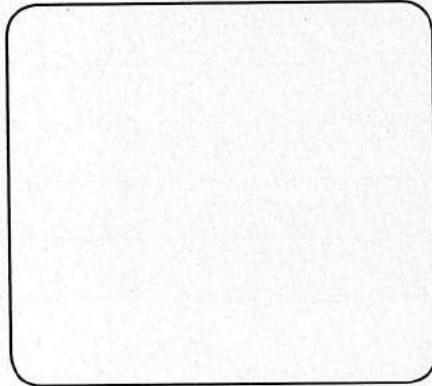
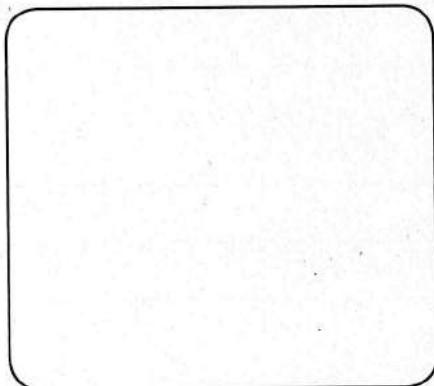
- 1 We are looking for an actor for a new play. \_\_\_\_\_
- 2 We are looking for a doctor to join our children's health team. \_\_\_\_\_
- 3 We are looking for a pilot to fly a huge jet plane. \_\_\_\_\_

2 **Read** Match the lines from the job advertisements with the jobs in Activity 1.

- 1 Must be able to make people laugh a lot. c
- 2 Must be calm if there is a problem on the plane. \_\_\_\_\_
- 3 Must know how all the controls in the plane work. \_\_\_\_\_
- 4 Must be able to work at night if a child is very sick. \_\_\_\_\_
- 5 Must be confident speaking in front of lots of people. \_\_\_\_\_
- 6 Must be friendly, and good with children. \_\_\_\_\_

3 **Word study** Choose three of the jobs in the box. Draw a picture of each and write the word to help you remember.

florist    pilot    architect    doctor    news reporter    telephone engineer



## Lesson 7 Looking for a job (2)

1 **Use of English** Read the *Use of English* box. Complete the sentences with the correct form of the verbs in the box.

not watch study send  
speak not sit read

1 Right now my sister is studying for exams.

2 I \_\_\_\_\_ you this email now – look out for it in your inbox.

3 My sister \_\_\_\_\_ a really good book at the moment – she never puts it down!

4 We \_\_\_\_\_ in the garden at the moment, it's too cold.

5 What language \_\_\_\_\_ you \_\_\_\_\_ ?

6 I'm \_\_\_\_\_ TV all evening – I'm going upstairs to read a book.

## 2 Use of English Use the present continuous to write sentences.

- 1 A school project you're working on at the moment.
- 2 What's happening in the place you are in right now.
- 3 A free-time activity you're doing at the moment.

## Use of English

## Present continuous

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

We **are looking** for space travellers.  
I'm **learning** English.

## Lesson 8 You can be anything (1)

1 **Read** the poem in the Learner's Book again. Does the poem say this?

Put a tick (✓) or a cross (✗).

- 1 There are lots of different types of jobs that you could do.
- 2 When things are difficult, you should stop trying.
- 3 You should choose a job that will make you happy.
- 4 Someone else will decide the job you do in the future.

2  **Talk** Do you agree with the poem? Why/Why not?

### 3 **Word study Suffixes**

Add **ist**, **er** or **or** to the words for jobs. Then circle the jobs that appear in the poem.

1 scient\_\_

2 flor\_\_

3 marine biolog\_\_

4 teach\_\_

5 police offic\_\_

6 build\_\_

7 fire fight\_\_

8 direct\_\_

9 act\_\_

10 doct\_\_



## Lesson 9 You can be anything (2)

**1 Use of English** Complete the sentences with *could* or *couldn't* and a verb from the box.

travel    learn    work    help    be    watch

- 1 If you learn another language, you could work in another country.
- 2 In a few years' time, she \_\_\_\_\_ to drive.
- 3 What do you want to do now? We \_\_\_\_\_ TV or play a game.
- 4 If I was a police officer, I \_\_\_\_\_ people.
- 5 If you're good at science, you \_\_\_\_\_ a doctor.
- 6 He \_\_\_\_\_ on his own – he's too young.

**2 Use of English** Complete the sentences to make them true for you.

1 If I work hard, I \_\_\_\_\_

\_\_\_\_\_

2 When I grow up, I \_\_\_\_\_

\_\_\_\_\_

3 If my family moved house, we \_\_\_\_\_

\_\_\_\_\_

4 If I finish my homework early, I \_\_\_\_\_

\_\_\_\_\_

5 This weekend, my friends and I \_\_\_\_\_

\_\_\_\_\_



## Lesson 10 Never give up, reach for the sky

1 **Read** Look at Ali's notes about something he wants to achieve.

1 What do you think it is?

- Practise every day - half an hour after school + Saturday mornings
- Tell Dad and Ahmed so they can help me
- Go to Al Ain match on 28th Aug/watch strikers
- Put name down for trials for under-12s for new school team

Trials: 10th and 11th Sept

2 What actions is Ali going to take to achieve his goal?

2  **Talk** Tell your partner about two goals that you want to achieve.

- Why are they important to you? What are you going to do to achieve them?
- Make a list of actions you can take to achieve your goals and how long it will take.
- Compare your list with your partner's. Can you add any other suggestions to each other's notes?

My goals	How I will achieve my goals

## My learning

### 1 Use of English Choose a, b or c.

- 1 I'd like to be a \_\_\_\_\_ when I grow up because I'm interested in engines.  
a police officer    b car mechanic    c vet
- 2 A \_\_\_\_\_ is a type of media job.  
a fire fighter    b presenter    c doctor
- 3 I have always wanted a job where I can help people get well.  
a doctor    b vet    c scientist
- 4 I'm keen to work on a stage, in front of a lot of people.  
a footballer    b an actor    c a dentist.

### 2 Listen Play the change chairs game. You will be assigned a job from Activity 1. Listen to your teacher who will explain the rules of the change chairs game. Get ready to have some fun.

### 3 If you snooze you lose! Choose a, b, or c.

- 1 He must be crazy \_\_\_\_\_ gadgets and machines.  
a about    b with    c on
- 2 He \_\_\_\_\_ for any exams at the moment.  
a won't study    b isn't studying    c doesn't study
- 3 You're good at writing, you could be a \_\_\_\_\_.  
a florist    b news reporter    c pilot

Look what I can do!

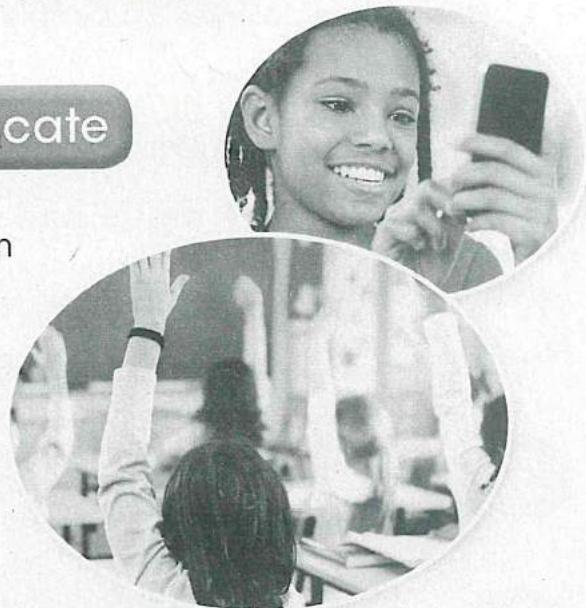
	☺ yes	☺ sometimes	☹ not yet
I can read and write an advertisement for a job.			
I can read and talk about a poem about jobs.			
I can read, write and talk about having goals.			

# Communication

## Lesson 1 Different ways to communicate

**1 Vocabulary** Underline the verb/noun phrases from Learner's Book Activity 3 and tick the sentences that are true for you.

1 In our class, we have to raise our hands if we want to ask or answer a question.



2 My mum always writes notes to remind herself to do things.

3 Last year, I wrote a blog every day when I went on a school trip for a week.

4 I like sending texts to keep in touch with my friends, but sometimes it's quicker to have a chat.

5 I'm not very good at replying to emails. I forget to check my mail all the time.

**2 Write** How do you like to communicate? Write five sentences using the verb/noun phrases in Activity 1.

Last term, I wrote a blog about ...

I don't like ... I prefer ...

## Lesson 2 Gestures

1 **Read** What gestures do people use in your country? Circle the answer that is true for you.

1

When we greet a friend, we usually ...

a **bow** b **smile and say hello** c **shake hands**

2

We often greet people we don't know well with ...

a **a bow** b **a handshake** c **a wave**

3

When we agree with someone, we ...

a **shake our head** b **wave our hand** c **nod our head**

4

When we don't agree with someone, we ...

a **shake our head** b **nod our head** c **stay quiet**

5

When we say goodbye to someone, we ...

a **wave our hand** b **nod our head** c **smile and say good-bye**

6

In our country, making eye contact is ...

a **OK** b **rude** c **both – it depends on the situation**

2  **Talk** Choose one of the gestures. Draw a picture of yourself using the gesture. Then tell your partner about the picture.

## Lesson 3 What are you saying?

1 **Read** the text about gestures in Jordan. Which gestures are the same in your country? Put a tick (✓). Which are different? Put a cross (✗).

- In many parts of the world people nod their heads to say 'yes', but not in Jordan. Jordanian people move their heads forward and close their eyes to say 'yes'.
- To communicate 'no', Jordanian people raise their eyebrows and move their head back.
- When they don't understand, they shake their heads from side to side.
- If you put your right hand over your heart, this means 'Thank you very much'.
- You should never point your finger at someone though. This is very rude.
- Also, don't show the soles of your feet. This is also very rude.

2 **Write** a short paragraph about gestures in your country.

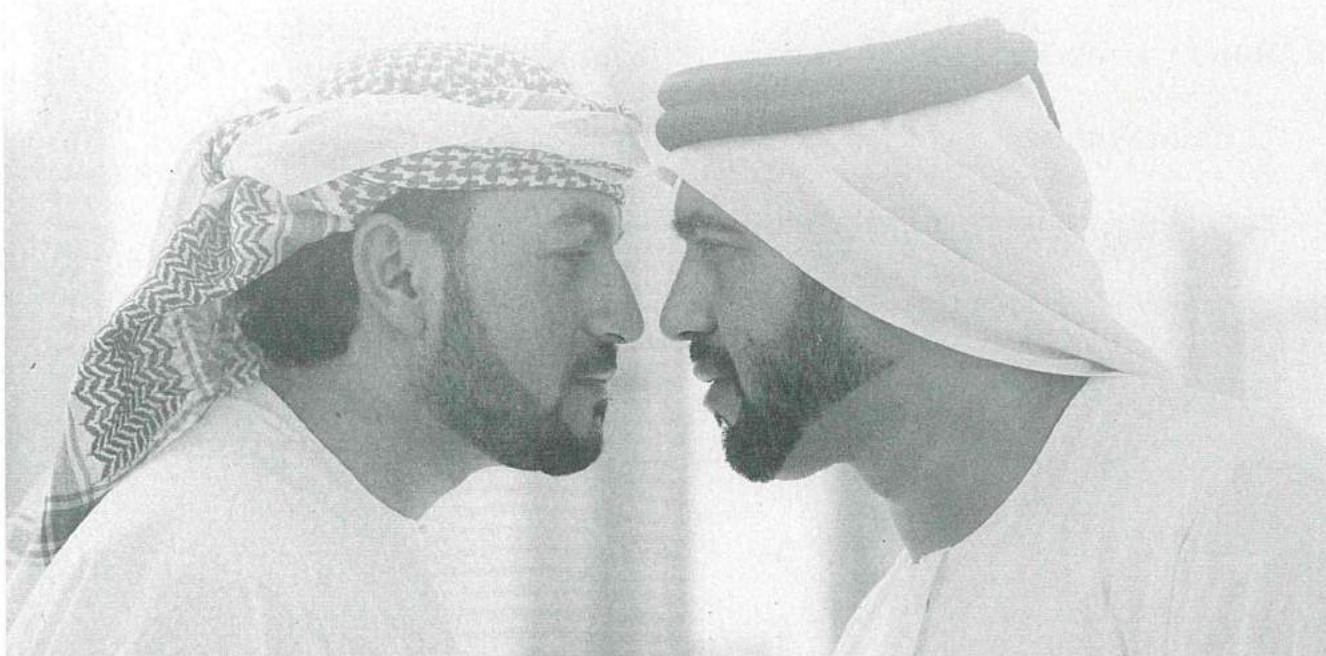
*In my country ...*

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## Lesson 4 Good or bad news?

1 **Read** Look at messages below. What kind of message is each one?

an email  a note  a text message  shopping list

1



2



3

Don't forget! –  
rice, chicken, beans

4

Please put dish  
in oven at 5pm.  
Thanks!  
See you later.

2 **Read** the messages again and match them with a-d below.

- a an invitation
- b helping someone to remember something
- c giving information
- d asking someone to do something for you

## Lesson 5 What are you doing tomorrow?

1 **Read** What type of message is it? Where are Amir and Bilal going next Friday?

Subject:

Hi Amir

Here are the arrangements for next Friday's visit to the zoo. We 're meeting <sup>(1)</sup> at the entrance at 10am. At 10.30am, we \_\_\_\_\_ <sup>(2)</sup> on a tour of the Reptile House and at 12pm we \_\_\_\_\_ <sup>(3)</sup> lunch at the café. \_\_\_\_\_ you \_\_\_\_\_ <sup>(4)</sup> your brother? My cousin \_\_\_\_\_ <sup>(5)</sup> anymore, so there's space for one more.

See you there!

Bilal

### Use of English

#### Present continuous for future arrangements

We use the present continuous to talk about fixed arrangements in the near future.

I'm **playing** football after school tomorrow.

Dr Jones **isn't seeing** you on Friday ...

What **are** you **doing** on Friday?

2 **Use of English** Complete the message in Activity 1 with the correct form of the verbs in the box. Use present continuous.

bring      not come      go      meet      have

3 **Write** Use the present continuous to write sentences about your future arrangements.

1 Two arrangements that you have for next week.

---

---

2 Two events that are happening at your school in the next few weeks.

---

---

3 Two arrangements that your family has in the next two weeks.

---

---

## My learning

1 **Write** Look at the key words and write the messages.

1 Please/finish/art project/next Thursday. (a reminder)

Please remember to finish your art project  
by next Thursday.



2 We're/football/Khalaf's house/5.00 pm/Tuesday./  
Do/join us? (an invitation)

3 I can't/zoo/Friday./Would/like/next week instead?  
(Giving information + invitation)

4 Please/Activity 2/English homework/Sunday. (Instruction from teacher)

2 **Write** Send an English note to your friend.

Your note needs a purpose.

It can be funny or serious.

When you receive a note, write a reply.

Always remember  
to smile!



## Look what I can do!

I can talk about different ways to communicate.

I can read and understand information about what gestures mean in different countries.

I can talk about future arranged plans using present continuous.

I can listen to and understand different kinds of messages.

☺ yes	☺ sometimes	☹ not yet

## Lesson 6 I'm going to Dubai

1  **Talk and write** Ask your partner about his/her future arrangements.

Write notes in your notebook.

**tonight?**

**tomorrow?**

**next year?**

**next month?**

**What are you doing ... ?**

**next weekend?**

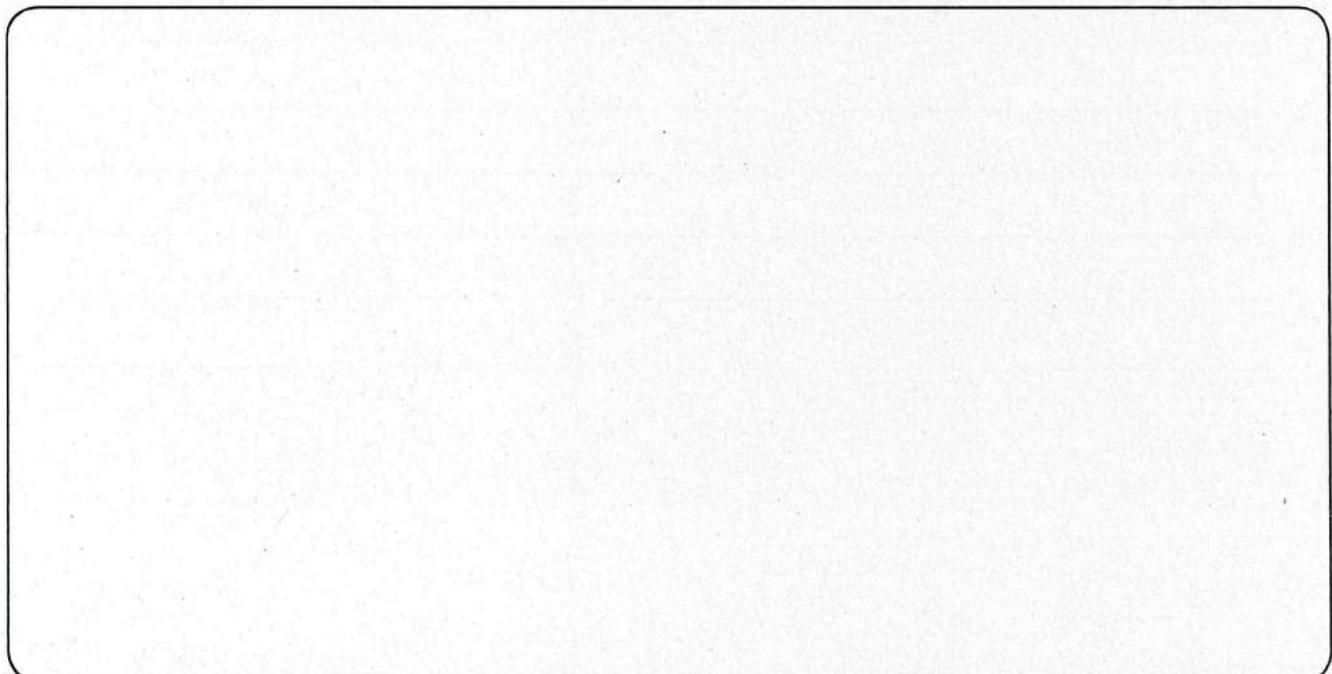
**on Friday?**

**on Saturday?**

Now write about your partner's arrangements.

Ali is visiting his cousins on Friday.

2 **Write and talk** Imagine you are a famous person. What are you doing tomorrow? Make notes about your arrangements and draw a picture.



## Lesson 7 It's difficult to say!

1 **Talk about it** Do you think that Nabeel did the right thing in the situation? What would you do in this situation?

### Speaking tip

If you have something difficult to explain, write down what you want to say first, so you can explain clearly.

**2 Read and talk** Hamden had the same problem as Nabeel, but he decided to speak to his teacher about it. Read his notes.

- 1 What do you think he will say to the teacher?
- 2 What do you think the teacher will say?

Internet down - Saturday

Science project not finished - late - more time? Thursday?

### 3 **Write** what you think Hamdan said to his teacher.

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

1 **Use of English** Read the *Use of English* box. Choose the correct word.

- 1 Can I **borrow/borrowed** your pen, please?
- 2 Could my friend **play/played** football with us?
- 3 Please can my sister **borrow/borrows** your phone?

2 **Use of English** Work with your partner and make the requests more polite.

1 Give me a pencil. (to a friend)

2 I want to play football at my friend's house. (to your mother)

3 I want two more days to finish my homework. (to a teacher)

4 Give me the laptop to do my homework.  
(to your father)

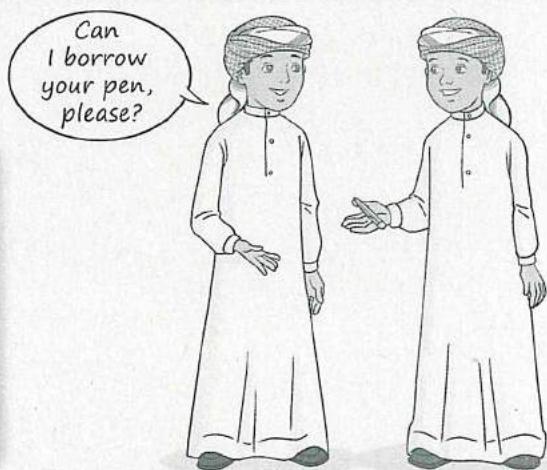
### Use of English

#### Polite requests

**Could** I talk to you about something?

**Can** I give it to you on Wednesday, **please**?

**Please could** you help me?



## Lesson 9 Being polite online

1  **Talk about it** Read the online forum in your Learner's Book again. How do the teacher and students communicate? Use the words from the box.

polite    rude  
friendly    unfriendly  
formal    informal

2 **Write** You are going to make a poster about **dos** and **don'ts** when writing on an online forum. First, write some ideas on the diagrams below.




### Writing tips

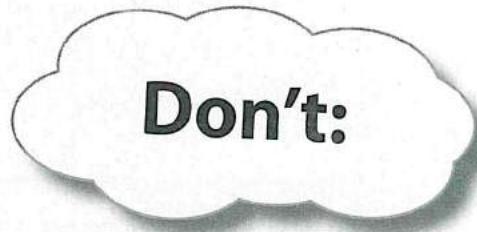
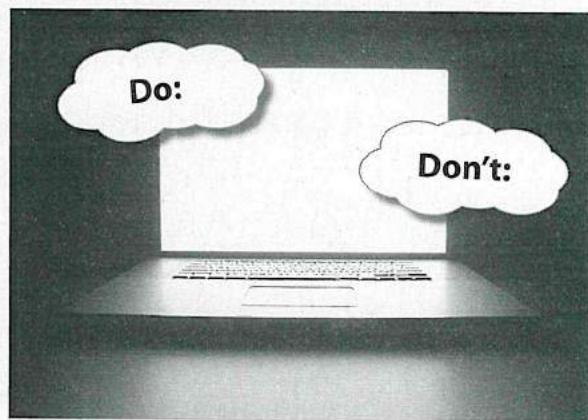
#### Being polite

Remember, you must be polite when you write online. Other people will read what you write.

#### Colons

Use a colon to introduce a list.

**Do:**




## Lesson 10 Saying thanks

**1 Read** Use the words in the box to complete the thank you letter.

love cry play night face funny



Dear baby brother,  
Just a line to say,  
Thanks for your big smile  
And \_\_\_\_\_.  
You \_\_\_\_\_ all day.  
And \_\_\_\_\_ at \_\_\_\_\_.  
I can't sleep,  
But I \_\_\_\_\_ you anyway,  
My baby brother.

**2 Write** your own short poem about one of the topics below, or choose your own.

- A person
- A place
- An animal
- A thing

It doesn't have to rhyme.

Dear ...

Just a line to say,

Thanks for (adjective/noun),

And (adjective/noun).

You (verb) ...

And (verb) ...

My (adjective/adjective/noun)

## My learning

10 1 **Read and listen** A class is discussing what to do with the money they have raised.

1 What ideas do they have?

2 Complete the gaps with phrases from the box. Then listen and check.

- a** What does everyone else think? **b** ~~I think we should~~ **c** I agree
- d** I see your point **e** Maybe we could go **f** I think that's a good idea.

**Teacher:** Hi everyone! As you already know, we have 4000 Dirhams to spend on a school trip. Now I want to hear your suggestions about what kind of trip you would like to go on. Over to you ...

**Badr:** Hi everyone. I think we should <sup>(1)</sup> go on a trip to a historical place because that will help with our history project.

**Jassim:** \_\_\_\_\_ <sup>(2)</sup>, but how about a trip connected to science? We need help with science because it's difficult.

**Saeed:** \_\_\_\_\_ <sup>(3)</sup>. But we need to have fun too! What about a trip to a theme park?

**Teacher:** Good points so far! \_\_\_\_\_ <sup>(4)</sup>

**Jaber:** What about trying a new sport? \_\_\_\_\_ <sup>(5)</sup> rock climbing or surfing? It would be a lot of fun!

**Saeed:** \_\_\_\_\_ <sup>(6)</sup>. We could have fun and learn something new.

2  **Talk about it** Your class has 5000 Dirhams to spend on a school trip. Using the phrases in the box from Activity 1, talk about what to spend the money on.

### Look what I can do!

I can use different phrases to explain something that has happened.

I can write a post for an online discussion forum.

I can read and talk about a thank you letter and poem.

 yes	 sometimes	 not yet

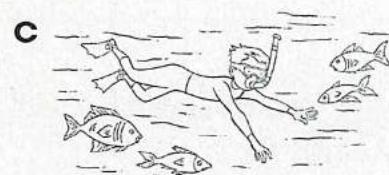
# Travellers' Tales

## Lesson 1 Have a go!

### 1 Vocabulary Holiday activities

Complete the words and match with a picture below.

1 s \_ \_ f \_ \_ \_ \_    2 \_ \_ c \_ - c \_ \_ \_ \_ b \_ \_ \_ \_  
 3 \_ n \_ \_ k \_ \_ l \_ \_ \_ \_    4 b \_ \_ g \_ \_ - j \_ \_ \_ \_ \_  
 5 c \_ \_ \_ l - t \_ e \_ \_ i \_ \_    6 \_ k \_ i \_ \_



### 2 Read Khalid and Ali are talking about holiday activities. Which ones would they like to try?

**Khalid:** I'd really like to have a go at snorkelling. It would be fantastic! Would you like to try snorkelling, Ali?

**Ali:** I don't think so. I don't like deep water.

**Khalid:** You don't have to do it in deep water – you can do it near the beach – anywhere where there are a lot of fish.

**Ali:** Mmm, not sure about that. But I'd like to try bungee-jumping.

**Khalid:** So you would do that – but you wouldn't go snorkelling near the beach! That's weird!

**Ali:** Yes, I don't mind high places – but I don't like water.

**Khalid:** There's no way I'd go bungee-jumping. I'd be really afraid. But I'd like to try skiing. That looks really cool! I've never been to a place where there's lots of snow.

**Ali:** Me neither. I'd like to try it too.

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

1 **Use of English** Put the words in the correct order to make sentences.

1 way/go/snorkelling/no/There's/I'd

---

2 like/try/I'd/to/horse-riding

---

3 don't/I/try/rock-climbing/think/I'd

---

4 go/I'd/at/have/skiing/really/like/a/to

---

2  **Use of English** Write four sentences that are true for you, using the phrases in Activity 1.

---

---

---

---

3 **Read** the blog. Find and correct five mistakes.

Have you ever done swimming in a river? I haven't, but I had like to one day. I love swimming in the sea and in the swimming pool near us. I'd like to trying camel-trekking and I'd also love to have a go at ski. Rock-climbing and bungee-jumping are a bit dangerous so there's no way I do either of those. What about you?

## Lesson 3 Where shall we go?

### Strategy check! Prediction

Tick the strategies which will help you to guess the content of a reading text.

- Look at what type of text it is by noticing the design and layout.
- Think about the kind of information you can find in specific types of text.
- Read without looking at the design and layout of the text – all texts look the same.

1 **Read** What text type is *Planning to go swimming*? Choose from the box.

a news report    an email    reviews in a magazine    a school essay

### Planning to go swimming?

*Here are our top tips on the best swimming pools around our city.*



1 **Water Wonder Fun** has a huge indoor swimming pool, four water slides and a huge wave pool. Swimming lessons and exercise classes too. A bit expensive – almost twice the price of some other pools in the city.

2 **Nova Swimming Park** Nova has an open-air, Olympic-size swimming pool with a diving platform. Good for serious swimmers and fun sessions too for kids on Saturday afternoons. It's often very crowded on a sunny day. Not cheap, though.

3 **Wells Lido**, part of the beautiful Wells Lake in Russell Park. Only open May to September. This is your chance to share your swim with some ducks! A beautiful lake in wonderful countryside. Nice and cheap with a good café.

### 2 Read

1 Which swimming pool would you recommend for each person?

a I like diving and swimming a long way!

b My friends and I don't want to spend a lot of money and we want to be outside.

c I want to do exercises in the pool as well as swim.

2 Find one negative point about each swimming pool.

3 Talk Which swimming pool would you like to go to? Why?

## Lesson 4 Describing a special place

1 **Write** your answers to these questions. Then ask a partner.

1 Think of a special place that you've been to. What's the name of the place?

---

2 Where is it?

---

3 How often have you been there?

---

4 Think of a time when you went to your special place? When was it?

---

5 Who did you go with?

---

6 What did you see?

---

7 What did you do?

---

8 How did you feel when you were there?

---

9 Why is this place special for you?

---

2  **Talk** Ask a partner about his or her special place.

What's the name of your special place?

## Lesson 5 How did you feel there?

**1 Use of English** Circle the correct preposition. What type of place is the person talking about?

- 1 I was excited **in/about** our last school trip.
- 2 I was really interested **in/at** the animals.
- 3 I was surprised **about/by** the size of the place.
- 4 I wasn't afraid **by/of** the giraffes but I didn't like the snakes!
- 5 I was a bit bored **about/by** a talk about insects but it wasn't very long.
- 6 I felt sad **on/about** the fact that we had to leave.

**2 Write** three sentences using adjectives + prepositions. Use the adjectives and the topics to help you.

1 a school trip 2 a family trip 3 a special place for you and your friends

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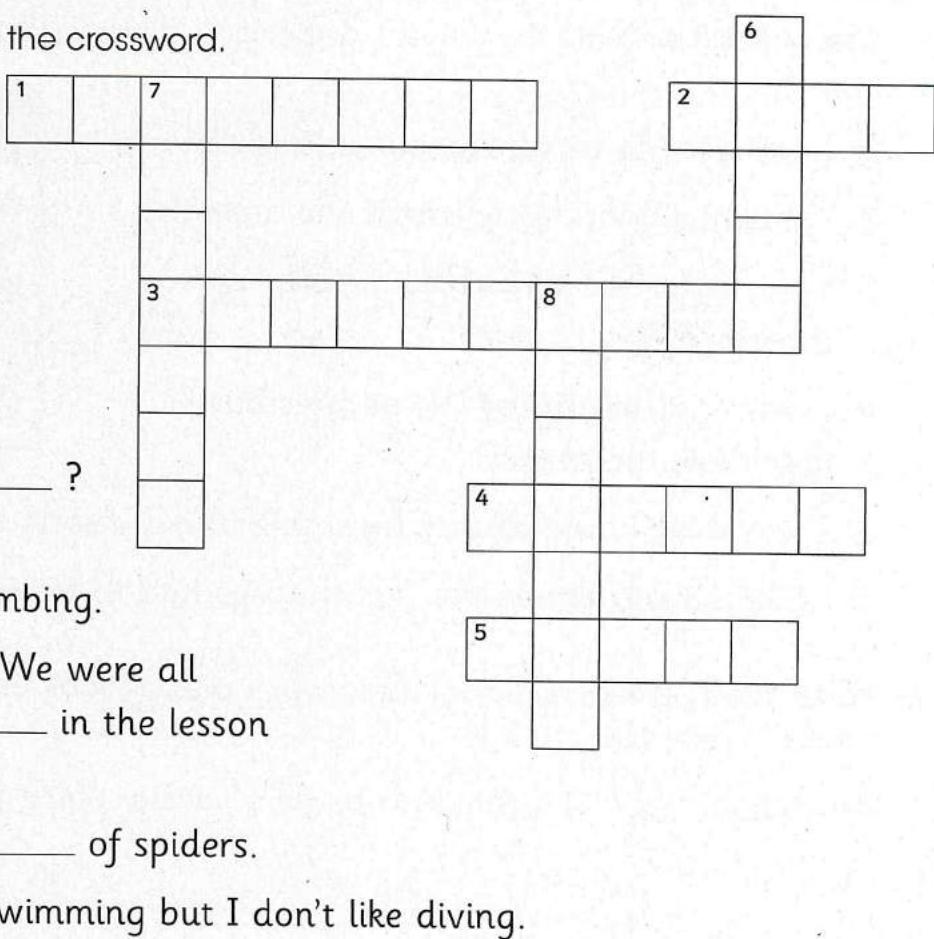
sad  
excited  
interested  
surprised  
bored  
afraid

**3**   **Challenge** Answer the questions about a special place for you.

- 1 Think of a place that is special to you. When did you go there? Who did you go with?
- 2 Write two interesting facts about the place.
- 3 What did you see there? What were the most interesting sights?
- 4 How did you feel about what you saw? (Use the adjective + preposition phrases in Activity 1).

## My learning

### 1 Use of English Complete the crossword.



### Look what I can do!

	☺ yes	☺ sometimes	☹ not yet
I can talk about trying new holiday activities.			
I can read and discuss information about a place to visit.			
I can use adjectives to describe how I feel about a place or event.			

## Lesson 6 Favourite places

Tick the points on the checklist below as you are preparing your presentation.

Good luck!

### Speaking tip

When you are describing a place, start with some interesting or surprising information to get the attention of the listener.

## Presentation Checklist

- I've chosen a place to talk about.
- I know some interesting facts about this place.
- I've made some notes about it.
- I've organised my notes.
- I know the vocabulary I need to describe it.
- I've used adjectives and prepositions correctly.
- I have some pictures of the place or objects from the place.
- I've checked the presentation for any other mistakes.
- I'm ready to go!

1  **Present it!** Do your presentation. While you listen, make notes below or in your notebook. Write something you found interesting or surprising, or write a question.

Learner(s)	Special place	Comment or question

## Lesson 7 My dream holiday

1  **Talk about it** Where would you like to go for your dream holiday? Why?

a big city  
by the sea  
to the desert

to the mountains  
to a small village  
other

2 **Write** three reasons why you chose the places in Activity 1.

I'd like to go to a big city because ...

---

---

---

---

3 **Read** a poem by a boy called Saeed. Where would he like to go for his dream holiday? Write the words in the gaps.

buildings      kinds      lights      speaking      walking      without

### On my dream holiday, I'd like to go to a big city.

I love bright lights<sup>(1)</sup> and big cities!

In the city, I'd see tall \_\_\_\_\_<sup>(2)</sup> which shine in the sun, I'd see crowds of people \_\_\_\_\_<sup>(3)</sup> around.

There, I'd hear people \_\_\_\_\_<sup>(4)</sup> different languages

And I'd eat different \_\_\_\_\_<sup>(5)</sup> of food.

### But I wouldn't go anywhere ...

\_\_\_\_\_<sup>(6)</sup> my best friend.



## Lesson 8 What would you see there?

### 1 Vocabulary Complete the adjectives in the sentences.

- 1 They couldn't believe it when they woke up and saw the g o l d e n sand outside.
- 2 The island is famous for its l e u t u l green forests and palm trees.
- 3 The thing I'd like most in the world at the moment is a l u u l cold drink.
- 4 What are those s u a g l flowers over there? I've never seen anything like that before.
- 5 The u u f u rain was actually quite pleasant since we were all very hot.

### 2 Read Complete Jake's poem with words from the box.

friends invite laughing drinks pizzas ride **theme park**

#### On my dream holiday

I'd fly to a giant theme park <sup>(1)</sup>

I'd see amazing rollercoaster and slides, I'd hear people \_\_\_\_\_ <sup>(2)</sup> and having fun.

I'd \_\_\_\_\_ <sup>(3)</sup> on the big wheel

And I'd eat warm \_\_\_\_\_ <sup>(4)</sup> and burgers and have long, cold \_\_\_\_\_ <sup>(5)</sup>.

And I'd call all my \_\_\_\_\_ <sup>(6)</sup> and \_\_\_\_\_ <sup>(7)</sup> them to join me!

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

1 **Read** the extract again from the novel, *The Time and Space of Uncle Albert*. Put the sentences about the story in the correct order.

- a Uncle Albert uses lots of numbers to explain about the light travelling from the stars to Earth. \_\_\_\_
- b Gedanken and her uncle look at the night sky. 1
- c Gedanken asks her uncle how far away the stars are from Earth. \_\_\_\_
- d Gedanken finds the idea of light travelling from the stars difficult to understand. \_\_\_\_
- e Gedanken says that light doesn't take time to travel. \_\_\_\_

2 **Read** Complete the text about how light travels. Use the story to help you.

home    kilometres    Earth    five    room    years    fast    far    night

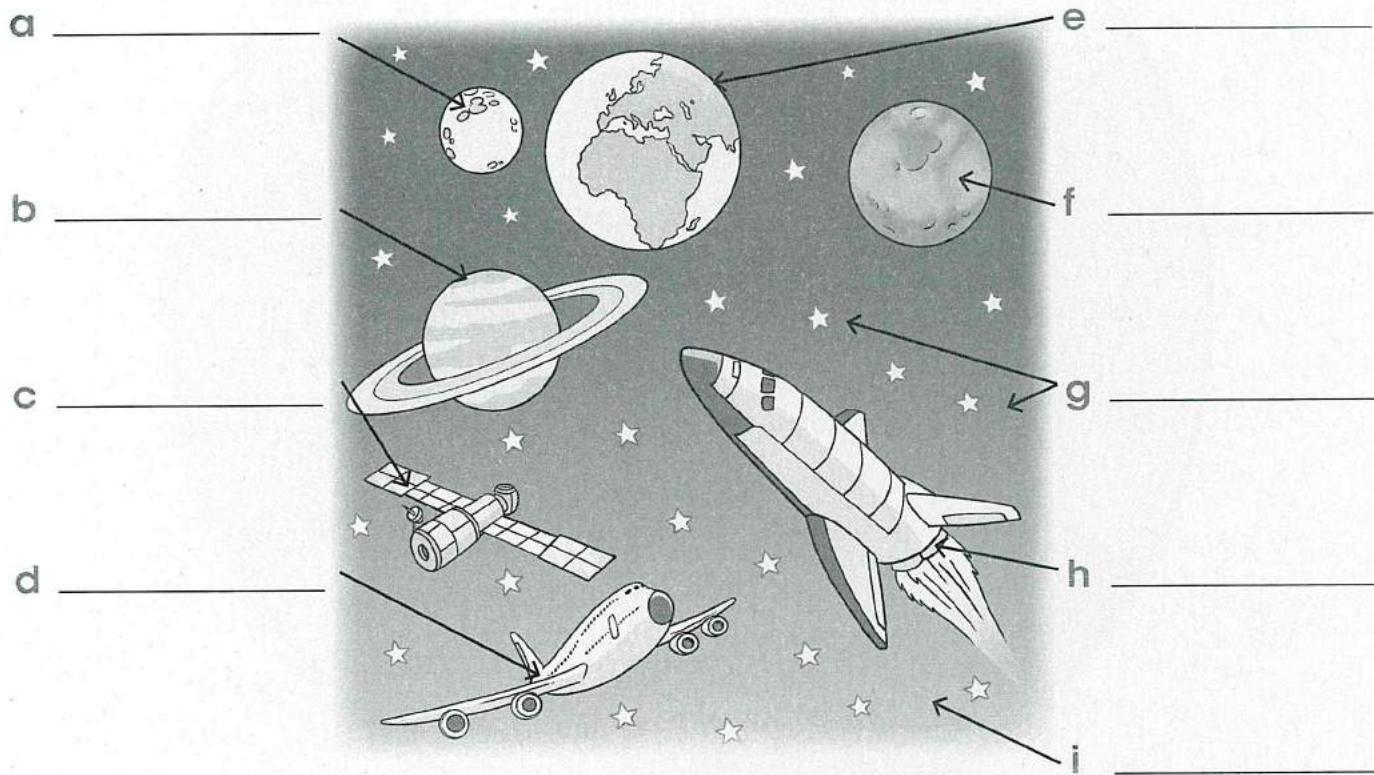
### The speed of light

When we look at the stars in the sky at night<sup>(1)</sup>, the light that we see has taken \_\_\_\_\_<sup>(2)</sup> to travel to Earth. This is because the stars are so \_\_\_\_\_<sup>(3)</sup> away from \_\_\_\_\_<sup>(4)</sup>. But light still travels very \_\_\_\_\_<sup>(5)</sup> at 300,000 \_\_\_\_\_<sup>(6)</sup> a second! At this speed, light could travel \_\_\_\_\_<sup>(7)</sup> times around the world in about one second! When we put on a light at \_\_\_\_\_<sup>(8)</sup>, we don't notice the time it takes for the light to travel from the bulb to fill the \_\_\_\_\_<sup>(9)</sup> because it is so short.

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

1  **Vocabulary** Label the picture with the words in the box and then colour it in.

a plane    a planet    a spaceship    a satellite  
Mars    space    stars    the Earth    the moon



11 2 **Pronunciation** Listen and repeat these words. Which sound for the letter 'a' do you hear in each group?

1 ask    last    start

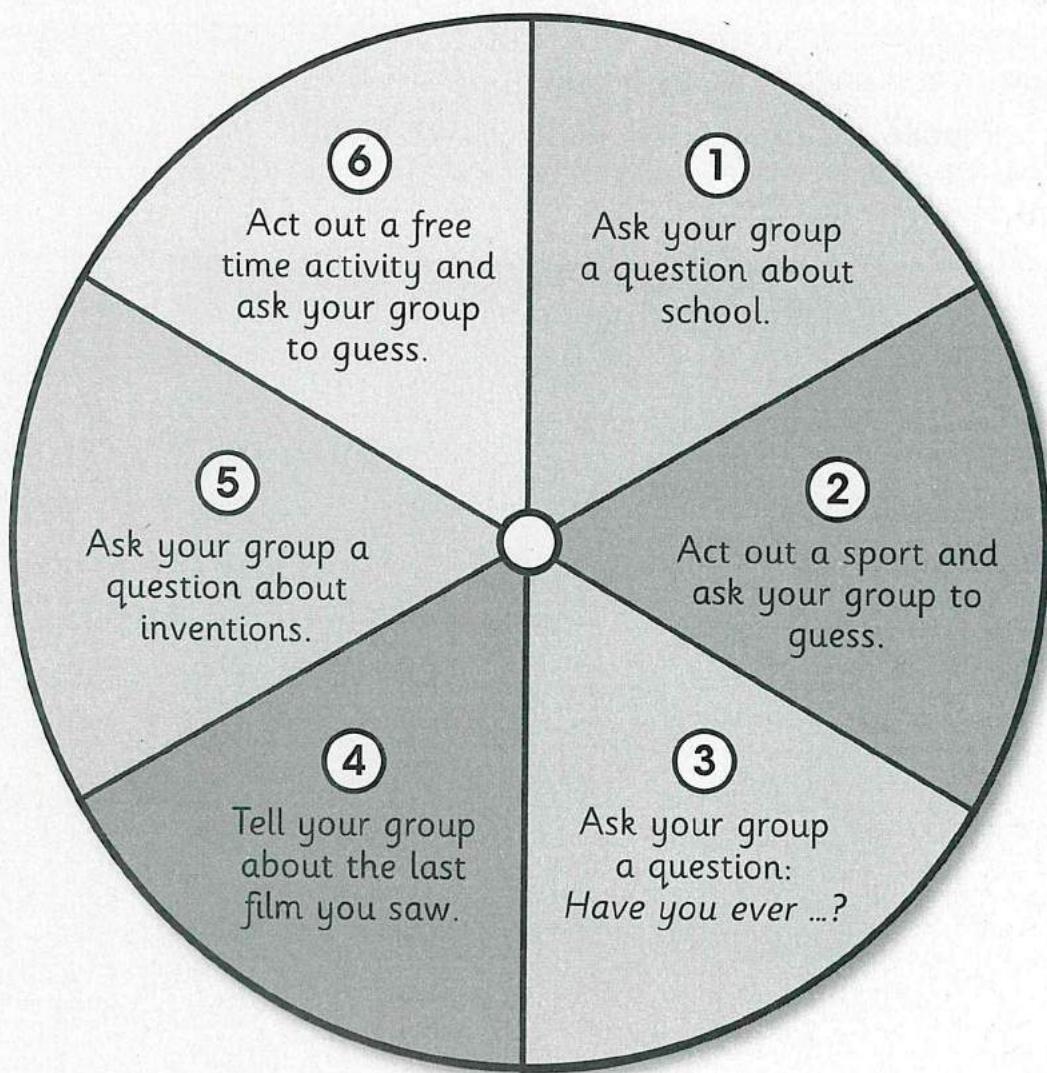
2 strange    amazing    place

12 3 **Pronunciation** Listen and repeat these words. Match the 'a' sound with group 1 or 2 in Activity 2.

space    hard    park    plane    stay    laugh

## My learning

1 **Talk** What do you remember from Term 1? Roll the die and answer a question.



Look what I can do!

	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> sometimes	<input type="checkbox"/> not yet
I can listen to and understand descriptions of other places.			
I can present my own ideas about a special place.			
I can write a poem about a dream holiday.			
I can read and talk about a story about a special journey.			

## Student Notes

Ministry of Education  
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& Complaints



80051115



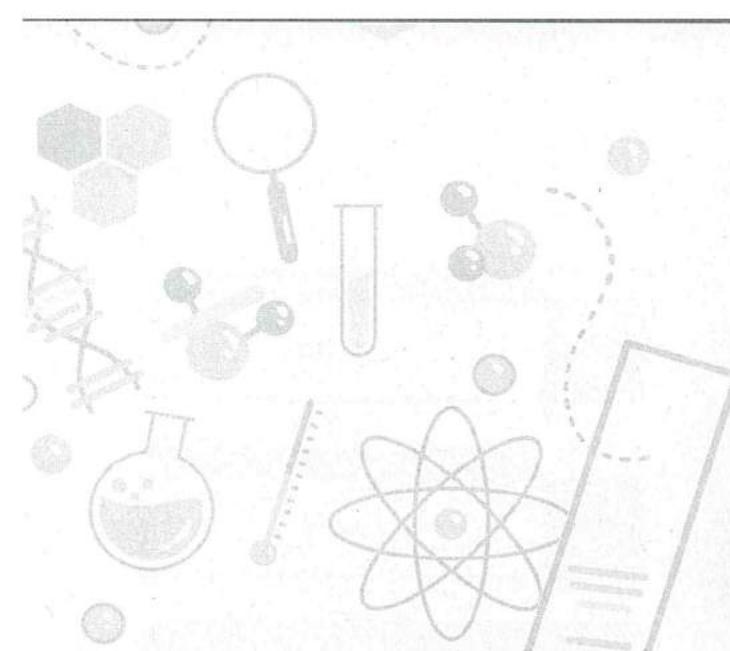
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[www.moe.gov.ae](http://www.moe.gov.ae)

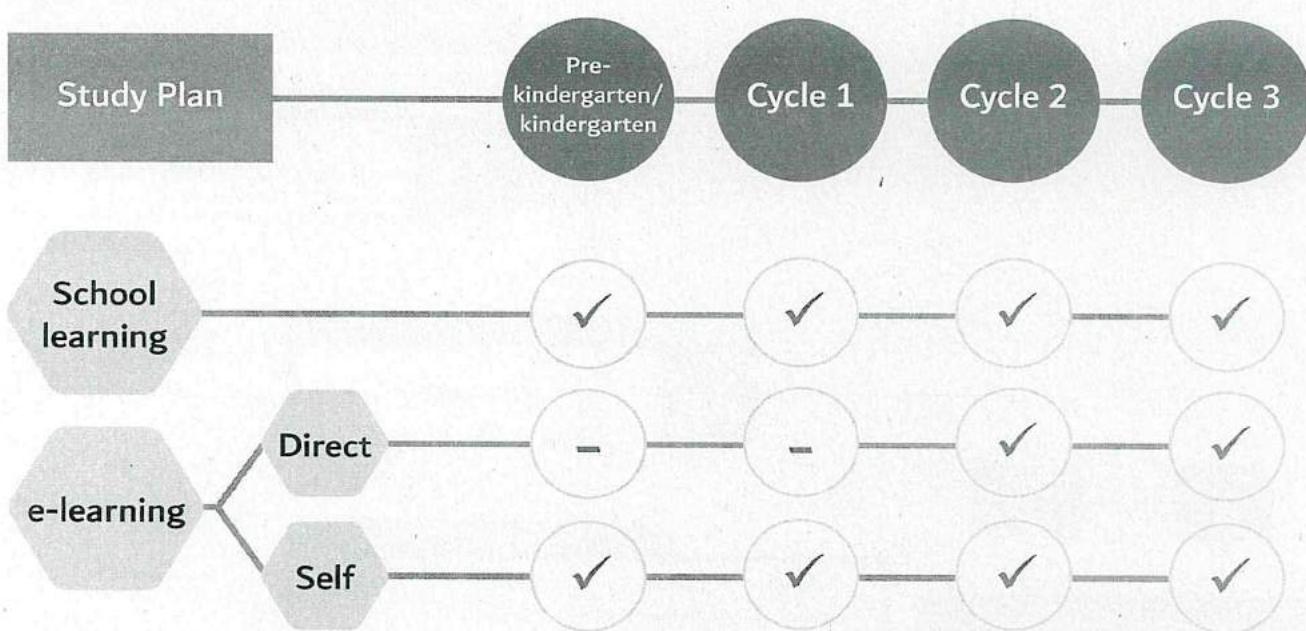


[ccc.moe@moe.gov.ae](mailto:ccc.moe@moe.gov.ae)



## 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:

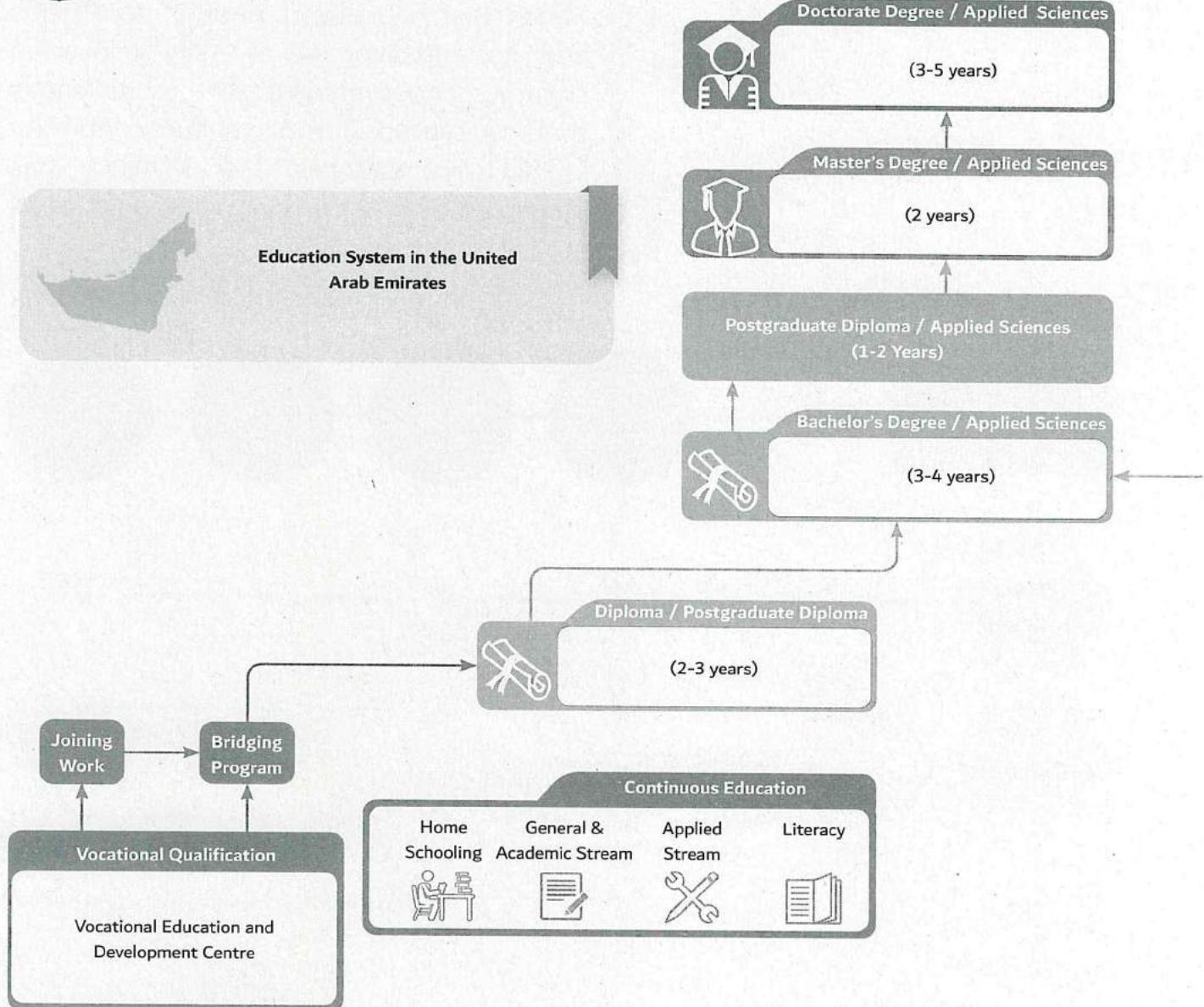


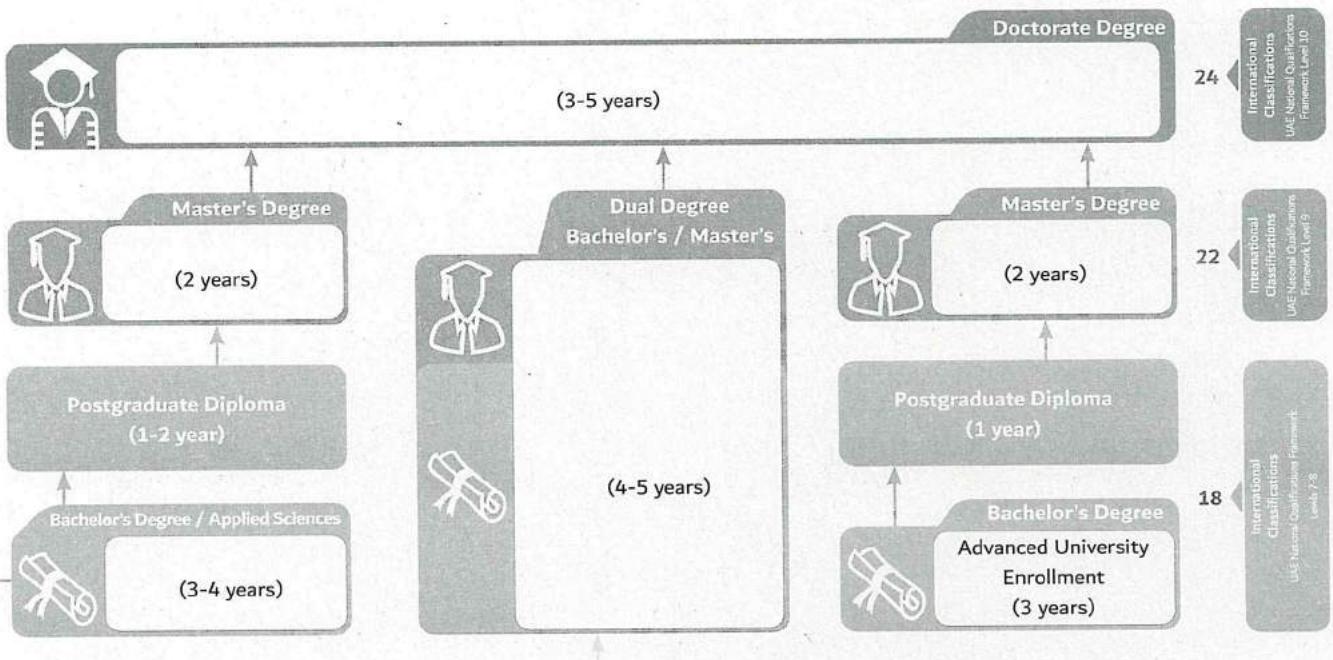
Electronic units





UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION





The Ministry coordinates with national higher education institutions to admit students in various majors in line with the needs of the labour market and future human development plans. Higher Education institutions also determine the number of students that can be admitted according to their capabilities, mission and goals. They also set the conditions for students' admission to various programmes according to the stream they graduated from, the levels of their performance in the secondary stage, and their results from the Emirates Standard Assessment Test.

**Integration and coordination between General and Higher Education systems allow for the approval and calculation of school study courses within university studies according to the school stream and university specialisation, which reduces the duration of university studies.**

