



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



2021-2022

MORAL, SOCIAL AND CULTURAL STUDIES



Tolerance and Respect for Difference

Lesson 1	Difference and Uniqueness
Lesson 2	Respect is a Duty
Lesson 3	How Would You Like to be Treated?
Lesson 4	Helping Others Feel Good
Lesson 5	Put Yourself in My Shoes



Why should we
respect difference?



Exploratory Questions:

How should I treat others?

Why should I accept difference? Why should I respect those different from myself?

Should I treat others like they treat me?

How can I help others feel better?

Whom and what should we respect?

Lesson 1

Difference and Uniqueness

**Are we similar or different?
What makes us similar or
different? And why should
difference be accepted?**

Vocabulary

unique

similar

different



- 1 Choose a classmate. Then draw a picture of him or her and stick the drawing to the class board.**

Salem's Farm

There are lots of different animals on Salem's farm. Some are big, others are small. Some are covered in wool, others in feathers. Some eat grass, others eat seeds.

One day, Salem brought along a dog to watch over his farm. The other animals gathered in the farm yard. They didn't like the new dog. The sheep said, 'Get away from us, strange animal! You're not like us! We don't want you here with us!'

The chicken said, 'What are you useful for? Do you lay eggs every morning?' The cow laughed, and asked, 'Do you give milk?'

The animals said together, 'Go away! We don't want you here with us!'

Salem went up to the animals and talked to them. He said, 'What is wrong with you, my friends? Is this how we welcome our guests here to Farmer Salem's farm?'

The animals felt ashamed. They looked first at each other and then at the dog. And then they all said, 'You are welcome among us. Uncle Salem's farm is for everyone. We're sorry!'





Questions for Discussion

- How do you think the dog felt when he heard what the other animals said about him?
- Do you think a dog can be useful on a farm? Why?



Let's think together about the following statements.

'You're not like us! We don't want you here with us!' Discuss them with each other.



3

1. What similarities can you see among the children in the photograph? What differences can you see? Discuss with the class.



2. Write down five differences you can see between the children.

a.

c.

e.

b.

d.

Write what the children have in common.



4 How are we similar? How are we different?

Write:

1. The name of your favourite food on the blue card.
2. The name of your favourite sport on the yellow card.
3. The name of your favourite book on the green card.

Collect all the cards of each colour together. Compare your answers with the answers of your classmates.



5 Speak to two members of your family. Tell them:

We are different because.....

We are similar because.....

I like

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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

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

”

Quotes from H.H. Shaikh Khalifa Bin Zayed Al Nahyan

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Lesson 2

Respect is a Duty

**Whom and what should we respect?
Why can difference be regarded as positive?**

Vocabulary

respect

I respect the law

duty

care

tolerance

accepting other
points of view

other people's
needs



1 Let's talk about our hobbies.

Describe a task that you can do well and that makes you stand out.



Chaos on the Farm

One day, chaos spread throughout the farm, leaving hay and wood scattered everywhere.

'What's going on? Why all this mess?', said Farmer Salem.

'I'm not responsible! I did my job and woke up early. "Cock a doodle doo!"', answered the rooster.

The chicken interrupted him, saying, 'And I laid a large egg'. The cow shouted, 'I want water! Where's my water?'

The sheep shouted, 'I want grass, I'm hungry!'

At that moment, Salem's nephew, Rashid, entered the farm and greeted everyone. 'Good morning, my friends,' he said.

'Good morning and welcome!' said Salem. Come over here, Rashid!

The animals continued to cause chaos, accusing one another of different things, and demanding food and water.

Salem turned to them and said, 'Enough! I can't understand anything any more! How can we communicate if everyone talks at the same time? Haven't you noticed Rashid is here? Why haven't you greeted him like you said you would?'



The animals looked at one another and realised their mistake. They apologised to Salem and then to one another. Then each of them greeted Rashid.



Questions for Discussion

- What did the chicken do when the rooster was speaking? What does this show?
- The animals were all speaking at the same time. What do we call this situation?
- Find another example of behaviour that shows disrespect.
- What did the animals do after realising their mistake?



Let's think together: Where in the story did the animals show respect?

3

Match the expressions to the pictures.

1. Respecting other people's needs
2. Speaking honestly when necessary
3. Being helpful
4. Accepting different interests



a: _____



b: _____



c: _____



d: _____



4 Our class rules

Work
in groups.
Brainstorm a set
of class rules. Make
sure you include
rules related to
the concept of
respect.



5 In your environment, whom and what do you respect?

Think of one person, one animal and one thing. Draw them in the boxes below in situations where they are being shown respect.

-----	-----	-----

Lesson 3

How Would You Like to be Treated?

**Should we treat others in the way we
would like them to treat us? How can
we gain a better understanding of
other people's feelings?**

Vocabulary

cooperative

treating others as
they treat us

friendly

good listener

bad treatment

good treatment

decent behaviour



1 Do I understand other people's feelings?

You are going to play a game using 'emotion cards'.

- The teacher puts the emotion cards in a bowl.
- Pick a card.
- Mime the word on the card.
- The other students try to guess the emotion you are miming. They can ask questions to help them guess: 'When would you feel this emotion ...?'

2

At Rashid's

One day, Farmer Salem took his daughter Nour to visit his brother. Salem and his brother drank coffee in the living room. Nour and her cousin Rashid went into the garden to play. Nour saw two bicycles, a big blue one and a little red one, in the corner of the garden. After she asked Rashid for permission, Nour rode the big blue bicycle, and Rashid rode the little red one. They cycled around the garden. Then, Majid, Rashid's younger brother, came along and said, 'Get off! Get off my bicycle, now!' Then, Majid grabbed hold of his brother's clothes and said, 'Who gave you permission to ride my bicycle?

Rashid got off the bike and tried to push his brother. Majid was crying and shouting. At that moment, their mother came out with some glasses of juice on a tray. She put the tray down on the table. Then she said to her two children, 'Let's think! How do we all like to be treated by other people?' She looked at Majid and said, 'You, Majid. Don't you like to play with your brother's ball sometimes? What if he wouldn't let you have it?' Then she turned to Rashid, saying, 'What about you,

Rashid? Do you like when your brother pushes you and you fall over?’

The two boys felt ashamed. Then they smiled at each other.

Their mother laughed and said, ‘Now I’m happy!’ It’s so nice when we’re all living together so peacefully, and happily.’



Questions for Discussion

- Nour asked Rashid’s permission before riding his bicycle. Was she right to do this?
- How did Majid feel when he saw his brother riding his bicycle? If the bicycle was yours, would you have acted in the same way?
- What could Rashid have done to stop the fight with his brother?



Let’s think about and try to explain this statement: ‘Always treat other people in the same way that you would like to be treated.’



How well do you understand the feelings of other people? What would you do in the situations below?

The situation	The other person's feelings	What I would do in this situation
My classmate left his pen at home		
My classmate fell over in the playground		
On the first day of school, my classmate missed his mother		
My sister broke her toy		



Agreement between my friend and me.

Tell your classmate what you would and wouldn't like to hear them say.

I like it when you tell me

I don't like it when you tell me



5

Work in groups. Choose one of the two situations below. Remember the statement ‘Always treat others as you would like them to treat you.’ Now, use role play to show the rest of the class how your group would act in this situation.



Kushbo shouted at a classmate during a class discussion.



Nazih refused to play football with his classmate, Sam. He said mean things to Sam.

Lesson 4

Helping Others Feel Good

**In this lesson, I will learn how I can
help others feel good.**

Vocabulary

angry

scared

shy

sad

excited

bored

happy

confused

compassionate

helpful



1

Identifying feelings

Look at the faces of the people below. How do you think each person feels?
Discuss with your classmates why you think the people feel that way.



Every Problem Has a Solution

One day, when Nour came home from school, she looked angry, worried and sad. Her father, Farmer Salem, asked her, 'What's the problem? Why do you look so sad, my dear?'

'I was playing a game with my friends. I lost the game, and I got very angry. I asked them to start again but they said no. Then, they left me by myself and started playing without me.'

'I think your classmates went away because you were a bad loser. What if you won and they lost? Would you be happy to start again?'

Nour looked down and said, 'I feel angry. No one pays any attention to me. Even the farm animals turn away when I walk up to them.'

Salem said, 'The farm animals turn away from you because you don't take care of them. Everyone needs someone else's attention!'

'Listen to me, Nour!' he said. 'I have an idea. Let's invite your friends to a fun day on the farm?'

Nour said, 'Great idea! But what if they don't want to come?'



‘Let’s try!’ said Salem.

Nour was really surprised when her friends came. They were kind to her and to the farm animals. It was a great day! The children played hide-and-seek together all over the farm. Later, Nour’s mother called them to come in for some biscuits and a lovely glass of Jallab. Nour felt very happy and said, ‘For every problem there’s a solution, and a simple act can go a long way.’



Questions for Discussion

- How should we act if we lose a game?
- In the story, which situation makes you think about the statement, ‘Put yourself in my shoes’?
- What does Salem mean by the statement, ‘Everyone needs someone else’s attention’?
- How did the negative feelings between the group of friends turn into positive ones?
- What should Nour have done if her friends had said no to her invitation to the farm?



Let’s think about this statement:
‘For every problem there’s a solution, and a simple act can go a long way’. Talk to your classmates about what it means.



- 3** Think of two things that have happened to you, one that made you happy and one that made you sad. Draw a picture of yourself in each situation in the boxes below. Then talk about your feelings with your classmates.

A large, empty rectangular box with a thin purple border, intended for a student to draw a picture of a happy situation.

happy

A large, empty rectangular box with a thin purple border, intended for a student to draw a picture of a sad situation.

sad



4 Role play in pairs

**Scared and
Worried**

**In Pain and
Bored**

Angry and Shy

Student A: Choose an envelope. Read the words on the piece of paper that's inside the envelope. Act out the words.

Student B: Put yourself in your partner's shoes. Do you understand what your partner is feeling? How can you help them to feel better?

**Left Out and
Sad**



5 Discuss with a partner

Talk to your partner about a time when you felt a particular way. Tell your partner how you felt then and what you wanted to happen.

Lesson 5

Put Yourself in My Shoes

**In this lesson, I will learn how to
be understanding and how to show
compassion to others.**

Vocabulary

understanding

compassionate

appreciative

loving

caring



- 1 Look at the pictures of this man below. How do you think he feels? What would you say to him if you met him?



Our New Neighbour Bruno

A boy stood outside the farm fence. He was pointing to the animals with a smile on his face and speaking in a different language.

‘Hi there! Who are you?’ Nour asked the boy. He stopped smiling and started to look worried. ‘Would you like to play with me? Come into the farm,’ she added. Scared and upset, the boy ran away.

Nour asked her neighbours’ children, ‘Do you know who the new boy is?’

‘He’s our new neighbour Bruno. He came with his family from Brazil. He stays by himself all the time and doesn’t talk or play with anyone. We often notice him standing by the farm fence. We don’t know why he just stands there.’

Nour thought it was strange and told her father, Salem, all about it.

‘Yes, he is Brazilian and doesn’t speak our language. That is why he’s always alone. Why don’t you invite him over to play?’ Salem said.

‘I did, but he didn’t say anything and just ran away,’ Nour said. ‘Try inviting him again. Next time you see him, offer him a piece of halwa. Bruno’s from a country far away and doesn’t know anyone here. He must be feeling homesick.’

‘How do you know this, Dad?’ Nour started thinking...



Questions for Discussion

- Why do you think Bruno often stood outside the farm fence? Why did he run away when Nour tried to talk to him?
- Imagine being in a new country where you don't know anyone. How would you feel? And how would you like others to treat you?
- Compare your feelings in that situation to Bruno's in the story.



Let's think about and discuss
Nour's question: 'How do you know this, Dad?'



3 Look at the photos. With your partner, discuss what you see. Then explain how you could show empathy with those you see in the photos.





4 Show sympathy and talk about feelings.

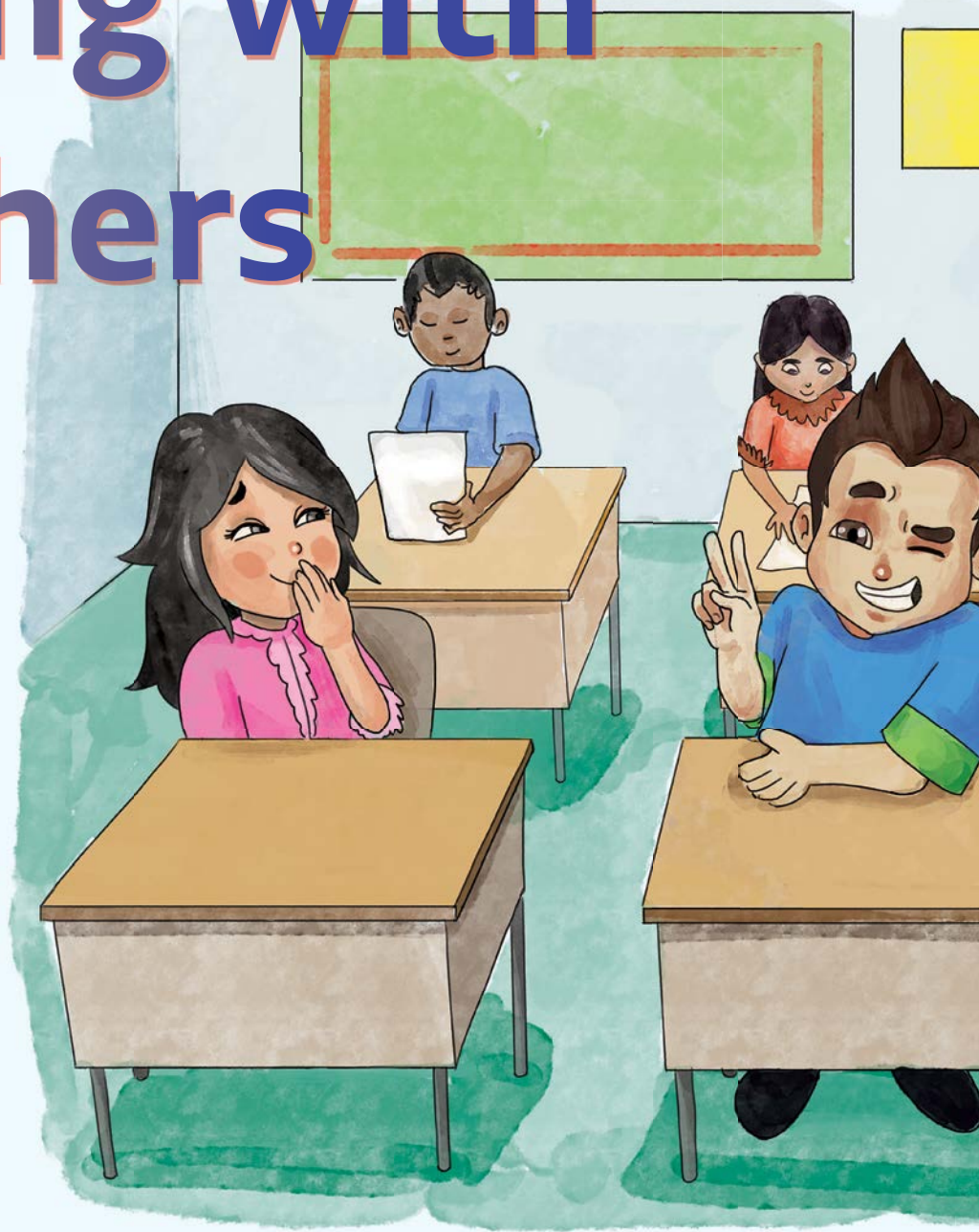
- Tell your partner about an upsetting incident that happened to you. Your partner puts himself in your shoes and shows sympathy. Then reverse roles. Be prepared to talk about your feelings in both roles.
- Each of you should express your feelings: when you show sympathy to your partner and when your partner shows sympathy to you.



5 Make a sympathy card.

- Think of a situation where someone has a problem and is in need of sympathy. This could be at home, at school or in the neighbourhood. How would you show sympathy to this person?
- On coloured card, make a drawing illustrating the situation. Show clearly how you are sympathising.
- Show your card to the class. Explain the importance of expressing your feelings to people who need sympathy. Also explain how you feel when they respond to you.

Self-identity and Working with Others



- | | |
|----------|---------------------------|
| Lesson 1 | Good Morning School! |
| Lesson 2 | At School with My Friends |
| Lesson 3 | How Can We Work Together? |
| Lesson 4 | Our New Team |
| Lesson 5 | How Can I Help? |



How can I fit in and at the same time keep my identity?



Exploratory Questions:

How am I different at home and in school?

What do I know about group work?
How can I help ensure the success of group work?

Should I fit in with others during group work?

When should I offer help, and how?

Lesson 1

Good Morning, School!

**How I behave at school? How I behave
at home?**

Vocabulary

system

respect

pride

appreciation



1 My School

- The class will be divided into two groups: Group A and Group B.
- Group A: Draw pictures of teachers you know.
- Group B: Draw pictures of the different parts/rooms of your school that you know.



2

Our School is Special

Our teacher divided the class into groups. He said, ‘In your groups you will work together to write possible answers to the question “What makes our school special?” We’re doing this because we’ve got some visitors coming to the school today. And I want you to tell them all about our school.’

The students began to collect their ideas. Our school is special for these reasons:

- It’s the place where we learn.
- It teaches us why it is important to respect others and how to do this.
- We talk about issues.
- We learn to listen politely and express ourselves properly.
- We learn to work with our classmates.
- We do teamwork. This makes the work easier and helps us achieve excellent results.
- We make new friends and learn about good behaviours.

Hamed stood up and said, ‘Haven’t we forgotten something important? The people who work at this school: the headteacher, the teachers and the rest of the staff. They all play an important role in the

success of the school.'

Our teacher walked around the class and said, 'Well done. You've come up with some great ideas! Let's put them on a poster and hang it on the school gates. Then the visitors can read your ideas when they come into the school.'



Questions for Discussion

- Which idea on the list do you think is the most important? Why?
- How can we make our parents proud of us?
- Who are some of the important people in a school? Why are they important? What do they do?



Let's think together about the statement, 'Our school teaches us to respect others and follow the rules.'



3

Look at the lists below. In each list, one word does not belong. Circle that word.

- a. headteacher, assistant headteacher, teacher, salesman
- b. nurse, teacher, student, soldier
- c. supervisor, manager, student
- d. librarian, baker, instructor



4

Write which of the activities below do you do only at school? Which do you do only at home? Which do you do at school and at home?

sleeping and resting, getting instructions, following directions, watching television, having fun with relatives, playing football, receiving care and attention, enjoying learning, talking to classmates, taking part in group work, showering, going on educational trips.

At home:

.....

.....

.....





At school:

.....

.....

.....



At home and at school:

.....

.....

.....



5 Work in pairs. What are your school rules? Which ones do you follow?

My school rules:

.....

.....

The rules I follow:

.....

.....

Lesson 2

At School with My Friends

How do I behave at school?

Vocabulary

behaviour

personal freedom

readiness

ignorance



1

Who am I?

- Pick a card.
- The class will ask you questions to try to identify your character.
- You can only answer 'yes' or 'no'.



A New Student Joins the Class

A new student started at our school today. His name is Adam. Adam wasn't very organised. When the class began he was still looking for his books and pencils. When he finally started paying attention to the class, he kept interrupting the teacher and speaking when it wasn't his turn.

The other students in the class told him that he had to ask permission to speak, but he didn't listen to them.

During the sports lesson, when the boys were playing football, Adam pushed them out of the way. He wanted to win, but he didn't want to follow the rules.

Then, when it was time to stand in line, Adam pushed to the front, ahead of everyone else. The teacher said, 'I'm sorry, but you can't push in front like that. We've got rules here and we all have to respect them.' Adam was surprised. 'Why are you all trying to stop me? I can do whatever I want,' he said.

The teacher said, 'Yes, you do have the right to have your say, but the rights of others have to be respected as well. And that means following the rules.'

Adam said, 'But why do I always have to respect the rules? What about my personal freedom?'

Then it was time for reading class. The teacher told everyone to sit on the floor in a circle in front of her. She was going to tell a story. Adam rushed to the front, right next to the teacher. He said, 'Great! I really

love listening to stories.’ The teacher looked at him and said, ‘Hmm ... now I think I know which story to tell.’



Questions for Discussion

- If Adam was in your class, what advice would you give him?
- Was Adam really expressing his rights through his actions?
- Would you describe Adam’s behaviour as chaotic, ignorant, silly or free?
- What do you think the subject of the teacher’s story is going to be?



Let’s think about what Adam meant when he said, ‘But why do I always have to respect the rules? What about my personal freedom?’



3 Distinguishing between personal freedom and respecting rules

Work in groups. Read the actions listed below. Which ones represent accepted personal freedom? And which ones show disrespect for the rules? Think of two more examples of each category. Add them to the list. Conclude by writing a sentence about the difference between personal freedom and respecting the rules.

wearing what I want, speaking without permission, interrupting others, choosing my own friends, annoying people I don't want to play with, expressing my concerns politely, talking loudly when others are working.

Personal Freedom

Breaking Rules

.....

.....

.....

.....

.....

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.....

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.....

I conclude:

.....



4

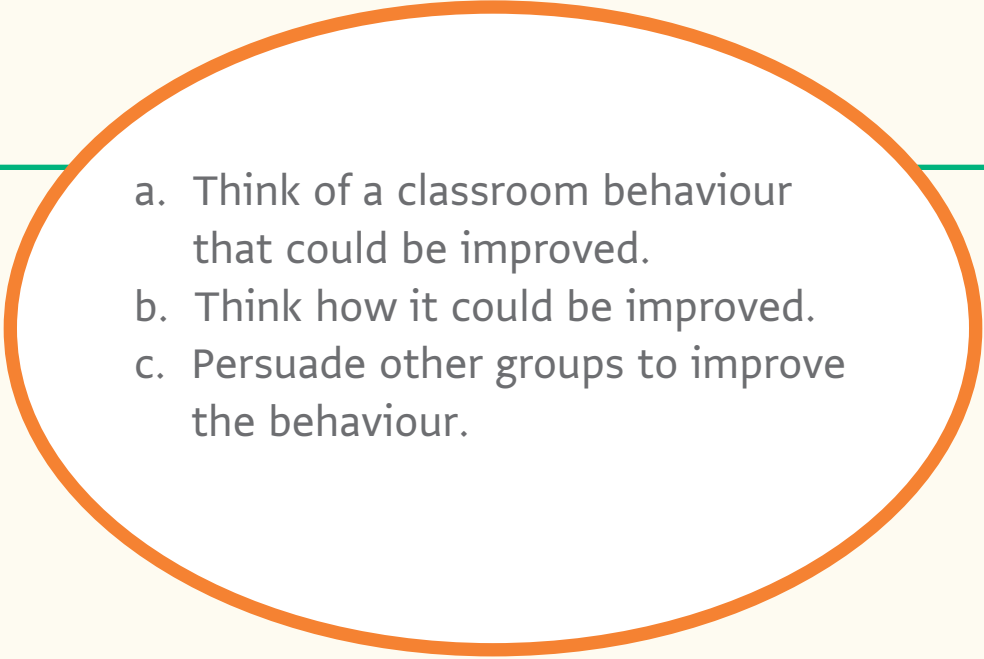
Draw a red circle around the behaviours that you think contribute to learning and a yellow circle around the behaviours that prevent learning.

having rules, listening, cooperating, not lining up properly, concentrating, being prepared, having fun, showing respect, making noise, racing in the corridor.



5

Work in groups.

- 
- Think of a classroom behaviour that could be improved.
 - Think how it could be improved.
 - Persuade other groups to improve the behaviour.

Lesson 3

How Can We Work Together?

What does the word 'team' mean?

Vocabulary

commitment

responsibility

cooperation

team

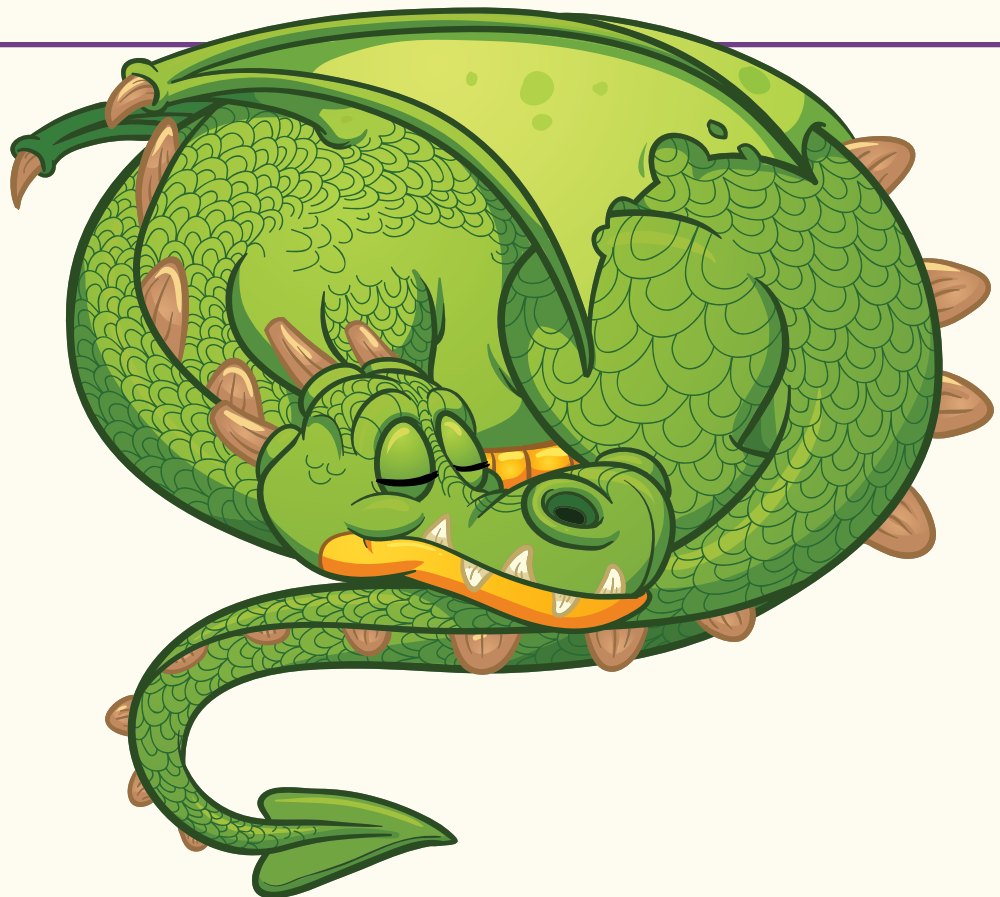
tasks

productivity



1 Don't Wake the Dragon

In the village where you live, there is a nasty dragon. There is only one way to save the village and the people in it. You must stand in a straight line in order of height, from the shortest to the tallest. You are not allowed to speak because if you do the dragon will wake up. When you are all standing in line, everyone shouts, 'BOO' at the same time. This will scare the dragon away.



Adam and the Bees

One day, Adam decided to go for a walk. He was interested in nature and wanted to explore. He walked for a few minutes and discovered a garden full of flowers. There was a shed in the garden. Adam went into the garden and tried to see what was inside the shed by looking through a hole in the wall of the shed. He saw a beehive inside. The bees were all busily going about their work. One group of bees was making beeswax. Another was guarding the hive. A third group was cleaning. While this was all going on, the queen bee was laying her eggs. Then Adam looked at the honeycomb with its hexagonal cells. He saw a sticky yellow liquid oozing out. He knew that this was the bees' honey and he tasted it. He Said, 'Wow! It's so delicious!' He tasted it again. It really is delicious!

Adam sat near the beehive and watched the bees go about their work. He watched without making any noise, so as not to disturb the worker bees.

Adam sat and watched the bees for a long time. He was not bored because the bees were always moving and busy working together to make their delicious honey.

Then, he went back home with a lot of questions going through his head. He told his mother about what he had seen. She smiled and said, 'Of course, teamwork achieves goals and saves time.'





Questions for Discussion

- What do you think would happen if a group of bees stopped working?
- Can you think of any other examples of successful teamwork?
- Have you ever taken part in teamwork? Describe the team and the role you played.



Let's think about this statement
from the story: 'Teamwork
achieves goals and saves time.'



3 Organising a Mother's Day party

The class is going to organise a party for Mother’s Day. The class will be divided into four groups. Each group will have a different role and will carry out different tasks. Think about what roles and tasks will be needed in order to organise the party effectively.

	Group 1	Group 2	Group 3	Group 4
The group’s role				
The group’s tasks				



4 Learning how a successful team is formed

Work in groups. You are going to set up a football team. You will need to decide who is going to play in which position. You will also need to make decisions about training and kit.

- Reason for setting up a football team:
- Who will play in the following positions?
 - goalkeeper;
 - defenders;
 - midfield players;
 - forwards;
 - reserves;
- Training schedule:
- Shirt colour:



5 Success as a group

What skills do you need to be a successful member of a team?

Lesson 4

Our New Team

**How can I be an effective member of
the team?**

Vocabulary

blending in

commitment

skills

leadership



1 Let's keep our class clean and tidy.

- Work in groups. You are going to clean your classroom.
- Choose a team leader.
- Work with your team leader to create a work plan.
- What skills do you need?



What Shall I Do?

Adam's mother kept talking to him about the importance of teamwork. However, Adam wasn't paying attention; he was thinking about his new school and how he could fit in.

The next day at school, the students were getting ready to play a football match against a team from another school. Adam's coach split the team into attacking players and defenders. He said that it was important for everyone to keep to the plan and for attacking players to attack and defenders to defend.

The match started. Adam's team was keeping to the plan that their coach had discussed with them. But suddenly, Adam, who was playing in defence, decided that he could score a goal all on his own. He got the ball and set off towards the other team's goal, but before he could get there the other team got the ball off him, ran down to the other end of the field and scored. Adam's teammates were angry and shouted at him, 'What do you think you are doing?'

The coach said, 'Why didn't you stick to the plan? They wouldn't have scored if you had stayed in defence.'

Adam felt bad about what he had done.

He said, 'I thought I was doing what was best for the team. I'm really sorry.'

He wondered what he could do to put things right.

Adam came to a decision. He would stay in defence for the rest of the match. When, at the end of the match, the referee blew his whistle, Adam's team had won.

Adam, his teammates and the coach were all happy.



Questions for Discussion

- How do you think Adam feels about his teammates at the beginning of the match?
- Why do you think Adam's team won the match?
- In what situations do you think team work is important?



Let's think about the statement, 'Unity is Strength'. What do you think this means?



3 Are the activities below done in groups or individually?



a Taking a maths test.

.....



b Working on a construction project.

.....



c Celebrating National Day in the UAE.

.....



d Reciting a poem during Teacher's Day.

.....



4

Work in groups. What qualities lead to effectiveness at work? Match the words to the situations.

leadership	helpfulness	tolerance	open-mindedness	teamwork
------------	-------------	-----------	-----------------	----------

- a. Sami couldn't finish the poster on his own and Salah offered to help.
(_____)
- b. Rocci presented her ideas clearly to the class. (_____)
- c. Majid didn't agree with Sami's ideas, but he respected them. (_____)
- d. Conal and the rest of the team stuck to the plan and everyone tried to make it work (_____)
- e. Hamid organised his team well so that they were able to complete the task.
(_____)



5 Find the words.

t	l	i	s	t	e	n	e
w	e	p	m	l	s	t	f
a	s	l	t	c	e	e	f
s	h	a	r	e	l	a	o
l	a	n	x	r	o	m	r
l	e	a	d	e	r	t	t
f	s	u	c	c	e	s	s

plan

leader

listen

share

success

team

effort

roles

Lesson 5

How Can I Help?

When should I offer to help? How?

Vocabulary

support

tasks



1 Stating a wish to help others.

Work in pairs. Think of something you find difficult to do. Ask your partner for help.



Working with my friend

2

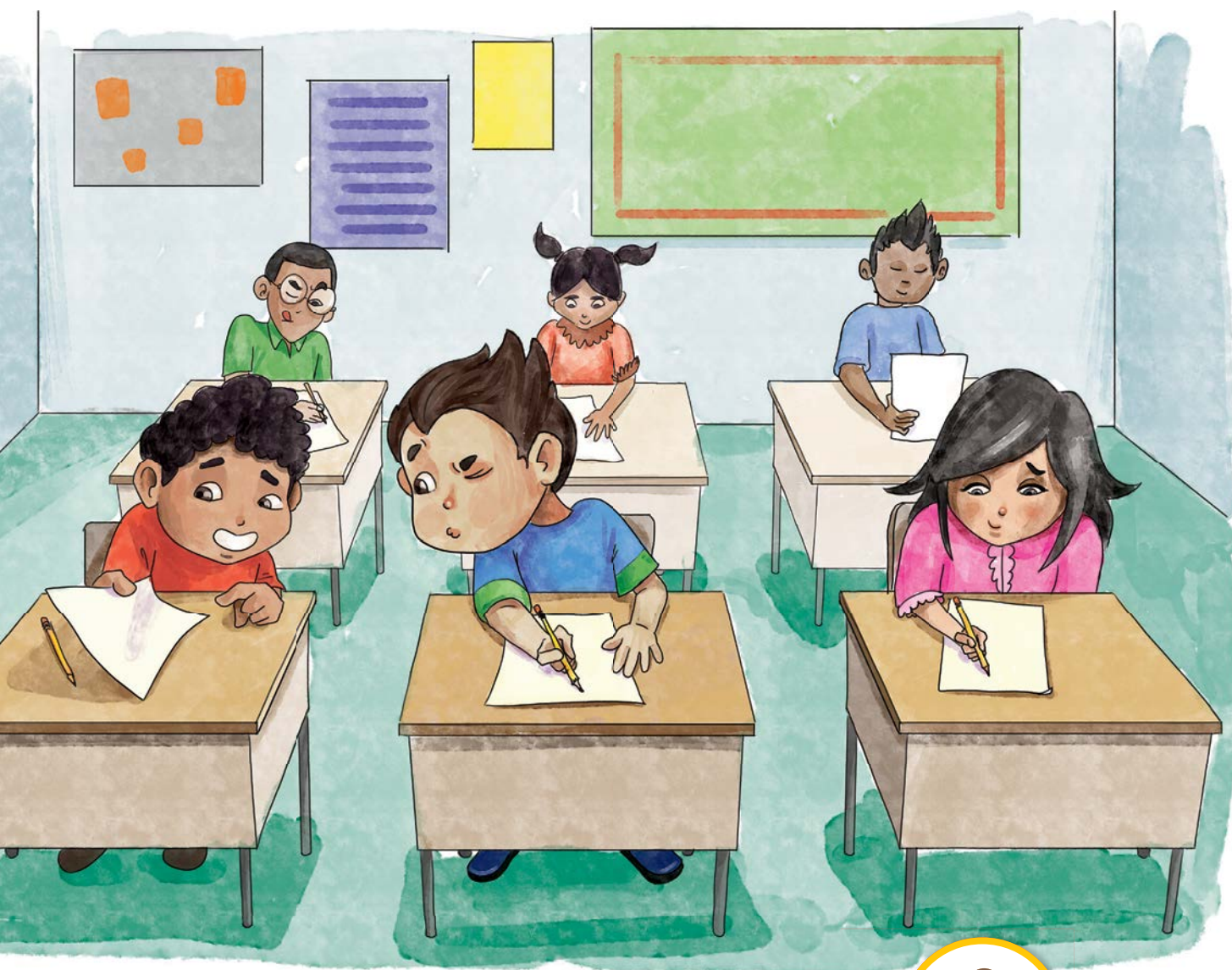
New Friends

Adam came home from school with a big smile on his face. His mother asked him why he was so happy and excited. He said, 'I made new friends! Wassim helped me in the maths test! He showed me his paper so I could copy all the answers. Then Majid explained that the word night has a 'g' and 'h' even though you don't hear them. Then I couldn't find my exercise book and Hanaa helped me to look for it.'

Adam's mother hugged him and said, 'I'm really happy that you made new friends, but I want you to think carefully about what Wassim, Majid and Hanaa did for you today. Who offered you the right type of help? It is very important to help and support one another, but it's even more important to know how to help in the right way.'

Adam thought carefully about his mother's words. Then he said, 'OK, I think I understand what you mean. You mean it's important to help at the right time and in the right way. But Wassim, Majid and Hanaa will still be my friends, all three of them.'

Adam's mother laughed and said, 'Of course they will.'



Questions for Discussion

- Who do you think offered the right type of help to Adam?
- Did anyone offer help that was not really helpful at all?
- If your friend asked you for help during a test, would you help?
- What would you do if your friend asked you for help before the test? Would you help? How?



Let's think about the statement, 'One hand can't clap.' What do you think this means?



3 Helping others.

Look at the pictures. How do you think the children are feeling? How could you help them?



I think ...

.....

How would you help?

.....



I think ...

.....

How would you help?

.....



I think ...

.....

How would you help?

.....



I think ...

.....

How would you help?

.....



4

Helpful actions. Unhelpful actions.

Decide if each of these actions is helpful or unhelpful. Put each one into its correct column.

- I did my friend’s homework for him.
 - I tied my friend’s shoelace.
 - I helped our neighbour look for his lost cat.
- I taught my little sister how to draw a flower.
 - I built a palace out of blocks with my brother.
 - I helped my brother throw away the food he didn’t want to eat behind our mother’s back.

Helpful

.....

.....

.....

Unhelpful

.....

.....

.....



5 Finding a solution

Work in groups. Imagine that your school caretaker, who lives on his own, is very ill and doesn't have anyone to take care of him. He will have to stay in bed for a long time. How could you help? Work with your group to think of a plan of action.

- Select a team leader.
- Make a list of the caretaker's usual tasks.
- Decide which of his tasks you could do.
- Decide on the level of help you could offer him while he is ill.
- Develop a clear work plan.
- Distribute tasks and roles.
- Exchange ideas with other groups.





6 Support and help within the family

Talk with a friend about ways to help and support your families.

UAE Community

Lesson 1 The UAE during the Last Century

Lesson 2 Natural Resources in the UAE

Lesson 3 Life by the Sea

Lesson 4 Life in Coastal Cities

Lesson 5 Life in the Desert

Lesson 6 Life in the Desert Oasis

Lesson 7 Modern-Day UAE

Lesson 8 UAE HeritageProject





In this unit students will learn about the UAE in the past and in the present. They will learn how nature shaped people's way of living and making money. They will learn how the UAE has developed into the modern country it is today.

Lesson 1

The UAE During the Last Century

- use terms to refer to time (e.g. decade, century, generation, etc.)
- construct a timeline showing significant events in one's life
- recall events in the history of the UAE

Vocabulary

century

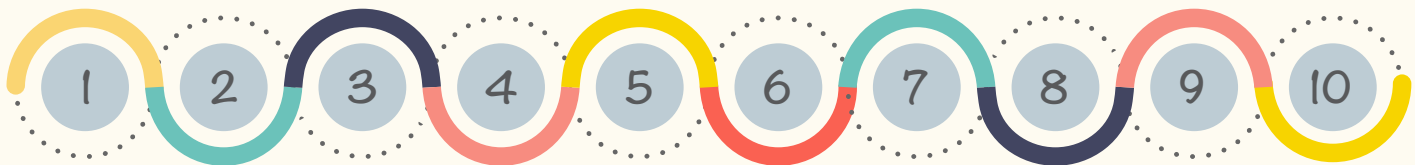
decade

exported

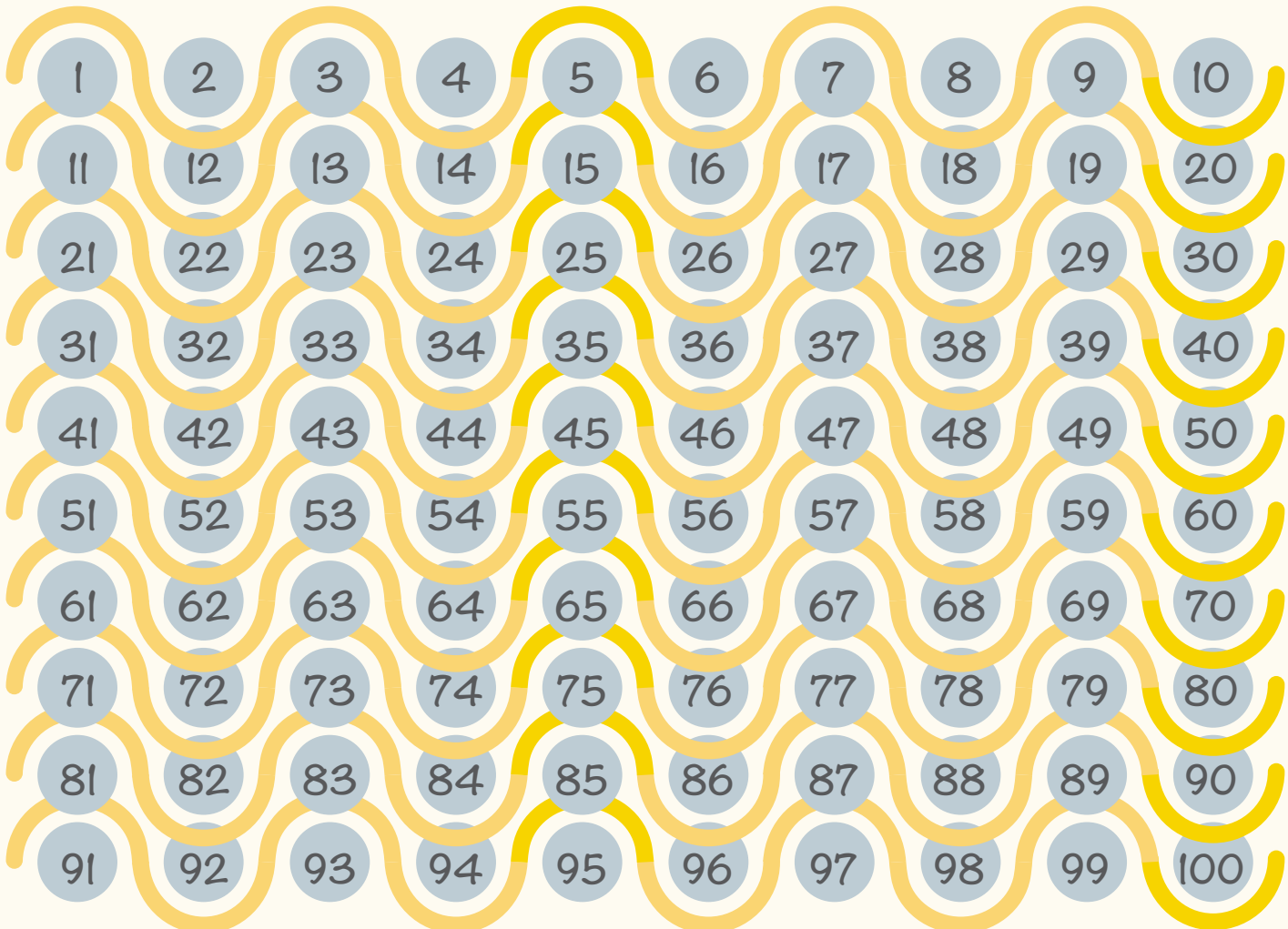
pearls



Warm up: Learn from Pictures



A decade is 10 years.



A century is 10 decades or 100 years.



Warm up

Label the pictures as “a decade ago” or “a century ago.”







The UAE during the Last Century



A century ago, the area now called the United Arab Emirates, or UAE, was called the Trucial States. At that time, most people made a living by farming, fishing, and trading.

Many men were also pearl divers. Money from selling pearls helped the Trucial States grow. In 1912, the first national school named Al Ahmadiya School opened in the emirate of Dubai.



In 1893, a man named Kokichi Mikimoto came up with a way to cause oysters to make pearls. This meant that pearls could be made cheaply in pearl farms. By 1930, pearl divers and traders could not sell expensive natural pearls. Life became difficult for many years in the Trucial States.

In the 1958 oil was discovered in the UAE. Abu Dhabi first exported oil in 1962. Dubai first exported oil in 1969. The leaders used the money from selling oil to build their emirates.



Activity 1: Check Your Understanding

Fill in the blanks to complete the sentences.

1.

The area now called the United Arab Emirates, or UAE, was called the Trucial States a _____ ago.

2.

Most people who lived in the Trucial States made a _____ by farming, fishing, and trading.

3.

A man named Kokichi Mikimoto came up with a way to cause oysters to make _____.

4.

By 1930, pearls could be made cheaply in pearl farms, so pearl divers and traders could not sell more _____ natural pearls.

5.

After oil was discovered, the leaders used the money from _____ oil to build their emirates.





Activity 2: Construct a Time Line

A **timeline** is a way of showing a list of events in the order they happened.

Use the text to complete the timeline. Add the event number under the year. The first one has been done for you.

Events

1. Area now known as UAE was called Trucial States.
2. Abu Dhabi first exported oil.
3. Al Ahmadiya School opened in Dubai
4. Oil was discovered in the UAE.
5. Pearl farming replaced diving for natural pearls.
6. Dubai first exported oil.

1900	1912	1930
1		



1958

1962

1969



Activity 3: My Timeline

Create a timeline of important events in your life.



Step 1: Write your age when each event happened.

How old were you when you

1• Lost your first tooth? _____

2• Got your first haircut? _____

3• Took your first step? _____

4• Had your first day at school? _____

5• Read your first book? _____



02

Step 2: Add your life events to the timeline.

<div>Age 1</div> <div></div>	<div>Age 2</div> <div></div>	<div>Age 3</div> <div></div>	<div>Age 4</div> <div></div>
<div>Age 5</div> <div></div>	<div>Age 6</div> <div></div>	<div>Age 7</div> <div></div>	<div>Age 8</div> <div></div>

Lesson 2

Natural Resources in the UAE

- identify the UAE's natural features, and seas.
- identify old and new natural resources
- understand how natural resources shape the way people lived in the past and how they live now
- learn about the dugong, an endangered animal living in the seas near UAE

Vocabulary

natural resources

natural features

make a living

endangered

dugong



Warm Up

Which natural features do see in the pictures?

Put an “x” next to the one you will NOT see in the UAE.

Discuss your answer.
Write notes.





NATURE SHAPES PEOPLE'S LIVES



The nature of an area affects how people live. It affects the jobs people have, the kind of food they eat, and the way they build their homes. People use things that are found in nature. These are called natural resources.

People who lived on the coast (land near the sea) made a living from fishing, pearl diving and sea trading. They made boats of wood and travelled on the seas to trade.

What resources do you see in the picture?



Some people lived inland (away from the coast) in oases. An oasis is a place in the desert that has water. They made a living by farming. They grew dates and kept animals like camels, goats, and sheep.

What natural resource do you think are important for farming?

What natural resources do you see in the picture?



Activity 1: Check Your Understanding

Fill in the blanks to complete the sentences.

1.

Things people get from nature and use to live are called natural

_____.

2.

People who lived at the _____ ate fish and used pearls to make a living.

3.

Dates, camels and sheep are natural resources used by people who lived near _____ to make a living.

5.

A century ago, the most valuable natural resource in the Trucial States was

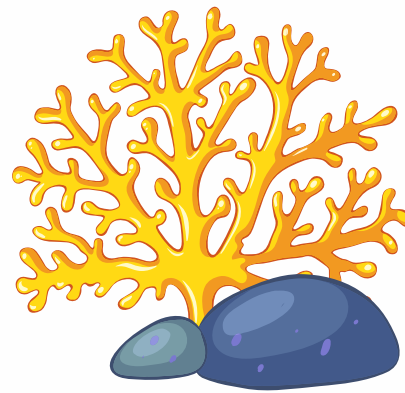
_____.



Activity 2: Map Skills

Look at the Map and circle the two bodies of water that surround the UAE.





MARINE ANIMALS IN THE UAE WATERS

The UAE is surrounded by two bodies of water: the Arabian Gulf and the Sea of Oman. More than 500 kinds of fish live in the seas near the UAE. Fish have always been an important natural resource for people in the UAE. There are very small fish like seahorses. There are big fish like sharks. Fish and other animals that live in the sea are called marine animals.



Dugongs are a kind of marine animal that live in the warm waters near the UAE. Dugongs are sometimes called sea cows. They are very big, and they eat seagrass. Baby dugongs stay with their mothers for nearly two years.



Dugong with baby

The dugong is an endangered animal. This means that there are few of them left in the world. People are using the seas where dugongs used to live. There is not enough sea grass left in the seas to feed them.



Dugong eating sea grass with pilot fish

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



dugong looking for food

Lesson 3

Life by the Sea

- **Describe life by the sea in the past**
- **Understand the importance of pearl diving and fishing to people living in the coastal areas**
- **Learn about traditional tools people used in the past. shape the way people lived in the past and how they live now**



Vocabulary

trap

fisherman

bait

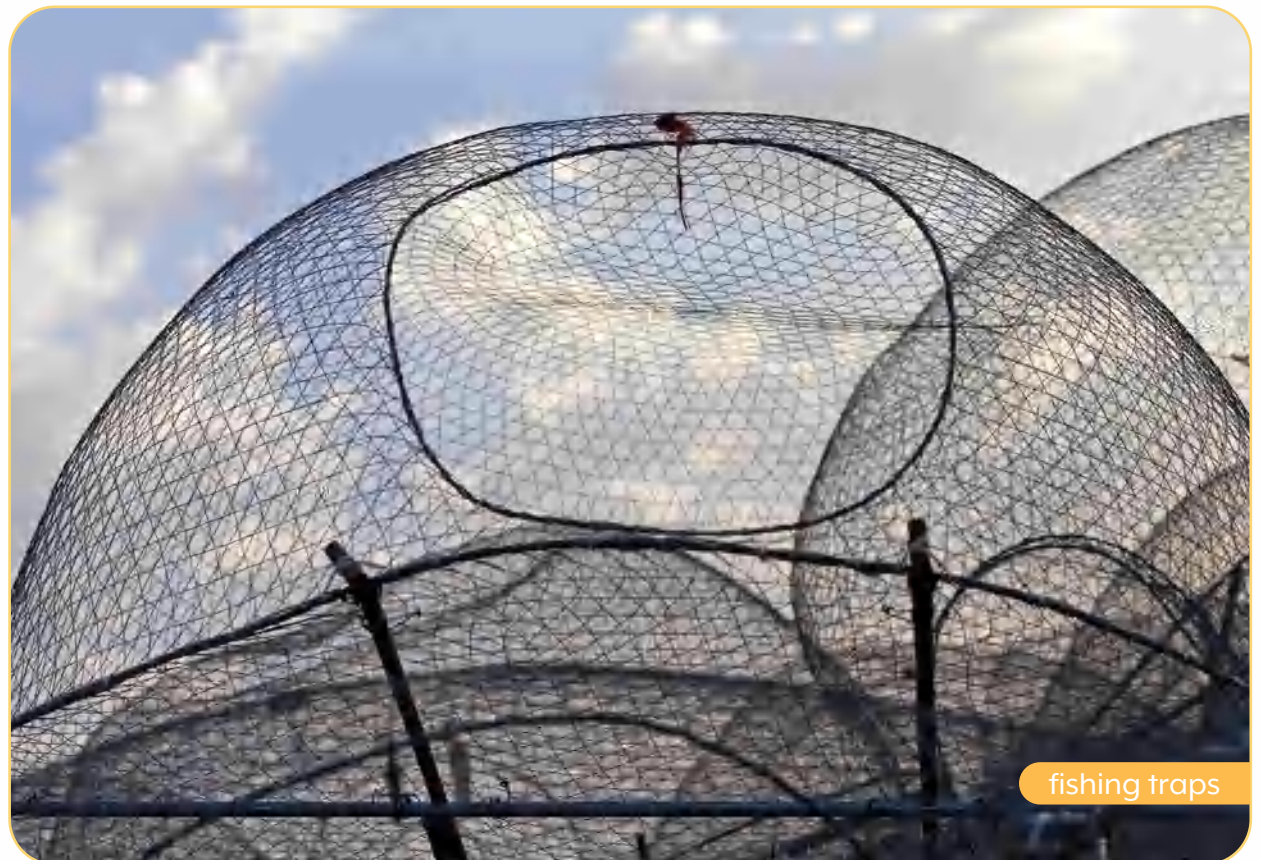




GIFTS OF THE SEA

The sea has always been an important part of life in the UAE. People got many gifts from the sea. Two of the gifts were fish and pearls.

Fishermen caught fish to eat and sell. They used tools such as fishing traps to catch fish. Fishing traps were shaped like half-circles. Fish swam into the traps to eat the bait. The fish could not get out. The fish were collected by the fishermen. Fishing is still an important way people make a living in the UAE.



fishing traps

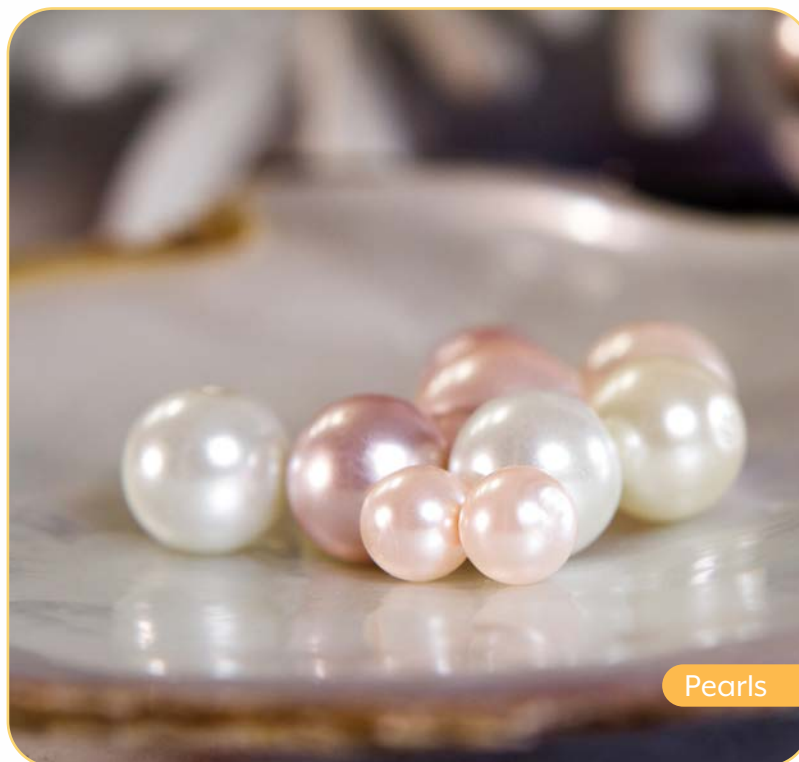


Making a Fishing trap



Natural pearls are found inside some oyster shells. Pearl diving was a dangerous, hard job. Divers dived into the water and put clams in a basket. Each dive lasted for about 3 minutes. The divers and baskets were pulled up by helpers. They looked for pearls in the shells. Few oysters had pearls in them.

Divers lived on the boat for about four months. A cannon was fired when the diving season was over. Ship captains sold the pearls and paid the divers and helpers.



Pearls



Clam

WHY ARE PEARLS VALUABLE?

Natural pearls come from sea animals called oysters. They are formed when a bit of sand gets into the oyster's shell. The oyster covers the bit of sand with shiny material.

Most oysters do not have pearls. Pearls have been used to make jewellery for thousands of years. Natural pearls were so rare. Only kings or queens had pearl jewellery.



Different kinds of pearls



Activity 1: Check Your Understanding

Answer the questions.

1. What are two gifts of the sea? _____

2. What tool was used to catch fish? _____

3. How long did the diving season last? _____

4. Who sold the pearls to pay the divers and helpers? _____

5. What was used to let families know the diving season was over?

Challenge Question:

What do you think divers bought with the money from pearl diving?
Discuss and write notes.





Activity 2: Ordering Activity

Put the pearl diving activities in order.
The first one has been done for you.

Order	Pearl Diving Activity
	Helpers on the ship looked for pearls in the clams.
	Divers put the oysters in baskets.
	A canon fired to let families know the pearling season was over.
1	Divers dived down the water looking for oysters.
	Helpers on the ship pulled the divers and the baskets up.



Activity 3: Learning from Pictures

Fishermen and pearl divers used tools to make their work easier.



Tools of Fishermen

Complete the table using the steps:

- Step 1: Look carefully at the picture.
- Step 2: Write the letter of the tool next to the tool in the picture.
- Step 3: Write what you think the tool was used for.

Tools		What was the tool used for?
A	fishing traps	
B	fishing nets	
C	small boat	



3

Tools		What was the tool used for?
D	large basket	
E	small basket	
F	oyster shells	
G	rope	



Activity 4: Critical Thinking

Discuss in pairs.



Take notes here:

Lesson 4

Life in Coastal Cities

- **list products traded in coastal cities in the UAE**
- **understand the importance of trade in the past and present**
- **learn the importance of dhows and ships for the transportation of goods and people used in the past.**



Vocabulary

merchants

trade

dhow

products

coastal

inland



Warm Up: Brainstorm

Think of a time you went to a shopping centre or mall. What did you see?



List products you can buy from a shopping centre or mall. Where do you think these products come from?

Product:

Where is it from?

Product:

Where is it from?

Product:

Where is it from?

Product:

Where is it from?

Product:

Where is it from?

Product:

Where is it from?

Product:

Where is it from?

Product:

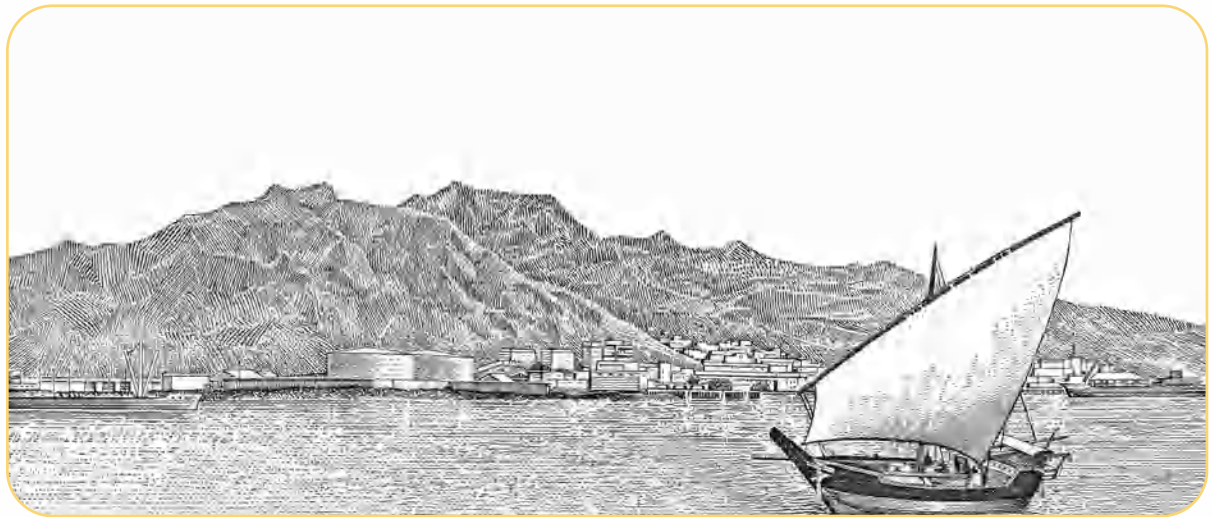
Where is it from?

Product:

Where is it from?



TRADING IN THE UAE



Trading has always been important to the people of the UAE. In the past, merchants sailed to other countries to buy and sell products. They would use dhows to travel on the sea to other countries.

The merchants sold products from the UAE like dates, dried fish and pearls. They used the money to buy products from other countries like rice, spices and cloth.

When the merchants came back, they sold the new products to people in the coastal towns. A coastal town is a town built next to the sea. Selling things you have and buying things you need or want is called trading.

The small coastal towns of the past grew into the big cities of today. The big cities have large modern ports that can take in a large number of ships. Ships bring goods from all over the world to the UAE. Ships take goods from the UAE to cities of the world.



THE DHOW



A dhow is a wooden boat used by sailors to travel on the sea. Dhows were used for fishing and for trading.

Merchants used dhows to carry goods such as fruit, dates, fish, rice and spices. In the past dhows had no motors. How do you think they moved?



Activity 1: Check Your Understanding

1. Coastal towns are towns (**near** / **far from**) the sea.

2. Merchants are people who (**make products** / **buy and sell products**).

3. A dhow is a type of a (**house** / **boat**).


4. Merchants took products from the UAE and (**bought** / **sold**) them in other countries.

5. Merchants (**bought** / **sold**) new products in other countries and (**bought** / **sold**) them in the UAE.




Activity 2: Knowledge Check

Name some products that merchants took with them on their dhows to sell outside the UAE.

 _____

Name some products that merchants brought with them on their dhows to sell to people in the coastal towns of the UAE.

 _____



Activity 3: Critical Thinking

The products in the pictures were sold in coastal town markets in the UAE in the past.

Write the name of the product in the box under the correct picture.

Gold jewellery

Shoes

Spices

Metal coffee pots









Challenge: Why do you think these products were brought from other countries?

Discuss and write notes.



A series of 15 horizontal lines for writing notes.

—



Activity 4: Knowledge check

Nowadays, products are carried by ships instead of dhows.



Compare ships of today with dhows of the past. How are they the same and different?

Same:



.....



.....



.....



.....

What do you think the modern ship carries?



Different



Lesson 5

Life in the Desert

- describe the Arabian Desert
- know the importance of the camel for people in the desert
- identify some plants and animals that live in the desert
- understand how hospitality is an important part of Emirati culture.



Vocabulary

hospitality

traditions

caravan

culture



LIFE IN THE DESERT



Deserts are dry land areas. Deserts can be hot and sandy or cold and frozen. Which kind of deserts are in the UAE?

Desert areas in the UAE are part of the Arabian Desert. One part of the emirate of Abu Dhabi is called Al Rub al-Khali or “empty quarter.” Few people live there but it is not really empty. Desert plants and animals live there.

One important desert plant is the Ghaf tree. Ghaf trees can live up to 120 years and grow where there is underground water. They are the national tree of the UAE.



Ghaf tree



Camel Caravan

Why do you think Ghaf trees were useful to people travelling in the desert?

A century ago, people used camels to travel in the desert. Camels can go for days without eating or drinking.

The camel was called the “ship of the desert” because it carried people and goods. People travelled in groups called caravans for safety.



PEOPLE WHO LIVED IN THE DESERT

In the past, people called Bedouins lived in the desert. Bedouins depended on camels and other desert plants and animals for a living. Camels carried their goods and products through the desert between coastal towns and oasis towns.



camel hair carpet design

Bedouins made and sold products made from camel milk like butter and yoghurt. They also made and sold products made from camel hair like tents, mats and carpets. They had to keep moving for their camels and other animals to find food.



traditional coffee pots, dalla, used to make coffee for guests

Bedouins were known for their hospitality. Hospitality means being kind to guests. Bedouins offered their guests food, water, shelter and coffee to make them feel comfortable. Hospitality became a very important part of Emirati culture and tradition.



Activity 1: Check Your Understanding

Complete the sentences.

1. Parts of the UAE belong to large desert called the _____ Desert.

2. The area called Al Rub al-Khali means the _____ quarter because few people live there.

3. Ghaf trees can live up to _____ years.

4. Camels were sometimes called the _____ of the desert because they carried people and goods.

5. Ghaf trees lived where there was underground _____.



Activity 2: Learn from Pictures

Match the picture of the desert animal to its name and description



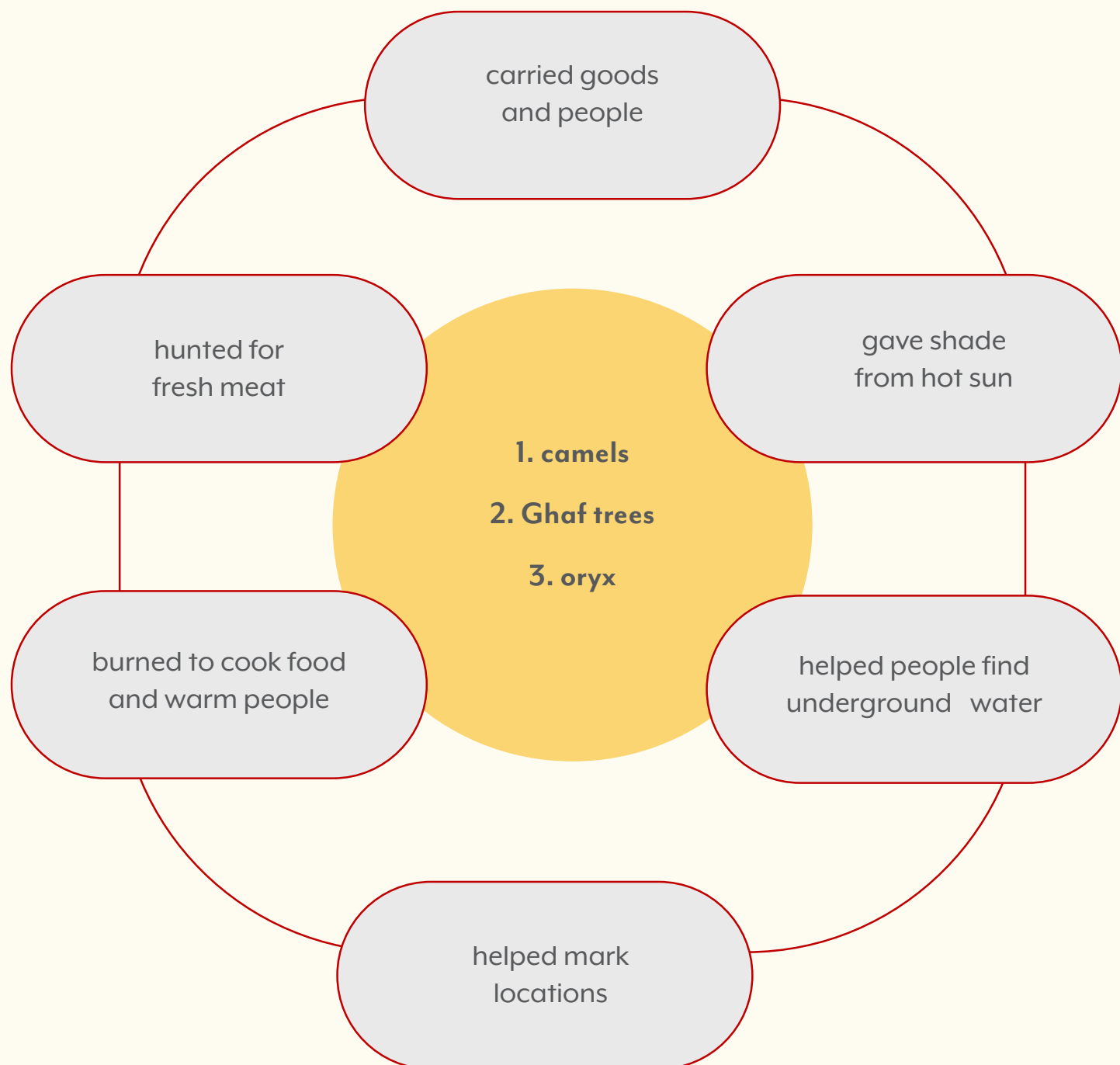
Name and Description
<p>Scorpion</p> <p>I live in holes that I dig in the sand. I am dangerous because my tail has venom (poison) I have eight legs.</p>
<p>Fennec Fox</p> <p>I live in the Sahara Desert. My huge ears help me keep cool. I am nocturnal so I hunt at night. My home is an underground burrow.</p>
<p>Meerkats</p> <p>We live in family groups in African deserts. We walk on four feet but often stand on two feet. We live in underground burrows.</p>
<p>Oryx</p> <p>We have two horns coming out of our heads. We eat grass and plants in the desert. We live in the UAE.</p>



Activity 3: Critical Thinking

In the past, Bedouins and other people travelling in the desert used natural resources they found to live.

Some of the natural resources from this lesson are shown in the center of the diagram. Match the natural resource with the way they were used by people living or travelling in the desert in the past.





4

Camels were well suited to life in the desert. Draw a line from the description of the camel part of the camel to the part on the picture.

Camel Parts

Hump: stores fat and water

2 Long legs: ending with hoofed padded toes to move above the sand

Triple eyelids: protect eyes from blowing sand and sun

Nostrils: close to keep out blowing sand

Long Eyelashes: help keep sand out the eyes



Imagine that you were part of a camel caravan traveling in the desert. What would you need to carry? List or draw at least 5 items you would need to bring with you.

[illegible]



Activity 6: Discussion

Hospitality is an important part of Emirati Culture. Think about what makes the UAE a very welcoming and hospitable country. Discuss with your classmates and take notes.



Handwriting practice lines for taking notes.

Lesson 6

Life in the Desert Oasis

- identify the features of an oasis
- understand the importance of an oasis for people living in the desert
- understand the importance of date palms and dates grown in the oasis

Vocabulary

oasis

source

transport

falaj

palm

frond



Warm Up: Brainstorm

An oasis is a place in the desert that has water. Compare the picture of the oasis with the picture of the desert in the last lesson. Discuss with class and takes notes.





THE DESERT OASIS AS SOURCE OF LIFE

Plants, animals, and people live near oases. In the past, caravans stopped to rest at oasis towns, towns in or near an oasis.

Travellers got water at an oasis. They sold products they made or brought from coastal towns. Travellers bought dates, food and other things from people in the oasis towns.



Oasis

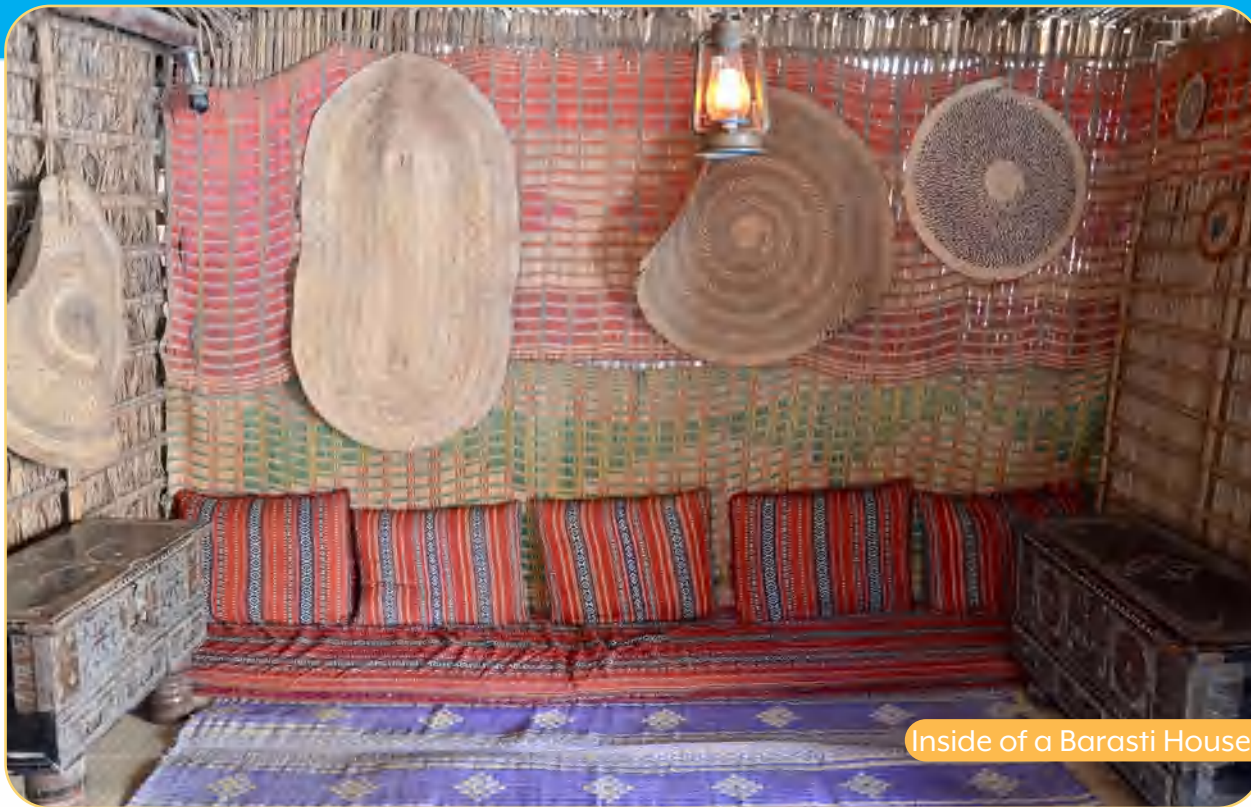


Falaj bringing water to a farm

Water in the oasis brought life to the area. Oasis towns formed as people settled near the water.

People in the oasis towns got water in different ways. They collected rainwater in small pools. They dug wells to get underground water.

Water was carried from wells through water channels called falaj. Water was used by farmers to grow plants for food and to raise animals



Inside of a Barasti House

Date palms are one of the most important crops grown in oases. In the past, dates were an important food for people living in the desert. The city of Al Ain started as an oasis town.

Dates from date palms were an important food for people in the desert. But, date palm trees were used for more than food.

Palm trees gave shade from the hot sun. People used the palm tree leaves, called palm fronds, to make things like mats, baskets and other items. Some people used palm fronds to build their homes. Homes made from palm fronds were called Barasti houses.

THE LIWA DATE FESTIVAL

Liwa is an oasis area that has date farms. Every year Liwa has a Date Festival. The festival shows how important dates and date trees are to the people of the UAE and to the Emirati culture.

Hundreds of date farmers come to the festival to sell their dates. There is a market that sells products made from date palms. People can buy Emirati deserts made from dates.



Date Farms in Liwa



Activity 1: Check Your Understanding

Water brought life to an oasis. As you read the text again:

Underline
reasons
travellers
stopped at
an oasis.
*(try to find at
least 3)*



Circle ways
that people in
the oasis got
water.
*(try to find at
least 3)*



Activity 2: Matching Activity



Serving dates is a tradition in the Emirati culture. Dates are an important product in the UAE. There are date farms in oases areas such as Al Ain and Liwa. Date farms grow different kinds of dates.

Have you seen dates growing on date palms in the UAE? Why do the dates look different at different times of the year?

Dates ripen in four stages:		
Stage 1:	KHALAL:	Firm green skin with a bitter taste.
Stage 2:	BESSAR:	firm skin turns yellow
Stage 3:	ROTAB:	The skin becomes softer and the inside very soft and sweet. The yellow skin starts turning brown.
Stage 4:	TAMAR:	Fully ripe and dried dates that are very sweet and juicy.



2 Match the stages with the pictures of dates in each stage.











Activity 3: Critical Thinking

People in the past used natural resources to make things they needed. Write what you think each item used in the past in the UAE was made from and used for.



Made from: _____

Used for: _____



Made from: _____

Used for: _____



Made from: _____

Used for: _____



Made from: _____

Used for: _____



Made from: _____

Used for: _____



Made from: _____

Used for: _____



Activity 5: Using Your Creativity

Draw a picture of people in an oasis town making money from travellers. Use information from this lesson in your drawing.

Lesson 7

Modern-Day UAE

- learn about the present day UAE
- understand the difference between man-made and natural features
- understand the importance of tolerance in a community

Vocabulary

tolerance

generosity

charity

institutions

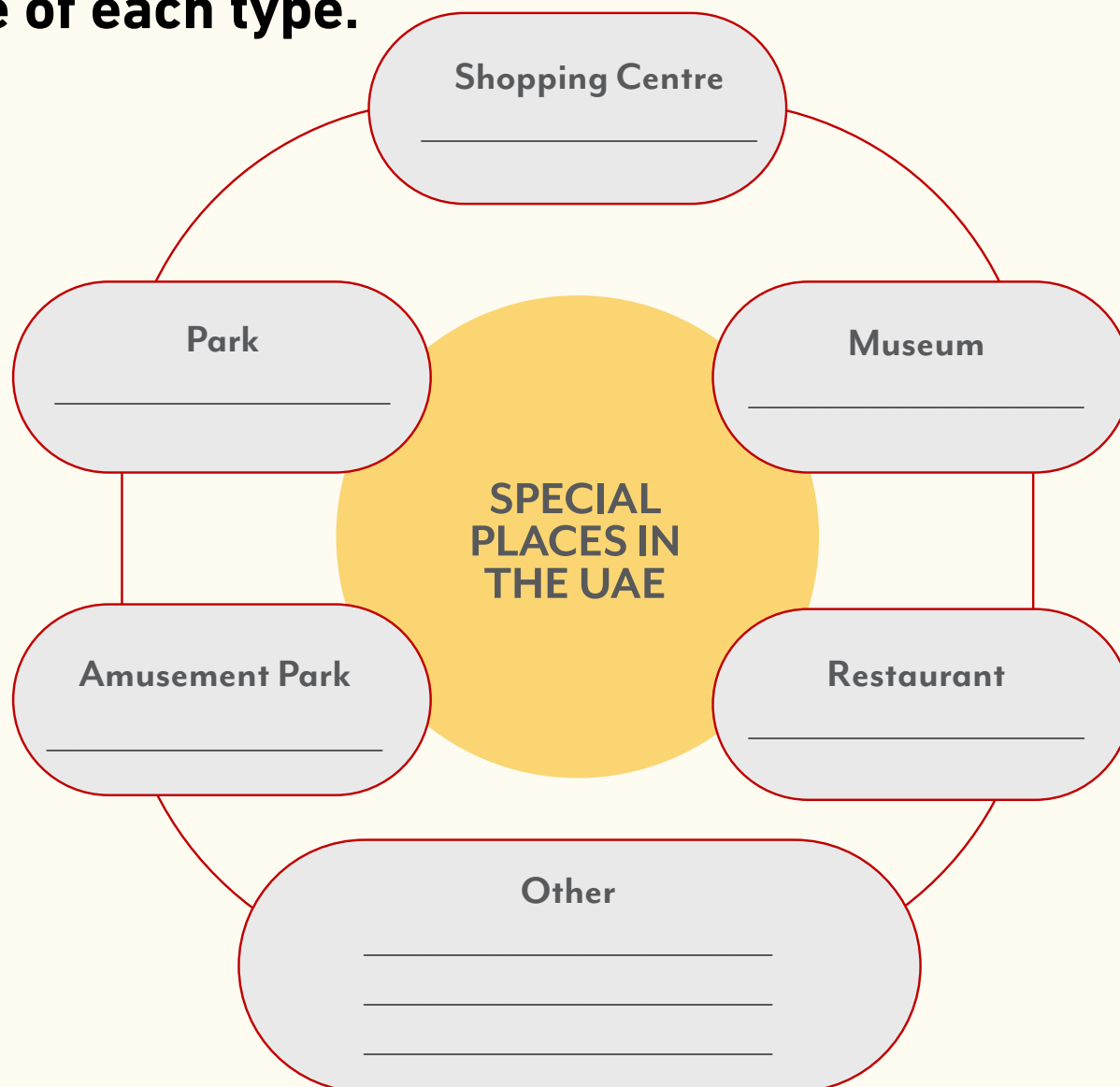
man-made feature

natural feature



Warm Up: Brainstorm

What places have you visited in the UAE? What places do you think other people like to visit? Try to name one place of each type.





MODERN-DAY UAE

Nowadays, the UAE is a modern, developed country. After oil was discovered in the UAE, the wise leaders used the money from selling oil to help the people. They built roads, hospitals, schools, and other important institutions.

What makes the UAE special?

UAE's People

People that live in the UAE come from more than 200 countries in the world. Peace and tolerance among all people makes the UAE a very special place.



People of the UAE



In 2021, the UAE made history as the first Arab country to reach Mars. The Emirates Mars mission, named the Hope probe, reached Mars on February 9th.

UAE's Cities:

The UAE has modern and developed cities. There are tall buildings, parks, hotels, museums, amusement parks, and other places that people like to visit.



UAE's Achievements: The UAE seeks to be a leader in the fields of science and space. The astronaut Hazza Al Mansoori was the first Emirati to reach space on 25 September, 2019. Khalifa-Sat was the first satellite made by Emiratis sent into space.

UAE's Generosity:

The UAE government offers help to people in other countries. Charity organizations such as the Emirates Red Crescent also help people in other countries to build hospitals and schools.





Activity 1: Concept Check

Complete the sentences using words from the box.

visit

tolerance

Red Crescent

astronaut

improve

1. Hazza Al Mansouri is the first Emirati _____.

2. The Emirates _____ is an example of a charity organization in the UAE.

3. People in the UAE live together in peace and _____.

4. The wise leaders of the UAE used money from selling oil to _____ the lives of people.

5. Tall buildings, parks, hotels, museums and amusement parks are places that people like to _____.



Challenge Question.

'Do you have students from other countries in your class? Which countries?'

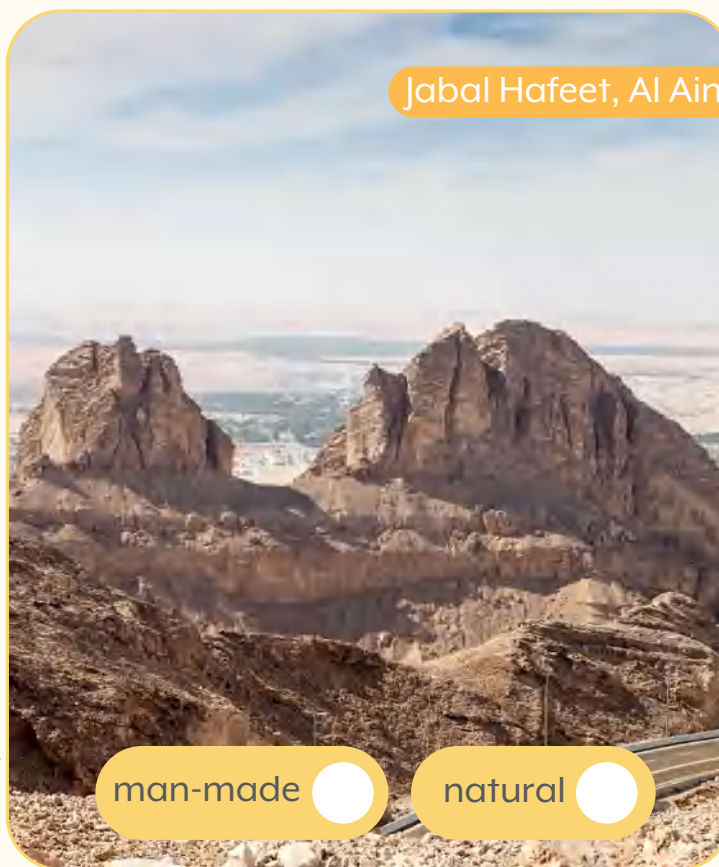


Activity 2: Application Activity

The UAE has man-made and natural features that people like to visit. A man-made feature is something that is made by humans like buildings and forts. A natural feature is something that is formed by nature like mountains and lakes.

Choose whether each picture is a man-made or natural feature.

Jabal Hafeet, Al Ain



man-made ☐

natural ☐

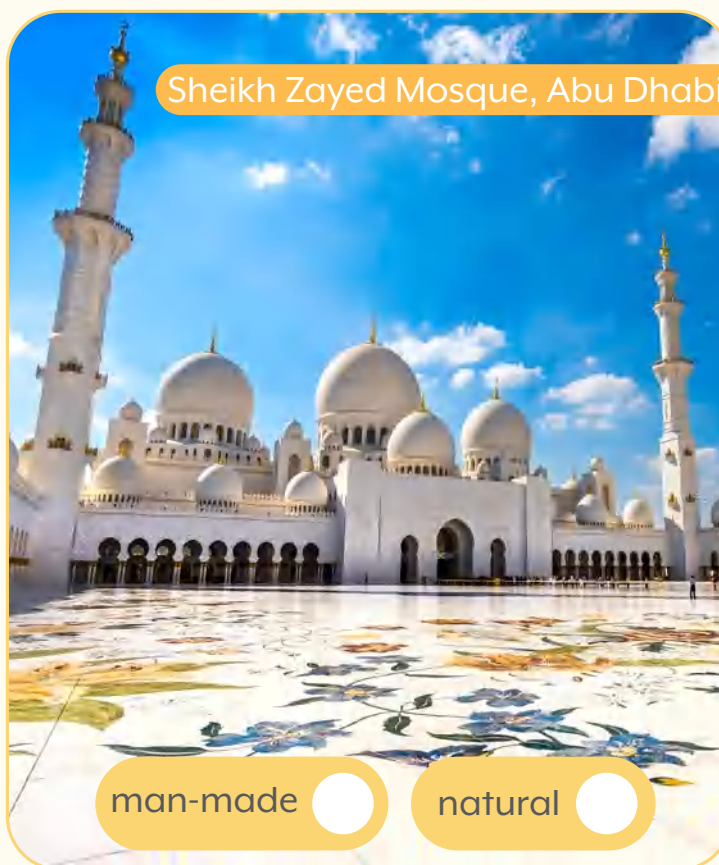
Kalba Fort, Sharjah



man-made ☐

natural ☐

Sheikh Zayed Mosque, Abu Dhabi



man-made ☐

natural ☐



Activity 3: Your Opinion

Think about your favourite place in the UAE.

What is it?

Is it a man-made or natural feature?

What emirate is it in?

Why is it your favourite?



Activity 4: Reflection

There are people from more than 200 countries living in the UAE. Peace and tolerance among all people makes the UAE a very special place.

Circle the best answer to have peace and tolerance.

1.	Never speak to others if they are different from you.	
	Agree 	Disagree 
2.	Respect other people no matter where they come from.	
	Agree 	Disagree 
3.	Think only of yourself and your family without caring for others.	
	Agree 	Disagree 
4.	Do to others as you wish others to do to you.	
	Agree 	Disagree 



Activity 5: Knowledge Activity

Sheikh Zayed bin Sultan Al Nahyan's once said:

“To treat every person,
no matter what his creed or
race, as a special soul, is a
mark of Islam.”

HH Sheikh Zayed bin Sultan Al Nahyan



Discuss the meaning of this quote with a partner and take notes.



Activity 6: Use Your Creativity

Draw a picture that shows an act of tolerance.

Lesson 8

UAE Heritage Project

- **identify some Emirati traditional sports and games that are played now and in the past**
- **understand the history and origin of these sports.**



Vocabulary

heritage

traditional

endurance



PROJECT DESCRIPTION:

You will create a PowerPoint Presentation about traditional Emirati sports and games.

Project Steps:

- | | |
|---------|---|
| Step 1: | Read information about Traditional Emirati sports and games |
| Step 2: | Find out information about one of the traditional games |
| Step 3: | Organize the information |
| Step 4: | Make PowerPoint slides |
| Step 5: | Add a slide about a traditional Emirati game |
| Step 6: | Add pictures to your PowerPoint presentation. |
| Step 7: | Present your PowerPoint to your class. |

TRADITIONAL EMIRATI SPORTS AND GAMES

People in the UAE have fun and interesting traditional sports and games. Traditional sports and games are ones played in the past. People still play these sports and games today. People created traditional sports and games with what they had around them in nature.

Falconry: One traditional sport is falconry. Falconry is training falcons to hunt for people. Falcons have been used for hunting in the UAE for almost 2,000 years. Now, falconry is a sport. Training a falcon requires skill and patience.



Write three facts about falconry.



Camel Racing: In the past people used camels to travel long distances in the desert. Now camels are often used for racing as a sport. People, called jockeys, used to ride camels in the races in the past. Now, robotic jockeys ride the camels during their races. The robotic jockeys are controlled by the trainers who drive alongside the track in their cars.



Write three facts about camel racing.

Horse racing: Like camel racing, horse racing is very important in Arab culture and history. One of the most famous horse races, the Dubai World Cup, is held in the UAE.

Horse races are not always for speed. In endurance racing, horses go for long distances. The World Endurance Championship is held in the UAE.



Write three things about horse racing.



Traditional games: Some traditional games are Al Teela, Habil Al Zaibal, Al Dusays, Al Zubout, Al Karabi and Al Miryhana. They are a part of the history and culture of the UAE.

Search for information about UAE traditional games. Choose one game and write how the game is played.



Notes





Activity 1: Gap fill

Complete the sentences by putting the correct number in the blank.

1. ghaf tree	2. caravans	3. dates
4. national	5. barasti	6. camel
7. Bedouins	8. falaj	9. oasis

1. Ghaf trees can live for up to 120 years and are the _____ tree of the UAE.
2. The _____ lives where there is underground water.
3. The _____ was called the “ship of the desert” because it carried people and goods.
4. In the past, people travelled through the desert on camels in _____ for safety.
5. People called _____ lived in the desert and moved from place to place with their camels.
6. A place in the desert that has water is called an _____ .
7. Water from valleys and wells was carried through water channels called _____ to oasis towns.
8. One of the most important products grown in the oases and nearby farming villages is _____
9. Homes made from palm fronds were called _____ houses.



Activity 2: Matching

Match the word with the meaning.

Word
charity
tolerance
transport
tradition
generosity
hospitality

Meaning
Being friendly and generous to guests.
Beliefs and things people do that are passed on from parents to children.
Giving help and kindness.
Take or carry things from one place to another.
Accepting others even if they are different.
Giving to people in need.



Activity 3: Multiple Choice

Choose the correct word to complete the sentence.

Hazza Al Mansouri is the first _____ from the UAE.

1.

➤ merchant

➤ astronaut

➤ sailor

The Red Crescent is an example of a(n) _____ organization in the UAE.

2.

💧 educational

💧 charity

💧 health

An example of a man-made feature is a(n) _____.

3.

island ➤

mountain ➤

fort ➤

An example of a natural feature is a(n) _____.

4.

valley 💧

house 💧

fort 💧

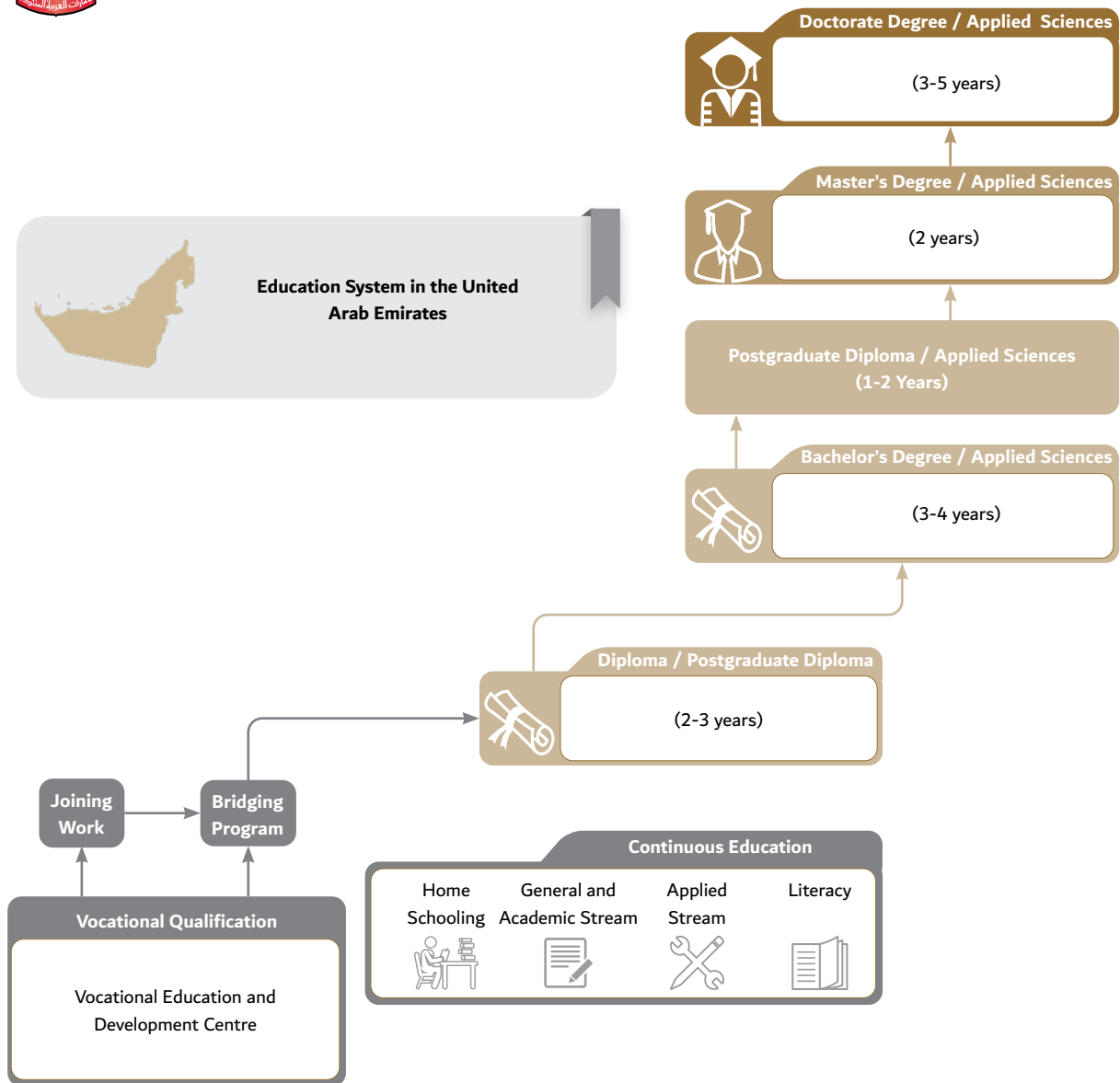
Notes

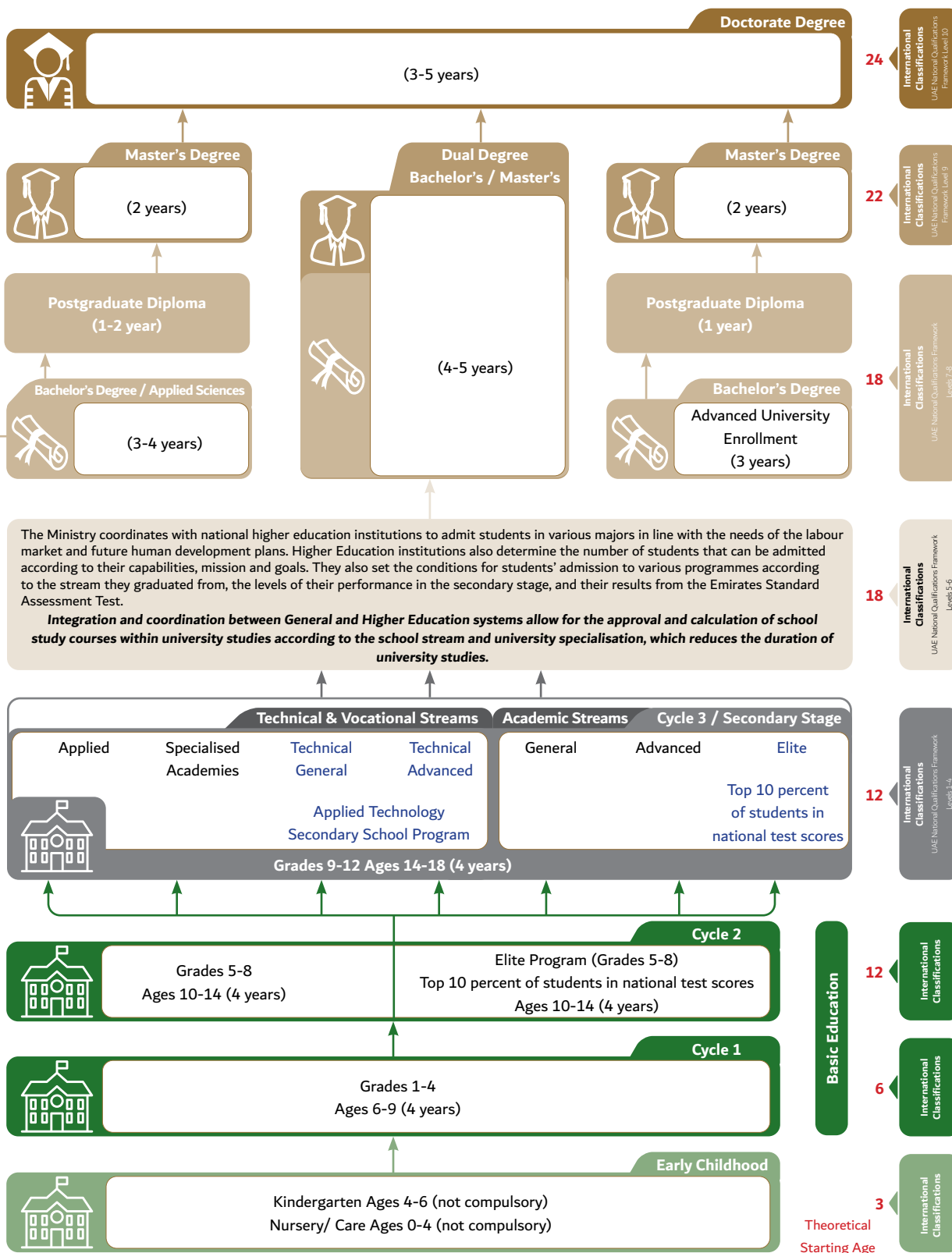


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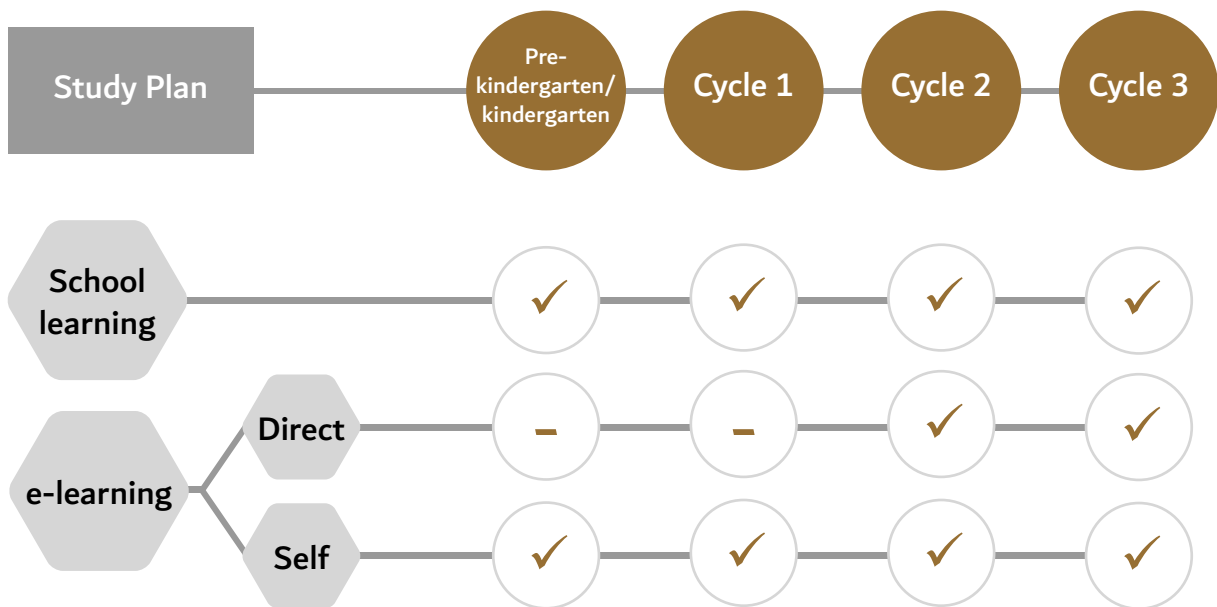
UNITED ARAB EMIRATES
MINISTRY OF EDUCATION





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:



برنامج محمد بن راشد
للأفلام الذكية
Mohammed Bin Rashid
Smart Learning Program

Electronic units

