









Bridge to Success

Activity Book

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

This book sets out to:

• build and develop foundation literacy skills

This edition covers the first term of Grade 5.

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

Jane Boylan and Claire Medwell

Bridge to Success

Activity Book

Term 2















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Jane Boylan and Claire Medwell

Term 2 material 2017

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Welcome to Bridge to Success

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

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

The materials reflect the following principles:

- An Emirati focus, with an international perspective. SSpecifically 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:

- 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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Looking backwards and forwards

Lesson 1 School holidays

	Vocabulary Circle the correct prepositions for these holiday activities.	
	1 During school holidays I do jobs around / at the house.	
	2 Our family often go in / on a day trip during the holidays.	
	3 Most days we go at / to the park for a walk.	
	4 During the holidays my cousin helps on / in her parents' shop.	
	5 Most of my friends spend time for / with their grandparents during the summer.	
	6 When the weather's good, we go out on / in our bikes.	
	7 My friend goes to / at a sports camp during the school holidays.	
	8 My best friend loves camping. He likes cooking on / in a campfire.	
2	Match the pictures to the sentences in Activity 1. Tick the sentences in Activity 1 that are true for you.	



a <u>3</u>



b __



C _____



d _____



e ____



f ____



g ___



h

Lesson 2 Holiday activities

1 Use of English Complete the sentences with phrases to agree or disagree.

Me too (X2) I agree with you I don't agree I see what you mean, but I don't really agree

I don't want to study. Holidays are for playing! School is for studying! 2 I'd like to do an art course I love drawing. during the holidays. 3 I think that the school holidays It's a long time away from school, are too long! but there's always plenty to do! I'd like to go on some day trips this holiday. I get bored just playing at home. 5 I wish we got less homework I wish we got more! during the holidays!

Challenge Write your own responses to the statements 1–5 in Activity 1.

Lesson 3 Holiday fun

1 Use of English Complete with will and the verbs in the box.

Dear students,		
This is a reminder of things to bring for our trip to the desert next week. The most important items are trainers and a backpack. You ¹ 'U need a torch, too.		
What 2 the weather like? Who knows! The weather forecast looks good, so we probably 3 everything on the list, but please bring them just in case.		
You ⁴ about an hour each day writing in your journals – so don't forget them.		
Looking forward to seeing you all next week – I think we ⁵ a lot of fun! Mr Minelli		

spend need have not need be

Use of English

Future predictions

We use will (or 'II) + verb to make a prediction about a future event.

What do you think we'll need?

I think the organisers will supply everything for us to eat with.

We use won't /will not + verb to make a negative statement.

I probably **won't /will not** take my laptop — I
might lose it.

2 Vocabulary Match the words in the box with the definitions.

	waterproof jacket	torch	backpack	sleeping bag	tent	journal
1	A light that you c	an carry.		_	to	orch
2	Something to slee	p in.		_		
3	A short coat that	stops yo	u from gettir	ıg wet		
4	You use this to wr	ite notes	in.	_		
5	This protects you	when yo	u want to sle	ep outside		
6	Something to carr	y things	in.	_		

Lesson 4 Learn something new

1 Use of English Circle the correct words.

Hi, Alex. You said you wanted to learn something new this holiday — how about ¹go / going rock climbing? You can even do it indoors.

Let's ²doing / do it together! ³Let's / Why don't we call the sports centre to find out when the classes are?



- Challenge Make predictions and suggestions about:
- what you will take with you
- what you will do on each trip.
- 1 A trip to the desert
- 2 A walk up a mountain
- **3** A trip to a beach
- 4 A trip to the park
- **5** An overnight camping trip

Use the words below to help you.

sunglasses t-shirt shorts sun hat gloves trainers backpack sunscreen picnic toothbrush water

cook on the camp fire go out on our bikes play football



Lesson 5 Looking back

1 Word study Quantities

Cross out the <u>underlined</u> words and numbers and replace them with phrases from the box.

hardly any all most a few some

	There are 30 students in my class. 1 $\underline{30}$ \underline{AU} of us have seen a film in English
	before, but only 2 <u>about 5 or 6</u> of us watch them regularly.
	³ About 25 of us prefer to watch cartoons in English.
	⁴ About 12 of my classmates like playing online games in
	English too and about half of us have played video games in English before.
	It is important for us to hear and read English online or on TV because
	⁵ only about 2 of us have visited an English-speaking country.
	None of us have any relatives who live in an English-speaking country.
	These are the only chances that a lot of us get to experience English outside
	of school.
2	Find three more phrases in the text that describe numbers of people.
	1 2 3
3	Write sentences about your family using phrases to describe numbers
	of people. Words to remember
	all most some hardly any a few
	1 All of us libe
	1 All of us like
	2 Some of us like
	3
	4
	5

Lesson 6 A survey



Challenge Write a summary based on the survey notes below and draw a bar chart for one of the questions.

Our school trip to the Natural History Museum

Total classmates in survey: 20

- 1 Which part did you like best overall?

 Dinosaurs 10 Quiz 5 Gardens 5
- 2 Which was the scariest section?

 Giant spiders 15 Poisonous snakes 5
- 3 Which was the most interesting section?

 Dinosaurs 12 Endangered animals 2 Big cats 6
- 4 Which activity was the most fun?

 Interactive quiz on rainforests 14 Dinosaurs' treasure hunt 6
- 5 Did you watch the film on endangered animals?

 Yes 18 No 2
- 6 Would you like to go again? Yes 20



Lesson 7 My learning

1	Can you remen	nber? Name three types	of summer camps.	
	1	2	3	
2	Name four holid	lay activities you could o	shoose to do	
_		2		
		4		
3	Write a list of eig	ht items that you might	need on a camping trip.	
	1		5	
	3			
	4		8	
4	Write five phrase	es that you can use to de	escribe numbers of people.	
-	1			
	2			
	3			
	4			
	5			
	Leek what	I can do!		
	• I can talk ab	oout school holiday act	ivities.	
		tand advertisements a		
		predictions about thing	3 1	
	·	out a class survey and	•	
	_	pe numbers of people i		

Lesson 8 Party planning

1 Use of English Complete the sentences with going to and a verb.

learn make try stay earn help not do

- 1 I'm going to help mum paint my bedroom.
- 2 My little brother _____ how to swim.
- 3 She _____ any homework.
- 4 He _____ some extra pocket money.
- **5** They _____ a chocolate cake.
- **6** We _____ at our cousin's house.
- **7** ______ you _____ a new sport?

Use of English

be going to + verb

We use **going to** to talk about plans for the future.

He's going to meet us at the cinema.

I'm not going to be away. We're going to have lunch at the Milo restaurant.

What **are** you **going to do** next week?

2 Write Look at the pictures and write their holiday plans.



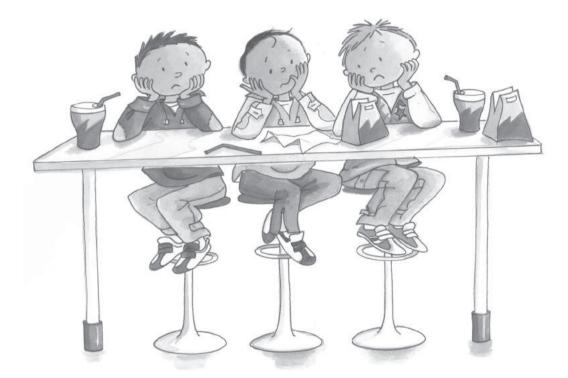
- **2** We ______.
- **3** She ______.
- 4 They _____
- **5** He _____

Lesson 9 Write an email

	D	and the contended and put them in order	
1	Read the sentences and put them in order.		
	a	Hope to hear from you soon, from Rashid.	
	b	There are classes on Tuesday and Thursday mornings at the sports hall. It would be great to do a class together.	
	С	How are you doing? I'm writing to ask if you want to join a judo class with me. I'm going to start a class in two weeks' time.	
	d	Hi Fahd	
	е	If you are interested, could you please let me know soon? Which day is best for you?	
2	Mo	atch the sentences a-e in Activity 1 with the headings 1-5.	
	1	Asking for information	
	2	Saying hello	
	3	Details	
	4	Saying goodbye	
	5	Reason for writing	
3	Wı	rite your email using Activity 2 in the Learner's Book to help you.	
		Q Q	
	_		_
	-		_
	-		_
	-		-
	_		_
	-		_

Lesson 10 Back to school

- 7 1 Example 2 Listen to Part 2 of the play from Learner's Book, Lesson 10 and answer the questions.
 - 1 Does Ben's older brother, John, feel the same way as he does?
 - **2** John says that no-one knows that everyone has the same feeling. Why is this?
 - 3 What does John say to make the children feel better about their problem?
 - 4 What examples does he give to support what he says?
 - 5 What is his advice at the end?



2 Write Complete this summary of the play.

Ben, Danny and Tom ¹ are talking about school	. They all feel ²		
because ³	John gives them some		
advice to ⁴			
5			
In the end, Ben, Danny and Tom ⁶			

Lesson 11 Back to school

Use of English

Responding and agreeing

We use **Me too** to agree when there isn't a negative verb.

I liked our old class.

Me too.

We use **Me neither** to agree to a statement with a negative verb. I don't want to go back to school.

Me neither.



(Circle) the correct words.

A: My brother's scared of spiders and he's 20.

B: Really? That's silly. I'm 11 and I'm not scared of them.

A: ¹Me too / Me neither.

B: I'm a bit scared of snakes though.

A: ²**Me too** / **Me neither**. I don't even like seeing pictures of them in books.

B: ³Me too / Me neither. I'd be terrified if I saw a real one.

A: ⁴**Me too** / **Me neither**. Once, in my friend's class at school, they found a snake in the bin. Even a little one would still scare me.

B: 5Me too / Me neither. What did the teacher do?

A: He screamed and jumped onto the desk. I think that's so funny.

B: 6Me too / Me neither.

2 Punctuation Exclamation marks

Read the dialogue again and change some of the full stops to exclamation marks.







Lesson 12 My learning

I	Can you rer expressing s		s of agreeing and one way of	
١g	ree:			
ΧĶ	oress surprise	:		
		notes below and write about oing to and a verb.	t Omar's plans for tomorrow.	
	10 am 1 pm 3 pm 6 pm	football lunch / friends visit / grandparents help / parents / dinner		
_				
		lifferent feelings can you thir	bad feelings	
	happy		sad	
l	• I can use • I can wri	at I can do! going to to talk about fu te an invitation for a celeb derstand a short play.	·	
	• I can talk	about different feelings.		
	• I can use	language to show that I	can respond to and agree	



Talking about people

Lesson 1 What am I like?

1 Talk Look at the pictures of the boy below. What can you see? Which adjectives can you use to describe him in each picture?







Reading strategy: Reading for gist

Reading for gist means reading a text quickly to find out what the topic is and to understand the general meaning. You do not need to understand every word.

2 Read the school report. Which of the three pictures above is the boy described in the report?

REPORT

Pupil Paul Jones

Class 3

Teacher Miss Green

Paul has progressed quite well this year. He is a very polite, happy pupil and a very popular member of the class. However, he isn't as hard-working as other pupils in the class and sometimes forgets to do his homework. His work is always very neat, but sometimes his marks aren't very good because he gets very nervous when we have an exam.

3 🛱

Talk Do you think Paul's parents are going to be happy with this report?

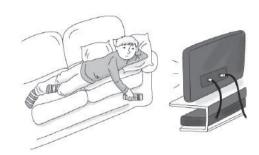
Lesson 2 House rules

1 Word study Adjectives

Find and circle these adjectives.

cheerful confident generous hard-working lazy nervous outgoing selfish shy tidy

n	٧	У	h	b	0	р	d	а	b	i	V	С
е		р	а		m	ų	†	i	d	У	0	S
r	g	r	r	n	С	(c)	†	j	Х	n	r	С
٧	е	Φ	d	n	0	h	р	0	f	_	r	u
0	n	а	W	u	n	е	g	i	0	Z	a	b
u	е	q	0	C	f	е	d		O	i/	S	n
S	r	0	r	Φ	i	r	g	u	f	/i/	n	У
m	0	а	k	0	d	f	0	k/	_f_	a	Z	g
n	u	У	i	†	Ф	u	У/		m	а	Z	Х
k	S	g	n	m	n		e	u	-	b	j	V
С	d	q	g	u	†	(S/	0	0	S	h	У	Z







- 2 Write Complete these sentences with an adjective from Activity 1.
 - 1 I've got a test today. I'm feeling very <u>nervous</u>.
 - **2** My grandma tells people I'm very ______ because I'm always studying.
 - **3** My brother prefers watching the television to playing sport. He's so ______ .
 - **4** My younger sister is really ______ . In fact, I think she's got more friends than I have and she's only six!
 - **5** I'm very ______, but my friends aren't! Their bedrooms are really messy!

Lesson 3 Our profiles

8 1 Read and listen Look carefully at the type of information you need to complete the profile. Listen, then complete Khalid's profile. How similar are you to him?

Listening strategy: Listening for specific information

Listening to identify certain information like dates, times or people's names.

Cool profiles!

Name:				
Age:	Country:			
Family:				
Hobbies:	Best friends:			
What people like about me:				
What I like about myself:				
What I could improve about myself:				



2 Look at the *Use of English* box and use the **wh-** words to complete these questions. Then answer the questions about Khalid.

Use of English

Question words with wh-

What? Who? Where? When? Which? Why?

1	is his name?
2	is he from?
3	are the people in his family?
4	are his hobbies?
5	are his best friends?
6	do people like about him?

Lesson 4 Matching profiles

inf	formation from the texts in the Learner's Book.	
1	Rashid / is / Where / from Where is Rashid from He is from the UAE	
2	Abu Dhabi / When / did / to/ Rashid /move	
3	people / Who / in / Rashid's / are / the / family	
4	old / How / Sam / is	?
5	moment / the / Sam / studying / hard /at / Why / is	?
6	Sam's / are / What / hobbies	?
. Wı	rite Complete your profile.	
No	ame: Age:	
Co	ountry: Family:	
НС	obbies:	
Pe	ersonality:	
the	Challenge Interview your partner. Take notes in your notebook are write sentences about his/her life. Use the questions in Activity 1 as a guid by partner's name is	

Use of English Make questions from the words below and answer them with

Lesson 5 An interview

30.0			_		_
9 1	Pronunciation	Intonation	in	question	forms

Listen and complete the questions. Listen again and mark the intonation.

1	What are you like?
2	Do you have a favourite sport?

Words to remember

do what where who

1	were	uou	born?
-		900	00116

- 2 _____ are you like?
- **3** _____ are your best friends?
- 4 _____ are you good at?
- 5 ______ you have a favourite sport?
- 6 _____ are your favourite things?
- 7 _____ you have any brothers?
- 2 Vocabulary Match the useful expressions in the Speaking tip box with the correct category below.
 - Checking for meaning
 Correcting yourself
 - c Expressing likes and dislikes
 - d Comparing
 - e Expressing opinions

Speaking tip

Useful expressions for your interview

- 1 I really like ...
- 2 Sorry, could you repeat that?
- 3 What I meant was ...
- 4 I'm not very keen on ...
- **5** I don't think ...
- 6 We both like ...
- **7** I think ...

Lesson 6 An interview

1	Vocabulary Find an expression highlighted in the dialogue in the Learner's Book which				
	1 asks again	4 compares			
	2 expresses like	5 expresses an opinion			
	3 expresses dislike				
2	Write Prepare questions to ask you Use these prompts to help you.	ur partner.			
	1 Have / brothers and sisters?				
	2 Where / born?				
	3 What / like? (personality)				
	4 Who / best friends?				
	5 What / favourite subjects?				
	6 What / favourite sport?				
	7 What / favourite things?				
3		terview your partner. Don't forget to use the useful x on page 81 when you answer questions.			
	I really like	I think			
	I'm not very keen on	I don't think			

Lesson 7 My learning

1	1 Can you remember? What are the opposites of these adjectives?	
	1 bad-tempered 4 generous	
	2 shy 5 hard-working	
	3 confident	
2	Write down three adjectives to describe yourself. Compare with your partner of give reasons.	and
	1 2 3	
	I think I'm generous/kind/lazy because	
3	3 Write five questions to ask your partner about their life. Use the words in the bo	OX.
	What? Which? Who? When? Where?	
	1	
	2	
	3	
	4	
	5	
4		
4	4 Ask and answer the questions from Activity 3 with a partner. Remember to use rise-fall intonation when asking these types of questions.	; u
	Look what I can do!	
	• I can talk about my life and what I am like.	
	• I can read and complete a personality quiz.	
	• I can write a personal profile.	
	• I can use correct intonation in question forms.	
	• I can interview my partner about their life.	

Lesson 8 Amazing people

Vocabulary Look again at Thuraya's My Page in the Learner's Book, page 107. Find the adjectives in the text that are used to describe the following. 1 Competitions: e _____ 2 How she feels when she is with her family: r _____ **3** Competing at the London Paralympics: a _____ **4** A feeling that she dislikes: feeling b _____ **Use of English** Read and complete the Use of English box. Use of English -ed/-ing adjectives '-ed' adjectives such as _____ and ____ are used to describe how people feel. **'-ing' adjectives** such as _____ and ____ are used to describe things and situations. **3** Circle the correct form of the adjectives. 1 I am amazing / amazed when I get good results in my English tests because I'm not good at it. 2 I am frightened / frightening of the dark. I always sleep with a light on at night. **3** I think Maths is **boring** / **bored** because I'm not interested in numbers. 4 Basketball is a really exciting / excited sport. Challenge Look at the adjective forms you didn't choose in Activity 3 and write a sentence for each one.

Lesson 9 Amazing people

1 **Use of English** Choose the correct form of the adjectives to complete the sentences.

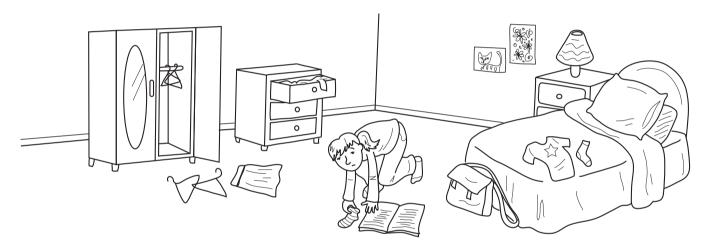
1 Tidying up my bedroom is really

	•	
-		

bored / boring interesting / interested exciting / excited

frightening / frightened

- 2 I am very _____ of horses.
- **3** I'm really ______ because I'm going to a concert!
- 4 I'm learning to play the oud it's really _____!
- **5** I get _____ when I've got no friends to play with.



2 Write Complete these sentences. Use your own ideas and -ing or -ed adjectives.

1 My favourite thing is ______ . It makes me feel _____ .

2 When I see my favourite animal, a _______, it makes me feel

3 My favourite sport is ______ . It's _____ .

4 My favourite film is ______ . It's _____ .

5 I feel _____ when I _____ .

6 When I go to _____ on holiday, I feel _____ .

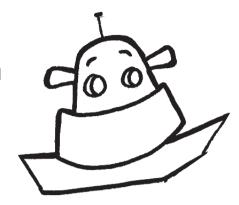
Lesson 10 Favourite people

1	Read the following sentences about the poem in the Learner's Book, page 109, and decide if they are true (T) or false (F). Correct the false sentences.
	1 The teacher does not ride horses very well
	2 The teacher is a very good chess player.
	3 The teacher can speak five languages.
	4 The teacher can drive very well.
	5 The teacher has neat and tidy hair.
2	Word study Look at the poem <i>Our teacher's multi-talented</i> again. Match these definitions with the highlighted words in the poem.
	1 twelve of something
	2 mistakes
	3 a winner of something
	4 to fight
3	Read the poem again. Find and write the phrases that mean 'to be good at something'
4	Challenge Word study Use your dictionary to find and write definitions for these words. Read out your definitions for your partner to guess
4	Use your dictionary to find and write definitions for these words. Read out your definitions for your partner to guess.
4	Use your dictionary to find and write definitions for these words. Read out your definitions for your partner to guess. 1 impressive
4	Use your dictionary to find and write definitions for these words. Read out your definitions for your partner to guess.

Lesson 11 Inspirational people

1 **Vocabulary** Complete the sentences with a word from the box.

champion wrestles dozen impressive juggle



Machine Man is the new superhero for kids. He can pick up a 1dozen			
cars with one hand and ²		_ them in the air. He has many talents.	
He's a ³	$_$ skier and he 4_	with tigers. He d	also paints
really ⁵	pictures which are on display at the City Gallery.		

2 Complete the table. Use information from Machine Man's profile in Activity 1 and look at the picture to help you.

Physical qualities	Talents

3 Write a poem about Machine Man. Use the information from the table.

Machine Man

His arms _____,

His legs ______too.

He's a champion _____

And he _____ too.



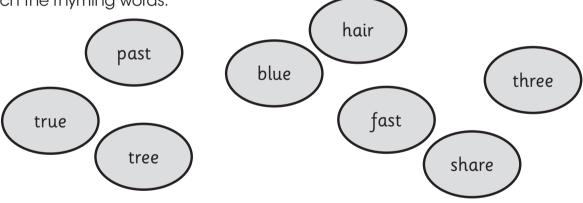
Lesson 12 My learning

Can you remember? Write sentences using the following adjectives.

	bored	relaxed	frightening	interesting	excited	
1						
3	·					
4						
5						

- Complete the sentences. Then mingle and compare your answers with your classmates. Can you find anyone who has the same answers as you?
 - **1** I feel ______ .
 - **2** My favourite thing is ______ . It makes me feel _____

Match the rhyming words.



Leek what I can do!

- I can read and understand profiles and blogs.
- I can use **-ed** and **-ing** adjectives to describe feelings and things.
- I can understand a poem.
- I can recognise rhyming words.
- I can write a short poem.

8

Staying healthy

Lesson 1 Common illnesses

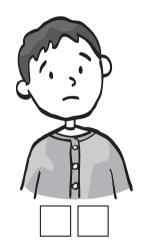
10 1 Vocabulary Listen again and match the symptoms you hear to the correct person.

1 no energy 2 lost voice 3 feel sick 4 sneezing 5 cough 6 ear hurts 7 stomach hurts 8 throat hurts 9 blocked nose

Maria



Abdul



Jess



2 Vocabulary Sort the words. Write the symptoms next to the correct illness.

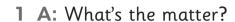
a sore throat stomach hurts a cold a headache blocked nose earache sneezing stomachache no energy ear hurts lost voice feel sick head hurts throat hurts a cough

Illness	Symptoms
a sore throat	lost voice, throat hurts

Lesson 2 How do you feel?

1 **Vocabulary** Complete the dialogues using the words from the box. Then match to the correct picture.

head hurts headache sick



B: I've got a ¹ headache

A: Do you feel ²_____?

B: No, only my ³_______.



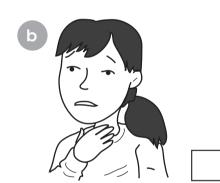
hot sweating fever

2 A: What's the matter?

B: I feel ¹______.

A: Have you got a ²_____?

B: Yes, I'm ³______.



sore throat voice headache

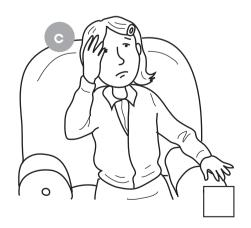
3 A: What's the matter? Have you got a

¹______ ?

B: No, I've got a ²______.

I can't talk because I've lost my

3_____



Lesson 3 Diabetes

1	Read the text from Learner's Book page 116 again. Decide if the sentences below are true (T) or false (F). Correct the false sentences.	
	1 Type 1 diabetes can often be passed from parents to their children.	
	2 Only adults can get type 2 diabetes.	
	3 Diabetes can cause problems with our eyes.	
	4 To help prevent diabetes, we should not each too much chocolate.	

2 Use of English Place the blue words from the text on page 116 of the Learner's Book into the correct column in the table.

5 Children should be active every day of the week.

Countable	Uncountable	Both
a few / few	a little / little	some
several	2	any
1		3
		4



Use of English

Quantifiers

A quantifier expresses quantity.

Countable nouns: Uncountable nouns:

There are now **many** more Diabetes can leave you with

children with type 2 diabetes. little energy.

Both: You should drink **plenty of** water and eat **plenty of** vegetables.

3 Talk Which of the four activities mentioned in the text do you do? Discuss with your partner.

How many more healthy activities can you think of? Make a list.

Now choose one that you would like to try in the future and say why you have chosen this one. Would you like to try any others?

Lesson 4 A fever

- 1 Use of English Circle the correct answer.
 - 1 Don't do many / too much exercise if you have a fever.
 - 2 Wash your hands with water and a few / a little soap.
 - **3** You need **much** / **plenty** of tissues if you have a cold.
 - **4** If you take **any** / **some** medicine, you will feel better.
 - 5 How much / many days does the flu last?
 - 6 Can I have any / some cough medicine, please?
- **2** Use quantifiers to complete these sentences.

I There are <u>a lot of</u> cases of flu in the winter. 2 You shouldn't do _____ exercise, but you should drink _____ water if you have a fever. 3 _____ people suffer from a sore throat in the winter. 4 You should take _____ medicine if your temperature rises to more than 37.5°C.

Language tip

Both: a lot of, plenty of

Use quantifiers to express quantity. **Countable:** a few, many, several

Uncountable: much, some, any, little

Lesson 5 Health

1 Read the text. What kind of text is it? Who do you think the two writers are? Why?

Yesterday, I ate a huge bowl of Mum's home-made tomato soup. It was delicious! However, after an hour or so I got a stomachache and I started to feel a bit sick. Another hour later, I started to get a red rash on my skin too and it was really itchy. Do you think I could be allergic to tomatoes or could it be something else I ate?



Comment:

It sounds like you have a food allergy. Stop eating tomatoes for a while and see if the symptoms go away. Then try to eat less of them. Why don't you ask your mother to make you different kinds of home-made soups from other delicious vegetables? Don't worry, you'll probably grow out of this food allergy and be able to eat tomatoes again in the future.

2 Read the text again and complete the table with the writer's symptoms and the advice he receives.

Symptoms	Advice

- 3 Talk In pairs, talk about:
 - a food you like
 - **b** food you dislike
 - c food you can't eat because it makes you feel ill.

Lesson 6 Giving advice

1 Write Imagine you are a doctor. Write advice for two of the health problems you discussed in the Learner's Book, page 119.

Language tip

Remember to use the language for giving advice. You should + verb

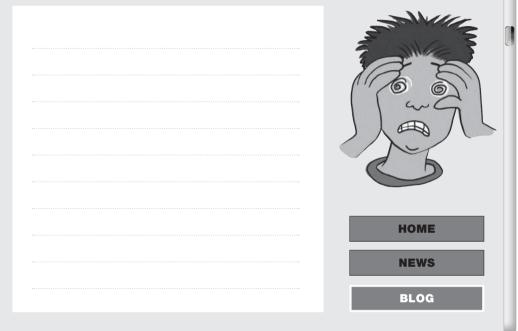
Try to + verb

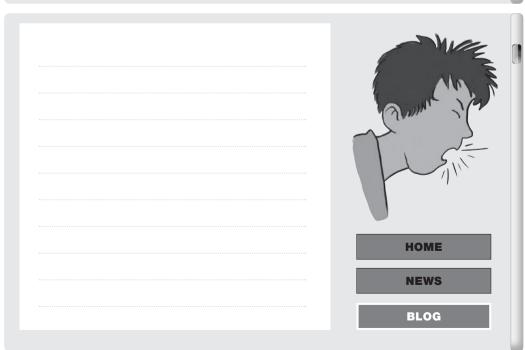
Why don't you + verb

Writing tip

Start off your response with

Thank you for your question. It sounds like you have a sore throat/the flu/an allergic reaction ...





Lesson 7 My learning

1 Can you remember? The letters in the words below are all mixed up. Write the words correctly. The first one has been done for you. gocuh <u>cough</u> spontiperric = p _____n shar _____n Work with a partner. Choose two of the words and write a definition for each one. 2 What can you remember about diabetes? Work with your partner and answer the questions below. 1 What is diabetes? Diabetes means there is ______ in the blood. 2 What is the difference between the two types of diabetes? 3 What are the symptoms of diabetes? 4 What can we do to try and stop getting type 2 diabetes? **3** What other illnesses and symptoms can you remember? Write them in the box below. Remember to check your spellings carefully. Leek what I can do! • I can talk about common illnesses and their symptoms. • I can make predictions about the content of reading texts. • I can read and understand information texts and blogs. • I can write suggestions and advice for health problems.

Lesson 8 Food and health

11 1 Listen again to Kaya's advice. Decide if the sentences are true (T) or false (F). Correct the false sentences.

1 You should eat fruit and vegetables every day.

2 You shouldn't eat carbohydrates.

3 You should eat dairy products to give your body calcium.

4 You should never eat sweets and cakes.

Language tip

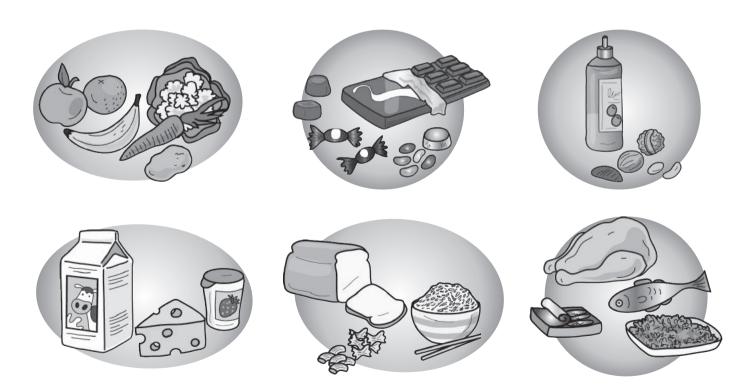
Remember we use *should/shouldn't* to give advice.

You **should** eat fruit as a snack.

We **shouldn't** eat chocolates and sweets every day.

2 Talk What do you think about the information Kaya gives?
Do you agree/disagree? What could you do to improve your diet?

I agree. We should eat more fruit and eat less ...



Lesson 9 A food quiz

1		Vocabulary Categorise the food
---	--	--------------------------------

chocolate rice pasta eggs bread cheese oil fish nuts lettuce carrots chicken milk apples bananas oranges green beans onion

Proteins	Carbohydrates	Vitamins and minerals	Fats and sugars
eggs			

2 Use of English Complete the sentences with should or **shouldn't**, plus a verb from the box.

try spend put exercise drink eat

- 1 We <u>should eat</u> fruit and vegetables every day because they provide our bodies with vitamins and minerals.
- 2 You ______ to eat lots of different types of food.
- 3 Khawla _____ so much butter on her bread.
- 4 You _____ often to keep healthy.
- **5** The dentist said I ______ too many fizzy drinks.
- 6 Adel ______ so much time watching TV.
- 3 Talk Work with a partner and prepare some advice about healthy living to share with your classmates.

Use the following phrases:

Give reasons:

To have a healthy life we should/ We shouldn't ... because ...

shouldn't ...

Language tip

We use **should** if we think

something is a bad idea.

something is a good idea. We use **shouldn't** if we think

Remember:

Lesson 10 Eat a rainbow!

1	Read the information in the Learner's Book, page 123, and answer the questions below.
	1 Which colours are good for your heart?
	2 Which colours are good for your eyes?
	3 Which colours are good for your memory?
2	Decide if the answers are true (T) or false (F).
	1 Sweets and chocolate are not part of the food rainbow.
	2 We should eat five different colours every day.

- **3 Write** Make a plan for a super-healthy day. Decide what food you will have for each meal and a snack.
- Remember that the day should include one food or more from each colour of the rainbow.
- Remember that fruit and vegetables should cover half of the plate for each meal.

Our healthy meal plan		
Breakfast orange juice, fruit, bread		
Lunch		
Snack		
Dinner		

4 Talk Present your healthy meal plan to your classmates. Give reasons for your choices.

Speaking tip

Use the following sentence starters to help you.

For (breakfast), we decided to have ... because ... is/are very good for your ...

Lesson 11 Stone soup

- **Read** *Stone soup* again in the Learner's Book, pages 124–5. Answer the questions about the story.
 - 1 Why did the young man decide to make the stone soup?
 - 2 What did the old man give him?
 - 3 What ingredients did the people in the village give him for the stone soup?
 - **4** Why do you think the people in the village didn't give him any food when he arrived?
 - 5 Why do you think the young man smiled to himself at the end of the story?
 - 6 What value did the young man teach the people in the village that day?
- **2** Word study Find quantifiers for these six items from the story. They are in blue.

1 _____ soup

2 _____ potatoes

3 _____ salt and pepper

4 ______ beans

5 _____ carrots

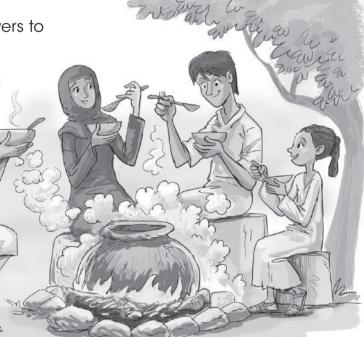
6 ______ onions

12 3 Pronunciation Listen and check your answers to

Activity 1. Listen again and repeat the phrases from the story with connected speech.

1 What happens to of?

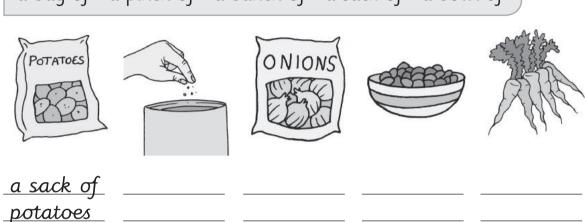
2 Is it pronounced differently?



Lesson 12 My learning

1 Can you remember? Label the food with the correct expression.

a bag of a pinch of a bunch of a sack of a bowl of



- 2 Check your answers with a partner and practise the pronunciation using the short form of the word of.
- **3** Add two more food items to each of the food groups below. Then check with your classmates and try to make your lists longer.

Dairy	Meat and fish	Fruit and vegetables	Grains
yoghurt	beef	apples	pasta/

Leek what I can do!

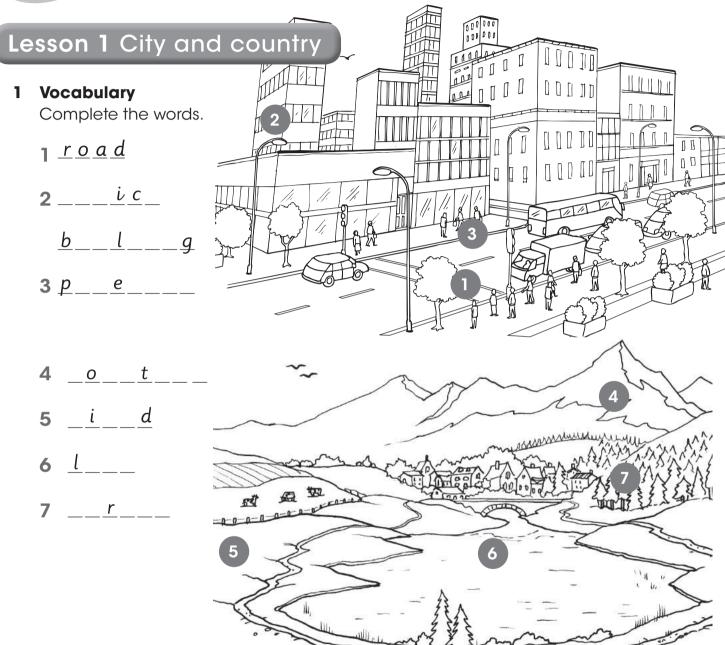
 I can understand about food groups and healthy eating. 	
• I can give advice about healthy eating.	
• I can understand the concept of 'rainbow eating'.	
• I can design a many plan for a healthy day of eating	

• I can design a menu plan for a healthy day of eating.

• I can read and understand a world folktale.

2

Where we live



- 2 Circle the adjectives which best describe the city or the country.
 - 1 Living in the country is **noisy** / **peaceful**/ **crowded**.
 - 2 Cities are very clean / popular / small places to live.
 - 3 Cities have ancient / crowded / amazing streets full of people.
 - 4 The country is modern / small / beautiful in the spring.

Lesson 2 Where we live

Read Study the text about visiting Muscat in Oman. Write the adjective in brackets in its comparative form.

Use of English

Comparative adjectives

adjective	comparative adjective
big	bigger than
dirty	dirtier than
amazing	more amazing
beautiful	more beautiful than

MUSCAT

Muscat is on the north coast of the country and has a population of about 1.3 million. It is a beautiful city with great history, lovely buildings and a warm welcome for those who visit.

■ Best time to travel

If you are planning to visit Muscat,
a good time to go is in January when the
weather is good. During this month, it
is ¹ ______ (nice) than in the
summer. In the summer, it is

² ______ (hot) and

³ _____ (humid) than the
other months of the year.

Vocabulary

chandelier: a light that hangs from the ceiling

architecture: the style in which buildings

are made

humid: hot and wet

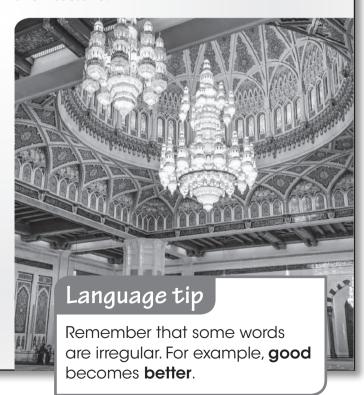
■ Getting around

Traffic in Muscat is ⁴ ______ (light) than other Gulf cities, but the best way to travel around is either to walk or to use the bus service, which is a

- ⁵ _____ (*fast*) and
- 6 _____ (cheap) way to travel.

■ Things to see

Don't leave Muscat without going to Sultan Qaboos Grand Mosque with its amazing chandelier and beautiful architecture.



Lesson 3 Our carbon footprint

1	Read the text from Learner's Book page 131 again. Decide if the sentences are true (T) or false (F). Correct the false sentences.					
	1 Our carbon footprint shows the carbon dioxide we produce each year.					
	2 Gas and electricity make CO ² .					
	3 If you walk to school, you can reduce your carbon footprin	t				
	4 Trees produce carbon dioxide too.					
2	Do the survey. Have you got a big or small carbon footprint Talk about your answers in pairs.	t? Conclusion: If you				
		answered 'yes' to most of these				
		questions then you have a small carbon footprint. Well done!				
	1 Do you walk to school? 2 Do you recycle materials? Yes No	If you answered				
	2 Do you recycle materials? 3 Do you have a shower instead of a bath? Yes No	'yes' to half of the questions then you				
	1 Do you turn off lights? Yes No have a medium-					
į	5 Do you eat food grown locally? Yes No Sized carbon footprint.					
	Do you turn the tap off when you brush your teeth? Yes No	If you answered 'no' to most of these questions then you have a very big carbon footprint. You need to do something about it!				
3	Use of English Change the adjectives into comparatives.					
	1 Khor Fakkan is (small) <u>smaller than</u> Dubai.					
	2 My friend doesn't turn off the lights. Her carbon footprint is mine.	s (big)				
	3 It's (good) to walk to school than to go by	car.				
	4 We must all be (careful) ab carbon footprint.	out our				

5 Everyone wants the world to be a (clean) _____ place.

Lesson 4 Plant a tree!

- 1 Use of English Look at the *Use of English* box and answer the questions.
 - 1 a How many syllables are in the adjectives 'clean' and 'big'?
 - **b** How do we make 'clean' and 'big' into superlative adjectives?
 - **2 a** How many syllables are in the adjectives 'peaceful' and 'amazing'?
 - **b** How do we make 'peaceful' and 'amazing' into superlative adjectives?

Use of English

Superlative adjectives

adjective	superlative adjective		
clean	the cleanest		
big	the biggest		
amazing	the most amazing		
peaceful	the most peaceful		

It is the biggest city in India. It has got the most amazing mountains.

- 2 Use of English Circle the correct superlative adjective.
 - 1 Trying to reduce our carbon footprint is **the more important / the most important** thing we can do.
 - 2 Planting trees is the best / the good way to help the environment.
 - 3 South America has the world's large / largest tropical forest.
 - 4 Which is the smallest / smaller Emirate in UAE?
 - 5 I think this lesson has **the most amazing** / **more amazing** information in the unit.
- **Writing** Write five sentences about where you live or go to school, using superlative adjectives. You can use the adjectives in the box or think of your own!

small	clean	interesting	beautiful	dirty	big	amazing	good
My hoi	ıse is th	ve biggest h	ouse in my	street!	_		
1							
2							
3							
4							
5							

Lesson 5 Past and present

13 1 Listen to Ahmed describe his city in the past and the present. Match the sentence halves. There are two sentence endings you don't need.

1 I don't think a going out with my friends.

life was very easy in the past. 2 In my opinion,

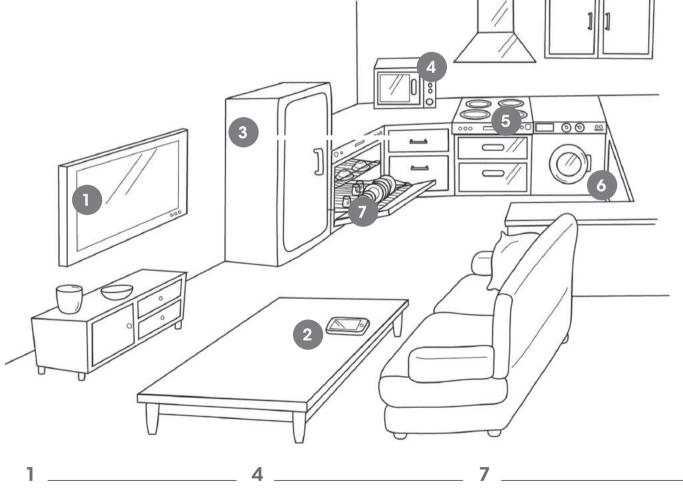
3 I really like playing sport.

d we should walk more.

4 I think that living in Sharjah now is probably better than 100 years ago.

big families should all live together again.

Vocabulary Listen again and tick the appliances Ahmed mentions. Then write the words.



Lesson 6 Changing times

1 Use of English Match the present and the past simple of the verbs.

walk	ed (was / were	
have	is / are	walk	cooked
rode	live	cook	
had	ride	lived	

Language tip

Remember:

Regular verbs end in **-ed** in the past simple.

Irregular verbs do not have an **-ed** ending.

- 2 Complete the sentences with the correct form of the verb.
 - 1 I <u>didn't have</u> (not have) a bicycle until I was five.
 - 2 My father _____ (walk) to school when he ____ (be) a child.
 - **3** There _____ (not be) any modern cookers when my grandmother was little.
 - 4 My mum _____ (ride) her bike to school when she was a child.
 - 5 People _____ (live) in big houses with all the family.
 - 6 People _____ (not use) mobile phones.
- **3** Make sentences about life in the past. Use the correct form of the verbs in the box. The first sentence is done for you.

have drive be live travel use

1 People lived with all their family members in one house.

2 _____

3 _____

5

6 _____

Lesson 7 My learning

1 Can you remember? Complete the table with adjectives to describe the city and the country.

City	Country

2 Change the adjectives to make comparatives and superlatives.

Adjective	Comparative	Superlative
good peaceful big dirty ancient	better than more peaceful than	the best the most peaceful

3	Write three different sentences expressing your opinion about the city and country.
	Use a different sentence starter each time

1	
2	
_	
_	

I believe walking to school is better than driving to school.

Leek what I can do!

- I can compare the city and the country.
- I can understand an article about our carbon footprint.
- I can express my opinion.
- I can talk about the town/city I live in and what it was like in the past.

Lesson 8 Interesting places

1 Vocabulary Choose adjectives to label the picture.

huge old colourful exciting ancient modern strange



- 2 Complete the sentences using adjectives from Activity 1.
 - 1 The mountains are ______, but look small because they are far away.
 - **2** The picnic rug is ______.
 - **3** There are many ______ buildings in the UAE.
 - 4 How many _____ birds did you see today?
 - **5** Desert racing is _____ and lots of fun to watch.

Lesson 9 My favourite place

1 Write a descriptive paragraph. Use the planning sheet below to make notes. Then write in your notebook.

Choose your favourite place and draw a picture of it.

Write a list of adjectives to describe this place and its features, for example, scenery and animals.

Write about why it is your favourite place. Give your personal opinion.

Write your description in your notebook. Remember to check for correct punctuation and good use of adjectives.

Picture of my favourite place	Adjectives for
	Adjectives for
	My opinion

Writing tip

Organise your paragraph in three sentences: location, description, opinion.

Lesson 10 The Lost City - part 1

1 Read The Lost City (Part 1) again and match each sentence to the picture it describes.







- 1 Jassim and Hamad walked a long way. 'I'm getting tired,' Jassim said. ___
- 2 'There it is! There is the Lost City! We have found it at last,' Hamad said. <u>c</u>
- **3** 'We must climb these steps,' Hamad said, pointing to some steps. ___
- **4** When they reached the centre of the city, they found a huge golden drum. 'Look at that!' said Jassim. ___



- Read and decide if these sentences are true (T) or false (F). Correct the false sentences in your notebook.
 - 1 Jassim and Hamad are young girls.
 - 2 Jassim knows more about the Lost City than Hamad.
 - 3 There are a lot of dates in the Lost City.
 - 4 It takes a day to walk to the Lost City.
 - 5 Jassim runs up all of the stairs in one go.
 - 6 Hamad and Jassim must make a noise in the Lost City.

Lesson 11 The Lost City - part 2

1 Word study Look at the story from the Learner's Book again. Find the past simple form of these verbs.

1 walk	
2 stop	-
3 find	
4 forget	
5 stand	
6 run	
7 live	

8 hit

9 reach

- 2 Complete these sentences with a verb from Activity 1 in the past simple.
 - 1 People ______ in this city a long time ago.
 - 2 They _____ a huge golden drum.
 - 3 Jassim _____ the drum.
 - 4 The boys _____ quietly for an hour.
 - **5** When Hamad mentioned the dates, Jassim _____ about the gold and silver.

Language detective

How many words from Activity 2 have irregular past simple forms? Can you think of any more?



Lesson 12 My learning

1	Can you remember? Write the write a sentence about school school.	opinion. Choose one and			
	1				
2	Can you remember when you	-			
	write sentences. Remember	to use the past simple tense.			
	live play go like	have			
	1 When I was five my	y family lived in anothe	er citu		
		, 3			
	4				
3 Put the verbs in the right category according to the final -ed sound.					
	played washed trave	llad stannad naadad	reached painted		
	played washed trave	elled stopped needed	reached painted		
	/ɪd/	/t/	/d/		
		4			
L	_●k what I can do	!			
_	• I can express my opinion.				
	• I can use adjectives to describe unknown places.				
	• I can read about new pl	·			
	·				
	 I can write about my favo 	ourtie place.			



