



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



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# Bridge to Success

Activity Book

6

San Francisco Bridge, USA

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## Lesson 1 Free-time activities

## 1 Vocabulary Activities

Complete the speech bubbles with the correct phrase from the box.

a I really like playing football<sup>(1)</sup> every week with my big brother. He's been in the school team for three years now and can teach me a lot.

b I definitely prefer creative activities to sports. I'm hopeless at sport. Maybe that's why I don't like it. I love painting<sup>(2)</sup>, and sometimes I go out and take photos<sup>(3)</sup> of wild animals for my pictures. I'm quite good at photography – last year I won a prize at school.

c I don't have much free time at the moment. I read<sup>(4)</sup> most nights after school as I enjoy exciting stories.

d Most weekends I meet up with my friends<sup>(5)</sup>. We play video games<sup>(6)</sup> together if the weather is bad and we can't go outside. If the weather is OK, we go out on our bikes. I can't stand being outside when it's cold and raining – I hate it!

take photos  
play video games  
read  
painting  
meet up with  
my friends  
play football

## Lesson 2 Write about it

## 1 Use of English Wh- question forms review

Make questions using the words below. Which response from Lesson 1, Activity 1 answers each question?

## Use of English

## Wh- questions review

Question word + **do** + **you** + verb + ?

**What do you** like doing when you've got some free time?

**Who do you** spend your free time with?

**Which places do you** like going to?

1 you / much / free time / do / how / have? \_\_\_\_\_

How much free time do you have?

**Response:** I don't have much free time.

2 at the weekends / do / what / you / do? What do you do at the weekends?

**Response:** d

3 playing / do / who / you / football / like / with? Who do you like playing football with?

**Response:** a

4 prefer / which / you / do / activities? \_\_\_\_\_

Which activities do you prefer?

**Response:** b

## Lesson 3 A first time for everything

### Reading strategy Understanding general meaning

Tick the strategies which will help you to understand general meaning. Use the strategies before you read the text below.

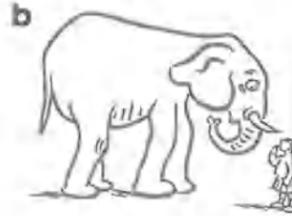
- Look for key words in a text.
- Read the whole text in detail.
- Look at pictures or headings.
- Look up all the words you don't understand.

1 **Read** about these first-time experiences. Match a comment to a picture.

1 'The first time I saw an elephant, I was **terrified!** In my country, it is quite normal to see elephants in the countryside, but I had never seen anything like it before. Now I think elephants are **beautiful!** *Sumalee, 12*



2 'I was so **excited** when I learned to ride a bike! I was very proud of myself because I was only four years old. At the time, my older brother had only just learned and he was already six!' *Jaya, 13*



2 Find a maximum of seven key words and (short) phrases in each comment which show:

- what each child did
- why it was special
- how the experience made them feel.

Sumalee first time / elephant / terrified / never seen before / beautiful

Jaya excited / learned / ride / bike / proud / four years old

## Lesson 4 Talk and write about it

1 **Use of English** Complete the sentences using the correct form of the verb.

1 She has won three competitions in two years. (win)

2 What is the nicest place you have ever seen? (see)

3 He has never been to another country. (go)

4 She hasn't tried Japanese food. (not / try)

2 **Write** Write two sentences about things you have or haven't experienced.

I have tried Vietnamese food. \_\_\_\_\_

Learners' own answers

I haven't been to a very cold country. \_\_\_\_\_

Learners' own answers

### Use of English

#### Present perfect

We use the present perfect to talk about experiences in the past, but we don't say exactly when they happened. We form the tense with **has/have** + past participle.

**Have** you ever **seen** the sea?

I **haven't been** on a rollercoaster again.

## Lesson 5 The language of presentation

### 2 1 Pronunciation Word endings

Listen and repeat these words from a presentation. What sound do you hear at the end of the words?

- 1 introduction
- 2 education
- 3 organisation
- 4 presentation

### 2 Challenge

Waleed's presentation below with the correct sentences a-g.

- a To sum up, I chose to talk about Tariq because
- b As I said in my introduction, this presentation is about Tariq my cousin.
- c since then, he has done two more parachute jumps
- d Today I'm going to talk about my cousin Tariq
- e As well as this, he does football practice with children
- f To finish, I'm going to show you a little video that Tariq made
- g First of all, I'm going to show you some pictures.

*may be done in pairs*

*can ask more qs*

d (1) who I really admire. g (2) and I want you to tell me why you think I admire him so much. b (3) He's ten years older than me and he's studying Sports Science at university. Two years ago he did something amazing – he did a parachute jump for charity from a plane. He raised lots of money to help people who have bad injuries and need help to walk again. And c (4) and raised even more money! e (5) in his neighbourhood every Saturday morning. He doesn't get paid – he does it for free. This means that more kids can come to the football practice. a (6) he is a very kind and fun person who gives up his free time to help other people. I also think he is very brave to do a parachute jump. f (7) before he did the parachute jump ...



## Lesson 6 My learning

### Speaking tip

#### Order your presentation

Use sequencing words to help your audience follow your presentation.

**Today I'm going to** talk about ...

**As I said in my introduction, ...**

**Since then, ...**

**As well as this, ...**

**To sum up, I chose to ...**

### Use of English

Look at the phrases in the *Speaking tip* box. Which phrases are used at the beginning of a presentation? Which phrases are used at the end?

### 1 Write

- Prepare a presentation about someone you admire. Research some interesting facts about the subject of your presentation and make notes.
- Organise your notes into sections
- Add sequencing phrases and think of a way to get the attention of your audience at the beginning e.g. with a question or an interesting picture.
- Does your presentation need any props?
- Practise your presentation with a partner.
- Perform your presentation in front of your class. Listen to your classmates' presentations and write down one interesting fact from each one.

**2 Use of English** Look at Khalid's life up to now. Use the present perfect tense to make sentences about Khalid's life.

1 Khalid / live / in Dubai / since 1995.  
*Khalid has lived in Dubai since 1995.*

2 Khalid / work / for ADNOC / since 2012.  
*has worked*

3 Khalid / drive / to ADNOC / since 2012.  
*has driven*

4 Khalid / be / team leader / since 2015.  
*has been*

1990 Khalid is born in Sharjah.

1995 Khalid and his family move to Dubai.

2008 Khalid finishes school and goes to Dubai University.

2012 Khalid completes his Engineering bachelor degree and starts working for Abu Dhabi National Oil Company ADNOC. He drives from Dubai to Abu Dhabi every day.

2015 Khalid is promoted to team leader at ADNOC.

**Look** what I can do!

	☺ yes	☹ sometimes	☹ not yet
I can talk about free-time activities.			
I can talk about life experiences.			

**Lesson 7 The power of ideas**

**1 Read** the biography of Fabrice Muamba and answer the questions.

This is the story of an extraordinary second chance. In March 2012, Fabrice Muamba, the British football hero, was playing for his team, Bolton Wanderers. While thousands of football fans were cheering in the stadium, thousands more were watching the game on TV. Then suddenly Fabrice collapsed on the pitch. The fans watched as doctors ran to help him. He had a heart attack and his heart stopped for over an hour. The game was stopped. Everybody thought that he was dead.

When Fabrice collapsed on the pitch, the doctors fought very hard to save his life. They succeeded, and football fans all over the country celebrated his recovery. Sadly, Fabrice has stopped playing football, but he says he is thankful that he is alive. He has thanked the doctors, who he says, 'never gave up on me'.



1 Who is the biography about?

*Fabrice Muamba*

2 What happened to him in March 2012?

*During a football match, he had a heart attack in front of thousands of fans and nearly died.*

3 Does Fabrice play football now?

*No, he has stopped playing football.*

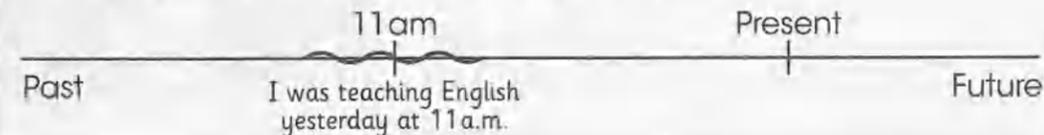
4 Who did he say a special thank you to?

*The doctors who saved his life / helped him get better.*

Use of English

Past continuous

Remember we use the past continuous to describe past actions happening at the same time as another action.  
While thousands of football fans were cheering in the stadium, thousands more were watching the game on TV.



1 Use of English Complete the sentences. Use the correct form of the past continuous with the verbs from the box.

1 While Fabrice was playing football, the fans were cheering in the stadium.

2 While Fabrice was lying on the pitch, doctors were working hard to save his life.

3 While he was studying hard at school, he was playing football for youth teams.

4 While he was learning English, he was going to school in London.

5 While he was getting better in hospital, football fans were celebrating his recovery.

- |           |       |
|-----------|-------|
| study     | learn |
| lie       | work  |
| play      | cheer |
| celebrate | get   |
| play      | go    |

1 Read Part 1 of the biography of Helen Keller again and decide if these sentences are true (T), false (F) or not given (NG). Correct the false sentences.

1 When Helen was born, it was easy for blind and deaf people to get a good education.

False. It was difficult because there were few opportunities.

2 Helen lived to be 100 years old.

3 Helen was seven years old when she lost her sight and hearing.

4 Helen taught blind and deaf people to respect the world.

5 In the past, society didn't understand people who were deaf and blind.

6 Before Helen was born, blind and deaf people had to be cared for.

7 Before Helen was born, care homes looked after the blind and deaf.

8 In the past, if blind and deaf people were independent they were given a job.

9 When Helen became deaf and blind, she had to follow different rules to others.

1 false. It was difficult because there were few opportunities.

2 false. Helen lived to be 87 / Helen was 87 when she died.

3 false. She was 18 months old.

4 false. Helen taught the world to respect deaf and blind people.

5 true

6 true

7 NG

8 NG

9 true

## Lesson 10 Helen learns to spell

### 1 Read Multiple choice

Look at the multiple choice questions below about Helen Keller. Choose the best response **a**, **b** or **c**.

- 1 Who was Helen Keller? **c**
  - a Someone who was blind and deaf
  - b an author
  - c both **a** and **b**
- 2 Helen came from **c**
  - a a small farm town
  - b Alabama
  - c both **a** and **b**
- 3 Helen Keller couldn't **b**
  - a talk
  - b see or hear
  - c both **a** and **b**

### 2 Read and write

Read Parts 2 to 4 of the biography of Helen Keller again and decide if these sentences are **true (T)** or **false (F)**.

- 1 Helen's teacher taught her words by letting her touch objects as well as spell them. **true**
- 2 Helen learned to speak when she was 20 years old. **false. Helen learned to speak when she was ten years old.**
- 3 Helen learned to read several other languages. **true**
- 4 Helen studied at a very good university. **true**
- 5 When she wrote her first book, people could only read it in English. **false. People could read her first book in 50 languages.**

### 3 Read Order of events

Complete the sentences with a number from the box. Then put the sentences about Helen's life in the order they happened.

12	100	7	10
18	30	20	39

- a When she was 20, she went to university. **6**
- b Helen was born over 100 years ago. **1**
- c When she was 7 years old, her parents found her a good teacher. **3**
- d When she was 18 months old, she lost her sight and hearing. **2**
- e When she was 10, Helen learned to speak. **5**
- f Helen met 12 US presidents. **7**
- g One day she learned 30 new words with her teacher. **4**

## Lesson 11 After reading

### 1 Write

Make a list of fair ways to treat people who are blind or deaf. Think about:

- 1 When you meet a blind or deaf person.
- 2 Ways to help blind and deaf people in public places.



## Lesson 12 My learning

- 1 **Read** Find and circle the following words that appear from the text Part 1 in the wordsearch.

d	s	p	o	e	e	n	f	i	o	e
e	r	e	s	o	c	i	e	t	y	b
i	n	d	e	p	e	n	d	e	n	t
i	d	r	e	s	p	e	c	t	e	c
v	i	s	i	o	n	d	o	z	e	n
b	t	t	n	d	e	a	f	n	e	s

respect  
independent  
dozen  
society  
deaf  
blind  
vision

- 2 **Write** Review key words. Look at the following definitions and match each sentence with a word from the box. 2

independent    blind    vision    respect

A When you think well of someone and listen to their opinions: \_\_\_\_\_

B When you can look after yourself: \_\_\_\_\_

C The ability to see: \_\_\_\_\_

## LOOK what I can do!

	☺ yes	☹ sometimes	☹ not yet
I can write a list of fair ways to treat blind and deaf people.			
I can understand a life story about someone in the past.			

# Unit 2

# School

## Lesson 1 A day at school

- 1 **Vocabulary** School subjects  
Complete the sentences below.

Subjects I study: \_\_\_\_\_

Subjects I haven't studied: \_\_\_\_\_

Subjects I like: \_\_\_\_\_

- 2 **Write** a paragraph to describe your own school life in the UAE. Use the examples about Omar on page 21 of the Learner's Book to help you.

*In the morning, as well as lessons we have a break at ...*

Learners' own answers.

## Lesson 2 Schools around the world

1 **Listen** and complete the information about China, Bahrain and Canada.

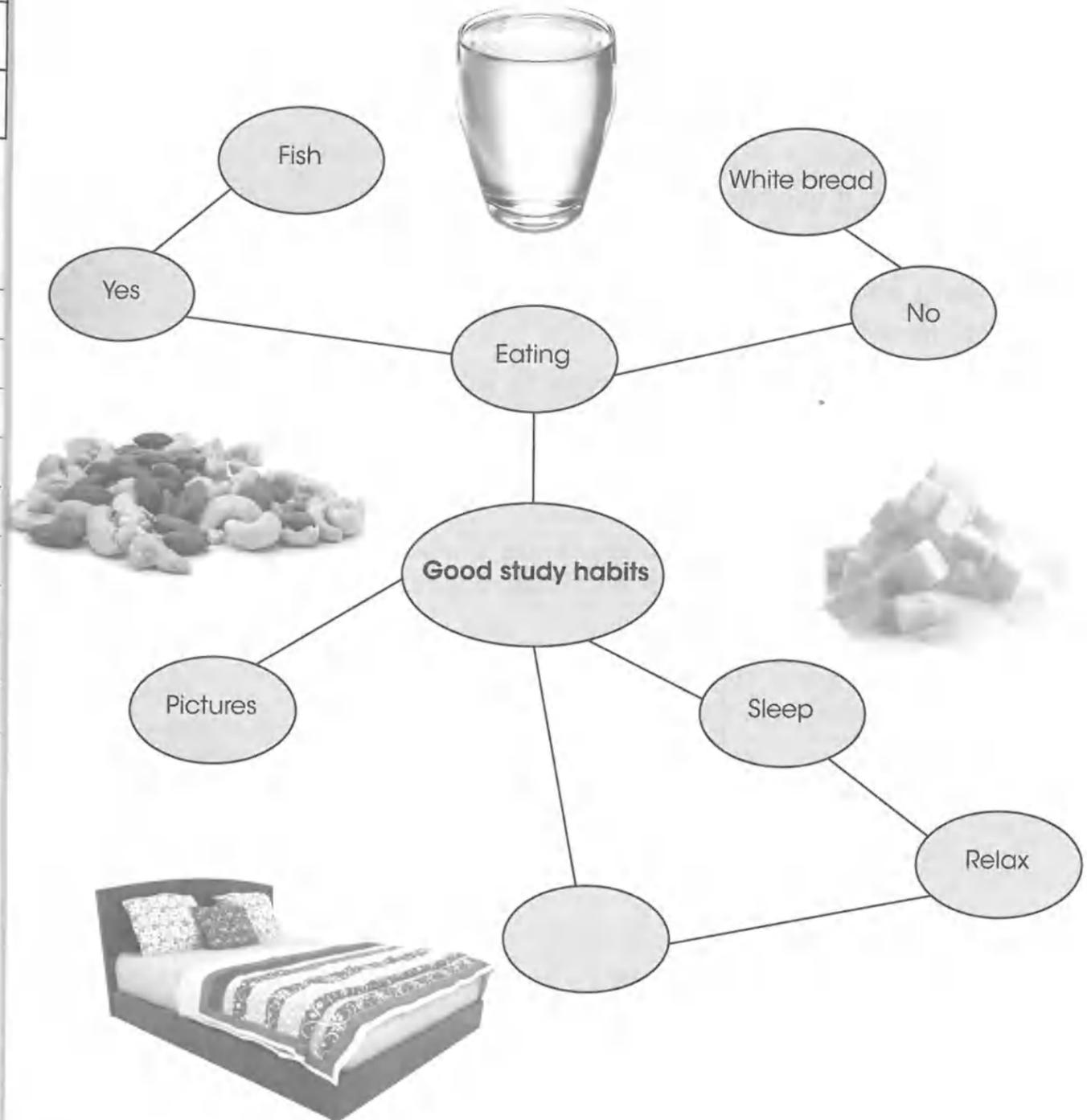
	School hours	Days at school	School year
China	7.30 am–5 pm	Monday–Saturday	September–July
Bahrain	8 am–2 pm	Sunday–Thursday	September–July
Canada	9 am–3.30 pm	Monday–Friday	September–June

2 **Write** Compare your school day to the school day in other countries. Use your notes from this lesson to write three sentences.

*At my school we study English and French. In China they have two hours for lunch not one.*

## Lesson 3 Diet and studying

1 **Mind maps** Mind maps are a good way to help you remember information. Below is a mind map about good study habits. Can you add more information to the mind map?



## Lesson 4 Study tips

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

- If you **use** / **will use** pictures, you'll remember things better.
- If you **are** worried about something, you **won't** / **don't** concentrate well.
- You will remember important information, if you **make** / **will make** good notes.
- If you feel relaxed, you **would** / **will** study better.
- If you **will find** / **find** a quiet place to work, you will study well.
- If you **can** / **could** teach the information to someone else, you will remember it better.

### Use of English

#### First conditional with *if*

We use the first conditional to express future events that are likely to happen. We form the structure with **if** + present simple + **will/won't** + verb

**If** you're calm, you **will** be able to study properly.

**If I can** explain it to someone else, I'm sure **I'll** remember it later in the exam.

**If** you don't make good notes first, you **won't** remember things so well in the exam.

2 **Challenge** Use the pictures and prompts to write more advice about good study habits. Make a sentence for each picture using **if**.



1 sleep / study  
If you sleep well,  
you'll study better.



2 drink water / concentrate  
If you drink plenty of  
water, you'll concentrate better.



3 do exercise / remember  
If you do (enough / plenty of) exercise,  
you'll (be able to) remember things well/better.



4 eat healthy food / energy  
If you eat healthy food,  
you'll have energy (for studying).

## Lesson 5 Starting a new school

1 **Problems starting a new school** Write your ideas for problems people have when starting a new school in the table. Look at the vocabulary box for some words to help you.

friends teacher work understand find could should would

Our role-play is about:



2 **Prepare** Use the boxes below to plan your role-play.

Instructions	Text of role-play
<b>Learner A:</b> Explain the problem. <i>I am worried about ...</i> <i>I am scared that ...</i>	<hr/> <hr/> <hr/>
<b>Learner B:</b> Ask for more information. <i>Why are you worried about ...</i>	<hr/> <hr/> <hr/>
<b>Learner A:</b> Give more information. <i>Because ...</i>	<hr/> <hr/> <hr/>
<b>Learner B:</b> Offer a solution or advice. <i>You could speak to him about ...</i> <i>Why don't you ...?</i> <i>How about asking her to ...?</i>	<hr/> <hr/> <hr/>
<b>Learner A:</b> Respond to solution or advice. <i>Thank you ...</i> <i>I hadn't thought of that ...</i> <i>That's a good idea ...</i>	<hr/> <hr/> <hr/>
<b>Learner B:</b> Finish the conversation. <i>You're welcome.</i> <i>I'm glad I could help.</i>	<hr/> <hr/> <hr/>

## Lesson 6 My learning

1 **Vocabulary** Match the sentence halves.

- 1 If you don't hurry, \_\_\_\_\_ a Science and National History.  
 2 The subjects I'm really into are \_\_\_\_\_ b come and join in with us!  
 3 It's unkind \_\_\_\_\_ c you'll be late for school.  
 4 Don't work on your own - \_\_\_\_\_ d to laugh at other people's mistakes.  
 5 If she can run well, \_\_\_\_\_ e she can join the sports team.

2 **Talk and write** In a group, make a leaflet for children in Grade 5 about the move up to Grade 6. Talk about what should go in each part of the leaflet.

Who will write the words? Who will draw or find the pictures? Who will put it all together?

Make sure each person in your group has a task to do.

Part 1: What is the school day like?

Part 2: What will they study?

Part 3: Good study habits they will need to use.

Part 4: What to do if they are worried.

### Look what I can do!

	😊 yes	😊 sometimes	☹ not yet
I can talk about what I do at school.			
I can compare my school to other schools.			
I can use good study habits and advise others.			

## Lesson 7 Problem solved

1 **Vocabulary** Behaviour

Complete the dialogue with a word from the box in the correct form.

tell us off ~~mess about~~ bully join in with laugh at

A: I don't like my project group. Everyone messes about <sup>(1)</sup> and wastes time. I'm the only one who does any work.

B: Why don't you talk to them?  
Tell them how you feel.

A: I've done that, but they just laugh at <sup>(2)</sup> me. They think it's all a big joke. The teacher always tells us off <sup>(3)</sup> because he thinks we don't do any work.

B: Oh no! Why don't you tell the teacher what's happening?

A: Because if I do that, they might bully <sup>(4)</sup> me. They're all bigger than me!

B: I know! Come and join in with <sup>(5)</sup> my group. We need another team member.



2 **Challenge** Read Ismail's problem and write four possible solutions.

In a few weeks' time I have an important exam. It tests most of the subjects I am studying at the moment. I feel very nervous and I'm sure I'm going to fail! Can you give me some advice about preparing for the exam and feeling less nervous?

Ismail, 11

I think you should ...

Why don't you ...?

## Lesson 8 After-school clubs

- Survey** How many after-school activities do the students in your class do?
  - Work together to find out the answer. Which activities are most popular?
  - Make a chart to show your findings.

After-school clubs	Number of students	
	Tally	Total
Computer Club	HHH	5

- In a group, ask people what they like about the activity they do. Why should other people take part?
- Write** Use the first conditional to write sentences about why people should join each after-school activity.
 

*If you join the football club, you will get fit and make friends.*

*If you join the computer club, you will learn how to write your own computer programmes.*

## Lesson 9 Starting something new

- Use of English** Complete the email with modal verbs from the box.

could    should    would

send

Dear Mrs Asma

We would<sup>(1)</sup> like to ask your permission to organise a talent show for the end of term. There are some very talented students in Grade 6 and we think it would be a good opportunity to show their skills to the school.

We would<sup>(2)</sup> like to have six acts in our final show. Lots of our classmates want to take part, so we would<sup>(3)</sup> like to have auditions to choose the final six. We would<sup>(4)</sup> also like to have four judges and we would<sup>(5)</sup> like you to be one of them. Everyone agrees that you should<sup>(6)</sup> be a judge, as well as three other teachers.

If you agree to our idea, could<sup>(7)</sup> we hold the auditions in the art room on Wednesdays after school? Mrs Aziza, the art teacher, says this is OK with her but we should<sup>(8)</sup> ask your permission first.

If you like our idea, could<sup>(9)</sup> we come and see you to tell you more?

Yours sincerely,  
Nahla and Laila

## Lesson 10 A problem in school: Part 1

**1 Read** Read these statements about the story in your Learner's Book on pages 34 and 35. Are they **true** or **false**? Can you correct the false statements?

- 1 Mohamed is working for a Maths test. **True**
- 2 Mohamed finds the Maths easy. **False. Mohamed didn't understand the maths.**
- 3 Mohamed spends his whole evening studying. **False. Mohamed goes out to play with his friends for the evening.**
- 4 Mohamed answered all the questions on the test. **False. Mohamed answered only one question in the test.**
- 5 Mohamed shouted at his friend Abdullah. **True**

**2 Write** Write a summary of the story so far. Use the box to make a note of key words. Write your summary in full sentences below.

**Key words:**

Learners' own answers.

## Lesson 11 A problem in school: Part 2

**1 Pronunciation** Silent letters

Read the words from the story and practise saying them out loud with a partner. Which letters are silent?

1 would    2 shouldn't    3 right    4 pushed    5 shouted

**2 Role-play** When Mohamed goes back to school, he has to say sorry to Mr Salman and Abdullah for shouting at them.

With a partner, write a role-play where one person is Mohamed and the other is Mr Salman or Abdullah. Use modal verbs **could, should, would**.

Use the ideas in the column on the left to help you.

<p><b>1 Mohamed</b> Apologise. Say what you did wrong. <i>I'm sorry.</i> <i>I shouldn't have ...</i></p>	<hr/> <hr/> <hr/>
<p><b>2 Mr Salman/Abdullah</b> Accept the apology. Say how you felt. <i>That's ok.</i> <i>I was surprised/upset that ...</i></p>	<hr/> <hr/> <hr/>
<p><b>3 Mohamed</b> Say what you could do next time. <i>Next time I could ...</i></p>	<hr/> <hr/> <hr/>
<p><b>4 Mr Salman/Abdullah</b> Say what you would like to happen next. <i>I would like ...</i></p>	<hr/> <hr/> <hr/>
<p><b>5 Mohamed</b> Finish the conversation. <i>Thank you ...</i></p>	<hr/> <hr/> <hr/>
<p><b>6 Mr Salman/Abdullah</b> Finish the conversation. <i>I hope ...</i></p>	<hr/> <hr/> <hr/>

## Lesson 12 My learning

**1 Silent letters** In each sentence circle the word with a silent letter.

- 1 Do you know how many lessons there are?
- 2 Did he say which book he wants?
- 3 They said I could come today.
- 4 The teacher told me that I got the question wrong.
- 5 To get to the library you turn right down the corridor.

**2 Use of English** Use the information to write an email to your principal asking for permission to buy a laptop for your class. Tick off each grammar point when you have used it.

Modal verbs (could/should/would)

First conditional (if)

We have raised 1000 dirhams at the school fair.

We want the laptop to help us with project work.

We can use it to access the Internet in the classroom.

Dear Principal

Yours sincerely, Class 6B

## Look what I can do!

	☺ yes	☹ sometimes	☹ not yet
I can talk about extra-curricular activities.			
I can write an email asking permission to do something.			
I can understand a story about experiences at school.			
I can use words that describe body language.			
I can use words with silent letters.			

## Unit 3

# Sport

## Lesson 1 Which sports do you do?



**1 Vocabulary Sports**

Find the ten types of sport in the word search and write about them below. Then tell your partner about them.



hockey  
volleyball  
swimming  
badminton  
basketball  
gymnastics  
tennis  
judo  
football  
athletics

Sports I've tried \_\_\_\_\_

Sports I often do \_\_\_\_\_

Popular sports in my country \_\_\_\_\_

## Lesson 2 Sports equipment

3 1 **Vocabulary** Complete the sentences with a word from the box.

shin pads racquet goggles shuttlecock goalposts shorts

- 1 You wear goggles to protect your eyes when you are swimming.
- 2 You wear shin pads to protect the front part of your legs between your knees and ankles.
- 3 You hit a shuttlecock when you are playing badminton.
- 4 Boys wear swimming shorts when they go swimming.
- 5 You hit the ball with a racquet when you are playing tennis or badminton.
- 6 goalposts tell you where the goal is when you are playing football.

Now listen and check your answers.

2 **Write** a paragraph about a sport you do, where you play it, what equipment you use and why you like it.

### Writing tip

Remember to start sentences with a capital letter and end them with a full stop.

I play football in the park with my friends and my brothers.

Try to make your sentences longer by using *and*, *but* and *because*.

I like to play football **because** it is fun **and** I can meet my friends.

I love playing badminton, but not in windy weather. The shuttlecock flies away!



## Lesson 3 Get active!

1 **Vocabulary** Parts of the body

Complete the parts of the body words. Use your dictionary to check the spelling.

- |                                |                           |
|--------------------------------|---------------------------|
| 1 h__p <b>hip</b>              | 5 __e__ <b>neck</b>       |
| 2 t__g__s <b>thighs</b>        | 6 a__k__e s <b>ankles</b> |
| 3 s h__l__r__ <b>shoulders</b> | 7 k____s <b>knees</b>     |
| 4 ____r t <b>heart</b>         | 8 __m s <b>arms</b>       |

2 **Listen** to the instructions and tick the ones you hear.

- |  |                          |
|--|--------------------------|
| a Bend over and touch your toes.                                   | <input type="checkbox"/> |
| b Keep your arms straight.   | <input type="checkbox"/> |
| c Rotate your shoulders ten times.                                 | <input type="checkbox"/> |
| d Bend your neck to the left shoulder and then the right shoulder. | <input type="checkbox"/> |
| e Rotate your shoulders quickly.                                   | <input type="checkbox"/> |
| f Stand up straight.   | <input type="checkbox"/> |
| g Bend your right leg and hold your toes.                          | <input type="checkbox"/> |
| h Count to ten and relax.  | <input type="checkbox"/> |



## Lesson 4 How to stay active and healthy

- 1 **Use of English** Correct the sentences by replacing the underlined verb with another verb from the box.

mustn't need should

- 1 I mustn't eat a lot of chocolate and unhealthy food.
- 2 I need to do exercise to stay fit and healthy.
- 3 Everyone should stretch their muscles before they do exercise.
- 4 You should drink water while you are running.
- 5 You mustn't eat a lot of food before you do any sports.

- 2 **Write** five sentences about what you **need to**, **mustn't** and **should** do to stay fit and healthy.

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Learners' own answers.



### Use of English

#### need/should/mustn't for advice and instructions

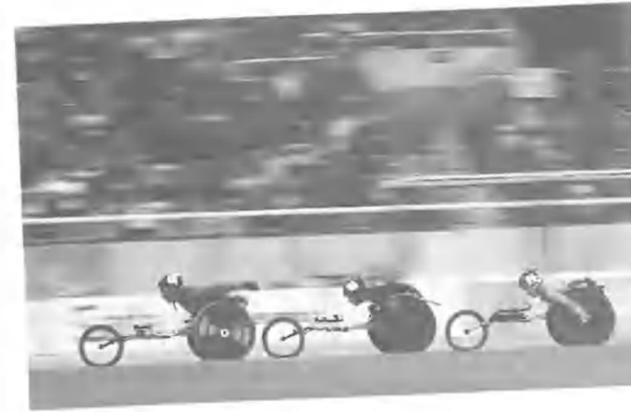
We use **need** when something is necessary.

We use **should** to give advice.

We use **mustn't** when something is not allowed.

## Lesson 5 Sports for everyone

- 1 **Talk about it** Talk about the parathlete Mohammed Khamis Khalaf with your group. What can you remember? What other sports have you seen people with disabilities do?



- 2 **Write** Write your answers to the questions from Activity 1.

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Learners' own answers.

## Lesson 6 My learning

1 **Talk about it** Write the names of five of your friends. Now ask them what their favourite sport is. Tick their answer.

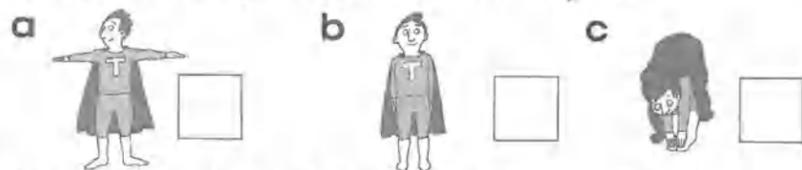
NAME	javelin	shot put	discus	swimming	football	badminton	track races
1							
2							
3							
4							
5							

5 2 **Listen** and tick the correct picture.

1 Which sport does Shamsa play? (F)



2 Which warm-up exercise does Tariq do?



3 Which part of the body must you warm up?

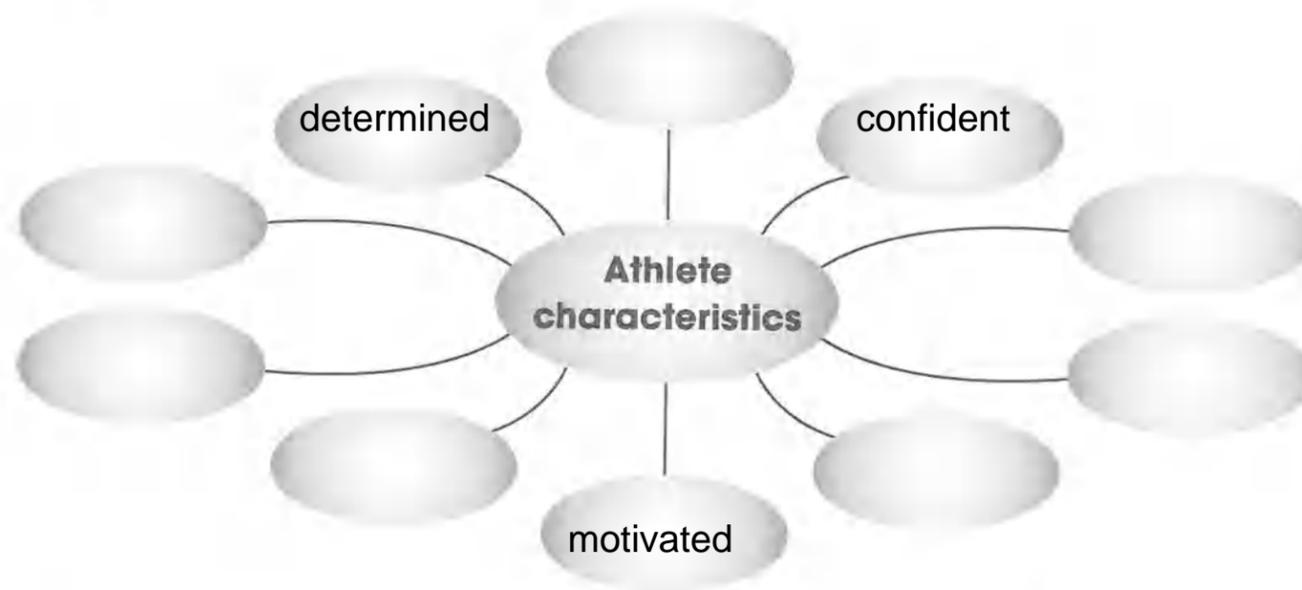


### Look what I can do!

	☺ yes	☺ sometimes	☹ not yet
I can talk about my favourite sports.			
I can advise how to do sports exercises.			
I can read and talk about a paralympian.			

## Lesson 7 Everyone can be an athlete

1 **Talk about it** With your friend, talk about the characteristics of an athlete. Write your ideas in the mind map.



2 **Write** Complete the profile for an athlete of your choice. Include a paragraph about his or her characteristics. Remember to write about why each characteristic is important.

### Athlete profile

Name \_\_\_\_\_

Age: \_\_\_\_\_

Nationality: \_\_\_\_\_

Sport: \_\_\_\_\_

Characteristics: \_\_\_\_\_

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## Lesson 8 The Fun Run

- 1 **Write** Make notes and write a summary. Read the article on page 48 of your Learner's Book again.

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### Writing tip

#### Writing summaries

- 1 Read the text carefully.
- 2 Scan the text again and underline key words and phrases.
- 3 Change phrases to one word with a similar meaning.
- 4 Organise your notes into a summary.
- 5 Check your work.

Every year in June, our school does a sponsored walk for charity in our local park. Lots of people take part and more people watch and cheer. Learners, teachers, families take part! Some people dress up in fancy dress costumes. We ask our family and friends to sponsor us to raise money for charity and we get fit too. Our school Fun Run raised over \$20 000 Dirhams for charity.

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## Lesson 9 Helping others enjoy sport

- 1 **Read** the text again on page 49 of your Learner's Book. Decide if the sentences are **true** or **false**.

- 1 Salem and his father never go to football matches. **False**
- 2 Salem's father cannot see. **True**
- 3 Salem's father has always been blind. **False**
- 4 Salem's father doesn't play football. **True**
- 5 Both Salem and his father love football. **True**
- 6 Salem's father listens to Salem telling him the details of the football matches. **True**

- 2 **Talk about it** Work with a partner and describe what is happening in this picture. Then draw your own picture of a live sporting event.





## Lesson 12 My learning

1 **Talk about it** Ask and answer these questions with your partner.

- Are you a member of a sports team? What does each person have to do in the team?
- What other kinds of teams are there? When do you work in teams?
- Think of a team. Which statements are true?
  - Everyone helps each other and works together.
  - I can learn new things when I work with a team.
  - Other people can learn from me in a team.
  - Everyone in a team has a special job to do.
- What are some more good things about being in a team? Are there any bad things?

## Look what I can do!

	☺ yes	☹ sometimes	☹ not yet
I can read and talk about an athlete's characteristics.			
I can use descriptive vocabulary in a commentary.			
I can read a commentary with emphasis.			
I can write a short summary based on a text.			

## Unit

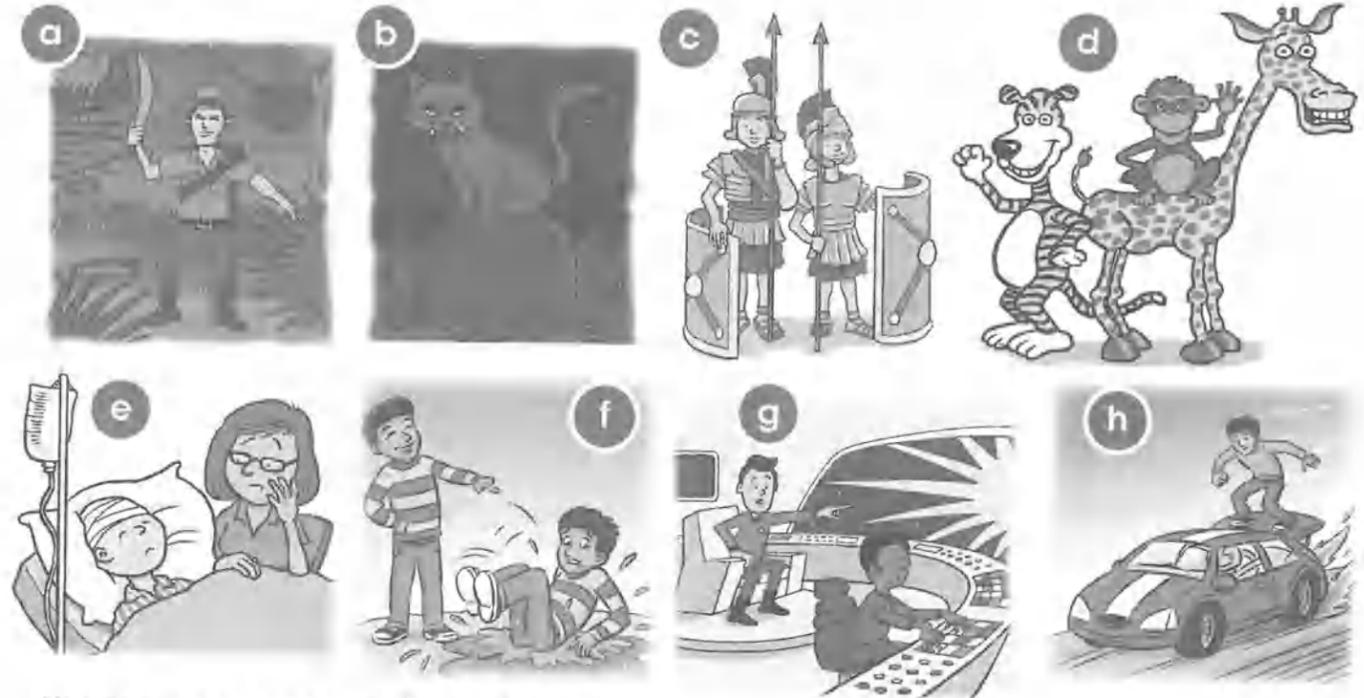
# 4

# The big screen

## Lesson 1 Types of films

animation	comedy
adventure	science fiction
horror	drama
action	historical

- 1 **Write** about the last film you saw. What type of film was it? Which types of films do you like best? Which ones don't you enjoy?



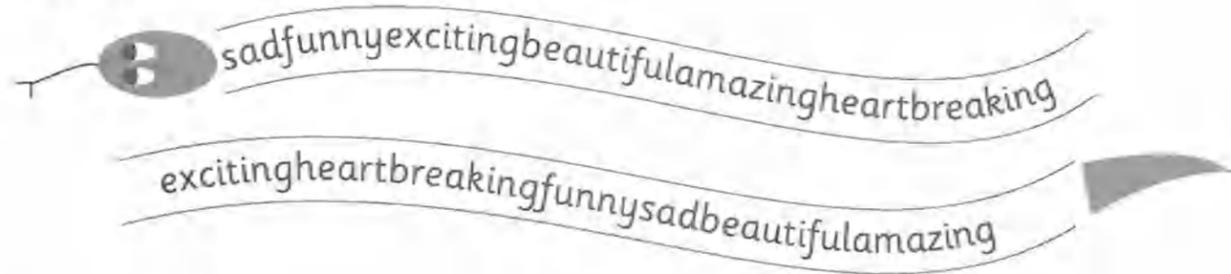
Use these sentence starters to help you.  
 The last film I saw was called ...  
 The type of film was ...  
 I enjoyed it because ...  
 The type of film I like best is ...  
 The type of film I don't enjoy is ...

Learners' own answers.

## Lesson 2 Describing films

### 1 Vocabulary Adjectives

Find the adjectives in the word snake.

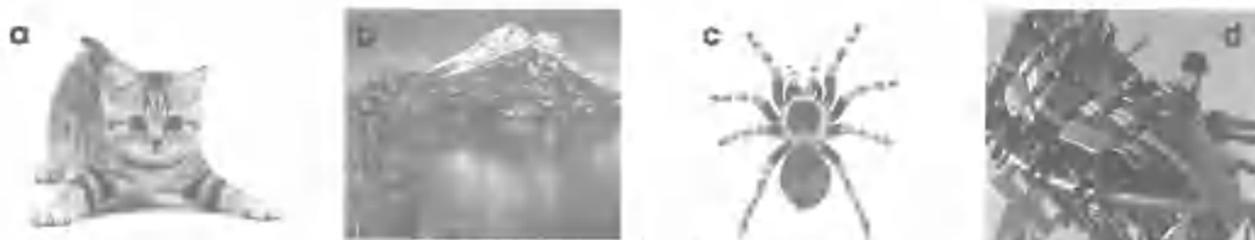


### 2 Use of English Put the dialogue in the correct order.

- 1 B It's an animation film. **4**
- 2 B I saw *Happy Feet* last week. **2**
- 3 B It was very funny, we couldn't stop laughing. **6**
- 4 A What sort of film is it? **3**
- 5 A What was the last film you saw? **1**
- 6 A What did you like about it? **5**

### 3 Challenge Choose adjectives to describe your opinion of the images in the pictures.

I think that kitten is beautiful! (It's so small and cute!)



Learners' own answers.

## Lesson 3 The first films

### 1 Ask and answer Work with a partner. Use the first film facts to ask and answer your own questions.

The first animation films were made in the early 1900s.

The first film starring Mickey Mouse was made in the 1920s.

The first film starring Mickey Mouse was produced by Walt Disney.

The *Madagascar* films were shown in cinemas all over the world.

The first full-length animation film was called *Snow White and the Seven Dwarves*.

Computers weren't used to make animation films in the 1940s.

Lots of Disney films were produced in the 1960s and 70s.

The first *Toy Story* film was created in the 1990s.

The first animation films were not made in colour.

In the first cartoons, hundreds of drawings were needed to produce just one minute of animation.

The award-winning animation film *Shrek* was released in 2001.

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### 2 Challenge Write a short paragraph about your favourite animation film.

\_\_\_\_\_ was released in 20\_\_\_\_. The main character is ...

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## Lesson 4 Films that I like

1 **Read** the answers below and match them to the questions.

- 1 Have you seen any good films recently?
  - 2 What kind of film is it?
  - 3 What's it about?
  - 4 Where's it set?
  - 5 Would you recommend it?
- a It's set in India and a lot of the action takes place in the middle of the ocean. **4**



- b Yes, I saw *Life of Pi* at the cinema two weeks ago with my dad. It was amazing! **1**
- c Yes, I would. I liked the scenes where the boy faces the tiger, and then makes friends with him. My dad didn't like the film though! He says he prefers films that have more realistic plots! But I thought the plot was interesting and exciting. **5**
- d It's an adventure movie which looks fantastic. There are some amazing scenes, with great special effects. **2**
- e It's about a boy called Pi who has an incredible adventure at sea. His family own a zoo in India. But they have to sell the zoo and all the animals. They decide to sail to Canada so they can sell the animals and build a new life. But on the way they have an accident and only Pi and a few animals survive. So Pi is left in the middle of the sea in a lifeboat with the wild animals. And one of them is a huge hungry tiger! The film is about how Pi survives ... **3**

2 Read the answers again and answer the questions.

- 1 Which answer tells you about the **plot**? **e**
- 2 Where is the **setting** for the film? **India**
- 3 Which main **characters** are mentioned? **A boy called Pi and a tiger**

## Lesson 5 What makes a good film?

1 **Write** your own answers to these questions.

1 Have you seen a good film recently?

\_\_\_\_\_

2 What kind of film is it?

\_\_\_\_\_

3 What is it about?

\_\_\_\_\_

4 Where is it set?

\_\_\_\_\_

5 Would you recommend it?

\_\_\_\_\_

2 **Write** What else could you ask when talking about a film? Write three new questions. Use the word box to help you. Then ask your friend the questions.

actors	good and bad points	special effects	plot
costumes	setting	type of film	characters

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

## Lesson 6 My learning

1 **Vocabulary** Find the words from the box in the wordsearch.

c	o	m	e	d	y	o	l	k	u	i	h	s	h
s	c	i	p	a	m	a	z	i	n	g	e	c	i
h	t	e	r	r	i	f	y	i	n	g	a	i	s
i	h	t	w	a	z	x	c	y	n	m	r	e	t
l	r	g	o	r	g	e	o	u	s	r	t	n	o
a	i	p	d	r	a	m	a	t	y	g	b	c	r
r	l	o	l	d	n	p	c	a	s	b	r	e	i
i	l	s	i	e	i	k	t	z	e	h	e	f	c
o	i	c	y	r	m	i	i	h	r	y	a	i	a
u	n	x	t	b	a	c	o	o	t	u	k	c	l
s	g	m	k	j	t	x	n	r	r	a	i	t	e
a	q	w	e	h	i	u	i	r	g	s	n	i	w
c	v	t	r	b	o	m	s	o	v	c	g	o	s
d	a	d	v	e	n	t	u	r	e	f	y	n	g

adventure  
horror  
historical  
animation  
drama  
comedy  
science fiction  
action

2 **Write** What makes a good film?  
Write a sentence to describe a good film. Use the words in the box to help you.

actors setting plot special effects  
costumes good and bad points  
type of film characters

LOOK what I can do!

	☺ yes	☺ sometimes	☹ not yet
I can talk about types of films.			
I can describe films using strong adjectives.			
I can tell you what makes a good film.			

## Lesson 7 Creating film scenes

1 **Vocabulary** Reporting verbs

Complete the dialogues with a verb from the box.

asked shouted hoped remembered answered laughed

- "I'm sure I left my keys by the door," he suddenly remembered.
- "That was a really funny joke!" she laughed.
- "What time does the film start?" he asked.
- "The film starts at seven o'clock," she answered.
- "Watch out, you nearly knocked my drink over!" he shouted.
- "The film stars might be coming to watch the premier," she hoped.

2 **Read** the storyboard and put the pictures in the correct order.

### The Light in the Garden

- It was already past midnight and Lialya couldn't sleep. She didn't know why. Then she realised that her sister, Sara, was awake too ...
- Lialya got up to close the curtain. It seemed unusually bright outside for a cloudy winter night. Then she noticed the light in the corner of the garden.
- Sara got out of bed and joined Lialya at the window. The two girls looked at the light in amazement. Sara wanted to go outside and look at it close up.
- Lialya looked at her sister in shock. She didn't want to go out in the cold dark garden in the middle of the night. But her sister had other ideas!



a 3



b 4



c 2



d 1

## Lesson 8 Making scenes interesting

- 1 Write** Use this template to create your own storyboard. Add speech bubbles or thought bubbles to show what your characters are thinking or speaking. You could continue the story about the birthday cake that has gone wrong. Will Sara's brothers and sisters help her make a new cake? Could they ring an aunt for help? Could they buy a cake at the shop? Will Mum come home early and see the mess in the kitchen?


## Lesson 9 Jurassic Park: Part 1

- 1 Read** Complete the summary of the *Jurassic Park* film story with words from the box.

controlled ~~science fiction~~ island dinosaurs  
escape breaks scientists escape dinosaurs



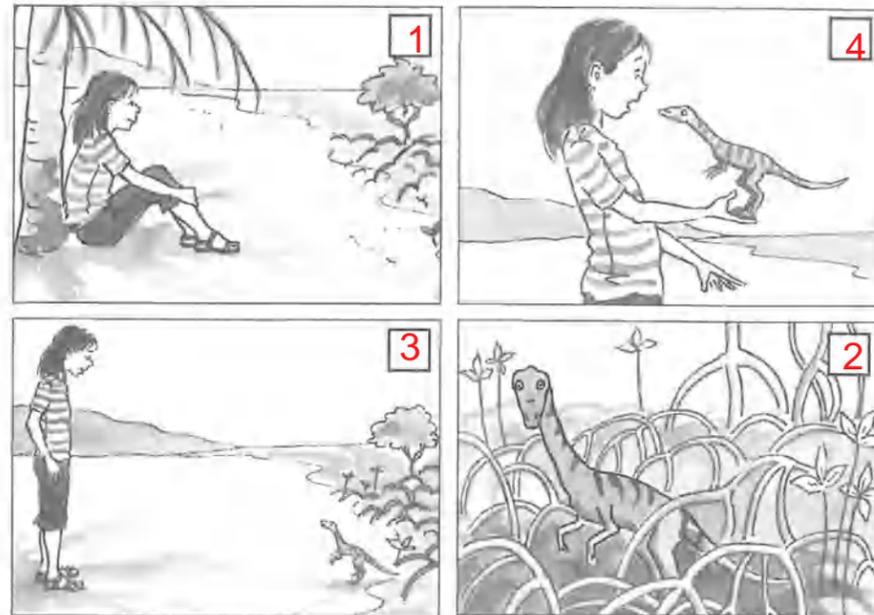
*Jurassic Park* is a science fiction<sup>(1)</sup> film. It is about a group of scientists<sup>(2)</sup> who visit an island<sup>(3)</sup> inhabited by dinosaurs<sup>(4)</sup>. Before the scientists arrive, the dinosaurs live in a controlled<sup>(5)</sup> area on the island and they can't escape<sup>(6)</sup>. But then, someone breaks<sup>(7)</sup> the security code and the dinosaurs<sup>(8)</sup> escape. The scientists and other people on the island try to escape<sup>(9)</sup> from the dinosaurs.

- 2 Write** Why is *Jurassic Park* famous in cinema history? Write a sentence to describe why.

It showed computer generated special effects that were new at the time.

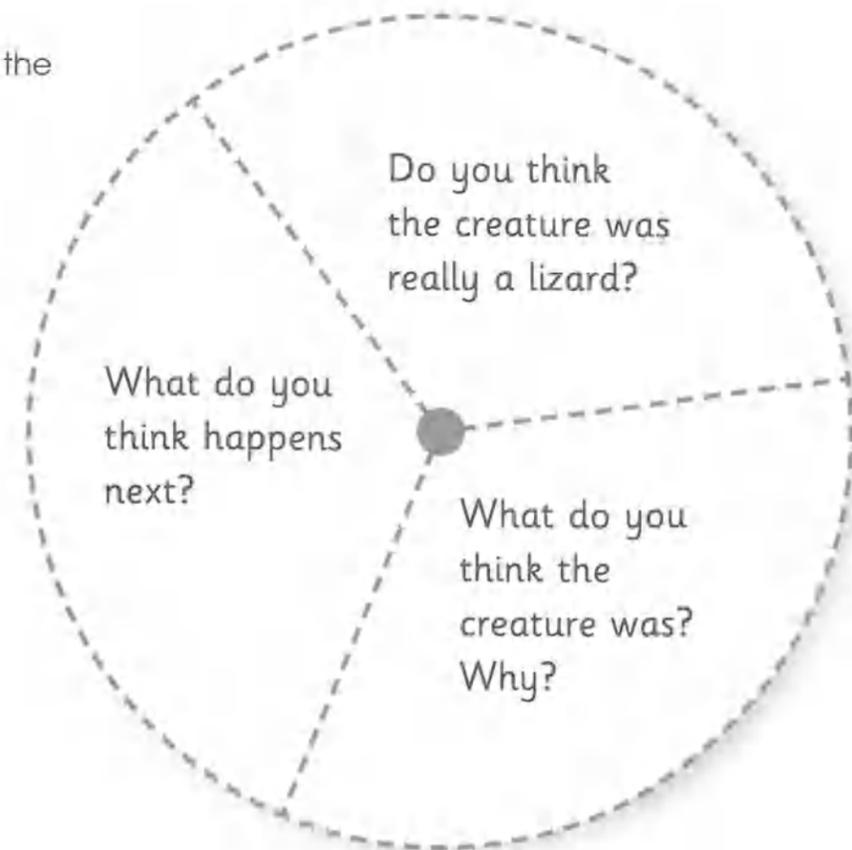
## Lesson 10 Jurassic Park: Part 2

- 1 **Read** the extract again from the novel *Jurassic Park* by Michael Crichton. Put the pictures from the story in the correct order.



### 2 After-reading spinner

Spin a pencil and answer the question it points to.



## Lesson 11 Jurassic Park: Part 3

### Strategy check! Guess meaning from context

Tick the strategy which will help you to guess meaning from context. Use the strategy to help you with the sentences below.

- Don't read the sentence, just the word, and try to guess it.
- Read the whole sentence to get an idea of the word's meaning.
- Check the dictionary first.

- 1 **Word study** Read the sentences from the story. Underline the words that help you understand the meaning of the words in bold.

- 1 ... Tina decided to move out of the sun, back from the water, to the **shade** of the palm trees.
- 2 The lizard stood on its hind legs, balancing on its thick tail ...
- 3 ... the lizard jumped onto her hand. Tina could feel its little toes pinching the skin of her **palm** and she felt the surprising **weight** of the animal's body pressing her arm down.
- 4 And then the lizard **scrambled** up her arm, toward her face.

- 2 **Write** Make a top tips poster.

## Lesson 12 My learning

1 **Multiple-choice Quiz** Choose the correct word to complete the sentences.

- \_\_\_\_\_ are my favourite kind of film – I don't like anything too serious.  
 a Dramas  b Comedies  c Historical stories
- There was a great surprising ending to the film – it was \_\_\_\_\_.  
 a boring  b exciting  c slow
- The \_\_\_\_\_ watches a film in the cinema.  
 a director  b pianist  c audience
- The first movies were \_\_\_\_\_ to people in black and white.  
 a shown  b showing  c show
- The \_\_\_\_\_ of the film is very hard to follow.  
 a setting  b costumes  c plot
- It's a story \_\_\_\_\_ will make you cry.  
 a when  b who  c that
- 'We have to \_\_\_\_\_ to make sure that everyone hears us.'  
 a shout  b whisper  c ask
- In the next scene, Tina moved under the \_\_\_\_\_ of the palm trees.  
 a cloud  b shade  c sand

### Look what I can do!

	☺ yes	☹ sometimes	☹ not yet
I can listen to and discuss a film review.			
I can create scenes from a film.			
I can read and understand a film storyline.			

# Unit 5 Inventions

## Lesson 1 Gadgets

1 **Vocabulary** Electronic gadgets

Match the words in the box with the pictures. Write the word under the picture.

tablet  
smartphone  
memory stick  
MP3 player  
camera



a a memory stick



b tablet



c camera



d mobile phone



e MP3 player

2 **Quiz** Use the words from Activity 1 to complete the sentences.

- My favourite gadget has got to be my camera because I can use it to take photos and make little videos.
- The most important gadget for me at the moment is this little memory stick. I've saved the files for my history project on it and all my holiday photos.
- I can't live without my MP3 player because I can store loads of music on it.
- It's got to be my tablet or smart phone because I can use it to download apps and play games.



### Lesson 3 The history of the telephone

1 **Use of English** Complete the sentences with the correct form of the adjective in brackets. Remember to use *than*.



- Smartphones are lighter than the mobile phones of the 1980s. (light)
- Mobiles in the 1980s were heavier than the phones today. (heavy)
- In 1970, a mobile phone was more expensive than a smartphone is today. (expensive)
- Luckily, a smartphone today is cheaper than an old phone! (cheap)
- And it is slimmer than the old phones so mine will fit in my pocket! (slim)

2 **Talk** How have telephones changed over the years? Can you think of ways to improve them even more?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Learners' own answers.

### Lesson 4 The history of gadgets

1 **Write** Make sentences comparing the gadgets below.

*A stereo was bigger than an MP3 player. It was heavier to carry than the MP3 player.*



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Learners' own answers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 5 Old and modern



- 1 **21st Vocabulary** Match the old activities and modern machines. Then label the pictures using words from the box.

sweeping   cooking   oven   candle light   vacuum cleaner  
hanging out clothes   clothes dryer   light bulb

- 2 **Write** Pick two items and write a sentence about the benefit of each modern item.

*candle light - light bulb: It is easier to read with a light bulb because it is brighter than candle light.*

sweeping/vacuum cleaner

cooking/oven

candle light/light bulb

hanging out clothes/ clothes dryer

## Lesson 6 My learning

- 1 **Talk about it** Think of three inventions you use every day. Write them in a list. Why do you use them every day? What did people do before they were invented?

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Think of two inventions that are not very useful. Write them in a list. Why do you think they are not useful? Does your partner agree with you?

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### LOOK what I can do!

	😊 yes	😐 sometimes	😞 not yet
I can talk about my favourite gadget.			
I can talk and write about what gadgets were like in the past.			
I can describe and compare useful gadgets, now and in the past.			
I can write about an important invention.			
I can understand and ask questions about my classmates' ideas.			

## Lesson 7 Ideas and inventions

1 **Write** Label the picture of the housework robot using the words in the box.

button  
dial  
battery  
timer



2 **Collocations** Make gadget collocations by matching the two parts of the phrases.

switch	the button
plug	the battery
charge	the dial
set	the timer
press	it in
turn	it on

3 **Read** the instructions for the housework robot. Then complete the sentences using word from Activity 1. Finally, put them in the correct order.

- 2 a Next, set the timer for half an hour by turning the the dial.
- 1 b First of all, make sure you have charged the the battery.
- 3 c Finally, press the button to switch it on.

## Lesson 8 Old invention, new ideas

1 **Read** Are the following sentences **true (T)** or **false (F)**?

- 1 Adeeb was in London when he had his great idea. **T**
- 2 He got the idea after his umbrella broke in a rainstorm. **F**
- 3 He will use a different shape to make it stronger. **T**
- 4 He thinks it will be useful for people living in the UAE. **F**

### Language detective

What form do we use to talk about the future?  
We use **will** to refer to a specific time in the future: I **will** call you tomorrow morning.



### Vocabulary

**rainstorm:** cloudy weather with lots of rain, sometimes also thunder and lightning

**windproof:** doesn't let the wind through

### 10-year-old Emirati inventor

LONDON // Even the wet British weather inspires the 10-year-old Emirati inventor, Adeeb Al Blooshi.

The young scientist is on a world tour to help him develop his other inventions, which include a prosthetic limb for his father and a housework robot for his mother.

During Adeeb's visit to London, his inventor's mind was thinking hard about one of Britain's biggest problems: the rain.

Caught in a rainstorm in the capital city of England, Adeeb's sister, Dana, was holding an umbrella that blew inside out because of the strong wind.

That made Adeeb think about how to create a windproof umbrella, with a different shape to make it much stronger. "They didn't sell umbrellas that have protection against the wind," he said. "So I'm working on that. But then again, in Dubai it's not going to be very useful. We don't have much rain. We have too much sun."

Adapted from: <http://www.thenational.ae/uae/science/10-year-old-emirati-inventor-with-seven-patents-has-much-more-to-contribute>

2 **Use of English** Complete the sentences about Adeeb and his new idea with the correct form of the verb in brackets.

- 1 Adeeb will start (start) drawing his new design when he returns to Dubai.
- 2 He will use (use) a thick cloth to make it windproof.
- 3 He thinks that if it has a different shape, it won't break (not break) in a strong wind.
- 4 Adeeb knows it won't be (not be) very useful in Dubai because there is not much wind or rain.
- 5 But he is sure it will be (be) very popular with people living in London where the weather is often very windy and wet.

## Lesson 9–10 Start Small, Think Big

**1 Read** Choose the correct answer.

- Hamed created the Umbrella Hat to  
 a solve a practical problem.       b make people laugh.
- Hamed thinks that his Umbrella Hat is better than a normal umbrella because  
 a it protects you against the rain.       b you don't have to use your hands to carry it.
- The lady tells Hamed to  
 a fight back with the boys.       b not listen to the boys.
- The lady wants to organise a competition to help children like Hamed to  
 a show their clever ideas.       b sell children's inventions in her shop.

**2 Talk** Discuss these questions about the story.

- What do you think about the way the al Barsha Boys behaved towards Hamed and his invention? How would you react to Hamed's invention?
  - How did the lady react towards Hamed's invention?
  - What important advice did the lady give Hamed?
  - Why do you think Hamed felt better at the end?
- 1 They behaved badly. They laughed at him and made fun of his invention.  
2 She was kind and interested in his invention.  
3 She told Hamed not to care about what they boys said.  
4 He believed his invention was good.

**3 Use of English** Change the adjectives into adverbs. Then complete the sentences about the story with the correct adverb.

careful wonderful happy calm quiet loud rough gentle quick

- Hamed didn't want to damage the hat so he put it on his head  
\_\_\_\_\_ **carefully**.
  - When he saw the boys, Hamed turned around to run home **quickly**.
  - Ali pulled the Umbrella Hat off Hamed's head \_\_\_\_\_ **roughly**.
  - The lady took the hat from Hamed \_\_\_\_\_ **gently/carefully** because she could see it was already damaged.
  - At the end, Hamed ran home **happily/quickly**.
- 4** Look again at the sentences in Activity 3 and underline the verbs that the adverbs describe.
- 5**  **Talk** When is it important to believe in yourself? Talk about the situations below and give reasons. Think of other situations.
- When you are doing an exam
  - When you are trying something new
  - When you are in a competition

## Lesson 11 Bright ideas

- 1 **Use of English** Complete Bassam's presentation with **will/won't** and a verb from the box.

not have to    make    like    improve    be    do    change    not get

- A Hello everyone. Today I'm going to describe my idea for an invention. It will change <sup>(1)</sup> the way we do our homework. It will improve <sup>(2)</sup> our school work and exam results too!
- B My idea is called the Brain Pen. It is a pen that is powered by your brainwaves. You won't need to hold the pen – you just think about what you want to write and the pen will write it for you. The pen will write as fast or as slowly as you want it to. You will be <sup>(3)</sup> more relaxed when you do your work because you won't have to <sup>(4)</sup> write with your own hand!
- C The pen will be connected to headphones. The pads on the side of your head will pick up your thoughts; then the words will be transmitted to your pen through a wire and it will write them down.
- D This invention will make <sup>(5)</sup> our school work easier because we won't need to worry about writing quickly or neatly. If you have a lot of writing to do, your hand won't get <sup>(6)</sup> tired because the Brain Pen will do all the work.
- E To sum up, I think both kids and adults will like <sup>(7)</sup> my idea. It will be good for people who write on laptops all the time and find writing by hand too slow. But sometimes you have to write by hand and this will do <sup>(8)</sup> the job for you!



- 2 **Read** the presentation again and match the sections A–E with a heading.

- 1 Why people need this invention D  
 2 Introduction A  
 3 How you use the invention C  
 4 A summary of the idea E  
 5 Description of the idea B

- 3 **Write** Sort the words to make five questions from Bassam's audience after his presentation. Answer the questions in your notebook.

1 will / how / mistakes / correct / Brain Pen / the ?  
How will the Brain Pen correct mistakes?

2 handwriting / what / like / will / the / look ?  
What will the handwriting look like?

3 wear / will / the / comfortable / headphones / be / to ?  
Will the headphones be comfortable to wear?

4 electricity / will / the / use / pen ?  
Will the pen use electricity?

5 will / how / Brain Pen / cost / much / the ?  
How much will the Brain Pen cost?

- 4 Write two more questions to ask Bassam about the Brain Pen.

\_\_\_\_\_

\_\_\_\_\_

## Lesson 12 My learning

- 1  **Talk** Look at the diagram. What is this invention for? Describe how it works to your partner.

*First, you plug it in, then...*

### Speaking tip

When you describe a process, think about where it starts and ends.



- 2  Do you think this is a useful invention? Why/why not? Do you think you can improve it? Tell your partner.
- 3 **Write** a short paragraph describing the invention, like those in the Listening activity on page 84 of the Learner's Book. You should say:
- what it looks like
  - what it is for
  - how it works

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### LOOK what I can do!

	 <b>yes</b>	 <b>sometimes</b>	 <b>not yet</b>
I can read about and discuss a real-life young inventor.			
I can listen to and understand a fictional story about a young inventor.			
I can read and compare different types of one particular invention (umbrella).			
I can listen to and understand advertisements for future inventions.			
I can write a paragraph about a future invention.			