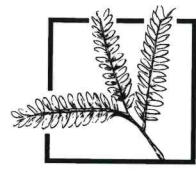




UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



YEAR OF TOLERANCE

Jane Boylan and Claire Medwell

# Bridge to Success

Activity Book

Book **6**



San Francisco Bridge, USA

Book **6**

Volume

1 2 **3**

# Bridge to Success

Activity Book



Jane Boylan and Claire Medwell

Volume 3 material 2019

All adaptations and modifications to this UAE Edition have been made by a committee of specialists from the Ministry of Education and Cambridge University Press.

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# Welcome to *Bridge to Success*

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

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






The materials reflect the following principles:

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

- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools.

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

The following icons are used in this Activity Book:

-  pre-recorded listening activity
-  pairwork or small group speaking activity (not mediated by teacher)
-  write in notebook activity
-  cross-curricular Science activity
-  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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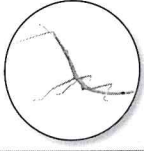

# Our animals

## Lesson 1 Places where animals live

- 1 **Vocabulary** Write the places where animals live. Name one or two animals for each place.

	Place	Animals
1	ofrets	_____
2	cicAtanrt	_____
3	noace	_____
4	seertd	_____
5	aonmutin	_____

- 2  **Write** Complete the table.

Animal	Where it lives	Food
 horned viper		
 stick insect		
 elephant seal		
 clownfish		
 golden eagle		

## Lesson 2 Animal food chains

**1 Vocabulary** Look at the picture. Can you find one animal that only eats meat, one animal that only eats plants, and one animal that eats meat and plants? Write them in the box. Can you think of one more example for each box?

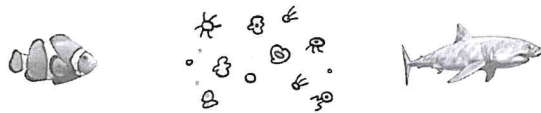


... eats only meat	... eats only plants	... eats meat and plants

**2 Write** Put the pictures in order and then write a sentence.



1 \_\_\_\_\_



2 \_\_\_\_\_





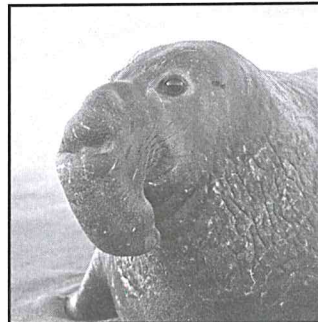
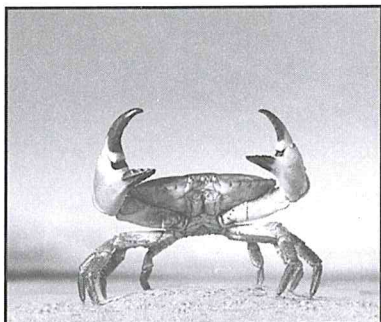
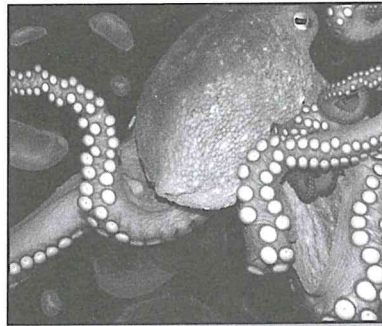
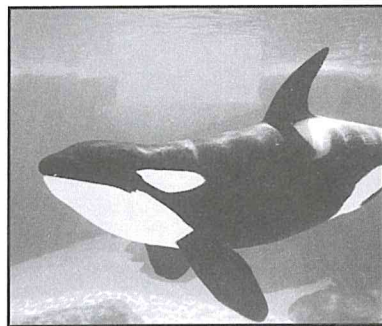
3 \_\_\_\_\_

## Lesson 3 Ocean creatures

1 **Read** the sentences, and put them in the order of the food chain. The first one has been done for you.

- a Very small animals, called plankton, eat the small plants. \_\_\_\_\_
- b Energy from the sun makes small plants grow in the ocean. 1
- c Sharks eat the minnows. \_\_\_\_\_
- d Minnows eat the jellyfish and starfish. \_\_\_\_\_
- e Jellyfish and starfish eat the plankton. \_\_\_\_\_

2   **Write** Choose another ocean creature. Find out what your creature eats and what eats your creature. You can choose one of the sea creatures in the pictures, or think of another one. Write some sentences and then tell your partner.



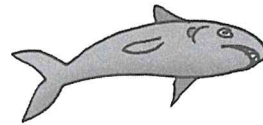


## Lesson 4 Animal camouflage

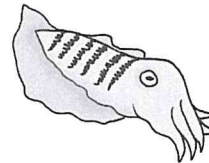
### 1 Read and talk

# QUIZ

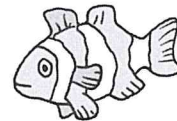
1 Which animals can change their colour?  
\_\_\_\_\_



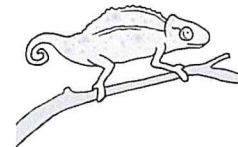
2 Which fish is orange and white and lives in the ocean?  
\_\_\_\_\_



3 Which insect has sharp teeth, and sits on flowers?  
\_\_\_\_\_

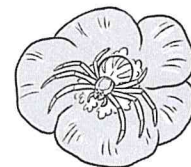


4 Which fish shoots black ink into the sea?  
\_\_\_\_\_



5 Which fish is large and eats other fish?  
\_\_\_\_\_

6 Which fish has green blood?  
\_\_\_\_\_



2 **Talk** Choose an animal that uses camouflage. What does the animal look like? Where does it live? How does it use camouflage? Why do you like this animal?

## Lesson 5 Scales, stripes and humps

1 **Word study** Match the sentence parts.

- |                                   |   |
|-----------------------------------|---|
| 1 The elephant moves its big ears | a helps it to eat high leaves on trees. |
| 2 The giraffe's long neck         | b to help it cool down.                 |
| 3 The camel's hump                | c to hide from other animals.           |
| 4 The snake moves                 | d helps it when there is no food.       |
| 5 The zebra uses its stripes      | e with its scales.                      |

### Use of English

#### **It and its**

We use **it** instead of the name of a place, object or animals, so we don't repeat the name of the noun.

**It** lives in hot places.

We use **its** to say that something belongs to an animal or a place.


It uses **its** big ears to stay cool.

2 **Use of English** Complete the gaps with *it* or *its*. Write the name of the animal next to the sentence. Use the *Use of English* box to help you.

tiger   camel   snake   zebra   giraffe

- It has a big hump. Its hump helps it when there isn't any food or water. camel
- \_\_\_ has orange and black stripes. \_\_\_ eats other animals, such as zebras.  
\_\_\_\_\_
- \_\_\_ has a small head, but \_\_\_ neck is very long. \_\_\_\_\_
- \_\_\_ scales help it to move, and also to keep cool. \_\_\_\_\_
- \_\_\_ lives in groups of 10 to 15. \_\_\_ has black and white stripes.  
\_\_\_\_\_

## Lesson 6 My learning

- 1  **Read and write** Complete the text with a word from the box. Then tell your partner which animal you like best and why.

hump    scales    stripes    tails    ears

There are some amazing animals in the world! The zebra looks like a horse, and has black and white \_\_\_\_\_<sup>(1)</sup>. And I love monkeys! They have long \_\_\_\_\_<sup>(2)</sup> to help them move in the trees. And elephants? They live in hot places, and move their big \_\_\_\_\_<sup>(3)</sup> to help them cool down. And the camel? It has a \_\_\_\_\_<sup>(4)</sup> on its back to help it when there is no food and water. But I don't like snakes! Their \_\_\_\_\_<sup>(5)</sup> help them to hide in the grass and to move very fast.

- 2 **Use of English** Read the text and replace the underlined words with *it* or *its*. The first one has been done for you.

A tiger is a very powerful animal. ~~The tiger~~ It<sup>(1)</sup> can jump very high, and ~~the tiger's~~ \_\_\_\_\_<sup>(2)</sup> legs are very strong. ~~The tiger~~ \_\_\_\_\_<sup>(3)</sup> has orange and black stripes. ~~The tiger's~~ \_\_\_\_\_<sup>(4)</sup> stripes help it to hide when ~~the tiger~~ \_\_\_\_\_<sup>(5)</sup> is hunting other animals. ~~The tiger~~ \_\_\_\_\_<sup>(6)</sup> eats other animals, such as zebras.

### Look what I can do!

	☺ yes	☺ sometimes	☹ not yet
I can talk about where animals live.			
I can read and understand information about animal and sea creature food chains.			
I can use <i>it</i> and <i>its</i> to talk about animal characteristics.			
I can listen for specific information in short texts about animal camouflage.			



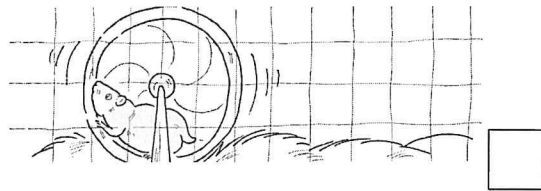
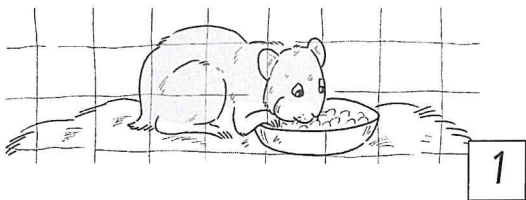
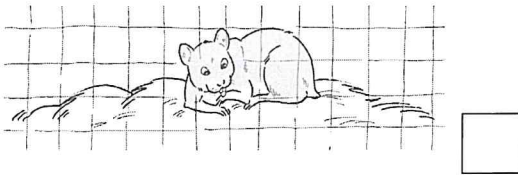
## Lesson 7 Looking after pets


1 **Read** Sam's description of his pet hamster, Cheeks. Put the pictures in order.

I love my pet hamster because he is so much fun! His name is Cheeks because he loves to fill his cheeks with food. I feed him twice a day and give him fresh water too.

Hamsters are very active, so Cheeks exercises on a wheel in his cage. He loves it! I clean Cheeks' cage once a week. I clean it with soap and water, and I put in something fresh for him to sleep on.

Did you know that a hamster's teeth never stop growing? So it needs something hard to chew on. This helps to keep your hamster's teeth short.




2  **Word study** Complete the sentences with the correct form of the words in the box. Use the pictures in Activity 1 to help you.

brush    ~~feed~~    clean    exercise    look after

- 1 Sam feeds his hamster twice a day.
- 2 Cheeks \_\_\_\_\_ on a wheel in his cage.
- 3 Sam \_\_\_\_\_ Cheeks' cage once a week.
- 4 Sam doesn't \_\_\_\_\_ Cheeks because his fur is very short.
- 5 Sam \_\_\_\_\_ Cheeks' teeth by giving him something hard to chew on.



## Lesson 9 Let's go to the zoo

- 1  **Write** Design and write a leaflet to advertise a zoo.
- Make a list of activities for children, such as feeding the animals, camel rides.
  - Write slogans to attract people's interest.
  - Find photos or draw pictures of animals you can see in the zoo.
  - Give information about opening times and prices.

Use the template below to help you.

Title

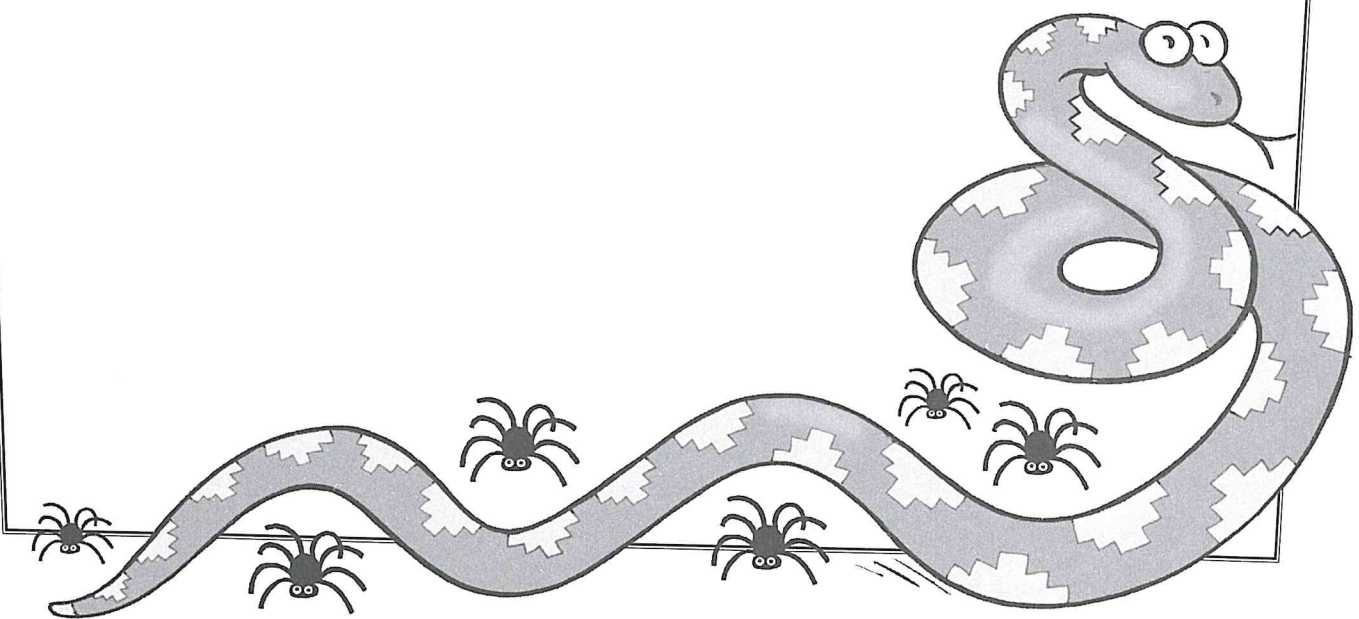
Introduction – use slogans

Activities – what you can do and see

Opening times

Prices

Pictures



- 2 **Talk** Tell your partner about your leaflet and answer their questions.



## Lesson 10 An animal poem

1 **Read** Mariam's description and fill in the animal profile.

This is an octopus and it eats crabs and other small sea animals. Octopuses live in oceans, in rocks and coral. They have very good camouflage and can shoot ink into the water. They hunt for food at night.

Octopuses can be as small as 2 centimetres or as big as 5 metres! They have eight strong arms, and two eyes. Octopuses are many colours. They change colour depending on where they are. They can see things very clearly when they are close, and their sense of touch is very good. Here is a strange fact! Octopuses have no back bone: if they are out of water, they lose their shape!

### Animal profile

Animal: \_\_\_\_\_

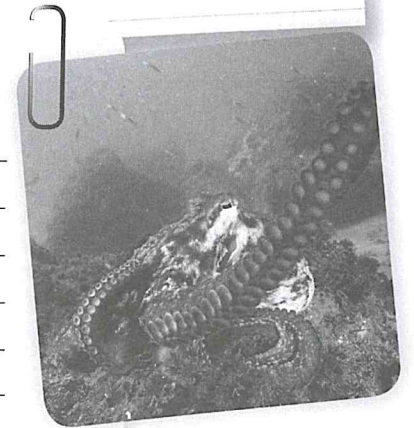
What it eats: \_\_\_\_\_

Where it lives: \_\_\_\_\_

How big it is: \_\_\_\_\_

Other interesting information: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



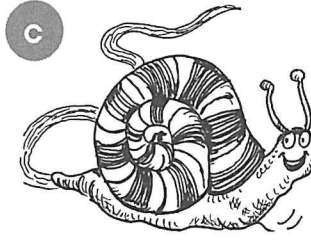
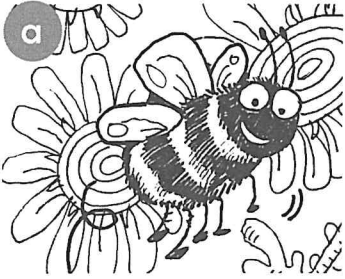
2  **Write** Choose an animal and find out information about it. Write a paragraph about it and find or draw a picture.



A large area of lined paper for writing, with a paperclip icon at the top left corner.

## Lesson 11 Same sounds

1  **Write** Reorder the words to make sentences and match to the correct picture.



1 long/log/leopard/the/likes/Laila/the/lazily/on

---

2 Badr/beautiful/the/buzzes/busily/bee


---

3 flies/Fahad/flea/the/fat/fast

---

4 slowly/soft/Safwan/slides/the/snail

---

13 2  **Listen** to the sentences below and repeat them.  
Practise saying them with your partner.

1 Blue bees buy bread.

2 Small snakes swim slowly.

3 Happy hippos have haircuts.

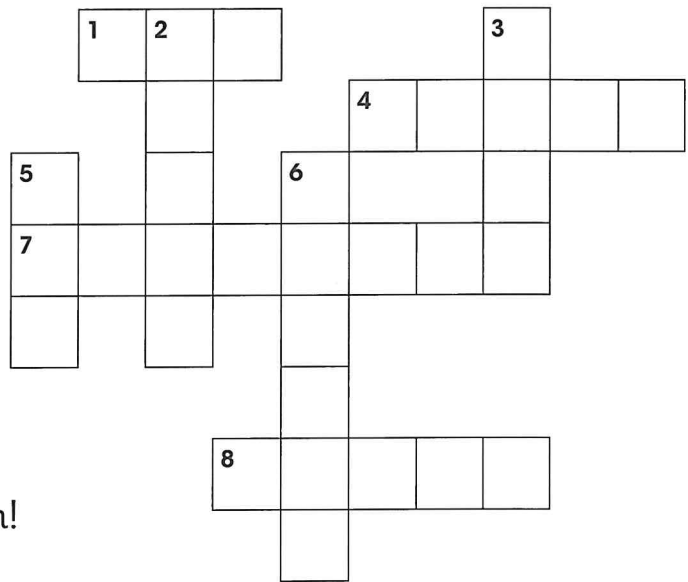
4 Purple pandas paint pictures.

Can you think of another example, using a different sound?

# Lesson 12 My learning

## 1 Vocabulary

Read the clues and complete the crossword.



### Across →

- 1 It's a pet with four legs and rhymes with 'rat'.
- 4 You don't have to \_\_\_\_\_ a fish!
- 7 A big animal with two ears and a long trunk.
- 8 You need to \_\_\_\_\_ the cage once a week.

### Down ↓

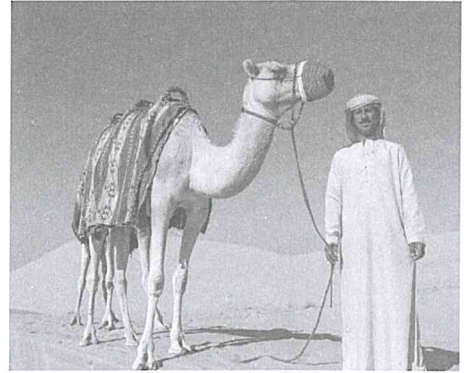
- 2 You must look \_\_\_\_\_ your pet.
- 3 You \_\_\_\_\_ feed your pet every day.
- 5 An animal doctor
- 6 You \_\_\_\_\_ give your hamster something to exercise on.

## Look what I can do!

	☺ yes	☹ sometimes	☹ not yet
I can talk about how to care for a pet.			
I can write a leaflet advertising a zoo or wildlife centre.			
I can read and understand a poem about pets.			

# Animal Kingdom

## Lesson 1 Deserts



14 **1 Listen** to an interview with a Bedouin called Adel and complete the missing information.

- 1 Bedouins live in a dry area with little grass.
- 2 Adel changes the place where he puts his \_\_\_\_\_ almost every day.
- 3 The most difficult part of Bedouin life is the hot \_\_\_\_\_.
- 4 Bedouins wear special clothes and sit on cool \_\_\_\_\_ when it's very hot.
- 5 Adel loves the night when \_\_\_\_\_ animals come out.
- 6 Adel would like to find out what it's like living in snow and \_\_\_\_\_.

2 **Talk** Have you ever spent time in the desert? Take notes and discuss with a partner.

1 where	
2 when/how long	
3 who with	
4 things you did	
5 things you saw	
6 how you felt	
7 what you liked/didn't like	



## Lesson 2 Desert animals

- 1 **Read** this blog post of a tourist visiting the Rub' al Khali desert. Which animals does she write about? Complete the spaces with the words below.


stands diet insects moved change hides

10th June


### A day at the Rub' al Khali desert

Today was great! We woke up really early because the temperature was going to be quite high. We arrived at the Rub' al Khali desert with the rest of the group. Each one of us had our own camel. I was really good at riding mine!

This is a photo of a typical Rub' al Khali lizard! It eats lots of \_\_\_\_\_ (1). When it's afraid it sinks in the sand and \_\_\_\_\_ (2)! Our guide managed to catch one and we all took a photo of it. He explained that it \_\_\_\_\_ (3) on its legs and tail when the sand is too hot. When he let it go, it quickly ran away. Then it stopped and we saw its colour \_\_\_\_\_ (4) to match the different colours of the sand. It was amazing!



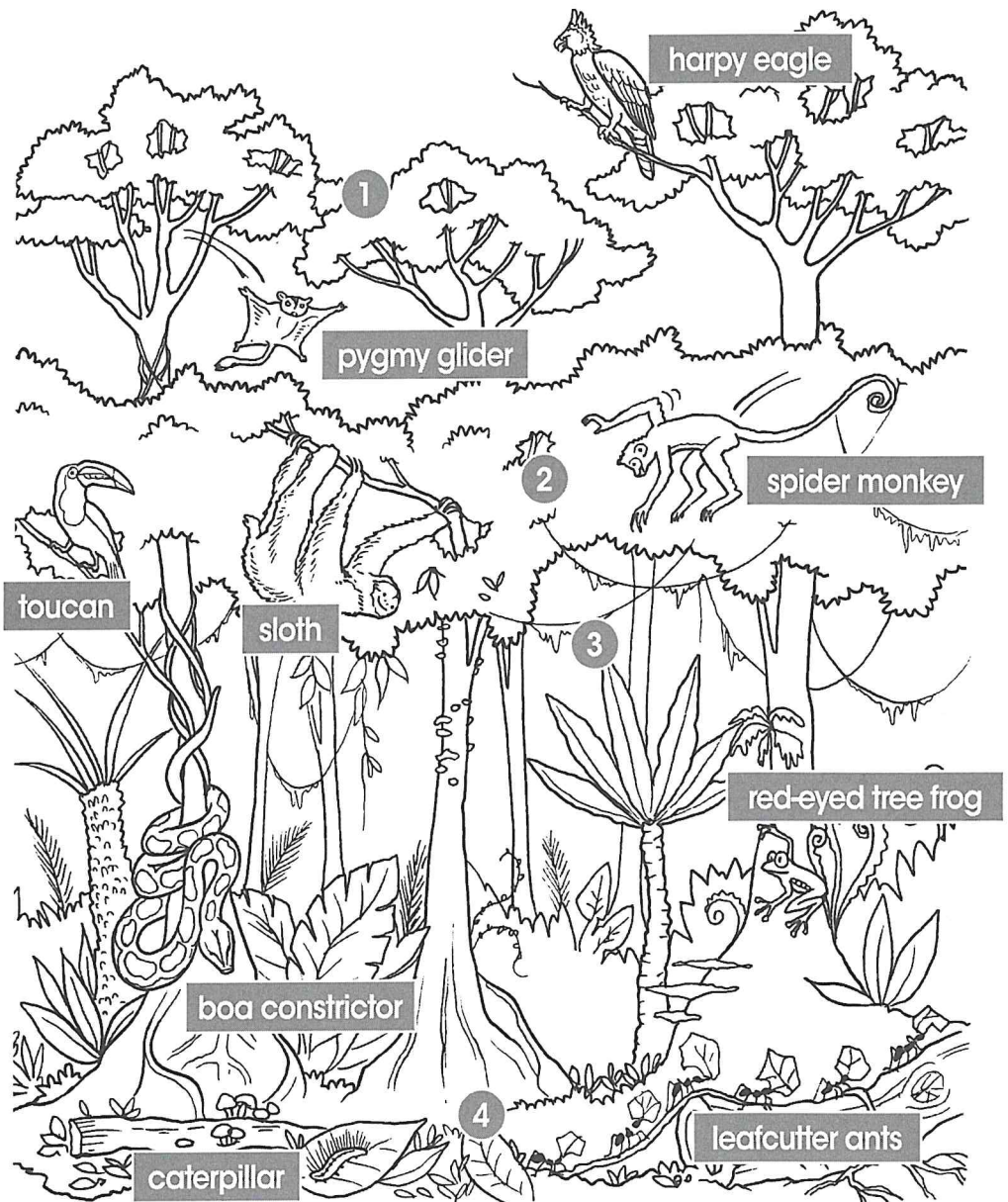
We also saw a desert beetle, but it \_\_\_\_\_ (5) too fast and we couldn't get a photo of it. These animals must have a special \_\_\_\_\_ (6). I can't imagine finding any food in this sea of sand!

- 2 **21st**  **Talk** How do lizards, beetles and other animals hide in the Rub' al Khali desert? Which do you think is the best way?

## Lesson 3 Rainforests

1 **Vocabulary** Read the text in the Learner's Book again and label the picture.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_



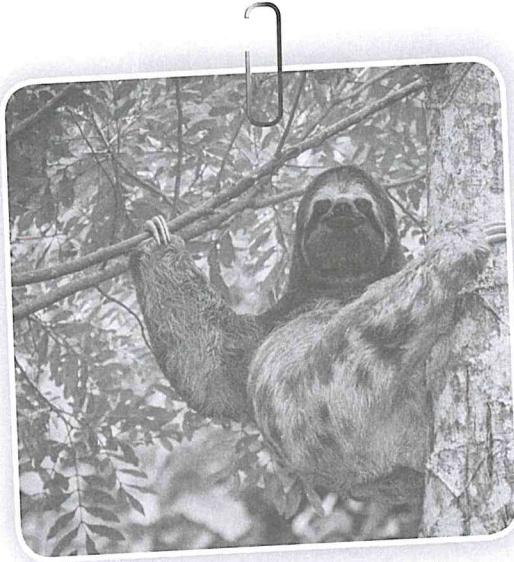
2 **Vocabulary** Circle the correct words.

- 1 This spider has **hairs/leaves** on its legs for protection.
- 2 It was **dark/cool** in the room so I didn't see the mosquito biting me.
- 3 There are many **bugs/forests** that live on trees and on the ground.
- 4 The rainforest is a very **giant/wet** place close to the equator.



## Lesson 4 Rainforest animals

- 1  **Read** about sloths. Write down two facts that you find interesting.



### Fact file: Sloths

- The three-toed sloth lives in the rainforest of Costa Rica.
- It's got a **thick, grey**, furry coat and **long, sharp** claws and very **small** ears, so it can't hear very well. It's got a **short, flat** head but it can see and smell really well.
- Sloths don't eat meat. They eat leaves, fruit and other plants very slowly with their **small** teeth.
- They spend most of their time hanging upside down in the trees sleeping! Even when they are awake they don't move!
- A sloth can sleep for 15 to 18 hours each day! They are also the slowest mammals on earth. Can you guess how long it takes them to move one kilometre?

### Vocabulary

**sharp:** something that can cut

**mammal:** an animal that gives its babies milk from its body

### 2 Use of English

1 Match the adjectives in bold to the numbers in the *Use of English* box in your Learner's Book.

2 Put the adjectives in the correct order.

a tree frog/A/green/small

b Three/grey/large/old/elephants

### Writing tip

Use lots of adjectives to make your description more interesting.

Use commas between them when needed.

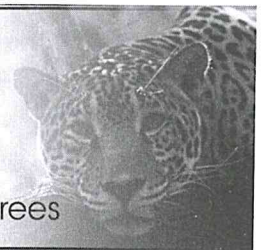
- 3  **Write** a description about the animal in the picture. Use the information in the box to help you.

**Where they live:** rainforests of Central and South America

**What they look like:** light brown or orange, with black spots, sharp claws and teeth

**What they eat:** fish, turtles, deer, tapirs


**Other information:** loves water, a good swimmer, sometimes climb trees



## Lesson 5 Poem: *If I were a sloth*

1 **Read** and circle the correct answer.

- 1 The sloth **sits under the trees/hangs upside down**.
- 2 The sloth sleeps **on the floor/at the top** of the rainforest.
- 3 It sleeps **at night/during the day**.
- 4 It eats and plays **at night/during the day**.
- 5 It makes a noise like a **bird/monkey**.

2  **Write** Complete the similes with your own ideas.

1 The sloth is hairy like ...

\_\_\_\_\_


2 The sloth is lazy like ...

\_\_\_\_\_

3 The sloth is slow like ...

\_\_\_\_\_



3  **Talk** Choose an animal that you know about. Close your eyes and answer the teacher's questions. Then talk in small groups.



## Lesson 6 My learning

- 1 **Read** an interview with a Bedouin called Hazza.  
Choose a word from the box for each space, 2 to 7.

cool tents  
dry nocturnal  
temperature  
ice sand

**Interviewer:** Why is living in the desert difficult? <sup>(a)</sup>

**Hazza:** Living in the desert is very difficult because it's so dry <sup>(1)</sup>. We try to keep water by not drinking too much.

**Interviewer:** \_\_\_\_\_ <sup>(b)</sup>

**Hazza:** I like being a Bedouin because we move all the time. We pack our \_\_\_\_\_ <sup>(2)</sup> and change the place where we sleep almost every day. But we always sleep under the same sky!

**Interviewer:** \_\_\_\_\_ <sup>(c)</sup>

**Hazza:** The highest \_\_\_\_\_ <sup>(3)</sup> I travelled in was 48°C ... but it was amazing how \_\_\_\_\_ <sup>(4)</sup> it was in the evening. We had to put something warm on!

**Interviewer:** \_\_\_\_\_ <sup>(d)</sup>

**Hazza:** The most beautiful part of the desert are the mountains of \_\_\_\_\_ <sup>(5)</sup>. They change shape and there are such wonderful colours when the sun goes down.

**Interviewer:** \_\_\_\_\_ <sup>(e)</sup>

**Hazza:** No, there aren't many animals in the daytime. Most of them are \_\_\_\_\_ <sup>(6)</sup>. That's because it's too hot during the day, even for them!

**Interviewer:** \_\_\_\_\_ <sup>(f)</sup>

**Hazza:** I'd like to visit a cold desert one day, where instead of sand there's lots of snow and \_\_\_\_\_ <sup>(7)</sup>.

- 2 **Write** the interviewer's questions, b to f.

**Look** what I can do!

	☺ yes	☺ sometimes	☹ not yet
I can understand a text about deserts and rainforests			
I can listen to and read descriptions of desert and rainforest animals			
I can read and understand a poem about sloths			
I can use adjectives in the correct order			

## Lesson 7 The polar regions

1  **Talk and read** Answer the questions with a partner.

- 1 How do polar animals stay warm?
- 2 In what ways are polar animals the same as desert animals?
- 3 In what ways are they different?

Now read the rest of the conversation between Deema and her mother. Check your answers to questions 1, 2 and 3, and answer question 4.

4 Which sentence shows Deema's opinion? Which sentences show her mother's opinion?

**Deema:** And did you know that because it's very cold in the polar regions, there aren't any trees, so animals have to find other places to live – like holes in the snow. They also have to eat meat, because there isn't anything else to eat – no grass or plants.

**Mum:** I see ...

**Deema:** And you know, Mum, animals in the polar regions have to know how to stay as warm as possible, just like animals in the hot deserts have to know how to stay as cool as possible.

**Mum:** You're right! And how do they do that?

**Deema:** First of all, they have thick fur all over their body and feet. Also, some of the animals sleep during the winter months. That's called 'hibernating'.

**Mum:** That's a good way to stay warm, isn't it?

**Deema:** Well, some of the polar animals move to places on Earth where it's a little warmer. They do that during the coldest months. That's called 'migrating'.

**Mum:** Well, that's an even better idea! Wow, you know so much about the polar regions, Deema!

**Deema:** It's because I find it all so interesting!

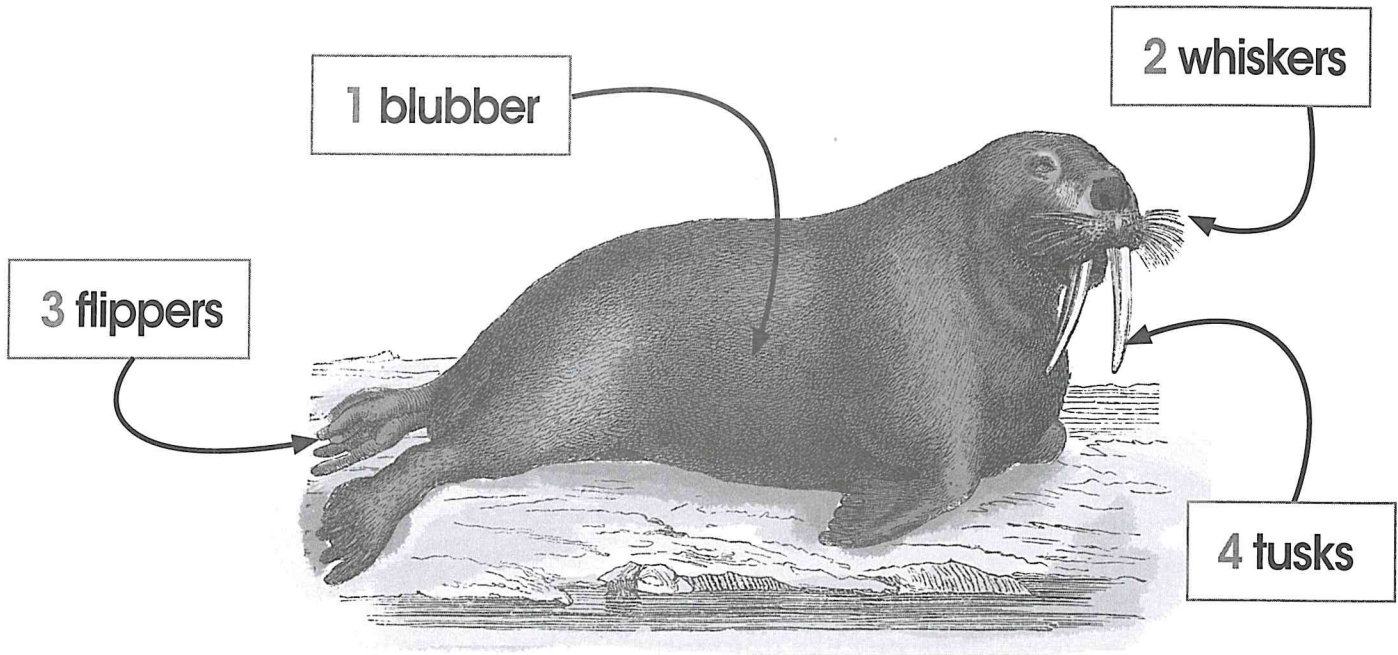
2 **Use of English** Circle the correct adverb of degree.

If you are planning to visit the Arctic or Antarctica, then be prepared for **quite/very** <sup>(1)</sup> cold weather, for example  $-40^{\circ}\text{C}$ . The polar regions are at the top and bottom of the Earth and are **extremely/a little** <sup>(2)</sup> dry, too. There is very little rain.

Summer in the polar regions is **a little/quite** <sup>(3)</sup> long – it lasts for six months! It's not hot, but luckily, it's **a little/extremely** <sup>(4)</sup> warm so animals can come out of their snow holes and look for some food.

## Lesson 8 A polar animal

- 1 **Write** Look at the image of a walrus. How does it use each part of its body? Write sentences for each one.



1 Blubber keeps the walrus warm in the cold Arctic temperatures.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

- 2  **Talk** What details do you remember about these words from the radio show?

biologist useful heart comfortable

Make notes and talk with a partner.




## Lesson 9 Oceans

1 **Read** the questions below and match to the correct answer. Then check on page 165 of your Learner's Book.

- |   |  |
|---|--|
| 1 How much of our planet is covered by water?                     | a They have their own lights that help them see.                     |
| 2 How do fish find their food at the darkest parts of the oceans? | b Almost 71% of Earth is water and only 29% is land.                 |
| 3 Why do scientists send submarines?                              | c The water that covers it, because no other planet has water on it. |
| 4 What makes Earth a special place to live?                       | d To explore the bottom of the oceans.                               |



- 2  **Talk** Why do you think we know so little about the ocean floor? We actually know more about Mars than about the ocean floor. Why do you think this is?



## Lesson 10 An ocean animal

- 15 1 **Listen** to an interview with Shruti Rahal and tick the things she mentions about the beluga whale.

colour       blubber       sounds   
shape       swimming       size

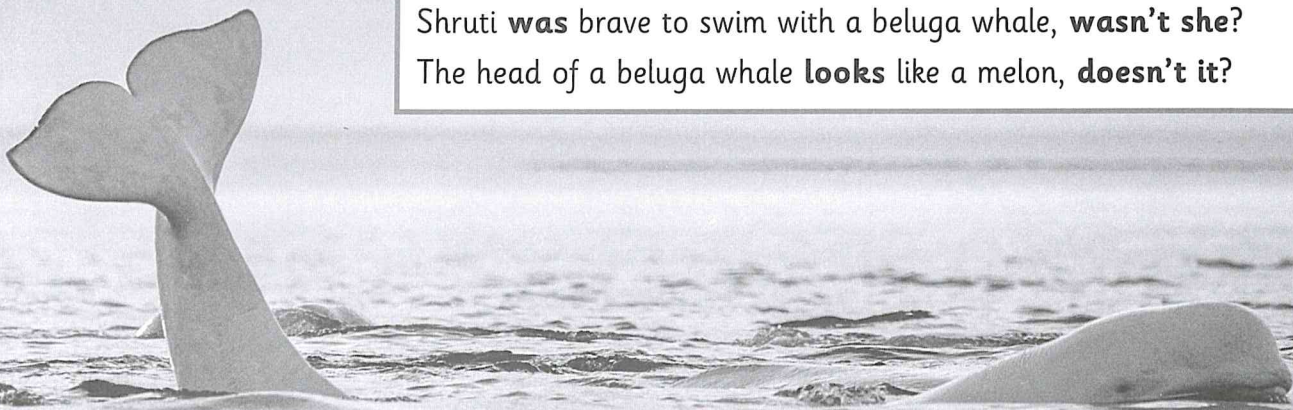
### Use of English

**Question tags** are short questions at the end of sentences. We use them to check information or find out if someone agrees.

Antarctica **is** a very cold place, **isn't it?**

Shruti **was** brave to swim with a beluga whale, **wasn't she?**

The head of a beluga whale **looks** like a melon, **doesn't it?**

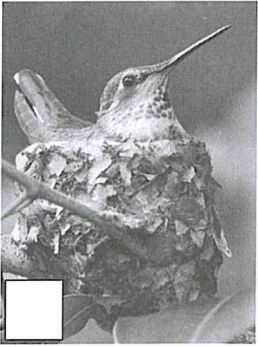


- 2  **Use of English** Complete the sentences below with the correct question tags.

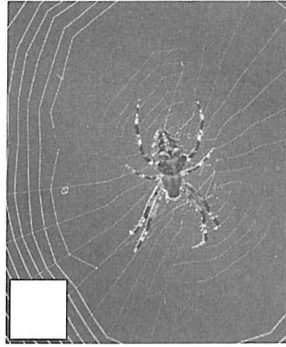
- 1 Beluga is a strange name for a whale, \_\_\_\_\_
- 2 Beluga whales whistle and make various noises, \_\_\_\_\_
- 3 Shruti was lucky to swim with a beluga whale, \_\_\_\_\_
- 4 One pod has 2 to 25 beluga whales, \_\_\_\_\_
- 5 Marine biologists don't know everything about beluga whales,  
\_\_\_\_\_

## Lesson 11 Animal homes

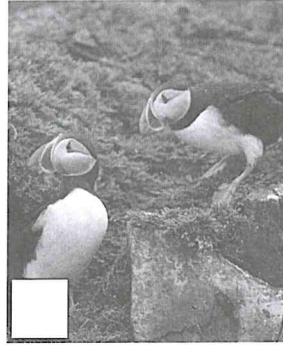
16 **1 Listen** and number the animal homes in the order you hear them.



A



B



C



D

2  **Read** this email and complete the table.



Hi Aisha,

How are you?

We had a fun Science project this week about hummingbirds. Did you know that the hummingbird is the smallest bird in the world?

We had to make our garden friendly for a hummingbird to live in. I had to plant lots of flowers because hummingbirds eat their nectar. Then I found some spider webs and small leaves and put them in the garden. The hummingbird uses these to build its nest. Also, I put water in our little fountain, so the hummingbird could use it as a bath (hummingbirds love having baths because their food is sticky!).


Finally, I put something big and red in the middle of the garden – my old bicycle! That's because hummingbirds love the colour red. All I need to do now is wait.

Of course it might be difficult to find the nest, because it's so small. I'll send a picture as soon as I find it!

Bye for now,

Teresa

what to do	why

3  **Talk** Is it important to help animals make their home close to ours? Why/Why not? What could you do to make the area where you live friendlier?



## Lesson 12 My learning

**1 Read** Read the text and complete the spaces with the words below.

relax   creature   sort   able   wonderful   deep   islands   oceans

### The Arctic tern

Imagine travelling from the Arctic to Antarctica and then back again. That's a long way, almost 40,000 km! This is the journey of an amazing creature <sup>(1)</sup>, the Arctic tern.



The Arctic tern is \_\_\_\_\_ <sup>(2)</sup> to fly over \_\_\_\_\_ <sup>(3)</sup> and land without stopping. It can sleep while it's in the air ... what a \_\_\_\_\_ <sup>(4)</sup> way to \_\_\_\_\_ <sup>(5)</sup>!

Arctic terns usually live on \_\_\_\_\_ <sup>(6)</sup> close to the sea and they catch fish by diving \_\_\_\_\_ <sup>(7)</sup> in the water. They look like some \_\_\_\_\_ <sup>(8)</sup> of airplane!

**2 Use of English** Find and correct the mistakes with the question tags in each sentence.

- The Arctic tern can fly an extremely long way, it can't?
- Puffins return to the same nests every year, do they?
- Baby birds aren't able to fly when they're born, are it?
- Scientists don't worry about the number of all animals in the world, are they?

### Look what I can do!

	😊 yes	😊 sometimes	😞 not yet
I can understand an article about oceans and a blog post about an ocean animal			
I can understand a story about a boy who travelled around the world on his bike			
I can listen and read facts about strange animal homes			
I can listen to a conversation about polar regions and polar animals			
I can use adverbs of degree			
I can use question tags			

# Ancient civilisations

## Lesson 1 Ancient Egypt and Rome

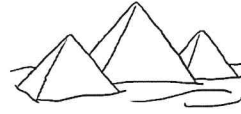
**1 Vocabulary** Fill in the missing vowels a, e, i, o, u.

1 t \_ mb

2 sc \_ lpt \_ r \_

3 r \_ v \_ rb \_ nk

4 \_ nc \_ \_nt c \_ v \_ l \_ s \_ t \_ \_ n



**2 Vocabulary** Match 1 to 4 in Activity 1 with a to d below.

a a piece of art that is made from stone, rock, wood: \_\_\_\_\_

b a building where important people are buried when they die: \_\_\_\_\_

c people who lived a very long time ago, such as the Romans and the Bedouin: \_\_\_\_\_

d the side of a river: \_\_\_\_\_



**3 Talk** Which of the buildings in the Learner's Book on page 171 would you like to visit? Why? Have you ever seen an ancient building? Tell your group about it.

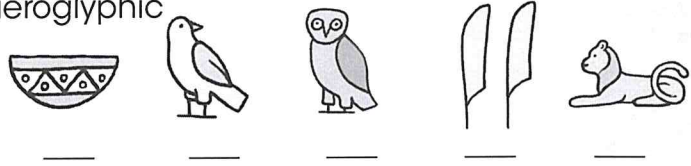
**4 Vocabulary** Find five words in the puzzle.






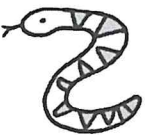




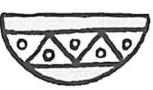















W	B	D	Z	S	N	S	Y	H	Z	I	Z	C	B	A
T	S	D	O	T	Q	C	W	W	N	I	U	I	N	S
L	Z	M	H	C	B	U	L	G	R	Z	X	C	H	O
S	Z	Q	H	O	L	L	H	B	C	M	I	Q	G	F
C	R	W	J	N	M	P	F	E	U	E	Z	Z	B	W
X	B	I	B	M	O	T	S	T	N	A	O	Y	Y	S
W	A	Y	V	G	U	U	U	T	E	H	B	N	Y	N
W	Q	Y	W	E	D	R	A	P	S	J	H	D	H	I
M	M	P	R	Z	R	E	R	H	Y	N	L	A	Q	S
A	A	X	R	F	Q	B	Z	V	Q	P	J	E	O	E
V	O	M	Q	A	I	H	A	E	C	J	O	R	T	Z
F	H	H	O	I	S	D	A	N	C	A	P	V	I	R
T	A	X	W	S	R	P	Z	Z	K	N	I	G	G	W
F	Y	S	J	P	C	D	R	K	P	W	V	E	C	J
C	I	V	I	L	I	S	A	T	I	O	N	Q	D	H



## Lesson 2 I think that the ancient Egyptians were amazing!

- 1   **21st Write** Look at these hieroglyphic symbols and use the chart to write the letters. Which animal do the letters spell?




<b>A</b>  apple	<b>B</b>  baby	<b>C</b>  car	<b>D</b>  dog	<b>E</b>  eat	
<b>F</b>  fish	<b>G</b>  girl	<b>H</b>  hat	<b>I</b>  insect	<b>J</b>  jungle	
<b>K</b>  kid	<b>L</b>  lion	<b>M</b>  mummy	<b>N</b>  Nile	<b>O</b>  orange	
<b>P</b>  pen	<b>Q</b>  queen	<b>R</b>  run	<b>S</b>  sit	<b>T</b>  time	
<b>U</b>  under	<b>V</b>  viper	<b>W</b>  window	<b>X</b>  fix	<b>Y</b>  yellow	<b>Z</b>  zebra

**Look** at the chart and write a word or phrase from a, b or c in hieroglyphs. Ask your partner to find out your word or phrase.

- The first name of a friend or classmate
- An animal
- An instruction (e.g. Point to the window; give me your pen).

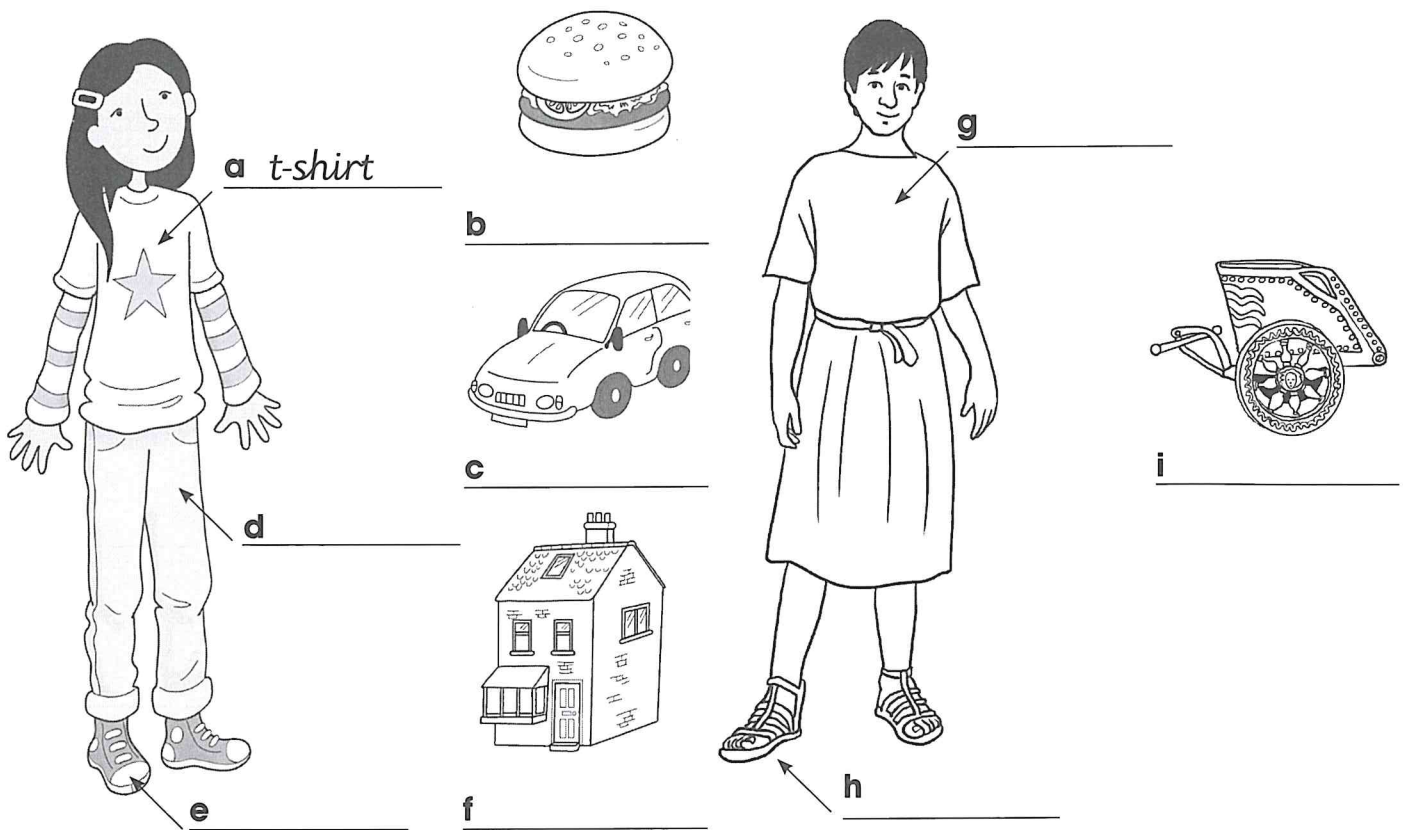
## Lesson 5 Everyday life in ancient times

- 1  **Talk** Compare your life to life in ancient Rome.

*I usually wear jeans and a t-shirt, **but** the Romans wore tunics.  
Some Romans lived in big houses and we do too.*

- 2 **Vocabulary** Label the things you can see in the pictures using words from the box.

tunic	hamburger	sandals	sports shoes	
house	chariot	car	jeans	t-shirt



- 3 **Write** Complete the sentences so that they are true for you. Use *but* and *too* to compare and contrast.

The Romans wore tunics, but I wear jeans and a t-shirt.

- The Romans wore \_\_\_\_\_.
- The Romans ate \_\_\_\_\_.
- The Romans lived \_\_\_\_\_.
- The Romans used \_\_\_\_\_.

## Lesson 6 Life in our country in the past

- 1 Present It** Ryan plans his presentation under 5 sections. Use the organiser below to plan and think about more ideas for a presentation on life in your country in ancient times.

Sequence	Passage
Introduction	Today I'm going to talk about my life in my country in ancient times. First of all ...
<b>1</b> Houses	tents, stone houses
<b>2</b> Clothes	Abaya, Shayla, Burqa'a, Kandura
<b>3</b> Jobs	fishing, pearl diving
<b>4</b> Food	Maq'louba Harees, Machbous, dates
<b>5</b> Entertainment	Yowla dance

- 2**    **Word study** Roman numerals

Look at the Roman numerals. Write Roman numerals for your partner to work out.

1 I    2 II    3 III    4 IV    5 V    6 VI    7 VII    8 VIII    9 IX    10 X  
 15 XV    50 L    90 XC    100 C    500 D    1000 M

## Lesson 7 My learning

- 1 Use of English** When you want to write about what other people think there are many phrases you can use. Look at the examples in the box and rewrite the sentences below.

Many people think that the Sphinx kept the tomb of the king safe.  
Some people know that the Sphinx kept the tomb of the king safe.  
Other people believe that the Sphinx kept the tomb of the king safe.

- 1 The Great Pyramid of Giza was built for the pharaoh Khufu.

*Many people know that the Great Pyramid of Giza was built  
for the pharaoh Khufu.*

- 2 The Great Pyramid of Giza took 23 years to build.

- 3 They made cats into mummies and put them in the tombs to keep the kings safe.

- 2 Use of English** Complete the sentences using the correct form of the verbs.

- 1 I bought (buy) some new clothes last weekend. I now have a new shayla and an abaya too.
- 2 We \_\_\_\_\_ (draw) some pictures of ancient Roman clothes to show our classmates during our presentation.
- 3 The Romans \_\_\_\_\_ (eat) bread, beans, fish, dried fruit, vegetables and cheese.
- 4 My father \_\_\_\_\_ (wear) an Emirati Kandura when he was at school but now we wear a uniform.



## Lesson 8 Tutankhamun's tomb

- 1 Word study** Match the words 1 to 4 below with definitions a to d using the text in the Learner's Book (page 178) to help you.
- |               |  |
|---------------|--|
| 1 to discover | a king's chair   |
| 2 treasure    | b to see or find something for the first time              |
| 3 a throne    | c the feeling when something unexpected or unusual happens |
| 4 surprised   | d money or gold that is hidden or kept in a safe place     |

- 2 Read** the beginning of a newspaper article. Why was the lead archaeologist surprised?

# DAILY NEWS

## Surprising discovery in London

**Free**

Yesterday, in London, archaeologists found thousands of Roman possessions from ancient times. The leading archaeologist Dr Al-Qasimi was surprised when they discovered objects such as plates and bowls. He didn't think they would find objects that Roman families ate their food on 2000 years ago!



More stories inside

Some of the plates

Complete the fact sheet about the discovery.

The archaeologists found the plates and bowls yesterday <sup>(1)</sup> (When?).  
The leading archaeologist, \_\_\_\_\_ <sup>(2)</sup> (Who?), was surprised. The site was in \_\_\_\_\_ <sup>(3)</sup> (Where?). The archaeologists found many objects such as \_\_\_\_\_ <sup>(4)</sup> (What?).

## Lesson 3 Egyptian pyramids

### 1 Vocabulary What can you remember?

- 1 Look at the words in the box for one minute. Then close your Activity Book and write as many of the words as you can in your notebook.

tomb	pyramid	gold	Egyptian	kings	pharaoh	queen
wrapped	mummy	clothes	food	musical instruments	games	
rock	stone	ancient	amazing	stadium		

- 2 Now check the spelling. Which word starts with a capital letter? Count how many words you have and compare with your partner. Which of you has more correctly spelled words?
- 3 Do you remember what all of the words mean? Check with your partner, or in a dictionary.

### 2 Write When you write about your opinion you should use different phrases so you do not have to repeat the word think. Read the example paragraph.

*I think that learning about ancient civilisations is interesting.*

*I know that Egyptian kings were called pharaohs and when they died*

*I believe that they were put in tombs.*

Now write your own paragraph about ancient civilisations. Use the phrases *I think*, *I know*, *I believe*. How many words can you use from the box in Activity 1?

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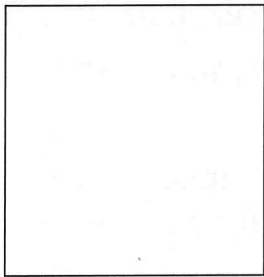
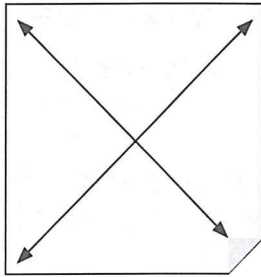
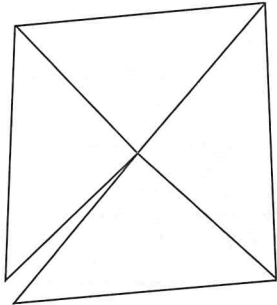
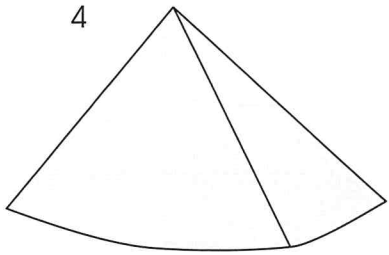
## Lesson 4 Building the pyramids

**1 Write** Complete the text with the correct form of the irregular verb from the box.

~~build~~ take cut put draw is


The Egyptians built <sup>(1)</sup> pyramids for their pharaohs and queens. It took <sup>(2)</sup> a very long time to build one pyramid. The builders first cut <sup>(3)</sup> very large blocks of stone and then moved them, which was <sup>(4)</sup> difficult because they were very heavy. When they had finished building the pyramid they drew <sup>(5)</sup> pictures on the inside walls. When a pharaoh died they put <sup>(6)</sup> his body into a special room inside the pyramid with his possessions.

**2 Read** Can you make a pyramid out of paper? Follow the instructions below.

Build your own pyramid	
1 Use a square piece of paper.	
2 Fold one corner of the paper to the other corner so you get a crossed fold in the paper.	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">1 </div> <div style="text-align: center;">2 </div> </div>
3 Make a cut from one corner to the middle of the square.	
4 Bring the flap on the side of the cut on top of the other side and glue them together. Hold for a few seconds while it dries. The bottom of the pyramid is a square shape and the sides are triangle shapes.	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">3 </div> <div style="text-align: center;">4 </div> </div>
5 Write on the pyramid all the things that the Egyptians put in the pyramids.	



## Lesson 9 Write about a discovery

1  **Read** each statement and decide with your partner whether it is a fact (F) or an opinion (O).

- 1 Mall of the Emirates is the best shopping centre in Dubai.
- 2 The Burj Khalifa is the tallest building in the world.
- 3 There are 7 days in the week.
- 4 The first day of the week is the worst.

2 **Write** the newspaper article below and complete the information.

- 1 Name of newspaper: The News of the UAE
- 2 Reporter's name: \_\_\_\_\_
- 3 Headline: \_\_\_\_\_
- 4 Opinion: \_\_\_\_\_
- 5 Quotation: \_\_\_\_\_

Use the example of the newspaper report to create your own newspaper article.

# THE NEWS OF THE UAE

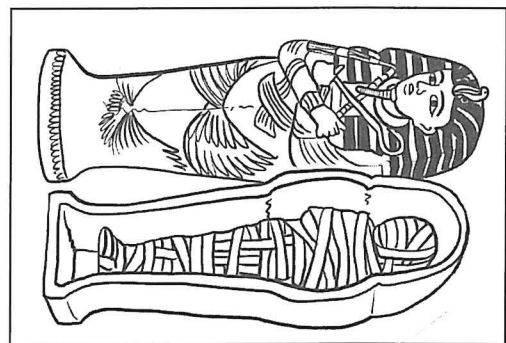
## Amazing Egyptian mummy

Hamad Al Shamsi  
12 March 2018

Yesterday, archaeologists discovered another Egyptian mummy in a tomb in Cairo, Egypt.

The archaeologists found a new room in the middle of the tomb, and inside it was the mummy.

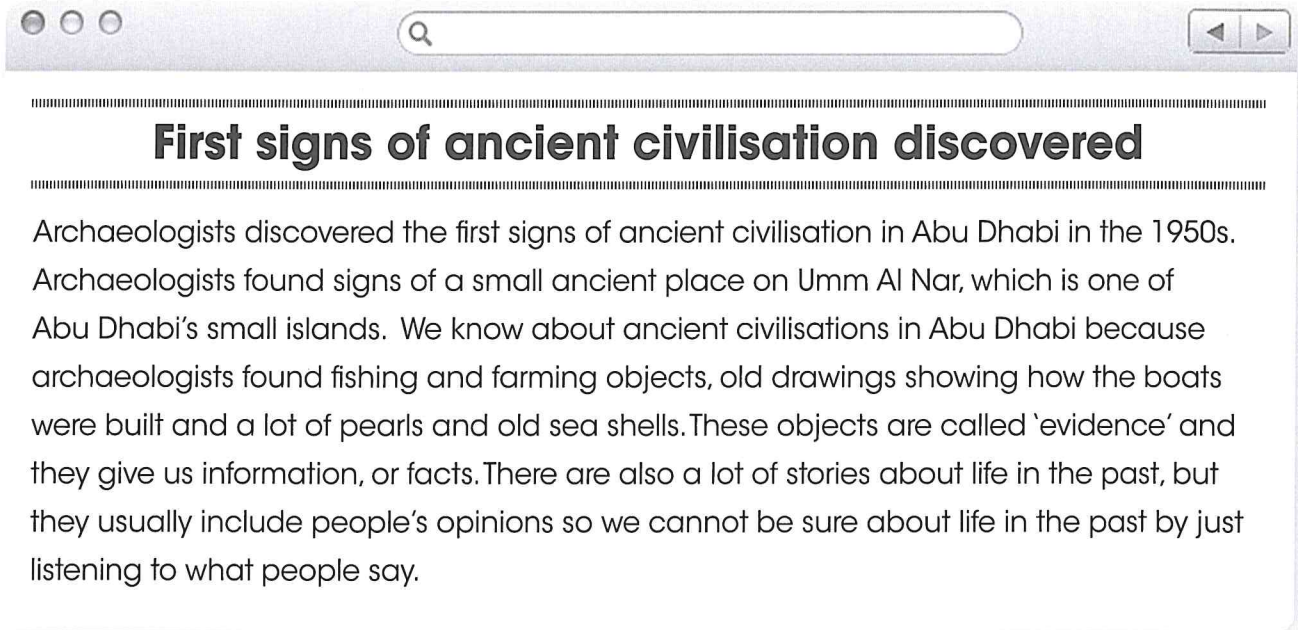
More stories inside



Howard Clark believes this is an important discovery. He said, 'It's amazing! The mummy looks almost new, but actually it's over 2000 years old.'

## Lesson 10 What does an archaeologist do?

- 1 **Read** the online article by the famous archaeologist Dr Al-Qasami and answer the questions.



**First signs of ancient civilisation discovered**

Archaeologists discovered the first signs of ancient civilisation in Abu Dhabi in the 1950s. Archaeologists found signs of a small ancient place on Umm Al Nar, which is one of Abu Dhabi's small islands. We know about ancient civilisations in Abu Dhabi because archaeologists found fishing and farming objects, old drawings showing how the boats were built and a lot of pearls and old sea shells. These objects are called 'evidence' and they give us information, or facts. There are also a lot of stories about life in the past, but they usually include people's opinions so we cannot be sure about life in the past by just listening to what people say.

- 1 Archaeologists found the first signs of ancient civilisation in the 1950s.
- 2 Archaeologists know that in ancient times people lived on the island called \_\_\_\_\_.

### Vocabulary


**evidence** a sign which shows that something is true

- 3 Write three reasons from the text why archaeologists know about ancient civilisation in Abu Dhabi. \_\_\_\_\_  
\_\_\_\_\_
- 4 Archaeologists found a lot of objects which they call \_\_\_\_\_.
- 5 People's stories about life in the past are not facts because \_\_\_\_\_  
\_\_\_\_\_

- 2  **Talk** What evidence does Dr Al-Qasami give for his ideas?

What do you know about the lives of your parents when they were children? Make a list of facts, with evidence (what you know). Make a list of opinions (what you think or believe).

## Lesson 11 A time capsule

1  **Talk** What could someone find out about you if they looked in your bedroom cupboard at home or in your school locker?

2 **Write** Draw three items that you have collected and saved. Write a brief description of each item and what it shows about you as a person.



*I keep a spare pair of glasses because I cannot see very well.*

**My personal things.**

**Draw three items from your life.**

**Explain what these three items show about you.**



## Lesson 12 My learning

### 1 Write

1 Complete the newspaper *The UAE National* by writing your own ideas for 1 to 4 below.

Name of Newspaper

# THE UAE NATIONAL

Headline

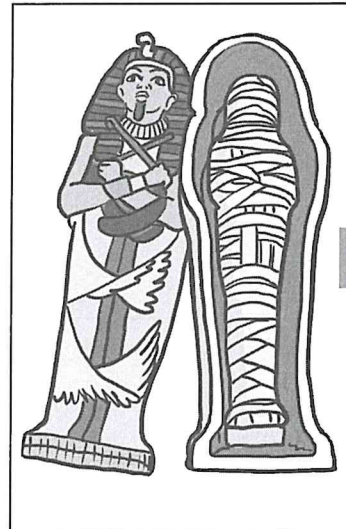
(1)

(2) Reporter's Name

**5th April 2018**

Yesterday, archaeologists discovered another Egyptian mummy in the Great Pyramid.

Archaeologists in Egypt found lots of toys and games so they believe that the mummy was a child but this is only their opinion until they do further research to make sure this is true.



Picture

Quotation

The archaeologist Dr Zuhair Al Kahazal said ‘

\_\_\_\_\_

\_\_\_\_\_

(3)’

Opinion

Dr Zuhair Al Kahazal and his team believe \_\_\_\_\_

\_\_\_\_\_

(4)’

2 Look at the opinions two of your classmates wrote in Activity 1 and compare them to yours. Do you agree with their opinions?











# Bridge to Success **6**

## 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:

- develop and extend listening, speaking, reading and writing skills
- motivate and engage learners through real-world tasks
- build on and enhance 21st century skills
- encourage global citizenship whilst maintaining an Emirati focus
- align with international benchmarks of the Common European Framework
- prepare learners to meet the nations' goals set out for UAE National Agenda Vision 2021.



Cover image: © Basel Aljarallah