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MINISTRY OF EDUCATION

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# ACCESS BOOK 7



Grade  
**07**



# Access

English Language

**Coursebook**

Book 7

Volume 3

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## Introduction to Access Book 7

This Access course is designed to build upon a foundation of English literacy and language skills and aims to:

- develop and extend listening, speaking, reading and writing skills.
- develop and build on language structures.
- develop and build on vocabulary.
- explore global and local topics.

Unit	Reading and writing skills	Listening and speaking skills	Language focus	Vocabulary
Unit 8 People and Numbers	<p><u>Reading:</u> Travel guide Article Survey Short story</p> <p><u>Writing:</u> Blog Post Preferences/Likes Story ending</p>	<p><u>Listening:</u> Comments Descriptions</p> <p><u>Speaking:</u> Asking and answering questions Describing survey results Preferences/Likes</p>	<p>Plural Nouns (regular and irregular)</p> <p>Articles</p>	<p>Quantities Fractions Animals Geography</p>
Unit 9 Climate and Weather	<p><u>Reading:</u> Blog post Weather report Article Email</p> <p><u>Writing:</u> Short text Email Description</p>	<p><u>Listening:</u> Monologue Conversation Weather report</p> <p><u>Speaking:</u> Describing weather Expressing opinions and sharing ideas Giving a weather report</p>	<p>Will (future)</p> <p>Linking Words</p>	<p>Weather Seasons Extreme Weather Feelings</p>



## Unit 8: People and numbers

### Lesson 1: How we spend our time

- Do you have a lot of free time?
- What would you like to do in your free time?

#### Key Structure

Fractions

I spend **half** of my time playing football.

#### Vocabulary

*fraction, half, quarter, an hour, to read comics, to go running, to rest, garden*

#### Activity 1 Listening Track 34

Listen to two people. What do they do when they have four hours of free time? Is it similar to you?

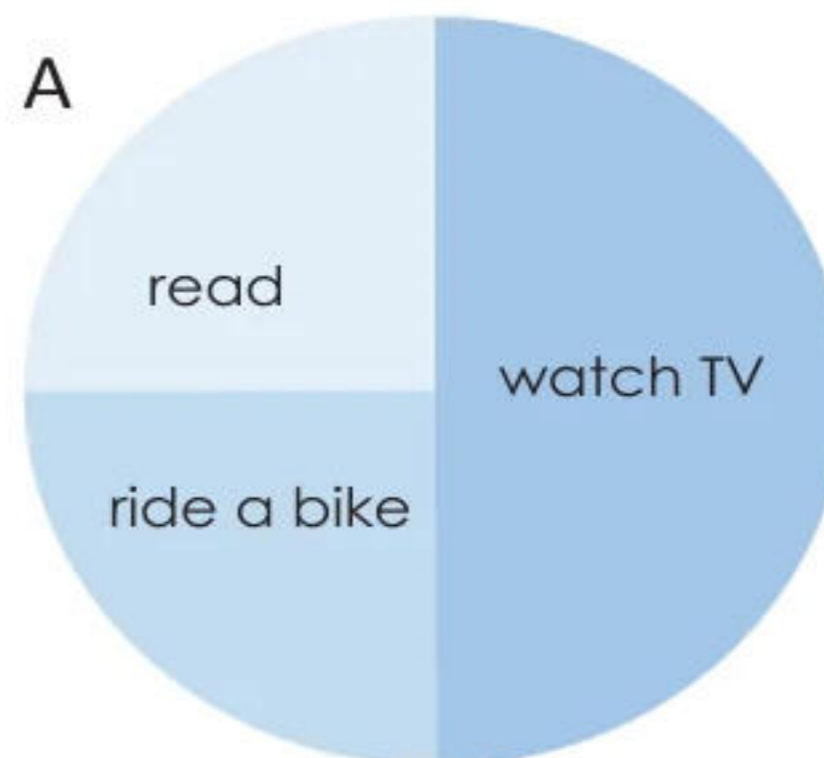
David \_\_\_\_

Brett \_\_\_\_

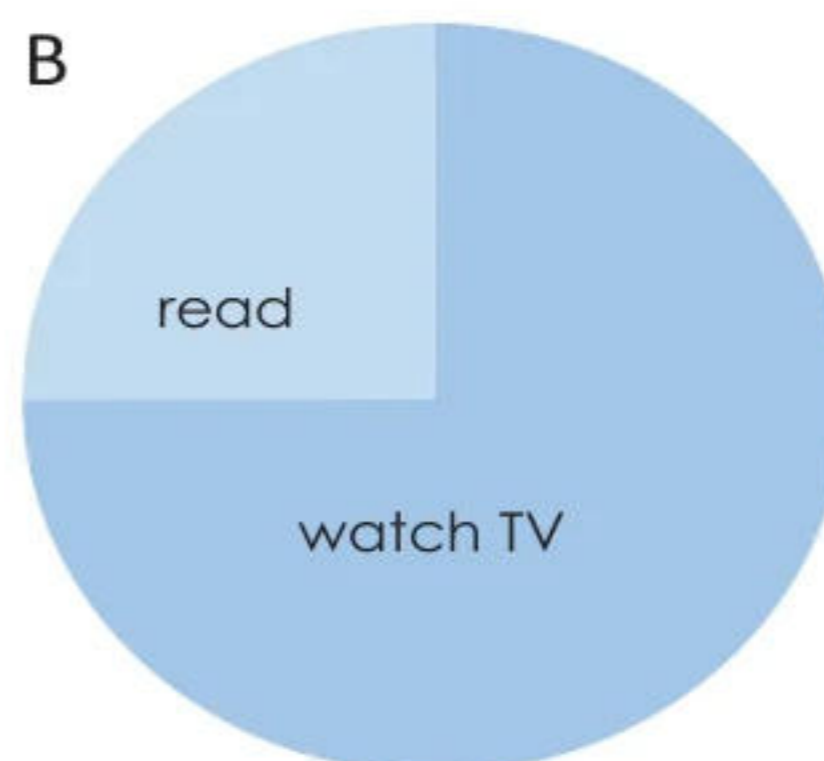
#### Activity 2 Listening Track 34

Listen again. Match the people to the pie charts.

A



B



#### VOCABULARY

When you listen, you will hear fractions.

$\frac{1}{2}$  = half

$\frac{1}{4}$  = a quarter

$\frac{3}{4}$  = three quarters

### Activity 3 Listening Track 35

Listen to two more people talk about what they do in their free time. Complete the pie charts for each person.

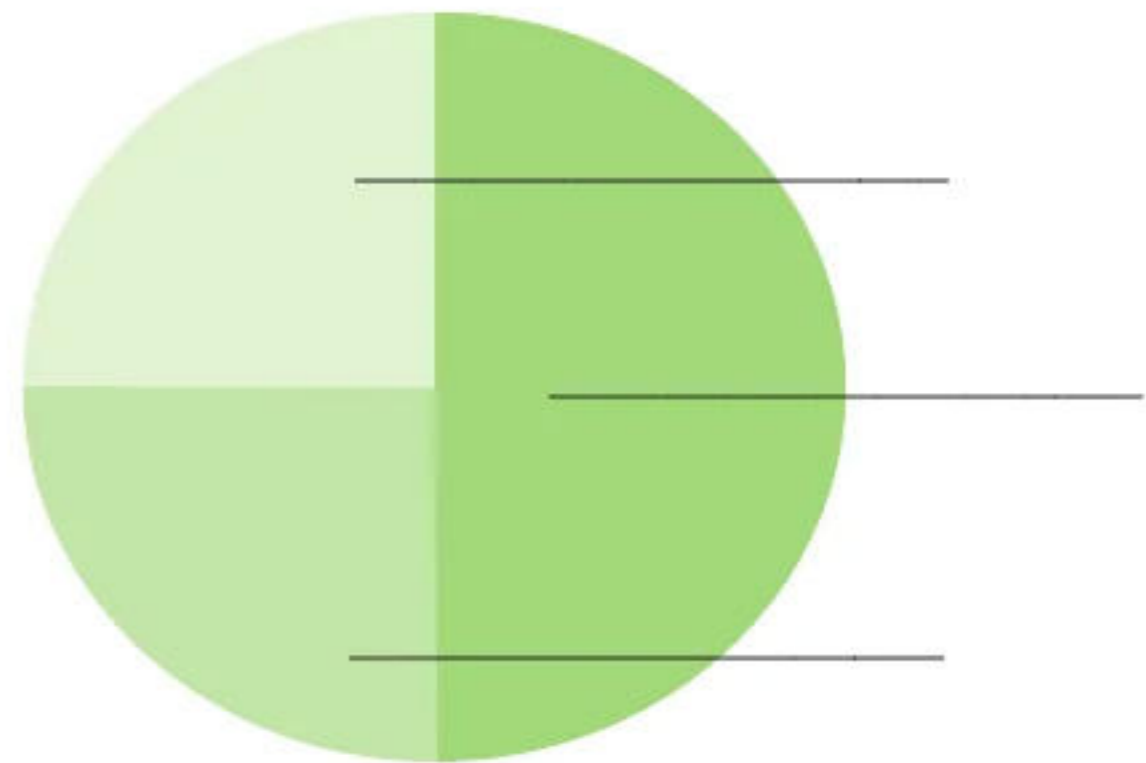
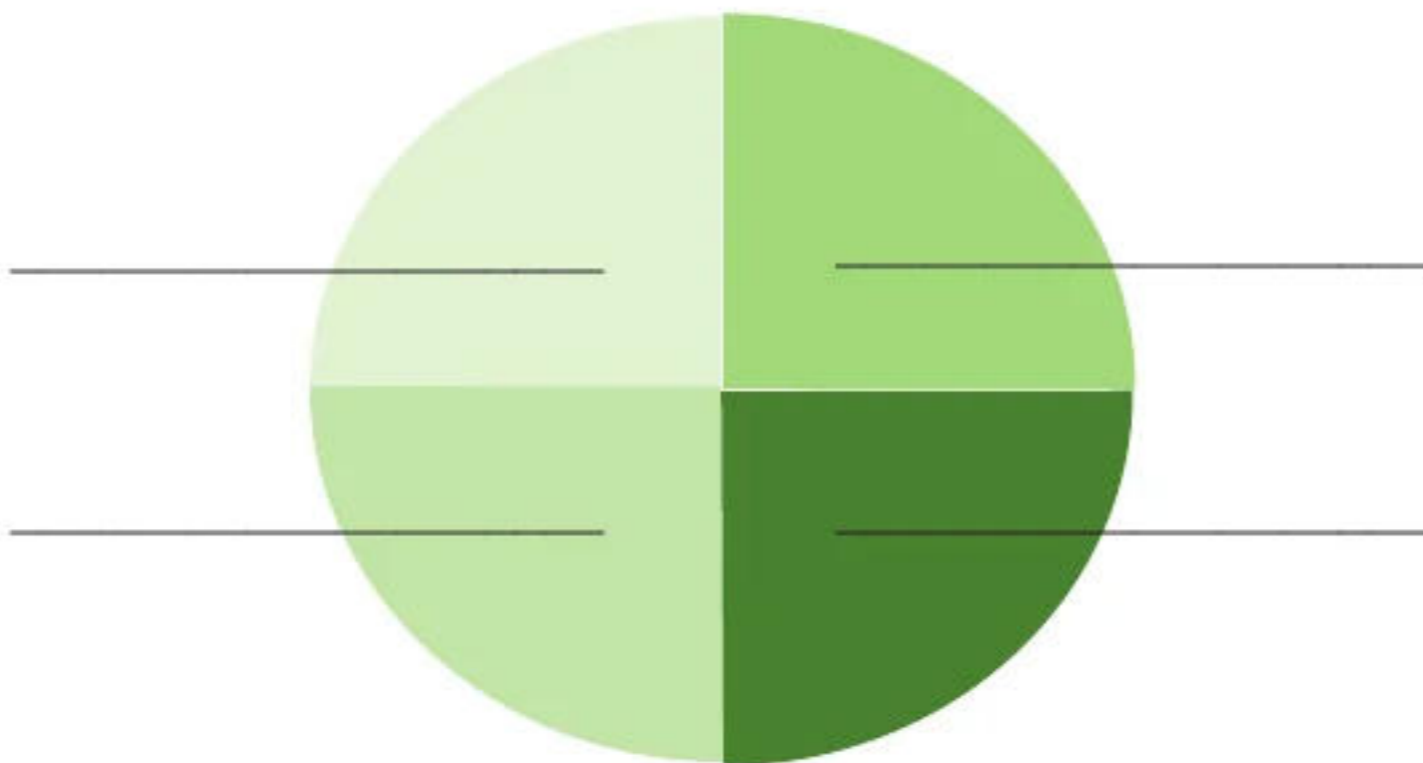


Sara



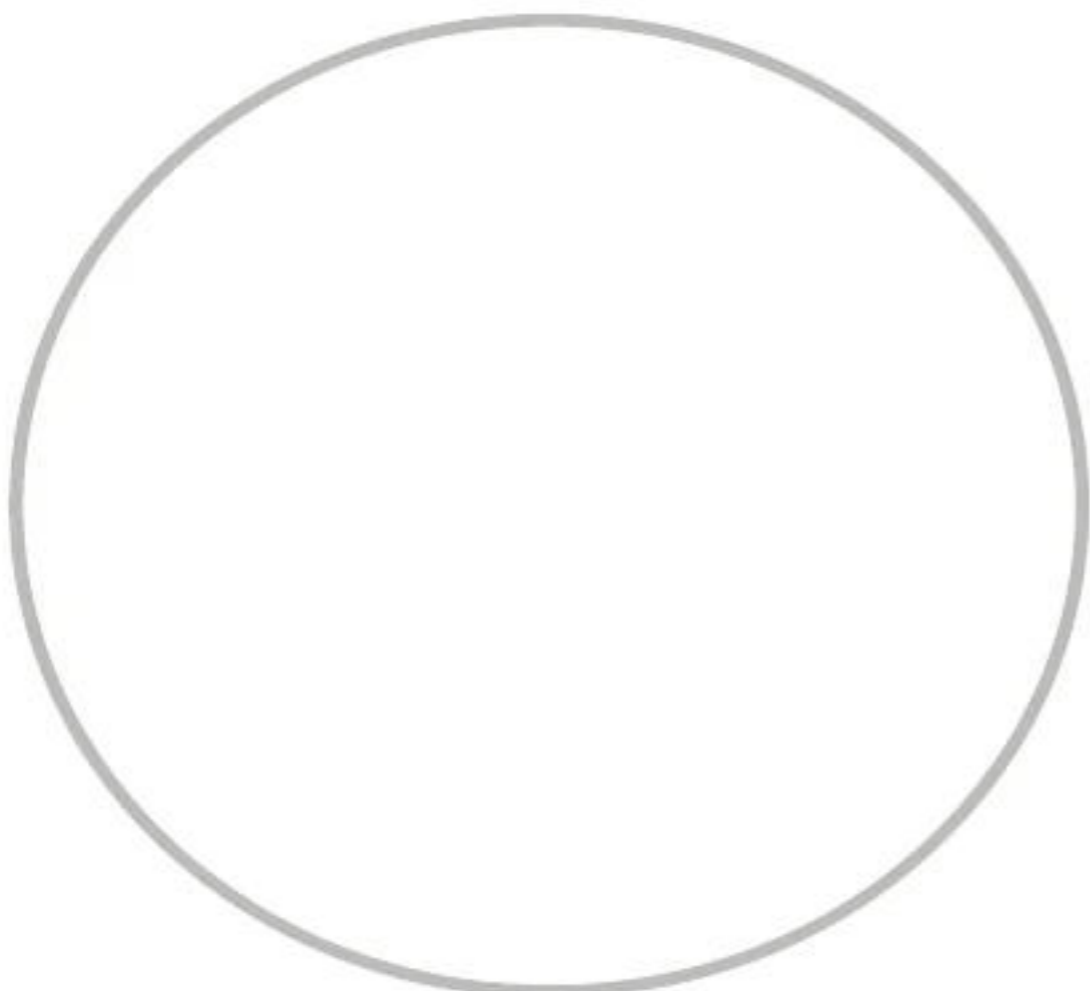
Polina

write stories   work in the garden   read books  
read comics   watch tv   go running



### Activity 4 Speaking

Make a pie chart to show what you do in your free time. Share your ideas with a partner.



*I spend about half of my time playing football.*

*So do I!*

**SPEAKING TIP**  
You can say, "So do I!" to agree with ideas in the present simple.

**Key Structure**

Percentages

*I spend 50% of my time reading.***Vocabulary***per cent, quarter, internet, painting, cooking, activity*

## Lesson 2: At the weekend

- What is your favourite thing to do at the weekend?
- How much time do you spend doing it?

**Activity 1 Vocabulary**

Match the words to the numbers and symbols.

1 per cent

2 a quarter

3 half

4 seventy-five per cent

5 none

a 75%

b%

c 0

d  $1/2$

e  $1/4$

**READING TIP**

You can read percentages as:

20% = twenty per cent

**Activity 2 Vocabulary**

Write the percentages in words.

1 25% *Twenty-five per cent*

4 95% \_\_\_\_\_

2 50% \_\_\_\_\_

5 38% \_\_\_\_\_

3 60% \_\_\_\_\_

6 10% \_\_\_\_\_

**Activity 3 Reading**

Read the article on the next page. What is it about?

• School

• Free time

• Sports

How do young people spend their free time? Watching TV? Riding a bike? Doing homework? We asked 1,000 young people to tell us what they do at the weekend.

### Activities outside

Around 60% of young people said they play sports. Football, basketball and swimming were the most popular. Many young people also go walking at the weekend. 20% said they like walking in the park and 10% said they like having picnics. Nearly 10% of young people said working in the garden was one of their top activities.

### Activities at home

Around 50% of the people we asked play computer games and read books. Watching TV and using the internet were very popular, too. 80% of people chose the Internet as their favourite way to spend time. 20% of people said they like cooking at the weekend. Some people said they make cakes. We're not sure how much time they spend eating them, but we don't think that will take long!

## Activity 4 Reading

Read the sentences about the article. Are they True or False?

- |   |  |   |   |
|---|--|---|---|
| 1 | 60% of young people play sports.               | T | F |
| 2 | 10% said they like walking.                    | T | F |
| 3 | Nearly 10% of young people work in the garden. | T | F |
| 4 | 20% like cooking.                              | T | F |
| 5 | 10% spend time painting.                       | T | F |

## Activity 5 Speaking

In groups, talk about what you do at the weekend. Say how much time you spend doing activities.

*I spend half of the weekend playing games.*

*I spend hours reading books and I sometimes go shopping.*



## Lesson 3: Language focus

- Do you like going to the zoo?
- What are your favourite animals?

### Activity 1 Reading

Read Fatima's blog post. Circle all the plural (2 or more) words.



Last week, I went to the Al Ain Zoo with my family. We saw lots of animals! First, we saw a few different types of monkeys. The rhesus monkeys were my favourite. There were different kinds of cats, too. We saw lions, tigers and caracals. It was amazing! I hope I go to the zoo again soon!

### Key Structure

Plural nouns

We saw **lions** and **tigers**.

### Vocabulary

zoo, leopard, caracal, type, woods, lake, cute

### Activity 2 Practice

Read and complete the box below.

#### How to make plural nouns:

Add \_\_\_\_\_ to most nouns:

tiger → **tigers**

Add \_\_\_\_\_ to nouns that end in *s*, *x*, *z*, *ch*, *sh*:

fox → **foxes**

If nouns have a consonant before the *-y*, change the *-y* to *-i* and add *-es*:

fly → **flies**

If nouns end in *-f* or *-fe*, remove the *-f* or *-fe* and add *-ves*:

wolf → **wolves**

If nouns have a consonant before the *-o*, add *-es*:

flamingo → **flamingoes**

### Activity 3 Reading

Read Fatima's next blog post. Are the **bold** words singular or plural?

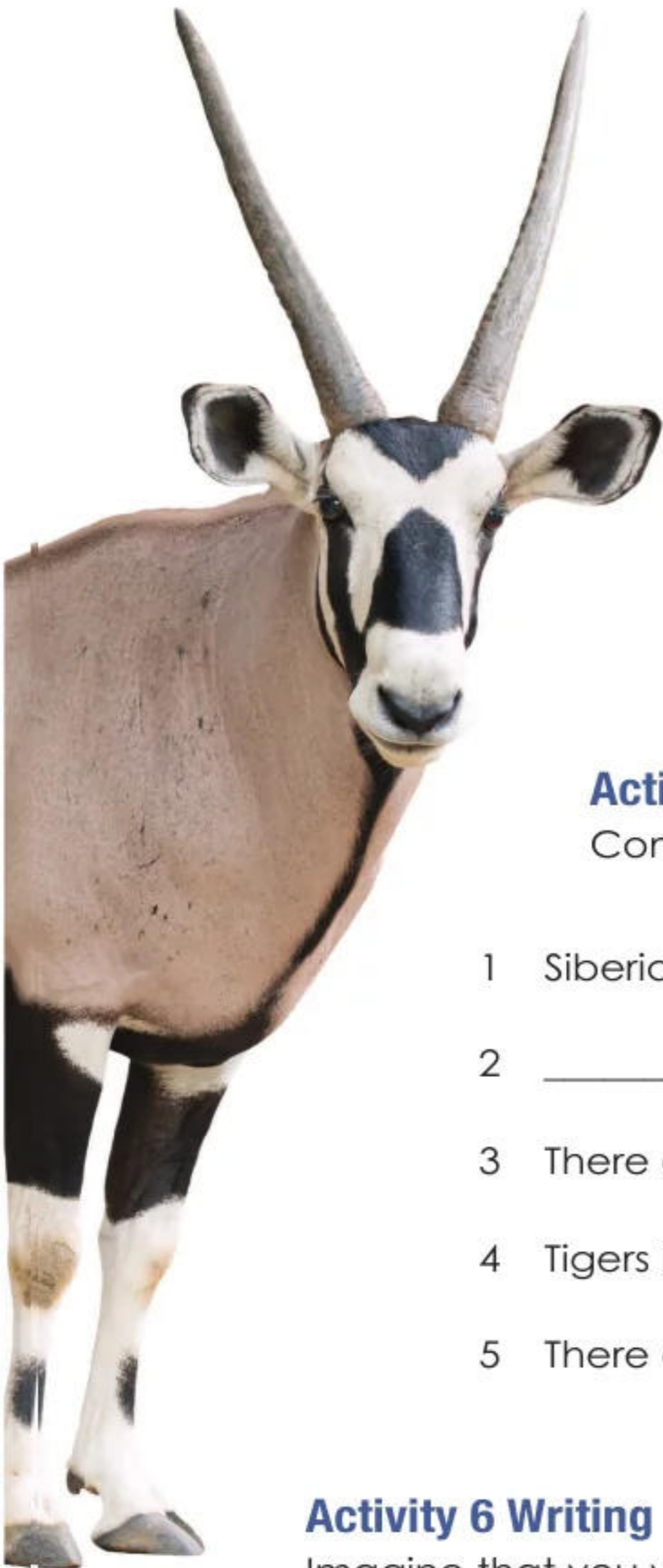


Last month, I went on holiday to England with my parents. We went to a farm and saw lots of animals! First, we saw a big lake with a lot of **fish**. Then we walked in the woods and saw some birds in the trees. We saw **deer** in the woods, too. They were running fast! Then I saw a family of little **mice**! They had small ears and tiny **teeth**. They were so cute.



### Irregular plurals

Some nouns are different, and we don't add -s to make them plural. Can you find the plural nouns in Activity 3?



### Activity 4 Reading

Complete the table with the plural form of each noun.

fish	
mouse	
deer	
tooth	

### Activity 5 Practice

Complete the sentences with the correct plural form.

- 1 Siberian \_\_\_\_\_ are the biggest cats in the world. (*tiger*)
- 2 \_\_\_\_\_ live in the desert. (*caracal*)
- 3 There are lots of \_\_\_\_\_ in the sea. (*fish*)
- 4 Tigers have sharp \_\_\_\_\_ (*tooth*).
- 5 There are more than 200 types of \_\_\_\_\_ in the world. (*monkey*)

### Activity 6 Writing

Imagine that you went to a zoo. Write a blog post about the animals you saw there.

●
●
●

Last week I went to the zoo in \_\_\_\_\_.

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## Lesson 4: Most of us eat breakfast

- What do you eat for breakfast?
- How many of your family members eat breakfast?

### Activity 1 Reading

Mona is going to make a survey, but she needs some help. Match the titles in the box to the advice (A-E) to help her.

Asking the questions \_\_\_\_ Choosing the topic \_\_\_\_ Deciding who to ask \_\_\_\_  
Writing the questions \_\_\_\_ Understanding the results \_\_\_\_

#### Key Structure

Expressions of quantity  
**Half of** the students eat breakfast.

#### Vocabulary

a quarter of, half of, most of, all of, advice, survey

**A**

Choose an interesting topic. Don't make a survey about something that no one knows about.

**B**

Choose people who can answer your questions.

**C**

Make the questions simple. Yes/No questions are a good option.

**D**

Be polite and don't make the survey too long.

**E**

Put the answers into a table. They will be easier to understand.

### Activity 2 Reading

Read the advice again. Decide if the sentences are true (T) or false (F).

- |   |  |   |   |
|---|--|---|---|
| 1 | Yes/No questions are not good questions for surveys.   | T | F |
| 2 | Make your survey very long.                            | T | F |
| 3 | Always choose a topic that people know about.          | T | F |
| 4 | It's not important who you ask.                        | T | F |
| 5 | Put your answers in graphs/pie charts when you finish. | T | F |

### Activity 3 Speaking

Look at two surveys. Which one is better? Why? Talk with a classmate.

A

*Do you eat breakfast? Abdulla: No. Sultan: Yes*

*Nawaf: Yes Ahmed: Sometimes*

B

	Abdulla	Sultan	Nawaf	Ahmed
How often do you eat breakfast?	Never	Always	Always	Sometimes
Do you have fruit with breakfast?	No	Yes	Yes	No
Do you drink juice?	No	No	Yes	Yes
Do you drink coffee?	Yes	Yes	Yes	Yes
Do you watch tv while you eat breakfast?	No	No	No	Yes

### Activity 4 Reading

Look at the answers in Survey B and answer the questions below.

*How many people...*

- 1 ...always eat breakfast?
- 2 ...never eat breakfast?
- 3 ...have fruit with breakfast?
- 4 ...drink juice/coffee?
- 5 ...watch tv while eating breakfast?

#### WRITING TIP

Remember that sentences must begin with a capital letter and end with a full stop.

### Activity 5 Writing

Put the words in order to make sentences about the survey results.

- 1 always / Half of / eat breakfast. / the students  
\_\_\_\_\_
- 2 never / of / people / eat breakfast. / A quarter  
\_\_\_\_\_
- 3 people / Half of / with breakfast. / have fruit  
\_\_\_\_\_
- 4 all people / drink juice. / do not / Half of  
\_\_\_\_\_
- 5 drink coffee. / the students / All of  
\_\_\_\_\_
- 6 while / Most people / eating breakfast. / do not watch tv  
\_\_\_\_\_

### Key Structure

All/some of

**Some of** the answers are yes.

### Vocabulary

free time, subject, volleyball,  
to prefer, classmates

## Lesson 5: Class survey

- Do you ever answer quizzes?
- What was the last one you did?

### Activity 1 Reading

Read the survey questions and write them under the correct topic below.

- Do you like PE?
- Do you like studying English?
- Do you like going shopping?
- How do you get to school?
- What is your favourite subject?
- What do you like doing at the weekend?
- What is your favourite sport?
- Which do you like better, watching sports or playing sports?
- Which do you like better, watching TV or going to the cinema?

#### Sports

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

#### School

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

#### Free time

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

### Activity 2 Speaking

You are going to do a class survey. Choose a topic from Activity 1. Using the advice in Lesson 4, write one more question.

.....

### Activity 3 Speaking

Ask your classmates the questions and write their answers in the table below.

	Name:	Name:	Name:	Name:
Question 1				
Question 2				
Question 3				
Question 4				

### Activity 4 Listening Track 36

Listen to Yousef talking about his survey. Circle the sentences that you hear.

- 1 I asked my classmates questions about school.
- 2 All of my classmates like PE.
- 3 Three people prefer playing sports to watching sports.
- 4 Some people like cycling.

#### SPEAKING TIP

Be polite when asking questions.

*Excuse me, can I ask you some questions?*

### Activity 5 Speaking

Tell a classmate about your classmates' answers.

*I asked my classmates questions about sports.  
Two people said they like PE...*

#### LANGUAGE TIP

We can say *all of* or *some of* before nouns with determiners (the/my/her/his).

**All of** the answers are yes.  
**Some of** my classmates like football.

## Lesson 6: Famous Places

- How many people live in your emirate?
- Can you name some famous places there?

### Activity 1 Vocabulary

Complete the map.



### Key Structure

The

**The UAE is on the Arabian Peninsula.**

### Vocabulary

*building, continent, country, ocean, mountain*

- \_\_\_ Abu Dhabi
- \_\_\_ Saudi Arabia
- \_\_\_ Dubai
- \_\_\_ Liwa Oasis
- \_\_\_ Oman
- \_\_\_ Moreeb Dune

The United Arab Emirates is a country on the Arabian Peninsula. It is next to Saudi Arabia and Oman. One of its most famous places is the Burj Khalifa in Dubai. At eight hundred and twenty-eight metres, it is the tallest building in the world. Other famous places are the Liwa Oasis and the Moreeb Dune, which is the country's tallest sand dune.

The UAE has seven emirates: Abu Dhabi, Ajman, Dubai, Fujairah, Ras al-Khaimah, Sharjah and Umm al-Quwain. In 2008, there was a survey to find out how many people were living in the country. At that time, the population was 6.9 million people. Dubai had 1,533,596 people and Abu Dhabi had a bigger population of 1,572,906 people. However, Abu Dhabi is much larger than Dubai. It is over 86% of the country, but Dubai is only about 5%.

### Activity 2 Reading

Read the travel guide about the UAE and write in the missing numbers.

- 1 The height of Burj Khalifa is \_\_\_\_\_ metres.
- 2 The population of Dubai was \_\_\_\_\_.
- 3 The population of Abu Dhabi was \_\_\_\_\_.
- 4 Abu Dhabi is \_\_\_\_\_% of the country.

### VOCABULARY

**population:** the number of people that live in a place. *The population of the UAE today is over 9 million people.*

### Activity 3 Practice

Read the sentences and circle the correct answers, *the* or nothing (X).

- 1 (The / X) United Arab Emirates is next to (the / X) Saudi Arabia.
- 2 (The / X) Liwa Oasis is in (the / X) Abu Dhabi.
- 3 (The / X) UAE has seven emirates.
- 4 Abu Dhabi is bigger than (the / X) Dubai.
- 5 The smallest emirate is (the / X) Ajman.

### Activity 4 Practice

Write the place names in the correct box in the chart.

the Burj Khalifa   Saudi Arabia   the Indian Ocean   the Burj al Arab  
Jebel Jais   Asia   Europe   the Pacific Ocean  
the UAE   Oman   Jebel Hafeet   Sheikh Zayed Grand Mosque

<b>Famous buildings</b>	
<b>Continents</b>	
<b>Mountains</b>	
<b>Countries</b>	
<b>Oceans</b>	

#### LANGUAGE TIP

You can use the phrase *would like* to talk about things that you want to do.

### Activity 5 Writing

Look at the places in Activity 4. Write about the ones you would like to visit.

*I would like to visit \_\_\_\_\_ because...*



## Lesson 7: Language focus

- Would you like to visit another country?
- Where would you like to go?

### Key Structure

Articles

*I would like to visit **a** museum in **the** UAE.*

### Vocabulary

*building, museum, famous places, the Pyramids, elephant, lion*

### Articles

We use **a/an** to talk about singular nouns when we are speaking in general.

**a** building (any building)

**an** animal (any animal)

We use **the** to talk about plural or uncountable nouns when we know what we are talking about.

**the** building (we know which building)

**the** animal (we know which animal)

### Activity 1 Reading

Read about three people. What countries do they want to visit?



I would like to go to the USA and visit <sup>1</sup>the / X New York. I want to go to the top of <sup>2</sup>a / the tall building like <sup>3</sup>the / X Empire State Building. I also want to visit <sup>4</sup>a / the museum. Maybe I'll go to <sup>5</sup>the / X Metropolitan Museum of Art. If I have time, I would like to visit other cities in <sup>6</sup>the / X US, too. I would like to go to <sup>7</sup>the / X Miami or <sup>8</sup>the / X San Francisco.

Rasha

I want to go to <sup>9</sup> the / X Africa and I would like to visit <sup>10</sup> the / X Egypt. I would like to go to <sup>11</sup> the / X Cairo. There I could see famous places like <sup>12</sup> an / the Egyptian Museum, and visit <sup>13</sup> a / X souk or a nice restaurant. I would also like to visit <sup>14</sup> a / X Giza to see <sup>15</sup> a / the Pyramids.



Luis



Karen

I would like to visit <sup>16</sup> a / the new country, so this summer I'm going to visit <sup>17</sup> the / X Namibia. I want to go to <sup>18</sup> the / X desert because I would like to see <sup>19</sup> the / X animals like <sup>20</sup> the / X elephants and <sup>21</sup> the / X lions.

#### LANGUAGE TIP

We say most country names with no article.

*France, Russia, China, Spain...*

We say other country names with *the*.

*the UAE, the UK, the Philippines, the USA...*

#### Activity 2 Practice

Read again and circle the correct words to complete the text.

##### Track 37

Now listen and check your answers.

#### Activity 3 Practice

Complete the sentences with *a/an*, *the*, or nothing (*X*).

- 1 I would like to visit \_\_\_\_\_ UAE. I want to go to Sheikh Zayed Grand Mosque.
- 2 Last summer I went to Oman. I visited \_\_\_\_\_ amazing beach there.
- 3 Next week I'm going to \_\_\_\_\_ Paris. I want to see \_\_\_\_\_ Eiffel Tower.
- 4 I want to go to \_\_\_\_\_ Kenya. You can see \_\_\_\_\_ elephants there.
- 5 This year I'm going to \_\_\_\_\_ UK. I'm going to stay in \_\_\_\_\_ London.

#### Activity 4 Speaking

With a partner, talk about places you would like to visit and what you would like to see there.

*I would like to go to Japan. I want to try Japanese food.*

*I would like to go to New Zealand and Mount Cook.*

## Lesson 8: To give (I)

- What stories do you know?
- How often do you read stories?

### Activity 1 Reading

Read the first part of "To Give". Do you think it is a true story?

Once upon a time, there was a king. Every morning, he woke up early and gave some of his gold to the poor people who came to his palace door, so that they could buy food and clothes.

### Activity 2 Reading

Read the next part of the story and answer the questions.

One night, a man went to the palace in the middle of the night so that he could be the first to get money from the king. "If I am first, then the king might give me even more gold so that I won't be poor and hungry," the man said to himself. But when the guards saw the man at the palace gates in the middle of the night, they thought he wanted to steal. So, they put him in the palace prison.

The next morning, the king heard what had happened, and decided to talk to the man. He went down to the dark prison, and said to the man, "Why do you want to steal from me? You only had to ask me for gold so that you can buy food and clothes. Don't you know that I will always give it to you?" The man said that he didn't want to steal. He was just poor and needed help. "I was a good farmer and a good worker," he said, "but there was no rain and then one day someone stole my animals."

The man looked at the king and said, "I did not come to steal from you. I came in the night so that I could be the first to get some gold in the morning. That's all." When he heard the man's story, the king felt sad. He told the guards to let the man out of the prison, and he gave the man ten gold pieces. The man thanked the king and left the palace with his gold.

- 1 Why did the man go to the palace at night?
- 2 Why did the king's men put the man in prison?
- 3 How did the man become poor?
- 4 What did the king decide to do?

### Key Structure

Time words

**One night**, a man went to the palace.

### Vocabulary

to steal, palace, prison, gold, poor, rich, farmer

### VOCABULARY

gold pieces: pieces of gold used as money

### READING TIP

When reading, do not worry if you do not know every word. It is more important to try to understand the story.

### Activity 3 Vocabulary

Match the words to their meanings.

- 1 palace    a to take something that is not yours
- 2 to steal    b a big house where a king lives
- 3 prison    c men who watch the palace and make sure the king is safe
- 4 guards    d the police send people who steal or do other bad things to this place

### Activity 4 Vocabulary

Complete the conversation with the words from Activity 2.

How do you think the story will end?

I think the man will go back to the \_\_\_\_\_ the next day. The \_\_\_\_\_ will think he is trying \_\_\_\_\_ again and will take him to \_\_\_\_\_. A few days later, the king will give him more gold.

### Activity 5 Reading

Look at the time words that are common in stories. Put the words in the correct box.

A few days ago	After that	Finally
Last week	Once	Next
The next day	Then	One day / night

Beginning a story	Continuing a story	Finishing a story

### Activity 6 Writing

What will happen next? Using your own ideas and some of the words from Activity 5, write an ending for the story.

## Lesson 9: To give (II)

- What do you remember from the first part of the story?
- How do you think the story ends?

### Activity 1 Reading

Read the second part of "To Give".  
Were you surprised by the ending?

#### Key Structure

Time words

**The next day**, the man wasn't happy.

#### Vocabulary

to share, to spend, to explain,  
double, feeling, pleased

#### VOCABULARY

kingdom: a country with a king  
or queen

The next day, the man wasn't happy with his gift of ten gold pieces. He wanted more. So, every night he went back to the palace and waited by the gates, and every morning the king gave him ten more gold pieces.

The next week the king asked the man: "Why do you keep coming back to my palace and asking for more gold? I have given you so much. You can't still be poor or hungry." "But I want to be like you, I want to be rich," the man answered. "But will you also give money to other poor people?" "Yes, of course." "Then I will give you half of my kingdom and half of my money, but you must help people that need it." "Okay, I will."

The years passed, and the man was rich. He used his gold to plant food and look after animals. Soon he had double the money. He shared this extra money with all the poor people. The king watched from his palace and was very happy with what he saw. He knew that to give was the greatest feeling in the world. By sharing what he had with others, the king could make many people very happy.

### Activity 2 Reading

Read the second part of the story again. Decide if the sentences are True or False.

- |  |   |   |
|--|---|---|
| 1 The man was happy with only ten gold pieces. | T | F |
| 2 He never went back to the palace.            | T | F |
| 3 He wanted to be rich.                        | T | F |
| 4 He shared his money with poor people.        | T | F |
| 5 The king was happy in the end.               | T | F |

### Activity 3 Reading

Look at parts 1 and 2 of the story again.  
Put the story in order 1 – 11.

#### READING TIP

Reading a story again will help you to understand it better.

- A The man keeps going back to get more gold. \_\_\_\_\_
- B The king goes to talk to the man. \_\_\_\_\_
- C Every morning the king gives gold to the poor and hungry. 1
- D Soon, there were no more poor and hungry people. \_\_\_\_\_
- E The man explains that he was not going to steal. \_\_\_\_\_
- F The king gives the man some gold. \_\_\_\_\_
- G The king gives the man half of his money. \_\_\_\_\_
- H The man uses the gold in a good way and is rich. \_\_\_\_\_
- I The man shares his extra money with the poor and hungry. \_\_\_\_\_
- J The guards put the man in prison. \_\_\_\_\_
- K A man goes to the palace at night. \_\_\_\_\_

### Activity 4 Writing

Complete the sentences with your own ideas.

- I like / don't like the story because...
- I like / don't like the ending because...
- I like / don't like stories like this because...

### Activity 5 Speaking

Talk with a partner about your ideas from Activity 4.

I like the story because the king shares his money with the man.

I like stories because they teach you something about life.

I don't like the story because the man should be happy with the 10 gold pieces.

# Lesson 10: Review

## Key Structure

Unit 8 structures

## Vocabulary

Unit 8 vocabulary

### Activity 1 Vocabulary

Write the fractions and percentages in words.

1  $\frac{1}{2}$  \_\_\_\_\_

3  $\frac{1}{4}$  \_\_\_\_\_

2 50% \_\_\_\_\_

4 20% \_\_\_\_\_

### Activity 2 Reading

Look at the survey questions and answers below.  
What are the questions about?

- a) studying    b) school subjects    c) reading

	Fatima	Noor	Amna
Did you like the story "To Give"?	yes	no	yes
Did you like the ending?	yes	no	no
Do you like reading books?	yes	no	yes

Now decide if the sentences below are true (T) or false (F).

- |  |   |   |
|--|---|---|
| 1 All of the students liked the story.         | T | F |
| 2 Some of the students like the story.         | T | F |
| 3 Two of the students did not like the ending. | T | F |
| 4 Half of the students like reading books.     | T | F |
| 5 Two students like reading books.             | T | F |

### Activity 3 Practice

Write the plural form of each word.

1 mouse \_\_\_\_\_

5 fish \_\_\_\_\_

2 deer \_\_\_\_\_

6 leopard \_\_\_\_\_

3 animal \_\_\_\_\_

7 wolf \_\_\_\_\_

4 monkey \_\_\_\_\_

8 fly \_\_\_\_\_

### Activity 4 Practice

Complete the sentences with *a/an*, *the*, or nothing (X).

1 I would like to visit \_\_\_\_\_ UAE. I want to go to \_\_\_\_\_ Louvre Museum.

2 Last summer I went to Mexico. I visited \_\_\_\_\_ amazing beach.

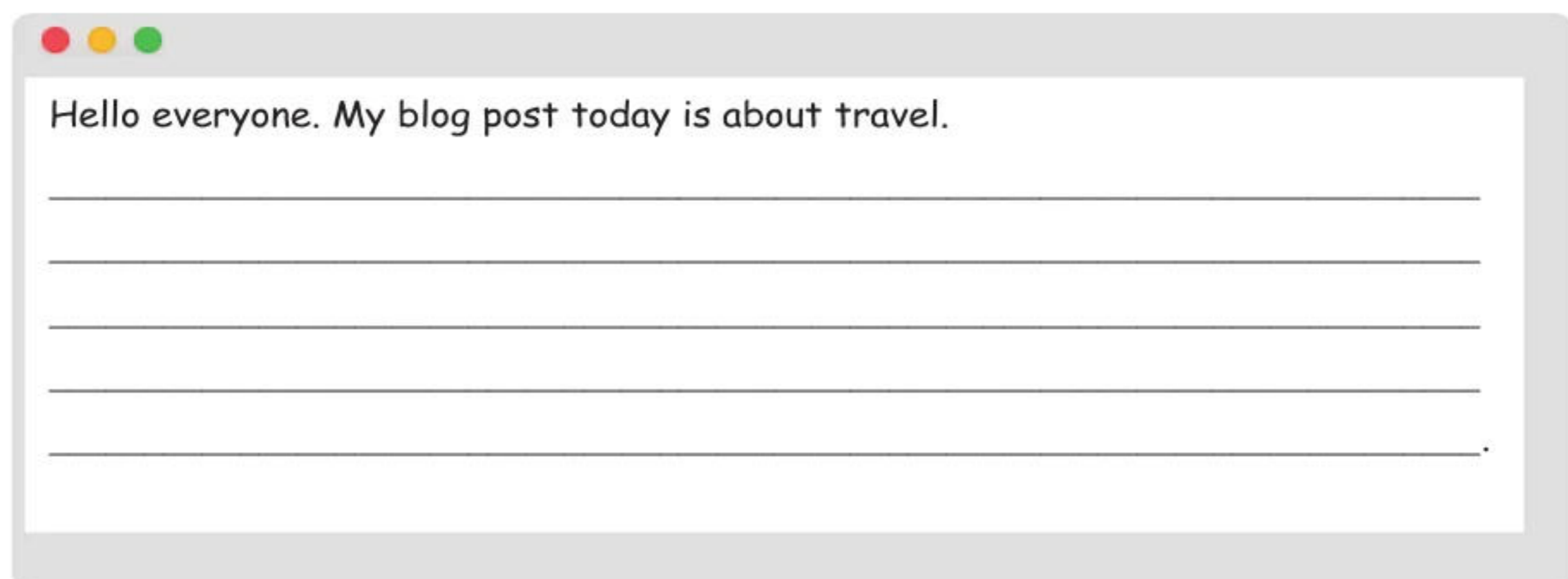
3 Next week I'm going to visit \_\_\_\_\_ China.

4 I want to go to \_\_\_\_\_ Australia.

5 This summer I'm going to \_\_\_\_\_ US. I'm going to visit \_\_\_\_\_ New York.

### Activity 5 Writing

Write a blog post about the places you would like to visit. Say why you would like to visit each place.



Hello everyone. My blog post today is about travel.

---

---

---

---

---

## Unit 9: Climate and weather

### Lesson 1: How's the weather?

- What is your favourite time of year?
- Why do you like it?

#### Activity 1 Speaking

Answer the questions with a partner.

- 1 Can you put the seasons in order? Start with winter.

1 winter \_\_\_ summer \_\_\_ spring \_\_\_ autumn

- 2 What do you wear when it is cold?  
3 What do you do when it is very hot?

#### Activity 2 Listening Track 38

Listen to three people talking about the weather. Where are they? Write the number of the speaker next to the city.



\_\_\_ Sydney, Australia



\_\_\_ St. Petersburg, Russia

#### Activity 3 Listening Track 38

Listen again and answer the questions.

- 1 England is a \_\_\_\_\_ country.  
a snowy      b rainy and cloudy      c very warm
- 2 The winter is cold and snowy in \_\_\_\_\_.  
a Russia      b Australia      c England
- 3 December is \_\_\_\_\_ in Sydney, Australia.  
a autumn      b winter      c summer



1 London, England

#### Key Structure

Adjectives ending in -y  
It's **snowy** in Moscow in the winter.

#### Vocabulary

summer, autumn, winter, spring, rainy, cold, snowy, warm

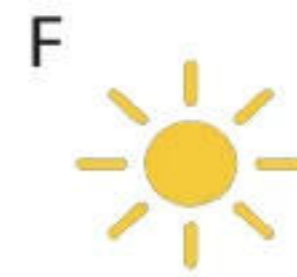
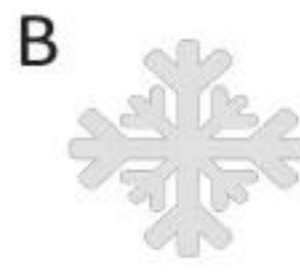
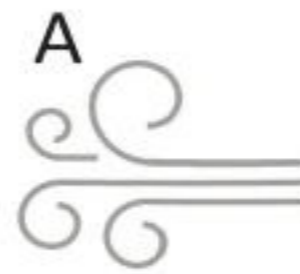
#### LISTENING TIP

Look at the pictures and read the questions before listening. This will help you hear the answers.

### Activity 4 Vocabulary

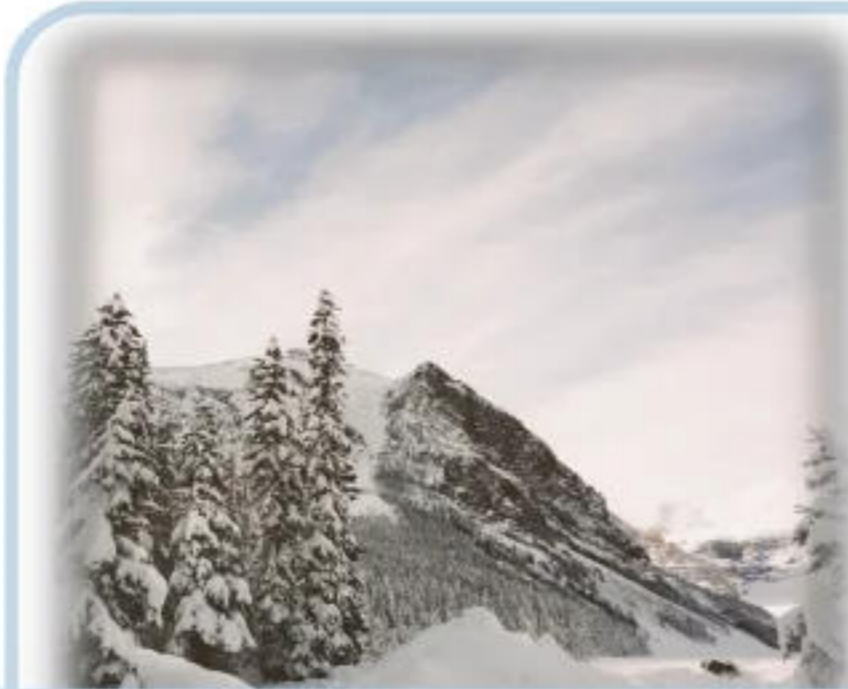
Match the words to the pictures.

- 1 It's snowy.   B
- 2 It's rainy.
- 3 It's sunny.
- 4 It's cloudy.
- 5 It's warm.
- 6 It's windy.
- 7 It's cold.



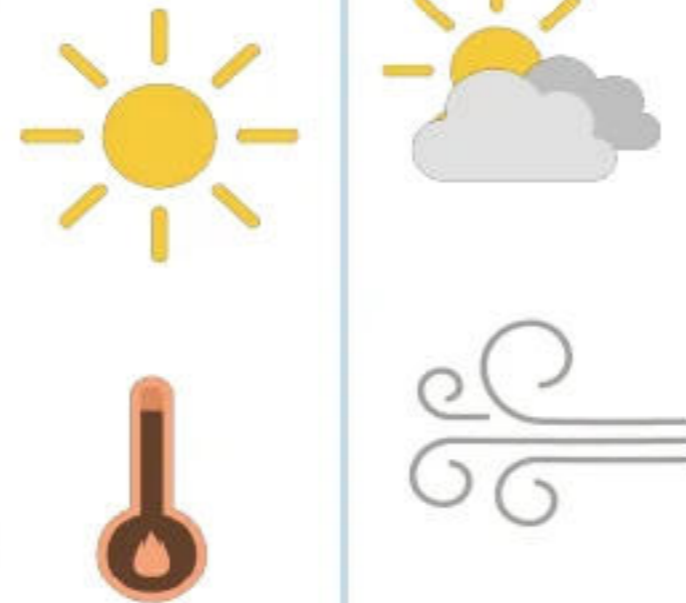
### Activity 5 Vocabulary

Complete the gaps below with the correct weather words.



season: \_\_\_\_\_  
weather: \_\_\_\_\_

season: \_\_\_\_\_  
weather: \_\_\_\_\_



season: \_\_\_\_\_  
weather: \_\_\_\_\_

season: \_\_\_\_\_  
weather: \_\_\_\_\_

### Activity 6 Speaking

Ask and answer the questions with a partner.

- 1 What do you do when it is warm and sunny?
- 2 What do you do when it is very hot?
- 3 What do you do when it rains?
- 4 Which type of weather do you like the most/ least?

*When it is warm and sunny, I play football outside.*

*I like winter the best.*

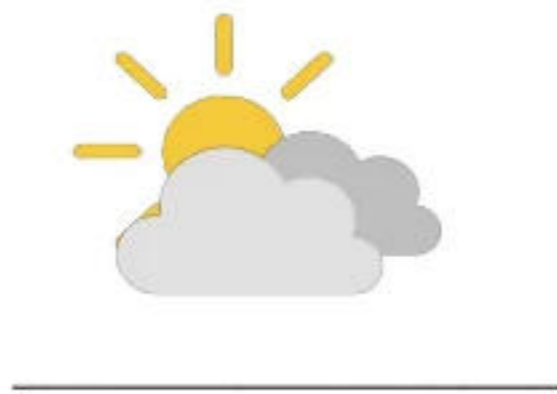
## Lesson 2: The weather where we live

- Do you like the weather where you live?
- Why/Why not?

### Activity 1 Vocabulary

Write the words from the box below the correct symbol.

sunny      cloudy      partly cloudy      rainy      windy      snowy



### Activity 2 Speaking

What is the weather like in your country? Use the words in Activity 1 to describe the weather.

It is \_\_\_\_\_ in the UAE.

### Activity 3 Reading

Read Fatima's blog post about the weather in another country. Which country is it?

Hello. My name is Fatima and I'm studying English in Ireland. I like the weather here. Ireland is wet and humid. The temperatures are never very high. It is usually cool in the summer and cold in the winter. In July and August, the high temperatures are around 20°. The winter months are cooler, with temperatures around 5°. There is a lot of rain in Ireland all year long. It rains more in the West than in the East. The wettest place is Valentia Island and the driest place is Dublin.

#### Key Structure

Adverbs of frequency  
The weather is **usually** hot.

#### Vocabulary

temperature, humid, dry, wet, cloudy, high, low

### Activity 4 Reading

Read again. Decide if the sentences are true (T) or false (F).

- |   |   |   |
|---|---|---|
| 1 Ireland is a hot and dry country.           | T | F |
| 2 Fatima doesn't like the weather in Ireland. | T | F |
| 3 Temperatures are about 20° in August.       | T | F |
| 4 It rains a lot in Ireland.                  | T | F |



### Activity 5 Writing

Answer the questions about the weather in the UAE.

- 1 What is the weather usually like in the UAE?

\_\_\_\_\_

- 2 Are the temperatures high in the summer?

\_\_\_\_\_

- 3 What is the weather like in the winter?

\_\_\_\_\_

- 4 Does it rain in the UAE? How much?

\_\_\_\_\_

- 5 Does it ever snow in the UAE?

\_\_\_\_\_



#### WRITING TIP

Think about what you want to say before you start writing. Always plan before you write.

### Activity 6 Writing

Use your answers from Activity 5 and write about the weather in the UAE. Use the text in Activity 3 to help you.

The weather in the UAE is \_\_\_\_\_

\_\_\_\_\_

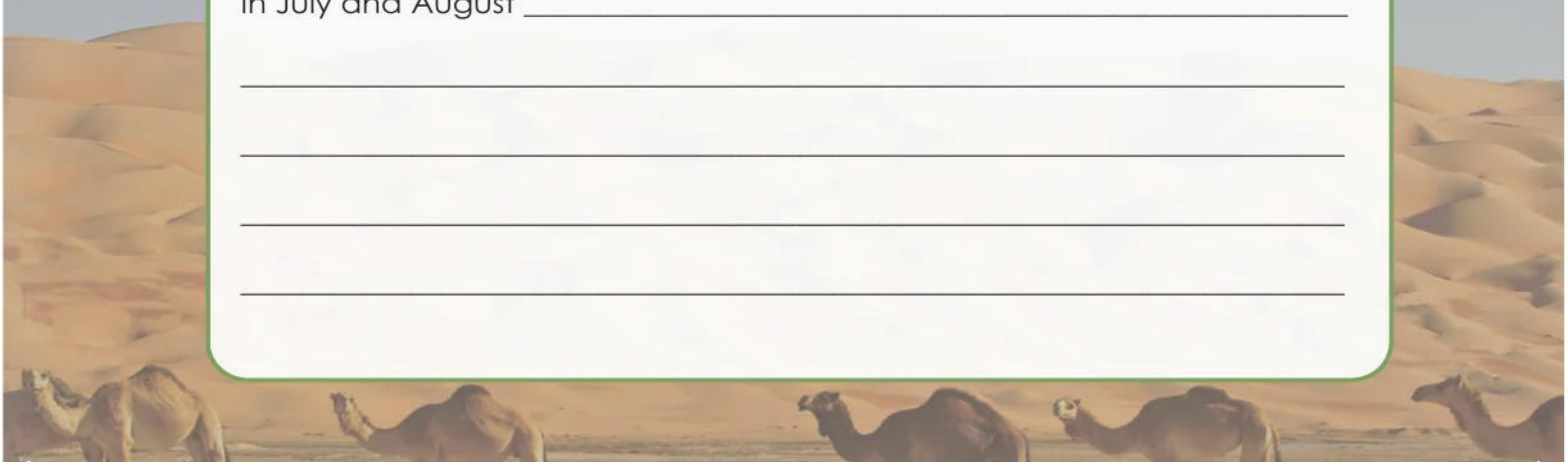
In July and August \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Lesson 3: Weather and mood

- What makes you feel happy?
- Do you think people feel happier when it is sunny?

### Activity 1 Vocabulary

Match the words that are opposites.

1 humid

2 bad

3 happy

4 warm

a cool

b sad; unhappy

c dry

d good

#### Key Structure

Describing feelings  
People **feel good** when it is sunny.

#### Vocabulary

to feel, unhappy, sunny, inside, humid, cool

#### LISTENING TIP

Listen to the way people say things. This can help you to understand how they feel.

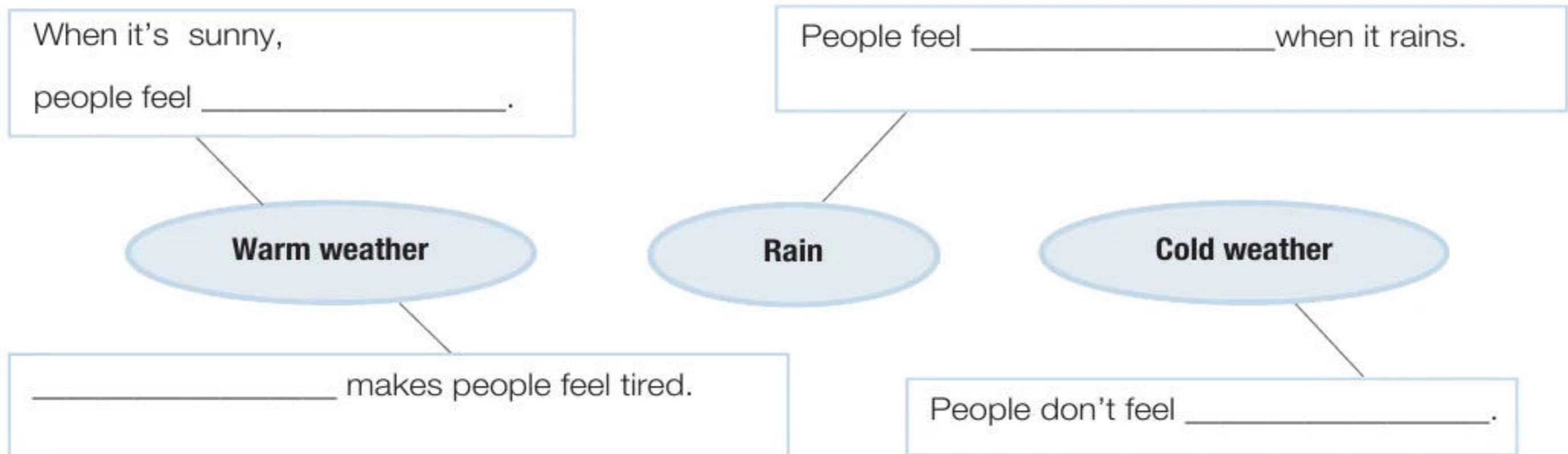
### Activity 2 Listening Track 39

Noor and Aisha are making a class survey about the weather. Who is more interested in the survey? Listen and decide.



### Activity 3 Speaking

Look at the mind map. Which words do you think are missing?



### Activity 4 Listening Track 40

Listen to Noor and Aisha talking about their survey and complete the mind map with the words in the box.

tired    hot and humid weather    happy x2

### Activity 5 Speaking

You are going to do a class survey. In groups, ask and answer the questions in the table below.

Name:					
How do you feel when the weather is nice?					
How do you feel when the weather is bad?					
How do you feel when it rains?					
How do you feel when the weather is very hot?					
What kind of weather do you like?					

### Activity 6 Speaking

With a partner, talk about your survey answers.

*People feel good when the weather is cool.*

*Four people said they feel happy when it rains.*

## Lesson 4: Language focus

- What do you think the weather will be like today?
- How do you think you will feel?

### Key Structure

Will

*I think it **will** rain tomorrow.*

### Vocabulary

*amazing, dark, trip,*

*Norway, every day, snow*

### Will

We can use **will** to talk about things that might happen in the future. The negative form is **won't** (will + not).

*There **will** be snow in Norway.  
It **won't** be sunny.*

We often use *I think* before *will*.

*I think it **will rain** tomorrow.*

### Activity 1 Reading

Read about Sultan's trip. Where is he going?



I know it is summer now, but I can't wait until next winter because I am going to Norway. I can't wait to visit a cold country like Norway. I think it will be really cold and there will be lots of snow. It won't be sunny because it will be dark all day. Some people say having no sun makes you feel sad, but I think I will feel happy when I am there. My trip will be amazing!

## Activity 2 Reading

Read about Sultan's trip again. Decide if the sentences are true (T) or false (F).

- |  |   |   |
|--|---|---|
| 1 Sultan thinks it will be hot in Norway.      | T | F |
| 2 He thinks there will be lots of snow.        | T | F |
| 3 He says it won't be sunny.                   | T | F |
| 4 He thinks people feel happy when it's sunny. | T | F |
| 5 Sultan thinks his trip will be amazing.      | T | F |

## Activity 3 Practice

Put the words in order to make sentences.

- 1 Rasha / in Sweden. / it will be cold / thinks

\_\_\_\_\_

- 2 it will be very hot / thinks / in the UAE. / Dave

\_\_\_\_\_

- 3 it'll rain / thinks / Mansour / tomorrow.

\_\_\_\_\_

- 4 every day. / thinks / Mona / it will be sunny

\_\_\_\_\_

- 5 in the desert tonight. / will / be windy / It

\_\_\_\_\_

## Activity 4 Speaking

Imagine you are going on a trip to one of the places below. What do you think the weather will be like? Talk with a partner.

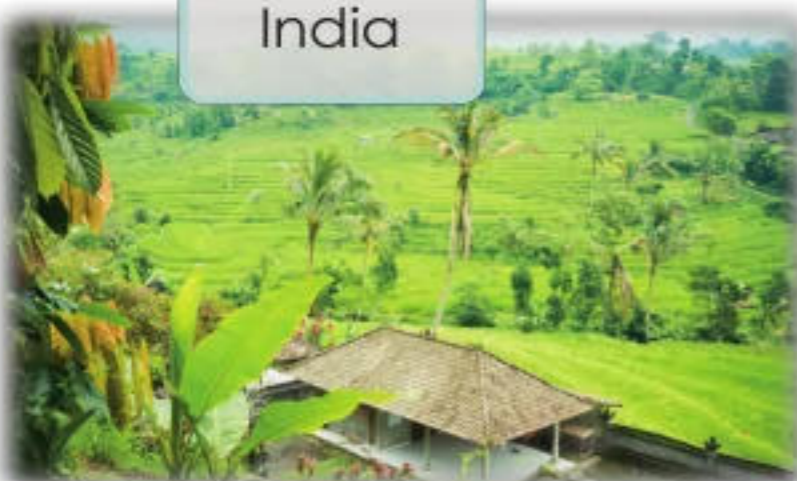
### LANGUAGE TIP

We can use contractions with will.

*I think **it'll** rain tomorrow.*

***We'll** be happy in the snow.*

India



Japan



Austria



*I think the weather in India will be rainy and cloudy.*

# Lesson 5: What will the weather be like tomorrow?

- How often do you check the weather?
- What will the weather be like tomorrow?

### Key Structure

Will / Won't  
 It **won't** be sunny tomorrow.

### Vocabulary

degrees, wind, windy, light, strong, heavy

### Activity 1 Vocabulary

Look at the map of Spain. What do the pictures mean?



### Activity 2 Listening Track 41

Listen and complete the table with the words from the box.

sunny and warm (x2)

winds

rain

Madrid	low temperatures and _____
Málaga	_____ and 16°
Palma de Mallorca	sun and light _____
Ceuta	won't be very _____; 13°

### Activity 3 Vocabulary

Match the words to make new terms.

light

strong

snow

wind

storm

heavy

1 light rain

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

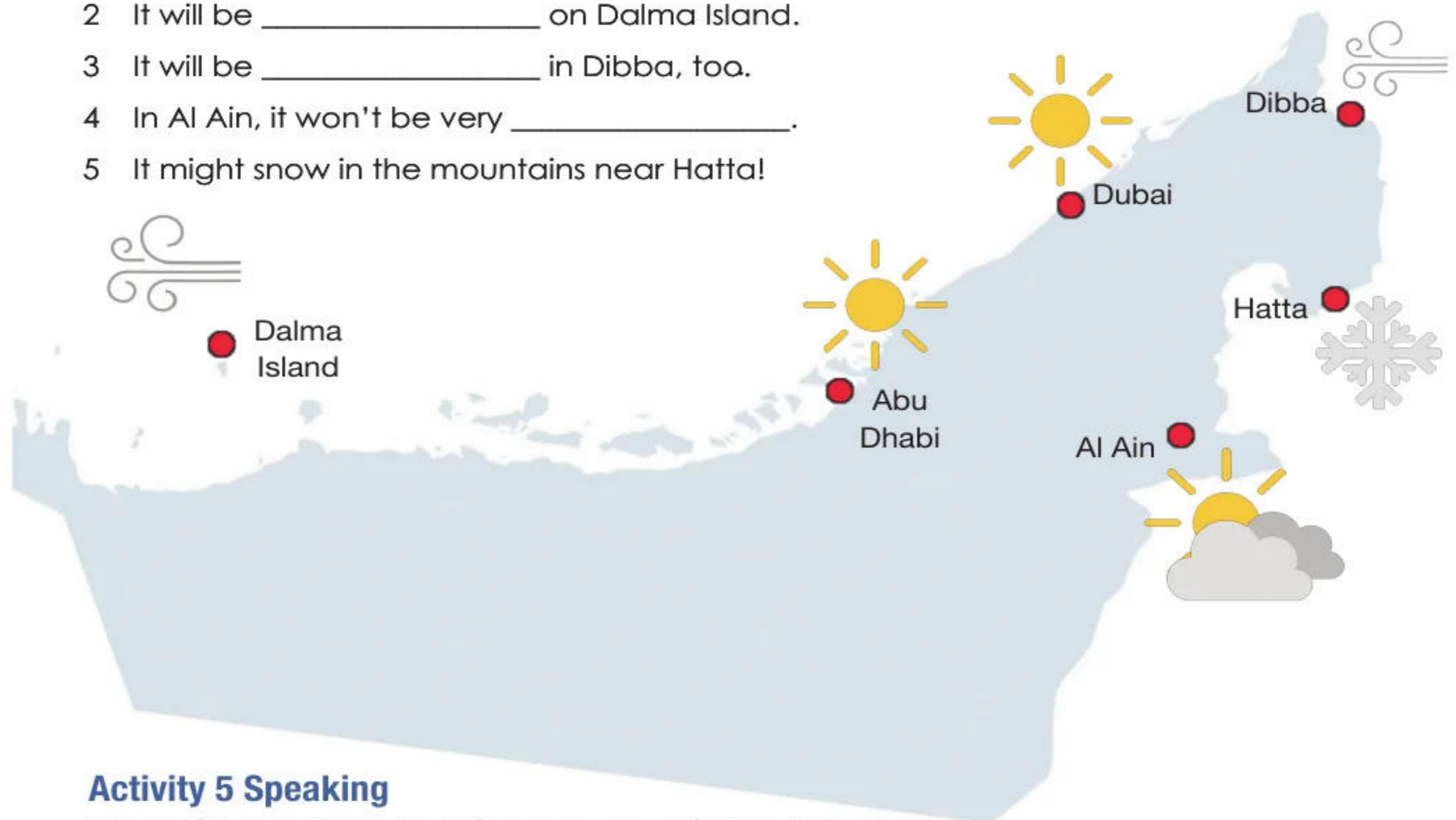
5 \_\_\_\_\_

6 \_\_\_\_\_

### Activity 4 Practice

Looking at the map below. Complete the sentences.

- 1 In Dubai and Abu Dhabi, it will be \_\_\_\_\_.
- 2 It will be \_\_\_\_\_ on Dalma Island.
- 3 It will be \_\_\_\_\_ in Dibba, too.
- 4 In Al Ain, it won't be very \_\_\_\_\_.
- 5 It might snow in the mountains near Hatta!



### Activity 5 Speaking

Work with a partner. Imagine you are going to talk about the weather on TV. Think about what you want to say, then share your ideas in groups.

*The weather tomorrow will be hot and...*

**SPEAKING TIP**  
When we speak, we often use short forms.  
*It'll rain tomorrow.*

### Key Structure

Too + adjective  
*It's **too windy**.*

### Vocabulary

*extreme weather, gas, unusual, flood, sandstorm, hurricane, heatwave*

## Lesson 6: Extreme weather

- What is extreme weather?
- When did you last see extreme weather?

### Activity 1 Vocabulary

Match the extreme weather to the pictures.

hurricane

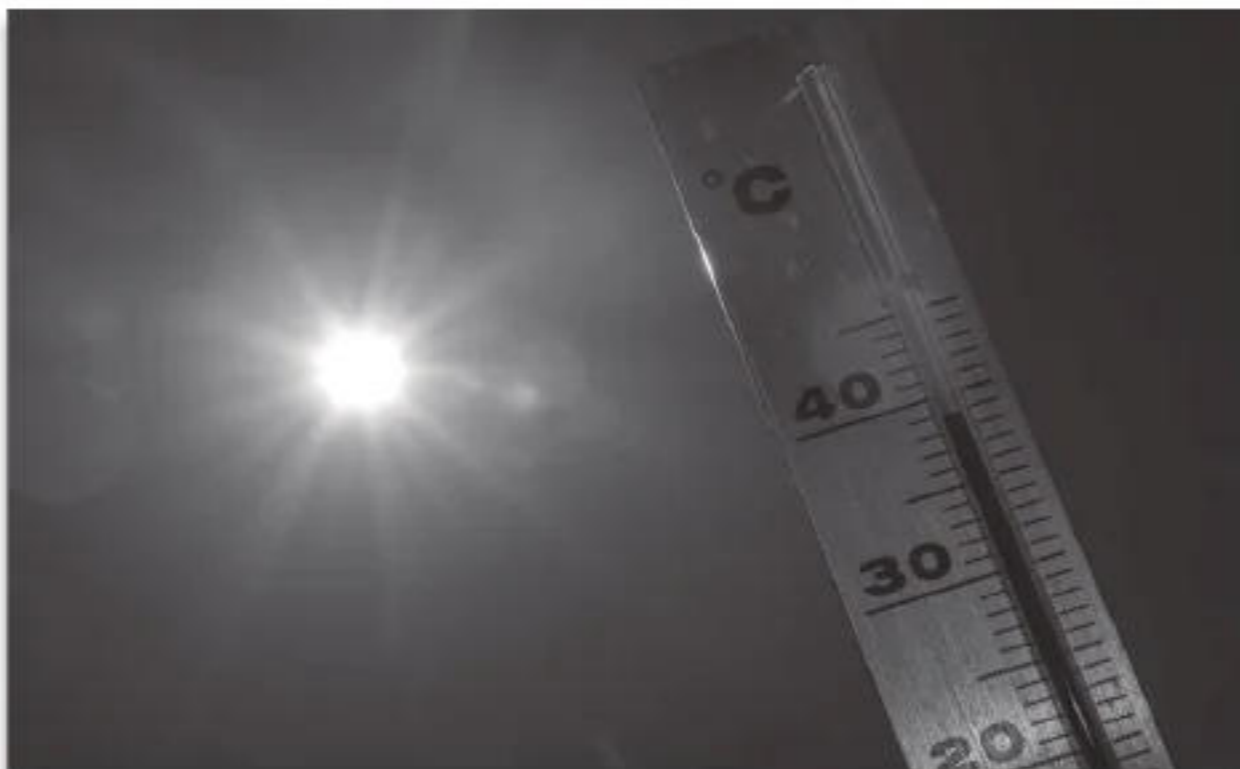
sandstorm

heatwave

flood



*sandstorm*



### Activity 2 Vocabulary

Match the words from the text to their definitions.

- |             |  |
|-------------|--|
| 1 heatwave  | a when it rains a lot and the water covers the streets |
| 2 flood     | b strong wind that carries lots of sand                |
| 3 hurricane | c very high temperatures for many days                 |
| 4 sandstorm | d a very big storm with strong wind and rain           |

### Activity 3 Reading

Read the article about weather. Match the titles in the box to each part of the text.

What is global warming?

What is extreme weather?

1

What's the weather like today where you live? When I walked out of my house this morning, the weather was normal. But sometimes in some places, the weather can become unusual. It can be too hot or too cold, or even too windy or too rainy. This weather is called 'extreme'. Heatwaves, floods, hurricanes and sandstorms are all types of extreme weather and they are happening more and more.

2

Did you know that in the past 50 years the world has become warmer by 0.5° C? It sounds like a small number, but it is not! This change in world temperatures is called 'global warming'. People say this is the reason extreme weather is happening more and more.

### Activity 4 Speaking

What do you see in the pictures? Do you think this is global warming? Talk with a partner.



### Activity 5 Speaking

Ask and answer the questions with a partner.

- Do you have extreme weather where you live? What is it like?
- What do you do when the weather is bad?

#### LANGUAGE TIP

We use the word *too* to say that there is a lot of something and it is bad.

*It's too windy.* (= There is a lot of wind. This is bad.)

*Sometimes there are sandstorms in the desert. It is too windy and I can't go outside.*

## Lesson 7: Language focus

- When did you last go on holiday?
- What was the weather like?

### Activity 1 Reading

Dana is going to visit her Aunt Laila in Scotland.

Read Aunt Laila's email. What will the weather be like there?

#### Key Structure

linking words

*It will be cold **so** wear a jacket.*

#### Vocabulary

*umbrella, hat, gloves, scarf, raincoat, boots*



Hi Dana,

How are you doing? I'm happy you are coming to Scotland next week to visit me. I can't wait! The weather here is very different to where you live. I think it'll be cold next week, so bring warm clothes. You should pack a hat, gloves and a scarf. It won't be snowy, but I think it'll be rainy, so bring a raincoat! You don't need to bring an umbrella because you can use mine.

See you next week,  
Aunt Laila

### Activity 2 Reading

Read the email again and answer the questions.

- 1 The weather will be cold next week, so Dana...
  - a should eat a lot.
  - b can't travel.
  - c should take warm clothes.
- 2 Dana should pack a warm clothes because...
  - a the weather will be hot.
  - b the weather will be cold.
  - c she is warm.
- 3 Aunt Laila thinks it will be rainy, but...
  - a it won't be snowy.
  - b it won't be cold.
  - c it won't be windy.

#### Linking words

We use **and** to add information.

*Dana should pack a hat, gloves **and** a scarf.*

We use **but** to talk about two different ideas in the same sentence.

*Dana needs a raincoat, **but** she doesn't need an umbrella.*

We use **so** to talk about a result.

*The weather is cold, **so** Dana will pack warm clothes.*

We use **because** to give a reason for something.

*Dana needs warm clothes **because** the weather is cold.*

### Activity 3 Practice

Read the sentences and circle the correct word.

- 1 The weather is sunny, so / but it isn't hot.
- 2 Saif is going to Australia. He should take sandals but / and sunglasses.
- 3 It is raining outside, so / because I need an umbrella.
- 4 Amy is excited so / because she is going to Dubai in the summer.

### Activity 4 Practice

Join the sentences using the words in (brackets).

- 1 Trey wants to go to the beach. It is too hot. (*but*)  
\_\_\_\_\_
- 2 Nawaf wants to go to Australia. He wants to see kangaroos. (*because*)  
\_\_\_\_\_
- 3 Sara likes to swim. Sara likes to play tennis. (*and*)  
\_\_\_\_\_
- 4 Mohammed must take his passport. He can travel to other countries. (*so*)  
\_\_\_\_\_

### Activity 5 Speaking

Imagine a friend is coming to visit your country. What will the weather be like? What should they bring? Talk with a partner.

*The weather here will be hot, so they need to bring a hat and suncream.*

### Activity 6 Writing

Write an email to your friend to say what the weather will be like and what they should bring.

A writing area for an email, represented as a window with a title bar and five horizontal lines for text.

## Lesson 8: Storms

- What type of weather do you like?
- Do you prefer warm or cold weather?

### Activity 1 Speaking

Ask and answer the questions with a partner.

- What are four different types of extreme weather?
- Is extreme weather happening more often? Why?
- Does the world have higher temperatures now than in the past? Why?



#### Key Structure

Past Simple  
Last week there **was** a storm.

#### Vocabulary

thunderstorm, thunder, lightning, sound, to hear, far away

### Activity 2 Reading

Read the article about storms. What types of weather happen during storms?

## Thunderstorms

Thunder and lightning always go together because thunder is the sound that lightning makes. Thunder always comes after lightning. When a thunderstorm is far away, you see the lightning but you don't always hear the thunder. Thunderstorms usually happen in places where the weather is hot. Do you know the temperature of lightning? It is close to 30,000 degrees Celsius! When you see lightning, count until you hear the thunder. Three seconds is about one kilometre. So, if you count to six, the storm is about two kilometres away. But if you only count one or two seconds before you hear thunder, the storm is very close. Take care!

### Activity 3 Reading

Read the article again. Decide if the sentences are true (T) or false (F).

- |   |   |   |
|---|---|---|
| 1 Thunder and lightning never go together.              | T | F |
| 2 When there is lightning, you can always hear thunder. | T | F |
| 3 Thunderstorms usually happen in hot places.           | T | F |
| 4 The temperature of lightning is 100 degrees Celsius.  | T | F |

### Activity 4 Practice

Complete the text below with words from the article in Activity 2.

<sup>1</sup> *Thunder* and <sup>2</sup> \_\_\_\_\_ always go together because <sup>3</sup> \_\_\_\_\_ is the sound that is made by <sup>4</sup> \_\_\_\_\_. This means that <sup>5</sup> \_\_\_\_\_ always comes after <sup>6</sup> \_\_\_\_\_.

When a thunderstorm is far away, you might see the <sup>7</sup> \_\_\_\_\_ but you might not hear the <sup>8</sup> \_\_\_\_\_.

### Activity 5 Reading

Read the text and answer the questions.

I'm Timmy and last week I saw a storm. It was scary. I was walking home from school around 2:30pm with my friend Sam. It started to rain very hard, so we went inside a shop that is on the same street as my school. I was afraid at first, but then the rain stopped so we went home. It was still a bit windy outside, but I felt okay.

1 When did Timmy see a storm?

---

2 Was it a thunderstorm?

---

3 Where was he?

---

4 What did he do?

---

5 Who was he with?

---

6 How did he feel?

---

### Activity 6 Writing

Write about the last time you saw a storm.

When did you last see a storm?

What kind of storm was it?

Where were you?

What did you do?

Who were you with?

How did you feel?

---

---

---

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---

---

---

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## Lesson 9: Extreme weather report

- When did you last hear an extreme weather report?
- What happened?

### Activity 1 Speaking

Look at the pictures with a partner.

- What type of extreme weather is this?
- Where do you think this happened?



### Activity 2 Reading

Read the weather report and check your answers to Activity 1.

A terrible sandstorm is happening now in Australia. Sand is coming from the desert and covering cities like Sydney and Canberra. The weather is going to be strange for the next few days. It will be very windy, and temperatures will be colder than usual. There is a lot of sand in the air, so aeroplanes are not flying over Australia. People are staying inside their homes until the storm goes away. This storm will last for 3 or 4 days. After that, the weather will be normal again.

### Activity 3 Reading

Read the weather report again. Decide if the sentences are true (T) or false (F).

- |   |  |   |   |
|---|--|---|---|
| 1 | There is a sandstorm in Australia right now. | T | F |
| 2 | Snow is coming from the desert.              | T | F |
| 3 | Aeroplanes are flying.                       | T | F |
| 4 | People are not staying inside.               | T | F |
| 5 | The storm will last for a week.              | T | F |

#### Key Structure

Present Continuous  
People **are staying** inside their homes.

#### Vocabulary

extreme weather, weather report, sand, storm, hurricane, aeroplane



# Lesson 10: Review

## Key Structure

Unit 9 structures

## Vocabulary

Unit 9 vocabulary

### Activity 1 Vocabulary

Put the letters in order to make words from Unit 9.

- |   |                 |                  |   |          |       |
|---|-----------------|------------------|---|----------|-------|
| 1 | syonw           | _____            | 5 | mmersu   | _____ |
| 2 | aorndsstm       | <u>sandstorm</u> | 6 | tdhneur  | _____ |
| 3 | xteeemr htwaere | _____            | 7 | haatwvee | _____ |
| 4 | ofldo           | _____            | 8 | rkda     | _____ |

### Activity 2 Vocabulary

Write the words from Activity 1 next to their definitions.

- \_\_\_\_\_ the sound that lightning makes
- \_\_\_\_\_ very high temperatures for many days
- \_\_\_\_\_ very cold weather
- sandstorm strong wind that carries lots of sand
- \_\_\_\_\_ when it rains a lot and the water covers the streets
- \_\_\_\_\_ weather like heatwaves, sandstorms and hurricanes
- \_\_\_\_\_ a season in July and August
- \_\_\_\_\_ the opposite of light

### Activity 3 Reading

Read the email. What extreme weather does Maurice talk about?



Hi Abdullah,

How are you doing? I'm happy you are coming to Virginia Beach next month to visit me. I can't wait! The weather here is rainy, so you need to bring an umbrella. It will be warm but not hot. Sometimes it's windy so you should bring a jacket, too. Sometimes there is extreme weather here. Last year there was a very big storm and we had to leave the city! I don't think that will happen again.

See you soon,

Maurice

### Activity 4 Language

Read the email again. Decide if the sentences are true (T) or false (F).

- |   |   |   |
|---|---|---|
| 1 The weather in Virginia Beach is snowy. | T | F |
| 2 Abdullah should bring an umbrella.      | T | F |
| 3 The weather will be cold.               | T | F |
| 4 Abdullah shouldn't bring a jacket.      | T | F |
| 5 Last month there was a big storm.       | T | F |

### Activity 5 Language

Look at the next week's weather and write sentences about each day.



- |   |                    |
|---|--------------------|
| 1 On Sunday, ... <i>it will be hot and sunny.</i> | 5 On Thursday, ... |
| 2 On Monday, ...                                  | 6 On Friday, ...   |
| 3 On Tuesday, ...                                 | 7 On Saturday, ... |
| 4 On Wednesday, ...                               |                    |

### Activity 6 Language

You need to tell a friend about the weather next week. Circle the correct options and fill in the gaps with words from the box.

rainy      winter      ~~hat~~      warm clothes      umbrella

- The weather will be hot and sunny, because / so you need to wear a hat.
- You need to bring an \_\_\_\_\_ because / but the weather will be rainy.
- It will be cold but / and windy in Scotland. Bring \_\_\_\_\_.
- In \_\_\_\_\_ it will be snowy, so / because Tom will go skiing.

## World lists

### Unit 8

activity  
advice  
all of  
an hour  
a quarter of  
building  
classmates  
continent  
cooking  
country  
cute  
double  
elephant  
famous places  
farmer  
feeling  
fraction  
free time  
garden  
gold  
half (of)  
internet  
lake  
leopard  
lion  
most of  
mountain  
museum  
ocean  
painting  
palace  
per cent  
pleased  
poor  
prefer  
prison  
quarter  
restaurant  
rich  
subject  
survey  
the Pyramids  
to explain

to go running  
to read comics  
to rest  
to share  
to spend  
to steal  
type  
volleyball  
woods  
zoo

### Unit 9

aeroplane  
amazing  
autumn  
boots  
cloudy  
cold  
cool  
dark  
degrees  
dry  
every day  
extreme weather  
far away  
flood  
gas  
gloves  
hat  
heavy  
heatwave  
high  
humid  
hurricane  
inside  
light  
lightning  
low  
next week  
Norway  
raincoat  
rainy  
sand  
sandstorm

scarf  
snowy  
sound  
spring  
storm  
strong  
summer  
sunny  
temperature  
thunder  
thunderstorm  
to feel  
to hear  
trip  
warm  
weather report  
wet  
wind  
windy  
winter  
unhappy  
unusual  
umbrella

## Grammar Guide

### Unit 8

#### Plural Nouns

Most nouns have a singular (1) and plural (2 or more) form.

*1 book; 2 books*

Add **-s** to most nouns.

Add **-es** to nouns that end in *s, x, z, ch, sh*.

If nouns have a consonant before the *-y*, change the *-y* to *-i* and add **-es**.

If nouns end in *-f* or *-fe*, remove the *-f* or *-fe* and add **-ves**.

If nouns have a consonant before the *-o*, add **-es**.

*tiger → tigers*

*fox → foxes*

*fly → flies*

*wolf → wolves*

*flamingo → flamingoes*

Irregular nouns

Some nouns are irregular and we do not add *-s* to all nouns to make the plural form.

*fish → fish*

*mouse → mice*

*deer → deer*

*tooth → teeth*

#### Articles

We use **a/an** to talk about singular nouns when we are speaking in general.

We use **the** to talk about plural or uncountable nouns when we know what we are talking about.

**a** building (any building)  
**an** animal (any animal)

**the** building (we know which building)  
**the** animal (we know which animal)

There are many rules about when and when not to use **the**. Most country names do not use **the**, but some do.

the	the
France	the UAE
Russia	the US
China	the Philippines
Spain	the UK
England	the Bahamas
South Korea	the Czech Republic
Georgia	the Netherlands
Pakistan	the Maldives

## Unit 9

### Will

We can use *will* to talk about things that we think will happen in the future.

subject + will (not) + verb

*It **will rain** tomorrow.*  
*We **will be** happy in the snow.*  
*Noor **will go** to Norway.*

The negative form of *will* is *won't* (*will + not*).

*It **won't be** snowy in August.*  
*We **won't play** football tomorrow.*  
*The holiday **won't be** fun.*

We often say *I think* before *will*.

*I think it **will rain** tomorrow.*  
*We think we **will enjoy** skiing in the snow.*



## Linking Words

We use the words **and**, **so**, **because** and **but** to join ideas. These words go in the middle of a sentence.

We use **and** to add information.

We use **but** to talk about two different ideas in the same sentence.

We use **so** to talk about a result.

We use **because** to give a reason for something.

*Dana should pack a hat, gloves **and** a scarf.*

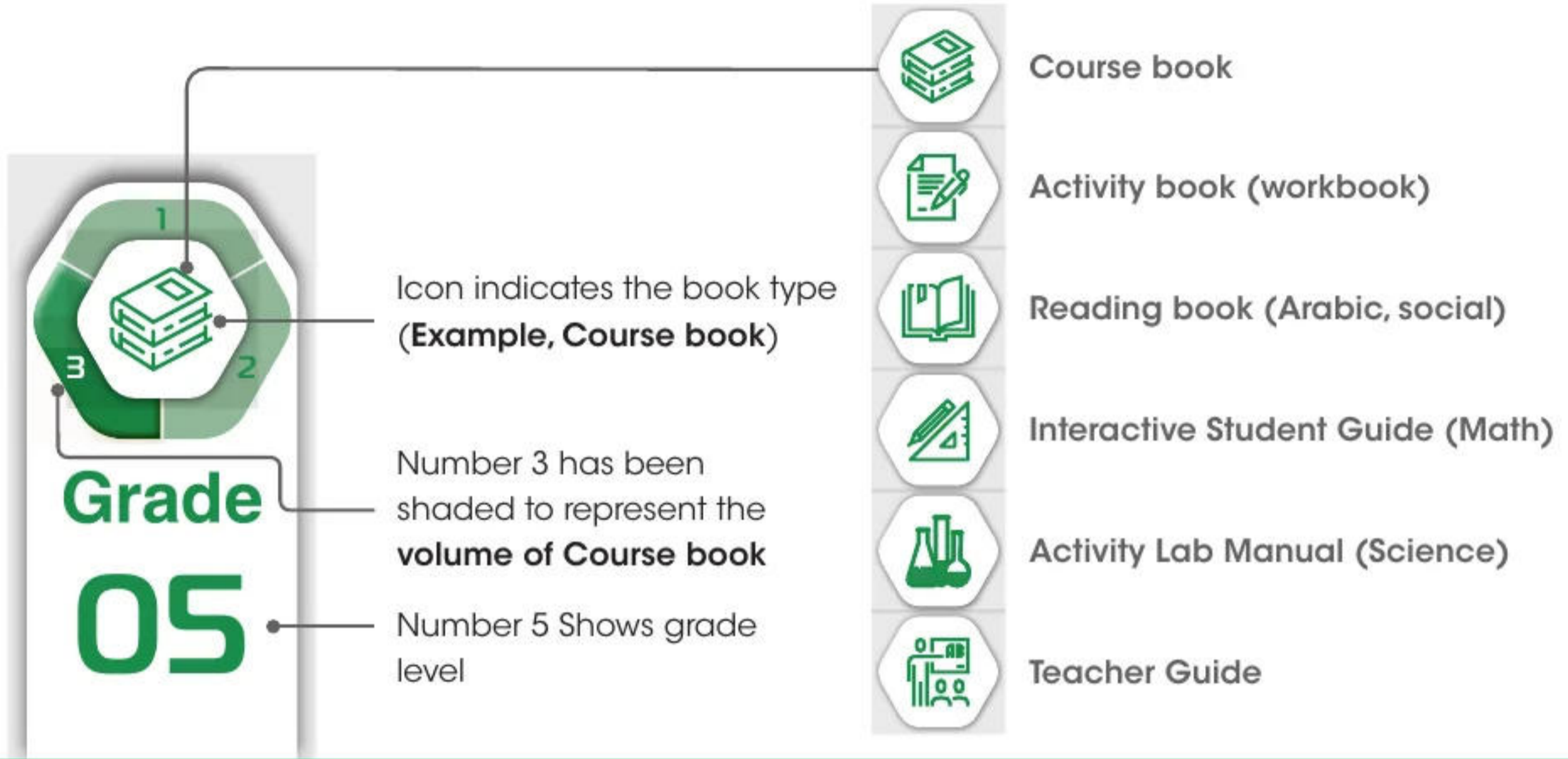
*The weather is sunny, **but** it is also cold.*

*The weather will be cold next week, **so** wear warm clothes.*

*Dana needs to wear warm clothes **because** the weather will be cold.*

## Cover label guide

Cycle 02 Color



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