

# 9 Rivers and coasts

## Lessons 1-2 Rivers of life

1 Join each pair of sentences with a non-defining relative clause. Use the correct relative pronoun from the box below.

• whose • which • who

1 The Manua people have lived in the rainforest for thousands of years. Their knowledge of medicinal plants surprises scientists.

The Manua people, whose knowledge of medicinal plants surprises scientists, have lived in the rainforest for thousands of years.

2 The Amazon is the second largest river in the world. Thousands of fish and mammals live there.

The Amazon where thousands of fish and mammals live is second largest river in the world.

3 The toucan can be heard from about a kilometre away. It's the loudest creature in the Amazon jungle.

The toucan, which is the loudest creature in the Amazon, can be heard from about a kilometre away.

4 During the rainy season, the Amazon can reach 190 kilometres in width. The rainy season is from December to April.

The Amazon can reach 190 kilometres in width.

5 Manaus is the biggest city on the Amazon River. It's the place where many native tribes now live.

Amazon city, where many native tribes now live, is the biggest city on the Amazon.

6 An Amazonian Indian called Raoni has become famous for trying to protect the rainforest. He is an important chief.

An Amazonian Indian, who is important chief, has become famous for trying to protect the rainforest.

7 The anaconda is the largest snake in the world. Its home is the Amazon river.

the anaconda, whose home is the Amazon rain forest is the largest snake in the world.

8 The Manuas-Iranduba bridge is the only bridge across the Amazon. It was built in 2010.

the manuas-Iranduba bridge which was built in 2010 is the only bridge across the amazon.

Write a sentence about a famous person, place and building in your country. Use non-defining relative clauses.

- 3 Complete these notes about the benefits of the Nile in ancient Egypt based on the extra from the documentary and information you find.

How the ancient Egyptians benefited from the Nile	
✓ food	Nile - source of food: cereals, fruit and vegetables were grown; also fish from the river for animal protein
✓ materials	It is as pure of mud and papyrus
✓ trade	It is a of transport

- 4 Study the Use of English box on page 147 of the Coursebook. Then circle the correct verb form to complete the sentences.

- People **are living** / **have lived** along the banks of the Nile for thousands of years.
- Ancient Egyptians knew that every year in June the river **flooded** / **was flooding** and they could then use the fertile soil to grow crops for food.
- They **catch** / **caught** a lot of fish as this was their main source of animal protein.
- They **are used to** / **used to** make bricks with mud from the river and these were used to make their homes and other buildings.
- They also used a plant called the 'papyrus' **to make** / **make** a type of paper and write on it.
- They **were able to** / **able to** carry goods, such as gold and linen, to trade with other countries around the Mediterranean.



## Lessons 3-4 The Nile

Match the words in the box with the definitions.

④ • delta

② • sediment

① • source

⑤ • tributaries

⑥ • estuary

③ • tide

- 1 The place where a river starts. \_\_\_\_\_
- 2 A layer of mud, sand, stones, etc. that forms at the bottom of the river. \_\_\_\_\_
- 3 The regular rise and fall in the level of the sea. \_\_\_\_\_
- 4 A low flat area of land where a river divides into smaller rivers and ends in the sea. \_\_\_\_\_
- 5 Smaller rivers or streams that become part of a bigger river. \_\_\_\_\_
- 6 The wide part of a river where it goes into the sea. \_\_\_\_\_

2 **21st** Write a summary of the text of 100-120 words. Make sure the text includes answers to all the questions below. Compare your summaries in small groups.

The Nile is the longest river in the world, which is the length of it is 6,6500 Km and covers an area of 3.4 km. Its Located in Africa, which flows in many countries such as: Egypt, Sudan, south Sudan, Ethiopia, Uganda, Kenya, Tanzania, Ruanda, Burndi, and others. white Nile, it flows from north Tanzania to tak victoria, then to south Sudan. These cond is the Blue Nile that flows in lake Tana then to sudan in south east. But both meet in the sudanese capital Khartom. Through out history, there have been many expeditons to discover the source of the Nile and still don't know which one and exporers from all over the world still. There v many animals that river Nile. Lack mamba. Nile crocodile, Egyption cobra Hippoptamus, and others.

- What is special about the Nile?
- Where is it? (mention the countries it flows through).
- What do people still want to find out about the Nile?
- Why have there been so many expeditions along the Nile?
- What are the two main tributaries of the Nile?
- Where do they meet?
- Where is the estuary of the Nile?
- What animals live in the Nile?

\*travel to Africa to try to solve the mystery.

**3** Do the quiz.

**Egypt and the Nile – how much do you know?**

**1** What's the capital of Egypt?

- ☐ Giza
- ☒ Cairo
- ☐ Alexandria

**2** What was the Great Pyramid of Giza?

- ☐ a temple
- ☐ a palace
- ☒ a tomb

**3** The river Nile was called 'black' in ancient times because of its ...

- ☐ frequent floods.
- ☐ dirty water.
- ☒ sediment.

**4** How long is the river Nile?

- ☒ more than 6,500 km
- ☐ about 6,000 km
- ☐ less than 6,500 km

**5** What are the Blue Nile and the White Nile?

- ☐ the source of the Nile
- ☒ tributaries of the Nile
- ☐ the Nile's estuaries

**6** Where do the Blue Nile and the White Nile meet?

- ☒ in Sudan
- ☐ in Ethiopia
- ☐ in Tanzania

**7** The Nile meets the sea in the ...

- ☒ Mediterranean.
- ☐ Red Sea.
- ☐ Arab Sea.





# Lesson 5-6 Saved by the bell!

Read the article again on page 150 in your Coursebook. Match these words with the definitions below.

- |          |           |           |             |           |             |
|----------|-----------|-----------|-------------|-----------|-------------|
| ⑤ tremor | ⑥ harbour | ② bobbing | ① islanders | ③ crashed | ④ destroyed |
|----------|-----------|-----------|-------------|-----------|-------------|
- 1 inhabitants of an island \_\_\_\_\_
- 2 moving quickly up and down \_\_\_\_\_
- 3 moved quickly and with a lot of force \_\_\_\_\_
- 4 badly damaged, broken into pieces, so they could not be repaired \_\_\_\_\_
- 5 a shaking movement \_\_\_\_\_
- 6 an area of calm water next to the land where boats are safe \_\_\_\_\_

Look carefully at the style of the article.

Underline words and phrases in the text which the journalist uses to add drama to the account.

The first one is done for you: crashing.

What information does the journalist give you in the first sentence?  
time, ...

The journalist uses quite a lot of numbers in the article. Why?

To give detailed

Why do you think the journalist ends by quoting the man whose house was destroyed by the sea?  
Because direct speech adds



3 Join the pairs of sentences using the relative pronoun in brackets to tell a story about a tsunami and a 10-year-old British girl.

1 13 countries were hit by the 2004 tsunami. One of them was Thailand. (that)  
One of the 13 countries that were hit by the 2004 tsunami was Thailand.

2 A girl's screams saved about 100 tourists on a beach. She was called Tilly Smith. (whose)  
The girl's whose screams saved about 100 tourists on a beach, was called Tilly Smith.

3 Tilly Smith was walking on a beach. The tsunami wave crashed on that beach. (where)  
Tilly Smith was walking on a beach, where the tsunami wave crashed on the beach.

4 Tourists heard Tilly Smith shouting. They ran to safety. (who)  
Tourists, who heard Tilly Smith shouting ran to safety.

5 A school subject helped Tilly learn about tsunamis. It was geography. (which)  
The school subject, which helped Tilly learn about tsunamis was geography.

4 **21st** Write an email to a friend who lives in a city on the coast (120–150 words).

In your email:

- explain what a tsunami is
- give advice about what your friend should do in case of a tsunami
- mention Martina Maturana's or Tilly Smith's story

To

From

Subject



# Lesson 7 Practise and prepare

1 Unscramble the letters in brackets to write the words for the definitions.

- 1 tributary: a river that flows into a larger river (tyutbrria)
- 2 rain forest: the Amazon (rrianfstoe)
- 3 sediment: sand, mud, stones, etc. at the bottom of a river (mnedseit)
- 4 reptile: an animal which needs the sun to keep warm, for example, the crocodile (teilpre)
- 5 earthquake: when the Earth's surface starts to move suddenly (ahqkretaue)
- 6 tide: the rise and fall of the sea (edit)

2 Complete the sentences with your own ideas. Add commas where necessary.

- 1 The place **where** 15 landers live is beautiful
- 2 Tilly Smith **whose** screams saved too tourists is clever.
- 3 The Amazon rainforest **which** covers 40% of S. America is the largest in the world.
- 4 The culture **that** is based on the Nile Egyptian culture.
- 5 The Ancient Egyptians **who** used mud to build houses were so clever.

3 Reflect on your learning.

Think about how you practise speaking:

- Do you practise English with a friend before or after class?

Think about how you understand a text:

- Do you focus on every word or do you focus on meaning?

Write about your learning progress so far, answering the questions above and saying where you still want to improve.

## Lesson 8 Gardens

1 Match the words and phrases from Samira's description of the Sharjah Botanical Gardens to their definitions.

1 fragrance d

2 herbs f

3 rare e

4 paradise c

5 display b

6 fountain

- a a structure that shoots water in the air
- b a collection of objects or information arranged for people to look at
- c a beautiful, perfect place
- d a pleasant smell
- e very unusual
- f a type of plant used to add flavour in cooking or in medicines

2 Complete the sentences with the correct form of the verbs in brackets. Then write Z (zero conditional) or F (first conditional) in the boxes.

☒ 1 If you don't water plants often, they get dry and die. (not water)

☐ 2 Your mum will be really pleased if you give her a flower. She loves flowers. (give)

☐ 3 If we don't stop cutting down trees, the rainforest will disappear. (disappear)

☒ 4 Trees don't grow if you don't plant them in the right soil. (not plant)

☒ 5 Some people say that if you Talk to your plants, they can hear you. (talk)

☐ 6 If Tariq has time this afternoon, he will do some gardening. (do)  
'll do





## Lessons 9–10 Under the sea

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- 1 Complete the sentences with the words/phrases in bold from the interview *What a catch!*  
You might need to change the form.
- 1 Mr Al Taboor used to be a captain. He **made a living** sailing around the world on big ships.  
2 I feel really **blessed** because I live in Abu Dhabi, which is a beautiful city by the sea.  
3 When you're out on the sea, you must **rely** **on** yourself to stay safe in difficult situations.  
4 Our **ancestors** said: 'A smooth sea never made a skilled sailor.'  
5 Men in my family have been fishermen for **generations** We can't imagine life far from the sea.  
6 It's important that fishing and tourism develop **in harmony** the environment.  
**with**



- 2 Write two more questions to continue the interview with Mr Al Taboor. Then exchange with a partner and write Mr Al Taboor's answers.

Question 1

3 Match to make sentences with the second conditional.

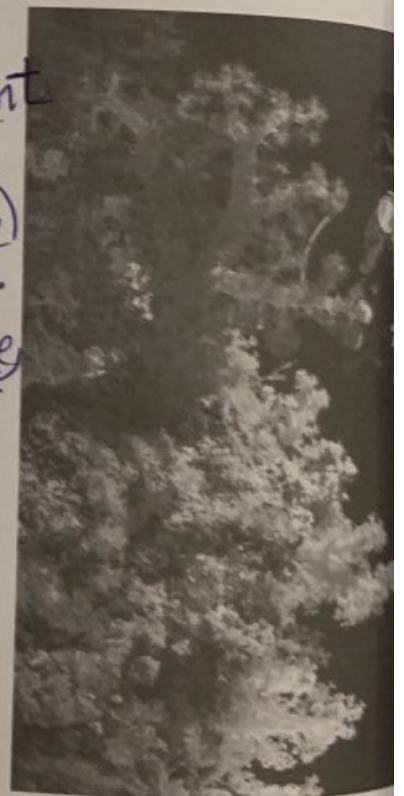
- |  |   |
|--|---|
| 1 If the water in the Arabian Gulf was cooler, <u>d</u>          | a if we stopped polluting the sea.                |
| 2 I'd travel to Australia to see the Great Barrier Reef <u>c</u> | b I would try to protect the coral reefs.         |
| 3 If the polyps didn't die, <u>f</u>                             | c if I could scuba dive.                          |
| 4 If I was a marine scientist, <u>b</u>                          | d the coral reefs wouldn't be in such big danger. |
| 5 The coral reefs wouldn't be as threatened <u>a</u>             | e I'd take photos of the coral reefs.             |
| 6 If I went snorkelling in the Red Sea <u>e</u>                  | f they wouldn't form the coral reefs.             |

4 Complete the first part of the second conditional sentences with the verbs from the box in the correct form. Then write the second part using your own ideas.

• live • have • be • swim

environment

- 1 If I was a fisherman, I would protect the
- 2 If I had a small boat, I could go out fishing.
- 3 If my family lived near the coast, I could go to the beach
- 4 If I swam near a coral reef, I would see something beautiful.



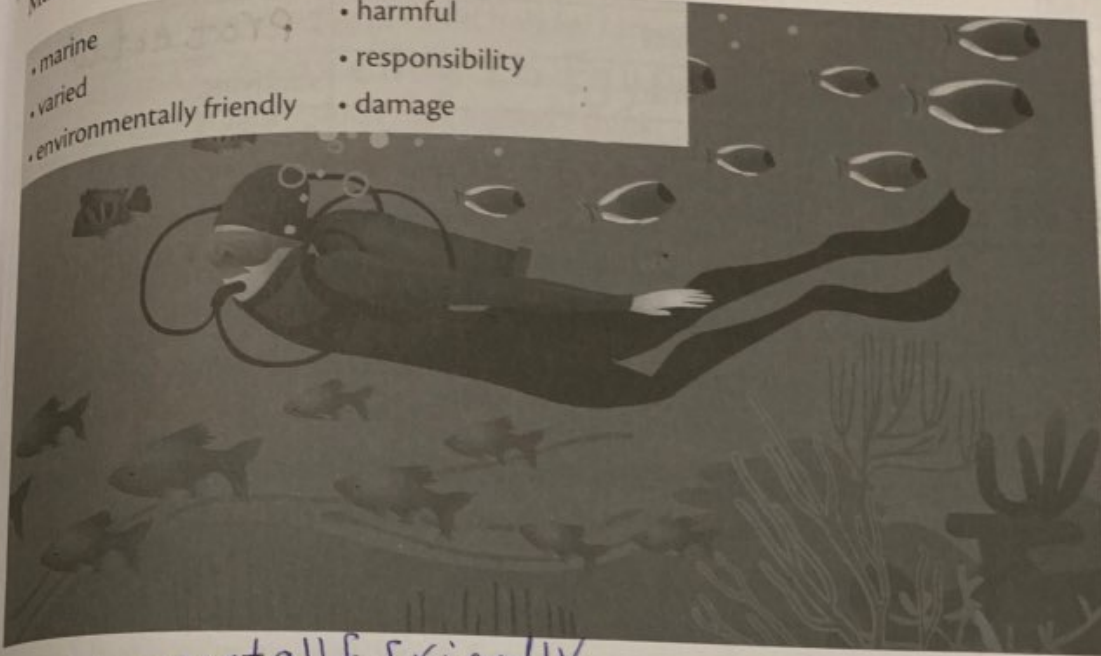


# Lessons 11–12 Coral reefs

Look at the words in the box taken from the article. What do they mean?  
Match them with their definitions.

• marine  
• varied  
• environmentally friendly

• harmful  
• responsibility  
• damage



- 1 environmentally friendly (adj.) = that respects the environment
- 2 varied (adj.) = with many different things
- 3 damage (n.) = problems or injuries
- 4 responsibility (n.) = something you have to or should do
- 5 harmful (adj.) = something that's bad
- 6 marine (adj.) = related to the sea

2 Complete these first and second conditional sentences with your own ideas.

- 1 Many coral reefs will be destroyed if we don't control pollution.
- 2 The tourism industry will be a threat to coral reefs if hotels don't become more environmentally friendly.
- 3 If we try to protect our coral reefs now, we will be able to enjoy them in the future.
- 4 If we didn't have coral reefs, we wouldn't have so many varieties of fish and marine plants.
- 5 The sea wouldn't be so polluted if we didn't put rubbish and sewage into it.
- 6 If everybody understood that our beautiful coral reefs are in danger, we would stop polluting the sea.

- 3 Complete the word-building table with words related to marine conservation and coral reefs. Use a dictionary to help you.

Noun	Verb	Adjective
1 <u>formation</u>	to form	
protection	to protect	2 <u>protected</u>
3 <u>survival</u>	to survive	surviving
threat	to threaten	threatening
4 <u>conservation</u>	to conserve	conserved
attraction	5 <u>to attract</u>	6 <u>attractive</u>
	7 <u>to harm</u>	harmful
damage	8 <u>to damage</u>	damaging

- 4 **21st** Write a short text about coral reefs (80–100 words) summarising information from Lessons 11 and 12. Make notes of the important facts you'd like to include in your summary, then draft the text.

- Underline the key facts.
- Think about how you are going to order the key facts.
- Don't copy phrases and sentences. Use new language to express ideas in a different way.



## Lesson 13 Making suggestions, agreeing and disagreeing

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Write the sentences and questions in order. Then practise saying them.

- 1 for our / about / how / to Egypt / next holiday / travelling  
How about travelling to Egypt for our next holiday?
- 2 going / I / idea / in June / don't / is / a good / think  
I don't think going in June is a good idea.
- 3 to book / a room / shall / the hotel / call / I  
Shall I call the hotel to book a room?
- 4 a scuba-diving / we / don't / why / course / do  
Why don't we do a scuba-diving course?
- 5 great / that'd / idea / a / be / really  
That'd be a really great idea!
- 6 the temples / you / in Egypt / would / to / like / visit  
Would you like to visit the temples in Egypt?

## Lesson 14 Practise and Prepare

### 1 Choose the correct words to complete the sentences.

- 1 You can use this powder to get rid \_\_\_\_\_ the weeds in your garden.  
• from • on • of
- 2 Cheer \_\_\_\_\_! We're going on holiday tomorrow so why are you in a bad mood?  
• up • in • on
- 3 \_\_\_\_\_ you study marine biology? You love the sea so much, it'd be ideal for you.  
• Shall • Why don't • How about
- 4 Coral reefs are beautiful, \_\_\_\_\_ ecosystems which we need to protect.  
• diversity • harmful • fragile
- 5 Islanders make a \_\_\_\_\_ catching and selling fish.  
• living • life • live

### 2 Complete the conditional sentences with the correct form of the verbs in brackets. Then add commas where necessary.

- 1 You'd learn a lot about fish and corals if you studied marine biology. (study)
- 2 If we don't stop global warming the coral reefs will disappear. (not stop)
- 3 If you get seasick you can take this pill to make you feel better. (get)
- 4 Flowers won't/don't grow properly if you water them too often. (not grow)
- 5 Our garden would look much prettier if we had a fountain. (look)

### 3 Reflect on your learning.

Think about how you learn new grammar structures:

- Does it help to write the new grammar or use it in speaking activities?

Think about how you understand a recorded dialogue:

- Does it help to notice how people say things (i.e. their tone of voice)?

Write about your learning progress so far, answering the questions above and saying where you still want to improve.