



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



YEAR OF
ZAYED

Bridge to Success

Coursebook

Book

7



Minster Bridge, England

Book **7**

Volume

1

2

3

Bridge to Success

Coursebook



Based on *Cambridge Global English*
by Chris Barker and Libby Mitchell

Volume 1 material 2018

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves."

H.H. Sheikh Khalifa Bin Zayed Al Nahyan
President of the United Arab Emirates



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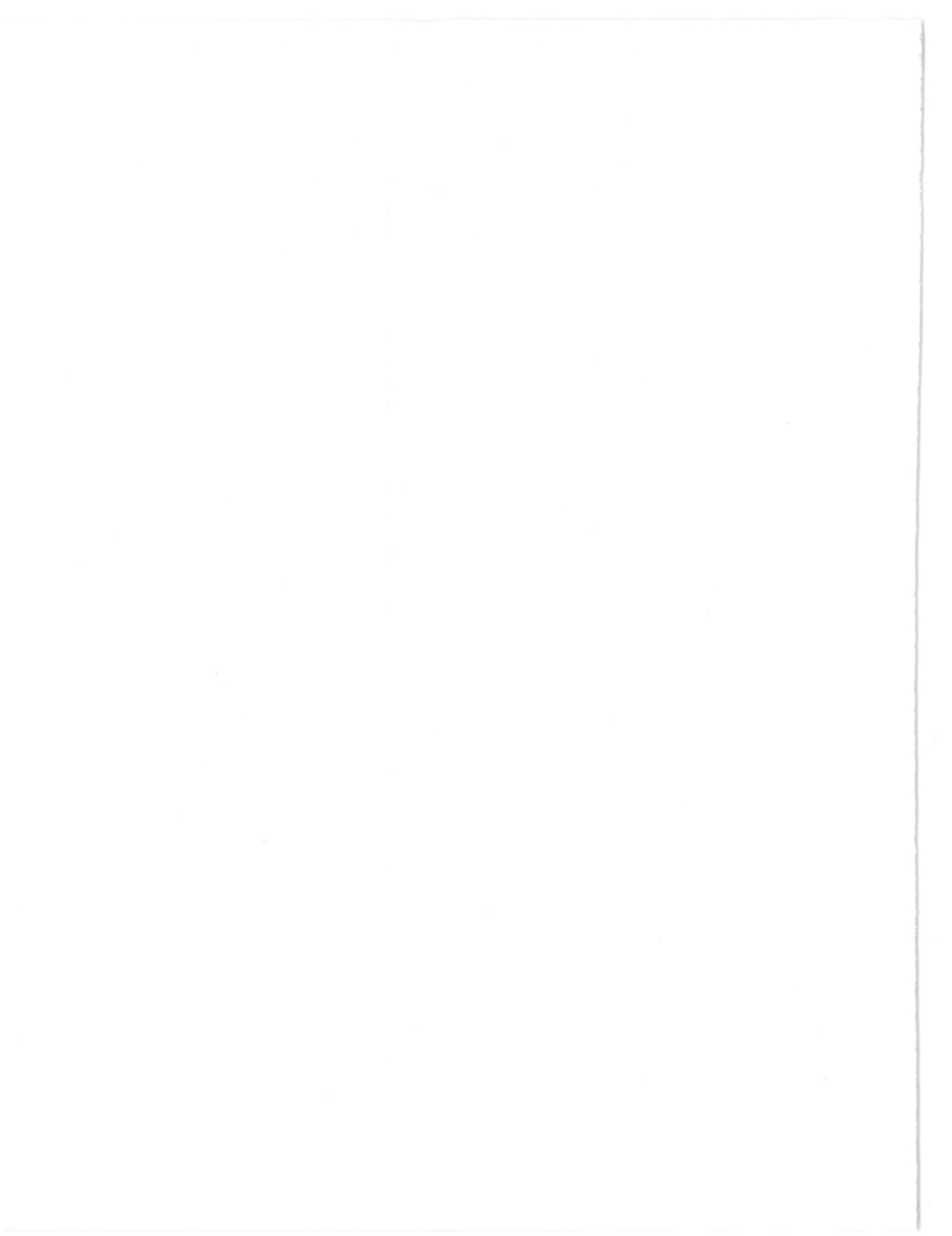


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Welcome to *Bridge to Success*

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 7 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.

In addition to this Coursebook, the accompanying Workbook provides additional support, reinforcement and practice. Comprehensive support for teachers is provided in the Teacher's Guide.

The following icons are used in this Coursebook:

-  pre-recorded listening 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



Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 Meeting and greeting Pages 6–22	Customs of meeting and greeting; special greetings and social expressions. (<i>Have a good weekend</i>) Reading: Greetings in different countries. Gift giving on special occasions. A quiz: <i>Are you a good guest?</i> A dialogue: greetings, invitations, giving advice, asking permission. An informal letter. An article about living abroad.	Listening: Formal and informal conversations: meeting and greeting. Greetings in different countries. A visit to stay with family in London Speaking: Formal and informal greetings Role-play: formal and informal conversations. Entertaining guests: inviting, accepting invitations, arranging, refusing invitations. Giving and receiving gifts. Common social expressions Travelling and living abroad. Intonation in questions.	Modals: <i>should, can, could, may</i> Question tags: <i>isn't it? aren't you?</i>	greetings, gestures, common social expressions, language of letters and magazine articles.	Complete a formal dialogue. Write an informal dialogue. Write a letter about a trip. Summarise information in an article. Write a formal and an informal note.
Review Project	Review of Unit 1 A letter giving/asking for advice. A magazine article.				
Unit 2 Personal identity Pages 23–40	Life at school; describing someone in your family; family history. Reading: A blog about middle school. A conversation about favourite school subjects. Reading about family history. A profile of a family member. A conversation about family relationships. A story: <i>A bundle of sticks</i>. A letter and an email between family members.	Listening: A survey about school. Someone talking about their family. Speaking: Comparing primary and middle school. A class survey. A quiz about family.	The present perfect simple for situations continuing up to now; apostrophes: 's and s'	Family members and ancestors, personality adjectives	Write about your school. A profile of a family member. Write about the oldest person in your family. Write about family relationships. Create a poster: <i>Unity is strength</i>.
Review Project	Review of Unit 2 A report for a school magazine. A biography of a person in your family.				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 3 Clothing and accessories Pages 41–57	Clothes and fashion; the clothes and accessories of the ancient Egyptians; an advert for an accessory Reading: An email about clothing in the UAE. Two people's opinions of clothes and fashion. Accessories and clothing in ancient Egypt. Kolts: traditional Sami clothing. Adverts for clothes and accessories. The history of advertising.	Listening: The history of the T-shirt. A person talking about accessories and jewellery. Boys talking about national costumes at an international party. Quiz: clothing around the world. Adverts for accessories and clothing. A woman talking about advertising. Speaking: Discussing T-shirts and clothes. Discussing attitudes to clothes and fashion. Quiz: clothing around the world. Describing a product.	Phrasal verbs; present passive, including modals with passives (<i>it can be worn</i>) Adjectives; position and different endings.	Clothes and accessories. Materials that clothes and accessories are made of.	Write a reply to an email from a pen friend. Write a paragraph about an item of clothing from the UAE. Write a paragraph about your attitude to clothes and fashion.
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Unit 4 Outdoor pursuits Pages 58–75	Outdoor sports and activities in New Zealand; activity holidays; school trips Reading: Outdoor activities in New Zealand. Emails about a trip to New Zealand. Emails about visiting the UAE. A description of a heroic adventure. A poem about camping.	Listening: A girl talking about New Zealand. A conversation about a trip to New Zealand. People talking about future plans. A radio interview about a heroic adventure. A conversation about a school trip. Speaking: Describing outdoor activities. Role-play about holiday plans. Talking about future plans. Brainstorming ideas for an activity centre.	The present perfect with <i>ever</i>; expressing the future; <i>-ing</i> forms as subjects.	Outdoor activities. Outdoor survival, adventure and equipment.	Writing about holiday plans. Writing an email to a friend visiting the UAE. Complete a blogpost about a heroic adventure. Write a paragraph for an activity centre brochure.
Review Project	Review Unit 4 A presentation; a great expedition.				
Unit 5 Transport systems Pages 76–93	Transport systems around the world; the history of transport; road signs and road safety Reading: Public transport systems around the world. A conversation about buses. A brief history of public transport. A newspaper article about solar-powered buses. An email about solar buses to a newspaper editor.	Listening: The first hot-air balloon flights. A school council discussion about getting to and from school. A conversation about future plans. An interview with a boy and a girl about a new cycle path. Speaking: Discussing public transport in the UAE. Role-play a dialogue about future plans. Role-play a discussion for and against solar buses.	Past simple passive; <i>wish (that)</i> + past simple. <i>May</i> and <i>might</i>	Forms of transport. Public transport. Green transport, the environment, adjectives to describe public transport	A paragraph about transport in the UAE. A dialogue about the advantages and disadvantages of a form of public transport. Writing a description of the first hot-air balloon flights. A wish list: places to visit and how to get there. Opinions about having a longer school day.
Review Project	Review Unit 5 Literacy project: A presentation; getting to and from school.				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 6 Using maps	Different kinds of maps; conversations about directions; exploration. Reading: Directions based on a map. A text about favourite places in a city. Metro systems around the world. How to read and understand maps. Advice on improving your sense of direction. Description of a guided tour. A story about a lucky escape. Short biographies of famous explorers. Article about the Emirates Space Mission.	Listening: A conversation about places in a city. A phone conversation about a metro journey. Conversations about people's sense of direction. A radio report of a lucky escape. Speaking: Talking about a busy day. Describing favourite places. Talking about how to get to places in a city. Talking about your sense of direction. Giving opinions that compare two things. Discussing libraries. Talking about famous explorers. Discussing the importance of maps. Discussing questions about space and science.	Infinitive of purpose. Prepositions of place and direction. Prepositions related to travel. Comparative adjectives. Past continuous. Ways of expressing agreement and disagreement.	Buildings and places in a town or city. Places on a map. Useful telephone expressions. Geographical features on maps. Road signs. Vocabulary of guided tours. Sections in a library. The language of exploration. Vocabulary from a folktale.	Writing answers to survey questions about favourite places. Making notes on a metro journey. Completing questions comparing two things. Completing and answering quiz questions about explorers. Making notes for a project presentation. Taking notes from group presentations. Writing a story about a journey.
Review	Review of Unit 6				
Project	Reading a folktale from One Thousand and One Nights, then finding another story about a journey. A presentation about a story.				
Unit 7 Health, food and exercise	A balanced diet; getting enough exercise and sleep; the diet and training of Kenyan long-distance runners. Reading: Information about food groups. Information about vegetarians. A leaflet about healthy lifestyles. A dialogue discussing snack foods. A leaflet about what the brain needs. An article about dehydration. An article about types of drinks. An article about Kenyan long-distance runners.	Listening: An interview with a nutritionist about food. An interview with a scientist about energy. Speaking: Discussing with partner about food groups. Asking and answering questions about staying healthy. Asking and answering questions about what the brain needs. Discussion about healthy drink options. Plan a healthy menu. Discussion about exercise.	Quantifiers with countable and uncountable nouns (<i>a few... a little...</i>). Adjectives and adverbs. Positions of adverbs of frequency.	Food groups. Types of food. Types of drinks. Sports and exercise.	Writing a menu for a vegetarian friend. Designing a poster to encourage people to drink more water. Writing questions to match answers. Writing a letter to persuade someone to take part in sports.
Review	Review of Unit 7				
Project	A presentation about a long-distance runner. Or A presentation comparing food labels.				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 8 All living things	Animal groups and characteristics; protecting wildlife; the world of the polar bear. Reading: Facts about animals. Facts about birds. What is climate change? A quiz about environmental issues. Information about polar bears. An extract from <i>War Horse</i> .	Listening: Information about animals. Conversations about books and plays. Speaking: Discuss recycling habits. Asking and answering questions about polar bears. Discussing ideas about a reading text.	<i>So does he.</i> <i>So have I.</i> Relative clauses with <i>which</i> as the subject pronoun. <i>Could</i> for possibility and suggestion.	Animal characteristics. Climate change. Vocabulary about horses.	Questions about animals. Writing about a character from a novel. Designing a theatre poster.
Review Project	Review of Unit 8 Designing a fact file about animals.				
Unit 9 World records	Olympic and Paralympic Games. World records. Sporting events. Athletic abilities. Reading: Illustrated history of the ancient Olympics. Spectators' comments on the Paralympics. A world records quiz. Athletic animals. A biography of an athlete.	Listening: A profile of a Paralympic athlete. Listen to a conversation about a sporting event. Listen to a conversation about athletic abilities. Speaking: Talking about the similarities and differences between the ancient Olympics and the modern Olympics. Describing a sporting event. Asking and answering questions about an athlete. Taking part in a world records quiz. Talking about what you are capable of doing. Organising a school sports day.	Review of past simple. Pronouns <i>everyone</i> , <i>anyone</i> , <i>no-one</i> , <i>everything</i> , <i>anything</i> , <i>nothing</i> . Comparatives and superlatives of adverbs.	Words relating to the ancient and modern Olympic and Paralympic Games. Words relating to sporting events, world records and athletic abilities.	Writing a summary of a text about the ancient Olympics. Writing a description of an Olympic sport. Writing an account giving your impressions of a sporting event.
Review Project	Review of Unit 9 Present a biography of an athlete.				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 10 People and numbers	Fractions and percentages. Places and buildings. Charitable causes and good deeds. Class survey. Reading: A report of a survey's results. A news story about fundraising. <i>To Give</i> by Vimal Shinagadia. A news story about generous countries. Instructions on how to make a survey.	Listening: Listen to responses in a survey. Listen to a description of the UAE. Listen to a radio news story about acts of kindness. Speaking: Describe a typical day, using fractions and percentages. Talk about populations, places and buildings. Describe your local area. Do a class survey and discuss the results. Discuss ideas for a 'Kindness Challenge'. Describe a good deed.	Place names and buildings with and without <i>the</i> . Part and percentages: expressions of quantity followed by <i>of</i> . <i>Look and seem</i> for impressions.	Ways of describing fractions, percentages and large numbers. Words for surveys and survey results. Words for populations, geographical areas and buildings. Words for charitable causes and fundraising. Words and phrases for fables.	Write examples of places, buildings and geographical features. Rewrite parts and percentages in words. Write a news article about a fundraising activity.
Review	Review of Unit 10				
Project	Making a survey and presenting the results				
Unit 11 We're going on holiday	Types of holiday. Holiday plans and experiences. Airports. School exchanges. Reading: Holiday plans. Text messages to do with travel arrangements. An email about travel experiences. A school exchange trip.	Listening: Holiday plans. What to do at an airport. Speaking: Talk about holidays. Explaining what to do in an airport. Report what someone said in a text message. Report what someone said about a travel experience. Ask and answer questions about holidays.	Compound nouns (water sports, day trip). Verbs followed by the -ing form. Reported speech: statements and questions. <i>Say and tell</i> with reported speech.	Types of holiday and holiday accommodation. Places and signs in an airport. Sports facilities and holiday activities.	Write about an imaginary experience at an airport. A holiday plan. Write about your favourite kind of holiday. Write a postcard from a holiday destination. Write a holiday review.
Review	Review of Unit 11				
Project	Planning a special treat and presenting the plan				
Unit 12 Climate and the environment	Weather conditions: extreme weather and global warming: a zero-carbon city. Reading: Weather in the UAE. Extreme weather and global warming. Storm chasers. A weather forecast. Renewable energy. Eco-buildings. An eco-school. Eco-cities.	Listening: Conversations about types of weather. Thunder and lightning. A weather forecast. Speaking: Discussing weather-related preferences and activities. Present a weather forecast. Discussing extreme weather. Discussing renewable energy. Discussing eco-buildings. Imagining life in an eco-city. A role play about buying a house in an eco-city. Ways to stop global warming.	The present simple active and passive.	Types of weather and forecast symbols. Weather-related words. Extreme weather. Renewable energy. Eco-cities.	Write a weather forecast. Write a report about an extreme storm. Write an email about an eco-school. Write a presentation about an eco-city. Design a leaflet about climate change.
Review	Review of Unit 12				
Project	Presenting a TV report about an extreme weather situation.				

Wordlists 94–106

Audioscript 107–113

Meeting and greeting

- **Topics** Customs of meeting and greeting; special greetings and social expressions (*Have a good weekend*)
- **Use of English** Modals: *should, can, could, may*; question tags: *isn't it? aren't you?*

Lessons 1–2 **How do you say hello?**

- Do you know any words for hello and goodbye in other languages?

Speaking

- 1 Work in pairs. Which of the following phrases are for friends and family? Which would you use with your teachers?

Hello	Good morning	Hi
How are you?	All right?	See you
How's it going?	Goodbye	Bye
Good afternoon	How are things?	

Did you know?

In the UK, when someone asks, 'How are you?' people often reply, 'I'm fine, thanks', or 'I'm very well, thank you'. In other words, people always pretend to be OK even if they're not. You can only break this rule with a really good friend. Is this true in your culture?

Listening

- 2 Work in pairs. Discuss what you think the people in the picture are saying. Use language from Activity 1.

- 3 Listen to the conversation and complete the gaps.

Student: ¹ _____, my name's Aisha Jassim. I'm new.

School secretary: ² _____, Aisha.

I'm Mrs Alia the school secretary.

³ _____?

Student: I'm fine, thanks.

School secretary: Come with me. I'll take you to your classroom.

Student: ⁴ _____.

School secretary: Right, here's your classroom and your teacher is Mrs Latifa. Have a good day.

⁵ _____, Aisha.

Student: ⁶ _____.

- 4 Work in pairs, roleplay the conversation between the student and the school secretary.

**Speaking**

- 5 Work in pairs. Roleplay one of the situations below in which people greet each other.

- A teacher meets a student at the school entrance at 8 am.
- Two teenage friends meet at the shopping centre.

- 6 Work in pairs. Look at the picture. What are the men doing?

Reading and Listening 3

- 7 21st Read about how people greet each other and guess which country they come from. Then listen and check.

Argentina Thailand Singapore India

- 1 I'm from _____. When we meet someone for the first time, we usually nod our heads and smile. In formal situations, we shake hands.
- 2 In _____, women give one kiss on the cheek when they greet friends and family. In formal situations, people shake hands.
- 3 In _____, close friends and family members hug when they meet, but they do not kiss. You only kiss babies and very young children.
- 4 In _____, we don't hug or kiss each other when we meet. We greet friends and colleagues with 'wai'. Wai is a gesture. You put your hands together and bow your head. The tips of your thumbs should touch your chin for a friend and your nose for someone older than you. However, today younger people usually wave and even hug.



Speaking

- 9 Work in pairs. Answer these questions about meeting and greeting in your culture.
- 1 What do you do when you meet someone of your own age for the first time?
 - 2 What do you do when you meet an adult for the first time?
 - 3 How do you greet family members and close friends?

Speaking tip

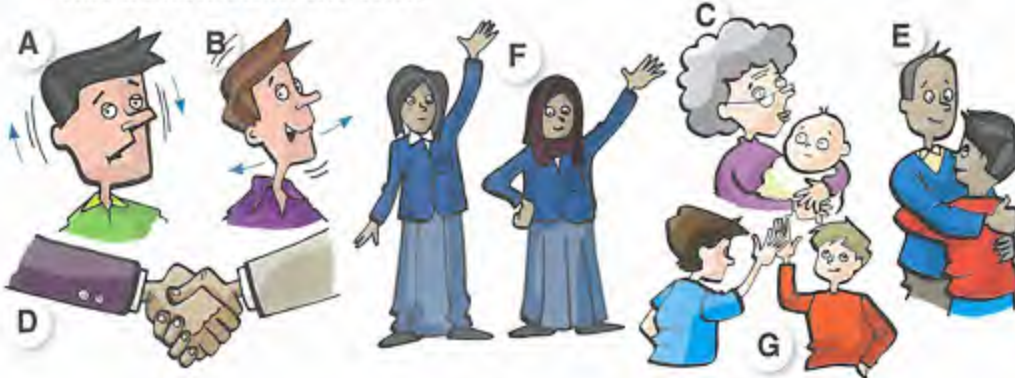
When asking for information, or when asking 'open' questions, end with falling intonation.

How do people greet each other in your country?

The tone of your voice should start to fall on the word that you want to emphasise.

How do you say hello in your country?

- 8 Look at the pictures of different gestures. Which two gestures are not described in the text?



Language tip

A collocation is a group of words which often occur together; for example:

Good morning, See you soon, Take care.

Lessons 3–4 Greetings

Speaking and Listening 4

1 Work in pairs. Look at the picture.

- 1 Which country do you think the students are from? What are they doing?
- 2 Think of three questions you would like to ask about greetings in the Maori culture.
- 3 Listen to the conversation between a Maori student and his Emirati friend. Which questions did you hear?



2 Listen again and answer these questions.

- 1 What do you do when you greet an adult from New Zealand?
- 2 What do you do when you greet a Maori in the traditional way?

Reading

3 Read the text about Japan. Then write *yes* or *no* beside each of the sentences.

In formal situations ...

- 1 Japanese people shake hands. no
- 2 They bow when they meet. _____
- 3 If you come from another country, it's OK to shake hands. _____
- 4 When you meet someone, it's important to look at them. _____
- 5 It's good to nod when someone is speaking to show you're paying attention. _____
- 6 When you're talking to someone, you can put your hand on their arm to show you agree with them. _____



In Japan, the formal way to greet each other is by bowing. Foreign visitors can shake hands and bow their head a little when they meet, or just nod their head. The bow is quick, you don't smile and there is little, or no, eye contact.

In a conversation, when you are listening to a Japanese person, it is important to nod your head. This shows that you are listening and that you understand the speaker. When you wave your hand in front of your face, it means 'no' or 'I don't know'. Don't stand too close to the other person and never touch or hug them.



Speaking

- 4 Work in pairs. Describe what the friends in the picture are doing.
- 5 Work in pairs. Answer the questions.
 - 1 Do you ever invite friends to your house?
 - 2 How do you entertain your friends when they visit?
 - 3 How would you invite an English friend to visit your home?



Listening 5

- 6 Listen to a conversation between two friends. Answer the questions.
 - 1 What is Nada doing on Friday?
 - 2 What would Samihah like to do on Saturday?
 - 3 Why does Nada refuse the invitation at 12.00?
 - 4 What does Nada invite Samihah to do next weekend?
- 7 Listen to the conversation again and complete the sentences.
 - 1 _____ you _____ on Saturday?
 - 2 _____ you _____ to come to my house for lunch?
 - 3 I'd _____ to.
 - 4 What _____ of _____ should I come over?
 - 5 _____ 12.00?
 - 6 Sorry, Samihah, I can't _____ it _____.
 - 7 How _____ 1.30 then?
 - 8 _____ you _____ coming?
 - 9 That'd _____ cool.
- 8 Work in pairs. Put the phrases from Activity 7 into four groups:

checking if a person is busy	
inviting	
accepting	
checking/arranging a time	
refusing	

Speaking

- 9 Work in pairs. Decide who will be person **a** and who will be person **b**. Roleplay a conversation. When you have finished, swap roles and roleplay another conversation. You can look at the audioscript from Activity 6 to help you.
 - a Invite your friend to your house at the weekend. Suggest a day/time and find out if your friend is free. If they are not free, suggest a different day/time.
 - b Your friend has invited you to their house at the weekend. Accept the invitation if the day/time is good for you. If the day/time is not good for you, refuse the invitation.

Lessons 5–6 **It's better to give than receive**

Speaking

- 1 Work in pairs.
 - Tell each other about the times in the year when you give and receive gifts.
 - What do you think this saying means?
It's better to give than receive.

Reading

- 2 Read the text quickly and choose the best title.
 - a Brothers and sisters
 - b Family and food
 - c The gift of giving



My name is Khalid Hakini. I am twelve and I live in Abu Dhabi. I have two brothers and two sisters.

One of the most important dates for my family is Eid al-Fitr, at the end of Ramadan. On this day we have a special meal and my brothers and sisters and I wear new clothes. We also visit our relatives and friends. Everyone is happy and adults give us sweets or money. This year, for Eid al-Fitr, I received delicious sweets and 25 dirhams.

Eid al-Adha is another important celebration. This year's celebration was very special because some relatives came to visit us from Dubai. It was

really exciting to meet our cousins, aunts and uncles. We had a meal together and we shared some of it with the poor. I collected about 20 dirhams from my relatives, but the most valuable thing was celebrating and sharing with my family and the needy.

During Haq al-Lailah, my siblings and I got lots of sweets. We all visited our neighbours, except my youngest brother Ali because he was sick. Ali felt sad about this, but the rest of us shared our sweets with him. I also received six dirhams. I will buy my mum a gift with the money. I love giving gifts, it makes me very happy.

- 3 Read the text again and answer the questions.
 - 1 What do all the celebrations described by Khalid have in common?
 - 2 What was different about this year's Eid al-Adha at Khalid's house?
 - 3 Why did Khalid share his sweets with Ali on Haq al-Lailah?
 - 4 How much money did Khalid receive in total?
- 4 Find words in the text that mean the following.
 - 1 poor _____
 - 2 brothers and sisters _____
 - 3 The opposite of 'happy' _____



Speaking

5 Work in pairs. Decide if you agree with these statements.

When you are a guest in the UAE:

- 1 It is important to always accept an invitation to someone's house.
Refusing an invitation is rude.
- 2 It is not important to remove your shoes when you enter someone's home.
- 3 You can wear what you want to dinner at someone's house.
- 4 It's important not to offer to shake hands, unless your host offers their hand first.
- 5 Remember to accept food and drink, and to eat with your left hand.
- 6 If you are sitting on the floor, don't show the soles of your feet to anyone.

6 Work in pairs. Match 1–7 to a–g to make short conversations.

Then take it in turns to say both parts.

- | | |
|---|--|
| 1 May I borrow your ruler, please? | a Sure, have some of this fruit juice. |
| 2 I'm very thirsty. Could I have a drink, please? | b Absolutely. I'll show you where the bathroom is. |
| 3 Should I write a thank you note? | c Yes, please. I'm very hungry. |
| 4 Could I wash my hands, please? | d Yes, you probably should. It's the polite thing to do. |
| 5 Could I leave my bags somewhere, please? | e Yes, you should. Would you like to use my phone? |
| 6 Can I get you something to eat? | f Of course you may! Here you are. |
| 7 Should I call my mother to say I have arrived safely? | g Of course, shall I take them for you? |

Use of English: Modals

Modal verbs are 'auxiliary' verbs like *shall, should, can, could, will, would, may, might*. We use them before main verbs, for example, when asking for advice or permission.

Asking for and giving advice

Should I take off my shoes?

You should drink some water.

Permission

Can I use the phone?

Could I use the phone, please?

Note: *could* and *may* are more formal than *can*.

Offering to do something

Can I help you?

Requests

Can you pass the salt?

May I have the salt, please?

Reading

- 7 Answer the questions in the quiz. Work in pairs, compare your answers then read the analysis.

Are you a good guest?

You're visiting a friend's family in another country. What would you say in each situation?

- 1 You want to know whether to take your shoes off before you go into the house.

- a) Should I take my shoes off?
- b) I don't need to take my shoes off, do I?
- c) Do you want me to take my shoes off?



- 2 Your mobile phone has run out of credit and you want to use the landline.

- a) I need to make a phone call. Where's the phone?
- b) Could I use the phone, please?
- c) Can I use the phone?



- 3 You are about to have dinner, but you're not sure where to sit.

- a) Where would you like me to sit?
- b) Where should I sit?
- c) I'll sit here, shall I?



- 4 Your friend's parents are in the kitchen preparing a meal.

- a) I'm really hungry!
- b) Need any help?
- c) Can I help you?



- 5 You're having dinner and you want the salt, but you can't reach it.

- a) Pass the salt.
- b) May I have the salt, please?
- c) Can you pass the salt?



- 6 Your friend's coughing and can't stop.

- a) Would you like a glass of water?
- b) You should drink some water.
- c) Be quiet!



Scoring

Work out your score

1	a 3	b 1	c 2
2	a 1	b 3	c 2
3	a 3	b 2	c 1
4	a 1	b 2	c 3
5	a 1	b 3	c 2
6	a 3	b 2	c 1

Analysis

- 6-9 Perhaps you should have stayed at home.
- 10-13 You're fine.
- 14-18 Well done! You'll definitely get another invitation.



Lesson 7 Practise and prepare

Speaking

- 1 What have you learned this week? Think about the vocabulary and grammar you have learned in your English lessons. Be ready to give some examples.

Reading

- 2 Read the dialogue opposite and identify each of the following:

- 1 a greeting
- 2 an invitation
- 3 giving advice
- 4 asking permission

Writing

- 3 Add three extra lines to the dialogue in Activity 2. Abdulrahman should agree to talk on Monday and should thank Mr Mansour. Then Mr Mansour and Abdulrahman should both say goodbye using formal language.

Mr Mansour: Hello, Abdulrahman.

Abdulrahman: Good morning, Mr Mansour.

Mr Mansour: Would you like to come into my office?

Abdulrahman: Thank you.

Mr Mansour: I want to talk to you about football. You are playing very well this term. Would you like to join the school football team?

Abdulrahman: Yes, please. I would love to, Mr Mansour.

Mr Mansour: Excellent. Football practice is usually after school. You should practise every day if you want to join the team.

Abdulrahman: Could I talk to my parents first, please? I want to make sure they agree.

Mr Mansour: Yes, good idea. You should definitely get your parents' permission.

Abdulrahman: Thank you, Mr Mansour. Could I let you know after the weekend?

Mr Mansour: Of course. Shall we talk again on Monday?

Abdulrahman: _____

Mr Mansour: _____

Abdulrahman: _____

- 4 Write a short informal dialogue between two friends. Use the prompts to help you.

Friend 1: (*greet your friend*) _____

Friend 2: (*greet your friend*) _____

Friend 1: (*invite your friend to go somewhere with you / visit your home. Suggest a day/time*) _____

Friend 2: (*politely refuse the invitation, explain why you can't go*) _____

Friend 1: (*suggest a different day/time*) _____

Friend 2: (*accept the invitation and say goodbye*) _____

Friend 1: (*say goodbye*) _____

Lesson 8 Greetings (2)

Speaking

- 1 Look at the picture. What do you think the relationship between the people is? What do you think they are talking about?

Speaking tip

In the UK, when we want to make a question sound more polite, we often add an extra word between the modal verb and the subject, and the main verb.

For example:

Formal question: *Could I possibly take a longer lunch break, Mr Khaan?*

Informal question: *Can I please go out with my friends this afternoon, Mum?*



Use of English: Question tags

We often need to check information with other people. We do this by adding a question tag to the end of a sentence. When the auxiliary verb in a sentence is in the positive form, we use the same verb in the negative form in the question tag.

It's digital, isn't it?

So, now you'll look for another project to work on, won't you?

Well, you've nearly finished working on this project, haven't you?

Listening 6

- 2 Listen to two conversations. Which conversation matches the picture at the top of the page?
- 3 Listen again, then discuss these questions in pairs.
 - 1 Is the relationship between the people formal or informal? How do you know?
 - 2 What questions do Mr Naji and Yasmin ask?

- 4 Mr Naji and Yasmin also ask questions to check information. Match these questions to the speaker's response.

- 1 It's digital, isn't it?
- 2 Well, you've nearly finished working on this project, haven't you?
- 3 So, now you'll be looking for another project to work on, won't you?

- a Yes, I have.
- b Yes, that's right, I will.
- c Yes, it is.

- 5 Put the sentences with question tags in the correct order.

- 1 your / You've / haven't / done / you? / homework, *You've done your homework, haven't you?*
- 2 won't / on / We'll / fun / we? / lots / have / of / holiday, _____
- 3 is / The / tomorrow, / open / it? / isn't / shop _____
- 4 she? / She's / sister, / Omar's / isn't _____
- 5 class, / brother's / in / aren't / my / you? / You're _____
- 6 got / They've / car, / they? / new / haven't / a _____



Lessons 9–10 **Everyday expressions**

Speaking

- 1 Read these expressions. What are they in your language?

Congratulations!
Happy New Year!
Nice to meet you.

Goodnight, sleep well.
Have a good holiday.
See you later.

Well done!
Have a good weekend.
Welcome to _____

- 2 Match the expressions from Activity 1 with these situations.

- 1 On the first day of the year, you say _____
- 2 When someone achieves something or has a success, you say _____/_____
- 3 When you meet someone for the first time, you say _____
- 4 When a visitor arrives in your country, you say _____
- 5 At the end of the week, you say _____ to your friends.
- 6 When it is time to go to bed, you say _____
- 7 When you want to say goodbye, you say _____
- 8 When someone is going on holiday, you say _____

Listening 7

- 3 Listen to five sentences. Match the purpose of the modal verb a–d to each sentence 1–5. Look at the audioscript and the *Use of English* box on page 11 to check your answers.

- a) asking for and giving advice
- b) offering to do something
- c) asking permission
- d) making a request

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



- 4 What is an appropriate response to each of the sentences in Activity 3? Choose an expression from the box opposite.

Thank you, I will. It's over there on the right.
No, that's not a good idea. Yes, that would be helpful.
Yes, of course you can.

Writing

- 5 Work in pairs. Make up five new pairs of sentences and responses using modal verbs, like the ones you have just heard.

Speaking

6 Work in pairs. Discuss these questions.

- How often do you write letters, emails or messages?
- Do you write letters or emails to your friends and family?
- Do you write different types of messages in different ways?

Reading

7 Read the text opposite. What kind of writing is it?

Reading strategy

Remember to 'scan' a text to find information quickly. To scan means to search quickly without reading every word or sentence.

Calle Aida, 16,
29206 Marbella,
Málaga,
Spain
16th October 2016

Hi Sana

Thanks for your letter. It arrived last week. Sorry it has taken me so long to write this one. I can't believe we are already halfway through our three months in Spain. It has been really interesting, but I can't wait to get back to Abu Dhabi and see you and all our friends at school.

I promised Mrs Mahni that I would write to her and the English class. What do you think I should write? I got a letter from her last week as well. You should definitely ask Mrs Mahni if you can sit next to Latifa until I get back. It must be lonely sitting by yourself in class.

It was so kind of you to give me the postcards to remind me of home. I look at them every day. I am feeling very homesick at the moment because Mum has gone back to Abu Dhabi for a few days.

Next time you write, please can you send me some of the lovely yellow paper from that amazing stationery shop in the mall? Letters are much more fun to write on good paper.

Can I bring you anything when I come back from Spain? They sell some beautiful handmade pottery here. I have lots of photos from the lovely walks we have taken in the mountains and around the pretty white villages. Would you like me to send you some postcards?

Better go now, it's time for dinner.

Lots of love

I miss you!

Hamdah xxx

Writing

8 Write answers to the questions about Hamdah's letter.

- 1 Where is Hamdah at the moment?
- 2 Where does she usually live?
- 3 How does Hamdah feel about being away from her home? How do you know?
- 4 What have Hamdah and her family been doing for fun in Spain?
- 5 What does Hamdah offer to send to Sana?

Lessons 11–12 **Away from home****Speaking**

- 1 Work in pairs. Discuss these questions.
 - Have you ever been away from your home on a trip?
 - Have you ever visited friends or relatives, or taken a holiday somewhere?
 - How was it the same as your home? How was it different?

**Listening strategy**

To find the answers to questions, listen for keywords. For example, if you are looking for the answer to a 'Why' question, listen for words like *because* or *as*.

Listening

- 2 Listen to Omar talking about his visit to his grandmother in London. Make some notes in the table below.

Where is Omar from?	Why is he in London?	What does he miss about Dubai?	What is he doing in London?	What is the same as Dubai and what is different?

Writing tip

Use paragraphs to organise your letter. Use a different paragraph for each idea. For example:
 Paragraph 1: Talk about London
 Paragraph 2: Talk about Dubai
 Paragraph 3: Compare the two cities

Writing

- 3 Write a letter from Omar to his parents telling them about what he has been doing in London and what he misses about Dubai. Make your letter at least three paragraphs long.

Reading

- 4 **21st** Skim this article from *Living Emirates Magazine*. What is it about?
- What features can you spot in the text?
 - How do they help you work out what is being said?

Language tip

When you read, you can get a general idea of what a text is about, but you might not understand every word. Try to work out the meaning of unfamiliar words from their context; for example, 'mobile'. The article is called 'Half a World Away' and it's about people moving to places that are far away. So 'mobile' means moving around. If you can't work out the meaning, use a dictionary.

Living Emirates Magazine

Half a World Away ...

Life in the 21st century can require all of us to be flexible and mobile. Many jobs need us to move from place to place or country to country.

Living Emirates Magazine spoke to two families who have made international moves, to find out how they dealt with the challenges.

The travellers

Rashid Ansari and his wife Saeeda took their two sons, Saif, 10, and Hassan, 12, to London for two years when Rashid was sent there for work.

A tough decision

Rashid: When my office in Dubai told me they wanted me to move to London for a two-year position, it was difficult to decide what to do. It was important to us to stay together as a family, but moving to London would change our lives and the boys' education. In the end, we decided to make the move together. I felt it was important for the boys to have the influence of both their parents. If I had gone to London alone, Saeeda would have had to manage alone, and the boys can be a bit of a handful!

The right decision for us

Saeeda: When Rashid first told me that his company had asked him to work in London, I was very worried. I was worried about being left alone here in Dubai with the boys, but I was also worried about moving so far away to a country where I have no family or friends. In the end, we decided it would be best to be together, so we took the plunge. Looking back, it was definitely the right decision for us. We made many new friends, and the boys benefitted so much from seeing their father every day. If anything, I think that moving away for a while made us more proud to be Emirati. We often had to explain things about Dubai and the UAE to our new friends in London.

What the kids say

Saif: I liked living in London, although we lived in a flat there, not like our villa here in Dubai.

Hassan: I didn't want to go to London, because I thought I would miss my friends. But we kept in touch with video calls and I wrote a blog for my English class back in Dubai. In the end, I almost didn't want to come home because I had made good friends in London, but now I'm glad to be back in Dubai.

- 5 Read the text carefully. Work out the meaning of the underlined words from the context of the text. Are there any words you are not sure about?

Lesson 13 Away from home (2)

Reading

- 1 Below is the second part of the article from *Living Emirates Magazine*. Skim through the article. What is it about?

The home birds

Ammar Mansouri and his wife Asma had to decide whether to uproot their family, including children Faisal, 9, and Ameenah, 11, when Ammar was offered a move to the Paris office of his company for two years.

What should we do?

Ammar: It was a really difficult decision to make about whether to take the whole family to Paris, or for me to go alone. I didn't want to leave Asma and the children, but I also thought that it would be bad for their education.

Where do we belong?

Asma: Yes, it was a difficult decision, but in the end, we decided that the children and I would stay here in Dubai. As well as the children's education, we also have so many friends and relatives here. I thought that it would be difficult in Paris, as my French is not very good. I also felt that living here in the UAE is an important part of who we are.

What the kids say

Faisal: I missed Dad when he was away, because he could only come home once every two months. I wanted to go with him, but I'm also glad we stayed so I could keep playing for my local football team.

Ameenah: I was pleased that we didn't all move to Paris. I have been doing quite well at school, and I didn't want to fall behind my class. I really missed Dad, but we did have a video call with him every day, so it wasn't too bad. The best things about his work in France were when we visited in the summer holidays, and when he came home!



Writing

- 2 Write a paragraph to end the magazine article.
- 1 Sum up the experiences of the two families.
 - 2 End with some advice to the readers about what they should do in a similar situation.

Lesson 14 Practise and prepare

Speaking

- 1 What have you learned this week? Think about the vocabulary and grammar you have learned in your English lessons. Be ready to give some examples.

Listening

- 2 Listen to two dialogues and complete the table with the words you hear.

	Dialogue 1	Dialogue 2
Greetings		
Agreement		
Use of names/titles		
Other formal or informal language		

- 3 Which dialogue is more formal? Why?

Writing

- 4 Write two short notes inviting someone to dinner with your family.

- 1 a note to a friend
- 2 a note to a new teacher

Lesson 15 Review

Vocabulary

1 Use each of the following words in a full sentence.

- 1 invite
- 2 formal
- 3 congratulations
- 4 polite
- 5 letter
- 6 envelope
- 7 neighbourhood
- 8 borrow
- 9 worry
- 10 gift

Writing and Speaking

2 Write down five different words or expressions used to greet someone in English.

In pairs, roleplay each greeting, giving an appropriate response.

Writing

3 Write three sentences with question tags. Use the vocabulary given to get started.

- 1 He / go / park
- 2 You / make / sandwiches
- 3 You / live / here

4 Write one sentence for each of the uses of modal verbs below.

- 1 ask advice
- 2 give advice
- 3 make a request
- 4 make an offer
- 5 ask permission



Lessons 16–17 **Project**

Preparation

- Choose one of the projects below.

Project A: A letter asking for and giving advice	Project B: A magazine article
Write a letter to a friend who is planning a trip to another country of your choice. Give some advice about things they should do and take. Make an offer of help. Make a request. Ask for advice about an issue of your choice.	Write your own magazine article for <i>Living Emirates Magazine</i> . Describe two places you have visited. End the article with some advice for the reader about which place they should visit.

Presentation

- Give a presentation about your project to the class and listen carefully to the presentations of others.

Project A: A letter asking for and giving advice	Project B: A magazine article
1. Explain which project you have chosen and which country you have chosen to write about. 2. Describe the features of your letter. 3. Read out your letter.	1. Explain which project you have chosen and which two places you will describe. 2. Describe which features of a magazine article you have used, and how you have used them. 3. Read out your article.

Personal identity

- **Topics** Life at school; describing someone in your family; family history
- **Use of English** The present perfect simple for situations continuing up to now; apostrophes 's and s'



Lessons 1–2 So far, so good

- What are the main differences between your primary school and your middle school? Have you enjoyed middle school so far? Why or why not?

Reading

- 1 Two students have written a blog about their first few weeks at middle school. Read the blogs. Are the students mostly positive or negative about their new schools?
- 2 Answer the questions.
 - 1 How long have Abdullah and Sunil been at their new school?
 - 2 What problems have they had?
 - 3 What do they say about friends?
 - 4 What does Abdullah think may happen after half-term?
 - 5 What do you think Abdullah means by 'so far, so good'?
 - 6 Which activity does Sunil do outside lessons?

First impressions

Blog

► Posted by: Abdullah, Year 7

My first few weeks at middle school have been really fun! I've made loads of new friends and I've also met up with some old friends that I haven't seen for a while, so that's been good.

At first, it was hard to find all my classes – I kept getting lost and one teacher told me off because I was ten minutes late for her lesson. Now I know my way around. The teachers have been really kind and the lessons aren't too difficult. We haven't had much homework yet, but I'm sure we'll get more after half-term. Anyway, so far, so good!

► Posted by: Sunil, Year 7

On my first day here I was a bit nervous, but after a few hours I was fine. The first few weeks have been really good. I've enjoyed learning new subjects and making new friends. My favourite subject is Science. It's fun learning in a lab! I've joined the school orchestra. I play the drums. It's great. We're doing a concert at the end of term.

Reading

- 3 Read this short conversation between two students. What subject do Mariam and Jamila both like?

Jamila: What do you most like about school?

Mariam: I can't decide! I think Art is my favourite subject.

Jamila: Really? Why is that? I love painting and I think I'm quite good at it. I don't really like History though. I can never remember all of the dates!

Speaking

- 4 What do you most like about your school? Why? Discuss your ideas in pairs. Then think about what you have found difficult about school so far, and tell your partner.

Writing

- 5 Write a paragraph about your school. Use the information that you discussed in Activity 4. Don't forget to check any written work for spelling mistakes. Use a dictionary if you are not sure.

Here are some ideas to help you. You do not have to use them.

- My name is _____ and I attend _____ school.
- I like my school because _____.
- My favourite subject so far is _____.
- I like it because _____.
- I also really like _____.
- However, one subject I don't really like is _____.
- This is because _____.





Lessons 3–4 You and your family

- What do you think a survey is? Have you heard this word before?
Use a dictionary to help you find out the meaning.

Listening 10

- Before you listen, read the questions in the survey. Who do you think wrote the survey? Who is going to answer it?
- Listen to Abdullah and Sunil doing the survey. Have they done well at school this term?
- How did Abdullah and Sunil answer each question? Listen again.

	Sunil	Abdullah
1 Which subjects have you enjoyed most?		
2 Which subjects have you enjoyed least?		
3 What have you done in Science?		
4 What have you done in History?		
5 Have you had good marks in all subjects?		
6 Have you done any after-school activities?		
7 Which sports have you played?		
8 Have you been in trouble? And what for?		
9 Has the headteacher spoken to you?		
10 Have you enjoyed this term so far?		

Use of English: Present perfect simple

Past simple	Remember	Present perfect simple
We use the past simple to talk about things that have happened in the past. We use it when actions or events have finished. <i>Which subjects did you enjoy last term?</i> <i>I enjoyed Maths.</i>	To form the past simple of regular verbs just add ed or d to the infinitive. <i>I played tennis yesterday.</i> <i>We liked the film last night.</i>	We use the present perfect simple to talk about situations continuing up to the present. Look at how Abdullah and Sunil used the present perfect simple when completing their class survey. <i>Which subjects have you enjoyed this term?</i> <i>I've enjoyed Science.</i> <i>Has the headteacher spoken to you?</i>

4 Complete the sentences using the present perfect of the verb in brackets.

- 1 I've made a lot of new friends this term. (*make*)
- 2 I think we _____ too much Science homework this term. (*have*)
- 3 I _____ new subjects like Technology and Design. (*enjoy*)
- 4 I'm in the football team, but we _____ any matches yet. (*not play*)
- 5 My friend _____ in trouble with the headteacher. (*be*)
- 6 _____ you _____ the Science labs? They're great! (*see*)

Speaking

5 In pairs, ask and answer the questions in the class survey.

Class survey

This term ...

- 1 Which subjects have you enjoyed most?
- 2 Which subjects have you enjoyed least?
- 3 What have you done in Science?
- 4 What have you done in History?
- 5 Have you had good marks in all subjects?
- 6 Have you done any after-school activities?
- 7 Which sports have you played?
- 8 Have you been in trouble? And what for?
- 9 Has the headteacher spoken to you?
- 10 Have you enjoyed this term so far?

Language tip

We also use the present perfect when we don't specify a past time.

What have you done in Science?

We've done the human body.

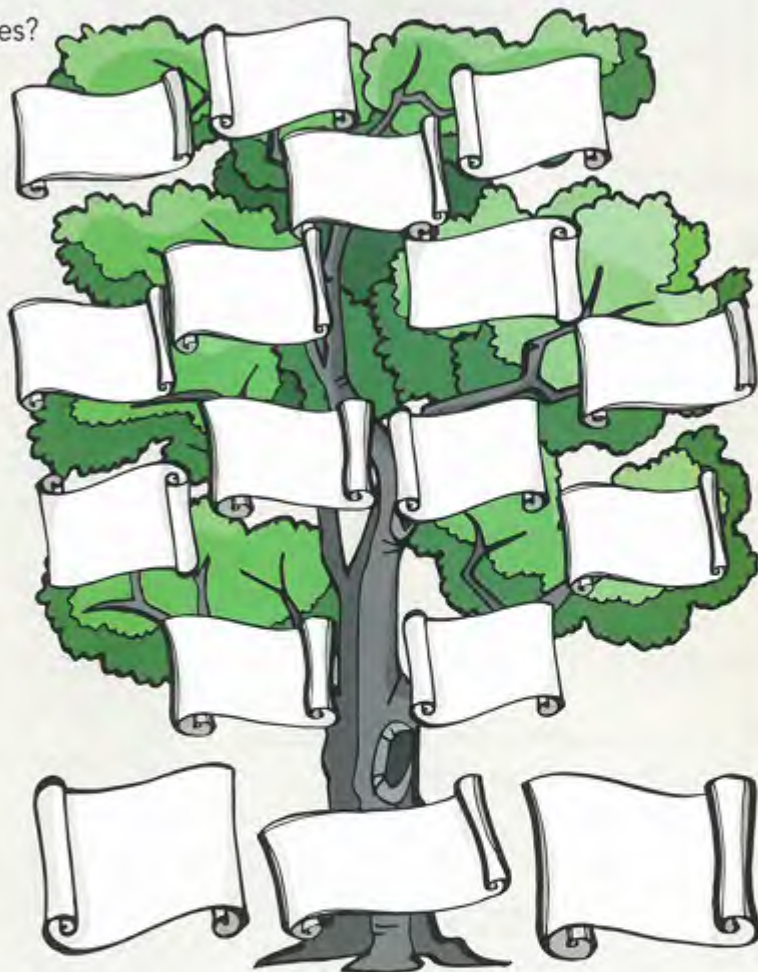


Lessons 5–6 You and your family (2) ^{21st}

- What do you know about your grandparents' early lives? Do you know anything about your great-grandparents? What were their names? Where did they live?

How much do you know about *your* family?

- 1 What are your grandparents' first names?
- 2 Where were your parents born?
- 3 How many brothers and sisters did your grandparents have?
- 4 Where were your great-grandparents born?
- 5 What is your father's date of birth?
- 6 How many aunts and uncles have you got? What are their full names?
- 7 How many cousins have you got? Can you name them all?
- 8 Have you got any relatives you've never met?
- 9 Have any members of your family emigrated to other countries? Who, and where?
- 10 Are there twins in your family? If so, are they identical?



Vocabulary

- 1 Look at the questions in the quiz. Find words that mean the following:

- 1 mother and father *parents*
- 2 your parents' parents
- 3 your uncle's wife

- 4 your aunt and uncle's children
- 5 people from the same family
- 6 brothers and sisters of exactly the same age

Speaking

- 2 Work in pairs. Ask and answer the questions in the quiz. Which ones are hard to answer? How can you find out the missing information?

Use of English: Apostrophes 's and s'

In English we use apostrophes to show that something belongs to somebody or something.

The boy's book.

The apostrophe shows the reader that the book belongs to the boy. Notice the difference between apostrophe s ('s) and s apostrophe (s')

- apostrophe s ('s) shows that something belongs to one person or one thing
- s apostrophe (s') shows that something belongs to more than one person or thing.

Speaking

- 3 Why is the apostrophe before the s in the first sentence and after the s in the second sentence?

What is your *father's* date of birth? =

What is the date of birth of your father?

What are your *grandparents'* first names? =

What are the first names of your grandparents?

Writing

- 4 Put the apostrophes in the correct position in these sentences.

- 1 My cousins name is Su-Wei.
cousin's
- 2 My grandmothers name is Aisha.
- 3 When I was young, I lived very near my grandparents house.
- 4 The twins hair is not the same colour as their fathers hair.
- 5 My fathers brothers live in Jakarta.
- 6 I enjoy finding out about other peoples family histories.

Language tip

Why not try the three-point plan?

Some learners find using apostrophes difficult. Why not try this simple and easy to remember method?

- 1 Find the owner.
- 2 Add an apostrophe.
- 3 Add an 's' if there isn't one already.

Let's see if it works.

If I wanted to write *my brothers car*, where would I put the apostrophe?

- 1 Find the owner. Who is the owner of the car?
My brother is!
 - 2 Add an apostrophe so it becomes *my brother'*.
 - 3 Add an 's' if there isn't one already. *My brother's car.*
- Take care though!

If I wanted to write *Mr Jones car*, where would I put the apostrophe?

- 1 Find the owner. Who is the owner of the car?
Mr Jones.
- 2 Add an apostrophe so it becomes *Mr Jones'*.
- 3 Add an 's' if there isn't one already. Well now there is, so don't add another! *Mr Jones' car.*

Easy!



Lesson 7 Practise and prepare

Speaking

- 1 What have you learned this week? Think about the vocabulary and grammar in your English lessons. Be ready to give some examples.

Reading

- 2 Try out our quick quiz and see if you can remember some of the school and family vocabulary you have been learning. Good luck!

What am I?

- 1 You study me at school. You sometimes use a calculator to find the correct answer.
- 2 I am the sister of your father.
- 3 I am the daughter of your uncle.
- 4 You might use a football for this school subject.
- 5 In this subject you might take part in experiments in a lab.
- 6 I am the son of your aunt.
- 7 In this subject you will find out about what happened in the past.
- 8 I am a group of people who all play musical instruments.
- 9 I am the mother of your grandmother.
- 10 I am a sister who was born at the same time as my brother.

- 3 Read the description of a family below. Then answer the questions.

- 1 What's the name of the person who wrote it?
- 2 How many aunts and uncles has she got?
- 3 Who are Rosa and Natalia?

My grandmother's name was Alicia and I'm named after her. She was my father's mother. My father has got two brothers and two sisters and my mother has got three brothers and a sister. I've got more than 20 cousins. I've met most of them, but not all of them.

Two of my cousins are about the same age as me. Their names are Rosa and Natalia. I get on very well with them. We have a lot of fun when we get together at their house.



Writing

- 4 Use the description in Activity 3 to write a similar description of your own family.

Lessons 8–9 Family history

- What do you know about your family's history? How could you find out more?
How do people find out about their family history?

Reading

- 21st** Look at the map and read the article to find out about a scientific approach to family history. What does the map show?

A remarkable journey

'I'm from Poland and my parents, grandparents and great-grandparents are Polish too. It was really interesting to find out that my family history starts in Africa. The DNA test showed that, over time, my ancestors travelled from Africa to north-eastern Europe. They were part of a group which also travelled as far east as India and Pakistan. I had no idea! This has helped me understand one simple thing: we are all one big family!' **Luiza**



Did you know?

DNA (deoxyribonucleic acid) is the hereditary material in humans and in almost all other living things. DNA is in the nucleus of the cells. It contains genetic information and instructions. What is DNA in your language?

'I was amazed to find out that my ancestors travelled through eastern Europe on their way to India, where I was born. Suddenly I felt connected with countries like Hungary, Romania and the Czech Republic. Before this, they were only names on a map to me.' **Raju**

Vocabulary

- Find these words in the text. Choose the correct meaning.

- | | | |
|-------------------------|-------------------------------|---|
| 1 remarkable | a long and difficult | b very unusual in a way that you admire |
| 2 ancestors | a important people in history | b people in your family a long time ago |
| 3 amazed | a confused | b very surprised |
| 4 connected with | a distant from | b joined to |



Writing

3 21st Answer the questions.

- 1 On the map, which is Luiza's ancestors' route? Which is Raju's?
- 2 Has Luiza's family lived in Poland for a long time? How do you know?
- 3 What nationality is Raju?
- 4 What surprised Luiza and Raju about their ancestors?
- 5 What can your DNA tell you about your family?

Reading

- 4 Read Samia's profile of her grandmother. Look at the second sentence: *She's my father's mother.* What does the first apostrophe show? What does the second apostrophe show?

The oldest person in my family is my grandmother. She's my father's mother. Her name is Sarah. She's 78 and she was born in Egypt. She had seven brothers and sisters.

When she was 18, she emigrated to Abu Dhabi with her brothers and sisters.

She's lived there for 60 years and she's never been back to Egypt, but she still remembers her house and neighbours. I've got some cousins and other relatives who live in Egypt. I haven't met them, but I'd love to meet them one day.

Samia, Sharjah, UAE

Writing

- 5 Write a profile of the oldest person in your family. Use Samia's profile to help you. Check what you've written. Make sure you have used the apostrophes correctly.

Language tip

When you're writing about people, you can join sentences together by using *who*:

*I've got some cousins and other relatives.
They live in Italy.*

*I've got some cousins and other relatives
who live in Italy.*

Lessons 10–11 **Amazing relatives**

- Who do you admire the most in your family? Are your parents hard-working? Did your grandparents overcome hardship? Do you have a cousin who professionally competes in a sport?

Listening 11

- 1** Listen to Yusuf talking about his family. Match Yusuf's relatives with the reasons he admires them.

- | | |
|------------------|-----------------------------------|
| 1 brother | a he has a positive nature |
| 2 mother | b he is so hard-working |
| 3 cousin | c he is so generous |
| 4 uncle | d she is caring |
| 5 father | e he is determined |

Listening strategy

Listening for specific information

It can help to try to guess the missing words before you listen. Think about the keywords you will listen for.

Use of English

- 2** For each sentence decide if the possessive apostrophe shows that:
- something belongs to one person
 - something belongs to more than one person.
- 1** Yusuf's family is full of inspirational people.
2 The brothers' hobbies include lots of sport.
3 My friends' families are also impressive.
4 My sister's best quality is her sense of humour.
5 My cousin's medals are an achievement to be proud of.
6 Max's biggest achievements are his exam scores.
7 Helen admires her aunt's positive attitude.

Writing

- 3** Write about the members of your family that inspire you. Try to think about the different reasons you admire them. For example, have they shown determination in achieving their goals? Do they have a friendly, positive personality?





Vocabulary

- 4 Put the words in the box to describe personality in the correct column in the table. Then add two more words to each column. Think about three reasons you get on with people or three reasons you don't like them.

annoying	calm	fun
funny	grumpy	laid back
selfish	sporty	

Positive personality	Negative personality
<i>fun</i>	

Reading

- 5 Sunil and Abdullah are talking about getting on and falling out with family members. In pairs, read their conversation and answer the questions.
- Who are Sunil and Abdullah speaking about?
 - How do Sunil and Abdullah usually get on with their sisters?
 - What causes Sunil and Abdullah to fall out with their sisters?

Sunil: What's the matter?

Abdullah: My sister has been annoying me. We've been quarrelling all morning.

Sunil: What did she do to annoy you?

Abdullah: She spilled paint on my notebook!

Sunil: Do you always fall out with her?

Abdullah: No, normally we get on well.

Sunil: That's a shame then. I've been getting on really well with both of my sisters this week.

Abdullah: I'm surprised to hear that! Usually you complain about them.

Sunil: Yes, they are often selfish and very loud. It's hard to study when they are at home.

Abdullah: Why do you think you are getting on better with them this week?

Sunil: We're getting on better because we've all been very busy, so there hasn't been time to argue.

Use of English: Apostrophes in contractions

The apostrophes used in Sunil and Abdullah's conversation are contractions. The apostrophe is used to replace letters in the word.

Contractions are commonly used in informal speech in English.

Writing

- 6 Match the contractions that are underlined in the conversation with the words below.

- It is It's
- what is _____
- we are _____
- that is _____
- we have _____
- has not _____
- I am _____

- 7 Describe the members of your family that you do and don't get on well with and explain the reasons why.

I get on well with my aunt because we both like swimming.

My sister and I argue because she can be selfish.

Lessons 12–13 *Bundle of Sticks*

- Do you like humorous books or do you prefer serious ones?
Give some examples of books you've enjoyed.

Reading

- 1 **21st** Read the story. Do you think *Bundle of Sticks* is a humorous story or a serious one?

Bundle of Sticks

Once upon a time, an old man lived with his three sons in a village. All three of his sons were hard workers. However, they couldn't agree with each other and quarrelled all the time. The old man tried hard to unite them, but he failed. While the villagers admired their hard work and efforts, they also made fun of them for quarrelling.

Months passed by and the old man fell ill. He asked his sons to be united, but none of them listened to his words. So, he decided to teach them a lesson to make them put aside their differences and stay united.

The old man called his sons to him. He told them, 'I will give you a bundle of sticks. You must separate each stick from the bundle and break it into two pieces. The one who breaks the sticks most quickly will be rewarded more.'

The sons agreed. The old man gave a bundle of sticks to each of them. The sons took each stick from the bundle and broke it into pieces within minutes.

They immediately started to quarrel among themselves as to who came first.

The old man said, 'Dear sons, the game is not over. Now I will give you each another bundle of sticks. This time you must break the sticks as a bundle, not as separate sticks.'



The sons agreed and began to try to break their bundle of sticks. Try as they might, they could not break it.

The sons told their father about their failure to complete the task.

The old man replied, 'Dear sons, see! You could easily break the single sticks into pieces, but you were not able to break the bundle! The sticks were the same. If you quarrel with your brothers all the time, you will be easily defeated. But if you stay united, nobody can harm you. I beg you to stay united.'

The three sons finally understood the power of unity and promised their father that whatever the problem, they would all stay together.

Moral: Unity is strength!

Writing

- 2 Why did the old man want his sons to learn the importance of unity?
Create a poster to promote the message *Unity is strength*.

Here are some ideas to help you get started:

- Use a phrase like *Staying together will make you stronger*.
- Use bullet points with simple advice like *Remember to work together as a team*.
- Draw a picture of people standing together looking happy.



Reading

- 3 Re-read the story *Bundle of Sticks*.

Vocabulary

- 4 Match the words and phrases to their definitions.

- | | |
|---------------|--|
| 1 quarrelled | a to think very highly of |
| 2 unite | b lack of success |
| 3 admired | c to receive what one deserves |
| 4 bundle | d had an angry argument or disagreement with someone |
| 5 rewarded | e straight away |
| 6 immediately | f to give one's word |
| 7 failure | g to come or bring together |
| 8 defeated | h a collection of things tied together |
| 9 promised | i beaten in a battle |

Reading strategy

There are different ways of reading a text quickly. If you want to understand the main points, skim the text. If you want to find specific information, scan the text.

Writing

- 5 Answer the questions.

- 1 Where did the old man and his sons live?
- 2 Why did the villagers admire the sons?
- 3 Why did the villagers make fun of the sons?
- 4 What happened when the old man fell ill?
- 5 What did the old man want his sons to do with the bundle of sticks?
- 6 How did the old man teach his sons a lesson?
- 7 What does the story teach us?



Speaking

- 6 Work in groups. Discuss these questions.

Do you know anyone like the father or the three brothers in *Bundle of Sticks*? How are they similar? How are they different?

Lesson 14 Practise and prepare

Speaking

- 1 What have you learned this week? Think about the vocabulary and grammar you have learned in your English lessons this week. Be ready to give some examples.

Reading

- 2 Can you find three examples of possessive apostrophes and three examples of apostrophes used for contractions in the passage below?

This week students in Mrs Clark's class have been finding out about their family histories. Rabina was amazed to learn that her family ancestors were highly respected traders who travelled the world. She hadn't known this before asking her father. Mariam was interested to find out more about the countries her family had lived in. Samia did some research about her father's mother, her grandmother. She had emigrated from Egypt to Abu Dhabi at the age

of 18. Fatima discovered that her amazing cousin had won lots of medals. Fatima's cousin had a very positive and determined personality. The students also discussed how well they did or didn't get on with various family members. Many students said that they argued with their brothers or sisters sometimes. Finally, the students learned an important message from the story *Bundle of Sticks*. This was a story about three brothers who couldn't get along.

Writing

- 3 Write a short report about the things you have learned this week.
 - What did you find out about the history of your own family? Where did your ancestors live? Did they travel or emigrate?
 - Which members of your family do you admire? Why?
 - Who do you get along well with in your family? Who do you argue with? Why?

Speaking

- 4 Listen to a partner read their report to you. Ask them questions about it.
 - Have you ever been to visit that family member?*
 - How often do you keep in touch with them?*
 - How many cousins do you have?*



Lesson 15 Keeping in touch

Speaking

- 1 Do you have some relatives or friends that live far away?
Do you have relatives that you don't see very often?
How do you keep in touch with them? How often do you speak or write to them?

Language tip

We also use the present perfect simple when we don't specify a past time.

What **have** you **done** to keep active?

I've walked to school.

Use of English: Present perfect simple and past simple

Present perfect simple

We use the present perfect simple to talk about situations continuing up to the present.

Which hobbies **have you enjoyed** doing this year?

I've enjoyed walking.

Has mum spoken to you about the party?

Past simple

Remember: we use the past simple to talk about situations which have ended.

Which hobbies **did you enjoy** doing last year?

I enjoyed walking.

Reading

- 2 Look at the information in the Use of English box. Then find examples of the present perfect simple in the texts on the right.

- 3 Emily and Hassan keep in touch with their relatives by letter and by email. Read their correspondences. Answer the questions.

- 1 How does Emily feel about her new school?
- 2 When does Emily suggest she might visit her grandmother?
- 3 What did Emily do recently with her mum?
- 4 Who has Hassan sent an email to?
- 5 Who has taken an important exam?
- 6 Why is Hassan in trouble?

Dear Grandma,

How are you?

I have just started at my new school. I'm really enjoying it. I have met lots of new friends and I have joined the games club too. Dad and I have discussed when we can come to visit you and he suggests that the next school holidays will be a good time. Have you seen that new film – the one about the dolphins? I saw it the other day with Mum. We loved it. I hope to hear back from you soon.

Love from Emily

Subject: Hi Dad

Hi Dad,

I have just got home from school so I thought I would send you a quick email. Are you well? Cousin Zaffi has just taken an important exam and we are all hoping that he has done well. Have you finished that book yet? Mum has just cooked dinner so I had better go and wash my hands. I am in trouble because I have lost my house keys. I am sure I have dropped them in my room somewhere but I haven't seen them since Saturday! Bye for now, Hassan

Lesson 16 Review

Reading

- 1 Read the sentences and fill in the missing words.
 - 1 I play in the volleyball team and the football team, I'm in the chess club and I play in the school orchestra. I do a lot of after-school activities!
 - 2 Maths and Science are my favourite school _____.
 - 3 The school day starts at 8.30. We have five _____ and each one lasts 50 minutes.
 - 4 I don't mind working in the evening, but I think we have too much _____.
 - 5 I like History a lot, but I get my best _____ in English.

Writing

- 2 Rewrite each sentence in Activity 1 so that it is true for you.

Vocabulary

- 3 Identify the family members.
 - 1 your uncle's wife aunt
 - 2 your mother's brother
 - 3 your mother and father
 - 4 your parents' parents
 - 5 your uncle and aunt's son or daughter
 - 6 people in your family a long time ago
 - 7 your parents' parents' parents

Use of English

- 4 Rewrite these sentences putting the apostrophe in the correct place.
 - 1 My friends brother is a footballer.
My friend's brother is a footballer.
 - 2 Our headteachers name is Mrs Smith.
 - 3 Our Science teachers names are Mr Hassan and Mrs Vidal.
 - 4 My parents apartment is above their shop.
 - 5 Australias flag is red, white and blue.
- 5 Write six sentences saying what you've done or haven't done so far this week.

Here are some ideas:

- see my cousins
- visit my grandparents
- watch a football match on TV
- do all my homework
- play the oud
- tidy my room
- go swimming
- read a book
- have a pizza

I've seen my cousins. / I haven't seen my cousins.



Lessons 17–18 Project

Preparation 21st

- Choose one of the projects below.

Project A: A report for your school magazine or website

- Write a report for your school magazine or website about your impressions of school so far this term. Use the plan below to help you organise your paragraphs. Illustrate your report with photos and drawings.

Stage 1 Write your report.

Stage 2 Read your report and check your grammar. Have you used the present perfect correctly?

Stage 3 Check your spelling and punctuation.

Stage 4 Write a final version of your report.

Paragraph 1

General impression *So far, this term has been ...*

The first few days *On my first day, ...*
At first, ...

Paragraph 2

School subjects and homework *My favourite subject is ...*
It's fun (learning / doing) ...
In Science / History, we've ...
We've had quite a lot of
homework in ..., but not much
in ...

Paragraph 3

After-school activities *I've joined ... /*
I've played ...

Paragraph 4

Conclusion *I've enjoyed Science lessons*
and I've enjoyed doing
Drama.
I've made some new
friends here.
So far, so good!

Project B: A biography of someone in your family

- Find out about the life of one of your relatives. Write their biography. Use these ideas to help you.

- Which relative will you write about?
- When were they born?
- Where did they live?
- What was their school life like?
- What jobs have they done?
- When did they get married?
- How many children do they have?
- What do they do now?

Presentation **21st**

- Give a presentation about your project to the class and listen carefully to the presentations of others.

Project A: A report for your school magazine or website

- Explain which project you have chosen to write about.
- Describe the features of your school magazine or website report.
For example:
It has clearly structured paragraphs and a conclusion.
- Read out your report.

Project B: A biography of someone in your family

- Explain which project you have chosen and which relative you have written about.
- Describe the features of your biography. For example:
It contains information about the person in time order from childhood to adulthood.
- Read out your biography.

Peer assessing

When you watch other people's presentations your teacher may ask you to make notes or ask questions.

Here are some things to think about.

- Is the topic easy to understand?
- Does the speaker stand with good posture?
- Does the speaker talk clearly and at an appropriate volume?
- Does the speaker make eye contact with the audience?
- Does the presentation have a logical structure (for example, does the speaker introduce the topic, then give more detail before summing up)?
- Was the presentation interesting?

Speaking tip

Make eye contact with your audience and speak in a clear voice. Don't rush. Stand with both feet on the floor, shoulder-width apart. Keep your shoulders back and your chin level.

Clothing and accessories



- **Topics** Clothes and fashion; the clothes and accessories of the ancient Egyptians; an advert for an accessory
- **Use of English** Phrasal verbs; present passive, including modals with passives (*it can be worn*)

Lessons 1–2 How important are clothes to you?

- How many items of clothing can you name?

Vocabulary

- 1 **21st** Read the descriptions of five items of clothing. Do you know what each one is? Find the names for them in the circles below.

1 The name of this item of clothing means 'thing to wear' in Japanese. It is worn by men, women and children. It has long, wide sleeves. It doesn't have buttons or a zip. You wrap it around your body, and tie it with a sash.

2 The word comes from Urdu and means 'leg garment'. Originally they were loose trousers, tied at the waist. Today, they are worn all over the world, usually to sleep in.

3 It's a hat which comes from Mexico. You wear it to protect you from the sun. The word comes from the Spanish for 'shade' or 'shadow'.

4 This word comes from the Sanskrit word meaning 'to tie'. It's a large colourful handkerchief which is worn on the head or around the neck.

5 This word also comes from Sanskrit and means 'strip of cloth'. It's a long piece of material which is wrapped around the body. It's worn by women and girls in countries like India.



kimono



sari



T-shirt



sombrero



bandana



pyjamas

- 2 Which item of clothing in the pictures above is not described in the texts?

Did you know?

Sanskrit is an old language of India. It's used in literature and some religious writings. Words in English which have come from Sanskrit include *rice, sugar, orange, yoga, vivid*.

Speaking

- 3** What do you know about T-shirts?
Answer the questions.

- 1 Where does the name come from?
- 2 What material are they normally made of?
- 3 Do they have long or short sleeves?
- 4 Do they have collars?



Listening 12

- 4** Before you listen to a talk about T-shirts, tick the phrases you think you'll hear.

shape of the body	☐	all over the world	☐
shape of the person	☐	only in Africa	☐
made of cotton	☐	with jeans	☐
made of plastic	☐	instead of jeans	☐
under a uniform	☐	generally very cheap	☐
on top of a shirt	☐	normally very expensive	☐

- 5** Listen to the talk about T-shirts. Read the sentences and circle the correct answers.

- | | |
|--|----------|
| 1 T-shirts first became popular in France. | Yes / No |
| 2 T-shirts were worn by sailors. | Yes / No |
| 3 T-shirts always have buttons. | Yes / No |
| 4 Some T-shirts cost hundreds of dollars. | Yes / No |

Speaking and Writing

- 6** **21st** Work in pairs. Read the extract from an email from Sam, your English pen friend. Discuss your answers to Sam's questions.

As you know, we are doing a project on traditional clothing in different countries. I've already done some research into saris in India. Now I have some questions for you.

- What item of clothing is typical of your country? Maybe there is more than one.
- What is it called, and what is it made of?
- How do people wear it?
- When and where do people wear it?

Thanks a lot in advance for your help with this.
All the best
Sam

- 7** Now use your answers to write a short paragraph to reply to Sam.

Listening strategy

Listen for phrases to understand better when people are speaking. Phrases are groups of words that go together. They may start with prepositions, for example *In the United States* or nouns, for example *the end of the century*, or verbs, for example *became very popular*.



Lessons 3–4 Are you a follower of fashion?

- What do you usually buy when you go shopping?
- What do you wear when you go out with friends?

Reading strategy

Don't stop reading when you come to a new word. Underline the word so that you can check it later, and keep reading!

Reading

- 1 Read what Amani and Will say about clothes and fashion.

I love shopping for clothes, and I love trying things on. I go shopping with my friends, or with my mum. Sometimes I buy clothes, and sometimes I buy jewellery and accessories like bracelets and necklaces. At home, I always fold my clothes and put them away carefully, so that my bedroom is tidy.

Amani

I'm not interested in fashion or designer clothes. At home, I just wear an old pair of tracksuit bottoms. They're very comfortable! When I go out, I always wear a black T-shirt, jeans and an old pair of yellow trainers. I'm not very good at looking after my clothes. When I go to bed, I just take them off and throw them on the floor.

Will

- 2 Answer the questions about the text. Who ...

- 1 enjoys shopping and trying on clothes?
- 2 isn't interested in fashion?
- 3 likes jewellery and accessories?
- 4 has a tidy bedroom?
- 5 doesn't put things away?
- 6 likes to wear comfortable clothes at home?

Speaking

- 3 Work in pairs. Look at the items opposite and say what they are and who they belong to, Amani or Will. Then discuss the questions.

- When it comes to fashion, are you like Amani or Will? Why?
- Is your room messy or tidy?
- Do you like to wear comfortable clothes at home? What kind?



- 4 Use the words in the box to complete the phrasal verbs in the following questions.

on (x 2) off ~~for~~ up (x 2) away

- 1 Do you enjoy shopping *for* clothes?
- 2 Do you always try clothes _____ before you buy them?
- 3 Do you like dressing _____ for special occasions?
- 4 In the morning, when you get dressed, do you always put your clothes _____ in the same order?
- 5 When you take your clothes _____ at the end of the day, do you put them _____ carefully and hang them _____ in a wardrobe?

Speaking and Writing

- 5 Ask and answer the questions in pairs and complete the table.

Question	Me	My partner
1 Are you interested in fashion?		
2 Do you enjoy trying on clothes?		
3 Do you like to wear comfortable clothes at home?		
4 Do you put your clothes away carefully?		
5 Do you have a tidy bedroom?		

- 6 Write a paragraph explaining your views on clothes and fashion.

Use of English: Phrasal verbs

Phrasal verbs are verbs made up of two or more words; for example, *get up*, *look at*, *sit down*.

Find some examples of phrasal verbs in the texts in Activity 1.

to shop for clothes

When the object of a phrasal verb is a noun, you can put the two words of the verb together or you can separate them.

I put on a bracelet.

OR

I put a bracelet on.

But if the object is a pronoun, you must separate the two words.

I put it on.

NOT

I put on it.

Speaking tip

When you are answering questions, try to give full answers. Support your responses with reasons. For example:

I enjoy shopping with my friends, because we always have fun.



Lessons 5–6 Accessories as status symbols

- What colours do you like wearing?
- Do you ever wear accessories like a watch or jewellery?

Reading

1 What do you know about the ancient Egyptians? What clothes did they wear? What kind of accessories did they have? Read the text on the right and find out.

2 Find the following in the text.

- one type of footwear *sandals*
- two items of clothing
- four items of jewellery
- two other accessories

3 Are these sentences true or false?

- 1 Ancient Egyptians wore a lot of linen.
- 2 Only women wore skirts.
- 3 Men wore make-up.
- 4 Everyone wore sandals.
- 5 Yellow and green were important colours for the ancient Egyptians.
- 6 The Egyptians liked wearing black clothes.
- 7 Accessories were important to the ancient Egyptians.
- 8 Their accessories were practical rather than decorative.

Reading strategy

The first time you read a text, don't try to understand everything. It's a good idea to 'skim' read first of all. Skimming is reading a text quickly so that you can understand the main points. The second time you read the text, you can look for specific details. This is called scanning.

CLOTHING AND FOOTWEAR

The most popular material for clothes was linen. The men wore skirts with a belt. The women wore long, straight dresses. Both men and women wore make-up and jewellery. Only the Pharaoh and people of high status had footwear. They wore sandals with leather straps.

Colours were symbolic for the Egyptians. Yellow symbolised gold, green was the symbol of youth and life, black was only for wigs and white was the symbol of happiness.

JEWELLERY

People have always worn jewellery to show off their status, for decoration, for practical purposes, or just for fun. In the land of the Pharaohs, accessories were a status symbol. The ancient Egyptians are well known for being the first to make jewellery on a large scale. They liked to use gold for their bracelets, rings, earrings, decorated buttons and necklaces.



13

4

Accessories



5

- 1 I wear them every day – I _____ them.
- 2 I wear it most days, but I _____ it off when I'm playing sports.
- 3 It's just for _____ occasions.
- 4 I think jewellery is more _____ for girls, to be honest.
- 5 It's not something I'm very _____ in.

Speaking

6

- 1 What accessories do you wear every day?
- 2 Are there any accessories you wear on special occasions?
- 3 Have you got any jewellery? When do you wear it and why?
- 4 Is jewellery more important for girls than for boys? Give a reason for your answer. Was it different in the past?



Lesson 7 Practise and prepare

Speaking

- 1 What have you learned this week? Think about the vocabulary and grammar you have learned in your English lessons. Be ready to give some examples.

- 3 Imagine you are one of the other boys in the picture. Write a short paragraph about what you are wearing, and where your costume comes from.

Listening 14

- 2 These boys are wearing costumes from different countries for an International Party at their school. Listen to the conversation. Who is Luke and who is Henry? What are they wearing?

Speaking

- 4 Work in pairs. Imagine you are going to have an International Party at your school. Tell your partner which country you will choose and what you will wear.

	Luke	Henry
Number		
Clothes/Accessories		

Writing



Lesson 8 What's it made of?

- What's your favourite item of clothing made of?
- Which materials do you like to wear?

Vocabulary

1 Where do these materials come from?

Complete the sentences.

cotton x2 wool ~~silk~~ x2 linen
leather gold and silver plastic

- 1 Silk is made from fibres produced by *silk* worms.
 - 2 _____ is a strong cloth made from fibres of the flax plant.
 - 3 _____ is a cloth that is made from the _____ plant.
 - 4 _____ comes from sheep and other animals such as alpacas and vicuñas.
 - 5 _____ is made from an animal's skin.
 - 6 _____ is made from oil.
 - 7 _____ are found in rocks in the ground.
- 2 Complete these sentences using the present passive.
- 1 Wigs are made of horsehair, hair or synthetic fibre. (make)
 - 2 A violin bow _____ of wood and horsehair. (make)
 - 3 Diamonds _____ at high temperatures deep underground. (form)
 - 4 Belts _____ of leather, plastic or cotton. (can / make)
 - 5 Baseball caps and sunglasses _____ in the classroom. (should / not / wear)
 - 6 Mobile phones _____ on planes. (must / not / use)
 - 7 Football _____ all over the world. (play)

Vocabulary

fibre (noun) thread-like parts from plants that can be made into cloth
flax (noun) a plant with blue flowers, or the thread made from this plant
synthetic (adjective) made from artificial substances

Language tip

If a material has not been changed very much to make an object, we say *made of*.

*This table is **made of** wood.*

But, if the material has been changed a lot to make an object, we say *made from*.

*Paper is **made from** wood.*

Use of English: Present passive

We use the present passive when we want to talk about an action, but we don't know who does it, or it's not important to say who does it.

*Plastic **is made** from oil.*

verb be past participle

*Silver and gold **are found** in rocks in the ground.*

How do you make the present passive?

You can also use words like *can*, *should* and *must* with the present passive:

*Sunglasses **should be worn** in strong sunlight.*

*A mobile phone **can be used** as a torch.*



Lessons 9–10 The most useful accessory you'll ever buy

Reading

1 Read the text and answer the questions.

- 1 Where are kolts worn?
- 2 What are they made of?
- 3 Who are they worn by?

What is a kolt?

A kolt is a tunic or dress that is worn by the Sami people in northern Sweden, Norway and Finland. Kolts are made of animal skin and wool, and they are very colourful. Blue, green, red and yellow are typically used. Kolts are worn by men and women, but the men's kolts are usually shorter.



Speaking and Listening 15

- 2 Work in pairs, try this quiz. Ask all three questions about each item of clothing. Then listen and check.

QUICK QUIZ:

CLOTHES FROM AROUND THE WORLD

kimonos saris lederhosen kilts

- 1 Where are they worn?
- 2 What are they made of?
- 3 Who are they worn by?
(women? men? children?)

Writing

- 3 Write a paragraph about an item of clothing from the UAE. You can use the text in Activity 1 to help you. Listen to the recording again if necessary.

Writing tip

Keep sentences short, so they are easy to read. Each paragraph should have at least three sentences. For example:

Kimonos are worn in Japan. They're traditionally made of silk. They can be worn by men, women and children.

- Describe an advert you've seen. Why do you think you remember it?

Reading



- 4 These adverts describe three of the items above. Which are the items?

1 **You'll never** get lost when you're wearing these stylish trainers because there's a GPS tracker in the right shoe which is powered by a battery in the left shoe. Attractive, practical footwear with the latest technology – what more could you want?

2 **This is** a state-of-the-art helmet for skiers and snowboarders who want to listen to their favourite music as they zoom down the slopes. It can also be worn for other outdoor sports where protection for the head is needed.

3 **You're going** on a trip. You need your phone, your camera, your laptop ... but how are you going to charge the batteries? Easy. Just take this neat backpack with a built-in solar-powered charger.

Use of English: Adjectives

Adjectives are words that are used to describe nouns. They usually go before nouns.

*Just take this **neat backpack** ...*

Two or more words can combine to make a new adjective:

*... with a **built-in solar-powered** charger.*

Many adjectives have these endings: **adjectives**

-able, -al, -ful, -ic, -ical, -ish, -ive

Find examples of adjectives with some of these endings in the first text.



Lessons 11–12 The power of advertising

Listening 16

- 1 Listen to three adverts and match the descriptions to the pictures.



- 2 Listen again. Are these sentences true (T) or false (F)?

- 1 You can put the cap in a washing machine.
- 2 The jacket can be used as a sleeping bag.
- 3 You can only wear the trainers indoors.

Speaking

- 3 What can you remember about the solar-powered baseball cap, the jacket and the trainers? In pairs, ask and answer the questions below about each item.

- 1 What's special about it/them?
- 2 When and where would you use it/them?

- 4 Work in pairs. Read the picture captions showing the advantages of the video helmet.

- 1 Write them in order of importance.
- 2 Who is it for? *Skiers and snowboarders*
- 3 Are there any other advantages you can think of? For example:
You don't have to stop to take a camera out of your pocket.

The picture shows a helmet with a video camera attached to it.



- Why do you think companies use advertising?
- What are the different types of advertising?
- Which kinds of advertising do you think are the most interesting?

Reading

- 5 What do you know about the history of advertising? What kinds of products are advertised the most? Read the text and find out.

The History of Advertising

Advertising is not new. In ancient Egypt, Greece and Rome shopkeepers wrote adverts on papyrus and put them up on walls. In the 18th century, the first newspapers had adverts for products like food, drink, medicine and soap. The advertising industry was born!

- 6 Complete the table with words from the text.

Types of product	Type of media
food and drink	papyrus

Advertising Today

Big companies spend hundreds of billions of dirhams on advertising every year. Car companies, soft drink companies and companies that make household products are the biggest advertisers. They make adverts for television, radio, magazines and newspapers. These days, they also make adverts for the Internet. Advertising has changed from papyrus to the Internet, but the message is still the same: *Look at this product – it's great!*



Vocabulary

media (noun) the internet, newspapers, magazines, television, etc., when considered as a group

- 7 Read the text again. Choose the correct options to answer the questions.

- Who wrote adverts on papyrus?
 - shopkeepers in ancient Egypt, Greece and Rome
 - the first newspaper companies
- What was advertised in newspapers in the 18th century?
 - cars, soft drinks and household products
 - food, drink, medicine and soap
- How much money is spent on advertising every year?
 - hundreds of billions of dirhams
 - hundreds of dirhams
- What kinds of companies spend the most on advertising?
 - television, radio, newspaper and magazine companies
 - car, soft drink, household product companies



Lesson 13 The power of advertising (2)

Listening 17

1 Listen to Kelly. What kind of advertising does she mention?



2 Listen again. Are these sentences true (T) or false (F)?

- 1 Kelly is interested in fashion.
- 2 She spends a long time reading articles.
- 3 She spends a lot of money on accessories.
- 4 She thinks advertising is generally a good thing.
- 5 She thinks people should buy things they don't need.



Speaking

3 Work in pairs. Ask and answer the questions.

- Are you influenced by advertising?
- What kinds of advertising do you usually see?
- Have you ever bought anything just because you liked the advert?
- Do you think advertising is a bad thing? Why? Why not?

Lesson 14 Practise and prepare

Speaking

- 1 What have you learned this week? Think about the vocabulary and grammar you have learned in your English lessons. Be ready to give some examples.

Describing a picture

- 2 Look at the picture and describe what you can see. What is the man wearing? How does he look?



Speaking and Writing

- 3 ^{21st} Work with a partner to create the text for an advert for the ghutra in the picture. Use some of these words and phrases in the Workbook activities to help you.

adaptable comfortable stylish useful
headwear eyewear timeless flexible



Lesson 15 Review

Vocabulary

Clothing and accessories

- on
- for
- away
- on
- up
- up
- off

1 Use the words in the box to complete the phrasal verbs in the following questions.

- 1 Do you enjoy shopping *for* clothes?
- 2 Do you always try clothes before you buy them?
- 3 Do you like dressing for special occasions?
- 4 In the morning, when you get dressed, do you always put your clothes in the same order?
- 5 When you take your clothes at the end of the day, do you put them carefully and hang them in a wardrobe?

Materials

2 What materials can the following be made of? Give examples.

- 1 a warm coat *wool*
- 2 jeans
- 3 a scarf
- 4 a belt
- 5 a ring or earrings

Use of English

3 Write the correct preposition in each sentence.

- 1 I put my sunglasses *on* when the sun is very bright.
- 2 Shopping _____ clothes is one of my favourite activities.
- 3 I often try clothes _____, but I don't always buy them.
- 4 I love dressing _____ for special celebrations.
- 5 When I come home from school, I take my uniform _____ and put it _____ carefully.

4 Rewrite the following sentences using the passive form.

- 1 We invite you to a welcome party on the first evening of your stay.
You are invited to a welcome party on the first evening of your stay.
- 2 We serve breakfast from 7:30 to 9:30.
- 3 We ask guests to leave their keys at reception.
- 4 We sell items such as soap, shampoo and toothpaste at reception.
- 5 You can order a packed lunch.
- 6 You must not wear walking boots in the hostel.

General knowledge quiz

5 Work with a partner. Answer the questions.

- 1** It comes from sheep and other animals. You can use it to make warm clothes. What is it?
- 2** Its name means 'thing to wear' in Japanese. What is it?
- 3** Which old language of India do the words 'rice', 'sugar' and 'yoga' come from?
- 4** Who wore sandals in ancient Egypt?
- 5** Look at the picture of the ancient Egyptians. What can you say about the colours they are wearing?

- 6** Which material comes from flax, a plant which grows in the Nile area?
- 7** Where do men and boys wear kilts and what are kilts?
- 8** What did the ancient Egyptians, Romans and Greeks write sales messages on?
- 9** In which century did newspapers start to include adverts?
- 10** Name five places where products are advertised today.





Lessons 16–17 **Project: Give a presentation of a product**

1 **21st** Look at the pictures. What type of product is shown?

'Klash' are traditional handmade Kurdish shoes. The top part of the shoes is white and made of wool. The bottoms of the shoes are blue or red and made of cotton and cow hide. Because of their simple shape, *Klash* have no left or right foot, so it doesn't matter which foot you wear them on!



2 Read the text and answer the questions.

- 1 Are *Klash* made by machine or by hand?
- 2 Are they modern or traditional?
- 3 What are they made of?
- 4 What is special about their shape?

3 You are going to play a game using some clothing vocabulary from Unit 3. Your teacher will tell you the rules.

4 You are going to present a product to your teacher.

- Work in groups. Think of a typical item of clothing or a popular accessory from your country.
- In your group, make some notes to prepare for your presentation. Answer these questions:

What material is the product made of? _____

Who wears or uses it? _____

Is it traditional or modern? _____

What is special about the product? _____

Is it usually made by machine or is it handmade? _____

Can you think of anything else to tell your teacher about the product/accessory? _____

- Decide who is going to present each aspect of the product.
- Use a computer program, such as PowerPoint, to help you present the product.
- Remember to choose some nice pictures to illustrate your presentation.

Unit 4

Outdoor pursuits

- **Topics** Outdoor sports and activities in New Zealand; activity holidays; school trips
- **Use of English** The present perfect with *ever*, expressing the future; *-ing* forms as subjects, objects and after a preposition

Lessons 1–2 The land of adventure

- Where is New Zealand? What do you know about it?

Reading

- 1 Read the information below about outdoor activities in New Zealand. Is the information mainly about the North Island or the South Island? How are the two islands different?

Did you know?

The Maori were living in New Zealand before Europeans arrived in the seventeenth century. The Maori name for their country was 'Aotearoa', meaning 'land of the long white cloud', but Europeans called it New Zealand. Has your country always had the same name?

From hiking to sky diving — NEW ZEALAND HAS IT ALL

Seventy per cent of New Zealanders live on the North Island, but the South Island is full of places to explore.

Queenstown is known as the 'Adventure Capital of the World'. It has many outdoor pursuits, including snowboarding, bungee jumping, paragliding and zorbing.

Lake Wanaka is north-east of Queenstown. It is a great place for walking, hiking, mountain biking, fishing, sailing, kayaking, water skiing, white-water rafting, sky diving, canyoning and more.



Canyoning



Zorbing

Have you ever swum with dolphins? At Akaroa Harbour you can swim with the world's smallest dolphins.

At Lake Te Anau glowworm caves you can see underground waterfalls, as well as thousands of glowworms.

SAFETY FIRST

- Your safety is our business.
- All activities are organised by qualified instructors.
- For some activities, children must be accompanied by an adult.

Listening 18

Listening strategy

Listen carefully to the speakers' tone of voice. It can give you a lot of information about their attitude.

2 Listen to Alana telling her mum about New Zealand. Would Alana like to try outdoor pursuits?

3 Listen again. Match the outdoor pursuits 1–6 to the pictures a–f.

- 1 bungee jumping
- 2 paragliding
- 3 zorbing
- 4 white-water rafting
- 5 sky diving
- 6 canyoning



4 Look at the pictures in Activity 3 and complete the sentences. Then listen to the conversation again to check your answers.

jump off x3 go down ~~roll~~ jump out

- 1 ... when you *roll* in a big plastic ball
- 2 ... when you _____ a bridge with a long piece of elastic tied to your feet
- 3 ... when you _____ a hill with a special parachute that lets you fly quite a long way
- 4 ... when you _____ a very fast river in an inflatable boat
- 5 ... when you _____ of a plane and you only open the parachute at the last minute
- 6 ... when you _____ a rock into a fast-flowing stream and then float on your back

5 Write the names of the outdoor pursuits for each of the definitions in Activity 4.

- | | | |
|---------|---------|---------|
| 1 _____ | 2 _____ | 3 _____ |
| 4 _____ | 5 _____ | 6 _____ |

Lessons 3–4 Have you ever tried zorbing?

- What's your favourite outdoor activity? Where can you do it?
- When was the last time you did it?

Vocabulary

- 1 Match objects 1–4 to the outdoor activities.

snorkelling falconry skateboarding hiking



- 2 Look at the outdoor activities in the word cloud. List them under three headings: Land, Air and Water. (Some can go under more than one heading.)

white-water rafting
paragliding mountain swimming
sailing jogging biking zorbing hiking
bungee jumping water skiing snorkelling
sky diving fishing snowboarding
canyoning falconry skateboarding

Speaking

- 3 Test your partner. Take it in turns to choose an activity from the lists in Activity 2. Describe the activity without naming it. Your partner has to say what it is. You can use dictionaries or other resources to help you.

A: It's a winter sport and you do it on snow. It's a bit like skiing.

B: Is it snowboarding?

A: Yes, it is. OK, your turn.

4 Match the verbs to the sports and activities.

- | | |
|--------|---|
| 1 try | a a bungee jump / a parachute jump |
| 2 do | b with dolphins |
| 3 swim | c sandboarding / paragliding / sky diving / zorbing |
| 4 see | d an underground waterfall / glowworms |

Use of English: Present perfect with ever

To ask about experiences (things you have done), use the present perfect with *ever*.

Have you ever swum with dolphins?

Yes, I have. / No, I haven't.

Has Alana ever been to New Zealand?

Yes, she has. / No, she hasn't.

Have you ever tried zorbing?

Yes, I have. / No, I haven't.

Have they ever done a parachute jump?

Yes, they have. / No, they haven't.

5 **21st** Work in pairs. Ask and answer questions about the sports and activities from Activity 4.

A: Have you ever tried sandboarding?

B: Yes, I have.

A: Tell me about it.

B: The last time I went, ...
What about you?
Have you ever ... ?

B: No, I haven't.

A: Would you like to?

B: Yes, I would. / No, I wouldn't.

A: Why? / Why not?

B: Because What about you? Have you ever ... ?

Lessons 5–6 **Alana goes to New Zealand**

- How would you travel to New Zealand from your country?
- How long would it take?

Reading

- 1 Look at these messages and answer the questions.

- 1 Who is going on a journey?
- 2 Who is she going to visit?
- 3 What date does she arrive?



Hi Auntie Paula,

I'm coming to see you in December. Mum's just booked the ticket. I leave on 21st and I arrive on 22nd. I can't wait!

Love Alana

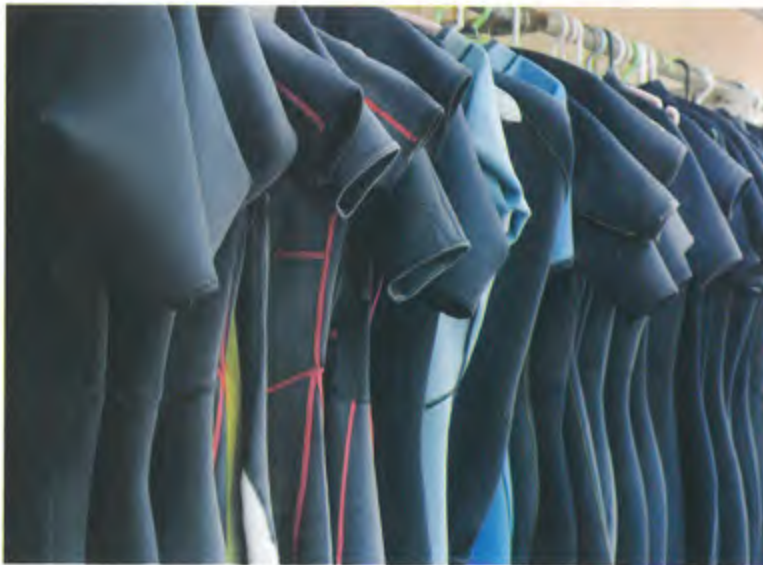
Hi Alana,

I'm really pleased that you're coming. We'll have a great time!

Love Paula

- 2 Read these statements and guess if they are true (T) or false (F).

- 1 It will be winter in New Zealand.
- 2 Alana will need to bring a wetsuit.
- 3 Alana will travel to New Zealand by boat.



Listening 19

- 3 Listen and check.

Listening 19

- 4 Listen again and answer the questions.
- 1 What date does Alana arrive in New Zealand?
 - 2 Which outdoor pursuits does she want to try?
 - 3 What will she need when she goes surfing?
 - 4 Where is the plane when the pilot speaks to the passengers?
 - 5 Where will Paula be waiting for Alana?



Writing

- 5 Write a short paragraph about Alana's plans for her holiday. Use the information in the messages, and the questions and answers in Activity 4 to help you.

Speaking

- 6 Work in pairs. One of you is Alana and the other is her friend. Have a conversation about Alana's plans for her holiday.

Alana: Guess what! I'm going to New Zealand.

Friend: That sounds great! When are you going?

Lesson 7 Practise and prepare

Reading

- 1 Read the email from Carlos.
Have a discussion about how you could answer his questions.
Brainstorm some ideas.

Subject: Good news

Good news: I'm visiting the UAE in a few weeks. I can't wait! There are lots of things I want to do. I really love outdoor sports and activities. Have you ever done any outdoor pursuits in the UAE?

Are there any traditional sports or activities that I can watch? Also, I don't know what the weather's going to be like. I arrive on the 15th next month. What shall I bring with me?

See you soon,
Carlos



Writing

- 2 Write a reply to Carlos. Use your ideas from the discussion to answer his questions.

Speaking

- 3 Imagine you are Carlos and you have just received the email from your friend in the UAE. Tell a family member about what you are going to do when you visit the UAE.

Lessons 8–9 What are your plans?

- What day is tomorrow? What do you usually do on that day?
What do you want to do tomorrow?

Listening 20

- 1 Listen to these children talk about their plans for next week and match them to the pictures.

- 1 Ali _____
- 2 Khadijah _____
- 3 Mohammed _____
- 4 Noora _____

- 2 Listen again, and complete the sentences.

- 1 I'm _____ my relatives in Dubai.
- 2 I'm _____ at home and read lots of books.
- 3 I want to have fun! I think I'll _____ to the beach with my friends.
- 4 I'm going to my cousin's house. The bus _____ very early on Monday morning.

- 3 Look again at the sentences in Activity 2. Where do they go in the *Use of English* box?



Use of English: Expressing the future

There are several ways of talking about the future in English. Rather than trying to learn the rules, just memorise some key examples, like the ones below.

Present simple

- for timetables and schedules

I leave on the 21st.

will

- for giving information about the future

It'll be summer.

- for predicting what we think or guess will happen

We'll have a great time!

going to

- for plans and intentions

We're going to get one tomorrow.

- for predictions based on what you know or what you can see

What's the weather going to be like?

(Look at those clouds. It's going to rain.)

Present continuous

- for fixed arrangements

I'm coming to see you in May.

4 Choose the best option.

- 1 A: What are you doing next Saturday?
B: I (go / 'm going) mountain biking.
I'm going mountain biking.
- 2 I've just seen the weather forecast.
It (isn't going to / doesn't) rain tomorrow.
- 3 Do you think you (will / going to) go fishing next weekend?
- 4 I've looked at the timetable. The train (leaves / is going to leave) at 9.30.
- 5 Just think – (we are / we're going to go) surfing at Whale Bay soon!
- 6 The beaches are fantastic there.
You (will have / have) a great time.



Speaking

- 5 Look at the table. In pairs, discuss Waleed's plans for the next two days.

	tomorrow		the day after tomorrow	
	am	pm	am	pm
Waleed	<i>go jogging</i>	<i>fly my kite</i>	<i>go fishing</i>	<i>go mountain biking</i>
You				
Your partner				

A: What is Waleed going to do tomorrow morning?

B: He is going to go jogging.

- 6 Add your own plans to the table and discuss them in pairs.
Complete the table with your partner's plans.

Lessons 10–11 **My heroic adventures**

- What's the longest distance you've ever run? Have you ever been on a long bike ride? How did it feel?

Reading

- 21st** What is an ultra marathon? Where can you do one? Read Mansour's blog to find out.



MY HEROIC ADVENTURES

The Blog

30th October

I've ridden a bike across the US, and I've swum in the Arabian Gulf. In a few days, I'm going to start my next amazing challenge: an ultra marathon across the desert in Oman.

It's a very long race that starts in Bidiyah and ends on the coast of the Arabian Sea. In total, we will run 165 km! It's going to take six days and each day we'll run between 20 and 40 km. We'll run across desert plains the whole way and every night we'll stay in tents. But that's not all. The really unbelievable thing is the weather – it's going to be hot. Very hot! I think it will go up to 30 degrees sometimes, so running will be very tough. The good thing is that one of the stages will be a night run. I think it will be wonderful to run at night across the desert. I can't wait!

The race starts next week. Keep checking my blog – I'll let you know how it goes.

Mansour



Reading strategy

The first time you read a text, don't worry if you don't recognise all of the words. The important thing is to get a general understanding of the text.

- 21st** Find the following in the text.

- 1 four strong adjectives: *heroic, amazing, ...*
- 2 the full distance of the race:
- 3 the shortest distance of a stage:
- 4 the longest distance of a stage:
- 5 a temperature:

- 21st** Are these sentences true (T) or false (F)?

- 1 This is not Mansour's first amazing challenge.
- 2 It will take over a week to complete the race.
- 3 The runners will sleep in tents at night.
- 4 It will be the same temperature all the time.
- 5 Mansour thinks the weather will make it easy to run.
- 6 Mansour is happy about running at night.

Speaking

- 4 Work in pairs. Ask and answer the questions.
 - 1 What do you think about Mansour's 'heroic' challenge?
 - 2 Do you think it will be difficult for Mansour to finish the ultra marathon? Why? Why not?
 - 3 What kind of person is Mansour? Are you like Mansour? Give examples.

Listening 21

5 Listen to a radio interview with Mansour after the ultra marathon. Answer these questions.

- 1 What did he find difficult about the ultra marathon?
- 2 What did he enjoy?
- 3 What is he going to do next? Why?

6 Listen again. Complete the phrases with the words in the box.

dangerous exciting great happy incredible painful tough

- 1 That sounds _____.
- 2 ... when you're running all day, it can get really _____.
- 3 They are all _____ people and I'm _____ I've met them.
- 4 Running over sand dunes in the middle of the night, it was an _____ experience!
- 5 So for my next _____ adventure I'm going to try ...
- 6 I think it will be _____ and also a lot of fun.



Writing tip

Your blog post will be easier to read if you use separate paragraphs for the main points. For example:

paragraph 1: about the race

paragraph 2: what Mansour plans to do next

Writing

- 7 Use the information in the radio interview to continue Mansour's blog post. Talk about how the marathon went and what you (Mansour) plan to do next.

MY HEROIC ADVENTURES

The Blog

Wow! That was tough, but it was an incredible experience. ...

9th November

Lessons 12–13 Surviving in the great outdoors

- Have you ever been on a school trip?
Where was it? What was it like?
Where would you like to go on your
next school trip?

Vocabulary

- 1 Complete the list using the words in the box.

making cooking following
identifying putting up

Outdoor survival skills

- _____ a tent
- _____ a campfire
- _____ over a campfire
- _____ a path or a trail
- _____ trees, plants and wildlife

- 2 Match the words in the two columns.

1b a pair of trainers

You will need to bring:

- | | |
|----------------|------------|
| 1 a pair of | a costume |
| 2 a sleeping | b trainers |
| 3 a waterproof | c clothes |
| 4 a change of | d bag |
| 5 a swimming | e trunks |
| or | f jacket |
| 6 swimming | |

Speaking

- 3 Imagine that you are going to an activity centre with your class tomorrow. What information does your teacher need to give you?

Lakeside

Activity Centre

Learn to survive in the great outdoors, enjoy some exciting water sports and take a trip through the treetops!



rope sliding



windsurfing



following a nature trail

Vocabulary

survive: to deal with a difficult or dangerous situation
the great outdoors: the countryside, especially somewhere that you visit to do outdoor activities

Listening 22

4 Listen and answer the questions.

- 1 Who are the people in this conversation?
- 2 What is the conversation about?
- 5 Listen again and complete the notes about the school trip.

Use of English: -ing forms

We can use **verb +ing** in different ways, for example:

At the beginning of sentences

Putting up a tent is easy.

After other verbs

I don't like falling into the water.

After a preposition

I'm no good at putting up tents.

School trip to Lakeside Activity Centre

Day 1

Meet at school at: _____ am

Coach departs at: _____ am

Morning activities: _____

Lunch: sandwiches and a drink

Afternoon activities:

(1) _____

(2) forest trail activities – following a trail and identifying trees and plants and wildlife

OR _____

Supper: _____ pm

Evening activities: story telling and singing round the campfire

Lights out: 9.30 pm

Day 2

Breakfast: _____ am

Morning activities: _____

Lunch: 12.00 pm

Afternoon activity: _____

Coach leaves at: _____ pm



Writing

6 Use words ending in -ing to complete these sentences so that they are true for you.

- 1 ... is easy / difficult. *Riding a bike is easy.*
- 2 ... is fun.
- 3 I don't like ...
- 4 I enjoy ...
- 5 I'm good at ...
- 6 I'm no good at ...

Lesson 14 Practise and prepare

Brainstorm

- 1 Imagine you are going to create a new activity centre: The Seaside Activity Centre. Work in groups, and decide on some of the activities that the centre will offer. Brainstorm as many ideas as you can. You can use the pictures to help you.



Writing

- 2 Write a paragraph for the Seaside Activity Centre's brochure. Explain the activities on offer and try to make the centre sound as exciting as possible.

Speaking

- 3 Move to a different group and tell them all about your group's ideas for the Seaside Activity Centre.
 - Listen to the ideas of people from the other groups.
 - Work together and combine your ideas to create the best possible Seaside Activity Centre.

Seaside Activity Centre

Lesson 15 Poetry

- 1 Ben is on a trip in New Zealand. Read his postcard poem and answer the questions.
- 1 What kind of trip is he on?
- 2 Is it a day trip or is he staying longer?
- 3 How do you know?

Postcard from School Camp

Dear Mum and Dad,

Weather's poor, food's bad, teachers are grumpy, instructors are mad. Cramped in tent, cold at night, no dry clothes, boots too tight. Didn't like canoeing, the hiking was tough, all in all I've had enough.

Bye for now, MAY see you soon

If I survive this afternoon

Your loving son,

Ben xx

P.S. Can I come again next year?



Vocabulary

P.S. = *post script* – a note at the end of a letter adding something you've forgotten to say.

'Postcard from School Camp' by Richard Caley, from *The Works*, Macmillan Children's Books, 2010

2 Choose the correct meaning of these words.

- | | | |
|-----------|--------------------------|----------------------|
| 1 grumpy | a in a good mood | b in a bad mood |
| 2 cramped | a not much space | b comfortable |
| 3 tight | a too big | b too small |
| 4 hiking | a walking long distances | b climbing mountains |
| 5 tough | a easy | b difficult |
| 6 survive | a stay alive | b enjoy |

3 Answer the questions.

- 1 What do you learn about Ben's trip from his postcard?
- 2 Why has the poet chosen to write a poem that looks like a postcard message?
- 3 Where do the rhyming words usually appear in a poem? Where do they appear here?
- 4 Why is the P.S. a surprise?

4 Work with a partner. Find the words that rhyme in the postcard poem and practise saying them.

Lesson 16 Review

Vocabulary

Outdoor pursuits

1 Write the words under the correct heading.

kayaking	mountain biking	hiking
snowboarding	windsurfing	sailing
skiing	fishing	waterskiing
surfing	swimming	

water	snow	land
kayaking		

2 Which sport is it? Choose from the list above.

- 1 You do this in the sea, but without a boat or a sail. If it's cold, you wear a wetsuit. *surfing*
- 2 You do it on snow, but you don't use skis.
- 3 You do this on water. You have a boat, but it hasn't got a sail.
- 4 You travel through the water by moving your arms and legs.
- 5 You need a boat to pull you through the water and you should wear a life jacket.
- 6 You walk long distances.

Use of English

3 Choose the correct option.

- 1 The film (*starts / starting*) at 7 o'clock.
starts
- 2 I (*'ll see / see*) you tomorrow outside the cinema at 6:45 pm.
- 3 It (*isn't going to / doesn't*) rain tomorrow.
- 4 We (*'re going / going*) to my uncle's restaurant.
- 5 I'm (*meet / meeting*) my friends at the campsite tomorrow.

4 Correct these sentences.

- 1 I'm interested in learn survival skills.
I'm interested in learning survival skills.
- 2 We're thinking of go on a camping holiday next year.
- 3 I like be outdoors.
- 4 I'm no good at put up a tent.
- 5 Sing around a campfire will be fun.
- 6 I think I'll enjoy cook over a campfire.
- 7 I'm not afraid of sleep in a tent.
- 8 I like read in bed, so I'll have to take a torch.
- 9 Are you good at follow a path or a trail?
- 10 Ride a mountain bike along the forest trails will be great.

General knowledge quiz

5 Work in pairs. Answer the questions.

- 1 What can you do at Akaroa Harbour in New Zealand?
- 2 Which item of clothing do people usually wear when they go surfing?
- 3 What is the distance of the ultra marathon in Oman?
- 4 How many days are there in the ultra marathon in Oman?
- 5 Which of these words does NOT rhyme: kite, might, white, weight, height?
- 6 Who are the Maori?
- 7 This sport involves travelling down a fast-flowing river in an inflatable boat. What is it?

Lessons 17–18 Project

Preparation 21st

1 Work in groups. Discuss these questions.

- What do you know about Antarctica?
- How can you get there?
- What's the weather like?
- Why do you think some people want to go there?

2 In your group, read about Dana Al Hammadi's expedition to Antarctica and complete the notes.

Emirati woman makes it to South Pole in 20 days

In 2011, Dana Al Hammadi, a mother of five children, became the first woman from the UAE to travel to Antarctica, at the very bottom of the world.

After three months of training, she travelled with four other people from the UAE, and joined a group of 66 other polar adventurers on the expedition.

They travelled by boat from South America to the north of Antarctica. When their boat landed, they were welcomed by a large group of penguins.

Dana Al Hammadi spent ten days in Antarctica, and prayed every day with the other Muslims in the group.

When she reached the peak of one of Antarctica's highest mountains, she held up the flag of the UAE and shouted, "I did it! I did it!"

"I wanted to know the real world and do something different, something that would make my country proud," she said.



Research source: <http://www.thenational.ae>

Who? *Dana Al Hammadi, plus a group of polar explorers*

Where? _____

When? _____

How? _____

3 You are going to prepare a talk about an expedition to present to the rest of the class.
In your group:

- Choose an expedition (there are some possibilities opposite, or you can choose another expedition that you are interested in).
- Find out as much as you can about it (try to find information for the points you made notes about in Activity 2).
- Look for images from the expedition that you can use in your presentation.

**Saeed Khamis Al Muammeri –
Journey to the world's deepest cave.**

**Hanady Alhashmi – Canyoning in
Snake Gorge, Oman.**

**Awar Mohammed Majrin –
Climbing Kilimanjaro with camels.**

- 4 In your group, gather together the information and images you have found about your expedition, and prepare the talk.

Divide the talk into sections. Each person in the group takes a section to talk about, for example:

- Introduction
- Talk about the adventurer(s)
- Talk about when and where
- Talk about why
- Talk about the journey
- Talk about the end of the expedition

Speaking tip

Introducing the next speaker can help your talk to flow.

Now, I'm going to hand you over to Rashid.

- 5 As a group, present your talk about an expedition to the rest of the class. Be prepared to answer questions at the end of your presentation.

We're going to talk about ..., an incredible expedition ...

Watch the other groups' presentations. Think about questions you can ask at the end.

Why did you choose ... ? What do you think they will try next?

- 6 Think about your presentation. For each item in the checklist, choose a number from 1 to 5.

- We introduced the adventurer and the expedition.
- We talked about when and where the expedition happened.
- We discussed why the adventurer went on the expedition.
- We presented the information in a way that was clear and easy to follow.
- We included images of the expedition.
- We were able to answer questions about the expedition.

1 = strongly disagree

2 = disagree

3 = not sure

4 = agree

5 = strongly agree



Unit 5

Transport systems

- **Topics** Transport systems around the world; the history of transport; road signs and road safety
- **Use of English** Past simple passive; *wish (that)* + past simple



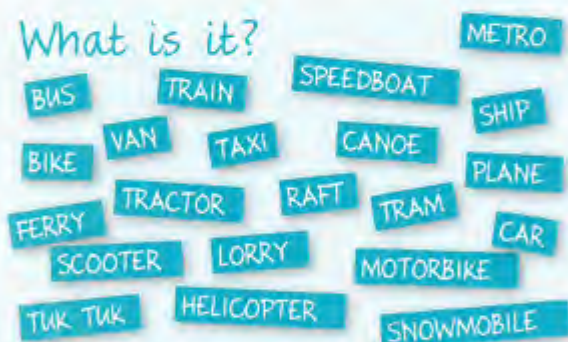
Lessons 1–2 Getting from A to B

- How many forms of transport can you think of?
- How many forms of transport have you travelled on?
- What's your favourite way of travelling?

Vocabulary

- 1 Play this game with a partner.
 - Describe one of the following types of transport without using the word.
 - Your partner has to guess what it is.

What is it?



- A It's got wheels and it takes people from one place to another.
 B Is it a car?
 A No, it isn't. It's got three wheels and the passengers sit behind the driver.
 B Is it a tuk tuk?
 A Yes, it is!



Speaking

- 2 Work in pairs. Describe what the photos below show. Talk about what form of transport it is, which journeys people might use it for and why people might choose each form of transport.



Writing

- 3 Write a paragraph about forms of transport in big cities such as Dubai or Abu Dhabi. Which forms have you travelled on? Why? Which one is your favourite?



Reading

- 4 Read paragraphs 1-5 then match each one to a photo from the previous lesson.

Vocabulary

- 5 Find words for the following in the text.
- Someone who travels, but is not the driver of the vehicle. *passenger*
 - The price you pay to travel.
 - A place where you wait for a bus.
 - Someone who regularly travels between home and work.
 - Someone who travels for pleasure.
 - A ticket which you can use for several journeys.
 - Part of the road set aside for bikes.

Reading

- 6 Read paragraphs 1-5 again and answer these questions.
- Why is the bus fare system in Curitiba easy to understand?
 - Why is the Curitiba bus system good for the environment?
 - What's the Red Line?
 - What is unusual about the Dubai metro?
 - What can tourists buy to travel on the bullet train?
 - Is the Copenhagen bike scheme popular? How do you know?
 - What are the advantages of travelling by river taxi in Singapore?

Public Transport systems around the world



- The buses in Curitiba, Brazil, carry two million passengers a day. The fare is the same wherever you're going. No-one in the city lives more than 400 metres from a bus stop. People don't need to use their cars in the city, so there's less pollution.
- The first metro line in Dubai was launched in September 2009. This was called the Red line. It is fully automated, with no need for a driver. More lines will open to link the rest of the city with the Expo 2020 site.
- Japanese bullet trains travel at up to 320 kilometres an hour. The 520-kilometre journey between Tokyo and Osaka takes just three and a half hours. Bullet trains are fast, reliable and punctual. Tourists can buy a special rail pass, which gives them unlimited travel.
- Copenhagen was recently voted 'the world's best cycle city'. A third of the people who live there commute to work by bike. In fact, you see more bikes than cars in the city centre. There are 350 kilometres of cycle paths. If you don't own a bike, you can use a free city bike.
- A good way to travel in Singapore is by water taxi. It's not expensive and you get a great view of the city from the river. The taxis are popular with commuters travelling to work and with tourists.

Lessons 3–4 Transport in my city

- Which forms of public transport are there in your city?
- Who uses public transport?
- Which forms of transport do you prefer?

Reading

- 1 Read the dialogue below between Mohammed and Jamal. Then answer the questions.



Jamal: Hi Mohammed, did you catch the bus today?

Mohammed: Yes, that's right, I did.

Jamal: You don't normally catch the bus. How was it?

Mohammed: Actually, it was great. I thought it would be overcrowded and hot, but it was comfortable and air-conditioned.

Jamal: So will you catch the bus again?

Mohammed: Definitely. There's a bus stop near my house and a bus stop near the mall. It's very convenient.

Jamal: Did you know these new buses are better for the environment too?

Mohammed: Why is that?

Jamal: They are battery-powered, so they produce fewer emissions.

Mohammed: Really? Buses powered by batteries?

Jamal: Yes. The new green buses are amazing, they can travel 200km on a single charge.

Mohammed: Wow! That's pretty impressive.

Jamal: It sure is. The only problem with catching the bus is that you can get stuck in traffic.

Mohammed: That's true. I will catch an earlier bus on Fridays then.

Jamal: Good idea. Did you know the buses also run at night?

Mohammed: Great! So if we go to the cinema in the evening, we can catch the bus home.

Jamal: Exactly! Let's go tonight.

- 1 Which form of transport are Mohammed and Jamal talking about?
- 2 What did Mohammed think the bus would be like?
- 3 What did Mohammed think about his bus journey?
- 4 What are the advantages of using the bus service?
- 5 What is special about the green buses?
- 6 What disadvantage of using the bus service do they talk about?

Vocabulary

environment: the natural world especially as affected by human activity

battery-powered: power generated by one or more electric batteries

emissions: chemicals in vehicle exhaust gases that are harmful to air quality

green: technologies/industries that are environmentally friendly



Vocabulary

- 2 These words and expressions can help you to discuss your opinions about public transport. Sort them into two lists to show advantages and disadvantages.

green quick expensive slow noisy
dirty convenient cheap inconvenient
overcrowded quiet

Speaking

- 3 Work in pairs. Ask and answer questions about the public transport in your local area. Make notes about your partner's answers.

Questions you could ask:

- Which types of public transport are available in your area?
- Which types of public transport do you use? Why?
- What are the advantages and disadvantages of that type of transport?
- Which type of transport do you prefer? Why?

Writing

- 4 Write a dialogue, like Mohammed and Jamal's, of at least six exchanges between two friends discussing the advantages and disadvantages of another form of public transport.

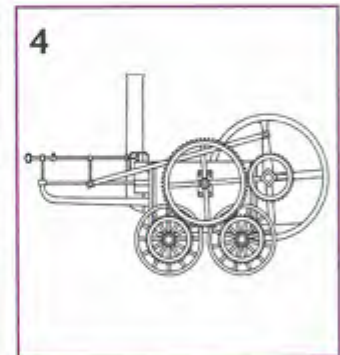
You could choose:

- taxi
- bicycle
- tram
- tuk tuk
- train
- water taxi

Vocabulary

- 5 Match the captions to the pictures.

- a the first car
- b a canal
- c a sail boat
- d a steam railway locomotive
- e an omnibus
- f a raft



Did you know?

We still use the word 'horsepower' to describe how powerful a car engine is because the first transport was horses. For example, we can say 'the car has a 140-horsepower engine'.

Reading

- 6 Read the article and write a heading for each paragraph.

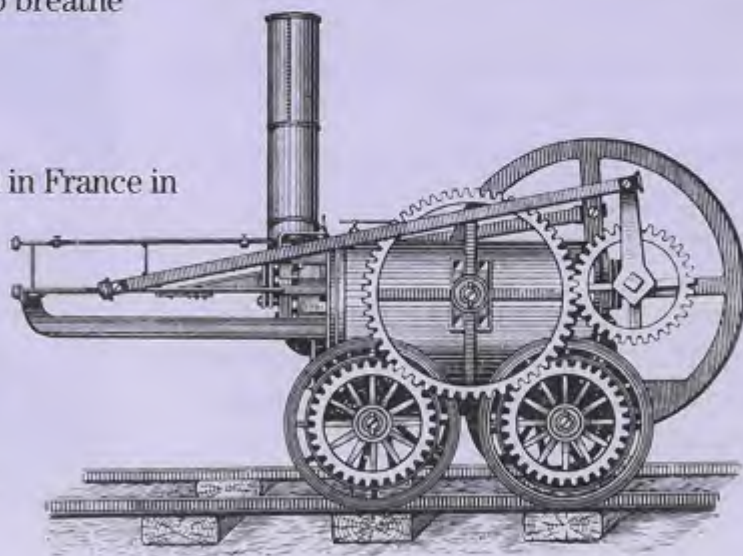
A brief history of PUBLIC TRANSPORT

The earliest form of public transport was on water. Boats and rafts made of reeds, wood and animal skins were used in Egypt and South America. In about 4000 BCE, boats with sails were used in Mesopotamia (now Iraq).

Early Chinese engineers began to build canals for carrying boats in the fifth century BCE. The first important canal in Europe was the Canal du Midi in France, completed in 1681.

The railway age began in Britain with Richard Trevithick's steam railway locomotive in 1804. The first passenger railway opened in 1825 in the north of England. At first, people worried that they wouldn't be able to breathe when travelling at speeds of 25 kilometres per hour!

The first buses were introduced in France in 1827 by Stanilas Baudry. They were pulled by horses and they were called *voitures omnibus*. The first motor car was built by Karl Benz in 1885. Buses with petrol engines soon replaced horse-drawn buses, and along with cars, they took over the roads.



- 7 Make a timeline showing a brief history of public transport, using the information in the text above.

4000 BCE

boats with sails, Mesopotamia

1885

...



Lessons 5–6 Boats, buses and balloons

- Have you ever seen a hot-air balloon?
- How does it fly? Have you ever been in a hot-air balloon?
- Would you want to travel in a hot-air balloon?

1 Make these sentences passive. You don't need to say who did the action.

- 1 They completed the Canal du Midi in 1681.
The Canal du Midi was completed in 1681.
- 2 They opened the first railway in 1825.
- 3 People called the first buses *voitures omnibus*.
- 4 They introduced buses in France in 1827.

Listening 23

2 Work in groups of three. Listen to an account of the first hot-air balloon flights.

Student A, make notes in answer to these questions:

- 1 Where was the first hot-air balloon made?
- 2 What was the box below the balloon made of?
- 3 How far was the first balloon flight?
- 4 In what year did the first people go up in a balloon?

Student B, make notes in answer to these questions:

- 1 What was the first balloon made of?
- 2 When was the first balloon flight?
- 3 What colour was the second Montgolfier balloon?
- 4 Which city did the first people in a balloon fly over?

Student C, make notes in answer to these questions:

- 1 How long did the first flight last?
- 2 Which animals were on the second balloon flight?
- 3 How long was the first balloon flight with human passengers?
- 4 How far was the first balloon flight with human passengers?

Speaking

- 3** Now ask each other the questions. Use your notes to answer.



Use of English: Past simple passive

We use the past passive when we want to talk about an action, but we don't know who did it, or it's not important to say who did it.

was / were past participle

*The Canal du Midi **was completed** in 1681.*

If we want to say who did the action, we use the passive with *by*:

*The first buses **were introduced by** Stanilas Baudry.*

In this sentence the action (the introduction of buses) has more importance than the person (Stanilas Baudry), so it comes first.

Listening strategy

Listening for specific information: When you are completing notes, try to guess the missing words before you listen. Think about the key words you will listen for.

- 4 Listen again to the account of the first hot-air balloon flight. Look at the notes you made in the previous lesson, and add any information you missed.

Writing

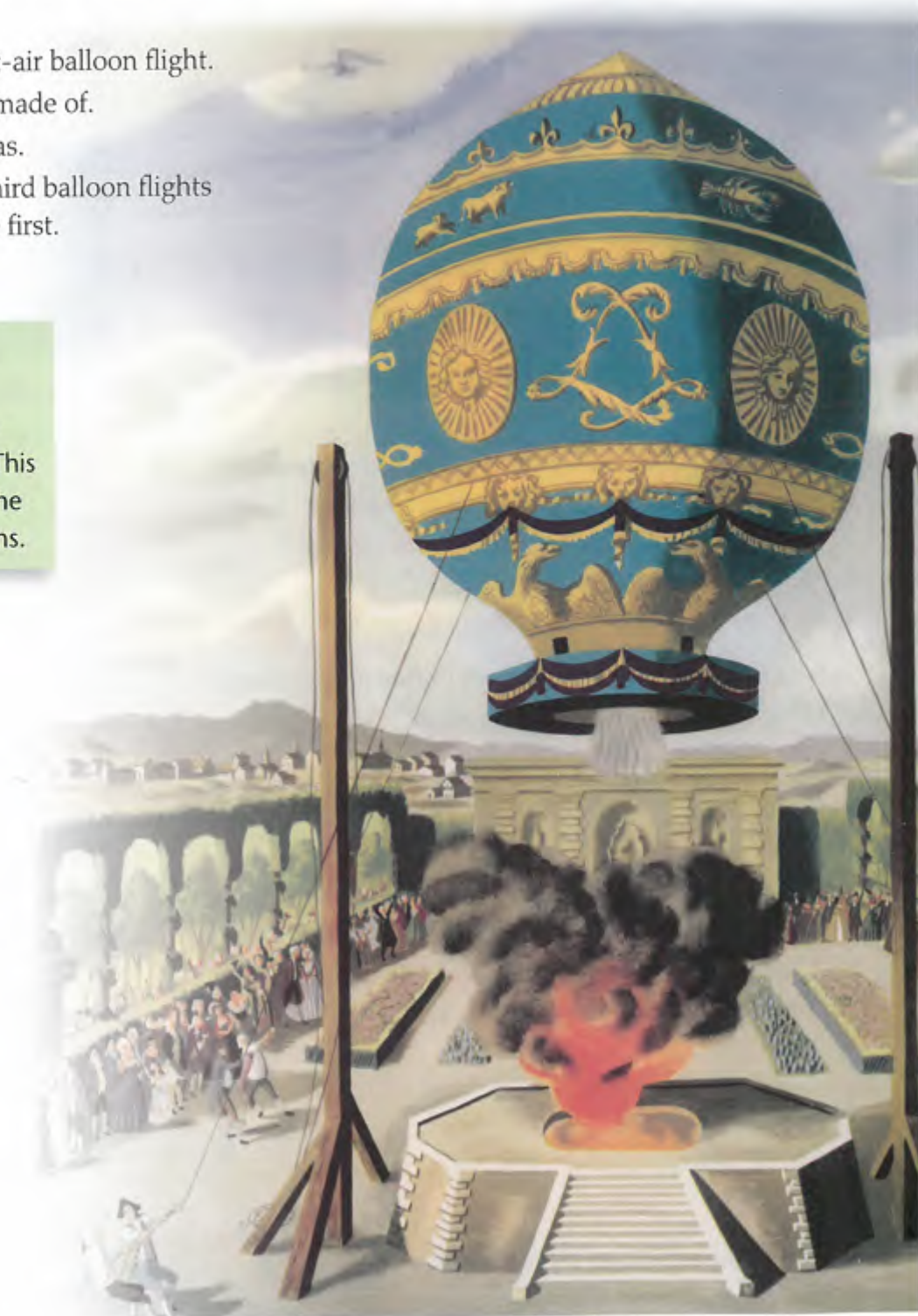
- 5 Use your notes to write your own account of the first hot-air balloon flights.

Write about:

- Who made the first hot-air balloon flight.
- What the balloon was made of.
- When the first flight was.
- How the second and third balloon flights were different from the first.

Writing tip

Plan your piece of writing by making notes under headings before you write about something factual. This will help you to organise the information into paragraphs.





Lesson 7 Practise and prepare

- What have you learned this week? Think about the vocabulary and grammar you have learned in your English lessons. Be ready to give some examples.

Vocabulary

- How many types of transport can you think of that:
 - go on water? *ship*
 - go on rails? _____
 - have four or more wheels? _____
 - have two wheels? _____
- Match the words in the two columns to make compound nouns (nouns of two or more words).

bus fare

- | | |
|-----------|-----------|
| 1 bus | a fare |
| 2 railway | b lights |
| 3 cycle | c limit |
| 4 one-way | d park |
| 5 traffic | e path |
| 6 speed | f station |
| 7 car | g street |

- Find compound nouns from Activity 2 to match to these sentences.

- Don't go at more than 50 km per hour.
speed limit
- Catch your train here. _____
- Leave your car here. _____
- Stop when you see red. _____
- It's safer to use this when you go by bike.

- You can only go in one direction here.

Writing

- Write a definition of each word.

- commuter

A commuter is a person who travels some distance to and from work every day.

- tourist

- bus stop

- fare

- pedestrian



Lesson 8 How streetwise are you?

- Think of the road signs near your school. Do they give you information or do they warn you of danger?

Reading

- 1 What do you think these signs mean?

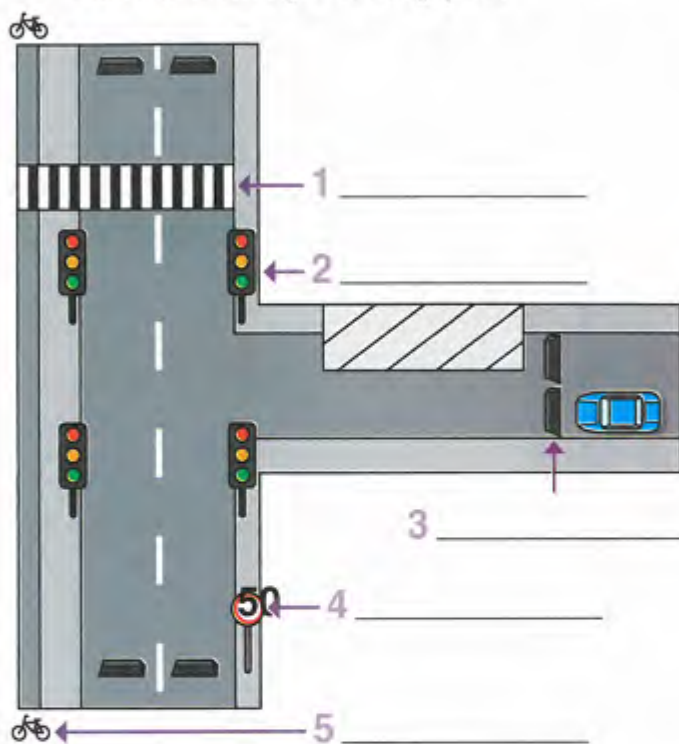


- 2 Read the definitions. Then complete the collocations using the words in the box.

parking path limit bumps
one-way pedestrian lights entry

- You must stop when the light is red.
traffic lights
- Drive slowly over these. speed
- You can't go down this street in a car.
no
- Only bikes, not cars, are allowed here.
cycle
- You can cross the road on foot here.
 crossing
- You can only drive in one direction in this street. street
- You can't leave your car here. no
- You mustn't go faster than this.
speed

- 3 Write the missing labels on the plan.
Look at Activity 2 to help you.



- Work in pairs. Draw signs for five of the warnings in Activity 2. Show your signs to another pair of students and ask them to guess what they are.
- Design your own road sign and ask other students to guess what it means.

Language tip

Remember, a collocation is a group of words which often occur together, for example bus stop, main road, fast lane.



Lessons 9–10 Traffic problems

- Think about roads near your school. What are the problems for pedestrians, cyclists and drivers?

Listening 24

- 1 Listen to the headteacher and students on the school council having a discussion. What are they talking about?

- 2 Listen again and answer these questions.

- 1 How many problems does the headteacher identify?
- 2 Why is there congestion near the school?
- 3 Where are the traffic jams?
- 4 Why is cycling on Garden Road dangerous?
- 5 Where is the nearest bus stop?

- 3 Before the meeting with the school council, the headteacher asked all students to make a 'wish list'. Here are some of the things they wrote.

- 4 Underline the past tense verbs in the sentences in Activity 3.

I wish I didn't ...

I wish I could ...

Use of English: wish + past tense

After *wish*, the past tense is used to express present or future wishes.

*I wish we **had** a cycle shelter for our bikes.*

I wish I didn't have to catch the bus so early.

I wish I could cycle to school. I wish there were proper cycle paths.

I wish I didn't have to walk to school.

I wish I could come to school by helicopter.



Writing

- 5 Write a wish list of places to go at the weekend. Look at the pictures and write sentences using *I wish I could* and a form of transport from the box.

catch a bus to ...
walk to ...
drive to ...
catch the metro to ...
ride my bike to ...



I wish I could catch a bus to the park.

Listening 25

- 6 Listen to Fahad and Hassan talk about their wishes and plans for the future. What are they talking about?
- 7 Answer the questions.
- 1 What does Fahad want to do next week?
 - 2 Where does Fahad's cousin work?
 - 3 Who is coming to visit Hassan this weekend?
 - 4 When is he arriving?
 - 5 When will Fahad do his homework?

Reading

- 8 Look at these sentences from the dialogue. Say whether each sentence is about something that will definitely happen, or something that could possibly happen.
- 1 He might take me.
 - 2 He might let me come.
 - 3 I'm going to see him on Friday.
 - 4 I will ask him when I can visit.
 - 5 We may be able to go into the dressing room.

Speaking

- 9 Work in pairs. Roleplay a dialogue about your definite and possible plans for next weekend.

Use of English: Using *may* and *might* to talk about the future

In Unit 4 you learned how to talk about events that will definitely happen in the future. If you want to talk about events that could possibly happen, you can use 'may' or 'might'. You can use either word.

*I **am going** to the park tomorrow.*
(Definite)

*I **might** go to the park tomorrow.*
(Possible)

*I **may** go to the park tomorrow.*
(Possible)





Lessons 11–12 **Green transport**

- What do you know about green transport?

Reading

- Look at the text below. What is it? How is it organised?

The Gulf Post



Solar buses for the UAE

A business man has exciting new plans for solar-powered buses in the UAE. He wants to replace all the old buses in the country by 2020.

"The new buses use cutting-edge green technology," said Rashid Al Hussain, director of *Green Futures*. "The UAE will have less pollution and a fantastic modern bus service."

The first in the World!

Australia, China and Europe have a small number of solar buses. However, Mr Al Hussain's plans for the UAE would be the first national solar-powered bus network in the world.

Factory anger

Mr Al Hussain wants to buy the solar buses from a factory in Australia. However, some factory workers in the UAE are angry about this. "In our factory, we make buses for the whole of the Middle East," said one factory manager. "If we can't sell our buses in the UAE, we will have to close, and this will be terrible for our workers."

Vocabulary

solar: relating to the Sun

solar-powered: powered by energy from the Sun

cutting-edge: the most up-to-date technology

pioneering: experimental or new way of doing something

A waste of money

Some people are worried that changing to solar buses by 2020 is too fast. "It will be difficult and expensive to change our buses so soon. The buses we are using now are almost new, buying new buses is a waste of money," said Professor Abdulrahman Al Masouri of the Business University in Dubai.

Still optimistic

But Mr Al Hussain remains positive about his plans. "Solar buses are a logical and practical idea in a country with so much beautiful sunshine. We will show the world our pioneering green transport system."

Tell us what you think of the idea of solar buses. Write to the Editor, The Gulf Post, with your views.

Reading strategy

How can you tell what type of text you are reading? Look at the check list for two different types of text.

Non-fiction Information text	Fiction text
Meant to inform you.	Meant to entertain you.
Gives facts.	Tells a story.
Organises information clearly using headings.	Uses 'word pictures' to help you imagine what is being described.

2 Read the article in Activity 1 quickly and answer the question.

1 What does Rashid Al Hussain want to do?

3 Draw a table in your notebook like the one below. Now read the article carefully and complete the table.

1 In the first column, write one or two key words from each paragraph heading to summarise what the article is about.

2 In the second and third columns write positive and negative words or phrases from the article.

Key words	Positive words/phrases	Negative words/phrases

4 ^{21st} Look at the words you have listed in your table. Do you think the article is mostly positive, mostly negative, or neutral about the solar buses?

Reading

5 Look at the text, then answer the questions.

- 1 What sort of text is this?
- 2 How do you know?
- 3 What is it about?

Subject: **Solar buses**

Dear Editor,

I'm writing to you about Mr Rashid Al Hussain's plans for solar buses in the UAE. Although I agree that less pollution is a good thing, I think this plan is foolish and wasteful.

At the moment we have an excellent bus service, with new fuel-efficient buses made here in the UAE. It doesn't make sense to throw away perfectly good buses. In other countries solar-powered buses are only used in a limited way. We have no proof that they work properly. I am also angry that the new solar buses will come from Australia, rather than the UAE.

Finally, rushing into this plan by 2020 is foolish.

We should think carefully before we change our buses. We could be making a big mistake!

Regards

Mohammed Al Qasmi

6 Read the text quickly and say whether the writer is in favour of solar buses or against them. Make a note of the positive and negative words and phrases the writer uses to give his point of view.

Lesson 13 Green technology

- What do you think about green technology? Is there any in your school or home?

Reading

- 1** **21st** Look at the list of points about solar buses. Work in pairs. Decide which points are negative and which are positive.



- 1 The solar buses can travel up to 200km before needing to recharge.
- 2 The solar buses must recharge at the depot.
- 3 The depot will need solar panels to charge the batteries for the buses.
- 4 The buses can take 40 passengers at a time.
- 5 The buses are expensive to buy.
- 6 Solar buses have no fuel costs.
- 7 The electric engine is very quiet.

Speaking

- 2** Work in pairs.
- 1 One person will argue in favour of solar buses and one person will argue against them.
 - 2 Look back at the list of points from Activity 1 and add some more points to support your argument.
 - 3 Explain to your partner why your point of view is correct and why the opposite point of view is wrong.
- I think solar buses are a good/bad idea because ...*
- I agree/don't agree, because ...*

Lesson 14 Practise and prepare

- What have you learned this week? Think about the vocabulary and grammar you have learned in your English lessons. Be ready to give some examples.

Listening 26

- Read the points of view in the first column of the table. Now listen to two dialogues and match the points of view you hear with the correct person.

Point of view	Walid	Nour
cycling is becoming a more important sport in the UAE		
the track was probably expensive		
we will produce more successful riders if we have great facilities		
the money could have been spent on a football pitch and a café		
it's great to have such a well-made track		
I'm not really interested in cycling		

Who do you agree with, Walid or Nour? Why?

Writing

- The headteacher has proposed making the school day 1.5 hours longer to allow for extra lessons.

Write five sentences about the positive and negative points of having a longer school day.

- Choose four of the sentences you wrote in Activity 2.

Make your sentences sound more persuasive by using adjectives and adverbs.

- Work in pairs. Discuss the idea of having a longer school day. Do you think it is a good idea?

Lesson 15 Review

Use of English

- 1 Complete the text by changing the verbs in brackets into the past simple passive.

The early history of the car

The first petrol-powered car ¹ _____ (invent) by Karl Benz in 1885. It had three wheels. It ² _____ (know) as Benz Patent Motor Car, Model No 1. It ³ _____ (make) of bent and welded steel tube. The steel-spoked wheels and solid rubber tyres ⁴ _____ (design) by Benz. The engine ⁵ _____ (locate) at the back of the car. Over time the design of the car ⁶ _____ (improve) by Benz.

- 2 Write each sentence as a thought beginning 'I wish'...

*I wish the bus
wasn't always late.*

- 1 The bus is always late. _____
2 There's so much traffic. _____
3 I can't cycle to school. _____
4 There isn't a cycle path between my house and the school. _____
5 I have a double science lesson today. _____

- 3 Read the sentences and fill in the missing words.

- 1 The _____ in Curitiba, a city in southern Brazil, carry two million passengers a day.
2 The first _____ (called the Red Line) in Dubai was launched in September 2009.
3 Japanese _____ travel at up to 320 kph.
4 Copenhagen was recently voted 'the world's best _____ city'.
5 A good way to travel in Singapore is by _____.

- 4 Write at least a paragraph about the things you have learned about transport systems in Unit 5. Here are some ideas to help you.

- Information about transport systems around the world and in your local area.
- Your opinion and preferences for types of transport – with reasons.
- Interesting facts about the history and development of different types of transport.
- Information about road safety or traffic problems near your school.
- Your opinion about green transport.



Lessons 16–17 **Literacy Project:** **Getting to and from school**

Preparation 21st

- 1 Read the newspaper article about a recent traffic accident outside a school.

Lucky Escape for Local Boy

Van hit a wall

Local boy Abdullah Aziz Al Nagbi had an amazing escape yesterday. He was walking to school along Garden Road when a van drove into a wall at high speed, just a few metres in front of him. Three other cars were also damaged. Luckily nobody was hurt.

Dangerous for children

"I didn't realise what was happening until it was all over!" said Abdullah. Abdullah's mother dropped him and his sisters off near the school just a few minutes before the van hit the wall. "Garden Road is always very busy with traffic. I think it is very dangerous for children coming to school," said Abdullah.

Worries about traffic

Local residents and parents are also worried about the traffic in Garden Road. "Garden Road is an accident waiting to happen," said one parent, Mrs Asma Al Falasi. "I am very surprised that nobody was hurt in the accident. We need to find a solution to the traffic problem, especially in the mornings when children are trying to get to school safely."

What is the answer?

The headteacher at the school Mr Taleb is trying to find a solution to the problem. He said, "Drivers of cars and vans need to be very careful near schools, because next time an accident like this happens, it may be more serious."

- 2 What would make your journey to and from school easier? You will need to write a persuasive presentation that you could give to your headteacher. Work in groups.
 - 1 Draw a plan of the area around your school, like the one on page 84.
 - 2 Label the plan.
 - 3 Discuss your ideas for improving travel to and from your school.
 - 4 Add your ideas to the plan.
 - 5 Work out how to present your ideas persuasively to the headteacher.
 - 6 Present the ideas to the rest of the class using the plan to illustrate them.
 - 7 Decide who is going to do each task.

Who's going to draw the plan? You're good at drawing ...

Shall I do the labelling?

I could do a PowerPoint presentation, if you like.



Presentation 21st

3 Rehearse your presentation. Think about the following questions:

- 1 Who will give each part of the presentation?
- 2 Do you have images to illustrate what you are saying?
- 3 Who will change the images?
- 4 Who will answer any questions from the audience?

Speaking tip

- When you are speaking to an audience, remember to make eye contact.
- Look directly at different members of the audience.
- Speak slowly and clearly. If you look up at the audience, it is easier for them to hear you.
- Practise pronouncing any difficult words out loud before the presentation.

Listening strategy

- If you are in the audience, you need to listen carefully.
- If you are not sure what has been said, look for clues in the illustrations and listen out for key words.
- Try to think of a question you can ask about the presentation.
- Is there something the presenters can explain in more detail?
- Make some notes of key words as the presentation goes on.
- Think about what you have learned from it.

4 While you listen to the other groups' presentations, tick yes or no and make comments in the table below.

Questions	Yes	No	Comments
Did each person in the group take part in the presentation?			
Did the presentation have images?			
Did the group answer questions from the audience?			
Was the presentation easy to understand?			
Was the presentation interesting?			
Did you learn something from the presentation?			
Can you name the best thing about the presentation?			

Wordlists

Unit 1

accept	verb
address	noun
arrange	verb
article	noun
borrow	verb
bow	verb
can	verb
celebrate	verb
celebration	noun
check	verb
cheek	noun
chin	noun
colleagues	noun
could	verb
culture	noun
decision	noun
digital	adjective
disrupt	verb
email	noun
farewell	noun
finger	noun
flexible	adjective
floor	noun
forehead	noun
gesture	noun
gift	noun
give	verb
greet	verb
greeting	noun
guest	noun
headline	noun
holiday	noun
homesick	adjective
host	noun

hug	verb
hungry	adjective
influence	noun
invite	verb
kiss	verb
letter	noun
magazine	noun
may	verb
meal	noun
might	verb
mobile	adjective
museum	noun
needy	noun
neighbourhood	noun
nod	verb
nose	noun
offer	verb
office	noun
permission	noun
polite	adjective
postcards	noun
project	noun
receive	verb
refuse	verb
related	adjective
relatives	noun
remove	verb
respect	verb
roots	noun
rude	adjective
shake	verb
shall	verb
share	verb
should	verb
siblings	noun
signature	noun

smile	verb	eye contact	collocation
sub headings	noun	give me a ring soon	functional
suggest	verb		language
support	verb	give someone a hug	collocation
surname	noun	give someone a kiss	
text message	noun	on the cheek	collocation
theme park	noun	good afternoon	expression
thirsty	adjective	goodbye	expression
thumb	noun	good morning	expression
touch	verb	goodnight, sleep well	expression
traditional	adjective	great to see you	functional
travel	verb		language
trip	noun	happy New Year	collocation
valuable	adjective	have a good holiday	collocation
visit	verb	have a good weekend	collocation
wave	verb	hello	expression
would	verb	hi	expression
		how about 1.30?	functional
Phrase list			language
a bit of a handful	expression	how about you?	expression
all right?	expression	how are things?	expression
are you free on/at ...?	functional	how are you?	expression
	language	how's it going?	expression
bow your head	collocation	I can't make it then	functional
bye	functional		language
	language	I'd love to, about 12.00?	functional
close friends	collocation		language
congratulations	functional	I've got to go ...	functional
	language		language
family members	collocation	in conversation	collocation
contact details	collocation	nice seeing you	expression
do you fancy coming ...?	functional	nice to meet you	expression
	language	nice to meet you	expression
		no, sorry I'm	functional
			language

Unit 2

generation	noun	promise	verb
geography	noun	quarrel	verb
grandfather	noun	relatives	noun
grandma	noun	remarkable	adjective
grandmother	noun	respect	noun
grandparents	noun	reward	verb
great-grandparents	noun	route	noun
grumpy	adjective	science	noun
gym	noun	selfish	adjective
hardworking	adjective	separate	verb
harm	noun	serious	adjective
headteacher	noun	sister	noun
history	noun	skeleton	noun
husband	noun	son	noun
humorous	adjective	spill	verb
identical	adjective	sports	noun
identity	noun	sporty	adjective
immediately	adverb	stick	noun
impressive	adjective	subject	noun
inspirational	adjective	summarise	verb
inspire	verb	survey	noun
instrument	noun	team	noun
joint	noun	term	noun
lab	noun	twins	noun
laid back	adjective	uncle	noun
match	noun	villager	noun
maths	noun	volleyball	noun
music	noun	unite	verb
mother	noun	unity	noun
nationality	noun	wife	noun
neighbour	noun	young	adjective
nervous	adjective		
orchestra	noun	Phrase list	
painting	noun	achieve goals	collocation
parents	noun	after-school activity	collocation
piece	noun	ancient greeks	collocation

be in trouble	expression	belt	noun
be proud of	collocation	bracelet	noun
connected with	collocation	button	noun
creative writing	collocation	careful	adjective
date of birth	expression	carry	verb
facts and figures	collocation	charger	noun
fall ill	expression	collar	noun
fall out with	expression	colourful	adjective
family history	collocation	comfortable	adjective
family member	collocation	costume	noun
get on with	expression	cotton	noun
have fun	collocation	cow hide	noun
identical twin	collocation	cowboy	noun
make up with	expression	designer	noun
meet friends	expression	earrings	noun
named after	expression	fan	noun
pass by	expression	fantastic	adjective
positive personality	collocation	farmer	noun
sense of humour	expression	fashion	noun
teach (someone) a lesson	expression	fashion magazine	noun
technology and design	collocation	flax	noun
that's a shame	expression	flexible	adjective
unity is strength	expression	footwear	noun

Unit 3

accessories	noun	gold	noun
accessory	noun	handbag	noun
advert	noun	handkerchief	noun
advertise	verb	handmade	adjective
advertising	noun	helmet	noun
advertising agency	noun	influence	verb
article	noun	international	adjective
attractive	adjective	internet	noun
backpack	noun	jacket	noun
battery	noun	jeans	noun
		jewellery	noun
		kilt	noun
		kimono	noun

klash	noun	solar panel	noun
kolt	noun	sombrero	noun
leather	noun	stetson	noun
lederhosen	noun	style	noun
linen	noun	stylish	adjective
long-distance	adjective	sunglasses	noun
loose	adjective	symbolic	adjective
make-up	noun	symbolise	verb
message	noun	tidy	verb
must-have	adjective	tie	noun
necklace	noun	tie	verb
online	adjective	tracksuit bottoms	noun
original	adjective	traditional	adjective
papyrus	noun	trainers	noun
plastic	noun	T-shirt	noun
poster	noun	uniform	noun
practical	adjective	use	noun
product	noun	useful	adjective
pyjamas	noun	wardrobe	noun
ring	noun	washing machine	noun
sailor	noun	watch	noun
sales	noun	waterproof	adjective
sandals	noun	wear	verb
Sanskrit	noun	wide-angle lens	noun
sari	noun	wig	noun
sash	noun	wool	noun
silk	noun	wrap	verb
silver	noun	zip	noun
size	noun		
skater	noun	Phrase list	
skier	noun	advertising industry	collocation
skirt	noun	ancient Greece/Egypt	collocation
sleeping bag	noun	beauty products	collocation
sleeve	noun	became popular	collocation
snowboarder	noun	built-in	collocation
soft drink	noun	dress up	phrasal verb

fashion item	collocation
for warmth	collocation
get up	phrasal verb
go out	phrasal verb
hang up	phrasal verb
household products	collocation
long sleeves	collocation
long-distance	collocation
look at	phrasal verb
made from	phrasal verb
made of	phrasal verb
on special occasions	collocation
practical points	collocation
protection from the Sun	collocation
put away	phrasal verb
put on	phrasal verb
shape of the body	expression
shop for	phrasal verb
short sleeves	collocation
sit down	phrasal verb
solar-powered	collocation
state-of-the-art	expression
status symbol	collocation
strip of cloth	collocation
take off	phrasal verb
technical specifications	collocation
tied at the waist	collocation
try on	phrasal verb
wall/rock painting	collocation
window-shopping	collocation
with jeans	collocation

Unit 4

accessories	noun
accompany	verb
accommodation	noun
activity	noun
activity centre	noun
adventure	noun
amazing	adjective
appear	verb
baggage reclaim	noun
barbecue	noun
beach	noun
blog	noun
board	noun
boarding pass	noun
book	verb
boot	noun
breakfast	noun
bridge	noun
bring	verb
brochure	noun
bungee jump	noun
bungee jumping	noun
campfire	noun
canoeing	noun
canyoning	noun
cap	noun
car park	noun
cave	noun
challenge	noun
check-in	noun
check in	phrasal verb
climb	verb
clothing	noun
coach	noun

coast	noun	football	noun
coffee bar	noun	fun	adjective
comfortable	adjective	glowworm	noun
complete	noun	great	adjective
countryside	noun	grumpy	adjective
cousin	noun	happy	adjective
cramped	adjective	harbour	noun
crocodile	noun	height	noun
cyclist	noun	helmet	noun
dangerous	adjective	heroic	adjective
depart	verb	hiking	noun
desert	noun	hunting	noun
difficult	adjective	identify	verb
distance	noun	incredible	adjective
dolphin	noun	inflatable boat	noun
downhill	adverb	instructor	noun
dream	noun	jogging	noun
dry	adjective	kayak	noun
dune	noun	kayaking	noun
elastic	noun	keep fit	verb
email	noun	kilometre	noun
European	adjective	kite	noun
exam	noun	kite flying	noun
exciting	adjective	lake	noun
explore	verb	land	noun
experience	noun	life jacket	noun
falconry	noun	long-distance	adjective
fall	verb	loving	adjective
fantastic	adjective	luggage	noun
fire	noun	lunch	noun
fish	noun	mad	adjective
fishing	noun	Maori	noun
float	verb	marathon	noun
fly	verb	mask	noun
follow	verb	meal	noun
forest trail	noun	message	noun

metal wire	noun	race	noun
might	modal verb	rhyme	verb
mood	noun	rhyming	adjective
mountain	noun	rice	noun
mountain bike	noun	rice pudding	noun
mountain biking	noun	ride	verb
nature trail	noun	rock	noun
New Zealand	noun	run	noun
New Zealander	noun	runner	noun
outdoors	adverb	running	noun
overnight	noun	safety	noun
painful	adjective	sailing	noun
parachute	noun	sand	noun
parachute jump	noun	sand dune	noun
paragliding	noun	sandwich	noun
passenger	noun	schedule	noun
path	noun	secret	noun
peanut butter	noun	sheep	noun
pick up	phrasal verb	situation	noun
pilot	noun	skateboarding	noun
pizza	noun	skill	noun
plan	noun	sky diving	noun
plane	noun	sleeping bag	noun
plant	noun	sneeze	verb
pleased	adjective	snorkel	noun
poem	noun	snorkelling	noun
poet	noun	snow	noun
poor	adjective	snowboarding	noun
postcard	noun	space	noun
predict	verb	stage	noun
prediction	noun	story telling	noun
price	noun	stuff	noun
P.S. (postscript)	noun	sugar	noun
put up	phrasal verb	summer	noun
qualified	adjective	sunglasses	noun
desert	noun	sunny	adjective

supper	noun	wheel	noun
surfing	noun	white-water rafting	noun
survive	verb	wildlife	noun
survival skills	noun	windsurfer	noun
swimmer	noun	windsurfing	noun
swimming	noun	wonderful	adjective
swimming costume	noun	zip lining	noun
swimming trunks	noun	zorbing	noun
temperature	noun		
tent	noun	Phrase list	
ticket	noun	all in all	expression
tight	adjective	all set	expression
timetable	noun	at home	expression
tough	adjective	be careful	expression
towards	preposition	bye for now	expression
trail	noun	can't wait	expression
train	verb	change of clothing	expression
transport	noun	chronological order	collocation
tree tops	noun	cook over a campfire	collocation
trip	noun	deal with	collocation
ultra	adjective	doesn't sound too bad	expression
ultra marathon	noun	don't worry!	expression
unbelievable	adjective	falconry demonstration	collocation
visitor	noun	follow a path/trail	collocation
walking	noun	flying a kite	collocation
water sports	noun	guess what!	expression
water-skiing	noun	have a great time	expression
waterfall	noun	have enough	expression
waterproof	adjective	have fun	expression
waterproof jacket	noun	identify trees/plants/ wildlife	collocation
wear	verb	in any case	expression
weather	noun	make a campfire	collocation
weight	noun	miss the bus	expression
wet	adjective	on offer	expression
wet-weather gear	noun	on time	expression
wetsuit	noun		

outdoor activity	collocation
outdoor pursuit	collocation
outdoor sport	collocation
pair of trainers	expression
put up a tent	collocation
qualified instructor	collocation
see you soon	expression
school camp	collocation
school trip	collocation
sounds great!	expression
special equipment	collocation
stay alive	collocation
swimming with dolphins	collocation
that sounds tough.	expression
the great outdoors	expression
traditional activity	collocation
traditional dance	collocation
traditional sport	collocation
no good at ...	collocation
lights out	expression
stay together	expression
that sounds great.	expression
the good news is ...	expression
do a bungee/	
parachute jump	collocation
fast-flowing stream	collocation
go fishing, jogging, etc.	collocation
play tennis	collocation
try ski diving,	
kayaking, etc.	collocation

Unit 5

alternative	adjective
argument	noun
basket	noun
batteries	noun
bike	noun
bus	noun
bus stop	noun
canal	noun
canoe	noun
car	noun
chairs	noun
cheap	adjective
cloth	noun
commuter	noun
computer games console	noun
constructed	adjective
convenient	adjective
could	modal verb
cycle path	noun
cyclist	noun
demonstration	noun
depot	noun
designed	adjective
dirty	adjective
expensive	adjective
factory	noun
fare	noun
ferry	noun
finally	noun
firstly	adverb
flight	noun
foolish	adjective
green	adjective
headline	noun

helicopter	noun	snowmobile	noun
horse-drawn	adjective	solar	adjective
hot-air balloon	noun	solar panels	noun
inconvenient	adjective	speed bumps	noun
lock	noun	speed limit	noun
locomotive	noun	speedboat	noun
lorry	noun	stadium	noun
may	modal verb	station	noun
metro	noun	steam railway	noun
might	modal verb	taxi	noun
motorbike	noun	tourist	noun
newspaper	noun	tractor	noun
noisy	adjective	traffic lights	noun
omnibus	noun	train	noun
one-way street	noun	tram	noun
overcrowded	adjective	tuk tuk	noun
paper	noun	van	noun
parking	noun	waste	noun
passenger	noun	wasteful	adjective
pedestrian	noun	will	verb
petrol engine	noun	wish	noun
pioneering	adjective		
pitch	noun	Phrase list	
plane	noun	cutting edge	collocation
produced	adjective	solar-powered	collocation
quick	adjective		
quiet	adjective		
raft	noun		
rail pass	noun		
recharge	verb		
sail	verb		
scooter	noun		
secondly	adverb		
ship	noun		
should	modal verb		
slow	adjective		

Phrase list

21st Century
brush your teeth
car fumes
carbon-based fuels
clear skies
dust storms
early morning
environmentally friendly
extreme weather
followed by
global warming
good chance
greenhouse gas
heat wave
heavy rain
high ground
hot climates
icy conditions
It will be ...
late afternoon
light showers
low temperatures
major concern
natural resources
record breaking
renewable energy
solar energy
solar panels
storm chasers
street signs
strong rhythm
strong winds
switch off

take the bus
there will be ...
thunder and lightning
tomorrow morning
traditional architecture
vegetable patch
wet and windy
wind towers

Audioscript

Unit 1

Track 2

Student: Good morning, my name's Aisha Jassim. I'm new.

School secretary: Nice to meet you, Aisha. I'm Mrs Alia the school secretary. How are you?

Student: I'm fine, thanks.

School secretary: Come with me. I'll take you to your classroom.

Student: Thank you.

School secretary: Right, here's your classroom and your teacher is Mrs Latifa. Have a good day. Bye, Aisha.

Student: Goodbye.

Track 3

Girl: I'm from Singapore. When we meet someone for the first time, we usually nod our heads and smile. In formal situations we shake hands.

Woman: In Argentina, women give one kiss on the cheek when they greet friends and family. In formal situations, people shake hands.

Man: In India, close friends and family members hug when they meet but they do not kiss. You only kiss babies and very young children.

Boy: In Thailand, we don't hug or kiss each other when we meet. We greet friends and colleagues with 'wai'. Wai is a gesture. You put your hands together and bow your head. The tips of your thumbs should touch your chin for a friend and your nose for someone older than you. However, today younger people usually wave and even hug.

Track 4

Mason: Hey Ismael.

Ismael: Hi Mason. How are you doing?

Mason: I'm fine, thanks. How are you?

Ismael: I'm OK. I'm doing a school project. I have to write about greeting in another culture.

Mason: Well, how about my culture? I can tell you lots about New Zealand.

Ismael: Great, yes please. Can I ask you some questions?

Mason: Sure, fire away.

Ismael: OK, well first of all, how do you greet an adult?

Mason: Oh, that's easy. You just shake their hand and smile. Remember to use the adult's surname, not their first name. But if the adult is a Maori you say hello in a different way

Ismael: Really? So, how do you greet a Maori?

Mason: Well, when greeting Maori people, it's important to touch your nose and forehead to the other person's and shake their hand. This is called 'hongi'.

Ismael: Wow. How interesting.

Track 5

Samihah: Hi Nada. How are you doing?

Nada: I'm very well, thanks, Samihah. I'm glad it's the weekend.

Samihah: Yes, me too. Are you doing anything tomorrow?

Nada: On Friday? I think my family are going to drive to the desert. We're going to hire a 4 x 4 and drive over the dunes.

Samihah: Oh, that sounds like fun. OK, well are you free on Saturday?

Nada: I think so. I've got some homework to do, but I'll do that in the evening.

Samihah: OK. Would you like to come to my house for lunch? My mum says that she'll cook something nice for us.

Nada: I'd love to. What sort of time should I come over?

Samihah: About 12.00?

Nada: Sorry, Samihah, I can't make it then. How about after prayer time?

Samihah: Good idea. How about 1.30 then?

Nada: Perfect. I'm really looking forward to meeting your family.

Samihah: Yeah, it'll be fun. Hope you have a great time tomorrow too.

Nada: We're thinking of going to the desert again next weekend. Do you fancy coming?

Samihah: That'd be cool. Thanks, Nada. See you on Saturday

Nada: Great. Bye Samihah.

Track 6

Yasmin: Grandma, can I please borrow your camera?

Grandma: I'm not sure, Yasmin. It's very expensive.

Yasmin: Oh, please, Grandma. I promise I'll be careful with it.

Grandma: OK, but let me show you how to use it first.

Yasmin: OK. It's digital, isn't it?

Grandma: Yes, it is. It's very easy to use.

Yasmin: If I'm careful, can I please take it to school tomorrow?

Grandma: OK, I suppose so.

Yasmin: Thanks Grandma!

Mr Naji: Good morning, Mr Paul.

Mr Paul: Good morning, Mr Naji. How are you?

Mr Naji: I'm very well, thank you. May I ask you something?

Mr Paul: Of course. Fire away.

Mr Naji: Well, you've nearly finished working on this project, haven't you?

Mr Paul: Yes, I have.

Mr Naji: So, now you'll be looking for another project to work on, won't you?

Mr Paul: Yes, that's right, I will.

Mr Naji: Well, I have a colleague who is looking for a good project manager. Could I possibly send him your contact details?

Mr Paul: Of course, thank you very much.

Mr Naji: You're welcome, Mr Paul.

Track 7

- 1 That suitcase looks very heavy, Mrs Arwa. Can I help you?
- 2 You should zip up your bag, or your books will fall out.
- 3 I've just arrived in the city. Could you tell me the way to the cultural centre, please?
- 4 I need to look up some information on the Internet. Could I borrow your laptop, please?
- 5 Will it be dusty in the park? Should I wear my best running shoes?

Track 8

Omar: My name is Omar and I'm twelve years old. I am spending the summer holiday in London with my grandmother because it is very hot in Dubai. Here in London it is not hot at all.

Another reason I am in London is because my parents want me to get to know my cousins who live in England better, and to improve my English. My cousins have visited us in Dubai before, but this is the first time I have been to London.

I miss Dubai, because I miss seeing all my friends. At home, in the early mornings, we ride our bikes around the neighbourhood before it gets too hot, then we visit each other's houses or go to the mall where it's cool. Here in London, there are lots of parks and museums. I have borrowed a bike so I can ride in the park with my cousins, but we only ride our bikes at the weekend. Yesterday, I went to a theme park with my aunt and my cousins. It was very busy but great fun.

I see my cousins almost every day. My cousin Ahmed is the closest to me in age. He is 13. Sometimes we play computer games together. He is taller than I am, but we both have brown hair and green eyes, so you can tell we are related.

People who see us together think we are brothers. My uncle says that he will take me and my cousins to a football match before I go home. I am very excited about that, but I am looking forward to going home in two weeks.

Track 9

Mariam: Hi Salma

Salma: Hi Mariam. How's it going?

Mariam: Yeah, OK. It's Maths next, isn't it?

Salma: Yep. I can share your textbook, can't I? I've left mine at home.

Mariam: Sure. Should we get going? We might be late.

Salma: Yes, let's go.

Mr Amudin: Good morning, Tariq.

Tariq: Good morning, Mr Amudin. How are you?

Mr Amudin: I'm very well, thank you. You aren't running late for class, are you, Tariq?

Tariq: No, Mr Amudin. I'm on my way to Maths now. You are teaching my class, aren't you, sir?

Mr Amudin: Yes, that's right. We should hurry, the class will be waiting.

Unit 2

Track 10

Abdullah: We've got to do this class survey, Sunil. Come on. OK, so this term ... Number 1: Which subjects have you enjoyed most?

Sunil: Well, I've enjoyed Science. I like doing experiments in the lab. What about you, Abdullah?

Abdullah: I've enjoyed English because we've read some funny stories and we've done some creative writing.

Number 2: Which subjects have you enjoyed least?

Sunil: Ugh ... History. There's too much to remember.

Abdullah: I like History, but I don't like Geography. All those facts and figures. It's boring. OK, Number 3: What have you done in Science?

Sunil: Well, we've done the body. I liked all that stuff about the skeleton and how your joints work.

Abdullah: Yes, that was good. So, Number 4: What have you done in History?

Sunil: I can't remember.

Abdullah: We've done the ancient Greeks. Don't you remember the story about the Trojan Horse?

Sunil: Oh, yes. That was OK.

Abdullah: Number 5: Have you had good marks in all subjects?

Sunil: Well, my marks have been OK. I got an A for Science.

Abdullah: Did you? That's good. I got an A for English. So, Number 6: Have you done any after-school activities?

Sunil: Yes, I have. I've joined the school orchestra, I'm learning to play the drums. What about you?

Abdullah: No, I haven't yet. I haven't had time. Now, Number 7: Which sports have you played?

Sunil: I've played football.

Abdullah: I've played volleyball. Number 8: Here's one for you, Sunil. Have you been in trouble? And what for?

Sunil: You know what I did. I kicked a football and it went through the staffroom window. But it was an accident. What about you?

Abdullah: Yes. I got into trouble for being ten minutes late for a lesson. Number 9: Has the headteacher spoken to you?

Sunil: Yes, it was about the window.

Abdullah: Oh, yes.

Sunil: Has the headteacher spoken to you?

Abdullah: Yes, he knows my name. He said 'Good morning, Abdullah'.

Sunil: He knows my name too, unfortunately!

Abdullah: Number 10: Have you enjoyed this term so far?

Sunil: Yes, I have, actually. I've made quite a lot of new friends and I've enjoyed it.

Abdullah: Yes, so have I.

Track 11

Yusuf

My family is full of great people who inspire me to work hard and be a good person.

My mother is caring. When my brothers or I are ill, she looks after us to help us feel better.

My father works very hard. He leaves the house for work at 6 am and he doesn't get home until 9 pm.

My younger brother is always very generous. He shares all his sweets.

My uncle is wonderful because he has such a jolly and positive nature. Even if the weather is bad or something has gone wrong, my uncle still smiles.

My cousin also inspires me because he is a determined person. When he was born, he had some problems with his hips that meant he needed some operations to help him walk properly. All his life he has been determined to be a runner, and despite the early challenges with his hips, he is now the fastest runner in our city! He wins gold medals and holds a record.

Unit 3

Track 12

Hello, and welcome to *Clothes from around the world*. Today, I'm going to talk to you about T-shirts. Did you know the T-shirt gets its name from the shape of the body, with arms? They first became very popular in the United States towards the end of the nineteenth century. They were worn by sailors in the U.S. Navy under their uniforms for warmth and to keep their uniforms clean. They soon became popular with farmers and factory workers. They were not expensive, and were easy to put on as they had no buttons. What else? Well, a T-shirt is usually made of cotton and has short sleeves. It doesn't have a collar. Now it's worn all over the world, either with a shirt or without a shirt, and often with jeans. They are still generally very cheap, but you can also find designer T-shirts that are fashion items that cost hundreds of dollars.

Track 13

Karl: I have a pair of sunglasses. I wear them every day - I love them. I also have a watch. I wear it most days, but I take it off when I'm playing sports. It was very expensive. I have a tie, but I don't wear it very often. It's just for special occasions. What else? Oh yeah, I wear a belt with my jeans. Apart from those things I don't really have many accessories. I don't have any items of jewellery. I think jewellery is more important for girls, to be honest. It's not something I'm very interested in.

Track 14

Luke: Wow, Henry! You look amazing.

Henry: Thanks Luke. The sandals aren't very comfortable. I really like the belt, though.

Luke: The jewellery looks good too. Where did you buy the necklace?

Henry: I made it. Do you want to try it on?

Luke: Ha Ha, no thanks. I don't think it will go with my hat.

Henry: It's a really big hat.

Luke: I know. It's supposed to be big. It protects you from the sun.

Henry: Do you need to take it off when you go through doors?

Luke: Yes, but sometimes I forget.

Track 15

Kimonos are worn in Japan. They're traditionally made of silk. They can be worn by men, women and children. Saris are worn in several countries including India, Bangladesh, Sri Lanka, Nepal, Malaysia and Singapore. They're traditionally made of silk or cotton and they're worn by women.

Lederhosen are worn in Austria, northern Italy, and Bavaria in Germany. They're knee-length, short trousers made of leather. They're worn by men and boys. Kilts are worn on formal occasions in Scotland. They're knee-length skirts made of wool. They're worn by men and boys.

Track 16

Item 1

This cap can be worn on the beach, on the tennis court or when you're out with friends or just when it's hot. It will keep you cool on a sunny day. How? There's a fan at the front which is powered by a solar panel on the top. Just one thing, it mustn't be put in a washing machine.

Item 2

A sleeping bag that can be worn as a jacket? Surely not! It's true! This jacket has a sleeping bag that can be folded and put into a pocket on the back. Very useful if you're going on a long-distance walk.

Item 3

These trainers can be worn indoors and outside. They're light, comfortable and fun. You're walking along with your friends and suddenly you're skating down the street, way ahead of them. How come? Well there's a wheel in the heel of the shoe. You lean back and you're off!

Track 17

Kelly: I'm definitely influenced by advertising. I love clothes, and I read a lot of fashion magazines. To be honest, I think I spend more time looking at the adverts than actually reading the articles. I don't have a lot of money to spend on new clothes and accessories, but when I buy a new handbag or something like that, it's usually because I like the advert in the magazine. I don't think advertising is a bad thing, but I think you should be careful. You should make sure that you don't spend too much money on things you don't need.

Unit 4

Track 18

Alana: Look at this, Mum. 'New Zealand – the land of adventure.'

Mum: Mmm, yes.

Alana: 'Seventy per cent of New Zealanders live on the North Island, but the South Island is full of places to explore.' That sounds good 'Start in Queenstown, known as "Adventure Capital of the world"'. Wow! I'd love to go there. I could stay with Aunt Paula.

Mum: Mmm.

Alana: '... it offers every outdoor pursuit you can think of: snowboarding, bungee jumping ...'

Mum: Bungee jumping! Is that when you jump off a bridge with a long piece of elastic tied to your feet?

Alana: Yes, but you come back up again.

Mum: Alana, you can't do that!

Alana: '... paragliding, zorbing and more'.

Mum: Paragliding and zorbing? What are they?

Alana: Paragliding is when you jump off a hill with a special parachute that lets you fly quite a long way, a bit like a bird, before you land. And there's a picture of zorbing here. Look! It's when you roll downhill in a big plastic ball.

Mum: Well, you could do that.

Alana: '... North-east of the city is Lake Wanaka, where all sorts of activities are on offer: walking, trekking, mountain biking, fishing, sailing, kayaking, water-skiing ...'

Mum: Mmm, some of those sound OK.

Alana: '... white-water rafting, ski diving, canyoning ...'

Mum: What are they?

Alana: Well, white-water rafting is when you go down a very fast river in an inflatable boat.

Mum: I don't like the sound of that.

Alana: Ski diving is when you jump out of a plane and you only open the parachute at the last minute.

Mum: Oh, it gets worse.

Alana: And canyoning is when you jump off a rock into a fast-flowing stream and then float on your back. You could do that one, Mum.

Mum: Oh, thanks!

Alana: 'Next, make your way to Akaroa Harbour, where you can swim with the world's smallest dolphins ...'.

Mum: Ooh, that sounds nice.

Alana: At the end of the day, explore the Te Anau Glowworm Cave, where you will see underground waterfalls and more. Then, in a small boat, you will visit a dark area of the caves, where thousands of glowworms live and light up the space. 'Can I go, Mum? New Zealand sounds great.

Mum: We'll see. I'll talk to Paula.

Track 19

Alana: Hi Auntie Paula,

I'm coming to see you in December. Mum's just booked the ticket. I leave on 21st and I arrive on 22nd. I can't wait!

Love Alana

Paula: Hi Alana,

I'm really pleased that you're coming. We'll have a great time!

Love Paula.

Alana: Hi Auntie Paula,

What shall I bring with me? What's the weather going to be like? Am I going to need wet-weather gear? I want to go kayaking and white-water rafting. Do I need to bring a helmet and a life jacket?

Love Alana

Paula: Hi Alana,

You won't need any special equipment. It's all provided. And you won't need waterproof stuff – we've got lots here and in any case, it'll be summer. But bring a wetsuit if you've got one because we'll be surfing at Whale Bay!

Paula

Alana: Thanks, Auntie Paula. I haven't got a wetsuit but we're going to get one tomorrow.

Alana

Female shop assistant: That's 400 Malaysian Ringgits, please.

Mum: Here you are.

Female shop assistant: Thank you. Enjoy your surfing!

Alana: Thanks, I will.

Alana: I've got a wetsuit. I've packed my bag. I've checked in online and I've got my boarding pass, so I'm all set.

Alana

Pilot: As you can see, ladies and gentlemen, we're flying down the coast, towards Singapore. We will be flying at an altitude of ten thousand metres and cruising at a speed of ...

Paula: I've just checked on the Internet and your plane's on time. I'm leaving for the airport now and I'll be waiting for you in the coffee bar near where you come through from the baggage reclaim. See you soon. Paula

Alana: I'm just waiting for my bag to come through. See you in a minute! Alana.

Track 20

Ali: I'm visiting my relatives in Dubai.

Khadijah: I'm going to stay at home and read lots of books.

Mohammad: I want to have fun! I think I'll go to the beach with my friends.

Noora: I'm going to my cousin's house. The bus leaves very early on Monday morning.

Track 21

Presenter: Today on *The World's Most heroic People*, we are talking to long distance swimmer, cyclist and runner, Mansour Al Raes. Welcome to the show Mansour.

Mansour: Thanks. I'm happy to be here.

Presenter: Mansour, you've just come back from Oman. What did you do there?

Mansour: I ran in an ultra marathon across the desert. It was 165 kilometres long.

Presenter: Wow! That's long. How long did it take?

Mansour: Six days. We ran between 20 and 40 kilometres each day and we slept in tents at night.

Presenter: That sounds tough.

Mansour: Yeah, it was so hot sometimes that it was very difficult to run. I also got sand in my shoes, which doesn't sound too bad, but when you're running all day, it can get really painful.

Presenter: What was the best thing about the race?

Mansour: I really enjoyed talking to the other runners. They are all great people and I'm happy I've met them. My other favourite part was when we ran one of the stages during the night. Running across desert plains in the middle of the night, it was an incredible experience!

Presenter: Sounds great! So what's next for you?

Mansour: After so much sand, I want my next challenge to be in the water. I love canyoning and white-water rafting, so for my next exciting adventure, I'm going to try kayaking at the River Nile Festival in Uganda. I think it will be dangerous and also a lot of fun.

Presenter: Good luck, Mansour. You really are one of the World's Most Heroic People!

Mansour: Thanks.

Track 22

Teacher: Remember, all of you, that tomorrow we're going on a trip to Lakeside Activity Centre. So listen carefully. You'll need to be at school at 7.30 because we'll be leaving at 8 o'clock from the school car park.

Girl 1: What are we going to do when we get there?

Teacher: Well, the first thing we'll do is put up our tents.

Girl 2: But I'm no good at putting up a tent.

Girl 1: Putting up a tent is easy!

Teacher: Don't worry. The instructors will help you and then they'll show you round the Activity Centre.

Girl 1: What time is lunch, Miss?

Teacher: Lunch is at 12.30. It'll be sandwiches and a drink.

Girl 3: What do we do after lunch?

Teacher: You can do water sports.

Girl 1: Great!

Girl 2: Oh, I'm no good at water sports.

Girl 3: I don't like falling in the water.

Teacher: That's OK. You can do some of the forest trail activities.

Girl 2: What are the forest trail activities, Miss?

Teacher: Well, following a trail and identifying trees and plants and wildlife. Or there's mountain biking. And then it'll be six o'clock and time for supper.

Girls: Mmm.

Teacher: And the good news is we're cooking our own supper ... over a campfire.

Girl 3: Wow!

Teacher: Yes, making a campfire and cooking over it are important survival skills, just like putting up a tent. After supper, you'll be listening to stories and singing songs around the fire. So that's Day 1. Oh, and by the way, 'lights out' is at 9.30, which means you've all got to be in bed by 9.15.

Girl 1: That's early!

Teacher: Then, on Day 2, we have breakfast at 8 o'clock. You can choose your activities in the morning but in the afternoon we're all going to try something exciting. It's called zip lining.

Girl 2: What's that, Miss?

Teacher: It's when you go through the tree tops on a metal wire.

Girl 3: That sounds great!

Teacher: After that, we have to pack our bags and the coach leaves at 4 o'clock.

Unit 5

Track 23

The first hot-air balloon was made by Joseph and Etienne Montgolfier in France. The balloon was made of paper and cloth. The box below the balloon was made of very thin wood. The first flight was made in 1783. It lasted ten minutes and covered a distance of two kilometres.

A second balloon was constructed by the Montgolfier brothers. It was sky blue in colour and it was decorated with gold. It was flown with the first living beings in the basket attached to the balloon: a sheep, a duck and a chicken. The flight lasted approximately eight minutes and covered three kilometres.

The next step was to send up a person in a balloon. On 21st November 1783, the first flight by a human being was made by Pilatre de Rozier. He flew for 25 minutes over Paris and covered a distance of nine kilometres.

Track 24

Headteacher: I know some of you and your parents are worried about road safety near the school. It seems there are three main problems. The first problem concerns those of you who come to school by car. When your parents drop you off, they have to stop on Garden Road. This means there is congestion near the school gate. In other words, there are too many cars there. And there are traffic jams on the main road too. The same is true when your parents come to pick you up in the afternoon. Yes, Jasmine?

Jasmine: There are too many cars near the school. I'd like to cycle to school but it's dangerous.

Headteacher: Good point, thank you Jasmine. That's the second problem – cycling to school.

Asma: There's a cycle path on the main road but there are no cycle paths on Garden Road

Marina: And there are parked cars on Garden Road. That's dangerous for cyclists.

Headteacher: Thank you. And the third problem is that not many students come by bus.

Maryam: That's because there isn't a bus stop near the school. The nearest bus stop is outside the post office and that's a ten-minute walk away.

Headteacher: So, now we have to talk about solutions. What can be done? I've got a plan here of something we could look at ...

Track 25

Fahad: Oh Hassan, I wish that I could go to the big football match next week.

Hassan: My dad says that he might take me, if he can get tickets.

Fahad: Lucky you! My cousin works at the stadium and said that he might let me come and have a look around. I wish that he would. I'm going to see him on Friday so I will ask him when I can visit. We may be able to go into the dressing room and onto the pitch.

Hassan: That sounds brilliant! This weekend we might go to the water park as my friend from Bahrain will be here.

Fahad: When does he arrive?

Hassan: He's arriving on Thursday night and we're going to collect him from the airport.

Fahad: Do you have any other plans for the weekend?

Hassan: We will probably just stay at my house. I wish he could bring his computer games console, it's a really good one, but I don't think he will be allowed. I will phone him tonight and ask. His mum might let him bring it if we promise to be careful.

Fahad: It sounds like you will have a great weekend. I might go to the park on Saturday. I'm going to do my homework in the morning so I have time to play in the afternoon.

Hassan: I will tell you about the water park next week. If it's good, we may be able to go together in the holidays.

Fahad: That sounds great.

Track 26

Male presenter: You're listening to Talk Emirates Radio. Today we are in Jamil Park talking to locals about the new cycle track. This is 12 year old Walid who is here at the park with his family. Good morning, Walid.

Walid: Good morning.

Presenter: What do you think of the new cycle track?

Walid: It's ok, I guess. I'm not really interested in cycling, so it will not make much difference to me and my friends. I think the track was probably expensive and maybe the money could have been spent on a few things, like a football pitch and a café. Those are the sort of things most people in the park might use.

Presenter: Thanks, Walid.

Male presenter: Now we are speaking to 13-year-old Nour who is here at the park with her father. Good morning, Nour.

Nour: Good morning.

Presenter: What do you think of the new cycle track?

Nour: I think it's great. My father and I come here to cycle every weekend, so it's great to have such a well-made track. Cycling is becoming a more important sport in the UAE and there is a really successful team in Dubai. We will have the chance to produce more successful riders if we have great facilities that everyone can use.

Presenter: Thanks, Nour.

Example texts

Please note: The texts here are to give you examples of the genres of text that you will produce in this course.

Formal dialogue

Unit 1, page 6

Teacher: Good morning! My name is Mrs Al-Qasimi. What's your name?

Student: Good morning, Mrs. Al-Qasimi. My name is Huda.

Teacher: Nice to meet you, Huda.

Student: Nice to meet you, too, Mrs. Al Qasimi.

Teacher: How can I help you?

Student: Please could you tell me where Classroom 7 is? I am a new student.

Teacher: Of course. I can take you to Classroom 7. Please follow me.

Student: Thank you very much for your help. It's very kind.

Teacher: You're very welcome, Huda.

Teacher: Here we are. Enjoy your lesson!

Student: Thank you very much.

Teacher: You are very welcome. Goodbye, Huda.

Student: Goodbye, Mrs. Al-Qasimi.

Informal dialogue

Unit 1, page 13

Majed: Hi Jamal!

Jamal: Hi Majed! How's it going?

Majed: Great! I'm going to watch a football match at my friend's house. Do you want to come too?

Jamal: That sounds great! I'm really into football.

Majed: Me too! OK, Let's go!

Jamal: OK, but let me call my mum first to ask if it is OK.

Majed: Sure!

Jamal: My mum says I can't go because I have to help my father.

Majed: Oh no! Nevermind! We can watch a football match together next week.

Jama: Cool!

Majed: OK, then, see you later!

Jamal: See you later!

Informal letter

Unit 1, page 17

24, Prospect Avenue,
Glasgow G12 5TO
Scotland
UK
13th December 2016

Hi Amna!

Thanks for your letter. Sorry it has taken me so long to write back. I can't believe we are nearly halfway through our two months in Scotland! It has been great here, but I can't wait to get back to Sharjah and see you and all my friends!

It was great to get your postcards and I feel quite homesick when I read them. Mum went back to Sharjah a few days ago and I miss her a lot. My father and my sisters and brother are still here in Scotland, but we miss the UAE!

Can I bring you something back from Scotland? They have all sorts of interesting things here and I could bring you a traditional scarf or hat, if you like. Let me know what you want!

Better go now as we are going to get fish and chips for dinner. Everyone eats them here and they are really yummy.

I miss you lots!
Lots of love
Shamma
xxxxx

Informal note

Unit 1, page 20

Hi Abdullah!

Do you want to come to my house after school to play computer games?

My dad bought me a new game yesterday and it's really cool! My dad said he can take you home afterwards. He has your dad's number so he can call him, if he wants.

How about having some dinner as well? I think my mum wants to get McDonalds. Do you like that food? Let me know anyhow!

Text me soon!

Jassim

Formal note

Unit 1, page 20

Flat 88, 4th Floor,
Abdulaziz Towers,
King Abdul Aziz Street,
Al Qasmiya
Sharjah
United Arab Emirates

Dear Mr. Abadi,

My family would like to invite you to have dinner with us on Thursday
10th April at 8 o'clock. They would like to thank you for all the help you
have given me this year at school.

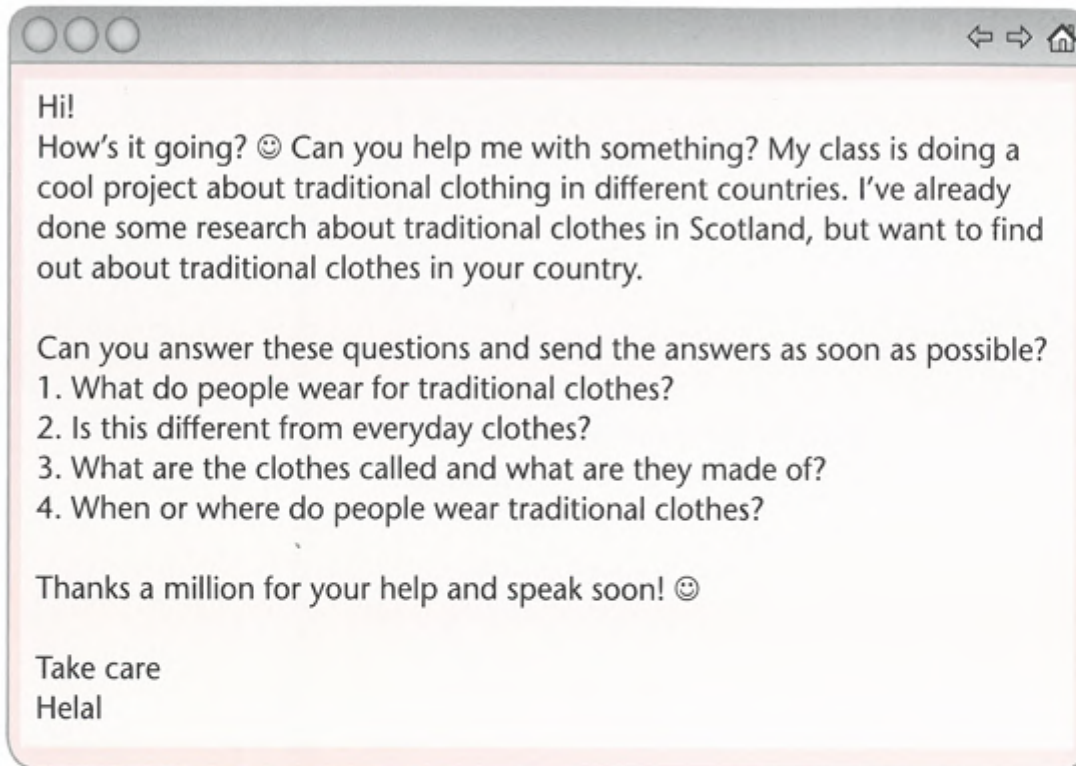
Please do let me know if there are any types of food that you cannot eat
and I will tell my mother.

Yours sincerely,

Tariq

Informal email

Unit 3, page 42



Blog post

Unit 4, page 68

MY HEROIC ADVENTURES

The Blog

9th November

WOW! That was really hard, but it was an incredible experience!! I am so proud that I managed to finish the race. I ran 165 kilometres in six days, which is about 20 to 40 kilometres every day. It was amazing to run across the desert, but the temperatures were really high during the day and sometimes it was over 30 degrees Centigrade. I had to drink A LOT of water. Sometimes I wanted to give up, but I kept going and prayed that I would have the strength to finish. One of the stages of the ultra marathon was running at night and that was amazing! The moon was so bright that I could see everything around me, and it was lovely and cool.

So, what next? Well, I'm going to run another ultra marathon next month! Some people think I'm crazy to do another one, but I love to push myself. I leave on the 14th next month and it'll be the cooler season then in Qatar. I think the weather's going to be nice and cool. I'm going to visit some of my family there as well, and then I'm training for a week before the race. It'll be amazing and I can't wait to go!

After that, I'm going to try kayaking at the River Nile Festival in Uganda.

Keep checking my blog – I really enjoy reading your comments and tips!

Adel

Article

Unit 5, page 82

The first car to run on gasoline was invented by Karl Friedrich Benz in 1886. Cars were called automobiles. It had three wheels: one small wheel at the front and two larger wheels at the back. It didn't have any gears, so it could not go uphill easily. The car had no roof, so it got very cold for the people driving! The car was designed in Mannheim, Germany.



The car was made of steel and had a leather seat at the front for two or three people. The wheels were made of wire.

Benz's wife and their two sons drove the first long-distance journey in 1888. They drive 180 kms from Mannheim to Pforzheim. The drive was difficult, but they managed.

Cars soon changed after this. One of the first four-wheeled cars was designed in Birmingham in the UK. This car had brakes and gears, so going uphill was easier and cars could stop much quicker. Another major change came with the model T Ford, which was made in 1908. This car had windows and a roof, as well as lights and a horn. Driving was much easier and cars were cheaper, so more people could buy them.

Use of English

Unit 1, page 11

Use of English: Modals

Modal verbs are 'auxiliary' verbs like *shall, should, can, could, will, would, may, might*. We use them before main verbs, for example, when asking for advice or permission.

Asking for and giving advice

Should I take off my shoes?

You should drink some water.

Permission

Can I use the phone?

Could I use the phone, please?

Offering to do something

Can I help you?

Requests

Can you pass the salt?

May I have the salt, please?

Note: *could* and *may* are more formal than *can*.

Unit 1, page 14

Use of English: question tags

We often need to check information with other people. We do this by adding a question tag to the end of a sentence. When the auxiliary verb in a sentence is in the positive form, we use the same verb in a negative form in the question tag.

It's digital, isn't it?

So, now you'll be looking for another project to work on, won't you?

Well, you've nearly finished working on this project, haven't you?

Unit 2, page 26

Use of English: Present perfect simple

Past simple	Remember	Present perfect simple
We use the past simple to talk about things that have happened in the past. We use it when actions or events have finished. Which subjects <i>did you enjoy</i> last term? <i>I enjoyed</i> Maths.	To form the past simple of regular verbs just add <i>ed</i> or <i>d</i> to the infinitive. <i>I played</i> tennis yesterday. <i>I liked</i> the play last night.	We use the present perfect simple to talk about situations continuing up to the present. Look at how Abdullah and Sunil used the present perfect simple when completing their class survey. Which subjects <i>have you enjoyed</i> this term? <i>I've enjoyed</i> Science. <i>Has the headteacher spoken</i> to you?

Unit 2, page 28

Use of English: Apostrophes 's and s'

In English we use apostrophes to show that something belongs to somebody or something.

The boy's book.

The apostrophe shows the reader that the book belongs to the boy. Notice the difference between apostrophe s ('s) and s apostrophe (s')

- apostrophe s ('s) shows that something belongs to one person or one thing
- s apostrophe (s') shows that something belongs to more than one person or thing.

Unit 2, page 33

Use of English

The apostrophes used in **conversation** are contractions. The apostrophe is used to replace letters in the word. Contractions are commonly used in informal speech in English

Unit 2, page 37

Use of English: Present perfect simple and past simple

Present perfect simple

We use the present perfect simple to talk about situations continuing up to the present.

Which hobbies **have you enjoyed** doing this year?

I've enjoyed walking.

Has mum spoken to you about the party?

Past simple

Remember: we use the past simple to talk about situations which have ended.

Which hobbies **did you enjoy** doing last year?

I enjoyed walking.

Unit 3, page 44

Use of English: Phrasal verbs

Phrasal verbs are verbs made up of two or more words; for example, *get up*, *look at*, *sit down*.

Find some examples of phrasal verbs in the texts in Exercise 1.

to shop for clothes

When the object of a phrasal verb is a noun, you can put the two words of the verb together or you can separate them.

I put on a bracelet.

OR

I put a bracelet on.

But if the object is a pronoun, you must separate the two words.

I put it on.

NOT

I put on it.

Unit 3, page 48

Use of English: Present passive

We use the present passive when we want to talk about an action, but we don't know who does it, or it's not important to say who does it.

Plastic is made from oil.

verb be

past participle

Silver and gold are found in rocks in the ground.

How do you make the present passive?

You can also use words like *can*, *should* and *must* with the present passive:

Sunglasses should be worn in strong sunlight.

A mobile phone can be used as a torch.

Unit 3, page 50

Use of English: Adjectives

Adjectives are words that are used to describe nouns. They usually go before nouns.

*Just take this **neat backpack** ...*

Two or more words can combine to make a new adjective:

*... with a **built-in solar-powered** charger.*

Many adjectives have these endings: **adjectives**

-able, -al, -ful, -ic, -ical, -ish, -ive

Find some examples of adjectives with these endings in the text.

Unit 4, page 65

Use of English: Expressing the future

There are several ways of talking about the future in English. Rather than trying to learn the rules, just memorise some key examples, like the ones below.

Present simple

- for timetables and schedules

*I **leave on the 21st.***

will

- for giving information about the future

*It **'ll be summer.***

- for predicting what we think or guess will happen

*We **'ll have a great time!***

going to

- for plans and intentions

*We **'re going to get one tomorrow.***

- for predictions based on what you know or what you can see

*What **'s the weather going to be like?***

*(Look at those clouds. It **'s going to rain.**)*

Present continuous

- for fixed arrangements

*I **'m coming to see you in May.***

Unit 4, page 70

Use of English: -ing forms

We can use **verb +ing** in different ways, for example:

At the beginning of sentences

Putting up a tent is easy.

After other verbs

I don't like falling into the water.

After a preposition

I'm no good at putting up tents.

Unit 5, page 81

Use of English: Past simple passive

We use the past passive when we want to talk about an action, but we don't know who did it, or it's not important to say who did it.

was / were **past participle**

*The Canal du Midi **was completed** in 1681.*

If we want to say who did the action, we use the passive with *by*:

*The first buses **were introduced by** Stanislas Baudry.*

In this sentence the action (the introduction of buses) has more importance than the person (Stanislas Baudry), so it comes first.

Unit 5, page 85

Use of English: wish + past tense

After *wish*, the past tense is used to express present or future wishes.

*I wish we **had** a cycle shelter for our bikes.*

Use of English: Using *may* and *might* to talk about the future

In Unit 4 you learned how to talk about events that will definitely happen in the future. If you want to talk about events that could possibly happen, you can use 'may' or 'might'. You can use either word.

*I **am going** to the park tomorrow. (Definite)*

*I **might** go to the park tomorrow. (Possible)*

*I **may** go to the park tomorrow. (Possible)*

Language tips

Coursebook

Unit 1, page 7

Language tip

A collocation is a group of words which often occur together; for example:

Good morning, See you soon, Take care.

Unit 1, page 18

Language tip

When you read, you can get a general idea of what a text is about, but you might not understand every word. Try to work out the meaning of unfamiliar words from their context; for example, 'mobile'. The article is called 'Half a World Away' and it's about people moving to places that are far away. So 'mobile' means moving around. If you can't work out the meaning, use a dictionary.

Unit 2, page 26

Language tip

We also use the present perfect when we don't specify a past time.

What have you done in Science?

We've done the human body.

Unit 2, page 28

Language tip

Why not try the three-point plan?

Some learners find using apostrophes difficult. Why not try this simple and easy to remember method?

- 1 Find the owner.
- 2 Add an apostrophe.
- 3 Add an 's' if there isn't one already.

Let's see if it works.

If I wanted to write *my brothers car*, where would I put the apostrophe?

- 1 Find the owner. Who is the owner of the car?
My brother is!
- 2 Add an apostrophe so it becomes *my brother'*.
- 3 Add an 's' if there isn't one already. *My brother's car.*

Take care though!

If I wanted to write *Mr Jones car*, where would I put the apostrophe?

- 1 Find the owner. Who is the owner of the car?
Mr Jones.
- 2 Add an apostrophe so it becomes *Mr Jones'*.
- 3 Add an 's' if there isn't one already. Well now there is, so don't add another! *Mr Jones' car.*

Easy!

Unit 2, page 31

Language tip

When you're writing about people, you can join sentences together by using *who*:

*I've got some cousins and other relatives.
They live in Italy.*

*I've got some cousins and other relatives
who live in Italy.*

Unit 2, page 37

Language tip

We also use the present perfect simple when we don't specify a past time.

*What **have** you **done** to
keep active?*

*I've **walked** to school.*

Unit 3, page 48

Language tip

If a material has not been changed very much to make an object, we say *made of*.

*This table is **made of** wood.*

But, if the material has been changed a lot to make an object, we say *made from*.

*Paper is **made from** wood.*

Unit 4, page 59

Language tip

In some phrasal verbs, the two words always go together.

*I **jumped off** it. NOT I jumped it off.*

*I **go down** a river. NOT I go a river down.*

Unit 5, page 84

Language tip

Remember, a collocation is a group of words which often occur together, for example bus stop, main road, fast lane.

Workbook

Unit 5, page 76

Language tip

An adjective describes a person or thing.

The **beautiful** house.

An adverb describes how something is done.

He ran **quickly**.

Unit 5, page 77

Language tip

Assessing the evidence

Why should we agree with the opinion of a writer?

- Sometimes a writer just gives their own opinion.
- Sometimes a writer provides evidence to make their point stronger.

Football is the best sport in the world. (Opinion)

Football has more fans than any other sport in the world. Around 2.2 billion people watched the World Cup final. (Opinion with supporting evidence)

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Text

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