



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

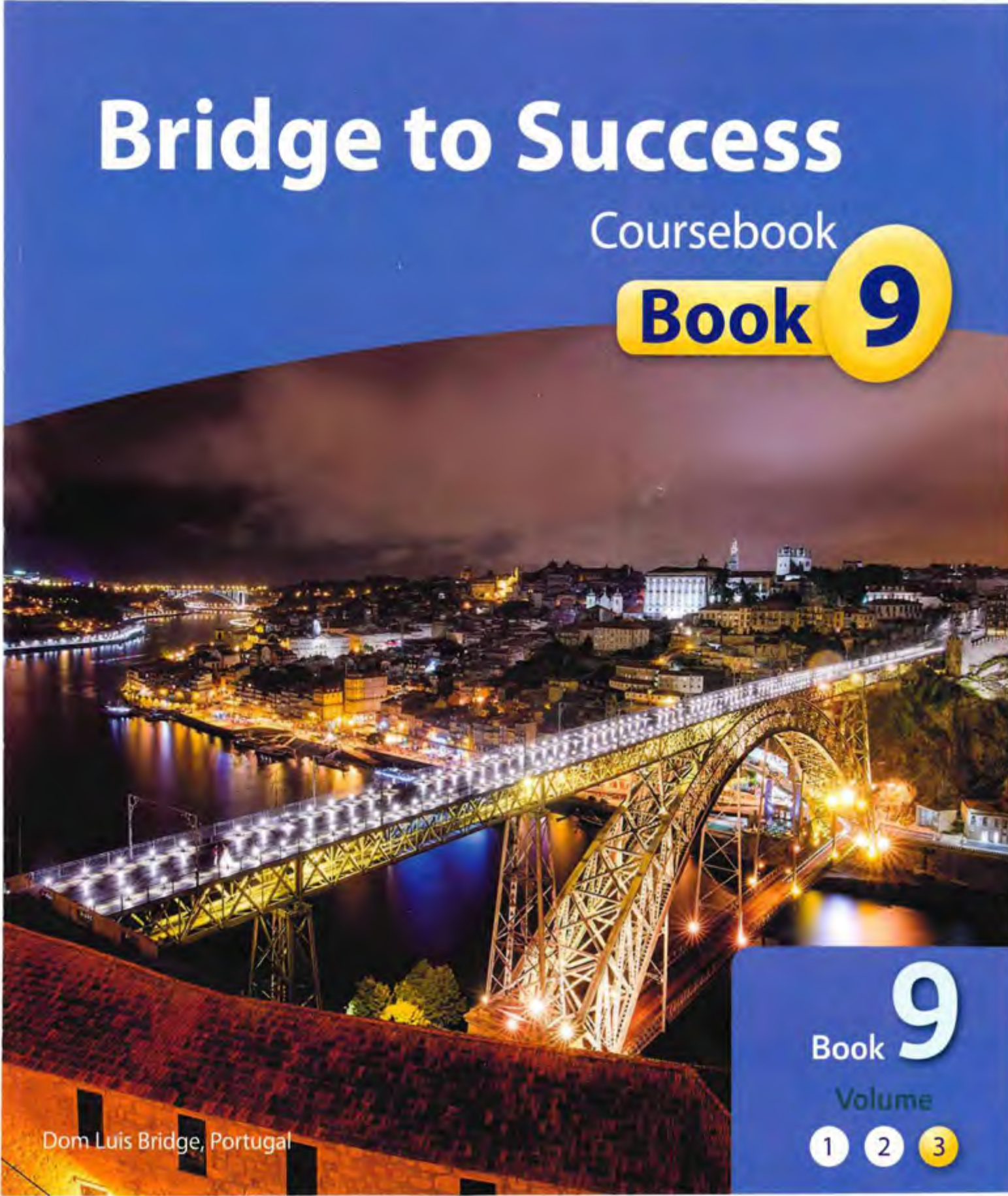


YEAR OF TOLERANCE

Bridge to Success

Coursebook

Book 9



Dom Luis Bridge, Portugal

Book **9**

Volume

- 1
- 2
- 3**

Bridge to Success

Coursebook



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

Volume 3 material 2019

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

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Grade 9 Coursebook

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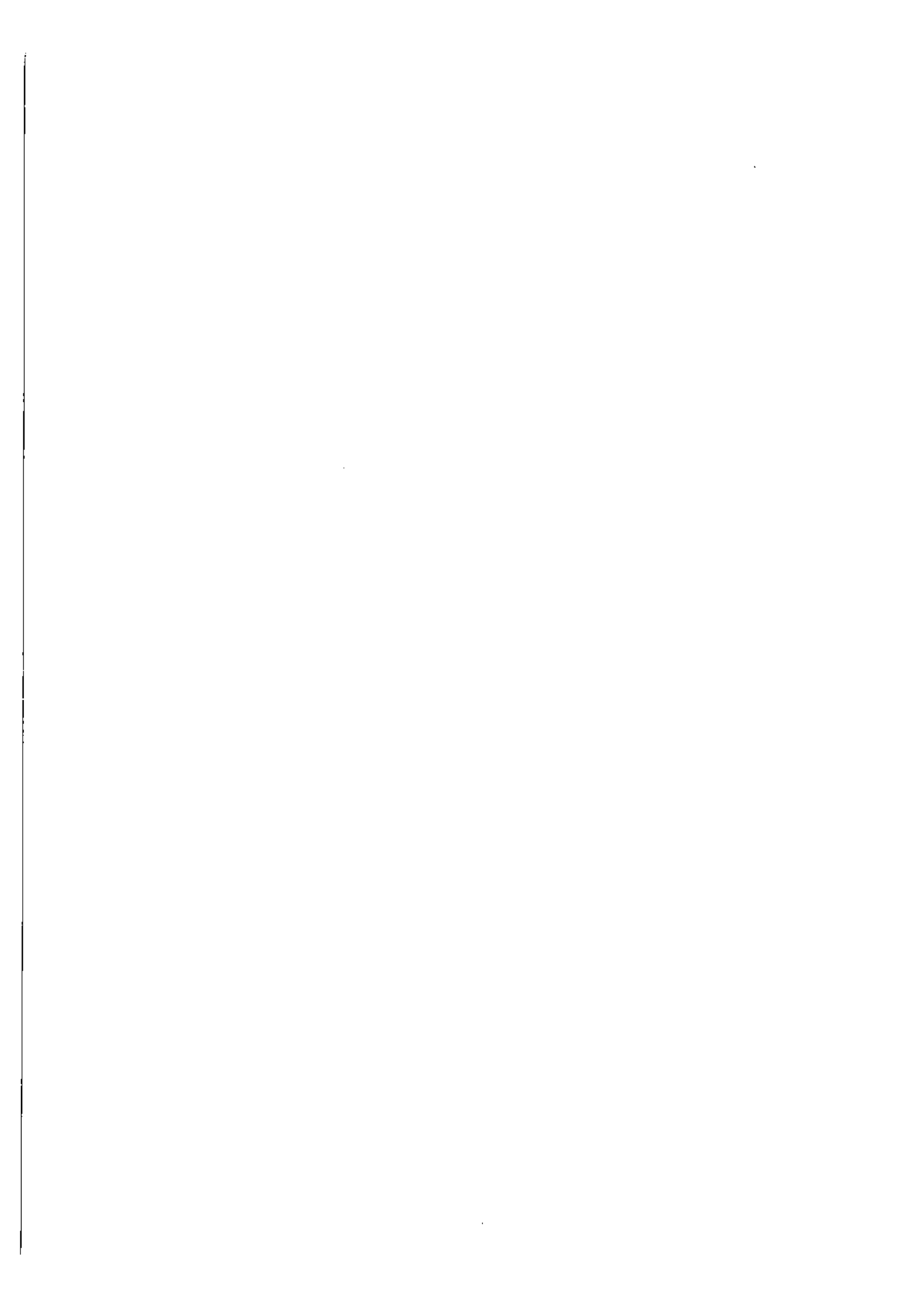


"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work.

We succeeded in entering the third millennium, while we are more confident in ourselves."

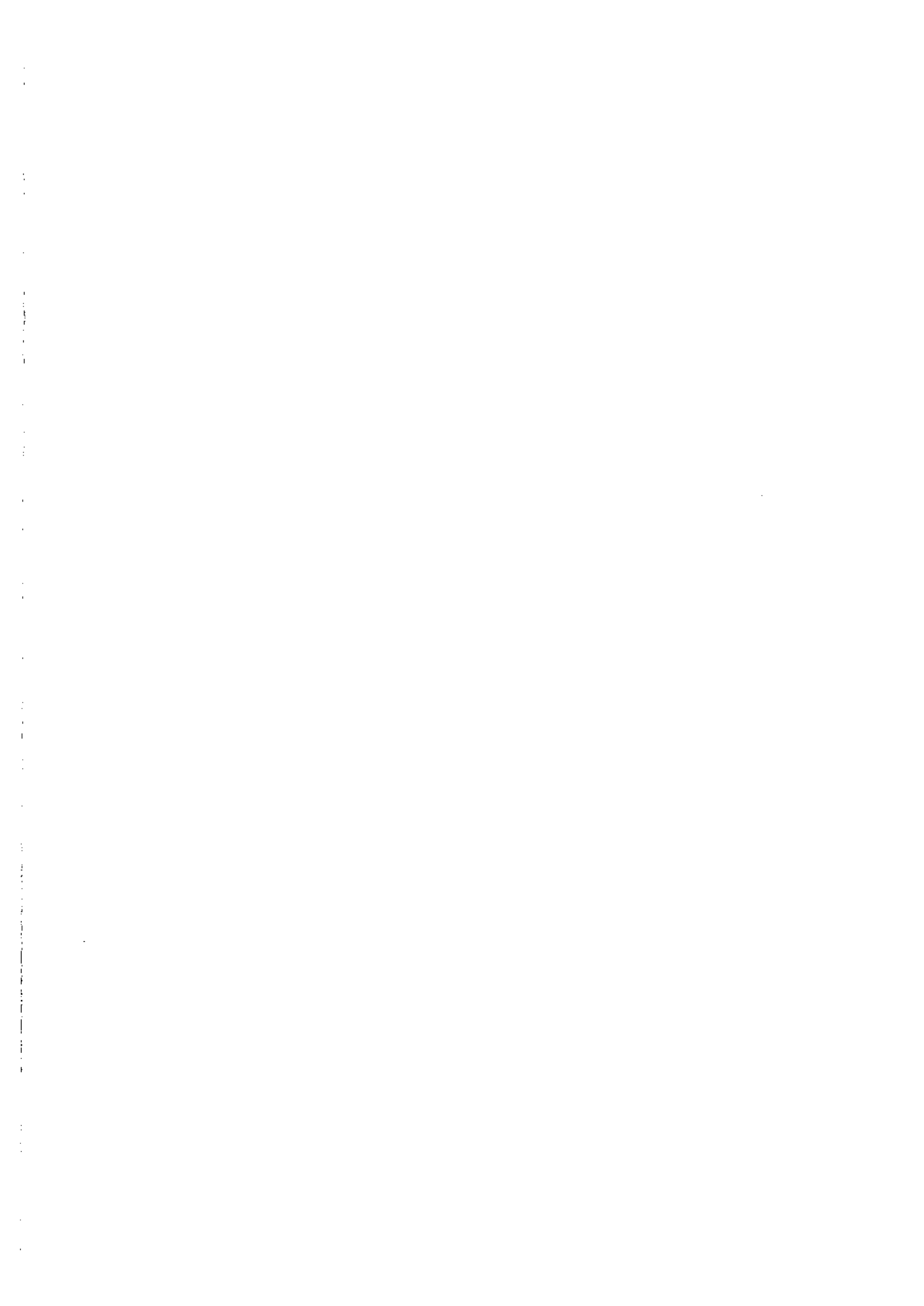
H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates





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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 9 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:

- 1 pre-recorded listening activity
- 21st 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

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 10 Survivors Pages 163–180	The fun championships events Easy living? Amazing survival Surviving together Survival kit Flying solo The best film I've ever seen	Listening A conversation between friends A report about environments A radio programme about a survival story The '33' (continued) A film review Speaking Why do people live in extreme environments? Discussing survival stories Explaining why survival kit is needed A survival film review	Comparative adverbs	Unusual endurance events Harsh living conditions Survival and rescue Survival kit items <i>in case</i> and <i>to + infinitive</i>	Explaining a new <i>Fun championships</i> event The end of a survival story Diary entries for a survival story
Review	Review of Unit 10				
Project	Plan a film about a survival story				
Unit 11 Summer season Pages 181–197	Summer holidays A room with a view Nightmare holidays Summer camp in the UAE Ecotourism Working in tourism	Listening Dialogue in a hotel Hotel guests Packing for a beach holiday Ecotourism sites Working in tourism Speaking Talk about holiday objects Ask and answer questions about hotel facilities and services Talk about a bad holiday Give an opinion about holidays and summer camps Express past regrets Discuss responsible tourism Discuss the tourism industry	Indirect questions Past modals: <i>should/ would/ could + have + past participle</i>	Summer holiday items Strong negative and positive adjectives and phrases to describe holidays Ecotourism Tourism job titles	Write about a bad holiday Write a summary about a job in tourism
Review	Review of Unit 11				
Project	Plan a shopping trip for your school				
Unit 12 Speak up! Pages 198–215	What shall I say? Taking the stage Practice makes perfect The King's Speech Speeches that made history Bringing stories to life Word power	Listening Listen to end-of-term speeches Listen to a teacher giving feedback Listen to monologues Listen to an informal interview Listen to a story Listen to an informal conversation Speaking Discuss questions Discuss quotes Prepare and give a speech Tell a story Give opinions and take part in discussions	Reported speech (statements, questions and commands) Punctuation: full stops and commas	Public speaking Oral communication Onomatopoeia words	Write a reply to a blog post Write a story Write a speech Write engaging opening/closing sentences
Review	Review of Unit 12				
Project	End-of-year assembly speech				

Unit 10 Survivors

- **Topics** Unusual endurance events; harsh environments; disasters and survival stories; rescue operations; survival kits; desert island diary; a survival film
- **Use of English** Comparative adverbs



Lessons 1–2 The Fun Championships

- Have you ever tried to do something for as long as you can? What did you try? Were you successful?

Vocabulary

endurance: the ability to keep doing something difficult for a long time

Reading

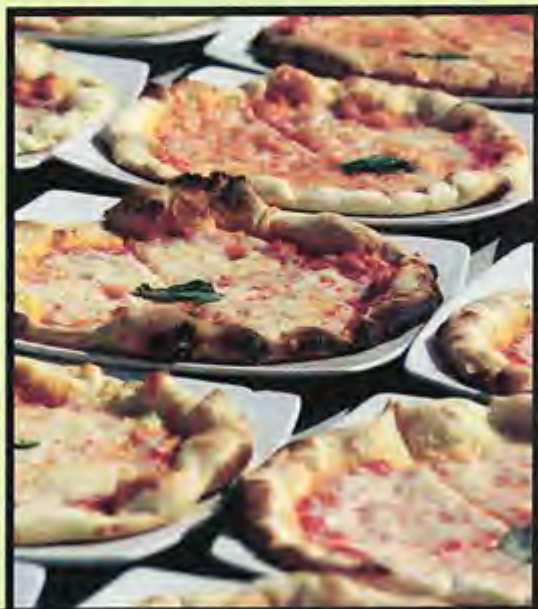
- 1 Read the article. What will happen at the Fun Championships?

Crazy Competition Comes to Local Park

Do you have a special **talent** for endurance? Can you do difficult things for a long time? If you can, then you should **take part** in the Fun **Championships** in the park next month. This is a **competition** which will include a variety of unusual activities, all chosen to find out who can last the longest doing unusual things.

There will be a “keep-a-straight-face” **contest**, where two people sit facing each other and **try** not to laugh. The person who can last the longest without laughing is the **champion**. There will also be a contest to find out who can stand on one leg the longest, and a “keepie-uppie” contest, where you have to keep the ball in the air for as long as possible, using any part of your body except your hands or arms. The final **event** will be a pizza-eating contest. Contestants will try to eat as many pizzas as they can in one sitting. The **winner** will get a year’s free meals at a local pizza restaurant – if they still like pizza by then!

If you think you have a special **skill**, why not come to the park next week and **enter** one of these silly events? Come and **have a go**! Check out the website for details.



- 2 Read the article again. Find two words in bold for each of these definitions.

- | | |
|--|--|
| 1 a person who is the best at the end of a game or contest | 4 one of several activities at a competition |
| 2 the ability to do something well | 5 participate in an event |
| 3 a series of events to find a winner | 6 make an effort to do something |

Speaking

- 3 Discuss with a partner. Imagine you are going to the Fun Championships. Which of the events would you like to (or not like to) enter? Why? Use these phrases.

I'd like to take part in the ...

I would enter the ...

I wouldn't like to try ...

I would have a go at ...

I think I could ..., but I'm not very good at ...

Listening 60

- 4 Listen to two friends, Eissa and Omar, talking about the Fun Championships. Which of the events mentioned in the article do they discuss?

- 5 Listen to the conversation again. Choose the correct options to complete the statements.

- 1 Eissa describes the events as ...
a typical sports.
b different from the usual sports.
- 2 Omar usually eats ...
a just one pizza.
b as many pizzas as possible.
- 3 Omar says he is good at keeping a straight face, ...
a but Eissa says he isn't.
b and so does Eissa.
- 4 Omar says he can keep a straight face for ...
a four minutes.
b forty minutes.
- 5 Omar and Eissa have a practice ...
a keep-a-straight-face contest.
b pizza-eating contest.

Writing

- 6 Think of another possible event for the Fun Championships, or choose one of the ideas in the box. Make notes on how you could explain it.

Jumping on one leg – how many times without falling over?

Balancing a book on your head – how far can you walk with it?

- 7 Write an extra paragraph for the article in Activity 1 explaining the event.

Another event will be the ...

You have to ...

You mustn't ...

The winner is the person who ...





Lessons 3–4 Easy living?

- Which can you handle better: feeling too hot or feeling too cold? Why do you think that is?

Vocabulary

- 1 Look at this list of different conditions – which of the three environments pictured below do they apply to?

very cold and almost no rain

most land animals are white

very hot and almost no rain

very hot and lots of rain

thick layers of ice most animals

very few plants

only come

lots of plants

many animals live in trees

out at night



Rainforest



Desert



Polar regions

Listening 61

- 2 Listen to a report about the three environments and check your answers.
- 3 Listen again and answer the questions.
 - 1 What things help to keep us comfortable most of the time?
 - 2 Why is it dark on the ground in rainforests?
 - 3 How have some animals adapted to survive in deserts?
 - 4 Why are most land animals in polar regions white?

Vocabulary

- 4 Match these words from the report to their meanings.

- | | |
|---------------|--|
| 1 adapt | a to continue to live in a difficult situation |
| 2 become | b relaxed and not in any difficulty |
| 3 comfortable | c to change to suit different conditions |
| 4 extreme | d far from normal |
| 5 ideal | e to start to be |
| 6 provide | f difficult to deal with |
| 7 survive | g to give someone something they need |
| 8 tough | h the best possible |

Reading

- 5** Read the text about volcanoes. Choose the correct opening sentence (a–f) for each paragraph (1–6).
- a The main reason for people to live near volcanoes is that the soil is very good for growing crops.
 - b Volcanoes can also be a source of energy.
 - c Ask anyone this question, and they would probably say 'No, volcanoes are dangerous!'
 - d Finally, many volcanoes are popular sites for people to visit.
 - e Most volcanoes don't erupt for very long periods of time.
 - f It may surprise you to learn that in fact, lots of people around the world choose to live next to volcanoes.

Did you know?

A volcano is a type of mountain. Inside there is a pool of very hot liquid rock called magma. Sometimes the volcano erupts. This is when the magma pushes up through the mountain and out into the air. When the magma is out of the volcano, it is called lava. There are many active volcanoes around the world. Some of them are under the sea.



Reading strategy

Pay close attention to the opening sentence in a paragraph. If you can understand the information in the first sentence, you should have a good idea of the whole paragraph's most important details.

DO YOU WANT TO LIVE NEXT TO A VOLCANO?

- 1 It's true: volcanoes can erupt, and when they do, hot lava runs down the sides of the mountain and destroys everything it touches. You can never know exactly when the volcano will erupt, and when it does, all you can do is get as far away as possible.
- 2 In fact, people live very successfully in the areas around these dangerous mountains.

WHY DO PEOPLE LIVE NEXT TO VOLCANOES?

- 3 It can be hundreds of years before a volcano erupts again. And volcanoes that do erupt more often can be easy to predict, so people know when to stay away from the most dangerous areas.
- 4 The lava from volcanoes is full of nutrients (things that make it easy for plants to grow), so a farmer with fields near a volcano can grow lots of healthy crops.
- 5 In some countries, they use the heat from the ground under volcanoes to make electricity. This is called geothermal energy, and it is an environmentally friendly way to get energy.
- 6 When tourists visit an area, they spend money in hotels, cafes and shops. Tourism can bring a lot of money into an area, so it makes sense for people to live and work there.

Speaking ^{21st}

- 6** Work with a partner. Discuss these questions:
- Would you like to visit a volcano? Why?/Why not?
 - Think about the other extreme environments you have looked at (rainforests, deserts, polar regions). Why do you think some people live there? What advantages can you think of for living in these environments?



Lessons 5–6 **Amazing survival**

- Can you remember any news stories in which people have survived disasters?

Reading

- 1 Read this extract about a book. What is remarkable about Juliane's story?

Vocabulary

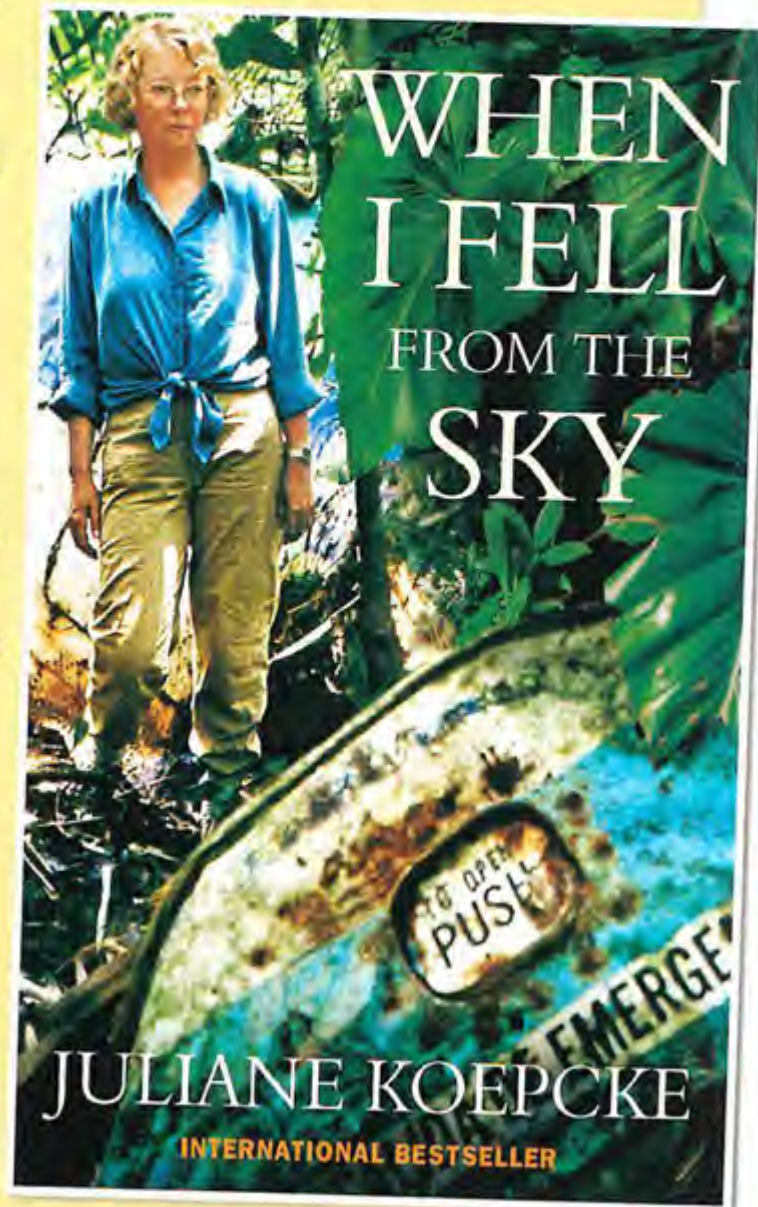
lightning: a flash of bright light in the sky that is made by electricity

strapped: attached or tied down by a strap or belt

precious: valuable

trivial: unimportant

Juliane Koepcke was 17 when she was flying with her mother to Lima in Peru. Lightning struck the plane and there was an explosion. Suddenly, she was falling through the air, still strapped to her seat, 3,000 metres above the Peruvian rainforest. She lost consciousness and when she came round, she was still strapped into her seat. She had cuts and bruises on her arms and legs and she had broken her collarbone, but that was all. She was the only survivor out of the 92 people on board. "I was too shocked to feel frightened," she says. "When I heard the sound of running water, I knew I had to follow it, because a river would lead to human settlement." Her survival instinct took over. She drank dirty water and walked for ten days in the rainforest before she was found. "The accident changed me completely," she says. "I have learned that life is precious – that it can be taken from you at any moment. I came so close to death then that everyday stress no longer affects me. Trivial things don't worry me any more."



Vocabulary

2 Find these words and phrases in the review. Try to work out their meaning from the context. If you're unsure, use a dictionary.

- | | |
|--------------------------|---------------------|
| 1 an explosion | 6 collarbone |
| 2 strapped to her seat | 7 survivor |
| 3 she lost consciousness | 8 survival instinct |
| 4 she came round | 9 precious |
| 5 cuts and bruises | 10 trivial |

3 Read the review again and answer the questions.

- 1 Where was the plane flying to?
- 2 Why did the plane come down?
- 3 How high was the plane flying?
- 4 How many people were travelling on the plane?
- 5 Where did Juliane land?
- 6 How long was she there?

4 Look at the words in the *Language tip* box. Try to visualise them. Then cover the list and write the words out.

Language tip

In English, the same sound can be spelled in different ways. Look at these words, which all contain the /ʃ/ sound, as in she:

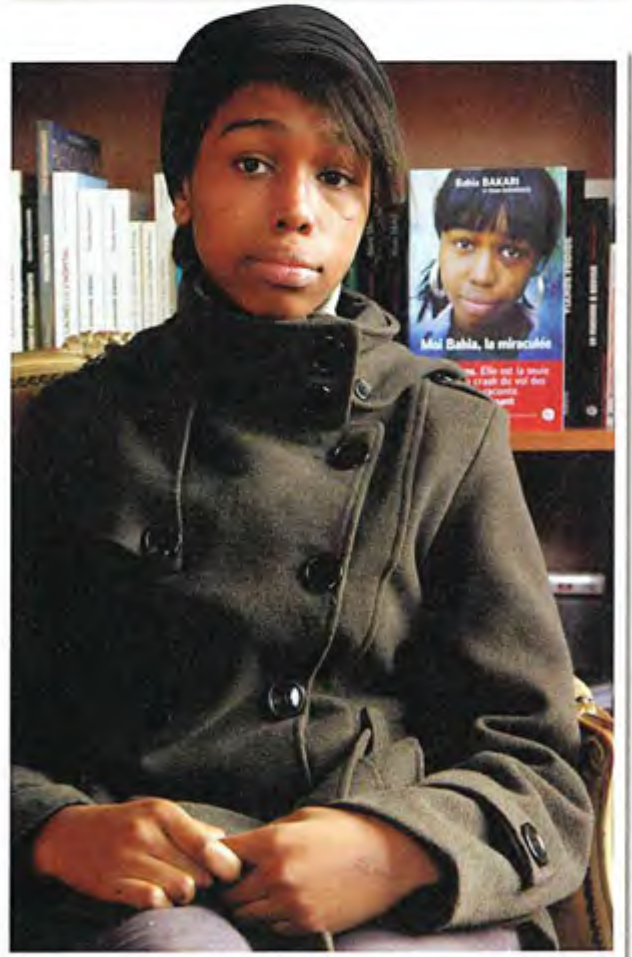
<u>she</u>	prec <u>ious</u>
destin <u>ation</u>	press <u>ure</u>
consc <u>iousness</u>	o <u>cean</u>

Listening 62

- 5** Listen to an extract from a radio programme. What are the similarities with Juliane's story?
- 6** Listen again and make notes.

Speaking

- 7** Work in groups. Discuss these questions.
 - 1 In your opinion, what are the most surprising parts of these stories?
 - 2 What are the positive parts of the stories?





Lessons 7 Practise and prepare

Reading

- 1 Put these paragraphs from the first part of a survival story in the correct order.



A My survival instinct took over. I ran down the side of the volcano as fast as I could. I made it to the beach, and I looked behind me. I could see that lava was already coming out of the top, and it was starting to move down the mountain. It was coming towards me. I knew I wasn't safe on the beach, so I jumped into the sea and I started to swim.

B I was taking part in an international climbing competition. I had to reach the top of as many volcanoes as I could in one month. So that's why I was on a small desert island in the middle of the ocean, hiking up the side of a volcano.

C First of all, let me tell you about myself. I am an endurance athlete. I climb mountains, and I run, swim and cycle very long distances. I have been in many dangerous situations. But one day last year, I had the most frightening experience of my life.

D I was nearly at the top, and I was feeling good. It was hot, but there was no rain or wind. Overall, conditions were ideal. Suddenly, I started to hear a strange noise, and the ground began to shake. It was like an earthquake. It was then that I realised I was on an active volcano, and it was going to erupt.

Writing ^{21st}

- 2 What do you think happened next? Write an ending to the story. Use your own ideas, and try to include some of these words.

BRUISE **HANDLE**
TIED **EXTREME**
SWIM **CUT** **FISHING BOAT**
LOSE CONSCIOUSNESS **SURVIVE**
WAIT **SURVIVOR** **TOUGH** **HELICOPTER** **RESCUE**

Speaking

- 3 Work with a partner. Take it in turns to be the endurance athlete and an interviewer. Interview each other to find out what happened next in your survival story.

*What happened after you jumped into the sea?
 How long were you in the water?
 Did someone rescue you? How?*

Speaking tip

When you are asking someone a series of questions about something that is out of the ordinary, use these responses to show that you are listening and interested:

*Really?
 That's incredible/terrible.
 No way!
 So then what did you do?*

Lessons 8–9 **Surviving together**

- What is mining? What materials do people mine for?

Reading

- 1 Read the first paragraph of the article.
Who were 'the 33' and what happened to them?

The 33

On 5th August 2010, part of a gold and copper mine in northern Chile **collapsed**. Thirty-three miners were **trapped** 700 metres below ground. They tried to escape through the mine's ventilation system, but they couldn't. One of the miners, Luis Urzúa, persuaded the others that they should stay together as a group.

- 2 Read the next two paragraphs of the article. Choose the best ending for each paragraph: **a** or **b**.

Paragraph 2 – There were emergency supplies of food and water in the shelter, but only enough for two or three days. The men had to make them last much longer. They decided that they should work as a team and take decisions by majority vote. Everything was voted on; this included how to share the food and what jobs each person should do. It was important to use the strengths of each individual in order to **keep their spirits up**, to avoid conflict and to survive.



Paragraph 3 – Meanwhile, rescuers were carefully **drilling** down into the rock to see if they could find any **signs of life**. For several days the trapped miners heard the drills getting closer. On 22nd August, a drill **broke through** into the space where the miners were. The miners attached a note to it. It said 'Estamos bien en el refugio' (= We're OK in the shelter). Next, video cameras were sent down the drill hole and pictures of the men were seen by their families and the rescuers.

- a The rescue operation was reported much more widely than previous mining rescue attempts because the video footage was shown on TV news broadcasts around the world.
- b The older miners, for example, helped to give 19-year-old Jimmy Sanchez the confidence that they would be rescued.

Speaking

- 3 Work in pairs. Make predictions about what you think happened next to the miners. Compare your predictions with other pairs.
 - I think the miners will ...
 - The rescue workers might be able to ...
 - I think there's a good chance that ...

Vocabulary

conflict: an angry disagreement
emergency: a dangerous situation where action is needed
majority vote: when more than 50% of the people agree on a decision
persuade: to make someone agree to do something



Vocabulary

capsule: a container with straight sides and rounded ends

navy: a government force that operates at sea

shaft: a long narrow passage that lead from the surface of the ground into a mine

steel: strong metal made from iron and carbon

Listening 63

- 4** Listen to the last part of the miners' story. Think about these questions:
- Did you predict the ending correctly?
 - What was the same as your predictions?
 - What was different from your predictions?
 - Does anything surprise you about the miners' story? What?
- 5** Listen again. Choose the correct option to complete the statements.
- The rescuers sent down things to ... in blue plastic capsules.
 a wear b eat and drink
 c read and write
 - The miners were trapped for almost two ...
 a days. b weeks. c months.
 - The steel capsule was made by ... from the navy.
 a designers b engineers
 c mechanics
 - It took less than ... to complete the rescue operation.
 a one day b 24 days
 c 12 days in October

Listening strategy

Read the answer choices carefully. Remember: You may hear the same words in the audio, or you may hear different words with the same, or similar, meanings.

Use of English

- 6** Use the prompts and choose the appropriate adjective in brackets to make sentences with comparative adverbs that are true for you.
- I/work/my best friend (*quick/slow*)
I usually finish my homework more quickly than my best friend.
 - I/do/my friend/in exams (*good/bad*)
 - I/sing/my sister (*long/short*)
 - My mother/speak/me (*loud/quiet*)

Use of English: Comparative adverbs

Comparative adverbs show the difference between how two things are done.

If the adverb is regular (it ends in *-ly*), to form the comparative adverb, use *more* + adverb (*than*):

*The operation was completed **more quickly than** the rescuers had originally estimated.*

If the adverb doesn't end in *-ly*, to form the comparative adverb, add *-er* to the adverb and don't use *more*:

*I can run **faster** than you.*

*You can hold your breath **longer** than me.*

Some comparative adverbs are irregular:

adjective = *good* adverb = *well*

comparative adverb = *better*

*The operation worked **better than** the rescuers had originally estimated.*

Some adverbs which end in *-ly* have irregular comparative forms:

adjective = *bad* adverb = *badly*

comparative adverb = *worse*

*He sings **worse** than me.*

To make comparisons stronger, use *much* + *more* + adverb (*than*).

*The rescue operation was reported **much more widely** than previous mining rescue attempts.*

Lessons 10–11 Survival kit

- When and why would you need a survival kit?

Vocabulary

1 Work with a partner. Identify the items in the pictures.



- water bottle
- washing kit
- solar phone recharger
- notebook
- hat
- whistle
- gloves
- compass
- space blanket
- sleeping bag
- rope
- map
- waterproof matches
- torch plus spare batteries
- mobile phone
- pen & pencil
- waterproof jacket or poncho
- emergency food rations, e.g. energy bars
- first-aid kit: plasters, antiseptic wipes, bandages
- multi-tool (knife, screwdriver, tin opener)



Speaking

- 2 Choose five of the items in Activity 1. Explain why you might need them.

You need a solar phone recharger to recharge your phone.

You need a first-aid kit in case you injure yourself.

Language tip

You can use *to + infinitive* to talk about purpose.

You need a solar phone recharger to recharge your phone. = Why do you need a solar phone recharger? So you can recharge your phone.

You can use *in case* to talk about possibility.

You need a first-aid kit in case you injure yourself. = You need a first aid kit. You might injure yourself.

- 3 Work in pairs. Discuss these questions.
- Which of the items in Activity 1 do you have at home?
 - Have you ever used them? When?
 - Which of the items do you think could be useful in the future? Why?

Listening 64

- 4 Listen to a radio programme. Answer the questions.
- 1 What is Dawood's job?
 - 2 What does the presenter want to talk to Dawood about?
 - 3 Which of these types of adventure are mentioned:
 - mountain climbing
 - hiking in the rainforest
 - cycling across continents
 - trekking across deserts
 - deep-sea diving
 - crossing mountain ranges
 - sailing across an ocean
 - 5 Listen again. In your notebook, write down the items from Activity 1 that are:
 - essential
 - useful

Writing 21st

- 6 Imagine you are going to climb a mountain. In your notebook, make a list of the items that you think will be an essential part of your survival kit. Write an explanation why you think you will need each item.

Waterproof matches – I'll need these in case there's a lot of rain and all of my things get wet.

Lessons 12–13 Flying solo

- Would you like to learn to fly a plane?
- Where would you go if you had your own plane?



Reading

- 1 Read the four different types of text. Put them in the order they were written.

A

Hi Jamal – where are you? It's 8 pm. I'm at the airport. I've been waiting for you for three hours. Is everything okay?
Saif

B

Home | Hotels | Flights | Rentals | Restaurants | News | Best deals

.....
A pilot from Abu Dhabi has **gone missing** in the Indian Ocean. Jamal Al Marri was flying solo across the ocean to visit a friend in India. He was **due** to arrive on Tuesday afternoon, but when nobody arrived, his friend **raised the alarm**. Jamal Al Marri has now been missing for two days. Rescue services are searching along the route, but they haven't found anything yet.
.....

C

Subject: Solo flight

Good news: I'm coming to visit you in India next week, but I'm not going to travel the usual way. I got my pilot's **licence** last week, so I'm going to fly by myself. I've planned the route, and I will **land** at the airport next to your town next Tuesday at 5pm. See you there!
Jamal

D

Wednesday 21st June

I was halfway across the ocean yesterday afternoon, when something went wrong with my plane's engine. I was able to land on the beach of a **desert island**. I think it is a volcano! I have some water and a few other items in my survival kit, but my mobile phone is broken, and so is the radio in my plane. I have to wait here until someone can come and rescue me, but I don't know how long that will be.

- 2 Read the texts again. Match the words and phrases in bold to their definitions.

- | | |
|---|--|
| 1 a small piece of land in the middle of the ocean where no people live | 4 an official document that allows you to do something |
| 2 told people about an emergency | 5 expected to happen |
| 3 to arrive on the ground after flying | 6 disappeared |



Speaking

- 3** Work with a partner. Discuss these questions:
- How would you feel in Jamal's situation?
 - What does he need to do to survive?
 - What problems could he have?
 - What can he do to help the rescue services to find him?

Writing ^{21st}

- 4** Work in groups of three. You are going to write three more entries in Jamal's diary for these days:
- Thursday 22nd June
 - Friday 23rd June
 - Saturday 24th June: the day of the rescue!



In your group, start planning your diary entries. Decide on the events for each day. Use your own ideas, or choose some of the things in the table to help you.

use	eat/drink	make	find
parts from the plane	emergency rations	a fire	a cave
waterproof matches	water from a stream	a shelter	a scary animal
rope	rainwater	a sign on the beach	materials for building a shelter or boat
compass	fish	things for hunting and fishing	a stream or a lake
trees and branches	coconuts	a boat	other people
shells	bananas		

Writing tip

Remember: Jamal is writing a diary. What is he thinking? How does he feel about the situation he is in? Include these details in your diary entries.

- 5** In your group, write the rest of Jamal's diary. Then compare your diary with other groups. Did you have the same ideas? What was different?

Lesson 14 Practise and prepare

Reading ^{21st}

1 Match the speech bubbles to the speakers.

- A Survivor of the Chilean mine collapse
- B Survival expert, Dawood Al Harthi
- C Pilot and survivor, Jamal Al Marri

1 When I crossed the mountain range, my waterproof matches helped me to start fires.

2 We knew that we would be more likely to survive as a group.

3 My experience on the desert island was easier than I imagined.

4 I never travel without a first-aid kit in case I get injured.

5 My friends gave me the confidence that we would survive.

6 I had plenty to eat and drink thanks to all the coconuts and the stream.

7 In the end, the rescue operation happened more quickly than the rescuers had estimated.

8 The rescue services saw my plane and the writing on the beach.

9 I always have a solar phone recharger in case the batteries on my mobile run out.

Writing

2 Choose one of the scenarios and imagine that this happened to you. Write a description of your experience. Include details of how you survived and how you were rescued.

Mining disaster

You are a miner. One day the mine collapses and you and some fellow miners are trapped.

You work together to make sure that you survive.

After two days you are rescued.

Survival expert

You are a survival expert on an expedition across the desert. You fall from a cliff and you are injured. Thanks to the survival kit that you have with you, you are able to survive and get to safety.

Pilot

Your plane has engine problems when you are flying across the ocean. You land on a desert island and you have to survive by yourself. After four days you are rescued.

Speaking

3 Work with a partner. Take turns interviewing each other about your survival experiences.

- What happened to you?
- How did you survive?
- What kit did you use?
- How were you rescued?

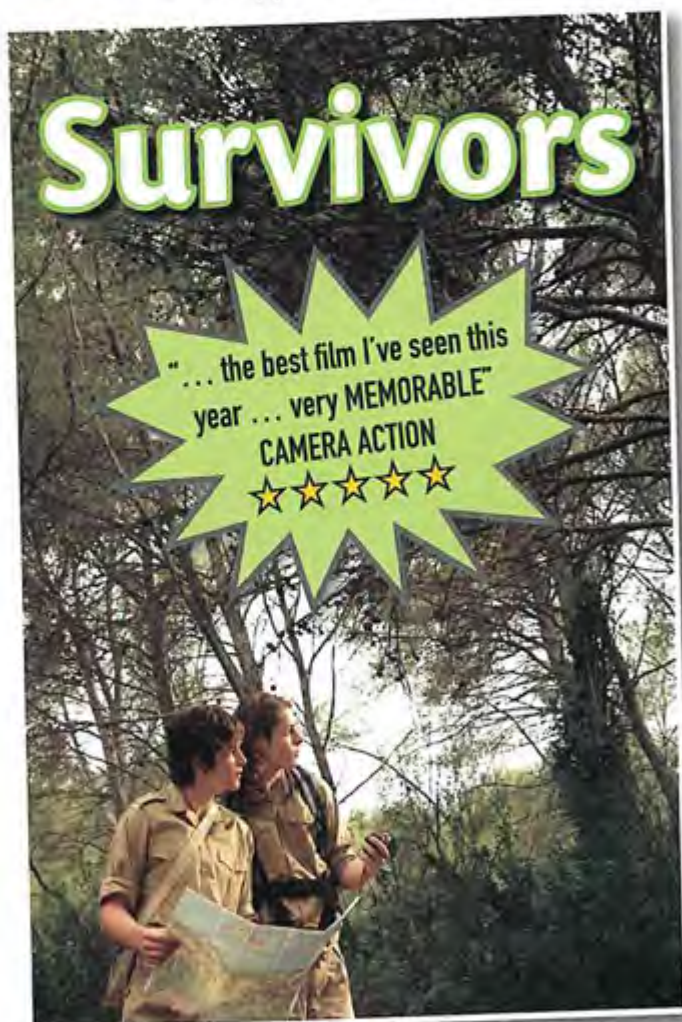


Lesson 15 The best film I've seen

- What was the last film you saw? What did you like about it?
- What kind of films do you like the most? Why?

Vocabulary

- 1 Look at the poster for a film. Work with a partner to discuss possible answers to these questions.
 - 1 What is the film about?
 - 2 Who are the main characters?
 - 3 What has happened to them?



Vocabulary

character: a person in a film or story
location: a place where a film is made
plot: the story of a book or film

Listening 65

- 2 Listen to a review of the film from a TV show about films called Camera Action. Find the answers to the questions. Were your ideas similar?
- 3 In your notebooks, join the halves to make phrases from the review. Listen again to check your answers.

1 I won't tell you	a recommend it.
2 ... and I strongly	b twists and turns all
3 ... all of the	the way through.
characters are	c the ending.
4 ... the scenery is	d believable.
5 The story is exciting,	e beautiful.
and there are	

Speaking

- 4 Imagine you are going to review a film on the TV show Camera Action. Choose a film that you have seen recently and prepare your review. Think about the film's:
 - plot
 - location
 - characters.

Work in pairs. Imagine you are a reviewer on Camera Action. Take it in turns to present your reviews.

Lesson 16 Review

Vocabulary

1 Read the definitions and write the words.

- 1 a _____: likely to erupt
- 2 m _____: easy to remember, because it is good
- 3 tr _____: not very important or serious
- 4 e _____: very necessary
- 5 e _____: very dangerous and challenging
- 6 d ____: expected to happen

2 Join the words to make the names of survival kit items.

- | | |
|--------------|-------------------|
| 1 first-aid | a bars |
| 2 energy | b blanket |
| 3 water | c bottle |
| 4 space | d kit |
| 5 waterproof | e matches |
| 6 solar | f opener |
| 7 antiseptic | g phone recharger |
| 8 tin | h wipes |

3 Complete these sentences using the compound nouns from Activity 2 and *in case* or *to*.

- 1 You need a water bottle to carry water, so that you don't get too thirsty.
- 2 You need _____ you have no food left and you're hungry.
- 3 You need _____ keep your phone charged.
- 4 You need _____ you cut yourself and need to clean the area of the cut.
- 5 You need _____ open cans of food.
- 6 You need _____ light a fire in the rain.
- 7 You need _____ you injure yourself.
- 8 You need _____ keep you warm in an emergency.

Use of English

4 Make adverbs and comparative adverbs from these adjectives. Then use them to complete the sentences below.

Adjective	Adverb	Comparative adverb
good	<i>well</i>	<i>better</i>
bad		
careful		
clear		
quick		
safe		

- 1 You can cross the road much more safely if you use the pedestrian crossing.
- 2 My friend's a good football player. He plays much _____ than I do.
- 3 My younger brother says he could get home much _____ if he took his skateboard to school.
- 4 My uncle is a pilot, but he's been flying much _____ since he nearly flew into a volcano by mistake!
- 5 I did badly in the Maths practice test, but I did much _____ in the final exam. I only got two out of twenty!
- 6 You need to speak much _____ when you're talking to someone who doesn't speak your language well.



Lessons 17–18 **Project: Plan a film about a survival story**

Preparation

- 1 You are going to plan a film about a survival story. Work in a group and decide on:
 - the event that starts the survival story
 - the location
 - the main character(s)

LIGHTNING **RAINFOREST**
PILOT **MOUNTAIN** **INJURY** **DESERT ISLAND**
HIKING **VOLCANO** **OCEAN** **PLANE**
GROUP OF YOUNG PEOPLE **CRASH**
YOUNG PERSON ALONE

You can use your own ideas, or details from one of the survival stories from this unit.

- 2 In your group, decide on the rest of the film's plot:
 - What happens?
 - How do the characters survive?
 - When/How are they rescued?
- 3 Make an exciting poster for the film:
 - Decide on the film's title.
 - Make or find an image that represents the film's plot, location and characters.
 - Think of a phrase from a review that can go on the poster.
- 4 Prepare to present the plan of your film to the rest of the class. Think about:
 - Who will introduce the film?
 - Who will talk about the plot?
 - Who will describe the location?
 - Who will introduce the main character(s)?
 - Who will show the poster and explain the main image?
 - Who will talk about what 'the reviewers' say about this film?

The poster template is a large rectangle divided into three horizontal sections by dashed lines. The top section is labeled 'Title', the middle section is labeled 'Main image', and the bottom section is labeled 'Reviews'.

Presentation 21st

5 Present your idea for a film to the class. Make sure:

- you present the film in clear stages, with everyone taking part
- you speak clearly and slowly
- you refer to the poster for your film idea to show as part of the presentation
- you are prepared to answer questions from your classmates.

Watch the other groups present their ideas for films. Think about questions you can ask them at the end of their presentations.

- *Why did you choose a desert island for the location?*
- *What items of survival kit did the character have with them?*
- *How did the rescue services know where to look?*

6 Have a class discussion about all of the groups' films. As a class, decide which film:

- has the most memorable plot
- has the most believable characters
- has the most interesting location
- has the most exciting poster.

7 Think about your group's presentation. For each item in the checklist, choose a number from 1 to 5.

- 1** = strongly disagree
- 2** = disagree
- 3** = not sure
- 4** = agree
- 5** = strongly agree

Checklist

- We introduced the film clearly.
- We described our film's plot, locations and characters fully.
- We spoke clearly and our presentation was easy to follow.
- Our poster made the film look exciting.
- We were able to answer our classmates' questions.



Unit 11

Summer season



- **Topics** Summer holidays; staying in a hotel; bad holidays; summer camp; ecotourism; working in tourism
- **Use of English** Indirect questions; past modals

Lessons 1–2 Summer holidays

- What's your favourite kind of summer holiday?



Vocabulary

- 1 Use a word from each column to make compound nouns to describe the holiday items above.

- | | | | |
|---|-----------|---|-----------|
| 1 | first-aid | a | chair |
| 2 | sun | b | box |
| 3 | insect | c | kit |
| 4 | sun | d | repellent |
| 5 | cool | e | cream |
| 6 | picnic | f | hat |
| 7 | folding | g | basket |

Language tip

Two or more words that go together to make a new word are called compound nouns: *bus stop, toothpaste, whiteboard, swimming pool*

Speaking 21st

- 2 On what kind of holiday would you use the objects from Activity 1?
- 3 Work with a partner. Describe one of the objects above and say what you use it for. Can your partner guess the object?

This object is a big cube and it keeps drinks cold when you go to the beach, or on a picnic.

A cool box.

Reading

4 Complete the opinions about holidays with words from the box.

bored fun exciting relaxed sociable uncomfortable

I think camping holidays are the best because you spend a lot of time outside in the fresh air and there's always something to do. I never sit still! It's so _____¹ to be close to nature after spending loads of time inside during the school term. The other thing is that you can play table tennis and football, you can go walking – that kind of thing. At night you can try stargazing. You never get _____².

Aisha

Sea, sun and sand – what more do you need? Beach holidays are my favourite! After working so hard at school all year, I just want to chill out and do as little as possible! When you spend all day on the beach and play in the sand, you feel really _____³. And you can lie under a sun shade and read a book or text your friends. I'm really into holidays by the sea because they can be quite _____⁴ – it's so easy to make new friends there.

Moza

Camping holidays aren't really for me. There are too many insects, it's too hot at night and there might be a spider in your sleeping bag. It's very _____⁵ and there could be dangerous scorpions or snakes nearby. And barbecues aren't much _____⁶ because Dad always burns the food. I wish we could go sightseeing in a city instead.

Eman

5 Read the texts again and answer the questions.

- 1 Which two people would not enjoy a holiday together?
- 2 Who likes to take it easy on holiday?
- 3 Which of the people would you describe as ...
 - cautious?
 - active?
 - friendly?
- 4 Find at least one compound noun in each text. How many can you find altogether?

Speaking

- 6 Choose one item from Activity 1 for each person (Aisha, Moza and Eman) to take on holiday. Give reasons for your choice.
- 7 Work with a partner. Say which opinion in Activity 4 you agree with and why. If you don't agree with any of them, talk about the kind of summer holiday you like or don't like.



Lessons 3–4 A room with a view

- What's good about staying in a hotel on holiday? Are there any disadvantages?



Language tip

Prefixes are letters that come at the beginning of a word. Some prefixes are used with adjectives to give them a negative or opposite meaning. For example: *dis- im- in- un-*

Remember which prefix to use, and learn the adjectives in pairs:

comfortable uncomfortable

You can say, for example *The bed wasn't comfortable*, but it shows you have better English if you can use the correct prefix: *The bed was uncomfortable*.

Listening 66

- 1 Listen to a conversation and answer the questions.

- 1 Where does it take place?
- 2 How would you describe the manager?
Circle the correct word from each pair.
 - helpful/unhelpful
 - friendly/unfriendly
 - polite/impolite

Reading

- 2 Read the dialogue. Why is the guest confused about the time breakfast is served? What does the manager say that is unhelpful? Find two examples in the dialogue.

Guest: Could you tell me what time breakfast is, please?

Manager: Yes, I could.

Guest: Well, umm, what time is it?

Manager: Breakfast is from 7 till 10, but you need to tell me what time you want it.

Guest: Umm, well could we have it at 7.30 tomorrow?

Manager: No.

Guest: But you just said ...

Manager: Not on a Saturday. It starts at 8 o'clock on a Saturday.

Guest: Well, 8 o'clock's fine. Do you know if there's a bus into town this morning?

Manager: Yes, I do.

Guest: Well, is there a bus into town?

Manager: Oh, just look at the timetable. There's one in your room. Now, I wonder if you'd mind letting me get on with my work. Can't you see that I'm busy? The hotel is full this weekend and I've got a lot to do.

Use of English

3 Rewrite these questions as indirect questions.

1 Where can I get a map?
Could you tell me _____?

2 Where is the tourist information office?
Can you remember _____?

3 Is breakfast included in the price of the room?
Do you know _____?

4 Rewrite these questions as indirect questions without question marks.

1 What's the time?
I wonder *what the time is*.

2 What time does it open?
I'd like to know _____.

3 Where did I put my key?
I can't remember _____.

Listening and reading

5 Listen to these conversations.
What does each guest want?

6 Read the information about Sea View Hotel and listen again. Who is right in each situation, the guest or the receptionist?

Speaking

7 Work in pairs. Ask and answer questions about the Sea View Hotel.

Guest: Could you tell me what time supper is served?

Receptionist: Supper is served from 7 pm to 10 pm.

Use of English: Indirect questions – Part 1

To ask for information and to make questions more polite, we often start with an introductory phrase:

Could you tell me what time breakfast is, please?

Notice that the word order is different from the word order in a simple question – the subject and the verb are reversed:

What time is breakfast, please?

Could you tell me what time breakfast is, please?

With questions that require a *yes/no* answer, we use *if* or *whether*:

Is there a bus into town?

Do you know if/whether there is a bus into town?

Use of English: Indirect questions – Part 2

Sometimes, indirect questions are part of a statement, so we use a full-stop and not a question mark at the end of the sentence:

What time did she get up?

I wonder what time she got up.

We don't use the auxiliaries *do*, *does* or *did* in indirect questions:

What time do you want it?

You need to tell me what time you want it.

SEA VIEW HOSTEL

Enjoy our comfortable rooms, all of which have wonderful views.

Supper served from 7 pm to 10 pm.

Free wifi for our guests.

Don't worry if you've forgotten your toothpaste, toothbrush, etc. – just call reception – you can buy them there.



Lessons 5–6 Nightmare holidays

- What can go wrong on holiday?

Reading

- 1 Look at the pictures below. Can you match each one to a postcard?



Postcard 1

Dear Sara,

We got here two days ago and our first day here was great. It was gorgeous out, so we had a picnic. But the weather yesterday was awful! While I was playing on the beach it started to rain so I got completely soaked. I wish I hadn't left the hotel!

Take care,
Maitha

Hi Marwan,

I hope your holiday is better than mine. We went to a special restaurant last night to celebrate my birthday. We were starving when we ordered, but the food was not tasty! It was cold and tasteless, so nobody ate what was on their plate. I wish we'd just gone for pizza instead!

See you soon!
Ali

Postcard 2

Hey Manal,

Are you enjoying your holiday? Mine is disastrous. Our hotel is nice, but the family in the next room have a small baby who cries all day and night. All the guests are furious! I really wish I'd stayed at home.

Your friend,
Amna

Postcard 3

- 2 Read the postcards again. Are the following sentences true or false?

- 1 Maitha has been at the hotel for three days.
- 2 Amna is enjoying herself.
- 3 Amna doesn't like the hotel.
- 4 Ali had a special birthday dinner in a restaurant.
- 5 Ali had pizza for the special birthday dinner.

Vocabulary

3 Find strong adjectives in the postcards that mean:

- 1 very wet
- 2 really unsuccessful
- 3 very angry
- 4 very hungry
- 5 beautiful

Language tip

You can use strong adjectives to give more importance to what you say. This shows you know a lot of words in English!

*The weather was **awful**.* (= the weather was very bad)

Use of English

4 Look at the sentences, then answer the questions.

- I wish I hadn't left the hotel!
 - I really wish I'd stayed at home.
 - I wish we'd just gone for pizza instead!
- 1 Are the speakers talking about something that happened in the past or present?
 - 2 Are they happy about what happened?
 - 3 Can they change what happened?

Language tip

We use *wish + had (n't) + past participle* to say we are sorry that something happened or didn't happen in the past.

Writing

5 Jamila is having a very bad holiday. Read the situations below. For each one, write what she says in your notebook.

A

*Jamila wants to buy some gifts for her friends, but when she goes to the shop, she remembers that she's left her money in the hotel room.
She says ...*

B

*Jamila wants to visit the museum, but she doesn't check the opening hours. When she gets there she finds it's closed.
She says ...*

C

*It's very hot so Jamila has three ice creams, but after a while her stomach hurts.
She says ...*

D

*Jamila spends all day on the beach, but the sun is very strong so she has a headache at the end of the day.
She says ...*

Speaking **21st**

6 What's the worst holiday you've ever had? Go round the room and speak to at least three people. Say what went wrong with your holiday and what you wish had been different.



Lessons 7 Practise and prepare



Listening 68

- 1 Listen to a conversation between Alya and her mother as they prepare to go on a beach holiday. Which of the objects above do they mention?
- 2 Listen again and say which objects they are not taking and why.

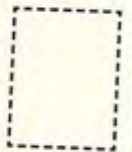
Reading

- 3 Read this postcard from Alya to her friend – are the statements below true or false?

- 1 Alya is enjoying her holiday.
- 2 It is raining all the time.
- 3 The hotel food is not good.
- 4 Alya likes the hotel staff.
- 5 Sara is having fun with Alya.

Hello Sara,
 My beach holiday is awful.
 The weather is good, but the food
 in the hotel is not tasty and the
 staff are really unfriendly. I wish
 you had come with us. We could've
 played and had lots of fun!

Miss you,
 Alya



Speaking

- 4 Imagine you are going on a beach holiday, but you can only take four of the objects in the pictures above. Which ones will you take? Give reasons for your choice.

Lessons 8–9 Summer camp in the UAE

- Do you think summer camps for children and teenagers are a good idea?

Vocabulary

- 1 Look at the underlined phrases in the text. They contain adjectives used in an idiomatic way. In pairs, discuss what they mean. Why has the writer chosen those adjectives?

Vocabulary

idiom: an expression whose meaning is different from the meanings of the separate words

Reading

- 2 Read the description of two summer camps. Make a list of the strong adjectives which create a positive picture. Use a dictionary to help you if you're not sure of the meaning.

Vocabulary

The endings *-er* or *-or* indicate a person who does a certain activity. For example, a *camper* is a person who *camp*s, a *potter* is a person who makes *pots* out of clay, a *sculptor* is a person who *sculpt*s.

School ends soon, and the long, hot summer means only one thing – summer camp! Children in the UAE can say goodbye to books and hello to fun. Our camps are the ultimate get-away for children who are keen to have some serious fun while experiencing a fantastic summer programme in the UAE. Here are two great summer camps to choose from:

Fitness Fun

This daytime summer camp is the ideal destination for active kids aged 5 to 13. From running and aerobics to volleyball and table tennis, the kids do it all here. All the activities teach children to work as a team and make friends, while having a great time staying active and fit. We even organise a weekend camping experience with luxury tents for up to four campers. Our camp ground is surrounded by plants and flowers in a stunning setting and there is a breathtaking view overlooking the nearby woods.



Creative Minds

For more creative kids (7 to 16 years), this camp offers an unforgettable experience for the summer. The camp offers pottery workshops for beginners, where kids have fun designing and creating ceramic art. Our studio is equipped with the most up-to-date tools any artist could wish for. The kids can also enjoy doing other creative activities like painting and making pizza! At the end of the camp, we offer a closing lunch for kids and parents. Our world-class chefs will be delighted to prepare mouthwatering dishes for everyone to enjoy. Afterwards the young painters, sculptors and potters can take their works home.





Speaking

- 3 Work with a partner. Which camp do you prefer? Give your reasons.

Reading

- 4 Read the following message and answer the questions.

- Who enjoyed his holiday and who didn't?
- What sort of holiday did each of them go on?



New Message

To: Hi Ali,

Message: Sorry to hear you didn't enjoy your holiday at the beach. I know what you mean, beach holidays can be boring! You should have come with us to sports camp. You could have done wall climbing and gone running. You would have played team sports and learned how to ride a bike. You wouldn't have been bored! Anyway, maybe you can come with us next year.
See you at school on Monday.
Hamdan

Send

Cancel

Use of English

- 5 Complete the sentences using past modals and the correct form of the verbs in brackets.
- I didn't know you were free last Saturday. We could have gone to the cinema. (go)
 - There are lots of mosquitoes. You _____ some insect repellent. (put on)
 - We _____ the burgers on the campfire for so long. They were all burnt! (not leave)
 - The sky was so beautiful that I _____ at the stars all night. (look)
 - My stomach hurts. I _____ so much cake! (not eat)
 - You _____ with us to the sports camp. You _____ it. (come, enjoy)

I wish I had gone with my friend to Australia. I could have camped ...

Speaking

- 6 Your friend sends you this email and you wish you had gone on this holiday. Use *I could have* and *I would have* to say why. Make notes in your notebook, and then tell your partner.

Use of English: Past modals

Use *should have/shouldn't have* + past participle to say what you wish had or hadn't happened in the past:

You *should have come* with us. =
I'm sorry you didn't come with us. /
I wish you had come with us.

Remember that you can use *could have* and *would have* + past participle to talk about things that were possible, but did not happen:

If you had come with us, ...

you *could have done* aerobics and gone walking;

you *would have played* team sports and *learned* to play tennis;

you *wouldn't have been* bored.

New Message

We went on a fantastic holiday to Australia. We camped on a beach near the mountains with amazing views. We learned to make a fire and we went walking in the woods. We played games all day and we had picnics on the beach. We even camped overnight at the top of a mountain nearby. We saw wildlife, such as koala bears and kangaroos. We had a great time!



Lessons 10–11 Ecotourism

- What do you know about ecotourism?
- Is ecotourism practised in the UAE?

Did you know?

Ecotourism is also called *green tourism* or *nature tourism*.

Reading

1 Choose a title for this article:

- a Desert wildlife b Leave only footprints c Shopping therapy

Are you a responsible tourist? Here are three different ecotourism sites in the UAE where you can discover the local **flora and fauna** or do some **green** shopping for local products without putting the environment under stress.

• Dubai Desert Conservation Reserve

Join our expert guides and learn all about respecting nature. Walk or drive through the dunes for amazing views of the majestic desert landscape and learn how to protect the natural **habitat** of many of our country's different plants and animals.

• Ras Al Khor Wildlife Sanctuary

Dubai doesn't attract only tourists each year – it's also the **destination** for tens of thousands of migrating birds. Just a short distance from the busy city, the *Ras Al Khor Wildlife Sanctuary* is home to stunning flamingos and other marvellous birds.



The Change Initiative

Find only eco-friendly products from environmentally-friendly soap to **organic** food. This is Dubai's first shop to sell only eco-friendly products. Find out about natural energy sources in the learning areas and interactive zones, then enjoy our **homemade** products in the *Green House café*. Our aim is to prove that it is possible to live in today's modern world without destroying our planet.

Vocabulary

2 Look at the words and phrases in bold in the article and choose the correct meanings.

- | | | | |
|--------------------------|---------------------|----------------------|--------------------------------|
| 1 <i>sites</i> | a locations | b hotels | c experts |
| 2 <i>flora and fauna</i> | a food and drink | b plants and animals | c farms and deserts |
| 3 <i>habitat</i> | a home | b colour | c routine |
| 4 <i>destination</i> | a departure point | b arrival point | c holiday area |
| 5 <i>organic</i> | a foreign | b traditional | c natural |
| 6 <i>green</i> | a economical | b convenient | c caring about the environment |
| 7 <i>homemade</i> | a made in a factory | b made at home | c made of plants |



Listening 69

- 3 A tour guide is describing a visit to the places mentioned in the article. Listen and find FIVE differences between what the guide says and the programme below.

DUBAI ECOTOURISM TOUR

10 am	Arrive at <i>Ras Al Khor Wildlife Sanctuary</i> , welcome by Director
10.30 am– 12 pm	Learn about bird watching; visit the falcon clinic; see flamingos and other wild birds in their natural habitat
12–1 pm	Go to <i>Dubai Desert Conservation Reserve</i> and have lunch at the <i>Mahara Inn</i>
1–2.30 pm	Go camel trekking through the dunes; explore the desert; try archery and sandboarding
2.30–4 pm	Go to <i>The Change Initiative</i> ; guided tour of the building and how green products are made; refreshments at the <i>Green House café</i>



Reading 21st

- 4 Read what these three people said about the tour. Which place are they talking about?

It was amazing! After a great lunch, we walked in the dunes and the guide showed us some plants that you can only find in the desert. The Director said not to be late, but unfortunately we got lost and didn't arrive at the meeting point on time. (Amna)

I loved it! I didn't know there were so many birds in the UAE. And watching the falcon doctors at work was so interesting. They told us not to give the birds any food, so we didn't go too close. (Bilal)

We did my favourite things: shop and relax, so we really had fun. We watched an interesting documentary called *Sun and Wind Power* and we could even touch the displays. We had excellent tea and cakes outside and, since the Director said not to litter, we made sure everything went in the bin when we finished. (Chadia)

Language tip

When we report a rule or an order, we use *say* or *tell* + the infinitive form of the verb:

"Don't arrive late." =

He **said** not to arrive late.

"Make sure you're on time." =

He **told** us to be on time.

When we use *tell*, we must include the object:

He **told** us to be on time.

But when we use *say*, we don't include the object:

He **said** not to arrive late.

Use of English

- 5 Think of three rules for the Dubai Ecotourism Tour. Then tell your friend and have them report your rules.

YOUR RULE

- Don't take pictures.

YOUR FRIEND SAYS ...

You said not to take pictures.

Speaking

- 6 In groups, discuss the questions below.
- How can tourism put the environment 'under stress'?
 - What is 'responsible' tourism?

Lessons 12–13 Working in tourism

- Would you like to work in tourism? Why?/Why not?

Listening

- 1 Listen to a radio interview about working in tourism. Which jobs does the speaker mention?

flight attendant hotel receptionist pilot waiter travel agent tour guide chef

- 2 Listen again and decide if the statements are true or false.

- 1 Most young people choose to work in tourism as a job for a short time.
- 2 Hotel receptionists travel all over the world.
- 3 Most jobs in tourism have fixed hours.
- 4 Starting salaries are generally quite high.
- 5 It is possible to have a career in tourism management.

Listening strategy

Try changing the sentence into a question. It might help you listen for the right information. For example:

Hotel receptionists travel all over the world.
Change the sentence into a question:
Do hotel receptionists travel all over the world?
Then listen for key information to answer true or false.



Speaking

- 3 What have you learned about working in the tourism industry? Think about:

- the working hours.
- the salary.
- the skills you need.
- the career prospects.

Then discuss your ideas in groups.

Speaking tip

When discussing your ideas, always remember to give a reason too. For example, you can say *Working in tourism can be hard at first because jobs are low-paid.*



Reading

- 4 You will read about one person describing their job in tourism. Copy the table below in your notebooks and make notes on what you have read. Then ask and answer questions about the other jobs.

Jamal	Samia	Mahmoud
 <p>A travel agent must have excellent customer service skills, so it's very important to be friendly and listen to your client. You also need to have good sales skills to check that the product you offer meets your client's needs. The great thing is you usually work with very happy people who are excited about going on holiday. For example, I'm preparing a trip around the UAE for a group of 30 people at the moment, and I love watching their smiling faces when I describe the tour. However, if anything goes wrong with the booking, then you have to deal with some very angry customers.</p>	 <p>A flight attendant deals with people from different countries and cultures, so you must be able to communicate well with everyone. You also have to be a real team player, because it's important to get on well with the other crew members. The colleagues I'm working with this month are great fun to be with! The best thing is that you travel all over the world and see interesting places. The bad thing is the hours are crazy! You might work all night then sleep all day and wake up in a different country!</p>	 <p>I love being a tour guide because I love having fun with people. That's probably the best thing about my job. You need to be energetic and cheerful to make sure the tourists you're with have a good time. It's also important to know languages because tourists come from all over the world. I'm learning Chinese now because there are lots of groups from China coming to the UAE. It's a great job, but it can be very tiring, especially talking all day and checking your clients are satisfied.</p>

	Job	Skills needed	Pros	Cons
Jamal				
Samia				
Mahmoud				

Writing tip

When you summarise, first highlight the important points in the text, then explain these points in your own words.

Writing

- 5 Summarise what you have learned about one of the jobs above.

If you want to be a ... you must be/have ... and ...

The job can be difficult because..., but a good thing about this job is ...

Lesson 14 Practise and prepare

Reading and speaking

- 1 Read about the ecotourism sites on the sheet your teacher will give you. Ask your partner questions to complete your text.

Vocabulary

- 2 What's the word?
A person who drives. *driver*
a A person who makes pots.
b A person who camps.
c A person who sculpts.

Use of English

- 3 Report what each person said below.
The tour guide said, "Don't feed the birds."
He said not to feed the birds.
1 The manager of the café said, "Throw all litter in the bins."
2 My mother told me, "Don't be late."
3 Our teacher told us, "Do your homework."
4 My sister Salwa told me, "Come to summer camp with me."

Reading

- 4 Read what these two people would like to do. Which ecotourism site would you recommend?

I love exploring the outdoors to look for plants that you can only find in the desert.

(Marwan)

I'd like to go shopping and end the day with a nice cup of tea. I wouldn't mind finding out more about different sources of energy too, like wind power.

(Sheikha)

Speaking

- 6 Think about someone you know – a friend or a member of your family. Which ecotourism site would you recommend for them? Why?



Lesson 15 Review

Vocabulary

- 1 Put the words below in one of the categories.

folding chair exciting first-aid kit breathtaking sun cream unforgettable chef
insect repellent sun hat flight attendant stunning hotel receptionist picnic basket
pilot uncomfortable tour guide awful cool box travel agent disastrous waiter

Jobs in tourism

Ways to describe
holiday places

Things to take
on holiday

Use of English

- 2 Match a situation on the left with a response on the right.

- | | |
|--|------------------------------------|
| 1 You left the hotel without a map and now you are lost. | a I wish I'd gone on a bus tour. |
| 2 You didn't eat this morning so now you are starving. | b I wish I'd brought an umbrella. |
| 3 You walk all day in town and now you're tired. | c I wish I'd worn a sun hat. |
| 4 It starts raining and you get soaked. | d I wish I'd asked for directions. |
| 5 You play on the beach all day and now you have a headache. | e I wish I'd had breakfast. |

- 3 In your notebooks, write different sentences for each of the situations in Activity 2.
Use *wish + had (n't)*.

- 4 Make an indirect question for each of these situations.

You want to know the time. You ask the hotel receptionist ...

Excuse me, could you tell me what time it is?

- 1 You can't find your hotel room key. You say ...
I can't remember ...
- 2 You don't know what the weather will be like tomorrow. You say ...
I wonder ...
- 3 You want to have breakfast at a special time. The hotel manager says ...
You'll need to tell me ...
- 4 You want to know if there's a shop near the hotel. You ask ...
Could you tell me ...
- 5 You don't know if there's a table tennis table. You say ...
I'd like to know if ...

Lessons 16–17 Project: Seven Emirates in seven days

Preparation 21st

1 Look at the map. Label the Emirates on the map, then match each site to an Emirate.

2 In groups, you will plan a seven-day tour of the UAE. Use the map to help you. First, brainstorm the places the tour will visit in each Emirate and how you will get there. You can use the ideas for sites above or think of places of your own. Use the internet to research the interesting things to see and do in each Emirate, and record your ideas in a mind map.





- 3** Next, put the different places in order. Where does your tour begin? Where does the tour go next? Where will you end the tour? Are there any special rules to follow?
- 4** Now organise your tour according to the days. Give an idea of the times and activities as well.

Day 1	<ul style="list-style-type: none"> • 9 am Departure for ... • 10 am Arrive at ... Go/See ...
Day 2	...
...	...

- 5** In your groups, prepare a presentation advertising your tour of the UAE. You can create a poster, or use a data projector, or show pictures and describe them. Be sure to include the points in the checklist below.

Divide the following tasks between your group members.

Task	Name(s)
Checking information	
Illustrations/Pictures	
Text	
Presenter(s)	

Presentation

- 6** Each group will present their tour. While you listen to the presentations, make notes using the questions below. Make sure you give reasons for your answers.
- Is the presentation interesting?
 - Is the language correct?
 - Is the programme clear?
 - Would you like to go on this tour?
- 7** After each presentation, ask any questions you have about the tour and then give the group your feedback using the notes you made. Remember to be polite and positive!
- 8** Which tour sounds the most interesting? Why?

Speaking tip

To make your presentation more interesting, think about having different presenters explain the different days. This will add variety to your presentation.

Checklist

- Name of your tour, for example *Discover the magic of UAE* or *Amazing Emirates*
- Clear and interesting pictures. You can find these on the Internet or use some of your own from previous holidays!
- Clear and error-free text with interesting language, for example strong adjectives like *amazing, stunning, unforgettable*
- Clear information and rules, for example *When we reach (place)/go (activity), please remember to/not to (rule).*

Unit 12 Speak up!

- **Topics** Writing and making a speech; problems of speaking in public; how to make a good speech; jobs which involve public speaking; memorable speeches; hakawati; literary devices
- **Use of English** Reported speech: statements, questions and commands; punctuation: full stops and commas



Lessons 1–2 What shall I say?

- When was the last time you heard a speech? What was it about?

Reading

- 1 Read the poster. Who do you think will give a speech? What about?

Listening 71

- 2 Listen to two students from Al Ameen School practising for the end-of-year assembly. Who sounds more confident, Hessa or Moza? Why?
- 3 Read the sentences and listen again. Who said what – Hessa or Moza?
 - 1 ... said she couldn't believe it was the end of the year. *Moza*
 - 2 ... asked how the students were feeling.
 - 3 ... said the students had worked hard all year.
 - 4 ... asked whether the students had enjoyed their school year.
 - 5 ... said she could see lots of excited faces.
 - 6 ... asked if the students were a bit sad.
 - 7 ... said that she would like to thank all of their teachers.
 - 8 ... asked where the teachers found the time for everything.

END-OF-YEAR ASSEMBLY

Al Ameen School
invites you to the *End-of-Year Assembly*
organised by all the Year 7, 8 and 9 students!

Join us on Thursday at 10 am at our **Events Hall**
for a really special assembly.

There will be **speeches, interviews and awards** as well as **games and prizes** for teachers, students and parents!

Vocabulary

- be under stress:** be really worried
- take a break:** have a rest
- keep in touch:** continue to communicate
- take part in:** do something with other people
- find the time:** have enough time
- get a chance:** be able to

Use of English

- 4 What were the original statements and questions that Hessa and Moza said in Activity 3?

Reported speech

1 *Moza said she couldn't believe it was the end of the year.*

Direct speech (original statement/question)

1 *"I can't believe it is the end of the year."*

- 5 Report the statements and questions.

- 1 "Are you looking forward to school next year?" Mr Saeed asked the students.
- 2 "My parents can't come to the assembly," Meera said.
- 3 "What time does the assembly start tomorrow?" Ibrahim asked.
- 4 "I'll pick you up at half past eight," Majed told me.
- 5 "Did you like Moza's speech?" Hessa asked Asma.
- 6 "We had a lot of fun yesterday," the teachers said.

Speaking 21st

- 6 Work with a partner. Have a conversation about your school experiences this year using these questions.
- 1 What was the most important thing you learned at school?
 - 2 What was the best moment you had with your teachers/classmates?
 - 3 What was your most difficult challenge?
 - 4 Who would you like to thank? What for?

Use of English: Reported speech – statements and questions

When we tell people what someone said, we usually change the tense of the verb because what they said was in the past:

"Today is the last day of school." → I told them it was the last day of school. / Hessa said it was the last day of school.

"I learned so many things." → I told them I'd learned so many things. / Moza said she'd learned so many things.

With statements using *tell* and *say*, we can add *that* or omit it:

I told them it was the last day of school.

I told them that it was the last day of school.

When you report questions that begin with a question word, change the tense and leave out *do/does/did*:

"Where do they find the time?" → Moza asked where they found the time.

When you report Yes/No questions, use *if* or *whether*, change the tense and leave out *do/does/did*:

"Don't you feel a bit sad?" → Hessa asked the students if they felt a bit sad.

We also change time expressions: *now* → *then*, *today* → *that day*, *next year* → *the following year*, etc.

Lessons 3–4 **Taking the stage**

- Have you ever spoken in front of an audience? How did you feel?

Speaking

- 1 Look at the pictures below. How do you think the boys are feeling? Why?



Reading

- 2 Read Hamad's post and the replies. Match each reply to one of the pictures (1–3).

Fear of public speaking

My teacher has asked me to speak at the end-of-year assembly and I'd love to, but there's one small problem. I'm really scared of speaking in public. Does anyone else feel the same, or is it just me? **Hamad, 14**

You're not the only one! I have a fear of public speaking. My class won a national Science competition when I was in Year 6 and I gave a short thank-you speech at the awards ceremony in a very grand hall. I remember I couldn't read my notes because my hands were shaking so much. Don't get too nervous! Breathe deeply – it helps. **Hugo, 15**

When I was 10, I took part in a storytelling competition. There was a big audience, and I was doing really well until an insect landed on my nose and it wouldn't go away! All my attention was on the insect so I forgot what came next. But don't worry – that won't happen to you. Stay calm and you'll be fine! **Ibrahim, 15**

Last year, we had two exchange students from the USA. I offered to give a short speech in class to welcome them. I thought it would be easy so I didn't prepare at all – bad decision! I stood up and my mind went blank. My teacher helped me get started, but I was a bit embarrassed. My advice? Don't be over confident. Prepare a speech and practise it! **Robert, 14**



- 3 Read the replies again. Are the statements true (T), false (F) or is the information not given (NG) in the texts?
- 1 Hugo was nervous because there was a big audience.
 - 2 Hugo's problem was that his notes weren't written clearly.
 - 3 Ibrahim didn't finish his story.
 - 4 Ibrahim never took part in another competition.
 - 5 Robert offered to give the speech himself.
 - 6 Robert was embarrassed because he forgot what to say.

Vocabulary

- 4 Look at the words from the posts and explain what they mean. Copy them into your vocabulary table in three categories: verbs, nouns, adjectives.

attention audience blank breathe calm confident forget
embarrassed fear nervous remember scared shake worry

Use of English

- 5 Look again at the posts on page 200 and find six commands. Report them in pairs.
- Hugo told Hamad ...
 - Ibrahim told him ...
 - Robert told him ...
- 6 **21st** Look at the command on your card and memorise it. Walk around the class, telling your command to as many of your classmates as you can. Then, sit down and report the commands you heard in pairs or groups.

Use of English: Reported speech – commands

When you report a command, use *ask/tell someone to do something*:

"Speak louder, please." → He asked me *to speak louder*.

When you report a command with *don't*, use *ask/tell someone not to do something*.

"Don't be late!" → She told me *not to be late*.

Speaking

- 7 Work in groups of three. Look at the photos in Activity 1 again and say what you remember about each story. What would you have done differently in each situation?

Hugo's class had won a competition. I think for a science project. ... If I'd been him, I wouldn't have had any notes.

Lessons 5–6 Practice makes perfect

- What makes a good speaker and a good speech?

Speaking

- 1 You are going to read an article giving advice about public speaking. Before you read, write down four ideas of your own. Compare them in small groups.

Reading

- 2 Read the article once. Were your ideas similar to the writer's advice?

Four Little Tricks to make you a great public speaker

For many teenagers, standing up and speaking in front of an audience is their worst nightmare. You can try to avoid it, but sooner or later you'll probably be asked to do it. It could be for a school presentation, at a family get-together, to receive a prize, and so on. So what can you do to feel confident when everyone's attention is on you?



Spend time writing your presentation or speech. Think about who your audience is and what you want to communicate to them. Make sure your sentences aren't too long. If they are, they might be too complicated for your audience to follow. Remember to use full stops and commas. These show you when you need to pause and take a breath.



Remember the saying: *Practice makes perfect*. Practise your speech at home with your family and friends. Make notes to remind you what you want to say, but don't just read out what you wrote. You should try to sound natural and convince people you know what you're talking about.



On the big day, stand up straight and clear your throat before you start – you could even take some water with you. Speak loudly and clearly. Look up from your notes to your audience. If you get nervous, look for friendly, smiling faces in the audience to make you feel better.



Don't miss an opportunity to speak in public. This is an important life skill, which you will find useful on many personal and professional occasions. The first few times you might not perform so well, but every time you give a speech, you'll get better at it and you'll enjoy it more.



3 What does the writer say about the words in the box?

audience notes opportunity punctuation voice

4 Find words or phrases in the text and match them to the meanings.

- | | |
|--------------------------|---|
| 1 take in some air | 5 make someone believe |
| 2 share information | 6 give a small cough |
| 3 normal and usual | 7 chance |
| 4 stop for a short while | 8 a group of people watching or listening |



Listening

5 72 Look at Moza's written speech from Lesson 1 and listen to her practising it again. What advice do you think her teacher is going to give her?

I'm Moza. I can't believe it's the end of the year. I really enjoyed Year 7. Did you enjoy your school year? I learned so many things and I had fun in class I would like to thank all of our teachers. they worked so hard for us every day they prepared great lessons they organised after-school clubs and trips they took part in school activities. where do they find the time for everything I hope they get a chance to rest now and get ready for next year they deserve it.

6 73 Listen to Moza's teacher and make some notes of her advice.

Use of English

7 Work in pairs. Copy Moza's speech from Activity 5 into your notebooks making sure you:

- add punctuation and capital letters where necessary.
- extend it by adding at least three sentences.

Use of English: Punctuation – capital letters, full stops and commas

A sentence is a group of words that expresses a complete idea. Sentences always start with a capital letter and end with a full stop or other punctuation mark, for example a question mark (?) or exclamation mark (!):

I can't believe it's the end of the year. I really enjoyed Year 7!

Commas separate clauses within a sentence:

They prepared great lessons, organised after-school clubs and trips, and they took part in school activities.

They also show you good places to breathe when you're reading aloud.

Lesson 7 Practise and prepare

Listening

1 Listen to an experienced speaker, Mr Theyab, talking to a group of students about public speaking. Complete the notes with one or two words in each gap.

- First public performance: at a _____¹; felt very _____².
- Dream job when his was a boy: _____³.
- Favourite part of his job: _____⁴.
- He doesn't enjoy: speaking _____⁵.
- He encourages students to: _____⁶.

Vocabulary

2 Write a list of advice for someone who is about to make a speech.

Breathe deeply,

Speaking

3 Discuss these questions in pairs or small groups.

- 1** What have you learned so far about giving a speech or presentation?
- 2** What would you like to give a presentation about?
- 3** How would you prepare for it?
- 4** What topic(s) would you like to hear a speech about?
- 5** Who would you like to hear speak in public? Why?



Lessons 8–9 The King's Speech

- Which public figures give speeches in your country? What about?

Reading 21st

- Read the blog post. Choose the message (a–c) you think fits best at the end of the text.
 - All powerful people have communication problems.
 - Face your problems and accept other people's help.
 - Radio speeches are harder to make.

Vocabulary

speech therapist: someone whose job is to help people speak clearly

not my cup of tea: not something I like or enjoy

syllable: separate sounds that make a word, for example *sum-ma-ry* has three syllables

Fatima's Food for Thought

an Emirati teenager's thoughts, experiences, dreams

The King's Speech

Have you seen the film *The King's Speech*? I wouldn't have watched it myself, but my parents insisted. Historical dramas aren't my 'cup of tea'. Anyway, I'm not writing this post to give you a review. I just wanted to **share my thoughts** on the main idea of the film: being brave and **overcoming difficulties**. But before that, here's a quick summary of the plot:

It's a true story about King of England George VI, who had a speech problem. He stammered, which means he would repeat the same syllable. A speech therapist, Lionel Logue, worked with the king to help him give his first speech in public in 1939. He spoke on the radio and **made an important announcement** to the British people: Britain was going to fight in World War II. In the film, we see the value of **team effort** as the two men work together towards a **common goal**.

So, my thoughts: I think the king was really brave.

I wonder whether other children made fun of him when he was a child – maybe. But it was wonderful to see what he achieved as an adult. He spoke clearly and softly, and I'm sure he **felt really proud of himself**. On top of that, a new friendship was born between King George VI and Lionel Logue. The message I take from the film is: _____

Now, over to you. Have you or anyone you know faced problems like this? Post your comments below.



King George VI making his speech on the radio

Vocabulary

- 2 Look at the phrases in bold in the post. In pairs, explain what they mean.

Reading strategy

Read the whole sentence to understand the meaning of words or phrases you don't know.

Writing

- 3 Work in small group. Discuss your answer to the question at the end of the blog. Then write a short comment in response to the blog post.

Listening 75

- 4 You are going to listen to three speakers talking about how speech is important in their jobs. Which of these jobs do you think you'll hear about and what will the speakers say? Listen and check.

lawyer hospital receptionist headmaster
radio presenter speech coach teacher

- 5 Listen again. What do the speakers say about the words and phrases in the box?

Speaker 1: face-to-face, speed and volume

Speaker 2: elderly, avoid doing something

Speaker 3: recognise, care

- 6 Listen again. Match each of the three speakers to one of the sentences below (a–d). There is one sentence that you don't need to use.

- a I try not to use the phone as much when I'm not working.
- b I'm good at what I do, but not because of my voice.
- c I prefer speaking to people face-to-face than on the phone.
- d I used to speak a lot faster and louder than today.



Use of English

- 7 In English, we often use *make* with other words to make fixed expressions. Look at the expressions with *make* that the speakers used. What do they mean? Can you think of any more?



Lessons 10–11 **Speeches that made history**

- How can you write a successful, interesting speech?

Speaking

- 1 Look at the statements from historic speeches. Which one do you like best? Compare in groups.

“Ask not what your country can do for you – ask what you can do for your country.”

John F. Kennedy – Washington, January 20th 1961

“I have a dream.”

Martin Luther King Jr. – Washington, August 8th 1963

“I raise up my voice – not so that I can shout, but so that those without a voice can be heard.”

Malala Yousafzai – New York, July 12th 2013



Listening 76

- 2 You are going to listen to an interview with Robert Bruni. Speeches are very important in Robert's job. Listen once and write what his job is.
- 3 Listen to the interview again. For each question, choose the best answer (a, b or c).
 - 1 Who does Robert write most speeches for?

a actors	b politicians	c scientists
----------	---------------	--------------
 - 2 Who advised Robert to become a speechwriter?

a a colleague	b his wife	c his parents
---------------	------------	---------------
 - 3 What does Robert say is challenging for a speechwriter?

a finding information about the topic	b making lots of changes to the speech	c deciding on the main message of the speech
---------------------------------------	--	--
 - 4 According to Robert, above all, what does a powerful speech need?

a a strong opening	b a strong statement	c a strong conclusion
--------------------	----------------------	-----------------------

3 Work in pairs. Answer the questions.

- 1 Why does Saif al Zari do this job?
- 2 What impresses the writer of the article?
- 3 How did Saif al Zari become a hakawati storyteller?
- 4 According to Saif al Zari, what two things make the best stories?

Language tip

In English, we often express purpose with one of these structures:

*to + infinitive: I sat at the front **to** hear the story more clearly.*

*so (that) + clause: I sat at the front **so that** I could hear the story more clearly.*

*in order to + infinitive: I sat at the front **in order to** hear the story more clearly.*

In order to is more formal than to + infinitive or so that.

4 Read the article in Activity 2 on page 209 again and find examples of these structures.

5 Read the story *The Big Race* and discuss the questions on the worksheet your teacher gives you.

6 Work in small groups. Imagine you are hakawati storytellers practising *The Big Race*. Discuss the questions below.

- 1 How and where would you change your voice?
- 2 Where would you pause?
- 3 What sound effects would you make?
- 4 How would you use your face, hands and body to bring the story to life?



Listening 

7 Listen to Saif al Zari tell *The Big Race*. Notice how he uses his voice to bring the story to life.

Speaking 

8 Practise telling the story in your groups.



Lesson 14 Practise and prepare

Use of English

- 1 Choose the correct options to complete Rashid's email.

Subject: **A great day** ↩ ↪ 🏠

Hi Jassem

How's it going? I had a really great day today and I wanted to share it with you. An elderly **storyteller/speechwriter**¹ called Saif al Zari came to our school **to say/to tell**² us a story: *The Big Race*. He **seemed as/seemed**³ like a really nice person and it was amazing to watch and listen to him. Mr al Zari used his voice, hands and face **ordering to/in order to**⁴ get our attention. It **seemed as if/as**⁵ the story characters were in the classroom! Everyone was listening so carefully. Nobody **did/made**⁶ a sound! Maybe we should meet this weekend **so to/so that**⁷ I can tell you what the story is about. Are you free?

Rashid

Reading and speaking

- 2 Read the information and discuss the questions in pairs.
- 1 What do you think you could learn at the workshop?
 - 2 Would you like to attend? Why? Why not?
 - 3 Who would you recommend this workshop to? Why?

Listening 78

- 3 Rashid and Jassem attended the workshop in Activity 2 and they are talking about the experience. Listen to their conversation and decide if the statements are true or false.
- 1 Both Rashid and Jassem were keen on attending the workshop.
 - 2 At the workshop, everyone had to make a speech.
 - 3 Jassem is pleased with his storytelling techniques.
 - 4 Rashid informs Jassem about another storytelling workshop.
 - 5 Jassem suggests having a storytelling event at school.
 - 6 Rashid agrees to discuss Jassem's idea with a teacher.

HAKAWATI STORYTELLING WORKSHOP

We are happy to announce a new workshop led by hakawati storyteller Saif al Zari.

Mr al Zari has years of experience telling stories to children and teenagers all over the country. He will show you storytelling techniques through group work and individual exercises. Come along and discover the beauty of our hakawati storytelling tradition!

Lesson 15 **Word power**

Reading

- 1 This is the opening of Chapter 1 of *Whispering Waves*. What impression is the author trying to give?

Whispering Waves by Maitha al Falahi

Whenever Wdeema went out on the beach, the waves would whisper to her. Today, there was no one else there. She could hear them clearly. They were whispering to her as they crashed on the shore: "Don't go. Don't leave. Don't go. Don't leave," they said. "Stop it!" Wdeema cried. She felt angry at the world and looked for a flat, round pebble in the sand. She threw it out at the sea as hard as she could. It swished in the air and then bounced off the surface of the water a few times.

Why was Wdeema feeling this way? Yesterday was the last day of school. She spoke at the assembly and everyone congratulated her on her speech. She should be feeling proud and relieved, yet here she was, standing at her favourite spot, feeling down. Wdeema knew why. In a month, she'd be in her new home in Abu Dhabi getting ready for college. "What if I don't like it? What if I don't make any friends? What if I hate it? All these 'what ifs!'" she thought.

Squawk! Squawk! Squawk! Three seagulls flew above her head and Wdeema watched them flap their white wings against the orange-red sky, getting smaller and smaller like dots until they disappeared. Suddenly, she felt lighter. It seemed as if the seagulls had taken her worries away. Then she remembered her grandfather's advice: "Don't waste time worrying about the future. Take care of the present, and the future will take care of itself." Wdeema picked up a pretty pink pebble lying by her feet and held it tight as she walked off. She was smiling.



- 2 Work with a partner. What impressions do you get of Wdeema's personality, her family, and her future?
- 3 What type of literary device is used in each sentence below? Discuss in pairs. Then find more examples in the story extract.
 - 1 What's that sound? Can you hear the buzzing? Is it a bee?
 - 2 The tree was too tall but the tiny frog tried to climb it.
 - 3 She smiled because she was happy. Because it was a new day. Because it would all be OK.

Language tip

Authors often use these literary devices:

Alliteration: words that start with the same sound are used in the same phrase or sentence.

Onomatopoeia: using a word that is similar to the sound it describes.

Repetition: repeating the same word or phrase to make the idea more powerful.



Lesson 16 Review

Vocabulary

1 Match the words that have a similar meaning.

pause goal shake convince
scared speak

objective afraid stop persuade
talk vibrate

Use of English

2 Complete the sentences with the missing words.

- 1 I wanted to speak to you yesterday, but I didn't _____ a chance.
- 2 I'm tired. Let's take a _____ and continue later. OK?
- 3 The storyteller asked the children to _____ part in the story.
- 4 Please be quiet. I'm _____ a lot of stress!
- 5 Goodybye, Jassef. Please _____ in touch .
- 6 Did you _____ time to go to the workshop?

3 Three of the sentences below use *make* incorrectly. Find and correct them.

- 1 Please make an appointment with my secretary.
- 2 What do you make as a job?
- 3 Could you make me a favour, please?
- 4 Make sure you speak clearly.
- 5 I'm afraid you've made a mistake here.
- 6 You made very well in the test.
- 7 I have an announcement to make.
- 8 It makes no difference to me.

4 Convert these commands to reported speech.

Speaker	Command	Listener
Robert	Breathe deeply.	Hugo
<i>Robert told Hugo to breathe deeply.</i>		

1 Ibrahim	Stay calm.	Hamad
-----------	------------	-------

2 Asma	Don't be over confident.	Hessa
--------	--------------------------	-------

3 The teacher	Practise your speech at home.	Moza
---------------	-------------------------------	------

4 Rashid	Stand up straight.	Jassem
----------	--------------------	--------

5 Miss Dalal	Don't be impatient.	Maitha
--------------	---------------------	--------

Speaking

Quiz

5 Work with a partner. Ask and answer the questions.

- 1 What does *It's not my cup of tea* mean? Give an example.
- 2 Give four examples of phrases with *make*.
- 3 What does a speechwriter do?
- 4 In what year did King George VI give his radio speech?
- 5 Name the part of your body where your voice is produced.
- 6 Who said the famous line *I have a dream*?
- 7 Which words does the word *hakawati* come from?
- 8 What do you call a person whose job is to help people with speech problems?
- 9 Finish J F Kennedy's quote: *Ask not what your country can do for you. Ask ...*
- 10 What is *onomatopoeia*? Give an example.

Lessons 17–18 Project: End-of-year assembly speech


Preparation 21st

- 1 Work in groups. Your teacher has asked you to give a speech at the end-of-year assembly. Brainstorm ideas you could include in your speech.
- 2 Read the example speech below. Put the paragraphs in the correct order.

A Now, as we look to the future and the new school year that's waiting, I hope that it's as good as this one – maybe even better than this one! (pause) I look forward to seeing my friends again and to making new ones. I look forward to greeting my teachers again and to learning new things with them. I can't wait to come back to school because (pause) It's been an amazing school year! Congratulations, everyone!

B Headteacher, Teachers, Parents, Friends. It's been a good school year. Can you believe it? Nearly 36 weeks ago we walked through the gate and into our classrooms. Some of us happy to see our old friends. Some of us nervous because we didn't know anyone. And now we're about to walk through the school gate again and into the summer. Some of us are about to walk through the gate forever and go to college. (pause) It's been a great school year. (pause)

C These 36 weeks have been both long weeks and short weeks. Long because we had to study a lot, learn new things and follow a strict schedule. Short because we had fun along the way, made good friends and had amazing experiences. Happy moments seem short when you look back at them. But, (pause) it's been a successful school year. (pause)

- 3  Now listen and check. What are the main ideas? Compare them to your own.
- 4 Read the example speech again, and discuss the questions below in class.
 - 1 What do you think of the opening and closing sentences?
 - 2 Did the writer use repetition? Give examples.
 - 3 Did the writer create images with the words chosen? Give examples.





- 5** You are going to write an end-of-year speech. First, look at the advice below. Think of one more piece of advice related to preparing, writing or giving a speech.

Choose your message well

- What do you want your audience to take away from your speech? Make sure your message is important for all types of listeners in the audience (teachers, parents, students).

Structure your speech

- Make a plan and divide your ideas. Make sure you have an introduction and a conclusion.

Choose your words

- Use words your audience will understand. Make your speech 'colourful' and friendly. Write in your speech (*pause*) so you make what you say sound important. Use repetition with phrases or sentences that can make the message stronger.

Big statement

- Open your speech with a statement or a question that will grab your audience's attention. And remember to close your speech with a big statement too.

- 6** Work in pairs. Prepare your end-of-year assembly speech using your ideas from Activity 1 and the advice in Activity 4.

- 7** Divide your speech into two and practise giving your part of the speech. Help each other by listening and making comments.

Presentation 21st

- 8** Give your end-of-year assembly speech in class.

Make sure:

- you speak slowly and clearly.
- you look up at your audience.
- you sound interesting and enthusiastic.

While you're listening:

- make a note of the main ideas.
- notice if repetition is used.
- think about why you like each speech.

- 9** Discuss the different speeches in class. Talk about similarities and differences between them.



Wordlists

Unit 10

active	adjective	essential	adjective
adapt	verb	event	noun
antiseptic wipes	noun	explosion	noun
bandage	noun	extreme	adjective
battery	noun	first-aid kit	noun
become	verb	go missing	verb
believable	adjective	have a go	verb
break through	verb	ideal	adjective
bruise	noun	keep (someone's) spirits up	verb
champion	noun	land	verb
championship	noun	lava	noun
character	noun	licence	noun
collapse	verb	liquid	noun
collarbone	noun	location	noun
come round	verb	magma	noun
comfortable	adjective	majority vote	noun
compass	noun	map	noun
competition	noun	memorable	adjective
consciousness	noun	mine	noun
contest	noun	mine	verb
copper mine	noun	miner	noun
cut	noun	mining	noun
desert	noun	mobile phone	noun
desert island	noun	mountain	noun
drill	verb	multi-tool	noun
drill hole	noun	news broadcast	noun
due	adjective	notebook	noun
emergency food rations	noun	plaster	noun
emergency supplies	noun	plot	noun
ending	noun	polar regions	noun
endurance	noun	poncho	noun
energy bar	noun	provide	verb
enter	verb	rainforest	noun
erupt	verb	raise the alarm	verb
		recommend	verb

rescue operation	noun
rope	noun
scenery	noun
screwdriver	noun
signs of life	noun
skill	noun
sleeping bag	noun
solar phone recharger	noun
space blanket	noun
spare	adjective
survival instinct	noun
survive	verb
survivor	noun
take part in	verb
talent	noun
tin opener	noun
torch	noun
tough	adjective
trap	verb
try	verb
twists and turns	noun
useful	adjective
ventilation	noun
ventilation system	noun
video camera	noun
volcano	noun
washing kit	noun
water bottle	noun
waterproof jacket	noun
waterproof matches	noun
whistle	noun
winner	noun

Phrases

Another event will be the ...
 How did the rescue services know where to look?
 How did you survive?
 How long were you ...?
 How were you rescued?
 I think I could ... , but I'm not very good at ...
 I think ... will
 I would enter the ...
 I would have a go at ...
 I wouldn't like to try ...
 I'd like to take part in the ...
 ... might be able to ...
 No way!
 Really?
 So then what did you do?
 That's incredible.
 That's terrible.
 The winner is the person who ...
 There's a good chance that ...
 What happened after ...?
 What happened to you?
 What items of survival kit did the character have with them?
 What kit did you use?
 Why did you choose (a desert island) for the location?
 You have to ...
 You mustn't ...

Unit 11

awful	adjective	serious	adjective
bored	adjective	shift	noun
breathtaking	adjective	site	noun
camper	noun	soaked	adjective
chef	noun	sociable	adjective
cool box	noun	starving	adjective
disastrous	adjective	stunning	adjective
disgusting	adjective	sun cream	noun
exciting	adjective	sun hat	noun
fantastic	adjective	temporary	adjective
fauna	noun	tour guide	noun
first-aid kit	noun	tourism	noun
flight attendant	noun	travel agent	noun
flora	noun	ultimate	adjective
folding chair	noun	uncomfortable	adjective
fun	adjective	unforgettable	adjective
furious	adjective	waiter	noun
green	adjective	world-class	adjective
habitat	noun		
hotel receptionist	noun	Phrase list	
homemade	adjective	... aren't/isn't much fun.	
idiom	noun	... aren't really for me.	
insect repellent	noun	... that kind of thing.	
long-term	adjective	But a good thing about this job is ...	
low-paid	adjective	Could you tell me ...?	
luxury	adjective	Do you know ...?	
mouthwatering	adjective	I can't remember ...	
organic	adjective	I wonder ...	
picnic basket	noun	I'd like to know ...	
part-time	adjective	I'm really into ...	
pilot	noun	If you want to be a ... you must be/have ...	
potter	noun	and ...	
relaxed	adjective	loads of ...	
sculptor	noun	The job can be difficult because...	
seasonal	adjective	the other thing is that ...	
		You need to tell me ...	

Unit 12

alliteration	noun	pause	verb
attention	noun	recognise	verb
audience	noun	remember	verb
avoid	verb	repetition	noun
be under stress	verb	scared	adjective
breathe	verb	shake	verb
calm	adjective	share (my) thoughts	verb
care	verb	speed	noun
ceremony	noun	take a break	verb
clear your throat	verb	take a breath	verb
common goal	noun	take part in	verb
communicate	verb	team effort	noun
confident	adjective	volume	noun
convince	verb	welcome	verb
elderly	adjective	worry	verb
embarrassed	adjective		
face (a problem)	verb	Phrases	
face-to-face	adverb	make a comment	
fear	noun	make a difference	
feel proud	verb	make a mistake	
find the time	verb	make a phone call	
forget	verb	make a speech	
get a chance	verb	make an announcement	
go blank	verb	make a noise	
keep in touch	verb	make sure	
make an announcement	verb		
natural	adjective		
nervous	adjective		
onomatopoeia	noun		
opportunity	noun		
overcome (a difficulty)	verb		

Audioscript

Unit 10

Track 60

Eissa: Hey, Omar. Have you seen this article about the Fun Championships?

Omar: No, what is it?

Eissa: It's an event at the park next month. There will be lots of different events.

Omar: What kind of events?

Eissa: Well, they're not sports exactly. They're all a little bit unusual, and anyone can enter them. There's a pizza-eating contest.

Omar: Sounds interesting.

Eissa: All you have to do is eat as many pizzas as you can.

Omar: I'm not sure. I like pizza, but I don't usually eat more than one.

Eissa: Me neither. There's a contest where you have to sit facing someone for as long as you can without laughing.

Omar: I'm good at that. Let's enter that one.

Eissa: You can, but I won't. I'm awful at that kind of thing. I just start laughing. How long do you think you keep a straight face for?

Omar: About four minutes.

Eissa: That's a long time.

Omar: I know, but I think I can do it.

Eissa: I couldn't last forty seconds.

Omar: Let's find out. Look me in the eye, and we'll see who laughs first.

Eissa: Okay let's go ... you laughed! I thought you said you were good at this. That was terrible. I think you should stick to pizza-eating.

Track 61

Narrator: Most of us live in cities or towns, and although the weather can be very hot, and sometimes cold, our homes and other buildings help to keep us comfortable most of the time.

There are some places on Earth where survival is much more difficult. These are called 'extreme environments', and living in them can be a real challenge. Take rainforests. They look beautiful, and there are certainly lots of plants and animals that live there, but life can be very tough. The temperature can become very hot, and when it rains, it rains a lot! It's also very dark on the ground, because not much sunlight can get through all of the leaves. Many animals live in the trees, but this isn't something that humans can do easily. As a result, rainforests don't provide ideal living conditions for humans.

Deserts are also difficult places to live in. Like all land animals, we need water to survive, and you won't find much of that in a desert. It hardly ever rains in deserts, so there aren't many plants. In most deserts, it can become very hot in the daytime. Most desert animals only come out at night when it's cooler. They have adapted so that they can see in the dark better than us, and have better hearing.

Animals have also adapted to live in cold conditions. In the polar regions, most land animals are white. This is so they won't be seen against the snow. It's so cold it almost never rains, it just snows. There's a lot of snow – and ice! Even the sea is covered in thick layers of ice in the polar regions.

In environments like these, it can be so difficult to survive, that it's no wonder that not many people live in them.

Track 62

Presenter: Welcome to Book Club. Today we're talking about survival stories. Our first is about a girl from Paris who had an amazing escape. Her name is Bahia Bakari. She was 12 years old at the time. She was going to the Comoros Islands, near Madagascar, off the east coast of Africa, when the plane in which she was travelling crashed into the Indian Ocean. There were 153 passengers on board and she was the only survivor. She escaped with a broken collarbone and burns. She was in the sea for 13 hours before she was rescued. She said afterwards: 'I can't swim well and I held on to something, but I don't really know what.' Please welcome Bahia Bakari.

Track 63

Presenter: After the drill broke through, the rescuers were able to send down food and water in blue plastic capsules to the trapped miners. A month later, the men were still there, as teams of rescuers attempted to drill shafts deep and wide enough to bring them out. By 24th September, the miners had been trapped underground for 50 days, longer than anyone else in history.

A team of engineers from the Chilean navy designed a special steel capsule, just wider than a man's shoulders, to bring the miners up through the narrow shaft to the surface. On 12th October, the rescue began. The capsule brought up the men one by one. The operation worked better and was completed more quickly than the rescuers had originally estimated. In less than 24 hours, all the men had been brought to safety.

Track 64

Presenter: On today's show we have survival expert Dawood Al Harthi. Welcome to the show Dawood.

Dawood: Thank you for having me.

Presenter: Dawood, you have travelled all over the world. You have climbed mountains and trekked across deserts, but today I want to talk to you about the kit you use.

Dawood: Okay.

Presenter: What items do you usually take with you?

Dawood: A lot of the kit I use depends on the kind of place I'm in. Crossing a mountain range in Chile requires very different items from the kind of kit you need for sailing across the ocean.

Presenter: But are there any items that you always have with you, no matter where you go, or for how long?

Dawood: Yes. A few things are essential. It doesn't matter where I am, or what I'm doing, I have to have them with me.

Presenter: For example?

Dawood: My first-aid kit. I never go anywhere without it. Even a small injury can become very serious when you are in tough conditions, so you have to deal with it straightaway. Waterproof matches are also essential.

Presenter: Why?

Dawood: In case I need to start a fire, no matter where I am. And a water bottle, of course.

Presenter: Of course. What about a compass?

Dawood: A compass can be very useful, but I don't always take one with me. Sometimes I use a compass app on my mobile phone. That can be very useful, as well.

Presenter: What happens when the batteries run out?

Dawood: I have a solar phone recharger. It's very useful.

Track 65

Presenter: On Camera Action today I'm reviewing a new film. The film is called 'Survivors' and it's about a camping trip that goes wrong. The main characters are two teenage boys. Before they get to their campsite, there is a road accident and the boys have to survive in the wild until the rescue services can find them. The problem is, they have no food or water, or a survival kit.

I won't tell you the ending. You have to go and see the film yourself, and I strongly recommend it. 'Survivors' is an excellent film. In fact, I think it's the best film I've seen this year.

The actors are young, but they are very good, and all of the characters are believable. The film's locations are outdoors,

and the scenery is beautiful. But the best thing about 'Survivors' is the plot. The story is very exciting, and there are twists and turns all the way through. This film is very memorable. Five stars!

Unit 11

Track 66

Guest: Could you tell me what time breakfast is, please?

Manager: Yes, I could.

Guest: Well, umm, what time is it?

Manager: Breakfast is from seven till ten, but you need to tell me what time you want it.

Guest: Umm, well could we have it at seven-thirty tomorrow?

Manager: No.

Guest: But you just said ...

Manager: Not on a Friday. It starts at eight o'clock on a Friday.

Guest: Well, eight o'clock's fine. Do you know if there's a bus into town this morning?

Manager: Yes, I do.

Guest: Well, is there a bus into town?

Manager: Oh, just look at the timetable. There's one in your room. Now, I wonder if you'd mind letting me get on with my work. Can't you see that I'm busy? The hotel is full this weekend and I've got a lot to do.

Track 67

Narrator: One

Male receptionist: Yes, can I help you?

Guest 1: I've forgotten my toothbrush.

Male receptionist: Oh really?

Guest 1: Well, I wonder if I could buy one?

Male receptionist: I'm sure you could. There's a shop in the village. You can get one there.

Guest 1: But the sign says ...

Narrator: Two

Female receptionist: Yes, can I help you?

Guest 2: I seem to be having problems connecting to the Internet.

Female receptionist: Yes, and ... ?

Guest 2: Well, I thought there was wifi for guests here.

Female receptionist: Oh, did you?

Guest 2: I can't connect to the Internet in my room.

Female receptionist: Well, that's because there's only wifi in the sitting room, not in the bedrooms. You're not at home, you know!

Narrator: Three

Male receptionist: Yes! Can I help you?

Guest 3: Sorry to bother you, I'm just a bit puzzled about why my room hasn't got a sea view.

Male receptionist: Are you?

Guest 3: Yes, I was expecting a sea view and all I can see is the car park.

Male receptionist: Well, I'm sorry, all our rooms with sea views are booked, so I can't change your room. Sorry.

Narrator: Four

Female receptionist: Yes?

Guest 4: Oh, I'm sorry we're a bit late. We couldn't find the hotel. There were no signs on the road.

Female receptionist: Yes?

Guest 4: We were wondering if we could have dinner.

Female receptionist: It's two minutes past ten. The dining-room closed at ten o'clock. Goodnight.

Track 68

Mother: Alya, dear, can you help me, please? I'm preparing our things for our holiday.

Alya: Yes, of course. I'm so excited! I hope our hotel is fun. Can I take my sun hat? I think it'll get very hot under the sun.

Mother: Good idea. And let's take the sun cream too. You know how easy it is to get a sun burn.

Alya: What about the folding chair? That could be useful if someone wants to read or sit outside.

Mother: No, I'm sure the hotel will have chairs outside. I think we should take some insect repellent instead. There are a lot of mosquitoes at night and I really don't want to be bitten.

Alya: You're right. Are we taking the cool box? We'll need that if we go on a picnic.

Mother: Yes, that's true, but it's too big. We'll just have to buy cool drinks if we go out for the day. Well, I think that's everything. Ready?

Alya: Yes, I can't wait!

Track 69

Tour Guide: Hello everyone, here's some information about our tour today. We're leaving at 9 a.m. and we'll reach the Ras Al Khor Wildlife Sanctuary at around 9.30. When we arrive, the Director will welcome us and then we'll start our tour, which includes a visit to the falcon clinic and riding camels in the desert. It's very important to remember just one rule: don't feed the animals. Our next stop will be the Dubai Desert Conservation Reserve, where you can try different sports like archery and sand skiing. After some fun on the dunes, we'll have lunch at the Green House Café and meet at the front desk at 2.30 p.m. Please make sure you arrive on time and don't keep the group waiting. After a short bus ride, we'll reach The Change Initiative, where you can do some green shopping or just walk around the building and enjoy the interactive displays and learning areas. Unfortunately there's nowhere to eat or drink in the building, but you can buy organic food products in the shop and have them in the garden. Just please don't leave any paper or cans lying around. This whole day is all about learning to love and protect our planet, so every effort helps. Now let's have a great time together and go green!

Track 70

Interviewer: Good morning to all our listeners. Today we have Mr Omar Khalili, who will tell us all about working in tourism. Omar, thank you for joining us. My first question is, what is working in tourism all about?

Omar: Well, everyone thinks that tourism is all about working with people having fun on holiday, and that's true in part. But not everyone understands that many jobs in tourism are seasonal and that means short-term contracts. Think about a flight attendant or a tour guide, they might only work during the summer or peak seasons. So that's why so many young people choose tourism as a temporary job until they decide on a career in a different sector.

Interviewer: I see. Sounds like hard work. Are there any good things about working in tourism?

Omar: Of course! Working in tourism is very interesting because of all the great people you meet. For example, a hotel receptionist deals with people from all over the world.

Interviewer: So what's a typical working day like?

Omar: Actually, there really isn't a typical day because every day is different and full of surprises. That's another good thing about working in tourism. As for the hours, generally speaking, working days in tourism are very long and tiring. The hours are quite irregular so you need to be really flexible. It's quite common to work shifts and weekends, night or day. For example, a waiter might be on breakfast, lunch or dinner duty.

Interviewer: What about the pay?

Omar: Generally jobs in tourism are low-paid at the start, which is not very attractive, but salaries can improve quite quickly as you learn new skills and gain experience. If you work hard and you're a quick learner, you'll probably be promoted to a position with responsibility. And if you have special qualifications, you could even consider a long-term career in tourism and reach a management position one day.

Interviewer: Thank you, Omar. That certainly gives our listeners a lot to think about.

Unit 12

Track 71

Hessa: My name's Hessa and I'm in Year 8. Today is the last day of school. How are you feeling?! We have worked hard all year and we have been under a lot of stress. But now it's time to take a break and enjoy our summer holidays. I can see lots of excited faces but don't you feel a bit sad – like me? I'm sad because I'm not going to see my teachers and classmates for so many weeks. We are a big family, so let's keep in touch!

Moza: I'm Moza. I can't believe it's the end of the year. I really enjoyed Year 7. Did you enjoy your school year? I ... I ... learned so many things and ... erm ... I had fun in class. I would like to thank all of our teacher ... erm ... all of our teachers. They worked so hard for us every day, they prepared great lessons, they took part in, erm no ... they organised after-school clubs and trips, they took part in school activities ... Where do they find the time for everything? I hope they get a chance to rest now and get ready for next year, they deserve it. They deserve it!

Track 72

Moza: I'm Moza. I can't believe it's the end of the year. I really enjoyed Year 7. Did you enjoy your school year? I ... I ... learned so many things and ... erm ... I had fun in class. I would like to thank all of our teacher ... erm ... all of our teachers. They worked so hard for us every day they prepared great lessons they took part in, erm no ... they organised after-school clubs and trips, they took part in school activities ... Where do they find the time for everything? I hope they get a chance to rest now and get ready for next year they deserve it. They deserve it!

Track 73

Teacher: Thank you, Moza. That wasn't bad – you said some nice things – but you can still make some improvements.

OK, first of all, you need to sound more confident, so practise a bit more. Try to speak louder and sound more excited. Now ... let me have a look at your notes. I like what you say here about the teachers, but make this sentence shorter. And you need to add commas and full stops – they show you where to breathe – you'll find them helpful when you're practising. Remember: you can look at your notes to remember what you want to say, but don't read them out.

Oh, and one more thing – it's a bit too short. Could you make it a little longer?

Track 74

Speaker: Good afternoon, everyone. I'm really excited to be here today. I remember the first time I stood in front of an audience. I was about ten years old and I was at a wedding. All my relatives were there and lots of other people I didn't know. My role was to walk up to the couple and say a few things about their future. I felt really confident because I had practised my lines a lot. My mother was worried I'd be scared or embarrassed, but I wasn't.

At that time, I dreamed of becoming a university professor – you wouldn't be able to do that if you were scared of performing in public! In the end, however, I became a writer and part of my job is to talk to people about my work. I love creating characters and stories, but above all, I enjoy giving speeches. I talk about my books and many other different topics. Sometimes I speak in big places like schools and libraries, and other times I speak online, but I don't like this as much because I can't see my audience. It's not the same if you can't look at the people you're talking to.

I think communicating ideas is what we people do the best so I encourage you to communicate your ideas – stand up, take the stage, and do it!

Track 75

Male 1 (in his 50s): As a headmaster, I make a lot of speeches, give interviews and speak to people daily. Face-to-face communication is a big part of what I do and speaking clearly is extremely important. When I started out in teaching, I was in my twenties – a young man full of energy and people would tell me: 'Slow down! You speak too fast!' or 'I can hear you – there's no need to shout!' So I realised that how you say something is as important as what you say. With time, I managed to speak at the right speed and at the right volume – that made a huge difference for my career.

Female (in her 30s): My voice is my work! I speak to people eight hours every day. The phone calls don't last long and they're usually people asking to make an appointment with a specific doctor or asking for general information about the

hospital. A large number of the people phoning are elderly people so I need to make sure I speak loudly and clearly. Because I can't see who I'm talking to, I always repeat the information and ask the caller if they have understood. It's a tiring job and in my free time I avoid talking on the phone! I'd rather send messages than make phone calls.

Male 2 (in his 30s, radio voice): I've been doing this job for over 10 years and people now recognise me by my voice. When I go shopping, people make comments to me like 'You're that guy from the show *Live in the Morning*' or 'You've got such a great voice!'. I like that! I feel a bit like a celebrity. But I think I'd be as successful if my voice wasn't as nice. My voice is important but what's more important is that I speak to people's hearts. I can't see my listeners, but they know that I care about them and what happens in our area.

Track 76

Presenter: Welcome to another *Live in the Morning*! We have Robert Bruni with us today. Robert, you're a professional speechwriter. Can you tell us what you do?

Robert: I write speeches for different kinds of people and occasions. I've written for actors who have to give a speech when they receive awards – those are quite short ones and I don't get a lot of them. Most of the speeches I write are for people who work in the media – on television or on the radio. Oh, this year I also worked with a famous scientist to write his speech. I enjoyed that!

Presenter: So have you always worked as a speechwriter?

Robert: No, I used to be a journalist before. I didn't even know this job existed until someone I worked with mentioned it. He had to give a speech at a conference and he asked me to help him write it. He told me I was really good at it and I should think about becoming a speechwriter. I discussed it with my wife and parents and they thought it seemed like a good idea.

Presenter: So is it a job you would recommend for our young listeners?

Robert: Well, you have to love writing and using language. And there's a lot of research you have to do. Each person I work for has a different job, so the topic of the speech is always different. And, often, they don't know what exactly they want to say. That's tough. I have to be patient with them and change the text as many times as necessary.

Presenter: What do you think makes a great speech?

Robert: Well, it seems to me that the most memorable speeches have a strong, simple message. They've got a great

opening and conclusion, and they almost always have a line that people remember. For example, Martin Luther King Junior's 'I have a dream' which he repeats several times. In my opinion, writing a line like that can make a speech really powerful.

Track 77

Deep in the rainforest, there's a big pond full of fish and hundreds of tiny frogs. Colourful tropical birds visit the pond too. The tallest tree in the rainforest grows near the pond. Monkeys, leopards and jaguars live there.

Today, everyone's gathered by the pond to watch the Big Race. All the tiny frogs must race to the top of the tallest tree. The animals are waiting for the race to start. Shhhhh! Bang! It begins! The tiny frogs are off!

"Come on! You can do it! Faster!" some monkeys shout. "This is impossible. Frogs can't run!" says a jaguar. "Not a chance. The tree's too tall!" says another one. "You'll never make it! Just give up!" shouts a leopard.

A lot of tiny frogs are getting tired now and start to give up. "It's OK. We tried," they say. Some other frogs are doing better, but ... "It's too difficult! It's too high!" the crowd keeps shouting. ... So, they give up the race too. Now all of the tiny frogs are sitting in the pond resting. All of them, except one tiny frog that's still climbing up.

"Look at him!" says a monkey to a leopard. "He's going higher and higher. I think he's nearly there!" Most of the animals watching have gone quiet now. Only one parrot shouts, "Be careful! You'll fall!" as the tiny frog reaches the top of the tall tree. "I made it!" he shouts down to the animals, and jumps into the pond. "Hooray! Champion!" all the animals cheer as the tiny frog comes out of the water.

The jaguar walks to the champion frog with the prize and says, "Well done, little frog. That was amazing! But tell us: how did you make it to the top? Weren't you afraid of falling?" The tiny frog takes a small step closer to the jaguar and shouts, "Excuse me? Did you say something? I can't hear very well!"

Track 78

Jassem: That was amazing, wasn't it, Rashid?

Rashid: Yeah!

Jassem: I'm so glad you told me about the workshop. And that I decided to come with you in the end.

Rashid: See! I knew you'd enjoy it. I don't understand why you didn't want to come.

Jassem: Well, you know. I'm a bit shy and I was worried I would have to make a speech ... or ... tell a story in front of lots of people.

Rashid: Well, I saw you telling a story in your group. You seemed really confident and it seemed as if everyone was listening carefully.

Jassem: Yes, they were. They told me I had a great voice and that I made good sound effects.

Rashid: Well done! I think we both learned a lot at this workshop. I hope there's another one soon. I'd like to learn more.

Jassem: Hmmm ... Maybe we could organise a storytelling day at school. What do you think?

Rashid: That's not a bad idea.

Jassem: We could ask our teacher Mr al Hassani for help.

Rashid: Great! Let's talk about it again next week.

Track 79

Headteacher, Teachers, Parents, Friends. It's been a good school year.

Can you believe it? Nearly 36 weeks ago we walked through the gate and into our classrooms. Some of us happy to see our old friends. Some of us nervous because we didn't know anyone. And now we're about to walk through the school gate again and into the summer. Some of us are about to walk through the gate forever and go to college. It's been a great school year.

These 36 weeks have been both long weeks and short weeks. Long because we had to study a lot, learn new things and follow a strict schedule; short because we had fun along the way, made good friends and had amazing experiences. Happy moments seem short when you look back at them. But, it's been a successful school year.

Now, as we look to the future and the new school year that's waiting, I hope that it's as good as this one – maybe even better than this one! I look forward to seeing my friends again and to making new ones. I look forward to greeting my teachers again and to learning new things with them. I can't wait to come back to school because It's been an amazing school year! Congratulations, everyone!

Unit 3, page 50

Use of English: Past continuous, active and passive

Use the Past continuous to say that something was happening around a particular time in the past.

Past continuous active

was / were verb + -ing

Soon after the bridge opened to traffic, cars **were stopping** in the safety lane so that the drivers and passengers could see the view from the bridge.

Past continuous passive

was / were being past participle

While the towers **were being built** across the valley, the road part of the bridge was being made on the land.

When the Millau Viaduct **was being built**, no one was killed.

Unit 4, page 58

Use of English: Quantifiers with countable and uncountable nouns

You can use the expressions below when you want to specify a certain amount of something.

- a bar of chocolate
- a loaf of bread
- a slice of cake, cheese, meat
- a packet of biscuits, noodles, rice
- a bunch of flowers, bananas
- a box of matches
- a jar of jam, olives
- a carton of juice, milk, eggs
- a pot of yoghurt
- a bottle of water
- a can of cola
- a tin of soup, tomatoes
- a bag of crisps

Unit 5, page 76

Use of English: Adjectives followed by prepositions – part 1

Adjectives are sometimes followed by prepositions. It's helpful to learn them as whole phrases.

*I'm **good at** freestyle sports.*

*Subjects like Chemistry and Maths are really **difficult for** me.*

*I'm more **interested in** computers.*

Unit 5, page 77

Use of English: Adjectives followed by prepositions – part 2

*I'm **popular with** people of my own age.*

*I'm **aware of** what I can and can't do.*

*I get **annoyed with** people who aren't sensible and practical.*

*I get **upset by** last-minute changes to plans.*

*I'm **careful about** who I tell secrets to.*

*Honesty is very **important to** me.*

Unit 5, page 81

Use of English: Prepositions followed by nouns

Nouns sometimes have prepositions before them. It's helpful to learn them as whole phrases.

Unit 6, page 93

Use of English: Suffixes for job titles

A suffix is a group of letters at the end of a word.

Several job titles end in common suffixes, such as *-er*, *-ant*, *-or*, *-ian*, *-ic*, *-ist* which are added to a related word (or part of a related word):

<i>drive</i>	<i>(taxi) driver</i>
<i>assist</i>	<i>(shop) assistant</i>
<i>instruct</i>	<i>(driving) instructor</i>
<i>electric</i>	<i>electrician</i>
<i>medical</i>	<i>paramedic</i>
<i>journal</i>	<i>journalist</i>

There are no easy rules to say which suffix to use, but if you learn them in word families, that will help.

Unit 6, page 98

Use of English: Verbs and prepositions followed by verb + *-ing*

After some verbs, we use the *-ing* form of the verb:

I don't feel like working out.

We start checking the equipment as soon as we arrive.

Examples of verbs followed by the *-ing* form

avoid	include	mind
enjoy	involve	practise
feel like	keep on	risk
finish	like	start
give up	mean	suggest

Unit 6, page 103

Use of English: *will* for future predictions

Use the *will* future for predictions of what you think or guess will happen:

Do you think you will go to university?

We often use the contracted form of *will* with the subject:

I'll live in a big house.

Remember the negative form: *will + not = won't*

I won't buy a car until I'm 20.

Unit 7, page 114

Use of English: Prepositions followed by nouns

It's common to find prepositions before nouns in sales language.

*Today we have a special offer of three loaves of bread **for** the **price** of two.*

preposition noun

Unit 7, page 118

Use of English: Reflexive pronouns

*myself, yourself, himself, herself, itself
ourselves, yourselves, themselves*

We use reflexive pronouns with verbs when the **object** is the same person (or thing) as the **subject**.

*A buffet is a meal where **people** serve **themselves** different types of food.*

We also use reflexive pronouns to emphasise the subject or object.

*You get what you want **yourself**.*

Unit 7, page 122

Use of English: Prepositions after adjectives and verbs

Adjectives and verbs are sometimes followed by prepositions. Try to learn them as whole phrases.

Adjective + preposition

*Just walk around a shop, and pick up the items you are **interested in**.*

*But don't worry: they are nothing to be **afraid of**.*

Verb + preposition

*Give your robot your shopping list so it can go out and **look for** all of the items for you.*

*These clever machines can make almost anything you can **think of** from a simple set of digital instructions.*

Unit 8, page 129

Use of English: to have something done

If you *have something done*, someone does it **for** you or **to** you. You don't do it yourself. You can say who did the action using **by + person**, but often it's easy to understand who did it.

have + object + past participle

*Salman's brother **had his tablet fixed**.*

(= He didn't fix the tablet himself.

He asked someone else to do it.)

*I think you've **had your wallet stolen**.*

(= Someone stole your wallet.)

Unit 8, page 133

Use of English: Tense changes in reported speech

Remember that when we tell people what someone said, we usually change the tense because what they said was in the past. So, verbs in present simple are changed to past simple:

'I've got a similar cushion.' → *He said that he had a similar cushion.*

Modal verbs and auxiliary verbs often change too:

'She can use my computer.' → *He said that she could use his computer.*

'I'll show him my bedroom.' → *He said that he would show him his bedroom.*

Some modal verbs like *might* and *should* don't change:

'We might buy a new bunk bed.' → *She said that they might buy a new bunk bed.*

'You should use a reading lamp to study.' → *He said that I should use a reading lamp to study.*

Unit 8, page 140

Use of English: Compound adjectives

Just like compound verbs and nouns, two words can be used together to make compound adjectives.

It's a well-known brand of tennis racket.

It's written by a best-selling author.

When the compound adjective is made of number + noun, the noun is in singular form.

It's a 320-page English grammar book.

They were tired after the 10-hour flight.

Sometimes compound adjectives are joined with a hyphen:

multi-sport

Sometimes they don't need one:

bedtime

Unit 9, page 147

Use of English: Present perfect, active and passive

We often use the present perfect for reporting news, when a particular past time is not specified:

Active

They've lost their homes.

Passive

Thousands of homes have been lost.

Unit 11, page 189

Use of English: Past modals

Use *should have/shouldn't have* + past participle to say what you wish had or hadn't happened in the past:

You *should have come* with us. =
I'm sorry you didn't come with us. /
I wish you had come with us.

Remember that you can use *could have* and *would have* + past participle to talk about things that were possible, but did not happen:

If you had come with us, ...

you *could have done* aerobics and gone walking;

you *would have played* team sports and *learned* to play tennis;

you *wouldn't have been* bored.

Unit 12, page 199

Use of English: Reported speech – statements and questions

When we tell people what someone said, we usually change the tense of the verb because what they said was in the past:

"Today *is* the last day of school." → I told them it *was* the last day of school. / Hessa said it *was* the last day of school.

"I *learned* so many things." → I told them I *'d learned* so many things. / Moza said she *'d learned* so many things.

With statements using *tell* and *say*, we can add *that* or omit it:

I told them it was the last day of school.

I told them *that* it was the last day of school.

When you report questions that begin with a question word, change the tense and leave out *do/does/did*:

"Where *do they find* the time?" → Moza asked where they *found* the time.

When you report Yes/No questions, use *if* or *whether*, change the tense and leave out *do/does/did*:

"Don't you *feel* a bit sad?" → Hessa asked the students *if they felt* a bit sad.

We also change time expressions: *now* → *then*, *today* → *that day*, *next year* → *the following year*, etc.

Unit 12, page 201

Use of English: Reported speech – commands

When you report a command, use *ask/tell someone to do something*:

"Speak louder, please." → *He asked me to speak louder.*

When you report a command with *don't*, use *ask/tell someone not to do something*.

"Don't be late!" → *She told me not to be late.*

Unit 12, page 203

Use of English: Punctuation – capital letters, full stops and commas

A sentence is a group of words that expresses a complete idea. Sentences always start with a capital letter and end with a full stop or other punctuation mark, for example a question mark (?) or exclamation mark (!):

I can't believe it's the end of the year. I really enjoyed Year 7!

Commas separate clauses within a sentence:

They prepared great lessons, organised after-school clubs and trips, and they took part in school activities.

They also show you good places to breathe when you're reading aloud.

Workbook

Unt 3, page 44

Use of English

Past continuous active:

*They **were building** a bridge.*

Past continuous passive:

*A bridge **was being built**.*

Language Tips

Coursebook

Unit 1, page 7

Language tip

When you are being polite, or when you don't know someone very well, to ask if you can do something, use *Would you mind if I* + verb in the past tense.

Would you mind if I switched the TV off?

To ask someone else to do something, use *Would you mind* followed by verb + *-ing*.

Would you mind switching the TV off?

Unit 1, page 11

Language tip

To give a precise description of a colour, you can use compound adjectives:

adjective + adjective

It's **pale blue**.
some **bright pink**
cushions

noun + adjective

It would be painted
lime green.

Unit 1, page 16

Language tip

We use *used to* when we talk about something we did regularly in the past.

We always used to cook on an open fire.

We didn't use to have electric kettles.

Notice that positive sentences have *used to*, and negative sentences have *didn't use to*.

Look at the sentences in Activity 1 and find some examples of *used to* and *didn't use to*.

Unit 1, page 17

Language tip

We often use *will* or *'ll* to talk about the future and to make predictions. Look at these examples and notice how we form the negative:

I think robots will do everything in the future. We'll just relax.

We won't have to do anything!

Unit 1, page 18

Language tip

We often use *would* to talk about imaginary situations:

I would like the robot to make my breakfast and do my homework.

Unit 3, page 41

Language tip

Notice the difference between *used to* and *be used to*.

We use *used + infinitive* to describe a repeated action or state that happened in the past, and is now finished:

We *used to live* in a house in a suburb.

We use the verb *to be + used to + noun* to talk about something that was unusual for us in the past, but now it is usual:

It was quite scary at first, but I'm used to it now.

Unit 3, page 46

Language tip

Sometimes, the opposite of an adjective can be created by adding the prefix *un-*:

intelligent > unintelligent

usual > unusual

comfortable > uncomfortable

natural > unnatural

Depending on the context, the most commonly used opposite may be an unrelated word:

natural > man-made

Unit 3, page 50

Language tip

Use *tall* for people, trees, buildings and for things that are higher than they are wide.

How tall are you?

The tallest tower is 343 metres above the valley.

Use *high* for other things, such as mountains and bridges.

How high is Kilimanjaro?

It's the highest bridge in the world.

Unit 3, page 53

Language tip

Remember to use *will* for future predictions:

This is where people will buy fresh fruit and vegetables.

Unit 4, page 59

Language tip

Singular	Plural
one loaf	two loaves

Unit 4, page 65

Language tip

Remember, to form the present passive we combine: subject + present tense of *to be* + past participle

This building is designed to look like a flower.

To form the past passive we combine:

subject + past tense of *to be* + past participle

It was named after the ruler of Abu Dhabi.

Unit 4, page 68

Language tip

Remember, to make a prediction, we use:

Subject + *will / won't* + base form

may / may not

might / might not

Skyscrapers will be much taller than today's buildings.

People won't go to an office.

When you make a negative prediction about the future, you can say *won't* or *mightn't* but you cannot say *mayn't*.

You can only say *may not*.

Unit 4, page 70

Language tip

Remember, every conditional sentence has two parts (clauses):

(*If* + past simple), (*would(n't)/could(n't)* + base form).

The clauses in conditional sentences can come in any order. For example, you can say:

If the egg wasn't shaped the way it is, we'd have a lot of broken eggs to clean up!

You can also say:

We'd have a lot of broken eggs to clean up if the egg wasn't shaped the way it is!

Unit 4, page 72

Language tip

When two words sound the same, we say they *rhyme*.

For example:

can – man

mouse – house

good – should – would

cake – lake – shake



Unit 5, page 78

Language tip

Remember to use *so* + adjective/adverb (for example *so easy-going*) and *such* + a(n) + adjective + noun (for example *such a delicious cake*) to make the adjective/adverb/noun stronger.

Unit 5, page 79

Language tip

In an opinion text, use words and phrases like *First of all ...*, *Secondly ...*, *Lastly ...*, to introduce ideas; *Also ...*, *In addition ...*, *Moreover ...*, to add arguments; *For example ...*, *For instance* to give examples. They all help to organise ideas and make the text easier to read.

Unit 5, page 83

Language tip

Remember, we use *must/mustn't* for obligation and *should/shouldn't* for advice. *Must/Mustn't* is stronger than *should/shouldn't*:

A: You **should** do your homework before you watch TV.

B: I'll think about it ...

A: You **must** do your homework before you watch TV.

B: Okay, Mum.

Unit 5, page 85

Language tip

Adjectives ending in *-ed* describe people's feelings, whereas adjectives ending in *-ing* describe what causes those feelings:

*I was more **surprised** than anyone ...
That sounds **interesting**.*

Unit 5, page 87

Language tip

Remember that we use the second conditional to describe imaginary situations. We form the second conditional like this:

if + Past Simple, would/could/might + infinitive

If they decided to do it, they would have help from the teachers.

Unit 5, page 88

Language tip

When we want to **report an order or command**, we use *told + (not) infinitive*:

He told him to wait until daylight.

Unit 6, page 93

Language tip

Work can be used as a noun or a verb:

*She **works** hard every day. (verb)*

*He goes to **work** in the morning. (noun)*

Job is always a noun:

*You have a really interesting **job**. (noun)*

Unit 6, page 94

Language tip

When we are describing where someone works we use *work(s) in* for a specific building:

He/She works in a shop.

If you're not sure how to describe a person's job title, you can use *work(s) in* + the area of their industry:

He/She works in marketing/computing/finance/advertising/publishing, etc.

You can also use *work(s) for* + a ... company:

He/She works for a publishing company.

Unit 6, page 95

Language tip

Remember to use an article before singular nouns, but not before adjectives:

I'm a team player/the leader.

I have good communication skills/problem-solving skills/leadership skills.

I'm proactive/creative.

Unit 6, page 100

Language tip

Remember, when we talk about two ideas that are very different, we can use words like *but, however, although, even though* to balance good and bad points:

I love working with animals. However, it's a difficult job because animals can't talk.

Unit 7, page 120

Language tip

Many adjectives are related to nouns.

impulse (noun) → *impulsive* (adjective)

adventure (noun) → *adventurous/unadventurous* (adjectives)

Other adjectives are related to verbs.

care (verb) → *careful* (adjective)

prepare (verb) → *prepared* (adjective)

If you are not sure what an adjective means, look to see if it is related to a noun or a verb.

Unit 7, page 123

Language tip

Ibrahim couldn't remember the name of the item he was looking for. Notice how he explained what he meant:

It's one of those things, you know, you wear it on your head.

It protects your eyes from the sun.

It's got a flat, hard bit at the front. You know what I mean.

You wear it for sports like tennis or golf.

Unit 8, page 128

Language tip

These phrasal verbs may be useful when you're talking about personal possessions: *fall apart, look after, save up, put away, take off, throw away.*

Unit 8, page 130

Language tip

We can form adjectives by adding the ending *-ful* to words:

use → *useful*

colour → *colourful*

wonder → *wonderful*

If the word ends in *-y*, we change it to *-i*:

beauty → *beautiful*

Unit 8, page 135

Language tip

Remember, a non-defining relative clause gives us more information about someone or something. If we take it out, we can still understand the sentence. We use *who* and *whose* for people, *which* for things and *where* for places. We use commas to separate the non-defining relative clause.

Vincent van Gogh, whose paintings are worth millions of dollars, was a Dutch painter.

He had a brother called Theo, who sent him letters and money.

'Vincent's Bedroom in Arles', which Van Gogh painted in south France, is my favourite painting.

He spent some years in Paris, where he painted streets and cafés.

Unit 8, page 131

Language tip

Some **compound verbs and nouns** are written as one word:

airport, skyscraper, website, upload, sightseeing

Others are written as two words:

memory card, palm tree, fountain show, camera case

Unit 8, page 136

Language tip

Remember, a defining relative clause gives important information to identify who or what we are talking about. If we take it out, we can't understand the sentence. We use *who* and *whose* for people, *which* for things and *where* for places. We can replace *who* and *which* with *that*. We don't use commas.

The painter whose paintings you can see in this gallery is my uncle.

The woman who lives in that house is a painter.

This is the painting which I was telling you about.

The art gallery where you can see my paintings is on West Street.

Unit 8, page 145

Language tip

Strong adjectives have the idea of *very* in them so we never use *very* before them.

Unit 10, page 168

Language tip

In English, the same sound can be spelled in different ways. Look at these words, which all contain the /ʃ/ sound, as in *she*:

<i>she</i>	<i>prec<u>ious</u></i>
<i>destin<u>ation</u></i>	<i>press<u>ure</u></i>
<i>consc<u>iousness</u></i>	<i>o<u>cean</u></i>

Unit 8, page 140

Language tip

In short adverts, we often write in note form to save space. We don't include words like pronouns or articles. The important words are nouns, adjectives and verbs. Note that when the verb is easily understood, we can leave it out:

This junior tennis racket is almost new and comes with a cover.

When we remove words, we may have to change capitalisation and add punctuation:

Junior tennis racket, almost new, comes with cover.

Unit 10, page 173

Language tip

You can use *to* + infinitive to talk about purpose.

You need a solar phone recharger to recharge your phone. = Why do you need a solar phone recharger? So you can recharge your phone.

You can use *in case* to talk about possibility.

You need a first-aid kit in case you injure yourself.
= You need a first aid kit. You might injure yourself.

Unit 11, page 181

Language tip

Two or more words that go together to make a new word are called compound nouns: *bus stop, toothpaste, whiteboard, swimming pool*

Unit 11, page 183

Language tip

Prefixes are letters that come at the beginning of a word. Some prefixes are used with adjectives to give them a negative or opposite meaning.

For example: *dis- im- in- un-*

Remember which prefix to use, and learn the adjectives in pairs:

comfortable uncomfortable

You can say, for example *The bed wasn't comfortable*, but it shows you have better English if you can use the correct prefix: *The bed was uncomfortable*.

Unit 11, page 186

Language tip

You can use strong adjectives to give more importance to what you say. This shows you know a lot of words in English!

The weather was awful. (= the weather was very bad)

Language tip

We use *wish + had (n't) + past participle* to say we are sorry that something happened or didn't happen in the past.

Unit 11, page 191

Language tip

When we report a rule or an order, we use *say* or *tell* + the infinitive form of the verb:

"Don't arrive late." =

He said not to arrive late.

"Make sure you're on time." =

He told us to be on time.

When we use *tell*, we must include the object:

He told us to be on time.

But when we use *say*, we rarely include the object:

He said not to arrive late.

Unit 12, page 208

Language tip

We use *seem* in the following structures when we are almost sure about something. It has the same meaning as 'appear to be'.

seem + adjective: Robert *seems happy* with his new job.

seem + *like*: It *seems like Robert is happy* with his new job.

seem + *as if*: It *seems as if Robert is happy* with his new job.

seem + *to*: Robert *seems to be happy* with his new job.

Unit 12, page 210

Language tip

In English, we often express purpose with one of these structures:

to + infinitive: *I sat at the front to hear the story more clearly.*

so (that) + clause: *I sat at the front so that I could hear the story more clearly.*

in order to + infinitive: *I sat at the front in order to hear the story more clearly.*

In order to is more formal than *to* + infinitive or *so that*.

Unit 12, page 212

Language tip

Authors often use these literary devices:

Alliteration: words that start with the same sound are used in the same phrase or sentence.

Onomatopoeia: using a word that is similar to the sound it describes.

Repetition: repeating the same word or phrase to make the idea more powerful.

Workbook

Unt 1, page 7

Language tip

Some phrasal verbs are interchangeable, depending on the context.

For example you could say:

Switch the light on. or *Turn the light on.*
or *Put the light on.*

You can also say:

Switch the light off. or *Turn the light off.*

But you can't say:

Put the light off.

Put off means to delay doing something. That's why it's important to learn phrasal verbs in context.

Unt 1, page 16

Language tip

Notice the difference between

pick and **pick up**:

pick: to collect fruit or vegetables

He picked all the apples from the tree.

pick up: to collect from a place

I picked up the newspaper on my way home. She picked up the children from school.

pick up can also be to lift or gather something: *Pick up your clothes – they're all over the floor!*

Unt 4, page 49

Language tip

More quantifiers

a couple of

a dozen / half a dozen

a few

a number of

A couple of means 'two'.

Half a dozen means 'six'.

A dozen means 'twelve'.

Two dozen means 'twenty-four'.

Notice that you say: *a dozen / half a dozen eggs*

NOT

a dozen / half a dozen of eggs

You say: *two dozen eggs*

NOT

two dozens eggs

A few means 'a small number of'.

Unt 4, page 56

Language tip

When we make the past participle of **regular** verbs, we just add *-ed* to the end:

work – worked

But, for **irregular** verbs, the past participle doesn't follow any rule so you have to learn them!

go – gone

sell – sold

know – known

keep – kept

Unt 5, page 74

Language tip

You can sometimes form adjectives from nouns or nouns from verbs and vice versa by adding or changing the endings:

*She is concerned about the **environment**.*

(noun)

*She is concerned about **environmental** problems. (adj)*

Unt 6, page 91

Language tip

When we ask a polite question, we can start by saying Can/ Could you tell me...



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Bridge to Success **9**

Coursebook

Bridge to Success is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates.

This book sets out to:

- build and develop foundation literacy skills
- build and develop foundation handwriting skills
- build and develop foundation speaking and listening skills
- cover standards for Grade 2 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.



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