



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



YEAR OF  
**ZAYED**

# Bridge to Success

Workbook

**Book**

**7**



Westminster Bridge, England

Book **7**  
Volume

1

2

3

# Bridge to Success

Workbook



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

Volume 1 material 2018

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 7 Workbook

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# Welcome to Bridge to Success

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

*Bridge to Success Grade 7* consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.


The materials reflect the following principles:

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

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

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

The following icon is used in this Workbook:

-  pre-recorded listening activity

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

# Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 1</b> <b>Meeting and greeting</b> <b>Pages 6–22</b>	Customs of meeting and greeting; special greetings and social expressions ( <i>Have a good weekend</i> ) <b>Reading:</b> Greetings in different countries Gift giving on special occasions A quiz: <i>Are you a good guest?</i> A dialogue: greetings, invitations, giving advice, asking permission An informal letter An article about living abroad	<b>Listening:</b> Formal and informal conversations: meeting and greeting Greetings in different countries A visit to stay with family in London <b>Speaking:</b> Formal and informal greetings Role-play: formal and informal conversations Entertaining guests: inviting, accepting invitations, arranging, refusing invitations Giving and receiving gifts Common social expressions Travelling and living abroad Intonation in questions	Modals: <i>should, can, could, may</i> Question tags: <i>isn't it? aren't you?</i>	greetings, gestures, common social expressions, language of letters and magazine articles	Complete a formal dialogue Write an informal dialogue Write a letter about a trip Summarise information in an article Write a formal and an informal note
<b>Unit 2</b> <b>Personal Identity</b> <b>Pages 23–37</b>	Life at school; describing someone in your family; family history <b>Reading:</b> A blog about middle school A conversation about favourite school subjects Reading about family history A profile of a family member A conversation about family relationships A story: <i>A bundle of sticks</i> A letter and an email between family members	<b>Listening:</b> A survey about school Someone talking about their family <b>Speaking:</b> Comparing primary and middle school A class survey A quiz about family	The present perfect simple for situations continuing up to now; apostrophes 's and 's	Family members and ancestors, personality adjectives	Write about your school A profile of a family member Write about the oldest person in your family Write about family relationships Create a poster: <i>Unity is strength</i>
<b>Unit 3</b> <b>Clothing and accessories</b> <b>Pages 38–50</b>	Clothes and fashion; the clothes and accessories of the ancient Egyptians; an advert for an accessory <b>Reading:</b> An email about clothing in the UAE Two people's opinions of clothes and fashion Accessories and clothing in ancient Egypt Kotls: traditional Sami clothing Adverts for clothes and accessories The history of advertising	<b>Listening:</b> The history of the T-shirt A person talking about accessories and jewellery Boys talking about national costumes at an international party Quiz: clothing around the world Adverts for accessories and clothing A woman talking about advertising <b>Speaking:</b> Discussing T-shirts and clothes Discussing attitudes to clothes and fashion Quiz: clothing around the world Describing a product	Phrasal verbs: present passive, including modals with passives ( <i>it can be worn</i> ) Adjectives: position and different endings	Clothes and accessories, Materials that clothes and accessories are made of	Write a reply to an email from a pen friend Write a paragraph about an item of clothing from the UAE Write a paragraph about your attitude to clothes and fashion

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 4</b> <b>Outdoor pursuits</b> <b>Pages 58–75</b>	Outdoor sports and activities in New Zealand; activity holidays; school trips <b>Reading:</b> Outdoor activities in New Zealand. Emails about a trip to New Zealand. Emails about visiting the UAE. A description of a heroic adventure. A poem about camping.	<b>Listening:</b> A girl talking about New Zealand. A conversation about a trip to New Zealand. <b>People talking about future plans.</b> A radio interview about a heroic adventure. A conversation about a school trip. <b>Speaking:</b> Describing outdoor activities. Role-play about holiday plans. Talking about future plans. Brainstorming ideas for an activity centre.	The present perfect with <i>ever</i> ; expressing the future; <i>-ing</i> forms as subjects.	Outdoor activities. Outdoor survival, adventure and equipment.	Writing about holiday plans. Writing an email to a friend visiting the UAE. Complete a blogpost about a heroic adventure. Write a paragraph for an activity centre brochure.
<b>Unit 5</b> <b>Transport systems</b> <b>Pages 66–79</b>	Transport systems around the world; the history of transport; road signs and road safety <b>Reading:</b> Public transport systems around the world. A conversation about buses. A brief history of public transport. A newspaper article about solar-powered buses. An email about solar buses to a newspaper editor.	<b>Listening:</b> The first hot-air balloon flights. A school council discussion about getting to and from school. A conversation about future plans. An interview with a boy and a girl about a new cycle path. <b>Speaking:</b> Discussing public transport in the UAE. Role-play a dialogue about future plans. Role-play a discussion for and against solar buses.	Past simple passive; <i>wish (that)</i> + past simple. <i>May</i> and <i>might</i>	Forms of transport. Public transport. Green transport, the environment, adjectives to describe public transport.	A paragraph about transport in the UAE. A dialogue about the advantages and disadvantages of a form of public transport. Writing a description of the first hot-air balloon flights. A wish list: places to visit and how to get there. Opinions about having a longer school day.
<b>Unit 6</b> <b>Using maps</b>	Different kinds of maps; conversations about directions; exploration. <b>Reading:</b> Directions based on a map. A text about favourite places in a city. Metro systems around the world. How to read and understand maps. Advice on improving your sense of direction. Description of a guided tour. A story about a lucky escape. Short biographies of famous explorers. Article about the Emirates Space Mission.	<b>Listening:</b> A conversation about places in a city. A phone conversation about a multi-journey. Conversations about people's sense of direction. A radio report of a lucky escape. <b>Speaking:</b> Talking about a busy day. Describing favourite places. Talking about how to get to places in a city. Talking about your sense of direction. Giving opinions that compare two things. Discussing libraries. Talking about famous explorers. Discussing the importance of maps. Discussing questions about space and science.	Intuitive of purpose. Prepositions of place and direction. Prepositions related to travel. Comparative adjectives. Past continuous. Ways of expressing agreement and disagreement.	Buildings and places in a town or city. Places on a map. Useful telephone expressions. Geographical features on maps. Road signs. Vocabulary of guided tours. Sections in a library. The language of exploration. Vocabulary from a folklore.	Writing answers to survey questions about favourite places. Making notes on a metro journey. Completing questions comparing two things. Completing and answering quiz questions about explorers. Making notes for a project presentation. Taking notes from group presentations. Writing a story about a journey.



	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 7</b> <b>Health, food and exercise</b>	<p>A balanced diet: getting enough exercise and sleep; the diet and training of Kenyan long-distance runners.</p> <p><b>Reading:</b></p> <p>Information about food groups.</p> <p>Information about vegetarians.</p> <p>A leaflet about healthy lifestyles.</p> <p>A dialogue discussing snack foods.</p> <p>A leaflet about what the brain needs.</p> <p>An article about dehydration.</p> <p>An article about types of drinks.</p> <p>An article about Kenyan long-distance runners.</p>	<p><b>Listening:</b></p> <p>An interview with a nutritionist about food.</p> <p>An interview with a scientist about energy.</p> <p><b>Speaking:</b></p> <p>Discussing with partner about food groups.</p> <p>Asking and answering questions about staying healthy.</p> <p>Asking and answering questions about what the brain needs.</p> <p>Discussion about healthy drink options.</p> <p>Plan a healthy menu.</p> <p>Discussion about exercise.</p>	<p>Quantifiers with countable and uncountable nouns (<i>a few... a little...</i>).</p> <p>Adjectives and adverbs.</p> <p>Positions of adverbs of frequency.</p>	<p>Food groups.</p> <p>Types of food.</p> <p>Types of drinks.</p> <p>Sports and exercise.</p>	<p>Writing a menu for a vegetarian friend.</p> <p>Designing a poster to encourage people to drink more water.</p> <p>Writing questions to match answers.</p> <p>Writing a letter to persuade someone to take part in sports.</p>
<b>Unit 8</b> <b>All living things</b>	<p>Animal groups and characteristics; protecting wildlife; the world of the polar bear.</p> <p><b>Reading:</b></p> <p>Facts about animals.</p> <p>Facts about birds.</p> <p>What is climate change?</p> <p>A quiz about environmental issues.</p> <p>Information about polar bears.</p> <p>An extract from <i>War Horse</i>.</p>	<p><b>Listening:</b></p> <p>Information about animals.</p> <p>Conversations about books and plays.</p> <p><b>Speaking:</b></p> <p>Discuss recycling habits.</p> <p>Asking and answering questions about polar bears.</p> <p>Discussing ideas about a reading text.</p>	<p><i>So does he.</i></p> <p><i>So Jane I.</i></p> <p>Relative clauses with which as the subject pronoun.</p> <p>Could for possibility and suggestion.</p>	<p>Animal characteristics.</p> <p>Climate change.</p> <p>Vocabulary about bones.</p>	<p>Questions about animals.</p> <p>Writing about a character from a novel.</p> <p>Designing a theatre poster.</p>
<b>Unit 9</b> <b>World records</b>	<p>Olympic and Paralympic Games.</p> <p>World records.</p> <p>Sporting events.</p> <p>Athletic abilities.</p> <p><b>Reading:</b></p> <p>Illustrated history of the ancient Olympics.</p> <p>Spectators' comments on the Paralympics.</p> <p>A world records quiz.</p> <p>Athletic animals.</p> <p>A biography of an athlete.</p>	<p><b>Listening:</b></p> <p>A profile of a Paralympic athlete.</p> <p>Listen to a conversation about a sporting event.</p> <p>Listen to a conversation about athletic abilities.</p> <p><b>Speaking:</b></p> <p>Talking about the similarities and differences between the ancient Olympics and the modern Olympics.</p> <p>Describing a sporting event.</p> <p>Asking and answering questions about an athlete.</p> <p>Taking part in a world records quiz.</p> <p>Talking about what you are capable of doing.</p> <p>Organising a school sports day.</p>	<p>Review of past simple.</p> <p>Pronouns <i>everyone, anyone, no one, everything, anything, nothing</i>.</p> <p>Comparatives and superlatives of adverbs.</p>	<p>Words relating to the ancient and modern Olympic and Paralympic Games.</p> <p>Words relating to sporting events, world records and athletic abilities.</p>	<p>Writing a summary of a text about the ancient Olympics.</p> <p>Writing a description of an Olympic sport.</p> <p>Writing an account giving your impressions of a sporting event.</p>

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



Lessons 1–2 **How do you say hello?****Listening 2**

1 Listen and number the lines in the conversation in the correct order.

\_\_\_\_\_ Kareem: I'm very well, but school is hard work at the moment. I've got lots of exams to study for.

\_\_\_\_\_ Kareem: They're nice. **Anyway, I've got to go to football practice now. Nice seeing you. Give me a ring soon.**

\_\_\_\_\_ Kareem: Rehan! **How's it going? Great to see you.**

\_\_\_\_\_ Kareem: **Will do.** Bye.

1 \_\_\_\_\_ Rehan: All right, Kareem?

\_\_\_\_\_ Rehan: Me too. I'm not working today though. I'm doing some shopping. Look, I've bought some new trainers.

\_\_\_\_\_ Rehan: **Sure. Say hi to your family from me.** Bye.

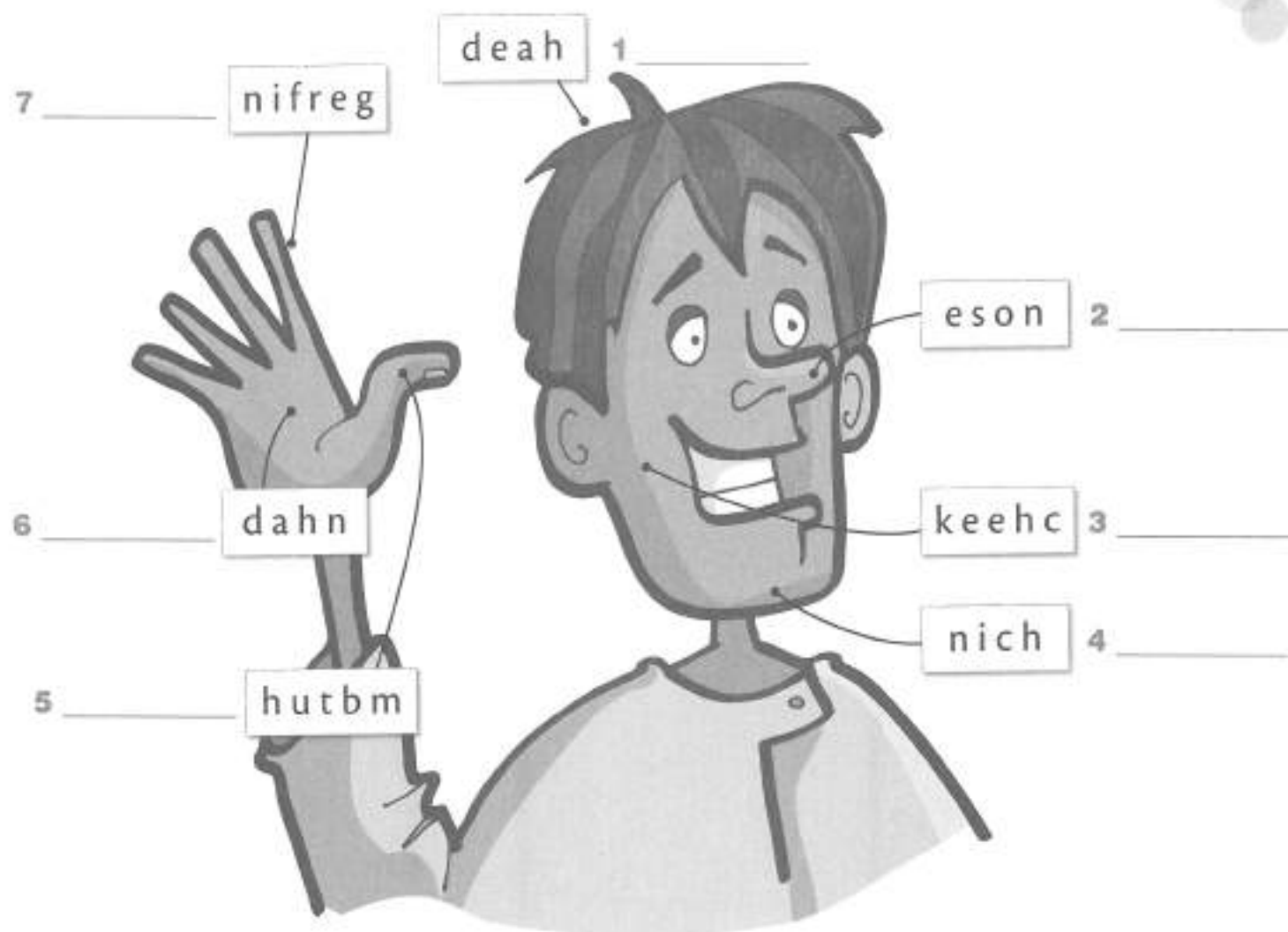
\_\_\_\_\_ Rehan: You too. I'm fine, thanks. **How about you?**

**Vocabulary**

2 Write the phrases in **bold** from the conversation in Activity 1 in the correct column of the table.

Saying you are happy to see someone	Asking for more information	Making a request	Agreeing to do something	Ending the conversation

3 Unscramble the letters to make the words for the parts of the body.



## Vocabulary

4 Complete these collocations with the words in the box.

• head • kiss • nod • shake • hands

- 1 to \_\_\_\_\_ your head
- 2 to \_\_\_\_\_ hands with someone
- 3 to put your \_\_\_\_\_ together
- 4 to bow your \_\_\_\_\_
- 5 to give your mother a \_\_\_\_\_ on the cheek

## Lessons 3–4 Greetings

- 1 Write a paragraph about meeting and greeting in your culture. You can use the writing frame to help you.

In \_\_\_\_\_ the formal way to greet each other is by \_\_\_\_\_. Foreign visitors can \_\_\_\_\_ and \_\_\_\_\_ but you don't \_\_\_\_\_. In a conversation, when you are speaking or listening to a/an \_\_\_\_\_ person, it is important to \_\_\_\_\_. This shows \_\_\_\_\_. Don't \_\_\_\_\_ and never \_\_\_\_\_.

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- 2 Find and correct the spelling and grammatical mistakes in this text.

In New Zealand the formal way to greet each other is by shake hands and smiling. You should use a New Zealander's sorname and not their first name, until the person suggests it.

When greeting a New Zealand Maori, it is important to tuch your nose and forehead to the other person's, and shayk their hand. This is called 'hongi' and it shows that you understand and respect the Maori culture. When in conversation with a Maori, never say negative things about New Zealand or its people. Treat everyone with respect.

## 3 Number the conversation in the correct order.

- \_\_\_\_\_ **Karimah:** No, sorry, I'm going to visit my cousins in the afternoon.
- \_\_\_\_\_ **Zaynah:** Great! See you on Saturday morning.
- 1 **Karimah:** Hi Zaynah. How are you?
- \_\_\_\_\_ **Zaynah:** OK, how about in the morning instead?
- \_\_\_\_\_ **Karimah:** Yes, I'm free in the morning.
- \_\_\_\_\_ **Zaynah:** Do you fancy going to the mall with me at about 10.00?
- 9 **Karimah:** OK. Bye Zaynah.
- \_\_\_\_\_ **Zaynah:** Hi Karimah. I'm well, thanks. Are you free on Saturday afternoon?
- \_\_\_\_\_ **Karimah:** That sounds fun. 10.00 is perfect for me.

## 4 Write a similar conversation between person A and person B. Use the words and phrases in the box to help you. Don't forget to start the conversation with a greeting and end by saying goodbye.

- Are you free on ...?    • Would you like to ...?    • Do you fancy ...?    • Yes, I'm free ...
- No, sorry I'm ...    • How about ...?    • That sounds great/fun.

Person A \_\_\_\_\_

Person B \_\_\_\_\_

Person A \_\_\_\_\_

Person B \_\_\_\_\_

Person A \_\_\_\_\_

Person B \_\_\_\_\_

Person A \_\_\_\_\_

Person B \_\_\_\_\_

Person A \_\_\_\_\_

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

**1** Unscramble the letters to spell six words, then match the words to their definitions.

**1** enyed \_\_\_\_\_

**2** dsa \_\_\_\_\_

**3** nblissgi \_\_\_\_\_

**4** svarlieet \_\_\_\_\_

**5** tigf \_\_\_\_\_

**6** veeirc \_\_\_\_\_

**a** a word which means the opposite of *happy*

**b** a word which means the opposite of *give*

**c** a word that means the *people in your family*

**d** another word for *a present*

**e** another way to say *brothers and sisters*

**f** another word for *poor*

**2** Think about a time in the year when you give and receive gifts. Write a paragraph about this special day/celebration and describe what you and your family do.







## Lesson 7 Practise and prepare

### Vocabulary

- 1 Complete the crossword with the words in the box.

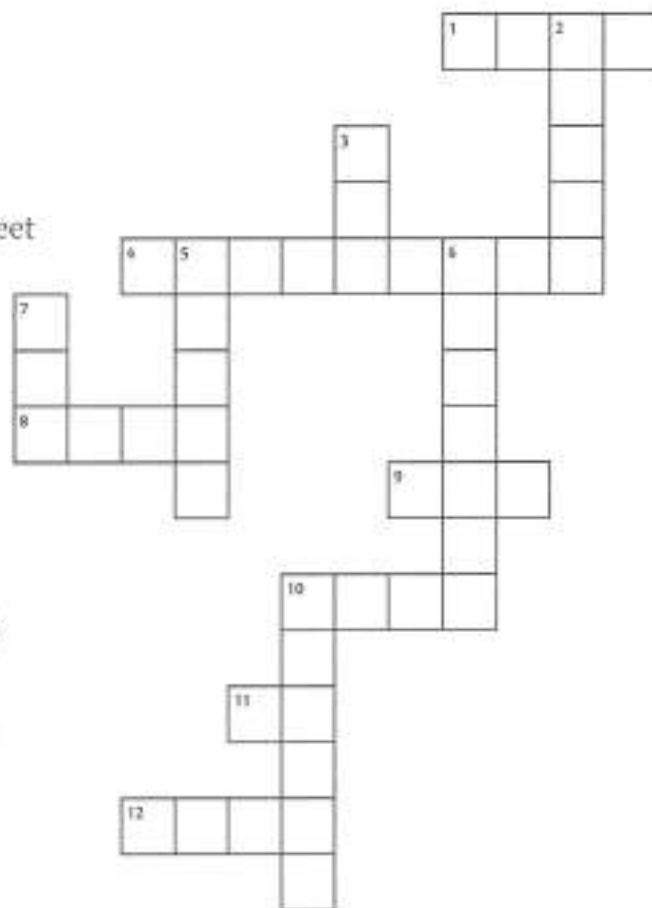
#### Across

- 1 In some countries, you greet people by giving them a \_\_\_ on the cheek. (4 letters)  
 4 A person you work with. (9)  
 8 Move your hand when saying 'hello' or 'goodbye'. (4)  
 9 Put your arms around someone. (3)  
 10 'How are you?' 'I'm \_\_\_, thanks.' (4)  
 11 A short way of saying 'hello'. (2)  
 12 The part of your face below your mouth.  
 Your thumbs touch it when you greet a friend in Thailand. (4)

• shake	• bye	• kiss
• wave	• chin	• gesture
• older	• colleague	• friend
• bow	• hug	• fine
• hi		

#### Down

- 2 In some countries, you \_\_\_ hands when you meet someone. (5)  
 3 A short way of saying 'goodbye'. (3)  
 5 The opposite of younger. (5)  
 6 A movement of the hand, arm or head to express something. (7)  
 7 In Japan, it's polite to \_\_\_ your head when you meet someone. (3)  
 10 A close \_\_\_ is someone you know very well. (6)



### Self-assessment

- 2 Can you do all of these tasks?

- I can greet someone formally and informally.
- I can invite someone to do something.
- I can read and understand a magazine article.
- I can give advice and ask permission.

## Lesson 8 Greetings (2)

- 1 Read the paragraph. Then write three sentences giving advice about meeting and greeting using *you should/shouldn't* or *you can*.

**Information for visitors to the United Kingdom**

When you meet someone in formal situations, don't use first names. Use *Mr*, *Mrs*, *Miss* and the family name of the person. Some people shake hands when they meet.

- 1 You shouldn't use first names.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

- 2 Complete the conversations using modal verbs. There may be more than one possibility.

- |  |   |
|--|---|
| A Have you got everything you need?  | B I feel quite tired after the journey. I can't keep my eyes open!    |
| B I'm sorry, but I've forgotten my towel.<br>(Ask to borrow one.)<br>May / Could / Can I borrow one? | A (Give advice.)  |
| A Did you have anything to eat on the journey?   | A Do you want to get anything to take home?                           |
| B Well, not much.  | B Yes, I'd like to buy a present for my parents.<br>(Ask for advice.) |
| A (Offer to make a sandwich.)  |   |
| A Do you want to let your parents know you've arrived safely?  |   |
| B Yes, please.<br>(Ask to use the computer to send an email.)  |   |

**3** Complete the conversations with *possibly* or the correct question tag.

**Miriam:** Dinner is delicious, Khalia.

**Khalia:** I'm so glad you like it.

**Miriam:** It's called *al machboos*, <sup>1</sup> \_\_\_\_\_?

**Khalia:** Yes, that's right. It's a traditional dish.

**Miriam:** Wonderful. I'd love to cook it for my family. Could I <sup>2</sup> \_\_\_\_\_ have the recipe?

**Khalia:** Sure, I'll give it to you later.

**Kieran:** Hello, Mr Hussain. It's a lovely day, <sup>3</sup> \_\_\_\_\_?

**Mr Hussain:** Good afternoon, Kieran. Yes, it is indeed. Where are you off to?

**Kieran:** Oh, well, I'm going to see my new friend Saif.

**Mr Hussain:** That's nice. I hope you have fun.

**Kieran:** I think I should take a present with me, <sup>4</sup> \_\_\_\_\_?

**Mr Hussain:** Yes, you should. It would be a polite thing to do.

**Kieran:** OK. Could you <sup>5</sup> \_\_\_\_\_ suggest what I should take?

**Mr Hussain:** Hmm. Perhaps you should take some nice coffee for his parents, and some sweets for his little brother.

**Kieran:** That's a great idea. Thank you very much, Mr Hussain.

## Lessons 9–10 Everyday expressions

### 1 Complete the conversations with the correct phrases.

- 1 **A** I'm new at this school. This is my first day.  
**B** Welcome!
- 2 **A** Hello. My name's Sara.  
**B** Hello. I'm Aisha. \_\_\_\_\_.
- 3 **A** I'm going to bed. I can't keep my eyes open!  
**B** OK. \_\_\_\_\_.
- 4 **A** We're leaving tomorrow and we're away for three weeks. I can't wait!  
**B** \_\_\_\_\_.
- 5 **A** I got 90% in my Maths exam.  
**B** Wow! \_\_\_\_\_.
- 6 **A** I'll see you outside the cinema at 7 o'clock.  
**B** Great! \_\_\_\_\_.

Nice to meet you.

Welcome!

Have a good holiday.

Well done!

See you later.

Goodnight. Sleep well.

### 2 Complete these sentences with the correct modal verb from the box. Some modal verbs can be used more than once.

• should    • can    • could

- 1 That box looks very heavy. \_\_\_\_\_ I help you?
- 2 You \_\_\_\_\_ go to the doctor. You look unwell.
- 3 I've just arrived at the airport. \_\_\_\_\_ you tell me where to find a taxi, please?
- 4 Is it sunny in the UAE in July? \_\_\_\_\_ I take my sunglasses?
- 5 \_\_\_\_\_ I go swimming this afternoon, please Dad?

### 3 Now match the sentences from Activity 2 to the uses of the modal verbs a–d below.

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

4 Read this letter from Hamdah to her teacher Mrs Mahni.

1 Can you identify these features of the letter?

• address • date • greeting • body of letter • farewell • signature

2 Do you think this letter is formal or informal?



Calle Alda, 16,  
29206 Marbella,  
Málaga,  
Spain

18th October 2016

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_  
4 \_\_\_\_\_  
Dear Mrs Mahni

Thank you for your letter, which I received on the 10th of October. I am glad that everyone in the class is working so hard. I am doing my best with my school work here in Spain.

My family and I have been here in Spain for six weeks now. We have enjoyed hiking in the mountains and visiting some very pretty villages. My father is working hard and my mother is looking after me and my younger brother and sister. She makes sure that we all do our homework. If we finish it quickly, she says we can use the pool in the garden.

Could you possibly tell me which dictionary I should use when I am doing English? The one I have is not very good.

I am looking forward to coming home to Abu Dhabi soon. I hope that the class will let me tell them about my adventures in Spain.

5 \_\_\_\_\_  
6 \_\_\_\_\_  
Best wishes

Hamdah Saadi

## Comparing letters

- 5** Look at the letter in Activity 4 and the letter on page 16 of the Coursebook. Fill in the table to show the differences between the informal letter to a friend and the formal letter to a teacher.

Feature	Informal	Formal	Same or different?
Information in the letter	<i>It arrived last week.</i>	<i>I received it on the 10th October.</i>	<i>Different. Formal is more precise.</i>
Greeting			
Use of contracted verbs (I'm, I've, we'll) <b>Or</b> Use of full forms (I am, I have, we will)			
Sign off			
Signature			



## Lessons 11–12 **Away from home**

- 1** **8** Listen again to Omar talking about his visit to London. Fill in the gaps with the missing words from the box below.

• want • taller • home • know • brown • first • hot • parks • theme • computer

- 1** Here in London it is not \_\_\_\_\_ at all.
- 2** I am in London because my parents \_\_\_\_\_ me to get to \_\_\_\_\_ my cousins.
- 3** This is the \_\_\_\_\_ time I have been to London.
- 4** There are lots of \_\_\_\_\_ and museums.
- 5** Yesterday, I went to a \_\_\_\_\_ park with my aunt and my cousins.
- 6** Sometimes we play \_\_\_\_\_ games together.
- 7** He is \_\_\_\_\_ than I am, but we both have \_\_\_\_\_ hair.
- 8** I am looking forward to going \_\_\_\_\_ in two weeks.



- 2** What are the different parts of a letter? Unscramble the words.

g \_\_\_\_\_ g  
a \_\_\_\_\_ s  
b \_\_\_\_\_ y o \_\_\_\_\_ l \_\_\_\_\_ r  
f \_\_\_\_\_ l  
s \_\_\_\_\_ e

## Vocabulary

- 3** Use a dictionary to look up the meanings of these words from the magazine article on pages 18 and 19 of the Coursebook. Write a short definition for each word.

blog \_\_\_\_\_

disrupt \_\_\_\_\_

flexible \_\_\_\_\_

identity \_\_\_\_\_

isolated \_\_\_\_\_

plunge \_\_\_\_\_

uproot \_\_\_\_\_

### Using a dictionary

Use a good dictionary to help you with difficult words in a text. It will show you how to pronounce the word and what sort of word it is, and it will explain the meaning. It may even have a picture to help you.

**Study skills**

#### containers



**container** /kən'teɪnər/ **noun**  
an object such as a box or a bottle that is used for holding something

This tells you how to pronounce the word.

This tells you what sort of word it is.

This tells you the meaning.

- 4** Answer these questions about the magazine article on page 18 of the Coursebook.

- 1** The article is about ...
  - a** holidays abroad
  - b** moving abroad for work
  - c** digital technology
- 2** The Ansari family spent two years in ...
  - a** Dubai
  - b** London
  - c** Abu Dhabi
- 3** How old are the Ansari children?
  - a** ten and eleven
  - b** eight and ten
  - c** ten and twelve
- 4** Why did the parents want to go to London?
  - a** It would be good for the boys' education.
  - b** They have family and friends there.
  - c** They wanted to stay together as a family.
- 5** How did Hassan stay in touch with his friends in Dubai?
  - a** He used video calls and wrote a blog.
  - b** He called them on the phone.
  - c** He wrote letters.

- 5 Complete the table with the positive and negative things for the Ansari family about moving to London for two years.

Positive things about moving to London	Negative things about moving to London



## Lesson 13 Away from home (2)

- 1** Read the interviews with each family again on pages 18 and 19 of the Coursebook. Which things are the same for both families? Which things are different? Complete the table below.

	What is the same?	What is different?
The families		
What decision did they have to make?		
What were they concerned about?		
What did they decide to do?		
Was it the right decision?		

- 2** Which family do you think made the best decision? Why? Write a short explanation.

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## Lesson 14 Practise and prepare

### Questions

1 Choose the correct verb for the question tag.

- |  |           |           |          |
|--|-----------|-----------|----------|
| 1 He likes fast cars, _____ he?                    | a doesn't | b won't   | c isn't  |
| 2 She's coming to visit, _____ she?                | a can't   | b won't   | c isn't  |
| 3 They've got a cousin in Bahrain, _____ they?     | a are     | b haven't | c isn't  |
| 4 You're going to the mall on Saturday, _____ you? | a can't   | b won't   | c aren't |
| 5 We're driving to the park later, _____ we?       | a aren't  | b won't   | c don't  |

### Wordsearch

2 Find words to match the definitions.

- Title of a magazine or newspaper article.  
h \_\_\_\_\_
- Saying hello in a letter.  
g \_\_\_\_\_
- How you know when a letter was sent.  
d \_\_\_\_\_
- A smaller title that appears after the headline.  
s \_\_\_\_\_
- Saying goodbye in a letter.  
f \_\_\_\_\_
- Formal greeting in a letter.  
d \_\_\_\_\_
- Word used to give advice.  
s \_\_\_\_\_
- Shows you are asking something.  
q \_\_\_\_\_ tag.
- Polite way to say hello.  
g \_\_\_\_\_
- Piece of writing in a magazine or newspaper.  
a \_\_\_\_\_

f	d	j	e	e	s	i	v	w	r	s	f
a	e	d	g	o	h	e	l	l	s	e	g
r	h	u	b	w	o	q	z	y	g	m	b
e	f	y	k	d	u	l	g	h	r	s	z
w	e	h	c	e	l	f	w	a	e	c	s
e	s	h	e	a	d	l	i	n	e	k	i
l	j	d	c	r	i	q	c	h	t	i	f
l	g	o	o	d	m	o	r	n	i	n	g
p	v	q	u	e	s	t	i	o	n	i	d
s	u	b	h	e	a	d	i	n	g	s	h
a	r	t	i	c	l	e	g	d	a	l	w
o	a	z	s	f	l	k	d	a	t	e	d

### Self-assessment

3 Can you do all of these tasks?

- I can use question tags.
- I can write a formal or an informal note.
- I can read and understand a magazine article.
- I can use modal verbs for advice, permission, requests and offers.

## Personal identity

## Lessons 1–2 So far, so good

- 1 Complete the words for school subjects and match them to the symbols.

a

$$12 + 15 - 7 =$$

b



c



d



e



f



g



1 H i s t o r y

2 A \_\_\_\_

3 M \_\_\_\_ c

4 M \_\_\_\_ s

C

5 E \_\_\_\_

6 S c \_\_\_\_

7 G e \_\_\_\_

- 2 Use the words from Activity 1 to complete each of these sentences.

- Can I borrow a paintbrush for my \_\_\_\_\_ lesson?
- I enjoy \_\_\_\_\_ because I learn about what happened in the past.
- I've lost my calculator and I've got \_\_\_\_\_ next.
- I'm learning to play the drums in my \_\_\_\_\_ lesson.
- In \_\_\_\_\_ we are working in a real lab!
- Do we need a globe for our \_\_\_\_\_ lesson?
- We are learning about Shakespeare's life in \_\_\_\_\_.



3 Match the words from the box to the correct school subject.

• concert • drums • experiment • grammar • lab  
• orchestra • skeleton • spelling • vocabulary

- 1 science : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_  
2 English : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_  
3 music : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

4 Write three sentences that are true for you. Use the words from Activity 3 above and from Lesson 1 to help you.

In science, I like doing experiments in the lab.

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

5 Using the vocabulary from Lessons 1 and 2, write three questions about school to ask a partner.

Have you joined any after-school clubs yet?

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



## Lessons 3–4 You and your family

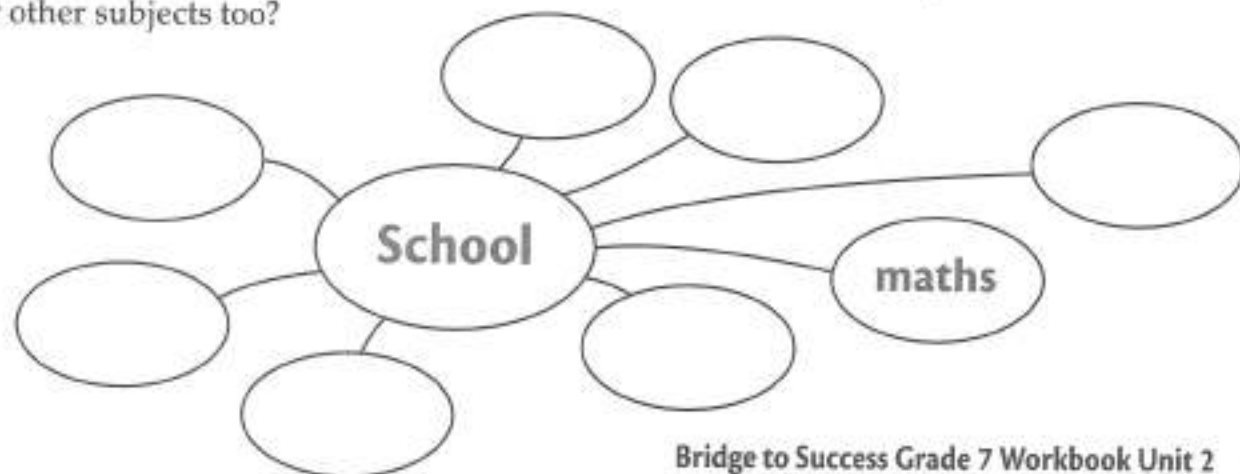
**1** Can you match up the jumbled word on the left with the correct spelling on the right?

- |                     |                     |
|---------------------|---------------------|
| <b>1</b> yihrost    | <b>a</b> English    |
| <b>2</b> tar        | <b>b</b> history    |
| <b>3</b> argmrma    | <b>c</b> school     |
| <b>4</b> umcis      | <b>d</b> subjects   |
| <b>5</b> olochs     | <b>e</b> vocabulary |
| <b>6</b> bacovuyral | <b>f</b> art        |
| <b>7</b> lgehins    | <b>g</b> orchestra  |
| <b>8</b> cseinec    | <b>h</b> science    |
| <b>9</b> socarterh  | <b>i</b> music      |
| <b>10</b> jusbtacs  | <b>j</b> grammar    |

**2** Choose the correct option.

- In this subject I could learn to play an instrument:  
**a** history      **b** geography      **c** music
- In this subject I learn about famous artists:  
**a** English      **b** art      **c** maths
- In this subject I learn about keeping fit and exercising properly:  
**a** PE      **b** science      **c** music
- In this subject I might learn in a lab:  
**a** history      **b** geography      **c** science
- In this subject I might learn in a gym:  
**a** PE      **b** English      **c** maths

**3** Add as many words as you can think of to the school word web. Why not think of words for other subjects too?



- 4 This is a shortened version of the conversation between Abdullah and Sunil in Activity 2 on page 25 of the Coursebook. Complete it using the correct form of the verbs in the present perfect. You can look at the reference section of the Coursebook (page 247 Unit 2, Track 10).

**Abdullah:** Which subjects <sup>1</sup> have you enjoyed (you / enjoy) most?

**Sunil:** Well, I <sup>2</sup> \_\_\_\_\_ (enjoy) science. I like doing experiments in the lab. What about you?

**Abdullah:** I've enjoyed English because we <sup>3</sup> \_\_\_\_\_ (read) some funny stories and we <sup>4</sup> \_\_\_\_\_ (do) some creative writing.

<sup>5</sup> \_\_\_\_\_ (you / do) any after-school activities?

**Sunil:** Yes, I have. I <sup>6</sup> \_\_\_\_\_ (join) the school orchestra. I'm learning to play the drums. What about you?

**Abdullah:** I <sup>7</sup> \_\_\_\_\_ (not / have) time. Which sports

<sup>8</sup> \_\_\_\_\_ (you / play)?

**Sunil:** I <sup>9</sup> \_\_\_\_\_ (play) football.

**Abdullah:** I've played volleyball.

**Sunil:** <sup>10</sup> \_\_\_\_\_ (the headteacher / speak) to you yet?

**Abdullah:** Yes, he knows my name. He said, 'Good morning, Abdullah.'

**Sunil:** He knows my name too, unfortunately!

**Abdullah:** <sup>11</sup> \_\_\_\_\_ (you / enjoy) this term so far?

**Sunil:** Yes, I have. I <sup>12</sup> \_\_\_\_\_ (make) quite a lot of new friends and I

<sup>13</sup> \_\_\_\_\_ (enjoy) it.

**Abdullah:** Yes, so have I.

- 5 In your notebook, write the answers to these questions.

- 1 Which subjects have you enjoyed most this term?
- 2 Why have you enjoyed those subjects?
- 3 Which sports or after-school activities have you done?
- 4 What have you enjoyed most about school so far this term?

## Lessons 5–6 You and your family (2)

**1** Match the female and male family members to make pairs.

- |               |               |
|---------------|---------------|
| 1 uncle       | a sister      |
| 2 grandfather | b mother      |
| 3 father      | c aunt        |
| 4 son         | d wife        |
| 5 brother     | e grandmother |
| 6 husband     | f daughter    |

**2** Complete the sentences with the correct words or phrases from the box.

date of birth	full name
grandparents	family history
great-grandparents	identical twins

- 1 *Who do you think you are?* is a popular TV programme. It helps people to find out about their family history.
- 2 Although Fahad and Salim are \_\_\_\_\_, I know who's who, because Fahad is just a bit taller.
- 3 My grandparents still live in the house which my \_\_\_\_\_ built.
- 4 Bin Sulayem is a famous rally driver. His \_\_\_\_\_ is Mohammad bin Sulayem.
- 5 I was born on 25th June 2003. What's your \_\_\_\_\_?

**3** One word is missing in each sentence. Rewrite the sentences correctly.

- 1 I've met most my cousins. I've met most of my cousins.
- 2 How many cousins you got? \_\_\_\_\_
- 3 Two my cousins live in Germany. \_\_\_\_\_
- 4 We have lot of fun when we see each other. \_\_\_\_\_
- 5 Where you born? \_\_\_\_\_

**4** Solve these logic puzzles.

- 1 Mary's mother has four children. The first child's name is April. The second child's name is May. The third child's name is June. What is the fourth child's name?  
\_\_\_\_\_
- 2 David's parents, Mr and Mrs Compass, have four children. Three of them are named North, South and East. What is the fourth one called?  
\_\_\_\_\_
- 3 Two sons and two fathers go to the cinema together to watch a film. They all see the same film at the same time, but they only have to buy three tickets. What is the explanation?  
\_\_\_\_\_

**5** What are the missing verbs in each of these phrases? Write them in.

• make    • get (x2)    • meet    • be

- 1 to get together with friends
- 2 to \_\_\_\_\_ named after someone
- 3 to \_\_\_\_\_ on (very well) with
- 4 to \_\_\_\_\_ up with friends
- 5 to \_\_\_\_\_ new friends

Which two phrases mean the same thing?

\_\_\_\_\_ and \_\_\_\_\_

**6** Correct the text, putting in the apostrophe ('s or s') where necessary.

*friend's*  
My ~~friends~~ name is Rosa. She has dual nationality because her parents nationalities are different. Her mothers name is Sonia and she comes from Paris. Her fathers name is Rolf and he comes from Stockholm.

Rosa has invited me to go to Sweden with her next summer. We are going to stay at her grandparents house in Karlstad.

We can also visit her cousins in the north of Sweden. Her cousins names are Astrid and Ella. I hope they speak English!

## Lesson 7 Practise and prepare

**1** Complete the sentences using the present perfect simple of the verb in brackets.

- 1 \_\_\_\_\_ Paul \_\_\_\_\_ his piano exam yet? (*pass*)
- 2 Nizar \_\_\_\_\_ his arm. (*break*)
- 3 \_\_\_\_\_ you \_\_\_\_\_ our new swimming pool? (*see*)
- 4 Sam \_\_\_\_\_ in trouble three times this week. (*be*)
- 5 \_\_\_\_\_ you \_\_\_\_\_ tennis on the new courts yet? (*play*)

**2** Add an apostrophe in the correct place in these sentences where necessary.

- 1 We went to Pauls new house.
- 2 Be careful not to touch my fathers new car!
- 3 Mrs Jones coat is red.
- 4 I like Sarahs choice of music.
- 5 She heard the childrens voices.

**3** Write a short description of your own family using vocabulary from this unit. Use the words in the box to help you.

• aunt • brother • daughter • father • grandfather • grandmother • mother • sister  
• son • uncle • wife • cousins • grandparents • great-grandparent • parents

### Reflect on your learning

Think about the activities you have completed in this unit so far. Write answers to these questions.

- What new words and phrases did you learn?
- What did you do well?
- What did you find difficult?



## Lessons 8–9 Family history

### 1 Read about Patrick O'Connell.

Patrick O'Connell is Canadian. He was born in Ottawa on 27th July 2002. His parents, Liam and Catherine, were also born in Ottawa. However, the family isn't originally from Canada. Patrick's ancestors on his father's side emigrated from Ireland in the 1840s. Patrick and Liam have been to visit the village where they lived and to meet distant relatives who still live there. Catherine's family emigrated from Scotland at about the same time.



Patrick wants to know more about his family history. Complete this form for him.

First name: Patrick

Family name: \_\_\_\_\_

Nationality: \_\_\_\_\_

Place of birth: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Father's name: \_\_\_\_\_

Mother's name: \_\_\_\_\_

Parents' nationality: \_\_\_\_\_

Parents' place of birth: \_\_\_\_\_

#### Details already known about family history

Father's ancestors: \_\_\_\_\_

Mother's ancestors: \_\_\_\_\_

## 2 Complete the form with details of your own family history.

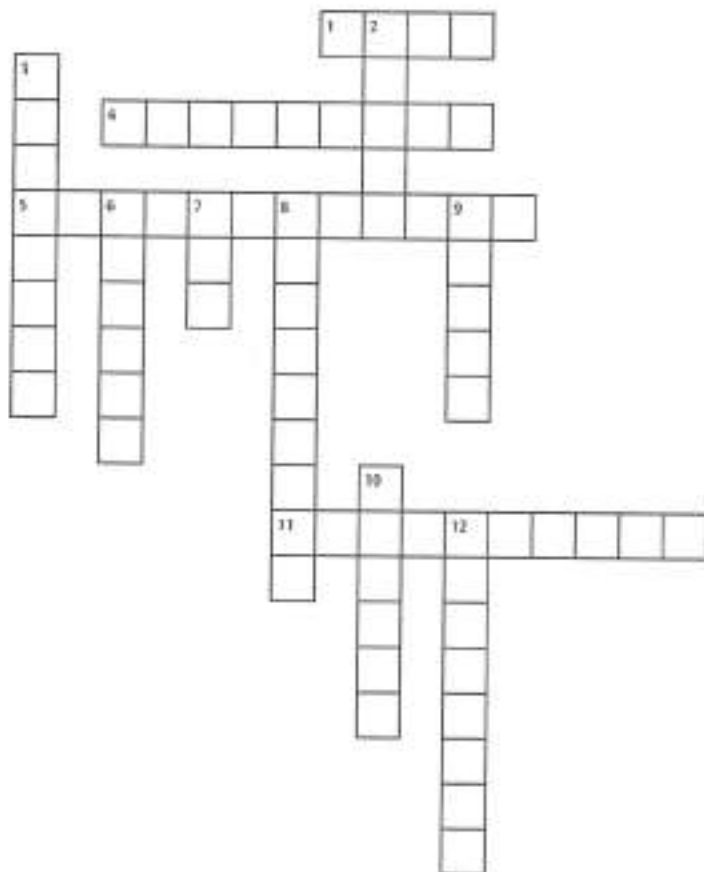
First name: \_\_\_\_\_  
 Family name: \_\_\_\_\_  
 Nationality: \_\_\_\_\_  
 Place of birth: \_\_\_\_\_  
 Date of birth: \_\_\_\_\_  
 Father's name: \_\_\_\_\_  
 Mother's name: \_\_\_\_\_  
 Parents' nationality: \_\_\_\_\_  
 Parents' place of birth: \_\_\_\_\_

### Details already known about family history

Father's ancestors: \_\_\_\_\_  
 Mother's ancestors: \_\_\_\_\_

## 3 Solve the crossword.

### Family and family history



### Across

- 1 Your first names plus your family name is your \_\_\_\_ name. (4)
- 4 Exactly the same (twins, for example). (9)
- 5 Your parents' parents. (12)
- 11 Very unusual in a way that you admire. (10)

### Down

- 2 Your aunt's husband. (5)
- 3 Go to live in another country. (8)
- 6 The opposite of *never*. (6)
- 7 Deoxyribonucleic acid – contains genetic information and instructions. (3)
- 8 People in your family a long time ago. (9)
- 9 Brothers and sisters with the same date of birth. (5)
- 10 Very surprised. (6)
- 12 A family member, such as your cousin or your aunt. (8)

## Lessons 10–11 Amazing relatives

### 1 Read Sameera's description of a family member she admires.

Then answer the questions below.

- 1 Who does Sameera admire the most?
- 2 How does Sameera describe her mother's cooking?
- 3 Does Sameera have a large or small family?
- 4 List three ways in which Sameera's mother makes Sameera's life easier.
- 5 List five words that describe Sameera's mother.

The person in my family that I admire the most is my mother. She's always very busy and organised. We have a large family so there are always lots of people in our house. My mother always cooks delicious meals. She washes our clothes and repairs them when they are torn. I try to help her and she teaches me how to do the housework. My mother is also very intelligent and she helps us with our homework, and she's very kind and caring. Once we found an injured bird and our mother brought it into the house to keep it safe until we could take it to the vet.

### 2 Choose the correct answer for each space in the sentences.

- 1 Yusuf \_\_\_\_\_ his mother because she is caring.  
a admires      b dislikes      c inspires
- 2 Apostrophes can show that something is \_\_\_\_\_ by someone or something.  
a borrowed      b possessed      c owed
- 3 Apostrophes can also take the place of \_\_\_\_\_ in contractions.  
a letters      b people      c possession
- 4 Family \_\_\_\_\_ can inspire you to be a good person.  
a members      b people      c parents
- 5 We can say that people who are often happy have a \_\_\_\_\_.  
a grumpy nature      b positive nature      c busy nature
- 6 My brother is \_\_\_\_\_ because he has two jobs!  
a hard-working      b lazy      c generous
- 7 My aunt is \_\_\_\_\_ – she spends lots of her time helping others.  
a positive      b determined      c generous

**3** Can you match up the jumbled word on the left with the correct spelling on the right?

- |             |             |
|-------------|-------------|
| 1 ufn       | a laid back |
| 2 ioynngnna | b selfish   |
| 3 pmuygr    | c grumpy    |
| 4 mla c     | d sporty    |
| 5 ortspy    | e annoying  |
| 6 dial akcb | f fun       |
| 7 nyufn     | g calm      |
| 8 fileshs   | h funny     |

**4** Read this extract, then answer the questions.

At the weekend, I'm going to visit my aunt and uncle in the country. I'm really excited because I get on really well with my cousins. We're all a similar age and we like doing the same things. My cousin Hansar is 15, my cousin Tariq is 13 and I'm 14. My name is Javid. We love playing outside and we love going swimming. My aunt and uncle have a swimming pool at their house, so we spend our time jumping into it. I hope that Mum won't make me play with my little sister. I argue with her because she follows me around. She doesn't like the same activities as us and she cries a lot. I try to be nice to her, but she annoys me.

- 1 Why is Javid excited? \_\_\_\_\_
- 2 Who does Javid get on well with? \_\_\_\_\_
- 3 Why? \_\_\_\_\_
- 4 Who does Javid not get on well with? \_\_\_\_\_
- 5 Why? \_\_\_\_\_

**5** Replace the underline words with contractions to make the sentences less formal.

- 1 I do not don't have any brothers or sisters.
- 2 We cannot \_\_\_\_\_ visit Sam at the weekend.
- 3 My mum has not \_\_\_\_\_ made the cake yet.
- 4 We are \_\_\_\_\_ going to the swimming pool.
- 5 That is \_\_\_\_\_ a great idea.

## Lessons 12–13 *Bundle of Sticks*

- 1 Think about the story *Bundle of Sticks*. Complete the sentences with the words from the box.

• passed • couldn't • teach • admired • listened • lived • tried • three

- 1 An old man \_\_\_\_\_ with his three sons in a village.
- 2 All \_\_\_\_\_ of his sons were hard workers.
- 3 However, they \_\_\_\_\_ agree with each other and quarrelled all the time.
- 4 The old man \_\_\_\_\_ to unite them, but he failed.
- 5 While the villagers \_\_\_\_\_ their hard work and efforts, they also made fun of them for quarrelling.
- 6 Months \_\_\_\_\_ by and the old man fell ill.
- 7 He asked his sons to be united, but none of them \_\_\_\_\_ to his words.
- 8 So, he decided to \_\_\_\_\_ them a lesson to make them put aside their differences and stay united.

- 2 Complete the table to explain what happened in the beginning, middle and end of the story. Use only one or two sentences in each section.

Beginning	
Middle	
End	

### 3 Find these words in the wordsearch.

- argue • brothers • bundle • defeated • disagree
- lesson • quarrel • sticks • villagers • unite

d	i	s	a	g	r	e	e	q	w	q	b
e	t	g	r	i	k	p	m	b	a	u	c
f	e	d	g	f	q	s	x	e	t	a	o
e	l	b	u	n	d	l	e	p	i	r	v
a	d	h	e	o	i	z	u	y	u	r	i
t	y	j	d	s	g	x	n	k	m	e	l
e	l	j	e	t	a	c	b	g	h	l	l
d	e	p	i	t	l	g	u	b	f	d	a
m	s	t	i	c	k	s	y	e	t	a	g
u	s	t	o	y	e	q	u	n	i	t	e
z	o	f	k	p	e	w	d	h	j	v	r
a	n	g	m	b	r	o	t	h	e	r	s

### 4 Write your own short story in a similar style to *Bundle of Sticks*. Use these questions to help you plan your story:

- 1 Who will be your 'old man' character?
- 2 Who will be your 'three brothers' characters?
- 3 Will there be a reason that the characters don't get on well?
- 4 How will they be taught the lesson that unity is strength?

Use the following to begin your story.

Once upon a time, \_\_\_\_\_ lived with \_\_\_\_\_ in a village. All of them were hard workers. However, they couldn't agree with each other ...

## Lesson 14 Practise and prepare

1 Rewrite each sentence, adding the apostrophes in the correct places.

1 Im fed up because my brothers annoying me.

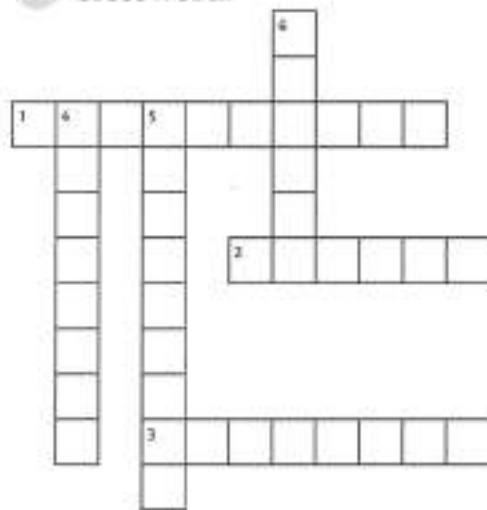
2 I cant find Pauls football boots.

3 Emmas personality is laid back.

4 Jon borrowed Peters pen because he couldnt find his own.

5 Shabnas book is becoming worn.

2 Crossword.



### Across

- 1 Something that is very unusual and extremely good. (10)
- 2 When you like someone very much and respect them. (6)
- 3 Another word for a family member. (8)

### Down

- 4 To leave one country to live permanently in another. (8)
- 5 Family members from a long time ago. (9)
- 6 To be very surprised. (6)

3 Choose the correct word to complete each sentence.

- 1 Sometimes family members might \_\_\_\_\_ with one another.  
a disagreeable    b quarrel    c argument
- 2 Often siblings \_\_\_\_\_ each other.  
a argue    b quarrelled    c annoy
- 3 You should try to recognise someone's \_\_\_\_\_ personality.  
a positive    b negative    c agreement
- 4 Then you can try to \_\_\_\_\_ on well with them!  
a squabble    b get    c argue

## Lesson 15 Keeping in touch

### 1 Circle the correct option in each sentence.

- 1 Jim **went** / **has gone** to the shop yesterday.
- 2 I **knew** / **have known** your Aunt Mary for three years.
- 3 **Have you done** / **Did you do** your homework yet?
- 4 He **played** / **has played** football since he was three years old.
- 5 Oh no, I can't find the keys. I **lost** / **have lost** them.

### 2 Complete the sentences in the present perfect simple.

- 1 I've met \_\_\_\_\_.
- 2 In class, we've discussed \_\_\_\_\_.
- 3 Have you seen \_\_\_\_\_.
- 4 I've had \_\_\_\_\_ for lunch.
- 5 My parents have lived \_\_\_\_\_.
- 6 My friend has just taken \_\_\_\_\_.
- 7 Have you finished \_\_\_\_\_.
- 8 I've lost \_\_\_\_\_.

### 3 Write an informal letter to a relative that you haven't seen for a while. Remember to ask them questions about their life, as well as telling them about what you have been doing.

## Self-assessment

### 4 Can you do all of these tasks?

- I can use apostrophes for possession and contractions.
- I can use adjectives to describe personality.
- I can write a description of my family history.
- I can ask and answer questions about family members.

## Reflect on your learning

Think about the activities you have completed in the last seven lessons. Write answers to these questions.

- Which kind of activities did you find the most challenging: vocabulary, speaking, listening or writing? Why?
- What do you think you can do to improve your skills in this type of activity?



## Clothing and accessories

## Lessons 1–2 How important are clothes to you?

- 1 Put these words from the text from page 41 of the Coursebook in the right categories.

• zip • collar • wrap • sleeves • bandana • wear • buttons • pyjamas

Items of clothing	Things used to do up clothing	Parts of an item of clothing	Verbs used with clothing
sari	sash	pocket	tie

- 2 Read the clues. Find the words for each one in the grid and write them in the spaces.

1 They are worn all over the world, usually to sleep in. pyjamas

2 T-shirts have two short ones. \_\_\_\_\_

3 It's a hat which comes from Mexico. \_\_\_\_\_

4 You do up shirts and coats with these. \_\_\_\_\_

5 Tennis players sometimes wear one round their head. It comes from a Sanskrit word. \_\_\_\_\_

6 It's made of metal and does up clothes like jeans. \_\_\_\_\_

7 It's a long piece of material which is wrapped round the waist and then goes over the shoulder. It means 'strip of cloth' in Sanskrit. \_\_\_\_\_

8 It's a traditional Japanese item of clothing. It means 'thing to wear' in Japanese. \_\_\_\_\_

s	p	s	a	r	i	k	c	a
o	r	p	z	i	p	i	o	b
m	e	y	a	v	n	m	l	u
b	r	j	o	y	s	o	l	t
r	b	a	n	d	a	n	a	t
e	a	m	y	g	s	o	r	o
r	o	a	f	h	h	c	k	n
o	i	s	l	e	e	v	e	s

- 3 Match the two parts of these sentences.

1 Saris are worn by women and girls

2 These 'leg garments' were tied

3 In Japan, kimonos are worn

4 Sombreros are worn as protection

5 Bandanas are worn on the head or

6 Zips and buttons are used

a from the sun.

b by men, women and children.

c in India.

d to do up items of clothing.

e at the waist.

f around the neck.

#### 4 Complete this text with the missing words.

The name T-shirt comes from the <sup>1</sup> shape of the body. Now they are worn all over the <sup>2</sup> \_\_\_\_\_, but originally they became popular in the United States, where they were first worn by sailors under their <sup>3</sup> \_\_\_\_\_. Then, farmers and other workers wore them too. Normally, T-shirts are made of <sup>4</sup> \_\_\_\_\_, and they have short <sup>5</sup> \_\_\_\_\_. T-shirts can be worn with or without a <sup>6</sup> \_\_\_\_\_, and they are normally quite cheap, although you can find expensive designer T-shirts worn as fashion items too.

- sleeves
- shirt
- shape
- world
- uniforms
- cotton



#### 5 Underline the correct word to complete these sentences.

- 1 T-shirts normally have *long* / *short* sleeves.
- 2 T-shirts are often *worn* / *wrapped* under shirts for warmth.
- 3 T-shirts are not normally very *cheap* / *expensive*.
- 4 T-shirts and pyjamas are both items of *clothing* / *clothes*.
- 5 Young people often wear T-shirts with *jeans* / *kimonos*.

#### 6 Put the words in these questions into the right order.

- 1 you today are What wearing  
\_\_\_\_\_?
- 2 like clothes you Do designer  
\_\_\_\_\_?
- 3 jeans you ever Do wear  
\_\_\_\_\_?
- 4 a Do you clothing item have favourite of  
\_\_\_\_\_?
- 5 your wear you traditional country Do clothing from  
\_\_\_\_\_?
- 6 from What wear the do sun you protection as  
\_\_\_\_\_?

#### 7 Work in pairs. Ask and answer the questions in Activity 6.

## Lessons 3-4 Are you a follower of fashion?

### 1 Do the quiz. You are what you wear!

#### How important are clothes to you?

- How many pairs of jeans have you got?
  - I don't know.
  - One pair.
  - More than two, all in different styles.
- What's your favourite item of clothing?
  - My tracksuit bottoms and my old sweatshirt.
  - I've got so many clothes, it's hard to choose.
  - My ... *(Please say what it is.)*
- Which of the following have you got: boots, shoes, trainers or sandals?
  - All of them and in different colours to match my outfits.
  - I've just got trainers. They go with everything.
  - I've got shoes / sandals / trainers / boots. *(Please say which.)*
- You're going shopping for clothes this weekend.
  - Great! I love buying new clothes.
  - OK, but I don't want to spend all day shopping.
  - Oh no!
- When you go shopping for clothes, do you try them on before you buy them?
  - No, I don't. I hate trying things on.
  - I try on a few things and then decide what I want.
  - Yes, I do. I try on loads of things in different styles and colours.
- When I go to bed at night, I ...
  - hang my clothes up or put them away in cupboards and drawers.
  - fold my clothes and put them on a chair.
  - throw my clothes on the floor.
- When you go on holiday, how many swimming costumes or pairs of swimming trunks do you take?
  - Just one - it's a bit old-fashioned, but it's fine.
  - I take at least two.
  - I buy one just before I go.
- At the weekend, do you get up and ...
  - put on the first thing that you find?
  - try on different things before you make a decision?
  - keep your pyjamas on until lunchtime?

#### Score

1	a 1	b 2	c 3	5	a 1	b 2	c 3
2	a 1	b 3	c 2	6	a 3	b 2	c 1
3	a 3	b 1	c 2	7	a 1	b 3	c 2
4	a 3	b 2	c 1	8	a 2	b 3	c 1

**Analysis**

8-12 points: You aren't really interested in fashion, are you? But perhaps you need to make a bit more of an effort sometimes.

13-19 points: You like to look good, but you aren't a follower of fashion. Clothes are not the most important thing in your life.

20-24 points: You know what you like, you're very fashion-conscious and you have your own style. But do you put too much emphasis on looking good?

**2** Complete each sentence with the correct phrasal verb (verb + preposition).

• put away • try ... on • put ... on (x2) • take ... off • dress up

- 1 Don't leave your clothes on the floor. Fold them and put them away tidily.
- 2 You look cold. \_\_\_\_\_ your sweatshirt \_\_\_\_\_.
- 3 I really like this jacket. I don't need to \_\_\_\_\_ it \_\_\_\_\_, I'll just take it.
- 4 Are you going to wear a T-shirt and jeans to the party? Or are you going to \_\_\_\_\_  
\_\_\_\_\_?
- 5 If you're hot, \_\_\_\_\_ your jacket \_\_\_\_\_.
- 6 I'm not really interested in clothes. When I get up in the morning, I \_\_\_\_\_  
\_\_\_\_\_ the first thing I find.

**3** Rewrite these sentences. Replace the underline words with the pronoun in brackets. You will need to change the word order when you replace the underline words with pronouns.

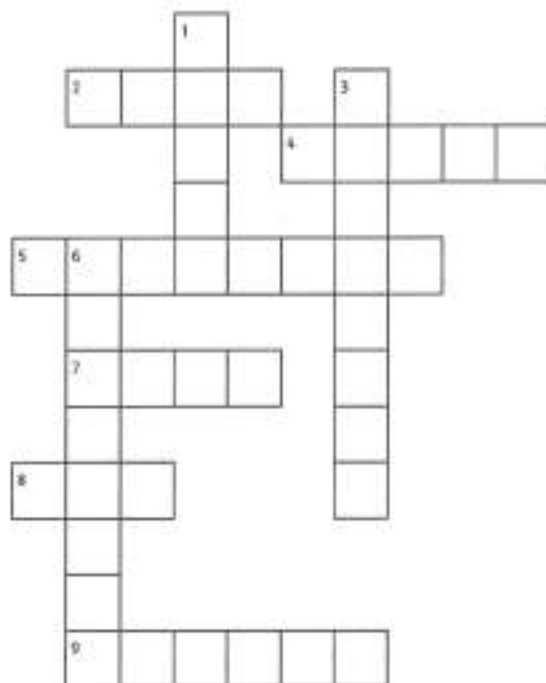
- 1 I never hang up my clothes in the evening. (them) I never hang them up in the evening.
- 2 He always puts on his clothes in the same order. (them)  
\_\_\_\_\_
- 3 She puts away her clothes very carefully. (them)  
\_\_\_\_\_
- 4 Do you want to try on this dress? (it)  
\_\_\_\_\_
- 5 I always take off my shoes when I get home. (them)  
\_\_\_\_\_

## Lessons 5–6 Accessories as status symbols

1 Complete the crossword with words you have used in this unit.

### Across

- 2 You wear it around your waist. (4)
- 4 For the ancient Egyptians, this colour symbolised youth and life. (5)
- 5 It's a kind of jewellery that you wear around your neck. (8)
- 7 You wear this on your finger. (4)
- 8 This is made of hair. (3)
- 9 For the ancient Egyptians, accessories were a \_\_\_\_\_ symbol. (6)



### Down

- 1 For the ancient Egyptians, this colour was only for wigs. (5)
- 3 It's a kind of jewellery that you wear on your wrist. (8)
- 6 Jewellery that you wear on your ears. (8)

2 Fill in the gaps to complete the words. Decide if each word is an accessory (A) or an item of jewellery (J).

- |                       |       |             |       |
|-----------------------|-------|-------------|-------|
| 1 s _ n _ l _ s _ e s | A / J | 4 r _ n _   | A / J |
| 2 b _ _ t             | A / J | 5 w a _ _ h | A / J |
| 3 b _ a _ e l _ _     | A / J | 6 _ i e     | A / J |

3 Complete the sentences with the words in the box.

• accessories • jewellery • wear • wore

- 1 I usually wear sunglasses when I go out.
- 2 I have a gold bracelet – it's my favourite item of \_\_\_\_\_.
- 3 Men \_\_\_\_\_ make-up in ancient Egypt.
- 4 I think many people use \_\_\_\_\_ like watches as status symbols.

## Lesson 7 Practise and prepare

### International Party

- 1 Complete the sentences with the words in the box.

• hat • off • on • skirt • traditional • up

- 1 Lederhosen is a traditional item of clothing from Germany.
- 2 It was difficult to put \_\_\_\_\_.
- 3 I love dressing \_\_\_\_\_ in international costumes.
- 4 My costume has a \_\_\_\_\_ with a belt.
- 5 I think my favourite accessory is this \_\_\_\_\_.
- 6 I don't like this costume – I want to take it \_\_\_\_\_.



- 2 Match the questions 1–4 to the answers a–d to make a short conversation.

- |  |  |
|--|--|
| 1 Have you chosen a country for the International Party? | a A cowboy's clothes are a traditional costume; part of the costume is a hat called a Stetson. |
| 2 What is a traditional costume from the USA?            | b Yes, I want to wear a costume from the USA.  |
| 3 Is it like a sombrero?                                 | c No, they didn't.   |
| 4 Did cowboys wear sunglasses?                           | d It's a bit like a sombrero, but smaller.   |

### Self-assessment

- 3 Can you do all of these tasks?

- I can talk about clothes and accessories.
- I can use phrasal verbs to talk about clothes and clothes shopping.
- I can describe some typical clothes and accessories from my country.

## Lesson 8 **What's it made of?**

**1** Write these sentences, putting the words in the correct order.

**1** found / rocks / in / is / ground / the / Gold / in

Gold is found in rocks in the ground.

**2** oil / from / is / Plastic / made

**3** made / is / from / Linen / flax

**4** temperatures / formed / Diamonds / high / at / are

**5** cotton / of / are / made / usually / T-shirts

**6** worn / occasions / special / on / Kimonos / are

**7** worms / by / silk / produced / is / Silk

**8** used / warm / is / clothes / Wool / make / to

**9** mobile / A / phone / torch / used / can / as / be / a



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

1 Complete these signs with a suitable verb in the present passive from the box.

• are asked • are spoken • are written • can't be bought • is made • is served

1. Dinner *is served* between  
7.00pm and 8.30pm.



2. Japanese, French  
and English \_\_\_\_\_  
\_\_\_\_\_ here.

3. You must buy your  
ticket before you  
travel. Tickets \_\_\_\_\_  
\_\_\_\_\_ on  
the train.



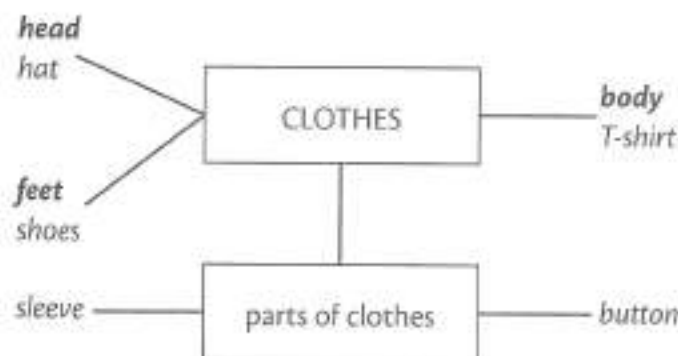
4. Guests \_\_\_\_\_  
\_\_\_\_\_ not to wear  
pyjamas and dressing  
gowns to breakfast.

5. Our pasta \_\_\_\_\_  
by our own chef, so it's  
fresh every day.

6.  **COMPUTER**

All the articles in this magazine  
\_\_\_\_\_ by  
students.

2 Complete this word web for 'Clothes'. Use the words from this unit and any other words you know.



## Learning words in groups

It can be helpful to learn words in groups. One way of doing this is to make a word web.

**Study skills**



3 Make adjectives from the parts of words in the two columns.

- |                   |         |
|-------------------|---------|
| 1 <u>original</u> | 5 _____ |
| 2 _____           | 6 _____ |
| 3 _____           | 7 _____ |
| 4 _____           |         |

1 origin	able
2 attract	al
3 pract	ful
4 use	ic
5 comfort	ical
6 fantast	ish
7 styl	ive

4 Circle the correct option in each sentence.



This cap can <sup>1</sup> be worn / is powered on the beach. It will keep you cool on a sunny day. How? It has a fan at the front which <sup>2</sup> be worn / is powered by a solar panel at the top.



This is a sleeping bag that can <sup>3</sup> be put / be worn as a jacket. It can <sup>4</sup> be folded / be put so that it can <sup>5</sup> be worn / be put into a pocket on the back.

5 Write an advert for this watch. Try to use the passive where possible.

- It's connected to the Internet.
- You can download apps.
- You can use it as a phone. (You can also use it to tell the time!)

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# Lessons 11–12 The power of advertising

1 Write these sentences, putting the words in the correct order.

1 state-of-the-art / accessory / This / a / is /

This is a state-of-the-art accessory.

2 used / be / It / anywhere / can

3 pocket / put / It / be / and / folded / into / can / a

4 It's / battery / small / powered / a / by

5 easy / use / It's / very / to

6 sleeping bag / worn / be / a / as / jacket / This / can

2 Use your notes from Activity 4 on page 51 of the Coursebook to write an advert for the video helmet. You may be able to use some of the adjectives from Activity 1.

*This is a must-have accessory for skiers and snowboarders! It's ...*

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

powered by a  
small battery

easy to use

waterproof

small and light

wide-angle lens

can be taken  
off when  
you don't  
need it



**3 Match the words 1–6 to their definitions a–f.**

- |                      |  |
|----------------------|--|
| 1 papyrus            | a a person who owns a small business selling products              |
| 2 shopkeeper         | b a company that produces advertisements                           |
| 3 service            | c something that can be used to make yourself look more attractive |
| 4 advertising agency | d a kind of paper made from the plant of the same name             |
| 5 household product  | e a type of help or work that is offered by a business             |
| 6 beauty product     | f something that can be used to clean your home                    |

**4 Choose the correct option a, b or c to complete the sentences.**

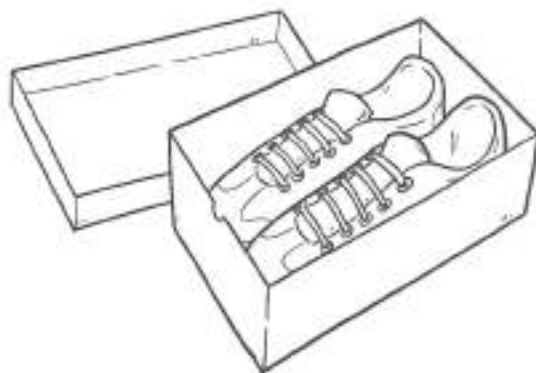
- 1 People used paintings on rocks and walls to advertise their products.  
a products    **b paintings**    c phones
- 2 From the 18th century, \_\_\_\_\_ featured adverts.  
a newspapers    b television    c laptops
- 3 The advertising \_\_\_\_\_ was born when advertising agencies started to appear.  
a shopkeepers    b companies    c industry
- 4 The biggest advertisers around the world include companies that make \_\_\_\_\_.  
a soft drinks    b pens    c jewellery
- 5 The Internet is used to \_\_\_\_\_ new products.  
a promise    b promote    c produce

## Lesson 13 The power of advertising (2)

**1** Make sentences from these beginnings 1-5 and endings a-e.

- |   |  |
|---|--|
| <b>1</b> Sometimes, I can be                    | <b>a</b> because I liked the advert.         |
| <b>2</b> I spend a lot of time online,          | <b>b</b> and other sports accessories.       |
| <b>3</b> I'm interested in adverts for trainers | <b>c</b> so I see a lot of Internet adverts. |
| <b>4</b> I bought these trainers                | <b>d</b> influenced by advertising.          |
| <b>5</b> I think too much advertising           | <b>e</b> can be a bad thing.                 |

**2** Write a summary of your answers to the questions in Activity 3 on page 53 of the Coursebook. Put your answers together to make a paragraph.



## Lesson 14 Practise and prepare

- 1 Complete the text for an advert with the words in the box.

• accessory • eyes • indoors • ghutra  
• stylish • sunglasses

These new <sup>1</sup> sunglasses are the perfect  
<sup>2</sup> \_\_\_\_\_ for the <sup>3</sup> \_\_\_\_\_  
Emirati man. They can be worn  
<sup>4</sup> \_\_\_\_\_ or outdoors. They offer more  
than just protection for your <sup>5</sup> \_\_\_\_\_,  
and they can be worn with any style of  
<sup>6</sup> \_\_\_\_\_.



- 2 Reorder the words to make sentences about the ghutra.

1 different / be / worn / It / can / many / in / styles / .

\_\_\_\_\_

2 looks / always / It / stylish / .

\_\_\_\_\_

3 cotton / of / made / It / is / .

\_\_\_\_\_

4 the agal / worn / with or without / It / be / can / .

\_\_\_\_\_

5 the practical choice / is / of headwear / It / .

\_\_\_\_\_

### Self-assessment

- 3 Can you do all of these tasks?

- I can describe my favourite clothes and the material they are made of.
- I can use the present passive to talk about clothes and the materials they are made of.
- I can use adjectives to describe accessories and items of clothing.
- I can read and understand an advert about a product.

Lessons 1–2 **The land of adventure**

- 1** Read the texts on Coursebook page 58 again. Choose the correct option to complete the sentences.

- 1 Maori were living in New Zealand *after* / *before* Europeans arrived.
- 2 'Aoteara' means 'land of the long *white* / *silver* cloud'.
- 3 *Europeans* / *Maori* called the country New Zealand.
- 4 Most New Zealanders live on the *North* / *South* Island.
- 5 Qualified instructors organise *all* / *some* of the activities.
- 6 Children can do *all* / *some* of the activities without an adult.

- 2** Match the places 1–5 to the information a–e.

- |              |   |
|--------------|---|
| 1 Aoteara    | a a harbour where you can swim with dolphins              |
| 2 Queenstown | b a lake that is north-east of a city on the South Island |
| 3 Wanaka     | c caves where you can see glowworms                       |
| 4 Akaroa     | d the Maori name for the country                          |
| 5 Te Anau    | e known as the 'Adventure Capital of the World'           |



**3** Complete the words for outdoor pursuits.



1 h i k i n g



2 s \_ \_ \_ \_ g



3 f \_ \_ \_ \_ g



4 s \_ \_ \_ \_ g



5 m \_ \_ \_ \_ n  
b \_ \_ \_ \_ g



6 k \_ \_ \_ \_ g



7 w \_ \_ \_ r  
s \_ \_ \_ \_ g

**4** Match the beginnings (1–6) and endings (a–f) to make sentences.

- |                                      |  |
|--------------------------------------|--|
| 1 Bungee jumping is when you jump    | a out of a plane and you only open the parachute at the last minute. |
| 2 Paragliding is when you jump       | b downhill in a big plastic ball.                                    |
| 3 Zorbing is when you roll           | c off a bridge with a long piece of elastic tied to your feet.       |
| 4 White-water rafting is when you go | d down a very fast river in an inflatable boat.                      |
| 5 Sky diving is when you jump        | e off a rock into a fast-flowing stream and then float on your back. |
| 6 Canyoning is when you jump         | f off a hill with a special parachute that lets you fly.             |

# Lessons 3–4 Have you ever tried zorbing?

## 1 Match these activities to their explanations.

- |                 |  |
|-----------------|--|
| 1 skateboarding | a It's when you wear a mask so that you can see under the water. |
| 2 falconry      | b It's when you run for fun or exercise.                         |
| 3 snorkelling   | c It's when you train a bird for hunting.                        |
| 4 jogging       | d It's when you ride on a board with wheels.                     |

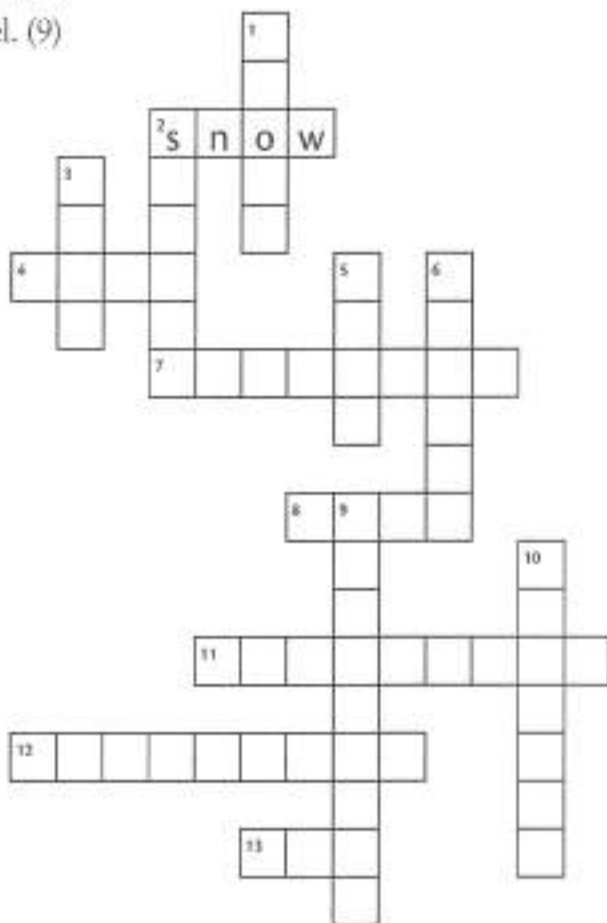
## 2 Complete the crossword with words you have used in this unit.

### Across

- 2 It's white and you can ski on it. (4) snow
- 4 A large area of water surrounded by land. (4)
- 7 A very high hill. (8)
- 8 A large hole in the side of a hill or under the ground. (4)
- 11 A place where water goes over rocks to a lower level. (9)
- 12 You need this if you jump out of a plane. (9)
- 13 It's all around you and you breathe it. (3)

### Down

- 1 The original inhabitants of New Zealand. (6)
- 2 A small narrow river. (6)
- 3 You travel in it on water. (4)
- 5 A large town. (4)
- 6 A structure that is built over, for example, a river or a road; you can bungee jump from it. (6)
- 9 Queenstown in New Zealand is known as the 'Capital of the World'; it's a word meaning something exciting and perhaps a bit scary. (9)
- 10 A large, friendly and intelligent sea animal. (7)





**3** Choose the correct option to complete the questions. Then answer them.

- 1 Have you ever (*swim / swum*) with dolphins? Yes, I have. / No, I haven't.
- 2 Have you ever (*climb / climbed*) a mountain? \_\_\_\_\_
- 3 Have you ever (*had / has*) a dream that's come true? \_\_\_\_\_
- 4 Have you ever (*eaten / eat*) a peanut butter sandwich? \_\_\_\_\_
- 5 Have you ever (*watching / watched*) a falconry demonstration? \_\_\_\_\_
- 6 Have you ever (*was / been*) in a traditional dance? \_\_\_\_\_
- 7 Have you ever (*see / seen*) a crocodile? \_\_\_\_\_

**4** Reorder the words to make questions. Then answer them.

- 1 British food / Have / ever / tried / you / ?

**Q** Have you ever tried British food?

**A** Yes, I've had fish and chips. It was very nice. But I didn't like rice pudding.

- 2 anyone / told / Has / ever / a secret / you /

**Q** \_\_\_\_\_?

**A** \_\_\_\_\_

- 3 ever / you / Have / swum / more than a kilometre

**Q** \_\_\_\_\_?

**A** \_\_\_\_\_

- 4 you / ever / eaten / a really big pizza / Have

**Q** \_\_\_\_\_?

**A** \_\_\_\_\_

- 5 ever / your teacher / you / Has / out of the classroom / sent

**Q** \_\_\_\_\_?

**A** \_\_\_\_\_

- 6 you / cooked / ever / Have / a meal

**Q** \_\_\_\_\_?

**A** \_\_\_\_\_

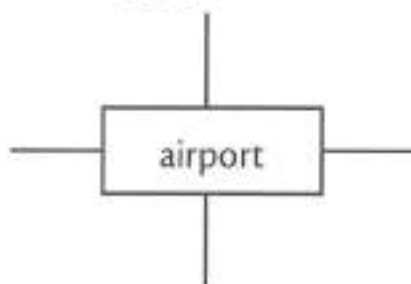
## Lessons 5–6 Alana goes to New Zealand

- 1 Add the words in the box to the travel word webs. Then add any more words that you can think of.

• helmet • boarding pass • ticket • wetsuit • plane • waterproof jacket



*baggage reclaim*



*life jacket*



- 2 Match the beginnings 1–6 with the endings a–f to make sentences.

- |                   |                   |
|-------------------|-------------------|
| 1 Your plane's    | a kayaking.       |
| 2 I've packed     | b on time.        |
| 3 I'll be waiting | c bring a helmet? |
| 4 I've checked    | d my bag.         |
| 5 I want to go    | e for you.        |
| 6 Do I need to    | f in online.      |

3 Complete the expressions with the correct words.

- set
- just
- minute
- pleased
- time
- can't
- worry
- soon

- 1 Don't worry.
- 2 See you \_\_\_\_\_.
- 3 I \_\_\_\_\_ wait!
- 4 We'll have a great \_\_\_\_\_!
- 5 I'm really \_\_\_\_\_ that you're coming.
- 6 I'm all \_\_\_\_\_.
- 7 See you in a \_\_\_\_\_.
- 8 I'm \_\_\_\_\_ waiting for my bag to come through.

4 Complete the messages with an expression from the box.

- 1 I've packed my bag. I've got my ticket and my boarding pass, so I'm all set.

- 2 I got your message. I'm fine. \_\_\_\_\_.  
Everything will be OK.

- 3 We can go surfing tomorrow. I think the weather's going to be really good. \_\_\_\_\_. I can't wait.

- 4 I'm nearly there. \_\_\_\_\_.

- See you in a minute
- Don't worry
- I'm all set
- We'll have a great time

**Learning useful expressions**

Some expressions are useful in a variety of situations and make your English sound more authentic. When you see or hear a useful expression, write it down and learn it as a complete phrase or sentence.

Choose some expressions from Activity 3 that you think will be useful and write them in your notebook.

## Lesson 7 Practise and prepare

1 Complete the sentences with the words in the box.

• amazing • beach • kite • outdoor activities • pleased • sunglasses

- 1 I'm really \_\_\_\_\_ that you're coming – we'll have a great time!
- 2 There are lots of \_\_\_\_\_ that you can try in the UAE.
- 3 Have you ever flown a \_\_\_\_\_?
- 4 We'll go to the \_\_\_\_\_ when you're here.
- 5 Just bring some \_\_\_\_\_ and a cap; it's going to be sunny!
- 6 I really like watching falconry demonstrations, they're \_\_\_\_\_!

2 Put the sentences in order to make a short conversation.

- |   |          |
|---|----------|
| a I've seen one of those! I think you'll have a great time. | _____    |
| b On the beach. It's really popular.                        | _____    |
| c I think we'll fly kites.                                  | _____    |
| d I'm going to visit my friend in the UAE next month.       | <u>1</u> |
| e Where can you go kite flying?                             | _____    |
| f What else are you going to do?                            | _____    |
| g We're also going to watch a falconry demonstration.       | _____    |
| h I know, I can't wait!                                     | _____    |
| i Great! What are you going to do there?                    | _____    |

### Self-assessment

3 Can you do all of these tasks?

- |  |   |
|--|---|
| • I can talk about outdoor sports and activities.  | • I can read and understand emails and text messages about holiday plans. |
| • I can use the present perfect simple with <i>ever</i> to ask and answer questions about outdoor sports and activities. | • I can write a short paragraph to describe holiday plans.                |

### Reflect on your learning

Think about the activities you have completed in this unit so far. Write answers to these questions.

- What new words and phrases did you learn?
- What did you do well?
- What did you find difficult?

## Lessons 8–9 What are your plans?

### 1 Match the sentences to the grammar rules about expressing the future.

- |                                     |   |
|-------------------------------------|---|
| 1 Your ticket will arrive tomorrow. | 4 He's going to buy a wetsuit.                        |
| 2 Be careful! You're going to fall. | 5 We'll probably stay at the beach until 6 o'clock.   |
| 3 The plane arrives at 3.30 pm.     | 6 I'm having my first windsurfing lesson on Saturday. |

<b>a</b> Use the present continuous for fixed arrangements:	_____
<b>b</b> Use <i>going to</i> for	
<b>i</b> plans and intentions:	_____
<b>ii</b> predictions based on what you know or can see:	_____
<b>c</b> Use <i>will</i> for	
<b>i</b> giving information about the future:	<i>Your ticket will arrive tomorrow.</i>
<b>ii</b> predicting what we think or guess will happen:	_____
<b>d</b> Use the present simple for timetables and schedules:	_____

### 2 Circle the correct option in each sentence..

- |   |   |
|---|---|
| 1 Hurry up! We miss / <u>We're going to miss</u> the bus. | 3 I think I will / I am be late.                  |
| 2 What are you going to do / do you do next weekend?      | 4 I think it snows / it's going to snow later.    |
|   | 5 The school year starts / starting in September. |

**3** Put the words in the correct order to make sentences.

1 tomorrow / I'm / tennis / play / going to / .

I'm going to play tennis tomorrow.

2 falconry demonstration / going to / I'm / watch / next week / a / .

3 tomorrow morning / bus / at / 10 o'clock / leaves / My / .

4 try / I / I'll / kayaking / Tuesday / think / on / .

5 old friends / seeing / I'm / tomorrow afternoon / .

6 soon / raining / going to / It's / start / .



**4** Use the information in the table on Coursebook page 66

Activity 5 to write sentences about your plans for tomorrow and the day after.

Then write sentences about your partner's plans.

My plans

---

---

---

---

---

---

My partner's plans

---

---

---

---

---

---

## Lessons 10–11 My heroic adventures

1 Find the correct word in the box for each of these definitions.

• blog • challenge • coast • desert • dune • marathon • tent

- 1 marathon : a long-distance running race
- 2 \_\_\_\_\_ : an area, covered with sand, where there is very little rain
- 3 \_\_\_\_\_ : the land next to the sea
- 4 \_\_\_\_\_ : a shelter made of canvas that you can carry with you
- 5 \_\_\_\_\_ : a regular record of your experiences that you put on the Internet
- 6 \_\_\_\_\_ : something that needs great effort, and tests your ability
- 7 \_\_\_\_\_ : a hill of sand made by wind in the desert

2 Complete the newspaper article with the correct form of the words from Activity 1.

### NEW RUNNING ADVENTURE FOR 'HEROIC' MANSOUR

Local man, Mansour Al Raes, is famous for doing heroic <sup>1</sup> challenges. He has swum in the Arabian Gulf and he has ridden his bike through the seven emirates in five days. Next week, he will start a new adventure, and it won't be easy. He's going to run in an ultra <sup>2</sup> \_\_\_\_\_ across the <sup>3</sup> \_\_\_\_\_ in Oman. The full distance is 165 km, from Bidiyah to the <sup>4</sup> \_\_\_\_\_ of the Arabian Sea, and it will take six days to complete. He and the other runners will run over sand <sup>5</sup> \_\_\_\_\_ in very high temperatures.

They will be sleeping in <sup>6</sup> \_\_\_\_\_, but one night they will be running through the night. Mansour says it will be wonderful. You can find out more about his running challenge on his <sup>7</sup> \_\_\_\_\_ 'My Heroic Adventures'. Good luck, Mansour! We hope you have a great time.



**3** Re-order the letters to make adjectives.

- 1           exciting            
 2 d                                  s  
 3 t                                  h  
 4 p                                  l  
 5 i                                  e  
 6 a                                  g

**4** Match the beginnings and endings to make sentences from Mansour's radio interview.

- 1 I ran in an ultra marathon           f            
 2 We ran between 20 and 40 km each day,             
 3 Yeah, it was so hot sometimes             
 4 I really enjoyed talking             
 5 My other favourite part was             
 6 Running over desert plains in the middle of the night,             
 7 After so much sand,             
 8 I love canyoning and white-water rafting,             
 9 I think it will be dangerous,

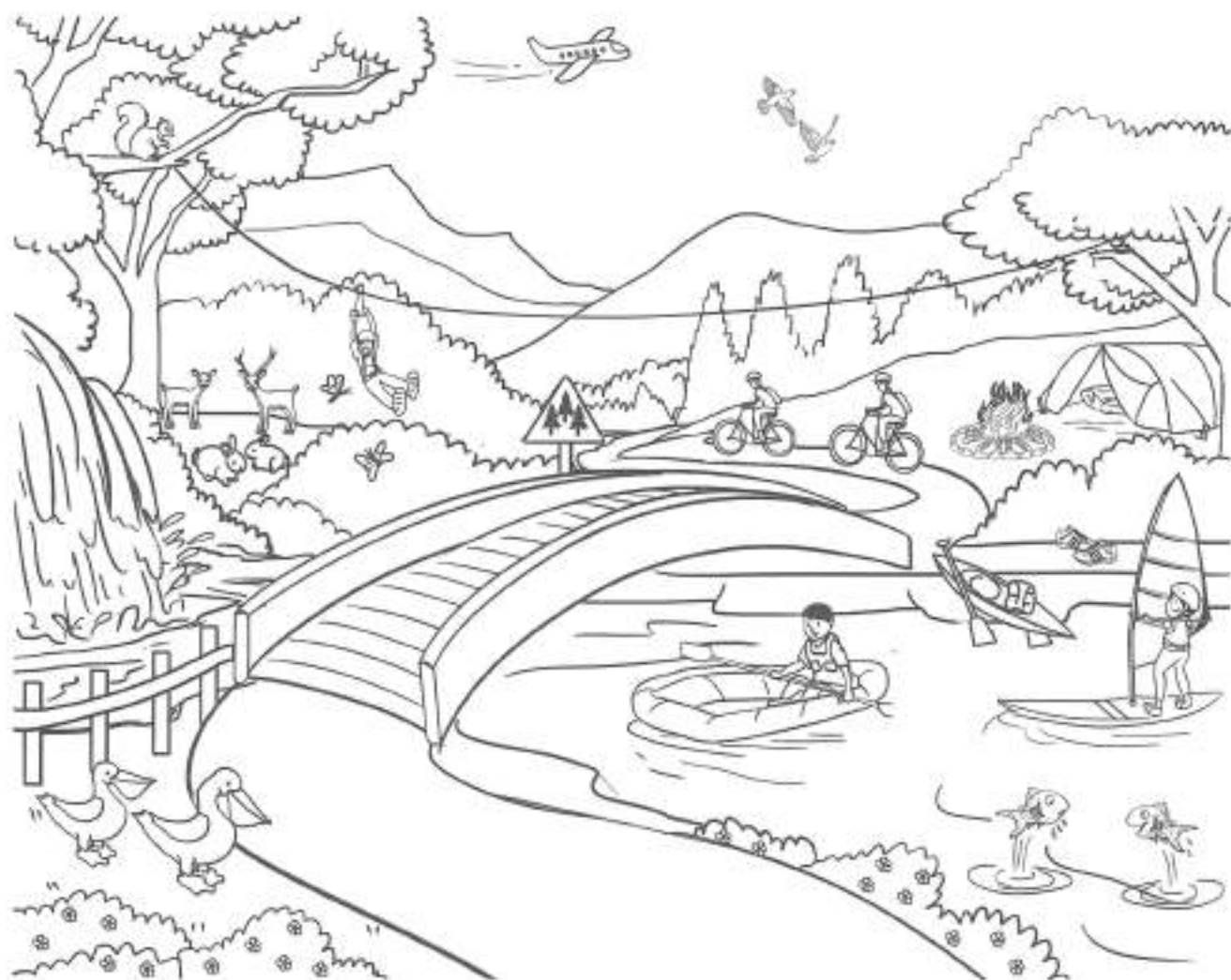
- a to the other runners.  
 b and also a lot of fun.  
 c I want my next challenge to be in the water.  
 d and we slept in tents at night.  
 e when we ran one of the stages during the night.  
 f ~~across the desert.~~  
 g that it was very difficult to run.  
 h it was an incredible experience!  
 i so for my next exciting adventure I'm going to try kayaking at the River Nile Festival in Uganda.



## Lessons 12–13 **Surviving in the great outdoors**

**1** Find the following in the picture. Write the words on the picture in the correct places.

- |                |                 |                   |                    |
|----------------|-----------------|-------------------|--------------------|
| • tent         | • mountain bike | • inflatable boat | • wetsuit          |
| • sleeping bag | • path          | • wildlife        | • pair of trainers |
| • fish         | • bridge        | • treetops        | • kayak            |
| • lake         | • waterfall     | • helmet          | • life jacket      |
| • campfire     | • plane         | • windsurfer      | • rope sliding     |



- 2** Read about *-ing* forms in the Coursebook (page 70). Then write the *-ing* form of the verbs in the chart.

begin	<i>beginning</i>	follow	put
build		forget	ride
buy		get	run
choose		give	see
come		have	sing
cook		identify	sit
cut		leave	stay
do		let	swim
drive		listen	take
fall		make	win

- 3** Complete the conversation using suitable verbs from Activity 2 in the *-ing* form.

**Teacher:** Now remember, <sup>1</sup> staying together is important and so is <sup>2</sup> listening to the instructors. Right, the first thing we'll do is put up our tents.

**Student:** But I'm no good at <sup>3</sup> \_\_\_\_\_ up a tent.

**Teacher:** Don't worry. The instructors will help you.

**Student:** What do we do after lunch?

**Teacher:** You can do water sports.

**Student:** Oh, I'm no good at water sports. I don't like <sup>4</sup> \_\_\_\_\_ into the water.

**Teacher:** That's OK. You can do some of the forest trail activities.

**Student:** What are forest trail activities, Miss?

**Teacher:** Well, <sup>5</sup> \_\_\_\_\_ a trail and <sup>6</sup> \_\_\_\_\_ trees and plants and wildlife. Or there's mountain biking. And then it'll be 6 o'clock and time for supper.

**Students:** Mmm.

**Teacher:** And the good news is ... we're cooking our own supper – over a campfire.

**Student:** Wow!

**Teacher:** Yes, <sup>7</sup> \_\_\_\_\_ a campfire and <sup>8</sup> \_\_\_\_\_ over it are important survival skills. And <sup>9</sup> \_\_\_\_\_ songs around the fire is really fun.

## Lesson 14 Practise and prepare

### 1 Complete the sentences with the words in the box.

• bring • running • flying • swimming • tried

- 1 Running on the beach is a great way to keep fit.
- 2 You can enjoy \_\_\_\_\_ kites with friends.
- 3 Why not try \_\_\_\_\_ with dolphins?
- 4 Have you ever \_\_\_\_\_ surfing?
- 5 Don't forget to \_\_\_\_\_ your snorkel!

### 2 Match these questions and answers to make a conversation.

- |  |   |
|--|---|
| 1 What will visitors be able to do at the Seaside Activity Centre? | a We're also going to offer surfing lessons.                        |
| 2 What else can they do?   | b They'll be able to swim with dolphins and go snorkelling.         |
| 3 Where are they going to stay?                                    | c We haven't decided on prices yet, but it won't be too expensive.  |
| 4 How much will it cost?   | d We think it will be very popular with school trips.               |
| 5 Who do you think will want to come?                              | e We're going to provide tents, and there'll also be a small hotel. |

## Self-assessment

### 3 Can you do all of these tasks?

- |   |   |
|---|---|
| • I can use a variety of future forms to describe future plans.     | • I can ask for information about a future school trip. |
| • I can read and understand a blog about a future sports challenge. | • I can read and understand an advert about a product.  |

## Reflect on your learning

Think about the activities you have completed in the last seven lessons. Write answers to these questions.

- Which kinds of activities did you find the most challenging: vocabulary, speaking, listening, reading or writing? Why?
- What do you think you can do to improve your skills in this type of activity?

# Lesson 15 Poetry

1 Match the words that rhyme.

1	<b>sun</b>		<b>wait</b>	a
2	<b>time</b>		kite	b
3	hot		lot	c
4	<b>cold</b>		climb	d
5	bad		day	e
6	night		tent	f
7	went		sad	g
8	great		<b>hold</b>	h
9	<b>play</b>		fun	i

2 Write pairs of sentences that rhyme. Use the words in Activity 1 to help you.

*I love playing outdoors in the sun.*

*Running, jumping, it's always fun.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

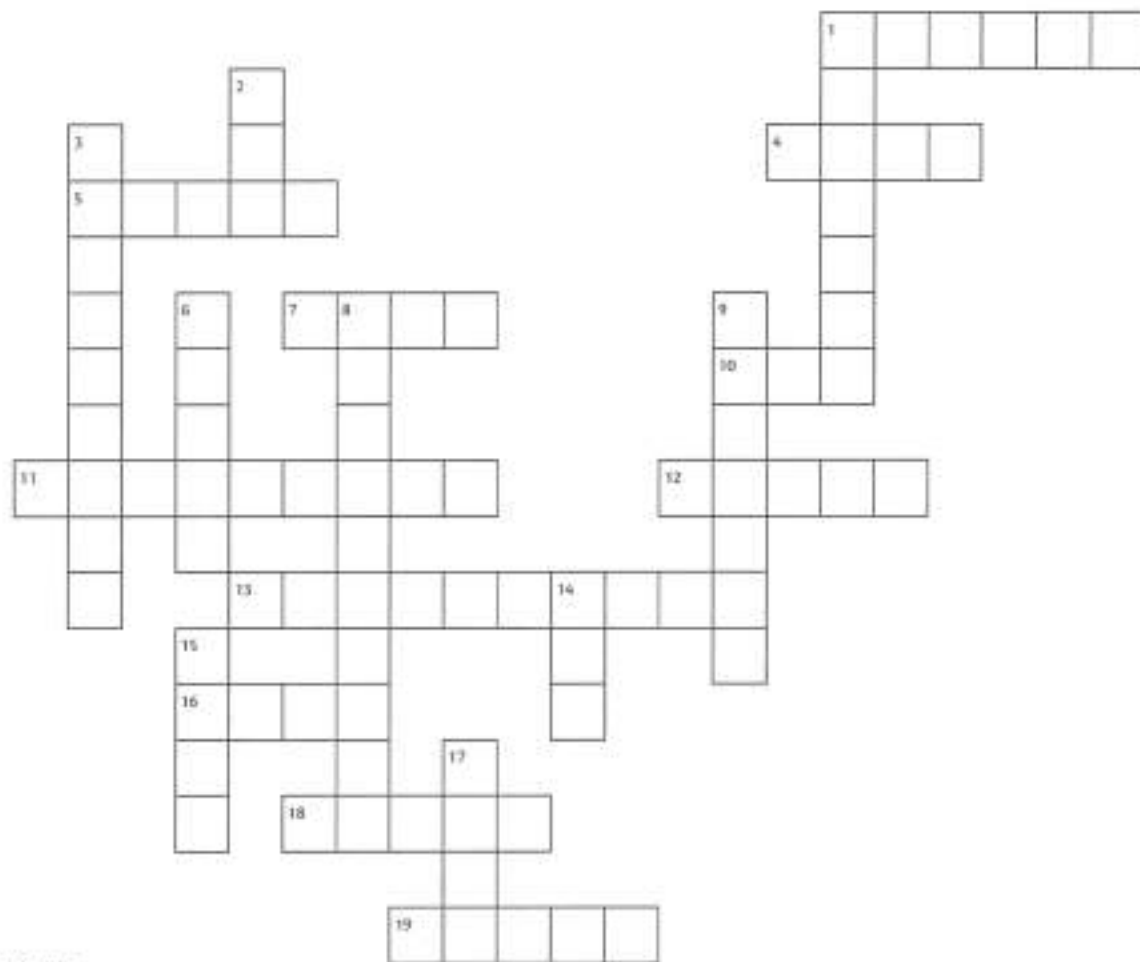
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lessons 1–2 **Getting from A to B****1** Solve the crossword.

• snowmobile • bus • tuk tuk • taxi • canoe • ferry • plane  
• ship • van • car • motorbike • tram • lorry • speedboat  
• train • bike • tractor • raft • helicopter • scooter

**Across**

- 1** It's got three wheels and an engine. You pay to travel in it and you sit behind the driver. (3, 3)
- 4** A car which you pay to travel in. (4)
- 5** It has two wings and it travels through the air. It's usually powered by jet engines. (5)
- 7** A large boat which travels long distances across the sea or the ocean. (4)
- 10** It has four wheels and an engine and it can usually carry four or five people. (3)
- 11** You ride it. It's got two wheels and an engine. (9)
- 12** It's large, has an engine and is used for carrying things by road. (5)
- 13** It's small, has an engine and it travels over snow and ice easily. (10)

- 16** It's usually made of pieces of wood tied together and it floats on water. (4)
- 18** You travel short and long distances on it from one railway station to another. (5)

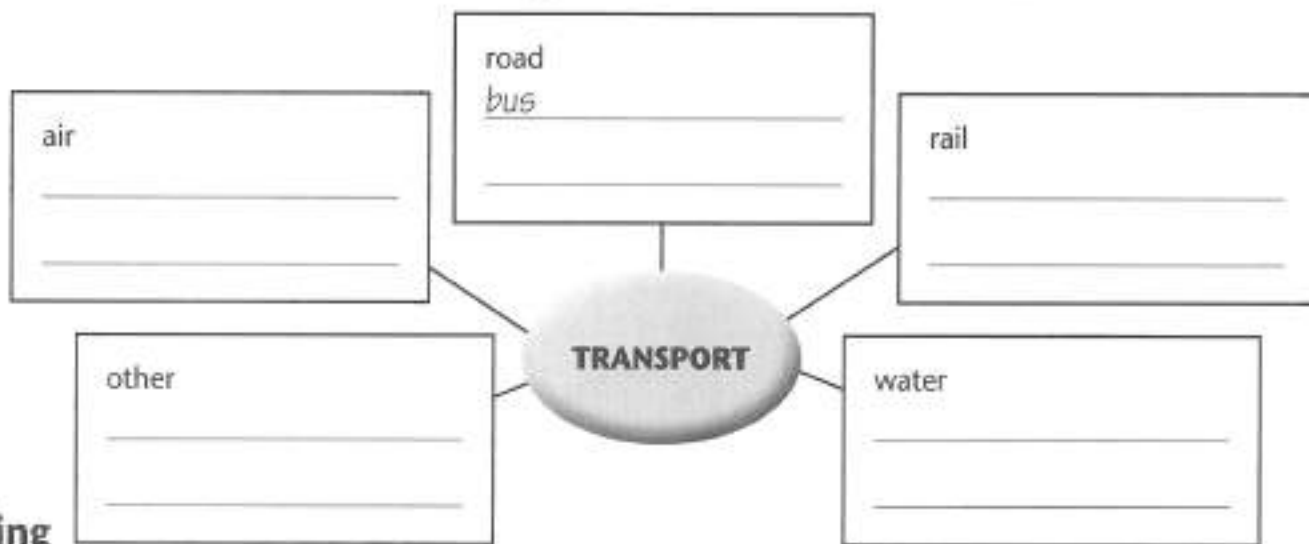
- 19** It regularly carries people and cars across an area of water. (5)

### Down

- 1** It's got four wheels and you use it on a farm. (7)
- 2** It has four wheels and an engine. It's smaller than a lorry. (3)
- 3** A boat with an engine that goes very fast. (9)
- 6** A small, narrow boat with pointed ends. You move it by using a paddle. (5)
- 8** It has an engine, it travels through the air, but it doesn't have wings. (10)
- 9** It has two wheels and an engine. It doesn't go as fast as a motorbike. (7)
- 14** It's big and people pay to travel on it by road. (3)
- 15** It moves along metal lines in the street and it takes people from one part of a city to another. (4)
- 17** It has two wheels, no engine and you ride it. (4)

### Vocabulary

- 2** Put answers from the crossword in the previous lesson into the word web.



### Writing

- 3** Use the text in your Coursebook on page 77 to write about one advantage of ...

- 1** the buses in Curitiba: \_\_\_\_\_
- 2** the metro line in Dubai: \_\_\_\_\_
- 3** the bullet train in Japan: \_\_\_\_\_
- 4** bikes in Copenhagen: \_\_\_\_\_
- 5** the river taxi in Singapore: \_\_\_\_\_

## Lessons 3–4 Transport in my city

### Vocabulary

**1** Match the vocabulary to the definitions.

- |                       |  |
|-----------------------|--|
| <b>1</b> convenient   | <b>a</b> free from dirt                        |
| <b>2</b> crowded      | <b>b</b> moving at high speed                  |
| <b>3</b> clean        | <b>c</b> costing a lot of money                |
| <b>4</b> slow         | <b>d</b> full of people                        |
| <b>5</b> inconvenient | <b>e</b> moving at a low speed                 |
| <b>6</b> quiet        | <b>f</b> causing difficulty                    |
| <b>7</b> quick        | <b>g</b> making little noise                   |
| <b>8</b> cheap        | <b>h</b> not clean                             |
| <b>9</b> expensive    | <b>i</b> low in price                          |
| <b>10</b> dirty       | <b>j</b> fitting in well with a person's plans |

### Writing

**2** Design a leaflet that persuades people to use a form of public transport.

- You could choose a form of public transport that you already know about.
- You could research a form of transport or you could design a new form of public transport.

Ideas you could include:

- What the form of transport is.
- Where it operates.
- The advantages of using it, which may include convenience, speed, cost, comfort and environmental impact.

Plan your leaflet here.




## Vocabulary

3 Complete the sentences using the words in the box.

• canal • trains • locomotive • buses

- 1 This picture shows a *canal* which was built in France in the seventeenth century.
- 2 The engine which drives a train is called a \_\_\_\_\_.
- 3 In the nineteenth century \_\_\_\_\_ were powered by steam.
- 4 Horse-drawn transport was replaced by \_\_\_\_\_ and cars with petrol engines.



### Phrasal verbs

Phrasal verbs are very common in English. They are verbs that are followed by prepositions like *in*, *off* and *on*. To learn how to use them, it's best to remember them in context.

Here are some phrasal verbs to do with transport:

Phrasal verb	Meaning
get on	go onto a bus, train, plane, motorbike, bicycle or boat
get off	leave a bus, train, plane, motorbike, bicycle or boat
get in	move inside a car
get out	move out of a car

Study  
skills

## Use of English

4 Complete the sentences with the correct form of transport.

- 1 Stop the \_\_\_\_\_ here, Dad. I'll **get out** and walk to the station.
- 2 Come on, we need to **get off** the \_\_\_\_\_ at the next station.
- 3 The number 27 \_\_\_\_\_ stops near my friend's house. We can **get off** and go and see him.
- 4 It's raining so **get in** the \_\_\_\_\_. I'll drive you to the mall.
- 5 Where is the airport shop? I want to buy some sweets before I **get on** the \_\_\_\_\_.
- 6 The children waited in a line to **get on** the big yellow school \_\_\_\_\_.



## Lessons 5–6 Boats, buses and balloons

Remember how to form the past passive.

The first car was built by Karl Benz.

was / were

past participle

### Use of English

1 Write these questions using the past passive.

1 When / the first petrol-powered car / build?

*When was the first petrol-powered car built?*

2 When / the telephone / invent?

3 Where / the first paper / make?

4 When / the first man / send / into space?

5 Which / chemical element / discover / by Marie Curie?

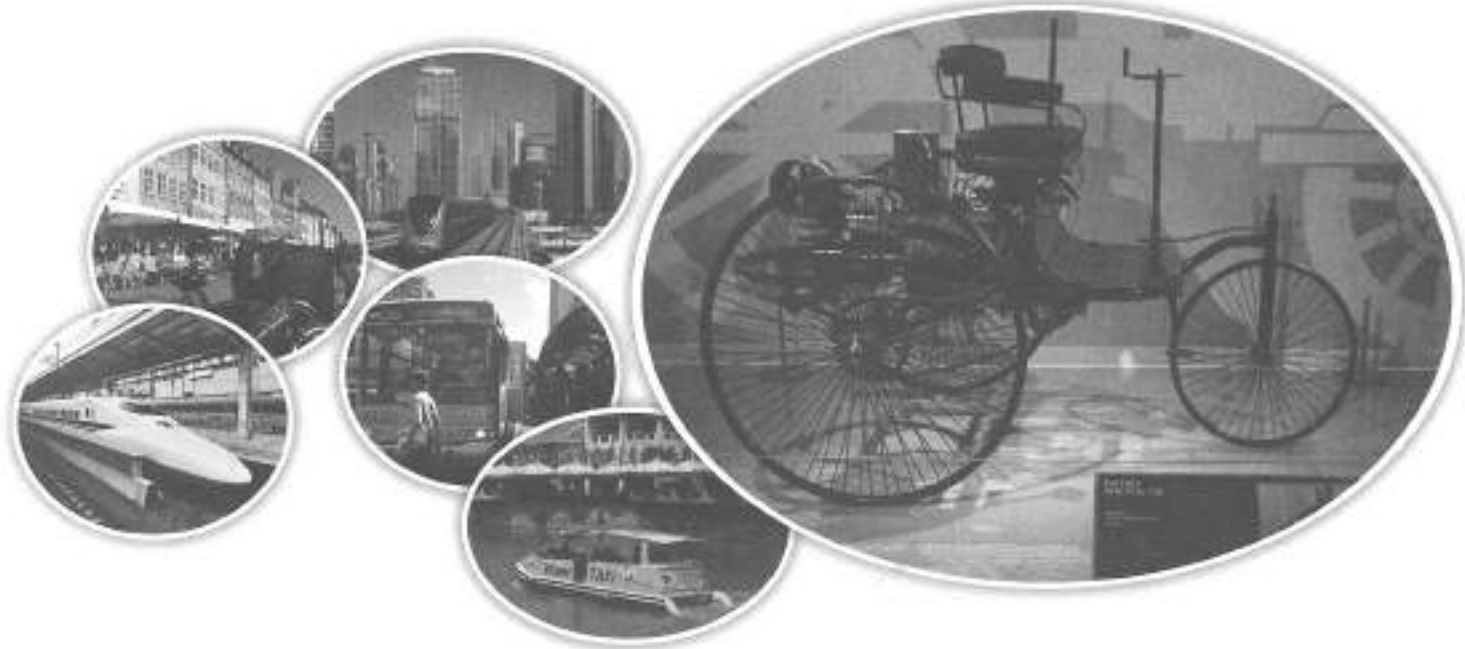
6 When / the Grand Canal in China / begin?

7 Where / the first hot-air balloons / fly?

8 How / the first locomotives / power?

9 When / the first colour TV programme / show?

10 When / the first jigsaw puzzle / create?



## 2 Answer the clues, then find the words in the grid.

• paper • joseph • basket • hot-air balloon • buttons • etienne • montgolfier • cloth

1 This mode of transport took its first flight in 1783: \_\_\_\_\_

\_\_\_\_\_ (3-3,7)

2 This is the first name of the man who made the first hot-air balloon:

\_\_\_\_\_ (6)

3 He was helped by his brother,

\_\_\_\_\_ (7)

4 Their surname was:

\_\_\_\_\_ (11)

5 The balloon was made from this:

\_\_\_\_\_ (5)

6 It was also made of this: \_\_\_\_\_ (5)

7 It was held together by 1800 of these small round objects: \_\_\_\_\_ (7)

8 On the second flight, animals were put into the \_\_\_\_\_ (6)

d	e	m	o	n	s	t	r	a	t	i	o	n
f	l	i	g	h	t	j	o	s	e	p	h	a
i	c	s	b	e	b	a	s	k	e	t	d	b
r	d	e	s	i	g	n	e	d	e	f	g	u
s	h	n	m	c	e	t	i	e	n	n	e	t
t	u	s	h	h	l	o	u	k	f	q	p	t
i	s	a	t	a	y	g	p	v	c	e	r	o
h	o	t	a	i	r	b	a	l	l	o	o	n
z	k	i	t	r	s	r	p	d	o	p	d	s
j	i	o	x	s	j	c	e	p	t	y	u	q
r	v	n	x	b	l	n	r	w	h	o	c	n
a	w	c	o	n	s	t	r	u	c	t	e	d
m	o	n	t	g	o	l	f	i	e	r	d	m

Can you find these words too?

- demonstration • flight
- constructed • first
- sensation • chairs
- designed • produced



## Reading

### 3 Complete the sentences about the history of transport by matching the sentence parts.

1 The earliest form of public transport

2 Boats with sails were used

3 The first important canal in Europe

4 The first passenger railway

5 The first buses were introduced in France in 1827

6 The first motor car was built

**a** was the Canal du Midi in France.

**b** opened in 1825 in the north of England.

**c** was on water.

**d** by Stanislas Baudry.

**e** by Karl Benz in 1885.

**f** in Mesopotamia.

## Lesson 7 Practise and prepare

### Use of English: Past simple passive

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

#### 1 Tick the sentences that are written in the past simple passive.

- |  |                          |
|--|--------------------------|
| 1 The passengers boarded the tram.                   | <input type="checkbox"/> |
| 2 The tram was boarded by the passengers.            | <input type="checkbox"/> |
| 3 The opening of the new tram was attended by Sadia. | <input type="checkbox"/> |
| 4 Sadia attended the opening of the new tram.        | <input type="checkbox"/> |
| 5 The tram linked the Marina and the Mall.           | <input type="checkbox"/> |
| 6 The Marina and the Mall were linked by the tram.   | <input type="checkbox"/> |
| 7 Everyone liked the new tram.                       | <input type="checkbox"/> |
| 8 The new tram was liked by everyone.                | <input type="checkbox"/> |

#### 2 Rewrite these sentences into the past simple passive.

- 1 Tom drove the car. \_\_\_\_\_
- 2 Meena paid the fare. \_\_\_\_\_
- 3 The train driver called 'all aboard'. \_\_\_\_\_
- 4 The students preferred public transport. \_\_\_\_\_

### Self-assessment

#### 3 Can you do all of these tasks?

- I can talk about, name and describe forms of transport.
- I can talk about the advantages and disadvantages of some forms of transport.
- I can state my experiences and preferences for local public transport.
- I can use phrasal verbs with prepositions in context.
- I can recognise and use the past passive.

## Lesson 8 How streetwise are you?

### 1 Complete the email with the correct words.

• traffic • car • safer • road • bicycles • bus

From: Mrs Talbot, Headteacher, The Academy International School  
 To: All parents  
 Cc:  
 Subject: Road safety and development plans

Dear Parents

Thank you for your ideas for better <sup>1</sup> \_\_\_\_\_ safety around the school.  
 I'm pleased to tell you that we now have a plan to make coming to and leaving school much  
<sup>2</sup> \_\_\_\_\_.

First, there will be a new exit from the school. This will cause a lot less  
<sup>3</sup> \_\_\_\_\_ and pollution on the main road.

Second, the pavement on each side of Garden Road will be for shared use. This means that  
 children riding <sup>4</sup> \_\_\_\_\_ and walking will be able to use it.

Third, there will be two new <sup>5</sup> \_\_\_\_\_ stops, one on each side of the  
 road near the school entrance. I hope this will mean fewer children coming to school by  
<sup>6</sup> \_\_\_\_\_.

Yours sincerely

A. M. Talbot (Headteacher)

# Lessons 9–10 Traffic problems

1 Read the girl's thoughts about her city.  
Write her wishes.

- There isn't a cycle path.
- The buses don't arrive on time.
- I can't cross the road near the school.
- I don't live near my school.
- There's so much pollution.
- There isn't a metro station near my school.
- There aren't any parks near my school.



1 I wish there was a cycle path.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

2 Look at these signs. Write six sentences about why you need to be careful near this school.

- 1 There are children getting off school buses.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



**3** Read through part of the dialogue between Fahad and Hassan.

- 1 Circle all of the uses of the definite future.
- 2 Underline all of the uses of the possible future.

**Hassan:** This weekend we might go to the water park as my friend from Bahrain will be here. He's arriving on Thursday night and we're going to collect him from the airport. I wish he could bring his computer games console. It's a really good one, but I don't think his mum will allow him. I will phone him tonight and ask. His mum might let him bring it if we promise to be careful.



**Fahad:** It sounds like you will have a great weekend. I might go to the park on Saturday. I'm going to do my homework in the morning so I have time to play in the afternoon.

**Hassan:** I will tell you about the water park next week. If it's good, we may be able to go together in the holiday.

**4** Complete the sentences with the correct form of the verb in the future. Use *may* or *might* where necessary.

- 1 We are going to the cinema on Saturday.  
(definite/go)
- 2 I \_\_\_\_\_ my aunt next week.  
(possible/visit)
- 3 I \_\_\_\_\_ my homework tonight.  
(definite/finish)
- 4 He \_\_\_\_\_ his book to school tomorrow.  
(possible/take)
- 5 They \_\_\_\_\_ the teacher about it in the lesson.  
(possible/ask)
- 6 You \_\_\_\_\_ your grandmother later.  
(definite/telephone)
- 7 Hassan \_\_\_\_\_ ice cream at the park.  
(definite/eat)
- 8 Amal \_\_\_\_\_ places with her sister on the journey.  
(possible/change)

## Lessons 11–12 Green transport

### Language tip

#### Point of view

To find a point of view, look for ways the author can make a description positive or negative with adjectives or adverbs.

The **beautiful** new building. (*positive*)

The **unattractive** new building. (*negative*)

The event went **badly**. (*negative*)

The event went **smoothly**. (*positive*)



- 1 Read the text and identify all the positive and negative adjectives and adverbs.

### Football

Football is a brilliant sport. The players are hard-working and dedicated. In each match they must play skilfully. Most fans are happy to go every week, but some think the tickets are too expensive. In some countries, fans sometimes behave badly, but here in the UAE they behave well most of the time.

Positive Adjectives	Negative Adjectives	Positive Adverbs	Negative Adverbs

- 2 Does this writer think that football is a good thing or a bad thing?  
\_\_\_\_\_

### Language tip

An adjective describes a person or thing.  
The **beautiful** house.

An adverb describes how something is done.  
He ran **quickly**.



### 3 Point of view

To work out a writer's point of view, you need to decide whether they are positive, negative or neutral about an idea. Read the sentences and decide whether they are positive, negative or neutral about a new mall.

- 1 Building the new mall here will destroy the countryside where many rare animals live.  
\_\_\_\_\_
- 2 The new mall will bring 1000 new jobs to the town and bring many opportunities for young people.  
\_\_\_\_\_
- 3 The new mall will have 150 shops.  
\_\_\_\_\_

## Reading

- 4 Read the sentences below. Decide which sentences have just an *opinion*, and which sentences support a point with *evidence*.

- 1 I think that school should finish early on Thursday. \_\_\_\_\_
- 2 I think that homework club should be every day after school because some children have said that it is noisy at home.  
\_\_\_\_\_
- 3 I think that Lionel Messi is the best footballer in the world because he has won World Player of the Year five times.  
\_\_\_\_\_

### Language tip

#### Assessing the evidence

Why should we agree with the opinion of a writer?

- Sometimes a writer just gives their own opinion.
- Sometimes a writer provides evidence to make their point stronger.

*Football is the best sport in the world.* (Opinion)

*Football has more fans than any other sport in the world. Around 2.2 billion people watched the World Cup final.* (Opinion with supporting evidence)



## Lesson 13 Green technology

### Writing tip

#### Persuasive writing

Don't forget all the points you have learned for persuading the reader in your letter. Use this checklist to make sure you include each one.

#### Checklist:

- Use positive adjectives and adverbs to make points you agree with.

*The solar buses are a **brilliant** idea. We will **soon** have less pollution.*

- Use negative adjectives and adverbs to show why points you don't agree with aren't a good idea.

*The solar buses are a **terrible** idea. Changing so **quickly** is not a good idea.*

- Write about things that will/may/might happen in the future.

*If we get the solar buses, they **will cost** too much money.*

- Give evidence to support your points.

*More journeys are made by school buses than public buses, so we must change school buses to solar too.*

- 1 Use the sample letter below to help you write your own letter.

Dear Sir,

I believe that the plans for the solar bus system are

\_\_\_\_\_. This is because

Secondly, \_\_\_\_\_.

Finally, \_\_\_\_\_.

Some people say \_\_\_\_\_.

However, this is not relevant because \_\_\_\_\_.

In conclusion, \_\_\_\_\_.

Yours faithfully,

\_\_\_\_\_  
Student at \_\_\_\_\_ School

# Lesson 14 Practise and prepare

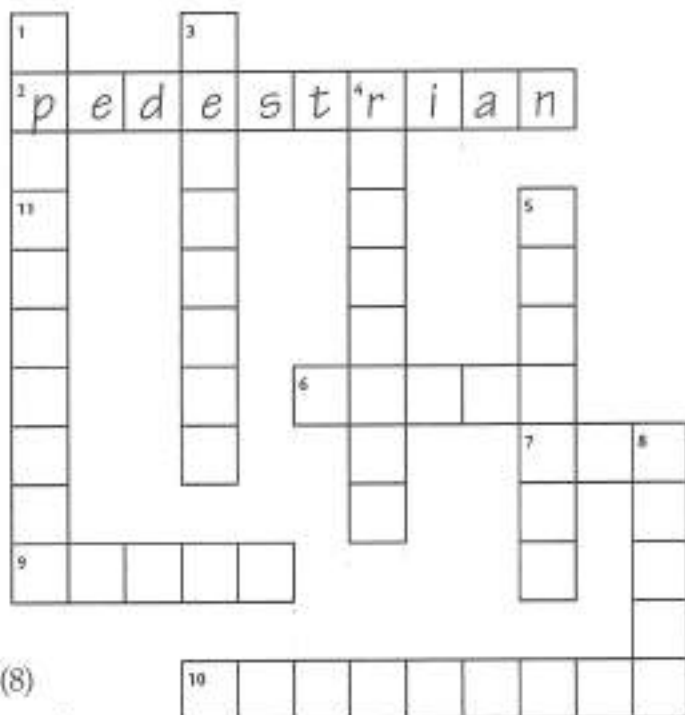
- 1 Read the clues, fill in the missing words and complete the crossword.

## Across

- 2 Someone walking on the street.  
p e d e s t r i a n (9)
- 6 Another word for *may*. \_\_\_\_\_ (5)
- 7 Belonging to us. \_\_\_\_\_ (3)
- 9 Powered by the Sun. \_\_\_\_\_ (5)
- 10 Has articles about current affairs.  
 \_\_\_\_\_ (9)

## Down

- 1 Drive slowly over these.  
 \_\_\_\_\_ / \_\_\_\_\_ (5, 5)
- 3 Certain to happen. \_\_\_\_\_ (8)
- 4 Reminds you of the rules when driving, for example when to slow down.  
 \_\_\_\_\_ / \_\_\_\_\_ (4, 4)
- 5 Where vehicles are made. \_\_\_\_\_ (7)
- 8 Someone on a motorbike or a horse. \_\_\_\_\_ (5)



## Self-assessment

- 2 Can you do all of these tasks?

- I can talk about my wishes.
- I can write about things that might happen in the future.
- I can persuade a reader using words and phrases to support my argument.
- I can recognise a writer's point of view.

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# Bridge to Success

## Workbook

### 7

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

This book sets out to:

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