



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

2023-2024

# Bridge to Success 9

Workbook



Grade  
**09**

Dom Luis Bridge, Portugal



# Bridge to Success

English Language

## Workbook

Book 9

Volume 1

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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 9* consists of nine 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

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content is defined on smart learning app

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<b>Unit 2</b> <b>Habitat interactions</b> <b>Pages 13–26</b>	Tropical rainforests; deforestation; photosynthesis and aerobic respiration; farming in Kenya; food chains; human and animal interactions; the effect of habitat changes; endangered animals <b>Reading:</b> Photosynthesis Richard Turere: inventor The food chain Extracts from a Maori story Endangered animals	<b>Listening:</b> A TV commentary about rainforests Deforestation Photosynthesis and aerobic respiration Richard Turere: inventor A radio programme about the food chain A Maori story Effects of habitat changes <b>Speaking:</b> Discussing rainforests Preventing deforestation Discussing the meaning of words from context Eating habits and the food chain Protecting animal habitats Discussing regional wildlife A speech about endangered animals A project presentation	The present passive The present perfect active and passive	The food chain Types of animal Expressing opinions	A summary about the food chain Write a short play A piece of writing about man's relationship with animals: an extract from a leaflet; an information text
<b>Unit 3</b> <b>People and their jobs</b> <b>Pages 27–39</b>	The world of work Do you have what it takes? A day in the life Today's jobs What about becoming a ... Looking for work Big fish, small fish?	<b>Listening</b> Work/jobs People talking about themselves Job interviews <b>Speaking</b> Talk about jobs Ask and answer questions Role-play Give an opinion	Suffixes for job titles Verbs followed by verb + -ing will for future predictions	The world of work Job titles	Write sentences about yourself

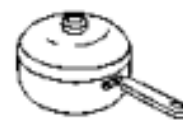
	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 4</b> <b>Speak up!</b> <b>Pages 40–52</b>	What shall I say? Taking the stage Practice makes perfect The King's Speech Speeches that made history Bringing stories to life Word power	<b>Listening</b> Listen to end-of-term speeches Listen to a teacher giving feedback Listen to monologues Listen to an informal interview Listen to a story Listen to an informal conversation <b>Speaking</b> Discuss questions Discuss quotes Prepare and give a speech Tell a story Give opinions and take part in discussions	Reported speech (statements, questions and commands) Punctuation: full stops and commas	Public speaking Oral communication Onomatopoeia words	Write a reply to a blog post Write a story Write a speech Write engaging opening/closing sentences

## Household routines

## Lessons 1–2 In the kitchen

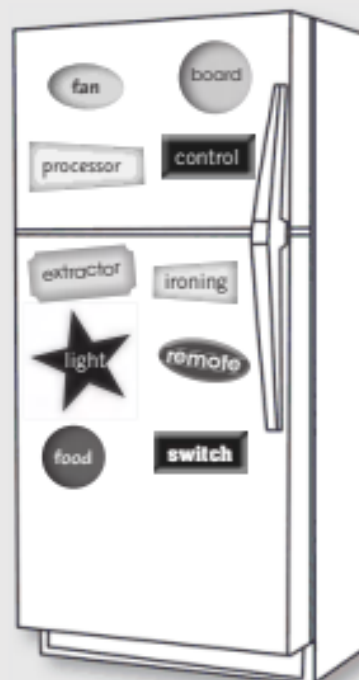
## 1 Complete the words.

- 1 d \_ \_ \_ w \_ \_ \_ \_ r
- 2 o \_ \_ n
- 3 t \_ \_ p \_ t
- 4 s \_ \_ \_ \_ p \_ n
- 5 fr \_ \_ \_ e
- 6 fr \_ \_ \_ \_ r
- 7 sc \_ \_ \_ s
- 8 m \_ \_ \_ \_ w \_ \_ e
- 9 i \_ \_ n
- 10 c \_ \_ \_ \_ e m \_ \_ \_ \_ e
- 11 w \_ \_ \_ \_ g m \_ \_ \_ \_ e
- 12 t \_ n o \_ \_ \_ \_ r
- 13 f \_ y \_ \_ g p \_ n
- 14 f \_ \_ e ex \_ \_ \_ \_ \_ \_ \_ \_ \_ r



## 2 Find the words on the fridge to match the definitions. (Clue: they're all compound nouns.)

- 1 You iron your clothes on it. \_\_\_\_\_
- 2 You use it to change channels on the TV.  
\_\_\_\_\_
- 3 It takes away steam and smells from the kitchen.  
\_\_\_\_\_
- 4 It's a machine that helps you to prepare food.  
\_\_\_\_\_
- 5 You use it to turn the light on and off.  
\_\_\_\_\_



### 3 Match the sentence halves.

- |   |  |
|---|--|
| 1 Put on ...  | a ... the light. I'm trying to save electricity!               |
| 2 Please turn off ...   | b ... when you've finished cooking, please?                    |
| 3 There is a programme I want to see.<br>Do you mind if I ... | c ... the kettle for me, please. I'd like to make<br>some tea. |
| 4 I'm tidying up. Do you mind if I ...                        | d ... throw away these old magazines?                          |
| 5 Would you make sure you clean up ...                        | e ... turn on the TV?  |

### 4 Read the sentences and circle the correct option.

- It's really dark in here. Can I put **on** / **off** the light?
- Would you mind if I heated **down** / **up** this soup?
- Would you mind emptying the dishwasher  
and putting **away** / **around** the plates.
- Please turn **on** / **off** the extractor fan.  
I can't hear myself speak!
- Would you mind if I turned **up** / **down** the TV?  
It's really useful for me to listen to the news.
- Leave **up** / **out** the scales. I'm going to make a cake.

### 5 Write six sentences using a different phrasal verb in each.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Language tip

Some phrasal verbs are interchangeable, depending on the context.

For example you could say:

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

You can also say:

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

But you can't say:

*Put the light off.*

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

## Lessons 3–4 **Doing things right and getting things wrong**

- 1** Read these jumbled instructions to use a coffee machine.  
Number them in the correct order.

- a** Add sugar to taste. \_\_\_\_
- b** Next, decide how much water you need and pour it into the machine. \_\_\_\_
- c** First, put a coffee filter in the top of the coffee maker ... 1
- d** Wait for all the water to drain through the filter. \_\_\_\_
- e** Pour the coffee into a cup. \_\_\_\_
- f** ... and then decide how much coffee you need and put it in. \_\_\_\_



coffee machine

- 2** Look at the entries in this timetable. Underline the phrasal verbs. Then complete the timetable so that is true for you.

Saturday	Sunday
7 am : Turn off my alarm clock. _____	7 am : Wake up and get dressed for school. _____
10 am: Get up and get dressed. _____	10 am: Sit down in my classroom. _____
1 pm :Pick up my library books. _____	1 pm :Stand up and go for lunch. _____
4 pm :Sit down with my friends for a chat. _____	4 pm :Put away my school bag. _____
7 pm : Turn on the TV and relax. _____	7 pm :Sit down to dinner. _____
10 pm: Put on my night clothes. _____	10 pm: Lie down on my bed. _____

**3** Choose an appropriate word from the box to go with these phrasal verbs.

• your clothes • your mobile phone • late • the bus • the TV

**1** wake up \_\_\_\_\_

**4** get on \_\_\_\_\_

**2** turn on \_\_\_\_\_

**5** put down \_\_\_\_\_

**3** put on \_\_\_\_\_

**4** Think about a day in your life when everything seemed to go wrong.

Use the table below to plan a piece of writing.

Approximately what time did each event happen?	_____ _____ _____
Was there anyone with you? Who?	_____ _____ _____
What were you doing?	_____ _____ _____
What happened?	_____ _____ _____

**5** Write about your day using the notes above.

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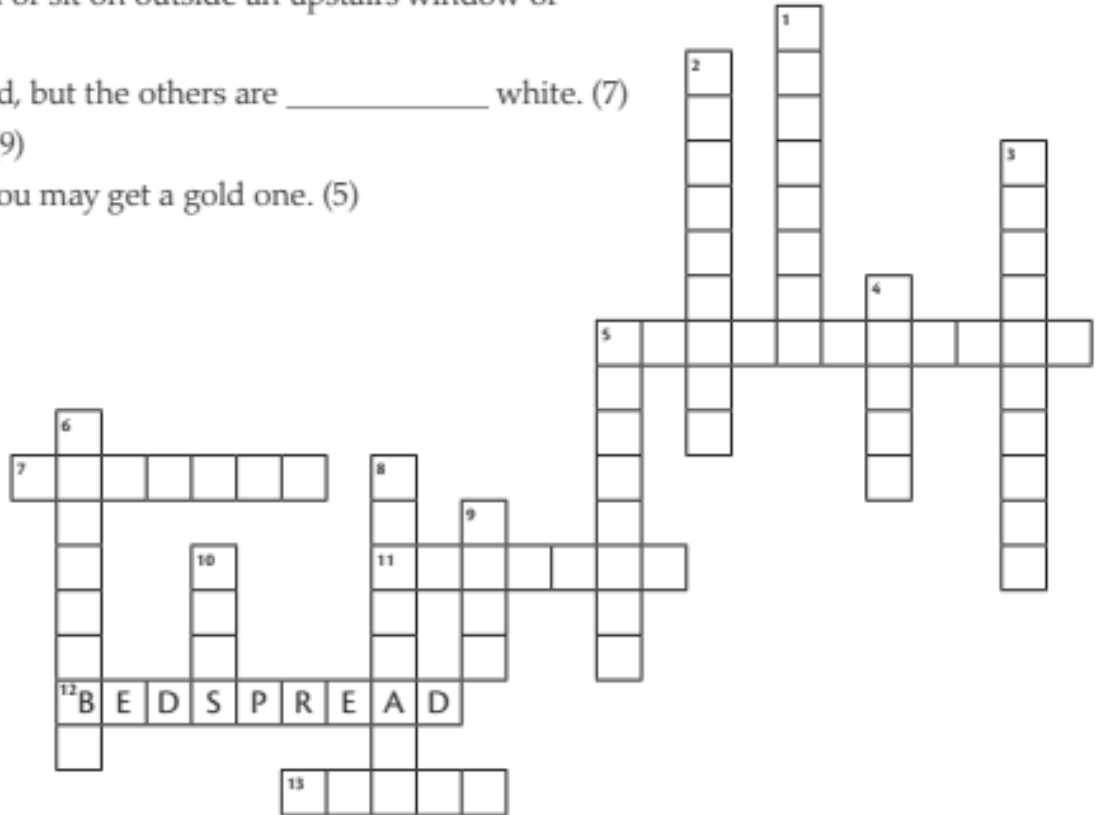
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## Lessons 5–6 In my room

### 1 Solve the crossword.

#### Across

- 5 You can keep your books on these. (11)  
 7 Area you can stand or sit on outside an upstairs window or door. (7)  
 11 One wall is papered, but the others are \_\_\_\_\_ white. (7)  
 12 A cover for a bed. (9)  
 13 If you win a race, you may get a gold one. (5)



#### Down

- 1 Prizes you get for winning a race or a competition. (8)  
 2 The part of your life when you are a child. (9)  
 3 A group of similar objects that someone has put together. (10)  
 4 Untidy. (5)  
 5 You sleep on them; they are fixed together with one on top of the other. (4, 4)  
 6 A piece of furniture in which you hang up your clothes. (8)  
 8 You can keep things in this piece of furniture which has doors and sometimes shelves. (8)  
 9 The opposite of 4 *Down*. (4)  
 10 Teddy bears are soft \_\_\_\_\_. (4)

- 2** Complete each sentence with a suitable verb in the correct form. Here are some verbs to help you.

• add • be • get • hang • have • hold • keep • put • save • stack • stay • win

- 1 I like bright colours, but I m not keen on lime green.
- 2 I'm going to decorate my bedroom and I'm going to \_\_\_\_\_ lots of pictures up on the walls.
- 3 If my sister \_\_\_\_\_ her own way, she'd have pink walls and a sky blue ceiling.
- 4 I like posters on my walls because they \_\_\_\_\_ colour and interest to the room.
- 5 I have to tidy my room when it \_\_\_\_\_ really messy.
- 6 I've got a very big wardrobe. It \_\_\_\_\_ all my clothes.
- 7 My brother has \_\_\_\_\_ a lot of medals for swimming, including a gold one.
- 8 I try to \_\_\_\_\_ my room tidy, but after my little cousins have been in it, it's a real mess.
- 9 That's amazing! Your clothes are all \_\_\_\_\_ neatly in your wardrobe.
- 10 I haven't got enough room on my bookshelves, so I \_\_\_\_\_ my books on the floor.
- 11 My mum threw out my collection of football magazines. But I went to the bin and I managed to \_\_\_\_\_ them.
- 12 I don't want to change my bedroom. I want it to \_\_\_\_\_ as it is.

- 3** Think of something in each of these colours and write a sentence about it.

• lime green	• light blue	• dark blue	• bright red	• apple green
• olive green	• jet black	• snow white	• chocolate brown	

1 *We've got a lime green bin at home.*

- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_

- 4** Write a list of ten things you've got in your bedroom.

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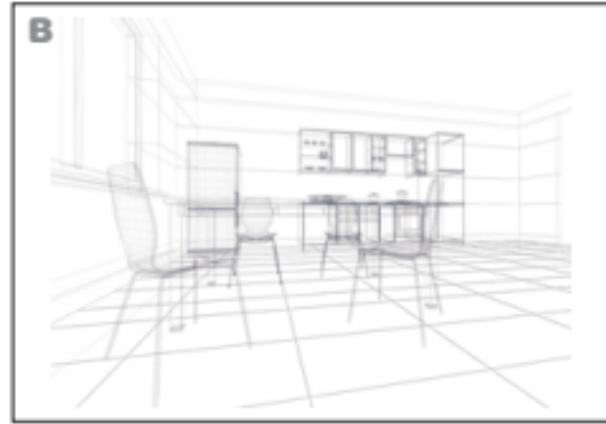
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## Lesson 7 **My ideal room**

- 1** Look at the pictures below. What type of rooms do you think these are?  
Give reasons for your answers.



I think Room A is a \_\_\_\_\_, because \_\_\_\_\_

I think Room B is a \_\_\_\_\_, because \_\_\_\_\_

- 2** Work in small groups. Choose either room A or B and think about how you would redesign it. Make notes and then draw your new design.

### **What we would keep the same**

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### **What we would change and how**

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## Lessons 8–9 **Jobs at home**

### 1 Interview your classmates.

Questions	Name _____	Name _____	Name _____	Name _____
1 What do you do to keep the house tidy?				
2 Do you know where all the household appliances and cleaning equipment are kept at home?				
3 What kitchen appliances can you use? Can you explain how to use them?				
4 How often do you help with the shopping?				
5 Which is your favourite household job?				
6 Which household job do you like least?				
7 How often do you make a meal for the family?				
8 Do you know how to turn off the water if there's a leak?				
9 Do you know where the main power switch is in your house?				
10 Who knows most about fixing computers or installing software in your house?				

### 2 Choose three questions from Activity 1 and write a summary of the information you found out.

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#### Writing tip

Here are some useful phrases to use when you are analysing data or writing a summary:

*Most people ...*

*Hardly anybody ...*

*Nobody ...*

*Some people ... but others ...*

**3** Write sentences comparing the two things.

my room (3 metres square) / your room (5 metres square).  
(small)

My room is much smaller than your room.

OR

My room is far smaller than your room.

my room (3 metres square) / your room (5 metres square).  
(big)

My room is nowhere near as big as your room.

my room (lime green and sky blue) / your room (bright red and orange).  
(colourful)

My room is just as colourful as your room.



**1** Rob Stewart (15 goals this season) / Ryan Jones (15 goals this season)  
(good at football).

Rob Stewart \_\_\_\_\_

**2** Sara (100 metres in 15 seconds) / Rosanna (100 metres in 25 seconds)  
(fast)

Sara \_\_\_\_\_

Reem \_\_\_\_\_

**3** Hamad (1 m 80) / Khalid (1 m 80)  
(tall)

Hamad \_\_\_\_\_

**4** the Acme dishwasher (£750) / the Zenith dishwasher (£350)  
(expensive)

The Acme \_\_\_\_\_

The Zenith \_\_\_\_\_

**5** the saucepan (500 g) / the frying pan (3 kg)  
(heavy)

The saucepan \_\_\_\_\_

The frying pan \_\_\_\_\_

**6** a microwave (60 seconds to heat up a bowl of soup) / a fan oven (15 minutes)  
(quick)

A microwave \_\_\_\_\_

A fan oven \_\_\_\_\_

# Lesson 10 Household routines in the past

## 1 Match the two halves.

- |              |                                   |
|--------------|-----------------------------------|
| 1 chop       | a fresh vegetables                |
| 2 pick up    | b wood for the fire               |
| 3 pick       | c the washing                     |
| 4 hang out   | d a fire                          |
| 5 put ... on | e fresh milk from the corner shop |
| 6 make       | f the kettle ... the fire         |

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

- In the past, people **used to/didn't use to** have electrical appliances.
- People **used to/didn't use to** boil water on a fire.
- Children **used to/didn't use to** help hang out the washing.
- People **used to/didn't use to** make their own clothes.
- Milk **used to/didn't use to** be bought from the supermarket.
- I think life **used to/didn't use to** be a lot harder in the past than today.

## 3 Look at the jobs below. Then write about *one* of them.

- doing the washing
- heating the house
- cooking
- cleaning the house

- Explain how you do this job now.
- Describe how you think it used to be done in the past.

Now

---



---

In the past

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### Language tip

Notice the difference between

**pick** and **pick up**:

**pick**: to collect fruit or vegetables  
*He picked all the apples from the tree.*

**pick up**: to collect from a place  
*I picked up the newspaper on my way home. She picked up the children from school.*

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



## Lessons 11–12 **Household routines: what does the future hold?**

- 1** Read this extract from the article on page 11 of the Coursebook and answer the questions.

Personally, I'd like to see household routines becoming far better for the environment. I think we'll be using more clean energy at home in the future. For example, we'll be using far more solar energy than now and using solar panels instead of replacing batteries.

Hopefully, there will be a lot less rubbish in the future compared to now, so putting out the rubbish will be a thing of the past. There will be nowhere near as much non-biodegradable rubbish as today because companies will be rewarded for making their products out of biodegradable and sustainable materials. We will see far more recycling done at home – using composting bins.



- 1** What does the author hope household routines will be focused on in the future?

---

- 2** What example does the author give for clean energy?

---

- 3** Will we be putting the rubbish out in the future? Why? / Why not?

---

- 4** Why does the author think there will be less non-biodegradable rubbish?

---

- 5** What will we be using composting bins for?

---

- 2** What household routines do you think we will have in the future?

- 3** Now compare your predictions in Activity 2 to what we do today. Use the comparative phrases below.

*A lot more / less ... than*

*Nowhere near as ... as*

*As ... as*

- 4 What would you like your robot to do for you? Write six sentences below describing the activities.

1 \_\_\_\_\_

2 \_\_\_\_\_

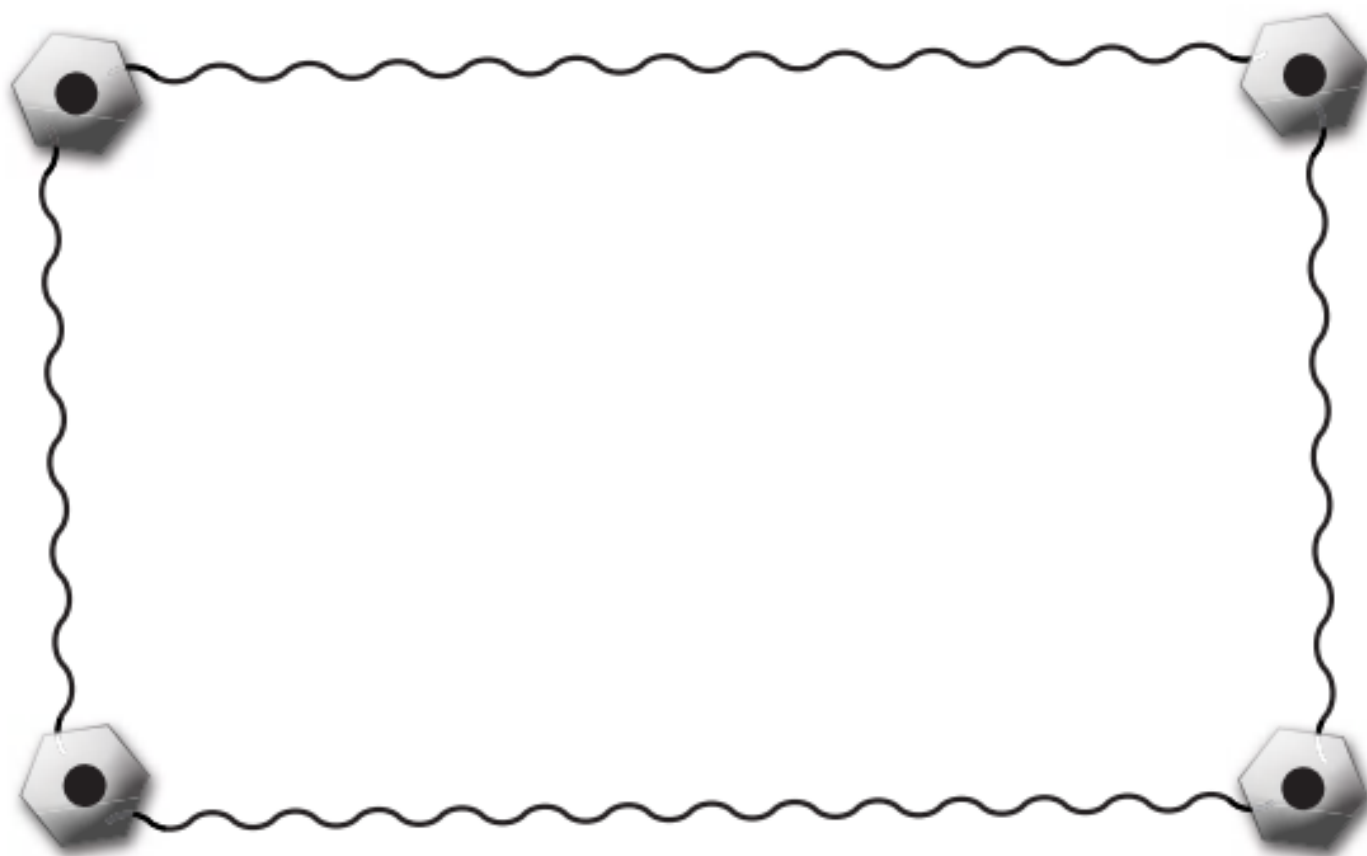
3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

- 5 Draw a diagram of your robot and label it. Then write a description of what it does and how it works.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Habitat interactions

## Lessons 1–2 Rainforests and deforestation

### 1 Match the two halves of each sentence.

- |   |  |
|---|--|
| 1 Tropical rainforests cover            | a food and shelter for the many animals that live there. |
| 2 The Amazon in South America is        | b come from tropical forest plants.                      |
| 3 Tropical rainforests are home to      | c over 30 million types of plants and animals.           |
| 4 The plants provide                    | d the largest tropical rainforest in the world.          |
| 5 More than 25% of our modern medicines | e yet to be discovered.                                  |
| 6 And there are many more medicines     | f about 8% of the world's land surface.                  |

### 2 Read the definitions and write the scientific words.

• medicine • research • lungs • wildlife

- |  |  |
|--|--|
| 1 We need these to breathe.<br>_____                       | 3 Plants and animals that live in their natural habitats.<br>_____ |
| 2 To study something to find out new information.<br>_____ | 4 We use this to treat an illness.<br>_____                        |

### 3 Complete the sentences using the words below.

• cattle • agriculture • rainwater • life • habitats • oxygen • soil • deforestation

Clearing rainforest is called \_\_\_\_\_.<sup>1</sup> Many plant and animal \_\_\_\_\_<sup>2</sup> are destroyed when forest areas are cleared. But clearing rainforest threatens all \_\_\_\_\_<sup>3</sup> on Earth. The rainforest trees absorb carbon dioxide and give off \_\_\_\_\_<sup>4</sup>. The roots absorb \_\_\_\_\_<sup>5</sup> that falls every day. The roots also help to stabilise the \_\_\_\_\_<sup>6</sup> so mud slides don't happen.

In Brazil, large areas of rainforest are cleared for \_\_\_\_\_<sup>7</sup>, and most deforestation in the area is the result of \_\_\_\_\_<sup>8</sup> farming for beef and leather.

### 4 Use the phrases in the box to complete the sentences.

- |   |   |
|---|---|
| <b>a</b> ... is cleared every second.           | <b>d</b> ... <del>are starting to produce palm oil sustainably.</del> |
| <b>b</b> ... sell products containing palm oil. | <b>e</b> ... campaigning to protect the rainforests.                  |
| <b>c</b> ... are in danger of extinction.       | <b>f</b> ... have lost their homes.                                   |

- A few companies are starting to produce palm oil sustainably.
- A large number of people \_\_\_\_\_.
- An enormous amount of land \_\_\_\_\_.
- A lot of supermarkets \_\_\_\_\_.
- A large number of plants and animals \_\_\_\_\_.
- Several organisations are \_\_\_\_\_.

### 5 Use the table below to plan a piece of writing about preventing deforestation.

	Reasons	Supporting information
Introduction	_____ _____	_____ _____
Paragraph 1	_____ _____	_____ _____
Paragraph 2	_____ _____	_____ _____
Conclusion	_____ _____	_____ _____

## Lessons 3–4 **Photosynthesis**

### 1 Read the definitions and write the scientific words.

1 The process by which a plant makes its own food. (This only happens during daylight.)

2 A gas that is produced when people and animals breathe out, or when carbon is burned.

3 A gas that is in the air and that people and animals need to live.

4 A type of sugar produced in plants.

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

1 The word **photosynthesis/respiration** means 'putting together by light'.

2 Plants get energy from **the air / sunlight**.

3 In daylight they take in **carbon dioxide / oxygen** from the air.

4 They take up water from the ground through their **leaves / roots**.

5 Plants use the light energy to turn the water and carbon dioxide into **glucose / air**.

6 As part of this process, plants also release **light energy / oxygen**.

### 3 Complete the table with the correct form of the verb or noun.

verb	noun
respire	respiration
combine	_____
_____	imagination
_____	creation
decorate	_____
_____	demonstration
prepare	_____

**4** Complete the text using the present passive of the verbs in brackets.

It *is thought* <sup>1</sup> (*think*) that more than half the earth's rainwater \_\_\_\_\_ <sup>2</sup> (*hold*) by the Amazon forests. Water \_\_\_\_\_ <sup>3</sup> (*take up*) by the forest trees. It \_\_\_\_\_ <sup>4</sup> (*release*) into the atmosphere. Mist and clouds \_\_\_\_\_ <sup>5</sup> (*form*).

Rainforests are sometimes called 'the lungs of the earth'. They help to keep the air clean and to provide the oxygen we need to breathe. During photosynthesis, carbon dioxide \_\_\_\_\_ <sup>6</sup> (*take in*) by the trees and oxygen \_\_\_\_\_ <sup>7</sup> (*give out*).

**5** Write the sentences in the correct places.

Carbon dioxide is taken in and oxygen is given out.

Neither oxygen nor carbon dioxide are given out or taken in.

The plant produces more carbon dioxide than oxygen.

More oxygen than carbon dioxide is produced.

There is no photosynthesis.

When it's dark, oxygen is taken in and carbon dioxide is given out.

~~When there is bright light, photosynthesis happens.~~

When there is dim light, both photosynthesis and respiration take place.

1 *When there is bright light, photosynthesis happens.*

2

3

4

5

6

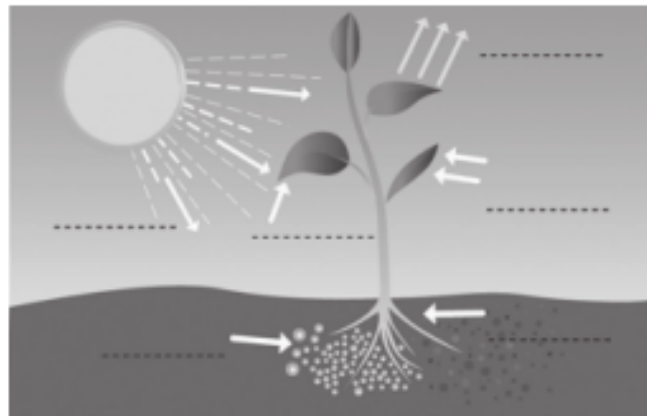
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8



**6** Label the diagram with the words from the box.

- sunlight
- leaves
- roots
- water
- carbon dioxide
- oxygen



## Lessons 5–6 **Live and let live**

### 1 Match the words with the definitions.

- |                        |  |
|------------------------|--|
| 1 engineer             | a pieces of electrical equipment, like washing machines and ovens, used in people's houses |
| 2 torch                | b a place where old, unwanted things can be left, bought and sold                          |
| 3 junkyard             | c the side, the part that is furthest from the centre                                      |
| 4 crops                | d a small electric light that you carry in your hand                                       |
| 5 pilot                | e animals that kill and eat other animals  |
| 6 household appliances | f plants grown by farmers for food   |
| 7 edge                 | g keeping animals together in a group  |
| 8 predators            | h someone who designs or builds things such as roads, railways, bridges or machines        |
| 9 herding              | i someone who flies a plane  |

### 2 Answer the following questions.

1 How many predators can you name?

---

---

2 Name five household appliances.

---

---

---

---

---

3 What sort of things would you expect to see in a junkyard?

---

4 What crops grow in the UAE?

---

5 What animals do you know that are kept in herds?

---

6 Name three jobs you might like to do when you grow up.

---

---



**3** Write these sentences in the correct order.

1 adopted / idea / been / families / by / Richard's / has / other

---

2 have / lions / both / The / farmers / helped / lights / and

---

3 around / have / by / Kenya / They / used / many / been / farmers

---

4 been / elephants / Their / from / have / crops / protected

---

5 has / Richard's / by / changed / invention / life / his / been

---

**4** Choose the correct form of the present perfect, active or passive, to complete the sentences.

1 Many lions (*kill*) \_\_\_\_\_ because they  
(*attack*) \_\_\_\_\_ cattle and other animals.

2 Richard Turere (*invent*) \_\_\_\_\_ a device for  
keeping lions away from farms.

3 The device (*be*) \_\_\_\_\_ a success for Richard's  
family.

4 Richard's lion lights (*use*) \_\_\_\_\_ all over Kenya.

5 Richard (*offer*) \_\_\_\_\_ a scholarship at one of  
Kenya's top schools.

6 Richard (*present*) \_\_\_\_\_ the idea for his lion  
lights at a conference in California.

**5** Plan a tweet. Remember the key points from the article on Richard's invention and think about the best order. Make notes.

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**Writing tip**

When you make notes, write key words and short phrases to help you remember the most important information. Don't write complete sentences.

## Lessons 7–8 The food chain

**1** Give an example of each of the following:

- 1** a predator \_\_\_\_\_
- 2** a carnivore \_\_\_\_\_
- 3** a herbivore \_\_\_\_\_
- 4** an omnivore \_\_\_\_\_

**2** Complete the interview with suitable words.

- predators    • flowers    • prey    • herbivores
- forests    • food chain



Keeping the balance right in the \_\_\_\_\_<sup>1</sup> is very important.

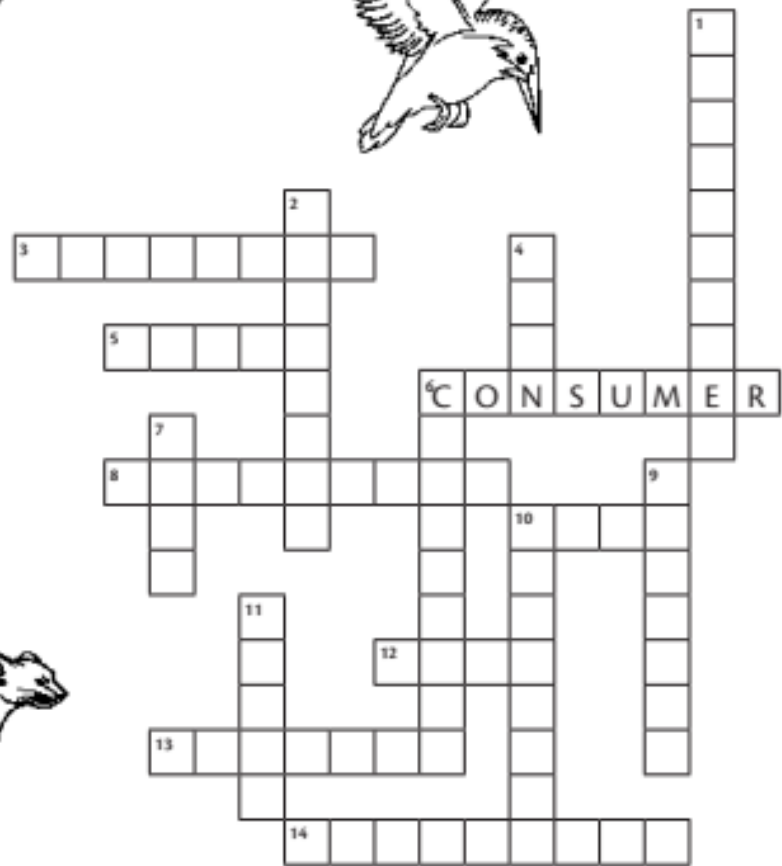
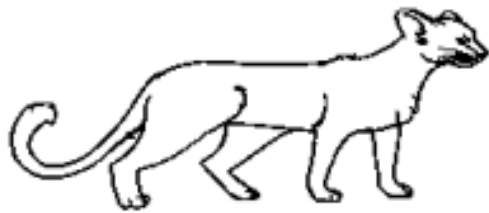
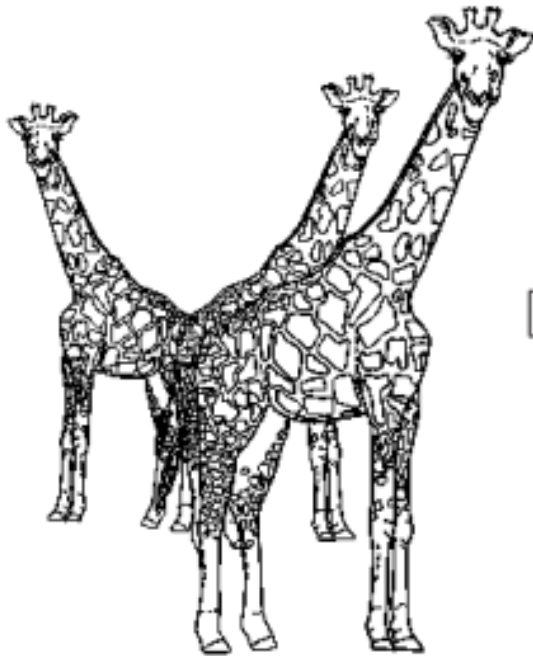
\_\_\_\_\_<sup>2</sup> have been cut down for wood ... Buildings are built on grassland ...

This means that there aren't as many plants and \_\_\_\_\_<sup>3</sup> for butterflies, bees and other insects to feed on. So birds like kingfishers have fewer insects to eat, and their numbers go down.

It also means that there aren't as many plants for \_\_\_\_\_<sup>4</sup>, such as deer, to eat. So the deer find it hard to get food. And their numbers go down.

And this also means that \_\_\_\_\_<sup>5</sup> at the top of the food chain, like mountain lions, have less \_\_\_\_\_<sup>6</sup> to eat. So their numbers go down as well.

## 3 Solve the crossword.

**Across**

- 3** An animal that kills and eats other animals. (8)  
**5** See 12 Across.  
**6** A scientific word for an animal that eats a plant or another animal. (8)  
**8** An animal that only eats plants. (9)  
**10** An animal that is hunted and eaten by another animal. (4)  
**12** With 5 Across. A diagram showing how energy passes from one plant or animal to another. (4, 5)  
**13** An animal with a very long neck. (7)  
**14** An insect with colourful wings. (9)

**Down**

- 1** A brightly coloured blue and orange bird that lives near water and eats fish. (10)  
**2** With 4 Down. Another name for a puma. (8, 4)  
**4** See 2 Down.  
**6** An animal that eats meat. (9)  
**7** Insects that make honey. (4)  
**9** A three-dimensional shape with triangular sides. (7)  
**10** A scientific word for a plant that makes its own food by photosynthesis. (8)  
**11** A black and white striped animal, like a horse. (5)

## Lessons 9–10 **Man in harmony with nature**

- 1** Read another extract from the Maori story. Put the paragraphs in the correct order.

**Text A:** \_\_\_\_\_

They were dolphins. They circled around Kahu and seemed to be talking to her. She nodded and grabbed one around its body. As quick as a flash, the dolphins sped her to another area of the reef and stopped. Kahu seemed to say, "Down here?" and the dolphins made a nodding motion.

**Text B:** \_\_\_\_\_

Suddenly Kahu made a quick darting gesture. She picked something up, inspected it, appeared satisfied with it, and went back to the dolphins. Slowly the girl and the dolphins rose towards us. But just as they were midway, Kahu stopped again. She kissed the dolphins goodbye and gave Nani Flowers a heart attack by returning to the reef. She picked up a crayfish and resumed her upward journey. The dolphins were like silver dreams as they disappeared.

**Text C:** \_\_\_\_\_

Whatever it was Kahu was searching for, she was having difficulty finding it. But just then white shapes came speeding out of the dark towards her. I thought they were sharks, and Nani Flowers began to blow bubbles of terror.



### **Reading strategy**

When reading an extract to decide where it fits into a complete text, we need to:

- re-read the extracts
- look for cues in the extracts that might link a preceding text or one that follows
- read the texts again to see if there is continuity and it makes sense.

- 2** Read the texts above again. Are the sentences true or false?

- 1 Kahu had no problem finding what she was looking for. \_\_\_\_\_
- 2 The white shapes were sharks. \_\_\_\_\_
- 3 Nani Flowers blew bubbles because she was frightened. \_\_\_\_\_
- 4 Kahu held onto one of the dolphins. \_\_\_\_\_
- 5 Kahu picked something up before going back to the dolphins. \_\_\_\_\_
- 6 Nani Flowers picked up a crayfish. \_\_\_\_\_

**3 Match the words with the definitions.**

- |                      |   |
|----------------------|---|
| <b>1</b> jab         | <b>a</b> to follow someone or something                                     |
| <b>2</b> overboard   | <b>b</b> to go under water like a duck                                      |
| <b>3</b> rush into   | <b>c</b> to push a finger or a hand hard into someone                       |
| <b>4</b> go after    | <b>d</b> over the side of a boat into the water                             |
| <b>5</b> diving mask | <b>e</b> to do something without thinking                                   |
| <b>6</b> duck dive   | <b>f</b> something that covers your eyes and nose when swimming under water |

**4 Write a summary of the story.**

Make notes in the table to help you plan the content, and then write your summary below.

**Writing tip**

When you make notes, write key words and short phrases to help you remember the most important information. Don't write complete sentences.

<b>Main characters</b>	   
<b>Introduction and setting</b>	   
<b>Paragraph 1</b>	   
<b>Paragraph 2</b>	   
<b>Paragraph 3</b>	   
<b>Ending</b>	   

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## Lessons 11–12 **Man in conflict with nature**

### 1 Match the words with the definitions.

- |                |  |
|----------------|--|
| 1 extinction   | a place where people build houses to live                                      |
| 2 habitat      | b an area an animal claims as its own  |
| 3 settlement   | c the possibility that something may happen if something isn't done to stop it |
| 4 threat       | d killing animals illegally  |
| 5 poaching     | e when something doesn't exist anymore   |
| 6 conservation | f protection of wildlife   |
| 7 territory    | g where a plant or animal lives in nature                                      |

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

- Many wild animals are under threat of **extinction** / **conservation**.
- Human **populations** / **problems** have grown enormously.
- Human settlements have been built on wild animal **land** / **territory**.
- Animal **threats** / **habitats** have been destroyed.
- Elephants cause damage when they walk across **settlements** / **crops**.
- Lions go **closer to** / **further away from** settlements looking for food.

### 3 Complete the sentences with the words from the box.

• population • territory • ivory • medicine • food • extinct

- Rhino horns are use in traditional \_\_\_\_\_.
- New towns are being built on the \_\_\_\_\_ of wild animals.
- Elephants in the wild will be \_\_\_\_\_ in less than 20 years.
- The human \_\_\_\_\_ is growing very quickly.
- Elephants are killed for \_\_\_\_\_ to make decorations.
- Wild animals look for \_\_\_\_\_ near new human settlements.

### 4 Write four sentences using the words from the box.

• survival • hunting • breeding • urgent

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Skeleton and model of a dodo

- 5** Why are many wild animals under the threat of extinction? What can we do? Plan a report. Use the table below to help you plan your report.

<b>Introduction: Introduce the problem</b>	<hr/> <hr/> <hr/>
<b>Paragraph 1: Growing populations and wild animals</b>	<hr/> <hr/> <hr/>
<b>Paragraph 2: Wildlife trade</b>	<hr/> <hr/> <hr/>
<b>Paragraph 3: Conservation projects</b>	<hr/> <hr/> <hr/>
<b>Conclusion</b>	<hr/> <hr/> <hr/>

- 6** Use the notes you made in the table to write your text.

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## Lesson 13 **Animals in crisis!**

- 1** Choose a mammal, a bird, a reptile or an amphibian. Then complete the fact file card below.

<b>Name of animal</b>	<hr/>
<b>Where they live and their habitat</b>	<hr/> <hr/> <hr/>
<b>Place in food chain</b>	<hr/>
<b>What they eat</b>	<hr/> <hr/> <hr/>
<b>Social habits</b>	<hr/> <hr/> <hr/>
<b>Reason they are in danger of extinction</b>	<hr/> <hr/> <hr/>

- 2** Draw and label a diagram for the animal you chose, showing its place in the food chain.

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Lessons 1–2 **The world of work**

- 1** Decide which suffix each of the words below needs and write the whole job title in the correct column in the table.

-er	-ant	-or	-ian	-ic	-ist



assist

electric

journal

mechan

plumb

clean

paramed

instruct

act

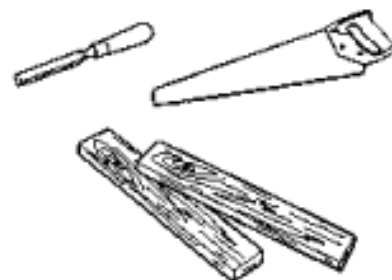
account

optic

carpent

pharmac

reception



- 2** Complete the sentences.

- I would like to have a balcony outside my room. Do you know a good carpenter?
- I love flying so I would really like to be a \_\_\_\_\_.
- I'd like to learn to drive. Can you recommend a driving \_\_\_\_\_?
- Mum and Dad both work. They haven't got time to clean the house, so they employ a \_\_\_\_\_.
- Oh no! There's water all over the kitchen floor. I think the water pipe is broken. Call the \_\_\_\_\_.
- Our neighbour knows a lot about cars. He's a \_\_\_\_\_ at the local garage.
- The lights in the house don't work. Do you know an \_\_\_\_\_ we can call?
- My uncle studied at university. He now works on big building projects all over the world. He's an \_\_\_\_\_.

**3** Describe the jobs these people do. If you can, say where they work.

1 A physiotherapist *uses special exercises to help people recover from an injury.*

*A physiotherapist works in a hospital.*

2 A receptionist

3 A taxi driver

4 A waiter

5 A shop assistant

6 A paramedic

7 An optician

8 A journalist

9 A driving instructor

10 A flight attendant

**4** Find and correct the mistakes in the sentences below.

1 My father works in a banking.

2 My mother works for publishing.

3 A receptionist works for a reception area.

4 Would you like to work for finance?

5 I don't want to work in office.

## Lessons 3–4 **Do you have what it takes?**

### 1 What are the 21<sup>st</sup> century skills described below?

EXAMPLE	SKILL
1 I have interesting ideas that are different from everyone else's. For example, my essays are never boring because I write about unusual subjects and I use lots of adjectives.	
2 I don't wait to be told what to do. If there are tests at school, I plan how I will study so I'm ready when it's test time.	
3 When we have group projects at school, my friends always ask me to organise our team and give each member a different job to do.	
4 My presentations are always very clear and easy to understand. I also like listening to my friends' presentations and asking them questions at the end, but I make sure I don't interrupt them while they're speaking.	
5 I always find a solution, even in difficult situations. When the other students don't know what to do, I look at things from different points of view until I find a way forward.	
6 I really enjoy team sports like volleyball or basketball more than individual sports like tennis or running. I like being part of a team and working together with my friends to be successful.	

### 2 Choose the correct option.

- 1 Hamdan always has very interesting ideas. He's a very **creative / creativity** person.
- 2 I think I have strong **leader / leadership** skills because I'm good at organizing teams.
- 3 It's important to **be / have** proactive when you run your own business.
- 4 Our teacher **has / is** good communication skills. It's easy to understand what she says.
- 5 If you want to be a fashion designer, you need to have a lot of **create / creativity**.
- 6 Salwa is the **leader / leadership** of our group for the school project.

- 3** Write three sentences, each using one of *create, creative, creativity* OR *lead, leader, leadership*.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

- 4** Work with a partner to decide where to put the following phrases of agreement and disagreement.

• I'm with you on that. • You have a point, but ... • Absolutely. • I don't think so, because ...  
 • That's true. • I'm sorry but that's not right ... • You're absolutely right. • That's not really true.

I agree	I disagree
_____	_____
_____	_____
_____	_____
_____	_____

- 5** Disagree with the following statements using the phrases above.

- I think homework is not a good thing.

*I don't think so because we have to do some work at home to remember what we learn in class.*

- I think it's fine to stop someone when they're speaking if you have something important to say.

1 \_\_\_\_\_

\_\_\_\_\_

- It's not necessary to plan ahead. You can wait until the last minute to do things because someone will tell you what to do.

2 \_\_\_\_\_

\_\_\_\_\_

- It's better to work alone than with other people. It's always so difficult for everyone to agree because they all want to do things their way.

3 \_\_\_\_\_

\_\_\_\_\_

## Lessons 5–6 A day in the life

### 1 Read what people say about their jobs and complete the words.

- 1 I teach volleyball to children in our neighbourhood sports centre every week. I don't get paid for it, but I really enjoy working with children and the other teachers. We're all **v**\_\_\_\_\_.
- 2 I work in a zoo. My regular **d**\_\_\_\_\_ are feeding the animals, checking that they've got water, checking the fences, and that sort of thing.
- 3 I work in a call centre for receiving calls for the fire service, the police or the ambulance. You have to learn to be calm so that you can deal with **e**\_\_\_\_\_, such as traffic accidents or fires.
- 4 I'm a dentist. I studied for five years at university and then I worked at a health centre for a few years. Now I'm setting up my own practice, so I need to buy a lot of expensive **e**\_\_\_\_\_.
- 5 I'm a firefighter. As part of my job, I go out to check buildings to make sure everything is OK. It's important to **i**\_\_\_\_\_ buildings because we have to know whether they are safe.
- 6 I work in IT as a computer programmer. You have to make sure you keep up with new **t**\_\_\_\_\_.
- 7 I work as a nurse. Sometimes I work during the day and sometimes I do the night **s**\_\_\_\_\_.

### 2 Which of the jobs in Activity 1 would you do? Which of the jobs wouldn't you do?

I wouldn't mind being a \_\_\_\_\_  
because \_\_\_\_\_

\_\_\_\_\_

I wouldn't enjoy being a \_\_\_\_\_  
because \_\_\_\_\_

\_\_\_\_\_

### 3 Complete the text with the correct *-ing* forms of the verbs in the box.

• be • check • do • get up • give up • watch • work

I work as a doctor in the Accident & Emergency department of a big hospital. I'm also a volunteer at motor racing events when I'm not working. I don't mind \_\_\_\_\_<sup>1</sup> my free time because I enjoy \_\_\_\_\_<sup>2</sup> the races.

Also, as a hospital doctor, I spend all of my time \_\_\_\_\_<sup>3</sup> inside, so at the end of a hard week I like \_\_\_\_\_<sup>4</sup> outdoors for a change. My duties at race meetings include \_\_\_\_\_<sup>5</sup> drivers who have had accidents. Sometimes I don't feel like \_\_\_\_\_<sup>6</sup> early on a Saturday morning to drive a long way to an event. However, I always enjoy it when I get there, so I keep on \_\_\_\_\_<sup>7</sup> it!



### 4 Rewrite these sentences.

- 1 A good chef makes a new dish several times before serving it to customers.

(Use *practise*)

A good chef *practises making a new dish before serving it to customers.*

- 2 Firefighters don't always want to train in the gym.

(Use *feel like*)

Firefighters don't always \_\_\_\_\_

- 3 My sister has just completed her studies at university.

(Use *finish*)

My sister has just \_\_\_\_\_

- 4 Being a good doctor means that you have to listen to people.

(Use *involves*)

Being a good doctor \_\_\_\_\_

- 5 Computer programmers have to study to stay up to date with the latest technology.

(Use *keep on*)

Computer programmers \_\_\_\_\_

- 6 If you want to work in marketing, it's a good idea to do a business course.

(Use *suggest*)

If you want to work in marketing, I \_\_\_\_\_

## Lessons 7–8 Today's jobs

- 1 Write sentences to join the information in the POSITIVE and NEGATIVE column using *but, however, although, even though*.

	POSITIVE	NEGATIVE
Job A	eat food for free	boring
Job B	have a beautiful view of the city below	can't go out with your friends
Job C	work with animals all day	get very fat
Job D	sleep on the job	can fall and get hurt
Job E	surf the Internet all day and night	can't understand what's wrong

Job A: *In this job, you can eat food for free. However, you can get very fat.*

Job B: \_\_\_\_\_

Job C: \_\_\_\_\_

Job D: \_\_\_\_\_

Job E: \_\_\_\_\_

- 2 Can you guess each of the jobs above?

Job A	_____
Job B	_____
Job C	_____
Job D	_____
Job E	_____



### 3 Fill the gaps with words from the box.

• qualification • positions • make a living • earn • role

- 1 How much money does a pilot \_\_\_\_\_ every year?
- 2 If you want to find a good job, it's important to have a high \_\_\_\_\_ like a university degree.
- 3 A teacher's \_\_\_\_\_ in a student's life is important because a teacher helps students both inside and outside the classroom.
- 4 It's difficult to \_\_\_\_\_ as an artist because not many people spend money on paintings or artwork nowadays.
- 5 Etisalat is opening a new branch so they need to fill different \_\_\_\_\_. They need new secretaries and receptionists.

### 4 Describe a job. Say the positive and negative things about the job, but don't say what you actually have to do or the name of the job. Can your friends guess the job?

*In this job, you are outdoors and around nature. You can smell the flowers and grass.*

*However, it can get hot in summer and the mosquitoes can be nasty!*



## Lessons 9–10 What about becoming a ...

- 1 Read and write short answers to the questions in the questionnaire.



### What will you do in the future?

- |  |   |
|--|---|
| 1 What sort of person are you? What three adjectives would you use to describe yourself? _____ | 6 Are you good at working in a team? _____  |
| 2 What are you interested in? _____  | 7 How much time do you spend on a computer each day? _____  |
| 3 Are you an indoor person or an outdoor person? _____   | 8 Would you like to have your own business, or would you be happy to work for someone else? _____ |
| 4 How do you feel about taking risks? _____  | 9 Would you consider working as a volunteer? _____  |
| 5 Do you think you will go to university? _____  | 10 What are your ambitions? _____   |

- 2 Write a personal profile based on your answers in Activity 1.

- Describe yourself, **but don't say your name** – just say what sort of person you are.
- Say what you're good at.
- Say what you're interested in.
- Say what job you hope you will have in the future.

I'm easy-going, patient and quite creative. I'm not an outdoor person. I'm good at working in a team. I'm interested in designing clothes and in making them, so I'd really like to work in fashion. I hope I'll have a job working for a famous fashion designer.

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### Vocabulary

A **personal profile** is a short description of who you are and what you're like.

### Writing tip

When you write your personal profile, use language like  
*I'm interested in ...*  
*By the time I'm (25), ...*  
*I don't mind ...*  
*I enjoy ...*  
*I'd like to/I'd love to ...*  
*I hope that ...*

**3** Which jobs are these people talking about? Complete what they're saying with the correct word.

- 1** It's a good job because you can earn a lot of money, but I'm also interested in helping people when they're in trouble. By the time I'm 20, I hope I'll be studying Law at university. It'll be a lot of work, but it'll be worth it in the end. By the time I'm 30, I hope I'll be a successful \_\_\_\_\_.
- 2** It's a fantastic job, but you never have a break. My plan is to go to university when I'm 18 and then I'll try to find work in a local newspaper. I don't mind just writing articles about the news in my Emirate to begin with. That's the way you learn. By the time I'm 25, I think I'll be a successful \_\_\_\_\_. I'll travel around the UAE and report on what's happening in all of our Emirates!
- 3** I'm really interested in clothes and I enjoy creating new styles. I want to do a university course that's practical. I'd love to do work experience in Milan with one of the top names. I don't mind doing basic jobs to start with, if it helps me to learn about the industry. I hope that by the time I'm 30, I'll be a top \_\_\_\_\_ myself and that I'll be selling the clothes I make from my own shop.

**4** Read the information below about becoming a vet. Then answer the questions.

## So you want to be a vet?

You need to care about animals. You need to be strong and be able to make decisions. You need to be good at solving problems too. It's also important to have good communication skills, so that you can talk to the animals' owners. And you need to be able to write good letters and emails. It takes five years to study to be a vet. To study veterinary medicine at university, you will need qualifications in biology, chemistry and another subject, such as maths. It's a good idea to get work experience on farms, in veterinary clinics, at riding stables or in animal homes. This will show that you're really keen on becoming a vet and it will help you to get a place on a university course. Being a vet means working long hours, doing a lot of office work and being on call at night for emergencies. However, it's quite a well-paid job and you are helping to improve the health and happiness of animals.

- |   |  |
|---|--|
| <b>1</b> What sort of person do you need to be? _____                                 | <b>5</b> What else is useful if you want to get on to a university course? _____ |
| <b>2</b> What skills do you need? _____   | <b>6</b> How long is the course? _____   |
| <b>3</b> Do you need a university degree to do this job? _____                        | <b>7</b> Is the job well paid? _____   |
| <b>4</b> What qualifications do you need to be accepted on a university course? _____ | <b>8</b> What's good about the job? _____  |
|   | <b>9</b> Are there any disadvantages? _____                                      |

## Lessons 11–12 **Looking for work**

**1** Match the two halves to make one sentence.

**A**

- 1** I really enjoy working with my **colleagues**
- 2** Our shop needs new **employees**
- 3** If you want to work as a Sales Representative
- 4** When you work in a hotel
- 5** We only sell in the UAE for now
- 6** The company is offering some very interesting **benefits**
- 7** The sign on the door says 'staff only'

**B**

- a** like a company car and a company credit card.
- b** it's **essential** that you have good communication skills.
- c** but we're looking for **potential** clients in the Gulf Area.
- d** you have the **opportunity** to meet interesting people.
- e** so only the people who work here can use that room.
- f** so we are advertising to find the right people.
- g** because they're all very helpful and friendly.

**2** Now use four of the words in bold in Activity 1 to make sentences of your own.

- 1** \_\_\_\_\_
- 2** \_\_\_\_\_
- 3** \_\_\_\_\_
- 4** \_\_\_\_\_





## Lesson 13 **Big fish, small fish?**

- 1** Look at the essay below. The first sentence of each paragraph is missing. Match the topic sentences (a-d) to the paragraphs (1-4).
- a** In conclusion, I believe that even though money can help us have a better life, it cannot make us completely happy.
  - b** It is not easy to decide whether it is better to have a job that you enjoy doing, even if the pay is low, or earn a high salary, even if the job is not very interesting.
  - c** Young people often want a high salary so they can buy everything they can think of.
  - d** However, I do not agree with this idea.

### **What's more important, a high salary or an interesting job?**

- 1** \_\_\_\_ Some people say that if you do not have money, you cannot be happy. However, others think that money cannot buy you happiness, especially if you hate your job. In this essay, I will consider both sides and then give my own opinion.
- 2** \_\_\_\_ They dream of having beautiful objects such as a big house, a fast car and other things that will make them happy. It is also important for them to have a high position in the eyes of their friends and family. So these young people believe that it is more important to have a good salary in life.
- 3** \_\_\_\_ There are many rich people who are not happy because they have big problems looking after their money and their companies. Also, if their jobs are not interesting, they are spending their days doing something they do not enjoy and therefore wasting their lives.
- 4** \_\_\_\_ If you look for a job which matches your skills and interests, you will enjoy spending time at work, even if the salary is low. We spend a very big part of our lives at work so we must make sure that we enjoy what we are doing every day.

- 2** Now write your own answer to the question above.

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Lessons 1–2 **What shall I say?****1** Match to make phrases.

- 1 find the
- 2 be under
- 3 get a
- 4 take a
- 5 take
- 6 keep

- a break
- b time
- c in touch
- d chance
- e stress
- f part in

**2** Use the phrases from Activity 1 to complete what the teacher says to his students.

- 1 If you \_\_\_\_\_ to go to Dubai, you should go to the Etihad Museum.
- 2 It doesn't matter how busy you are. You must try to \_\_\_\_\_ to read a good book.
- 3 Now before we start the new chapter, I'd like you to \_\_\_\_\_. You can have a drink of water or go to the bathroom if you want.
- 4 I know you \_\_\_\_\_ this week because you've got your final exams on Monday. But, please be quiet and pay attention.
- 5 During summer, you can \_\_\_\_\_ with each other using your phones, or by email.
- 6 Now, who wants to \_\_\_\_\_ the end-of-year assembly? Please raise your hands.



- 3** Read the text. With a partner, act out the conversation between Ahmed and Saif.



It was the end-of-year assembly today, but Ahmed had to stay at home sick. He missed it so his brother Saif told him all about it. Saif asked Ahmed if he was feeling any better. Ahmed said he was, and asked him if the assembly had gone OK. He wanted to know who had given a speech at the assembly. Saif told him that Omar had spoken and he had even told a joke. Ahmed said that Omar was such a funny guy and Saif agreed. Then Saif told Ahmed that he hadn't seen Mubarak at all that day. Ahmed said that was strange and he might be sick too. He asked Saif if he could call Mubarak and find out. Saif said he would after lunch.

- 4** Write a short paragraph about assemblies at your school. Look at the questions below for some ideas.

- How often do you have assemblies?
- Where do they take place?
- What happens during an assembly?
- Why do you think assemblies are important?

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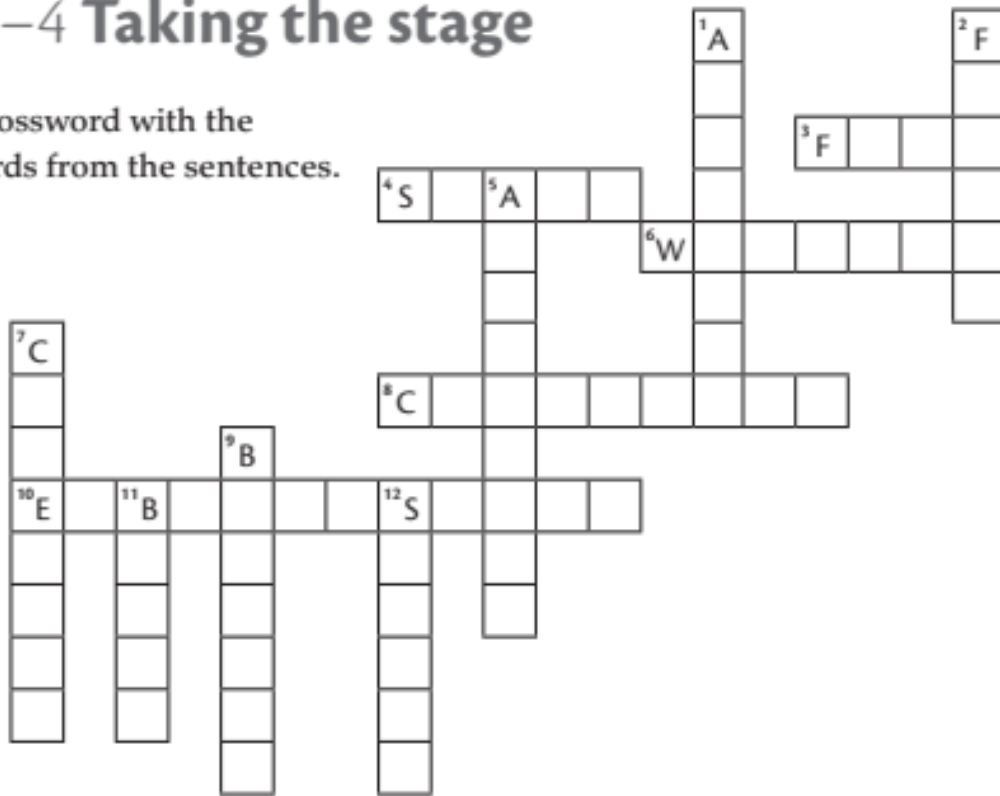
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## Lessons 3–4 Taking the stage

- 1** Solve the crossword with the missing words from the sentences.



- 1 There was a very big \_\_\_\_\_ but most people looked bored.
- 2 Don't \_\_\_\_\_ to ask your teacher about the school trip!
- 3 Both Khawla and her brother have a \_\_\_\_\_ of spiders.
- 4 First, \_\_\_\_\_ the bottle gently and then open it.
- 5 Can I have your \_\_\_\_\_, please?
- 6 Hamdan's whole family went to the airport to \_\_\_\_\_ him.
- 7 Did you watch the Rio Olympics opening \_\_\_\_\_ in 2016?
- 8 If you want to look and sound more \_\_\_\_\_, sit up straight and speak clearly.
- 9 Commas show you good places to \_\_\_\_\_ when you're reading aloud.
- 10 I almost fell while running in PE yesterday. How \_\_\_\_\_!
- 11 Now, take a \_\_\_\_\_ piece of paper and write your name at the top.
- 12 You went on a safari and saw a lion up close! Weren't you \_\_\_\_\_?

- 2** Choose a verb, a noun and an adjective from Activity 1. Write a short story (80 words) using these words.

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- 3 Look at the photos. Report what each person said while they were at work today.  
Use the phrases from the box.



"Brush your teeth twice a day."

"Don't use your mobile phone while driving."

"Don't talk during the exam."

"Cut the onion into small pieces."

"Don't eat too much fast food."

"Fasten your seat belts."

- 1 The teacher told the students \_\_\_\_\_.
- 2 The dentist told Majed \_\_\_\_\_.
- 3 The chef told her assistant \_\_\_\_\_.
- 4 The flight attendant told the passengers \_\_\_\_\_.
- 5 The doctor told Mrs Al Falahi \_\_\_\_\_.
- 6 The police officer told the man \_\_\_\_\_.

- 4 Choose two people from Activity 3 and write one more command for each one.  
Exchange books in pairs and report the commands.

### Direct speech (original command)

" \_\_\_\_\_ "

" \_\_\_\_\_ "

### Reported speech

\_\_\_\_\_  
\_\_\_\_\_

## Lessons 5–6 Practice makes perfect

### 1 Circle the correct words.

- 1 Giving a presentation in class is a great **nightmare/ opportunity** for you. You'll do really well, and you'll feel really proud of yourself when it's over.
- 2 Can you **pause/clear** the film, please? I want to get a glass of water.
- 3 The king cleared his **throat/breath** and began his speech: "Ladies and gentlemen ..."
- 4 An **opportunity/audience** of about 20 000 people were waiting in the square to hear the politician speak.
- 5 The teacher tried to **convince/communicate** the student, but she was too nervous to take the stage.
- 6 Don't rush – remember to **clear/take** a breath.
- 7 If you look up at your audience and smile, you will sound more **natural/clear**.
- 8 How do you prefer to **convince/communicate** with your friends: online or face-to-face?



### 2 Read the dialogue and put it in order.

- \_\_\_\_\_ **Asma:** Why's that?
- \_\_\_\_\_ **Hessa:** I had a nightmare about the end-of-year assembly.
- \_\_\_\_\_ **Asma:** Well, it's just a dream. You're going to be great!
- 1   **Asma:** Hey, Hessa! You look a bit tired. What's wrong?
- \_\_\_\_\_ **Hessa:** Well, I was really nervous and I forgot my speech. I just stood there and everyone was looking at me.
- \_\_\_\_\_ **Asma:** A nightmare? What was it about?
- \_\_\_\_\_ **Hessa:** Thanks, Asma. I hope so.
- \_\_\_\_\_ **Hessa:** I didn't sleep well last night.

- 3 Read Hessa's speech for the end-of-year assembly. Add the missing punctuation: full stops (.) commas (,) and question marks (?). Underline any letters which should be a capital letter.

A. , ? . ,  
? . , ? Z

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

- 4 Your school is preparing an end-of-year assembly and your teacher has asked you to give a short speech. Write your speech below using correct punctuation.

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## Lessons 7–8 The King's Speech

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

- |                 |                |                   |          |
|-----------------|----------------|-------------------|----------|
| • a common goal | • a difficulty | • an announcement | • effort |
| • my thoughts   | • proud        | • a problem       |          |

- 1 share \_\_\_\_\_ *my thoughts*
- 2 overcome \_\_\_\_\_
- 3 make \_\_\_\_\_
- 4 work towards \_\_\_\_\_
- 5 feel \_\_\_\_\_ of myself
- 6 team \_\_\_\_\_
- 7 face \_\_\_\_\_

### 2 Complete the sentences with the phrases from Activity 1. You may need to change the form of some words.

- 1 The king is going to \_\_\_\_\_ on TV this evening.
- 2 When I'm \_\_\_\_\_, I ask my parents for advice.
- 3 Huda \_\_\_\_\_ after speaking in front of the whole school.
- 4 Theyab, what do you think about The King's Speech?  
Would you like to \_\_\_\_\_ with us?
- 5 Everyone is helping to organise the end-of-year assembly. We're all \_\_\_\_\_!
- 6 Bilal wrote the story, Ali drew the pictures and I did the research.  
It was a \_\_\_\_\_.
- 7 My brother had to \_\_\_\_\_ when he went abroad. He had to learn a new language, get a job and find a place to stay.



**3** Read the script from the listening activity and decide whether the statements are true (T) or false (F).

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

**B** My voice is my work! I speak to people eight hours every day. The phone calls don't last long and they're usually people asking to make an appointment with a specific doctor or asking for general information about the hospital. A large number of the people phoning are elderly people so I need to make sure I speak loudly and clearly. Because I can't see who I'm talking to, I always repeat the information and ask the caller if they have understood. It's a tiring job and in my free time I avoid talking on the phone! I'd rather send messages than make phone calls.

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

- 1 What you say is more important than how you say it. T / F
- 2 If you have an important message, you should shout to make people hear it. T / F
- 3 When you speak on the phone you should speak loudly and clearly. T / F
- 4 Sometimes it is important to repeat information and check that the person you are speaking to has understood. T / F
- 5 If you are a radio presenter, your voice is the most important thing about your job. T / F

**4** Tick the words that can be used with *make*.

- |                  |                   |            |             |                |            |
|------------------|-------------------|------------|-------------|----------------|------------|
| • a comment      | • a difference    | • a favour | • a mistake | • a phone call | • a speech |
| • an appointment | • an announcement | • a job    | • a noise   | • sure         | • well     |

**5** Choose four phrases with *make* from Activity 4 and write an example sentence for each.

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

## Lessons 9–10 **Speeches that made history**

**1** Choose the correct structure with *seem* to complete the sentences. Sometimes, more than one option is possible.

- 1 Your sister Mona seems to **be/as if/like** a really nice girl.
- 2 The restaurant seemed **like/-/as if** expensive, so we didn't go in.
- 3 His hands were shaking so much, it seemed **-/as if/to be** he was really nervous.
- 4 You seem **-/like/as if** disappointed. What happened?
- 5 It seems **to be/-/like** we won't be going to the beach, so shall we go to the mall instead?

**2** Look at the photos and complete the sentences.



1 It seems as if \_\_\_\_\_

2 He seems \_\_\_\_\_



3 It seems to be \_\_\_\_\_

4 It seems like \_\_\_\_\_



5 It seems like \_\_\_\_\_

6 It seems as if \_\_\_\_\_

**3 Match the occasions with the opening sentences of speeches.**

- |                              |   |
|------------------------------|---|
| <b>1</b> business meeting    | <b>a</b> It's so lovely for us all to be together again.          |
| <b>2</b> wedding ceremony    | <b>b</b> This year has flown by and now it's time to say goodbye. |
| <b>3</b> family get-together | <b>c</b> Thank you all for your hard work this year.              |
| <b>4</b> school graduation   | <b>d</b> Today's one of the happiest moments of my life.          |

**4 Read the following speech from the business meeting. Choose an appropriate closing sentence (a–d). Then write your reasons.**

Thank you all for your hard work this year. You know that the company is quite new. It's been two years since we started, and it's been a lot of hard work so far. I know how tired you all are. I'm afraid that we aren't doing as well as we need to, but don't worry. \_\_\_\_\_

- a** It'll probably be OK.
- b** If we all help and support each other, we will find solutions.
- c** Just work harder and I'll pay you more.
- d** I'd like to tell you that the company could close down.

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**5 Write a closing sentence for the other speeches in Activity 3.**

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



## Lessons 11–12 **Bringing stories to life**

### 1 Match to make sentences.

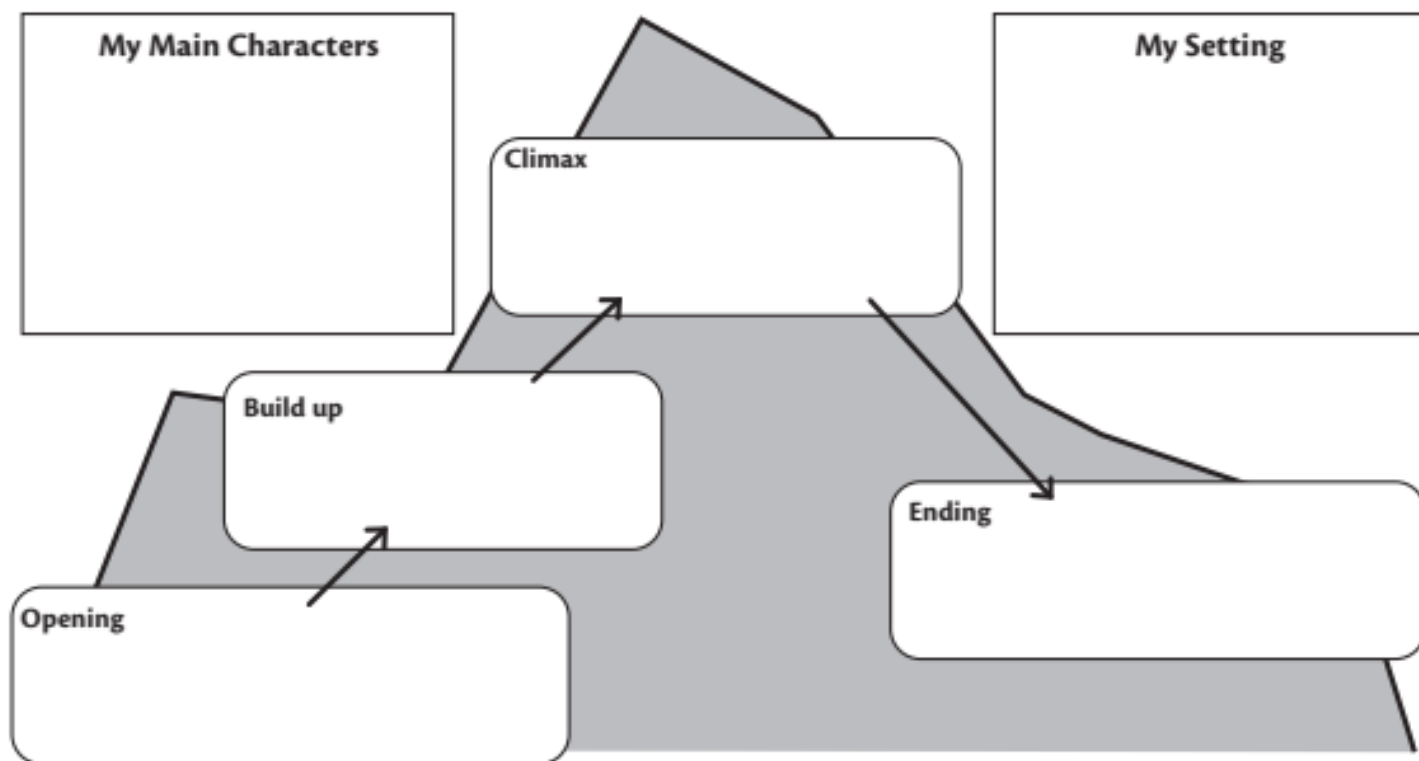
- |   |  |
|---|--|
| 1 The storyteller moved his arms and raised his voice so that ... | a you can take a breath and continue.              |
| 2 Helen read the story slowly in order to ...                     | b feel more confident on the big day.              |
| 3 Mrs al Marri called her dentist to ...                          | c make an appointment for the following afternoon. |
| 4 When you're telling a story, you should pause so that ...       | d help her brother understand it.                  |
| 5 My dad avoids drinking coffee in the evening so that ...        | e the audience would enjoy the story.              |
| 6 Practise your speech many times in order to ...                 | f he doesn't have problems sleeping.               |

### 2 Rewrite the sentences so they have a similar meaning using the words in brackets.

- I'm going to bed early because I need to rest.  
I'm going to bed early \_\_\_\_\_  
\_\_\_\_\_.  
(so that)
- The History teacher wanted to make an announcement to all the students, so he stood up.  
The History teacher stood up \_\_\_\_\_  
\_\_\_\_\_.  
(to)
- Mariam practised a lot with her friends and felt more confident before her speech.  
\_\_\_\_\_  
\_\_\_\_\_ Mariam practised a lot with her friends.  
(in order to)
- Omar would like to call his parents and he's asking if he can use your phone.  
Can Omar use your phone \_\_\_\_\_?  
\_\_\_\_\_.  
(so)

- 3** Think of a story of your own and make notes in the planner below. Include as many details as you can.

## Story Planning Mountain



- 4** Write your story using your ideas from Activity 3.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

# Lesson 13 Word power

## 1 Continue the sentences with the alliteration sounds.

- 1 Tariq took a left turn and \_\_\_\_\_
- 2 A big bee's buzzing \_\_\_\_\_
- 3 For four hours Fatima \_\_\_\_\_
- 4 My mother means so much to me and \_\_\_\_\_

## 2 Complete the extracts with your own ideas and notice the repetition patterns.

- 1 Because friends are important. Because family is important.

Because \_\_\_\_\_

Because \_\_\_\_\_

- 2 Look to the future and don't be afraid.

Look to the future and \_\_\_\_\_

Look to the future and \_\_\_\_\_

Look to the future and \_\_\_\_\_

- 3 I'm healthy so I'm grateful. I've got a nice family so I'm grateful.

\_\_\_\_\_ so I'm grateful.

\_\_\_\_\_ so I'm grateful.

- 3 Look at the onomatopoeia words in the box. What sound do they represent?  
Write them under the photos.

• beep    • buzz    • flap    • whisper    • squawk    • crash



1

\_\_\_\_\_



2

\_\_\_\_\_



3

\_\_\_\_\_



4

\_\_\_\_\_



5

\_\_\_\_\_

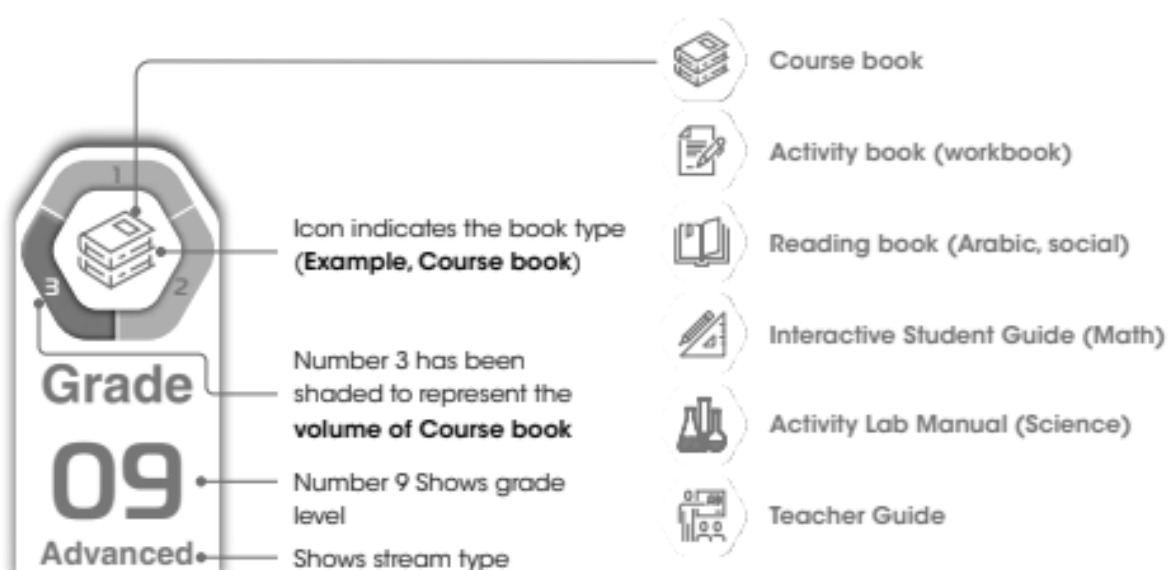


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