

Bridge to Success

Coursebook

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 edition covers the first term of Grade 7.

This book sets out to:

- teach and review basic literacy skills
- teach and review basic writing skills
- teach and review basic speaking and listening skills
- cover standards for Grade 7 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.

Chris Barker and Libby Mitchell

Bridge to Success

Coursebook
Term 2

7





United Arab Emirates
Ministry of Education



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Term 2 material 2017

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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Welcome to *Bridge to Success*

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

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

The materials reflect the following principles:

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

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

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

The following icons are used in this Coursebook:



pre-recorded listening activity



links to 21st Century Themes and/or Skills

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

The *Bridge to Success* team

Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 6 Using maps Pages 94–113	<p>Reading about the route of the Dubai Marathon.</p> <p>Directions based on a map.</p> <p>A text about favourite places in a city.</p> <p>Metro systems around the world.</p> <p>How to read and understand maps.</p> <p>Advice on improving your sense of direction.</p> <p>Description of a guided tour.</p> <p>A story about a lucky escape.</p> <p>Short biographies of famous explorers.</p> <p>Article about the Emirates Space Mission.</p>	<p>Listening:</p> <p>A conversation about places in a city.</p> <p>A phone conversation about a metro journey.</p> <p>Conversations about people's sense of direction.</p> <p>A radio report of a lucky escape.</p> <p>Speaking:</p> <p>Talking about a busy day.</p> <p>Describing favourite places.</p> <p>Talking about how to get to places in a city.</p> <p>Talking about your sense of direction.</p> <p>Giving opinions that compare two things.</p> <p>Discussing libraries.</p> <p>Talking about famous explorers.</p> <p>Discussing the importance of maps.</p> <p>Discussing questions about space and science.</p>	<p>Infinitive of purpose.</p> <p>Prepositions of place and direction.</p> <p>Prepositions related to travel.</p> <p>Comparative adjectives.</p> <p>Past continuous.</p> <p>Ways of expressing agreement and disagreement.</p>	<p>Buildings and places in a town or city.</p> <p>Directions and travel vocabulary.</p> <p>Useful telephone expressions.</p> <p>Geographical features on maps.</p> <p>Road signs.</p> <p>Vocabulary of guided tours.</p> <p>Vocabulary of books and libraries.</p> <p>The language of exploration.</p> <p>Space travel.</p> <p>Vocabulary from a folktale.</p>	<p>Writing answers to survey questions about favourite places.</p> <p>Making notes on a metro journey.</p> <p>Completing questions comparing two things.</p> <p>Completing and answering quiz questions about explorers.</p> <p>Making notes for a project presentation.</p> <p>Taking notes from group presentations.</p> <p>Writing a story about a journey.</p>
Review Project	<p>Review of Unit 6</p> <p>Reading a folktale from One Thousand and One Nights, then finding another story about a journey.</p> <p>A presentation about a story.</p>				
Unit 7 Health, food and exercise Pages 114–130	<p>A balanced diet; getting enough exercise and sleep; the diet and training of Kenyan long-distance runners.</p> <p>Reading:</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>Listening:</p> <p>An interview with a nutritionist about food.</p> <p>An interview with a scientist about energy.</p> <p>Speaking:</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>Group discussion about healthy foods.</p> <p>Conducting a class survey about exercise.</p> <p>Group discussion about types of exercise.</p>	<p>Quantifiers with countable and uncountable nouns (a few... a little...).</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>
Review Project	<p>Review of Unit 7</p> <p>A presentation about a long-distance runner. Or</p> <p>A presentation comparing food labels.</p>				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 8 All living things Pages 131–148	Facts about animals. Facts about birds. What is climate change? Information about polar bears. Bengal tigers. An extract from <i>War Horse</i> .	Listening: A conversation about polar bears. Conversations about books and plays. Speaking: Asking and answering questions about polar bears. Discussing ideas about a reading text.	So does he. So have I. Relative clauses with <i>which</i> as the subject pronoun. <i>Could</i> for possibility and suggestion.	Animal-related physical characteristics and similarities. Climate change.	Questions about animals. Writing about a character from a novel. Designing a theatre poster. Writing a short story from an animal's point of view. Writing a guide to looking after an animal.
Review Project	Review of Unit 8 Designing a fact file about animals.				
Unit 9 World records Pages 149–166	Olympic and Paralympic Games. World records. Sporting events. Athletic abilities. Reading: Illustrated history of the ancient Olympics. Spectators' comments on the Paralympics. A world records quiz. Athletic animals. A biography of an athlete.	Listening: A profile of a Paralympic athlete. Listen to a conversation about a sporting event. Listen to a conversation about athletic abilities. Speaking: Talking about the similarities and differences between the ancient Olympics and the modern Olympics. Describing a sporting event. Asking and answering questions about an athlete. Taking part in a world records quiz. Talking about what you are capable of doing. Organising a school sports day.	Pronouns everyone, anyone, no-one, everything, anything, nothing. Comparatives and superlatives of adverbs.	Words relating to the ancient and modern Olympic and Paralympic Games. Words relating to sporting events, world records and athletic abilities.	Writing a summary of a text about the ancient Olympics. Writing a description of an Olympic sport. Writing an account giving your impressions of a sporting event.
Review Project	Review of Unit 9 Present a biography of an athlete.				
Wordlists 167–173 Audioscript 174–178					

Using maps



- **Topics** Street maps; transport maps; map reading; newspaper report of a mountain rescue; phone conversations about finding your way; conversations about travelling on the metro
- **Use of English** Infinitives of purpose; prepositions related to travel (get on/off, on the subway), comparative adjectives; past continuous (including in the passive)

Lessons 1–2 Finding your way

- Are there more modern or traditional buildings where you live?

Vocabulary

- 1 How many words can you think of for places or buildings in a town or city?

bank, house, school, ...

- Unscramble the names of these buildings to find places in a city.

L T O E H _____

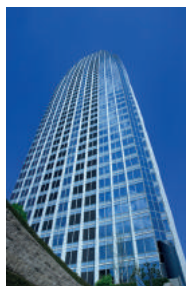
U S U M E M _____

S P Y C R A S K E R _____

T R E N A T S U R A _____

M A C E N I _____

- Which places are not shown in the pictures?



- 2 Match the words in the two columns to find more places in a city.

1 car

2 police

3 shopping

4 metro

5 post

a station

b mall

c office

d park

e academy

Listening 27

- 3 Listen to these conversations. Where are

a Saif

b Mohammed

c Khaled

- 4 Listen again and answer the questions.

1 What does Saif want?

2 Where is Saif going?

3 Why is Mohammed where he is?

4 What have Mohammed and Safwan planned to do?

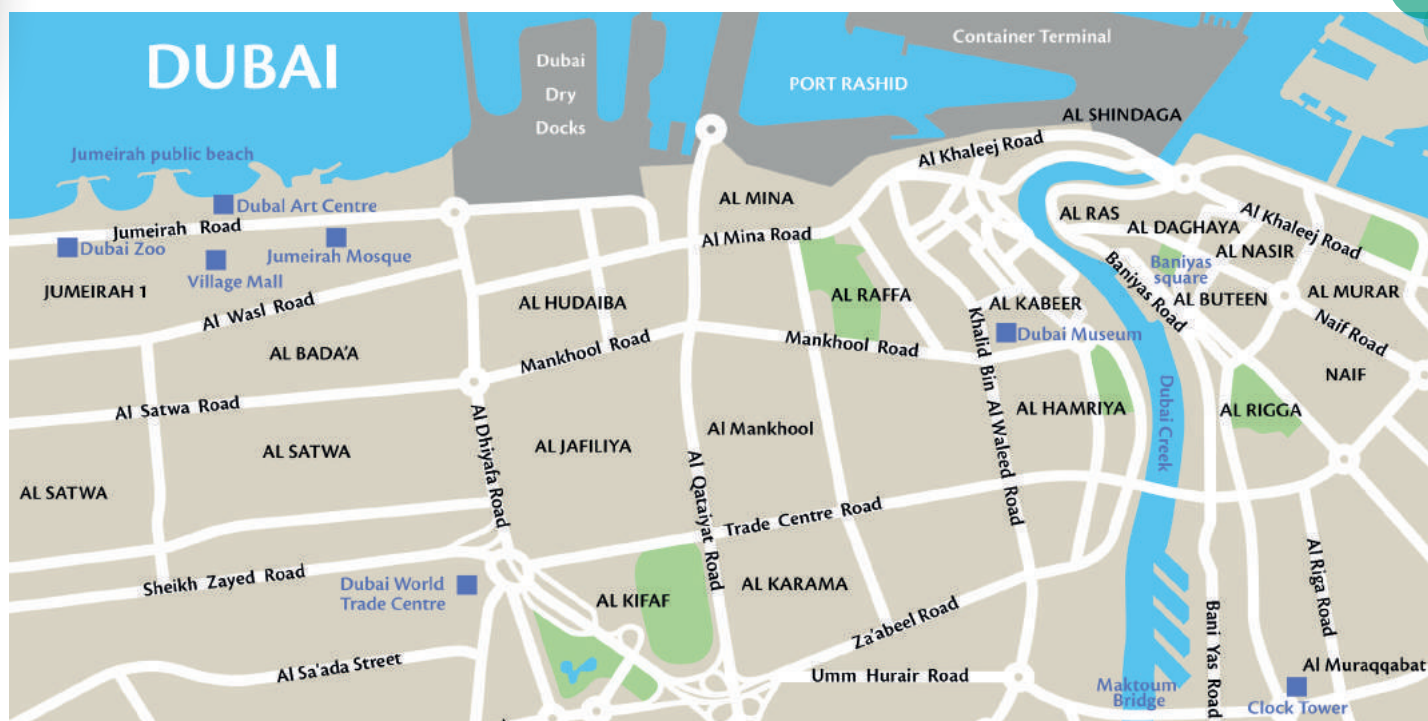
5 Why does Murad think his friend is at a metro station?

6 Why has Khaled gone out?

Use of English

We use the infinitive of purpose when we are talking about why we are doing something.

He went to the bank to change some money.



Reading and writing

- 5 Look at the map and read these texts. Find where each person is on the map.

- 1 I'm just crossing over the Maktoum Bridge from the Clock Tower. Do I need to turn left or right to get to the Dubai Museum?
- 2 I'm going to the Jumeirah Mosque from the World Trade Centre. Is it in front of me by the coast, or by the Dubai Creek on my right?
- 3 I'm by the Jumeirah Mosque, facing the sea. To get to the Dubai Zoo, do I go back towards Port Rashid or is it in the other direction?
- 4 I'm walking around the Dubai Museum now. I'm leaving soon and am meeting a friend in the middle of Baniyas Square. Is there a bridge across the Creek in front of the museum?

- 6 Write the answer to their questions.

- 7 Choose the right prepositions to complete this story of a tourist's busy day.

Today was a really busy day! First I went ¹to / at the Clock Tower. Then I wanted to visit the Dubai Museum, so I went ²over / in the Maktoum Bridge. I nearly got lost because the map wasn't very clear. I walked ³around / by the museum for an hour or so. Later, I was ⁴by / along the Jumeirah Mosque and decided to walk to Jumeirah public beach. Then I saw the Village Mall ⁵in front of / in the middle of me, so I did some shopping. I was thinking of visiting the zoo, but I felt a bit tired, and it is ⁶in / on the opposite direction to the city centre, so I went ⁷back / by into the city.

Speaking

- 8 Talk about a busy day when you went to several places. Where did you go? Who did you go with? How did you get to each place? Did you get lost?

Lesson 3 Favourite places

Reading and vocabulary

- 1 Some people were interviewed about their favourite places. Read their answers, then answer the questions.

- 1 What are their favourite places?
- 2 Which person is most similar to you?

A

I wouldn't say I like shopping, I'd say I absolutely love it. My favourite place is without a doubt the shopping mall – any shopping mall. I like browsing, even if I don't actually buy anything. Some malls are so big you can easily get lost - but I really don't mind!

B

My favourite place is the park, for sure. It's a good place to relax outside, there's lots of shade and my younger brothers and sisters really love the playground there. Of course, when it's too hot we don't go.

C

I want to be a film-maker later on. I really like films. So I spend a lot of my free time in the cinema. I'd say I definitely go at least twice a week, and often more.

D

Anyone who knows me will tell you that I am fitness mad. I absolutely love all sports - except golf. I can't imagine a day without a visit to the gym. It's definitely my favourite place, no question.

- 2 Look at the interviews again. Find words and phrases that mean:

- 1 I really enjoy it. *I absolutely love it.*
- 2 to look around a shop, maybe without buying.
- 3 a cool place out of the sun.
- 4 a place for children to play.
- 5 when someone loves keeping in good physical condition.

Vocabulary

(fitness) mad and mad about (fitness): This does not mean you are mad. We use these expressions to show you like something very much.

He's sports mad.

I was mad about cars when I was younger.



- Can you find more examples of words and expressions used to show strong feelings in the interviews in Activity 1?

Speaking and writing

- 3 Read the questions in the class survey and write your answers.
- 4 Ask and answer the questions in the class survey.

Class survey

What's your favourite place in your town or city ...

- to go with friends?
- when you want to relax alone?
- when you want to eat something?
- for special occasions?
- to do some exercise?
- to go shopping?

Speaking tip

When you talk about a favourite person, place or activity, use words like 'absolutely' to show your strong feelings.

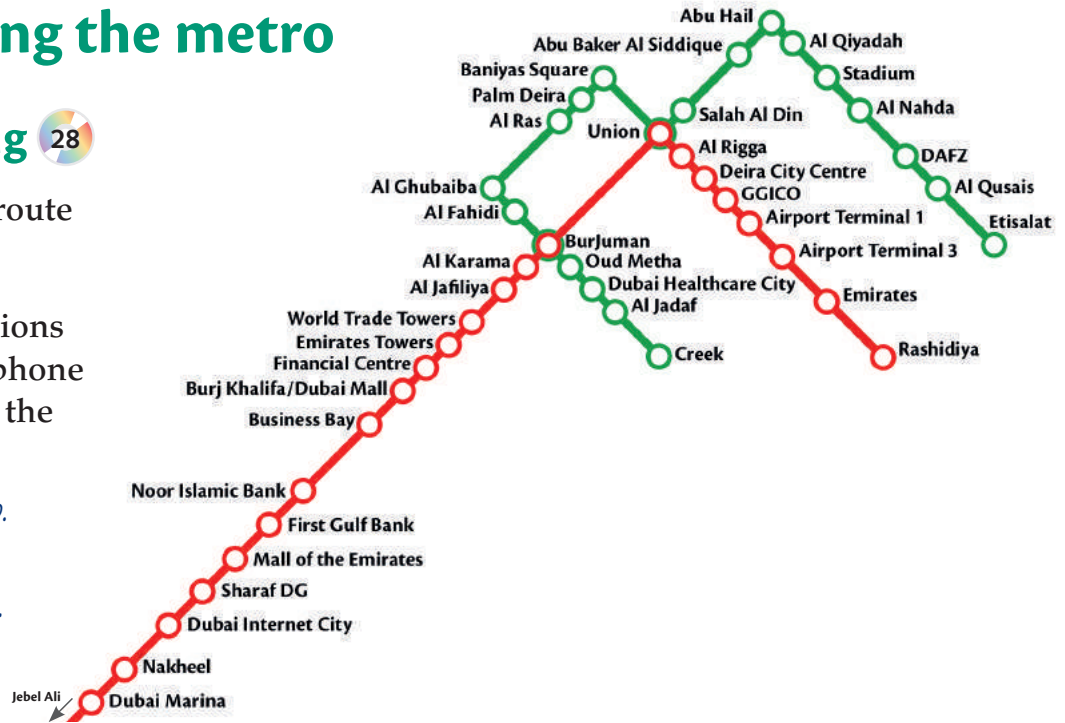
I absolutely love it.

My favourite place is without a doubt the shopping mall.

Lessons 4–5 Taking the metro

Listening and writing

- 1 Listen and trace Ben's route on the metro map.
- 2 Which of these expressions didn't you hear in the phone conversation? What do the expressions mean?
 - *Sorry, you're breaking up.*
 - *What did you say?*
 - *I didn't quite catch that.*
 - *Thanks for calling.*
 - *Speak to you later.*



- 3 Write down the details of the conversation.
 - 1 Start of journey ...
 - 2 Current location ...
 - 3 Change at ...
 - 4 Destination ...
 - 5 Reason for journey ...
- 4 Complete the conversation with the correct prepositions.

A: Hi, I'm ¹ *on* the Green line train coming
² _____ Stadium. How do I get
³ _____ Emirates Towers?

B: OK. That's ⁴ _____ the Red Line.
 You need to change ⁵ _____ Union
 or Bur Juman. Then just stay ⁶ _____
 the Red Line.

A: OK. And how far is it?

B: Not far. It's the stop ⁷ _____ World
 Trade Centre.

Speaking

- 5 Work in pairs. Choose two places or stations on the map. Have a phone conversation about how to get from one place to another.

Use of English: Prepositions to do with travel

I'm *on* the metro.

I'm coming *into* Dubai Internet City.

Where do I change *to/for* the Green Line?

I want to get *to* Al Nahda.

You can change *at* Union.

What's the stop *after* World Trade Centre?

Where do I get *on/off*?

It's *on* the Red Line.



- Match the photos to the cities. What helped you make your decisions?
How many cities do you know that have metro systems?

London New York Paris Tokyo Moscow Dubai Seoul

Reading and speaking 21st

- 6 Work in pairs. Read and answer the quiz questions.

Quiz

Do you know your metros?

- Which metro system is the best in the world:
Seoul or **London**?
- Which was the first city to open an underground transport system:
London or **New York**?
- One metro system is full of art. Which is it:
Moscow or **Paris**?
- Which city has the most stations?
Tokyo or **New York**?
- Which city employs people to push passengers onto trains at busy times: **Tokyo** or **Moscow**?



7 Read the texts to find the answers to the quiz questions.

LONDON, ENGLAND:

The first underground transport system in the world opened in London in 1864. Today, over 150 cities around the world have metros. In many cities they are called subways. In London, people call it the Tube.

NEW YORK, UNITED STATES:

The New York City Subway has the most stations, with over 460. It has 24 lines, which is also more than any other system in the world, and it is open 24 hours a day.

SEOUL, KOREA:

People say that the metro in Seoul is the best in the world. Since it opened in 1974, it has made great use of modern technology. Commuters can use their smartphones to pay to travel. All carriages have wi-fi, 4G access and TV screens. They even have heated seats to keep you warm in the winter.

MOSCOW, RUSSIA:

Here you will find the most beautiful metro system. Stations like Komsomolskaya have fantastic decorations, art and statues. The stations have been called people's palaces. Taking the metro is like going to a wonderful museum – but without the price. It is also a very cheap system for people to use.

TOKYO, JAPAN:

Many of the busiest stations in the world are in Japan. Over 8 million people use the Tokyo metro each day. In the rush hour, attendants in white gloves push commuters into carriages to make sure trains are full and everyone can get home.

PARIS, FRANCE:

Did you know the word metro comes from French? The French 'métropolitain' was opened in 1900. Today, about 4.5 million people use it each day. Perhaps that is not surprising. After all, France is the most visited country in the world.

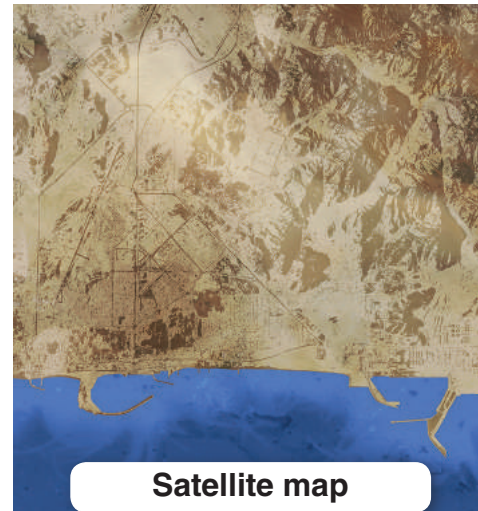
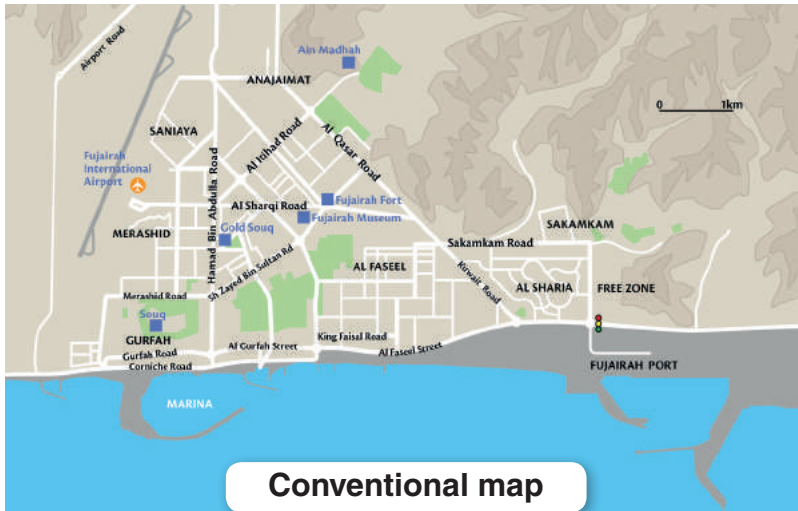
8 Read the texts again and answer the questions.

- 1 What do people call the underground in London?
- 2 What is special about seats in Seoul in winter?
- 3 Where are stations sometimes called 'people's palaces'?
- 4 When are people pushed into carriages in Tokyo?
- 5 What is the name for a part of a subway train?
- 6 Explain which metro you would most and least like to use, and why.
- 7 Make a list of things you know about the Dubai metro.



Lesson 6 How to read maps and signs

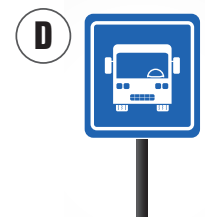
Vocabulary



1 Look at the map of Fujairah. What do the symbols on the map mean?

2 Match these common road symbols (A–F) to their meaning (1–6).

- 1 Danger: animals
- 2 sand dunes
- 3 car park
- 4 airport
- 5 falling rocks
- 6 bus station



3 Look at the two maps and answer these questions.

- 1 Is Fujairah inland or on the coast? How do you know?
- 2 Is the airport very far from the beach?
- 3 What are the darker brown areas on the satellite map?
- 4 Is the land flat or are there mountains? How do you know?



Listening 29

4 Listen to a man talking about maps. Is he giving a personal opinion or explaining facts?

5 Listen again and decide if these statements are true (T) or false (F).

- 1 Pilots, drivers and tourists should use different maps.
- 2 The scale of a map helps you understand the distance between places.
- 3 Contour lines tell you if places are close together.
- 4 The legend or key of a map tells you what the signs and symbols mean.

Lesson 7 Practise and prepare

Listening 30

- 1 Listen to people talking about their sense of direction. Which of these places do they mention?

museum stadium metro
shopping mall car park airport
school foreign country new city

- 2 Listen again. Decide if each speaker has a good or bad sense of direction.

Reading

- 3 Read this text. Where do you think you would find this text?
- a In an email from a friend.
 - b In a newspaper with the day's news.
 - c On a website that gives advice.
- 4 Read the text again. Decide if these statements are true (T) or false (F).
- 1 Writing things down can help you remember them.
 - 2 Give yourself extra time when you go somewhere new.
 - 3 Your smartphone can always help you find your way around a new place.
 - 4 You should always pay attention to the most modern buildings you can see.
 - 5 You should do some research on a new place before you travel.

Speaking

- 5 Work with a partner. What are the best ways of making sure you don't get lost when you visit a new place?
- 6 Present your ideas to the group. Have a class vote on which ideas are the best.

How can you improve your sense of direction?

It's true, smartphones have maps, but you can't always get a signal, and phones get lost, so don't expect your phone to be your answer. The first tip is to look around and pay attention to what you can see. What's on your left? What's in front of you?

What's the tallest building you can see? Remember, when you are going back to where you started, the building that was on the left will be on the right!

When you go somewhere new, check an online map to have an idea of the place before you arrive. But don't just do that: write. Make a note of the address and the street names where you are going. Writing things down helps you remember them.

Modern buildings like airports, shopping malls and even car parks are so big and they all look the same. Remember things like fountains and certain shops to help you find your way around.

Finally, give yourself plenty of time. If you think you need 30 minutes to get somewhere, start your journey 45 minutes before you need to be there. If you leave things to the last minute, you are more likely to make a mistake.



Lesson 8 Better ways to travel

Speaking

- 1 Read these opinions. Which do you agree with?

Taking the metro is not as good as walking around when you want to explore a new city.

It's much easier to understand a tourist map than a satellite map.

If you don't have a good sense of direction, it's better to go with friends than to go alone.

I just can't understand maps. I can never work out where I am on a map or which direction to go in. It's much better to ask people for directions.

Use of English: Comparative adjectives using *much ... than* and *(not) as ... as*

Use comparative adjectives to make comparisons: *smaller than*, *bigger than*

- Most one-syllable adjectives make their comparative by adding *-er*: *clear* – *clearer*
Sometimes you have to make spelling changes: *easy* – *easier*
- For longer adjectives, including some two-syllable adjectives, use *more* + adjective:
useful – *more useful*
important – *more important*
- To make a comparison stronger, use *much*:
It's much easier to understand a map when you know what all the symbols mean.
A conventional map is much better and much more useful than a satellite map.
- To make a comparison between things that are or aren't equal, use *(not) as ... as*:
A satellite map isn't as clear as a conventional map.

Writing and speaking

- 2 Work in pairs. Complete these questions.

- Which is *easier*? Finding your way around a small town or a large city? (easy)
- Is the New York Subway much _____ than the Dubai Metro? (big)
- Do you think getting around a new city is _____ at night than during the day? (difficult)
- Is it _____ to drive into the city or take the metro? (quick)
- Do you find using a smartphone _____ than using a map to find your way? (convenient)
- Are museums _____ as shopping malls? (enjoyable)

- 3 Now ask and answer the questions.

- 1 *Finding your way around a small town is much easier than finding your way around a large city.*

- 4 Work in pairs. Use the prompts to give your opinions using *much ... than*, and *(not) as ... as*. Then exchange opinions with other pairs.

- Visiting a waterpark / exciting / going to the cinema.
Visiting a waterpark is much more exciting than going to the cinema.
- Finding your way with a map / reliable / asking people you don't know for directions.
- A compass / useful / a mobile phone when you're walking in the desert or mountains.
- Visiting a museum / interesting / learning things on the internet.
- Going on holiday abroad / enjoyable / staying at home and doing nothing.

Lesson 9 Guided tour

- What happens on a guided tour? How do advertising materials for guided tours make their trips appear attractive?

Reading

- 1 Read the text. What types of transport are mentioned?

Tour to Musandam

This a full-day guided tour from Dubai to Musandam, on the Strait of Hormuz.

The Musandam peninsula is a narrow area of land that sticks out into the sea. There are many small communities living in the mountains on the peninsula. These communities are very old; some have been there for centuries. Many coastal villages can only be reached by boat. The population of approximately 29,000 is mainly in the capital, Khasab, in the north, and the much smaller port town of Dibba on the east coast.

We will pick you up at your hotel early in the morning in our coach and take you on an exciting day trip to Musandam via

Ras Al Khaimah on the Emirates highway. You can photograph the golden sands of the desert and the beautiful Hajar mountains. When you arrive on the east coast in Dibba, you will board our traditional dhow and sail along the coast. We will stop at one of the beautiful beaches to relax and explore.

After a delicious lunch back on board, there will be still time to have a swim in the warm waters. You may also see dolphins during the cruise. We will drive you back to your hotel in time for your evening meal.

Vocabulary

- 2 Decide what these words and expressions from the text mean.

- | | | |
|---------------|-----------------------|---------------------------------|
| 1 a peninsula | a a small island | b land that is nearly an island |
| 2 pick you up | a collect you | b telephone you |
| 3 highway | a mountain road | b a large fast road |
| 4 to sail | a to travel in a ship | b to travel slowly |
| 5 on board | a free | b on a ship or plane |

- 3 Read the text again and answer the questions.

- 1 How long does the tour last?
- 2 What's the best way to get to the villages on the coast?
- 3 Where do most people live?
- 4 Which place does the tour pass through after leaving Dubai?
- 5 Where do tourists get on the dhow?
- 6 Where will they have lunch?

Use of English: Prepositions to do with travel

We're going **by** boat.

We sailed **along** the coast.

It's quicker to drive **on/along** the highway.

When do we arrive **in** Dibba?

The town is **in** the north.

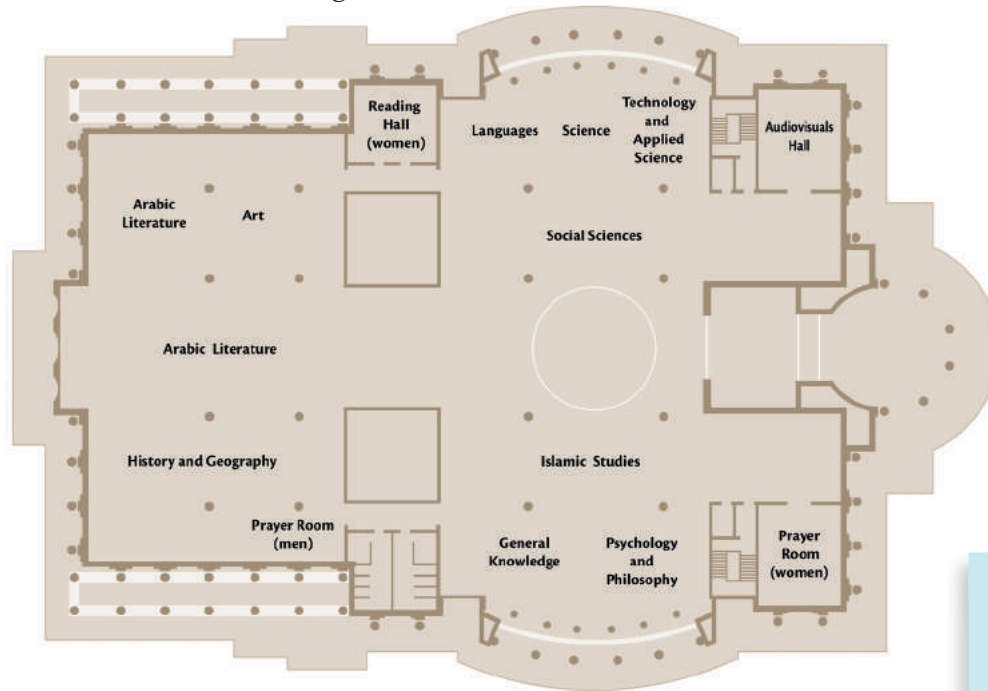
We ate **on** board the boat.

Finally, we drove back **to** the hotel.



Lesson 10 Floor plans

- How are libraries organised?



Vocabulary

Psychology: is the study of the mind and how it influences the way we behave.

Social Sciences: include Economics, Law and Politics: they help us understand how society works.

Reading

- Look at the plan of the first floor of the Sharjah library and decide if these sentences are true (T) or false (F).
 - The General Knowledge books are in front of Islamic studies.
 - The men's Prayer Room is at the back, next to the History and Geography section.
 - The Arabic Literature section is next to the Social Sciences section.
 - Books on Art are at the back on the left.
 - You'll find the Science books between Languages and Technology and Applied Sciences.
 - The Children's Section is not on this floor.

- Look at the library floor plan. Match the questions/statements with the correct response.

- | | |
|---|--|
| 1 Excuse me, I'm doing a project about animals at school. | a Go to the History section. It's at the back on the left. |
| 2 I want to find out more about how people think. | b Have a look in the Languages section. It's behind the books on Social Sciences. |
| 3 Do you have any stories by writers from Egypt? | c You need the Science section. |
| 4 Do you have any Arabic-Chinese dictionaries? | d Look in the Psychology section. It's over there behind the shelves on Islamic Studies. |
| 5 Excuse me, I want to know more about the UAE in the 1950s for a project we are doing at school. | e Sure. Arabic Literature is at the back of the room. |

Speaking

- Work in pairs. What's your opinion of libraries?

Lessons 11–12 **Lucky escape**

- What should you do to be safe when you're skiing, snowboarding or walking in the mountains?

Reading

- 1 Read the article quickly to find the answers to these questions. You don't need to read every word to find the information.
 - 1 Who is the article about?
 - 2 Where was he?
 - 3 When did the story take place?
 - 4 What happened?
 - 5 How did he try to get help?
- 2 Read the text again. What do you think the underlined words and expressions mean?
- 3 Use your dictionary to look up the words or the key words in the phrases underlined in the text, and see if your guesses were correct.
- 4 Read the newspaper article again. Which of the following are implied in the text?
 - 1 Ben was unconscious for several hours.
This is implied because we know that the avalanche happened during the day, when the sky was blue. However, Ben woke in the middle of the night.
 - 2 Ben is a good snowboarder.
 - 3 Ben had no idea what was happening.
 - 4 It's not always easy to get a mobile signal in the mountains.
 - 5 Ben wasn't seriously hurt.
 - 6 Ben knew his situation was serious.

Speaking

- 5 Discuss what you think happened next.

Saved by the light of a **mobile phone**

A snowboarder is lucky to be alive after a dramatic mountain rescue.

Ben Akintola, 30, was snowboarding in the French Alps under a clear blue sky on the last Saturday of his holiday when there was an avalanche. Ben, who started snowboarding when he was in his teens, realised he was in danger when he heard the sound of thousands of tons of snow rushing down the mountain.

Avalanches can travel at speeds of 100 kilometres an hour, so Ben knew he couldn't outrun the wall of snow. He was desperately trying to get out of the path of the avalanche when it hit him with full force and knocked him unconscious.

He woke much later in the middle of the night in pitch darkness. He was lying on a narrow, icy ledge. Although he was in pain, a quick check indicated that he had no broken bones. Amazingly, he still had a mobile phone signal, so he called a friend a thousand kilometres away in Britain. His friend called the French rescue services.

'I was waiting for what seemed like hours on that narrow ledge. I was beginning to give up hope,' he said.

Reading tip

A writer doesn't always say things directly. Sometimes meaning is 'implied': the writer suggests something is true or that something happened, without actually saying it.





- What can you remember about Ben's mountain rescue story?

Reading

- 6 Read the rest of Ben's story. Were the predictions you made last lesson correct?
- 7 Find a word or expression in the text that means:
 - 1 very strong string, twisted together
 - 2 to move around something
 - 3 to move your arm from side to side to try to attract attention
 - 4 this can fly, but has no wings and can move up and down or stay still in the air
 - 5 to move something down from a higher position
 - 6 to give medical attention to someone

'Then I heard the sound of a helicopter. It was circling around in the darkness and looking for me. I was waving my mobile around desperately. Fortunately, the helicopter pilot saw the light. I was so happy when the helicopter headed my way. It hovered above me and began to lower a rope.'

Ben was in hospital last night, but he was not being treated for any serious injuries.

The French rescue services said: 'We were very pleased that we were able to rescue Ben. The risk of avalanches is much higher at this time of year. Ben had a lucky escape.'

Use of English: Past continuous

- We use the past continuous when we want to say that something was happening around a particular time in the past.

past tense of be

verb + -ing

*He woke in the middle of the night in pitch darkness. He **was lying** on a narrow, icy ledge.*

- We often use the past continuous in narrative descriptions:
*A snowboarder **was feeling** lucky to be alive yesterday after a dramatic helicopter rescue.*
- We can also use the past continuous and the past simple together to show that one action interrupted another:
*He **was snowboarding** in the French Alps under a clear blue sky when an avalanche started.*

- 8 How many examples of the past continuous can you find in the newspaper story in activity 6?

Listening

- 9 Listen to the radio report of Ben's rescue and compare it with the newspaper report.

There are five pieces of information that are different. What are they?

Lesson 13 Famous explorers

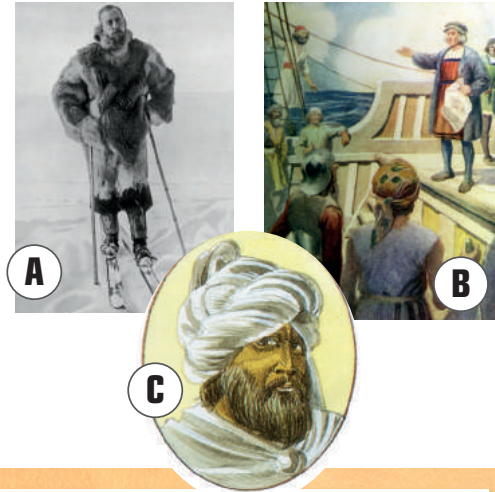
- What sort of equipment do explorers and astronauts need?
How do they prepare for an expedition?

Reading

- 21st** Do you know who these explorers are?
Read the texts and match the pictures to the stories.

- Read the texts again and answer the questions.
Which person:

- wrote a book about his travels?
- led expeditions to opposite ends of the world?
- spent years travelling around different Muslim countries?
- left where he was born and worked in another country?
- found a new route to the Pacific?



1 **Ibn Battuta (1304–1369)**

Ibn Battuta was the greatest Muslim traveller of his age and the author of one of the most famous travel books, the *Rihlah (Travels)*. His great work describes the many years of his extensive explorations, covering some 75,000 miles (120,000 km) in trips to almost all of the Muslim countries throughout the world and as far as China and Sumatra (now part of Indonesia).

2 **Roald Amundsen (1872–1928)**

Norwegian explorer Roald Amundsen is one of the great figures of polar exploration. In 1911 he was the leader of an expedition to the Antarctic and was the first person to reach the South Pole in 1911. Some years later he led another team to the North Pole. In addition, Amundsen was the first explorer to make a voyage through the Northwest Passage, a route that begins in the Arctic Ocean and ends in the Pacific Ocean.

3 **Christopher Columbus (1451–1506)**

Italian by birth, explorer Christopher Columbus lived and worked in Portugal for several years before he sailed from Spain across the Atlantic in charge of four expeditions between 1492 and 1504. His goal was to find a route west from Europe to Asia. He is often called the discoverer of the New World – north and south America, although the Icelandic Viking Leif Eriksson had visited North America several centuries earlier.

Vocabulary

- Match the words and expressions that have similar meanings.

- | | |
|----------------|--|
| 1 in charge of | a a journey to discover something |
| 2 extensive | b a famous person |
| 3 expedition | c a way to travel from one place to another |
| 4 great figure | d covering a large area |
| 5 voyage | e a journey by boat |
| 6 route | f the leader of |

Speaking

- Work in pairs. Answer these questions.

- Which explorer do you think was the most important, and why?
- Which part of the world would you most like to visit, and why?



Lesson 14 Practise and prepare

Reading and vocabulary

1 Match the words to their meanings.

- | | |
|-----------------|---|
| 1 expeditions | a to save someone from a dangerous situation |
| 2 floor plan | b finding something for the first time |
| 3 route | c a big, fast road |
| 4 discovery | d reach your destination, sometimes with some problems |
| 5 explorer | e long journeys which are normally by boat |
| 6 highway | f a drawing of the Earth or a part of it showing towns and rivers, etc. |
| 7 voyages | g someone who goes on long journeys to discover things |
| 8 rescue | h a map showing where rooms or sections are in part of a building |
| 9 map | i the way between two different places |
| 10 find the way | j long journeys to discover something |

2 Complete the text with words from activity 1.

Speaking

3 Discuss the importance of maps.

- Which professions use them?
- When are they useful?
- How often do you use them?

4 Talk about a famous explorer, but don't say his name. See if your partner can guess who it is:

He was the first person to walk on the moon.

That's Neil Armstrong.

We often say 'I don't need a ¹ map – everything is on my mobile phone', but we don't realise how important they are in everyday life. When people build a ² _____ or other road, the ³ _____ to the destination is planned with very detailed maps. If you receive letters in the post, that's because the Post Office use them to ⁴ _____. You don't have to be an ⁵ _____ like Columbus or Amundsen to need one. Actually, ⁶ _____ like theirs across the sea to distant places are often ⁷ _____ to parts of the world which haven't been put on maps. Each new ⁸ _____ helps us create better maps. Pilots depend on them, and so do the ⁹ _____ services when they rush to help people in dangerous situations. And when you go to a building for the first time, you probably look at the ¹⁰ _____ to see where everything is. That's another map. They're everywhere!

Self-assessment

5 Write three things that you remember about.

either:

a Ben's lucky escape

or:

b how libraries are organised

6 Work in pairs. Explain what these are using examples.

1 a dhow

2 a guided tour

3 a reference book

4 a good sense of direction

Lesson 15 **Mission to Mars**

- Do you think space exploration is a good idea?
What do you know about the Emirates Space Mission?

Reading

- 1 Read the text. Where is the space mission going?

Emirates space mission hopes to launch new era in Middle East

Oman Sharaf, the man leading the Emirates Mars Mission, admits to being nervous. He feels that the reputation of the nation depends on the mission and that if they can reach Mars it shows the nation can do anything. Sharaf has a lot on his plate.

The space mission will launch a space probe, which is the size of a small car, on a 60 million km journey to the red planet. It is expected to arrive seven months later.

Sarah Amiri, the head of the science team, says the aim of the Mars mission is to understand how the planet's evolved — from a planet that once had flowing water to the dry world it is today. Sharaf says reaching Mars also has the broader goal of increasing the number of scientists in the UAE, developing a space sector and contributing to human knowledge. The Middle East was once the world's centre of learning and scientific discovery. Sharaf hopes the Emirates Mars Mission will lead to more scientific discoveries by the Middle East.

- 2 Read the text again and answer the questions.

- 1 Who is Omran Sharaf?
- 2 Why does he feel nervous?
- 3 How long will the journey take?
- 4 How big is the probe that will go to Mars?
- 5 What do scientists hope to learn about Mars?

Speaking

- 3 Work in pairs. Discuss these statements and see if you agree or not.
 - 1 I don't think it's a good idea for us to explore space.
 - 2 Scientists are more important than teachers.
 - 3 Astronomy is more important than Medicine or Mathematics.

Vocabulary

reputation: a general opinion people have about what something/someone is like based on past experience

space mission: a flight into space for scientific reasons

scientist: a person who studies an aspect of science

space probe: a vehicle which is sent into space to collect information

evolution: gradual development

broader: more general

launch: send something into water or space

a lot on his plate: very busy

Did you know?

The House of Wisdom is the name of a Baghdad library that was one of the many famous centres of learning during the Islamic Golden Age when the Middle East was the world's centre of learning and scientific discovery.

Speaking tip

When you agree with someone, try to use expressions that show how much you agree.

Agreeing	Partly agreeing
I completely agree with you.	I know what you mean, but ...
I agree 100%.	That's a good point, but ...
I couldn't agree more.	

When you disagree with someone, it's polite to start with 'I'm afraid ...' or 'I'm sorry ...'

I'm afraid I don't agree with you on that.
I'm sorry, I don't agree.



Lesson 16 Review

Vocabulary

1 Match the words with their meanings.

- | | |
|--------------------------------|--------------|
| 1 to look around a shop | a skyscraper |
| 2 an area without direct sun | b to launch |
| 3 to send something into space | c shade |
| 4 a very tall building | d to browse |

2 Choose the words that complete the questions. Then write the questions and the answers.

Which explorer ...

- ... sailed/drove/took across the Atlantic/
North Pole from Spain?
Question: *Which explorer sailed across the
Atlantic from Spain?*
Answer: *It was Columbus.*
- ... led *journeys/expeditions/guided tours* to the
South/East and North/West Poles?
- ... is *responsible/charge/famous* for the book
he *write/wrote* about his travels?
- ... was the first man to walk *on/in* the *moon/
probe/ocean*?

Use of English

3 Complete these dialogues with the right prepositions.

- a Where are you?

b I'm _____ the train. We're just coming
_____ the station.
- a I'm _____ the Red Line at Nakheel.
How do I get _____ Al Ghubaiba?

b Easy. Change _____ the Green line at
Bur Juman. Then it's the stop _____
Al Fahidi.
- a Thanks _____ calling.

b No problem. Speak _____ you later.

4 Past simple or past continuous? Match the questions and the answers.

- What did he do after school yesterday?
- Why didn't he answer his phone?
- Where did you go last weekend?
- Where were you when I texted you?
- Did your cousins do anything special last weekend?
- Why didn't your cousins come on the guided tour?

- I went to the beach.
- I was going to the beach.
- They had a family party.
- They were having a family party.
- He watched TV with some friends.
- He was watching TV with some friends.

Writing

5 Complete these sentences

- My favourite place *in the city is the cinema
because I love films.*
- The Dubai Metro is not as ...
- It's much easier to ...
- If you don't know where to find a book in a library ...
- When I was coming to school ...



Lessons 17–18 Literacy Project: Themes in fiction

Preparation

Reading

- 1** **21st** Read this introduction.
How many folk tales are mentioned?

Every part of the world has its own folktales. *One Thousand and One Nights* is a collection of stories from different cultures. The first stories came from a book of fairy tales which were translated into Arabic in about 850CE. Stories such as *Aladdin* and *Sinbad the Sailor* are now known all over the world. Although there are thousands of different types of stories, they have some common themes with very similar characters, and often have a moral to teach the listener or reader. One of the most common themes is the journey.

- 2** Now read *The Dream*. What is the journey in this story?

Vocabulary

folktale: an old traditional story from a region or culture

moral of a story: the practical lesson or message that a story teaches

characters: the people in the story

a coincidence: a surprising event that happens to two people at the same time

theme: the main idea of a story or event

The Dream

There was once a merchant who lived in Baghdad. He had a lot of money, but he was careless with it and became very poor. One night, a man came to him in a dream and said: 'Your fortune is in Cairo. Go and find it there.'

The next morning he set out on his long journey. After many weeks, he arrived in Cairo. It was night-time. He could not afford a place to sleep, so he slept in the courtyard of a mosque. When he was sleeping, robbers broke into a house next to the mosque. The people in the house cried for help, but by the time the police arrived, the robbers had gone. The police found the merchant and put him in prison. The next day the Chief of Police told his men to bring the stranger to him.

'Where do you come from?' asked the Chief.

'From Baghdad.'

'And why have you come to Cairo?'

'A man appeared to me in a dream, saying: "Your fortune is in Cairo. Go and find it there."

But when I came here, my fortune was to be put in prison.'

The Chief of Police burst out laughing.

'I too had a dream where a man said: "Go to Baghdad and in a street with palm trees on both sides you will find a house with a courtyard and a fountain. Under the fountain, a great sum of money is buried. Go there and dig it up." Did I go? Of course not! But you, you fool, have come all the way to Cairo just because you had a silly dream!'

Then the Chief of Police gave the merchant some money. 'Here,' he said, 'Take this. It will help you get back to your own country.' The merchant realised at once that the house and the garden that the Chief of Police had described were his own. He took the money and left. As soon as he reached his house, he dug under the fountain and found the treasure. He was rich once again.

From *One Thousand and One Nights*



3 Check the words that are underlined in your dictionary.

4 Work in groups. What's the moral of the story? In addition to the theme of a journey, which of these common themes from folk tales are in *The Dream*?

- A coincidence
- Talking animals
- Marriage
- Special powers
- Money
- A dream
- Crime
- Getting lost
- A problem to solve
- A map
- Evil kings, queens or people in power

5 Your project is to find another story about a journey that also has one or more of these themes. You could choose:

- a folktale from another culture (other folktale writers include Aesop, Hans Christian Andersen, the Brothers Grimm, and Charles Perrault)
- another story from *One Thousand and One Nights*
- a short story by a famous writer
- a newspaper story about a recent event

6 Discuss these ideas for how you can find the story for your group:

- do some research online
- talk to people who like stories
- read newspapers

7 Prepare to write your findings as a presentation to the rest of the class. During your presentation you should:

- Give a short introduction to your project, saying what sort of text you found, the title or heading, where it is from and how you found it.
- Read out your story.
- Explain what the journey is.
- Explain the other themes of the story.

Presentation

1 **21st** Before you present. Make the final decisions about your work. Who is going to:

- 1** Give the introduction and explain what sort of text you found, the title or heading, where it is from, and how you found it.
- 2** Read the first, second, third, etc. part of the story.
- 3** Explain what the journey is.
- 4** Explain what other themes are included.
- 5** Answer any questions from the group at the end.

2 During the presentations. Copy and complete this form for each presentation you listen to.

Name of presenters	
Title or heading	
Journey details	
Themes	
What I liked most	
My questions	

3 Ask your questions to the other groups.

*Do you know who wrote the story?
Is it a famous story? Why did you choose this story and not a different one?*

4 After the presentations. Discuss with the class the two stories you liked the most, and why you liked them.

5 Follow-up. Work in pairs. Write your own story about a journey in the past.

- 1** Decide if it will be fact or fiction.
- 2** Who are the characters?
- 3** Where is the journey from? Where is it to?
- 4** What is the reason for the journey?
- 5** What happened to the characters?
- 6** Is there a happy ending or not?

6 Share your story with the group.

Unit 7

Health, food and exercise

- **Topics** A balanced diet; getting enough exercise and sleep; the diet and training of Kenyan long-distance runners
- **Use of English** Quantifiers with countable and uncountable nouns (*a few, a little ...*); adjectives and adverbs; comparatives of adverbs; position of adverbs of frequency



Lessons 1–2 A balanced diet

- What's your favourite dish, and what are the ingredients? What foods don't you like?

Reading

- 1 Read the information below. Why is the title 'Food for life'?
- 2 Look at the picture. How many food groups can you see? Which foods contain the following?

protein carbohydrates fat
sugar vitamins and minerals

Which food group in the picture do we need to eat most of? Why?



FOOD for life

Protein is used to build our bodies and to make them strong. It can be found in meat, fish, eggs, nuts and pulses.

Carbohydrates give us energy and can be found in bread, pasta and rice, for example.

We need **fat** to keep us warm and to protect us.

Sugar gives us quick energy, but we should try to eat it in natural products like fruit and honey.

Vitamins are divided into groups: A, B, C, D and E. Vitamins keep our body healthy.

Minerals such as iron and calcium are also important for our health. Iron is important for our blood, and calcium for our teeth and bones.

It is important to get the right balance in your diet. You need to eat plenty of fruit and vegetables because they contain vitamins and minerals. You don't need to eat a large amount of protein, but you need to eat enough to keep your body strong.

You need to eat carbohydrates, but you don't need to eat a large quantity. Most people in their normal daily lives only need a little sugar and fat.



3 Read the dialogue and the *Use of English* box. How many examples of quantifiers can you find in the dialogue?

- A:** Do you think you eat a healthy diet?
B: Yes, in the summer I eat lots of salads and in the winter I eat plenty of green vegetables.
A: I don't like anything green, so I only eat a small number of vegetables.
B: Do you eat lots of sweets?
A: No, I don't eat sweets, so if I'm hungry between meals, I have a few nuts or some fruit.
B: I don't eat a large amount of sweets but I do like a little sugar in my tea.

Use of English: Quantifiers with countable and uncountable nouns

Quantifiers tell you how many or how much there is of something.

Countable nouns are words like *book, student, egg*. They can be singular (*a book, a student, an egg*) or plural (*books, students, eggs*).

Uncountable nouns are words like *music, water, rice*. They are only singular.

quantifier	countable	quantifier	uncountable
a few	vegetables, eggs, nuts	a little	fruit, sugar, fat
a large / small number of		a large / small amount of	
several			

You can use *a lot of / lots of* and *plenty of* with both countable and uncountable nouns.

Speaking

4 Do you have a balanced diet? Complete these sentences so that they are true for you.

- I eat plenty of ...
- I only eat a small amount of ...
- If I'm hungry between meals, I have ...
- I like a little (sugar / salt / pepper / oil) ... in / on my ...
- I like several kinds of (cereal / chocolate / fruit) ... but my favourite is ...

5 Now talk with a partner about your diet. Ask and answer questions.

- A:** Do you think you have a balanced diet?
B: Do you eat a lot of carbohydrates? Why or why not?
A: Do you eat a lot of sweet things?
B: Do you eat lots of fruit and vegetables?

Lessons 3–4 **Is it good for you?**

- Do you know what a vegetarian is? Why might someone be a vegetarian?
How will being a vegetarian affect having a balanced diet?

Reading

- Read the text about vegetarians and answer the questions.
 - What is a vegetarian?
 - Why are some people vegetarians?
 - Why can being a vegetarian be a problem?
 - What do we need protein for?
 - What do we need iron for?
 - How can vegetarians get enough protein and iron in their diet?



Speaking

- Look at these alternative sources of protein and iron that vegetarians might eat instead of meat. Talk to your partner about the items in the lists by asking these questions.
 - Have you tried them before?
 - Do you eat them regularly?
 - Did you realise that they contain protein and/or iron?

Sources of protein	Sources of iron
Nuts	Leafy green vegetables
Seeds	Broccoli
Beans	Nuts
Pulses	Seeds
Eggs	Pulses
Cheese	Dried fruit
Yogurt	Eggs
Soya	Dairy products
Rice	
Grains	
Pasta	
Bread	
Potatoes	

Vegetarians are people who for many reasons don't eat meat. Some vegetarians do not eat any animals or fish. People can be vegetarians because they don't like the taste of meat or because they don't want to harm animals. It can be a problem to eat a balanced diet for some vegetarians because meat is a good source of protein and iron. We need protein to help our bodies grow. Iron is used to move oxygen around our bodies. This means that vegetarians need to find another source for these nutrients in their diets. Luckily there are lots of foods made from plants that contain protein and iron.

Writing

- Imagine a vegetarian friend is coming to visit you. Plan a menu for one day that includes alternative sources of protein. Use the items in the table in activity 2 to help you.



Reading

4 Match the questions to the answers.

- | | |
|--|--|
| <p>1 Why do people eat snacks?</p> <p>2 What makes some snacks unhealthy?</p> <p>3 Why are fruits and vegetables important?</p> <p>4 How many portions of fruit and vegetables should we eat every day?</p> <p>5 What is a portion size?</p> <p>6 Why are sugary snacks bad for you?</p> | <p>a We should try to eat five portions of fruit and vegetables every day.</p> <p>b Some snacks, such as sweets, biscuits, chocolate and sugary drinks, are unhealthy because they contain a lot of sugar.</p> <p>c One portion size will fit in your hand, for example one medium apple, one medium banana, two satsumas, two pieces of broccoli, one bowl of salad, one handful of grapes or seven small tomatoes.</p> <p>d Snacks can be good for keeping our energy levels up.</p> <p>e They are an important source of vitamins and fibre.</p> <p>f Too much sugar can cause tooth decay. Also, foods that contain added sugar can make you overweight.</p> |
|--|--|

Speaking

5 Bader and his mother are discussing snacks.

Read this dialogue with a partner. Then discuss the questions below.

- Bader:** Mum, I'm hungry. There is nothing to eat in this house!
- Mum:** Don't be silly Bader, there are plenty of snacks for you.
- Bader:** There are no biscuits in the tin.
- Mum:** That's right, I haven't bought any this week.
- Bader:** But you always buy us lots of snacks!
- Mum:** Yes, usually I do, but your father and I have decided that we all need to be healthier. We are all going to eat a more balanced diet, get more exercise and more sleep.
- Bader:** What do you mean by a balanced diet?
- Mum:** For our family, this will mean eating less food with too much fat and sugar in it, and eating more fruit and vegetables.
- Bader:** But I like biscuits a lot! So does Dad!
- Mum:** Well, luckily for you, I have been busy making some alternative snacks.
- Bader:** OK, I'll give them a try. Where are they?
- Mum:** If you look in the cupboard, you will find some **wholemeal** scones and some **unsweetened** popcorn. They will taste a little different from the snacks you usually eat, but you will soon like eating them.
- Bader:** What are these?
- Mum:** That's raisin bread, and a pack of rice cakes. They are both healthy alternatives. You can also help yourself to some dried fruit, nuts or seeds.

Vocabulary

wholemeal: made from all parts of the wheat

unsweetened: no added sugar

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Why has Bader's mum decided to have healthier alternative snacks in the house? ● How does Bader feel about there being no biscuits? | <ul style="list-style-type: none"> ● How many alternatives does Mum suggest he can choose from? ● Have you tried any of these snacks before? ● Do you think you would like them? |
|--|---|

Lessons 5–6 **Be at your best**

- When do you feel your brain works best – first thing in the morning, after lunch or another time?

Reading

- 1 Read the leaflet below. Who is it aimed at?

Vocabulary

- 2 Find the meaning of the underlined scientific words in the text in a dictionary.
- 3 Complete these sentences using the information in the text.
 - 1 *You need to eat a healthy breakfast* because your brain performs better when you've eaten a good meal in the morning.
 - 2 _____ because your brain needs a steady supply of energy.
 - 3 _____ because they only give you a short burst of energy.
 - 4 _____ because it helps your blood to carry oxygen round the body.
 - 5 _____ because your brain doesn't work well if you're dehydrated.
 - 6 _____ because your brain needs to process information.

Speaking

- 4 Use the sentences in activity 3 to ask and answer with a partner, like this:
A: *Why do you need to eat a healthy breakfast?*
B: *Because ...*

When you are a student, you use your brain a lot. For your brain to work well, it needs ...

GOOD FOOD

Experts say that breakfast is much more important than any other meal. Your brain works better when you have eaten. So don't miss breakfast – especially before an exam! But you need to eat a good breakfast – junk food won't work.

A REGULAR SUPPLY OF ENERGY

Your brain needs a steady supply of energy, so you need to eat carbohydrates. They're found in bread, pasta, rice and pulses. Chocolate, biscuits and sweets are not good for your brain. They work more quickly than bread and rice, so they give you a short burst of energy, but afterwards you feel more tired.

A CONSTANT SUPPLY OF OXYGEN

Your brain needs oxygen, which it gets from exercise. Exercise improves your memory too. You also need a good supply of iron because iron helps your blood to carry oxygen round your body.

WATER

Water is much better than sweet fizzy drinks. You need water because dehydration will stop your brain from working well. And remember, water isn't as expensive as fizzy drinks!

A GOOD NIGHT'S SLEEP

Your brain needs several hours' sleep, so it can 'update' itself, just like a computer.

Experts say that when you revise for a test or an exam, you should get some sleep as quickly as possible after you've done your revision. This helps you to remember what you've learned.





Listening 32

- 5 Listen to a nutritionist answering questions.
What are the questions about?
- 6 Listen again. What does the nutritionist say about:
 - 1 junk food 2 iron 3 sleep?

Use of English: Adjectives and adverbs

Adjectives describe people or things.

They go before nouns: *a good breakfast.*

They can also go after some verbs, such as *be, feel, look*: *I feel tired.*

Adverbs tell us about a verb. They describe how an action is done.

Remember that you can make an adverb by adding *-ly* to an adjective: *clear – clearly, easy – easily, quick – quickly.*

Speak clearly. I can do it easily. Come quickly.

However, some adverbs are irregular:

For your brain to work well, you need to eat breakfast.

Listening strategy

Listening for specific information

Before you listen for specific information, think about and note down the key words that might alert you to the information you need. For example, in activity 6 the key words you listen for are 'junk food', 'iron' and 'sleep'.

- 7 Change the adjectives in brackets into the correct form of the adverb.

- 1 I do (*good*) in exams, and so does my brother.
I do well in exams, and so does my brother.
- 2 I only sleep (*bad*) when I'm ill or anxious.
- 3 I study (*good*) when I listen to music.
- 4 I eat (*healthy*) most of the time – but I do eat chocolate sometimes.
- 5 I play football badly when I haven't eaten enough, but I also play (*bad*) when I've eaten too much!



Lesson 7 Practise and prepare

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

Vocabulary

- 1 How many example foods can you think of that belong to these food groups?

- 1 proteins
- 2 carbohydrates
- 3 fats
- 4 sugars
- 5 vitamins
- 6 minerals

Use of English

- 2 Write eight of your own sentences using the quantifiers in the box.

a few a large number of several
a small number of a little a lot of
lots of plenty of



- 3 Write the adverbs that belong in these sentences. Use the adjectives in brackets to help you.

- 1 Jamal read the book _____ (quick).
- 2 Samia understood the grammar concepts _____ (easy).
- 3 We eat really _____ (good) during the summer months when there is lots of fresh salad.
- 4 Nisha yawned _____ (sleep) because she was tired.
- 5 She smiled _____ (happy) when she got good exam results.
- 6 John can write very _____ (clear) now.

Reading

- 4 Which sentences are true for you?

- 1 My diet is not as balanced as it could be.
- 2 My diet is already quite balanced.
- 3 I need to eat more fruit and vegetables.
- 4 I eat lots of fruit and vegetables.
- 5 I would like to try more types of protein based foods.
- 6 I think I should cut down on sugary snacks and drinks.
- 7 I will swap eating sweets for eating nuts.
- 8 I think it is important to be healthy.
- 9 I do not think it is important to eat a balanced diet.
- 10 There are some things about my diet that could be improved.



Lessons 8–9 Staying hydrated

- Do you know what happens to you if you don't drink enough? What is the healthiest thing you can drink? How much water should you drink each day?

Reading

1 Read the text. Is it:

- A story about a boy who doesn't drink enough
- Information and advice about dehydration
- How to stop your pet from dehydrating?

2 Work with a partner to discuss the underlined words. What do you think they mean? Check the meanings in a dictionary. Were you right?

3 Read the text again and answer the questions.

- Why do our bodies need water?
- How do we lose water?
- How much water should we drink every day?
- What are the symptoms of dehydration?

Writing

4 Design a poster that could be displayed around the school to encourage and remind students to drink enough water. You could include:

- The symptoms of dehydration
- Why we need to stay hydrated
- How much water to drink

Dehydration danger!



It is important to drink enough, because our bodies need fluids to work well and to avoid dehydration.

The cells in our bodies need water to work. We also need water so that our blood can carry nutrients around the body. However, we lose water all the time when we breathe and sweat. If the temperature goes up or we do more activity, we lose more water.

To stay healthy, it is important to replace the water we lose. We can do this by drinking regularly. We should drink about 1.2 litres (six to eight glasses) of fluid every day so we aren't dehydrated. In hotter weather, the body needs more than this. We also need more when we exercise. We also get some fluid from the food we eat.

When our bodies do not have enough water, we can become dehydrated. One of the first signs of dehydration is feeling thirsty. Check for these common signs of dehydration: headaches and lack of concentration.

Reading

- 5** Read the article then write a heading for the title and a sub-heading for each paragraph.

Reading strategy

Skim the text to remind yourself of the gist. Scan the text when you need to find a specific piece of information.

- 6** Read the article again and answer the questions.

- 1** Why is the water the best choice?
- 2** How does milk help your bones?
- 3** Why shouldn't you drink too many milkshakes?
- 4** Which drink counts as one of your five a day?
- 5** What do fizzy drinks and squash have in them?
- 6** When are sports drinks useful?

Speaking

- 7** The article tells us that water is the best choice for a drink. Use the information in the article to decide the order of the other drinks based on how healthy they are. Which is the second healthiest option? Which is the least healthy option?



Water is the best choice because it has no calories and has no sugars that can damage teeth.

Milk is a good source of calcium and is a mineral that helps keep your bones healthy. It also has vitamins and other minerals, and does not cause tooth decay. Don't drink too many flavoured milks and milkshakes because these have added sugar, which is bad for teeth.

Fruit juice and fruit smoothies have a variety of vitamins that are good for our health. Fruit juice also has sugar that can damage teeth. It is best to drink it with a meal because this can help protect teeth. When you buy fruit juice, check the labels carefully and choose 100% fruit juice with no added sugar. These drinks count as one of your five portions of fruit and vegetables a day.

Fizzy drinks and squashes have lots of sugar and very few nutrients, so don't drink too many. All the sugar could make you put on weight.

Sports drinks can be useful when you are doing endurance sports, for example running marathons, and when you need some extra energy. However, like fizzy drinks, they are high in calories and can give you problems with your teeth.



Lessons 10–11

Food and fitness

Reading

- 1 Read the article on the right. Which of the following information about the runners does it include?
 - diet
 - training routine
 - freetime activities
 - sleep habits
- 2 Read the article again and answer the questions.
 - 1 Which thing about the athletes surprised the writer?
 - 2 Is there anything that surprises you about the athletes' diet and training programme?
 - 3 Do you think the Kenyan runners' diet is healthy and balanced?

Writing

- 3 Match the questions to the answers.

- 1 How often do the athletes eat?
- 2 What time do they have their breakfast?
- 3 What is their diet based on?
- 4 How often do they eat meat?
- 5 Do they drink tea?
- 6 How often do they usually train?
- 7 When is the afternoon run?
- 8 How far do they run?
- 9 How much water do they drink?

- a At 8 o'clock.
- b Yes, they drink a lot.
- c About a litre a day.
- d At 5 o'clock.
- e Twice a day, as a group.
- f Bread, rice, potatoes, porridge, cabbage, beans and ugali.
- g 10 to 15 kilometres in the morning and 6 to 8 kilometres in the afternoon.
- h Four times a week.
- i Five times a day.

Kenya's long-distance runners

Kenya's long-distance runners are among the best in the world. Is their diet and daily routine a key to the secret of their success? We spent a week at a training camp with ten top athletes to find out. This is what we discovered.

They eat five times a day:

08:00 Breakfast
10:00 Mid-morning snack
13:00 Lunch
16:00 Afternoon snack
19:00 Supper

The Kenyan runners' diet is based on bread, rice, potatoes, porridge, cabbage, beans and ugali (balls of cornmeal). Ugali is usually eaten with a sauce or vegetables.

Meat is eaten in small amounts, just four times a week. The athletes drink a lot of tea with milk and sugar. They get all the vitamins and minerals they need from their food – they never take vitamin or mineral pills.

They usually train as a group twice a day. The first run is at 6 o'clock in the morning and the afternoon run is at 5 o'clock.

They run 10 to 15 kilometres in the morning and 6 to 8 kilometres in the afternoon. Once a week, the two 1500-metre runners in the group run shorter distances at higher speeds.

The Kenyans diet has a lot of carbohydrates. Every 24 hours, they have about 600 grams of carbohydrate to give them energy for their training. They only eat a little fat, most of it coming from the milk they have in their tea. Two-thirds of their protein comes from vegetables. They drink about a litre of water every day. Surprisingly, they drink more than a litre of tea every day, too. They always eat soon after training.

Rest and sleep are also an important part of the athletes' programme. They are always in bed early and they always get a good night's sleep.

Use of English: Position of adverbs of frequency

Adverbs of frequency tell you how often something happens.

Put adverbs such as *once a week* at the start or the end of a sentence:

Once a week, two of the runners run shorter distances.

They eat *five times a day*.

Put adverbs such as *always*, *usually*, *often*, *sometimes* and *never* with the verb:

after the verb *to be*

They *are always* in bed early.

before other verbs

They *always get* a good night's sleep.

How many times?

- 1 **once**
NOT ~~one time~~
- 2 **twice**
NOT ~~two times~~
- 3 three times
- 4 four times

- 4 Complete these sentences with adverbs of frequency.
Look back at the article about Kenya's long-distance runners on page 123 to help you.

- 1 The athletes usually train as a group *twice a day*.
- 2 Meat is eaten _____.
- 3 Ugali is _____ eaten with a sauce or vegetables.
- 4 The athletes _____ take vitamin or mineral pills.
- 5 They run 6 to 8 kilometres _____.
- 6 _____ they have about 600 grams of carbohydrate.
- 7 They drink about a litre of water _____.
- 8 They _____ eat soon after training.

- 5 Ask and answer the questions with a partner.
Try to use adverbs of frequency in your answers.

- 1 What do you have for breakfast? *I usually have ... but at the weekend I often have ...*
- 2 What do you drink with breakfast?
- 3 Do you ever have a snack between meals?
What do you have?
- 4 How often do you do sport or exercise?
- 5 Do you do anything special at the weekend?
- 6 How many hours' sleep do you have each night?

Did you know?

In Kenya, porridge is made from cornmeal and other cereals cooked with water. It's served hot, with milk or butter, salt or sugar. Do you have anything in your country that's similar to porridge?

Project: Plan a menu

- 6 Work in groups. Imagine you're going to have a perfectly balanced diet tomorrow. What are you going to eat for each meal? Plan a menu.

Menu

Breakfast

Mid-morning snack

Lunch

Afternoon snack

Supper



Lessons 12–13 **An active life**

- Do you have a lot of energy? Where do you get your energy from?

Listening and reading

- Listen to the interview with a scientist. What are they talking about? While you listen, note down key words that will help you with activity 2.

- Read the extracts from the interview with the scientist. Match the questions with the answers.

- Why do we need energy?
- How much energy do we need?
- What is energy?
- Why is getting a balance important?

A Energy comes from different sources – for a car it comes from petrol, to make our houses warm it comes from gas or electricity, and for our bodies it comes from food and drink.

B We need energy for our bodies to work and be healthy. For example, it helps move blood and oxygen around the body and it keeps our hair, skin and bones healthy. We even need energy when we're doing nothing and when we're asleep!

C Different people need different amounts of energy. It depends on how old a person is. It also depends on how active they are. People who are less physically active use less energy than people who are active. People who are less active need to eat less.

D The body uses more energy when it is active because it needs to work harder. So the amount of energy you use from your food is higher when you are active. Eating too little food if you are very active could mean that you do not stay a healthy weight.

- Answer the questions and then check your answers with the text in activity 2.

- Do we need energy even when we are sleeping?
 - Yes
 - No
- Where does the energy for our bodies come from?
 - The sun
 - Food and drink
- How much energy does a person need if they are less physically active?
 - Lots
 - A little
- When does the body use more energy?
 - When it is active
 - When it is resting
- What could happen if you do not eat enough and you are very active?
 - You would put on weight
 - You would lose weight



- Work with a partner or small group to brainstorm as many different forms of exercise as you can. Include sports activities such as swimming and football as well as ways of getting physical activity through daily routines such as walking or washing the car. How many ways can you think of?

Listening

- 4** Listen to Hussain and Rashid talking about the sports club. Find out why Rashid doesn't want to do any exercise.

Hussain: Are you coming to the sports club after school Rashid?

Rashid: No way! I've got better things to do with my time. What's the point?

Hussain: You'd enjoy it! Did you know that physical activity makes chemicals in your body that make you feel good?

Rashid: I can't be bothered Hussain. It's not fun to be hot and I don't like playing sports.

Hussain: You should just give it a try. You might make some new friends and have fun.

Rashid: All that showering and changing takes too much time and effort Hussain.

Hussain: That's a rubbish excuse Rashid! Exercise is very important. It can improve your health and your happiness as well as making you better at solving problems.

Speaking

- 5** Work with a partner. Ask and answer the questions:

- How important do you think it is to exercise?
- Who do you agree with more - Hussain or Rashid?
- How much exercise do you get?
- What do you do each week for exercise?
- Do you think you should do more? Why?
- What other physical activity could you do?

Writing

- 6** Write an email to Rashid to persuade him to take part in some form of physical activity or sport. Ideas you could include:

- Explain the importance of regular physical activity
- Explain the benefits of keeping fit and healthy
- Provide different ideas of ways Rashid could take part in physical activities every day





Lesson 14 Practise and prepare

- Race to remember all the things you have learned in English during the past week. How many things can you list?

Vocabulary

- Draw a table like this in your notebook. Work with a partner to fill in as many vocabulary items as you can remember under each heading.

Exercise	Healthy drinks	Food groups

Use of English

- Rewrite the sentences in the correct order.
 - usually / in the morning / reads the paper / Rashid
 - He / sometimes / is / for class / late
 - help / she / often / Does / her mother?
 - study / You / rarely / for exams
- Rewrite the complete sentence using the adverb in brackets in the correct position.
 - She runs in the park. (often)
 - They help with the chores. (sometimes)
 - Jamal is very friendly. (usually)
 - I see Hannah on my journey to school. (always)
 - Paul gets angry. (never)

Writing

- Test your memory! Answer these questions about being healthy.
 - What might happen to you if you don't drink enough?
 - What is the healthiest choice of drink?
 - Why is an athlete's diet different from an ordinary diet?
 - How much energy do we need?
 - What are strength activities, aerobic activities and flexibility activities all examples of?



Lesson 15 Review

Vocabulary

1 Give an example of food which contains ...

- 1 protein
- 2 carbohydrate
- 3 fat
- 4 sugar
- 5 vitamins and minerals

2 What are these scientific words?

- 1 It's in your head and you need it to help you think.
- 2 It's red and it carries oxygen round your body.
- 3 If you don't drink enough water, there's a danger of this.
- 4 You need food to give you this.
- 5 It's a mineral and it helps to take oxygen round your body.

Use of English

3 Choose the correct option for each sentence.

- 1 Do you eat _____ fruit?
a many
b a large number of
c a lot of
- 2 You only need _____ salt.
a a little
b several
c a few
- 3 I don't eat meat, but I get _____ protein.
a much
b plenty of
c plenty
- 4 I don't have many snacks, but I sometimes eat _____ nuts.
a a little
b few
c a few

5 I like bananas and apples, but I don't eat _____ fruit.

- a** a large number of
- b** a large amount of
- c** many

6 Avocados are good for you because they contain _____ vitamins and minerals.

- a** a little
- b** several
- c** plenty

Writing

4 Match the sentences.

1e Our bodies need protein. It can be found in meat, fish, eggs and pulses.

- 1 Our bodies need protein.
 - 2 We all need calcium.
 - 3 You need to eat some carbohydrates.
 - 4 Meat, some vegetables and pulses contain iron.
 - 5 You should eat plenty of fruit and vegetables.
- a** It makes our teeth and bones stronger.
 - b** They give you the energy you need, especially if you're doing a lot of exercise.
 - c** They give you a lot of the vitamins and minerals you need.
 - d** It's important for your blood because it helps it to carry oxygen round the body.
 - e** It can be found in meat, fish, eggs and pulses.



Lessons 16–17 **Project**

Preparation

- Choose one of the projects below.

Project A: A presentation about a long-distance runner.

In Unit 7 you learned about the training routines of the Kenyan long-distance runners.

- 1 Create a presentation with another student.** Your presentation will be about the diet and training routines of a runner from another country. Use the plan below to help you.

Stage 1 Choose a runner for your presentation. Work with your partner and discuss long-distance runners from the UAE and other countries. Discuss different sports events to help you think of a runner for your presentation.

Stage 2 Find websites, magazines and/or newspaper articles with information about the runner. Read the information and make notes about:

- sports events the runner has competed in and medals / prizes won
- their training habits (where they train and how often)
- their diet.

Stage 3 Plan your presentation. Write notes under these headings:

Introduction: Introduce the runner, including information about name, age, sports events and competitions won.

Training habits: How often does your runner train? Where?

Diet: What food does he/she eat to stay strong and fit? Is his/her diet similar or different to the Kenyan runners? How?

Conclusion: Give a short summary of your findings. Mention any facts that you found especially interesting or surprising.

Stage 4 Write your findings onto a Power Point presentation, or make notes that you can read in the next lesson when you make your presentation. Include photos.

Stage 5 Practise your presentation with your partner. Choose which sections each of you will present, and listen to each other practise the presentation from the notes in Stage 4.

Project B: A presentation comparing food labels.

During Unit 7 you learned about food groups, balanced diets and making healthy choices.

- 2 Create a presentation to compare the nutritional value of two food products or two restaurant menus:**

- Stage 1** Option 1 – use two products with packaging that displays ingredients, for example, a pizza box or a ready-made meal. Option 2 – use two restaurant menus.
- Stage 2** Research the nutritional values of the food products or menus from Stage 1. Look for these food groups: protein; carbohydrates; fat; sugar; vitamins; minerals. Compare the nutritional values.
- Stage 3** Plan your presentation. Write notes under these headings.

Introduction: Introduce the topic of the presentation.

Food groups: Compare the food groups in the food products or menus. Which one is the healthiest? Is there a balance of different food groups, or more of one than another?

Conclusion: Give a short summary of your findings. Say which option you would prefer to eat and why.

- **Stage 4** Write your findings onto a Power Point presentation, or make notes that you can read in the next lesson when you make your presentation. Include photos.
- **Stage 5** Practise your presentation with a partner. Listen to each other practise the presentation from the notes in Stage 4.

Presentation

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

Project A: A presentation about a long-distance runner

- 1 Explain which project you have chosen to write about and which long-distance runner you will be presenting about.
- 2 Tell the audience how you have structured your project using paragraphs.
- 3 Present your project.

Project B: A presentation comparing food labels

- 1 Explain which project you have chosen and which food labels you have written about.
- 2 Tell your audience what you have included in the presentation and how you have organised it.
- 3 Present your project.

Speaking tip

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

Peer assessing

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

Here are some things to think about.

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

Reflection

If you did your project again, what would you do differently next time? Would you organise it differently? Would you include extra information or less information?



- **Topics** Animal groups; inherited characteristics; the world of the polar bear and habitat shift
- **Use of English** *so am I, so do I*; relative clauses with *which* as a subject pronoun

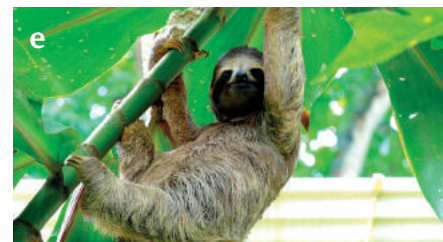
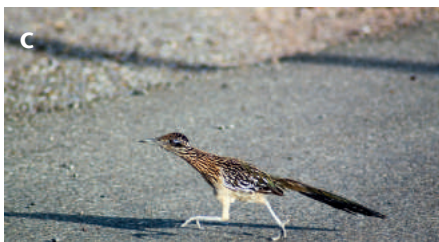


Lessons 1–2 The world of animals

- Think of your favourite animal. Describe it without saying what it is. Ask other members of the class to guess what it is.

Reading

- 1 Read about the animals and match the descriptions to the pictures. Say what each animal is: a bird, a mammal, a fish, an amphibian or a reptile.



- 1 The roadrunner lives on land and doesn't often fly. It has very strong legs and can run at speeds of up to 32 kilometres per hour. It has a very sharp beak. It can kill a snake with one bite.
- 2 The green tree frog has sticky toes so it can hang on smooth leaves and branches. It's so small and light that a leaf can take its weight.
- 3 The sloth moves very slowly. It can't run away from other animals, so it hides. It hangs upside down under the branches of trees so that it can't be seen. The sloth's fur grows down from its stomach to its back so that the rain runs off more easily.

- 4 Many people think chameleons change colour so that they can't be seen by other animals. But scientists disagree. Their studies show that light, temperature and mood cause chameleons to change colour. Chameleons also change colour to help them communicate with other chameleons. Their eyes can move through a full 360-degree circle so that they can see all around them. The name *chameleon* comes from the Greek words *chamai* (on the earth) and *leon* (lion).
- 5 Siamese fighting fish are known for their brilliant colours and their large fins. It's the male fish that looks after the young fish, not the female. As their name suggests, they fight, sometimes until one of them dies.

Listening 35

- 2 Listen and follow the information about the animals in activity 1. There is one piece of additional information about each animal. What is it?

Vocabulary

3 Match the words to the definitions.

- | | |
|--------------|--|
| 1 to breathe | a the surface of an animal's body |
| 2 lungs | b small, flat pieces of skin on a fish or snake |
| 3 shell | c soft hair that covers the bodies of some animals |
| 4 feathers | d the hard outer cover of an egg |
| 5 fur | e they allow a fish to breathe |
| 6 to breed | f they cover a bird's skin and they keep it warm |
| 7 scales | g they're inside your body and they fill with air when you breathe |
| 8 fins | h the thin flat parts of fish that help it to swim |
| 9 gills | i to take air into your body and let it out again |
| 10 skin | j to produce babies |

4 Complete the description of each animal group with one of the following sentences:

- They live mainly on land, but breed in water.
- Most take in oxygen from the water through gills; a few also have lungs.
- They have feathers and most of them can fly.
- Most live on land and most lay their eggs on land too.
- They produce milk to feed their babies.

A Birds	B Mammals	C Fish	D Amphibians	E Reptiles
They breathe with lungs.	They breathe with lungs.	They live and breed in water.	The adults breathe with lungs.	They breathe with lungs.
They can keep a constant body temperature.	Their bodies are covered with fur or hair.	Their bodies are covered with scales.	They can't keep a constant body temperature.	They have dry skin covered with scales.
They lay eggs with waterproof shells.	They have large brains.	They have fins instead of legs.	They have a soft, wet skin with no scales.	They can't keep a constant body temperature.

Did you know?

Some animals keep a **constant body temperature**. This means that their body temperature never gets too hot or too cold, it remains about the same even if the weather changes.



Lessons 3–4 Birds

Writing and speaking

- Write three questions about the animals in the photos.
Which animal ... ?, Where ... ?, Why ... ?, How ... ?, What ... ?
Ask other members of the class your questions.

Reading

- Read the passage and answer the questions that follow.

Birds are very interesting animals. They come in all shapes and sizes and sometimes beautiful colours. There are many different types of birds, from ducks and geese in rivers and lakes, to birds of prey that are carnivores and eat other animals and insects. The smallest bird in the world is the male bee hummingbird, which is only 7 cm long. The tallest bird is the 2.7 metres tall ostrich which can weigh up to a staggering 120 kg!

Some birds can also sing beautifully. Why do they sing? Most experts believe that birds sing to communicate with each other. We are lucky that they often make such a beautiful sound when they are 'talking' to each other!



Did you know?

Birds of prey are a special type of bird. They are carnivores, which means they eat meat and these birds eat other birds and animals. They have sharp, curved beaks and strong, sharp nails or talons. An example of a bird of prey is the falcon, which is the national bird of the UAE.

- Which birds live in rivers?
- What do birds of prey eat?
- Which is the smallest bird in the world?
- How tall is the tallest bird in the world?
- How much does an ostrich weigh?
- Why do birds sing?

- Look at the two bird pictures. Describe them to your partner.

The UAE is famous for birds that migrate during the cold winter months in other countries. Some birds fly more than 3,000 kilometres to get to the UAE from colder countries, and then fly back when the weather changes. The UAE is halfway between Europe and Asia, so it makes a perfect place for birds to stop off on their long journeys. Scientists estimate that about three million birds visit the UAE annually. Anyone can go and see these birds from covered huts called blinds or hides near Ras Al Khor. You can see thousands of different birds. You could ask your family and visit there! You won't be able to see the birds in winter because they fly back home then.

There are also lots of beautiful birds that you can see all year round. For example, the rose-ringed parakeet is a beautiful green bird with a bright red beak and a pink ring around its neck. These birds are very small and eat small insects and nectar. They have long tails to help them balance on fences. Another common bird in the UAE is the hoopoe. This bird is very funny looking with a crest of feathers on its head that sticks up in the air. These birds look in holes in trees for small insects and like to sleep in tree holes too. They love sunshine and spread their feathers out. Hoopoes take baths in sand to make sure that their feathers stay clean.

You could leave small nuts and seeds in your garden for visiting birds. Birds will also eat fruit and berries so you could cut up some bananas or strawberries and put them in the garden as well.



Reading

- 3 Read the text and answer the questions true (T) or false (F).

- Birds from other countries fly to the UAE when it is winter in their home countries.
- Migrating birds stay in the UAE all year.
- The UAE is in a good place for birds to migrate to.
- Only scientists can see birds from huts at Ras Al Khor.
- The rose-ringed parakeet and the hoopoe are in the UAE all year.
- Hoopoes have long tails to help them balance.
- Hoopoes have feathers that stand up on their head.
- You could help birds by putting food in the garden.

Language tip

We use **could** to talk about things that are possible and to make suggestions.

Use of English

- 4 Complete the sentence from the text and then match with the correct letter.

You _____ leave small nuts and seeds in your garden.

- a It is not possible to do this.
b It is possible to do this.

Lesson 5 Protecting our wildlife

Talk about it

- 1 Look at the pictures of plastic in the ocean. Discuss what you think happens to ocean animals when they find or eat plastic?



Vocabulary

- 2 Read the words in the box and tick the ones you know. Work with your group to see which words your friends know.

recycling rubbish plastic float stuck sink

Listening

- 3 Listen and complete the gaps with the words from the vocabulary box.

Haya: Hi Reem! What did you do last night?

Reem: Oh, hi there Haya. I watched a TV programme about sea animals and what happens to them when ¹_____ is in the sea. It was so sad because I love animals.

Haya: So do I. But what sort of rubbish was there in the sea?

Reem: All kinds of rubbish. There were tin cans, ²_____ bags and bottles. There were even old shoes lying on the sea bed.

Haya: Why is there rubbish in the sea?

Reem: Well, people don't put rubbish in bins, so the wind blows it into the sea. It ³_____ on the surface or ⁴_____ to the sea floor and animals eat it. Even sea birds get plastic ⁵_____ on their necks and feet.

Haya: That's terrible. What can we do to stop this?

Reem: I know! Why don't we ask our teacher if our class can make posters about ⁶_____ rubbish?

Haya: That sounds like a great idea! Maybe we could put the posters up in school.

Reem: I'm very happy we can do something to help the sea animals.

Haya: So am I!

Use of English

If we agree with something that a person says, we can use **so + verb + pronoun/noun**

When the verb is a main verb, we use *so + do/does/did*

When the verb is 'be' we use *so + am/is/are/was/were*

*I think that it is very sad that sea animals eat plastic and die. **So do I.***

*My father recycles our rubbish. **So does my dad!***

*I am interested in protecting animals. **So am I.***

Lesson 6 Our living ocean environment

Read

- 1 Read the quiz questions. Work with your group to guess the answer.
 - 1 How much plastic is found in the oceans every year?
a 2 million tonnes b 8 million tonnes c 20 million tonnes
 - 2 Plastic floats around the world's seas and oceans, and can be found:
a in Asia b in the Middle East c everywhere
 - 3 How long does it take for plastic to disappear from the oceans?
a 100–500 years b 500–1000 years c 1000–2000 years
 - 4 How many sea birds die each year from eating plastic in the seas and oceans?
a ten million b five million c one million
 - 5 How many sea animals are killed by plastic every year?
a 1.5 million b 15 million c 50 million
 - 6 In the North Pacific Ocean, there is an area of floating rubbish on the water. How big is this area?
a Six times the size of the UK b 10 times the size of the UK c 20 times the size of the UK



Talk about it

- 2 Read the questions and write notes in the *You* column. Now ask the questions to two friends. Write notes about their answers.

	You	Friend 1	Friend 2
1 How many plastic cups do you use in one week?			
2 How many plastic bags do you throw away in one week?			
3 Do you buy things wrapped in plastic?			
4 Do you recycle plastic at home?			

Speaking

- 3 Discuss the answers in activity 2. Which answers surprised you? What could you do to improve how you use plastic?

I use too many plastic bags!

So do I!

We could take a fabric bag when we go shopping.

Language tip

Remember to use phrases such as *So do I*, *So am I*, to agree with something that a person says.



Lesson 7 Practise and prepare

Vocabulary

1 Test yourself! Choose the correct answer for each space in the sentences.

- | | | | |
|---|--|--|--|
| 1 A bird is covered in _____ to keep it warm. | 2 Fish use _____ to help them breathe. | 3 The outside of an egg is called a _____. | 4 Reptiles have a special skin that is covered in _____. |
| a feathers | a gills | a fin | a fur |
| b scales | b fur | b shell | b fins |
| c fur | c lungs | c skin | c scales |



Reading

2 Read the following statements and choose which is for:

a a bird b a mammal c a fish d an amphibian e a reptile

- 1 I have lots of feathers to keep me warm and when I breathe, I breathe air into my lungs. Usually, I can fly and I lay eggs to produce my babies. What am I?
- 2 I only live in the water and do not live on land. I even have my babies in water. My body is covered in scales and I have fins instead of legs. What am I?
- 3 I live on the land, not in water and I use lungs to breathe the air. My skin is dry and covered in scales. What am I?
- 4 I live on the land and I breathe the air with my lungs. My skin is covered with fur or sometimes hair and when I have babies, I feed them milk. What am I?
- 5 I live on the land but I breed in the water. When I am an adult, I breathe air with my lungs. I have soft, wet skin but I don't have scales. What am I?

Speaking

3 Read the sentences and tick the ones you agree with. Check with your partner to see which sentences you both agree with. Use **so + verb + pronoun/noun** to agree with your partner.

- 1 I think taking care of animals and the environment is very important.
- 2 I love sea animals.
- 3 I always put my rubbish in the bin.
- 4 I watched a TV programme about birds last week.
- 5 I reuse the same water bottle.
- 6 I think using plastic is a good thing.

Lessons 8–9 **Animals on the move**

- In which countries do you find polar bears? Can they swim? What do they eat?

Reading

- 1 Read the information on climate change. Answer the questions.

- 1 What is climate change?
- 2 Why does it happen?
- 3 What are the dangers of climate change?

- 2 Look at the title of the magazine article and the photo at the bottom of this page. What does the word 'shrinking' mean?

- 3 Read the article. Why is the polar bear's world shrinking?

CLIMATE CHANGE

Climate change is when the earth's temperature is changing and getting warmer. This is happening because we produce too many greenhouse gases from our cars and factories, which trap the Sun's heat. This is dangerous because if the Earth gets warmer, snow and ice begin to melt and can cause flooding. Also, water might dry up making it harder to grow food in the hottest parts of the world.

THE SHRINKING WORLD OF THE POLAR BEAR



Polar bears live in the Arctic, which is one of the planet's coldest environments. They move around on the Arctic ice sheets and swim in the coastal waters. They feed mainly on seals, which they catch with their huge paws when the seals are resting on the ice or coming up to breathe. However, global warming is changing their way of life.

Climate change is a problem for the bears. As the sea ice melts, they can't move around and hunt so freely. They get very hungry and begin to starve.

They're actually very good at starving for a time – they can starve for several months. But eventually they need to eat. This is why they're shifting their habitat. They're spending more time on land and less on the ice. They're going into towns and villages and looking for food in rubbish bins. They're not afraid of people and may attack them when they're very hungry.

Polar bears can't live with people, but their natural habitat is disappearing. How will they survive?

Speaking

- 4 Discuss these questions with your partner:
 - 1 What do you think will happen if the polar bears' natural habitat disappears?
 - 2 What can you do at home to help reduce climate change?
 - 3 Do you think learning about climate change is important? Why? Why not?





Vocabulary

5 Read the article *The shrinking world of the polar bear* again. Find words in the article to complete these sentences.

- 1 When ice _____ it turns to water.
- 2 Wild animals have to _____ for their food.
- 3 When people or animals have no food for a long time, they _____.
- 4 Polar bears are moving from the ice to the land. They're _____ their habitat.
- 5 Animals are in danger due to climate change. We need to help them to _____.

6 Look at the polar bear fact file and find:

- 1 a word that means 'meat eating'
- 2 three types of marine mammal
- 3 a word for the feet of certain types of animals like bears, cats and rabbits
- 4 an adjective to describe skin between an animal's toes
- 5 a word for a baby bear

POLAR BEAR FACT FILE



TYPE: mammal

HABITAT: the Arctic regions of Russia, Alaska, Canada, Greenland and Norway

DIET: carnivorous (seals, walruses, whales)

AVERAGE LIFE SPAN: 25 to 30 years

- Polar bears have large webbed front paws, which help them to swim.
- They have a thick coat of fur, which covers a layer of fat.
- On the bottom of their paws they have fur, which protects them against the cold and helps them to walk on ice.
- Under their fur the bears have black skin, which helps them to get as much heat as possible from the sun.
- Females usually have two cubs, which live with their mother for over two years.
- The females look after the cubs with no help from the males. In fact, male polar bears will sometimes kill the young cubs.

Lessons 10–11 Talking about animals

Speaking

- 1 Work with a partner. Ask and answer these questions.

Student A

- 1 What type of animal is a polar bear?
It's a mammal.
- 2 Where does it live?
- 3 What does it eat?
- 4 How long does it live?
- 5 Why do polar bears have fur on the bottom of their paws?
- 6 How long do young polar bears stay with their mother?

Student B

- 1 How do polar bears catch seals?
- 2 Why is the sea ice melting?
- 3 Why is it becoming harder for bears to hunt in the Arctic?
- 4 Why are polar bears going into towns and villages?
- 5 What do they find to eat in towns and villages?
- 6 Why are polar bears dangerous to people?

Use of English: Relative clauses with *which* as a subject pronoun

Note how you can join two sentences by using *which* to replace *it* or *they*:

Polar bears live in the Arctic. It is one of the planet's coldest environments.

Polar bears live in the Arctic, which is one of the planet's coldest environments.

Polar bears have large webbed front paws. They help them to swim.

Polar bears have large webbed front paws, which help them to swim.

What happens to the words *it* and *they* when you use *which*?

- 2 Use *which* to join the following sentences together.

- 1 They have a thick coat of fur. It covers a layer of fat.
They have a thick coat of fur, which covers a layer of fat.
- 2 On the bottom of their paws they have fur. It protects them against the cold and helps them to walk on the ice.
- 3 Under their fur, the bears have black skin. It helps them to get as much heat as possible from the sun.
- 4 Females usually have two cubs. They live with their mother for over two years.
- 5 They feed mainly on seals. They are easy to catch when they are resting on the ice.



Speaking

- 3 Work with your partner and answer these questions:
- 1 Do you like horses?
 - 2 Can you ride a horse?
 - 3 Why do you think people and horses like each other?
 - 4 Why were horses so important in the past?
 - 5 Do you think horses are important now?



Vocabulary

- 4 Look at the words in the box. Complete the sentences using the words.

horse war cavalry stable hay
separated bond own

- 1 A strong friendship between people or between people and animals is called a _____.
- 2 This is a four-legged animal that used to be used in war. It is a _____.
- 3 _____ happens when two countries or groups fight with guns.
- 4 Soldiers who fought on horseback were called the _____.
- 5 A _____ is a place where a horse sleeps.
- 6 _____ is dried, yellow grass that horses eat.
- 7 When something is _____, it is moved away from something else.
- 8 When you _____ something, it belongs to you. It is yours.



Did you know?

War Horse by Michael Morpurgo, is the story of a horse called Joey. He becomes separated from the boy who owns him when he is sold to the cavalry in the First World War. Joey's experience of the war is at the heart of the book, which has been made into a play and a film.

Reading

- 5 What do you know about the film *War Horse*? Work with your group and write notes. Now read the *Did you know?* box to find out if you were correct.

Lessons 12–13 Fiction

Reading

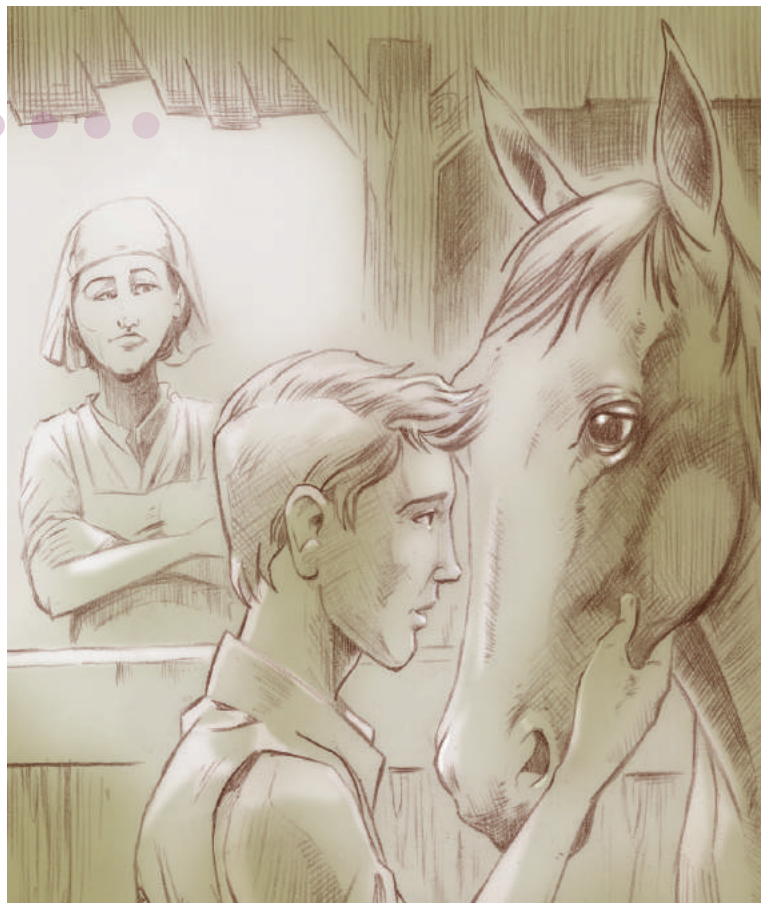
1 Read the extract from the novel *War Horse* and then answer the questions.

- Who is the narrator (the 'I')?
- Who is Albert?
- Who is Joey?

2 Answer the questions.

- 1 Does Albert like Joey? How do you know?
- 2 What does Albert promise Joey?
- 3 When will Albert see Joey again?

- 3 **intrigued** very interested
- 5–6 **he meant me no harm** he wasn't going to hurt me
- 6 **to smooth** to move your hand across something to make it flat
- 11 **to rub** to press and move your hand, a cloth or an object over a surface
- 12 **to dab** to touch something gently several times with a cloth
- 14 **raw** skin that is red and painful because it has been rubbed too much
- 14 **hay** dry grass
- 14 **bucket** a large container for carrying water
- 16 **stable** a place to keep horses
- 18 **to smile broadly** to give a big smile
- 18 **to stroke** to gently smooth the fur of an animal
- 19 **to get along** to get on well
- 21 **it suits you** it's right for you



Albert was about the same height as me and talked so gently as he approached that I was immediately calmed and not a little intrigued, and so stood where I was against the wall. I jumped at first when he touched me, but could see at once that he meant me no harm. He smoothed my back first and then my neck, talking all the while about what a fine time we would have together, how I would grow up to be the smartest horse in the whole wide world, and how we would go out hunting together.

After a bit he began to rub me gently with his coat. He rubbed me until I was dry and then dabbed salted water onto my face where the skin had been rubbed raw. He brought in some sweet hay and a bucket of cool, deep water. I do not believe he stopped talking all the time. As he turned to go out of the stable I called out to him to thank him and he seemed to understand for he smiled broadly and stroked my nose.

'We'll get along, you and I,' he said kindly. 'I shall call you Joey, only because it rhymes with Zoey, and then maybe, yes maybe because it suits you. I'll be out again in the morning – and don't worry, I'll look after you. I promise you that. Sweet dreams, Joey.'



3 Read the second part of the story extract and then answer the questions.

- 1 Why does Albert's mum say you should never talk to horses?
- 2 What doesn't Albert's father understand?
- 3 Who do you think Zoey is?

'You should never talk to horses, Albert,' said
 25 his mother from outside. 'They never understand you.
 They're stupid creatures. Obstinate and stupid, that's
 what your father says, and he's known horses
 all his life.'

'Father just doesn't understand them,' said Albert.
 30 'I think he's frightened of them.'

I went over to the door and watched Albert and
 his mother walking away and up into the darkness. I
 knew then that I had found a friend for life, that there
 was an instinctive and immediate bond of trust and
 35 affection between us. Next to me old Zoey leant over
 her door to try to touch me, but our noses would not
 quite meet.

War Horse by Michael Morpurgo, Egmont Press, 2006

26 **obstinate** not willing to change your ideas

34 **instinctive** natural

34 **bond of trust** an understanding that each
 will always be true to the other

4 Read all of the extract. Answer the questions about the vocabulary and style of the extract.

- 1 In the first three paragraphs, which words and phrases create a positive, calm and quiet atmosphere?
- 2 How many verbs to do with the sense of touch can you find?
- 3 Why does the writer include direct speech (the actual words used)? Could he have created the same effect if he had only used narrative description?

Speaking

5 In pairs, discuss your response to the story. Ask each other the following questions:

- Did you enjoy reading the extract?
- Would you like to read the rest of the novel?
- Did you like Albert? Why?

Writing

6 Write about Albert. Do you think Albert is a kind boy? How do you know this? Can you find words and sentences from the text to show his kindness?

Lesson 14 Practise and prepare

Listening

- 1 Listen to the following information about polar bears and answer the following questions:
 - 1 How many teeth do polar bears have?
 - 2 What is a carnivore?
 - 3 Which sense does a polar bear use to catch seals?
 - 4 How far away can a polar bear smell seals?

Writing

- 2 Use *which* to join the following sentences together.
 - 1 Global warming is melting the ice caps. It means polar bears can no longer hunt so freely.
 - 2 Polar bears have white fur. It helps them to look like the snow to hide from predators.
 - 3 Polar bears have to look for food in towns and villages. It is dangerous for the people as the polar bears may attack them.
 - 4 Polar bears have huge paws. They help them to catch seals for food.

Reading

- 3 Choose the correct answer for each space in the sentences.
 - 1 I am the same _____ as my horse.
a height **b** tall **c** small
 - 2 Joey felt _____ when Albert stroked him.
a calm **b** frightened **c** angry
 - 3 Smart can mean that someone is _____.
a silly **b** brave **c** clever
 - 4 Another word for obstinate is _____.
a stubborn **b** happy **c** ugly





Lesson 15 Plays and books

Listening 38

- 1 You are going to listen to three short conversations. After each conversation, your teacher will stop the recording so you can answer the questions below.

Conversation 1

Listen to Nada and Rose discussing the play *War Horse*. Answer the questions.

- 1 Did Nada like the play?
- 2 Did Rose prefer the play or the book?
- 3 Who is Rose's favourite character? Why?

Conversation 2

Listen to the conversation between Ismail and Fahad discussing whether it is cruel to use animals in films and plays.

- 1 Give two reasons why Ismail thinks it is cruel to use animals in films.
- 2 Why does he think the animals might be scared?
- 3 Why does Fahad disagree?

Conversation 3

Listen to the conversation between Mia and Dalia discussing their favourite books.

- 1 Which author does Mia like?
- 2 What is the name of the book Mia is reading?
- 3 What kind of book is it?

Writing

- 2 Design a poster to advertise the play *War Horse*. It should be bright and colourful to make people want to come.

It should include the following information:

- the venue (the theatre where your play will be seen)
- how much the tickets cost
- the names of any famous actors who are in this play
- what people who have already seen the show said about it
- most importantly a short summary of what the story is about.



Lesson 16 Review

Vocabulary

- 1 Complete the characteristics of the different animal groups.

1 Birds

They lay eggs with waterproof ¹shells.

Most of them can fly.

Their skin is covered with ²_____ to keep them warm.

2 Mammals

Their bodies are covered with hair or ³_____.

They have large brains.

They produce ⁴_____ to feed their babies.

3 Fish

They live and breed in water.

Their bodies are covered with ⁵_____.

Most take in oxygen from the water through ⁶_____ ; a few also have lungs.

4 Amphibians

The adults breathe with ⁷_____.

They have a soft, wet skin with no scales.

They live mainly on land, but breed in ⁸_____.

5 Reptiles

They breathe with lungs.

They have dry skin covered with ⁹_____.

Most live on land and most lay their ¹⁰_____ on land too.

Use of English

- 2 Tick the sentences you agree with.

- 1 People think the environment is important.
- 2 I want to help keep the oceans clean.
- 3 I give food and water to birds.
- 4 My sister hates animals.
- 5 My father loves animals.

Reading

- 3 Answer the questions.

- 1 Polar bears are carnivorous. What does this mean?
- 2 Which two animal groups have scales?
- 3 They live mainly on the land, but breed in water. Which animal group is it?
- 4 What kind of animal is a roadrunner? What is unusual about it?
- 5 Look at the picture. What is it? What does its name mean?
- 6 In which part of the world do sloths live?
- 7 What colour is the skin of a polar bear?
- 8 How long can a polar bear starve for?
- 9 Where do polar bears live?
- 10 Why are polar bears going into towns and villages?





Lessons 17–18 **Project**

Preparation

- Choose one of the projects below.

Project A: Saved from the brink

- Write a fact file about an animal that has been facing extinction, but has fortunately been saved.

These animals are all on the World Wildlife Fund list of animals that have been saved from extinction. Choose one of the following to write about:

- the Amur tiger
- the grey whale
- the southern white rhinoceros



Project B: Animals in the wild

- Write a fact file on another kind of wild animal. Here are some for you to think about or you could choose your own favourite wild animal.

- the Arabian oryx
- the Arabian leopard
- the Arabian tahr

For both projects, use the plan below to help you. Don't forget to include photos and drawings to add interest to your fact file. Use the following sections in your writing:

Type of animal – Say what kind of animal you are writing about. Is it a bird, reptile, mammal etc.? What does it look like? What does it sound like? How fast can it move?

Habitat – Where does your animal live? Only in a particular country or all over the world? What type of habitat is it? Desert / rainforest / mountains etc.? Does your animal have any characteristics because of where it lives? For example, a polar bear has thick fur to protect it from the icy cold climate.

Diet – What does your animal like to eat? Is it vegetarian or is it a carnivore? Does it have to hunt for its food?

Interesting features – Write down any interesting facts you have discovered about your animal.

For example, a polar bear's skin is black. This is interesting as it is famous for being as white as snow.

Presentation

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

Project A: Saved from the brink

- 1 Explain to the class which project you decided to choose, A or B.
- 2 Explain which animal you chose and the reasons why.
- 3 Present your project to the class.

Project B: Animals in the wild

- 1 Explain to the class which project you decided to choose, A or B.
- 2 Explain which animal you chose and the reasons why.
- 3 Present your project to the class.

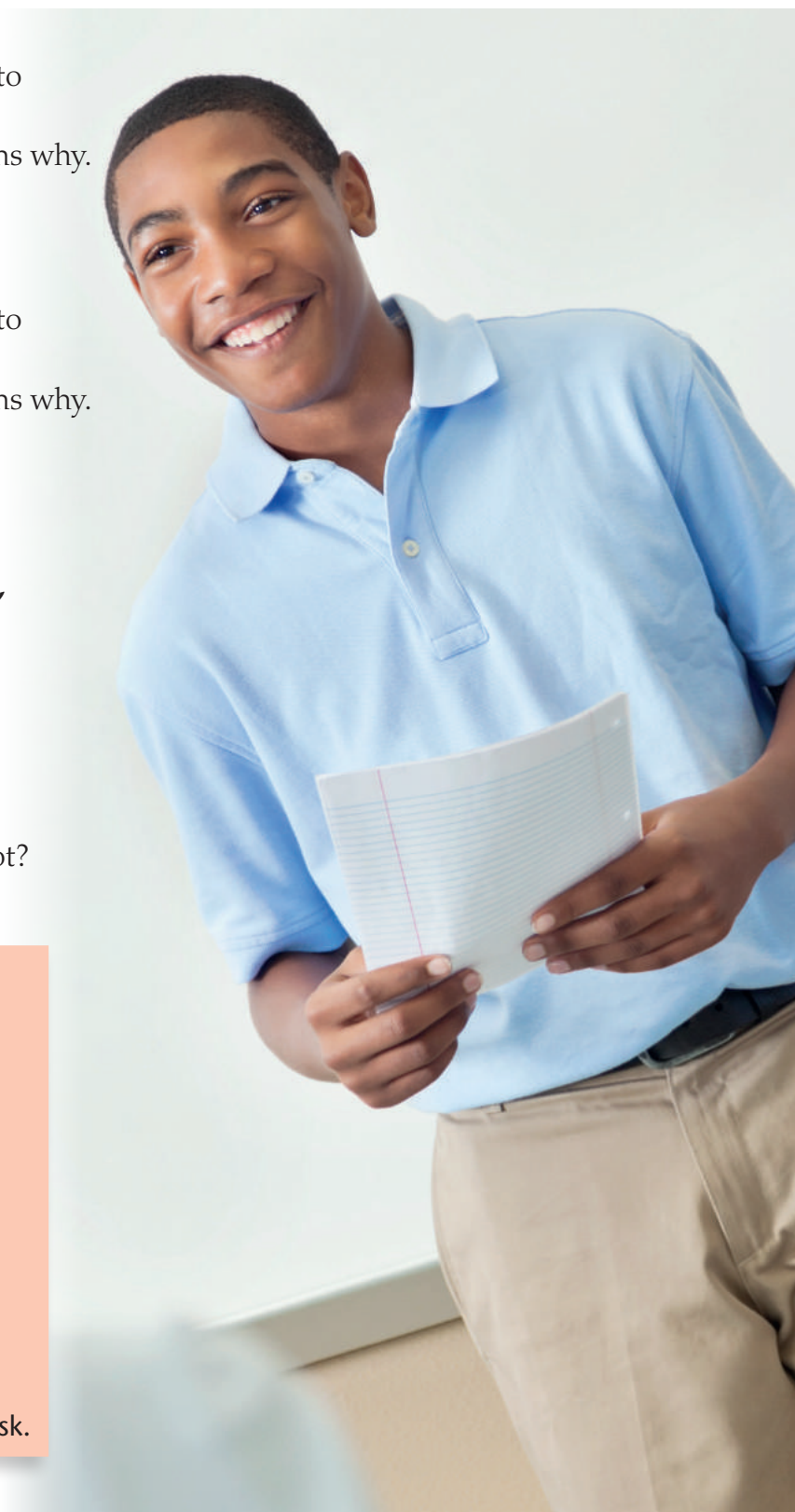
Peer assessment

- 2 As you watch your classmate's presentation, think about the following questions:
 - Did they speak clearly?
 - Could you understand what they said?
 - Did they rush?
 - Did you learn anything new about an animal?
 - Was it interesting to listen to? Why? Or why not?

Speaking tip

For the presenter: It is very important not to rush when presenting to the class. Breathe deeply and speak very slowly and clearly. Try to make eye-contact with your audience instead of focusing on your notes.

For the audience: Make sure that you are sitting comfortably so you don't move around and be distracting. Don't have anything in your hands that you could drop or tap with. Smile reassuringly at the presenter and look interested at all times. Don't forget to listen carefully and think of interesting questions to ask.



World records

- **Topics** The ancient Olympics; the Paralympics; world records; a profile of an athlete
- **Use of English** Review of past simple; pronouns *everyone, anyone, no-one*; comparatives and superlatives of adverbs

Lessons 1–2 **The ancient Olympics**

- Do you know anything about the origin of the Olympic Games?

Reading

- 1 Read about the ancient Olympics on page 150. Find three things you didn't already know.
- 2 Answer the questions.
 - 1 Where and when did the first Olympics take place?
 - 2 What was there at the beginning and end of the five-day Olympics?
 - 3 Who won the first Olympic race?
 - 4 Which of these was NOT a sport at the ancient Olympic Games: discus, wrestling, football, chariot races?
 - 5 'Winning was everything.' Why?
 - 6 Did women take part in sport in Ancient Greece? How do you know?
 - 7 How did people get to Olympia?

Speaking

- 3 Work with a partner. Take it in turns to summarise the paragraphs in the text on page 150. Your partner reads the paragraph to check you have included all of the main information.

Reading strategy

Separating a text into paragraphs helps to make the information easier to digest. After you read each paragraph, try covering it and see if you can remember all of its main information. Check the paragraph again, and then read on.

Use of English: Review of past simple

We use the past simple to talk about events in the past that are now finished.

Regular verbs end with **ed** or **d**.

*They were based **d** on the ancient Olympic Games ...*

*The athletes trained **d** for at least ten months ...*

Irregular verbs change in different ways.

*The modern Olympic Games **began** in 1896.*

*Winning **was** everything.*

*... others **came** by sea ...*

For past simple negatives and questions we use **did**.

*Women **didn't** take part in the ancient Olympics.*

Except for **be**.

There **were no** medals (= There **weren't** any medals)

Underline all of the examples of the past simple that you can find in the text on page 150.

- 4 Complete these sentences using the past simple form of the verb in brackets.

1 She (*not eat*) anything before the race, so she (*feel*) tired.

She didn't eat anything before the race, so she felt tired.

2 The race (*finish*) when I (*arrive*) at the stadium.

3 He (*not do*) enough training, so he (*not take part*) in the race.

4 Because a wheel (*come off*) halfway round the track, he (*not win*) the chariot race.

5 (*he / win*) a race before (*he / compete*) in this year's Games?

Writing

- 5 Write a summary of the text on this page. Include the main ideas from each paragraph.

Writing tip

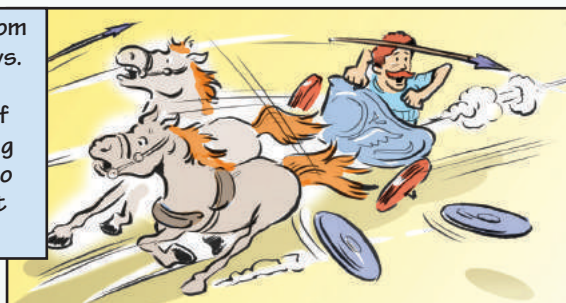
Edit your writing! Always check your work carefully after you have finished writing. Check that you have used punctuation correctly and there are no spelling mistakes. Re-read each sentence and make sure there are no unnecessary words or phrases.

The modern Olympic Games began in 1896. They were based on the ancient Olympic Games which took place a thousand years before that.

The ancient Olympics began in 776 BCE in Olympia in Greece and they took place every four years until 394 CE. The first Games were a one-day event and had just one running race. A cook called Koroibos won the first ever Olympic race.



The Games became popular and from about 400 BCE they took five days. There was a ceremony on both the first day and the last day. Some of the events were discus, javelin, long jump and wrestling. There were also running races, horse races, chariot races, boxing and wrestling.



The athletes trained for at least ten months before the Games. There were no medals, no prizes and no second or third places. Winning was everything. However, back in his home city, the winner received money and he probably never worked again.



Women didn't take part in the ancient Olympics, but they had their own women-only Games, which took place every four years.



About 40,000 spectators travelled to Olympia to watch the Games. Some walked for days; others came by sea from places as far away as Spain, Italy and Egypt.



On the final day of the Games there was a big celebration for all the competitors.



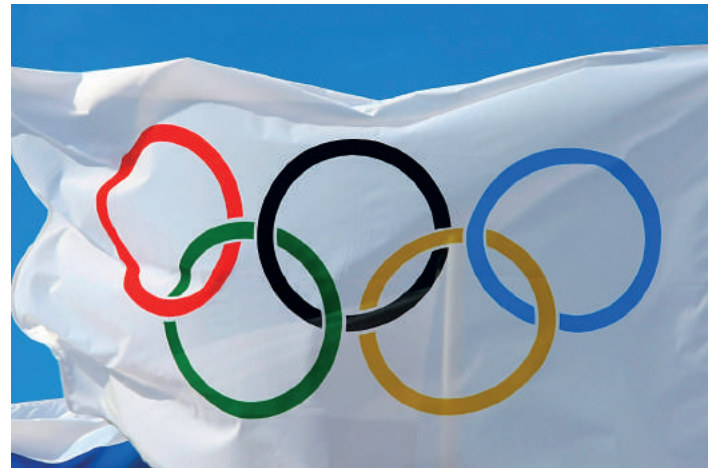
Lessons 3–4 The Olympics today

- Look at the flag of the modern Olympic Games. What do the rings represent?

Vocabulary

- Put the phrases in the word cloud below in the correct category.

ancient Olympics	modern Olympics	both



medals for first, second and third prizes no medals
 began in 1896 between one and five days
 spectators from far away began in 776 BCE
 between two and three weeks

- Match these sports to the symbols.

- Boxing
- Chariot racing
- Shooting
- Wrestling
- Running
- Weightlifting
- Rowing
- Cycling
- Sailing



- Put the sports in the correct categories in the table in activity 1.

- Work in groups. Discuss this question: *What are the similarities and differences between the ancient Olympics and the modern Olympics?* Think about:

- how often
- where
- sports and events
- the competitors
- the prizes
- the spectators.

Listening 39

- 5 Work with a partner. Look at the pictures, and discuss what you know about these sports. Listen and check your ideas.



Shooting



Sailing

- 6 Listen again. Are these phrases about shooting or sailing?

- | | |
|---|--------------------|
| 1 Included in the first modern Games in 1896 | shooting / sailing |
| 2 Became an Olympic sport in 1900 | shooting / sailing |
| 3 This event is a type of 'fleet racing' | shooting / sailing |
| 4 Ben Ainslie has won medals at five different Olympics | shooting / sailing |
| 5 There is an event called the double trap | shooting / sailing |
| 6 Sheikh Ahmad Al Maktoum won the gold medal at the Athens Olympics in 2004 | shooting / sailing |

- 7 Listen again and work with a partner.

- Partner A: tell your partner everything you can remember about sailing.
- Partner B: read the audioscript on page 177 to check they have remembered everything.

Then swap roles and talk about shooting.

Vocabulary

dinghy: a small sailing boat

shotgun: a long gun, that fires small metal bullets

clay target: a disc that people shoot at when it is flying through the air

Writing

- 8 Write a short description of one of the other sports in the modern Olympics. Think about:

- the rules
- what is difficult about it
- the equipment
- why people like it



Lessons 5–6 The Paralympics

- Look at the photo. What sort of race do you think it is?

Reading

- Read what some people said about the Paralympics and about the moment when Alan Oliveira broke the T44 200 metres world record at the 2012 London Olympics. How do they feel?

Everything about the Paralympics is brilliant. The athletes are amazing. When Alan Oliveira won, everyone in the stadium cheered. Lots of people jumped up from their seats and a few were in tears.

Is there anyone who wasn't inspired by what they saw?

The sound in the stadium was incredible. I've never heard anything like it.

These athletes are an inspiration. Nothing stops them. They make you think no-one should ever give up.

The Paralympics are more exciting than the Olympics. Anyone who has seen the blade runners will tell you that.

Everyone is going to be talking about it at school. Everybody is going to be saying, 'We were there, we saw him break the world record!'



Para-athlete blade runner Alan Oliveira

- Read what the people said again. Are these sentences true (T) or false (F)?

- Blade running is a paralympic sport.
- Alan Oliveira lost a world record.
- People were sad when Alan won.
- The stadium was very loud when he won.
- Athletes like Alan Oliveira inspire other people to do well.
- There won't be any talk about Alan Oliveira after the Games are finished.

Did you know?

The first Paralympics (Olympic Games for disabled people) took place in Rome in 1960. There were about 400 athletes from 23 countries. The word 'Paralympics' comes from the Greek *para* meaning 'beside' plus 'Olympics'. Can you name a paralympic sport?

Language tip

English has many words that can mean 'very good', for example:

- brilliant
- amazing
- incredible

How many others do you know?

Listening

- 3 Before you listen, look again at the photo on page 153 and answer these questions.
 - 1 The athlete in the photo is Alan Oliveira. When he was a very young child he had both legs amputated below the knee. What do you think 'amputate' means?
 - 2 He began to use carbon fibre blades at the age of fifteen. What are carbon fibre blades?
- 4 Listen to this feature on Alan Oliveira. What do you think his attitude to his disability is?
- 5 Listen again and complete the summary. You can listen more than once.

Speaking

- 6 Work with a partner.

Student A: Ask Student B questions based on 1 to 4 in the summary in activity 5.

- 1 *How old was Alan Oliveira when he learned to walk?*
- 2 *What could he do by the time he was four?*

Student B: Ask Student A questions based on 5 to 8 in the summary in activity 5.

- 5 *What happened when he was thirteen?*
- 6 *When did he start using carbon fibre blades?*

SUMMARY

Alan Oliveira

- 1 By the age of two, he had learned _____.
 - 2 By the age of four, _____.
 - 3 At the age of eight, _____.
 - 4 At school, he started _____.
 - 5 At the age of thirteen, _____.
 - 6 At the age of fifteen, _____.
 - 7 In 2008, _____.
 - 8 In 2012, _____.
- A he competed in his first Paralympics in Beijing.
 - B he saw a famous Brazilian sprinter on TV and knew he wanted to run too.
 - C to walk using wooden legs.
 - D doing athletics with other children.
 - E he won the gold medal for the 200 metres at the Paralympics.
 - F he was playing football, riding a bike and swimming.
 - G he was noticed by Brazil's youth talent team and he went to live and train in São Paulo.
 - H he began to use carbon fibre blades.



Lesson 7 Practise and prepare

Vocabulary and Speaking

- 1 Describe the sporting events in the photos. Use as many of the words in the word cloud as you can.

race world records cycling players
 athletics water sport ceremony
 spectators stadium winners and losers
 competitors athletes prizes team sport medals



Writing

- 2 Write notes about a sporting event you've seen live or on TV. Think about:

- the location
- the competitors
- the spectators
- the way it made you feel to watch or be there
- the winners and losers
- the prizes

Speaking

- 3 Work in groups.

Tell each other about the sporting event that you've seen – but don't mention the name of the sport. Ask and answer questions, and try to guess each other's sports.

Lessons 8–9 **Everyone cheered**

- Have you ever been to a stadium? What did you see?
- What kind of event would you like to see in a stadium?



Vocabulary

- 1 Replace the underlined phrases in the text with the words in the box.

anyone anything everyone everything no-one nothing

I've seen many sporting events, but not any thing was as exciting as when I saw Alan Oliveira win the gold medal for the 200 metres at the London Paralympics in 2012. I don't think a person thought he could win. But, he ran well, and he finished the race very strongly. For a moment, all of the people and things in the stadium went quiet. Not any person could believe it. Alan Oliveira had won gold. Then each person cheered. It was better than a thing I've ever seen in a stadium.

Use of English: Pronouns *everyone, anyone, no-one; everything, anything, nothing*

We usually use *anyone* and *anything* with negatives and questions.

everyone is the same as *everybody*

anyone is the same as *anybody*

no-one is the same as *nobody*

Everyone is going to be talking about it at school.

Did *anyone* go to the stadium?

No-one should ever give up.

Everything is brilliant. I've never heard *anything* like it.

Nothing stops these athletes.

- 2 Complete each sentence about the Paralympics with a word from the box.

everybody everything anybody anything nobody nothing

- 1 There were lots of events going on at the same time, but *everything* was very well organised.
- 2 The opening ceremony was brilliant. I've never seen _____ like it.
- 3 It was a fantastic event. _____ was really happy to be there.
- 4 We all got tickets, so _____ was disappointed.
- 5 A lot of people bought souvenirs like T-shirts and baseball caps. At the end of the evening, there was _____ left.
- 6 I was amazed that _____ could go so fast in a wheelchair.



Listening 41

- 3 Use pronouns to complete these sentences. Listen to the conversation between Jack and Justin and compare your answers.

- 1 _____ was cheering for the whole ninety minutes.
- 2 The first penalty changed _____.
- 3 The player just fell over. _____ could see that.
- 4 It wasn't as loud as a football match – _____ was shouting.

- 4 Listen to their conversation again. Answer the questions.

- 1 Which sport did they watch on TV last night?
- 2 What kind of game was it?
- 3 What was the result?
- 4 What do the boys think about the referee's decision?
- 5 Who did Justin go to see a tennis match with?
- 6 According to Justin, how does a tennis match compare with a football match?

Listening strategy

Try to guess the meaning of any words you don't know from the situation. For example:

nil *I can't believe the result.
Five-nil!*

draw *I thought it was going to be a draw. Both teams were playing well.*

Writing

- 5 Think of a sporting event you've enjoyed at school, on TV or in a stadium. Write your impressions of the event.

I've never seen anything like it!

It was brilliant / exciting / amazing / fantastic ...

Everybody / Nobody was ...

Everything / Nothing ...

When ..., everybody cheered / stood up.



Lessons 10–11 Higher, faster, further

- Do you know any world record holders? If you could hold the world record in something, what would it be?

WORLD RECORDS QUIZ

SPORT

- Which two countries have done best in the men's modern pentathlon in the Olympic Games?
 - China and Poland
 - Brazil and Norway
 - Sweden and Hungary
 - Japan and Australia
- What can athletes throw furthest?
 - the discus
 - the javelin
 - the shot put
 - the hammer
- Women have thrown the discus further in the Olympics than men. Why is this?
 - There isn't a men's discus event.
 - Women are better at throwing than men.
 - The women's discus is bigger than the men's discus.
 - The men's discus is twice as heavy as the women's discus.

NATURAL WORLD

- Which is the slowest moving animal?
 - a sloth
 - a giraffe
 - a chameleon
 - a tiger
- Which animal runs fastest over a short distance?
 - a lion
 - a cheetah
 - a leopard
 - a tiger
- Which animal is the largest land animal?
 - an African elephant
 - an Asian elephant
 - a polar bear
 - a rhinoceros
- Which bird lays the largest eggs?
 - the chicken
 - the ostrich
 - the bee hummingbird
 - the goose

Reading and speaking

- Do the World Records Quiz in small teams.
 - Organise your team. Start like this:
We need a team name. What shall we call ourselves?
Who's going to read out the questions?
Who's going to be team captain, to decide on the correct answers?
Who's going to write down the answers?
 - You will need a sheet of paper for your answer sheet. Write your team name at the top of it.

SCIENCE, TECHNOLOGY AND COMMUNICATION

- Which of these is true?
 - Light travels more slowly through air than through water.
 - Sound doesn't travel as quickly as light.
 - An Olympic sprinter runs faster than the speed of sound.
 - Red light travels more slowly than blue light.
- Which bridge takes longest to cross?
 - Jiaozhou Bay Bridge in eastern China
 - Lake Pontchartrain Bridge in Louisiana in the USA
 - Sydney Harbour Bridge in Australia
 - Tower Bridge in London in the UK
- In 2010, a paper plane flew higher than any paper plane before. How high did it fly? (Clue: It was launched by a large helium balloon!)
 - 500 m
 - 2 km
 - 7.4 km
 - 27.4 km





Listening 42

2 Listen and check the answers.

Use of English: Comparatives and superlatives of adverbs

We normally use *more* and *most* to make comparative and superlative adverbs.

*You can run the 400 metres **more quickly** than I can run the 200 metres.*

*The **most quickly** I've run 100 metres is 12.9 seconds. It's my personal best.*

Some comparatives and superlatives of adverbs end in *-er* and *-est*:

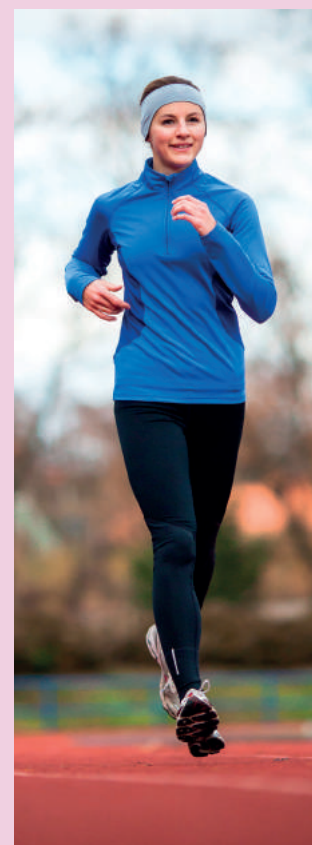
adverb	comparative	superlative
fast	faster	fastest
long	longer	longest
high	higher	highest

The following comparative and superlative adverbs are irregular:

adverb	comparative	superlative
well	better	(the) best
badly	worse	(the) worst
far	further	(the) furthest
much	more	(the) most

You can make negatives like this:

*Sound does **not** travel **as quickly as** light.*



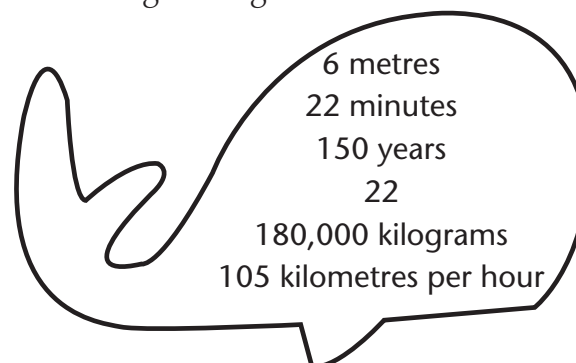
3 Complete the sentences with the correct comparative or superlative adverb.

- Sweden and Hungary have done *best* in the men's modern pentathlon.
- Athletes can throw the javelin _____ than the discus or the shot put.
- Cheetahs run _____ than lions or leopards. Leopards don't run _____ as lions or cheetahs.
- The bird that lays the _____ egg is the ostrich. It lays eggs much _____ than chickens.

Speaking and writing

4 Try and answer the questions. The answers are all inside the whale!

- How many hours does a koala sleep?
- How long can a seal stay underwater?
- How much does a blue whale weigh?
- How high can a dolphin jump?
- How fast can a cheetah run?
- How long can a giant tortoise live?



Lessons 12–13 **What can you do?**

- Do you know any animals that can run faster than humans?
- Which animals are stronger?

Reading

- 1 What do you know about the animals in the pictures? Why do you think they are included in this article? Read the text and find out.

Language tip

We use **can** to talk about ability:
Everyone knows that cheetahs can run faster than humans, ...

We use **could** for possible ability in the future:

... but they're not the only animals that could beat an Olympic sprinter.

ATHLETIC ANIMALS

Olympic athletes and world record holders are the fastest and the strongest humans on Earth. But some members of the animal kingdom can do much more.

SPEED Everyone knows that cheetahs can run faster than humans, but they're not the only animals that could beat an Olympic sprinter. Brown hares and patas monkeys can both run 100 metres faster than the human world record time. A North American pronghorn, which is a kind of antelope, can go even further at high speed. It can run for several kilometres at 65 kilometres per hour. When the long distance runner, Kenenisa Bekele, broke the world record in the 5000 metres in 2004, he ran at 23.76 kilometres per hour.

STRENGTH It's not surprising that large animals like elephants are stronger than humans, but when we look at their weight, some smaller creatures are even stronger. Olympic weightlifters can lift over 260 kilograms, but some insects can lift much more. A leaf-cutter ant can carry a piece of leaf that is fifty times heavier than its own weight. A rhinoceros beetle can lift an incredible 850 times more than its own weight. Can you imagine anyone doing that? How much could you lift?



- 2 Find the following in the text.

1 Three types of athlete:

2 Six types of mammal (*not including humans*):

3 Two types of insect:

4 Two race distances:

5 Two speed measurements:

6 One weight measurement:

- 3 Read the text again. Decide if these statements are true (T) or false (F), or if there is no information (NI)?

1 Humans can run 100 metres faster than cheetahs. ☐

2 Patas monkeys can run faster than humans over short distances. ☐

3 An athlete like Kenenisa Bekele runs more slowly than a pronghorn. ☐

4 Elephants can run faster than humans and brown hares. ☐

5 Leaf-cutter ants can lift 260 kilograms. ☐

6 Rhinoceros beetles are stronger than leaf-cutter ants. ☐



Listening 43

- 4 Listen to Kevin and Ryan's conversation. Read the sentences and choose the correct options.
- 1 Humans are better than cheetahs at running over **shorter** / **longer** distances.
 - 2 A marathon is **too far** / **too short** for Kevin.
 - 3 Kevin finished a **5000** / **1500** metres race in under six minutes.
 - 4 Kevin prefers **short** / **long** distance races.
 - 5 Kevin thinks he **can** / **can't** able to run 100 metres faster than 16 seconds.



- 5 Listen again. Complete the questions.
- 1 Which one do you think can run _____ ?
 - 2 _____ a cheetah run faster than a human over 5000 metres?
 - 3 What's your _____ time over 5000 metres?
 - 4 What's the fastest _____ run 100 metres?

Speaking

- 6 Think about something that you can do, and make notes about it. Work in pairs: have a conversation about your abilities. Ask and answer questions.
- A:** I can play the piano.
B: Can you read music?
A: Yes. I always read the music. But I can't play by ear.

Speaking tip

When you ask someone a question, listen carefully to the answer, so that you can be ready with a follow-up question. For example:

Ryan: How did it go?

Kevin: Not bad. I finished the race in just under six minutes.

Ryan: That's good. Did you win?

Lesson 14 Practise and prepare

Brainstorm

- 1 Imagine you are going to organise your school's sports day. Decide on the events you want to include and make plans for what will happen on the day. Think about how the teams will be organised and when the different events will be held on the day.

Planning

- 2 Make a plan of your school's sports day. Write down a list of the events and the times they will be held. Make notes about anything else that needs to be organised.
- 3 Pairwork – Work with a partner.
 - A: You are planning the school's sports day. Present your plan to the head teacher. Explain which events you want to include and the timetable, plus anything else that needs to be organised.
 - B: You are the head teacher. Listen to the plan. Ask questions and make suggestions. Then change roles.





Lesson 15 Review

Vocabulary

Sports

- 1 Use the words in the box to complete the report below.

100 metres athletics ceremony
trained medals

SPORTS NEWS

The inter-schools athletics competition

We're pleased to report a good result in the inter-schools ¹_____ competition. Our athletes ²_____ very hard in the weeks before the event, which was at the University athletics ground. There were thirty students in our athletics team. Our athletes competed in all the events and won a total of fifteen ³_____, including first place in the 4 x ⁴_____ relay. At the end of the afternoon, the school band played in the closing ⁵_____. Well done to all who took part.

- 2 Read the descriptions of people involved in sports events. Who are they?

- | | |
|---|----------|
| 1 people who are good at sports | athletes |
| 2 people who watch sports | s_____ |
| 3 people who take part in competitions | c_____ |
| 4 the best team or player | ch_____ |
| 5 the person you compete against | o_____ |
| 6 the person who takes first place in a competition | w_____ |

Use of English

- 3 Write these sentences using the past simple.

1 He (*not practise*) enough so he (*lose*) the match.

He didn't practise enough so he lost the match.

2 I (*not play*) for a long time so I (*not win*) the tennis match.

3 She (*go*) to the gym.

4 We (*arrive*) late.

5 I (*leave*) the tickets at home, so we (*not see*) the race.

6 She (*not drink*) enough water, so she (*get*) ill.

- 4 Complete the sentences using a pronoun beginning with *every-*, *any-* or *no-*.

1 *Everyone* knows the answer to that question. It's really easy.

2 I've got tickets for Saturday's match. Is _____ interested?

3 I'm bored. There's _____ to do.

4 I didn't buy _____ because I didn't have any money.

5 It was a really difficult Maths problem. _____ got the answer right.

6 _____ can learn to ride a bike. It's simple!

7 He's really good at quizzes. He knows _____.

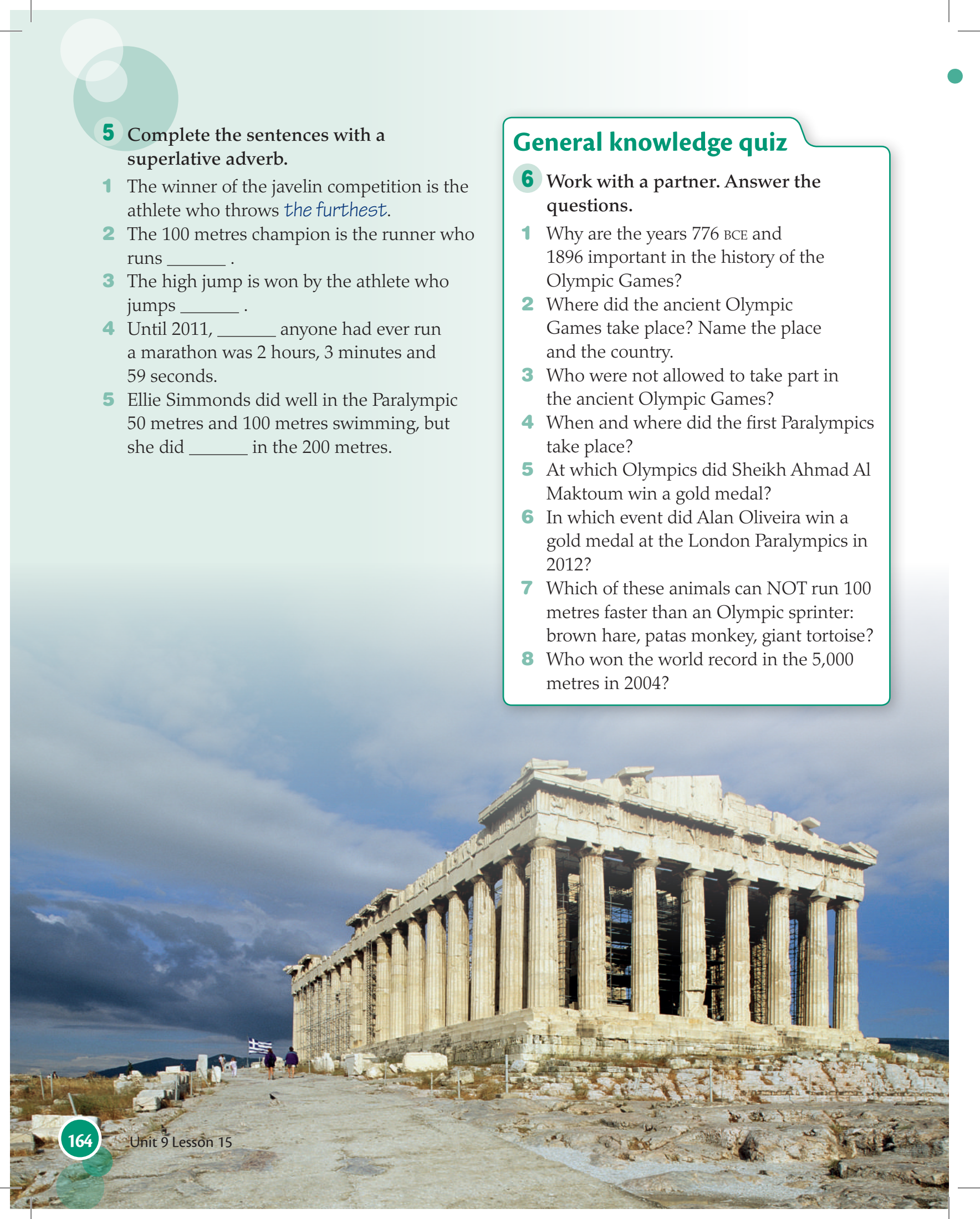
5 Complete the sentences with a superlative adverb.

- 1** The winner of the javelin competition is the athlete who throws *the furthest*.
- 2** The 100 metres champion is the runner who runs _____.
- 3** The high jump is won by the athlete who jumps _____.
- 4** Until 2011, _____ anyone had ever run a marathon was 2 hours, 3 minutes and 59 seconds.
- 5** Ellie Simmonds did well in the Paralympic 50 metres and 100 metres swimming, but she did _____ in the 200 metres.

General knowledge quiz

6 Work with a partner. Answer the questions.

- 1** Why are the years 776 BCE and 1896 important in the history of the Olympic Games?
- 2** Where did the ancient Olympic Games take place? Name the place and the country.
- 3** Who were not allowed to take part in the ancient Olympic Games?
- 4** When and where did the first Paralympics take place?
- 5** At which Olympics did Sheikh Ahmad Al Maktoum win a gold medal?
- 6** In which event did Alan Oliveira win a gold medal at the London Paralympics in 2012?
- 7** Which of these animals can NOT run 100 metres faster than an Olympic sprinter: brown hare, patas monkey, giant tortoise?
- 8** Who won the world record in the 5,000 metres in 2004?





Lessons 16–17 Project

- 1 Work in groups. Take it in turns to read the paragraphs in the biography. Listen and put the headings in the right places.

Records and medals Childhood
Early races Introduction
Marathons

- 2 Look at the list of things that can be included in a biography of an athlete. Tick the ones that you can find in the biography of Kenenisa Bekele.

- ☒ Year of birth
- ☐ Home country
- ☐ Childhood experiences
- ☐ Other family members
- ☐ Education
- ☐ Heroes
- ☐ Early success
- ☐ Medals and awards
- ☐ World records
- ☐ Problems and disappointments
- ☐ Wife/Husband
- ☐ Children
- ☐ Retirement

Vocabulary

biography: the life story of a person written by someone else.

autobiography: the life story of a person written by that person.



(1) _____

Kenenisa Bekele is one of the greatest long-distance runners of all time. He has broken world records, and he has won races at the Olympics, the World Championships of Athletics and at big city marathons.

(2) _____

He was born in Ethiopia in 1982. His father was a farmer, but from a young age, Bekele wanted to be a runner.

(3) _____

When he was 19, Bekele won the world junior 3,000 metre race. The next year, he won races at the World Cross-Country Championships. The year after that, Bekele won the 10,000 metre race at the World Championships of Athletics. He became a major star in the world of long distance running.

(4) _____

Just before the Athens Olympics in 2004, Bekele ran two races: the 5,000 metre and 10,000 metre. In both races, he broke the world record. Next, he won the 10,000 metre final at the Olympics. Four years later, at the Beijing Olympics in 2008, Bekele won both the 5,000 metre and the 10,000 metre races.

(5) _____

Bekele finished fourth in the 10,000 metre race at the London Olympics in 2012. He won the Great North Run half-marathon in 2013, and he also won marathons in Paris in 2014 and in Berlin in 2016. His finishing time in Berlin was an incredible 2 hours, 3 minutes and 3 seconds.

Prepare

- 3** You are going to prepare a biography of an athlete to present to the rest of the class. In your group:
 - Choose an athlete that you all admire.
 - Find out as much as you can about them (try to find information for most of the headings in activity 2).
 - Look for images of the athlete that you can use in your presentation.
- 4** In your group, gather together the information and images you have found about your athlete and prepare the presentation of the biography.

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

- Introduction
- Birth
- Childhood
- Early life
- Records, medals, awards
- Family
- Recent life

Presentation

- 5** As a group, present your biography of an athlete to the rest of the class. Be prepared to answer questions at the end of your presentation.

We're going to talk about ..., one of the greatest ... of all time.

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

Why did you choose ... ?

What do you think he/she will achieve next?

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

1 = strongly disagree

2 = disagree

3 = not sure

4 = agree

5 = strongly agree

- We introduced the athlete and explained why they are significant.
- We talked about the athlete's early life.
- We described the athlete's major achievements.
- We presented the information in a way that was clear and easy to follow.
- We included images from the athlete's life.
- We were able to answer questions about our biography of the athlete.

Wordlists

Unit 6

abbreviation

noun

absolutely

adverb

arid

adjective

arrive at

verb

astronaut

noun

astronomy

noun

atlas

noun

avalanche

noun

basis

noun

be by + *place*

verb

behind

preposition

boat

noun

boulevard

noun

browse

verb

car park

noun

carriage

noun

catalogue

noun

change to

verb

change for

verb

circle

verb

coast

noun

coincidence

noun

come into

verb

contour

noun

conventional

adjective

commuter

noun

compass

noun

cinema

noun

daily

adjective

definitely

adverb

dhow

noun

direction

noun

drive back

verb

dune

noun

east

noun

evolution

noun

expedition

noun

extensive

adjective

figure

noun

fitness mad

adjective

floor

noun

floor plan

noun

folktale

noun

get off

verb

get on

verb

get to

verb

go back

verb

guided

adjective

gym

noun

heated

adjective

help desk

noun

highway

noun

hover

verb

key

noun

knock

verb

ledge

noun

legend

noun

lower

verb

hotel

noun

line

noun

mad about

adjective

magazine

noun

magnificent

adjective

map

noun

Mars

noun

metro station

noun

mission

noun

moral

noun

museum

noun

mobile phone signal

noun

nervous

adjective

north	noun	street	noun
outrun	verb	theme	noun
passenger	noun	throughout	preposition
peninsula	noun	tour	noun
periodical	noun	towards	adverb
pick someone up	verb	treat someone	verb
place	noun	Tube	noun
playground	noun	unconscious	adjective
police station	noun	underground	adjective
post office	noun	via	preposition
psychology	noun	voyage	noun
restaurant	noun	walk around	verb
reference book	noun	wave	verb
reputation	noun	west	noun
rescue services	noun		
road	noun	Phrase list	
road sign	noun	at the front	
rope	noun	at the back	
route	noun	bigger than	
rush	verb	broken bones	
rush hour	noun	centre of learning	
sail along	verb	for sure	
satellite	noun	get out of the path of	
scale	noun	I didn't quite catch that	
scientific	adjective	falling rocks	
scientist	noun	in charge of	
seat	noun	in front of	
section	noun	in his teens	
shade	noun	in the middle of	
shelf	noun	more important than	
shopping mall	noun	no question	
skyscraper	noun	not as big as	
snowboarding	noun	on a daily basis	
south	noun	on board	
space probe	noun	on the Red line	
stop	noun	on the left	

on the right
pitch darkness
sense of direction
Social Sciences
speak to you later
you're breaking up
what did you say?
without a doubt
with full force

Unit 7

alternative sources	noun
apple juice	noun
athletes	noun
balance	adjective
balanced diet	adjective
biscuit	noun
blood	noun
brain	noun
breathe	verb
cake	noun
calcium	noun
carbohydrates	noun
chemical reactions	noun
chocolate	noun
coffee	noun
concentration	noun
confusion	noun
crisps	noun
daily routine	noun
dairy products	noun
dehydrated	adjective
dehydration	noun
diet	noun
doughnut	noun
dried fruit	noun

eggs	noun
endorphins	noun
energy	noun
essential	adjective
evaporation	noun
exercise	noun
fat	noun
few	quantifier
fish	noun
fitness	noun
fizzy pop	noun
food	noun
fluids	noun
fruit	noun
grapes	noun
ice-cream	noun
input	noun
irritability	noun
iron	noun
junk food	noun
long-distance runners	noun
meat	noun
milk	noun
milkshake	noun
minerals	noun
nutrients	noun
nuts	noun
orange juice	noun
output	noun
oxygen	noun
physical activity	noun
physically active	adjective
plenty	quantifier
protein	noun
pulses	noun
raisin bread	noun

rice cakes	noun
salt	noun
several	quantifier
scone	noun
smoothie	noun
sport	noun
sports drink	noun
squash	noun
stamina	noun
starchy	adjective
strength	noun
sugar	noun
suppleness	noun
sweat	noun
sweets	noun
tea	noun
unsweetened popcorn	noun
vegetables	noun
vegetarian	noun
vitamins	noun
water	noun
wholemeal	adjective

Phrase list

Protein is used for...
 I like... I never eat...
 You could/should...
 It is important that...
 I think that...
 five times a day
 fairly small amounts
 once a week
 You should... because...

Unit 8

ability	noun
amphibian	noun
attack	verb
beak	noun
bird	noun
birds of prey	noun
breathe	verb
breed	verb
butterfly	noun
camel	noun
carnivore	noun
chameleon	noun
climate change	noun
curly	adjective
diet	noun
duck	noun
easy-going	noun
elephant	noun
environment	noun
feather	noun
fins	noun
fish	noun
flooding	noun
fox	noun
frog	noun
fur	noun
gills	noun
global warming	noun
goat	noun
goose	noun
habitat	noun
horse	noun
hunt	verb
hunter	noun
independent	adjective

inherited	adjective
interest	noun
kangaroo	noun
leopard	noun
lion	noun
lungs	noun
mammal	noun
marine	adjective
melt	verb
nocturnal	adjective
ostrich	noun
panda	noun
paw	noun
penguin	noun
prey	noun
rabbit	noun
reptile	noun
roadrunner	noun
scales	noun
shark	noun
sheep	noun
shell	noun
shrinking	adjective
skin	noun
sloth	noun
snake	noun
spider	noun
starving	adjective
straight	adjective
survive	verb
tiger	noun
trap	verb
whale	noun
wild	noun
zebra	noun

Phrase list

constant body temperature
fact file
lay eggs
so am I
so do I
special bond

Unit 9

achieve	verb
amazing	adjective
amputate	verb
animal kingdom	noun
antelope	noun
athlete	noun
athletics	noun
atmosphere	noun
autobiography	noun
average speed	noun
award	noun
awards ceremony	noun
biography	noun
body weight	noun
boxing	noun
brilliant	adjective
brown hare	noun
bus stop	noun
carbon fibre blades	noun
career	noun
ceremony	noun
champion	noun
chariot	noun
chariot racing	noun
cheer	verb
cheetah	noun

clay target	noun	impressive	adjective
compete	verb	incredible	adjective
competitor	noun	inspiration	noun
condor	noun	jacket	noun
course	noun	javelin	noun
creature	noun	jump	verb
cycling	noun	kangaroo	noun
decision	noun	knee	noun
dinghy	noun	leaf-cutter ant	noun
disabled	adjective	leopard	noun
disappointing	adjective	light	adjective
disc	noun	lion	noun
discus	noun	local	adjective
dolphin	noun	long jump	noun
double trap	noun	loser	noun
draw	verb	marathon	noun
elephant	noun	match	verb
Ethiopia	noun	medal	noun
event	noun	metal bar	noun
exciting	adjective	mynah bird	noun
expert	noun	nil	noun
fantastic	adjective	notice	verb
favourite	noun	oar	noun
feast	noun	olive	noun
finish line	noun	Olympic Games	noun
football	noun	opening ceremony	noun
gloves	noun	opponent	noun
goggles	noun	organised	adjective
Greece	noun	paper plane	noun
gymnasium	noun	para-athlete	noun
halfway	adverb	Paralympics	noun
hammer	noun	parrot	noun
helium balloon	noun	patas monkey	noun
hero	noun	penalty	noun
high/long jump	noun	pentathlon	noun
imagine	verb	player	noun

polar bear	noun	take part	phrasal verb
prize	noun	take place	phrasal verb
pronghorn	noun	take the lead	phrase
quiz	noun	TBC	abbreviation
race	noun	team sport	noun
referee	noun	tears	noun
relay	noun	tennis	noun
retirement	noun	timetable	noun
rhinoceros beetle	noun	track	noun
rowing	noun	train	verb
running	noun	training	noun
sailing	noun	underwater	adjective
score	verb	venue	noun
seal	noun	water sport	noun
several	determiner	weightlifting	noun
shooter	noun	wheelchair	noun
shooting	noun	win	verb
short/long distance	noun	winner	noun
shot put	noun	wooden leg	noun
shotgun	noun	world record	noun
significant	adjective	wrestling	noun
similar	adjective		
sloth	noun		
sound	noun		
souvenir	noun		
spectator	noun		
sporting event	noun		
sports day	noun		
sports ground	noun		
sprint	verb		
sprinter	noun		
sprinting	noun		
stadium	noun		
strength	noun		
stroke	noun		
swimming	noun		

Audioscript

Unit 6

TRACK 27

Conversation 1

Ahmed: Hey, Saif. I haven't seen you for ages.

Saif: Ahmed. Good to hear from you.

Ahmed: Where are you? At home?

Saif: Now? No, I'm in the city centre.

Ahmed: What are you doing?

Saif: I'm in the bank. You know we're going to England next week? So, I've come here to change some money.

Conversation 2

Yousif: Mohammed? It's me. Where are you?

Mohammed: Hi Yousif. I'm at the police academy.

Yousif: Really? I thought you were going to the cinema.

Mohammed: Yes, I am later. You know my cousin Safwan? I came here to visit him. He's training to be a police officer. We're going to the cinema this evening.

Conversation 3

Murad: Hi Khaled.

Khaled: Hi, Murad. How are you?

Murad: Fine thanks. It's loud there - are you in a metro station?

Khaled: No, I'm in the mall.

Murad: What are you doing? Shopping again?

Khaled: Yes. I need a new watch, so I came here to buy one.

TRACK 28

Yousif: Hi, Ben. Where are you?

Ben: Hi Yousif. I've just arrived in Dubai. I'm on the metro from the airport. I'm coming into Deira City Centre now.

Yousif: OK. Let's meet later.

Ben: Yes, that'd be good. Listen, can you help me? I'm meeting someone near the Dhow Palace hotel.

Yousif: Sorry, you're breaking up.

Ben: Bad line - sorry. I said, Dhow Palace hotel.

Yousif: Right, I know it. It's easy. You need to get to Al Fahidi.

Ben: Sorry, what did you say?

Yousif: Al Fahidi. It's on the Green Line. You need to change to the Green Line.

Ben: Green Line. OK. So how do I get there? You know I'm not good with maps and directions.

Yousif: You have two choices. You can change at Union, which is the stop after Rigga or at Bur Juman.

Ben: Sorry, I didn't quite catch that. Bur ...?

Yousif: Bur Juman. That's probably the easiest, in fact. Then you get off at the next stop.

Ben: That's great. Thanks for your help.

Yousif: You're welcome. Call me when you have some free time.

Ben: I will. Speak to you later.

TRACK 29

Do you find maps confusing? You're not alone. Here's our quick guide to how to use a map.

Firstly, you have to choose the right map. Drivers need road maps, tourists want maps that show the main attractions, and pilots need maps that show important landmarks like rivers, mountains, towns and cities. Secondly, you need to know that maps have scales, and the scales are different on different maps. If you don't know the scale, you might think two places are close on the map, but they might be far apart in reality. Next, another very important thing to understand is the contour lines. These contour lines tell you how flat or hilly a place is. If the lines are close together, it is hilly. Finally, the fourth key point: of course, it's also important to understand the signs and symbols - and here the legend or key is useful. These tell you what everything means. They include symbols like car parks, and colours to indicate rivers, seas, mountains and so on. So, now you know how to use a map to make sure you don't get lost when you are in a new place.

TRACK 30

Speaker 1: My sense of direction is really poor. I have to do even the shortest journeys 10-20 times before I can remember the way, and I can easily get confused going from one room to another in a museum. The signs aren't always clear, and maps just don't make sense to me at all.

Speaker 2: I'm famous in my family. I confuse left and right sometimes. I got lost yesterday going home after a film and I was so embarrassed. I was literally going round in circles. This happens to me a lot. When I take the metro, I sometimes find I'm going the wrong way - and everyone says the metro is easy to use.

Speaker 3: I never get lost. Why? Because I have a phone. If you have a phone, you have GPS and maps so you can always find where you are. Even without my phone, I don't get lost, not really. So, my sense of direction is pretty good, I think.

Speaker 4: My dad has a great sense of direction. Even in a foreign country, he quickly knows which way to go to get anywhere. He says he always knows which way is north or south. He can do that without looking at a map or using a phone. I'm quite similar, I think. I can't remember the last time I got lost or couldn't find my way somewhere.

Speaker 5: The other day I was in a shopping mall and I got really lost. I couldn't find the exit. It is the same at school. When other kids run around and get from A to B easily, I have to go with a friend otherwise I go the wrong direction and end up in a different room to where I want to be.

Speaker 6: I'm OK when I'm somewhere I know, but it's a bit different when I go somewhere for the first time, like when I am in a city that is new for me. I haven't actually got lost, so I think my sense of direction is all right. I always have a map with me in case, and I often ask people for directions, just to be sure.

TRACK 31

There was a dramatic rescue in the mountains yesterday. The weather conditions were not good: it was snowing heavily. Thirty-year-old Ben Akintola was skiing when an avalanche started. The avalanche hit him and knocked him unconscious. When he woke in the middle of the night, he was lying in the middle of a frozen lake. He managed to phone a friend who called the French rescue services. They sent out a helicopter. The helicopter pilot was looking for Ben when he suddenly saw Ben's bright yellow ski jacket. The pilot took Ben to hospital where he is being treated for a broken leg. He is spending a second night in hospital and is expected to return home soon.

Unit 7

TRACK 32

Teacher: Thank you, Nadia, for that interesting talk about how to be healthy. Now, class, have you got any interesting questions for Nadia?

Student A: You said we shouldn't eat junk food for breakfast. What do you mean exactly?

Nadia: By junk food, I mean things like burgers and chips.

Student A: Why are they bad for you?

Nadia: Because they contain a lot of salt and fat and they don't give you the vitamins and minerals that you need. You need to eat healthily at breakfast time to prepare your body and mind well for the day.

Student B: You said we need iron, but I can't remember why.

Nadia: We need it to help the blood carry oxygen around our bodies.

Student B: OK. And how do we get iron?

Nadia: Good question. Iron is a mineral. You get it in some foods, such as meat, eggs, some fruit and vegetables.

Student C: How much sleep do we need?

Nadia: Well, at your age, that is 12 or 13 years old, you should have at least eight hours every night. If you can get nine hours sleep, that's even better than eight hours.

Student C: Oh. What happens if we don't have enough sleep?

Nadia: Your brain doesn't work as well as it should. And your memory can get worse, so you can't remember things easily.

TRACK 33

Interviewer: What is energy?

Scientist: Energy comes from different sources – for a car it comes from petrol, to make our houses warm it comes from gas or electricity, and for our bodies it comes from food and drink.

Interviewer: Why do we need energy?

Scientist: We need energy for our bodies to work and be healthy. For example, it helps move blood and oxygen around the body and it keeps our hair, skin and bones healthy. We even need energy when we're doing nothing and when we're asleep!

Interviewer: How much energy do we need?

Scientist: Different people need different amounts of energy. It depends on how old a person is. It also depends on how active they are. People who are less physically active use less energy than people who are active. People who are less active need to eat less.

Interviewer: Why is getting a balance important?

Scientist: The body uses more energy when it is active because it needs to work harder. So the amount of energy you use from your food is higher when you are active. Eating too little food if you are very active could mean that you do not stay a healthy weight.

TRACK 34

Hussain: Are you coming to the sports club after school Rashid?

Rashid: No way! I've got better things to do with my time. What's the point?

Hussain: You'd enjoy it! Did you know that physical activity makes chemicals in your body that make you feel good?

Rashid: I can't be bothered Hussain. It's not fun to be hot and I don't like playing sports.

Hussain: You should just give it a try. You might make some new friends and have fun.

Rashid: All that showering and changing takes too much time and effort Hussain.

Hussain: That's a rubbish excuse Rashid! Exercise is very important. It can improve your health and your happiness as well as developing your problem solving skills.

Unit 8

TRACK 35

Narrator: The roadrunner lives on land and doesn't often fly. It has very strong legs and can run at speeds of up to 32 kilometres per hour. It has a very sharp beak. It can kill a snake with one bite. The roadrunner lives in the desert in the north of Mexico and in the south-west of the USA.

The green tree frog has sticky toes so it can hang on smooth leaves and branches. It's so small and light that a leaf can take its weight. Most adult frogs can change their colour.

The sloth moves very slowly. It can't run away from other animals so it hides. It hangs upside down under the branches of trees so that it can't be seen. The sloth's fur grows down from its stomach to its back so that the rain runs off more easily. Sloths live in the forests of Central and South America.

Many people think chameleons change colour so that they can't be seen by other animals. But scientists disagree. Their studies show that light, temperature and mood cause chameleons to change colour. Chameleons also change colour to help them communicate with other chameleons. Their eyes can move through a full 360-degree circle so that they can see all around them. The name chameleon comes from the Greek words *chamai* (on the earth) and *leon* (lion). So their name means 'earth lion'.

The Siamese fighting fish are known for their brilliant colours and their large fins. It's the male fish which looks after the young fish, not the female. As their name suggests, they fight – sometimes until one of them dies. They can live for up to nine years.

TRACK 36

Haya: Hi Reem! What did you do last night?

Reem: Oh, hi there Haya. I watched a TV programme about sea animals and what happens to them when rubbish is in the sea. It was so sad because I love animals.

Haya: So do I. But what sort of rubbish was there in the sea?

Reem: All kinds of rubbish. There were tin cans, plastic bags and bottles. There were even old shoes lying on the sea bed.

Haya: Why is there rubbish in the sea?

Reem: Well, people don't put rubbish in bins, so the wind blows it into the sea. It floats on the surface or sinks to the sea floor and animals eat it. Even sea birds get plastic stuck on their necks and feet.

Haya: That's terrible. What can we do to stop this?

Reem: I know! Why don't we ask our teacher if our class can make posters about recycling rubbish?

Haya: That sounds like a great idea! Maybe we could put the posters up in school.

Reem: I'm very happy we can do something to help the sea animals.

Haya: So am I!

TRACK 37

Khalid: Let's complete our fact file about polar bears shall we Latif?

Latif: OK. What facts shall we include?

Khalid: I know. Polar bears have 42 teeth. I didn't know that!

Latif: Neither did I. Do you know that polar bears are the largest carnivore that lives on the land?

Khalid: What is a carnivore?

Latif: A carnivore is an animal that eats meat.

Khalid: Interesting. What is our final fact?

Latif: How about polar bears have an excellent sense of smell? They can smell seals more than a kilometre away.

Khalid: Great. All finished.

TRACK 38

Conversation 1

Nada: Oh Rose, I loved the play!

Rose: Did you like it, Nada? I thought it was great too.

Nada: It was so exciting; I wanted to cry at the end.

Rose: Me too, the play was even better than the book.

Nada: I really liked Joey, who did you like Rose?

Rose: My favourite character was definitely Albert, he was so kind and caring.

Conversation 2

Ismail: I think it is cruel to use animals in films.

Fahad: Why do you say that Ismail?

Ismail: Well, the animals don't choose to be in the film and I worry they are hurt sometimes.

Fahad: I think they will be cared for and there are lots of rules to make sure the animals are happy.

Ismail: But if there is a fight in the movie, how will the animals know that it is not real? Will they be scared?

Fahad: I don't think so, I think they are well looked after.

Conversation 3

Mia: I am reading an amazing book.

Dalia: Oh yes? What is it called, Mia?

Mia: It is called Ajwan and it is by Noura al Noman. It is so great. It is a science fiction book and I can't stop reading it.

Dalia: I think I've heard about this book.

Mia: You can borrow it when I have finished reading it.

Unit 9

TRACK 39

Presenter: The ancient Olympics had track and field events like running and jumping and throwing, but the modern Olympics also includes many other kinds of sports.

Sailing became an Olympic sport at the Paris Games in 1900, and there are now many different sailing events. One example is the one-person dinghy. A dinghy is a small sailing boat. This event is a type of 'fleet racing'. This is when sailors race in boats of the same size and weight, around a fixed course. The course is designed to be very difficult and the sailors often have to sail against the wind. The British sailor, Ben Ainslie, has won gold or silver medals at five different Olympics: Atlanta, Sydney, Athens, Beijing and London.

Another popular Olympic sport is shooting. It was included in the first modern Games in Athens in 1896, and today there are now 15 different shooting events at the Olympics. In the double trap event, shooters use a shotgun to hit clay targets. It is very difficult to hit the targets because they are moving at high speed away from the shooter. Sheikh Ahmad Al Maktoum, from the UAE, won the gold medal for the double trap at the Athens Olympics in 2004. The year before, he had won the World Cup final in Rome.

TRACK 40

Alan Oliveira was born in Marabá, in Pará, Brazil in 1992. As a young baby he was very ill and when he was only three weeks old he had both legs amputated below the knee.

However, by the age of two he had learned to walk using wooden legs and, by the age of four, he was playing football, riding a bike and swimming.

When he was eight years old, Alan saw a famous Brazilian sprinter, Robson Caetano da Silva, on TV and he knew that he wanted to run too. He began to compete using wooden legs that were not at all good for sprinting. But he kept on running. At school, he started doing athletics with other children and he could run as fast as any of them.

When Alan was 13 years old, he was noticed by Brazil's youth talent team and he went to live and train in São Paulo. He began to use carbon fibre blades at the age of 15, shortly before competing in his first Paralympics in Beijing in 2008. In 2012 he won the gold medal for the 200 metres at the London Paralympics.

TRACK 41

Jack: Did you see the football game on TV last night, Justin?

Justin: Yes, it was amazing. I can't believe the result. Five-nil! In a cup final! Unbelievable.

Jack: My cousin was actually at the stadium. He said the atmosphere was incredible. Everyone was cheering for the whole ninety minutes.

Justin: At the start, I thought it was going to be a draw. Both teams were playing well.

Jack: I know what you mean. The first penalty changed everything.

Justin: It was a bad decision by the referee. The player just fell over. Anybody could see that. It was a great match though.

Jack: Definitely. I really want to watch a football match at a stadium one day. Don't you, Justin?

Justin: Yes. I went to see a tennis match last year with my dad.

Jack: What was it like?

Justin: Brilliant. It wasn't as loud as a football match – no-one was shouting. And the stadium was smaller, but it was a really exciting game.

Jack: Is it better to watch it live than on TV?

Justin: I think so, but TV's pretty good too.

TRACK 42

Quiz Master: How did you do in the World Records Quiz? Here are the answers. We're starting with sport.

Number one: The countries which have done best in the men's modern pentathlon since it was introduced at the modern Olympic Games are ... Sweden and Hungary.

Number two: Athletes can throw the javelin further than the discus or the shot put. So the answer is: the javelin.

Number three: So, in the Olympics, women have thrown the discus further than men. Why?

Well the reason is that the men's discus is twice as heavy as the women's discus.

Now, we move on to the natural world. Number four: The slowest moving animal at a record speed of only 0.005 kilometres an hour is ... the sloth. Next question.

Number five: Which animal runs fastest over a short distance? It's a cheetah. A cheetah can run at 105 km per hour.

Number six: Which animal is the largest land animal? Well, it is, of course, an elephant. It's the African elephant which weighs 6,000 kilograms.

Number seven: Which bird lays the largest egg? Now, unsurprisingly, the largest bird is the ostrich and it does in fact lay the largest egg. An ostrich egg is just over 15 centimetres round and nearly 13 centimetres tall. It weighs between one and two and a half kilos. That's nearly as much as 24 chickens' eggs!

So let's move on to science, technology and communication.

Number eight: Sound doesn't travel as quickly as light, so the answer is b. In fact, the speed of light is a million times faster than the speed of sound. And the speed of sound is a hundred times faster than an Olympic sprinter.

Number nine: Which bridge takes longest to cross? The answer is a, the Jiaozhou Bay Bridge in eastern China. It's the longest sea bridge in the world. It's 42 kilometres long. The Lake Pontchartrain Bridge in Louisiana, in the USA, is just over 38 kilometres. The Sydney Harbour Bridge is just over one kilometre long.

And finally number ten: In 2010, a paper plane flew higher than any paper plane before. How high did it fly? The flight took place in Spain, near Madrid. The plane was launched using a large helium balloon. It took 90 minutes to climb to 27.4 kilometres before the balloon burst. The plane took another 90 minutes to come gently back down to earth. So, the answer is about 27.4 kilometres.

TRACK 43

Kevin: Imagine a race between an Olympic sprinter and a cheetah. Which one do you think can run the fastest?

Ryan: That's easy. A cheetah can run faster than a sprinter.

Kevin: Correct, but what about a longer distance? Can a cheetah run faster than a human over 5000 metres?

Ryan: Of course!

Kevin: Actually, they can't. A cheetah can only run fast over short distances. Humans are better over longer distances, like the 5000 metres or even a marathon.

Ryan: Could you ever run a marathon, Kevin?

Kevin: Running for over 42 kilometres? No way! It's much too far for me.

Ryan: But you're a good runner, Kevin. What's your best time over 5000 metres?

Kevin: I don't know. I've never run that far. I have run a 1500 metre race though.

Ryan: How did it go?

Kevin: Not bad. I finished the race in just under six minutes.

Ryan: That's good. Did you win?

Kevin: No, I came second. But 1500 metres is not my favourite distance. I think I'm better at sprinting.

Ryan: What's the fastest you can run 100 metres?

Kevin: Last summer, I ran 100 metres in 16 seconds, but I think I can run faster than that now.

Ryan: That's fast.

Kevin: Not as fast as a cheetah though.

Ryan: Don't worry. I don't think you'll ever be in a race with a cheetah. Race you to the bus stop?

Kevin: Sure, why not?

Ryan: On your marks. Get set. Go!

