



United Arab Emirates
Ministry of Education



Bridge to Success

Workbook

8

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Term 3 material 2017

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51 / _____

Unit 10 Great expeditions

Lessons 1–2 The *Titanic*

1 Match the words or phrases from the text with their meaning. Look at the words or phrases in the text to help you.

| | |
|-----------------|--|
| 1 luxurious | a sank |
| 2 liner | b to stay alive in a dangerous situation |
| 3 maiden voyage | c a large ship for carrying passengers on long distances |
| 4 struck | d hit (past tense) |
| 5 went down | e acting in a way that shows you will do anything because you are in a bad situation |
| 6 desperately | f very expensive and comfortable |
| 7 survive | g the first journey of a new ship or plane |

2 Read the Language tip on page 163 of the Coursebook and find compound nouns in the text that mean the following:

- 1 a very large piece of ice floating in the sea _____
- 2 a small boat kept for emergencies _____
- 3 the title of a newspaper story _____
- 4 paper with writing about the news, usually published daily or weekly _____

3 The word *telegram* is made of two parts but it is not a compound noun. The first part 'tele' is a prefix; it gives the meaning 'at a distance' to the word. It can be the first part of several words. Can you think of these 'tele' words? You can use a dictionary to help.

- 1 something you watch to see pictures that have been sent over a distance _____
- 2 something you use to talk to people who are at a distance _____
- 3 something you look through to see better things at a distance _____
- 4 the science and technology of sending information over a distance _____



4 Read the text about a 19th century female explorer called Mary Kingsley and look at the Use of English box on page 164 of the Coursebook. Circle the correct past tense.

In 1895, Mary Kingsley *arrived / has arrived*¹¹¹ on the west coast of Africa. Her plan was to travel up the Ogooué River into Gabon. She *has studied / had studied*¹²¹ in England and *she wanted / has*¹³¹ wanted to study the way people lived in that part of the world.

On June 5th, *she left / was leaving*¹⁴¹ the port of Glass and travelled by river to Ndjole. From there, she continued her journey by canoe because passenger boats *didn't go / haven't gone*¹⁵¹ further.

Sometimes, as she *has travelled / was travelling*¹⁶¹ up the river, *she stopped / was stopping*¹⁷¹ to collect samples of fish. She brought back 65 different types of fish. Three of them *named / were named*¹⁸¹ after her.

Mary Kingsley went to parts of Africa where no-one *ever saw / had ever seen*¹⁹¹ a European woman before. Her book, 'Travels in Africa', *published / was published*²⁰¹ in 1897.



Mary Kingsley

5 Use the text about Mary Kingsley to write the questions for these answers.

Pay attention to the correct use of past tense forms.

1 Q *Where did Mary Kingsley go in 1895?*

A To the west coast of Africa.

2 Q _____ before she went on her expedition?

A In England.

3 Q _____

A To travel up the Ogooué River.

4 Q _____

A The way people lived in that part of the world.

5 Q _____

A 65.

6 Q _____

A In 1897.



Lessons 3–4 Exploring the seas

1 Circle the correct meaning of the word in **bold** in each sentence.

- 1 The **wreck** of the *Titanic*, which had sunk in April 1912, was found near the coast of Newfoundland, Canada.
 - a the main part of a boat or ship
 - b a ship that has been damaged and has sunk to the sea bed
 - c the valuable things being carried on a ship
- 2 In 1986, a three-person **submersible** went down to the wreck, to explore it.
 - a an inflatable lifeboat
 - b a large scuba-diving suit
 - c a small vehicle that can go down very deep in the ocean
- 3 Since then, there have been several **expeditions** which have brought back 6000 objects.
 - a sales of special items
 - b short sailing trips
 - c organised long journeys which have a particular purpose
- 4 They found objects such as china, jewellery, the ship's bell, a whistle, silver, letters and other personal **belongings**.
 - a the things that you own
 - b all your clothes
 - c expensive old things
- 5 My great-great-grandfather died when the ship went down, so the ship is really his **grave**.
 - a a serious place
 - b a place where a dead body is buried
 - c a special possession
- 6 Two people recently went down in a submersible and had their wedding on the **deck** of the *Titanic*.
 - a the wide, flat part of a boat or ship on which you can walk around
 - b the bottom of a ship or boat
 - c a special cabin



2 Find words and phrases in **bold** in the text *The Lion of the Seas* that mean the following:

- 1 areas of water next to the land where ships can stop _____
- 2 areas of land along the edge of a sea _____
- 3 as well as _____
- 4 wrote down what he had learned _____
- 5 had a book printed and sold _____
- 6 travelling around an area to learn about it _____
- 7 the study of stars and planets _____
- 8 groups of words or sentences that form one section of a poem _____

3 Find verbs in the text in these tenses. (Do not include *is*, *was* or *were*.) Use the *Use of English* box on page 164 to help you.

- 1 past simple _____
- 2 past simple passive _____
- 3 past continuous _____
- 4 past perfect _____
- 5 present perfect _____

4 *Ibn Majid* was a man of action and thought.
Find examples of his action and thought in the text.

| action | thought |
|-------------------------|---------------------------|
| many <i>expeditions</i> | published nearly 40 books |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |





Lessons 5–6 The travels of Ibn Jubayr

37 **1** Listen to the first part of the story of Ibn Jubayr's travels and choose the correct answers.

1 After he left home, Ibn Jubayr travelled first to
a Granada. b Morocco. c Cueta.

2 He travelled to Alexandria
a by boat. b on foot. c by camel.

3 In Alexandria, there were many
a lighthouses. b mosques. c streets.

4 He was also impressed by the enormous
a port. b lighthouse. c gardens.

5 The Sultan in Alexandria was very
a cruel. b friendly. c generous.

6 To get to Jeddah from Egypt, he sailed
a across the Mediterranean.
b down the Nile and across the Red Sea.
c across the Red Sea and down the Nile.

2 Listen to the second part of the story and match the beginnings of the sentences 1–5 with the endings a–e.

1 The Arab poetry he learned as a boy
2 From Medina,
3 Even though the city was beautiful,
4 Damascus
5 The friendliest people he met

a were in the Syrian city of Damascus.
b was like paradise.
c gave Ibn Jubayr the desire to travel in the desert.
d the people of Baghdad were cold and proud.
e the caravan travelled north into Iraq.

3 Listen to the final part of the story and complete each gap with ONE word.

1 The final part of Ibn Jubayr's journey was the most _____.

2 He didn't stay long in the Kingdom of Jerusalem because he found the people _____ and _____.

3 He almost died in a terrible _____ at sea.

4 In Sicily, he was helped by the _____ community there and he wrote about their _____.

5 He was impressed by the terrifying _____.

6 He finally arrived home in Spain in Cartagena in _____.

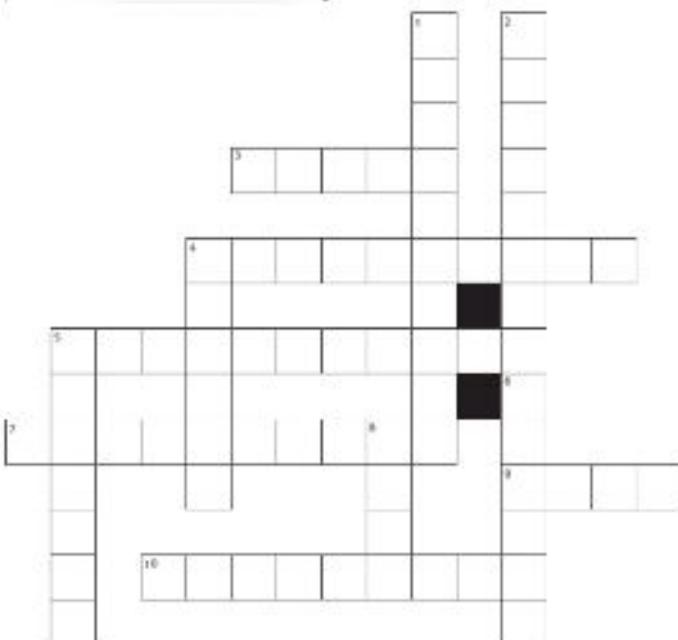


4 Complete the crossword.
Use words from the ship.



Across

- 3 the road or way you take to get from one place to another
- 4 a journey people make for religious reasons
- 5 very frightening
- 7 a tall building with a light at the top which helps sailors
- 9 the past simple of *to sink*
- 10 a person who travels



Down

- 1 something which happens to you which affects how you feel
- 2 a group of people travelling together for safety
- 4 a sailor who attacks other ships and steals things from them
- 5 people who steal things
- 6 a hot, dry area of land
- 8 to travel across the sea



Lesson 7 Practise and prepare

1 Read about the three great Arab explorers again. Answer these questions quickly.

- 1 Who lived for the longest? _____
- 2 Who came from Jerusalem? _____
- 3 Which one travelled in Europe? _____
- 4 Which one travelled in China? _____
- 5 Which one do you think travelled the furthest? _____
- 6 Which one do you think travelled the least? _____

2 Find examples of these verb tenses in the texts. (Do not include *is*, *was* or *were*.)

- 1 past simple for completed events in the past (three examples)

- 2 past perfect for events that happened before another event in the past (three examples)

- 3 past continuous for an event happening at the same time as another event in the past (one example)

- 4 present simple passive for something that is true now but it isn't important who does the action (one example)

3 Write a paragraph about Ahmed Ibn Majid (70–80 words).

- Use the text on page 166 of your Coursebook as your information source.
- Begin by telling the reader when he lived and why he is famous.
- Summarise what he did in his life – the places he visited and the books he wrote.

Ahmed Ibn Majid



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Lesson 8 Space

36 1 Read the class discussion about space exploration. Try to complete the missing words. Then listen and check your answers.

Teacher: In our last lesson we learned about the ⁽¹⁾ _____ in our solar system. Today we're going to talk about space exploration. What's your opinion on exploring space, Anna?

Anna: I think we should keep on exploring space. We've already seen what Mars is like and I'm sure one day, people will live on Mars. Perhaps there's ⁽²⁾ _____ there already!

Teacher: What do you think, Olivia?

Olivia: I think we should send robots to all the planets in our ⁽³⁾ _____, to find out more about them.

Anna: Why not send people instead of robots?

Olivia: Well, because it's dangerous, so it's better to send robots.

Teacher: Does anybody think that people will go into space ⁽⁴⁾ _____? There is already Space Tourism, people going into space just for the fun of it.

Cristina: Yes, I think Space Tourism will be really popular in the future. I'd love to go up into space in a ⁽⁵⁾ _____.

Teacher: What other possibilities are there for space exploration? Tammy, what do you think?

Tammy: I think one day criminals will be sent to another planet or to a ⁽⁶⁾ _____ rather than to a prison here.

Cristina: What?! That's a crazy idea.

Tammy: Why? Two hundred years ago criminals were sent to Australia in ⁽⁷⁾ _____. What's the difference?

Teacher: Well, that's an interesting idea, Tammy. Nicole, what do you think is the most important reason for exploring space?

Nicole: Well, I think that we will have to find other places to live in the solar system because there won't be enough room on ⁽⁸⁾ _____.

2 Label the pictures using words from Activity 1.



1



2



3



Lessons 9–10 Space exploration: the past and the future

1 Find the words in the text on space exploration for these things.



1 _____



2 _____



3 _____



4 _____



5 _____

2 Use words from the text to complete these sentences.

• gravity • knowledge • planets • research • universe • unmanned

- All of the _____ go around the sun. It takes the Earth 365 days to complete its journey.
- All of the explorations of Mars have been done with _____ spacecraft.
- Scientists always want to increase their _____ of what happens and why.
- When there is no _____, things float rather than fall.
- If there is no more space exploration, we will never learn more about our _____.
- Some scientists are very lucky to do their _____ on the International Space Station.

3 Do some research on the Hubble Space Telescope. How has it contributed to our understanding of space and space exploration? Write a short paragraph in your notebook (70–80 words).

- Where and what is it?
- Where does the name come from?
- When was it launched?
- What can we see with it? (name three things)
- What does it help us to understand?



4 Complete the sentences using *will/won't* with an appropriate verb.

- 1 Bye for now. I'll see you later.
- 2 You haven't done enough revision. well in the exam.
- 3 We're getting the 7.30 train, so home at 8 o'clock.
- 4 The sky's really clear tonight. a nice day tomorrow.
- 5 Thanks very much, but for dinner. I've got to go.
- 6 He's been training really hard, so I think well in the match on Saturday.

5 Rewrite these statements using the passive with *will*. Use *by* where necessary.

- 1 Electricity will power cars and other vehicles.
- 2 Robots will build all machines.
- 3 Solar farms and wind turbines will generate electricity.
- 4 Computers will control cars.
- 5 Teachers will give lessons over the Internet.
- 6 We'll make all calls on mobile phones, not landlines.

- 1 Cars and other vehicles will be powered by electricity.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

6 Make questions about the future using these words and *will*.

- 1 people / live / on other planets Will people live on other planets?
- 2 space tourism / be / popular _____
- 3 life / find / elsewhere in the universe _____
- 4 other solar systems / explore / soon _____
- 5 when / people / walk / on the moon again _____
- 6 why / robots / send / to explore other planets _____



Lessons 11–12 Is there life out there?

1 Match the words from the text with their meaning. Look at the words in the text to help you.

| | |
|---------------|--|
| 1 surface | a to continue to live |
| 2 underground | b to start a journey |
| 3 survive | c far away |
| 4 major | d below the surface of the ground |
| 5 depart | e the top or outside part of something |
| 6 distant | f most important |

2 Complete the sentences with words from Activity 1.

- 1 Our bus will _____ at about eight o'clock tomorrow.
- 2 They were very lucky to _____ the car crash.
- 3 I saw a beautiful fish swimming just under the _____ of the water.
- 4 Climate change is one of the _____ problems facing the planet.
- 5 I love to hear stories from _____ countries.
- 6 Some animals live _____ during the day and only come up at night.

3 Are these sentences talking about (a) the past, (b) the present or (c) the future?

- 1 Where will we look next?
- 2 Mars is cold and dry.
- 3 There might be water underground where life still survives.
- 4 The first landing on Mars was in 1976 and there have been more since then.
- 5 The Americans, Europeans, Indians and Chinese are all sending new expeditions in the next few years.
- 6 Now the UAE has joined the major space nations with their *Emirates Mars Mission* which departs in 2020.
- 7 On Earth, where there is water there is life.
- 8 Future expeditions to Europa will discover if the same is true on this distant moon.



4 Write a report on the great Arab explorers of the past. Conclude which one was the most important and should be studied by all students.

The great Arab explorers: a report



Lesson 13 Talking about the future

1 Match the sentences with their functions.

SENTENCES

- 1 We're having a science lesson about the ISS next week.
- 2 There might be a new manned mission to the moon soon.
- 3 There's going to be a new mission to Mars in a few years.
- 4 There will probably be people on Mars in twenty years from now.
- 5 The rocket launches at 09.45 on 20th December.

FUNCTIONS

- a talking about a fixed arrangement
- b talking about an arrangement
- c talking about a plan
- d making a prediction
- e talking about a possibility

2 Put these sentences in the order of how certain it is that they will happen.

- 1 I'm seeing Meera tomorrow morning.
- 2 I may see Meera tomorrow.
- 3 I'm going to see Meera tomorrow.
- 4 I think I'll see Meera tomorrow.
- 5 I see Meera on Tuesdays at 10 in the morning.

POSSIBLE ← _____ → CERTAIN

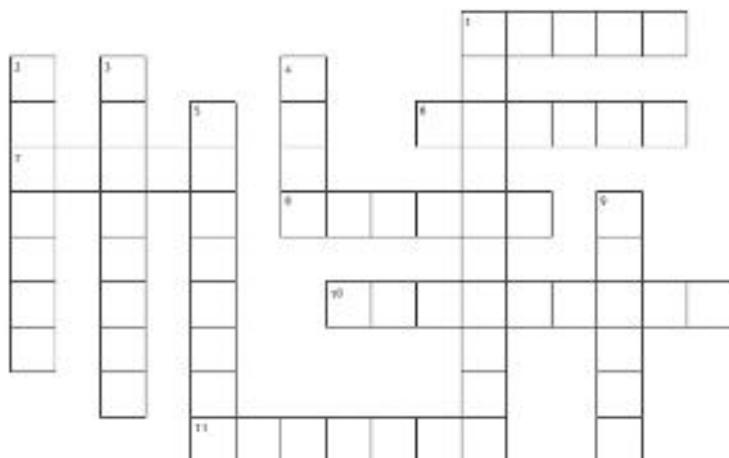
3 Choose the best way to complete these sentences.

- 1 One day everyone *will travel* / *is travelling* in space.
- 2 What time *will* / *does* the next lesson begin?
- 3 What colour *are you going to* / *do you* paint that new chair?
- 4 I think we *will be* / *are* there in the evening. Our plane *will leave* / *leaves* at 15.00 and the journey is about two hours.
- 5 We *will have* / *are having* a party next Saturday. Do you want to come?
- 6 Our holiday *finishes* / *will finish* / *is finishing* on 20th December.



Lesson 14 Practise and prepare

1 Complete the crossword. They are all words about space exploration.



Clues across

- 1 and 8 across the sun and the planets that move around it
- 6 send a rocket into the air or to space
- 7 a creature from another planet
- 8 see 1 across
- 10 someone who travels in space
- 11 far away

Clues down

- 1 a vehicle that travels in space
- 2 the force that makes something fall
- 3 space and everything in it
- 4 the planet nearest to Earth
- 5 with no people on it
- 9 huge round object that moves around a sun



Lesson 15 Revision quiz

1 Find words in the unit that mean the following.

- 1 A verb beginning with *s* which means to manage to stay alive in an accident or disaster. _____
- 2 An adjective beginning with *f* which means very cold. _____
- 3 A verb beginning with *s* which describes what happens to a heavy object in water. _____
- 4 A verb beginning with *r* which means to save or help somebody in a dangerous situation. _____
- 5 A noun beginning with *a* which means the study of the stars and planets. _____
- 6 A verb beginning with *m* which means to learn something by heart. _____
- 7 An adjective beginning with *a* which means correct and without mistakes in it. _____
- 8 A noun beginning with *r* which means trying to find out facts about something. _____

2 Choose a word from box A and a word from box B to complete each sentence.

Box A • adventure • human • maiden • solar • ship • space

Box B • body • craft • system • tourism • voyage • wrecks

- 1 The *Titanic* sunk on its _____ from Southampton in Great Britain to New York in April 1912.
- 2 The dangerous weather and sea conditions along the coast of Vancouver result in many _____, which is why it is called 'the graveyard of the Pacific Ocean'.
- 3 There are _____ companies which take people to explore sunken ships on the seafloor.
- 4 There are eight planets in our _____: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, and Uranus.
- 5 The first _____ landed on the moon in 1966 and sent back photographs to scientists.
- 6 Scientists have explored the effects of gravity on the _____.

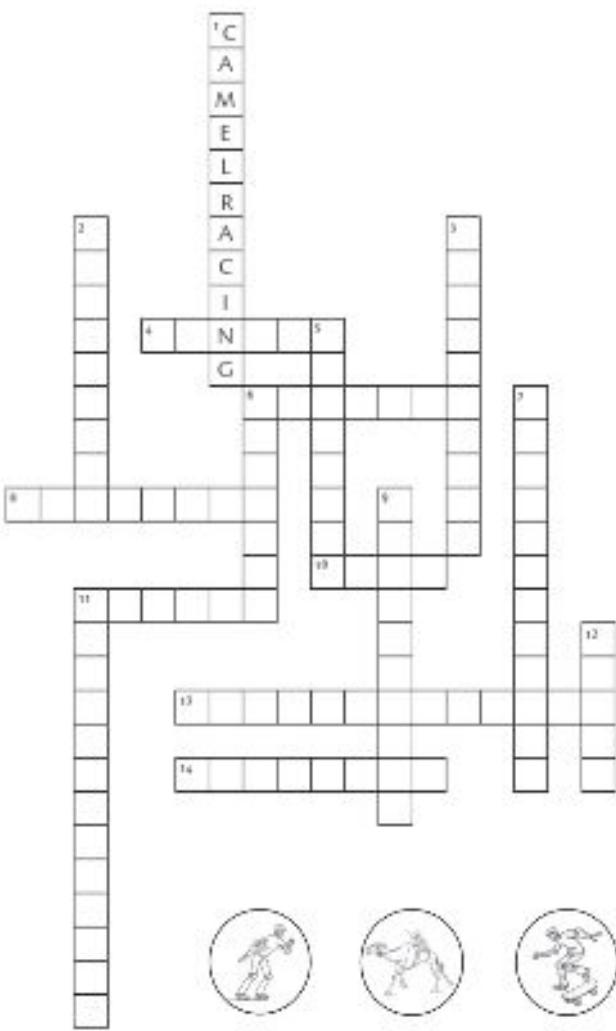


Unit 11

Sports and hobbies

Lessons 1–2 Sport for all

1 Complete the crossword.



Across

- 4 In this sport, the scoring goes 0, 15, 30, 40, (6)
- 6 You play this outside with a bat and a red ball. (7)
- 8 An American game in which a pitcher throws a ball to a batter. (8)
- 10 You play this outside with a small ball which you hit a long way. (4)
- 11 You travel down snow-covered mountains. (6)
- 13 See picture 13.
- 14 In American English, this sport is called 'soccer'. (8)

Down

- 1 See picture 1.
- 2 This type of sport includes running, high jump and long jump. (9)
- 3 You score points by throwing a ball into a basket. (10)
- 4 Moving through water, in a pool, for example. (8)
- 5 You need two wheels for this. (7)
- 6 You do it on snow with a big board. (12)
- 7 You can play this on the beach. (10)
- 8 See picture 11.
- 9 You run with the ball in your hands and you can kick it. (5)



2 Complete the sentences with the correct words. Then name the sport.

| | | | | | |
|---------|-------------|-----------|-----------|----------|----------|
| • cap | • knee pads | • goggles | • javelin | • lane | • puck |
| • reins | • rider | • saddle | • skates | • stumps | • helmet |

1 Sit down in the saddle and don't hold the reins too tightly. That's good. You'll make a good sport: horse riding.

2 I've got my own knee pads now. They're really comfortable. I can do a figure of eight without falling over.
sport:

3 I practise in a special park, but I always wear my helmet and goggles on my head to because I can fall off my board when I'm learning new jumps.
sport:

4 I train every morning. I go up and down the fast lanes in the pool. I always wear a cap and goggles.
sport:

5 I rent my skis and poles, but I've got my own pucks. You need them when the sun's bright or when it's snowing.
sport:

6 It's a game of great skill. You use your stick to hit the stumps and to carry it as well. You have to be able to skate really well too.
sport:

7 I enjoy running, throwing the javelin and doing the high jump.
sport:

8 In this game, the bowler tries to hit the pins, which are behind the batsman.
sport:

3 Use the words from the box to make compound nouns. Then label the pictures.



1



2 _____



3



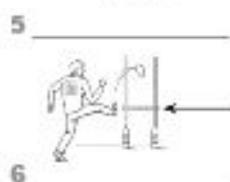
4



5



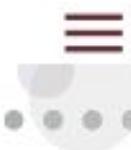
7 _____



6

| | | |
|--------|---------|-------|
| tennis | pad | elbow |
| riding | high | post |
| ice | racket | horse |
| pad | goal | jump |
| knee | skating | |





Lessons 3–4 At the top of their game

1 Read the text and choose the correct answers.

Public school pupils battled it out for the top place at several sporting events at the second School Olympics championship on Saturday. The pupils, aged between nine and 12, demonstrated their ability in gymnastics, athletics, swimming, archery and fencing in a final competition in which more than 1,000 students from 10 educational zones across the UAE took part.

Students said they had trained with determination to prepare for the finals. 'I have been training for the past three months,' said Abdulla Ismail, 13, a student at Saif Al Dhoula School in Fujairah, after demonstrating his agility and flexibility in gymnastics at the Dubai Police Officers Club. 'I am hoping to win,' he said.

The Ministry of Education, which is organising the event, said the goal was to prepare future champions and to encourage health through sports and exercise. Hassan Lootah, director of physical education at the ministry, said: 'The School Olympics helps us discover young Emirati athletes who can be recruited to join our national sports teams.'

- 1 The schools that take part are
 - a government schools.
 - b private schools.
 - c colleges.
- 2 The pupils are
 - a aged 9–13.
 - b not younger than 12.
 - c not younger than 9.
- 3 The pupils are from
 - a Dubai.
 - b Abu Dhabi.
 - c all over the UAE.

- 4 The sports events include
 - a gymnastics, athletics, swimming and running.
 - b gymnastics, athletics, swimming and archery.
 - c gymnastics, athletics, swimming and cycling.
- 5 The purpose of the championships is
 - a to encourage health.
 - b to find new national champions.
 - c both.



2 Match the words in the columns to make collocations connected with sport.

| | | | |
|-----------|---------------|---|-------|
| hand-eye | talent | 1 | _____ |
| powers of | spirit | 2 | _____ |
| steely | concentration | 3 | _____ |
| team | co-ordination | 4 | _____ |
| natural | determination | 5 | _____ |

3 Think of the sports you play. Write a sentence about your strong points and the things you'd like to improve on.

I've got (quite good) ... but I need to improve my ...

4 Use these abstract nouns to complete the sentences. Add *the* where necessary.

* ability * ambition * co-ordination * determination * flexibility * speed

- 1 In a sport like ice hockey, *co-ordination* is very important because you need to skate and hit the puck into a small goal.
- 2 It's _____ of many young athletes to compete in the Olympic Games.
- 3 Ballet dancers and gymnasts need to have a lot of _____ in their bodies.
- 4 Sprinters need _____, but marathon runners need to be able to keep going over a long distance.
- 5 Good footballers and rugby players have _____ to make quick decisions on the pitch.
- 6 In order to be top in your sport, you need to have _____ to succeed.

5 Underline the stressed syllables in these words:

- 1 ability
- 2 activity
- 3 creativity
- 4 imagination
- 5 participation
- 6 competition

Pronunciation:

Word stress

It's important to know where the stress falls in longer words. When you note down a new word, underline the syllable where the main stress falls. You will start to notice patterns:

| | |
|-------------|---------------|
| ability | co-ordination |
| flexibility | determination |
| ambition | concentration |

**Study
skills**



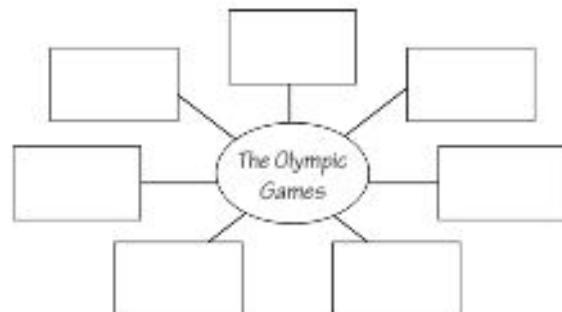
Lessons 5–6 The Olympic Games



Did you know?

The official Olympic motto is 'Faster, Higher, Stronger'.

A more informal but well-known motto is 'The most important thing is not to win but to take part!'



1 What can you remember about the Olympic Games? Complete the spidergram with information you remember from the reading text.

2 Write questions about the Olympic Games for the following answers.

- 1 _____
Every two years.
- 2 _____
Sports played on ice or snow.
- 3 _____
From the original city Olympia.
- 4 _____
In 1896 in Athens, Greece.
- 5 _____
For sportspeople who have physical disabilities.
- 6 _____
Yes, in modern times they are.
- 7 _____
It chooses the host city for each Olympic Games and what sports are played.
- 8 _____
The opening and closing ceremonies.





11: Sports and hobbies

3 Match the athletics events with the pictures.

javelin high jump long jump discuss
 shot put hurdles hammer throw sprinting
 pole vault race walking



4 Complete the word-building table below which features the words in bold from page 186 of the Coursebook. Use a dictionary to help you.

| Noun | Verb | Adjective |
|--|----------------|----------------|
| a delegate (one person) a _____ (1) | to delegate | |
| a participant (one person) a _____ (2) | to participate | |
| a representative (a person) a _____ (3) | to represent | representative |
| _____ (a person) a _____ (4) | to _____ (4) | competitive |
| _____ (a person) a _____ (5) | to _____ (5) | winning |

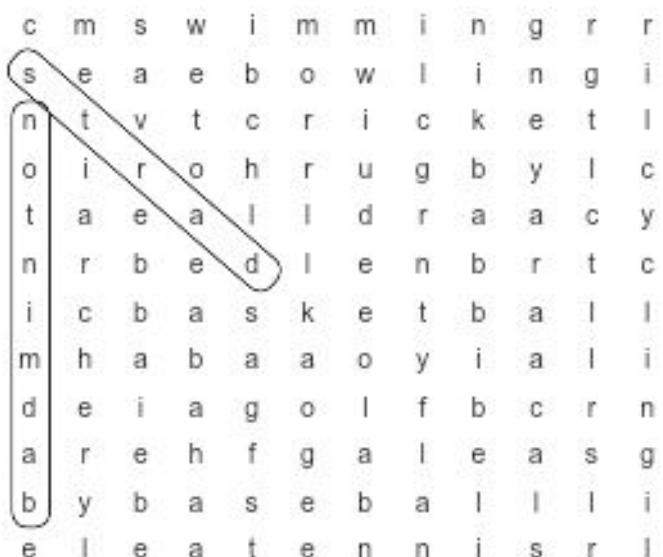
5 Complete the sentences with words from the table in 4.

- 1 Athletes in the Olympics have to develop a strong _____ spirit if they hope to win.
- 2 It isn't a very big country, so they only sent a small _____ of athletes to the games.
- 3 She has been the _____ of this event three times already and now she has won it again for the fourth time!
- 4 It's not winning the game that really counts it's the _____ !
- 5 We didn't win any medals this year, but our results are not _____ of all our hard work and dedication.



Lesson 7 Practise and prepare

1 Find eleven more sports in the wordsearch and complete the list underneath. The sports you need to find are all in Lessons 1 and 2 in the Coursebook.



darts → darts, a dartboard

→

badminton → racket, shuttlecock

→

archery → bow, arrows, target

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2 Write at least one piece of equipment you need to each sport.





Lesson 8 An extraordinary athlete

1 Correct the facts in the sentences about Alana Nichols.

1 Alana Nichols is from Mexico. _____
2 She is paralysed on the right side of her body due to a skiing accident. _____

3 She is the first female American Paralympian athlete to win two gold medals in a row. _____
4 Her first Paralympic competition was in 2004 in Shanghai. _____
5 She has never injured herself. _____

2 Imagine you are an athlete in the Paralympics. Think about where you are from, what kind of disability you have, what events you compete in and which medals you have won recently. Think of at least ten details. Make some notes.

3 Work with a partner. You are going to take turns to be a journalist and interview a famous athlete in the Paralympics. Write the questions you are going to ask him/her.

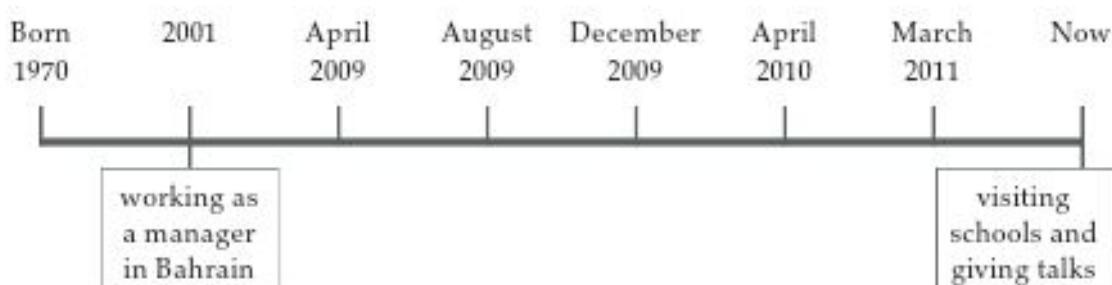
4 With your partner, take turns to be the reporter and the athlete and interview each other.

5 Write a short article about the Paralympic athlete you interviewed.



Lessons 9–10 An Arab adventurer

1 What was Nabil doing at these times? Use the information from Activity 1 in your Coursebook to complete the missing information on the timeline.



2 Now work with a partner to ask and answer questions using the information on the timeline.

"What was Nabil doing in 2008?"

"He was working as a manager in Bahrain."

3 Imagine Nabil Al Busaidi is visiting your school to give a talk to the students. Prepare some questions to ask him and write them below. Ask him about:

- a place he's visited _____
- a person he's met _____
- an interesting experience he's had _____
- a dangerous experience he's had _____
- an activity he is doing now _____
- a plan he has for the future _____

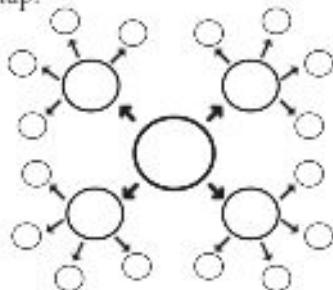




4 Read Nabil's diary entry and discuss the questions with a partner.

- Why do you think Nabil was so tired?
- Why was he full of energy?
- Why didn't he sleep well the night before?
- In what way is Nabil different from the other team members?
- How would you be feeling if this was you?

5 Choose either the best or worst experience that Nabil described in the interview and try to imagine it in detail as if you were there. Use the prompts to help you and make notes on the mind map.



- Location: Where are you? What is the weather like?
- Comfort: What are you wearing? Are you comfortable?
- Food: What do you have to eat? Is it enough?
- Sleep: Where do you sleep? Have you had enough sleep?
- Positive things: Are you enjoying your expedition? Do you have a good team of people with you?
- Negative things: Are there any problems?

6 Write a diary entry based on the notes you wrote in Activity 4. When you have finished, swap with your partner and check each other's spelling and grammar.



Lessons 11–12 What are your hobbies?



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

1 Write a caption for each picture. Choose from the following phrases and the words in the box.

He/She

likes / enjoys

• acting

• collecting coins

He/She

likes / enjoys
is into / is keen on

• collecting shells

• making jewellery

His/Her hobby is

• doing karate

• drawing

• juggling

• collecting stamps

• making models

• cycling

• taking photographs

• trampolining

• writing stories





Language tip

for and since

Remember to use *for* when you give the length of time:

I've been playing table tennis for seven years.

You haven't been horse riding for very long. Use *since* when you give the start of a time:

He's been playing table tennis since he was 5 years old.

They've been playing football since 10 o'clock this morning.

2 Write questions using *How long* and the present perfect continuous. Write answers using *for* and *since*.

1 Q you / collect shells?

A three years

2 Q you / horse riding?

A 10 years old

3 Q your brother / make model cars?

A five years

4 Q your sister / write stories?

A 7 years old

5 Q you / do karate?

A two years

Q How long have you been collecting shells?

A For three years.

Q _____

A Since I ...

Q _____

A _____

Q _____

A _____

Q _____

A _____

3 Choose a verb to complete the sentences using the present perfect continuous.

• collect • do • learn • write • play • wait

1 I'm really tired. I _____ judo for two hours.

2 Sorry I'm late. I _____ tennis.

3 We _____ coins for seven years.

4 My brother _____ stories since he was little. He has lots of imagination!

5 Come on! We _____ for you for half an hour.

6 In her art lessons this term she _____ how to make jewellery.





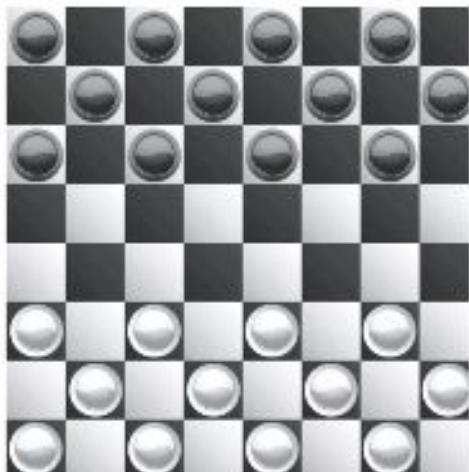
Lesson 13 Backgammon

Did you know?

Checkers is a simple version of backgammon. Often children learn this first because it is easier for them to understand.

1 Complete the gaps a-f in these instructions for how to play checkers with the words in the box.

black colour King jump opponent space



- 1 First, take 12 checkers of the same (a) _____.
- 2 When your checker reaches your opponent's side, take back your captured checkers and place them on top. You now have a (b) _____ checker! Your King checker can move forwards and backwards!
- 3 You can take your opponent's checker by jumping over it.
- 4 To begin the game, the player with the (c) _____ checkers moves first.
- 5 Then, place them on all of the dark squares in front of you, as shown on the board.
- 6 Checkers may only move one diagonal (d) _____ forward (toward your opponent's checkers) in the beginning of the game. Remember that checkers must stay on the dark squares.
- 7 Finally, once you have captured all of your (e) _____'s checkers, you have won the game.
- 8 If the new position you land in gives you an opportunity to take another checker, then you can keep going until you can't (f) _____ any more.

2 Number the instructions in the correct order 1-8. Two have already been done for you.





Lesson 14 Practise and prepare

1 Write the name of the hobby under the picture.



1

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33

4



5

6 _____ 7

7

8

2 Write about your own hobby. How long have you been doing it? Why do you like it? What equipment do you need? How often do you do it?

What equipment do you need? How often do you do it?

What equipment do you need? How often do you do it?

3 Ask your partner about their hobbies.