



United Arab Emirates
Ministry of Education



Bridge to Success

Coursebook

7

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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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Unit 10

People and numbers

- **Topics** The language of Maths; places and buildings; charitable causes and good deeds; a class survey
- **Use of English** The definite article with places and buildings; expressions of quantity followed by *of*



Lessons 1–2 How we spend our time

- Think of some free time activities. Which is your favourite? How often do you do it?

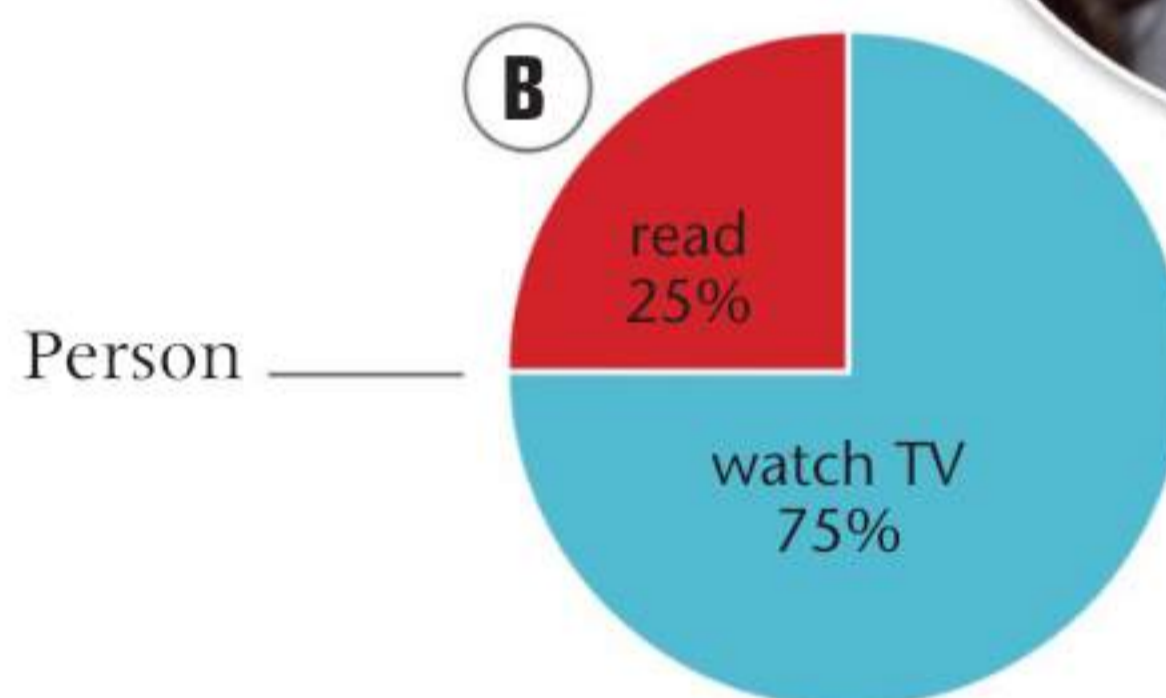
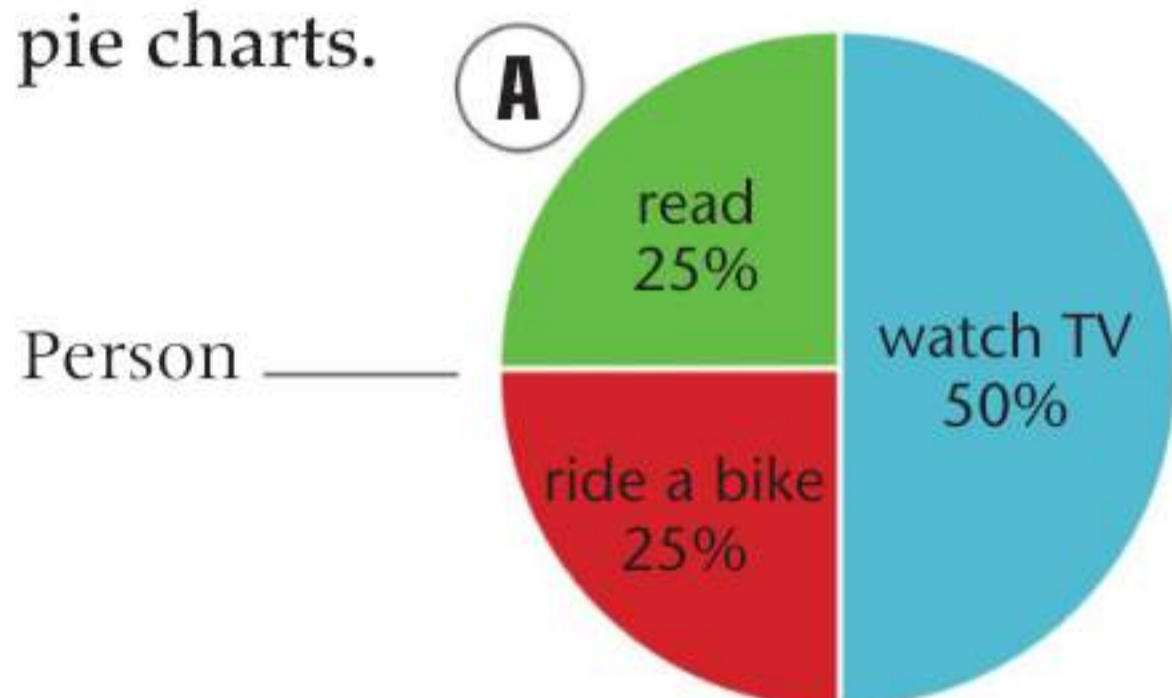
Listening

- 1 44 Think about how you would answer this question. Listen to two people's responses to the question. Were their answers similar to yours?

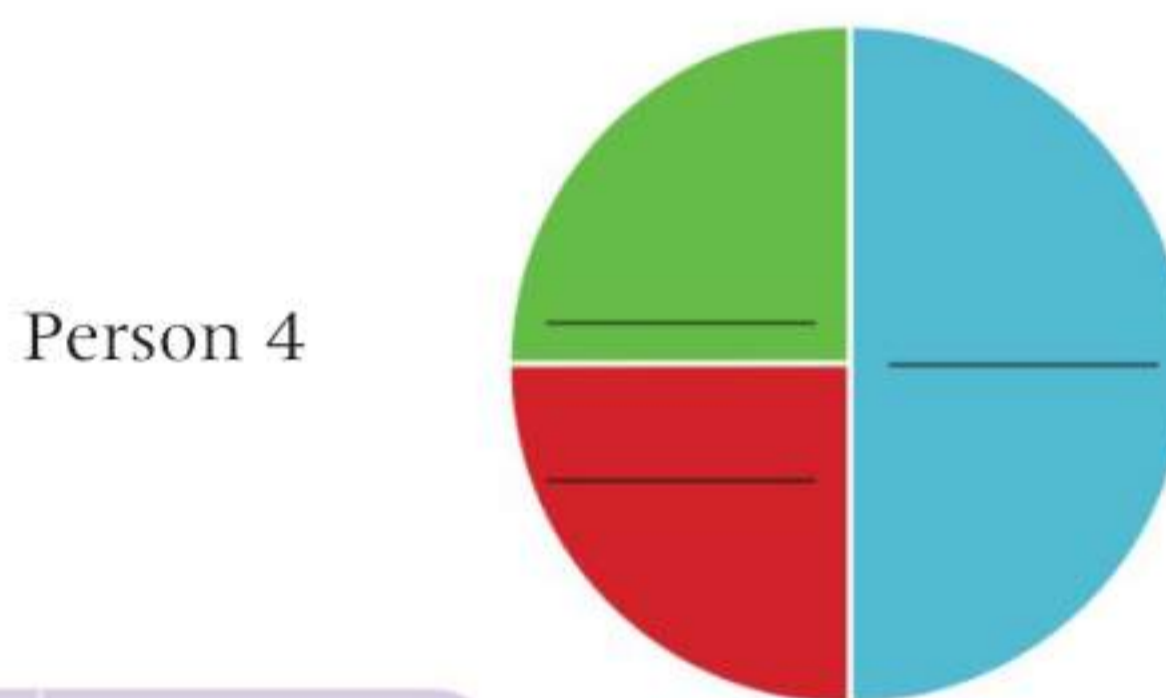
When you have four hours of free time, what do you do?



- 2 45 Listen to the two people again. Match the people to the pie charts.



- 3 45 Listen to two more people's responses to the same question. Complete the pie charts.



Speaking

- 4 Work with a partner. Ask and answer the question in Activity 1. Make pie charts for you and your partner in your notebook.

Language tip

We can describe amounts by using *fractions* and *percentages*. A *fraction* is a number that results from dividing one whole number by another, e.g. $\frac{1}{2}$ (one half), $\frac{2}{3}$ (two thirds), $\frac{3}{4}$ (three quarters).

We use *per cent* (shown by the symbol %) to describe a number out of every 100, e.g. 50% (= one half), 66.6% (= two thirds), 75% (= three quarters).

Reading and writing

5 Read the article on the survey's results. Are these statements true or false?

- 1 All of the interviewees used the word 'relaxing' in their answers.
- 2 Most chose playing computer games.
- 3 Most chose watching TV or using the Internet.
- 4 Nearly all chose more than one activity.
- 5 Over a quarter chose gardening.
- 6 More than a quarter chose baking.

6 Rewrite the sentences by changing the percentages to fractions and the fractions to percentages.

- 1 Over 90% included the word 'relaxing' in their answers.

Over nine tenths ($\frac{9}{10}$) included the word 'relaxing' in their answers.

- 2 Around a quarter of the interviewees play computer games, and over half relax by reading books, magazines or comics.
- 3 Nearly three quarters of interviewees chose TV.
- 4 Over 80% chose the Internet.
- 5 Nearly 10% selected gardening as one of their top activities.
- 6 Around a third of the young people we interviewed chose making cakes.

Speaking

7 Think about a typical day. How much time do you spend on each of the things you usually do? Work with a partner. Describe your typical day using fractions and percentages.

A: *I probably spend about a third of my day at school, and another third sleeping.*

B: *What do you do with the rest of the time?*

Four hours of free time

How do young people really spend their free time? Watching TV? Riding a bike? Doing extra homework? In a recent survey, we asked 1,000 young people to tell us exactly what they do when they have four hours of free time.

Taking it easy

Most of the people we interviewed – over 90% – used the word 'relaxing' in their answers. Around a quarter of the interviewees play computer games, and over half relax by reading books, magazines or comics. Watching TV and using the Internet were very popular choices. Nearly three quarters of interviewees chose TV, and over 80% chose the Internet, as their favourite ways to spend free time.

Other ways of spending free time

Over 95% of the interviewees chose more than one activity, and some of their other choices are very interesting. Nearly 10% selected gardening as one of their top activities, and 19% – nearly a fifth – chose sewing! Baking is also a very popular activity. Around a third of the young people we interviewed chose making cakes as a great way to spend free time. We're not sure how much time they spend eating them, but we don't think that will take too long!

Vocabulary

interview (verb): to ask someone questions

interviewer (noun): the person who asks the questions

interviewee (noun): the person who answers the questions





Lessons 3–4 **Most of us use the Internet**

- Have you ever taken part in a survey? What kind of questions were you asked?
- Why do you think surveys are useful?

Reading and speaking

CLASS SURVEY

- 1 Which school subject do you prefer, maths or English?
- 2 How many brothers and sisters have you got?
- 3 Have you got a bike?
- 4 Have you ever been camping?
- 5 Do you prefer football or tennis?
- 6 Do you go swimming?
- 7 Are you a vegetarian?
- 8 Have you got a computer at home?
- 9 Do you use the Internet?
- 10 Have you ever watched a film in English?

- 1** Do the class survey.
- Work in groups of four or five.
 - Make a table like this and write the names of everyone in your group at the top. Do the survey and record your answers.
 - Share your group’s information with the rest of the class.

Question number	Ahmad	Jamal	Saeed
1			
2			
3			

Use of English: Expressions of quantity followed by of

It's important to know when to use *of* after expressions of quantity.

- use *of*:
 - a quarter *of* *About a quarter **of** the class voted for football.*
 - ninety per cent *of* *Over ninety per cent **of** us have brown eyes.*
 - two-thirds *of* *Two-thirds **of** the class come to school by car.*
- *of* is optional:
 - half (*of*) *Half (**of**) the class voted for English as their favourite subject.*
 - all (*of*) *All (**of**) the students in our group voted for blue as their favourite colour.*
- *most* without *of*:
 - most* *Most students use the Internet.*
- *most* with *of*:
 - most of* *Most **of the students in our class** use the Internet.*
 - Most **of us** use the Internet.*

Writing

- 2 These are the results of a different survey. Rewrite the sentences using the expressions in the box.

40% almost two-thirds half all a quarter most

- 17 out of 27 of the class go swimming once week.
Almost two-thirds of the class go swimming once a week.
- 50% of us walk to school.
- 25% of the students eat cereal for breakfast.
- 100% of the class voted for football as their favourite sport.
- Eight out of twenty students chose oranges as their favourite fruit.
- Seventeen out of twenty students get eight or more hours' sleep a night.

Did you know?

Here's how you can convert the results of a survey into percentages. If 9 out 25 students voted for Maths in Question 1:

$$100 \div 25 = 4$$

$$9 \times 4 = 36$$

So, 36% of students said they preferred Maths.

Writing and speaking

- 3 Make new groups of four or five, so that each member is from a different group that completed the survey in Activity 1.
- Compare your groups' survey results, and for each of the questions in the survey note down how many students in the class chose the most popular option.
 - Convert them into percentages.
 - Use the expressions in Activity 2 to help you talk about your class survey's results.





Lessons 5–6 People and places

- What facts and figures do you know about the United Arab Emirates?
- How would you describe the country to someone who has never visited?

Vocabulary

- 1 Look at these sentences.
Try to guess the meanings of the underlined words from their context. Check the words in a dictionary to see if you were right.
 - 1 The United Arab Emirates is a country on the Arabian Peninsula.
 - 2 It is bordered by the Kingdom of Saudi Arabia and Oman.
 - 3 One of the most famous landmarks ... is the Burj Khalifa ...
 - 4 Natural places of interest ... include the Liwa Oasis and the Moreeb Dune ...

Listening 46

- 2 Complete these sentences with the words in the box. Listen to the recording to check your answers.

area survey man-made
official population

- 1 The _____ language is Arabic, ...
- 2 ... it is the tallest _____ structure in the world.
- 3 In 2008, the government of the United Arab Emirates carried out a _____, ...
- 4 At that time, the total _____ of the country was 6.9 million people.
- 5 Abu Dhabi makes up over 86% of the total _____ of the United Arab Emirates.

- 3 Listen to the recording again.
Write the correct numbers.

- 1 The height of Burj Khalifa: _____ metres
- 2 The population of Dubai: _____
- 3 The population of Abu Dhabi: _____
- 4 The area of Abu Dhabi as a percentage of the whole country: _____%
- 5 The area of Dubai as a percentage of the whole country: _____%
- 6 The area of Ajman as a percentage of the whole country: less than _____%

Did you know?

Countries have different ways of using commas and full stops in long numbers.

In the UK, this is how it's done:

10,000	ten thousand
1,000,000	a million
2.75	two point seven five
€25,456.68	twenty-five thousand, four hundred and fifty-six euros, sixty-eight cents

In your country, where do you put the commas and full stops in these numbers?

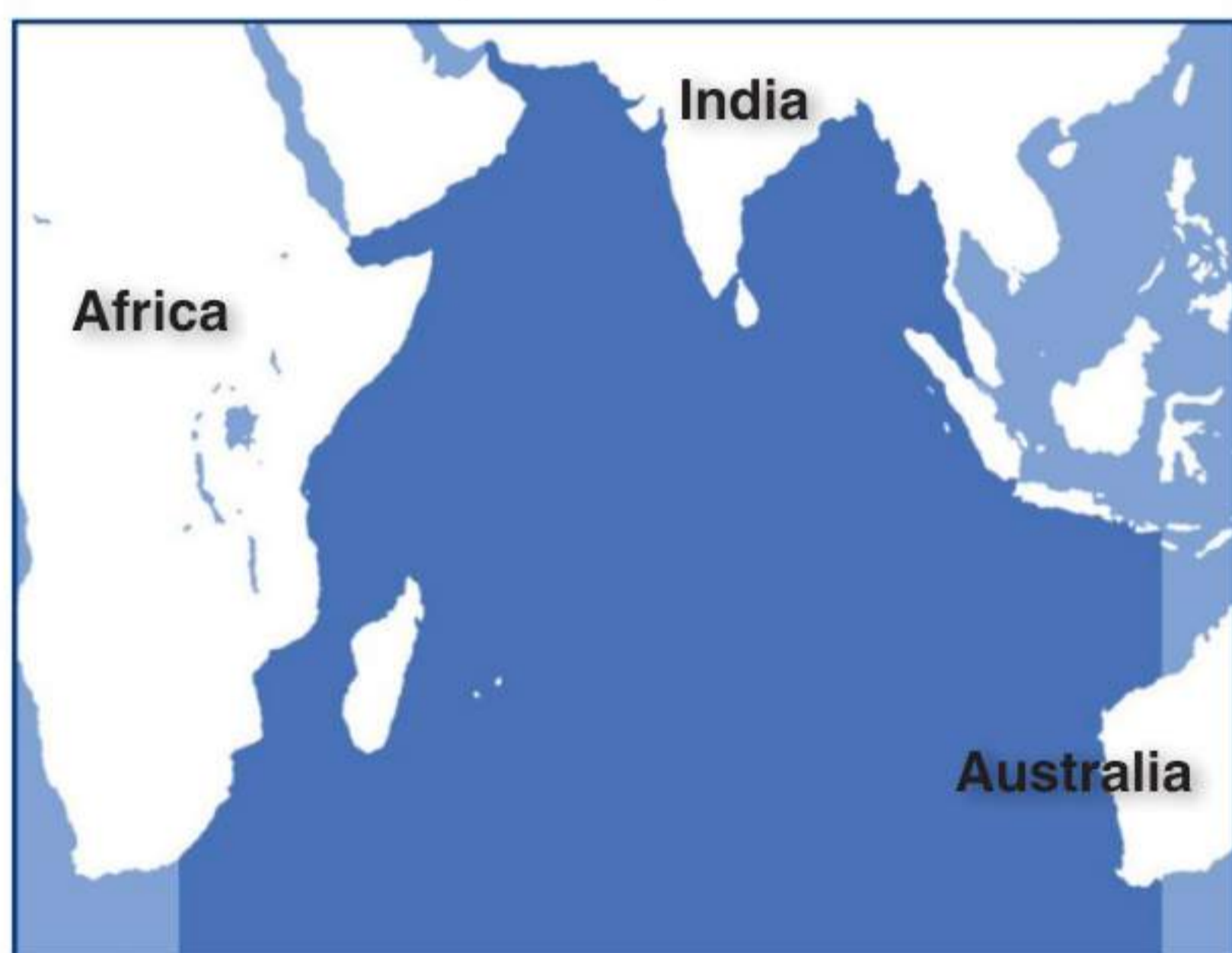


Speaking

4 Work with a partner. Take it in turns to close your book while your partner reads out one of the numbers from Activity 3. Say what the number refers to.

5 Choose the correct options to complete the sentences.

- 1 (The / —) Eiffel Tower is a major landmark in (the / —) Paris.
- 2 (The / —) Indian Ocean is between (the / —) east coast of (the / —) Africa and (the / —) west coast of (the / —) India.



- 3 (The / —) United Kingdom is bordered by (the / —) Atlantic Ocean.
- 4 (The / —) Mount Kilimanjaro is in (the / —) Tanzania.
- 5 (The / —) Burj Al Arab is next to (the / —) beach.

Use of English: The definite article with places and buildings

We use *the* before some places and buildings, but not with others. Here is a guide.

With *the*

- famous buildings: *the* Parthenon, *the* Great Pyramid
- oceans, seas, rivers: *the* Pacific
- most geographical regions: *the* north, *the* central plateau, *the* Antarctic
- mountain ranges and island groups: *the* Andes, *the* Maldives
- plural names of countries: *the* United Arab Emirates, *the* Netherlands, *the* United States
- names which include *republic*, *kingdom*: *the* Czech Republic, *the* United Kingdom

Without *the*

- continents and most countries: Asia, Egypt
- lakes and most mountains: Lake Titicaca, Everest
- place name + building: Athens airport, Mumbai Central Station

Writing and speaking

6 Work in pairs. Write down an example of each of the following.

- | | |
|----------------------|--------------------|
| 1 a continent | 5 a lake |
| 2 a country | 6 a mountain |
| 3 a famous building | 7 a mountain range |
| 4 a group of islands | 8 a river |

7 Work with another pair. See if they can guess the places you wrote down in Activity 6. Give them clues:

*It's a continent./ It's a country in ...
The capital city is .../ It's a famous building in .../ It's a group of islands near .../
It's a lake in .../ It's a mountain in .../
It's a mountain range in .../ It's a river in ...*



Lesson 7 Practise and prepare

Speaking

- 1 What have you learned this week?
Think about the different vocabulary and grammar you have learned in your English lessons. Be prepared to answer questions.
- 2 Look at the picture and describe what you can see. Use the words in the boxes to help you.

I can see a street with twelve houses.
Most of them have got a car.

per cent all most quarter
none third

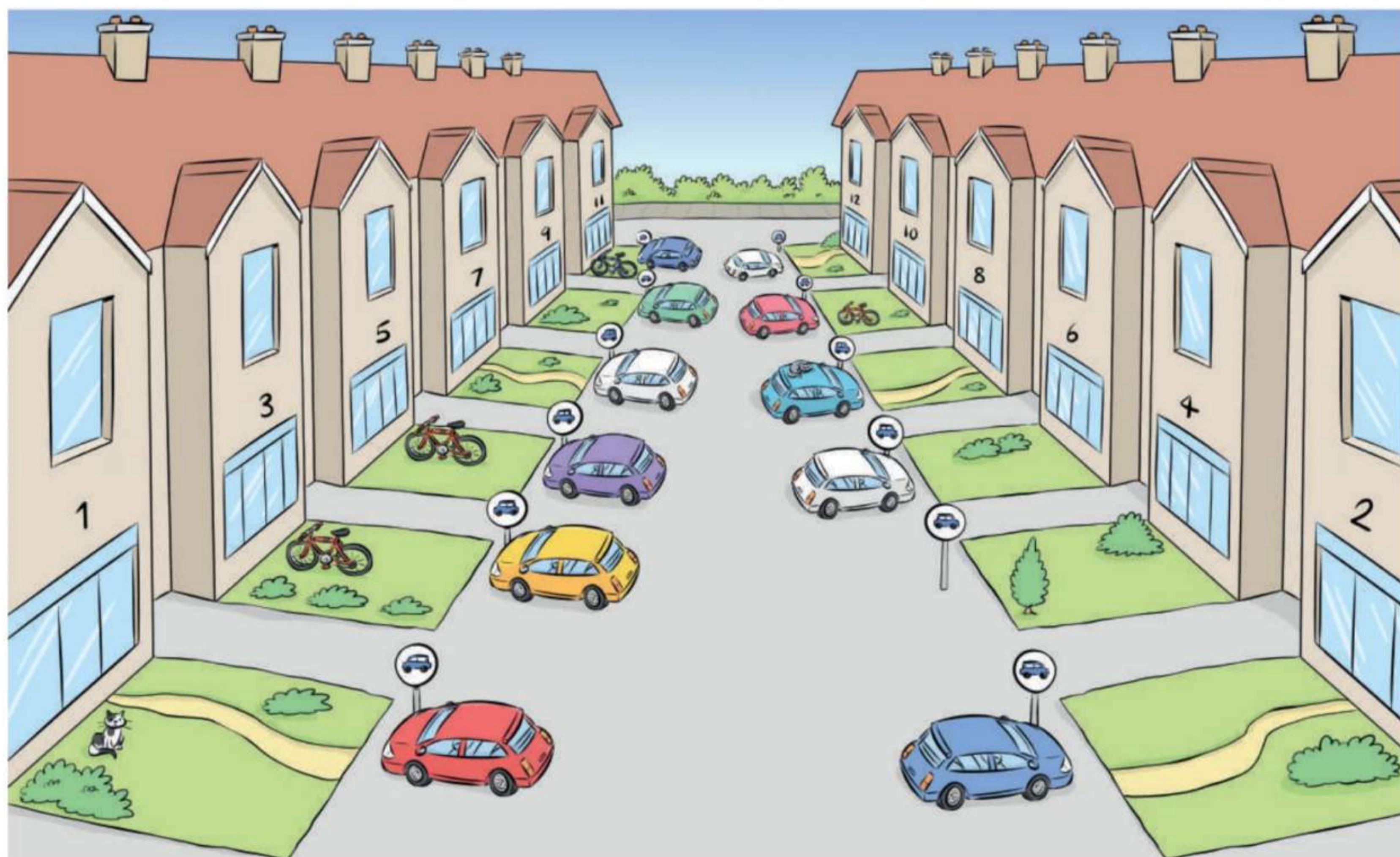
bike car cat garden at the front

Writing

- 3 Think about your street or local area and write a paragraph about it. Talk about all of things that the families have got. Use some of the words from the first box in Activity 2.

Speaking

- 4 Work in groups. Ask and answer questions about your streets or local areas. Find out who's got what.
- A:** Has everyone got a car in your street?
B: I think 90% of them have got a car. Has anyone got a garden in your local area?





Lesson 8 For a good cause

- Have you ever helped to raise money for a good cause?
- What examples of good causes can you think of?

Reading and vocabulary

- 1 With a partner, discuss ways that a school could try to raise money for a new school bus. Then, read the article and compare your ideas.

Local school raises money for new school bus

Highbourne School is holding a book sale on Saturday to help **raise** money for a new school bus. The children hope to collect as much money as possible. A group of local businesses has promised to **donate** the same amount of money that the children raise on Saturday, so that they can **double** the total amount.



‘All of the children are involved in the **fundraiser**,’ says Highbourne head teacher Mark Lucas. ‘They’ve all collected books from their friends and families. Everyone has been very **generous**, and we have a fantastic selection of books on sale. We are also really happy that we will receive the same amount from local businesses.’ **Volunteers** will help to run the book sale, which will take place at the school next Saturday.

- 2 Match the words in **bold** in the article to their definitions, and decide if each word is a verb (V), noun (N) or adjective (Adj).

- 1 *raise*: to make something become bigger, better or higher. V
- 2 ____: happy to give money or help. ____
- 3 ____: an event where people collect money, usually for a charity. ____
- 4 ____: to give money or goods to a charity. ____
- 5 ____: a person who helps or works without payment. ____
- 6 ____: to make something twice as much/many. ____

Writing

- 3 Choose a headline, and write a short news article about it. Try to include some of the words in Activity 2.

Cake sale for charity at local school

Fun run helps local park raise money for new playground

Volunteers collect money for local hospital



Lessons 9–10 Fiction: *To give*

- Which do you prefer to read: fiction or non-fiction? Why?

Reading

- 1 Read about Vimal Shinagadia. Then read the first paragraph of his story *To Give*. Do you think it is based on real events and real people? Or is it a fable? Give your reasons.

To Give

Once upon a time, there was a powerful and generous king. Every morning, he woke up early and gave some of his gold to the poor people who came to the gates of his palace, so that they could buy food and clothes.

Vocabulary

fable: a short, traditional story that tells a general truth or teaches a lesson

moral: the message that you understand from a story about how you should or should not behave

'The Tortoise and the Hare' is a well-known fable. The moral of the story is that you can be successful by doing things slowly and steadily rather than quickly and carelessly.

Vimal Shinagadia is 16 years old. 'My name is Vimal and I go to Whitefield School in London. This story is a traditional Hindi story and it was told to me by my friend's mother.'

- 2 Read the next part of *To Give* and answer the questions.

- 1 Why did the peasant go to the palace at night?
- 2 Why did the guards put the peasant in prison?
- 3 How did the peasant become poor?
- 4 What did the king decide to do?

Writing

- 3 What do you think will happen next? Use your own ideas to write an ending for the story. Make sure you include some time expressions.

Writing tip

Phrases like *Once upon a time*, and *Every morning*, are time expressions. They help the reader to understand the order of events and how much time has passed. Find two more time expressions in this part of the story.

One night, a peasant went to the palace in the middle of the night so that he would be the first to collect money from the king. 'If I am first, then the king might give me even more gold so that I won't be poor and hungry,' the peasant said to himself.

But when the guards saw the peasant at the palace gates in the middle of the night, they thought he was a thief. So they put the peasant in the palace prison.

The next morning, the king heard what had happened, and decided to go and talk to the peasant.

He went down to the dark prison, and said to the peasant, 'Why do you want to steal from me? All you had to do was ask for gold so that you can buy food and clothes. Don't you know that I will always give it to you?'

The man explained that he wasn't a thief, but simply a peasant who was poor and needed help. 'I was a good farmer and a good businessman,' he said, 'until the droughts came and thieves stole my animals.' The peasant looked at the king and said, 'I did not come to steal from you. I came in the night so that I could be the first to receive some gold in the morning. That is all, I promise.'

When he heard the peasant's story, the king felt sad. He told the guards to let the man out of the prison, and he gave the peasant ten gold pieces. The peasant thanked the generous king and left the palace with his gold.



Reading and speaking

- 4 Work in groups of three. Read each other's endings for the story and compare your ideas. Are they similar or different? In what ways?
- 5 In your group, read the rest of the actual story aloud. One person can be **the narrator**, one person can be **the king**, and the other person can be **the peasant**. How is the actual story's ending different from your own ideas?

Reading strategy

Reading aloud is a good way to make a text come to life, especially short stories and fables, which have different characters speaking.

But the next day, the peasant wasn't satisfied with his gift of ten gold pieces. He wanted more. So, every night he returned to the palace and waited by the gates, and every morning the generous king gave him ten more gold pieces.

This went on for many nights and many days, until the king asked the peasant:

'Why do you keep coming back to my palace and asking for more gold? I have given you so much. Surely you are no longer poor or hungry?'

'But I want to be like you, I want to be rich and powerful.'

'But will you also be generous to all of the other poor people?'

'Yes, indeed I would.'

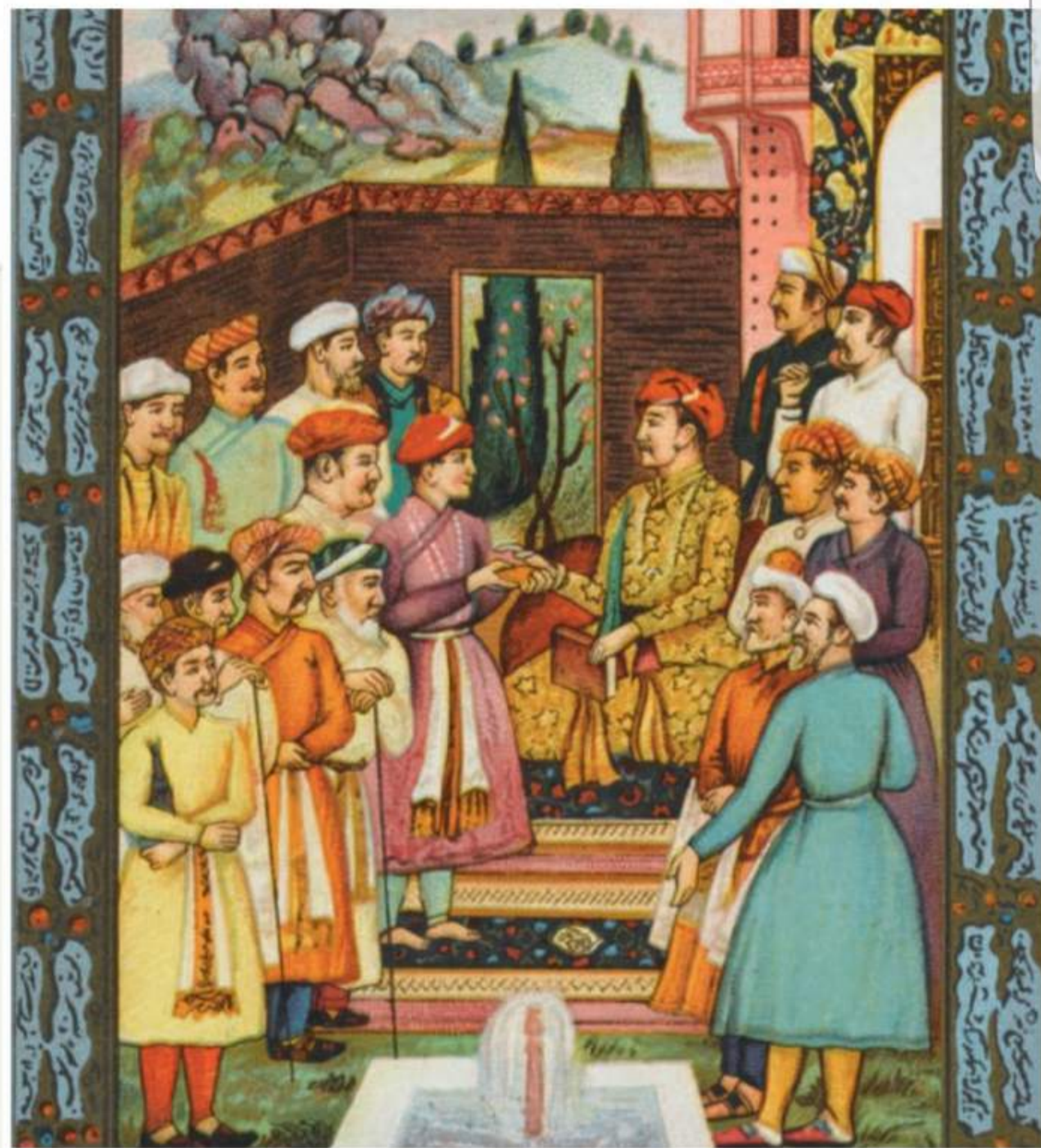
'Then I will give you half of my kingdom and half of my wealth, but you must promise that you will always be generous to the people who need your help.'

'I promise to do what you say.'

The years passed, and the peasant was wise and generous. He used his gold to plant food and raise animals, and soon he doubled his wealth.

- 6 In your group, look back at the whole story and discuss these questions.

- 1 How many times does the writer use the word 'gold'? Which other words does he use several times? Why do you think the writer repeats these words?
- 2 Fables and traditional tales often feature an action that is repeated. What is the action in this story that is repeated? Can you think of another traditional story where an action is repeated?
- 3 What is the moral of the story? Do you agree with it? Why?



He shared this extra money with all the poor people. The king watched from his palace and was very pleased with what he saw. He knew then that to give was the greatest pleasure in the world. By sharing what he owned with others, the generous king was able to make many people very happy.



Lessons 11–12 The Kindness Challenge

- Do you ever listen to the news on the radio?
- What is a recent news story that you have heard?

Listening

- Listen to the radio news story and make notes.

Who: _____

Where: _____

What: _____



Listening strategy

When you listen to English language radio news it can be difficult to catch everything they say. Remember, most news stories include these key pieces of information:

Who: *Young people ...*

Where: *... in Abu Dhabi ...*

What: *... are raising money for charity ...*

- Listen again and answer the questions.

- What two examples of acts of kindness are mentioned?
- How will the students record their acts of kindness?
- What piece of information do the students NOT record?
- How will they know which school is the country's kindest?

Speaking

- Imagine your class is going to participate in 'The Kindness Challenge'. Work in groups to brainstorm possible acts of kindness that you could do. Report back to the class and compare your ideas.

Vocabulary

- Read the conversations and match them to the pictures.

Conversation 1

A: She looks happy.

B: Yes, I think it's because he's helping her. He seems helpful.

Picture _____

Conversation 2

A: He looks tired. I think he has done a lot of work.

B: I'm not sure. The woman seems angry. I don't think he has done enough work.

Picture _____



5 Choose the correct option to complete the sentences.

- 1 She looks nice / nicely.
- 2 She looks happy / she is happy.
- 3 He seems helpfully / helpful.
- 4 They seem excitedly / excited.

6 Work with a partner. Have short conversations about what you can see in the pictures. Use *like* and *seem*, and the words in the box to help you.

artistic busy creative friendly generous
happy kind late relaxed

Use of English: look and seem

We use **look** and **seem** to talk about what we think is happening. They can be followed by an **adjective** – but not **adverbs**.

- He **looks** *kind*. NOT He **looks** *kindly*.
- She **seems** *happy*. NOT She **seems** *happily*.





Lesson 13 The Most Generous Countries in the World

- Why do you think some countries give money to other countries?

Reading

- 1 Read the headline. With a partner discuss what you think the article will say. Read the article and compare your ideas.

Is the UAE the World's Most Generous Country?

Every year many rich countries give large amounts of money to help people in poor countries that have problems because of natural disasters like droughts. This money is called humanitarian aid, and one of the countries which gives the most is the UAE.

In fact, the UAE was the largest donor of humanitarian aid in 2014. The UAE's total for humanitarian aid was 18.36 billion dirhams – that's 1.26% of the country's gross national income. The next country on the list was Sweden, which gave 1.09% of its income.

And it seems as if most Emirati people are just as generous. In a recent survey of people in the UAE, 87% said they gave money to charity in the last year, and more than half of that number donated money more than once.

Vocabulary

humanitarian aid: help or support for people who are suffering because of a natural disaster

donor: a person who donates money to charity

gross national income: the amount of money a country makes

- 2 Read the article again. Are the statements true or false?

- 1 Humanitarian aid helps all of the people in rich countries.
- 2 The UAE gave more humanitarian aid than other countries in 2014.
- 3 Everyone in the survey said they gave money to charity.
- 4 Over 50% of the people who gave to charity, gave more than once last year.

Speaking

- 3 Work in groups to discuss the information in the article. Think about these questions.

- Are you surprised by anything in the article?
- Why do you think the UAE gives humanitarian aid?
- Which other countries do you think might give humanitarian aid?
- Do you know anyone who gives to charity?
- Which charities do they give to? Why?

Speaking tip

Don't forget to involve other people when you are in a group discussion.

What do you think?

Does anyone else have anything to say?



Lesson 14 Practise and prepare

Speaking

- 1 What have you learned this week? Think about the different vocabulary and grammar you have learned in your English lessons. Be prepared to answer questions.

- 2 Look at the pictures and describe what you can see. Make a story from the pictures.

I think he's in a rush. He seems to be late.

Writing

- 3 Write your version of the story. Use time expressions and other grammar and vocabulary that you have learned this week.
- 4 Read your version of the story to a partner. Make comparisons.

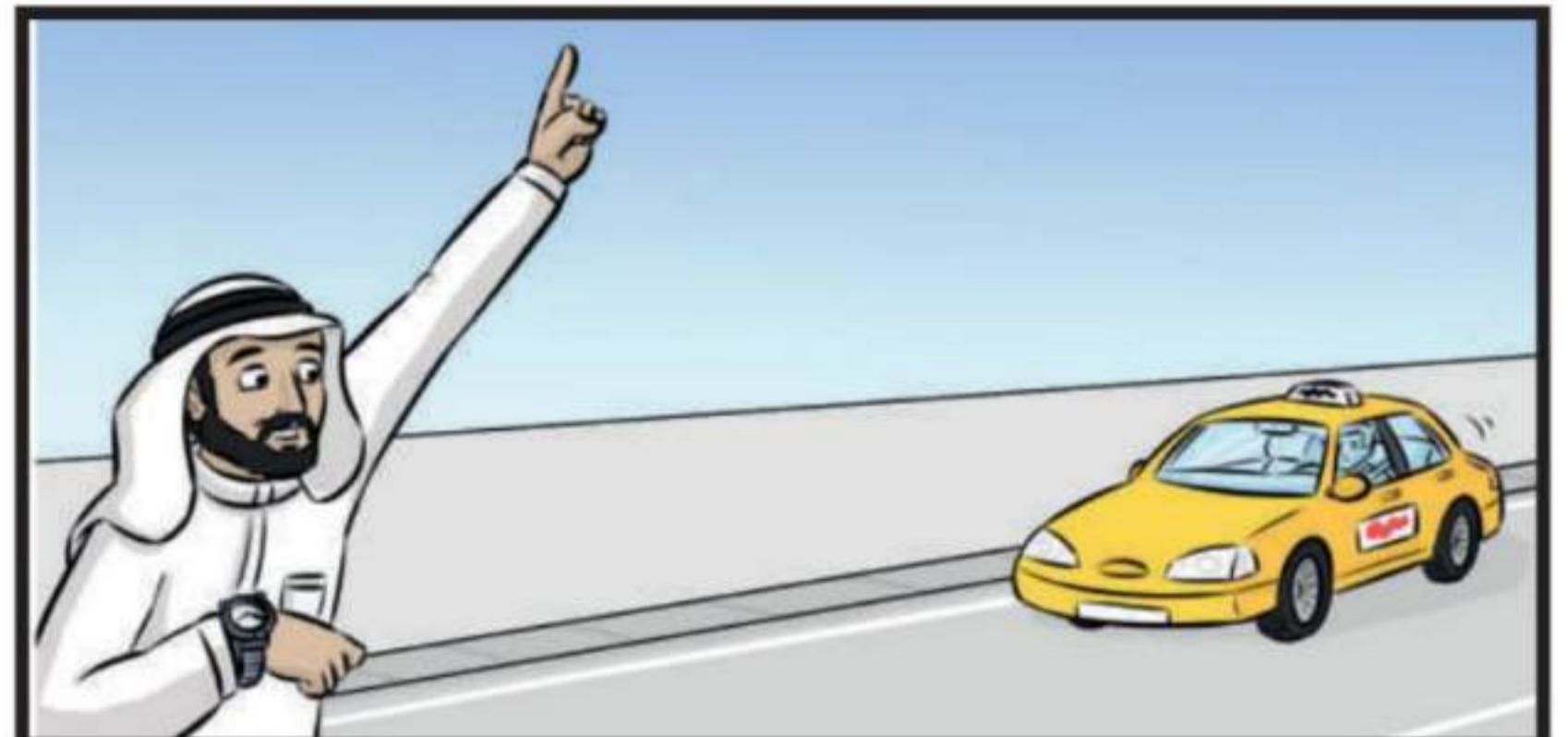
Speaking

- 5 Think about a time when you helped someone. What did you do? Did they ask for your help, or did you volunteer? Work with a partner. Ask and answer questions about your good deeds.

A: I carried my grandmother's shopping.

B: Did she ask for your help?

A: No, but her bags looked heavy so I helped her.





Lesson 15 How to make a survey

- What are some things you need to think about when you are planning a survey?

Reading

1 Add the titles in the box to the pieces of advice (a–e).

Asking the questions
Choosing the topic
Deciding who to ask
Writing the questions
Understanding the results

a Think about a subject that you are interested in. It needs to be relevant to you, and the people you’re going to ask. Don’t make a survey about something no one else knows anything about. They won’t be able to answer your questions!

b Choose people who will be able to answer your questions. For example, there’s no point asking young children about which airline they like the best, but your parents and their friends may have an answer.

c Try to keep the questions simple. If possible, make them Yes/No questions, or questions that have limited answers. For example: Which of these fruits do you like the best: banana, apple, grapefruit?

d When you are doing your survey, ask people politely, and try not to take too long. It’s a good idea to tell people how many questions there will be and how long the interview will take.

e When you have finished, it’s a good idea to collect the answers and put them into graphs or pie charts. This is a good way of presenting percentages and fractions, and it will make the results easier to understand.

2 Read the advice again. Are these statements true or false?

- 1 Your survey should be about something you don’t know about.
- 2 You should make sure the interviewees know something about the topic.
- 3 Questions with limited answer options are better than open questions.
- 4 You shouldn’t tell interviewees how much time the survey will take.
- 5 It’s a good idea to present the results in a visual way.

Speaking

3 Look at surveys 1 and 2. With a partner, discuss which you think is the best. Give reasons.

1 What do you like doing? *Abdulla: nothing Mum: tennis Dad: reading*

2 Free time survey

Question	Abdulla	Mum	Dad
1 Which do you prefer: spending time outdoors or indoors?			





Lesson 16 Review

Vocabulary

- 1 Match the fractions to the percentages.
- 1 one third

2 three quarters

3 over half

4 nine tenths

5 under a fifth
- a 19%

b 75%

c 33.3%

d 90%

e 51%
- 2 Choose the correct options.
- 1 He’s a very **generous** / **generosity** person.

2 Local businesses have promised to **double** / **twice** the amount.

3 We want to **rise** / **raise** some money for the local library.

4 Thank you, you’ve been very **helped** / **helpful**.

5 Many countries donate money to **charity** / **charitable** causes.
- 3 Complete the story with the correct time expressions.

~~A few months ago~~ Every day
Finally One day

¹A *few months ago*, my school decided to raise money for a new school bus. ²_____ we collected money and received donations from local people. ³_____ a local business donated a large amount of money. ⁴_____ we raised enough money and our school got a new bus. It’s great!

Use of English

- 4 Decide whether *the* is needed or not for each numbered space in the following text.

1 -, 2 *the*,

A pocket guide to Spain

¹_____ Spain is a country of contrasts. In ²_____ north you can go skiing or mountain climbing in ³_____ Pyrenees mountains. You can enjoy the sunny beaches of ⁴_____ Mediterranean sea, which are on ⁵_____ east and south coasts. Visit the Spanish islands – ⁶_____ Balearic islands or ⁷_____ Canary islands – to find sun in winter. On the island of Tenerife, you can climb ⁸_____ Mount Teide. The capital city of Spain, Madrid, is on ⁹_____ central plateau. It’s the highest capital city in ¹⁰_____ Europe. Be sure to go to ¹¹_____ Prado museum to see paintings by artists like Velázquez, Goya and Picasso. Don’t miss ¹²_____ Alhambra Palace in Granada – it is amazing and the gardens are wonderful.

- 5 Choose the correct options to complete the sentences.
- 1 Most (of / -) the people in the class have a bike.

2 He (is seeming / seems) very generous.

3 He looks (happily / happy).

4 A quarter (- / of) us don’t have a bike.

5 They (seem / like) good at raising money.

6 Most (of / -) people say they give to charity every year.





Lessons 17–18 Project

Preparation

- 1 Work in groups of four or five. You are going to make a survey and present the results to the rest of the class. Choose one of the topics below, or decide on a new topic that you are all interested in.

Topic A: Free time

Make a survey about free time activities.

Which activities? _____

How often? _____

Who with? _____

When? _____

Where? _____

Topic B: Places and buildings

Make a survey about places and buildings.

Where have you visited? _____

Famous landmarks? _____

Population? _____

Future travel plans/hopes _____

Topic C: Charitable causes

Make a survey about charity and acts of kindness.

Give to charity / raised money? _____

What for? _____

When? _____

Opinions about charity _____



- 2 In your group create a set of five survey questions based around the topic you have chosen.
- 3 Conduct your survey with other classmates, and keep a record of the results.
- 4 Gather your results and think about some visual aids for your presentation. For example, pie charts and graphs, images, photographs.

Speaking tip

Remember: ask politely and tell the interviewee how many questions there will be and how long it will take.

Do you have time to answer ten questions for a survey? It will only take a few minutes.

Presentation

- 5 You are going to present the results of your survey to the rest of the class. In your group, prepare your talk. Divide the presentation into sections. Each person in the group can explain the results of a different question. Also, think about introductions and conclusions.

We chose to make a survey about free time activities.

We asked our classmates five questions about what they like doing in their free time ...

Here are the results ...

As you can see in this pie chart ...

Most of us ...

Over half of the people we interviewed ...

Finally, ...

- 6 Give your presentation to the class. Members of the class can ask you questions at the end.

Why did you choose that topic?

What other questions could you ask about this topic?

- 7 Think about your talk. 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 made an interesting set of questions in our survey.

• We asked the questions clearly and politely.

• We presented the results in a clear and accurate way.

• We used visual aids to help us present the results.

• We answered all of the questions in full.

