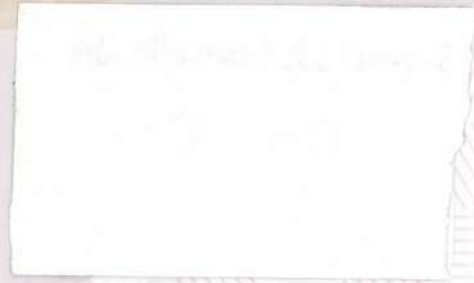
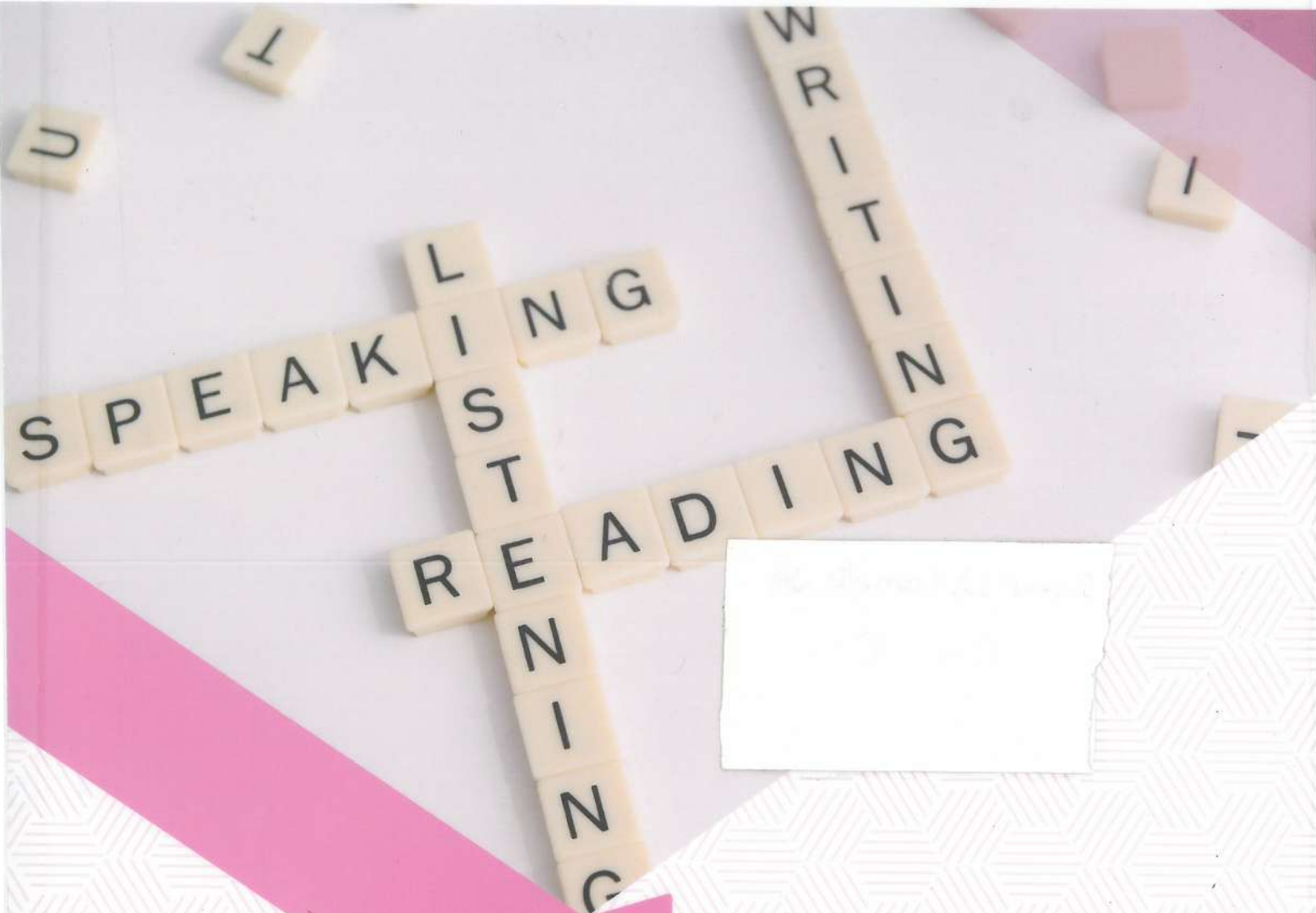




UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



YEAR OF
ZAYED



ACCESS BOOK

7

Book 7
Volume

- 1
- 2
- 3

Access

Student Book 7

Volume 01

First edition

1439 - 1440 A.H. / 2018 - 2019 A.D.



"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves."

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates



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Authors: India Roberts, Zachary Peter Smith, Brandon W. Stuver

Introduction to Access Book 7

This Access course is designed to build upon a foundation of English literacy and language skills and aims to:

- develop and extend listening, speaking, reading and writing skills.
- develop and build on language structures.
- develop and build on vocabulary.
- explore global and local topics.

The following themes, skills and structures are explored in this book:

Unit	Reading and writing skills	Listening and speaking skills	Language	Vocabulary
Unit 1 Meeting and Greeting	<u>Reading:</u> Short texts Short blogs Short emails <u>Writing:</u> Simple sentences Short paragraphs Timetables Complete an email	<u>Listening:</u> Formal dialogue Informal dialogue Monologue Interview <u>Speaking:</u> Introductions Asking and answering questions Talking about daily routines Information exchange	Present simple	Basic greetings Common expressions School Routines Family
Unit 2 About Me	<u>Reading:</u> Survey and quiz Blogs Articles Personal profiles <u>Writing:</u> Simple sentences Complete a paragraph Personal profile	<u>Listening:</u> Survey Dialogue Monologue <u>Speaking:</u> Asking and answering questions Descriptions Talking about family	Possessive pronouns and adjectives Present Continuous	School Family Personality Jobs
Unit 3 Clothing	<u>Reading:</u> Blogs Descriptions Adverts <u>Writing:</u> Adverts Short sentences Short descriptions	<u>Listening:</u> Short descriptions Dialogue Podcast Adverts <u>Speaking:</u> Talking about clothes Asking and answering questions Comparing	Comparatives Superlatives	Clothing and accessories Materials Adverts
Unit 4 The Great Outdoors	<u>Reading:</u> Brochure Blogs Email Postcard <u>Writing:</u> Complete a brochure Blog Complete an email Postcard	<u>Listening:</u> Monologues An announcement Dialogues <u>Speaking:</u> Talking about activities Expressing wants and needs Talking about plans	Have to Going to	Outdoor activities Travel

Unit 1: Meeting and greeting

Lesson 1: Saying hello

- How do you say *hello* and *goodbye* in your language?
- Can you say *hello* or *goodbye* in any other languages?

Key Structure

Greetings
How are you?

Vocabulary

hello, goodbye, how are you, good morning, good afternoon, surname

Activity 1 Speaking

Look at the two boxes. Which words do we use with friends? Which do we use with teachers?

A

Hello
Goodbye
How are you?
Fine, thank you
Good morning
Good afternoon

B

Hi
Bye
How's it going?
Good
Not bad

Activity 2 Speaking

Look at the pictures. What do you think the people are saying?



Activity 3 Listening Track 1

Listen and complete the conversations.

Mr Jassim: Good _____, Sultan.
Sultan: _____, Mr Jassim.
Mr Jassim: How are _____?
Sultan: _____, thank you.
Mr Jassim: I'll see you in class this afternoon.
_____, Sultan.
Sultan: _____, Mr Jassim.

Mohammed: Hi Rashid!
Rashid: _____ it _____,
Mohammed?
Mohammed: _____. How about
you?
Rashid: _____.
Mohammed: Ok, I'll see you later.
Rashid: Ok. _____!

Activity 4 Speaking

Practice the conversations from Activity 3 with a partner.

Activity 5 Speaking

Match the words to the pictures.

wave

shake hands

hug



What do we do when talking to friends?
What do we do when talking to teachers?

Activity 6 Speaking

Choose situation **A** or **B** and have a conversation.

A	Two students meet at the mall
B	A teacher and a student say hello at school

LANGUAGE TIP

We use the present simple in basic questions.

How are you?

SPEAKING TIP

When a person asks, "How are you?", we often say, "Fine, thank you."

*Mr Jassim: How are you?
Sultan: Fine, thank you.*



Lesson 2: Greetings

- How do we greet people in the UAE?
- How do people greet each other in other countries?

VOCABULARY

to greet: to meet and say hello

Key Structure

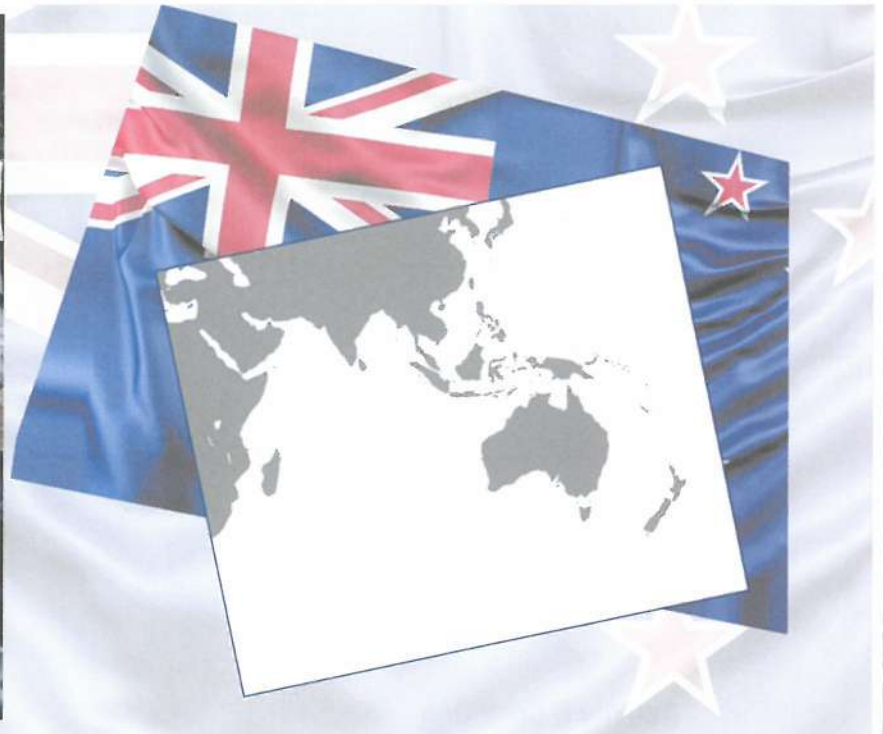
Introductions
What is your name?

Vocabulary

to touch, head, nose, forehead, bow, shake hands, to greet

Activity 1 Speaking

Look at the pictures. What are the students doing? Where is New Zealand?



Activity 2 Listening Track 2

Listen to the conversation. Tick the questions that Tariq asks.

<input type="checkbox"/>	How's it going?	<input type="checkbox"/>	How tall are you?
<input type="checkbox"/>	Where's New Zealand?	<input type="checkbox"/>	What's your name?
<input checked="" type="checkbox"/>	Where are you from?	<input type="checkbox"/>	How do people greet each other in New Zealand?
<input type="checkbox"/>	How old are you?	<input type="checkbox"/>	Where do you live?

Activity 3 Listening

Listen again. How do people greet each other in New Zealand?

- a. They smile and wave.
- b. They shake hands; Maori people touch noses and foreheads, too.
- c. They bow; Maori people touch noses and foreheads, too.

Activity 4 Reading

What do you know about Japan? How do you think people greet each other there? Read and check.



In Japan, people greet each other by bowing. Visitors can shake hands and bow their head a little when they meet. The bow is quick, you don't smile and there is little or no, eye contact. Don't stand too close to the other person and never hug them.

Activity 5 Reading

Read the text again and decide if the sentences are true (T) or false (F).

- 1. Japanese people do not greet each other by bowing. T F
- 2. Visitors do not shake hands. T F
- 3. Do not hug the other person. T F

Activity 6 Speaking

Ask and answer the questions from Activity 2 with a partner.

What's your name?

It's Saleh.

Where are you from?

I'm from Umm Al Quwain.

Where...?

SPEAKING TIP

When we speak, we join the subject and the verb to be.

it is = it's

I am = I'm

Key Structure

Present simple

I play football every day.

Vocabulary

student, school, to eat, to go, to play, to watch, to study

Lesson 3: Language Focus

- What do you do every day?
- What sports do you like?

The Present Simple Tense

We use the present simple to talk about things we do every day, and things that are true.

Present simple verbs change with the subject:

I/you/we/they play he/she/it plays

Activity 1 Reading

Nick is a student in Canada. Read about his day and circle the present simple verbs.

My day

I am a student in Toronto, Canada. I get up early every day. I eat breakfast and then I walk to school. School starts at 8am. I always play football at lunch time. After school, I do my homework. When I am at home I talk to my family. Sometimes we watch TV. I like playing computer games with my brother. I go to bed at 10pm every night.

Read the sentences about Nick's day and say if they are true (t) or false (F).

- | | | |
|--------------------------------|---|---|
| 1 Nick gets up late every day. | T | F |
| 2 Nick walks to school. | T | F |
| 3 Nick plays football. | T | F |
| 4 Nick goes to bed at 11pm. | T | F |

Activity 2 Language

Complete the sentences with the present simple verbs.

- 1 Nick _____ breakfast. (eat)
- 2 School _____ at 8am. (start)
- 3 Nick and his family _____ TV. (watch)
- 4 Nick _____ playing computer games. (like)



Activity 3 Practice

What do you do every day? Write your ideas below.
Use the verbs in the box to help you.

get up play eat study go to bed

_____ *I talk to my friends* _____
every day

Activity 4 Speaking

What do you do every day? Tell a partner.

I go to school. I talk to my friends. I play football.

I get up at 6:00 and I drink orange juice.



Activity 5 Speaking

Write sentences about your partner.
Use the examples on the page to help you.
Ali goes to school.

_____ 's Day

Lesson 4: Daily routines

- What time do you wake up every day?
- What time do you go to sleep?

Key Structure

Preposition of time: at
I wake up **at** 7:30.

Vocabulary

routine, to wake up, university, secondary school, go to school, go to bed

Activity 1 Listening Track 3

Look at the pictures of two students. What do you think they do every day?
Listen and check your answers.

Activity 2 Listening and Reading

Listen again and read the texts.
Write the times in the gaps.

LISTENING TIP

Think about what information is missing before you listen.



Morag

Hi! My name is Morag and I'm from Scotland. I'm in my first year at university. I wake up at _____ am every day. I leave the house at _____ and I get to university at _____. My first class starts at _____. I have lunch at _____ and have dinner at _____. After that, I study. At _____ o'clock I stop, and I watch television. Then I go to bed at _____.



Saeed

Hi! I'm Saeed and I'm from Ras Al Khaimah. I'm a student at secondary school. I wake up at _____ am every day to go to school. School starts at _____ and we have our first break at _____. I have something to eat and talk with my friends. We finish school at around _____ and I go home. At _____ o'clock, I meet my friends to play football. I have dinner at _____ o'clock. I go to bed late – at _____.

Activity 3 Writing

What is your daily routine? Fill in the table.

Time	Activity
6:15	<i>I wake up.</i>

Activity 4 Speaking and Writing

Share your daily routine with a partner.
Write down your partner's routine.

What time do you
wake up?

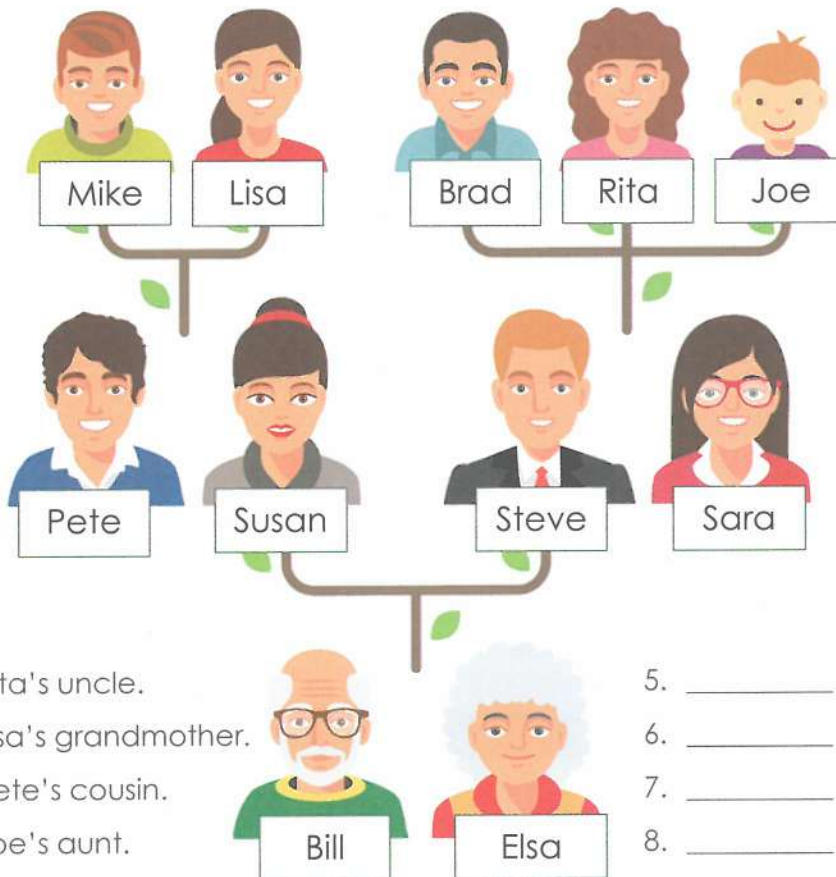
Time	Activity
5:30	<i>Sam wakes up.</i>

Lesson 5: Family

- Do you have any brothers or sisters?
- How many do you have?

Activity 1 Reading

Look at the family tree. Complete the sentences about the family.



- _____ is Rita's uncle.
- _____ is Lisa's grandmother.
- _____ is Pete's cousin.
- _____ is Joe's aunt.
- _____ is Steve's father.
- _____ is Susan's brother.
- _____ is Mike's daughter.
- _____ is Brad's sister.

Activity 2 Vocabulary

Complete the word Sudoku. Each line and box needs all four words.

father		cousin	
	brother	father	uncle
brother		uncle	
	cousin		father

Key Structure

To have
I **have** two brothers and a sister.

Vocabulary

mother, father, parents, grandparents, grandmother, grandfather, uncle, aunt, brother, sister, cousin

Activity 3 Listening Track 4

Listen to Tom talk about his family. Match the names to the family member.

1. Dan
2. Kathy
3. Matt
4. Katie
5. Eric
6. Ben and Erin
7. Ned

- a. cousins
- b. brother
- c. grandfather
- d. mother
- e. uncle
- f. father
- g. sister



Activity 4 Listening

Listen again. Are the sentences true (T) or false (F)?

1. Tom has two brothers. T F
2. Dan and Kathy don't have any children. T F
3. Tom's mother has a brother named Eric. T F
4. Tom's cousins are called Ben and Erwin. T F

LANGUAGE TIP

Remember! The verb *have* changes with different subjects:

I / you / we / they *have*
he / she / it *has*

Activity 5 Writing

Write about your own family.

My Family

Hi! My name is _____ and I have _____

Lesson 6: Language Focus

- What questions do you ask when you meet people?
- What do you ask a new student?

Key Structure

Present simple questions
What do you like?

Vocabulary

to finish, to start, interview, interesting, maths

Activity 1 Listening Track 6

1 Listen to an interview with somebody from another country.
Where is Mike from?

2 Listen again. Circle the questions that you hear.

Are you a teacher?

Where do you live?

What do you like?

What do you study?

Do you like school?



Present simple questions

We use *do* or *does* to make yes/no questions:

Does Sam like football? Yes, he does.
Sam likes football.

For open questions, add a *wh-* question word.

What do you like?

Activity 2 Practice

Order the words to make yes or no questions.

1 you / school? / like / Do _____?

2 speak Arabic? / Does / Mike _____?

3 study / they / Do / English? _____?

Order the words to make *wh-* questions.

4 Mike / What / study? / does _____?

5 you / Where / eat lunch? / do _____?

6 you / Where / go to school? / do _____?

Activity 3 Practice

Complete the questions with the words in the box.

- 1 _____ do you _____? I live in Abu Dhabi.
- 2 _____ does school _____? School starts at 8:00.
- 3 When _____ school finish? School finishes at 3:00.
- 4 What _____ you _____? I study English, Arabic and maths.

where when
study live start
do does

Activity 4 Writing

What country do you want to know about?
What questions would you like to ask a student from that country?

Questions

- 1 _____
- 2 _____
- 3 _____

Activity 5 Speaking

Imagine your partner is a student in a different country.
Use your questions from Activity 4 and interview your partner.



*Hello. How are you?
What do you study at school?*

I study English, Arabic...

Lesson 7: My house

- Do you live in a house or a flat?
- How many rooms does it have?

Activity 1 Listening Track 6

Mohammed is talking about his house. Look at the pictures. Where do you think it is? Listen and check.

Key Structure

There is / there are
There are five rooms.

Vocabulary

house, room, floor, wall,
garden, window, big,
small



LISTENING TIP

Before you listen, read the questions that you need to answer.

Activity 2 Listening

Listen again. Match the questions to the correct answers.

- | | |
|------------------------------|--|
| 1. Where do you live? | A. There are 14. |
| 2. What is your house like? | B. Yes, of course. |
| 3. How many rooms are there? | C. I live in a house with my family. |
| 4. Do you like your house? | D. It's very big and very nice. There is a pool in the garden. |

Activity 3 Speaking

Ask and answers questions about your house with a partner.

Where do you live?

What is your house like?

How many rooms are there?

Do you like your house?

LANGUAGE TIP

We use *there is* with singular nouns and *there are* with plural nouns.

There is a garden.
There are 14 rooms.

VOCABULARY

When someone asks, “*What is it like?*” we can answer with adjectives.

What is your house like?
It’s big and very nice.

Activity 4 Writing

Write about your house. Use the words in the box to help you.

big small nice garden rooms swimming pool windows

My house

Where do you live?

Do you like your house?

How many rooms are there?

What is your house like?

Lesson 8: It's nice to give

- Do you enjoy buying gifts?
- When do you give gifts to people?

Activity 1 Reading

Read about Majed. What does he talk about?

buying a gift

giving and receiving gifts

cars

Key Structure

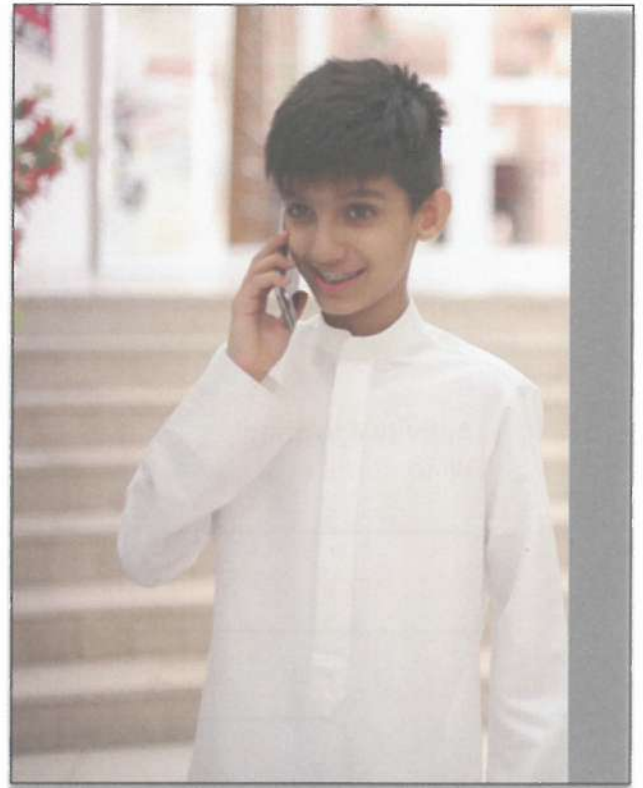
Polite requests
Can I help you?

Vocabulary

*gift, to give, siblings,
hungry, thirsty, please,
thank you, to take off*

My blog

My name is Majed. I have two brothers and two sisters. Eid al-Fitr is very important for my family. On this day, we have a meal and adults give us sweets or money. This year I got 25 dirhams. Eid al-Adha and Haq al-Lailah are also important for me and my family. My siblings and I receive money and sweets, too. Last year I used my money to buy my mum a gift. I love giving gifts!



Activity 2 Reading

Read the text again and answer the questions.

1. How many brothers and sisters does Majed have?
2. Which special days does he talk about?
3. How much money did he get this year at Eid al-Fitr?
4. What did he buy with his money?
5. Does he like giving gifts?

READING TIP

A blog is like an online journal. Some people write about daily life. Other people write about a topic like sports.

Every new blog post usually has a title.

Activity 3 Reading

Match the words to their meanings.

- | | |
|-------------|-------------------------|
| 1. receive | a. present |
| 2. siblings | b. get |
| 3. gift | c. brothers and sisters |

Activity 4 Speaking

Work in pairs. Are these statements true?

When you go to a person's house in the UAE:

- you take off your shoes. _____
- you say yes to food and drink. _____
- you don't shake hands. _____
- you always take a gift _____

Activity 5 Practice

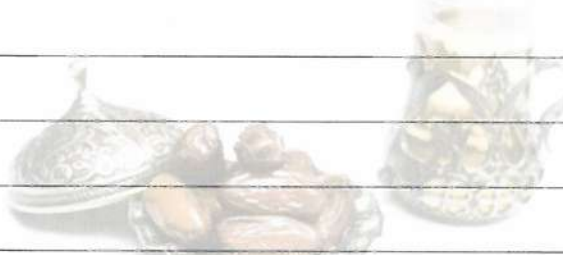
Match the questions with the answers.

- | | |
|----------------------------------|----------------------|
| 1. Could I have a drink, please? | a. Yes, of course. |
| 2. Could I have some dates? | b. Here's some tea. |
| 3. Can you take off your shoes? | c. Yes, here you go. |

Activity 6 Writing

Write sentences about what your family does for Eid al-Fitr.
Use Majid's blog to help you.

My blog



LANGUAGE TIP

You can use the words *can* and *could* to ask people for things. *Could* sounds more polite.

Could I have some tea, please?

Lesson 9: Visiting a new country

- How do you greet people on special days?
- Do you know any English expressions?

Key Structure

Expressions
Congratulations!

Vocabulary

email, letter, guest,
welcome, holiday, to
arrive, competition

Activity 1 Reading

Read these expressions. What are they in your language?

Congratulations!

Happy New Year!

Nice to meet you.

Take care.

Have a nice weekend.

Welcome.

Activity 2 Reading

Match the expressions from Activity 1 to these situations.

1. On the first day of the year you say, "Happy New Year!"
2. When you meet someone for the first time say, "_____."
3. When a visitor comes to your country say, "_____."
4. At the end of the week, you say, "_____."
5. To say goodbye and be careful, you say, "_____."
6. When someone does something good, you say, "_____."

Activity 3 Speaking

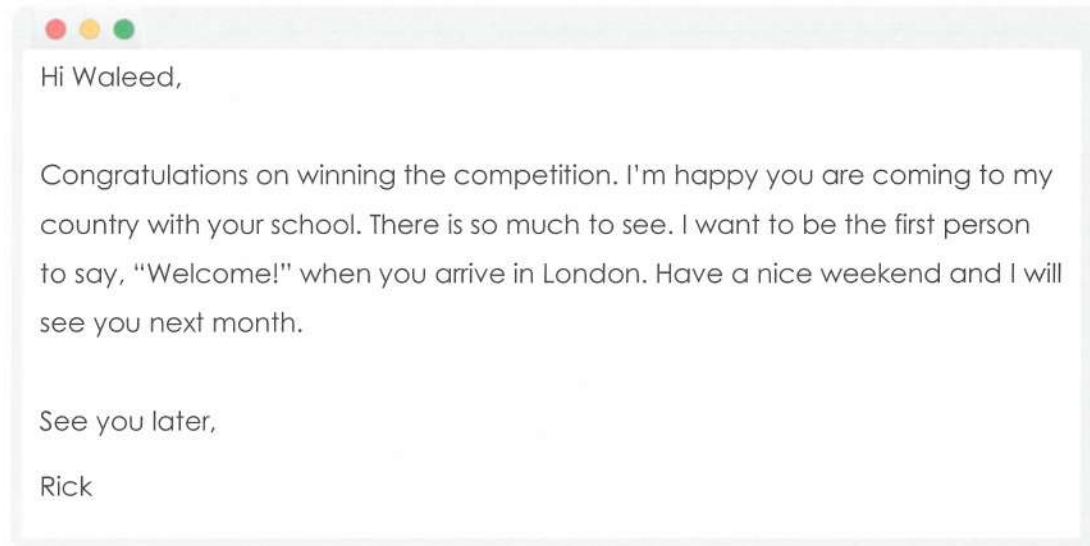
Ask and answer these questions with a partner.

- How often do you write letters, emails or messages?
- Do you write letters or emails to friends and family? What about messages?
- How do we start an email?



Activity 4 Reading

Read the email. Who is it from?



Activity 5 Reading

Are the sentences true (T) or false (F)?

- | | | |
|---|---|---|
| 1. Rick is writing to Waleed. | T | F |
| 2. Rick wants to visit Waleed. | T | F |
| 3. Waleed is happy that Rick is coming. | T | F |
| 4. Waleed will visit Rick next week. | T | F |



WRITING TIP

Letters and emails often use phrases. Learning these phrases will help you write.

Activity 6 Writing

Complete the email with the phrases from Activity 1.



Key Structure

Unit 1 structures

Vocabulary

Unit 1 vocabulary

Lesson 10: Review

Activity 1 Vocabulary

Complete the sentences with the correct word(s) from the box.

surname greet forehead shake hands bow
 routine wake up window finish

- In the UAE, people often _____ when they meet.
- Smith is a usual _____ in English-speaking countries.
- In some Asian countries, people _____ to say hello.
- What time do you _____ in the morning?
- There is a big _____ in my room.
- In different parts of the worlds, people _____ each other in different ways.
- I have the same _____ every day during the week.
- The front part of your head is called your _____.
- We _____ school at 2:00.

Activity 2 Vocabulary

Complete the conversation with the correct phrases from the box.

Where are you from How are you? Nice to meet you (x2)
 How old are you What's your name

- Hussain: " _____ ?"
 Abdullah: "Fine. You?"
 Hussain: "Fine, thanks. _____ ?"
 Abdullah: "Abdullah. What's yours?"
 Hussain: "Hussain. _____ ?"
 Abdullah: "Abu Dhabi."
 Hussain: "Me too!"
 Abdullah: " _____ ?"
 Hussain: "Fifteen."
 Abdullah: "So am I!"
 Hussain: " _____, Abdullah."
 Abdullah: " _____, too, Hussain."

Activity 3 Language

Order the words and match them to the correct answer.

- | | |
|--|--------------------------------------|
| 1. do / Where / live / you ? | a. I love it. |
| 2. do / What / you / study ? | b. Yes, he does. |
| 3. Do / football / you / like ? | c. Al Ain. |
| 4. cousin / your / in / live /
Khor Fakkan / Does ? | d. It's big and has a swimming pool. |
| 5. What / your / is / like / house ? | e. I study Maths. |

Activity 4 Reading

Complete the text with the words from the box.

grandmother	uncle	live
studies	lives	study
brothers	play	cousins

"Hi! My name's Hassan and I'm 19 years old. I study maths at the University of Sharjah. I _____ near the university with my family. I have two _____: Salem and Ahmed. Salem is older than me. He's married and has two children. That means I'm an _____! Ahmed _____ at the university, too. Every day after class, Ahmed and I _____ football with our _____ at 5pm. On weekends, we visit our _____. She _____ in Dibba."

Activity 5 Writing

You are starting a new class and the teacher wants you to write about yourself. Talk about your age, family, studies, and/or daily routine.

Unit 2: About me

Lesson 1: My life

- Do you like quizzes?
- What is a survey?

Key Structure

Asking questions
What do you like about school?

Vocabulary

to make friends, subject, science, history, maths, P.E., principal

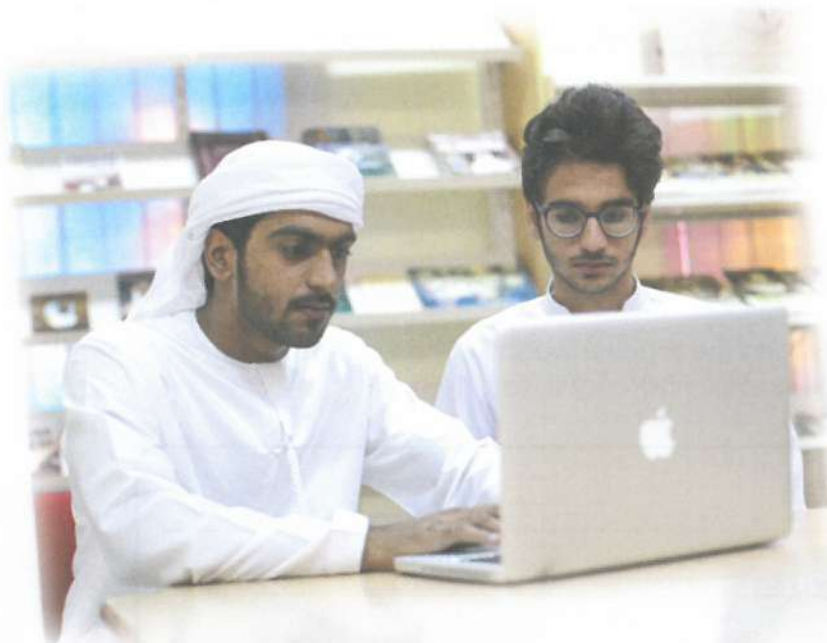
Activity 1 Reading

Read the questions in the survey. What is the survey about?

	Eissa	Obaid
1. Which subjects do you like?	<i>science</i>	
2. Which subjects don't you like?		
3. Do you do any after-school activities?		
4. What sports do you play?		
5. What do you like about school?		

Activity 2 Listening Track 7

Listen to Obaid and Eissa doing the survey. Do they like school?



VOCABULARY

survey – a list of questions you ask people when you want to know what they think.

LISTENING TIP

Think about what you are going to hear before listening. This way, you will understand more.

Activity 3 Listening

Listen again. Write down Obaid and Eissa's answers.

SPEAKING TIP

When asking Wh- questions, our voice often falls at the end.



What's your name?



Where are you from?



What subject do you like the most?

Listen and repeat.



Activity 4 Speaking

In pairs/groups, ask and answer the questions in the class survey.

1. Which subjects do you like?			
2. Which subjects don't you like?			
3. Do you do any after-school activities?			
4. What sports do you play?			
5. What do you like about school?			

Which subjects do you like?

I like English, because I like languages. I also like maths, too!



Lesson 2: School

- What do you like about your school?
- How is it different to primary school?

Activity 1 Reading

Read the students' blogs. Do they like their school?

Yassir

I like my middle school because it's really fun! I am making lots of new friends and I also have some old friends from primary school, too. My school is big, but now I know my way around. The teachers are really kind, and the lessons aren't too difficult. We don't have much homework now, but I know we will soon!

Key Structure

Saying why
I like school **because** it is fun.

Vocabulary

easy, difficult, fun,
interesting, primary
school, middle school



Sami

I really like my middle school. I enjoy learning new subjects and making new friends. My favourite subject is science, because it's easy and interesting. I am in the reading club. I really like reading. It's great. I want to read 3 books before the end of term.

Activity 2 Reading

Decide if the sentences are true (T) or false (F).

- | | | |
|---|---|---|
| 1. Yassir and Sami both have new friends. | T | F |
| 2. Sami enjoys learning new subjects. | T | F |
| 3. Yassir's school is small. | T | F |
| 4. Sami's favourite subject is maths. | T | F |
| 5. Yassir's lessons are difficult. | T | F |
| 6. Sami is in the school orchestra. | T | F |

Activity 3 Reading

Read the conversation. What subjects do Meera and Abeer like? Why?

Meera: What do you like most about school?

Abeer: My favourite subject is art because I love painting. What about you?

Meera: I like English because it's fun and interesting.

LANGUAGE TIP

We can use *because* to answer 'why' questions.

Why do you like your school?

*I like my school **because** I have a lot of friends there.*

Activity 4 Speaking

Ask and answer the questions with a partner.

- What do you like most about your school? Why?
- What is your favourite subject? Why do you like it?
- Which subjects do you think are easy/difficult/interesting?

Activity 5 Writing

Using your ideas from Activity 4, complete a paragraph about your school.

My School

My name is _____ and I go to _____ school.

I like my school because _____

My favourite subject is _____. I like it because _____

I think _____ is easy because _____

_____ is difficult because _____

_____ is interesting because _____

These are the reasons why I like middle school.

WRITING TIP

When you write a paragraph, start with a sentence to introduce the topic. Use the next sentences to give more information, then finish with a concluding sentence.

Can you find the topic sentence, detail sentences, and concluding sentence in Activity 5?



Lesson 3: Language Focus

- What do you have in your bag?
- What objects are in your classroom?

We use **possessive pronouns** in the place of a noun in a sentence.

*It is my book → It is **mine**.*

Possessive adjectives describe a noun. They come before the noun.

*I like **my** bag.*

Key Structure

Possessive pronouns and adjectives.
*This book is **mine**. It is **my** book.*

Key Structure

library, camera, computer, smartphone, object

Activity 1 Reading

Read about the objects in the pictures. Match the students to their things.

Saif and Hamdan are in the library at school. They put their things on the tables.

Saif has a black bag. It is on the table near the books. The computer is his, too. The camera isn't his. It is Hamdan's. Hamdan's pencils are on the table next to his phone. He also has an apple.



Saif



Hamdan



Activity 2 Language

Read and complete the table with the correct pronouns and adjectives.

subject	pronoun	adjective
I		my
you	yours	
she		her
he	his	
it	its	its
we	ours	
they	theirs	

Activity 3 Language

Read the sentences and change the underlined words to pronouns.

- 1 It is my book. It is mine.
- 2 It is Fatima's camera. _____
- 3 It is our poster. _____
- 4 It is Saif's bag. _____
- 5 It is their house. _____

LANGUAGE TIP

We use 's to show something belongs to someone.

Hamdan has a camera. It is Hamdan's camera.



Activity 4 Speaking

In pairs, choose three objects in your classroom and talk about them using possessive pronouns and adjectives.

This is **my** bag. It isn't **yours**.

This is **your** bag. The book is **yours**, too.

These are Sara's pens. The notebook is **hers**, too.

Lesson 4: My family

- Do you have a big family?
- How many brothers and sisters have you got?

Activity 1 Vocabulary

Look at the questions in the quiz.
Find words that mean:

- people from the same family
- brothers and sisters that are the same age
- other family members

Activity 2 Reading

Answer the quiz.



Key Structure

Possessive 's
My cousin's name is Mohammed.

Vocabulary

twins, full name, relatives, family member

What do you know about your family?

1. How many aunts and uncles have you got?

2. How many cousins have you got?

3. Have you got any relatives you have never met?

4. Do any of your family members live in another country?

5. Are there any twins in your family? If so, are they identical?

Activity 3 Listening Track 8

Listen to two students asking and answering questions from the quiz. Which questions do they ask?



LANGUAGE TIP

To use apostrophes, follow these steps:

1. Find the owner.
2. Add an apostrophe.
3. Add an 's' if there isn't one already.

My brother has a car. It is my brother's car.

'S

Activity 4 Language

Put an apostrophe (') in the correct place in each sentence.

1. My cousins name is Mohammed.
2. My grandfathers name is Ahmed.
3. Our fathers brothers live in Ahu Dhabi.
4. The Jones house is very big!
5. My brothers names are Abdulrahman, Saif, and Ismail.

VOCABULARY

full name =
your whole name

SPEAKING TIP

When we speak, can use 'have got'.

'Do you have...' is the same as 'have you got...'

I have a lot of cousins = I've got a lot of cousins.

Activity 5 Speaking

Ask and answer the questions from the quiz with a partner.

How many aunts and uncles have you got?

I've got 3 aunts and 5 uncles.

How many cousins have you got?

Many. More than I can count!

Lesson 5: Family history

- What do you know about your family history?
- How many people are there in your family?

Activity 1 Reading

Read the article about family history.

Which countries do the people talk about?

Key Structure

Describing people

His name is Mohammed.

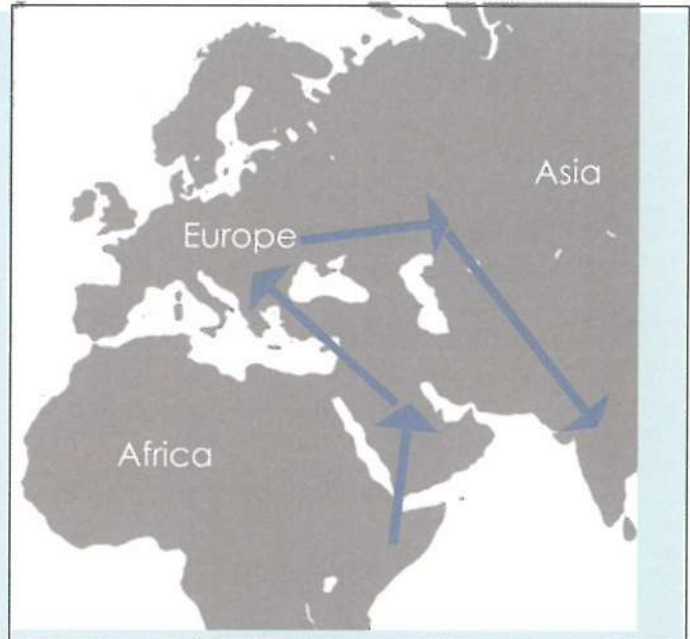
Vocabulary

amazing, to travel, to be born, family history, map



'I'm from Poland and my parents, grandparents and great-grandparents are Polish, too. It is really interesting that my family history starts in Africa. A DNA test shows that I have ancestors from there. Wow! Now I understand one simple thing: we are all one big family!'

Joanna



'I was born in India, so I am amazed that I have ancestors from eastern Europe. Now I feel connected with countries like Hungary, Romania and the Czech Republic. Now these countries are more than names on a map.'

Deepak

Activity 2 Vocabulary

Find these words in the text. Choose the correct meaning, (a) or (b).

- | | | |
|-----------------------|--------------------------------|--|
| 1. great-grandparents | a. parents' parents | b. grandparents' parents |
| 2. amazed | a. very surprised | b. sad |
| 3. ancestors | a. important people in science | b. people in your family a long time ago |

Activity 3 Writing

Answer the questions.

1. Where is Joanna from?
2. Where is Deepak from?
3. Where do Joanna and Deepak have ancestors from?
4. Which countries does Deepak feel connected with now?


LANGUAGE TIP


We use *was/were* + *born* to talk about when our life started.

He was born in Egypt. NOT He born in Egypt.

Activity 4 Practice

Read about Fatima's grandfather and answer the questions. Then write about someone in your family.

Name:	Mohammed	
Age:	82	
Born:	Cairo, Egypt	
Children:	3	
Hobbies:	swimming, cooking	

Name:	_____	
Age:	_____	
Born:	_____	
Children:	_____	
Hobbies:	_____	

1. What is Fatima's grandfather's name?
2. How old is he?
3. Where was he born?
4. How many children does he have?
5. What are his hobbies?

WRITING TIP

When writing a personal profile, include information like who the person is, their age, and where they were born. You don't need to write full sentences.

Activity 5 Speaking

Work in pairs and describe your family member from Activity 4. Ask questions to find out more information.

What is his/her name?

How old is he/she?

Where was he/she born?

LANGUAGE TIP

We can use the verb **to be** to describe people.

*Fatima's grandfather's name **is** Mohammed.*

*Mohammed **is** 82.*

*He **was** born in Cairo.*

Lesson 6: Amazing people

- Who do you like the most in your family?
- Can you describe this person?

Activity 1 Listening Track 9

Listen to Abdulraheem talking about his family.
Match the relatives to their descriptions.



Key Structure

Describing people
My mother is kind.

Vocabulary

positive, negative, kind, caring, hard-working, happy, angry, annoying

- | | | |
|------------|---|-----------------|
| 1. mother | → | a. kind |
| 2. father | | b. happy |
| 3. brother | → | c. caring |
| 4. uncle | | d. sporty |
| 5. cousin | | e. hard-working |

LISTENING TIP

The verb *to be* is often contracted or said quickly.

Activity 2 Vocabulary

Put the words in the correct place in the table.

caring	funny	annoying	honest
mean	kind	sparty	angry
sad	lazy	happy	clever

positive +	negative -
caring	

LANGUAGE TIP

We can use short forms with the verb *to be*.

I am	=	I'm
you are	=	you're
he is	=	he's
she is	=	she's
it is	=	it's
we are	=	we're
they are	=	they're

- *I'm happy.*
- *You're happy.*
- *He's happy.*
- *She's happy.*
- *It's happy.*
- *We're happy.*
- *They're happy.*

Activity 3 Practice

Complete the sentences with short forms.

1. When _____ (I am) ill, she looks after me.
2. _____ (He is) always nice to people.
3. _____ (She is) sporty.
4. _____ (they are) caring.
5. _____ (we are) happy.
6. _____ (you are) annoying!

Activity 4 Speaking

With a partner, talk about some of your friends and family members.

I have a little brother and he's really annoying!

My mother is very kind and caring.

SPEAKING TIP

We usually use contractions when we speak. We can also use them in informal writing.

He's friendly and kind.

Lesson 7: Language Focus

- What do you like doing at school?
- What do you like doing at home?

The Present Continuous

We use the present continuous to say what is happening now or at the time of speaking.

I am reading.

I	am	
he / she / it	is	(not) + -ing verb
you / we / they	are	

Key Structure

Present continuous
We **are studying**.

Vocabulary

to look at, table football, printer, novel

Activity 1 Practice

Read the sentences and write the correct form of the verb *to be*.

Then, match the sentences to the correct pictures.

- 1 Ali _____ talking on his phone.
- 2 The teacher _____ helping his students.
- 3 The boys _____ playing a game.
- 4 The girls _____ looking at something.

A



B



C



D

Activity 2 Practice

Complete the sentences with the correct present continuous verb form.

- 1 I am _____ my homework. (do)
- 2 We are _____ to class. (go)
- 3 The girls are _____ football. (play)
- 4 Fatima is _____ an interesting novel. (read)
- 5 The students are not _____. (listen)



Activity 3 Practice

Write the negative form of each sentence.

1 I am doing my homework. _____

2 We are talking. _____

3 Omar is going home. _____

Activity 4 Speaking

Look at the pictures and describe them to a partner.

What are the students doing?

Use the words in the box to help you.

studying writing talking
teaching taking photos helping



Activity 5 Writing

Write sentences about your friends at school. What are they doing right now?

Lesson 8: People in our city

- What jobs do people do in your city or town?
- What job do you want?

Activity 1 Vocabulary

Write the correct job under each picture.

doctor writer driver teacher



A. _____ B. _____ C. _____ D. _____

Activity 2 Reading

Read about people's jobs. Who works at home?

Zainab is a doctor. She works in a hospital. She works at night time. She sleeps in the afternoon.

Fahad is a driver. He drives people to different places. He works in the mornings. He likes his job.

Hamdan is a teacher. He wakes up early in the morning. He teaches English to his students.

Reem is a writer. She works at home. She writes in the morning and evening. She thinks of ideas in the afternoon.



READING TIP

Always read the questions before reading the text. This will help you know what to look for.

Activity 3 Reading

Choose the correct answer.

1. Zainab sleeps ...
 - a. In the morning.
 - b. In the afternoon.
 - c. In the evening.
2. Hamdan is a...
 - a. teacher.
 - b. writer.
 - c. doctor.
3. Reem _____ in the afternoon.
 - a. sleeps
 - b. writes
 - c. thinks of ideas
4. Fahad...
 - a. works in a hospital.
 - b. teaches English.
 - c. drives people to different places.

Activity 4 Speaking

Look at the pictures of the people from the blog. Work with a partner and say what they are doing.



LANGUAGE TIP
Remember, we can use the *present continuous* to ask what is happening now.
What are you doing?

Activity 5 Writing

Look at the pictures in Activity 1. Write a sentence about what each person is doing.

Zainab is working at the hospital.

1.	_____
2.	_____
3.	_____
4.	_____

Lesson 9: All about me

- What do you know about your friends?
- What do your friends know about you?

Activity 1 Speaking

Fill in the gaps, then ask your partner the questions.

- How old ____ you?
- Do you _____ any brothers or sisters?
- What ____ your favourite subject at school?

Activity 2 Reading

Read about Abdulrahman. What topics are in his profile?

Key Structure

Describing yourself
I like sports and my favourite subject is P.E.

Vocabulary

topic, school, sports, family, engineer

READING TIP

Remember to look at headings in a text. They tell you what information is in the text.

All About Me

Name

Abdulrahman Mohamed Al Marzouqi

Age:

I am twelve years old.

School:

My favourite subject at school is English. I like learning new words. It is hard, but I am always happy after English lessons. I also like Maths. I want to be an engineer in the future.

Sports:

My favourite sport is football. I watch football on TV every weekend. I like Al Ain Football Club. Sometimes I play football with my friends.

Family:

My father's name is Mohamed, and my mother's name is Meera. I have a brother named Ahmed and a sister named Fatima.



Activity 3 Reading

Read the student profile and decide if the statements are true (T) or false (F).

- | | |
|--|-------|
| 1. Abdulrahman's favourite subject is Science. | T / F |
| 2. He wants to be an engineer. | T / F |
| 3. His favourite sport is football. | T / F |
| 4. He plays tennis with his friends. | T / F |
| 5. His father is named Mohamed. | T / F |
| 6. He has three brothers and two sisters. | T / F |

Activity 4 Speaking

Talk to your partner about:

- school.
- sports.
- family.

How many brothers and sisters do you have?

I have two brothers and three sisters.

Activity 5 Writing

Write a profile about yourself. Use your ideas from Activity 4 to help you.

All About Me

Name

Age:

School:

Sports:

Family



Key Structure

Unit 2 structures

Vocabulary

Unit 2 vocabulary

Lesson 10: Review

Activity 1 Vocabulary

Complete the sentences with the correct word(s) from the box.

art principal subjects doctor P.E. maths interesting

1. At my school, we study many different _____ .
2. I like English, because our teacher gives us _____ activities.
3. Fatima likes _____ because she is sporty.
4. _____ is my favourite subject because I like painting.
5. We learn about numbers in _____ .
6. Our _____ is very kind. He lets us do after-school activities.
7. My aunt works in a hospital. She is a _____ .

Activity 2 Vocabulary

Match the words to their meanings.

- | | |
|-----------------|--|
| 1. twins | a. two children born at the same time to the same mother |
| 2. cousins | b. always working and doing a good job |
| 3. hard-working | c. not happy |
| 4. lazy | d. how you feel when you don't want to do anything |
| 5. sad | e. being good at and enjoying sports |
| 6. sporty | f. family members |
| 7. relatives | g. your aunts' or uncles' children |



Activity 3 Language

Complete each sentence with the correct word.

1. Where is our classroom? We can't find it. (our / ours)
2. Look at _____ new car! He loves it. (he / his)
3. That book has my name on it, so it's _____. (mine / my)
4. The twins are in the same class. _____ seats are next to each other. (their / they)
5. Where is _____ maths book? Did you forget it? (your / yours)
6. Fatma doesn't take the bus to school. _____ mother takes her. (she / her)
7. We took the wrong books. These are not _____. (our / ours)

Activity 4 Language

Change the following sentences into the present continuous tense.

1. We read English books.

We are reading English books.

2. Our teacher talks slowly.

_____.

3. John doesn't listen to his teacher.

_____.

4. Fatima studies maths.

_____.

5. I write a story.

_____.



Activity 5 Writing

Look around your classroom. Write down four things that are happening now.

1. _____
2. _____
3. _____
4. _____

Unit 3: Clothing

Lesson 1: My clothes

- What clothes are you wearing now?
- What do you normally wear?

Activity 1 Vocabulary

Match the words to the clothes in the pictures.

- trousers 4
- t-shirt _____
- skirt _____
- shoes _____
- scarf _____
- jeans _____
- sandals _____



Activity 2 Vocabulary

Complete one of the word puzzles, then compare with a partner.

clothes		t-shirt	trousers
	trousers	clothes	skirt
trousers		skirt	
	t-shirt	trousers	clothes

shoes		scarf	
	sandals	shoes	jeans
sandals		jeans	
	scarf		shoes

Key Structure
Present continuous
He **is wearing** a blue shirt.

Vocabulary
to wear, t-shirt, trousers, skirt, shoes, scarf, jeans, sandals, piece of clothing, to cover

Activity 3 Listening Track 10

Listen and match the descriptions to the words in the boxes.

1. This piece of clothing covers your neck, head or shoulders.

2. This piece of clothing covers your legs. It is for women only.

3. These go on your feet. They are open. They do not cover the top of your foot.

4. This piece of clothing is a cotton shirt in the shape of a T.

5. This piece of clothing covers your legs. It has a different part for each leg.

6. These go on your feet. They cover the top and bottom.

7. These are trousers that are made of denim. They are usually blue.

trousers	t-shirt	skirt	shoes	scarf	jeans	sandals
5						

LANGUAGE TIP

We use the present continuous to talk about what clothes a person is wearing.

He is wearing a blue shirt and white trousers.

Activity 4 Speaking

Look at the pictures.

What are the people wearing?



Lesson 2: Following fashion

- Do you follow fashion?
- What is your favourite piece of clothing?

Activity 1 Reading

Read the blog posts. Who likes to follow fashion?



Rasha, 17

I love fashion! I go to the mall every weekend with my friends or family. I like to try on clothes and sometimes I buy them. I also love jewellery. In fact, I just bought some yesterday!

I don't like fashion and I hate going shopping. My mum buys clothes for me. After school, I take off my kandora and I put on shorts and a t-shirt. I don't like to dress up. I like to be comfortable.



Waleed, 15

Activity 2 Reading

Look at the blog posts again. Who said the sentences below, Rasha (R) or Waleed (W)?

- | | | |
|------------------------------------|---|---|
| 1. I love fashion! | R | W |
| 2. I hate going shopping. | R | W |
| 3. I go to the mall every weekend. | R | W |
| 4. I like to try on clothes. | R | W |
| 5. I like to be comfortable. | R | W |

READING TIP

Remember, a **blog** is like an online journal. You can write about any topic.

Key Structure

Phrasal verbs
I like to **try on** clothes.

Vocabulary

to try on, to put on, to dress up, to take off, fashion, jewellery, comfortable

Activity 3 Practice

Read the sentences from the blog. Decide if the underlined word is a verb (V), noun (N) or adjective (A).

1. I love fashion! V N A
2. I like to try on clothes. V N A
3. I don't like fashion. V N A
4. I don't dress up. V N A
5. I like to be comfortable. V N A

LANGUAGE TIP

Phrasal verbs are verbs with prepositions.

We try on clothes.

Activity 4 Practice

Complete the phrasal verbs with the words in the box.

on off up

1. What do you try on in a shop?
2. Where do you take _____ your shoes?
3. When do you dress _____?
4. What do you put _____ for a cold winter day?

off
on
up

Activity 5 Speaking

Ask and answer the questions from Activity 4 with a partner. Write the questions and answers in the table.

Question	Me	My partner
1.		
2.		
3.		
4.		

Lesson 3: Adverts

- What are adverts?
- Where do you see them?

Activity 1 Reading

Read the advert. What is it for? Where would you see it?

Key Structure

Adjectives
*It's a **colourful** phone.*

Vocabulary

advert, camera, GPS, stylish, cool, colourful, screen, sunglasses, perfect, comfortable



New YPhone

- Make phone calls.
- Text your friends and family.
- Enjoy a nice, stylish phone.
- Use a colourful screen.
- Take amazing photos with the camera.

Activity 2 Listening Track 11

Listen to three adverts. Write the adverts in the correct order.

A



B



C



1. _____ 2. _____ 3. _____

Activity 3 Listening

Listen again. Circle the adjectives that you hear.

new amazing cool blue
angry comfortable slow fast
perfect red old

LANGUAGE TIP

Adjectives usually go before a noun or after the verb *to be*. There is no plural form.

The car is new. She has a new car.

SPEAKING TIP

Use adjectives when you speak to make things sound more interesting.

Buy our sunglasses.

Buy our cool, red sunglasses!

Activity 4 Speaking

Complete the advert with adjectives from the lesson. Then, try to sell the car to a partner.

Do you like to drive? Then you should buy one of our _____ cars. They're _____, _____, and _____. Buy one today!



Lesson 4: Language Focus

- What colours do you like wearing?
- Do you like summer clothes or winter clothes?

Key Structure

Comparatives
*Trainers are **more comfortable than** shoes.*

Vocabulary

trainers, shoes, nice, size, cheap, expensive

Comparatives

We use comparative adjectives to compare things.

How?

Short adjectives: + er

old → older

Adjectives ending in y: y+ ier

easy → easier

Long adjectives: more

interesting → more interesting

*Trousers are **longer than** shorts.*

Comparative sentences

Use *than* after comparatives to compare two things

*Dubai Mall is **bigger than** Marina Mall.*

Activity 1 Listening Track 12

Ann is shopping with her sisters.

Listen and tick the sentences that you hear.

- a ___ Look at these nice shoes.
- b ___ The blue t-shirt is nicer than the green t-shirt.
- c ___ The blue t-shirt is nicer than the yellow t-shirt.
- d ___ I need a bigger size.

Which t-shirt does Ann buy?



T-shirts: AED100



Sunglasses: AED150

Activity 2 Practice

Look at the pictures of t-shirts and sunglasses.

Read the sentences and decide if they are True or False.

- 1 The pink sunglasses are bigger than the brown sunglasses. T F
- 2 The t-shirts are cheaper than the sunglasses. T F
- 3 The sunglasses are more expensive than the t-shirts. T F

Activity 3 Language

Write the comparative form of each adjective.

old	_____	new	_____
nice	_____	ugly	_____
cheap	_____	expensive	_____
big	_____	small	_____

Activity 4 Practice

Put the words in the correct order and write sentences.

1 shorts / longer / trousers / than / are

2 bikes / cars / than / smaller / are

3 Ajman mall / bigger / is / Dubai mall / than

4 than / scarves / are / more expensive / jeans

Activity 5 Writing

Write three comparative sentences about your favourite things.

Sandals are more comfortable than trainers.

Lesson 5: Accessories

- Do you like accessories?
- What accessories do you usually wear?

Activity 1 Speaking

Look at the pictures. What accessories can you see? Can you think of any more?

Key Structure

Comparatives
The brown shoes are **nicer**
than the trainers.

Vocabulary

accessory, ring, bag,
necklace, sunglasses,
watch, belt



What can you see?

Activity 2 Listening Track 13

Listen to Jaleel talking about shoes and accessories. Write the items you hear.

1. _____ *watch* _____
2. _____
3. _____
4. _____
5. _____
6. _____



Activity 3 Listening

Listen again. Complete the sentences with the correct word.

1. Trainers are more _____ than other shoes.
2. The brown ones are _____ than the black ones.
3. They are _____, too.

SPEAKING TIP

When comparing two things, you do not always have to say the whole sentence.

These sunglasses are nicer (~~than those ones~~).

Activity 4 Speaking

Choose two of the pictures and compare them.

Which sunglasses do you think are:

- cheaper
- more expensive
- more colourful
- nicer



The black glasses are more expensive than the pink ones.

Lesson 6: What's it made of?

- What things are made of plastic?
- What things are made of gold or silver?

Key Structure

Describing materials
Many things **are made**
from gold.

Vocabulary

wood, gold, silver, plastic,
leather, cutlery, material

Activity 1 Vocabulary

Complete the sentences with the correct words from the box.

wood gold silver plastic leather

1. Water bottles are made from plastic.
2. Jewellery is made of _____ or _____.
3. Paper is made from _____.
4. _____ is used to make jackets, wallets, belts, and bags.

Activity 2 Reading

Read the text and check your answers.

Many things **are made** from gold. Gold is used to make coins, jewellery, and sometimes teeth!



Many things are made from wood. Paper, chairs, tables, and some musical instruments are made from wood.

Jackets, belts, wallets, and bracelets are made of leather.



Silver is used for coins, cutlery, and jewellery.

Plastic is used for many things.



LANGUAGE TIP

When we describe objects, we can use the phrase *is/are made of*.

Jewellery is made of gold. Rings are made of gold.

Activity 3 Speaking

Choose an object and say what it is made of. Your partner should try to guess the object.



Activity 4 Writing

Think of an object. Draw it, then write a short description.

Say:

- what it is
- when you use or wear it
- what it is made of

A large, empty rounded rectangular box with a blue border and ten horizontal lines, intended for writing a short description of the object.

Lesson 7: Language Focus

- When do you usually go shopping?
- What is your favourite shop?

Key Structure

Superlatives
*Abu Dhabi is **the biggest** emirate.*

Vocabulary

shopping centre, mall, shop, restaurant, café, next week

Superlatives

We use superlative adjectives to say something is the best, or top in a group.

How?

Short adjectives: the + adjective + est

Long adjectives: the most + adjective

old → the oldest

beautiful → the most beautiful

*Deira has **the oldest** mall in Dubai.*

Activity 1 Reading

Read the blog about a shopping trip and circle the superlatives. Where is Noor going next week?

Shopping

Next week my cousins and I are going to Yas Mall in Abu Dhabi. It's the biggest mall in Abu Dhabi. I think it's the best mall, too. There are lots of shops and restaurants. The most popular restaurant is called Cake Factor. Everyone loves their cakes. My favourite café is called Fresh Juices. It's the newest café in the mall. I can't wait to go there next week!

Noor

Activity 2 Reading

Read the sentences and decide if they are true or false.

- | | | |
|--|---|---|
| 1 The biggest mall in Abu Dhabi is Yas Mall. | T | F |
| 2 Noor thinks Dubai Mall is the best mall. | T | F |
| 3 The most popular restaurant is Cake Factor. | T | F |
| 4 The oldest café in Yas mall is Fresh Juices. | T | F |



Activity 3 Language

Write the superlative form of each adjective.

old	_____	new	_____
nice	_____	ugly	_____
cheap	_____	expensive	_____
big	_____	small	_____

Activity 4 Language

Put the words in the correct order and write sentences.

1 building. / tallest / is / the / The Burj Khalifa

2 expensive / is / jewellery. / most / the / Gold

3 Deira / oldest / has / in Dubai. / the / mall

4 is / biggest / the / mall. / Dubai Mall

Activity 5 Writing

Write three superlative sentences about your favourite things.

I think Fashion Point is the best shop in Ajman.

Language Tip

When spelling superlatives for adjectives end in y, we take away y and add -iest.

Lesson 8: Adverts II

- Why do people use adverts?
- Where do you see them?

Key Structure

Linking word: and
Adverts for food, drinks **and** soap.

Vocabulary

app, the internet, company, soap, message

Activity 1 Listening Track 14

Read and listen to a podcast. What type of adverts do they talk about?



Adverts are not new. There were adverts many, many years ago in Egypt, Greece and Rome. Shops used old paper called papyrus to make them. Later, in the 18th century, the first newspapers had adverts for things like food, drinks and soap.

Today, companies spend the most money on adverts for cars, drinks, and homeware. Companies usually make adverts for television, radio, magazines and newspapers, but now there are also adverts on the internet, apps, and social media. Adverts are different today, but the message is always the same: *Look at this! It's great!*

LISTENING TIP

A podcast is an online talk.



Activity 2 Listening

Read and listen again. Complete the table.

When?	How?	What?
many, many years ago	p_____	shops
the ____ th century	newspapers	food, _____ and soap
today	television, _____, magazines, newspapers, the _____, apps and social media	c_____, drinks and homeware.

Activity 3 Reading

Decide if the statements are true (T) or false (F).

- | | | |
|---|---|---|
| 1. Many years ago, shops used old paper called papyrus for adverts. | T | F |
| 2. The first newspapers had adverts for cars. | T | F |
| 3. Now there are adverts on social media. | T | F |
| 4. Companies do not use adverts today. | T | F |

Activity 4 Speaking

Answer the questions with a partner.

Where could you see the advert below? Are adverts good or bad?
Do you like adverts? Which adverts are the most interesting?



You could see this advert _____ and _____.

Adverts are good/bad because...

I like adverts because...

Key Structure

Describing clothing
Our hats are **comfortable**.

Vocabulary

headwear, lovely,
comfortable, amazing, to
look good, to put on

Lesson 9: Making an Advert

- What is your favourite advert?
- Why do you like it?

Activity 1 Reading

Read the advert. What are they selling?



Hats!!

Do you live in a hot country? Do you need to cover your head in the sun? If so, you need one of our hats. Our hats are comfortable, and they look great. Put on one of our amazing hats today!

Activity 2 Reading

Read the text again. Decide if the statements are true (T) or false (F).

- | | | |
|--|---|---|
| 1. The advert starts with a question. | T | F |
| 2. The advert is very long. | T | F |
| 3. The advert uses a lot of adjectives. | T | F |
| 4. The advert tells you to do something. | T | F |

Activity 3 Writing

You are going to write an advert for the *ghutra* in the picture below. Think of some ideas for your advert.

- Question(s):

○ _____ ?

○ _____ ?



Activity 4 Writing

Write your advert.

WRITING TIP

Start an advert with a question.
Use adjectives in your advert.

Ghutras!!

Do you... _____

Buy one of our *ghutras* today!



Key Structure

Unit 3 structures

Vocabulary

Unit 3 vocabulary

Lesson 10: Review

Activity 1 Vocabulary

Complete the sentences with the words in the box.

shoes	trousers	scarf	ring
jewellery	headwear	belt	sunglasses

- Rashid does not like jewellery; he never wears necklaces or bracelets.
- You wear _____ on your feet.
- A ghutra is an example of _____.
- My jeans are too big. I need a _____!
- In cold countries, people sometimes wear a _____ around their neck.
- A _____ is a piece of jewellery you wear on your finger.
- Our maths teacher always wears a jacket and _____.
- The sun is bright, so I always wear _____.

Activity 2 Vocabulary

Match the words to make phrasal verbs. Then complete the sentences with the correct verb.

- | | |
|----------|-------|
| 1. try | a on |
| 2. put | b off |
| 3. dress | c on |
| 4. take | d up |

- Try on this jacket. I think it's nice.
- _____ your shoes in the house.
- People _____ when they go to weddings.
- It's cold. You should _____ a scarf.

Activity 3 Practice

Find the mistakes in the sentences. Write the correct sentence below.

1. The blue sunglasses are ~~expensiver~~ than the black sunglasses.

The blue sunglasses are **more expensive** than the black sunglasses.

2. The red car is more newer than the grey car.

3. This restaurant is more cheaper than that one.

4. Trainers are comfortable than other shoes.

5. These leather sandals are more nice than those plastic ones.

Activity 4 Practice

Complete the questions with the correct form of the adjectives in the box.

interesting old ~~big~~ good

1. Which is the biggest emirate in the UAE?
2. What is the _____ shop where you live?
3. Where is the _____ mall in the UAE?
4. What is the _____ restaurant in your emirate?

Activity 5 Speaking

Ask and answer the questions from Activity 4 with a partner.

Which is the biggest emirate in the UAE?

Abu Dhabi is the biggest emirate in the UAE.

Unit 4: The great outdoors

Lesson 1: What do you want to try?

- Do you like being outside?
- What activities can you do outside?

Activity 1 Vocabulary

Match the words in the box to the pictures.

falconry hiking skateboarding



Activity 2 Vocabulary

Match the activities to their descriptions. Then write the activities in the chart below.

- | | |
|------------------|--|
| 1. falconry | a when you go on a boat |
| 2. hiking | b when you catch other animals with a falcon |
| 3. skateboarding | c when you walk in the mountains |
| 4. sky diving | d when you ride a skateboard |
| 5. sailing | e when you jump from an aeroplane |

land	sea	air
<i>hiking</i>		

Key Structure

Would like
I would like to try sky diving.

Vocabulary

skateboarding, hiking, sailing, sky diving, falconry, land, air, outdoors, wind

Activity 3 Speaking

Choose an activity and describe it.
Ask your partner to guess the activity.

You use a falcon and catch other animals.

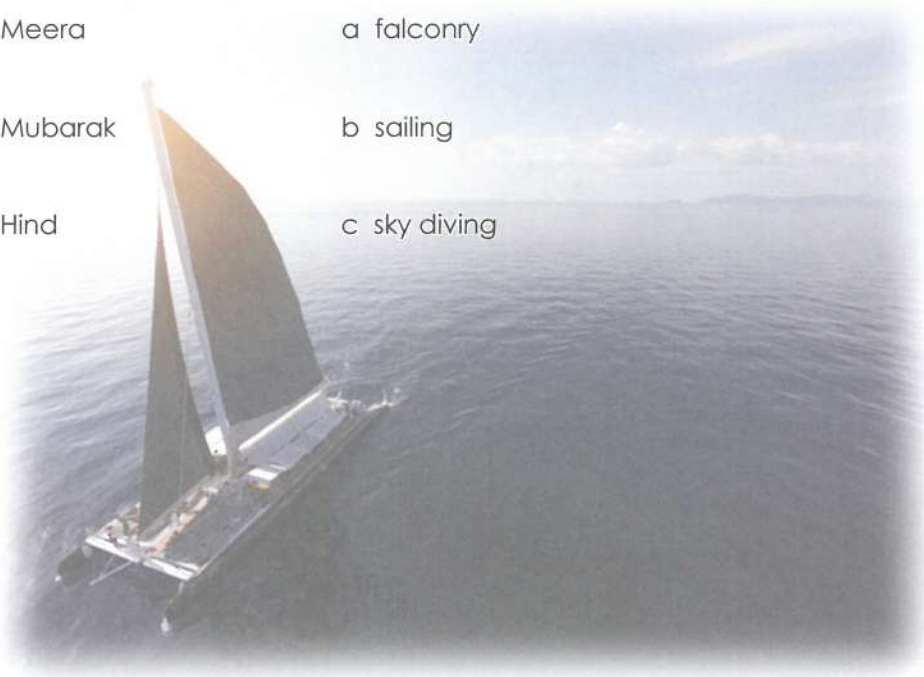
Falconry!



Activity 4 Listening Track 15

Listen to three students. Match their names to the activities they would like to try.

- | | |
|------------|--------------|
| 1. Meera | a falconry |
| 2. Mubarak | b sailing |
| 3. Hind | c sky diving |



Activity 5 Speaking

In groups talk about which activities you would like to try.

What would you like to try?

I would like to try falconry, because it's important in Emirati culture.

SPEAKING TIP
We use the phrase 'I would like to' to talk about things we want to do.
I would like to try falconry. = I want to try falconry.

Lesson 2: The land of adventure

- Would you like to visit New Zealand?
- What other countries would you like to visit?

Activity 1 Speaking

Look at the pictures. Answer the questions with a partner.

- Do you remember where New Zealand is?
(There is a map in Unit 1 Lesson 2.)
- What do you think the weather is like?
- What activities do you think you can do there?

Key Structure

Describing a place
You **can go hiking**.

Vocabulary

*mountain biking, hiking,
snowboarding,
adventure, north, south,
east, west*



Activity 2 Reading

Read the travel brochure about New Zealand. Check your answers from Activity 1.

New Zealand

New Zealand is an island country in the South Pacific Ocean. It is around 2000km east of Australia.



The weather in New Zealand is nice. The temperature in summer (December to February) is around 22°C. The temperature in winter (June - August) is around 15°C.

Queenstown, New Zealand is perfect for outdoor activities. There, you can go snowboarding, sailing and zorbing.

At Lake Wanaka near Queenstown, you can go hiking, mountain biking, fishing, sailing, sky diving and more.



Activity 3 Reading

Read the brochure again. Decide if the sentences are true (T) or false (F).

- | | | |
|---|---|---|
| 1. New Zealand is in the South Atlantic Ocean. | T | F |
| 2. It is around 2000 km from Australia. | T | F |
| 3. New Zealand doesn't have nice weather. | T | F |
| 4. You can do outdoor activities in Queenstown. | T | F |
| 5. You can go sailing at Lake Wanaka. | T | F |

WRITING TIP

A brochure is a thin book of a few pages that gives information about something.

Activity 4 Writing

Complete the travel brochure about the UAE.

The UAE

The UAE is a country in the Middle East.

It is near...



The weather in the UAE...

The temperature in summer is...

The temperature in winter is...

_____ is perfect for...

There, you can...

Lesson 3: Language Focus

- What do you usually do at the weekend?
- What do your parents ask you to do?

Key Structure

Have to
Noor **has to** stay at home.

Vocabulary

to have a picnic, park, to stay at home, to be careful

Activity 1 Listening Track 16

Listen to two students talking and write the missing words.

Noor: I'm going to _____ on Saturday. I want to have a picnic. You should come!

Anne: Sorry Noor, I _____. I have to stay at home.

Noor: Why?

Anne: I have to _____ my brother with his homework.

Noor: Oh okay. Let's go another time.

Anne: Sure! Have fun!



Activity 2 Speaking

Read the conversation and answer the questions with a partner.

- Why can't Anne go to the park?
- Do you think Anne wants to go to the park?

Have to

You can use *have to* when you must do something or you have no choice. *Have to* goes before the main verb in a sentence.

We **have to** go to school every day.

LANGUAGE TIP

Be careful! *Have to* changes with the subject.

I **have to** study.

Noor **has to** study.

Activity 3 Practice

Complete the sentences with *have/has to* and a verb from the box.

wear go play meet be go

1 My eyes are not good. I have to wear glasses in class.

2 I don't like sports but we _____ football in PE.

3 Fatima _____ her cousins at the park.

4 We get up at 5am tomorrow so we _____ to bed early.

5 You _____ careful when you go hiking. Sometimes it's dangerous.

6 It's Friday! We don't _____ to school.

Negatives

Use **don't have to** when you have a choice and you don't need to do something.

Tomorrow is Friday. We **don't have to** go to school!

Activity 4 Speaking

Answer the questions with a partner.

- What do you have to do at home?
- What do you have to do at school?
- What do you have to do on Saturday?
- What don't you have to do on Saturday?

We have to speak English in class.

Lesson 4: The great outdoors

- Do you ever go camping?
- Do you go to the desert?

Activity 1 Vocabulary

Match the words to the pictures.

sleeping bag

tent

jacket

torch

rucksack



tent



Activity 2 Listening Track 17

Listen to your principal talk about a school trip. Complete the notes with the missing information.

School trip to the _____

Leave at _____

Arrive at the desert camp at _____

Falconry is at _____

Sunset camel ride is at _____

We need _____



Activity 3 Speaking

Where do you want to go on a school trip?
In groups, choose your next school trip.



SPEAKING TIP

Your voice goes down at the end of a list.

We need a tent, a sleeping bag and a torch.

Activity 4 Speaking

Talk in groups. What do you need for your trip?
Make a list and then share with another group.

I think we need a tent, a sleeping bag, water and a torch.

We also need food.

School trip to:

- 1)
- 2)
- 3)
- 4)
- 5)

Lesson 5: My adventures

- Do you like running?
- How far can you run?

Key Structure

Describing ability
I can run far.

Vocabulary

running, ultramarathon, runner, far, kilometre, race this week/month/year

Activity 1 Reading

What can an ultramarathon runner do? Read Marwan's blog and find out.

My name is Marwan and I really like running. I'm an ultramarathon runner. I can run very far. A normal marathon is around 42 kilometres but ultramarathons are usually more than 100 kilometres!

This November, I want to run in an ultramarathon in Oman. The race is 6 days and 165 kilometres long. It's going to be difficult, but I know I can do it.

Read my blog to learn more about me and my running!



Activity 2 Reading

Read the text again. Decide if the sentences are true (T) or false (F).

- | | | |
|---|---|---|
| 1. Marwan does not like running. | T | F |
| 2. He can run very far. | T | F |
| 3. Ultramarathons are around 42 kilometres. | T | F |
| 4. Marwan wants to run a race in Oman. | T | F |
| 5. The race in Oman is 4 days long. | T | F |



Activity 3 Writing

Complete the mind map with your own ideas.
What sports can you do? What do you want to do?



WRITING TIP

Before you write, use a mind map to think of ideas.

Activity 4 Writing

Complete the blog with your ideas from Activity 3.

My name is _____ and I really like _____.
(topic)

I can _____

I want to _____

Read my blog to learn more about me.

Lesson 6: Language Focus

- Are you going on holiday next summer?
- What are you going to do?

Activity 1 Reading

Look at the text.

What is it? How do you know?

- a) an email b) a letter c) a blog

To: saif@email.com

Subject: My holiday

Hi Saif,

How are you? I can't wait to visit New Zealand next month! We have so many plans. We are going to do lots of outdoor activities. My brother likes water sports so we are going to try sailing and kayaking. We are going to stay in the mountains, but we aren't going to go hiking. It's too cold there. What are you going to do?

See you soon!

Sam

Key Structure

Going to

We **are going to** visit New Zealand.

Vocabulary

outdoor activities, to stay, to go kayaking, to travel, plan

Activity 2 Reading

Read the email and answer the questions.

- 1 When is Sam going to New Zealand?
- 2 Is Sam going to hike in the mountains? Why or why not?
- 3 What is Sam going to do?



Going to

To talk about future plans, we can use *going to*.

I **am going to** visit New Zealand.

I	am	
he/she/it	is	+ going to + verb
you/we/they	are	



Activity 3 Practice

Order the words and write sentences.

1 are / going to / have a picnic / We / at the weekend.

2 visit / in Egypt. / my family / I / going to / am

3 going to / Next summer / are / Oman. / visit / we

Activity 4 Practice

Complete the questions with *be going to* and the correct verb from the box.

1 Next summer, I _____ in Oman.

2 I _____ a new sport.

3 We _____ delicious food.

4 Fatima _____ her family in Abu Dhabi.

travel
meet
try
eat

Activity 5 Writing

Think about your next holiday. What are you going to do/see/eat? Write three sentences to complete the email reply.

To: sam@email.com

Subject: My holiday

Hi Sam,

Your holiday sounds fun. I have some plans for my next holiday, too.

See you soon!

Lesson 7: What are your plans?

- What do you like to do in your free time?
- What are you going to do today?

Activity 1 Listening Track 18

Listen to three people talking about their weekend plans.
Match the names to the images.

1. Fahad
2. Hessa
3. Moza
4. Mohammed

A



B



D



C



Activity 2 Listening

Listen again and complete the sentences.

1. What _____ you going to do at the weekend?
2. I'm _____ to visit my cousins in Dubai.
3. I'm going _____ read books.
4. _____ going to take the bus to the mall.
5. I'm going to the _____.

LISTENING TIP

Sometimes we don't hear *to* in *going to* because we don't say it clearly.

LANGUAGE TIP

How to make questions with *going to*:

(question word) +
 am
 are + subject + going to + verb
 is

What is Sultan going to do on Saturday morning?

Activity 3 Speaking

Look at Sultan's plans. What is he going to do on Saturday?

He's going to go running

Saturday		
morning	afternoon	evening
<i>go running</i>	<i>do falconry</i>	<i>go to the cinema</i>

Activity 4 Speaking

Complete the table with your plans for Saturday.

Then ask your partner about their plans. Write their answers in the other table.

you

Saturday

morning	afternoon	evening

partner

Saturday

morning	afternoon	evening

What are you going to do in the afternoon?

I'm going to...

Lesson 8: Alana goes to New Zealand

- What countries do you want to visit?
- What do you remember about New Zealand?

Key Structure

Talking about the future
We leave on Sunday.

Vocabulary

trip, wetsuit, to surf, incredible, to leave, to arrive

Activity 1 Reading

Read the emails and answer the questions.

1. Who is going on a trip?
2. Who is she going to visit?
3. When does she arrive?



Hi Aunt Paula,

I'm going to come visit you in December. Mum booked the ticket yesterday. I leave on the 21st and I arrive on the 22nd. I can't wait!

Love Alana

Hi Alana,

I'm really happy that you're going to visit. We're going to have a great time! See you soon!

Love Paula

Activity 2 Listening Track 19

Read the sentences. Do you think they are true (T) or false (F)?

- | | | |
|--------------------------------------|---|---|
| 1. Alana is excited about her trip. | T | F |
| 2. It will be winter in New Zealand. | T | F |
| 3. Alana needs a wetsuit. | T | F |

Listen and check.

Activity 3 Practice

Complete the dialogue with the phrases from the box.

are you going to do

do you leave

are you going to be

Jessica: Hi Alana! When _____ for New Zealand?

Alana: I leave in two weeks.

Jessica: Wow! What _____ there?

Alana: I'm going to go surfing, hiking, and maybe sailing.

Jessica: Incredible! How long _____ there?

Alana: I'm going to be there for ten days.

Jessica: Have fun!

LANGUAGE TIP

We can use the present simple to talk about future schedules, like timetables or cinema times.

The bus leaves at 10:00.

Activity 4 Writing

Imagine you are going to take a trip to New Zealand.
Complete the sentences with your own ideas.

I leave...

I'm going to...

I'm going to be there for...



When do you leave for New Zealand?

I leave on Tuesday.

Activity 5 Speaking

Ask and answer the questions from Activity 3 with a partner. Use your answers from Activity 4.

Lesson 9: A postcard

- Where would you like to travel?
- Do you like to send letters?

Activity 1 Speaking

Look at the pictures below and answer the questions.

- What is a postcard?
- When do people send postcards? Why?



Key Structure

Talking about the future
*I'm **going to** visit the Blue Mosque tomorrow.*

Vocabulary

postcard, mosque, address, the day after

READING TIP

A postcard is a piece of card with a picture on one side. You can write a short letter on the other side.

Activity 2 Reading

Read the postcard. Where is Omar?



Hi Ali!

Here I am in Istanbul. It's amazing! Tomorrow I'm going to visit the Blue Mosque. The day after that, I'm going to go shopping in the Grand Bazaar. I leave on Wednesday morning.

See you soon!
Omar

Ali Jones

Kamogawa house

Dubai

UAE

Activity 3 Reading

Read the postcard again. Decide if the sentences are true (T) or false (F).

- | | | |
|---|---|---|
| 1. Omar is in the UAE. | T | F |
| 2. He is going to visit the Blue Mosque tomorrow. | T | F |
| 3. He is going shopping tomorrow. | T | F |
| 4. He leaves on Wednesday morning. | T | F |

Activity 4 Writing

You are going to write a postcard. Imagine you are visiting a different country. Answer the questions with your own ideas.

Where are you? _____

What are you going to do there? _____

When do you leave? _____

Activity 5 Writing

Write a postcard using your ideas from Activity 4.

WRITING TIP

When we write postcards, we use short sentences.

POST CARD

Hi _____!

Here I am in _____!

Tomorrow I'm going to...

The day after that...

I leave...

See you soon!

Key Structure

Unit 3 structures

Vocabulary

Unit 3 vocabulary

Lesson 10: Review

Activity 1 Vocabulary

Match the words to their meanings.

- | | |
|--------------------|---|
| 1. skateboarding | a when you catch animals with a falcon |
| 2. falconry | b when you go on a boat |
| 3. sky diving | c what you use for camping |
| 4. mountain biking | d when you make food and eat it outside |
| 5. hiking | e when you ride a skateboard |
| 6. tent | f a person who runs |
| 7. picnic | g a long race |
| 8. sailing | h when you walk in the mountains |
| 9. runner | i when you ride a bike in the mountains |
| 10. marathon | j when you jump from an aeroplane |

Activity 2 Vocabulary

Cross out the word that does not match the others.

- | | | |
|------------------|--------------|-----------------|
| 1. skateboarding | snowboarding | tent |
| 2. sailing | marathon | runner |
| 3. wetsuit | falconry | surfing |
| 4. tent | sleeping bag | sky diving |
| 5. hiking | postcard | email |

Activity 3 Language

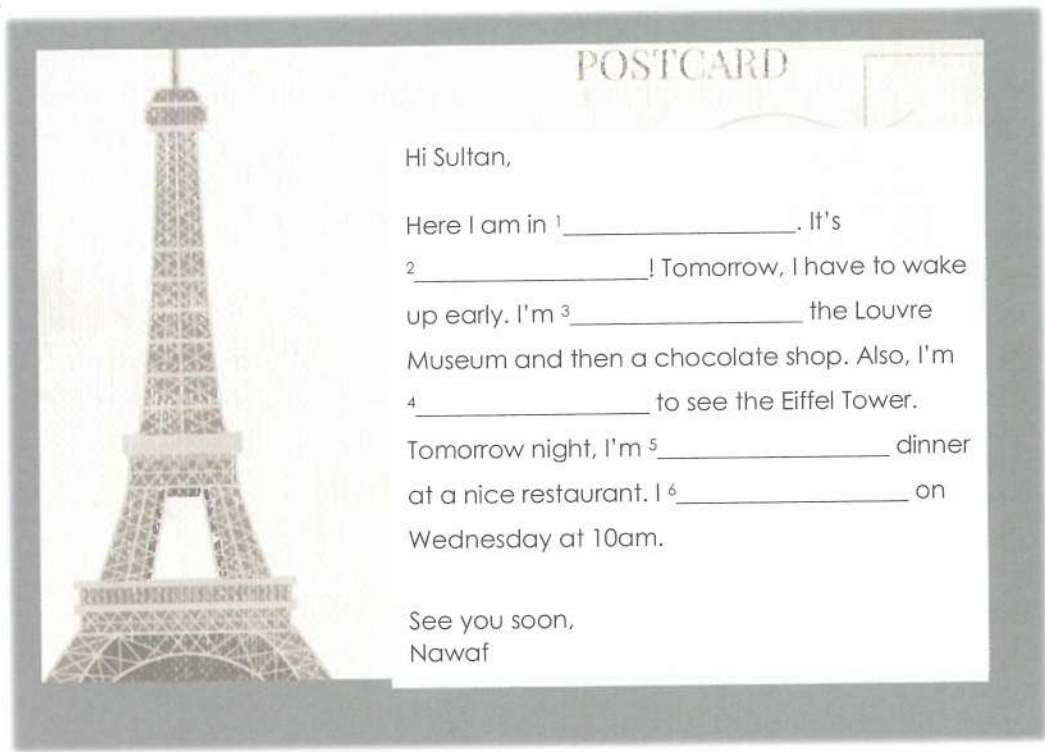
Complete the sentences with **have to** or **has to**.

- I have to leave at 2pm.
- We _____ wake up early tomorrow.
- He _____ stay at home and study.
- They _____ make food for the picnic.
- Noor _____ go to the doctor on Tuesday.

Activity 4 Practice

Complete the postcard with the phrases from the box.

leave amazing going to visit
going to have Paris going to see



Activity 5 Speaking

Ask and answer the questions with a partner.

What are you going to do...

- this evening?
- tomorrow?
- next weekend?
- during your next holiday?

What are you going to do this evening?

I'm going to read a book.

Vocabulary

Unit 1

aunt
big
bow
brother
competition
cousin
email
father
floor
forehead
garden
gift
goodbye
good afternoon
good morning
go to bed
go to school
grandmother
grandfather
grandparents
guest
head
hello
holiday
house
how are you
hungry
interesting
interview
letter
maths
mother
nose
parents
please
room
routine
secondary school
shake hands
siblings
sister
small
student

surname
thank you
thirsty
to arrive
to eat
to finish
to give
to go
to greet
to play
to start
to study
to take off
to touch
to wake up
to watch
uncle
university
wall
welcome
window

Unit 2

afternoon
amazing
angry
annoying
camera
caring
computer
difficult
doctor
driver
easy
engineer
family
family history
family member
full name
fun
happy
hard-working
history
interesting

kind
library
map
maths
middle school
morning
negative
night-time
novel
object
P.E.
positive
primary school
principal
printer
relatives
school
science
smartphone
sports
subject
table football
teacher
topic
to be born
to look at
to make friends
to work
to travel
twins
writer

Unit 3

accessory
advert
amazing
app
bag
belt
café
camera
century
cheap
colourful

comfortable
company
cool
cutlery
expensive
fashion
gold
GPS
headwear
jeans
jewellery
leather
lovely
mall
material
message
necklace
next week
nice
perfect
piece of clothing
plastic
podcast
restaurant
ring
sandals
scarf
screen
shoes
shop
shopping centre
silver
size
skirt
soap
social media
stylish
sunglasses
the internet
t-shirt
to cover
to dress up
to look good
to put on
to take off
to try on
to wear

trainers
trousers
watch
wood

Unit 4

address
adventure
air
at the weekend
east
falconry
far
hiking
incredible
in the morning /
afternoon / evening
jacket
kilometre
land
mosque
mountain biking
north
outdoors
outdoor activities
park
plan
postcard
race
runner
running
sailing
school trip
skateboarding
sky diving
sleeping bag
snowboarding
south
tent
the day after
tomorrow
this
week/month/year
torch
to arrive
to be careful

to go kayaking
to have a picnic
to leave
to stay
to stay at home
to surf
to travel
trip
ultramarathon
west
wetsuit
wind

Grade 7 Grammar Reference

Unit 1

Present Simple

We can use the present simple for:

- things we do every day.
- things that are always true.

I / you / we / they	go
he / she / it	goes

*I **talk** to my friends.*

*She **reads** books.*

*They **go** to school.*

The negative is formed by adding *don't (do not)* or *doesn't (does not)* to the verb.

I / you / we / they	don't go
he / she / it	doesn't go

*I **don't talk** to my friends.*

*She **doesn't read** books.*

*They **don't go** to school.*

Questions are formed with *do* or *does*.

(Wh question word)	+	do	+	I / you / we / they	+	verb
		does		he / she / it		

Do you like school? *Yes, I do / No, I don't.*

Where does he live? *He lives in Abu Dhabi.*

What do they study? *They study English.*

Use:

where for places.

who for people.

what for things and ideas.

when for days and times.

Unit 2

Possessive Pronouns and Adjectives

We can use possessive pronouns in the place of nouns. We can use possessive adjectives to describe a noun. Possessive adjectives go before a noun.

Subject pronoun	Possessive adjective	Possessive pronoun
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
they	their	theirs

*This is **my** book. It is **mine**.
That's **your** car. It is **yours**.
These are **his** shoes. They are **his**.*

*This is not **my** book. It is not **mine**.
That is **your** car. It is **yours**.
These are **his** shoes. They are **his**.*

*Is this **my** book? Is it **mine**?
Is that **your** car? Is it **yours**?
Are these **his** shoes? Are they **his**?*

Present Continuous

We use the present continuous for actions happening now or around the time of speaking. To form the present continuous, we use *be* + *-ing* verb. We add *not* to make the verb negative.

I		am			
He / She / It	+	is	(not)	+	-ing verb
You / We / They		are			

*We **are** studying
The teacher **is** talking.
The students **aren't** speaking.*

Questions are formed with *be* + subject + *-ing* verb.

	am		I		
(Wh question word)	is	+	he/she/it	+	-ing verb
	are		you/we/they		

*Is Omar **eating**? Yes, he is / No he isn't.*
*Are the students **studying** English? Yes, they are.*
*What are you **doing**? I'm reading a book.*

Unit 3

Comparative Adjectives

We use comparative adjectives with *than* to compare things.

Short adjectives	add -er	<i>big</i> → bigger
Adjectives ending in -y	take away y; add -ier	<i>easy</i> → easier
Long adjectives	add <i>more</i>	<i>interesting</i> → more interesting

*Abu Dhabi is **bigger** than Ajman.*

The negative is formed with *not*.
*Ajman is **not bigger** than Abu Dhabi.*

Questions are formed with *be* + subject + *than*
*Is Ajman **bigger** than Abu Dhabi?*

Superlative Adjectives

We use superlative adjectives to say something is the best, the worst, or top in a group.

Short adjectives	add -est	<i>old</i> → oldest
Adjectives ending in -y	take away y; add -iest	<i>easy</i> → easiest
Long adjectives	add <i>most</i>	<i>interesting</i> → most interesting

*Abu Dhabi is **the biggest** emirate.*

The negative is formed by adding *not*.

*Ajman is **not the biggest** emirate.*

Questions follow the present simple form.

*Is Ajman **the biggest** emirate?*
*What is **the biggest** emirate?*

Unit 4

Have to

We use *have to* when we must do something or have no choice. *Have to* goes before the main verb in a sentence.

I / you / we / they + have to + verb
he / she / it + has

*I **have to** leave early.*

*We **have to** go to school every day.*

*Noor **has to** study.*

We use *don't have to* when we have a choice and do not need to do something.

I / you / we / they + don't have to + verb
he / she / it + doesn't have

*Tomorrow is Friday. Jassim **doesn't have to** go to school.*

Questions are formed with *do/does* + subject + *have to* + verb.

Do + I / you / we / they + have to + verb
Does + he / she / it

*Do I **have to** wake up early?*

Going to

We use *going to* to talk about future plans.

I + am
he / she / it + is + (not) + going to + verb
you / we / they + are

*Alana is **going to** New Zealand.*

*I'm **going to** see a film at the weekend.*

*They are **not going to** go hiking. It's too cold.*

Questions are formed by using *be* + subject + *going to* + verb.

Am + I
Is + he / she / it + going to + verb
Are + you / we / they

*Are you **going to** see a film this weekend?*

*What are you **going to** do?*

ACCESS BOOK 7

