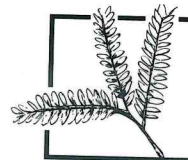




UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



YEAR OF TOLERANCE

Bridge to Success

Coursebook

Book

7



Westminster Bridge, England

Book **7**
Volume

1 2 **3**

Bridge to Success

Coursebook



Based on *Cambridge Global English*
by Chris Barker and Libby Mitchell

Volume 3 material 2019

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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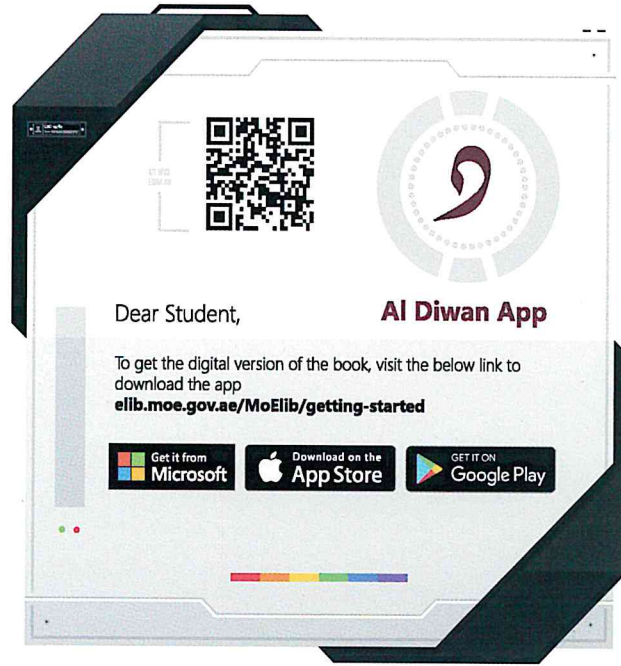
Grade 7 Coursebook

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"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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Welcome to *Bridge to Success*

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

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

The materials reflect the following principles:

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

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

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

The following icons are used in this Coursebook:



pre-recorded listening activity



links to 21st Century Themes and/or Skills

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

The *Bridge to Success* team



	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 6 Using maps	<p>Different kinds of maps; conversations about directions; exploration.</p> <p>Reading:</p> <p>Directions based on a map.</p> <p>A text about favourite places in a city.</p> <p>Metro systems around the world.</p> <p>How to read and understand maps.</p> <p>Advice on improving your sense of direction.</p> <p>Description of a guided tour.</p> <p>A story about a lucky escape.</p> <p>Short biographies of famous explorers.</p> <p>Article about the Emirates Space Mission.</p>	<p>Listening:</p> <p>A conversation about places in a city.</p> <p>A phone conversation about a metro journey.</p> <p>Conversations about people's sense of direction.</p> <p>A radio report of a lucky escape.</p> <p>Speaking:</p> <p>Talking about a busy day.</p> <p>Describing favourite places.</p> <p>Talking about how to get to places in a city.</p> <p>Talking about your sense of direction.</p> <p>Giving opinions that compare two things.</p> <p>Discussing libraries.</p> <p>Talking about famous explorers.</p> <p>Discussing the importance of maps.</p> <p>Discussing questions about space and science.</p>	<p>Infinitive of purpose.</p> <p>Prepositions of place and direction.</p> <p>Prepositions related to travel.</p> <p>Comparative adjectives.</p> <p>Past continuous.</p> <p>Ways of expressing agreement and disagreement.</p>	<p>Buildings and places in a town or city.</p> <p>Places on a map.</p> <p>Useful telephone expressions.</p> <p>Geographical features on maps.</p> <p>Road signs.</p> <p>Vocabulary of guided tours.</p> <p>Sections in a library.</p> <p>The language of exploration.</p> <p>Vocabulary from a folktale.</p>	<p>Writing answers to survey questions about favourite places.</p> <p>Making notes on a metro journey.</p> <p>Completing questions comparing two things.</p> <p>Completing and answering quiz questions about explorers.</p> <p>Making notes for a project presentation.</p> <p>Taking notes from group presentations.</p> <p>Writing a story about a journey.</p>
Review	Review of Unit 6				
Project	Reading a folktale from <i>One Thousand and One Nights</i> , then finding another story about a journey. A presentation about a story.				
Unit 7 Health, food and exercise	<p>A balanced diet; getting enough exercise and sleep; the diet and training of Kenyan long-distance runners.</p> <p>Reading:</p> <p>Information about food groups.</p> <p>Information about vegetarians.</p> <p>A leaflet about healthy lifestyles.</p> <p>A dialogue discussing snack foods.</p> <p>A leaflet about what the brain needs.</p> <p>An article about dehydration.</p> <p>An article about types of drinks.</p> <p>An article about Kenyan long-distance runners.</p>	<p>Listening:</p> <p>An interview with a nutritionist about food.</p> <p>An interview with a scientist about energy.</p> <p>Speaking:</p> <p>Discussing with partner about food groups.</p> <p>Asking and answering questions about staying healthy.</p> <p>Asking and answering questions about what the brain needs.</p> <p>Discussion about healthy drink options.</p> <p>Plan a healthy menu.</p> <p>Discussion about exercise.</p>	<p>Quantifiers with countable and uncountable nouns (<i>a few... a little...</i>).</p> <p>Adjectives and adverbs.</p> <p>Positions of adverbs of frequency.</p>	<p>Food groups.</p> <p>Types of food.</p> <p>Types of drinks.</p> <p>Sports and exercise.</p>	<p>Writing a menu for a vegetarian friend.</p> <p>Designing a poster to encourage people to drink more water.</p> <p>Writing questions to match answers.</p> <p>Writing a letter to persuade someone to take part in sports.</p>
Review	Review of Unit 7				
Project	A presentation about a long-distance runner. Or A presentation comparing food labels.				

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

Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 Meeting and greeting	<p>Customs of meeting and greeting; special greetings and social expressions (<i>Have a good weekend</i>)</p> <p>Reading: Greetings in different countries. Gift giving on special occasions. A quiz: <i>Are you a good guest?</i> A dialogue: greetings, invitations, giving advice, asking permission. An informal letter. An article about living abroad.</p>	<p>Listening: Formal and informal conversations: meeting and greeting. Greetings in different countries. A visit to stay with family in London</p> <p>Speaking: Formal and informal greetings Role-play: formal and informal conversations. Entertaining guests: inviting, accepting invitations, arranging, refusing invitations. Giving and receiving gifts. Common social expressions Travelling and living abroad. Intonation in questions.</p>	<p>Modals: <i>should, can, could, may</i> Question tags: <i>isn't it? aren't you?</i></p>	<p>greetings, gestures, common social expressions, language of letters and magazine articles.</p>	<p>Complete a formal dialogue. Write an informal dialogue. Write a letter about a trip. Summarise information in an article. Write a formal and an informal note.</p>
Review	Review of Unit 1				
Project	A letter giving/asking for advice. A magazine article.				
Unit 2 Personal identity	<p>Life at school; describing someone in your family; family history.</p> <p>Reading: A blog about middle school. A conversation about favourite school subjects. Reading about family history. A profile of a family member. A conversation about family relationships. A story: <i>A bundle of sticks</i>. A letter and an email between family members.</p>	<p>Listening: A survey about school. Someone talking about their family.</p> <p>Speaking: Comparing primary and middle school. A class survey. A quiz about family.</p>	<p>The present perfect simple for situations continuing up to now; apostrophes: 's and s'</p>	<p>Family members and ancestors, personality adjectives</p>	<p>Write about your school. A profile of a family member. Write about the oldest person in your family. Write about family relationships. Create a poster: <i>Unity is strength.</i></p>
Review	Review of Unit 2				
Project	A report for a school magazine. A biography of a person in your family.				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 3 Clothing and accessories	Clothes and fashion; the clothes and accessories of the ancient Egyptians; an advert for an accessory Reading: An email about clothing in the UAE. Two people's opinions of clothes and fashion. Accessories and clothing in ancient Egypt. Kolts: traditional Sami clothing. Adverts for clothes and accessories. The history of advertising.	Listening: The history of the T-shirt. A person talking about accessories and jewellery. Boys talking about national costumes at an international party. Quiz: clothing around the world. Adverts for accessories and clothing. A woman talking about advertising. Speaking: Discussing T-shirts and clothes. Discussing attitudes to clothes and fashion. Quiz: clothing around the world. Describing a product.	Phrasal verbs; present passive, including modals with passives (<i>it can be worn</i>) Adjectives; position and different endings.	Clothes and accessories. Materials that clothes and accessories are made of.	Write a reply to an email from a pen friend. Write a paragraph about an item of clothing from the UAE. Write a paragraph about your attitude to clothes and fashion.
Review Project	Review Unit 3 A presentation about a product.				
Unit 4 Outdoor pursuits	Outdoor sports and activities in New Zealand; activity holidays; school trips Reading: Outdoor activities in New Zealand. Emails about a trip to New Zealand. Emails about visiting the UAE. A description of a heroic adventure. A poem about camping.	Listening: A girl talking about New Zealand. A conversation about a trip to New Zealand. People talking about future plans. A radio interview about a heroic adventure. A conversation about a school trip. Speaking: Describing outdoor activities. Role-play about holiday plans. Talking about future plans. Brainstorming ideas for an activity centre.	The present perfect with <i>ever</i> ; expressing the future; <i>-ing</i> forms as subjects.	Outdoor activities, Outdoor survival, adventure and equipment.	Writing about holiday plans. Writing an email to a friend visiting the UAE. Complete a blogpost about a heroic adventure. Write a paragraph for an activity centre brochure.
Review Project	Review Unit 4 A presentation; a great expedition.				
Unit 5 Transport systems	Transport systems around the world; the history of transport; road signs and road safety Reading: Public transport systems around the world. A conversation about buses. A brief history of public transport. A newspaper article about solar-powered buses. An email about solar buses to a newspaper editor.	Listening: The first hot-air balloon flights. A school council discussion about getting to and from school. A conversation about future plans. An interview with a boy and a girl about a new cycle path. Speaking: Discussing public transport in the UAE. Role-play a dialogue about future plans. Role-play a discussion for and against solar buses.	Past simple passive; <i>wish (that) + past simple</i> . <i>May</i> and <i>might</i>	Forms of transport, Public transport, Green transport, the environment, adjectives to describe public transport	A paragraph about transport in the UAE. A dialogue about the advantages and disadvantages of a form of public transport. Writing a description of the first hot-air balloon flights. A wish list: places to visit and how to get there. Opinions about having a longer school day.
Review Project	Review Unit 5 Literacy project: A presentation; getting to and from school.				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 10 People and numbers Pages 167–184	Fractions and percentages. Places and buildings. Charitable causes and good deeds. Class survey. Reading: A report of a survey's results. A news story about fundraising. <i>To Give</i> by Vimal Shinagadia. A news story about generous countries. Instructions on how to make a survey.	Listening: Listen to responses in a survey. Listen to a description of the UAE. Listen to a radio news story about acts of kindness. Speaking: Describe a typical day, using fractions and percentages. Talk about populations, places and buildings. Describe your local area. Do a class survey and discuss the results. Discuss ideas for a 'Kindness Challenge'. Describe a good deed.	Place names and buildings with and without <i>the</i> . Part and percentages: expressions of quantity followed by <i>of</i> . <i>Look</i> and <i>seem</i> for impressions.	Ways of describing fractions, percentages and large numbers. Words for surveys and survey results. Words for populations, geographical areas and buildings. Words for charitable causes and fundraising. Words and phrases for fables.	Write examples of places, buildings and geographical features. Rewrite parts and percentages in words. Write a news article about a fundraising activity.
Review Project	Review of Unit 10 Making a survey and presenting the results				
Unit 11 We're going on holiday Pages 185–201	Types of holiday. Holiday plans and experiences. Airports. School exchanges. Reading: Holiday plans. Text messages to do with travel arrangements. An email about travel experiences. A school exchange trip.	Listening: Holiday plans. What to do at an airport. Speaking: Talk about holidays. Explaining what to do in an airport. Report what someone said in a text message. Report what someone said about a travel experience. Ask and answer questions about holidays.	Compound nouns (water sports, day trip). Verbs followed by the -ing form. Reported speech: statements and questions. <i>Say</i> and <i>tell</i> with reported speech.	Types of holiday and holiday accommodation. Places and signs in an airport. Sports facilities and holiday activities.	Write about an imaginary experience at an airport. A holiday plan. Write about your favourite kind of holiday. Write a postcard from a holiday destination. Write a holiday review.
Review Project	Review of Unit 11 Planning a special treat and presenting the plan				
Unit 12 Climate and the environment Pages 202–219	Weather conditions; extreme weather and global warming; a zero-carbon city. Reading: Weather in the UAE. Extreme weather and global warming. Storm chasers. A weather forecast. Renewable energy. Eco-buildings. An eco-school. Eco-cities.	Listening: Conversations about types of weather. Thunder and lightning. A weather forecast. Speaking: Discussing weather-related preferences and activities. Present a weather forecast. Discussing extreme weather. Discussing renewable energy. Discussing eco-buildings. Imagining life in an eco-city. A role play about buying a house in an eco-city. Ways to stop global warming.	The present simple active and passive.	Types of weather and forecast symbols. Weather-related words. Extreme weather. Renewable energy. Eco-cities.	Write a weather forecast. Write a report about an extreme storm. Write an email about an eco-school. Write a presentation about an eco-city. Design a leaflet about climate change.
Review Project	Review of Unit 12 Presenting a TV report about an extreme weather situation.				
Wordlists 220–226					
Audioscript 227–230					

- **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*

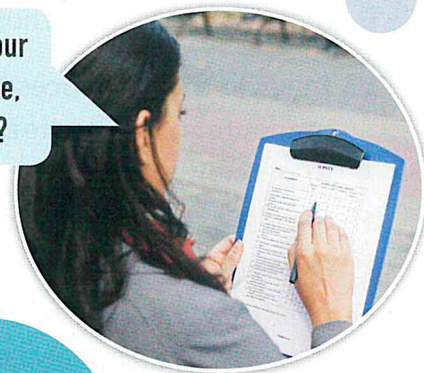


Lessons 1–2 How we spend our time

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

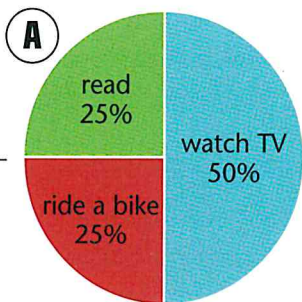
Listening

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

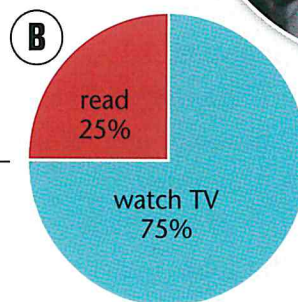


- 1 Think about how you would answer this question. Listen to two people's responses to the question. Were their answers similar to yours?

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

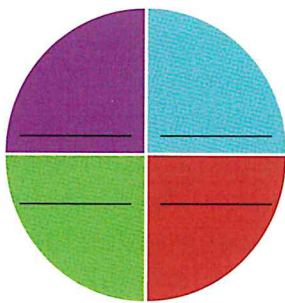


Person _____

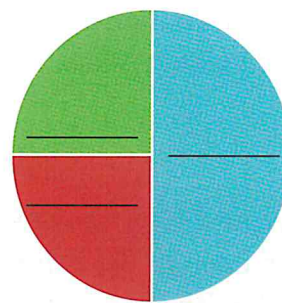


Person _____

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



Person 4



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, for example $\frac{1}{2}$ (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, for example 50% (= one half), 66.6% (= two thirds), 75% (= three quarters).

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.

Reading and Writing

- 5** Read the article on the survey's results. Are these statements true (T) or false (F)?
- 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



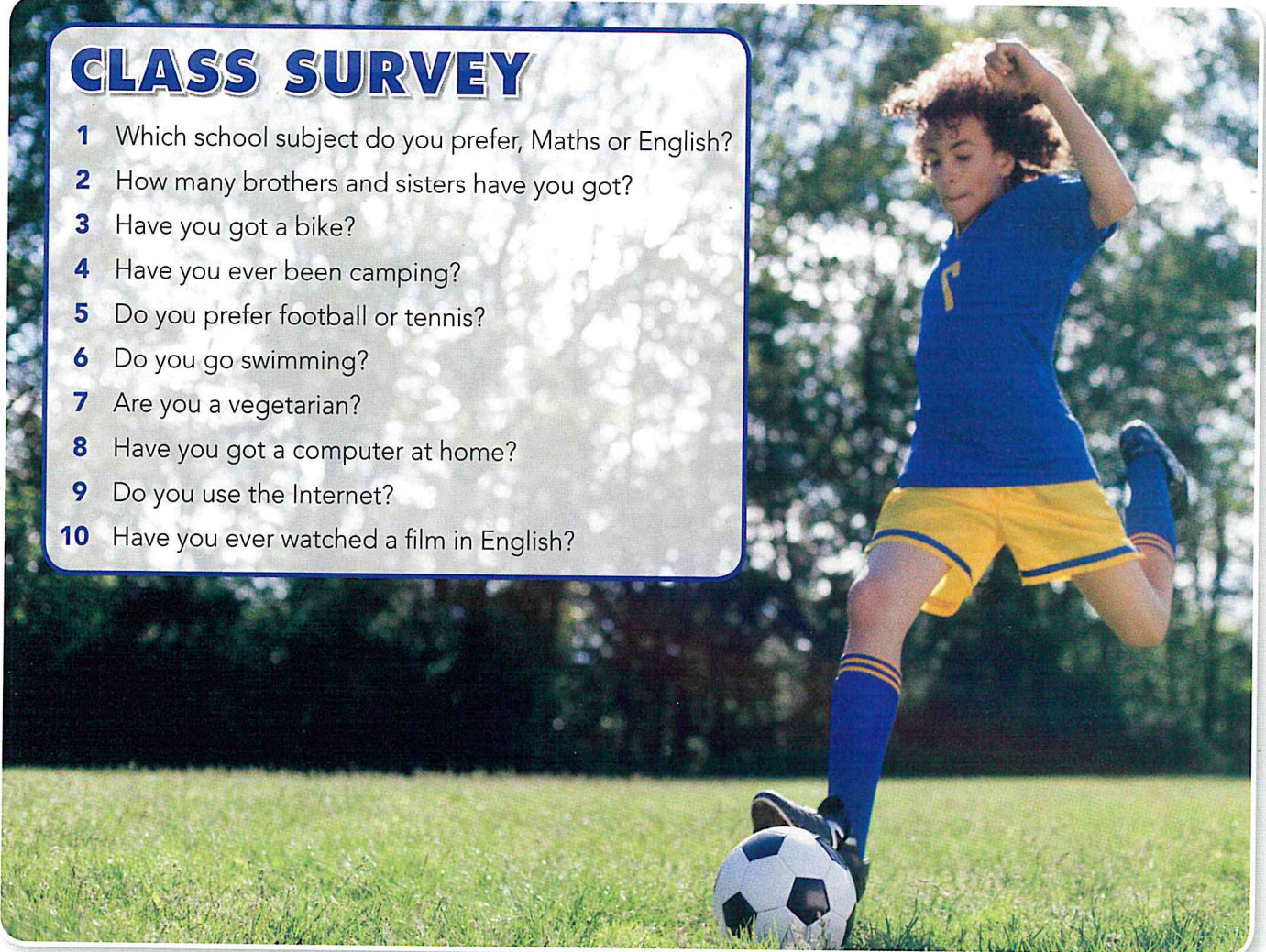
Lessons 3–4 **Most of us use the Internet**

- 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	<i>Ahmad</i>	<i>Jamal</i>	<i>Saeed</i>
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 of 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 21st

- 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.

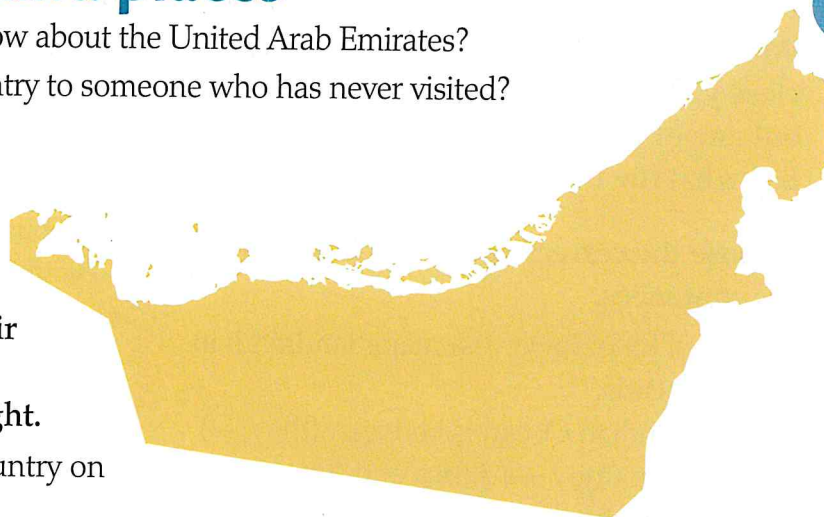


Lessons 5–6 People and places

- 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 21st

- 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 ...



- 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 _____ %

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.

Did you know?

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

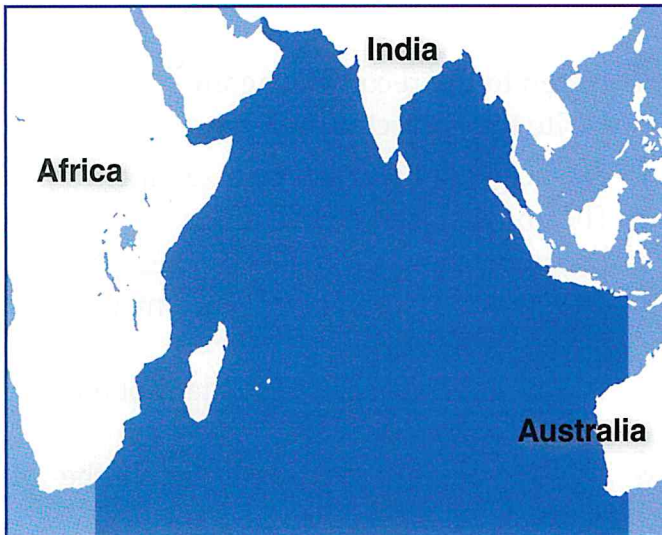
In the UK, this is how it's done:

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



- (The / —) United Kingdom is bordered by (the / —) Atlantic Ocean.
- (The / —) Mount Kilimanjoro is in (the / —) Tanzania.
- (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 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 ...



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 used in fairy tales and fables. *Once upon a time* shows that the story took place a long time ago, but not in a particular year. Find two more 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.



Lesson 7 Practise and prepare

Speaking

- 1 What have you learned this week? Think about the 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

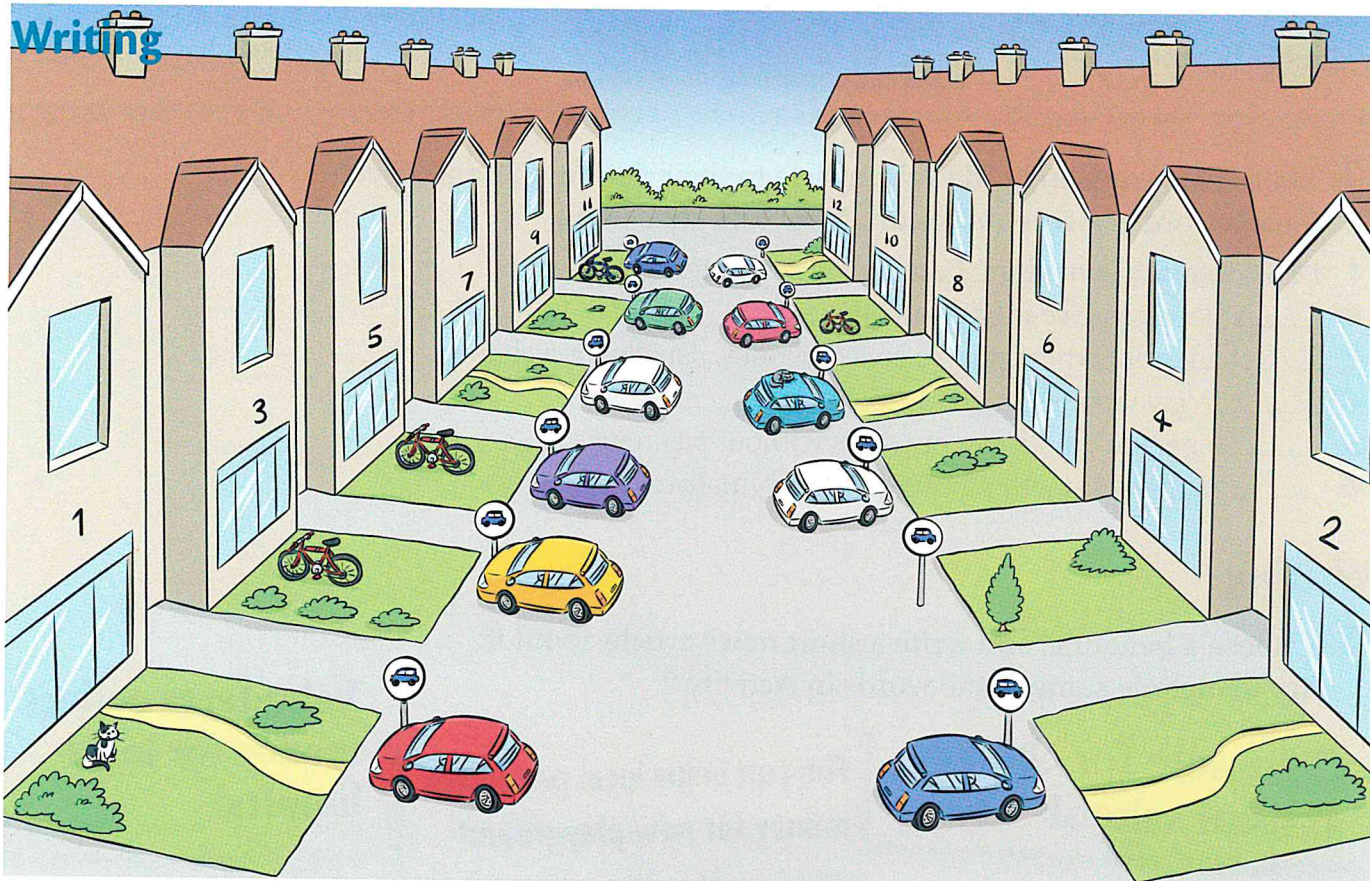
bike car cat garden at the front

- 3 Think about your street or local area and write a paragraph about it. Think about all of the 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 21st

- 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 as the children raise on Saturday, so that they can **double** the total amount.



'All of the children are involved in the **fundraiser**,' says Highbourne headteacher 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 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 47

- 1 Listen to a 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 ...*

Vocabulary

- 4 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.

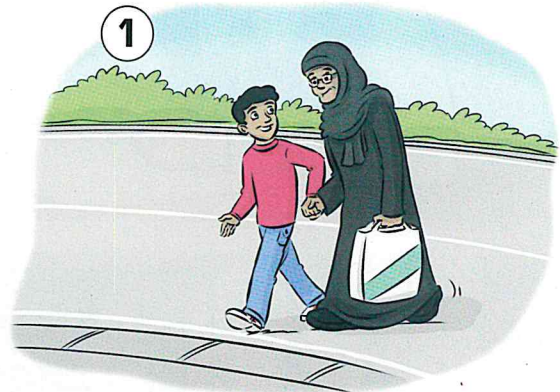
Picture _____

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 _____



- 2 Listen again and answer the questions.

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

Speaking

- 3 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.



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.

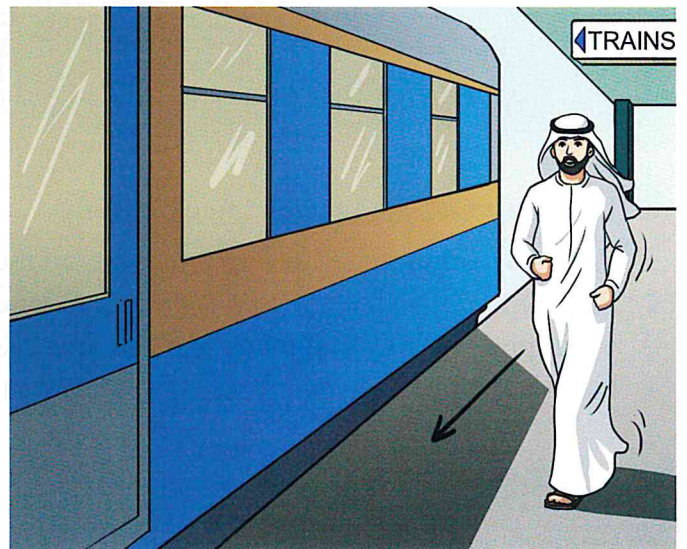
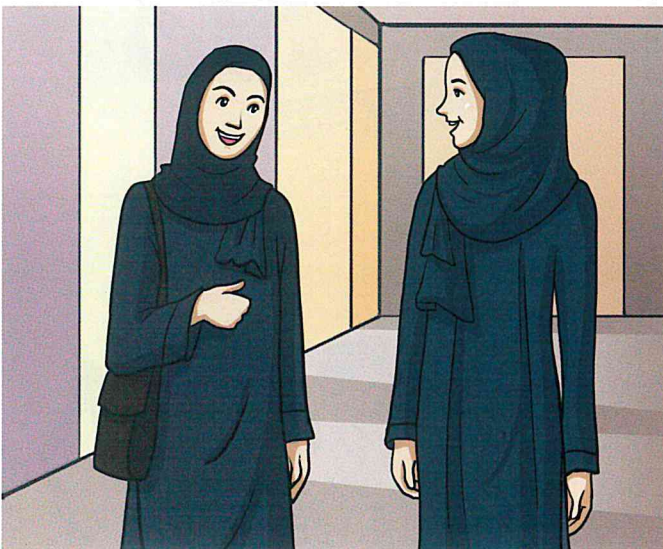
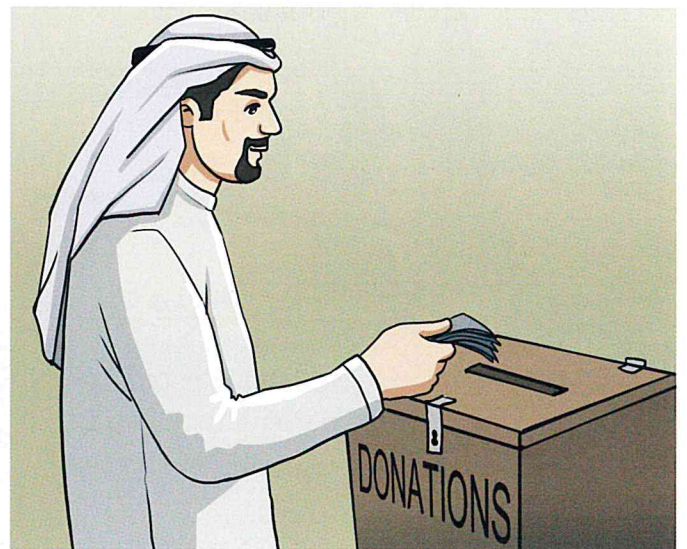
6 Work with a partner. Have short conversations about what you can see in the pictures. Use *like* and *seem*, and the words in the box to help you.

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.

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

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.

- 2 Read the article again. Are the statements true (T) or false (F)?

- 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 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.

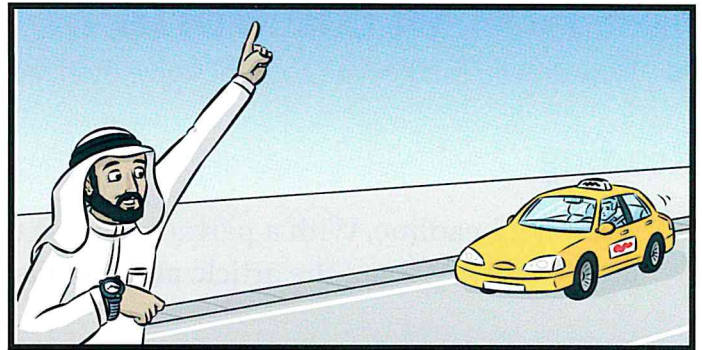
Speaking

- 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

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.

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!

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 (T) or false (F)?

- 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 | a 19% |
| 2 three quarters | b 75% |
| 3 over half | c 33.3% |
| 4 nine tenths | d 90% |
| 5 under a fifth | 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 21st

- 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

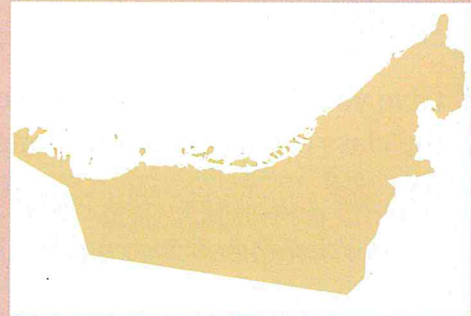
Make a survey about places and buildings.

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 _____



Rosa. You can do lots of water sports like windsurfing and sailing there. You can go whale

ship with my family. We're going to Jeddah, which is right on the Red Sea coast. My cousins live there, so I can catch up

with them. Last year and it was great. There are hot springs and tennis courts, and there's a big swimming pool. We're

things. We're trying to Dubrovnik and we're staying in an apartment. We're going on a half-day sightseeing tour

3 Read the texts again. How many of the following can you find?

- types of holiday accommodation
- holiday activities
- sports facilities
- features of the landscape

4 Use the words to make eight compound nouns.

courts	sightseeing	tour
day	skating	trip
ice	sports	watching
park	swimming	water
pool	tennis	whale
	theme	

5 Use the second words from the compound nouns you made in Activity 5 to complete the sentences.

- 1 We're going on a walking *tour* in the countryside.
- 2 You need binoculars when you go bird _____.
- 3 I'm going on a fishing _____ with my uncle. He's very good at fishing.
- 4 The car _____ is close to the entrance of the hotel.
- 5 You can practise your diving in the diving _____ over there.
- 6 I want to go roller _____ when I'm on holiday.
- 7 You can do lots of winter _____ in the mountains, like skiing and snowboarding.
- 8 I think the sports centre has some badminton _____, so don't forget your racket.

Use of English: Compound nouns

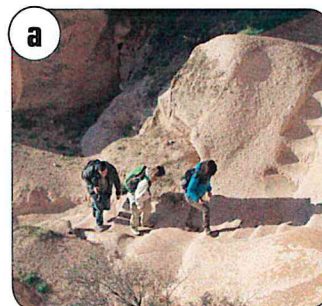
A compound noun is two nouns used together to describe one thing.

noun + noun

water sports = sports that you do on water

boat trip = when you go on a trip on a boat

6 Match the activities and places in Activity 5 to the pictures.



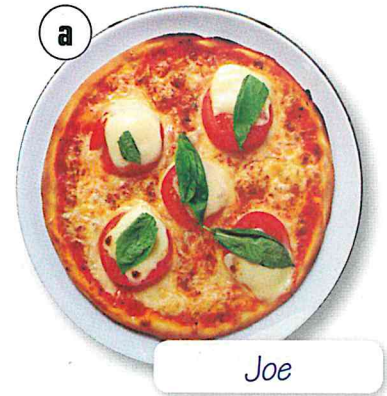


Lessons 3–4 I love going away

- Does your family have any plans for a holiday soon?
- What are your plans for this weekend?

Listening 48

1 Listen to Joe, Amy, Sam and Tina talk about their holiday plans. Match each person to a picture.



Listening strategy

Read the questions before you listen. Underline key words in the questions to help you listen out for the answers.

Where are they going? → Amy: We're not going on holiday this year.

2 Listen again. Answer the questions.

- 1 Who is not going on holiday? Amy
- 2 Whose grandma is 60 this year? _____
- 3 Who enjoys beach holidays? _____
- 4 Who is fair-skinned? _____

3 Complete the table. Listen again to check you have got all of the information.

	Joe	Amy	Sam	Tina
1 Where are they going?		<i>not going on holiday</i>		
2 Where are they staying?		<i>at home</i>		
3 What are they planning to do?				

Writing

4 Imagine you are going on holiday soon. Write a paragraph about your holiday plans.

Use of English: Verbs followed by *-ing* form

Use an *-ing* form after these verbs: *enjoy, don't mind*
I don't enjoy going on boat trips.

You can also use an *-ing* form after these verbs:
like, love, prefer

I like staying at home.



5 Match the two halves of the sentences. Then write the numbers of the sentences that are true for you.

- | | |
|--|---------------------------------------|
| 1 I like staying at home in the holidays because | a camping is fun. |
| 2 I like going away during the holidays because | b I get bored at home. |
| 3 I don't enjoy going on boat trips because | c I get car sick. |
| 4 I don't like going on long car journeys because | d I can see all my friends. |
| 5 I love staying in a hotel | e I get seasick. |
| 6 I don't mind sleeping in a tent because | f I prefer going on day trips. |
| 7 I love going to theme parks because | g I enjoy the rides. |
| 8 I don't really like going away on holiday, | h with a swimming pool. |



Speaking

6 Use the sentences in Activity 5 that were true for you to have a conversation with your partner about holidays.

- A** *I like going away during the holidays. I get bored at home.*
B *So do I. Where do you usually go?*
B *I don't enjoy going on boat trips.*
A *Nor do I. I get seasick.*
B *So do I. Do you get car sick too?*
A *No, I'm not too bad on long car journeys.*

Language tip

Agree with a positive statement
So do I. / So am I. / So would I.

Agree with a negative statement
Nor do I. / Nor am I. / Nor would I.



Lessons 5–6 At the airport

• Have you ever travelled by plane? What was the airport like?

Vocabulary

1 Work with a partner. How quickly can you match the signs to their meanings?

- | | |
|--------------------|---------------------|
| 1 check-in | 7 lift |
| 2 departures | 8 meeting point |
| 3 arrivals | 9 currency exchange |
| 4 passport control | 10 medical room |
| 5 customs | 11 Internet point |
| 6 baggage reclaim | 12 café |

2 In pairs, take turns to give each other clues for the signs.

A I've just arrived. Where do I go to collect my bags?

B That's number 6. baggage reclaim

3 Complete the text with the words in the box.

~~arrive~~ boarding card desk lounge
number passport plane



a



b



c



d



e



f



g



h



i



j



k



l

WHAT TO DO AT THE AIRPORT BEFORE THE FLIGHT

- When you ¹arrive at the airport, go to the check-in ²_____ . You will need to show your ticket and your ³_____ . They will give you a ⁴_____ .
- After you have checked-in, you need to go through security control. After that, you can go to the departure ⁵_____ . Look for your flight ⁶_____ on the screens. This will tell you which gate your flight will go from.
- When you're at the gate, you will need to show your boarding card to get on the ⁷_____ .

Listening 49

4 Listen to Ibrahim and Saeed's conversation and answer the questions.

- 1 Where did Saeed go on holiday?
- 2 Where is Ibrahim going to go?
- 3 Why is Ibrahim nervous?

5 Listen again. Complete Ibrahim's questions.

- 1 What do I do _____ ?
- 2 What _____ at the check-in desk?
- 3 What do I do _____ _____ ?
- 4 How will I _____ _____ to find my plane?

Speaking tip

Use polite phrases like these before asking someone you don't know questions.

Excuse me ...

Could you help me, please?

Can I ask a (few) question(s)?

Speaking

6 Read the role cards and with your partner, role play the situation.

Writing 21st

7 Imagine you went on a plane last week. Write a description of everything you did at the airport before the flight, and everything you did at the airport after the flight. Write about each place that you went to and what you did there.

When I got to the airport, I went to the check-in desk. I gave them my ticket and passport ...

A

This is your first experience of being on a plane. You don't know what to do after the plane lands. Ask the person in the seat next to you to tell you where you will need to go and what you will need to do.

B

You are on a plane. The person in the seat next to you will ask you questions about what they need to do after the plane lands. Answer their questions with as much information as you can provide. Explain about: passport control, baggage reclaim, customs and arrivals.



Lesson 7 Practise and prepare

Speaking

- 1 What have you learned this week? Think about the 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. What kind of holidays do they show? Which kinds of places can you see?

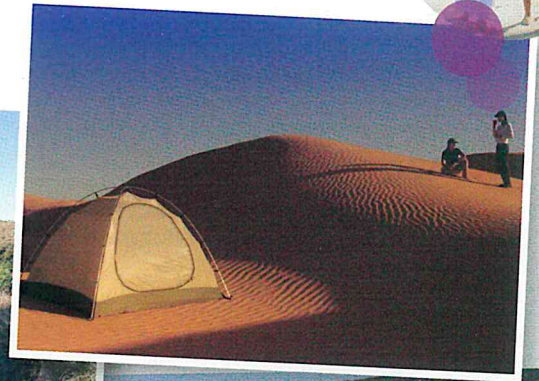
Writing

- 3 Use your suggestions from Activity 2 to help you write a paragraph with the title: *My Favourite Kind of Holiday*.

Write:

- Where you go
- Where you stay
- How you get there
- What you do there
- Why you like it

- 4 Work with a partner. Read each other your paragraphs. Then work together and combine your ideas to create a holiday that you can call Our Favourite Kind of Holiday.



Lesson 8 He said he was at the airport

- Do you ever receive text messages or emails? What was a message that you received recently?

Reading

1 Read the text messages and answer the questions.

- Who is travelling?
- Where is he now?
- Who will meet him?



Use of English: Reported speech – statements

When we tell people what someone said, we usually change the tense, because what they said was in the past.

direct speech	tense change	reported speech
Sam: 'I'm at the airport.'		Rashid: He said he was at the airport.
'I'm sitting in the departures lounge.'	<i>am / are / is</i> → <i>was / were</i>	He said he was sitting in the departures lounge.
'I want to buy you a present.'	<i>present simple</i> → <i>past simple</i>	He said he wanted to buy me a present.

2 Study the table for one minute. Then work with a partner. Cover the last column of the table (reported speech). Take it in turns to report Sam's words.



Lessons 9–10 The perfect place to go on holiday

- Which foreign country do you want to visit the most? Why?

Reading 21st

1 Work with a partner. Tell each other what you know about Cairo. Read the email and compare the information with your own ideas.

2 Read the email again and answer the questions.

- 1 Who is going to go to Cairo?
- 2 Who is living in Cairo?
- 3 Why does she think it's the perfect place for a holiday?
- 4 How does she describe the Cairo Tower?
- 5 How does she describe the Khan El-Khalili market?

3 Look at these three phrases from Hanan's email. Choose the phrase that Hanan's cousin said to her.

- 1 She said that she often visited the Pyramids of Giza and the Mosque of Amr Ibn Al-Aas.
 - a 'I'm often visiting the Pyramids of Giza and the Mosque of Amr Ibn Al-Aas.'
 - b 'I often visit the Pyramids of Giza and the Mosque of Amr Ibn Al-Aas.'
- 2 She told me that the tower was very tall.
 - a 'The tower is very tall.'
 - b 'The tower is being very tall.'
- 3 She said she was really enjoying her time in Cairo.
 - a 'I enjoy my time in Cairo.'
 - b 'I'm enjoying my time Cairo.'

○ ○ ○
← → 🏠

Hi Aisha,

Great news! We're going on holiday to Cairo in Egypt next month. Have you ever been there? I haven't, but I'm really excited about going. My cousin is living there at the moment and she told me all about it. She said that Cairo was one of the biggest cities in Africa, and that it was the perfect place to go on holiday because it was great for sightseeing tours.

She said that she often visited the Pyramids of Giza and the Mosque of Amr Ibn Al-Aas. She has also been to the Cairo Tower and the Khan El-Khalili market. She told me that the tower was very tall. She told me that the Khan El-Khalili market was exciting and colourful. She said she was really enjoying her time in Cairo. I can't wait to go.

See you soon,

Hanan

Reading strategy

When you read an email, or any message between two people, make sure you can answer these questions:

Who is the sender?

Who are they writing to?

Why are they writing?

4 Complete each sentence with *said* or *told*.

- 1 He *said* that Cairo was on the River Nile.
- 2 She _____ me that Amman was the capital of Jordan.
- 3 Our mum _____ us that she didn't want to go to a foreign country.
- 4 He _____ that it was very hot in Bangkok.
- 5 My cousin _____ that he was having a good time in London.
- 6 Aisha _____ me and my sister that she was on holiday.

Speaking

5 Work with a partner. Choose an information box and take it in turns to report what your cousin said.

My cousin is in ... He/She told me all about it. ...

Your cousin lives in Istanbul in Turkey.

This is what they say about it:

'I like the Topkapi Palace. It's where the sultans lived.'

'I go shopping in the Grand Bazaar. It's a very big market.'

'I sometimes go on a sightseeing tour in Istanbul.'

'I love the Blue Mosque. It's amazing.'



Vocabulary

say: to express a thought or suggestion, or to state a fact or instruction

tell: to give some information, or an instruction, to another person

Language tip

Note the difference when we use **say** and **tell** with reported speech.

She **said** that Cairo was the biggest city in Africa.

She **told me** that the tower was very tall.

NOT

She **said me** that Cairo was the biggest city in Africa.

She **told** that the tower was very tall.

Your cousin is visiting Kuala Lumpur in Malaysia.

This is what they say about it:

'I am on a school trip to Kuala Lumpur.'

'We can see the Petronas Towers from our hotel. They are really tall.'

'We are going to the Bird Park. There are lots of beautiful birds.'

'I like the Islamic Arts Museum. It's very interesting.'

'We sometimes go to Bukit Bintang and have some delicious street food.'



Lessons 11–12 A school exchange trip

- Are school exchange trips a good idea?

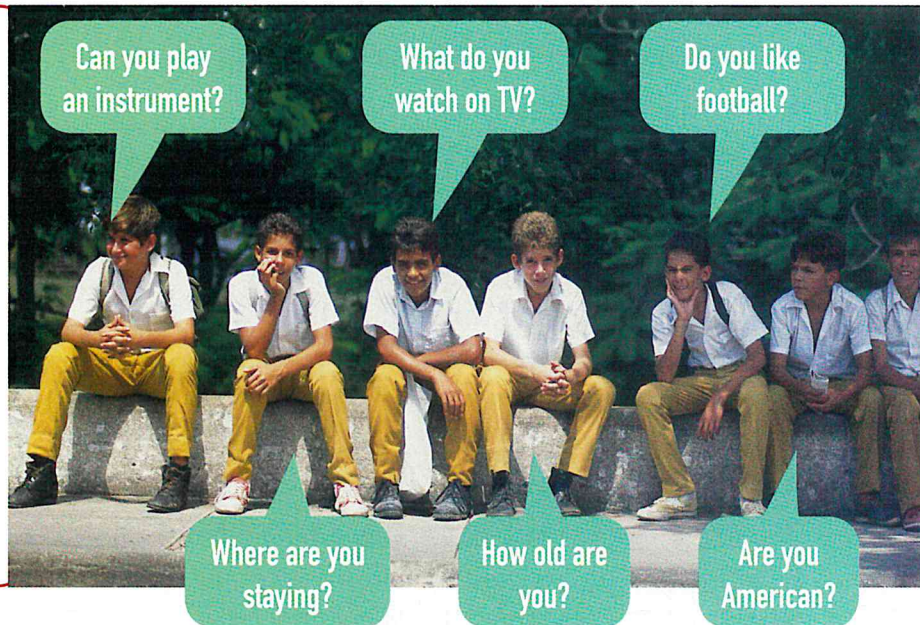
Reading

- 1 Look at the photo and read Brad's blog. Match each of the students' questions to a sentence in the blog.

I went on a school exchange trip to Cuba last month. I took a photo of my class. The students asked me how old I was. They asked me where I was staying, and what I watched on TV.

They asked me if I was American, if I liked football and if I could play an instrument. They asked me a lot of questions!

Brad Toronto, Canada



- 2 Here are some more of the students' questions. What did they ask Brad?

- What's your name? *They asked him ...*
- Where do you live?
- What kind of food do you like?

Vocabulary

school exchange trip (compound noun): when students from one country go to stay with students from another country

Use of English: Reported speech – Wh- questions

When we tell people what someone asked, we usually change the tense, because what they said was in the past. We also need to change the word order.

Questions that begin with a question word (*What, Where, When, Who, Why, How, etc.*)

How old are you? → *They asked me how old I was.*

NOT ~~*They asked me how old was I.*~~

Note that we don't use *do* in reported questions:

What do you watch on TV? → *They asked me what I watched on TV.*

Use of English: Reported speech – Yes / No questions

To report Yes / No questions, use *if*:

Are you American? → *They asked me if I was American.*

Do you like football? → *They asked me if I liked football.*

Can you play an instrument? → *They asked me if I could play an instrument.*

3 Report these questions. Remember to use *if*.

- Are you good at football? *They asked him ...*
- Do you like Cuban food?
- Can you speak French?

Speaking

4 Work in groups of three. Take it in turns to ask, report and answer the Cuban students' questions. Like this:

Student 1 (to Student 2): *How old are you?*

Student 2 (to Student 1): *I'm 12.*

Student 3 (to Student 2): *What did he/she ask you?*

Student 2 (to Student 3): *He/She asked me how old I was.*

Student 3 (to Student 1): *What did he/she tell you?*

Student 1 (to Student 3): *He/She told me he/she was 12.*

Then change roles and move on to the next question.

Writing and Speaking

5 Write six questions for your partner. Use these ideas.

- 1 Where do you usually go on holiday ...?
● in summer ● for a short time
- 2 Where are you going ...?
● next summer ● for your next holiday ● this weekend
- 3 What do you ...?
● do on holiday ● miss ● enjoy doing ● hate doing
- 4 Do you want to go ...?
● to Brazil ● to a safari park ● on a sailing holiday
- 5 Can you ...?
● surf ● scuba dive ● windsurf
- 6 Do you want to stay ...?
● at a campsite ● in a big hotel ● on a small island

Work in pairs. Ask and answer the questions. Then report your conversation to the class.

Speaking tip

Here are some natural expressions, which are useful when you need some thinking time after someone has asked you a question:

Erm ...

Let me see ...

Let me think about that for a minute.

Lesson 13 Sending a postcard

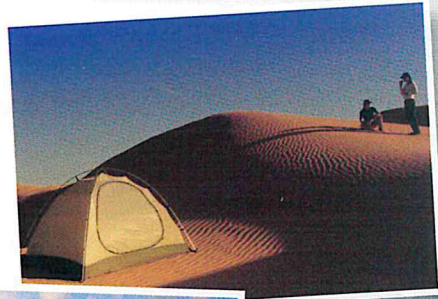
- Have you ever received a postcard? What did it say?

Speaking

- 1 Work with a partner. Discuss these questions.
 - 1 How long do you think a postcard should be?
 - a About 50 words.
 - b About 500 words.
 - c About 5000 words.
 - 2 Which of these are common topics for holiday postcards? (you can choose more than one option)
 - a Location and weather.
 - b Fun activities.
 - c School subjects (history, maths etc.).
 - d Local people/food/culture.
 - 3 Which of these do you think is NOT a common way of ending a postcard?
 - a Yours sincerely,
 - b Wish you were here,
 - c See you soon,

Did you know?

In many countries it is the custom to send a friend or family member a postcard when you are on holiday. How do you contact your friends and family when you are away from home?



Writing

- 2 Rewrite the postcard below, putting in the correct punctuation.



Language tip

- Use a capital letter at the beginning of a sentence, as well as for *I*, and for names of people and places.
- Add apostrophes for missing letters (*he's*, *I've*) and for the possessive *s* (*my mum's sister*).

im having a great time here
 im staying at a camping
 resort in the forest with
 my friends family we went on a boat
 trip on the river li yesterday today
 theres a day trip to the hot springs
 at longsheng see you soon love yuan



Lesson 14 Practise and prepare

Speaking

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

Reading

- 2 Read these messages from people who are on holiday and think about these questions:
 - What are they doing on holiday?
 - Are they having a good time? Why? Why not?

Close your book and answer the questions.

- 1 I'm on a beach holiday with my family. We are doing lots of windsurfing and sailing. It's amazing.
- 2 We are on a camping trip. I don't like camping and I don't like the countryside. It's terrible.
- 3 I'm on a school exchange trip to the UK. All of the students ask me lots of questions and it's difficult to answer them all, but I'm having a good time.

Writing and Speaking

- 3 Imagine you are on a trip at the moment. Write a message like the ones in Activity 2 about it.

Work with a partner. Read their holiday message and ask them at least three questions about it. Show them your message and answer their questions.

Writing

- 4 Write a paragraph summarising your partner's holiday. Use *said* and *told*, and talk about the questions you asked and their answers. Don't forget to check that you have used capital letters and punctuation correctly.

Lesson 15 Review

Vocabulary

Holidays

- 1 Match a word from column A with a word from column B to make compound nouns.

A	B
sightseeing	sports
tennis	skating
day	court
ice	trip
swimming	tour
theme	pool
water	park

sightseeing tour

- 2 Label these airport signs.



Use of English

- 3 Complete the sentences using the verbs in the box in the *-ing* form.

~~fly~~ sleep spend stay swim
try visit

- My mum doesn't like *flying*.
- I don't mind _____ in a tent, but I prefer _____ in an apartment.
- Do you enjoy _____ the whole day on the beach?
- I love _____ in the sea. It's much more fun than in a pool.
- I like _____ new food when I'm on holiday.
- I enjoy _____ new places on holiday.

- 4 Report these questions.

- 'Are you here on holiday?'
She asked me if I was here on holiday.
- 'Where are you staying?'
- 'Are you having a good time?'
- 'Is the surfing good?'
- 'Are you going on a boat trip?'
- 'Which beach do you like best?'

- 5 Report what Ben said about his holiday.

- 'I'm having a great time.'
He said he was having a great time.
- 'I am here with my cousin.'
He told ...
- 'I'm learning to surf.'
He told ...
- 'I also want to learn to windsurf now.'
He said ...
- 'I'm staying at a great campsite near the beach.'
He said ...



Lessons 16–17 Project: A special treat

Preparation 21st

1 Read the plan for a special treat. Answer the questions.

- 1 Who is the treat for?
- 2 Where will they go?
- 3 What will they do there?
- 4 When will they go?
- 5 How long will they go for?
- 6 How will they get there?

We'd like to take our friend Mary out. She loves fashion and jewellery, and she's also very interested in wildlife, so I'll take her to the Dubai Mall. We'll go shopping, and then we'll go to the aquarium in the mall.

We'll go in the next school holiday, and we'll stay in Dubai for two or three days. We'll get there by bus. It's not far from here, but Mary has never been there before. I think she'll love it.



2 Work in groups. Plan a special holiday treat for a friend or someone you all know. Write your plan.

We'd like to take our friend Saeed/our teacher out ...

We'll go ... (sightseeing/hiking).

We'll go in ... (January/April/the summer).

We'll go for ... (a day trip/a weekend/a fortnight).

We'll travel by ... (car/plane).

3 In the next lesson you are going to present your plan to the rest of the class. Gather illustrations for your presentation.

Vocabulary

treat: a special and enjoyable occasion or experience

aquarium: a place where people can go to look at fish and other water animals



Presentation 21st

- 4 Plan your presentation so that everyone in your group takes an active part. Gather your illustrations and think about how you can make your plan sound as exciting as possible.

Speaking tip

Don't forget to keep your head up when you are speaking in front of the class – even when you are reading from a script.

If possible, learn the words in your presentation beforehand.

While you are speaking, try to make eye contact with as many people in the audience as possible.

- 5 As a group, present your plan to the class, and then answer your classmates' questions. Watch your classmates present their plans, and think about questions you can ask them at the end of their presentations.

Have you ever been to (place) before?

Why did you choose (place / time / method of transport)?

What other things can you do there?

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

1 = strongly disagree

2 = disagree

3 = not sure

4 = agree

5 = strongly agree

- We described the plan in full.
- We explained what we will do and how we will get there.
- We used pictures to illustrate the presentation.
- We presented the information in a way that was clear and easy to follow.
- We were able to answer questions about the plan and give reasons for our choices.

Unit

12

Climate and the environment

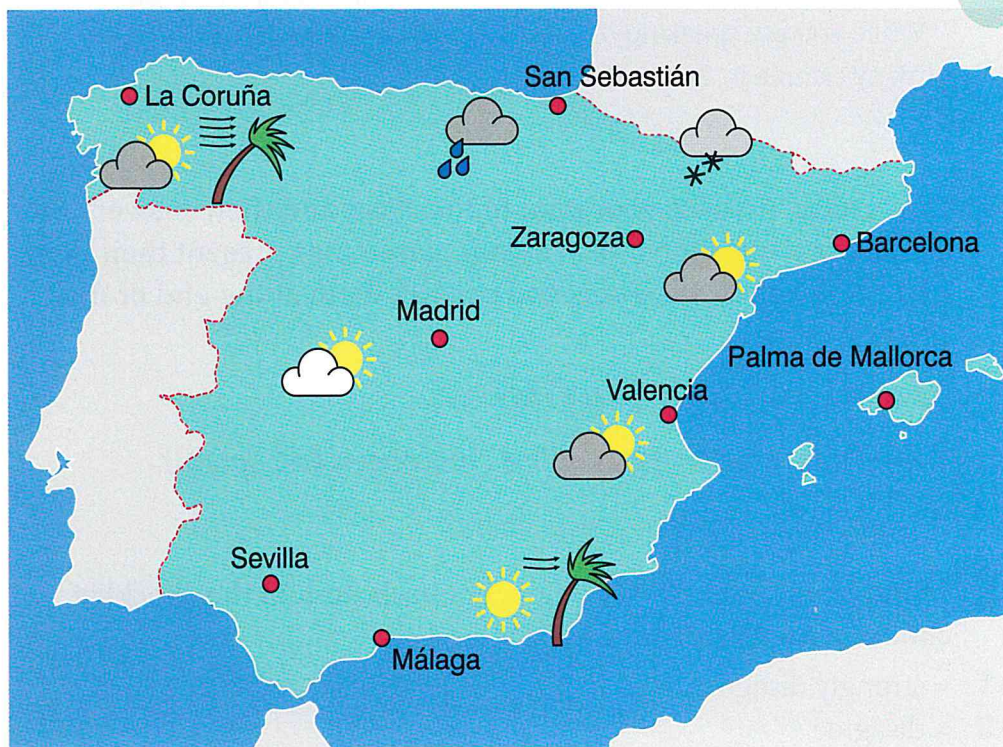
- **Topics** The weather; global warming and extreme weather; a zero-carbon city
- **Use of English** Present simple active and passive

Lessons 1–2 What's the weather like?

- What do you think the weather will be like in your country tomorrow?

Vocabulary

- 1 Look at the map of Spain. What do you think the symbols mean?



Listening 50

- 2 Listen carefully to the following three conversations about the weather. Which countries are they talking about?
- 3 Listen again and answer the questions.

Conversation 1

- 1 What is the weather like in London?
- 2 Is it summer or autumn?
- 3 What is everyone wearing and carrying?
- 4 What does the boy stand in?

Conversation 2

- 1 Which city are the girls visiting?
- 2 How cold is the city in winter?
- 3 What is the weather like in summer – cold or hot?
- 4 What do you need for a visit to Moscow in the summer?

Conversation 3

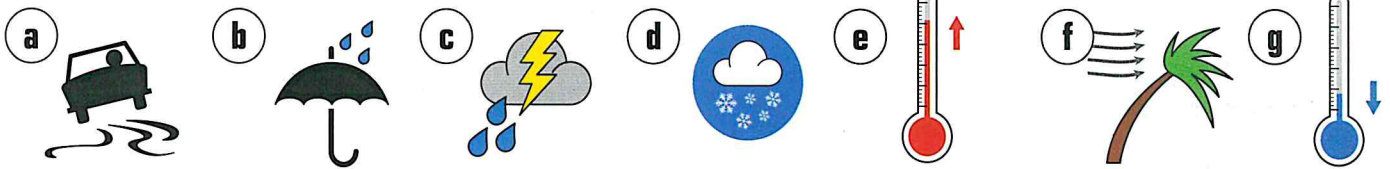
- 1 Where does the woman want to go on holiday?
- 2 What type of weather is usual?
- 3 Where is it cold?
- 4 Should she bring an umbrella? If not, why not?



Vocabulary

4 Match the weather forecast extracts to these symbols.

- 1 It'll be wet tomorrow. There'll be thunderstorms and heavy rain.
- 2 It will be windy all day but with strong winds in the late afternoon.
- 3 Temperatures will fall rapidly this evening.
- 4 Temperatures will rise to 40°C during the course of the day.
- 5 There will be icy conditions on the roads in the morning.
- 6 There may be one or two light showers towards the end of the afternoon.
- 7 With clear skies and a good chance of snow tomorrow over high ground, it's good news for skiers.



Language tip

rain
heavy / light snow storm(s)
shower(s)

but:
strong / light wind(s)

5 Answer these questions.

- 1 Put the seasons in order starting with winter.

winter summer spring autumn

- 2 What do you wear when it is hot and sunny?
- 3 What do you do when it is extremely hot?

Speaking

6 Working with a partner, practise using your weather vocabulary by discussing the following questions.

- 1 What do you wear in the rain?
- 2 What do you do when it is hot and sunny?
- 3 What do you do when it is extremely hot?
- 4 What do you like most about the spring?
- 5 What do you like least about the rain?
- 6 Which type of weather do you like most?
- 7 Which type of weather do you like least?

Lessons 3–4 Wild weather

Reading

1 Read the text on the right and answer the questions.

1 What is the weather usually like in the UAE?

2 How hot is it usually in the summer?

3 What is the average temperature in the winter?

4 Does it rain in the UAE? _____

5 Does it snow in the UAE? _____

2 Using the Internet, YouTube, newspapers or other media, research the different ways that the weather is forecast. Try to find the following:

- A clip of a presenter forecasting the weather that you can listen to or watch.
- A written weather forecast where you should examine:
 - the symbols that are used to represent the weather
 - the language used to describe the weather.

The weather in the UAE is normally very hot. It usually has very hot summers and mild winters.

It is hottest in July and August when the average temperatures can reach above a very hot 45°C! However, it is a lot cooler in the winter months of January and February when average temperatures are around 20°C in the day, which is much nicer.

There isn't much rain in the UAE. In the coastal areas (the land next to the sea) there is less than 120 mm in a year, but in the mountain areas it can be as much as 350 mm per year. The UAE is so dry that there are sometimes sandstorms, which can be a problem.

Believe it or not, there was snow for the first time in the UAE in 2004.

Language tip

It will be ... rainy, windy, wet, cloudy, sunny, snowy.

There will be ... rain, wind, cloud, clear skies, sunshine, snow.

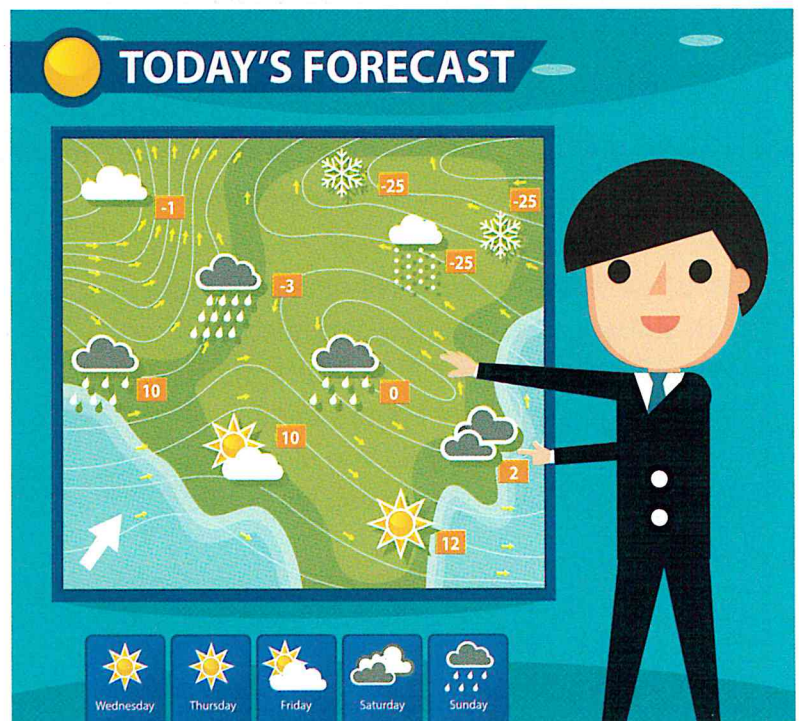
Writing

3 Choose an area of your country and write the weather forecast for that area.

In the east, the day will start well with ...

Speaking

4 Work with a partner. Practise presenting the weather for your part of the country. Try to use *it will be ...* and *there will be ...* in your presentation.



Reading 21st

- 5 Read the article below. When you have finished, can you think of a title? What do you think the diagram shows?

WHAT IS EXTREME WEATHER?

What's the weather like today where you live? When I walked out of my house this morning, it was warm and sunny, which is quite normal weather for my area in spring.

But sometimes in some places, weather can become unusual, for example too hot or too cold, or even too windy or too rainy. This weather is called 'extreme'.

Heatwaves, floods, hurricanes and sandstorms are all types of extreme weather and they are happening more often.

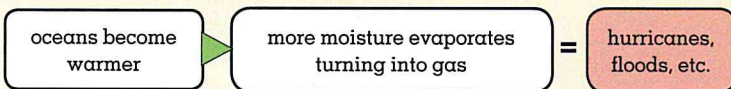


Extreme weather in Mumbai

WHAT IS GLOBAL WARMING?

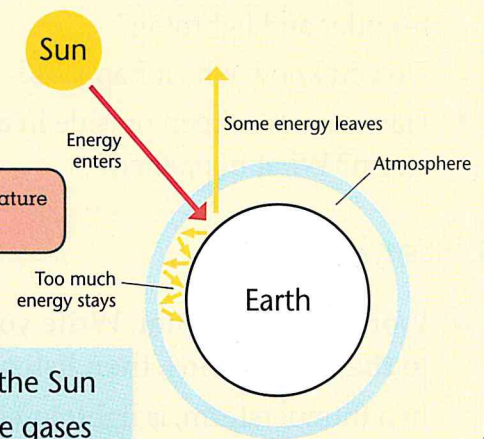
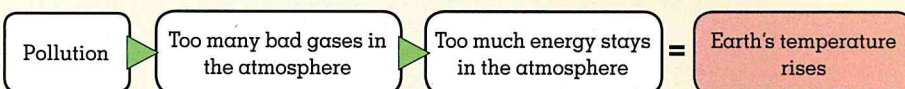
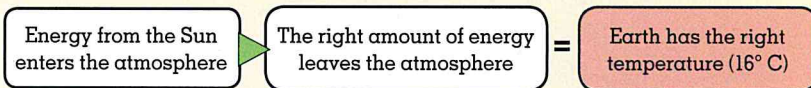
Did you know that in the past 50 years the earth has become warmer by 0.5°C ? That might not sound very much, but it is! This rise in the earth's temperature is called 'global warming'. Most scientists believe it is the reason why extreme weather is happening more often.

This is what global warming does:



Typhoon Haima hits Shenzhen

How does global warming happen?



Vocabulary

atmosphere: good gases around the Earth that protect it from the Sun

pollution: bad gases from cars, factories, etc., called greenhouse gases

Vocabulary

- 6 Match these words from the text to their definitions.

- | | |
|------------------|--|
| 1 heatwave | a when it rains too much and water covers roads, cars, buildings |
| 2 flood | b a storm with a very strong wind |
| 3 hurricane | c higher than normal temperatures that go on for several days |
| 4 sandstorm | d the gases around the Earth |
| 5 the atmosphere | e a strong wind carrying clouds of sand with it |



Lessons 5–6 Storms ahead!

Reading

1 Work with a partner. Answer the questions.

- 1 Write down four different types of extreme weather.
- 2 Why is extreme weather happening more often?
- 3 What are the effects of the oceans getting warmer?
- 4 What are the effects of global warming on the earth's temperature?
- 5 Why are greenhouse gases dangerous?

Speaking

2 One exciting type of extreme weather is big thunder and lightning storms. What do you know about thunder and lightning? Share your ideas with other students.

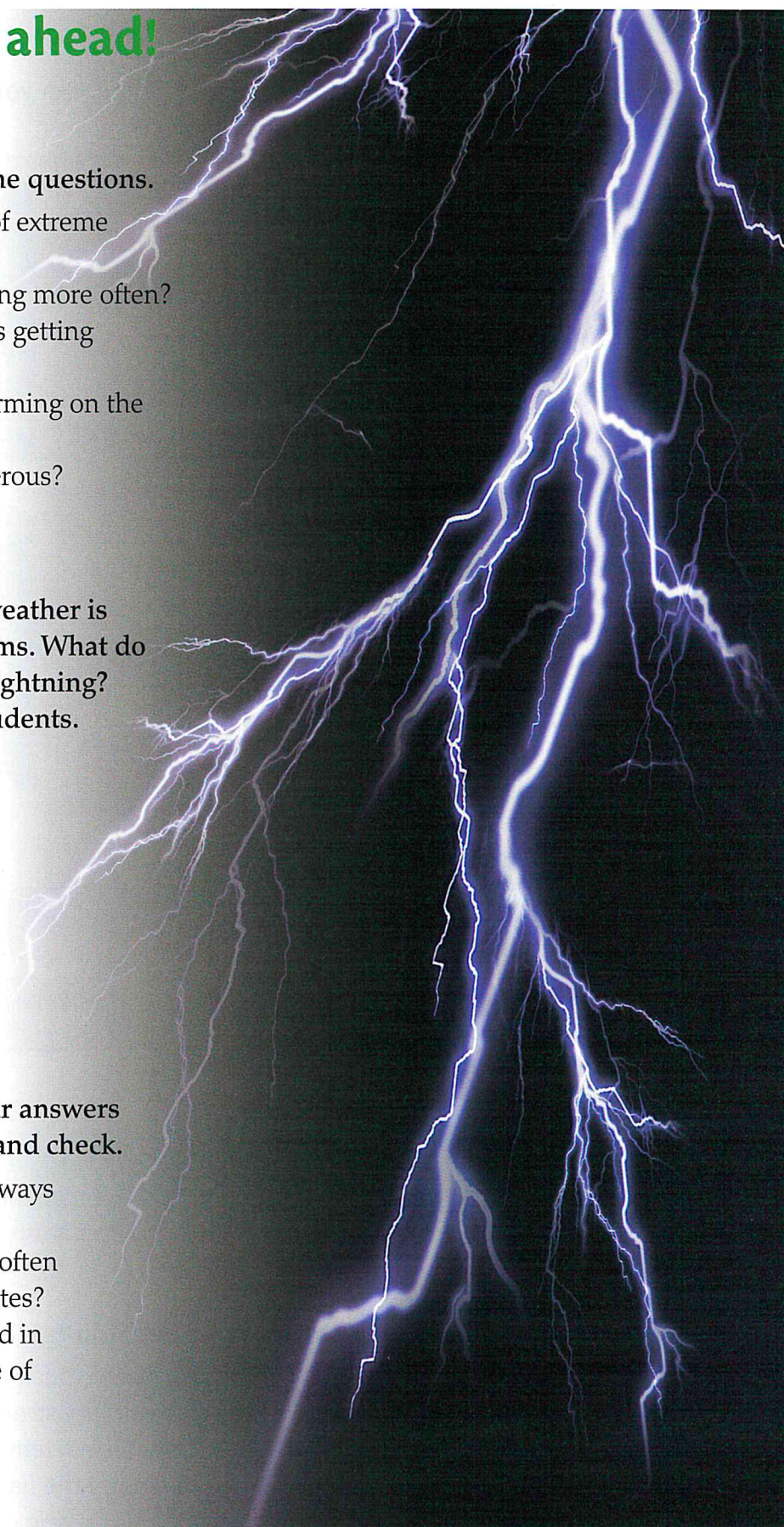
Think about:

- Have you ever seen or heard thunder and lightning?
- Do you know why it happens?
- Have you ever been outside in a storm? What happened?

Listening

3 Work with a partner. Write your answers to these questions, then listen and check.

- 1 In a thunderstorm, is lightning always followed by thunder?
- 2 Do thunderstorms happen more often in hot climates than in cold climates?
- 3 The sound of thunder is measured in decibels. What is the temperature of lightning measured in?
- 4 How hot is lightning?
- 5 How do you tell how far away a thunderstorm is?



Reading

4 Have you ever heard of storm chasers? Storm chasers are people who, instead of trying to avoid extreme weather, try to follow it to take pictures, videos and write about it. Read this report by a storm chaser and then answer the questions that follow.

- 1** What is the name of the storm and where and when did it take place?
- 2** Where was the reporter travelling to and why?
- 3** Why does the reporter say the storm is getting close?
- 4** What is set on fire?



My name is Sarah Kennedy and this is my report on Storm Kelly, which happened in Nebraska, USA on 14th June 2015.

08:00 hours. Travelling towards Nebraska for a meteorology conference, we know that a storm is forecast for this area. Everyone is leaving and we are told the storm is going to be dangerous.

08:17 hours. The first lightning is seen. Wow! The sky is dark like it is night and the lightning is so bright! The sky shines with a very bright light that makes it difficult to see. Crash! The thunder is heard 30 seconds later. The storm is getting close! Time to move.

08:20 hours. The storm is over our heads. The rain is becoming very heavy. Crash! A farmer's field is hit by lightning and is set on fire. The smell is terrible and all the crops are burning. The smoke is so thick it is difficult to see. The farmer's field is totally destroyed.

08:25 hours. The storm is slowly passing. The rain is still heavy but easing slightly. We are lucky to escape.

Writing

5 Use the following words to make up your own sentences using the present passive.

- 1** people injure storm
Three people are injured in the storm.
- 2** storm chase reporters

- 3** thunder hear far away

- 4** field hit lightning

6 Look at the report on Storm Kelly. Write a paragraph for what happened at 08:22 hours. Use the passive form.

Use of English: Present simple active and passive

Active: *The lightning starts the fire.*

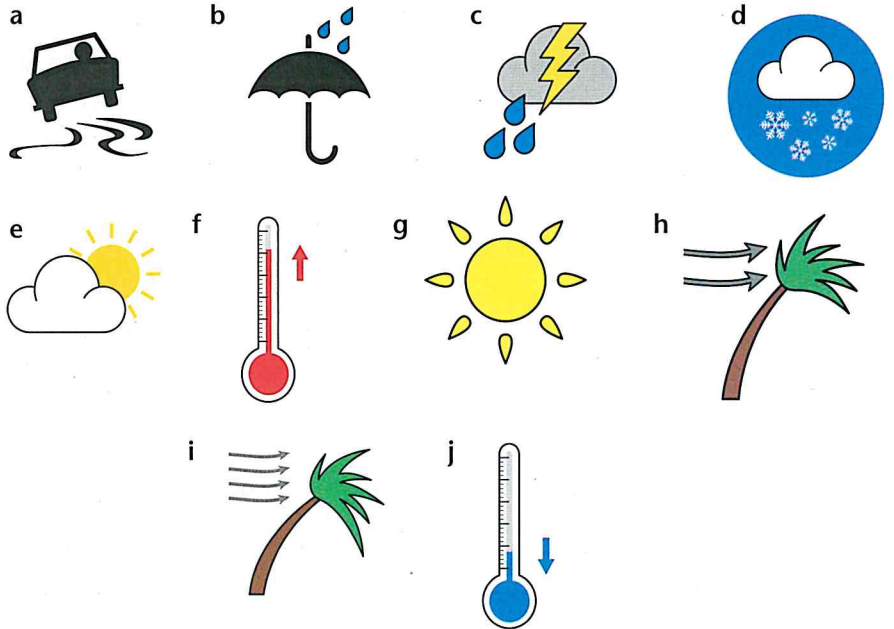
Passive: *The fire is started by the lightning.*

Lesson 7 Practise and prepare

Vocabulary

1 Match the weather symbols to the descriptions.

- 1 cloudy with some sunshine
- 2 light winds
- 3 icy conditions
- 4 temperature falling
- 5 temperature rising
- 6 sunshine
- 7 showers
- 8 snow
- 9 strong winds
- 10 thunder and heavy rain



2 Match the adjective to the noun to make the correct collocation.

- | | |
|-----------------|-----------------------|
| 1 heavy / light | skies |
| 2 extreme | gases |
| 3 average | wind |
| 4 clear | rain / snow / showers |
| 5 strong | temperature |
| 6 greenhouse | weather |

Writing

3 Read the weather forecast opposite and then answer the questions.

- 1 When will it be cloudy in the north?
- 2 How will the day start in the east?
- 3 Which region will have strong winds?
- 4 Which regions will have sunshine?
- 5 Which region may have snow?

In the north, the day will start off bright and sunny with some cloud forecast for around noon.

In the east, the morning will be rather grey with some light rain but it should be sunny later in the afternoon.

In the west, it will be a cold start with strong winds and possible light snow or icy showers forecast for the evening.

In the south, it will be sunny all day long.

Lessons 8–9 Energy from different sources

Reading

- 1 Read the article about renewable energy. What is renewable energy? How is it friendly to the environment? Where does it come from?

What is renewable energy?

A lot of the energy we use comes from the earth. We make electricity from the earth's **resources**, like **coal**, oil or natural gas. These are called 'fossil fuels' and they are found deep in the earth – they are as old as dinosaurs!

But there won't be **fossil fuels** forever. If we use too much, they'll **run out**.

Another problem is that fossil fuels cause pollution; for example, we burn coal to get electricity, and this pollutes the atmosphere.

The good news is that there are some resources in nature which never run out, in other words they become new all the time. We call these resources '**renewable**' and we call the energy we get from them 'renewable energy'.

Renewable energy is also called 'clean energy' or 'green power' because it doesn't pollute the air or the water.

Why don't we use renewable energy all the time?

- Unfortunately, we can't keep wind and sunshine to use whenever we need to make more electricity. When the wind doesn't blow or the Sun hides behind clouds, we can't get enough power for everyone.
- Another reason we use fossil fuels is because they're cheaper. It costs more money to make electricity from renewable resources and people don't want higher electricity bills!

Hopefully, renewable energy will be cheaper to make in the future, because the more renewable energy we use, the better for our environment!

A wind turbine

Wind: a wind turbine changes the energy from the wind into electricity. This energy is called 'wind power'.



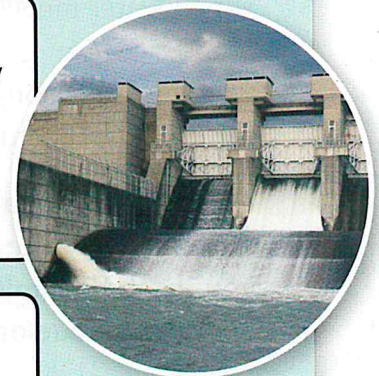
Solar panels

Sun: solar panels are flat pieces of glass and silicon. They collect light from the Sun and change it into electricity. This energy is called 'solar power'. We can have solar panels on our roofs!



A water dam

Water: water has a lot of energy when it moves. We can use this energy to make electricity. This power is called 'hydro power' – 'hydro' means 'water' in Greek.



A geyser

Earth's heat: deep inside the Earth it is very hot – sometimes hot water comes out through geysers, or hot rocks come out through volcanoes. This heat is used to make electricity, called 'geothermal power' – 'geothermal' also comes from Greek (*geo* = from the earth and *thermal* = heat).



Vocabulary

2 Look at the highlighted words in the article on page 209 and match them to their definitions below.

- 1 Something that can be used again and again.
- 2 They are underground and we can use them to make electricity.
- 3 Power that comes from the Sun.
- 4 Things that are useful for people and life on Earth.
- 5 Another way to say 'finished'.
- 6 It's black and hard and you can find it inside the earth.

Reading

3 Decide if these statements about renewable energy are true (T) or false (F).

- 1 Fossil fuels existed on Earth millions of years ago.
- 2 Coal and natural gas are renewable and we'll always be able to use them.
- 3 Renewable is the energy that people can make.
- 4 'Green power' is power that is friendly to the environment.
- 5 To make electricity from the Sun you need a wind turbine.
- 6 Solar panels are usually underground.
- 7 When water moves from one place to another we can get electricity.
- 8 Geothermal is something that comes from the cold temperatures of the earth.

4 From the article about renewable energy, find the evidence that supports whether you think the statements about renewable energy are true or false.



Speaking

5 Work with a partner. Discuss these questions.

- 1 Which type of renewable energy would work best where you live?
- 2 When fossil fuels run out, how do you think life will be different?
- 3 What do you think are the advantages and disadvantages of renewable resources?

Did you know?

Renewable energy isn't new at all! In 200 BCE, people in China and the Middle East used windmills (something like a modern wind turbine) to move water and the Romans were the first to use geothermal energy to stay warm.

Lessons 10–11 Eco-buildings

- What do you think an eco-house is? How is it different from a normal house?

Reading

- 1 Read the text and check your answers to the questions above.

Beth and Maggie are twins who live in the south of England. They do what any 13-year-old does; they go to school, they do homework, they go out with friends and so on. They also live in a nice, modern house like most teenagers they know. But, wait a minute. There's something different about it.

Beth and Maggie's parents used recycled material to build their house. They also made sure it would need as little energy as possible. 'We use natural ways to heat or cool down our house,' explains Beth. 'And the water,' Maggie adds. 'We have solar panels that heat it up so we can have hot baths and showers.' The glass on the windows is different too. It's made of three layers with gas in between. 'It stops heat coming out and it keeps the house cool in the summer,' Beth says excitedly.

The girls' favourite part of the house is the roof, which is covered with grass. 'We love watering our roof!' they agree.



Speaking

- 2 Work in groups and discuss the following questions.
 - 1 Are there eco-houses in your country?
 - 2 Would you like to live in an eco-house?
 - 3 Do you think that eco-houses are a solution to global warming?

Reading

- 3 Read this article about an eco-school in England. Complete the missing headings.

How Howe Dell is eco-friendly
A green curriculum
A new heating technology
A different school

Vocabulary

drainpipe: a long round thing that carries water out of buildings
biodiversity: the number of plants and animals that live in one place

1 _____

Welcome to Howe Dell Primary School, the most eco-friendly building in England. It took eight years and £10.4 million to plan and build it ... But it was worth it!

2 _____

Howe Dell saves energy in amazing ways! Solar heating panels warm up water for the kitchens and produce some electricity. The ceilings are made of glass so classrooms and halls get lots of sunshine. This cuts down lighting bills. Super-thick walls and thick window glass don't let heat escape. Desks are made from reused **drainpipes** and the plants on the roof protect the school from heat and cold. It's also the home for many insects and students can study **biodiversity** there! Rainwater is collected and used for the toilets. And the carpets are made from lots of small pieces – when one gets dirty, they don't have to change the whole carpet!

3 _____

The most important part of the school is the 'Interseasonal Heat Transfer' system. This system takes heat from the sunshine that falls on the playground and stores it in thermal banks in the ground underneath the school. Then the heat can be used when it's needed, sometimes months later! This new technology can also use the cold of winter air and ice to cool the building in the summer.

4 _____

But it's not just about the building. The school has 'green' lessons about how everybody and everything on Earth is connected. Children also learn about green energy and what they can do themselves to protect the environment. As one teacher says, 'Everyone in Howe Dell believes in the same dream – children need to be educated in green issues.'

Writing

- 4 Imagine that you are on an exchange trip to Howe Dell school. Write an email to your best friend back home. Describe Howe Dell and what you like most about it.

Lessons 12–13 Eco-cities

Reading

- 1 Read the article about Hammarby Sjöstad below. Why is it good news for the environment?

Hammarby Sjöstad is an eco-town near Stockholm, in Sweden. It's designed to use as little energy as possible and has a special traffic system everyone there is happy to use.

Many **architects and engineers** worked together as a team to turn the **industrial area** of Hammarby Sjöstad into a beautiful, environmentally friendly home for about 30,000 people.

The buildings are a mix of modern architecture and natural materials such as wood and stone. Every building has an open area around it, so that sunlight can come through. There's natural light in the apartments for at least 4–5 hours every day in spring and autumn. There are also many beautiful parks and green public spaces with amazing cycle paths. There's some cool **public transport** such as light rail and boats. People don't own their own cars – there are cars that people can drive when they need to go somewhere.



Everyone recycles in Hammarby Sjöstad! Newspapers, **food waste**, old furniture, batteries, glass and plastic ... almost everything can be reused! In this eco-town, paper, soil, heating and electricity can be made from waste. There's even a thermal factory outside the town which produces heating, electricity and cooling power from waste and dirty water. And of course, all the buildings get energy from solar panels. In Hammarby Sjöstad, a building needs half of the energy that normal buildings do! Finally, storm water and rainwater are carried through special canals to Lake Hammarby Sjö. This means that no water is wasted.

Vocabulary

- 2 Find words and phrases in the article that mean the same as the following:

- 1 wood and stone *natural materials*
- 2 an area that everybody can use
- 3 a road for bicycles
- 4 vehicles like buses and trains that people pay to use
- 5 when something is used more than once

Speaking

- 3 Work with a partner. Discuss these questions.
- 1 Would you like to live in Hammarby Sjöstad? Why or why not?
 - 2 What do you think every day life is like there?
 - 3 How different is it from your own city/town?

Vocabulary

architects and engineers: people who design buildings and whole cities

industrial area: an area that has lots of factories

modern architecture: a new style of buildings

public transport: a system of buses, trains, etc. that people use

food waste: food that people don't want

Reading

- 4 Decide whether these statements about Hammarby Sjöstad are true or false.
- 1 Hammarby Sjöstad was a national park. *False*
 - 2 There are no places to have a picnic or walk the dog.
 - 3 People get from one place to another only by car.
 - 4 Oil is needed to produce energy there.
 - 5 Hammarby Sjöstad is powered by renewable energy.
 - 6 People can drive in the town in a car that doesn't belong to them.
 - 7 People don't need to throw anything away.
 - 8 Dirty water is taken to Lake Hammarby Sjö.
- 5 From the article about Hammarby Sjöstad on page 213, find the evidence that supports whether you think the statements about Hammarby Sjöstad are true or false.

Did you know?

Hammarby Sjöstad is an example that many cities around the world are trying to follow - Toronto in Canada, London in the UK and many other cities in China and Thailand, for example.

Writing

- 6 Imagine you are an architect or engineer working on a plan to build an eco-city in your country. Prepare a presentation about your eco-city.

Think about:

- what makes your city an eco-city
- why it will be good for people to live there
- what the benefits are for the environment.

Speaking

- 7 Present the plans of your eco-city to the rest of the class. Members of your class can ask you questions at the end.

Speaking tip

Make sure you use short sentences so your presentation is easy to understand.

You need to sound sure about your idea. If you aren't sure of the answer to a question, you can say politely:

We are still working on this.

This is something that we must research.

I'm afraid I can't tell you exactly.





Lesson 14 Practise and prepare

Writing

- 1 Complete the sentences by using a verb from the box in the present passive. Use *by* when necessary.

call heat make recycle use

- 1 Wind power is the power that *is made by* strong winds.
 - 2 Nearly all the waste Hammarby Sjöstad produces _____.
 - 3 Usually, an eco-house _____ solar panels.
 - 4 The energy we get from hot water and hot rocks in the earth _____ 'geothermal power'.
 - 5 Only natural materials _____ architects and engineers when planning an eco-city.
- 2 Read each headline and write a summary of what the article may be about.

10 wind turbines to light up roads

New eco-city in the UAE

Clothes and shoes for recycling!

Why use hydro power?

Not enough clean power in the world

Speaking

- 3 Work in pairs for this activity.
- 1 Imagine that you want to buy a house in an eco-city. Your partner is the architect/engineer selling this house. Discuss with your partner which parts of the house make it an eco-house and everything you need to know about the eco-city.
 - 2 Now swap roles.

Lesson 15 **Go green!**

Reading

1 Read the following statements about global warming. Place the statements in order of how dangerous you think the events are.

- 1 The world will become warmer.
- 2 There may be more extreme weather.
- 3 Some animals may stop existing.
- 4 In dry areas, there may be even less water.
- 5 Winters may become much colder.

2 Read the statements below and decide if they are true (T) or false (F).

- 1 The earth is slowly getting hotter.
- 2 Building eco-houses and eco-cities is cheap.
- 3 Global warming is good for the environment.
- 4 Global warming is caused by smoking.
- 5 Using fewer fossil fuels will stop global warming.
- 6 Recycling is bad for the environment.
- 7 One day the Earth's resources will run out.
- 8 People who live in Hammarby Sjöstad don't care about pollution.
- 9 Global warming is not caused by people.
- 10 There is nothing we can do to stop global warming.



Speaking

3 Working in a group, brainstorm what we can do to stop global warming. Choose one person in your group to act as a spokesperson who should share your ideas with the rest of your class.

Writing

4 Using all your knowledge of climate change and your ideas from Activity 3, design and write a leaflet for teenagers showing:

- what climate change is
- how it is caused
- ideas for how we can stop it

Lesson 16 Review

Listening 52

- 1 Listen carefully to the following weather forecast about Spain and then complete the notes below.

	6 am	3 pm
central and west	¹ low temperatures strong, cold ² _____	mostly ³ _____ a few clouds temperature: 10 degrees
north-west	wet and ⁴ _____	wet and windy some ⁵ _____
north	⁶ _____, ⁷ _____ and icy conditions over high ground temperature: minus 5 degrees to 6 degrees	
east	sunny	⁸ _____ with some sun temperature: 12 to ⁹ _____ degrees
south	¹⁰ _____ skies, lots of sunshine, a ¹¹ _____ wind in coastal areas temperature: 19 degrees	

Vocabulary

- 2 Look at these pictures. Which renewable energy do they represent?



Speaking

- 3 Work with a partner. Decide which is your favourite season of the year and explain why to your partner. When you have finished, swap places and listen to your partner's views.

Lessons 17–18 Project

Preparation ^{21st}

- Do you know of any extreme weather situations that have happened in the world?

Work with a partner. Find out about one and prepare a TV news report to present to the rest of the class.

Stage 1

Read the TV news report on the right about a great dust storm that hit Australia in 2009. Now go to Stage 2.

Stage 2

Search for information about another extreme weather situation.

Make notes on:

- when and where it happened
- what was extreme about it – details about the weather
- what happened to towns/cities/people/animals
- what people/countries did to deal with this weather situation.

Stage 3

Find some pictures to use in your TV news broadcast.

Stage 4

Work with your partner and write your TV news report. Practise presenting it.

Vocabulary

land: when aeroplanes get on the ground

runway: the large roads that aeroplanes use to land and take off in an airport



Good evening

The worst sandstorm in the last 70 years hit Australia yesterday morning.

Air pollution is at extreme levels, as waves of red dust blow into the region.

Aeroplanes and boats are not travelling because the sunlight is not strong enough. Most aeroplanes yesterday tried many times to **land** because pilots were not able to see the **runways**.

Masks are being worn by people to protect themselves from the dusty air. Many are staying inside because the winds are too strong: nearly 50 kilometres per hour.

People who have breathing problems are advised not to go out at all.

The weather forecast is better for tomorrow and skies will clear up by the end of today.

Peter Rogers for *Australia News Now*

Presentation **21st**

Present your TV news report to the class and listen carefully to the reports of others.

Project: A TV news report about an extreme weather situation

- 1 Greet your audience.
- 2 Give the most important information about the weather situation.
- 3 Give your name and that of the TV channel.

As you listen to your classmates' TV news reports, think about the following questions:

- Did they speak clearly?
- Could you understand what they said?
- Did they rush?
- Did you learn anything new about extreme weather?
- Was it interesting to listen to? Why? Or why not?

Speaking tip

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

For the audience: Make sure that you are sitting comfortably so you don't move around. This could make the TV presenter forget their words or lose their place. Don't have anything in your hands that you could drop. Don't forget to listen carefully and look interested at all times.



Wordlists

Unit 10

act	noun	donor	noun
airline	noun	double	verb
angry	adjective	drought	noun
anonymous	adjective	dune	noun
appeal	noun	elderly	adjective
appeal	verb	even number	noun
architecture	noun	excited	adjective
area	noun	exercise	verb
artistic	adjective	fable	noun
baking	noun	famous building	noun
baseball	noun	farmer	noun
bike	noun	favourite	noun
border	verb	fiction	noun
busy	adjective	fifth	noun
cake sale	noun	film	noun
camping	noun	fraction	noun
capital	noun	friendly	adjective
cat	noun	full stop	noun
challenge	noun	fun run	noun
charitable cause	noun	fundraiser	noun
charity	noun	garden	noun
collect	verb	gardening	noun
collection	noun	generous	adjective
comma	noun	geographical region	noun
computer	noun	graph	noun
computer games	noun	gross national income	noun
conclusion	noun	guard	noun
continent	noun	half	noun
contrast	verb	happy	adjective
convert	verb	helpful	adjective
creative	adjective	Hindi	noun
divide	verb	homework	noun
donate	verb	humanitarian aid	noun
donation	noun	indoors	adverb
		Internet	noun
		interview	noun

interview	verb	population	noun
interviewee	noun	prefer	verb
interviewer	noun	prison	noun
introduction	noun	quarter	noun
island group	noun	raise	verb
kind	adjective	raise funds	phrase
kindness	noun	reading	noun
king	noun	record (verb)	verb
lake	noun	relaxed	adjective
landmark	noun	relaxing	adjective
late	adjective	relevant	adjective
leisure	noun	result	noun
leisure centre	noun	rich	adjective
man-made	adjective	riding a bike	phrase
maths	noun	river	noun
meeting	noun	satellite dish	noun
moral	noun	satisfied	adjective
mountain climbing	noun	sewing	noun
mountain range	noun	share	verb
natural disaster	noun	skiing	noun
non-fiction	noun	solar panels	noun
oasis	noun	stadium	noun
odd number	noun	steal	verb
official	adjective	stranger	noun
option	noun	subject	noun
outdoors	adverb	survey	noun
palace	noun	take part	phrasal verb
peasant	noun	taxi	noun
peninsula	noun	technology	noun
per cent	adverb	tenth	noun
percentage	noun	thief	noun
pie chart	noun	third	noun
plateau	noun	tired	adjective
pleasure	noun	topic	noun
politely	adverb	typical	adjective
poor	adjective	umbrella	noun

vegetarian noun
 visual aid noun
 volunteer noun
 volunteer verb
 vote verb
 watching TV phrase
 wealth noun
 whole number noun
 wise adjective

Unit 11

accommodation noun
 airport noun
 amazing adjective
 apartment noun
 apostrophe noun
 aquarium noun
 arrivals noun
 arrivals hall noun
 badminton courts noun
 baggage reclaim noun
 beach noun
 beach holiday noun
 bike ride noun
 bird watching noun
 boarding card noun
 boat trip noun
 bottle opener noun
 bus noun
 café noun
 camping noun
 camping holiday noun
 camping resort noun
 camping trip noun
 campsite noun

can't wait phrase
 capital letter noun
 capitol noun
 car journey noun
 car park noun
 car sick adjective
 catch up phrasal verb
 check in phrasal verb
 check-in noun
 check-in desk noun
 coast noun
 colourful adjective
 comma noun
 countryside noun
 currency exchange noun
 custom noun
 customs noun
 day trip noun
 delicious noun
 department store noun
 departures noun
 departures lounge noun
 desert noun
 diving pool noun
 don't like phrase
 don't mind phrase
 email noun
 enjoy verb
 exciting adjective
 explore verb
 fair-skinned adjective
 fashion noun
 fishing noun
 fishing trip noun
 flight noun
 flight number noun

football	noun	passport control	noun
football pitch	noun	picnic	noun
forest	noun	plane	noun
fortnight	noun	postcard	noun
French	adjective	prefer	noun
full stop	noun	punctuation	noun
gate	noun	question mark	noun
guitar	noun	roller skating	noun
hand luggage	noun	sailing	noun
headteacher	noun	sailing holiday	noun
hiking	noun	school bus	noun
holiday home	noun	school exchange	noun
homework	noun	school exchange trip	noun
hot springs	noun	school holiday	noun
hotel	noun	seasick	adjective
ice rink	noun	security control	noun
ice skating	noun	sightseeing	noun
instrument	noun	sightseeing holiday	noun
Internet point	noun	sightseeing tour	noun
interview	noun	sports facility	noun
jewellery	noun	street food	noun
journey	noun	sultan	noun
lake	noun	surprise	verb
lift	noun	swimming	noun
lounge	noun	swimming pool	noun
love	verb	tennis court	noun
luggage	noun	tent	noun
market	noun	text message	noun
medical room	noun	theme park	noun
meeting point	noun	ticket	noun
Mexican	adjective	tower	noun
mountain	noun	travel agent	noun
museum	noun	treat	noun
nervous	adjective	university	noun
park	noun	walking tour	noun
passport	noun	water sports	noun

whale watching noun
 wildlife noun
 windsurfing noun
 winter sports noun

Unit 12

accident noun
 air-conditioning noun
 antonym noun
 architects noun
 atmosphere noun
 autumn noun
 battery noun
 chaos noun
 cloudy adjective
 cold noun
 cold noun
 cooled verb
 cooler adjective
 crash noun
 dangerous adjective
 decibel noun
 devastating adjective
 diamonds noun
 dramatise verb
 drive verb
 drizzle noun
 drought noun
 easing adjective
 eco-house noun
 economy noun
 electricity noun
 energy noun
 engineer noun
 engineering noun

extinct adjective
 extreme adjective
 fabulous adjective
 fall verb
 favourite adjective
 feather noun
 fish noun
 flood noun
 freezing noun
 funny adjective
 gases noun
 happy adjective
 heat verb
 heating noun
 hot noun
 howl noun
 hurricane noun
 icy noun
 illustrate verb
 imagine verb
 insulating materials noun
 inventive adjective
 micro wind turbine noun
 mountain noun
 narrow adjective
 negative adjective
 noun noun
 oceans noun
 oil noun
 original adjective
 ox noun
 pelts verb
 pod noun
 positive adjective
 powered verb
 pretend verb

puddle	noun	storeys	noun
pump	noun	storm	noun
rain	noun	stressed	adjective
rainy	adjective	stroke	verb
recycling bins	noun	struggled	verb
reduce	verb	suffered	verb
refrigerator	noun	summer	noun
repetition	verb	sun	noun
report	noun	sunny	adjective
reporter	noun	symbols	noun
rhythm	noun	synonym	noun
rise	verb	temperatures	noun
roof	noun	thunderstorms	noun
roof insulation	noun	tired	adjective
rules	noun	tumbling	verb
rumbling	verb	umbrella	noun
scarce	adjective	washing machine	noun
sea levels	noun	waste	noun
shade	verb	weather	noun
shines	adjective	wet	adjective
showers	noun	windy	adjective
silent	adjective	winter	noun
sizzles	verb	wrapper	noun
skid	verb	zero-carbon	noun
skyscrapers	noun		
smog	noun		
smoke	noun		
smooth	adjective		
snow	noun		
snowy	adjective		
soared	verb		
solar panels	noun		
solar water heating	noun		
spring	noun		
store	verb		

Amy: Hello, I'm Amy. We're not going on holiday this year. We're staying at home, but Mum and Dad say we can do some day trips. We'll probably go on bike rides and have picnics. At the end of the holidays, Mum says I can have my friends from school to stay for a few days. It'll be great to catch up with them.

Sam: Hello, I'm Sam. We're going on a beach holiday this year. I enjoy beach holidays, but I like to do things when I'm there, otherwise I get bored. This year, we're going to stay in an apartment in Kerala. That's on the coast in the south of India. The apartment is only two minutes from the beach. We'll do lots of swimming and maybe some fishing. I'll miss my friends, but I'll see them when I get home.

Tina: Hi, I'm Tina. This year, we're going on a really fantastic holiday as a treat for my grandma, who is 60 this year. We're going on a sailing holiday in Cuba. We're going to sleep on the boat. We're going to go to lovely beaches and I want to try windsurfing, and do lots of swimming, of course. I'm really looking forward to it.

Track 49

Ibrahim: Hey Saeed. How was your holiday in India?

Saeed: It was amazing, Ibrahim. I had a really good time. You should go.

Ibrahim: Actually, I am going away soon. I'm going to visit my uncle in Australia.

Saeed: That sounds great.

Ibrahim: I hope so. But I'm a bit nervous. I'm going there on my own, and I've never travelled alone before. I don't even know what to do at the airport.

Saeed: Oh, it's easy.

Ibrahim: Is it? What do I do first?

Saeed: First, you go to the check-in desk. Some people check in online before they go to the airport.

Ibrahim: I think I'll do it at the airport. What happens at the check-in desk?

Saeed: You show them your passport and your ticket, and you give them your bags. They give you a boarding card. It has your flight number on it.

Ibrahim: What do I do after that?

Saeed: You go through security control where they check your hand luggage, and then you go to the departures lounge.

Ibrahim: How will I know where to find my plane?

Saeed: Look at the screens in the departures lounge. They will show your flight number and the gate you need to go to.

Ibrahim: Okay, thanks.

Saeed: Don't worry. You'll be fine. And if you have any questions, just ask a member of staff.

Unit 12

Track 50

Conversation 1

Boy 1: Does it always rain in London?

Boy 2: No, but sometimes it feels like that.

Boy 1: It is the middle of summer but it feels like autumn.

Boy 2: Yes, everyone is wearing their coats and carrying umbrellas.

Boy 1: Watch out for that puddle, it's a big one.

Boy 2: Too late.

Conversation 2

Girl 1: I never knew that Moscow was so beautiful.

Girl 2: Yes, it really is beautiful but very, very cold.

Girl 1: I've heard that it can be as cold as -10°C in winter.

Girl 2: Last winter it was -15°C . It was freezing!

Girl 1: What is it like in the summer?

Girl 2: Well, it can become extremely warm. It can be as high as $30\text{--}35^{\circ}\text{C}$.

Girl 1: I never thought I would need my summer clothes for a visit to Moscow!

Conversation 3

Woman 1: I'd like to book a holiday in Dubai for my family please.

Woman 2: Certainly, madam.

Woman 1: I've never been to Dubai before. Can you tell me about the weather? I don't know what clothes to bring or what to expect.

Woman 2: Dubai has wonderful weather with year round sunshine. However, it does get surprisingly cold – but only indoors! All of the shopping malls are air-conditioned so don't forget to bring a jumper.

Woman 1: Do I need to pack an umbrella?

Woman 2: It only rains on average for five days a year so I don't think you need one.

Track 51

Narrator: Thunder and lightning always go together because thunder is the sound that is made by lightning. This means that lightning is always followed by thunder. When a thunderstorm is a long way away, you see the lightning but you might not hear the thunder.

Thunderstorms happen more often in hot climates and more often in summer than in winter.

The temperature of lightning is measured in degrees Celsius. Lightning is close to 30,000 degrees Celsius.

When you see lightning, start counting one, two, three for each second. Continue counting until you hear thunder.

Three seconds equals about one kilometre. So if you count to six, the storm is about two kilometres away. But if you only count one or two seconds before you hear thunder, the storm is very close. Take care!

Track 52

Weather forecaster: Let's start with the central and western parts of Spain. It will be cold in the morning with low temperatures and a strong, cold wind. However, by late afternoon, the weather will become mostly sunny with some cloud and an average temperature of 10 degrees.

Let's move to the north-west. The day will begin wet and windy. It will continue wet and windy in the afternoon with some sunshine and a temperature staying around 12 degrees.

In the north, there will be rain and snow all day and icy conditions over high ground so take care when driving. Temperature is a freezing minus 5 to 6 degrees.

In the east, the morning will be bright and sunny but in the afternoon there will be some cloud and only a few hours of sun. Temperatures should be around 12 to 16 degrees.

Finally in the south, a lovely day ahead. There will be clear skies, lots of sunshine and a light wind in coastal areas. Temperature will be about 19 degrees.

Unit 10, page 178

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.*

Unit 11, page 186

Use of English: Compound nouns

A compound noun is two nouns used together to describe one thing.

noun + noun

water sports = sports that you do on water

boat trip = when you go on a trip on a boat

Unit 11, page 188

Use of English: Verbs followed by -ing form

Use an **-ing** form after these verbs: *enjoy, don't mind*
I don't enjoy going on boat trips.

You can also use an **-ing** form after these verbs:
like, love, prefer

I like staying at home.

Unit 11, page 192

Use of English: Reported speech – statements

When we tell people what someone said, we usually change the tense, because what they said was in the past.

direct speech	tense change	reported speech
Sam: 'I'm at the airport.'	<i>am / are / is</i> → <i>was / were</i>	Rashid: He said he was at the airport.
'I'm sitting in the departures lounge.'		He said he was sitting in the departures lounge.
'I want to buy you a present.'	<i>present simple</i> → <i>past simple</i>	He said he wanted to buy me a present.

Unit 11, page 195

Use of English: Reported speech – Wh- questions

When we tell people what someone asked, we usually change the tense, because what they said was in the past. We also need to change the word order.

Questions that begin with a question word (*What, Where, When, Who, Why, How, etc.*)

How old are you? → *They asked me how old I was.*

NOT ~~*They asked me how old was I.*~~

Note that we don't use *do* in reported questions:

What do you watch on TV? → *They asked me what I watched on TV.*

Unit 11, page 196

Use of English: Reported speech – Yes / No questions

To report *Yes / No* questions, use *if*:

Are you American? → *They asked me if I was American.*

Do you like football? → *They asked me if I liked football.*

Can you play an instrument? → *They asked me if I could play an instrument.*

Unit 12, page 207

Use of English: Present simple active and passive

Active: *The lightning starts the fire.*

Passive: *The fire is started by the lightning.*

Acknowledgements

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Text

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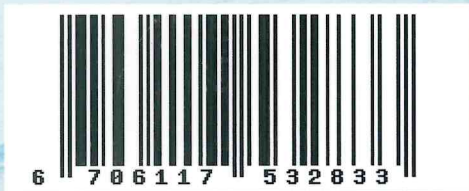
Bridge to Success **7**

Coursebook

Bridge to Success is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates.

This book sets out to:

- develop and extend listening, speaking, reading and writing skills
- motivate and engage learners through real-world tasks
- build on and enhance 21st century skills
- encourage global citizenship whilst maintaining an Emirati focus
- align with international benchmarks of the Common European Framework
- prepare learners to meet the nations' goals set out for UAE National Agenda Vision 2021.



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