



United Arab Emirates
Ministry of Education



Bridge to Success

Workbook
Term 1

8





"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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8

Chris Barker and Libby Mitchell

Term 1 material 2016

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.

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

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First published 2016

Printed in the United Arab Emirates

ISBN XXXXXXXXXXXX Grade 8 Workbook

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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 8 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.

This Workbook provides additional support, reinforcement and practice of the Coursebook. Comprehensive support for teachers is provided in the Teacher's Guide.

The following icon is used in this Workbook:

- 1 pre-recorded listening activity

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

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	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
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Lessons 1–2 **What helps you to learn?**

1 Complete the discussion using the phrases in the box.

- | | | |
|--|------------------------|-------------------------------|
| • I agree with that | • It depends | • What do you mean |
| • I don't agree ... | • It's true ... | • What do you think about ... |
| • I think it's a good idea because ... | • That would be OK ... | • What's your opinion ... |
| | • That sounds like ... | |

Teacher: What do you think about ¹ doing sport every day at school as part of the timetable?

Julio: _____² at the moment we only have one hour of sport a week and it's not enough.

Tarek: _____³. You work and concentrate better if you've done some exercise. It gets the oxygen to the brain, remember!

Vitor: _____⁴ at all. You can do sport after school. It doesn't have to be part of the timetable. The school day should be used for lessons, not for games.

Teacher: What about you, Kevin?

Kevin: _____⁵ that exercise is good for you, but some people don't like playing football, so it wouldn't be popular with everyone.

Fadi: That's true.

Teacher: _____⁶, Steve?

Steve: Well, _____⁷.

Teacher: _____⁸?

Steve: Well, does it mean the school day has to be longer? If it does, I don't agree. The school day is long enough already.

Pablo: What about having one afternoon a week just for sport?

Daniel: _____⁹ a good idea.

Tarek: _____¹⁰ but I'd still prefer to do sport every day.

Use the prompts to give your own opinions about school life.

- 1 chat / in class I think chatting in class is a good/bad idea.
- 2 a good teacher / encourage _____
- 3 difficult / concentrate / noise _____
- 4 students / interrupt / teacher _____
- 5 work / in groups _____

3 Complete the sentences with the correct preposition.

- 1 Our English teacher tells us off for chatting in class, but she doesn't mind if we ask questions.
- 2 I'm a bit scared _____ talking in front of the whole class.
- 3 Practical work in Science is useful because you learn _____ doing experiments.
- 4 Some students get into trouble _____ forgetting to hand in their homework on time.
- 5 My friend can't concentrate _____ reading a book or writing when there is noise in the classroom.
- 6 Watching TV distracts you _____ getting on with your homework.
- 7 Our teacher gets tired _____ telling us to be quiet.
- 8 It's better to do your homework in the evening instead _____ doing it in the morning before school.

4 Write your own sentences to answer the questions.

- 1 **Q** What are you scared of?
A I'm scared of _____ .
- 2 **Q** What are you distracted by?
A I'm distracted by _____ .
- 3 **Q** What do you get into trouble for?
A I get into trouble for _____ .

Lessons 3–4 How I learn best

1 Complete the sentences with verbs in the *-ing* form to make true sentences about yourself. The verbs in the box may help you.

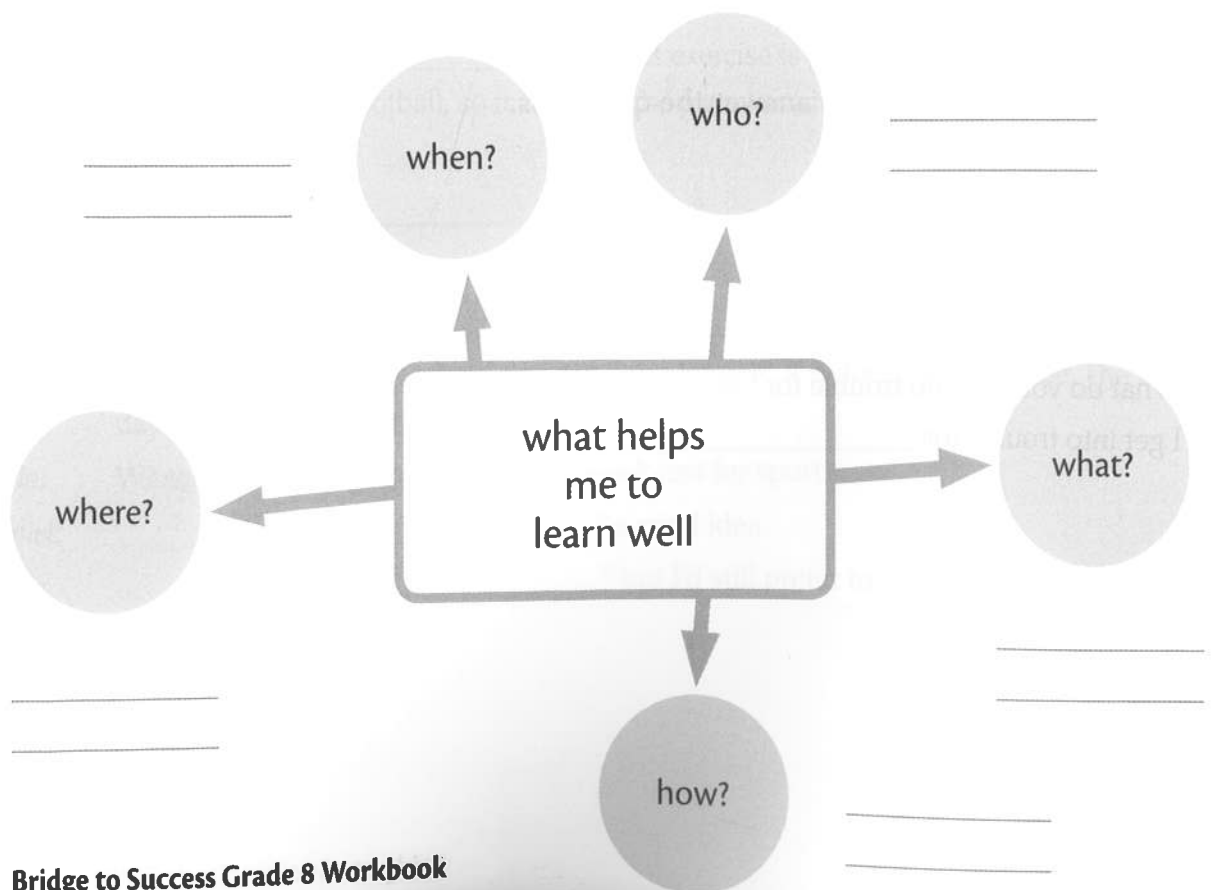
• do • go • make • play • learn • travel • forget • talk • walk

- 1 I'm interested in _____.
- 2 I'm good at _____.
- 3 I'd like to find out more about _____.
- 4 I learn best by _____.
- 5 I'm not scared of _____.

2 Think about what helps you to learn well. Make notes on the diagram.

Think about the following:

- **where** I learn best (for example: quietly in a bedroom, with other people)
- **who** helps me learn well (for example: teacher, family, other learners)
- **what** I do to learn well (for example: make notes, go over and over things)
- **when** I learn best (for example: early in the morning, late at night)
- **how** I learn best (for example: in groups, on my own)



Match the words with their definitions.

- | | |
|---------------------|---|
| 1 discussing | a speak when someone else is speaking |
| 2 forgetting | b doing something with care and attention |
| 3 interrupt | c given permission to do something |
| 4 chatting | d talking a lot in a friendly way |
| 5 carefully | e not remembering |
| 6 allowed | f talk to someone in a harsh way for doing something wrong |
| 7 classmates | g talking about something with a group of people |
| 8 tell off | h the people in your class |

Look at the spelling of the words. What do the words all have in common?

4 Complete the sentences with words 1–8 from Activity 3.

- 1** I love _____ to my friends.
- 2** It's rude to _____ someone when they're talking.
- 3** Are we _____ to go out at lunchtime?
- 4** Listen _____ to the teacher when she explains the grammar point.
- 5** The teachers _____ us _____ if we make too much noise in class.
- 6** I got into trouble for _____ to do my homework.
- 7** The class enjoys _____ new methods of learning.
- 8** I like to help my _____ when they don't understand something.

Lessons 5–6 Freedom to learn

1 Match each word with a definition.

- | | |
|---------------------|---|
| 1 freedom | a an online learning environment |
| 2 education | b there for your use |
| 3 virtual classroom | c speed at which you go |
| 4 online | d ability to choose without being told what to do |
| 5 tutorial | e on your own |
| 6 independently | f a lesson that gives instructions on how to do something |
| 7 available | g the process of learning |
| 8 pace | h done over the Internet |

2 Use the words 1–8 from Activity 1 to complete the sentences.

- 1 You have the _____ to choose what you want to study.
- 2 The Khan Academy provides a free _____ for anyone who wants to learn.
- 3 You use a computer and use the Internet to go _____.
- 4 You study online using the video _____ and personalised practice exercises.
- 5 You work _____ without a teacher.
- 6 You can go at your own _____ and study when you choose.
- 7 There isn't a real classroom; you go into a _____ _____ online from wherever you are in the world.
- 8 The lessons are _____ to people all over the world.

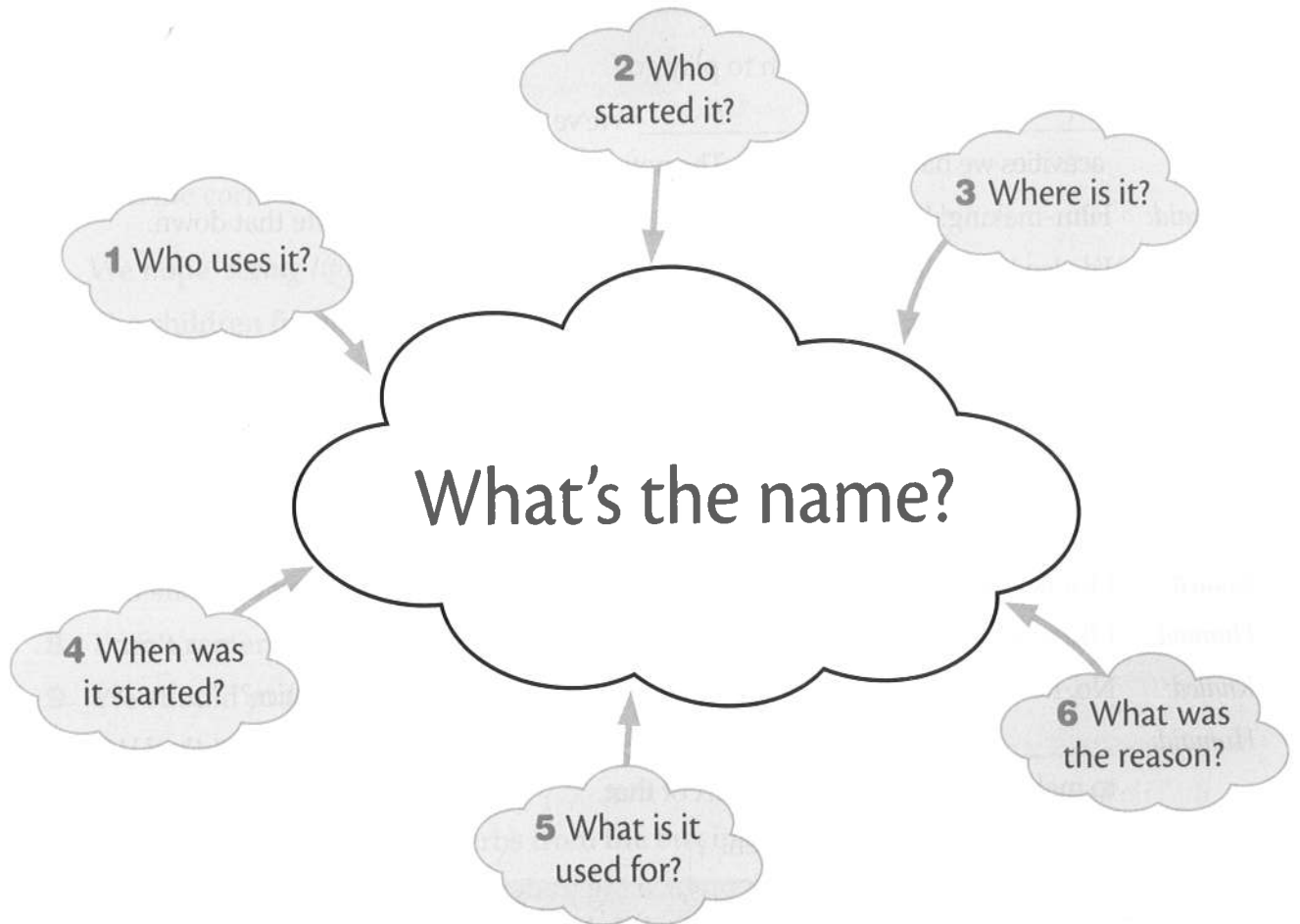
3 Write a word from the word box to replace the underlined word or words.

• reach out to • YouTube • twenty-first century • came about

- 1 The Khan Academy was started for a very good reason. _____
- 2 He sometimes made video tutorials on a video-sharing website. _____
- 3 He wasn't able to communicate with many people. _____
- 4 It was a new way to reach out to his family and friends. _____

Use the Internet to find out more about another virtual classroom. Choose one of these.

- School in the Cloud
- One Laptop per Child
- Onebillion.org



5 Use your notes to write a short paragraph about the virtual classroom you have chosen.

Lesson 7 Practise and prepare

1 Complete the discussion using the phrases in the box.

- That's a brilliant idea!
- No, wait a minute.
- I agree with that.
- It depends
- what do you suggest?
- What do you think about

Humaid: This is great. I want to learn to play golf.

Khaled: _____¹ We've already got sports clubs. It's the other types of activities we have to talk about. The notice said creative activities so what about film-making?

Humaid: Film-making! Wow! _____² Write that down.

Khaled: I'd also like to learn Chinese. Can we suggest that?

Humaid: I suppose so. It's an academic activity, but I wouldn't do it.

_____³ if we can think of anything better.

Khaled: Well, _____⁴

Humaid: When I'm not playing sports, I like to relax quietly. We could have a chess or reading club.

Khaled: I think chess is a good idea, but not reading. We can do that at home.

Humaid: OK, what about a cookery club?

Khaled: No, not for me, sorry. _____⁵ robotics?

Humaid: _____⁶ I saw a report of a competition in the UAE to make robots. I'd love to be part of that.

Khaled: OK, that's our three clubs then.

2 Write a notice about the three after-school clubs you suggested.

Give the name of each club and why you think other students will like it.

These are our three suggestions for new after-school clubs.

- 1 _____
- 2 _____
- 3 _____

3 Think about what you have done in your English lessons this week.

1 What did you enjoy most? _____

2 What did you learn? _____

3 If you found anything difficult, what can you do to get help? _____

Lesson 8 The infinitive

Language tip

Some verbs are followed by the infinitive with *to*.
We decided to learn together.

Other verbs are followed by the *-ing* form of the verb.
I prefer learning individually.

1 Choose the correct form of the verb.

- 1 We hope *seeing* / *(to see)* you later.
- 2 The children finished *writing* / *to write* their paragraphs.
- 3 We all want *hearing* / *to hear* the end of the story.
- 4 Can you imagine *living* / *to live* in the future?
- 5 They decided *going* / *to go* home because it was late.
- 6 Don't promise *doing* / *to do* something that you cannot do.
- 7 You shouldn't avoid *answering* / *to answer* difficult questions.
- 8 I can't remember *going* / *to go* to bed last night.
- 9 We should practise *writing* / *to write* letters before the exam.
- 10 We are all learning *working* / *to work* together.

2 Complete the sentences with verbs from the box in the correct form.

• help • give • take • eat • be • see • sweep • meet

- 1 We expected to see you at school.
- 2 I hope _____ a pilot when I grow up.
- 3 Doctors advise _____ at least five portions of fruit or vegetables a day.
- 4 You can't refuse _____ me today. I helped you yesterday.
- 5 We need to practise _____ penalties before the game.
- 6 Did they agree _____ us after school?
- 7 Have you finished _____ the floor yet?
- 8 They were hot and thirsty so I offered _____ them a drink.

Lessons 9–10 Opinions on learning

1 Use the verbs in the box to complete the sentences. Remember to use *to*.

• have • start • remember • do • help • relax • stay

- 1 I think homework is fine because it helps you to remember what you've learned at school.
Anil
- 2 I don't think we should have homework. It's too much. You need _____ when you get home or go out and play.
Rahima
- 3 If there isn't enough time to do something in the school day, I don't think you should be expected _____ it at home.
Livia
- 4 I'd prefer _____ a longer school day. I don't like going home and having to do school work again.
Sean
- 5 A longer school day? You must be joking! No, thank you. It's long enough already. I don't want _____ at school any longer than is necessary.
Enzo
- 6 Some people ask their parents _____ them with their homework. I don't think that's fair, but I suppose it's OK if they just help you a bit.
Yasmin
- 7 It's sometimes hard to concentrate at school, so I like to go over something at home to make sure I understand it. However, I don't think we should have work that takes more than half an hour a day. I try _____ my homework at 4.30, when I get in from school, and finish it by 6.00.
Miguel

2 Read the opinions about homework in Activity 1. Next to each opinion, write:

✓ (= this person is 'for' homework: he/she thinks it's a good idea)

or

X (= this person is 'against' homework: he/she doesn't think it's a good idea)

or

? (= we don't know if this person thinks homework is a good idea or not)

Write a short essay about homework.

- Use the ideas in Activity 1 and the plan below to help you.
- Use some of the phrases you learned in the last lesson for arguments.
- Try to link your ideas using *so* in the middle of a sentence and *however* at the beginning of a sentence.

Title

Introduce the topic

**Give the arguments
'for' homework**

**Give the arguments
'against' homework**

Conclude

A large rectangular box containing horizontal lines for writing an essay. The box is divided into sections by horizontal lines, corresponding to the labels on the left: Title, Introduce the topic, Give the arguments 'for' homework, Give the arguments 'against' homework, and Conclude.

Lessons 11–12 Friends across the world

1 Complete the sentences with words from the box.

• operation • penpal • recently • wheelchair • white-water rafting

- 1 Have you seen this photo of Matt racing down a river? It's called _____ and it is really exciting.
- 2 Matt is my _____ in England. I really like having a friend in another country.
- 3 He loves all exciting and dangerous sports. He's mad! He had an accident _____ and broke a leg.
- 4 He's OK, but he was in hospital for a week and had an _____ on his leg.
- 5 He can't walk at the moment, so he's using a _____, but he says he'll be back on his feet soon.

2 Make notes of interesting things to tell a penpal about yourself.

3 Write questions you would like to ask to a penpal.

Six speech bubble shapes arranged in two rows of three. Each bubble has a tail pointing towards the bottom-left and contains three horizontal lines for writing.

4 Read the letter. Why is Sylvia writing to Nahla?

Use of English: Prepositions in, on, at

You can use *in*, *on* or *at* to show where you do something:

I live in Fulham.

My class went on a trip.

I helped out at the bird sanctuary.

Dear Nahla,
 My name is Sylvia Zadane and I am your penpal. I am 11 years old and I live in Fulham, which is in London.

My school is quite near my house, so I can walk there easily. It's an old school, but it has some modern buildings, like the library and the Science labs. There are 200 students. My favourite subjects are Maths, English, Science and History.

My hobbies are watching cartoons, cooking and doing crossword puzzles. I also love reading adventure novels.

I live with my mum, my dad, my older sister and my brother. My dad works a lot and my mum is a housewife. She's a very good cook and so is my older sister. I love the chicken and rice dish that my mum makes.

My class went on a trip to the Avondale Outdoor Centre this year. It was the first time that I had ever been there. I found it quite interesting. We did lots of different activities, such as shelter building, learning about forest creatures and how to protect the forest. I helped out at the bird sanctuary.

I look forward to receiving your letter.
 Sylvia

5 Read the letter again and find words and phrases which mean:

- 1 designed and built recently _____
- 2 things you do in your free time _____
- 3 a stories with a lot of action _____
- 4 short journey _____
- 5 making somewhere to protect you from bad weather _____

6 How does Sylvia structure her letter? What's the purpose of each paragraph?

Purpose

Paragraph 1: To introduce herself

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

Lesson 13 Writing a letter

- 1 When you write a letter to a new penpal, it is important to give them as much detail about yourself as possible. Use the list below to make some notes. Your notes will help you to write the letter.

Describe your school

- 1 Is it old or modern? When was it built? _____
- 2 How many students are there? What's the age range of the students? _____
- 3 What are the facilities like? (computer room / swimming pool / gym ...) _____
- 4 What is the best thing about your school? _____

School subjects

- 5 Which subjects do you study? _____
- 6 Which are your favourite subjects? Why? _____

After-school clubs

- 7 What after-school clubs do you go to? _____
- 8 Why do you enjoy them? _____

Your family

- 9 Say something about the members of your family. _____

Likes and dislikes

- 10 What sort of books do you like? _____
- 11 What sort of films do you like? _____
- 12 What sort of food do you like? Do you like any unusual food? _____

Free time

- 13 Have you got any hobbies? _____
- 14 What other things do you enjoy doing in your free time? _____

Sports

- 15 Which sports do you play or do? _____
- 16 Which sports do you enjoy watching? _____

Lesson 14 Practise and prepare

- 1 2** Read what these three exchange students said. Complete their words with *to* and the verbs in the box. Then listen to check your answers.

• get • have • learn • make • stay • be

- 1** The most challenging thing for me was not missing my family and friends at home – but beginning _____¹ Spanish. I nearly went home after two weeks. Now, I'm very happy I decided _____². I can talk to my host family and friends and I'm really enjoying it all.
- 2** At first it was really difficult. I missed my family and just wanted _____³ home. But it's getting better now. I hope _____⁴ fun soon! I really want _____⁵ it work.
- 3** I didn't just visit Jordan, I lived in Jordan. An exchange doesn't just give you a few months of a new language, a new culture, new people – it gives you a new life! Before I went, I was shy and kept away from people. Now I choose _____⁶ with people and enjoy talking about my exchange with everyone.

- 2 3** Read what these three students said. Complete with *so* or *however*. Then listen to check your answers.

- 1** I didn't really want to go, but all my friends were going _____¹ I agreed. In the future, I will make up my own mind! My host family were kind. Sweden is beautiful and I liked the food. _____², I was cold and miserable. I missed home _____³ I went back after three weeks.
- 2** I was really scared before I left home. _____⁴, I'm so glad I went for it. My host family have taken me all over France and looked after me really well. I've seen a lot, and learned a lot of French, _____⁵ I'm really glad I came. The best thing is that I now have a second family!
- 3** The first nine months were very difficult. I didn't speak the language at all when I arrived in China – and it's not easy to learn. _____⁶, as time goes by, it gets better. Would I recommend it to others? Let me think and answer that when I get home next month.

- 3 Use your own ideas to complete this discussion about school exchange trips.

Are school exchange trips a good idea?

Some people think that:

However, other people say that:

Clearly, there are arguments on both sides.
However, in my opinion ...

- 4 Think about what you have done in your English lessons this week.

1 What did you enjoy most? _____

2 What did you learn? _____

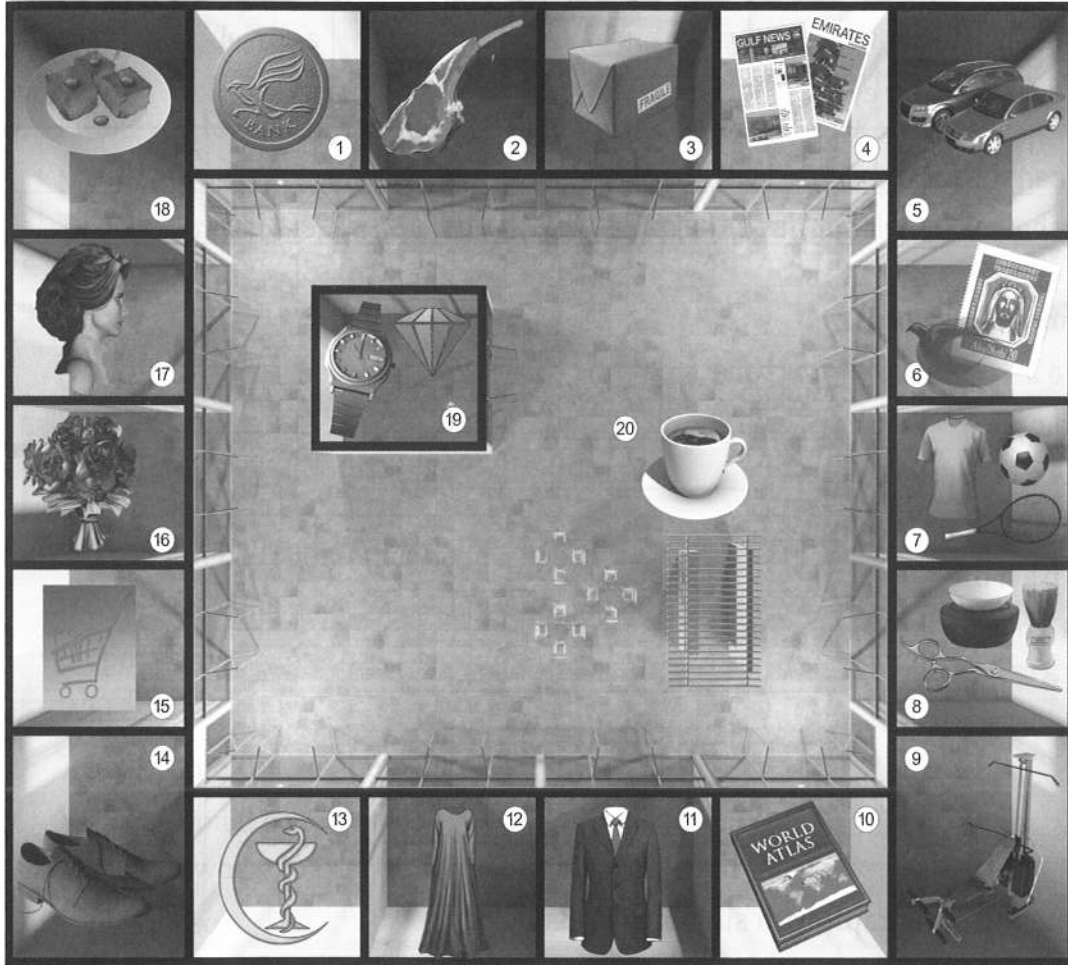
3 If you found anything difficult, what can you do to get help? _____

2

Local community

Lessons 1–2 Places in town

1



Write the names of the shops and services.

- | | | | | |
|----|------|----|---|---|
| 1 | bank | 11 | d | c |
| 2 | b | 12 | c | s |
| 3 | g | 13 | c | |
| 4 | n | 14 | s | s |
| 5 | g | 15 | s | |
| 6 | p | 16 | f | |
| 7 | s | 17 | h | |
| 8 | b | 18 | b | |
| 9 | g | 19 | j | |
| 10 | b | 20 | c | s |

2 In your notebook, write questions using the words in the chart. Then answer them by giving information about your town or city.

Where ...	your hair	check	Where ...	your photo	repair
	your clothes	cut		your car	make
	your teeth	clean		a parcel	take
	your eyes	test		a cake	weigh

Q Where can you have your hair cut?

A You can have your hair cut at the hairdresser's / barber's on Regent Street.

3 Unscramble the words.

- 1 b r r s b e a barber's
- 2 m a y r h c p a _____
- 3 j e s e l w e l r _____
- 4 b k r e a y _____
- 5 s o h e p s h o _____
- 6 e e s g n s n w t a _____
- 7 g g a r a e _____
- 8 t p o s e f o f i c _____
- 9 a k b n _____
- 10 f f o e c e s p h o _____

4 Complete the paragraph with suitable words.

Yesterday I drove to town to do some shopping. I had many things to do and many things to buy. First, I went to the pharmacy¹ to buy some medicine for my father. After that, I went to the dry cleaner's to _____² my clothes _____³. Next, I visited the _____⁴ to have my hair _____⁵. I did my food shopping at the _____⁶, before stopping at the _____⁷ to buy a small cake. After having coffee with my friend at the _____⁸, I bought some flowers for my mother at the _____⁹. I started to drive home, but my car was making a funny sound so I took it to the _____¹⁰ to have it _____¹¹. I had to walk home in the hot sun! Next time I think I will _____¹² my shopping _____¹³ to my house instead!

Lessons 3–4 **Alternative shopping**

1 Complete the conversation by putting the sentences in the correct places.

- A leisure centre would be good, too.
- If only we had a new DVD shop.
- If only we had a sports shop.
- If only we had a swimming pool.
- ~~Then they could have their shopping delivered.~~
- You don't read books.

Teacher: I want you to discuss this question in groups: What would make this town better?

Fadi: My mum and dad would like a really good supermarket.

Then they could have their shopping delivered.¹

Amaro: I'd like a good bookshop in town.

Fadi: What do you mean? _____²

Amaro: Yes, I do. And anyway, there's nowhere to buy DVDs anymore.

Habib: I agree. _____³

Fadi: _____⁴

Amaro: But you can buy sports stuff online.

Fadi: If you need some new tennis shoes or football boots, you want to try them on in a proper shop.

Amaro: Why?

Fadi: To make sure you get the right size.

Amaro: Yes, that would be really good. _____⁵.

There's nowhere to play badminton, table tennis and things like that.

Fadi: I suppose so.

Amaro: It's too far to go to the beach. _____⁶

2 What would make your town or city better?

- 3 Read the following paragraphs about the souqs in Dubai. Find five adjectives and five nouns in the text.

The Gold Souq

At the Deira market you can find almost any style of Arabian jewellery you can think of. From delicate Bahraini pearl necklaces to heavy Omani Bedouin bracelets, you are spoiled for choice. It is best to visit in the evening when the lights reflect off the giant golden wedding necklaces in shop windows, making you think you are in Aladdin's sparkling cave.

The Spice Souq

Deira's Spice Souq is like a lesson in Arabia's rich spice history. In the small, covered lanes, you can hear old men talk in Arabic while they unload rough sacks of rice, dried fruit and nuts. Bright coloured herbs, spices and dried chilli outside the shops are a photographer's delight. Pick up a handful of cardamom or a pinch of saffron and inhale the aroma. The sights, sounds and smells will convince you that you have travelled back to ancient times.

adjectives

- 1 delicate
- 2 _____
- 3 _____
- 4 _____
- 5 _____

nouns

- 1 choice
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- 4 Choose five words from the lists above and use them in a sentence.

I enjoy reading history books.

Lessons 5–6 Town or country?

In the word square, there are twelve adjectives and four nouns which you can use when talking about living in the town and living in the country. Write them in the lists.

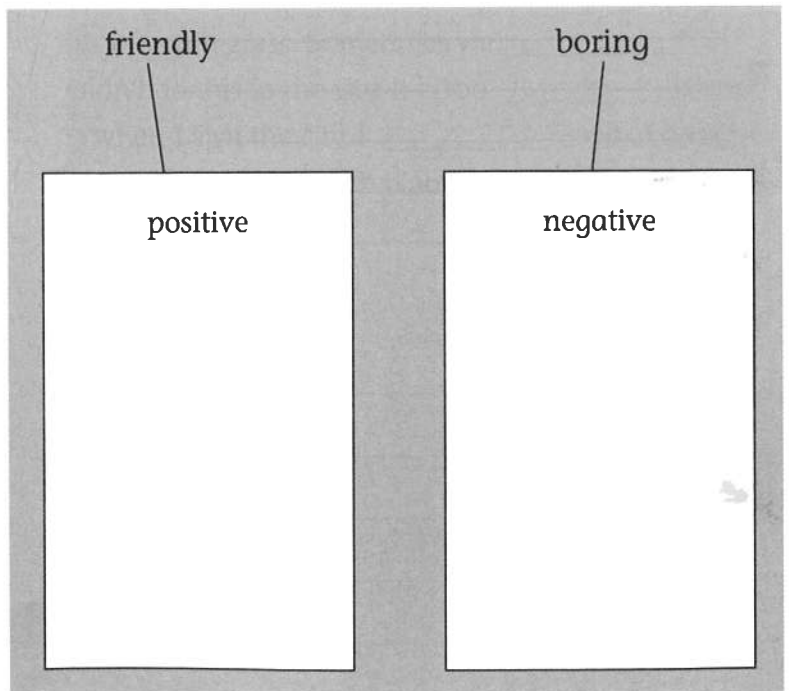
- adjectives**
- 1 friendly _____
 - 2 _____
 - 3 _____
 - 4 _____
 - 5 _____
 - 6 _____
 - 7 _____
 - 8 _____
 - 9 _____
 - 10 _____
 - 11 _____
 - 12 _____

- nouns**
- 1 traffic _____
 - 2 _____
 - 3 _____
 - 4 _____

n	a	j	d	t	t	e	n	o	i	s	e
e	t	r	a	f	f	i	c	l	e	a	n
x	t	e	n	d	r	u	o	n	p	f	c
c	i	q	g	d	i	r	t	y	e	s	r
i	n	t	e	r	e	s	t	i	n	g	o
t	q	f	r	i	e	n	d	l	y	d	w
i	u	p	o	l	l	u	t	i	o	n	d
n	i	i	u	e	b	o	r	i	n	g	e
g	e	d	s	m	o	k	y	v	o	y	d
c	t	i	i	q	g	e	c	r	i	m	e
t	o	z	x	o	v	a	h	o	s	l	r
n	s	e	i	r	i	b	u	s	y	i	z

2 Add the words from Activity 1 to these word webs. Then add the following words (look them up in a dictionary if you need to).

- | | |
|-------------------|--------------|
| adjectives | nouns |
| peaceful | vandalism |
| relaxing | graffiti |
| safe | overcrowding |
| attractive | |
| lively | |
| ugly | |
| stressful | |



● Use the prompts to write questions for these imaginary situations. Then write answers which are true for you.

1 If you (*have*) the opportunity to go to another country, where (*you / go*) and which places (*you / visit*)?

Q If you had the opportunity to go to another country, where would you go and which places would you visit?

A _____

2 What (*you / say*) to your favourite writer if you (*meet*) him or her?

Q _____

A _____

3 If you (*see*) a lion in the street near your house, what (*you / do*)?

Q _____

A _____

4 Where (*you / live*) if you (*can*) live anywhere in the world?

Q _____

A _____

4 Write three sentences about where you live, using the phrases in the Study skills box.

1 _____

2 _____

3 _____

Making your writing more interesting

Study skills

You can make your writing more interesting by:

- adding words such as these to the adjectives you use:

quite (boring, ...)

(much) too (crowded, ...)

so (noisy, ...)

very (quiet, ...)

- and adding words such as these to the nouns you use:

a lot of (pollution)

lots of (people)

Lesson 7 Practise and prepare

1 Write brief paragraphs using the following phrases.

The souq

- is famous for
- located in
- choose from
- have a go at

The town / The country

- You can
- I feel a bit
- If I lived
- When I go to
- It's so

2 Listen and complete the gaps.

My home is in the country¹. I love living here. We are far away from the _____² of the city, so it is quiet and peaceful here. There is not much _____³ so I can cycle to school safely every day. After school if I want to _____⁴ my friends, I can walk to their homes. We play football in the _____⁵ where there is lots of green grass. Sometimes we _____⁶ a picnic in the shade of the palm trees. We couldn't do this in the city. It is too _____⁷ there because there are so many people. Sometimes when I visit the city, I _____⁸ excited because there is so much to see and _____⁹. But the city makes me tired and I am always very happy to go _____¹⁰ at the end of the day.

3 Correct these sentences.

- 1 I can had my hair cut at the barber's. _____
- 2 There is much pollution in the city. _____
- 3 The pharmacy sells cakes and coffee. _____
- 4 You can have your feet weighed at the shoe shop. _____
- 5 Why you prefer living in the country? _____

Self-assessment

Answer the questions.

1 Do you like where you live? Why / why not?

2 What would you do if you were very rich?

Lessons 8–9 What is your city famous for?

1 Read the text from page 30 of your Coursebook. Then match the words with their definitions.

1 unique

2 historic

3 tasty

4 wandering

a walking slowly around a town or place

b a nice flavour

c famous or important in old times

d special because it is not like anything else

2 Write definitions for the following words.

beautiful _____

delicious _____

wonderful _____

crowded _____

3 Write a few sentences about what you would see and hear if you went walking in your town at night. Use as many adjectives as you can.

● What's the best place you have ever visited? What was so special about it? If you had to write about it, what things would you want to mention?

food was delicious _____

● Now try to think of some interesting adjectives you could use to describe the things you wrote in Activity 4.

Writing tip

We use adjectives to help the reader experience the same feelings we did when we were there. Interesting travel blogs use adjectives that relate to our senses – such as taste, touch, hearing, sight, smell.

Think before you write:

- What will be particularly interesting for my readers?
- What is different about this place from my home?
- How are the people different from people at home?
- How is the lifestyle there different from my home?

Writing checklist:

- Have I used a good introduction?
- Have I explained what is special or unique about this place?
- Have I described what you can see and do there?
- Have I added interesting details?
- Have I used a variety of adjectives for description?
- Have I finished with a good conclusion sentence?

Lessons 10–11 You and your community

1 Write what you would do in each of these situations.

- 1 You usually go to see your grandparents once a month on a Saturday afternoon. However, this Saturday, your friend's parents have invited you to go with them to the football match.

I would phone my grandparents to explain. If they said, 'That's fine,' I would go to the match. If they said, 'We'll miss you,' I'd go and see them.

- 2 Your friend wants you to play football, but you have promised to help your mum with the shopping. You love football, but your mum can't carry all the shopping.

- 3 You are in your local shop. You think you see a man take a bag of rice from the shelf and walk out without paying for it. The man looks as if he doesn't have any money.

2 In each of these sentences, there is one word that is not needed.

Cross out the unnecessary word.

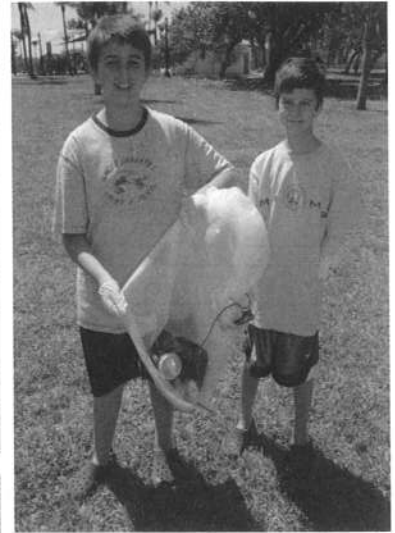
- | | |
|--|--|
| 1 I met with my friend outside the library. | 11 He and I are usually go out on Saturdays. |
| 2 I went to shopping every morning. | 12 I came back to home at about 7 o'clock. |
| 3 I had a good day at there. | 13 I like her because of she is very funny. |
| 4 See you at school on the Monday. | 14 We arrived at home at 6 o'clock. |
| 5 I'll meet you near of the skate park. | 15 We had such a fun! |
| 6 My favourite meal is the pasta. | 16 The weather was sunny day. |
| 7 It was a good weather. | 17 I was really enjoyed my holiday. |
| 8 This computer game it is really good. | 18 My aunt, uncle, father and mother were went to the beach. |
| 9 I will answer you all your questions. | 19 I am visited lots of museums. |
| 10 I bought a new computer game which was cost a lot of money. | 20 Where is the pen which I gave it to you? |

3 Every seventh word in each of these texts is missing. Write a suitable word in each gap.

- Some may be simple words like *the* or *to*.
- There may be several possibilities for some of the gaps.

George

My name's George. I'm 12 years old ¹ and I live in a small ². My friends and I wanted to ³ something to improve our area, so ⁴ decided to go out and pick ⁵ litter on a Saturday morning. There's ⁶ group of six of us. We ⁷ have a big plastic bag and ⁸ pick up paper, drinks cans and ⁹ like that. It takes about an ¹⁰. As we go round, people say, ' ¹¹ are doing a great job!' It ¹² us feel good.



Chanelle

I'm Chanelle. I'm 12 and I ¹ quite near the city centre. I ² to do something to help old ³ in my area. I realised that ⁴ had trouble carrying their shopping. I ⁵ people have their shopping delivered now, ⁶ some older people don't have computers, ⁷ they can't order their shopping on ⁸. Anyway, my friends and I put ⁹ a notice in the local supermarket ¹⁰ that if people wanted help, we ¹¹ carry their shopping for them. And ¹² has been great! They say, ' ¹³ really helps us. It makes such ¹⁴ difference.'



Emir and Farid

We live in a big ¹. We ² a lot about ³ plants in our ⁴ class. We even have a small ⁵ at school where we can grow ⁶. Our ⁷ are really delicious. We donate the vegetables to a nearby ⁸.

It's a really popular ⁹. We enjoy looking after the ¹⁰ and ¹¹ them grow. But it's very ¹² to give what we grow to the children. They tell us they ¹³ to eat vegetables now. Hopefully, next year we can ¹⁴ even more.



Lessons 12–13 Poetry

- 1** Choose your favourite part of the poem on page 35 of your Coursebook and describe why you like it.

I like the end because it shows that there was no lion after all.

- 2** Match the words with their meanings.

- | | |
|--------------------|---|
| 1 pacing | a strict and severe |
| 2 parakeets | b walking with regular steps around a small area |
| 3 stern | c past tense of tremble |
| 4 roared | d moved in different directions |
| 5 reeds | e past tense of rise, to go up |
| 6 trembled | f small, brightly coloured parrots |
| 7 scattered | g made a long, deep noise |
| 8 rose | h tall thin plants that grow near water |

- 3** What would happen if a lion really did turn up at your school one day? Make notes of your ideas and then write about what you think would happen.

I think if a lion turned up at school one day, I'd hide in a cupboard.



a Look at the word *basketball*. How many syllables does it have?

b Look at the words below. How many syllables do they have? Write them in the correct column.

everything ten lion playground enormous out appeared quiet could parakeets

One syllable	Two syllables	Three syllables
ten		

5 a What types of words are these?

table _____ *noun* _____
 yellow _____
 waited _____

b Read through the poem on page 35 of the Coursebook and find four examples to add to the lists.

adjectives	noun	verb
hot		

6 Think about the themes in the poem. Write them here.

Lesson 14 Practise and prepare

1 Read the text and choose the correct answer.

My life in Salalah

My name is Ahmed and I am from Salalah in the southern part of Oman. My family are goat farmers and we live in the hills above the city. Salalah has a very different climate from the rest of Arabia because it has a monsoon, a rainy season after a very hot period. When the rest of the region has temperatures of over 40 degrees in summer and hot desert winds, here in Salalah we have three months of rain! This time is known as the Khareef. The weather is cool and cloudy with lots of mist. The desert comes alive and the brown, dusty ground turns green and beautiful as plants and grass start to grow.

This is an important time for me and my family. We take the goats out from the farm to graze in the long grass that grows in the hills. The goats love to eat this grass and they become healthy and fat. We have hundreds of goats and it is my job to look after them while they are outside the farm. I love my job because I can walk around all day and enjoy the beautiful nature. There is no pollution or noise up here in the hills. I have to work very hard and sometimes it is lonely, but it is my favourite time of year.

- 1 Salalah is in the _____ of Oman.
 - a south
 - b north
 - c east
- 2 Salalah is different because in the summer it has
 - a rain
 - b temperatures of over 40 degrees
 - c hot desert winds.
- 3 Summer is an important time of year for his family because
 - a he can walk around all day
 - b he loves his job
 - c there is lots of grass for the goats to eat.
- 4 Ahmed loves his job because
 - a he must work very hard
 - b he enjoys being in nature
 - c it is peaceful.

2 Write a word that has the opposite meaning.

same _____
winter _____
hot _____
dead _____

short _____
thin _____
ugly _____
crowded _____

- 3 Imagine you are Ahmed. What is it like to be alone in the hills with his goats?
Write a diary entry to describe a day in his life.

Lesson 15 Changing the world

- 1 What are the responsibilities of a good citizen? Write the answers in the correct list.

- Stealing something because you want it
- Returning something that you borrowed
- Having a tantrum when you lose a game
- Collecting litter in your neighbourhood
- Leaving rubbish in the classroom
- Doing your homework every night
- Not giving up your seat to elderly people on the bus
- Giving your clothes to charity

Being a responsible citizen	
Being a good citizen	Not being a good citizen

- 2 Add more of your own ideas to the chart.
- 3 Write three things you do to be a responsible citizen.

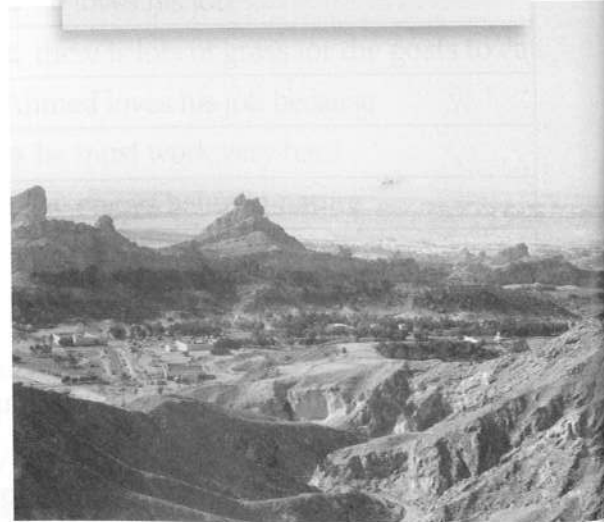
Lessons 1–2 **Traditional life in the UAE****1** Match the questions and the answers.

- | | |
|--|---|
| 1 What happened on 2nd December 1971? | a A small fertile area in the desert |
| 2 How many sheikhdoms make up the United Arab Emirates? | b Sheikh Zayed bin Sultan Al Nahyan |
| 3 What does the landscape of the UAE consist of? | c The Bani Yas tribe |
| 4 What is an oasis? | d The Gulf |
| 5 What is the largest desert tribe called? | e Exotic date gardens |
| 6 What was cultivated using a falaj? | f Seven |
| 7 Where were pearling and fishing practised? | g The United Arab Emirates was formally established. |
| 8 Who is the founding father of the UAE? | h Desert, oases, mountains and coastline |

2 Write a paragraph about traditional life in the UAE, using the information above.

Writing tip

Begin your paragraph with a topic sentence to introduce the subject.



Write a description for the different groups of people.

- 1 A tribe is a group of people who live together, share the same ancestors, culture and traditions.
- 2 A family is _____
- 3 A dhow is _____
- 4 A federation is _____

Unscramble the words to complete the word puzzle and find the mystery word from the text on page 41 in your Coursebook.

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1	2	3	4	5	6	7	8			

- 1 Plural of oasis
- 2 Bedouin lifestyle
- 3 natural UAE resource
- 4 one of the six Sheikhdoms
- 5 fruit grown in the UAE
- 6 past traditions or customs of a country
- 7 unusual or exciting
- 8 the area on the edge of the land

Write three sentences with words of your choice from Activity 4.

Lessons 3–4 Talk about life in the UAE

1 Read the text on page 43 of your Coursebook again. Then complete the words with the missing letters.

- | | | |
|--|---|-------|
| 1 A pearl is found inside an oyster ... | s | _____ |
| 2 something you find inside an oyster | p | _____ |
| 3 a large group of boats | f | _____ |
| 4 the people working on a boat | c | _____ |
| 5 A poem that has a regular beat is a ... poem. | r | _____ |
| 6 very tiring | e | _____ |
| 7 the time when the sun goes down | s | _____ |
| 8 the outside part of the oyster | s | _____ |
| 9 how good or bad something is | q | _____ |
| 10 the top part of the sea | s | _____ |

2 Look at the answers and complete the questions about pearl-diving from page 43 of your Coursebook.

- 1** When / season / pearl-diving / start? When did the season for pearl-diving start?
In early June.
- 2** Where / fleet of boats / go / find / oysters? _____
An oyster bank.
- 3** How / crew members / on / boat? _____
About twenty.
- 4** Why / the diver / pull on the rope? _____
As a signal for the crew member to bring him up to the surface.
- 5** When / crew / open / oysters? _____
The following morning.
- 6** Where / store / oysters? _____
In rainwater.
- 7** What colour / oysters / have / at first? _____
A greenish colour.
- 8** How / sort / oysters? _____
According to size, weight and quality.

- 3 Read about Al Ain, the Garden City of the UAE. As you read, think about the meaning of the words in bold.

Al Ain is a UNESCO World Heritage site and has a large number of museums and forts, as well as greenery and oases. The National Museum has an impressive collection of finds from archaeological **digs** in the area. It also shows scenes of traditional life and includes the **reconstruction** of a traditional **reception** area (*majilis*). The Al Ain Palace museum is situated inside a lovely old fort. The museum **includes** lots of family items connected to Sheikh Zayed, who lived there up till 1966.

At the Qattara oasis, there is another fort but it is also the place where an important tomb was discovered by archaeologists, the Qattara Tomb. This dates back to over two thousand years ago and some interesting gold **ornaments** and pieces of jewellery were found there. These are now on display in the Al Ain Museum.

Jahili Fort, near the gardens, dates back to 1891, and contains many works by the British explorer, Sir Wilfred Thesiger ('Mubarak bin London'). One of his greatest **expeditions** was the crossing of the Empty Quarter (Rub'al Khali) in the 1940s. He was the first to **map** the oasis of Liwa and the quicksands of Umm As-Samin. He loved his Bedu travelling companions very much and the memory of those days in the Arabian desert was to remain with him till the end of his **distinguished** life.

- 4 You can use the context of the sentence and the text to work out the meaning of new words. What do you think the words in bold mean?

Write down a definition next to each word, as it is used in the text.

- 1 dig (noun) _____
- 2 reconstruction (Hint: Remember that 're' can often mean again. Think about the meaning of the verb 'construct'.)

- 3 reception (Hint: The root of this word is the verb 'receive'.) _____
- 4 includes _____
- 5 ornaments _____
- 6 expedition _____
- 7 map (verb) _____
- 8 distinguished _____

- 5 Read and choose the correct word.

- 1 The area around the farm has many archaeological *finds* / *digs* where archaeologists work daily.
- 2 A *reconstruction* / *reception* of the Great Pyramids would be a great thing to see.
- 3 The hotel price *receptions* / *includes* a taxi service and breakfast.
- 4 The museums have many beautiful *ornaments* / *maps* of gold.
- 5 Many British *expeditions* / *maps* found new continents such as Australia.

Lessons 5–6 Life in the desert

1 How much do you know about traditional life in the desert?

Answer the questions in the quiz.

- 1 Why was it difficult for people to inhabit the UAE?
- 2 What two areas did water play a major role in?
- 3 How would you describe the desert environment?
- 4 Why were the Bedouins able to use the sand dunes?
- 5 What did the Bedouins plant?
- 6 What is the name of the largest desert tribe?
- 7 What do the Bedouins believe about the camel?
- 8 Why is the camel so well suited to the desert environment?
- 9 Name two qualities that the Bedouins admire about the camel.
- 10 What was the significance of the camel for the tribesmen?

2 Correct these sentences about the UAE.

- 1 Water makes up most of the UAE's territory.

Desert makes up most of the UAE's territory.

- 2 The first Bedouins lived in sand dunes.

- 3 The tribes wander during the summer to find camels.

- 4 The Bedouins carried their goods through the desert with the help of the tribesmen.

- 5 Tribesmen saw camels as a sign of fun.

- 3 The following words are in the text on page 45 of your Coursebook. Use them to make sentences of your own.

• available • inhabit • clan
• economic • endurance

- 4 Read the following text and write three reasons why the date tree is important.
-
-
-

The date palm

The tree

The date palm is an extremely important tree in the UAE because it has many uses. Firstly, as a tall tree with long leaves, it helps keep people cool when they sit under it. This is also true for animals and plants found around or under the tree. The leaves can be used to make lots of different household and other goods, such as trays and baskets. The fibre, the inside part of the tree, can be turned into rope or brushes and the wood into furniture.

The fruit

People have been eating dates, the fruit of the date palm, for more than seven thousand years. Dates keep for a long time if they are wrapped in palm leaves. They contain a good form of sugar, similar to that found in honey, and they have lots of vitamins. The tree grows well because of the water that lies deep under the sand dunes. The UAE is one of the top ten producers of dates in the world.



- 5 Answer the questions in your own words.

1 Why are dates good for you?

2 How often do you eat dates at home?

3 Do you know any recipes for dates? What are they?

Lesson 7 Practise and prepare

1 Read the text about the UAE and complete the missing words.

When the six sheikhdoms joined together the United Arab Emirates was _____¹. The seventh sheikhdom joined this _____² in 1972. Desert life was difficult and needed _____³. Tribal members helped each other to make life _____⁴. In fact, helping was a source of pride and _____⁵. The tribal groups lived a _____⁶ lifestyle, wandering great distances. In the winter, the tribes would return home to an oasis, because there they could _____⁷ exotic date gardens.

2 Think about the question word that is missing in each question. Then compare your answers with your partner. Think of two more questions of your own to ask.

1 _____ is the place you visited?

2 _____ did you go there? In the summer or winter?

3 _____ was most interesting about the place?

4 _____ the place near where you live?

5 _____ did you like it so much?

6 _____

7 _____

3 Answer the questions from Activity 2.

Reflect on your learning

Think about how you learn new vocabulary.

- Do you remember words best if you hear them or if you see them written down?

Think about how you learn new vocabulary.

- Do you find it easier to use correct grammar when you are speaking or when you are writing?

Think about your learning progress so far. Where do you want to improve?

Lessons 8–9 Traditions and values

Write the abstract nouns under the correct heading.

• endurance • amusement • endurance • availability • resourcefulness • pride • honour

human quality	emotion or feeling	others

Correct the following statements.

1 The living in the desert wouldn't be possible without water.

Living in the desert wouldn't be possible without water.

2 A pride you feel when receiving good marks cannot be described.

3 The friendship is more important than a success.

4 Money doesn't bring you the happiness.

5 A kindness of strangers always surprises me.

6 Everybody needs the fun and an amusement. Life is very boring without them!

Use the following abstract nouns to write sentences of your own.

• honour • happiness • pride • fun • kindness

I think happiness is more important than money.

4 Complete the table with the correct adjective suffix *-al*, *-able* or *-ic*.

Noun	Adjective
academy	
culture	
economy	
honour	
nation	
nomad	
person	
rhythm	
suit	
tradition	
tribe	
value	

5 Complete the sentences with a word from Activity 4.

- 1 Many students decide to go to university to continue their _____ studies.
- 2 It is important not to let _____ values disappear.
- 3 The desert is not _____ for people who cannot bear the heat.
- 4 Bedouin poetry can teach people to act in an _____ way towards others.
- 5 Visiting museums can be a _____ experience.
- 6 _____ chants can help people in their work.
- 7 Really good quality pearls are extremely _____.
- 8 The new supermarket has _____ prices.

6 Use five words from Activity 4 to make your own sentences.

Lessons 10–11 Modern literature and traditional poetry in the UAE

1 Circle the qualifiers in the following sentences.

- 1 In modern times, quite a few writers have started writing other forms of literature.
- 2 Sultan al-Owais is a very popular poet.
- 3 Education in the UAE has greatly expanded and improved.
- 4 Today, even more students in the UAE finish university.
- 5 The museum had a great deal of fascinating Arabic art.

2 Write a descriptive sentence using the adjectives provided. Add a qualifier.

exotic beautiful

- 1 The date gardens were very exotic and beautiful.

difficult challenging

- 2 _____

friendly amusing

- 3 _____

hot interesting

- 4 _____

educated intelligent

- 5 _____

interesting enjoyable

- 6 _____

cool refreshing

3 Write a short paragraph about how education helps a person develop. Try to use some of the qualifiers you have learned in this lesson.

4 Write the correct form of the past tense to complete the sentences.

- 1 The Bedouins (recite) _____ their poetry around campfires.
- 2 Al-Taghrooda (play) _____ an important social and cultural role in the UAE.
- 3 The tribesmen (pass down) _____ their poetry for generations.
- 4 They (use) _____ Al-Taghrooda poems to send messages to loved ones.
- 5 When the Bedouins (chant) _____ their poems, the camels (walk) _____ to the same rhythm.
- 6 Al-Taghrooda (often be) _____ part of national ceremonies in recent years.
- 7 Bedouin women (find) _____ their domestic work less tiring if they had Al-Taghrooda to help them.
- 8 Emirati people (teach) _____ new generations about their traditions for many years.

5 Use the word box to write a summary about Al-Taghrooda. Remember to use the correct tense: past simple, present perfect or present perfect continuous.

• share • chant • retell • believe • play

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

6 Write a few sentences about the following:

- 1 Two things that you have been doing for a long time

- 2 Two things that you did last year

- 3 Two things that you have done so far in your life that you are proud about.

Lessons 12–13 Nabati poetry

1 Match the words with a definition.

- | | |
|---------------|---|
| 1 personal | a based on true facts or events |
| 2 reality | b an account from the past |
| 3 unique | c unlike anything else |
| 4 record | d an activity where people compete with each other
(for example, a camel race) |
| 5 dialect | e greatly respected |
| 6 popular | f belonging to a person |
| 7 admired | g enjoyed by many people |
| 8 competition | h a particular way of speaking |

2 Match the words with a similar meaning.

- | | |
|-----------------|-----------|
| 1 dignity | a writing |
| 2 composing | b fair |
| 3 simple | c speech |
| 4 compassionate | d easy |
| 5 dialect | e honour |

Language tip

A synonym is a word that means the same or nearly the same as another word.

3 Make sentences with the words from Activity 2.

4 Correct these statements about Nabati poetry.

- 1 Nabati poetry was founded during the 16th century.
- 2 The poems are written by different families.
- 3 The poems use the classical Arabic language.
- 4 Sheik Mohammed bin Rashid Al Maktoum composed the poems with young boys.
- 5 The Nabati competitions are held twice a year.
- 6 Nabati poems are common throughout the world.

5 Imagine you were asked to write a Nabati poem. What themes related to everyday life would you discuss in the poem? What adjectives would you use to describe these themes?

Friendship – loyal, honest, secure.

6 Find the word from this Unit 3.

- 1 To repeat a rhythmic phrase with other people _____
- 2 A large family _____
- 3 Ability to face difficult situations _____
- 4 Wandering from place to place _____
- 5 To move about without a definite destination _____
- 6 Grass or pasture _____
- 7 Traditions and language of a particular culture _____
- 8 A nomadic Arab of the desert _____
- 9 An animal found in the desert _____
- 10 Relating to a social group with the same ancestors, customs and traditions _____
- 11 A hundred years _____
- 12 Type of sailing vessel _____

7 Make up your own sentences using five words from Activity 6.



Lesson 14 Practise and prepare

1 Choose the correct word.

• dignity • duty • justice • nation • obstacles

- 1 As a _____, it is important to build up feelings of loyalty and a shared history.
- 2 If a person has _____, it means that person causes others to feel admiration and respect.
- 3 In life, there are always many _____. But we must not let them stop us.
- 4 As a son or daughter, your _____ is to honour your parents and your family.
- 5 The system of _____ means that people will be punished if they do wrong.

2 In pairs, discuss the statements in Activity 1. Do you agree with them?
How do they relate to your everyday life?

3 Look back at this unit. Find the abstract nouns from these words.

- | | | | |
|----------|-------|---------------|-------|
| 1 know | _____ | 4 proud | _____ |
| 2 endure | _____ | 5 responsible | _____ |
| 3 amuse | _____ | 6 happy | _____ |

4 Now write five sentences using abstract nouns from Activity 3. Work in pairs.

Self-assessment

Rate (✓) your progress up till now:

Excellent Very good Average

If you need to improve, how do you think you can do this?

- Learn more vocabulary.
- Understand the grammar better.
- Practise speaking and listening skills more.

Lessons 1–2 **The Middle East****1** Find the word.

- 1 There are _____ countries to the north of the Arabian Peninsula.
- 2 To the _____ of the Arabian Peninsula lies the Red Sea.
- 3 The Arabian Sea is to the _____ of the Arabian Peninsula.
- 4 The Suez Canal connects the _____ Sea and the _____ Sea.
- 5 The Arabian Peninsula lies between the continents of _____ and _____.

2 Read and choose the correct word.

The Arabian Peninsula is surrounded by *water/desert* on three sides. Three quarters of the Peninsula consists of *water/desert*, which is *arid/fertile*. There are *arid/fertile* areas along the coast, though. The Peninsula is between Africa and Asia, which is an important position. The Peninsula is joined to Africa by the *Suez Canal/Sinai Peninsula*.

- 3** Write one new thing you have learned about Arabia in this lesson. Write two more things that you know about Arabia which weren't in the lesson.

4 Complete the sentences using the words from the box.

- | | | |
|-------------|----------|-------------|
| • merchants | • trade | • dangerous |
| • goods | • luxury | • wealthy |

- Expensive clothes and jewellery are considered a _____.
- In Amsterdam, sugar _____ were once very rich people.
- The silk and spice _____ made Arabia a very rich country.
- Tribes of the Sahara Desert face _____ things such as sandstorms.
- Things like spices and silk that merchants sold were called _____.
- The UAE's rich source of oil has helped the country become _____.

5 Rewrite these sentences using the present simple or past simple passive.

Do traders export silk from China today?

Is silk exported from China today?

In Arabia, merchants traded incense for other goods.

In Arabia, incense was traded for other goods (by merchants).

- People still make silk cloth in China.

- They exported incense along the Incense Route.

- Tribes still use camels to carry their goods.

- They used the ports of Gaza and Alexandria.

- They traded carpets for silk.

- Arab merchants took the Chinese silk to Damascus.

Lessons 3–4 Frankincense and myrrh

1 Make questions for the following answers.

1 What was incense used for?

It was used to make perfumes and to help cure illnesses.

2 Why was _____?

Incense was stored in temples to protect it from thieves.

3 What was _____?

The recipe for making perfume was a secret.

4 Why was _____?

It was expensive because kings and queens used the perfume.

5 Was incense _____?

No, it was more expensive than silver or gold.

6 What did the _____?

The Egyptian kings tried to plant incense at home to save money.

2 Read and choose the correct word.

1 I like to wear *incense* / *perfume* when I go out.

2 This cake recipe has been handed from *generation to generation* / *clan to clan*.

3 Some works of art are *expensive* / *valuable*.

4 Kings kept silver, gold and precious stones as *temples* / *treasure*.

5 Greece *has* / *imports* a lot of coffee from the Middle East.

6 A *temple* / *treasure* is where we go to pray.

7 Skin creams and toothpaste and other *cosmetic* / *luxury* products are made with frankincense.

8 Our garden has small *trees* / *shrubs* that don't grow much.

3 Write three things frankincense is used for.

4 Correct the phrases.

- heal a stomach ache relieve a stomach ache.
- heal eczema _____
- cure a wound _____
- soothe an infection _____
- protect skin disease _____
- heal a fever _____

5 What do you remember about frankincense and myrrh? Read and complete the text.

Frankincense and myrrh come from the same plant¹ family that grows in dry _____² such as Saudi Arabia. Frankincense is a _____³ shrub-like tree whereas myrrh is a _____⁴ tree. Their resin has been used for _____⁵ for over 5000 years. Today, frankincense and myrrh are used in many skin creams, toothpaste and other _____⁶ products. Arab ancestors had realised the importance of this product and, through their trade, were able to help the _____⁷ world. The plants' contribution to the world is so important that many documentaries have been made about this interesting, and valuable, route.

6 Tick the correct statements.

- 1 Some perfumes are made from incense.
- 2 How to make perfume was a secret for rich families.
- 3 Perfumes were valuable because kings made them.
- 4 Kings would store perfume with their treasure.
- 5 It was difficult to grow incense outside Arabia.

Lessons 5–6 **Do you know your geography?**

- 1** Look at the map below and name as many continents, oceans, seas or cities as you can. Write them on the map.



- 2** Compare maps with your partners. Fill in any continents, oceans, seas or cities you may have forgotten.

3 Which tenses do we use when we write a story?

4 What tenses are these verbs? Past simple (PS) or past continuous (PC)?

wrote	_____	was working	_____
played	_____	was eating	_____
sat	_____	laughed	_____

5 Complete the text with the correct form of the verb. Use the past simple or past continuous.

A Journey

King Akbar was travelling (travel)¹ to a city a long way from his home. It was hot and he _____ (begin)² to feel tired and bored. 'Can anybody shorten this road for me?' he _____ (ask)³. The men _____ (look)⁴ at one another anxiously. They _____ (say)⁵ there was no shorter road through the mountains to their destination.

'I can,' said Birbal.

'You can shorten the road?' said the king.

'I can,' said Birbal. 'But first, listen to this story.'

Birbal _____ (ride)⁶ beside the king and _____ (begin)⁷ to tell a story.

It _____ (be)⁸ a very exciting tale, full of adventure and mystery. All the listeners _____ (be)⁹ fascinated. Before they knew it, they had reached the end of their journey.

'We've arrived!' _____ (shout)¹⁰ Akbar. 'So soon!'

'Well,' smiled Birbal, 'you did say you wanted the road to be shortened.'

The emperor thanked Birbal for his clever ways.

Lessons 7 Practise and prepare

1 Write brief paragraphs using the phrases provided.

The Arabian Gulf

- largest in the world
- Earth's hemisphere
- a very important position
- surrounded by water
- fertile areas

The Arabian Gulf is the largest in the world. It is surrounded by water ...

The Incense Trade

- ancient trade route
- 62 days
- 3000 tonnes
- across Asia to Baghdad
- the Nabatea tribe



Lessons 8–9 A traditional Arabic folktale: *The Clever Merchant*

1 Read and choose the correct answer.

- 1 There was once a merchant who ...
 - a was very wealthy.
 - b was very happy.
- 2 He had learned a great deal about ...
 - a other people.
 - b other merchants.
- 3 The merchant's _____ was so successful.
 - a trade.
 - b interest.
- 4 He wanted his son to have a good education and employed ...
 - a professors.
 - b tutors.
- 5 The merchant's son was ...
 - a very honest.
 - b trusted by everyone.
- 6 Zahir and Ziad were always together but ...
 - a Zahir knew little about his friend.
 - b they didn't know each other well.
- 7 The merchant wanted Ziad to ...
 - a tell the truth about himself.
 - b prove himself.
- 8 The merchant made plans to lock all his money and jewels ...
 - a because he was going away on a business trip.
 - b to protect it from Ziad.
- 9 Zahir was thrilled that his father ...
 - a wanted to take him with him.
 - b was leaving again.
- 10 The merchant wanted to leave his treasure chest with Ziad ...
 - a because he wanted to test him.
 - b because he trusted him.

2 What did the merchant do to test Zahir's friend, Ziad? Use the words from the box to complete the text.

- suggestion
- safekeeping
- right
- upset
- studies
- exploring
- realised
- contained
- lesson
- honest

Zahir was very pleased with his father's _____¹ and asked, 'Do you think Ziad is the _____² person to give the box to, then?'

'Well, he's your friend, isn't he? You love and trust him, don't you?' his father responded.

Before leaving on their journey, Zahir and his father left the chest with Ziad and told him that it _____³ money and precious stones.

The father and son travelled for many months, _____⁴ many countries and learning about history and culture.

One spring morning, the merchant said to Zahir, 'I think it's time we returned home, my son. I must go back to my work and you have to return to your _____⁵'.

So Zahir and his father went back home. As soon as they arrived, the merchant asked him to go to Ziad's house and bring back the chest. When Zahir returned with the chest, he seemed very _____⁶.

Zahir was very angry with his father because Ziad had found that the chest was full of sand and rock.

The merchant laughed and said knowingly, 'If your friend had indeed been _____⁷, he would not have opened the chest to find out what was in it, in the first place.'

At that moment, Zahir _____⁸ that his father had wanted him to learn a _____⁹. His father had given the chest to Ziad for _____¹⁰; however, an honest friend would not have looked inside.

3 Answer these questions.

- 1 What lesson did Zahir learn from his father? _____

- 2 What qualities do you value in a friendship? _____

Lessons 10–11 Using adjectives and participles

- 1** Write as many positive adjectives as you can that describe the following things.
You can use some adjectives more than once.

people: generous

stories: _____

school subjects: _____

- 2** Now write as many negative adjectives as you can. Again, you can use some adjectives more than once.

people: _____

stories: _____

school subjects: _____

- 3** Using the adjectives above, write a few sentences about a person or your school subjects.

4 Make adjectives from these verbs.

	I was	It was
1 to amaze	<u>amazed</u>	<u>amazing</u>
2 to excite	_____	_____
3 to worry	_____	_____
4 to thrill	_____	_____
5 to disappoint	_____	_____

5 Add a sentence to each of the following, using an adjective from Activity 2.

1 I couldn't believe my eyes when I saw the palace.

I was amazed. / It was amazing.

2 I couldn't stop yawning during the speech and I almost fell asleep.

3 I didn't study enough for the test.

4 The book is full of adventure.

5 I didn't do well in the exams.

6 Complete these sentences with the correct adjective.

1 *amaze*

The king had an amazing palace built for his family.

The people were _____ at its beauty.

2 *disappoint*

My teacher was _____ that we didn't do better in the exam.

It was a _____ result.

3 *frighten*

I have always been _____ of spiders.

However, the one I saw last night was the most _____ I've ever seen.

4 *excite*

We hoped the journey would be very _____.

We were _____ to learn about new countries and cultures.

5 *embarrass*

The taxi driver was very _____.

It was _____ for him to get lost again.

Lessons 12–13 What is a folktale?

- 1** Read this short story. Do you think Hamid's idea is wise?

The Mango Tree

In a quiet village outside Mecca, two old friends, Eyad and Tariq, were having an argument about a mango tree.

'It's mine,' said Eyad. 'I've been working in this garden for five long years. I water all the plants every day. You only come at the weekends to help.'

'No,' said Tariq, 'it belongs to me. I've been here for longer than you and work harder than you even if it's only over my weekends.'

Their master, a wise man called Hamid, heard their fight and tried to stop it. 'There is only one way to stop this silly fight,' he said. 'Pick all the fruit from the tree and divide it equally between you. Use it to feed your families. Then cut down the tree and divide the wood. Use it to warm your homes this winter.'

Eyad didn't agree with this idea and turned his back on Tariq and Hamid. Tariq was horrified.

'With respect, Sir,' said Tariq, 'I've looked after that tree for seven years. I'd rather let Eyad have it than cut it down.'

- 2** What do you think will happen next?
Write a short paragraph.



3 Complete the sentences with *so* or *such* (a).

- 1 I was _____ excited that I couldn't sleep.
- 2 Don't get _____ disappointed!
- 3 I'm not looking forward to the journey. It's _____ long way.
- 4 It's going to be great staying with my friend's family. They're _____ nice people.
- 5 The cloth was _____ smooth that it felt like silk.
- 6 We had _____ wonderful time at the theme park that we want to go again.

4 Add a sentence to each of the following, using *so* or *such* (a).

- 1 We went to the outdoor adventure centre. (*amazing place*)

- 2 The film was wonderful. (*exciting*)

- 3 The show was sold out. (*disappointing*)

- 4 It's a great story. I've read it three times. (*good book*)

- 5 I fell asleep on the bus. (*tired*)

5 Rewrite the following using *such* instead of *so* or *so* instead of *such* and making any other necessary changes.

- 1 The film was so boring that we didn't watch it until the end.

- 2 The day was so hot that we didn't go out.

- 3 It was such an interesting book that I couldn't put it down.

- 4 It was such a delicious cake that we ate it all.

- 5 The painting was so beautiful that we bought a poster of it.

Lesson 14 Practise and prepare

- 1 Read the short story and number the four parts in the correct order 1–4.

The Chicken or the Egg?

- _____ 'Well then, tell me,' said the man, 'which came first into the world, the chicken or the egg?'
- _____ 'The chicken,' replied Birbal.
- _____ A man had heard about Birbal and how clever he was. To see if this was true, he went to visit Birbal.
- _____ 'How do you know?' asked the man, thinking he had trapped Birbal.
- _____ 'We had agreed you would ask only one question and you have already asked it,' said Birbal. He walked away, leaving the man speechless.
- _____ The man approached Birbal. 'Would you prefer to answer a hundred easy questions or just one difficult question?' he asked. Birbal had had a difficult day. He was tired and wanted to go home. 'Ask me one difficult question,' said Birbal.

- 2 Choose the correct adjective for each sentence.

- 1 I never get *bored* / *boring*. I can always find something to do.
- 2 We're going to Canada on holiday. I'm so *excited* / *exciting*.
- 3 Learning about history isn't *bored* / *boring*.
- 4 I'm *interested* / *interesting* in science.
- 5 The book was good, but the film was *disappointed* / *disappointing*.
- 6 I'm *frightened* / *frightening* of snakes and spiders.
- 7 The pyramids in Mexico are *amazed* / *amazing*.

- 3 Find the sentences which match. Join them by using *so ... that* or *such a ... that*.

- 1 *g* The film was so boring that I fell asleep for half an hour.
- 1 The film was boring.
- 2 I've been very busy.
- 3 We had a really good holiday.
- 4 The sea was clear and blue.
- 5 The book was exciting.
- 6 It was a wonderful day.
- 7 It was a difficult exam.
- a We decided to go for a picnic.
- b I couldn't put it down.
- c I haven't had time for lunch.
- d Nobody passed.
- e We wanted to swim in it all day.
- f I fell asleep for half an hour.
- g We're planning to go to the same place next year.

Lesson 15 **A Tale**

1 Read this tale about a goose and her golden eggs. Which idiom best describes it?

- a** Look before you leap.
- b** Don't put all your eggs in one basket.

Patty the Milkmaid was going to market carrying her milk in a pail on her head. As she went along she began thinking about what she would do with the money she would get for the milk.

'I'll buy some hens from Farmer Brown,' she said, 'and they will lay eggs each morning, which I will sell at the market. With the money that I get from the sale of these eggs I'll buy myself a new dress and a new hat.'

As she was walking, she fell and all the milk was spilt. Crying, she went home and told her mother what had happened.

'Ah, my child,' said the mother. I think you have now learned that we mustn't count our chickens before they are hatched.

2 Do you have a similar tale in your country?

3 Choose an idiom and write your own short tale about it.

- Don't cry over spilt milk.
- Let the cat out of the bag.
- All in the same boat.

Lessons 1–2 New Year

- 1 Complete the text about Songkran, the New Year festival in Thailand, using the words in the box.

- | | | |
|-----------|--------------|---------------|
| • buckets | • lunar | • throw |
| • clothes | • symbolises | • clean |
| • place | • celebrated | • festivities |
| • hottest | • festival | • neighbours |
| • eve | • calendar | • throwing |

Songkran

Songkran is a New Year *festival* ¹. It is the most important event in the Thai ².

In ancient times, Songkran was ³ in the first ⁴ month of the year, but the date is now fixed.

Songkran is a three-day national holiday. It takes ⁵ from 13th April to 15th April. However, the ⁶ often begin before the 13th and go on after the 15th. Some people who work in Bangkok take a whole week off work. They see it as an opportunity to return home and spend the holiday with loved ones.

On the ⁷ of Songkran Day, that is, on 12th April, people ⁸ their houses and ⁹ out all their rubbish. They like to get rid of the things they don't

need any more. This ¹⁰ throwing out the bad things from the old year. They want the new year to bring good things.

On the first day of Songkran, people put on new ¹¹ and go to the centre of their village.

In the afternoon of the same day, people visit older relatives, friends and ¹² and gently pour a little water over them. Traditionally, this water ritual brings prosperity.

One of the most popular activities today is ¹³ water in the streets. People throw ¹⁴ of water at each other – all in good fun. April is the ¹⁵ month in Thailand, so having water thrown over you can be quite nice!

2 What do you remember about the Songkran festival on page 65? Read the text again and write *True* or *False* for each statement.

- 1 Songkran is a festival which is celebrated in Thailand.
- 2 The date of Songkran changes from year to year.
- 3 Some people start celebrating before 13th April.
- 4 People have to go to work during Songkran.
- 5 Songkran is a time of hope.
- 6 It's traditional to throw buckets of water over members of the family.
- 7 Songkran takes place in winter.

True

3 Design an invitation to a party.

- It can be a dinner or a themed party (like a football party or an end of school party).
- You can use one of the examples shown here as a model, or you can design your own invitation.
- If you want people to reply, write *RSVP* at the bottom of the invitation. It stands for *Répondez, s'il vous plaît*, which means 'Please reply' in French.
- Fill in the details on your invitation.



4 You want to invite a friend to your party, but you haven't got their address. You've got their mobile phone number, so you decide to text your invitation. Write the text.



Lesson 3 The Islamic Year

- 1 Look back at page 78 of the Coursebook. Write three more sentences to compare and contrast the Islamic and Gregorian calendars.

1 *Both calendars have 12 months.*

2 *The Islamic calendar has 354 days but ...*

3 _____

4 _____

5 _____

- 2 Calendars are also used to make plans for the week, month or year ahead. Look at the following weekly calendar and complete it with your plans.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
Date: _____ • _____ _____ _____	Date: _____ • _____ _____ _____	Date: _____ • _____ _____ _____	Date: _____ • _____ _____ _____
THURSDAY	FRIDAY	SATURDAY	
Date: _____ • _____ _____ _____	Date: _____ • _____ _____ _____	Date: _____ • _____ _____ _____	

- 3 Look at your diary. Write a short paragraph about your week. Is it busy?

My week is very busy. Every Sunday I have On ...

Lesson 4 Middle East Festivals

4 Match the words and then use them to make your own sentences.

• belief • visitors • fireworks displays • festival

1 what people can see at a museum

2 beliefs or ideas belonging to the past.

3 a gathering of people to celebrate something.

4 what is lit at night to brighten the sky, usually at the end of a celebration.

5 people who come to see a place.

5 Think of a festival you would like your town to organise.

• What would it be about?

• How long would it run for?

• When would it be?

• What kind of things would it show?

Lessons 5–6 Three festivals

1 Read the account of Eid Al-Fitr. How has the writer presented the information? Write the summary of each paragraph in the correct box.

- Give a description of what people usually do to celebrate Eid.
- Give a personal account of what you and your family do.
- Give reasons why people celebrate Eid.

Eid Al-Fitr is celebrated on the first day of Shawwal, the tenth month of the Islamic lunar calendar, and lasts for three days. It marks the end of Ramadan, the holy month of fasting. The celebration begins with the first sighting of the new moon after sunset.

Eid Al-Fitr is an occasion for showing gratitude, and a time for happiness and enjoyment.

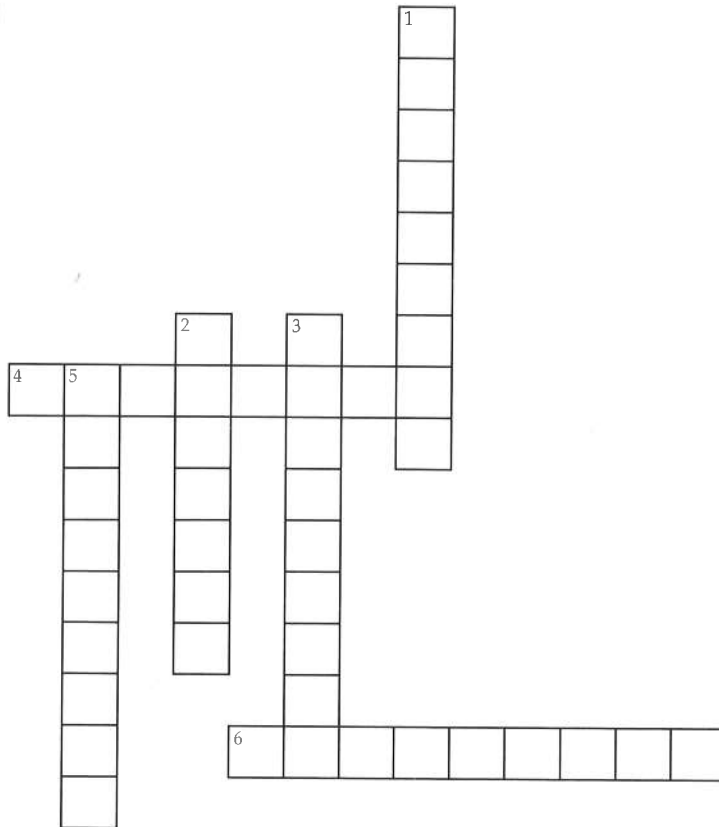
It is a time for Muslims to wake up early in the morning, before sunrise, and say the prayer, the Salat ul-Fajr. A small breakfast is eaten, usually of date fruits. Muslims celebrate by gathering with friends and family, eating sweets and giving children money. People decorate their homes and put up lights. At night, some cities have huge firework shows.

On the first day of Eid, my family and I get up very early, before sunrise. Next, we take a shower and put on our new clothes. Then we eat a small breakfast of dates, which is the tradition. Then we walk to the prayer ground, and on the way my father gives money to children. After Eid prayers, we visit our relatives and friends. We eat a special meal and we are given money and small bags with sweets and toys in. We greet each other by saying, 'Eid Mubarak', which means 'Have a blessed Eid!'

Eid al-Fitr is a very important Islamic day in my country. People all over the Islamic world send their warmest wishes by phone or by sending emails and texts to each other. It is a very Islamic celebration, which is very important in our lives.

Eid al-Fitr is a very important Islamic day in my country. People all over the Islamic world send their warmest wishes by phone or by sending emails and texts to each other. It is a very Islamic celebration, which is very important in our lives.

2



Down

- 1 Getting together with people
- 2 A time of not eating for religious reasons
- 3 The name of a celebration
- 5 Do something special for an important day

Across

- 4 A special time or event
- 6 Thanks

3 Find the following in the text about Eid Al-Fitr in Activity 1 on page 69.

1 Three things people do in the morning before they go out during Eid Al-Fitr

2 Three things people give to children at Eid Al-Fitr

3 Two nouns from paragraphs 1 and 3 that have opposite meanings

4 Two abstract nouns from paragraph 2 that have a similar meaning

4 In your notebook, write an account of a festival or an important day in your country. Imagine you are describing it for an English-speaking friend.

- Use the structure of the account of Eid Al-Fitr in Activity 1.
- Use some of the following phrases:

It is celebrated on ... / The festival starts ...

It celebrates ...

It is a time to ...

Families celebrate ...

On the first day ... / The first thing we do ...

Then ... / Next, ... / After that, ...

Lesson 7 Practise and prepare

1 Read the text on page 82 of the Coursebook. Find the sentences or phrases which mean the same as the following sentences.

- 1** We were no longer fasting. Ramadan had ended and so had our fast.
- 2** We wanted to get to the mosque early. _____
- 3** I enjoyed seeing so many people in the mosque. _____
- 4** The lamb kebabs were very good. _____

2 Think about a festival, and with your partner talk about three things that you enjoy about it.

The first day of the Islamic New Year helps me think about how I can make myself a better person.

Self-assessment

Think about what you have done in your English lessons this week.

1 What did you enjoy most?

2 What did you learn?

3 Which lesson did you find the most interesting? Why?

4 If you found anything difficult, what can you do to get help?

Lessons 8–9 The Islamic pilgrimage to Mecca

1 Complete the sentences with the words from the box.

• aims • beliefs • Hajj • religions • journey • pilgrim

- 1 A pilgrimage is a _____ to a special place.
- 2 Many _____ have shrines or temples where people go on a pilgrimage.
- 3 Usually, the journey is related to a person's _____ or faith.
- 4 A _____ is a person who makes this journey.
- 5 The _____ is the Islamic pilgrimage to Makkah.
- 6 Every Muslim _____ to make the Hajj once in their lifetime.

2 Match words with their meaning.

- | | |
|----------------|--|
| 1 performed | a carried out |
| 2 unique | b chance |
| 3 equally | c just as much |
| 4 experience | d knowledge you get from life |
| 5 opportunity | e so amazing that you can't breathe for a moment |
| 6 breathtaking | f very special |

3 Apostrophes are also used as contractions. Find the apostrophes (') that are missing in these sentences. Correct the words which are wrong.

- 1 We ^{didn't} didnt arrive in Makkah until midnight.
- 2 I havent made the Hajj yet.
- 3 Its the greatest gathering of people in the world.
- 4 There arent enough words to describe this journey.
- 5 Thats a memory that stays with you forever.

4 A comma is missing in each of the following sentences. Rewrite them with the comma in the correct place.

1 I performed my first Hajj at the age of 19 in 2006.

I performed my first Hajj at the age of 19, in 2006.

2 I particularly enjoyed meeting people of all ages nationalities and cultures.

3 The second time I performed it I was 25.

4 However I have not returned to Makkah since then.

5 Some of the words in these sentences need capital letters. Rewrite the sentences correctly.

1 the word *hajj* means 'a journey to Mecca'.

The word Hajj means 'a journey to Mecca.'

2 the great mosque of makkah, masjid al-haram, is the largest mosque in the world.

3 kaaba is the holiest place in saudi arabia.

4 every muslim aims to perform hajj at least once in their lifetime.

6 Write a paragraph about the Islamic pilgrimage to Makkah.

Remember to use capital letters and commas in the correct places.

Lessons 10–11 National festivals

1 Circle the two synonyms in each set of words.

- 1 go finish drive end
 2 buy sell purchase visit
 3 bravery strength patience courage
 4 history story novel tale
 5 incredible exciting amazing lovely
 6 healthy wealthy rich strong

2 Find the pairs of synonyms. Write them on the lines below.

leave	slowly	scared	see	tasty
sickness	silent	observe	illness	amusing
maybe	interesting	depart	funny	perhaps
fascinating	frightened	delicious	gradually	quiet

leave *depart*

3 Complete the sentences. Use a synonym of the word in brackets.

- 1 The Janadriyah National Festival aims to _____ the culture and traditions of Saudi Arabia. (*maintain*)
 2 The UAE has become _____ for falconry. (*well-known*)
 3 Falconry is a _____ sport in the UAE. (*well-liked*)
 4 Falconry is part of the _____ traditions of the UAE. (*old*)
 5 The Great Mosque of Makkah is a _____ sight. (*wonderful*)
 6 'Have you _____ your work yet?' asked the teacher. (*completed*)

● Complete the phrases to make sentences. You are trying to persuade a friend to go to the National Day Festival with you.

- 1 Why don't you ... _____
- 2 It would be great if you ... _____
- 3 You'll enjoy it because ... _____
- 4 We could ... _____
- 5 I'm sure you'll love ... _____

● You are going to reply to Jo. You want her to visit in December for the National Day Festival. Make notes before you start.

Information about National Day	
What Jo will see	
What you can do together	
Other reasons for Jo to visit	

● Write your email to Jo.

Hi Jo

Lessons 12–13 Children's festivals

1 Read about Kodomo no Hi again. Complete the information.

1 When do or did the following take place?

a Kodomo no Hi _____

b Hinamatsuri _____

c Tango no Sekku _____

2 What gifts do children receive on Children's Day?

3 What activities do Japanese children do on Children's Day?

2 Find words or phrases in the text which mean the following:

1 the refusal to let anything stop you from doing what you want to do _____

2 to get something someone gives you _____

3 a large building where people watch sports _____

4 thanks _____

5 not together _____

6 given to the girls by their mothers or grandmothers _____

3 Make notes to plan your Children's Day activity.

What activity?	
Who will take part?	
Where will it take place?	
Preparation needed	

● Read the text about Çocuk Bayramı again.

Are these statements true or false?

- 1 Kamal Atatürk was a Turkish leader.
- 2 Children don't go to school on 23rd April.
- 3 Children have to wear national dress on Children's Day.
- 4 The Çocuk Bayramı celebrations are for Turkish children only.
- 5 Children take over government every 23rd April.
- 6 The president chooses a child to make a speech on TV.

● Imagine that you have been chosen to make a speech on TV. Make notes for what you would say on television before you write.

Topic: What do you want to talk to the country about?	<i>Malalah and her fight for education</i>
What point(s) do you want to make?	
What examples and supporting information can you give?	

● Use your ideas from Activity 5, and from page 88 of your Coursebook to write a paragraph about what you would say on television.

Today is Children's Day. I would like to talk to you all about an important topic ...

Lessons 14 **Practise and prepare**

1 Imagine that your class can go to one of the festivals you have learned about in this unit. Which would it be? Why? Make notes about it.

- Which festival? _____
- Where is it? _____
- What happens? _____

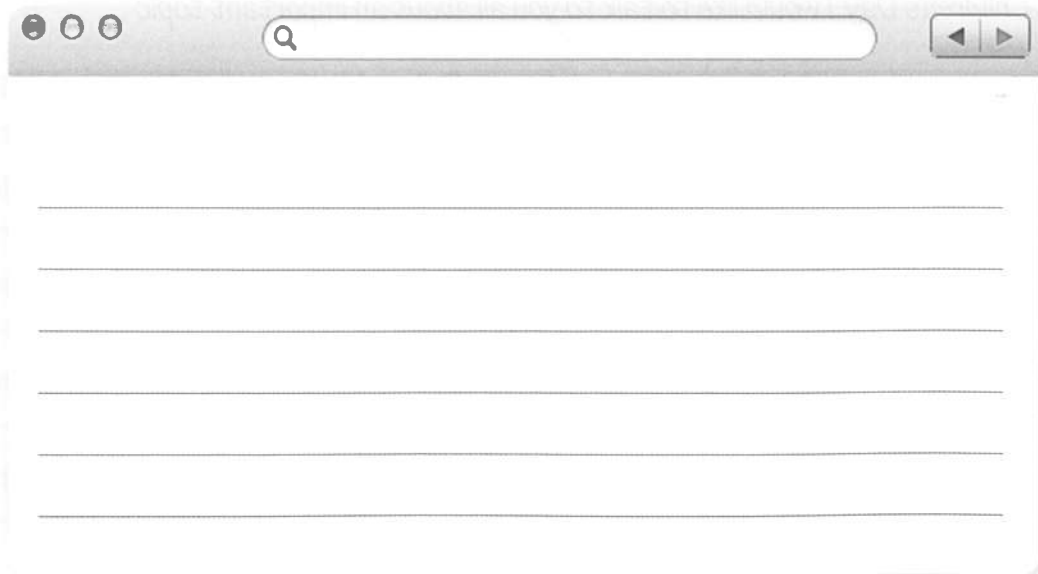
- Why do you want to go? _____

2 Work in a group. Discuss your favourite festivals and decide which to go to.

- Take it in turns to talk about your favourite festival.
- Discuss which is the best for the class to visit.
- Agree on one festival to visit.

3 Write an email to a friend about a school trip to a festival.

- Tell them which festival you are going to, and where it is.
- Tell them a bit about what happens and why you want to go.
- Invite them to go and meet you there.



The image shows a stylized graphic of an email composition window. At the top, there is a search bar with a magnifying glass icon. Below the search bar are several horizontal lines for writing the email content.

Audioscript

Unit 1

Track 2

[1] The most challenging thing for me was not missing my family and friends at home – but beginning to learn Spanish. I nearly went home after two weeks. Now, I'm very happy I decided to stay. I can talk to my host family and friends and I'm really enjoying it all.

[2] At first it was really difficult. I missed my family and just wanted to get home. But it's getting better now. I hope to have fun soon! I really want to make it work.

[3] I didn't just visit Jordan, I lived in Jordan. An exchange doesn't just give you a few months of a new language, a new culture, new people – it gives you a new life! Before I went I was shy and kept away from people. Now I choose to be with people and enjoy talking about my exchange with everyone.

[4] I didn't really want to go but all my friends were going so I agreed. In the future, I will make up my own mind! My host family were kind, Sweden is beautiful and I liked the food. However, I was cold and miserable. I missed home so I went back after three weeks.

[5] I was really scared before I left home. However, I'm so glad I went for it. My host family have taken me all over France and looked after me really well. I've seen a lot, and learnt a lot of French so I'm really glad I came. The best thing is that I now have a second family!

[6] The first nine months were very difficult. I didn't speak the language at all when I arrived in China – and it's not easy to learn. However, as time goes by, it gets better. Would I recommend it to others? Let me think and answer that when I get home next month.

Track 3

[1] I didn't really want to go but all my friends were going so I agreed. In the future, I will make up my own mind! My host family were kind, Sweden is beautiful and I liked the food. However, I was cold and miserable. I missed home, so I went back after three weeks.

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Unit 2

Track 4

My home is in the country I love living here. We are far away from the noise of the city, so it is quiet and peaceful here. There is not much traffic so I can cycle to school safely every day. After school if I want to visit my friends, I can walk to their homes. We play football in the park where there is lots of green grass. Sometimes we have a picnic in the shade of the palm trees. We couldn't do this in the city. It is too crowded there because there are so many people. Sometimes when I visit the city, I feel excited because there is so much to see and do. But the city makes me tired and I am always very happy to go home at the end of the day.