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YEAR OF TOLERANCE

2019-2020



# ACCESS BOOK

EN 4.1

# 8



Grade  
**08**

# Access

Student Book 8

Volume 01

First edition

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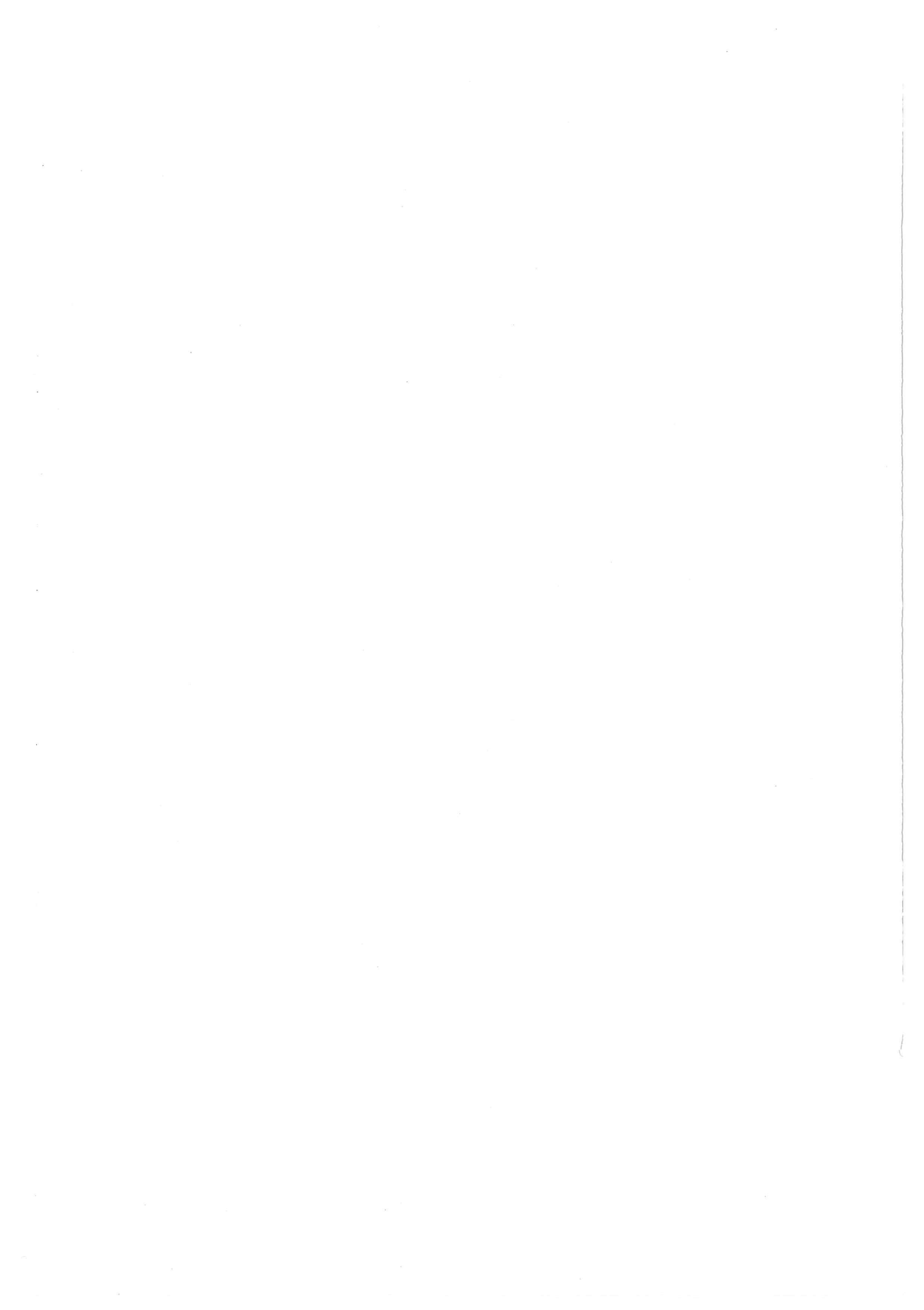




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## Introduction to Access Book 8

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

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

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

Unit	Reading and writing skills	Listening and speaking skills	Language	Vocabulary
Unit 1 All About School	<u>Reading:</u> Timetable Message <u>Writing:</u> A dialogue A timetable	<u>Listening:</u> Greeting Dialogue School announcement Description <u>Speaking:</u> Greetings Conversations Asking and answering questions	Present simple  Adverbs	Greetings School Sports Special occasions
Unit 2 Our Community	<u>Reading:</u> Online article Travel blog Email invitation Short article <u>Writing:</u> A mind map Invitation A blog post	<u>Listening:</u> Monologue about a city Description of a town Description of a charity <u>Speaking:</u> Conversation Asking and answering questions	Present continuous  Comparatives and superlatives	Shops and places in town Shopping City and landmarks Travel
Unit 3 Culture and Traditions of the UAE	<u>Reading:</u> Dialogue Article Blog <u>Writing:</u> A poem A short text Notes Email	<u>Listening:</u> Monologue about museums Monologue about traditions Poem <u>Speaking:</u> Asking and answering questions Discussion	Past simple	Culture and traditions Poetry Museums
Unit 4 The Arabian Gulf	<u>Reading:</u> Article Story Folktale <u>Writing:</u> Sentences A short story A mind map	<u>Listening:</u> Podcast Description Monologue <u>Speaking:</u> Description Asking and answering questions Telling a story	Past continuous  Past simple vs. past continuous	Geographical terms Countries, continents and oceans Folktales and traditional stories



## Unit 1: All about school

# Lesson 1: Meeting and greeting

- How do you greet your teachers?
- How do you greet your friends?

### Activity 1 Speaking

Look at the pictures, what are the people doing?



#### Key Structure

Greetings

*How are you?*

#### Vocabulary

*excuse me, how are you, good*

*morning/afternoon,*

*please, thank you*

### Activity 2 Vocabulary

Read the words below. Match them with their meanings or uses.

1 good evening

greeting someone in the afternoon

2 good morning

greeting a person at night

3 good afternoon

you say this when you ask for something

4 hi

greeting a friend

5 goodbye

you say this when you leave

6 please

greeting a person in the morning

7 thank you

another way to say sorry

8 excuse me

you say this to thank someone

#### VOCABULARY

**greeting:** something friendly and polite that you say or do when you meet someone

### Activity 3 Reading and Listening Track 1

Read and listen to two students talking. Where are they?

### Activity 3 Reading and Listening Track 1

Read and listen again. Complete the sentences with the words in the box.

Good morning   please   I'm well   How are you?

**Latifa:** Hello Amna

**Amna:** <sup>1</sup> \_\_\_\_\_ Latifa.

**Latifa:** <sup>2</sup> How are you?

**Amna:** <sup>3</sup> \_\_\_\_\_ thank you.  
How are you?

**Latifa:** I'm well, too. What class do you have?

**Amna:** I have English. It's my favourite class. What class do you have?

**Latifa:** I have maths. Can you show me the room, <sup>4</sup> \_\_\_\_\_?

**Amna:** Yes! Of course.

### Activity 4 Speaking

In pairs, practise the dialogue.

### Activity 5 Writing

Imagine you meet a new student at school. Write a dialogue with your partner, then practise. Use Activity 2 and 3 to help you.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### LISTENING TIP

Follow the conversation in the speak bubbles as you listen.



### Key Structure

Prepositions of time  
Sara studies English **on**  
Monday **at** 9:00.

### Vocabulary

science, maths, history,  
Islamic studies, PE, Arabic

## Lesson 2: A week at school

- What is your first class today?
- What is your favourite class?

### Activity 1 Vocabulary

Match the subjects to their pictures.

maths sciences	Arabic Islamic studies	P.E. history
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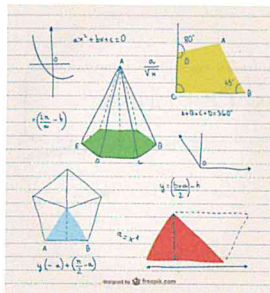
1 \_\_\_\_\_



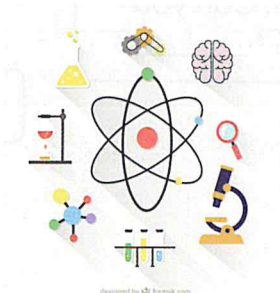
2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

### Activity 2 Reading

Look at Khalid's morning timetable on the next page.  
Are sentences 1- 6 True or False?

- |   |       |
|---|-------|
| 1 On Monday, Khalid has maths at 8:00.            | T / F |
| 2 On Wednesday, Khalid has Arabic at 10:00.       | T / F |
| 3 On Thursday, Khalid has PE at 9:00.             | T / F |
| 4 On Sunday, Khalid has English at 8:00.          | T / F |
| 5 On Tuesday, Khalid has Islamic studies at 9:00. | T / F |
| 6 Khalid has lunch at 12:00 every day.            | T / F |



### READING TIP

When you read a timetable, look for days and times.

Period	Sunday	Monday	Tuesday	Wednesday	Thursday
1 8:00 – 8:45	English	maths	Islamic studies	science	Arabic
2 9:00 – 9:45	maths	English	Arabic	Islamic studies	PE
3 10:00 – 10:45	science	Arabic	science	P.E.	Islamic studies
4 11:00 – 11:45	Arabic	science	English	history	maths
5 12:00 – 12:30	lunch	lunch	lunch	lunch	lunch

### Activity 3 Writing

Write a timetable with your perfect school week.

What subjects would you like to study all day every day?

Period	Sunday	Monday	Tuesday	Wednesday	Thursday
1					
2					
3					
4					
5					

### Activity 4 Speaking

Describe your timetable to your partner.

*I have English at 9:00 on Tuesday.*



# Lesson 3: Language focus

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

## The Present Simple Tense

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

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

### Key Structure

Present simple

I **study** English every day.

### Vocabulary

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

## Activity 1 Speaking

What do you do every day at school? What happens at school?

Talk in groups and write your ideas below.

\_\_\_\_\_



I talk to my friends

\_\_\_\_\_

\_\_\_\_\_

## Activity 2 Practice

Complete the sentences with the present simple verb form.

1 The students \_\_\_\_\_ games at lunch time. (play)

2 Fatima \_\_\_\_\_ P.E. (like)

3 Nick \_\_\_\_\_ a lot of homework. (have)

4 Sam and Ali \_\_\_\_\_ in Ajman. (study)

5 Paul \_\_\_\_\_ home by bus. (go)



### Negative Forms

How to make negative sentences:

subject + do/does + not + present verb

Ali **does not like** football.

Negatives and questions are different.  
Which verb changes with the subject?

### Activity 3 Practice

Write the negative form of the sentences in Activity 3.

1 The students do not play games.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

### Activity 4 Practice Track 2

Listen to an interview with Sam, a student in London. Complete the questions with the words from the box

study eat  
like enjoy

Do you \_\_\_\_\_ school?

What do you \_\_\_\_\_?

Where do you \_\_\_\_\_ lunch?

What subjects do you \_\_\_\_\_?



#### Questions

How to make yes/no questions:

do/does + subject + verb

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

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

(*wh-* question) + do/does + subject + verb

**What do you like?**

What do you do at school?

I study. I talk to my friends. I play football.

### Activity 5 Speaking

Ask your partner questions about school. Use the questions in Activity 4 or make your own. Now write two sentences about your partner.

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### Key Structure

Adverbs of frequency  
Omar **always** does his homework.

### Vocabulary

to learn, to worry, to remember, to be quiet, to hear

## Lesson 4: Our learning

- What do people talk about in class?
- Who do you talk to in class?

### Activity 1 Speaking

Do you talk in class? Do you think it is good to talk in class?

### Activity 2 Reading

Read the student comments on a website.

Which students like talking in class? Which students don't like it?

Write their names in the table.

Talking in class is good	Talking in class is bad
Omar	

### Talking in Class ...

Sometimes I don't want to ask the teacher. I am worried that I have the wrong answer. I like asking my friends first. I think talking in class is good.

- Omar

I talk with friends to see if we have the same answer. This helps me know that I understand the lesson.

- Khadija

We have noisy classmates. They always talk in class. Sometimes I can't hear the teacher. I don't like students talking in class.

- Alia

Our teacher lets us talk at the end of class. We talk about what we learned. This helps us remember all the information. I like this time.

- Asma

Talking in English class is great. It helps me learn how to pronounce words. The teachers give us lots of time to talk.

- James

I don't think students should talk in class. We need to think in class. It's hard to think then there's too much talking.

- Mona

### Activity 4 Practice

Complete the sentences with *always*, *sometimes* or *never*.

1 I \_\_\_\_\_ talk in class, I always listen to the teacher.

2 My brother \_\_\_\_\_ does his homework after school. He never forgets.

3 I \_\_\_\_\_ walk to school. Other times I go by bus.

4 I \_\_\_\_\_ study hard because I want to go to a good university.

5 Reem \_\_\_\_\_ forgets her books, but today she has them.

6 Khalid is \_\_\_\_\_ late for class. He is always five minutes early.

7 Fatima and Alia \_\_\_\_\_ talk in class. Every day, the teacher tells them to be quiet.

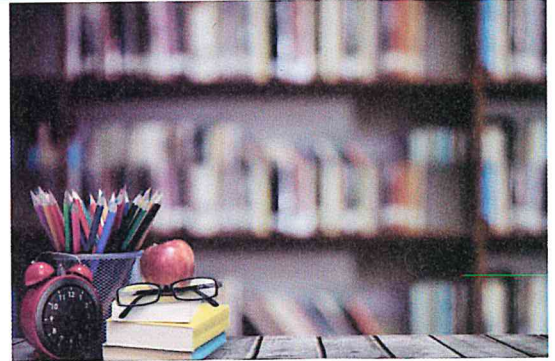
### LANGUAGE TIP

We use adverbs of frequency to talk about how often we do things.

I **always** listen to the teacher. ↑ 100%

I **sometimes** talk in class.

I **never** forget my books. ↓ 0%



### Activity 5 Speaking

Talk to a partner and say how often you do these things:

- do your homework
- forget your books
- talk in class
- eat in class



How often do you talk in class?

Sometimes.

I always listen to the teacher but sometimes I talk to my classmates.

I always talk in class. I like to talk about the answers.



# Lesson 5: After school

- What do you do after school?
- What are your hobbies?

## Activity 1 Reading

Read the text and answer the questions.

- Who do you think wrote it?
- Where do you see texts like this?

### Key Structure

Making suggestions  
*Why don't we... How about...*

### Vocabulary

*club, painting, chess, computer, reading, golfing, Chinese, cooking, film-making*

## TO ALL STUDENTS:

Many of you go to clubs and play sports at school.

We want to start more after school clubs. We would like to have a club for every student because everybody likes different activities. We would also like to start clubs for students to learn more about UAE culture.

Please think of ideas and tell us your ideas this week.

Be creative!



Painting



Chess

你女子

Chinese



Cooking



Golfing



Film-making



Reading



Computer games



Robotics



### LISTENING TIP

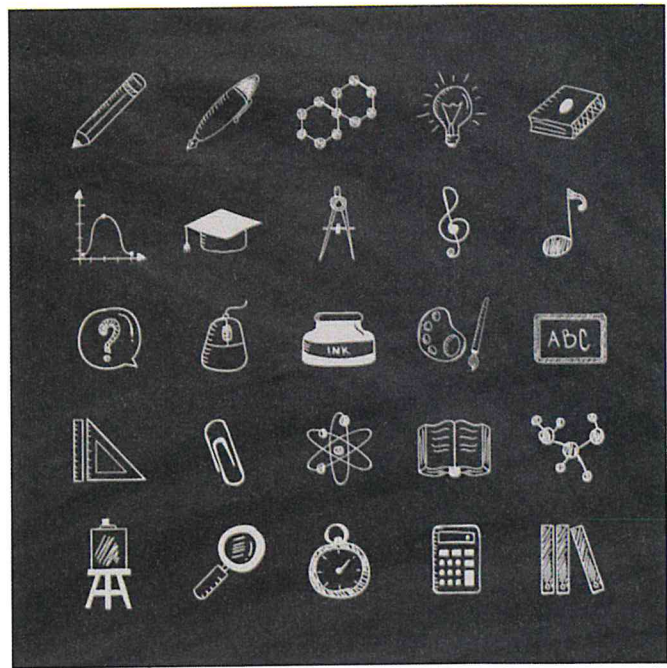
When you listen to a conversation, listen for key words. This will help you find the information quicker.

### Activity 2 Listening Track 3

Listen to the conversation. Circle the six activities they speak about.

### Activity 3 Listening

Listen again. Which three activities do the students want to do?



### Activity 4 Practice

What activities do you want to do? Write them in the box below.

After school clubs

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### Activity 5 Speaking

Work in groups.  
Choose three clubs that everyone wants to start.

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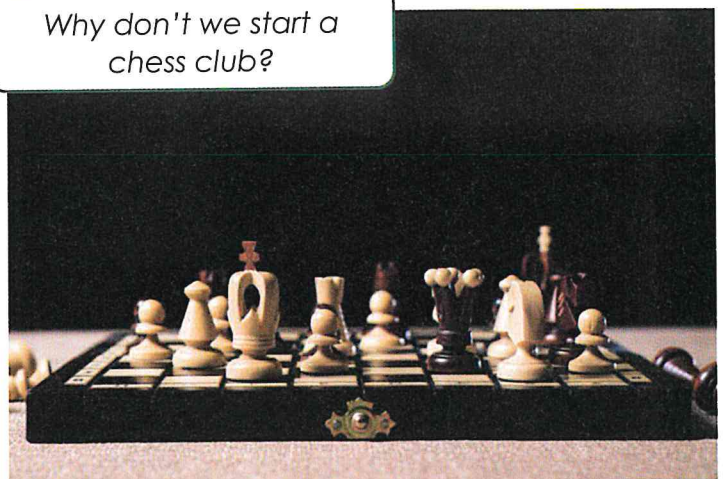
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### SPEAKING TIP

We can use 'why don't we...' and 'how about...' to talk about new ideas.

*Why don't we start a Chinese club?  
How about a golf club?*

Why don't we start a chess club?



# Lesson 6: Language focus

- How do you study in class?
- How do you do your homework?

## Adverbs

There are different types of adverbs. Adverbs of manner give us extra information about how something happens.

*I read **quietly**.*  
*I speak English **well**.*

You can make adverbs by adding *-ly* to the end of most adjectives.

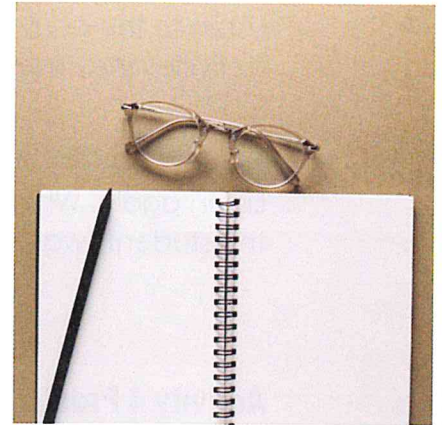
## Key Structure

Adverbs

*I read books **quickly**.*

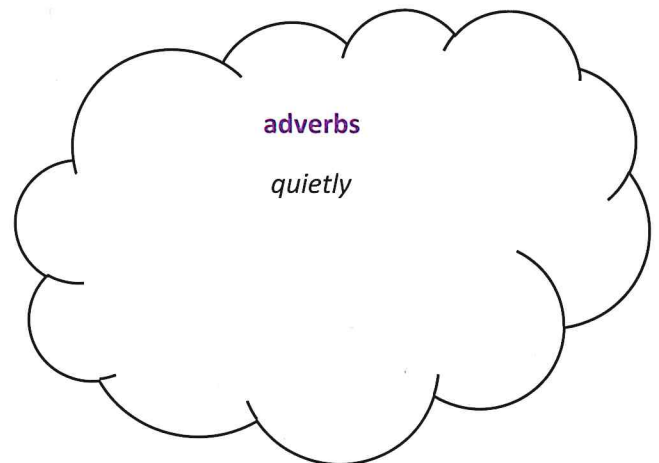
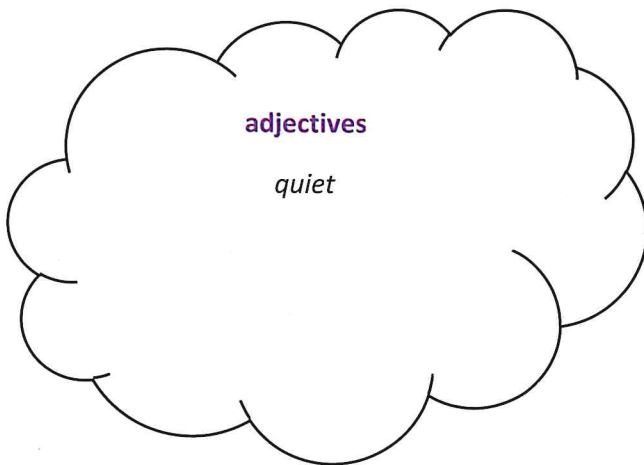
## Vocabulary

*well, badly, quickly, slowly, quietly, loudly, carefully, happily*



## Activity 1 Speaking

How many adjectives can you think of? What about adverbs?  
 Write your answers below.



## Activity 2 Listening Track 4

Listen to Omar talking about his school. Tick the adverbs you hear.

well	badly	loudly	brightly
carefully	slowly	quietly	quickly



### Activity 3 Language

Underline the adverbs in the sentences.

- 1 Fatima speaks English well.
- 2 I write slowly and carefully in English.
- 3 He runs fast in P.E.
- 4 At break time, we eat snacks quickly.
- 5 They always talk loudly.

#### LANGUAGE TIP

We can use adverbs of manner after a verb or an object.

*I study **carefully**.*

*I read books **quickly**.*

### Activity 4 Reading

Sara is a student in Canada. Read her blog and complete the sentences with the correct adverb.

well hard carefully noisily quickly

I go to school in Toronto, Canada. I like my school. My favourite subject is P.E. I don't like French because I can't speak 1\_\_\_\_\_. I have to study 2\_\_\_\_\_. I have six classes every day. After school I go home 3\_\_\_\_\_. When I get home, I do my homework. I write 4\_\_\_\_\_ because I don't want to make mistakes. Sometimes my brother plays games 5\_\_\_\_\_ in his room so it's difficult to study.

### Activity 5 Language

Put the words in the correct order and write sentences.

- 1 well / speak / I / English \_\_\_\_\_
- 2 quickly / go / we / class / to \_\_\_\_\_
- 3 the answers / says / the teacher / loudly \_\_\_\_\_

### Activity 6 Writing

What do you do at school? Use adverbs to say how you do different things.

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# Lesson 7: A special day

- Do you have special days at your school?
- What is your favourite holiday?

### Key Structure

Imperatives

**Come** to sports day.

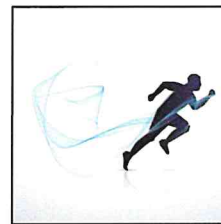
### Vocabulary

ping pong, flag, sports, prize, race, high jump

## Activity 1 Vocabulary

Match the words with the pictures.

- 1 announcement
- 2 ping pong
- 3 flag
- 4 sports
- 5 prize
- 6 race



## Activity 2 Vocabulary

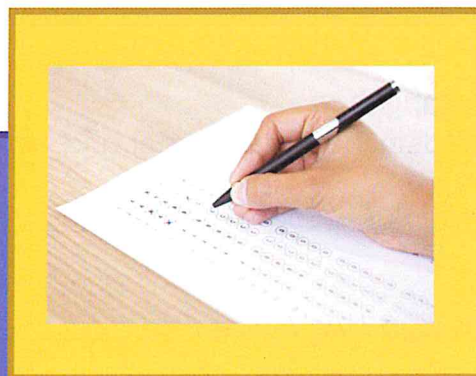
Match the days to the photos.

- 1 Sports day
- 2 Flag day
- 3 Exam day

**A**



**B**



**C**



## Activity 3 Listening Track 5

Listen to the announcement. Circle the correct day from Activity 2.



### Activity 4 Listening Track 5

Listen again. Are the sentences True or False?

- |  |       |
|--|-------|
| 1 Sports Day is on Friday.                 | T / F |
| 2 Flag Day is on Friday.                   | T / F |
| 3 There is a race.                         | T / F |
| 4 There is a volleyball game.              | T / F |
| 5 There is a ping pong game.               | T / F |
| 6 There is not a high jump activity.       | T / F |
| 7 Students need to talk to their teachers. | T / F |
| 8 The winning class gets a prize.          | T / F |

#### LISTENING TIP

Read the answer options first. Then you know what to listen for.

### Activity 5 Listening

Listen again and complete the instructions.

- 1 \_\_\_\_\_ to your teacher.
- 2 \_\_\_\_\_ your name next to an activity.
- 3 \_\_\_\_\_ the activity.
- 4 \_\_\_\_\_ to 'Sports Day'.
- 5 \_\_\_\_\_ fun!

#### LANGUAGE TIP

When we give instructions, we often use imperative verbs. The imperative form is the same as the infinitive form without *to*.

**Come here!**  
**Have fun!**  
**Talk to your teacher.**

### Activity 6 Speaking

Discuss the questions with a partner.

- What special days do you have at your school?
- What do you do on these days?
- What is your favourite day at school? Why?

My favourite day is 'Flag Day'. It's interesting and fun.

What do you do on 'Flag Day'?





## Lesson 8: Studying in another country

- Would you like to study in another country?
- Do you have any friends who study in different countries?

### Activity 1 Reading

Read the text. Where might you read a text like this?

- A In a magazine
- B In a maths book
- C In an advert

#### Key Structure

Because  
*I like Wales **because** the weather is cold.*

#### Vocabulary

*studying, weather, a different country, place*

#### READING TIP

Look at titles before you read a text. This tells you what it is about.

### Studying in Wales...

Many students study in a different country for a year to learn about a new place.

We talked to Ali from Dubai. He is studying in Cardiff, Wales. Ali said that he uses a lot of English. "I speak and write very well now. I feel confident with my English skills!" He likes visiting all the different places in Wales.

"Wales has 600 castles. We go to a new one every weekend!" Ali goes to class from Monday to Friday. He likes computer class. One thing Ali doesn't like is the weather. "It's very cold and it rains a lot." Ali's parents are very happy that Ali is studying in Wales. "He tells us all the interesting things he does. We can't wait to visit him."



### Activity 2 Reading

Read the article and decide if the statements are true or false.

- |   |       |
|---|-------|
| 1 Ali is from Wales.                                    | T / F |
| 2 He doesn't speak English in Wales.                    | T / F |
| 3 Wales has 500 castles.                                | T / F |
| 4 Ali doesn't like the weather in Wales.                | T / F |
| 5 Ali likes computer class.                             | T / F |
| 6 Ali's parents are happy that he is studying in Wales. | T / F |



### Activity 3 Reading

Read again and find the reasons why Ali likes or doesn't like life in Wales. Use 'because' to give your reason.

1 Ali likes Wales because there are lots of castles.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

### Activity 4 Writing

Think of a place where you want to study.  
Write three reasons why you want to study there.  
Remember to use 'because' to give your reason.

Place: \_\_\_\_\_

Reason 1: \_\_\_\_\_  
\_\_\_\_\_

Reason 2: \_\_\_\_\_  
\_\_\_\_\_

Reason 3: \_\_\_\_\_  
\_\_\_\_\_

### Activity 5 Speaking

Talk to your classmates. Say where you want to study, and why. Then write the answers below.

Name:

Ali

Where:

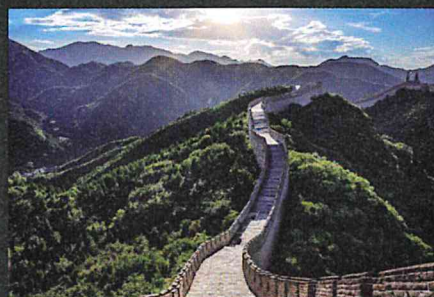
Egypt

Why:

history and pyramids

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

I want to study in Egypt because it has great history! I want to see the pyramids. - Ali



#### LANGUAGE TIP

You can use *because* to give a reason for your choice.

"I want to go to London *because* there are lots of shops there."



## Lesson 9: Students around the world

- Have you ever met a student from another country?
- What do you think schools are like in other countries?

### Activity 1 Reading

Read the email from Matt to his new pen pal.  
Do you like the same things?

To: penpal@email  
Subject: Hello from London

Dear Sultan,

My name is Matt. I am 12 years old and I live in Richmond. It is near London. I go to Hill Top School. My favourite subjects are English, science, maths and cooking. I like school but sometimes it is difficult because we have a lot of exams.

I like going to school clubs. My favourite club is football. I also like playing chess, and I'm in the school chess club. When I play, I feel calm. My football team plays every Saturday. I am the goalkeeper and my team usually wins.

I would like to know more about you. What is your favourite subject at school? Do you go to any school clubs?

From,  
Matt

#### Key Structure

Like + ing

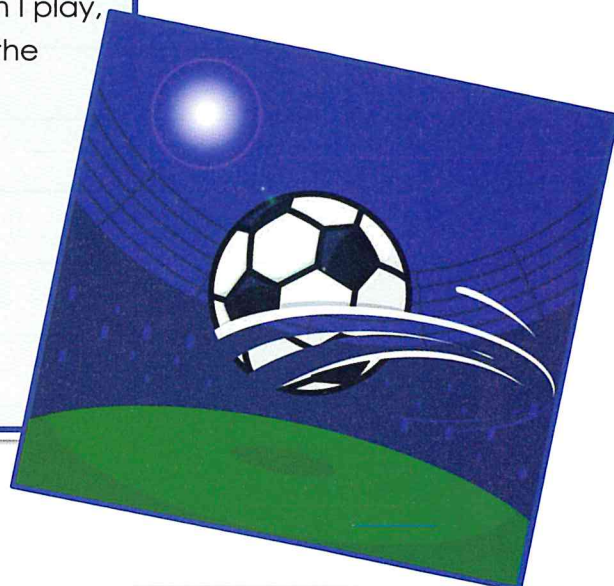
*I like playing football*

#### Vocabulary

*pen pal, near, calm, to feel, electronics, to win, goal keeper*

#### READING TIP

An email usually has a subject to say what it is about. When you write to a friend, start with *hello* or *dear (name)*. Finish an email with *your friend, see you soon* or *from*, and write your name below.



### Activity 2 Speaking

Matt writes about playing football and chess.  
Tell your partner something that you like doing.

What do you like doing?

I like playing football.

#### LANGUAGE TIP

When we talk about activities we like, we often use the structure:  
like + -ing

*I like going to school clubs.*  
*I like watching tennis.*

### Activity 3 Reading

Sultan is Matt's new pen pal from Fujairah. Matt asked Sultan some questions. Match Matt's questions to Sultan's answers.

- 1 What is your favourite subject?
- 2 What do you do at the weekend?
- 3 What sports do you play?
- 4 Do you go to any after school clubs?

My favourite sport is tennis. I like playing football, too. I play three times a week. I like playing sports in P.E.

I don't go to any after school clubs. I would like to start a club for football.

At the weekend, I go to the mall with my family. I like looking at electronics. I buy a new computer game every month.

My favourite subject is maths. It is hard, but interesting. I also like English. It helps me talk to people from other countries!

### Activity 4 Writing

What questions would you ask a new pen pal? Write three questions below.

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

### Activity 5 Writing

Choose two questions from Activity 3 and write your answers in the boxes below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Activity 6 Writing

Use Activity 1 to help you write an email to a new pen pal. Introduce yourself, talk about the things you like and ask your pen pal a question.



**Key Structure**

Unit 1 structures

**Vocabulary**

Unit 1 vocabulary

# Lesson 10: Review

## Activity 1 Vocabulary

Complete the sentences with the correct word from the box.

study	club	English	pen pal	races	learn
-------	------	---------	---------	-------	-------

- 1 What do you \_\_\_\_\_ in school?
- 2 Our school has a chess \_\_\_\_\_.
- 3 I have \_\_\_\_\_ after Islamic studies.
- 4 My sister has a \_\_\_\_\_ in France. She writes to her every week.
- 5 We \_\_\_\_\_ about numbers in maths.
- 6 Reem runs \_\_\_\_\_ in PE class.

## Activity 2 Language

Read Sara's blog. Circle ten present simple verbs in the blog.

### School life

Hello, my name is Sara. I go to school in Ras Al Khaimah. I like school. My favourite subjects are maths, science and Islamic studies. Maths is my best subject.

I do lots of activities after school. I play in the school football team. I am also in the reading club.

I want to study in another country. I want to learn a new language and see a new place. I have a pen pal in Australia. She says it is a great place to live. Maybe I can study there!

## Activity 3 Reading

Read the text again. Circle the sentences as true or false.

- 1 Sara goes to school in Ajman. T / F
- 2 Sara's favourite subjects are maths, science and Islamic students. T / F
- 3 Science is her best subject. T / F
- 4 Sara plays football. T / F
- 5 Sara is in the chess club. T / F
- 6 Sara doesn't want to study in a different country. T / F
- 7 She has a friend in Australia. T / F

### Activity 4 Language

Put the words in the correct order and write sentences.

1 Reem / study / London. / wants / in / to

2 study / I / English / at / school.

3 us / homework. / Our teacher / gives / always

4 is / favourite / science. / subject / My

### Activity 5 Language

Read the sentences and underline the adverbs.  
Then write the negative form of each sentence.

1 I write English carefully.

2 Ahmed talks quietly in class.

3 She answers the questions quickly.

4 The students leave the classroom quietly.

### Activity 6 Writing

Write four sentences about what you do at school every day.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_



## Unit 2: Our community

### Lesson 1: Places in town

- Where do you go shopping?
- What is your favourite place in town?

#### Activity 1 Speaking

Answer the questions with a partner.

- Where do you live?
- What shops are there in your town?
- What can you buy there?

#### Key Structure

Prepositions of place  
There is a book shop **near** my house.

#### Vocabulary

town, coffee shop, bakery, florist, shoe shop, supermarket, bookshop, post office, bank, salon



#### Activity 2 Speaking

Look at the shopping centre in the picture above.

Can you name the places? What do people do in each place?

### Activity 3 Vocabulary

In pairs, match the places in the picture to the correct words.

8 barber shop

\_\_\_ coffee shop

13 pharmacy

\_\_\_ bakery

\_\_\_ florist

19 jewellery shop

\_\_\_ shoe shop

\_\_\_ supermarket

4 newsagent

\_\_\_ bookshop

\_\_\_ sports shop

9 gym

\_\_\_ post office

\_\_\_ bank

5 garage

6 gift shop

\_\_\_ salon

11 dry cleaner

\_\_\_ clothes shop

2 butcher

### Activity 4 Listening Track 6

Listen to Omar talk about his town. Circle the places that he talks about.



barber shop



bookshop



coffee shop



bakery



florist



supermarket

### Activity 5 Listening

Listen again and fill in the gap with the correct words

- 1 There are lots of shops \_\_\_\_\_ my town.
- 2 There is a supermarket \_\_\_\_\_ my house.
- 3 There is also a florist \_\_\_\_\_ the coffee shop.

### Activity 6 Speaking

Talk to your partner. Say what shops are near your house or school.

*There is a supermarket and a bakery near my house. What shops are there near your house?*

*There's a bookshop. I go there at the weekend.*



## Lesson 2: Shopping

- Do you like shopping?
- What is your favourite shopping centre?

### Activity 1 Speaking

What is a souq? Are there any souqs in your town?

### Activity 2 Reading

Read the article about shopping centres and souqs in Dubai. What can you buy at the souqs?

#### Key Structure

Describing a place  
*The souq is near the metro station.*

#### Vocabulary

*shopping centre, mall, souq, spice, market, tourist*

#### VOCABULARY

**bracelet:** jewellery you wear on your wrist.

**necklace:** jewellery you wear around your neck.

## Shopping in the UAE

A new article says that six in ten people in the UAE go to a shopping centre once a week. A shopping centre is another word for a mall. So what do people do when they go to a shopping centre? Some people buy clothes. Other people have coffee or eat at a restaurant. Many tourists go to the traditional souq, or 'market' in English. The different noises, colours and smells of the souq show tourists the amazing UAE culture.

### The Blue Souq

The Blue Souq has many jewellery shops. There are beautiful Bahraini pearl necklaces and Omani Bedouin bracelets. There are many choices. People like to visit in the evening. The lights make the jewellery even more beautiful!



### The Spice Souq

Deira's Spice Souq is interesting to visit. It has many different spices. The spices are from different countries. The most expensive spice is saffron. It is very tasty!



### READING TIP

Key words in the questions help you know what information to look for. For example, 'How many...' means you need to look for a number.

### Activity 3 Reading

Read the text again and answer these questions.

1 How many people go to shopping centres once a week?

2 Where can people go shopping in the UAE?

3 What is one thing you can buy at the Gold Souq?

4 What is the most expensive spice at the Spice Souq?

### Activity 4 Speaking

Work in groups. You are going to plan a new shopping centre or souq. Make notes to answer the questions below.

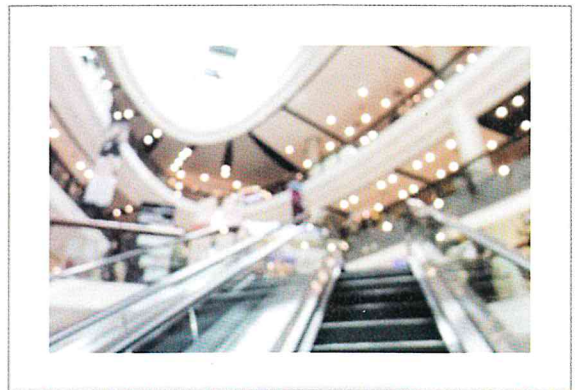
- Where is your shopping centre / souq?
- What is it near?
- Is there a metro station next to it?
- What shops do you want in it?
- What restaurants would you like to have?

### Activity 5 Speaking

Describe your shopping centre or souq to a partner.

*My mall is great. It has a supermarket, a gym and an Emirati restaurant.*

*I like your mall. My mall has ten different restaurants!*





# Lesson 3: Language focus

- What are you doing?
- What are your friends and family doing?

### Key Structure

Present continuous  
We **are shopping**.

### Vocabulary

snack, to call, to wait, to buy, line, to help

### The Present Continuous

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

They **are shopping**.

I	am	
he / she / it	is	+ -ing verb
you / we / they	are	

### Activity 1 Practice

Complete the sentences with the correct form of the verb *to be*. Then, match the sentences to the correct pictures.

- 1 They \_\_\_\_\_ shaking hands.
- 2 A girl \_\_\_\_\_ using a computer. She likes studying.
- 3 A boy \_\_\_\_\_ talking on his phone. He calls his cousin every day.
- 4 The students \_\_\_\_\_ waiting in a line. One boy \_\_\_\_\_ buying a snack.



### LANGUAGE TIP

We don't use thinking and feeling verbs in the present continuous form (like, want, taste, etc.)

## Activity 2 Practice

Look at the pictures again and decide if the sentences are True or False.

- |  |   |   |
|--|---|---|
| 1 Picture A: They are smiling.                   | T | F |
| 2 Picture B: The boys are not waiting in a line. | T | F |
| 3 Picture C: Amir is not talking to someone.     | T | F |
| 4 Picture D: The students are eating lunch.      | T | F |

## Activity 3 Practice

Complete the sentences with the correct present continuous verb form.

- 1 My mother \_\_\_\_\_ at the supermarket. (shop)
- 2 The teacher \_\_\_\_\_ his students. (help)
- 3 The boys \_\_\_\_\_ tea in the mall. (drink)
- 4 We \_\_\_\_\_ to the restaurant. (walk)
- 5 I \_\_\_\_\_ not \_\_\_\_\_ my homework today. (do)
- 6 We \_\_\_\_\_ not \_\_\_\_\_ to the shopping centre. (go)

To make **negatives** we use *not* after the verb to be:

*He is not studying.*  
*We are not studying.*

When speaking or writing to friends, we use contractions:

*He isn't studying.*  
*We aren't studying.*

## Activity 4 Writing

Think of a friend or family member and answer the questions about him/her. Should you use the present simple or present continuous in your answers?

- 1 What is he/she doing now?

---

- 2 What does he/she usually do at home or at school?

---

## Activity 5 Speaking

Talk about your friends or family with a partner.

What are they doing? Why? Where are they now?

*My friends are in science class. They're doing a test.*

*My cousin is playing football. He loves sports.*



# Lesson 4: Helping people

- What do you do to help other people?
- Do you know any charities?

## Activity 1 Vocabulary

Match the words to their meanings

- |             |   |
|-------------|---|
| 1 to help   | a to give something to a charity              |
| 2 disaster  | b something really bad that happens           |
| 3 charity   | c someone who helps people in their free time |
| 4 volunteer | d to do something for someone                 |
| 5 to donate | e an organisation that helps people           |

## Activity 2 Speaking

What can we do to help others? What charities do you know?

## Activity 3 Speaking

In pairs, answer the questions about the pictures.

- What do you see in each picture?
- Who needs help in each picture?
- What do you think charities can do to help these people?



### Key Structure

Can

You **can** help in different ways.

### Vocabulary

to help, disaster, charity, volunteer, to donate, to relax

### Activity 4 Listening Track 7

Listen and read about three charities. Try to match the name of each charity to the descriptions.

- a Adopt-A-Camp
- b Emirates Red Crescent Society
- c Funday Sunday

#### LISTENING TIP

Always read the questions before you listen, so you know what to listen for.

**1** \_\_\_\_\_ works with children who need help. These children are sick, have special needs or family problems.

We can help them relax and have fun at places like Ski Dubai, VOX cinema, Soccer Circus or Wild Wadi.

They always need volunteers.

**2** \_\_\_\_\_ is a charity that helps men in worker camps in the UAE. These men build the beautiful cities we live in. You can donate things like food, towels, blankets, plates or pillows. You can also donate money to help make Ramadan packages.

If you want to help people in other countries, you will like **3** \_\_\_\_\_.

This charity has projects to help people in disasters around the world.

They welcome donations and volunteers. You can help in many different ways.

### Activity 5 Speaking

Talk about the charities with a partner.

- Which picture in Activity 3 matches each text in Activity 4?
- What can you do to help these charities?

### Activity 6 Speaking

In pairs, talk about how you can help your community. Make notes below.

What can we do to help the community?

---

---

---

---

In my area there are food fridges. We could make food for them.

We can help other students at school.

We can keep our community clean.



### Key Structure

Describing a place  
There are trees and animals.

### Vocabulary

town, country, fresh air,  
clean, dirty, noisy, quiet,  
boring, fun

## Lesson 5: Town and country

- Do you live in a big city or a small town?
- Where do you want to live?

### Activity 1 Reading

Read the opinions. How many people live in the country?

#### Do you want to live in the country?

**Zayed:** I live in the country and I love it. Every day I can walk outside in the fresh air. There are trees and animals. It is quiet and clean. That is why I like the countryside.

**Zainab:** I live in the city. There are too many people here. It is very noisy. Sometimes I can't hear myself think! I would like to live somewhere quiet like a small town.

**Khalifa:** I live in the city. I love it! There is always something happening. There are many shops and restaurants. I also live close to my friends so I can see them every day.



**Reem:** I live in the country. There are things I like, and things I don't like. I like the trees. I don't like that there are not many shops. When we want to go to a restaurant, we go to the city.

**Meera:** I live in a small town. I don't know where I would like to live. I think everywhere is interesting. Home is where your family and friends are. That is where I want to live.

### Activity 2 Reading

Read article again. Who...

- likes living in a city?
- likes living in the country?
- doesn't like the city?
- doesn't know where they want to live?

### Activity 3 Speaking

Tell your partner where you would like to live and why.

#### LANGUAGE TIP

We use *would like to + verb* to talk about something we want.

*I would like to live in Ajman.*

### Activity 4 Writing

Use these words to write three sentences about the place where you live.

clean dirty quiet noisy boring fun nice

1 *My town is clean and quiet.* \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

**WRITING TIP** A paragraph is many sentences about one idea.

An **introduction sentence** tells us what the paragraph is about.

*I live in a big city.*

**Body sentences** give us more information.

*It is fun. There are many things to do. I like going to the mall. Sometimes...*

A **summary sentence** connects the information from the body sentences.

*These are the reasons why I like my city.*

### Activity 5 Writing

Complete the information below with Zayed's comment. Use the Writing Tip to help you.

**Zayed:** *I live in the country and I love it. Every day I can walk outside in the fresh air. There are trees and animals. It is quiet and clean. That is why I love the country.*

**Introduction sentence:** I live in the country and I love it

**Body sentences:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Summary sentence:** \_\_\_\_\_

\_\_\_\_\_

### Activity 6 Writing

Now write your own paragraph about the place where you live. Use Activity 4 and 5 to help you.



# Lesson 6: Language focus

- Can you describe your favourite city in three words?
- How would you describe your country?

## Comparatives and Superlatives

Use **comparatives** with *than* to compare things.

Short adjectives: + er      nice → *nicer*

Long adjectives: more    interesting → *more interesting*

Use **superlatives** to say something is the best.

Short adjectives: + est     nice → *the nicest*

Long adjectives: most    interesting → *the most interesting*

## Key Structure

Comparatives and superlatives

Dubai is **bigger than** Ajman.

Abu Dhabi is **the biggest** emirate.

## Vocabulary

capital city, street, university, delicious, tourist, crowded

Remember that some words are different:

good → *better* → *the best*

bad → *worse* → *the worst*

## Activity 1 Reading

Read the email. Where did Maha go?

Hi Nadia,

I'm sitting in my room and looking at photos of my holiday in Morocco. We visited three different cities – Marrakesh, Fez and Rabat. Rabat is the capital city. It's old and the streets are small. Fez is older and I think it's nicer. I think Fez is more crowded than the other cities. There are a lot of tourists. It has the oldest university in the world. The food in Fez was the best. We had a delicious tagine.

Did you have a nice holiday?

Your friend,  
Maha



## Activity 2 Reading

Read the sentences about the email. Are they True or False?

1 Maha thinks Fez is more crowded than Rabat.      T / F

2 Maha thinks Fez is nicer than Rabat.                T / F

3 The oldest university in the world is in Fez.            T / F

4 Marrakesh has the best food.                            T / F

### Activity 3 Language

Write the comparative and superlative form of each word.

Word	comparative	superlative
nice		
small		
large		
old		
new		
interesting		
beautiful		
exciting		
good		

### Activity 4 Practice

Complete the sentences with the correct comparative or superlative.

- 1 Dubai is \_\_\_\_\_ than Abu Dhabi. (small)
- 2 Abu Dhabi is the \_\_\_\_\_ emirate in the UAE. (large)
- 3 Amal thinks Paris is \_\_\_\_\_ than New York. (nice)
- 4 That mall has the \_\_\_\_\_ shops. (new)
- 5 Ali's bakery has the \_\_\_\_\_ bread in town. (good)

### Activity 5 Speaking

Talk to a partner about your school, town or emirate. Use comparatives and superlatives.

*The library is bigger than our classroom.*

*Ajman City Centre is the newest mall.*

### Activity 6 Writing

Write comparative and superlative sentences about your school, town or emirate.

#### WRITING TIP

Be careful when spelling adjectives ending in y:  
y + *ier* / *iest*      easy → *easier* / *easiest*

---

---

---



# Lesson 7: Visiting a city

- Do you like to travel?
- What do you like about other cities?

## Activity 1 Vocabulary

Match the words to their meanings.

- |                |  |
|----------------|--|
| 1 tourists     | a to put something over something else |
| 2 a tip        | b how much money something costs       |
| 3 to stay cool | c advice                               |
| 4 to cover     | d people who visit other countries     |
| 5 the price    | e to not get too hot                   |

## Activity 2 Reading

Look at the text. Where might you see it?

- a in a school textbook      b in a blog online      c in an advert

### Key Structure

Should  
You **should** wear a hat in the sun.

### Vocabulary

tourists, tip, stay cool, to cover, price, transport, rude, shopkeeper

## Tips for travellers – Marrakech

Welcome to our travel blog about Marrakech. These are our travelling tips!

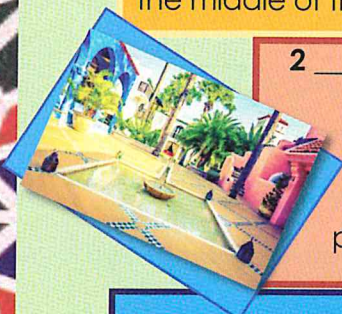
1 \_\_\_\_\_

The city is hotter in the summer than in the winter. Tourists should try to stay cool. Drink lots of water and wear light clothing. Cover your skin from the sun. Try not to go outside in the middle of the day when it is hot.



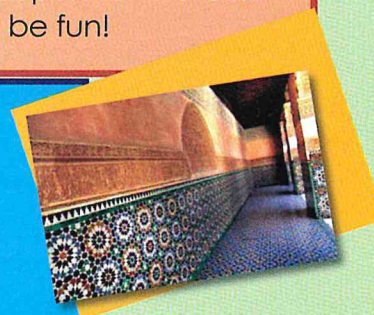
2 \_\_\_\_\_

There are a lot of things to see and buy at the markets. Sometimes there are a lot of people. The shopkeepers try to stop you as you walk. You can ask shopkeepers for the best price. Don't worry – this is not rude and can be fun!



3 \_\_\_\_\_

Most tourists get around the city by taxi. Talk about the price with the driver BEFORE you get in the car. Taxis outside hotels are always more expensive so be careful.





### Activity 3 Reading

Match the headings with the correct paragraph in the text.

**Transport**

**Weather**

**Shopping**

#### READING TIP

Read the whole text once to get the general idea. Then read again to find details. This will help you to give each paragraph a heading.

### Activity 4 Reading

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

- 1 Marrakech is hotter in the winter than in the summer. \_\_\_\_\_
- 2 People should drink water to stay cool. \_\_\_\_\_
- 3 People can ask shop owners for the best price. \_\_\_\_\_
- 4 Most tourists travel around the city by bus. \_\_\_\_\_
- 5 Taxis at hotels are cheaper than taxis in the streets. \_\_\_\_\_

### Activity 5 Writing

Work with a partner. Write two tips for tourists visiting your country or emirate. Then share your tips with your classmates.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

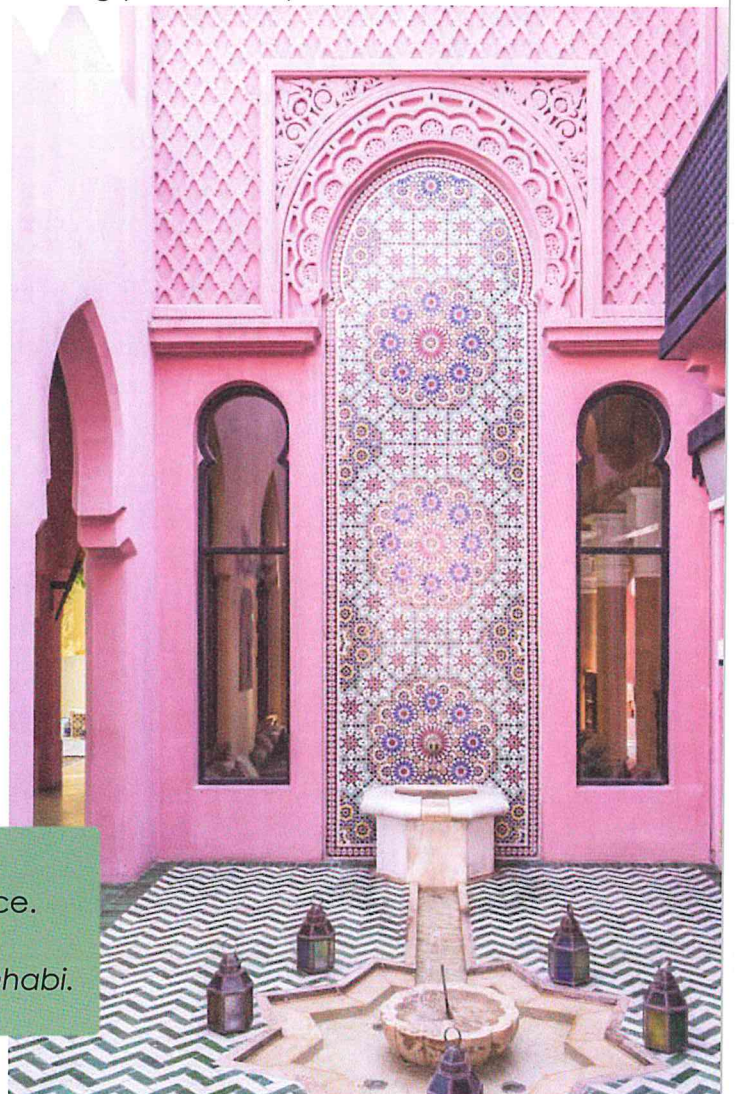
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



#### SPEAKING TIP

Remember, we can use *should* to give advice.

You **should** visit the Louvre Museum in Abu Dhabi.



## Lesson 8: What is it famous for?

- What is famous in your city?
- How many cities can you name?

### Activity 1 Reading

Look at the text about Istanbul.  
What kind of text is it?

**Letter**      **Textbook**      **Travel website or blog**

### Activity 2 Reading

Read about Istanbul. What two places and two foods do they talk about?

**Place:**

---

---

**Food:**

---

---

#### READING TIP

*Scanning* is when you read a text quickly to find information. Read the question first, then you know what to look for. Do not read every word.

Home

My travels

#### **Istanbul, where East meets West by Hamad Al Kaabi**

I am back from Istanbul. It is a beautiful city. Istanbul is in Europe and Asia. It is famous for its sights, sounds, smells and flavours.

There are many old buildings in Istanbul. Two of the most famous are the Hagia Sophia and the Topkapi Palace. The Hagia Sophia was a mosque. Now it is a museum. The Topkapi Palace is where leaders lived in the past.

Istanbul is also famous for its food. The donar kebab is the most popular food. It is meat in a thin bread with vegetables. It is delicious! There are also sweets called Turkish delights. They are made with different nuts, like pistachios and almonds.

Istanbul is an amazing city with delicious food and interesting places to see. I would like to go back!



#### Key Structure

Describing a place  
*Hatta is a beautiful place.*

#### Vocabulary

*popular, thin, famous,  
amazing, leader, museum,  
mosque*



### Activity 3 Reading

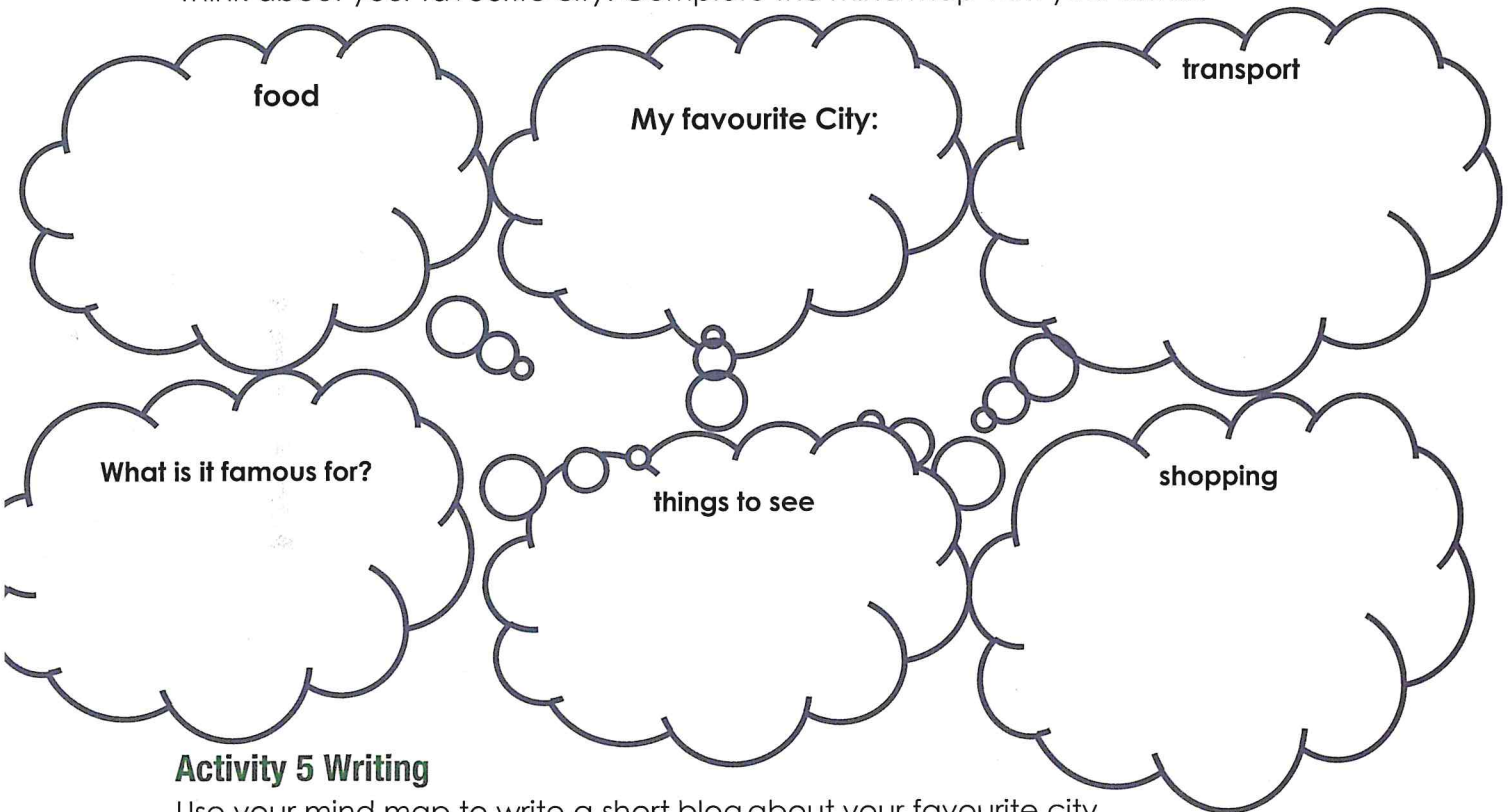
Find nouns from the text that match each word.

- 1 beautiful \_\_\_\_\_
- 2 old \_\_\_\_\_
- 3 popular \_\_\_\_\_
- 4 thin \_\_\_\_\_
- 5 famous \_\_\_\_\_



### Activity 4 Practice

Think about your favourite city. Complete the mind map with your ideas.



### Activity 5 Writing

Use your mind map to write a short blog about your favourite city.

Title: \_\_\_\_\_

What is it famous for?: \_\_\_\_\_  
\_\_\_\_\_

Things to see: \_\_\_\_\_  
\_\_\_\_\_

Food: \_\_\_\_\_  
\_\_\_\_\_

Transport: \_\_\_\_\_  
\_\_\_\_\_

Shopping: \_\_\_\_\_  
\_\_\_\_\_

#### WRITING TIP

Blogs are articles people write online and they can be about any topic. Blogs are usually informal. Remember to start your blog with a title.



# Lesson 9: An invitation

- Where do you go with your family at the weekend?
- What do you do when you go on holiday?

## Activity 1 Reading

Read the email from Mohamed to his cousin Hamdan.

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

- 1 Hamdan lives in Istanbul.
- 2 Mohamed lives in Istanbul.
- 3 Omar sells tasty sweets.
- 4 The Blue Mosque is in the newest part of the city.
- 5 Mohamed's mother makes baklava.
- 6 Baklava is made with honey and apples.

### Key Structure

Writing an invitation  
*Would you like to visit us?*

### Vocabulary

*invitation, lamp, sweets, honey, nuts, can't wait, wonderful*

### VOCABULARY

**invitation:** when you ask someone to go somewhere with you  
**lamp:** a small light  
**can't wait:** to be excited

T / F

T / F

T / F

T / F

T / F

T / F

Hello hamdan,

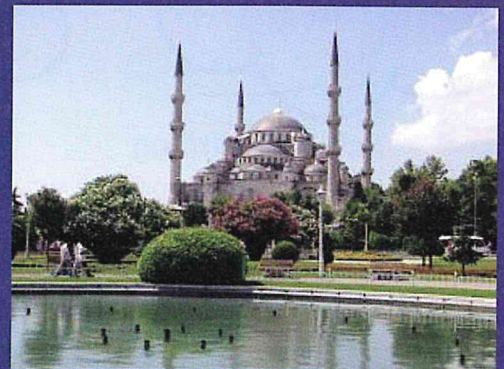
How are you. I am well. My parents want to know if your family would like to visit us this year. I can't wait to see you in Istanbul.

We can visit lots of wonderful places. We have a market called the Grand Bazaar. My brother, Omar, has a shop there. He sells beautiful lamps. We can also go to the Blue Mosque. It is in the oldest part of the city and it is beautiful.

Do you like Turkish sweets. My mother makes the best baklava. It is a sweet made with honey and nuts. It is so tasty! You should try it,

See you soon!

Mohamed



### READING TIP

Informal emails have three parts.

**Greeting:** *Dear; Hello; Hi*

**Main body:** This has the important information.

**Ending:** *Best wishes; See you soon; talk to you soon!*



## WRITING TIP

When we write, we use *punctuation* to make correct sentences. Follow these rules:

Always start a sentence with a capital letter. Also use capital letters for names and days of the week.

~~my favorite food is mandi.~~

My favorite food is mandi.

Always end a sentence with a full stop (.)

~~I study English and Maths at school.~~

I study English and Maths at school.

Always end a question in a question mark (?)

~~What is your name.~~

What is your name?

## Activity 2 Reading

Read the email again. Use the writing tip to find the following mistakes:

-2 capitalization mistakes -2 full stop mistakes -2 question mistakes

## Activity 3 Writing

Complete an email to your cousin inviting him/her to visit you. Say what he/she can do in your city or town.

Dear \_\_\_\_\_,

How are you? My parents want to invite you and your family to our city next year. Would you like to \_\_\_\_\_?

We can go to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_. It is very interesting.

Do you like \_\_\_\_\_ We can eat \_\_\_\_\_

\_\_\_\_\_

Tell me what else you want to do and see.

See you soon!

\_\_\_\_\_

## Activity 4 Writing

Swap with your partner. Use the table to check your partners sentences.

Mistake	Yes	No
capital letters		
full stops		
question marks		



**Key Structure**

Unit 2 structures

**Vocabulary**

Unit 2 vocabulary

# Lesson 10: Review

**Activity 1 Vocabulary**

Complete the sentences with the correct words.

city volunteer charity invitation florist delicious souq cool

- 1 I would like to live in a big \_\_\_\_\_. I like restaurants and shops.
- 2 My family always gives money to \_\_\_\_\_. They help people.
- 3 Reem's cousin sent her an \_\_\_\_\_ to visit her city.
- 4 This cake is \_\_\_\_\_.
- 5 I buy flowers for Mother's Day at the \_\_\_\_\_.
- 6 Dubai has a famous \_\_\_\_\_. Tourists like to go shopping there.
- 7 Khalid is a \_\_\_\_\_. He gives his time to help other people.
- 8 Try to stay \_\_\_\_\_ in the summer. It is too hot!

**Activity 2 Reading**

Read the email. Where is Ali?

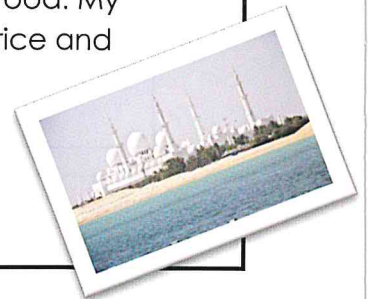
Hello Mubarak,

How are you? I am visiting Abu Dhabi. There are people here from lots of different countries. We are staying on Yas Island. There is a water park and there is a big shopping centre, too. Tomorrow, I want to go to Sheikh Zayed Grand Mosque. It is a beautiful place. I can't wait to see it!

There are so many restaurants in Abu Dhabi. We want to try Emirati Food. My friend Saeed says I should try mandi. It is an Emirati food made with rice and chicken, meat or fish. He says it is tasty!

See you soon!

Ali



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

- |   |       |
|---|-------|
| 1 There are not many people in Abu Dhabi. | T / F |
| 2 Mubarak is staying on Yas island.       | T / F |
| 3 There is a water parks on Yas Island.   | T / F |
| 4 Ali wants to try Emirati food.          | T / F |

### Activity 3 Language

Circle the correct words and write the *-ing* form of each verb.

- 1 Huda **is / are** \_\_\_\_\_ English in class. (study)
- 2 I **am / is** \_\_\_\_\_ for the bus. (wait)
- 3 Bader's brother **is / are** \_\_\_\_\_ football. (play)
- 4 We **am / are** \_\_\_\_\_. (shop)
- 5 My sister **is / are** \_\_\_\_\_ in Dubai. (stay)
- 6 They **is / are** \_\_\_\_\_ around the city. (walk)

### Activity 4 Language

Put the words in the correct order to make sentences.

- 1 Ajman / than / bigger / Dubai / is

---

- 2 Abu Dhabi / largest / the / is / emirate

---

- 3 is / summer / winter / cooler / than

---

### Activity 5 Writing

Write five sentences in a paragraph about your favourite city.

- Why do you like it?
- What can you do there?
- What food should visitors try?

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## Unit 3: Culture and traditions of the UAE

### Lesson 1: Visiting a museum

- Do you like museums?
- What museums are there in your emirate?

#### Key Structure

Asking questions  
*Where can you see pearls?*

#### Vocabulary

*museum, fishing, desert, jewellery, culture, building*

#### Activity 1 Vocabulary

Match the words with their meanings.

- |             |   |
|-------------|---|
| 1 museum    | a the activity of catching fish                         |
| 2 fishing   | b a place with little rain and usually a lot of sand    |
| 3 desert    | c a place with historical objects and pictures          |
| 4 jewellery | d the ideas and ways of doing things in a country       |
| 5 culture   | e beautiful things people wear, like rings or bracelets |

#### Activity 2 Listening Track 8

Listen to Omar talking about a museum in the UAE. Where is the museum?

a Dubai

b Abu Dhabi

c Sharjah

#### Activity 3 Listening

Listen again. Circle the things you can see at the museum.

paintings

a beautiful building

boats

old cars

pearls

fish





### Activity 4 Speaking

Read the information about different museums.  
Where are they?  
Which museum do you think is the most interesting?

#### SPEAKING TIP

When we agree with someone we can say, *I think so too.*

A: *The Louvre is amazing.*

B: *I think so too.*

I want to visit the Pearl Museum.  
I think it is the most interesting museum.

I think so too.

#### The Pearl Museum

Where: Sharjah

What can you see?

- History of pearls
- Pearls from the Arabian Gulf
- Pictures of pearl divers
- Jewellery made with pearls



#### Dubai Museum

Where: Dubai

What can you see?

- Al Fahidi Fort, the oldest building in Dubai
- The history of fishing in Dubai
- Models of desert animals
- Old shops from the 1950's



#### Al Ahmadiya School

Where: Dubai

What can you see?

- A Dubai school from 1912
- Models of students and teachers
- traditional school textbooks
- Biographies of the leaders of Dubai.



### Activity 5 Speaking

Use the information about each museum to make three questions to quiz your partner.

#### VOCABULARY

**tradition:** important things people do for a long time

**biography:** a true story about a person

**pearl divers:** people who swim in the ocean to find pearls

Question 1:

Where can you see pearls?

Question 2:

Question 3:



## Lesson 2: Life in the UAE

- What jobs can people do in the sea?
- Can you think of any traditional jobs?

### Activity 1 Vocabulary

Match the words to their meanings.

- |           |   |
|-----------|---|
| 1 pearl   | a when the sun comes up in the morning  |
| 2 sunset  | b when the sun goes down in the evening |
| 3 sunrise | c a small, white expensive ball         |
| 4 to dive | d people who swim underwater            |
| 5 divers  | e swimming underwater                   |

### Activity 2 Reading

Read the text. When does pearl diving season start?

#### Pearl Diving in the UAE

Pearl diving is a traditional job in the Arabian Gulf. **Pearl diving** season starts in June. Many divers go together in boats to find pearls. There are around 20 people in a boat. They find pearls in animals called **oysters**.

In the past, pearl diving was different. It was a long day. Pearl **divers** worked from **sunrise** to **sunset**. Divers went into the water with a **rope** on their feet. They were underwater for three or four minutes looking for oysters. Then they pulled the rope and went back to the boat. After a short rest, they went back into the water and collected more oysters.



#### Key Structure

Talking about the past  
*Pearl divers **worked** from sunrise to sunset.*

#### Vocabulary

*pearl, to dive, divers, sunrise, sunset, rope, tradition*



### Activity 3 Vocabulary

Complete the sentences with the **bold** words in the text.

- 1 Pearl \_\_\_\_\_ collected oysters underwater.
- 2 Pearl divers put \_\_\_\_\_ around their feet.
- 3 Pearls are inside animals called \_\_\_\_\_.
- 4 Pearl \_\_\_\_\_ is a traditional job in the Arabian Gulf.
- 5 Divers worked from \_\_\_\_\_ to \_\_\_\_\_.

### Activity 4 Speaking

Answer the questions with a partner.

- 1 What do you think pearl divers do when it is not pearl diving season?
- 2 Would you like to be a pearl diver? Why or why not?

#### LANGUAGE TIP

We use the past simple to talk about the past. We add *ed* to the end of a verb to make the regular past simple tense. Irregular verbs are different and we have to learn them.

*In 2010, my cousin worked**ed** in Fujairah.  
I **saw** a pearl diver in the sea last weekend.*

### Activity 5 Practice

Circle the past simple verb to complete the sentences.

- 1 Pearl divers **worked** / **work** all day.
- 2 Pearl divers **stay** / **stayed** underwater for three or four minutes.
- 3 Pearl divers **pull** / **pulled** the rope to come back to the boat.
- 4 Pearl divers **collected** / **collect** oysters.

### Activity 6 Speaking

Answer the questions with a partner.

- 1 What are other traditional jobs in the UAE?
- 2 Do people do these jobs now?
- 3 What traditional job do you would you like to do?

*A camel farmer is a traditional job.*

#### SPEAKING TIP

Remember, we can use *would like* to talk about things we want to do.

*I like animals.  
I would like to be a camel farmer.*



# Lesson 3: Language focus

- What did you do last weekend?
- Where did you go last summer?

### Key Structure

Past simple  
We **went** to Oman.

### Vocabulary

work of art, painting,  
famous, ancient, last  
weekend/week/summer

### The Past Simple

We use the past simple to talk about the past.

Regular verbs end with ed:      visit → visited  
Irregular verbs change:        go → went

The verb **to be** changes with the subject. Other past simple verbs don't change with the subject.

am/is → was      are → were

### Activity 1 Reading

Read a student blog about the Louvre and circle the past simple verbs.

#### The Louvre Museum

Last weekend I went to the Louvre museum. It was amazing! I saw lots of famous paintings and other works of art. There were lots of interesting objects from the past too. I liked looking at the ancient jewellery. It took about five hours to see everything because the Louvre is big! It has a nice café too. We had lunch there in the afternoon.

-Fatima

### Activity 2 Language

Read the blog again.

Find the past verb forms and write them in the table below.

Present	Past
go	went
is	
see	
are	
like	
take	
have	

### Activity 3 Practice

Complete the sentences with past simple form of each verb.

- 1 We \_\_\_\_\_ to a museum last weekend. (go)
- 2 Omar \_\_\_\_\_ sleepy at the museum. (is)
- 3 They \_\_\_\_\_ famous works of art at the museum. (see)
- 4 Yesterday the students \_\_\_\_\_ a history test. (have)
- 5 The students \_\_\_\_\_ happy when they visited Abu Dhabi. (are)

### Activity 4 Speaking

Talk to your partner. Say where you went last weekend.  
Talk about what you did and what you saw.



*Last weekend I went to Abu Dhabi. I visited my cousin and we went to the cinema.*

### Activity 5 Writing

Write three sentences about what your partner did last weekend.

Noor went to Oman. She was in Muscat. She took lots of photos.

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## Lesson 4: Life in the past

- What jobs did people do in the past in your country?
- Where did your grandparents live?

### Activity 1 Vocabulary

Match the words to their meanings.

- 1 fisherman
- 2 campfire
- 3 poetry
- 4 tradition

- a something people do for many years
- b a type of writing that is like a song
- c someone who catches fish
- d a fire people make in the evening

### Activity 2 Reading and Listening Track 9

Read and listen to Khalid talk to Grandfather Hamdan. Match the questions to the correct answer for 1-3.

- a) Where did you live?
- b) What did you do for fun?
- c) What did you eat?

#### LANGUAGE TIP

We make past simple questions with a question word and *did*. The main verb doesn't change.

**Where did you live?**

### An interview with my grandfather

1 \_\_\_\_\_

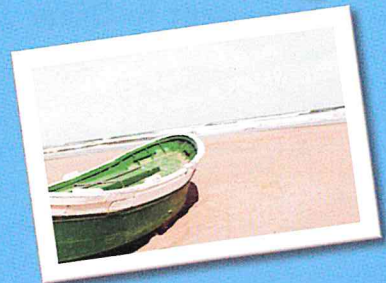
**Grandfather Hamdan:** We ate a lot of fish. My favourite food was fish and rice mandi. My grandmother made it. It was very tasty.

2 \_\_\_\_\_

**Grandfather Hamdan:** We lived in a house in Umm Al Quwain. We lived near the Arabian Gulf. My grandfather was a pearl diver. My father was a fisherman. Sometimes I helped him to fish.

3 \_\_\_\_\_

**Grandfather Hamdan:** We made campfires in the evening. My family sat together. We told stories, read traditional poetry and drank coffee. I really liked to write poetry and read it to my family.





### Activity 3 Listening

Listen again and answer the questions below.

1 Grandfather Hamdan ate a lot of...

- a pizza
- b fish
- c meat

2 Grandfather Hamdan's favorite food was...

- a rice and fish mandi
- b pizza
- c dates

3 Grandfather Hamdan lived in...

- a Ajman
- b Dubai
- c Umm Al Quwain

4 Grandfather Hamdan's father was a...

- a pearl diver
- b teacher
- c fisherman

5 Grandfather Hamdan's family \_\_\_\_\_ in the evening

- a made a campfire
- b went pearl-diving
- c cooked mandi

6 Grandfather Hamdan liked...

- a to write poetry
- b to make coffee
- c to tell stories

*My grandparents lived in Al Ain.*

### Activity 4 Speaking

In pairs, ask and answer the questions about the past. Write notes.

Where did your grandparents live?

What did your grandparents eat?

What did your grandparents do for fun?

What does your family do for fun now?

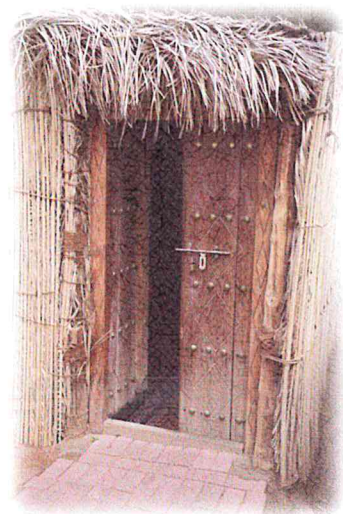
#### SPEAKING TIP

We pronounce the *-ed* ending of past simple verbs differently for different verbs.

If the verb ends in **t** or **d**, it sounds like 'id': *started, visited*

Other past simple *-ed* verb endings sound like *t*: *walked*

Listen to your teacher say the verbs.





# Lesson 5: Life in the desert

- What plants can you find in the desert?
- What animals live in the desert?

## Activity 1 Vocabulary

Match the words in the box to the correct pictures.

Bedouin      desert      camel      date      oasis      tent

1



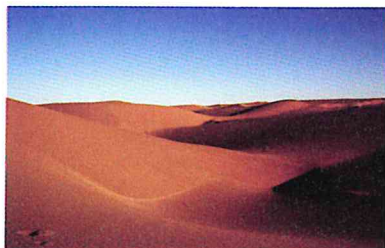
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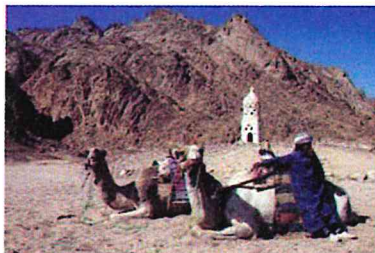
3



4



5



6



## Activity 2 Reading

Read the article and answer the question.

In the past, what did people need to live in the desert?

- a Shops and restaurants
- b Cars and tents
- c Oases, tents and camels

### VOCABULARY

**Tribes:** groups of people who live together.

### Key Structure

Past simple questions

**Why did Bedouins need camels?**

### Vocabulary

tribe, Bedouin, camel, date, oasis, tent, to hide

### LANGUAGE TIP

We can make past simple questions with:

*wh*

question + *did* + subject + verb

word



## Living in the Desert

Bedouins were some of the first people to live in the desert. A number of things helped them to live in the hot, dry desert.

They found places with water and date palms. These are called 'oases'. Oases were very important for people living in the desert. People ate the dates and drank the water there.

The desert is hot and sunny so Bedouins lived in tents. These are small houses made from cloth. It hid the Bedouins from the hot sun.

Camels were very important to Bedouins. Bedouin tribes ate camel meat and drank camel milk. They used camel hair to make clothes. The camels were also important for travelling. Camels can carry heavy things like tents and food and they don't need a lot of water. Camels are still very important in the UAE today.



### Activity 3 Reading

Read the text again. Match the questions in the box with the answers below.

- a) How did Bedouins hide from the hot sun?
- b) Did Bedouins use camels?
- c) Where did Bedouins find water?

1 Question: \_\_\_\_\_

Answer: Bedouins found water in oases in the desert.

2 Question: \_\_\_\_\_

Answer: Bedouins lived in tents to hide from the hot sun.

3 Question: \_\_\_\_\_

Answer: Yes, Bedouins used camels for many different things.

### Activity 4 Practice

Write two questions about the information in the text. Then, quiz your partner.

Question 1: \_\_\_\_\_

Answer: \_\_\_\_\_

Question 2: \_\_\_\_\_

Answer: \_\_\_\_\_

### Activity 5 Speaking

Answer the questions with a partner.

- What did you learn about life in the desert? What did you know before?
- Would you prefer to live in the desert, in the mountains or by the sea? Why?



## Lesson 6: Language focus

- Which animals are important in your culture?
- Do you know any interesting facts about animals?

### Key Structure

Past simple negatives and questions

Where **did** you **go**?

We **didn't go** to the desert.

### Vocabulary

plants, hump, falcon, oryx, tour, guide, important

### Activity 1 Reading

Read about Simon's trip to the desert.  
Which animal did he not see?

## Animals of the UAE

I had an amazing trip to the desert yesterday. I went on a tour because I wanted to see all of the important animals of the UAE. Sadly, I didn't see all of the animals on my list. Falcons are the fastest animals on earth and they are a symbol of the UAE. I'm sad that I didn't see one.

We saw oryx and camels in the desert. There are many oryx living in the desert. We saw them eating plants and it was really interesting. We also saw lots of camels, too. The guide said that camels are strong animals. If a camel is hungry for a long time, it gets energy from its hump.

It was a great trip but I'm sad because I didn't take my camera. Our guide took photos, but I didn't see them. I think I should go back again! I want to go back and take lots of photos!

-Simon

### Activity 2 Speaking

Answer the questions about the text.

- 1 When did Simon go to the desert?
- 2 What did he see?
- 3 Why does he want to go back?



#### Past simple: negatives

We use *did not* or *didn't*. The main verb doesn't change.

Yesterday we **didn't study** history.

#### Past simple: questions

With questions we use a *wh-* question word and *did*.

**Did** you **go** to Dubai yesterday?

Yes, we **went** to Dubai. / No, we **didn't go** to Dubai.



### Activity 3 Practice

Complete the sentences with *did not* and the correct verb form.

- 1 Simon \_\_\_\_\_ a falcon. (see)
- 2 Simon \_\_\_\_\_ his camera on the trip. (take)
- 3 The guide \_\_\_\_\_ his camera. (forget)
- 4 Simon \_\_\_\_\_ the guide's photos. (see)

### Activity 4 Practice

Put the words in the correct order and write questions.

- 1 did / Where / go / yesterday? / you \_\_\_\_\_
- 2 have / did / a nice time? / you \_\_\_\_\_
- 3 you / do? / did / What \_\_\_\_\_

### Activity 5 Practice

Now ask your partner the questions in Activity 4.  
Write sentences about your partner's answers.

Fatima went to her cousin's house. She had a nice time. They baked cakes.

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# Lesson 7: Traditional dress

- Are clothes important to you?
- Why do you think traditions are important?

## Activity 1 Speaking

Read the topics below.

Which are most important to you? Why?

- education
- clothing
- family
- happiness
- community

Education is important to me because I need it for my future.



### Key Structure

Giving reasons

*I study Arabic **because** it's important.*

### Vocabulary

*education, traditional, happiness, respect, modern, elderly, comfortable*

## Activity 2 Listening Track 10

Listen to Mohamed talk about what is important to him. Choose the correct ending for each sentence.

1 I wear the kandura because...

- a it's comfortable.
- b it connects me to my family and my history.

2 I study Arabic because...

- a I like it.
- b it's my culture.

### LANGUAGE TIP

We use *because* to give reasons.

*I like pizza **because** it is tasty.*

### VOCABULARY

**modern:** something that is new.

**elderly:** older people

## Activity 3 Listening

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

- 1 Emiratis never wear jeans and t-shirts T / F
- 2 The kandura is traditional Emirati dress. T / F
- 3 Modern life doesn't give us anything. T / F
- 4 Mohamed studies English because it connects him to the past. T / F

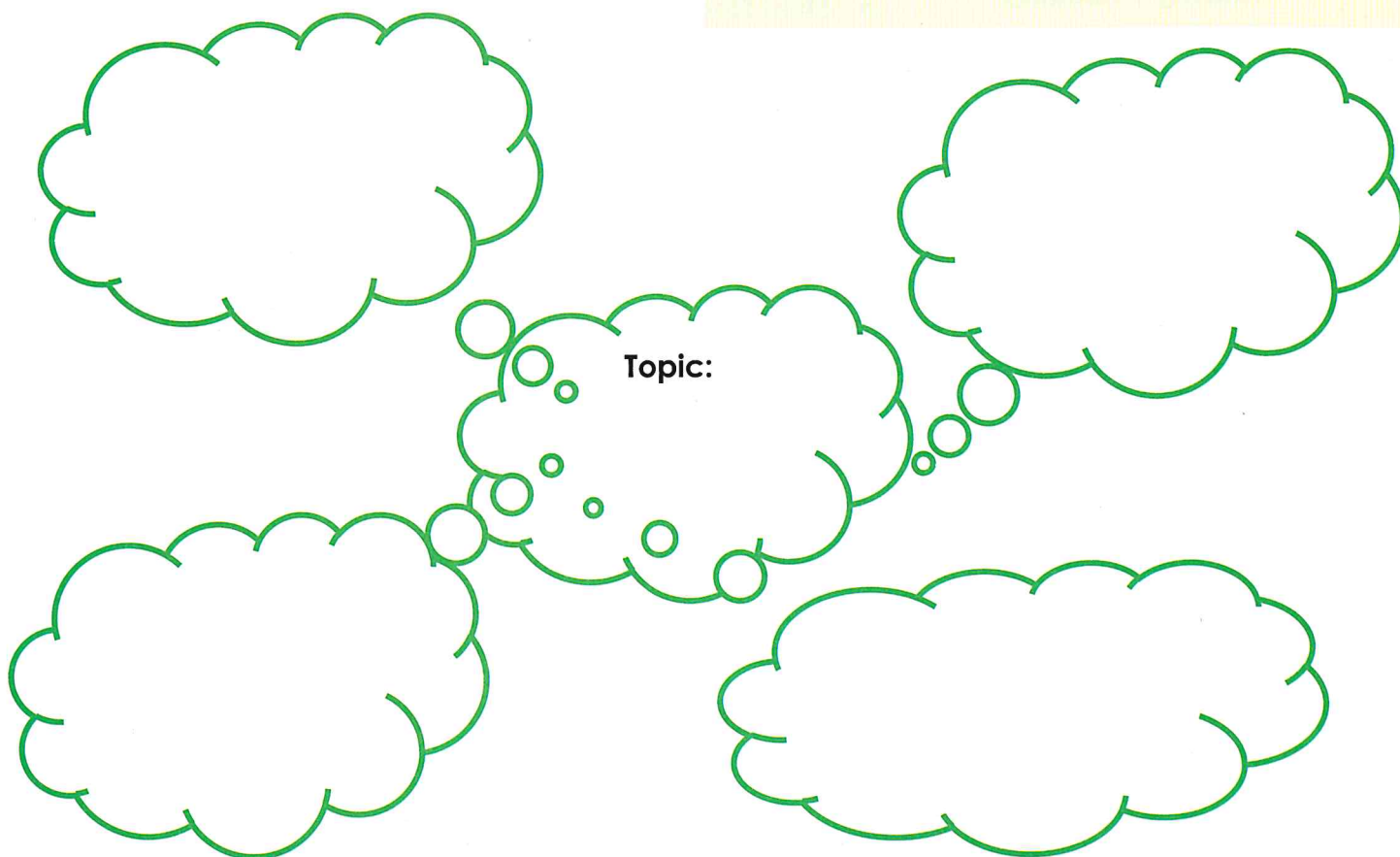
### Activity 4 Writing

Work in groups, choose a topic from Activity 1. Make a mind map with reasons why the topic is important.

### WRITING TIP

A mind map is a good way to organise your thoughts. Start with your topic in the middle. Then, write ideas around it.

Remember, you don't need to write full sentences.



### Activity 5 Speaking

Present your mind map to another group and give reasons why your topic is important.

*We chose Education as our topic.  
Firstly, education is important  
because we need it for the future.*

### SPEAKING TIP

Organise your presentation with these words:

- Firstly...*
- Secondly...*
- Also...*
- Finally...*

Listen to your classmates. Do you agree with their reasons?



# Lesson 8: Poetry

- What is your favourite book?
- Do you read poetry?

## Activity 1 Reading

Read the article and choose the correct title.

- a Short Stories about the UAE
- b Traditional Bedouin Poetry
- c A Famous Emirati Poet

### Key Structure

Past simple

*I read a poem yesterday.*

### Vocabulary

*poem, poet, leader, to chant, wedding, festival*

Al-Taghrooda is a type of traditional Bedouin **poetry**. So how was this poetry different to other types of poetry? Two groups of Bedouins **chanted** the poem. One group chanted the first verse of the poem. The other group chanted the second verse. Each verse had seven lines. Bedouins told traditional stories and history with Al-Taghrooda poetry.

Bedouins told Al-Taghrooda poems for many reasons. They told Al-Taghrooda **poems** for entertainment at campfires. Sometimes women chanted poems when they worked. Bedouins also used poems to send messages to their **leaders**.

Today, Al -Taghrooda is an important part of UAE culture. People chant the poems at **weddings** and national **festivals**. Have you heard this poetry before?



### VOCABULARY

**verse:** a part of a poem

**entertainment:** something people do for fun.

## Activity 2 Reading

Read the questions and underline the answers in the text. Use the topic sentences to help you find information.

- 1 What is Al-Taghrooda?
- 2 Why did Bedouins tell Al-Taghrooda poetry?
- 3 Why is Al-Taghrooda important today?

### READING TIP

Topic sentences are the first sentence in a paragraph. They tell the reader what the paragraph is about.

### Activity 3 Vocabulary

Use a dictionary to find the meanings of the **bold** words in the text.

### Activity 4 Reading

Read the email from Amal's pen pal in Japan.  
Why does Noriko want to know about the UAE?

To: Amal@email  
Subject: Visiting the UAE

Hello Amal,

How are you? I'm going to Dubai next week. It's my first time visiting the UAE. Can you tell me about the UAE? I'm interested in your culture and traditions.

Your friend,

Noriko

### Activity 5 Writing

Complete the reply and tell Noriko about the culture and traditions of the UAE.

To: Noriko@email  
Subject: Re: Visiting the UAE

\_\_\_\_\_ Noriko,

Are you excited about your trip to Dubai? The UAE is an interesting country.

In the past, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

You can learn about the UAE at \_\_\_\_\_

If you have any more questions, just ask!

See you soon,

\_\_\_\_\_



**Key Structure**

Writing a poem

**Vocabulary**

*line, peel, tasty, to name, to rename*

# Lesson 9: Writing a poem

- How often do you read poetry?
- What types of poetry do you know?

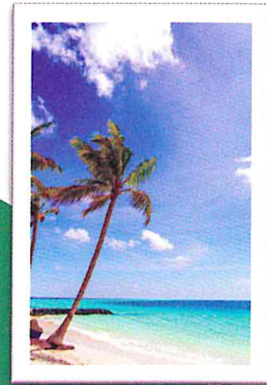
## Activity 1 Speaking

Look at the pictures. In groups, write five words about each picture.



a.

fast fly catch  
hunt bird falcon



b.



c.



d.

e.

## Activity 2 Listening Track 11

Listen and match the poems to the pictures.

Poem 1:  a   
 Poem 2: \_\_\_\_\_  
 Poem 3: \_\_\_\_\_

Poem 4: \_\_\_\_\_  
 Poem 5: \_\_\_\_\_

**READING TIP**

Cinquain poems have five lines. Cinquain comes from the French word for five, *cinq*.

### Activity 3 Reading

Read the poem. What is it about?

Dubai  
Comfortable, safe  
Living, sleeping, studying  
My family are there  
Home

### Activity 4 Reading

Read the poem again.

- Underline the nouns
- Circle the adjectives.
- Tick the *-ing* verbs.

### Activity 5 Writing

Use a topic from the box or choose your own and write a cinquain poem.

sea desert falcons dates family

One word, your subject

Two adjectives about your subjects

Three *-ing* verbs about your subject

A short sentence about your subject

One or two words, renaming your subject

A template for writing a cinquain poem. It consists of five lines of shapes: a wide banner for the first line, two star shapes for the second line, three wavy banners for the third line, a rounded rectangle for the fourth line, and a simple rectangle for the fifth line.

### WRITING TIP

Cinquain poems have five lines.

**Line 1:** One word to name the topic

*Dubai*

**Line 2:** Two adjectives about your topic

*Comfortable, safe*

**Line 3:** Three *-ing* verbs about your topic

*Living, sleeping, studying*

**Line 4:** A four word sentence about your topic

*My family are there.*

**Line 5:** Rename the topic

*Home*



# Lesson 10: Review

## Key Structure

Unit 3 structures

## Vocabulary

Unit 3 vocabulary

### Activity 1 Vocabulary

Complete each sentence with a word from the box.

culture traditional desert sunset museums divers paintings

- 1 I like visiting \_\_\_\_\_.
- 2 The Rub al Khali is a large \_\_\_\_\_.
- 3 The kandura is \_\_\_\_\_ Emirati clothing.
- 4 The Louvre Museum in Abu Dhabi has many famous \_\_\_\_\_.
- 5 \_\_\_\_\_ collected oysters and pearls.
- 6 Pearl diving was an important part of Emirati \_\_\_\_\_.
- 7 Pearl divers worked from sunrise to \_\_\_\_\_.

### Activity 2 Reading

Read the text. What is it about?

#### The Majlis – An Emirati Tradition

The majlis is an important part of Emirati houses. It means 'sitting room.' Majlis are places where people greet guests. They often have beautiful rugs and comfortable chairs. People talk about news and tell stories. They also drink coffee and eat dates.

The majlis is an Emirati tradition. In the past, leaders met important people in the majlis. They wanted to make people comfortable. This tradition is still very important in Emirati culture.

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

- 1 Majlis means 'standing room.' T / F
- 2 Majlis's don't have chairs. T / F
- 3 People watch movies in the majlis. T / F
- 4 Leaders wanted to make people feel comfortable. T / F
- 5 The majlis is very important in Emirati culture today. T / F

### Activity 3 Language

Circle the correct past simple verb in each sentence.

- 1 I **go** / **went** to a museum yesterday.
- 2 My family **visit** / **visited** the Louvre.
- 3 Simon didn't **saw** / **see** a falcon in the desert yesterday.
- 4 The children didn't **play** / **played** games.
- 5 Huda **was** / **is** at a wedding yesterday.
- 6 The trip to the desert **took** / **take** three hours.

### Activity 4 Practice

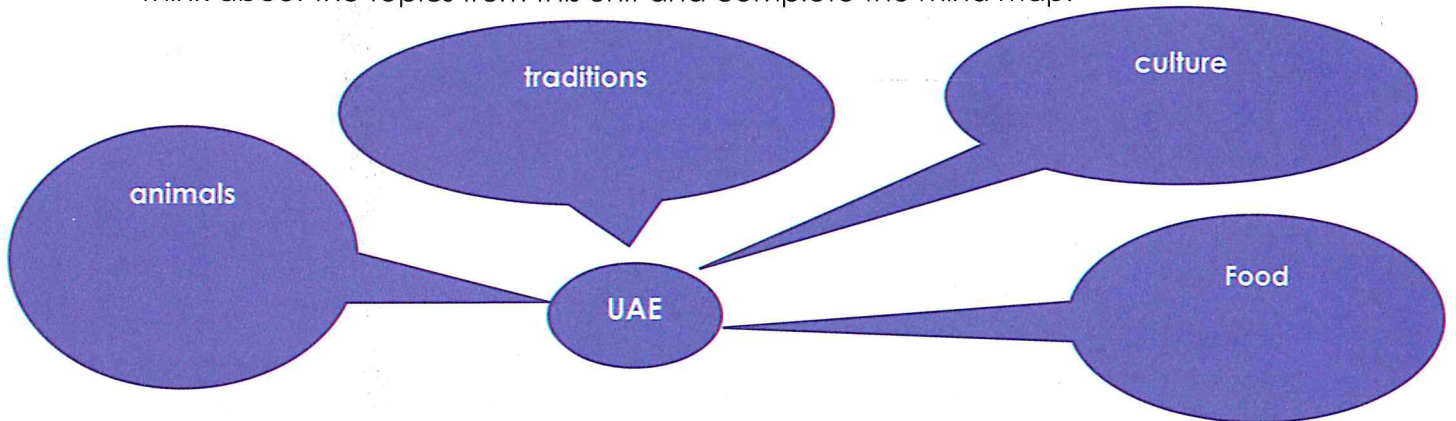
Complete the questions about life in the past with your own ideas

- 1 In the past, what did people...?
- 2 Where did your grandparents...?
- 3 Why did Bedouins....?
- 4 Where did Bedouins...?

Now answer the questions with your partner.

### Activity 5 Speaking

Think about the topics from this unit and complete the mind map.



### Activity 6 Writing

Imagine a student from another country wants to learn about UAE culture and traditions. Write four sentences to give the student some information.

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# Unit 4: The Arabian Gulf

## Lesson 1: Geography

- Where is the UAE?
- What oceans are near the UAE?

### Key Structure

Prepositions of place  
Morocco is **in** North Africa.

### Vocabulary

country, continent,  
equator, ocean, the  
Arabian Gulf

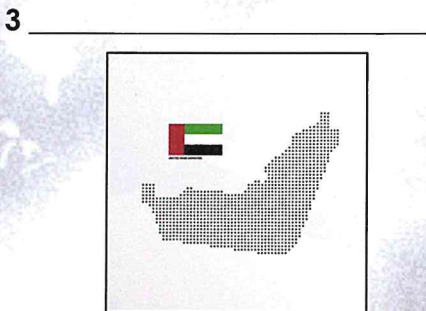
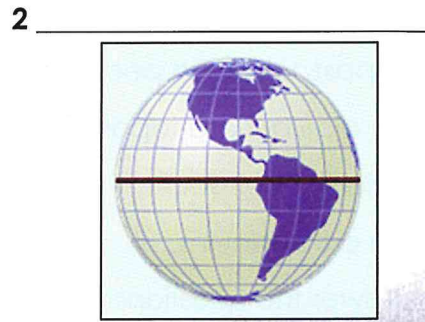
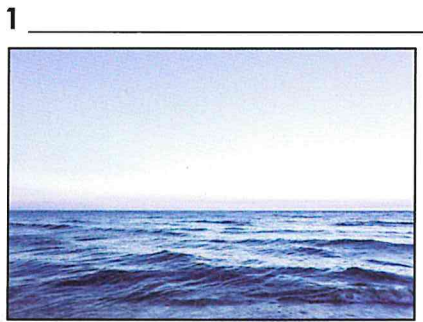
### Activity 1 Vocabulary

Match the words in the box to the pictures.

country    continents    equator    ocean

### VOCABULARY

North  
East  
South  
West



### Activity 2 Speaking

Answer the questions and complete the table with a partner.

- How many countries can you name?
- How many continents can you name?
- How many oceans can you name?

Countries	Continents	Oceans



### Activity 3 Speaking

Complete the quiz with a partner.

#### Do you know your GEOGRAPHY?

- 1 Circle the continents.
  - a Europe
  - b Canada
  - c South America
  - d China
  - e Indian
- 2 Circle the oceans.
  - a Germany
  - b Atlantic
  - c Australia
  - d Oman
  - e Pacific
- 3 What is the equator?
  - a A line that divides the world into North and South.
  - b A line that divides the world into East and West.
- 4 What is the biggest continent?
  - a Europe
  - b Asia
  - c Africa
  - d North America
  - e South America
  - f Antarctica



### Activity 4 Listening Track 12

Listen and check your answers.

### Activity 5 Speaking

Answer the questions with a partner.

- Where is the UAE?
- What countries are next to the UAE?
- What countries do you want to visit?

#### SPEAKING TIP

When we say facts, or statements that are true, our voice goes down at the end of a sentence.

*Egypt is in Africa.*

*What country do you want to visit?*

*I want to visit Australia.*



## Lesson 2: The Arabian Gulf

- What do you know about the Arabian Gulf?
- What countries are around the Arabian Gulf?

### Activity 1 Reading

Read the text about the Arabian Peninsula. Why is it an important location?

#### The Arabian Peninsula

The Arabian Peninsula is between Africa and Asia. It has water on three sides. To the west is the Red Sea. To the south is the Arabian Sea. To the east is the Arabian Gulf. To the north is Iraq and Jordan.

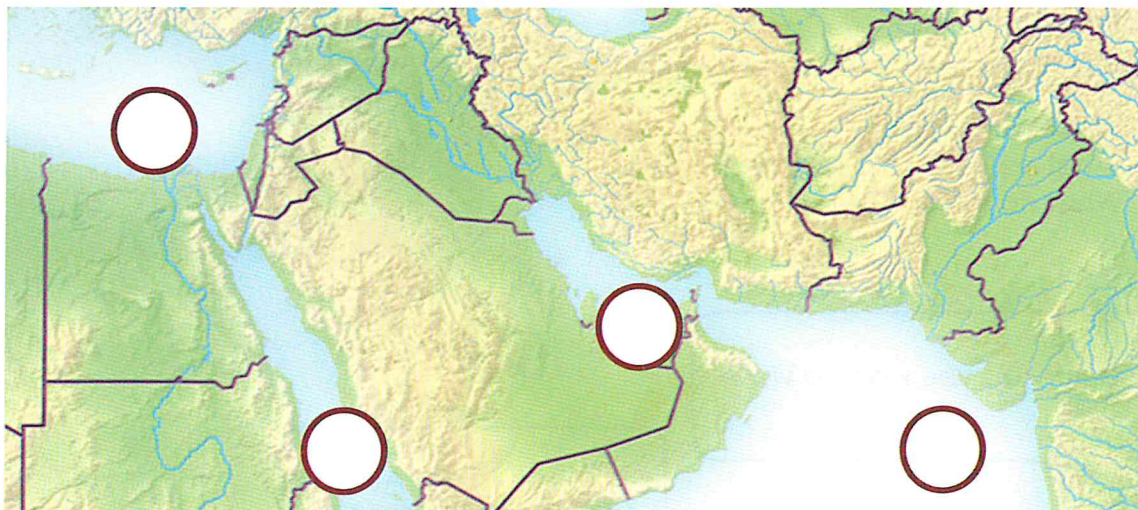
The land of the Arabian Peninsula is desert. People grow fruits and vegetables along the coast next to the sea. The Arabian Peninsula has an important location because it is between Africa and Asia and is close to Europe.

The Sinai Peninsula in Egypt joins the Arabian Peninsula to Africa. People built the Suez Canal to join the Mediterranean Sea to the Red Sea.

### Activity 2 Reading

Use the text to label the seas on the map in the circles.

- a Arabian Gulf
- b Mediterranean Sea
- c Red Sea
- d Arabian Sea



#### Key Structure

Describing location  
*India is **south** of China.*

#### Vocabulary

*the Arabian Gulf, the Middle East, sea, peninsula, coast*

#### VOCABULARY

peninsula – land that has water on three sides  
coast – land that is next to the ocean or sea  
location – place  
canal – a river people build to connect oceans or seas

#### LANGUAGE TIP

We use different phrases to say where something is.

*Europe is **to the north of** the Mediterranean Sea.*

*India is **to the south of** China.*

### Activity 3 Writing

Label the maps with these places.

- a The UAE
- b Africa
- c Asia



### Activity 4 Practice

Complete the sentences with **between**, **along**, or **next to**.

- 1 The road goes \_\_\_\_\_ the coast.
- 2 My school is \_\_\_\_\_ my house.
- 3 She is sitting \_\_\_\_\_ the door.
- 4 Khalid's house is \_\_\_\_\_ the mosque and the shopping centre.
- 5 Sharjah is \_\_\_\_\_ Umm Al Quwain and Dubai.

#### LANGUAGE TIP

We use prepositions of place to talk about where things are.

**between:** in the middle of two things  
*The Red Sea is **between** Saudi Arabia and Egypt.*

**along:** next to something or travelling in a line  
*We are driving **along** the road.*

**next to:** close to something  
*Kuwait is **next to** Saudi Arabia.*

### Activity 5 Speaking

Imagine you are travelling from the Arabian Sea to the Mediterranean Sea. Answer the questions with a partner.

- How can you travel?
- What countries will you go through?
- What continents will you pass?

*I think we can go by boat and...*

*I think we will pass Oman...*

#### Notes

Travel:

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Countries:

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Continents:

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# Lesson 3: Coffee 1

- What do you like to drink?
- What food and drinks are popular UAE?

## Activity 1 Vocabulary

Match the words to their meanings.

- 1 bean
- 2 to roast
- 3 to boil
- 4 kettle
- 5 to pour
- 6 to mix

- a when you make water bubbling hot
- b you can boil water using this
- c to put two things together
- d to cook something over fire
- e to put water or liquid into something
- f small, hard seeds that make coffee

### Key Structure

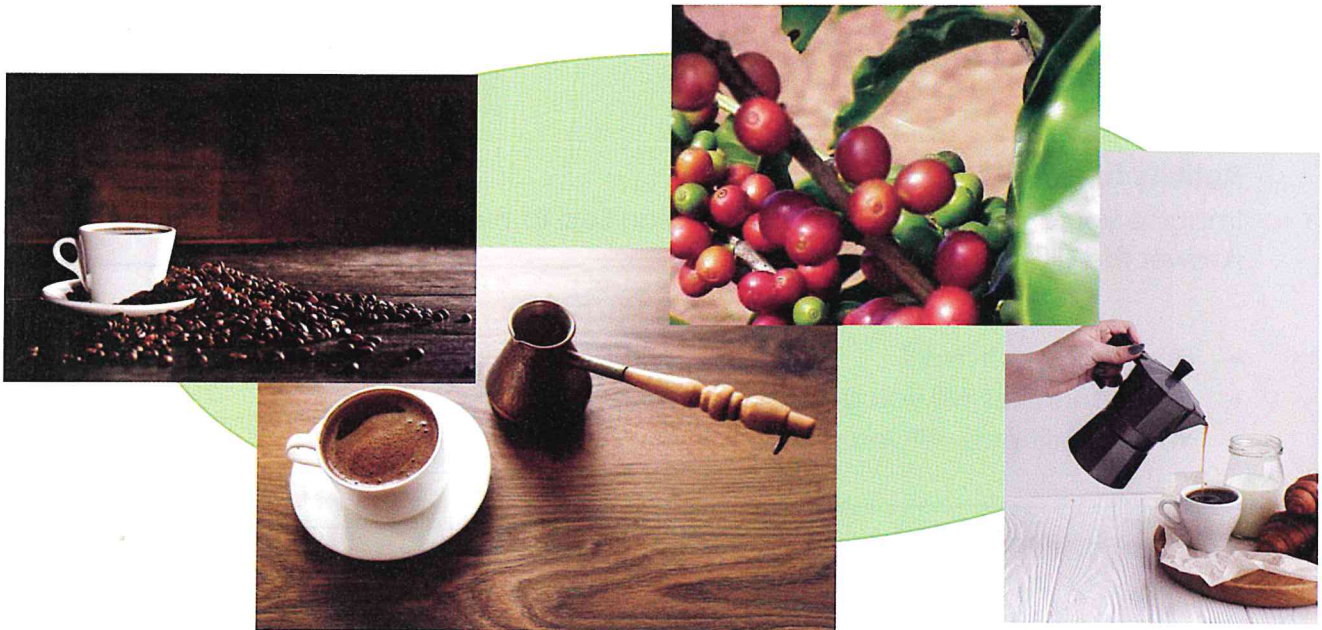
Sequencing words  
**First**, you boil water.

### Vocabulary

coffee, bean, kettle, to roast, to boil, to pour, to mix, to add

## Activity 2 Speaking

In pairs, look at the pictures. What do you see?



## Activity 3 Listening Track 13

Listen to Khalid, a café owner. What drink is he describing?

- a tea
- b milk
- c juice
- d coffee

### Activity 4 Listening

Listen again and put the sentences in order.

- \_\_\_ Finally, you pour coffee into the cup.
- \_\_\_ First, you take the coffee beans from the plant.
- \_\_\_ Second, you roast the beans over a fire.
- \_\_\_ Then, you boil the beans in water.

#### LANGUAGE TIP

We use sequencing words to talk about how we do things.

first, second, then, finally

**First** you boil the water  
**Then** you pour the water.  
**Finally** you drink the tea.

### Activity 5 Speaking

Look at the pictures. With a partner, use the words in the box to explain how make a cup of tea.

boil put tea bag cup kettle mix add milk sugar pour

First



Third



Second



Finally



First, you put water in the kettle.

Second

Third

Finally



# Lesson 4: Language focus

- What were you doing last night?
- What were you doing yesterday afternoon?

### Key Structure

Past continuous  
Yesterday she **was travelling**.

### Vocabulary

tour, to hike, to drive, all morning/ afternoon / evening, all day

### Activity 1 Speaking

Amir went on a tour of the UAE. Match the activities in the box to the pictures on the timeline.

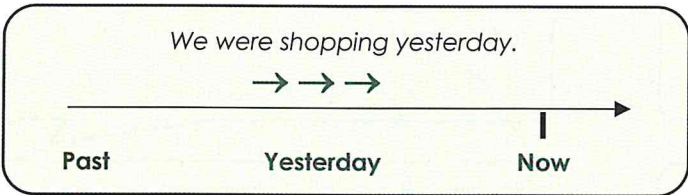
hiking    having lunch    going shopping  
driving in the desert

9:00	10:00	11:00	12:00	13:00
	15:00	16:00	17:00	18:00
				19:00

### Activity 2 Reading

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

- 1 Amir was hiking at 9:30. T / F
- 2 At 11:00 Amir was having lunch in the park. T / F
- 3 Amir was driving in the desert at 15:30. T / F
- 4 At 18:30 Amir was shopping in Dubai. T / F



### The Past Continuous

The past continuous describes actions that go on for some time in the past. We use the past tense of be and an *-ing* verb.

We **were shopping** yesterday.

### Activity 3 Speaking

Look at the timeline again.

What do you think Amir was doing at 11:00 and 17:00?

Share your ideas with a partner.

Maybe Amir was driving at 11:00.

I think he was taking photos.

### Activity 4 Practice

Complete the sentences with *be* and the correct past continuous verb forms.

- 1 Last night I \_\_\_\_\_ . (shop)
- 2 Last weekend I \_\_\_\_\_ Abu Dhabi. (visit)
- 3 I \_\_\_\_\_ in the library all morning. (study)
- 4 I \_\_\_\_\_ to my family on the phone for an hour. (talk)
- 5 Amir \_\_\_\_\_ in the morning. (hike)

**LANGUAGE TIP**  
When often use the past continuous with time expressions like *all morning/afternoon/day* or *for hours*.

### Activity 5 Writing

Think about your day yesterday. What were you doing in the morning, afternoon and evening? Write three sentences.

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## Lesson 5: Coffee 2

- Have you tried coffee?
- What do you drink for breakfast?

### Key Structure

The past  
*He was walking.*

### Vocabulary

*goat, to become, to be surprised, energy, smell, to roast*

### Activity 1 Speaking

Answer the questions with your partner.

- What do you know about coffee?
- How do you think people discovered it?

### Activity 2 Reading

Read the text and choose the best title.

- a Why goats eat berries
- b How to make coffee
- c The first Arabic coffee



### VOCABULARY

goat – an animal

to discover – to find something

berry – a small, round fruit that people eat

holy – someone who is kind and intelligent

People like Arabic coffee all over the world. Who discovered it? No one knows. Maybe the story of Khaled is the answer.

One day, Khaled was watching his goats. His goats were jumping around, and he was worried. Then, he saw his goats eating red berries.

This was a new berry for Khaled. He decided to eat it too. After eating the berry, he had a lot of energy. He was surprised.

He took the berries to a holy man. The holy man didn't think the berries were interesting, so he put them in the fire. Then, there was a nice smell. The berries started roasting in the fire and they became beans. The holy man boiled the beans in water. Khaled and the holy man drank the hot drink. That was the first Arabic Coffee.

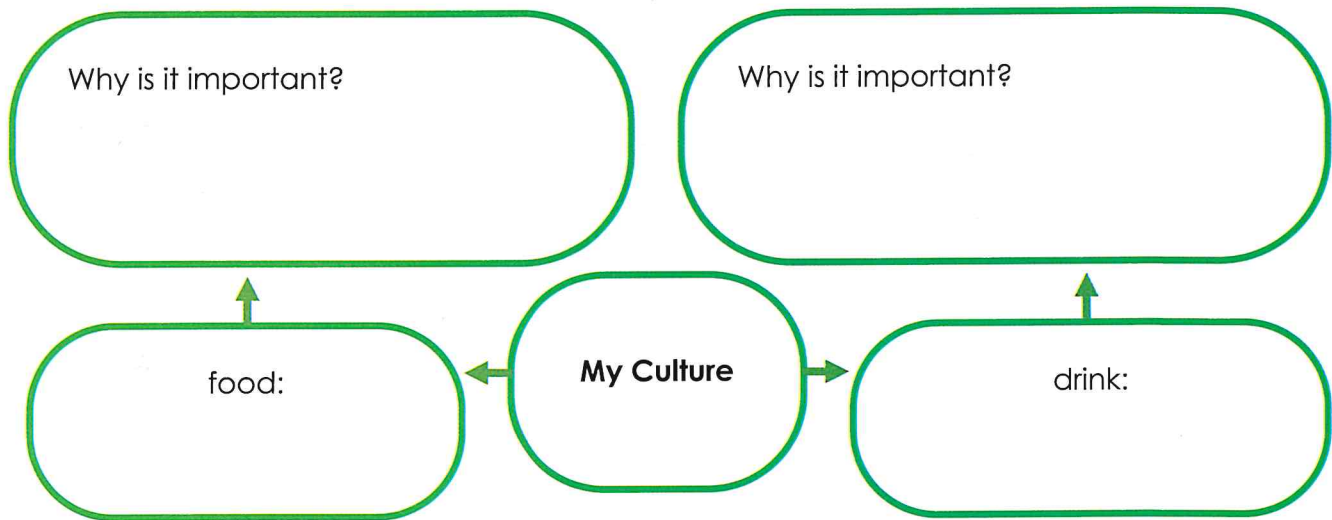
### Activity 3 Reading

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

- 1 Khaled's goats were tired. \_\_\_\_\_
- 2 Khaled's goats were eating berries. \_\_\_\_\_
- 3 Khaled ate a red berry, too. \_\_\_\_\_
- 4 Khaled took the berries to a holy person. \_\_\_\_\_
- 5 The holy person thought they were interesting. \_\_\_\_\_
- 6 The holy person ate the berries. \_\_\_\_\_
- 7 They boiled the beans in water. \_\_\_\_\_

### Activity 4 Writing

Think about an important food and drink in your culture. Then complete the mind map with your ideas.



### Activity 5 Writing

Write a short paragraph to answer the question:

What food or drink is important to your culture? Why?

#### WRITING TIP

Remember, a paragraph has:

- an introductory sentence to tell us what the paragraph is about.
- body sentences to give your ideas.
- a conclusion to end the paragraph.

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That is why \_\_\_\_\_ is important in my culture.



## Lesson 6: Language focus

- What were you doing in class yesterday?
- What were you doing yesterday evening?

### Activity 1 Reading

Read Zainab's blog post about a school trip.  
What does she say about her grandfather?

#### Key Structure

Past continuous and past simple  
She **was listening** to the guide  
when she **remembered** a story.

#### Vocabulary

look out of the window, guide,  
to take time, to remember

### School trip to a museum

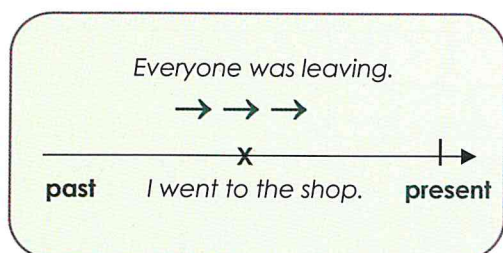
Today we went on a school trip to a museum. We went by bus and it took 45 minutes to get there. On the bus, I was looking out of the window when I saw a dhow in the water. It was amazing. In the past my grandfather made these boats. They are really important in UAE culture and history. At the museum we learned about the history of the Arabian Gulf. Our guide told us interesting stories. As I was listening to the guide, I remembered my grandfather's stories about life in the past. He loved making boats. While everyone was leaving, I went to the museum shop and I bought a picture of a dhow for my grandfather.

-Zainab

### Activity 2 Reading

Answer the questions about the text.

- 1 What was Zainab doing when she saw a dhow?
- 2 What was Zainab doing when she remembered her grandfather's stories?
- 3 What did Zainab do while everyone was leaving?



#### The Past

We often use the **past continuous** and the **past simple** together.

We use the past continuous for longer background actions. We use the past simple for an action that happened at one time in the past.

While everyone **was leaving**, I **went** to the shop.

Can you find examples in the text?

### Activity 3 Practice

Complete the sentences with the past continuous or past simple verb forms.

1 We were looking out of the window when we \_\_\_\_\_ (see) a falcon in the sky.

2 Omar \_\_\_\_\_ (look) at his phone when he walked into the classroom.

3 She \_\_\_\_\_ (watch) a film when her phone rang.

4 I \_\_\_\_\_ (read) about history while I was eating my lunch.

#### LANGUAGE TIP

We use *when* with the past simple.

We use *while* with the past continuous.

### Activity 4 Practice

Write sentences about each picture. Then compare your sentences with a partner.



1 It started to rain while...

\_\_\_\_\_



2 \_\_\_\_\_

...while she was running in the park.



3 \_\_\_\_\_

\_\_\_\_\_



# Lesson 7: The clever merchant

- Do you have a favourite story?
- Do you know any traditional stories?

### Key Structure

Adjectives (-ed and -ing)  
I am **tired**.  
Running is **tiring**.

### Vocabulary

beginning, ending,  
merchant, to look after,  
to know someone well

## Activity 1 Speaking

Look at the picture and the title.  
What do you think the story is about?

### VOCABULARY

**merchant** – someone who buys and sells things



## The Clever Merchant

There was a rich merchant and he had a son named Zahir. Zahir was a kind boy. The merchant loved Zahir. He gave his son everything.

Zahir had a friend named Ziad. Zahir didn't know Ziad well. His father told him to be careful because he didn't know if Ziad was a good friend.

One day, the merchant went on a long trip. He asked Zahir to go with him.

The merchant was worried about leaving his money at home. So before he left, he put his money in a box. He told Zahir, "I want Ziad to look after the box."

## Activity 2 Reading

Read the beginning of the story. Answer the questions in full sentences.

1 What was Zahir like?

---

2 Did Zahir know Ziad well?

---

3 Where did the merchant put his money?

---

4 Who went on the trip with the merchant?

---



### Activity 3 Speaking

What do you think happens next in the story?

### Activity 4 Reading

Read the next part of the story.  
What does the story teach us?

- a You should know your friends well.
- b You should spend your money.
- c You should travel.

### READING TIP

Folktales often teach us a lesson. Many lessons tell us how to be good people. Some lessons teach us about life. For example:

*Always be a good friend.  
Listen to your parents.*

Zahir and his father were travelling for a long time. When they returned home, Zahir went to see Ziad to get the box. Ziad told him that inside the box there were only rocks and sand.

Zahir went home. He was angry with his father. He said, "You put rocks and sand in the box. You didn't think Ziad was a good friend!" Then Zahir's father said, "A good friend doesn't open the box and look inside." Zahir understood his father. Ziad wasn't a good friend because he opened the box. He didn't know his friend well.



### Activity 5 Practice

Circle the correct *-ed* or *-ing* word in each sentence.

- 1 The story is **interested** / **interesting**.
- 2 The merchant was **worried** / **worrying**.
- 3 They were **tired** / **tiring** after travelling.
- 4 The ending of the story is **surprised** / **surprising**.

### LANGUAGE TIP

We use *-ed* adjectives to say how people feel.  
*I am **bored**.*

We use *-ing* adjectives to describe things.  
*The book is **boring**.*

### Activity 6 Writing

In groups think of a folktale or story that you know. What is it about? What does it teach people? Write your answers below.

Title: \_\_\_\_\_

What does it teach us? \_\_\_\_\_

What is it about? \_\_\_\_\_

\_\_\_\_\_

Describe the story in one word: \_\_\_\_\_



## Lesson 8: What is a folktale?

- Do you know any traditional stories?
- Do you like reading stories?

### Activity 1 Speaking

Answer the questions in groups.

- *The Clever Merchant* is a folktale. What other folktales do you know?
- Choose one folktale you like. How is it like *The Clever Merchant*? How is it different?

### Activity 2 Reading

Read the questions about folktales and choose the correct answers.

#### Key Structure

Intensifiers: so; very; really  
*It is a **really** interesting story.*

#### Vocabulary

folktale, character,  
reader, writer, clever

#### VOCABULARY

**Folktale:** a traditional story

1 Folktales are...

- a in the past
- b in the present
- c in the future

2 Folktales have...

- a one character
- b a few characters (2 - 5)
- c no characters

3 Folktales have...

- a a lot of adventures
- b a lot of problems readers need to understand
- c a simple, clever story

4 Folktales ...

- a make you scared
- b are fun and teach you something
- c make you cry



### Activity 3 Practice

Put the words in the correct order and write sentences.

1 The / difficult. / so / book / is

---

2 a / book. / This / very / interesting / is

---

3 funny / story. / Mohamed / told / really / a

---

4 essays. / good / very / Mona / writes

---

#### LANGUAGE TIP

We use intensifiers like **so**, **very** and **really** and to make adjectives and adverbs stronger.

We use *really* and *very* before an adjective, or an adjective and a noun.

*It is really hot.*

*It is a really hot day.*

We use **so** before adjectives.

*It is so hot.*

### Activity 4 Speaking

Work in pairs. Choose a folktale you like and answer the questions about it.

- What happens in the beginning
- What happens in the middle?
- What happens at the end?
- How does it make you feel?
- What does it teach you?

### Activity 5 Speaking

Describe your folktale to another pair.



# Lesson 9: Writing a story

- When was your last school holiday?
- What happened on your holiday?

## Activity 1 Writing

Write a story about a bad day on holiday.  
Use the activities to help you plan your story.

- 1 When you write a story, start with a plan.  
Complete the plan with your ideas.

Paragraph 1:

When: \_\_\_\_\_

Where: \_\_\_\_\_

Who: \_\_\_\_\_

Paragraph 2:

What happened first? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What happened next?

\_\_\_\_\_

\_\_\_\_\_

Paragraph 3:

How did it end?

\_\_\_\_\_

\_\_\_\_\_

Did you like this holiday?

\_\_\_\_\_

\_\_\_\_\_

### Key Structure

Describing a story  
*We were in Oman. I was having a good time.*

### Vocabulary

*plan, passport, positive, negative, to be worried*

## Activity 2 Writing

Next, think of adjectives.  
Write them in the clouds.

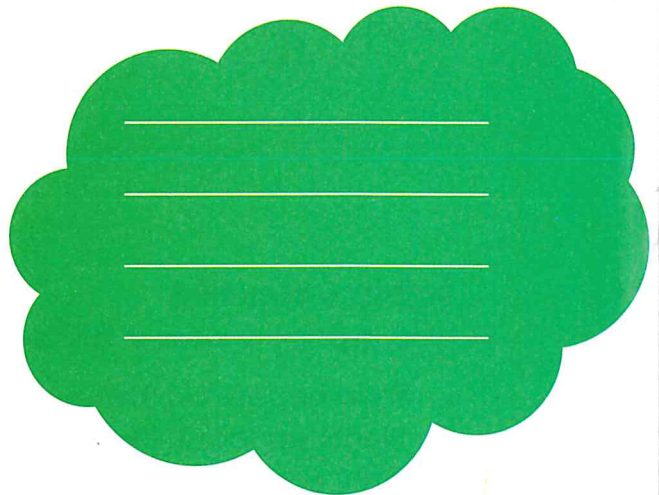
### LANGUAGE TIP

There are positive and negative adjectives.

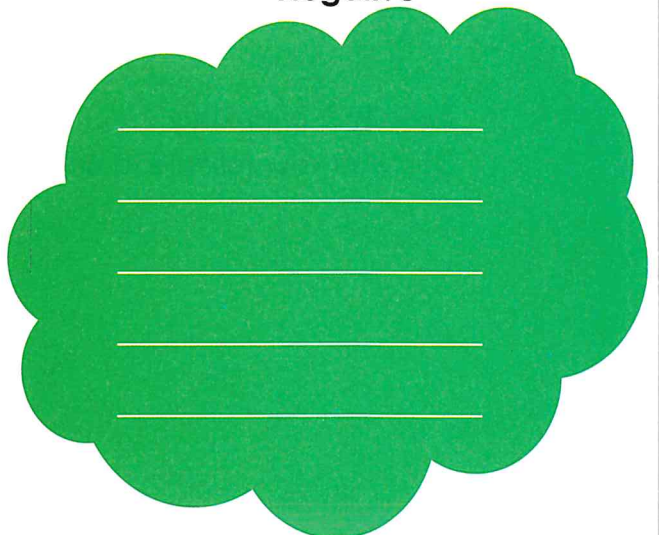
Positive adjectives are:  
*happy, interesting, exciting*

Negative adjectives are:  
*bad, tired, scary, difficult, boring*

### Positive



### Negative







# Lesson 10: Review

## Key Structure

Unit 4 structures

## Vocabulary

Unit 4 vocabulary

### Activity 1 Vocabulary

Complete the sentences with the words in the box.

folktales equator boil Middle East pour oceans ending

- 1 The UAE, Saudi Arabia and Oman are all countries in the \_\_\_\_\_.
- 2 I want to go to countries south of the \_\_\_\_\_.
- 3 You have to \_\_\_\_\_ water to make coffee.
- 4 The Atlantic and Pacific are \_\_\_\_\_.
- 5 My grandparents tell interesting \_\_\_\_\_.
- 6 I \_\_\_\_\_ milk in my tea and sometimes I add sugar.
- 7 I like a story with a good \_\_\_\_\_.

### Activity 2 Reading

Read the article and choose the best title.

- a** Bedouin life      **b** World coffee      **c** Coffee: culture and tradition

Coffee has an important place in Emirati and Arabic culture. The word coffee comes from the Arabic word Qahwa. Coffee is a popular drink all over the Arabian Gulf. In the past, Bedouins sat around campfires and told poetry or folktales while drinking coffee. Today, the majlis is also an important place where people can drink coffee while talking and sharing stories. The majlis brings people together. Welcoming a visitor to the majlis with coffee is Emirati hospitality and it is an important tradition.

Read the questions and underline the answers in the article.

- 1 Where is coffee popular?
- 2 What did Bedouins do while drinking coffee?
- 3 Why is the majlis important?
- 4 What is an important tradition in the UAE?

### Activity 3 Language

Put the words in the correct order and write sentences.

1 was / I / doing my homework / last night

---

2 reading a book / Khalid / all morning / was

---

3 goats / Khalid / watching / was / his

---

4 took a photo / the camels / I / were racing / while

---

### Activity 4 Language

Complete each sentence with the past simple or past continuous verb form.

1 Ali \_\_\_\_\_ (go) to the classroom while everyone was playing outside.

2 We weren't listening when the teacher \_\_\_\_\_ (tell) everyone the answers.

3 I was looking out of the window when I \_\_\_\_\_ (see) a falcon.

4 Amir \_\_\_\_\_ (write) a story when the bell rang.

### Activity 5 Speaking

Think about a story or a folktale that you know.

Ask and answer the questions with a partner.

- What is the story about?
- What happened in the end?
- What does the story teach us?



## Vocabulary

### Unit 1

<b>a different country</b>	phrase
<b>Arabic</b>	noun
<b>badly</b>	adverb
<b>calm</b>	adjective
<b>carefully</b>	adverb
<b>chess</b>	noun
<b>Chinese</b>	noun
<b>club</b>	noun
<b>computer</b>	noun
<b>cooking</b>	noun
<b>electronics</b>	noun
<b>excuse me</b>	phrase
<b>film-making</b>	noun
<b>flag</b>	noun
<b>goal keeper</b>	noun
<b>golfing</b>	noun
<b>good morning /afternoon</b>	phrase
<b>happily</b>	adverb
<b>high jump</b>	noun
<b>history</b>	noun
<b>how are you</b>	phrase
<b>Islamic studies</b>	noun
<b>loudly</b>	adverb
<b>maths</b>	noun
<b>near</b>	preposition
<b>painting</b>	noun
<b>PE</b>	noun
<b>pen pal</b>	noun
<b>ping pong</b>	noun
<b>place</b>	noun
<b>please</b>	adverb
<b>prize</b>	noun
<b>quickly</b>	adverb
<b>quietly</b>	adverb
<b>race</b>	noun
<b>reading</b>	noun
<b>school</b>	noun

<b>science</b>	noun
<b>slowly</b>	adverb
<b>sports</b>	noun
<b>student</b>	noun
<b>studying</b>	noun
<b>thank you</b>	phrase
<b>to be quiet</b>	phrase
<b>to eat</b>	verb
<b>to feel</b>	verb
<b>to go</b>	verb
<b>to hear</b>	verb
<b>to learn</b>	verb
<b>to play</b>	verb
<b>to remember</b>	verb
<b>to study</b>	verb
<b>to watch</b>	verb
<b>to win</b>	verb
<b>to worry</b>	verb
<b>weather</b>	noun
<b>well</b>	adverb

### Unit 2

<b>amazing</b>	adjective
<b>bakery</b>	noun
<b>bank</b>	noun
<b>beautiful</b>	adjective
<b>bookshop</b>	noun
<b>boring</b>	adjective
<b>can't wait</b>	phrase
<b>capital city</b>	noun
<b>coffee shop</b>	noun
<b>charity</b>	noun
<b>clean</b>	adjective
<b>country</b>	noun
<b>delicious</b>	adjective
<b>dirty</b>	adjective
<b>disaster</b>	noun
<b>famous</b>	adjective

florist	phrase
fresh air	adjective
fun	noun
honey	noun
invitation	noun
lamp	noun
leader	noun
line	noun
mall	noun
market	noun
mosque	noun
museum	adjective
noisy	noun
nuts	adjective
popular	noun
post office	noun
price	adjective
quiet	adjective
rude	noun
salon	noun
shoe shop	noun
shop keeper	noun
shopping	noun
centre	noun
snack	noun
souq	noun
spice	phrase
stay cool	noun
street	noun
supermarket	adjective
thin	noun
tip	verb
to buy	verb
to call	verb
to cover	verb
to donate	verb
to help	verb
to relax	verb
to wait	noun
tourist	noun
tourists	noun
town	noun
transport	noun
university	noun
volunteer	

### Unit 3

ancient	adjective
Bedouin	noun
building	noun
camel	noun
campfire	noun
comfortable	adjective
culture	noun
date	noun
desert	noun
divers	noun
education	noun
elderly	adjective
falcon	noun
famous	noun
festival	noun
fisherman	noun
fishing	noun
guide	noun
happiness	noun
hump	noun
important	adjective
jewellery	noun
last weekend	phrase
summer	noun
leader	noun
line	noun
modern	adjective
museum	noun
oasis	noun
oryx	noun
pearl	noun
peel	noun
plants	noun
poem	noun
poet	noun
poetry	noun
respect	noun
rope	noun
sunrise	noun
sunset	noun
tasty	adjective
tent	noun
to chant	verb



<b>to dive</b>	verb	<b>to be surprised</b>	phrase
<b>to hide</b>	verb	<b>to be worried</b>	phrase
<b>to name</b>	verb	<b>to become</b>	verb
<b>to read poetry</b>	verb	<b>to boil</b>	verb
<b>to rename</b>	verb	<b>to drive</b>	verb
<b>to tell stories</b>	verb	<b>to know</b>	
<b>tour</b>	noun	<b>someone well</b>	phrase
<b>tradition</b>	noun	<b>to look after</b>	verb
<b>traditional</b>	adjective	<b>to look out of</b>	
<b>tribe</b>	noun	<b>the window</b>	phrase
<b>wedding</b>	noun	<b>to mix</b>	verb
		<b>to pour</b>	verb

#### Unit 4

<b>all day / morning / afternoon / evening</b>	phrase
<b>bean</b>	noun
<b>beginning</b>	noun
<b>character</b>	noun
<b>clever</b>	adjective
<b>coast</b>	noun
<b>coffee</b>	noun
<b>ending</b>	noun
<b>energy</b>	noun
<b>folktale</b>	noun
<b>goat</b>	noun
<b>guide</b>	noun
<b>hiking</b>	verb
<b>kettle</b>	noun
<b>merchant</b>	noun
<b>negative</b>	adjective
<b>passport</b>	noun
<b>peninsula</b>	noun
<b>plan</b>	noun
<b>positive</b>	adjective
<b>reader</b>	noun
<b>sea</b>	noun
<b>smell</b>	noun
<b>the Arabian Gulf</b>	noun
<b>the Middle East</b>	noun
<b>to add</b>	verb
<b>to be surprised</b>	phrase

# Grade 8 Grammar Reference

## Unit 1

### Present Simple

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We can use the present simple for:

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

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

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

*She **reads** books.*

*They **go** to school.*

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

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

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

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

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

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

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

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

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

**What do they study?** *They study English.*

Use:

where for places.

who for people.

what for things and ideas.

when for days and times.



## Adverbs

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There are different types of adverbs.

Adverbs of frequency tell us how often something happens.

*I **sometimes** eat vegetables.*

Adverbs of time tell us when something happens.

***Yesterday** I was at school.*

### Adverbs of Manner

Adverbs of manner tell us how something happens.

*I write my answers **carefully**.*

To form adverbs of manner, add *-ly* to the end of most adjectives.

Some adverbs are not formed with *-ly*, like *well* or *fast*.

*I speak English **well**.*

*I don't read **quickly**.*

*Do you read **quickly**?*

## Unit 2

### Present Continuous

---

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

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

*We **are studying***

*The teacher **is talking**.*

*The students **aren't speaking**.*

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

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

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

## Comparatives

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

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

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

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

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

## Superlatives

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

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

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

The negative is formed by adding *not*.

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

Questions follow the present simple form.

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





## Unit 4

### Past Continuous

---

We use the past continuous for long actions that happened in the past.  
To form the past continuous, we use *was/were* + *-ing* verb.

I/he/she/it	+	was	(not)	+	-ing verb
you/we/they		were			

*We were studying*

*The teacher was talking.*

*The students weren't speaking.*

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

Wh question word	+	was/were	+	I/He/She You/We/They	+	-ing verb
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*Was Omar eating? Yes, he was.*

*Were the students studying English? Yes, they were.*

*What were you doing? I was reading a book.*

### Past Continuous vs. Past Simple

We can use the past simple and past continuous together. We use the past simple for an action that happened at one time in the past. We use the past continuous for longer background actions.

*I was walking to school when I saw my friend.*

*was walking* is a long action that continued over time.

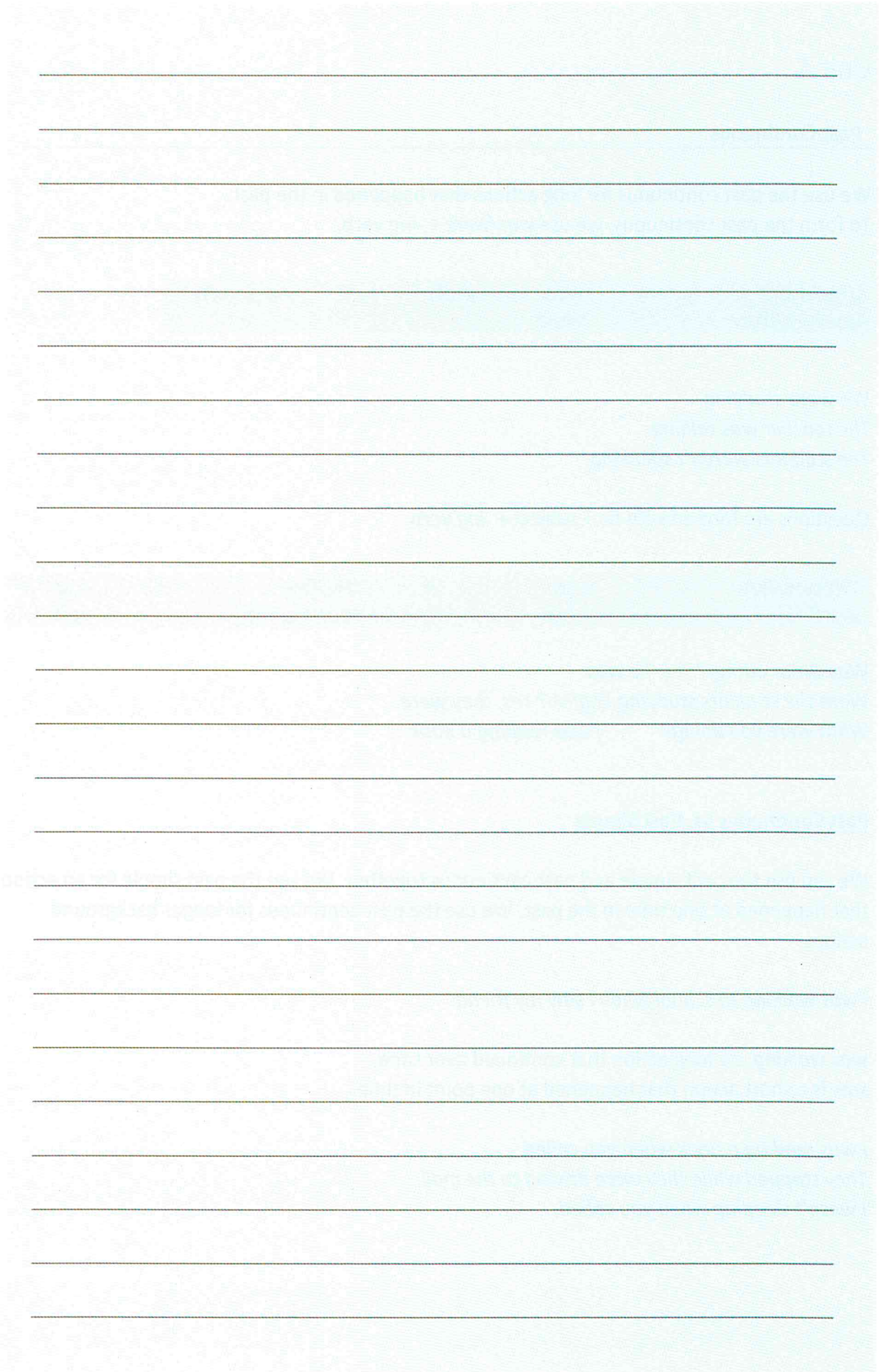
*saw* is a short action that happened at one point in time.

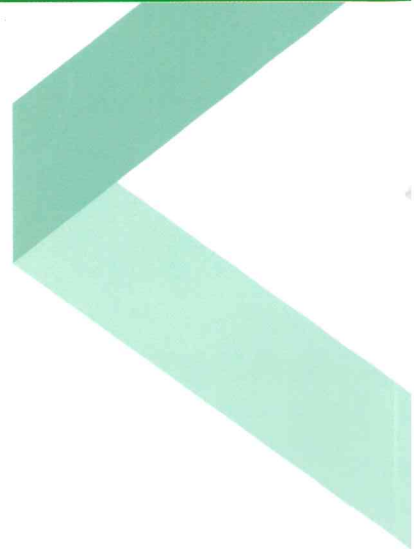
*I was reading a book when you called.*

*They stopped while they were driving to the mall.*

*I wasn't sleeping when you called.*







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