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English Access

Student book

Grade 7

ACCESS BOOK 7



Grade
07

Access

English Language

Coursebook

Book 7

Volume 1

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Introduction to Access Book 7



content is defined on smart learning app

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

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

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

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



Unit 1: Meeting and greeting

Lesson 1: Saying hello

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

Key Structure

Greetings
How are you?

Vocabulary

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

Activity 1 Speaking

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

A

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

B

Hi
Bye
How's it going?
Good
Not bad

Activity 2 Speaking

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



Activity 3 Listening Track 1

Listen and complete the conversations.

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

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



Activity 4 Speaking

Practice the conversations from Activity 3 with a partner.

Activity 5 Speaking

Match the words to the pictures.

wave shake hands hug



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

Activity 6 Speaking

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

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

LANGUAGE TIP
We use the present simple in basic questions.
How are you?

SPEAKING TIP
When a person asks, “How are you?”, we often say, “Fine, thank you.”

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



Lesson 2: Greetings

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

VOCABULARY

to greet: to meet and say hello

Key Structure

Introductions
What is your name?

Vocabulary

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

Activity 1 Speaking

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



Activity 2 Listening Track 2

Listen to the conversation. Put the questions and answers in order.

	How's it going?		How tall are you?
	Where's New Zealand?		What's your name?
	Where are you from?		How do people greet each other in New Zealand?
3	How old are you?		Where do you live?

Activity 3 Listening

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

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

Activity 4 Reading

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



In Japan, people greet each other by bowing. Visitors can shake hands and bow their head a little when they meet. The bow is quick, you don't smile and there is little or no eye contact. Don't stand too close to the other person and don't hug them.

Activity 5 Reading

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

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

Activity 6 Speaking

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

What's your name?

It's Saleh.

Where are you from?

I'm from Umm Al Quwain.

Where...?

SPEAKING TIP

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

it is = it's

I am = I'm

Lesson 3: Language focus

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

The Present Simple Tense

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

Present simple verbs change with the subject:

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

Key Structure

Present simple
I play football every day.

Vocabulary

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

Activity 1 Reading

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

My day

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

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

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

Activity 2 Language

Complete the sentences with the present simple verbs.

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





Activity 3 Practice

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

get up

play

eat

study

go to bed

every day

I talk to my friends

Activity 4 Speaking

What do you do every day? Tell a partner about your daily routine.

*I go to school. I talk to my friends.
I study at school.*

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

Activity 5 Speaking

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



_____ 's Day

Lesson 4: Daily routines

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

Key Structure

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

Vocabulary

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

Activity 1 Listening Track 3

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

Activity 2 Listening and Reading

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

LISTENING TIP

Think about what
information is missing
before you listen.



Morag

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



Saeed

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

Activity 3 Writing

What is your daily routine? Fill in the table.

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

Activity 4 Speaking

Share your daily routine with a partner.

What time do you wake up, Sam?

I wake up at 5:30

Activity 5 Writing

Write down your partner's routine.

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

Lesson 5: Family

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

Activity 1 Reading

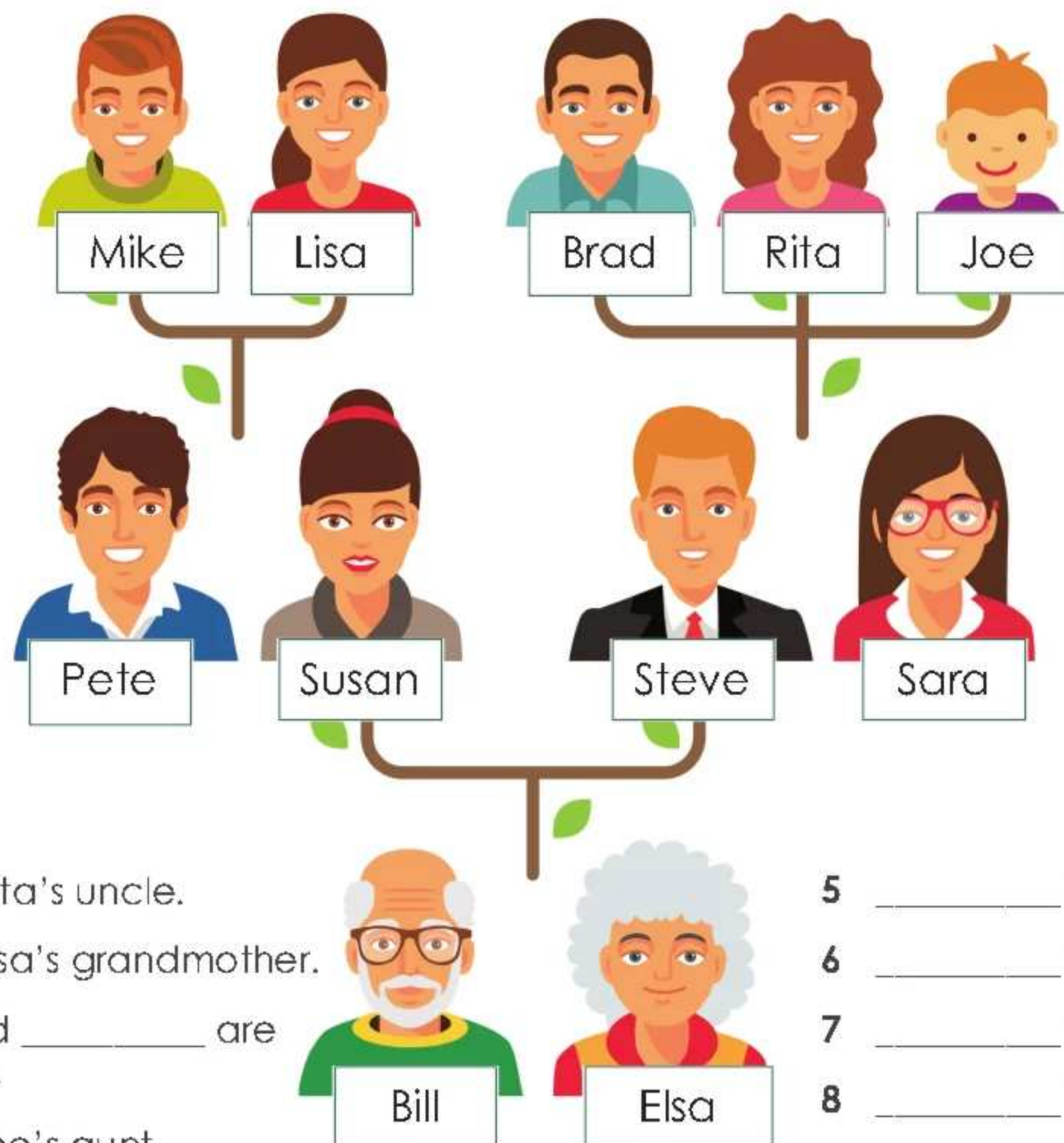
Look at the family tree. Complete the sentences about the family.

Key Structure

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

Vocabulary

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



1 _____ is Rita's uncle.

2 _____ is Lisa's grandmother.

3 _____ and _____ are Brad's cousins.

4 _____ is Joe's aunt.

5 _____ is Steve's father.

6 _____ is Susan's brother.

7 _____ is Pete's daughter.

8 _____ is Brad's sister.

Activity 2 Vocabulary

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

father		cousin	
	brother	father	uncle
brother		uncle	
	cousin		father



Activity 3 Listening Track 4

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

- | | |
|----------------|---------------|
| 1 Dan | a cousins |
| 2 Kathy | b brother |
| 3 Matt | c grandfather |
| 4 Katie | d mother |
| 5 Eric | e uncle |
| 6 Ben and Erin | f father |
| 7 Ned | g sister |



Activity 4 Listening

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

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

LANGUAGE TIP

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

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

Activity 5 Writing

Write about your own family.

My Family

Hi! My name is _____ and I have _____

Lesson 6: Language Focus

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

Activity 1 Listening Track 5

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

2 Listen again. Circle the questions that you hear.

Are you a teacher?

Where do you live?

What do you like?

What do you study?

Do you like school?



Key Structure

Present simple questions
What do you like?

Vocabulary

to finish, to start, interview, interesting, subject



Present simple questions

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

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

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

What do you like?

Activity 2 Practice

Order the words to make yes or no questions.

1 you / school? / like / Do _____ ?

2 speak Arabic? / Does / he _____ ?

3 study / they / Do / English? _____ ?

Order the words to make **wh-** questions.

4 Mike / What / study? / does _____ ?

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

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

Activity 3 Practice

Complete the questions with the words in the box.

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

where when
study live start
do does

Activity 4 Writing

- 1 What country do you want to know about?

- 2 What questions would you like to ask a student from that country?
Write three questions.

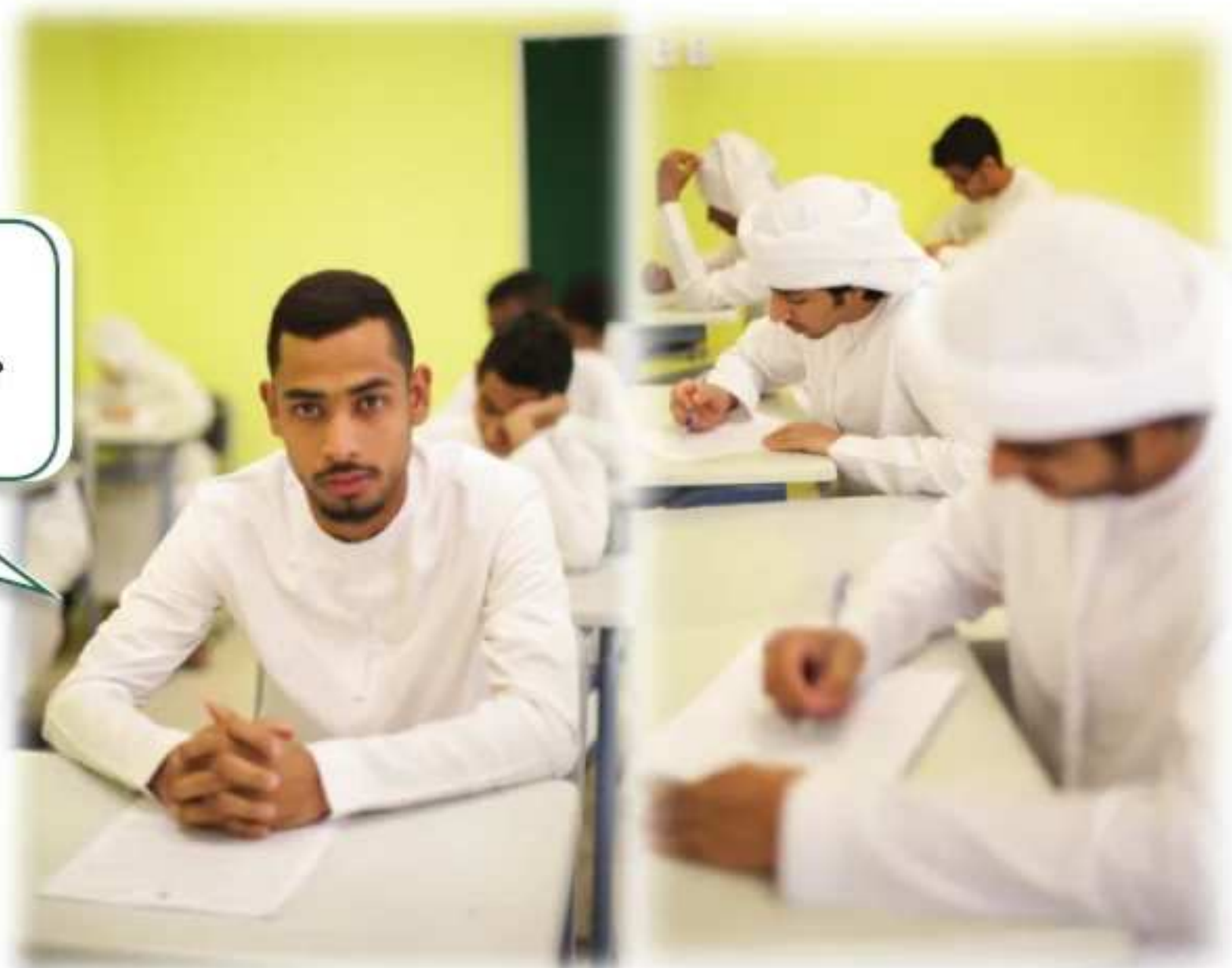
Questions

- 1 _____
- 2 _____
- 3 _____

Activity 5 Speaking

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

Hello!
What subjects do you study at school?



Lesson 7: My house

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

Activity 1 Listening Track 6

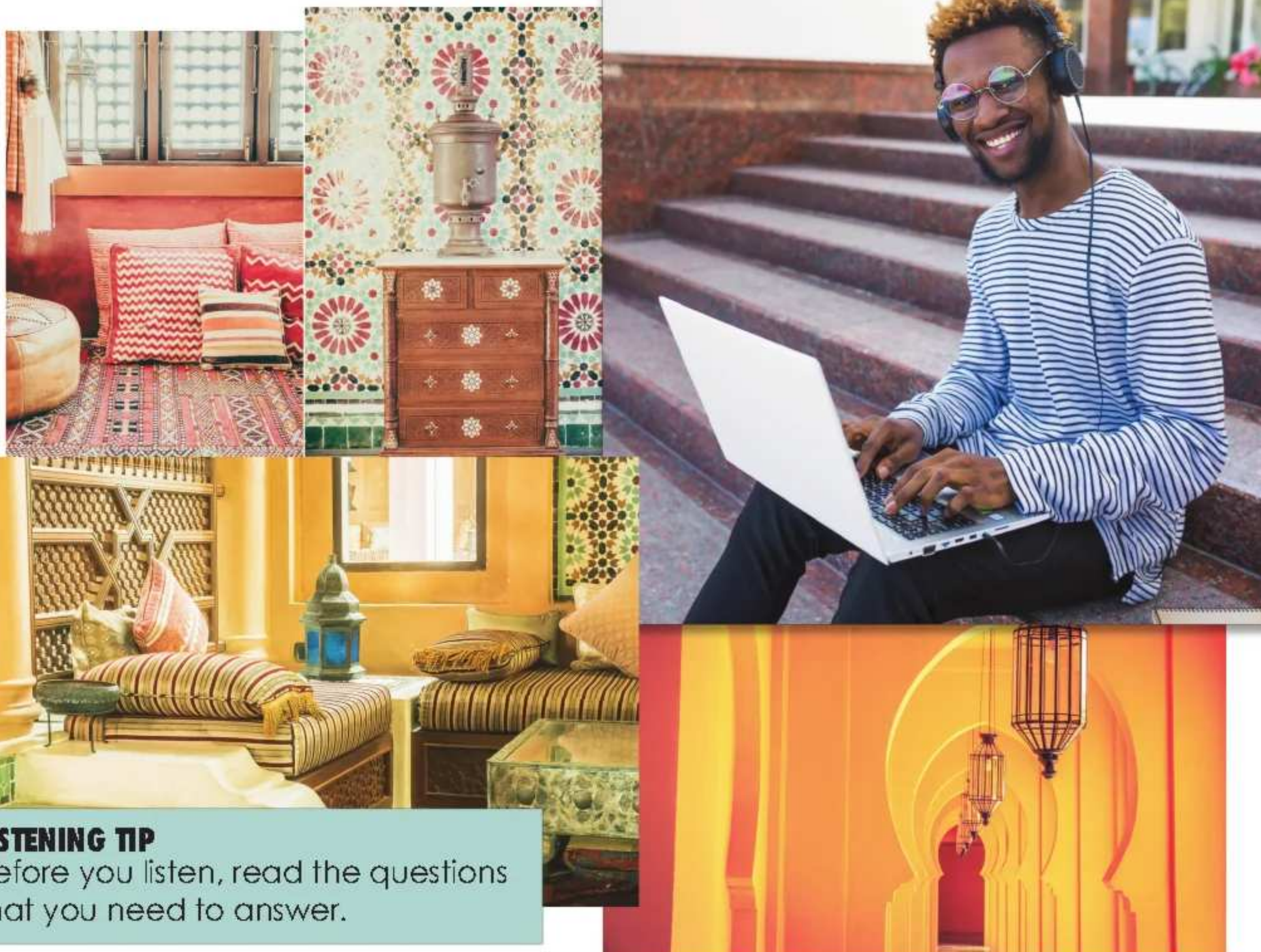
Mohammed is talking about his house. Look at the pictures. Where do you think it is? Listen and check.

Key Structure

There is / there are
There are five rooms.

Vocabulary

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



LISTENING TIP

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

Activity 2 Listening

Listen again. Match the questions to the correct answers.

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

**LANGUAGE TIP**

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

There is a garden.
There are 14 rooms.

VOCABULARY

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

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

Activity 3 Speaking

Ask and answer questions about your house with a partner.

Where do you live?

What is your house like?

How many rooms are there?

Do you like your house?

**Activity 4 Writing**

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

big small nice garden rooms swimming pool windows

Where do you live?

Do you like your house?

What is your house like?

How many rooms does it have?

My house

Lesson 8: It's nice to give

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

Activity 1 Reading

Read about Majed. What does he talk about?

buying a gift

giving and receiving gifts

cars

Key Structure

Polite requests
Can I help you?

Vocabulary

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

My blog

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



Activity 2 Reading

Read the text again and answer the questions.

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

READING TIP

A blog is like an online journal. Some people write about daily life. Other people write about a topic like sports. Every new blog post usually has a title.



Activity 3 Reading

Match the words to their meanings.

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



Activity 4 Speaking

Work in pairs. Are these statements true?

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

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

LANGUAGE TIP

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

Could I have some tea, please?

Activity 5 Practice

Match the questions with the answers.

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

Activity 6 Speaking

With a partner, discuss what your family does for Eid al-Fitr.

In my family, we have a big meal.

Activity 7 Writing

Write sentences about what your family does for Eid al-Fitr.

Use Majid's blog and your discussion with your partner to help you.

My blog

Lesson 9: Visiting a new country

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

Key Structure

Expressions
Congratulations!

Vocabulary

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

Activity 1 Reading

Read these expressions. What are they in your language?

Congratulations!

Happy New Year!

Nice to meet you.

Take care.

Have a nice weekend.

Welcome.

Activity 2 Reading

Match the expressions from Activity 1 to these situations.

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

Activity 3 Speaking

Ask and answer these questions with a partner.

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

READING TIP

An email is a way to talk to other people by writing to them. Emails can be formal or informal.



Activity 4 Reading

Read the email. Who is it from?

Hi Waleed,

Congratulations on winning the competition. I'm happy you are coming to my country with your school. There is so much to see. I want to be the first person to say, "Welcome!" when you arrive in London. Have a nice weekend and I will see you next month.

See you later,

Rick

Activity 5 Reading

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

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



WRITING TIP

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

Activity 6 Writing

Complete the email with the phrases from Activity 1.

Lesson 10: Review

Key Structure

Unit 1 structures

Vocabulary

Unit 1 vocabulary

Activity 1 Vocabulary

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

surname greet forehead shake hands bow
routine wake up window finish

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

Activity 2 Vocabulary

Complete the conversation with the correct phrases from the box.

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

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



Activity 3 Language

Order the words and match them to the correct answer.

- 1 do / Where / live / you ?

2 do / What / you / study ?

3 Do / football / you / like ?

4 cousin / your / in / live /
Khor Fakkan / Does ?

5 What / your / is / like / house ?
- a. I love it.

b. Yes, he does.

c. Al Ain.

d. It's big and has a swimming pool.

e. I study English.
- 

Activity 4 Reading

Complete the text with the words from the box.

grandmother	uncle	live
studies	lives	study
brothers	play	cousins

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

Activity 5 Writing

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

Unit 2: About me

Lesson 1: My life

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

Key Structure

Asking questions
What do you like about school?

Vocabulary

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

Activity 1 Reading

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

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

Activity 2 Listening Track 7

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



VOCABULARY

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

LISTENING TIP

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

Activity 3 Listening

Listen again. Write down Obaid and Eissa's answers in the table above.



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

↘
What's your name?

↘
Where are you from?

↘
Which subject do you like the most?

Listen and repeat.



Activity 4 Speaking

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

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

Which subjects do you like?

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



Lesson 2: School

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

Activity 1 Reading

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

Key Structure

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

Vocabulary

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

Yassir



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



Salma



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

Activity 2 Reading

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

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

Activity 3 Reading

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

Meera: What do you like most about school?

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

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

LANGUAGE TIP

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

Why do you like your school?

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

Activity 4 Speaking

Ask and answer the questions with a partner.

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

Activity 5 Writing

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

My School

My name is _____ and I go to _____ school.

I like my school because _____

My favourite subject is _____. I like it because _____

I think _____ is easy because _____

_____ is difficult because _____

_____ is interesting because _____

These are the reasons why I like middle school.

WRITING TIP

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



Lesson 3: Language focus

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

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

*It is my book → It is **mine**.*

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

*I like **my** bag.*

Key Structure

Possessive pronouns and adjectives.

*This book is **mine**. It is **my** book.*

Key Structure

library, camera, computer, smartphone, object

Activity 1 Reading

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

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

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



Saif



Hamdan



Activity 2 Language

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

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

Activity 3 Language

Read the sentences and change the underlined words to pronouns.

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

LANGUAGE TIP

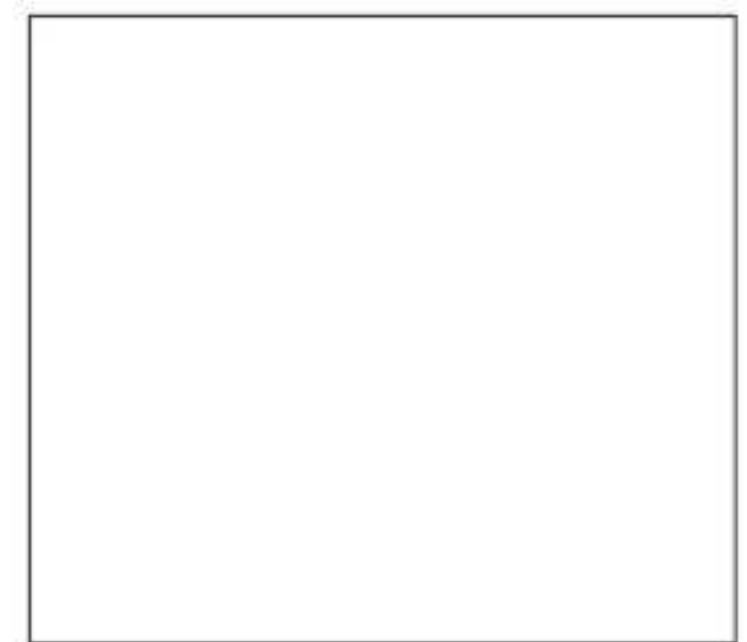
We use 's to show something belongs to someone.

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



Activity 4 Speaking

In pairs, choose three objects in your classroom.
Draw them in the boxes and write who they belong to.



Activity 5 Speaking

Talk about the three objects using possessive pronouns and adjectives.

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

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

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

Lesson 4: My family

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

Activity 1 Vocabulary

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

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

Activity 2 Reading

Answer the quiz.



Key Structure

Possessive 's
My cousin's name is Mohammed.

Vocabulary

twins, full name, relatives, family member

What do you know about your family?

1 How many aunts and uncles have you got?

2 How many cousins have you got?

3 Have you got any relatives you have never met?

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

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

Activity 3 Listening Track 8

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



LANGUAGE TIP

To use apostrophes, follow these steps:

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

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



Activity 4 Language

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

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

VOCABULARY

full name: your whole name

SPEAKING TIP

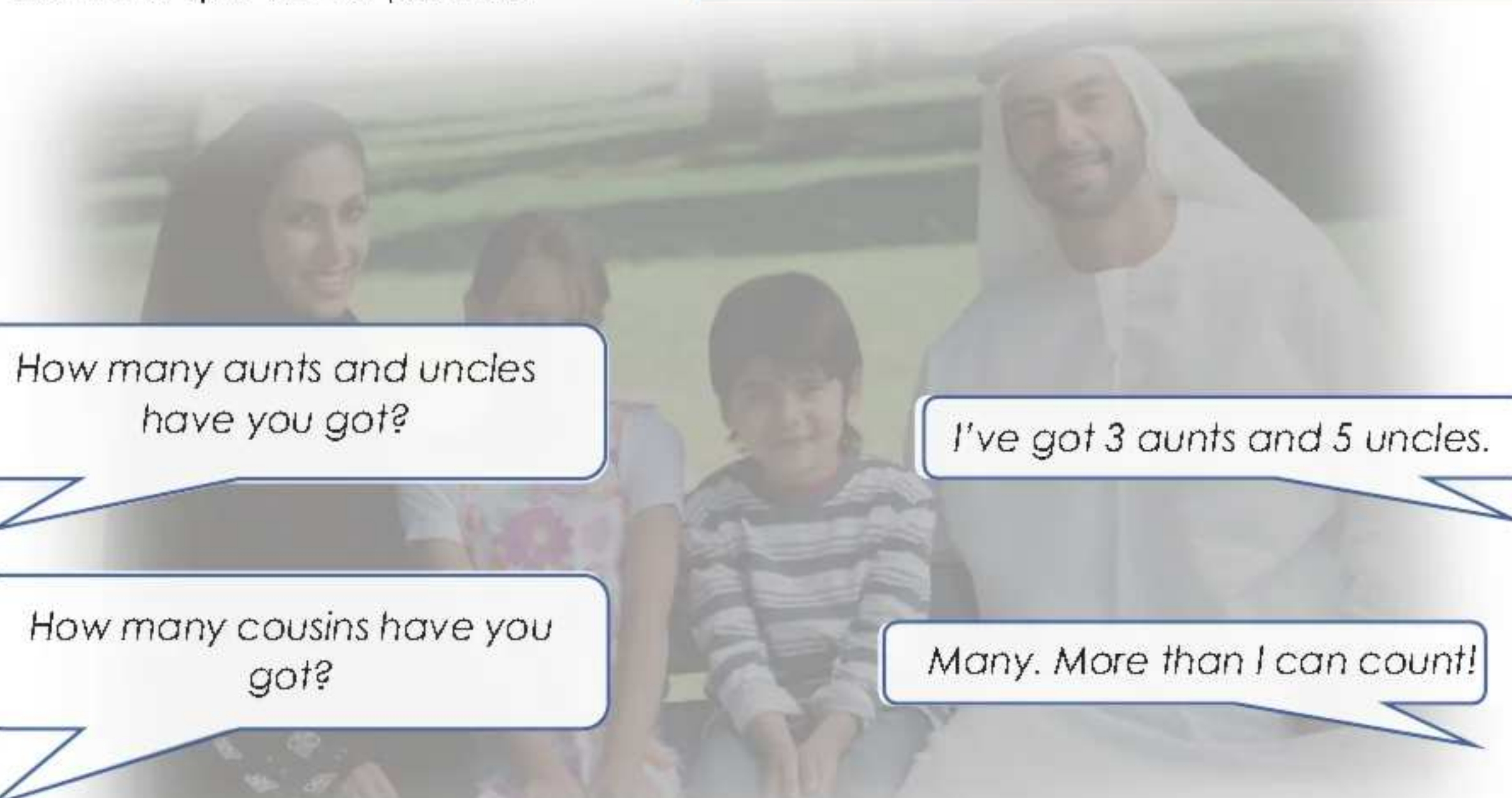
When we speak, can use 'have got'.

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

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

Activity 5 Speaking

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



Lesson 5: Family history

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

Activity 1 Reading

Read the article about family history.

Which countries do the people talk about?

Key Structure

Describing people
His name is Mohammed.

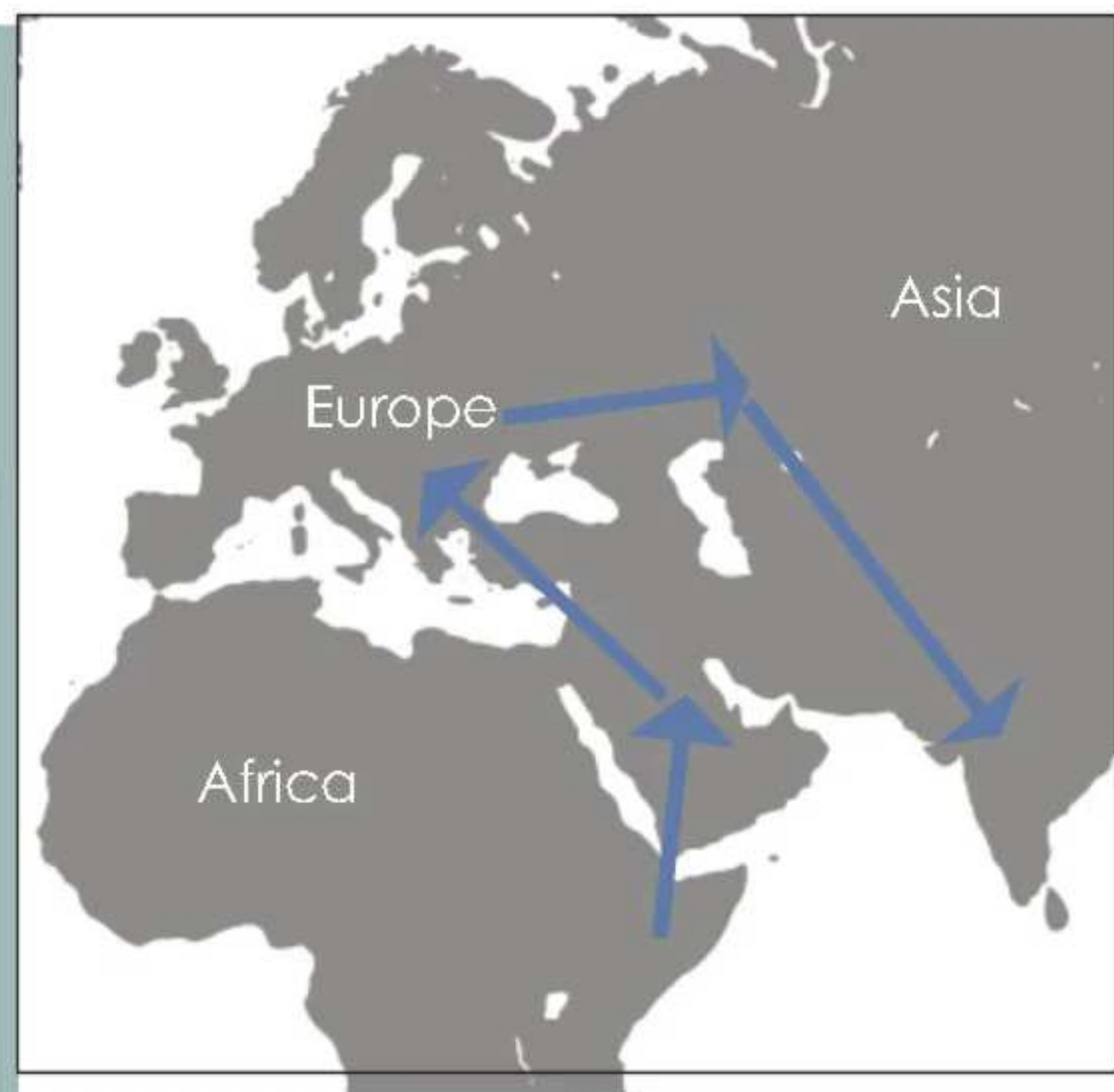
Vocabulary

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



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

Joanna



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

Deepak

Activity 2 Vocabulary

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

1 great-grandparents

a parents' parents

b grandparents' parents

2 amazed

a very surprised

b sad

3 ancestors

a important people in science

b people in your family a long time ago

Activity 3 Writing

Answer the questions.

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

LANGUAGE TIP

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

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

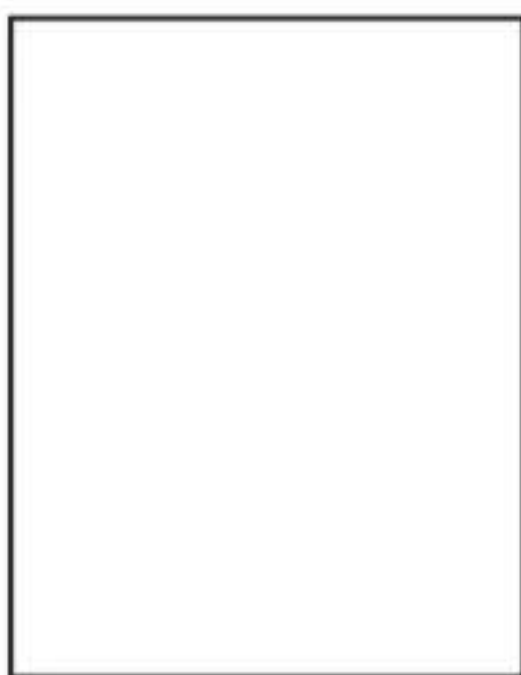
Activity 4 Practice

Read about Fatima's grandfather and answer the questions. Then write about someone in your family. Draw a picture of them in the box.

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



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



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

WRITING TIP

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

Activity 5 Speaking

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

What is his/her name?

How old is he/she?

Where was he/she born?

LANGUAGE TIP

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

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

*Mohammed **is** 82.*

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



Key Structure

Describing people
My mother is kind.

Vocabulary

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

Lesson 6: Amazing people

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

Activity 1 Listening Track 9

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



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

LISTENING TIP

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

Activity 2 Vocabulary

Write the words in the correct place in the table.
Write the positive words on the left and the neaative words on the right.

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

positive +	negative –
caring	

LANGUAGE TIP

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

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

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

Activity 3 Practice

Complete the sentences with short forms.

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

Activity 4 Speaking

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

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

My mother is very kind and caring.

SPEAKING TIP

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

He's friendly and kind.

Lesson 7: Language focus

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

The Present Continuous

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

I am reading.

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

Key Structure

Present continuous

We **are studying**.

Vocabulary

to look at, table football, printer, novel

Activity 1 Practice

Read the sentences and write the correct form of the verb to be. Then match the sentences to the correct pictures.

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



Activity 2 Practice

Complete the sentences with the correct present continuous verb form.

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



Activity 3 Practice

Write the negative form of each sentence.

1 I am doing my homework.

2 We are talking.

3 Omar is going home.

Activity 4 Speaking

Look at the pictures and describe them to a partner.

What are the students doing?

Use the words in the box to help you.

studying writing talking teaching
taking photos helping



Activity 5 Writing

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

Lesson 8: People in our city

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

Activity 1 Vocabulary

Write the correct job under each picture.

doctor

writer

driver

teacher



A _____



B _____



C _____



D _____

Activity 2 Reading

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

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

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

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

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



READING TIP

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

Activity 3 Reading

Choose the correct answer.

1 Zainab sleeps ...

- a In the morning.
- b In the afternoon.
- c In the evening.

3 Reem _____ in the afternoon.

- a sleeps
- b writes
- c thinks of ideas

2 Hamdan is a...

- a teacher.
- b writer.
- c doctor.

4 Fahad...

- a works in a hospital.
- b teaches English.
- c drives people to different places.

Activity 4 Speaking

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



LANGUAGE TIP

Remember, we can use the *present continuous* to ask what is happening now.

What are you doing?

Activity 5 Writing

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

Zainab is working at the hospital.

1	
2	
3	
4	

Lesson 9: All about me

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

Activity 1 Speaking

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

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

Activity 2 Reading

Read about Abdulrahman. What topics are in his profile?

Key Structure

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

Vocabulary

topic, school, sports,
family, engineer

READING TIP

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

All About Me

Name

Abdulrahman Mohamed Al Marzouqi

Age:

I am twelve years old.

School:

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

Sports:

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

Family:

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



Activity 3 Reading

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

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

Activity 4 Speaking

Talk to your partner about:

- school.
- sports.
- family.

How many brothers and sisters do you have?

I have two brothers and three sisters.

Activity 5 Writing

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

All About Me

Name

Age:

School:

Sports:

Family

Key Structure

Unit 2 structures

Vocabulary

Unit 2 vocabulary

Lesson 10: Review

Activity 1 Vocabulary

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

art principal subjects doctor P.E. maths interesting

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

Activity 2 Vocabulary

Match the words to their meanings.

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



Activity 3 Language

Complete each sentence with the correct word.

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

Activity 4 Language

Change the following sentences into the present continuous tense.

- 1 We read English books.

We are reading English books.

- 2 Our teacher talks slowly.

_____.

- 3 John doesn't listen to his teacher.

_____.

- 4 Fatima studies maths.

_____.

- 5 I write a story.

_____.



Activity 5 Writing

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

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

Unit 3: Clothing

Lesson 1: My clothes

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

Activity 1 Vocabulary

Match the words to the clothes in the pictures.

trousers 4

t-shirt _____

skirt _____

shoes _____

scarf _____

jeans _____

sandals _____



Activity 2 Vocabulary

Complete the word puzzles with a partner.

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

shoes		scarf	
	sandals	shoes	jeans
sandals		jeans	
	scarf		shoes

Key Structure

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

Vocabulary

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

Activity 3 Listening Track 10

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

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

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

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

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

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

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

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

trousers	t-shirt	skirt	shoes	scarf	jeans	sandals
5						

Activity 4 Speaking

Look at the pictures.

What are the people wearing?

LANGUAGE TIP

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

He **is wearing** a blue shirt and white trousers.



Lesson 2: Following fashion

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

Key Structure

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

Vocabulary

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

Activity 1 Reading

Read the blog posts. Who likes to follow fashion?



Rasha, 17



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



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



Waleed, 15

Activity 2 Reading

Look at the blog posts again.

Who said the sentences below, Rasha (R) or Waleed (W)?

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

READING TIP

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



Activity 3 Practice

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

- 1

I love fashion!

V

N

A
- 2

I like to try on clothes.

V

N

A
- 3

I don't like fashion.

V

N

A
- 4

I don't dress up.

V

N

A
- 5

I like to be comfortable.

V

N

A

LANGUAGE TIP

Phrasal verbs are verbs with prepositions.

We **try on** clothes.

Activity 4 Practice

Complete the phrasal verbs with the words in the box.

onoffup

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



Activity 5 Speaking

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

Question	Me	My partner
1		
2		
3		
4		

Lesson 3: Adverts

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

Activity 1 Reading

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

Key Structure

Adjectives

It's a **colourful** phone.

Vocabulary

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



New YPhone

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

READING TIP

An advert tells you information about a product. An advert makes a customer want to buy a product.

Activity 2 Listening Track 11

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



Activity 3 Listening

Listen again. Circle the adjectives that you hear.

new amazing cool
angry blue
comfortable slow fast
perfect old
red

LANGUAGE TIP

Adjectives usually go before a noun or after the verb *to be*.

The car is **new**. She has a **new** car.

SPEAKING TIP

Use adjectives to make things sound more interesting.

Buy our sunglasses.

Buy our **cool, red** sunglasses!

Activity 4 Speaking

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

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



Lesson 4: Language focus

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

Key Structure

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

Vocabulary

trainers, shoes, nice, size, cheap, expensive

Comparatives

We use comparative adjectives to compare things.

How?

Short adjectives: + er

Adjectives ending in y: y + ier

Long adjectives: more

old → older

easy → easier

interesting → more interesting

Trousers are **longer than** shorts.

Comparative sentences

Use **than** after comparatives to compare two things

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

Activity 1 Listening Track 12

Anne is shopping with her sisters.
Listen and tick the sentences that you hear.

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

Which t-shirt does Anne buy?



t-shirts: AED100



sunglasses: AED150

Activity 2 Practice

Look at the pictures of t-shirts and sunglasses and check the prices.
Now read the sentences and decide if they are true (T) or false (F).

- | | | |
|---|---|---|
| 1 The pink sunglasses are bigger than the brown sunglasses. | T | F |
| 2 The t-shirts are cheaper than the sunglasses. | T | F |
| 3 The sunglasses are more expensive than the t-shirts. | T | F |
| 4 The sunglasses are less expensive than the t-shirts. | T | F |



Activity 3 Language

Write the comparative form of each adjective below.

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

Activity 4 Practice

Put the words in the correct order and write sentences.

1 shorts / longer / trousers / than / are

2 bikes / cars / than / smaller / are

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

4 than / scarves / are / more expensive / jeans

Activity 5 Writing

Write three comparative sentences about your favourite things.

Sandals are more comfortable than trainers.

Lesson 5: Accessories

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

Activity 1 Speaking

Look at the pictures. What accessories can you see?

Write your answers in the box below. Can you think of any more?

Key Structure

Comparatives

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

Vocabulary

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



Accessories:



Activity 2 Listening Track 13

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

- 1 watch
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



Activity 3 Listening

Listen again. Complete the sentences with the correct word.

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

SPEAKING TIP

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

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

Activity 4 Speaking

Choose two of the items and compare them.

Which sunglasses do you think are:

- cheaper
- more expensive
- more colourful
- nicer



I think the black sunglasses are more expensive than the pink ones.

Lesson 6: What's it made of?

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

Key Structure

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

Vocabulary

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

Activity 1 Vocabulary

Complete the sentences with the correct words from the box.

wood gold silver plastic leather

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

Activity 2 Reading

Read the text and check your answers.

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



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



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



Silver is used for coins, cutlery, and jewellery.

Plastic is used for many things.



LANGUAGE TIP

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

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

Activity 3 Speaking

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

It's made of plastic.

Is it a bottle?



Activity 4 Writing

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

Say:

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



Lesson 7: Language focus

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

Key Structure

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

Vocabulary

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

Superlatives

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

How?

Short adjectives: the + adjective + est

Long adjectives: the most + adjective

old → the oldest
beautiful → the most beautiful

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

Activity 1 Reading

Read the blog about a shopping trip and circle the superlatives.

Then answer the question: Where is Noor going next week? _____

Shopping

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

Noor

Activity 2 Reading

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

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





Activity 3 Language

Write the superlative form of each adjective below.

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

Activity 4 Language

Put the words in the correct order and write sentences.

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

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

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

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

Activity 5 Writing

Write three superlative sentences about your favourite things.

I think Fashion Point is the best shop in Ajman.

Language Tip

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

Lesson 8: Adverts II

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

Key Structure

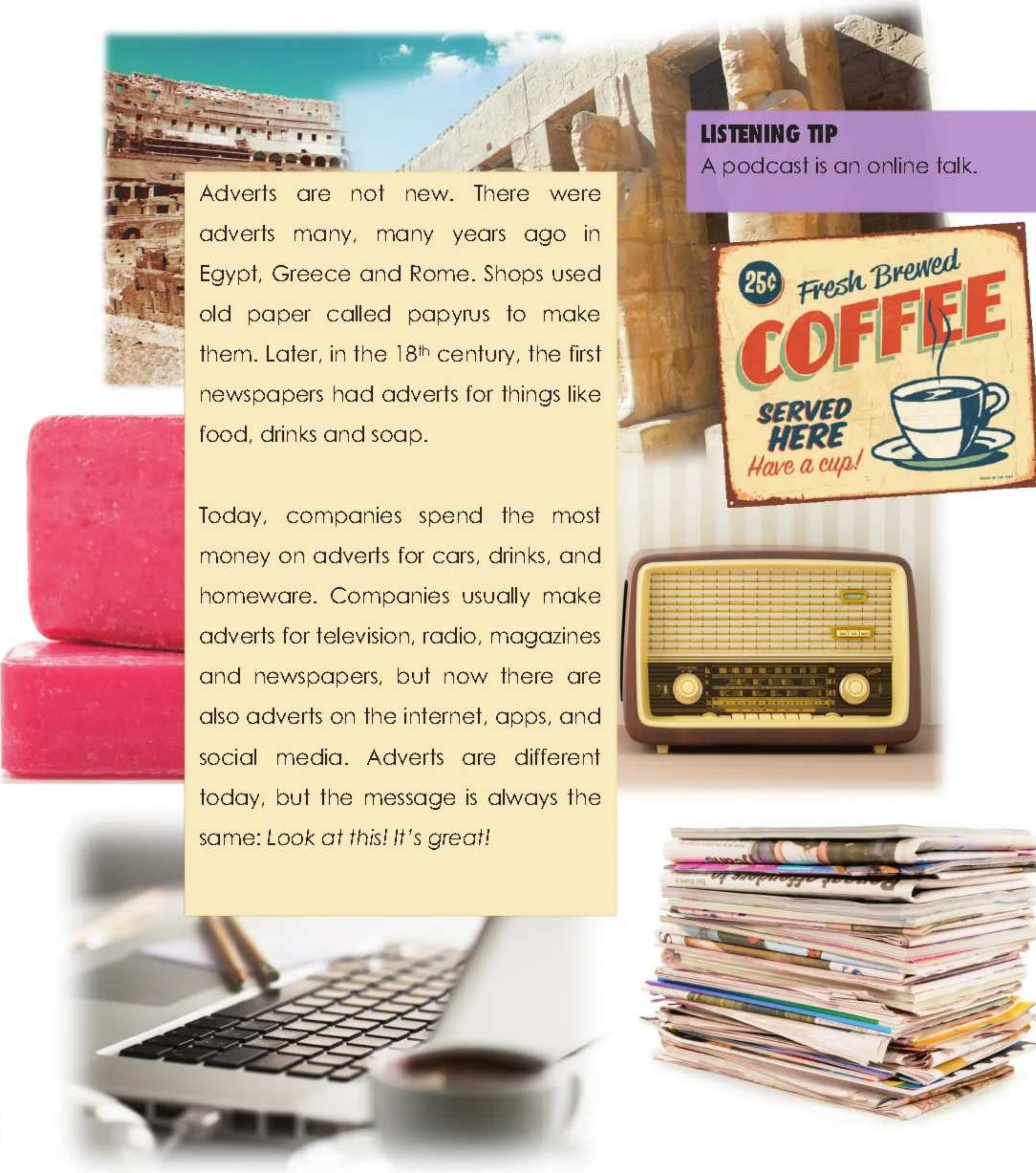
Linking word: and
There are adverts for food, drinks **and** soap.

Vocabulary

app, the internet, company, soap, message

Activity 1 Listening Track 14

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



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

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

LISTENING TIP

A podcast is an online talk.



Activity 2 Listening

Read and listen again. Complete the table with information from the podcast.

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

Activity 3 Reading

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

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

Activity 4 Speaking

Answer the questions below with a partner.

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



You could see this advert

_____ and _____.

Adverts are good/bad because...

I like adverts because...



Key Structure

Describing clothing
Our hats are **comfortable**.

Vocabulary

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

Lesson 9: Making an Advert

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

Activity 1 Reading

Read the advert below. What are they selling?



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

Activity 2 Reading

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

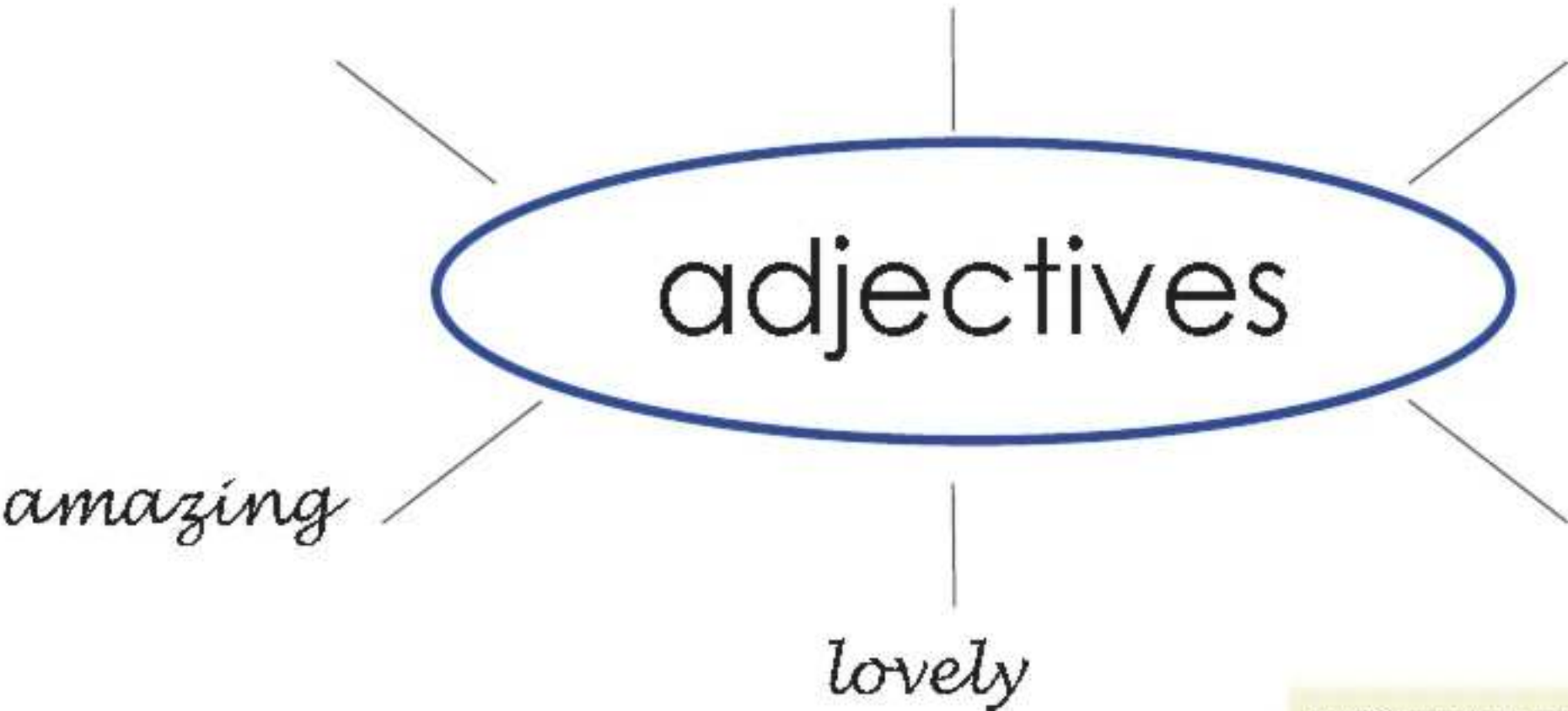
- | | | |
|---|---|---|
| 1 The advert starts with a question. | T | F |
| 2 The advert is very long. | T | F |
| 3 The advert uses adjectives. | T | F |
| 4 The advert tells you to do something. | T | F |



Activity 3 Writing

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

- Question(s):
 - _____
_____?
 - _____
_____?



Activity 4 Writing

Write your advert below.

WRITING TIP
Start an advert with a question to make people think. Remember to use adjectives in your advert to make it interesting.

Ghutras

Do you... _____

Buy one of our *ghutras* today!



Lesson 10: Review

Key Structure

Unit 3 structures

Vocabulary

Unit 3 vocabulary

Activity 1 Vocabulary

Complete the sentences with the words in the box.

shoes	trousers	scarf	ring
jewellery	headwear	belt	sunglasses

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

Activity 2 Vocabulary

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

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

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

Activity 3 Practice

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

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

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

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

- 3 This restaurant is cheap than that one.

- 4 Trainers are comfortable than other shoes.

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

Activity 4 Practice

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

interesting old ~~big~~ good

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

Activity 5 Speaking

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

Which is the biggest emirate in the UAE?

Abu Dhabi is the biggest emirate in the UAE.



Unit 4: The great outdoors

Lesson 1: What do you want to try?

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

Activity 1 Vocabulary

Match the words in the box to the pictures.

falconry hiking skateboarding

1



2



3



Activity 2 Vocabulary

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

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

land	sea	air
<i>hiking</i>		

Key Structure

Would like
*I **would like** to try sky diving.*

Vocabulary

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

Activity 3 Speaking

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

You use a falcon and catch other animals.

Falconry!



Activity 4 Listening Track 15

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

1 Meera

a falconry

2 Mubarak

b sailing

3 Hind

c sky diving



Activity 5 Speaking

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

What would you like to try?

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

SPEAKING TIP

We use the phrase 'would like' to talk about things we want to do.

*I **would like** to try falconry.*

Lesson 2: The land of adventure

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

Activity 1 Speaking

Look at the pictures of New Zealand below.
Then answer the questions with a partner.

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



Activity 2 Reading

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

New Zealand

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



The weather in New Zealand is nice. The temperature in summer is around 22°C. The temperature in winter is around 15°C.

Queenstown, New Zealand is perfect for outdoor activities. There is so much to do. You can go snowboarding, sailing and zorbing.



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

Key Structure

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

Vocabulary

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

Activity 3 Reading

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

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

Activity 4 Writing

Complete the travel brochure with information about the UAE.

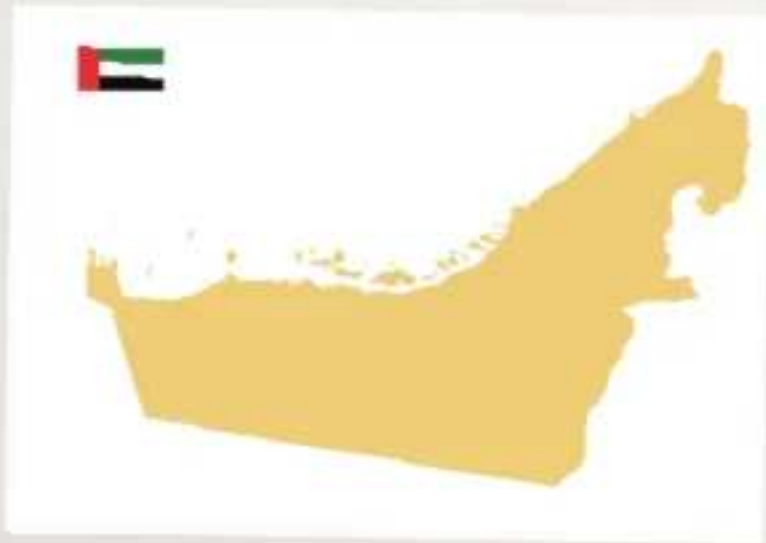
WRITING TIP

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

The UAE

The UAE is a country in the Middle East.

It is near...



The weather...

The temperature in summer is...

The temperature in winter is...

There is so much to do in...

You can...

Lesson 3: Language focus

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

Key Structure

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

Vocabulary

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

Activity 1 Listening Track 16

Listen to two students talking and write the missing words.

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

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

Noor: Why?

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

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

Zara: Sure! Have fun!



Activity 2 Speaking

Read the conversation and answer the questions with a partner.

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

Have to

You can use *have to* when you must do something.
Have to goes before the main verb in a sentence.

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

LANGUAGE TIP

Remember to use *have to* with I / you / we / they.
Use *has to* with he / she / it.

*I **have to** study.*

*Noor **has to** study.*

Activity 3 Practice

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

wear go play meet be go

- 1 My eyes are not good. I have to wear glasses when I read.
- 2 I don't like sports but we _____ football in PE.
- 3 Fatima _____ her cousins at the weekend.
- 4 We get up at 5am tomorrow so we _____ to bed early.
- 5 You _____ careful when you go hiking. Don't fall!
- 6 On Friday we don't _____ to school.

Negatives

When you have a choice and you don't need to do something you can use *don't have to*.

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

Activity 4 Speaking

Answer the questions with a partner.

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



We have to speak English in class.

Lesson 4: The great outdoors

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

Activity 1 Vocabulary

Match the words to the pictures.

sleeping bag

tent

jacket

torch

rucksack



tent

Activity 2 Listening Track 17

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

☐ School trip to the ¹ _____
☐ Leave at ² _____
☐ Arrive at the desert camp at ³ _____
☐ Falconry is at ⁴ _____
☐ Sunset camel ride is at ⁵ _____
☐ We need ⁶ _____
☐ _____
☐ _____
☐ _____

READING TIP

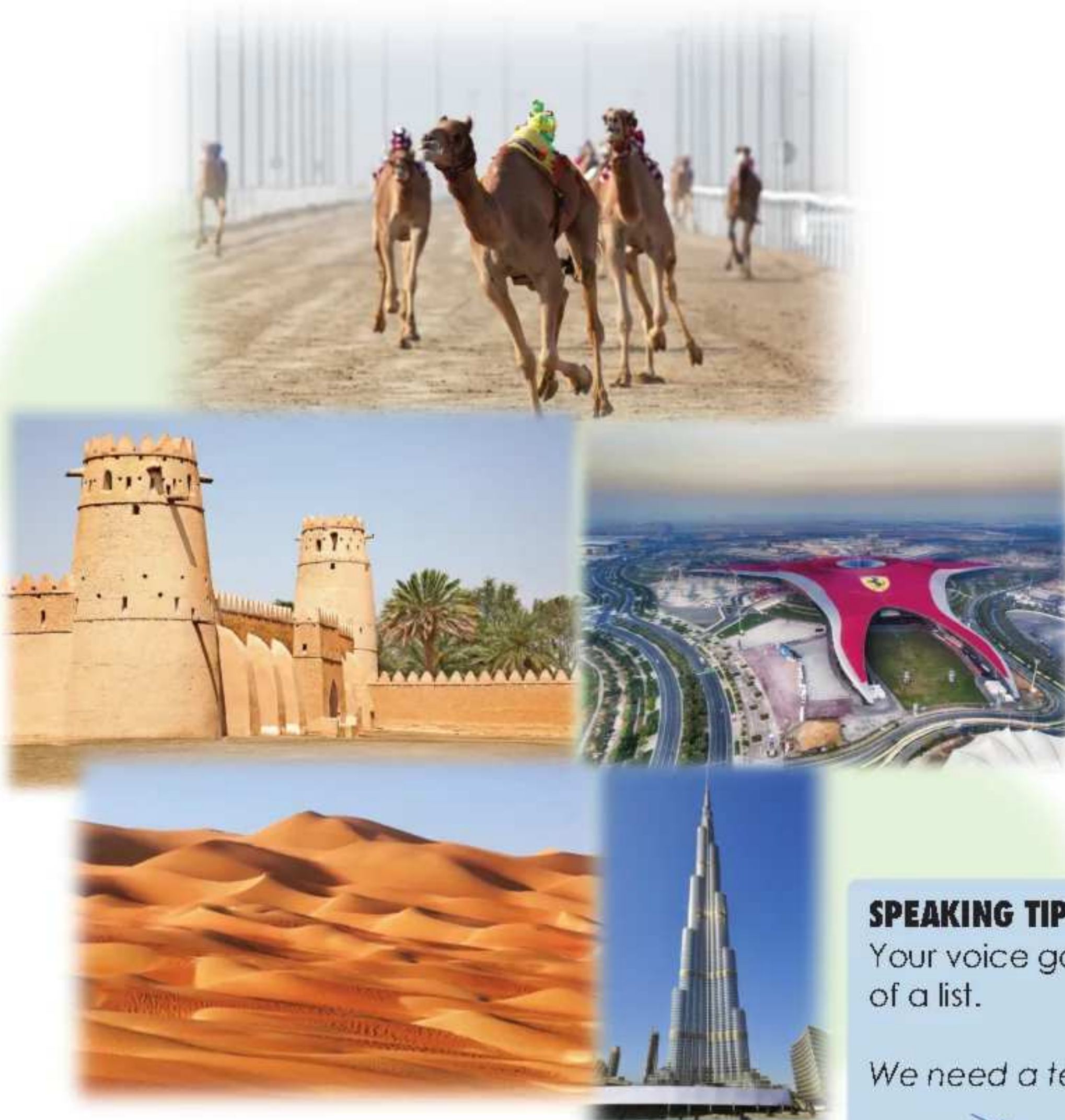
Read the information first. Think about the type of word you need for each answer.
For example, you need to write a place for the first answer.



Activity 3 Speaking

Where do you want to go on a school trip?

In groups, choose your next school trip. Use the pictures to help you.



SPEAKING TIP

Your voice goes down at the end of a list.

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

Activity 4 Speaking

What do you need for your trip? Talk in groups.

Make a list and then share with another group

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

We also need food.

School trip to:

1)

2)

3)

4)

5)

Lesson 5: My adventures

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

Activity 1 Reading

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

Key Structure

Describing ability
*I **can** run far.*

Vocabulary

*running, race, runner, far,
kilometre, normal,
this week/month/year*

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

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

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



Activity 2 Reading

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

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





Activity 3 Writing

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

WRITING TIP

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



Activity 4 Writing

Complete the blog with your ideas from Activity 3.

My name is _____ and I really like _____.

(topic)

I can _____

I want to _____

Read my blog to learn more about me.

Lesson 6: Language focus

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

Activity 1 Reading

Look at the text below.

What kind of text is it? How do you know?

a an email **b** an advert **c** a blog post

To: saif@email.com

Subject: My holiday

Hi Saif,

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

See you soon!

Sam

Key Structure

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

Vocabulary

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

Activity 2 Reading

Read the email and answer the questions.

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

Going to

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

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

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





Activity 3 Practice

Put the words in the correct order and write sentences.

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

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

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

Activity 4 Practice

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

1 Next summer, I _____ in Oman.

2 I _____ a new sport.

3 We _____ delicious food.

4 Fatima _____ her family in Abu Dhabi.

travel
meet
try
eat

Activity 5 Writing

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

To: sam@email.com

Subject: My holiday

Hi Sam,

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

See you soon!

Lesson 7: What are your plans?

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

Key Structure

Questions with going to
What are you going to do?

Vocabulary

*in the morning/ afternoon/
evening, at the weekend*

Activity 1 Listening Track 18

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

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

A



B



D



C



Activity 2 Listening

Listen again and complete the sentences.

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

LISTENING TIP

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

LANGUAGE TIP

How to make questions with *going to*:
am
(question word) + are + subject + going to + verb
is

What is Amna going to do on Saturday morning?

Activity 3 Speaking

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

She’s going to read a book.

Saturday		
morning	afternoon	evening
go running	do falconry	go to the cinema

Activity 4 Speaking

Complete the table with your plans for Saturday.
Then ask your partner about their plans and write their answers below.

What are you going to do in the afternoon?

I’m going to...



	morning	afternoon	evening
Me			
My partner			

Lesson 8: Alana goes to New Zealand

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

Key Structure

Talking about the future
We leave on Sunday.

Vocabulary

trip, water sports, to surf, incredible, to leave, to arrive

Activity 1 Reading

Read the emails below and answer the questions.

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



Hi Aunt Paula,

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

Love Alana

Hi Alana,

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

Love Paula

Activity 2 Listening Track 19

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

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

Listen and check.



Activity 3 Practice

Complete the dialogue with the phrases from the box.

are you going to do

do you leave

are you going to be

Jessica: Hi Alana! When _____ for New Zealand?

Alana: I leave in two weeks.

Jessica: Wow! What _____ there?

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

Jessica: Incredible! How long _____ there?

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

Jessica: Have fun!

LANGUAGE TIP

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

*The bus **leaves** at 10:00.*

Activity 4 Writing

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

I leave...

I'm going to...

I'm going to be there for...



Activity 5 Speaking

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

When do you leave for New Zealand?

I leave on Tuesday.

Lesson 9: A postcard

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

Activity 1 Speaking

Look at the pictures below and answer the questions.

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

Key Structure

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

Vocabulary

postcard, mosque, address, the day after



READING TIP

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

Activity 2 Reading

Read the postcard. Where is Omar?



Hi Ali!

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

See you soon!
Omar

Ali Jones

Kamogawa house

Dubai

UAE

Activity 3 Reading

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

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

Activity 4 Writing

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

Where are you? _____

What are you going to do there? _____

When do you leave? _____

Activity 5 Writing

Write a postcard using your ideas from Activity 4.

WRITING TIP

When we write postcards, we use short sentences.

POST CARD

Hi _____!

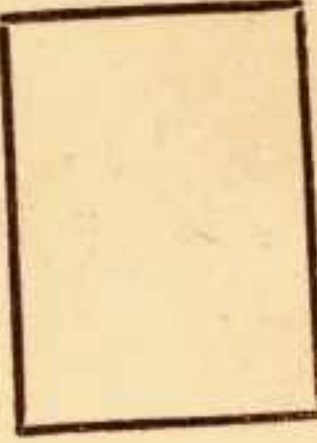
Here I am in _____!

Tomorrow I'm going to...

The day after that...

I leave...

See you soon!



Lesson 10: Review

Key Structure

Unit 4 structures

Vocabulary

Unit 4 vocabulary

Activity 1 Vocabulary

Match the words to their meanings.

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

Activity 2 Vocabulary

Cross out the word that does not match the others.

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

Activity 3 Language

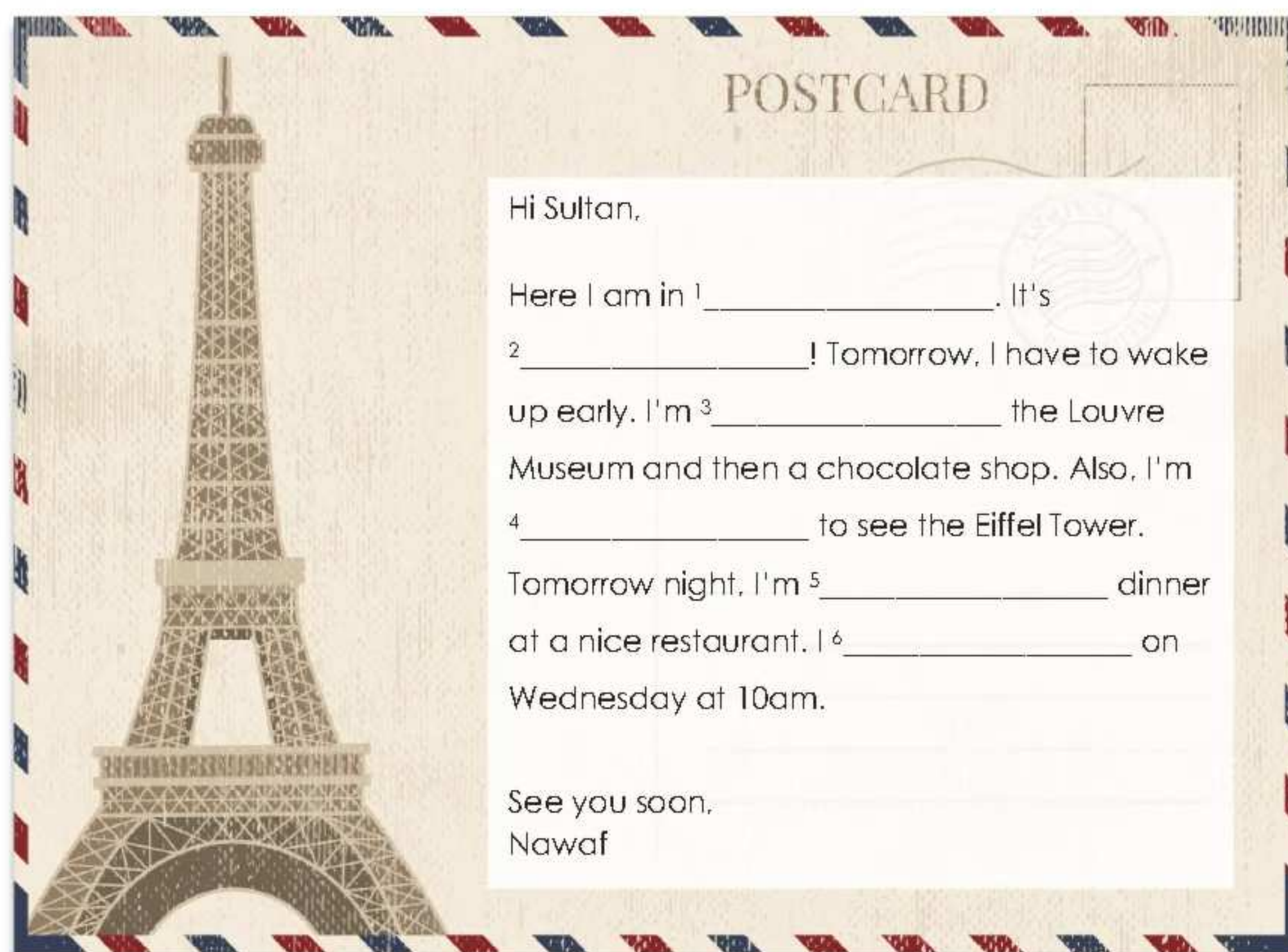
Complete the sentences with **have to** or **has to**.

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

Activity 4 Practice

Complete the postcard with the phrases from the box.

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



Activity 5 Speaking

Ask and answer the questions with a partner.

What are you going to do...

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

What are you going to do this evening?

I'm going to read a book.

Vocabulary

Unit 1

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

to play	verb
to start	verb
to study	verb
to take off	verb
to touch	verb
to wake up	verb
to watch	verb
uncle	noun
university	noun
wall	noun
welcome	phrase
window	noun

Unit 2

afternoon	noun
amazing	adjective
angry	adjective
annoying	adjective
camera	noun
caring	adjective
computer	noun
difficult	adjective
doctor	noun
driver	noun
easy	adjective
engineer	noun
family	noun
family history	noun
family member	noun
full name	noun
fun	adjective
happy	adjective
hard-working	adjective
history	noun
interesting	adjective
kind	adjective
library	noun
map	noun
maths	noun
middle school	noun
morning	noun
negative	adjective
night-time	noun
novel	noun
object	noun
P.E.	noun
positive	adjective
primary school	noun
principal	noun
printer	noun
relatives	noun
school	noun
science	noun

smartphone noun
sports noun
subject noun
table football noun
teacher noun
topic noun
to be born verb
to look at verb
to make friends verb
to work verb
to travel verb
twins noun
writer noun

Unit 3

accessory noun
advert noun
amazing adjective
app noun
bag noun
belt noun
café noun
camera noun
century noun
cheap adjective
colourful adjective
comfortable adjective
company noun
cool adjective
cutlery noun
expensive adjective
fashion noun
gold adjective
GPS noun
headwear noun
jeans noun
jewellery noun
leather noun
lovely adjective
mall noun
material noun
message noun
necklace noun
next week phrase
nice adjective
perfect adjective
piece of clothing noun
plastic noun
podcast noun
restaurant noun
ring noun
sandals noun
scarf noun
screen noun
shoes noun

shop noun
shopping centre noun
silver noun
size noun
skirt noun
soap noun
social media noun
stylish adjective
sunglasses noun
the internet noun
t-shirt noun
to cover verb
to dress up verb
to look good verb
to put on verb
to take off verb
to try on verb
to wear verb
trainers noun
trousers noun
watch noun
wood noun

Unit 4

address noun
adventure noun
air noun
at the weekend phrase
east noun
falconry noun
far adjective
hiking noun
incredible adjective
in the morning / afternoon / evening phrase
jacket noun
kilometre noun
land noun
mosque noun
mountain biking verb
north noun
outdoors noun
outdoor activities noun
park noun
plan noun
postcard noun
race verb
runner noun
running noun
sailing noun
school trip noun
skateboarding verb
sky diving verb
sleeping bag noun



snowboarding	verb
south	noun
tent	noun
the day	
after tomorrow	phrase
torch	noun
to arrive	verb
to be careful	phrase
to go kayaking	phrase
to have a picnic	phrase
to leave	verb
to stay	verb
to stay at home	phrase
to surf	verb
to travel	verb
trip	noun
west	noun
wetsuit	noun
wind	noun



Grade 7 Grammar Reference

Unit 1

Present Simple

We can use the present simple for:

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

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

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

*She **reads** books.*

*They **go** to school.*

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

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

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

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

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

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

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

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

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

What do they study? *They study English.*

Use:

where for places.

who for people.

what for things and ideas.

when for days and times.



Unit 2

Possessive Pronouns and Adjectives

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

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

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

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

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

Present Continuous

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

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

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

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

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



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

Unit 3

Comparative Adjectives

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

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

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

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

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

Superlative Adjectives

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

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

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

The negative is formed by adding *not*.

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

Questions follow the present simple form.

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



Unit 4

Have to

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

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

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

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

*Noor **has to** study.*

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

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

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

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

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

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

Going to

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

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

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

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

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

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

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

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

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

A light blue rectangular area containing 25 horizontal lines, resembling a notepad or a form for writing. The lines are evenly spaced and extend across the width of the rectangle.

A large rectangular area with a light blue background and horizontal ruling lines, resembling a page from a notebook. The lines are evenly spaced and extend across the width of the area.

Lined paper template with 25 horizontal lines.