



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



2025-2026



ACCESS BOOK 8



Grade
08

Access

English Language

Coursebook

Book 8

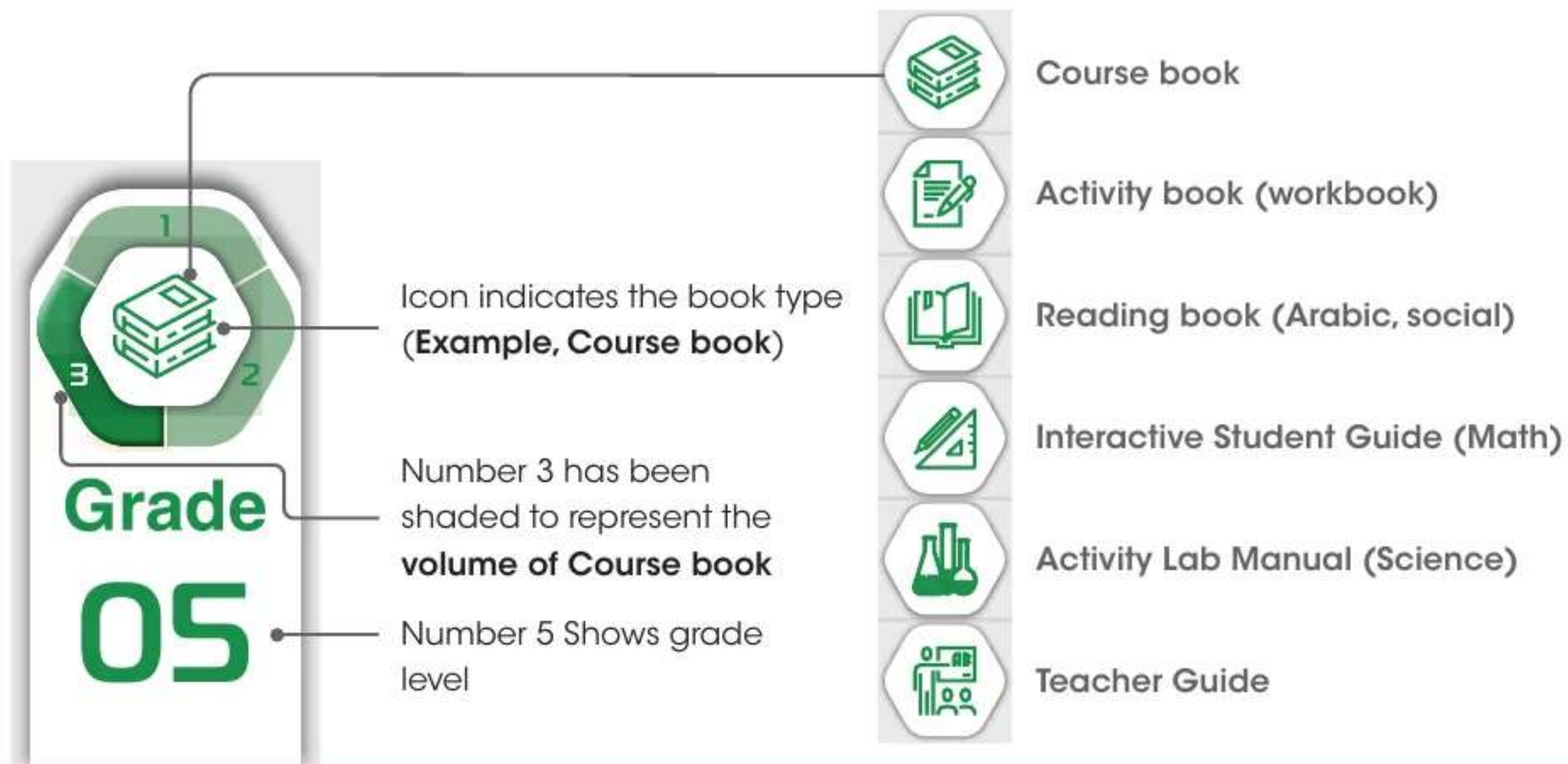
Volume 2

1446 - 1447 A.H. / 2025 - 2026 A.D.



Cover label guide

Cycle 02 Color



Ministry of Education
Call Centre
For Suggestions, Inquiries
& Complaints



80051115



www.moe.gov.ae



Info@moe.gov.ae

Created by the Ministry of Education.

Image credits:

Unit 1 Lesson 1: pg. 1) coffee vector created by freepik for freepik.com; pg. 2) winter image created by freepik for freepik.com; pg. 2) food image created by freepik for freepik.com; pg. 2) created by Yanalya for freepik.com; lesson 2: pg. 3) bedroom created by Suksao by freepik.com' pg. 3) house vector created by freepik for freepik.com; Lesson 3: pg. 5) school vector by Vectorpocket for freepik.com; Lesson 4: pg. 7) country background image created by Brgfx for freepik.com; pg. 7) clock created by Luis_molinero for freepik.com; Lesson 5: pg. 9) campfire created by Jannoon028 for freepik.com; pg. 9) horse image created by Freestockcenter for freepik.com; pg. 10) appliance vector created by Katemangostar for freepik.com; Lesson 6: pg. 11) wood image created by Jannoon028 for freepik.com; pg. 11) house image created by freepik for freepik.com; pg. 11) sofa image created by Mrsiraphol for freepik.com; Lesson 8: pg. 15) living room created by Freepik for freepik.com; Lesson 9: pg. 16) white houses created by Mrsiraphol for freepik.com; pg. 16) house image created by Asierromero for freepik.com; pg. 16) black apartments created by Asierromero for freepik.com; pg. 16) old houses created by Jcstudio for freepik.com; pg. 16) arches created by Mrsiraphol for freepik.com. Lesson 10: pg. 18) created by Fanjianhua for freepik.com; pg. 18) created by Victor217 for freepik.com. Unit 2 Lesson 3: pg. 25) sale image created by freepik for freepik.com; pg. 25) blue shirt created by Mrsiraphol for freepik.com; pg. 25) purple purse created by Brgfx for freepik.com; pg. 25) tree created by Brgfx for freepik.com; Lesson 5: pg. 29) rubber band created by freepik for freepik.com; pg. 29) backpack created by Topntp26 for freepik.com; Lesson 6: pg. 31) headphones created by freepik for freepik.com; pg. 31) lightbulb created by Jannoon028 for freepik.com; pg. 31) car created by Topntp26 for freepik.com; pg. 31) candles created by Photoangel for freepik.com; Lesson 7: pg. 31) background created by Asier_relampagoestudio for freepik.com. Unit 3 Lesson 1: pg. 40) medical vector created by Makyzz - Freepik.com; pg.40) tree vector created by Macrovector - Freepik.com; pg.40) background image created by Tirachard - Freepik.com; pg.40) music image created by Freepik for freepik.com; Lesson 3: pg.44) Travel vector created by Layerace - Freepik.com; Lesson 5 pg. 47) background vector created by Freepik for freepik.com; pg. 47) food image created by Valeria_aksakova - Freepik.com; pg. 48) Tea vector created by Freepik for freepik.com; pg. 48) background image created by Freepik; ; pg. 48) table background image created by Jcomp - Freepik.com; pg. 48) clock background vector created by Luis_molinero - Freepik.com; pg. 48) honey created by Freepik for freepik.com; Lesson 6: pg.51) flowers vector created by Brgfx - Freepik.com; pg.51) background image created by Kotkoa - Freepik.com; pg.51) background image created by Jeswin - Freepik.com; Lesson 7: pg. 53) Mountain image created by Welcomia - Freepik.com; pg.53) Nature vector created by Freepik; Lesson 8: pg.55) Bird image created by Welcomia - Freepik.com; Lesson 9: pg. 58) background vector created by Freepik for freepik.com; pg. 58) Background vector created by Brgfx - Freepik.com. Unit 4 Lesson 1pg. 61) Silhouette vector created by Freepik; pg. 61) building vector created by Freepik; pg. 61) Travel vector created by Freepik; Lesson 8: pg. 74) background image created by Victor217 - Freepik.com; pg. 74) Tree image created by Evening_tao - Freepik.com
All other images from the Ministry of Education.

Introduction to Book 8

This 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 5 Around the House	<u>Reading:</u> Short texts Short blogs Short email Description <u>Writing:</u> Simple sentences Short paragraph Description	<u>Listening:</u> Formal dialogue Informal dialogue Monologue <u>Speaking:</u> Asking and answering questions Talking about daily routines Descriptions	Present simple vs. present continuous Phrasal verbs	Houses Household items Phrasal verbs Daily routines
Unit 6 Nature and the World	<u>Reading:</u> Fact file Essay Quiz Textbook Brochure <u>Writing:</u> Short sentences Short essay Taking notes Brochure	<u>Listening:</u> Monologue Description Podcast <u>Speaking:</u> Asking and answering questions Information exchange Quiz	Comparatives and Superlatives Present simple passive	Rainforests Nature Wildlife
Unit 7 Global Connections	<u>Reading:</u> Article Informative sign Blog <u>Writing:</u> Summary Poster Notes Blog	<u>Listening:</u> Conversation Description Documentary <u>Speaking:</u> Giving opinions Asking and answering questions Describing differences	Relative clauses (defining) Have to	Nature Environment Wildlife Coastal city



content is defined on smart learning app



Unit 5: Around the house

Lesson 1: In the kitchen

- What do you do in your kitchen?
- What objects are in your kitchen?

Key Structure

Polite requests
Can/could you... Would you mind...

Vocabulary

dishwasher, washing machine, oven, fridge, toaster, coffee machine, blender, iron, microwave

Activity 1 Vocabulary

Match the pictures to the words. Which items do you have in your house?

dishwasher
washing machine
oven
fridge
toaster
coffee machine
blender
iron
microwave



Activity 2 Speaking

Look at the picture again. Which things did people not have 50 years ago?

Activity 3 Speaking

Which items are the most important for you? In groups, choose three items.

My List:

Group List:

Activity 4 Listening Track 18

Listen to two conversations.
Circle the kitchen items you hear.



SPEAKING TIP

Use formal language when talking to:

- people you don't know
- important people

- Could...please?

Could you open the window **please**?

- Would you mind + -ing verb

Would you mind opening the window?

Activity 5 Listening

Listen again and answer the questions.

Which conversation is between friends? _____

Which conversation is between strangers? _____

VOCABULARY

stranger: a person you don't know



1

A: Excuse me, would you mind opening the window? It's cold in here.

B: Of course.

A: Oh and could I have a coffee, please?

B: Yes, there is a coffee machine on the table. Please help yourself.

A: Thank you.

2

A: Hey Omar, the pizza is ready! Can you turn off the oven, please?

B: Sure. Let's eat.

A: Can you get some plates?

B: Okay.

Activity 6 Speaking

Practice the conversations with a partner.

Next, choose one of the situations below and make a new conversation.

- Asking for help at school
- Asking a brother or sister to do something at home



Lesson 2: In my room

- What is your favourite room at home?
- What is in your room at home?

Activity 1 Reading

Read about Reem's room.

What do you like about it? What don't you like?



Reem's room

Inside a teenager's room

Reem's room is at the top of the house. It has big windows so there is a lot of light. There is not much on the walls. Reem's mother doesn't like pictures on the walls. Reem likes her bed. It is big and comfortable. She has a white duvet and lots of pillows. There is a lamp next to the bed. There is a table next to the window and a wardrobe near the door with lots of clothes inside. "My room isn't messy" she says, "I always keep it tidy."

Key Structure

Possessive 's
Reem's room is big.

Vocabulary

*furniture, book shelf,
pillow, duvet, wardrobe,
messy, tidy*

LANGUAGE TIP

We use 's when something belongs to someone.

Reem has a book. It is Reem's book.

Activity 2 Reading

Read again. Work in pairs and answer the questions about Reem's room.

- 1 What does Reem like about her room?
- 2 What furniture is in Reem's room?
- 3 Do you think Reem is happy with her room? Why or why not?
- 4 Does your room have anything in common with Reem's room?
- 5 Can a room tell you anything about the person who lives there?

Activity 3 Speaking

In pairs, try to remember what is in Reem's room.

Read the text again. Then, close your book and tell your partner what you remember.

VOCABULARY

to have something in common (idiom):

to have the same characteristics, looks or interests

We have something in common. We like the same sports.



Activity 4 Speaking

Interview a classmate about their room.

What do you have in your room?

Answer:

What colour is your room?

Answer:

Is there anything on the walls?

Answer:

Is your room tidy or messy?

Answer:



WRITING TIP

A paragraph is many sentences about one idea. You need **an introductory sentence** to say what you are writing about, **body sentences** to give information and a **concluding sentence** to summarise your ideas.

Activity 5 Writing

Write five sentences in a short paragraph about your partner's room

Introduction:

I am going to write about _____'s room.

.....'s room is. _____

Main body:

what is in their
room?

Is it tidy or messy?

Conclusion:

has a _____ room.

Lesson 3: Rooms at home

- What is your room like?
- How much time do you spend in your room?

Key Structure

Comparatives

You are **much tidier than** me.

Vocabulary

balcony, colourful, simple, bright, clean, helpful, garden

Activity 1 Speaking

Answer the questions with a partner.

What is your favourite room at home?

Why do you like it?

Are you tidy at home?

Are you helpful at home?

Are you more helpful than your siblings?

LANGUAGE TIP

To make comparatives stronger, we can say:

much...than much tidier than
much more interesting than

Activity 2 Writing

Write comparative sentences about your family and home.
Use the words in the box to help you.

tidy helpful simple colourful nice

I am tidier than my brother.

1 _____

2 _____

3 _____

4 _____

5 _____



SPEAKING TIP

When we speak, we say the important words clearly. When we say *than* in a sentence, we don't say it clearly.

My room is *tidier* than my *sister's* room.

Activity 3 Listening Track 19

Listen to Aya talking about her home.
Where does she live?

Activity 4 Listening

Listen again and circle the sentences that you hear.

- 1 I like my room.
- 2 I am much tidier than my sister.
- 3 I never tidy my room.
- 4 I love cooking.
- 5 My mother makes my lunch.



Room A

Activity 5 Speaking

Use the words in the box and compare the rooms in the pictures.

Now compare your favourite room at home to the rooms in the pictures.

much...than

colourful
tidy
nice
messy

Room A is much nicer
than room B.

Room B is much more
interesting than room C.

Room B



Room C



Lesson 4: Language focus

- What are you doing now?
- What do you do every day?

Key Structure

Present simple vs. present continuous
He **is studying**. He **studies** a lot.

Vocabulary

to get up, hotel, colourful, to visit, to tidy, to study

Activity 1 Speaking

Look at the pictures. Talk about the students and answer the questions.

What are they doing? Where are they? What do you think they are like?



Present simple

We use the present simple to talk about routines and things that are true.
He **studies** every day.

Present continuous

We use the present continuous to talk about things we are doing now (around the time of speaking).
He **is studying** now.

Activity 2 Reading

Read the email and circle the correct verb forms.

To: Sara@email
Subject: Hello

Hi Sara,

I sit / am sitting in my room at home and look / looking at photos of your holiday in Canada. I like / am liking your hotel. It looks nice and colourful. I want / am wanting to visit Canada.

What is your room like? How is the weather in Canada? Write back to me soon!

Your friend,
Asha

Remember!

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

Activity 3 Language

Complete the conversation with the correct words.

Sam: Ali, 1 _____ your homework?

Ali: No, I'm 2 _____ at photos from my holiday.

Sam: I sometimes look at photos, too.

Ali: 3 _____ like taking photos?

Sam: Yes, I have a camera. I 4 _____ photos all the time.



1 **a** are you doing **b** you do **c** do you

2 **a** look **b** looking **c** looks

3 **a** Do you **b** You **c** Are you

4 **a** take **b** am taking **c** takes

We use different time expressions with different tenses.

Present simple: every day, usually, sometimes, all the time

Present continuous: now, at the moment, today

Activity 4 Language

Complete the sentences with the present simple or present continuous form of the verbs in the box.

do be get up read tidy play

1 I _____ at 6:00 every day.

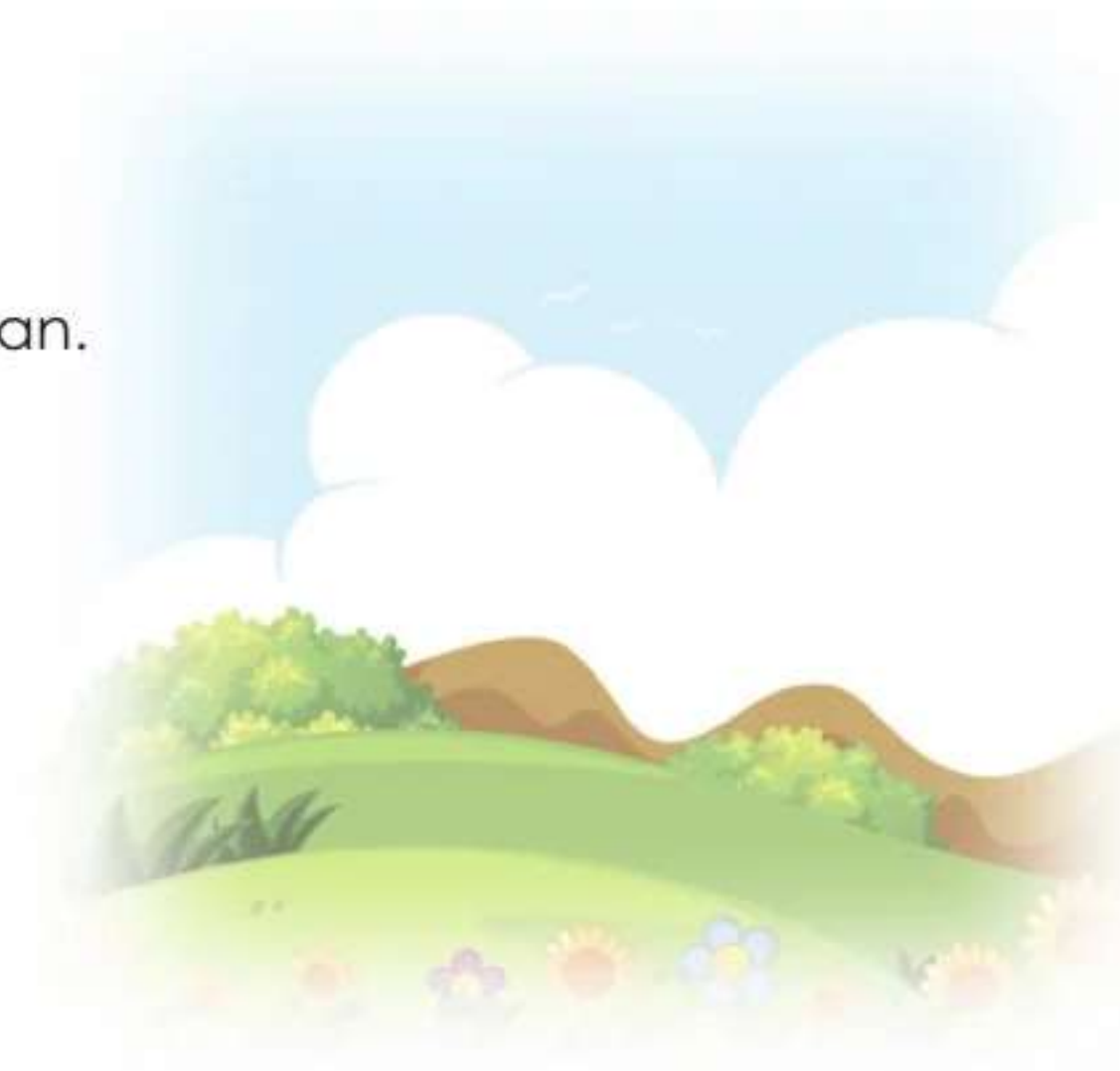
2 The kitchen _____ always nice and clean.

3 The students are _____ football now.

4 What book are you _____?

5 What are you _____?

6 Do you usually _____ your room?



Activity 5 Speaking

Talk about your friends and family.

What do they usually do in the morning?

What are they doing now?

What do they usually do at home?

What are they doing now?

My cousin goes to work in the morning. He is working now.

Lesson 5: Daily routines

- What is your daily routine?
- What do you usually do in the morning?

Key Structure

Phrasal verbs

*I always **get up** early.*

Vocabulary

at the weekend, every day, sometimes, to wake up, always

Activity 1 Speaking

Tell your partner about what you like doing at the weekend.



I usually wake up early on Saturdays. I like going to the mall in the morning.

I like going to the park at the weekend.

LISTENING TIP

Before listening, try to guess what you will hear.

Activity 2 Listening Track 20

1 Listen to Sara talking about her routine. Is it a good daily routine? Why or why not?

2 Listen again and complete the text with the correct words.

I usually wake up late. I _____ quickly and have a shower. I don't eat breakfast. I run to school and sometimes I am late. I am hungry all day. After school, I walk home slowly with my friends. When I get home, I _____ on the sofa. I _____ the phone and I order a pizza. I turn on the TV and relax.

Activity 3 Practice

Find the verbs in the text and write the correct preposition to make phrasal verbs.

get up _____

wake _____

turn _____

pick _____

sit _____

get _____

Activity 4 Writing

Write about your daily routine. Use the questions below to help you.
Try to use verbs from Activity 3.

What time do you usually wake up? What do you eat for breakfast?
What do you do after school? What time do you go to bed?

My day

Activity 5 Speaking

Talk about your daily routine with a partner.
Is your partner's routine different to your routine? How?
Find three things that are different in your partner's routine and write them below.

I get up late every day...

I always wake up early...

Saif wakes up early but I get up late every day.



Differences in daily routines

Lesson 6: Language focus

- What do you do at home?
- What do you do in class?

Phrasal verbs

Phrasal verbs are verbs made from two or more words (a verb with a preposition or an adverb).

Please turn off your phone and sit down.

Key Structure

Phrasal verbs

I **get up** early every day.

Vocabulary

turn on/off, put on, take off, stand up, sit down, pick up, put down



Activity 1 Practice

How many phrasal verbs do you know?

Make phrasal verbs by matching the verbs and particles in the boxes.

turn put wash get take sit stand pick

on off up down

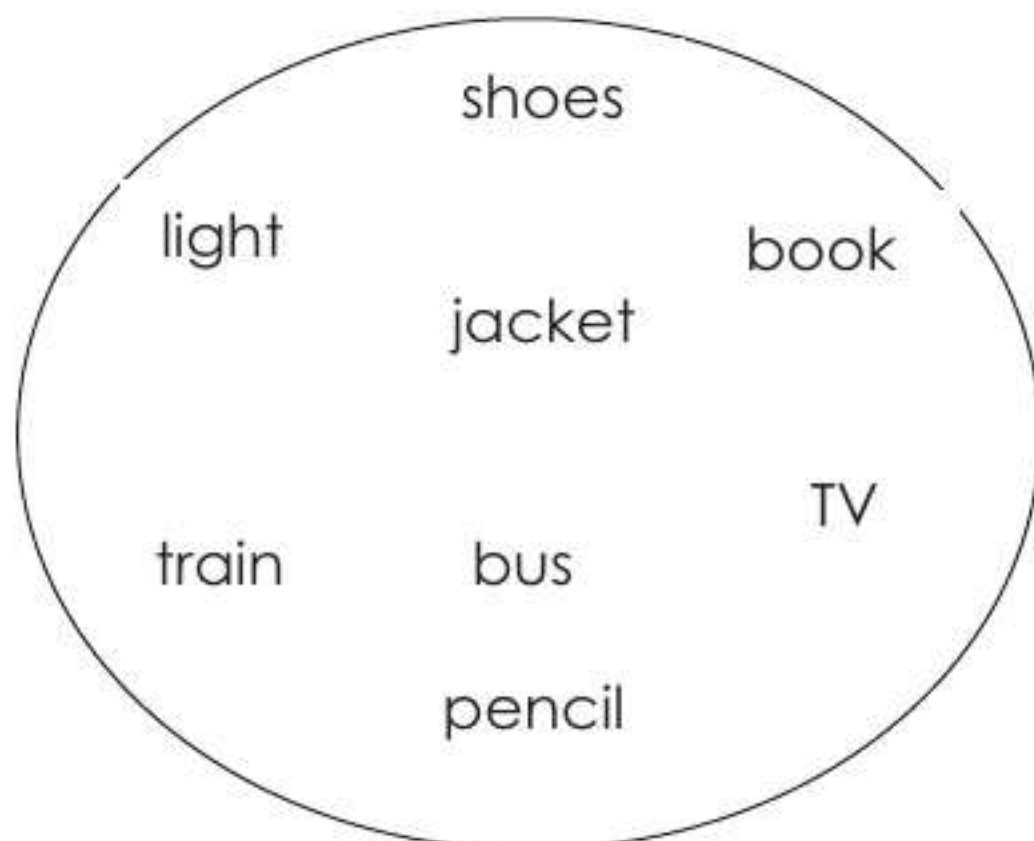
Phrasal verbs

put on

Activity 2 Practice

Match the phrasal verbs in the box to the nouns below.

put on turn off pick up get on



LANGUAGE TIP

Sometimes you can understand the phrasal verb by looking at the words. For example, **up** and **down** show that something is higher or lower.

stand up ↑

sit down ↓

Activity 3 Listening Track 21

Listen to the dialogue. Where are the people?

a at school **b** in a restaurant **c** at home

Some phrasal verbs have an object, and some have no object.

Please turn off your phone.

Please sit down.

Activity 4 Listening

Listen again and complete the dialogue with the correct phrasal verbs.

sit down turn off put down pick up

A: Good morning everyone, please ¹ _____.
How are you all today?

B: Fine, thank you.

C: I'm cold! Can you ² _____ the air conditioning?

A: Yes, okay. It is cold in here.

Sam, can you ³ _____ that paper on the floor? Thank you.

Okay everyone! Let's practise for the listening exam. Pick up your pens.

(everyone listening)

B: It's too quiet. Can you ⁴ _____ the volume?

A: Yes, of course.



Activity 5 Speaking

In groups, role play an English class. Take turns being the teacher. Use phrasal verbs and tell your students what to do.

Please stand up and pick up your books.

Mr Taylor, can you turn on the TV?

Lesson 7: Past routines

- What do you do at home?
- What did people do at home in the past?

Key Structure

Phrasal verbs in the past
Yesterday I **got up** early.

Vocabulary

chore, garden, wall,
balcony, to hang up,
technology

Activity 1 Reading

Look at the article. What do you think it is about?

home life school life holidays

Life in the past

Home life in the past was very different to home life today. There was less technology and chores were harder. People got up earlier because they had many chores to do. People picked up wood every day for their fires. My grandparents in England had to heat up water over the fire every day because they didn't have hot water or electricity. My grandfather's mother always cooked food for the family. She also washed everyone's clothes and cleaned the house. After school, the children helped to hang up the washing in the garden. My grandfather's father worked with horses. He worked hard all day and came home at night. The family ate dinner together every night and the children washed up the dishes. They were a happy family but life in the past wasn't easy.



VOCABULARY

chore: a job you do at home like cleaning
to heat up: to make something warm

Activity 2 Reading

Read the text. Are these sentences true (T) or false (F)?

- | | | |
|---|---|---|
| 1 People had many chores in the past. | T | F |
| 2 Everyone had hot water. | T | F |
| 3 The children helped their mother with chores. | T | F |
| 4 The children had a horse. | T | F |
| 5 The family didn't eat dinner together. | T | F |

READING TIP

You can read articles in newspapers, magazines and online. An article has a title that tells you about the topic. Always look at the title and the pictures before you read.

Activity 3 Vocabulary

Complete the sentences with the past form of the verbs in the box. Use the article to help you find the answers.

wash up get up hang up pick up

- 1 In the past, families _____ wood every day to make a fire.
- 2 My mother helped my grandmother when she _____ the washing.
- 3 People _____ their dishes after eating dinner.
- 4 My grandparents _____ early every day.

LANGUAGE TIP

Adverbs of frequency can be used to describe routines in the present and past.

*I **always** get up early.*

*In the past, my grandparents **always** got up early.*

Activity 4 Speaking

Talk about the article with a partner.



Do you do chores at home?

What do you do at home?

Do you think life was difficult in the past?

Lesson 8: My dream room

- Do you like design?
- Did you design your bedroom?

Activity 1 Speaking

You are going to design a room.

What kind of room would you like to design?

In groups, think of ideas and write words for each category.

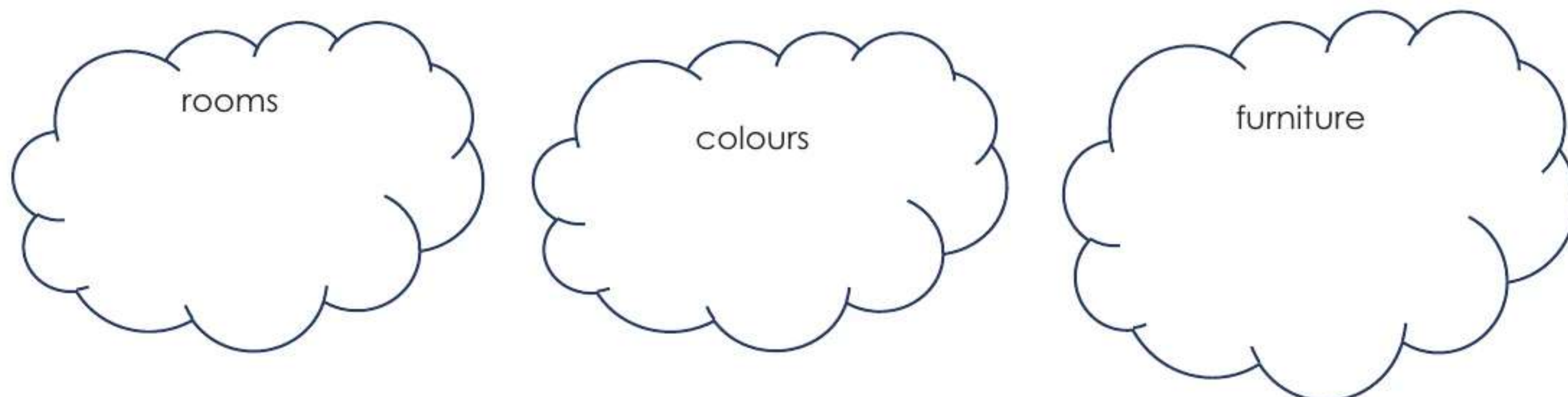
Key Structure

Describing a room

The walls are yellow because it's my favourite colour.

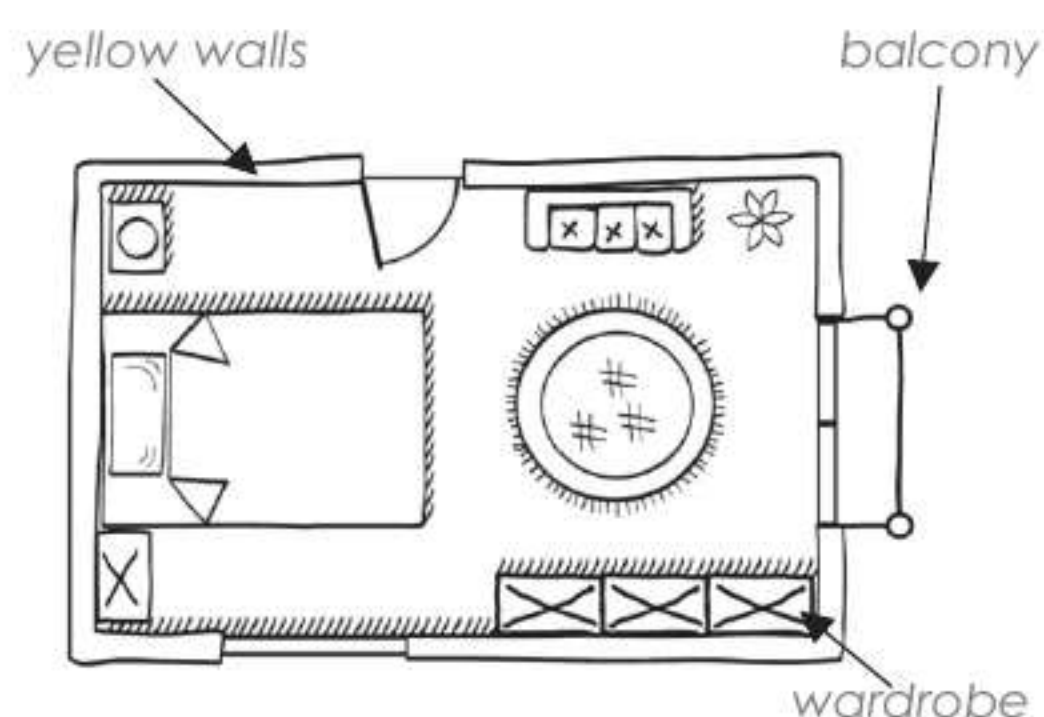
Vocabulary

to design, light, dark, in the middle, in the corner, on the wall



Activity 2 Writing

Draw a plan of your dream room and label it.



Activity 3 Speaking

Describe your plan to a partner.

Give reasons for your choices.

The sofa is blue because it's my favourite colour.



Activity 4 Reading

Fatima wrote a description of her dream room.
Complete the description with the words from the box.

in the corner small blue tall in the middle

.. is is my dream living room. It is _____ and
bright. The walls are light and there is a _____
window. There is a big sofa _____
of the room. There is a small pink table in front of
the sofa. There is a _____ lamp _____.
There are some pictures on the wall.



WRITING TIP

When writing descriptions, use adjectives. This makes it easy to
imagine and more interesting to read.

There are pictures on the wall.

*There are **colourful** pictures on the **yellow** walls.*

Also use prepositions to make something easy to imagine.

*There is a big sofa **in the middle of** the room.*

Activity 5 Writing

Write a description of your dream room.
Use the Writing Tip and Activity 4 to help you.

- What kind of room is it?
- What furniture is there? Where is it?
- What is on the walls?

Lesson 9: A dream house

- What is your house like?
- Where do you want to live in the future?

Activity 1 Speaking

Talk about the pictures with a partner.

Which picture shows apartments?
Which house has a big garden?
Which house has a balcony?
Which houses are old?
Which houses are new?
Which house do you like the most?



A



E



B



C



D

Activity 2 Speaking

Answer the questions with a partner.
Use the information in the box for ideas.

- 1 Where would you like to live?
- 2 What type of house would you like to have?
- 3 What would you like in your house?

Where: city, village, desert, beach, mountains

Type of house: apartment, house, farm, villa

Outside: garden, pool, balcony, walls

I would like a house with a big garden.

I want a small house with a garden.

Key Structure

Would like

*I **would like** to have a big house in the future.*

Vocabulary

apartment, villa, farm, roof, pool, village, city

Activity 3 Reading

Read the descriptions of students' dream houses and answer the questions.

My dream house is an apartment in the city. I want to live in Abu Dhabi because it is my favourite place. I would like to have a games room and a study room. I like being outside, so I would like to have two big balconies.

Ali



My dream house is next to the beach. I like quiet places so I don't want to live in a city. I would like to live in a big house with a nice garden. I would like to have white walls and lots of trees outside.

Fatima

1 Who wants to live in a big house?

2 Who wants to live in Abu Dhabi?

3 Who would like to have two balconies?

4 Who would like to have white walls?

Activity 4 Writing

Write a description of your dream house.

- Where would you like to live?
- What type of house would you like to have?
- What would you like to have outside?

My dream house

Lesson 10: Review

Key Structure

Unit 5 structures

Vocabulary

Unit 5 vocabulary

Activity 1 Vocabulary

Complete the sentences with the correct words from the box.

tidy oven fridge balcony turn off pick up

- 1 My room is _____, but my sister's room is messy.
- 2 When I study, I _____ the TV.
- 3 We put milk in the _____.
- 4 I put a pizza in the _____.
- 5 I always _____ rubbish and put it in the bin.
- 6 My house has a _____ where we sit outside.

Activity 2 Reading

Read the article and choose the best title.

In my house China Kitchens around the world

Ann lives with her family in an apartment in Chengdu, China. It has five rooms. There is a small balcony outside the living room. Ann's mother hangs up everyone's clothes on the balcony after she washes them. Ann usually cleans her room. She has a small bedroom with a big window. Ann's grandmother cooks dinner in the kitchen every night. She lives in the apartment, too. Ann likes her home. Her favourite room is the living room because it is colourful and bright. It is much brighter than her bedroom.



Activity 3 Reading

Read the sentences about the article. Are they true (T) or false (F)?

- | | | |
|---|---|---|
| 1 Ann lives in an apartment with five rooms. | T | F |
| 2 Ann's bedroom has a balcony. | T | F |
| 3 Ann's grandmother lives in the apartment. | T | F |
| 4 Ann doesn't like her home. | T | F |
| 5 Ann's bedroom is brighter than the living room. | T | F |

Activity 4 Language

Two cousins are talking at home.

Complete the dialogue with the correct phrasal verbs.

turn off turn on sit down take off

A: I'm studying, can you _____ the TV?

B: Yes okay.

I'm hungry. Do you want to share a pizza?

A: Sure. There's one in the fridge. I'll _____ the oven.

B: It's okay, I'll do it. _____.

A: Thanks.

...

A: It's mushroom and chicken pizza. Can I _____ the mushrooms? I don't like them.

B: Sure.

Now practise the dialogue with a partner.

Activity 5 Language

Complete the sentences with the present simple or present continuous form of the verbs in the box.

like do play read

1 I _____ my homework in my living room every day.

2 My cousin _____ making cakes.

3 My brothers and sisters are _____ in the garden now.

4 What book are you _____?

Activity 6 Writing

Write five sentences to describe a room in your house in a blog post.

Unit 6: Nature and the world

Lesson 1: Rainforests

- What is a rainforest?
- What animals live in a rainforest?

Key Structure

Giving reasons
*Rainforests are important **because** animals live there.*

Vocabulary

rainforest, land, medicine, clean, air, percent

Activity 1 Vocabulary

Match the words to the pictures.

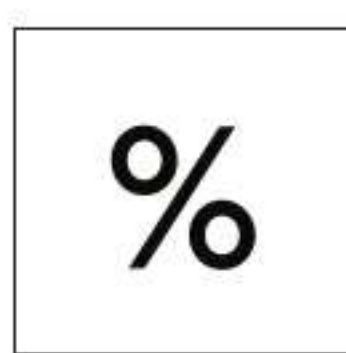
air medicine land rainforest percent



1



2



3



4



5



LISTENING TIP

Read before you listen. Think about the type of word you will write in the space.
For example, a number, a noun or a verb.

Activity 2 Listening Track 22

Listen to a podcast about rainforests and complete the fact file.

Fact File: Rainforests

1. Tropical rainforests cover about _____% of the land in the world.
2. More than _____% of the world's plants and animals live and grow in rainforests.
3. _____% of all bugs live in rainforests.
4. The largest rainforest is the _____.
5. The _____ in the rainforest keep the air clean by releasing the oxygen we breathe.



VOCABULARY

percent: out of 100; 50/100 is 50 percent (50%)
oxygen: a gas in the air; we need it to breathe
to breathe: to take air in and out of your mouth

Activity 3 Listening

Listen again. Are the sentences True or False?

- | | | | |
|---|---|---|---|
| 1 | The Amazon is the biggest rainforest in the world. | T | F |
| 2 | Nuts, coffee, lemons and oranges come from rainforests. | T | F |
| 3 | Many medicines come from rainforests. | T | F |
| 4 | Rainforests are becoming bigger. | T | F |

LANGUAGE TIP

Remember! We can use *will* to make predictions about the future.
For negatives we can say *will not* or *won't*.

Activity 4 Speaking

Talk to a partner and answer the questions.



Would you like to visit a rainforest? Why or why not?

Why do you think rainforests are important?

Why do we need parks or gardens in a city?

Will rainforests become smaller in the future? Why or why not?

Rainforests are important because many animals live there.

I think rainforests will get bigger. People will help the plants and animals.

Cities need parks because they have trees. Trees help to clean the air.

Lesson 2: Animals in the UAE

- What animals can you see in the UAE?
- What dangers do animals have?

Activity 1 Reading

Read the text about animals in the UAE.

What kind of text is it? **a** Article **b** Diary **c** Letter

Key Structure

Talking about numbers
There are **around** 600 Oryx.

Vocabulary

hunting, danger, to
protect, to be in danger, to
save



Animals of the UAE

There are many types of animals in the UAE, for example the Arabian oryx. In the past, some of these animals were in danger because of hunting. Sheikh Zayed started a conservation programme in Al Ain to save the Arabian oryx. Oryx moved to Sir Bani Yas Island and today around 700 oryx live there. Thanks to Sheikh Zayed's successful programme, the UAE now has the largest number of Arabian oryx in the world – more than 6200.

The Sheikh Mohammed bin Zayed Arabian Oryx Reintroduction Programme

This programme started in 2007. They introduced 160 oryx to areas where oryx lived in the past. These areas are protected. Oryx can live there safely. There are protected areas all over the UAE. The Arabian oryx protected area in Abu Dhabi is the largest protected area in the UAE.

VOCABULARY

conservation programme: a plan to protect animals or lands

successful: something that works very well



SPEAKING TIP

We can say *around* or *more than* when we don't know the exact number.

There are **around** 600 animals.
There are **more than** 6000 camels.

Activity 2 Reading

Read the text again and answer the questions.

- 1 What two animals does the text mention?
- 2 Why were the animals in danger?
- 3 How were the animals saved?
- 4 Which country has the largest number of oryx in the world?
- 5 Where is the largest protected area for Arabian Oryx?

LANGUAGE TIP

Remember! We use past simple regular and irregular verbs to talk about the past. Regular past simple verbs are formed with -ed.

People help animals every day.

*People **helped** animals in the past.*

Activity 3 Practice

Complete the sentences using the correct past tense verb forms.

protected started lived hunted were introduced

- 1 In the past, people _____ oryx.
- 2 Animals _____ in danger.
- 3 Sheikh Zayed _____ a programme to save the oryx.
- 4 The UAE _____ land for oryx.
- 5 They _____ 160 oryx to areas where oryx _____ in the past.

Activity 4 Practice

Write the present form of the verbs from Activity 4.

protected protect started _____ lived _____
hunted _____ were _____ introduced _____

Activity 5 Speaking

Talk to a partner about animals in your country.

- 1 Where can you go to see animals or wildlife?
- 2 Do you think the number of wild animals is increasing or decreasing? Why?
- 3 What can we do to protect animals?

VOCABULARY

increase: go up

decrease go down

Conservation programmes help animals.

I think we should...

We can educate people about animals.

Lesson 3: Language focus

- Which emirate is the largest in the UAE?
- Which emirate is the smallest?

Comparatives and Superlatives

We use **comparatives** with *than* to compare things.

Short adjectives: + er large → **larger**
Long adjectives: more interesting → **more interesting**

We use **superlatives** to say something is the best or worst.

Short adjectives: + est large → **largest**
Long adjectives: most interesting → **most interesting**

Key Structure

Comparatives and superlatives
*China is **bigger than** Japan.*
*Asia is **the largest** continent.*

Vocabulary

million, billion, country, continent,
large, percent of

Remember that some words
are different:

good → **better** → **the best**
bad → **worse** → **the worst**

Activity 1 Speaking

Look at the world map and find
the continents Asia, Africa and Australia.



Fun Facts

	Asia	Africa	Australia
Size:	29.5% of the land on Earth	20% of the land on Earth	5.9% of the land on Earth
People:	4.5 billion	1.2 billion	41 million
Geography:	Mount Everest is the tallest mountain in the world.	Mount Kilimanjaro is the tallest mountain in Africa.	Australia has the world's largest coral reef: the Great Barrier Reef.

Activity 2 Reading

Read the sentences about the fact file above. Are they True or False?

- | | | |
|--|---|---|
| 1 Asia is the largest continent. | T | F |
| 2 Africa is bigger than Asia. | T | F |
| 3 Australia is the smallest continent. | T | F |
| 4 The tallest mountain in Africa is Mount Everest. | T | F |
| 5 Australia has the most people. | T | F |

Activity 3 Practice

Write the comparative and superlative form of each adjective.

small	<u>smaller</u>	<u>smallest</u>	beautiful	_____	_____
large	_____	_____	exciting	_____	_____
tall	_____	_____	good	_____	_____

Activity 4 Practice

Write the opposites.

older	<u>younger</u>	best	_____
bigger	_____	shortest	_____

Activity 5 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 Mount Kilimanjaro is the _____ mountain in Africa. (tall)
- 4 Africa has the _____ number of countries. (high)

Activity 6 Writing

Write comparative and superlative sentences about where you live.

Dubai has the tallest building in the world.
I think Kite Beach is the best beach.

WRITING TIP

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

Lesson 4: Amazing places

- What do you enjoy writing about?
- Why do people write essays?

Activity 1 Reading

Read the essay written by a student.

Put the paragraphs into the correct order.

1 _____ 2 _____ 3 _____

a) First, there are amazing mountains in RAK. Jebel Jais is the tallest mountain in the UAE. It has a picnic area where you can look at the scenery and drink tea. There are also great beaches in RAK. The one near my house is nice. Finally, there are lots of animals in RAK, like camels and oryx. You can see them in the desert.

b) To conclude, I think everyone should go to RAK because there are many interesting places to visit.

c) There are many wonderful places in the UAE. I would like to write about Ras Al Khaimah because I live there.

Activity 2 Reading

Read the essay again. What is the exam question?

- 1 Write about a place in your country and say why people should visit.
- 2 Write about your house and describe your favourite room.
- 3 Describe your school and the subjects you study.



Key Structure

Describing a place
*There are amazing mountains
and you can see animals.*

Vocabulary

*place, scenery, wonderful,
visitor, picnic, mountain*

Activity 3 Speaking

Choose an emirate and make a list of things a UAE visitor can do there.
Use the verbs in the box to help you.

see climb go visit try
swim eat play

WRITING TIP

A **short essay** should have:

A title

An introduction: say what you will write about.

Main body: explain your ideas.

Conclusion: summarise your ideas.

Activity 4 Writing

Complete the short essay below.

Write about a place in your country and say why people should visit.

Title:

Introduction:

There are many wonderful places in the UAE. I would like to write about

First

Main body:

Also

Conclusion:

To conclude, I think people should visit _____

because _____

Lesson 5: Language focus

- Where does chocolate come from?
- How is chocolate made?

Activity 1 Speaking

Where does your favourite food come from?
How is it made?

Activity 2 Reading Track 23

Read and listen to a podcast about chocolate.
Where does chocolate come from?

Chocolate

Where does chocolate come from?

Chocolate comes from cocoa beans that grow on cocoa trees. Cocoa trees grow in tropical rainforests and in warm weather.

How is chocolate made?

First, cocoa beans are taken from the tree. Then, the cocoa beans are cooked. Next, they are crushed and mixed. Finally, butter, milk and sugar are added to make the chocolate taste sweet.

Key Structure

Present simple passive
*Cocoa beans **are cooked**.*

Vocabulary

cocoa, bean, to grow, to add, to mix, sweet, bitter

LANGUAGE TIP

We use the passive voice to say how something is made.

*First, cocoa beans **are taken** from the tree.*

Activity 3 Reading

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

- | | | |
|--|---|---|
| 1 Chocolate is made from green beans. | T | F |
| 2 The cocoa beans are cooked first. | T | F |
| 3 The beans are crushed and mixed last. | T | F |
| 4 Butter, milk and sugar are added last. | T | F |



The passive voice

We also use the passive voice when:

- the main topic is not the subject.
- we don't know who did an action.

*English **is spoken** in many countries.*

In passive sentences, the object becomes the subject. We use *to be* + a past participle verb.

Active: *People make chocolate.*

Passive: *Chocolate **is made**.*

Activity 4 Language

Read the text again and find the past participle of the verbs below.

make _____ take _____ cook _____

mix _____ add _____

Activity 5 Language

Put the words in the correct order and write sentences.

1 is / Chocolate / from / made / cocoa beans.

2 Coffee / coffee beans. / made / is / from

3 is / added / Sugar / to / chocolate.

4 spoken / Spanish / is / in many countries.

How to form past participles

For regular verbs, add *d* or *ed* to the main verb. However, some verbs are different. We have to learn them.

present	past	past participle
cook	cooked	cooked
take	took	taken

Activity 6 Speaking

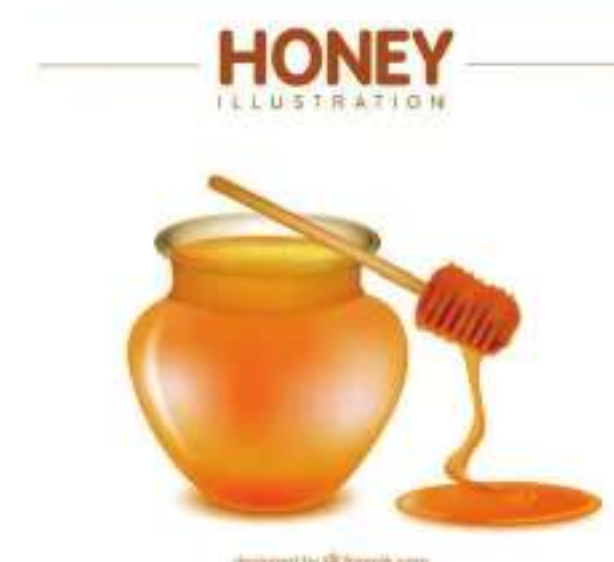
Work with a partner. Choose an item and describe it. Your partner should try to guess what you are describing.

It's made from...

It's used for writing.



They're usually eaten for dessert.



Lesson 6: Photosynthesis

- Do you have plants at home?
- What do plants need to grow?

Activity 1 Reading and Listening Track 24

Listen and follow the text about photosynthesis. Underline the words from the vocabulary box.

Key Structure

Present simple passive
Carbon dioxide **is taken in** by leaves.

Vocabulary

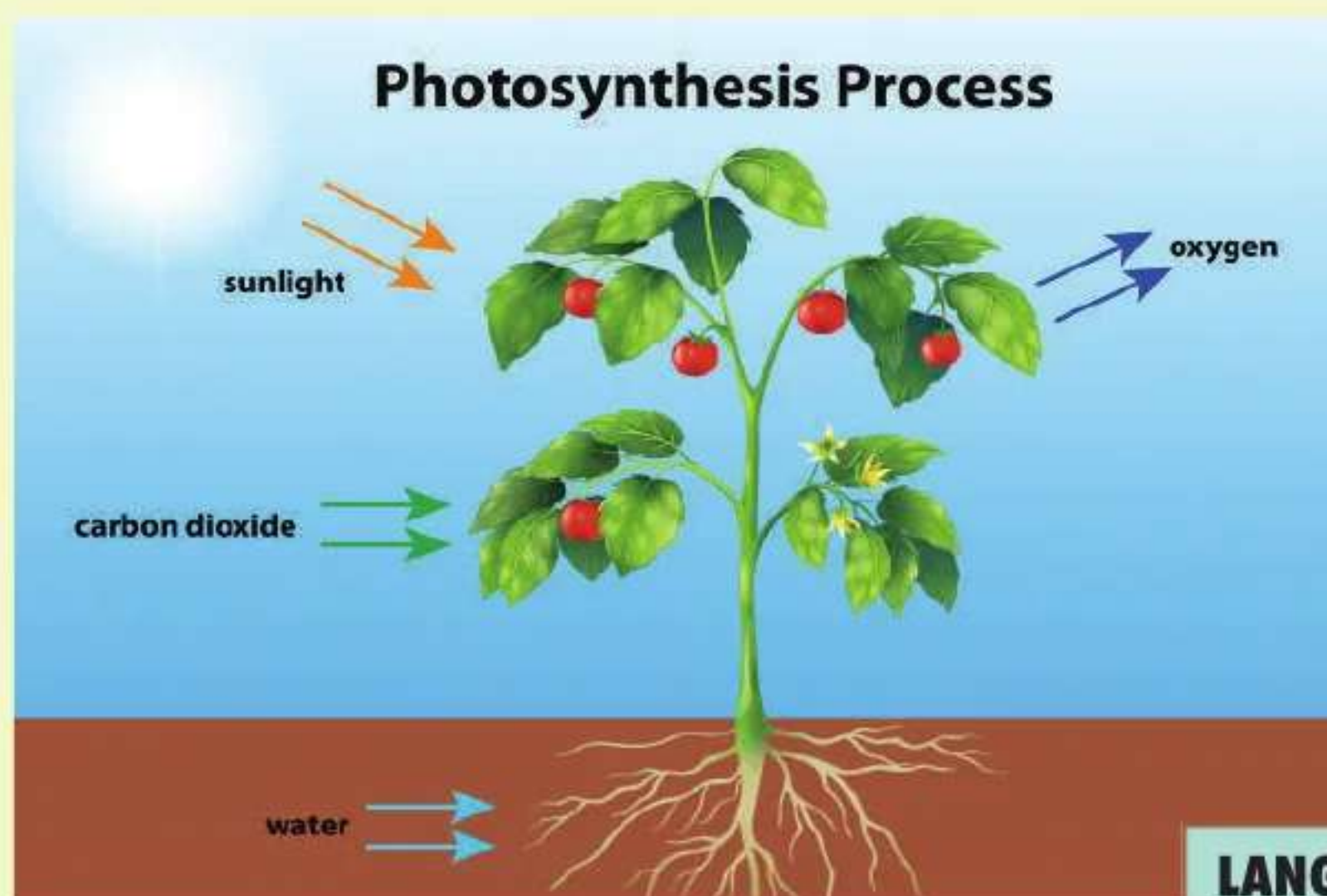
photosynthesis, to take in, to let out, carbon dioxide, oxygen, leaves, energy

What is photosynthesis?

Photosynthesis is how plants make their own food and get energy. Plants need three things for photosynthesis: these are carbon dioxide, water and sunlight.

Carbon dioxide is taken in by the leaves of a plant. Water is taken in by the root of a plant. Energy from sunlight works together with the carbon dioxide and water to make sugar and oxygen.

The sugar is used as food for the plant. The oxygen is let out of the plant's leaves.



VOCABULARY

carbon dioxide: a gas that we breathe out

oxygen: a gas that we breathe in

leaf: flat, green parts of a plant

root: part of a plant that is under the ground

LANGUAGE TIP

We also see the passive in science texts.

Activity 2 Reading

Read the text and look at the picture again. Fill in the gaps below.

carbon dioxide + ¹ _____ (+ sunlight energy) → sugar + ² _____

Activity 3 Speaking

Quiz you partner using the questions below.

How do you spell photosynthesis?

What three things are needed for photosynthesis?

What two things are made from photosynthesis?

SPEAKING TIP

When we think something is true, our voice goes down at the end of a sentence. ↘

When we are not sure, our voice goes up at the end of a sentence. ↗

Activity 4 Speaking

What do you know about plants?
Work with a partner and do the quiz.
Check your answers at the bottom of the page.

- 1 Some animals eat plants.
- 2 Some animals are eaten by plants.
- 3 Some plants can be eaten.
- 4 Plants are not used to make medicine.
- 5 20% of the world's oxygen comes from plants.

True False

True False

True False

True False

True False



Look at photos A, B and C.

- 6 Which plant is used to make oil or paint?
- 7 Which plants eat insects?



Which answers surprised you?

1 True, 2 True, 3 True, 4 False, 5 True, 6 A, 7 B & C.

Activity 4 Answers:

Lesson 7: The food chain

- What does a food chain describe?
- What do animals eat?

Activity 1 Reading

Read the text and learn about food chains.

We use pictures of food chains to show how different animals and plants need each other. Some animals are **predators**. They eat other animals. The animals they eat are called **prey**. Some animals only eat plants. These animals are called **herbivores**. Some animals only eat other animals. These animals are called **carnivores**.

Key Structure

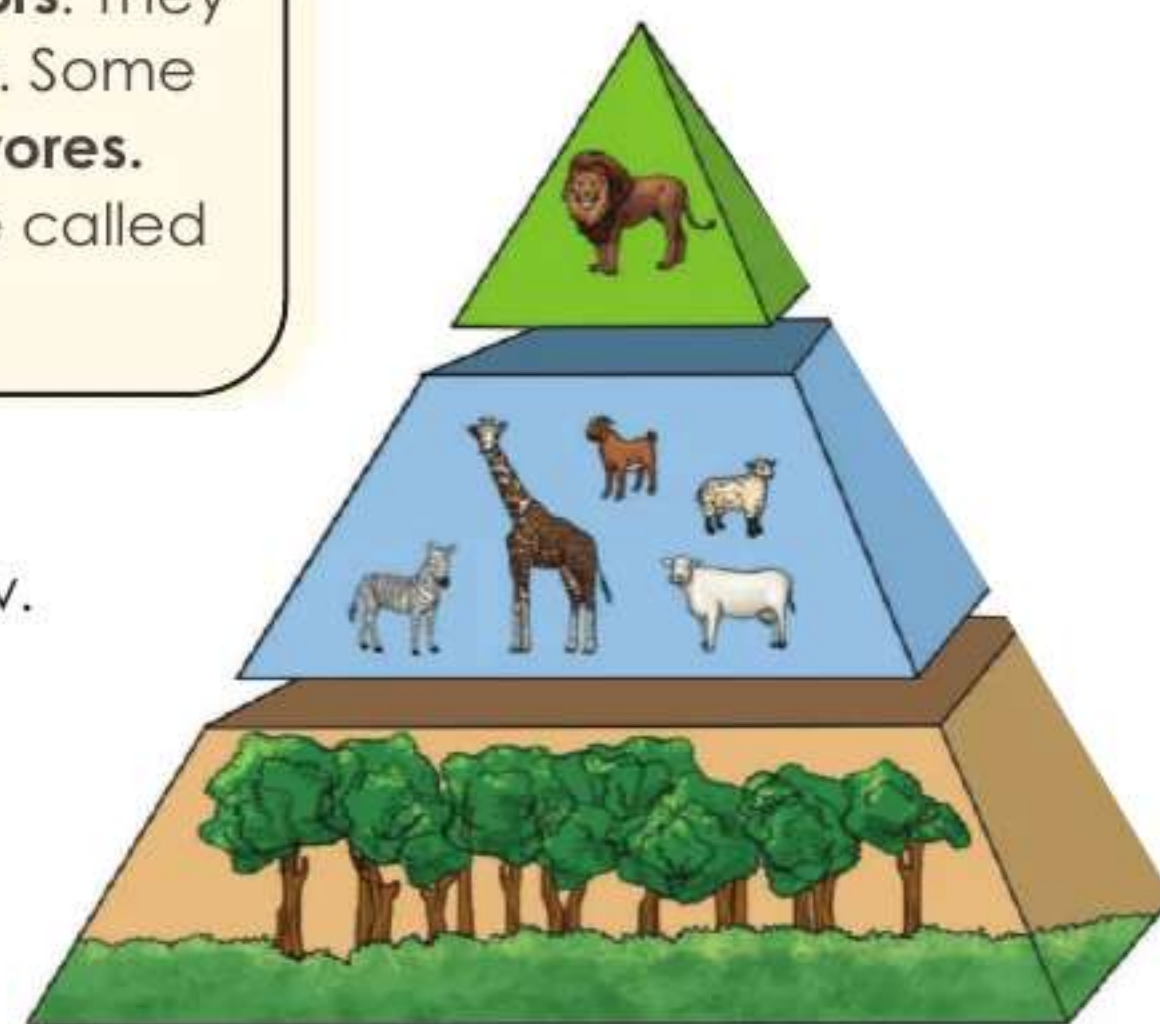
Describing a process
Leaves **are eaten** by giraffes.

Vocabulary

herbivores, carnivores,
predators, prey, forest,
problem

Look at the **bold** words. Match them to the meanings below.

- 1 animals that eat other animals _____
- 2 animals that are eaten _____
- 3 animals that only eat plants _____
- 4 animals that only eat other animals _____



This picture shows part of the food chain in Kenya. Grass is eaten by cows, sheep, goats, zebras and other animals. Leaves are eaten by giraffes. All these animals are eaten by lions.

Activity 2 Speaking

Look at the photos. Use the words from Activity 1 and describe the animals with a partner. Which animals do you think are herbivores?

mountain goat



fox

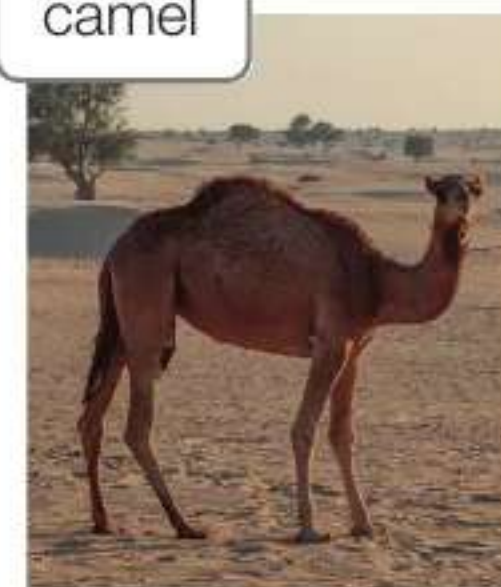


fish



bear

camel



Activity 3 Reading

Read the text from a science textbook.

What happens when there are less plants?

Problems in the food chain

We know that grass is eaten by animals and then animals are eaten by other animals. But sometimes things go wrong. In some parts of the world, the number of plants, trees and flowers is decreasing. People cut down trees and forests to get wood and they build houses on the land. This means there are less plants for animals to eat. Herbivores like goats and deer have less food and some die. Carnivores like lions have less animals to eat so their numbers go down, too. Everything is connected. If plant numbers go down, animal numbers go down, too.

Activity 4 Writing

Read the underlined parts of the text again and complete the questions.

1 The underlined parts of the text show...

- a) key information.
- b) extra information.

WRITING TIP

Take notes to remember the important ideas from a text. Use **headings** and write the main ideas. Use bullet points to help organize your notes. You can also use arrows to show connections.

2 Complete the notes with the underlined parts of the text in Activity 3.

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

Notes: Problems in the food chain

- **Situation:** _____
- **People:** _____
↓
- **Plants:** _____
↓
- **Animals:** _____
- **Conclusion:** _____

Lesson 8: Amazing animals

- What is your favourite animal?
- Where does it live?

Activity 1 Speaking

With a partner, think of animals that live in:

the desert.
forests.
the mountains.

Activity 2 Reading

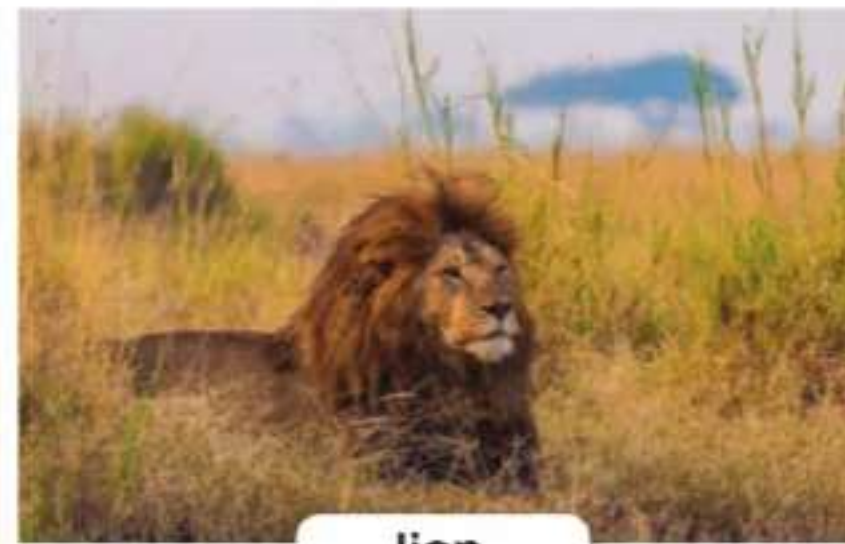
Read the fact files. Which two animals from the photos do they describe?



gorilla



elephant



lion

	Animal: _____	Animal: _____
Where they live:	Grassy areas in Africa	Forests in Africa
Place in food chain:	Carnivore and predator	Herbivore
What they eat:	Zebras, baby elephants and other small prey	Plants, roots and leaves
How they live:	They live in big groups	They live in big groups

Activity 3 Speaking

Work with a partner. One person reads A and the other reads B. Ask your partner questions to find the missing information. Don't look at your partner's fact file!

Animal:	Arabian Oryx	Sand cat
Where they live:		Deserts in North Africa, the Middle East and Asia
Food chain:		Carnivore and predator
What they eat:	Grass and plants	
How they live:	They live in groups of around 10	

A

What do sand cats eat?

Key Structure

Asking for information
What do lions eat?

Vocabulary

gorilla, elephant, lion, oryx, flamingo, baby

Animal:	Arabian oryx	Sand cat
Where they live:	Desert and hard sand areas in Oman, the UAE and Saudi Arabia	
Food chain:	Herbivore	
What they eat:		Mice, birds, insects and
How they live:		They live alone

B

What are sand cats in the food chain?



Activity 4 Speaking

Answer the questions with a partner.

Can you describe your favourite animal?

Where does it live?

What does it eat?

Is it a herbivore or a carnivore?



*My favourite animal is a bird.
I like the pink ones. They
have long legs. They live in
water. There are some in
Dubai.*

Lesson 9: African adventure

- What animals can you see on a desert safari?
- Have you ever been on a desert safari?

Activity 1 Reading

Look at the text. What type of text is it? Read quickly to check.

- a) Letter b) Story c) Brochure

Key Structure

Describing a place
You can see many
different animals.

Vocabulary

wildlife, wild, safari,
natural, adventure,
popular, capital city

A Wildlife Safari

Do you like adventure? Then an African wildlife safari is the right thing for you! Safaris in Nairobi, the capital of Kenya, are the most popular.

We leave early in the morning to see the sunrise. You can enjoy the beautiful scenery from your 4x4 vehicle. Our drivers know the best spots.

During the day you can see many different animals in their natural habitat. You might see the big five. These are animals of Africa: the African Elephant, African Leopard, Rhino, Cape Buffalo and African Lion.

Remember, you must be careful. These are wild animals.

Call us for more information: 01 234 567



African Adventure
Explore the outdoors



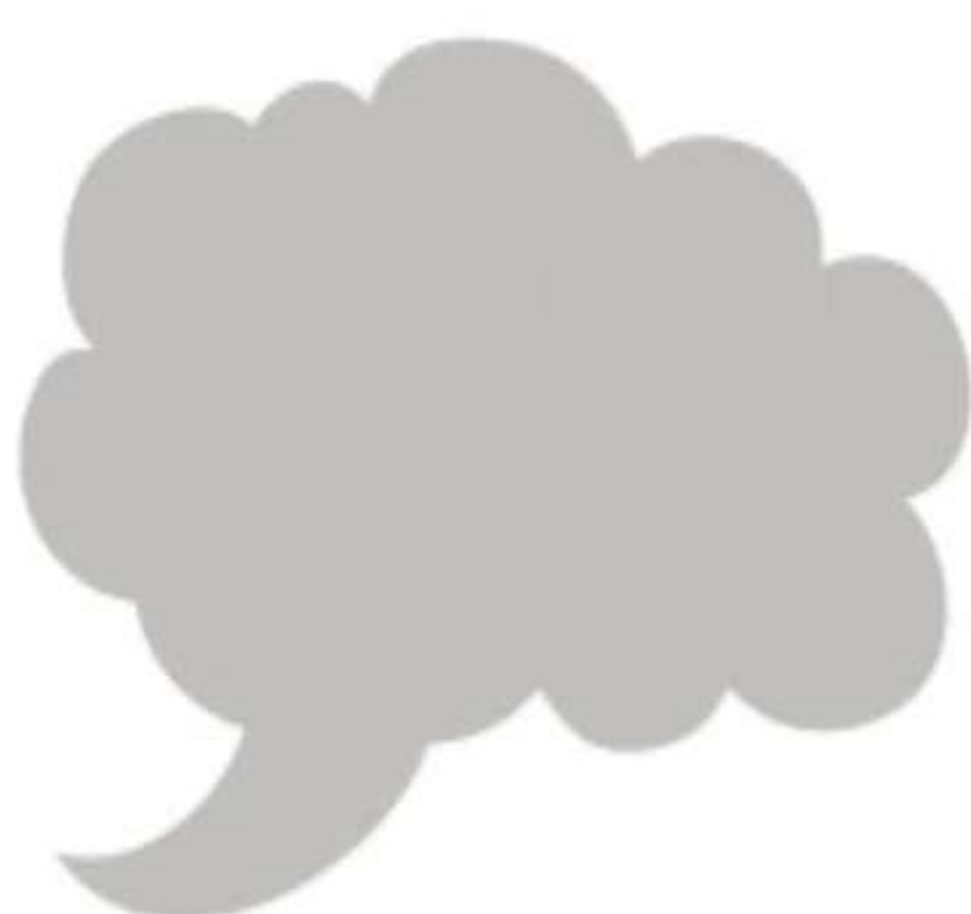
Activity 2 Reading

Read the text and answer the questions.

- 1 Where are the most popular safaris?
- 2 How will you get around the park?
- 3 What are the big five animals?
- 4 Why do you have to be careful?

Activity 3 Speaking

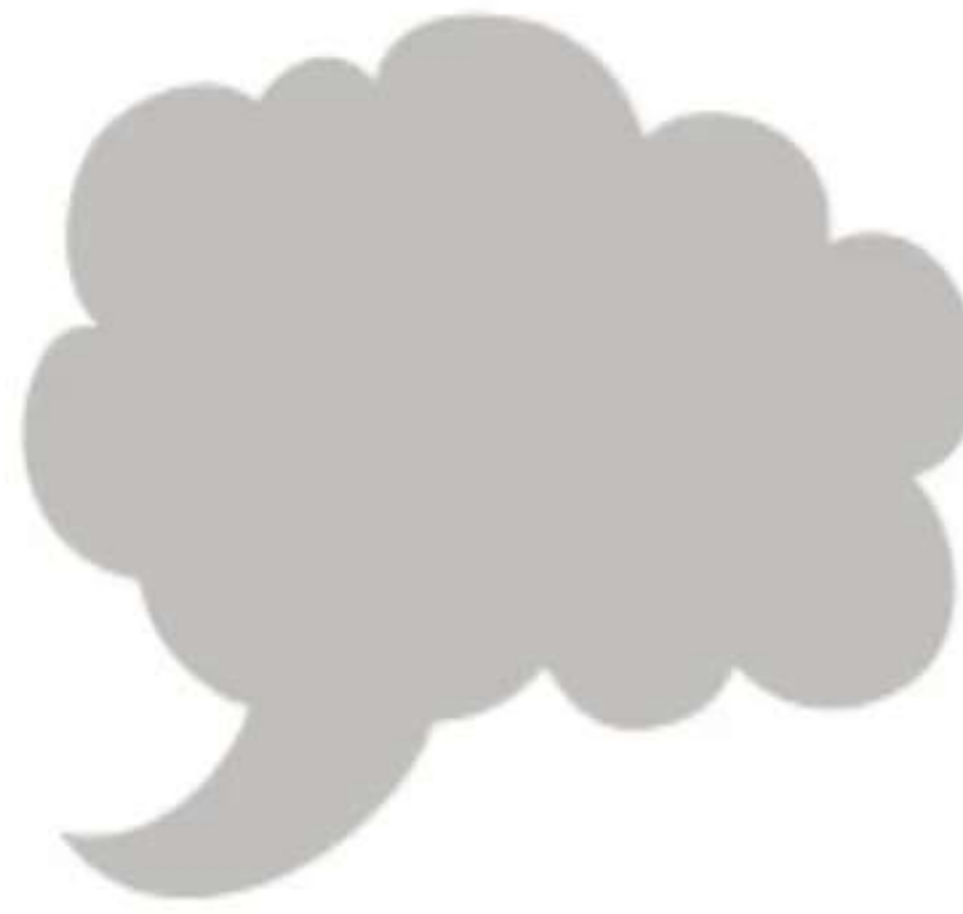
You are going to write a brochure for your own desert safari.
Brainstorm ideas in groups using the questions below to help you.



Where is your desert safari?



What animals can you see?



What else can you see?

Activity 4 Writing

Make a brochure for your desert safari. Use the brochure in Activity 1, and your ideas from Activity 3 to help you.

(heading)

Information:

(picture)

WRITING TIP

A brochure gives information about something.

A brochure has:

- clear headings.
- short informative text.
- pictures.

Lesson 10: Review

Key Structure

Unit 6 structures

Vocabulary

Unit 6 vocabulary

Activity 1 Vocabulary

Complete the sentences with the correct words from the box.

rainforest wildlife plants medicine flamingo danger

- 1 Goats eat _____ because they are herbivores.
- 2 Some _____ is made from plants.
- 3 A _____ is a pink bird with long legs.
- 4 The forest has a lot of _____ like birds and monkeys.
- 5 Some animals are in _____ because other animals want to eat them.
- 6 The Amazon is the biggest _____ in the world.

Activity 2 Language

Complete the sentences with the correct comparative or superlative form of the adjectives in the box.

tall large interesting good small

- 1 Asia is the _____ continent in the world.
- 2 Ajman is _____ than Dubai.
- 3 Mount Everest is the _____ mountain in the world.
- 4 I think rainforests are _____ than cities.
- 5 I think biriyani is the _____ food.

Activity 3 Language

Put the words in the correct order to make passive sentences.

1 is / English / spoken / in many countries

2 made / cocoa beans / chocolate / is / from

3 three things / needed / are / for photosynthesis

4 eaten / are / plants / by herbivores

Activity 4 Reading

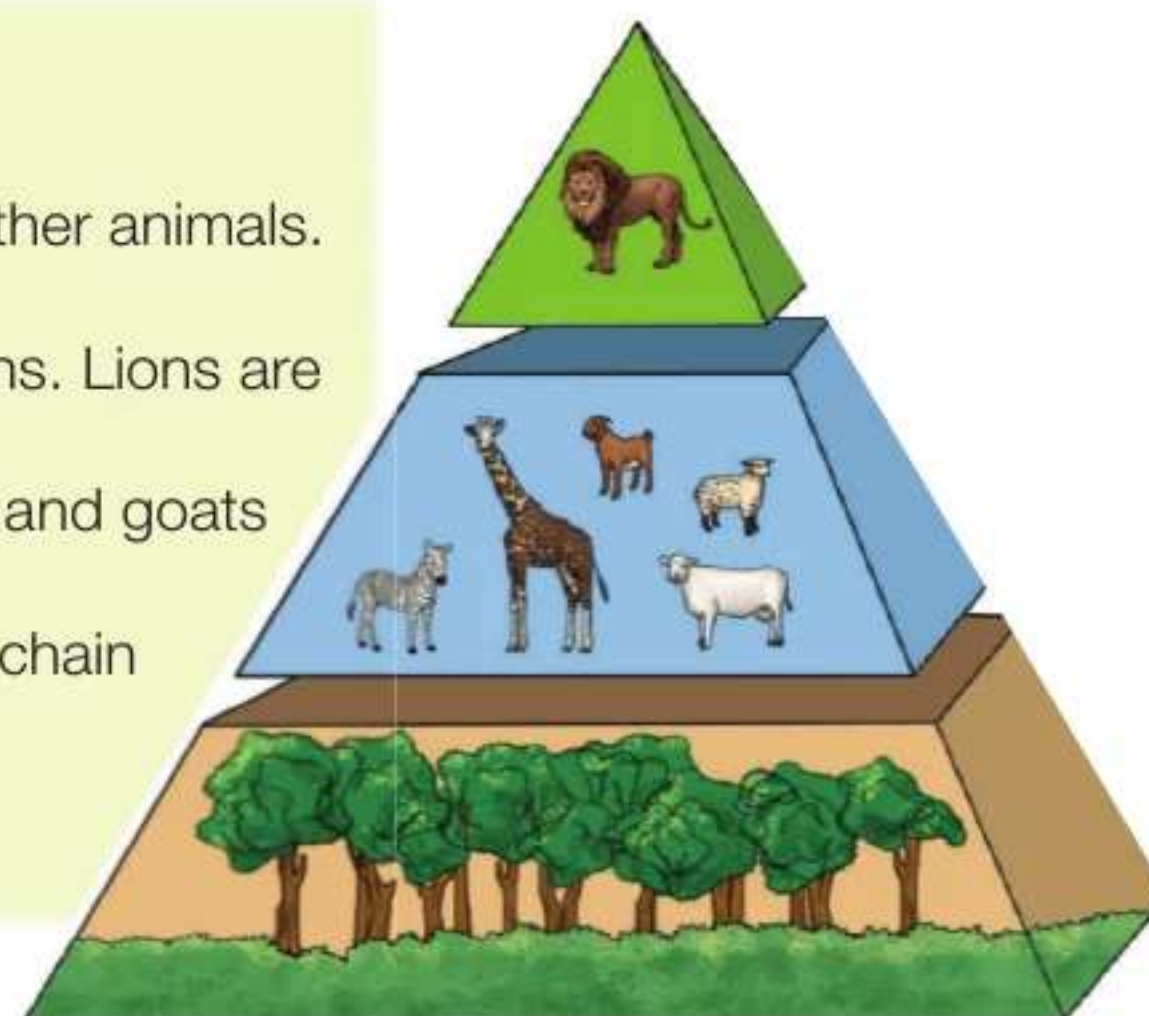
Read the text and choose the best title.

The food chain Wildlife Rainforests

The food chain is important for the natural world.

In Kenya. Grass is eaten by cows, sheep, goats, zebras and other animals.

Leaves are eaten by giraffes. All these animals are eaten by lions. Lions are carnivores because they eat other animals. Animals like sheep and goats are herbivores because they eat plants. If one part of the food chain changes, everything else changes, too.



Activity 5 Reading

Read the sentences about the article. Are they true (T) or false (F)?

1 Sheep and goats eat grass.

T F

2 Lions eat other animals.

T F

3 Lions are herbivores.

T F

4 Goats are carnivores.

T F

Unit 7: Global connections

Lesson 1: Learning a language

- How many languages can you name?
- What languages do you speak?

Key Structure

Giving you opinion

I think languages are important.

Vocabulary

foreign language, to remember, to meet people, grammar, hard

Activity 1 Listening Track 25

Listen to students talking about learning a foreign language.

Who talks about the topics below?

Match the names to topics a-d.

- | | |
|------------|---------------------------------|
| 1 Salama | a grammar |
| 2 Khalfan | b travelling and meeting people |
| 3 Reem | c work and study |
| 4 Abdullah | d remembering information |



Activity 2 Listening

Listen again and write the name of the speaker.

Who...

- | | |
|---|-------|
| 1...has a mother who teaches English? | _____ |
| 2...has a brother at university? | _____ |
| 3...thinks it is difficult to remember words? | _____ |
| 4...is going to Australia next year? | _____ |

Activity 3 Speaking

Do you agree or disagree with the sentences below? Why?
Talk to a partner.

Speaking a foreign language helps
you to get a good job.

Writing in a foreign language is hard!

Studying science or maths is more
important than studying foreign languages.

English is a good language to learn.



SPEAKING TIP

When giving your opinion, you can say:

I think...

I don't think...

For me...

Activity 4 Speaking

Do you think it is a good idea
to learn a foreign language?
Make notes and talk to a
partner.

Activity 5 Speaking

Tell your partner why you
learn a foreign language.

I learn a foreign language
so I can...

I think it's good to learn a foreign language because:

1 _____

2 _____

I don't think it's good to learn a foreign language because:

1 Sometimes it's difficult.

2 _____

Lesson 2: Languages

- Where is your language spoken around the world?
- What are the most spoken languages in the world?

Activity 1 Vocabulary

Read what students say about the languages they know.
How many countries and languages can you find?

Key Structure

Some and a little
*I speak **some** Italian and I know **a little** Korean.*

Vocabulary

native language, bilingual, Arabic, Japanese, Spanish, French, Italian, Korean

"I live in New Zealand so I speak English. I can count to ten in Japanese, Spanish and French. My parents can speak Maori, the native language of New Zealand. I think foreign languages are difficult to learn."

"I'm from Morocco. My native language is Arabic, and I also speak French. I'm learning English and Spanish at school. I'm good at learning languages because I practise a lot and I like reading books at home."

"I live in Canada so I speak both English and French. I speak some Italian, too, because my grandparents are Italian. When I visit them in Italy, we speak Italian. When they come to Canada, we speak English."

"I live in Japan. My mum speaks English and my dad speaks Japanese so I'm bilingual. At home, I speak both English and Japanese. I know a little Korean, too, because I like Korean TV programmes."

Activity 2 Speaking

- How many languages are spoken in your country?
- Which languages do you speak?

Activity 3 Reading

Find words in the comments that match the meanings below.

1 a language from a different country: _____

2 speaking two languages: _____

3 the language of the country where you were born: _____

LANGUAGE TIP

A little means a small amount.
*She knows **a little** Italian.*

Some means an amount, but we don't know how much.
*He knows **some** Korean.*

Activity 4 Speaking

Work with a partner.

Think about your family and friends. Talk about the languages they speak.

My grandparents
speak....

My friend can speak
five languages.

My teacher
speaks...



Activity 5 Writing

Write about the languages that you and your family speak. Choose one of the comments from Activity 1. Make changes so that it is true for you.

WRITING TIP

Remember to start your sentences with a capital letter and finish with a full stop.

Lesson 3: Language focus

- What do you learn about in science class?
- Do you know any interesting facts?

The Zero Conditional

We use the zero conditional to talk about something that is always true.

If + (present simple), (present simple)
If you mix red and yellow, you get orange.

Key Structure

Zero conditionals

If you put ice in hot water, it melts.

Vocabulary

ice, to melt, bright, dark, on, off, battery, to mix



Activity 1 Reading

Noor studies many subjects in English. Today she has a science quiz. Can you do Noor's quiz? Work in pairs and answer the questions.

Science Quiz!

Work in pairs. If you answer a question correctly, you get two points.

1) When there is no light,

a) ...it is bright.

b) ...it is dark.

2) If you mix yellow and red,

a) ...you get orange.

b) ...you get green.

3) If you put ice in hot water,

a) ...nothing happens.

b) ...it melts.

4) If you go to a different continent,

a) ...the time changes.

b) ...time stops.



Activity 2 Speaking

How many questions did you get right?
Which question was the easiest?

Question one was the easiest for me!

Activity 3 Practice

Match the sentences parts. Then, write full sentences in the table.

- 1 you take ice cream out of the fridge, —————>
- 2 animals don't eat,
- If... 3 a phone has no battery,
- 4 you mix red and blue,
- a it melts.
- b you get purple.
- c it doesn't work.
- d they die.

	If	situation	= result
1	If	you take ice cream out of the fridge,	it melts.
2			
3			
4			

LANGUAGE TIP

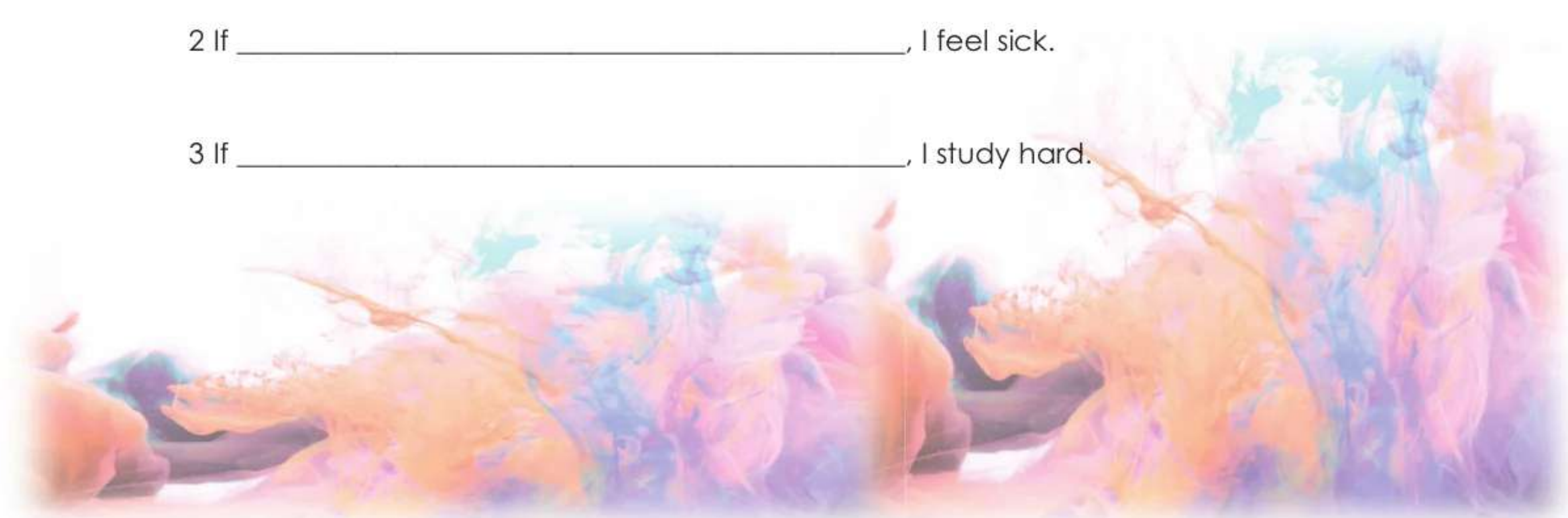
We can use zero conditionals for:

- facts.
- routines.
- instructions.

Activity 4 Practice

Complete the sentences with your ideas.

- 1 If _____, it is difficult to sleep.
- 2 If _____, I feel sick.
- 3 If _____, I study hard.



Lesson 4: Internet safety

- How often do you use the internet?
- What do you do online?

Key Structure

Giving advice
Don't talk to strangers.

Vocabulary

online, safe, unsafe, app, to upload, to download, to send a message, to post a comment

Activity 1 Listening

You are going to listen to Dr. Maha talking about internet safety. Read the listening tip. What do you think she will say? Talk to a partner and share your ideas.

Activity 2 Listening Track 26

Listen and check your answers.
Were you correct?

LISTENING TIP

Before listening, think about these questions:
How many people are talking? Why are they talking? What do you think they are going to talk about?

Activity 3 Listening

Listen again and circle the topics that Dr. Maha talks about.

passwords

apps

photos

downloading

personal information

VOCABULARY

Collocations are words that usually go together.
For example, *send* and *message*.



Activity 4 Vocabulary

Match the words to make collocations about the internet.
Can you use these words in a sentence?

post	an app
send	a photo
upload	a message
download	a comment

Activity 5 Speaking

Read the sentences about internet safety. With a partner, decide which examples are safe, and unsafe. Circle your answers.

- | | | |
|--|------|--------|
| 1 Give people your personal information. | safe | unsafe |
| 2 Tell your password to your friends. | safe | unsafe |
| 3 Ask your parents before you download an app. | safe | unsafe |
| 4 Tell your parents if you feel worried. | safe | unsafe |



Activity 6 Speaking

How can young people stay safe online? Talk to a partner and make a list.

Everyone should use a strong password.

Use a strong password.

Lesson 5: Learning with your phone

- What are your favourite apps?
- Which apps do you use most?

Activity 1 Reading

Read article below. What is it about?

Key Structure

Negative conditionals
*If you don't use the app,
you lose points.*

Vocabulary

*to use an app, free,
language learner, to make
a noise, grammar*

Reading books

Free apps

Apps for learning languages

Language on the go

Good news for language learners: new apps can make language learning fun, and many of them are free.

wordpics! Play sports with words. Have fun practising sports vocabulary and choose pictures to match the words

Glasgow Discovery Readers Reading is one of the best ways to learn English. Our app has books about different subjects for every level. Read and watch the stories on videos and do interesting activities. The first book is free.

Robert's English Grammar in Use This is the world's best-selling English grammar book for English learners. Grammar is explained clearly and there are activities to help you practise. You can read and also listen to the examples. The starter pack is free.

Activity 2 Reading

Read the article. Which app should you choose if:

- 1 you want to study grammar?
- 2 you like sports?
- 3 you like stories and videos?



Activity 3 Speaking

Answer the questions with a partner.

- Which app do you want to try? Why?
- Do you use any apps for studying? Which apps do you use?

Activity 4 Speaking

You are going to make an app for learning English.

In groups, think about the kind of app you want to make.

Answer the questions below.

1 Does your app have a theme? **English** **sports** **science** **food** **other:** _____

2 What do you do on the app?

- a) **match words to pictures** b) **listen and choose the correct words**
c) **watch videos and answer questions** d) **read sentences and find mistakes**

3 What else?

- a) **If you make a mistake, the app makes a noise.** b) **You get 10 points for every correct answer.**
c) **If you don't use the app, you lose points.** d) **other:** _____

4 What is your app called? _____

Activity 5 Writing

In groups, write about your app for the article in Activity 1.

Use the questions in Activity 3 to help you.

Language on the go

Good news for language learners: new apps can make language learning fun, and many of them are free.

_(app name) _____

Lesson 6: Global languages

- What is the most spoken language in the world?
- What is good about a global language?

Activity 1 Reading

Read the article and choose the best title.

How to learn Chinese Is English a good global language? Who speaks Spanish?

Most people agree that it is useful to have a global language. However, it is difficult to know which language it should be.

There are many countries where English is a first or second language. English is also the most used language on social media.

Some people say that it is easy for people from English speaking countries

to use English. While people from other countries have to study a lot.

People who have enough money for a good education can learn to speak English well. However, people with less money don't have the same opportunities.

It seems there is no easy answer to the question. What do you think?

Key Structure

However

It is good to learn a language.

However, languages are sometimes difficult to learn.

Vocabulary

global, Arabic, Chinese,

Spanish, Hindi, social media,

English speaking country, million

Activity 2 Language

Read the Language Tip box. Find and underline examples of *however* in the article.

Activity 3 Speaking

Work in pairs to answer the questions about the article.

- 1 Why is English a good choice for a global language?
- 2 Why is it difficult for some people to learn English?
- 4 Which language do you think the global language should be? Why?

LANGUAGE TIP

We use *however* to show the difference between two ideas. *However* is more formal than *but*.

However comes at the start of the second sentence. We use a comma after it.

Salma thinks English is easy to learn.

However, Fatima thinks it is difficult.



Activity 4 Listening Track 27

Listen to Hanif give a presentation to his class. Complete the table using the information from the box.

52	~~485 million~~	3	350 million	1
----	------------------------	---	-------------	---

Language	How many speakers?	How many countries?
Chinese	1,350 million	
Spanish	485 million	20
English	380 million	
Arabic		24
Hindi	345 million	

Activity 5 Listening

Listen again and match the sentences.

1 English has less first language speakers than Chinese and Spanish.

2 Arabic is spoken as a first language in 24 countries.

3 Chinese is the most spoken first language.

a However, Hindi is a first language in only 1 country.

b However, Chinese is only spoken as a first language in 3 countries

c However, English is spoken as a first language in the most countries. 52 countries!

Activity 6 Speaking

Discuss the questions below in pairs.

What is good about a global language?

Is English easy to learn?

Which language should be the global language?



Lesson 7: Language focus

- What languages do you learn at school?
- When do you have exams?

Key Structure

Modal verbs

We **should** study hard at school.

We **must** be quiet during the exam.

Vocabulary

advice, to arrive, to practise, to miss the bus, to drive

Activity 1 Reading

Read the messages between two students. What is Fatima's problem?

Hi Mahra, I have a problem. I have an exam today but I'm late for school! I missed the bus! What should I do?

Hi Fatima, why don't you ask your mum to drive you to school? You must arrive on time for the exam.

Good idea. Thank you, Mahra!

No problem, Fatima. You should get up earlier next time! 😊



Activity 2 Speaking

In pairs, answer the questions about the messages.

- 1 What must Fatima do?
- 2 What should Fatima do?

Activity 3 Listening Track 28

Fatima arrives on time for her exam.
Listen to the teacher explaining the rules and circle the ones you hear.

Everyone must write with a pen.

You must be quiet during the exam.

You must talk.

You must not eat any food.

You can drink water.

Modal verbs

We use *should* to give advice and say what we think is right.

We **should** study for our exams.
We **shouldn't** go to bed late.

We use *must* to talk about rules.

We **must** be quiet during the exam.
We **mustn't** talk during the exam.

Should and *must* go before the main verb in sentences.

Activity 4 Practice

Match the sentences 1-3 with sentences a-c.

1 Abdul doesn't understand all the words in his English book.

a He should study at home.

2 Tom has an English exam next week.

b We must not talk.

3 We have an English exam now.

c He should use a dictionary.

Activity 5 Practice

Complete the sentences using *should* and the correct verb from the box.

study learn ask get up

1 I _____ for my French exam.

2 Jack _____ some Spanish because his family want to live in Spain.

3 You _____ the teacher to check your spelling.

4 Fatima _____ early.

Activity 6 Practice

Put the words in the correct order and write sentences.

1 must / We / during the exam. / be quiet _____

2 arrive / on time. / must / Students / at school _____

3 be polite. / must / I _____

Activity 7 Speaking

Answer the questions with a partner.

1 What should you do if you want to speak English well?

2 How often should you practise English?

3 What must you do during exams?



Lesson 8: Social media in the UAE

- Do you like doing quizzes?
- Which social media sites are popular in the UAE?

Activity 1 Listening Track 29

Listen to Sarah talk about how to make a survey.
Read the sentences, are they true (T) or false (F)?

- 1 Survey questions should be short and simple. T / F
- 2 Closed questions have long answers. T / F
- 3 Follow-up questions come before a closed question. T / F
- 4 It is good to practise asking the questions with a friend. T / F

Activity 2 Practice

Put the words in order to make survey questions about social media in the UAE.

- 1 use / the internet / you / Do / every day / ?

- 2 send / you / emails / Do / ?

- 3 tablet / have / you / Do / a / ?

- 4 social media / Do / use / you / ?

Key Structure

Asking questions
Do you have a camera? Which camera do you have?

Vocabulary

Internet, social media, survey, online, tablet, app, popular



Activity 3 Practice

Match the Yes or No questions 1-5 with the follow-up questions a-e.

1 Do you send emails?

2 Do you use any apps?

3 Do you have a tablet?

4 Do you use the internet every day?

5 Do you use social media?

a What type of tablet do you have?

b What social media do you use?

c Which apps do you use?

d Who do you send emails to?

e How many hours do you use the internet each day?

Activity 4 Speaking

In groups, practise asking the closed questions and follow-up questions from Activity 3.

Activity 5 Speaking

Now ask one student each of the survey questions. Make a note of their answers.

SPEAKING TIP

When asking yes/no questions, our voice goes up at the end of the question.

 Do you use social media?

When asking follow-up questions, our voice goes down at the end of the question. For example,

 What social media to you use?

Question number	Yes/No answer	Follow up question answer
1		
2		
3		
4		
5		

Lesson 9: Online safety

- Do you spend a lot of time on your phone?
- How many times a day do you go online?

Key Structure

Expressions of frequency

*I use my tablet **every few days**.*

Vocabulary

online, graph, dot, to surf the internet, website, app

Activity 1 Reading

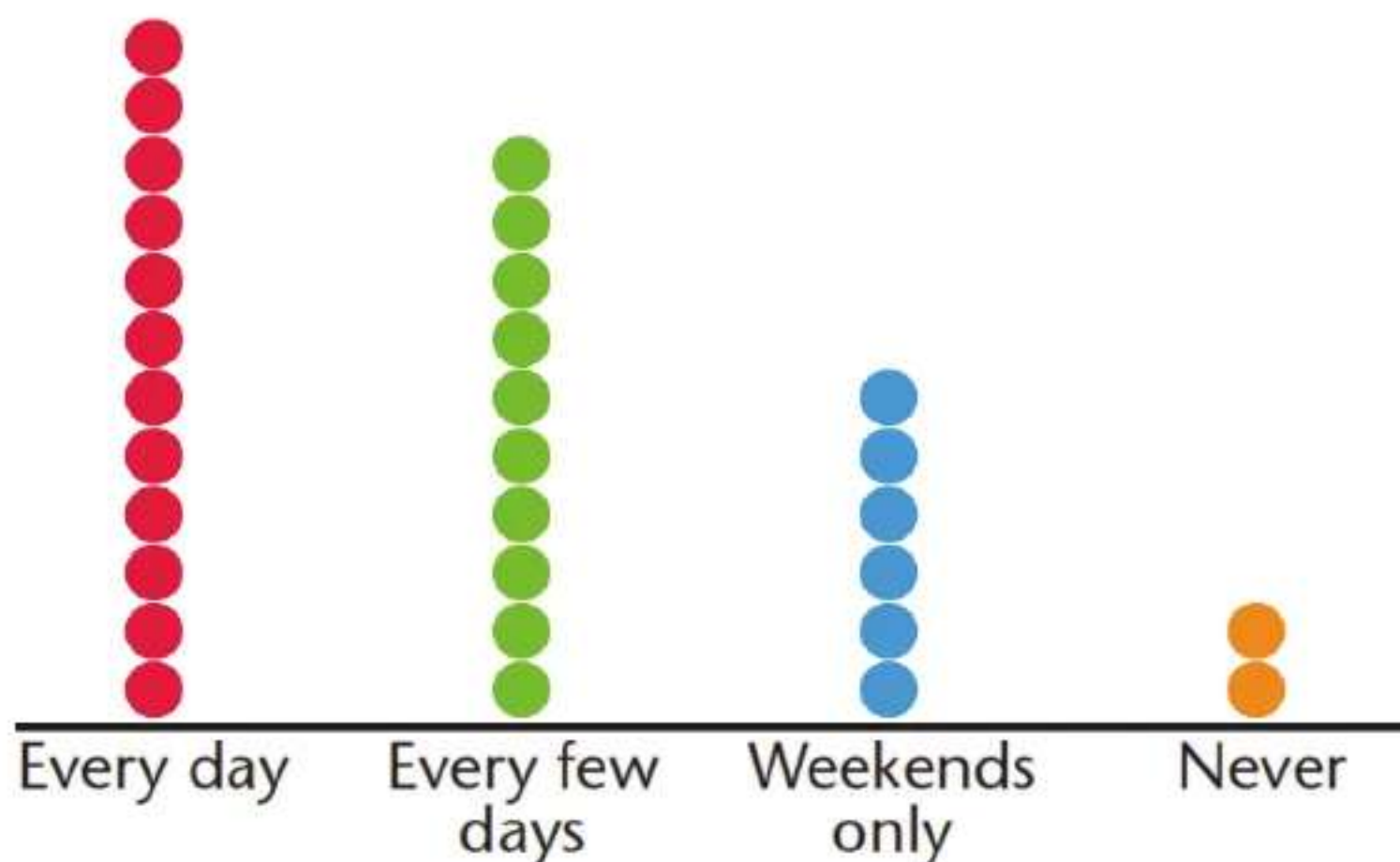
Look at the dot graph and discuss the questions with your partner.

- 1 How many possible answers are there for the question?
- 2 How many people never surf the internet?
- 3 How often do most people surf the internet?

READING TIP

When reading a graph is it important to read the title of the graph first. This will help you understand what the graph shows.

How often do you surf the Internet?



Source: 2016 survey of 13- to 14-year-old boys from a school in Al Karama, Abu Dhabi

Activity 2 Reading

Read the description of the graph and complete it using the words in the box.

never surf four six every day

The graph is a dot graph. Each dot is one student. The graph shows how often students ¹ _____ the internet. There are ² _____ possible answers. Most of the people said they surf the internet ³ _____. Ten students said they surf the internet every few days. ⁴ _____ said they only surf the internet on weekends and two students said they ⁵ _____ surf the internet.

Activity 3 Speaking

Ask your classmates how often they use social media. Put a dot in the correct place for each student's answer.

How often do you use social media?

Every day

Every few days

Weekends only

Never

Activity 4 Writing

Write three sentences to describe your graph. Use the paragraph in Activity 2 to help you.

- How many students use social media every day?
- How many students only use social media on weekends?
- How many people never use social media?



1 _____

2 _____

3 _____

Lesson 10: Review

Key Structure

Unit 7 structures

Vocabulary

Unit 7 vocabulary

Activity 1 Vocabulary

Complete the paragraph below using the words in the box.

bilingual online downloads app Japanese social media languages

Mira can speak two ¹_____ fluently. This means she is ²_____. She knows how to speak Arabic and ³_____. Mira is also trying to learn Italian. She practises Italian ⁴_____. To do this, she first ⁵_____ a language learning ⁶_____. She also practises by speaking to Italian speakers on ⁷_____.

Activity 2 Reading

Read the article. What is it about?

Graphs Language apps Cooking apps

The new language learning app called Language Dozo is very popular. One million people downloaded the app in the first week. The app helps you to practise the vocabulary and grammar of 60 languages.

The app uses pictures to help you understand new vocabulary. You can also talk to other learners online to practise the language you are learning.

Activity 3 Reading

Read the sentences. Are they true (T) or false (F)?

- 1 Language Dozo is not popular. T / F
- 2 The app has 63 languages. T / F
- 3 You can practise vocabulary and grammar. T / F
- 4 The app uses graphs to help you learn new vocabulary. T / F
- 5 One million people downloaded the app in the first week. T / F



Activity 4 Language

Put the words in the correct order to make sentences.

1 ice / put / hot water, / If / in / you / it melts.

2 If / the Internet. / I'm / surf / I / bored,

3 need / my homework, / help / with / ask my sister. / I / If / I

Activity 5 Language

Complete the sentences using *should* or *must* and the correct verb from the box.

study talk ask do

1 I _____ if I want to pass my English exam.

2 We _____ our homework. It's a class rule!

3 You _____ the teacher to check your spelling.

4 Fatima has a problem so she _____ to her parents.

Activity 6 Writing

Farah asked a question on social media. Read and reply to her question.

My name is Farah. I want to learn Arabic. Can you give me some advice? What should I do?

- Should she study online?
- Should she use a language app?
- Should she ask a teacher for help?



Hello Farah. My name is _____.

I think you should _____

Vocabulary

Unit 5

always
apartment
at the weekend
balcony
book shelf
bright
chore
city
clean
coffee machine
colourful
dark
dishwasher
duvet
every day
farm
fridge
furniture
garden
helpful
hotel
in the corner
in the middle
light
messy
microwave
on the wall
oven
pillow
pool
roof
simple
sometimes
technology
tidy
to design
to get up
to hang up
to pick up
to put down
to put on
to sit down
to stand up
to study
to take off
to tidy
to turn on/off
to visit
to wake up

toaster
villa
village
wall
wardrobe
washing machine

Unit 6

adventure
air
baby
bean
billion
bitter
capital city
carbon dioxide
carnivores
clean
cocoa
continent
country
danger
elephant
energy
flamingo
forest
gorilla
herbivores
land
large
leaves
lion
medicine
million
mountain
natural
oryx
oxygen
percent
photosynthesis
picnic
place
popular
predators
prey
problem
rainforest
safari
scenery
sweet
to add
to be in danger

to grow
to let out
to mix
to protect
to save
to take in
visitor
wild
wildlife
wonderful

Unit 7

advice
app
Arabic
battery
bilingual
bright
Chinese
dark
dot
English speaking
country foreign
language
free
French
global
grammar
graph
hard
indi
ice
internet
Italian
Japanese
Korean
language learner
million
native language
off
on
online
popular
safe
social media
Spanish
survey
tablet
to arrive
to melt
to download
to drive
to make noise
to meet people



to miss the bus
to mix
to post a comment
to practise
to remember
to send a message
to surf the internet
to upload
to use an app
unsafe
website

Book 8 Grammar Reference

Unit 5

Present Simple

We can use the present simple for:

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

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

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

*She **reads** books.*

*They **go** to school.*

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

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

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

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

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

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

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

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

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

What do they study? *They study English.*

Use:

where for places.

who for people.

what for things and ideas.

when for days and times.

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.

(Wh question word) am I
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.

Phrasal Verbs

Phrasal verbs are verbs that are made up of a verb and adverb or preposition. They function like normal verbs in a sentence. The adverb/preposition never changes.

I **turn on** the television every morning.

I **don't get up** late.

What time do you **get up**?

Phrasal verbs with an object: *turn on; turn off; take off; put on; fill out; give back*

Phrasal verbs with no object: *get up; wake up; go back; grow up; come back*

Unit 6

Comparatives

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?

Superlatives

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

Short adjectives	add <i>-est</i>	<i>old</i> → oldest
Adjectives ending in <i>-y</i>	take away <i>y</i> ; add <i>-iest</i>	<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?

Present Simple Passive

We can use the passive voice for different reasons. We often see the passive voice in science texts.

We can use the passive voice:

- to describe a process
- to say how something is made
- when the main topic is not the subject
- when we don't know who does or did an action

In passive sentences, the object becomes the subject. We use *to be* + a past participle verb.

Active: *People make chocolate.*

Passive: *Chocolate is made.*

We have to learn the different past participle verb forms. For regular verbs, add *-ed* to the main verb.

Verb forms:		
infinitive	past	past participle
cook	cooked	cooked
take	took	taken
make	made	made
eat	ate	eaten

Unit 7

Zero Conditional

We can use the zero conditional for:

- Facts
- Routines

If + (present simple), (present simple)
or
(present simple) + if + (present simple)

If you mix red and yellow, you get orange.
If you heat ice, it melts.
Ice melts if you heat it.

Negatives are formed by adding *don't* (do not) or *doesn't* (does not) to the verb.

If we don't sleep, we feel tired.
If he doesn't sleep, he feels tired.
We feel tired if we don't sleep.
She feels tired if she doesn't sleep.

Modal verbs: should; must

We can use the modal verb *should* to :

- give advice.
- say what we think is right or wrong.

We can use the modal verb *must* to:

- to talk about rules and obligations.

Should and *must* go before the main verb in a sentence.

We **should** study for our exams.
We **must** be quiet when we are at the cinema.

The negative is formed by adding *not*: *shouldn't* (should not) and *mustn't* (must not).

We **shouldn't** go to bed late
We **mustn't** talk during the exam.

A large light blue rectangular area containing 25 horizontal lines, resembling a sheet of lined paper. The lines are evenly spaced and extend across the width of the rectangle.