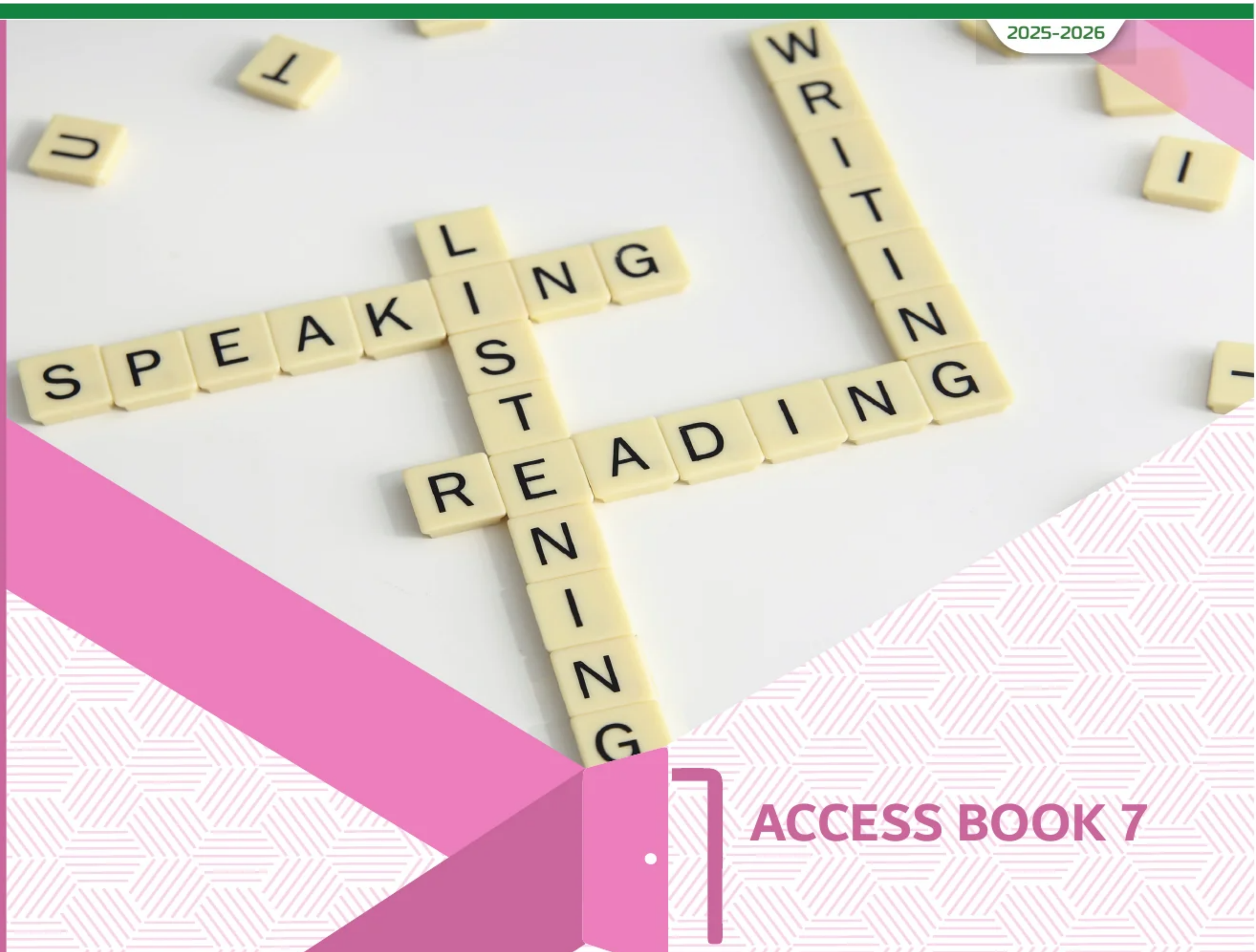
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ACCESS BOOK 7

Grade
07

Access

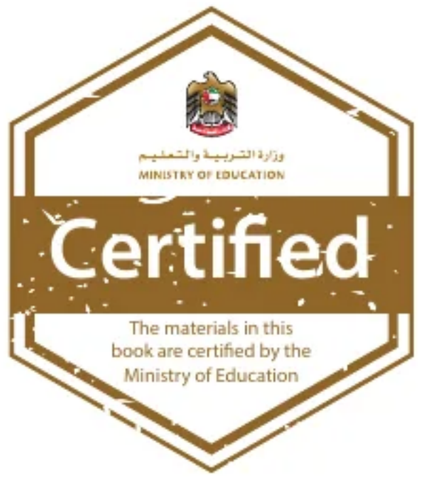
English Language

Coursebook

Book 7

Volume 2

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



Cover label guide

Cycle 02 Color



Icon indicates the book type (**Example, Course book**)

Number 3 has been shaded to represent the **volume of Course book**

Number 5 Shows grade level

- Course book
- Activity book (workbook)
- Reading book (Arabic, social)
- Interactive Student Guide (Math)
- Activity Lab Manual (Science)
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Introduction to Access Book 7

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 5 Transport	**Reading:** Comment Article **Writing:** Short comment Advantages and disadvantages	**Listening:** Following directions Monologue Podcast **Speaking:** Asking for and giving directions Expressing wishes Describing past experiences	Was/were Past simple	Transport Directions Travel
Unit 6 Using maps	**Reading:** Maps and plans Short story **Writing:** Description Notes	**Listening:** Phone conversation **Speaking:** Asking and answering questions Asking for help and giving instructions	Should Past simple negatives	Directions Exploring Daily life
Unit 7 Living things around the world	**Reading:** Fact file Description **Writing:** Description Short paragraph	**Listening:** Talk Description **Speaking:** Asking and answering questions Making suggestions	Past simple questions Relative clauses (defining)	Animals Environments

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Unit 5: Transport

Lesson 1: Getting from A to B

- Where is your school?
- Can you tell someone how to get there?

Key Structure

Giving directions

Turn left on Cairo Street.

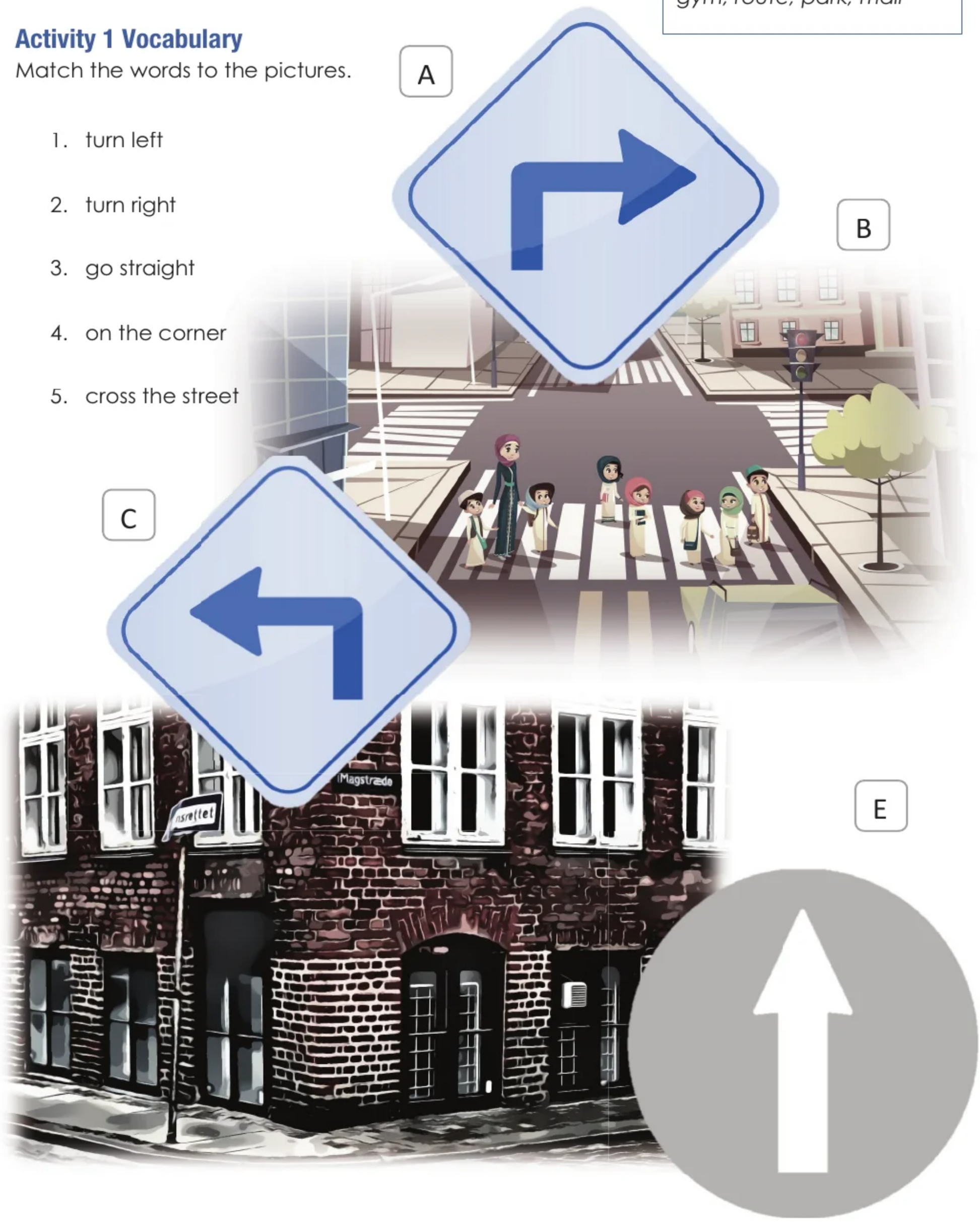
Vocabulary

turn left/right at…, go straight, corner, to cross, gym, route, park, mall

Activity 1 Vocabulary

Match the words to the pictures.

1. turn left
2. turn right
3. go straight
4. on the corner
5. cross the street



Activity 2 Speaking

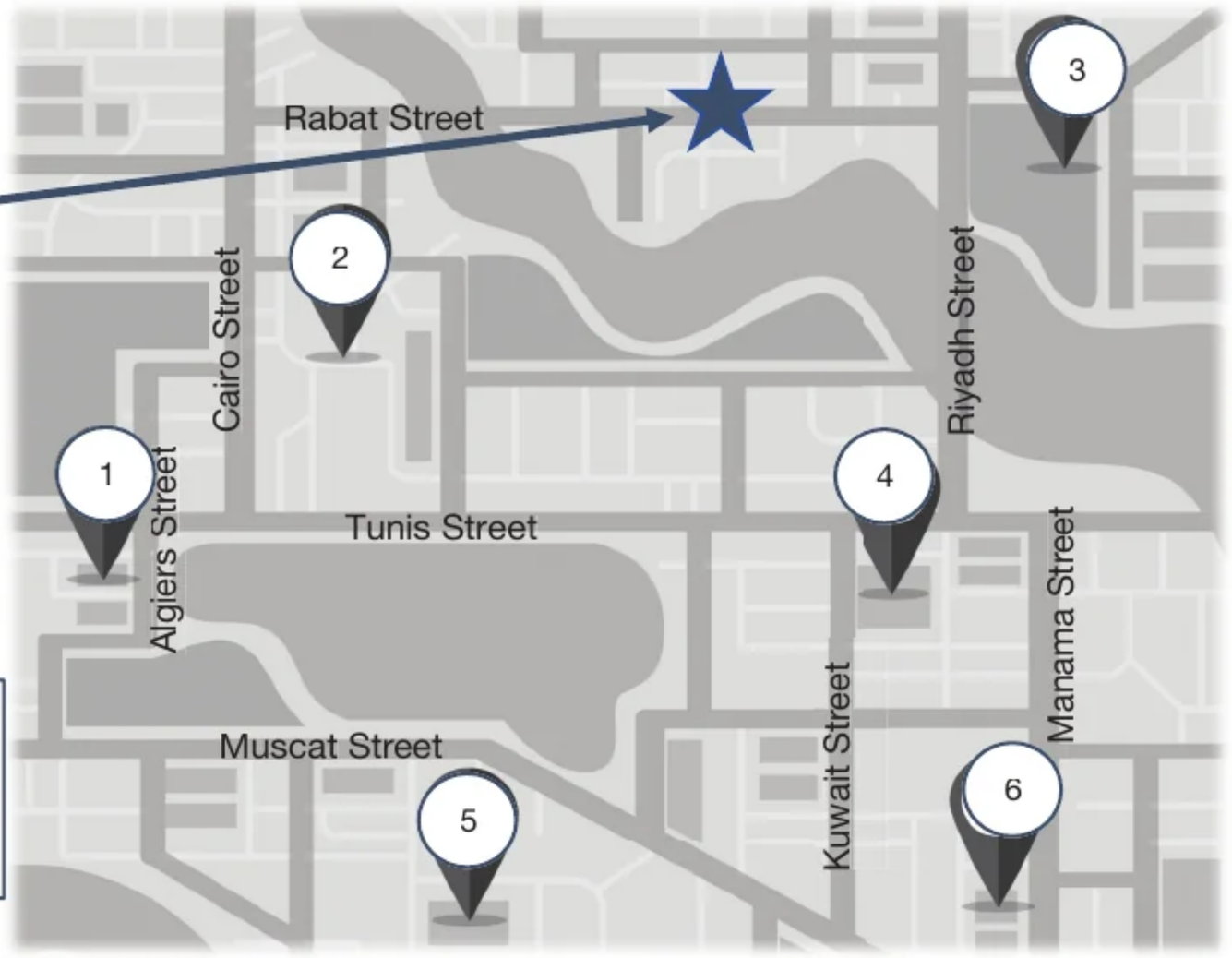
Look at the town map. Where is Zainab?

Activity 3 Listening Track 20

Listen to Zainab asking for directions. Where does she want to go?



Zainab



1. the Mall	4. the police station
2. the gym	5. the airport
3. the park	6. the cinema

Activity 4 Listening Track 20

Listen again. Draw Zainab's route on the map.

Activity 5 Listening Track 21

Listen and write the missing words.

LISTENING TIP

Read the text before listening. This way, you know what information to listen for.

A: Hello. Excuse me. Could you tell me how to get to the mosque?

B: Sure. First, [1]_____ down Riyadh street. Then, [2]_____ onto Tunis Street.

A: Ok.

B: Next, [3]_____ on Kuwait Street. There is a mosque on the left.

A: Great. Thanks!

B: No problem.

Activity 6 Speaking

Look at the map in Activity 3. Choose a place to start. Ask your partner how to get to different places on the map.

How can I get to the park?

Go straight!

Lesson 2: Types of transport

- What types of transport are there in the UAE?
- Which ones do you use?

Key Structure

Relative pronouns

A station is a place ***where*** *people wait.*

Vocabulary

bus, taxi, train, metro, boat, ticket, free, station, to take the bus/train/tram

Activity 1 Vocabulary

Match the words to the pictures.

1 boat
2 taxi
3 tram
4 bicycle
5 metro
6 train
7 bus



A



B

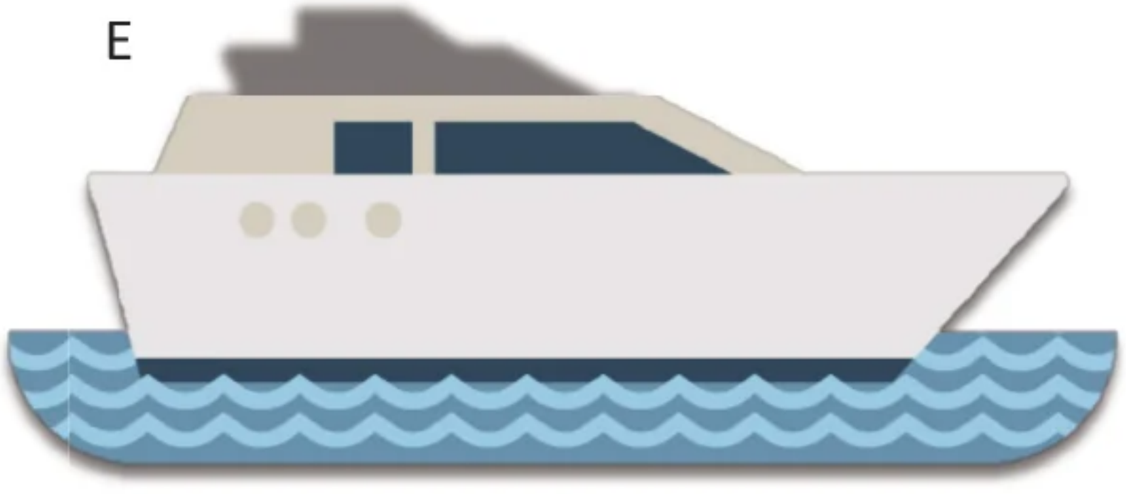


C

D



E



F



G



Activity 2 Reading

Read about three students from around the world. What type of transport do they talk about?



I'm Seo-yun and I'm from Seoul, South Korea. Here, many people use the metro. The **network** has 22 lines and close to 7 million **passengers** a day. There is a **station** very close to our house, so we use it every day.

My name is João and I live in Curitiba, Brazil. In my city, many people travel by bus. In fact, the buses in Curitiba carry more than 2 million **passengers** a day. It's not expensive – the **fare** is the same for any journey!





My name is Giulia and I live in Venice, Italy. There are no cars in Venice, so we use boats to get around the city. There are gondolas, of course, but they are for **tourists**. Locals often use the *vaporetti*. These are small boats that have **stations** along the canals.

Activity 3 Reading

Find the words in Activity 2 that match the definitions.

1. The lines and stations of a transport system.
2. Someone who travels on public transport.
3. The place where you wait for public transport.
4. The money you pay to travel.
5. People who travel for fun.

VOCABULARY

canal – a man-made river used for transport

WRITING TIP

Remember to use capital letters at the beginning of sentences and full stops at the end.

Activity 4 Speaking

What transport do people use in your city?

Many people take taxis in Sharjah.

Activity 5 Writing

Write about transport in your city. Use Activity 2 to help you.

What is your name? Where are you from?	
What transport do people use?	
What is your favourite type of transport?	
How often do you use it?	

Lesson 3: How I travel

- What types of transport can you name?
- Which one is your favourite?

Key Structure

Linking words: *and*, *but*, *because*
Ali takes the metro ***and*** *the bus every day.*

Vocabulary

journey, carriage, comfortable, busy, seat, to take the metro/tram/ferry

Activity 1 Speaking

Ask and answer the questions with a partner.

1 Which types of transport do you take every month?

2 Which do you take every week? Why do you take them?

3 Which do you never use? Why?

I take the metro and the tram every month.

I never ride a bicycle because I don't have one!

I take taxis every week because it's fast.

LANGUAGE TIP

We use *and* to connect two ideas in the same sentence.
Ali takes the metro ***and*** *the bus every day.*

We use *but* to connect two different ideas in the same sentence.
Reem sometimes takes the bus, ***but*** *she never takes the metro.*

We use *because* to give a reason for something.
Hamad takes the metro ***because*** *it's fast.*

LISTENING TIP

Read the text and look at the pictures before listening. This will give you an idea of what to listen for.

Activity 2 Listening Track 22

Read and listen to the text.
Write the missing words.

Hi. My name is Christine. I live in Dubai [1]_____ I work at a shop in Dubai Mall. I take the metro to work [2]_____ it's both easy [3]_____ comfortable. Sometimes it's busy, [4]_____ there are special carriages for only women [5]_____ children. I don't always get a seat, but that's ok!

Activity 3 Listening Track 23

Listen to Mohammed talking about his daily journey. What type of transport does he use?





Activity 4 Listening Track 23

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

1. Mohammed works on Dalma Island, but lives in Ruwais. **T** **F**
2. He takes the ferry at 6am. **T** **F**
3. He doesn't like living on Dalma Island. **T** **F**

Activity 5 Speaking

Make a travel wish list. Say where you want to go using the ideas below.

I want to...	take the train take a taxi take the tram take the metro take the bus take a boat ride my bicycle	to Ajman City Centre to Al Jazeera Park to Sheikh Zayed Grand Mosque to Khor Fakkan to Dubai Mall to Dubai Parks and Resorts to Sir Bani Yas Island to Al Hamra Mall

I want to ride my bicycle to Ajman City Center!

Lesson 4: In the street

- Can you name some of the streets near your school?
- What can you see in these streets?

Key Structure

Talking about rules

You can't turn left.

Vocabulary

one-way street, traffic light, speed limit, crossing, parking, sign

Activity 1 Reading

Look at the signs. What do you think they mean?

1



2



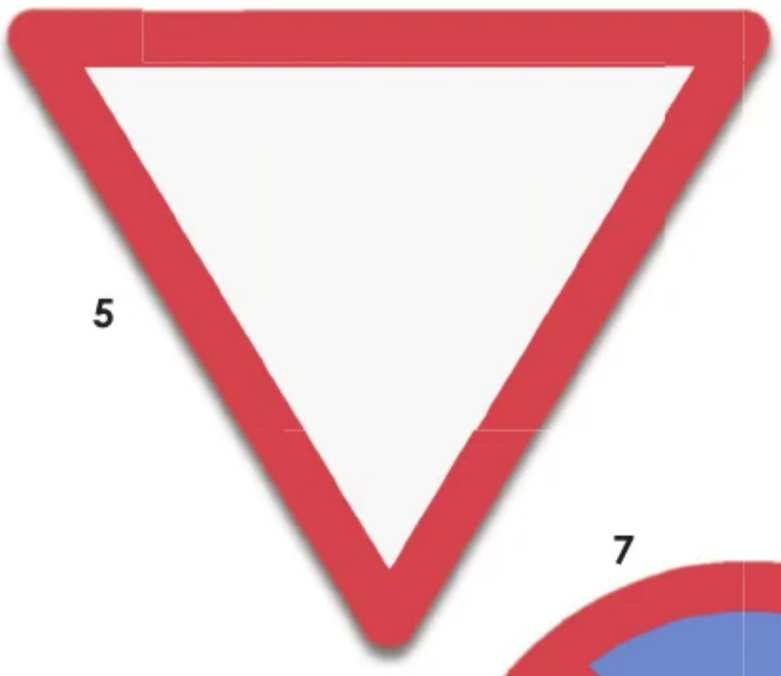
3



4



5



6



7



I think it means you can't turn left.

This one means stop.

Activity 2 Reading

Read the sentences. Complete the definitions with the words in the box.

one-way	parking	traffic	limit	crossing

1. You can go when the light is green. You can't go when the light is red.

   _____ lights

2. A place where you can cross the street.

   (pedestrian) _____

3. A street where you can only go one direction.

   _____ street

4. The highest speed you can travel.

   speed _____

5. You can't leave your car here.

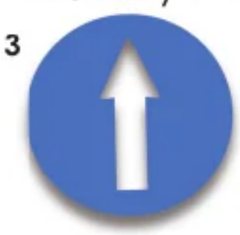
   no _____

Activity 3 Reading

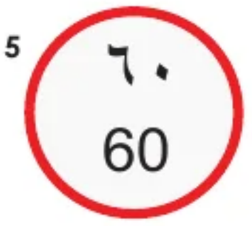
Match the names in Activity 2 to the signs.

1 

2 

3 

4 

5 

Activity 4 Speaking

Draw your own street sign. In pairs/groups, say what you think your signs mean.

SPEAKING TIP

You can use the phrase "I think…" to give your opinion.

I think your sign means….

I think your sign means drive slowly.

Lesson 5: Cycling

- Do you have a bicycle?
- How often do you ride it?

Key Structure
Comparatives/superlatives
*Cycling is **faster than** going by car.*

Vocabulary
cycling, cycle path, cyclist, eco-friendly, cheap, to drive

Activity 1 Vocabulary

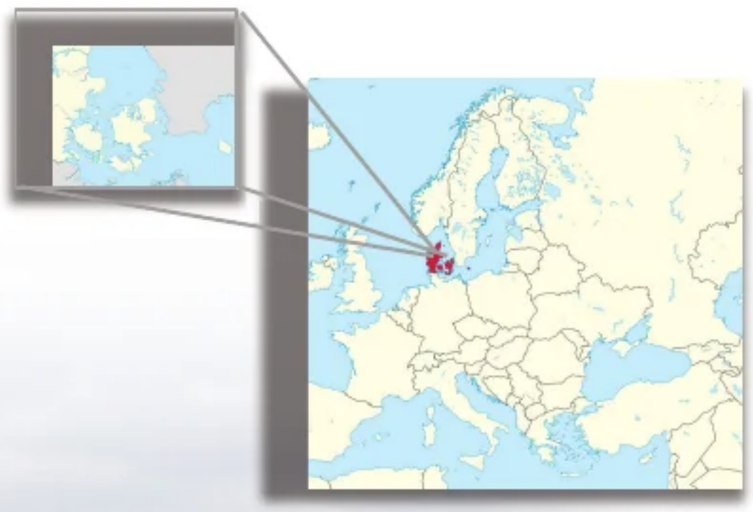
Match the words to their definitions.

1. cycling	a. a small street for bicycles only
2. cyclist	b. not expensive
3. cycle path	c. a person who cycles
4. eco-friendly	d. good for the Earth
5. to drive	e. to use a car
6. cheap	f. riding a bicycle

Activity 2 Reading

Read the article. Choose the best title for the article.

- Swimming in Sweden
- Driving in Denmark
- Cycling in Copenhagen



Do you like cycling? Then visit Denmark!

Copenhagen – Denmark's capital city – is the best city in the world for cycling. Why do most people cycle there? …Because it is faster! Copenhagen is an old city and there is not much space for cars. So, cycling to school or work is faster and easier than going by car. There are many other reasons why people cycle. It is a sport, it is fun, it is eco-friendly and best of all, it is cheap!

Activity 3 Reading

Read the article again and answer the questions.

1. Copenhagen is the capital city of _____.
   a. Norway
   b. Sweden
   c. Denmark

2. Copenhagen is the best _____ for cycling in the world.
   a. city
   b. country
   c. space

3. In Copenhagen, cycling is _____ than driving.
   a. slower
   b. faster
   c. more expensive

Activity 4 Speaking

In groups, make a list of the good things and the bad things about cycling.

Good	Bad
• *fun*	• *Sometimes dangerous*

WRITING TIP

Use *because* to give reasons for ideas and opinions.

Activity 5 Writing

Write sentences about your lists.

Good

1 *Cycling is fun because you can go to interesting places by bicycle.*

2 _____

Bad

3 _____

4 _____

Lesson 6: Language focus

- When was the last time you were on holiday?
- Where were you?

Key Structure
Was/were
*My holiday **was** amazing.*

Vocabulary
city, country, the Netherlands, yesterday, last week/month, morning, afternoon, night

Activity 1 Reading

Read Saif's email. Where did he go on holiday?

Hi Ali,

How are you? I'm fine. Last week I was in the Netherlands on a cycling holiday. It was great! I was there with my family. The cities were nice, but the country was even nicer. My bicycle was a little old, but it was ok. My holiday was amazing – I hope I can visit the Netherlands again one day!

Your friend,

Saif



Was/Were

The past of the verb *to be* is *was/were*. This is the only past simple verb with more than one form.

	+	-
I / he / she / it	**was**	**wasn't**
you / we / they	**were**	**weren't**

*I **was** happy yesterday.*
*We **were** happy yesterday.*

Activity 2 Reading

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

1 Saif was on holiday last week. **T** **F**
2 He was in Denmark. **T** **F**
3 The cities were nicer than the country. **T** **F**
4 Saif's bicycle was new. **T** **F**
5 He wants to visit the Netherlands again. **T** **F**

Activity 3 Practice

Complete the sentences with *was* or *were*.

1 My cousins _____ at my house yesterday.

2 Ali _____ late because there were a lot of cars on the roads.

3 My father _____ in the Netherlands last week.

4 Amy and Mary _____ happy to go cycling.

5 Abeer _____ on the metro this morning.



Activity 4 Practice

Put the words in the correct order to make sentences.

1. were / We / the train / on / at 7pm.

_____

_____

2. cycling / Sara / at Al Qudra / was / last night.

_____

_____

3. were / My family and I / last night. / at a restaurant

_____

_____

4. at the park / wasn't / Hamdan / on Sunday.

_____

_____

I was at the park with my family. There were lots of people. It was a nice day.

Activity 5 Speaking

Ask and answer the questions with a partner.

- Where were you on Friday afternoon? Who were you with? Was it fun?
- What was your favourite class last year? Who was your teacher?

Lesson 7: Balloons

- Do you like podcasts?
- What was the last one you listened to?

Key Structure

Asking questions about the past
When was the last time you took a taxi?

Vocabulary

balloon, passenger, hot-air balloon, kilometres, flight, to fly



Activity 1 Speaking

Ask and answer the questions with a partner.

- What is a hot-air balloon?
- Where can you go on one?
- Are there hot-air balloons in the UAE?

Activity 2 Listening Track 24

Listen to a podcast. What is it about?

Activity 3 Listening Track 24

Listen again and answer the questions.

1. The first hot-air balloon flight was on _____.
   a. 21 December 1783
   b. 21 November 1783
   c. 21 November 1983

2. The first person to fly was _____.
   a. Pilatre de Rozier
   b. Ibn Battuta
   c. Winston Churchill

3. The flight was _____ and _____ long.
   a. 5 minutes; 3 kilometres
   b. 15 minutes; 6 kilometres
   c. 25 minutes; 9 kilometres

4. The flight was over _____.
   a. London, England
   b. Madrid, Spain
   c. Paris, France

5. Now you can fly in a hot-air balloon _____.
   a. only in France
   b. anywhere in the world
   c. only on weekends

LISTENING TIP

Listen carefully! Sometimes we say *was* quickly and it is difficult to hear.



Activity 4 Speaking

Quiz your classmates. Write three sentences about the first balloon flight. Ask your classmates if they are true (**T**) or false (**F**).

1 _____

2 _____

3 _____

	classmate 1	classmate 2	classmate 3	classmate 4
1	T / F	T / F	T / F	T / F
2	T / F	T / F	T / F	T / F
3	T / F	T / F	T / F	T / F

Activity 5 Speaking Ask and answer the questions with a partner.

- When was the last time you…
  - took a taxi?
  - took the bus?
  - took the metro?
  - flew on a plane?

When was the last time you took a taxi?

Last weekend!

Lesson 8: Language focus

- What was the last museum you visited?
- What did you see?

Key Structure
Past simple
*People **used** camels to travel around Dubai.*

Vocabulary
museum, road, bridge, start, to add, to use

Past simple
We use the past simple to talk about finished actions in the past.

We make the past simple by adding *-ed* to the end of some verbs.

open → ***opened***

*Dubai Metro **opened** in 2009.*

Activity 1 Reading

Read the blog post and choose the best title.

UAE Transport **The Dubai RTA Transport Museum** **Museums in Sharjah**

Yesterday I visited the Dubai RTA Transport Museum. I learned about the past, present, and future of transport. Many years ago, people used camels to travel around Dubai. Next, people used Land Rovers. Then, the city added roads and bridges, and people started using cars. Buses were here from the 1970s, and the Dubai Metro opened in 2009. Today, Dubai is a big city with modern transport. There are cars, buses, taxis, boats, and two metro lines.

Activity 2 Reading

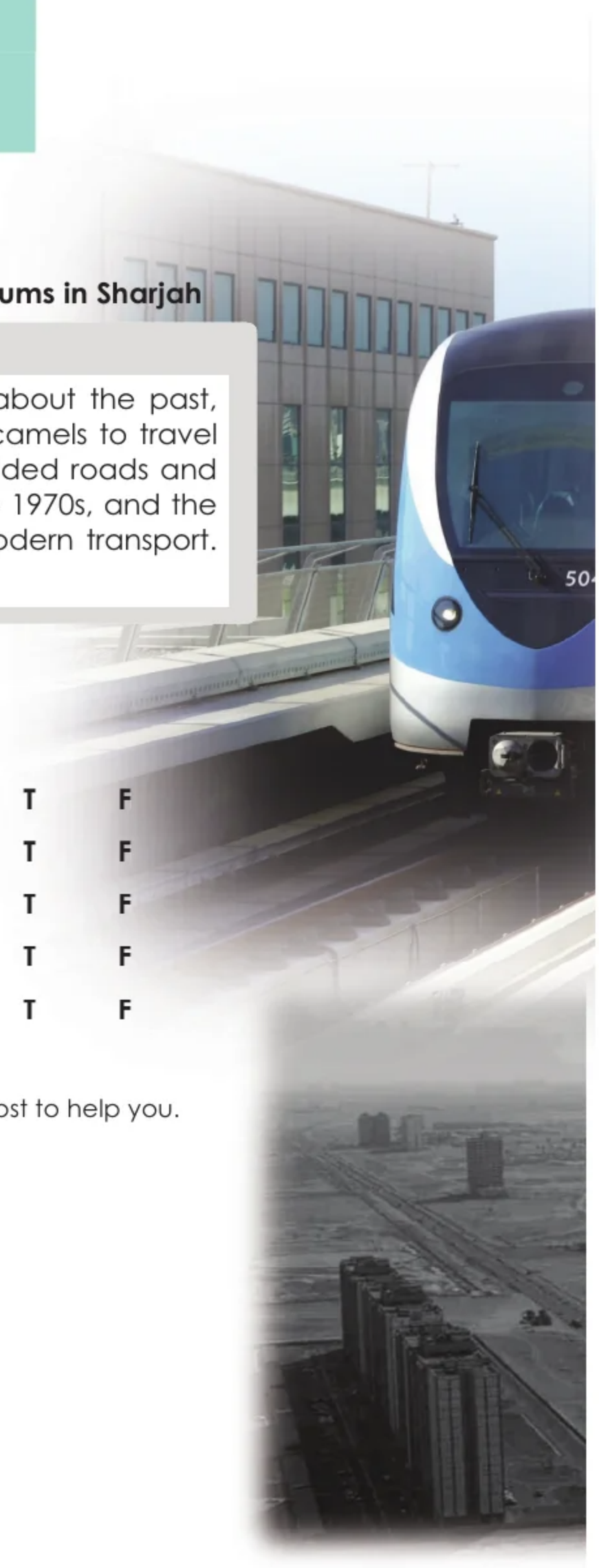
Read the blog post again. Decide if the sentences are true (**T**) or false (**F**).

1 The blogger visited a museum in Sharjah yesterday. **T** **F**
2 He only learned about the future of transport. **T** **F**
3 People used Land Rovers in Dubai. **T** **F**
4 There were buses in the 1950s. **T** **F**
5 The Dubai Metro opened in 2009. **T** **F**

Activity 3 Practice

Complete the table with the correct past verb form. Use the blog post to help you.

Present	Past	Present	Past
visit	*visited*	start	
learn		add	
use		open	







Activity 4 Practice

Put the words in the correct order to make sentences.

1. a lot at / learned / The students / the RTA museum.

   _____

   _____

2. started driving / People / in Dubai / on the right / in 1966.

   _____

   _____

3. The green metro line / in 2011. / opened

   _____

4. in 2007. / The city / the floating bridge / added

   _____

   _____

5. the metro / used / Aysha / yesterday.

   _____

   _____

Activity 5 Practice

Write sentences about what you did last weekend. Say which transport you used.

tram	car	visit	use
train	bicycle	look	watch
taxi	metro	walk	learn

1. _____

   _____

2. _____

   _____

3. _____

   _____

Lesson 9: Green transport

- What is green transport?
- How can the sun help us?

Key Structure
Positive/negative adjectives
*He has **exciting** plans.*

Vocabulary
green, clean, fantastic, good idea, plan, business person, air

Activity 1 Reading

Look at the text, but do not read it.
Where can you see a text like this? **At school** **In a newspaper** **On a menu**

The Gulf Post



VOCABULARY
solar-powered: using the sun to make power or electricity

Green Transport



Rashid Al Hussain

Solar-powered buses in the UAE
Businessman Rashid Al Hussain has exciting plans for buses in the UAE. He wants all buses to be solar-powered by 2050. This means the air will be cleaner and the UAE will have fantastic new buses.

Not everyone likes the idea
Some people are angry. They think this change is too expensive. Other people think they will not have jobs.

Good for the UAE
Mr Al Hussain likes his plans. He thinks that solar-powered buses are a good idea for the UAE because there is so much sun. He says we can use the sun to help us.

READING TIP

Informative articles give information about a topic. You can read the headings to help you find information.

Activity 2 Reading

Now read the text. Decide if the statements are true (**T**) or false (**F**).

1 Rashid Al Hussain is a businessman. **T**

2 He wants the UAE to have new buses. **T**

3 Everyone is happy about Mr Al Hussain's plans. **T**

4 Mr Al Hussain says the sun can't help us. **T**

Activity 3 Reading

Read the text again and circle the adjectives. Then, use the adjectives to complete the table.

VOCABULARY

positive: good / happy

negative: bad

Positive words	Negative words

Activity 4 Reading

Look at the words in your table. Do you think the article is positive or negative about solar-powered buses?

I think the article is positive because...

I think the article is negative because...

Lesson 10: Review

Key Structure
Unit 5 Structures

Vocabulary
Unit 5 Vocabulary

Activity 1 Vocabulary

Unscramble the letters to find the types of transport.

1 tmra _____
2 tirna _____
3 terom _____
4 ccbiyle _____
5 atob _____
6 sbu _____
7 xita _____
8 ryref _____

Activity 2 Vocabulary

Cross out the word that does not go with the others.

1	cyclist	cycling	~~airport~~
2	taxi	passenger	tram
3	ticket	fare	pros and cons
4	was	were	visited
5	because	green	solar-powered
6	was	started	opened

Activity 3 Language

Complete the sentences with correct past form of the verb *to be*.

1 Anne and Sara _____ (not be) on the tram.

2 My brother _____ (be) in Fujairah yesterday.

3 Salem _____ (not be) in class this morning.

4 Mohammed _____ (be) on the metro at 6am.

5 My best friend Haya _____ (be) with me at lunchtime.

Activity 4 Language

Complete the sentences with the past form of each verb.

1 Last week I _____ (learn) 10 new words in English.

2 The driver _____ (open) the door of the bus.

3 We _____ (start) school last month.

4 My cousins _____ (visit) us last weekend.

5 Amal _____ (use) the Metro yesterday.

Activity 5 Reading

Read the email. Where was Rashid last month?

Hi Hamdan,

How are you? I'm fine. Last month I was in Denmark and Sweden on a cycling holiday. It was great! My brothers Ahmed and Mubarak were with me. Copenhagen and Malmö were really nice cities. My bicycle was nice and new. The holiday was amazing. I hope I can visit Denmark and Sweden again one day!

Your friend,

Rashid

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

1 Rashid was on holiday last week. **T** **F**

2 He was in the Netherlands on holiday. **T** **F**

3 He was with his uncles. **T** **F**

4 Copenhagen and Malmö were nice cities. **T** **F**

5 Rashid's holiday was boring. **T** **F**

Unit 6: Using maps

Lesson 1: Around town

- What places do you usually visit in your emirate?
- How often do you visit them?

Key Structure
Compound nouns
*Mohammed is at the **post office**.*

Vocabulary
post office, metro station, police station, car park, museum, cinema, library

Activity 1 Vocabulary

How many places can you think of in a town or city? Write them below.

school, bank, cinema, _____, _____, _____

Activity 2 Vocabulary

Match the words to make places in a town or city.

1	post	a	station
2	metro	b	park
3	car	c	office
4	shopping	d	market
5	fish	e	mall



Activity 3 Vocabulary

Read the descriptions and match them to the places in Activity 2.

1 You can buy fish and seafood here.

2 This is the place where you take the metro.

3 Here you can send a letter.

4 Go here to buy things or see a film.

5 You can park your car here.



Activity 4 Listening Track 25

Listen to three phone conversations. Where are the people?



Saif



Mohammed



Khaled

Activity 5 Listening

Listen again and answer the questions.

1. Saif is at _____ because he needs to _____.
   a. a car park; park his car
   b. the bank; change money
   c. the post office; send a letter

2. Mohammed needs to buy some _____.
   a. fish
   b. shoes
   c. bread

3. Khaled needs to go to _____.
   a. Marina Mall
   b. Dubai Mall
   c. Abu Dhabi

LISTENING TIP

Before listening, read the questions and possible answers.

Activity 6 Speaking

With a partner, have a phone conversation like the ones in Activities 4 and 5.

Hi _____.

Hi _____. How are you?

_____. Where are you?

I'm _____. I need to _____.

Lesson 2: Favourite places

- Where do you go at the weekend?
- What do you do there?

Key Structure

Intensifiers: really, very, so
*I **really** like films.*

Vocabulary

favourite, alone, to love, film-maker, film, cinema, shopping mall, future

Activity 1 Speaking

Ask and answer the questions in groups.

What's your favourite place …

- to go with friends?
- when you want to be alone?
- when you want to eat something?
- to go shopping?

Activity 2 Reading

Read about three students. Then, answer the questions.

1 What are their favourite places? 2 Which person are you more like?



Fouzia

I really love shopping. My favourite place is the shopping mall. I don't always buy things, but it's still so fun to go there.

My favourite place is the park. It's a very good place to spend time. My younger brothers and sisters really love it, too. Sometimes it's really hot and we don't go there.



Rashid



Alia

I really like the cinema. I go there very often - maybe three days a week! I want to be a film-maker in the future. I really like films.

Activity 3 Reading

Read the texts again.
Underline the words *really*, *very* and *so*.

WRITING TIP

Use words like *really*, *very*, and *so* to make the meaning stronger.

Activity 4 Writing

Write about your favourite place.

What's your favourite place?

What do you like about it?

How often do you go there?

Activity 5 Speaking

Share your writing with a partner.

My favourite place is Dubai Mall. I really like it because it has many shops. It's so big and really fun to visit. I go every weekend!

Lesson 3: Taking the metro

- Do you usually take the metro?
- Where do you go?

Key Structure

Prepositions: *at*, *on*, *into*

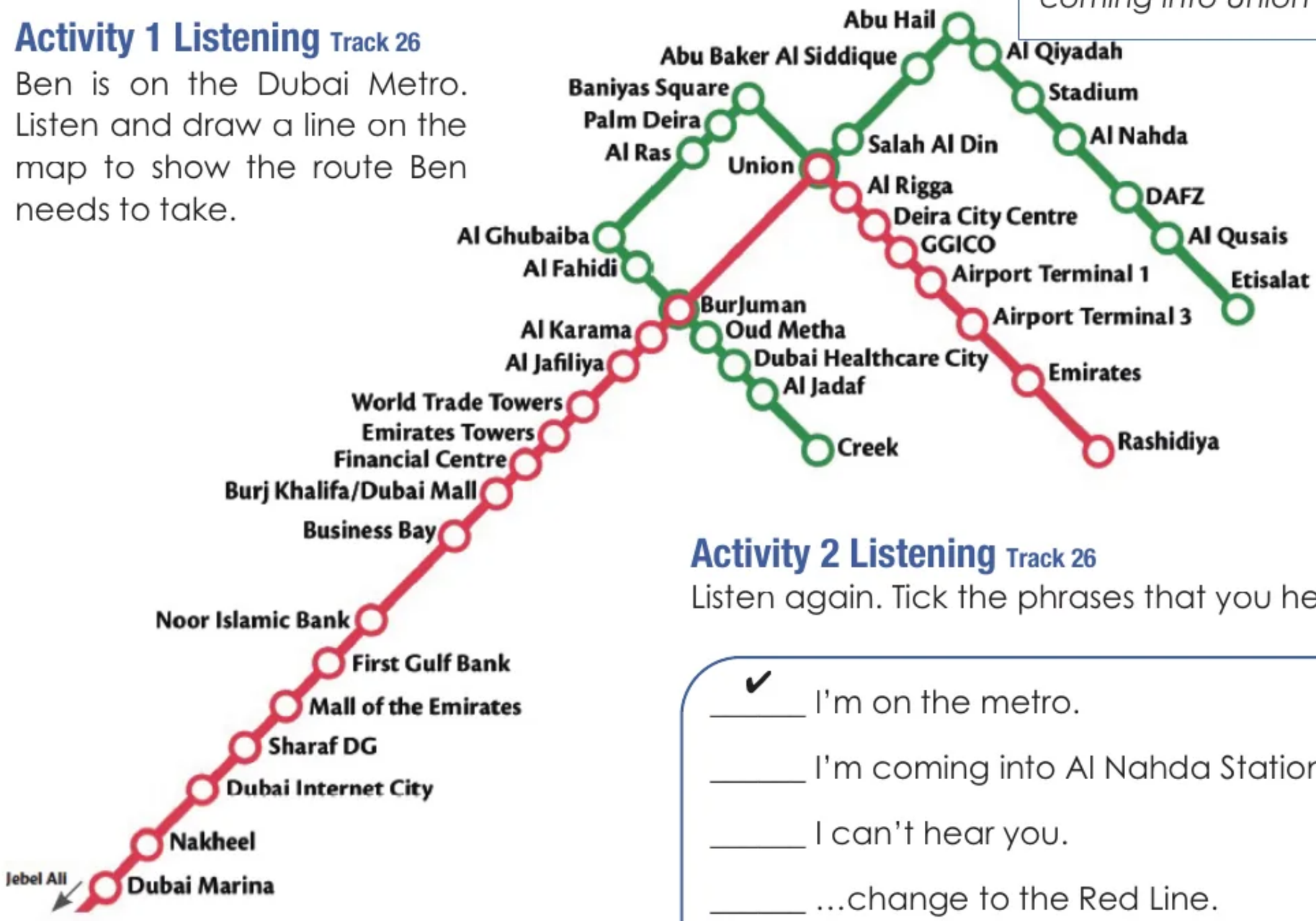
*I'm **on** the metro.*

Vocabulary

map, to stop, to cross, change to the green line; coming into Union Station

Activity 1 Listening Track 26

Ben is on the Dubai Metro. Listen and draw a line on the map to show the route Ben needs to take.



Activity 2 Listening Track 26

Listen again. Tick the phrases that you hear.

✔ I'm on the metro.

_____ I'm coming into Al Nahda Station.

_____ I can't hear you.

_____ ...change to the Red Line.

_____ What?

Activity 3 Listening Track 26

Listen again and answer the questions.

- Where is Ben now?
- Where is he going?
- Where should he change to the Red line?

LANGUAGE TIP

We often use the prepositions *at*, *on*, and *into* when we talk about travel.

*I'm **on** the metro now.*

*Change to the Green Line **at** Union Station.*

*Ben is coming **into** Al Nahda Station.*

Activity 4 Reading

Look at the metro map. Decide if the sentences are true (**T**) or false (**F**).

1 The Red Line and the Green Line cross in two places. T / F

2 Al Nahda is five stops away from Al Qusais. T / F

3 Airport Terminal 1 Station is on the Red Line. T / F

4 Creek Station is at one end of the Green Line. T / F



Activity 5 Speaking

Choose a station on the map and ask your partner how to get there.

A: Excuse me, how do I get to Deira City Center?

B: Where are you now?

A: DAMAC Station.

B: Take the Red Line towards Rashidiya. There are a lot of stations, but you don't have to change lines.

A: Excuse me, how do I get to _____?

B: Where are you now?

A: _____.

B: Take…

Lesson 4: Language focus

- Do you like to go to Abu Dhabi?
- How often do you go?

Key Structure
Should/shouldn't
*He **should** visit Dubai Mall.*

Vocabulary
advice, to visit, to forget, to try, hotel, airport, to stay, paintings



Modal Verb: Should

We use should to:

- give advice
- say what you think is right or wrong

Should goes before the main verb in a sentence.
The negative form of *should* is *shouldn't*.

*He **should** visit Dubai Mall.*
*He **shouldn't** visit the UAE in August.*

Activity 1 Reading

Read the email. Who is asking for advice?

Hi Saeed,

How are you? I hope you are well. I'm writing you this email because I'm coming to Abu Dhabi next week and I need some advice.

I would like to stay in a hotel near the beach, but I don't know which one to choose. Where should I stay? Also, what should I visit? I know there are so many things to see. What should I bring?

Please write back and tell me what you think I should do.

Your friend,
Gordon

Activity 2 Reading

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

1 Gordon is coming to Abu Dhabi next month. T / F

2 He knows a lot about Abu Dhabi. T / F

3 He asks Saeed where he should stay. T / F

4 He thinks there is nothing to see in Abu Dhabi. T / F

Activity 3 Reading

Read Saeed's email. Find and underline the word *should*.

Hey Gordon,

Yes, I can give you some advice.

I think you should stay at a hotel on Yas Island. There are nice hotels there and it's close to the airport.

I think you should visit Sheikh Zayed Grand Mosque, Emirates Palace, and Ferrari World. They are my favourite places to see.

You don't need to bring anything special for your trip, but maybe you should bring a hat for the sun. It's really hot here! You definitely shouldn't bring any winter clothes!

Talk to you later,

Saeed

Activity 4 Reading

Read Saeed's email again.

- Does Saeed answer Gordon's questions?
- What is Saeed's advice?

Activity 5 Practice

Complete the sentences with *should* and a verb from the box.

go	try	visit	see	forget

If you visit Abu Dhabi…

1. …you _____ Sheikh Zayed Grand Mosque.
2. …you _____ to Ferrari World.
3. …you _____ paintings in the Louvre Museum.
4. …you _____ to drink coffee at Emirates Palace.
5. …you _____ Emirati food.

Activity 6 Speaking

Imagine Gordon is going to visit your emirate.

- Where should he stay?
- What should he visit?
- What should/shoudln't he bring?

He should visit Jebel Jais.

Lesson 5: Going on a tour

- What do you like doing on holiday?
- What happens on a tour?

Key Structure

Would like

*I **would like** to visit Hatta.*

Vocabulary

tour, guide, to pick up, to get to, to go by

Activity 1 Reading

Read about three tours. Which one would you like to take?

1

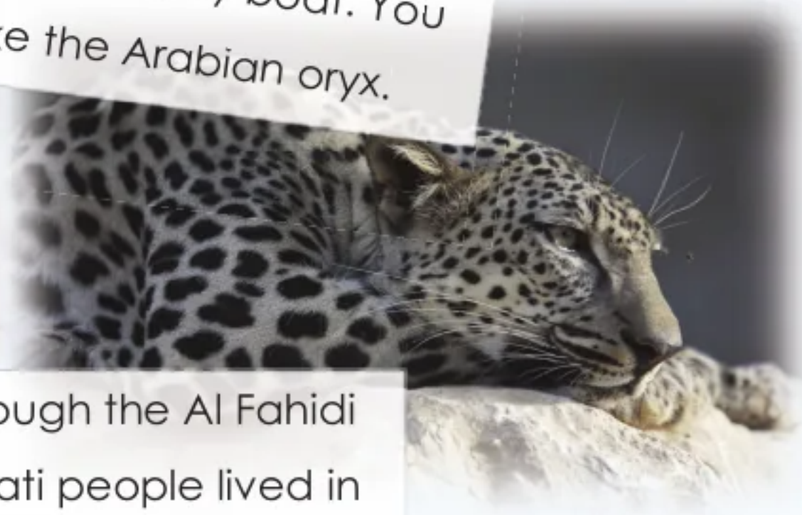
Take this bus tour to the Musandam Peninsula. We will pick you up from your hotel in Dubai and take you there by bus. From there, we will take a dhow trip and see the beautiful beaches and mountains.



2

Come visit Sir Bani Yas Island! You can get to this amazing island by boat. You will see animals like the Arabian oryx.





3

We will take you on a walking tour through the Al Fahidi area. There you can see the way Emirati people lived in the past. After the tour, there will be coffee and dates.





Activity 2 Reading

Which tour would you choose if you like to…

walk? go by boat? take the bus?

Activity 3 Reading

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

1. The first tour is by bus and dhow. T / F
2. The bus tour will pick you up from your hotel in Sharjah. T / F
3. You get to Sir Bani Yas Island by plane. T / F
4. You can see the Arabian oryx on Sir Bani Yas Island. T / F
5. The Al Fahidi tour is by car. T / F
6. After the Al Fahidi tour there will be tea and dates. T / F

Activity 4 Writing

Answer the questions in groups and plan your own tour.

- **Where would you like to go?**

_____

_____

- **What would you like to do?**

_____

_____

- **Where can you pick people up?**

_____

_____

- **How can you get there?**

_____

_____

SPEAKING TIP

You can use *would like* to talk about things you want to do.

*I **would like** to visit Hatta. =*
I want to visit Hatta.



Lesson 6: Floor plans

- Where is there a library in your emirate?
- How often do you go to the library?

Key Structure

Asking for help

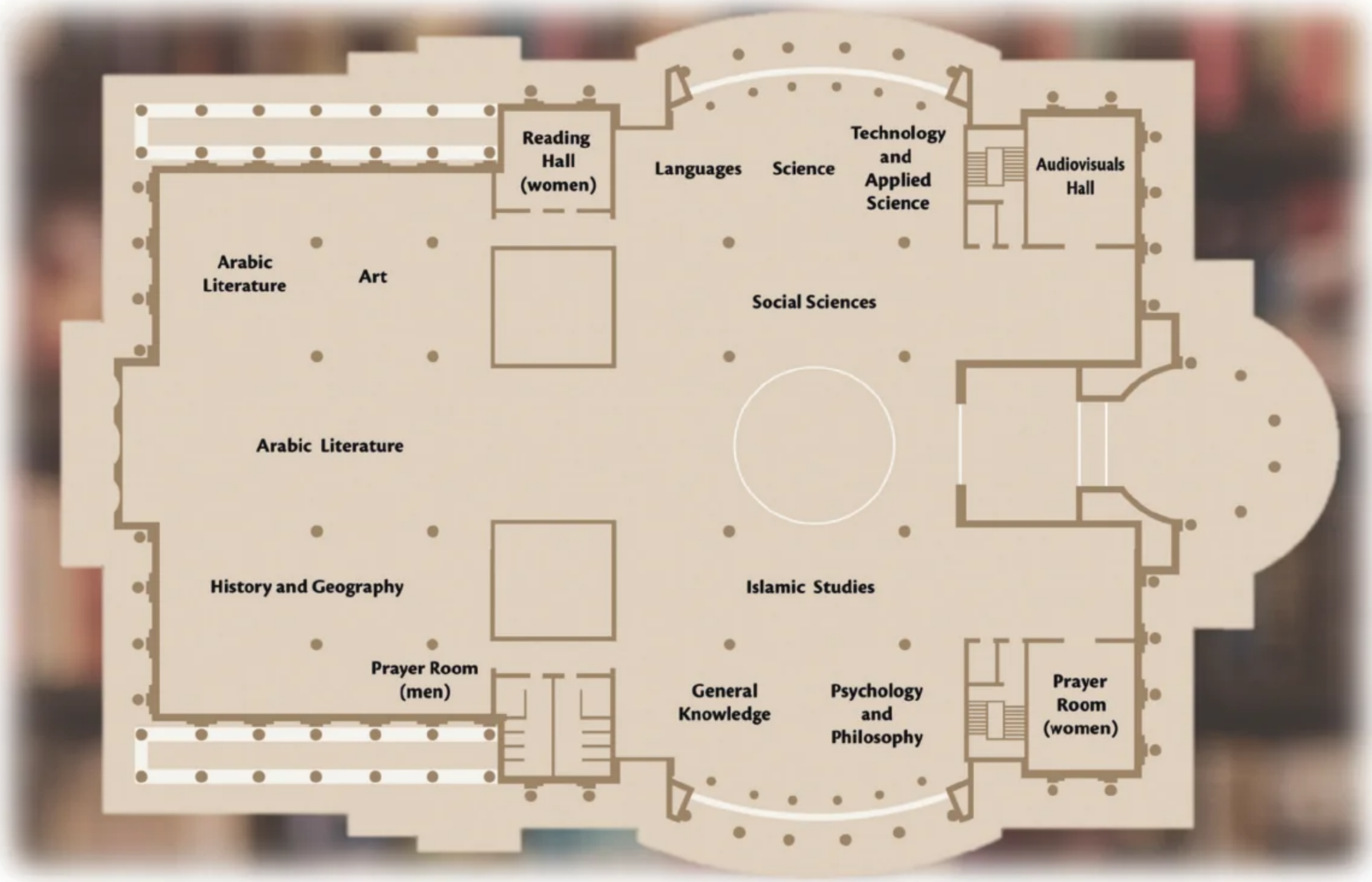
Excuse me, do you have…?

Vocabulary

library, floor, plan, section, behind, in front of, shelf

Activity 1 Reading

Look at the floor plan of a library.



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

1 The men's Prayer Room is at the front. T / F

2 Arabic Literature is next to the Social Sciences. T / F

3 Books on Art are at the back on the left. T / F

4 The children's books are not on this floor. T / F

5 Books on Languages are on the right. T / F

Activity 2 Listening Track 27

Listen to five people asking for help in the library. Match their questions to the answers.

LISTENING TIP

People often say, *"Excuse me.."* or *"Can/Could you..?"* when asking for help.

1 Excuse me, do you have any books on travel?

2 I would like to know more about painting. Can you help me?

3 Pardon me, do you have any books to help me with my English, like a dictionary?

4 Hello. Could tell me where the Arabic Literature is?

5 Excuse me, do you have any books about how people think?

a. Yes, we do. Look in the Languages section.

b. Sure. Go to the Art section. It is in front of the Arabic Literature section.

c. Go to the History and Geography section and look on the top shelf.

d. Look in the Psychology and Philosophy section. It is behind the Islamic Studies section.

e. Of course. Literature is on this floor at the back.

Activity 3 Writing

Describe and draw your own library. Answer the questions to make notes about your dream library.

Where is your library?

How many floors does it have?

What sections does it have? (e.g. English books, Art)

Activity 4 Writing

Now make a floor plan of your dream library like the one in Activity 1.

Lesson 7: Language focus

- Where did you last go on holiday?
- What did you like about it?

Key Structure

Past simple negatives and Yes/No questions

*I **didn't sleep** on the plane.*

***Did** you **sleep**?*

Vocabulary

holiday, journey, zoo, museum, kangaroo, koala, postcard

Past simple negative forms

We use the negative form of the past simple to talk about things that did not happen in the past.

did + not (didn't) + main verb

*I **didn't sleep** on the plane.*

The main verb stays in the present form.

Activity 1 Reading

Read Bader's postcard about his holiday. Did he like it?



Activity 2 Reading

Read Bader's postcard again.
Answer the Yes (**Y**) or No (**N**) questions.

1	Did Bader go to Australia?	Y / N
2	Did he like his holiday?	Y / N
3	Did he sleep on the plane?	Y / N
4	Did he see any kangaroos?	Y / N
5	Did he buy a postcard?	Y / N

LANGUAGE TIP

We can use *did* to ask Yes or No questions in the past.

Did + subject + main verb

Did Bader go to Australia?

Activity 3 Practice

Put the words in order to make sentences.

1. anything / didn't do / Fatima / on holiday.
2. to Paris. / Reem / didn't go / and Mariam
3. the plane. / Mubarak / on / didn't sleep
4. You / holiday / with / went on / your family.
5. didn't / to / zoo. / Mona / the / go

Activity 4 Writing

Write a postcard to a friend about your last holiday. Say what you did and didn't do.

Activity 5 Speaking

In pairs or groups, ask and answer questions about your last holiday.

Where did you go?

I went to Japan.

Did you go to Tokyo?

Yes, I did.

Lesson 8: Famous explorers

- Do you know of any explorers?
- What did they discover?

Key Structure

Past simple irregular verbs
*He **went** to the South Pole.*

Vocabulary

explorer, to find, traveller, Morocco, Norwegian, to lead, the North/South Pole

Activity 1 Reading & Listening Track 28

Look at the pictures. Who are the explorers? Read while you listen to the text to check.

1



2



3



READING TIP

Reading while listening helps you to know how to say each word correctly.

Ibn Battuta (1304 - 1369)

Ibn Battuta was a great Muslim traveller. He went to many Muslim countries. He left Morocco for hajj and didn't return for 24 years. He wrote a book about his travels called the Rihlah.

Roald Amundsen (1872 - 1928)

Roald Amundsen was a Norwegian explorer. In 1911, he became the first person to go to the South Pole. Years later, he also led a team to the North Pole.

Christopher Columbus (1451 - 1506)

Christopher Columbus was born in Italy. He went across the Atlantic Ocean four times between 1492 and 1504. Many people say that Columbus 'discovered' America, but there were already people in the places he found.

Activity 2 Reading

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

1 Ibn Battuta wrote a book about his travels. T / F
2 He spent 25 years away from Morocco. T / F
3 Roald Amundsen was a Swedish explorer. T / F
4 He went to the South Pole in 1911. T / F
5 Christopher Columbus was born in Egypt. T / F
6 He went across the Pacific Ocean. T / F

Activity 3 Vocabulary

Match the words to their definitions.

1	traveller	a	the past form of lead
2	Morocco	b	the 'top' of the Earth
3	Norwegian	c	someone who travels
4	led	d	someone/something from Norway
5	the North Pole	e	the 'bottom' of the Earth
6	the South Pole	f	a country in Northern Africa

Activity 4 Speaking

Ask and answer the questions with a partner.

- Which explorer was the most interesting?
- Which part of the world would you like to visit?

I think Ibn Battuta was the most interesting because he explored the world many, many years ago.

I would like to visit Africa!

Lesson 9: The dream

Key Structure

Past simple
*I **had** a dream.*

Vocabulary

folktale, treasure, police, poor, rich, Arabic, journey

- What was the last story you read?
- What was it about?

Activity 1 Reading

Read the short text. What is *One Thousand and One Nights*?

Every country in the world has folktales. *One Thousand and One Nights* is an Arabic language book of stories from different countries. Many of the stories are about the same people and ideas. One of these ideas is the journey.

Activity 2 Reading

Read ***The Dream***. What journey does the man in the story take?

READING TIP

When you read a story, you may not understand every word. Check a dictionary to find the meanings of words you do not know.

There was once a businessman who lived in Baghdad. One night, a man came to him in a dream and said, 'Your fortune is in Cairo. Go and find it there.'

The next morning, the businessman started his journey. After many weeks, he arrived in Cairo. He had no money, so he slept in a mosque. When he was sleeping, robbers broke into a house next to the mosque. The people in the house cried for help, but the police did not arrive in time. When the police arrived, they saw the businessman and put him in prison. The next day the Chief of Police told his workers to bring the businessman to him.

"Where do you come from?" asked the Chief.
"Baghdad," said the businessman.
"Why have you come to Cairo?"
"A man came to me in a dream and told me, 'Your fortune is in Cairo. Go and find it there.' But now I am here, my fortune is to be put in prison."

The Chief of Police started laughing. "I once had a dream where a man said, 'Go to Baghdad and find a house with a fountain. Under the fountain, there is a lot of money buried under the ground. Go there and find it.' Did I go? Of course not! But you have come here to Cairo just because you had a silly dream!"

Then the Chief of Police gave the businessman some money. "Take this money. It will help you get back to your country." he said. The businessman realised that the house with a fountain was his house! He took the money and left. When he got to his house, he dug under the fountain and found the money. He was rich again.

Activity 3 Vocabulary

Match the words from the story to the pictures. Use a dictionary to help you.

1businessman 4broke into 8dig
3robber 6fountain
2fortune 5prison 7buried

A 

B 

C 

D 

E 

F 

G 

H 

Activity 4 Speaking

Answer the questions with a partner.

What does the story teach us?
Did any parts of the story surprise you?

The first part surprised me…

Activity 5 Speaking

Ask and answer the questions in groups.

- Do you like stories?
- What other stories do you know?
- What can stories teach us?

I like stories.

I know a story about…

Stories can teach us…

Lesson 10: Review

Key Structure
Unit 6 structures

Vocabulary
Unit 6 vocabulary

Activity 1 Vocabulary

Choose the correct option to complete the compound noun.

1 car _____

station
market
park

2 metro _____

station
office
park

3 post _____

mall
office
park

4 fish _____

station
market
park

5 shopping _____

mall
office
park

Activity 2 Vocabulary

Match the words to their definitions.

1. business person	a ideas of what you should/shouldn't do
2. traveller	b someone who buys and sells things
3. advice	c the 'top' part of the Earth
4. dictionary	d a type of story
5. explorer	e a lot of money or gold that you find
6. the North Pole	f a person who goes to new places
7. folktale	g a book that tells you the meanings of words
8. treasure	h someone who travels

Activity 3 Practice

Complete the sentences with *should* and a verb from the box.

go	try	visit	stay	see

If you visit the UAE,

1 …you _____ all of the country.

2 …you _____ in a nice hotel.

3 …you _____ to Sheikh Zayed Grand Mosque.

4 …you _____ the paintings in the Louvre Museum.

5 …you _____ lots of restaurants.

Activity 4 Practice

Complete the postcard with the negative past simple form of the correct verbs in the box.

go (x2)	buy	do	sleep	visit	see	like

Hi Nawaf,

Last month I went on holiday with my brother, but it was terrible! We went to New Zealand, but I _____ it. First, the journey was long and I _____ on the plane. Then, we _____ anything I wanted to do! We _____ to the zoo, so we _____ any animals. We _____ any museums at all. We _____ shopping, so I _____ anything but this postcard!

See you,

Ibrahim

Activity 5 Reading

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

1. Ibrahim went to America. T / F
2. He didn't like the holiday. T / F
3. He went to the zoo. T / F
4. He didn't see any animals. T / F
5. He bought a postcard. T / F

Unit 7: Living things around the world

Lesson 1: Animals

- Do you like animals?
- What animals are there where you live?

Key Structure

Describing an animal

Birds have feathers.

Vocabulary

scales, fur, feathers, fin, gills, bird, reptile, fish, mammal

Activity 1 Vocabulary

Match the words to the pictures.

1 fur _____

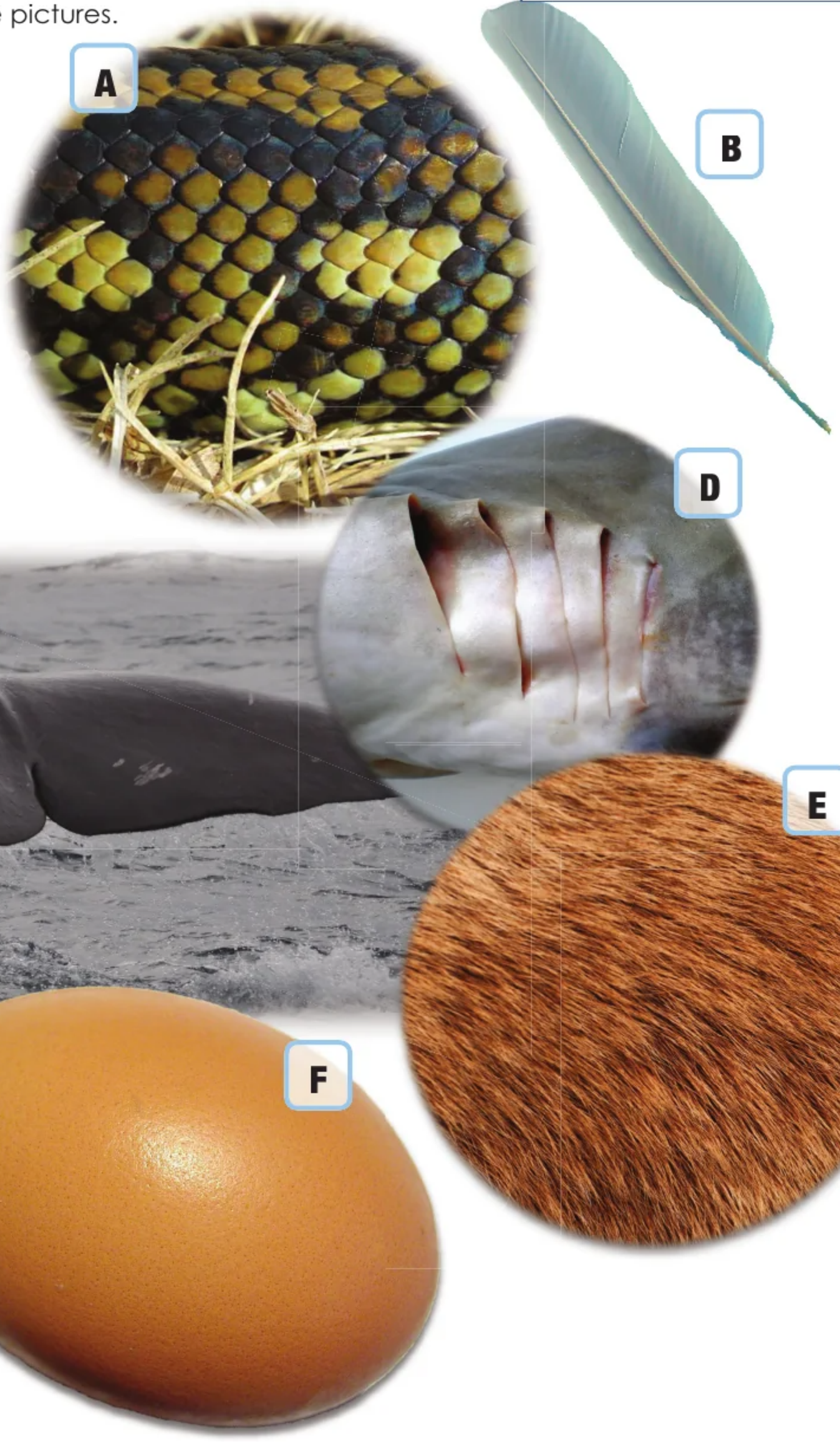
2 gills _____

3 scales _____

4 egg _____

5 feather _____

6 fin _____



Activity 2 Vocabulary

Read the questions and choose the correct answers.

1 Birds have _____ so they can stay warm.
- a feathers
- b scales
- c eggs

2 Fish use _____ to help them breathe.
- a fur
- b feathers
- c gills

3 Reptiles have special skin that has _____.
- a scales
- b fur
- c feathers

4 Mammals do not usually lay _____.
- a feathers
- b gills
- c eggs

Activity 3 Listening Track 29

Listen to five people describing animals. Write the correct numbers next to the words in the box below.

_____ amphibian _____ fish

_____ bird _____ mammal

_____ reptile

LISTENING TIP
Listen for key words to help you understand the text.

Activity 4 Speaking

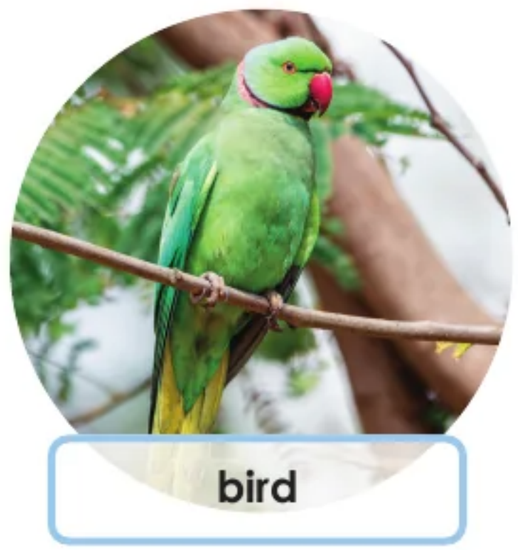
Ask and answer the questions with a partner.

- What is your favourite type of animal?
- Can you describe it?

My favourite animal is a sloth. It is a mammal and has fur. It lives in Central and South America.



amphibian



bird



reptile



fish



mammal

Lesson 2: Interesting animals

- What interesting animals do you know?
- What makes them interesting?

Key Structure
Adjectives
*Macaws have **big** wings with very **colourful** feathers.*

Vocabulary
skin, wings, tail, neck, bright, colourful

Activity 1 Speaking

Think of your favourite animal.
Describe it to a partner and see if they can guess which animal it is.

My animal is yellow and brown. It has a very long neck and lives in Africa.

Your animal is a giraffe!



Activity 2 Reading

Read about three animals, then match them to the pictures.







A

Macaws
My favourite animal is a macaw. Macaws have big wings with very colourful feathers. They live in Mexico, and Central and South America. Macaws are birds.

B

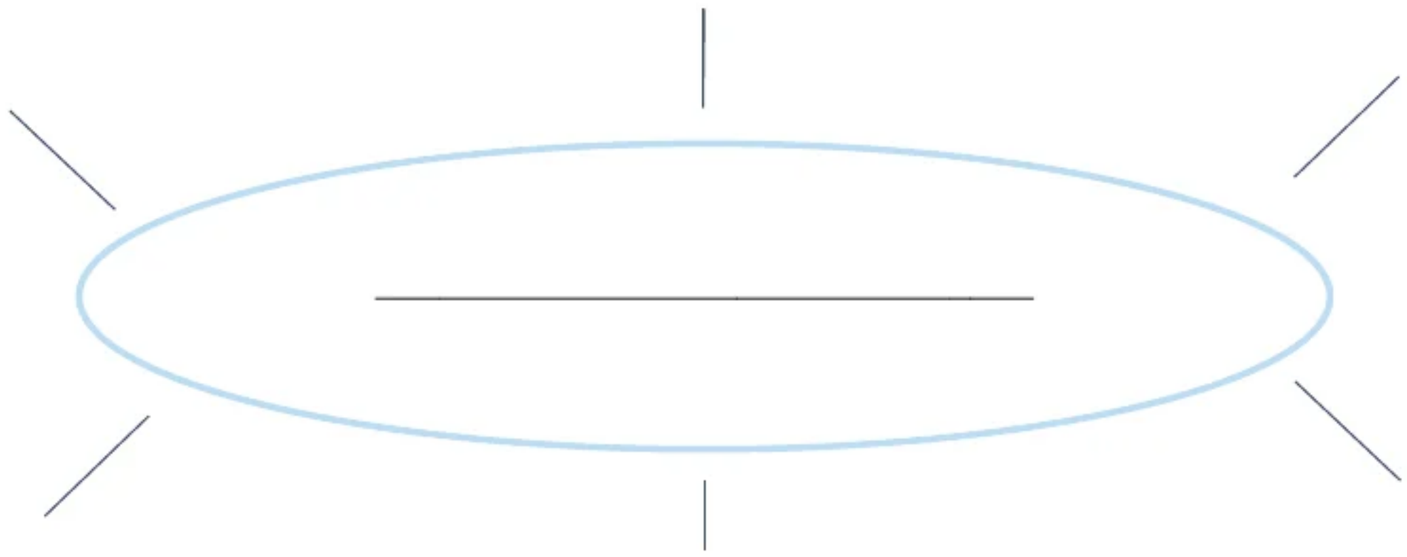
Chameleons
My favourite animal is a chameleon. Chameleons are small and colourful with strange eyes. They live in warm places, especially in Africa. Chameleons are reptiles.

C

Frogs
My favourite animal is a frog. Frogs are usually colourful, have wet skin, and have long back legs. They live in water, but also on land. Frogs are amphibians.

Activity 3 Writing

You are going to write about your favourite animal. Think of some adjectives you could use to describe it. Then write sentences about your animal using the adjectives.



It _____.

It _____.

It _____.

WRITING TIP

Use adjectives to make a description sound more interesting.

*Macaws are birds. = Macaws are **big** birds.*

Activity 4 Writing

Write about your favourite animal.

What animal is it?

What type of animal is it?

What does it look like?

Where does it live?

Key Structure
Past Simple questions
Where did you go on holiday?

Vocabulary
colour, feather, holiday, Amazon, to enjoy

Lesson 3: Language focus

- What was the last place you visited?
- What animals did you see there?

Activity 1 Listening Track 30

Listen to Ahmed talking about his holiday. Where did he go?

Past Simple Questions

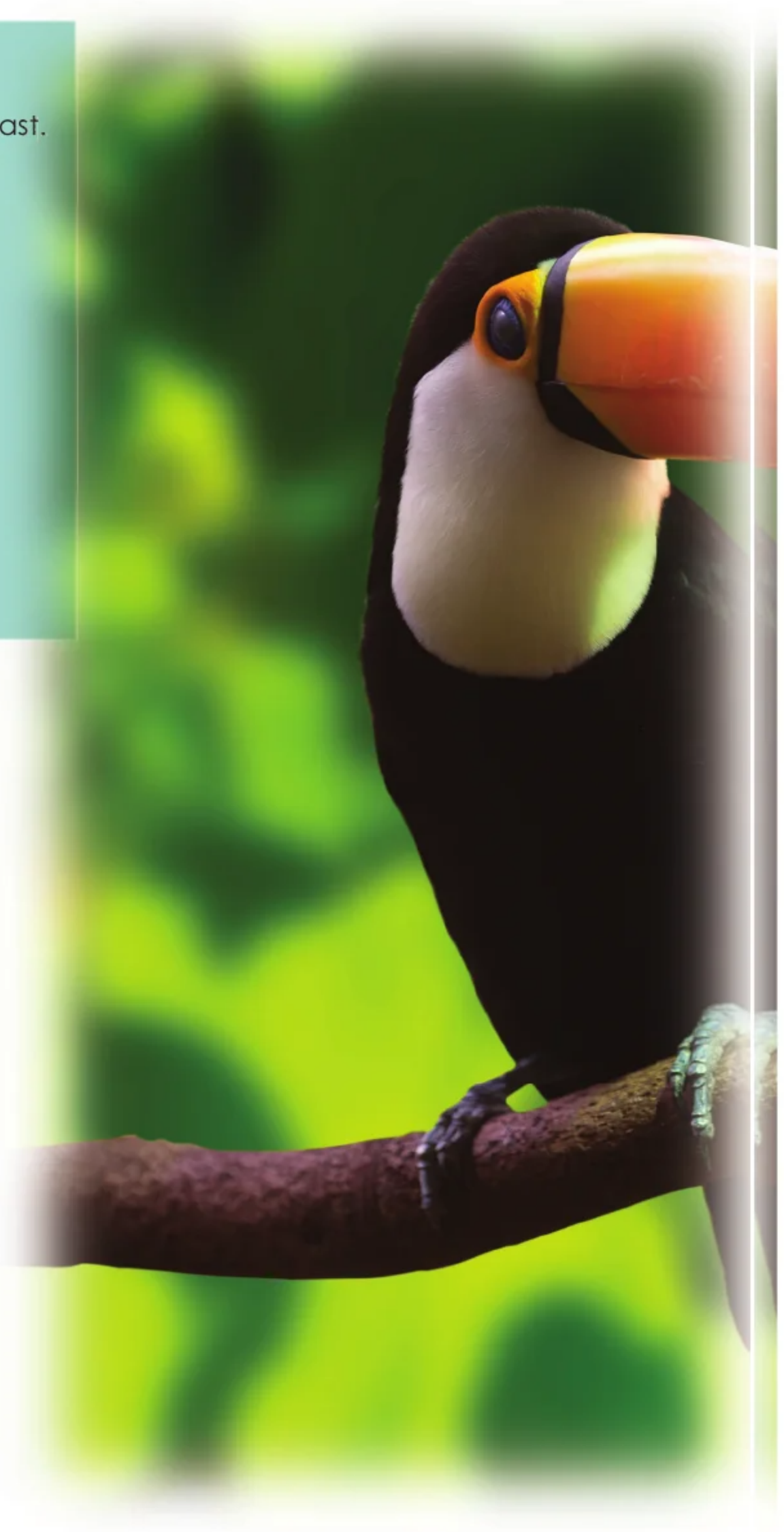
We can use *did* to ask Yes/No questions about the past.

Did *you* ***go*** *on holiday last month?*
Yes, I did. / No, I didn't.

We can use question words + *did* to ask for more information.

Where did *you* ***go*** *on holiday?*
I went to Brazil.

Remember that the main verb does not change in questions and negative sentences.



Activity 2 Listening

Listen again. Complete the questions with the verbs from the box.

see	do	enjoy
like	have	think

1. Did you _____ your trip?
2. What did you _____ there?
3. What did you _____ the most?
4. What did you _____ about the plants and animals you saw?
5. Did you _____ any birds?



Activity 3 Practice

Put the words in order to make *Wh-* questions.

1. did / you do / the summer? / What / in

   _____

2. you / on holiday? / Where / did / go

   _____

3. What / there? / did / do / you

   _____

4. with? / go / Who / you / did

   _____

5. it? / enjoy / you / Did

   _____

Activity 4 Speaking

Now ask and answer the questions in Activity 3 with a partner.

Activity 5 Writing

Read Ahmed's blog post about his trip. Then, write three questions to ask him in the comments section.

My holiday

Hi everyone! I had a wonderful trip to the Amazon. I did a lot of things. I walked through the rainforest and I ate lots of interesting foods. I liked seeing plants and animals the most. I saw a lot of animals and I really liked the birds. They were so colourful. It was an amazing trip!

Comments:

1. _____

2. _____

3. _____

Lesson 4: Looking after our wildlife

- Do you use a lot of plastic?
- Where do you think it goes when you throw it away?

Key Structure

Phrasal Verbs

*We need to **look after** our oceans.*

Vocabulary

rubbish, plastic, bin, top, bottom, to look after, to float, to throw away

Activity 1 Speaking

Look at the pictures. What do you see? Is it good or bad?







Activity 2 Vocabulary

Match the words to the pictures.

1. rubbish _____
2. plastic _____
3. throw away _____
4. bin _____
5. to float _____
6. top _____
7. bottom _____
8. to look after _____

A



B



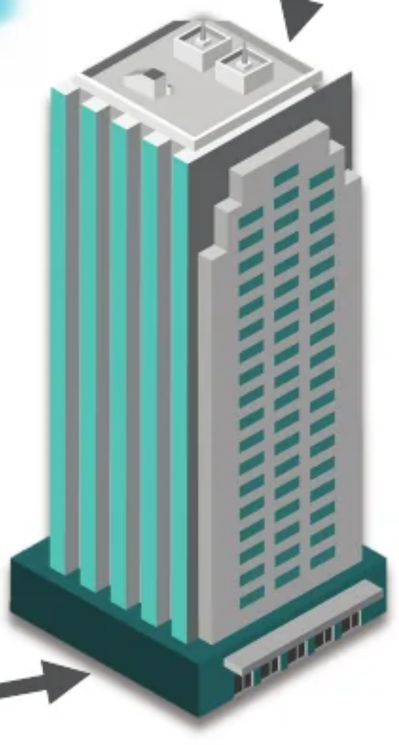
C



D



E



F



G



H

Activity 3 Listening Track 31

Listen and complete the conversation with the words from the box.

bottom	rubbish	float	plastic
top	throw away	look after	bin

LANGUAGE TIP

Phrasal verbs are made of a verb + preposition.

*We need to **look after** our oceans.*

Haleema: Hi Rasha! I watched a TV programme about sea animals last night.

Rasha: Really? Did you like it?

Haleema: Yes, I did. But they said that there is a lot of [1]_____ in the sea and it's bad for the animals.

Rasha: Wow. I didn't know that.

Haleema: Yeah. People don't put their [2]_____in the [3]_____ and it can go into the sea.

It can [4]_____ on the [5]_____ or go to the [6]_____.

Rasha: Why is this bad?

Haleema: Well, animals might eat it, and sometimes they can't swim because of it.

Rasha: What can we do to help?

Haleema: We need to [7]_____ our oceans.
Always [8]_____ your rubbish into the bin. People could also...

Activity 4 Speaking

Ask and answer the questions in groups.

	You	1	2	3
How many plastic cups do you use in a week?				
How many plastic bags do you throw away in a week?				
Do you buy things that come in plastic?				
Do you use plastic bags more than once?				

Activity 5 Speaking

Talk about your answers in Activity 4 and think of ways you can use less plastic.

SPEAKING TIP

You can show you are listening to someone by saying phrases like "Really?" and asking questions.

I try to take a bag with when I go to the shop.

Really?

Lesson 5: All about birds

- Do you like birds?
- What birds can you see in your country?

Key Structure
Asking questions
Which birds live in rivers?

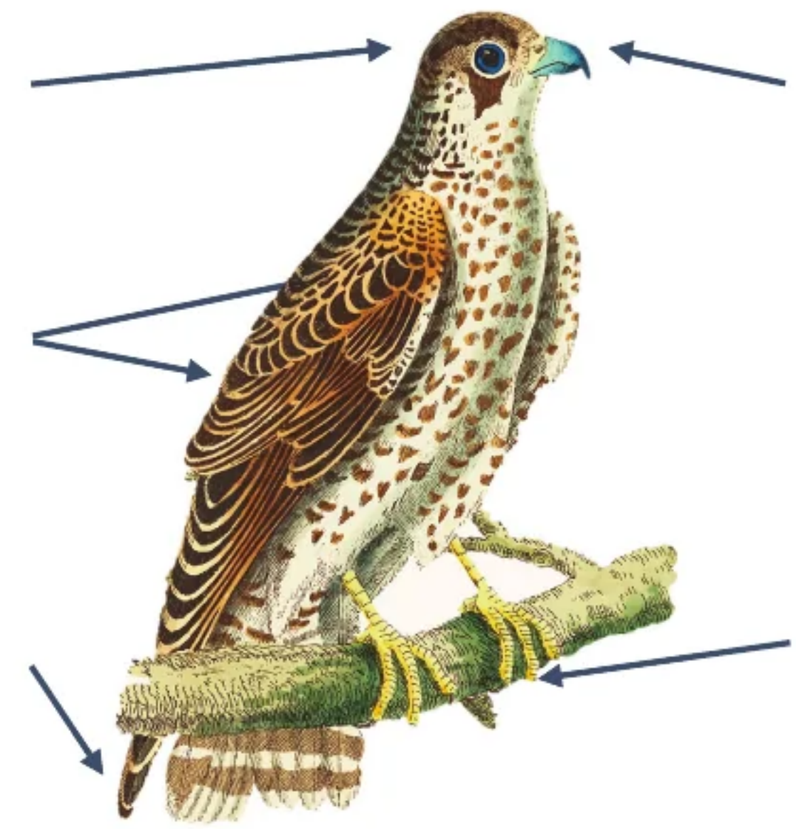
Vocabulary
beak, claws, wings, tail, to fly, insect

Activity 1 Vocabulary

Write the words from the box on the lines to name the parts of the bird.

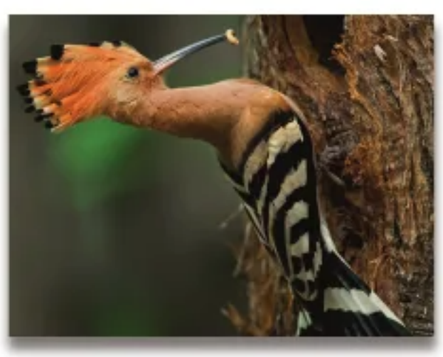
beak	claws	wings	tail	head

1. _____
2. _____
3. _____
4. _____
5. _____



Activity 2 Reading

Write three questions to ask about the animals in the photos.



Which animal...? Where...? Why...? How...? What...?

1. _____
2. _____
3. _____

Activity 3 Reading

Read the text and answer the questions.

Birds are very interesting animals. There are many different types of birds, from ducks in rivers and lakes, to birds of prey that eat other animals and insects. The smallest bird in the world is the male bee hummingbird, which is only 7 cm long. The tallest bird is the 2.7-metre-tall ostrich which can be up to 120 kg! Some birds sing. Why do they do this? Most people who study birds think that birds sing so they can talk with each other. We are lucky that they make such beautiful sounds!

The UAE is famous for birds. One bird that you can see here is the hoopoe. Hoopoes have colourful feathers and like to eat insects.

1. Which birds live in rivers?
2. What do birds of prey eat?
3. Which is the smallest bird in the world?
4. How tall is the tallest bird?
5. Why do birds sing?
6. What do hoopoes eat?

VOCABULARY

Birds of prey are birds that have sharp claws and eat other animals and insects. Falcons are birds of prey.

Activity 4 Speaking

Write two questions about the text in Activity 3.
Ask a partner to answer the questions.

1. _____

2. _____

Activity 5 Speaking

Work with a partner. Choose a bird on the page and describe it. Your partner should guess which bird you are talking about.

This bird is tall, has a long neck and can be up to 120 kilos.

An ostrich!

SPEAKING TIP

Use adjectives when you talk about something to give more information about it.

a bird
*a **tall** bird*

Lesson 6: Language focus

- Would you like to go on safari?
- What animals would you like to see?

Key Structure
Relative clauses
We saw elephants ***which were very big***.

Vocabulary
safari, elephants, gazelles, feathers, sunset, sloth

Activity 1 Reading

Read Noor's blog post about going on safari.
Circle the words *who* and *which*.

Last Week's Safari

Hi everyone! I went on safari in Africa last week with my family, and I want to tell you about it.

We travelled with a guide who speaks six languages. The guide spoke a little Arabic, too!

We saw elephants, which were very big, and gazelles, which ran very fast.

We also saw a bird which had red feathers. We visited a lake which was amazing, and we saw a sunset which was very colourful. I loved going on safari!

Relative Clauses

Relative clauses are phrases that tell you more about a noun.
For things, we use ***which***, and for people, we use ***who***.

A sloth is an animal ***which lives in trees***.
Noor and her family travelled with a guide ***who speaks six languages***.

Activity 2 Reading

Read Noor's blog and find the sentences containing relative clauses that match the sentences below.

1. Noor and her family travelled with a guide. The guide speaks six languages.

_____

2. They saw elephants. The elephants were very big.

_____

3. They saw a bird. The bird had red feathers.

_____

4. They visited a lake. The lake was amazing.

_____

5. They saw a sunset. The sunset was very colourful.

_____

Activity 3 Practice

Complete the sentences with ***who*** or ***which***.

1. Aysha and her family travelled with a guide _____ speaks six languages.
2. There are many interesting animals _____ you can see on safari.
3. The lake _____ Aysha saw was amazing.
4. Aysha has a sister _____ loves animals.

Activity 4 Practice

Choose words from the box and write sentences.

~~a sloth~~	flies very fast
a giraffe	has colourful feathers
a falcon	~~lives in trees~~
a gazelle	has a long neck
a macaw	runs very fast

1. A sloth is an animal which lives in trees.
2. A giraffe is an animal which _____.
3. A falcon _____.
4. _____.
5. _____.

Activity 5 Speaking

Play a describing game. Your partner must name an animal. Then, you must describe the animal using which.

A sloth.

It's an animal which moves slowly and lives in trees.

Lesson 7: Polar bears

- What do you know about polar bears?
- Where can you see them?

Key Structure

Relative clauses

Bears have fur ***which keeps them warm.***

Vocabulary

paw, ice, seal, habitat, cub, fur, webbed, male, female

Activity 1 Vocabulary

Match the words to the pictures.

1. paw _i_
2. ice ____
3. seal ____
4. habitat ____
5. cub ____
6. fur ____
7. webbed ____
8. male ____
9. female ____



READING TIP

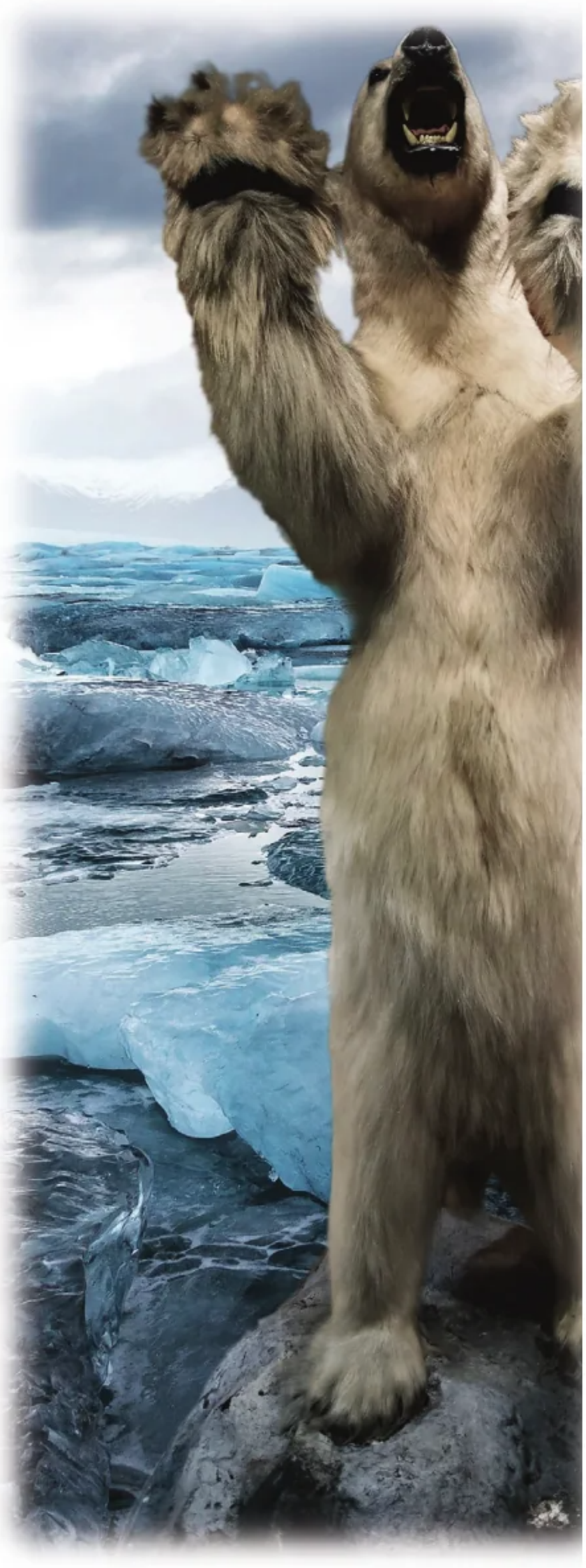
A fact file is a page with information about something that is easy to read.

Activity 2 Reading

Read the fact file. What animal is it about?

TYPE: mammal
HABITAT: Russia, Alaska, Canada, Greenland and Norway
FOOD: seals, walruses, whales
LIVES: 25 to 30 years

- Polar bears have large webbed front paws, which help them to swim.
- They have a lot of fur, which helps keep them warm.
- On the bottom of their paws they have fur, which helps them to walk on ice.
- Under their fur the bears have black skin, which helps them to get as much heat as possible from the sun.
- Females usually have two cubs, which live with their mother for over two years.
- The females look after the cubs with no help from the males.



Activity 3 Reading

Read the fact file again and answer the questions.

1 Why are polar bears' feet webbed?
- a to help them walk
- b to help them swim
- c to keep them warm

2 Why do polar bears have fur?
- a to help keep them warm
- b to help them swim
- c to help them walk

3 Why do polar bears have fur on the bottom of their paws?
- a help them walk on ice
- b help them walk on snow
- c help them swim

4 Why is their skin black?
- a because their fur is white
- b because they are really black bears
- c so they can get heat from the sun

5 How long do cubs live with their mother?
- a for two days
- b for two months
- c for two years



Activity 4 Speaking

Ask and answer the questions with a partner.

1 What type of animal is a polar bear?

2 Where does it live?

3 What does it eat?

4 How long does it live?

What type of animal is a polar bear?

A polar bear is a mammal.

Lesson 8: Plastic in our oceans

- Do you use a lot of plastic bags?
- What do you do with them when you are finished?

Key Structure

Could for suggestions
*We **could** stop using plastic bags.*

Vocabulary

sea animals, plastic, ocean, to die, million

Activity 1 Listening Track 32

Look at the pictures and listen to a conversation. What are the friends talking about?



Activity 2 Reading

Read the quiz and answer the questions.

1 How much plastic do we find in our oceans every year?
   a 2 million tonnes
   b 20 million tonnes
   c 200 million tonnes

2 Where is the island of plastic that is bigger than the UAE?
   a in the Pacific ocean
   b in the Pacific sea
   c in the South Pole

VOCABULARY

1 ton = 1000 kilograms.

3 There is plastic in:
   a the Indian Ocean only
   b the Pacific Ocean only
   c all oceans

4 How many sea birds die every year from eating plastic?
   a half a million
   b one million
   c two million

5 How many sea animals die every year from eating plastic?
   a 1 million
   b 1.5 million
   c 2 million

6 How long does plastic stay in our oceans?
   a 100 – 500 years
   b 500 – 1000 years
   c 1000 – 2000 years

Activity 3 Listening Track 32

Listen to a talk about plastic and check your answers to the quiz.

Activity 4 Speaking

Work in groups. Decide what you could do to help with the plastic problem.

Ways to put less plastic in our oceans

- Take your own bags to the supermarket.
- Reuse plastic bags.
- Do not use plastic forks and knives.
- Do not buy water in plastic bottles.
- Do not put fruit and vegetables in plastic bags.
- Do not use plastic straws.
- Use a metal lunchbox.

SPEAKING TIP

You can use *could* to make suggestions.

*We **could** take our own bags to the supermarket.*

We could stop using plastic bags at the supermarket

You're right! We could also reuse the plastic bags we already have.

Lesson 9: Animal facts

- What animals live in your country?
- What do you know about them?

Key Structure
Pronouns
They *live in the sea.*

Vocabulary
jellyfish, kilograms, shrimp, lakes, pink, grass, thousand

Activity 1 Vocabulary

Match the words to the pictures.

1. jellyfish _____
2. kilograms _____
3. shrimp _____
4. lakes _____
5. pink _____
6. grass _____

A 

B 

C 

D 

E 

F

Activity 2 Reading

Read about three students' favourite animals. Match the pictures to the texts.

1

My favourite animal is a sea turtle. Sea turtles are reptiles and they eat jellyfish. They live in the sea. The biggest sea turtles can be up to 900 kilograms!

2

Flamingoes are my favourite animal. They are birds and they eat shrimp. They live in lakes. Flamingoes are pink because of the food they eat!

3

My favourite animal is the Arabian oryx. Oryxes are mammals and they eat grass. They live in the desert. In the 1970s the oryx only lived in zoos, but now there are more than a thousand oryxes in the desert.

X 

Y 

Z 

READING TIP
We often use pronouns in the place of a noun.
Flamingoes are my favourite animal. ***They*** *are birds.*

Activity 3 Reading

Choose one of the animals from Activity 2 and complete the fact file.

NAME:

TYPE OF ANIMAL:

DIET:

HABITAT:

INTERESTING FACTS:

Activity 4 Writing

Complete the fact file about your favourite animal.

NAME:

TYPE OF ANIMAL:

DIET:

HABITAT:

INTERESTING FACTS:

WRITING TIP

Remember to organise your writing into paragraphs. A paragraph is a group of sentences about the same idea.

Activity 5 Writing

Write a paragraph about another animal.
Use Activity 2 to help you.

Interesting facts? **Diet?** **Name?** **Type?** **Habitat?**

Lesson 10: Review

Key Structure
Unit 7 Structures

Vocabulary
Unit 7 Vocabulary

Activity 1 Vocabulary

Write what type of animal is in each picture using the words in the box.

mammal	reptile	fish	bird	amphibian







1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Activity 2 Vocabulary

Complete the sentences with a word from the box.

plastic	neck	eggs	scales	claws	fur	feathers	gills

1 Reptiles have _____.

2 A giraffe has a very long _____.

3 Birds like macaws have colourful _____.

4 Fish use their _____ to breathe.

5 There is a lot of _____ in the ocean.

6 Falcons have feet with _____.

7 Mammals do not lay _____.

8 Polar bears have _____on their bodies to keep them warm.

Activity 3 Vocabulary

Cross out the word that is different from the others.

1.	mammal	reptile	~~rubbish~~
2.	fish	falcon	macaw
3.	holiday	tail	wings
4.	top	bottom	Amazon

Activity 4 Practice

Put the words in order to make questions.

1. on / holiday? / Rashid / did / Where / go

   _____

2. enjoy / Did / trip? / he / the

   _____

3. travel / Who / he / with? / did

   _____

4. like / the / did / he / trip? / most / What / about / the

   _____

5. did / animals / What / see? / he

   _____

Activity 5 Reading

Read Samira's blog post. Answer the questions from Activity 4.

> Hi everyone! I had a wonderful trip to Namibia with my family. I did a lot of things, but I liked seeing the animals the most. I saw elephants, giraffes, and lions. It was an amazing trip!

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 6 Practice

Join the sentences with *who* or *which* to make relative clauses.

1. Samira took a trip. The trip was very nice.

   _____

2. She saw elephants. The elephants were very big.

   _____

3. She visited a desert. It was amazing.

   _____

4. She met other tourists. They were very nice.

   _____

Wordlists

Unit 5

afternoon
air
balloon
boat
bridge
bus
business person
busy
carriage
cheap
city
clean
comfortable
corner
country
crossing
cycle path
cycling
cyclist
eco-friendly
fantastic
flight
free
good idea
go straight
green
gym
hot-air balloon
journey
kilometres
last week/month
mall
metro
morning
museum
the Netherlands
night
one-way street
park
parking
passenger
plan
road
route
seat
sign
speed limit
start
station
taxi
ticket
to add
to cross
to drive
to fly
to take the bus/train/tram
to take the metro/tram/ferry
to use
traffic light
train
turn left/right at…
yesterday

Unit 6

advice
airport
alone
behind
car park
change to the green line
cinema
coming into the station
explorer
favourite
film
film-maker
floor
folktale
future
guide
holiday
hotel
in front of
journey
kangaroo
koala
library
metro station
Morocco
Museum
the North/South Pole
paintings
plan
police
police station
poor
postcard
post office
rich
section
shelf
shopping mall
to find
to forget
to get to
to go by
to lead
to love
to pick up
to stay
to try
to visit
tour
traveller
treasure
zoo

Unit 7

beak
bin
bottom
bright
claws
cub
elephants
feathers
female

fin
fish
fur
gills
grass
habitat
ice
jellyfish
kilograms
lakes
ocean
male
neck
paw
pink
plastic
reptile
rubbish
safari
scales
seal
sea animals
shrimp
skin
sloth
sunset
tail
thousand
top
to die
to float
to fly
to look after
to throw away
webbed
wings

Grade 7 Grammar Reference

Unit 5
Was/Were

The past of the verb *to be* is ***was/were***.
This is the only past simple verb with more than one form.

I / he / she / it	was
you / we / they	were

*I **was** on holiday last week.*
*We **were** in English class this morning.*
*It **was** a nice day yesterday.*

The negative is formed with *not*. We can say *was not/were not* or *wasn't/weren't*.

*I **wasn't** on holiday last month.*
*We **weren't** in Chemistry class this morning.*
*It **wasn't** a nice day on Sunday.*

Question are formed by putting the subject after was/were.

(*WH-* question word) + was/were + subject

***Were** you on holiday last week?*
***Was** he in class this morning?*
***Why was** English class fun yesterday?*

Unit 5 - 7

Past Simple

We use the past simple to talk about finished actions in the past.

Regular verbs end in *-ed*. To form the past simple, we use infinitive verbs with *-ed*.

subject	+	infinitive + *-ed*

*I **visited** the museum yesterday.*
*He **started** the car.*
*We **learned** new words in class last period.*

To form the negative, we use *did not* (didn't) + infinitive. Remember not to change the infinitive to a past tense verb form.

subject	+	*didn't*	+	infinitive

*They **didn't visit** the museum yesterday.*
*He **didn't start** the car.*
*We **didn't learn** new words in class last period.*

To ask Yes/No questions, we use ***Did***.

Did	+	subject	+	infinitive

***Did** you **visit** the museum yesterday?*
***Did** he **start** the car?*
***Did** they **learn** new words in class last period?*

We can also use *wh-* question words with *did*.

wh- question word	+	*did*	+	subject	+	infinitive

***Where did** you **go** yesterday?*
***What did** he **do**?*
***What did** they **learn** in class last period?*

Unit 6

Should

We use ***should*** to:

- give advice.
- say what you think is right and wrong.

Should goes before the main verb in a sentence.

*He **should** visit Dubai Mall.*
*They **should** ask their friends where to stay.*
*We **should** go to the desert tomorrow.*

The negative form of ***should*** is ***shouldn't***.

*He **shouldn't** visit Dubai Mall when there are a lot of people.*
*They **shouldn't** stay in an old hotel.*
*We **shouldn't** go to the desert in summer.*

To ask questions should goes in front of the subject.

***Should** I visit Dubai Mall?*
***Should** they stay in a hotel?*
***What should** we do?*

Unit 7

Relative Clauses (Defining)

A relative clause is phrase which gives information about a noun.
We use relative pronouns to introduce a relative clause.

There are people. They live in rainforests.
*= There are people **who live in rainforests.***

We use ***which*** to talk about a thing or an animal.
We use ***who*** to talk about a person or people.

*The shop has books **which** you can buy.*
*There are people **who** live in rainforests.*