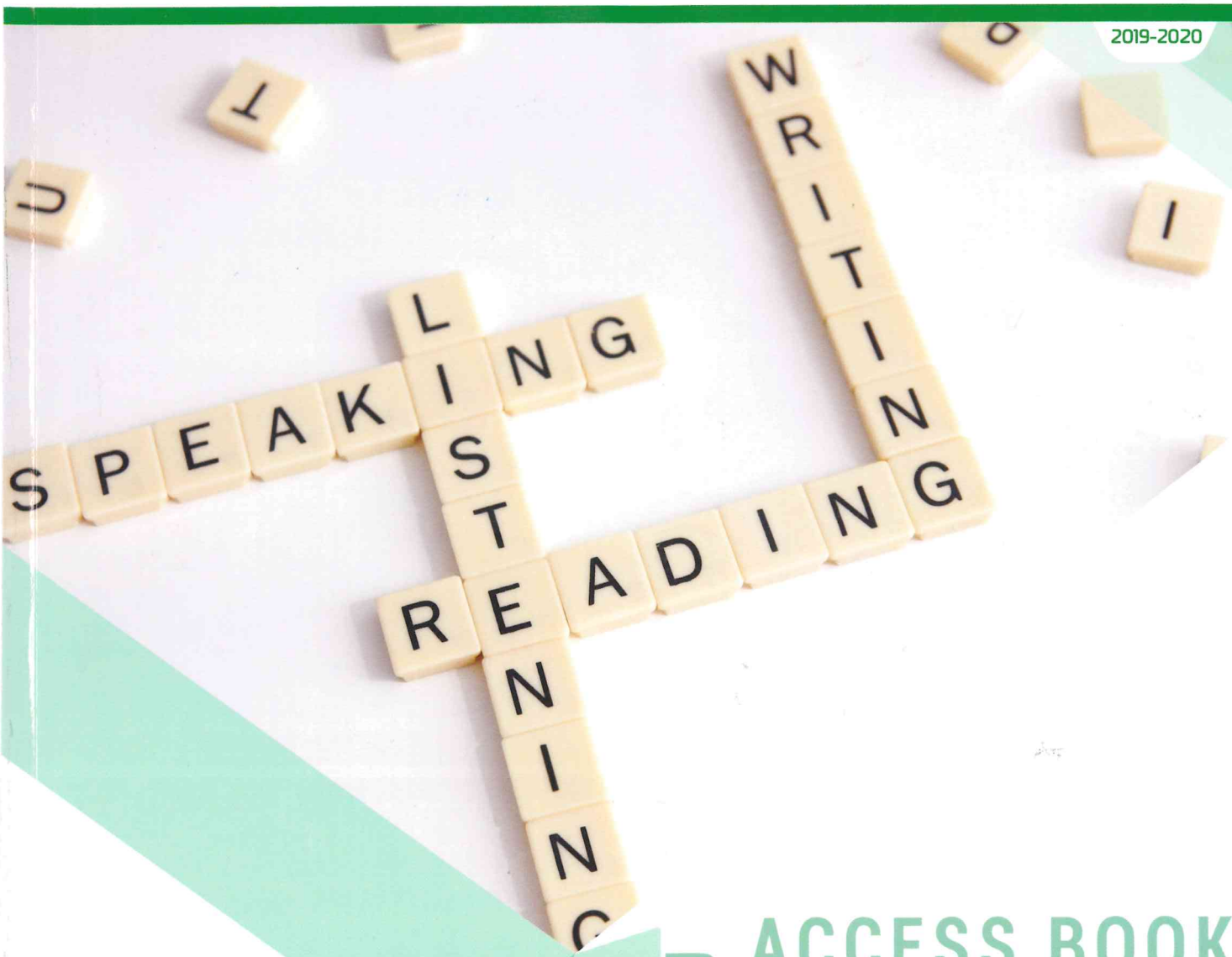
UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

YEAR OF TOLERANCE

2019-2020



ACCESS BOOK

EN 4.1

8

Grade
08

Access

Student Book 8

Volume 01

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Introduction to Access Book 8

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

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

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

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

Key Structure
Greetings
How are you?

Vocabulary
excuse me, how are you, good morning/afternoon, please, thank you

Unit 1: All about school

Lesson 1: Meeting and greeting

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

Activity 1 Speaking

Look at the pictures, what are the people doing?





Activity 2 Vocabulary

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

1 good evening	greeting someone in the afternoon 3
2 good morning	greeting a person at night 1
3 good afternoon	you say this when you ask for something 6
4 hi	greeting a friend 4
5 goodbye	you say this when you leave 5
6 please	greeting a person in the morning 2
7 thank you	another way to say sorry 8
8 excuse me	you say this to thank someone 7

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

Activity 3 Reading and Listening Track 1

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

Activity 3 Reading and Listening Track 1

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

LISTENING TIP
Follow the conversation in the speak bubbles as you listen.

Good morning	please	I'm well	~~How are you?~~



Latifa: Hello Amna

Amna: [1]Good morning Latifa.

Latifa: [2] How are you?

Amna: [3] I'm well thank you. How are you?

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

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

Latifa: I have maths. Can you show me the room, [4]please ?

Amna: Yes! Of course.

Activity 4 Speaking

In pairs, practise the dialogue.

Activity 5 Writing

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

Sara: Hello Nada.

Nada: Good morning Sara.

Sara: How are you?

Nada: I'm well thank you. How are you Sara?

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

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

Lesson 2: A week at school

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

Activity 1 Vocabulary

Match the subjects to their pictures.

maths	Arabic	P.E.
sciences	Islamic studies	history



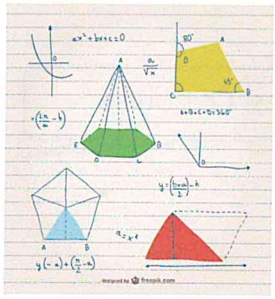
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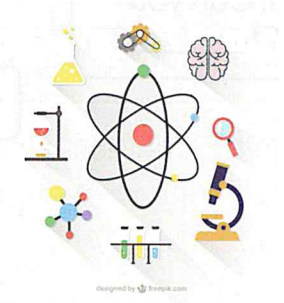
2 Islamic studies



3 Arabic



4 Maths



5 Sciences



6 History

Activity 2 Reading

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

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



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

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

Activity 3 Writing

Write a timetable with your perfect school week.
What subjects would you like to study all day every day?

Period	Sunday	Monday	Tuesday	Wednesday	Thursday
1 8:00 - 8:45	English	Arabic	Science	P.E	Maths
2 9:00 - 9:45	history	Islamic	Islamic	P.E	Arabic
3 10:00 -10:45	Arabic	English	Maths	history	Science
4 11:00 -11:45	Maths	history	Arabic	Maths	Islamic
5 12:00 -12:30	lunch	lunch	lunch	lunch	lunch

Activity 4 Speaking

Describe your timetable to your partner.

I have English at 9:00 on Tuesday.

Key Structure
Present simple
*I **study** English every day.*

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

Lesson 3: Language focus

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

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

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

Activity 1 Speaking

What do you do every day at school? What happens at school? Talk in groups and write your ideas below.

I study at school.

I talk to my friends

Reading books

every day

I learn new things.

Eating breakfast



Activity 2 Practice

Complete the sentences with the present simple verb form.

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

2 Fatima likes P.E. (like)

3 Nick has a lot of homework. (have)

4 Sam and Ali study in Ajman. (study)

5 Paul goes home by bus. (go)

Negative Forms
How to make negative sentences:

subject + do/does + not + present verb

*Ali **does not like** football.*

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

Activity 3 Practice

Write the negative form of the sentences in Activity 3.

1 *The students **do not** play games.*

2 Fatima does not like P.E.

3 Nick does not have a lot of homework.

4 Sam and Ali do not study in Ajman.

5 Paul does not go home by bus.

Activity 4 Practice Track 2

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

study eat
like enjoy

Do you enjoy school?

What do you study?

Where do you eat lunch?

What subjects do you like?

Questions

How to make yes/no questions:

do/does + subject + verb

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

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

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

What do** you **like?





What do you do at school?

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

Activity 5 Speaking

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

What subjects do you like?

I like Science, Maths, English and Arabic.

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

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

Lesson 4: Our learning

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

Activity 1 Speaking

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

Activity 2 Reading

Read the student comments on a website.
Which students like talking in class? Which students don't like it?
Write their names in the table.

Talking in class is good	Talking in class is bad
Omar	

Talking in Class ...

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

- *Omar*

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

- *Khadija*

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

- *Alia*

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

- *Asma*

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

- *James*

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

- *Mona*

Activity 4 Practice

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

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

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

3 I ___sometimes___ walk to school. Other times I go by bus.

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

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

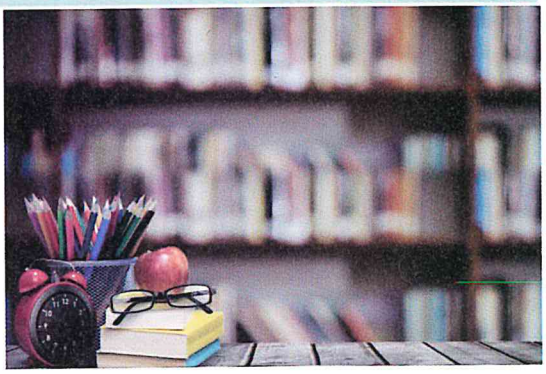
6 Khalid is ___never___ late for class. He is always five minutes early.

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

LANGUAGE TIP

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

*I **always** listen to the teacher.* ↑ 100%
*I **sometimes** talk in class.*
*I **never** forget my books.* 0%



Activity 5 Speaking

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

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



How often do you talk in class?

Sometimes.

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

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

Key Structure
Making suggestions
Why don't we… How about…

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

Lesson 5: After school

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

Activity 1 Reading

Read the text and answer the questions.

- Who do you think wrote it? Principal or school administration.
- Where do you see texts like this?

School bulletin board at the reception.

TO ALL STUDENTS:

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

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

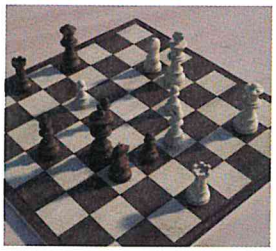
Please think of ideas and tell us your ideas this week.

Be creative!

Football



Painting √



Chess √



Chinese √



Cooking √



Golfing



Film-making



Reading

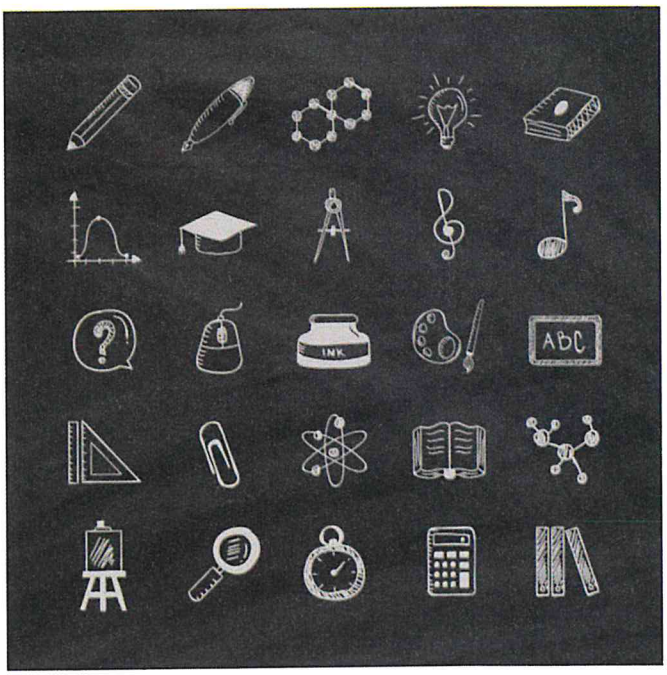


Computer games √



Robotics

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



Activity 2 Listening Track 3
Listen to the conversation. Circle the six activities they speak about.

Activity 3 Listening
Listen again. Which three activities do the students want to do?

Chess/ Chinese/
Computer games

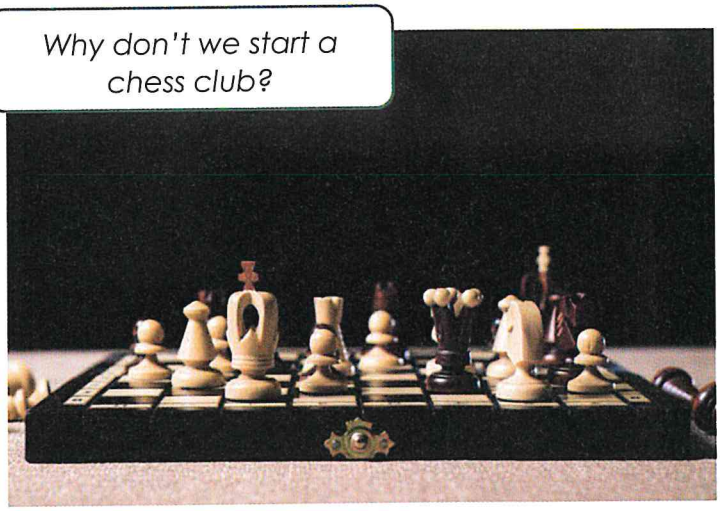
Activity 4 Practice
What activities do you want to do? Write them in the box below.

After school clubs

Football club
Reading
Painting

Activity 5 Speaking
Work in groups.
Choose three clubs that everyone wants to start.

Why don't we start a chess club?



Start Reading club
in the Library.

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

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

Key Structure
Adverbs
I read books ***quickly.***

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

Lesson 6: Language focus

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

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

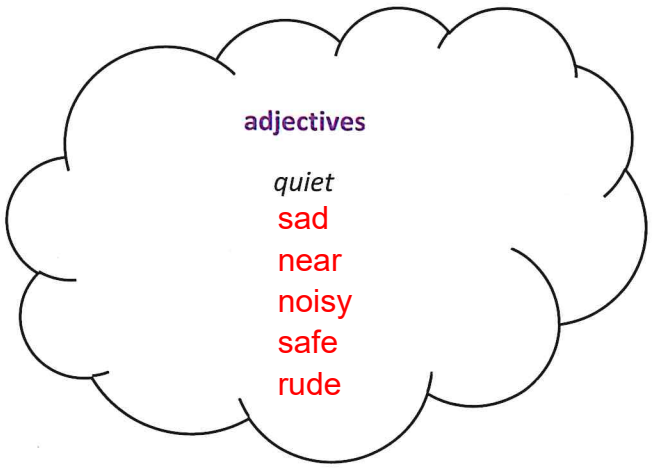
I read ***quietly.***
I speak English ***well.***

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



Activity 1 Speaking

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





Activity 2 Listening Track 4

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

well √	badly	loudly	brightly
carefully √	slowly	quietly √	quickly

Activity 3 Language

Underline the adverbs in the sentences.

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

LANGUAGE TIP

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

I study ***carefully.***
I read books ***quickly.***

Activity 4 Reading

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

well hard carefully noisily quickly

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

Activity 5 Language

Put the words in the correct order and write sentences.

1 well / speak / I / English I speak English well.

2 quickly / go / we / class / to We go to class quickly.

3 the answers / says / the teacher / loudly The teacher says the answers loudly.

Activity 6 Writing

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

At school we go to class quickly.
I listen to the teacher carefully.
We study hard.
I play with my friends quietly.

Key Structure
Imperatives
Come *to sports day.*

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

Lesson 7: A special day

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

Activity 1 Vocabulary

Match the words with the pictures.

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

4



1



3





5



6



2

Activity 2 Vocabulary

Match the days to the photos.

1 Sports day

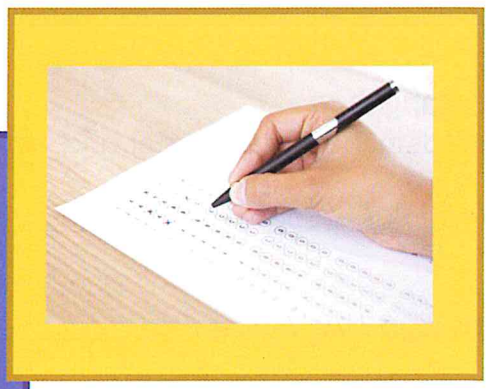
2 Flag day

3 Exam day

A 1



B 3



C 2



Activity 3 Listening Track 5

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

Activity 4 Listening Track 5

Listen again. Are the sentences True or False?

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

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

Activity 5 Listening

Listen again and complete the instructions.

1 Talk to your teacher.
2 Write your name next to an activity.
3 Practice the activity.
4 Come to 'Sports Day'.
5 Have fun!

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

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

Activity 6 Speaking

Discuss the questions with a partner.

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

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

What do you do on 'Flag Day'?



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

Vocabulary
studying, weather, a different country, place

Lesson 8: Studying in another country

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

Activity 1 Reading

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

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

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

Studying in Wales...

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



We talked to Ali from Dubai. He is studying in Cardiff, Wales. Ali said that he uses a lot of English. "I speak and write very well now. I feel confident with my English skills!" He likes visiting all the different places in Wales. "Wales has 600 castles. We go to a new one every weekend!" Ali goes to class from Monday to Friday. He likes computer class. One thing Ali doesn't like is the weather. "It's very cold and it rains a lot." Ali's parents are very happy that Ali is studying in Wales. "He tells us all the interesting things he does. We can't wait to visit him."

Activity 2 Reading

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

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

Activity 3 Reading

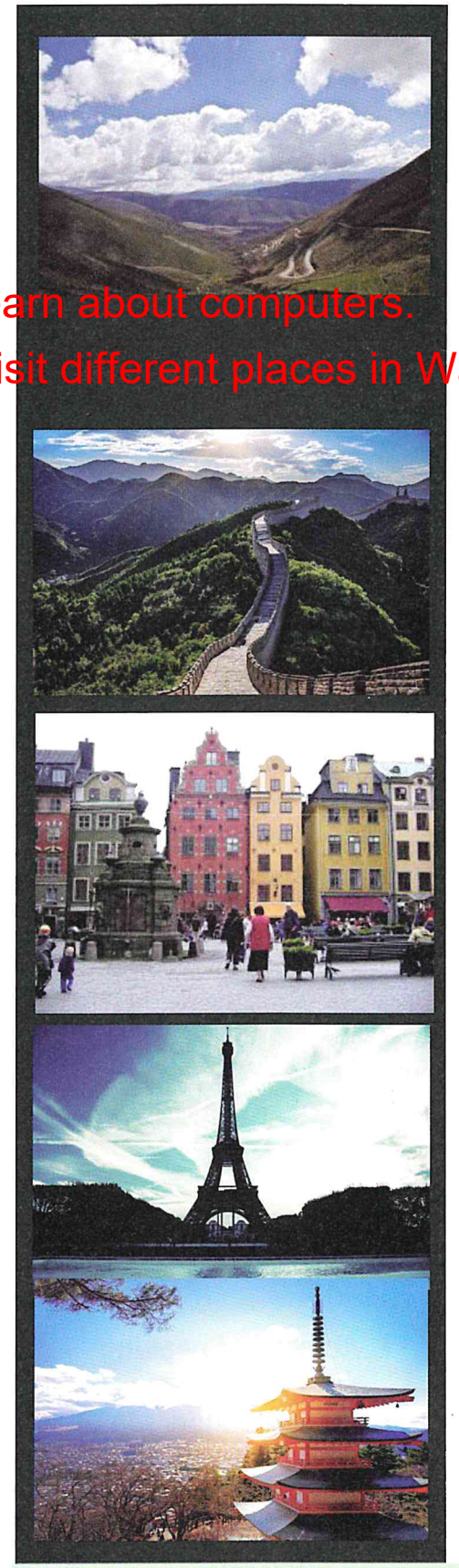
Read again and find the reasons why Ali likes or doesn't like life in Wales. Use '*because*' to give your reason.

1 *Ali likes Wales because there are lots of castles.*

2 Ali likes Cardiff because he can learn about computers.

3 Ali likes Cardiff because he can visit different places in Wales.

4 _____



Activity 4 Writing

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

Place: I want to study in New York

Reason 1: because I will learn better English,

Reason 2: new things

Reason 3: and their culture.

Activity 5 Speaking

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

Name:	Where:	Why:
Ali	Egypt	history and pyramids

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

LANGUAGE TIP

You can use *because* to give a reason for your choice.
"I want to go to London ***because*** *there are lots of shops there."*

Key Structure
Like + ing
*I **like playing** football*

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

Lesson 9: Students around the world

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

Activity 1 Reading

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

To: penpal@email
Subject: Hello from London

Dear Sultan,

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

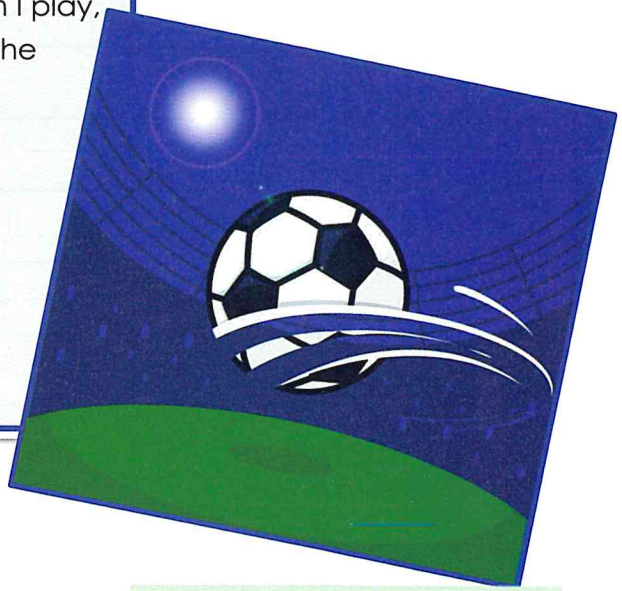
I like going to school clubs. My favourite club is football. I also like playing chess, and I'm in the school chess club. When I play, I feel calm. My football team plays every Saturday. I am the goalkeeper and my team usually wins.

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

From,

Matt

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



Activity 2 Speaking

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

What do you like doing?

I like playing football.

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

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

Activity 3 Reading

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

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

My favourite sport is tennis. I like playing football, too. I play three times a week. I like playing sports in P.E. 3

I don't go to any after school clubs. I would like to start a club for football. 4

At the weekend, I go to the mall with my family. I like looking at electronics. I buy a new computer game every month. 2

My favourite subject is maths. It is hard, but interesting. I also like English. It helps me talk to people from other countries! 1

Activity 4 Writing

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

1 How many siblings do you have?
2 What is your Favourite hobby?
3 How often do you eat candies?

Activity 5 Writing

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

What sports do you play?
My favourite sport is basketball, I play it two times a week.

What is your favourite subject?
My favourite subject is Arabic, it is easy and interesting.

Activity 6 Writing

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

Key Structure
Unit 1 structures

Vocabulary
Unit 1 vocabulary

Lesson 10: Review

Activity 1 Vocabulary

Complete the sentences with the correct word from the box.

study	club	English	pen pal	races	learn

1 What do you ___learn___ in school?
2 Our school has a chess ___club___.
3 I have ___English___ after Islamic studies.
4 My sister has a ___pen pal___ in France. She writes to her every week.
5 We ___study___ about numbers in maths.
6 Reem runs ___races___ in PE class.

Activity 2 Language

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

School life

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

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

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

Activity 3 Reading

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

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

Activity 4 Language

Put the words in the correct order and write sentences.

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

Reem wants to study in London.

2 study / I / English / at / school.

I study English at school.

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

Our teacher always gives us homework.

4 is / favourite / science. / subject / My

My favourite subject is science.

Activity 5 Language

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

1 I write English carefully.

I don't write English carefully.

2 Ahmed talks quietly in class.

Ahmed doesn't talk quietly in class.

3 She answers the questions quickly.

She doesn't answer the questions quickly.

4 The students leave the classroom quietly.

The students don't leave the classroom quietly.

Activity 6 Writing

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

1 I always study Arabic at school.

2 Our teacher always gives us homework.

3 We learn new things at school.

4 I play with my friends quietly.

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

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

Unit 2: Our community

Lesson 1: Places in town

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

Activity 1 Speaking

Answer the questions with a partner.

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



Activity 2 Speaking

Look at the shopping centre in the picture above.
Can you name the places? What do people do in each place?

Activity 3 Vocabulary

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

8 barber shop
20 coffee shop
13 pharmacy
18 bakery
16 florist
19 jewellery shop
14 shoe shop
15 supermarket
4 newsagent
10 bookshop
7 sports shop
9 gym
3 post office
1 bank
5 garage
6 gift shop
17 salon
11 dry cleaner
12 clothes shop
2 butcher

Activity 4 Listening Track 6

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



barber shop



bookshop



coffee shop 3



bakery 2



florist 4



supermarket 1

Activity 5 Listening

Listen again and fill in the gap with the correct words

1 There are lots of shops __in__ my town.
2 There is a supermarket __near__ my house.
3 There is also a florist __next to__ the coffee shop.

Activity 6 Speaking

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

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

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

Key Structure
Describing a place
The souq is near the metro station.

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

Lesson 2: Shopping

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

Activity 1 Speaking

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

Activity 2 Reading

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

VOCABULARY
bracelet: jewellery you wear on your wrist.
necklace: jewellery you wear around your neck.

Shopping in the UAE

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

The Blue Souq

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



The Spice Souq

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



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

Activity 3 Reading

Read the text again and answer these questions.

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

Six in ten.

2 Where can people go shopping in the UAE?

People can go to traditional souq, blue for shopping. / They can also go to malls like Dubai Mall, Emirates mall and City Center.

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

You can buy Gold jewellery at the Gold souq.

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

Saffron is the most expensive spice at the Spice souq.

Activity 4 Speaking

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

- Where is your shopping centre / souq? in Mirdif.
- What is it near? Dubai Airport.
- Is there a metro station next to it? Yes.
- What shops do you want in it? bath and body, Kotton, Zara and sun and sport.
- What restaurants would you like to have?

Chili's, Gazibo, starbucks, paparoti and Macdonaldes.

Activity 5 Speaking

Describe your shopping centre or souq to a partner.

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

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



Lesson 3: Language focus

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

Key Structure
Present continuous
*We **are shopping**.*

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

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

*They **are shopping**.*

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

Activity 1 Practice

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

1 They ___are___ shaking hands.

2 A girl ___is___ using a computer. She likes studying.

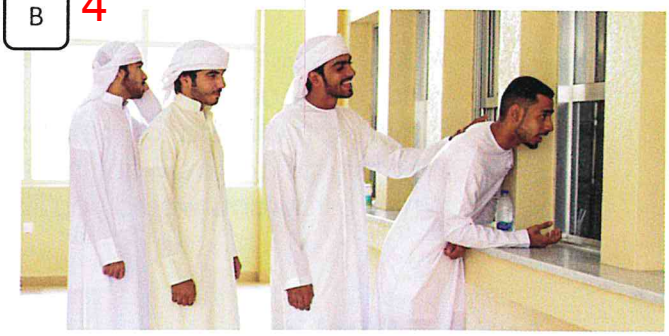
3 A boy ___is___ talking on his phone. He calls his cousin every day.

4 The students ___are___ waiting in a line. One boy ___is___ buying a snack.

1 A



B 4



3 C



D 2



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

Activity 2 Practice

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

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

Activity 3 Practice

Complete the sentences with the correct present continuous verb form.

1 My mother is shopping at the supermarket. (shop)

2 The teacher is helping his students. (help)

3 The boys are drinking tea in the mall. (drink)

4 We are walking to the restaurant. (walk)

5 I am not doing my homework today. (do)

6 We are not going to the shopping centre. (go)

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

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

When speaking or writing to friends, we use contractions:

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

Activity 4 Writing

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

1 What is he/she doing now?

She is shopping at Dubai Mall now.

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

She usually plays basketball at home.

Activity 5 Speaking

Talk about your friends or family with a partner.

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

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

My cousin is playing football. He loves sports.

Key Structure
Can
*You **can** help in different ways.*

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

Lesson 4: Helping people

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

Activity 1 Vocabulary

Match the words to their meanings

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

Activity 2 Speaking

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

Activity 3 Speaking

In pairs, answer the questions about the pictures.

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



Activity 4 Listening Track 7

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

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

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

1 Funday Sunday works with children who need help. These children are sick, have special needs or family problems.

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

They always need volunteers.

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

If you want to help people in other countries, you will like 3 Emirates Red Crescent Society

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

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

Activity 5 Speaking

Talk about the charities with a partner.

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

Activity 6 Speaking

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

What can we do to help the community?

_____

_____

_____

_____

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

We can help other students at school.

We can keep our community clean.

Key Structure
Describing a place
There are trees and animals.

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

Lesson 5: Town and country

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

Activity 1 Reading

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

Do you want to live in the country?



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

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

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

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

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

Activity 2 Reading

Read article again. Who...

- likes living in a city? Khalifa
- likes living in the country? Zayad
- doesn't like the city? Zainab
- doesn't know where they want to live? Reem and Meera

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

*I **would like to** live in Ajman.*

Activity 3 Speaking

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

Activity 4 Writing

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

clean dirty quiet noisy boring fun nice

1 *My town is clean and quiet.*

2 My town isn't noisy and dirty.

3 My town is fun and never boring.

4 My town is a very nice place to live.

WRITING TIP A paragraph is many sentences about one idea.

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

I live in a big city.

Body sentences give us more information.

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

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

These are the reasons why I like my city.

Activity 5 Writing

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

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

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

Body sentences:

Every day I can walk outside in the fresh air.
There are trees and animals. You can go for walks outside.

Summary sentence:

I don't want to leave because it's so nice!

Activity 6 Writing

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

I live in Sharjah and feel like it's the best place to live. There are so many places you can visit. It has beautiful beaches and big parks. You can visit museums or shopping malls. There is no other place I would want to live.

Lesson 6: Language focus

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

Key Structure
Comparatives and superlatives
*Dubai is **bigger than** Ajman.*
*Abu Dhabi is **the biggest** emirate.*

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

Comparatives and Superlatives

Use comparatives with *than* to compare things.
Short adjectives: + er nice → *nicer*
Long adjectives: more interesting → *more interesting*

Use superlatives to say something is the best.
Short adjectives: + est nice → *the nicest*
Long adjectives: most interesting → *the most interesting*

Remember that some words are different:

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

Activity 1 Reading

Read the email. Where did Maha go?



Hi Nadia,

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



Did you have a nice holiday?

Your friend,
Maha



Activity 2 Reading

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

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

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

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

4 Marrakesh has the best food. T / (F)

Activity 3 Language

Write the comparative and superlative form of each word.

Word	comparative	superlative
nice	nicer	nicest
small	smaller	smallest
large	larger	largest
old	older	oldest
new	newer	newest
interesting	more interesting	most interesting
beautiful	more beautiful	most beautiful
exciting	more exciting	most exciting
good	better	best

Activity 4 Practice

Complete the sentences with the correct comparative or superlative.

1 Dubai is ___smaller___ than Abu Dhabi. (small)

2 Abu Dhabi is the ___largest___ emirate in the UAE. (large)

3 Amal thinks Paris is ___nicer___ than New York. (nice)

4 That mall has the ___newest___ shops. (new)

5 Ali's bakery has the ___best___ bread in town. (good)

Activity 5 Speaking

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

The library is bigger than our classroom.

Ajman City Centre is the newest mall.

Activity 6 Writing

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

WRITING TIP

Be careful when spelling adjectives ending in y:

~~y~~ + ier / iest *easy → easier / easiest*

UAE is one of the best countries in the world. It is smaller than some countries, but it isn't the smallest. It is more exciting than many other countries I have visited. In my opinion, it is the most beautiful country in the world.

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

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

Lesson 7: Visiting a city

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

Activity 1 Vocabulary

Match the words to their meanings.

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

Activity 2 Reading

Look at the text. Where might you see it?

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

Tips for travellers – Marrakech

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

1 Weather

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





2 Shopping

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

3 Transports

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



Activity 3 Reading

Match the headings with the correct paragraph in the text.

Transport

Weather

Shopping

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

Activity 4 Reading

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

1 Marrakech is hotter in the winter than in the summer. F

2 People should drink water to stay cool. T

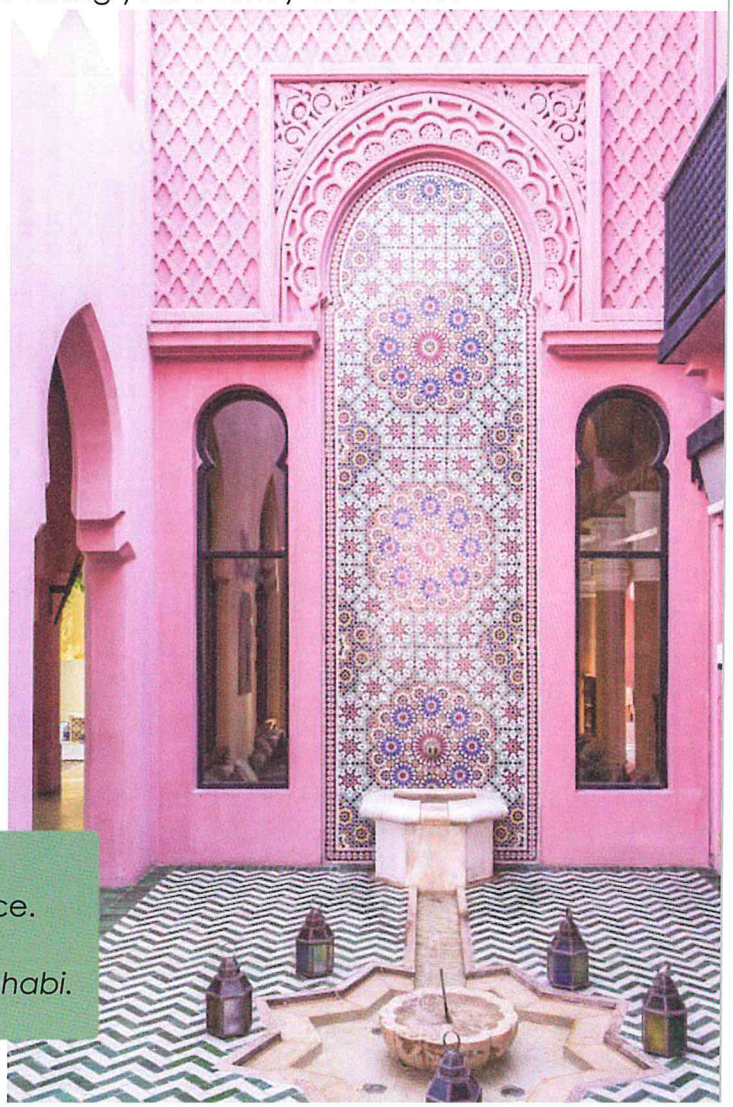
3 People can ask shop owners for the best price. T

4 Most tourists travel around the city by bus. F

5 Taxis at hotels are cheaper than taxis in the streets. T

Activity 5 Writing

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



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

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

Key Structure
Describing a place
Hatta is a beautiful place.

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

Lesson 8: What is it famous for?

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

Activity 1 Reading

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

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

Activity 2 Reading

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

Place: **Food:**

Topkapi — donar kebab

Hagia Sophia — Turkish delights

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

Home | My travels

Istanbul, where East meets West
by Hamad Al Kaabi



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

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

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

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

Activity 3 Reading

Find nouns from the text that match each word.



1 beautiful city
2 old building
3 popular food
4 thin bread
5 famous places

Activity 4 Practice

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



Activity 5 Writing

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

Title: _____

What is it famous for?: _____

_____

Things to see: _____

_____

Food: _____

_____

Transport: _____

_____

Shopping: _____

_____

Dubai/ United Arab Emirates
My favourite city is Dubai.
There are many malls and attractions such as Restaurants, Malls and amazing places for tourists.

WRITING TIP

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

Key Structure
Writing an invitation
Would you like to visit us?

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

Lesson 9: An invitation

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

Activity 1 Reading

Read the email from Mohamed to his cousin Hamdan.

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

1 Hamdan lives in Istanbul. T / (F)

2 Mohamed lives in Istanbul. (T) / F

3 Omar sells tasty sweets. T / (F)

4 The Blue Mosque is in the newest part of the city. T / (F)

5 Mohamed's mother makes baklava. (T) / F

6 Baklava is made with honey and apples. T / (F)

VOCABULARY

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

Hello hamdan,

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

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

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

See you soon!

Mohamed







READING TIP
Informal emails have three parts.
Greeting: *Dear; Hello; Hi*
Main body: This has the important information.
Ending: *Best wishes; See you soon; talk to you soon!*

WRITING TIP

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

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

~~*my favorite food is mandi.*~~ *My favorite food is mandi.*

Always end a sentence with a full stop (.)

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

Always end a question in a question mark (?)

~~*What is your name.*~~ *What is your name?*

Activity 2 Reading

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

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

Activity 3 Writing

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

Dear Sami,

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

We can go to the aquarium and see all the sealife there. We can also go to the Eye of the Emirates wheel. You can see all of Sharjah when you ride it. I think you would also enjoy the Sharjah Heritage Museum. It is very interesting.

Do you like seafood We can eat at the Sealand Restaurant, where they have delicious seafood.

Tell me what else you want to do and see.

See you soon!

Omar

Activity 4 Writing

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

Mistake	Yes	No
capital letters		
full stops		
question marks		

Key Structure
Unit 2 structures

Vocabulary
Unit 2 vocabulary

Lesson 10: Review

Activity 1 Vocabulary

Complete the sentences with the correct words.

city	volunteer	charity	invitation	florist	delicious	souq	cool

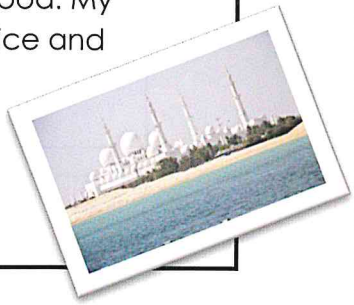
1 I would like to live in a big ___city___. I like restaurants and shops.
2 My family always gives money to ___charity___. They help people.
3 Reem's cousin sent her an ___invitation___ to visit her city.
4 This cake is ___delicious___.
5 I buy flowers for Mother's Day at the ___florist___.
6 Dubai has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

Activity 2 Reading

Read the email. Where is Ali? He is staying on Yas Island.

Hello Mubarak,

How are you? I am visiting Abu Dhabi. There are people here from lots of different countries. We are staying on Yas Island. There is a water park and there is a big shopping centre, too. Tomorrow, I want to go to Sheikh Zayed Grand Mosque. It is a beautiful place. I can't wait to see it!
There are so many restaurants in Abu Dhabi. We want to try Emirati Food. My friend Saeed says I should try mandi. It is an Emirati food made with rice and chicken, meat or fish. He says it is tasty!



See you soon!

Ali

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

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

Activity 3 Language

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

1 Huda **is** / **are** studying English in class. (study)

2 I **am** / **is** waiting for the bus. (wait)

3 Bader's brother **is** / **are** playing football. (play)

4 We **am** / **are** shopping. (shop)

5 My sister **is** / **are** staying in Dubai. (stay)

6 They **is** / **are** walking around the city. (walk)

Activity 4 Language

Put the words in the correct order to make sentences.

1 Ajman / than / bigger / Dubai / is

Dubai is bigger than Ajman.

2 Abu Dhabi / largest / the / is / emirate

Abu Dhabi is the largest emirate.

3 is / summer / winter / cooler / than

Winter is cooler than summer.

Activity 5 Writing

Write five sentences in a paragraph about your favourite city.

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

Sharjah is my favourite city. It is very beautiful and there are many things to do there. You can visit the Sharjah aquarium or one of the many museums. You can also ride on the Eye of the Emirate, where you can see all over Sharjah. If you are hungry you can enjoy Arabic, Indian and even Chinese food. If I were to choose, I would go to Sealand restaurant because I like fish.

Unit 3: Culture and traditions of the UAE

Lesson 1: Visiting a museum

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

Key Structure
Asking questions
Where can you see pearls?

Vocabulary
museum, fishing, desert, jewellery, culture, building

Activity 1 Vocabulary

Match the words with their meanings.

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

Activity 2 Listening Track 8

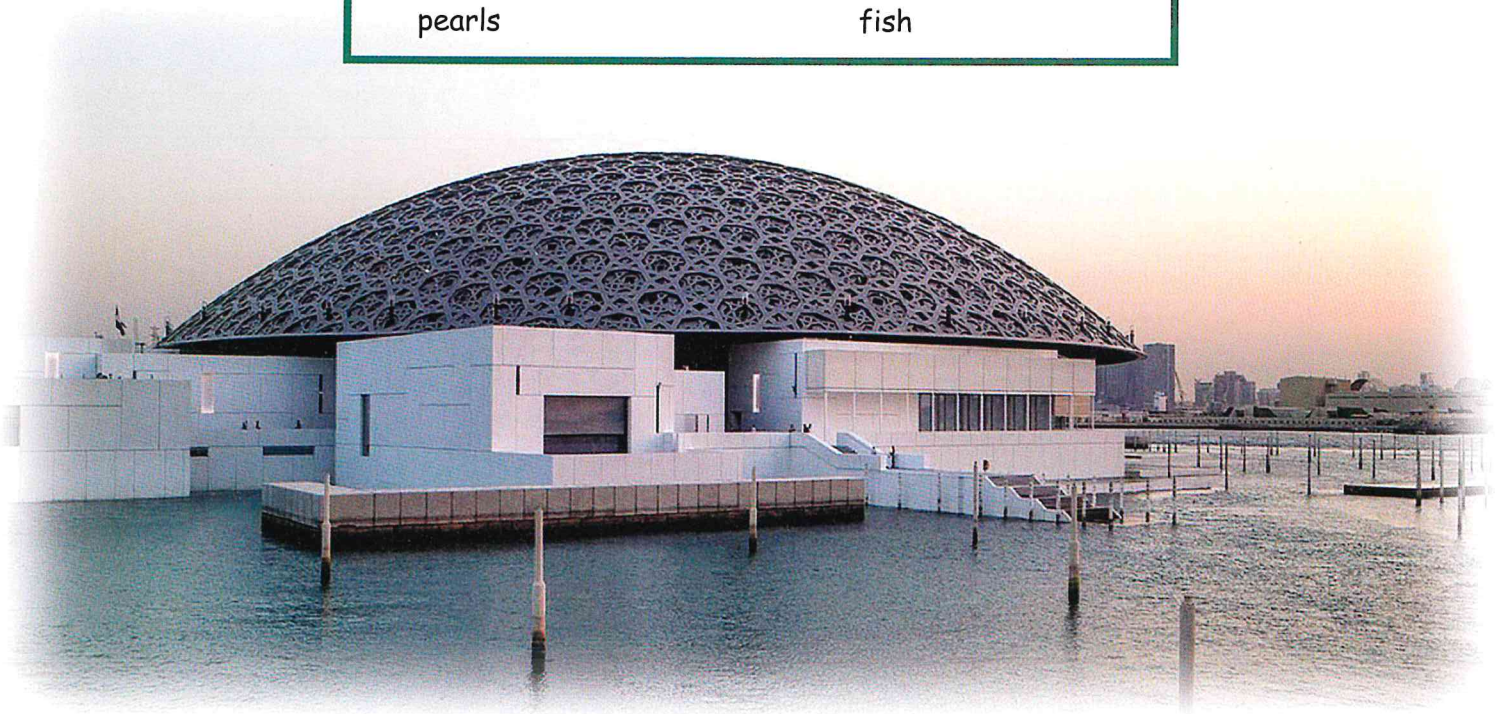
Listen to Omar talking about a museum in the UAE. Where is the museum?

a Dubai **b** Abu Dhabi **c** Sharjah

Activity 3 Listening

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

paintings	a beautiful building
boats	old cars
pearls	fish



Activity 4 Speaking

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

I want to visit the Pearl Museum.

I think it is the most interesting museum.

I think so too.

SPEAKING TIP

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

A: The Louvre is amazing.
B: I think so too.

The Pearl Museum

Where: Sharjah

What can you see?

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



Dubai Museum

Where: Dubai

What can you see?

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



Al Ahmadiya School

Where: Dubai

What can you see?

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



Activity 5 Speaking

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

VOCABULARY

tradition: important things people do for a long time
biography: a true story about a person
pearl divers: people who swim in the ocean to find pearls

Question 1:

Where can you see pearls?

Question 2:

Question 3:

Lesson 2: Life in the UAE

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

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

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

Activity 1 Vocabulary

Match the words to their meanings.

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

Activity 2 Reading

Read the text. When does pearl diving season start?

Pearl diving season starts in June.

Pearl Diving in the UAE

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

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





Activity 3 Vocabulary

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

1 Pearl divers collected oysters underwater.

2 Pearl divers put rope around their feet.

3 Pearls are inside animals called oysters.

4 Pearl diving is a traditional job in the Arabian Gulf.

5 Divers worked from sunrise to sunset.

Activity 4 Speaking

Answer the questions with a partner.

1 What do you think pearl divers do when it is not pearl diving season?

2 Would you like to be a pearl diver? Why or why not?

LANGUAGE TIP

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

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

Activity 5 Practice

Circle the past simple verb to complete the sentences.

1 Pearl divers ***worked*** / ***work*** all day.

2 Pearl divers ***stay*** / ***stayed*** underwater for three or four minutes.

3 Pearl divers ***pull*** / ***pulled*** the rope to come back to the boat.

4 Pearl divers ***collected*** / ***collect*** oysters.

Activity 6 Speaking

Answer the questions with a partner.

1 What are other traditional jobs in the UAE?
2 Do people do these jobs now?

3 What traditional job do would you like to do?

A camel farmer is a traditional job.

SPEAKING TIP

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

I like animals.

I would like to be a camel farmer.



Lesson 3: Language focus

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

Key Structure
Past simple
*We **went** to Oman.*

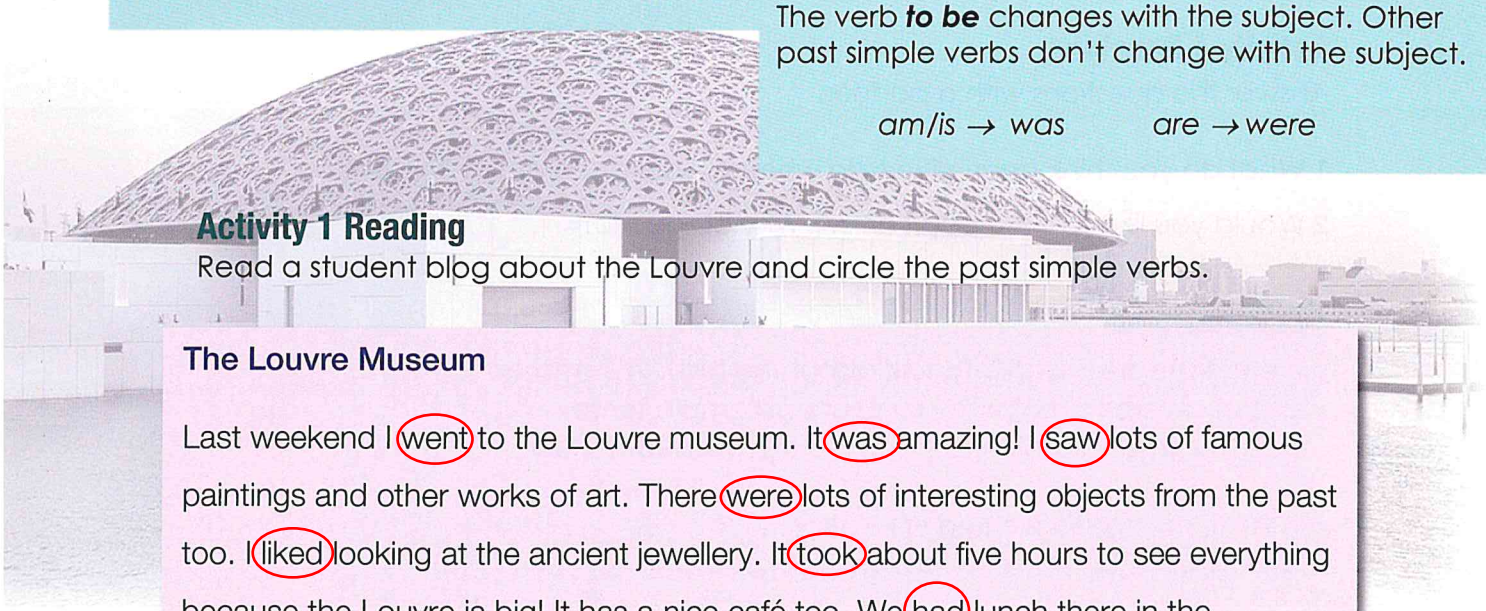
Vocabulary
work of art, painting, famous, ancient, last weekend/week/summer

The Past Simple
We use the past simple to talk about the past.

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

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

am/is → was *are → were*



Activity 1 Reading

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

The Louvre Museum

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

-Fatima

Activity 2 Language

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

Present	Past
go	went
is	was
see	saw
are	were
like	liked
take	took
have	had

Activity 3 Practice

Complete the sentences with past simple form of each verb.

1 We went to a museum last weekend. (go)

2 Omar was sleepy at the museum. (is)

3 They saw famous works of art at the museum. (see)

4 Yesterday the students had a history test. (have)

5 The students were happy when they visited Abu Dhabi. (are)

Activity 4 Speaking

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



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

Activity 5 Writing

Write three sentences about what your partner did last weekend.

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

-Khawla traveled to London, She was in Hamleys, she enjoyed there with her family.

-Maryam traveled to Kuwait last year to see her cousin Salma.

-Aisha went to camp with her friends last summer, she did a lot of Activities and she got a Certificate of appreciation.

Key Structure
Asking about the past
Where did *you* ***live****?*

Vocabulary
poetry, campfire, fisherman, to tell stories, to read poetry

Lesson 4: Life in the past

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

Activity 1 Vocabulary

Match the words to their meanings.

c	**1** fisherman	**a** something people do for many years
d	**2** campfire	**b** a type of writing that is like a song
b	**3** poetry	**c** someone who catches fish
a	**4** tradition	**d** a fire people make in the evening

Activity 2 Reading and Listening Track 9

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

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

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

Where did *you* ***live****?*

An interview with my grandfather

1 What did you eat?

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



2 Where did you live?

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



3 What did you do for fun?

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



Activity 3 Listening

Listen again and answer the questions below.

1 Grandfather Hamdan ate a lot of...

a pizza
b fish
c meat

2 Grandfather Hamdan's favorite food was...

a rice and fish mandi
b pizza
c dates

3 Grandfather Hamdan lived in...

a Ajman
b Dubai
c Umm Al Quwain

4 Grandfather Hamdan's father was a...

a pearl diver
b teacher
c fisherman

5 Grandfather Hamdan's family _____ in the evening

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

6 Grandfather Hamdan liked...

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

My grandparents lived in Al Ain.

Activity 4 Speaking

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

Where did your grandparents live?	
What did your grandparents eat?	
What did your grandparents do for fun?	
What does your family do for fun now?	

SPEAKING TIP

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

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

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

Listen to your teacher say the verbs.



Key Structure
Past simple questions
Why did *Bedouins* ***need*** *camels?*

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

Lesson 5: Life in the desert

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

Activity 1 Vocabulary

Match the words in the box to the correct pictures.

5	4	2	1	3	6
Bedouin	desert	camel	date	oasis	tent

1



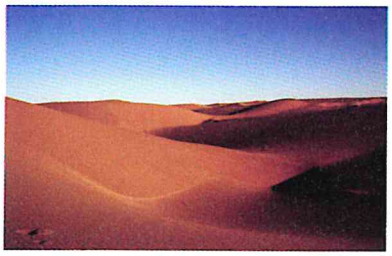
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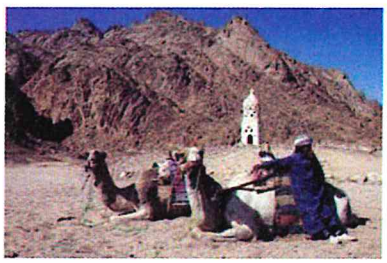
3



4



5



6



Activity 2 Reading

Read the article and answer the question.
In the past, what did people need to live in the desert?

a Shops and restaurants

b Cars and tents

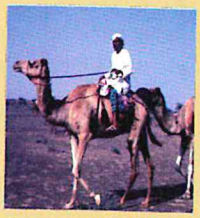
c Oases, tents and camels

VOCABULARY
Tribes: groups of people who live together.

LANGUAGE TIP
We can make past simple questions with:

wh
question + *did* + subject + verb
word

Living in the Desert



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

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

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

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

Activity 3 Reading

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

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

1 Question: Where did Bedouins find water?
Answer: Bedouins found water in oases in the desert.

2 Question: How did Bedouins hide from the hot sun?
Answer: Bedouins lived in tents to hide from the hot sun.

3 Question: Did Bedouins use camels?
Answer: Yes, Bedouins used camels for many different things.

Activity 4 Practice

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

Question 1: What do you find at an oases?
Answer: You find water and date palms.
Question 2: What did the Bedouins use camel hair for?
Answer: They used camel hair to make clothes.

Activity 5 Speaking

Answer the questions with a partner.

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

Key Structure
Past simple negatives and questions
*Where **did** you **go?***
*We **didn't go** to the desert.*

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

Lesson 6: Language focus

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

Activity 1 Reading

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

Animals of the UAE

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

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

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

-Simon

Activity 2 Speaking

Answer the questions about the text.



1 When did Simon go to the desert? Yesterday.

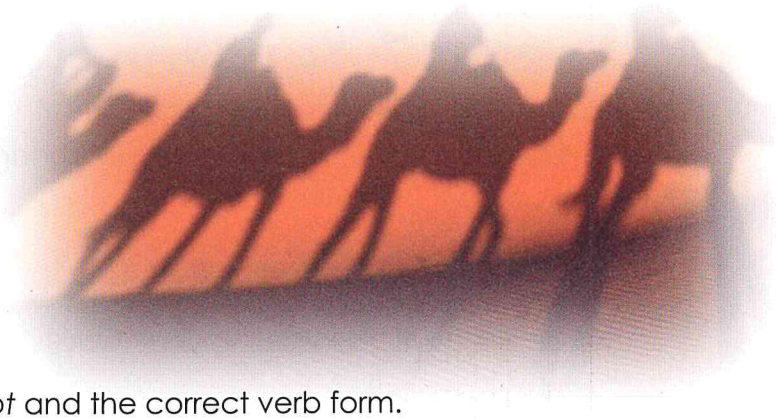
2 What did he see? He saw oryx and camels.

3 Why does he want to go back?
He wants to go back because he didn't get any photos.

Past simple: negatives
We use *did not* or *didn't*. The main verb doesn't change.
*Yesterday we **didn't study** history.*

Past simple: questions
With questions we use a *wh-* question word and *did*.
***Did** you **go** to Dubai yesterday?*
*Yes, we **went** to Dubai. / No, we **didn't go** to Dubai.*





Activity 3 Practice

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

1 Simon did not see a falcon. (see)

2 Simon did not take his camera on the trip. (take)

3 The guide did not forget his camera. (forget)

4 Simon did not see the guide's photos. (see)

Activity 4 Practice

Put the words in the correct order and write questions.

1 did / Where / go / yesterday? / you Where did you go yesterday?

2 have / did / a nice time? / you Did you have a nice time?

3 you / do? / did / What What did you do?

Activity 5 Practice

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

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

Key Structure
Giving reasons
I study Arabic ***because*** *it's important.*

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

Lesson 7: Traditional dress

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

Activity 1 Speaking

Read the topics below.
Which are most important to you? Why?

- education
- clothing
- family
- happiness
- community

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



Activity 2 Listening Track 10

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

1 I wear the kandura because...

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

2 I study Arabic because...

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

LANGUAGE TIP
We use *because* to give reasons.

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

VOCABULARY
modern: something that is new.
elderly: older people

Activity 3 Listening

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

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

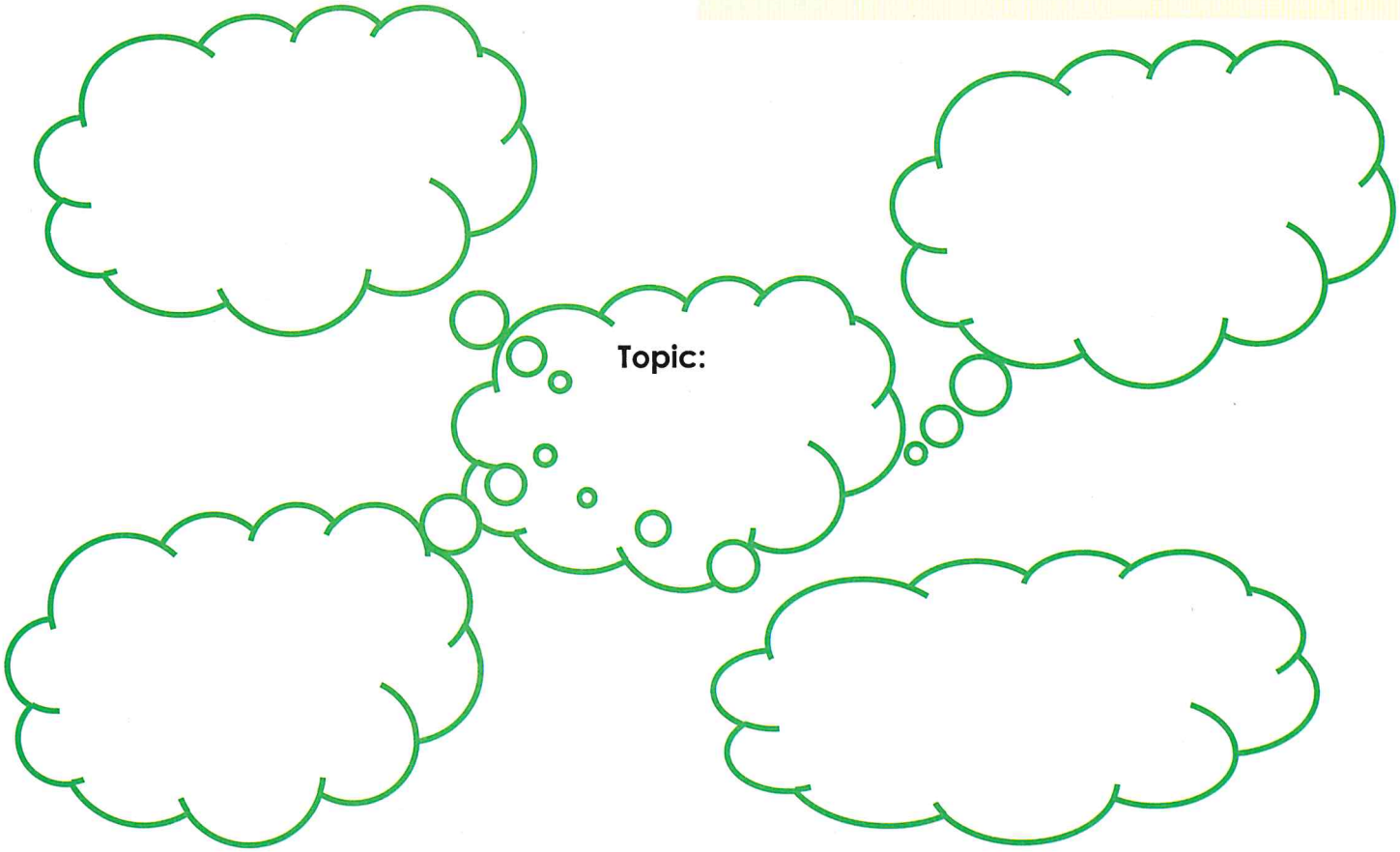
Activity 4 Writing

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

WRITING TIP

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

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



Activity 5 Speaking

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

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

SPEAKING TIP

Organise your presentation with these words:

Firstly...
Secondly...
Also...
Finally...

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

Lesson 8: Poetry

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

Key Structure
Past simple
*I **read** a poem yesterday.*

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

Activity 1 Reading

Read the article and choose the correct title.

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

Traditional Bedouin Poetry

1
Al-Taghrooda is a type of traditional Bedouin **poetry**. So how was this poetry different to other types of poetry? Two groups of Bedouins **chanted** the poem. One group chanted the first verse of the poem. The other group chanted the second verse. Each verse had seven lines. Bedouins told traditional stories and history with Al-Taghrooda poetry.

Bedouins told Al-Taghrooda poems for many reasons. They told Al-Taghrooda **poems** for entertainment at campfires. Sometimes women chanted poems when they worked. Bedouins also used poems to send messages to their **leaders**. 2

3
Today, Al -Taghrooda is an important part of UAE culture. People chant the poems at **weddings** and national **festivals**. Have you heard this poetry before?



VOCABULARY
verse: a part of a poem
entertainment: something people do for fun.

Activity 2 Reading

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

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

READING TIP
Topics sentences are the first sentence in a paragraph. They tell the reader what the paragraph is about.

-Poetry is a type of literature, or artistic writing, that attempts to stir a reader's imagination or emotions.
-A chant is a word or group of words that is repeated over and over again.
-A poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme.

Activity 3 Vocabulary

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

-Leaders are the people who lead or command a group, organization, or country.
-A wedding is a ceremony in which two people get married.

-Festivals are a day or a period of celebration.

Activity 4 Reading

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

To: Amal@email
Subject: Visiting the UAE

Hello Amal,

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

Your friend,

Noriko

Activity 5 Writing

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

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

Hello Noriko,

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

In the past, many people worked as fishermen and pearl divers.

We also had Bedouin tribes. They lived in tents in the desert. They had camels, which they used for food, clothing and traveling.

You can learn about the UAE at the Dubai Museum

If you have any more questions, just ask!

See you soon,

Amal

Key Structure
Writing a poem

Vocabulary
line, peel, tasty, to name, to rename

Lesson 9: Writing a poem

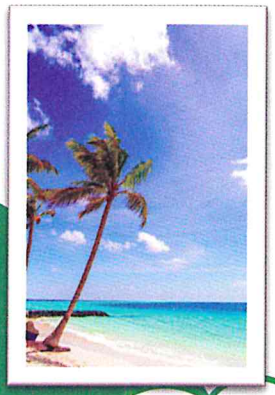
- How often do you read poetry?
- What types of poetry do you know?

Activity 1 Speaking

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







a. fast, fly, catch, hunt, bird, falcon

b. hot, sandy, quiet, lovely, empty

c. cold, wet, fluffy, white, soft





d. red, juicy, fresh, delicious, fruit

e. cold, sweet, creamy, refreshing, dessert

Activity 2 Listening Track 11

Listen and match the poems to the pictures.

Poem 1: a
Poem 2: _____
Poem 3: _____
Poem 4: _____
Poem 5: _____

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

Activity 3 Reading

Read the poem. What is it about? Dubai

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

Activity 4 Reading

Read the poem again.

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

living, sleeping, studying

WRITING TIP

Cinquain poems have five lines.

Line 1: One word to name the topic

Dubai

Line 2: Two adjectives about your topic

Comfortable, safe

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

Living, sleeping, studying

Line 4: A four word sentence about your topic

My family are there.

Line 5: Rename the topic

Home

Activity 5 Writing

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

sea	desert	falcons	dates	family

One word, your subject

falcons

Two adjectives about your subjects

strong majestic

Three *-ing* verbs about your subject

flying soaring hunting

A short sentence about your subject

Loved by the UAE.

One or two words, renaming your subject

Always

Key Structure
Unit 3 structures

Vocabulary
Unit 3 vocabulary

Lesson 10: Review

Activity 1 Vocabulary

Complete each sentence with a word from the box.

culture	traditional	desert	sunset	museums	divers	paintings

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

Activity 2 Reading

Read the text. What is it about? the majlis

The Majlis – An Emirati Tradition

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

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

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

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

Activity 3 Language

Circle the correct past simple verb in each sentence.

1 I **go** / **went** to a museum yesterday.

2 My family **visit** / **visited** the Louvre.

3 Simon didn't **saw** / **see** a falcon in the desert yesterday.

4 The children didn't **play** / **played** games.

5 Huda **was** / **is** at a wedding yesterday.

6 The trip to the desert **took** / **take** three hours.

Activity 4 Practice

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

1 In the past, what did people...? eat

2 Where did your grandparents...? live

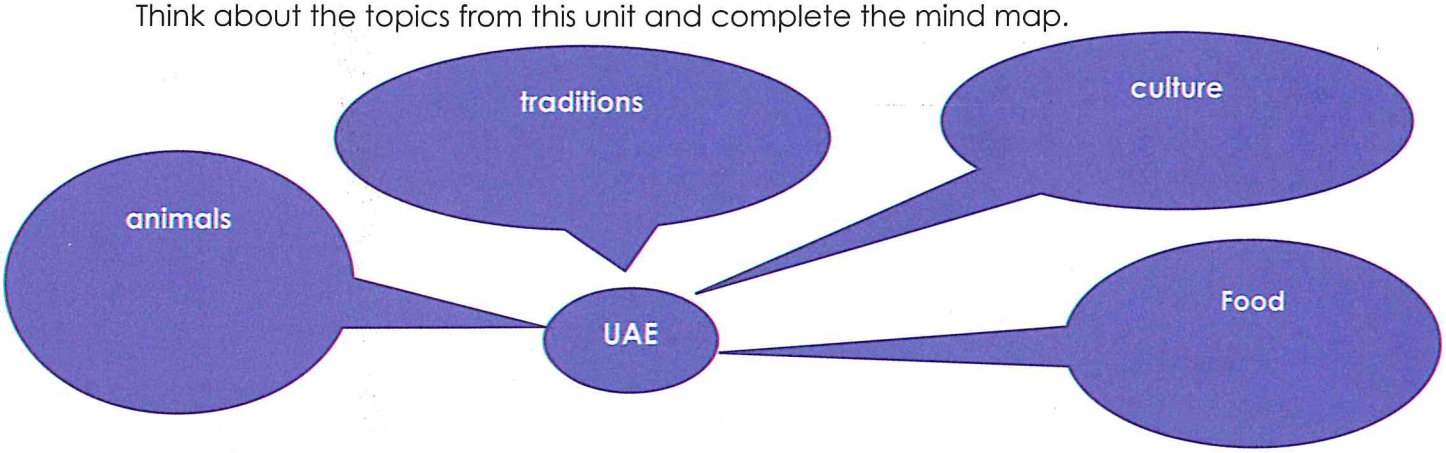
3 Why did Bedouins....? have camels

4 Where did Bedouins...? find water

Now answer the questions with your partner.

Activity 5 Speaking

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



Activity 6 Writing

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

Unit 4: The Arabian Gulf

Lesson 1: Geography

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

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

Vocabulary
country, continent, equator, ocean, the Arabian Gulf

Activity 1 Vocabulary

Match the words in the box to the pictures.

country	continents	equator	ocean

VOCABULARY
North
East
South
West



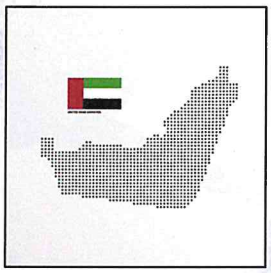
1 ocean



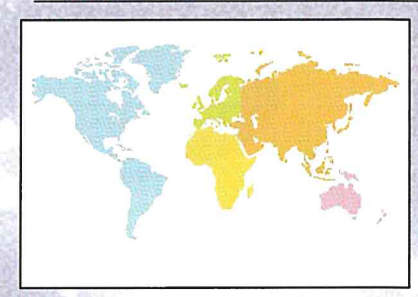
2 equator



3 country



4 continents



Activity 2 Speaking

Answer the questions and complete the table with a partner.

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

Countries	Continents	Oceans

Activity 3 Speaking

Complete the quiz with a partner.

Do you know your GEOGRAPHY?

1 Circle the continents.

- **a** Europe
- **b** Canada
- **c** South America
- **d** China
- **e** Indian



2 Circle the oceans.

- **a** Germany
- **b** Atlantic
- **c** Australia
- **d** Oman
- **e** Pacific

3 What is the equator?

- **a** A line that divides the world into North and South.
- **b** A line that divides the world into East and West.

4 What is the biggest continent?

- **a** Europe
- **b** Asia
- **c** Africa
- **d** North America
- **e** South America
- **f** Antarctica

Activity 4 Listening Track 12

Listen and check your answers.

Activity 5 Speaking

Answer the questions with a partner.

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

SPEAKING TIP

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

↘

Egypt is in Africa.

What country do you want to visit?

I want to visit Australia.

Lesson 2: The Arabian Gulf

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

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

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

Activity 1 Reading

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

It is between Africa and Asia and is close to Europe.

The Arabian Peninsula

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

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

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

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

LANGUAGE TIP
We use different phrases to say where something is.

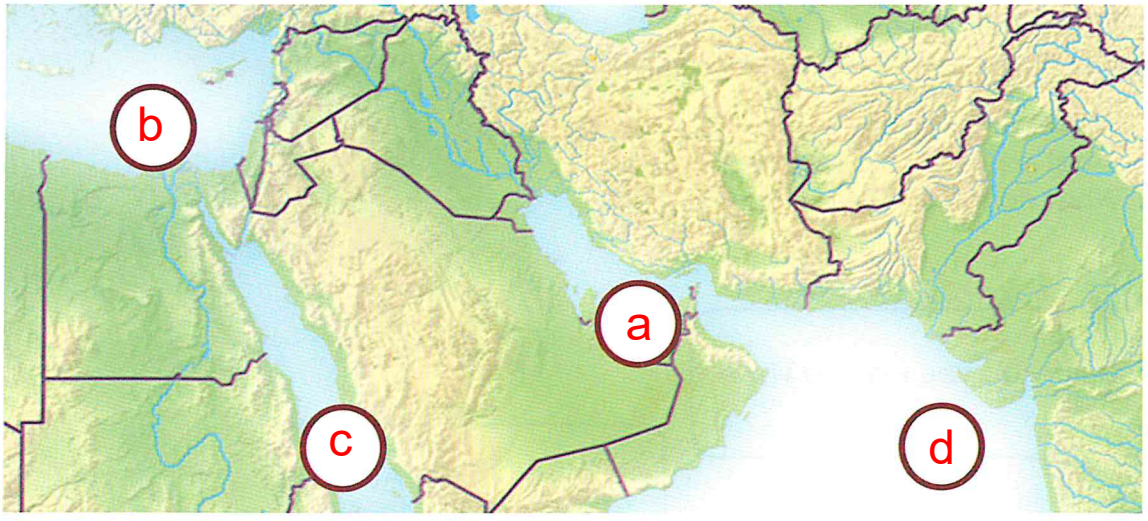
*Europe is **to the north of** the Mediterranean Sea.*

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

Activity 2 Reading

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

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



Activity 3 Writing

Label the maps with these places.

a The UAE

b Africa

c Asia



Activity 4 Practice

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

1 The road goes along the coast.

2 My school is next to my house.

3 She is sitting next to the door.

4 Khalid's house is between the mosque and the shopping centre.

5 Sharjah is between Umm Al Quwain and Dubai.

LANGUAGE TIP

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

between: in the middle of two things

*The Red Sea is **between** Saudi Arabia and Egypt.*

along: next to something or travelling in a line

*We are driving **along** the road.*

next to: close to something

*Kuwait is **next to** Saudi Arabia.*

Activity 5 Speaking

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

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

I think we can go by boat and…

I think we will pass Oman…

Notes

Travel:

_____

_____

_____

Countries:

_____

_____

_____

Continents:

_____

_____

_____

Lesson 3: Coffee 1

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

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

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

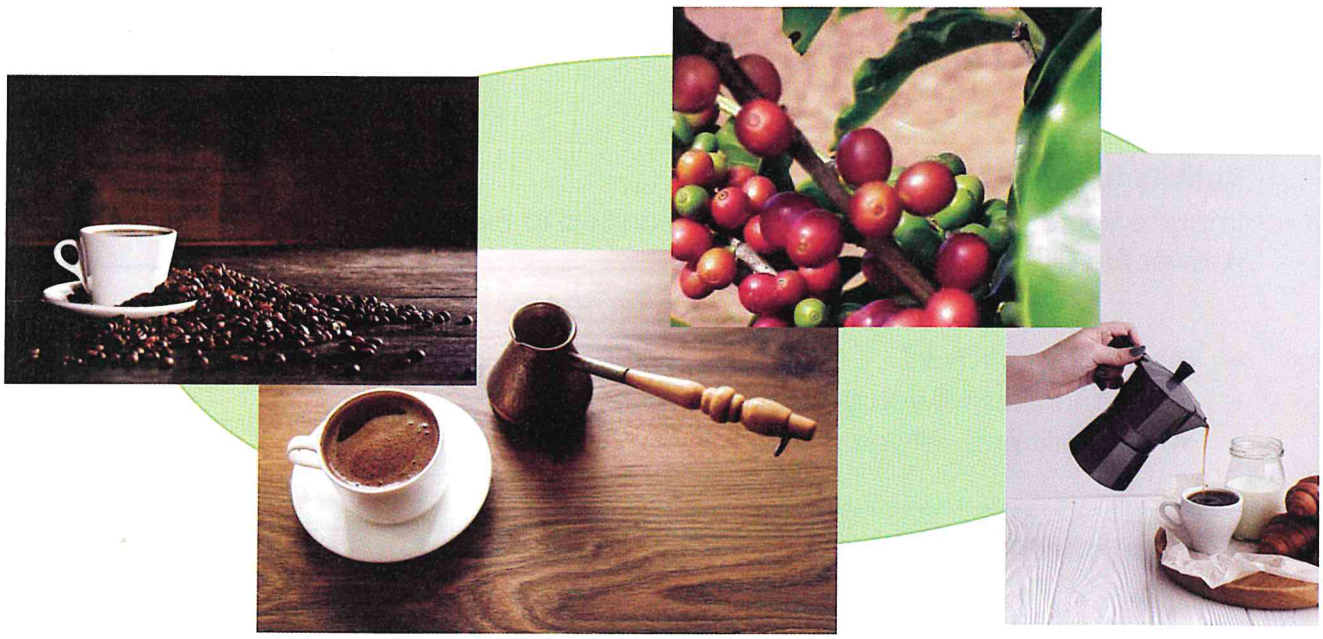
Activity 1 Vocabulary

Match the words to their meanings.

f	**1** bean	**a** when you make water bubbling hot
d	**2** to roast	**b** you can boil water using this
a	**3** to boil	**c** to put two things together
b	**4** kettle	**d** to cook something over fire
e	**5** to pour	**e** to put water or liquid into something
c	**6** to mix	**f** small, hard seeds that make coffee

Activity 2 Speaking

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



Activity 3 Listening Track 13

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

a tea
b milk
c juice
d coffee

Activity 4 Listening

Listen again and put the sentences in order.

__4__ Finally, you pour coffee into the cup.

__1__ First, you take the coffee beans from the plant.

__2__ Second, you roast the beans over a fire.

__3__ Then, you boil the beans in water.

LANGUAGE TIP

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

first, second, then, finally

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

Activity 5 Speaking

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

boil	put	tea bag	cup	kettle	mix	add	milk	sugar	pour

First



Third



Second



Finally



First, you put water in the kettle.

Second add a tea bag.

Third
pour the tea into a cup.

Finally add milk and sugar and mix.

Lesson 4: Language focus

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

Key Structure
Past continuous
*Yesterday she **was travelling.***

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

Activity 1 Speaking

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

hiking having lunch going shopping
driving in the desert

hiking



have lunch



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



drive in the desert



go shopping

Activity 2 Reading

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

1 Amir was hiking at 9:30. (T) / F

2 At 11:00 Amir was having lunch in the park. T / (F)

3 Amir was driving in the desert at 15:30. (T) / F

4 At 18:30 Amir was shopping in Dubai. (T) / F

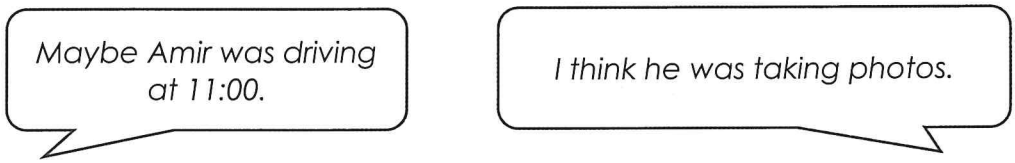


The Past Continuous
The past continuous describes actions that go on for some time in the past. We use the past tense of *be* and an *-ing* verb.

*We **were shopping** yesterday.*

Activity 3 Speaking

Look at the timeline again.
What do you think Amir was doing at 11:00 and 17:00?
Share your ideas with a partner.



Activity 4 Practice

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

1 Last night I was shopping. (shop)

2 Last weekend I was visiting Abu Dhabi. (visit)

3 I was studying in the library all morning. (study)

4 I was talking to my family on the phone for an hour. (talk)

5 Amir was hiking in the morning. (hike)

LANGUAGE TIP

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

Activity 5 Writing

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

I was eating breakfast yesterday morning.

Yesterday afternoon I was playing football.

Last night I was studying for an exam.

Key Structure
The past
*He **was walking**.*

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

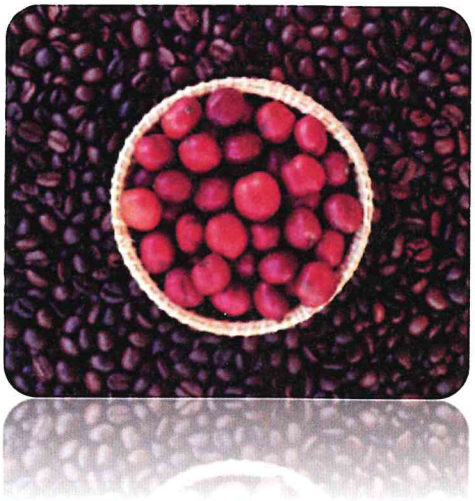
Lesson 5: Coffee 2

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

Activity 1 Speaking

Answer the questions with your partner.

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



Activity 2 Reading

Read the text and choose the best title.

a Why goats eat berries

b How to make coffee

c The first Arabic coffee

VOCABULARY
goat – an animal
to discover – to find something
berry – a small, round fruit that people eat
holy – someone who is kind and intelligent

The first Arabic coffee

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

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

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

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

Activity 3 Reading

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

1 Khaled's goats were tired. F

2 Khaled's goats were eating berries. T

3 Khaled ate a red berry, too. T

4 Khaled took the berries to a holy person. T

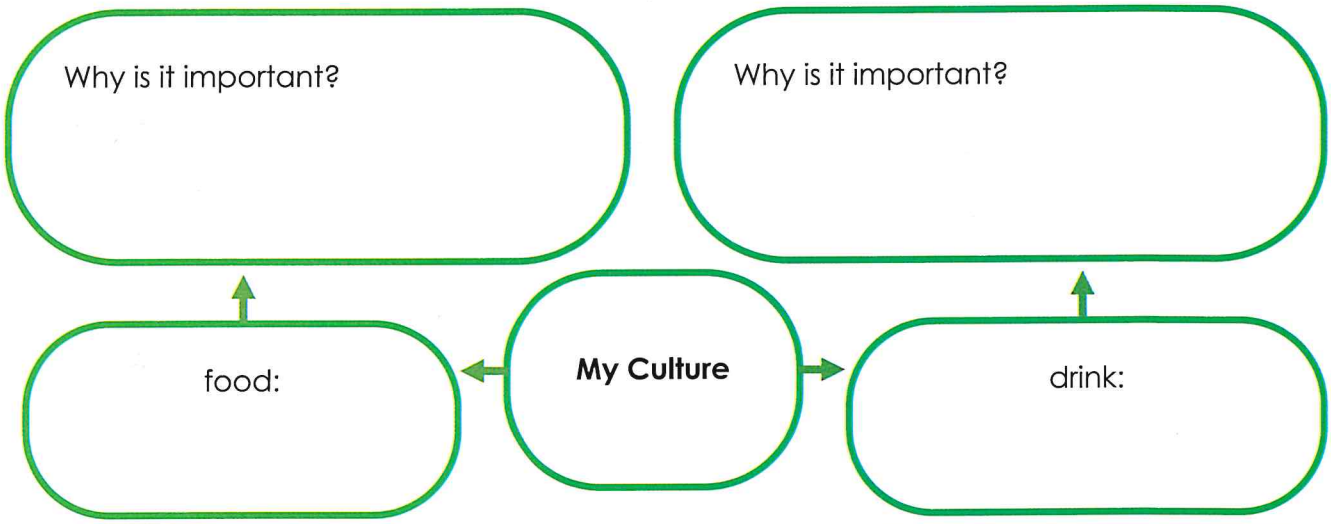
5 The holy person thought they were interesting. F

6 The holy person ate the berries. F

7 They boiled the beans in water. T

Activity 4 Writing

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



WRITING TIP

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

Activity 5 Writing

Write a short paragraph to answer the question:

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

That is why _____ is important in my culture.

Lesson 6: Language focus

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

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

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

Activity 1 Reading

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

School trip to a museum

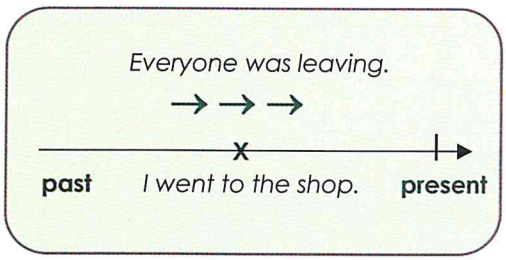
Today we went on a school trip to a museum. We went by bus and it took 45 minutes to get there. On the bus, I was looking out of the window when I saw a dhow in the water. It was amazing. In the past my grandfather made these boats. They are really important in UAE culture and history. At the museum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

-Zainab

Activity 2 Reading

Answer the questions about the text.

1 What was Zainab doing when she saw a dhow?
He was looking out the bus window.
2 What was Zainab doing when she remembered her grandfather's stories?
He was listening to the guide.
3 What did Zainab do while everyone was leaving?
He bought a picture of a dhow for his grandfather.



The Past

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

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

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

Can you find examples in the text?

Activity 3 Practice

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

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

2 Omar ___was looking___ (look)at his phone when he walked into the classroom.

3 She ___was watching___ (watch) a film when her phone rang.

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

LANGUAGE TIP

We use *when* with the past simple.
We use *while* with the past continuous.

Activity 4 Practice

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



1 It started to rain while...

We were driving home.



2 She tripped

...while she was running in the park.



3 He looked out the window while he was talking on the phone.

Lesson 7: The clever merchant

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

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

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

Activity 1 Speaking

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

VOCABULARY
merchant – someone who buys and sells things

The Clever Merchant



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

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

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

The merchant was worried about leaving his money at home. So before he left, he put his money in a box.

He told Zahir, "I want Ziad to look after the box."

Activity 2 Reading

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

1 What was Zahir like?

Zahir was a kind boy.

2 Did Zahir know Ziad well?

No, he didn't know him well.

3 Where did the merchant put his money?

He put his money in a box.

4 Who went on the trip with the merchant?

Zahir went on the trip with him.

Activity 3 Speaking

What do you think happens next in the story?

Activity 4 Reading

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

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

READING TIP

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

Always be a good friend.
Listen to your parents.



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

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

Activity 5 Practice

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

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

LANGUAGE TIP

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

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

Activity 6 Writing

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

Title: _____

What does it teach us? _____

What is it about? _____

_____

_____

Describe the story in one word: _____

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

Vocabulary
folktale, character, reader, writer, clever

Lesson 8: What is a folktale?

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

Activity 1 Speaking

Answer the questions in groups.

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

VOCABULARY
Folktale: a traditional story

Activity 2 Reading

Read the questions about folktales and choose the correct answers.

1 Folktales are...

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

2 Folktales have...

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

3 Folktales have...

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

4 Folktales ...

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



Activity 3 Practice

Put the words in the correct order and write sentences.

1 The / difficult. / so / book / is

The book is so difficult.

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

This is a very interesting book.

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

Mohamed told a really funny story.

4 essays. / good / very / Mona / writes

Mona writes very good essays.

LANGUAGE TIP

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

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

*It is **really** hot.*
*It is a **really** hot day.*

We use *so* before adjectives.

*It is **so** hot.*

Activity 4 Speaking

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

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

Activity 5 Speaking

Describe your folktale to another pair.

Lesson 9: Writing a story

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

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

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

Activity 1 Writing

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

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

Paragraph 1:

When: _____

Where: _____

Who: _____

Paragraph 2:

What happened first? _____

_____

_____

What happened next?

_____

_____

Paragraph 3:

How did it end?

_____

_____

Did you like this holiday?

_____

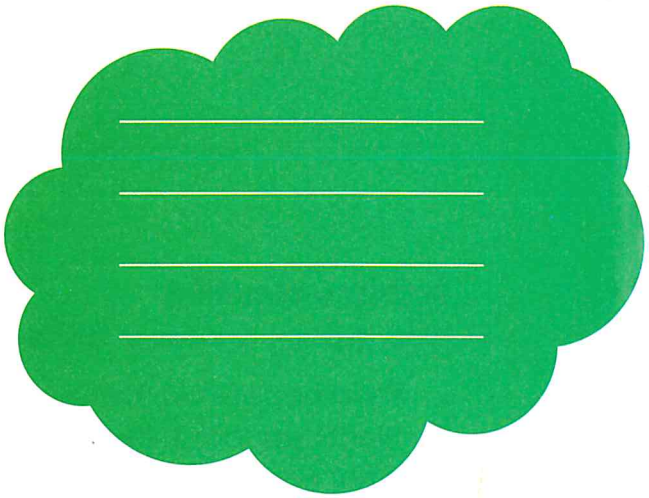
_____

Activity 2 Writing

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

LANGUAGE TIP
There are positive and negative adjectives.
Positive adjectives are:
happy, interesting, exciting
Negative adjectives are:
bad, tired, scary, difficult, boring

Positive



Negative



Activity 3 Reading

Before you start writing, think about these questions.

- What tenses do we use in a story?
- How can we make the story interesting?
- How many paragraphs are there?

Look at the example and answer the questions.

WRITING TIP

People like to read interesting stories. We use adjectives to make stories more interesting.

*We went to an **interesting** museum.*

*The weather was **great**!*

*We were **tired** after shopping.*

Last summer my family and I went on a holiday to Oman. It was really nice. One afternoon was interesting.

We were at the National Museum. We were looking at old boats from the past. The museum was big and there were a lot of people. I saw a young child crying. He was alone and I couldn't see his parents. I was worried about the child.

I told my parents. They were worried too. We asked a guide for help. The guide couldn't find the boy's parents. We gave the boy some water and we asked him questions but he couldn't speak Arabic or English. After some time, we found the boy's parents. They were so worried! They said thank you and we were happy.

Activity 4 Writing

Use the activities and tips to write your story.
Then, share your story with a partner.

Key Structure
Unit 4 structures

Vocabulary
Unit 4 vocabulary

Lesson 10: Review

Activity 1 Vocabulary

Complete the sentences with the words in the box.

folktales	equator	boil	Middle East	pour	oceans	ending

1 The UAE, Saudi Arabia and Oman are all countries in the Middle East.

2 I want to go to countries south of the equator.

3 You have to boil water to make coffee.

4 The Atlantic and Pacific are oceans.

5 My grandparents tell interesting folktales

6 I pour milk in my tea and sometimes I add sugar.

7 I like a story with a good ending.

Activity 2 Reading

Read the article and choose the best title.

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

Coffee: culture and tradition

Coffee has an important place in Emirati and Arabic culture. The word coffee comes from the Arabic word Qahwa. 1 Coffee is a popular drink all over the Arabian Gulf. In the past, 2 Bedouins sat around campfires and told poetry or folktales while drinking coffee. Today, the majlis is also an important place where people can drink coffee while talking and sharing stories. 3 The majlis brings people together. 4 Welcoming a visitor to the majlis with coffee is Emirati hospitality and it is an important tradition.

Read the questions and underline the answers in the article.

1 Where is coffee popular?

2 What did Bedouins do while drinking coffee?

3 Why is the majlis important?

4 What is an important tradition in the UAE?

Activity 3 Language

Put the words in the correct order and write sentences.

1 was / I / doing my homework / last night

I was doing my homework last night.

2 reading a book / Khalid / all morning / was

Khalid was reading a book all morning.

3 goats / Khalid / watching / was / his

Khalid was watching his goats.

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

I took a photo while the camels were racing.

Activity 4 Language

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

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

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

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

4 Amir was writing (write) a story when the bell rang.

Activity 5 Speaking

Think about a story or a folktale that you know.
Ask and answer the questions with a partner.

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

Vocabulary

Unit 1

a different country	phrase
Arabic	noun
badly	adverb
calm	adjective
carefully	adverb
chess	noun
Chinese	noun
club	noun
computer	noun
cooking	noun
electronics	noun
excuse me	phrase
film-making	noun
flag	noun
goal keeper	noun
golfing	noun
good morning /afternoon	phrase
happily	adverb
high jump	noun
history	noun
how are you	phrase
Islamic studies	noun
loudly	adverb
maths	noun
near	preposition
painting	noun
PE	noun
pen pal	noun
ping pong	noun
place	noun
please	adverb
prize	noun
quickly	adverb
quietly	adverb
race	noun
reading	noun
school	noun
science	noun
slowly	adverb
sports	noun
student	noun
studying	noun
thank you	phrase
to be quiet	phrase
to eat	verb
to feel	verb
to go	verb
to hear	verb
to learn	verb
to play	verb
to remember	verb
to study	verb
to watch	verb
to win	verb
to worry	verb
weather	noun
well	adverb

Unit 2

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

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

Unit 3

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

to dive	verb
to hide	verb
to name	verb
to read poetry	verb
to rename	verb
to tell stories	verb
tour	noun
tradition	noun
traditional	adjective
tribe	noun
wedding	noun

Unit 4

all day / morning / afternoon / evening	phrase
bean	noun
beginning	noun
character	noun
clever	adjective
coast	noun
coffee	noun
ending	noun
energy	noun
folktale	noun
goat	noun
guide	noun
hiking	verb
kettle	noun
merchant	noun
negative	adjective
passport	noun
peninsula	noun
plan	noun
positive	adjective
reader	noun
sea	noun
smell	noun
the Arabian Gulf	noun
the Middle East	noun
to add	verb
to be surprised	phrase
to be surprised	phrase
to be worried	phrase
to become	verb
to boil	verb
to drive	verb
to know someone well	phrase
to look after	verb
to look out of the window	phrase
to mix	verb
to pour	verb

Grade 8 Grammar Reference

Unit 1

Present Simple

We can use the present simple for:

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

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

*I **talk** to my friends.*
*She **reads** books.*
*They **go** to school.*

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

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

*I **don't talk** to my friends.*
*She **doesn't read** books.*
*They **don't go** to school.*

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

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

Do you like school? *Yes, I do / No, I don't.*
Where does he live? *He lives in Abu Dhabi.*
What do they study? *They study English.*

Use:
where for places.
who for people.
what for things and ideas.
when for days and times.

Adverbs

There are different types of adverbs.

Adverbs of frequency tell us how often something happens.
*I **sometimes** eat vegetables.*

Adverbs of time tell us when something happens.
***Yesterday** I was at school.*

Adverbs of Manner

Adverbs of manner tell us how something happens.
*I write my answers **carefully.***

To form adverbs of manner, add *-ly* to the end of most adjectives.
Some adverbs are not formed with *-ly*, like *well* or *fast.*

*I speak English **well.***
*I don't read **quickly.***
*Do you read **quickly**?*

Unit 2

Present Continuous

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

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

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

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

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

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

Comparatives

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

Short adjectives	add *-er*	*big* → **bigger**
Adjectives ending in -y	take away *y*; add *-ier*	*easy* → **easier**
Long adjectives	add *many*	*interesting* → **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 *-est*	*old* → **oldest**
Adjectives ending in -y	take away *y*; add *-iest*	*easy* → **easiest**
Long adjectives	add *most*	*interesting* → **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 from.

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

Unit 3

Past Simple

We use the past simple for completed actions in the past. To form the regular past simple, we use infinitive verbs with *ed*.

I/you/we/they he/she/it	+	infinitive verb	+	-ed

For verbs that end in y, we add *-ied.*

*We **listened** to the teacher.*
*The teacher **talked**.*
*They **tidied** the room.*

Some past tense verbs are irregular verbs. These are examples below.

infinitive	past simple	infinitive	past simple
begin	began	be	was/were
become	became	buy	bought
speak	spoke	run	ran
write	wrote	do	did

With negatives, we use *did not (didn't)* and an infinitive verb.
The main verb doesn't change.

I he/she/it you/we/they	+	did not	+ infinitive verb

*I **didn't talk** to my friends.*
*We **didn't read** books.*
*They **didn't go** to school.*

Questions are formed with a *wh-* question word and *did.* The main verb doesn't change.

(wh- question word)	did	+	I/you/we/they he/she/it	+	infinitive verb	

***Did** the teacher **talk** to you?*
***When did** you **do** your homework?*
***What did** you **eat** for breakfast?*

Unit 4

Past Continuous

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

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

*We **were studying***
*The teacher **was talking**.*
*The students **weren't speaking**.*

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

Wh question word	+	was were	+	I/He/She You/We/They	+	-ing verb	

***Was** Omar **eating**? Yes, he **was**.*
***Were** the students **studying** English? Yes, they **were**.*
*What **were** you **doing**? **I was reading** a book.*

Past Continuous vs. Past Simple

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

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

was walking is a long action that continued over time.
saw is a short action that happened at one point in time.

*I **was reading** a book when you **called**.*
*They **stopped** while they **were driving** to the mall.*
*I **wasn't sleeping** when you **called.***

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