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ACCESS BOOK 8

Grade 08

Access

English Language

Coursebook

Book 8

Volume 1

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Introduction to Access Book 8

content is defined on smart learning app

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

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

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

Unit	Reading and writing skills	Listening and speaking skills	Language	Vocabulary
Unit 1 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 Design and Shape	Reading: Description Article Comments Essay Writing: Simple sentences Short essay	Listening: Dialogue Description Podcast Speaking: Asking and answering questions Descriptions Presentation	Too much/many; not enough Modal verbs may and might	Shapes Design Objects
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 Buildings and Structures		Listening: Monologues Description Podcast Advert Speaking: Talking about experiences Description Making predictions Advert	Past simple Future will	Buildings Cities Houses

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

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

Activity 3 Reading and Listening Track 1

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

Activity 4 Reading and Listening Track 1

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

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

Latifa: Hello Amna

Amna: [1] _____ Latifa.



Latifa: [2] How are you?

Amna: [3] _____ 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] _____?

Amna: Yes! Of course.

Activity 5 Speaking

In pairs, practise the dialogue.

Activity 6 Writing

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

_____

_____

_____

_____

_____

_____

_____

_____

LISTENING TIP

Follow the conversation in the speech bubbles as you listen.

Lesson 2: A week at school

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

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

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

Activity 1 Vocabulary

Match the subjects to their pictures.

maths	**Arabic**	**P.E.**
sciences	**Islamic studies**	**history**



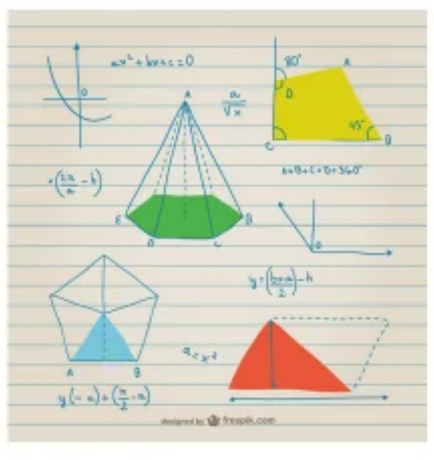




1 _____

2 _____

3 _____







4 _____

5 _____

6 _____

Activity 2 Reading

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

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



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

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

Activity 3 Writing

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

Period	Sunday	Monday	Tuesday	Wednesday	Thursday
1					
2					
3					
4					
5					

Activity 4 Speaking

Describe your timetable to your partner.

I have English at 9:00 on Tuesday.

Lesson 3: Language focus

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

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

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

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.

_____

_____

every day

I talk to my friends

_____

_____



Activity 2 Practice

Complete the sentences with the present simple verb form.

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

2 Fatima _____ P.E. (like)

3 Nick _____ a lot of homework. (have)

4 Sam and Ali _____ in Ajman. (study)

5 Paul _____ home by bus. (go)

Negative Forms
How to make negative sentences:

subject + do/does + not + present verb

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

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

Activity 3 Practice

Write the negative form of the sentences in Activity 3.

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

2 _____

3 _____

4 _____

5 _____

Activity 4 Practice Track 2

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

study	eat
like	enjoy

Do you _____ school?

What do you _____?

Where do you _____ lunch?

What subjects do you _____?





Questions

How to make yes/no questions:

do/does + subject + verb

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

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

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

What do *you* ***like?***

What do you do at school?

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

Activity 5 Speaking

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

_____

_____

_____

Lesson 4: Our learning

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

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

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

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	

SPEAKING TIP

When you ..... about agreeing and disagreeing, you should use: *I think*, *I agree* and *I disagree*.

I think Ahmed is right.

I agree with Alia.

I disagree, I think that Khalid is right.

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 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 when there's too much talking.

- *Asma*

Activity 3 Speaking

Read the comments again. Tell a partner who you agree with.

Activity 4 Practice

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

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

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

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

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

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

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

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

LANGUAGE TIP

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

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



Activity 5 Speaking

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

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



How often do you talk in class?

Sometimes.

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

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

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?
- Where do you see texts like this?

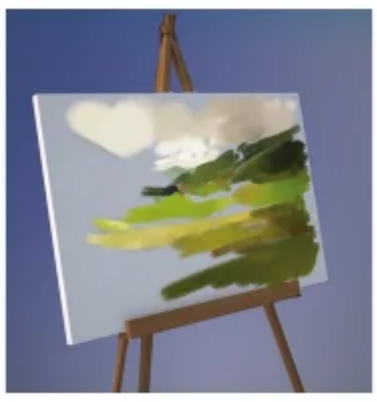
TO ALL STUDENTS:

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

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

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

Be creative!



Painting



Chess

你好子

Chinese



Cooking



Golfing



Film-making



Reading



Computer games



Robotics

LISTENING TIP

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

Activity 2 Listening Track 3

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



Activity 3 Listening

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

Activity 4 Practice

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

After school clubs

_____

_____

_____

_____

Activity 5 Speaking

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

_____

_____

_____

Why don't we start a chess club?



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?*

Lesson 6: Language focus

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

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

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

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

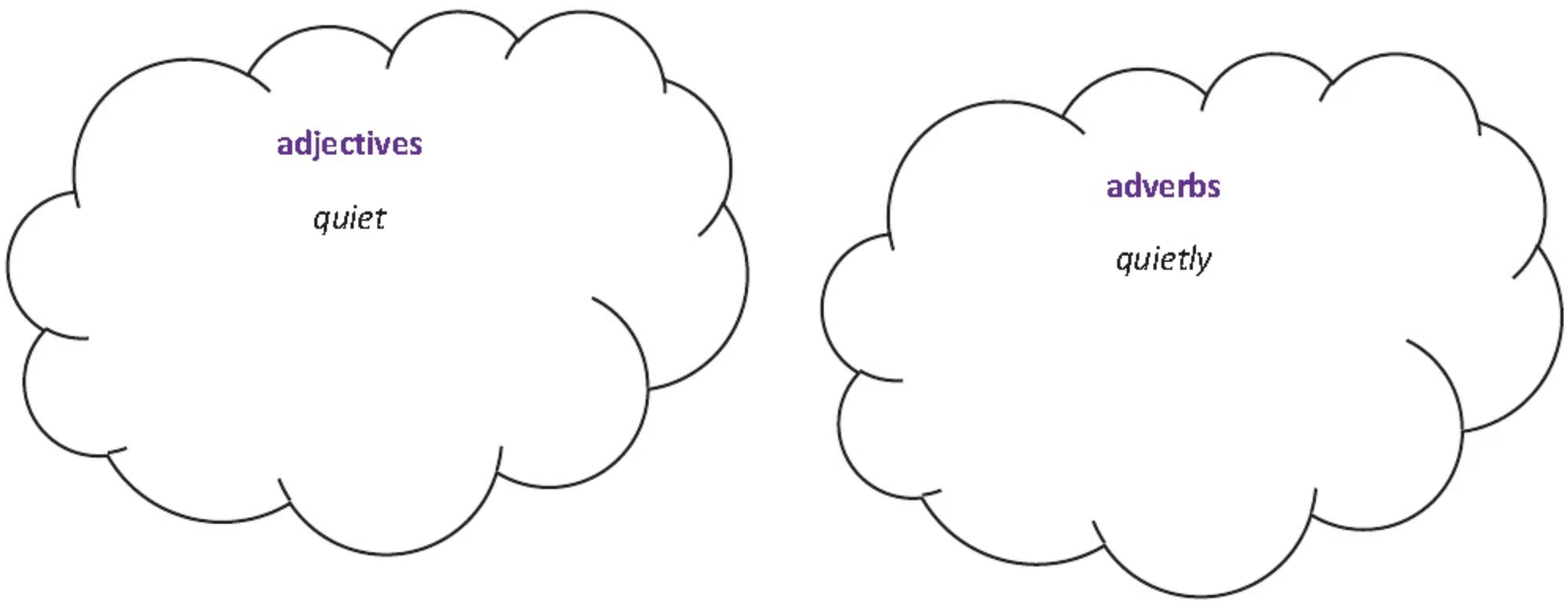
I read ***quietly.***
I speak English ***well.***

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_____. I have to study _____. I have six classes every day. After school I go home 3_____. When I get home, I do my homework. I write 4_____ because I don't want to make mistakes. Sometimes my brother plays games 5_____ in his room so it's difficult to study.

Activity 5 Language

Put the words in the correct order and write sentences.

1 well / speak / I / English _____

2 quickly / go / we / class / to _____

3 the answers / says / the teacher / loudly _____

Activity 6 Writing

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

_____

_____

_____

_____

Lesson 7: A special day

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

Key Structure
Imperatives
Come *to sports day.*

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

Activity 1 Vocabulary

Match the words with the pictures.













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

Activity 2 Vocabulary

Match the days to the photos.

1 Sports day

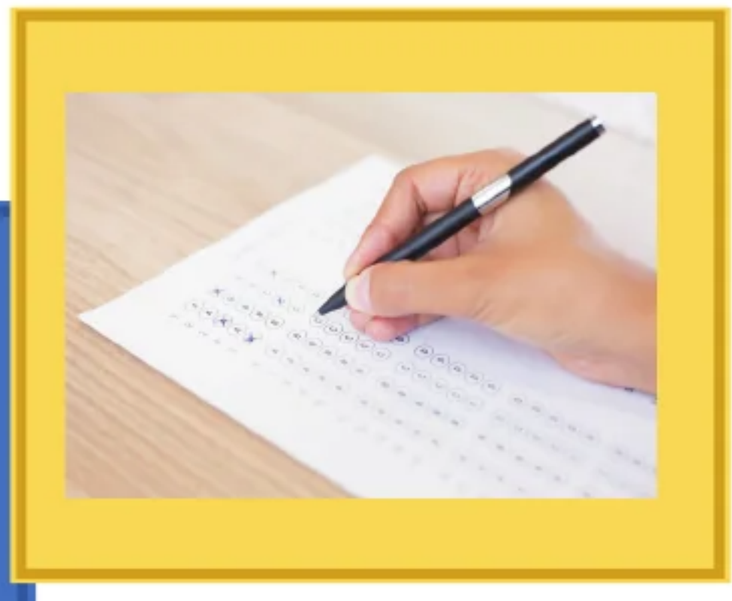
2 Flag day

3 Exam day

A



B



C



Activity 3 Listening Track 5

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

Activity 4 Listening Track 5

Listen again. Are the sentences True or False?

1 Sports Day is on Friday. T / F

2 Flag Day is on Friday. T / F

3 There is a race. T / F

4 There is a volleyball game. T / F

5 There is a ping pong game. T / F

6 There is not a high jump activity. T / F

7 Students need to talk to their teachers. T / F

8 The winning class gets a prize. T / F

LISTENING TIP

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

Activity 5 Listening

Listen again and complete the instructions.

1 _____ to your teacher.

2 _____ your name next to an activity.

3 _____ the activity.

4 _____ to 'Sports Day'.

5 _____ fun!

LANGUAGE TIP

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

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

Activity 6 Speaking

Discuss the questions with a partner.

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

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

What do you do on 'Flag Day'?



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 _____

3 _____

4 _____

Activity 4 Writing

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

Place: _____

Reason 1: _____

_____

Reason 2: _____

_____

Reason 3: _____

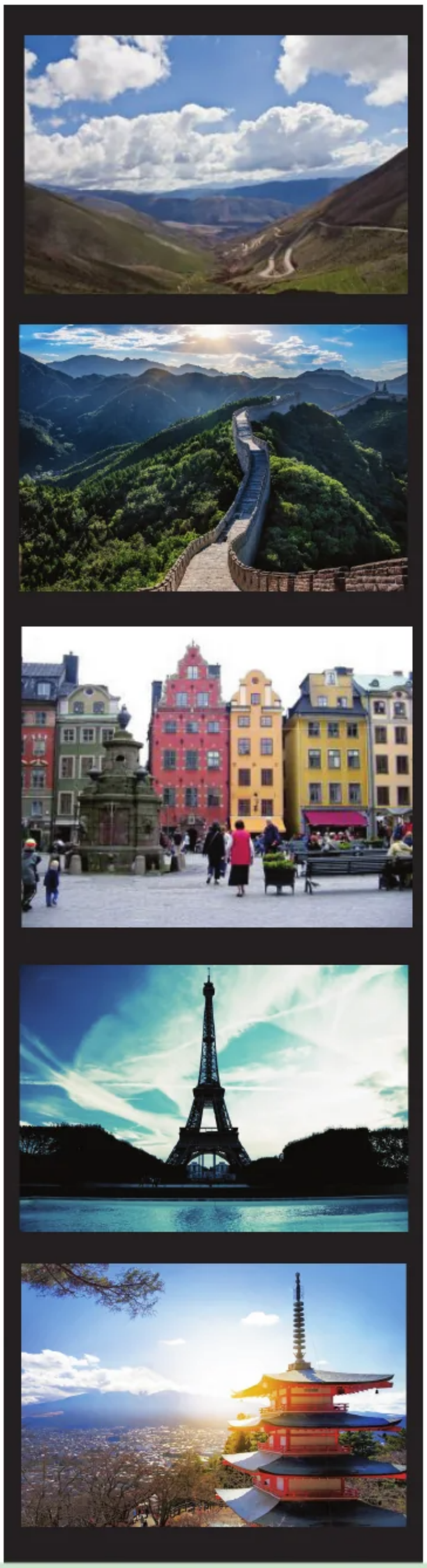
_____

Activity 5 Speaking

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

Name:	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."*

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?

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

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

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.





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

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

Activity 3 Reading

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

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

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

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

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

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

Activity 4 Writing

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

1 _____

2 _____

3 _____

Activity 5 Writing

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

_____

_____

_____

_____

_____

_____

_____

_____

Activity 6 Writing

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

Key Structure
Unit 1 structures

Vocabulary
Unit 1 vocabulary

Lesson 10: Review

Activity 1 Vocabulary

Complete the sentences with the correct word from the box.

study	club	English	pen pal	races	learn

1 What do you _____ in school?

2 Our school has a chess _____.

3 I have _____ after Islamic studies.

4 My sister has a _____ in France. She writes to her every week.

5 We _____ about numbers in maths.

6 Reem runs _____ in PE class.

Activity 2 Language

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

School life

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

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

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

Activity 3 Reading

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

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

Activity 4 Language

Put the words in the correct order and write sentences.

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

_____

2 study / I / English / at / school.

_____

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

_____

4 is / favourite / science. / subject / My

_____

Activity 5 Language

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

1 I write English carefully.

_____

2 Ahmed talks quietly in class.

_____

3 She answers the questions quickly.

_____

4 The students leave the classroom quietly.

_____

Activity 6 Writing

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

1 _____

2 _____

3 _____

4 _____

Unit 2: Design and shape

Lesson 1: A bar of chocolate

- Do you enjoy food shopping?
- What do you like to buy?

Key Structure

Food quantifiers

*I have **a bar of** chocolate.*

Vocabulary

picnic, candle, matches, bar, loaf, slice, packet, jar, can, box

Activity 1 Listening Track 6

1 Listen to the conversation. Where is Waleed going? Why?

2 Listen again and write Waleed's shopping list. Only write the items.

Waleed's shopping list:

Activity 2 Speaking

Look at the pictures. Which of them can you find in the language tip box?



LANGUAGE TIP

You can use the quantifiers below to answer the question *how much* or *how many*.

a bar of chocolate
a loaf of bread
a slice of cake, meat, cheese
a packet of rice, biscuits
a bunch of flowers, bananas
a box of matches
a pot of yoghurt
a bottle of water
a can of cola
a bag of crisps
a jar of olives

Activity 3 Speaking

Use the quantifiers in the box to describe the items in the pictures.

1 a slice of toast

1 

2 

3 

4 

5 

6 

7 

8 

9 

10 

Activity 4 Listening Track 6

Listen again. Write down what Waleed had to buy at the supermarket. Use the correct quantifiers.

Waleed's shopping list:

Two loaves of bread

Activity 5 Speaking

Play a chain game in groups. Use the example below to help you start.
Everyone should repeat the sentence and add to the list.

A: "I went to the supermarket and I bought a bag of crisps."
B: "I went to the supermarket and I bought a bag of crisps and a loaf of bread."
C: "I went to the supermarket and I bought a bag of crisps, a loaf of bread and a…"

Lesson 2: Shapes

- How many shapes can you name?
- What shapes can you see in your class?

Key Structure

Describing shape and form

*A tent is **the shape of** a pyramid.*

Vocabulary

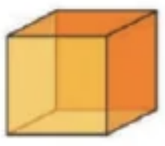
3D, sphere, cube, cylinder, hemisphere, cone, size, in the shape of

Activity 1 Vocabulary

Match the words to the 3D shapes.

sphere
cube
cylinder
pyramid
hemisphere
cone

a 

 d

b 

 e

c 

 f

Activity 2 Reading

Read the text. Check your answers in the descriptions of each shape.

3D Shapes

3D (three-dimensional shapes) shapes have depth, height, and width. Some of them look like 2D (two-dimensional) shapes that you already know.

Circle

A **cone** has a circle at one end and a point at the other. A **cylinder** has circles at both ends and both circles are the same size. A **sphere** is round and it looks like a ball. A **hemisphere** is half a sphere. It has a circle on the bottom and it is round on top.

Square

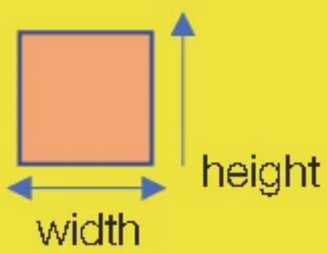
A **cube** has six sides. Each side is a square and they are all the same size.

Triangle

A **pyramid** has a square at the bottom and four triangular sides which meet at the top.

VOCABULARY

3D: 

2D: 

Activity 3 Reading

Read the article. Underline the different examples of each shape.

Shapes all around us

We learn about shapes in maths, but we don't think about how many shapes we see every day, outside our maths class. For example, think of a cube. What objects are in the shape of a cube? Ice cubes are a good example. What about spheres? Most people think of the objects we use to play sports. We can also see spheres in the planets. Many candles are in the shape of a cylinder. We can also see cylinders in the supermarket in cans of food. Can you think of any other examples?

Activity 4 Speaking

Work with a partner. Name the objects and shapes that you can see in the photos. Where do you usually see them?



Activity 5 Writing

Write a short description of any object around you. Talk about the shape, colour and form.

_____

_____

_____

_____

Lesson 3: Language focus

- Do you like shopping?
- When you buy something do you think about the design?

Key Structure
Too much/many; not enough
*There are **too many** buttons.*

Vocabulary
to fit, size, online, accessories, design, hundreds of

Activity 1 Reading

Read the student comments about shopping and choose the correct underlined words.

Student Voices

What do you like or dislike about shopping? What do you usually buy?

Shopping is fun! I like to buy bags and accessories. I just bought a new bag and I love it! There *is/are* not enough space for all my things, but it looks great.

- Fatima

I like clothes shopping but there 1 *is/are* some things that I don't like. I'm tall so clothes are often too small for me. It takes time to find the right size.

- Omar

I think shopping is difficult. There are too 2 *much/many* people and it's noisy. Shopping online is much easier. I usually buy t-shirts.

- Saif

I like going to sports shops because I play a lot of sports. However, there 3 *is/are* not enough sports shops at the mall. I always go to the same shop and buy the same clothes.

- Amy

Activity 2 Reading

Answer the questions about the comments.

1 Who says clothes are usually too small?
2 Who likes shopping on the internet?
3 Who bought a bag that looks great?
4 Who thinks there aren't enough sports shops?

Activity 3 Reading

Look at the text again. Can you find words that mean something is:

- more than the right amount?
- less than the right amount?

too much/too many/not enough

We can use *too much/many* to say something is more than we like.
We can use *not enough* to say something is less than the right amount.

We use different words with countable and uncountable nouns:

countable plural nouns:	uncountable nouns:
there are too many / not enough	there is too much / not enough

Activity 4 Practice

Complete the sentences with the words in the box.

not enough **too many** **too much**

1 I have _____ clothes. I don't need to buy any more.

2 There is _____ time to go shopping. The mall will close in ten minutes.

3 There is _____ traffic around the mall. There are hundreds of cars.

Activity 5 Practice

Circle the correct words in each sentence.

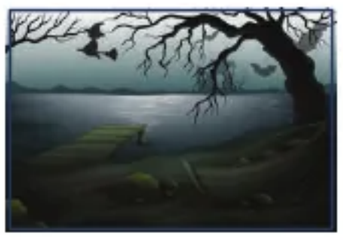
1 My new bag is too small. There is *too much / not enough* space inside.

2 I don't like the picture. It is dark and there is *not enough / too much* colour.

3 I can't go shopping. I have too *much / many* homework.

4 This shirt has too *much / many* buttons. I don't like buttons.






Activity 6 Speaking

Talk to your partner about shopping. What do you like and dislike about shopping. What do you usually buy?

I like shopping but sometimes there are too many people.

Lesson 4: Classic designs

- Can you think of an object with a nice design?
- What do you like about its design?

Key Structure
Sense verbs
*The sandals **look** nice.*

Vocabulary
designer, useful, simple, classic, comfortable, popular

Activity 1 Speaking

With a partner, describe the objects in the pictures below.

The sandals are red and silver.
People wear them at the beach.

LISTENING TIP
Before you listen, predict words that you might hear.

Activity 2 Listening Track 7

Listen to a designer. Match the descriptions to the pictures.

1 2 3 4









Activity 3 Listening

Listen again. Why are these designs popular?
Use the space below to write notes.

Sandals: .....

Lamp: .....

Watch: .....

Lantern: .....

LANGUAGE TIP

We use sense verbs with adjectives to describe our opinions about things. Sense verbs are verbs like *look, taste and feel*.

The sandals ***look*** *comfortable. They* ***don't look*** *expensive.*

Activity 4 Speaking

Work in pairs. Say what you like or don't like about the objects in the photos. Use the words to help you:

- comfortable
- simple
- (not) expensive
- beautiful
- ugly
- popular

The chairs look colourful but they are not big enough.

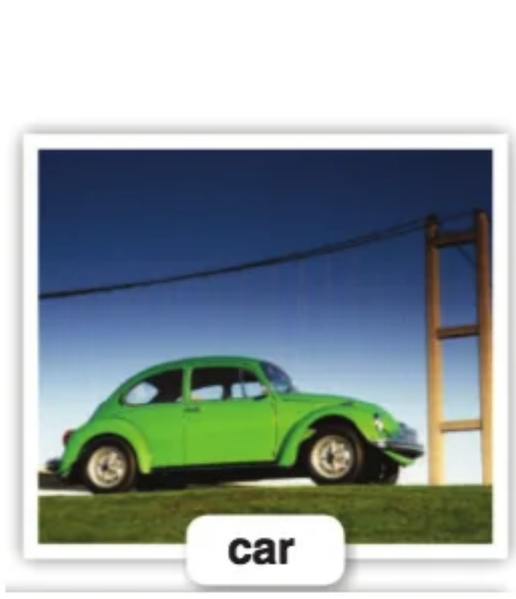


watch



lantern

The chairs don't look comfortable.



car



chair

Activity 5 Speaking

Describe one of the objects in the pictures above but don't tell your partner. Your partner should try to guess the object.

It is the shape of a cylinder. It has an interesting design. It looks expensive. It is red and black.

Is it a lantern?

Lesson 5: Interesting designs

- Can you think of an object with an interesting design?
- Why is it interesting?

Key Structure
Adjective + to infinitive
The bag is ***easy to carry.***

Vocabulary
material, cardboard, rubber band, model, to hold, to reuse

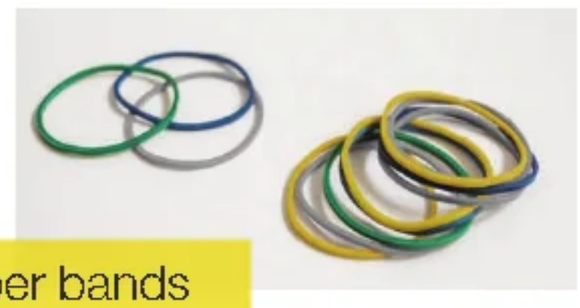
Activity 1 Speaking

Look at the pictures and the title of the text.
What do you think it is about?

Activity 2 Reading

Read about Eva Valicsek's design.
What materials did she use?





rubber bands

Egg carton of the future

Hungarian design student, Eva Valicsek designed the egg carton of the future. It is made of cardboard and a rubber band.

"At the start, I wanted to design a box for different egg sizes," she says. She made a lot of models to find the right design. Then she made the best design with a rubber band. Eva's carton is easy to make and it can hold both small and large eggs. The rubber band and the cut-out holes stop the eggs from moving. The top is open so you can see the eggs. The egg carton is environmentally friendly because it can be reused many times.

Source: www.bbc.com

VOCABULARY
environmentally .riendly: when something is good for the environment

Activity 3 Reading

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

1 Eva wanted to make a box for small eggs.	T	F
2 The holes and the rubber band stop the eggs from moving.	T	F
3 Eva's egg carton is for large eggs only.	T	F
4 The carton can be used many times.	T	F

Activity 4 Reading

What is good about Eva's design? Underline words in the text and make a list.

It's easy to make.

LANGUAGE TIP

When we give opinions, we can use *to* infinitive with adjectives like easy, difficult, nice, and fun.

The egg carton ***is easy to make.***
A bag is ***easy to use.***
The bike looks ***fun to ride.***

Activity 5 Speaking

What do you like or dislike about these designs? Share your ideas with a partner.

The jacket looks difficult to wear!
I like the colour but it's too big.









Activity 6 Writing

Choose one of the objects above and describe the design. Say what it looks like and what you like or don't like about it.

_____

_____

_____

_____

Lesson 6: Things we use every day

- What do you think is the most useful invention?
- Do you know any famous inventors?

Key Structure
To + infinitive
The light bulb helps us ***to see*** *at night.*

Vocabulary
inventor, invention, sunset, light bulb, drawing, to explore

Activity 1 Listening Track 9
Listen to the radio show.
What do they talk about?



Activity 2 Listening
Listen again and decide if the statements are True or False.

1 Leonardo da Vinci invented the car. _____

2 The car helps you to explore. _____

3 People can't live without candles. _____

4 The lightbulb helps us to do things after sunset. _____

LANGUAGE TIP
We can use *to* + infinitive to give a reason.

Why is a car useful?
It helps you ***to explore****.*







Activity 3 Practice

Match the sentences halves.

1 A car helps you	**a** to stop eggs moving.
2 Eva designed a box	**b** to travel and explore.
3 I went to the museum	**c** to keep warm.
4 The light bulb helps us	**d** to learn about history.
5 In the past, people used fire	**e** to do everything.

SPEAKING TIP

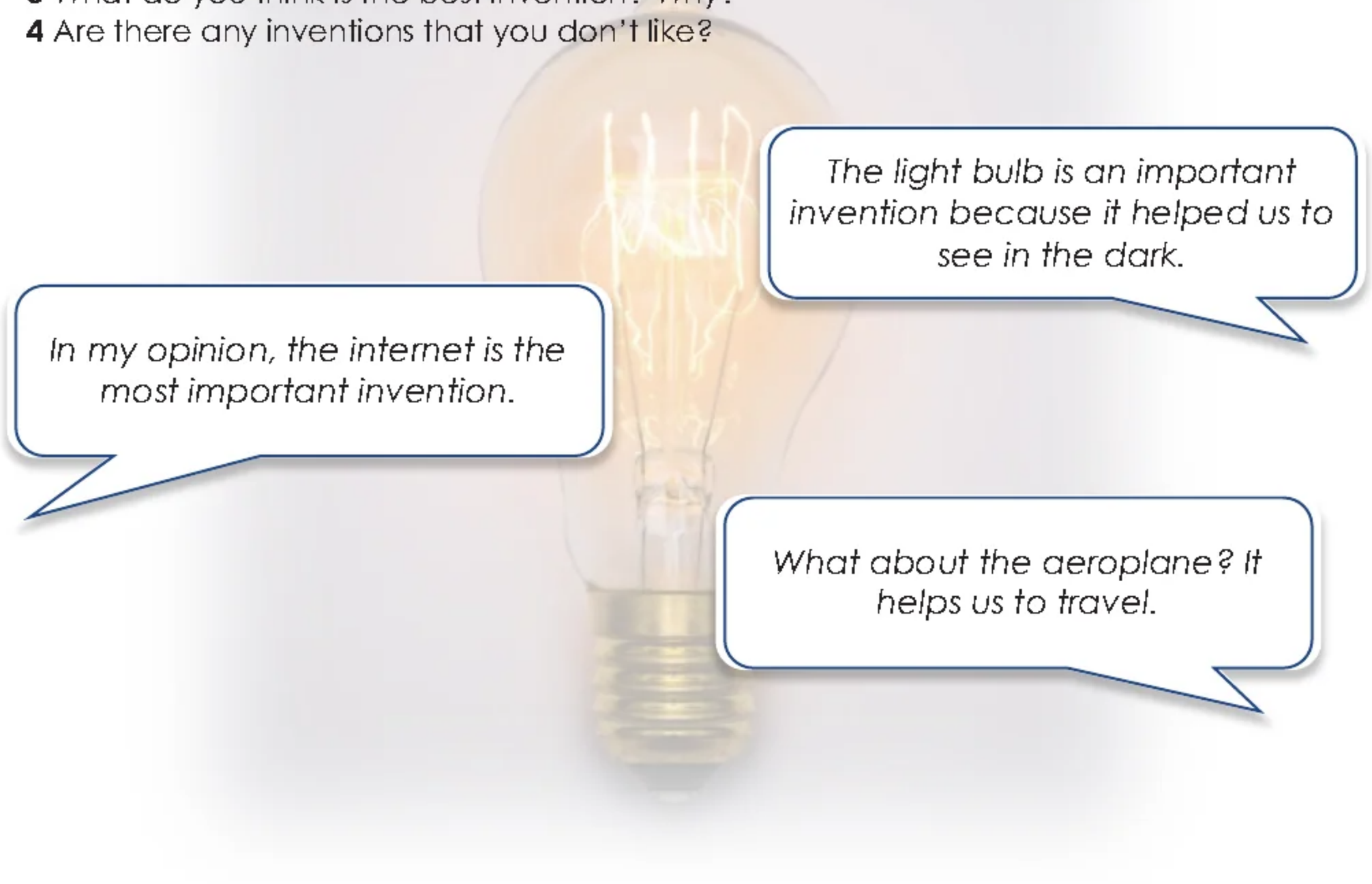
When we want to give our opinion, we can say:

- *For me…*
- *I think…*
- *In my opinion…*

Activity 4 Speaking

Talk about inventions with a partner. Discuss the questions below.

1 Why are the car and the light bulb important?
2 What other inventions do you think are important?
3 What do you think is the best invention? Why?
4 Are there any inventions that you don't like?



Lesson 7: Language focus

- Do you like making things?
- What do you think a designer does?

Key Structure
Expressing possibility
*He **might be** a student.*

Vocabulary
bicycle, label, university, product designer, object

Activity 1 Speaking

What can you see in the pictures?
Share your ideas with a partner.

This looks like a building.





Activity 2 Speaking

Amir designed one of the objects in the pictures above.
What do you think his job is?
Which object do you think he designed?

- phone
- chair
- can label
- bicycle

Modal verbs: may; might

We use *may* or *might* + an infinitive verb when we are not sure about something.

Who is Amir?
*He **might be** a student.*
*He **may be** a student.*

Activity 3 Reading

Now read and check your answers. Were you correct?

Amir is a student. He wants to be a product designer, so he is studying design at university. Amir designed a new chair in his first year at university. Amir might be a furniture designer in the future, but he is not sure yet. He likes making other things too, like bicycles.

LANGUAGE TIP
We can use the adverb *probably* when we are confident about something, but not 100% sure.

*Amir is **probably** a student.*

Activity 4 Practice
Put the words in order and write sentences.

1 may / a student / He / be / in Dubai.

_____

2 be / in the future. / Amir / might / a furniture designer

_____

2 is / Product design / a difficult job. / probably

_____

4 art. / probably / likes / Amir

_____

Activity 5 Practice
Rewrite the sentences using may or might.

1 Maybe Amir is a student. Amir might be a student.

2 Maybe this is a chair. _____

3 Maybe the test is on Monday. _____

4 Maybe Fatima is tired. _____

Activity 6 Speaking
Work with a partner and answer the questions about Amir.

- What do you think Amir likes?
- What subjects do you think he studies?
- Where do you think he lives?

He probably studies art.



Lesson 8: Future designs

- Do you think life will be better in the future?
- Where do you think you will live?

Key Structure
Predicting the future
*I think cities **will** be bigger.*

Vocabulary
positive, negative, to imagine, health, life

Activity 1 Reading

Read the essay about the future. Choose a heading from the box for each paragraph.

Conclusion
Introduction
Bad things about the future
Good things about the future

READING TIP
A topic sentence is a sentence in a paragraph that tells us the main idea of that paragraph.

The Future

a) What will life be like in the future? Some people say it will be better. However, others think it will be worse. We don't really know but we can make predictions and imagine what will happen.

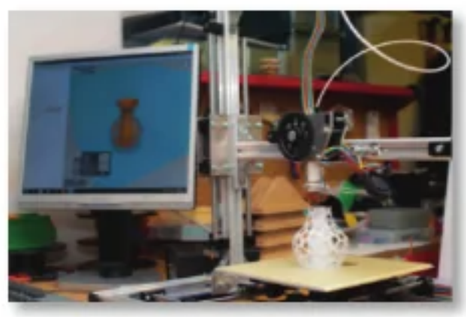
b) Some people say that life won't be better. There are too many people in the world so in the future there won't be enough food for everyone. There might be new health problems and we might not have enough medicine for everyone.

c) Many people are positive about the future. They think cities will be bigger and buildings will be taller. They say that scientists will make more food and medicine so we shouldn't worry.

d) We don't know what will happen in the future but I think we should be positive. Science can help us and the future will be great.

Activity 2 Reading

Find and <u>underline</u> the topic sentences in each paragraph. Do they match the headings you chose in Activity 1?



LANGUAGE TIP
Use *will not* or *might not* to make a negative prediction about the future.

*There **might not** be enough food.*



Activity 3 Speaking

In pairs, make predictions about the things in the list below.
How will they be different in the future?

- Skyscrapers
- Food
- Houses
- Cars

I think cars will be smaller.

They might fly!

Activity 4 Writing

In pairs, plan an essay to answer the question: **What will life be like in the future?**

1 What will you talk about in your essay? Write your ideas below.

Cities: Some people think cities will be bigger.

2 Write topic sentences for the four paragraphs of your essay.

1 Introduction _____

_____

2 Paragraph about _____ _____

_____

3 Paragraph about _____ _____

_____

4 Conclusion _____

_____

Activity 5 Writing

Now use your plan to finish your essay.

Lesson 9: Product design

- Do you think design is important?
- What would you like to design?

Key Structure
Describing a product
It is colourful and easy to use.

Vocabulary
product, special, original, trainers, phone cover

Activity 1 Speaking

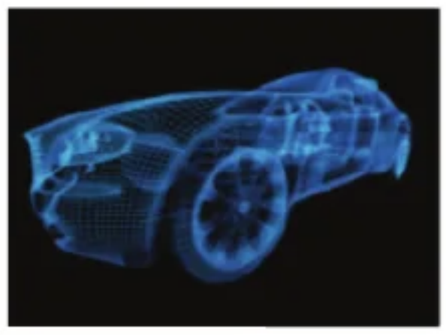
You are going to work in pairs to present a new product to your class.

First, choose a product:

- A new type of phone cover
- A new type of car
- A new type of shoe
- A new product of your choice







Activity 2 Speaking

Decide why your product is good.
Why should people buy it?



Activity 3 Speaking

What will you say about your product?
Use the questions below to help you.



Notes:

Activity 4 Writing

Answer the questions below to plan your presentation.
Then, decide who will be in charge of each part.

What is the name of your product? _____

Describe your product:

_____

_____

_____

How much does it cost? _____

Why should people buy your product?_____

_____

Activity 5 Speaking

Now present your product to the class with your partner.

Use these words and phrases to help you:

Hello everyone.

This is…

Thank you for listening.

SPEAKING TIP

An interesting description makes people listen. Use adjectives to make your product sound interesting and give it a good name.

Hello everyone. This is our new product, Super Car.

Key Structure
Unit 2 Structures

Vocabulary
Unit 2 Vocabulary

Lesson 10: Review

Activity 1 Vocabulary

Complete the sentences with the correct words from the box.

cube	box of	a bunch of	designer	material	useful

1 Amir works as a _____.

2 The _____ chocolates has a colourful label.

3 Fatima bought _____ flowers for her grandmother.

4 The students designed a new _____. It is a chair made from cardboard.

5 The new building is shaped like a _____.

6 I think the light bulb is the most _____ invention.

Activity 2 Reading

Read the article from a student magazine. What does David study?

Student stories: design

David is a design student in Scotland. He studies at Glasgow School of Art. He has designed many useful products. In his first year at university he made a phone cover that is also a purse or wallet. There is a small space for money and cards on the inside of the cover. Now he is making a new type of chair. It is shaped like a cube but it is very comfortable. David likes product design but next year he wants to try something new. He wants to design buildings because he thinks there are not enough interesting buildings in his city. He says, "Architecture might be difficult, but I will try my best."

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

1 David is making a phone cover at university.	T	F
2 David's new chair is shaped like a cube.	T	F
3 David wants to design buildings.	T	F
4 David thinks it is easy to design buildings.	T	F

Activity 3 Language

Circle the correct words in each sentence.

1 I don't like my new phone cover. There are *too much / too many* shapes on it.

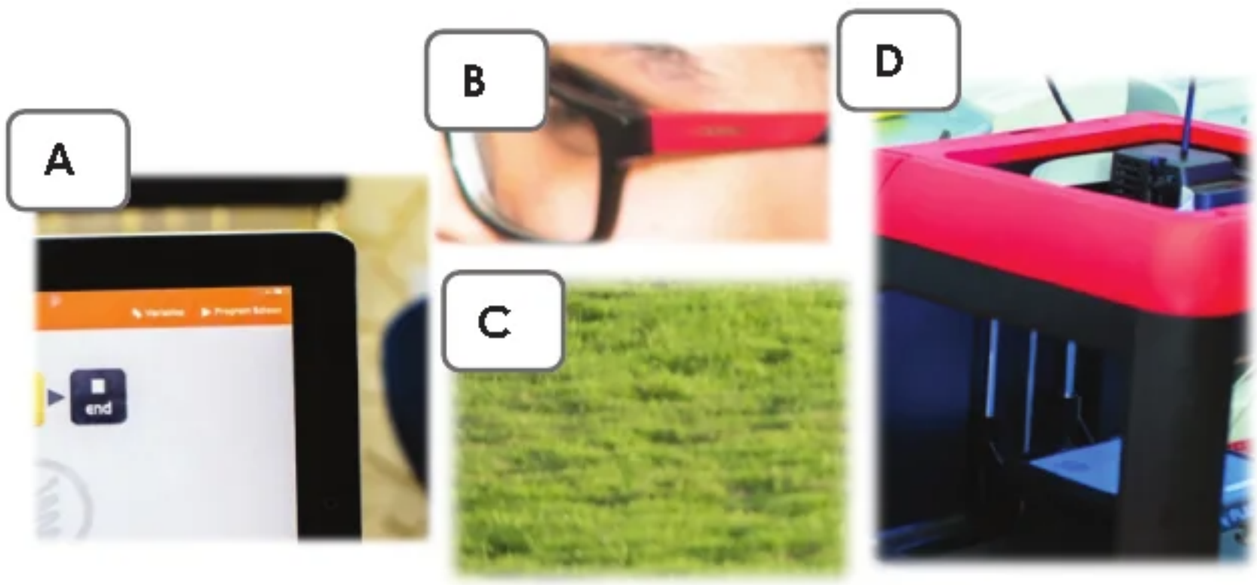
2 We have *too much / too many* food. Do you want some?

3 There are *not enough / too much* pictures in my book. I don't like it.

4 There is *too much / not enough* time to finish the project. We only have ten minutes!

Activity 4 Speaking

Talk about the pictures with a partner.
What do you see? What do you think they are?



Picture A might be a phone.

I think it's a…

Activity 5 Writing

Write five sentences to describe the design of one of the products below.
Do the trainers look comfortable? Do the phone covers look easy to use?

_____

_____

_____





Unit 3: Culture and traditions of the UAE

Lesson 1: Visiting a museum

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

Key Structure
Asking questions
Where can you see pearls?

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

Activity 1 Vocabulary

Match the words with their meanings.

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

Activity 2 Listening Track 9

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.

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

Activity 2 Reading

Read the text. When does pearl diving season start?

Pearl Diving in the UAE

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

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





Activity 3 Vocabulary

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

1 Pearl _____ collected oysters underwater.

2 Pearl divers put _____ around their feet.

3 Pearls are inside animals called _____.

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

5 Divers worked from _____ to _____.

Activity 4 Speaking

Answer the questions with a partner.

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

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

LANGUAGE TIP

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

*In 2010, my cousin 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.

SPEAKING TIP

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

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.

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 → visit**ed***
Irregular verbs change: *go → went*

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

am/is → was *are → were*

Activity 1 Reading

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

The Louvre Museum

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

-Fatima

Activity 2 Language

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

Present	Past
go	went
is	
see	
are	
like	
take	
have	

Activity 3 Practice

Complete the sentences with past simple form of each verb.

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

2 Omar _____ sleepy at the museum. (is)

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

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

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

Activity 4 Speaking

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



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

Activity 5 Writing

Write three sentences about what your partner did last weekend.

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

_____

_____

_____

_____

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.

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

Activity 2 Reading and Listening Track 10

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

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

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

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

An interview with my grandfather

1_____

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

2 _____

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

3 _____

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







Activity 3 Listening

Listen again and answer the questions below.

1 Grandfather Hamdan ate a lot of…

a pizza
b fish
c meat

2 Grandfather Hamdan's favorite food was…

a rice and fish mandi
b pizza
c dates

3 Grandfather Hamdan lived in…

a Ajman
b Dubai
c Umm Al Quwain

4 Grandfather Hamdan's father was a…

a pearl diver
b teacher
c fisherman

5 Grandfather Hamdan's family _____ in the evening

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

6 Grandfather Hamdan liked…

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

My grandparents lived in Al Ain.

Activity 4 Speaking

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

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

SPEAKING TIP

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

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

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

Listen to your teacher say the verbs.



Lesson 5: Life in the desert

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

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

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

Activity 1 Vocabulary

Match the words in the box to the correct pictures.

Bedouin	desert	camel	date	oasis	tent

1



2



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: _____

Answer: Bedouins found water in oases in the desert.

2 Question: _____

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

3 Question: _____

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

Activity 4 Practice

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

Question 1: _____

Answer: _____

Question 2: _____

Answer: _____

Activity 5 Speaking

Answer the questions with a partner.

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

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?

Animals of the UAE

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

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

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

-Simon

Activity 2 Speaking

Answer the questions about the text.

1 When did Simon go to the desert?

2 What did he see?

3 Why does he want to go back?



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

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

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

***Did** you **go** to Dubai yesterday?*
*Yes, we **went** to Dubai. / No, we **didn't go** to Dubai.*





Activity 3 Practice

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

1 Simon _____ _____ a falcon. (see)

2 Simon _____ _____ his camera on the trip. (take)

3 The guide _____ _____ his camera. (forget)

4 Simon _____ _____ the guide's photos. (see)

Activity 4 Practice

Put the words in the correct order and write questions.

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

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

3 you / do? / did / What _____

Activity 5 Practice

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

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

_____

_____

_____

_____

Lesson 7: Traditional dress

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

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

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

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 11

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**

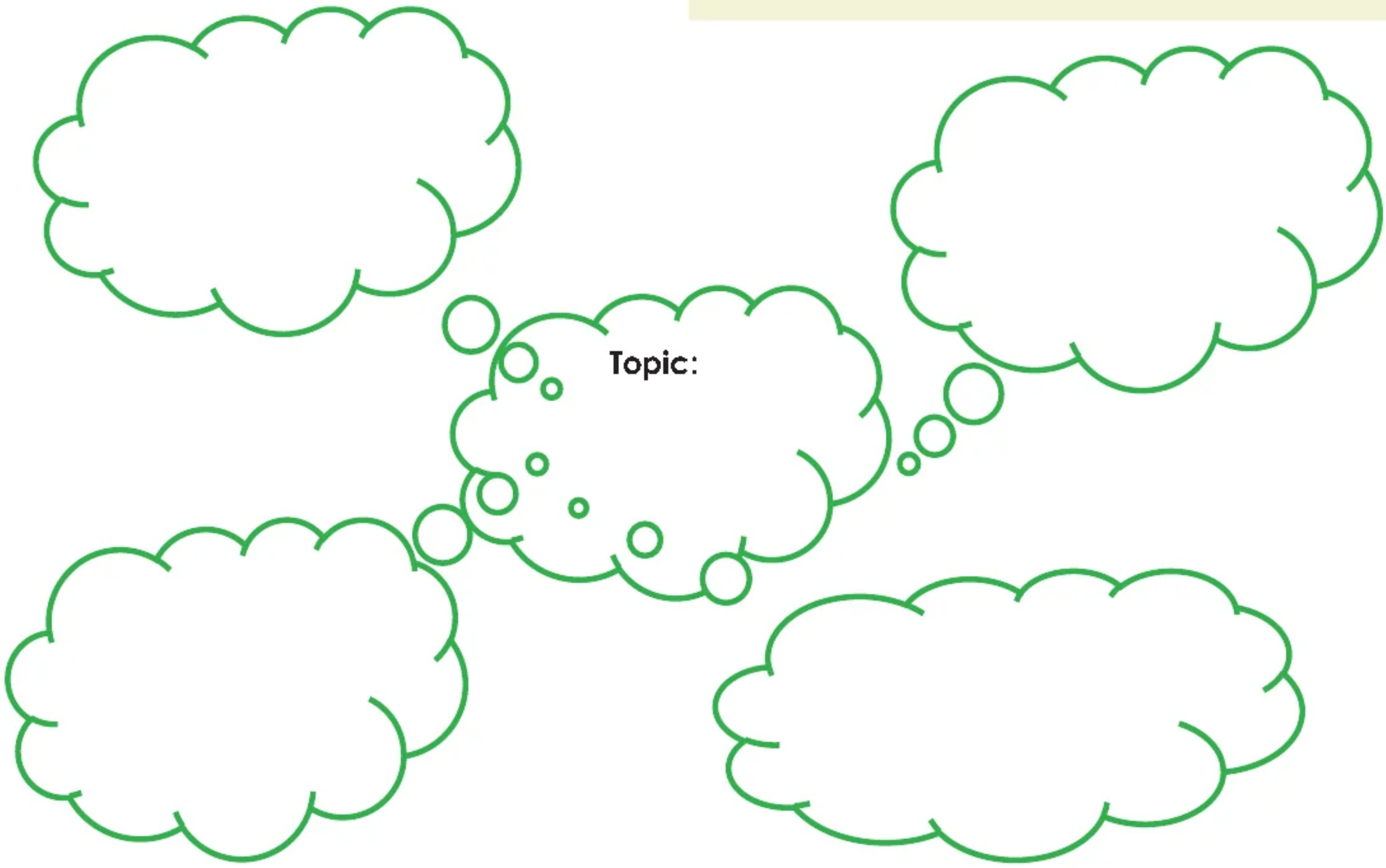
Activity 4 Writing

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.

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

SPEAKING TIP

Organise your presentation with these words:

Firstly…
Secondly…
Also…
Finally…

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

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

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

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



VOCABULARY

verse: a part of a poem

entertainment: something people do for fun.

Activity 2 Reading

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

1 What is Al-Taghrooda?

2 Why did 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.

Activity 3 Vocabulary

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

Activity 4 Reading

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

To: Amal@email
Subject: Visiting the UAE

Hello Amal,

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

Your friend,

Noriko

Activity 5 Writing

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

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

_____ Noriko,

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

In the past, _____

_____

_____

_____

_____

You can learn about the UAE at _____

If you have any more questions, just ask!

See you soon,

_____

Key Structure
Writing a poem

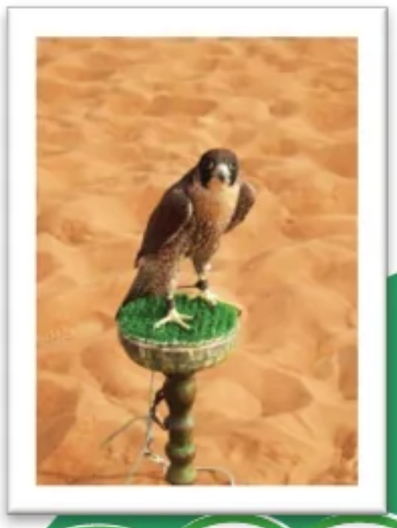
Vocabulary
line, peel, tasty, to name, to rename

Lesson 9: Writing a poem

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

Activity 1 Speaking

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



a.

fast fly catch
hunt bird falcon

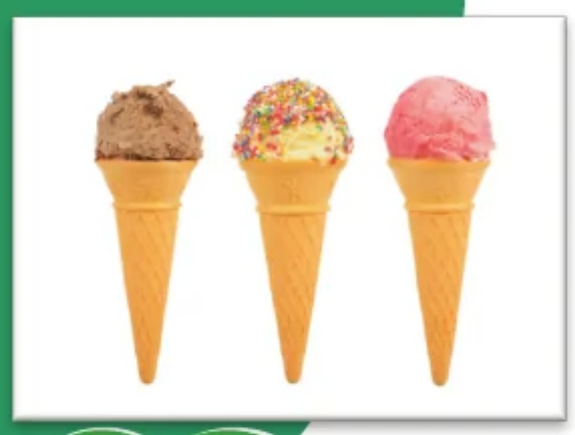


b.



c.





d.

e.

Activity 2 Listening Track 12

Listen and match the poems to the pictures.

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

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

Activity 3 Reading

Read the poem. What is it about?

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

Activity 4 Reading

Read the poem again.

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

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.

Activity 5 Writing

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

sea **desert** **falcons** **dates** **family**

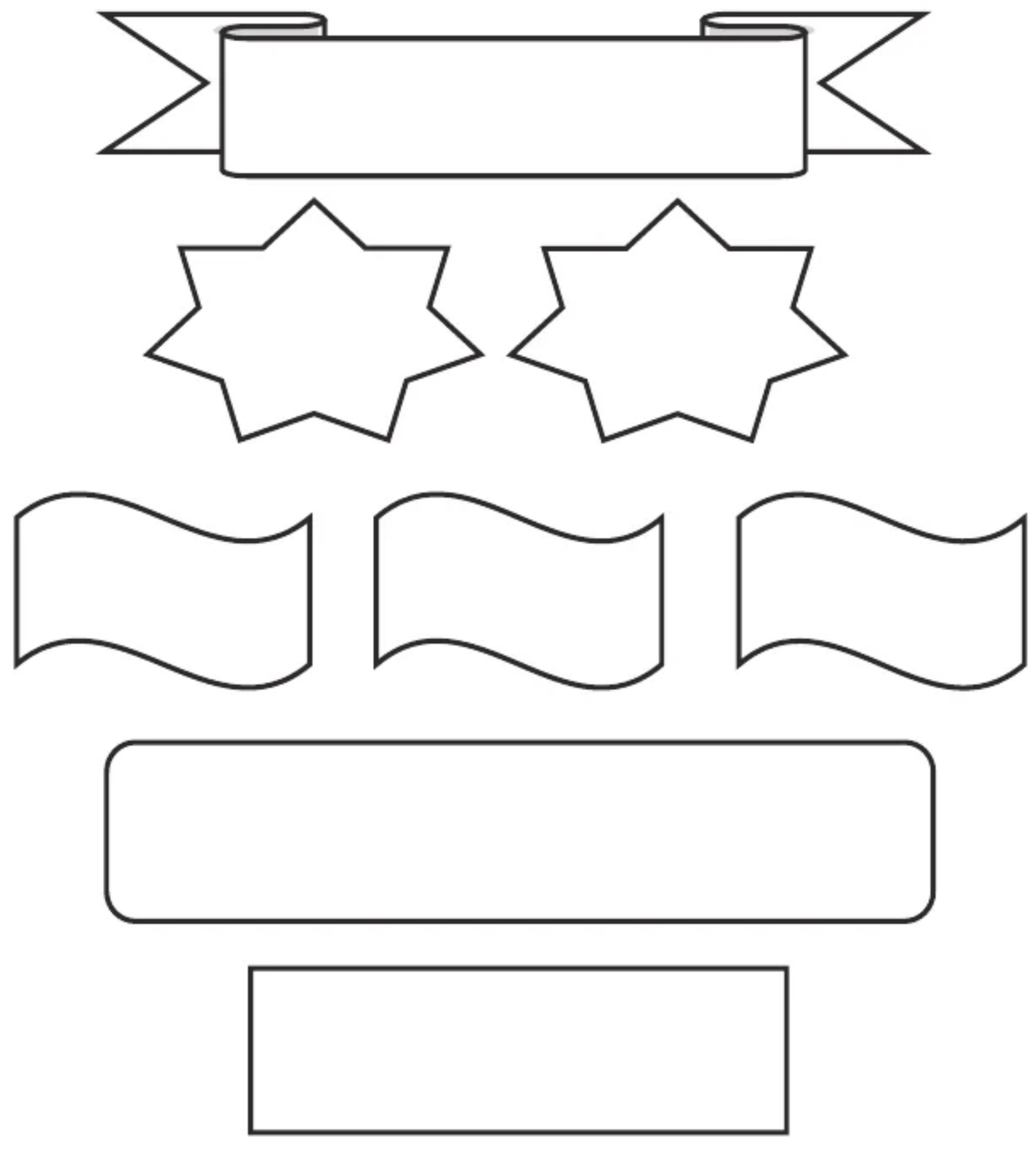
One word, your subject

Two adjectives about your subjects

Three *-ing* verbs about your subject

A short sentence about your subject

One or two words, renaming your subject



Lesson 10: Review

Key Structure
Unit 3 structures

Vocabulary
Unit 3 vocabulary

Activity 1 Vocabulary

Complete each sentence with a word from the box.

culture	traditional	desert	sunset	museums	divers	paintings

1 I like visiting _____.

2 The Rub al Khali is a large _____.

3 The kandura is _____ Emirati clothing.

4 The Louvre Museum in Abu Dhabi has many famous _____.

5 _____ collected oysters and pearls.

6 Pearl diving was an important part of Emirati _____.

7 Pearl divers worked from sunrise to _____.

Activity 2 Reading

Read the text. What is it about?

The Majlis – An Emirati Tradition

The majlis is an important part of Emirati houses. It means 'sitting room.' Majlis are places 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...?

2 Where did your grandparents...?

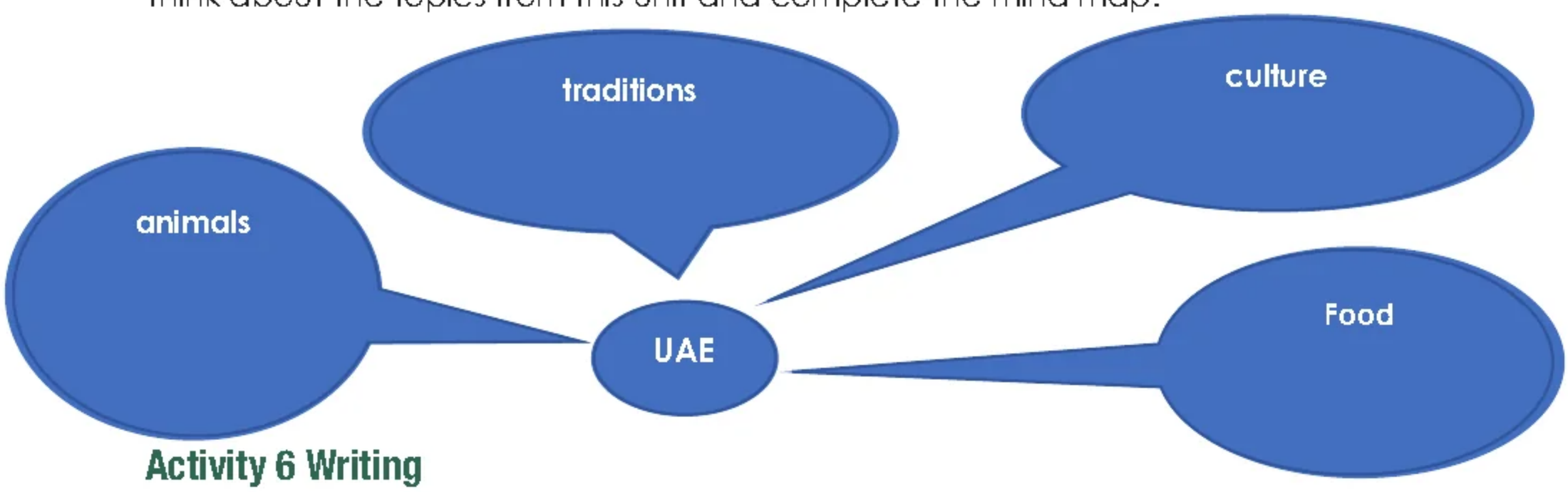
3 Why did Bedouins....?

4 Where did Bedouins...?

Now answer the questions with your partner.

Activity 5 Speaking

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



Activity 6 Writing

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

Unit 4: Buildings and structures

Lesson 1: Brilliant buildings

- Where do you live?
- What is your neighborhood like?

Key Structure

Prepositions of place
*The Burj Khalifa is **in** Dubai.*

Vocabulary

mosque, building, ancient, to build, tourist attraction

Activity 1 Speaking

How many famous buildings do you know? Where are they?

Activity 2 Speaking

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

Quiz: Buildings and Structures

1 Where is the ancient city of Petra?

a) Oman **b)** Jordan **c)** Italy

2 Which building is in Paris, France?

a) the Kremlin **b)** the Eiffel Tower **c)** the Burj Khalifa

3 Where is the Taj Mahal?

a) India **b)** Thailand **c)** Oman

4 What is the oldest building in Abu Dhabi?

a) the Louvre **b)** Qasr Al-Hosn **c)** Capital Gate

5 Where is the biggest mosque in the world?

a) Istanbul **b)** Cairo **c)** Mecca

Activity 3 Listening Track 13

Listen and check your answers.







LISTENING TIP

You don't need to write full sentences when you take notes. Listen and write key words.

Activity 4 Listening

Listen again. Write down one more piece of information about each place.

Notes: Buildings and Structures

1 Petra _____

2 The Eiffel Tower _____

3 The Taj Mahal _____

4 Qasr Al Hosn _____

5 Al-Masjid Al-Haram _____

Compare your answers with a partner. Did you write the same information?

Activity 5 Speaking

In groups, choose an emirate and research the most interesting buildings there. Then share the information with your classmates.

Tell your classmates:
- the names of the buildings
- why the buildings are interesting
- what they are made from
- where they are



Lesson 2: Living on top of the world

- What does a normal home look like in the UAE?
- Do you know anyone with an unusual home?

Key Structure

However

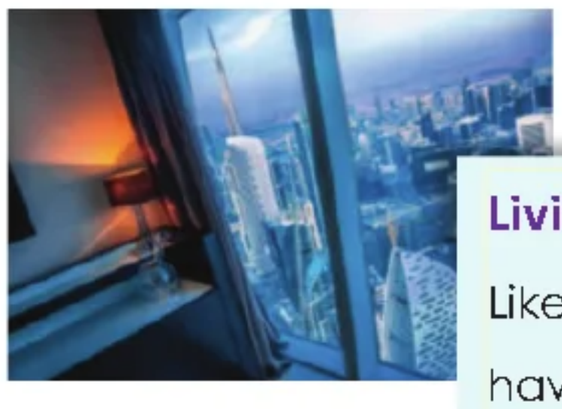
*Yassir has a normal home. **However**, he lives in an unusual building.*

Vocabulary

apartment, flat, high-rise, floor, car park, skyline, unusual

Activity 1 Reading

Read the article. What is unusual about Yassir's home?



Living the high life

Like many people, Yassir lives in an **apartment**. It has all of the things you usually have in a normal home. There are three bedrooms, a living room, a kitchen and a bathroom. Yassir's parents park their car in the **car park** under the building. They take a lift to get to their floor. However, there is one thing about Yassir's home that is different from other homes: Yassir's home is on the 100th **floor**.

Yassir and his family live at the top of a **high-rise** apartment building in Dubai. From his bedroom, Yassir can see one of the most famous **skylines** in the world. So, what is it like living 100 floors up? "I love it!" says Yassir. "It's so cool. The cars look really small from my window."

Activity 2 Reading

Read the article again. Find the words in **bold** that match the definitions.

1 a tall building with many floors

2 a flat; rooms on one floor of a building or house

3 a place to park a car

4 a level of a building

5 the shape of tall buildings in front of the sky



LANGUAGE TIP

We can use *however* to show that something is different or surprising. *However* goes at the start of a sentence.

*Yassir has a normal home. **However**, he lives on the 100th floor of a high-rise building.*

Activity 3 Speaking

Talk to a partner. Would you like to live in a home like Yassir's? Why or why not?

Activity 4 Writing

Think about your own home. Write notes to describe it.

Notes: My home

Where:

Type of building: house / apartment building / high-rise

How many floors:

Rooms:

What you like:

WRITING TIP

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

Activity 5 Writing

Write a paragraph to describe your home. Use your notes to help you.

My home

Introduction: I live...

Main body:

Conclusion:

Lesson 3: Language focus

- Do you like history?
- Where did your great grandparents live in the past?

Key Structure
Past simple
*People **made** houses with mud.*

Vocabulary
natural, material, airy, light, to keep cool, traditional, air conditioning, mud

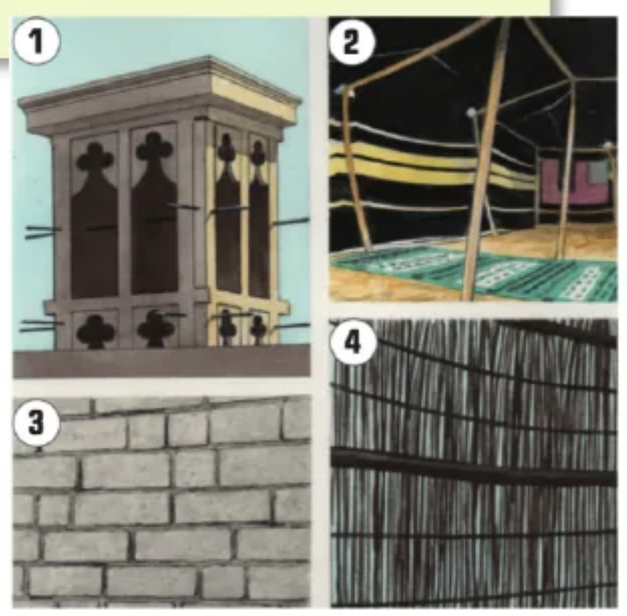
Activity 1 Reading

Read the article.
Match the **bold** words to pictures 1-4.

Living comfortably

Life in the UAE has changed a lot. However, one thing is always the same: the weather. Today people use air conditioning to keep cool. In the past people used natural materials to keep their buildings cool.

Traditional houses in the UAE were perfect for hot weather. **Tents made from camel hair** were cool inside. Homes near the sea were light and airy. People made houses from **palm tree leaves**. Other people made their houses with **mud blocks**. The mud walls kept the house cool. Traditional buildings in the UAE had a **windtower**. This helped cool air to move around the home.



READING TIP
Look for time expressions to help you understand a text.

Today people use…
In the past people used…

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 negative form is different. We use *did not (didn't)* + *verb*.
The main verb stays in the present form.

*Houses **didn't have** air conditioning.*

Activity 2 Language

Look at the article again. Find the past tense verbs and write them in the table.

present	past +	past –
use	used	didn't use
are		
make		
keep		
have		
help		

Activity 3 Practice

Use the verbs in Activity 2 to complete the sentences with the correct verb form.

1 In the past, people _____ houses with different materials.

2 People didn't _____ air conditioning.

3 Some people _____ mud to make houses.

4 Traditional houses _____ different. They _____ a windtower.

5 Tents _____ people to keep cool in the desert.

LANGUAGE TIP

The verb ***to be*** changes with the subject.

am/is → was are → were

negative: was/were not

Activity 4 Speaking

Think about your first school and describe it to a partner.
Was it big or small? How did you keep cool? What was it like?

It was…
It had…
Students…

My school was small. We used air conditioning to keep cool. My school had ten classrooms and a big play area. It was a nice school.

Lesson 4: Schools in the past

- What were schools like in the past?
- Do you like visiting museums?

Key Structure

Past simple negatives
*Students **didn't have** big classrooms.*

Vocabulary

museum, area, to walk around, last weekend, in the past

Activity 1 Speaking

What do you think schools were like in the past?
Talk to a partner and complete the list below.

Schools had:	Schools didn't have:
√	X
a library	

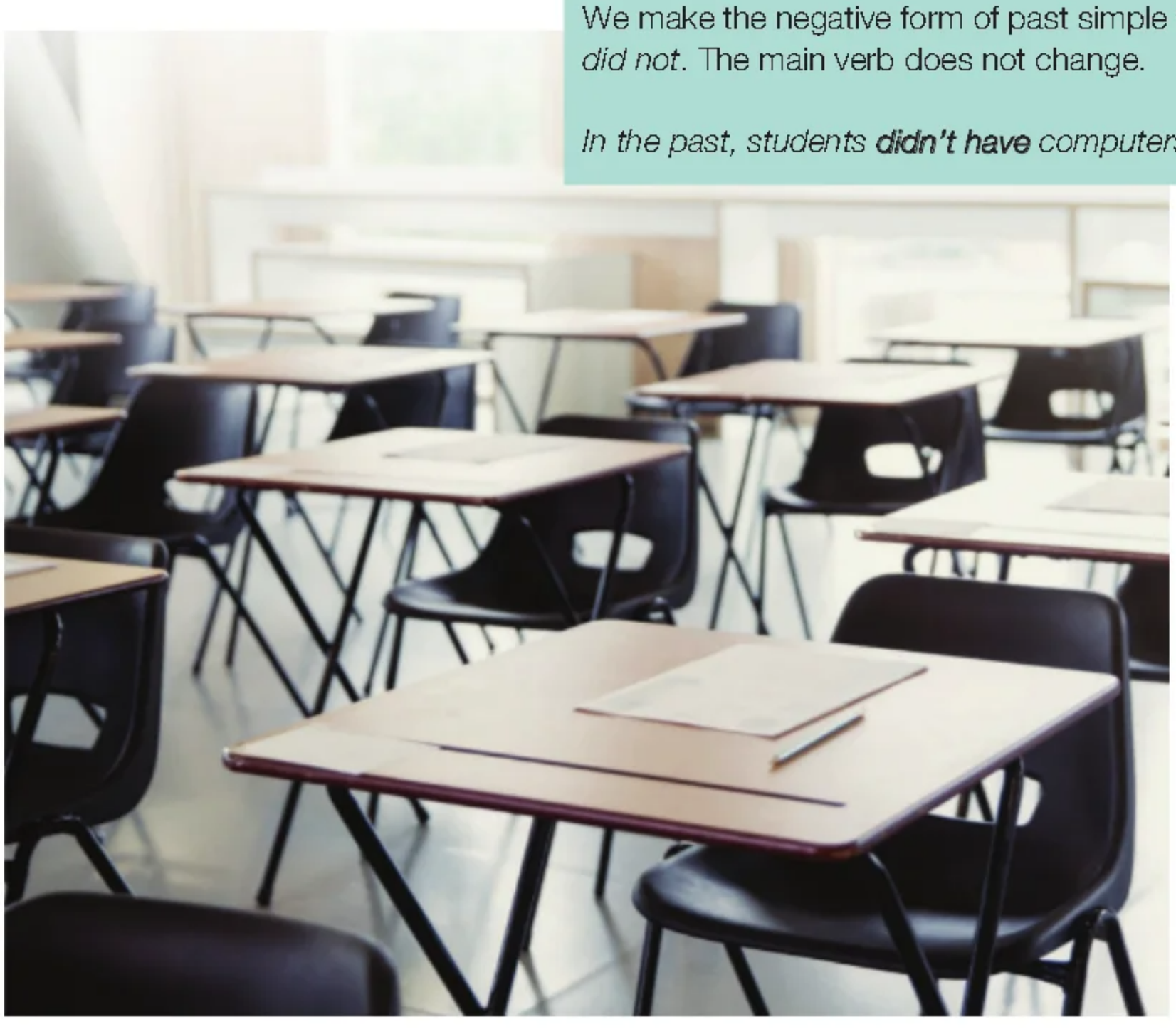
Activity 2 Listening Track 14

Listen to Fatima talking about a trip to a museum.
What did classrooms have in the past?

LANGUAGE TIP

We make the negative form of past simple with *did not*. The main verb does not change.

*In the past, students **didn't have** computers.*



Activity 3 Listening

Listen again and complete the text with the correct word.

were	Last week	In the past	have	was	didn't

1_____ I went to Al Ahmadiya School in Dubai. 2_____, it was a school. Now it's a museum. The building has two floors and it is very old. The school opened in 1912. Classes 3_____ small. Classrooms had desks and students had books but they didn't 4_____computers. Later, I walked around the Al Fahidi area. I saw traditional buildings from the past and I took some photos. I saw another museum but I 5_____ go inside because I 6_____ tired.

Activity 4 Speaking

Interview your partner using the questions below.

1 Would you like to study at Al Ahmadiya School? Why or why not?
2 What do you think school uniforms were like in the past?
3 What do you think future schools will be like?

Activity 5 Speaking

Ask and answer the questions with a partner.

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

Last weekend, I went to a restaurant with my family. Later we walked around the mall. We didn't go to any shops.

LANGUAGE TIP

We make past simple questions with *did*. The main verb does not change.

(Wh- question word) did + subject + verb

What did you do?
Did you enjoy it?

Lesson 5: A new school

- What is your school like?
- Is it a modern or a traditional building?

Key Structure
Describing a place
*Classrooms are **on** the ground floor.*

Vocabulary
modern, indoor, outdoor, bridge, space, natural light

Activity 1 Speaking

Work with a partner.
Ask and answer the questions about your school.

1 Is there enough space in and around the school?
2 What can you see from the windows?
3 Do the classrooms have natural light?
4 Is there an area for sports?

Activity 2 Speaking

Look at the plan for a new school and find the classrooms.
Do you like the plan? Why or why not?





1 Classroom
2 Outdoor classroom
3 Outdoor theatre
4 Play area
5 Bridges between classrooms
6 Garden
7 Open-air classroom
8 Bike rack
9 Solar farm
10 Parking area
11 Apple orchard
12 Pre-school building
13 Goat barn
14 Chicken coop
15 Drop-off area

Activity 3 Reading

Complete the text about the new school plan using the words in the box.

cycle **~~classroom~~** **bridge** **outdoor** **parking** **farm**

New school plan

The school buildings have two floors. The **classrooms** are all on the ground floor. You can see trees from the windows. Students can go from one classroom to another by walking across the _____ between buildings.

When the weather is nice, students can use the _____ classrooms. There is also a school _____ with chickens and goats. There is a small vegetable garden, too.

There is a large _____ area for teachers and parents to park their cars. There is also a bike rack for people who _____ to school.

Activity 4 Reading

Read the description again and answer the questions.

1 How many floors does the school have?

2 What can you see from the windows?

3 When do students use the outdoor classrooms?

4 What animals live in the school?

5 Who can use the parking area?

LANGUAGE TIP

We can use prepositions to say where things are.

Classrooms are **on** *the ground floor.*

There is a bridge ***between*** *two buildings.*

Activity 5 Writing

Write five sentences to describe your school.
Use the words in the box and the descriptions in Activity 3 to help you.

My school

_____

_____

_____

_____

_____

Lesson 6: Language focus

- Where do you want to study in the future?
- Where do you think you will live?

Key Structure
Predicting the future: will
*People **will** live on boats.*

Vocabulary
in the future, wheel, busy, boat, to travel, to imagine

Activity 1 Reading

Read the comments on a student website.
Find and underline *will* and the main verbs that follow.

Student opinions

Where will people live in the future? Do you think cities will change?

Cities are busy. In the future they will be bigger and busier! I think some people will live on boats in the sea because they won't have enough land. - *Rashid*

I think we will live in big houses and we will do everything at home. Even now, we can do everything on the internet. In the future, people won't even go outside. - *Noor*

I think houses will have wheels and they will be able to move. A lot of people travel now but imagine travelling with your house! People will live everywhere. - *Ali*

Activity 2 Reading

1 Read the sentences with *will*.
Do they talk about the past or the future?

2 Read the other sentences.
Do they talk about the present or the future?



Will
We use *will* to say what we think will happen in the future (to make predictions).

We use *will* + a main verb.
*In the future, cars **will fly**.*

In negative sentences, we say *will not* or *won't*.

LANGUAGE TIP

Sometimes people say *I think* before will.

I think cities will be bigger.

Activity 3 Reading

Put the words in the correct order and write sentences.

1 big. / be / Cities / will

_____

2 won't / outside. / live / We

_____

3 fly. / cars / I think / will

_____

4 Buildings / be / will / taller.

_____

Activity 4 Writing

Write five sentences to answer the question below.

Student opinions

Where will people live in the future? Do you think cities will change?

_____

_____

_____

_____

Compare your answer with a partner.

Lesson 7: Buildings of the future

- Where do you live?
- What do the buildings look like in your town?

Key Structure
Future predictions: will
*Most people **will** live in cities.*

Vocabulary
to be busy, popular, space, under the ground, to become

Activity 1 Speaking

Read the sentences about buildings in the year 2050.
Do you agree or disagree with these predictions? Why or why not?

- Houses will be much larger.
- Houses will have wind towers.
- More people will live in cities.
- Most people will live under the ground.
- High-rise apartment buildings will be taller.

I think houses will be larger.
I agree with this.

Activity 2 Listening Track 15

Listen to the podcast.
Tick the predictions from Activity 1 that you hear.



Activity 3 Speaking

In pairs, answer the questions about buildings in the future.

What do you think buildings will look like in the future?

Do you think apartment buildings will be bigger?

What will houses look like?

Will we have gardens?

Where will people live?

I think all buildings will be taller.

LANGUAGE TIP

To make questions with will: *will* + subject + verb

***Will** buildings **be** bigger?*

We sometimes say *Do you think* to introduce predictions.

After *Do you think,* use: subject + *will* + verb

***Do you think buildings will be** bigger?*

2050

Activity 4 Speaking

Imagine you are asked to design a future city. Use the questions below to talk about and plan your future city.

Buildings

What will buildings look like?

Will there be any special buildings?

Homes

What kinds of houses will people have?

Will there be an area for homes in your city?

Transport

What public transport will your city have?

How will people travel to work or school?

SPEAKING TIP

Remember to use contractions when you speak.

I will = I'll	we will = we'll
you will = you'll	they will = they'll
he will = he'll	
she will = she'll	
it will = it'll	there will = there'll



Lesson 8: Buildings and nature

- Do you prefer to be indoors or outdoors?
- Where can you see nature?

Key Structure
Compound nouns
*Some houses have **sliding doors.***

Vocabulary
nature, wind, to connect, open space, sliding doors, sliding windows, cool

Activity 1 Speaking

Ask and answer the questions with a partner.

- Do you have a garden? If so, what is in your garden?
- Are there any plants in your house or in your classroom?

Activity 2 Reading

Read the magazine article and choose the best title.

a) City life

b) Japanese food

c) Buildings and nature

READING TIP
The first sentence of an article usually tells you what the text is about.

_____

In Japan, buildings are connected to nature. Nature is very important in Japanese culture. When people design a building, they think about nature. The indoor and outdoor spaces are both important. You can see this in many types of buildings in Japan. Traditional buildings have sliding doors. These can be opened in summer when the weather is hot. Wind flows through the house to keep it cool. Modern buildings in Japanese cities have a lot of natural light. City apartments have balconies. Schools have large outdoor spaces and classrooms have sliding windows.

You are always close to nature in Japan.







Activity 3 Reading

Read the article again and underline the key information.

WRITING TIP

A summary is a short version of a text.

When you write a summary:

- read the text.
- find the main message and the main points.
- write the main ideas in your own words.
- don't add extra information.

VOCABULARY

Compound nouns are nouns made of two or more words. The first word usually describes the second word.

Compound nouns: *sliding door, swimming pool, bedroom*

How many can you think of?

Activity 4 Writing

Use the key information from the article to complete a short summary.

A summary of _____

It's an article about buildings in Japan. _____ and _____ are connected. There are examples in different kinds of buildings. _____ _____ have sliding doors for air to come inside. Modern apartments have _____. Schools have sliding _____ and big outdoor spaces. _____ is everywhere.

Activity 5 Writing and Speaking

Answer the questions with your own ideas.
Then share your answers with a partner.

1 How are buildings in your country connected to nature?

_____

2 Do you like to see nature when you are inside a building? Why or why not?

_____

3 What are traditional buildings like in your country?

_____

Lesson 9: Shopping centres

- What is your favourite shopping centre like?
- What do you like about it?

Key Structure
Compound nouns
There will be an ***outdoor market.***

Vocabulary
train station, market, man-made, bowling alley, gym, city centre, to relax

Activity 1 Reading

Look at the design for a future shopping centre and read the sentences.
Match the sentences to the places in the plan.

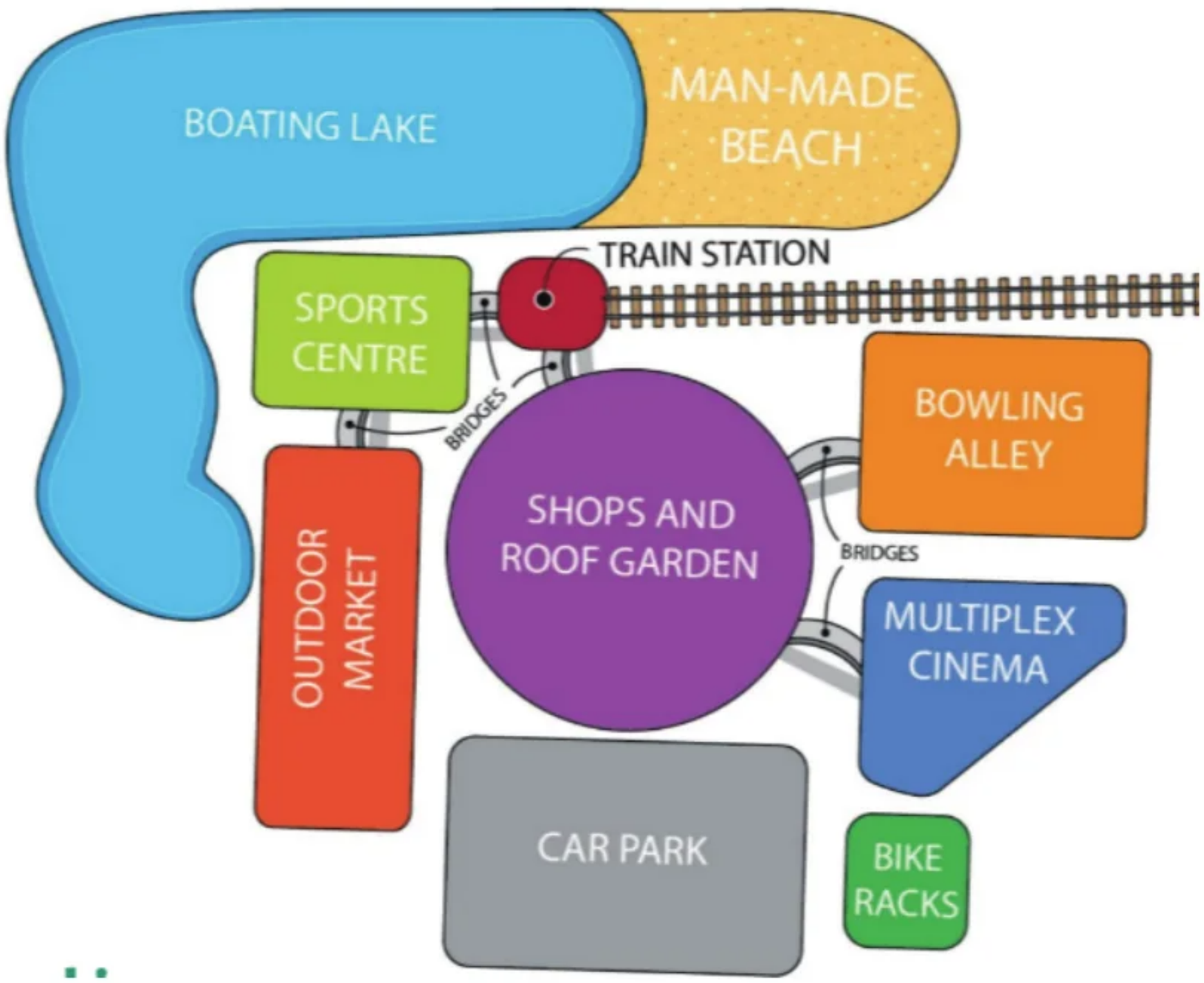
There will be a gym and a swimming pool in here: Sports centre

This is where people will leave their cars: _____

This is where people will buy fresh fruit and vegetables: _____

The train will go to the city centre: _____

This will be a nice place for a walk: _____



LISTENING TIP

Before you listen, underline the key words in sentences. Then listen for the key words.

Activity 2 Listening Track 16

Listen to the advert for the shopping centre and check your answers in Activity 1.

Activity 3 Speaking

Answer the questions with a partner.

- What do you like about the plan for a new shopping centre?
- What would you like to change about the plan?

Activity 4 Speaking

In groups, make your own radio advert for the new shopping centre.

Use the space below to write what you are going to say.

SPEAKING TIP

You can use imperatives in your advert to tell people what to do. You can also make predictions with *will*.

Come to our shopping centre!
You will have a great day.

This will be your favourite shopping centre. Relax at the beach, go to the cinema or enjoy the roof garden. You will have a great day out!

Key Structure
Unit 4 structures

Vocabulary
Unit 4 vocabulary

Lesson 10: Review

Activity 1 Vocabulary

Complete the sentences with the correct words from the box.

nature	skyline	floor	traditional	space	man-made

1 You can see the shape of different buildings in the city _____.

2 We live in an apartment on the 20th _____.

3 I like the desert because you can see animals and _____.

4 _____ buildings in the UAE had windtowers.

5 In my school there is a large outdoor _____ where we can play sports.

6 There is a _____ beach next to my favourite restaurant.

Activity 2 Language

Complete the sentences with the past form of each verb.

1 Last week I _____ to Yas mall. (go)

2 We _____ _____ shopping. (not go)

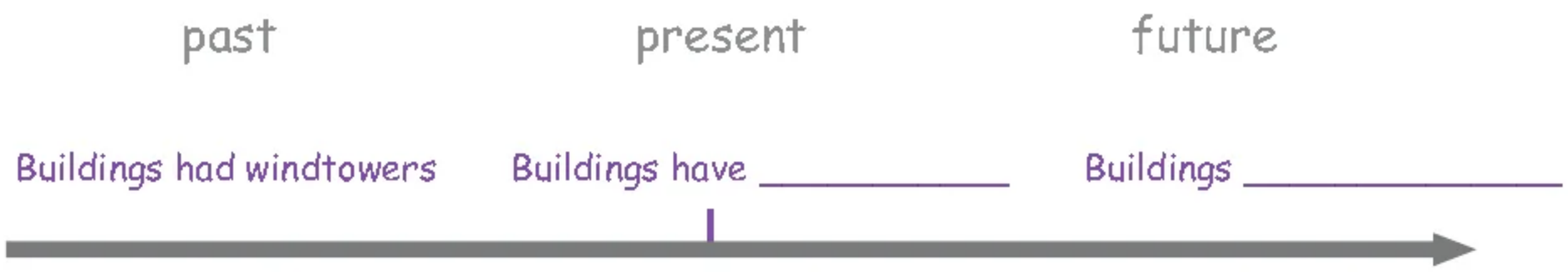
3 Fatima _____ a museum in Dubai. (visit)

4 She _____ _____ any photos. (not take)

5 What _____ you _____ last week? (do)

Activity 3 Language

Complete the timeline with sentences about the present and the future.



Activity 4 Reading

Read the magazine article and decide if the statements are True or False.

Future living

What will life be like in the future? Here are our predictions.

In the future, more people will live in high rise apartment buildings. Apartments will have all of the things you usually have in a normal home. They will have bedrooms, living rooms, kitchens and bathrooms, but they won't have their own gardens. There will be gardens on the roof of every apartment building. Everything you need will be in your apartment building. There will be shops, gyms and even cinemas. People won't need to go outside!

1	People will live in small apartment buildings.	T	F
2	Buildings will have roof gardens.	T	F
3	People won't have normal homes.	T	F
4	Apartment buildings will have cinemas.	T	F

Activity 5 Writing

Answer the questions below.
Describe the buildings where you live and then say what you think cities will be like in the future.

What are buildings like where you live?

What will cities be like in the future?

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.

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

Too much/many; not enough

If we want to say the number of something is more than we want we can use *too much* or *too many*. We use too many with plural countable nouns and too much with uncountable nouns.

*There are **too many cars**.*
*There is **too much milk** in my tea.*

We can use *not enough* when we think we need more of something.

*There **isn't enough milk** in my tea.*
*There **aren't enough** chairs for everyone.*

Modal Verbs May and Might

We can use the modal verbs *may* and *might* to talk about possibility. We use *may* or *might* and an infinitive verb when we are not sure about something. They are the same for all subjects.

subject + might (not) + verb

*Who is Tom? He **might be** a student./He **may be** a student. It **might not rain** next month.*

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

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

*I **didn't talk** to my friends.*
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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?*

Future Will

We use *will* or *will not* (*won't)* to make predictions about the future. We use *will* or *won't* before the main verb in a sentence.

subject + will + verb

*Buildings **will be** taller in the future.*
*We **won't be** later for school.*

In questions *will* goes before the subject.

will + subject + verb

***Will** you **do** your homework? Yes, I will. / No, I won't.*
***Where will** you **live** in the future? I will live in Abu Dhabi.*

Student Notes

Student Notes

Student Notes

Student Notes