

Bridge to Success

English Language

Coursebook

Book 9

General

Volume 1

1442 - 1443 A.H. / 2021 - 2022 A.D.

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

© Cambridge University Press and the United Arab Emirates Ministry of Education 2018

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2018

Printed in the United Arab Emirates
Grade 9 Coursebook

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.



Welcome to *Bridge to Success*

Bridge to Success is a course for learners of English as a second language (ESL).

Bridge to Success Grade 9 consists of nine thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- **English for educational success.** To meet the challenges of the future, children need

to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools.

In addition to this Coursebook, the accompanying Workbook provides additional support, reinforcement and practice. Comprehensive support for teachers is provided in the Teacher's Guide.

The following icons are used in this Coursebook:



pre-recorded listening activity



links to 21st Century Themes and/or Skills

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 Technology Pages 1–10	Newspaper article Online customer reviews Newspaper interview	Listening: Informal conversation GPS Navigation System Speaking: Discussion Talking about experiences Giving directions	Can for ability Get to Present Perfect Prepositions of place and direction Adverbs of degree	Lexis related to: Smart phones Transport Online shopping GPS navigation systems Drones	Expanding notes Online customer reviews Opinion essay
Unit 2 International Explorer Pages 11–20	Online travel brochure Status updates Country fact files	Listening: Panel discussion Informal group discussion Speaking: Giving opinions Describing familiar objects Talking about improbable events in the future	Infinitives and gerunds First conditional Present perfect continuous Future continuous Superlatives Subordinating conjunctions of contrast	Lexis related to: Culture and traditions Sightseeing Winter holidays	Online travel brochure Status updates Contrastive essay
Unit 3 Innovative Inventions Pages 21–30	Online newspaper article Biographies	Listening: Panel discussion Informal group discussion Speaking: Giving opinions Describing familiar objects Talking about improbable events in the future	Infinitive of purpose Reported speech Noun phrases Present simple passive Indirect questions Second conditional Past perfect Subordinating conjunctions of cause and effect	Lexis related to: Popular inventions Inventors Household devices Unusual inventions	Online newspaper article Short descriptions of familiar objects Description of the development of the internet
Unit 4 Household routines Pages 31–2	Kitchen appliances and equipment; planning and describing a room; jobs at home; home life in the past and future; house robots Reading: Instructions for appliances Inside a teenager's bedroom Household routines in the future House robots	Listening: Appliances A bad day Jobs at home Household routines in the past Speaking: Essential gadgets Anecdote about a bad day Interview about a room Designing a room Comparing attitudes to helping at home Predicting household routines in the future Discussing house robots A presentation about an ideal home	Phrasal verbs Compound adjectives Comparisons	Kitchen appliances and equipment Compound nouns	A description of a room A description of an ideal day An advertisement for a house robot



UNIT 1

Technology

LESSON 1-2 Smartphones and money

- Do you have a smartphone? What do you use it for?
- How do you pay for different things?



Listening 1

- Listen to two people speaking about the things they can do on their phone. Decide if the statements are true (T) or false (F).

1. He bought the phone two weeks ago. _____
2. He plays games on the phone. _____
3. He can use the phone to pay for things. _____
4. You can use it anywhere where you can use a card. _____
5. You can use smartwatches to pay for the metro. _____

- Read the words in the box. Listen again and tick each word as you hear it.

<input type="checkbox"/> contactless	<input type="checkbox"/> technology	<input type="checkbox"/> app
<input type="checkbox"/> card reader	<input type="checkbox"/> Bluetooth	<input type="checkbox"/> text alert

- Look the words up in a dictionary and write the definitions.

contactless: _____

technology: _____

app: _____

card reader: _____

bluetooth: _____

text alert: _____

Key Structures

'Can' for ability: I can play games on my phone; You can use smartwatches to pay for the metro.

Key Vocabulary

app	Bluetooth
buy	card reader
contactless	cost
credit card	debit card
game	money
pay	online banking
phone	technology
text alert	week
work	buy
go	make
play	take
use	

Listening Strategy

It is useful to read the questions carefully before you listen. You can listen out for the key information to help give you the answers to the questions.

Language Tip

We use *can* to talk about things we are able to do, and *can't* for things we aren't able to do.

For example:

*She **can** pay her bills from her smartphone.*

*I **can't** check my bank account online.*

Note that the form of *can* and *can't* doesn't change for different subject pronouns.

- 4 Complete the sentences with *can* or *can't* and a suitable verb.

1. We _____ (x) our phones to pay in every shop.
2. I _____ (✓) lots of things in the new shopping mall.
3. They _____ (✓) games on their new tablets.
4. We _____ (x) on the metro without a ticket.
5. She _____ (x) a phone call when she's working.
6. You _____ (✓) a photo and send it to your friend.

Listening 2

- 5 Listen to the sentences. Practise saying them.

I can pay for things with my phone.

We can play games on our tablet.



Speaking Tip

The stress falls on the main verb and the important nouns.

Can isn't stressed in these sentences.

If you change the stress, you can change the meaning.

For example:

You **can't** pay for things on your phone.

I **can** pay for things on my phone!

Speaking

- 6 Work with a partner. Ask and answer these questions.

Do you think it is useful to be able to pay for things with your smartphone?

Do you think smartphones will replace credit cards?

- 7 Ask your partner some questions about their phone using *can*.

LESSON 3-4 Technology in transport

- Have you used the Metro system in Dubai?
- What is your favourite kind of transport?

Reading

- Look at the text. What genre is it?
- a) Email b) Newspaper c) Blog

Reading Strategy

An information text will usually have certain features:

Heading: this tells you the subject of the whole text

Sub-heading: this tells you what smaller sections of the text are about


Topic sentence: this is at the start of a paragraph and summarises the subject of the paragraph.

Key Structures


Get to: I use a metro to get to university; We use our car to get to school.


Key Vocabulary

congestion	driverless
metro station	network
passenger	platform
ticket	urban
heading	news report
information text	story
sub-heading	topic sentence


www.themiratestimes.com

THE EMIRATES TIMES





TRAVEL & LEISURE


SATURDAY, NOVEMBER 23RD  DUBAI, UAE


The Dubai Metro


The Dubai Metro system is one of the most advanced metro systems in the world. It opened in 2009. In February 2012, it held the world record as the longest driverless metro network in the world, at 74.69 km. It can carry over 1.2 million passengers a day. There are two lines, the Red line and the Green line, and 47 stations. Nine of these are underground.


The system uses the latest technology. It has an automatic system to control where each of the 87 trains are, so there are no drivers. Passengers can pay for the Metro using smart cards. All stations are air-conditioned, with doors at the platform edge.


There is a lot of congestion in the urban areas in Dubai. If people use the Metro to get to work, there will be fewer cars on the road. It allows residents and visitors to get to different parts of this exciting city much more quickly and easily than before.

 Food & Drinks

 Weather Report

 Fashion

 World Events



- 2 Read the text and decide where the subheadings should go. Write them on the lines.

About the system

Technology

Advantages

Language Tip

We use **get to** in order to say how we travel to a place.
We use it in the infinitive after all forms of the main verb.

For example:

*I use the Metro **to get to** university.*

*He / She catches the bus **to get to** school.*

*We use our car **to get to** work.*

*You're going by aeroplane **to get to** the USA.*

*They used a taxi **to get to** the mall.*

- 3 Find and underline two examples of *get to* in the text.
- Read the text again carefully. Complete the information in note form.

Dubai Metro:

opened: _____

_____ lines, the _____ line

and the _____ line.

_____ km of track

_____ trains

_____ passengers a day

Writing

- 1 What transport do you use? Make notes under these headings.

The transport I use most often

Does technology make this transport better?

What is good about this transport?

LESSON 5-6 Online shopping

- What was the last thing you bought?
- Do you like shopping online?

Reading

- 1 Read these customer reviews about two online shopping websites. Find this information.

- Which website can be very slow?
- Which website has great photos?
- Which website sells sunglasses?

Key Structures

Present Perfect: Have you ever used an online shopping website? I have bought a watch; I've never had any problems.

Key Vocabulary

gadget	customer
review	find
checkout	pay
simple	contact
online	website
designer clothes	



online shoppingadvisor

The latest reviews

All ▾



54 reviews

Online shopping at bazaar.net



Reem
Dubai, U.A.E

Have you ever used Bazaar? No! Well, I think Bazaar is the best website on the Internet. It's easy to use and it's fast. I buy everything here. There are a lot of cool phones, tablets, video games and games consoles. You can find everything you want easily. And it sells the best gadgets. There are lots of great photos too, so you can see what you're buying. First you choose what you want, then you go to the checkout and pay with your credit card. It's simple. If there's a problem, you can contact them by phone, email, social media or live chat. But I have never had any problems!



Samir
RAK, U.A.E

37 reviews

Online shopping at deeziner.com

I've used this website lots of times and I think it's very good. It's a really cool website for designer clothes. I buy a lot of clothes and shoes here and it's great for buying presents. I've bought a watch for my dad and sunglasses for my mum from here too. The website is easy to use, but sometimes it can be really slow. Your shopping cart adds up the prices. When you get to the checkout, it's easy to pay. I always use this site.

2 Read the two reviews again. Write B (Bazaar) or D (Deeziner).

- | | | | |
|--|-------|--------------------------------------|-------|
| 1. It's a great website for buying presents. | _____ | 4. It's fast and easy to use. | _____ |
| 2. It sells video games and consoles. | _____ | 5. This website sells great gadgets. | _____ |
| 3. You can buy designer shoes here. | _____ | 6. It's easy to pay. | _____ |

Present Perfect

We use the present perfect tense to talk about what we have done in our life. We don't say when the action happened.



He has visited the United Kingdom.

Past

Now

When we want to say when the action happened, we use the past simple.
He has visited the United Kingdom. He went to London last year.

We often use never in negatives and ever in questions.
Have you ever bought shoes from an online shopping website?
I've never used an online shopping website.

3 Underline all the examples of the present perfect tense in the reviews. Put the boxes into the correct order to make a present perfect sentence.

1. verb - past participle

2. has / have

3. I / You / He / She / It / We / They

_____ + _____ + _____

4 Tell your partner about the following. Ask your partner for more information.

- countries you have visited
- websites you have looked at this week
- sports you have tried
- clothes you have bought this year
- favourite books you have read
- favourite films you have watched

I've visited about 10 countries.

Have you ever visited Egypt?

Yes, I have. I went there two years ago.

LESSON 7-8 Using a GPS

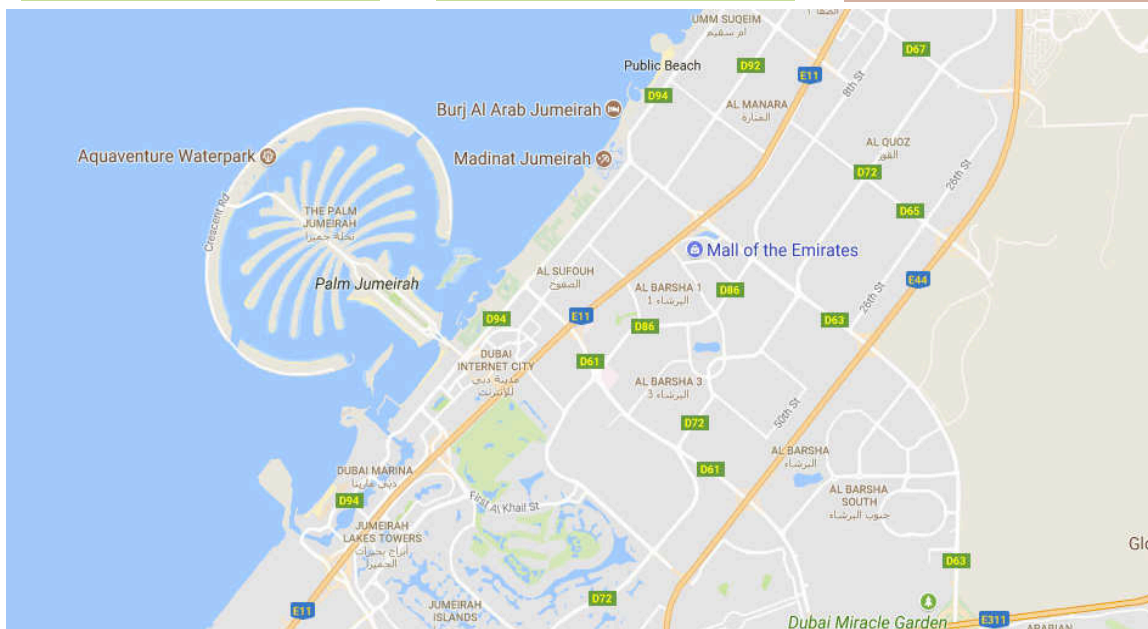
- What does GPS mean? How does it work?
- Have you ever used a GPS?

Listening

- What do these numbers mean? How do you say them?
Where do you think they are?

25.197459, 55.274430

24.413023, 54.475157



- ! Look at the map and listen to the GPS instructions. Where are they going?
- " Complete the directions. Listen again to check.
- _____ northwest.
 - Keep right _____ the fork.
 - Merge _____ D63.
 - Take _____ 34.
 - _____ left, _____ signs Nakhlal Jumeirah Street for 520m.
 - Slight right _____ to Al Barhi Frond D for 350m.
 - You have now reached your _____.

Key Structures

Prepositions of direction: turn right/left into, head towards, on the left, next to, merge onto

Key Vocabulary

continue onto	merge onto
take exit	co-ordinates
head	destination
route	towards
roundabout	

Language Tip

Prepositions of place tell us where something is.

*The shopping centre is **on** the right.*

*The restaurant is **next to** the bank*

We use imperatives to give directions.

Take the next right.

Continue on to the motorway.

Speaking

- 4 Draw a map showing the route from school to your home.

- Describe your route to you partner. Draw your partner's route.

Take the next right.

Keep left at the fork.

Speaking Tip

Remember! If you don't understand or hear something, you can use these expressions:

Can you repeat that, please?

Can you say that again, please?

So, take the next left. Is that right?

LESSON 9-10 **Filming with drones**

- What is a drone?
- What can a drone be used for?

Key Structures



Adverbs of degree: I'm really interested; It was so expensive; The weather was quite hot.

Key Vocabulary

drones	avalanche
aerial shots	adventure
filming	helicopter
useful	light
save lives	fight fires
dangerous areas	explore space


Reading


- ! Read a newspaper interview. What does Faisal do?


www.theemiratetimes.com


THE EMIRATES TIMES

LIFESTYLE TRENDS

SATURDAY, NOVEMBER 23RD  DUBAI, UAE








Interviewer: Hi Faisal. Thank you for agreeing to talk to us today. I'm extremely interested to find out about drones and how you use them in your films.

Faisal: Well, it's quite new for me. I started to use drones last year. There were some aerial shots I wanted to take of an avalanche in the mountains, but it was really dangerous, and using a helicopter or small plane to film was so expensive. So, a good friend suggested I use a drone. A drone is so useful. The drone I use is very small and light and fits into my rucksack. It can also get to places that we can't get to. It's really amazing technology and perfect for filming in the mountains.

Interviewer: What other situations do you use them for?

Faisal: When we are filming, they help us watch the weather. If the drone sends us pictures of bad weather, we stop filming.

 Food & Drinks
  Weather Report
  Fashion
  World Events
 

- !! Read again. Write T (true) or F (false)

1. Faisal wanted to film an avalanche. _____
2. Faisal wanted to use a helicopter to film the avalanche. _____
3. Faisal's drone doesn't fit in his rucksack. _____
4. Faisal thinks drones are perfect for filming in the mountains. _____
5. Faisal doesn't use drones for adventure films. _____
6. Faisal thinks drones are really helpful for watching the weather. _____

Language Tip

We use **adverbs of degree** to make an adjective stronger.

It was expensive.

It was **so** expensive.

The book was interesting.

The book was **really** interesting.

The test was difficult.

The test was **extremely** difficult.

The match was good.

The match was **very** good.

The weather was hot.

The weather was **quite** hot.

Writing

- 3 Write the advantages and disadvantages of drones and complete the table.

[illegible]

- 4 Do you think drones are a good idea? Why? Why not?

[illegible]

UNIT 2

International Explorer

LESSON 1-2 Japanese Journey

- What country do the pictures show?
- What do you know about this country?



Key Structures

Verb + to infinitive/gerund:

I recommend going on a bullet train; I decided to stay in Tokyo.

Key Vocabulary

How about...?

What about...?

stunning	wonderful
fascinating	nature
recommend	relaxing
culture	tradition
themed	climb up
vending machine	

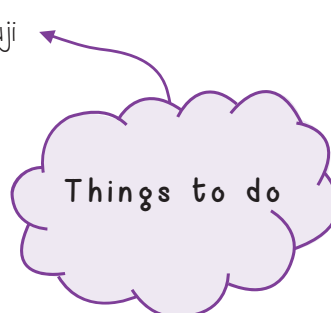
Listening 4

- 1 Listen to two friends talking. What are they talking about?
- 2 Read the statements. Are they True (T), False (F) or Not Given (NG)

1. Asma didn't go on holiday this year. _____
2. Asma doesn't like staying in a city when she's on holiday. _____
3. Mona went to Japan three years ago. _____
4. Mona went to Japan with her family. _____
5. Asma wants to go to Japan next year. _____

- 3 What does Mona tell Asma she can do in Japan? Complete the spider diagram.

climb up Mount Fuji



Use of English

Gerunds and infinitives

Sometimes, a **gerund** or an **infinitive** follows a verb.

*I recommend **going** on a bullet train*

*You need **to go** to one of those.*

Sometimes, a gerund or an infinitive can follow a verb with no change of meaning

*I like **to watch** TV.*

*I like **watching** TV.*

Sometimes the gerund or infinitive changes the meaning:

*We stopped **eating** fast food.*

*We stopped **to eat** fast food.*

- 4 Complete the table with verbs from the listening.

Verb + infinitive	Verb + gerund

- 5 Listen to the conversation between Mona and Asma again. Complete the suggestions Mona makes.

a. How about _____?

b. What about _____?

Speaking

- 6 Make a list of things that a visitor to the UAE can do. Use the verbs in the box below.

see climb up visit go on eat

a. Eat traditional Arabic food.

b. _____.

c. _____.

d. _____.

e. _____.

- 7 Make a list of things that a visitor to the UAE can do.

Use the verbs in the box below.

Speaking Tip

When we want to make suggestions, we can use:

What about + gerund

How about + gerund

What about finishing early?

How about going to the cinema?

I'm visiting the UAE, but I don't know what to do or see. What do you suggest?

Well, what about going on a desert safari. That's really exciting. Or, you can...

LESSON 3-4 African Adventure

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

Reading

- 1 Look at the text, what genre is it? Read the text quickly to find out.
a) Blog b) Story c) Brochure



A Wildlife Safari

If you like to go on adventures, an African safari is just the thing for you. The safaris in Nairobi, the capital of Kenya, are the most popular safaris to visit.

There are lodges in the national parks that you can stay in. If you get up early, you may see the sunrise. You can admire the beautiful scenery the park has to offer from the comfort of a 4x4 vehicle, which will take you around the animals' natural habitats.

Throughout the day, you will see many different animals. You might see the big five, if you plan your journey well. The big five are animals of Africa. They are the African Elephant, African Leopard, Black Rhinoceros, Cape Buffalo and African Lion.

If you are quiet, you may get a chance to see them up close. But, remember you must be careful, they are animals in the wild so you cannot pet or stroke them.



Key Structures

First conditional: If you get up early, you'll see the sunrise

Key Vocabulary

habitat	wildlife
safari	scenery
national park	natural
admire	lodge
tame	wild
up close	domesticated
undomesticated	

African Adventure

Escape into the unknown



Did you know?
The word safari comes from the Arabic word *safara*, which means journey in English.

- 2 Read the text and answer the questions.
- Where are the most popular safaris?
 - What can you see if you wake up early?
 - How will you get around the park?
 - What are the big 5 animals?
 - Why can't the animals be stroked?

Use of English

First Conditional

We use the first conditional to talk about possibilities in the present or future.

"If" clause	Main Clause
If + present simple + comma	Subject + will/might/may + base verb
<i>If it rains,</i>	<i>I will/might stay at home.</i>

If we put the main clause first, we don't need the comma
I will stay at home if it rains.

Remember, *will* is more definite than *might* and *may*.

- 3 Underline examples of the first conditional in the text.

Writing

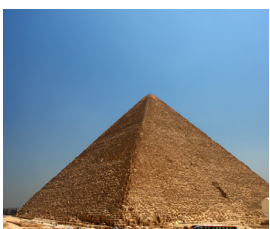
- 4 Label the pictures using the words in the box.

Eiffel Tower

Pyramids

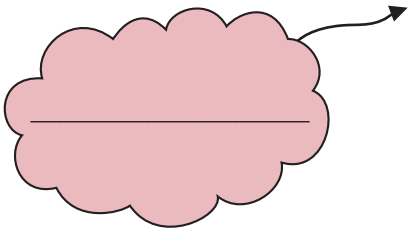
Taj Mahal

London Eye



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

- 5 Choose one location as a place to visit and complete the brainstorm.



- 6 Create a travel brochure for one of the places from the previous activity. Use the brochure in Activity 1 to help you. Remember to include first conditional sentences in your text.

Writing Tip

The purpose of a brochure is to give information about something.

When creating a brochure, remember to include:

- Clear, bold headings
- Pictures
- Short informative text

LESSON 5-6 Incredible Iceland

- Do you know where Iceland is?
- What is Iceland most famous for?

Reading

- 1 Read the texts and match the pictures with the status updates.






Aisha Ali @AAtraveller 12m

Hi everyone. I have been relaxing today. My mum has been bathing in the blue lagoon since 10 o'clock. It's a geothermal spa. #hotsprings



Aisha Ali @AAtraveller 9h

Hey Guys! I've been snowmobiling through the mountains this afternoon. It's the coolest sport ever... #extremesports



Aisha Ali @AAtraveller 1d

Hello! I'm at Reykjavik watching the Northern Lights. It's beautiful here! I've been taking pictures all evening. #spectacularcolours



Aisha Ali @AAtraveller 2d

What's up everyone? I've been feeding some Icelandic horses this morning. They are so cute. They look like horses, but they are smaller. #loveanimals



Aisha Ali @AAtraveller 3d

Greetings from Iceland! We have been walking on the glaciers for 3 hours. What an experience! #walkingonice

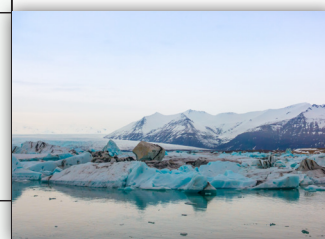
 HOME
  CONNECT
  DISCOVER
  ME

Key Structures

Present perfect continuous:
I've been snowmobiling all day.

Key Vocabulary

snowmobiling	Icelandic
glaciers	geothermal
lagoon	hashtag
hyperlink	spa
bathe	cute
feed	
conversation thread	
What an experience!	



Did you know?

A hashtag is a hyperlink to a conversation thread.

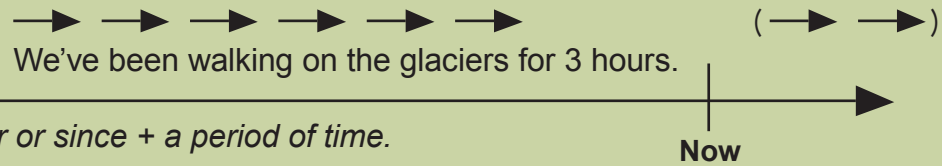
- 2 Read the text again, and answer the questions.

- What sport has Aisha been doing?
- What is different about an Icelandic horse?
- What has Aisha been taking pictures of?
- What can you do on the glaciers?
- What is the blue lagoon?

Use of English

Present Perfect Continuous

We use present perfect continuous to show that an action started in the past and is continuing now.



We often use *for* or *since* + a period of time.

I have been reading this book for a week.

He hasn't been studying English for a while.

How long have you been waiting? I have been waiting since 2pm.

Have you been living for a long time? Yes, I have been living in the UAE for 5 years.

- 3 Underline the uses of present perfect continuous in the status updates.

a. How do we make positive sentences? Put the boxes in the correct order to make a rule.

1. verb + ing

2. has /have been

3. I / You / He / She / It / We / They

_____ + _____ + _____

b. What happens in negative sentences? 4. not

_____ + _____ + _____ + _____

c. What happens in questions? 5. have / has...been

_____ + _____ + _____ + _____

Speaking

- 4 With your partner take turns describing your holiday.

Hey! How are you?

I'm fine. I'm on holiday in...

What have you been you doing?

I have been...

Writing

- 5 Write some hashtags for your status updates.

Writing Tip

Status updates should be short, fun and descriptive. Abbreviations can be used:
LOL BRB Thx

LESSON 7-8 **Lively London**

- What do you know about London? Can you name some famous landmarks?
- Have you ever visited London? Would you like to visit London?

Listening Strategy
When we know who is speaking it is easier for us to guess what they will say.

Listening 6

- 1 Listen to the man giving some information. Who do you think he is?

a. Selfridges Fortnum and Masons



b. British Museum Science Museum



c. Hyde Park St. James Park



c. London Eye Big Ben



- 3 Listen again and complete the table.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Evening					

Key Structures

Future continuous:

At 10 o'clock we will be travelling to the London Eye.

Key Vocabulary

landmarks	museum
take a tour	tour guide
exhibits	market
collections	pelicans
to experience	housed in
market	
places of interest	
department store	

Use of English

Future Continuous.

We use future continuous to talk about something that will be happening in the future at a certain time.

I am playing football now.

I will be playing football on Friday.



- 4 Underline examples of the future continuous in the audio script.

- 5 a. How do we make positive sentences? Put the boxes in the correct order to make a rule.

1. verb + ing

2. will be

3. I / You / He / She / It / We / They

_____ + _____ + _____

- b. What happens in negative sentences? 4. not

_____ + _____ + _____ + _____

- c. How do we make questions?

5. I / You / He / She / It / We / They

6. be

7. Will

8. verb + ing

_____ + _____ + _____ + _____

Speaking

- 6 Discuss your plans with another group. Find out what they will be doing.

Where will you be going in the morning?

We'll be visiting...

What will you be doing at 2pm?

We'll be travelling to...

Language Tip

We use prepositions to describe different times.

For example:

In the morning/evening/
afternoon

At 3 o'clock/night

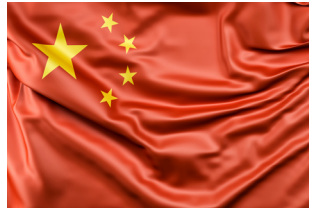
Between 10am and 11am

LESSON 9-10 Fascinating Facts

- What are the things that make a country?
- What are the unique things about the UAE?

Reading

- 1 Look at the flags below. What are the names of the countries?



Key Structures

Superlatives: China is the oldest country; Canada is the biggest country.

Key Vocabulary

population	temperature
official	founded
highest	lowest
biggest	oldest
fewest	most
coldest	although
however	while
whereas	

- 2 Read the fact files and answer the questions below.

Canada	New Zealand	China
<ul style="list-style-type: none"> • Has a population of 8.5 million people • Size: 9.985 million km² • There are 13 airports • Official languages: French and English • It was founded in 1867 • There are 96 universities • 19.98 million people visit a year • Temperature: -63 degrees celsius - 40 degrees celsius 	<ul style="list-style-type: none"> • Has a population of 4 million people • Size: 268, 021 km² • There are 63 airports • Official languages: English, Maori and New Zealand sign language • It was founded in 1840 • There are 8 universities • 3.5 million people visit a year • Temperature: -25.6 degrees celsius - 42 degrees celsius 	<ul style="list-style-type: none"> • Has a population of 1.379 billion people • Size: 9.597 million km² • There are more than 200 airports • Official language: Mandarin • It was founded in 1500 BCE • There are 2596 universities • Over 98.8 million people visit a year • Temperature: -47.8 degree celsius– 40.8 degrees celsius

1. What is the population in China?
2. What are the official languages of Canada?
3. How many airports are there in New Zealand?
4. When was China founded?
5. How many universities are there in Canada?
6. How many people visit New Zealand in a year?
7. What was the coldest temperature recorded in China?

Use of English

Superlatives

Superlatives are adjectives which describe the higher and lower limits when comparing more than two things:

*Abu Dhabi is the **biggest** Emirate in the UAE. Ajman is the **smallest**.*

- If the word has one syllable we add **-est** at the end.
- If the word ends with a vowel and constant, we double the constant and add **-est**.
- If the word ends with y we add **-iest** at the end.
- If the word has more than one syllable we use **most** or **least** before the adjective.

Adjective	Superlative	Sentence
tall	tallest	Maitha is the tallest in her class.
hot	hottest	The hottest month in the UAE is July.
beautiful	most/least beautiful	The Burj Khalifia looks the most beautiful at night.
happy	happiest	I feel the happiest in the summertime.

3 Answer the following statements using T (true) or F (false).

1. China has the highest population.
2. Canada has the lowest number of airports.
3. New Zealand has the fewest official languages.
4. New Zealand is the biggest country.
5. China is the oldest country.
6. New Zealand has the highest number of universities.
7. Canada has the coldest recorded temperature.

Writing Tip
We can use the following words to link two different ideas:
although, however, while, whereas

Writing

4 Make the false statements from the above activity true.

Reading

5 Put the paragraphs into the correct order.

1. _____
2. _____
3. _____

- a. First, Australia is the smallest continent whereas Asia is the largest. Second Asia has the most cities while Africa has the highest number of countries. Next, although it can be cold in Europe, Antarctica has the coldest weather. Finally, South America has the longest mountain range in the world. However, Asia has the highest mountain – Mount Everest.
- b. To summarise, there are many differences between the continents. This is why Earth is the most interesting planet.
- c. There are seven continents in the world – Asia, Europe, Australia, Antarctica, Africa, North America and South America. I would like to write about the differences between three of these continents – Antarctica, Europe and Australia.

UNIT 3

Innovative Inventions

Key Structures

Infinitive of purpose: The car helps us to get from one place to another; **Expressions for agreeing and giving opinions:** I see what you're saying but I believe...

LESSON 1-2 Thing we use every day

- What do you think is the most useful invention of the 20th and 21st centuries?
- Which famous inventors do you know?

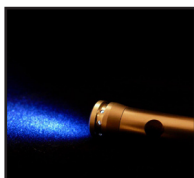
Listening 6

- 1 Listen to the radio show. What do they talk about?
- 2 Listen again and decide if the statements are true (T) or false (F).

1. Leonardo da Vinci invented the car. _____
2. The car helps you to explore and go on adventures. _____
3. The second speaker agrees with the first speaker. _____
4. Everyone believes that Alan Turing is the inventor of the modern-day computer. _____
5. People can't live without candles. _____
6. The lightbulb helps us to do things after sunset. _____

Key Vocabulary

inventor	invention
mechanical	perform an
experiment	original
enable	assist
allow	light bulb
go down	get by
modern-day	significant
give an opinion	



- 3 Listen again. Which words mean the same as help?

Use of English

Infinitive of purpose

We use to-infinitive to talk about a reason for doing something. It answers the questions Why..? and How..?

Why do we use cars?

*Cars allow us **to get** from one place to another*

How does the computer help us?

*It helps us **to find** information quickly.*

We can use in order to

*We left early **in order to** get to school on time.*

*We use a car **in order to** travel to different places.*

- 4 Read the audio script and underline examples of the to-infinitive. Complete the rule with words from the box.

object (noun, pronoun)

verb

subject

to-infinitive

subject + _____ + _____ + _____

3 Innovative Inventions

Speaking

- 5 Look at the following expressions. Do they agree or do they give an opinion?
Write them in the correct column of the table.

In my opinion...

I see what you're saying but...

You make a good point but...

I believe...

I think...

You're right. However, ...

Speaking Tip

When we want to give our opinion in a discussion, we often agree with the other person first and then give our opinion.

I see what you're saying but I believe

Give an opinion	Agree

- 6 Listen to some more expressions from your teacher. Write them in the correct column.
7 Complete the table for you. Then ask your partner for their opinion.

Questions	My opinion
What is the best way to learn to English?	
Where is the best place to live in the UAE?	
What is the best way to relax?	

- 8 Discuss the advantages of the car, the computer or the light bulb.

I believe the car is the most useful invention because...

You make a good point but, in my opinion, the light bulb is...

LESSON 3-4 Local Inventions

- Do you know any inventors from the UAE?
- What inventions do the UAE use most?

Reading

- 1 Look at the text, what genre is it?
a) Blog b) Newspaper c) Brochure

Key Structures

Reported Speech: she said she was inspired to...

Key Vocabulary

patent	lead the way
protect	damage
appear	find a solution
innovate	be inspired
ideas	make a decision



www.theemiratetimes.com



THE EMIRATES TIMES

LOCAL INVENTORS LEADING THE WAY

SATURDAY, MARCH 17TH

 DUBAI, UAE

Youngest Emirati to have a registered patent in the USA

In 2016, Khalifa Al Rumaithi 16, invented a system called Eye Safe Zone. The innovative system works to protect children from getting too close the television and damaging their eyes. When a child gets too close to the television a message will appear on the screen telling them to move back.

The USA government loved the idea and have given Khalifa the patent, which means only he can make money from his idea.

We asked Khalifa how he thought of this idea "My father is always telling my sister she is too close to the TV."

Khalid said he enjoyed inventing things. "I want to help my country. If there is a problem, I want to try and find a solution to it."

The first female Emirati to have a registered patent in the USA

In 2017, Reem Al Marzouqi 26, received a USA patent for her foot-controlled car designed for people with no arms. The car allows people to drive it without using their upper body. She said she was inspired by people, that's where she got her ideas from.

The young engineer is the first woman from the UAE to have achieved something so special for women in her country. She said it was the perfect time for young people to innovate.

When we asked Reem how she makes her invention decisions, she said, "I create inventions that will help the community."



Food & Drinks



Weather Report



Fashion



World Events

- 2 Read the text and answer the questions.

- a) How old was Khalifa when he invented his system?
- b) Who was Eye Safe Zone invented for?
- c) What does patent mean?
- d) Who invented the foot-controlled car?
- e) Why is Reem's achievement significant?

Use of English

Reported speech

When we are writing a text about someone we can tell the reader exactly what they say using direct speech: *"I'm studying."*

Or we can report what they said using **reported speech**: She said she was studying.

When we use reported speech the tense moves back to the past tense:

"I like eating cakes" – *He said he **liked** eating cakes*

"They will watch a movie tonight" – *She said they **would** watch a movie*

3 Underline examples of direct and reported speech in the text.

4 Label the inventions.

Plane

Torch

Calculator

Watch



Writing

5 Choose one invention from above. With your partner, discuss the following and write what they say.

- Why is it useful?
- Who uses it?
- Why is it important?

6 Write a newspaper article about an important invention.

Writing Tip

You can add words to a noun to give more information and make your writing more interesting, this is called a noun phrase. For example:

Noun- **Invention**

Pronoun- **His** invention

Determiner- **The** invention

Adjective- **The useful** invention

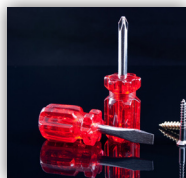
LESSON 5-6 What is it used for?

- What household items do you know?
- Which devices do you use at home?

Reading

- 1 Match the words in the box with a picture.

microscope	potato peeler	screwdriver	blender	spade
hammer	washing machine	machine	e-reader	



- 2 Read the descriptions and match them to one of the pictures.

1. This appliance is found in the kitchen. It is used for food preparation.

2. This gadget is used to read electronic versions of books.

3. This tool is found in the garden. It is made from metal and wood.

Key Structures

Present simple passive:

It is found ..., It is made from ...,

It is used for ...; **Indirect**

Questions: Can you tell me...?

Could you let me know...?

Key Vocabulary

device	machine
instrument	appliance
gadget	implement
tool	equipment
household items	material
wood	metal
glass	microscope
screwdriver	hammer
spade	

Use of English

Present simple passive

We use the **passive** when the focus is on the action. It is not important, or not known, who or what does the action.

Active: *People use an e-reader to read electronic versions of books.*

Passive: *E-readers **are used** to read electronic versions of books*

We form the passive with the verb be (present tense) and the past participle

*My bicycle **is repaired**.*

Is the bicycle repaired?

*The bicycle **isn't repaired**.*

- ③ Underline examples of the present simple passive in the descriptions of the devices.

Reading

- ④ Read the sentences and add them to the descriptions of the devices.

a. Newspapers and magazines are also read using this.

b. It is used to mix and cut food.

c. It is often used to dig holes in the ground.

Writing

- ⑤ Write one more sentence for each description.

Speaking

- ⑥ Think of a device. Describe it to your partner. Can you guess what device they are describing? Ask for more information.

This implement is used for It is found in

Can you tell me what it is made of?

Speaking Tip

When we want some information, we can ask questions like:

Can you tell me what it is used for?

Could you let me know where it is found?

LESSON 7-8 Future Inventions

- Do you think the time machine will ever be invented?
- Which time would you like to visit? The past or the future? Why?

Listening

- 1 Look at the pictures. What do you think the future uses of these could be?



- 2 Listen to two friends talking. Answer the questions.
- a. What special feature does Sultan's phone have?

b. What programme did Sultan watch?

c. How could flying cars help the environment?

d. What is special about the plastic?

e. If you felt happy, what colour would your clothes become?

Key Structures

Second conditional:

If we had flying cars, there might be less congestion on the roads.

Key Vocabulary

face recognition	feature
development	happen
edible	environment
congestion	recycling
mood	become
sensors	time machine
time travel	
chemical changes	

Listening Strategy

Before you listen, try to predict what the speakers are going to say. Use the pictures to help you.

Speaking

- 3 Do you think these inventions will happen? Discuss with your partner.

In my opinion, there could be a flying car...

I agree with you, but I believe edible plastic will come first...

- 4 Which is your favourite invention? Why?

Use of English

Second conditional

We use the second conditional to talk about:

1. Things in the future which are probably not going to be true
If you felt happy, your clothes would become yellow.
2. Something in the present which is impossible because it is not true
If we had flying cars, there might be less congestion on the roads

"If" clause	Main Clause
If + past simple + comma If I had a lot of money,	Subject + would/could/might + base verb I would/could/might travel the world.

If we put the main clause first we don't need the comma:
I would travel the world if I had a lot of money.

In second conditional sentences we often say **I were...**,
*If I **were** you, I would study harder.*

- 5 Underline examples of the second conditional in the text.

Speaking

- 6 Imagine a time machine has been invented. Tell the group about where you would go if you could travel in time.

If I could travel in time, I'd visit...

If I could go to the future, I'd ...

Speaking Tip

When we say a second conditional sentence we use contractions:
I'd travel the world if I had a lot of money.

LESSON 9-10 Great inventors

- What are some other words for invention?
- What is a biography?



- Look at the pictures. What are the inventions?



Key Structures

Past Perfect: He had designed the parachute before Sebastien Lenormand invented it;
Subordinate conjunctions for cause and effect: therefore, as a result, consequently.

Key Vocabulary

pioneer	sketch
life changing	launch
network	biography

- ② Read the biographies and match them with the inventors.

1. He was born in Italy in 1452. He died in 1519. Although he is most famous for being an artist, he also invented many things we use today. He had sketched a design of a flying machine before anyone else. He had also designed the parachute before Sebastien Lenormand invented it.

2. He was born in Scotland in 1888. He died in 1946. This inventor wanted to change the way people watched movies. Even though, other inventors had made a similar TV system, he was the pioneer of the television that we know of today.

3. He was born in Scotland in 1847. He died in 1922. Over three years this inventor had experimented with many inventions before inventing something life changing in 1876; the first working telephone. He built his company called The Bell company in 1884.

a. Alexander Bell

b. Leonardo Di Vinci

c. John Logie Baird

- ③ Read the text and circle the correct answer.

- | | | | |
|---|----------------------|------------------------|----------------------|
| 1. Who invented the parachute? | a. Leonardo Di Vinci | b. Sebastien Lenormand | c. Alexander Bell |
| 2. When did John Logie Baird die? | a. 1922 | b. 1946 | c. 1925 |
| 3. Who had a company named after them? | a. Alexander Bell | b. John Logie Baird | c. Leonardo Di Vinci |
| 4. What is Leonardo Di Vinci most famous for? | a. being a scientist | b. being an artist | c. inventing the TV. |
| 5. What is another word for inventor? | a. experiment | b. design | c. pioneer |

Use of English

Past perfect

We use past perfect to talk about an action that happened before another action in the past. We use the verb **had** and the **past participle** for the **past perfect**.

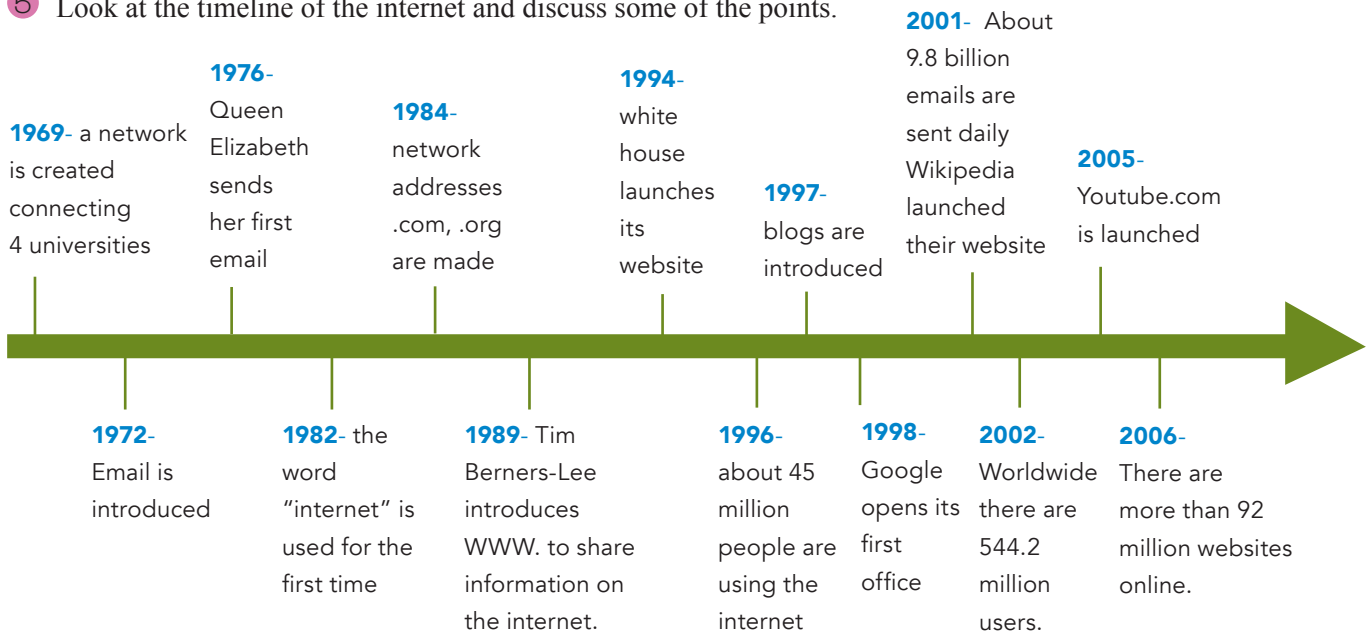
*When I arrived, the lesson **had** started.*



- 4 Underline examples of the past perfect in the biographies.

Speaking

- 5 Look at the timeline of the internet and discuss some of the points.



Writing

- 6 Write a paragraph describing some important stages in the development of the internet. Using the timeline above, brainstorm some ideas.

Writing Tip

We use words like **therefore**, **as a result**, and **consequently**, to introduce a result.

We can use them at the beginning of a sentence and they are followed by a comma.

*Universities wanted to communicate with each other.
Consequently, in 1969 a network to do this was developed.*

Unit

4

Household routines

- **Topics** Kitchen appliances and equipment; routines; talking about your room; planning and describing a room; jobs at home; home life in the past; home life in the future; house robots
- **Use of English** Phrasal verbs (kitchen, home, routine); comparative forms with *much ... than*, *far ... than*, *a lot less ... than*, *just as ... as*, *nowhere near as ... as*



Lessons 1–2 In the kitchen

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

Vocabulary

- 1 Look at the picture. Match the words to the kitchen appliances and equipment. Which ones do you have in your house?

- a bin
- b blender
- c dishwasher
- d freezer
- e fridge
- f hob
- g iron
- h wok
- i microwave
- j oven
- k saucepan
- l scales
- m teapot
- n toaster



- 2 Use the words below to make compound nouns for kitchen appliances and equipment.

- | | | | |
|-------------|-----------|----------------|-----------|
| 1 coffee | 6 remote | a fan | f opener |
| 2 washing | 7 fire | b extinguisher | g board |
| 3 extractor | 8 food | c processor | h switch |
| 4 tin | 9 ironing | d pan | i machine |
| 5 frying | 10 light | e control | j machine |



Speaking 21st

- 3 In groups, debate which appliances you think are the most essential and why. Then come up with five appliances you all agree are the most important.

Listening 8

- 4 Listen and identify the appliances that are mentioned. Link each one to an item in the picture on page 6.
- fridge
 - dishwasher
 - iron
 - scales
 - light switch
 - toaster
 - extractor fan
 - microwave
 - oven
 - remote control
- 5 Listen again. Which conversations take place in a formal situation (where the people don't know each other very well)?

Use of English

- 6 Choose the correct word to complete the phrasal verbs in the sentences below.
- 1 Would you mind putting **on** / **up** the kettle to make some tea?
 - 2 Please put **out** / **away** your bike and help me make dinner.
 - 3 Could you chop **up** / **down** an onion for me?
 - 4 Turn **down** / **out** the radio – it's too loud!
 - 5 Leave **off** / **out** the iron – I'm still using it.
 - 6 You've been reading all afternoon. I need you to wash **out** / **up** now.

Speaking

- 7 Work with a partner. Take turns to be a guest and a host. Make up conversations using *Would you mind ...?* and the items in the picture in Activity 1.

Guest: *Would you mind if I put the fan on?*

Host: *Not at all. Go ahead.*

Language tip

When you are being polite, or when you don't know someone very well, to ask if you can do something, use *Would you mind if I + verb* in the past tense.

Would you mind if I switched the TV off?

To ask someone else to do something, use *Would you mind* followed by verb + *-ing*.

Would you mind switching the TV off?

Use of English: Phrasal verbs – part 1

Phrasal verbs are verbs made up of two or more words: verb + preposition, for example *turn down*, *switch off*.

They are very common in English. Using them correctly shows that you have a good command of the language. Try to learn them in context. Here the context is the kitchen and life at home.

<i>chop up</i>	<i>put on</i>
<i>clean up</i>	<i>switch off / on</i>
<i>cool down</i>	<i>throw away</i>
<i>heat up</i>	<i>tidy up</i>
<i>leave out</i>	<i>turn down / up</i>
<i>plug in</i>	<i>turn off / on</i>
<i>put away</i>	<i>wash up</i>

Lessons 3–4 **Doing things right and getting things wrong**

- Do you read the instructions before you use a new appliance? If so, why? If not, why not?

Reading

- 1** The following two sets of instructions are in the wrong order. What is the correct order? What appliances are these instructions for?

A

- 1 Press the appliance over your clothes.
- 2 First, make sure the appliance is plugged in.
- 3 Then, select the heat you want.
- 4 Next, pour some water into the appliance.

B

- 1 Select the cycle you want.
- 2 Press the start button.
- 3 First, put your clothes inside.
- 4 Take the wet clothes out of the machine.

Writing

- 2** Make notes of all the things you have done since you woke up this morning. Now write them in the wrong order and swap with your partner. Can you work out the right order of each other's routine?



Use of English: Phrasal verbs – part 2

Here are some more phrasal verbs connected with daily routines:

<i>get off</i>	<i>put on</i>	<i>take off</i>
<i>get on</i>	<i>put down</i>	<i>wake up</i>
<i>get up</i>	<i>sit down</i>	
<i>pick up</i>	<i>stand up</i>	



Speaking 21st

3 Choose one of the following and discuss with your partner:

- 1 your ideal day
- 2 how your routine is different at the weekend or in the holidays

Listening 9

4 Listen to Alice talking about a bad day. What were the two things that went wrong?

5 Listen again and follow the text below. Then listen and complete the gaps.

Yesterday, I *woke up*¹ late! I _____² quickly and had a shower. I _____³ my school clothes and _____⁴ the first bus. But it was the wrong bus! I _____⁵ at the next bus stop and ran all the way to school. My teacher wasn't happy and _____ me _____⁶!

After school, I walked home with my friends. We sat on a bench in the park. I _____ my mobile phone _____⁷ on the bench next to me. When we left, we were so busy chatting that I forgot to _____ it _____⁸. It was only when I got home, that I realised I had left it in the park. I ran back to find it. Luckily, it was still there!

Use of English

6 Match these phrasal verbs with their opposites.

- | | |
|------------|------------|
| 1 stand up | a get off |
| 2 put on | b put down |
| 3 get on | c sit down |
| 4 pick up | d lie down |
| 5 get up | e take off |

Speaking

7 Tell your partner about a time when things have gone wrong in your day. What were the consequences? Use the sentence prompts.

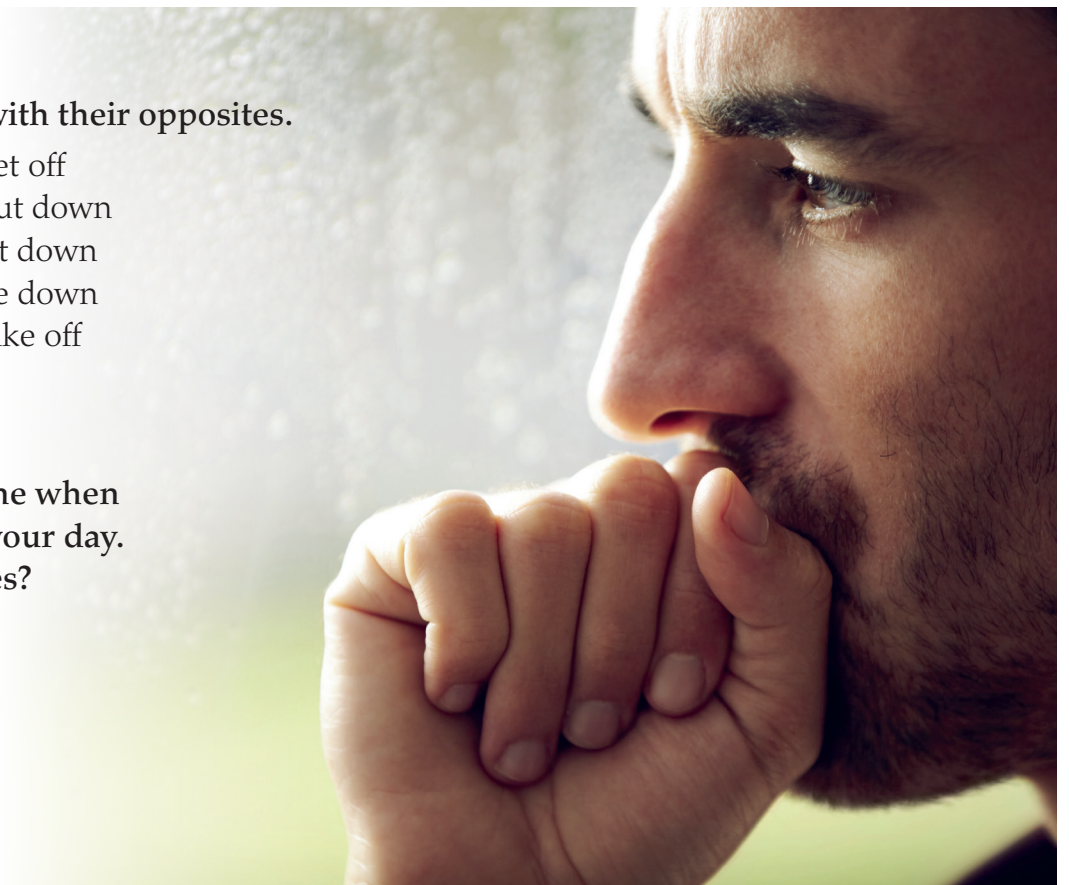
First ...

When ...

Then suddenly ...

I was about to ... when ...

I couldn't believe it!



Lessons 5–6 **In my room**

- How much time do you spend in your room at home?

1 Read about Reem's room. What do you like about it? Is there anything you don't like?

Inside teenagers' rooms

Reem's room is at the top of the house. It's pale blue. There isn't much on the walls, apart from a noticeboard where she puts photos, pictures and the certificates she got for her exams. Her mother isn't keen on her putting up pictures on the walls. If Reem had her way, the room would have pictures on all the walls. It would be **painted** lime green, with one wall papered in a different colour, and it would have a **balcony**. But for now, to add colour and interest, she has a pink and white **bedspread**, some purple cushions in the shape of hearts and some bright pink cushions in the shape of flowers, and lights around the bed. There's an



Reem's room

alarm clock and a lamp next to her bed and she's got four storage baskets under the bed, for shoes and for the soft **toys** she has kept from **childhood**. There's a **wardrobe** for her clothes and there are **bookshelves** next to the wardrobe. 'I've got quite a lot in my room,' she says, 'and it sometimes gets **messy**, but I don't care. I always know where everything is!'

Speaking

- 2** Work in pairs. Ask and answer these questions about Reem's room.
- 1** What does her room tell you about her?
 - 2** Is there anything that your room has in common with Reem's?
 - 3** *If Reem had her way, the room would have pictures on all the walls.* What does this mean?
 - 4** Do you think Reem is satisfied with her room? If so, why? If not, why not?
 - 5** Does a room always tell you about the person who lives there?
- 3** In pairs, you are going to try to remember what is in Reem's room, giving details of colour and position. Look at the picture of her room for ten seconds. Then close your books. Now tell your partner how much you can remember.



Listening 10

4 Listen to someone talking about Hamad's room. Then think about Reem's room. Read these questions. Who ...

- 1 ... lives in a flat?
- 2 ... has got a noticeboard on the wall?
- 3 ... would like a balcony?
- 4 ... sleeps on the top bunk?
- 5 ... is keen on football?
- 6 ... has an alarm clock next to the bed?
- 7 ... storage baskets under the bed?
- 8 ... a collection of toy cars?

Speaking 21st

5 Interview your partner about their room. Make notes of their answers. Ask your partner to check that the notes you've written are correct.

- 1 Is your room neat and tidy, or messy?
- 2 What colour is it?
- 3 What have you got on the walls?
- 4 What else is there in your room?
- 5 Is your room how you like it?
What would you change?



Hamad's room

Writing

6 Write a description of your partner's room. Use the descriptions in Activities 1 and 4 as a model. Include some quotes from your partner – remember to use speech marks ('...').

Language tip

To give a precise description of a colour, you can use compound adjectives:

adjective + adjective

It's **pale blue**.
some **bright pink**
cushions

noun + adjective

It would be painted
lime green.

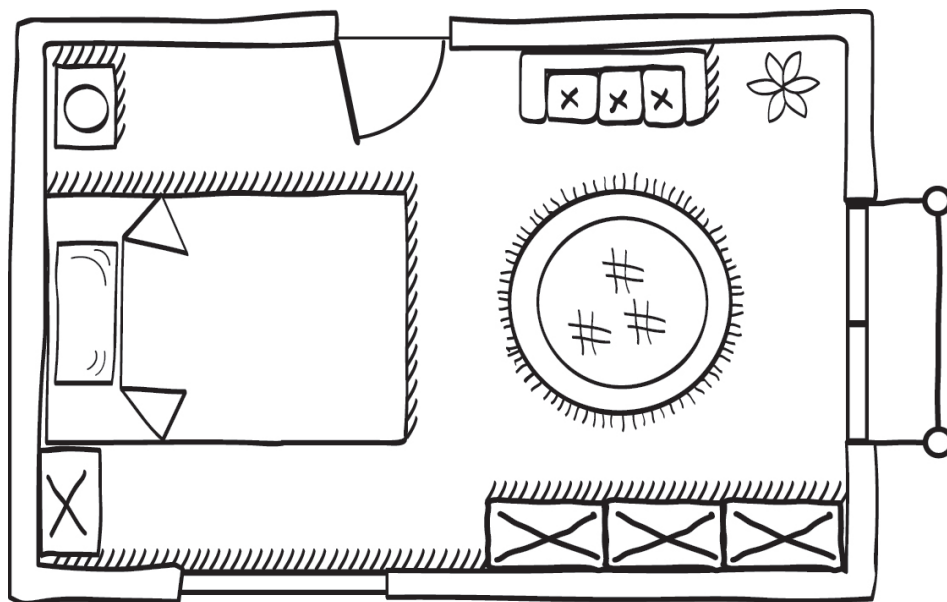
Lesson 7 **My ideal room**

- How much choice do you get in the design and decoration of your room at home?
What changes would you make if you could?

Vocabulary

- 1 Imagine you could design your own room. What would it look like?
What would it have in it? Draw a plan of your room in your notebook and label it. Think about:

- furniture
- location of door
- location of windows
- lighting
- colour scheme
- decorative features



Speaking **21st**

- 2 Describe the room you have designed to a partner.
Explain what you have done and give reasons for your choices.

Writing

- 3 You are going to write a description of your ideal room to feature in a magazine. Before you write, plan your writing in your notebook.
Use the checklist below for ideas.

- What style is it?
- Is it light/dark?
- What is the floor /ceiling like?
- What furniture is there and where is it?
- What is on the walls?
- What does the room feel like? Does it reflect your interests and personality?

Writing tip

When writing descriptions, try to include a variety of adjectives. This makes the text more interesting and helps the reader visualise what is being described. Compare the sentences below. Which gives you a better picture?

There are some photos on the wall in my room.

My room is blue. There are some old photos on the wall.

The walls of my room are painted pale blue. There are some old family photos on the wall.



Lessons 8–9 **Jobs at home**

- What are the jobs that you do regularly at home?

Listening

- 1 Listen to Juliet and Tina doing a quiz. Are these statements true or false?

- Juliet likes her room to be tidy.
- Juliet never makes her bed.
- Tina's room is always tidy.
- Juliet's favourite job is putting the rubbish out.
- Juliet's mum sets the table.
- Juliet loads the dishwasher.
- Juliet gets paid to clean the bathroom.
- Juliet loves cooking.
- Juliet has never ironed a shirt.
- Tina is more practical than Juliet.

Speaking

- 2 Work with a partner and discuss these questions about yourselves. Give reasons why.

- Who is tidier?
- Who is more helpful at home?
- Who is more practical?

You're far tidier than I am.

Maybe. But I'm nowhere near as practical as you are.

Use of English: Comparisons

To make comparisons stronger, you can use phrases such as:

<i>much</i>	<i>much tidier than, much more practical than</i>
<i>far ... than</i>	<i>far tidier than, far more practical than</i>
<i>a lot less ... than</i>	<i>a lot less tidy than, a lot less practical than</i>
<i>nowhere near as ... as</i>	<i>nowhere near as tidy as, nowhere near as practical as</i>

Notice that some adjectives take *-(i)er* in the comparative form, and others need *more* or *less*.

You're *far* tidier *than* me.

I'm *a lot less* helpful *than* you.

I'm *nowhere near as* practical *as* you.

To make comparisons stronger between things that are equal, use *just as ... as*.

You're *just as* untidy *as* me!

- 3 Use the following phrases and adjectives to compare Reem's room with Hamad's room (pages 10 and 11).

far ... than

a lot less ... than

nowhere near as ... as

just as ... as

colourful

plain

tidy

interesting

Reem's room is ... than / as Hamad's room.

Speaking

- 4 Look at the pictures. Compare and contrast them using the phrases above.





Lesson 10 Household routines in the past

- Who used to do the jobs at home in your grandparents' and great-grandparents' house? Which jobs are the same as today's jobs? Which ones are different?

Vocabulary

- 1 Complete the sentences using one of the words below.

pick ... up turn on chop up pick hang out put ... on

- In the past, we used to _____ wood to make the fire every morning.
- Then we would _____ the kettle _____ the fire to boil the water.
- We didn't use to buy milk from the supermarket. We had to _____ it _____ from the corner shop.
- On Mondays, I used to help my mother _____ the washing to dry.
- Then we used to _____ fresh vegetables from the garden for dinner.
- In the evening, we used to _____ the gas fire as there wasn't any central heating.

Language tip

We use *used to* when we talk about something we did regularly in the past.

*We always **used to** cook on an open fire.*

*We **didn't use to** have electric kettles.*

Notice that positive sentences have *used to*, and negative sentences have *didn't use to*.

Look at the sentences in Activity 1 and find some examples of *used to* and *didn't use to*.

Listening 12

- 2 Listen to Emily talking about life when she was a child. Then discuss the questions in pairs.

- What does Emily say about modern appliances?
- Who did all the work when Emily was a child?
- What was the first job of the day?
- Where did the food for breakfast come from?
- Who did the washing up?
- What did Emily like doing on windy days? Why?



Speaking 21st

- 3 Look at this list of jobs from the past. Then discuss the questions with your partner.

- making or mending clothes
- hanging out the washing
- growing and picking vegetables
- lighting a fire

- Do you think life was harder in the past? If so, why? If not, why not?
- Do you think it would be useful to learn to do any of the jobs on the list? Which ones? Why?

Listening strategy

When listening for the first time, remember to listen for the general idea. Then read any questions for key words which will give you clues to what you need to listen out for. When you listen again, pay special attention for those key words.

Lessons 11–12 Household routines – what does the future hold?

- What will household routines be like in the future? How similar or different will they be? Will they be much easier to do, or more complicated?

Reading

- 1 Read the following text about houses in the future.
How does the author think household routines will change?

It's hard to think of what homes will be like in the future. Over the last 30 years there has already been so much change – who would have believed back in the 1970s that we would be living in such a technological world? So, imagining the future is really hard, given how quickly things change.

Personally, I'd like to see household routines becoming far better for the environment. I think we'll be using more clean energy at home in the future. For example, we'll be using far more **solar energy** than now and using solar panels instead of replacing batteries.

Hopefully, there will be a lot less rubbish in the future compared to now, so putting out the rubbish will be a thing of the past. There will be nowhere near as much **non-biodegradable** rubbish as today because companies will be rewarded for making their products out of **biodegradable** and **sustainable** materials. We will see far more recycling done at home – using **composting** bins.

Maybe there will be a lot more robots being used around the house. All we will have to do is set up a program and push a button! That's what many people predict. But I'm not sure I'd want a robot to do everything. What would we do? There is a lot of pleasure in a job done well. Even though household routines can be hard work and really boring, they can also be very relaxing.

Reading strategy

When you scan a text, read it quickly to find specific information. Look out for key words, for example names, nouns, numbers. You don't need to read and understand every word.

Vocabulary

solar energy: energy we get from the sun

non-biodegradable: unable to decompose naturally

biodegradable: able to decompose naturally without damaging the environment

sustainable: able to be produced without damaging the environment

compost: to let organic matter decay naturally

- 2 Read the text again. Are these statements true or false?

- 1 In the 1970s there was already a lot of technology.
- 2 Things change quickly.
- 3 The author wants to live in a society which uses clean energy.
- 4 More recycling will be done by composting.
- 5 Robots will take over our lives.
- 6 The author likes the idea of a robot doing everything for her.

Speaking

- 3 In pairs, discuss the article above. How much do you agree with the author? Do you think the routines we have at home can be more energy-saving? What are your predictions?

Language tip

We often use *will* or *'ll* to talk about the future and to make predictions. Look at these examples and notice how we form the negative:

*I think robots **will do** everything in the future. We **'ll** just relax.*
*We **won't** have to do anything!*



Reading

- 4 Read the text. What kind of text is it?

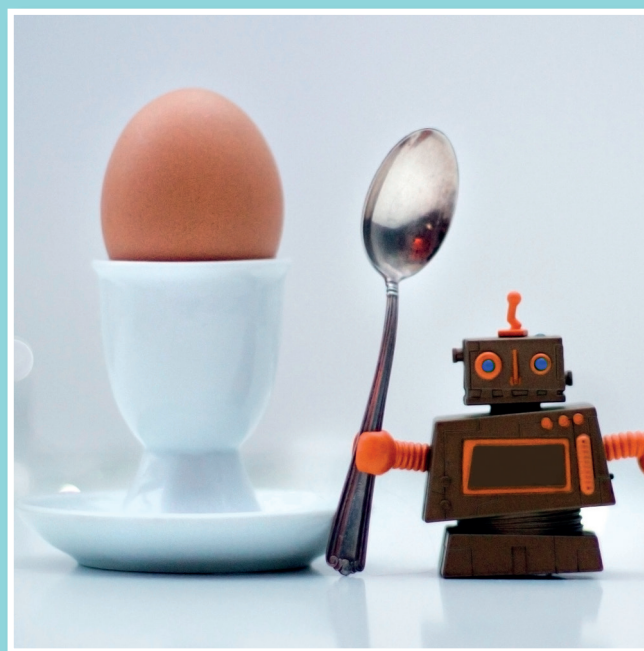
Your new housemate!

Running on renewable energy and meeting your every need, this is the robot of the future!

This robot will make your preferred breakfast in the morning and have dinner waiting for you in the evening. It can even predict the weather and choose suitable clothes for the next day.

Before you leave the house in the morning, just tell your robot what you want to do in the evening and everything will be set up by the time you get home from school or work. If you want tickets for a football match or the cinema, a reservation at a restaurant or a flight to London – nothing is too much trouble.

In time, it will even predict what you want to do!



- 5 Which of the following is not mentioned in the text?

make a reservation
choose clothes
predict the weather
do your homework
make breakfast

Speaking

- 6 Imagine you are going to get a robot for your school. Discuss the following questions.
- 1 What activities would you like the robot to do?
 - 2 What special abilities would it have?
 - 3 What would your robot look like?
 - 4 Where would it 'live'?

Writing

- 7 Create an advert for your robot. Make notes in your notebook. Think about the questions in Activity 6.

Writing tip

When writing an advert, keep the sentences short. Think about the key information about the item you are writing about, and highlight it in some way (in bold, in capitals, by using a different font).

Language tip

We often use *would* to talk about imaginary situations:

*I **would** like the robot to make my breakfast and do my homework.*

Unit Lesson

1

1



Lesson

1

2



Lesson



Grammar



Functional Language

1

3



Lesson

1

4



Lesson

1

5



Lesson

1

6



Lesson



Grammar

Unit Lesson

1

7



Lesson



Grammar

1

8



Lesson



Functional Language

1

9



Lesson

1

10



Lesson



Grammar



Functional Language

Unit Lesson

2

1



Lesson

2

2



Lesson



Grammar



Grammar



Functional Language

2

3



Lesson

2

4



Lesson



Grammar

2

5



Lesson

2

6



Lesson



Grammar

Unit Lesson

2

7



Lesson

2

8



Lesson



Grammar



Grammar



Functional Language



Functional Language

2

9



Lesson

2

10



Lesson



Grammar

Unit Lesson

3

1



Lesson



Grammar

3

2



Lesson



Functional Language



Functional Language

3

3



Lesson

3

4



Lesson



Grammar

3

5



Lesson

3

6



Lesson



Grammar



Functional Language

Unit Lesson

3

7



Lesson

3

8



Lesson



Grammar

3

9



Lesson

3

10



Lesson



Grammar

Unit Lesson

4

1



Lesson



Grammar

4

2



Lesson



Grammar



Functional Language

4

3



Lesson



Grammar

4

4



Lesson



Grammar



Functional Language

4

5



Lesson

4

6



Lesson



Grammar



Functional Language

Unit Lesson

4

7



Lesson



Functional Language

4

8



Lesson



Grammar

4

9



Lesson



Functional Language

4

10



Lesson



Grammar

4

11



Lesson



Functional Language

4

12



Lesson



Audioscript

Unit 1

Track 1

Male 1: Hi Ahmad, how are you?

Male 2: Oh, hi Rashid. I'm great, thanks. Hey, is that a new phone?

Male 1: Yes, I bought it last week. It's good. I can do lots of great things on it.

Male 2: Really? Can you play games and things?

Male 1: I think so, but I use it for work, really. It's useful for paying for things, too.

Male 2: What do you mean?

Male 1: It's got a new technology, so I can use it like a credit card – I just need to show the phone to the card reader, and it takes the money from my account. It's like a contactless credit card.

Male 2: Is that safe?

Male 1: Yes, it is. The information is protected. And my bank sends me a text alert.

Male 2: So, where do you use it?

Male 1: On the Metro, or in shops – anywhere you could use a card. It's just easier and quicker. I use my phone all the time so I've always got it in my hand. I don't have to look for my wallet!

Male 2: Right, that sounds useful. I think I saw someone paying for the Metro with their watch the other day.

Male 1: Yes, I've heard that smartwatches can do that. I've got this other app, which lets me pay for things by Bluetooth technology. I don't even have to be online. It makes things really easy.

Male 2: That's clever.

Male 1: Yes, a man called Moussa Beidas designed it. He lives in the UAE. It's been really successful.

Male 2: What if you lost your phone?

Male 1: Well, I'd, er ...

Track 2

Speaker: I can pay for things with my phone. We can play games on our tablet.

Track 3

Speaker: This is the fastest route. Usual traffic. Head northwest for 450m. Keep right at the for. Follow signs for D63 Umm Suqeim Street and Jumeirah for 700m. Keep right. Follow signs for the D63 Umm Suqeim Street and Jumeirah for 240m. Merge onto D63 Umm Suqeim Street for 180m. Take the E11 south Sheikh Zayed Road ramp on the left to Abu Dhabi for 1.2 km. Merge onto the E11 South Sheikh Zayed Road for 2 km. Take exit 34 towards Nakhlat Jumeirah Street for 1.1 km. Keep left. Follow signs for Nakhlat Jumeirah Street for 520m. Keep right. Follow signs Nakhlat Jumeirah Street for 1km. Keep right at the fork. Follow signs for Palm Jumeirah for 3.4 km. Slight right towards Al Barhi Frond D for 350m. Turn right towards Al Barhi Frond D for 30m. At the roundabout, continue straight onto Al Bahri Frond D for 270m. You have now reached your destination.

Unit 2

Track 4

Asma: Hi Mona, how was your summer?

Mona: It was great, how about you?

Asma: It was ok, but I didn't go anywhere. I really want to go somewhere different next year so I decided to stay at home this year.

Mona: OK. Where do you want to go?

Asma: I don't know. I love learning about different cultures and traditions and I like having new experiences.

Mona: What kind of holiday do you like? **Asma:** Well, I prefer being in nature – you know, forests and mountains - but I don't mind stay-ing in the city.

Mona: How about visiting Japan? I went there two years ago. It was fantastic. I really recom-mend it.

Asma: Japan? I've never been to Asia.

Mona: Oh, you'll love it. It's got everything – old and new.

Asma: Like what?

Mona: Well, you love nature right? So, what about walking through the cherry blossom forests. They are beautiful – so colourful. You also need to climb up Mount Fuji? It's stunning.

Asma: Sounds wonderful? What else can I do?

Mona: There are lots of Zen-type gardens all over Japan which are really relaxing. You need to go to one of those.

Asma: I will. Where should I stay?

Mona: I decided to stay in Tokyo. It's really modern. There are vending machines every-where you go. You can get almost anything you want from these machines. Have you ever tried eating sushi?

Asma: Yes, I like it.

Mona: Well, Japan is the home of sushi and Tokyo has so many sushi restaurants. There are also many cafes where you can have a cup of traditional Japanese tea.

Asma: That sounds cool. Very relaxing.

Mona: I also recommend going on a bullet train. They are so clean and always on time and you can travel all over Japan very quickly.

Asma: Yes, I've heard about them. Japan sounds fascinating! It's got everything. I can't wait to go.

Track 5

Tour Guide: On Monday morning, we will be visiting Harrods which is a large, gold colour-ed building with lots of windows located in Knightsbridge. It has 330 departments offering a wide range of products and its food halls are well known all over the world. We will also be going to one of London's most famous parks. At midday on Monday we will go to Hyde Park. This is a huge park and has over 4000 trees. Between 12 o'clock and 1 o'clock we will be boating on its very big lake.

In the afternoon on Tuesday, we will be shop-ping in Selfridges. This is a large white build-ing with lots of columns on the outside and is famous for its window displays.

On Tuesday evening, we will take the Under-ground to St James' Park. This is next to Buck-ingham Palace where the Queen lives. St James' Park is famous for the pelicans – beautiful birds which have been living there for 400 years.

At 11.00 on Wednesday morning, we will be taking a tour around the Science museum. This fascinating museum has many interesting exhibits including many examples of vehicle both modern and traditional. In the evening, we will be experiencing London at night. We will be getting a bird's eye view of the city from the London eye.

At 10:00 on Thursday morning we will be visiting one of the UK's most famous landmarks - the famous Big Ben clock which is in the home of the British Parliament. This location is one of the most popular picture opportunities for tour-ists. On Thursday afternoon we will visit the

many collections from all over the world. These collections are housed in a stunning building surrounded by columns.

On Friday you have free time. You can plan your day with our suggestions of popular tourist places. We recommend you chose one place to visit from each category.

Unit 3

Track 6

Presenter: Welcome to today's show. My guests today are going to talk about what they think are the world's most important inventions.

Speaker 1: I believe that the car is the most important invention in the world. It is difficult to say who invented the car. For example, Leonardo Da Vinci created drawings of horseless, mechanised carts over 500 years ago and many inventors performed experiments with different types of automobiles – gas, steam, electric. However, these didn't become popular with the public. But most experts agree that Karl Benz from Germany was the original inventor. They suggest that his car, invented in 1885/86, was the first true car and the first type of automobile to change peoples' lives. I believe the car is the most important invention because they help to make your life easier. The car allows us to get from one place to another quickly and enables you to escape from life's problems.

Speaker 2: I see what you're saying but in my opinion the computer is the most useful invention. Although, the 'father of the computer' was

Charles Babbage who designed a computer-type machine in the 1800s, most people believe that Alan Turing is the inventor of the modern-day computer. Computers are an important part of our life. They assist us to complete school work and they help us to find information quickly about almost everything. Computers allow us to stay in touch with friends and to watch movies

Speaker 3: You make a good point but I think the electric light bulb is the most significant invention. Most people say that Edison invented the light bulb. Why do I think it is so important? Well, sure, you can get by with using a candle but try to imagine shopping in a mall, working in an office, or driving a car at night? The light bulb allows us to continue with our normal life in the dark. Without the light bulb we are not able to do the most simple things after the sun has gone down.

Track 7

Sultan: Hey Bader, have you seen the new feature on my phone. It's so cool.

Bader: Hi Sultan. No, what is it?

Sultan: It's called face recognition. I can unlock my phone because it recognises my face.

Bader: Wow, that's amazing. Technology is moving so fast. I can't keep up with all the changes.

Sultan: I know. I watched a really interesting programme last week about possible inventions of the future.

Bader: OK. What did they talk about?

Sultan: Well, they said that flying cars would be the next development in transport. There has been a lot of designs but nobody has built one yet.

Bader: Hmm. I can see that. I think it will happen soon. If we had flying cars, there might be

less congestion on the roads.

Sultan: They also said that edible plastic might be the next big invention...

Bader: Really!!!! Edible plastic? How would that help?

Sultan: Well, we could help the environment if we used edible plastic.

Bader: How?

Sultan: Just think. How many bottles of water do you drink every day? What do you do with the empty bottles?

Bader: Oh yeah. If we ate the bottle after drinking, it would help recycling. We could do the same with plastic shopping bags.

Sultan: That's right.

Bader: What was your favourite future invention on the programme?

Sultan: I really liked the idea of clothes that change colour.

Bader: Clothes that change colour?

Sultan: Yes. They change with your mood. So, if you felt happy, your clothes would become yellow.

Bader: How does that work?

Sultan: Apparently, sensors in the clothes would detect chemical changes in your body. **Bader:** OK.

That sounds interesting. What other colours would the clothes be...?

Unit 4

Track 8

Narrator: One

Girl 1: It's really dark in here. Can I put the light on?

Mum: Yes, OK.

Narrator: Two

Girl 2: Would you mind if I heated this up in the microwave?

Woman: Not at all. Go ahead.

Girl 2: Thanks.

Narrator: Three

Woman: Would you mind emptying the dishwasher and putting the things away?

Boy 1: Of course not. That's fine.

Woman: Thank you.

Narrator: Four

Dad: Turn the extractor fan off. I can't hear myself speak!

Boy 2: All right.

Narrator: Five

Boy 1: Would you mind if I turned the TV up? It's really useful for me to listen to the news.

Mum: Please do. The remote control is over there.

Boy 1: Thank you.

Narrator: Six

Boy 2: Leave the scales out. I'm going to make a cake.

Mum: Oh good. But don't make too much mess and remember to wash up afterwards.

Boy 2: OK.

Track 9

Alice: Yesterday, I woke up late! I got up quickly and had a shower. I put on my school clothes and got on the first bus. But it was the wrong bus! I got off at the next bus stop and ran all the way to school. My teacher wasn't happy and told me off!

After school, I walked home with my friends. We sat on a bench in the park. I put down my mobile phone on the bench next to me. When we left, we were so busy chatting that I forgot to pick it up. It was only when I got home, that I

realised I had left it in the park. I ran back to find it. Luckily, it was still there!

Track 10

Speaker: Hamad lives in a flat. His room is quite plain, with blue walls and a pale grey carpet. However, he's got a lot of pictures on the walls, so they add interest to the room. He keeps his room tidy. His clothes are hung neatly in the cupboard next to the bunk beds. He sleeps on the top bunk; the bottom bunk turns into a sofa, which is great for chilling out. Some of his books are on the bookshelves; the rest are carefully stacked in piles in one corner of the room.

Hamad is keen on football. Next to the bunk beds, there's a small table which holds the football trophies and medals he has won. Above the table are two shelves where he keeps his collection of toy cars. "I'd always keep those," he says. "I was crazy about cars from a very early age. I knew every car on the road!"

Track 11

Ali: What shall we have for lunch, Jamal?

Jamal: What's in the fridge? Have we got any lemons?

Ali: I'll have a look. Yes. Here.

Jamal: Okay. So what else do we need to make hummus?

Ali: We need some olive oil, chickpeas, garlic, salt and pepper and tahini.

Jamal: Okay. Olive oil, a clove of garlic, tahini and salt and pepper.

Ali: And chickpeas. There's a tin of chickpeas in the cupboard. Where's the tin opener?

Jamal: It should be in the drawer under the kitchen table.

Ali: Okay. Got it. Have we got a blender?

Jamal: Yes, I think there's one over there somewhere.

Ali: Over here?

Jamal: No. Over there! On the other side of the washing machine.

Ali: On the surface next to the scales and microwave?

Jamal: Yes. It's right in front of your nose!

Ali: Ah yes. I can see it now.

Track 6

Tina: So, Juliet, how tidy are you?

Juliet: What? What do you mean?

Tina: There's a quiz in this magazine about what you're like at home. Do you want to try it?

Juliet: Well, um, I don't know, um ...

Tina: Right, well, Part 1, question 1. How often do you tidy your room?

Juliet: Well, I don't like it to be messy, so maybe twice a week.

Tina: Question 2: How would you describe your room? Is it always neat and tidy?

Juliet: I suppose it is.

Tina: OK. Question 3. How often do you make your own bed?

Juliet: Every day, as soon as I get up.

Tina: Wow! You're far tidier than me. I'm terrible. My room's usually a complete mess. OK. Part 2: How helpful are you?

Juliet: You mean, around the house?

Tina: Yes. Question 4. Do you ever put the rubbish out?

Juliet: I do it when I'm asked to do it. It's not my favourite job.

Tina: Next question ... Who sets the table? Who clears the table? Do you ever help?

Juliet: My mum sets the table and I usually help to clear it.

Tina: Question 6. Who does the washing up? Do you ever help?

Juliet: Um, I often load the dishwasher after dinner, but my dad usually empties it.

Tina: Do you ever clean the bathroom?

Juliet: Only when I'm paid to do it!

Tina: So you're quite helpful around the house. I'm a lot less helpful than you. OK, Part 3. How practical are you? Question 8: Could you prepare dinner, for example? What would you make?

Juliet: I'd get a takeaway. I've never cooked a meal.

Tina: Really? Question 9: Do you know how to iron a shirt? Which part of the shirt do you start with?

Juliet: I haven't a clue.

Tina: Well, you start with the collar. Then you do the sleeves. Anyway, I'll show you sometime. Last question: What would you do if a button had come off your school shirt?

Juliet: I'd ask you to sew it on!

Tina: Well, I could do it, but I'd rather show you how to do it.

Juliet: Hmm, I'm nowhere near as practical as you.

and energy! No ... none of that. We had to work hard and everyone had to help. We all had a job to do.

First thing in the morning, I used to collect wood to make the fire. Then I used to help make breakfast – usually eggs from the hens and some bread that my mother had baked.

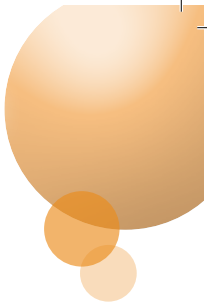
After breakfast I used to do the washing up with my brother. We used to take ages as we were always playing with the water.

Every Monday was washing day. Mum used to wash the clothes and the children used to help her hang it out. I used to love hanging out the washing on windy days. We used to get tangled up in the sheets – it was so much fun!

Another routine I remember that is different from today ... we used to spend a lot of time sewing. Mum was always making new clothes for us or mending holes in our socks! Today we just buy new ones from the shop! But then, you either made them yourself or asked someone else to make them for you. Those were very different times!

Track 12

Emily: When I was a little girl, everything was so different to today. None of your modern appliances that save you time



Acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

Text

pp. 32–3 excerpt from *The Whale Rider* by Witi Ihimaera, reproduced by permission of Penguin NZ; pp. 67 adapted from the article 'What will life be like in 2116' www.breakingnewsenglish.com; pp. 69 adapted from the article 'Why are eggs egg-shaped' www.discoverykids.com

Photographs

Images throughout are sourced from: Alamy, Shutterstock, Getty Images, Corbis.
pp.27 photos from www.edition.cnn.com and www.nationalgeographic.com

