

Bridge to Success

English Language

Workbook

Book 9

General

Volume 1

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Grade 9 Workbook

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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 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.

This Workbook provides additional support, reinforcement and practice of the Coursebook. Comprehensive support for teachers is provided in the Teacher's Guide.

The following icon is used in this Workbook:

- 1 pre-recorded listening activity

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

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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
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Unit 1 Household routines Pages 31–42	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

Smartphones and Money

LESSON 1-2 Smartphones and money

Vocabulary

1 Read the words. Match them to the definitions.

1. text alert	a. a card which takes money out of your bank account
2. online banking	b. checking your bank statement and paying bills on the internet
3. money	c. what you earn from working and use to buy things
4. cost	d. a card which you use to buy things and pay for them later
5. credit card	e. the amount you have to pay for something
6. debit card	f. to give money for items or a service
7. pay	g. a message from your bank to your mobile phone about your account

2 Circle the correct words.

- How much did your new bag **money** / **cost**?
- I've got an **online banking** / **a text alert** from my bank.
- How much **money** / **credit card** did you spend today?
- I'll buy these on my **credit** / **debit** card and pay for them next month.
- Did you **cost** / **pay** for dinner?
- I always use **money** / **online** banking to check my bank account. It's really useful.
- I usually use my **debit** / **credit** card because I don't like to borrow money

3 Read part of the conversation from Activity 1 in the coursebook. Complete it with the words in the box.

week phone card reader games playing work credit

A: Hey, is that a new _____?

B: Yes, I bought it last _____. It's good. I can do lots of great things on it.

A: Really? Can you play _____ and things?

B: I think so, but I use it for _____ really. It's useful for _____ for things too.

A: What do you mean?

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

4 Put the words in the correct order.

1. pay / I / my / can / online / bills

I can pay my bills online.

2. She / use / credit / her / can / the / on / card / Metro

3. can't / photos / They / take / here / in

4. You / listen / music / can't / to / library / in / the

5. things / pay / can / I / my / with / phone / for

5 Read the sentences and circle the words which are stressed.

1. We can buy new clothes online.

2. I can pay for my holiday with my credit card.

3. We can use an app for banking.

4. I can send you this picture using Bluetooth.

5. We can download games on our tablet.

6 Make notes about what you discussed with your partner in the Coursebook Activity 6.

7 Write a paragraph about your ideas. Try to use some of the new vocabulary from the lesson.

LESSON 3-4 **Technology in transport**

1 Match the words to the definitions.

1. station	a. people who travel on a form of transport
2. tickets	b. something you need to buy before you can travel
3. platform	c. a town or city environment
4. urban	d. a place where lots of trains arrive and leave
5. driverless	e. when there is a lot of traffic on the road
6. passengers	f. a place where you stand when you are waiting to get on a train
7. network	g. this is controlled by computers, not by a person
8. congestion	h. a system of things such as roads or rails which cross each other

2 Answer the questions. Write full sentences.

1. When did the Dubai Metro open?

2. How long is the network?

3. How many stations are underground?

4. How can passengers buy tickets?

5. What is good about the stations?

6. How does the Metro make life better in Dubai?

3 Write full sentences using the words below.

1. we / use / Metro / get to / city centre

2. I / catch / train / get to / Ras al Khaimah

3. she / take / bus / get to / work

4. I / use / a water taxi / get to / Dubai Creek

5. they / go by / aeroplane / get to / Rio

4 Match the labels to the parts of a text.

heading

It is quick and easy to pay for transport in Dubai. You can use your Nol card on the Metro, buses, water buses and tram, as well as some parking.

sub-heading

Smart cards

topic sentence

How to add money to your Nol card

5 Use your notes from Activity 4 in the Coursebook to write an information text about the transport you use most often. Remember to include the features of an information text.

LESSON 5-6 Online shopping

- 1 Write the words in the box next to the correct definition.

gadget review customer contact simple checkout pay

1. to speak or write to someone
2. to give money when you buy something
3. an opinion about something e.g. TV programme, website, restaurant
4. the place where you pay for something in a shop
5. easy
6. a useful tool
7. a person who buys things in a shop

- 2 Complete the table with the correct form of the verb. What do you notice about the regular verbs?

Verb	Past	Past participle
be	was / were	been
1.	had	2.
3.	bought	bought
see	4.	seen
5.	watched	6.
go	7.	gone
study	8.	9.
10.	sold	11.
visit	12.	13.
14.	15.	played

- 3 Complete the sentences with has or have

1. He has seen that film three times.
2. I _____ never visited his house.
3. We _____ read that book.
4. _____ you bought some shoes?
5. _____ he finished?

- 4 Complete the sentences with the correct form of the verb in brackets.

1. I've written an email to my friend. (write)
2. He's _____ a ticket for the football match. (buy)
3. They' ve _____ to Jordan for their holidays. (go)
4. Have you _____ your dinner? (eat)

5 Match the answers with the correct question.

1. Have you ever visited Oman?

a. Yes, I love falafel.

2. Have you ever used an online shopping website?

3. Have you ever eaten Arabic food?

b. No, I haven't. But I would love to go there.

c. Yes. I have. It's easier than going to the shop.

d. Last year.

4. When did you go?

5. What was the last thing you bought?

e. I bought a video game last week..

1. ___ 2. ___ 3. ___ 4. ___ 5. ___

6 Choose four of the words in the box and write true sentences about yourself using the present perfect. Write two positive sentences and two negative sentences.

visit

see

read

play

eat

try

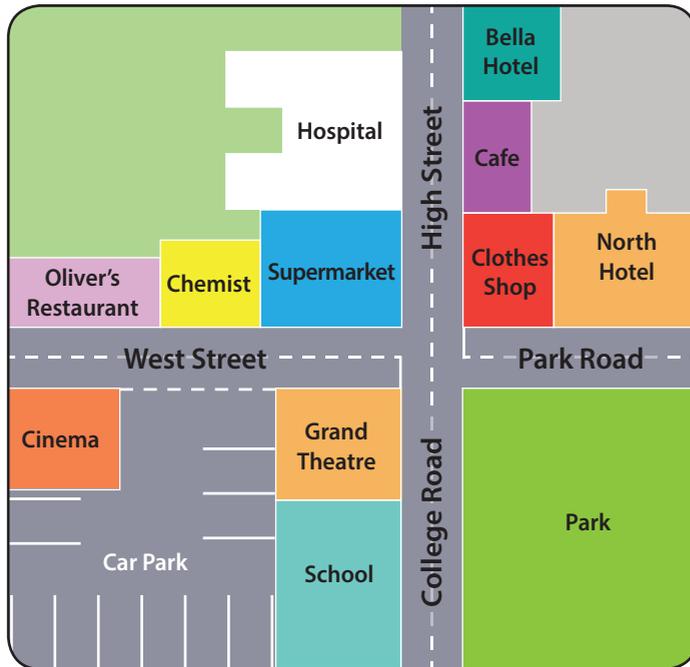
1. I have never seen a scorpion.
2. _____
3. _____
4. _____
5. _____
6. _____

7 Think about your favourite online shopping website and write a review about it. Before you write think about these questions.

- Why do you like it?
- What have you bought from it?
- How often do you use it?
- Is it easy to use?

LESSON 7-8 GPS and directions

1 Look at the map and write T (true) or F (false).



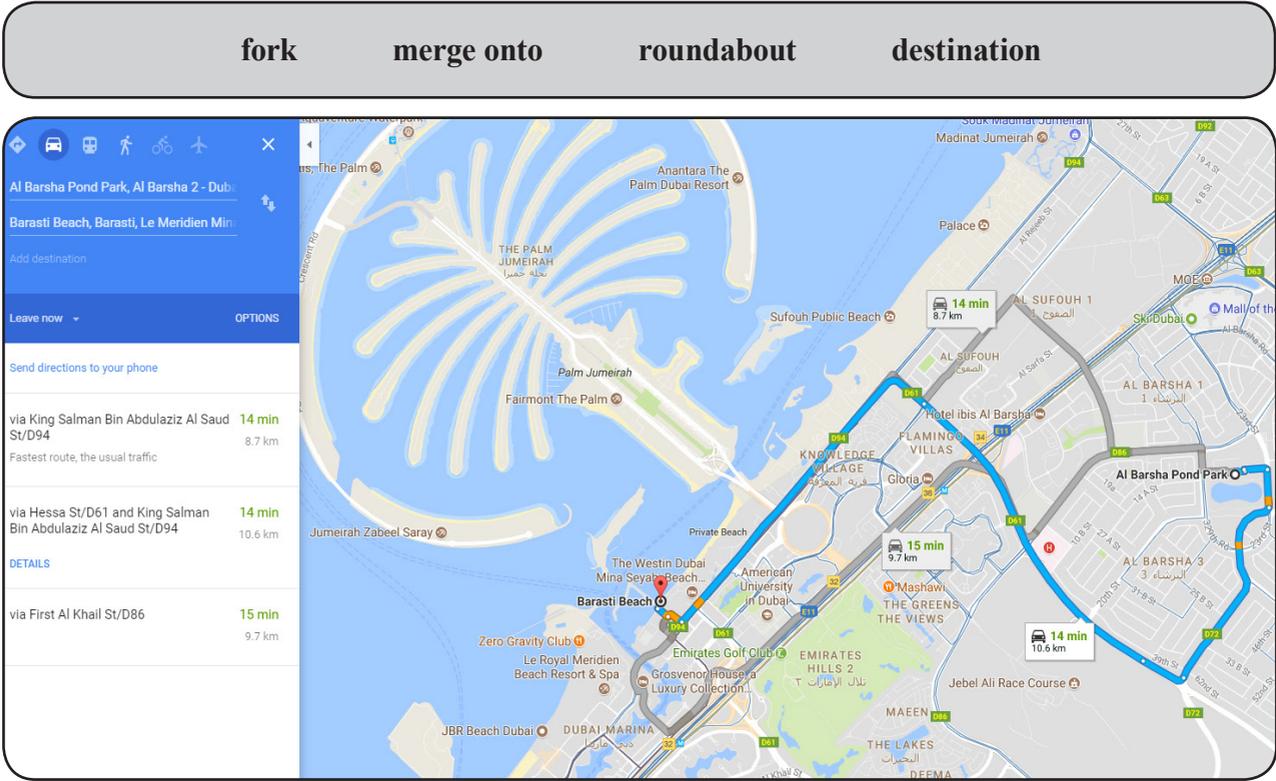
1. The car park is between the cinema and the theatre. _____
2. The hospital is opposite the school. _____
3. The chemist is next to Bella Hotel. _____
4. There is a restaurant in front of the cinema. _____
5. The chemist is near the hospital. _____
6. The school is opposite the car park. _____

2 Write questions and answers using the town plan above.

school chemist hospital cinema supermarket cafe

1. Where is the school? The school is next to the Grand theatre. _____
2. _____
3. _____
4. _____
5. _____
6. _____

3 Find examples of the following on the map.



4 Look at the map and answer the questions.

1. How long will the journey take?

2. What do the symbols in the top left corner mean?

3. What does the red part of the route mean?

4. Where is the starting point of the route?

5. Which is the longest route?

5 Look at the map and answer the questions.

Route	Time	Distance
via Hessa St		
via King Salman		
via First Al Khail		

LESSON 9-10 **Filming with drones**

- 1 Read and complete the text with words from the box.

rucksack aerial shots adventure **drones filming helicopter**

I started to use ¹ drones last year. There were some ² _____ I wanted to take for 1 an ³ _____ film in the mountains. A ⁴ _____ or plane was really dangerous and expensive. A drone was perfect! Drones are really useful. Some drones are really small and light and fit into a ⁵ _____. They are perfect for ⁶ _____ in the mountains.

- 2 Write the sentences in the correct order.

1. are / so / Drones / useful

Drones are so useful.

2. is / Technology / amazing / really

3. filming / Drones / avalanches / really / are / for / useful

4. really / Drones / light / are / small / and

- 3 Underline the adjectives in the following sentences.

1. It is hot in this classroom. Can we turn on the AC, please?

2. Do you like my shoes? They were expensive.

3. I would like to try rock climbing but it's dangerous

4. Did you watch the match last night? It was exciting.

5. My brother's car is fast.

1 Technology

4 Make the adjectives stronger by adding *so*, *really*, *extremely*, *very* or *quite*.

1. It is so hot in this classroom. Can we turn on the AC, please? _____

2. _____

3. _____

4. _____

5. _____

5 Write some sentences. Use the following to help you.

1. I think Dubai is so exciting.

2. I think _____ are quite _____.

3. I think _____ is extremely _____.

4. I don't think _____ are very _____.

5. I don't think _____ is really _____.

6 What do you think drones will be used for in the future. Think of the following and note down your ideas.

fighting fires

weather

finding people

dangerous areas

saving lives

exploring space

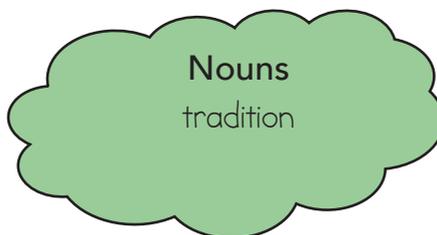
UNIT 2

International Traveler

LESSON 1-2 Japanese journey

1 Complete the word clouds with words from the box.

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



2 Complete the sentences with one of the words above.

1. I don't like cities much. I prefer being in _____ with mountains and forests.
2. Have you got any change? I need to get a bottle of water from that _____.
3. The views from the top of the mountain are _____.
4. The museum is _____ It's very interesting.
5. Arabic _____ is very different to a European one.

3 Complete the sentences with a verb in the -ing form.

do read eat visit travel

1. I really enjoy _____ museums.
2. We don't like _____ by plane.
3. He prefers _____ at home than going to restaurants.
4. I love _____ about different countries.
5. Have you finished _____ your homework?

4 Complete the sentences with to + verb.

1. Last year, I decided _____ London for a holiday.
2. I'd really like _____ a new language.
3. I need _____ to a bank. I don't have any money.
4. We're planning _____ a holiday next month.
5. Are you thirsty? What do you want _____?

2 International Traveler

5 Match the sentence halves.

You may need a visa	to stay in an expensive hotel?
How about	to get some petrol.
We prefer	travelling by train than by car.
I stopped at the garage	taking a trip to the mountains?
Do you want	to visit Japan.

6 Look at the following sentences. What is the difference in meaning?

- a. I stopped eating chocolate.
I stopped to eat chocolate.

- b. I remember locking the door.
I remembered to lock the door.

- c. I've tried eating sushi.
I've tried to eat sushi

7 Read the situations and make suggestions.

1.	I'm hungry.	What about...?
2.	I want to lose weight.	How about...?
3.	What are you going to do this weekend?	_____ ?

LESSON 3-4 African Adventure

1 Match the words with their definition.

1. habitat	a. the general appearance of a place
2. wildlife	b. the natural environment for an animal
3. safari	c. an area owned by the government for the use of the public
4. scenery	d. to look at the beauty of something
5. national park	e. undomesticated animals living in the wild
6. admire	f. a journey or tour
7. lodge	g. a house where you stay on safari.

2 Complete the sentences with one of the words from the table.

- When you go to an art gallery, you can _____ the paintings.
- We can stop for lunch, take a boat ride and enjoy the _____ along the river.
- In my garden, I often see a lot of _____, such as birds and other small animals.
- Yellowstone is a large _____ in the USA.
- The desert is a natural _____ for camels.
- She stayed in a lodge when she went on _____.

3 Match the clauses to make first conditional sentences.

If I study hard,	I will get fitter.
If I learn to drive,	I will travel around the world.
If I exercise regularly,	I might get more job opportunities.
If I learn another language,	I might buy a car.
If I save enough money,	I will pass the exam.

4 Rewrite the sentences using the main clause at the beginning of the sentence.

- I will pass the exam if I study hard. _____
- _____
- _____
- _____
- _____

2 International Traveler

5 Look at the notes in column A and create first conditional sentences in column B.

A	B
a) camera- pictures- Taj Mahal	If you take your camera, you may get some interesting pictures of the Taj Mahal.
b) visit pyramids- summer- sunblock	
c) see views- London- London Eye	
d) interested- towers- Eiffel Tower	

6 Use the space below to design a draft of your travel brochure.

--	--	--

LESSON 5-6 Incredible Iceland

1 Circle the correct word in the sentence.

- a. I have / has been trekking in the icy mountains all day.
- b. He have / has been writing a blog about his time in Iceland since yesterday.
- c. She have / has been eating the popular Icelandic foods since she arrived.
- d. How long have / has they been swimming in the lake?
- e. I have / has been watching the Northern Lights since 8pm.

2 Complete the sentences with the correct form of the word in brackets.

- a. Aisha has been _____ (do) a lot of activities in Iceland since she arrived.
- b. I have been _____ (update) my status all afternoon.
- c. We have been _____ (try) to visit as many places as possible this week.
- d. She has been _____ (relax) in the hotel for the last three hours.
- e. They have been _____ (walk) around the park this evening.

3 Write *for* or *since* in the space.

- a. I have been living in Ras Al Khaimah _____ nine years.
- b. He has been working here _____ 2012.
- c. We have been studying English _____ Grade 1.
- d. They have been playing football _____ two hours.

4 Change the present perfect simple sentences to present perfect continuous sentences.

- a. He has worked in this company for two years now.

- b. She has lived in Europe since 2015.

- c. They have visited many countries this year.

- d. Have you painted your room?

- e. I have not listened to the radio today.

- f. We have worked out the route to the mountains.

2 International Traveler

5 Write down the activities you discussed with your partner and create sentences.

Activities	Sentences
Visiting the parks	I have been visiting the parks all day.

6 You are on holiday, write some status updates to tell your friends and family about your daily activities. Use the activities in column B.

LESSON 7-8 **Lively London**

1 Match the words with their definitions.

A	B
a. landmarks	1. a collection of objects in a museum
b. museum	2. a building or place that is easily recognised
c. department store	3. a planned visit to several places in an area
d. take a tour	4. a building where objects of historical, scientific, or artistic interest are kept
e. exhibits	5. a large shop divided into different parts, each part sells different things
f. market	6. a group of objects of the same type that have been put together
g. collections	7. a place where people go to buy or sell things, often outside

2 Write questions and answers using the town plan above.

- I _____ (travel) to Japan in the summer.
- She _____ (plan) her graduation party in June.
- They _____ (not have) a BBQ in the desert tonight.
- Will Khalifa _____ (eat) pasta this afternoon?
- Shamma _____ (do) her homework tomorrow evening.

3 Complete the following sentences with the future continuous.

a. Abdulla / will / by / train / travelling / be

b. will / What / doing / you / be / 2pm / at ?

c. not / Sara / will / shopping / be / Thursday/ on

d. I / be / sightseeing / in / London

e. you / visiting / be / Will / Friday/ on / museums ?

2 International Traveler

4 Using the map and the instructions below, plan a schedule for Friday.

Start: Liverpool street at 9:00
Locations: Choose 1 location from each category
Travel: By London underground trains
End: Liverpool street at 22:00

Eating	✓	Landmarks	✓	Shopping	✓	Museums	✓
Fast food Leicester square		Tower of London Tower Hill		Oxford Street Oxford Circus		National Portrait Gallery Chancery lane	
Arabic food Edgware Road		Buckingham Palace St. James Park		Camden Market Camden Town		Tate Modern Blackfrairs	



5 Write your schedule in the table below.

Times	Places to visit	Train stations
Morning: (9:00-12:00)		
Afternoon: (13:00-16:00)		
Evening: (17:00-19:00)		
Night: (20:00-24:00)		

LESSON 9-10 Fascinating Facts

1 Complete the table

Adjective	Superlative
small	
large	
beautiful	
Interesting	
hot	
fast	
dangerous	
exciting	
slow	

2 Complete the sentences.

- Dubai is the _____ (interest) place in the UAE.
- This car is the _____ (fast) in the world.
- Skiing is the _____ (dangerous) sport in the mountains.
- The weather is the _____ (hot) in the summer.
- The _____ (large) animal in the sea is the whale.

3 Make your own sentences using the superlatives from the table.

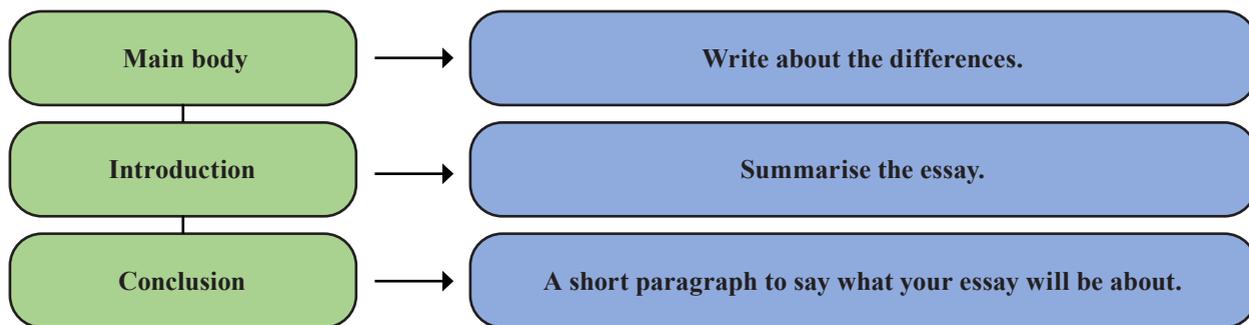
- _____
- _____
- _____
- _____
- _____

4 a) Look at the categories. Write the countries in order. Use superlatives to compare the countries.

Size	Population	Temperature	Age
Canada			
China			
New Zealand			

2 International Traveler

- 5 Match the blue boxes with the green boxes and put them into the correct order.



- 6 Complete the sentences with the correct word.

although while however whereas

- a. Nepal has the highest mountain in the world _____ Australia has the smallest.
- b. The whale is the largest animal in the sea. _____, it isn't a fish.
- c. The cheetah is the fastest land animal in the world _____ the sloth is the slowest.
- d. _____ English is the most popular language in the world, Mandarin Chinese is spoken by the most people.

- 7 Write an essay of about 100 words describing the differences between the countries.

UNIT 3

Innovative Inventions

LESSON 1-2 Things we use every day

1 Match the word in column A with a definition in column B.

A	B
1. mechanical	a. very important
2. perform an experiment	b. someone who designs and makes new things
3. original	c. to be able to live with a difficult situation
4. go down	d. to do a test something to see if it works
5. get by	e. the first or the earliest
6. significant	f. operated or controlled by machines
7. inventor	g. move to a lower position

2 Use the words above to complete the following sentences.

- When the sun _____, we usually turn on the lights.
- The telephone was a _____ invention because it helped people to communicate better with their families.
- I don't have much money but if I am careful, I can _____.
- John Logie Baird was the _____ of the television.
- Thomas Edison _____ a lot of _____ to find the perfect light bulb design.

3 Put the words into the correct order to make sentences.

- a. information / us / Computers / help / to / save

- b. Telephones / stay in touch / us / friends / with / allow / to

- c. can / light bulb / We / to / in / use / the / the / see / in / dark

- d. The internet / find / us / enables / to / quickly / information

4 Complete the sentences with your own ideas.

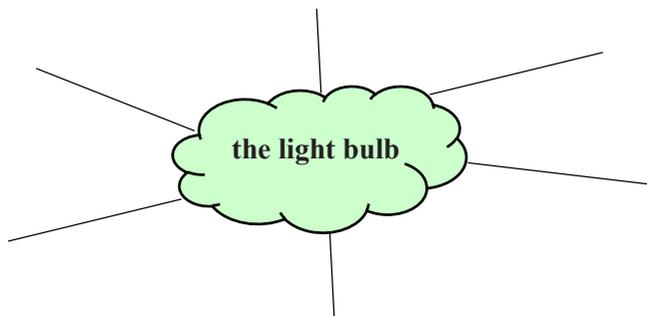
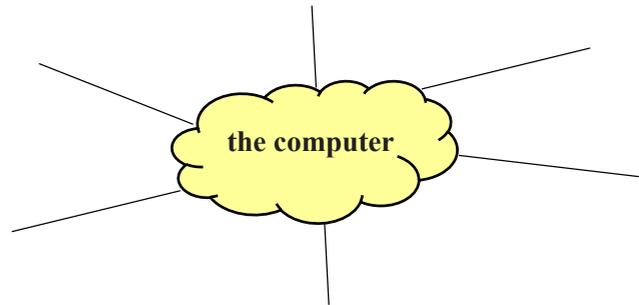
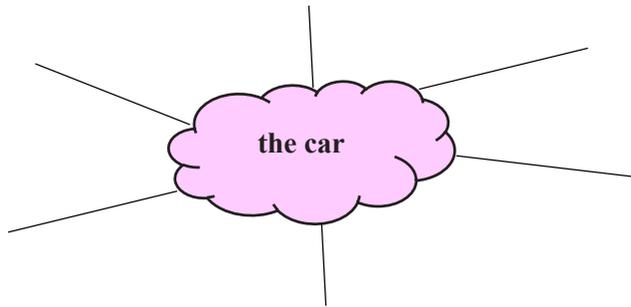
- I went to the shop _____
- They bought a map _____
- She phoned her friend _____
- I asked my brother _____
- We need some money _____

3 Innovative Inventions.

5 Why do we learn English?

- a. _____
- b. _____
- c. _____

6 Note down why you think the following inventions are useful.



7 Note down why the other inventions are useful.

LESSON 3-4 Local inventors

1 Change the direct speech to reported speech.

"I want to help my country."
- Khalifa

"I create inventions that
will help the community."
- Reem

"My father is always
telling my sister she is
too close to the TV."
- Khalifa

2 Change the reported speech to direct speech.

She said it was the perfect time for the young
people to innovate.

She said she was inspired by people, that's where
she got her ideas.

He said he enjoyed inventing things.

3 Add adjectives to the items to make them sound more interesting.

Calculator: The small digital calculator is useful in maths lessons.

Torch: _____

Plane: _____

Watch: _____

3 Innovative Inventions.

- 4 Complete the information card with details of the invention you have chosen.

What:

Who:

When:

Where:

Why:

- 5 Draft your article here.

← Newspaper name

← Headline

← Text

LESSON 5-6 What is it used for?

1 Look at the pictures and match them to a description. Sometimes, more than one answer is possible.



a machine has moving parts that work with electricity or a motor _____

an instrument is used when you want to be exact and precise _____

an appliance is a piece of electrical equipment we use in our house _____

a gadget is not needed but is fun to have _____

an implement is often used outside or in the kitchen _____

a tool is held in our hands and is used for making and repairing things _____

2 Complete the sentences with the correct form of the verb in brackets. Use the passive.

Are they True (T) or False (F)

- a. Ferraris _____ in Italy. (made) _____
- b. Lions _____ in Australia. (not find) _____
- c. English _____ in a lot of schools. (teach) _____
- d. Spanish _____ in Brazil? (speak) _____

3 Rearrange the words to make sentences.

a. found / are / They / the / in / desert

b. is / tell / This / time / the / used / to

c. made / It / plastic / is / and / glass / of

d. night / at / sky / in / seen / They / are / the

LESSON 7-8 Future inventions

1 Read the sentences and decide if the words in **bold** are *nouns, verbs or adjectives*.

- This phone has several new **features**. For example, it has **face recognition software** which means the camera scans your face to unlock your phone. _____, _____
- There have been a lot of **developments** in technology in the last 10 years. _____
- It's OK. This food is **edible** – you won't be sick. _____
- There are too many cars on the road. There is a lot of **congestion** and it takes a long time to get to work.
It is also bad for the **environment**. _____, _____
- Are you in a good **mood** today? I need your help. _____
- What will **happen** if we don't pass the test? _____
- She wants to **become** a teacher when she leaves school. _____

2 Read the sentences again and match the word with its meaning.

A	B
1. feature	a. the air, water and land around us
2. face recognition software	b. you can eat it
3. development	c. the way someone feels at specific time – happy, sad etc
4. edible	d. an important part of something
5. congestion	e. too much traffic
6. environment	f. start to be
7. mood	g. something which allows you to unlock your phone with an image of your face
8. happen	h. be the result of
9. become	i. the process of growing, changing

3 Rearrange the words to make sentences.

a. would / invite / if / I / was / him / he / my friend

b. with / you / If / time / I / had / come / would / I

c. I / if / got / might / more / have / money / a job / I

d. wouldn't / She / if / she / to / earlier / bed / tired / be / went

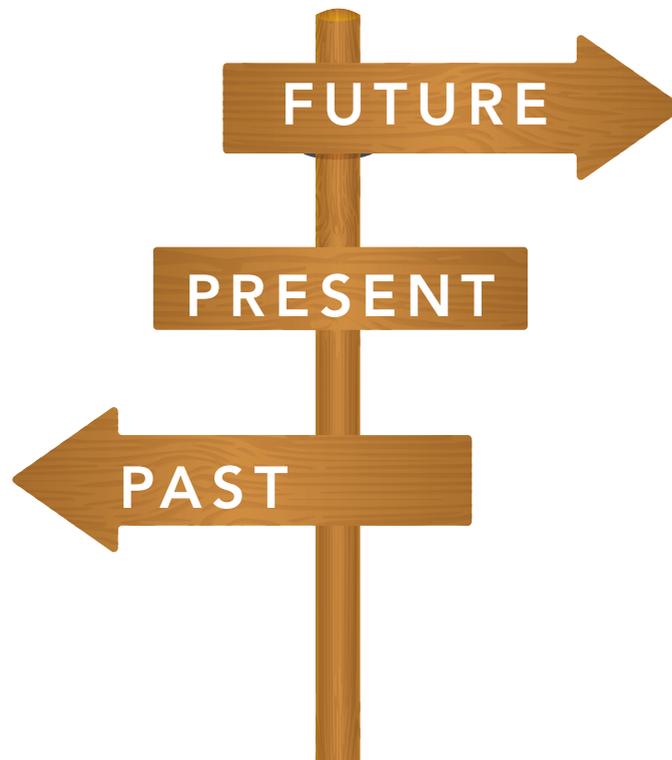
3 Innovative Inventions.

- 4 Put the verb into the correct tense.
- If he worked harder, he _____ his exams. (pass)
 - They would play better if they _____ more. (practise)
 - If we didn't learn English, we _____ the teacher. (not understand)
- 5 Complete the following sentences with your own ideas.
- If I were an animal, I _____
 - If I had a lot of money, I _____
 - If I could travel to any country in the world, I _____
- 6 Imagine you are a parent giving advice to a teenager. Use expressions starting with *If I were you ...*
- You can't study because you are playing video games all the time.

 - You can't get up early in the morning.

 - You don't have enough money.

- 7 If you could travel in time where would you go? What would you do? Make some notes next to the time you choose.



LESSON 9-10 Great inventors

1 Put the words in order.

a. hungry/ not/ We/ because/ eaten/ were/ had/ we

b. Fatima/ home/ I/ arrived/ before/ gone/ had

c. taken/ Jamal/ had/ test/ earlier/ the/ in/ day/ the

d. The/ grass/ man/ had/ cut/ the/ morning/ the/ in

e. said/ forgotten/ her/ I/ sorry/ birthday/ because/ had/ I

2 Complete the sentences with the correct form of the verb.

a. When I _____ (arrive) the meeting _____ (finish)

b. Ali realised he _____ (leave) his laptop in the car.

c. She _____ (not/ study) a lot before the test _____ (start).

d. He _____ (live) in China before he _____ (go) to Thailand.

e. I _____ (read) the book before I _____ (watch) it at the movies.

3 Write sentences using the timelines.

White House launched its website (1994) → Google opened its first office (1998)

_____ Google opened its first office, four years after the white house had launched its website. _____

a. Queen Elizabeth sent first email (1976) → People sent 9.8 billion emails daily (2001)

b. Youtube launched (2005) → 92 million websites online (2006)

c. Tim Berners-Lee introduced introduced WWW (1989) → Wikipedia launched website (2001)

3 Innovative Inventions.

4 Match the causes with the effects.

Cause	Effect
1. I woke up late.	a. He has a lot of money.
2. I studied hard for the exam.	b. He has decided to study medicine at University.
3. I was very tired.	c. I was late for school.
4. My brother has a new job.	d. I passed it.
5. He wants to be a doctor.	e. I went to bed.

5 Write sentences using the words in the box to combine the sentences from the above activity.

- I woke up late. As a result, I was late for school.
- a. _____
- b. _____
- c. _____
- d. _____

6 Write a paragraph describing some important stages in the development of the internet.

Handwriting practice area with a vertical red margin line on the left and horizontal blue lines for writing. There are three white circular markers on the left side of the page.

Lessons 1–2 In the kitchen

1 Complete the words.

1 d _ _ _ w _ _ _ _ r

2 o _ _ n

3 t _ _ p _ t

4 s _ _ _ _ p _ n

5 fr _ _ _ e

6 fr _ _ _ _ r

7 sc _ _ _ s

8 m _ _ _ _ w _ _ e

9 i _ _ n

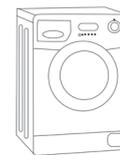
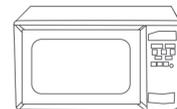
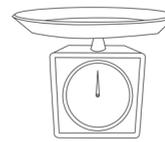
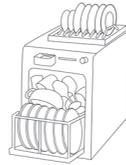
10 c _ _ _ _ e m _ _ _ _ e

11 w _ _ _ _ _ g m _ _ _ _ _ e

12 t _ n o _ _ _ _ r

13 f _ y _ _ g p _ n

14 f _ _ e ex _ _ _ _ _ _ _ _ _ r



2 Find the words on the fridge to match the definitions. (Clue: they're all compound nouns.)

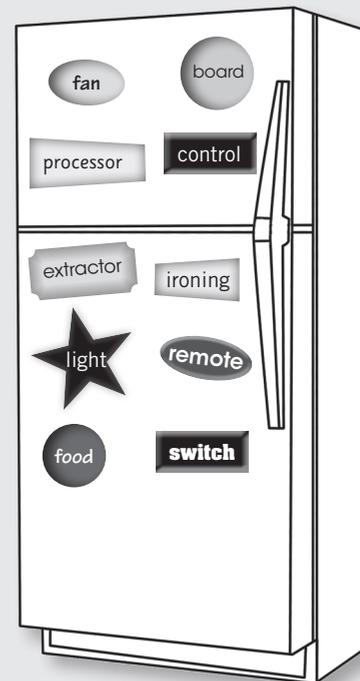
1 You iron your clothes on it. _____

2 You use it to change channels on the TV.

3 It takes away steam and smells from the kitchen.

4 It's a machine that helps you to prepare food.

5 You use it to turn the light on and off.



3 Match the sentence halves.

- | | |
|--|--|
| 1 Put on ... | a ... the light. I'm trying to save electricity! |
| 2 Please turn off ... | b ... when you've finished cooking, please? |
| 3 There is a programme I want to see.
Do you mind if I ... | c ... the kettle for me, please. I'd like to make some tea. |
| 4 I'm tidying up. Do you mind if I ... | d ... throw away these old magazines? |
| 5 Would you make sure you clean up ... | e ... turn on the TV? |

4 Read the sentences and circle the correct option.

- 1** It's really dark in here. Can I put **on** / **off** the light?
- 2** Would you mind if I heated **down** / **up** this soup?
- 3** Would you mind emptying the dishwasher and putting **away** / **around** the plates.
- 4** Please turn **on** / **off** the extractor fan.
I can't hear myself speak!
- 5** Would you mind if I turned **up** / **down** the TV?
It's really useful for me to listen to the news.
- 6** Leave **up** / **out** the scales. I'm going to make a cake.

Language tip

Some phrasal verbs are interchangeable, depending on the context.
For example you could say:
Switch the light on. or *Turn the light on.*
or *Put the light on.*
You can also say:
Switch the light off. or *Turn the light off.*
But you can't say:
Put the light off.
Put off means to delay doing something. That's why it's important to learn phrasal verbs in context.

5 Write six sentences using a different phrasal verb in each.

- 1** _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____
- 6** _____

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

1 Read these jumbled instructions to use a coffee machine.
Number them in the correct order.

- a Add sugar to taste. ___
- b Next, decide how much water you need and pour it into the machine. ___
- c First, put a coffee filter in the top of the coffee maker ... 1
- d Wait for all the water to drain through the filter. ___
- e Pour the coffee into a cup. ___
- f ... and then decide how much coffee you need and put it in. ___



coffee machine

2 Look at the entries in this timetable. Underline the phrasal verbs. Then complete the timetable so that is true for you.

Saturday	Sunday
7 am : Turn off my alarm clock. _____	7 am : Wake up and get dressed for school. _____
10 am: Get up and get dressed. _____	10 am: Sit down in my classroom. _____
1 pm : Pick up my library books. _____	1 pm : Stand up and go for lunch. _____
4 pm : Sit down with my friends for a chat. _____	4 pm : Put away my school bag. _____
7 pm : Turn on the TV and relax. _____	7 pm : Sit down to dinner. _____
10 pm: Put on my night clothes. _____	10 pm: Lie down on my bed. _____

3 Choose an appropriate word from the box to go with these phrasal verbs.

• your clothes • your mobile phone • late • the bus • the TV

- 1 wake up _____
- 2 turn on _____
- 3 put on _____
- 4 get on _____
- 5 put down _____

4 Think about a day in your life when everything seemed to go wrong.

Use the table below to plan a piece of writing.

Approximately what time did each event happen?	_____ _____ _____
Was there anyone with you? Who?	_____ _____ _____
What were you doing?	_____ _____ _____
What happened?	_____ _____ _____

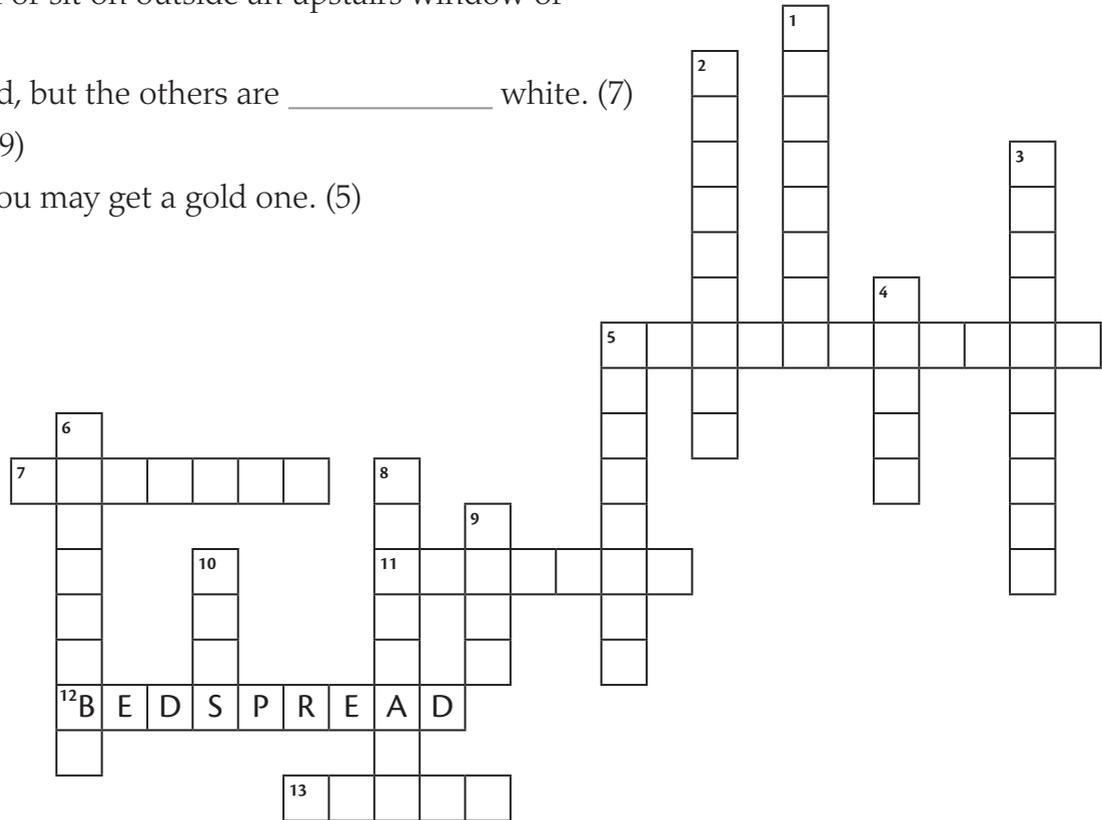
5 Write about your day using the notes above.

Lessons 5–6 In my room

1 Solve the crossword.

Across

- 5 You can keep your books on these. (11)
- 7 Area you can stand or sit on outside an upstairs window or door. (7)
- 11 One wall is papered, but the others are _____ white. (7)
- 12 A cover for a bed. (9)
- 13 If you win a race, you may get a gold one. (5)



Down

- 1 Prizes you get for winning a race or a competition. (8)
- 2 The part of your life when you are a child. (9)
- 3 A group of similar objects that someone has put together. (10)
- 4 Untidy. (5)
- 5 You sleep on them; they are fixed together with one on top of the other. (4, 4)
- 6 A piece of furniture in which you hang up your clothes. (8)
- 8 You can keep things in this piece of furniture which has doors and sometimes shelves. (8)
- 9 The opposite of 4 *Down*. (4)
- 10 Teddy bears are soft _____. (4)

2 Complete each sentence with a suitable verb in the correct form. Here are some verbs to help you.

• add • be • get • hang • have • hold • keep • put • save • stack • stay • win

- 1 I like bright colours, but I'm not keen on lime green.
- 2 I'm going to decorate my bedroom and I'm going to _____ lots of pictures up on the walls.
- 3 If my sister _____ her own way, she'd have pink walls and a sky blue ceiling.
- 4 I like posters on my walls because they _____ colour and interest to the room.
- 5 I have to tidy my room when it _____ really messy.
- 6 I've got a very big wardrobe. It _____ all my clothes.
- 7 My brother has _____ a lot of medals for swimming, including a gold one.
- 8 I try to _____ my room tidy, but after my little cousins have been in it, it's a real mess.
- 9 That's amazing! Your clothes are all _____ neatly in your wardrobe.
- 10 I haven't got enough room on my bookshelves, so I _____ my books on the floor.
- 11 My mum threw out my collection of football magazines. But I went to the bin and I managed to _____ them.
- 12 I don't want to change my bedroom. I want it to _____ as it is.

3 Think of something in each of these colours and write a sentence about it.

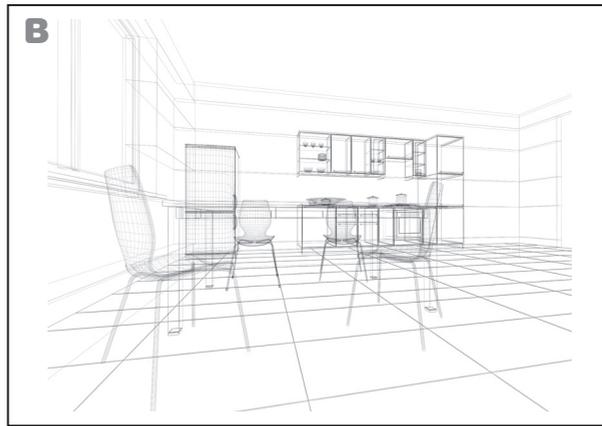
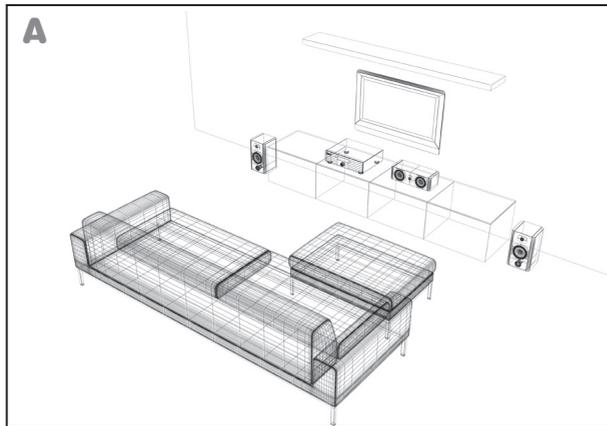
• lime green • light blue • dark blue • bright red • apple green
 • olive green • jet black • snow white • chocolate brown

- 1 *We've got a lime green bin at home.*
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____

4 Write a list of ten things you've got in your bedroom.

Lesson 7 My ideal room

1 Look at the pictures below. What type of rooms do you think these are?
Give reasons for your answers.



I think Room A is a _____, because _____.

I think Room B is a _____, because _____.

2 Work in small groups. Choose either room A or B and think about how you would redesign it. Make notes and then draw your new design.

<p>What we would keep the same</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>What we would change and how</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Lessons 8–9 Jobs at home

1 Interview your classmates.

Questions	Name	Name	Name	Name
	_____	_____	_____	_____
1 What do you do to keep the house tidy?				
2 Do you know where all the household appliances and cleaning equipment are kept at home?				
3 What kitchen appliances can you use? Can you explain how to use them?				
4 How often do you help with the shopping?				
5 Which is your favourite household job?				
6 Which household job do you like least?				
7 How often do you make a meal for the family?				
8 Do you know how to turn off the water if there's a leak?				
9 Do you know where the main power switch is in your house?				
10 Who knows most about fixing computers or installing software in your house?				

2 Choose three questions from Activity 1 and write a summary of the information you found out.

Writing tip

Here are some useful phrases to use when you are analysing data or writing a summary:

Most people ...

Hardly anybody ...

Nobody ...

Some people ... but others ...

3 Write sentences comparing the two things.

my room (3 metres square) / your room (5 metres square).

(small)

My room *is much smaller than your room.* _____

OR

My room *is far smaller than your room.* _____

my room (3 metres square) / your room (5 metres square).

(big)

My room *is nowhere near as big as your room.* _____

my room (lime green and sky blue) / your room (bright red and orange).

(colourful)

My room *is just as colourful as your room.* _____



1 Rob Stewart (15 goals this season) / Ryan Jones (15 goals this season)

(good at football).

Rob Stewart _____

2 Sara (100 metres in 15 seconds) / Rosanna (100 metres in 25 seconds)

(fast)

Sara _____

Reem _____

3 Hamad (1 m 80) / Khalid (1 m 80)

(tall)

Hamad _____

4 the Acme dishwasher (£750) / the Zenith dishwasher (£350)

(expensive)

The Acme _____

The Zenith _____

5 the saucepan (500 g) / the frying pan (3 kg)

(heavy)

The saucepan _____

The frying pan _____

6 a microwave (60 seconds to heat up a bowl of soup) / a fan oven (15 minutes)

(quick)

A microwave _____

A fan oven _____

Lesson 10 Household routines in the past

1 Match the two halves.

- | | |
|--------------|-----------------------------------|
| 1 chop | a fresh vegetables |
| 2 pick up | b wood for the fire |
| 3 pick | c the washing |
| 4 hang out | d a fire |
| 5 put ... on | e fresh milk from the corner shop |
| 6 make | f the kettle ... the fire |

2 Choose the correct words to complete the sentences.

- In the past, people **used to/didn't use to** have electrical appliances.
- People **used to/didn't use to** boil water on a fire.
- Children **used to/didn't use to** help hang out the washing.
- People **used to/didn't use to** make their own clothes.
- Milk **used to/didn't use to** be bought from the supermarket.
- I think life **used to/didn't use to** be a lot harder in the past than today.

3 Look at the jobs below. Then write about *one* of them.

- doing the washing
- heating the house
- cooking
- cleaning the house

- Explain how you do this job now.
- Describe how you think it used to be done in the past.

Now

In the past

Language tip

Notice the difference between

pick and **pick up**:

pick: to collect fruit or vegetables
He picked all the apples from the tree.

pick up: to collect from a place
I picked up the newspaper on my way home. She picked up the children from school.

pick up can also be to lift or gather something: *Pick up your clothes – they're all over the floor!*



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

- 1 Read this extract from the article on page 17 of the Coursebook and answer the questions.

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.



- 1 What does the author hope household routines will be focused on in the future?

- 2 What example does the author give for clean energy?

- 3 Will we be putting the rubbish out in the future? Why? / Why not?

- 4 Why does the author think there will be less non-biodegradable rubbish?

- 5 What will we be using composting bins for?

- 2 What household routines do you think we will we have in the future?

- 3 Now compare your predictions in Activity 2 to what we do today. Use the comparative phrases below.

A lot more / less ... than

Nowhere near as ... as

As ... as

4 What would you like your robot to do for you? Write six sentences below describing the activities.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

5 Draw a diagram of your robot and label it. Then write a description of what it does and how it works.

