

# Bridge to Success

English Language

**Workbook**

Book 9

General

Volume 1

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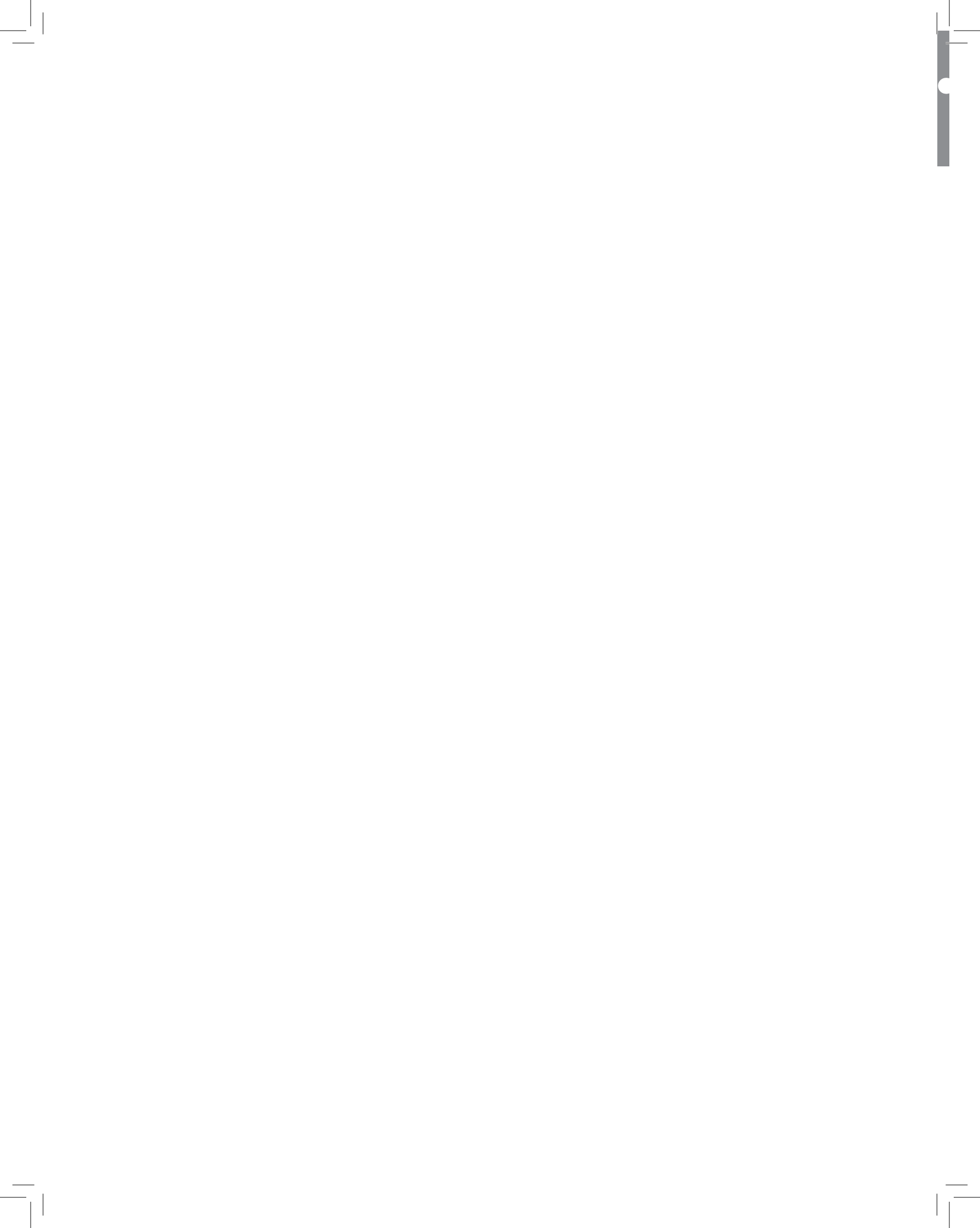
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# Welcome to *Bridge to Success*

*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:

 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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<b>Unit 2 International Explorer Pages 11–20</b>	Online travel brochure Status updates Country fact files	<b>Listening:</b> Panel discussion Informal group discussion <b>Speaking:</b> 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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<b>Unit 1 Household routines Pages 31–42</b>	Kitchen appliances and equipment; planning and describing a room; jobs at home; home life in the past and future; house robots <b>Reading:</b> Instructions for appliances Inside a teenager's bedroom Household routines in the future House robots	<b>Listening:</b> Appliances A bad day Jobs at home Household routines in the past <b>Speaking:</b> 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. <b>station</b>	a. people who travel on a form of transport
2. <b>tickets</b>	b. something you need to buy before you can travel
3. <b>platform</b>	c. a town or city environment
4. <b>urban</b>	d. a place where lots of trains arrive and leave
5. <b>driverless</b>	e. when there is a lot of traffic on the road
6. <b>passengers</b>	f. a place where you stand when you are waiting to get on a train
7. <b>network</b>	g. this is controlled by computers, not by a person
8. <b>congestion</b>	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

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

This image shows a single sheet of white paper with horizontal light blue ruling lines. A vertical red margin line runs down the left side of the page. Two circular punch holes are located on the left edge, one near the top and one near the bottom, indicating it was part of a binder or folder. The paper is otherwise blank, with no handwriting or printed 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)

## 1 Technology

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

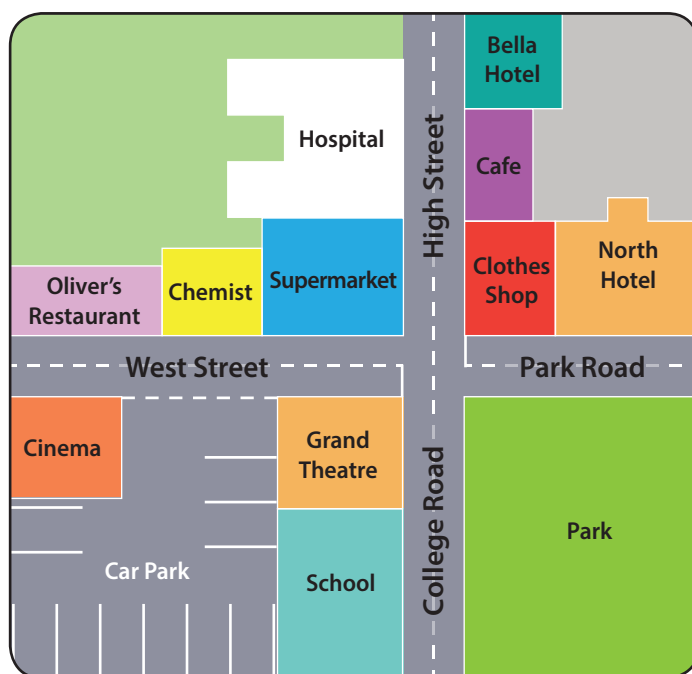
1. I have never seen a scorpion.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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**

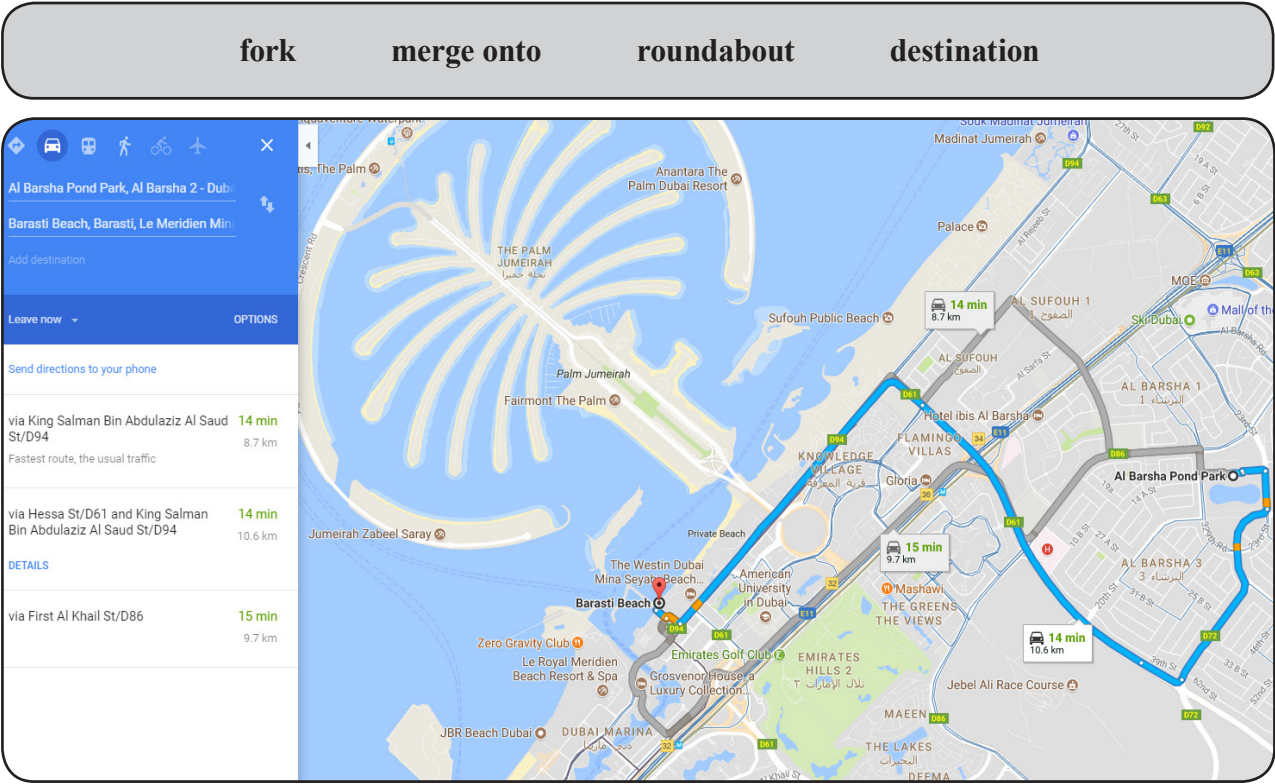
**cinema**

**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 <sup>1</sup> drones last year. There were some <sup>2</sup> \_\_\_\_\_ I wanted to take for 1  
an <sup>3</sup> \_\_\_\_\_ film in the mountains. A <sup>4</sup> \_\_\_\_\_ 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 <sup>5</sup> \_\_\_\_\_. They are perfect for <sup>6</sup> \_\_\_\_\_ 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 you 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

#### Verbs

suggest

#### Nouns

tradition

#### Adjectives

Wonderful

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.

- Abdulla / will / by / train / travelling / be

\_\_\_\_\_

- will / What / doing / you / be / 2pm / at ?

\_\_\_\_\_

- not / Sara / will / shopping / be / Thursday/ on

\_\_\_\_\_

- I / be / sightseeing / in / London

\_\_\_\_\_

- you / visiting / be / Will / Friday/ on / museums ?

\_\_\_\_\_

2 International Traveler

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

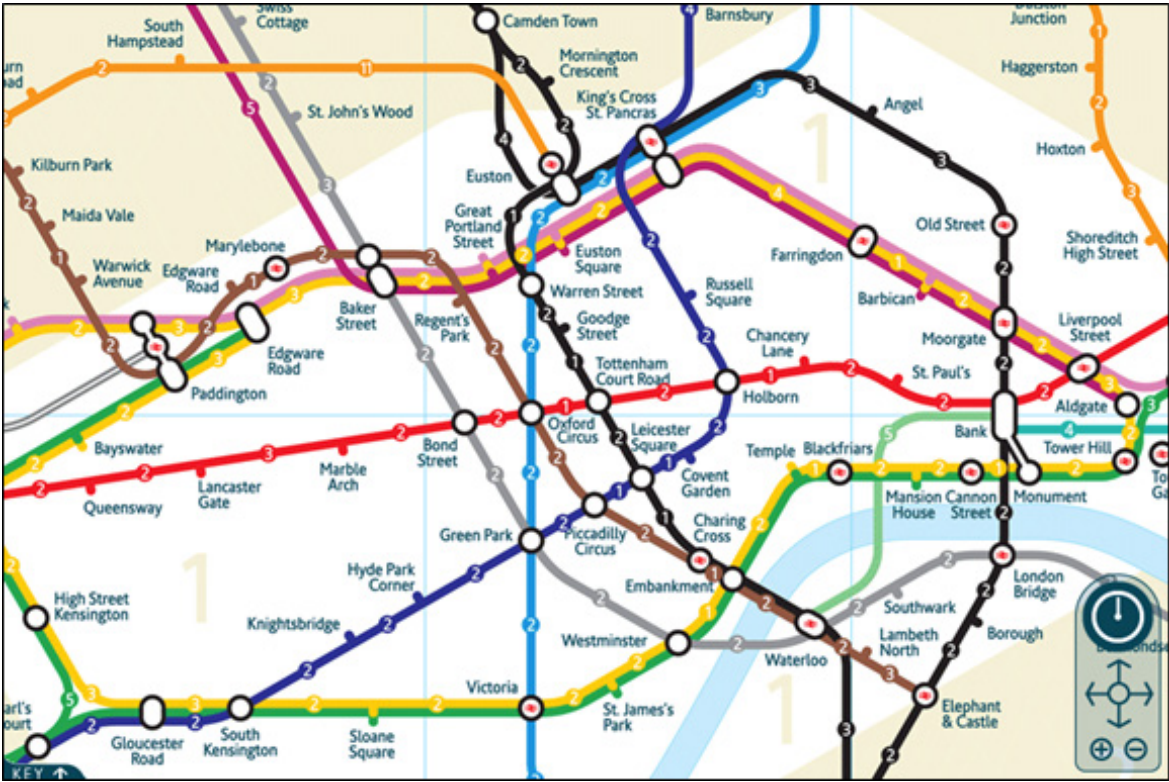
**Start:** Liverpool street at 9:00

**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.

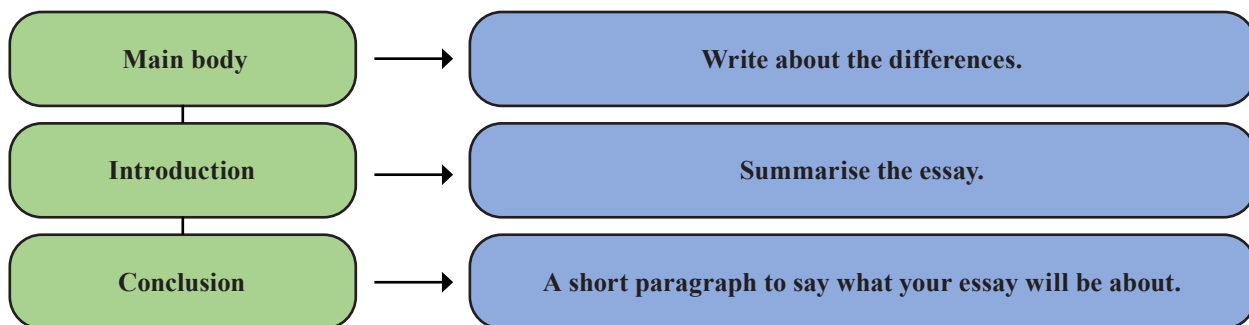
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

4 Complete the sentences with your own ideas.

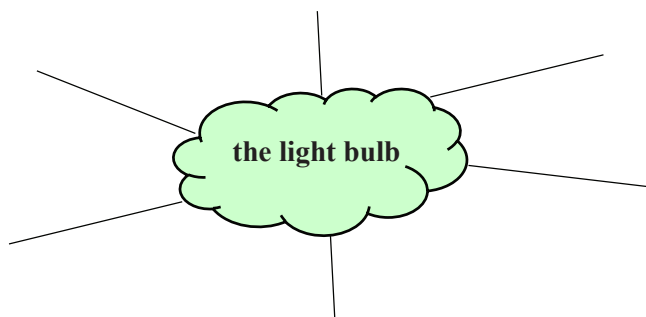
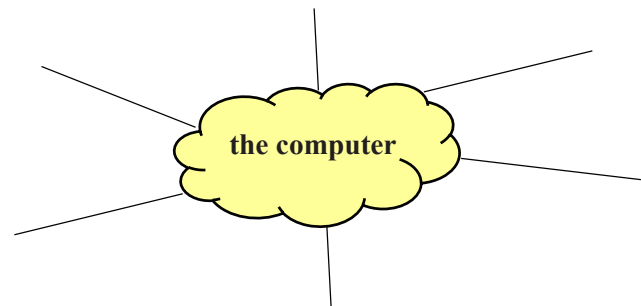
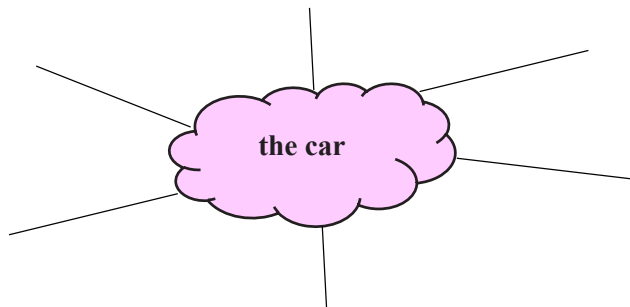
- I went to the shop \_\_\_\_\_
- They bought a map \_\_\_\_\_
- She phoned her friend \_\_\_\_\_
- I asked my brother \_\_\_\_\_
- We need some money \_\_\_\_\_

### 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.

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## 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.

The diagram illustrates a newspaper page layout. At the top is a red horizontal bar. Below it is a light blue horizontal bar. The main body of the page is divided into two columns. The left column contains a large white rectangular area, likely for an image, and several horizontal lines for text. The right column contains several horizontal lines for text. Labels with arrows point to these elements: 'Newspaper name' points to the red bar, 'Headline' points to the light blue bar, and 'Text' points to the lines in the right column.



## 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

### 3 Innovative Inventions.

- ④ Change these active sentences into passive sentences.

a. People speak English in Canada.

b. He doesn't write the email.

c. Does your father take you to school?

- 5 Change these passive sentences into active sentences.

a. It is thought that Karl Benz is the inventor of the modern car.

b. Help is given by doctors in a hospital.

c. Dates are grown in the Middle East.

- 6 Write a short description of three of the other devices from Activity 1 in the Coursebook.

The image shows three identical, vertically oriented sheets of white paper arranged side-by-side. Each sheet has horizontal blue ruling lines spaced evenly apart. The top of each sheet features a header area with faint, illegible text, likely bleed-through from the reverse side. The pages are otherwise blank, with no handwriting or other markings.

## 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.

- would / invite / if / I / was / him / he / my friend  
\_\_\_\_\_

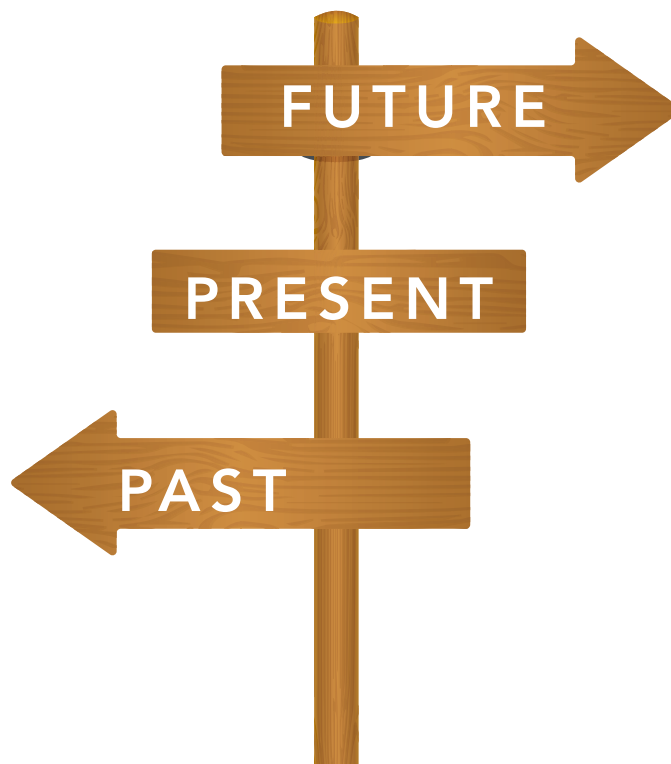
- with / you / If / time / I / had / come / would / I  
\_\_\_\_\_

- I / if / got / might / more / have / money / a job / I  
\_\_\_\_\_

- wouldn't / She / if / she / to / earlier / bed / tired / be / went  
\_\_\_\_\_

### 3 Innovative Inventions.

- 4 Put the verb into the correct tense.
- a. If he worked harder, he \_\_\_\_\_ his exams. (pass)
  - b. They would play better if they \_\_\_\_\_ more. (practise)
  - c. If we didn't learn English, we \_\_\_\_\_ the teacher. (not understand)
- 5 Complete the following sentences with your own ideas.
- a. If I were an animal, I \_\_\_\_\_
  - b. If I had a lot of money, I \_\_\_\_\_
  - c. 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 ...*
- a. You can't study because you are playing video games all the time.  
\_\_\_\_\_
  - b. You can't get up early in the morning.  
\_\_\_\_\_
  - c. 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.

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

[illegible]

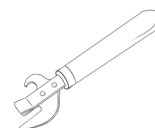
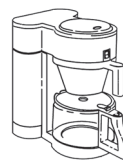
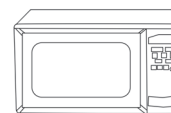
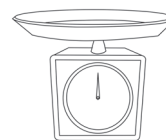
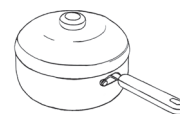
# Unit 4

## Household routines

### Lessons 1–2 In the kitchen

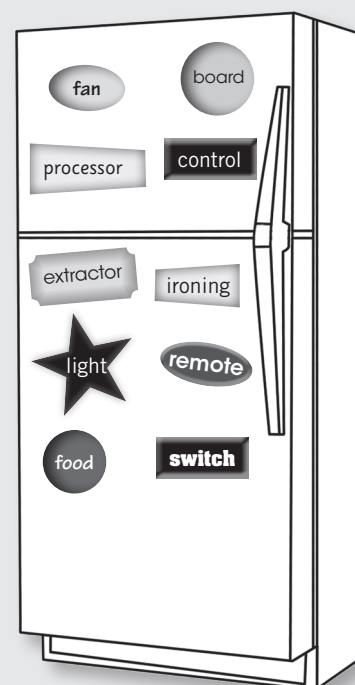
#### 1 Complete the words.

- 1 d \_ \_ \_ w \_ \_ \_ \_ r
- 2 o \_ \_ n
- 3 t \_ \_ p \_ t
- 4 s \_ \_ \_ \_ p \_ n
- 5 f r \_ \_ \_ e
- 6 f r \_ \_ \_ \_ r
- 7 s c \_ \_ \_ 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 e x \_ \_ \_ \_ \_ \_ \_ \_ \_ 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.<br>Do you mind if I ... | c ... the kettle for me, please. I'd like to make<br>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.

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### 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.



## 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 \_\_\_\_\_ 4 get on \_\_\_\_\_  
 2 turn on \_\_\_\_\_ 5 put down \_\_\_\_\_  
 3 put on \_\_\_\_\_

**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.

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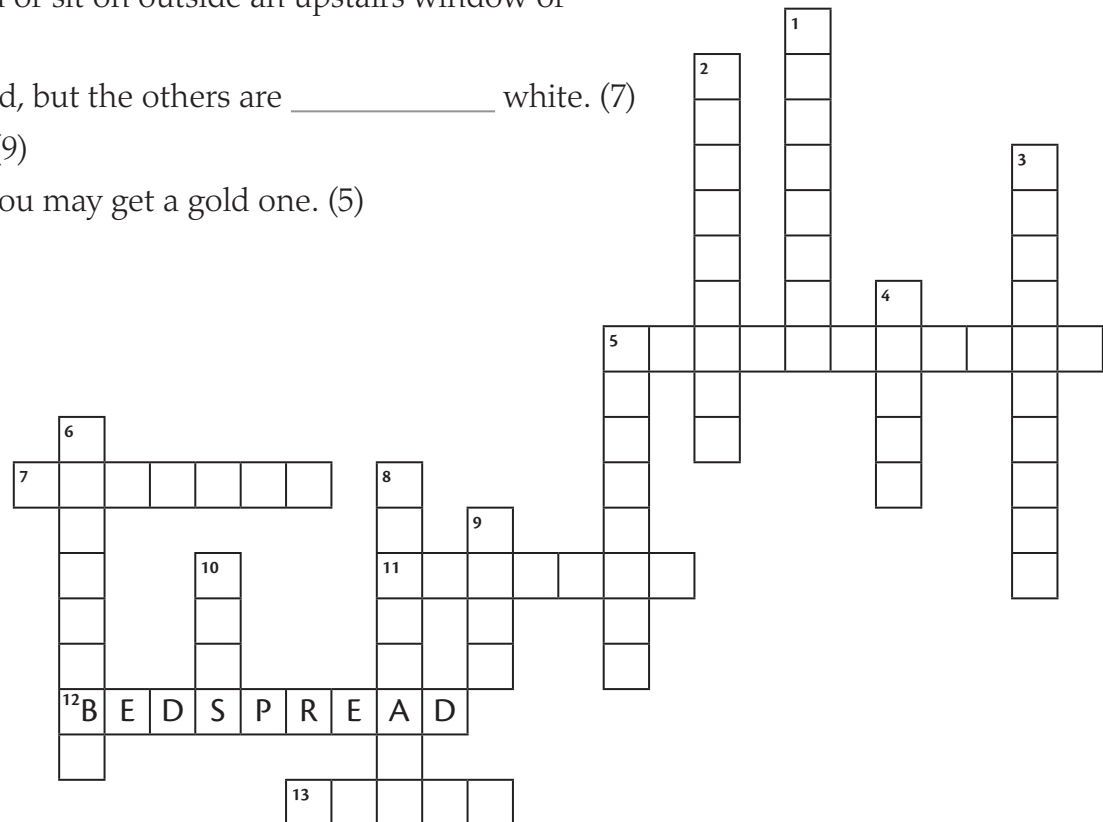
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## Lessons 5–6 In my room

### 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

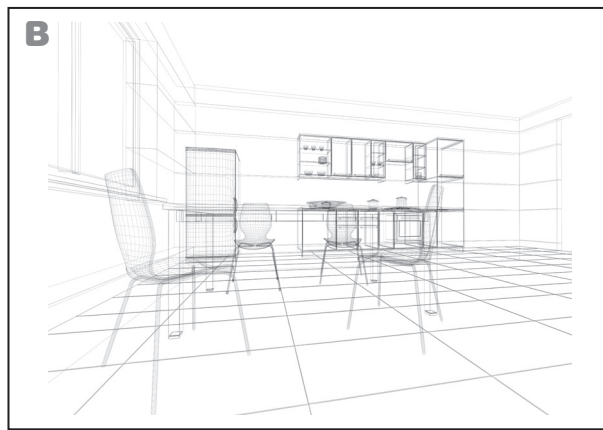
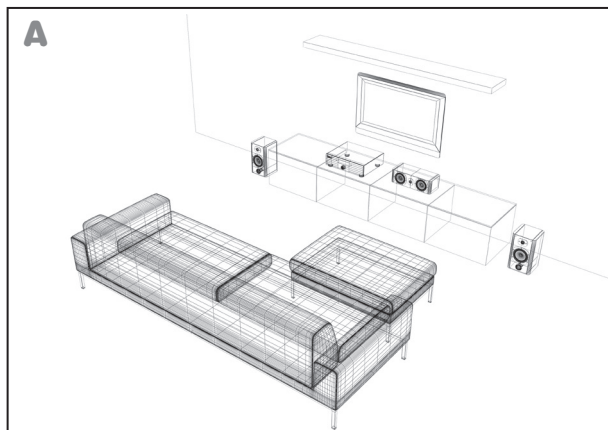
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- 4** Write a list of ten things you've got in your bedroom.

## 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.

### **What we would keep the same**

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### **What we would change and how**

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## 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.

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#### 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**

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**In the past**

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### 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!*



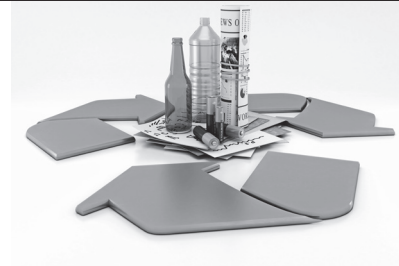


## Lessons 11–12 Household routines: what does the future hold?

- 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?

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- 2** What household routines do you think we will 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*

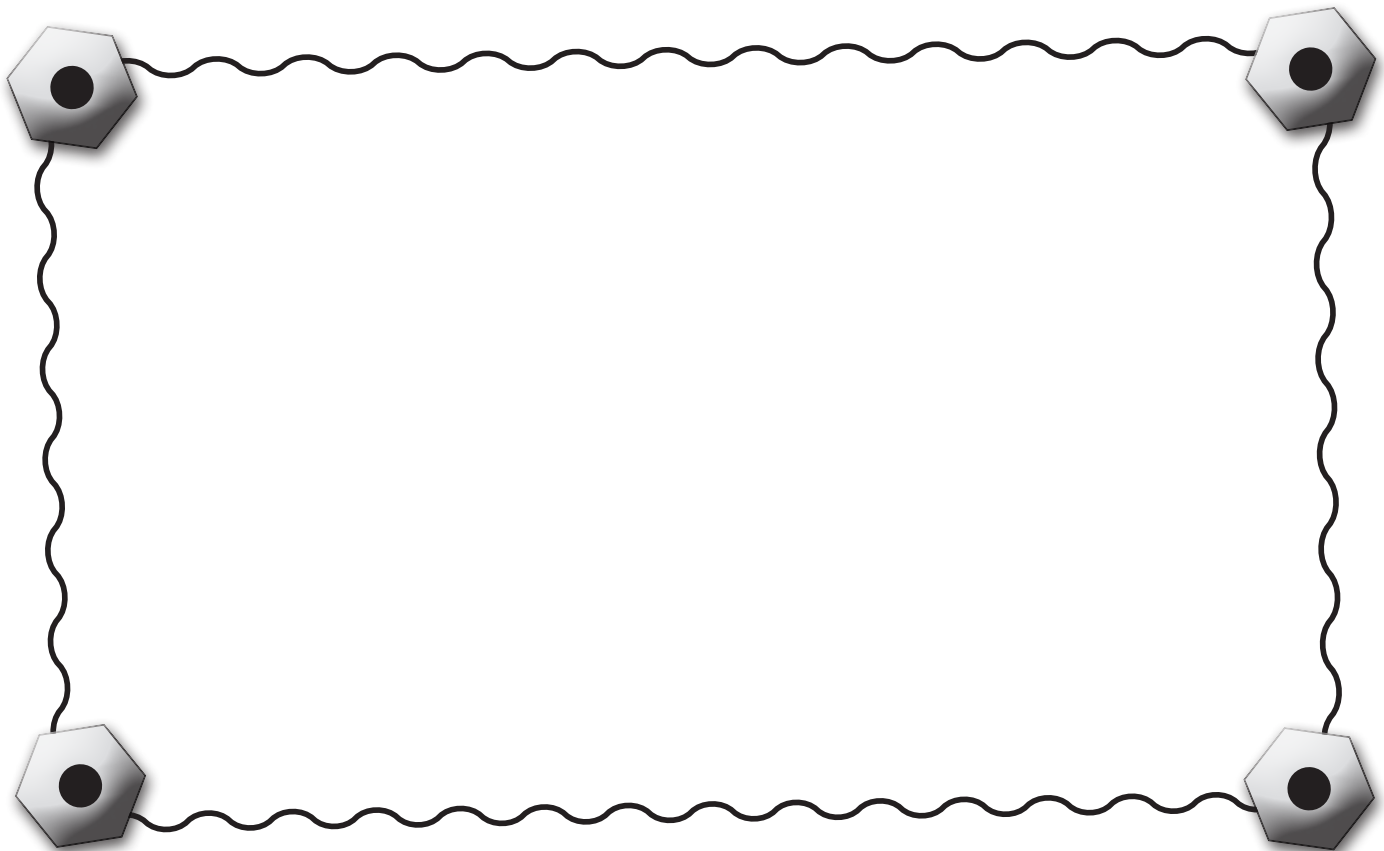
*Nowhere near as ... as*

*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.




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