

تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف كتاب النشاط Success to Bridge Workbook

موقع المناهج ← المناهج الإماراتية ← الصف السابع ← لغة انجليزية ← الفصل الثاني

روابط مواقع التواصل الاجتماعي بحسب الصف السابع



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# Bridge to Success

Workbook

7

*Bridge to Success* is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates. This edition covers the first term of Grade 7.

This book sets out to:

- teach and review basic literacy skills
- teach and review basic writing skills
- teach and review basic speaking and listening skills
- cover standards for Grade 7 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.

Chris Barker and Libby Mitchell

# Bridge to Success

Workbook  
Term 2

7



United Arab Emirates  
Ministry of Education



# Bridge to Success



Workbook

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Chris Barker and Libby Mitchell

Term 2 material 2017

All adaptations and modifications to this UAE Edition have been made by a committee of specialists from the Ministry of Education and Cambridge University Press.

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### **Photographs**

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# Welcome to *Bridge to Success*

*Bridge to Success* is a twelve-grade course for learners of English as a second language (ESL). The twelve grades range from the beginning of cycle 1 to the end of cycle 3.

*Bridge to Success Grade 7* consists of twelve 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 icons 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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<b>Unit 7</b> <b>Health, food and exercise</b> <b>Pages 95–108</b>	A balanced diet; getting enough exercise and sleep; the diet and training of Kenyan long-distance runners. <b>Reading:</b> Information about food groups. Information about vegetarians. A leaflet about healthy lifestyles. A dialogue discussing snack foods. A leaflet about what the brain needs. An article about dehydration. An article about types of drinks. An article about Kenyan long-distance runners.	<b>Listening:</b> An interview with a nutritionist about food. An interview with a scientist about energy. <b>Speaking:</b> Discussing with partner about food groups. Asking and answering questions about staying healthy. Asking and answering questions about what the brain needs. Group discussion about healthy foods. Conducting a class survey about exercise. Group discussion about types of exercise.	Quantifiers with countable and uncountable nouns (a few... a little...). Adjectives and adverbs. Positions of adverbs of frequency.	Food groups. Types of food. Types of drinks. Sports and exercise.	Writing a menu for a vegetarian friend. Designing a poster to encourage people to drink more water. Writing questions to match answers. Writing a letter to persuade someone to take part in sports.



	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 8</b> <b>All living things</b> <b>Pages 109–123</b>	Facts about animals. Facts about birds. What is climate change? Information about polar bears. Bengal tigers. An extract from <i>War Horse</i> .	<b>Listening:</b> A conversation about polar bears. Conversations about books and plays. <b>Speaking:</b> Asking and answering questions about polar bears. Discussing ideas about a reading text.	So does he. So have I. Relative clauses with <i>which</i> as the subject pronoun. <i>Could</i> for possibility and suggestion.	Animal-related physical characteristics and similarities. Climate change.	Questions about animals. Writing about a character from a novel. Designing a theatre poster. Writing a short story from an animal's point of view. Writing a guide to looking after an animal.
<b>Unit 9</b> <b>World records</b> <b>Pages 124–138</b>	Olympic and Paralympic Games. World records. Sporting events. Athletic abilities. <b>Reading:</b> Illustrated history of the ancient Olympics. Spectators' comments on the Paralympics. A world records quiz. Athletic animals. A biography of an athlete.	<b>Listening:</b> A profile of a Paralympic athlete. Listen to a conversation about a sporting event. Listen to a conversation about athletic abilities. <b>Speaking:</b> Talking about the similarities and differences between the ancient Olympics and the modern Olympics. Describing a sporting event. Asking and answering questions about an athlete. Taking part in a world records quiz. Talking about what you are capable of doing. Organising a school sports day.	Pronouns everyone, anyone, no-one, everything, anything, nothing. Comparatives and superlatives of adverbs.	Words relating to the ancient and modern Olympic and Paralympic Games. Words relating to sporting events, world records and athletic abilities.	Writing a summary of a text about the ancient Olympics. Writing a description of an Olympic sport. Writing an account giving your impressions of a sporting event.



- **Topics:** Street maps; transport maps; map reading; newspaper report of a mountain rescue; phone conversations about finding your way; conversations about travelling on the metro
- **Use of English:** Infinitives of purpose; prepositions related to travel (get on/off, on the subway), comparative adjectives; past continuous (including in the passive)

## Lessons 1–2 Finding your way

### 1 Complete the text with the missing words in the box.

• shopping mall • metro • city • meet • eat

I went into the <sup>1</sup> city centre to <sup>2</sup> \_\_\_\_\_ some friends yesterday. We met in the <sup>3</sup> \_\_\_\_\_ station, then decided to go to the <sup>4</sup> \_\_\_\_\_ to buy some things. I looked at some clothes, but in the end I didn't buy anything for myself. Some of us felt hungry, so we all went to a restaurant to <sup>5</sup> \_\_\_\_\_ something.

### 2 Match the two parts of these sentences.

- |   |  |
|---|--|
| 1 I'm going to the post office            | a to put my shopping in the car.               |
| 2 We went up to the top of the skyscraper | b to learn.                                    |
| 3 He decided to go to the cinema          | c to see a film with his friends.              |
| 4 I went back to the car park             | d to buy some stamps.                          |
| 5 I went to the metro station             | e to have a good view of the whole city.       |
| 6 You go to school                        | f to meet my friend and go to the city centre. |

### 3 Which places are being described?

- 1 I come here to relax. Sometimes I come alone and sometimes I come with friends. You can see all sorts of different films here.
- 2 I'm staying here for a few nights with my family because we're not at home now. We're on holiday.
- 3 This is where we leave the car when we go into the city centre.
- 4 I like these places. There are lots of things to look at. I come here to see interesting things and to learn about the past.



4 Work in pairs. Describe a place without saying the name. Say why you are there and what you can see and do there. Can your partner guess which place it is?

5 Add the missing prepositions from the box.

• to • over • on • in front of • to • in the middle of

- 1 There's a fountain \_\_\_\_\_ the square. I'm by the zoo now, so I'll meet you there later.
- 2 We went \_\_\_\_\_ the bridge to get to the north side of the river, because we wanted to walk around the city centre.
- 3 I waited for my friend \_\_\_\_\_ the cinema. When he arrived, we went in.
- 4 I'm going \_\_\_\_\_ the World Trade Centre. It's south of here, I think, so I need to turn right somewhere.
- 5 Go down this road and the zoo is \_\_\_\_\_ the left at the end. It's on the coast.
- 6 How do I get \_\_\_\_\_ the art centre from here? Is it in this direction? I've got a terrible sense of direction. I need a compass!

6 Steven, a tourist, is talking to his friend Mahmoud about the Dubai Marathon. Put the dialogue in the right sequence.

**Steven:** I didn't know there was a marathon in Dubai. **Mahmoud:** <sup>1</sup> \_\_\_\_\_

**Steven:** Wow! And what's the route? **Mahmoud:** <sup>2</sup> \_\_\_\_\_

**Steven:** Do they go past the Burj Al Arab? **Mahmoud:** <sup>3</sup> \_\_\_\_\_

**Steven:** Right. So do they go into the city centre? **Mahmoud:** <sup>4</sup> \_\_\_\_\_

**Steven:** And where's the finish? **Mahmoud:** <sup>5</sup> \_\_\_\_\_

- a It starts on the Umm Suqeim Road at the Madinate Jumeirah end, and they run towards the sea, then turn left onto Al Sufouh Road, running past Dubai College on the left.
- b They run back onto the Umm Suqeim Road again, for about 500 metres this time, then finish just by the Dubai Police Academy.
- c Yes, it's famous. It started in 2000, and they offered a million dollars if anyone could break the world record.
- d Yes, twice. Once going in each direction.
- e Well, no. They go past the Union Flag, then turn and run back along the Jumeirah Beach Road, past the Grand Mosque and head back toward the Burj Al Arab again.

## Lesson 3 Favourite places

### 1 Match the two parts of these sentences.

- |  |   |
|--|---|
| 1 Browsing in shops is without a       | a past, you'll love the museums, for sure.    |
| 2 I'm mad about fitness, so the gym is | b question: go up to the top of a skyscraper. |
| 3 The restaurants here are absolutely  | c their favourite place is the playground.    |
| 4 If you like learning about the       | d the cinema is my favourite place.           |
| 5 For the best views, there's no       | e wonderful. The food is delicious.           |
| 6 I just love films, so obviously      | f definitely the place I go most often.       |
| 7 When it's hot, my favourite place is | g doubt my favourite activity.                |
| 8 For many young children, I'm sure    | h anywhere with shade!                        |

### 2 Unscramble these questions.

1 What's place favourite your ?

---

2 you first there When go did ?

---

3 there do you can What ?

---

4 with go Who you there do?

---

5 last When was there time you the went ?

---

6 do How get there you ?

---

### 3 Think of your answers to the questions in activity 2. Write a short paragraph about your favourite place.

#### Writing tip

Remember to make your writing interesting by giving details and examples. Then the reader can see how much you like the place and understand the reasons why you like it.

## Lessons 4–5 Taking the metro

**1** Work in pairs. Look at the metro map in the Coursebook and decide if these statements are true (T) or false (F).

- 1 There are three places you can change from the Red Line to the Green Line.
- 2 Dubai Internet City is two stops after Financial Centre.
- 3 If you want to go to Airport Terminal 1 on the metro, you need to get on the Red Line.
- 4 If you are on the Red Line going away from Union Square, Business Bay is the next stop after Noor Islamic Bank.
- 5 Creek is the last stop on the Green Line.

Places of interest	Nearest metro station
Dubai Marina	Dubai Marina
Heritage and Diving Villages	Al Ghubaiba
Clocktower	Deira City Centre
Ski Dubai	Mall of the Emirates
Dubai Aquarium	Burj Khalifa

**2** Look at the Dubai Metro map on page 98 of the Coursebook and the chart above. Write answers to the questions.

- 1 We're meeting some friends for a meal in the Dubai Marina. How do we get there from Abu Hail?  
*You take the Green Line to Union and change there for the Red Line. You get off at Dubai Marina. It's the stop after Nakheel.*
- 2 I really want to go to Ski Dubai. How do I get there from Creek?
- 3 I've heard so many great things about the Aquarium. Could you tell me how I get there? I'm staying near Palm Deira.
- 4 I want to see the Heritage and Diving Villages to do a project on life in the past. How do I get there from here? I'm coming into Emirates from Rashidiya now.

**3** Put the lines of this text about the Dubai Metro in the right sequence.

The Dubai Metro system is very new and very modern - it opened  
**a** 100,000 people, which represents about 10% of the population of Dubai, used  
**b** driverless system in the world, but it is not the only one. More than  
**c** class, which is the standard class that most people use.  
**d** the metro on the first day. It was the second metro system  
**e** in 2009. It has only two lines, the Red Line and the Green Line, so it is easy  
**f** around 600 passengers seated and standing. There are three classes of  
**g** in the Arab world - Cairo was the first. The trains are designed to carry  
**h** to understand and use. It is over 70 km long. In fact it is the longest  
**i** carriages: Gold Class, Women and children only class, and Silver

**4** Complete the sentences with the words in the box.

• commuters • hour • carriages • underground • London • beautiful • million

- 1 The first city in the world to have an \_\_\_\_\_ transport system was London, where it is called the Tube.
- 2 In winter, the seats in the metro \_\_\_\_\_ in Seoul are heated.
- 3 Many people think the Moscow metro is very \_\_\_\_\_ .
- 4 More than 8 \_\_\_\_\_ people use the Tokyo metro every day.
- 5 Metros in every city are very busy during the rush \_\_\_\_\_ .
- 6 People who travel to work in a city are called \_\_\_\_\_ .

**5** Do some internet research about metros around the world. Choose another city that has a metro system and find some interesting facts about it. Present your findings to the class.



## Lesson 6 How to read maps and signs

### 1 Which road sign is the most important for these people?

1 Where can we leave the car?



2 We are going to be late for our flight!



3 There are only two buses a day.



4 Is it safe to drive here?



5 I thought I saw a camel in the road.



6 We're driving through the mountains.



### 2 Match the two parts of these sentences.

1 Contour lines tell you

a know how far apart places are.

2 Pilots use different maps

b road names and important places.

3 The legend tells you

c from tourists and drivers.

4 The scale of a map helps you

d what the different symbols mean.

5 Good maps show things like

e if an area is flat or hilly.

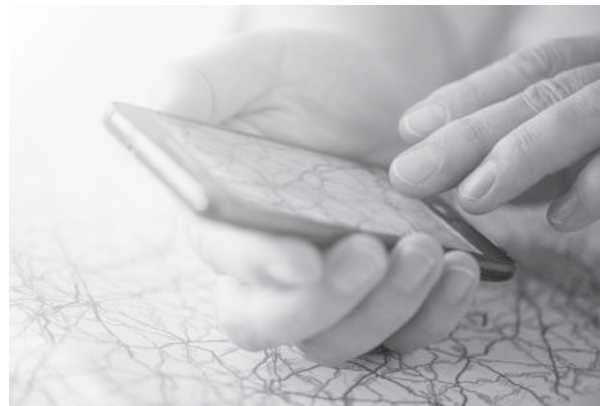
### 3 Work in pairs. Ask and answer these questions:

1 When was the last time you used a map?

2 Where were you?

3 Where were you going?

4 How did the map help you?



## Lesson 7 Practise and prepare

1 Complete these two telephone conversations using the phrases in the box.

- on the
- shopping mall
- sense of direction
- in front of
- breaking up
- quite catch that
- got off
- to see

### Conversation 1

**Ali:** Hi Hassan! How are you?

**Hassan:** Fine, thanks. Listen, do you want <sup>1</sup>\_\_\_\_\_ a film with me tonight?

**Ali:** Sorry, you're <sup>2</sup>\_\_\_\_\_. What did you say?

**Hassan:** I said I'm going to the cinema in the city centre. Do you want to come, too?

**Ali:** Sure. That'd be nice. Where shall we meet? <sup>3</sup>\_\_\_\_\_ the cinema?

**Hassan:** Sorry, I didn't <sup>4</sup>\_\_\_\_\_.

**Ali:** Oh.

**Hassan:** Anyway. Let's meet in the <sup>5</sup>\_\_\_\_\_, near the fountain, at 7.30. Then we can go to the cinema together.

### Conversation 2

**Ali:** Hassan? Where are you? It's 8.00.

**Hassan:** Sorry, Ali. I got lost. I'm <sup>6</sup>\_\_\_\_\_ metro.

**Ali:** What happened? Are you lost?

**Hassan:** Well, not really. But I <sup>7</sup>\_\_\_\_\_ at the wrong stop so I was in the wrong place. Then I went in the wrong direction.

**Ali:** Really? You need a map!

**Hassan:** Yes. You know I have a terrible <sup>8</sup>\_\_\_\_\_.

2 Complete this note to Hassan with two ideas to help him improve his sense of direction.

*Hi Hassan*

*You told me that you have a bad sense of direction. Well, I have some advice for you. Here are some things you could do. I think they will help you not get lost!*

**1** You could ... **2** Also, try to ... **3** Finally, I think it is a good idea ...

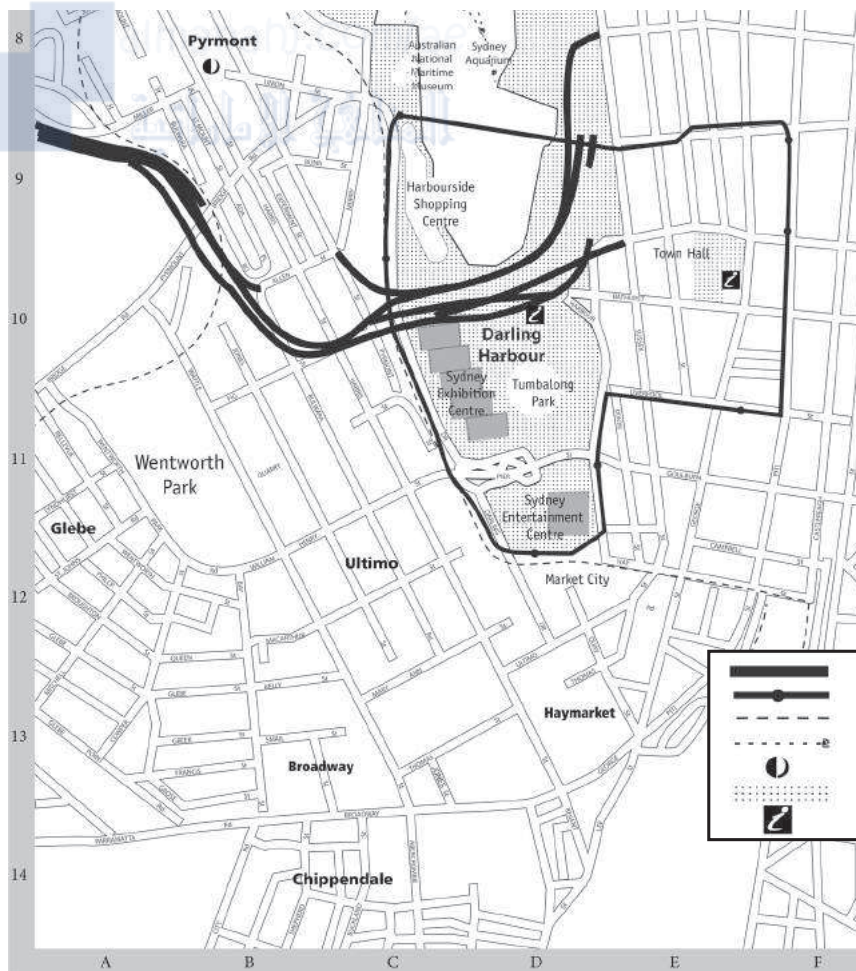
*All the best!*



## Lesson 8 Better ways to travel

**1** **21st** Look at the map of Sydney. Complete the sentences with the correct word or expression.

- 1 Wentworth Park (A/B11) is much *bigger* / *smaller* than Tumbalong Park.
- 2 Wattle Street (A10 – C13) is *not as long as* / *longer than* Harris Street (B8 – D13)
- 3 Sydney Entertainment Centre (D11) is *not as big as* / *bigger than* Sydney Exhibition Centre (C/D 10/11)
- 4 Walking from the Town Hall to Tumbalong Park is *much quicker than* / *not as quick as* walking from Chippendale to Pyrmont.



### Did you know?

Roads go between towns.  
Streets are in a town or city.  
Boulevards are wide streets, often with a narrow garden or park that separates the traffic going in different directions.

**2** What do these common abbreviations on a map stand for?

- |      |                   |              |
|------|-------------------|--------------|
| 1 P  | a pedestrian area | b car park   |
| 2 St | a stop            | b street     |
| 3 Rd | a road            | b roundabout |
| 4 Bd | a boulevard       | b building   |
| 5 Pl | a police station  | b place      |

### Abbreviations

Abbreviations are often used on maps and in everyday writing, so it's important to know what they mean.

**Study skills**

## Lesson 9 Guided tour

**1** Choose the correct word to complete these sentences.

- 1 We saw some villages that you can only get to *on / by* boat.
- 2 The capital, Khasab, is *on / in* the north of the peninsula.
- 3 The coach drove *in / along* the highway via the city towards the mountains.
- 4 After a couple of hours we arrived *on / in* Dibba.
- 5 Dibba is a small port *on / to* the east coast. The tour goes there on a daily basis.
- 6 We saw some dolphins when we were sailing *in / along* the coast in the dhow.
- 7 We had a delicious lunch *to / on* board the dhow.
- 8 We went back *at / to* the hotel very late in the evening.

### Writing

**2** Work in pairs. Plan a full-day tour in a city or area that you think would be interesting.

To help you plan, write your answer these questions:

- What three different places does the tour visit?

---

---

- How will people travel during the tour?

---

---

- Where will the people have lunch?

---

---

- What can the people do during the tour?

---

---

Present your tour to the group.



## Lesson 10 Floor plans

1 Complete the dialogue with the words in the box.

• atlas • dictionaries • floor • behind • books  
• right • section • class • reference • maps

**A:** Excuse me, have you got any <sup>1</sup> \_\_\_\_\_ on Chemistry?

**B:** Yes, they are in the Science <sup>2</sup> \_\_\_\_\_ .

**A:** Where is that?

**B:** It's on the first <sup>3</sup> \_\_\_\_\_. Go upstairs and you'll see the Social Sciences books at the front of the room on the <sup>4</sup> \_\_\_\_\_ .

**A:** OK. I see.

**B:** And the Science books are <sup>5</sup> \_\_\_\_\_ that.

**A:** Thanks. One more thing. In our Geography <sup>6</sup> \_\_\_\_\_ we're doing a project on different countries. Do you have any books with <sup>7</sup> \_\_\_\_\_ of the world in them?

**B:** Certainly. You need an <sup>8</sup> \_\_\_\_\_. That's what those books are called.

**A:** Right. Are they in the <sup>9</sup> \_\_\_\_\_ section?

**B:** No, that's where you find <sup>10</sup> \_\_\_\_\_ and books like that.

**A:** I see.

**B:** So, they are upstairs. You'll see the Arabic Literature section in the middle of the room at the back. Geography is with the History books.

2 Complete these sentences by choosing the right words.

1 To find where things are in a library, look at the *reference section* / *floor plan*.

2 Library books are kept on *shelves* / *help desk*.

3 Libraries are organised into different *Social Sciences* / *sections*.

4 If you want to find a book, ask at the *help desk* / *atlas*.

5 All the books in the library are in the online *catalogue* / *shelf*.

6 I read an interesting article about how people think in a *Psychology* / *History* magazine.

7 The student was at the *back* / *behind* of the library looking for a book.

## Lessons 11–12 **Lucky escape**

**1** Match the words to the definitions from the story 'Saved by the light of a mobile phone,' on page 106 of the Coursebook.

- |                                    |  |
|------------------------------------|--|
| <b>1</b> unconscious               | <b>a</b> a long flat surface that comes out from the side of a mountain, wall or other surface |
| <b>2</b> avalanche                 | <b>b</b> to try to escape from something   |
| <b>3</b> ledge                     | <b>c</b> between the ages of 13 and 19   |
| <b>4</b> to knock                  | <b>d</b> when a large amount of snow falls down a mountainside.                                |
| <b>5</b> to outrun                 | <b>e</b> to move faster than something or someone and escape                                   |
| <b>6</b> to rush                   | <b>f</b> not able to see, move or feel, after being hit on the head, for example               |
| <b>7</b> to get out of the path of | <b>g</b> to move extremely quickly   |
| <b>8</b> in his teens              | <b>h</b> to hit someone or something very hard   |

**2** Make collocations using the words from the two columns.

- |                       |                   |
|-----------------------|-------------------|
| <b>1</b> the rescue   | <b>a</b> force    |
| <b>2</b> clear blue   | <b>b</b> bones    |
| <b>3</b> mobile phone | <b>c</b> services |
| <b>4</b> with full    | <b>d</b> darkness |
| <b>5</b> broken       | <b>e</b> sky      |
| <b>6</b> pitch        | <b>f</b> signal   |

**3** Use words and phrases from activities 1 and 2 to answer the following questions.

- 1 What was the weather like when Ben went snowboarding?  
*There was a clear blue sky.*
- 2 What suddenly happened when Ben was snowboarding?
- 3 Why didn't Ben get out the way of the avalanche?
- 4 What happened when the avalanche hit Ben?
- 5 What did Ben do when he woke up on the ledge?
- 6 How was he able to call his friend in Britain?

**4** Complete the definitions of words from Ben's story with the words in the box.

• rope • treat • circle • lower • hover • wave

- 1 When you \_\_\_\_\_ something, you move around it several times.
- 2 Some birds and helicopters can \_\_\_\_\_, meaning they can stay in one place in the air.
- 3 When you \_\_\_\_\_ something around, you move it from side to side in the air.
- 4 When you \_\_\_\_\_ something, you make something go down from higher up.
- 5 A \_\_\_\_\_ is very strong string, twisted together.
- 6 When doctors \_\_\_\_\_ someone for something, they give them medical care.

**5** Match the phrases in column 1 with the phrases in column 2. Join them using when and the past simple or the past continuous of the verbs in brackets.

**1**

- 1 We (wait) at the metro station
- 2 (you / look) at the map
- 3 My mobile (fall) out of my pocket
- 4 She (lie) in the snow unconscious
- 5 He (walk) in the mountains

**2**

- a tourist (ask) us for directions.
- you (fall) over?
- I (play) football.
- the rescue services (find) her.
- he (have) an accident.

1 We were waiting at the metro station when a tourist asked us for directions.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



# Lesson 13 Famous explorers



1 Complete the discussion using the phrases in the box.

- He was the leader
- In July 1969
- journey to the moon
- an American astronaut
- Why is he famous?
- favourite explorer
- to walk on the moon
- throughout the world

Salem: <sup>1</sup> *Who's your favourite explorer?*

Hassan: I think my favourite is Neil Armstrong.

Salem: Why? What did he do? <sup>2</sup> \_\_\_\_\_?

Hassan: He was the first person <sup>3</sup> \_\_\_\_\_.

Salem: Really?

Hassan: That's right. He was <sup>4</sup> \_\_\_\_\_.

Salem: When was that?

Hassan: <sup>5</sup> \_\_\_\_\_. It was the Apollo 11 space mission. That was his expedition.

Salem: Did he go alone?

Hassan: No, there were three of them in the team. <sup>6</sup> \_\_\_\_\_.

Salem: How long did it take them to get there?

Hassan: The <sup>7</sup> \_\_\_\_\_ took four days, I think.

Salem: That's incredible.

Hassan: Yes. And it was on TV, too. Millions of people <sup>8</sup> \_\_\_\_\_ watched it.

2 Write a one sentence summary of the reason each person is famous.

1 Ibn Battuta *is famous for his travels to Islamic countries throughout the world.*

2 Roald Amundsen \_\_\_\_\_.

3 Christopher Columbus \_\_\_\_\_.

4 Neil Armstrong \_\_\_\_\_.

3 Choose one of these explorers, and find out about why they are famous.

- Marco Polo
- James Cook
- Hernan Cortes
- Zheng He
- Ahmad Ibn Fadlan

### Writing tip

Use past tenses when you write about famous explorers. Write about when they **lived**, and where they **travelled**.

Write your findings in a short text like the examples on page 108 in activity 1 in the Coursebook.



## Lesson 14 Practise and prepare

1 Decide which pair of words from the box fill the gaps in these sentences.

• swim/board • dhow/port • signal/library • map/symbols • lowered/rope • sailed/coast

- We got on the dhow at a small port .
- We \_\_\_\_\_ along the \_\_\_\_\_ for a few hours.
- We all wanted to \_\_\_\_\_ in the sea. After that, we had lunch on \_\_\_\_\_ .
- You can't get a mobile phone \_\_\_\_\_ in the \_\_\_\_\_ .
- They \_\_\_\_\_ a \_\_\_\_\_ from the helicopter to try to rescue the boy.
- I don't know how to read a \_\_\_\_\_ because I don't understand the \_\_\_\_\_ .

2 Make comparisons with *much ... than* and *(not) as ... as* using the information given.

1 Use *much*.

Cars

Fiat 500                  BMW 7  
3545.84 mm          5024 mm

*The BMW 7 is much longer than the Fiat 500.*

or

*The Fiat 500 is much shorter than the BMW 7.*

2 Use *much*.

Ships

*Carnival Dream*          *Oasis of the Seas*  
3646 passengers          5400 passengers

3 Use *almost as*.

Trains

AVE (Spain)                  Frecciarossa (Italy)  
356 km per hour          340 km per hour

4 Use *not as*.

Motorbikes

Harley-Davidson          Suzuki  
\$14,000                          \$15,000

3 Complete the sentences with the correct form of the verbs. Use the past simple or past continuous. Sometimes both are possible.

- When we were driving (drive) across the desert, I suddenly saw (see) lots of camels so I took this photo of them.
- I \_\_\_\_\_ (play) football when I \_\_\_\_\_ (break) my leg.
- We \_\_\_\_\_ (see) some dolphins when we \_\_\_\_\_ (sail) along the coast.
- I \_\_\_\_\_ (go) into the city centre to see a film when you \_\_\_\_\_ (call) me.
- Tarek \_\_\_\_\_ (meet) Saad when he \_\_\_\_\_ (go) to the Metro station.

## Lesson 15 Mission to Mars

**1** Match the words and phrases from the text in the Coursebook on page 110 and their meanings.

- |                             |   |
|-----------------------------|---|
| <b>1</b> a lot on his plate | <b>a</b> more general   |
| <b>2</b> to launch          | <b>b</b> very busy  |
| <b>3</b> a (space) probe    | <b>c</b> to send something into water or space                |
| <b>4</b> broader            | <b>d</b> a space vehicle that sends information back to earth |
| <b>5</b> scientists         | <b>e</b> people who study science                             |

**2** Complete this interview with phrases from the box.

- How long will it take to get there?
- from the expedition
- I'm afraid I don't agree
- but now it is arid
- It's about the size of a small car
- How big is the probe they will travel in?
- famous for this scientific exploration
- agree more

**Journalist:** Some people say space expeditions are too expensive and we shouldn't go on them. What do you think?

**Hassan:** <sup>1</sup>*I'm afraid I don't agree*. I think they are important.

**Journalist:** So, what is your opinion of the Mars Mission?

**Hassan:** It's a great idea. The country will be <sup>2</sup>\_\_\_\_\_. Also, this Mars Mission is one way of training the scientists we need.

**Journalist:** That's a good point, but there are other ways of training scientists. What can we learn <sup>3</sup>\_\_\_\_\_?

**Omar:** Astronomy is important. We could learn useful things about Mars and its evolution. There was water on Mars, <sup>4</sup>\_\_\_\_\_. Maybe we can learn about bringing life back to our deserts and how to save our water – we need to know more about that, don't you think?

**Journalist:** I couldn't <sup>5</sup>\_\_\_\_\_. Mars is a long way away, isn't it?  
<sup>6</sup>\_\_\_\_\_.

**Omar:** The journey will last more than six months.

**Journalist:** That's a long time. <sup>7</sup>\_\_\_\_\_.

**Omar:** Actually, it's quite small. <sup>8</sup>\_\_\_\_\_, I think.

## 7

## Health, food and exercise

Lessons 1–2 **A balanced diet**

**1** Complete these sentences so that they are true for you.

- 1 My favourite fruit is \_\_\_\_\_.
- 2 My favourite vegetables are \_\_\_\_\_.
- 3 I don't like \_\_\_\_\_.
- 4 I never eat \_\_\_\_\_.
- 5 My parents say I should eat more \_\_\_\_\_.
- 6 My favourite meal is \_\_\_\_\_.

**2** Make sentences giving correct information using the words from the two columns.

1 Protein	a are divided into groups: A, B, C, D and E.
2 Carbohydrates	b is important for our blood.
3 Fat	c gives us quick energy.
4 Sugar	d is important for our teeth and bones.
5 Vitamins	e give us energy.
6 Iron	f is used to build our bodies and to make them strong.
7 Calcium	g keeps us warm.

**3** Write the answers to the questions.

- 1 It can be found in oil, butter and cheese. What is it? Fat
- 2 It can be found in meat, fish, eggs, pulses and nuts. What is it? P
- 3 What can be found in bread, rice and pasta? C
- 4 You find a lot of it in sweets and cakes that you buy, but it's better to eat it in natural products like fruit and honey. What is it? S
- 5 We need them to keep our body healthy. They are in fruit, vegetables and other foods. Sunshine is also a good source of one of them. What are they? V
- 6 They're also important to keep our body healthy. Examples are iron and calcium. What are they?  
M

**4** Write the phrases in the correct places in the text.

- a few of them
- a little salt
- a lot of energy
- plenty of fruit
- a large amount of meat
- a lot of advice
- lots of sugar
- several things

We hear <sup>1</sup> a lot of advice about foods that are 'good' for you and foods that are 'bad' for you, but the truth is that you can include most foods in your diet as long as you get the balance right. To get a balanced diet, there are <sup>2</sup> \_\_\_\_\_ you need to consider. First, you need to eat <sup>3</sup> \_\_\_\_\_ and vegetables. Just think of 'five a day': in other words, you should eat at least five portions of fruit and vegetables every day. Second, as teenagers, you're growing, so you need <sup>4</sup> \_\_\_\_\_. This is why you also need to eat starchy carbohydrates, like bread, rice

and pasta. Don't go for <sup>5</sup> \_\_\_\_\_ or fatty things; they do not give you the nutrients you need. Only eat <sup>6</sup> \_\_\_\_\_; try to avoid salty, fatty snacks like crisps. <sup>7</sup> \_\_\_\_\_ in your diet is enough. Third, you should eat foods containing calcium, either dairy products or dark green vegetables, oranges, almonds, bread, etc. Finally, you need two to three portions of foods rich in protein. But you don't need to eat <sup>8</sup> \_\_\_\_\_ or fish because you can also find protein in foods such as eggs, nuts and pulses.

**5** Write true or false. Then correct the false information, using the text in activity 4.

**1** It's OK if you only eat protein-rich foods.

False. You need a balanced diet which includes food from all the food groups.

**2** Fruit and vegetables are an important part of a healthy diet.

**3** Teenagers need to eat carbohydrates.

**4** Teenagers need to eat plenty of sugary foods to give them energy.

**5** You need a small amount of salt in your diet, but you mustn't have too much.

**6** You can only get calcium from dairy products.

**7** There are several sources of protein for vegetarians.

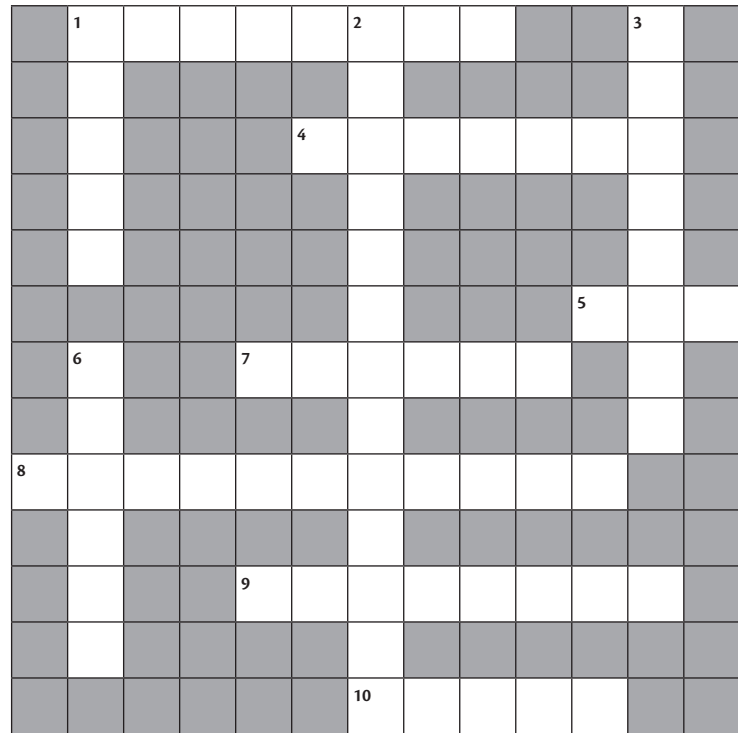
**8** Everybody needs to eat plenty of meat and fish.

## Lessons 3–4 Is it good for you?

1 Solve the clues to complete the crossword.

### Across

- 1 A diet that contains all the food groups – b \_ \_ \_ \_ \_ \_ \_
- 4 We need this to build our bodies and make us strong – p \_ \_ \_ \_ \_ \_
- 5 We need this in small amounts to keep us warm and protect us – f \_ \_ \_ \_ \_
- 7 Iron is used to transport this around the blood stream – o \_ \_ \_ \_ \_ \_
- 8 People who don't eat meat are called this – v \_ \_ \_ \_ \_ \_ \_ \_ \_
- 9 These are divided into groups: A, B, C, D and E – v \_ \_ \_ \_ \_ \_
- 10 This gives us quick energy, but we should try to eat it in natural products like fruit and honey – s \_ \_ \_ \_ \_



### Down

- 1 Use two slices of this to make a sandwich – b \_ \_ \_ \_
- 2 This gives us energy and can be found in bread, potatoes and pasta – c \_ \_ \_ \_ \_ \_ \_ \_ \_ \_
- 3 Iron and calcium are examples of this food group – m \_ \_ \_ \_ \_ \_
- 6 Cheddar, mozzarella and brie are all types of this – c \_ \_ \_ \_ \_
- 2 Imagine your friend has decided to become a vegetarian. Write a short letter to them informing them about the importance of a balanced diet. Give them advice about how they can make sure they get plenty of protein and iron from alternative sources.

3 Which snacks are unhealthy and which are healthier alternatives? Sort the snacks from the box into the correct columns in the table.

- doughnut • biscuit • wholemeal scone • grapes • ice cream • crisps • sweets
- cake • rice cake • dried fruit • unsweetened popcorn • chocolate • raisin bread

Unhealthy snacks	Healthier alternative snacks
 	

4 Find the unhealthy and healthier alternative snacks from activity 3 in the wordsearch.

w	h	o	l	e	m	e	a	l	u	q	c
r	s	c	o	n	e	g	e	p	n	e	h
a	c	a	k	e	p	r	m	o	s	r	o
i	c	e	c	r	e	a	m	p	w	t	c
s	e	r	w	c	x	p	m	c	e	i	o
i	o	f	r	o	z	e	n	o	e	p	l
n	s	w	e	e	t	s	z	r	t	c	a
b	i	s	c	u	i	t	l	n	e	r	t
r	d	o	u	g	h	n	u	t	n	i	e
e	u	r	i	c	e	c	a	k	e	s	a
a	d	r	i	e	d	g	p	d	d	p	f
d	o	n	u	t	f	r	u	i	t	s	p



## Lessons 5–6 **Be at your best**

### 1 Match the questions and the answers.

- 1 What are the three most important things for a healthy lifestyle?
  - 2 What makes a healthy, balanced diet?
  - 3 What do our bodies need to get from the food we eat?
  - 4 Where is protein found?
  - 5 Why do we need protein?
  - 6 What do carbohydrates give us?
  - 7 Why are fruit and vegetables important?
  - 8 Why is it important to do exercise regularly?
  - 9 What kind of exercise should you do?
  - 10 Why do we need a good night's sleep?
- a A variety of food from different food groups.
  - b Because they give us vitamins and minerals.
  - c Because your brain needs time to process all the information it's taken in during the day.
  - d They give us energy.
  - e Good food, exercise and a good night's sleep.
  - f In eggs, meat, fish, pulses and nuts.
  - g It improves your memory and takes oxygen round your body and to your brain.
  - h They need protein, carbohydrates, vitamins and minerals.
  - i Walking to school, for example, is good exercise, but you also need to do more energetic exercise to make your heart beat faster.
  - j We need it to make our bodies strong.

### 2 Use the information in activity 1 to design a poster that teaches people the importance of eating a healthy, balanced diet. Include at least three food group facts on your poster.

**3** The words in the box are all adjectives. Use them to make adverbs to complete the sentences.

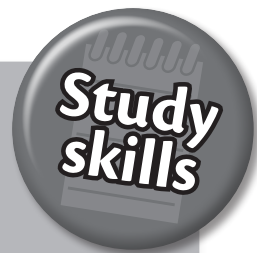
• careful • cheap • clear • easy • slow

- 1 You can do this exercise easily if you use the grammar section to help you.
- 2 You should eat \_\_\_\_\_ or you may get a stomachache.
- 3 You need to plan your diet \_\_\_\_\_ to make sure it is balanced.
- 4 If you don't have much money, you can buy fruit and vegetables \_\_\_\_\_ at the market.
- 5 People will understand you if you speak \_\_\_\_\_.

**4** In your notebook, write a short essay entitled: A healthy lifestyle. Use the plan below and the activities from Lessons 5 and 6.

<b>A healthy lifestyle</b>	
<p><b>Paragraph 1</b> <i>Introduce the topic.</i></p>	<p>The three most important things for a healthy lifestyle are ...</p>
<p><b>Paragraph 2</b> <i>Introduce your first point (about food). Give examples and further information.</i></p>	<p>First, for a healthy, balanced diet you need ...</p>
<p><b>Paragraph 3</b> <i>Introduce your second point (about exercise). Give examples and further information.</i></p>	<p>Second, it's important to do exercise regularly because ...</p>
<p><b>Paragraph 4</b> <i>Introduce your third point (about sleep). Give examples and further information.</i></p>	<p>Third, we need a good night's sleep because ...</p>
<p><b>Conclusion</b></p>	<p>Living healthily ...</p>

**Planning and writing an essay**




It's important to plan an essay before you start writing. Look at the plan in activity 4.

- 1 What is the purpose of the first paragraph and the last paragraph?
- 2 Why is the information in the main part of the essay divided into three paragraphs?

## Lesson 7 Practise and prepare

1 Sort the adjectives and adverbs into the correct columns.

• clear • early • carefully • good • cheap • quickly • bad • easy • cheaply  
• slow • earlier • clearly • better • careful • badly • easily • slowly • quick

Adjectives	Adverbs
	

2 Write a short report comparing how balanced your diet used to be with how it will be now that you have learned about balanced diets. What will you do differently? What will you keep the same?

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### Self-assessment

3 Can you do all of these tasks?

- I can talk about a balanced diet and food groups.
- I can use quantifiers for countable and uncountable nouns.
- I can advise vegetarians about how to maintain a good supply of protein.
- I can talk about healthier alternative snacks.
- I can use adjectives and adverbs.

## Lessons 8–9 Staying hydrated

### 1 Choose the correct words to complete the sentences.

- Our bodies need fluids to \_\_\_\_\_ properly.  
**a** work            **b** drink            **c** water
- If we don't \_\_\_\_\_ enough we could become dehydrated.  
**a** sleep            **b** eat            **c** drink
- Water helps our blood to carry \_\_\_\_\_ around the body.  
**a** water            **b** nutrients            **c** calcium
- We lose water when we \_\_\_\_\_ and sweat.  
**a** eat            **b** breathe            **c** talk
- You should drink at least six \_\_\_\_\_ of water every day.  
**a** glasses            **b** jugs            **c** litres
- In \_\_\_\_\_ weather you need to drink more water.  
**a** colder            **b** stormy            **c** hotter
- You also need to \_\_\_\_\_ your fluids when you exercise.  
**a** ignore            **b** decrease            **c** replace
- One of the first signs of \_\_\_\_\_ is feeling thirsty.  
**a** dehydration            **b** tiredness            **c** happiness

### 2 Complete these sentences so they are true for you.

- My favourite drink is \_\_\_\_\_ .
- I usually drink \_\_\_\_\_ glasses of water per day.
- I often get thirsty when \_\_\_\_\_ .
- If I am really thirsty, I also feel \_\_\_\_\_ .
- I know that drinking water is important because \_\_\_\_\_ .

**3** Solve the anagrams for the different types of drinks.

- 1 eta \_\_\_\_\_
- 2 ilkm \_\_\_\_\_
- 3 fefeco \_\_\_\_\_
- 4 ertaw \_\_\_\_\_
- 5 georna uicej \_\_\_\_\_
- 6 qushsa \_\_\_\_\_

- 7 oosmthie \_\_\_\_\_
- 8 oprsts inkdr \_\_\_\_\_
- 9 shmiaklke \_\_\_\_\_
- 10 zzify opp \_\_\_\_\_
- 11 lepap ceiju \_\_\_\_\_

**4** Find nine of the drinks from activity 3 in the wordsearch.

o	r	a	n	g	e	j	u	i	c	e
a	p	p	l	e	j	u	i	c	e	f
w	t	s	m	o	o	t	h	i	e	d
f	r	q	u	i	p	d	u	e	r	f
d	y	u	y	k	f	i	r	x	t	y
t	e	a	h	m	a	g	w	a	z	o
a	g	s	j	l	q	e	a	s	n	m
z	f	h	n	p	o	u	t	c	b	i
x	c	b	c	o	f	f	e	e	v	l
s	p	o	r	t	s	d	r	i	n	k

**5** Match the speaker with their favourite drink.

I love apples and oranges so of course my favourite drink is made from these.

**Speaker 1**

I know it is unhealthy because it has a lot of sugar, but I really like this drink.

**Speaker 2**

I do lots of exercise so I love to keep my energy up with this drink.

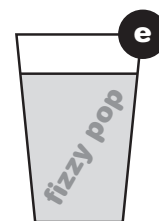
**Speaker 3**

My favourite drink comes in lots of flavours: chocolate, vanilla, strawberry and banana.

**Speaker 4**

My favourite drink is an animal product.

**Speaker 5**



# Lessons 10–11 Food and fitness

1 Use the pictures and the prompts to write about Fahad.

1 always



*Fahad always gets up at 7 o'clock.*

5 never / late



2 usually / fruit juice



6 sometimes / football



3 never / big breakfast



7 once a week / drums in the school orchestra



4 often / bus



8 Friday night / often / tired



2 Write five sentences about your own life using the words: always, never, usually, often, sometimes.

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**3** Read the interview with Chan-Juan, a young Chinese swimmer.  
Choose the best option to complete each gap.

**Interviewer:** So Chan-Juan, tell us about a typical day. <sup>1</sup> *Do you train every day? / Do you like swimming?*

**Chan-Juan:** Yes, I do. I usually go to the pool in the morning before I go to school. So I have to get up really early, at about 5.30 am, and I have breakfast.

**Interviewer:** <sup>2</sup> *What is your favourite food? / What do you usually have for breakfast?*

**Chan-Juan:** I usually have congee. I sometimes have noodles.

**Interviewer:** So that's quite rich in carbohydrates. That's interesting. What do you have to drink?

**Chan-Juan:** <sup>3</sup> *Every morning, I have tea with soya milk. / I never drink tea.* I like tea.

**Interviewer:** How long do you train for in the morning?

**Chan-Juan:** Well, <sup>4</sup> *I usually swim for about an hour, from 7.00 am to 8.00 am / I never train in the mornings.* Then I go straight to school because school starts at 8.30.

**Interviewer:** What do you do when you get home from school?

**Chan-Juan:** I have a snack and I do my homework.

**Interviewer:** <sup>5</sup> *Homework? / A snack?*

**Chan-Juan:** Yes, I often have a banana and I usually have a glass of soya milk too. I don't really like dairy products, so I never have ordinary milk.

**Interviewer:** Do you swim after school as well?

**Chan-Juan:** <sup>6</sup> *Yes, three times a week I go back to the pool in the evening. / No, I never swim in the evening, I rest then.* I swim for an hour each time.

**Interviewer:** Wow! That's a busy timetable. What time do you have supper?

**Chan-Juan:** We usually have supper at about 8 pm.

**Interviewer:** Do you ever go out to eat?

**Chan-Juan:** Yes. <sup>7</sup> *Once a week, on Sunday, we go for a long walk. / Once a week, on Sunday, we go to my uncle's restaurant.*

## Lessons 12–13 **An active life**

- 1 Conduct a survey to ask your classmates about their energy levels, the activities they do and the food they eat. Use this table to plan three questions and collect responses.

Questions	Answers

- 2 What did you find out? Write your conclusion here.

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- 3 Read this article about types of exercise. Answer true or false for the statements below.

## Here are three types of activity you should try.

### Strength activities

An example of a strength activity is weight lifting. If you can take part in sports activities twice a week, your bones and muscles will become stronger and you will feel healthier and happier.

### Aerobic activities

An example of an aerobic activity is swimming. Aerobic activities are important for your heart and lungs to work well. They use a range of muscles and body parts. Try to do one hour every day of aerobic activity that makes you feel warm and your heart beat faster.

### Flexibility activities

An example of a flexibility activity is yoga. Flexibility is about moving your body parts easily and can be improved by doing stretching activities twice a week. This is important for preventing muscles from hurting and helping your back and stomach to grow stronger.

- 1 An example of a strength activity is yoga.
- 2 One of the benefits of strength activities is that your bones will become stronger.
- 3 Aerobic activities are important for your heart and lungs to work well.
- 4 You should try to do one hour a week of aerobic activity.
- 5 Flexibility is about moving your body parts easily.
- 6 Flexibility can be improved by doing stretching activities twice a week.

- 4 Complete this table with information about activities you did last week.

Type of activity	What I did	Length of time (mins)	How I felt about it	My targets
<i>Aerobic</i>	<i>running</i>	<i>30 mins</i>	<i>Hot but good</i>	<i>Twice a week</i>

# Lesson 14 Practise and prepare

1 Complete the table with missing words.

Adjective	Adverb
<i>good</i>	
	<i>badly</i>
<i>quick</i>	
	<i>easily</i>

2 Use some of the words in the table and the words in the box to write an article about healthy habits for the school blog.

- sleep
- breakfast
- energy
- water
- protein
- brain
- sport
- junk
- food
- fizzy drink
- oxygen
- salt

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## Self-assessment

3 Can you do all of these tasks?

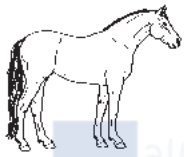
- I can tell you about the dangers of dehydration.
- I can compare the health benefits of different drinks.
- I can use adverbs of frequency.
- I can tell you about the diets and routines of athletes.
- I can tell you about the benefits of regular exercise.

# 8

## All living things

### Lessons 1–2 The world of animals

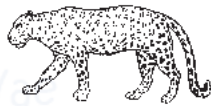
1 Label the animals.



1 h



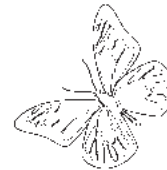
2 c



3 l



4 s



5 b



6 s



7 wh



8 f



9 ch



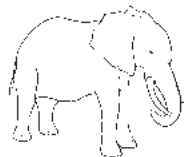
10 s



11 r



12 f



13 e



14 l



15 t



16 z



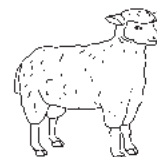
17 g



18 p



19 g



20 sh



21 d



22 sh



23 p



24 k



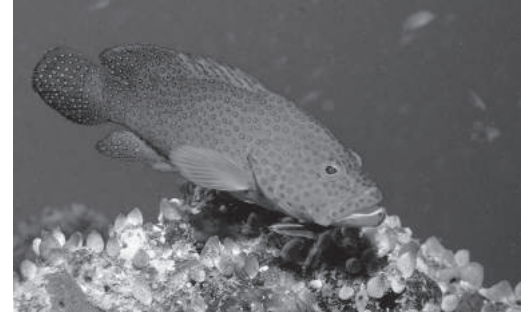
25 f



26 r

**2 Find the following in the pictures on page 109:**

- three examples of birds \_\_\_\_\_
- two examples of reptiles \_\_\_\_\_
- one example of an amphibian \_\_\_\_\_



**3 Read the definitions and write the words.**

- 1 They allow a fish to breathe.
- 2 Soft hair that covers the bodies of some animals.
- 3 The surface of an animal's body.
- 4 The hard outer cover of an egg.
- 5 They cover a bird's skin and they keep it warm.
- 6 Small flat pieces of skin on a fish or snake.
- 7 They're inside your body and they fill with air when you breathe.
- 8 The thin flat parts of fish that help it to swim.
- 9 To take air into your body and let it out again.
- 10 To produce babies.

g i l l s  
f \_ \_  
s k \_ \_  
s h \_ \_ \_  
f \_ \_ t h \_ \_ \_  
s c \_ \_ \_ \_  
l \_ \_ g \_  
f \_ n \_  
b r \_ \_ \_ \_ \_  
b r \_ \_ \_

**4 Match the animal to its description.**

- |             |   |
|-------------|---|
| 1 butterfly | a an insect with eight legs                                     |
| 2 lion      | b a black and white bear that comes from China                  |
| 3 giraffe   | c a large cat that has a mane of fur around its neck            |
| 4 panda     | d an animal without legs that has scales                        |
| 5 kangaroo  | e a beautiful insect that is often very colourful               |
| 6 snake     | f an animal known for its very long neck                        |
| 7 camel     | g an animal with very strong back legs often found in Australia |
| 8 leopard   | h an animal that can survive without water for a long time      |
| 9 elephant  | i an animal with very big ears and a long 'nose' called a trunk |
| 10 spider   | j a large cat with spots on its skin                            |



## Lessons 3–4 **Birds**

**1** Read the definitions and match with one of the words or phrases in the box.

• carnivores    • sharp    • talons    • a bee hummingbird    • a beak

- 1 These birds eat meat. \_\_\_\_\_
- 2 Birds use this to pick up insects or meat. \_\_\_\_\_
- 3 A word to describe something that can cut. \_\_\_\_\_
- 4 Another name for a bird's claws. \_\_\_\_\_
- 5 The smallest bird in the world. \_\_\_\_\_

**2** Write answers to these questions.

1 Can you name a bird that lives in a tree?

\_\_\_\_\_

2 Can you name two birds of prey?

\_\_\_\_\_

3 Can you name three birds that are carnivores?

\_\_\_\_\_

4 Can you name two birds that live in rivers?

\_\_\_\_\_

5 Can you name a bird from your country?

\_\_\_\_\_

6 Can you name two very small birds?

\_\_\_\_\_

7 Can you name two very tall birds?

\_\_\_\_\_

8 Can you name a very colourful bird?

\_\_\_\_\_



**3** Use the word prompts to write suggestions.

**1** You / leave fruit and nuts / birds come and eat them.

---

**2** You / water in a bowl / birds can drink.

---

**3** You / plant flowers / birds come to eat nectar or insects.

---



**4** Work with a partner. What other things could you do to help birds?

**1** \_\_\_\_\_

**2** \_\_\_\_\_

**3** \_\_\_\_\_

**5** Does your school have a garden or a place where learners give food and water to birds?

Work with your group and discuss what you could/couldn't do. For example:

*We could ask teachers for a small place to give food to birds.*

## Lesson 5 Protecting our wildlife

1 Read the sentences and circle the correct answer.

- 1 My mother thinks people don't care about the environment. So *has* / *does* my mum!
- 2 I help clean up the beach every summer. So *do* / *does* I.
- 3 I'm sad when I read about animals dying. So *do* / *am* I.
- 4 My teacher showed us a video about ocean animals. So *did* / *does* my teacher.
- 5 We were angry when we saw the rubbish in the ocean. So *were* / *did* we.

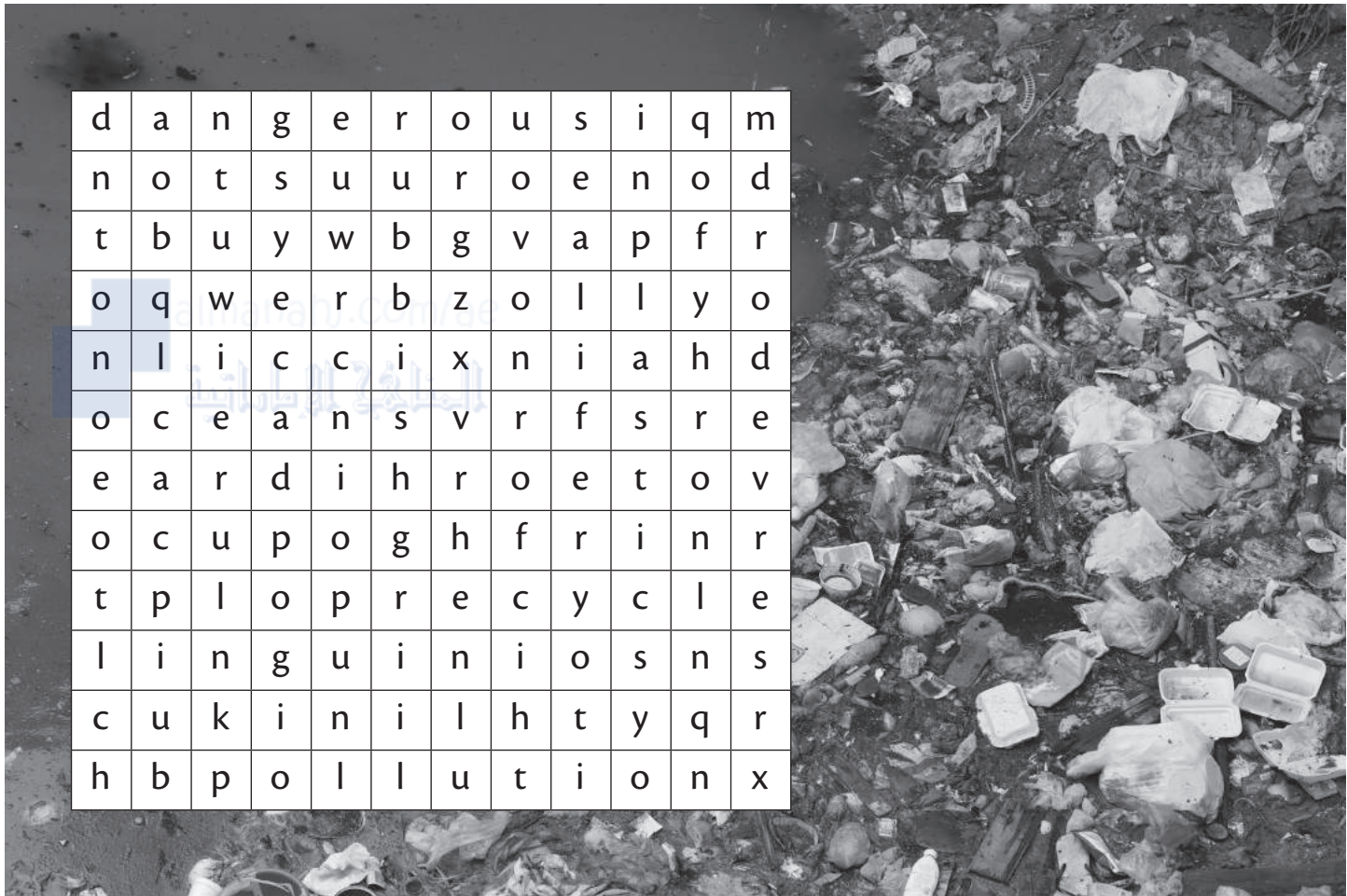


2 What do you think about the problem of rubbish in the ocean? What can you do to stop this problem? Write three sentences. Now, tell your partner your ideas.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## Lesson 6 Our living ocean environment

1 Find seven words about the environment and pollution in the word search.



2 Choose four of the words from the word search and write a sentence for each one.

*It is important to **recycle** things we can use again.*

1 \_\_\_\_\_

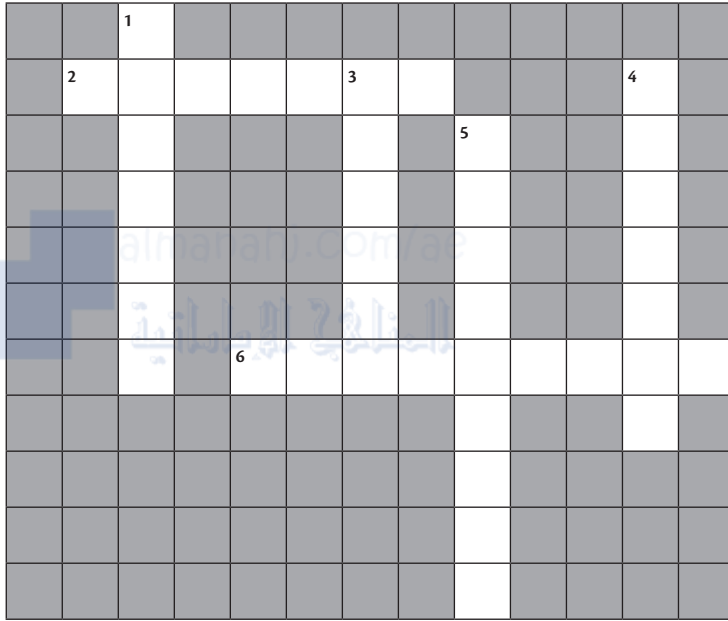
2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

## Lesson 7 Practise and prepare

- 1** Read the numbered clues below. When you know the answer, write the word against the correct number in the box. Remember to write **across** answers *across* the puzzle and **down** answers, *down* the page.



### Across

- 2** An animal with lots of spots  
**6** An insect with beautiful coloured wings

### Down

- 1** A black and white bird that can't fly and lives in a cold climate  
**3** A mammal with long ears that has long legs  
**4** An animal with scales that mainly lives on land  
**5** A reptile that can change colour

- 2** Choose two answers from activity 1. Write statements to describe the animal. Use the answers to the questions to help you.

- What do I look like?
- What can I do?
- Where do I live?

*I am a black and white bird. I can swim but I can't fly. I lay eggs to produce my babies. I live in very cold places such as the Antarctic. Who am I?*

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## Lessons 8–9 **Animals on the move**

### 1 Read the text and complete the fact file.

- The Bengal tiger is found in the forests of India, Bangladesh, Nepal and Bhutan. Its fur is yellow to light orange with stripes of dark brown or black. The tail is orange with black rings. No two tigers have exactly the same stripes.
- Tigers are the biggest members of the cat family. They are fast and powerful. Bengal tigers can measure up to 1.8 metres and the tail is up to 0.9 metres. They weigh up to 230 kilograms.
- Tigers are carnivores. They eat other large mammals, such as water buffalo, wild pigs and deer. They are usually nocturnal hunters. A hungry tiger can eat up to 27 kilograms of meat in one night. Tigers only attack humans when they can't catch their normal prey.
- A female tiger usually has one to six cubs which stay with their mother until they are two to three years old. They can't catch their own food until they are eighteen months old.
- In the wild, tigers live from eight to ten years.



### **BENGAL TIGER FACT FILE**

**Type:** mammal

**Habitat:** \_\_\_\_\_

**Diet:** \_\_\_\_\_

**Average life span:** \_\_\_\_\_

**Size:** \_\_\_\_\_

**Weight:** \_\_\_\_\_

### 2 Complete the sentences with a word from the box.

• global warming    • climate change    • habitat    • greenhouse gases

- 1 The natural home of an animal or plant. For example, the Bengal tiger lives in the jungles of Nepal and Bhutan. This is called a \_\_\_\_\_.
- 2 These keep heat in the Earth's atmosphere, making the Earth's temperature increase. These are called \_\_\_\_\_.
- 3 Another name for the Earth's temperature increase is \_\_\_\_\_.
- 4 Burning coal and oil affects the Earth's weather and so usual weather patterns change. This is called \_\_\_\_\_.



**3** Read the questions about the Bengal Tiger and answer true (T) or false (F).

- 1 Bengal tigers live in every country. \_\_\_\_\_
- 2 The fur is usually yellow or orange with dark stripes. \_\_\_\_\_
- 3 Every Bengal tiger has different stripes. \_\_\_\_\_
- 4 They are very big cats. \_\_\_\_\_
- 5 Bengal tigers only eat meat. \_\_\_\_\_
- 6 They always eat humans. \_\_\_\_\_
- 7 They hunt for food during the day. \_\_\_\_\_
- 8 Baby tigers stay with their mothers all their lives. \_\_\_\_\_



**4** Find the hidden animal names in the word search.

S	T	K	H	G	L	E	O	P	A	R	D
F	S	R	A	S	L	Y	D	X	H	C	S
A	E	L	Q	P	U	E	Y	A	A	D	Y
L	I	O	E	I	W	R	T	R	R	K	Q
C	C	Z	H	D	O	V	O	I	E	A	W
O	A	S	I	E	L	M	J	E	I	N	G
N	R	G	Q	R	F	P	A	A	S	G	A
M	A	W	R	O	P	C	K	P	F	A	E
N	C	P	T	I	G	E	R	H	R	R	T
P	A	M	C	O	Q	E	F	E	O	O	Y
C	A	M	E	L	N	A	O	L	S	O	T
P	R	Q	S	S	N	A	K	E	R	D	M

- falcon
- tiger
- kangaroo
- snake
- camel
- spider
- leopard

## Lessons 10–11 Talking about animals

1 Join these sentences together using *which*.

1 Mammals are covered with fur or hair. It keeps them warm.  
Mammals are covered with fur or hair, which keeps them warm.

2 Fish have gills. They allow them to breathe.  
\_\_\_\_\_

3 The roadrunner has strong legs. They help it to run very fast.  
\_\_\_\_\_

4 Chameleons have unusual eyes. They move through a complete circle.  
\_\_\_\_\_

5 Polar bears have large paws. They help them to swim.  
\_\_\_\_\_

6 Camels have large, flat feet. They help them move across the sand.  
\_\_\_\_\_

7 Snakes have fangs. They help them to poison their prey.  
\_\_\_\_\_

2 Match the words on the left with the words on the right and then join together using *which*.

### The Arabian Oryx

1 The Arabian oryx lives in the desert

2 They have a white body

3 However, their skin is dark

4 Their babies are sandy brown when born

5 They have long horns

a helps deflect the sunlight.

b are very sharp.

c means it doesn't need much water.

d helps protect them from the sun.

e helps them to blend in with the sand.

Varying the  
length of  
sentences

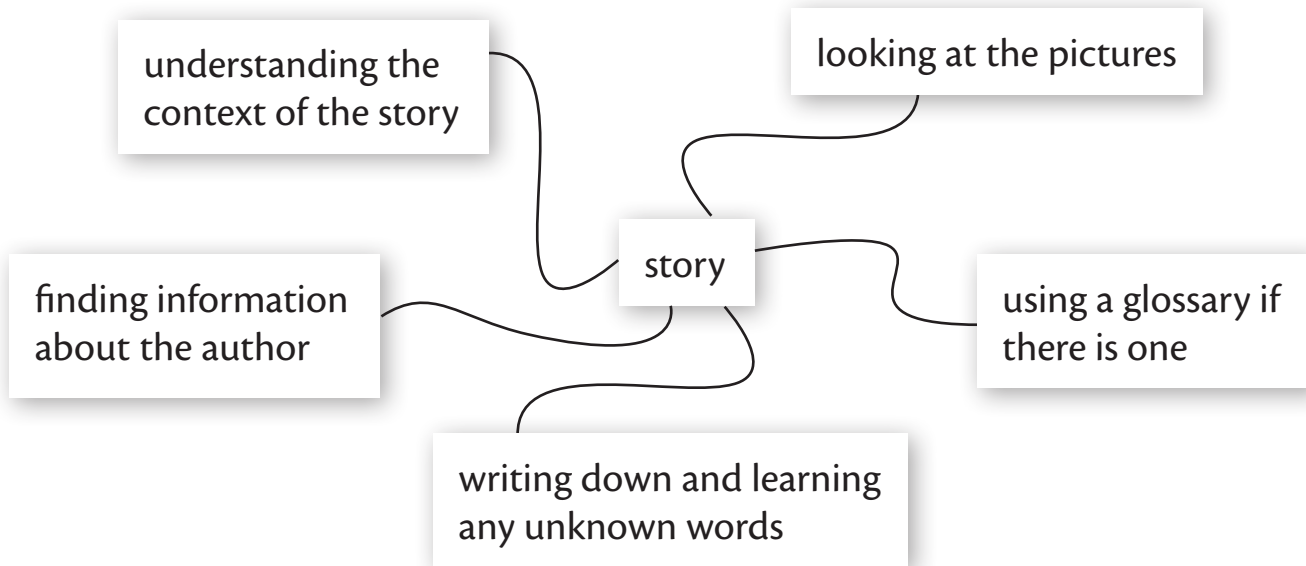
Study  
skills

In your writing, try to vary the length of your sentences. You can sometimes do this by joining two sentences together with **which**.

**3** Read the sentences and write true (T) or false (F).

- 1 Horses and people have special bonds. \_\_\_\_\_
- 2 Horses were very important in the past. \_\_\_\_\_
- 3 Horses are not as important now. \_\_\_\_\_
- 4 In the story *War Horse*, the horse is called Jimmy. \_\_\_\_\_
- 5 The horse stays with his owner all the time. \_\_\_\_\_
- 6 The horse goes to the Second World War. \_\_\_\_\_
- 7 The story is a book, a play and a film. \_\_\_\_\_

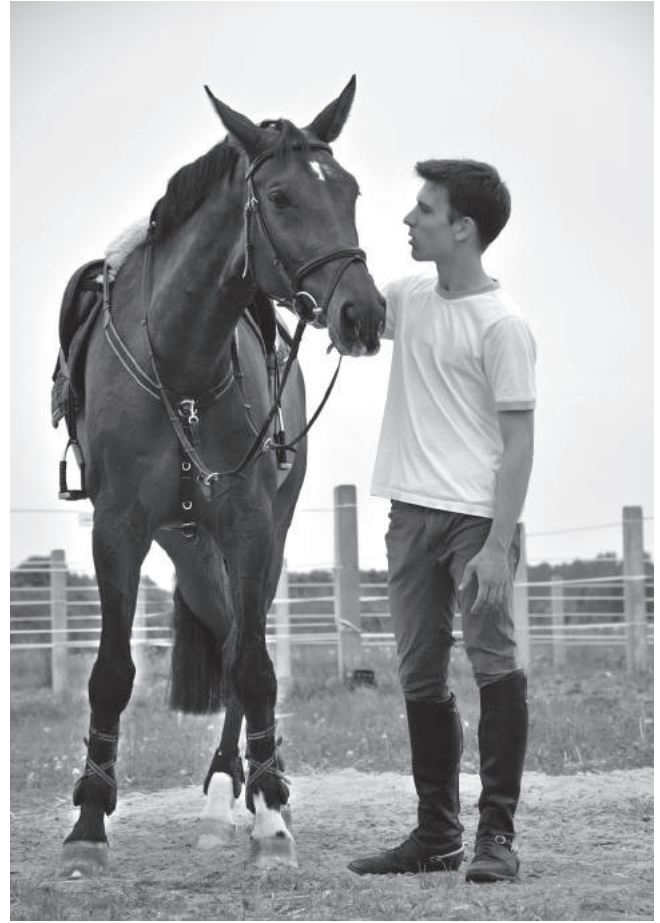
**4** When you read a new story, you use different reading strategies to help you understand the story. Work with your group and discuss how you could use the ideas in the diagram.



## Lessons 12–13 Fiction

### 1 Read the extract and answer the questions.

In your Coursebook on page 142, re-read the paragraph beginning: 'Albert was about the same height as me' until 'we would go out hunting together.'



1 Who is taller, Albert or Joey?

---

2 How does Albert talk to Joey?

---

3 What does Joey first do when Albert touches him?

---

4 How does Albert touch Joey's back?

---

5 What does Albert talk to Joey about?

---

### 2 Write three more questions about the extract.

1 \_\_\_\_\_

2 \_\_\_\_\_

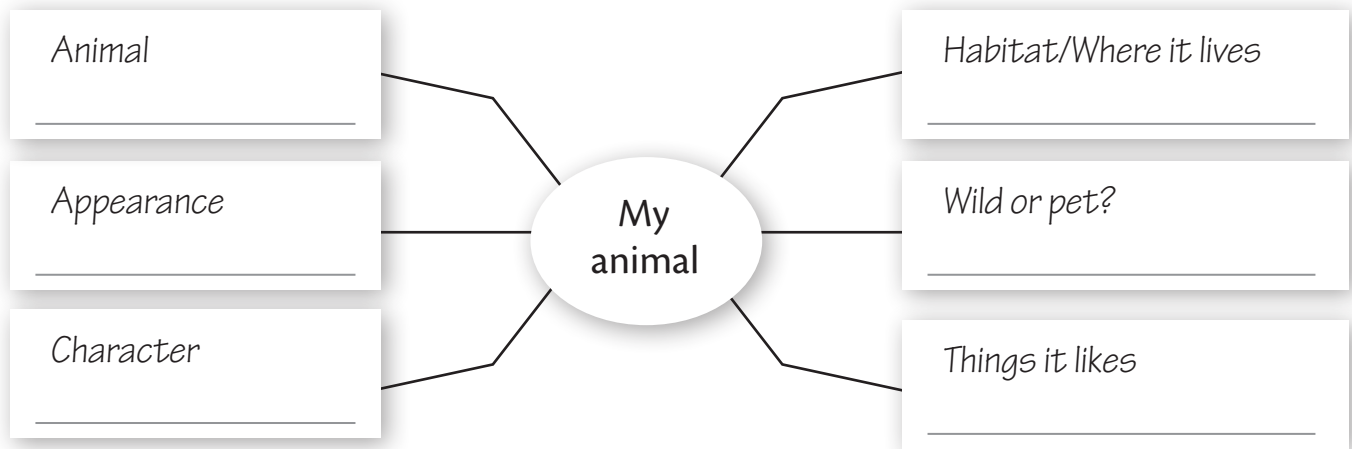
3 \_\_\_\_\_

**3** The following are all typical ingredients of a short story. Which do you think are the most important? Put them in order and discuss your ideas with a partner.

- a Only have two or three main characters so the reader is never confused
- b Try to use interesting vocabulary to entertain the reader.
- c Think about structure and have a clear beginning, middle and end to your story.
- d Use interesting sentences – some long, some short and even some that are only one word!
- e Add pictures to your story to help the reader understand the context.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

**4** *War Horse* is an unusual book because it is told from the point of view of Joey the horse. Choose another kind of animal and write a short paragraph from their point of view. Write about the animal's first experience of something or someone. Before you write, complete the mind map about your animal.




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## Lesson 14 Practise and prepare

1 Complete the text with the words from the box.

• seals • survive • environment • climate • global • habitat • bears

1 \_\_\_\_\_ warming is a world problem and many people are working to save the environment. When cold regions of the earth get warmer, some animals lose their natural  
2 \_\_\_\_\_. This has happened in the Arctic, where polar  
3 \_\_\_\_\_ live. These bears usually eat 4 \_\_\_\_\_, but it has become difficult to find them because the ice is melting. To 5 \_\_\_\_\_, the bears have to go into towns to look for food, and this causes problems for the people who live there. 6 \_\_\_\_\_ change affects everyone on the planet and it is important that everyone plays their part to save the 7 \_\_\_\_\_.

2 Rewrite the following sentences as one sentence. Use the word *which* to join them together.

- 1 This is the road. It leads to the hotel. This is the road which leads to the hotel.
- 2 The dress is black. It suits me. \_\_\_\_\_.
- 3 I like driving fast. It can be dangerous. \_\_\_\_\_.
- 4 The weather is very hot. It can be annoying. \_\_\_\_\_.
- 5 I got an A on my test. That is wonderful news! \_\_\_\_\_.

### Self-assessment

3 Can you do all of these tasks?

- I can use *which* to join two sentences together.
- I can put animals into different categories based on their characteristics.
- I can read and understand an article about changing habitats.
- I can read and understand a short story.



## Lesson 15 Plays and books

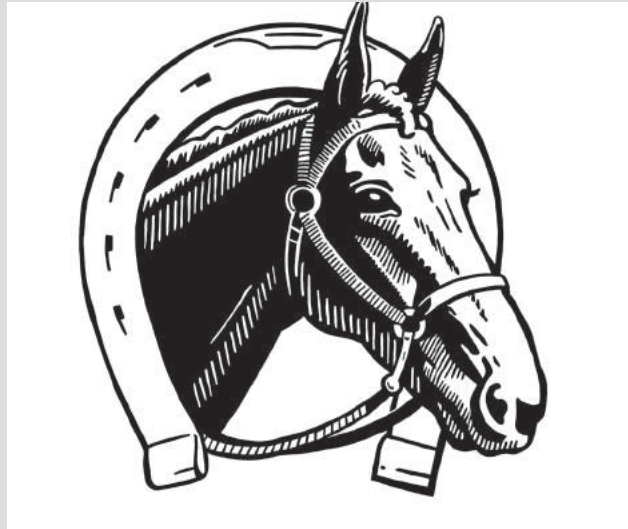
- 1 Read this short guide to looking after a horse then answer the questions.

**Animal:** Horse

**Where to keep it:** Horses like being outside and need lots of exercise. However, they need somewhere to shelter if the weather is particularly cold or very hot. Your horse will like to have a stable with lots of hay.

**What to feed it:** Horses eat lots of different foods, but mostly they like grass and hay. They also like oats, but try not to give them too much. They also need lots of fresh water to drink.

**How to groom it:** Grooming means to keep the horse's coat clean and shiny. You should do this by brushing it regularly with soft brushes designed for horses. You should also check the hooves for any stones.



- 1 Do horses prefer being inside or outside?
- 2 What do they need lots of?
- 3 Why do they need somewhere to shelter?
- 4 What do they like to eat and drink?
- 5 What does grooming mean?
- 6 What should you do regularly to your horse?

- 2 Choose another animal and write your own guide to looking after it. Use the same headings to help you decide what to write. Choose extra headings if you wish.

- Animal
- Where to keep it
- What to feed it
- How to groom it

Lessons 1–2 **The ancient Olympics**

- 1 Complete the crossword. Most of the words are in this unit.

							1									
					2											
							3									
				4												
			5													
									6							
7												8				
									9							
10																

**Across**

3



(4,4)

- 5 If you do well in a competition, you win first \_\_\_\_\_ . (5)
- 7 People who watch sports events. (10)
- 9 It's pulled by a horse and the ancient Greeks used it in Olympic races. (7)
- 10 Fighting using your hands. (6)

**Down**

1 Someone who is very good at a sport. (7)

2



(7)

4 Fighting using your whole body. (9)

6



(6)

8 Where the Olympic Games started. (6)

**2 Use the prompts to write sentences in the past simple.**

1 The last time I went it was snowing. (So / I / take / a warm jacket)

So I took a warm jacket.

2 (He / break / his leg) so his mum took him to hospital.

\_\_\_\_\_

3 The two boxers know each other. (They / fight / five years ago)

\_\_\_\_\_

4 They are good friends now. (They / meet / at the last Olympic Games)

\_\_\_\_\_

5 I can't believe it! (I / win / a medal)

\_\_\_\_\_

## Lessons 3–4 The Olympics today

1 Complete the words for Olympic sports.



1 r u n n i n g



5 r \_ \_ \_ \_ g



2 w \_ \_ \_ \_ \_ g



6 b \_ \_ \_ \_ g



3 w \_ \_ \_ \_ \_ \_ \_ \_ \_ g



7 s \_ \_ \_ \_ \_ \_ \_ g



4 c \_ \_ \_ \_ \_ g



8 s \_ \_ \_ \_ \_ g

2 Write these sentences about the modern Olympics, putting the words in the correct order.

1 take / every / the Games / place / years / four / .

The Games take place every four years.

2 different / they / city / time / each / are / in / held / a / .

3 sports / are / there / kinds of / different / many / .

4 first, second and / medals / third / are / there / place / for / .

5 years / the / train / athletes / for / many / .

6 all over / spectators / from / come / the / the world / .

3 Join these halves to make sentences about sports in the modern Olympics.

- |                                |   |
|--------------------------------|---|
| 1 You race around a course in  | a to hit clay targets.                          |
| 2 You use a shotgun            | b special gloves.                               |
| 3 Special shoes help you       | c it was also included in the ancient Olympics. |
| 4 You use an oar to            | d move a boat through water.                    |
| 5 You have to wear             | e a small dinghy.                               |
| 6 You can do this on an indoor | f has heavy discs at each end.                  |
| 7 It is a very old sport, and  | g track, or on the roads.                       |
| 8 You use a metal bar that     | h on the track.                                 |

4 Match the sentences from activity 3 with the sports.

running     rowing     boxing

wrestling     **rowing**

cycling    

weightlifting

**sailing**     **shooting**

## Lessons 5–6 The Paralympics

1 Choose the words from the box that match these definitions. (There are two extra words.)

• cheer • disabled • inspiration • jump • Paralympics • tears • world record

- \_\_\_\_\_ : not having a physical ability that most people have
- \_\_\_\_\_ : the best or fastest ever done
- \_\_\_\_\_ : an international sports competition for people with physical disabilities
- \_\_\_\_\_ : something that makes someone want to do, create or achieve something
- \_\_\_\_\_ : give a loud shout of encouragement

2 Read the article and circle the correct option.

Mohammed Alhamadi is a Paralympic athlete from the UAE. He <sup>1</sup>*become / became* disabled because of an illness when he was a child, but this <sup>2</sup>*didn't stop / wasn't stopped* him from becoming a top athlete.

Alhamadi <sup>3</sup>*started / starting* to do athletics in 2003 when he was a teenager. He <sup>4</sup>*join / joined* the Al Thiqah Club in Sharjah, and became a wheelchair racer.

He <sup>5</sup>*competes / competed* in the London Paralympic Games in 2012, and <sup>6</sup>*won / is winning* a silver medal in the 200 metre race and a bronze medal in the 100 metre race.

At the Paralympic World Championships in Doha in 2015, Alhamadi <sup>7</sup>*got / get* three silver



medals and one bronze. At the Rio Paralympic Games, he <sup>8</sup>*taking part / took part* in only two races: the 100 metre and the 800 metre races.

Alhamadi <sup>9</sup>*wasn't / isn't happy* to finish in fourth position in the 100 metre, but two days later he won a gold medal in the 800 metre race.

His time of 1 minute, 40.24 seconds <sup>10</sup>*was / is being* a new Paralympic record.

3 Complete the fact file about Mohammed Alhamadi.

Nationality: \_\_\_\_\_

Sport: \_\_\_\_\_

Club: \_\_\_\_\_

Number of medals in Rio 2016: \_\_\_\_\_

**4** Complete the sentences with the correct prepositions.

• at • by • for • in • of • on • with

- 1 Alan Oliveira was born in Marabá, Brazil \_\_\_\_\_ 1992.
- 2 By the age \_\_\_\_\_ two, he had learned to walk using wooden legs.
- 3 When he was eight years old, Alan saw a famous Brazilian sprinter, Robson Caetano da Silva, \_\_\_\_\_ TV and he knew that he wanted to run too.
- 4 He began to compete using wooden legs that were not at all good \_\_\_\_\_ sprinting.
- 5 At school he started doing athletics \_\_\_\_\_ the other children.
- 6 He found that he could run as fast as any \_\_\_\_\_ them.
- 7 When he was 13 years old, he was noticed \_\_\_\_\_ Brazil's youth talent team.
- 8 He went to live and train \_\_\_\_\_ São Paulo.
- 9 He began to use carbon fibre blades at the age of 15, shortly before competing \_\_\_\_\_ his first Paralympics \_\_\_\_\_ Beijing \_\_\_\_\_ 2008.
- 10 In 2012, he won the gold medal \_\_\_\_\_ the 200 metres \_\_\_\_\_ the 2012 London Paralympics.

**5** Choose the correct option to complete the sentences.

- 1 He is a really fast *sprint* / *sprinter*.
- 2 He started *competing* / *competitions* when he was a child.
- 3 He gets around in a *wheelchair* / *wooden legs*.
- 4 They didn't win any *notices* / *medals* at the Paralympics.
- 5 You need to do a lot of *talent* / *training* to get better.



## Lesson 7 Practise and Prepare

### 1 Complete the sentences with words from the box.

• countries • football • players • spectators • sports • stadiums • TV • winners

- 1 It is one of the most popular \_\_\_\_\_ in the world.
- 2 The World Cup has teams from lots of different \_\_\_\_\_.
- 3 The games are played in large \_\_\_\_\_.
- 4 There are eleven \_\_\_\_\_ in each team.
- 5 Millions of fans watch the matches on \_\_\_\_\_.
- 6 There are also many \_\_\_\_\_ watching the matches.
- 7 The \_\_\_\_\_ get to lift the World Cup.
- 8 The name of the game is \_\_\_\_\_.

### 2 Match the questions to the answers.

- |  |  |
|--|--|
| 1 Where did you see this sporting event? | a No. It happened on the streets.                      |
| 2 Is it a team game?                     | b There were medals for first, second and third place. |
| 3 Did it happen in a stadium?            | c I saw it on TV.                                      |
| 4 Were there any spectators?             | d Yes, a lot of local people came out to watch.        |
| 5 What did the winners get?              | e Yes, that's right. It was in New York City.          |
| 6 Is it a marathon?                      | f No, but there were lots of competitors.              |

## Reflect on your learning

Think about the activities you have completed in this unit so far. Write answers to these questions.

- What new words and phrases did you learn?
- What did you do well?
- What did you find difficult?

## Lessons 8–9 Everyone cheered

### 1 Circle the correct word in each sentence.

- 1 *Everybody* / *Anybody* is talking about the Paralympics.
- 2 It's OK, there's *nothing* / *anything* to worry about.
- 3 I didn't see *nothing* / *anything*.
- 4 Can I do *anything* / *everything* to help?
- 5 It's so boring. There's *anything* / *nothing* to do.
- 6 I didn't know *nobody* / *anybody* at the party.
- 7 Kamil is very friendly. *Everyone* / *Anyone* likes him.
- 8 *Anybody* / *Nobody* likes getting up early.

### 2 Complete the conversation.

A: Is there *anything* on TV?

B: What do you want to watch?

A: <sup>1</sup> \_\_\_\_\_ . I don't mind.

B: <sup>2</sup> \_\_\_\_\_ is talking about that new sports quiz.

A: Really? I don't know <sup>3</sup> \_\_\_\_\_ who's watched it.

B: Don't you remember? Alex said it was really good.

A: Well, I don't know <sup>4</sup> \_\_\_\_\_ about sport. You're the expert. You know <sup>5</sup> \_\_\_\_\_ about it. <sup>6</sup> \_\_\_\_\_ knows as much as you.

B: The questions aren't difficult. <sup>7</sup> \_\_\_\_\_ can answer them!

A: Well, not me. I know <sup>8</sup> \_\_\_\_\_ about sport.

B: Let's watch it anyway and I'll answer the questions.

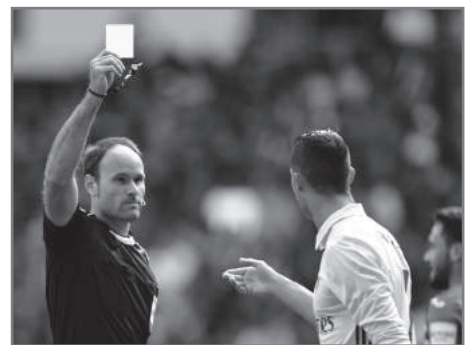
**3** Complete the words.



1 race

2 s\_\_\_\_\_

3 s\_\_\_\_\_



4 t\_\_\_\_\_ p\_\_\_\_\_

5 f\_\_\_\_\_ t\_\_\_\_\_

6 r\_\_\_\_\_

**4** Join the sentence halves to make a description of a sporting event.

- |  |   |
|--|---|
| 1 My uncle took me                                     | a everybody cheered.                      |
| 2 There were thousands                                 | b of people there.                        |
| 3 Our team was playing against                         | c brilliant!                              |
| 4 Nobody scored for a long time, but then near the end | d to see a football match at the stadium. |
| 5 When our player scored the penalty                   | e we got a penalty.                       |
| 6 It was   | f another local team in a cup match.      |

## Lessons 10–11 Higher, faster, further

### 1 Match the words to their explanations.

• Poland • shot put • discus • Japan • plane • cheetah • Sydney Harbour

- 1 A country in Asia: \_\_\_\_\_
- 2 A thing that you can make with paper: \_\_\_\_\_
- 3 A heavy ball that athletes throw: \_\_\_\_\_
- 4 A place which has a famous bridge: \_\_\_\_\_
- 5 A kind of metal plate that athletes throw: \_\_\_\_\_
- 6 A country in Europe: \_\_\_\_\_
- 7 An animal that can run fast: \_\_\_\_\_

### 2 Complete the sentences by making adverbs from the adjectives.

Adjectives	Adverbs
She's <b>fluent</b> in Spanish.	She speaks Spanish <sup>1</sup> <u>fluently</u> .
He's a <b>quick</b> learner.	He learns <sup>2</sup> _____
It's an <b>easy</b> exercise.	You'll do it <sup>3</sup> _____

### 3 Write six sentences about you, using the adverbs in the box.

• fluently • quickly • easily • well • clearly • slowly

*I can understand English well, if people speak clearly.*

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**4** Complete the chart.

Adverb	Comparative	Superlative
I run fast.	Omar runs <sup>1</sup> <i>faster</i> .	Zak runs the <sup>2</sup> <i>fastest</i> .
I didn't wait long.	You waited <sup>3</sup> _____.	But Emine waited the <sup>4</sup> _____.
I jumped high.	You jumped <sup>5</sup> _____.	Omar jumped the <sup>6</sup> _____.

**5** Complete the sentences with adverbs in the correct form. Use the prompts to help you.

- Athletes can throw the discus *further* than the shot put. But they can throw the javelin the *furthest*. (*far*)
- A leopard doesn't run as \_\_\_\_\_ as a lion, but a cheetah runs more \_\_\_\_\_ than both of them. (*quick*)
- A dolphin can jump much \_\_\_\_\_ than a kangaroo. (*high*)
- Parrots and mynah birds can imitate language more \_\_\_\_\_ than other birds. (*easy*)
- A seal can stay underwater for much \_\_\_\_\_ than a polar bear. (*long*)

**6** Read the sentences, then tick the ones that are true for you. If a sentence is not true, write the correct sentence, using a comparative or superlative adverb.

- I usually do my Maths homework faster than my English homework.
- I speak Arabic more fluently than any other language.
- I study best when I am with my friends.
- I learn more quickly when I work on my own.
- I remember things more easily when I write notes.
- I like indoor activities the most.

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## Lessons 12–13 What can you do?

### 1 Join the words.

- |                  |             |
|------------------|-------------|
| 1 world record   | a ant       |
| 2 animal         | b metres    |
| 3 short          | c lifter    |
| 4 100            | d beetle    |
| 5 North American | e distance  |
| 6 weight-        | f kingdom   |
| 7 leaf-cutter    | g pronghorn |
| 8 rhinoceros     | h holder    |

### 2 Complete the sentences with words and phrases from activity 1.

- 1 A \_\_\_\_\_ is a kind of antelope.
- 2 Kenenisa Bekelele is a \_\_\_\_\_.
- 3 A \_\_\_\_\_ is an Olympic athlete who is very strong.
- 4 Some members of the \_\_\_\_\_ are stronger and faster than humans.
- 5 A patas monkey could win a \_\_\_\_\_ race against a human.
- 6 Cheetahs are very fast \_\_\_\_\_ runners, but they don't run for a long time.
- 7 A \_\_\_\_\_ can lift 850 times more than its own weight.
- 8 A \_\_\_\_\_ can carry a piece of leaf that is 50 times heavier than its weight.

### 3 Read the story and circle the correct option.

Once, there was a hare that could run <sup>1</sup> *fast / faster* than all of the other animals in the forest. He loved talking about how he was <sup>2</sup> *faster than / the fastest*.

One day, a tortoise decided to ask the hare to race him. The hare knew that he could win, so he said, 'Yes, of course!'. All of the other animals <sup>3</sup> *wanted / were wanting* to watch.

When the race <sup>4</sup> *started / could start*, the hare ran off very <sup>5</sup> *quick/quickly*. But the tortoise started very <sup>6</sup> *slowly / slower*. After a short distance, the hare stopped for a rest. He was so sure that he could <sup>7</sup>

*beating / beat* the tortoise that he decided to have a short sleep.

But the tortoise didn't <sup>8</sup> *stop / stopping* running. After a while, he passed the sleeping hare. Soon he came near to the finish line.

All of the other animals were so pleased that they started cheering <sup>9</sup> *loud / loudly*, and they woke the hare.

The hare saw the tortoise <sup>10</sup> *getting / got* close to the end. He ran <sup>11</sup> *as quickly as / quicker than* he could but it was too late. The tortoise <sup>12</sup> *won / was winning* the race!

**4** Join the words to make common expressions.

- |                        |                      |
|------------------------|----------------------|
| <b>1</b> That's        | <b>a</b> so          |
| <b>2</b> Of            | <b>b</b> course.     |
| <b>3</b> No            | <b>c</b> no problem. |
| <b>4</b> I don't       | <b>d</b> way!        |
| <b>5</b> I don't think | <b>e</b> not?        |
| <b>6</b> Don't         | <b>f</b> good.       |
| <b>7</b> It's          | <b>g</b> sure?       |
| <b>8</b> Sure, why     | <b>h</b> know.       |
| <b>9</b> Are you       | <b>i</b> good point. |
| <b>10</b> That's a     | <b>j</b> worry.      |

**5** Use the prompts to write questions. Then answer them.

**1** What / fastest / you / run / ?

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

**2** What / highest / you / jump / ?

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

**3** What / furthest / you / throw / ?

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

**4** What / other things / you / do / ?

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_



## Lesson 14 Practise and prepare

1 Complete the plan with words from the box.

• Awards • Discus • Jump (x2) • lunch • metres (x2) • relays • Shot • teams

### Sports Day plan

The whole school will be divided into four teams: Red, Blue, Green and White.

### Timetable

10:00	100 (1) _____
10:30	High (2) _____
11:00	Long (3) _____
11:30	400 (4) _____
12:00	break for (5) _____
13:00	Javelin
13:30	(6) _____ Put
14:00	(7) _____
14:30	100-metre (8) _____
15:00	(9) _____ ceremony

2 Order the sentences to make a conversation. Use the timetable in activity 1 to help you.  
The conversation has been started for you with (f).

- What happens after lunch?
- I think we'll have the 100-metre race first.
- So, what's the final event?
- Is that at 10 o'clock?
- Three o'clock.
- Ok, what's the first event? 1

- g That's right. Then we'll have the high jump followed by the long jump.
- h Sounds good. Is there going to be a 400-metre race?
- i Good, and what time is the award ceremony?
- j Yes, at 11.30, just before lunch.
- k There'll be the javelin, and then the shot put and the discus.
- l That will be the 100-metre relay.

## Reflect on your learning

Think about the skills you have practised in the last seven lessons.

Write answers to these questions.

- Which of the four main skills do you find the most challenging: speaking, listening, reading or writing? Why?
- What do you think you can do to improve this skill?

