

تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف الخطة الأسبوعية للأسبوع الخامس الحلقة الثانية في مدرسة أبو أيوب الأنصاري

موقع المناهج ← المناهج الإماراتية ← ملفات مدرسية ← المدارس ← الفصل الأول

روابط مواقع التواصل الاجتماعي بحسب ملفات مدرسية



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5

Bridge to Success

English Language

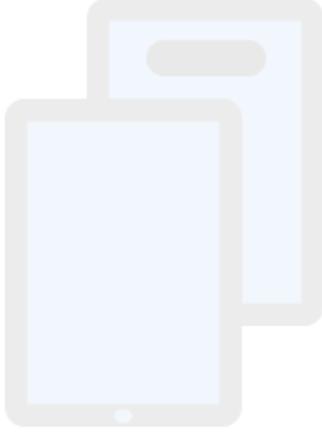
Workbook

Grade 8

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Volume 3

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Welcome to *Bridge to Success*

Bridge to Success is a 12-grade course for learners of English as a second language (ESL). The 12 grades range from the beginning of cycle 1 to the end of cycle 3.

Bridge to Success Grade 8 consists of 12 thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

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

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

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

The following icon is used in this Workbook:

- 1 pre-recorded listening activity

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

The *Bridge to Success* team

Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 In and out of school	Education and learning styles; international penpals Reading: A website forum about talking in class Learning styles Online education After-school activities School exchange trips International penpals A letter from a penpal	Listening: Online education Listening to dialogues Speaking: Learning in class School interests After-school activities and interests Discussing online learning Going on a school exchange trip Discussing a website	Prepositions followed by the <i>-ing</i> form (<i>get into trouble for talking</i>) Verbs followed by the infinitive with <i>to</i> Use of <i>so, however</i>	Ways of learning Learning styles After-school activities	A paragraph about how you learn best An argument on different methods of learning A letter to a penpal
Unit 2 Local community	Shops and services; town and country; you and your community Reading: Souqs in Dubai Town or country? Istanbul Quiz: How responsible are you? Poem: <i>In Daylight Strange</i> Travel tips Helping your community	Listening: Description of a souq How children help their community Speaking: Describing local shops and services Differences between a mall and a souq Miming different shops Hypothetical situations	<i>to have something done</i> The second conditional: <i>if</i> clauses to describe imaginary situations	Shops and services Town and city differences Community responsibilities	Design your own shopping mall Preferences over town and city A blog about a city A paragraph about social responsibilities
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	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
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Unit 6 Using English	The theatre Performing a play Reading: The story of Aladdin Drama in the UAE A blog about Monodrama Reading a dialogue for information Read about William Shakespeare	Listening: Listening to a description of a theatre visit The story of Aladdin Listen to a discussion about a play Speaking: Being in a play Discussing a story Discuss problems staging a play Prepare and present a monodrama Discuss drama as an activity	<i>like</i> and <i>as</i> to say that things are similar Reported speech – commands (<i>ask</i> and <i>tell</i>) Reported questions	Words about the theatre and drama The story of Aladdin	Writing sentences using <i>like</i> Write and perform a play based on the story of Aladdin Write a summary of a text Write a blog about how useful drama is Reporting sentences
Unit 7 Globally connected	Languages you speak Reading: The world of social media The advantages of knowing languages Is it good to learn a foreign language? Pros and cons of English as a global language Reading about Arabish Use of social media in the UAE Staying safe online Mobile apps	Listening: Benefits of learning languages Listening for specific information Listen to interviews Internet safety Speaking: Languages you speak Discuss opinions about why learning languages is good Discuss if the world needs a global language Using Arabish Why people use social media Conduct a survey Interpreting a graph	Determiners: <i>neither, each/every, all, both</i> Conjunctions: <i>although, while, whereas</i>	Languages you speak Phrases to express opinions Online language Social media	Write sentences using <i>although</i> Join sentences using <i>whereas/ while</i> Write sentences using <i>neither, each/every, all or both</i> Write a text using Arabish Write survey questions Correct statements about social media

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 6 People and their jobs	The world of work Do you have what it takes? A day in the life Today's jobs What about becoming a ... Looking for work Big fish, small fish?	Listening Work/jobs People talking about themselves Job interviews Speaking Talk about jobs Ask and answer questions Role-play Give an opinion	Suffixes for job titles Verbs followed by verb + <i>-ing</i> <i>will</i> for future predictions	The world of work Job titles	Write sentences about yourself
Unit 7 Shops and services	All you need Special offers The psychology of shopping Help yourself! What kind of shopper are you? The future of shopping You know what I mean	Listening Listen to a conversation Listen to announcements Listen to a radio programme Speaking Give an opinion Discuss questions Ask survey questions Describe objects Put sentences in order	Prepositions followed by nouns Reflexive pronouns Prepositions after adjectives and verbs	Supermarkets Items sold in shops	Write an announcement for a supermarket offer Write a description of a department store that you have visited
Unit 8 Possessions and personal space	Treasured possessions Lost and found My space Vincent's bedroom Organise your space For sale Living in a van	Listening Listen to a conversation Listen to a radio show Listen for information Speaking Discuss questions Explain language features Explain what is happening in pictures Give an opinion Give a definition	<i>to have something done</i> Tense changes in reported speech Compound adjectives	Treasured items Painting	Write an advert Write about a landscape Write your autobiography
Unit 9 Natural disasters	Dangerous nature Devastating floods Drought in East Africa Tsunami in the Pacific International aid Raising money for charity	Listening Listen to a conversation Listen to a news report Speaking Give an opinion Role-play Have a conversation Explain tsunamis Discuss questions Discuss charity events	Present perfect active and passive <i>despite</i> Modal verbs	Natural disasters and their causes	Write a report for a magazine Write about what to do in the event of a tsunami

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 10 Survivors Pages 137-148	The fun championships events Easy living? Amazing survival Surviving together Survival kit Flying solo The best film I've ever seen	Listening A conversation between friends A report about environments A radio programme about a survival story The '33' (continued) A film review Speaking Why do people live in extreme environments? Discussing survival stories Explaining why survival kit is needed A survival film review	Comparative adverbs	Unusual endurance events Harsh living conditions Survival and rescue Survival kit items <i>in case</i> and <i>to + infinitive</i>	Explaining a new <i>Fun championships</i> event The end of a survival story Diary entries for a survival story
Unit 11 Summer season Pages 149-160	Summer holidays A room with a view Nightmare holidays Summer camp in the UAE Ecotourism Working in tourism	Listening Dialogue in a hotel Hotel guests Packing for a beach holiday Ecotourism sites Working in tourism Speaking Talk about holiday objects Ask and answer questions about hotel facilities and services Talk about a bad holiday Give an opinion about holidays and summer camps Express past regrets Discuss responsible tourism Discuss the tourism industry	Indirect questions Past modals: <i>should/ would/ could + have + past participle</i>	Summer holiday items Strong negative and positive adjectives and phrases to describe holidays Ecotourism Tourism job titles	Write about a bad holiday Write a summary about a job in tourism

Lessons 1–2 *The Titanic*

1 Match the words or phrases from the text with their meaning. Look at the words or phrases in the text to help you.

- | | |
|------------------------|---|
| 1 luxurious | a went down |
| 2 liner | b to stay alive in a dangerous situation |
| 3 maiden voyage | c a large ship for carrying passengers on long distances |
| 4 struck | d hit (past tense) |
| 5 sank | e acting in a way that shows you will do anything because you are in a bad situation |
| 6 desperately | f very expensive and comfortable |
| 7 survive | g the first journey of a new ship or plane |

2 Read the Language tip on page 163 of the Coursebook and find compound nouns in the text that mean the following:

- a very large piece of ice floating in the sea _____
- a small boat kept for emergencies _____
- the title of a newspaper story _____
- paper with writing about the news, usually published daily or weekly _____

3 The word *telegram* is made of two parts but it is not a compound noun. The first part 'tele' is a prefix; it gives the meaning 'at a distance' to the word. It can be the first part of several words. Can you think of these 'tele' words? You can use a dictionary to help.

- something you watch to see pictures that have been sent over a distance _____
- something you use to talk to people who are at a distance _____
- something you look through to see better things at a distance _____
- the science and technology of sending information over a distance _____

- 4 Read the text about a 19th century female explorer called Mary Kingsley and look at the Use of English box on page 164 of the Coursebook. Circle the correct past tense.

In 1895, Mary Kingsley ^[1]*arrived / has arrived* on the west coast of Africa. Her plan was to travel up the Ogooué River into Gabon. She ^[2]*has studied / had studied* in England and ^[3]*she wanted / has wanted* to study the way people lived in that part of the world.

On June 5th, ^[4]*she left / was leaving* the port of Glass and travelled by river to Ndjole. From there, she continued her journey by canoe because passenger boats ^[5]*didn't go / haven't gone* further.

Sometimes, as she ^[6]*has travelled / was travelling* up the river, ^[7]*she stopped / was stopping* to collect samples of fish. She brought back 65 different types of fish. Three of them ^[8]*named / were named* after her.

Mary Kingsley went to parts of Africa where no-one ^[9]*ever saw / had ever seen* a European woman before. Her book, *Travels in Africa*, ^[10]*published / was published* in 1897.



Mary Kingsley

- 5 Use the text about Mary Kingsley to write the questions for these answers. Pay attention to the correct use of past tense forms.

1 Q *Where did Mary Kingsley go in 1895?*

A To the west coast of Africa.

2 Q _____ before she went on her expedition?

A In England.

3 Q _____

A To travel up the Ogooué River.

4 Q _____

A The way people lived in that part of the world.

5 Q _____

A 65.

6 Q _____

A In 1897.

Lessons 3–4 Exploring the seas

1 Circle the correct meaning of the word in **bold** in each sentence.

- 1 The **wreck** of the *Titanic*, which had sunk in April 1912, was found near the coast of Newfoundland, Canada.
 - a the main part of a boat or ship
 - b a ship that has been damaged and has sunk to the sea bed
 - c the valuable things being carried on a ship
- 2 In 1986, a three-person **submersible** went down to the wreck, to explore it.
 - a an inflatable lifeboat
 - b a large scuba-diving suit
 - c a small vehicle that can go down very deep in the ocean
- 3 Since then, there have been several **expeditions** which have brought back 6000 objects.
 - a sales of special items
 - b short sailing trips
 - c organised long journeys which have a particular purpose
- 4 They found objects such as china, jewellery, the ship's bell, a whistle, silver, letters and other personal **belongings**.
 - a the things that you own
 - b all your clothes
 - c expensive old things
- 5 My great-great-grandfather died when the ship went down, so the ship is really his **grave**.
 - a a serious place
 - b a place where a dead body is buried
 - c a special possession
- 6 Two people recently went down in a submersible and had their wedding on the **deck** of the *Titanic*.
 - a the wide, flat part of a boat or ship on which you can walk around
 - b the bottom of a ship or boat
 - c a special cabin

2 Find words and phrases in **bold** in the text *The Lion of the Seas* that mean the following:

1 areas of water next to the land where ships can stop _____

2 areas of land along the edge of a sea _____

3 as well as _____

4 wrote down what he had learned _____

5 had a book printed and sold _____

6 travelling around an area to learn about it _____

7 the study of stars and planets _____

8 groups of words or sentences that form one section of a poem _____

3 Find verbs in the text in these tenses. (Do not include *is, was* or *were*.) Use the *Use of English box* on page 164 to help you.

1 past simple _____

2 past simple passive _____

3 past continuous _____

4 past perfect _____

5 present perfect _____

4 *Ibn Majid* was a man of action and thought.

Find examples of his action and thought in the text.

action	thought
many expeditions	published nearly 40 books
_____	_____
_____	_____
_____	_____
_____	_____

Lessons 5–6 The travels of Ibn Jubayr

37 **1** Listen to the first part of the story of Ibn Jubayr's travels and choose the correct answers.

- | | |
|--|---|
| <p>1 After he left home, Ibn Jubayr travelled first to
a Granada. b Morocco. c Ceuta.</p> <p>2 He travelled to Alexandria
a by boat. b on foot. c by camel.</p> <p>3 In Alexandria, there were many
a lighthouses. b mosques. c streets.</p> <p>4 He was also impressed by the enormous
a port. b lighthouse. c gardens.</p> | <p>5 The Sultan in Alexandria was very
a cruel. b friendly. c generous.</p> <p>6 To get to Jeddah from Egypt, he sailed
a across the Mediterranean.
b down the Nile and across the Red Sea.
c across the Red Sea and down the Nile.</p> |
|--|---|

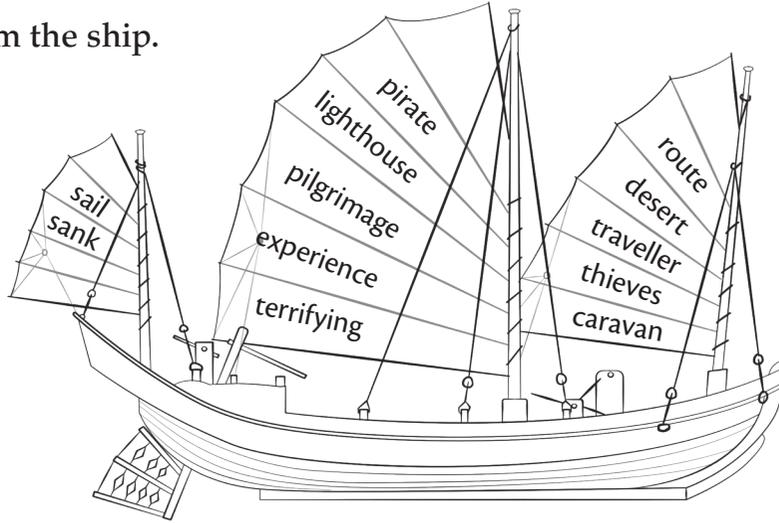
2 Listen to the second part of the story and match the beginnings of the sentences 1–5 with the endings a–e.

- | | |
|---|---|
| <p>1 The Arab poetry he learned as a boy</p> <p>2 From Medina,</p> <p>3 Even though the city was beautiful,</p> <p>4 Damascus</p> <p>5 The friendliest people he met</p> | <p>a were in the Syrian city of Damascus.</p> <p>b was like paradise.</p> <p>c gave Ibn Jubayr the desire to travel in the desert.</p> <p>d the people of Baghdad were cold and proud.</p> <p>e the caravan travelled north into Iraq.</p> |
|---|---|

3 Listen to the final part of the story and complete each gap with ONE word.

- 1** The final part of Ibn Jubayr's journey was the most _____ .
- 2** He almost died in a terrible _____ at sea.
- 3** In Sicily, he was helped by the _____ community there and he wrote about their _____ .
- 4** He was impressed by the terrifying _____ .
- 5** He finally arrived home in Cartagena in Spain in _____ .

- 4 Complete the crossword.
Use words from the ship.



Across

- 3 the road or way you take to get from one place to another
- 4 a journey people make for religious reasons
- 5 very frightening
- 7 a tall building with a light at the top which helps sailors
- 9 the past simple of *to sink*
- 10 a person who travels



Down

- 1 something which happens to you which affects how you feel
- 2 a group of people travelling together for safety
- 4 a sailor who attacks other ships and steals things from them
- 5 people who steal things
- 6 a hot, dry area of land
- 8 to travel across the sea

Lesson 7 Space

38 **1** Read the class discussion about space exploration. Try to complete the missing words.

Then listen and check your answers.

Teacher: In our last lesson we learned about the ¹ _____ in our solar system. Today we're going to talk about space exploration. What's your opinion on exploring space, Anna?

Anna: I think we should keep on exploring space. We've already seen what Mars is like and I'm sure one day, people will live on Mars. Perhaps there's ² _____ there already!

Teacher: What do you think, Olivia?

Olivia: I think we should send robots to all the planets in our ³ _____, to find out more about them.

Anna: Why not send people instead of robots?

Olivia: Well, because it's dangerous, so it's better to send robots.

Teacher: Does anybody think that people will go into space ⁴ _____? There is already space tourism, people going into space just for the fun of it.

Cristina: Yes, I think space tourism will be really popular in the future. I'd love to go up into space in a ⁵ _____.

Teacher: What other possibilities are there for space exploration? Tammy, what do you think?

Tammy: I think one day criminals will be sent to another planet or to a ⁶ _____, rather than to a prison here.

Cristina: What?! That's a crazy idea.

Tammy: Why? Two hundred years ago criminals were sent to Australia in ⁷ _____. What's the difference?

Teacher: Well, that's an interesting idea, Tammy. Nicole, what do you think is the most important reason for exploring space?

Nicole: Well, I think that we will have to find other places to live in the solar system because there won't be enough room on ⁸ _____.

2 Label the pictures using words from Activity 1.



1 _____

2 _____

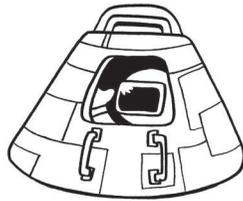
3 _____

Lessons 8–9 Space exploration: the past and the future

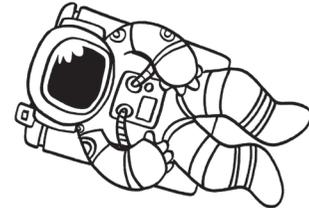
1 Find the words in the text on space exploration for these things.



1 _____



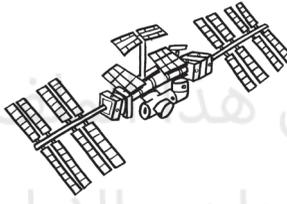
2 _____



3 _____



4 _____



5 _____

2 Use words from the text to complete these sentences.

• gravity • knowledge • planets • research • universe • unmanned

- 1 All of the _____ go around the sun. It takes the Earth 365 days to complete its journey.
- 2 All of the explorations of Mars have been done with _____ spacecraft.
- 3 Scientists always want to increase their _____ of what happens and why.
- 4 When there is no _____, things float rather than fall.
- 5 If there is no more space exploration, we will never learn more about our _____.
- 6 Some scientists are very lucky to do their _____ on the International Space Station.

3 Do some research on the Hubble Space Telescope. How has it contributed to our understanding of space and space exploration? Write a short paragraph in your notebook (70–80 words).

- Where and what is it?
- Where does the name come from?
- When was it launched?
- What can we see with it? (name three things)
- What does it help us to understand?

4 Complete the sentences using *will/won't* with an appropriate verb.

- 1 Bye for now. I'll see you later.
- 2 You haven't done enough revision. _____ well in the exam.
- 3 We're getting the 7.30 train, so _____ home at 8 o'clock.
- 4 The sky's really clear tonight. _____ a nice day tomorrow.
- 5 Thanks very much, but _____ for dinner. I've got to go.
- 6 He's been training really hard, so I think _____ well in the match on Saturday.

5 Rewrite these statements using the passive with *will*. Use *by* where necessary.

- 1 Electricity will power cars and other vehicles.
- 2 Robots will build all machines.
- 3 Solar farms and wind turbines will generate electricity.
- 4 Computers will control cars.
- 5 Teachers will give lessons over the Internet.
- 6 We'll make all calls on mobile phones, not landlines.

- 1 Cars and other vehicles will be powered by electricity.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

6 Make questions about the future using these words and *will*.

- 1 people / live / on other planets Will people live on other planets?
- 2 space tourism / be / popular _____
- 3 life / find / elsewhere in the universe _____
- 4 other solar systems / explore / soon _____
- 5 when / people / walk / on the moon again _____
- 6 why / robots / send / to explore other planets _____

Lessons 10–11 Is there life out there?

1 Match the words from the text with their meaning. Look at the words in the text to help you.

- | | |
|----------------------|---|
| 1 surface | a to continue to live |
| 2 underground | b to start a journey |
| 3 survive | c far away |
| 4 major | d below the surface of the ground |
| 5 depart | e the top or outside part of something |
| 6 distant | f most important |

2 Complete the sentences with words from Activity 1.

- 1 Our bus will _____ at about eight o'clock tomorrow.
- 2 They were very lucky to _____ the car crash.
- 3 I saw a beautiful fish swimming just under the _____ of the water.
- 4 Climate change is one of the _____ problems facing the planet.
- 5 I love to hear stories from _____ countries.
- 6 Some animals live _____ during the day and only come up at night.

3 Are these sentences talking about (a) the past, (b) the present or (c) the future?

- 1 Where will we look next?
- 2 Mars is cold and dry.
- 3 There might be water underground where life still survives.
- 4 The first landing on Mars was in 1976 and there have been more since then.
- 5 The Americans, Europeans, Indians and Chinese are all sending new expeditions in the next few years.
- 6 The *Emirates Mars Mission* departs in 2020.
- 7 On Earth, where there is water there is life.
- 8 Future expeditions to Europa will discover if the same is true on this distant moon.

Lesson 12 Talking about the future

1 Match the sentences with their functions.

SENTENCES

- 1 We're watching a programme about the ISS in our next science lesson.
- 2 There might be a new manned mission to the moon soon.
- 3 I'm going to train as an astronaut when I finish university.
- 4 There will probably be people on Mars in twenty years from now.
- 5 The rocket launches at 09.45 on 20th December.

FUNCTIONS

- a talking about a fixed arrangement
- b talking about an arrangement
- c talking about a plan
- d making a prediction
- e talking about a possibility

2 Put these sentences in the order of how certain it is that they will happen.

- 1 I'm definitely seeing Meera tomorrow morning.
- 2 I may see Meera tomorrow.
- 3 I'm almost certainly going to see Meera tomorrow.
- 4 I think I'll see Meera tomorrow.

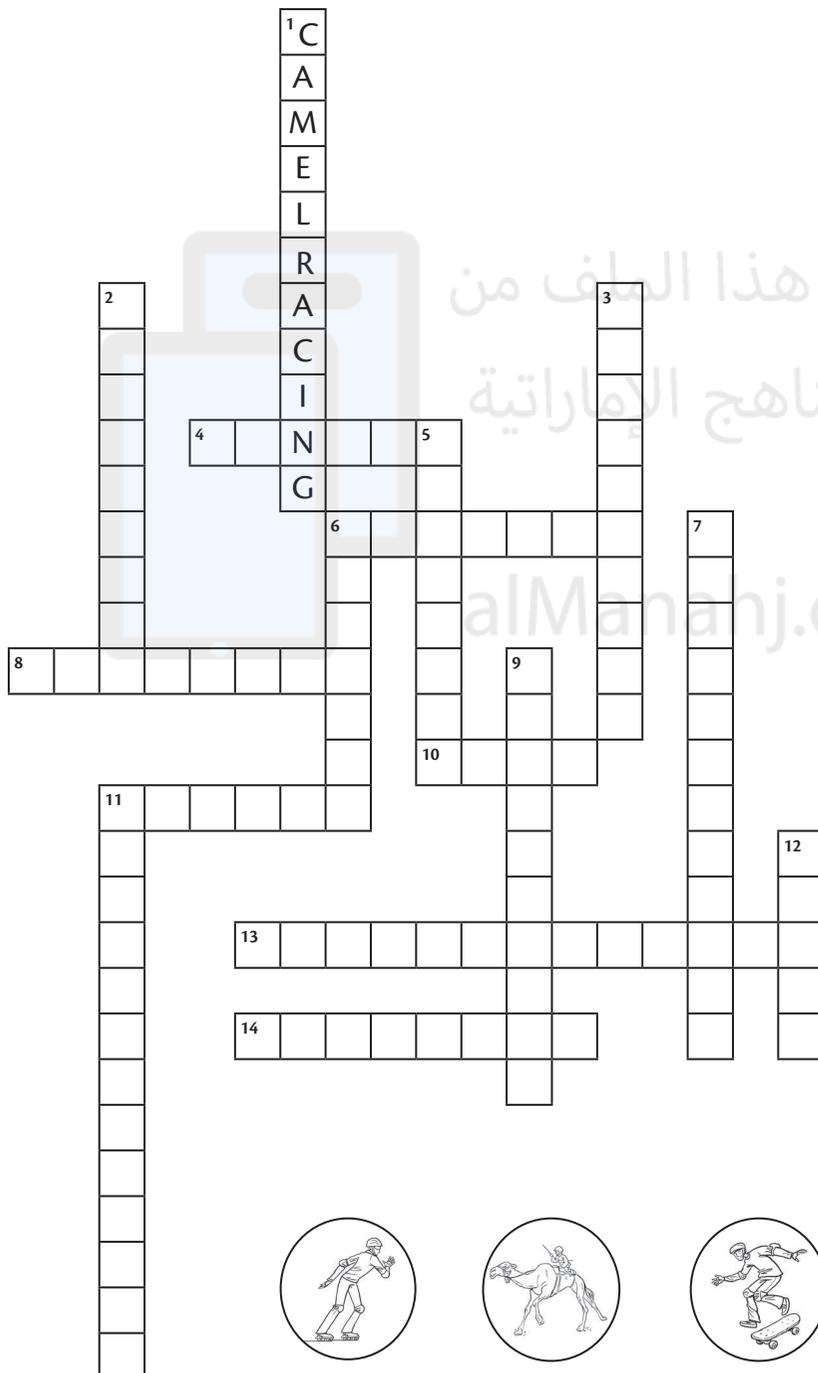
POSSIBLE ← _____ → CERTAIN

3 Choose the best way to complete these sentences.

- 1 One day everyone *will travel / is travelling* in space.
- 2 What time *will / does* the next lesson begin?
- 3 What colour *are you going to / do you* paint that new chair?
- 4 I think we *will be / are* there in the evening. Our plane *will leave / leaves* at 15.00 and the journey is about two hours.
- 5 We *will have / are having* a party next Saturday. Do you want to come?
- 6 Our holiday *finishes / will finish / is finishing* on 20th December.

Lessons 1–2 **Sport for all**

1 Complete the crossword.



13



1



11

Across

- 4** In this sport, the scoring goes 0, 15, 30, 40, (6)
- 6** You play this outside with a bat and a red ball. (7)
- 8** An American game in which a pitcher throws a ball to a batter. (8)
- 10** You play this outside with a small ball which you hit a long way. (4)
- 11** You travel down snow-covered mountains. (6)
- 13** See picture 13.
- 14** In American English, this sport is called 'soccer'. (8)

Down

- 1** See picture 1.
- 2** This type of sport includes running, high jump and long jump. (9)
- 3** You score points by throwing a ball into a basket. (10)
- 5** Moving through water, in a pool, for example. (8)
- 6** You need two wheels for this. (7)
- 7** You do it on snow with a big board. (12)
- 9** You can play this on the beach. (10)
- 11** See picture 11.
- 12** You run with the ball in your hands and you can kick it. (5)

2 Complete the sentences with the correct words. Then name the sport.

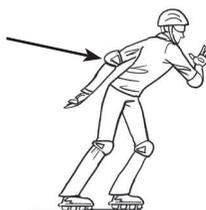
- cap • knee pads • goggles • javelin • lane • puck
- reins • rider • saddle • skates • stumps • helmet

- 1 Sit down in the saddle and don't hold the _____ too tightly. That's good. You'll make a good _____.
sport: horse riding
- 2 I've got my own _____ now. They're really comfortable. I can do a figure of eight without falling over.
sport: _____
- 3 I practise in a special park, but I always wear my _____ and my _____ on my head because I can fall off my board when I'm learning new jumps.
sport: _____
- 4 I train every morning. I go up and down the fast _____ in the pool. I always wear a _____ and goggles.
sport: _____
- 5 I rent my skis and poles, but I've got my own _____. You need them when the sun's bright or when it's snowing.
sport: _____
- 6 It's a game of great skill. You use your stick to hit the _____ and to carry it as well. You have to be able to skate really well too.
sport: _____
- 7 I enjoy running, throwing the _____ and doing the high jump.
sport: _____
- 8 In this game, the bowler tries to hit the _____, which are behind the batsman.
sport: _____

3 Use the words from the box to make compound nouns. Then label the pictures.



1 _____



2 _____



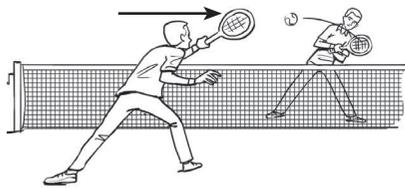
3 _____



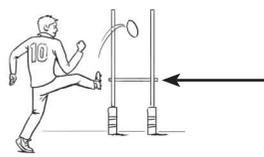
4 _____



5 _____



7 _____



6 _____

tennis	pad	elbow
riding	high	post
ice	racket	horse
pad	goal	jump
knee	skating	

Lessons 3–4 **At the top of their game**

1 Read the text and choose the correct answers.

Public school pupils battled it out for the top place at several sporting events at the second School Olympics championship on Saturday. The pupils, aged between nine and twelve, demonstrated their ability in gymnastics, athletics, swimming, archery and fencing in a final competition in which more than 1,000 students from ten educational zones across the UAE took part.

Students said they had trained with determination to prepare for the finals. 'I have been training for the past three months,' said Abdulla Ismail, 12, a student at Saif Al Dhoula School in Fujairah, after demonstrating his agility and flexibility in gymnastics at the Dubai Police Officers Club. 'I am hoping to win,' he said.

The Ministry of Education, which is organising the event, said the goal was to discover future champions and to encourage health through sports and exercise. Hassan Lootah, director of physical education at the ministry, said: 'The School Olympics helps us discover young Emirati athletes who can be recruited to join our national sports teams.'

- 1** The schools that take part are
 - a** government schools.
 - b** private schools.
 - c** colleges.
- 2** The pupils are
 - a** aged 9–13.
 - b** not younger than 12.
 - c** not younger than nine.
- 3** The pupils are from
 - a** Dubai.
 - b** Abu Dhabi.
 - c** all over the UAE.
- 4** The sports events include
 - a** gymnastics, athletics, swimming and running.
 - b** gymnastics, athletics, swimming and archery.
 - c** gymnastics, athletics, swimming and cycling.
- 5** The purpose of the championships is
 - a** to encourage health.
 - b** to find new national champions.
 - c** both.

2 Match the words in the columns to make collocations connected with sport.

hand-eye	talent	1	_____
powers of	spirit	2	_____
steely	concentration	3	_____
team	coordination	4	_____
natural	determination	5	_____

3 Think of the sports you play. Write a sentence about your strong points and the things you'd like to improve on.

I've got (quite good) ... , but I need to improve my ...

4 Use these abstract nouns to complete the sentences. Add *the* where necessary.

- ability • ambition • coordination • determination • flexibility • speed

- 1** In a sport like ice hockey, coordination is very important because you need to skate and hit the puck into a small goal.
- 2** It's _____ of many young athletes to compete in the Olympic Games.
- 3** Ballet dancers and gymnasts need to have a lot of _____ in their bodies.
- 4** Sprinters need _____ , but marathon runners need to be able to keep going over a long distance.
- 5** Good footballers and rugby players have _____ to make quick decisions on the pitch.
- 6** In order to be top in your sport, you need to have _____ to succeed.

5 Underline the stressed syllables in these words:

- 1** agility
- 2** activity
- 3** creativity
- 4** imagination
- 5** participation
- 6** competition

**Pronunciation:
Word stress**

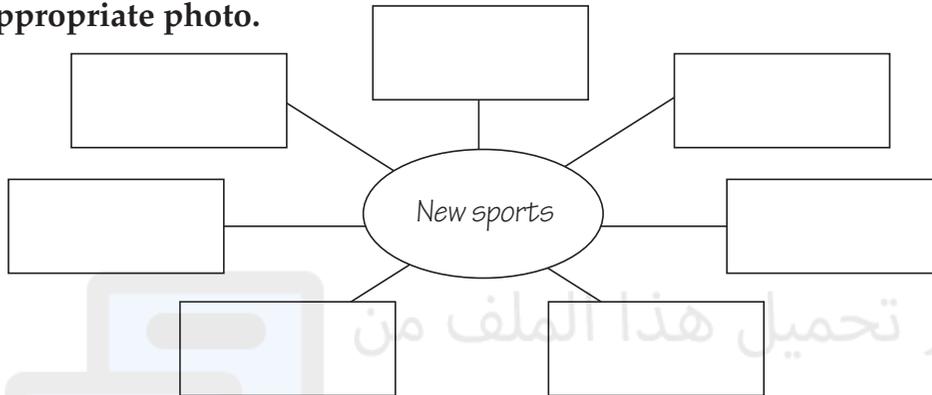


It's important to know where the stress falls in longer words. When you note down a new word, underline the syllable where the main stress falls. You will start to notice patterns:

ab <u>i</u> lity	coo <u>r</u> dination
flexi <u>b</u> ility	determi <u>n</u> ation
amb <u>i</u> tion	concentra <u>t</u> ion

Lessons 5–6 Sports of today

1 Read the 3 texts about modern day sports on page 186 of the Coursebook. Then shut your books. What can you remember about the three sports in the pictures? Complete the diagram with information you remember from the reading texts. Draw lines from your notes in the boxes to the appropriate photo.



2 Match a sport with a picture.

- tennis
- badminton
- snowboarding
- judo
- archery
- volleyball
- golf
- gymnastics
- ice hockey
- cycling

 1 _____	 2 _____	 3 _____	 4 _____	 5 _____
 6 _____	 7 _____	 8 _____	 9 _____	 10 _____

3 Write questions about bossaball, sandboarding and flyboarding.

1 _____

Because you fly through the air.

2 _____

Up to 15 metres in the air.

3 _____
In France.

4 _____
Three: volleyball, football and gymnastics.

5 _____
On a bouncy trampoline court on the beach.

6 _____
In 2002.

7 _____
In the desert.

8 _____
Most riders take a dune buggy or a quad.

4 Complete the word-building table below which features the words in bold from page 186 of the Coursebook. Use a dictionary to help you.

Noun	Verb	Adjective
a delegate (one person) a ¹ _____ (more than one person)	to delegate	
a participant (one person) ² _____ (the action)	to participate	
a ³ _____ (a person) ⁴ _____ (the event)	to ⁵ _____	competitive
⁶ _____ (a person)	to ⁷ _____	winning

5 Complete the sentences with words from the table in Activity 4.

- Athletes must have a strong _____ spirit if they hope to win.
- A small country cannot send a big _____ of athletes to international games.
- My sister is a great tennis player. She has been the _____ of the local tournament three times!
- It's not important if you win the game, what really counts is to _____ !
- Our school is organising a sports _____ this month.

Lesson 7 **An extraordinary athlete**

1 Correct the facts in the sentences about Alana Nichols.

- 1 Alana Nichols is from Mexico. _____
- 2 She is paralysed on the right side of her body due to a skiing accident.

- 3 She is the first female American Paralympian athlete to win two gold medals in a row.

- 4 Her first Paralympic competition was in 2004 in Shanghai. _____
- 5 She has never injured herself. _____

2 Imagine you are an athlete in the Paralympics. Think about where you are from, what kind of disability you have, what events you compete in and which medals you have won recently. Think of at least ten details. Make some notes.

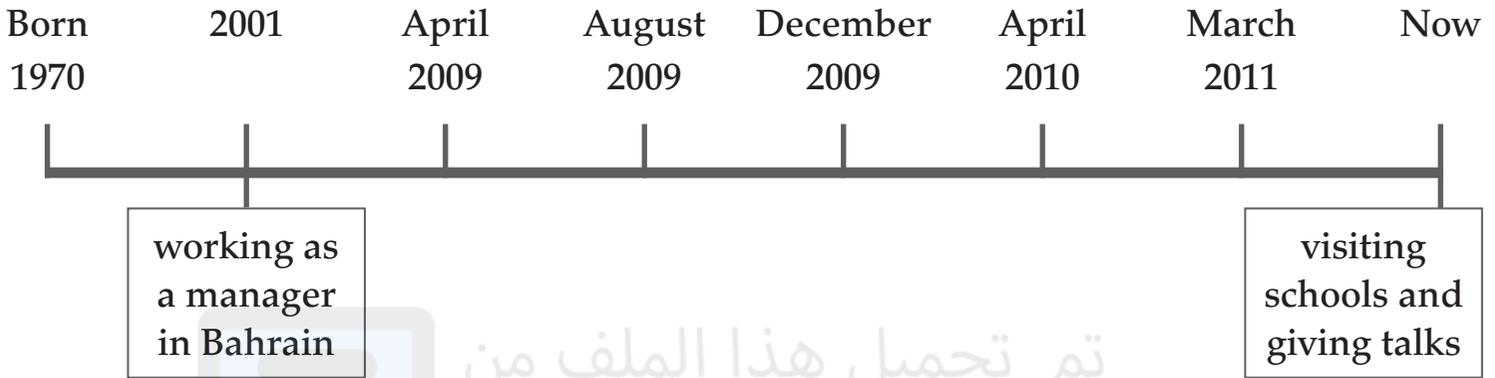
3 Work with a partner. You are going to take turns to be a journalist and interview a famous athlete in the Paralympics. Write the questions you are going to ask him/her.

4 With your partner, take turns to be the reporter and the athlete and interview each other.

5 Write a short article about the Paralympic athlete you interviewed.

Lessons 8–9 An Arab adventurer

- 1 What was Nabil doing at these times? Use the information from Activity 1 in your Coursebook to complete the missing information on the timeline.



- 2 Now work with a partner to ask and answer questions using the information on the timeline.

“What was Nabil doing in 2008?”

“He was working as a manager in Bahrain.”

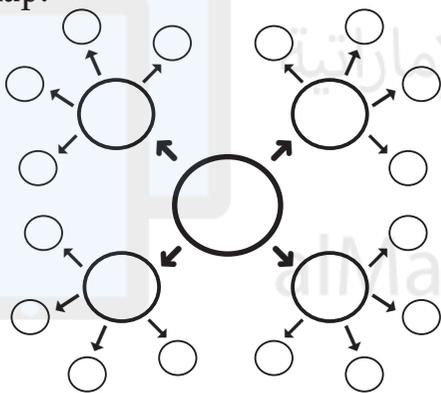
- 3 Imagine Nabil Al Busaidi is visiting your school to give a talk to the students. Prepare some questions to ask him and write them below. Ask him about:

- a place he’s visited _____
- a person he’s met _____
- an interesting experience he’s had _____
- a dangerous experience he’s had _____
- an activity he is doing now _____
- a plan he has for the future _____

4 Read Nabil's diary entry and discuss the questions with a partner.

- Why do you think Nabil was so tired?
- Why was he full of energy?
- Why didn't he sleep well the night before?
- In what way is Nabil different from the other team members?
- How would you be feeling if this was you?

5 Choose either the best or worst experience that Nabil described in the interview and try to imagine it in detail as if you were there. Use the prompts to help you and make notes on the mind map.



- Location: Where are you? What is the weather like?
- Comfort: What are you wearing? Are you comfortable?
- Food: What do you have to eat? Is it enough?
- Sleep: Where do you sleep? Have you had enough sleep?
- Positive things: Are you enjoying your expedition? Do you have a good team of people with you?
- Negative things: Are there any problems?

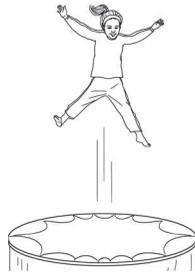
6 Write a diary entry based on the notes you wrote in Activity 4. When you have finished, swap with your partner and check each other's spelling and grammar.

Sunday 29 March – Day 1
The day has finally arrived. After months of preparation, weeks of training and days of travelling, I am very tired but full of energy. Even though I went to bed late, I still woke up before the alarm went off. There are 14 people who will be walking to the North Pole, different kinds of people, lawyers, bankers, soldiers, nannies, but they are all British except me ... Nabil Riadh Al-Busaidi, the first Arab to try to walk to the magnetic North Pole!
And so, after a seven and a half hour flight, I have finally arrived in Canada on the first stage of an incredible adventure.

Lessons 10–11 What are your hobbies?



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

1 Write a caption for each picture. Choose from the following phrases and the words in the box.

He/She

likes / enjoys

He/She

likes / enjoys

is into / is keen on

His/Her hobby is

- acting
- collecting shells
- doing karate
- juggling
- making models
- taking photographs
- writing stories
- collecting coins
- making jewellery
- drawing
- collecting stamps
- cycling
- trampolining

Language tip

for and since

Remember to use *for* when you give the length of time:

I've been playing table tennis for seven years.

You haven't been horse riding for very long.

Use *since* when you give the start of a time:

He's been playing table tennis since he was 5 years old.

They've been playing football since 10 o'clock this morning.

2 Write questions using *How long* and the present perfect continuous. Write answers using *for* and *since*.

1 Q you / collect shells?

A three years

2 Q you / horse riding?

A ten years old

3 Q your brother / make model cars?

A five years

4 Q your sister / write stories?

A seven years old

5 Q you / do karate?

A two years

Q *How long have you been collecting shells?*

A *For three years.*

Q

A *Since I ...*

Q

A

Q

A

Q

A

3 Choose a verb to complete the sentences using the present perfect continuous.

• collect • do • learn • write • play • wait

1 I'm really tired. I _____ judo for two hours.

2 Sorry I'm late. I _____ tennis.

3 We _____ coins for seven years.

4 My brother _____ stories since he was little. He has lots of imagination!

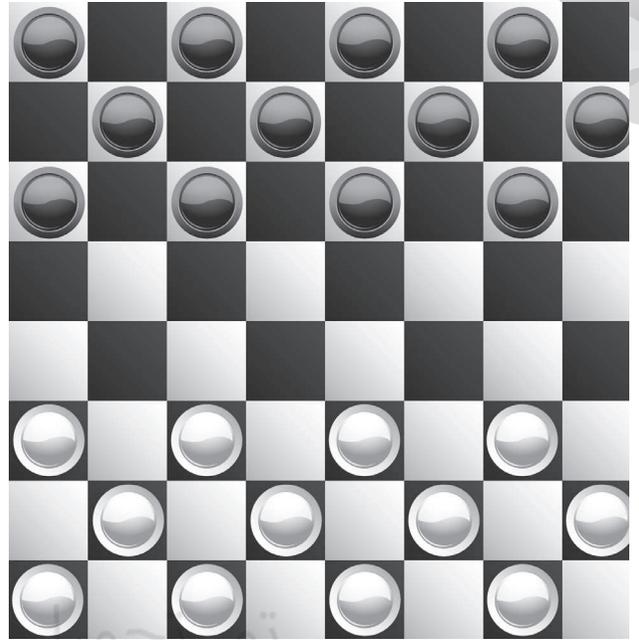
5 Come on! We _____ for you for half an hour.

6 In her art lessons this term she _____ how to make jewellery.

Lesson 12 Backgammon

Did you know?

Checkers is a simple version of backgammon. Often children learn this first because it is easier for them to understand.



- 1** Complete the gaps a–f in these instructions for how to play checkers with the words in the box.

black colour King jump opponent space

- 1 First, take 12 checkers of the same (a) _____.
- _____ When your checker reaches your opponent's side, take back your captured checkers and place them on top. You now have a (b) _____ checker! Your King checker can move forwards and backwards!
- 5 You can take your opponent's checker by jumping over it.
- _____ To begin the game, the player with the (c) _____ checkers moves first.
- _____ Then, place them on all of the dark squares in front of you, as shown on the board.
- _____ Checkers may only move one diagonal (d) _____ forward (towards your opponent's checkers) in the beginning of the game. Remember that checkers must stay on the dark squares.
- _____ Finally, once you have captured all of your (e) _____'s checkers, you have won the game.
- _____ If the new position you land in gives you an opportunity to take another checker, then you can keep going until you can't (f) _____ any more.

- 2** Number the instructions in the correct order 1–8. Two have already been done for you.