

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



## كتاب النشاط Workbook

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## التواصل الاجتماعي بحسب الصف التاسع



## روابط مواد الصف التاسع على تلغرام

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## المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الثاني

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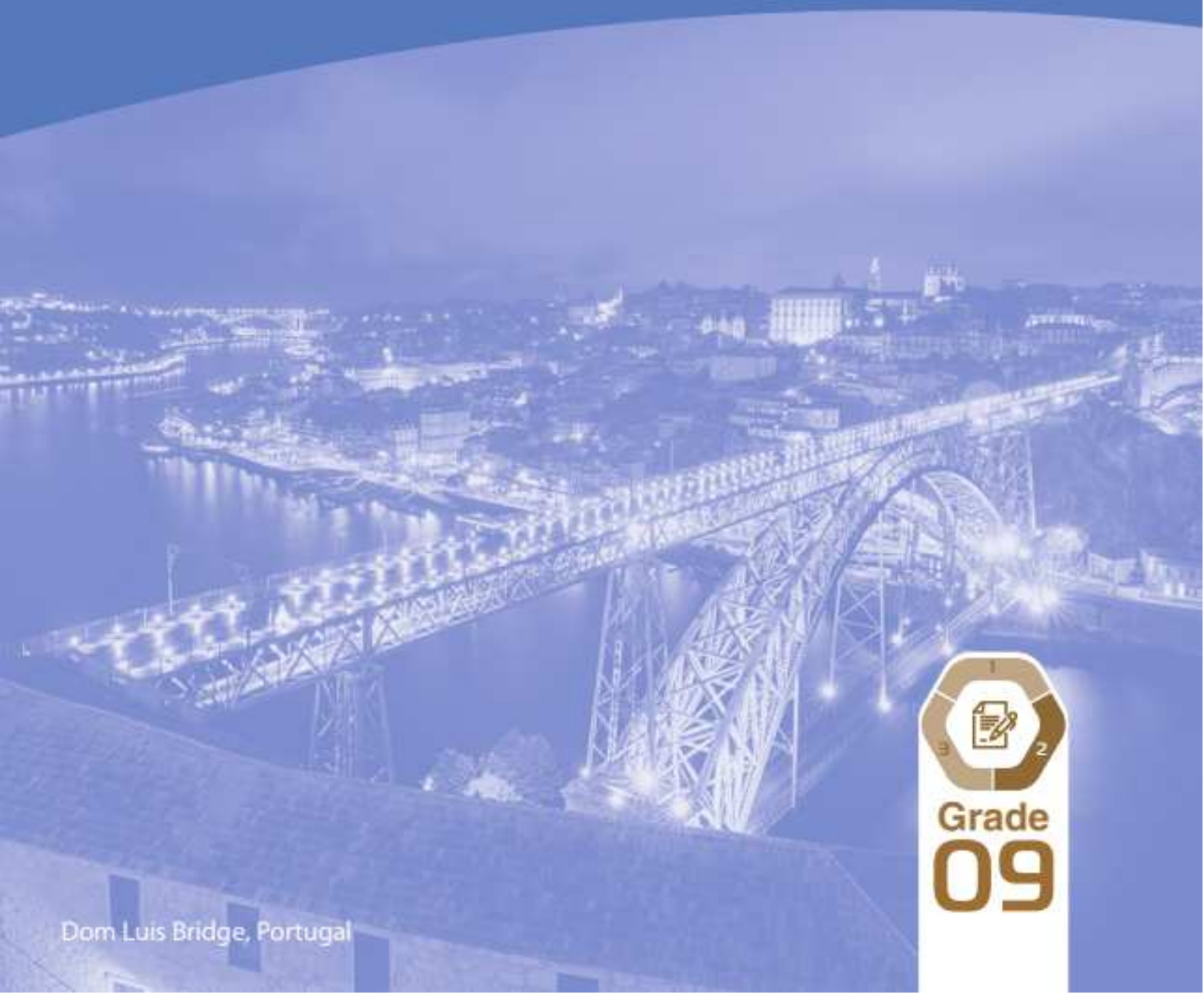


UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

2023-2024

# Bridge to Success 9

Workbook



Grade  
**09**

Dom Luis Bridge, Portugal



# Bridge to Success

English Language

**Workbook**

Book 9

Volume 2

1444 - 1445 A.H. / 2023 - 2024 A.D.



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Workbook

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

The materials reflect the following principles:

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

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

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

The following icon is used in this Workbook:

- 1 pre-recorded listening activity

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

The *Bridge to Success* team





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	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 5</b> <b>Personality types</b> <b>Pages 53–65</b>	Aspects of personality: presenting yourself well; talented children; competitions Reading: A description of a personality A personality text Making a good first impression A teenage millionaire Young inventors Talented children A child prodigy The Clever Teens competition A prize-winning story	<b>Listening:</b> First impressions A TV game show for talented children Listen to classmates' presentations and take notes <b>Speaking:</b> Future changes Making a good first impression Advice about how to behave in different situations Taking part in the <i>Clever Teens</i> competition A presentation about an app design	Adjectives + prepositions Use of <i>so</i> + adjective / adverb and <i>such</i> + <i>a(n)</i> + adjective + noun Prepositions + nouns Adjectives ending in <i>-ing</i> and <i>-ed</i>	Adjectives to describe a friend Phrases to organise opinions and points, eg. <i>First of all ... in addition ... for example</i> Deducting meaning of words from context	A paragraph to describe your personality Describe abilities Design an app Make notes about classmates' presentations
<b>Unit 6</b> <b>Shops and services</b> <b>Pages 66–77</b>	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	<b>Listening</b> Listen to a conversation Listen to announcements Listen to a radio programme <b>Speaking</b> 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
<b>Unit 7</b> <b>Possessions and personal space</b> <b>Pages 78–89</b>	Treasured possessions Lost and found My space Vincent's bedroom Organise your space For sale Living in a van	<b>Listening</b> Listen to a conversation Listen to a radio show Listen for information <b>Speaking</b> 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





## Lessons 1–2 What are you really like?

- 1** Read what the people say about themselves and write the correct adjective from the box.

• shy	• loyal	• easy-going
• patient	• calm	• independent
• generous	• optimistic	• kind
• modest		



- 'I love being with people and I've got lots of friends.' \_\_\_\_\_
- 'I don't mind waiting for people or for things to happen.' \_\_\_\_\_
- 'I like helping other people.' \_\_\_\_\_
- 'I think for myself and I don't need other people to tell me what to do.' \_\_\_\_\_
- 'I find it a bit frightening to meet new people.' \_\_\_\_\_
- 'I always feel positive about the future.' \_\_\_\_\_
- 'I don't like talking about things I've done well.' \_\_\_\_\_
- 'I don't easily get upset or worried about things.' \_\_\_\_\_
- 'I'll always give money to people who need it.' \_\_\_\_\_
- 'Once I've made a friend, they're a friend for life.' \_\_\_\_\_

- 2** Are the adjectives below positive (P) or negative (N)? Write P or N, and then compare with a partner.

adventurous	_____	logical	_____
quick-tempered	_____	pessimistic	_____
cautious	_____	sociable	_____
decisive	_____	organised	_____
determined	_____	impatient	_____
hard-working	_____	spontaneous	_____
honest	_____	sympathetic	_____

### 3 Complete Omar's email with suitable prepositions.

✂ ✂ ✂

To \_\_\_\_\_

From \_\_\_\_\_

Subject \_\_\_\_\_

Hi!

I'm Omar and I'm 15 years old. Friendship is important \_\_\_\_\_<sup>1</sup> me and I have a lot of good friends in the UK who are interested \_\_\_\_\_<sup>2</sup> the same things as me. I'm quite good \_\_\_\_\_<sup>3</sup> sports and my favourite subject is History. Maths and Science are quite difficult \_\_\_\_\_<sup>4</sup> me.



My family and I have recently moved to your town so I'm trying to meet new people, but it's not as easy as I thought it would be! I'm aware \_\_\_\_\_<sup>5</sup> how busy everyone is at school, but are there any popular activities I could do to make new friends? Also, I wouldn't like my new friends to get upset \_\_\_\_\_<sup>6</sup> or annoyed \_\_\_\_\_<sup>7</sup> anything I do or say, so what should I be careful \_\_\_\_\_<sup>8</sup>?

Hope you can help me out.  
Cheers!

Omar

### 3 Write an email to Omar giving your advice.

✂ ✂ ✂

To \_\_\_\_\_

From \_\_\_\_\_

Subject \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lessons 3–4 **First impressions**



**1** Circle the correct word to complete the sentences.

- 1 It's important to **do / make / take** a good first impression on people.
- 2 My first impression **of / on / for** Hamad is that he's an honest and sociable guy.
- 3 Arriving **in / at / on** time will make people think you're organised and responsible.
- 4 **Even / Despite / Although** Roudha seems confident and decisive, she's actually quite shy.
- 5 Salem **gets / goes / comes** along with everyone because he's such an easy-going person.
- 6 A strong handshake **has / does / makes** a big difference when you first meet someone.

**2** Complete the sentences with *so* or *such a(n)*.

- 1 It was \_\_\_\_\_ lovely to meet your sister Alia. She's really nice.
- 2 We were \_\_\_\_\_ tired last night that we fell asleep on the sofa.
- 3 Mansour is \_\_\_\_\_ determined boy. I'm sure he'll be really successful in life.
- 4 Why are you always \_\_\_\_\_ pessimistic? Your presentation is going to be great!
- 5 Our English teacher talks \_\_\_\_\_ fast! Can you understand everything she says?
- 6 My grandparents had \_\_\_\_\_ amazing holiday in Abu Dhabi that they're going there again this summer.
- 7 It's great to be around Bilal because he's \_\_\_\_\_ optimistic person.
- 8 Dinner will be ready in ten minutes. Don't be \_\_\_\_\_ impatient!



## Lessons 5–6 A teenage millionaire

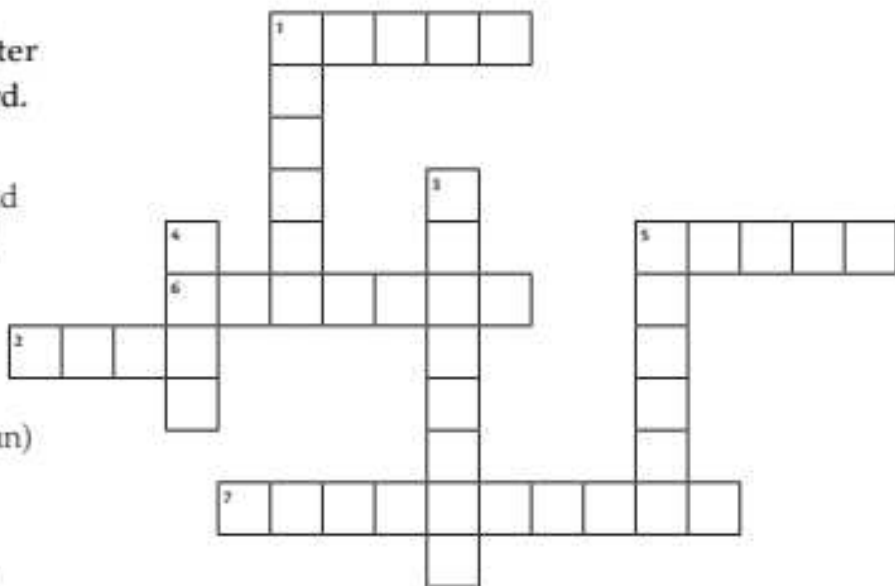
### 1 Match the words with the definitions.

- |             |   |
|-------------|---|
| 1 download  | a a small representation of a physical object                                     |
| 2 summarise | b give money to a business in order to make more money                            |
| 3 worried   | c having good things happen to you by chance                                      |
| 4 model     | d unhappy because you are thinking about problems or bad things that might happen |
| 5 invest in | e describe the main ideas of a text   |
| 6 lucky     | f copy programs or files from the Internet into a computer's memory               |

### 2 Complete the clues – the first letter is given. Then fill in the crossword.

#### Across

- 1 **g** \_\_\_\_\_ : a very big and tall person; it can also be used for a big company (noun)
- 2 **n** \_\_\_\_\_ : real stories and events you see on TV or read about in newspapers (noun)
- 5 **p** \_\_\_\_\_ : feeling good and pleased about yourself or other people (adjective)
- 6 **i** \_\_\_\_\_ : make someone feel that they can and want to, do something (verb)
- 7 **h** \_\_\_\_\_ : subjects like Art, History and Languages (noun)



#### Down

- 1 **g** \_\_\_\_\_ : an extremely intelligent person (noun)
- 3 **a** \_\_\_\_\_ : thinking you're better than others (adjective)
- 4 **r** \_\_\_\_\_ : a synonym for danger (noun)
- 5 **p** \_\_\_\_\_ : a synonym for *well-mannered* (adjective)

### 3 Choose three of the words from Activities 1 and 2 and use them in sentences.

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



- 4 Complete the article about Fred Turner with the correct prepositions.

## A teenage gene-ious!

\_\_\_\_\_ <sup>1</sup> the age of 17, Fred Turner has been awarded 'UK Young Engineer of the Year'.

Fred has straight brown hair. His brother Gus has curly red hair. Fred was determined to find out why their hair is so different. So he built a DNA testing machine \_\_\_\_\_ <sup>2</sup> his bedroom.

He spent almost a year building the machine, using things he found \_\_\_\_\_ <sup>3</sup> home, including an old video recorder. The machine would normally cost £3000, but Fred built his \_\_\_\_\_ <sup>4</sup> £450. It's like a DNA photocopier.

He collected DNA, \_\_\_\_\_ <sup>5</sup> inside his brother's cheek. "The machine makes copies of this DNA so you can test how it reacts \_\_\_\_\_ <sup>6</sup> different temperatures. Heating and cooling the sample allows you to separate the DNA, so I was able to see whether mine was different \_\_\_\_\_ <sup>7</sup> his," said Fred.

He discovered that Gus has a particular gene that gives him red hair.



Fred has always been interested \_\_\_\_\_ <sup>8</sup> science and his parents have always encouraged him. "They both took me \_\_\_\_\_ <sup>9</sup> science museums when I was younger."

His passion for science will continue \_\_\_\_\_ <sup>10</sup> Oxford University, where he'll be studying Biochemistry \_\_\_\_\_ <sup>11</sup> September. He said, "I'm not sure where I'll be \_\_\_\_\_ <sup>12</sup> ten years, but I'd like to run my own technology business."

- 5 Think about the geniuses you have read about and discussed in this lesson. Say who is the cleverest, and summarise why you think that.

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## Lessons 7–8 **Who's the cleverest?**

- 1** Write a short summary explaining what *Genius of the Year* is. Write between 40–60 words.

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### **Writing tip**

To write a good summary, choose only the main ideas and facts. Use your own words and keep it short. Don't give your opinion.

- 2** Complete the sentences with *must*, *mustn't*, *should* or *shouldn't*.

- 1 You \_\_\_\_\_ watch TV all the time.  
Why don't you go out and play for a change?
- 2 Children \_\_\_\_\_ be between 7 and 12 to take part in the TV show.
- 3 Shhhh! Be quiet. We \_\_\_\_\_ wake the baby up.
- 4 "You're not allowed to use a pencil in the exam. You \_\_\_\_\_ bring a pen with you," said the teacher.
- 5 You \_\_\_\_\_ go to see the dentist every six months.
- 6 Eric isn't tall enough to play basketball. I think he \_\_\_\_\_ play football instead.





3 Read the statements. Write Alex or May in the gaps.

- 1 \_\_\_\_\_ learned to read at a very young age.
- 2 \_\_\_\_\_ would like to become a doctor.
- 3 \_\_\_\_\_'s mum wants him/her to win.
- 4 \_\_\_\_\_ is very good at languages.
- 5 \_\_\_\_\_ wants to win first prize.
- 6 \_\_\_\_\_ looks forward to making new friends.



May



Alex

4 Work in groups of four. Students A and B, you agree with the statement. Students C and D, you disagree with the statement. In pairs, think of reasons and examples to support your opinion, and make notes in the diagram below.

"Children are too stressed with school exams and other competitions. This is bad for them."

Argument 1

\_\_\_\_\_  
\_\_\_\_\_

Argument 2

\_\_\_\_\_  
\_\_\_\_\_

Argument 3

\_\_\_\_\_  
\_\_\_\_\_

Argument 4

\_\_\_\_\_  
\_\_\_\_\_

Argument 5

\_\_\_\_\_  
\_\_\_\_\_

Argument 6

\_\_\_\_\_  
\_\_\_\_\_

## Lesson 9 A child prodigy

- 1** Complete the sentences with the words and phrases from the box. You might have to think of the plural form of the word.

• invest      • gallery      • in charge of      • exhibition  
• opportunity      • for ages      • decade

- 1 Hamda is going to be in London at the weekend. He's going to take the \_\_\_\_\_ to see the paintings in one of the most famous \_\_\_\_\_, the Tate.
- 2 I love your photo \_\_\_\_\_, Sarah! I loved all your photos, especially the one with the owl sleeping on a branch.
- 3 Mr Al Hassani, who's \_\_\_\_\_ all the teachers at my school, talked to us about the final exams.
- 4 I haven't seen your brother \_\_\_\_\_! Where has he been?
- 5 The French artist has painted over 1000 pictures over the past few \_\_\_\_\_.
- 6 What will you \_\_\_\_\_ the prize money in?

- 2** Complete the sets of sentences with the pairs of adjectives. You might need to change the order.

• surprised / surprising      • interested / interesting      • tired / tiring  
• excited / exciting      • annoyed / annoying

- 1 **a** Revising for exams is more \_\_\_\_\_ than doing projects.  
**b** Mariam is too \_\_\_\_\_ to revise for next week's exam. She'll start tomorrow.
- 2 **a** Your brother is really \_\_\_\_\_. He knows a lot about history.  
**b** I wasn't \_\_\_\_\_ in the TV show so I fell asleep.
- 3 **a** Mr AlYammahi was quite \_\_\_\_\_ with my marks. He said I could do better.  
**b** It's not \_\_\_\_\_ that children are stressed. They have hardly any free time.
- 4 **a** Please don't make that noise when I'm studying. It's \_\_\_\_\_.  
**b** Why were you \_\_\_\_\_ with your cousin Ali? What did he say?
- 5 **a** Roudha is going to travel to the UK in summer. She's so \_\_\_\_\_!  
**b** Being a university student must be the most \_\_\_\_\_ time for a young person.



## Lessons 11–12 **We won first prize!**

- 1** Ibrahim sent an email to his teacher Mr Al Blooshi telling him about their prize. Complete the email with the correct options.

To	Hamad Al Blooshi
From	Ibrahim al Kaabi
Subject	We won third prize!

Dear Mr Al Blooshi,

I hope you are well. I \_\_\_\_\_<sup>1</sup> this email \_\_\_\_\_<sup>2</sup> we won third prize in the Clever Teens competition! Dalal and I are \_\_\_\_\_<sup>3</sup> excited! I thought you would like to know. Our parents are really proud of us and they said we \_\_\_\_\_<sup>4</sup> save the prize money. I think they are right.

I also \_\_\_\_\_<sup>5</sup> to say 'thank you'. You were really helpful and you gave us \_\_\_\_\_<sup>6</sup> great ideas for our story. I remember you said, "If you \_\_\_\_\_<sup>7</sup>, will you do a presentation in class?" I think it's the least we can do. When would you like us to give the presentation?

I look forward to \_\_\_\_\_<sup>8</sup> from you.

Best wishes,  
Ibrahim al Kaabi

- |                    |                     |                     |                    |                 |                   |
|--------------------|---------------------|---------------------|--------------------|-----------------|-------------------|
| <b>1</b> a write   | <b>b</b> am writing | <b>c</b> will write | <b>5</b> a wanted  | <b>b</b> liked  | <b>c</b> hoped    |
| <b>2</b> a and     | <b>b</b> but        | <b>c</b> because    | <b>6</b> a so      | <b>b</b> such a | <b>c</b> such     |
| <b>3</b> a such an | <b>b</b> so         | <b>c</b> such       | <b>7</b> a won     | <b>b</b> win    | <b>c</b> will win |
| <b>4</b> a should  | <b>b</b> going to   | <b>c</b> will       | <b>8</b> a hearing | <b>b</b> hear   | <b>c</b> heard    |

- 2** Imagine you are Mr Al Blooshi. Write a short email (60–80 words) in reply to Ibrahim's email.

To	Ibrahim al Kaabi
From	Hamad Al Blooshi
Subject	Re: We won third prize!

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**3** Rewrite the parents' orders in direct or indirect speech.

1 "Don't forget the money for the school trip," Asma's mum said.

Asma's mum told her \_\_\_\_\_

2 "Take the rubbish out, please," Omar's mum said.

Omar's mum asked him \_\_\_\_\_

3 Hamad's dad asked him to turn off the TV. " \_\_\_\_\_," said Hamad's dad.

4 "Don't talk on the phone so much!" Abeer's dad said.

Abeer's dad told her \_\_\_\_\_

5 Sami's mum told him to buy some bread and coffee.

" \_\_\_\_\_," said Sami's mum.

6 Haleema's dad told her not to be late for school.

" \_\_\_\_\_," said Haleema's dad.

**4** Continue Ibrahim and Dalal's story. Write a paragraph (60–80

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**Writing tip**

A good story must have a beginning, middle and end. It must also have interesting characters and direct speech.





Lessons 1–2 **All you need****1** Match the words and phrases to their definitions.

- |                 |   |
|-----------------|---|
| 1 convenient    | a not modern  |
| 2 downside      | b someone's way of living   |
| 3 a good deal   | c a pleasant extra thing  |
| 4 old-fashioned | d easy to use, or easy to get to  |
| 5 lifestyle     | e to do something at one time only                                      |
| 6 a day out     | f a bad thing about a situation   |
| 7 bonus         | g a day that you spend somewhere that is not your home, usually for fun |
| 8 in one go     | h when you pay a low price for something                                |

**2** Reorder the words to make sentences.

1 opinion, / the / way / In / to / shop / my / this / best / is

---

2 house / leave / One / thing, / that / you / is / good / have to / don't / your

---

3 different / things / You / many / so / buy / can

---

4 a / It's / deal / possible / really / good / to get

---

**3** Write a positive sentence about each of these types of shopping.

1 Supermarket shopping

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2 Online shopping

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3 Shopping at the mall

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4 Shopping at a market

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4 Complete the sentences with the words in the box.

• advantage • best • downsides • good • prefer • problem

- 1 I think the main \_\_\_\_\_ of online shopping is that you can do it all from home.
- 2 One \_\_\_\_\_ is that you can't always find the thing you're looking for.
- 3 There are so many \_\_\_\_\_ shops in the mall.
- 4 I \_\_\_\_\_ to do my shopping in one go.
- 5 One of the \_\_\_\_\_ things about this type of shopping is that it's cheap.
- 6 I don't like supermarkets. In my opinion, there are too many \_\_\_\_\_.



**Did you know?**

A *souk* in English-speaking countries is called a *market*. The table or area where they sell goods is called a *stall*. Some markets sell old clothes and antiques (old pieces of furniture and household objects).

5 Complete the sentences with your own ideas.

- 1 One problem with online shopping is that ...

\_\_\_\_\_

- 2 I think the best thing about visiting markets is ...

\_\_\_\_\_

- 3 There are a few downsides to shopping at a mall, for example ...

\_\_\_\_\_

- 4 \_\_\_\_\_

... is a big bonus of buying fruit and vegetables at a market.

- 6 Write a summary of your opinion of the advantages and disadvantages of shopping at a market.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Lessons 3–4 Special offers

1 Write the names of the supermarket sections on the signs.

- bakery • dairy products • frozen foods • health and beauty
- home baking • household and cleaning • stationery • tinned foods

1	2	3	4
5	6	7	8

2 In which section of the supermarket would you find the following? Write the number of the section from Activity 1 beside each item.

<i>a bag of sugar</i>	3	<i>a carton of ice cream</i>	
<i>a bar of soap</i>		<i>a carton of milk</i>	
<i>a bottle of shampoo</i>		<i>four tins of tomatoes</i>	
<i>a bottle of washing-up liquid</i>		<i>250g of butter</i>	
<i>six bread rolls</i>		<i>a notebook</i>	

**3** Join the halves to make sentences.

- |                               |                                      |
|-------------------------------|--------------------------------------|
| 1 Today we have a special     | a store card to get this offer.      |
| 2 This offer is available for | b offer on shampoo.                  |
| 3 Remember, when it's         | c money off all stationery products. |
| 4 You can get                 | d gone, it's gone.                   |
| 5 You need a                  | e of great deals this week.          |
| 6 We have lots                | f a limited time only.               |

**4** Complete the supermarket announcements with the correct prepositions.

- 1 Today, in the bakery section, we have a special offer of three loaves of bread \_\_\_\_\_ the price \_\_\_\_\_ two.
- 2 This week, there's 20% \_\_\_\_\_ selected brands of shampoo, so stock up now!
- 3 We have delicious cream cakes \_\_\_\_\_ offer this week at half price. Don't miss them!
- 4 Camping equipment and garden furniture are \_\_\_\_\_ sale at our store this month. So get ready for summer!
- 5 All fresh fruit is down \_\_\_\_\_ 25% this week. That's great for a healthy diet!
- 6 A special deal \_\_\_\_\_ fresh noodles: buy one packet and get one free!

**5** Which offers in Activity 4 do these signs refer to?

A



B



C



D



## Lessons 5–6 The psychology of shopping

**1** Complete the words. (They're all connected with shopping.)

- 1 It's a good idea to write this before you start: s \_\_\_\_\_ gl \_\_\_\_\_ t.
- 2 At the supermarket, find one of these: t \_\_\_\_\_ y.
- 3 Then off you go. To find everything you need, you probably have to go down all the a \_\_\_\_\_ s.
- 4 This is what you call each separate area of a supermarket: s \_\_\_\_\_ .
- 5 This is where you go into a supermarket and where newspaper are usually found:  
e \_\_\_\_\_ e.
- 6 Don't forget to pay at the c \_\_\_\_\_ t!

**2** Think about a time you went to a supermarket. Look at these questions and make notes in your notebook.

- 1 Where was the supermarket?
- 2 What was the supermarket like (big, small, old-fashioned, very new)?
- 3 Who did you go with?
- 4 What kinds of items were on your shopping list?
- 5 Which sections did you go to?
- 6 What special offers were there?
- 7 Did you buy anything because it was on offer? If so, what?
- 8 Was it a good shopping experience? Why? Why not?



**3** Write a paragraph about a recent trip to a supermarket. Use your answers to Activity 2 to help you.

### A trip to the supermarket

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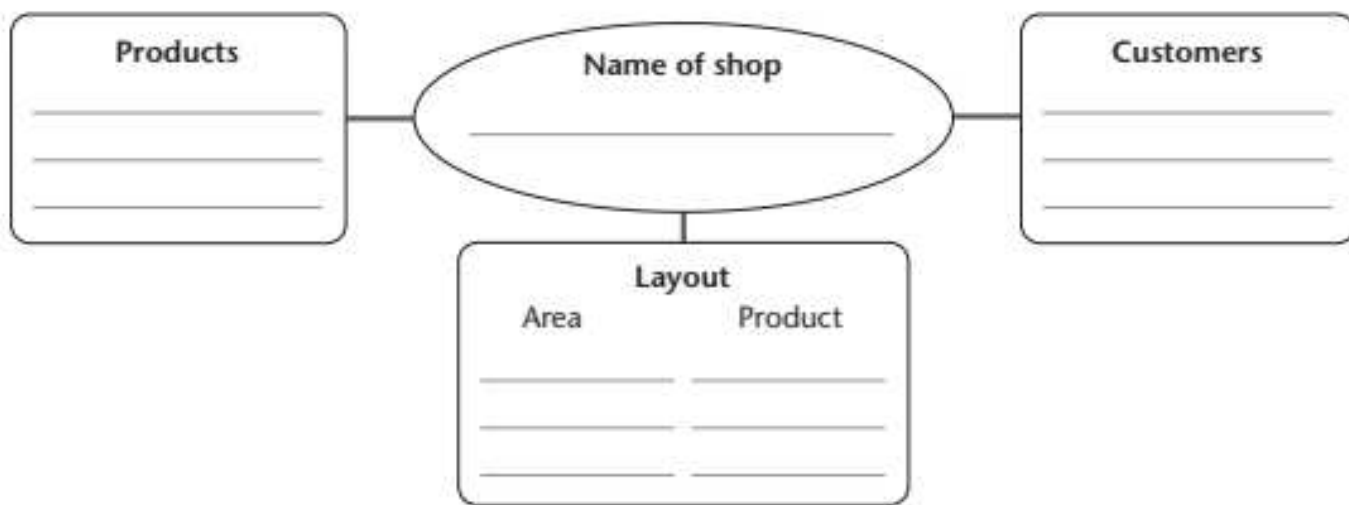


4 Decide the type of shop where you would expect to see these items. What other items would you find in these shops? Add some to each section.

- board games • football boots • gloves • hats • jewellery • lamps
- microwaves • MP3 players • running shoes • sunglasses • teddy bears
- tennis rackets • track suits • train sets • TVs • yo-yos

Toy shop	Electronics shop	Accessories shop	Sports shop

5 Complete the graphic organiser with your ideas for a new shop. Include all of the information you discussed with your partner in Coursebook Activity 5.



6 Join the halves to make sentences.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1 We're going to</li> <li>2 The name of the shop</li> <li>3 It's going to sell</li> <li>4 For example, tennis rackets, running</li> <li>5 We want people</li> <li>6 We also hope people who are</li> <li>7 We will put the shoes and</li> <li>8 We think that bright, colourful</li> </ol> | <ol style="list-style-type: none"> <li>a will be "Ready, Set, Go!".</li> <li>b interested in starting a sport will come.</li> <li>c shoes and lots of sports clothes.</li> <li>d items should be the first things that customers see.</li> <li>e clothes near the front of the shop.</li> <li>f all kinds of sports equipment.</li> <li>g who like sport to come.</li> <li>h open a new sport shop.</li> </ol> |
|---|--|

## Lesson 7 Help yourself!

1 Complete the table by writing the reflexive pronouns.

Subject pronouns	Reflexive pronouns
I	myself
you (singular)	
he	
she	
it	
we	
you (plural)	
they	

2 Complete the sentences with the correct reflexive pronouns.

- 1 Try some of this bread. I made it \_\_\_\_\_.
- 2 Now, all of you, remember: don't panic. Give \_\_\_\_\_ time to read the questions.
- 3 'Do I really need this?' We should all ask \_\_\_\_\_ this question when we're out shopping!
- 4 Omar, help \_\_\_\_\_ to another slice of cake.
- 5 You can set the timer on the oven, so that it switches \_\_\_\_\_ off when the food is cooked.
- 6 My grandparents have just bought \_\_\_\_\_ a new electric car.



3 Complete the sentences with the correct reflexive pronoun and your own ideas. Use the verbs in the box to help you.

• ask • buy • give • help • make • tell

- 1 I *bought myself* a new tennis racket \_\_\_\_\_.
- 2 My sister \_\_\_\_\_.
- 3 This robot can \_\_\_\_\_.
- 4 Your team \_\_\_\_\_.
- 5 The teacher \_\_\_\_\_.
- 6 We \_\_\_\_\_.

## Lessons 8–9 What kind of shopper are you?

- 1 Find and circle eight nouns or compound nouns connected with shopping in the word square.

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

- 2 Join the halves to make sentences.

- |                               |                             |
|-------------------------------|-----------------------------|
| 1 My friend bought            | a in clothes.               |
| 2 Jamila's got great taste    | b with their shopping.      |
| 3 It's his job                | c decisions for me.         |
| 4 She helps people            | d to know about quad bikes. |
| 5 I think these two things go | e it for me.                |
| 6 I need someone to make the  | f well together.            |

- 3 Do you agree with this statement? Why? Why not? Write sentences explaining your opinion.

I don't like shopping at all. There are too many things to choose from.

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### Writing tip

Here are some useful phrases for explaining an opinion in a piece of writing:

One reason is ...      This is because I ...  
 I also feel that ...      Another reason is ...



- 4 Complete each sentence with the correct form of a word from the box.

• buy • decision • food • list • spend • visit

- 1 I never go shopping without a \_\_\_\_\_.
- 2 I always make \_\_\_\_\_ quickly when I go shopping.
- 3 My brother \_\_\_\_\_ a lot of time in bookshops.
- 4 I usually \_\_\_\_\_ the same things from the same shops.
- 5 I don't like \_\_\_\_\_ shopping, but I love shopping for clothes.
- 6 I like to \_\_\_\_\_ lots of different places when I go shopping.



- 5 Re-order the words to make survey questions.

- 1 shops / same / always / Do / go to / the / you  
\_\_\_\_\_?
- 2 interested in / things / Are / finding / new / you  
\_\_\_\_\_?
- 3 shopping / always / a list / you / Do / go / with  
\_\_\_\_\_?
- 4 isn't / anything that / Do / buy / your / list / you / on  
\_\_\_\_\_?
- 5 quickly / you / make / Do / decisions  
\_\_\_\_\_?
- 6 worry / the price / you / Do / about  
\_\_\_\_\_?

- 6 Ask three friends the survey questions from Activity 5 and record their answers in the table.

Names:			
1			
2			
3			
4			
5			
6			



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

- 1 I don't understand the maths homework. Can you explain it \_\_\_\_\_ me?
- 2 If you get lost, you can ask \_\_\_\_\_ directions.
- 3 What time does the train arrive \_\_\_\_\_ Abu Dhabi?
- 4 It arrives \_\_\_\_\_ midnight.
- 5 You're really late. What happened \_\_\_\_\_ you?
- 6 He's really boring. He's always talking \_\_\_\_\_ himself.
- 7 The teacher couldn't help smiling \_\_\_\_\_ Tariq's silly joke.
- 8 Will you look \_\_\_\_\_ my quad bike while I'm away on holiday?

**5** Write a suitable caption for each picture using an adjective followed by a preposition.

1



He was very good at the long jump.

2



She's always been \_\_\_\_\_.

3



She's always been \_\_\_\_\_.

4



He's always been \_\_\_\_\_.

5



He was very \_\_\_\_\_.

6



She was really \_\_\_\_\_.

## Lesson 12 You know what I mean

### 1 Match the functions to the sentences.

- |                                     |   |
|-------------------------------------|---|
| 1 Describing where you wear/use it. | a It's round.                                 |
| 2 Describing what shape it is.      | b You can get in a toy shop or a sports shop. |
| 3 Describing what it looks like.    | c You throw and catch it.                     |
| 4 Describing where you buy it.      | d It's made of plastic.                       |
| 5 Describing what it's used for.    | e You use it on the beach.                    |
| 6 Describing what it's made of.     | f It looks like a plate.                      |

### 2 Putting together all of the sentences in Activity 1 (a-f), which of these objects do they describe?

1 yo-yo



2 CD



3 frisbee



### 3 Choose one of the other objects in Activity 2 and write five sentences to describe it. Use the functions in Activity 1 to help you.

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



Lessons 1–2 **Treasured possessions**

- 1** Read what the people in column A say about their most treasured possession. What did they go on to say? Match to the sentences in column B.

**A**

- 1 My most treasured possession is my copy of the Quran, which I look after because it's really old. It used to belong to my great-grandfather. My father gave it to me last year.
- 2 I would say my photo of our whole family is my most treasured possession. I've had it framed and it's on my bedroom wall.
- 3 I don't think I could live without my bed! Resting and sleeping is really important to me. I don't sleep well if it's not in my own bed.
- 4 I really treasure a shell I found on a beach in the Red Sea in Egypt. My parents allowed me to go scuba-diving for the first time there and the shell reminds me of it.

**B**

- a I'll never forget how I felt that day in the amazing underwater world.
- b It's also somewhere I can do my homework or relax and do nothing at all.
- c I keep it on my bedside table and read a bit of it every night.
- d Some of the people in it aren't around anymore – that's why it's important.

- 2** Write the phrasal verbs from the box next to their definitions.

• look after • throw away • fall apart • put away • take off • save up

- 1 \_\_\_\_\_ : break into pieces
- 2 \_\_\_\_\_ : take care of something
- 3 \_\_\_\_\_ : keep money so that you can buy something
- 4 \_\_\_\_\_ : put something in the place where it should be
- 5 \_\_\_\_\_ : remove clothes or jewellery
- 6 \_\_\_\_\_ : put something in the rubbish

- 3** Write a few sentences about your most treasured possession without saying what it is. Use at least two phrasal verbs.

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4 Complete Salman's story with the correct form of the verbs in the box.

• apologise • break • fix • go • look • pick up • push • steal



I was in the mall with my brother when I had my wallet \_\_\_\_\_<sup>1</sup>. First, we went to a computer store to \_\_\_\_\_<sup>2</sup> my brother's tablet. He had the screen \_\_\_\_\_<sup>3</sup> because it had \_\_\_\_\_<sup>4</sup>. Anyway, after that, we \_\_\_\_\_<sup>5</sup> into a sports store and \_\_\_\_\_<sup>6</sup> at the skateboards. A man \_\_\_\_\_<sup>7</sup> me with his shoulder and \_\_\_\_\_<sup>8</sup>. I thought he did it by mistake, but it was a trick. He was a pickpocket!

5 Look at the signs. What can you have done in these places?

1 You can have your hair cut.

4

2

5

3

6

## Lessons 3–4 **Lost and found**

### 1 Match the adjectives to their definitions.

- |               |  |
|---------------|--|
| 1 light       | a similar to 'worried' or 'frightened'     |
| 2 transparent | b similar to 'beautiful'                   |
| 3 afraid      | c when you're sad or angry about something |
| 4 wonderful   | d the opposite of 'heavy'                  |
| 5 upset       | e something you can see through            |
| 6 pretty      | f the opposite of 'horrible'               |

### 2 Choose the correct *-ful* adjectives to complete the sentences.

- I was running in PE class and hurt my knee. It's really **painful/helpful**.
- I really love going to the desert. It's such a **cheerful/beautiful** place.
- This exam is quite **successful/stressful**. We only have three and a half hours to finish it.
- Be **careful/cheerful** with your wallet. Don't put it in your trouser pocket.
- We asked a **useful/helpful** man for directions to the museum. He showed us on the map and walked with us for a bit.
- Nadia's dad is a **successful/stressful** doctor and he travels around the world for work.
- The most **useful/careful** thing I have is my phone. I can contact people, take photos, make notes, etc.
- Saeed's always so **helpful/cheerful**. I've never seen him sad or worried.

### 3 Think about something that you lost and write a paragraph about it. Use the questions to help you decide what to write.

- Who gave it to you? / Where did you buy it?
- What did it look like?
- Why did you like it?
- Where were you and who were you with when you lost it?
- What happened?
- Did you find it and how?
- How did you feel when you lost/found it?




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4 Combine the words from the boxes to make compound verbs and nouns. Use them to label the pictures.

• sky • air • camera • memory • up • fountain • web

• load • card • site • show • scraper • case • port



1 \_\_\_\_\_



5 \_\_\_\_\_



2 \_\_\_\_\_



6 \_\_\_\_\_



3 \_\_\_\_\_



7 \_\_\_\_\_



4 \_\_\_\_\_

5 Think back to the words you have learned so far this term. Write three more compound verbs and three more compound nouns in the table.

Compound verbs	Compound nouns

## Lessons 5–6 My space

1 Ahmed is now in Tariq's bedroom. Choose the correct words to complete the dialogue.

Ahmed: I really like your bedroom too, Tariq.

Tariq: Thanks. I haven't got a **loft bed/cushion**<sup>1</sup> like you, but it's OK.

Ahmed: I think these bunk beds are great! Where do you sleep?

Tariq: I sleep on the lower bunk. Remember, I hate **rocking chairs/ladders**<sup>2</sup>!

Ahmed: Oh, yes. You're afraid of falling. I like the photo in this **reading lamp/frame**<sup>3</sup>. Who's he?

Tariq: That's my granddad. He lives in Sharjah.

Ahmed: He reminds me of my granddad.

Tariq: The one who gave you the **rocking chair/calendar**<sup>4</sup> that I sat on?

Ahmed: That's right. What's in this **snowboard/storage basket**<sup>5</sup>? Can I open it?

Tariq: Sure. I keep some old toys and video games in there.

Ahmed: Cool! Hey shall we play this one?

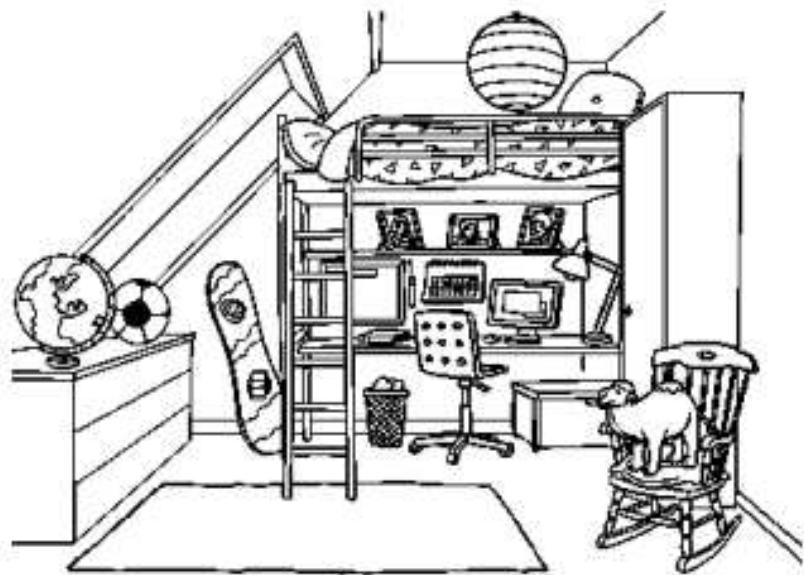
Tariq: Sure. Stick it in my computer. Wait, I'll turn on the **reading lamp/loft bed**<sup>6</sup> because it's getting dark.

Ahmed: OK. Ready to lose?

Tariq: Ha!

2 Read about Ahmed's possessions and write the words. Then circle the items in the picture.

- 1 'This is where I used to sit with my granddad.' \_\_\_\_\_
- 2 'I climb up this to get to my bed.' \_\_\_\_\_
- 3 'I've got photos inside these.' \_\_\_\_\_
- 4 'I write something on a piece of paper and stick it here so I don't forget.' \_\_\_\_\_
- 5 'I put stuff I don't use every day here, like my rollerblades.' \_\_\_\_\_
- 6 'It's on the wall and I turn the page over every month.' \_\_\_\_\_



**3** Write the underlined sentences as reported speech, changing the verbs and other words as necessary.

Jamila: Wow! Your room looks really good.<sup>1</sup>

Salama: Thanks. We had it painted last week. And I keep it as tidy as I can.<sup>2</sup>

Jamila: What's this? Can I touch it?

Salama: Sure. You can open it if you want.<sup>3</sup> It's my diary.

Jamila: Oh, it's empty.

Salama: I know. I haven't written in it yet. Our English teacher asked us to buy one.

Jamila: Really? What for?

Salama: Well, we should write about our day in English.<sup>4</sup> Where we went, what we did, what people said to us. That sort of thing. Just so that we practise on our own.

Jamila: That's interesting. Our English teacher doesn't have ideas like that.<sup>5</sup>

Salama: I'll write in it tonight.<sup>6</sup> You should get one too.

Jamila: Yes, I might.

1 Jamila said Salama's room looked really good.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**4** Choose one of the pictures. Think of something different the people said. Write it in direct and reported speech.



1 ' \_\_\_\_\_

She said that \_\_\_\_\_



2 ' \_\_\_\_\_

He said that \_\_\_\_\_

## Lessons 7–8 Vincent's bedroom

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

• alive • art galleries • landscapes • portraits • self-portraits • style • support • valuable

My name's George and I study Fine Arts at New York University. My teachers say I'm good at painting \_\_\_\_\_<sup>1</sup> with mountains. They say I have my own \_\_\_\_\_<sup>2</sup> of painting clouds and blue skies. I need to get better at \_\_\_\_\_<sup>3</sup> though, so I often ask my friends to sit for me. I've also tried painting myself, but \_\_\_\_\_<sup>4</sup> are so hard!

In my free time, I usually go to the MoMA (Museum of Modern Art in New York) and other \_\_\_\_\_<sup>5</sup> to look at modern paintings. I also study paintings from the past made by artists who aren't \_\_\_\_\_<sup>6</sup>. Vincent van Gogh's *The Starry Night*, probably his most \_\_\_\_\_<sup>7</sup> painting, is in the MoMA and it's my favourite! One day, I hope I'll become a famous artist and that my parents won't have to \_\_\_\_\_<sup>8</sup> me any more.



### 2 Combine the sentences using a non-defining relative clause. Use the pronoun in brackets and use commas.

- Vincent van Gogh first worked as a teacher in London. He became a painter at the age of 27.  
Vincent van Gogh \_\_\_\_\_ . (who)
- A lot of famous artists used to live in Paris. It was Vincent van Gogh's home for two years.  
Paris \_\_\_\_\_ . (where)
- In 1890, Vincent van Gogh painted the *Portrait of Dr. Gachet*. It was sold for over \$150 million in 1990.  
In 1890, Vincent van Gogh \_\_\_\_\_ . (which)
- Vincent van Gogh never made money from his art. His paintings are sold today for millions of dollars.  
Vincent van Gogh \_\_\_\_\_ . (whose)



**3** Complete the sentences about Vincent van Gogh with the phrases in the box.

- were yellow, blue and orange
- is very simple
- it's the room
- the town where he died
- the man who supported
- that he wrote to his brother Theo

- 1 The room that you can see in the painting \_\_\_\_\_.
- 2 \_\_\_\_\_ where he spent the last years of his life.
- 3 We learn a lot about Van Gogh from the letters \_\_\_\_\_.
- 4 \_\_\_\_\_ Van Gogh was his brother Theo.
- 5 The colours that he used the most \_\_\_\_\_.
- 6 \_\_\_\_\_ is in the south of France.

**4** Underline the defining relative clauses in Activity 3.

**5** Write a short paragraph about the painting *Vincent's Bedroom in Arles*. Use the checklist below.

- Write 80–100 words.
- Describe what you can see.
- Explain some of the history behind the painting.
- Use one defining and one non-defining relative clause.

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## Lessons 9–10 Organise your space

### 1 Read and tick (✓).

1 Some teenagers' bedrooms are messy because **they** have very little free time.

*they* refers to: **the teenagers**  / **the bedrooms**

2 If your room isn't organised, it's more difficult to do your homework and do **it** well.

*it* refers to: **the room**  / **the homework**

3 If you take books from the shelves, put them back after you've used **them**.

*them* refers to: **the shelves**  / **the books**

4 Your shirt's in the washing machine because **it** was really dirty.

*it* refers to: **the shirt**  / **the washing machine**

5 Your bedroom may be tidy but if your bed's messy, **it**'ll look messy too.

*it* refers to: **the bedroom**  / **the bed**

6 Teenagers who leave plates with food in their room should know it's a bad idea because **they** attract ants and other insects.

*they* refers to: **the teenagers**  / **the plates**

### 2 Complete the notes about you.

<b>Tidy Room, Tidy Mind</b>	
	What can you do to have a more organised space?
I must	
I should	
I could	
I can	





## Lessons 11–12 For sale

- 1 Combine words from the boxes to make compound adjectives and then complete the sentences. Remember to use a hyphen if necessary.

• hardly • self • bed • well • multi • best • selling • known • used • sport • study • time

- When I was younger, my father would always read me a bedtime story.
- Naguib Mahfouz, who won the Nobel prize for Literature in 1988, was a \_\_\_\_\_ author from Egypt.
- Most \_\_\_\_\_ books have the answers at the back so you can check them.
- These shoes are \_\_\_\_\_ so they look new, but they're not.
- Mr Johnson is \_\_\_\_\_ because he used to be the town mayor.
- This is a \_\_\_\_\_ centre where you can play tennis, basketball, volleyball and other popular sports.



- 2 Complete each sentence by making a compound adjective with the underlined words.

- I made this cake at home.  
It's a \_\_\_\_\_ cake.
- Our cookbook has got 150 pages.  
We've got a \_\_\_\_\_ cookbook.
- She's good at running long distances.  
She's a \_\_\_\_\_ runner.
- This restaurant is free of smoke.  
It's a \_\_\_\_\_ restaurant.
- He's a photographer and he's famous all over the world.  
He's a \_\_\_\_\_ photographer.
- The water is as cold as ice.  
It's \_\_\_\_\_ water.

**3** Look at the adverts in their short form below. Write them in full form.

**To give away**

320-page English grammar by best-selling author. Clear explanations, lots of activities. Self-study with answers at back. Hardly used.

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**Extra:** \_\_\_\_\_

**Free if you want it**

Book of bedtime stories. Classic stories from all over the world! Would suit younger brother or sister.

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**Extra:** \_\_\_\_\_

**Exchanging**

Multi-sport helmet in good condition. Can be used for skateboarding, cycling, roller skating. Suitable for teenagers older than 14. Will exchange for bigger helmet or other sport equipment.

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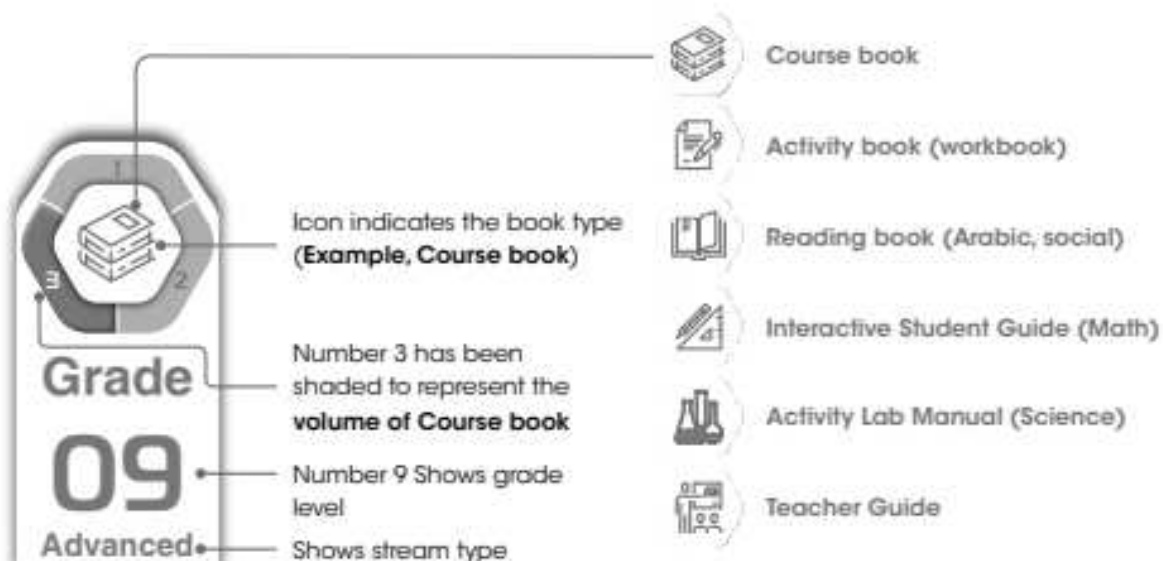
**Extra:** \_\_\_\_\_

**4** Which extra piece of information goes with each advert? Which one isn't needed?

- Kneepads, wrist guards and elbow pads also available.
- Three new balls included.
- Beautiful pictures, in very good condition.
- Includes eBook.

## Cover label guide

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