

# Using maps

- **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> meet some friends yesterday. We met in the <sup>3</sup> metro station, then decided to go to the <sup>4</sup> shopping mall 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> eat something.

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

- |   |   |
|---|---|
| <b>1</b> I'm going to the post office <b>d</b>            | <b>a</b> to put my shopping in the car.               |
| <b>2</b> We went up to the top of the skyscraper <b>e</b> | <b>b</b> to learn.                                    |
| <b>3</b> He decided to go to the cinema <b>c</b>          | <b>c</b> to see a film with his friends.              |
| <b>4</b> I went back to the car park <b>a</b>             | <b>d</b> to buy some stamps.                          |
| <b>5</b> I went to the metro station <b>f</b>             | <b>e</b> to have a good view of the whole city.       |
| <b>6</b> You go to school <b>b</b>                        | <b>f</b> 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. **cinema** **hotel**
- 2** I'm staying here for a few nights with my family because we're not at home now. We're on holiday. **hotel**
- 3** This is where we leave the car when we go into the city centre. **car park**
- 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. **museum**

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 in the middle of the square. I'm by the zoo now, so I'll meet you there later.
- 2 We went over 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 in front of the cinema. When he arrived, we went in.
- 4 I'm going to 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 on the left at the end. It's on the coast.
- 6 How do I get to 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> **c** \_\_\_\_\_

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

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

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

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

- 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 **g**

**2** I'm mad about fitness, so the gym is **f**

**3** The restaurants here are absolutely **e**

**4** If you like learning about the **a**

**5** For the best views, there's no **b**

**6** I just love films, so obviously **d**

**7** When it's hot, my favourite place is **h**

**8** For many young children, I'm sure **c**

**a** past, you'll love the museums, for sure.

**b** question: go up to the top of a skyscraper.

**c** their favourite place is the playground.

**d** the cinema is my favourite place.

**e** wonderful. The food is delicious.

**f** definitely the place I go most often.

**g** doubt my favourite activity.

**h** anywhere with shade!

## 2 Unscramble these questions.

1 What's place favourite your ?

**What's your favourite place?**

---

2 you first there When go did ?

**When did you first go there?**

---

3 there do you can What ?

**What can you do there?**

---

4 with go Who you there do?

**Who did you go there with?**

---

5 last When was there time you the went ?

**When was the last time you go there?**

---

6 do How get there you ?

**How do you get there?**

---

- 3** Think of your answers to the questions in Activity 2.  
Write a short paragraph about your favourite place.

### **Writing tip**

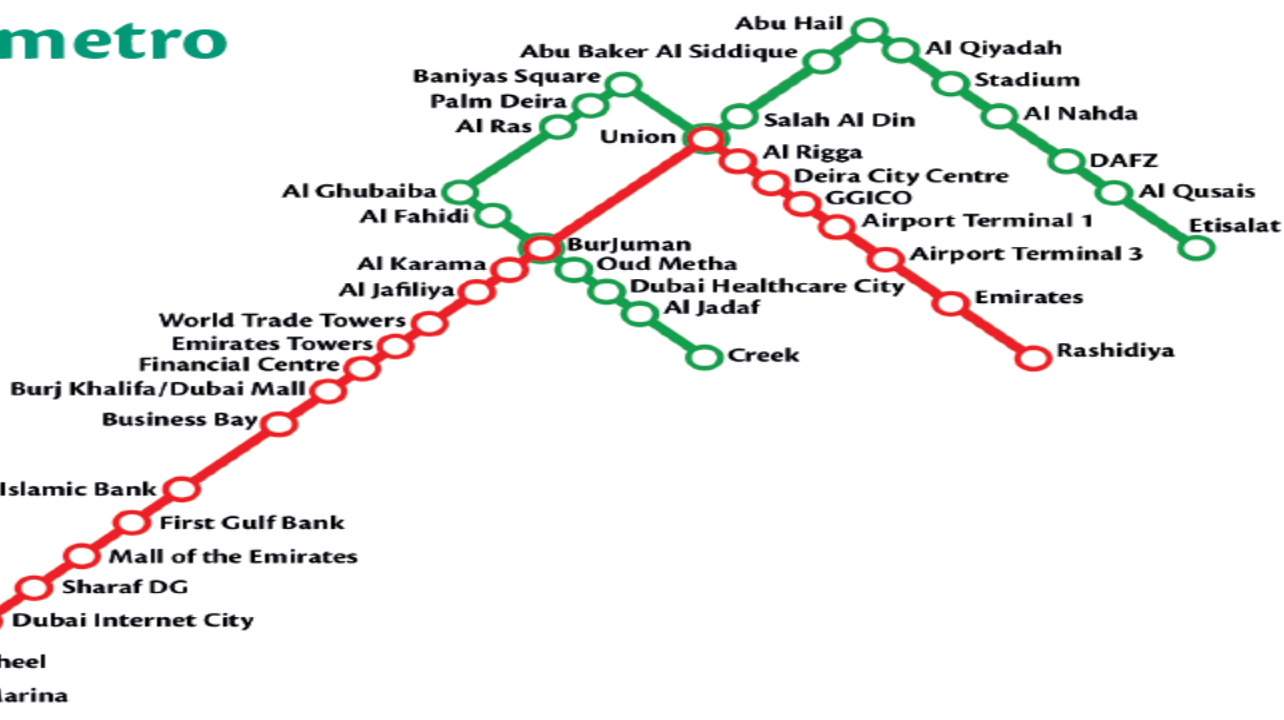
Remember to make your writing interesting by giving details and examples. Then the reader can see how much you like the place and understand the reasons why you like it.

# ng the metro

ig 28

oute

ions  
hone  
the



## 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. **F two**

2 Dubai Internet City is ~~two~~ stops after Financial Centre. **F seven**

3 If you want to go to Airport Terminal 1 on the metro, you need to get on the Red Line. **T**

4 If you are on the Red Line going away from Union, Business Bay is the next stop ~~after~~ Noor Islamic Bank. **F before**

5 Creek is the last stop on the Green Line. **T**



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 **4**

**b** driverless system in the world, but it is not the only one. More than **3**

**c** class, which is the standard class that most people use. **9**

**d** the metro on the first day. It was the second metro system **5**

**e** in 2009. It has only two lines, the Red Line and the Green Line, so it is easy **1**

**f** around 600 passengers seated and standing. There are three classes of **7**

**g** in the Arab world - Cairo was the first. The trains are designed to carry **6**

**h** to understand and use. It is over 70 km long. In fact it is the longest **2**

**i** carriages: Gold Class, Women and children only class, and Silver **8**

4 Complete the sentences with the words in the box.

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

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

- 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? **e**

**a**



2 We are going to be late for our flight! **c**

**b**



3 There are only two buses a day. **b**

**c**



4 Is it safe to drive here? **f**

**d**



5 I thought I saw a camel in the road. **a**

**e**



6 We're driving through the mountains. **d**

**f**



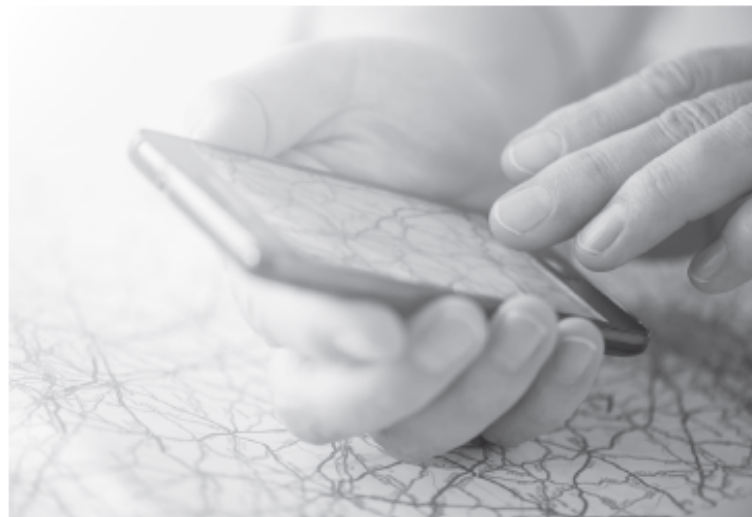
**2** Match the two parts of these sentences.

- 1 Contour lines tell you **e**
- 2 Pilots use different maps **c**
- 3 The legend tells you **d**
- 4 The scale of a map helps you **a**
- 5 Good maps show things like **b**

- a** know how far apart places are.
- b** road names and important places.
- c** from tourists and drivers.
- d** what the different symbols mean.
- 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 **Cancelled**

**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?

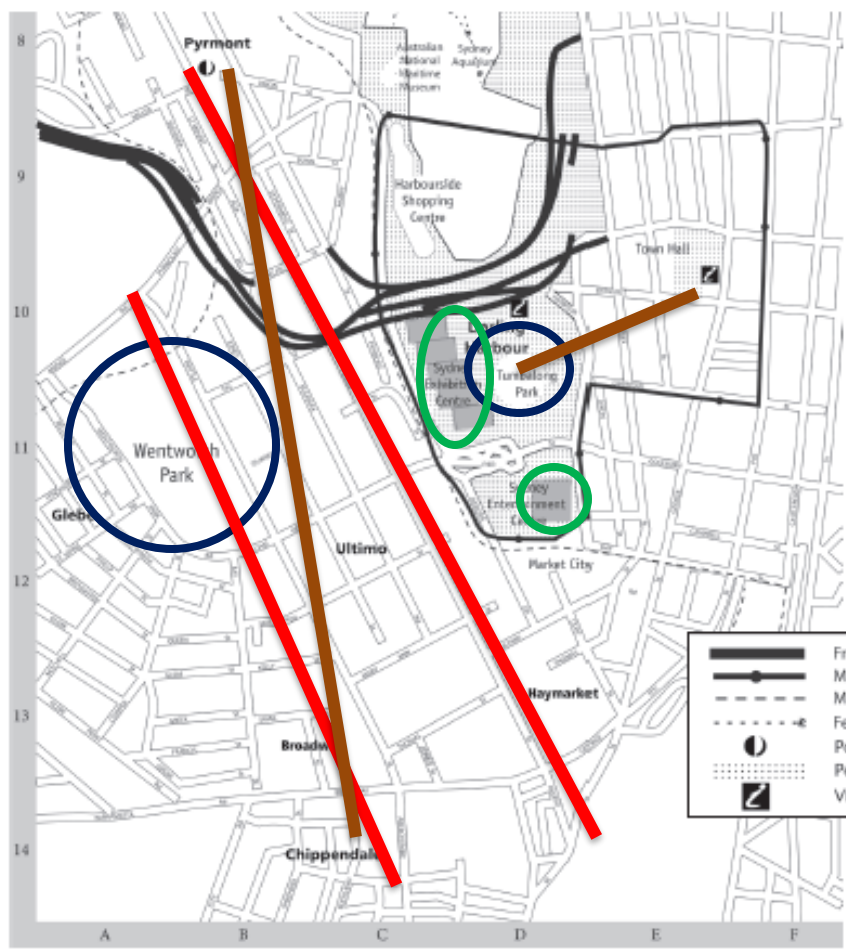
**Hassan:** Sorry, I didn't <sup>4</sup> \_\_\_\_\_.

**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.

# 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.

	Freeway
	Metro Monorail with station
	Metro Light Rail with stop
	Ferry route
	Post office
	Pedestrian area
	Visitor information





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

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

### 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 answers to these questions:

- What three different places does the tour visit?

---

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- 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> **books** on Chemistry?

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

**A:** Where is that?

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

**A:** OK. I see.

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

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

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

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

**B:** No, that's where you find <sup>10</sup> **dictionaries** 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>f</b>               | <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>d</b>                 | <b>b</b> to try to escape from something   |
| <b>3</b> ledge <b>a</b>                     | <b>c</b> between the ages of 13 and 19   |
| <b>4</b> to knock <b>h</b>                  | <b>d</b> when a large amount of snow falls down a mountainside                                 |
| <b>5</b> to outrun <b>e</b>                 | <b>e</b> to move faster than something or someone and escape                                   |
| <b>6</b> to rush <b>g</b>                   | <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>b</b> | <b>g</b> to move extremely quickly   |
| <b>8</b> in his teens <b>c</b>              | <b>h</b> to hit someone or something very hard   |

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

**1** the rescue **c**

**a** force

**2** clear blue **e**

**b** bones

**3** mobile phone **f**

**c** services

**4** with full **a**

**d** darkness

**5** broken **b**

**e** sky

**6** pitch **d**

**f** 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? **There was an avalanche.**

**3** Why didn't Ben get out the way of the avalanche? **He couldn't outrun it.**

**4** What happened when the avalanche hit Ben? **It knocked him unconscious.**

**5** What did Ben do when he woke up on the ledge? **He checked his bones.**

**6** How was he able to call his friend in Britain? **He had a mobile phone signal.**



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 **circle** something, you move around it several times.
- 2 Some birds and helicopters can **hover**, meaning they can stay in one place in the air.
- 3 When you **wave** something around, you move it from side to side in the air.
- 4 When you **lower** something, you make something go down from higher up.
- 5 A **rope** is very strong string, twisted together.
- 6 When doctors **treat** 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 **2 You were looking at the map when you fell over.**

3 **3 My mobile fell out of my pocket when I was playing football.**

4 **4 She was lying in the snow unconscious when the rescue services found her.**

5 **5 He was walking in the mountains when he had an accident.**

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

Hassan: I think my favourite is Neil Armstrong.

Salem: Why? What did he do? <sup>2</sup> Why is he famous? ?

Hassan: He was the first person <sup>3</sup> to walk on the moon.

Salem: Really?

Hassan: That's right. He was <sup>4</sup> an American astronaut.

Salem: When was that?

Hassan: In July 1969 . 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> He was the leader. .

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

Hassan: The <sup>7</sup> journey to the moon took four days, I think.

Salem: That's incredible.

Hassan: Yes. And it was on TV, too. Millions of people <sup>8</sup> throughout the world 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

**was famous for the discovery of the South Pole.**

3 Christopher Columbus

**was famous for the discovery of the South Pole.**

4 Neil Armstrong

**was famous for being the first person to walk on the moon.**

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

explorers. Write about when they **lived**, and where they **travelled**.

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

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

# Lesson 14 Practise and prepare **Cancelled**

**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

**1** We got on the dhow at a small port .

**2** We \_\_\_\_\_ along the \_\_\_\_\_ for a few hours.

**3** We all wanted to \_\_\_\_\_ in the sea. After that, we had lunch on \_\_\_\_\_ .

**4** You can't get a mobile phone \_\_\_\_\_ in the \_\_\_\_\_ .

**5** They \_\_\_\_\_ a \_\_\_\_\_ from the helicopter to try to rescue the boy.

**6** 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

3545.84 mm

BMW 7

5024 mm

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

**3** Use *almost as*.

Trains

AVE (Spain)

356 km per hour

Frecciarossa (Italy)

340 km per hour

**4** Use *not as*.

# Lesson 15 Mission to Mars

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

**1** a lot on his plate **b**

**2** to launch **c**

**3** a (space) probe **d**

**4** broader **a**

**5** scientists **e**

**a** more general

**b** very busy

**c** to send something into water or space

**d** a space vehicle that sends information back to Earth

**e** people who study science

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

- 6 • How long will it take to get there?    3 • from the expedition    • I'm afraid I don't agree  
4 • but now it is arid    • It's about the size of a small car    7 • How big is the probe they will travel in?  
2 • famous for this scientific exploration    5 • 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> famous for this sci...... 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> from the expedition? ?

**Omar:** Astronomy is important. We could learn useful things about Mars and its evolution. There was water on Mars, <sup>4</sup> but now it's arid. 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> agree more. Mars is a long way away, isn't it?  
<sup>6</sup> How long will it take to get there?

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

**Journalist:** That's a long time. <sup>7</sup> How big is the probe they will travel in?

**Omar:** Actually, it's quite small. <sup>8</sup> It's about the size of ....., I think.

**The End of Unit 6**

**Thanks for Watching**