



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



YEAR OF TOLERANCE

Bridge to Success

Workbook

Book

7

Westminster Bridge, England

Book **7**

Volume

1 2 **3**

Bridge to Success

Workbook



Based on *Cambridge Global English*
by Chris Barker and Libby Mitchell

Volume 3 material 2019

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

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Grade 7 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 Grade 7 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

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

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

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

The following 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 Meeting and greeting	<p>Customs of meeting and greeting; special greetings and social expressions (<i>Have a good weekend</i>)</p> <p>Reading: Greetings in different countries. Gift giving on special occasions. A quiz: <i>Are you a good guest?</i> A dialogue: greetings, invitations, giving advice, asking permission. An informal letter. An article about living abroad.</p>	<p>Listening: Formal and informal conversations: meeting and greeting. Greetings in different countries. A visit to stay with family in London</p> <p>Speaking: Formal and informal greetings Role-play: formal and informal conversations. Entertaining guests: inviting, accepting invitations, arranging, refusing invitations. Giving and receiving gifts. Common social expressions Travelling and living abroad. Intonation in questions.</p>	<p>Modals: <i>should, can, could, may</i> Question tags: <i>isn't it? aren't you?</i></p>	<p>greetings, gestures, common social expressions, language of letters and magazine articles.</p>	<p>Complete a formal dialogue. Write an informal dialogue. Write a letter about a trip. Summarise information in an article. Write a formal and an informal note.</p>
Unit 2 Personal identity	<p>Life at school; describing someone in your family; family history.</p> <p>Reading: A blog about middle school. A conversation about favourite school subjects. Reading about family history. A profile of a family member. A conversation about family relationships. A story: <i>A bundle of sticks</i>. A letter and an email between family members.</p>	<p>Listening: A survey about school. Someone talking about their family.</p> <p>Speaking: Comparing primary and middle school. A class survey. A quiz about family.</p>	<p>The present perfect simple for situations continuing up to now; apostrophes 's and s'</p>	<p>Family members and ancestors, personality adjectives</p>	<p>Write about your school. A profile of a family member. Write about the oldest person in your family. Write about family relationships. Create a poster: <i>Unity is strength</i>.</p>
Unit 3 Clothing and accessories	<p>Clothes and fashion; the clothes and accessories of the ancient Egyptians; an advert for an accessory</p> <p>Reading: An email about clothing in the UAE. Two people's opinions of clothes and fashion. Accessories and clothing in ancient Egypt. Kolts: traditional Sami clothing. Adverts for clothes and accessories. The history of advertising.</p>	<p>Listening: The history of the T-shirt. A person talking about accessories and jewellery. Boys talking about national costumes at an international party. Quiz: clothing around the world. Adverts for accessories and clothing. A woman talking about advertising.</p> <p>Speaking: Discussing T-shirts and clothes. Discussing attitudes to clothes and fashion. Quiz: clothing around the world. Describing a product.</p>	<p>Phrasal verbs; present passive, including modals with passives (<i>it can be worn</i>) Adjectives: position and different endings.</p>	<p>Clothes and accessories. Materials that clothes and accessories are made of.</p>	<p>Write a reply to an email from a pen friend. Write a paragraph about an item of clothing from the UAE. Write a paragraph about your attitude to clothes and fashion.</p>

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 4 Outdoor pursuits	Outdoor sports and activities in New Zealand; activity holidays; school trips Reading: Outdoor activities in New Zealand. Emails about a trip to New Zealand. Emails about visiting the UAE. A description of a heroic adventure. A poem about camping.	Listening: A girl talking about New Zealand. A conversation about a trip to New Zealand. People talking about future plans. A radio interview about a heroic adventure. A conversation about a school trip. Speaking: Describing outdoor activities. Role-play about holiday plans. Talking about future plans. Brainstorming ideas for an activity centre.	The present perfect with <i>ever</i> , expressing the future; <i>-ing</i> forms as subjects.	Outdoor activities, Outdoor survival, adventure and equipment.	Writing about holiday plans. Writing an email to a friend visiting the UAE. Complete a blogpost about a heroic adventure. Write a paragraph for an activity centre brochure.
Unit 5 Transport systems	Transport systems around the world; the history of transport; road signs and road safety Reading: Public transport systems around the world. A conversation about buses. A brief history of public transport. A newspaper article about solar-powered buses. An email about solar buses to a newspaper editor.	Listening: The first hot-air balloon flights. A school council discussion about getting to and from school. A conversation about future plans. An interview with a boy and a girl about a new cycle path. Speaking: Discussing public transport in the UAE. Role-play a dialogue about future plans. Role-play a discussion for and against solar buses.	Past simple passive; <i>wish (that) + past simple</i> . <i>May and might</i>	Forms of transport, Public transport, Green transport, the environment, adjectives to describe public transport	A paragraph about transport in the UAE. A dialogue about the advantages and disadvantages of a form of public transport. Writing a description of the first hot-air balloon flights. A wish list: places to visit and how to get there. Opinions about having a longer school day.
Unit 6 Using maps	Different kinds of maps; conversations about directions; exploration. Reading: Directions based on a map. A text about favourite places in a city. Metro systems around the world. How to read and understand maps. Advice on improving your sense of direction. Description of a guided tour. A story about a lucky escape. Short biographies of famous explorers. Article about the Emirates Space Mission.	Listening: A conversation about places in a city. A phone conversation about a metro journey. Conversations about people's sense of direction. A radio report of a lucky escape. Speaking: Talking about a busy day. Describing favourite places. Talking about how to get to places in a city. Talking about your sense of direction. Giving opinions that compare two things. Discussing libraries. Talking about famous explorers. Discussing the importance of maps. Discussing questions about space and science.	Infinitive of purpose. Prepositions of place and direction. Prepositions related to travel. Comparative adjectives. Past continuous. Ways of expressing agreement and disagreement.	Buildings and places in a town or city. Places on a map. Useful telephone expressions. Geographical features on maps. Road signs. Vocabulary of guided tours. Sections in a library. The language of exploration. Vocabulary from a folktale.	Writing answers to survey questions about favourite places. Making notes on a metro journey. Completing questions comparing two things. Completing and answering quiz questions about explorers. Making notes for a project presentation. Taking notes from group presentations. Writing a story about a journey.

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 7 Health, food and exercise	<p>A balanced diet; getting enough exercise and sleep; the diet and training of Kenyan long-distance runners.</p> <p>Reading: Information about food groups. Information about vegetarians. A leaflet about healthy lifestyles. A dialogue discussing snack foods. A leaflet about what the brain needs. An article about dehydration. An article about types of drinks. An article about Kenyan long-distance runners.</p>	<p>Listening: An interview with a nutritionist about food. An interview with a scientist about energy.</p> <p>Speaking: Discussing with partner about food groups. Asking and answering questions about staying healthy. Asking and answering questions about what the brain needs. Discussion about healthy drink options. Plan a healthy menu. Discussion about exercise.</p>	<p>Quantifiers with countable and uncountable nouns (<i>a few... a little...</i>).</p> <p>Adjectives and adverbs.</p> <p>Positions of adverbs of frequency.</p>	<p>Food groups. Types of food. Types of drinks. Sports and exercise.</p>	<p>Writing a menu for a vegetarian friend. Designing a poster to encourage people to drink more water. Writing questions to match answers. Writing a letter to persuade someone to take part in sports.</p>
Unit 8 All living things	<p>Animal groups and characteristics; protecting wildlife; the world of the polar bear.</p> <p>Reading: Facts about animals. Facts about birds. What is climate change? A quiz about environmental issues. Information about polar bears. An extract from <i>War Horse</i>.</p>	<p>Listening: Information about animals. Conversations about books and plays.</p> <p>Speaking: Discuss recycling habits. Asking and answering questions about polar bears. Discussing ideas about a reading text.</p>	<p><i>So does he.</i> <i>So have I.</i></p> <p>Relative clauses with <i>which</i> as the subject pronoun.</p> <p><i>Could</i> for possibility and suggestion.</p>	<p>Animal characteristics. Climate change. Vocabulary about horses.</p>	<p>Questions about animals. Writing about a character from a novel. Designing a theatre poster.</p>
Unit 9 World records	<p>Olympic and Paralympic Games. World records. Sporting events. Athletic abilities.</p> <p>Reading: Illustrated history of the ancient Olympics. Spectators' comments on the Paralympics. A world records quiz. Athletic animals. A biography of an athlete.</p>	<p>Listening: A profile of a Paralympic athlete. Listen to a conversation about a sporting event. Listen to a conversation about athletic abilities.</p> <p>Speaking: Talking about the similarities and differences between the ancient Olympics and the modern Olympics. Describing a sporting event. Asking and answering questions about an athlete. Taking part in a world records quiz. Talking about what you are capable of doing. Organising a school sports day.</p>	<p>Review of past simple.</p> <p>Pronouns <i>everyone, anyone, no-one, everything, anything, nothing</i>.</p> <p>Comparatives and superlatives of adverbs.</p>	<p>Words relating to the ancient and modern Olympic and Paralympic Games. Words relating to sporting events, world records and athletic abilities.</p>	<p>Writing a summary of a text about the ancient Olympics. Writing a description of an Olympic sport. Writing an account giving your impressions of a sporting event.</p>

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 10 People and numbers Pages 139–154	Fractions and percentages. Places and buildings. Charitable causes and good deeds. Class survey. Reading: A report of a survey's results. A news story about fundraising. <i>To Give</i> by Vimal Shinagadia. A news story about generous countries. Instructions on how to make a survey.	Listening: Listen to responses in a survey. Listen to a description of the UAE. Listen to a radio news story about acts of kindness. Speaking: Describe a typical day, using fractions and percentages. Talk about populations, places and buildings. Describe your local area. Do a class survey and discuss the results. Discuss ideas for a 'Kindness Challenge'. Describe a good deed.	Place names and buildings with and without <i>the</i> . Part and percentages: expressions of quantity followed by <i>of</i> . <i>Look</i> and <i>seem</i> for impressions.	Ways of describing fractions, percentages and large numbers. Words for surveys and survey results. Words for populations, geographical areas and buildings. Words for charitable causes and fundraising. Words and phrases for fables.	Write examples of places, buildings and geographical features. Rewrite parts and percentages in words. Write a news article about a fundraising activity.
Unit 11 We're going on holiday Pages 155–168	Types of holiday. Holiday plans and experiences. Airports. School exchanges. Reading: Holiday plans. Text messages to do with travel arrangements. An email about travel experiences. A school exchange trip.	Listening: Holiday plans. What to do at an airport. Speaking: Talk about holidays. Explaining what to do in an airport. Report what someone said in a text message. Report what someone said about a travel experience. Ask and answer questions about holidays.	Compound nouns (water sports, day trip). Verbs followed by the -ing form. Reported speech: statements and questions. <i>Say</i> and <i>tell</i> with reported speech.	Types of holiday and holiday accommodation. Places and signs in an airport. Sports facilities and holiday activities.	Write about an imaginary experience at an airport. A holiday plan. Write about your favourite kind of holiday. Write a postcard from a holiday destination. Write a holiday review.
Unit 12 Climate and the environment Pages 169–183	Weather conditions; extreme weather and global warming; a zero-carbon city. Reading: Weather in the UAE. Extreme weather and global warming. Storm chasers. A weather forecast. Renewable energy. Eco-buildings. An eco-school. Eco-cities.	Listening: Conversations about types of weather. Thunder and lightning. A weather forecast. Speaking: Discussing weather-related preferences and activities. Present a weather forecast. Discussing extreme weather. Discussing renewable energy. Discussing eco-buildings. Imagining life in an eco-city. A role play about buying a house in an eco-city. Ways to stop global warming.	The present simple active and passive.	Types of weather and forecast symbols. Weather-related words. Extreme weather. Renewable energy. Eco-cities.	Write a weather forecast. Write a report about an extreme storm. Write an email about an eco-school. Write a presentation about an eco-city. Design a leaflet about climate change.

Lessons 1–2 How we spend our time

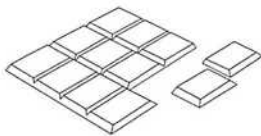
1 Match the words to the numbers and symbols.

- | | |
|-------------------------|-----------------|
| 1 per cent | a 45% |
| 2 a quarter | b % |
| 3 a half | c $\frac{3}{4}$ |
| 4 less than half | d 0% |
| 5 seventy-five per cent | e 98% |
| 6 none | f 35% |
| 7 just over a third | g $\frac{1}{4}$ |
| 8 most | h 50% |

2 How many squares are there in this chocolate bar? _____

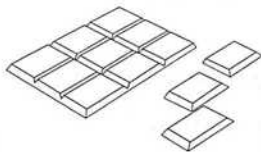
Work out how much of the bar is left in each of the following pictures. Write the fractions as words.

1

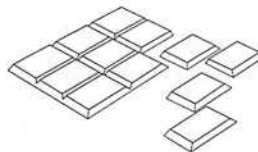


five-sixths

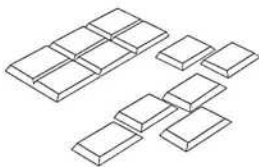
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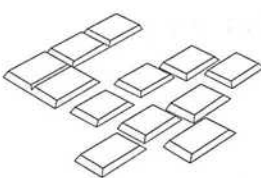
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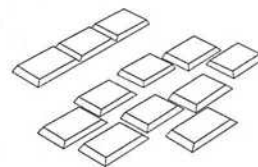
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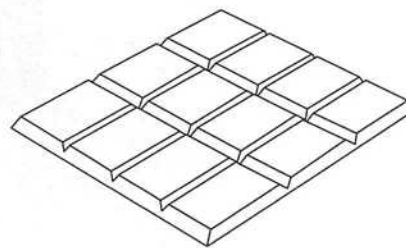
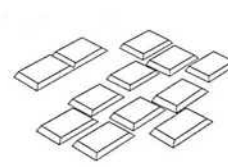
5



6



7



3 Write these fractions and percentages in words, to show how you would say them.

1 25% twenty-five per cent

5 $\frac{2}{3}$ _____

2 $\frac{1}{3}$ _____

6 95% _____

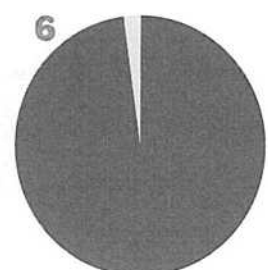
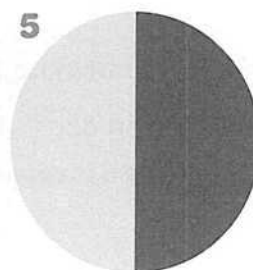
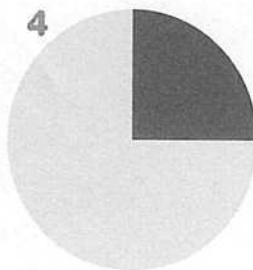
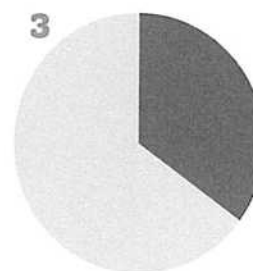
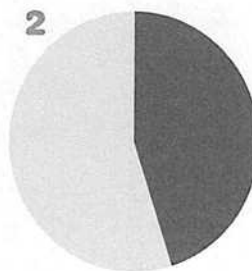
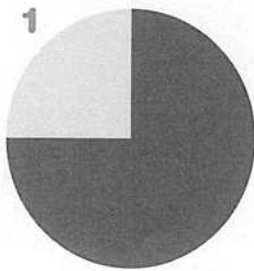
3 60% _____

7 $\frac{3}{4}$ _____

4 $\frac{1}{5}$ _____

8 $\frac{1}{10}$ _____

4 Look at the pie charts and complete the sentences with some of the words from the first column in Activity 1.



- 1** I spend about seventy-five per cent of my free time watching TV.
- 2** I usually spend _____ of my leisure time doing things that I really want to do.
- 3** Many people spend _____ of their lives sleeping.
- 4** I always spend _____ of my lunch break doing my exercises.
- 5** It usually takes about _____ a day to get to my cousin's house.
- 6** My sister spends _____ of her time studying.

Lessons 3–4 Most of us use the Internet

1 Read the survey report. Then write the activities in the correct place on the bar chart.

A recent survey has found that young Australians, aged 6 to 13, spend less time watching TV than they did three years ago. However, they still spend about 14 hours a week watching television, which means that it continues to be the most popular leisure activity.

Other leisure activities include playing with, and talking to friends (9.8 hours per week) and using the Internet (8 hours). They spend 4.7 hours a week watching DVDs and the same amount of time playing sports (4.7 hours). They spend almost the same amount of time playing computer and electronic games. Homework takes up 3 hours a week. They don't spend as much time reading magazines as listening to the radio. Reading newspapers is the least popular activity.

Activity	Hours per week
Watching TV	14.0
	9.8
	8.0
	4.7
	4.7
	4.5
	3.0
	2.1
	0.6
	0.3

2 In your notebook, rewrite the survey report, making it true for you. You can use the following phrases.

- I spend *less / more* time (watching TV) than I did three years ago.
- Other leisure activities include ____.
- I spend ____ hours a week ____ and about the same amount of time ____.
- ____ takes up ____ hours a week.
- I don't spend as much time ____ as ____.

3 Choose the correct options to complete the sentences.

- 1 Over seventy per cent (*of / — / of or —*) us get to school by bus.
- 2 Half (*of / — / of or —*) the class voted for a number smaller than ten.
- 3 Most (*of / — / of or —*) students use the Internet.
- 4 Three quarters (*of / — / of or —*) the interviewees voted for the USA.
- 5 All (*of / — / of or —*) the students like English.
- 6 Most (*of / — / of or —*) us play more than one sport.

4 Reorder the words to make sentences.

- 1 the class / tennis / half / About / of / voted for / .
About half of the class voted for tennis.

- 2 twenty per cent / us / have / Under / three sisters / of / .

- 3 of / chose purple / favourite colour / the students / in our class / None / as their / .

- 4 Around / favourite fruit / voted for / papaya / as their / ten per cent / .

- 5 of / Two-thirds / us / camping / have been / .

- 6 in the class / have got / all / the students / a bicycle / Nearly / of / .

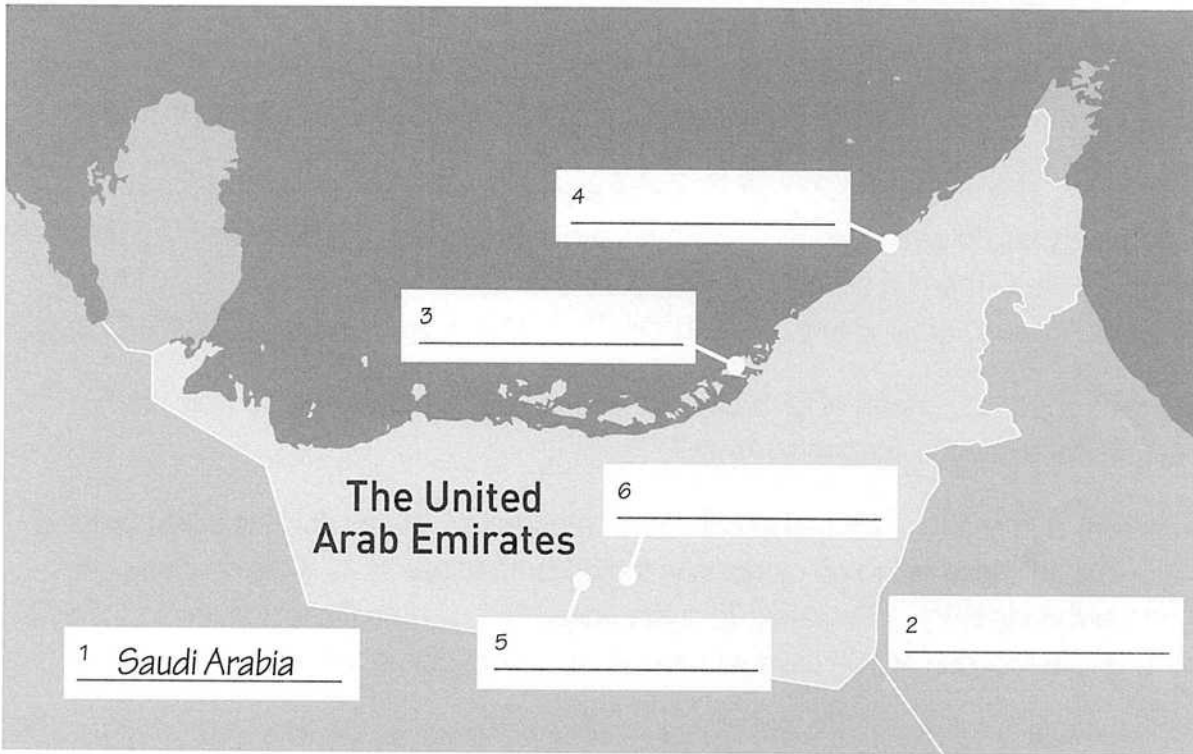
- 7 of / sleep for / A third / eight hours a night / us / .

- 8 three times / in the class / Sixty per cent / go swimming / a month / of the students / .

Lessons 5–6 People and places

1 Complete the map with the words in the box.

• Abu Dhabi • Dubai • Moreeb Dune • Saudi Arabia • Liwa Oasis • Oman



2 Write these numbers in words, as you would say them.

1 828

eight hundred and twenty-eight

2 60,000

3 1,250,000

4 8.3

5 1,920.5

6 2,643,200

7 10,500,555

3 Write in *the* where necessary.

Q

Travel blog

Where would you like to go?

'I'd like to travel round ¹ ___ South America. First, I would go to ² ___ Brazil. Then I'd take a boat trip down ³ ___ Amazon. After that, I'd visit ⁴ ___ Peru and go trekking in ⁵ ___ Andes and I'd love to go to ⁶ ___ Lake Titicaca.'

'I love history, so I'd love to go to ⁷ ___ Egypt and sail down ⁸ ___ Nile to see ⁹ ___ Great Pyramid at Giza. Then I'd go to ¹⁰ ___ Greece to see ¹¹ ___ Parthenon and ¹² ___ Mount Olympus. I'd like to go to Rome too, and visit ¹³ ___ Colosseum and ¹⁴ ___ Sistine Chapel.'

'I'd like to go to ¹⁵ ___ north of China. I'd like to see Beijing. I'd also like to walk on ¹⁶ ___ Great Wall and see the Terracotta Army.'

'My dream is to see ¹⁷ ___ Burj Khalifa in ¹⁸ ___ Dubai in ¹⁹ ___ UAE. It is the tallest building in the world. I'd also like to go camping in the desert and see ²⁰ ___ Moreeb Dune, the tallest sand dune in ²¹ ___ Emirates. To finish, I'd go to ²² ___ Abu Dhabi to see ²³ ___ Sheikh Zayed Grand Mosque, which always looks beautiful both during the day and at night.'

4 Put the names of places in the correct categories. Use an atlas to help you.

- the Al Farooq Omar Bin Al Khattab Mosque
- the Atlantic
- Dubai International Airport
- the Empire State Building
- Europe
- the Iberian Peninsula
- Jabal an-Nabi Shu'ayb
- Mount Vesuvius
- North America
- the Pacific
- the Sahara Desert
- Sydney Opera House

famous buildings	
oceans	
geographical regions	
continents	
mountains	
place name + building	

Lesson 7 Practise and prepare

1 Correct the mistakes in these sentences.

1 I live in the Abu Dhabi. It's the capital city of UAE.

I live in Abu Dhabi. It's the capital city of the UAE.

2 The population of my hometown is 3,220: three thousand, two hundred point twenty people.

3 Two-thirds the people in my class spend their free time reading books.

4 The interviewee asked me lots of questions as part of a survey.

2 Match the questions to the answers to make a short conversation.

1 How many families in your street have got a car?

a We have. We're the only family on our street that has got a pet.

2 Has anyone on your street got a cat?

b Most of them. Around 50% of them have got two and one family has got three!

3 Have you got a bike?

c No, I haven't. But the boy next door has got one.

4 Have any of the houses on your street got garden at the front?

d Yes, half of them have. All of them have got a garden at the back, though.

Reflect on your learning

Can you do all of these tasks?

- I can describe amounts using fractions and percentages.
- I can use expressions of quantity with *of*.
- I can talk about places and buildings.
- I know when to use *the* with places and buildings.

Lesson 8 For a good cause

1 Complete the sentences with the correct forms of the verbs in brackets.

- 1 We _____ (*raise*) a lot of money at the moment – it's for a fundraiser at school.
- 2 First we _____ (*collect*) books and clothes and then we put them in a collection box.
- 3 They need more volunteers to help, so we're going to _____ (*volunteer*) tomorrow.
- 4 So many people have _____ (*donate*). I think this year we have had more donations than last year.

2 Use some of the verbs from Activity 1 to complete the article. You may need to change the form of the verbs and change one into a noun.

Car wash fundraiser for local library

Many children have been helping to
1 _____ funds for their local library this summer, by washing their parents' cars. The children are hoping to 2 _____ enough money to help the library to buy new computers. 'We think that it's important to 3 _____ for this so we can help our library – it's a really important place for us,' says Jack Wright, 12. 'Plus, all of our parents are happy, because they now have clean cars!' As well as the money raised from car cleaning, the library will get a big 4 _____ from a local business.



Lessons 9–10 Fiction: *To Give*

1 Here are key words from the first part of the story in Coursebook page 175. Match them with their meanings.

- | | |
|------------------|--|
| 1 peasant | a to take what is not yours |
| 2 steal | b a long period of time when there is no rain |
| 3 thief | c a poor farmer |
| 4 drought | d a person who steals |

2 Complete the conversation with the words from Activity 1.

What do you think will happen next?

I think the ¹ _____ will spend all of the gold.

What will he spend it on?

More animals for his farm. But a ² _____ will come and ³ _____ them all.

He doesn't have much luck, does he?

No, he doesn't. After that, there will be another ⁴ _____, so none of his crops will grow.

3 Put these time expressions in the correct category.

- A few days / weeks / months ago, • After that, • Finally, • In the end,
- Last week / month/year, • Once, • Next, • The next day / week / month, • Then,

Beginning a story	Continuing a story	Finishing a story
A few days/weeks/months ago,	_____	_____
_____	_____	_____
_____	_____	_____

4 Here are key words from the second part of the story. Match them with their meanings.

- | | |
|--------------------|---|
| 1 satisfied | a to divide something between two or more people |
| 2 wealth | b able to make good decisions |
| 3 wise | c pleased because you have got what you wanted |
| 4 share | d enjoyment or happiness |
| 5 pleasure | e money and possessions |

5 Put the events of the story in the correct order.

- | | |
|--|----------------------|
| a The peasant keeps going back to get more gold. | _____ |
| b The king goes to talk to the peasant. | _____ |
| c Every morning a king wakes early to give gold to the poor and hungry. | _____ 1 _____ |
| d Soon, there were no more poor and hungry people. | _____ |
| e The peasant explains he is not a thief. | _____ |
| f The king gives the peasant some gold. | _____ |
| g The king gives the peasant half of his wealth. | _____ |
| h The peasant uses the gold wisely, and becomes very rich. | _____ |
| i The peasant also shares his extra money with the poor and hungry. | _____ |
| j The guards put the peasant in prison. | _____ |
| k A peasant goes to the palace at night. | _____ |

6 Choose the option that you agree with and complete the sentences.

- 1** I like / don't like the story *To Give* because _____.
- 2** I agree / don't agree with the moral of *To Give* because _____.
- 3** I think / don't think fables are interesting because _____.

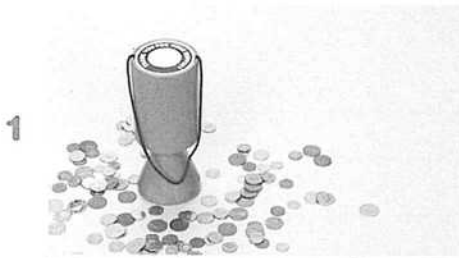
Lessons 11–12 The Kindness Challenge

1 Read the definitions and complete the words.

- 1 k i n d n e s s (noun) the quality of being generous and helpful
- 2 c _____ (noun) an organisation that gives money, food or help to people who need it
- 3 a _____ (adjective) done by someone whose name is not known
- 4 h _____ (adjective) happy to help
- 5 c _____ (noun) something that needs great effort, and tests your ability

2 Complete the acts of kindness with the verbs in the box.

• give • help • raise • read



_____ money for charity.



_____ someone your umbrella when it's raining.



_____ an elderly person to cross the road.



_____ to young children.

3 Complete the conversation with the words in the box.

• charity • Challenge • finished • generous • like • raise • tired

Hamdan: You look ¹ tired , Saif. What have you been doing?

Saif: I've just ² _____ a 5km run.

Hamdan: You ran 5 km? Why?

Saif: For ³ _____ . Everyone in my class did it. It's part of
The Kindness ⁴ _____ .

Hamdan: That seems ⁵ _____ a really good idea. Did you
⁶ _____ a lot of money?

Saif: Yes. Everyone has been very ⁷ _____ .

4 Write these sentences, putting the words in the correct order.

1 angry / He / seems / .

He seems angry.

2 look / excited / She / doesn't / very / .

3 He / tired / very / doesn't / seem / .

4 looks / He / the / about / race / worried / .

5 to / She / home / be / happy / seems / .

6 surprised / looks / He / .

Lesson 13 The most generous countries in the world

1 Match the numbers from the article in Coursebook page 179 to the explanations.

- | | |
|------------------------|---|
| 1 18.36 billion | a the percentage of people in a survey who gave to charity |
| 2 1.26 | b the proportion of people in a survey who gave to charity more than once |
| 3 1.09 | c the amount in dirhams that the UAE gave in humanitarian aid in 2014 |
| 4 87 | d the percentage of gross national income that Sweden gave in aid in 2014 |
| 5 $\frac{1}{2}$ | e the percentage of gross national income that the UAE gave in aid in 2014 |

2 Write the numbers in Activity 1 as you would say them.

- 1** *eighteen point three six billion* _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____

3 Complete the article with the words in the box.

• charity • charitable • countries • donate • generous • rich • survey • volunteering

In which countries do people give the most to ¹ charity ?

The World Giving Index is an international ² _____. Its results show in which countries people give the most to ³ _____ causes. This includes donating money, ⁴ _____ and helping strangers.

The top ten includes many rich ⁵ _____, including the USA, Canada and Australia. Asian countries like Malaysia and Sri Lanka are also in the top ten, but at the very top is Myanmar. Although people in Myanmar are not ⁶ _____, they are very ⁷ _____.

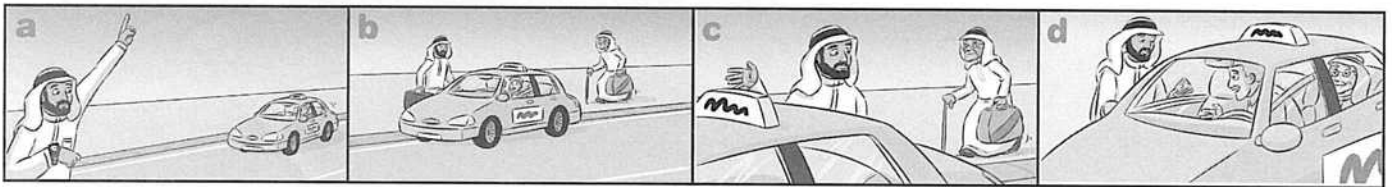
Many people in Myanmar ⁸ _____ small amounts of money to charity every single day.

Lesson 14 Practise and prepare

- 1 Look at the illustrations below which tell a story. Complete sentences 1 to 4 with the words in the box. Then match the sentences with the illustration.

• In the end • Once • Next • When

- 1 _____ a taxi stopped for him, he saw an elderly man carrying a heavy bag. _____
- 2 _____, there was a busy man who needed to get a taxi to an important meeting. _____
- 3 _____, the busy man paid for the elderly man to go in the taxi, and he walked to his meeting. _____
- 4 _____, the busy man offered to let the elderly man take his taxi, but the man refused because he didn't have enough money. _____



- 2 Draw a comic strip telling the story of a good deed. Share your comic strip with a partner. Guess their story from the pictures.

--	--	--	--

Reflect on your learning

Can you do all of these tasks?

- I can use vocabulary for talking about raising money for charity.
- I can tell a story using time expressions.
- I can listen to and understand a radio news story.
- I can use *like* and *seem* to talk about impressions.
- I can describe a good deed.

Lesson 15 How to make a survey

1 Match these sentences to the pieces of advice in Coursebook page 181 (a–e).

1 Can I ask you a few questions? It will take about five minutes.

2 I'm interested in technology. Let's do a survey about that.

3 As you can see in this pie chart, a third of people chose bananas.

4 Which do you prefer: watching TV or listening to the radio?

5 We all like sport, so I think our survey should be about that.

6 Nobody we know is interested in baseball.

7 This graph shows that over 50% of people prefer white rice.

8 Our younger brothers and sisters know a lot about toys so we should ask them.

9 Do you have time to answer ten questions for a survey?

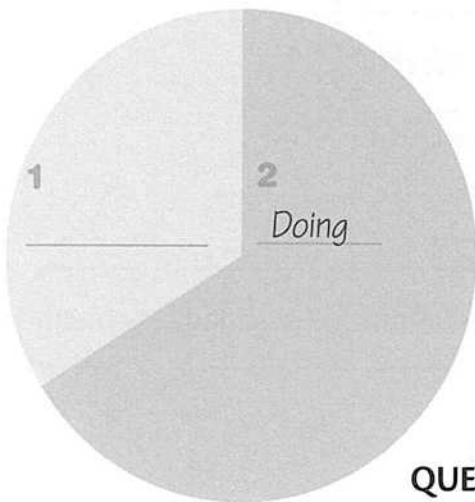
10 Please answer Yes or No. Do you like tennis?

2 Read the questions and answers from a survey and fill in the gaps in the pie charts.

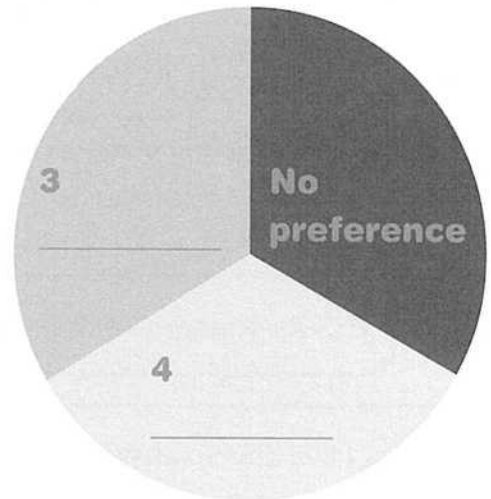
SPORTS SURVEY

Question	Abdulla	Mum	Dad
1 Which do you prefer: watching sports or doing sports?	Doing	Doing	Watching
2 Where do you like to do sports: outdoors or in a leisure centre?	Outdoors	Leisure centre	No preference
3 Where do you like to watch sports: at home or in a stadium?	Stadium	Home	Home

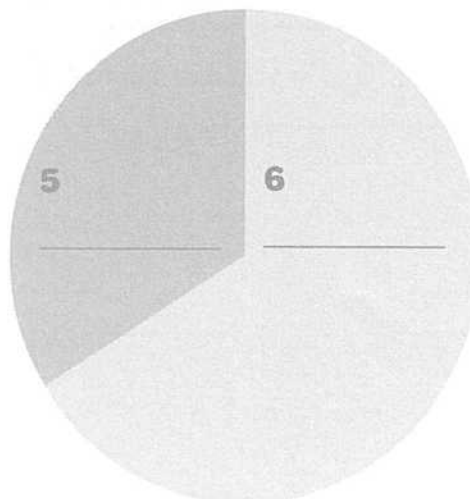
QUESTION 1



QUESTION 2



QUESTION 3



Lessons 1–2 Holidays and places to stay

1 Complete the place names.

- 1 A large city in the USA: N e w Y o r k C i t y
- 2 A mountain in Japan: M _____ F _____
- 3 A sea next to the Kingdom of Saudi Arabia: R _____ S _____
- 4 A beach in Brazil: P _____ d _____ R _____
- 5 A city in Croatia: D _____



2 Complete the table with the words in the box.

• apartment • tennis courts • park • sightseeing • hiking • hotel • beach • swimming pool
• boat trip • campsite • lake • mountain • ice rink • football pitch • swimming • holiday home

Accommodation	Holiday activities	Sports facilities	Features of the landscape
apartment			

3 Re-order the words to make sentences.

- 1 going to / a hotel / We're / in / stay / .

We're going to stay in a hotel.

- 2 I'm / my family / the coast / going to / with / .

- 3 boat trip / We're / a / going on / .

4 the park / play tennis / can / You / in / .

5 can / there, / so / our tent / We're / driving / we / take / .

6 forward / I'm / to / looking / it / really / .

4 Choose one word from the box to fill both gaps in each sentence.

• ice • holidays • park • pool • tennis • trip

1 We're going to go ice skating at the ice rink.

2 You can go on a boat _____ or a fishing _____ .

3 I took my _____ racket to the _____ courts.

4 Do you prefer beach _____ or sightseeing _____ ?

5 The car _____ at the theme _____ was full.

6 There's a special diving _____ next to the swimming _____ .

5 Match the words to make compound nouns.

1 walking

a ride

2 department

b agent

3 whale

c watching

4 water

d tour

5 bike

e bus

6 bottle

f store

7 travel

g bottle

8 school

h opener

6 Choose two of the activities from this lesson that you would like to do. Write sentences explaining why you would like to do them.

I want to go whale watching. I think whales are beautiful animals.

Lessons 3–4 I love going away

1 Use the information in the table to write a paragraph about each person's holiday plans.

	What are you doing for your next holiday?	Accommodation?	Activities?
1 Joe	sightseeing – Rome, Italy	small hotel, near the Colosseum	walking tour museums eat pizza and ice cream!
2 Amy	staying at home – day trips	at home	bike rides picnics have friends from school to stay
3 Tina	sailing holiday – Cuba	boat	beaches windsurfing swimming
4 Sam	beach holiday – Kerala, India	apartment, two minutes from the beach	swimming fishing

1 *Joe is going to Rome in Italy on a sightseeing holiday. He and his family are going to stay in a small hotel near the Colosseum. They'll do a walking tour to see the sights and visit the museums. Joe's going to eat lots of pizza and ice cream!*

2 _____

3 _____

4 _____

2 Write sentences about holidays that are true for you.

Use these phrases and the ideas in the thought bubbles.

I enjoy ...

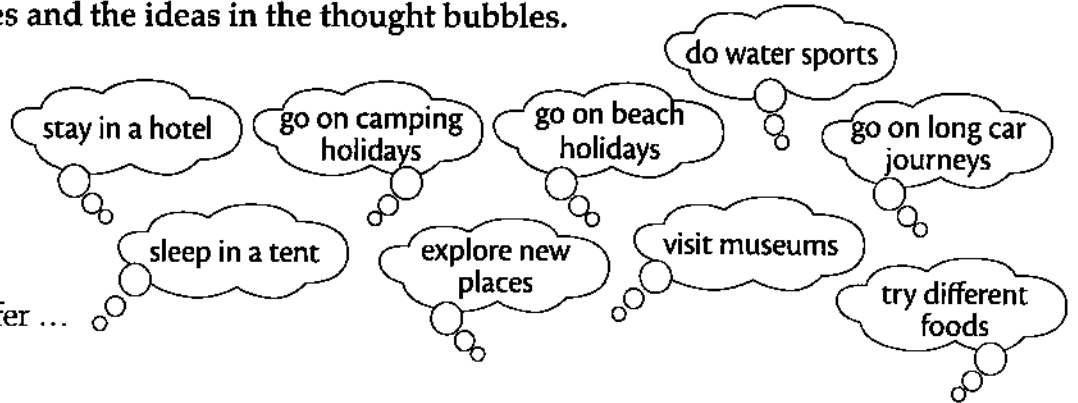
I don't enjoy ...

I don't mind ...

I don't like ...

I like ..., but I prefer ...

I love ...



I like going on camping holidays, but I prefer staying in a hotel.

- 1
- 2
- 3
- 4
- 5
- 6

3 Agree with these statements. Use:

So do I. / So am I. / So would I.

Nor do I. / Nor am I. / Nor would I.

1 I'm not going away on holiday this summer.

Nor am I.

2 I don't like spending all day at the beach.

3 I love exploring new places.

4 I'd like to go to the Caribbean.

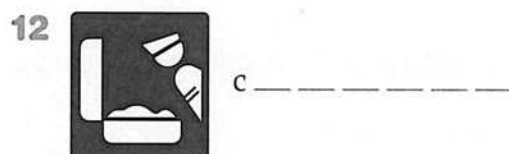
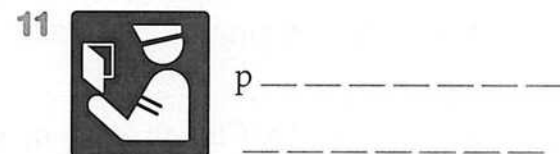
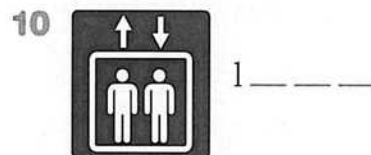
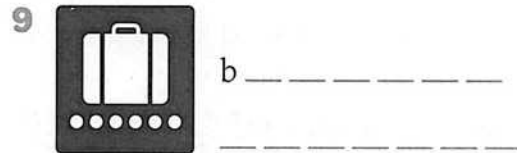
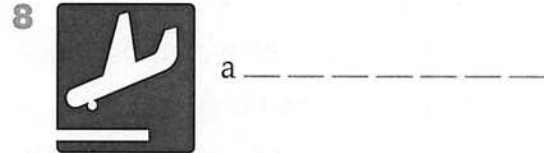
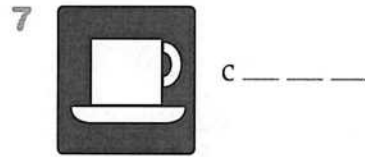
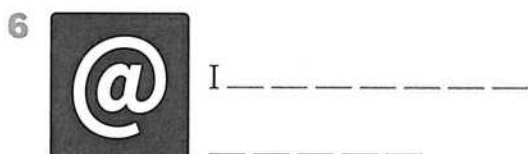
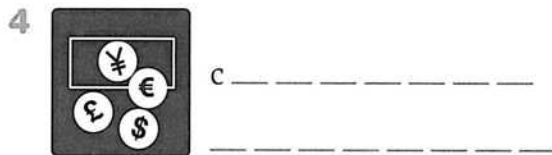
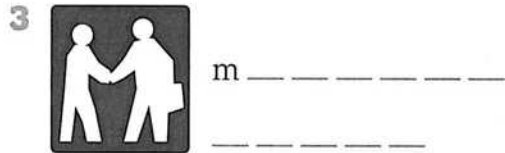
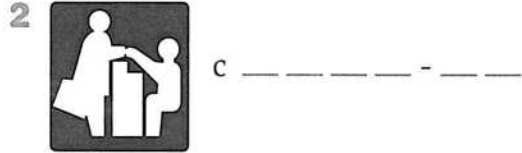
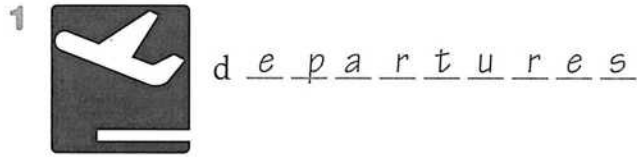
5 I love going to theme parks.

6 I'm looking forward to the summer holidays.

7 I wouldn't like to visit museums every day.

Lessons 5–6 At the airport

1 Complete the words for airport signs.



2 Choose the correct options to complete the paragraph.

Q

After the flight

When you get off the plane you need to go to ¹ **passport control / the check-in desk**. Then, you collect your bags at ² **security control / baggage reclaim**. After that, you go through ³ **the departures lounge / customs**. Finally, you can leave the airport through the ⁴ **arrivals lounge / gate** and begin your holiday.

3 Match the questions a-j to the answers 1- 10 below.

- a Where can friends and family meet you?
- b ~~Where can you check in?~~
- c What happens after you have checked in?
- d What do you do at passport control?
- e What does the check-in assistant do?
- f What happens at security control?
- g What do you need to show when you board the plane?
- h Where do you collect your luggage?
- i What do the screens in the departure lounge tell you?
- j Where do you put your hand luggage?

1 Q *Where can you check in?*

A You can check in online at home before you go to the airport, or you can check in at the airport.

2 Q _____

A He or she will ask for your ticket and your passport, weigh your luggage and attach a label to it and then give you your boarding card.

3 Q _____

A You go through Security Control to the departure lounge.

4 Q _____

A Your hand luggage is screened and checked.

5 Q _____

A They tell you which gate your flight will go from.

6 Q _____

A Your boarding card and your passport.

7 Q _____

A In the luggage compartment above your seat.

8 Q _____

A You show your passport.

9 Q _____

A At Baggage Reclaim.

10 Q _____

A They can meet you in the arrivals hall.

Lesson 7 Practise and prepare

1 Complete the paragraph with the words in the box.

• enjoy • going • hotel • mind • plane • prefer • sailing • trip

My Favourite Kind of Holiday

I love ¹ going on beach holidays. We stay in a large ² _____ close to the beach. We get there by ³ _____. I don't ⁴ _____ flying but my dad hates it. I ⁵ _____ reading a book on the beach, but I ⁶ _____ swimming in the sea. It's my favourite thing to do on holiday. My dad loves fishing and ⁷ _____. His favourite thing to do on holiday is to go on a fishing ⁸ _____ in the ocean.

2 Match the sentences to the appropriate responses to make a short conversation.

- | | |
|--|--|
| 1 What's your favourite kind of holiday? | a I love it. Let's do that. |
| 2 So do I. Do you like camping holidays? | b I don't mind staying in a tent, but I prefer sleeping indoors. |
| 3 Okay. So we'll stay in a hotel.
Do you like flying? | c I like visiting the countryside and seeing the desert. |
| 4 Nor do I. Let's go to the desert by car. | d Yes, I do, but I don't really like airports. |
| 5 Do you like bird watching? | e Good idea. What shall we do when we get there? |

Reflect on your learning

Can you do all of these tasks?

- I can talk about holidays and places to stay.
- I can use compound nouns.
- I can use verbs followed by *-ing* form.
- I can agree with statements using *so* and *nor*.
- I can understand airport signs, and explain what to do in an airport.

Lesson 8 He said he was at the airport

1 Report these statements. Remember to change the tense of the verb.

1 'It's very busy.'

She said it was very busy.

2 'Your flight boards at 10:30.'

She said our flight _____.

3 'The plane is on time.'

He said the plane _____.

4 'I'm waiting for my luggage.'

He said he _____.

2 Imagine you are at an airport. Write four texts to your friends, beginning:

1

...

I'm ...

2

...

There's ...

3

...

I want to ...

4

...

Don't ...

3 Pass your texts to another member of your group. He/She has to report what you said.

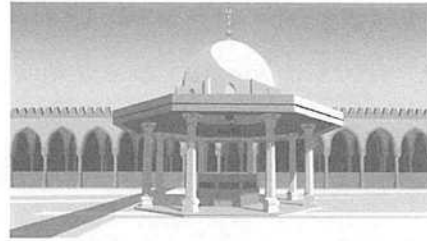
He/She said he/she was ...

Lessons 9–10 The perfect place to go on holiday

1 Complete the names of these places in Cairo.



1 P y r a m i d s o f
G i z a



2 M _____ o ____
A _____ - _____



3 C _____ T _____



4 K _____ E ____ - K _____
m _____

2 Complete the reports of these statements.

1 'I love the Pyramids of Giza.'

She said she loved the Pyramids of Giza.

2 'I go to a lot of different places in the UAE.'

He said he _____

3 'I'm trying windsurfing.'

She said she _____

4 'I can't finish my homework.'

He said he _____

5 'We want to go on a plane.'

They said they _____

6 'I am very tired after the flight.'

He said he _____

7 'I'm learning to speak Arabic.'

She said she _____

8 'We don't usually buy much at the market.'

They said they _____

3 Put *tell* and *say* in the simple past and use the prompts to write full sentences. Put the words in 'inverted commas' in reported speech.

1 She / tell / me / that / 'the market is very busy.'
She told me that the market was very busy.

2 He / say / that / 'there are lots of museums.'

3 They / tell / us / that / 'the beach is fantastic!'

4 She / say / that / 'the food is delicious.'

5 He / tell / me / that / 'it is the best place in the world.'

6 They / say / that / 'we want to go back the following year.'

4 Complete the crossword with the missing words from these sentences. All the missing words are on pages 193 and 194 of the Coursebook.

1 'I like the Topkapi Palace. It's where the _____ lived.'

2 'She told me that the _____ was very tall.'

3 'Have you ever been there? I haven't, but I'm really _____ about going.'

4 'I love the Blue Mosque. It's _____.'

5 'Cairo is the perfect place to go on holiday because it is great for sightseeing _____.'

6 'She told me that the Khan El-Khalili _____ was exciting and colourful.'

The crossword puzzle grid is as follows:

1									
	2			3					
	4			5					
	6								

Lessons 11–12 A school exchange trip

1 Choose the correct question words to complete the questions.

• How • ~~What~~ • What • When • Where • Which • Why

- 1 What is your name?
- 2 _____ do you like beach holidays more than city breaks?
- 3 _____ often do you go on holiday?
- 4 _____ do you prefer, watching TV or playing outside?
- 5 _____ do you live?
- 6 _____ time does the plane arrive?
- 7 _____ do you usually go to bed?

2 Complete the reports of the questions in Activity 1.

- 1 The man at the check-in desk asked me what my name was.
- 2 He asked me _____ I _____ beach holidays more than city breaks.
- 3 She asked me _____ I _____ on holiday.
- 4 My uncle asked me _____ I _____, watching TV or playing outside.
- 5 The exchange student asked me _____ I _____.
- 6 He asked me _____ time the plane _____.
- 7 My friend asked me _____ I usually _____ to bed.

3 Reorder the words to make sentences that report questions.

- 1 where / I / staying / me / was / asked / She / .

She asked me where I was staying.

- 2 food / I / He / me / asked / what / liked / kind of / .

- 3 My teacher / why / liked / I / sightseeing tours / asked / me / .

- 4 I / on TV / My cousin / me / asked / what / watched / .

- 5 The students / born / where / asked / was / I / me / .

4 Lucas is an exchange student. Write the questions Class 7 asked him.

1 They asked me what my name was.

What's your name?

2 They asked me where I came from.

3 They asked me what my favourite football team was.

4 They asked me what I usually had for breakfast.

5 They asked me if I wanted to go to university.

6 They asked me if I lived in a house or in an apartment.

7 They asked me if I wanted to visit lots of countries.

8 They asked me if I could play football.

5 You've been to an interview at a new school. Your parents want to know what the headteacher asked you. Here are the questions. Report them to your parents.

1 'Do you want to live in another country?'

She asked me if I wanted to live in another country.

2 'Which languages do you speak?'

3 'What are your favourite subjects?'

4 'Do you play any sports?'

5 'Can you swim?'

6 'What do you like doing in your free time?'

7 'Do you find it easy to make new friends?'

8 'What do you want to do in the future?'

9 'Do you want to look around the school?'

10 'Does anything surprise you?'

11 'Do you have any questions?'

Lesson 13 Sending a postcard

- 1 Correct these sentences by putting a full stop and a capital letter in the correct places.

- 1 I went to the beach and to my cousin's house ^ the weather was not very good. *.The*
- 2 I went to Miami with my family we went to the beach and to some amusement parks.
- 3 I went to the beach and I went shopping the weather was sunny so it was very hot.
- 4 We'll have lunch at the café see you tomorrow.
- 5 She loves films we chat all day long and we often go to the cinema.
- 6 Pattaya was very beautiful the beach and the hotel were very nice.
- 7 Last weekend I flew to Geneva it's in Switzerland.

Writing tip

Checking punctuation

It's important to check the punctuation in your written work. Punctuation helps the reader to understand what you have written. Remember:

capital letters (S)
 full stops (.)
 commas (,)
 question marks (?)
 apostrophes for missing letters (for example, *I've, you're*, etc.) and for the possessive *s* (for example, *Scott's friend*)

- 2 In your notebook, rewrite this postcard by putting in the correct punctuation and capital letters.

dear charlie

i hope youre well im having a great time here in mexico my friends house is on the coast the weather is fantastic we go to the beach every day we play football volleyball and baseball the food is really tasty and the fruit smoothies are delicious my favourite flavour is pineapple and mango

tomorrow we're going to see the pyramids which is great because i love exploring old places

are you enjoying the summer

see you soon

scott

Lesson 14 Practise and prepare

1 Complete the sentences reporting these messages from people who are on holiday.

1

I'm on a sightseeing tour of the city. We can see lots of beautiful old buildings. I love it.

2

My sister and I are whale watching. I don't usually like boat trips but this is incredible.

3

I'm visiting my cousin in Amman. We play in the park every day. I'm having a great time!

- 1 He said he was on a sightseeing tour of the city.
He said they _____
He said _____
- 2 She said they _____
She said she _____
- 3 He said he _____

He said they _____

2 Rewrite these sentences so they are correct. The words may be in the wrong order or you may need to correct the punctuation.

- 1 He asked me if I go sightseeing.
He asked me if I went sightseeing.
- 2 She said she didn't like the campsite.

- 3 She asked me what liked I about the Grand Bazaar.

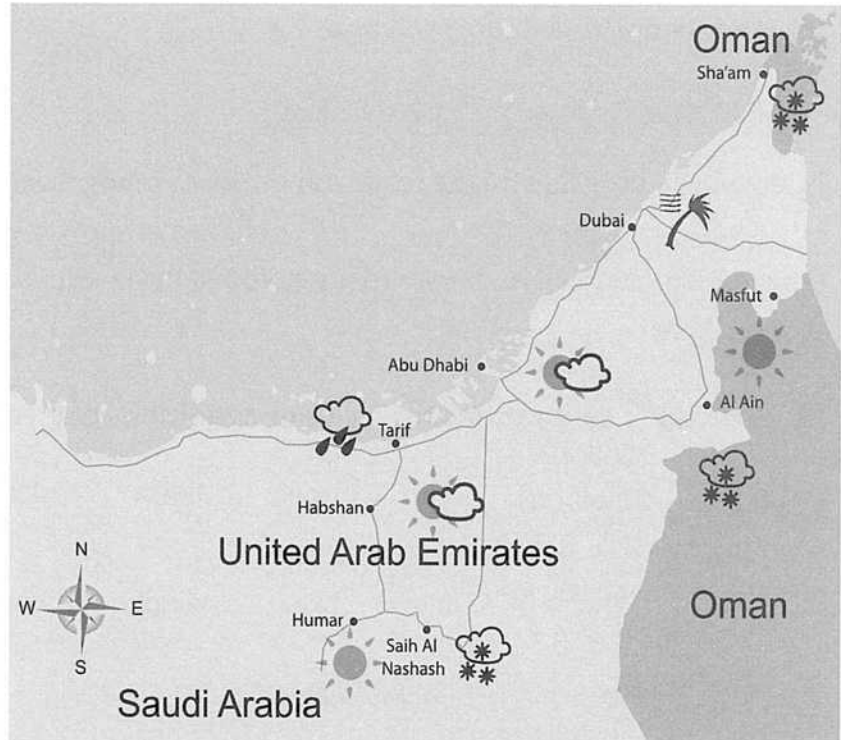
Reflect on your learning

Can you do all of these tasks?

- I can talk about my current travel experiences.
- I can make reported statements.
- I can make reported *Wh*- questions.
- I can make reported Yes/No questions.
- I can use capital letters and punctuation correctly.

Lessons 1–2 What's the weather like?

- 1 Look at this map of the UAE and the weather symbols. Complete the table with the names of cities.



Cloudy with some sunshine	Rain	Snow	Sun	Wind

- 2 Complete the sentences using the words in the box.

• puddle • high • sunshine • freezing • autumn

- In summer, the temperature in Dubai can be as _____ as 45° C.
- It's _____ in Canada in winter, so make sure you pack really warm clothes when you go there.
- In the UK, the weather is mostly cloudy with some _____, but it can rain for days.
- In most countries, the leaves fall from the trees in _____.
- When it rains, you should wear your boots in case you stand in a _____.

3 Complete each paragraph using the adjectives in the box.

- clear
- high
- sunny
- bright

Tomorrow there will be ¹ clear skies, as well as ² _____ sunshine in the early part of the day. During the day it will be mostly ³ _____, although it may get a little cloudy towards the afternoon. Temperatures will be as ⁴ _____ as 25° C during the warmest part of the day.

- good
- heavy
- high
- icy

In the north, take care on the roads tomorrow morning, because conditions could be ⁵ _____. There's a ⁶ _____ chance of snow, particularly over ⁷ _____ ground (above 2,000 metres). In the afternoon, temperatures will rise and we'll see quite a lot of rain. Some of it could be ⁸ _____.

4 How many collocations for weather conditions can you make?

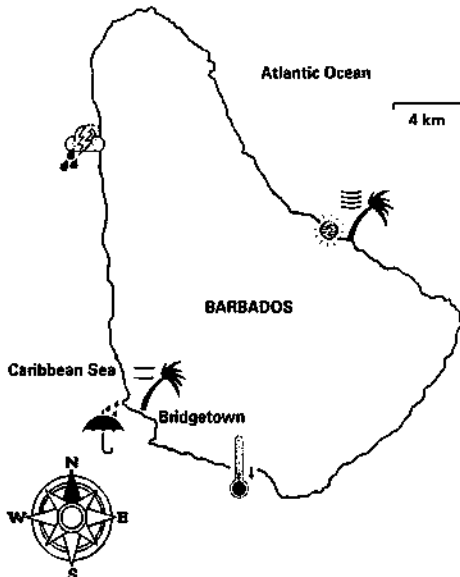


Language tip

A collocation is two or more words that often occur together.

light rain

5 Look at the weather map for tomorrow in Barbados. Write the forecast.



Tomorrow, on the Atlantic coast, there will be _____








In the north-west, _____

In the south-west, _____

On the south coast, _____

Lessons 3–4 Wild weather

1 Write a short description for each weather symbol.

1		<u>It will be sunny.</u>	2		_____	3		_____
4		_____	5		_____	6		_____
7		_____						

2 Complete the sentences below using the words or phrases from the box.

• wind • cloudy • sunshine • rain • low temperatures • icy conditions

- The _____ ran down my neck making me wet and cold.
- There will be some _____ but mostly it will be cold with some rain.
- The weather forecast mentioned _____ so we must be careful not to drive too fast because we might skid on the roads.
- The _____ was so strong that it blew my umbrella out of my hands!
- It was so _____ yesterday that it was really dark even during the day.
- Many countries experience _____ in the winter months and sometimes it gets so cold that it snows.

3 Think about the article you have read in your Coursebook on page 205 about extreme weather and global warming. Decide if these statements are true (T) or false (F).

- The earth has become 5° C warmer in the past 50 years.
- Extreme weather is happening more often because of global warming.
- Light rain, warm sunshine and snow are all types of extreme weather.
- Greenhouse gases are caused by nature.
- Greenhouse gases help keep the earth at the correct temperature.

4 Write the correct extreme weather condition under each photograph.

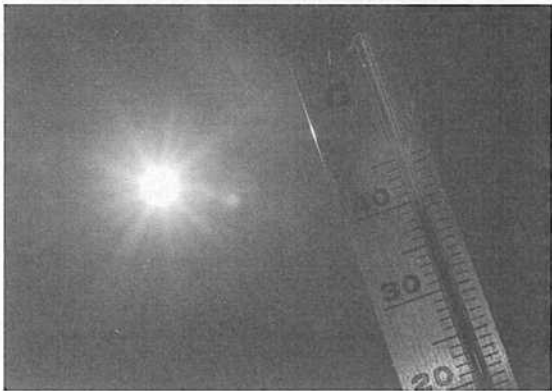
- hurricane • sandstorm • heatwave • flood



1 _____



2 _____



3 _____



4 _____

5 Read the definitions and complete the words.

- | | |
|---|---------|
| 1 These gases are not good for the earth's temperature. | g _____ |
| 2 Numbers that show how hot or cold something is. | t _____ |
| 3 This type of weather causes lots of problems. | e _____ |
| 4 All the gases that are around the Earth. | a _____ |
| 5 'Global _____' is a serious danger for life on earth. | w _____ |
| 6 A large, dry area with very low rainfall. | d _____ |
| 7 A lot of bad gases in the atmosphere. | p _____ |

Lessons 5–6 Storms ahead!

1 Put the sentences in the correct order to describe what global warming can do.

- More moisture causes heavy rain.
- Moisture evaporates into the air.
- It also causes more storms.
- The storms and heavy rainfall cause floods.

1 The earth's oceans become warmer.

2 _____

3 _____

4 _____

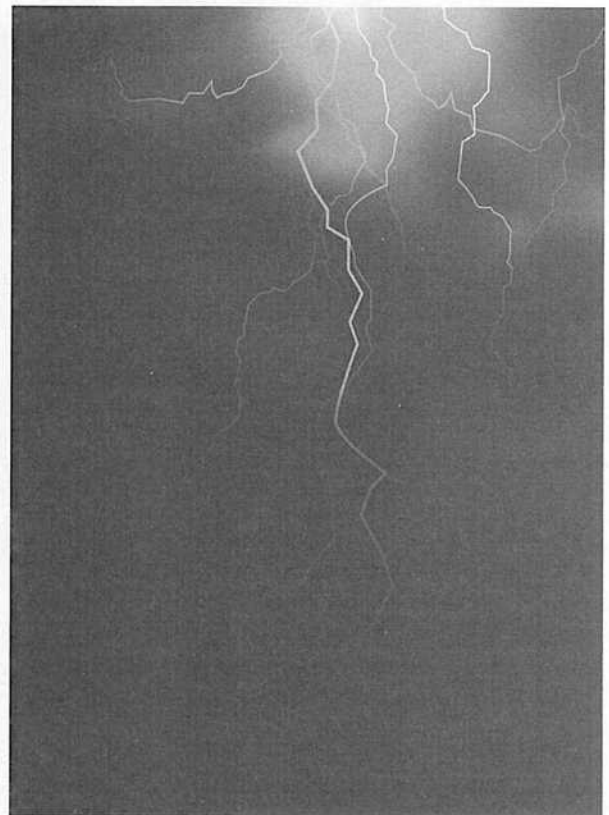
5 _____

2 Complete the text by writing *thunder* or *lightning* in the correct places.

- ¹ *Thunder* and ² _____ always go together because ³ _____ is the sound that is made by ⁴ _____. This means that ⁵ _____ is always followed by ⁶ _____.

When a thunderstorm is a long way away, you might see the ⁷ _____ but you might not hear the ⁸ _____.

- Thunderstorms happen more often in hot climates and more often in summer than in winter.
- The temperature of ⁹ _____ is measured in degrees Celsius. ¹⁰ _____ is close to 30,000 degrees Celsius.
- When you see ¹¹ _____, start counting one, two, three for each second. Continue counting until you hear ¹² _____. Three seconds are about the same as one kilometre. So if you count to six, the storm is about two kilometres away. But if you only count one or two seconds before you hear ¹³ _____, the storm is very close. Take care!



3 Choose the correct options in each sentence to complete the passive form.

- 1 In Amsterdam, bicycles *is used / are used* instead of cars.
- 2 Thunder *has caused / is caused* by lightning.
- 3 In a sandstorm, lots of sand *carries / is carried* over cities.
- 4 Storm Kelly *followed / is followed* by many storm chasers.
- 5 Energy *saves / is saved* when we turn our lights off.
- 6 Electricity *be/is* also *produce / produced* from sunshine, wind and water.
- 7 Everybody's help *are needed / is needed* to save our planet.

4 Rewrite the following active sentences as passive sentences.



- 1 Global warming causes extreme weather conditions.
Extreme weather conditions are caused by global warming.
- 2 Lightning hits the house. _____
- 3 The wind shakes the car. _____
- 4 The man hears the loud thunder. _____
- 5 Our teacher writes a report about the flood. _____
- 6 People read weather forecasts everyday. _____

Lesson 7 Practise and prepare

1 Which type of extreme weather is being described?

• flood • thunder • heatwave • lightning • sandstorm • hurricane

- 1 It usually happens in a desert. It is a strong wind that carries sand with it. _____
- 2 It comes from a cloud and there's a loud sound after it. _____
- 3 You can hear this sound when there is a storm. _____
- 4 There is very heavy rain and the wind is extremely strong. _____
- 5 When it happens, the roads, fields and even houses are covered in water. _____
- 6 When the temperature stays above average for a long time. _____

2 Read the following article about preventing global warming and choose the correct word to fill in the gaps.

• moisture • heavy • wind • pollution • atmosphere • sun

What is global warming?

Many scientists think that the earth is getting warmer – a lot warmer. This is because there is more ¹ _____ from driving so many cars and building so many factories.

Why is this a problem?

If the earth gets warmer, it causes a lot of problems for our natural world. Global warming can cause extreme weather conditions. If the oceans get warmer, more ² _____ goes up into the ³ _____, which causes ⁴ _____ rain and sometimes very big storms. If the earth is hotter, then the ice on our planet will melt, again causing floods. Also, areas that are already dry will become drier and change into deserts.

What can we do to stop this happening?

- We need to stop using our cars so much. We can do this by walking, cycling and trying to use public transport, rather than taking the car.
- We can try to find energy in ways that are friendly to the environment. For example, we can get energy from the ⁵ _____ or the ⁶ _____.
- We can try to save energy by turning off anything that uses electricity when we are not using it and by taking showers instead of baths.

Reflect on your learning

Can you do all of these tasks?

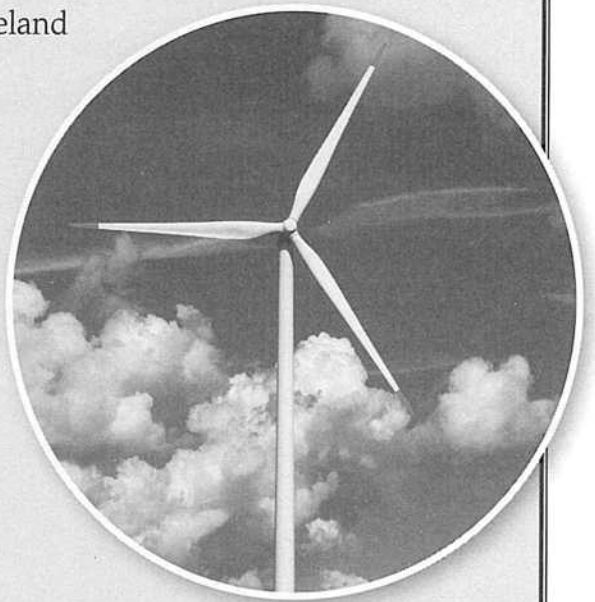
- I can understand weather maps.
- I can describe weather conditions.
- I can talk about extreme weather and global warming.
- I can use the present simple active and passive.

Lessons 8–9 Energy from different sources

1 Complete the text using the words in the box.

• electricity • fuels • green • wind • geothermal • solar • run • energies

Hi! My name's Sigurdur and I live in Iceland. In Iceland we believe that we should stop using fossil
1 _____ that will 2 _____ out one day. The only solution to the problem of pollution is 3 _____ power, like wind power and solar power from the sun. We have many 4 _____ turbines in Iceland that work very well because we have strong winds here, and our house uses energy from the sun. We make our electricity from the 5 _____ panels on the top of our roof! This means that our 6 _____ bill isn't very high and that makes my parents happy.



We also have a lot of volcanoes in Iceland, as the earth near the surface is very hot. My father works with renewable 7 _____, like wind, air and water, and at the moment he is working with a team to find good ways of using 8 _____ power from the hot water that comes out of the geysers in my country.



2 Read the text in your Coursebook again. Then read the sentences and decide if they are true (T) or false (F).

- 1 Coal and oil come from the earth. _____
- 2 Coal is a fossil fuel, but oil is renewable energy. _____
- 3 Renewable energy resources make less pollution than fossil fuels. _____
- 4 Energy from water is called hydro power. _____
- 5 Energy from the earth's heat is called geyser power. _____

3 Look at these groups of words. Circle the word which doesn't fit and explain why.

1 electricity heat the sun

Electricity and heat are types of energy, but the Sun is a source of energy.

2 coal dinosaurs natural gas

3 wind sunshine glass

4 wind turbine geyser solar panel

4 Complete the sentences using the present passive of the verb in brackets.

1 A wind turbine produces electricity when it is turned (*turn*) by the wind. The electricity _____ (*collect*) in a battery.

2 Geothermal energy _____ (*use*) for heating houses and schools in Iceland.

3 Glass and silicon _____ (*need*) to make solar panels.

4 A lot of electricity _____ (*produce*) from renewable resources.

5 When the sun _____ (*cover*) by the clouds, it's difficult to use solar energy.

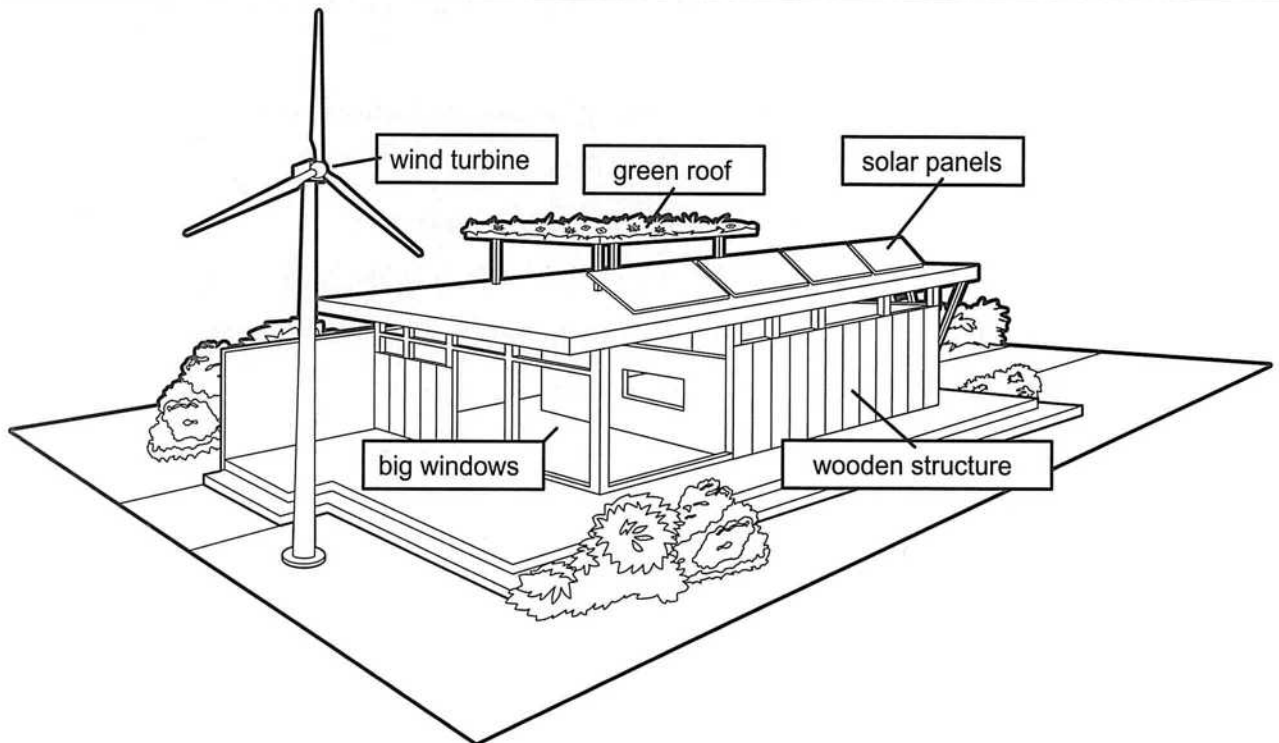
6 The energy from water _____ (*change*) into power through water dams.

7 A lot of pollution _____ (*cause*) when we burn fossil fuels.

Lessons 10–11 Eco-buildings

1 Think about the text you read in your Coursebook on page 211 about Beth and Maggie's eco-house. Match the sentence halves to summarise the text.

1 Beth and Maggie are twin sisters	a recycled materials to build the house.
2 They do normal things for their	b the green roof which they enjoy watering.
3 Their parents used	c because the windows have a different kind of glass.
4 There are solar panels	d that heat the water.
5 The house stays cool in the summer	e who live in the south of England.
6 The girls really like	f age but they live in a special house.



2 Look at this picture of an eco-house. Write how each part of it helps protect the environment.

The wind turbine makes clean power and doesn't pollute the atmosphere.

3 Read what these students from Howe Dell school say about their school environment. Write the correct word from the box to explain what they are talking about.

- Interseasonal Heat Transfer system
- desks
- solar panels
- carpet
- glass ceilings
- recycled rainwater
- green roof
- thick walls
- green curriculum

The cook in our school prepares the food with water that is always warm!

1 _____

When we go to the toilet we can use as much water as we like. The weather in England is useful for this.

2 _____

We can use the cold winter temperatures to stay cool in summer. We keep the summer heat for the cold winter days.

3 _____

Today we talked about what each one of us can do to save our planet. We also learned about hydro power!

4 _____

We had some new bits put on the floor last week. They didn't have to change all of it.

5 _____

It was cold yesterday, but we still went up there and looked at all the plants and insects.

6 _____

Some people ask us if the water ever gets on to our notebooks and books ... that's so funny!

7 _____

The classrooms stay warm all day and we don't need to turn the heating on at all.

8 _____

When you walk in our school you can see the sky and we only turn on the lights if it's very cloudy.

9 _____

4 Think about the article you read in your Coursebook about Howe Dell on page 212. Choose the best summary.

- 1 It is a very expensive school that is friendly to the environment and has lots of animals.
- 2 It is a special school that uses lots of green energy and helps students understand how important it is to protect the environment.
- 3 This school can stay warm and cool in a green way and it also has lots of lessons about the environment.
- 4 Here students and teachers enjoy the sunshine in their classrooms and can also go on the roof for a lesson.

Lessons 12–13 Eco-cities

- 1** Match the words to make collocations from the text in your Coursebook on page 213 about Hammarby Sjöstad.

1 industrial	a waste
2 modern	b area
3 natural	c materials
4 public	d factory
5 food	e architecture
6 cycle	f transport
7 thermal	g path

- 2** Complete the sentences using the correct collocation from Activity 1.

- 1 It's a shame there is so much _____ in the world when there are still children who are hungry.
- 2 I think I saw John riding his bike on the _____ in the park.
- 3 _____ is so good here. You only have to wait five minutes until the next bus comes.
- 4 Somebody said they are planning to build a _____ to make green power from hot water.
- 5 I don't like living near this _____. We should move to an eco-city!
- 6 My new desk is made only from _____. It has wood, but no plastic.
- 7 Do you like _____ or do you prefer older buildings?

- 3** Read the comments about Hammarby Sjöstad. Which are positive and which are negative?

- 1 Brilliant! You can live, work and go to school by bicycle.
- 2 Let's improve the towns we've got instead of spending so much more on new ones.
- 3 I can't imagine living in a town without a car.
- 4 I hope the architects and engineers are going to build towns like Hammarby Sjöstad in other places.
- 5 In the twenty-first century, using renewable energy resources has to be the answer.
- 6 I'm not sure about the idea of sharing a car. I think people need to have their own cars.

Lesson 14 Practise and prepare

1 Complete this article about Tianjin eco-city in China using the words from the box.

- area
- eco-city
- transport
- recycled
- architects and engineers
- industrial
- public
- environmentally
- electricity

Biggest eco-city in the world ready by 2020!

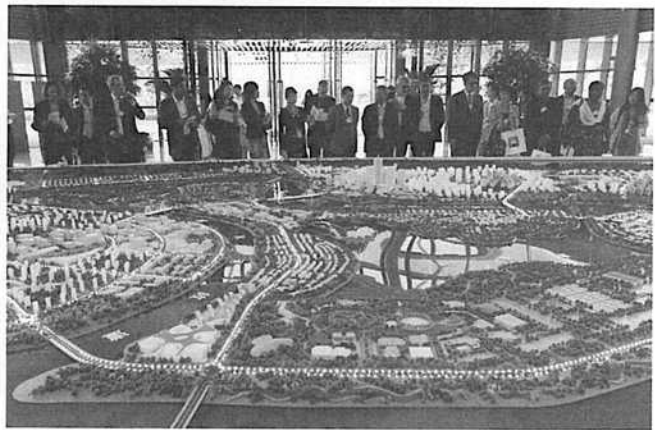
China and Singapore are working together to create the world's largest 1 _____. It will give homes to 350,000 people and 2 _____ hope it will be ready by 2020.

The city will be built on an 3 _____ area. In the past, eco-cities were built in 4 _____ important places. The Chinese and Singaporeans wanted to show that it's possible to clean up a polluted 5 _____ and make it useful and liveable in. There will be green 6 _____ spaces all around the city and people will be able to use green public 7 _____, like the light rail system. They are even planning to use EN-V cars – cars which use batteries and 8 _____, and can even drive themselves!

Because Tianjin eco-city is in an area of low rainfall, most of its water will be 9 _____ from dirty water and seawater.

Solar panels will be old technology for the buildings in Tianjin. Once buildings are ready, they'll have lights that turn off by themselves and turn on again when someone's in the room.

One thing's for sure: Tianjin eco-city will be a city of the future.



Reflect on your learning

Can you do all of these tasks?

- I understand what renewable energy is and where it comes from.
- I can describe the features of eco-buildings and eco-cities.
- I can plan and talk about my plan of an eco-city.

Lesson 15 **Go green!**

1 Try our *How green are you?* quiz to see just how kind to the environment you are!

1 When you travel to school, do you ... ?		
a walk	b take the bus	c drive
2 When you brush your teeth, do you leave the water running?		
a sometimes	b always	c never
3 When you leave a room last, do you turn the lights off?		
a never	b sometimes	c always
4 Do you grow your own food at home or at school?		
a some of it	b none of it	c all of it
5 When you have read a newspaper or magazine, do you ... ?		
a throw it on the floor	b throw it in a rubbish bin	c recycle it
6 When you wash your clothes using a washing machine, is the machine ... ?		
a full	b half full	c nearly empty
7 When it's hot, do you go to a cooler place rather than turn on the air-conditioning?		
a sometimes	b always	c never
8 Do you leave the refrigerator door open when you are cooking?		
a never	b sometimes	c always
9 Do you recycle batteries?		
a always	b never	c sometimes
10 You see a friend drop an empty bottle of water. Do you ... ?		
a throw one down too	b pretend not to notice	c pick it up and throw it away properly

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Bridge to Success **7**

Workbook

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