

Bridge to Success

Coursebook

8

Bridge to Success is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates. This edition covers the first term of Grade 8.

This book sets out to:

- teach and review basic literacy skills
- teach and review basic writing skills
- teach and review basic speaking and listening skills
- cover standards for Grade 8 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.

Chris Barker and Libby Mitchell

Bridge to Success

Coursebook
Term 2

8





United Arab Emirates
Ministry of Education



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Coursebook



Chris Barker and Libby Mitchell

Term 2 material 2017

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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 8 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.

In addition to this Coursebook, the accompanying Workbook provides additional support, reinforcement and practice. Comprehensive support for teachers is provided in the Teacher's Guide.

The following icons are used in this Coursebook:

- 1 pre-recorded listening activity
- 21st links to 21st Century Themes and/or Skills

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 6 Using English Pages 93–110	The theatre Performing a play The story of Aladdin Drama in the UAE Monodrama Reading a dialogue for information Read about William Shakespeare	Listening: Listening to a description of a theatre visit Predicting what will happen next Taking notes Focusing on specific information Listen for specific information Speaking: Being in a play Discussing a story Discuss problems staging a play Prepare and present a monodrama Discuss drama as an activity	<i>like and as to say that things are similar</i> Reported speech – commands (<i>ask and tell</i>) Reported questions	Words about the theatre and drama	Writing sentences using <i>like</i> Write and perform a play based on the story of Aladdin Write a summary of a text Write a blog about how useful drama is Reporting sentences
Review	Review of Unit 6				
Project	Literacy project: Write a short play				
Unit 7 Globally connected Pages 111–127	Languages you speak The world of social media The advantages of knowing languages Is it good to learn a foreign language? Pros and cons of English as a global language Reading about Arabish Staying safe online Mobile apps	Listening: Benefits of learning languages Listening for specific information Listen to interviews Internet safety Speaking: Languages you speak Discuss opinions about why learning languages is good Pros and cons of English as a global language Discuss if the world needs a global language Using Arabish Why people use social media Conduct a survey	Determiners: <i>neither, each/every, all, both</i> conjunctions: <i>although, while, whereas</i>	Languages you speak Online language Social media	Write sentences using <i>although</i> Join sentences using <i>whereas/while</i> Write sentences using <i>neither, each/every, all or both</i> Write a text using Arabish Write survey questions Correct statements about social media
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Project	Make a poster about social media use				
Unit 8 E-communication Pages 128–145	Using electronic communication Virtual reality The School of the Air Schools of the future Advantages and disadvantages of email Email and mobile phone etiquette	Listening: Talking about birthday presents Emailing and texting Speaking: Discussing technology (VR, smartphones, gadgets) Schools in the future Discussing BMI technology	<i>to, in order to, so that, so as to express purpose</i> <i>will future, passive form</i> <i>wish (that), if only + past perfect</i> <i>should have/ shouldn't have</i>	Technology Email Regrets Email etiquette	Write election promises Writing about regrets Writing emails
Review	Review Unit 8				
Project	Write a guide to mobile phone etiquette				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 9 Rivers and coasts Pages 146–162	The Nile and ancient Egyptians The Amazon river and rainforest Robinson Crusoe island Gardens Fishing and the sea Sea-related jobs Coral reefs Holidays	Listening: The ancient Egyptians Listen to an interview Holidays Speaking: Past tenses, <i>then, after that, suddenly, in the end</i> Give a presentation Pros and cons of certain jobs Presentation about coral reefs Phrases: <i>Sure, why not?, Why don't we ...?, Shall I ...?, I'm not sure ..., How about ...?</i> Holidays	Non-defining and defining relative clauses Zero and first conditionals Second conditional	History Marine biology Tourism The environment	The benefits of the Nile Why tropical rainforests are important Islamic gardens
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- **Topics** The theatre; performing a play; the story of *Aladdin*
- **Use of English** *like* and *as* to say that things are similar; reported speech – commands and questions



Lessons 1–2 At the theatre

- Which do you think is more difficult: to be an actor in a film, or on stage in a play? Why?



Vocabulary and listening 16

- 1 Listen to this description of a visit to the theatre. Write the words for each of the numbered items in the picture.

- actor
- costume
- orchestra
- scenery
- audience
- curtain
- props
- stage

1 curtain

- 2 Work with a partner. Look at the picture and listen again. What can you say about the following?

- the scenery *The scenery is quite simple, just ...*
- the orchestra
- the costumes
- the props
- the audience

3 Read the text and put the words from the box in the correct places.

cast	performances
lines	play
main characters	rehearsals
make-up	scene
parts	script

4  Listen and check your answers to Activity 3.

I was in the school *play*¹. One of the teachers wrote the _____².

There were fourteen students in the _____³: four _____⁴ and ten minor _____⁵. I played one of the main characters.

We all had to wear stage _____⁶ to make us look older and more dramatic. When I looked in the mirror, I hardly recognised myself!

I had a lot of _____⁷ to learn. I had to go to all the _____⁸ after school because I was in every _____⁹.

We gave two _____¹⁰, one for the other students and one for parents. It was a great success. The audiences really enjoyed the play, and so did we.

Speaking

5 Work in small groups. Ask and answer.

Have you ever been in a play?

Yes

No

- 1** What was the play?
- 2** What part did you play?
- 3** Were you one of the main characters?
- 4** Did you wear a costume? Did you wear make-up?
- 5** What did you have to do? Did you have to act or perform?
- 6** Are you good at learning lines?
- 7** Do you enjoy being on stage or are you nervous?
- 8** How many rehearsals were there?
- 9** How many performances did you give?
- 10** Which would you rather be, an actor or a director? Give reasons for your answer.

- 1** Have you got a good memory? Would you be good at learning lines?
- 2** Are you confident or do you get nervous when you have to talk in front of other people?
- 3** Are you a good actor or performer?
- 4** What practical and technical skills do you have that would be useful in a theatre (e.g. painting, doing stage lighting)?
- 5** If you were in a play, which of the following would you like to be? Give reasons for your answer.
 - a main character
 - a minor character
 - someone who helps with the scenery, lighting, costumes or make-up

Writing

6 If you answered 'Yes' to the question in Activity 5, write an account of the play in your notebook using your answers.

If you answered 'No', write a paragraph in your notebook about what you would like to do if your teacher asked you to take part in a play.



Lessons 3–4 The story of Aladdin: Part 1

- What sort of stories do you like? What makes a good story?

Reading

- 1 Read the first part of the story of Aladdin. Who are the main characters?

Once upon a time, there lived in a certain city in China a poor tailor who had a son called Aladdin. When Aladdin was ten, his father wanted to teach him to be a tailor, but Aladdin was lazy. He didn't like sewing and making clothes, so he ran off to play with his friends whenever his father tried to teach him.

Aladdin's father died, and his mother began spinning cotton to earn money. Aladdin carried on playing with his friends. One day, while he was playing in the street, a man saw Aladdin. "This is the boy I've been looking for," he said to himself.

"My boy!" he said to Aladdin. "At last I have found you!"

"Who are you?" asked Aladdin.

"I am your father's brother. I knew you were his son the moment I saw you. You're just like him."

"But my father is dead, sir," said Aladdin.

"Oh no!" said the man. "Then I am too late." And he began to cry. "Here, take these, my boy," he said, and gave Aladdin ten gold coins. "Give them to your mother and tell her that I should like to visit her tomorrow. Go now."

Aladdin ran like the wind and told his mother about the man. "He'd like to visit us tomorrow," he said.

"What are you talking about, Aladdin? Your father has no brothers living."

"But, mother, as I told you, he wants to come to see us tomorrow."

The man came to the house and told the story of how he had been away for many years and had wanted to see his brother again. He was heartbroken that he had arrived too late. Aladdin's mother was so moved by the man's tears that she believed his story. Neither she nor Aladdin realised that the man was in fact an imposter from Morocco.

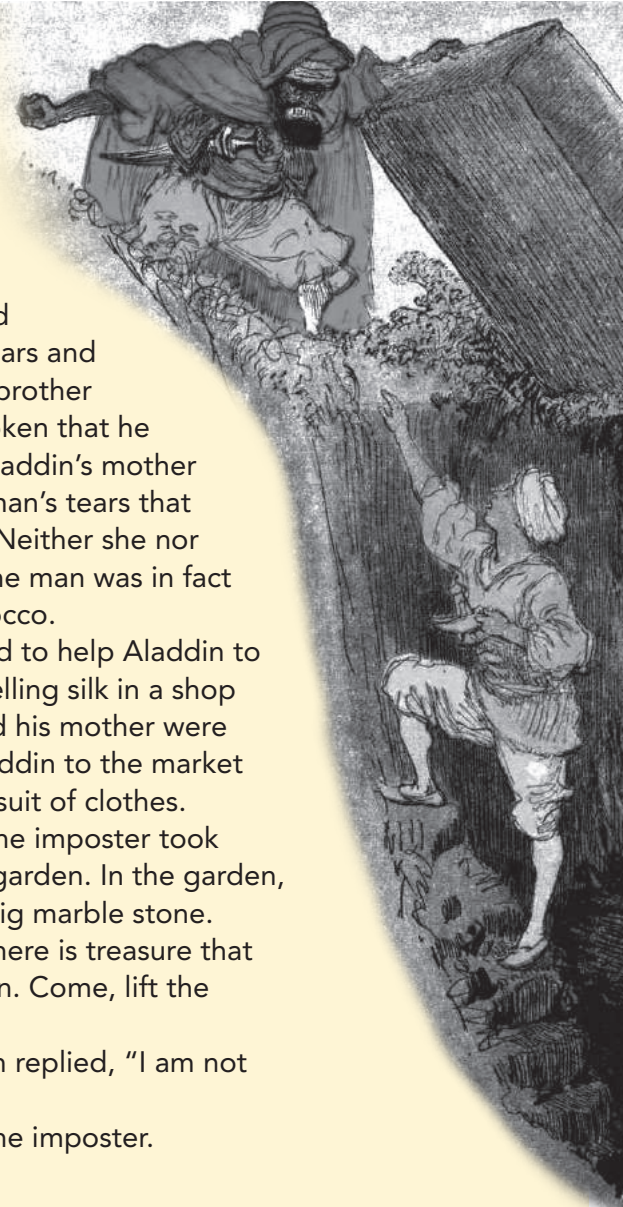
The imposter offered to help Aladdin to become a merchant, selling silk in a shop of his own. Aladdin and his mother were delighted. He took Aladdin to the market and bought him a fine suit of clothes.

The following day, the imposter took Aladdin to a beautiful garden. In the garden, he showed Aladdin a big marble stone.

"Under that stone there is treasure that belongs to you, Aladdin. Come, lift the stone."

"But uncle," Aladdin replied, "I am not strong enough."

"Do as I say," said the imposter.



Vocabulary

- 2 Find these words in the extract. Try to work out their meaning from the context.

If you're unsure, use a dictionary.

1 tailor

3 sew

5 cotton

7 heartbroken

9 imposter

2 lazy

4 spin

6 coin

8 moved

10 merchant

3 Now read the rest of the story. As you read, underline any words you are not familiar with.

Aladdin used all his strength. The stone moved easily and Aladdin saw some steps down into a cave.

"Go down into the cave," said the imposter. "You will see all sorts of treasures. Keep going until you see a lamp. Bring back this lamp and you will be the richest man on earth. Here, this ring will help you if you are in danger. It will protect you. Don't lose it." He took a ring from his finger and gave it to Aladdin.

Aladdin went down into the cave, past the treasures and found the lamp. He took the lamp and on the way back to the opening of the cave, he helped himself to some of the treasure. But the entrance of the cave was so high that Aladdin could not climb out. "Help me, uncle!" he shouted.

"Give me the lamp first," the imposter replied.

"I cannot," replied Aladdin. "Just give me your hand to help me up, and then you can have the lamp."

The imposter became frightened and, thinking that Aladdin wanted to cheat him and keep the lamp for himself, he moved the marble stone move back into place. He knew that Aladdin wasn't strong enough to push it up. Aladdin was imprisoned in the cave.

Aladdin shouted and shouted, but no help came. At the end of three days without food or drink, he had given up hope when he happened to rub the ring that the imposter had given him. At once a genie appeared.

"I am here, master!" the genie said. "Your wish is my command."

Aladdin was terrified, but he remembered what the imposter had said about the ring.

"Take me back home," said Aladdin, and the next thing he knew he was back in the garden of his mother's house.

His mother cried with joy when she saw him. Aladdin now realised that the man who had given him the ring was not his real uncle at all, but an evil imposter.

4 Find these words in the text and decide whether they are nouns, verbs, or adjectives. Discuss the meanings with a partner.

- 1 cave
- 2 protect
- 3 entrance
- 4 imprisoned
- 5 cheat
- 6 rub
- 7 genie
- 8 command
- 9 terrified
- 10 joy

5 Answer the questions

- 1 Why did the man take Aladdin to the cave?
- 2 How did Aladdin get out of the cave?
- 3 The genie says, 'Your wish is my command.' What does this mean?

Speaking

- 6** In pairs, summarise the story from the imposter or Aladdin's mother point of view and role-play your part.



Lessons 5–6 The story of Aladdin: Part 2

Reading

- 1 Read these sentences about The story of Aladdin: Part 1. Circle True or False.
- | | |
|--|--------------|
| 1 Aladdin wanted to do the same job as his father. | True / False |
| 2 Aladdin looked like his father. | True / False |
| 3 In the garden, Aladdin did as the imposter said. | True / False |
| 4 After three days in the cave, the imposter helped Aladdin, as he had promised. | True / False |
| 5 As Aladdin thought, the genie lived in the cave. | True / False |

Speaking

- 2 As a class, discuss the story so far.
- Is it exciting? *Yes, I think it's exciting because ...*
 - Did anything surprise you?
 - Who is the most interesting character?
 - Which aspects of this story would make it good for a play or a film?

Use of English

- 3 Complete the sentences with *like* or *as*.
- Aladdin didn't want to be a tailor _____ his father.
 - The man came to Aladdin's house, _____ he had promised.
 - The man didn't look _____ Aladdin's father.
 - Aladdin did _____ the man told him and went into the cave.
 - 'I will do _____ you wish,' said the genie to Aladdin.

Use of English: *like* and *as* to say that things are similar

like

You're just like him.
Aladdin ran like the wind.

In these sentences *like* means 'similar to' or 'the same as'.

as

As I told you, ... NOT
Like I told you.
Do as I say. NOT
Do like I say.

Use *as* (not *like*) before a subject + verb.

Listening

- 4 Before you listen to the rest of the story, say what you think will happen.
- 5 **18** Listen to the next part of the story and answer the questions.
- 1 What happened when Aladdin's mother saw the genie?
 - 2 Where did Aladdin first see the princess?
 - 3 How did he gain the Sultan's approval?

The imposter returns.

- 6 **19** Listen again and complete the sentences with the correct word or words from the story.
- 1 Aladdin was living happily in a _____.
 - 2 The imposter decided to go back to _____ to find the lamp.
 - 3 A _____ heard the imposter selling his lamps.
 - 4 When the Sultan woke up the next morning, the palace and his daughter had _____!
 - 5 Aladdin was given _____ days to find Badr-al-Budur.

The end of the imposter.

- 7 **20** Listen and write true (T) or false (F) next to the statements.
- 1 The Genie of the Lamp took Aladdin back to his palace. _____
 - 2 The palace and the princess were in Morocco. _____
 - 3 When Aladdin found her, the princess was alone. _____
 - 4 Aladdin killed the imposter by putting poison in his drink. _____
 - 5 The celebrations for the couple's safe return lasted for a week. _____



Listening strategy

When you listen, focus only on the information you need to know. You won't be able to remember all the details – and you don't need to! Relax your mind and don't get stressed.



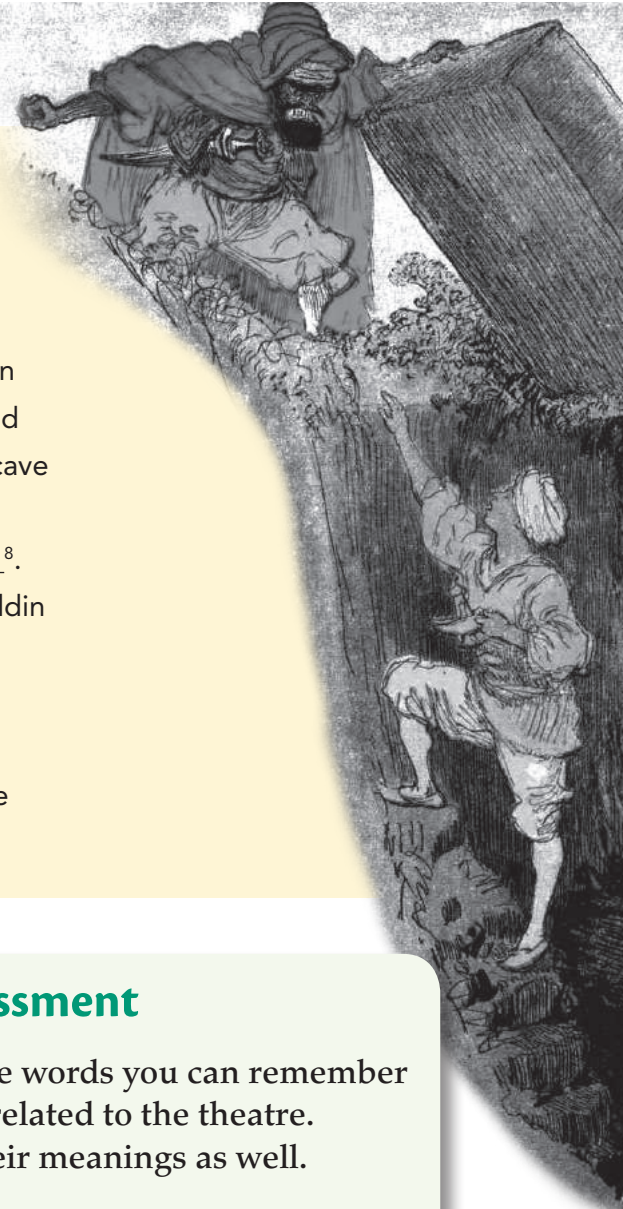
Lesson 7 Practise and prepare

Reading and writing

- 1 Complete the summary of the story of Aladdin with the correct words.

Aladdin was a young boy who lived in China. While he was still young, his father died and his mother worked hard spinning _____¹ to _____² some money. An imposter from Morocco pretended to be his _____³ because he wanted him to find a special _____⁴ that was in a _____⁵ with lots of other _____⁶. Aladdin found the lamp and discovered a genie who helped him escape from the cave where he was _____⁷.

Aladdin liked the Sultan's daughter and they got _____⁸. But the imposter wanted the lamp back so he found out where Aladdin was living. The imposter took the princess and the palace back to Morocco. However, Aladdin _____⁹ his ring accidentally and the Genie of the Ring took him to find his princess. She put _____¹⁰ in the imposter's drink and they all returned to the Sultan in China.



Speaking

- 2 Look at the example below. With a partner, think of three similar phrases with *like* in your language and write them here. How do you say them in English? Discuss with another pair.

Aladdin ran like the wind.

- 1 _____
2 _____
3 _____

Self-assessment

- 3 Write five words you can remember that are related to the theatre. Write their meanings as well.
- 4 Make sentences with these words:
- command
 - character
 - director

Lesson 8 The story of Aladdin: Review

Vocabulary

1 Match the two halves of each sentence to make a summary of the story of Aladdin.

- | | |
|---|--|
| 1 When Aladdin's mother rubbed the lamp, | a to find the magic lamp. |
| 2 Aladdin asked the Genie of the Lamp | b returned to China to live happily ever after. |
| 3 The Sultan was so impressed by Aladdin's gifts of treasure that | c he allowed him to marry his daughter. |
| 4 The imposter travelled from Morocco to China | d the Genie of the Lamp appeared. |
| 5 The imposter used the magic lamp | e to bring some food for him and his mother. |
| 6 The princess poisoned the imposter, and she and Aladdin | f to take Aladdin's palace, the princess and himself to Morocco. |

Use of English

Use of English: Reported speech – commands

Use *ask* or *tell* plus the *to* infinitive to report commands. Change the pronouns where necessary.

Direct command	Reported command
(Aladdin to the Genie of the Ring:) <i>'Take me to the palace in Morocco.'</i>	Aladdin asked the Genie of the Ring to take him to the palace in Morocco.
(The imposter to Aladdin:) <i>'Give the gold coins to your mother.'</i>	The imposter told Aladdin to give the gold coins to his mother.
(The imposter to Aladdin:) <i>'Don't lose the ring.'</i>	The imposter told Aladdin not to lose the ring.

2 Report the commands.

(The imposter to Aladdin:)

- | | |
|---|---|
| 1 'Lift the stone.'
<i>The imposter asked Aladdin to lift the stone.</i> | 4 'Take me back home.'
(Aladdin to the Genie of the Lamp:) |
| 2 'Go down into the cave.' | 5 'Bring us some good things to eat.' |
| 3 'Give me the lamp.'
(Aladdin to the Genie of the Ring:) | 6 'Take us all back to China.'
(The Sultan to Aladdin:) |
| | 7 'Bring my daughter back to me.' |
| | 8 'Don't come back without her.' |



Lessons 9–10 **Aladdin: The play**

- 1 You are going to write and perform a play based on the story of Aladdin. Follow the instructions below.
 - 1 There are eight characters: Aladdin, Aladdin's mother, the imposter, the Genie of the Ring, the Genie of the Lamp, the Sultan, the princess, the princess's servant.
 - 2 There are six scenes in the play.
 - 3 Work in six groups. Each group writes one scene from the play, using the script outline on page 102 and the appropriate support notes from page 87–88 of the Workbook.

The dialogue for the start and the end of each scene is given in the outline. You need to write the dialogue for the rest of the scene using the Workbook notes to help you. This is shown in *blue* in the outline. Look back at pages 95–100 to help you.

- 4 Your teacher will check your script.
- 5 You will need the following props:



an old lamp



gold plate



gold goblet



a ring



some treasure



a new lamp

- 6 You are going to perform the scene you've written. Choose the parts you're going to play. If necessary, bring in students from other groups.
- 7 Rehearse your scene. Speak clearly and slowly and use movement and facial expressions to help the audience understand what you are saying. Your teacher will check your pronunciation.
- 8 Give your performance of *Aladdin*.

Aladdin

Describe where the scene takes place.

Scene 1 *China. Aladdin's house and the street outside.*

List the characters appearing in this scene.

ALADDIN, ALADDIN'S MOTHER, THE IMPOSTER

MOTHER: Aladdin! Where are you? You never help me in the house. You are out with your friends all day ...

ALADDIN: Bye, Mum! See you later!

Give stage directions.

Exit Aladdin.

[The imposter finds Aladdin, tells him he is his uncle, and promises him that he can become rich. But first Aladdin must help him ...]

IMPOSTER: Come with me, Aladdin!

Scene 2 *China. In a beautiful garden.*

THE IMPOSTER, ALADDIN, THE GENIE OF THE RING

IMPOSTER: Now, Aladdin, you must lift this big stone and go into the cave.

[The imposter tells Aladdin what is in the cave: wonderful treasure ... but also a lamp. He wants Aladdin to bring him the lamp. Aladdin is afraid, but the imposter gives Aladdin a ring to protect him. Aladdin goes into the cave, finds the treasure and the lamp, but he can't get out. The imposter gets angry and puts the stone back in front of the cave. Aladdin accidentally rubs the ring. The Genie of the Ring appears.]

GENIE OF THE RING: Your wish is my command! What do you want, Master?

ALADDIN: I want to get out of here!

Scene 3 *China. Aladdin's house.*

MOTHER, ALADDIN, THE GENIE OF THE LAMP

MOTHER: Aladdin! You're home at last! But where's your uncle?

[Aladdin explains that the man isn't his uncle, but a very bad man. Aladdin is hungry, but there's nothing to eat. His mother decides to clean the lamp, to sell it for some food. The Genie of the Lamp appears and brings food.]

MOTHER: This is wonderful!

Scene 4 *China. The market and the Sultan's palace.*

ALADDIN, MOTHER, THE GENIE OF THE LAMP, THE SULTAN, THE PRINCESS

ALADDIN: Mother, I've just seen the Sultan's daughter. She's so beautiful. I want to marry her.

[Aladdin's mother explains that this is impossible: the Princess is rich, but they are poor. Aladdin says they can ask the Genie of the Lamp for money and jewels. He persuades his mother to take some treasure to the Sultan.]

SULTAN: You may marry my daughter.

Scene 5 *China. Aladdin's palace.*

ALADDIN, THE PRINCESS, THE PRINCESS'S SERVANT, THE IMPOSTER, THE GENIE OF THE LAMP

ALADDIN: You're my wife, we have a beautiful palace ... we're so happy! And now I must go and see my dear mother.

PRINCESS: Give her my good wishes.

[Aladdin goes out. The imposter arrives at Aladdin's palace. 'New lamps for old,' he cries. The princess's servant gives him the magic lamp. The imposter makes the Genie of the Lamp appear.]

IMPOSTER: Take the princess, the palace and me to Morocco!

Scene 6 *Morocco. Aladdin's palace. China.*

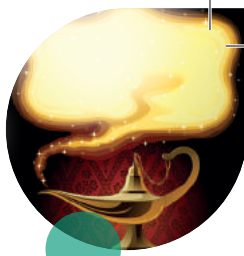
THE PRINCESS, THE IMPOSTER, ALADDIN, THE GENIE OF THE RING, THE GENIE OF THE LAMP

PRINCESS: Where am I?

[Suddenly, the princess and her palace are in Morocco! Meanwhile, in China, Aladdin comes home to find his palace has disappeared. He asks the Genie of the Ring to help him. The Genie takes Aladdin to Morocco. Aladdin gives the princess some poison to put in the imposter's drink. The imposter drinks the poison and dies. Aladdin appears. He asks the Genie of the Lamp to take him and the princess back to China.]

THE GENIES: And they all lived happily ever after!

The End



Lessons 11–12 Drama in the Emirates: Part 1

Reading

- 1 Read the text about drama in the UAE. What two main types of drama are there?
- 2 Discuss the meaning of the words from the text.

1 immigrant	5 intellectual
2 playwright	6 dialect
3 categories	7 script
4 drama	8 annually

Writing

- 3 Write a summary of the text in one paragraph. Use phrases from the strategy box.

Writing tip

In summaries of a text, you can usefully use phrases such as:

According to the writer, ...

The writer mentions (that) ...

In this text, the writer makes two main points ...

Remember that it's important to use your own words as far as possible.



Emirati drama and theatrical performances really began in the 1950s, and Arab immigrants from the surrounding area played an important role in their development. The present ruler of Sharjah, HH Sheikh Dr Sultan bin Mohammed Al Qasimi, was one of the first Emirati playwrights.

There are two main categories of Emirati drama. The first of these is popular drama, which is written in the Emirati dialect and is therefore difficult for non-Emiratis to understand. Most texts in this category are written as scripts and performed on stage to local audience.

The second category of drama could be described as 'intellectual drama': it explores a particular set of ideas or themes. Sheikh Sultan Al Qasimi, mentioned above, writes mainly historical plays and fiction. Most, if not all, of his writings have been translated into English and few other languages. Many of his plays have been performed on stage during the Sharjah Theatre Festival that takes place annually.

Use of English

- 4 A director is talking to Jamal and Fahad about producing a short play. Write what he said.
- 1 'You have to be very patient.'
He said *you had to be very patient*.
 - 2 'Have you had any previous experience?'
He asked ...
 - 3 'Don't make the actors work without any food!'
He told ...
 - 4 'Rehearse a lot so that the actors can learn their lines.'
He told ...
 - 5 'Do you have a friend with some useful props?'
He asked ...

Writing tip

Confidence in speaking only comes through practice. Think of one point you want to make – and say it! You could use one of the following phrases to help you:

One possible problem might be ...

Well, I think that XX would be quite difficult.

I'm not really sure but ...

Use of English

Reported speech

'We are going to a play'. → They said they were going to a play.

Reported questions

'Are you busy?' → She asked me if I was busy.

Reported commands

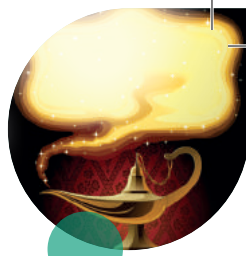
'Hurry up!' → He told me to hurry up.

Listening

- 5 Listen to Fahad and Jamal talking about their play and answer the questions. Then listen again and check your answers.
- 1 Jamal says that Mohammed has 'pulled out' of the play. What do you think that means?
 - 2 What does Fahad ask Jamal to do?
 - 3 What question does Jamal ask Fahad?

Speaking

- 6 Discuss as a class. What are some of the possible problems related to producing a play? Make a list.



Lesson 13 Drama in the Emirates: Part 2

Reading

- 1 Read Aisha's blog opposite. What is her opinion of monodrama?
- 2 Now read the comments on Aisha's blog. Who do you agree with most? Why? Compare your ideas with a partner. Then discuss with the class.

AISHA'S BLOG

Last week, some members of our class at school went to the Fujairah International Monodrama Festival. Monodrama is an interesting type of drama because it involves only one actor. This actor gives a dramatic monologue – a type of story about themselves. So, in other words, it's like a solo show. Of course, this type of drama is really part of the history of story-telling that we have in the Arab world.



On the whole, we found it an enjoyable experience. However, a lot of the ideas we heard on the stage were about modern-day political and social issues. It certainly wasn't a way to escape from the real world! Our school is encouraging more students to take part in monodrama; they see it as a way to express thoughts and ideas. I think it sounds interesting – how about you?

Comments

Sometimes, actors use monologues to show a person's journey from a place of difficulty to a position of individual success. Other times, their monologues don't have any final solution; they show that the person is perhaps at a crossroads in their life. That is good, too. So, for these reasons, I think this type of drama is important. **Maha, 16**

I think I would find it embarrassing to talk about my personal journey and thoughts. I don't think I would be very happy to give a monologue on stage. I don't like too much attention! **Reem, 15**

Speaking

- 3 Prepare your own mono-drama. Imagine a person in a difficult situation or who has a difficult problem. Make notes then speak for one minute as if you were that person.

Writing

- 4 Write a short online blog (no more than 100 words). Say how useful you think drama is for the ordinary person.

Lesson 14 Practise and prepare

Reading and writing

- 1 Read the dialogue between two friends.
Where did Meera go yesterday?

Meera: Hi Sarah. Did you go to the talk yesterday?¹ I didn't see you there.

Sarah: No, I had to miss it, unfortunately. Was it good?

Meera: Yes, it was very interesting – and we got a student discount to go in! The professor described how Ancient Greek drama first started in the 6th century BCE in Greece.²

Sarah: Did he talk about Sophocles?³ He was a very successful playwright back then, wasn't he?

Meera: Yes, he talked about some of his plays – and about the ancient Greek theatre. Did you know that the word 'scene' comes from the Greek skene, which actually was a walled area at the back of the stage? Actors could hide behind this when they weren't performing.

Sarah: Fascinating. I know that people can still visit some of the ancient theatres in Greece.⁴ I'd love to go there one day!

Meera: Me too. But don't start planning anything yet!⁵ That's our bus coming! Run!⁶



- 2 Now report the underlined sentences and questions.

1 Meera asked Sarah ...

3 Sarah asked ...

5 Meera told Sarah ...

2 Meera said that ...

4 Sarah said ...

6 Meera told Sarah ...

Speaking

- 3 Work in pairs. Discuss the following questions.

- Why do we have drama as an activity?
- How can it be useful?
- What importance does it have in contemporary society?

Self-assessment

Tick ✓ the points that you feel happy with:

- I can report what other people have said or what I have seen or heard
- I can talk about the theatre
- I know something about drama in the UAE
- I can take part in a short play



Lesson 15 Shakespeare

Reading

- 1 Read about William Shakespeare, the English poet and dramatist. Which three facts do you find most interesting about him?

Shakespeare

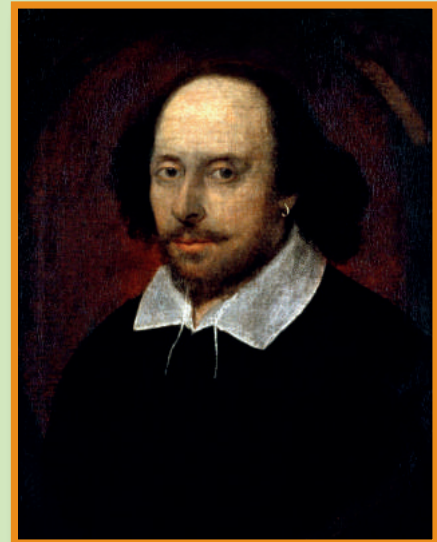
Shakespeare was one of the Western world's greatest playwrights. He wrote 37 plays and 145 sonnets (a type of poem). But why do we consider him to be a genius? What made him special as a person and a writer?

More than anything, it is Shakespeare's ability to create unforgettable characters that makes his writing so extraordinary. Think of Hamlet, Macbeth, or King Lear! They are characters that are sometimes weak as well as strong: they are not perfect human beings. In this way, although many of his characters were figures from history, Shakespeare was able to express and communicate a wide range of feelings. These were feelings that his audiences could share from their own experience of life.

Shakespeare left school at the age of 15 to help his father in his trade, and didn't go to university. Many people looked down on him because of this. However, his writing contributed to the development of the English language: many words and phrases invented by him are still used today. Somehow, in a few words, he managed to sum up perfectly a whole view of life or a situation.

Shakespeare was first an actor and then he became a playwright as well. This in itself was unusual – not many people went from the one occupation to the other – and is perhaps one reason why performers love his plays as well as audiences.

The fact that Shakespeare achieved fame in his own lifetime is surprising; the fact that, over 400 years later, people are still performing his plays, is even more amazing.



Did you know?

William Shakespeare, the English poet and playwright, was born on the 26th of April, 1564 and died on the 23rd of April, 1616. His place of birth was Stratford-upon-Avon, where there is now a theatre named after him: The Royal Shakespeare Theatre. The 400th anniversary of his death was celebrated throughout the UK in 2016, with extra performances of his plays, exhibitions and talks.

- 2 Look back at the text. In what ways was Shakespeare unusual? Discuss and note down points that are mentioned in the text, adding any others you can think of.

Lesson 16 Review

Vocabulary

- 1 Complete this account of a visit to the theatre with words from the box.

stage orchestra curtain audience
costumes actors props scenery

We went to the theatre on Saturday to see Aladdin. The *curtain*¹ went up to show a Chinese village. The _____² was quite simple: just some trees, a bridge and a river. But it was very good. You felt as though you were in China. There was a small _____³ with some Chinese instruments, including a big drum.

In the opening scene, there were just two _____⁴ on the _____⁵, Aladdin and his mother. They were wearing lovely Chinese _____⁶ in bright colours.

It was a really good performance. There weren't many _____⁷, just the lamp, of course, and Aladdin's treasure, but the dialogue was so funny that it didn't matter. There were a lot of people in the _____⁸ and everybody enjoyed the play.

- 2 Choose the correct word to complete the sentences.

- 1 When my grandfather speaks in the _____ from his area, I can't understand him.
a script **b** dialect **c** speech
- 2 The tickets will be on _____ from next Monday.
a sale **b** selling **c** sell
- 3 What was Kahlil Gibran's _____ of birth? Bsharri, I think.
a place **b** town **c** region

- 4 Can you _____ in a few sentences what you have learned about Shakespeare?
a put up **b** pull out
c sum up
- 5 Put these dates into _____ order, please.
a historical **b** chronological
c factual
- 6 What _____ are necessary to become a successful director?
a aspects **b** characters
c characteristics

Use of English

- 3 Complete the sentences with *like* or *as*.

- 1 It's the first day of the school holidays. You can do *as* you want.
- 2 I'm _____ my sister. We're both quite tall and we've got dark hair.
- 3 I'm returning the book to you _____ I promised.
- 4 It was wonderful. It was _____ a dream come true.
- 5 He loves his food. He eats _____ a horse!

- 4 Report a teacher's commands:

- 1 'Learn your lines for the school play by Friday.'
(tell) *The teacher told us to learn our lines for the school play by Friday.*
- 2 'Please come to the school hall at 4 o'clock.'
(ask)
- 3 'Don't be late for the rehearsal.'
(tell)
- 4 'Remember to bring your costumes.'
(tell)
- 5 'Don't touch the props or the scenery.'
(tell)
- 6 'Please practise your songs at home.'
(ask)



Lessons 17–18 Literacy project

Preparation

- 1 Work in groups. You are going to write a short play about a difficult situation in a family. Read the scene-setting story below. What do you think will happen next? Discuss your ideas with your group and make notes.

Ahmed Faisal lives with his mother, father and sister Mahra, in Ras al-Khaimah, UAE. Both children work hard at school and their parents are very proud of them. However, Ahmed's father, Rashid, wants his son to become a doctor like him and help children who are ill. Ahmed doesn't want to become a doctor; his dream is to become a pilot and fly aeroplanes. Since he was a little boy, he has loved aeroplanes – to him, they are like big shining birds that fly up high in the sky.

The situation at home is difficult. Ahmed's mother, Mouza, doesn't know what to say. She wants her son to find a career that he will be happy in but she knows her husband hopes that their son will follow in his footsteps. What can they do to solve this problem?

- 2 Read a scene of a play that shows what happens next in the Faisal family. Did anything that was mentioned in the scene surprise you?

Scene 1 *The kitchen in the Faisal's house. Rashid and Mouza are drinking tea.*

Rashid: I am not at all happy about Ahmed. But I can see that he has not been happy either recently. You know, all my career I have been looking forward to the day when he can join me and eventually, take over from me in my surgery. No-one in our family has ever thought of becoming a pilot!

Mouza: Yes, I understand. However, since he was a little boy, Ahmed has only wanted to read books about planes. He really knows a lot about them, Rashid. Did you know that the brother of one of his teachers at school is a pilot and has offered to take him to see the aeroplanes one day?


Rashid: If he does that, it will only make him worse. We will never succeed in changing his mind about becoming a pilot then.

Mouza: Maybe in the end we will have to let him go ahead and train. We cannot be the ones to destroy his dreams.

Rashid: I will speak to him tomorrow.

- 3 What do you think happens next?

- a Rashid tells Ahmed he can train as a pilot.
- b Rashid insists that Ahmed will train to become a doctor.
- c Rashid gives Ahmed a time limit to decide.
- d Your own idea.

- 
- 4** Work in your groups to continue the story. You can write either a comic strip of 4–6 frames with dialogue or the next 2–3 scenes of the play. Use this checklist to help you develop your ideas:

- Make sure you use all the family – but you could also bring in other characters.
- Make it interesting for people to read! Introduce a surprise in your storyline.
- Make the dialogue realistic. Read it out loud to check that the language sounds natural.

Presentation

- 5** As a group, present your text to the class.

Group A (comic strip)

- 1** Put your comic strip on a table at the front of the classroom.
- 2** Act out your comic strip to the rest of the class.

Group B (scenes from the play)

- 1** Put your written scenes on a table at the front of the classroom.
- 2** Act out the scenes of the play that you have written. Make sure you have any props that you need.

- 6** All the groups read the different comic strips and scenes from the play and choose a text from another group to work on.

- 1** Prepare to transform the piece of writing you have chosen into reported speech. In other words, you will tell the story of what happened in this family to someone else.
- 2** Write down your version of what happened. You do not have to report every single thing that is said but enough so that the other person understands.
- 3** When you have finished that, go back to the group who wrote dialogue in the first place and read out what you have written. They will then tell you if they think it is correct or not!

Example: *Rashid asked Ahmed to come out into the garden.*

Speaking

- 7** As a class, discuss the different ideas that came up in the stories. What did you find interesting about them and why?



- **Topics** Languages you speak; the world of social media; the advantages of knowing languages
- **Use of English** Determiners: *neither, each/every, all, both*; conjunctions: *although, while, whereas*

Lessons 1–2 My language, your language

- How many languages can you name?
Where are they spoken?

Vocabulary 21st

- 1 Read what these students say about the languages they speak.
How many languages and how many countries are mentioned?

“I live in New Zealand, so I speak English. I can count to ten in Japanese, Spanish, German and French, and I can speak a bit of Maori, the native language of New Zealand. Neither of my parents speaks a foreign language. They wish they’d learned languages at school.”

“English is my second language because my native language is Welsh. Everyone in my family speaks Welsh. I think if people come to live in Wales, they should learn to speak Welsh, so that it doesn’t become extinct. I speak some Italian, too, because my grandparents are Italian. Every time I go to visit them, I learn a bit more.”

“I’m from Java, in Indonesia. I’m bilingual. I speak Javanese at home and Indonesian at school, because all our lessons are in Indonesian. I’m learning English and Japanese, but I’m not fluent yet!”

“I live in Hong Kong. My mum speaks Mandarin Chinese and my dad speaks English, so I speak both these languages at home. At school our lessons are in Cantonese. I think each language has its own difficulties but the more languages you learn, the easier it gets.”

Speaking

- 2 Read the text and answer your teachers questions.
 - How many languages are spoken in your country?
 - Which languages do you speak?

Did you know?

- About 7000 different languages are spoken around the world.
- In Asia, there are 2200 languages; in Europe, there are only 260.
- At least half of the world’s population is bilingual or plurilingual, i.e. those people speak two or more languages.

Vocabulary

- 3 Find a word or a phrase in the text in Activity 1 which means the same as the following:
- 1 a little *a bit of*
 - 2 the language of the country you were born in
 - 3 speaking two languages
 - 4 able to use a foreign language easily
 - 5 the language you learn after your first language
 - 6 no longer existing

Speaking

- 4 Work with a partner. Talk about the languages you speak.
- Choose one or two of the statements in Activity 1 and adapt them so that they are true for you.

Use of English

- 5 Complete the sentences with *all*, *both*, *neither*, *every*. Remember to use *of* where necessary.
- 1 *Both (of)* my parents speak English, so I hear it a lot at home.
 - 2 I've got two English friends and _____ them are from London. They were born there.
 - 3 My two cousins live in India, but _____ them has ever been to Mumbai.
 - 4 I practise my Italian _____ summer when I go to see my grandparents in Bologna.
 - 5 In English, _____ the words for languages start with a capital letter.

Speaking

- 6 Work with a partner or in small groups. Think of your family and friends. Talk about the languages they speak.

My grandparents live in ...
Both of them speak ...
Neither of them speaks ...

Use of English: Determiners: *neither, each/every, all, both*

Use *both (of)*, *neither of* to talk about two people or things.

My mum speaks Mandarin Chinese and my dad speaks English, so I speak both (of) these languages at home.

Neither of my parents speaks a foreign language.

Each and every have the same meaning, but *every* is more common than *each*.

Every/Each time I go to visit them, I learn a bit more.

Use *all* to talk about three or more people or things. Use *every* to talk about individual people and things. Use *all* with a plural verb and *every* with a singular verb.

All my lessons are in Indonesian.

Every lesson is in Indonesian.

You can use *the*, *my*, etc. after *all*, but not after *every*:

All my cousins speak Italian.

NOT ~~*Every my cousins speak Italian.*~~

You must use *of* after *both*, *neither*, *each* and *all* before a pronoun:
both of us, neither of us, each of them, all of you.



Lessons 3–4 It's good to learn languages

Listening

1 Listen to these students talking about the benefits of learning other languages. Who mentions the topics below? Match the names with the topics a–e.



Faisal – 'I love studying French!'

- | | |
|------------|--|
| 1 Faisal | a improving memory |
| 2 Khalfan | b grammar |
| 3 Salama | c work and study |
| 4 Abdullah | d talking to people online |
| 5 Reem | e travelling abroad and meeting people |



Khalfan – 'I watch a lot of films.'



Salama – 'I like messaging my friends every day.'



Abdullah – 'My family & I travel a lot.'



Reem – 'I want an important job when I'm older.'

2 Write the name of the speaker. Who:

- | | |
|--|-------|
| 1 has a mother who is a teacher? | _____ |
| 2 thinks they are bad at learning other languages? | _____ |
| 3 has a brother at university? | _____ |
| 4 is going to travel to Europe next year? | _____ |
| 5 is getting good results at school? | _____ |

Speaking

3 Do you agree with these opinions about language learning? Why/Why not? Discuss with a partner.

- Learning other languages is difficult but I enjoy it!
- You can enjoy travelling abroad more if you can speak another language.
- Being able to speak a foreign language will help you get a good job.
- English isn't the most useful language to learn.
- Learning another language isn't as important or useful as maths or science.

Reading

- 4 Read below what the teenagers said in Lesson 3. Complete these questions with a word in bold from the text. Then ask and answer with a partner.
- 1 Which do you think is more important in a job – having a big _____ or doing interesting work?
 - 2 Can you see a _____ between English and your language? Do you know which languages are close to your language?
 - 3 What _____ do you have to practise English outside the classroom?
 - 4 Do you have a good _____? What techniques do you use to remember new vocabulary?
 - 5 Have you ever been in an _____ situation, for example an accident? What did you do?
 - 6 What _____ languages do people speak in your region and/or country? Do you or does anyone in your family speak them?

Use of English

- 5 Find and underline six phrases the speakers use to give their opinions. Write the phrases below.

- 1 *I definitely think*
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Speaking

- 6 Why do you think *it is/isn't* a good idea to learn a foreign language? Make some notes, then tell other students. Use the phrases from Activity 5 to give your opinions.

DO YOU THINK IT IS GOOD TO LEARN FOREIGN LANGUAGES?

I definitely think learning a foreign language makes you better at your own language. I didn't understand grammar until I started learning French but now I can see a **connection** between French and my own language and that helps me get good grades in both subjects at school. In my opinion, learning a second language helps you to study better. **Faisal, 14**

I agree! My mother is a teacher at a college and she says that learning foreign languages can help keep your brain healthy and improve your **memory**! Of course there is a lot of new vocabulary in every language and you need a very good memory to remember it all, so I would say the more languages you know the better your memory will be! Also if you learn more languages, it gets easier to learn them. **Khalfan, 13**

I don't agree that it gets easier! I don't think I'm very good at learning other languages. I wish I was. I think it would be fun to make friends online and communicate with people from all over the world. I am going to try hard to learn to become fluent in at least one other language in the future, but I don't know which one I will choose. **Salama, 13**

In my view one of the best things about learning a language is that it helps you when you travel to foreign countries. Even if you can only speak a little bit of the **local** language, this makes it much easier to meet people and make friends – and it could save your life in an **emergency**! I'm learning German because I'm going to visit Germany next year with my family. I'm very excited about my trip! **Abdullah, 16**

The way I see it is that learning languages can be fun, but it isn't as important as learning about science and technology. Also you don't know which language you will need in the future. But my parents say that you are more likely to get an interesting job if you speak another language! You will have better work **opportunities**, like a bigger **salary** or the chance to work in different countries. **Reem, 14**

'I would say that learning another language is really good for training your memory...'



Lessons 5–6 English as a global language

Reading

- 1 Read the article and make a list of the pros and cons of having English as the language of global communication.

Is English a good global language?

This is a very important question, especially if you have to learn English at school! Although most people agree that it is useful to have a common world language, it is difficult to know which language it should be. In this article, we will discuss the pros and cons of English as a global language.

Since many people around the world already speak English, this is a good reason for it to be an official global language. There are so many countries where English is a first or second language and this definitely makes global trade and travel much easier. Furthermore, English is the most used language on social media and is spreading even more because of this. This means

there are more education and job opportunities if you can communicate well in English.

However, most people agree that English is a difficult language to learn because there are so many grammar rules and exceptions. Some people argue that people from English-speaking countries will have an unfair advantage while people from the rest of the world have to struggle to be as fluent. Also, there is the point that only people who can afford a good education will learn to speak it well whereas people with less money won't have the same opportunities.

So it seems there is no clear answer to the question. What do you think?

Use of English

- 2 Read the Use of English box. Then find and underline examples of *although*, *while* and *whereas* in the article.
- 3 Work with a partner. Take turns to say the sentences below comparing English and Arabic, and complete them with your own ideas.
 - 1 Although most people in the Arabian peninsula speak some form of Arabic, ...
 - 2 English is written using the Roman alphabet whereas Arabic, ...
 - 3 While some people think that English grammar is very difficult, ...
 - 4 English is written from left to right, whereas ...
 - 5 While Arabic has 28 letters, ...
 - 6 Although some students enjoy learning English, ...

Use of English: balancing and contrasting ideas – *although*, *while*, *whereas*

Although, *while* and *whereas* are conjunctions. They join clauses in a sentence.

We use *although* to contrast two ideas.

Although we don't mind learning about another culture, we don't want to risk losing our own cultural identity.

We use *whereas* and *while* to balance two contrasting ideas.

*Some people argue that people from English-speaking countries will have an unfair advantage **while/whereas** people from the rest of the world have to struggle to be as fluent.*

Listening

- 4 Look at the table listing the five most spoken languages in the world. With a partner, complete it with the words and numbers in the box. Compare with another pair.

Arabic English 182 Spain 112 Saudi Arabia 1,213 Spanish 57 United Kingdom

The Five Most Spoken Languages in the World				
	Language	Primary country	Number of countries where the language is spoken	Number of speakers in millions
1	Chinese	China	31	_____
2	_____	_____	44	329
3	_____	_____	_____	328
4	_____	_____	_____	221
5	Hindi	India	_____	_____

- 5  Listen to Hanif telling Daniel about the five most spoken languages in the world and check your answers.



- 6 Choose the correct answer. Listen again to check.

- Your native language is:
 - your first language.
 - your second language.
 - the language you study in.
- Daniel thinks that so many people speak Chinese because:
 - it's an easy language.
 - China is a big country.
 - it's a very old language.
- Hanif says that he thinks English is a global language because people speak it in:
 - America.
 - the developed world.
 - many different countries.
- Dialects are ...
 - different spoken forms of a language.
 - writing systems.
 - people who speak several languages.
- Hanif says that both the Chinese and Arabic languages have
 - difficult writing systems.
 - lots of different dialects.
 - difficult grammar.

Speaking

- 7 Discuss the questions with a partner

- Do you think the world needs a common global language? Why/Why not?
- Apart from English, what other language do you think would be a good global language? Why?
- What are the reasons why Arabic would and would not be a good global language?



Lesson 7 Practise and prepare

Listening 24

1 You're going to hear some short interviews about being able to speak another language. What does each person talk about? Match the people with the subjects a–e.



- | | |
|-----------|---------------------------|
| 1 Daniel | a education |
| 2 Suzanne | b health |
| 3 Elliot | c travel |
| 4 Aisha | d meeting people socially |
| 5 Ben | e entertainment |

Use of English

- 2 Rewrite the sentences using *although*.
- My friend reads French very well, but she is too shy to speak it.
Although my friend reads French very well, she is too shy to speak it.
 - I speak English quite well, but I find English spelling difficult.

 - Mandarin is an important world language but not many schools outside China teach it.

 - My brother has never been to Germany but he speaks German almost fluently.

3 Match the ideas 1–4 with a contrasting idea from the box below. Then join them in a sentence with *whereas/while*.

- In Britain, the winter starts in November.
In Britain, the winter starts in November whereas in New Zealand, it begins in May
- Few British people speak Dutch.

3 Spanish is spoken in Argentina.

4 India has over 22 major languages.

Portugese is the language of Brazil. The UK has only one. In New Zealand, it begins in May. Most Dutch people speak English.

4 Choose an item from Box A and an item from Box B, and write five sentences using *neither, each/every, all or both*.

A my sister / me my brother / me
the students in my class
person / people in my town
my family / my friends

B speak English play football
like shopping have a mobile phone
enjoy travelling abroad
use the Internet everyday

1 *Neither my brother nor I like shopping.*

- _____
- _____
- _____
- _____
- _____
- _____

Lesson 8 Instant text messaging

Reading

- 1 Read the article below and answer the questions.
 - 1 What is Arabish?
 - 2 Why and when do people use Arabish?
 - 3 Give three examples of things that can be 'characters'.
 - 4 Translate the message on the mobile phone screen into English.
- 2 Match the words from the article with their definitions.

match

a set of letters used for writing a language

punctuation

symbols used in writing to show the start/end of a sentence, questions, etc.

characters

letters signs or numbers that you use in writing

alphabet

to be of the same shape, colour, sound or type

- 3 Discuss the questions with a partner.
 - 1 Do/would you ever use Arabish? Who do/would you send messages in Arabish to?
 - 2 Which sounds does Arabic have that English doesn't?

Writing ^{21st}

- 4 Write a text message (20–30 words) using Arabish. Exchange messages with a partner and translate your partner's text message into English.

Salaam, sho a5bark el yawm?
ana b5air, shu etsawee?

Ana fee al mall ma3a ahlee
zain ashoohek ba3dain

ARABISH

Arabish, also called Arabizi, is an alphabet used to communicate in Arabic on the Internet and to send text messages. It uses characters such as letters, numbers and punctuation from English to write Arabic letters and sounds, and it is used when using the real Arabic alphabet is not possible.

Since the 1990s, PCs, the Internet, emails and text messaging have become very popular in the Arab world. At first, this technology could only use Roman script (English characters). So, Arabic-speaking users started using the English alphabet to communicate with each other in Arabic.

To use Arabish, you choose the English character that matches the sound of the Arabic letter you want to write. For example, for *khaleej*, you use '5' to represent the 'kh' sound – so the Arabish word is written *5aleej*. Since Arabic has more sounds and letters than English it is necessary to use numbers and punctuation marks to write the Arabic sounds that English doesn't have. For example, you can use 3 to represent the 'a' sound in *ba3dain*, which means 'later', and 3' is used to represent the 'gh' sound in *3'ada*, which means 'lunch'.

Did you know?

The English alphabet comes from Roman script (writing) which originated in Ancient Greece in the 7th Century BCE. The letters in the English alphabet are called 'Roman characters'. The numbers used in English are called 'Arabic numerals' because they were first used by Arab mathematicians in Baghdad in the 10th Century BCE.



Lessons 9–10 Social media in the UAE

Reading

1 Look at the Reading strategy and read the text below. Where do you think the text comes from?

- a a children's book
- b a university textbook
- c a magazine article

Reading strategy

Before reading a text, always think about where it has come from or where you might find it, for example a school text book, a magazine, a dictionary. Use visual clues – are there any headings or titles? Are there pictures or graphics? How is the text laid out? Understanding what sort of text you will read helps you make predictions about what information it might contain.

Emiratis always online

A recent study in the UAE has found that Emirati teenagers are some of the heaviest users of social media in the world.

While Emirati adults prefer apps that help them **keep up with world events**, teenagers like to use sites and apps where they can **post pictures** and communicate with their friends. Most teenagers use social media for educational purposes, that is to help them with their studies or homework, whereas adults use the social media for business reasons, for example to **network with business contacts** and find out about job opportunities.

The most popular form of online communication for both teenagers and adults in the UAE is email. 99% of teenagers surveyed have an email account, compared with 97% of adults.

Maryam, 13, has several favourite social media sites and she **checks her account** and **updates her status** regularly on all of them. 'I like to see the different pictures

that my friends post and I enjoy reading their thoughts and comments about life. I get to know my friends better this way,' she says.

Ali, 14, spends hours **surfing the Internet** and participating in online chat forums 'I like arts & crafts and making things and I get lots of good ideas on specialist chat forums. I use social media to get along with people who have the same interests as me. We show each other things we have made and talk about them.'

Jaber, 13, travels a lot with his family and likes sharing photos from his trips with friends. Social media also helps him **keep in touch with** the new people he meets. 'On social media I can share my travel experiences as well as pictures from home with new friends,' he said.

2 Read the statements below. Are they true (T) or false (F) according to the text? Correct the false statements.

- 1 Emirati adults are the heaviest users of social media. ____
- 2 Many teenagers use social media for educational reasons. ____
- 3 Many adults use social media for leisure and personal interest, for example meeting people. ____
- 4 Email is the most popular form of social media in the Emirates. ____
- 5 All three teenagers in the text say they use social media to connect with friends. ____

Speaking

3 **21st** With a partner, take turns to summarise the reasons why you think people generally use social media. Then say why and how you use social media sites.

Writing

- 4** **21st** You are going to conduct a survey to find out how your class members use the Internet and social media. Work with a partner. Use the words in the box to complete the Writing tip.

information order short Questions partner

- 5** Put the words and phrases in order to form survey questions. Add two more questions of your own.

1 every day / online / go / you / do / ?

2 have / do / account / you / an / email / ?

3 own / you / smartphone / do / a / ?

4 Internet / the / use / you / study / to / do / ?

5 you / check / social media / your / once / a day / do / accounts / more than / ?

6 friends who / you / only meet / online / you / have / do / you / ?

- 6** When you are conducting a survey, you can ask open 'follow-up' questions to get more information. Join the beginnings of the possible follow-up questions 1–5 below with the endings a–e.

1 Which social media sites

2 Why do you/don't you like

3 Where do you post

4 Who do you communicate

5 What do your parents think about

a how you use social media?

b with the most with on social media?

c do you use the most?

d photos?

e using social media?

Speaking

- 7** Practise asking and answering the questions with a partner. Pay attention to your pronunciation. Ask follow-up questions to find out more information.

- 8** Conduct your survey. Go around the class and ask the other students your questions. Make a note of their answers.

Do you have a smart phone? No I don't.

How do you surf the Internet? I use my PC.



Writing tip

Writing effective survey questions

- 1 Write _____ and simple questions.
- 2 _____ should be closed (this means the answer is either 'yes' or 'no').
- 3 Put the questions in a logical _____ .
- 4 Test your questions on your _____ first. Make sure your pronunciation is clear.
- 5 Think about whether your questions are going to get the _____ you need.

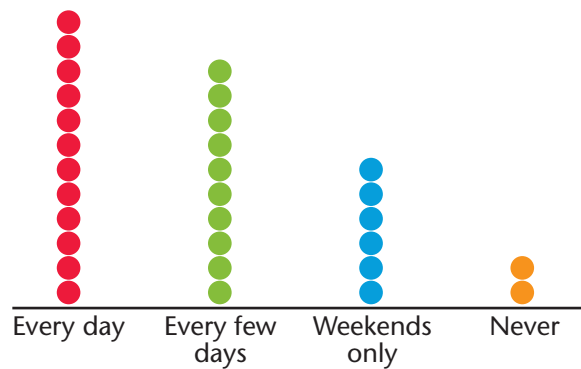


Lessons 11–12 Staying safe online

Speaking

- 1 Look at the dot graph and discuss the questions with a partner.
 - 1 What kind of information does the graph show?
 - 2 How many people were surveyed?
 - 3 Can you summarise the results in three or four sentences?

How often do you surf the Internet?



Source: 2016 survey of 13 to 14-year-old boys from a school in Al Karama, Abu Dhabi

The graph shows ...

The dots represent ...

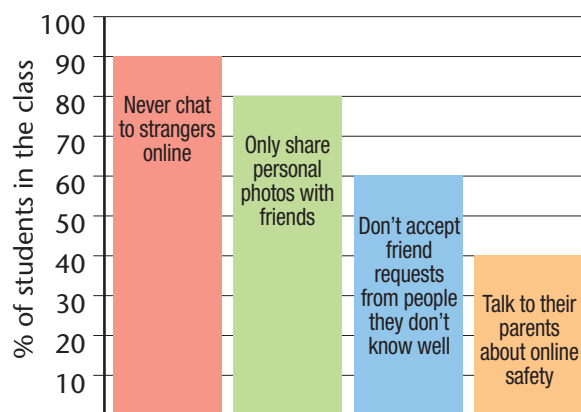
The total number of people surveyed was ...

Did you know?

This is a dot graph. Each dot represents one person. This is the easiest kind of graph to prepare and it is the clearest way of displaying simple information. Remember to give your graph a title so that readers understand what information is being displayed.

- 2 Now look at the bar chart below and answer the questions. Compare your ideas with a partner.
 - 1 What information does this graph show? What do the bars represent?
 - 2 Compared with the dot graph, what information isn't given?
 - 3 Can you summarise the results in three or four sentences?

What do you do to stay safe online?



Source: 2015 survey of 15 to 16-year-old students at a high school in Dubai

The chart shows ...

The blue/green/purple/grey bar represents the percentage of students who ...

10% of students don't ...

Writing 21st


- 3 Conduct a new class survey about online safety. Draw and label a bar chart or a dot graph to illustrate your findings.
- 4 Present your graph and your findings to other students.

Although most students ... there are a few students who ...

Only ... students said that they ...

Neither the teacher nor the students ...

Listening

- 5** You are going to hear a psychologist talking about Internet safety for young people. Look at the Listening strategy. What issues do you think the psychologist will mention? What advice will they give? Discuss your predictions with a partner.
- 6**  Listen and check your answers to Activity 5. Make notes on what Dr Maha says about the following:
- 1 strangers
 - 2 passwords
 - 3 your parents and your account
 - 4 privacy or security settings
 - 5 mean or rude messages

Listening strategy

Before listening, try to get an idea of the situation. Ask yourself the following questions: How many speakers are there? Why are they speaking? What do you think they are going to talk about? Making predictions before you listen will help you focus better on what you hear.



Reading

- 7** Match the beginning and ending of each sentence.
- | | |
|---|--|
| 1 There is no way of checking | a before checking with your parents. |
| 2 You should never agree | b you should tell your parents immediately. |
| 3 Do not download any apps | c that the information someone is giving you is true. |
| 4 Once something is posted online | d it could be seen by millions of people. |
| 5 If you see something online that makes you uncomfortable | e to meet up with someone you don't know. |

Speaking

- 8** What can teenagers do to stay safe online? Discuss with a partner and prepare a summary of everything you can think of. Share with the rest of the class.



Lesson 13 Learn English on your phone!

Reading

- 1 What are your favourite mobile phone apps? Which apps do you use most often? Why? Compare your ideas with a partner.
- 2 Read the article. Which app will you choose if:
 - 1 you are having problems with verb tenses
 - 2 Spanish is your first language
 - 3 you are sporty
 - 4 you like stories and videos
 - 5 you want to improve your listening and your grammar at the same time



English on the go

Good news for language learners: the latest mobile apps can make English fun and exciting, and a lot of them are free! To get you started here are reviews of four of the best free apps from Cambridge University Press.

wordpic!

Play sports with words! Choose pictures to match the word - but you don't have much time! **Your finger is the athlete** in this exciting new word game and you will need a quick eye and even quicker **reflexes** to win. If you're learning English, you can have fun practising your sports vocabulary. If you aren't, just have fun! Get it now and start playing with words!

Murphy's English Grammar in Use
Murphy's *English Grammar in Use* is the world's best-selling grammar book for English learners. The app contains clear presentation of grammar points together with **interactive exercises** to help you practise and improve. Audio recordings of the examples help you to improve your listening skills at the same time as improving your grammar. The Starter Pack is free.

Cambridge Discovery Readers
Did you know that reading is one of the best ways to improve your English? Our exciting app offers readers on **a wide range of** different subjects - shark attacks, the science of darkness, empires, gold, explorers, pizza. There really is something for everyone, at all levels. Read and

watch the stories on video and do interesting interactive activities anytime, anywhere, and see your English improve! The first reader is free.

English Monstruo

In *English Monstruo*, we show you some of the common errors Spanish speakers make and areas in which they have the most problems. You discover what the 45 most common spelling mistakes made by Spanish speakers are and the 15 most typical **false friends**, and learn how to **avoid** them. Two monsters, one good and one bad, help you to improve these areas by doing fun interactive exercises.

- 3 Look at the article again. Find words or phrases in bold that mean the following.
 - 1 English words that look/sound like similar words in your language but have a different meaning.
 - 2 Lots of different sorts or kinds of something.
 - 3 You have to move your hands very fast when using this.
 - 4 To stay away from something.
 - 5 Physical reactions/movements.
 - 6 Activities during which you have to be active and participate in what is happening.

Speaking 21st

- 4 Which app would you choose to help you learn English? Why? Which wouldn't you choose?

Lesson 14 Practise and prepare

Reading

- 1 Read the 'for and against' text about social media and complete the text with the words in the box.

to share information
smart phones
causes problems
online activity
at any time
devices

- 2 Read the text again and decide if the following statements are true (T) or false (F). Correct the false statements.

- 1 Blogs, forums, and wikis are the only types of social media mentioned in the text. _____
- 2 According to the writer of the essay, the only reason that social media is popular is because you can send and receive messages immediately. _____
- 3 Information overload is a problem for people who dislike social media. _____
- 4 According to the writer of the essay, some people spend too much time on social media. _____
- 5 Overall, the writer of the essay is against social media. _____

Speaking

- 3 What is your opinion of social media? What are the pros? What are the cons? (Find at least three of each). Tell other students. Try to convince them of your views.

Writing

- 4 Write about your opinion of social networking. Correct your partner's paragraph.

The pros and cons of social media

Social media has many forms, such as websites, blogs, forums, networks and wikis. The purpose of social media is for people around the world _____¹ and ideas easily and instantly. There are many _____² we can use to do this, like tablets and _____³ and these days most people have at least one of these.

Social media is very popular for a number of reasons. For example, the Internet is cheap, emails and messages are instant and you can send messages from wherever you are _____⁴ using a smart phone.

However, some people dislike social media. They believe that social media _____⁵, like 'information overload'. This means that there is too much information to read and understand. They think that people are too focused on their _____⁶ and they do not interact in the real world.

Although this may be true, social media has become an important part of society because it is a way of connecting with people all over the world. So in conclusion, while there are definitely negative points about this constant connection, most people would agree social media is very useful and it is not going to disappear.

I love social media!
I spend around one hour a day...



I think social media is very distracting from real life. People waste time...



Lesson 15 Review

Vocabulary

1 Unscramble the words. Use the definitions to help you.

- 1 you protect your accounts with it
sspawdor _____
- 2 what you do on the Internet
fsru _____
- 3 too much of something
dovraelo _____
- 4 what you use to connect with the Internet
trnicocele cedvie _____
- 5 safety
yritcuse _____

2 Match a verb from A with a noun phrase from B to make collocations.

For example: *keep up with world events*

- | | |
|--|---|
| <p>A keep up
update
connect with
check
stay
keep in
download
upload</p> | <p>B your status
your emails
an app
with world events
new friends online
a photo
touch with old friends
safe online</p> |
|--|---|

3 Choose the best option to complete the text about languages of the world.

speakers bilingual characters
dialects extinct fluently global
native population spoken

Languages of the world
There are over 7000 languages in the world today, but this number is decreasing. More and more languages are becoming _____¹ as the last old people who can still speak them _____² as their _____³ or first language

die. This happens because young people will help them get jobs and succeed in life. The world's top three most _____⁴ languages are Chinese, Spanish and English. Although there are more _____⁵ of the Chinese language than any other, Chinese is unlikely to become a _____⁶ language as there are many different local _____⁷ and the writing system is difficult: to write the language, you need to learn at least 2000 _____⁸. English and Spanish are easier to learn for most people and if you are _____⁹ in these two languages, this will help you to communicate with a large proportion of the world's _____¹⁰.

Speaking

- 4 Copy the headings below into your notebook and write the statements in the correct list. (Some can go in both.)
- a You don't always know that people online are who they say there are.
 - b Spending too much time in this way can be bad for your eyesight and general health.
 - c This can be a distraction from real life.
 - d You can find the answer to anything instantly.
 - e Using these sites can help people feel more connected to their society.
 - f Not all the information you find will be true and accurate.
 - g Once something is posted online, it could be seen by millions of people.
 - h Students with access may have better grades at school.

<i>Using/surfing the Internet</i>	PROS	CONS
<i>Using social media</i>	PROS	CONS

Lessons 16–17 Project

Preparation

1 You are going to make a poster about social media safety. Work in small groups. Discuss these questions about your social media use.

- Is there anything you would share on your social networking page that you would not share with someone in person?
- What kind of information would you share with someone in person that you would not post online?
- Who might look at your profile today/in the future?
- How do you feel about someone looking at your online profile if they are not your 'friend'?

2 With a partner, make notes for some rules or guidelines for using social media safely and responsibly. Look at the items in the box and think of two sentences to say for each topic.

- Your privacy settings.
- Your password photos and pictures.
- Your online name or identity.
- Meeting new people online.
- Meeting Internet friends in person.
- Giving personal information.

You should always ...

'It's a good idea to ...

Don't ...

You should never ...

Before you ... think about ...

Check that ...

3 Work with another pair. Share your ideas.

- 1 Agree on one short sentence or guideline for each topic that you could put on a poster about using social media safely.
- 2 Write your chosen sentences. Pay attention to grammar and spelling.

4 In pairs or groups, create a poster to display your set of guidelines for using social media safely. Use the examples at the bottom of pages 126 and 127 to give you ideas.

- 1 Prepare a large sheet of blank paper.
- 2 Think about the layout of your poster.
- 3 Plan where you will source photos and images.
- 4 Design your final poster. Check again for spelling and grammar mistakes.





Presentation

5 Prepare to present the ideas in your poster to the class. Number the stages of a presentation below in the correct order 1–6.

- _____ Thank audience/say goodbye
- _____ Give the main content
- _____ Summary/conclusion
- _____ State purpose of presentation
- _____ Greetings and introduction
- _____ Question time

6  Work with a partner. Try to complete these useful expressions for giving presentations. Then listen and check your answers.

focus secondly see start sum talk

Useful expressions for giving presentation

Greetings and introductions

Good morning/good afternoon everyone.

Today I'm/we're going to _____¹ to you about ...

I'd/we'd like to talk about ...

The main _____² of this presentation is ...

Main points

To _____³ with/Firstly, we're going to look at ...

For example, ...

_____⁴ we're going to consider ...

Finally, ...

Referring to visuals

As you can _____⁵ on the poster ...

On the left/right/top/bottom, you can see ...


Summary/conclusion

In conclusion/to _____⁶ up, ...

Thank you.

7 Put the guidelines a–h under the correct heading or headings. Then prepare and practise your presentation following the advice given.

Preparing your presentation	Presenting to the class
	a

- a Use short, simple sentences to express your ideas clearly.
 - b Practise your presentation with your group.
 - c Write short notes in point form.
 - d Make your opinions very clear. Use expressions to give your opinion.
 - e Speak clearly and at the right volume.
 - f Use the planning time to prepare what you're going to say.
 - g Pause from time to time and don't speak too quickly.
 - h Look at the people who are listening to you.
- 8**  Present your poster and explain the guidelines on it to your class.





- **Topics** Using electronic communication; the School of the Air; schools of the future; advantages and disadvantages of email; email and mobile phone etiquette
- **Use of English** *to, in order to, so that, so as* to express purpose; *will* future, passive form; *wish (that), if only* + past perfect; *should have/shouldn't have*

Lessons 1–2 **Are you a good communicator?**

- What are the advantages of mobile phones? Are there any disadvantages?

Speaking

- 1 Work in pairs. Think of someone you know who likes technology. Talk about the person using the prompts.

A *My brother likes technology. He uses a smartphone, a laptop and an iPad.*

B *What does he use them for?*

A *He uses the smartphone ...*

to make and receive calls / to send and receive texts / for work / to do homework /

to access the Internet / to send and receive emails / to download apps / for social networking

Reading

- 2 Lena loves all kinds of new technology. Ahmed doesn't. Read the opinions. Which are Lena's and which are Ahmed's?

1 Although I've got an iPad, I still prefer the feel of a real book. *Ahmed*

2 Having access to the Internet means that you can look things up easily when you're doing your homework.

3 I don't think it's fair to download films for free. I like DVDs.

4 I've got an app for learning Spanish. It's really useful.

5 When I'm meeting someone, I always take my mobile phone with me, so that I can call them if I'm running late.

6 It's so easy to keep in touch with your friends now through social networking.

7 Lots of my friends have blogs. Where do they find the time to write them?

8 Some people I know wouldn't go on holiday to a place without wi-fi. I think it's great to be somewhere with no wi-fi and where there's no mobile signal.

9 There are so many films you can download. It's much easier than buying DVDs.

10 Why do people have to chat for so long on mobile phones when they're on a train or a bus?



Speaking

- 3 Work in pairs. Who gives the most convincing reasons, Ahmed or Lena?
- 4 What are these words and phrases in your language?
 - 1 app
 - 2 blog
 - 3 Internet access
 - 4 wi-fi
 - 5 signal
 - 6 to download
 - 7 social networking

Writing

- 5 Are you like Lena or like Ahmed from Activity 2? Write a short paragraph giving your views about some of the gadgets shown in the pictures. Include some of the phrases from Activities 1 and 2.

A mobile phone is really useful because ... _____

Vocabulary

gadget: a piece of equipment that does something useful or clever



Lessons 3–4 **Virtual Reality (VR)**

- Look at the photo. What's he doing?
- What do you know about virtual reality (VR)?

Reading

1 Read this article about virtual reality and match the headings to the four sections.

- a** How does it work?
- b** What is it used for?
- c** Can everyone use it?
- d** What is it?



VIRTUAL REALITY (VR)

1 _____

VR is an artificial world that is made by a computer. The user experiences this alternative world in place of the real world. As you move around, what you see and hear changes as you would expect. Things get bigger if you walk towards them – and smaller when you walk away. The direction of sound also changes as you move. However, what you are seeing and hearing is all created by a computer.

2 _____

The user wears goggles that control what the left and right eyes see. Each eye sees something slightly different which makes the brain think you are looking at something with three dimensions. (This is the same as with the glasses you wear to watch a 3D film or TV.)

Sometimes the user also wears headphones to play sounds – or a helmet that includes goggles and headphones. The user might also wear special gloves that detect finger movements. As you move or tap your fingers, the computer feels the movement and carries out your command.

3 _____

Games, of course, but there are serious uses too. Architects can use it to see what a building will look like from the inside before it is even built. Medical students can practise operating on virtual patients. One organisation uses it with ill and disabled children to give them exciting experiences far different from their everyday lives in beds or wheelchairs.

4 _____

VR will get better, cheaper and more common. For now, the easiest way to experience it is through a special application which uses a smartphone. The phone goes into some simple cardboard goggles with two eye-pieces to look through. You can play apps on the phone which will take you into the world of dinosaurs, visit countries around the world or even fly through space!



Speaking **21st**

2 Work with a partner. Talk about what VR can be used for. Think about the uses mentioned in the article and some others you can think of.

VR is used by architects to study buildings before they are built.

VR could be used in schools to show learners how to do things.



Use of English

3 Match the two halves of each sentence and join them using expressions of purpose.

- | | |
|---|--|
| 1 You can download apps | a ask if you wanted to go to the cinema. |
| 2 I always take my mobile phone with me when I go out | b help you learn a language. |
| 3 I use my iPod with headphones | c I can call my parents to tell them where I am. |
| 4 I sent you a text | d it doesn't wake you up at 5 am! |
| 5 You need to turn off the alarm on your mobile | e not to disturb Mum and Dad. |
| 6 I've sent you my email address | f you can get in touch with me. |

Speaking

4 A smartphone can be used for many purposes. Work in groups. How many purposes can you think of?



We can use a smartphone to call friends.

We can use a smartphone to ...

Use of English: *to, in order to, so that and so as*

To express purpose, use these phrases.

Positive

*I went to the shop **in order to** have a look at the latest smartphones. (formal)*

***to** have a look at the latest smartphones.*

***so that** I could have a look at the latest smartphones.*

Negative

*I've switched my phone to 'Silent' **in order not to** disturb you. (formal)*

***so as not to** disturb you.*

***so that** it doesn't disturb you.*

Did you know?

smart is an adjective which has always had two meanings:

1 well-dressed or fashionable: a smart dress, a smart restaurant

2 intelligent, clever, witty: a smart student, a smart reply

However, it has gained a third meaning in the age of e-communication. Smart is now used as part of a compound noun for something that is computer-controlled and can connect to the Internet, for example a smartphone, a smart TV.

Lessons 5–6 **The School of the Air**

Speaking 21st

- 1 Research and prepare a *Did you know* box about Australia. Write the text in the space provided in your Workbook.

Reading

- 2 Read this article about the School of the Air. What is it? _____

Going to school is normal for Australian children who live near big cities and towns. However, some children live on farms in the outback, a long way from the nearest school. Thanks to the School of the Air, they are still able to get an education. How does it work?

Lessons are given by a teacher who is in a studio. The lessons are sent to the students by satellite, so that they can access them on their computers. They take part in the lessons in real time using a webcam.

“Hi! I’m Jack. I live on a cattle farm in Western Australia. I do all my lessons on my laptop at home. I have four lessons a day. There’s a webcam and a microphone on the computer, so that I can talk to the teacher and other students. The teacher uses an interactive whiteboard in the studio, so we can type in our answers to the questions, which is fun. I send my homework by email. We all have a chance to meet at sports day which happens once a year. I’m really looking forward to it.”



Perhaps the School of the Air is showing how education will work in the future, not just for children who live in remote areas but for all of us. Perhaps students will work from home and lessons will be given over the Internet. Schools with classrooms, libraries, music rooms and science laboratories won’t be needed. And you’ll have no excuse for being late for school!



3 Write a heading for each paragraph of the article.

Paragraph 1: *Going to school in Australia*

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

4 Find the words in the text for the following:

- 1** A place where TV programmes, films and recordings are made.
- 2** A piece of equipment that is sent into space to travel around the earth in order to receive and send information.
- 3** A camera which records moving pictures and sound, so that they can be shown on the Internet as they happen.
- 4** A small computer that you can carry with you.
- 5** A piece of equipment for recording sound, so that it can be sent electronically.
- 6** A large electronic white screen which is used by teachers and students in a classroom.

Reading strategy

A good heading is a summary of the paragraph or section it heads.

- Read the paragraph carefully and make a note on what the main point is, e.g. PARAGRAPH 1:

Australian children in the outback use the School of the Air.

- Turn your note into a short title that will tell the reader what the paragraph is about in a way that makes it sound interesting, e.g. *Going to school in Australia*

Speaking

5 Work with a partner. Talk about the advantages and disadvantages of learning with the School of the Air.

One of the major advantages is ...

An important disadvantage is that ...

It means students can/can't ...

The first/second advantage/
disadvantage is



Lesson 7 Practise and prepare

Listening 27

- 1 Listen to Ali and Majed talking about a present. Which one is it?

A



B



C



Listening strategy

Use what you already know to help you answer questions. Look at the statements before you listen and consider which you think are the correct ones (but don't write yet). Then listen carefully to see if you were right.

- 2 Read and choose the best statements about the conversation. Then listen again to check your answers.

- 1 a A smartwatch is a watch that speaks the time.
b A smartwatch is a watch that can receive emails, texts, etc.
c A smartwatch is a smartphone that you wear.
- 2 a A smartwatch works by linking to a smartphone.
b A smartwatch works by linking to a satellite.
c A smartwatch works by linking to a laptop computer.
- 3 a Majed's smartwatch can also give him information about the games he plays.
b Majed's smartwatch can also give him information about the work he does.
c Majed's smartwatch can also give him information about the exercise he does.
- 4 a Majed's smartwatch can be used with any phone.
b Majed's smartwatch can be used with any smartphone.
c Majed's smartwatch can't be used with any smartphone.
- 5 a Smartwatches can all take photos.
b Some smartwatches can take photos, but not all.
c Smartwatches can't take photos.

Speaking

- 3 Discuss in a group. What is your favourite gadget? What is it used for?

I love my iPad. I use it all the time so that I can keep in touch with everyone.

Self-assessment 21st

Think about what you have studied so far in this unit. Do you think the following statements are true?

- I can speak about technology.
- I can talk about the purpose of something.
- I can discuss advantages and disadvantages of using technology.



Lessons 8–9 The future

Use of English

- 1 Write out the sentences using the *will* future passive form of the verbs in brackets.
 - 1 Cars *won't be driven* by people; they _____ by computers. (not drive, control)
 - 2 Text messaging _____ by voice-to-text technology. (replace)
 - 3 All houses _____ by solar power. (heat)
 - 4 There will be no shops or shopping centres. All shopping _____ online. (do)
 - 5 Films _____ at cinemas. They _____ and _____ at home. (not show, download, watch)

Speaking

- 2 What will schools be like 20 years from now?
 - 1 Which of the following do you predict will happen?
 - a There will be no schools. Students will work from home and all lessons will be given over the Internet.
 - b Teachers will be replaced by computers.
 - c Books will no longer exist. Everything will be downloaded from the Internet.
 - d Exams and tests will be taken online.
 - e Homework will not be handwritten. It will be done on the computer and it will be marked by a computer.
 - f Activities such as drama and sports won't be done in schools. They will be organised in the local communities.
 - 2 What other changes do you predict will happen?
 - 3 What will students miss if they only learn from home and don't go to school?

Language tip

There are active and passive forms for all verb tenses.

The active tells us who does what. The passive tells us what is done.



Use of English: *will* future, passive form

Use the *will* passive to talk about what will be done in the future or to predict what you think will happen.

Positive

will be + past participle

Lessons *will be given* over the Internet.

Negative

(Remember that *will not* is often shortened to *won't*.)

Schools with classrooms, libraries, music rooms and science laboratories *won't be needed*.

Questions

Will all exams be taken online?

- 3 What jobs are likely to be done by robots in the future?
Make predictions using the ideas in the box.

*Children in schools will be taught **by** robot teachers.*

teaching children in schools
doing housework
making things in factories
taking care of old people when there is nobody at home
diagnosing (finding) of illnesses in hospitals
replacing the doctor for difficult operations

- 4 **21st** What is the future of e-communication?



Smartphones will be replaced by smartwatches.

TVs will be made so thin you will be able to roll them up.

Writing

- 5 Imagine there is an election to choose the president of the school council. Write five sentences to promise what will be done to improve communication and technology in the school if you are president.

The computer labs will be expanded. All students will be given laptops.



Lessons 10–11 I wish I hadn't done that!

- 'I wish I hadn't done that.' When might you think or say this?

Reading

- 1 Work with a partner. Read the cartoon. What's the story behind the pictures? What do you think has happened? Write down your ideas. Compare them in small groups.



Use of English

- 2 Rewrite the following sentences using the prompts.
 - 1 I've eaten too much.
I wish *I hadn't eaten so much.*
 - 2 I didn't do enough revision for the exam.
If only _____.
 - 3 I didn't bring my camera.
I wish _____.
 - 4 You shook the bottle before you opened it.
That was silly.
You shouldn't *have shaken the bottle before you opened it.*
 - 5 I didn't bring a book to read. Now I'm bored.
I should _____.
 - 6 You didn't take a jacket to school. That's why you were cold.
You should _____.

Use of English: *wish (that), if only + past perfect; should have/shouldn't have*

Use *I wish + past perfect* or *If only + past perfect* to express wishes about the past.

I wish I had sent that email.

If only I hadn't sent that email.

You can also use *should have + past participle* to express criticism of past actions, both one's own actions and those of other people.

I should have waited. I shouldn't have sent that email.

You should have phoned me. You shouldn't have sent that email.

Speaking

3 Read what Tariq says. What will he say to express his regrets?

Yesterday was a terrible day. I got up late because I didn't hear my alarm – I suppose it was because I was playing computer games until 3 am. I didn't have time for breakfast so I was hungry all morning. That put me in a bad mood so when I got into trouble for arriving at school, I didn't apologise properly. The teacher said I was rude and reported me for bad behaviour. I had to see the head teacher and he sent me home. Now my parents are furious with me. They've taken away my computer and smartphone – it's a disaster!
I'm so sorry! I know it was all my fault and I regret it now.

I shouldn't have played computer games until 3 am.



Vocabulary

regret: feel sorry or sad about something you have done, or about something that has happened

Writing

4 Think about these situations. Write a sentence for each.

- 1 Something you shouldn't have said. *I wish I hadn't told my friend she was silly.*
- 2 Something you should have said. _____
- 3 Something you shouldn't have forgotten. _____
- 4 Something you should have bought. _____
- 5 Something you should have done. _____
- 6 Something you shouldn't have eaten. _____
- 7 Somewhere you shouldn't have gone. _____
- 8 Someone you should have treated differently. _____

Speaking

5 Work with a partner. Tell each other your regrets.



Lessons 12–13 Emailing and texting

Listening 28

- 1 When do people prefer to send an email rather than send a text? Before you listen, share your ideas with other students.
- 2 Listen to people talking about email. What is the conclusion? Do you agree with it?
- 3 Listen again. Make notes on the advantages and disadvantages of using email that the students talk about. Compare your notes with a partner. Did you write down the same things?

Speaking 21st

- 4 Work in groups of four to discuss and answer the following points in relation to texting. Make notes on your conclusions.
 - What do you think about using texts? What are the advantages?
 - What are the disadvantages?



Speaking tip

In a successful discussion, everyone has the opportunity to speak.

- Don't speak all the time. Give an opportunity to all members of the group.
- Encourage quiet members of the group to speak. Ask them: 'What do you think?'
- Listen politely to what other people say. When they have finished, you can agree or disagree.
- If you want to say something, don't interrupt but wait until a speaker has finished and then speak out confidently.



Reading

- 5 Read the advertisement.
- What is it offering?
 - What do you have to do?

Speaking

- 6 Work with a partner. You want to enter the competition. Think of reasons why you want or need the prize.

We could experience what it's like to fly.

Writing

- 7 Write an email to claim the prize. Write in the email template in your Workbook.
- Decide if the email is formal or informal and how to begin it.
 - Briefly introduce why you are sending the email.
 - Give the reasons you think you should get the VR headset and software. Be interesting and convincing.
 - Remember, no more than 200 words.
- 8 You won the prize! Write an email to a friend in another country to tell him/her about it.
- Decide if the email is formal or informal and how to begin it.
 - Tell your friend how you won the prize and what you can do with it.



Yes, we're giving away a state-of-the-art VR headset and the latest software to one lucky applicant. Just tell us why you want or need it. The person with the best reasons, wins. That's it! Send an email of no more than 200 words to VRcomp@VRmag.com with subject 'VR Competition'.

Vocabulary

software: programs used by computers for doing particular jobs
state-of-the art: very new and modern

Writing tip: Writing emails

- Write a good title for your email in the **Subject** box. This is the first thing the reader will see so make sure it gives a good idea of what the email is about.
- Informal emails – you can use the kind of chatty language you use with a friend in a conversation.
 - Start *Hi ...*
 - Use short forms (*I'm, mustn't*).
 - At the end, use *All the best* or *Love* + your name.
- Formal emails – use formal language you use with a teacher or older person.
 - Start *Dear ...* If you know the name of the person you are writing to, you can use that. Otherwise use *Dear Sir* or *Dear Madam*.
 - State clearly why you are writing in the first paragraph.
 - Be brief and to the point.
 - Use full forms (*I am, must not*).
 - At the end, use *Regards* + your name.



Lesson 14 Practise and prepare

Reading

- 1 Read an extract from a blog about new technology. What is the topic of this post?

TECHNOBlog

You probably know all about VR and how it fools your brain into thinking it is experiencing another reality. Now there's a new development in which the brain is not fooled at all but is in complete control. Brain-Machine Interface (BMI) is about using the brain to control robots or other machines. It sounds like something out of a science-fiction movie but gadgets that change brain waves into commands to control computers already exist.

The principle is straightforward and has been known about for a long time. In the 1920s brain waves were discovered. It was shown that when we think there is electrical activity in the brain. The challenge has been to capture these brain waves and communicate them to a computer-controlled machine. In recent years this has started to happen.

- In 2009 a robot was built that would raise its arms or legs controlled by the thoughts of a person.
- More recently, a toy-version of this has been developed. The user wears a small headset which reads the brain waves and sends them via wi-fi to a small robot. It can only follow a few commands but it also knows when you stop thinking about it and sighs to show it is sad. When you concentrate on it again, it makes a happy sound.
- Most research is directed towards medical uses. There is real hope that soon a person who has lost an arm or leg will be able to fully control an artificial one using their own brain.
- Other research is directed towards replacing a keyboard and a mouse to control a computer by using a headset.
- There is even a programme to develop a system to drive a car without touching the controls.

The future is nearly here!

- 2 Do you think the writer is positive, negative or neutral about new gadgets and technology? Give reasons for your answer.

Speaking

- 3 Work in small groups. What do you think will be the best application of Brain-Machine Interface (BMI) technology?
- It could be one of those mentioned in the blog or something else you can think of.
 - Think of reasons why it will be useful or important. Prepare to tell the rest of the class.

Self-assessment

Think about what you have studied so far in this unit. Do you think the following statements are true?

- I can use the *will* passive to talk about what will be done in the future.
- I can talk about regrets.
- I can discuss the advantages and disadvantages of email and texts.
- I can write an email.

Lesson 15 Revision

Reading

- 1 Work with a partner. Look back over the unit and find answers for the following:
 - 1 Lena has an app for learning Spanish. Does she like it?
 - 2 How do VR goggles make you think you are seeing something in 3D?
 - 3 Complete this sentence: I put my phone on silent _____ it didn't disturb anyone.
 - 4 Jack learns with the School of the Air in Australia. Why doesn't he go to normal school?
 - 5 Complete this sentence with the correct form of the verb 'heat': In the future, all houses _____ _____ by solar or wind power.
 - 6 Write a sentence about one thing you wish you hadn't done.

Writing

- 2 Write the answers to these questions without looking back at the unit.
 - 1 What is the general name for a piece of technical equipment that does something useful or clever?

 - 2 What do the letters VR stand for?

 - 3 How are lessons sent out to students at the School of the Air in Australia?

 - 4 What do you call a camera that records events so that they can be shown in the Internet as they happen?

 - 5 What do you call a watch that can receive texts and emails?

 - 6 What is predicted will happen to cars in the future?

 - 7 You have done something you regret. How do you express the regret using *should*?

 - 8 How would you end a formal email?

Speaking

- 3 Work in small groups. Choose ten words from the unit so far. Take turns to mime these for the class to guess what they are. The group to guess the most words wins.





Lesson 16 Review

- 1 Match the words in the box with the correct meaning.

alternative artificial gadget
software state-of-the-art

- a a piece of equipment that does something useful or clever
b can be used or experienced instead of something else
c not natural or real, but made by people
d programs uses by computers for doing particular jobs
e very new and modern

- 2 Complete the sentences with words from the box.

download satellite signal
virtual virus webcam

- 1 Using pictures and sounds created by a computer it is possible to create a _____ world.
2 You can _____ any film you want from the Internet and watch it on your computer.
3 I can't get a wi-fi _____ when I'm out in the desert with my family.
4 My computer got a _____ which destroyed all the information on it.
5 The School of the Air uses a _____ to link the studio with the learners in their homes.

- 3 Complete the sentences with *so as*, *so that*, *to/in order to*.

- 1 We sometimes work in groups, *so that* we can share our ideas.
2 You can use the Internet _____ find out things when you're doing a project.

- 3 Take your mobile _____ you can phone me when you're ready to come home.
4 You need to study for at least five years _____ become a doctor.
5 Our teacher asked us to be quiet _____ not to disturb the students doing the exam in the next classroom.

- 4 Complete the details using the *will* future, passive form.

School trip: information for parents

- 1 Students *will be taken* to the activity centre by coach. (take)
2 Students _____ a plan of the day's activities when they arrive. (give)
3 Lunch _____. (provide)
4 Students _____ at all times by a teacher. (accompany)
5 All the activities _____ by qualified instructors. (organise)

- 5 Complete what these people are saying in two ways. Use *wish (that)*, *if only*, *should have* or *shouldn't have*.

- 1 My friends wanted me to go for a picnic at the weekend, but I didn't go. They had a really good time.
(I / go) *I wish I'd gone.*
I should have gone.
2 I feel so tired this morning.
(I / stay up so late)
3 Oh dear, I can't answer any of the questions in this test!
(I / do more revision)
4 I got into trouble for being late for school.
(I / get up earlier)
5 It was meant to be a surprise and now everybody knows, thanks to you!
(you / tell everybody)

Lessons 17–18 Project

Preparation

- 1 Work with a partner. Read this guide to email etiquette.
 - Do you agree with it?
 - Is there anything you would add?

Vocabulary

etiquette: a set of rules for behaving correctly in a social situation

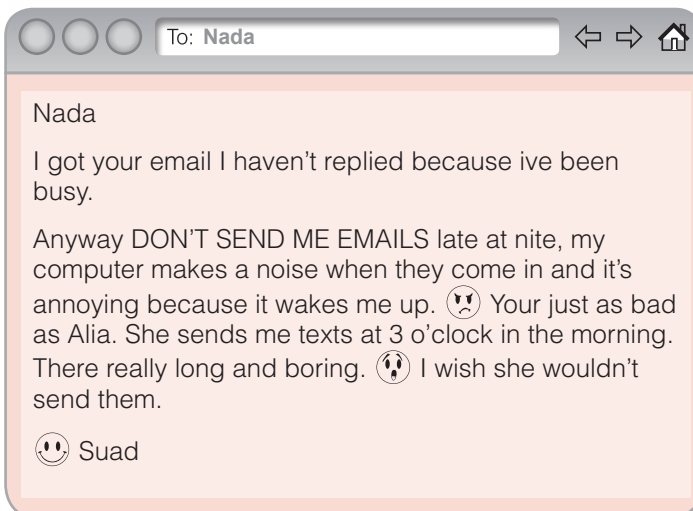
Email etiquette

DO

- Ask yourself before writing an email: Would a phone call be better?
- Use a clear subject line to tell the reader why you are writing.
- Be polite.
- Check your emails before you send them to be sure the spelling, grammar and punctuation are correct.

DON'T

- Write anything bad about other people (your email might be forwarded to them).
- Use a lot of capital letters (it's like SHOUTING AT SOMEONE).
- Use a lot of smiley faces, kisses, etc. (they are OK for close friends but not for others).



- 2 Read the email. What is wrong with it?
 - 1 Write comments about the email using *should have* or *shouldn't have*.
 - 2 Find and correct the spelling, grammar and punctuation mistakes (two of each).
- 3 Work in groups. You are going to write a guide to mobile phone etiquette. Discuss your ideas and make notes. Think about:

- when and where it's not OK to use a mobile phone
- replying to text and voice messages
- leaving a message
- using the 'silent' mode.

- 4 **21st** Work with your group. Make a poster on mobile phone etiquette. Make sure you cover all the points on the following checklist.

Enjoy your new phone!

Please take time to read this guide to mobile phone etiquette




Checklist

- Plan your poster first on paper.
- Use headings of *Do* and *Don't* followed by bullet points.
- Make your points short and clear. Do not use too many words on a poster.
- Check the spelling and grammar before making your poster.
- Use the whole of the poster. Make the writing attractive and clear.
- Give it a large heading.
- You can use colour and pictures to make it look more attractive.



Presentation

- 5** Present your poster to the class.
- Display your poster. You have one minute to present the main points.
 - Present your poster to the class. Look at your audience, speak slowly and clearly. Do not simply read the poster aloud.
 - Then be prepared to answer any questions.
 - As you look at the other posters, think of any questions you want to ask.
- 6**  Listen to this radio programme on phone etiquette.
- 1 Which points are similar to or different from the ones on your poster?
 - 2 Does it make any points that are not on your poster? What are they?

- 7** Display your posters on the wall. In your groups, assess the posters and put a smiley face on the ones you like best. Report back to the class and explain the reasons for your choices.

Did you know?

- The first mobile phone call was made in 1973.
- The first mobile phone was sold ten years later, in 1983. It cost \$4000.
- In 2012, Apple sold an iPhone every four seconds.
- Modern smartphones have more computing power than the computers used on Apollo 11 for landing on the moon.
- 90% of text messages are read in three seconds of being sent.



Rivers and coasts

- **Topics** The Amazon river and rainforests; the Nile and the ancient Egyptians; tsunamis and the ocean; Islamic gardens; marine conservation and coral reefs
- **Use of English** Non-defining and defining relative clauses; present and past tenses; zero and first conditionals



Lessons 1–2 Rivers of life

- Why are rivers important to people?

Reading

- 1 Read the text about the Amazon river. What do the numbers in the box refer to?

27 20% 40% 50 6400 2.5 million

The lungs of the Earth

The Amazon River is about 6400 km long and its basin, which covers about 40% of South America, is the largest in the world. The Amazon rainforest, where there is rain almost every day of the year, is humid and hot with an average temperature of 27 degrees. It has a very rich ecosystem. About 40 000 plant species, 1300 bird species and 2.5 million types of insects live there. Scientists, who believe that the Amazon is about 100 million years old, also call it the 'lungs of the Earth' because the plants and trees release a lot of oxygen into the atmosphere. They say that it's more than 20% of the world's oxygen comes from the rainforest.

Sadly, this amazing natural world is being destroyed mainly because of deforestation. According to WWF (World Wide Fund for Nature), which is an environmental protection group, 17% of the forest has been lost in just the last 50 years.



Use of English: Non-defining relative clauses

Non-defining relative clauses give **extra** information about a person, thing or place in a sentence. If we leave the relative clause out, we can still understand the sentence.

We use commas before/after the relative clause and the following relative pronouns:

who for a person; **which** for a thing/animal; **where** for a place; or **whose** to talk about possession.

Example: *Scientists, who believe that the Amazon is about 100 million years old, also call it the 'lungs of the Earth' ...*

- 2 Read the text again and underline four non-defining relative clauses.


- 3 Match the beginnings of the sentences 1–5 with the endings a–e. Then add the commas round the non-defining relative clauses.

- | | |
|---|--|
| 1 Martin Strel who is a long-distance swimmer | a is one of the biggest cities in Northern Brazil. |
| 2 Jaguars which are a cat species | b can be found in the Amazon rainforest. |
| 3 One of the largest fish living in the Amazon is the fish Pirarucu which | c live in the rainforest without technology. |
| 4 Belém the place where the Amazon river meets the Atlantic ocean. | d swam the whole of the Amazon river in 66 days. |
| 5 More than 150 languages are spoken by the various Amazon natives who | e has teeth in its mouth and on its tongue. |

Listening

- 4 You're going to listen to an extract from a documentary. Look at the words below. What do you think the documentary is about?

along the banks civilisation flourished
grow crops provided a lot of materials


- 5  Listen and check your answers. Why was the Nile important to ancient Egyptians? Discuss your ideas as a class.
- 6 Listen again and complete the notes opposite using one word.



Ancient Egypt and the Nile

- The ancient Egyptians could grow food because the Nile changed the _____¹.
- From the animals that lived in the river, the ancient Egyptians caught the _____².
- An example of building materials taken from the Nile is the _____³.
- The material used to write on came from 'papyrus' which was a _____⁴.
- The Nile allowed the ancient Egyptians to sell goods like _____⁵ and linen.

Writing

- 7  Write notes in your Workbook about the benefits of the Nile in ancient Egypt based on the extract from the documentary and on information you find. The first section has been completed for you.

Writing tip

When you're making notes, you can often leave out words. The important information is often in the nouns.

Use of English: Present and past tenses

Use the present simple and continuous to talk about habits and ongoing actions in the present.

Many people *live* on the banks of the Nile now and *are using* its waters to grow crops.

Use the past simple and continuous to talk about finished and ongoing actions at a finished period of past time.

Many people *were farming* on the banks of the Nile when Ibn Battu *made* his journey across Africa.

Use the present perfect to link the past with the present.

People *have lived* on the banks of the Nile for many centuries and this way of life still continues today.

Lessons 3–4 **The Nile**

Reading

- 1 Read the text. Then tell your partner three things you have learned about the River Nile.

The Nile

In the past, the Ancient Egyptians called the longest river on our planet Ar or Aur, which means 'black', because after the river flooded it left behind black sediment. Nowadays, the most common name for this river is en-Nîl or an-Nîl in Arabic and Nile in English. The Nile flows for 6700 km through ten different African nations and its large delta meets the Mediterranean Sea on the coast of Egypt.

Throughout history, there have been many expeditions to discover the source of the Nile. In the nineteenth century, many people believed the source of the Nile

to be Lake Victoria, but nowadays, we know that the real source of the Nile is probably one of the many the smaller rivers that flow into Lake Victoria. However, we still don't know which one, and and explorers from all over the world still travel to Africa to try to solve the mystery.


Lake Victoria is definitely the source of the White Nile, one of the two big tributaries of the Great Nile, the great mother river which flows down to the sea. The other main tributary is the Blue Nile, which comes from Lake Tana in Ethiopia. The two meet in Sudan to form the Great Nile, which flows into Egypt, where it finally meets the sea. The Nile delta is about 160 km long and covers 240 km of coastline. The sea tides bring salt water into the Nile's estuary where it mixes with fresh water. This is home to some of the biggest reptiles in the world: the Nile crocodiles!





- 2 Read the text again. Are the sentences true (T) or false (F)?
- 1 The longest river on Earth has changed names through time.
 - 2 The Nile is an international river.
 - 3 The source of the Nile is no longer a mystery.
 - 4 The Nile is made up of other smaller rivers.
 - 5 The Great Nile is formed in Ethiopia, where the two tributaries meet.

Listening

- 3  Two friends are talking about a documentary they have just watched on TV. Which of these things do they not mention?

- a form of transport
- a reptile
- a dam
- a temple

- 4 Read the Listening strategy box. Then listen again and tick (✓) the sentences that are correct.

- 1 The girls hadn't heard of the Nile before watching the documentary.
- 2 Both girls agree that the Nile crocodiles are scary.
- 3 The documentary told the story of a man who was killed by a crocodile.
- 4 The girls would like to visit different parts of Egypt.

Listening strategy

When you're listening to a conversation, the speakers' tone of voice and attitude can help you understand whether they agree or disagree with each other.



Lessons 5–6 **Saved by the bell!**

- What is a tsunami?

Reading

- 1 Look at the title of the article below. How do you think the girl saved the islanders? Read the article once to find out.

Language tip

Note the use of prepositions of places: *off the coast of Chile, on the island, onto the land.*

12-year-old girl saves islanders from tsunami

Robinson Crusoe is the largest of the islands which make up the Juan Fernández Archipelago, off the coast of Chile.

At 6 am on Saturday 27th February 2010 in San Juan Bautista, the island's only town, 12-year-old Martina Maturana felt an earth tremor. She looked out of the window and noticed that the fishing boats in the harbour were bobbing up and down and crashing into each other. She immediately ran 400 metres from her home to the town square to ring the emergency bell. It was Martina's quick thinking which saved the

lives of the majority of the 650 islanders. The 8.8 magnitude earthquake off the coast of Chile caused a massive tsunami wave. A few minutes later, a wall of water crashed onto the land and swept 300 metres into the village. Only the people who ran to high ground were safe.

The houses and buildings on the island that were close to the coast were immediately destroyed, including the school at which Martina studied. "The wave was 20 metres high," said one man whose house was destroyed by the tsunami. "It was terrifying."





- 2 Read the article again and answer the questions.
- 1 When did the earthquake take place?
 - 2 How strong was the earthquake?
 - 3 How did Martina know there was going to be a tsunami?
 - 4 What did the islanders do when they heard the alarm?
- 3 Underline the defining relative clauses in the article about Martina Maturana. Circle the relative pronouns.

Use of English: Defining relative clauses

Defining relative clauses define exactly what you're talking about and can't be left out.

We introduce the defining relative clause with the following relative pronouns:

who/that for a person; *that/which* for a thing/animal; *where* for a place; or *whose* to talk about possession.

Example: *Robinson Crusoe is the largest of the islands which make up the Juan Fernández Archipelago ...*

Use of English

- 4 Complete the questions below with the correct relative pronoun. Then ask and answer the questions in pairs.
- 1 What's the name of the Chilean island _____ there was a disaster in 2010?
 - 2 How strong was the earthquake _____ caused the tsunami wave off the coast of Chile?
 - 3 What's the name of the girl _____ saved the people on the island?
 - 4 What did the islander _____ house was destroyed by the tsunami say?
 - 5 How high were the waves _____ were caused by the earthquake?

Speaking

- 5 Read the Speaking tip. Then retell Martina Maturana's story in pairs.

Speaking tip

When you are telling a story, use past tenses and link the events with words/phrases like *then*, *after that*, *suddenly*, *In the end*.

Lesson 7 Practise and prepare

Vocabulary

1 Complete the paragraph with the words from the box.

paper crops civilisation bricks transport banks

Hi! I'm Fatima and my favourite school subject is history. I love learning about the past and especially about ancient Egyptians and their ¹. They lived along the ² of the Nile. This river allowed them to grow different ³ and build houses from ⁴ made of mud. Thanks to the Nile, the Egyptians also had papyrus, a plant which they used to create a type of ⁵. Another way Egyptians used the river was as a means of ⁶ to trade their goods.

Speaking ^{21st}

2 Work in pairs. Choose one of the two heroines. Prepare a one-minute presentation using the questions below. When you're ready, give the presentation in groups.

**MARTINA
MATURANA**

- Where is she from?
- What did she experience? Where?
- How old was she when this happened?
- What did she do?
- How did other people react?
- How do you feel about what she did?

**Tilly
Smith**

Writing

3 Write an essay (300 words) about why tropical rainforests are important and how we can help protect them. Look back at Lesson 1 for ideas. Use the structure below to help you plan.

- **Introduction:** What tropical rainforests are, where they are
- **Main paragraph:** The reasons why they are important, what is happening to them
- **Conclusion:** How can help protect them

Self-assessment

- 1 Write three things that you remember about the Nile's source.
- 2 Give your partner two reasons why you should visit Egypt.
- 3 Say three things that you remember about the tropical rainforest.



Lesson 8 Gardens

Speaking

- 1 **21st** Read the quotes about gardens and gardening and discuss the questions with a partner.
- 1 What does each quote mean? Can you paraphrase them (explain them using different words)?
- 3 Which quote do you like best? Why?



Our England is a garden, and such gardens are not made By singing: "Oh, how beautiful!" and sitting in the shade. Rudyard Kipling, English poet (1865–1936)

Show me your garden and I shall tell you what you are. Alfred Austin, English poet (1835–1913)

Nature does not complete things. She is chaotic. Man must finish, and he does so by making a garden and building a wall. Robert Frost, American poet (1874–1963)

Listening

- 2 **32** Listen to Samira talking about her visit to an Islamic Garden and choose the correct option.
- 1 Samira visited the Islamic Botanical Gardens in Dubai / Sharjah.
- 2 She found the gardens interesting and full of meaning / energy.
- 3 She said that **the fountains / the fragrance from the flowers** made her feel as if she were in paradise.
- 4 There are 42 different kinds of plants that are very rare / mentioned in the Holy Qu'ran.
- 5 Samira was surprised that she learned so much about her cultural heritage / the environment.
- 6 Traditionally, Islamic gardens are places for reflection / rest.

Writing

- 3 Write a postcard to Samira (60–80 words) about a garden or park you have enjoyed visiting.

Use of English: Zero and First conditionals

We use the zero conditional to talk about general truths and facts.

(if + present simple, present simple)

If you spend time in nature, you always feel better and have more energy.

We use the first conditional to talk about something that's possible in the future.

(if + present simple, future will/won't)

If I go to Sharjah, I'll definitely try to visit them.

Lessons 9–10 Under the sea

- Why do people like fishing?

Reading

- 1 Look at the questions below taken from an interview. Who do you think is being interviewed? Read the interview once to find out.
 - What's the best season to go fishing in the UAE?
 - What does fishing mean to you?
 - How do you catch your fish?
- 2 Look at the questions in Activity 1 again. Complete the interview by adding the missing questions 1–3.

Speaking

- 3 Answer the questions in pairs.
 - 1 Have you ever been fishing? If not, would you like to? Why?/Why not?
 - 2 What traditional jobs are there or were there in your country?
 - 3 Which of these jobs would you like to do?

Speaking tip

When you are answering a question that asks for your opinion, remember to give reasons and examples. This will help you give an extended answer.

What a catch!

As I wait for Mr Al Taboor to finish repairing his fishing net, I watch his sunburned, wrinkled, old hands. I wonder how many thousands of years people have been surviving in **harmony with the sea** in **this blessed land** of the UAE. Sitting in his little boat, Mr Al Taboor turns to me and smiles. "We had a good catch today," he says and I start the interview.

(1) _____

I use this net which is 100 metres long and five metres wide. Its holes are quite big so that little fish can swim away. I learned from previous **generations** of fishermen that we need to protect the fish and their environment. If we catch them too young or if we pollute the sea, there won't be any fish left in the future.

(2) _____

At the end of winter and spring when the weather isn't that hot. In summer, temperatures rise and it's harder to catch fish because they swim to the deep where it's cooler. Most Emirati fishermen go pearl hunting in summer instead.

(3) _____

It's a way of life and a way of **making a living**. Just like my father, my grandfather and my great-grandfather before him – we have all **relied on** the sea. It's not an easy life. The strong current of the Gulf has always been a danger for us and our **ancestors**.





- What are coral reefs?

Did you know?

Coral reefs look like rocks, but they are made of tiny animals called 'polyps'. As the polyps die, they become hard and form the reef. New polyps grow on the outside of the reef. Coral reefs need warm and shallow water to survive. The biggest one is the Great Barrier Reef off the coast of Australia, which stretches for over 4000 km.



Use of English: Second conditional

We use the second conditional to talk about an imaginary situation in the present/future. (*if* + past simple, *would* + verb)

If coral reefs disappeared from our planet, there wouldn't be as many fish in the oceans.

Vocabulary

4 Match the words to their definitions.

- | | |
|----------------|---|
| 1 conservation | a commercial related to trade (buying and selling) |
| 2 attraction | b a sea creature that lives in a shell |
| 3 clam | c danger |
| 4 salty | d something that people are interested in seeing or doing |
| 5 commercial | e the protection of plants and animals |
| 6 threat | f something that tastes of salt |

Listening

5 Listen to the interview with a marine biologist, Meera Khalife, and choose the right option to complete the sentences.

- According to Meera, if there weren't any coral reefs in the Arabian Gulf, there would be

a less animal life	b fewer storms	c fewer tourists
--------------------	----------------	------------------
- The amount of coral reefs that have been destroyed in the Arabian Gulf is

a 27%	b 30%	c 35%
-------	-------	-------
- Because of the bad water conditions in the Arabian Gulf, the coral reefs are

a saltier	b less colourful	c more polluted
-----------	------------------	-----------------
- Meera explains that they are studying the coral reefs in the Arabian Gulf to find out

a how old they are	b how threatened they are	c how big they are
--------------------	---------------------------	--------------------

Lessons 11–12 **Coral reefs**

- How can tourists help protect the coral reefs?

Reading

- 1 Look at the *Reading strategy* box and discuss the question above in groups. Then read the article once and check your answers.

Reading strategy

The headings, subheadings and pictures in an article can help you predict what it's going to be about.

We need coral reefs ... and they need us!

They cover less than 1% of the world's ocean floor, but they support about 25% of all **marine** life. Coral reefs are some of the most **varied** ecosystems on Earth with thousands of animal species living in and around them. They also help people who live near them because millions of jobs are created through tourism, for example hotels, restaurants, fishing and diving tours.

Unfortunately, coral reefs are in **big danger**. Scientists say that by 2050 we'll probably lose most of the remaining reefs. So, if you're planning on going to a coral reef destination, make sure that you do your best to help protect the corals. Here's how:

(1) _____

When you're preparing your holiday, choose an **environmentally-friendly** hotel. Do some research to find out where they throw rubbish and sewage. Make sure it isn't in the sea!

(2) _____

If you're going scuba-diving or snorkeling near a coral reef, ask the captain where you are going to stop. If the boat stops on or near a reef, it'll cause **big damage**.

(3) _____

While you're diving or snorkeling, you must never stand on corals or even touch them. They are very sensitive animals and touching them can be very **harmful** to them (and you!). If you're not an experienced swimmer, make sure there's someone more experienced with you. Keeping coral reefs safe is your **responsibility** too!





2 Read the article again and write a short heading for each piece of advice. Compare your ideas in small groups.

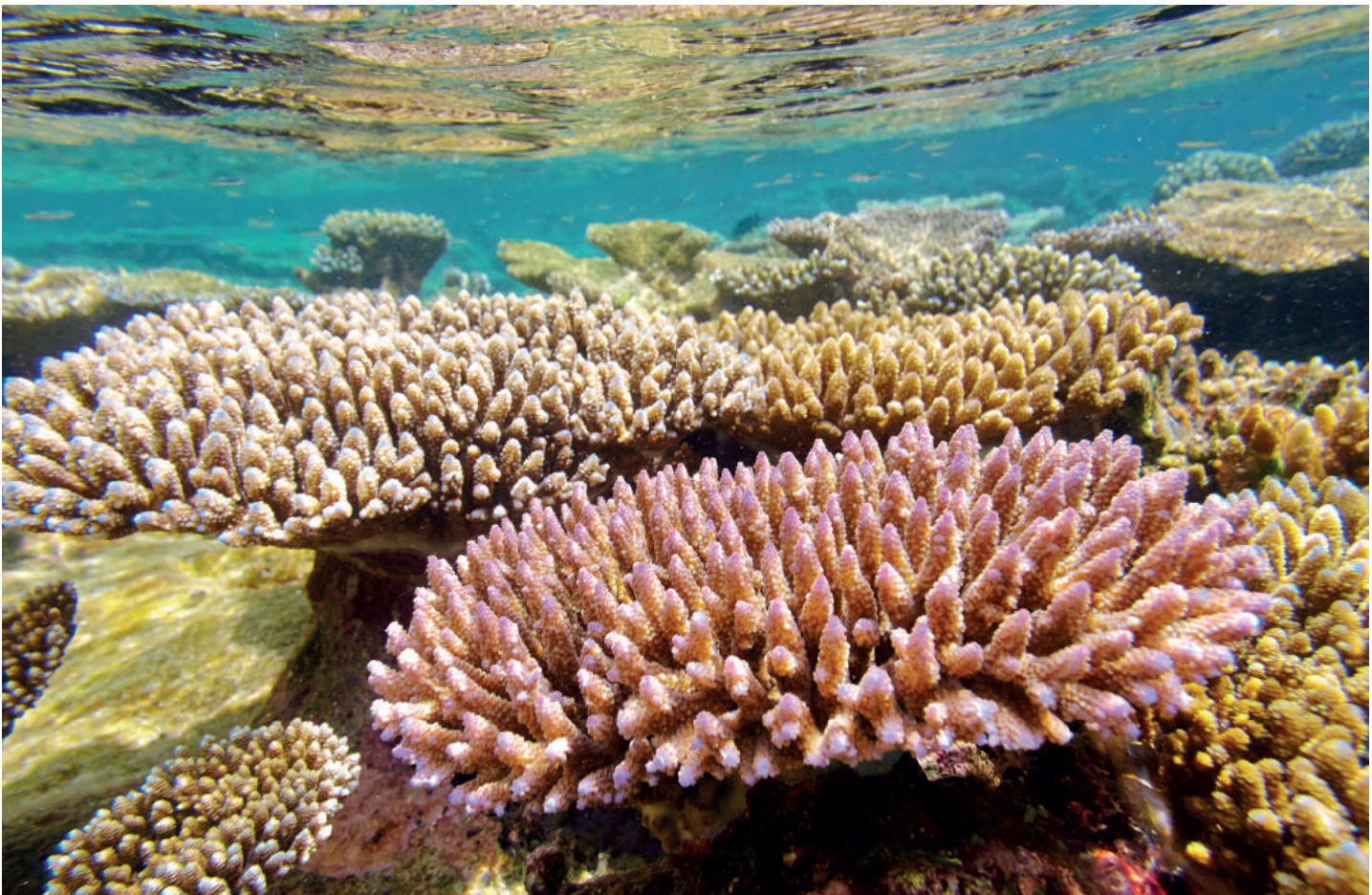
3 According to the article, are the statements below true (T) or false (F)?

- 1 Coral reefs are small in size but have a very big value. _____
- 2 There's no need to worry about protecting coral reefs. _____
- 3 Choosing the wrong accommodation can be bad for coral reefs. _____
- 4 Some tour boats stop too close to coral reefs. _____
- 5 Unless you can swim very well, you can't see a coral reef. _____

Speaking ^{21st}

4 Prepare a short presentation about coral reefs. Make sure you cover the points below. Give your presentation in groups.

- What are coral reefs? How are they formed?
- Where can you see them?
- Why are they important?
- What is happening to coral reefs today?
- What can we do to protect and conserve coral reefs?



Lesson 13 Making suggestions, agreeing and disagreeing

- Where did you go on your last holiday? Did you enjoy it?

Reading

1 Look at the types of accommodation below. What are some difference between them?

- bed and breakfast
- five-star hotel
- camping
- all-inclusive hotel
- hostel
- homestay
- cruise ship
- aparthotel

2 Read the conversation (opposite) between two friends who are making holiday plans. Answer the questions below.

- Where are they thinking of going?
- Has either of them been there before?
- What kind of accommodation are they looking at?
- How much does the holiday package cost?
- When are they thinking of going?

Speaking

3 **21st** Complete the table with the phrases that the friends used.

Sure, why not? Why don't we ...?
Shall I ...? I'm not sure ... How about ...?

Making suggestions	Agreeing	Disagreeing
Would you like to ...? _____ 1	You're right. Definitely.	OK, but ... Well, I don't think so ...
_____ 2	That sounds great!	Are you sure? I think ...
_____ 3	That'd be really nice.	_____ 5
... sounds (good/better/great), don't you think?	_____ 4	

Matthew: Charlie, look at this brochure: 'Live your dream in Sharm el Sheikh'. That's in Egypt, isn't it?

Charlie: Yes, it's a huge holiday resort. I've never been, ... but you went there with your family a few years ago, didn't you?

Matthew: We were going to go, but my parents changed their minds and decided to go to Abu Dhabi instead. I was a bit upset because I wanted to see the coral reef in the Red Sea. I've heard it's amazing!

Charlie: Well, why don't we go there for our holiday? It says here seven nights at an all-inclusive hotel, close to the beach with five pools! It's about 550 pounds per person. I think that's really good value!

Matthew: Does it include flights?

Charlie: Yes!

Matthew: That is quite cheap.

Charlie: So, shall I check availability online?

Matthew: Sure, why not? How about the first week of June?

Charlie: I'm not sure ... I think it'll be too hot and busy. First week of April sounds better, don't you think?

Matthew: OK, I'll check their website ... give me a second.

4 Work in pairs. You are going to go on holiday together. Look at your holiday brochures and convince each other that yours is the best option. Use phrases from Activity 3.



Lesson 14 Practise and prepare

Listening

- 1 34 Listen to Mike and his sister Sarah talking about a holiday they've just been on. Read the statements and circle *True* or *False*.
- | | |
|---|--------------|
| 1 Both Mike and Sarah are in a bad mood. | True / False |
| 2 Mike didn't feel well enough to go snorkeling. | True / False |
| 3 Mike agrees that Sarah should become a marine biologist. | True / False |
| 4 Sarah was impressed by the guide at the Pyramids of Giza. | True / False |

Speaking

- 2 Look at the two photos and compare them. What are the people enjoying about each activity?



- 3 Answer the questions in pairs.
- Which of the two activities in the photo would you like to do? Why?
 - What do you do every day to help save water?
 - What do you find interesting about ancient Egypt?
 - If you had to choose, what would you do this weekend: go fishing or do some gardening? Why?
 - What would you do if there was an earthquake or a tsunami?

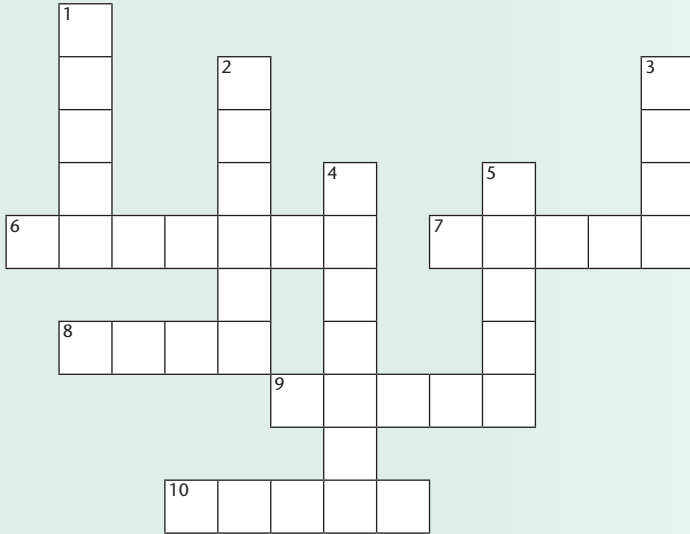
Self-assessment

- Which of these activities would you recommend doing: gardening or snorkeling? Explain why.
- Invite your partner to go fishing this weekend giving him/her reasons why.
- Say three things that you remember about coral reefs.

Lesson 15 Review

Vocabulary

1 Read the clues and complete the crossword.



Down

- 1 a low flat area of land where a river flows into the sea
- 2 the origin of something
- 3 a hole in a pipe through which water comes out
- 4 a natural disaster with huge waves
- 5 grain, fruit, vegetables that are planted in a field

Across

- 6 a type of paper used in ancient Egypt
- 7 a type of building material
- 8 the rise and fall of the sea
- 9 the bits of land on either side of a river
- 10 when there are lots of drops of water in the air

2 Complete the questions with the words from the box.

responsibility rely on threat
mood attraction seasick

- 1 What's the most popular tourist _____ in your country?
- 2 What's the biggest _____ to coral reefs around the world?
- 3 What should someone do if they're feeling _____?
- 4 What do you think is a student's biggest _____?
- 5 What puts you in a bad _____ and what puts you in a good one?
- 6 Who do you _____ when you have problems?

Speaking

3 Choose a question from Activity 2 to ask your partner. Discuss your ideas in pairs.

Use of English

4 Complete the sentences with the correct form of the word.

- 1 Fortunately, hotels are starting to understand how important nature _____ is and are introducing _____ -friendly practices. (conserve, environment)
- 2 Using plastic bags and not recycling them is _____ to the environment. (harm)
- 3 I feel really _____ because I live in a wonderful country near the sea. (bless)
- 4 Coral reefs are _____ important to people and animals. (extreme)
- 5 Keeping the beaches and the sea clean is everyone's _____. (responsible)



Lessons 16–17 Project: Presentation about the natural world

Preparation

- 1 Read a student's presentation on the river Nile. Identify what each paragraph is about. Refer to the notes below which help the students remember what to say.
- 2 **21st** You are going to prepare a short presentation on one of the following topics or your own idea. Look at the questions to help you start collecting information and photos.

the Amazon river
Lake Victoria
Iguazú waterfalls
the Mediterranean Sea
the Arabian Gulf

- Why are you interested in it?
- Where is it located?
- Who discovered it?
- How big/long is it?
- What animals live/plants grow in/near it?
- What civilisations are linked to it?

- 3 Prepare your presentation. It's a good idea to make notes like the ones below to help you remember what you want to say.

6700 km long

mention countries:
Tanzania, Uganda,
Rwanda, Ethiopia,
Sudan, Burundi,
Kenya, Egypt

sources
(Lake Victoria)
and tributaries
(White/Blue Nile)

mention
wildlife

the Nile
crocodile!!

history
ancient Egyptians
'black'
crops

Hello. My presentation today is about the river Nile, which is the longest river in the world. It's approximately 6700 km long and it flows through many countries in Africa: Tanzania, Uganda, Rwanda, Ethiopia, Sudan, Burundi, Kenya and others including of course, Egypt. People used to think that the source of the river was Lake Victoria, which is the biggest lake in the African continent. However, scientists believe that other rivers flow into Lake Victoria and create the Nile. It's interesting to note that the Nile is formed from the White Nile and the Blue Nile. They meet in Sudan and continue their journey north towards the Mediterranean Sea.

Now, moving on to the animal wildlife. Reptiles and lots of fish species live in and near the Nile. Also, hippos, rhinos and different types of birds. The Nile crocodile is the most well-known reptile in the area and it can be very dangerous even to humans because there are lots of villages along the banks. As you can see in this photo, it's a huge animal with lots of sharp teeth!

So, that was just some information on this amazing river. Does anyone have any questions?

Presentation

- 4 Practise giving your presentation in pairs. While you listen, mark the checklist below and make a note of further comments.

Feedback checklist		
1	It was easy to understand the speaker.	
2	The speaker sounded interested in the topic and got my attention.	
3	The information given was clear and well-organised.	
4	There were interesting images which the speaker talked about.	
5	There was interesting vocabulary and structures used.	
6	After this presentation, I would like to learn more about the topic.	
Further comments:		

- 5 **21st** In your pairs, take turns to give each other feedback. How can you improve your presentation?
- 6 Work in small groups. Take turns giving your presentation. While you listen, write at least one question you'd like to ask the speaker at the end of his/her talk.



Questions

- 7 Follow-up
- 1 Choose one of the presentations to write a quick summary.
 - 2 In your summary, include brief information on the topic and why the speaker chose it.
 - 3 Include your opinion of the topic and presentation. What did you like about it?
 - 4 Share your summary with the other students in your class.

Wordlists

Unit 6

audience	noun
character	noun
contemporary	noun
costume	noun
curtain	noun
genius	noun
lighting	noun
line	noun
orchestra	noun
perform	
(performance/performer)	verb/nouns
playwright	noun
setting	noun
storyline	noun
unforgettable	adjective
aimed at	collocation

Unit 7

bilingual	adjective
device	noun
dialect	noun
download	verb
extinct	adjective
fluently	adverb
native	adjective
network	verb
numeral	noun
overload	verb
social media	noun
upload	verb
whereas	conjunction
while	conjunction

Phrase list

keep in touch with people
keep up with world events
online profile
privacy settings
surf the Internet

Unit 8

application (app)	noun
artificial	adjective
brain wave	noun
gadget	noun
goggles	noun
headphones	noun
satellite	noun
signal	verb and noun
smart	adjective
smartphone	noun
software	noun
state-of-the-art	adjective
update	verb
virtual reality	noun
virus	noun
webcam	noun

Expressions

to be running late
to fool someone or something into something
get in touch with
silent mode

Unit 9

bank (of a river)	noun
coral reef	noun
conserve	verb
delta	noun
earthquake	noun
ecosystem	noun
equator	noun
estuary	noun
flow	verb
humid	adjective
oxygen	noun
rainforest	noun
sediment	noun
source	noun
species	noun
survive	verb
tide	noun
tributary	noun

Phrase list

bob up and down
crash into
make a living

Audioscript

Unit 6

TRACK 16

Boy: We went to the theatre on Saturday to see *Aladdin*. The curtain went up to show a Chinese village. The scenery was quite simple: just some trees, a bridge and a river. But it was very good. You felt as though you were in China.

Girl: There was a small orchestra with some Chinese instruments, including a big drum. In the opening scene, there were just two actors on the stage, Aladdin and his mother. They were wearing lovely Chinese costumes in bright colours.

Boy: It was a really good performance. There weren't many props, just the lamp, of course, and Aladdin's treasure, but the dialogue was so funny that it didn't matter.

Girl: There were a lot of people in the audience and everybody enjoyed the play.

TRACK 17

Child: I was in the school play. One of the teachers wrote the script. There were fourteen students in the cast: four main characters and ten minor parts. I played one of the main characters. We all had to wear stage make-up to make us look older and more dramatic. When I looked in the mirror, I hardly recognised myself!

I had a lot of lines to learn. I had to go to all the rehearsals after school because I was in every scene. We gave two performances, one for the other students and one for parents. It was a great success. The audiences really enjoyed the play, and so did we.

TRACK 18

Narrator: Aladdin meets his princess

Aladdin's mother told him that she had no money to buy food. 'I will take this old lamp to the market to sell it,' said Aladdin. 'But first we must polish it.'

His mother began to rub the lamp to clean it when suddenly a genie appeared.

'Your wish is my command,' said the genie. Aladdin's mother was so afraid that she fainted.

Aladdin quickly took the lamp. 'Genie of the Lamp,' he said, 'we are hungry. Bring us some good things to eat.' The next thing he knew, the genie produced a table of the most wonderful food. Aladdin helped his mother to her feet.

'Look, mother,' he said.

His mother could not believe her eyes. But she was afraid when Aladdin told her about the Genie of the Lamp, and even more afraid when he told her about the Genie of the Ring who had helped him get out of the cave.

For some time, Aladdin and his mother lived by asking the Genie of the Lamp to bring them food and selling the beautiful plates and dishes that the food came on.

Then one day, when Aladdin was in the market place, he heard that the Sultan's beautiful daughter, Badr-al-Budur, was visiting the city. Aladdin managed to hide behind a door so that he could see her face. At once, he liked her and decided he wanted to marry her.

When he told his mother of his plan to marry the princess, she thought he was mad. 'This cannot happen,' she said. 'You are a poor boy. You cannot marry a princess!'

But Aladdin was very determined. He persuaded his mother to take some of the treasures and to ask the Sultan if he could marry his daughter.

When the Sultan heard why Aladdin's mother had come to see him, he laughed. But then he saw the treasures she had brought, and he was amazed.

Aladdin sent more and more treasure to the Sultan until at last the Sultan agreed that Aladdin could marry his daughter.

TRACK 19

Narrator: The imposter returns

So Aladdin and the princess were married and lived very happily in a palace that Aladdin had asked the Genie of the Lamp to provide.

But back in Morocco, the imposter could not stop thinking about the lamp and the treasure.

'I am very glad that Aladdin is under the ground, but I still want that lamp,' he said to himself. The imposter made secret enquiries to find out what had happened to the lamp. When he learned what had happened, he became very angry. Aladdin was alive and was married to the Sultan's daughter.

'I must find the lamp – and destroy Aladdin!' he thought. So he set out on his long journey back to China.

After several weeks, he reached his destination and asked the way to the palace where Aladdin lived. 'Ha ha!' he said, as he finally stood outside the palace. 'Now I know how to get the lamp.' The imposter knew that Aladdin would have the lamp somewhere in the palace.

He went to the market place and had some copper lamps made. When they were ready, he put them in a basket and walked around the streets near the palace shouting, 'New lamps for old, new lamps for old!'

‘He must be mad!’ people said. ‘Who goes around offering to give you a new lamp in exchange for an old one?’

But a servant girl inside the palace heard the man and thought, ‘Why not try? There’s an old lamp in my master’s room. Perhaps we can get a new one in exchange.’ She asked the princess, who thought it was a good idea, and they went to fetch the lamp.

The imposter exchanged the lamp for a new one and went away to a place outside the city. When it was dark, he rubbed the lamp. The Genie of the Lamp appeared. ‘Master, your wish is my command,’ said the Genie.

‘I want you to lift Aladdin’s palace and take it, the princess and me to my own country, Morocco.’

As quick as a flash, it was done.

The next morning, the Sultan woke and looked towards the palace where his daughter and Aladdin lived, but it had disappeared! And so had his daughter!

The Sultan immediately had Aladdin arrested, thinking that he had tricked him.

‘Where is my daughter? Bring her back to me or I shall cut off your head!’

‘Your Majesty, I am as amazed as you are. But give me 40 days and you will have your daughter back.’

The Sultan reluctantly agreed. ‘Don’t come back without her.’

TRACK 20

Narrator: The end of the imposter

Aladdin did not know what to do. For two days he wandered around the city, lost in thought. Then, as he was washing his hands, he accidentally rubbed the ring which the imposter had given him. The Genie of the Ring appeared. ‘Master, your wish is my command,’ said the genie.

‘Bring me back my palace and my wife!’ said Aladdin.

‘Master, I am sorry, but that is not in my power. Only the Genie of the Lamp can do that.’

‘In that case,’ said Aladdin, ‘take me to where my palace is.’

‘I will, Master,’ replied the genie.

When Aladdin arrived at the palace in Morocco, he waited until the imposter had gone out and then went inside.

Quietly and carefully, he went to the room of the princess. He found her, sad and lonely, but as soon as she saw him, she jumped for joy and ran to him. She told him what had happened. Aladdin thought for a moment. ‘I have a plan,’ he said, and told her what she must do.

The next evening, the princess welcomed the imposter home. ‘I am sorry I have been so sad. I want us to be happy together,’ she said. ‘Come, let us have dinner.’ Now, Aladdin had given the princess some poison to put in the imposter’s glass, which she did. When he drank, the poison acted quickly and soon he was dead on the floor. Aladdin, who was hiding in the palace, ran to the imposter’s room, found the lamp and rubbed it. ‘Take us all back to China,’ he said.

‘Your wish is my command,’ said the Genie of the Lamp.

The next morning, the Sultan looked out of his window.

There was Aladdin’s palace! He could not believe his eyes.

He quickly went over to see if it was true, and there was his daughter, with Aladdin.

The Sultan ordered a month of celebration to welcome home the princess and her husband.

And they all lived happily ever after.

TRACK 21

Jamal: Hi Fahad. Have you heard the news? Mohammed has decided to pull out of the play. He says he hasn’t got time to come to rehearsals. He’s too busy studying for his exams.

Fahad: Oh, no! Mohammed is a really good actor and he had some good ideas for the storyline, too. What shall we do? Can you ask Tariq if he is interested in taking Mohammed’s role? I want to start rehearsing this Saturday.

Jamal: OK, I’ll text him during the lunch break. What time do you want us to meet on Saturday?

Fahad: Oh early, about eight o’clock. We have so much to do and we don’t have very much time. The performance is in only two months!

Jamal: Fine. I’ll let you know about Tariq later as soon as possible. See you later.

Fahad: OK, bye

Unit 7

TRACK 22

Faisal: I think that learning a foreign language makes you better at your own language. I didn’t understand grammar until I started learning French, but now I can see a connection between French and my own language and that helps me get good grades in both subjects at school. In my opinion, learning a second language helps you to study better.

Khalfan: I agree! My mother is a lecturer at a college and she says that learning foreign languages can help keep your brain healthy and improve your memory! I guess there is a lot of new vocabulary in every language and you need a very good memory to remember it all, so the more languages you know the better your memory will be! Also, if you learn more languages, it gets easier to learn them.

Salama: I don't agree that it gets easier! I don't think I'm very good at learning other languages. I wish I was. I think it would be fun to make friends online and communicate with people from all over the world. I am going to try hard to learn at least one other language in the future but I don't know which one I will choose.

Abdullah: In my view one of the best things about learning a language is that it helps you when you travel to foreign countries. Even if you can only speak a little bit, this makes it much easier to meet people and make friends. I'm learning German because I'm going to visit Germany next year with my family. I'm very excited about my trip!"

Reem: The way I see it is that learning languages can be fun, but it isn't as important as learning about science and technology. Also you don't know which language you will need in the future. But my brother is studying engineering and English at university and he says that you are more likely to get an interesting job if you speak another language. You will have better work opportunities, like a bigger salary or the chance to work in different countries.

TRACK 23

Hanif: Our homework was to research the most spoken languages in the world. It was really interesting!

Daniel: Yes, but not difficult. Everyone knows that most spoken language in the world is English!

Hanif: Well, yes and no. There are more people learning English or it using as *second* language than any other, but that's not the same as a *first* or native language. For example, I speak some English but my native language is Arabic. In fact, the most spoken language in the world is Chinese.

Daniel: Really? Well, yes, China is a very big country ...

Hanif: Yes, there are 1,213 million speakers of Chinese as first language!

Daniel: Wow! So English is the second most spoken language then?

Hanif: No, the second most spoken language is Spanish. Remember that people speak Spanish in lots of South American countries as well as in Spain. Spanish is spoken by 329 million people in 44 different countries.

Daniel: And English?

Hanif: English is spoken by 328 million people but in 112 different countries. That's probably one reason why English is a global language.

Daniel: Yes, That's a lot of countries! But tell me about the other languages.

Hanif: Arabic is in fourth place. It's spoken by 221 million people in 57 countries and Hindi is in fifth place. It's spoken by 182 million people in 20 countries.

Daniel: Hmm, that's interesting ... but since so many people speak Chinese, *much* more than any other language, why isn't Chinese the global language instead of English?

Hanif: One reason is the writing system which takes a long time to learn, but the main reason is that there isn't just one type of spoken Chinese that everyone understands: there are many different types or dialects of Chinese. And Arabic is the same. There are at least 12 main Arabic dialects and lots more minor ones.

TRACK 24

Interviewer: How useful is it to speak another language? I asked a few people this question and here are some of the answers I got. The first person I spoke to was Daniel. Can I ask you, Daniel, is it useful to speak another language?

Daniel: Yes, it is, definitely. Speaking to someone in their own language, even if it is only for a short time, makes that person feel more at ease.

Interviewer: So they're happier to talk because they're more relaxed, in social situations.

Daniel: Yes, that's right.

Interviewer: Next, I spoke to Suzanne.

Suzanne: It's really useful when you visit another country. Just to say 'hello' and 'thank you' in the language of that country is good.

Interviewer: So knowing just a few words makes a difference.

- Suzanne:** Yes, it makes all the difference. You may only know a few words, but people like it when you try to speak their language.
- Interviewer:** Thanks, Suzanne. The next person I spoke to was Elliot.
- Elliot:** If you enjoy music or films from another country, it's good to be able to understand at least a little bit.
- Interviewer:** Do you speak any other languages?
- Elliot:** Well, I'm learning Spanish at school. I like being able to understand some of the words when I hear a Spanish song.
- Interviewer:** Ayisha Davis, my next interviewee, is a doctor. Ayisha, what do you think are the advantages of learning a language?
- Ayisha:** Studies show that learning another language is good for you.
- Interviewer:** Really?
- Ayisha:** Yes, it improves your brain power and there is some evidence to show that people who are bilingual live longer.
- Interviewer:** Oh, really? That's interesting.
- Interviewer:** Finally, I spoke to Ben. Ben, what do you think the advantages are of learning another language?
- Ben:** Being able to speak another language helps you to use your own language well. I teach history and I find that students who know another language have better reading skills and wider vocabulary. And of course, having another language can be very helpful for going to college or university.
- Interviewer:** Thanks, Ben. It's good to have a teacher's point of view.

TRACK 25

- Interviewer:** In today's programme, we are talking to Dr Maha, an expert on Internet safety who has written many articles advising parents and teenagers about the dangers that exist online and how to stay safe. Welcome Dr Maha.
- Dr Maha:** Thank you. It's nice to have the opportunity to talk to you today.
- Interviewer:** So Dr Maha, what are the some of the dangers that teenagers and parents should be aware of when using social media?
- Dr Maha:** Well, one of the most important things to be aware of is that not everybody online is who they say they are. There is no way of checking that the information someone is giving you is true. Certain people may have bad intentions so it is really important that you *never* give someone you don't know any personal information, such as your address, your email or your phone number. You shouldn't ever agree to meet up for real with someone you don't know, and if anyone suggests this, you should tell your parents immediately.
- Interviewer:** Yes of course. What about sharing passwords?
- Dr Maha:** Never share your passwords with anyone, not even your best friends. The only people who should know your passwords are you and your parents. It is important that they have access to your accounts so they can help keep you safe and protected. It is also really important to keep your security or privacy settings at the highest level so no-one can hack your account and your parents can show you how to do this. Also, do not download or install software on your computer or phone before checking with your parents.
- Interviewer:** You talk a lot about teenagers using social media 'responsibly'. Please can you explain more about this.
- Dr Maha:** Of course. Well, just like in real life people online can be good or bad. Never respond to mean or rude texts, messages or emails and delete any unwanted messages. Delete friends who bother you or post things that you don't like. In the same way, you should also always behave in a positive way. If you wouldn't say something to another person's face, don't text it or post it online. Once something is posted online, it's possible it could be seen by millions of people! Imagine how badly that could end up! Once other people have access to something, you can never delete it or remove it. It might stay online forever.
- Interviewer:** Yes, I guess you should always think very carefully before you post anything about yourself or someone else. So Dr Maha, what is the most important piece of advice you can give our teenage listeners today?
- Dr Maha:** Actually, there are two things you should always remember. The first is privacy. Even though the point of social media is to communicate and

share, you should always be responsible for the information you give out and make sure you keep your settings private. The second thing to remember is if you *ever* see something online that makes you feel uncomfortable, unsafe or worried, you should turn off your computer or phone and tell your parents immediately.

Interviewer: Thank you very much Dr Maha, it has been very interesting talking with you today and thank you for your very sensible advice.

Dr Maha: You are very welcome, it was my pleasure.

TRACK 26

A: Greetings and introductions

Good morning/good afternoon everyone.

Today I'm/we're going to talk to you about ...

I'd/we'd like to talk about ...

The main focus of this presentation is ...

B: Main points

To start with/Firstly, we're going to look at ...

For example, ...

Secondly, we're going to consider ...

Finally, ...

A: Referring to visuals

As you can see on the poster ...

On the left/right/top/bottom, you can see ...

B: Summary/conclusion

In conclusion/to sum up, ...

Thank you.

Unit 8

TRACK 27

Ali: Hi Majed, What's that you're wearing? Is it a present?

Majed: Yes, it's a smartwatch that my father gave me. It's really clever!

Ali: A smartwatch? What's that? A watch tells the time, doesn't it? How's that smart?

Majed: This one can do much more than tell the time. I can receive texts and emails on it, and I can see my Facebook and Twitter pages.

Ali: Wow! How does it do that? It's so small.

Majed: Well, it links up to my smartphone which does most of the work – but I can see everything on the watch screen.

Ali: Oh, does that mean you have to have a smartphone to use a smartwatch?

Majed: Yes, that's one of the disadvantages. If you don't, it can do much more than tell the time. This one can tell me how far I have walked or run, and how fast my heart is beating.

Ali: That's great. Can I try to check my messages, please?

Majed: Sorry, you have to have the right type of smartwatch to work with your phone. Your smartphone is different to mine so it won't work.

Ali: Never mind. Can it take photos?

Majed: This one can't but some can. With this one I can set up my smartphone ready to take the photo and then use the watch to tell it when I'm ready.

Ali: How do you mean?

Majed: Well, I can put the phone over there and leave it ready to take a photo of you. Then I can walk back and sit down next to you and, when we're ready, press the screen on the watch to tell the phone to take it.

Ali: So you can use it to take a selfie at a distance! That's smart!

Majed: Yes, it's a smartwatch.

TRACK 28

Interviewer: What do you think about email? What are the advantages?

Girl 1: It's very quick. You can send a message and it usually arrives a few seconds later.

Girl 2: You can send an email message anywhere in the world.

Girl 3: It's not expensive. It's cheaper than texting if you want to send a message to a friend in another country.

Girl 2: And you can send the same message to lots of different people at the same time. It's great if you're planning a party.

Interviewer: OK, so those are the advantages. What are the disadvantages? Are there any disadvantages?

Girl 1: Not everyone uses email.

- Girl 2:** Don't they?
- Girl 1:** No, they just text on their mobiles.
- Girl 2:** Oh, OK. Oh, and you get quite a lot of emails you don't want.
- Girl 3:** You mean junk mail?
- Girl 2:** Yes, from people wanting to sell things. It's really annoying.
- Girl 1:** Another thing is that you write an email and you send it without thinking and then you wish you hadn't. So sometimes it's just too quick and easy.
- Girl 3:** You have to be really careful too. If you get an email from someone you don't know, it's best not to open it because it might have an attachment with a virus and it can really mess up your computer.
- Interviewer:** So, those are the disadvantages. On balance, do you think email is a good thing?
- All:** Yes, yes, definitely. Of course.

TRACK 29

Presenter: Good afternoon, and welcome to PM Magazine covering all the news behind the news. First to a new report on using your mobile or smartphone.

Do you use your phone responsibly? Did you even know it could be used irresponsibly? According to a report from one of the world's largest telecom companies, many of us use our phones in ways which annoy or upset others. The report, called 'Mobile phone etiquette', gives some dos and don'ts to make sure you are not one of the inconsiderate ones.

Apparently, the biggest irritation to others is phone-use in quiet public places. So turn it off in the cinema and theatre – and that means 'off', not just silent mode because the light can also disturb.

When you do have to make or take a call in public, move away from other people. They don't want to listen to your personal conversations. For the same reason, don't talk loudly. This is particularly true on buses, trains, etc. – other travellers really don't want to spend the whole journey listening to you moaning about your friends.

When you are in a social situation with friends or colleagues, don't keep checking your phone to see if there's been a message. And certainly don't reply if there has been! It's rude – you're saying 'you're boring and I'm hoping there's something more interesting on my phone'. If you are expecting an important call when you go to meet someone, apologise and tell them you will have to take it when it comes.

The biggest complaint from older people interviewed for the report is the use of smartphones during meals. If someone has cooked for you, and is eating with you, then show them respect by giving them your full attention. Smartphones, tablets, laptops, etc. should not be used at the table.

Another don't from the report concerns the use of phones when walking in the street, particularly for reading and writing texts. It's dangerous for you and annoying for other people who have to walk around you.

And finally, the etiquette of speakerphones and ring tones. According to the report, we shouldn't put a phone on speakerphone unless we are in private or in a meeting in which everyone needs to hear – and then always tell the person at the other end what you are doing.

And ring tones? They're fun but we should be aware that people judge us by them. So if you're embarrassed in public when your phone rings (buzzes, beeps, tweets, sings, etc.), then it probably isn't the best one for you. So choose carefully!

And use that phone carefully! And now on to ...

Unit 9

TRACK 30

Presenter: People have lived along the banks of the Nile for thousands of years. Thanks to this river amazing ancient civilisations flourished. For instance, the ancient Egyptians based their lives and culture on the Nile. They knew that every year in June the river flooded, but when it returned to its normal size, they could use the fertile soil to grow crops for food like vegetables, fruit and cereals.

Animals lived in the Nile just like they do today. There were crocodiles, hippos, turtles and many fish. Ancient Egyptians used to fish a lot as this was their main source of animal protein.

Apart from food, the Nile provided a lot of materials that were used for building. The ancient Egyptians used the mud to make bricks and with these to make their homes and other buildings. Another important material that existed thanks to the Nile was the 'papyrus'. People used this to write on and it came from a plant which grew on the river banks. Lastly, the Nile was also important for transport. The Egyptians were able to carry goods, such as gold and linen, to trade with other countries around the Mediterranean.

TRACK 31

Girl 1: That was such an interesting programme. It's funny that we were reading about the Nile at school today, but I didn't know that there were crocodiles in the Nile.

Girl 2: Me neither. And there are so many cities, towns and villages on the river banks. It must be scary to live so close to those huge crocs.

Girl 1: I know! I thought the story of that man was amazing. You know, the fisherman who was inside his boat and a crocodile nearly attacked him!

Girl 2: Oh yes. Anyway, I'd really like to visit Egypt one day and see the Great Pyramids in Cairo. I'll go one day and I'll climb up the Great Pyramid of Giza.

Girl 1: (*laughs*) Great idea, but you can't. It's not allowed. You can walk around them and take photos which is more than enough. I'd rather go to the south of Egypt and visit the Abu Simbel temple.

Girl 2: That was in the documentary too, wasn't it?

Girl 1: The statues were so big! The tourists who were walking past them looked like ants.

(*both laugh*)

TRACK 32

Yasmin: What did you do during the holidays, Samira? Anything interesting?

Samira: Yes, I did actually. I was visiting my aunt and uncle in Sharjah and we went to see the Islamic Botanical Gardens. You should go there if you ever get the chance, I absolutely loved them! They were so interesting and beautiful and full of meaning as well. I went back with my cousins twice while I was there.

Yasmin: Really? Why did you like them so much? I didn't know you were interested in gardens.

Samira: Well I wasn't before, but these are special. They reminded me how wonderful it is to be in a natural environment. Have you noticed that if you spend time in nature you always feel better and have more energy? Living in the middle of a big city like Dubai is great, but it means we don't see much nature, do we?

Yasmin: No, we probably spend too much time in the shopping malls!

Samira: Yes, so it felt really great to be outside instead of indoors. And all the sweet-smelling plants and flowers were just so lovely! The fragrance

from the flowers and – well, it was almost like being in paradise. The water garden with the fountains was beautiful, too.

Yasmin: It does sound wonderful ... I think I read somewhere that Islamic Garden is like being in paradise.

Samira: There weren't just flowers: there are herbs, and fruits too – grapes, figs and pomegranates. There are lots of plants that are mentioned in the Holy Qu'ran, 42 different kinds, I think. They come from all over the world and some of them are very rare. You can read lots of interesting facts about them – the information displays are really good.

Yasmin: So, you were pleased you went.

Samira: Definitely! I was so amazed to learn so much about useful plants and herbs and just by visiting one garden! In fact, I bought a book afterwards about gardens like the one in Sharjah from the bookshop and it said that they are places for reflection. And I also realised that the fact that we look after plants like these in the gardens is helping to protect the environment and save them for everyone to enjoy.

Yasmin: It sounds like an amazing place. If I go Sharjah, I'll definitely try to visit them.

TRACK 33

Presenter: Today in the studio we have Ms Meera Khalife, who's a scientist from the United Arab Emirates and who's working on the conservation of coral reefs in the Arabian Gulf. Welcome, Meera.

Meera: Thank you.

Presenter: First, can you tell us a bit about coral reefs and why they are so important?

Meera: Well, first of all they're extremely beautiful and for example, in the Arabian Gulf, they're an important tourist attraction. But, above all, they are home to all sorts of fish and other animals like clams, starfish, snails and so on. If coral reefs disappeared from our planet, there wouldn't be as many fish in the oceans and the coasts wouldn't be protected from storms or tsunamis.

Presenter: Really? So why are you studying the coral reefs in the Arabian Gulf?

Meera: We know that 27% of coral reefs on our planet have been destroyed in the past 30 years or so. The problem is bigger in the Arabian Gulf where up to 35% of our coral reefs might have been lost. Our aim is to stop this.

Presenter: What's the biggest danger for the coral reefs in the Arabian Gulf?

Meera: The most important threat is the sea because it's getting warmer and saltier. The waters off the coast of Abu Dhabi can get as warm as 35°C. Now, coral reefs need warm temperatures but this is too much. As a result, they lose their bright colours and die. Of course, pollution and commercial fishing also cause problems.

Presenter: What can you and other scientists do to help these coral reefs?

Meera: First of all, we need to create a map so that we know the exact size and location of the reefs. After that, we want to find out whether we can save the corals that are already under threat.

Presenter: I hope you manage to do that, Meera! Thank you for talking to me.

TRACK 34

Mike: What's wrong, Sarah? Why are you in such a bad mood?

Sarah: I'm just sad our holidays are over.

Mike: Me too ... but cheer up! We had a great time in Egypt! Think about the good times we had.

Sarah: I know. That's the thing. I want to go snorkelling again and see all those colourful fish.

Mike: You will one day! It must've been great! I can't believe I missed the snorkelling trip. I was so angry when I got seasick and had to go back to the hotel.

Sarah: Yes that was a shame. You know, I'd like to become a marine biologist one day. I'd love to study corals and fish.

Mike: And then you'd work on tropical islands around the world and I'll visit you. Great idea!

Sarah: (*laughs*) So what was the highlight of the trip for you?

Mike: It's hard to choose, but perhaps seeing the great Pyramids of Giza. I've always wanted to visit that place and the guide we had was brilliant. You?

Sarah: Yeah, the pyramids were unbelievable! They were so huge, weren't they? The guide was OK but I preferred the one at the Abu Simbel temples. She explained things more clearly and was friendlier.

Mike: There are so many sights we didn't have time to see. Why don't we ask Mum and Dad to go back again next year. What do you think?



