



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



2025-2026

ADVANCED English



Grade
08

Advanced

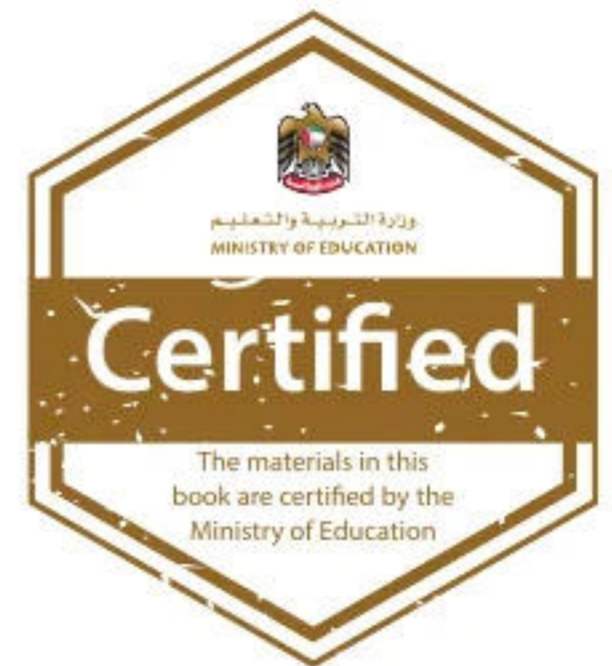
English Language

Coursebook/Workbook

Book 8

Volume 3

1446 - 1447 A.H. / 2025 - 2026 A.D.





**UNITED ARAB EMIRATES
MINISTRY OF EDUCATION**

© United Arab Emirates Ministry of Education 2018

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of United Arab Emirates Ministry of Education.

First published 2018

Printed in the United Arab Emirates

Grade 8 Advanced Coursebook

The Grade 8 Advanced Coursebook has been authored by the Ministry of Education. Following a full needs analysis from the field, the book has been thematically and artistically influenced by the students of the Ministry of Education.

The Ministry of Education has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Authors: Emily Borecki, Niamh Dunne, Vahid Ellis, Genette Harrison,
Nicolas Hubert-Smith, Charlotte Lewis, Jasminder Rattan, India Roberts,
Zachary Peter Smith, Brandon W. Stuver, Michael J. Wear



Introduction

Advanced English is a course designed for learners studying in government schools across the United Arab Emirates.

Advanced English Book 8 covers nine units of study and includes a wide variety of interesting themes and topics that will engage and motivate learners. With a strong focus on inquiry-based learning, activities are designed to foster learner independence through problem-solving, critical thinking and collaborative learning.

Advanced English takes a unique approach to the teaching and learning of the English language, and Math and Science through the English medium. The series promotes both explicit and integrated language instruction, encompassing language strategies that facilitate learning and language use across skills.

Sections

Advanced English is divided into the following sections:

English

In this section, learners develop the fundamental skills of the English language: listening, speaking, reading and writing. Learners are presented with authentic texts and tasks that allow them to practice their English in real-world scenarios. With a focus on both general English and academic skills, learners will develop, consolidate and extend their language proficiency in preparation for study in an English-speaking environment.

Projects

In this section, learners apply their knowledge and skills through a range of practical literature and STEAM-orientated authentic tasks. Through the projects, learners are exposed to hands-on learning that challenges them to think critically and creatively.

Math and Science

In this section, learners are equipped with a range of language strategies that will help them master the basic terminology for math and science, as well as build on their English language skills and confidence within the context of these subjects.

Features

The book contains the following features:

 – links to 21st century skills

 – listening activity

Read the statements and tick the best description. – self-assessment

All tips can be used as a teaching item and to model examples or for self-reference for learners.

Language Tip: A concise tip to help illustrate and clarify language points.

Writing Tip: A concise tip to support the development of writing skills.

Speaking Tip: A concise tip to support learners in developing fluency, which can be used in preparation for a speaking task.

Use of English: A tutorial of a grammar point, explaining when the point applies and providing modeled examples.

Vocabulary boxes: A simple definition to help learners understand new vocabulary.

Listening Strategy: A briefing that will help learners apply a range of different listening techniques to different tasks.

Reading Strategy: A briefing that will help learners apply a range of different reading techniques to different tasks.

Did You Know?: An engaging fact to inspire learners, which can be used to prompt discussion, or as an extension opportunity.



Contents



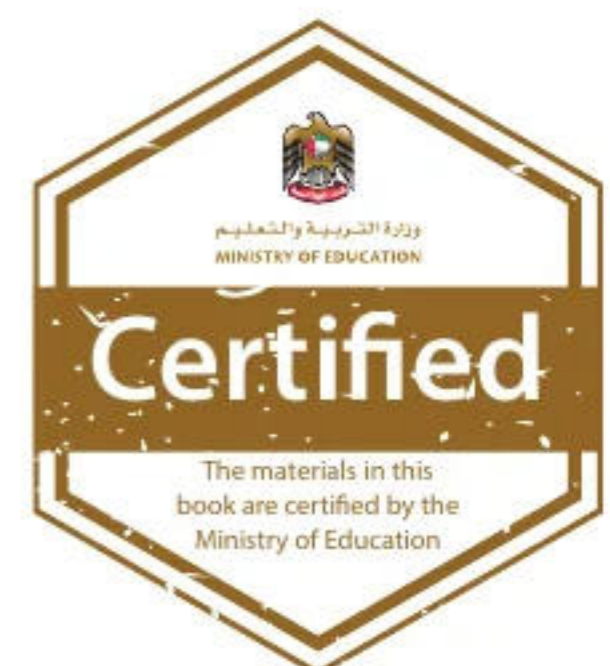
content is defined on smart learning app

Unit	English	Projects
8 <i>How things change</i> (p.1-26)	<ul style="list-style-type: none"> Listen to a presentation about three young people who have changed the world for key information, and identify the tone and pacing used. Speak for a long turn giving simple reasons to justify viewpoints about how the UAE has changed over time. Identify, understand, and use language that expresses trends and changes. Read graphs and infographics about population changes for each Emirate over time and use scanning techniques to answer comprehension questions. Write a report on the changes in spectator numbers for men's and women's World Cup competitions with the support of notes and charts. (p.3-4) 	<p><i>Literature Project 3: Adaptation</i></p> <ul style="list-style-type: none"> Identify the correct literary devices within a stage-script format. Compare two literary formats, and analyze their effect. Extract key information from a story and categorize it correctly. Use sourced information to generate an adapted script version of a novel. (p.59-60)
9 <i>National resources</i> (p.27-50)	<ul style="list-style-type: none"> Understand the details of a conversation between two Emiratis about traditional pearl diving. Exchange information about the history of oil in the UAE. Use <i>would</i> to talk about farming in the past. Understand opinions and statements in an online forum about the importance of water in the UAE. Post a comprehensible contribution to an online discussion about how the UAE is growing its economy for the future. (p.27-28) 	<p><i>STEAM Project 3: Design an innovative sneaker and advertise it</i></p> <ul style="list-style-type: none"> Identify the history of sneakers. Identify the different purposes and features of sneakers. Develop the ability to express their creativity through design. Develop the ability to identify methods of advertising. Develop the ability to present work to an audience. (p.61-62)



Science	Learning objectives
<p>3 A</p> <p><i>How does genetic engineering work?</i> (p.71-72)</p>	<ul style="list-style-type: none"> Identify the validity of statements based on new vocabulary by reading informative texts about genetic engineering for detail. Develop ability to identify and understand the meaning of new vocabulary by reading informative texts for detail. Develop knowledge of new vocabulary using informative texts for reference.
<p>3 B</p> <p><i>What impacts do we have on land?</i> (p.73-74)</p>	<ul style="list-style-type: none"> Develop ability to understand terminology related to environmental impacts on land by reading texts for detail. Develop ability to make notes on environmental impacts on land by extracting information from multiple texts.
<p>3 C</p> <p><i>What makes a good experiment?</i> (p.75-76)</p>	<ul style="list-style-type: none"> To identify the meaning of scientific assessment guiding words. To practice the use of scientific assessment guiding words through speaking.

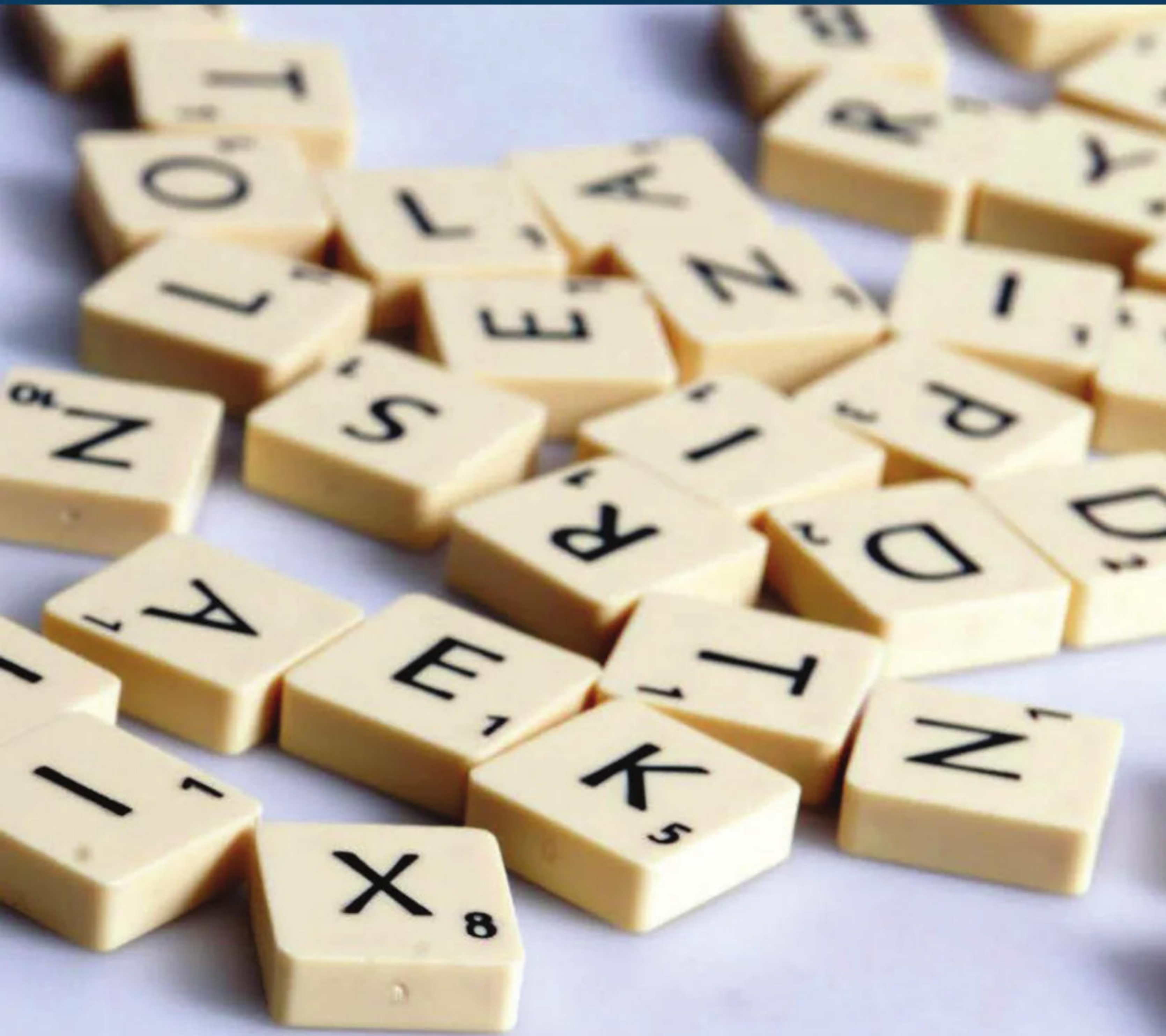
Math	Learning objectives
<p>3 A</p> <p><i>How can we know the probability of something?</i> (p.83-84)</p>	<ul style="list-style-type: none"> Develop ability to read for specific information when reading informative texts about an experiment. Develop ability to use information within an informative text to complete a table by conducting their own simple experiment.





English







UNIT 8

How things change

ENGLISH

Key Learning Objectives

- Listening** To listen to a presentation about three young people who have changed the world for key information, and identify the tone and pacing used.
- Speaking** To speak for a long turn giving simple reasons to justify viewpoints about how the UAE has changed over time.
- Language Focus** To identify, understand, and use language that expresses trends and changes.
- Reading** To read graphs and infographics about population changes for each Emirate over time and use scanning techniques to answer comprehension questions.
- Writing** To write a report on the changes in spectator numbers for men's and women's World Cup competitions with the support of notes and charts.





DISCUSSION

- What changes have you seen in your lifetime?
- What would you like to change in the future?
- Are all changes good?
- What are the best changes that have happened in the UAE?



8A

How have some children changed the world?

- Which Emiratis have helped change the UAE?
- How did they change the country?

ENGLISH

LISTENING

1 You will listen to a presentation from an Emirati student about three special young people. Look at the images and words at the bottom of the page. What do you think the title of the presentation will be? Discuss with your partner.

- Three young people who invented amazing things.
- There are special people all around the world.
- Three young people who made the world a better place.
- Why it is important to help others.

2 Listen to the student's introduction. Were your predictions correct? If not, circle the correct topic sentence.

3 When giving a presentation, it is important to speak slowly and clearly, and not too loudly or quietly.

- Listen to the introduction to the presentation and follow along on the transcript. Your teacher will time the presentation. After ten seconds, mark the last word the presenter said.
- Read the transcript at the same speed and volume as the presenter.

Listening Strategy

When giving a presentation, a speaker will often use sentences that show they are changing subjects. Listen for these sentences to know when the topic is about to change. Examples include:

"Next, I'd like to talk about..."

"My next subject is..."

"Moving on..."

Good morning everyone and welcome to my presentation, "Children who changed the world." Today, I will talk about three young people who saw a problem in the world, faced challenges and found solutions to help others. They each changed the world for the better. They helped millions of people. So today, I will be talking about Yash Gupta, Ryan Hreljac, and Malala Yousafzai, three young people who have changed the world.

Children Changing the World



Yash Gupta



books
glasses
water well

Problem



Challenges



Solution



Change



Ryan Hreljac



Malala Yousafzai



- 4 Get into pairs. One student will listen for the problems and challenges faced by each person, and the other student will listen for the solutions and changes they made. After the presentations, compare your answers.

Malala Yousafzai	
Country	Pakistan
Problem	
Challenge	She was attacked for writing her blog.
Solution	
Change	

- 5 Listen to the presenter's conclusion. What lesson does she want her listeners to take away from her presentation?
- People all around the world need clean water and glasses.
 - You too can help others with their problems by finding solutions.
 - Only help when someone asks you to.
 - Everybody should be allowed to go to school and read books.

SPEAKING

- 6 Find someone who has the same score range as you do from the quiz in your Workbook.
- Do you agree or disagree with your result?
 - Give three examples to show that you like or do not like change.
 - Is the test **accurate**? Does it really show who you are?

I disagree with the test. I do like change, because I like trying new food.

I agree with the test. I don't like change, because I always play the same games with my friends.

Yash Gupta	
Country	United States
Problem	
Challenge	New glasses are expensive.
Solution	He collected old glasses people didn't need.
Change	

Ryan Hreljac	
Country	Canada
Problem	
Challenge	It is expensive to build a water well.
Solution	He gave presentations around the world and collected money.
Change	

Did You Know?

An **accurate** test gives results that are true and correct. An **inaccurate** test gives results that are not true and are incorrect.



8A

How have some children changed the world?

ENGLISH

1 Read the sentences a-d. Then read the definitions for the missing words. Write the missing words from the vocabulary box next to the correct numbers.

blog • challenges • collect • expensive • glasses • presentations • solution • water well

- a Malala wrote about her problems and (1) in her online (2)
- b Ryan's (3) was to give (4) around the world to (5) money.
- c Yash was surprised about how (6) (7) were.
- d Ryan's friend told him that they didn't have a (8) in his village.

- 1 (Noun) Something that is difficult or dangerous
- 2 (Noun) A short text you post online
- 3 (Noun) A way to take care of a problem
- 4 (Noun) A speech in front of a group
- 5 (Verb) To bring things together
- 6 (Adjective) Describes something that costs a lot of money
- 7 (Noun) Something that you wear over your eyes to help you see
- 8 (Noun) A hole in the ground where you can get water

2 Write the verbs in parentheses in the present perfect tense.

- 1 Ryan (give) presentations to people around the world.
- 2 He (collect) millions of dirhams for his charity.
- 3 His charity (build) water wells in Africa.
- 4 Hundreds of poor children (receive) glasses so far.
- 5 Malala (write) her blog for many years.

3 Write the correct preposition, **for** or **since**, in each sentence.

- 1 Malala has been living in England 2013.
- 2 She has been studying at her school four years.
- 3 Getting clean water has been a problem over a hundred years.
- 4 This village has had a water well January.
- 5 The boy has needed glasses he was six years old.

Language Tip

Remember that you use the present perfect to describe an action that took place sometime in the past. You can also use the present perfect to describe an action that started in the past and is continuing now.

You use **"for"** to show how long you have been doing this action:

Ryan **has given** presentations **for** four years now.

*How long has Ryan given presentations?
Four years.*

You use **"since"** to show when you started an action:

Malala has written in her blog **since** she was ten.

*When did Malala start writing in her blog?
When she was ten.*



4 Are you the type of person who likes to make changes, or do you like things as they are? Take the quiz and find out.

QUIZ

Ready for a Change?	Always	Sometimes	Never
1 I am curious and like to learn about new topics.			
2 I am stubborn and it is very hard for me to change my mind.			
3 I like trying new things, like new kinds of food or new games.			
4 I like when every day is the same, with the same things happening.			
5 I can think of new ways of doing things when my way is not working.			
6 I like the same types of videogames, movies, books or hobbies.			
7 I like it when my friends or family surprise me with something new.			
8 I go to bed and wake up at the same time every day.			

- 1 For questions 1, 3, 5, 7: "always" is worth 3 points, "sometimes" 2 points, "never" 1 point.
- 2 For questions 2, 4, 6, 8: "always" is worth 1 point, "sometimes" 2 points, "never" 3 points.
- 3 Add the total points: points.
- 4 If your total points are from:
 - 16 to 24: You are open to change! You like to be surprised. You bravely try new things and aren't afraid of taking chances.
 - 7 to 15: You don't mind a little change in your life. You might try new things sometimes, and maybe change your schedule a little.
 - 0 to 6: You don't like change. This isn't a bad thing! You like things to be the same, and follow a schedule. You already know what you like and don't like in life.

5 Do you agree with your results for the quiz in **Activity 4**? Why or why not? Circle the right word and provide three reasons that show that you like or do not like change.

I (agree / disagree) with my quiz results. I (like / do not like) change. Here are my three reasons why:

- 1
- 2
- 3



8B

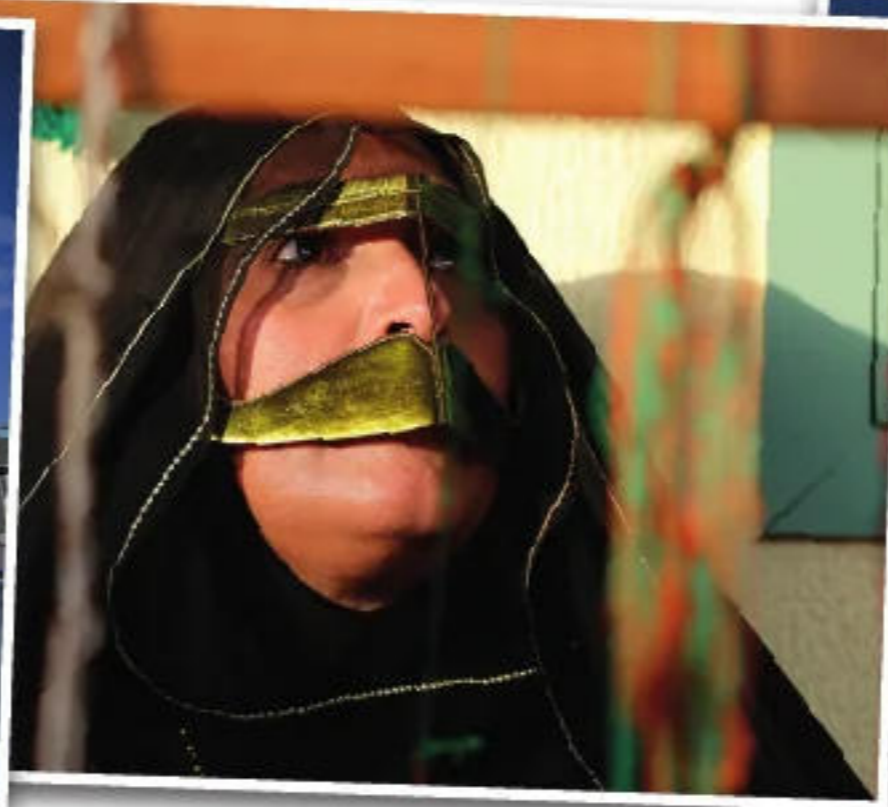
How has life changed in the UAE?

ENGLISH

- Has life changed in the UAE since your grandparents were children?
- What is different?

READING

1 Look at the pictures. You are going to read an interview with an elderly Emirati woman about how life has changed in the UAE. What questions do you think the interviewer will ask her? What questions would you like to ask?



2 Read the interview with Fatima. Does the interviewer ask any of the questions you thought of?

Interviewer: Hello, Fatima. Thank you for joining me today.

Fatima: You're welcome.

Interviewer: I'd like to ask you some questions about what life used to be like and how things have changed here in the UAE.

Fatima: Of course.

Interviewer: Tell me, where are you from?

Fatima: I was born near Al Ain, but I have lived in Abu Dhabi for many years now.

Interviewer: Has life in the Emirates changed a lot since you were a child?

Fatima: Yes, it has.

Interviewer: How so?

Fatima: Back then, things were very different. When I was little, only boys went to school. Girls didn't use to go. My daughters, however, all attended public schools and studied up through high school.

Interviewer: That's a big change.

Fatima: Yes, it is – and there's more. Now, my eldest granddaughter is in her junior year of college. She is studying Biochemistry at UAE University in Al Ain. Another one of my granddaughters has just gone to America to study Environmental Science. They have been able to do this because of funding from the government.

Interviewer: So there have certainly been big changes in education.

Fatima: Yes. Education has always been very important in the UAE.

Interviewer: What other changes have there been?

Fatima: When I was a child, it didn't use to be so easy to get around. Although there were some cars, people would ride camels to get from one place to another. Remember, this country used to be just a desert! Nowadays, of course, there are modern roads and lots of cars. Too many if you ask me!

Interviewer: You don't like to drive, then?

Fatima: As a matter of fact, I never learned. In my day, it wasn't necessary.

Interviewer: How do you get around now?

Fatima: Usually, I get a ride with one of my children or I use our driver. I don't usually go out that much anyway, though – not like I used to.

Interviewer: What about travel? Did you use to go on vacation as a child?

Fatima: Back then we certainly didn't use to travel like people do nowadays. I remember going to the beach as a little girl. We would ride camels all the way from Al Ain to the coast. It would take a few days. Now you can do the same trip in just a few hours by car.

Interviewer: What about now?

Fatima: Oh, I don't really travel anymore. My children and grandchildren travel abroad all the time, though. They are always visiting places around the world. In fact, my youngest son has been to over 50 countries!

Interviewer: Wow, that's incredible! Things certainly have changed during your life.

Fatima: Yes, they have. Although things are not like they used to be, I have lived a very nice life and I feel very blessed.

Vocabulary

abroad (adv): to or in another country

3 Read the interview again and decide whether the statements are **True (T)** or **False (F)**.

- | | | | |
|---|--|---|---|
| 1 | Things have changed very little in the UAE during Fatima's life. | T | F |
| 2 | Fatima was born in Abu Dhabi. | T | F |
| 3 | Girls did not go to school when Fatima was a child. | T | F |
| 4 | Fatima's daughters did not attend school. | T | F |
| 5 | Fatima has a granddaughter studying biochemistry at college. | T | F |
| 6 | In the past, people would ride camels to get around. | T | F |
| 7 | Fatima does not drive. | T | F |
| 8 | Fatima has been to over 50 countries. | T | F |

SPEAKING

4 You are going to interview an adult family member about what life used to be like when they were a child. Think of questions about the topics in the box.

education • transportation • travel • buildings • souks • your own idea

5 With a partner, talk about some things that the person you interviewed *used to* or *would do*.

My father used to...

My uncle would...

6 In groups, talk about the person you interviewed for a few minutes each.

7  Share your information with the class.

Language Tip

Remember:

You can say **used to** to talk about past habits and situations.

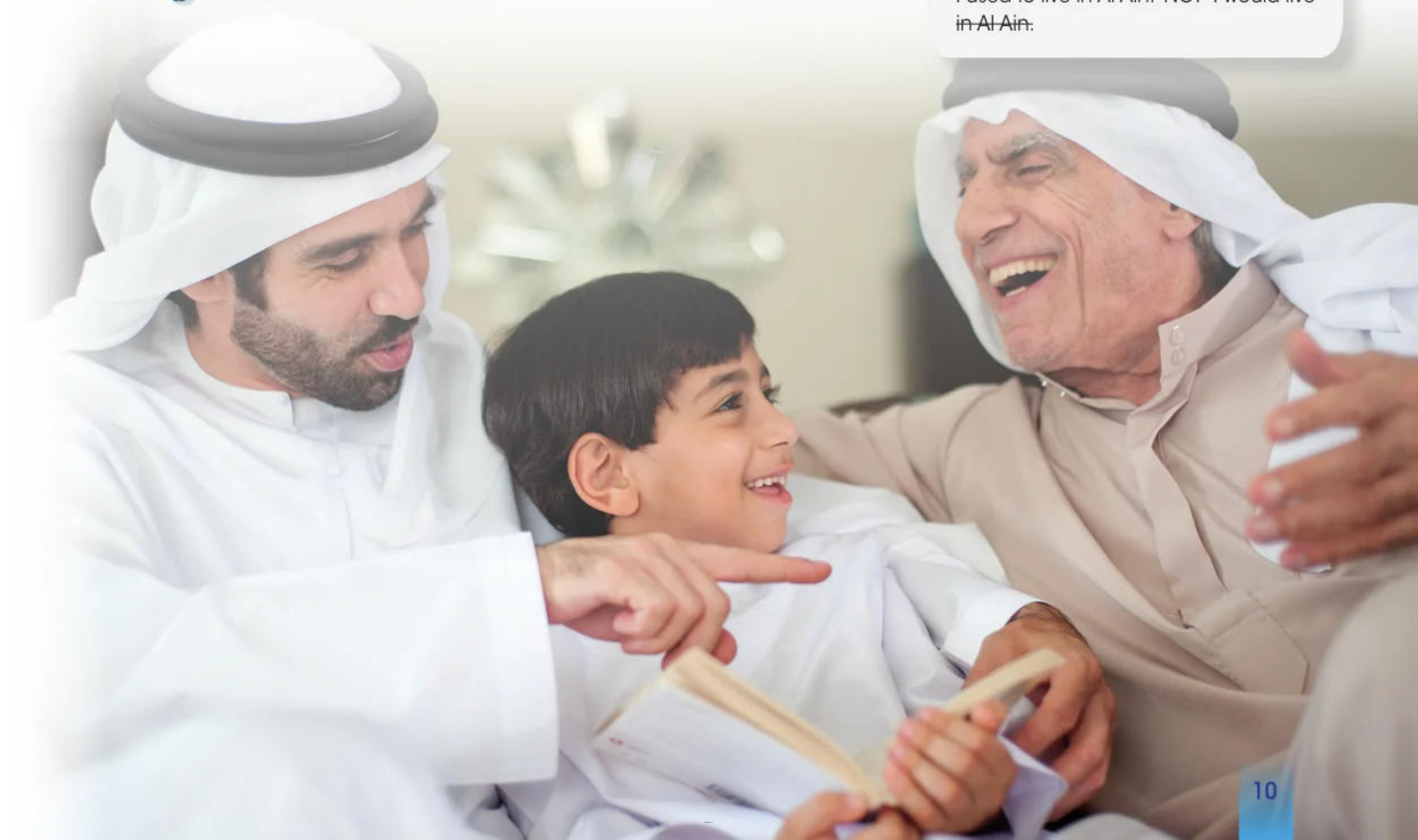
I'd like to ask you some questions about what life **used to** be like...

You can also talk about past habits with **would**.

We **would** ride camels all the way from Al Ain to the coast.

Note: *Would* can only be used to talk about past actions, not past situations. It is usually used in positive sentences.

I used to live in Al Ain. NOT I would live in Al Ain.





8B

How has life changed in the UAE?

ENGLISH

1 Write two questions you think the interviewer will ask in Coursebook Activity 2. Then, write two questions you would like to ask.

1

2

1

2

2 Match the words to the definitions.

- | | |
|-----------------|--|
| 1 abroad | a to go to or be in another country |
| 2 education | b for everyone; not private |
| 3 funding | c old |
| 4 elderly | d teaching and learning at school or college |
| 5 environmental | e where land and water meet |
| 6 coast | f money given to pay for something |
| 7 attend | g relating to the environment |
| 8 public | h to go to; to be at (a meeting, school, etc.) |

3 Complete the sentences with the correct words from **Activity 2**.

- It is very important to receive a good education.
- We should always respect those who are
- Some young people from the UAE choose to study
- The UAE government provides a lot of for schools and universities.
- problems can be serious if not managed properly.
- There are beautiful beaches across the UAE.
- Not everyone in the world has the opportunity to school.
- Sharjah is the only Emirate to have a on the Arabian Gulf and the Gulf of Oman.

4 Write questions for your interview using the topics from the box in Coursebook Activity 4. Fill in the answers during the interview.

QUESTIONS	ANSWERS

5 Complete the table with the correct negative and question forms of *used to*.

	+	-	?
used to	Things used to be very different.	Things be very different. things be very different?
would	We would ride camels all the way from Al Ain to the coast.		

6 Correct the mistakes in the sentences with *used to*.

- 1 I use to live in Al Ain.
I used to live in Al Ain.
- 2 We used to riding camels all the way to the coast.
.....
- 3 Girls didn't used to go to school 50 years ago.
.....
- 4 Years ago, it didn't used to be so easy to get around.
.....
- 5 Did you used to go on vacation as a child?
.....
- 6 People used to hunting more in the past.
.....
- 7 Many years ago, people use to dive for pearls.
.....

Which sentences could also be written with *would*?

7 You're going to talk to your class about the person you interviewed. Write what you are going to say. Include sentences with *used to* and *would*.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....





8C

Why have eating habits changed?

- What kind of foods do you usually eat?
- Do you eat at the same time every day?

ENGLISH

READING

1 Read the article written by a university researcher. Match the headings in the box to the correct paragraphs.

Diet • Choice and cost • Routines

Vocabulary

to eat out: to eat away from home, usually at a restaurant

organic food: food grown or made to be more natural with fewer chemicals

ready-made meals: meals you can buy in shops that might need to be heated before eating

quality: how good or bad something is

processed food: food that has been made or changed (canned vegetables, bread, cheese, etc.)



Why have our eating habits changed?

Dr. Brie of Edam University

Our eating habits have changed over the past 50 years. Diets now are very different to the diets of our grandparents' times. Let's look at some of these changes around the world.

1
 In the past, many people ate meals at the same time every day. Today, our daily schedules are busier, so mealtimes can be more flexible. In Europe, eating with family and friends is still important. However, lunch breaks in some countries are getting shorter, especially in the UK, where many workers take about 30 minutes or less or sometimes skip lunch. In France, many people still enjoy longer lunch breaks than in other countries, often around one hour or more, although the law only requires a short minimum break; exact times vary by job and place. In Spain, lunch is traditionally a main meal and some workplaces still have a long midday break, but many offices and schools now follow shorter, continuous schedules. In the UAE, eating with family and friends remains important, and there are more restaurants and cafés than before, so people often eat out together.

2
 People in the UAE are becoming more health-conscious, and interest in organic and fresh food is growing. Organic shops and cafés are now common, and the market for organic products continues to expand. Cooking habits are also changing. In the GCC, people use a variety of edible oils, with sunflower and palm oils widely used, and olive oil and other healthy options becoming more popular. Tea and coffee remain traditional favorites in the UAE, and their consumption has increased significantly in recent years.

3
 In the past, people had fewer choices and often cooked the same meals each week. Today, supermarkets offer many options, including ready-made meals, so people can eat different foods more often. In the UK, food prices have risen, but supermarkets still sell a wide range of products. Many shoppers choose ready meals because they are quick and easy. In the US, fresh food can cost more than processed food per calorie, but many fruits and vegetables cost less than one dollar per cup. Processed foods last longer because preservatives keep them safe, while fresh produce spoils faster and needs careful handling. Over time, farms have decreased in both the UK and US, while large supermarkets have become common. This has changed how people shop and eat.

- 2** Use the information in the article to decide if the sentences below are **True** or **False**.
- 1 People used to eat at the same time every day.
 - 2 UK workers usually take more than one hour for lunch.
 - 3 Lunch is still important in Spain.
 - 4 Tea and coffee are not popular in the UAE.
 - 5 Supermarkets sell ready-made meals.
 - 6 Processed food is always more expensive than fresh food in the US.

LANGUAGE FOCUS

- 3** Read the language points in the **Use of English** box. Find examples in the article for each language point and underline them.

Use of English

Talking about change

Present perfect subject + **have/has** + **past participle**

We can use the present perfect to talk about new information or a change.

*Tea and coffee drinking **has increased**.*

Present continuous subject + **be** + **verb-ing**

When we talk about something changing, we can use the present continuous with verbs like *become*, *increase*, *decrease*, and *get*.


*Organic food shops **are becoming** popular.*

Used to subject + **used to** + **infinitive verb**

We can use *used to* to talk about things that happened in the past but don't happen now, like a change.

*Schoolchildren **used to have** 3 hours to enjoy lunch.*

SPEAKING

- 4**  Discuss the questions below. Use the answers to help you.

Is it important to have meals with family and friends? Why?

I think...

Why has tea and coffee drinking increased in the UAE?

We have become too busy.

Why do people eat out in restaurants?

In the past...

How have eating habits changed in the UAE?

It's our culture.

Food used to be cheaper/more expensive.

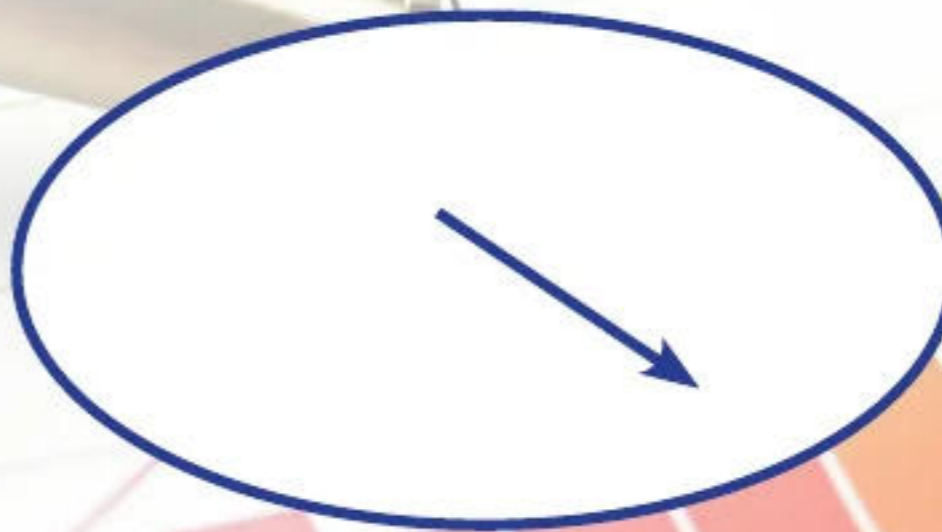
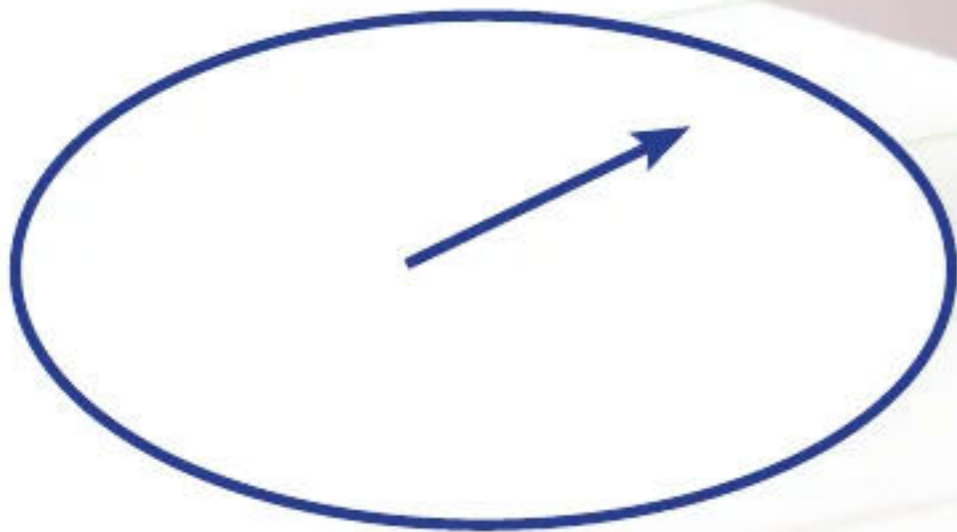


8C

Why have eating habits changed?

1 Read the verbs in the box. Some verbs mean 'go up' and other verbs mean 'go down'. Put the verbs in the correct circles.

to increase • to decrease • to go up • to go down
to reduce • to fall • to climb



2 Replace the underlined verbs in the sentences with words from the box. Remember to change the verb form.

to increase • to decrease • to go up • to go down • to fall • to climb

- 1 The price of soda has gone up.
- 2 The number of people who study Spanish is climbing.
- 3 The price of bananas has gone down.
- 4 The amount of chocolate people eat has fallen.
- 5 Flight prices to Oman have increased.
- 6 The number of people on the cooking course has climbed.
- 7 Look at the graph. The numbers have decreased since 2010.

1
coffee shop / has / a / new / opened
.....

3 Play the stepping stones game with a partner. Take turns. Choose a circle and put the words in the correct order to make sentences.

2
hotter / the weather / getting / is
.....

3
pizza / used / eat / to
/ every Sunday / we
.....

4
to / people / cook / used / more
.....

5
getting / is / life / better
.....

6
we / at school / becoming
/ all / are / smarter
.....

7
have / baking cakes / started / I
.....

8
use / didn't / we / to / drink tea
.....

9
the price of chocolate / up
/ gone / has
.....

10
started / I / a new hobby / have
.....



8D

How has the population in the UAE changed over the years?

ENGLISH

- What do you think are the three biggest countries in the world by population?
- What do you think are the three smallest countries in the world by population?

READING

1 In pairs, look at the images and text. Where would you see them?

- 1 In a magazine article about animals living in the UAE.
- 2 On a travel agency brochure about the best hotels.
- 3 On a government website about population information.

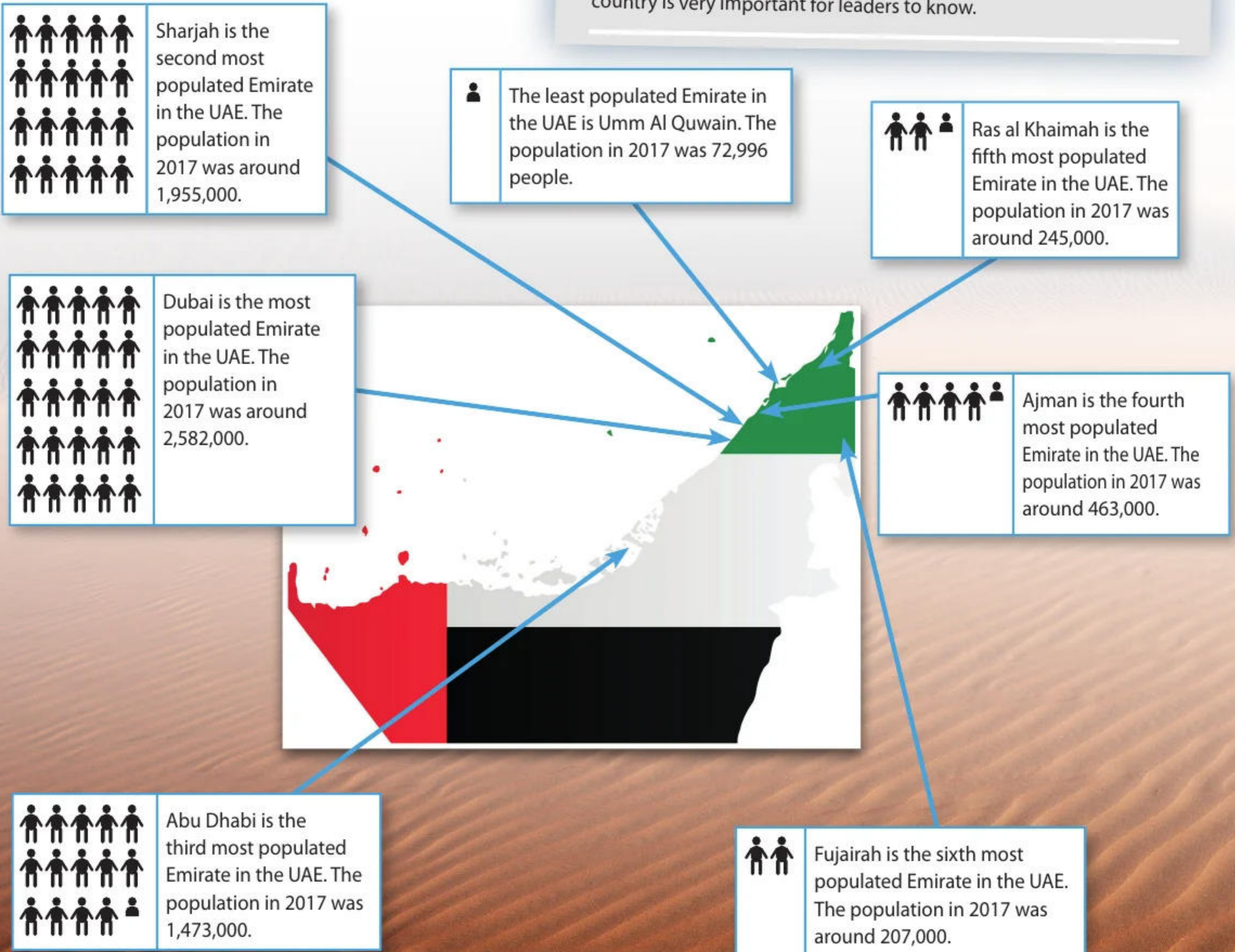
KEY:

 = 100,000 people

2 Read the short text. Choose the best summary sentence for the paragraph.

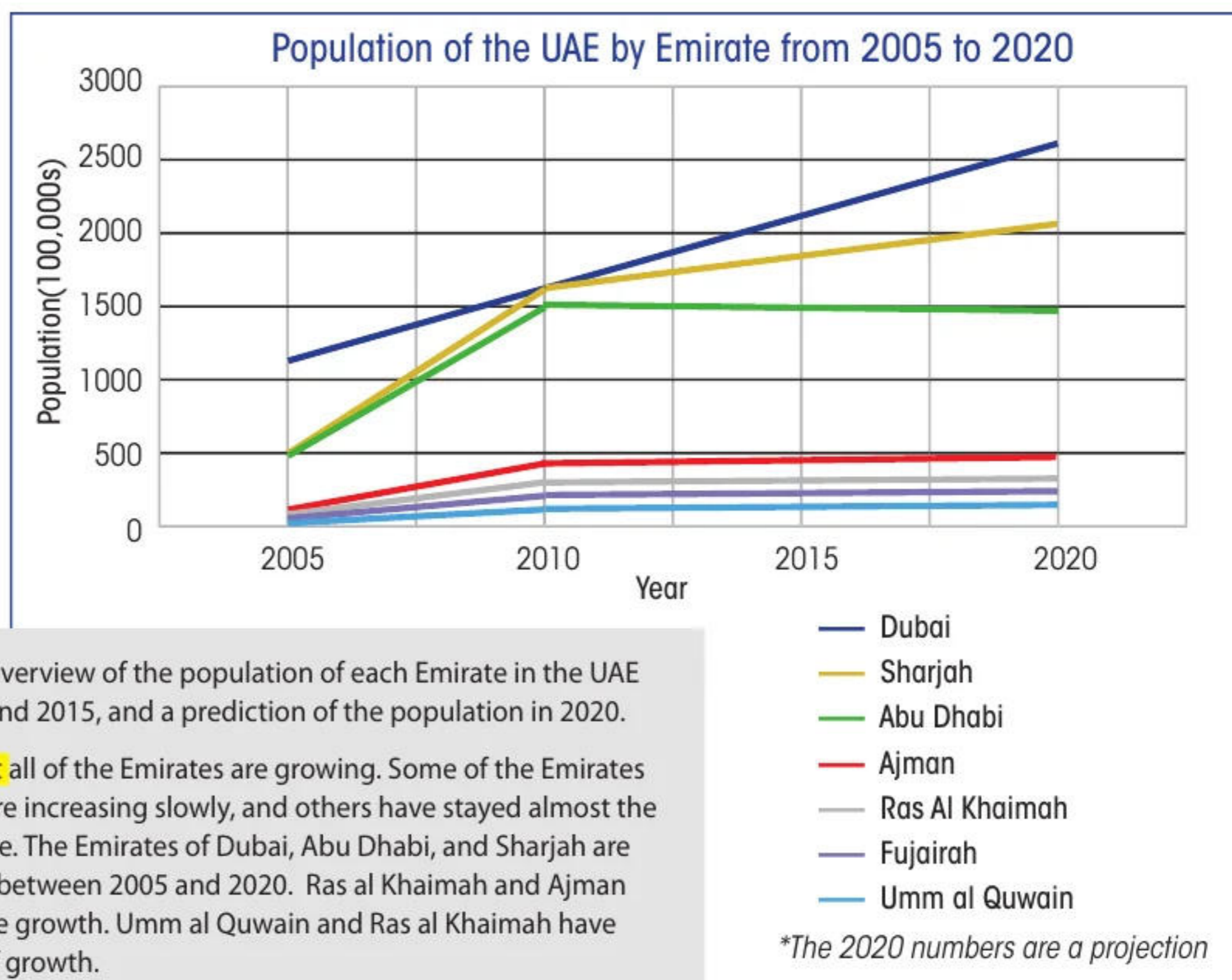
- 1 Governments need to collect information to help leaders make decisions to help the country.
- 2 There always needs to be more schools and jobs.
- 3 There are many reasons why populations increase and decrease.

It is very important for governments to collect information on the population and businesses. This helps them understand how to help the people living in their country. For example, if there is a **reduction** in the number of businesses, this helps leaders think of ideas to make more businesses. If there is a **rise** in businesses, the leaders know that what they are doing is working. If there is an **increase** in population, leaders can see how to help the new people find schools and jobs. If there is a **decrease** in population, it can help leaders understand how many schools and jobs are needed. So, **growth** or reduction in a country is very important for leaders to know.



3 In pairs, look at the graph. Answer the questions.

- Which Emirates have grown the most?
- Which Emirates have grown the least?
- What is the overall trend for the Emirates?



The line graph provides an overview of the population of each Emirate in the UAE between the years of 2005 and 2015, and a prediction of the population in 2020.

Overall, the chart shows that all of the Emirates are growing. Some of the Emirates are growing quickly, some are increasing slowly, and others have stayed almost the same for long periods of time. The Emirates of Dubai, Abu Dhabi, and Sharjah are predicted to grow the most between 2005 and 2020. Ras al Khaimah and Ajman have both experienced some growth. Umm al Quwain and Ras al Khaimah have seen the smallest amount of growth.

4 Read both texts and use the graph to answer the questions.

- 1 Which Emirate has the most predicted growth between 2015 and 2020?
- 2 What was the population of Ajman in 2015?
- 3 What percent of Abu Dhabi's population decreased between 2010 and 2015?
- 4 What was the largest Emirate in 2005 with a population of 1,125,000 people?

In 2005, the smallest Emirate in the UAE was Umm al Quwain, which had a population of 30,000 people. The largest Emirate was Dubai, which had a population of 1,125,000 people. Between 2005 and 2010, every Emirate experienced some increase in population.

Between 2010 and 2015, Ras al Khaimah, Ajman and Abu Dhabi all experienced a reduction in population. In Abu Dhabi and Ajman, the population decreased by 4%, with Abu Dhabi's population reducing from 1,477,000 to 1,418,000. Ajman's population decreased from 460,000 to 441,000. Ras al Khaimah's population saw a decrease of 6%, from 250,000 to 235,000. All other Emirates had an increase in their population.

Between 2015 and 2020, most Emirates will continue to send the growth trend up. Umm al Quwain is predicted to see the largest percentage of growth, 17%. However, it will see the smallest amount of population increase, from 67,000 to 70,000. This is an increase of 3,000 people. Next, Dubai is predicted to have the second greatest growth. It will increase 13.5%, from 2,239,000 to 2,582,000. Next, there will be a rise of over 10% in the population of Sharjah from 1,804,000 to 1,995,000. Ras al Khaimah is predicted to see the smallest percentage of growth, from 235,000 to 245,000; an increase of 4%.

Reading Strategy

Remember, when we use scanning reading techniques, we are trying to find specific information in a text. One strategy to help when scanning is to underline the key words in the question. For example. In Question 1, the words *most*, *growth*, *2015*, *2020* are key words. When quickly looking through the article, you already know to look for these words.

Language Tip

Remember, we can use words like *increase* and *decrease* to talk about trends. When we talk about a trend that is still happening, we can use the present continuous. For example:
The population of the UAE is increasing every year.



8D

How has the population in the UAE changed over the years?

ENGLISH

1 Match the words in bold in the text in **Coursebook Activity 1** with the correct definitions.

Noun: 1	When something becomes smaller in number or amount.
Verb:	

Noun: 4	When something becomes larger or bigger, like a number.
Verb:	

Noun: 2	When something becomes larger or bigger or how much something becomes larger.
Verb:	

Noun: 5	When there becomes less of something, like a number or amount of something.
Verb:	

Noun: 3	When something becomes larger or older, like numbers, people, trees, etc.
Verb:	

2 Circle the correct noun or verb to complete the sentence.

- They will *reduce* / *reduction* the number of exams in schools this year.
- There has been a *reduce* / *reduction* in the population of the city.
- There is *an increase (N)* / *increase (V)* in the temperature this week.
- The population of the UAE will continue *to increase (V)* / *increase (N)* this year.
- There is *a growth* / *grow* in the UAE business industry.
- The amount of new businesses in the UAE continues *to grow* / *growth*.
- Who will *decrease (V)* / *a decrease (N)* the air temperature in this room?
- The business saw *a decrease (N)* / *decrease (V)* in sales last year.
- There is *a rise (N)* / *rise (V)* in production of cars at the factory.
- If we keep studying hard, our grades will *a rise (V)* / *rise (N)*.

Vocabulary

Many nouns and verbs are spelled the same way. It is important to know how to read and write the two different meanings.

A **noun** (person, place, thing or idea) usually comes after an article (*a, an* or *the*) or it is plural, for example:

an increase; many increases

A **verb** (action) usually follows a subject (I, you, she, my friend, Ali), and is followed by an object. Verbs change form for different tenses, for example:

The population of the UAE increased last year.

The population of the UAE will increase next year.

The population of the UAE is increasing this year.

3 Look at the graph in the Coursebook. Decide if the populations stated below have increased (I), decreased (D), or stayed the same (S).

- The population of Abu Dhabi between 2010 and 2015
- The population of Umm al Quwain between 2005 and 2010
- The population of Ras Al Khaimah between 2005 and 2010
- The population of Ajman between 2005 and 2010
- The population of Sharjah between 2010 and 2015
- The population of Dubai between 2015 and 2020
- The population of Fujairah between 2005 and 2010

4 Complete the sentences with the correct word in brackets using the present continuous tense.

- 1 The population of the UAE (grow, reduce) bigger every year.
- 2 The car company's sales (increase, decrease), because they are selling more cars every year.
- 3 Ali (increase, decrease) the number of hours he studies, so he can do well on the exam.
- 4 The government (reduce, rise) the amount of pollution by making new laws to stop it.
- 5 The amount of water in the lake (decrease, rise) because of the heavy rain.

5 Make graphs using the information in the tables.

- Use the tables below for Workbook: Activities 5–7.

Population of Dubai		
	Males	Females
2010	1,485,046	420,430
2012	1,547,135	558,740
2014	1,613,175	714,175
2016	1,888,520	810,080

Population of Abu Dhabi		
	Males	Females
2010	1,461,000	633,700
2012	1,662,051	672,512
2014	1,766,140	890,308
2016	1,858,000	1,051,000



6 Work with a partner. Answer the questions for either Dubai or Abu Dhabi.

- 1 Between 2010 and 2016, where was the most growth for either males or females?
- 2 What years have the biggest difference between males and females?
- 3 Which year had the smallest difference between males and females?
- 4 Between which years was there the biggest growth of males?
- 5 Between which years was there the biggest growth of females?
- 6 What is the overall trend for males and females in Abu Dhabi and Dubai?

7 Use the graphs and the questions to write a short overview of the information.

.....

.....

.....

.....

.....



8E

What are we doing in our free time?

- How do you spend your leisure or free time?
- How has the World Cup changed over the years?

ENGLISH

SPEAKING

1 Look at the picture of Hassan and his father. What are they doing?



2 Look at the pictures. Predict what year each soccer game took place. Write the correct number. Discuss what kind of changes there have been.

2014

1930



READING

3 The class will now be divided into sections A and B. Look at the scroll for your group and follow the directions.

Did You Know?

The **World Cup** is a world championship soccer competition held every four years. It is the most-watched sporting event in the world.

Spectators from many countries enjoy watching these exciting games as a leisure activity. There are many changes that have taken place with the World Cup over the last 87 years.

GROUP A

- Discuss the article about the changing spectator numbers at the men's World Cup (1930–2014)
- Sit with a member of Group B
- Exchange information by asking your partner the provided questions
- Fill in the gaps with the missing information in your text

GROUP B

- Discuss the notes about the changing spectator numbers at the men's World Cup (1930–2014)
- Sit with a member of Group A
- Exchange information by asking your partner the provided questions
- Fill in the gaps with the missing information in your text

- 4 **21** **Group A** read the text. Ask your partner from **Group B** questions to complete the gaps.



Text A

The FIFA Men's World Cup is one of the most popular sporting events in the world. However, the number of visitors has changed over the years. For example, at the first World Cup, in (1), in Uruguay, there were (2) spectators, whereas when the World Cup was held in Brazil, in 2014, there were (3) spectators.

In general, numbers have risen over time. But sometimes the numbers rose and fell, unexpectedly. For example, 20 years after the first World Cup, in 1950 in Brazil, the number of spectators rose to (4)! Then in 1954, in Switzerland, the number of spectators decreased to (5)..... In Italy, in 1990, the spectator count rose again to 2,527,348, then in 1994, in the USA, there was another rapid increase in numbers to (6) However, in 2006 in Germany, there was a slight decline in numbers to 3,367,000. The last men's World Cup event was in (7)

- 1 When was the first World Cup?
- 2 How many spectators watched the first World Cup in Uruguay?
- 3 In 2014, how many viewers watched the games?
- 4 During the World Cup in Brazil in 1950, spectator numbers rose to ...?
- 5 In 1954, in Switzerland, the viewers watching decreased to ...?
- 6 In 1994, in the USA, the numbers increased to ...?
- 7 Where was the last men's World Cup?

WRITING

- 5 Look at the line graph you created in the Workbook about the changes in spectator numbers during the men's World Cup. How are the changes similar or different to the changes in the women's World Cup? Take notes and write down any information or ideas you have.
- 6 In your groups, write a text comparing the changes in spectator number over the years between the men's and women's World Cups. Use your notes from **Activity 5** to help you.

Writing Tip

When writing on a particular topic, it is not always necessary to offer your opinions. Additionally, when writing about factual information, you should organize your writing in separate paragraphs. Follow the structure below in your writing task in **Activity 6**:

Paragraph 1 – Start this paragraph with the following statement: *The chart shows how the men's and women's World Cup spectator numbers have changed over the years.* Next you need to write an **overview sentence**.

Paragraph 2 – Describe the most general changes you included on your line graphs.

Paragraph 3 – Give a detailed description of what your graph shows, while comparing the key information regarding spectator numbers between the men's and women's World Cups.

Remember to use linkers to show the relationship between the changes that have taken place during both World Cups.

Word Count: 150–200



8E

What are we doing in our free time?

ENGLISH

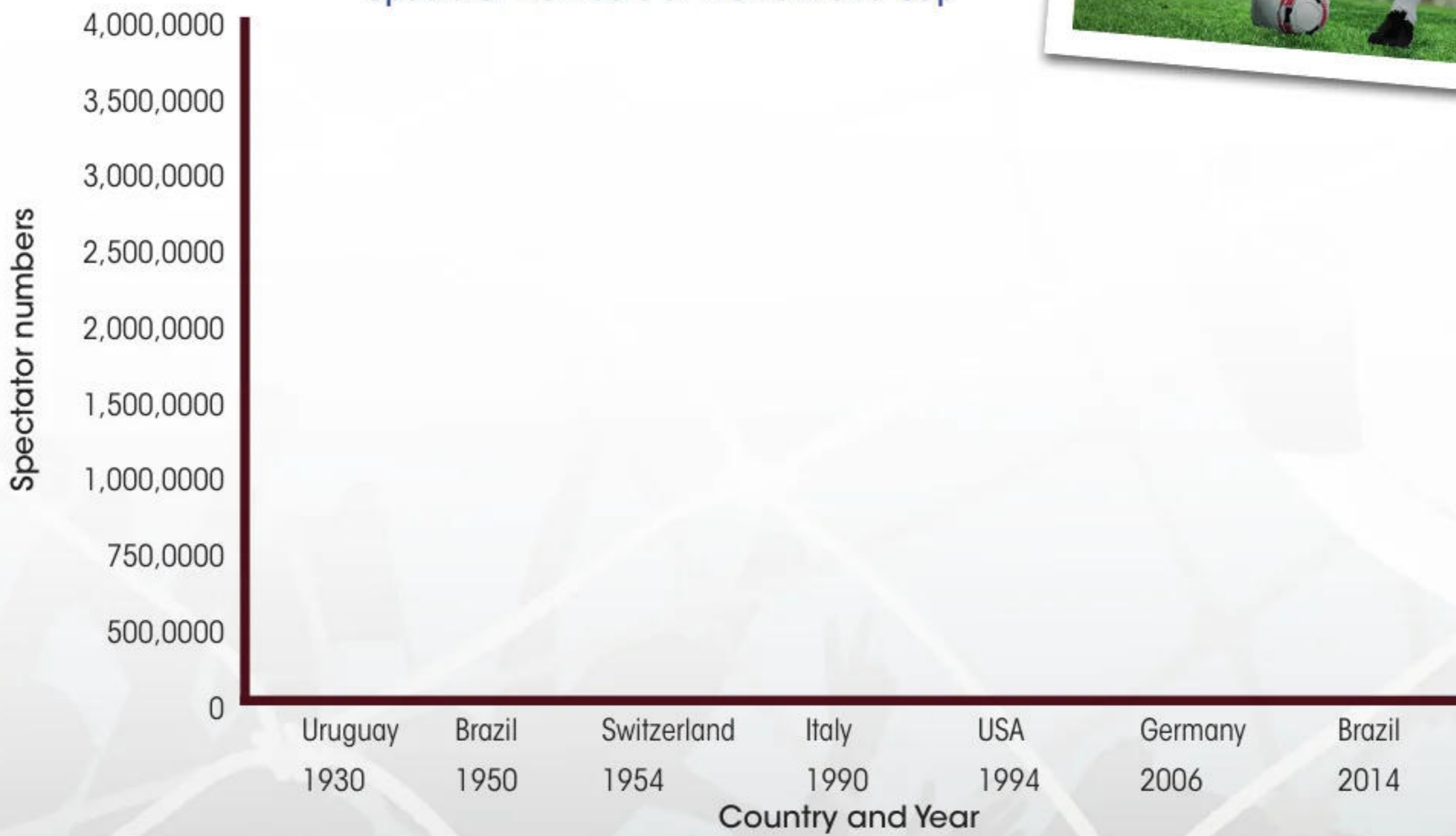
1 **Group B** read the text provided by your teacher. Ask your partner from **Group A** questions to complete the gaps.

- 1 Where was the 1930 World Cup?
- 2 Where was the 1954 World Cup?
- 3 Where was the 1990 World Cup?
- 4 What was the number of spectators at the World Cup in 1990?
- 5 When was the spectator number 3,568,567?
- 6 Where was the 2006 World Cup?
- 7 Where was the 2014 World Cup?

2 In your original groups, use the information you gathered to draw a line graph.



Spectator Numbers at Men's World Cup



3 Read and discuss the following text. Complete the gaps with the words that have the same meaning.

- 1 =
- 2 =
- 3 =

Leisure time activities are the things we choose to do that we usually enjoy. This can include going to the movies with our friends, a family dinner at the Dubai Mall, or going to JBR to play beach soccer. Some people choose to spend their **free time** watching TV, whereas others would rather go to the library to find a good

book to read. So, the question is, how has the way we spend our leisure time changed over the years? Has there been an **increase** in the amount of leisure time we have and a **decline** in how much we work? Or, has there been a **decrease** in the free time we give ourselves and a **rise** in working hours?

4 Unscramble the linking words in the box. Choose a word to complete each sentence.

aserwhe • ghthoual • revehow • tub • tye

- 1 Jassim did not win the game,..... he learned a lot from the experience.
- 2 New York City is a very busy place,..... my town is very small.
- 3 She is very quiet and shy,..... her brother is very talkative.
- 4 Ruhi wanted to go with us to the cinema he got sick and couldn't come.
- 5 The World Cup spectator numbers were high in Brazil, in the USA they were low.

Language Tip

Remember, we use **linkers** to link two statements to show either contrast or comparison. Linkers are important because they show the relationship between ideas in sentences and paragraphs. For example, *There was a rapid increase in the number of spectators to 3,568,567, however, in 2006, in Germany, there was a slight decline in numbers to 3,367,000.*

5 Read the information about the women's World Cup and the changes in spectator numbers over the years. Then answer the questions.

- How have the spectator numbers changed?
- When did they go up?
- When did they go down?

Spectator Numbers at Women's World Cup



Changes in the number of spectators at some of the FIFA Women's World Cups from 1991 to 2015

1991	China	510,000
1999	USA	1,214,209
2003	USA	679,664
2011	Germany	845,751
2015	Canada	1,353,506

6 Read your writing task. Check (✓) the boxes below if the answer for each question is yes.

Did you start your introduction with the correct sentence? "The chart shows how the men's and..."	Did you write an overview sentence in your introduction paragraph?	Did you describe the most general changes you gathered from your line graphs in your second paragraph?	Did you write a detailed description of what your graphs show in your third paragraph?	Did you use linkers throughout your writing text?
.....



Review

How things change

ENGLISH

VOCABULARY

1 Read the text and circle the correct words.

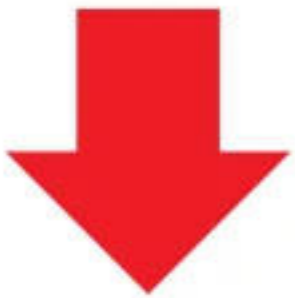
How to ¹ (Change/Present) the World!

Poor countries have many ² (funding/problems). How can we help people in these poor countries? There are many ways. You can tell people about problems in poor countries by writing a ³ (glasses/blog). You can donate old ⁴ (glasses/leisure) to help poor children see. Many charities need ⁵ (spectators/funding) to help pay for projects in poor countries. For example, building ⁶ (water wells/ World Cups) can be ⁷ (change/expensive). You can spend your ⁸ (free time/water well) collecting money for charities. You can also travel ⁹ (decline/abroad) and help in schools in poor countries. ¹⁰ (World Cups/ Education) gives poor people a chance to become successful.



2 Numbers going up or numbers going down? Write the words in the correct boxes.

decrease • rise • decline • fall • go down
go up • growth • increase • reduction



4 ²¹ Create a graph that shows the results of the survey. The x-axis should be the terms and the y-axis should be the number of students. Each line represents a sport.



3 ²¹ Class 8A did a survey of their favorite sports over the school year. Look at the table of results and complete the summary statements using words from Activity 1. There are 25 students in class 8A.

	Term 1	Term 2	Term 3
Soccer	13	10	4
Basketball	9	6	9
Hockey	2	2	2
Baseball	1	7	10

- The number of students who liked soccer over the whole year.
- The number of students who liked baseball over the year.
- The number of students who liked basketball and then over the school year.
- The number of students who liked hockey neither nor over the year.

LANGUAGE FOCUS

5 Compare the results in **Activity 3**. Write a comparative sentence using the present perfect tense and the linkers *whereas, however, but, similarly, also*.

- 1 (soccer/hockey): **In term 3, the number of students who liked soccer has decreased, whereas hockey has stayed the same.**
- 2 (basketball/baseball): In term 2,
- 3 (soccer/basketball): In term 3
- 4 (basketball/soccer): In term 2,

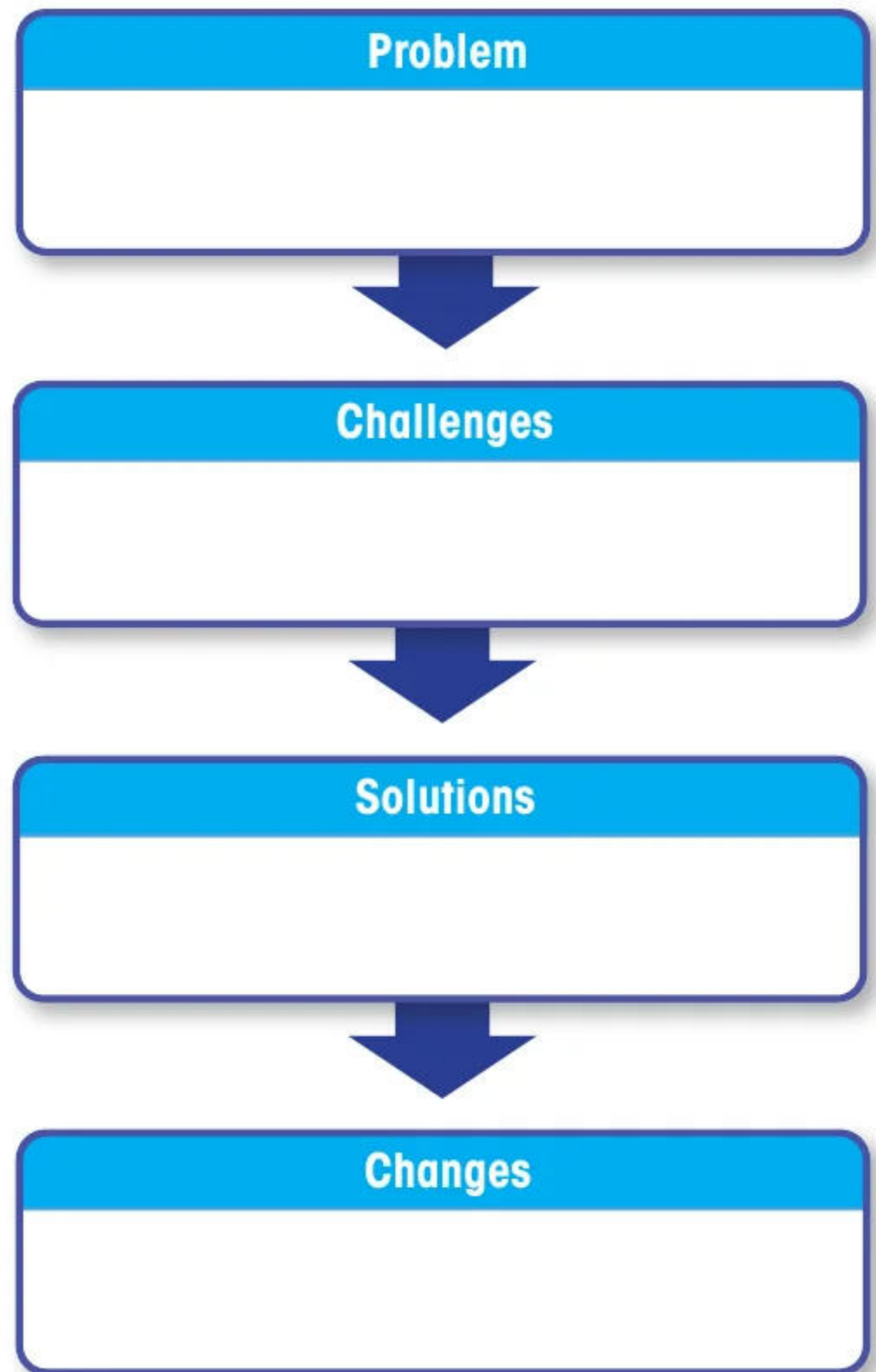
6 Complete the sentence pairs using "used to".

- 1
Now people travel by car.
- 2
These days, people text or send e-mails.
- 3
Today, people watch television or see movies.
- 4
Nowadays, people wash their clothes in a washing machine.
- 5
These days, people get their food at the supermarket.

SPEAKING

7 In groups, think of a problem that affects young people today. If you wanted to help with this problem:

- what would be the challenges?
- what solutions would you come up with?
- what change would you want to see?



Self-assessment

- I can listen to and understand a presentation by three young people who have changed the world.
- I can understand the tone and pace of a successful presentation.
- I can conduct an interview with an elderly person about how society has changed in their lifetime.
- I can write my own sentences using language to express trends and changes.
- I can answer questions by reading a text about population changes for each Emirate in the UAE.
- I can write a structured text that supports notes and a chart about World Cup spectator numbers.

Yes	Maybe	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



UNIT 9

National resources

ENGLISH

Key Learning Objectives

- Listening** To understand the details of a conversation between two Emiratis about traditional pearl diving.
- Speaking** To exchange information about the history of oil in the UAE.
- Language Focus** To be able to use *would* to talk about farming in the past.
- Reading** To understand opinions and statements in an online forum about the importance of water in the UAE.
- Writing** To be able to post a comprehensive contribution to an online discussion about how the UAE is growing its economy for the future.





DISCUSSION

- What resources does the UAE have?
- What type of farming is in the UAE?
- Why is water so important in the UAE?
- What do you think the future economy of the UAE will include?



9A

How did we use pearls as a national resource?

ENGLISH

- What resources does the UAE have today?
- How have these resources helped the country?

LISTENING

1 You will listen to an interview by a reporter named Hamad. He interviewed the Emirati swimmer, Mubarak. Read the words in the word cloud. Predict what they will discuss.

down dive
 swim trade pearl
 deep collect rope
 boat traditional
 past resource
 sea diver
 basket clam water



- 2 Listen to the interview. What is it about?
- 1 How pearls are grown on pearl farms in Ras Al-Khaimah.
 - 2 What the United Arab Emirates' main resources were in the past.
 - 3 Why oil is an important resource for the United Arab Emirates.
 - 4 How traditional pearl diving was important in the past.
- 3 Listen to the interview again and complete the quiz.

Pop Pearl Quiz

1 What did pearl divers need? Put a checkmark next to the equipment.

..... basket

..... goggles

..... a boat

..... rope

..... an air tank

..... a camera

..... a rock

2 Put the steps to traditional pearl diving, from first to last (1-4).

..... People on the boat pull the diver back up.

..... The diver searches the bottom of the sea for clams.

..... When the diver is finished, he pulls on the rope.

..... The diver ties a rock to his leg and swims to the bottom.

3 Circle the resources that the United Arab Emirates traded with other countries.

oil

wood

sand

dates

camels

pearls

rice



4 **32** Listen to part of the interview again. Connect the phrases to the rest of the statement.

- | | |
|--|--|
| 1 Yes, that too. | a As I was saying, in the old days, Emiratis would dive down to the bottom of the sea, without an air tank or goggles. |
| 2 Very true. Oil is the main resource for the UAE. | b Anyway, pearl diving was very important for the UAE. |
| 3 Yes, it is. | c OK, what were we talking about? Oh yes, how we get pearls today. |

Listening Strategy

Notice that in a conversation or interview, people often change topics. They use certain phrases to return to a topic they were discussing before.

"As I was saying..." "What were we talking about?" "Anyway..."



SPEAKING

5 Discuss your ideas from **Workbook Activity 5** with a partner. Take turns asking and answering questions about your lives in the past. Write notes on what your partner says.

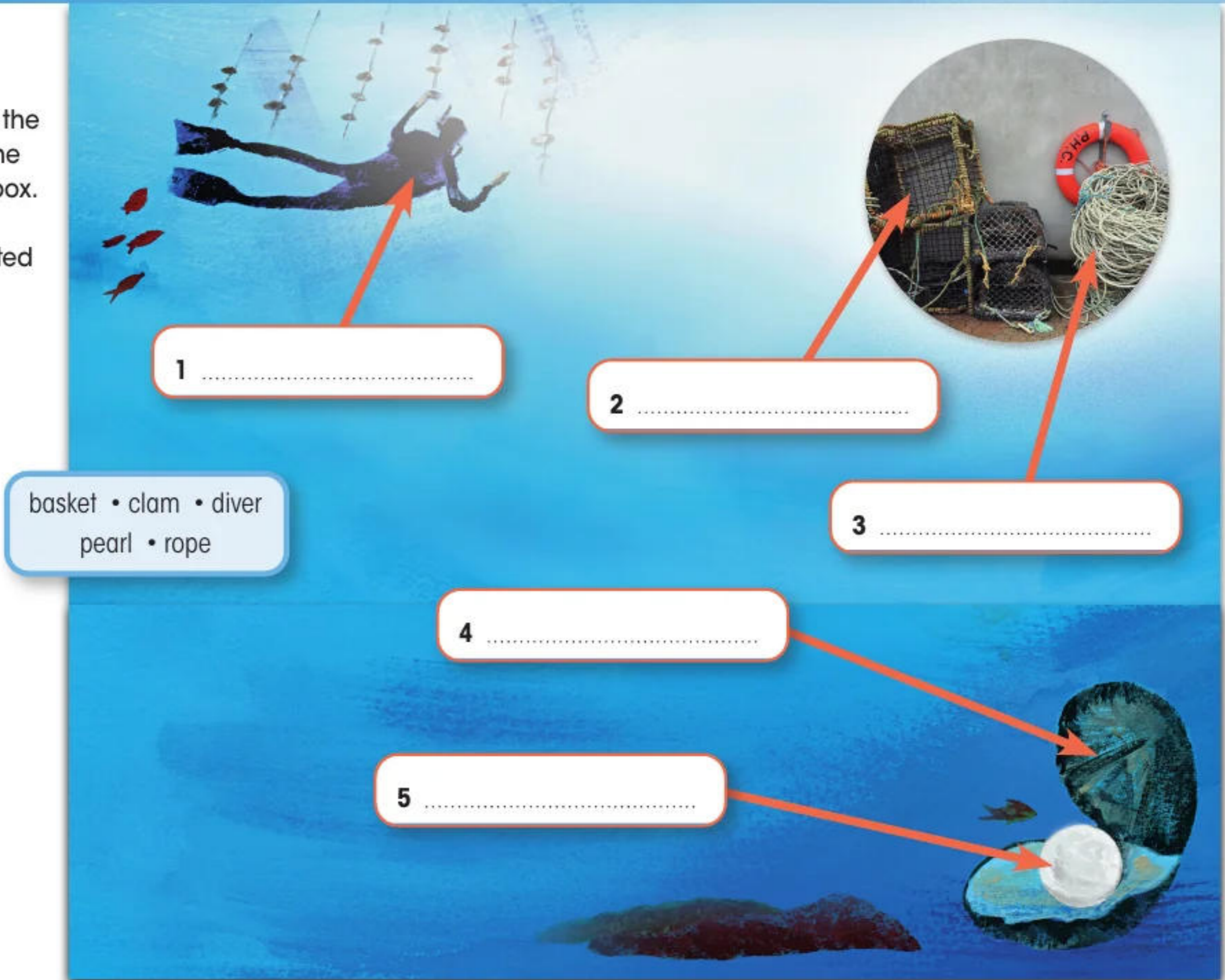
Partner's name:

- How would your life be different?
.....
- What would you do on the weekends?
.....
- What jobs would your family have?
.....
- Where would you live?
.....



How did we use pearls as a national resource?

1 Label the pictures with the words from the vocabulary box. Discuss how divers collected pearls.



basket • clam • diver
pearl • rope

2 Complete the sentences with the words in the box.

basket • clams • divers • pearls • trade • resource • rope

- 1 In the past, would swim to the bottom of the sea.
- 2 They would use a tied to a stone to help them swim down.
- 3 They would look for with valuable inside.
- 4 Divers would put their clams in a
- 5 They would pearls with people from other countries.
- 6 Pearls were an important in the past.

3 Match what Emiratis do today to what they would do in the past.

Today	In the past
1 People travel across the Emirates by car.	a People would eat local food only.
2 People eat food from all over the world.	b A few countries would trade with the UAE.
3 The Emirates' main resource is oil.	c People would dive for pearls using a rope and basket.
4 Many countries trade with the UAE.	d The Emiratis would trade pearls and dates.
5 People grow pearls at a pearl farm.	e People would travel by camel, horse or dhow boat.

Language Tip

Notice that when describing what people did in the past, you can use the helping verb *would*. You use *would* when describing past actions.

Emiratis **would** ride their camels from one town to another.

Divers **would** go diving for 120 days a year.

People **would** come from other countries to trade for pearls.

- 4 Read the article about how pearls are grown today and answer the questions.

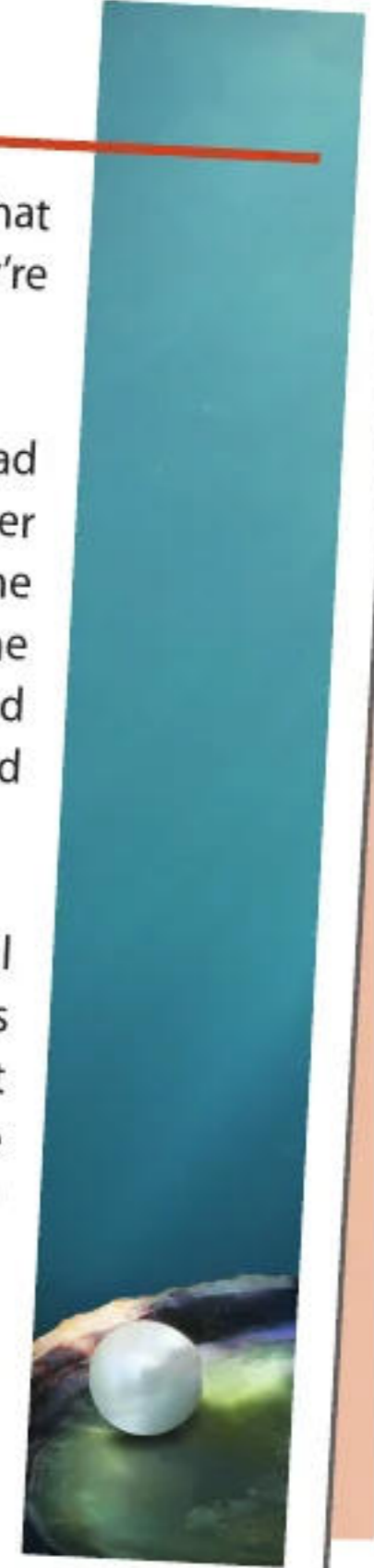
HOMEGROWN PEARLS

There aren't many Emirati pearl divers these days, but that doesn't mean that pearls are gone from the Emirates. Today, pearls aren't found by divers – they're grown on pearl farms!

In Ras Al-Khaimah, Fatima showed me around her family's pearl farm. We had to get on a boat, because the farm was underwater. Fatima explained how her family grows pearls. First, they tie clams in a net and leave them hanging in the sea water. Then, the clams slowly grow the pearls inside their shells. Fish come and eat the dead skin and dirt off the clams. This keeps the clams clean and healthy. Finally, when the pearls are ready, the farmers pull up the nets and take the pearls out of the clams.

Pearl farming doesn't harm the environment and the clams also feed the local fish population. What is more, it's safer than traditional pearl diving. Fatima's whole family works on the farm. Her grandfather used to be a pearl diver, but these days, he's happy working on his pearl farm with his family. He told me that he is sad that pearl diving isn't done anymore, but understands that pearl farming is a new, safer way of collecting pearls.

So, next time you see beautiful pearl jewelry in the store, you might be looking at Fatima's hard work.



- 1 How do people collect pearls today?
.....
- 2 In your own words, explain the three steps to growing pearls.
First,
Then,
Finally,
- 3 How do fish help out on the pearl farm?
.....
- 4 Name three ways pearl farming is better than traditional pearl diving.
a
b
c
- 5 What are pearls used for?
.....

- 5 Imagine that you lived in the United Arab Emirates 100 years ago. Write a short text about how your life would be different.



What is the history of oil in the UAE?

- Which countries have the largest oil reserves in the world?
- Which country has the most?

ENGLISH

READING

1 Answer the questions. Then read the introduction to the newspaper article and check your answers.

- When was oil discovered in the UAE?
- Which emirates have oil?
- Which emirates have the most?

2 Do you know when these events happened? Write them in on the timeline.

- His Highness Sheikh Zayed bin Sultan Al Nahyan became ruler of Abu Dhabi
- The United Arab Emirates was formed
- Ras al Khaimah joined the Union

Oil in the UAE

In the 21st century, the United Arab Emirates is known as a modern, forward-thinking country that many see as a nation of the future. After oil was discovered offshore at Umm Shaif in Abu Dhabi in 1958, a new era began for the states that later formed the UAE. Today, the UAE is among the world's top 10 countries for proven oil reserves, with about 98–113 billion barrels depending on the source and year. These reserves are found mainly in four emirates — Abu Dhabi, Dubai, Sharjah, and Ras Al Khaimah—with Abu Dhabi holding over 90% of the total and Dubai in second place. How did the oil industry in these two emirates develop over the years? Let's take a look...



- January 5, 1936
- January 11, 1939
- 1939–1945
- 1946
- 1950
- 1958
- 1959
- 1962
- April 1963
- 1966
- September 22, 1969
- 1971
- December 2, 1971
- February 10, 1972
- 1972
- 1973
- 1974
- June 1978
- March 1979
- 1982
- 1984
- 1988
- 1990
- 1991
- 2007
- January 10, 2014
- January 2015
- Now

3 Read the text and write the information in the correct place on the timeline.

Group A: Read about Abu Dhabi in the **Coursebook**.

Group B: Read about Dubai in the **Workbook**.

4 **21** Work with a partner who read the other text. Ask and answer questions and then write the information about the other emirate on the timeline.

What happened on January 5, 1936?

PDTC was given a two-year permit to explore Abu Dhabi for oil.

Abu Dhabi

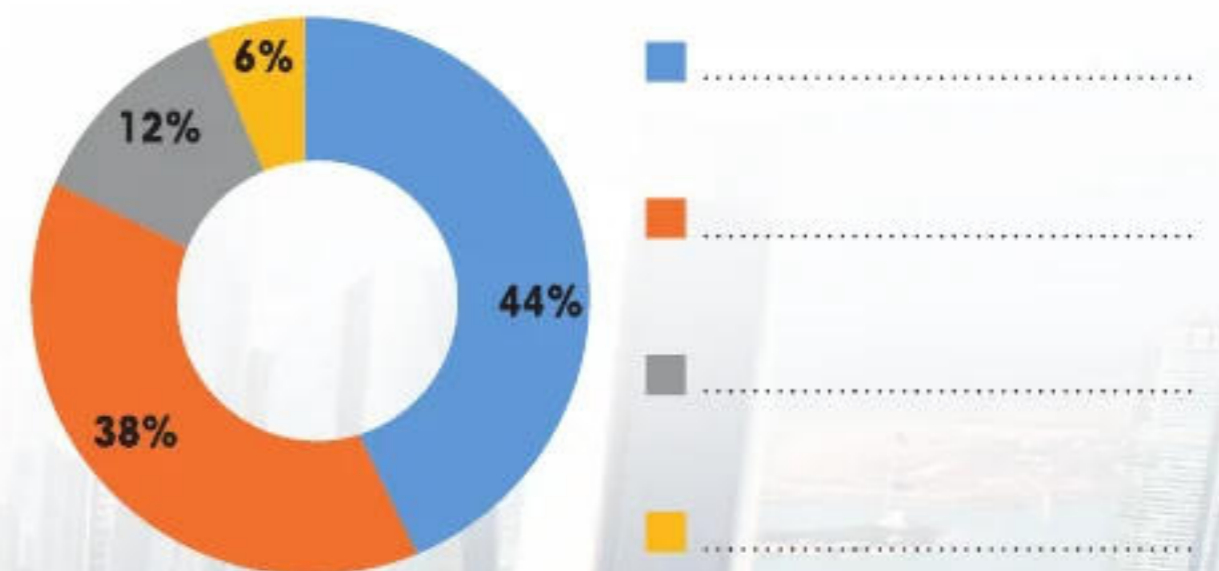
The age of oil exploration began in Abu Dhabi on January 5, 1936, when Petroleum Development (Trucial Coast), or PDTC, was given a two-year permit to explore the area. Despite difficulties in the beginning, the company continued and was given a 75-year permit for Abu Dhabi on January 11, 1939. Exploration was interrupted, however, because of World War II, but continued in 1946, the year after the war ended. The first well was drilled in 1950 at Ras Sadr, but no oil was found. Exploration and drilling continued throughout the decade and in 1958 oil was finally struck. Abu Dhabi Marine Areas Ltd. (ADMA) had been given a permit to drill offshore and managed to find oil at Umm Shaif. The following year, oil was discovered at Murban Bab field onshore by PDTC. In 1962, oil was exported from Abu Dhabi for the first time, and that same year, more oil fields were discovered: Bu Hasa field by PDTC and Zakum offshore field (in 1963) by ADMA. In 1966, His Highness Sheikh Zayed bin Sultan Al Nahyan became ruler of Abu Dhabi, and president of the newly formed United Arab Emirates in 1971. In 1974, Abu Dhabi National Oil Company (ADNOC), which had been formed in 1971, gained 60% of both the onshore and offshore oil companies operating in the emirate. The 75-year permit signed in the 1930s for onshore exploration ended on January 10, 2014, but a new 40-year permit was given in January of 2015. ADNOC now produces around 3 million barrels per day of oil.

LISTENING

5 **33** You are going to listen to an Emirati spokesman from the Ministry of Energy talking about the UAE's energy goals for 2050. Look at the chart showing the UAE's energy goals for 2050. Which energy sources match which percentages?

Listen and check your answers.

gas • nuclear energy • clean energy • clean coal



6 **33** Listen again. Complete the extracts from the audio.

1 I: ...because the UAE has depended a lot on oil in the past.

M: Yes, it has.....?

Oh yes, that there are four energy sources in the 2050 plan...

2 M: Clean energy...

I: ...Like, does that include solar power?

M: Yes, it does.....

clean energy includes solar and wind power, as well as biofuels.



SPEAKING

7 Discuss these questions in groups.

- Why do you think it is important to use clean energy sources?
- What energy sources do you believe we should use more or less of?
- How do our personal habits make a difference in energy consumption in the UAE?
- What can you do to help make sure the 2050 energy goals are met?



9B

What is the history of oil in the UAE?

ENGLISH

1 Complete the table with the missing words.

Verb	1 Noun (idea/thing)	Noun (person)
1		explorer
2	discovery	
	3 barrel	
4 produce		
5	consumption	
	6 well	
7		exporter
8	drill	
	9 reserves	

2 Write the number of the word from **Activity 1** next to the correct definition.

- a to make something
- b a deep hole in the ground to get water or oil
- c a product made to sell in other countries
- d to find something
- e to look or search for something
- f a large, round drum used to keep liquids like oil
- g to make a hole in something, especially the ground in search of oil
- h something extra you have until it is needed
- i to use something

3 Complete the sentences with the correct past participle.

- 1 Oil was discovered in Abu Dhabi in 1958.
- 2 The UAE was on December 2nd, 1971.
- 3 Oil was first from Dubai in the late 1960s.
- 4 In 1991, 410000 barrels of oil were daily in Dubai.
- 5 A well was at Jebel Ali, but no oil was
- 6 The UAE was not for oil during World War II.
- 7 Fateh offshore field in Dubai was by H.H. Sheikh Rashid bin Saeed Al Maktoum.

4 Complete the sentences with the past simple passive form of the verbs.

- 1 A company called PDTC was given (give) permission to drill for oil in Abu Dhabi in the 1930s.
- 2 Abu Dhabi National oil company, or ADNOC, (form) in the early 1970s.
- 3 Oil (discover) in Dubai in the mid 1960s at an offshore field.
- 4 A maximum of oil production (reach) in Dubai in the early 1990s.
- 5 His Highness Sheikh Zayed bin Sultan Al Nahyan (choose) as the ruler of Abu Dhabi in the 1960s.

Language Tip

Remember:

You can use the past simple passive when the active subject is unknown, unimportant, or obvious.

Example:

...oil *was discovered* in Abu Dhabi in 1958...

Speaking Tip

Remember:

You can use these phrases to continue a conversation after an interruption.

Anyway ...

Anyway, what was I saying?

What were we talking about?

So, as I was saying ...

5 Complete the dialogues with one of the phrases from the **Speaking Tip**.

- 1 A: What were we talking about?
B: We were talking about the discovery of oil in the UAE last century.

- 2 A: Sorry about that. [Hangs up phone.]?
B: You were telling me about where the first oil field in Dubai got its name from.

- 3 A:, I think that's a great idea!
B: So do I. Consuming less energy is good for the environment.

- 4 A:, if you don't think about energy, you're not thinking about the future.
B: Yes, I'm sure you're right.

6 Tell your partner about the emirate you read about in the Coursebook. Your partner will interrupt you, but you must continue speaking using one of the phrases from the Speaking Tip box to start again.

The first oil field found in Dubai was Fateh which was...

That field was offshore, right?

Yes, it was. So, as I was saying, it was named by Sheikh Rashid.

Dubai

OIL EXPLORATION began in Dubai in April 1963 when the Continental Oil Company was given permission to explore an offshore area by H.H. Sheikh Rashid bin Saeed Al Maktoum. Oil was discovered four years later, in 1966, at Fateh field, which was named personally by Sheikh Rashid. Oil was exported from Dubai for the first time on September 22, 1969. In 1972, a new offshore field was discovered, Southwest Fateh field, followed by the discovery of Falah field, and the 1973 discovery of Rashid field. It would be the end of the decade, however, before production was ready for these fields: Falah in June 1978, and Rashid in March

1979. The final and only onshore oil field in Dubai to be discovered was Margham field, in 1982, with production following two years later. By 1988, the total exports of oil were more than two billion barrels, and as a result, Fateh and Southwest Fateh fields were named 'giant' oil fields. In 1990, new drilling techniques were introduced, allowing production to be increased, leading to the all-time maximum of 410000 barrels per day that was reached in 1991. Although production had been decreasing since then, in 2007, the Dubai Government became the only owner of all oil and gas projects in the emirate. Now, Dubai has around 4 billion barrels in reserve.





How has the way we farm changed?

ENGLISH

- Have you ever been to a farm?
- What kinds of vegetables and crops are grown in the UAE?

SPEAKING

- 1 Discuss the questions below with a partner.
- Have you ever grown a plant?
 - What would you need if you wanted to grow some tomatoes at home?
 - Do you know how much water it takes to make 1 kg of lettuce?

READING

- 2 Read the title of the article below. Circle the topics that you think you will read about in the article.

farm animals • date palms • water • hydroponic farming
vertical farming • farming in the desert • fishing • beekeeping

Now read and check. Were your guesses correct?

Vocabulary

fresh: food that is recently made or picked



The world of farming in the UAE

Traditional methods

Date palms have always been used in agriculture across the Emirates. Date palms were important for life in the past because they gave people food and shelter. People would eat dates as a main part of their diet. They even created a special water system that helped date palm farming. The UAE was one of the first countries in the world to create a falaj water system. This was a way of dividing and moving water from one place to another. The falaj system was used to send water to villages and date palm oases. Before this, date palms would only grow near wadis or in oases. This system helped people to survive.

Fresh produce

The UAE imports foods from other countries, but with desert farming things are changing. The UAE is starting to produce more of its own food. Farmers are growing vegetables in the desert on organic farms. Vegetables are picked by hand every day and sent to supermarkets immediately so you can buy fresh lettuce, tomatoes, cucumbers, or potatoes. When fruits or vegetables are picked and sold on the same day, there is no need to use chemicals to keep them fresh. Imported produce is usually sprayed with chemicals, which is why many consumers in the UAE buy food from local organic farms and not imported foods from other countries. Consumers want fresh food because it tastes better and because no chemicals or international transportation are necessary, it is better for the environment.

New techniques

The sandy desert environment and the hot weather makes farming difficult in the UAE, but new techniques are changing things. Some farms are using hydroponic technology because it helps to save water and it uses less land. Hydroponics is a farming technique where plants are grown without soil, using a special mixture of water and nutrients. Plants are grown inside greenhouses and fans keep the air cool. Around 80% of water can be reused with a hydroponics farming system because there is no soil to absorb all the water. It takes around 20 liters of water to produce 1 kg of lettuce, but with traditional farming methods in the past, it would take around 300 liters of water. A lot of water was wasted. New farming techniques like hydroponics are better for the environment.



3 Read the article again and answer the questions.

- 1 Which water system was used for date palm farming in the past?
- 2 Why do people want fresh food?
- 3 What is good about hydroponic farming?
- 4 How much water does it take to make 1 kg of lettuce?



Did You Know?

It is believed Al Ain has the oldest falaj in the world and these water systems are still used today!

Use of English

Talking about the past

subject + **would** + **infinitive verb**

We can use *would* to talk about habits and repeated actions in the past. *Would* tells us that something was different in the past. We can also use *used to* to give the same meaning.

Farmers would use a lot of water.

Farmers used to use a lot of water.

Be careful!

We can't use *would* with verbs that describe a state, for example *live* and *know*.

LANGUAGE FOCUS

4 Look at the article again. Find two sentences with *would* and underline them.

5 Complete the information below.

We can talk about the past in different ways. If something happened more than once, we can use or, which have the same meaning. However, we do usually use state verbs with *would*, such as, *know* or *believe*.

SPEAKING

6 Discuss the questions with a partner.

- What do you think is the most important plant in your country?
- Do people in your country grow their own plants?
- What should we do to protect the environment?
- Is farming important in your country?
- Do you think people should be more interested in farming?
- Do you think farming will be different in the future?



How has the way we farm changed?

1 Match the words in the box with the correct definitions in the table.

organic (adj) • produce (n) • to produce (v) • agriculture (n) • to pick (v) • technique (n) • crop (n) • consumer (n)

<p>1 <u>method</u></p> <p>a way of doing something</p>	<p>2</p> <p>food you can buy in a grocery store</p>	<p>3</p> <p>food grown or made with fewer chemicals</p>
<p>4</p> <p>someone who buys something</p>	<p>5</p> <p>growing crops or animals to eat</p>	<p>6</p> <p>to make or grow something</p>
<p>7</p> <p>taking fruit from a plant, or a vegetable out of the ground</p>	<p>8</p> <p>a way of doing something</p>	<p>9</p> <p>a plant that is grown to be eaten</p>

2 Work with a partner. Choose a word from the table and say it in a sentence. The first person to say three sentences using three words in a line wins.



3 Complete the sentences with *would* and a verb from the box.

cook • eat • buy • eat • use

- 1 In the past, people dates as a main part of their diet.
- 2 When I was younger, I vegetables with every meal.
- 3 People different foods in the past because supermarkets were different.
- 4 Farmers different techniques to grow vegetables.
- 5 My grandmother delicious meals using fresh vegetables.

4 Write three sentences about things that you did in the past but don't do now, using *would*.

.....

5 Your friend is interested in farming and asks what you know about farming in the UAE. Write a summary of the article, in your own words, for a friend.

Remember! A summary gives the main ideas of what you have read, in your own words.

.....





Why should we care about our water?

- How much water do you use every day?
- Do you think you should use more or less?

SPEAKING

1 Read the following questions that were asked in an internet forum. In pairs, try to guess the answers.

- 1 Why has water always been so important for the UAE?
- 2 Does anyone know how much water is used in the UAE per person every day?
- 3 What is the UAE doing to help water sustainability?

READING

2 Read the text and check if you were correct.

Reading Strategy

Remember, when we read for gist, we don't need to think about every point made in a text. We should focus on the overall theme.

1

Hello. I am writing a university report about the UAE's history. Could someone tell me why water has always been so important for the UAE?

Ahmed Al Shamsi, Student at Zayed University

Hello Ahmed, I think I can assist you. Water has always been very important to the UAE's history - in fact, many cities started in a place where people found water and made a well. Bedouins who lived in the desert needed water for their animals and themselves. Places with water in the desert, which are called oases, have also always been important places for people to grow food. For example, people have lived in Al Ain for thousands of years because they could grow food in the big oases. If there hadn't been a water supply, people wouldn't have been able to live there. People still use the oases there to grow dates.

Professor Rashid Al Zaabi, History Department, UAE University

2

Good Afternoon. Does anyone know how much water is used in the UAE per person every day? What effect does this have on the water supply?

Sumaya Al Kaabi

Hello Sumaya, I have the answer for you. I work at the UAE Water Protection Foundation. We work to raise awareness about how much water is used in the UAE. Right now, the UAE is the country that uses the most water per person in the world: an average of 550 liters per person every day. That is over two times the world average of 200 liters per day. What is more, 51% of this water comes from underground water called groundwater, and if people continue to use so much, the groundwater could go away by 2066. It is very important for us to understand how to stop using so much water because we might have a lot of problems in the future if we don't. The biggest problem right now is that people do not know about the issue. That is why we are using social media to spread our message and raise awareness. You can help by turning off water at home when you don't need it, or giving a presentation about water supply awareness at school.

Huda Al Tayer, UAE Water Protection Foundation

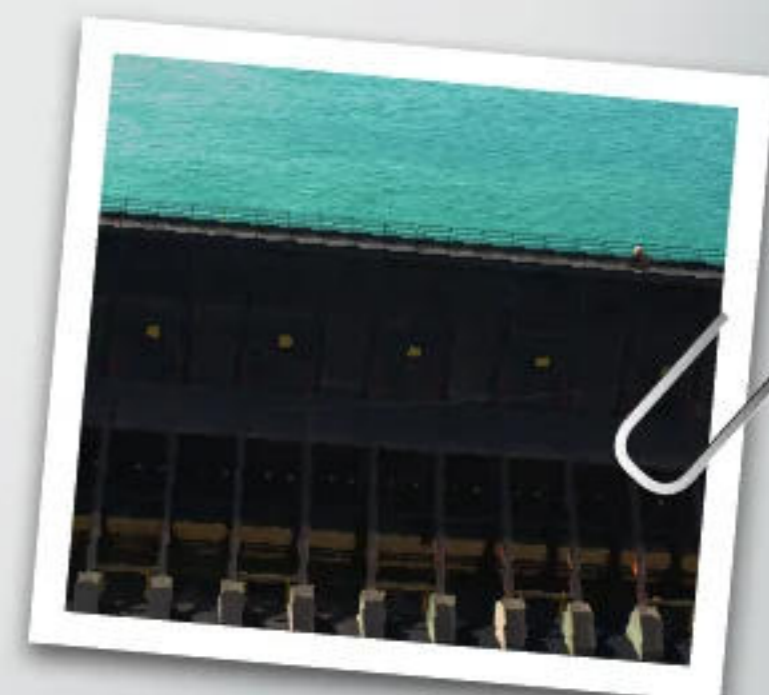
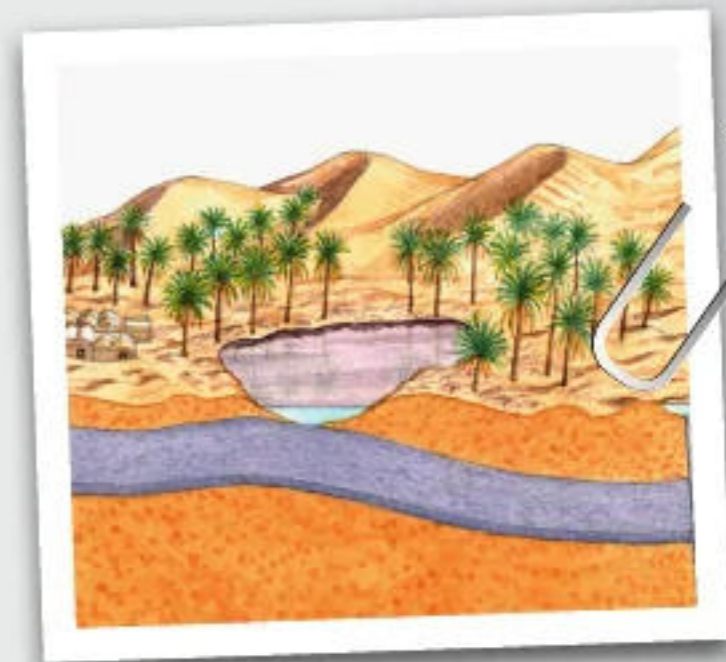
3

Thank you for all the great answers. Does anyone know what the UAE is doing to help water sustainability?

Fatima Al Gandi

Hi Fatima, yes, there are many things that the UAE is trying to do to help keep our water supply. Water sustainability is one of the most important issues in our country. The government has made water more expensive and, in addition, if people want to build a new well, they must get permission from the government. The idea is that it will encourage people to use less water. There are also many projects to get more water. For example, the government has built many large walls called dams which stop evaporation and keep water in artificial lakes called reservoirs. The water in the reservoirs goes into the ground and becomes groundwater. Cloud seeding is another important project. Pilots fly near clouds and release tiny salt particles. These particles help water drops form and grow, so the clouds can produce more rain. Finally, the government is raising awareness by creating organizations which encourage people to use less water, and give them tips how to do it. If we work to sustain our water supply, we will have enough water in the future.

Dr. Noora Al Shehi, Water Research Institute of Ajman



3 Match the gist sentences to the correct paragraphs. Two sentences will not be used.

- a We must raise awareness about our water issues or we won't have any groundwater left.
- b People are finding new ways to use water from the ocean.
- c The government has many projects to try and help sustain the water supply.
- d Water has been important in the UAE for thousands of years.
- e Farmers are using new technology to give water to their plants.


4 Complete the sentences with words from the text.

- 1 If people continue to use so much water, the groundwater by 2066.
- 2 ... we a lot of problems in the future if we don't.

SPEAKING

5 In groups, use the mind map in **Workbook Activity 6** to write a presentation on how to raise awareness about water sustainability in the UAE. Think about the following questions:

- Why is water important in the UAE?
- What is happening to the groundwater in the UAE?
- What is the government doing to stop the loss of groundwater in the UAE?
- What is our plan to raise awareness to stop the loss of groundwater in the UAE?

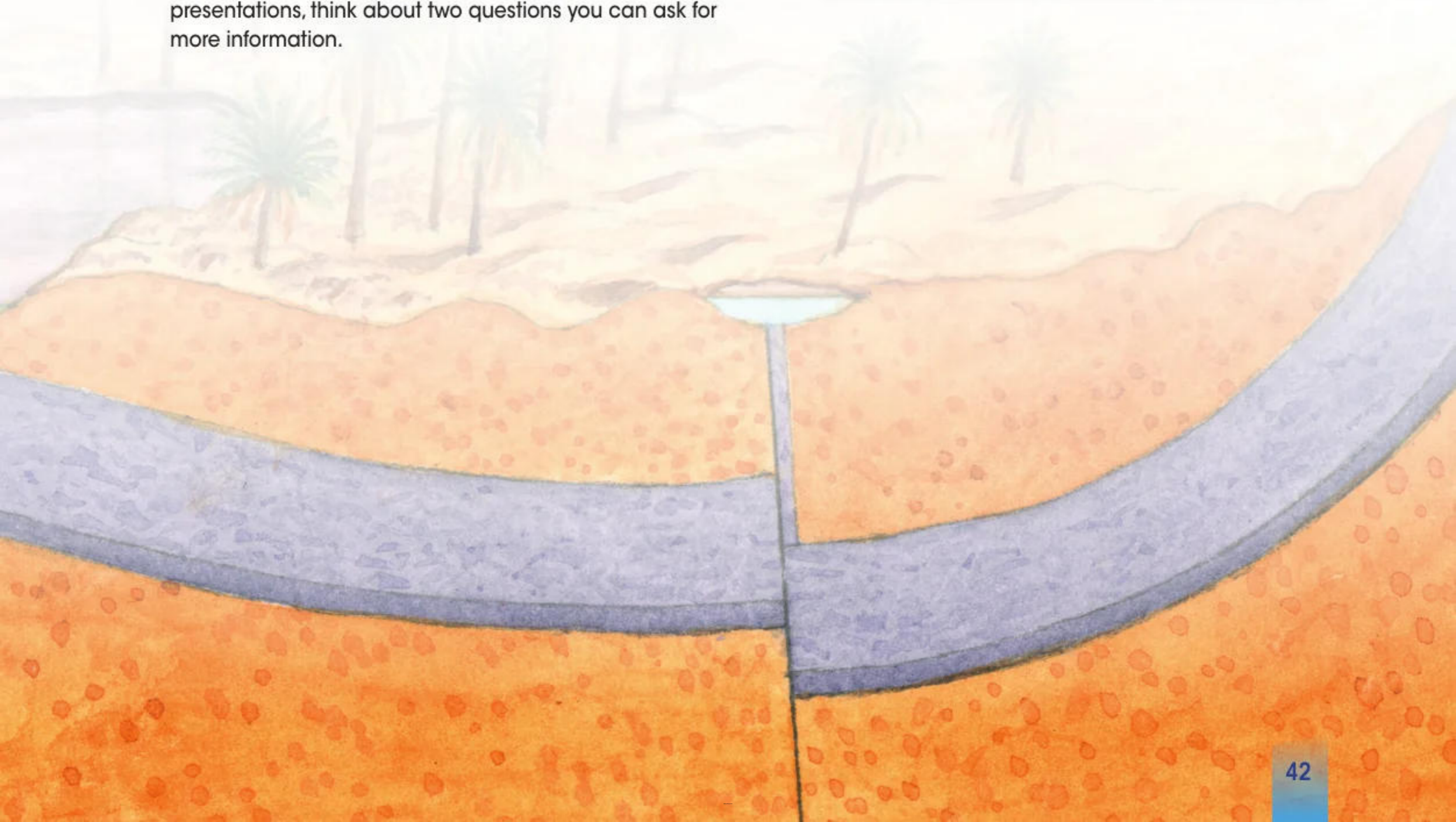
6  Give your presentation to the class. When you listen to presentations, think about two questions you can ask for more information.

Language Tip

Remember, we can use the first conditional to talk about the possibility of something happening. We can use different modal verbs of possibility to show how likely something is. For example:

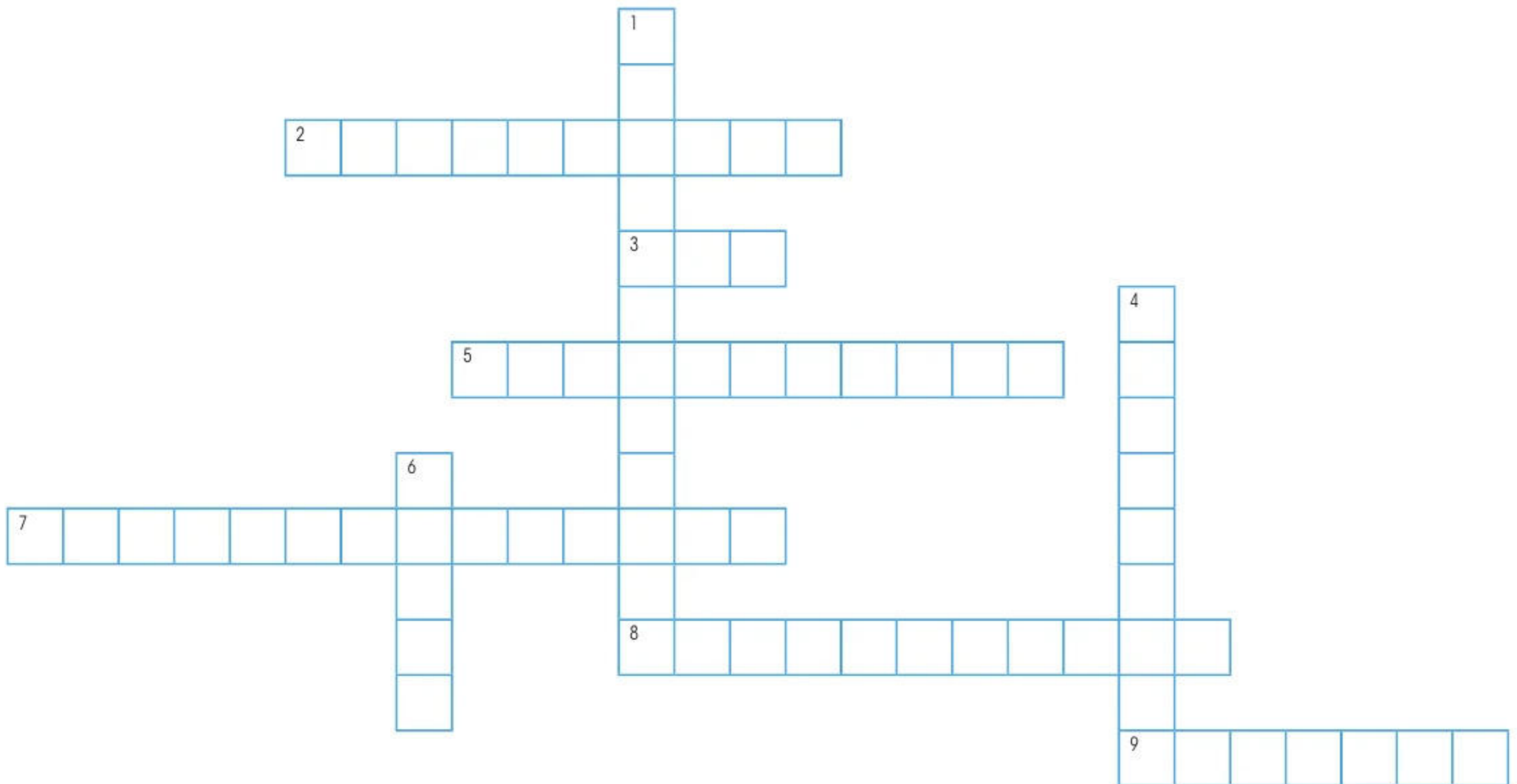
*If we don't stop using so much water, it **might be** gone in 50 years.* = There is a chance it will happen.

*If we don't stop using so much water, it **will be** gone in 50 years.* = It is certain to happen.





1 Use the clues to put the underlined words in the text in **Coursebook Activity 2** in the crossword puzzle.



ACROSS

- 2 Artificial lakes that are made to keep water.
- 3 A large wall that keeps water in reservoirs.
- 5 How much water there is.
- 7 Keeping something so that it doesn't go away. (noun)
- 8 Water that is found underground.
- 9 Keeping something so that it doesn't go away. (verb)

DOWN

- 1 Putting precipitation in clouds so that it rains.
- 4 To tell other people about a problem or an issue: to raise...
- 6 Places in the desert where people can find water.

2 Read the first part of a text about saving water and choose the correct words from **Workbook Activity 1** to complete it. You will need to make some words plural. One word is not needed.

The ¹ is a very important resource in the UAE. Some types of water, like ², are needed to grow food. The government is taking some steps to help ³ this, such as building ⁴ to keep water in ⁵, or using ⁶ to make it rain. But what can we all do to help raise ⁷ about water ⁸ ?

3 Now read the rest of the text. Then choose the best title.

At home ...

- Turn off the water when you are brushing your teeth.
- Take shorter showers. A 15-minute shower uses around 115 liters of water.
- When you wash your clothes in a washing machine, or wash dishes in a dishwasher, wait until they are full. Do not use them when they are only half full.

At school ...

- Give a presentation to your class about the water supply issue, with ideas for saving water at home.
- See if your school can put in new types of sinks and other water saving devices.
- Support government organizations that are trying to save water. For example, the Dubai government has a program called 'Every Drop Matters'. This program wants to raise awareness about saving water by making good choices at home. 'Every Drop Matters' is part of the Dubai Plan 2021 which aims to have a clean, healthy, and sustainable water supply.

Choose the best title:

- 1 Why we use too much water to wash our clothes.
- 2 Different ways we can help save groundwater in the UAE.
- 3 How cloud seeding and dams are saving the UAE's water.

4 Match the sentence halves.

- | | |
|---|--|
| 1 If we raise more awareness about water issues in the UAE, | a if the governments uses cloud seeding. |
| 2 We could do things like use less water and make desalination plants | b then it could be gone by 2066. |
| 3 It might rain more often | c then we might be able to make people use less water at home. |
| 4 If we don't stop using groundwater, | d if we want to solve our water problems. |

5 Look at the phrases in the box. Write them next to correct the part of the presentation.

So, to remind you what we have covered in this presentation ... • Next, we would like to discuss ...
 To give you an example ... • First of all ... • The topic of our presentation today is ...

- 1 Introduction
- 2 First topic
- 3 A different topic
- 4 Giving examples
- 5 Conclusion

6 Presentation mind map





How is the UAE growing its economy for the future?

- How is the UAE different from the past?
- What types of things are helping to grow the economy in the UAE for the future?

ENGLISH

LISTENING

- 1 34 You are going to listen to a radio chat about the economy in the UAE. With a partner, discuss how you think the UAE is growing its economy for the future. Listen and check if your ideas were correct.
- 2 34 Listen to the radio chat again, and write notes about how each area is going to improve the UAE economy.



⋮
🔍

Education

- **Vision 2021:**
1

- **Ministry of Education**
Technology in the classroom
2
3

Tourism

- **Top tourist attractions in the UAE:**
Le Perle by Dragone
4
5
6
7
- **Ecotourism:**
8
9
10

Business

- **Free Trade Zones:**
11 37
12 9

Did You Know?

Dubai Expo 2020 attracted more than 24 million visitors and created around 300,000 new jobs, which dramatically increased the economy. The theme of Dubai Expo 2020 was "Connecting Minds, Creating the Future."



WRITING

- 3** Read the online forum. Write notes based on your own response to the question asked. Use the information from the listening task in **Activity 2** to help you. Discuss your notes with a partner.

Writing Tip

An **online forum**, or message board, as it is also called, is an online discussion site where people can have conversations in a system of posted messages. An online forum is different from chat rooms because the messages are usually longer than one line of text.



UAE Forum
A place to share your knowledge and thoughts on what's happening in the UAE.

Posts: 250K Followers: 51K Following: 156K Likes: 3K

Hi. Thanks for all the answers. Does anyone know how business is going to help grow the economy in the UAE in the future?

Reply:
Ali Al Sharif, Business owner in Abu Dhabi
Business in the UAE is fast-growing. Dubai and Abu Dhabi are powerful cities and they attract many people and new businesses. There are also places called Free Trade Zones that help to attract global business to the UAE. Free Trade Zones are hubs which are places where new businesses from all over the world can store, mass-produce and trade goods. The UAE currently has 37 Free Trade Zones and 9 more are being developed now. Business in the UAE is helping the country have one of the strongest economies in the world.

- 4** In groups, use your notes from **Activity 2** to note down your own response to how education and tourism can improve the economy in the UAE.





1 Unscramble the words and match them with the correct definitions.

- | | | | | |
|---|------------|---------|---|---|
| 1 | nomyeco | economy | a | the central and most active place in a city or country |
| 2 | tourecoism | | b | traveling to a different country for vacation |
| 3 | neissbus | | c | the habits, beliefs and traditions of a group of people |
| 4 | tioaneduc | | d | to cause someone to like or be interested in something |
| 5 | buh | | e | a system by which goods and services are produced, sold, and bought in a country |
| 6 | ismurto | | f | making, buying, or selling goods or providing services in exchange for money |
| 7 | ralucult | | g | teaching or learning, especially in a school, college, or university |
| 8 | ttaract | | h | traveling to beautiful natural places in a way that does not damage the environment |

2 Complete the sentences with the unscrambled words from Activity 1.

- Visitors from China went to the Grand Mosque to have a experience of the UAE.
- The new museum in Abu Dhabi will more tourists to the UAE.
- Dubai has developed many new attractions to increase to the emirate.
- Abu Dhabi is an important and busy for international flights.
- Ahmed got his from a boys' school in Dubai.
- Tourism will help increase the UAE's for the future.
- We joined an trip to Brazil to learn more about saving the Amazon rainforest.
- Because people weren't allowed to leave the house during the dangerous sandstorm, the Mall of the Emirates lost a lot of

3 Choose the correct relative pronoun for each sentence.

- The man we saw earlier is a famous singer.
a who b which c whose
- The movie we saw was really scary.
a whose b where c that
- The people flight was delayed had to wait longer than us.
a where b whose c that
- I visited my friend lives in Brazil
a where b whose c who
- The tourists visited Abu Dhabi loved the Grand Mosque.
a whose b where c who

Language Tip

Remember, we use **relative clauses** to give extra information about the nouns in the main clause, without starting another sentence. The relative pronoun goes directly after the noun it relates to.

who/that

We use **who/that** to give more information about a person.

*He is the boy **who/that** is in my class.*

which/that

We can use **which/that** to give more information about an object.

*This is the book **which/that** gives the answers.*

where

We use **where** to give more information about a place.

*Dubai is the city **where** I grew up.*

whose

We can use **whose** when something belongs to a person.

*He is the man **whose** car broke down last week.*



- 4 Create a title for your online forum. Read the questions that have been posted to the forum, and use your notes to write a response.

Name of your online forum:

Posts: Followers: Following: Likes:

Hello. Does anyone know how education will help grow the UAE economy in the future?

Hi guys. Does anyone know how tourism is going to help grow the economy in the UAE?

Hi. Does anyone know how business is going to help grow the economy in the UAE in the future?

- 5 Look at your online forum posts. Check (☑) the boxes below if the answer for each question is yes.

Did you make up a name for your online forum and other details that follow?	Did you write a post that shows how education is developing the economy for the future?	Did you write a post that shows how tourism is developing the economy for the future?	Did you write a post that shows how business is developing the economy for the future?	Did you include some examples of relative clauses in your posts?
.....



Review

National resources

ENGLISH

VOCABULARY

1 Unscramble the words, then match them to their definitions.

- 1 traed
- 2 srecurso
- 3 usisnat
- 4 esoas
- 5 orxepel
- 6 ecsonum
- 7 dercvois
- 8 lduco degsnei

- a to eat food or use a resource
- b to travel to find new places or things
- c keeping something so that it does not go away
- d places in the desert with water
- e to find something new, like a place, thing, or an animal
- f to put precipitation in the air to make it rain
- g the buying and selling of goods
- h something countries have that they can use, like oil

2 Complete the two texts with the words in the boxes.

pearls • clams • dive • baskets • divers

1
 In the past, ¹..... were an important part of the economy.
²..... would
³..... into the water to these small, white balls on the ocean floor. The pearls were inside of ⁴....., and divers would have to put them in ⁵..... and bring them back to their boats. Then they would open them up to find the pearls.

water supply • crops • agriculture • sustainability • dams • oases

2
 One of the most important issues in the world is water ⁶..... People everywhere need water. In countries in the Middle East, like the UAE, it is even more important because there is not a large natural ⁷..... In the past, ⁸..... were very important for ⁹..... Cities like Al Ain started because people could grow ¹⁰..... Today, one thing governments are doing to help water sustainability is to build ¹¹..... to make reservoirs.

READING

3 Match the summary sentence to the correct paragraph. Two will not be used.

- a How we use water for entertainment.
- b The importance of water in the past and today.
- c How different resources were used in the past.
- d The way pearl divers found pearls.

LANGUAGE FOCUS

4 Complete the first conditional sentences using your own ideas.

- 1 If I go on holiday this summer, I might ...
.....
- 2 If I don't study hard, I won't ...
.....
- 3 We could help water supply sustainability in the UAE if we ...
.....
- 4 If I travel to the United States, I might ...
.....
- 5 If I play a new sport, I will play ...
.....

5 Answer these questions about Emirati life in the past using *would*.

- 1 Question: What would Emiratis eat for dinner?
Answer:
- 2 Question: How would Emiratis travel?
Answer:
- 3 Question: What would young Emiratis do for fun?
Answer:

Write two more questions about Emirati life in the past and exchange books with a partner.

- 4 Question:
Answer:
- 5 Question:
Answer:

WRITING

6 Think about four of the resources discussed in this unit. Which will be the most important resource for the future of the UAE? Rank each resource from most important (1) to least important (4). Give reasons for your choices.

agriculture • people • oil • water

Resource	Reason
1	
2	
3	
4	

SPEAKING

7 Discuss with your team what you think will be the most important resource for the future of the UAE. Agree on a list of resources, from most important to least important.

Team List

- 1
- 2
- 3
- 4

I think water will be the most important resource because...

I disagree. Oil should be number one because...

Self-assessment

- I can understand the details of a conversation between two people discussing traditional pearl diving.
- I can exchange information in a discussion about the history of oil in the UAE.
- I can use *would* to describe how farming used to be in the past.
- I can understand the opinions and statements written in an online forum about the importance of water in the UAE.
- I can understand the main ideas in a list of things that can be done to conserve water.
- I can contribute to an online discussion about how the UAE is growing its economy for the future.

Yes	Maybe	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Notes

ENGLISH

A large, light blue rectangular area with rounded corners, containing 25 horizontal lines for writing notes.

A large, light blue rectangular area with rounded corners, containing 25 horizontal lines for writing.



Notes

ENGLISH

A large, light blue rectangular area with rounded corners, containing 25 horizontal lines for writing notes.



A large, light blue rounded rectangular area containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the area.



Notes

ENGLISH

A large, light blue rectangular area with rounded corners, containing 25 horizontal lines for writing notes.



Projects





Literature Project 3

Adaptation

PROJECTS

- What is an adaptation?
- Can you think of any stories that have been adapted?

LISTENING

1 Listen to an extract from the story *Dr. Dolittle*. As you listen, make notes in the table below on the characters, the time, and the events.

Characters	Time	Events
.....

2 Use the notes you made in the table to write a short summary of the story you heard.

.....

Use of English

What is literary adaptation?

Literary adaptation is when the key structure of a novel or short story is *changed* into a different format, for example a poem, or a movie script. Can you think of any movies that were a story first? These were **adapted**.

READING

3 Look at the first text extract. This is a version of the first story from *Dr. Dolittle*. It has been adapted into a stage script. **Underline** the speakers' names, **circle** the characters' speech, and **highlight** the action (stage directions).

Script adaptation of Dr. Dolittle

(Winter, evening. DOCTOR and the animals sit around the fire. A loud noise from outside)

OWL
Shh! What was that noise outside? It sounds like someone running!
(They all listen)
(Enter MONKEY, out of breath)

MONKEY
Doctor! I've just had a message from Africa. They have heard of you, and beg you to come to Africa to stop the sickness!

DOCTOR
Who brought the message?

MONKEY
A swallow! She is outside on the balcony.

DOCTOR
Bring her in, quickly! She must be so sick from the cold. The swallows flew south weeks ago!
(Exit MONKEY, who returns moments later with SWALLOW, who is pale and shivering)

DOCTOR
Hello Swallow.
(DOCTOR reaches out to SWALLOW who flinches, afraid)

DOCTOR
Do not be afraid, little one. We will not hurt you, we simply wish to help.

SWALLOW
If you wish to help, you must go to Africa right away. Monkeys are dying!
(MONKEY turns away, hiding his pain)

DOCTOR
(Noticing MONKEY's reaction)
I would happily go to Africa, little one, especially to get away from this cold weather! But I don't think I have enough money.
(Thinks)

MONKEY, pass me the money box please.
(MONKEY goes to the cabinet and returns with the box DOCTOR looks inside)

DOCTOR
There's nothing left! How can this have happened?

OWL
You bought a new rattle for Badger's baby when he was teething, remember?

DOCTOR
Oh, I did. Dear me, what a nuisance money is!

4 In pairs, answer the questions about the two different formats of the story. Use the audioscript at the end of your book to help you remember the first story, and so that you can compare.

- Are the two stories the same?
.....
- Has the author added or taken away any parts of the first story? If so, where?
.....
- Is the stage-script version easier to read than the story (audioscript)? Why? / Why not?
.....

5 In groups of four, choose a character each and read the script aloud.

6 Read the extract from a novel, and make notes in the table below on the characters, the time, and the events.

Text extract from Pollyanna

Miss Polly Harrington entered her kitchen a little hurriedly this June morning. Miss Polly did not usually make hurried movements; she prided herself on her manner. But today she was hurrying—actually hurrying.

Nancy, washing dishes at the sink, looked up in surprise.

“Nancy!”

“Yes, ma’am.” Nancy answered cheerfully, but she still continued wiping the pitcher in her hand.

“Nancy,”—Miss Polly’s voice was very stern now— “when I’m talking to you, I wish you to stop your work and listen to what I have to say.” Nancy flushed miserably. She set the pitcher down at once, with the cloth still about it, thereby nearly tipping it over.

“Yes, ma’am; I will, ma’am,” she stammered, “I was only keeping on with my work because you specially told me this morning to hurry with my dishes, you know.”

Her mistress frowned.

“That will do, Nancy. I did not ask for explanations. I asked for your attention.”

“Yes, ma’am.” Nancy stifled a sigh.

“When you’ve finished your morning work, Nancy,” Miss Polly was saying now, “you may clear the little room at the head of the stairs in the attic, and make up the cot bed. Sweep the room and clean it, of course, after you clear out the trunks and boxes.”

“Yes, ma’am. And where shall I put the things, please, that I take out?”

“In the front attic.” Miss Polly hesitated, then went on: “I suppose I may as well tell you now. My niece, Miss Pollyanna is coming to live with me.”

“A little girl—coming here, Miss? Oh, won’t that be nice!” cried Nancy.

“Nice? Well, that isn’t exactly the word I should use,” answered Miss Polly, stiffly.

Characters	Time	Events
.....
.....
.....

7 In pairs, adapt the extract from *Pollyanna* into a stage script. Look at the script in **Activity 3** to help you.

8 Now swap your finished script with another pair. Read their script out loud. Do you think the story is still the same? Discuss your thoughts with the other pair.



STEAM Project 3

To design an innovative sneaker and advertise it

PROJECTS

GETTING STARTED

1 Read the text and answer the questions.

- 1 What were the first sneakers made from?
- 2 What process did Charles Goodyear develop?
- 3 What happened in the 1920s and 1930s?
- 4 How many pairs of sneakers were sold in 1957?
- 5 Why is there a style and model of sneaker for everyone?

2 Look at the pictures and decide what type of sneaker each one is.

sport • fashion • casual



1



2

The History of the Sneaker

Over the last century sneakers have developed from basic plimsolls to fashionable footwear.

In the 1800s, the first training shoe was heavy and made from leather. They didn't even have a left and right difference. You could wear both shoes on either foot.

In the 1800s, an American inventor called Charles Goodyear developed a new process called Vulcanization. This heated rubber at high temperatures with sulfur and meant that training shoes could be lighter, more comfortable, and allow the person wearing them to 'sneak', or move around without being heard.

The name 'sneaker' was given to the shoes by a man called Henry Nelson McKinney in the early 1920s. In the 1920s and 1930s, the sneaker was developed even further – grips were added to the sole for different sport games, as well as different designs for males and females. At this time, sneakers were only worn for athletic events.

In the 1950s children could wear trainers to school. The number of sneakers sold in the USA in 1957 rose to 6 million pairs. In 1962, a low cost, high technology sports shoe was made. This made them even more popular.

By the 1970s, every sport had a different type of sneaker. In the 1980s, celebrities were seen wearing sneakers as fashion footwear.

Today, the sneaker can be seen on almost everyone. Innovative developments in technology mean there is a style and model for everyone. Shoes that were once made only for sports have now become everyday footwear.

Did You Know?

In the UK, sneakers are called **trainers**.



3

3 Put the words in the correct categories.

colorful • patterns • grips
air bubble • simple • comfort
everyday • technology

Technical	Fashion	Casual
.....
.....
.....

PREPARATION

4 In groups, design your sneakers. Remember to include the following:

- colors/patterns/fabric
- technicalities
- target market
- labeling of the parts

5 Look at the two adverts. Which one is better? Why?



PLANNING

6 Create a poster advert for your trainers. Use the checklist to make sure you have everything you need.

Checklist for advert	✓
Image of product	
Name of product	
Logo	
Slogan	
Persuasive sentence	

PRACTICE

7 In your groups, practice presenting your advert.

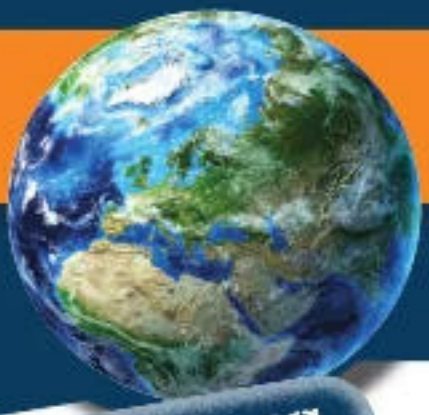
TASK

8 In your groups, present the advert for the sneakers you have designed.

REVIEW

9 Decide which groups should win the awards for:

Best sneaker design	
Best advertisement	



Notes

PROJECTS

A large, vertically oriented rectangular area with a light beige background and rounded corners. It contains 25 horizontal black lines, providing a space for writing notes or projects.

A large, light-colored rectangular area with rounded corners, containing numerous horizontal lines for writing. The lines are evenly spaced and extend across the width of the area. The background of the area is a light cream or off-white color, and the lines are a thin, dark grey or black. The area is intended for students to write their project descriptions or plans.

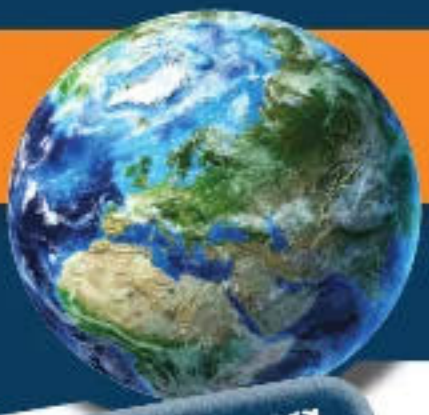


Notes

PROJECTS

A large, vertically oriented rectangular area with a light beige background and rounded corners. It contains 25 horizontal black lines, providing space for writing notes or projects.

A large, light-colored rectangular area with rounded corners, containing numerous horizontal lines for writing. The lines are evenly spaced and extend across the width of the area. The background of the area is a light beige or cream color, and the lines are a thin, dark grey or black. The area is intended for students to write their project descriptions or plans.



Notes

PROJECTS

A large, vertically oriented rectangular area with a light beige background and rounded corners. It contains 25 horizontal black lines, providing a space for writing notes or projects.

A large, light-colored rectangular area with rounded corners, containing numerous horizontal lines for writing. The lines are evenly spaced and extend across the width of the area. The background of the area is a light cream or off-white color.



SCIENCE







3A

How does genetic engineering work?

- Do you know anything that has had its DNA changed?
- Why do people change plant DNA?

SCIENCE

READING

1 Read the text titled 'What is genetic engineering?'. Read the statements and decide if they are **True (T)** or **False (F)**. Correct any false statements by writing the correct one below.

Did You Know?

Genetic engineering is sometimes called genetic modification. They are the same thing. Genetic modification is sometimes written as GM. When an organism is genetically modified, it is called a genetically modified organism (GMO).

What is genetic engineering?

Genetic engineering is the use of technology to change the DNA of an organism. DNA from one organism is added to the **genome** of another organism. The DNA from the organism that is added to another organism is called **exogenous DNA**.

Scientists add exogenous DNA to other organisms to improve the things we use. For example, genetic engineering can make the food we grow bigger and prevent it from getting diseases.



- | | | |
|-------|---|--------------|
| 1 | Genetic engineering is the use of technology to change the DNA of an organism. | T / F |
| | | |
| 2 | A genome is some of the DNA in each cell. | T / F |
| | | |
| 3 | Exogenous DNA is the DNA from an organism that is added to the DNA of a different organism. | T / F |
| | | |
| 4 | GMO means 'genetically modified object'. | T / F |
| | | |
| 5 | Genetic engineering can stop the food we grow from getting diseases. | T / F |
| | | |

Vocabulary

genome - all the DNA in the nucleus of each cell

2 Read the text titled *How do scientist genetically engineer organisms?*. Give each picture the correct title from the box.

restrictive enzymes • gel electrophoresis



1



2

How do scientists genetically engineer organisms?

Restriction enzymes

Restriction enzymes are proteins that can cut DNA fragments. A DNA fragment is a section of DNA. This means restriction enzymes can cut DNA fragments from an organism. These fragments can then be copied and put into another organism. Another enzyme can attach these DNA fragments to an organism's DNA.

Gel electrophoresis

Gel electrophoresis is used to separate DNA fragments based on their size and charge. The DNA fragments are put into the gel and then an electric field is turned on. The DNA fragments move different distances because of their size. Shorter DNA fragments move faster and further than longer ones.

3 Answer the questions below. Each answer should be no more than four words.

1 What can restriction enzymes cut DNA into?

.....

2 What are DNA fragments?

.....

3 What does gel electrophoresis separate?

.....

4 Why do the DNA fragments move different distances during gel electrophoresis?

.....

5 Which fragments move faster and further during gel electrophoresis?

.....

4 Use the table below to write notes for each question.

What is genetic engineering?	How do scientists genetically engineer organisms?

SPEAKING

5 In groups of four, choose one of the questions from the table and present your answer to another group using the correct vocabulary.



3B

What impacts do we have on land?

- Where do most people live? In a city or in nature?
- In areas where there are no people, are there more plants and animals?

SCIENCE

READING

1 Read the text, "What is an environmental impact?" and write your own short definition.

What is an environmental impact?

The environment is everything around us. It's the air, the ocean and the land. An impact on the environment is something that makes a change. People make lots of environmental impacts because there are a lot of us. Some of our actions are bad for the environment. Examples are building roads, buildings and car parks. These things change the environment from having lots of trees and other living things to having only things for people.

Vocabulary

climate change a change in average temperature and rainfall in an area

pollution anything that makes the Earth dirty or unhealthy

2 Read the text, "What is desertification?" Circle the correct option for each sentence.

What is desertification?

When land becomes dry and plants can no longer grow, it is called desertification. Desertification can happen because of human environmental impacts. Climate change from pollution can make areas have a **drought**. With no water, plants cannot grow.

Nutrient loss can also happen. Nutrients are in soil. They are needed for plants to grow. When people use soil too much to grow food, the amount of nutrients becomes less. Eventually, there aren't enough left for any plants to grow.

Desertification also happens because of **deforestation**. This is when trees are cut down so the land can be used by people. All the living things from the area will be gone.



Did You Know?

Urban sprawl is also a big environmental impact on land. Urban areas are the cities and streets where people live. Urban sprawl is when these areas get bigger because there are more people. Natural areas get smaller when urban areas get bigger.



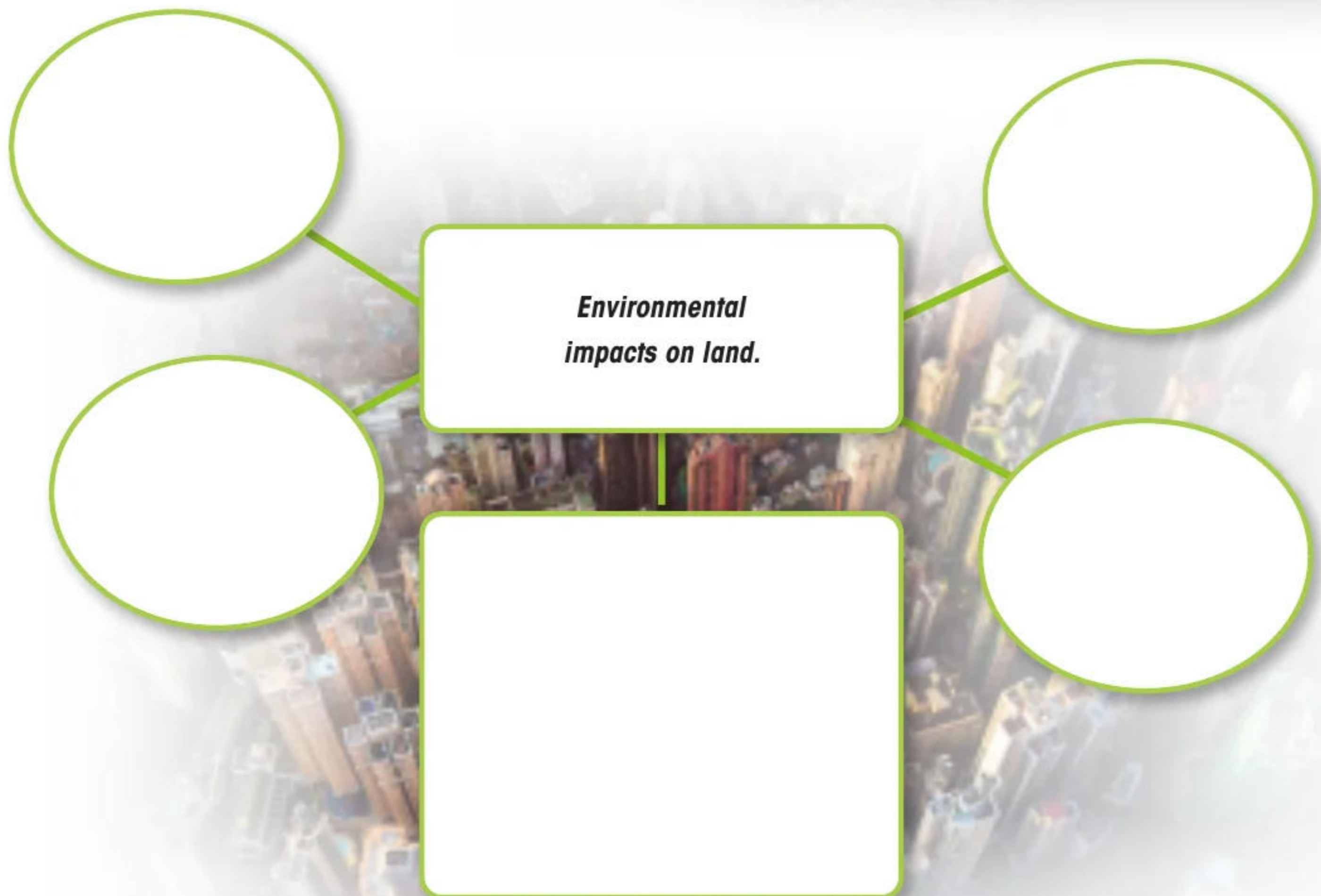
- 1 Desertification is when land becomes **flooded / dry / growth**.
- 2 When an area of land has no water it is called a **flood / deforestation / drought**.
- 3 When people use soil to grow food too much **drought / nutrient loss / deforestation** can happen.
- 4 When trees are cut down it is called **deforestation / nutrient loss / drought**.
- 5 Desertification happens because of **soil / water / environmental impacts**.

- 3** Read the text titled 'What can we do for the land?'. Discuss the questions below with your partner.
- 1 What is reforestation?
 - 2 Why does it have a good environmental impact?

What can we do for the land?

One of the best things humans can do for land is reforestation. This is the opposite of deforestation. Reforestation is planting trees to make new forests. This is a good environmental impact as it means there will be more space for other living things.

- 4** Use the mind map below to write notes about environmental impacts on land. The circles are for bad impacts, the square is for a good impact.



SPEAKING

- 5** Discuss other ways people can stop desertification with your partner. Use the words below to help you.

urban sprawl • climate change • pollution • environmental impact • deforestation • nutrient loss • drought



3C

What makes a good experiment?

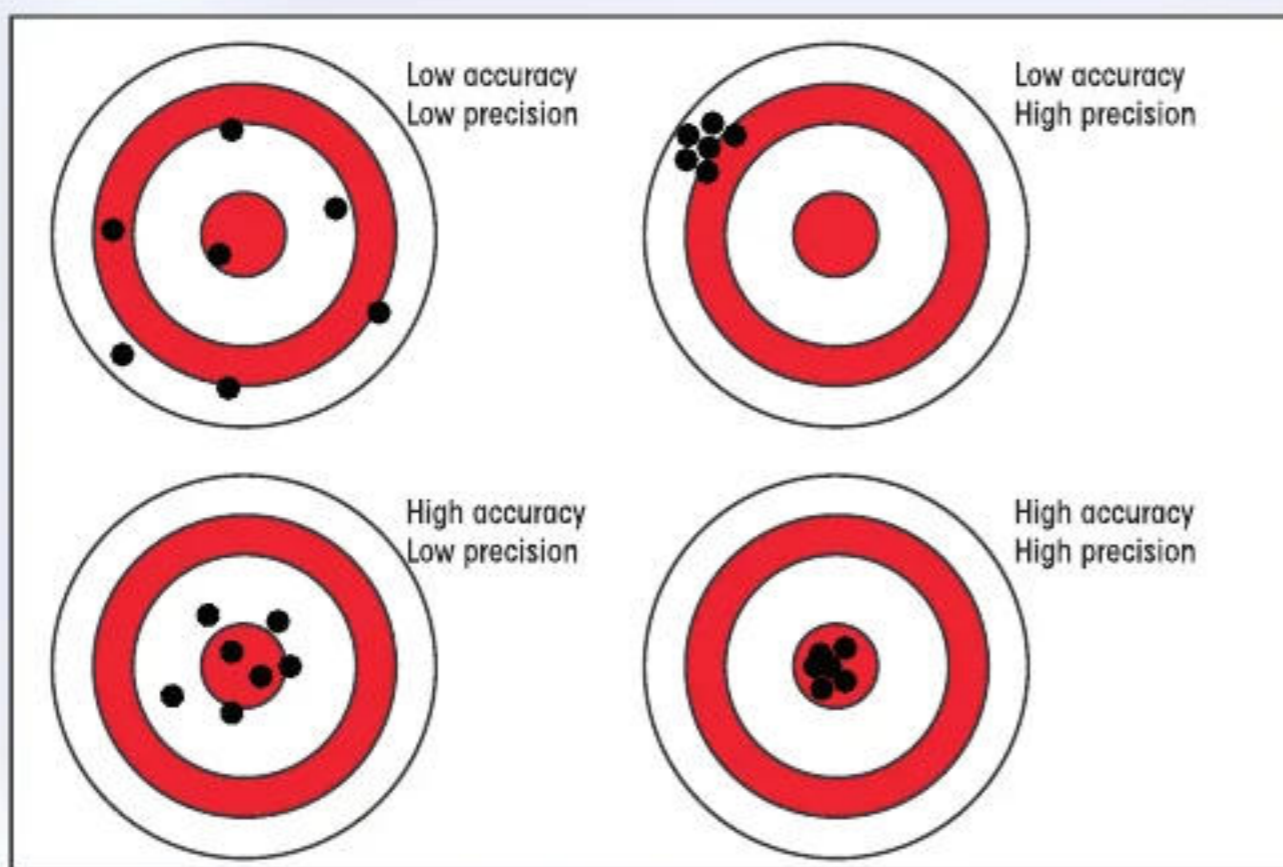
- Have you completed an experiment?
- What do you think makes an experiment a good one?

SCIENCE

READING

1 Read the two paragraphs below. Write 'Accuracy' or 'Precision' above each paragraph.

1
 There are many parts to an experiment that can make it successful. To determine how successful an experiment is, we can look at how the experiment was done and its results. The measurements within an experiment should be accurate. This means a result is very close to a known standard measurement. For example, if we know the weight of something should be 5kg but it is measured at 8kg, it is not accurate.



Vocabulary

- experiment** - a scientific test to find the answer to something
- determine** - to find the facts or truth to something
- measurement** - for example, size, height, weight, length, temperature etc.
- Standard measurement** - a fixed, official unit of measurement, such as measurements on a ruler (millimeters and centimeters)
- results** - information you get from an experiment

2
 Precision also makes an experiment successful. Precision is when two or more results of an experiment are very close. For example, there is an experiment that is measuring the temperature change of air during the day. Each measurement shows the same change in temperature. Therefore, the results are precise.

2 Read the sentences below. Are they related to accuracy, precision or both?

- 1 Ahmed kicks a football into the goal.
- 2 Salma throws 5 basketballs, all of them go through the basketball hoop.
- 3 The results of the experiment were all very close together.
- 4 Omar used exactly 175g of sugar in his cake.

SPEAKING

3 Follow the instructions below and discuss your results.

- Work in pairs.
- Draw a target on a piece of paper.
- One person holds up the target and the other closes their eyes and tries to draw a dot in the middle.
- Swap roles.
- Repeat until you have 6 dots on the paper.
- Are your dots accurate, precise, neither or both?

Discuss the dots on other pairs targets.



READING

4 Read the text and then decide if the statements are true or false. Circle T or F.

Repeatability Vs Reproducibility

Repeating and reproducing an experiment can help us know how accurate and precise the experiment is. Repeatability is being able to repeat the experiment in the same way, in the same place, by the same people and get the same results.

Reproducibility is the ability to get the same results of an experiment using a different method, in a different location with different conditions and by a different person.

When an experiment is repeated and reproduced several times and the results are the same, the results are more reliable.

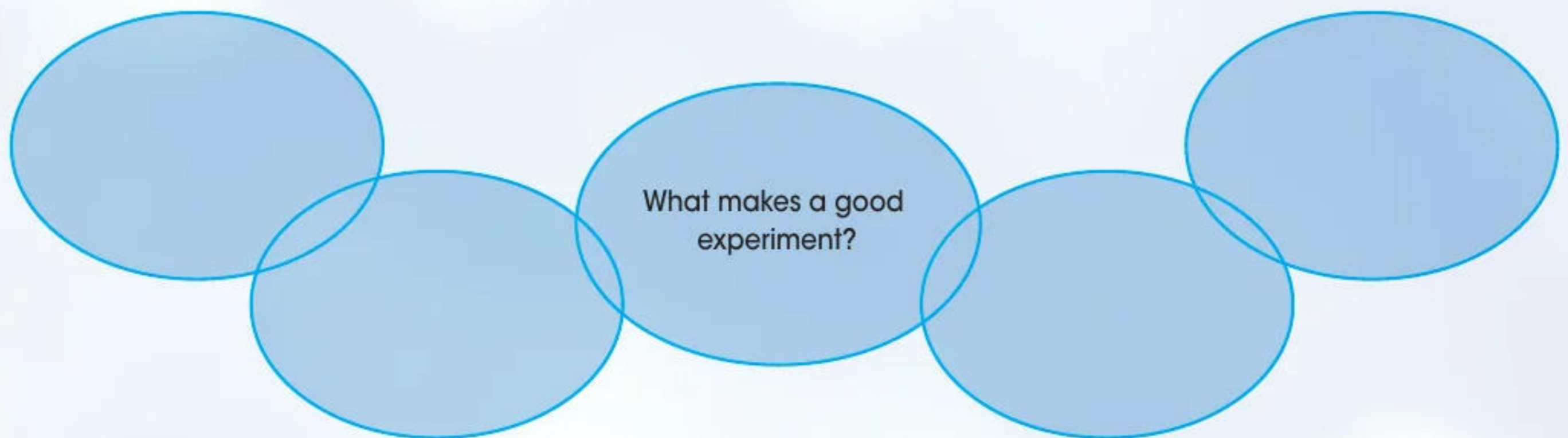
Vocabulary

Reliable - can be trusted / can be thought to be true

- | | | |
|---|---|-------|
| 1 | Repeatability and reproducibility are the same. | T / F |
| 2 | Repeatability can help us know how precise an experiment it. | T / F |
| 3 | When an experiment is repeated, it is done by a different person in a different way. | T / F |
| 4 | A reproduced experiment is done by a different person in a different way. | T / F |
| 5 | The results of an experiment that have never been repeated or reproduced are more reliable. | T / F |

WRITING

5 Use the mind map below to answer the question in the middle.



SPEAKING

6 Discuss the notes you made in Activity 5 with your partner.



Notes

SCIENCE

A large, vertically oriented rectangular area with a light cream background and rounded corners. It contains 25 horizontal black lines spaced evenly down the page, intended for writing notes.

Lined writing area for student notes.



Notes

SCIENCE

A large, vertically oriented rectangular area with a light cream background and rounded corners. It contains 25 horizontal black lines, providing a space for writing notes.

Lined writing area for student notes.



MATH







3A

How can we know the probability of something?

MATH

- What is probability?
- How can we know the probability of something happening?

READING


1 Read the text and write the correct words from the box above each paragraph.

experiment
observational study
theoretical probability

1
Hello, my name is Salma. I have a new fruit juice I want to sell. I needed to know how many people will buy it. I think it tastes great but I wanted to know if other people like it too. This means I had to do an experiment. An experiment is a test people do to learn something and find out if something true.

2
I first did an observational study. This means observing people, sometimes without them knowing. I did this by giving my fruit juice to a restaurant to give to its customers. I sat in the corner and watched while they drank the fruit juice. If they smiled, I knew they liked it.

3
Almost everyone smiled after drinking my fruit juice. This made me think most people would buy my fruit juice in a supermarket. This is called theoretical probability. I believe people will buy my fruit juice but I can't know for sure until I do more experiments.



2 Read the definitions. Write the paragraph titles from the text that match the definitions.

- 1 - observing people without them knowing
- 2 - a test people do to learn something and find out if something is true
- 3 - guessing the probability of something before knowing

3 Read the text and underline the words from the box.


parameters
self-selected study
survey • combination
experimental probability
statistical inference

The next experiment I decided to do was in supermarkets. This means the parameters of the population are limited to people who shop in supermarkets. Parameters are facts and/or limits that help us make an experiment more useful. This is good because I will sell my fruit juice in supermarkets.

In the supermarkets, I got information from a self-selected sample. This is when people volunteer to be part of the experiment. I didn't choose them. I gave each person a combination of fruit juices. This means I gave them lots of different fruit juices and only one was mine. I asked them to taste each one.

After they tasted each fruit juice, I gave them a survey. A survey is a list of questions to get people's opinions. I asked which fruit juice they liked the most and which one they would buy. After getting the results of the survey I knew the experimental probability. This is the probability of people buying my fruit juice based on the results of the experiment. I can use statistics to create a conclusion. This is called statistical inference.



4  Read the statements below and decide if they are **True (T)** or **False (F)**. Circle the correct options.

- 1 Parameters are facts and/or limits when conducting an experiment. T / F
- 2 When the person doing the experiment chooses each person who will take part in the experiment it is called a self-selected sample. T / F
- 3 A combination means things that are the same. T / F
- 4 A list of questions to get people’s opinions is called a survey. T / F
- 5 Experimental probability is guessing the probability of something before the experiment is finished. T / F
- 6 Statistical inference is using statistics to create a conclusion. T / F

5 Look at the example table below. Complete your own table by conducting a similar experiment.

Example:

survey question: How many people's favorite color is green?	
theoretical probability	I think 3 out of 10 people's favorite color is green.
parameters	All people selected are in this classroom and are in Grade 9.
number of people selected to do the survey	10
experimental probability	After asking 10 people, only 2 out of 10 said their favorite color was green.

survey question:	
theoretical probability
parameters
number of people selected to do the survey
experimental probability



Notes

MATH

A large, vertically oriented rectangular area with a light beige background and rounded corners. It contains 25 horizontal black lines, providing a space for writing notes.

A large, light-colored rectangular area with rounded corners, containing numerous horizontal lines for writing.



Notes

MATH

A large, vertically oriented rectangular area with a light beige background and rounded corners. It contains 25 horizontal black lines spaced evenly down the page, intended for writing notes.

A large, light-colored rectangular area with rounded corners, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the area. The background of the area is a light beige or cream color, and the lines are a thin, dark grey or black.



Notes

MATH

A large, vertically oriented rectangular area with a light beige background and rounded corners. It contains 25 horizontal black lines spaced evenly down the page, intended for writing notes.

A large, light-colored rectangular area with rounded corners, containing numerous horizontal lines for writing. The lines are evenly spaced and extend across the width of the page, providing a space for mathematical work or notes.

AUDIO SCRIPT

Unit 8

Audio Track 29

Good morning everyone and welcome to my presentation, *Children who changed the world*. Today, I will talk about three young people who saw a problem in the world, faced challenges and found solutions to help others. They each changed the world for the better. They helped millions of people. So today, I will be talking about Yash Gupta, Ryan Hreljac, and Malala Yousafzai, three young people who have changed the world.

First, I'm going to talk about Yash Gupta. Yash was a student in the United-States. One day, he needed new glasses. He was surprised by how expensive glasses were, and he wondered how children in poor countries can buy glasses. A big problem was that many poor children around the world couldn't buy the glasses they needed. He wanted to find a way to get glasses to these children. The challenge was that glasses were so expensive and he couldn't buy glasses for everyone! He found a great solution: he started collecting old glasses that people wanted to throw away. He kept collecting these old glasses and sending them to children who needed them. Because of Yash, thousands of poor children have gotten glasses.

Next, I'd like to talk about Ryan Hreljac from Canada. When he was young, Ryan had a friend from Africa. They would write letters to each other. His friend told Ryan how far he had to walk to get clean water. The problem was that many people in Africa didn't have clean water wells close to their homes. Ryan wanted to help build water wells in African villages. The challenge was that building wells was very expensive. Ryan's solution was to do presentations about the problem in Africa and collect money. He traveled around the world, giving presentations and collecting money, and now hundreds of villages have built clean water wells close to their homes.

My last subject is a very special young woman, Malala Yousafzai. In Pakistan, some people did not think that girls should be allowed to go to school, or even read a book! These people were very dangerous and this was a serious problem. But Malala was very brave and found a solution. She wrote blogs about her experience in Pakistan, and shared her belief that everyone should be allowed to go to school. She faced many challenges, and was hurt by these dangerous people. But she didn't give up, and kept writing blogs and giving presentations around the world. Because of her, people around the world have been fighting so that everyone can go to school.

Audio Track 30

Presenter:

These three young people have helped change the World for the better. They saw a problem in the World and wanted to change it. They faced many challenges but never gave up! You can help

change the world too! If you see a problem, you can help fix it. Even if it's a problem with your friend, someone in your family, or in your neighborhood, you can always find solutions and help others!

Unit 9

Audio Track 31

Hamad: Hello, I'm here on a boat in the waters off of Ras Al-Khaimah. I'm speaking with Emirati Olympic swimmer, Mubarak. He just tried traditional pearl diving for the first time.

Mubarak: It was an important job in the old days ...

Hamad: How are you Mubarak? You look tired.

Mubarak: Well yes, that was quite the dive. I'm out of breath!

Hamad: So I guess traditional pearl diving is very challenging, even for an Olympic swimmer!

Mubarak: Yes it is. As I was saying ... In the old days, Emiratis would dive down to the bottom of the sea, without an air tank or goggles. Pearls are found inside of an animal called a clam, and those live at the bottom of the sea. So the divers had to hold their breath for a long time because they had to swim to the bottom of the sea to collect the clams.

Hamad: Yes, but they had a very good system. The diver would tie a rope to his leg. The other end of the rope would be tied to a stone. The stone would pull him quickly to the bottom of the sea. The diver would look for clams in the sand and put them in his basket. When the diver had his clams, he would pull on another rope and the people on the boat would pull him up.

Mubarak: Divers would also put a piece of bone in their nose to block it and wax in their ears to keep the water out. It was a very difficult swim, that's for sure! Pearl divers would bring up at least 20 pearls in one dive. Divers would do over 50 dives in one day! They needed a lot of energy! But it was important work.

Hamad: And very tiring work!

Mubarak: Yes, that too. Anyway, pearl diving was very important for the UAE. Before we found oil, many Emiratis worked on boats as pearl divers. They traded their pearls with people from other countries like India and Saudi Arabia. Pearls were an important resource in the past, along with dates and camels.

- Hamad:** Not many Emiratis are pearl divers these days, though. Now, oil is more important.
- Mubarak:** Very true. Oil is the main resource for the UAE. OK, what were we talking about? Oh yes, how we get pearls today. So these days, people grow pearls in pearl farms underwater. It's a much easier way to get this resource. So not many Emiratis are pearl divers anymore.
- Hamad:** No, Emiratis have many different jobs now, but pearl diving isn't one of them. Thank you Mubarak, for showing us how Emiratis used to collect an important resource. This has been a very interesting chat.

Audio Track 32

- 1 Mubarak:** Yes, that too. Anyway, pearl diving was very important for the UAE.
- 2 Mubarak:** Very true. Oil is the main resource for the UAE. OK, what were we talking about? Oh yes, how we get pearls today.
- 3 Mubarak:** Yes it is. As I was saying ... In the old days, Emiratis would dive down to the bottom of the sea, without an air tank or goggles.

Audio Track 33

- Interviewer:** Good morning. I'm here with Mr. Mohammed Al Shamsi from the Ministry of Energy in the UAE.
- Mohammed:** Good morning.
- Interviewer:** Thank you for taking the time to speak to us today.
- Mohammed:** My pleasure.
- Interviewer:** Now, I understand that the UAE government has set some new energy goals to be met by the year 2050. Is that correct?
- Mohammed:** Yes, absolutely. The government has created a plan to find a good mix between energy production and consumption, and also to meet international energy laws.
- Interviewer:** I see. What energy sources does the plan include?
- Mohammed:** Well, there are...
- Interviewer:** ...because the UAE has depended a lot on oil in the past.
- Mohammed:** Yes, it has. Anyway, what was I saying? Oh yes, that there are four energy sources in the 2050 plan: gas, nuclear energy, clean energy, and clean coal.
- Interviewer:** Will these be in equal parts?
- Mohammed:** No, they won't. Forty-four percent will be clean energy, 38% gas, 12% clean coal, and 6% nuclear energy.

- Interviewer:** Wow, Ok. When you say, 'clean energy', what exactly do you mean?
- Mohammed:** Clean energy...
- Interviewer:** ...Like, does that include solar power?
- Mohammed:** Yes, it does. So, as I was saying, clean energy includes solar and wind power, as well as biofuels.
- Interviewer:** Ok. Are there any other points in the plan?
- Mohammed:** Yes, there are. In addition to increasing the role of clean energy, the government would also like to reduce consumption in homes and buildings by 40%.
- Interviewer:** So people and companies using less energy is also part of the plan.
- Mohammed:** Yes, absolutely. I am confident that by changing energy sources and personal habits, the UAE will reach its energy goals by 2050.
- Interviewer:** Thank you for your time, Mr. Al Shamsi.

Audio Track 34

- Presenter:** Hello, UAE! Let's talk to some experts about how the UAE is improving its economy for the future. First, we have Professor Fatema Al Bahri from UAE University, who will discuss how education will help grow the economy in the future.
- Fatema Al Bahri:** Good morning. Well, education in the UAE is playing a huge part in growing the economy for the future. The UAE offers a widespread educational experience for all students from kindergarten to university. As part of UAE Vision 2021, education is a top government priority for the future and special funding has been used to improve education from elementary to high school, as well as programs offered in universities. The UAE Ministry of Education (MOE) is introducing the latest technology into the classroom, providing new books for students, and teaching math and science through English. The UAE's economy will be strong in the future because of its efforts to improve education.
- Presenter:** Thanks, Fatema. Next, we have Mr. Mansoor Al Salim who is a UAE tourism advisor. Mr. Mansoor can you tell us how tourism is going to help grow the economy in the UAE?
- Mansoor Al Salim:** Good morning. Tourism is also growing the UAE's economy for the future. As one of the world's favorite places to visit, the UAE has some of the most amazing attractions for tourists, including the incredible show La Perle by Dragone, the Dubai Opera, The Dubai Eye, the world's tallest ferris wheel, the beautiful Grand Mosque in Abu Dhabi,

and other cultural sites. Ecotourism has also played a part in increasing the growth of the economy. This kind of tourism is important because it will raise awareness of the importance of keeping the environment healthy. Eco-tours take people to see the many "green" destinations, including Al Ain Wildlife Park, Al Ain oasis and Wadi Wurayah in Fujairah. Keeping the environment safe and healthy is an important goal while making the economy stronger in the UAE.

Presenter: Thank you, Mr. Mansoor. Tourism is certainly growing a lot in the UAE. Finally, we have our last expert, Ali Al Sharif, who is a business owner in Abu Dhabi. Ali can you tell us how business is going to help grow the economy in the UAE in the future?

Ali Al Sharif: Hello. OK, well, business plays a huge role in the fast-growing economy in the UAE. Dubai is one of the most powerful cities in the world today for attracting new businesses – everywhere you look in the UAE you can see new businesses being developed. UAE free-trade zones have also been developed to attract global business. Free-trade zones are areas where goods from other countries can be stored, mass-produced, and traded. The UAE has 37 free-trade zones with nine new hubs in development. Business in the UAE is helping it develop one of the strongest economies in the world.

Presenter: Thanks to you all for sharing your thoughts about the UAE and its future economy!

Literature Project

Audio Track 35

That winter was a very cold one. And one night in December, when they were all sitting round the warm fire in the kitchen, and the Doctor was reading aloud to them out of books he had written himself in animal-language, the owl, Too-Too, suddenly said,

"Shh! What's that noise outside?"

They all listened; and they heard the sound of someone running. Then the door flew open and the monkey, Chee-Chee, ran in, out of breath.

"Doctor!" he cried, "I've just had a message from a cousin of mine in Africa. There is a terrible sickness among the monkeys out there. They have heard of you, and beg you to come to Africa to stop the sickness."

"Who brought the message?" asked the Doctor, taking off his spectacles and laying down his book.

"A swallow," said Chee-Chee. "She is outside on the balcony."

"Bring her in by the fire," said the Doctor. "She must be perished with the cold. The swallows flew South six weeks ago!"

So the swallow was brought in, all huddled and shivering; and although she was a little afraid at first, she soon got warmed up and sat on the edge of the mantelpiece and began to talk.

When she had finished the Doctor said,

"I would gladly go to Africa—especially in this bitter weather. But I'm afraid we haven't money enough to buy the tickets. Get me the money-box, Chee-Chee."

So the monkey climbed up and got it off the top shelf of the dresser.

There was nothing in it—not one single penny!

"I felt sure there was money left," said the Doctor.

"There was" said the owl. "But you spent it on a rattle for that badger's baby when he was teething."

"Did I?" said the Doctor, "Dear me, dear me! What a nuisance money is, to be sure!"

Acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

All images have been licensed through Getty Images unless otherwise noted.

Photographs

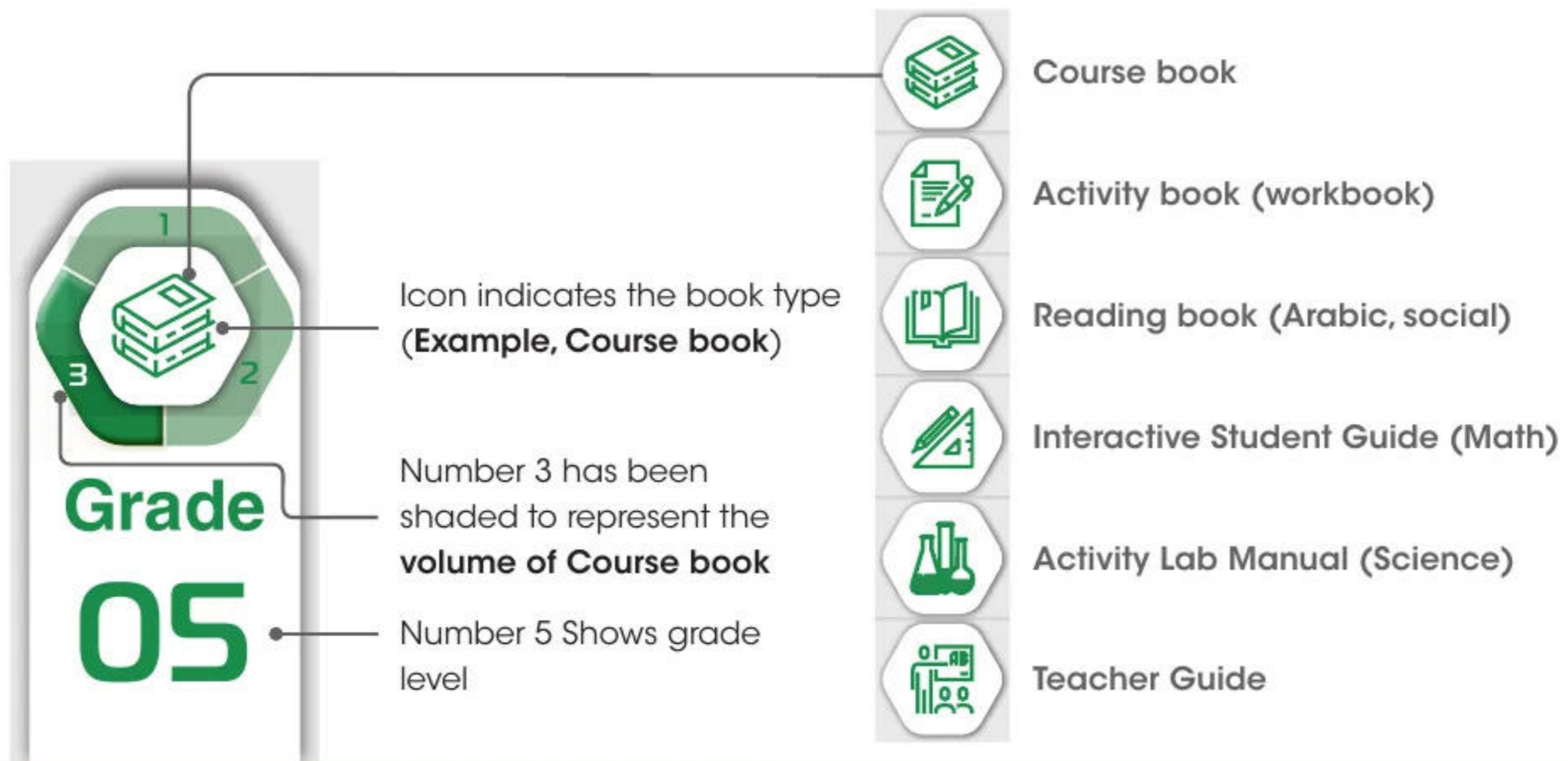
p.1-2 The Sydney Morning Herald / Fairfax Media; p.3-4 BrianAJackson; p.5 Nenov; p.5 GUSTOIMAGES/IIT BOMBAY/SPL; p.5 CSA Images; p.5 Don Farrall; p.7, p.25 Hugh Sitton; p.8 Bartosz Hadyniak; p.9 Chris Mellor; p.9 KARIM SAHIB/AFP/Getty Images; p.9 Natalie Naccache/Bloomberg via Getty Images; p.10 Rich-Joseph Facun; p.12 Jane Sweeney; p.13, p.13 Celia Peterson; p.13 gulfimages; p.13 Juanmonino; p.13 Malorny; p.15, p.20 teekid; p.17-18 Gary John Norman; p.17 Poligrafistka; p.21 Image Source; p.21 Photo by Imagno/Getty Images; p.21 Photo by Epsilon/Getty Images; p.22 Photo by Mike Prior/Getty Images; p.23 Bernhard Lang; p.23-24 funnybank; p.27-28 Mlenny; p.29 Liam Bailey; p.29, p.32 Buena Vista Images; p.30 Kevin Larkin / EyeEm; p.31 Jo Empson; p.31 Paula Plit / EyeEm; p.32 Josh Humbert; p.33 Photo by Central Press/Getty Images; Photo by Hulton Archive/Getty Images; p.33 KARIM SAHIB/AFP/Getty Images; p.33 Photo by Planet Observer/Universal Images Group via Getty Images; p.34 Dave and Les Jacobs; p.34 EXTREME-PHOTOGRAPHER; p.36 Photo by Keystone Features/Hulton Archive/Getty Images; p.37 Justin Paget; p.37, p.39-40 Nancy Haywood / EyeEm; p.38 CHARTON Franck / hemis.fr; p.41 Jane Sweeney; p.41, p.42 Dorling Kindersley; p.41 Liam Bailey; p.45 Petra Urbath / EyeEm; p.45 Dany Eid Photography; p.46 Image Source; p.46 Gallo Images; p.47 Gallo Images; p.47 mbbirdy; p.57-58 BlackJack3D; p.59 Alicia Llop; p.61, p.62 Topic Images Inc.; p.61 Nenov; p.61 chictype; p.69-70 Andrew Brookes; p.71 Henry Lederer; p.72 Shaun Wang / EyeEm; p.72 Photo by Wolfgang Kaehler/LightRocket via Getty Images; p.72 jamievanbuskirk; p.73-74 GCShutter; p.72 evenfh; p.72 Danita Delimont; p.81-82 enot-poloskun; p.83 sidsnapper; p.83 Ryan McVay

The following are licensed through Shutterstock:

p.62 Chocolate covered sticks advert, HstrongArt; p.62 Oat flakes advert, Artem Shevchenko.

Cover label guide

Cycle 02 Color



Ministry of Education
Call Centre
For Suggestions Inquiries
& Complaints



80051115



www.moe.gov.ae



Info@moe.gov.ae