

# Bridge to Success

English Language

Workbook

Grade 8

Volume 2

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Grade 8 Workbook

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# Welcome to *Bridge to Success*

*Bridge to Success* is a 12-grade course for learners of English as a second language (ESL). The 12 grades range from the beginning of cycle 1 to the end of cycle 3.

*Bridge to Success Grade 8* consists of 12 thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

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

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

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

The following icon is used in this Workbook:

 1 pre-recorded listening activity

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

The *Bridge to Success* team

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	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
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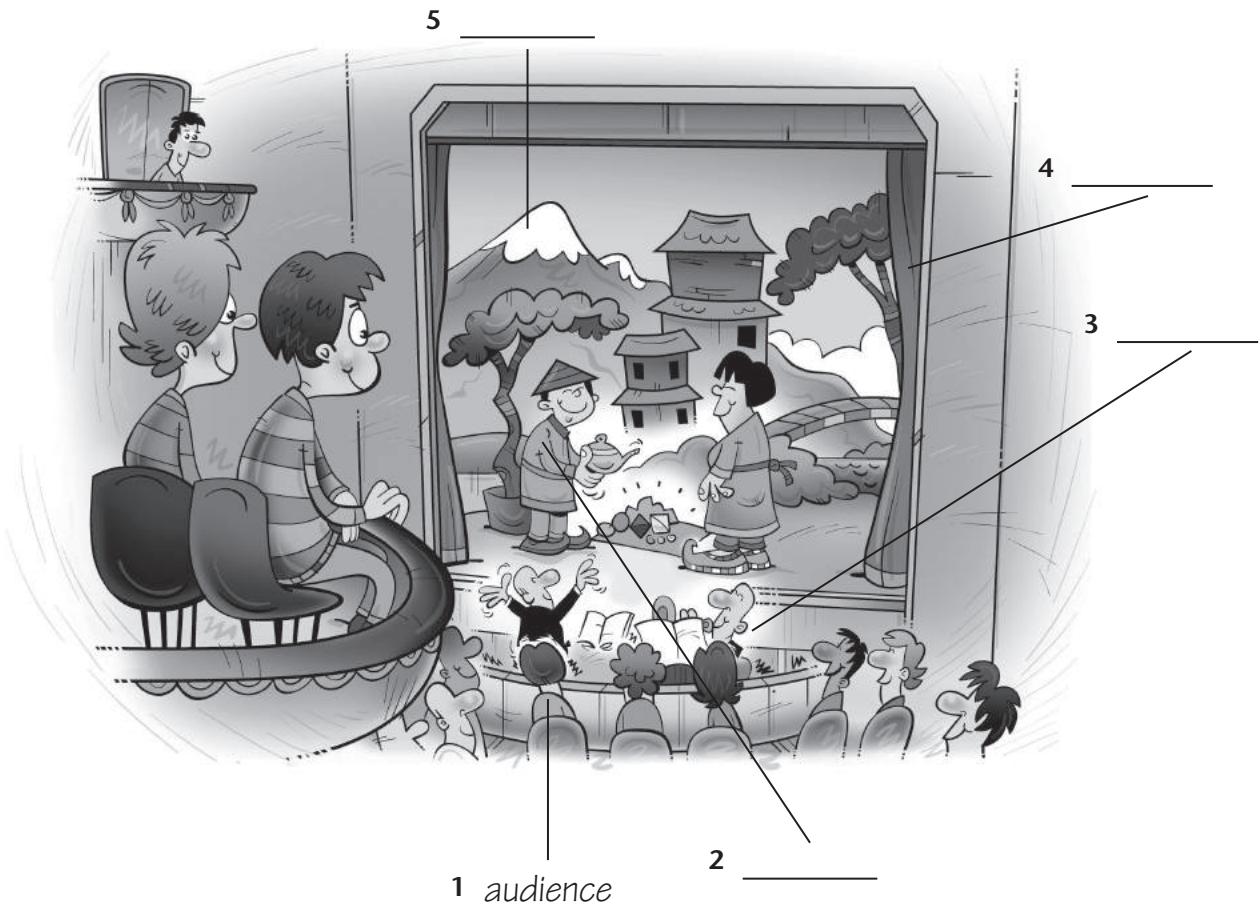
	<b>Reading/Topic</b>	<b>Listening/Speaking</b>	<b>Use of English</b>	<b>Vocabulary</b>	<b>Writing</b>
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	<b>Reading/Topic</b>	<b>Listening/Speaking</b>	<b>Use of English</b>	<b>Vocabulary</b>	<b>Writing</b>
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## Lessons 1–2 At the theatre

1 Label the picture of the theatre.



2 One word is missing from each sentence. Write the missing words in the correct places.

to

We went the theatre to see *A Midsummer Night's Dream* last night. Some my friends were in the cast. It was good performance. I enjoyed a lot. The scenery was painted by the students and lighting was brilliant. It was so good that we going again tomorrow. I tell you more about it when I see you.

3 Match the two parts of the questions. Then match each one to an answer and write them out in full.

### Questions

1 What part	a costume?
2 Did you wear	an actor or a director?
3 Are you good at	did you give?
4 How many performances	did you play?
5 Have you got a good	do you have?
6 Are you a good	learning lines?
7 What practical and technical skills	memory?
8 Would you rather be	artist?

### Answers

- I'm happy being on the stage. It's more fun.
- Three.
- None. I'd be no good at doing scenery painting or stage lighting.
- Yes, I am. But there were a lot to learn.
- I was Aladdin.
- Yes, I have, fortunately.
- Yes, I love painting scenery.
- Yes. It was a Chinese silk suit.

1 Q What part did you play?

A I was Aladdin.

2 Q

A

3 Q

A

4 Q

A

5 Q

A

6 Q

A

7 Q

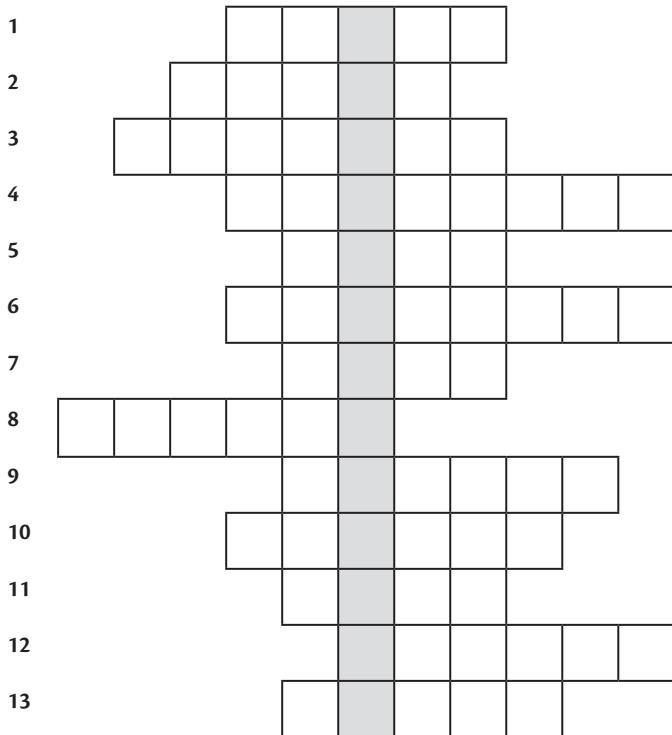
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8 Q

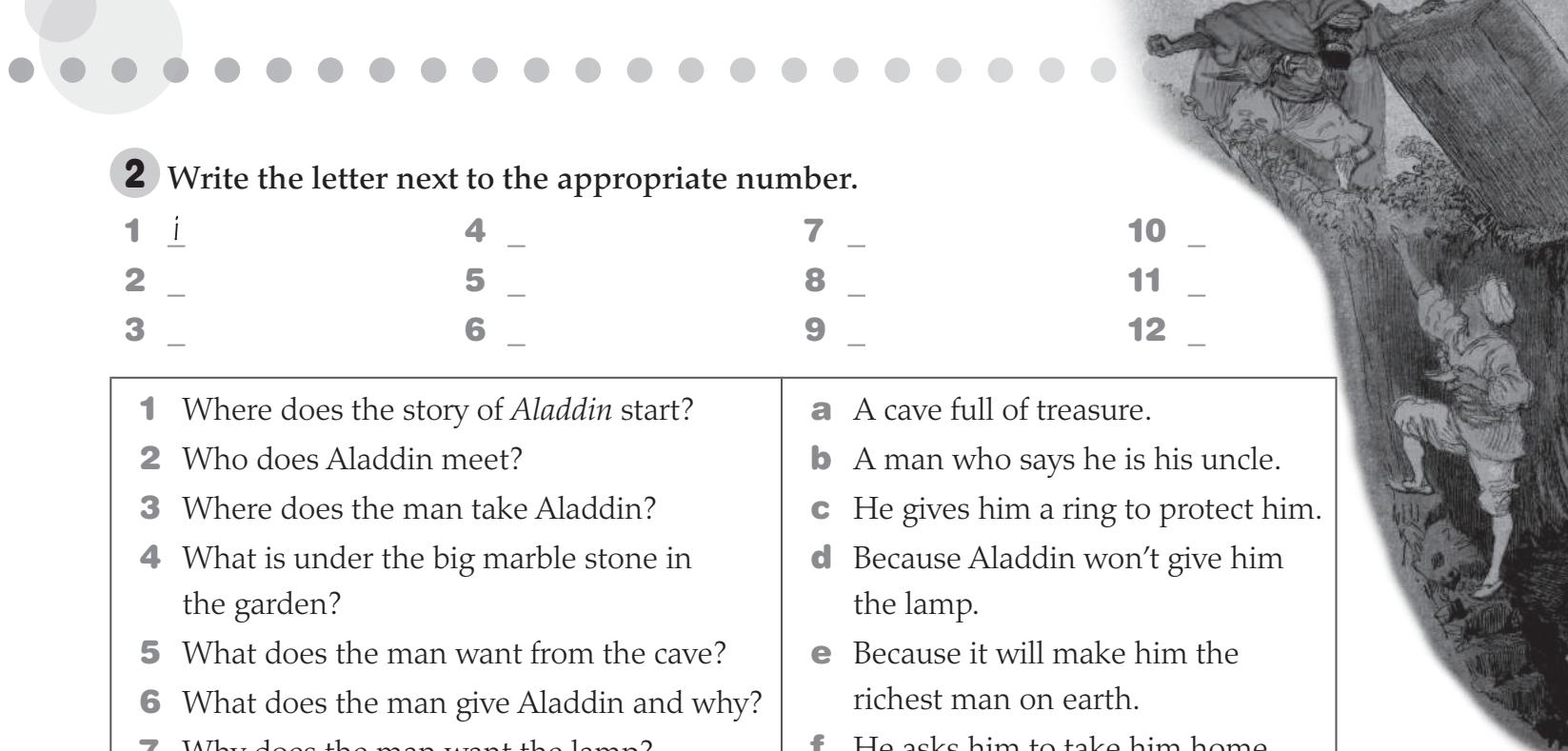
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# Lessons 3–4 The story of Aladdin: Part 1

1 Solve the puzzle to find the mystery phrase in the story of *Aladdin*.



- 1 In the story of Aladdin, it was in the garden and was made of marble.
- 2 Aladdin comes from this country.
- 3 Number 6 was from this country.
- 4 Valuable things, such as jewels, silver and Number 7.
- 5 Number 6 bought Aladdin a fine \_\_\_\_\_ of clothes.
- 6 Aladdin realises that the man is not his uncle but an \_\_\_\_\_.
- 7 The man gave Aladdin ten coins made of this.
- 8 Aladdin's mother began spinning this because they needed money.
- 9 A person who makes clothes.
- 10 It was the wish of this person that Aladdin should become Number 9.
- 11 Aladdin ran like the \_\_\_\_\_ to tell his mother about the man he had met.
- 12 A place where you can buy things.
- 13 Drops of water that come from your eyes when you cry.



**2** Write the letter next to the appropriate number.

1 i

4

7

10

2

5

8

11

3

6

9

12

- 1 Where does the story of *Aladdin* start?
- 2 Who does Aladdin meet?
- 3 Where does the man take Aladdin?
- 4 What is under the big marble stone in the garden?
- 5 What does the man want from the cave?
- 6 What does the man give Aladdin and why?
- 7 Why does the man want the lamp?
- 8 Why does the man leave Aladdin in the cave?
- 9 Why can't Aladdin get out of the cave?
- 10 What happens when Aladdin rubs the ring?
- 11 What does Aladdin ask the genie to do?
- 12 What does Aladdin realise about the man?

- a** A cave full of treasure.
- b** A man who says he is his uncle.
- c** He gives him a ring to protect him.
- d** Because Aladdin won't give him the lamp.
- e** Because it will make him the richest man on earth.
- f** He asks him to take him home.
- g** He realises that he is an impostor.
- h** He wants a lamp.
- i** In China.
- k** A genie appears.
- l** To a beautiful garden.
- m** Because the heavy marble stone is covering the entrance.

3 In a theatre programme, there is sometimes a summary of the story. It is usually written in the present tense. Use the information in Activity 2 to write a summary of the story of *Aladdin*.

The story of Aladdin starts in China. Aladdin meets a man who

# Lessons 5–6 The story of Aladdin: Part 2

## 1 Complete each sentence with *like* or *as*.

- 1 'You're just like your father,' said the impostor.
- 2 '        you know, I've lived in Morocco for many years,' said the impostor.
- 3 It looked        an ordinary lamp.
- 4 Aladdin didn't do        he was told. He didn't give the impostor the lamp.
- 5 Aladdin couldn't believe his eyes when he saw all the treasure. It was        a dream.
- 6 'I will do        you wish,' said the genie.

## 2 Correct the sentences that are wrong, using *like* or *as*.

1 People used to think that aeroplanes looked as big birds.

---

2 As I said before, it is important to pay attention.

---

3 The play was very interesting, like they had expected.

---

4 It sounded as an excellent story.

---

5 Who do I look like, my mother or my father?

---

6 The learners did like the teacher asked them.

---

## 3 Write four sentences of your own, using *like* and *as*.

Examples: I want to work in business *like* my father.

Children should do *as* their parents say.

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

4 Number the sentences in the correct order (1–10) according to where they come in the story of Aladdin.

- a 'Bring me back my palace and my wife!' said Aladdin. \_\_\_\_\_
- b 'I will take this old lamp to the market to sell it,' said Aladdin. 1
- c Aladdin sent more and more treasure to the Sultan until at last the Sultan agreed that Aladdin could marry his daughter. \_\_\_\_\_
- d And they all lived happily ever after. \_\_\_\_\_
- e But back in Morocco, the impostor could not stop thinking about the lamp and the treasure.
- f The next morning, the Sultan woke and looked towards the palace where his daughter and Aladdin lived, but it had disappeared! \_\_\_\_\_
- g The next thing he knew, the genie produced a table of the most wonderful food. \_\_\_\_\_
- h Then one day, when Aladdin was in the market place, he heard that the Sultan's beautiful daughter, Badr-al-Budur, was visiting the city. \_\_\_\_\_
- i He went to the market place and had some copper lamps made. \_\_\_\_\_
- j When he drank, the poison acted quickly and soon he was dead on the floor. \_\_\_\_\_



5 Complete the sentences with the missing words.

• accidentally • command • enquiries • destination • exchanged

- 1 Your wish is my \_\_\_\_\_.
- 2 The impostor made secret \_\_\_\_\_ to find out what had happened to the lamp.
- 3 After several weeks, he reached his \_\_\_\_\_ and asked the way to the palace where Aladdin lived.
- 4 The impostor \_\_\_\_\_ the lamp for a new one and went away to a place outside the city.
- 5 Then, as he was washing his hands, he \_\_\_\_\_ rubbed the ring which the impostor had given him.

6 Now write sentences of your own, using the missing words from Activity 5.

---

---

---

---

# Practise and prepare

**1** How would you explain the meaning of these words to someone who had not seen them before?  
Write your ideas.

**1** lines

*The actors have to learn these by heart. They are the words that a character in a play says.*

**2** props \_\_\_\_\_

**3** make-up \_\_\_\_\_

**4** cast \_\_\_\_\_

**5** part \_\_\_\_\_

**6** stage \_\_\_\_\_

**7** costume \_\_\_\_\_

**8** script \_\_\_\_\_

**9** scenery \_\_\_\_\_

**10** curtain \_\_\_\_\_

**2** Write two things you think must be difficult about being an actor and two things you think must be enjoyable.

**1** \_\_\_\_\_

**2** \_\_\_\_\_

**3** \_\_\_\_\_

**4** \_\_\_\_\_

**3** Reflect on your learning.

**a** Do you think you remember vocabulary better if you learn new words through a story?  
**b** Do you write new words into your notebook? Would it help if you wrote each new word in a sentence?  
**c** Which of these ways of extending your vocabulary do you use? Tick the boxes.

Reading for pleasure outside the classroom, or keeping a reading diary.

Watching foreign language films, documentaries, etc.

Checking words in a dictionary, noting down derivations of words (noun, verb, adjective, etc.)

Other (something you do which is not on the list).

- This is/These are for ...
- We use this/these for ...
- This/these help to ...

# Lesson 7 The story of Aladdin: Review

## 1 Report the following commands.

Use *tell*:

1 Aladdin's mother to Aladdin: 'Don't be silly.'

*Aladdin's mother told Aladdin not to be silly.*

---

2 The princess to Aladdin: 'Bring my father some more treasure.'

---

3 The impostor to the princess: 'Forget about Aladdin.'

---

4 Aladdin's mother to Aladdin: 'Be careful!'

---

5 The princess to the impostor: 'Finish your drink.'

---

6 The princess to Aladdin: 'Don't make any noise!'

---

Use *ask*:

7 Aladdin to his mother: 'Polish the lamp, mother.'

---

8 Aladdin to the Genie of the Ring: 'Bring us some more food, please.'

---

9 Aladdin's mother to Aladdin: 'Go to the market.'

---

10 The princess to the servant girl: 'Exchange the old lamp for a new one.'

---

## 2 Work with a partner to think of four commands that a teacher might say to the class. In your notebooks, write the direct speech and then the reported command.

# Lessons 8–9 Aladdin: The play

1 You are now going to write a play based on the story of *Aladdin*. Here is some dialogue that you can use in the first half of the play. Complete each sentence with your own words. Then write the name of the character from the box who says it.

## Characters

• Aladdin	• The Genie of the Lamp	• The princess
• Aladdin's mother	• The Sultan	• The impostor

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

1 The impostor This is the house I've been looking for.  
 2 \_\_\_\_\_ Who are you?  
 3 \_\_\_\_\_ Here, take these, my boy. Give them to your \_\_\_\_\_.  
 4 \_\_\_\_\_ What are you \_\_\_\_\_ about, Aladdin?

### Scene 2 *China. In a beautiful garden.*

5 \_\_\_\_\_ But uncle, I am not \_\_\_\_\_ enough!  
 6 \_\_\_\_\_ Go down into the \_\_\_\_\_ and keep going until you see a lamp.  
 7 \_\_\_\_\_ Here, this \_\_\_\_\_ will help you if you are in danger.  
 8 \_\_\_\_\_ Give me your \_\_\_\_\_ to help me up.  
 9 \_\_\_\_\_ I am here, \_\_\_\_\_.  
 10 \_\_\_\_\_ Take me back home.

### Scene 3 *China. Aladdin's house.*

11 \_\_\_\_\_ I'll take the lamp to the market to sell it.  
 But first, we must polish \_\_\_\_\_  
 12 \_\_\_\_\_ Your wish is \_\_\_\_\_ command.  
 13 \_\_\_\_\_ We're hungry. Bring us some good things to \_\_\_\_\_.  
 14 \_\_\_\_\_ This food looks wonderful! I can't believe my \_\_\_\_\_!

2 Here is some dialogue that you can use in the second half of the play.

Complete each sentence with your own words. Then identify who says it from the characters in the box.

### Characters

- Aladdin
- The Genie of the Lamp
- The princess
- Aladdin's mother
- The Sultan
- The impostor

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

15 \_\_\_\_\_ Mother, I've just seen the Sultan's daughter. She is \_\_\_\_\_ beautiful.  
I want to marry her.

16 \_\_\_\_\_ Aladdin, you are a poor boy. You cannot marry a \_\_\_\_\_.

17 \_\_\_\_\_ I have brought you more treasure: \_\_\_\_\_, silver and precious jewels.

18 \_\_\_\_\_ You may marry my \_\_\_\_\_.

### Scene 5 *China. Aladdin's palace.*

19 \_\_\_\_\_ New lamps for old, new lamps for old.

20 \_\_\_\_\_ Yes, we could exchange that \_\_\_\_\_ lamp for a nice new one. Why not?

21 \_\_\_\_\_ Take the princess, the palace and me to Morocco.

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

22 \_\_\_\_\_ Where am I? And \_\_\_\_\_ is my Aladdin?  
*China.*

23 \_\_\_\_\_ Bring her back to me or I shall \_\_\_\_\_ off your head!

24 \_\_\_\_\_ Give me 40 \_\_\_\_\_ and you will have your daughter back.

25 \_\_\_\_\_ Take me to where my palace is.

*Morocco. Aladdin's palace.*

26 \_\_\_\_\_ I have a plan.

27 \_\_\_\_\_ Come, my dear, let us have dinner.

28 \_\_\_\_\_ Take us all back to China.

*China.*

29 \_\_\_\_\_ I'm so happy to have my daughter back.  
There will be a month of \_\_\_\_\_.

30 *The Genie of the Lamp:* And they all lived happily ever after!

# Lessons 10–11 Drama in the Emirates: Part 1

**1** Read and correct the sentences about the text in the Coursebook.  
Write a correct sentence each time.



- 1** Emirati drama has existed for over 200 years.

---
- 2** Only people from the UAE were involved in the beginnings of drama.

---
- 3** The Emirati dialect is easily understood by everyone.

---
- 4** There is only one main type of Emirati drama.

---
- 5** Sheikh Sultan Al Qasimi writes popular fiction and plays.

---
- 6** Sheikh Sultan Al Qasimi's plays and fiction are only available in Arabic.

---
- 7** The Sharjah Festival happens every two years.

---

**2** In pairs, find out more about the dramatic writings of HH Sheikh Dr Sultan bin Mohammed Al Qasimi. Present your findings to the class.

- What are the names of some of his plays?
- What subject do they have?
- Where have they been performed?
- How do you think they can have relevance for 21st century life in the UAE?

3 Change these examples into reported speech.

- 1 Director to actors: 'Have a break for ten minutes.'
- 2 Ali to Tariq: 'Have you got any good ideas for a storyline?'
- 3 Hana to her mother: 'Nada didn't come to the rehearsal.'
- 4 Teacher to class: 'Put your hands up when you have finished.'
- 5 Hussein: 'I'm feeling quite creative about the project.'

4 Write a scene from a play.

Work in pairs or groups and write the first scene of a short play.

Write the dialogue, using the notes below to help you if you wish.

**Scene 1**

**Notes:**

- Noura was late for school because she couldn't find her homework from the night before. Her brother, Abdul, told her to hurry up.
- Noura and Abdul missed the bus. Noura apologised to her brother.
- They arrived late at school. Noura explained why they were late to their teacher.
- The teacher accepted her apology but said they must try not to be late again.

# Lesson 12 Drama in the Emirates: Part 2

## 1 Find the adjectives that mean the following.

- individual
- social
- enjoyable
- political
- final
- dramatic
- embarrassing

- 1 when something is about or to do with one person on his or her own (two words) = solo and
- 2 the last in a series =
- 3 describing plays and acting =
- 4 having to do with society and its problems =
- 5 something that makes you feel shy =
- 6 to do with the activities of the government of a country or generally the people in power =
- 7 something that makes you happy or pleased =

## 2 Complete these sentences using nouns from Aisha's blog in the Coursebook, page 105.

- crossroads
- issues
- monologue
- attention
- journey
- solutions

- 1 Many poets and dramatists talk about life as a \_\_\_\_\_ which we are all on.
- 2 What are the important \_\_\_\_\_ in your country at the moment?
- 3 The word \_\_\_\_\_ can mean a particular time in your life when you have to make some important decisions.
- 4 A \_\_\_\_\_ is a piece of dramatic speech that you say on your own in front of an audience.
- 5 In the theatre, you have to get used to having people's \_\_\_\_\_ on you a lot of the time.
- 6 Sometimes, through plays and the theatre, we can find \_\_\_\_\_ to some of our problems.

## 3 Write your own comment on Aisha's blog from the Coursebook, page 105. Use some of the vocabulary from this page in your comment.

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# Practise and prepare

1 With a partner, write a dialogue about a visit to the theatre or a performance you have taken part in. Use as much of the vocabulary you have learned in this unit as possible.

2 Choose four sentences from your dialogue and write them in reported speech. Use a variety of reported speech, reported questions and reported commands.

1   

2   

3   

4   

## Self-assessment

3 Work in pairs.

- Ask your partner to choose words from the unit and ask what they mean. How many did you get right? Then choose some more for your partner.
- Discuss the aspects of the unit that you enjoyed. Which did you find most interesting?
- What strategies do you think you can use to make sure you remember what you have learnt? Make a list that you think would be helpful.

# Lesson 13 Shakespeare

*To be, or not to be: that is the question.*  
(Hamlet)

*A horse! a horse! My kingdom for a horse!*  
(Richard III)



**1** Read the text about Shakespeare on page 107 of your Coursebook again.

Match these words and phrases with their meanings.

1 anniversary	a something that you will always remember
2 genius	b describe in a few words
3 unforgettable	c succeed in doing something
4 human being	d job
5 look down on	e a man, woman or child
6 invent	f a person such as an actor or a musician
7 sum up	g create something for the first time
8 occupation	h an extremely clever person
9 performer	i the same date as another important date in the past
10 achieve	j not think highly of, laugh at

**2** Look at the Shakespeare text again on page 107 of your Coursebook.

Tick ✓ the correct answer.

The text is organised:

a in chronological order  
 b in a logical order answering a question  
 c to show two opposing points of view

What types of text would normally be organised in the ways you did not tick?

**3** Look at the Shakespeare quotes at the top of the page.

- 1 What do you think they mean?
- 2 Do you know any famous quotes from Arabic literature?
- 3 In teams, research with a friend and write a text about a famous Arabic writer or dramatist.
- 4 Find some interesting quotes and explain what you think they mean.
- 5 Organise your text following one of the outlines in Activity 2 above.
- 6 Present your work to the class. Use multimedia if you wish.

## Lessons 1–2 My language, your language

1 Write the languages for the countries. Look them up on the Internet if you need to.

Country	Main languages
1 New Zealand	English, Maori, New Zealand sign language
2 Japan	
3 Spain	
4 Germany	
5 France	
6 Italy	
7 Portugal	
8 Brazil	
9 Argentina	
10 Russia	

2 How good are you at languages? Try this quick quiz. (Clue: the answers to questions 2 to 5 are all in Activity 1, but you can use the Internet to help you.)

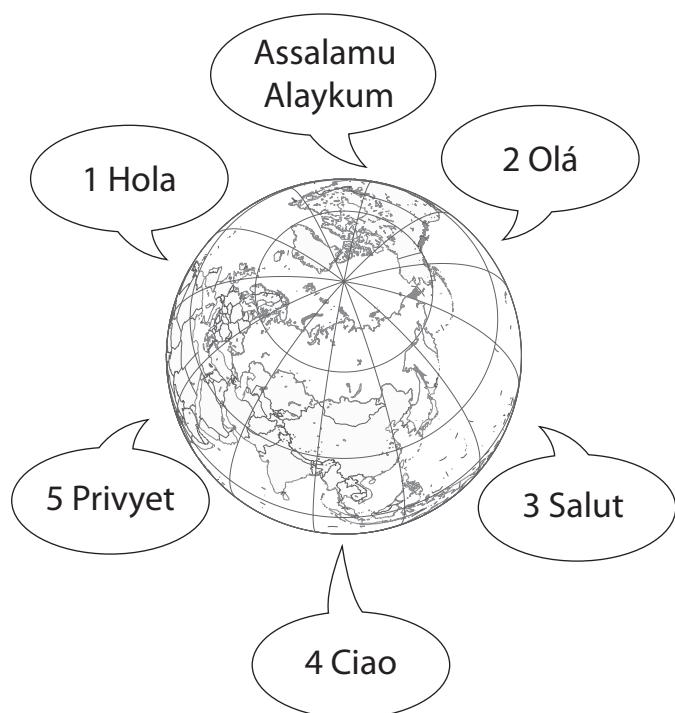
1 The words in the speech bubbles all mean the same thing. What is it? \_\_\_\_\_

2 In Italian, this word can also mean 'Bye'. Which number is it on the globe?  
\_\_\_\_\_

3 This language has 28 letters in the alphabet. It's number 5 on the globe. What language is it?  
\_\_\_\_\_

4 The more formal way of saying number 3 is 'Bonjour'. What language is it?  
\_\_\_\_\_

5 Look at numbers 1 and 2. Which is Spanish and which is Portuguese?  
\_\_\_\_\_



### 3 Complete the texts with the correct countries and languages.

I'm from Montreal. It's in Quebec, which is a province in the east of <sup>1</sup> \_\_\_\_\_. It belonged to France at one point in its history. So <sup>2</sup> \_\_\_\_\_ is my first language, but I also speak <sup>3</sup> \_\_\_\_\_.

I live in Rabat, the capital of <sup>4</sup> \_\_\_\_\_, in North Africa. <sup>5</sup> \_\_\_\_\_ and Berber are our official languages. My parents also speak French because they work for a company which has offices in <sup>6</sup> \_\_\_\_\_. I speak a little bit of <sup>7</sup> \_\_\_\_\_ because my cousins live in Spain and I've been to visit them several times. I learn <sup>8</sup> \_\_\_\_\_ at school, but I've never been to a country where it's spoken as a native language.



Arabic Canada English (x2)  
France French Morocco  
Spanish

### 4 Circle the mistakes. Then write out the sentences correctly.

1 Both my parents speaks English.

2 All my friends likes watching films in English.

3 I've got two cousins who live in Canada, but neither them speaks French.

4 Every my friends want to study at university.

5 I gave each my four cousins a present.

6 I've got two sisters and all of them are good at languages.

### 5 Rewrite these sentences to make them true for you.

1 Everyone in my family speaks German.

2 I can say 'hello' in three languages.

3 I can count to ten in Spanish and French.

4 Most of us learn English at school. Our parents learned French as a foreign language when they were at school.

5 I'd really like to be able to speak Italian because it sounds so nice.

# Lessons 3–4 It's good to learn languages

## 1 Complete the interview answers with suitable words and phrases from the box.

- important
- makes
- very
- in
- it
- Being able
- someone

### *Is it useful to know another language?*

Yes, it is, definitely. Speaking to <sup>1</sup> someone in their own language, even if <sup>2</sup> \_\_\_\_\_ is only for a short time, <sup>3</sup> \_\_\_\_\_ that person feel more at ease.

It's <sup>4</sup> \_\_\_\_\_ useful when you visit another country. <sup>5</sup> \_\_\_\_\_ to say 'hello' and 'thank you' <sup>6</sup> \_\_\_\_\_ the language of that country is <sup>7</sup> \_\_\_\_\_.

- books
- good
- least
- to
- You
- but

### *So knowing just a few words makes a difference?*

Yes, it makes all the difference. <sup>8</sup> \_\_\_\_\_ may only know a few words <sup>9</sup> \_\_\_\_\_ people like it when you try <sup>10</sup> \_\_\_\_\_ speak their language.

If you enjoy <sup>11</sup> \_\_\_\_\_ or films from another country, it's <sup>12</sup> \_\_\_\_\_ to be able to understand at <sup>13</sup> \_\_\_\_\_ a little bit.

- I
- to
- Spanish

### *Do you speak any other languages?*

Well, I'm learning <sup>14</sup> \_\_\_\_\_ at school. I like being able <sup>15</sup> \_\_\_\_\_ understand some of the words when <sup>16</sup> \_\_\_\_\_ hear a Spanish song.

- college
- that
- there
- vocabulary
- I
- another
- first
- language
- can
- you
- people

### *What do you think are the advantages of learning a language?*

Studies show <sup>17</sup> \_\_\_\_\_ learning another language is good for <sup>18</sup> \_\_\_\_\_.

It improves your brain power and <sup>19</sup> \_\_\_\_\_ is some evidence to show that <sup>20</sup> \_\_\_\_\_ who are bilingual live longer.

Knowing <sup>21</sup> \_\_\_\_\_ language helps you to use your <sup>22</sup> \_\_\_\_\_ language well. I teach history and <sup>23</sup> \_\_\_\_\_ find that students who know another <sup>24</sup> \_\_\_\_\_ have better reading skills and wider <sup>25</sup> \_\_\_\_\_. And of course, having another language <sup>26</sup> \_\_\_\_\_ be very helpful for going to <sup>27</sup> \_\_\_\_\_ or university.

**2** Read the tips for learning a language. Which statements in the second column illustrate the advice in the first column? Match them.

- 1 Don't be afraid of making mistakes.
- 2 Take the opportunity to listen to the language as much as possible.
- 3 Watch films and TV in English.
- 4 Find a way to learn new words and remember them.
- 5 Practise speaking as much as you can.
- 6 Test yourself.

- a Don't be afraid of reading out loud in your room at home and practising conversations with a friend.
- b For example, try to find an English-speaking radio station or listen to podcasts online.
- c It's all part of the learning process. Don't expect to get everything right all the time.
- d Read through what you've learned in class. Cover the page and see how much you can remember.
- e Try writing them on pieces of paper and stick them around the house.
- f You won't understand everything, but it's good to be able to see people speaking as well as hearing them.

**3** In your notebook, write answers to the questions, giving your own opinions. Use the phrases from the box in your answers where possible.

• definitely	• even if	• it's really useful	• it makes all the difference
• a little bit	• of course	• more likely to	• for example

- 1 What are the advantages of knowing other languages?
- 2 Would you like to study in another country in the future?
- 3 Do you ever feel nervous when you're speaking another language?
- 4 What's the best way to learn a new language?
- 5 Are languages as important as the other subjects you learn at school? Why? Why not?
- 6 If you were teaching an English speaker your language, how would you start?

# Lessons 5–6 English as a global language

1 Write the opinions about learning English as a global language in the correct column in the table.

Pros	Cons

- 1 'Only people who have the opportunity to get an education learn to speak English.'
- 2 'People who don't speak English as a first language are at a disadvantage.'
- 3 'There would be fewer wars and conflicts if we all understood each other.'
- 4 'English is a good choice for a global language because it has borrowed so many words from other languages.'
- 5 'There would be no language barrier stopping people from getting to know each other.'
- 6 'There are other languages that are easier and in which the relationship between spelling and pronunciation is more logical.'

2 Use the conjunction given to join the pairs of sentences.

*although*

- 1 A global language will make it easier to communicate with people all over the world. However, learning new languages is not easy.  
*Although a global language will make it easier to communicate with people all over the world, learning new languages is not easy.*
- 2 English is his favourite subject at school. However, he gets better grades in Arabic.

---

- 3 She speaks really good English. However, she's never been to an English-speaking country.

---

*while/whereas*

- 4 Some people are good at learning new languages. Others find it very difficult.

---

- 5 I prefer reading and writing. My friend prefers speaking and working in groups.

---

3 Use the opinions from Activity 1 and the conjunctions from Activity 2 and make sentences. Write the complete sentences in your notebook. Add one more of your own.

*Although we might understand each other better, those people who don't speak English as a first language are at a disadvantage.*

**4** Write a short essay giving the reasons for and against there being an international language. Conclude with your own opinion.

- Plan what you are going to say in detail first. Use the plan below to help you.
- Remember to discuss both sides of the question – the pros and the cons.
- Present the arguments you disagree with first.
- Use phrases you have learned for stating your opinion.
- Use conjunctions like *although*, *whereas* and *while* to join your sentences and balance and contrast your ideas.

### Writing tip

When you express your opinion about something, you are being *persuasive*. This means that you are trying to get people to agree with you. To do this in writing, follow this structure:

- State your position or opinion (keep this short and clear).
- List two or three reasons for your opinion.
- Giving examples is helpful to support your opinion.
- Restate your opinion in a persuasive way.

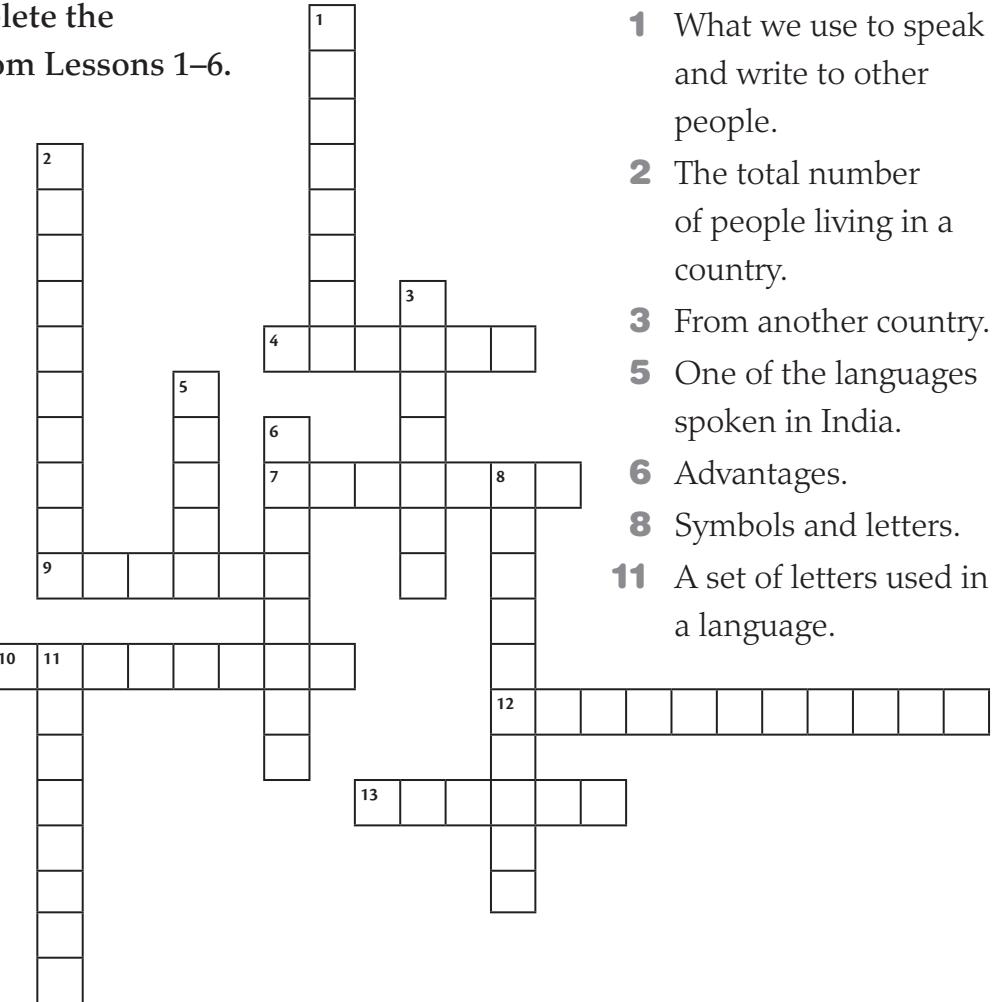
<b>Title</b> _____	
<b>Introduce the topic</b> _____	
<b>Give the arguments 'for' an international language</b> _____	
<b>Give the arguments 'against' an international language</b> _____	
<b>Conclude</b> _____	

# Practise and prepare

**1** Read the clues and complete the crossword with words from Lessons 1–6.

## Across

- 4** The part of the brain that stores information.
- 7** Does not exist anymore.
- 9** From your own country.
- 10** The language spoken by the most people in the world.
- 12** Share or exchange information.
- 13** Can speak another language perfectly.



## Speaking

**2** Discuss the answers to these questions with a partner.

### World language quiz

- 1** What is the native language of New Zealand?
- 2** What is Welsh?
- 3** How many languages are there in the world?
- 4** There are more languages spoken in Europe than in Asia.  
True or False?
- 5** Which variety (dialect) of Chinese is most widely spoken in China?
- 6** What are the two official languages of India?
- 7** How many languages do you speak?

# Lesson 7 Instant text messaging

## 1 Complete the summary with suitable words and phrases from the box.

- sounds
- widespread
- communication technology
- alphabet
- popular
- laptop computers
- communicating
- characters
- messaging

Arabish is a modern way of <sup>1</sup> \_\_\_\_\_ online when the regular Arabic <sup>2</sup> \_\_\_\_\_ is not available. Instead of Arabic letters, it uses <sup>3</sup> \_\_\_\_\_ from English to represent the <sup>4</sup> \_\_\_\_\_ of Arabic. Since modern <sup>5</sup> \_\_\_\_\_ first appeared in the 1990s, emails and text messaging have become very <sup>6</sup> \_\_\_\_\_ in the Arab world, particularly with young people.

## 2 English text messaging has its own style too. Match the abbreviations with the phrases.

1 CU L8er	a see you later
2 GR8	b tomorrow
3 2EZ	c thanks
4 2moro	d laughing out loud (or lots of love)
5 2nite	e tonight
6 1CE	f great
7 LOL	g too easy
8 THX	h once

## 3 Write the following messages in good English.

1 CU 2nite – don't B L8 *See you tonight – don't be late!*

2 can U pick me up at 6?

\_\_\_\_\_

3 where R U?

\_\_\_\_\_

4 im w8ing for U at bus stop

\_\_\_\_\_

5 wot R U doing 2day?

\_\_\_\_\_

6 Gr8 joke! LOL!

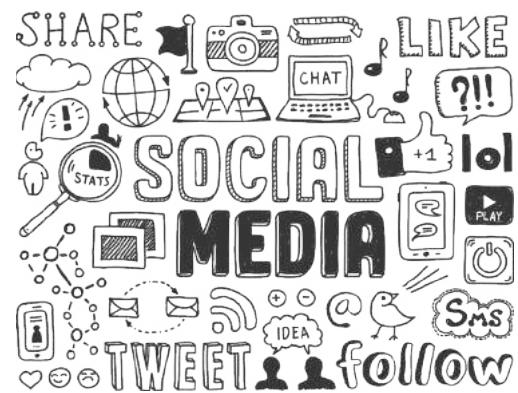
\_\_\_\_\_

## 4 Write a text message to a friend and reply to his or her message. Use as many abbreviations as possible from Activities 2 and 3.

# Lessons 8–9 Social media in the UAE

## 1 Complete the dialogues with the sentences in the box.

how much time do you spend online each week?  
use a new app I've found for reading books in English.  
I mostly go online to help me with my studies.  
Could I ask you some questions?



**Mariam:** Hi Fatima, for my homework I have to do a survey on the topic of social media. I have to find out the different reasons my friends use it.<sup>1</sup> \_\_\_\_\_?

**Fatima:** Of course.

**Mariam:** First of all,<sup>2</sup> \_\_\_\_\_?

**Fatima:** Well, that depends. During the holidays is different from during the school term. I spend longer during term time.

**Mariam:** Why is that?

**Fatima:** <sup>3</sup>\_\_\_\_\_. I use the Internet to do research for my school projects or to help me find the answer to my homework.

**Mariam:** So you spend less time online during the holidays?

**Fatima:** Yes. I don't really like communicating with others on social media so I don't use it much when there is no school. The only time I go online in the school holidays is to <sup>4</sup>\_\_\_\_\_. I guess this is a form of studying but since I love reading, it doesn't feel like work!

## 2 Look at the words and expressions in the box below. Test your partner. Take turns to say what they refer to in the text on page 119 of the Coursebook, *Emiratis always online*.

For example, **heaviest users** – Emirati teenagers are some of the heaviest users of social media sites in the world.

• heaviest users	• 99% of teenagers
• world events	• 97% of adults
• educational purposes	• specialist chat forums
• leisure and personal interest	

**3** Work with a partner. Complete this table with your own ideas. Change partners and compare your ideas.

### THE INTERNET: How good is it?

For ...	How good?	How to improve it?
keeping in touch		
shopping		
news		
gaming		
travel info		
studying English		

**4** Ask and answer the questions with your partner.

#### Student A

- 1 What do you think of when you hear the term 'social media'?
- 2 What do you think are the differences between the way teenagers and adults use social media?
- 3 How do you use social media?
- 4 How did we communicate before social media?

#### Student B

- 1 What would life be like without the Internet?
- 2 Do you prefer communicating with your friends via the Internet or face to face?
- 3 What is the negative side of social media?
- 4 What will social networking be like in the future?

# Lessons 10–11 Staying safe online

**1** Discuss the statements below with a partner. Mark which are examples of safe (S) and which are examples of unsafe (U) online behaviour. Which do you do/not do?

- 1 You should never give someone online any of your personal information. \_\_\_\_\_
- 2 You should tell your parents if anyone online asks you to meet in real life. \_\_\_\_\_
- 3 You can post anything you like online. \_\_\_\_\_
- 4 You can share your password with your best friend. \_\_\_\_\_
- 5 Your parents should have access to your social media accounts. \_\_\_\_\_
- 6 You should check with your parents before downloading an app. \_\_\_\_\_
- 7 You can leave your social media accounts open. \_\_\_\_\_

**2** Write questions for a survey about what your classmates do to stay safe online. Use the statements in Activity 1 to help you. Present your questions in a table like this. You can record answers quickly by marking points in groups of five.

	No	Yes
Do you share your password with anyone?		
Do you post personal photos where everyone who visits your social media page can see them?		

**3** Ask and answer the following questions in small groups

- 1 Are there differences between the way teenagers and adults use the Internet?
- 2 What concerns do you have about your privacy online?
- 3 What would you do if your online identity was stolen?
- 4 Have you ever deleted friends online? Why?
- 5 Have you ever posted anything online you later regretted? What?
- 6 In what ways are you cautious online?
- 7 Do you think everyone should use the highest privacy settings?
- 8 Are girls generally more cautious than boys?
- 9 What questions would you like to ask the lead researcher of the study?

**4** Match the words to make common collocations related to Internet safety.

post	an app
privacy	your account
online	a photograph
download	settings
hack	a message
upload	dangers



**5** Complete the summary of the interview with Dr Maha with words and expressions from the box.

- dangers • password(s) • intentions • responsibly • download
- worried/uncomfortable/unsafe • settings • information • expert • hack

Dr Maha is an <sup>1</sup> \_\_\_\_\_ on Internet safety. She advises parents and teenagers about online <sup>2</sup> \_\_\_\_\_ and how to stay safe. She says that some people online have bad <sup>3</sup> \_\_\_\_\_ so you should never give any personal <sup>4</sup> \_\_\_\_\_ to anyone you don't know. She says that the only other people who should know your <sup>5</sup> \_\_\_\_\_ are your parents. If you keep your privacy settings high, no one can <sup>6</sup> \_\_\_\_\_ your account. She suggests that you don't <sup>7</sup> \_\_\_\_\_ software before checking with your parents. She advises you to behave <sup>8</sup> \_\_\_\_\_ when you are online. This means being nice to people and ignoring people who bother you. Most important of all, she says, is for you to keep your <sup>9</sup> \_\_\_\_\_ private and to tell your parents if you ever feel <sup>10</sup> \_\_\_\_\_ about anything you see online.

# Lesson 12 Learn English on your phone!

## 1 Discuss these questions about apps with a partner.

- 1 Have you ever bought an app from an online app store? What kind of app was it? Where did you buy it?
- 2 Did you have problems installing the app? How long did it take to download?
- 3 Are you happy with your app? Do you use it often? How does it help you?



## 2 Read this set of instructions for installing a language-learning app and put them in the correct order.

**How to download your app**

- \_\_\_\_\_ Open app by tapping icon.
- \_\_\_\_\_ Tap the install button.
- \_\_\_\_\_ Open your App Store app.
- \_\_\_\_\_ Turn on your device.
- \_\_\_\_\_ Tap on the icon to select.
- \_\_\_\_\_ Use the search function to find your specific app.
- \_\_\_\_\_ Wait while the app downloads and installs on your device.

## 3 With a partner, take turns to explain the meaning of the following words and phrases from the instructions.

• search function    • icon    • device    • tap    • select    • install

## 4 Write five sentences comparing the features of the apps mentioned in the reading text on page 123 in the Coursebook.

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# Practise and prepare

**1** Write the tips under the appropriate category heading A–D below.

Write one extra tip for each category.

- Check your security settings often.
- Remember that some people online are not who they say they are.
- Do not download anything from the Internet without checking with your parents first.
- Think carefully before you post anything.

**A** Making friends and meeting people

---

**B** Privacy

---

**C** Behaving responsibly

---

**D** Keeping your parents informed

---

**2** Read the statements and decide if they are true (T) or false (F). Correct the false statements in your notebook.

- 1 It is easy to delete anything you put online before people see it. \_\_\_\_\_
- 2 You should never give someone online any of your personal information. \_\_\_\_\_
- 3 You don't have to worry about your privacy settings. \_\_\_\_\_
- 4 You should tell your parents if anyone online suggests meeting in real life. \_\_\_\_\_
- 5 You can feel confident that most information on the Internet is true and accurate. \_\_\_\_\_
- 6 Your parents should have access to your social media accounts. \_\_\_\_\_
- 7 Passwords are not necessary. \_\_\_\_\_

**3** Imagine you have a friend who has never sent an email using a smartphone before. Write a set of step-by-step instructions to help them.

Start: Press the button to turn on your phone.

End: Check your 'sent' box to see if the message was sent successfully.

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

**1** Think of some advantages and disadvantages of the technology that Lena and Ahmed talk about.

- 1** Reading on an iPad
  - + You can put a lot of books on an iPad.
  - The feel of a real book is better than an iPad.
- 2** Using the Internet for homework
- 3** Downloading films from the Internet
- 4** Using apps for learning languages
- 5** Having friends on social networks
- 6** Writing blogs
- 7** Having wi-fi on holiday
- 8** Using mobile phones in public places

**2** Complete the sentences with appropriate words from the box.

• Internet (x2)    • app    • Skype    • download    • email    • mobile phone

- 1** When we are doing a project, we look up a lot of things on the \_\_\_\_\_.
- 2** I don't think it's fair to film makers to \_\_\_\_\_ films from the \_\_\_\_\_ for free.
- 3** Can you recommend an \_\_\_\_\_ for learning to read music?
- 4** I always take my \_\_\_\_\_ with me when I go out so that my parents can keep in touch with me.
- 5** It's easy to connect with friends using \_\_\_\_\_ and \_\_\_\_\_.

### 3 Complete the crossword.

#### Across

4 A phone that you carry with you. (6)

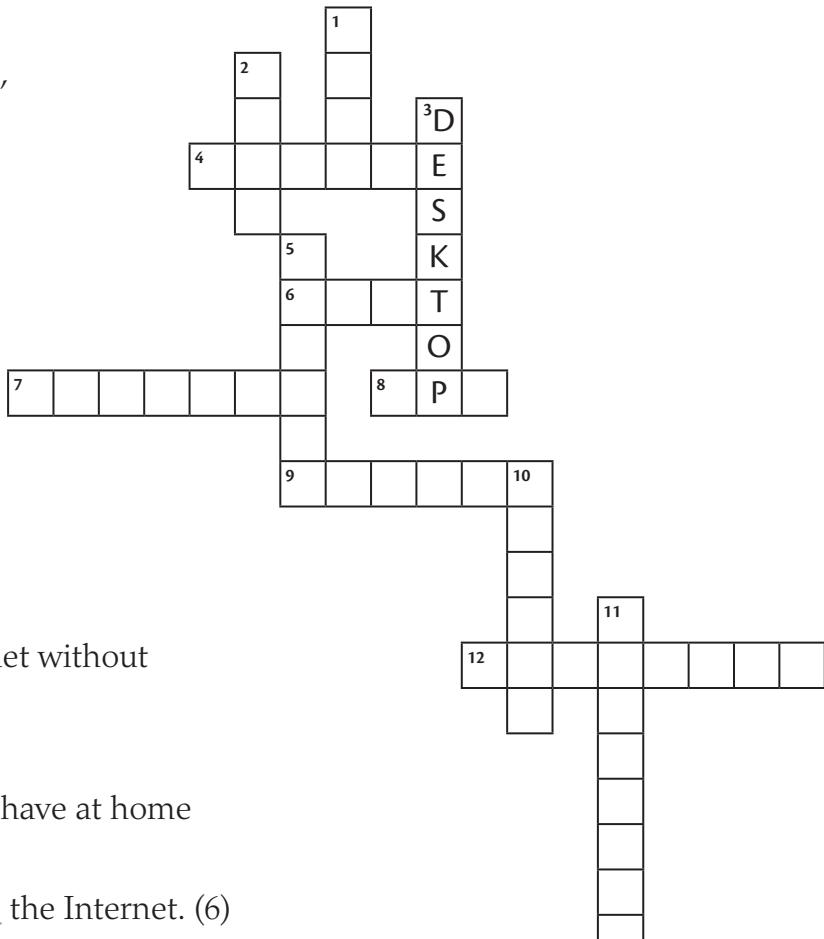
6 To talk informally. (4)

7 When I \_\_\_\_\_ a message on my mobile, it makes a noise like a bird. (7)

8 It's short for 'application' and you can use it on your mobile. (3)

9 I wanted to make a call on my mobile, but there was no \_\_\_\_\_. (6)

12 To transfer music, etc. from the Internet to your own computer or mobile device. (8)



#### Down

1 You need this to connect to the Internet without using wires. (2, 2)

2 An informal diary on 11 Down. (4)

3 This describes the computer that you have at home and that you don't carry with you. (7)

5 You need a password to \_\_\_\_\_ the Internet. (6)

10 A computer that you carry with you. (6)

11 The worldwide web, it's also called 'the net'. (8)

# Lessons 3–4 Virtual reality (VR)

## 1 Match the words in the box with the definitions.

- 1 Someone who designs buildings. \_\_\_\_\_
- 2 A hard hat that covers the head, usually to protect it. \_\_\_\_\_
- 3 Thick, stiff paper used for making boxes. \_\_\_\_\_
- 4 Something created or shown by a computer, or existing only on computers. \_\_\_\_\_
- 5 Can be used or experienced instead of something else. \_\_\_\_\_
- 6 Special glasses that cover the eyes. \_\_\_\_\_
- 7 Not natural or real, but made by people. \_\_\_\_\_
- 8 A piece of equipment you wear to listen to recorded sound. \_\_\_\_\_

- artificial
- alternative
- goggles
- helmet
- headphones
- architect
- virtual
- cardboard

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

- 1 Zahar Hadid was the \_\_\_\_\_ who designed the Sheikh Zayed Bridge.
- 2 You can meet with friends in a \_\_\_\_\_ community on the Internet.
- 3 Technologists are looking for \_\_\_\_\_ ways to produce electricity.
- 4 We can use some \_\_\_\_\_ to make models for our project.
- 5 I always wear \_\_\_\_\_ when I watch videos at night so that I don't disturb my parents.
- 6 You have to wear a \_\_\_\_\_ when you ride a motorcycle.
- 7 I need some \_\_\_\_\_ for when I go swimming.
- 8 He lost his leg in a car accident so he now uses an \_\_\_\_\_ leg.

## 3 Work with a partner. Discuss and then write a short proposal for a new VR app to be used on a phone with the cardboard goggles.

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**4** Combine the pairs of sentences using *to*.

1 I wanted to find out the football score. That's why I turned my computer on.

*I turned my computer on to find out the football score.*

2 My mum wanted to buy a new mobile phone. That's why she went into town.

---

3 I wanted to ask you about the maths homework. That's why I phoned you.

---

4 He wanted to find the cinema. That's why he looked at the map on his phone.

---

**5** Combine the pairs of sentences with *in order (not) to*.

1 My teacher bought a new laptop. She wanted to make life easier when she was travelling.

*My teacher bought a new laptop in order to make life easier when she was travelling.*

2 I saved up some money. I wanted to buy an iPod.

---

3 I took my phone with me. I didn't want to miss your call.

---

4 Our teacher told us to use the Internet. She wanted us to do some research.

---

**6** Combine the sentences with *so that* and *could/couldn't* or *would/wouldn't*.

1 Our teacher gave us practice papers. She wanted us to be ready for the exam.

*Our teacher gave us practice papers so that we would be ready for the exam.*

2 I gave my cousin my email address. I wanted her to send me her holiday photos.

---

3 I put my phone on silent. I didn't want it to disturb anyone.

---

4 I bought myself an iPad. I wanted to work at home, at school and anywhere else.

---

# Lessons 5–6 The School of the Air

1 Write a Did you know? box about Australia.

Did you know?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Compare your school and the School of the Air.

My school	The School of the Air
1 I work in a school building	work at home
2	
3	
4	
5	

3 Would you like to live in the Australian Outback and study with the School of the Air?  
Write a paragraph to answer and give your reasons.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 Label the pictures by reordering the letters.

1 a t s e l i l t e



4 c a b m e w



2 s h a p o n d e e h



3 r o c i m o n e p h

5 c a r t e t i n i v e      d r o w a b e i t h



5 Look at the pictures in Activity 4 and answer the questions.

1 Where do you find number 1 and what does it do?

---



---

2 When and why would you wear number 2?

---



---

3 What does number 3 do?

---



---

4 What does number 4 do?

---



---

5 Is number 5 better than an ordinary board? Why?

---



---

# Practise and prepare

1 Work with a partner. Make notes on the advantages and disadvantages of smartwatches.

Advantages	Disadvantages

2 Write sentences about the uses (or purposes) of a smartwatch.

Use *to*, *in order to* and *so that*.

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3 Write an advert for a smartwatch.

- Draw a picture or find one on the Internet.
- Include a short simple list of its uses and the advantages of having one (do NOT include the disadvantages).
- Be positive and enthusiastic – you want to sell it!

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## Lessons 7–8 The future

1 Read the itinerary for the first day of the school ski trip. Then write an account of what will happen. Use the passive.



### School ski trip – day 1

6.30 am	coach takes students and teachers from school to the airport
10.00 am	local guide meets us
10.30 am	bus takes us to hotel
12.00 pm	hotel serves lunch
1.00 pm	local ski shop provides skis and boots
1.30 pm	teachers collect lift passes and hand them out to students
2.15 pm	<ul style="list-style-type: none"> <li>ski instructors meet students at the Alpine ski lift</li> <li>ski instructors divide students into groups according to ability</li> </ul>
2.30 pm	the instructors accompany students to the slopes for their first lesson
4.30 pm	teachers meet students at the bottom of the lift and take them back to the hotel

6.30 am Students and teachers will be taken from school to the airport by coach.

10.00 am We will be met ...

10.30 am \_\_\_\_\_

12.00 pm \_\_\_\_\_

1.00 pm \_\_\_\_\_

1.30 pm \_\_\_\_\_

2.15 pm • \_\_\_\_\_

• \_\_\_\_\_

2.30 pm \_\_\_\_\_

4.30 pm \_\_\_\_\_

2 Write predictions. What will happen in these areas? Use the ideas in the boxes to help

- robots
- cloud seeding
- smart kitchens
- 'vertical farms' on the roofs of buildings

- perform surgery
- drive cars
- control weather/traffic
- look after patients
- teach students
- order/buy/prepare food
- produce rain
- book tickets
- cook dishes
- store knowledge and information

### medicine and surgery

1 In the future, surgery will be performed by robots.

---

---

2

---

---

3

---

---

4

---

---

5

---

---

### weather

3 What are your predictions for the future of e-communication? Write sentences.

---

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---

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# Lessons 9–10 I wish I hadn't done that!

1 Write captions for the pictures.

## Use *should have/shouldn't have*

1



I should have turned my mobile off.

2



3



4



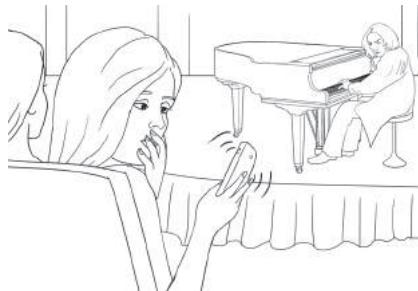
## Use *I wish*

5



I wish I hadn't stayed up so late.

6



## Use *If only*

7



If only I'd done some revision.

8



## 2 Match these situations and regrets.

### Situations

- 1 My new smartwatch doesn't work any more.
- 2 I can't use my phone now.
- 3 My brother broke the computer screen.
- 4 We had to leave the car and walk to find help.
- 5 I can't get on the Internet.
- 6 I'm so tired.

- a If only we had a better wi-fi signal.
- b I wish I hadn't stayed up all night chatting to friends on Skype.
- c I wish I'd bought some credit for it.
- d He shouldn't have kicked a ball in the house.
- e If only my father had put more fuel in the car.
- f I should have taken it off when I went in the sea.

## 3 Complete the sentences with *should have/shouldn't have* and a verb from the box.

• ask    • eat    • look    • repair    • run    • tell



1 She

\_\_\_\_\_ where she was going.

2 He

\_\_\_\_\_ so fast.

3 We

\_\_\_\_\_ the roof.

## 4 Now rewrite your sentences from Activity 3 using *wish (that)* or *if only + past perfect*.

1 If only she'd looked where she was going.

2 \_\_\_\_\_

3 \_\_\_\_\_

# Lessons 11–12 Emailing and texting

1 Use the words in the box to complete the text about the advantages and disadvantages of email.

• arrives      • attachment      • expensive      • junk      • message      • quick  
 • send      • texting      • too      • uses      • virus      • wish

## Advantages of email

It's very <sup>1</sup> \_\_\_\_\_. You can send a message and it usually <sup>2</sup> \_\_\_\_\_ a few seconds later.  
 You can <sup>3</sup> \_\_\_\_\_ an email message anywhere in the world.  
 It's not <sup>4</sup> \_\_\_\_\_. It's cheaper than <sup>5</sup> \_\_\_\_\_ if you want to send a message to a friend in another country.  
 And you can send the same <sup>6</sup> \_\_\_\_\_ to lots of different people at the same time.

## Disadvantages of email

Not everyone <sup>7</sup> \_\_\_\_\_ email.  
 You get quite a lot of <sup>8</sup> \_\_\_\_\_ mail from people wanting to sell things. It's really annoying.  
 Sometimes it's just <sup>9</sup> \_\_\_\_\_ quick and easy. You write an email and send it without thinking and then you <sup>10</sup> \_\_\_\_\_ you hadn't.  
 An email might have an <sup>11</sup> \_\_\_\_\_ with a <sup>12</sup> \_\_\_\_\_, which can really mess up your computer.

2 Write about the advantages and disadvantages of texting. Use the text on emails above as a model.

Advantages of texting	Disadvantages of texting

3 Write a formal email to enter the competition for the VR headset.

Example of a formal email:

To	VRcomp@VRmag.com
From	
Subject	VR Competition

Dear Sir or Madam

I am writing to ...

To	head@HSS.schools.com
From	Tariq@HSS.schools.com
Subject	apology

Dear Sir

I am writing to apologise for my behaviour yesterday. I realise that I was rude to my class teacher and this was wrong. I made the mistake of staying up late the night before so I arrived at school late. I was in a bad mood but this does not excuse what I did. I will make sure I get to bed in good time in the future and will not be late for school again. I will also say sorry to my teacher and be polite to all teachers in the future.

Regards

Tariq Al Shamsi

4 Write an informal email to a friend about winning the competition.

Example of an informal email:

To	VRcomp@VRmag.com
From	
Subject	VR Competition

To	Juma@HSS.schools.com
From	Tariq@HSS.schools.com
Subject	disaster

Hi Juma

Hope all's well? Not with me, it isn't. I had a terrible day yesterday!

I was gaming until 3 in the morning so got up late. I didn't have time for breakfast so I was hungry which put me in a bad mood. My teacher was really angry with me and I just walked off. He reported me to the head – and he sent me home! Of course, my parents went mad! They've taken my computer and smartphone – it's a disaster!

I'm an idiot I know. I just have to say sorry to everyone and hope they'll forget it soon.

All the best

Tariq

## Practise and prepare

### 1 Match the words in the box with the definitions.

- straightforward
- headset
- concentrate
- sigh
- system

- 1 A slow breath out that often shows sadness or tiredness. \_\_\_\_\_
- 2 Give all your attention to what you are doing. \_\_\_\_\_
- 3 A set of connected things that work together. \_\_\_\_\_
- 4 A piece of equipment you wear over your head. \_\_\_\_\_
- 5 Not complicated or difficult to understand. \_\_\_\_\_

## 2 Write sentences of your own using the words from Activity 1 above.

1	_____
2	_____
3	_____
4	_____
5	_____

**3** Write a paragraph about the application of Brain-Machine Interface using the ideas you discussed with your group. Explain why it will be useful or exciting.



# Lesson 13 Revision quiz

## 1 Write appropriate questions for these answers.

1 Why do you always take your mobile phone with you when you go out?

So that I can call my parents and tell them where I am.

2 \_\_\_\_\_

To ask you if you wanted to come shopping with me tomorrow.

3 \_\_\_\_\_

Students at the School of the Air usually have four lessons a day.

4 \_\_\_\_\_

We'll download them from the Internet. Cinemas won't exist any more.

5 \_\_\_\_\_

They will be replaced by computers – and we won't go to school any more. We'll learn at home.

6 \_\_\_\_\_

'Hi' and then the person's name.

7 \_\_\_\_\_

Programs used for computers for doing particular jobs.

8 \_\_\_\_\_

It means Brain-Machine Interface.

## 2 Think about what you have studied in this unit. Write answers to these questions.

1 What have you enjoyed most about this unit?

---

2 What have you learned?

---

3 Is there anything you have found difficult in this unit?

---

4 What would you like to learn more about?

---

## Lessons 1–2 Rivers of life

**1** Join each pair of sentences with a non-defining relative clause. Use the correct relative pronoun from the box below.

• whose    • which    • who

1 The Manua people have lived in the rainforest for thousands of years. Their knowledge of medicinal plants surprises scientists.

*The Manua people, whose knowledge of medicinal plants surprises scientists, have lived in the rainforest for thousands of years.*

2 The Amazon is the second largest river in the world. Thousands of fish and mammals live there.

3 The toucan can be heard from about a kilometre away. It's the loudest creature in the Amazon jungle.

4 During the rainy season, the Amazon can reach 190 kilometres in width. The rainy season is from December to April.

5 Manuas is the biggest city on the Amazon River. It's the place where many native tribes now live.

6 An Amazonian Indian called Raoni has become famous for trying to protect the rainforest. He is an important chief.

7 The anaconda is the largest snake in the world. Its home is the Amazon river.

8 The Manuas-Iranduba bridge is the only bridge across the Amazon. It was built in 2010.

**2** Write a sentence about a famous person, place and building in your country. Use non-defining relative clauses.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

3 Complete these notes about the benefits of the Nile in ancient Egypt based on the extract from the documentary and information you find.

How the ancient Egyptians benefited from the Nile	
✓ food	Nile - source of food: cereals, fruit and vegetables were grown; also fish from the river for animal protein
✓ materials	
✓ trade	

4 Study the Use of English box on page 147 of the Coursebook. Then circle the correct verb form to complete the sentences.

- 1 People **are living / have lived** along the banks of the Nile for thousands of years.
- 2 Ancient Egyptians knew that every year in June the river **flooded / was flooding** and they could then use the fertile soil to grow crops for food.
- 3 They **catch / caught** a lot of fish as this was their main source of animal protein.
- 4 They **are used to / used to** make bricks with mud from the river and these were used to make their homes and other buildings.
- 5 They also used a plant called the 'papyrus' **to make / make** a type of paper and write on it.
- 6 They **were able to / able to** carry goods, such as gold and linen, to trade with other countries around the Mediterranean.

## Lessons 3–4 **The Nile**

## 1 Match the words in the box with the definitions.

- delta
- sediment
- source
- tributaries
- estuary
- tide

- 1 The place where a river starts. \_\_\_\_\_
- 2 A layer of mud, sand, stones, etc. that forms at the bottom of the river. \_\_\_\_\_
- 3 The regular rise and fall in the level of the sea. \_\_\_\_\_
- 4 A low flat area of land where a river divides into smaller rivers and ends in the sea. \_\_\_\_\_
- 5 Smaller rivers or streams that become part of a bigger river. \_\_\_\_\_
- 6 The wide part of a river where it goes into the sea. \_\_\_\_\_

**2 21st** Write a summary of the text on page 148 of the Coursebook in 100–120 words. Make sure the text includes answers to all the questions below. Compare your summaries in small groups.

- What is special about the Nile?
- Where is it? (mention the countries it flows through)
- What do people still want to find out about the Nile?
- Why have there been so many expeditions along the Nile?
- What are the two main tributaries of the Nile?
- Where do they meet?
- Where is the estuary of the Nile?
- What animals live in the Nile?

3 Do the quiz.

### Egypt and the Nile – how much do you know?

1 What's the capital of Egypt?

- Giza
- Cairo
- Alexandria

2 What was the Great Pyramid of Giza?

- a temple
- a palace
- a tomb

3 The river Nile was called 'black' in ancient times because of its ...

- frequent floods.
- dirty water.
- sediment.

4 How long is the river Nile?

- more than 6,500 km
- about 6,000 km
- less than 6,500 km

5 What are the Blue Nile and the White Nile?

- the source of the Nile
- tributaries of the Nile
- the Nile's estuaries

6 Where do the Blue Nile and the White Nile meet?

- in Sudan
- in Ethiopia
- in Tanzania

7 The Nile meets the sea in the ...

- Mediterranean.
- Red Sea.
- Arab Sea.



# Lesson 5–6 Saved by the bell!

1 Read the article again on page 150 in your Coursebook. Match these words with the definitions below.

• tremor    • harbour    • bobbing    • islanders    • crashed    • destroyed

1 inhabitants of an island \_\_\_\_\_

2 moving quickly up and down \_\_\_\_\_

3 moved quickly and with a lot of force \_\_\_\_\_

4 badly damaged, broken into pieces, so they could not be repaired \_\_\_\_\_

5 a shaking movement \_\_\_\_\_

6 an area of calm water next to the land where boats are safe \_\_\_\_\_

2 Look carefully at the style of the article.

1 Underline words and phrases in the text which the journalist uses to add drama to the account. The first one is done for you: crashing.

2 What information does the journalist give you in the first sentence?  
time, ...

3 The journalist uses quite a lot of numbers in the article. Why?

4 Why do you think the journalist ends by quoting the man whose house was destroyed by the sea?



3 Join the pairs of sentences using the relative pronoun in brackets to tell a story about a tsunami and a 10-year-old British girl.

1 13 countries were hit by the 2004 tsunami. One of them was Thailand. (**that**)

One of the 13 countries that were hit by the 2004 tsunami was Thailand.

2 A girl's screams saved about 100 tourists on a beach. She was called Tilly Smith. (**whose**)

---

3 Tilly Smith was walking on a beach. The tsunami wave crashed on that beach. (**where**)

---

4 Tourists heard Tilly Smith shouting. They ran to safety. (**who**)

---

5 A school subject helped Tilly learn about tsunamis. It was geography. (**which**)

---

4 **21st** Write an email to a friend who lives in a city on the coast (120–150 words).

In your email:

- explain what a tsunami is
- give advice about what your friend should do in case of a tsunami
- mention Martina Maturana's or Tilly Smith's story



A template for an email window. At the top, there are three small circular icons. Below them, the word 'To' is followed by a text input field. The word 'From' is followed by a text input field. The word 'Subject' is followed by a text input field. The main body of the email is a large, empty white area.

# Practise and prepare

## 1 Unscramble the letters in brackets to write the words for the definitions.

- 1 \_\_\_\_\_ : a river that flows into a larger river (**tyutbrria**)
- 2 \_\_\_\_\_ : the Amazon (**rriantfstoe**)
- 3 \_\_\_\_\_ : sand, mud, stones, etc. at the bottom of a river (**mnedseit**)
- 4 \_\_\_\_\_ : an animal which needs the sun to keep warm, for example, the crocodile (**teilpre**)
- 5 \_\_\_\_\_ : when the Earth's surface starts to move suddenly (**ahqkretause**)
- 6 \_\_\_\_\_ : the rise and fall of the sea (**edit**)

## 2 Complete the sentences with your own ideas. Add commas where necessary.

- 1 The place **where** \_\_\_\_\_
- 2 Tilly Smith **whose** \_\_\_\_\_
- 3 The Amazon rainforest **which** \_\_\_\_\_
- 4 The culture **that** \_\_\_\_\_
- 5 The Ancient Egyptians **who** \_\_\_\_\_

## 3 Reflect on your learning.

Think about how you practise speaking:

- Do you practise English with a friend before or after class?

Think about how you understand a text:

- Do you focus on every word or do you focus on meaning?

Write about your learning progress so far, answering the questions above and saying where you still want to improve.

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# Lesson 7 Gardens

1 Match the words and phrases from Samira's description of the Sharjah Botanical Gardens to their definitions.

1 fragrance  
2 herbs

3 rare  
4 paradise  
5 display  
6 fountain

- a a structure that shoots water in the air
- b a collection of objects or information arranged for people to look at
- c a beautiful, perfect place
- d a pleasant smell
- e very unusual
- f a type of plant used to add flavour in cooking or in medicines

2 Complete the sentences with the correct form of the verbs in brackets.

Then write Z (zero conditional) or F (first conditional) in the boxes.

- 1 If you \_\_\_\_\_ plants often, they get dry and die. (**not water**)
- 2 Your mum will be really pleased if you \_\_\_\_\_ her a flower.  
She loves flowers. (**give**)
- 3 If we don't stop cutting down trees, the rainforest \_\_\_\_\_. (**disappear**)
- 4 Trees don't grow if you \_\_\_\_\_ them in the right soil. (**not plant**)
- 5 Some people say that if you \_\_\_\_\_ to your plants, they can hear you. (**talk**)
- 6 If Tariq has time this afternoon, he \_\_\_\_\_ some gardening. (**do**)



# Lessons 8–9 Under the sea

**1** Complete the sentences with the words/phrases in bold from the interview *What a catch!*  
You might need to change the form.

- 1 Mr Al Taboor used to be a captain. He                            sailing around the world on big ships.
- 2 I feel really                            because I live in Abu Dhabi, which is a beautiful city by the sea.
- 3 When you're out on the sea, you must                            yourself to stay safe in difficult situations.
- 4 Our                            said: 'A smooth sea never made a skilled sailor.'
- 5 Men in my family have been fishermen for                           . We can't imagine life far from the sea.
- 6 It's important that fishing and tourism develop                            the environment.

**2** Write two more questions to continue the interview with Mr Al Taboor.

Then exchange with a partner and write Mr Al Taboor's answers.

## Question 1

---

## Mr Al Taboor

---

## Question 2

---

## Mr Al Taboor

---



3 Match to make sentences with the second conditional.

1 If the water in the Arabian Gulf was cooler,

a if we stopped polluting the sea.

2 I'd travel to Australia to see the Great Barrier Reef

b I would try to protect the coral reefs.

3 If the polyps didn't die,

c if I could scuba dive.

4 If I was a marine scientist,

d the coral reefs wouldn't be in such big danger.

5 The coral reefs wouldn't be as threatened

e I'd take photos of the coral reefs.

6 If I went snorkelling in the Red Sea

f they wouldn't form the coral reefs.

4 Complete the first part of the second conditional sentences with the verbs from the box in the correct form. Then write the second part using your own ideas.

• live • have • be • swim

1 If I                            a fisherman,                           .



2 If I                            a small boat,                           .

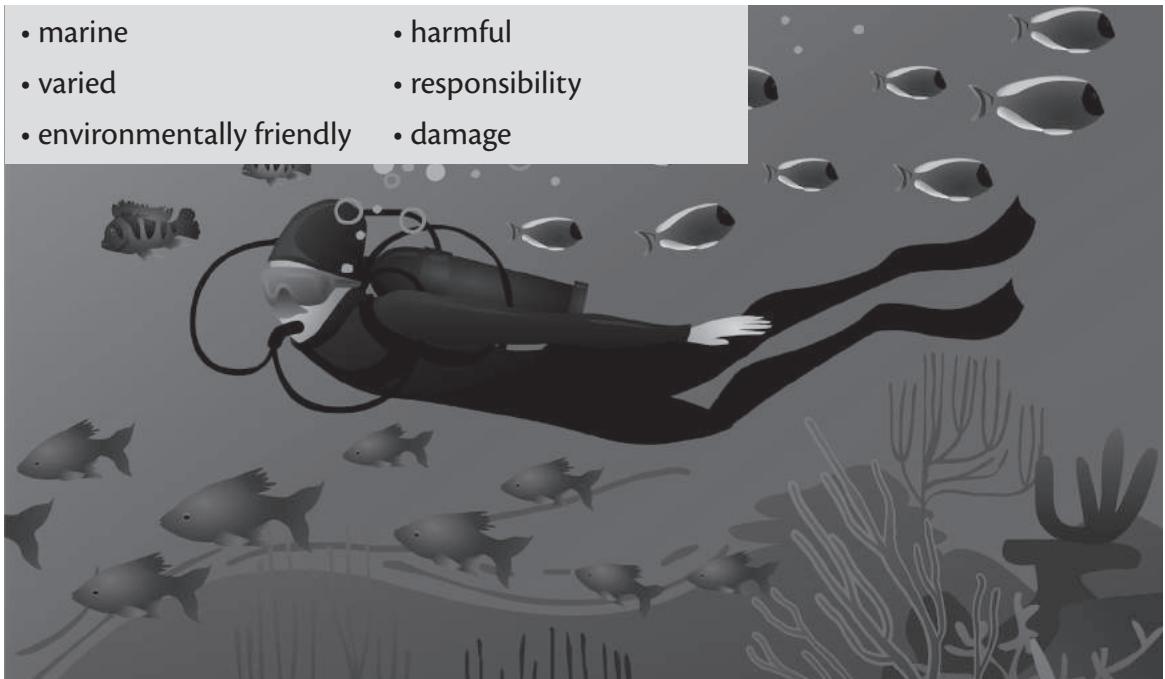
3 If my family                            near the coast,                           .

4 If I                            near a coral reef,                           .

# Lessons 10–11 Coral reefs

**1** Look at the words in the box taken from the article. What do they mean?  
Match them with their definitions.

• marine	• harmful
• varied	• responsibility
• environmentally friendly	• damage



- 1** \_\_\_\_\_ (adj.) = that respects the environment
- 2** \_\_\_\_\_ (adj.) = with many different things
- 3** \_\_\_\_\_ (n.) = problems or injuries
- 4** \_\_\_\_\_ (n.) = something you have to or should do
- 5** \_\_\_\_\_ (adj.) = something that's bad
- 6** \_\_\_\_\_ (adj.) = related to the sea

**2** Complete these first and second conditional sentences with your own ideas.

- 1** Many coral reefs will be destroyed if \_\_\_\_\_.
- 2** The tourism industry will be a threat to coral reefs if \_\_\_\_\_.
- 3** If we try to protect our coral reefs now, we \_\_\_\_\_.
- 4** If we didn't have coral reefs, \_\_\_\_\_.
- 5** The sea wouldn't be so polluted if \_\_\_\_\_.
- 6** If everybody understood that our beautiful coral reefs are in danger, \_\_\_\_\_.

**3** Complete the word-building table with words related to marine conservation and coral reefs. Use a dictionary to help you.

Noun	Verb	Adjective
1 <u>formation</u>	to form	
protection	to protect	2 _____
3 _____	to survive	surviving
threat	to threaten	threatening
4 _____	to conserve	conserved
attraction	5 _____	6 _____
	7 _____	harmful
damage	8 _____	damaging

4 **21st** Write a short text about coral reefs (80–100 words) summarising information from Lessons 11 and 12. Make notes of the important facts you'd like to include in your summary, then draft the text.

- Underline the key facts.
- Think about how you are going to order the key facts.
- Don't copy phrases and sentences. Use new language to express ideas in a different way.

# Lesson 12 Making suggestions, agreeing and disagreeing

## 1 Write the sentences and questions in order. Then practise saying them.

1 for our / about / How / to Egypt / next holiday / travelling

?

2 going / I / idea / in June / don't / is / a good / think

.

3 to book / a room / Shall / the hotel / call / I

?

4 a scuba-diving / we / don't / Why / course / do

?

5 great / That'd / idea / a / be / really

!

6 the temples / you / in Egypt / Would / to / like / visit

?

## 2 Imagine that you're on holiday in Egypt or some other place. Write a postcard to a friend or family member. You can write about:

- what you have already done  
(present perfect simple)
- where you are right now/what you're doing  
(present continuous)
- what you're going to do (*be going to* or present continuous)

---



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# Practise and Prepare

## 1 Choose the correct words to complete the sentences.

1 You can use this powder to get rid \_\_\_\_\_ the weeds in your garden.

- from
- on
- of

2 Cheer \_\_\_\_\_! We're going on holiday tomorrow so why are you in a bad mood?

- up
- in
- on

3 \_\_\_\_\_ you study marine biology? You love the sea so much, it'd be ideal for you.

- Shall
- Why don't
- How about

4 Coral reefs are beautiful, \_\_\_\_\_ ecosystems which we need to protect.

- diversity
- harmful
- fragile

5 Islanders make a \_\_\_\_\_ catching and selling fish.

- living
- life
- live

## 2 Complete the conditional sentences with the correct form of the verbs in brackets.

Then add commas where necessary.

1 You'd learn a lot about fish and corals if you \_\_\_\_\_ marine biology. (study)

2 If we \_\_\_\_\_ global warming the coral reefs will disappear. (not stop)

3 If you \_\_\_\_\_ seasick you can take this pill to make you feel better. (get)

4 Flowers \_\_\_\_\_ properly if you water them too often. (not grow)

5 Our garden \_\_\_\_\_ much prettier if we had a fountain. (look)

## 3 Reflect on your learning.

Think about how you learn new grammar structures:

- Does it help to write the new grammar or use it in speaking activities?

Think about how you understand a recorded dialogue:

- Does it help to notice how people say things (i.e. their tone of voice)?

Write about your learning progress so far, answering the questions above and saying where you still want to improve.

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