Bridge to Success

English Language

Courseook

Grade 8

Volume 2

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Grade 8 Coursebook

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Welcome to Bridge to Success

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

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

The materials reflect the following principles:

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

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

In addition to this Coursebook, the accompanying Workbook provides additional support, reinforcement and practice.

Comprehensive support for teachers is provided in the Teacher's Guide.

The following icons are used in this Coursebook:

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

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

The Bridge to Success team

Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 In and out of school	Education and learning styles; international penpals Reading: A website forum about talking in class Learning styles Online education After-school activities School exchange trips International penpals A letter from a penpal	Listening: Online education Listening to dialogues Speaking: Learning in class School interests After-school activities and interests Discussing online learning Going on a school exchange trip Discussing a website	Prepositions followed by the -ing form (get into trouble for talking) Verbs followed by the infinitive with to Use of so, however	Ways of learning Learning styles After-school activities	A paragraph about how you learn best An argument on different methods of learning A letter to a pen pal
Review Project	Review of Unit 1 A school website				
Unit 2 Local community	Shops and services; town and country; you and your community Reading: Souqs in Dubai Town or country? Istanbul Quiz: How responsible are you? Poem: In Daylight Strange Travel tips Helping your community	Listening: Description of a souq How children help their community Speaking: Describing local shops and services Differences between a mall and a souq Miming different shops Hypothetical situations	to have something done The second conditional: if clauses to describe imaginary situations	Shops and services Town and city differences Community responsibilities	Design your own shopping mall Preferences over town and city A blog about a city A paragraph about social responsibilities
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	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
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	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
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Review Project	Review Unit 8 Write a guide to mobile				
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	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
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Unit Unit Using English

- **Topics** The theatre; performing a play; the story of *Aladdin*
- Use of English like and as to say that things are similar; reported speech – commands and questions

Lessons 1–2 At the theatre

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



Vocabulary and listening

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

- costume
- orchestra
- scenery

- audience
- curtain
- props

stage

1 curtain

- **2** Work with a partner. Look at the picture and listen again. What can you say about the following?
- the scenery The scenery is quite simple, just ...
- the orchestra
- the costumes
- the props
- the audience





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

cast performances

lines play

main characters rehearsals

make-up scene parts script

4 17 Listen and check your answers to Activity 3.

Speaking

5 Work in small groups. Ask and answer.

I was in the school ¹play. One of the teachers wrote the ²_____.

There were 14 students in the ³______ : four ⁴_____ and ten minor ⁵______ . I played one of the main characters.

We all had to wear stage 6______ to make us look older and more dramatic. When I looked in the mirror, I hardly recognised myself!

I had a lot of 7______ to learn. I had to go to all the 8_____ after school because I was in every 9_____ .

We gave two ¹0_____ : one for the other students and one for parents. It was a great success. The audiences

Have you ever been in a play?

Yes

No

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

- **1** Have you got a good memory? Would you be good at learning lines?
- 2 Are you confident or do you get nervous when you have to talk in front of other people?
- 3 Are you a good actor or performer?

really enjoyed the play, and so did we.

- 4 What practical and technical skills do you have that would be useful in a theatre (for example, painting, doing stage lighting)?
- 5 If you were in a play, which of the following would you like to be? Give reasons for your answer.
 - a main character
 - a minor character
 - someone who helps with the scenery, lighting, costumes or make-up

Writing

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

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



Lessons 3-4 The story of Aladdin: Part 1

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

Reading



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

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

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

'Who are you?' asked Aladdin.

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

'But my father is dead, sir,' said Aladdin. 'Oh no!' said the man. 'Then I am too

late.' And he began to cry. 'Here, take these, my boy,' he said, and gave Aladdin ten gold coins. 'Give them to your mother and tell her that I should like to visit her tomorrow.

Go now.'

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

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

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

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

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

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

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

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

'Do as I say,' said the impostor.

Vocabulary

- **2** Find these words in the extract. Try to work out their meaning from the context. If you're unsure, use a dictionary.
- 1 tailor
- 3 sew
- 5 cotton
- 7 heartbroken
- 9 impostor

- 2 lazy
- 4 spin
- 6 coin
- 8 moved
- **10** merchant





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

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

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

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

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

- 4 Find these words in the text and decide whether they are nouns, verbs, or adjectives. Discuss the meanings with a partner.
 - 1 cave
 - 2 protect
 - 3 entrance
 - 4 imprisoned
 - **5** cheat
 - 6 rub
 - 7 genie
 - 8 command
 - 9 terrified
- **10** joy

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

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

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

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

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

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

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

Speaking

6 Work in groups of three. Student A: Imagine you are Aladdin's mother. Student B: You are the impostor. Student C: You are the friend or neighbour. Listen to A and B tell their stories. Remember to ask questions and express sympathy.





Lessons 5–6 The story of Aladdin: Part 2

Reading

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

Speaking

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

Use of English

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

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

like

You're just like him.

Aladdin ran like the wind.

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

as

As I told you, ... NO-Like I told you. Use as (not like) before a subject +

Do as I say.

NOT

Do like I say.

verb.









Listening

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

The impostor returns.

- 6 19 Listen to the next part of the story and complete the sentences with the correct word or words from the story.
- 1 Aladdin was living happily in a
- **2** The impostor decided to go back to to find the lamp.
- _____ to find the lamp.

 3 A _____ heard the impostor selling his lamps.
- When the Sultan woke up the next morning, the palace and his daughter had _____!
- 5 Aladdin was given _____ days to find Badr-al-Budur.

The end of the impostor.

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



Listening strategy

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





Practise and prepare

Reading and writing

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

Aladdin was a young b	ooy who lived in Chin	a. While he
was still young, his father	died and his mother	worked hard
spinning ¹	_ to ²	some money.
An impostor from Moroco	co pretended to be h	nis ³
because he wanted him t	o find a special 4	that was in
a ⁵ with lo	ots of other ⁶	Aladdin found
the lamp and discovered	a genie who helped	him escape from the cave
where he was ⁷	·	
Aladdin liked the Sulta	an's daughter and the	ey got ⁸
But the impostor wanted	the lamp back so he	found out where Aladdin
was living. The impostor	took the princess and	d the palace back to
Morocco. However, Alado	din ⁹	his ring accidentally
and the Genie of the Ring	g took him to find his	princess. She put
10 in the i	mpostor's drink and	they all returned to the
Sultan in China.		

Speaking

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

Aladdin ran like the wind.

- 1 _____
- _____

Self-assessment

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





Lesson 7 The story of Aladdin: Review

Vocabulary

- Match the two halves of each sentence to make a summary of the story of Aladdin.
- **1** When Aladdin's mother rubbed the lamp,
- 2 Aladdin asked the Genie of the Lamp
- 3 The Sultan was so impressed by Aladdin's gifts of treasure that
- 4 The impostor travelled from Morocco to China
- 5 The impostor used the magic lamp
- 6 The princess poisoned the impostor, and she and Aladdin

- a to find the magic lamp.
- b returned to China to live happily ever after.
- **c** he allowed him to marry his daughter.
- the Genie of the Lamp appeared.
- to bring some food for him and his mother.
- to take Aladdin's palace, the princess and himself to Morocco.

Use of English

Use of English: Reported speech – commands

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

Direct command

(Aladdin to the Genie of the Ring:) 'Take me to the palace in Morocco.'

(The impostor to Aladdin:) 'Give the gold coins to your mother.'

Reported command

Aladdin asked the Genie of the Ring to take him \rightarrow to the palace in Morocco.

The impostor told Aladdin to give the gold coins → to his mother.

(The impostor to Aladdin:) 'Don't lose the ring.' \rightarrow The impostor told Aladdin not to lose the ring.

2 Report the commands.

(The impostor to Aladdin:)

- 1 'Lift the stone.' The impostor asked Aladdin to lift the stone.
- **2** 'Go down into the cave.'
- **3** 'Give me the lamp.' (Aladdin to the Genie of the Ring:)
- 4 'Take me back home.'

(Aladdin to the Genie of the Lamp:)

- 5 'Bring us some good things to eat.'
- 6 'Take us all back to China.' (The Sultan to Aladdin:)
- 7 'Bring my daughter back to me.'
- **8** 'Don't come back without her.'





Video 2

Lessons 8-9 Aladdin: The play

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

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

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



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





Aladdin

Describe where the scene takes place.

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

List the characters appearing in this scene.

ALADDIN, ALADDIN'S MOTHER, THE IMPOSTOR

MOTHER: Aladdin! Where are you? You never help

me in the house. You are out with your

friends all day ...

ALADDIN: Bye, Mum! See you later!

Give stage directions

Exit Aladdin.

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

IMPOSTOR: Come with me, Aladdin!

Scene 2 China. In a beautiful garden.

THE IMPOSTOR, ALADDIN, THE GENIE OF THE RING

IMPOSTOR: Now, Aladdin, you must lift this big stone

and go into the cave.

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

GENIE OF THE RING: Your wish is my command! What

do you want, Master?

ALADDIN: I want to get out of here!

Scene 3 China. Aladdin's house.

MOTHER, ALADDIN, THE GENIE OF THE LAMP

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

your uncle?

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

MOTHER: This is wonderful!

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

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

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

marry her.

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

SULTAN: You may marry my daughter.

Scene 5 China. Aladdin's palace.

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

ALADDIN: You're my wife, we have a beautiful

palace ... we're so happy! And now I must go and see my dear mother.

PRINCESS: Give her my good wishes.

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

IMPOSTOR: Take the princess, the palace and me to

Morocco!

Scene 6 Morocco. Aladdin's palace. China.

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

PRINCESS: Where am I?

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

THE GENIES: And they all lived happily ever after!

The End







Reading

- 1 Read the text about drama in the UAE. What two main types of drama are there?
- **2** Discuss the meaning of the words from the text.
- 1 immigrant
- 5 intellectual
- 2 playwright
- 6 dialect
- 3 categories
- **7** script
- 4 drama
- 8 annually

Writing

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

Speaking tip

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

According to the writer, ...

The writer mentions (that) ...

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

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



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

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

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





Use of English

- 4 A director is talking to Jamal and Fahad about producing a short play. Write what he said.
- 'You have to be very patient.' He said we had to be very patient.
- 2 'Have you had any previous experience?' He asked ...
- 3 'Don't make the actors work without any food!'

He told ...

- Rehearse a lot so that the actors can learn He told ...
- 5 'Do you have a friend with some useful props?' He asked ...

Speaking tip

Confidence in speaking only comes through practice. Think of one point you want to make - and say it!

You could use one of the following phrases to help you:

One possible problem might be ... *Well, I think that _____ would be quite difficult.*

I'm not really sure but ...

Listening 21

Use of English

Reported speech

'We are going to a play'.

→ They said they were going to a play.

Reported questions

'Are you busy?'

 \rightarrow She asked me if I was busy.

Reported commands

'Hurry up!' → He told me to hurry up.

Past perfect

We form the past perfect with had + past participle.

When I arrived, Aisha had left.

I was very hungry because I hadn't eaten all day.

One use of the past perfect is in reported speech.

Direct speech **Past Simple**

"I saw a genie."

Present perfect

"The magic ring has helped me a lot."

Reported speech Past perfect

He said he had seen a genie.

He said the magic ring had helped him

a lot.

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

Speaking

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







Video 1 Video 2

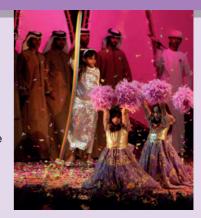
Lesson 12 Drama in the Emirates: Part 2

Reading

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

AISHA'S BLOG

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



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

Comments

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

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

Speaking

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



Writing

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



Practise and prepare

Reading and writing

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

Meera: Hi Sarah. ¹Did you go to the talk

<u>yesterday?</u> I didn't see you there.

Sarah: No, I had to miss it, unfortunately.

Was it good?

Meera: Yes, it was very interesting – and

we got a student discount to go in! ²The professor described how Ancient Greek drama first started in the 6th century BCE in Greece.

Sarah: ³Did he talk about Sophocles? He was a very successful playwright back then,

wasn't he?

Meera: Yes, he talked about some of his plays – and about the ancient Greek theatre.

Did you know that the word'scene' comes from the Greek *skene*, which actually was a walled area at the back of the stage? Actors could hide behind this when

they weren't performing.

Sarah: Fascinating. ⁴I know that people can still visit some of the ancient theatres in Greece.

I'd love to go there one day!

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

2 Now report the underlined sentences and questions.

1 Meera asked Sarah ...

2 Meera said that ...

3 Sarah asked ...

4 Sarah said ...

5 Meera told Sarah ...

6 Meera told Sarah ...

Speaking

3 Work in pairs. Discuss the following questions.

Why do we have drama as an activity?

• How can it be useful?

 What importance does it have in contemporary society?

Self-assessment

Tick (\checkmark) the points that you feel happy with.

I can report what other people have said or what I have seen or heard.

 \Box I can talk about the theatre.

 $\overline{}$ I know something about drama in the UAE.

I can take part in a short play.







Lesson 13 **Shakespeare**

Reading

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

Shakespeare

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

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

Shakespeare left school at the age of 15 to help his father in his trade, and didn't go to university.

Many people looked down on him because of this. However, his writing contributed to the development of the English language: many words and phrases invented by him are still used today. Somehow, in

a few words, he managed to sum up perfectly a whole view of life or a situation.

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

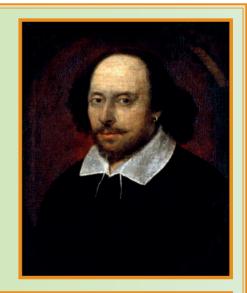
The fact that Shakespeare achieved fame in his own lifetime is surprising; the fact that, over 400 years later, people are still performing his plays, is even more amazing.

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

Video









Did you know?

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

Review

Vocabulary

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

stage orchestra curtain audience costumes actors props scenery

We went to the theatre on Saturday to see Aladdin. The ¹curtain went up to show a Chinese village. The ²_____ was quite simple: just some trees, a bridge and a river. But it was very good. You felt as though you were in China. There was a small 3_____ with some Chinese instruments, including a big drum. In the opening scene, there were just two ⁴_____ on the ⁵_____ , Aladdin and his mother. They were wearing lovely Chinese 6_____ in bright colours. It was a really good performance. There weren't many 7_____, just the lamp, of course, and Aladdin's treasure, but the dialogue was so funny that it didn't matter. There were a lot of people in the 8_____ and everybody enjoyed the play.

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

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

Use of English

- **3** Complete the sentences with *like* or *as*.
- **1** It's the first day of the school holidays. You can do *as* you want.
- 2 I'm _____ my sister. We're both quite tall and we've got dark hair.
- 3 I'm returning the book to you, ______
 I promised.
- 4 It was wonderful. It was _____ a dream come true.
- **5** He loves his food. He eats _____ a horse!
- **4** Report a teacher's commands:
- 'Learn your lines for the school play by Friday.'
 (tell) The teacher told us to learn our lines for the school play by Friday.
- 2 'Please come to the school hall at 4 o'clock.' (ask)
- 3 'Don't be late for the rehearsal.' (tell)
- 4 'Remember to bring your costumes.' (tell)
- 5 'Don't touch the props or the scenery.' (tell)
- 6 'Please practise your songs at home.' (ask)

Literacy project

Preparation 21st

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

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

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

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

Scene 1 The kitchen in the Al Faisals' house. Rashid and Mouza are drinking tea.

Rashid: I am not at all happy about Ahmed. But I can see that he has not been

happy either recently. You know, all my career I have been looking forward to the day when he can join me and eventually take over from me in my surgery. No-one in our family has ever thought of becoming a pilot!

Mouza: Yes, I understand. However, since he was a little boy, Ahmed has only

wanted to read books about planes. He really knows a lot about them,
Rashid. Did you know that the brother of one of his teachers at school is a

pilot and has offered to take him to see the aeroplanes one day?

hid: If he does that, it will only make him worse. We will never succeed in

changing his mind about becoming a pilot then.

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

the ones to destroy his dreams.

Rashid: I will speak to him tomorrow.

- 3 What do you think happens next?
- **a** Rashid tells Ahmed he can train as a pilot.
- **b** Rashid insists that Ahmed will train to become a doctor.
- **c** Rashid gives Ahmed a time limit to decide.
- d Your own idea.

- 4 Work in your groups to continue the story. You can write either a comic strip of 4–6 frames with dialogue or the next 2–3 scenes of the play. Use this checklist to help you develop your ideas:
- Make sure you use all the family but you could also bring in other characters.
- Make it interesting for people to read! Introduce a surprise in your storyline.
- Make the dialogue realistic. Read it out loud to check that the language sounds natural.

Presentation 21st

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

Group A (comic strip)

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

Group B (scenes from the play)

- 1 Put your written scenes on a table at the front of the classroom.
- 2 Act out the scenes of the play that you have written. Make sure you have any props that you need.
- 6 All the groups read the different comic strips and scenes from the play and choose a text from another group to work on.
- 1 Prepare to transform the piece of writing you have chosen into reported speech. In other words, you will tell the story of what happened in this family to someone else.
- 2 Write down your version of what happened. You do not have to report every single thing that is said but enough so that the other person understands.
- **3** When you have finished that, go back to the group who wrote dialogue in the first place and read out what you have written. They will then tell you if they think it is correct or not!

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

Speaking

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

Globally connected



Lessons 1–2 My language, your language

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

Vocabulary 21st

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

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

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

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

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

Speaking

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

Did you know?

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





Vocabulary

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

Speaking

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

Use of English

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

Speaking

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

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

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

My mum speaks Mandarin Chinese and my dad speaks English, so I speak both (of) these languages at home. Neither of my parents speaks a foreign language.

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

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

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

All my lessons are in Indonesian. Every lesson is in Indonesian.

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

All my cousins speak Italian. NOT Every my cousins speak Italian.

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

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





Video 1 Video 2

Lessons 3-4 It's good to learn languages

Listening

- 1 22 Listen to these students talking about the benefits of learning other languages. Who mentions the topics below? Match the names with the topics a—e.
- 1 Faisal
- 2 Khalfan
- 3 Salama
- 4 Abdullah
- 5 Reem

- a improving memory
- **b** grammar
- c work and study
- d talking to people online
- e travelling abroad and meeting people



Faisal — 'I love studying French!'









Khalfan — 'I watch a lot of films.'

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

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

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

- 2 Write the name of the speaker. Who:
- 1 has a mother who is a teacher?
- 2 thinks they are bad at learning other languages?
- 3 has a brother at university?
- 4 is going to travel to Europe next year?
- 5 is getting good results at school?

Speaking

- 3 Do you agree with these opinions about language learning? Why/Why not? Discuss with a partner.
- Learning other languages is difficult but I enjoy it!
- You can enjoy travelling abroad more if you can speak another language.
- Being able to speak a foreign language will help you get a good job.
- English isn't the most useful language to learn.
- Learning another language isn't as important or useful as maths or science.





Reading

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

Use of English

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

Speaking

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

Unit 7 Lessons 1-2

DO YOU THINK IT IS GOOD TO LEARN FOREIGN LANGUAGES?

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

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

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

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

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

Reem, 14

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





Privyel Hello Assatamu Alaykum

Lessons 5-6 English as a global language

Reading

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

Is English a good global language?

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

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

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

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

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

Use of English

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

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

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

We use *although* to contrast two ideas.

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

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

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





Video 1 Video 2

Listening

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

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

Th	e Five Most Spoken L	anguages in the Wor	ld	
	Language	Primary country	Number of countries where	Number of speakers
			the language is spoken	in millions
1	Chinese	China	31	
2			44	329
3				328
4				221
5	Hindi	India	20	

- 5 Listen to Hanif telling Daniel about the five most spoken languages in the world and check your answers.
- 6 Choose the correct answer. Listen again to check.
- 1 Your native language is:
 - **a** your first language. **b** your second language.
 - c the language you study in.
- 2 Daniel thinks that so many people speak Chinese because:
 - a it's an easy language. b China is a big country. c it's a very old language.
- 3 Hanif says that he thinks English is a global language because people speak it in:
 - **a** America.
- **b** the developed world.
- c many different countries.

- 4 Dialects are ...
 - a different spoken forms of a language.
- **b** writing systems.
- c people who speak several languages.
- 5 Hanif says that both the Chinese and Arabic languages have
 - a difficult writing systems. b lots of different dialects.
- c difficult grammar.

Speaking

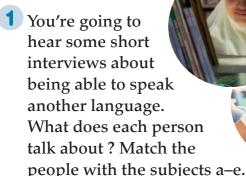
- **7** Discuss the questions with a partner
- 1 Do you think the world needs a common global language? Why/Why not?
- 2 Apart from English, what other language do you think would be a good global language? Why?
- 3 What are the reasons why Arabic would and would not be a good global language?





Practise and prepare

Listening 24



1 Daniel

a education

2 Suzanne

b health

3 Elliot

c travel

4 Aisha

d meeting people socially

5 Ben

e entertainment

Use of English

- 2 Rewrite the sentences using although.
- 1 My friend reads French very well, but she is too shy to speak it.

 Although my friend reads French very well, she is too shy to speak it.
- 2 I speak English quite well, but I find English spelling difficult.
- 3 Mandarin is an important world language but not many schools outside China teach it.
- 4 My brother has never been to Germany but he speaks German almost fluently.





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

1 In Britain, the winter starts in November. In Britain, the winter starts in November, whereas in New Zealand it begins in May

2 Few British people speak Dutch.

3 Spanish is spoken in Argentina.

4 India has over 22 major languages.

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

- 4 Choose an item from Box A and an item from Box B, and write five sentences using *neither*, *each/every*, *all* or *both*.
 - my sister / I my brother / I the students in my class person / people in my town my family / my friends
 - B speak English play football like shopping have a mobile phone enjoy travelling abroad use the Internet everyday
- 1 Neither my brother nor I like shopping.

3		
3		
A		

5

Lesson 7 Instant text messaging

Salaam, sho a5bark el yawm?

ana b5air, shu etsawee?

....,

Ana fee al mall ma3a ahlee zain ashoofek ba3dain

Reading

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

match

a set of letters used for writing a language

punctuation

letters, signs or numbers that you use in writing

characters

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

alphabet

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

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

Writing 21st

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

ARABISH

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

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

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

Did you know?

The English alphabet comes from Roman script (writing) which originated in Ancient Greece in the 7th Century BCE. The letters in the English alphabet are called 'Roman characters'.

The numbers used in English are called 'Arabic numerals' because they were first used by Arab mathematicians in Baghdad in the 10th Century BCE.



Lessons 8-9 Social media in the UAE

Reading

- 1 Look at the Reading strategy and read the text below. Where do you think the text comes from?
- a children's book
- **b** a university textbook
- c a magazine article

Reading strategy

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

Emiratis always online

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

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

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

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

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

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

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

2	Read the statements below. Are they true (T) or false (F) according to the text?
	Correct the false statements.
1	Emirati adults are the heaviest users of social media
2	Many teenagers use social media for educational reasons
3	Many adults use social media for leisure and personal interest, for example meeting people
4	Email is the most popular form of online communication in the Emirates
5	All three teenagers in the text say they use social media to connect with friends.

Speaking

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





Writing

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

information order short Questions partner

- **5** Put the words and phrases in order to form survey questions. Add two more questions of your own.
- 1 every day / online / go / you / Do /?
- 2 have / Do / account / you / an / email / ?
- 3 own / you / smartphone / Do / a / ?
- Internet / the / use / you / study / for / Do / ?



Writing effective survey questions

- 1 Write _____ and simple questions.
- 2 _____ should be closed (this means the answer is either 'yes' or 'no').
- 3 Put the questions in a logical _____
- 4 Test your questions on your ______ first. Make sure your pronunciation is clear.
- 5 Think about whether your questions are going to get the _____ you need.
- 5 you / check / social media / your / once / a day / Do / accounts / more than / ?
- 6 friends who / you / only meet / online / have / Do / you / ?
- 6 When you are conducting a survey, you can ask open 'follow-up' questions to get more information. Join the beginnings of the possible follow-up questions 1–5 below with the endings a–e.
- 1 Which social media sites
- Why do you/don't you like
- 3 Where do you post
- 4 Who do you communicate
- 5 What do your parents think about

Speaking

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

- a how you use social media?
- b with the most with on social media?
- **c** do you use the most?
- d photos?
- e using social media?
- 8 Conduct your survey. Go around the class and ask the other students your questions. Make a note of their answers.

Do you have a smartphone?

No I don't.

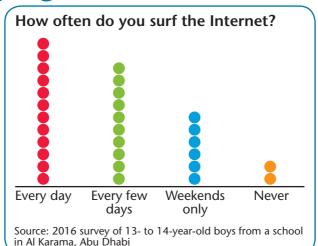




Lessons 10–11 Staying safe online

Speaking

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



The graph shows ...

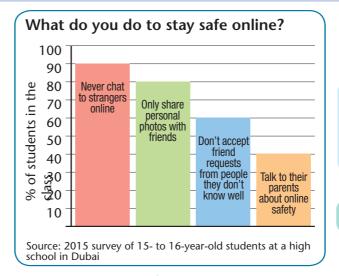
The dots represent ...

The total number of people surveyed was ...

Did you know?

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

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



The chart shows

The red/green/blue/ orange bar represents the percentage of students who

60% of students don't ...

Writing 21st

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

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

Only ... students said that they ...

4 Present your graph and your findings to other students.

Neither the teacher nor the students ...





Video

Listening

- 5 You are going to hear a psychologist talking about Internet safety for young people.

 Look at the Listening strategy. What issues do you think the psychologist will mention? What advice will they give? Discuss your predictions with a partner.
- 6 25 Listen and check your answers to Activity 5. Make notes on what Dr Maha says about the following:
- strangers
- 2 passwords
- 3 your parents and your account
- 4 privacy or security settings
- 5 mean or rude messages

Listening strategy

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



Reading

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

Speaking

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





Lesson 12 Learn English on your phone!

Reading

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



English on the go

Good news for language learners: the latest mobile apps can make English fun and exciting, and a

lot of them are free! To get you started here are reviews of four of the best free apps from Cambridge University Press.

wordpic!

Play sports with words! Choose pictures to match the word – but you don't have much time! Your finger is the athlete in this exciting new word game and you will need a quick eye and even quicker reflexes to win.

If you're learning English, you can have fun practising your sports vocabulary. If you aren't, just have fun! Get it now and start playing with words!

Murphy's English Grammar in Use

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

Cambridge Discovery Readers Did you know that reading is one

of the best ways to improve your English? Our exciting app offers readers on **a wide range of** different subjects – shark attacks, the science of darkness, empires, gold, explorers, pizza. There really is something for everyone, at all levels. Read and

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

English Monstruo

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

and one bad, help you to improve these areas by doing fun interactive exercises.

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

Speaking 21st

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





Video

Practise and prepare

Reading

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

to share information smartphones causes problems online activity at any time devices

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

The pros and cons of social media
Social media has many forms, such as websites, blogs, forums, networks
and wikis. The purpose of social media is for people around the world
¹ and ideas easily and instantly. There are many ²
we can use to do this, like tablets and 3 and these days most
people have at least one of these.
Social media is very popular for a number of reasons. For example,
the Internet is cheap, emails and messages are instant and you can
send messages from wherever you are 4using a smartphone.
However, some people dislike social media. They believe that social
media ⁵ , like 'information overload'. This means that there is
too much information to read and understand. They think that people
are too focused on their ⁶ and they do not interact in the real
world.
Although this may be true, social media has become an important part of society because it is a way of connecting with people all over the
world. So in conclusion, while there are definitely negative points about
this constant connection, most people would agree social media is very
useful and it is not going to disappear.

1 Blogs, forums, and wikis are the only types of social media mentioned in the text. _____

2 According to the writer of the essay, the only reason that social media is popular is that you can send and receive messages immediately. ——

3 "Information overload" means there is too much information. —

4 Some disike social media because it is not the real world. —

5 Overall, the writer of the essay is against social media.

I think social media distracts us from real life. People waste time...

Speaking

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

Writing

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



Review

Vocabulary

- 1 Unscramble the words. Use the definitions to help you.
- 1 you protect your accounts with it sspawdor p_____ d
- what you do on the Internet fsru s______f
- 3 too much of something dovraelo o_____d
- 4 what you use to connect with the Internet trnicocele cedvie e______
- **5** safety yritcuse s_____y
- 2 Match a verb from A with a noun phrase from B to make collocations.

For example: keep up with world events

A keep up
update
connect with
check
stay
keep in

B your status
your emails
an app
with world events
new friends online
a photo

download touch with old friends

upload safe online

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

speakers bilingual characters dialects extinct fluently global native population spoken

Languages of the world

There are over 7000 languages in the world today, but this number is decreasing. More and more languages are becoming ¹______ as the last old people who can still speak them
²_____ as their ³_____ or first language

die. This happens because young people
want to learn the languages that they think
will help them get jobs and succeed in life.
The world's top three most 4 languages
are Chinese, Spanish and English. Although
there are more 5 of the Chinese
language than any other, Chinese is unlikely
to become a 6 language as there are
many different local 7 and the writing
system is difficult: to write the language,
you need to learn at least 2000 8
English and Spanish are easier to learn for most
people and if you are 9 in these two
languages, this will help you to communicate
with a large proportion of the world's
with a large proportion of the world's

Speaking

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

Using/surfing the InternetPROSCONSUsing social mediaPROSCONS

Project

Preparation 21st

- 1 You are going to make a poster about social media safety. Work in small groups. Discuss these questions about your social media use.
- Is there anything you would share on your social networking page that you would not share with someone in person?
- What kind of information would you share with someone in person that you would not post online?
- Who might look at your profile today/in the future?
- How do you feel about someone looking at your online profile if they are not your 'friend'?
- With a partner, make notes for some rules or guidelines for using social media safely and responsibly. Look at the items in the box and think of two sentences to say for each topic.
- Your privacy settings.
- Your password photos and pictures.
- Your online name or identity.
- Meeting new people online.
- Meeting Internet friends in person.
- Giving personal information.

You should always ...

You should never

You should never

Before you ... think about ... Check that ...

- **3** Work with another pair. Share your ideas.
- 1 Agree on one short sentence or guideline for each topic that you could put on a poster about using social media safely.
- 2 Write your chosen sentences. Pay attention to grammar and spelling.
- 4 In pairs or groups, create a poster to display your set of guidelines for using social media safely. Use the examples at the bottom of pages 126 and 127 to give you ideas.
- 1 Prepare a large sheet of blank paper.
- **2** Think about the layout of your poster.
- 3 Plan where you will source photos and images.
- 4 Design your final poster. Check again for spelling and grammar mistakes.



7 Globally connected

Presentation 21st

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

_____ Thank audience/say goodbye

• ____ Give the main content

• _____ Summary/conclusion

State purpose of presentation

_____ Greetings and introduction

Question time

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

focus secondly see start sum talk

Useful expressions for giving a presentation

Greetings and introductions

Good morning/good afternoon everyone.

Today I'm/we're going to ¹______ to you about ...

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

The main 2 of this presentation is ...

Main points

To ³_____ with/Firstly, we're going to look at ...

For example, ...

⁴_____we're going to consider ...

Finally, ...

Referring to visuals

As you can ⁵_____ on the poster ...

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

Summary/conclusion

In conclusion/to 6____ up, ...

Thank you.

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

Preparing your presentation	Presenting to the class
	а

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



E-communication

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



Lessons 1-2 Are you a good communicator?

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

Speaking

- 1 Work in pairs. Think of someone you know who likes technology. Talk about the person using the prompts.
 - A My brother likes technology. He uses a smartphone, a laptop and an iPad.
 - **B** What does he use them for?
 - **A** *He uses the smartphone ...*

to make and receive calls / to send and receive texts / for work / to do homework / to access the Internet / to send and receive emails / to download apps / for social networking

Reading

- **2** Lena loves all kinds of new technology. Ahmed doesn't. Read the opinions. Which are Lena's and which are Ahmed's?
- **1** Although I've got an iPad, I still prefer the feel of a real book. *Ahmed*
- 2 Having access to the Internet means that you can look things up easily when you're doing your homework.
- **3** I don't think it's fair to download films for free. I like DVDs.
- **4** I've got an app for learning Spanish. It's really useful.
- **5** When I'm meeting someone, I always take my mobile phone with me, so that I can call them if I'm running late.
- **6** It's so easy to keep in touch with your friends now through social networking.

- **7** Lots of my friends have blogs. Where do they find the time to write them?
- 8 Some people I know wouldn't go on holiday to a place without wi-fi. I think it's great to be somewhere with no wi-fi and where there's no mobile signal.
- **9** There are so many films you can download. It's much easier than buying DVDs.
- 10 Why do people have to chat for so long on mobile phones when they're on a train or a bus?





Speaking

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

Writing

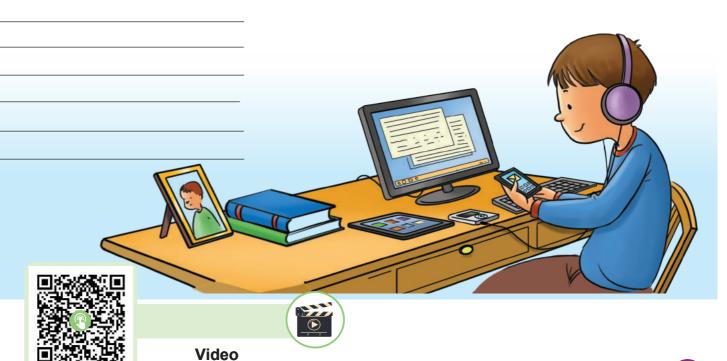
5 Are you like Lena or like Ahmed from Activity 2? Write a short paragraph giving your views about some of the gadgets shown in the pictures. Include some of the phrases from Activities 1 and 2.

A mobile phone is really useful because ...

Vocabulary

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





Lessons 3–4 Virtual Reality (VR)

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

Reading

- 1 Read this article about virtual reality and match the headings to the four sections.
- a How does it work?
- **b** What is it used for?
- **c** Can everyone use it?
- **d** What is it?



VIRTUAL REALITY (VR)

VR is an artificial world that is made by a computer. The Games, of course, but there user experiences this alternative world in place of the real world. As you move around, what you see and hear Architects can use it to see changes as

you would expect. Things get bigger if you walk towards like from the inside before them – and smaller when you walk away. The direction of sound also changes as you move. However, what you are seeing and hearing is all created by a computer.

The user wears goggles that control what the left and right eyes see. Each eye sees something slightly different which makes the brain think you are looking at something with three dimensions.

(This is the same as with the glasses you wear to watch a 3D film or TV.)

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

are serious uses too. what a building will look it is even built. Medical students can practise operating on virtual

patients. One organisation uses with ill and disabled children to give them exciting experiences far different from their everyday lives in beds or wheelchairs.

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

Speaking 21st

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

VR is used by architects to study buildings before they are built. VR could be used in schools to show learners how to do things.





Use of English

- **3** Match the two halves of each sentence and join them using expressions of purpose.
- 1 You can download apps
- 2 I always take my mobile phone with me when I go out
- **3** I use my iPod with headphones
- 4 I sent you a text
- 5 You need to turn off the alarm on your mobile
- 6 I've sent you my email address

- a ask if you wanted to go to the cinema.
- **b** help you learn a language.
- **c** I can call my parents to tell them where I am.
- d it doesn't wake you up at 5 am!
- e not to disturb Mum and Dad.
- f you can get in touch with me.

Speaking

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



We can use a smartphone to call friends.

We can use a smartphone to . . .

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

To express purpose, use these phrases: **Positive**

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

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

Negative

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

so as not to disturb you.

so that it doesn't disturb you.

Did you know?

smart is an adjective which has always had two meanings:

- 1 well-dressed or fashionable: a smart dress, a smart restaurant
- 2 intelligent, clever, witty: a smart student, a smart reply

However, it has gained a third meaning in the age of e-communication. **Smart** is now used as part of a compound noun for something

that is computer-controlled and can connect to the Internet, for example a smartphone, a smart TV.





ideo 2

Video 1 Video 2

Lessons 5–6 The School of the Air

Speaking 21st

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

Reading

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

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

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



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

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



3 Write a heading for each paragraph of the article.

Paragraph 1: Going to school in Australia

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4:

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

Speaking

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

One of the major advantages is ...

An important disadvantage is that ...

It means students can/can't ...

The first/second advantage/ disadvantage is

Video





Reading strategy

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

- Read the paragraph carefully and make a note on what the main point is, for example, PARAGRAPH 1:
 - Australian children in the outback use the School of the Air.
- Turn your note into a short title that will tell the reader what the paragraph is about in a way that makes it sound interesting, for example, *Going to school in Australia*



Practise and prepare

Listening (27)

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







Listening strategy

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

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

Speaking

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

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

Self-assessment 21st



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

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





Lessons 7–8 The future

Use of English

1 Write out the sentences using the *will* future passive form of the verbs in brackets.

1	Cars won't be driven by people; they	_ by
	computers. (not drive, control)	

- 2 Text messaging _____ by voice-to-text technology. (replace)
- 3 All houses _____ by solar power. (heat)
- **4** There will be no shops or shopping centres. All shopping _____ online. (do)
- **5** Films _____ at cinemas. They ____ and at home. (not show, download, watch)

Speaking

2 What will schools be like 20 years from now?

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

Language tip

There are active and passive forms for all verb tenses.

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



Use of English: will future, passive form

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

Positive

will be + past participle

Lessons will be given over the Internet.

Negative

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

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

Questions

Will all exams be taken online?





Video 1 Video 2

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

Children in schools will be taught by robot teachers.

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

Writing

Smartphones will be replaced by smartwatches.

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

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

The computer labs will be expanded.

All students will be given laptops.



Video



Lessons 9-10 I wish I hadn't done that!

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

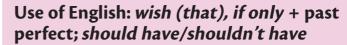
Reading

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



Use of English

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



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

I wish I had sent that email.

If only I hadn't sent that email.

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

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







Speaking

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

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

I'm so sorry! I know it was all my fault and I regret it now.

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



Vocabulary

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

Writing

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

Speaking

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





Lessons 11–12 Emailing and texting

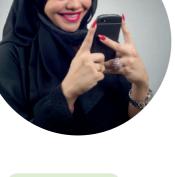
Listening 28

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

Speaking 21st

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







Video



Speaking tip

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

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

Reading

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

Speaking

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

We could experience what it's like to fly.

Writing

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



Yes, we're giving away a state-of-the-art VR headset and the latest software to one lucky applicant. Just tell us why you want or need it.

The person with the best reasons wins. That's it!

Send an email of no more than 200 words to VRcomp@VRmag.com with subject 'VR Competition'.

Vocabulary

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

Writing tip: Writing emails

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





Practise and prepare

Reading

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

TECHNO Blog

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

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

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

Speaking

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





Self-assessment

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

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

Revision

Reading

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



Writing

- **2** Write the answers to these questions without looking back at the unit.
- 1 What is the general name for a piece of technical equipment that does something useful or clever?
- **2** What do the letters VR stand for?
- 3 How are lessons sent out to students at the School of the Air in Australia?
- **4** What do you call a camera that records events so that they can be shown in the Internet as they happen?
- **5** What do you call a watch that can receive texts and emails?
- **6** What is predicted will happen to cars in the future?
- **7** You have done something you regret. How do you express the regret using *should*?
- 8 How would you end a formal email?

Speaking

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



Video



Review

Match the words in the box with the correct meaning.

> alternative artificial gadget software state-of-the-art

- a piece of equipment that does something useful or clever
- **b** can be used or experienced instead of something else
- c not natural or real, but made by people
- d programs used by computers for doing particular jobs
- e very new and modern
- **2** Complete the sentences with words from the box.

download satellite signal virtual virus webcam

- 1 Using pictures and sounds created by a computer it is possible to create a ____world.
- 2 You can _____ any film you want from the Internet and watch it on your computer.
- 3 I can't get a wi-fi _____ when I'm out in the desert with my family.
- 4 My computer got a _____ which destroyed all the information on it.
- **5** The School of the Air uses a _____ to link the studio with the learners in their homes.
- **3** Complete the sentences with *so as,* so that, to/in order to.
- 1 We sometimes work in groups, so that we can share our ideas.
- You can use the Internet _____ find out things when you're doing a project.

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

School trip: information for parents

- 1 Students will be taken to the activity centre by coach. (take)
- 2 Students _____ a plan of the day's activities when they arrive. (give)
- **3** Lunch ______ . (provide)
- 4 Students _____ at all times by a teacher. (accompany)
- 5 All the activities _____ by qualified instructors. (organise)
- **5** Complete what these people are saying in two ways. Use wish (that), if only, should have or shouldn't have.
- 1 My friends wanted me to go for a picnic at the weekend, but I didn't go. They had a really good time. (I / go) I wish I'd gone. I should have gone.
- **2** I feel so tired this morning. (I / stay up so late)
- 3 Oh dear, I can't answer any of the questions in this test! (I / do more revision)
- **4** I got into trouble for being late for school. (I / get up earlier)
- 5 It was meant to be a surprise and now everybody knows, thanks to you! (you / tell everybody)

Project

Preparation 21st

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

Vocabulary

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

Email etiquette

DO

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

DON'T

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



Nada

I got your email I haven't replied because ive been busy.

Anyway DON'T SEND ME EMAILS late at nite, my computer makes a noise when they come in and it's annoying because it wakes me up. Your just as bad as Alia. She sends me texts at 3 o'clock in the morning. There really long and boring. I wish she wouldn't send them.

U Suad

2 Read the email. What is wrong with it?

- **1** Write comments about the email using *should have* or *shouldn't have*.
- **2** Find and correct the spelling, grammar and punctuation mistakes (two of each).

Work in groups. You are going to write a guide to mobile phone

Enjoy your

etiquette. Discuss your ideas and make notes. Think about:

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

4 Work with your group. Make a poster on mobile phone etiquette.

Make sure you cover all the points on the following checklist.

new phone!

Please take

time to read this

guide to mobile

phone etiquette

Checklist

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

Presentation 21st

- **5** Present your poster to the class.
- Display your poster. You have one minute to present the main points.
- Present your poster to the class. Look at your audience, speak slowly and clearly. Do not simply read the poster aloud.
- Then be prepared to answer any questions.
- As you look at the other posters, think of any questions you want to ask.
- 6 29 Listen to this radio programme on phone etiquette.
- **1** Which points are similar to or different from the ones on your poster?
- 2 Does it make any points that are not on your poster? What are they?

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

Did you know?

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



Rivers and coasts

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



Lessons 1–2 Rivers of life

• Why are rivers important to people?

Reading

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

27 20% 40% 50 6400 2.5 million



The Amazon River is about 6400 km long and its basin, which covers about 40% of South America, is the largest in the world. The Amazon rainforest, where there is rain almost every day of the year, is humid and hot with an average temperature of 27 degrees. It has a very rich ecosystem. About 40,000 plant species, 1,300 bird species and 2.5 million types of insects live there. Scientists, who believe that the Amazon is about 100 million years old, also call it the 'lungs of the Earth' because the plants and trees release a lot of oxygen into the atmosphere. They say that more than 20% of the world's oxygen comes from the rainforest.

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



Use of English: Non-defining relative clauses

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

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

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

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

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





Video 2

Video 1 Video

Rivers and coasts

- 3 Match the beginnings of the sentences 1–5 with the endings a–e. Then add the commas round the non-defining relative clauses.
- 1 Martin Strel who is a long-distance swimmer
- 2 Jaguars which are a cat species
- 3 One of the largest fish living in the Amazon is the Pirarucu which
- 4 Belém, where the Amazon river meets the Atlantic ocean
- 5 More than 150 languages are spoken by the various Amazon natives who

Listening

- 4 You're going to listen to an extract from a documentary. Look at the words below. What do you think the documentary is about?
 - along the banks civilisation flourished grow crops provided a lot of materials
- 5 30 Listen and check your answers. Why was the Nile important to ancient Egyptians? Discuss your ideas as a class.
- **6** Listen again and complete the notes opposite using one word.

Writing

7 21st Write notes in your Workbook about the benefits of the Nile in ancient Egypt based on the extract from the documentary and on information you find. The first section has been completed for you.

Writing tip

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



Video



video

- a is one of the biggest cities in Northern Brazil
- **b** can be found in the Amazon rainforest.
- c live in the rainforest without technology.
- d swam the whole of the Amazon river in 66 days.
- has teeth in its mouth and on its tongue.



Ancient Egypt and the Nile

- The Ancient Egyptians could grow food because the Nile floods made the ¹______ fertile.
- Of the animals that lived in the river, the ancient Egyptians caught the ²______.
- An example of building materials taken from the Nile is 3______.
- The material used to write on came from 'papyrus', which was a 4_____.
- The Nile allowed the ancient Egyptians to sell goods like 5_____ and linen.

Use of English: Present and past tenses

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

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

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

Many people were farming on the banks of the Nile when

Ibn Battu made his journey across Africa.

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

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



Video



Lessons 3–4 The Nile

Reading

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

The Nile

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

Throughout history, there have been many expeditions to discover

30° Mediterranean Sea 20° 50° 30 30° LIBYA EGYPT Lake Nasser 20 20° ERITREA CHAD SUDAN DJIBOUTI 10° 10° ETHIOPIA CENTRAL AFRICAN REPUBLIC DEMOCRATIC UGANDA REPUBLIC OF THE KENYA CONGO Lake INDIAN RWANDA

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

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







- **1** The longest river on Earth has changed names through time.
- The Nile is an international river.
- **3** The source of the Nile is no longer a mystery.
- 4 The Nile is made up of other smaller rivers.
- 5 The Great Nile is formed in Ethiopia, where the two tributaries meet.

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

a form of transport
a reptile
a dam

a temple

Read the Listening strategy box. Then listen again and tick (\checkmark) the sentences that are correct.

1	The girls hadn't heard of the Nile before
	watching the documentary.

9 Rivers and coasts

2 The girls agree that the Nile crocodiles are scary.

3 The documentary told the story of a man who was killed by a crocodile.

4 The girls would like to visit different parts of Egypt.

Listening strategy

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



Lessons 5–6 Saved by the bell!

What is a tsunami?

Reading

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

Language tip

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

12-year-old girl saves islanders from tsunami

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

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

lives of the majority of the 650 islanders. The 8.8 magnitude earthquake off the coast of Chile caused a massive tsunami wave. A few minutes later, a wall of water crashed onto the land and swept 300 metres into the village. Only the people who ran to high ground were safe. The houses and buildings on the island that were close to the coast were immediately destroyed, including the school at which Martina studied. "The wave was 20 metres high," said one man whose house was destroyed by the tsunami. "It was terrifying."





9 Rivers and coasts

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

Use of English: Defining relative clauses

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

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

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

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

Use of English

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

Speaking

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



Practise and prepare

Vocabulary

1 Complete the paragraph with the words from the box.

paper crops civilisation bricks transport banks

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

Speaking 21st

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

MARTINA MATURANA

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

Tilly Smith

Writing

- 3 Write an essay (300 words) about why tropical rainforests are important and how we can help protect them. Look back at Lesson 1 for ideas. Use the structure below to help you plan.
- Introduction: What tropical rainforests are, where they are
- Main paragraph: The reasons why they are important, what is happening to them
- Conclusion: How can help protect them

Self-assessment

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





S

Lesson 7 Gardens

Speaking

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



Listening

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



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

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

Nature does not complete things. She is chaotic. Man must finish, and he does so by making a garden and building a wall.

Robert Frost, American poet (1874–1963)

Writing

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

Use of English: Zero and First conditionals

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

(if + present simple, present simple)

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

We use the first conditional to talk about something that's possible in the future. (if + present simple, future will/won't)

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



Video



Video



Lessons 8–9 Under the sea

• Why do people like fishing?

Reading

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

Speaking

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

Speaking tip

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

What a catch!

As I wait for Mr Al Taboor to finish repairing his fishing net, I watch his sunburned, wrinkled, old hands. I wonder how many thousands of years people have been surviving in harmony with the sea in this blessed land of the UAE. Sitting in his little



boat, Mr Al Taboor turns to me and smiles."We had a good catch today," he says and I start the interview.

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

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

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





What are coral reefs?

Did you know?

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



Use of English: Second conditional

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

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

Vocabulary

- 4 Match the words to their definitions.
- 1 conservation
- 2 attraction
- 3 clam
- 4 salty
- 5 commercial
- **6** threat

- a related to trade (buying and selling)
- **b** a sea creature that lives in a shell
- **c** danger
- d something that people are interested in seeing or doing
- e the protection of plants and animals
- f something that tastes of salt

Listening

- 5 33 Listen to the interview with a marine biologist, Meera Khalife, and choose the right option to complete the sentences.
- 1 According to Meera, if there weren't any coral reefs in the Arabian Gulf, there would be
 - a less animal life
- **b** fewer storms

- c fewer tourists
- 2 The percentage of coral reefs that have been destroyed in the Arabian Gulf is
 - **a** 27%

b 30%

- **c** 35%
- 3 Because of the bad water conditions in the Arabian Gulf, the coral reefs are
 - a saltier

b less colourful

Video 1

- c more polluted
- 4 Meera explains that they are studying the coral reefs in the Arabian Gulf to find out
 - a how old they are
- **b** how colourful they are
- c how big they are





Video 2



Lessons 10–11 Coral reefs

• How can tourists help protect the coral reefs?

Reading

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

Reading strategy

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

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

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

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

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

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





- **2** Read the article again and write a short heading for each piece of advice. Compare your ideas in small groups.
- **3** According to the article, are the statements below true (T) or false (F)?
- 1 Coral reefs don't occupy much of the ocean floor but have a very big value. ____
- 2 There's no need to worry about protecting coral reefs. _____
- 3 Some tourist accommodation is bad for coral reefs. _____
- 4 Tour boats shouldn't stop close to coral reefs. _____
- 5 It's OK to touch corals as long as you are gentle. _____

Speaking 21st

- 4 Prepare a short presentation about coral reefs. Make sure you cover the points below. Give your presentation in groups.
- What are coral reefs? How are they formed?
- Where can you see them?
- Why are they important?
- What is happening to coral reefs today?
- What can we do to protect and conserve coral reefs?



Lesson 12 Making suggestions, agreeing and disagreeing

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

Reading

- 1 Look at the types of accommodation below. What are some differences between them?
- bed and breakfast
- hostel
- five-star hotel
- homestay
- camping
- cruise ship
- all-inclusive hotel aparthotel
- Read the conversation (opposite) two friends who are making holiday plans. between Answer the questions below.
- **1** Where are they thinking of going?
- 2 Has either of them been there before?
- **3** What kind of accommodation are they looking at?
- 4 How much does the holiday package cost?
- 5 When are they thinking of going?

Speaking

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

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

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

Matthew: Charlie, look at this brochure:

'Live your dream in Sharm el Sheikh'. That's in Egypt, isn't it?

Charlie: Yes, it's a huge holiday resort.

> I've never been, ... but you went there with your family a few years

ago, didn't you?

Matthew: We were going to go, but my

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

Charlie: Well, why don't we go there for

> our holiday? It says here seven nights at an all-inclusive hotel, close to the beach with five pools! It's about 550 pounds per person. I think that's really good value!

Matthew: Does it include flights?

Charlie: Yes!

Matthew: That is quite cheap.

Charlie: So, shall I check availability online?

Matthew: Sure, why not? How about the

first week of June?

Charlie: I'm not sure ... I think it'll be too

> hot and busy. First week of April sounds better, don't you think?

Matthew: OK, I'll check their website ...

give me a second.

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



Video

S

Practise and prepare

Listening

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

Speaking

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



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

Self-assessment

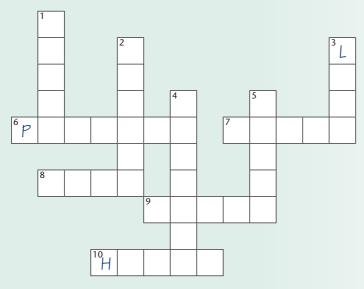
- 1 Which of these activities would you recommend doing: gardening or snorkelling? Explain why.
- 2 Invite your partner to go fishing this weekend giving him/her your reasons.
- 3 Say three things that you remember about coral reefs.



Review

Vocabulary

1 Read the clues and complete the crossword.



Down

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

Across

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

2 Complete the questions with the words and phrases from the box.

responsibility rely on threat mood attraction seasick

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

Speaking

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

Use of English

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

Project: Presentation about the natural world

Preparation

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

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

- Why are you interested in it?
- Where is it located?
- Who discovered it?
- How big/long is it?
- Which animals live in/near it?
- Which plants grow in/near it? What civilisations are linked to it?
- 3 Prepare your presentation. It's a good idea to make notes like the ones below to help you remember what you want to say.

the Nile crocodile!!

6700 km long

mention countries: Tanzania, Uganda, Rwanda, Ethiopia, Sudan, Burundi, Kenya, Egypt sources (Lake Victoria) and tributaries (White/Blue Nile)

mention wildlife history ancient Egyptians 'black' crops

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

Now, let's move on to wildlife. Lots of fish species and reptiles live in or near the Nile. There are also hippos, rhinos and many different types of birds that live near the Nile. The Nile crocodile is the most well-known reptile in the area and it can be very dangerous even to humans because there are lots of villages along the banks.

As you can see in this photo, it's a huge animal with lots of sharp teeth!

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

Presentation

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

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

In your pairs, take turns to give each other feedback. How can you improve your presentation?

6 Work in small groups. Take turns giving your presentation. While you listen, write at least one question you'd like to ask the speaker at the end of his/her talk.

Questions

7 Follow-up

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

Wordlists

Unit 6

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

adjective

collocation

Unit 7

aimed at

unforgettable

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

Phrase list

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

Unit 8

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

Expressions

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



noun

verb

noun

noun



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

Phrase list

tributary

species

survive

tide

bob up and down crash into make a living

Wordlists

Audioscript

Unit 6

Track 16

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

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

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

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

Track 17

Child: I was in the school play. One of the teachers wrote the script. There were 14 students in the cast: four main characters and ten minor parts. I played one of the main characters. We all had to wear stage make-up to make us look older and more dramatic. When I looked in the mirror, I hardly recognised myself!

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

Track 18

Narrator: Aladdin meets his princess

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

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

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

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

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

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

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

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

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

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

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

Track 19

Narrator: The impostor returns

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

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

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

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

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

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

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

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

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

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

As quick as a flash, it was done.

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

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

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

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

The Sultan reluctantly agreed. 'Don't come back without her.'

Track 20

Narrator: The end of the impostor

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

'Bring me back my palace and my wife!' said Aladdin.

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

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

'I will, Master,' replied the genie.

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

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

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

'Your wish is my command,' said the Genie of the Lamp. The next morning, the Sultan looked out of his window. There was Aladdin's palace! He could not believe his eyes. He quickly went over to see if it was true, and there was his daughter, with Aladdin.

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

And they all lived happily ever after.

Track 21

Jamal: Hi Fahad. Have you heard the news? Mohammed has decided to pull out of the play. He says he

hasn't got time to come to rehearsals. He's too busy

studying for his exams.

Fahad: Oh, no! Mohammed is a really good actor and he

had some good ideas for the storyline, too. What shall we do? Can you ask Tariq if he is interested in taking Mohammed's role? I want to start

rehearsing this Saturday.

Jamal: OK, I'll text him during the lunch break. What

time do you want us to meet on Saturday?

Fahad: Oh early, about eight o' clock .We have so much

to do and we don't have very much time. The

performance is in only two months!

Jamal: Fine. I'll let you know about Tariq later as soon as

possible. See you later.

Fahad: OK, bye.

Unit 7

Track 22

Faisal:

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

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

more languages, it gets easier to learn them.

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

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

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

Track 23

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

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

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

 $\textbf{Daniel} : \quad \text{Really? Well, yes, China is a very big country} \dots$

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

first language!

Daniel: Wow! So English is the second most spoken

language then?

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

Daniel: And English?

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

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

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

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

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

Track 24

Hanif:

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

useful to speak another language?

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

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

Daniel: Yes, that's right.

Interviewer: Next, I spoke to Suzanne.

Suzanne: It's really useful when you visit another country.

Just to say 'hello' and 'thank you' in the language of that country is good.

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

Suzanne: Yes, it makes all the difference. You may only know a few words, but people like it when you

try to speak their language.

Interviewer: Thanks, Suzanne. The next person I spoke to

was Elliot.

Audioscript •••••••••••••••••

Elliot: If you enjoy music or films from another

country, it's good to be able to understand at

least a little bit.

Interviewer: Do you speak any other languages?

Elliot: Well, I'm learning Spanish at school. I like

being able to understand some of the words

when I hear a Spanish song.

Interviewer: Ayisha Davis, my next interviewee, is a doctor.

Ayisha, what do you think are the advantages

of learning a language?

Ayisha: Studies show that learning another language is

good for you.

Interviewer: Really?

Ayisha: Yes, it improves your brain power and there

is some evidence to show that people who are

bilingual live longer.

Interviewer: Oh, really? That's interesting.

Interviewer: Finally, I spoke to Ben. Ben, what do you

think the advantages are of learning another

language?

Being able to speak another language helps you

to use your own language well. I teach history and I find that students who know another language have better reading skills and wider vocabulary. And of course, having another language can be very helpful for going to

college or university.

Interviewer: Thanks, Ben. It's good to have a teacher's point

of view.

Track 25

Interviewer: In today's programme, we are talking to

Dr Maha, an expert on Internet safety who has written many articles advising parents and teenagers about the dangers that exist online and how to stay safe. Welcome Dr Maha.

Dr Maha: Thank you. It's nice to have the opportunity to

talk to you today.

Interviewer: So Dr Maha, what are the some of the dangers

that teenagers and parents should be aware of

when using social media?

Dr Maha: Well, one of the most important things to be

aware of is that not everybody online is who they say they are. There is no way of checking that the information someone is giving you is true. Certain people may have bad intentions so it is really important that you *never* give someone you don't know any personal

information, such as your address, your email or your phone number. You shouldn't ever agree to meet up for real with someone you don't know, and if anyone suggests this, you should tell your parents immediately.

Interviewer: Yes of course. What about sharing passwords?

Dr Maha:

Never share your passwords with anyone, not even your best friends. The only people who should know your passwords are you and your parents. It is important that they have access to your accounts so they can help keep you safe and protected. It is also really important to keep your security or privacy settings at the highest level so no-one can hack your account, and your parents can show you how to do this. Also, do not download or install software on your computer or phone before checking with your parents.

Interviewer: You talk a lot about teenagers using social

media 'responsibly'. Please can you explain

more about this.

Dr Maha: Of course. Well, just like in real life people

online can be good or bad. Never respond to mean or rude texts, messages or emails and delete any unwanted messages. Delete friends who bother you or post things that you don't like. In the same way, you should also always behave in a positive way. If you wouldn't say something to another person's face, don't text it or post it online. Once something is posted online, it's possible it could be seen by millions of people! Imagine how badly that could end up! Once other people have access to something, you can never delete it or remove it.

It might stay online forever.

Interviewer: Yes, I guess you should always think very

carefully before you post anything about yourself or someone else. So Dr Maha, what is the most important piece of advice you can give

our teenage listeners today?

Dr Maha: Actually, there are two things you should always

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

Interviewer: Thank you very much Dr Maha, it has been very

interesting talking with you today and thank you

for your very sensible advice.

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

Track 26

A: Greetings and introductions

Good morning/good afternoon everyone.

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

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

The main focus of this presentation is ...

B: Main points

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

For example, ...

Secondly, we're going to consider ...

Finally, ...

A: Referring to visuals

As you can see on the poster ...

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

B: Summary/conclusion

In conclusion/to sum up, ...

Thank you.

Unit 8

Track 27

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

present?

Majed: Yes, it's a smartwatch that my father gave me.

It's really clever!

Ali: A smartwatch? What's that? A watch tells the

time, doesn't it? How's that smart?

Majed: This one can do much more than tell the time. I

can receive texts and emails on it, and I can see

my Facebook and Twitter pages.

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

Majed: Well, it links up to my smartphone which does

most of the work – but I can see everything on

the watch screen.

Ali: Oh, does that mean you have to have a

smartphone to use a smartwatch?

Majed: Yes, that's one of the disadvantages. If you

don't, it can't do much more than tell the time.

This one can tell me how far I have walked or

run, and how fast my heart is beating.

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

please?

Majed: Sorry, you have to have the right type of

smartwatch to work with your phone. Your smartphone is different to mine so it won't

work.

Ali: Never mind. Can it take photos?

Majed: This one can't but some can. With this one I

can set up my smartphone ready to take the photo and then use the watch to tell it when I'm

ready.

Ali: How do you mean?

Majed: Well, I can put the phone over there and leave it

ready to take a photo of you. Then I can walk back and sit down next to you and, when we're ready, press the screen on the watch to tell the

phone to take it.

Ali: So you can use it to take a selfie at a distance!

That's smart!

Majed: Yes, it's a smartwatch.

Track 28

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

advantages?

Girl 1: It's very quick. You can send a message and it

usually arrives a few seconds later.

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

world.

Girl 3: It's not expensive. It's cheaper than texting

if you want to send a message to a friend in

another country.

Girl 2: And you can send the same message to lots of

different people at the same time. It's great if

you're planning a party.

Interviewer: OK, so those are the advantages. What are the

disadvantages? Are there any disadvantages?

Girl 1: Not everyone uses email.

Girl 2: Don't they?

Girl 1: No, they just text on their mobiles.

Girl 2: Oh, OK. Oh, and you get quite a lot of emails

you don't want.

Girl 3: You mean junk mail?

Girl 2: Yes, from people wanting to sell things. It's

really annoying.



Girl 1: Another thing is that you write an email and

you send it without thinking and then you wish you hadn't. So sometimes it's just too quick and

easy.

Girl 3: You have to be really careful too. If you get

an email from someone you don't know, it's best not to open it because it might have an attachment with a virus and it can really mess

up your computer.

Interviewer: So, those are the disadvantages. On balance, do

you think email is a good thing?

All: Yes, yes, definitely. Of course.

Track 29

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

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

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

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

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

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

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

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

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

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

Unit 9

Track 30

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

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

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

Track 31

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

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



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

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

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

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

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

(both laugh)

Track 32

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

Anything interesting?

Samira: Yes, I did actually. I was visiting my aunt and

uncle in Sharjah and we went to see the Islamic Botanical Gardens. You should go there if you ever get the chance, I absolutely loved them! They were so interesting and beautiful and full of meaning as well. I went back with my

cousins twice while I was there.

Yasmin: Really? Why did you like them so much? I didn't

know were interested in gardens.

Samira: Well I wasn't before, but these are special. They

reminded me how wonderful it is to be in a natural environment. Have you noticed that if you spend time in nature you always feel better and have more energy? Living in the middle of a big city like Dubai is great, but it means we

don't see much nature, do we?

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

shopping malls!

Samira: Yes, so it felt really great to be outside instead

of indoors. And all the sweet-smelling plants and flowers were just so lovely! The fragrance from the flowers and – well, it was almost like being in paradise. The water garden with the

fountains was beautiful, too.

Yasmin: It does sound wonderful ... I think I read

somewhere that Islamic Garden is like being in

paradise.

Samira: There weren't just flowers: there are herbs, and

fruits too – grapes, figs and pomegranates. There are lots of plants that are mentioned in the Holy Qur'an, 42 different kinds, I think. They come from all over the world and some of them are very rare. You can read lots of interesting facts about them – the information

displays are really good.

Yasmin: So, you were pleased you went.

Samira: Definitely! I was so amazed to learn so much

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

enjoy.

Yasmin: It sounds like an amazing place. If I go to

Sharjah, I'll definitely try to visit them.

Track 33

Presenter: Today in the studio we have Ms Meera Khalife,

who's a scientist from the United Arab Emirates and who's working on the conservation of coral reefs in the Arabian Gulf. Welcome, Meera.

Meera: Thank you.

Presenter: First, can you tell us a bit about coral reefs and

why they are so important?

Meera: Well, first of all they're extremely beautiful

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

tsunamis.

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

in the Arabian Gulf?

Meera: We know that 27% of coral reefs on our planet

have been destroyed in the past 30 years or so. The problem is bigger in the Arabian Gulf where up to 35% of our coral reefs might have

been lost. Our aim is to stop this.

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

the Arabian Gulf?

Meera: The most important threat is the sea because it's

getting warmer and saltier. The waters off the coast of Abu Dhabi can get as warm as 35°C. Now, coral reefs need warm temperatures but this is too much. As a result, they lose their bright colours and die. Of course, pollution and

commercial fishing also cause problems.

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Presenter: What can you and other scientists do to help

these coral reefs?

Meera: First of all, we need to create a map so that we

> know the exact size and location of the reefs. After that, we want to find out whether we can save the corals that are already under threat.

I hope you manage to do that, Meera! Thank **Presenter:**

you for talking to me.

Track 34

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

mood?

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

Mike: Me too ... but cheer up! We had a great time in

Egypt! Think about the good times we had.

Sarah: I know. That's the thing. I want to go snorkelling

again and see all those colourful fish.

Mike: You will one day! It must've been great! I can't

believe I missed the snorkelling trip. I was so angry when I got seasick and had to go back to the hotel.

Sarah: Yes that was a shame. You know, I'd like to become a

marine biologist one day. I'd love to study corals and

fish.

Mike: And then you'd work on tropical islands around the

world and I'll visit you. Great idea!

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

Mike: It's hard to choose, but perhaps seeing the great

Pyramids of Giza. I've always wanted to visit that place and the guide we had was brilliant. You?

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

things more clearly and was friendlier.

Mike: There are so many sights we didn't have time to see.

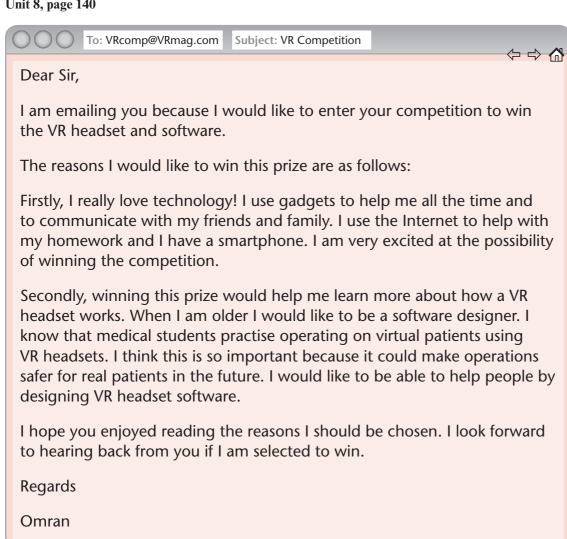
Why don't we ask Mum and Dad to go back again

next year. What do you think?



Formal email

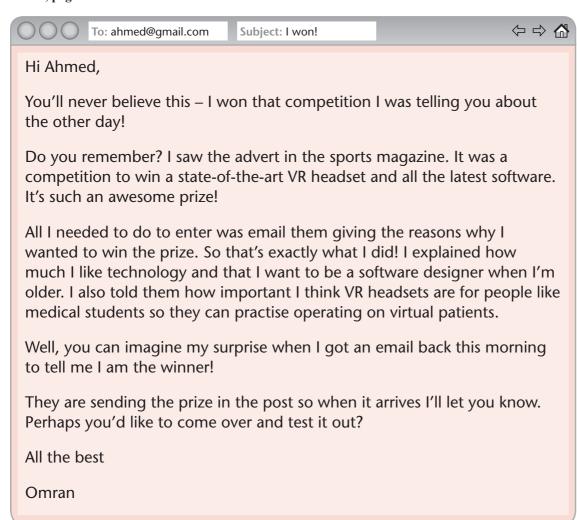
Unit 8, page 140





Informal email

Unit 8, page 140



Use of English

Unit 6, page 97

Use of English: like and as to say that things are similar like You're just like him. In these sentences like As I told you, ... Use as (not like) NOT means 'similar to' or before a subject + Like I told you. Aladdin ran <mark>like</mark> the 'the same as'. verb. wind. Do as I say. NOT Do like I say.

Unit 6, page 100

Use of English: Reported speech - commands

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

Direct command Reported command	
(Aladdin to the Genie of the Ring:) 'Take me to the palace in Morocco.' Aladdin asked the Genie of the Ring to to the palace in Morocco.	ke him
(The impostor to Aladdin:) 'Give the gold coins to your mother.' The impostor told Aladdin to give the gold coins to to his mother.	ld coins
(The impostor to Aladdin:) 'Don't lose the ring.' → The impostor told Aladdin not to lose the	ring.





Unit 6, page 104

Use of English

Reported speech

'We are going to a play'.

→ They said they were going to a play.

Reported questions

'Are you busy?'

→ She asked me if I was busy.

Reported commands

'Hurry up!'

→ He told me to hurry up.

Past perfect

We form the past perfect with *had* + past participle.

When I arrived, Aisha had left.

I was very hungry because I hadn't eaten all day.

One use of the past perfect is in reported speech.

Direct speech Past Simple

"I saw a genie."

Present perfect

"The magic ring has helped me a lot."

Reported speech Past perfect

He said he had seen a genie.

He said the magic ring had helped him a lot.



Unit 7, page 112

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

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

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

Neither of my parents speaks a foreign language.

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

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

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

All my lessons are in Indonesian.

Every lesson is in Indonesian.

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

All my cousins speak Italian.

NOT Every my cousins speak Italian.

You must use of after both, neither, each and all before a pronoun:

both of us, neither of us, each of them, all of you.

Unit 7, page 115

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

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

We use although to contrast two ideas.

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

We use whereas and while to balance two contrasting ideas.

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



Unit 8, page 131

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

To express purpose, use these phrases.

Positive

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

to have a look at the latest smartphones.

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

Negative

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

so as not to disturb you.

so that it doesn't disturb you.

Unit 8, page 135

Use of English: will future, passive form

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

Positive

will be + past participle

Lessons will be given over the Internet.

Negative

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

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

Questions

Will all exams be taken online?

Unit 8, page 137

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

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

I wish I had sent that email.

If only I hadn't sent that email.

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

I should have waited. I shouldn't have sent that email. You should have phoned me. You shouldn't have sent that email. Unit 9, page 146

Use of English: Non-defining relative clauses

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

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

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

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



Unit 9, page 147

Use of English: Present and past tenses

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

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

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

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

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

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

Unit 9, page 151

Use of English: Defining relative clauses

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

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

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

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

Unit 9, page 153

Use of English: Zero and First conditionals

We use the zero conditional to talk about general truths and facts. (if + present simple, present simple)

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

We use the first conditional to talk about something that's possible in the future. (*if* + present simple, future *will/won't*)

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

Unit 9, page 155

Use of English: Second conditional

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

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

Language tips

Coursebook

Unit 8, page 135

Language tip

There are active and passive forms for all verb tenses.

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

Unit 9, page 150

Language tip

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

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