

# Bridge to Success

Coursebook

10

*Bridge to Success* is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates. This edition covers the first term of Grade 10.

This book sets out to:

- teach and extend literacy skills
- teach and extend writing skills
- teach and extend speaking and listening skills
- cover standards for Grade 10 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.

Jennifer Law, Kerry Powell, Barbara Mackay, Emma Wilkinson and Heather Raymond

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Coursebook  
Term 2

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United Arab Emirates  
Ministry of Education



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Jennifer Law, Kerry Powell, Barbara Mackay,  
Emma Wilkinson and Heather Raymond

Term 2 material 2017

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# Welcome to *Bridge to Success*

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

*Bridge to Success Grade 10* 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:

-  pre-recorded listening activity
-  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



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- **Topics** Learning in the UAE; multiple intelligences; mind mapping; e-learning; going to university; learning goals
- **Use of English** Infinitive of purpose; first conditional *will*



## Lessons 1–2 Learning in the UAE – now and then

- What do you think it was like going to school in the UAE 50 years ago? How did students get to school? What was the school day like? What sports did students play? What were the classrooms like?

### Listening

- 1 Before you listen, look at the photo. Guess what the person will talk about.



- 2 Listen to the presentation. Was your guess close?
- 3 Listen again and complete the missing information. Use the words below.

school-age   teacher   literacy   graduation   degree   higher   illiteracy

### Listening strategy

Sometimes when you are doing a listening activity, you have to locate **key information**. This could be in the form of an exercise that you need to complete in order to fully understand the text.

Always read the question carefully and check you understand which details you need to know. For example, in Activity 3:

- Read the words in the box, and if possible, check the pronunciation.
- Look at the gapped sentences in the text, and check the words before and after the gaps.

If you do this **before** you listen, it will make the task easier.

Very few countries in the world provide their citizens with a really good all-round education like the UAE. Emiratis are lucky because all \_\_\_\_\_<sup>1</sup> children get free education from kindergarten all the way up to \_\_\_\_\_<sup>2</sup> from university.

In the past, it was different and there was a much higher rate of \_\_\_\_\_<sup>3</sup>. But as the country developed and its population grew, the country's leader and government invested large sums of money in education. Children of primary and secondary age were educated close to

home, and \_\_\_\_\_<sup>4</sup> skills improved greatly around the country. However, because options for \_\_\_\_\_<sup>5</sup> education in the UAE were much more limited, the state supported thousands of students who went to study abroad in foreign universities.

Now, things have changed. There are many more options than in former times, and UAE citizens don't need to travel to another country to study for a university \_\_\_\_\_<sup>6</sup>. Heavy investment in higher education at home has provided students with a much wider choice of private and public universities within the UAE.

## Vocabulary

- 4 Look at the words below. Find another word or phrase in the text from Activity 3 that has a similar meaning.

- 1 tertiary education \_\_\_\_\_
- 2 abroad \_\_\_\_\_
- 3 the past \_\_\_\_\_
- 4 at no cost \_\_\_\_\_
- 5 choices \_\_\_\_\_
- 6 varied \_\_\_\_\_

## Vocabulary

**Synonyms:** A synonym is a word or phrase that means exactly the same as another word or phrase in the same language. Examples include *small* and *little*, *big* and *large*.

## Speaking tip

Focus on these words and notice how the speaker says them:

*was of to another a*

This is the *schwa* /ə/ sound.

It is very common in English.

## Speaking

- 5  Listen to these phrases from the presentation and practise saying them with your partner.

*In the past it was different.*

*The state supported thousands of students.*

*Now, UAE citizens don't need to travel to another country.*

*Heavy investment has provided students with a wide choice of universities.*

- 6  **21st** Work in groups. Ask and answer these questions and give your reasons. Share your findings with another group.

- Do you think it is useful to study abroad for higher education?
- Do you think all children should stay in education until they get a degree?



## Lessons 3–4 Multiple intelligences

- Which subjects do you find easier than others? How do you learn new vocabulary? Do you write words in a table? Do you chant them in your head?

### Reading

- 1 Skim-read the paragraph. What is it about?

- school subjects
- ways of learning
- intelligent students

### Reading strategy

When you **skim-read** a text, read it quickly to get a general idea of what the text is about. You don't need to read and understand every word.

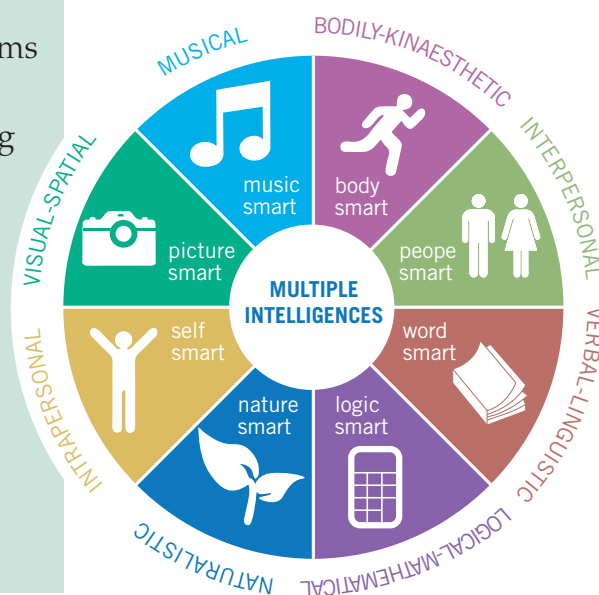
### Multiple intelligences

In 1983, the American psychologist Howard Gardner suggested that we all learn in different ways. We have different skills and abilities and so there is more than one type of intelligence. Moreover, Gardner suggested that there are eight types of intelligences that reflect different ways of learning. We are all born with a mix of eight intelligences but usually there are one or two that are the strongest.

### Speaking 21st

- 2 Look at the list of eight intelligences. Which are your strongest intelligences? Discuss with a partner.

- |                 |                                                                           |
|-----------------|---------------------------------------------------------------------------|
| 1 word smart    | you like playing word games, reading and writing stories and poems        |
| 2 logic smart   | you like to solve puzzles, do experiments, maths and sums                 |
| 3 picture smart | you think in pictures, and like to draw, paint, use photos and diagrams   |
| 4 music smart   | you can play music, understand rhythm, enjoy singing and chanting         |
| 5 body smart    | you like learning by doing things, making things, being active and moving |
| 6 people smart  | you work well in groups, you like people                                  |
| 7 self smart    | you are independent and enjoy working alone                               |
| 8 nature smart  | you love nature, the environment and being outside                        |



## Reading

3 Read the text and answer the questions.

- 1 Which two intelligences do most schools focus on?
- 2 What do *word smart* students find easy to learn?
- 3 What does the theory of multiple intelligences show us?
- 4 How do *people smart* students learn differently from *self smart* students?

## Writing

4 Complete the profile with the words in the box. Which intelligence is being described?

quiz Maths good at logical  
calculator numbers enjoy solving

## Multiple intelligences and education

At the moment, most schools focus on only two intelligences: *logic smart* and *word smart*. Gardner suggested that the way we learn in schools should reflect a wider mix of intelligences. *Logic smart* students are good at Maths and find numbers easy to work with. However, *word smart* students may find learning languages and working with words easier than working with numbers. Knowing about multiple intelligences shows us that we all learn in different ways. Furthermore, if we know what our intelligences are, we can choose a learning strategy that works best for us. For example, *people smart* students learn well in groups, whereas *self smart* students learn more easily alone.

I'm \_\_\_\_\_<sup>1</sup> puzzles and I think \_\_\_\_\_<sup>2</sup> problems is easy. I love  
\_\_\_\_\_<sup>3</sup> and I don't need a \_\_\_\_\_<sup>4</sup> to do sums. I \_\_\_\_\_<sup>5</sup>  
looking at things and finding patterns. I like to work in a \_\_\_\_\_<sup>6</sup> way. I find  
\_\_\_\_\_<sup>7</sup> easier to work with than words.

Multiple intelligence: \_\_\_\_\_ smart

## Use of English

5 Find and underline the adverbial linkers in the texts in this lesson.

furthermore moreover  
linking adverbials  
however whereas

### Language tip

We use adverbial linkers *furthermore* and *moreover* when we give additional information:

*We are all stronger in different intelligences. Moreover, we may display more than one intelligence.*

We use *however* and *whereas* when we give contrasting information:

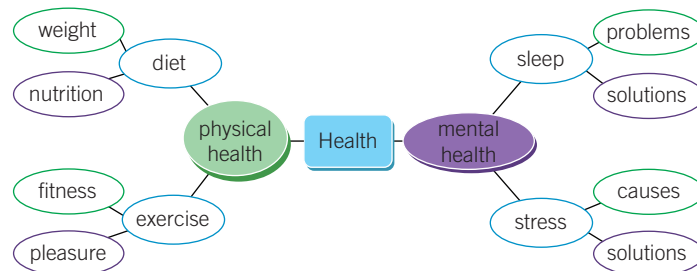
*Logic smart students are good at Maths, whereas word smart students are better at languages.*

## Lessons 5–6 Mind mapping

- Do you use visual aids to help with your learning? Have you ever used a mind map? What do you think they are useful for?

### Listening

- Before you listen, look at the mind map at the top of the page and answer these questions:
  - How is the information organised?
  - What are the key features of it?
- Listen and follow the text. Check your answers to Activity 1.



Mind maps are a visual way of showing how different ideas are linked together.

To create a mind map, we write the main topic in the centre of a page. Then we add branches radiating out from the topic word. We add words, phrases and ideas linked to the main idea on these branches. Then, we can add further sub-branches and add more associations with linking words and ideas. This creates a web of ideas.

One reason for using mind maps is that you can often find new connections between ideas. Some people like to use different colours for the different themes. This makes it much easier to see how different ideas are linked.

### Listening strategy

If you have to do a listening activity in an exam or classroom situation, make use of any diagrams or visual aids on the page. This will help you get a better idea of the general meaning.

### Vocabulary

- Find and underline these words in the text. What do you think they might mean? Read the whole sentence and try to guess.

branches visual radiating web associations

- Look at the sentences and number them in order.

- ☐ Add sub-branches for each theme.
- ☐ Draw branches radiating out from the topic.
- ☐ Add related ideas on the branches.
- ☐ Write the topic in the centre of a piece of paper.

### Did you know?

Mind maps were first used by the British author Tony Buzan in the 1970s. He came up with the term *mind map* during a television programme called *Use your Head* in 1974.



## 5 Complete the text with the infinitive of purpose.

decide help write ~~prepare~~ organise think share work

A mind map is a useful way to prepare<sup>1</sup> for a writing or speaking activity. It can help you \_\_\_\_\_<sup>2</sup> your ideas logically.

When you use a mind map \_\_\_\_\_<sup>3</sup> you plan a writing or speaking activity, the first step is \_\_\_\_\_<sup>4</sup> down the topic word. Then you can work individually \_\_\_\_\_<sup>5</sup> of ideas, and put these on different branches on the mind map. After that, you can work in groups \_\_\_\_\_<sup>6</sup> your ideas. Each person can add their ideas to a single mind map.

When the group mind map is completed, you look at it \_\_\_\_\_<sup>7</sup> which ideas are the most important, and what order to present them in. The different branches of the mind map can help you organise your work into paragraphs or sections. It is important to work together and to listen to everyone's contribution.

## Writing 21st

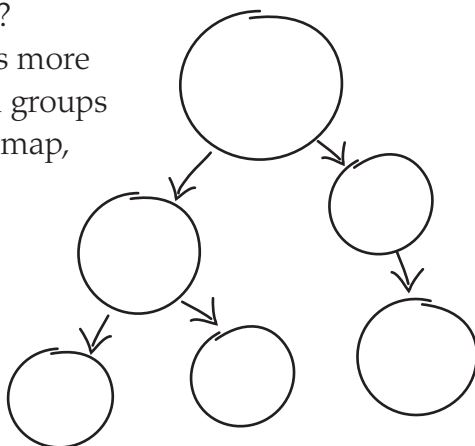
- 6 Choose a topic and make a short presentation about it. Create a mind map to help you think of ideas and associations.

- Technology in the classroom
- Using the Internet for research
- Studying overseas

## Speaking

- 7 Answer the questions.

- Do you think mind maps are a useful way to help us think of ideas?
- Do you think it is more useful to work in groups to create a mind map, or individually?



### Use of English: Infinitive of purpose

We use the infinitive of purpose to explain **why** we do an action:

*We use different colours **to show** which ideas are linked.*

We can often use the infinitive of purpose in response to the question *Why?*:

*Why did you use a mind map? I used a mind map **to develop** ideas for my project.*

Remember that the infinitive is always preceded by **to** and doesn't change for the subject or the tense:

*Tessa used a large piece of paper **to create** a diagram.*

*We'll give Peter and James some books **to use** for their homework.*

## Lessons 7–8 Practise and prepare

- Think about your last English lesson. What sort of activities did you do? What type of learners would enjoy those activities? Why?

## Listening 5

- 1** You will hear a teacher talking to five students about their studies and how they like to learn. Answer the questions below. Write no more than two words for each answer.

- 1** What does Anna like lots of?

a \_\_\_\_\_

**b** \_\_\_\_\_

- 2** What did Sophie make in a group project activity?

---

- ### 3 What sort of games does Emma like?

---

- 4** Which two activities that use repetition and test your memory does Lucy like?

**a** \_\_\_\_\_

**b** \_\_\_\_\_



## Listening strategy

- 2** Listen again and complete the sentences below. Write no more than three words for each answer.

Before listening, underline the **key words** in the question to help you listen for the correct answer.

- 1 Remember, we read about Howard Gardner and \_\_\_\_\_.

- 2** So, you're quite a \_\_\_\_\_ person then, Anna?

- 3** I'm more the type of person who likes learning by \_\_\_\_\_.

- 4 Oh, me? To be honest, I like working \_\_\_\_\_.

- 5** Anyway, I think that just leaves you, Lucy. How do you like to learn \_\_\_\_\_?

- 6** Morning break is nearly over now and you'd better get to your \_\_\_\_\_.

## Reading

- 3 Choose the correct heading for sections A–C from the list of headings below. Write the correct letters beside the headings.

### Multiple intelligences

#### Section A

In 1983, the American psychologist Howard Gardner proposed that we all learn in different ways. Moreover, we have different skills and abilities, which suggests there is more than one type of intelligence. Gardner used his research to divide 'intelligence' into eight different categories that help explain how each individual learns. According to Gardner, we are all born with a mix of the eight intelligences, but generally have one or two that are stronger and highlight our preferred learning style.

Gardner's intelligences are still used today to help us understand the way people learn. The diagram shows the eight categories using *smart* labels.

#### Section B

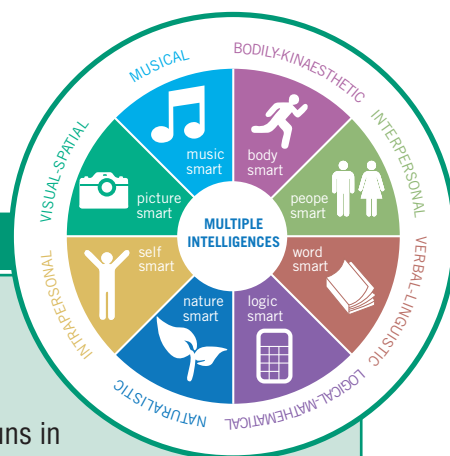
Experts recommend that schools and teachers try to plan lessons and learning that appeal to different learning styles. For example, *logic smart* students are good at Maths and find numbers easy to work with. They like patterns and solving puzzles. This means that when they are learning languages they like activities where they have to notice word patterns, for example which words go before or after target words. On the other hand, *picture smart* students like visual help to support understanding

of new language and find colours useful in recognising different types of words, for example they might write nouns in blue, verbs in red and adjectives in green.

Up until recently, many schools only focused on two intelligences: *logic smart* and *word smart*. Learners who were more *picture*, *music*, *body*, *people*, *self* and *nature smart* often found lessons didn't match their preferred learning style. Fortunately, things are starting to change now, and teachers are receiving training to show them how to create lessons that all their learners will enjoy.

#### Section C

Finally, it is a good idea to be aware of your multiple intelligence profile. This information will help you make a good career choice and help you avoid choosing a job that doesn't allow you to use your strongest intelligences. For example, if you are a *body smart* person, it may not be a good idea for you to choose a job where you have to sit at a computer all day. You would probably be happier doing something more active, for example working as a physiotherapist, or perhaps a surgeon or aircraft engineer.



#### List of headings

- 1 Multiple intelligences in the world of work \_\_\_\_\_
  - 2 How multiple intelligences affect learning in primary education \_\_\_\_\_
  - 3 Multiple intelligences in education \_\_\_\_\_
  - 4 How it all began \_\_\_\_\_
- 4 Which section contains the following information?
- 1 The learning style that does not like sitting at a computer. \_\_\_\_\_
  - 2 Gardner's opinion about intelligence. \_\_\_\_\_
  - 3 The learning style that likes to use colour to help learn new language. \_\_\_\_\_



## Lessons 9–10 E-learning

- Do you use the Internet in your lessons at school?  
What do you enjoy about doing research online?  
Have you ever done an online course?



### Vocabulary

- 1 Before you listen, check the words in bold in your dictionary.  
Write them in your vocabulary table.

Are you going to watch the **webinar** about Ancient Egypt?

Our **WebQuest** task is to research the six most important historic landmarks in the UAE.

I like online courses that are **interactive**.

We're doing an online **tutorial** this afternoon.

### Listening 6

- 2 Listen to some students talking about e-learning. Tick the words you hear.

Internet ☐ tablet ☐ self-study ☐ IT skills ☐ software ☐ blog ☐ video ☐ interactive ☐

- 3 Listen again. Are the sentences true or false?

- Hamad likes online courses because you can work when you want and where you want.
- Fares thinks that distance learning is boring and difficult.
- Eisa thinks e-learning isn't as good as traditional learning.
- Abdullah doesn't have good IT skills and finds e-learning difficult.
- Hamad thinks webinars are one of the most interesting ways of learning.
- Fares thinks WebQuests are more difficult than doing traditional project work.

### Listening and speaking 7

- 4 Listen to these extracts. Choose the correct words.  
Practise saying the phrases with your partner.

- Actually / Basically, you can work when you want and where you want.
- OK / I mean, you still have to finish your work at a certain time.
- Basically / I mean, you can study anywhere and that's got to be a great thing.
- Actually / OK, I don't think e-learning is as good as traditional learning.
- It can basically / actually waste time.
- I mean / Actually, you can watch videos or take part in a webinar and you don't need software for that.

#### Speaking tip

When we speak we use some words at the beginning of a sentence, or to fill a gap when we pause between sentences. They are called *discourse markers*. They don't have a grammatical function.

*Basically, you can do a webinar any time you want.*

*Basically ... Actually ... I mean ... OK ...*

## Speaking

5 **21st** Discuss these statements with your partner.

I think online courses are better because you can work when you want.

Online courses are more difficult than courses in a class with a teacher.

You need good IT skills to do any form of e-learning.

6 Discuss your ideas on e-learning in groups of four and then progressively larger groups as a pyramid discussion.

7 **8** Listen and repeat these sentences. Say the bold words as weak forms.

- 1 I really enjoy having **a** task **to** do.
- 2 You **can** download **the** software from this website.
- 3 Sometimes, traditional learning isn't **as** difficult **as** e-learning.
- 4 **Do you** prefer making notes with **a** pen **and** paper?
- 5 We had **to do a** WebQuest this week.
- 6 There wasn't time **to** watch **the** webinar.

### Language tip

Use these polite expressions to ask your classmates to give their opinion or take their turn to speak:

*What do you think?*

*How about you?*

*Do you agree?*

*I'm not sure.*

### Speaking tip

We don't stress every word in sentences. Articles, pronouns, conjunctions, auxiliaries and prepositions are often pronounced in their weak form:

*She was watching **a** webinar **in** the living room.*



## Lessons 11–12 **Going to university**

- Think about the word *university*. What ideas come into your mind?

### Reading

- 1 Read and discuss.
  - Where will you find the adjacent paragraph in a piece of writing? Why?
  - What do you think the rest of the text will be about? How do you know?
- 2 Read this jumbled introduction to a text about Cambridge University. Use the paragraph to put it in order.
  - ☐ This text will take a brief look at how the university is organised and managed and then will look at what life is like for the students.
  - ☐ Today it has a busy campus offering a wide range of both academic and social activities to the students.
  - ☐ The University of Cambridge, also called Cambridge University, is a research university and is located in Cambridge, England.

### Speaking

- 3 What information do you think will be in the next two paragraphs? Discuss.

### Reading

- 4 Now read the text. Were you right?

#### Cambridge University

The University of Cambridge, also called Cambridge University, is a research university and is located in Cambridge, England. Today it has a busy campus offering a wide range of both academic and social activities to the students. This text will take a brief look at how the university is organised and managed and then will look at what life is like for the students.

Cambridge University is made up of several different institutions. There are 31 colleges spread out across a large campus. Although each college is part of the university, it can make decisions about courses, employment and accommodation. In fact, each college can make decisions about anything it thinks is important for it to be successful.

Students' learning involves going to tutorials, lectures and laboratory sessions. Each college organises the timetable for its students. When students are not in tutorials, lectures or in the laboratory, they often go the library or stay in their rooms to work. Some even get together in study groups to help each other with their work.

### Going to university

Is going to university always the best option? There are many reasons why going to university is best, for example you can study a subject to a much higher level. However, there are also reasons to support other ways of getting a good job. In this text, I shall look at the advantages and disadvantages of a university education and then decide whether it is the best option.



#### Did you know?

Cambridge University was built in 1209 after some people who were studying at Oxford University argued and decided to create their own university.



## Writing

- 5 **21st** Think about what makes a good introduction. Write an introduction to a text about a university in your country.
- 6 Read your partner's paragraph. Is it a good introduction? Assess their writing.

## Vocabulary

- 7 Read the underlined words below. Find them in the text about Cambridge University. What do you think *spread out* means? What do you think *get together* means?
- There are 31 colleges spread out across a large campus. Some even get together in study groups to help each other with their work.
- 8 What other phrasal verbs do you know? Look through your Coursebook and see if you can find any. Write them in your notebook.

### Writing tip

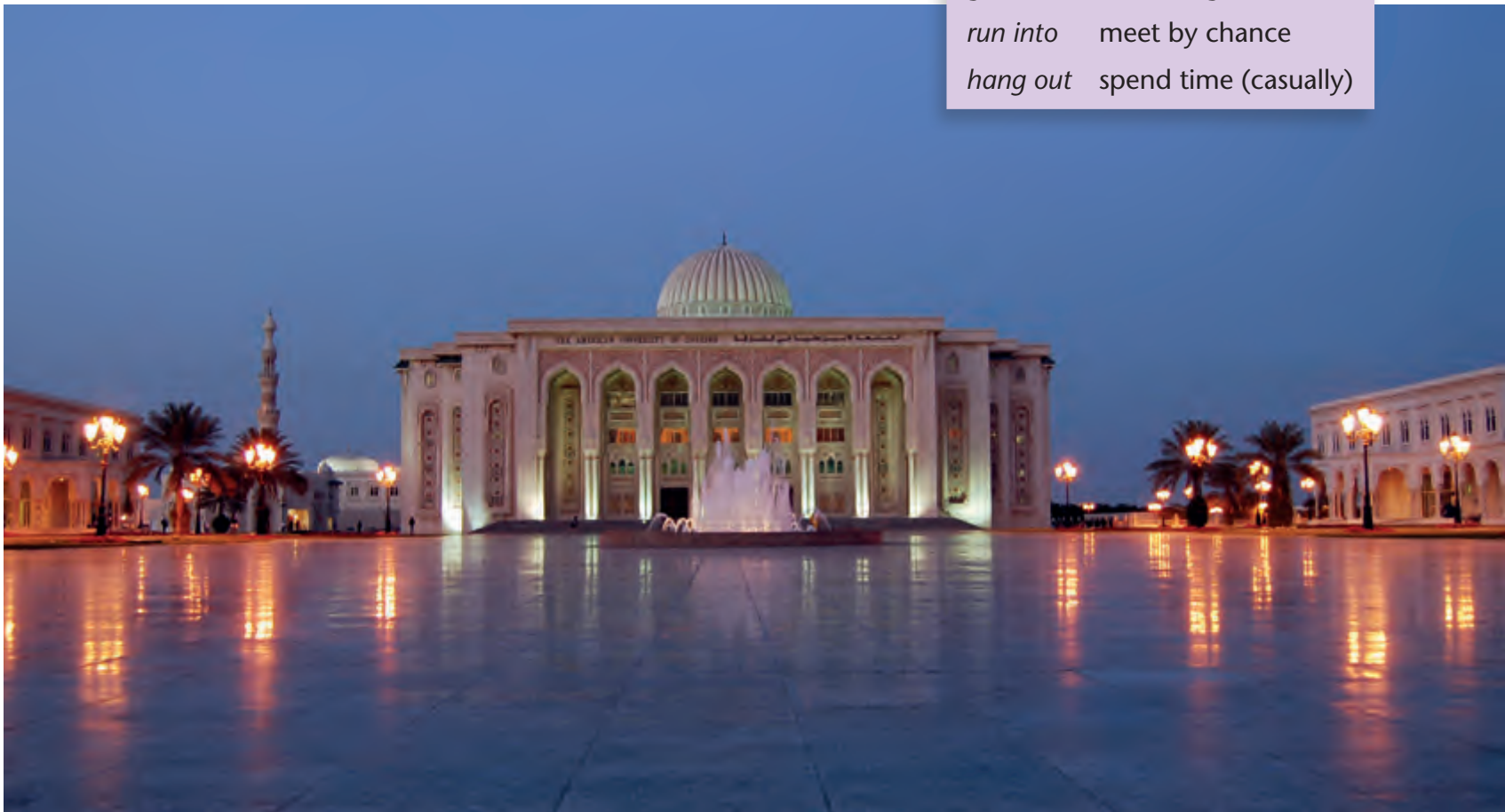
In a good introduction, the first sentence is usually a *general comment* about the subject of the text, usually referred to as a *topic sentence*. The second sentence is often a *summary* of what you are going to include about the topic sentence. The third sentence usually explains how you are going to *organise* the text.

### Language tip

*Spread out* and *get together* are called **phrasal verbs**. Phrasal verbs usually have two words: a verb plus an adverb or preposition. The combination gives a new meaning:

*run into*    meet by chance

*hang out*    spend time (casually)



## Lessons 13–14 **Setting learning goals**

- What would you like to do when you finish school? What subjects will you need to study?

### Listening

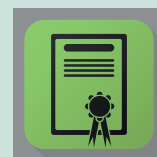
- 1** Harry and Oscar are going to talk about their future learning goals. Do you think they will be similar to yours? Listen. Who plans to go to university? Who wants to have a gap year?

- 2** Listen again. Are the sentences true or false?

- Both boys have created their future learning goals.
- Oscar wants to go out to work when he finishes school.
- Oscar's parents and teachers think he could be a doctor or lawyer.
- One of Harry's learning goals is to draw up a revision timetable for each subject.
- Harry's parents don't want him to go to university.
- Oscar wants to go straight to university after school.

- 3** Now put the sentences in order. Then listen again and check.

- Maybe my goal will be to get a job for a year and save up some money! \_\_\_\_
- I'm not sure what I want to do yet. \_\_\_\_
- Have you thought about your future learning goals? \_\_\_\_
- ... one of my first learning goals is to draw up a revision timetable for every subject. \_\_\_\_
- If I get good grades, I will probably apply for university. \_\_\_\_
- ... my parents and the teachers want me to go to university. \_\_\_\_



### Use of English

- 4** Read and match.

- |                                                    |                                             |
|----------------------------------------------------|---------------------------------------------|
| <b>1</b> If I pass my exams, ...                   | <b>a</b> ... if I go to university!         |
| <b>2</b> If I don't pass my exams, ...             | <b>b</b> ... I will need to study Law.      |
| <b>3</b> My parents will be very happy, ...        | <b>c</b> ... if I take a gap year.          |
| <b>4</b> If I want to be a lawyer, ...             | <b>d</b> ... I will go to university.       |
| <b>5</b> If I want to be a doctor, ...             | <b>e</b> ... I will need to study Sciences. |
| <b>6</b> I will travel to different countries, ... | <b>f</b> ... I might take a gap year.       |

#### Use of English

We use the first conditional to talk about an event in the future that is likely to happen:

*If I pass my exams, I will go to university. If I don't go to university, I will apply for a job.*

We can also use *may* or *might* in conditional sentences:

*If I don't pass my exams, I may/might have a gap year.*

## Speaking <sup>21st</sup>

**5** Read the statements. Discuss in groups.

- Making future learning goals will help you focus on what you want to do.
- Making future learning goals will be a waste of time!

## Reading

**6** What do the letters SMART stand for? Read and find out.

**7** Read and circle.

- 1 The SMART acronym is used for setting **teaching / learning** goals.
- 2 R stands for **relevant / readable**.
- 3 We need to **measure / write** learning goals to see if we have achieved them.
- 4 The achievement must be something you **can do / can't do**.
- 5 Learning goals need to say what you **are going to do / did last year**.
- 6 It is important the learning goals have **no specific time limit / a time limit**.



### Creating learning goals the SMART way!

One way of setting learning goals is to use the SMART acronym. The SMART way of creating learning goals works like this:

First, your learning goals need to be specific rather than general. **S** stands for **specific**.

Then, it's important to know if you have achieved your learning goal. To do this we need to **measure it**. For example *I can ask ten questions using the first conditional to my teacher without any mistakes*.

**M** stands for **measurable**.

The achievement of the learning goal must be something you are able to do. If it's a challenging learning goal, break it down into smaller steps so that you experience success at each stage. If we create an unachievable learning goal we will probably lack motivation to keep going and we will be unsuccessful.

**A** stands for **achievable**.

You also need to make the learning goal needs relevant to what you are learning now, for example *What do I know now? What can I do now?* Then ask yourself *What do I still need to know or be able to do?* And finally *How can I go about making that improvement?* **R** stands for **relevant**.

Finally, you need to decide when you want to achieve your goal. Time-bound learning goals are easier to assess and follow than those without a specific time period. So put a date in your diary now! **T** stands for **time-bound**.



# Lesson 15 Review

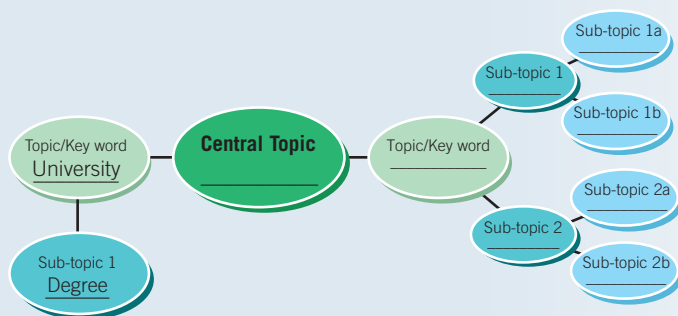
## Vocabulary

- 1 Complete the summary with the correct words.

visual themes mind map topic text  
classify kinaesthetic

A \_\_\_\_\_<sup>1</sup> is a two-dimensional diagram that helps us \_\_\_\_\_<sup>2</sup> our ideas into a structure. It is particularly useful for \_\_\_\_\_<sup>3</sup> learners who learn more easily using pictures or visual aids. At the centre of the diagram, write the main \_\_\_\_\_<sup>4</sup> in a circle. Now add several lines with smaller circles to represent the different \_\_\_\_\_<sup>5</sup> of the subject. From here, add more ideas in the correct places. Once the mind map is complete, organise the ideas into a presentation or a \_\_\_\_\_<sup>6</sup>.

- 2 Complete the mind map with the correct words. Extend the sub-topics with your own ideas.



Education High School English Maths

## Listening

- 3 Listen to a student talking about his future plans. Choose the correct answer a, b, c, or decide if the statements are true

(T), false (F) or not given (NG).

- At university the student will study ...  
a Webinars. b MOOCs. c Business.
- After school the student will study ...  
a on campus. b at work. c at home.
- The student would like to study with other students. T / F / NG
- The university is near the student's home.  
T / F / NG
- The student's goals are to develop ...  
a business skills.  
b e-learning skills.  
c software skills.

## Use of English

- 4 Complete the sentences with the first conditional as shown in the examples.

If Ahmed (be) is late tomorrow I will leave (leave) without him.

I (not stay) will not stay in the house if the weather (be) is nice.

- If my parents (be) \_\_\_\_\_ busy on parents' evening, my teachers (send) \_\_\_\_\_ them my report by email.
- If my friends (go) \_\_\_\_\_ to the cinema this evening, I (go) \_\_\_\_\_ too.
- If we (revise) \_\_\_\_\_ together, we (do) \_\_\_\_\_ well in the exams.
- I (not pass) \_\_\_\_\_ my exams if I (not study) \_\_\_\_\_ every day.
- I (go) \_\_\_\_\_ to university next year if I (get) \_\_\_\_\_ good grades in my high school exams.
- They (not get) \_\_\_\_\_ a place at university if they (not apply) \_\_\_\_\_ soon.

## Lessons 16–17 Project: Intelligence or inheritance?

- To conduct a survey about the ways students learn.

### Project research and planning

- How would you define *intelligence*? Use your dictionary for a basic definition.

#### 1 **21st** Discuss these issues with your partner and justify your opinions.

- Is intelligence inherited from parents or is it learned?
- Can someone be intelligent but not well-educated?
- Is there more than one way to be intelligent?

#### 2 Think about the multiple intelligences from Lessons 3–4. Match the words with the phrases.

- 1 word smart
- 2 logic smart
- 3 picture smart
- 4 music smart
- 5 body smart
- 6 people smart
- 7 self smart
- 8 nature smart

- a you like to solve puzzles, do experiments, maths and sums
- b you like melody, rhythm, singing and chanting
- c you like doing things, making things, being active and moving
- d you work well in groups, you like spending time with others
- e you are independent and enjoy working alone
- f you love the environment and being outside
- g you are visual and like to draw, paint, use photos and diagrams
- h you like playing word games, reading and writing stories

#### 3 Ask your classmates how they learn. Use a tally system (||||) to record the data.

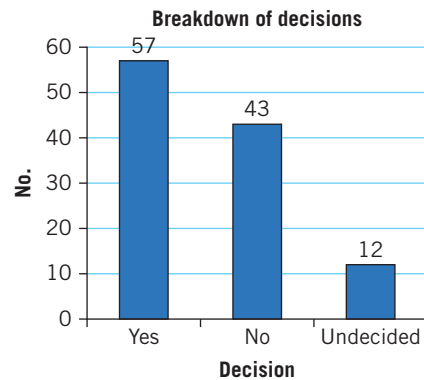
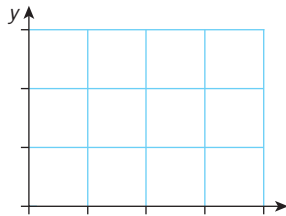
| Multiple Intelligences (MI) Class Survey |                                                          |                                       |                                            |
|------------------------------------------|----------------------------------------------------------|---------------------------------------|--------------------------------------------|
| Intelligence                             | Do you learn best with ...?                              | Which ways do you find easy to learn? | Which ways do you find difficult to learn? |
| word smart                               | words: writing notes                                     |                                       |                                            |
| logic smart                              | logic: writing sums or formulae                          |                                       |                                            |
| picture smart                            | pictures: drawing, designing                             |                                       |                                            |
| music smart                              | music: recognising, reproducing and reflecting on music  |                                       |                                            |
| self smart                               | self-reflection: working by yourself                     |                                       |                                            |
| body smart                               | physical movement: doing something                       |                                       |                                            |
| people smart                             | being with other people: working in a group              |                                       |                                            |
| nature smart                             | having an experience in the natural world: being outside |                                       |                                            |

#### 4 Talk to your partner and compare and summarise the data. Use the following example to guide your discussion.

My survey shows that eight students are word smart and find learning using writing easy. However, two students said they find learning using writing difficult. On the other hand, only three students are logic smart and find learning ...

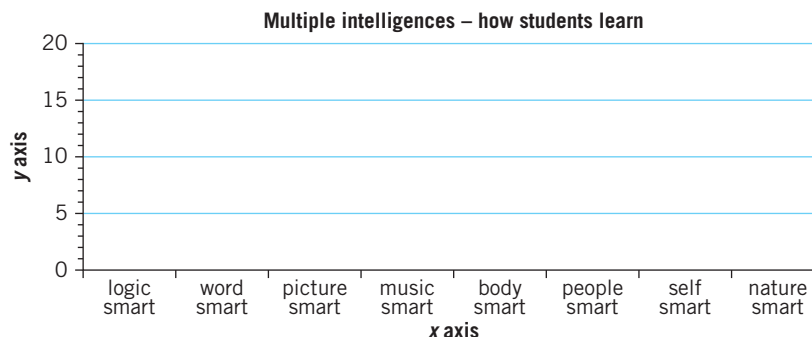
## 5 Match these words with the right picture. Use your dictionary for the definitions.

horizontal vertical bar chart axis mind map



## Presentation

### 6 Copy the chart below into your notebooks and complete with the data from your survey in the previous lesson.



### 7 Look at the results of your survey in the previous lesson and the example below. Write about your findings.

This chart shows the *categories of multiple intelligences* and how students learn. The category which students find *easiest to use for learning* is *word smart* with eight students stating that they find learning through *writing easy*.

The category which students find the most difficult to use is *logic smart* with six students stating that they find *writing sums or formulae* difficult.

*Nature smart* and *self smart* are similar, with three students stating that they find learning by *being outside* and by *doing things alone easy*.

### 8 Present your report to your partner.

# Unit 2

## Family

- **Topics** Family relationships; growing up in the UAE; a family from the United Kingdom; family celebrations; working families; families around the world
- **Use of English** Present Perfect Continuous; prepositions of time



### Lessons 1–2 Family relationships

- Who do you get on best with in your family? Why? How often do you get together with your extended family? How are people in your family different?

#### Listening

- 1 You are going to listen to a conversation between Khalid and his grandad. Before you listen, look at the picture. What kind of relationship do you think they have?



#### Language tip

We use *both* and *both of* with nouns to talk about two things which have the same attribute, or which do the same activity. We can say:

*Both (of) my children moved to the city.*

*I saw both (of) my cousins today.*

If we want to use *both* with a personal pronoun, we have to use *both of*:

*Both of us can come to dinner later.*

*These are my sisters. Both of them are at university.*

- 2 Listen again. Are the sentences true or false?

- 1 Khalid's grandad stayed at home for longer because he was the oldest.
- 2 His wife moved into his house.
- 3 They didn't use to have many visitors.
- 4 Khalid's dad moved to the city to find work.
- 5 Khalid's grandad lives in a quiet house now.

#### Listening strategy

Before you listen to a text, it is helpful to look at any pictures, headings or other useful material to help you predict what it will be about.

## Speaking

- 3**  Before you listen, look at these family words. Which sounds do you think will be difficult to pronounce? Then listen and check.

aunt fiancé close-knit daughter engaged

- 4** Match the words with their meanings.

- |                     |                                                                            |
|---------------------|----------------------------------------------------------------------------|
| <b>1</b> engaged    | <b>a</b> a female child                                                    |
| <b>2</b> aunt       | <b>b</b> the sister of your father or mother                               |
| <b>3</b> fiancée    | <b>c</b> a woman who is going to be married                                |
| <b>4</b> close-knit | <b>d</b> committed to marrying someone                                     |
| <b>5</b> daughter   | <b>e</b> (a family) which spends time together and looks after one another |

- 5** Think of sentences which use these words. Practise saying them to your partner.

- 6**  **21st** Work in groups. Think about your extended family. Ask and answer these questions. Share your findings with another group.
- What do you know about where they live now, and where they used to live?
  - Do you think family relationships have changed over recent years?

## Vocabulary

A *fiancé* is a man who is engaged to be married; a *fiancée* is a woman who is engaged to be married.

Notice *fiancée* has an extra *e* at the end, but they are both pronounced the same.

## Speaking tip

Look out for:

- letters which can be silent: *knit*, *daughter*
- consonants which can be pronounced in two ways: *fiancé*; *engaged*
- unusual combinations of vowels: *aunt*

When you come across a word with an unusual pronunciation, make a note of it in your vocabulary table.



## Lessons 3–4 Growing up in the UAE

- What was the UAE like 60 years ago? Do you think life in the UAE is better today than it was in the past? Why? / Why not?

### Reading

- 1 Read the article. Choose the phrase that best describes the content of the article.
  - A day in the life of a fisherman in the UAE.
  - Life in the UAE in the past.
  - Living and working in Al Hamiryah today.
- 2 Read the article again and underline the different forms of *used to*.

### Reading and speaking

- 3 Read the article again and answer the questions. Discuss with your partner.
  - 1 Where did Mohamad grow up?
  - 2 Who did he live with?
  - 3 What was important to people in those days?
  - 4 What did Mohamad use to do in the afternoons?
  - 5 When did he start working with his father?
  - 6 Where did he use to go pearl diving?

#### Language tip

To talk about a habitual action in the past, we use *used to* + the base form of the verb:

*We **used to live** in a small house.*

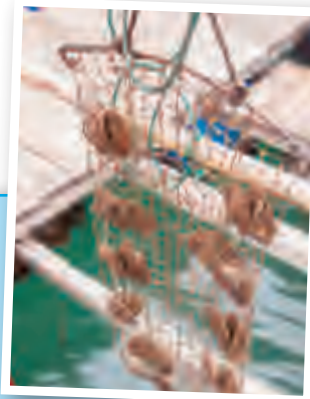
If the sentence is negative or a question, we use *use to* + the base form of the verb:

*In those days, people **didn't use to have** much money.*

*Did all children **use to go** to school?*

#### Did you know?

Ajman is the smallest emirate in the UAE and is less than 1% of the total area.



**Early childhood** – My name is Mohamad and I spent my childhood and grew up in Al Hamiryah in Ajman. In those days, people didn't have as much money as they do now. They didn't use to live in big houses or have expensive cars. And there weren't any schools. Life was much simpler then but it was harder, too.

**Home and family** – I lived in a small house with my parents, my brothers and sisters, my grandparents, and my uncle and aunt. We all lived together as a big family. At mealtimes, we all used to eat together sitting on the floor. We ate simple traditional dishes like alhares and almakbous. There weren't any restaurants in those days, so everyone ate at home with their families. Family life was very important to us then, as it is today.

**Free time** – I used to play games in the street with my friends because we didn't have television or computers in those days. In the afternoons and at weekends, we used to go to the port and watch the fishing boats come in.

**Work** – My father was a pearl fisherman and he taught me fishing and diving. I started working with him when I was 12 years old. Most boys didn't go to school so they started working when they were teenagers. I had my first boat when I was 16. I was still only a teenager and it was a big responsibility. I used to go pearl diving in a lot of different places all along the Arabian Gulf. In my twenties I spent longer at sea and I missed my home. I think life is much easier for young people today.

#### Reading strategy

When you read for **gist**, read quickly to get a general idea of what the text is about. You don't need to understand every word. When you read for **specific information**, read slowly, looking for key words and detail.

## Language focus

- 4 Tick the sentences that are true for your grandmother or grandfather. Cross the sentences that are false.

When my grandmother / grandfather was a child ...

- |                                                                        |                          |
|------------------------------------------------------------------------|--------------------------|
| 1 ... she / he used to live in a modern apartment block.               | <input type="checkbox"/> |
| 2 ... she / he didn't use to travel everywhere by car.                 | <input type="checkbox"/> |
| 3 ... she / he used to play computer games with her / his friends.     | <input type="checkbox"/> |
| 4 ... she / he used to go to school.                                   | <input type="checkbox"/> |
| 5 ... she / he didn't use to watch television.                         | <input type="checkbox"/> |
| 6 ... she / he used to help her / his mother at home / father at work. | <input type="checkbox"/> |

## Speaking and writing

- 5 Think about your grandfather or grandmother's life when they were younger. Ask and answer questions with your partner. Make notes.

Where did your grandfather use to live?

He used to live in Jumeirah near Dubai.

Did your grandmother use to go to the souq with her family?

Yes, she used to buy spices and dried fruit from the souq. She often went with my mother and my aunts.

What did your grandfather do in his free time?

He used to play games with his cousins.



### Writing tip

Look at the article in Activity 1. Note how the **headings** give the article structure. Write your notes under three separate headings and then include the headings when you write your article.

## Writing 21st

- 6 Use your notes to write about your partner's grandmother or grandfather. Write three short paragraphs.

*Fatima's grandmother's name is Aisha Al Kaabi.*

## Lessons 5–6 **Meet a family from the United Kingdom**

- What do you know about family life in the United Kingdom? What is important to people? What do you think is easy, and what do you think is difficult?

### Reading

- Before you read, look at the photo. Write down three questions you would like to ask the people about their life in the UK.



- Read the text. How do you think the Kirkbanks would describe their lives: busy / relaxed / fun / demanding? Choose two.

- Look at the questions you wrote in Activity 1. Were any of them answered in the text?

- Read the activities and number them in order.

- ☐ Mrs Kirkbank gets home from work.
- ☐ Meg goes to breakfast club.
- ☐ Tom gets the bus.
- ☐ Mr Kirkbank gets home from work.
- ☐ Mr and Mrs Kirkbank go to work.

#### Did you know?

In about 30% of families in Britain, both parents work full-time.

The Kirkbank family have been living in York for ten years. They moved here because of their jobs, and they don't live close to anyone else in their extended family. Mr and Mrs Kirkbank both work full-time. They have two children, who both go to school.

Meg, the youngest, is nine, and she goes to primary school. It starts at 8.45 am, but Mr and Mrs Kirkbank both have to leave earlier than that to get to work on time. So they take Meg to breakfast club on their way to work every day. This is a special club at the school which opens early, at 8.00 am. After school, she often does an activity at school such as netball, art or computer club.

Tom, their older son, is 12. He goes to secondary school. He catches the bus from the end of the road at 7.45 every morning. He often does a club after school too. This term, he has been doing athletics, football and cricket. He loves sport!

'It's sometimes difficult,' says Mrs Kirkbank. 'When the children were younger, I wanted to live nearer my parents, because I think that would have helped me a lot. I was still working part-time, so the children went to nursery school. I've been working full-time for three years, and it's a long day for them now. I don't get home until 5 or 6 o'clock in the evening, and my husband is often later. We have to make tea and help the children with their homework. Then we have to find time to clean the house and wash the clothes. It's quite tiring!'

'I do look forward to going away on holiday,' says Mr Kirkbank. 'But the school holidays are difficult when we're both working. Luckily the children have lots of friends near them, so they can all meet up and go to the park or do some sport.'

'We're lucky to live in such a beautiful city, though,' says Mrs Kirkbank. 'If we have some free time at the weekend, we can go into the city centre and visit a museum, the cathedral, the park or the shops and restaurants. It's fun for all of us, and it's great to spend time together as a family.'



**5** Complete the Present Perfect Continuous sentences.  
Write *for* or *since*.

- 1 We *'ve been living* in this house *since* November. (live)
- 2 He \_\_\_\_\_ in the bank \_\_\_\_\_ ten years. (work)
- 3 I \_\_\_\_\_ playing football for the local team \_\_\_\_\_  
I was eight. (play)
- 4 They \_\_\_\_\_ to the same place on holiday \_\_\_\_\_  
three years. (go)
- 5 She \_\_\_\_\_ French \_\_\_\_\_ two years. (study)
- 6 We \_\_\_\_\_ to athletics club \_\_\_\_\_ May. (go)

**6** Complete the Present Perfect Continuous sentences  
for you. Use *for* or *since* with the time reference.

1 I / live / my house ...  
*I've been living in my house since ...*

2 I / go / this school ...

3 I / study / English ...

**Use of English: Present Perfect Continuous**

We use the Present Perfect Continuous with action verbs to talk about actions which started in the past and are still happening:

*Meg has been going to Hillview school since she was four.*

*Mrs Kirkbank has been working as a lawyer for ten years.*

We use *for* or *since* as time markers.

When we're talking about a period of time, we use *for*:

*We've been waiting here for two hours.*

When we're giving a starting point, we use *since*:

*He has been learning English since he was ten.*

We can't use the Present Perfect Continuous with non-action verbs, for example *be*, *know*. We have to use the Present Perfect instead:

*I've known them since we were 12.*

## Writing

**7** Work in groups. Construct a mind map on the following questions.

- What do you think is good about how the Kirkbank family live? Why?
- What would you want to change?
- How is their way of life different to yours?

## Speaking 21st

- 8** Work in groups. Half the group can represent life in Britain, and the other half can represent life in the UAE. Compare and contrast the differences. Can you present the advantages and disadvantages of your way of life?



## Lessons 7–8 Practise and prepare

### Speaking

- 1 Look at the question and answer below. Is it a good answer? Why? Why not?

What was it like growing up in the UAE in the 1960s?

It was very different from now. I grew up in Ajman. I remember that people didn't have much money. They didn't live in big houses or drive expensive cars. In fact, life was much simpler – but even so, everyone was happy.

- 2 Look at the questions below. Tick the ones you could answer with *Yes* or *No*.  
Is it a good idea to answer with only *Yes* or *No*? Why? / Why not?

- A Where did you live when you were very young? ☐
- B Do you have any siblings? ☐
- C Does your mum or dad work? ☐
- D Who shares your family home with you? ☐
- E How many siblings do you have? ☐
- F Did you live in Ras Al Khaimah when you were young? ☐

#### Speaking tip

Speak at a normal pace – include short pauses.

Speak so that your partner can hear you.

Stress words like adjectives and intensifiers to make your answer sound more interesting.

- 3 Ask and answer the first four questions from Activity 2. Use the prompts in the speech bubbles to help you extend your answers.

A: town or city / emirate / description of house / how long lived there

C: mum / dad / where they work / job / company / full-time / part-time

B: number / gender / age / occupation / get on with / don't get on with

D: mum / dad / siblings / other family members / who you get on with / don't get on with

Tick (✓) the traffic light chart to tell your friend how well they did.

|                                                                                     |                        |  |  |  |  |  |
|-------------------------------------------------------------------------------------|------------------------|--|--|--|--|--|
|  | Not enough information |  |  |  |  |  |
|  | OK                     |  |  |  |  |  |
|  | Very good              |  |  |  |  |  |



- 4 Look at the prompt card and the example answer. Read the example out loud and try to make it sound interesting for your listener.

**Describe a party that you really enjoyed.**

You should say:

- Who organised the party
- What the party was for
- When the party took place
- Where the party was held

**Speaking tip**

When we are describing something, we **stress** some words, for example adjectives and intensifiers, to make it sound more interesting:

*He's **really** clever – and he's already got a **great** job.*

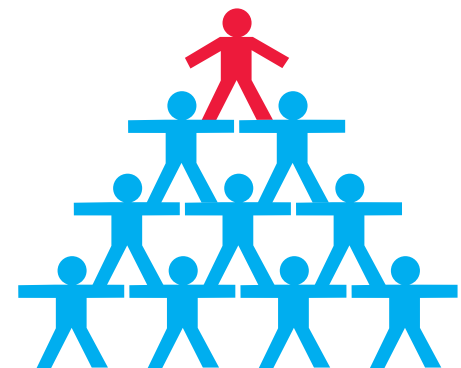
Okay, so I would like to tell you about a party that I really enjoyed. My parents organised it to help celebrate my brother graduating from university. He went to Zayed University to study Economics and he graduated last year. He's really clever – and he's already got a great job – he's working for a bank in Dubai. He graduated with honours, so my mum and dad wanted all the family to celebrate. And, he's the first person in our family to go to uni! Anyway – where was I? – oh yes, we had the party last November when the weather was getting a bit cooler. Everyone came to our house and my mum, my aunts and my sisters did all the cooking.

The food was fantastic and I've got loads of photos of my brother looking very pleased with himself.

- 5 Create prompt cards about family.

- Work with your partner and create as many prompt cards as you can that link to the topic. Try to have three bullet points for each.
- Join with another group. Compare your prompt cards. Can you change or improve them?
- Put all your group's prompt cards in a container.
- Take it in turns to take out a prompt card and then make some notes to refer to in the activity that follows.

- 6 Work with your partner. Take it in turns to talk for a minimum of one minute using the prompt cards and notes from Activity 5.



## Lessons 9–10 Family celebrations

- What holidays and special days do you celebrate with your family? How does your family celebrate these days?

### Listening

- 13** Listen to the first part of the conversation between Ali and Daniel. Are the sentences true or false?
  - Daniel arrived in the UAE last week.
  - He is staying in Abu Dhabi.
  - He is studying Arabic at college.
- 14** Listen to the rest of the conversation. Number the family celebrations in the order you hear them.

|              |                          |
|--------------|--------------------------|
| Eid Al-Fitr  | <input type="checkbox"/> |
| weddings     | <input type="checkbox"/> |
| National Day | <input type="checkbox"/> |
| new baby     | <input type="checkbox"/> |
| graduation   | <input type="checkbox"/> |



### Writing

- 14** Listen again and make notes about what Ali says his family does to celebrate Eid Al-Fitr.
- 21st** Look at the family celebrations listed in the box. Think about one of these events that your family has celebrated. Write a social media post or blog about it. Use your notes from Activity 3 for ideas.

**new baby**  
**GRADUATION**  
**Eid Al-Fitr**

## Listening and speaking

5  14 Listen to the conversation again and identify the adverbs of degree.

6  15 Listen and repeat the sentences.

- 1 The two friends were standing in a really crowded street.
- 2 We saw an extremely beautiful falcon display.
- 3 There was a parade of very beautiful horses.
- 4 They all had a really great time.
- 5 The speeches were quite difficult to hear.
- 6 I think that National Day is very important.

## Reading

7 Think about how you celebrated a wedding in the family last year. Read the notes and tick the activities you did.

- ☐ had a family party
- ☐ put up decorations
- ☐ had a barbecue
- ☐ went to a community party
- ☐ helped Mum with food
- ☐ met friends
- ☐ watched fireworks
- ☐ visited grandparents

## Speaking

8 Tell your partner about how you celebrated a wedding last year.

- What did you do?
- Where did you go?
- What did you see?

Last year at Eid Al-Fitr, we went to a community party in my neighbourhood.

Last year, my sister got married. We had a really fantastic party with all her friends.

We did the same thing!

### Language tip

Use these adverbs of degree with adjectives to express intensity:

*extremely hot, really crowded, very happy, quite sunny*

Use *really* with both adjectives and verbs.

*It was really crowded. I really wanted to see the parade.*

### Speaking tip

When we speak, we stress the adverb to express intensity:

*We watched a **really** exciting fireworks display.*



### Speaking tip

You can use these expressions to express support when listening to a story or anecdote:

*We did the same thing!*

*Oh, we went to a similar place.*

*That sounds really interesting.*

## Lessons 11–12 Working families

- Do both your parents work? What do they do?

### Reading

- What do you think Farah's parents do?  
Read and find out.

Hi. I'm Farah. I live in a villa with my parents, three brothers and two sisters and our three housemaids. I'm 15 and I am the eldest of the children.

Both my parents work. My mother works in a hospital. She started working at a local hospital last month. It's her first job. She has quite a long day and she has to work shifts. Sometimes her shifts start before I get up and finish after I get home from school. Although my grandmother didn't go out to work, my grandparents encouraged my mother to train for a job she loves and where she helps other people.

My father also works long hours. He works in sales and is the manager of an import and export company. His job involves buying products from different countries and selling them to others. The market for his products is international. One disadvantage is that he has very long days and we don't see him as often as we'd like to. On the other hand, he has opportunities to travel all over the world for his work. So, even though he can be away from home for two or three weeks at a time, he gets to see some amazing places and always has great stories to tell!

Clearly there are times when it can be difficult for our family, especially when Mum and Dad are working long hours. But the advantage of having housemaids is that my mum isn't expected to do the housework too. When my mother gets home from work, she prepares the evening meal and the housemaids take care of my younger siblings! So overall, everything works well.

Family life is changing quite quickly here. However, in my opinion, it's good for both men and women to be able to choose what they want to do. I'm definitely going to choose what I want to do when I leave school, but at the moment, I'm not sure what to do!



- Read the text again. Are the sentences true (T) or false (F)?

- Farah's mother works in a hospital.
- Farah's grandparents wanted her mother to work.
- Shift work means Farah's mother works the same hours every day.
- Farah's father is an international businessman.
- The housemaids cook the evening meal.
- Farah thinks family life will stay the same as it has always been.



## Language focus

3 Complete the following sentences, using the correct form of *have to* or *be expected to*.

- 1 My mother \_\_\_\_\_ get up early every day.
- 2 My father \_\_\_\_\_ work long hours.
- 3 The housemaids \_\_\_\_\_ clean the house and prepare the meals.
- 4 Many women \_\_\_\_\_ stay at home and look after the house and children.
- 5 I \_\_\_\_\_ look after my siblings.
- 6 Women today \_\_\_\_\_ decide whether to work or stay at home.

## Speaking 21st

4 Discuss the following with your partner:

- How do mothers manage to work but still spend time with their family?
- Do you think men share the housework more than they used to?
- Do you think traditional families are a thing of the past?
- Will all families in the future be working families?

## Writing

5 Write about modern families. Use a topic sentence to introduce the content of each paragraph. Use the prompts below.

- Who goes out to work in modern families?
- What are the advantages of both parents working?
- What are the disadvantages?
- Summarise.

### Language tip

Notice how we use *have to* and *be expected to* in the sentences below. We write them before a verb to express **obligation**:

*My father **has to** travel a lot.*

*Maids **are expected to** do the housework.*

Notice how they are also used in the negative to show **lack of obligation**:

*You **don't have to** come to school at the weekend.*

*My sister **is not expected to** clean my room!*

Underline examples of *have to* and *be expected to* in the text in Activity 1.

### Writing tip

**Cohesive devices:** A **topic sentence** gives the reader general information about the **content** of each paragraph. The rest of the paragraph gives detail and examples.

You can use **conjunctions** to link your ideas within sentences: *because, when, and, whereas*.

You can use other **adverbials** to link one sentence to the next: *In addition, However, On the other hand, Moreover, Furthermore*, etc.





## Lessons 13–14 Families around the world

- What do you know about family life around the world? How do you think it is similar or different to family life in your culture?

### Reading

- 1 **21st** Read about Alex and Nandi. Where do they live? What is family life like in their countries? Read and find out.



Hi, I'm Alex and I'm Greek. I live in Athens, the capital city of Greece, with my parents, grandparents and two younger

sisters. Our flat is on the fourth floor of a big block of flats. We are a very close family and mealtimes are very important. We often eat together in the evenings. This is when we talk about our day and discuss anything interesting that has happened in the news. We also eat lunch together on Sundays.



Hi! I'm Nandi. I live in South Africa. I live in a house in a small village outside Cape Town with my parents, grandparents and older sister.

Like most South Africans, we speak more than one language. In my family we speak English, Afrikaans and Zulu.

At the weekend, my family have our meals together. We are also big rugby fans. When I'm not playing rugby, I'm watching it with my family, either on television or at the stadium. We are definitely a nation of rugby fans!

- 2 Complete the time expressions. Use *in*, *on* or *at*.

- I visited my aunt and uncle \_\_\_\_\_ the weekend.
- We usually go on holiday \_\_\_\_\_ summer.
- I normally play rugby \_\_\_\_\_ the afternoon.
- My parents normally watch rugby \_\_\_\_\_ Saturday morning.
- I watch TV \_\_\_\_\_ the evening.
- I start school \_\_\_\_\_ 8.40 am.

### Use of English: Prepositions of time

Notice how we use prepositions to talk about time:

*in the morning, at night, on Saturday*

We use *in* with an extended period of time such as seasons, years, months and parts of the day:

*in summer, in the morning, in the twenty-first century, in October*

We use phrases with prepositions as time adverbials:

We use *at* with clock times:

*at midnight, at 6 o'clock, at lunchtime*

and in some set phrases:

*at the weekend, at the same time, at night*

We use *on* with specific days and dates or occasions:

*on Saturday (afternoon), on Isabel's birthday*

Underline one example of *in*, *at* and *on* with time expressions in the texts above.

- 3 Now read about Shigeo, Juanita and Isabel. Where do they live? What is family life like in their countries?



Hi! I'm  
Shigeo. I'm  
Japanese  
and I live  
with my

parents and younger brother in a small flat in the centre of Tokyo. It's a very busy and noisy city, but I love it! It can be quite scary at times because we get a lot of earthquakes in Japan, and our flat usually shakes when they happen.

In Japan, family life is very important and is full of traditions. Respect is very important, especially for older people and those in authority. Eating together as a family is also very important. We try to eat together as often as possible, especially at the weekends.



Hola! I'm  
Juanita  
and I'm  
Chilean.  
I live  
with my  
parents,  
younger

sister and grandparents in a large house in the suburbs of Santiago. Family life is very important in Chile and everything we do revolves around it.

I love living in Chile. It is a country full of traditions and celebrations! And for every celebration, we have special food! Empanadas are very popular. They are made with pastry and stuffed with meat.



Greetings from  
Fiji! I'm Isabel  
and I live in a  
one-storeyed

house in the mountains outside Suva, the capital city. My parents moved here when I was a baby because it is cooler than in the city. Fiji has a tropical climate so summers here can be very hot and humid.

Both my parents work. My dad works in Suva and travels by car every day. My mum works at home. She is a translator and so she can work anywhere! I go to school in Suva too. I like school. We have to study for exams, but Fijians have a lot of different cultures and traditions, which means we have lots of family celebrations all year round!

- 4 Read the texts on pages 37 and 38 again. Write Alex (A), Nandi (N), Shigeo (Sh), Juanita (J) or Isabel (I).

- 1 Lives in a small village outside Cape Town. \_\_\_\_\_
- 2 Has a special food for every celebration. \_\_\_\_\_
- 3 Lives in the mountains outside the capital city. \_\_\_\_\_
- 4 Lives with parents, grandparents and two sisters. \_\_\_\_\_
- 5 Rugby is the national sport. \_\_\_\_\_
- 6 Respect for others is very important. \_\_\_\_\_
- 7 Lives on the fourth floor of a big block of flats. \_\_\_\_\_
- 8 Everything revolves around the family. \_\_\_\_\_
- 9 Summers can be very hot and humid. \_\_\_\_\_
- 10 Lives in a busy, noisy city. \_\_\_\_\_

## Vocabulary

- 5 Find and write the nationality.

- 1 Greece \_\_\_\_\_
- 2 Chile \_\_\_\_\_
- 3 South Africa \_\_\_\_\_
- 4 Japan \_\_\_\_\_
- 5 Fiji \_\_\_\_\_

### Language tip

Words for nationalities often end with *-n*:

*Fijian, Chilean, South African, American, Australian, Canadian*

They also can end in *-ese*:

*Japanese, Chinese*

And in *-ish*:

*British, English, Spanish*

There are lots of exceptions, including *Greek*!

# Lesson 15

## Language focus

- 1 You already know a lot about family members from your previous lessons.  
Match numbers 1 to 6 with the descriptions a to f.

- 1 Can you describe what he or she looks like? e
- 2 Can you describe what he or she is like? \_\_\_\_
- 3 What is his or her job? \_\_\_\_
- 4 How often do you spend time together? \_\_\_\_
- 5 What kind of things do you do together? \_\_\_\_
- 6 What is so special about him or her? \_\_\_\_

- a go shopping / go to the cinema / study together / chat about others in our family / arrange outings
- b is thoughtful / artistic / active / hard-working / devoted / caring / has a good sense of humour
- c at least once a week / once a month / every day / regularly
- d cares about me / is easy to get on with / is very close to me / is my best friend
- e short / tall / fair / dark / slender / strong
- f housewife / student / engineer / doctor / nurse / policeman (woman) / retired

## Speaking

- 2 Use the questions and the descriptions in the previous activity to help you describe a family member. Use the prompt card below to make some notes.

| Describe a family member you admire.                                                                                                                                                                                                                                                                                                                                                                                                                         |                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| You should say: <ul style="list-style-type: none"> <li>How they are related to you</li> <li>What this person is like</li> <li>How often you see each other</li> <li>Explain why you admire this person</li> <li>Say one thing that he or she <b>has been doing</b> recently (<i>playing football / writing stories / going to the gym / studying / looking after the family / watching a lot of TV / travelling / working hard for his exams</i>)</li> </ul> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

- 3 Now use your notes to describe the family member you admire.

He's  
my ...

He's  
very ...

We see each  
other every ...

I admire him  
because ...

Recently he  
has been ...

- 4 Now try again without using your notes.

## Lesson 16 Review

### Vocabulary

#### 1 Match the words with their definitions.

- |              |                                                                     |
|--------------|---------------------------------------------------------------------|
| 1 engaged    | a a woman who is going to be married                                |
| 2 married    | b (a family) which spends time together and looks after one another |
| 3 fiancé     | c committed to marrying someone                                     |
| 4 fiancée    | d having a wife or husband                                          |
| 5 close-knit | e a man who is going to be married                                  |

#### 2 Complete the summary with the words in the box.

free time games weekend childhood  
children responsibility teenage

From Grades 1 to 5 my \_\_\_\_\_<sup>1</sup> days were filled with happy times. After a week at school, I used to spend my whole \_\_\_\_\_<sup>2</sup> laughing and joking with my family and friends. I used to always be active, playing \_\_\_\_\_<sup>3</sup> with anyone who wanted to have fun. I just can't remember having to do homework. However, now I'm in my \_\_\_\_\_<sup>4</sup> years, it is quite a different story. In Grade 10 I get quite a lot of homework, I have very little \_\_\_\_\_<sup>5</sup> and I have had to take on the \_\_\_\_\_<sup>6</sup> of teaching English to my little brother as my parents don't speak English very well.

### Reading

#### 3 Read the text and write the correct topic sentence A, B or C and the correct conclusion D, E or F.

Unit 2 Lesson 16

- A Children grow up being far more helpful in a large family.
- B Parents would have more leisure time if children helped the family.
- C Parents should have more children so they can help the family.

\_\_\_\_\_  
Firstly, they learn to take responsibility for the running of the household by watching their parents and older siblings. For example, children realise that housework is quick and easy if they contribute to the household chores. The work gets done quicker because everyone helps towards the huge job of keeping the house tidy and clean, making the task more manageable especially in a large family. This means that there is more free time for everyone and the entire family can do more leisure activities together. Secondly, children learn the lesson that it is important to help each other. This often results in older children looking after their younger siblings' well-being. For example they may help their younger brothers and sisters with their homework. This behaviour benefits the whole family.

- \_\_\_\_\_  
D In conclusion, it is important for older children to help their younger siblings.  
E Finally, it is important for families to have more leisure time together.  
F In summary, it is important for children to learn to help each other.

### Use of English

#### 4 Put the words and phrases in the correct groups.

2015 Monday afternoon the weekend  
the morning the 4th of October July  
10 o'clock Wednesday National Day  
night the evening the afternoon

In

On

At

## Lessons 17–18 **Project: Interview with a parent or grandparent**

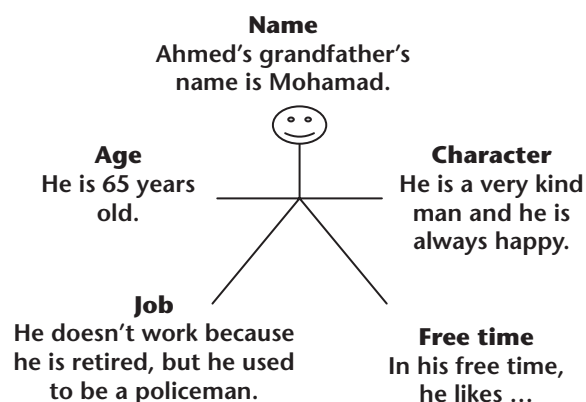
- To interview and write an article about a family member.

### Project research and planning

- Choose a parent or a grandparent whom you find interesting, and talk to your partner about them. Talk about:
  - who they are
  - how old they are
  - whether they work or are retired
  - what they do in their free time
  - why you think they are interesting
- Look at the table below, ask your partner about their chosen family member and complete the table by making notes.

|                                                 |  |
|-------------------------------------------------|--|
| <b>Family member</b>                            |  |
| <b>Name</b>                                     |  |
| <b>Age</b>                                      |  |
| <b>Job now or in the past</b>                   |  |
| <b>Free time</b>                                |  |
| <b>Character</b><br><b>What is he/she like?</b> |  |

- Use the information in the table to write a paragraph about your partner's family member. Use the following Family Member diagram to guide you:
- 21st** Prepare to interview a family member. How much do you know about your parents or grandparents? What were they like when they were your age? Use the interview sheet to ask a parent or grandparent questions and write notes about their experiences. Make a note of their answers as you hear them.





## Presentation

- 5 Look at your interview notes from the previous lesson. Write out the information about your family member. Use the following language structures, linking devices and prepositions to help you.

*He was born in (Dubai) / in (1960).*

*When he was young, he used to play / go / like ...*

*At the weekends, he used to ...*

*After / following this, he got married / worked / went to ...*

*Finally, he retired / he travelled to ...*

*Now he is living ...*

|                     |                                           |
|---------------------|-------------------------------------------|
| <b>Introduction</b> | _____<br>_____<br>_____                   |
| <b>Main body</b>    | _____<br>_____<br>_____<br>_____<br>_____ |
| <b>Conclusion</b>   | _____<br>_____<br>_____                   |

- 6 Read your partner's article and evaluate the article by giving feedback on the following:

|                     |                                                                      |                                    |                                                   |
|---------------------|----------------------------------------------------------------------|------------------------------------|---------------------------------------------------|
| <b>Introduction</b> | Introduces the article very well                                     | Introduces the article well        | Introduces the article but needs more information |
| <b>Main body</b>    | Includes at least three separate points from the interview questions | Includes two points                | Includes only one point                           |
| <b>Conclusion</b>   | Summarises the main points very well                                 | Summarises some of the main points | Needs improvement                                 |

- 7 Consider the feedback from your partner and if you agree, edit and refine your text.

# Unit 3

## Technology in our lives

- **Topics** A global tech hub; e-shopping; technology in transport — driverless cars; space programmes; prostheses; drones
- **Use of English** Future Continuous; noun phrases



### Lessons 1–2 A global tech hub

- What large technology companies can you think of? Where do you think most new technologies are developed? Are there areas in your country where lots of technology companies exist together?

### Listening

- 1 Before you listen, check these words in your dictionary. Write them in your vocabulary table.

artificial intelligence   robotics   nanotechnology  
device   software   start-up   underpin  
showcased   interactive

- 2  Listen to an interview about Silicon Valley. Do you think Paul Taylor is interested in this topic? Why do you think that?

- 3  Listen again. Answer the questions.

- 1 Where is Silicon Valley?
- 2 Name three large companies that are based there.
- 3 Why is it a good place for start-up companies?
- 4 Has the area stopped growing?
- 5 What does Paul Taylor say about the new Google headquarters?
- 6 What is the name of the museum that Paul Taylor finds most exciting?
- 7 What kind of exhibitions can you see?
- 8 What is one of the leading areas of development today?

### Speaking tip

When you want to clarify what somebody has said to you, here are some useful expressions you can use:

*I'm sorry, did you say ...?*

*So, would you say ...?*

*So, what you're saying is ...?*

### Listening strategy

When you listen to a presentation or longer monologue, see if you can determine the speaker's point of view. This could be revealed in tone of voice, for example happy, excited or bored. There are also key phrases, such as:

*I think ...*

*In my opinion, ...*

*For me, ...*



## Speaking

- 4  Listen to these pairs of words. What do you notice about the sounds in the middle? Practise saying the words with a partner.

hard **d**isk

Internet **t**raffic

next **t** month

best **t** new company

- 5  **21st** Work in pairs. Think about technological developments in your country. Roleplay an interview about how technology is changing life in your country and around the world. You may be able to do some research to find out more information. Use the expressions from the *Speaking tip*.

- What areas are companies working on at the moment?
- How can new technologies improve our lives?

### Speaking tip

When a word ends in a consonant sound, and the next word starts with the same consonant sound, we blend both sounds together and pronounce as one. This is called **gemination** (or **twinning**):

*There's a lot **t**o see at the Tech Museum.*

*I've **v**isited California.*

If the sounds *t* or *d* occur between two consonant sounds, they are often not pronounced. This is called **elision**:

*We're going to San Francisco next **t** week.*

*This is the most **t** difficult question.*

### Speaking tip

In longer dialogues or interviews, there are lots of formulaic expressions you can use to help the flow of the conversation and give feedback to what the other person has said:

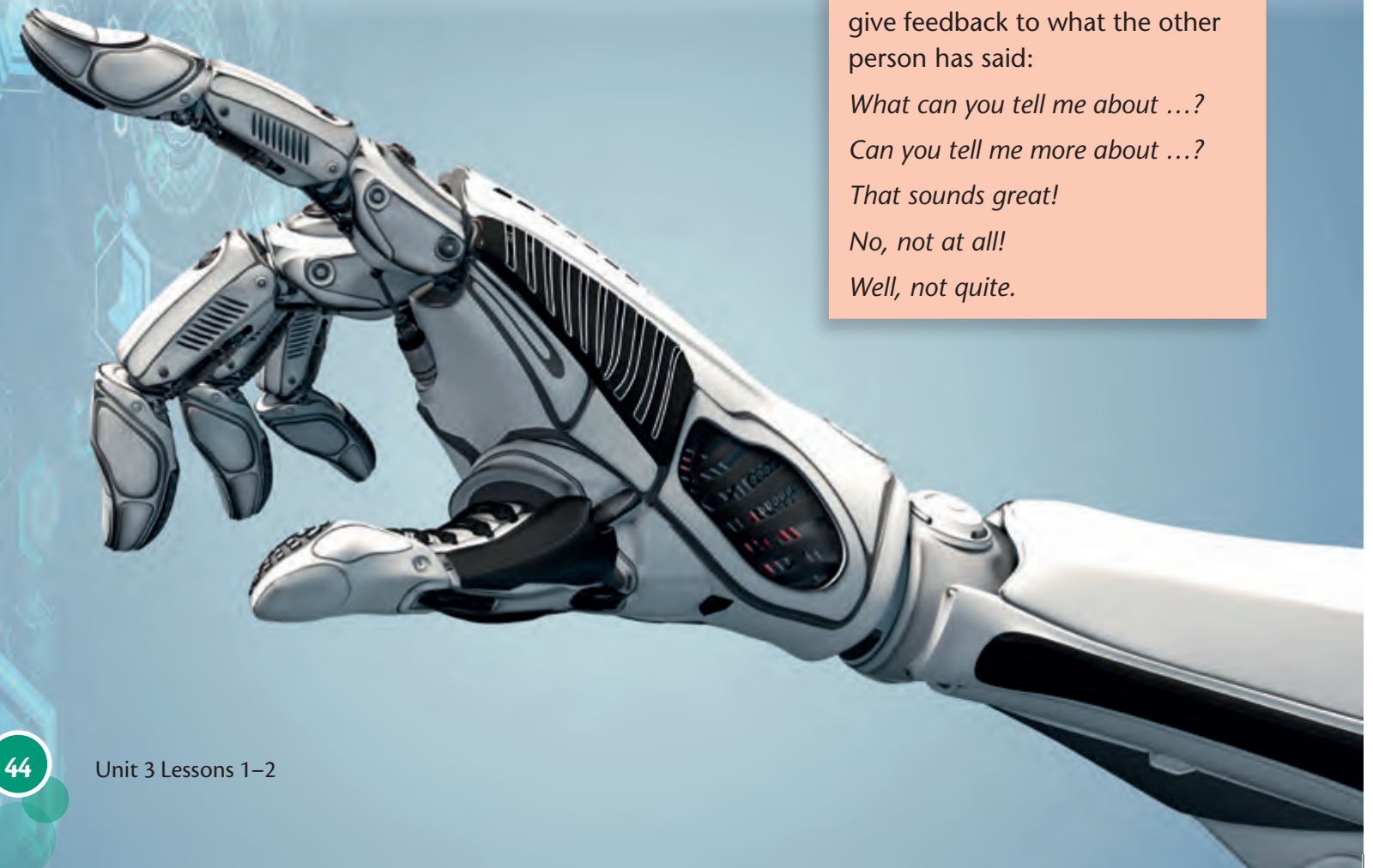
*What can you tell me about ...?*

*Can you tell me more about ...?*

*That sounds great!*

*No, not at all!*

*Well, not quite.*



## Lessons 3–4 E-shopping

- Do you think this statement is true? How often do you shop online? What is better about shopping online than shopping at a mall or in a souq?

More than half of all consumers in the Middle East shop online.

### Reading

- 1 **21st** Skim-read this article. What do shoppers in the Middle East buy online?

#### Shopping around in the UAE

For many years, UAE **consumers** preferred to shop at the mall and use cash instead of **credit cards**. But today, over 70% of people own a laptop, tablet or smartphone and have access to the Internet. This means that more people can make electronic payments online. As a result, **e-commerce** in the UAE is growing fast.

According to one expert, 'Consumers enjoy online shopping because it's fast, convenient and things are often cheaper online. We all love looking for a **bargain** and with **online shopping** you can shop around without walking a single step, so it can save you a lot of time. We live very busy lives now and we want to be able to snap up a bargain quickly and easily before it sells out.'

Recent research by a well-known credit card company has found that more people in the UAE shop online today than ever before. And what are they buying? Generally, Middle Eastern shoppers are buying airline tickets, clothes and shoes,

groceries, books, CDs, DVDs and travel-related products and services.

The UAE today has a **tech-savvy** population. When online shopping was just starting in the UAE, people used their computers to shop online. However, fewer of today's tech-savvy consumers are using computers to shop online in favour of mobile **devices**, such as tablets and smartphones. According to one online **retailer**, about 40 to 50% of all their sales are made with mobile devices.

Zayed Ayyash is the general manager of a men's clothing store. 'The Internet is the way people shop around today. Consumers like to spend time looking at different websites before they make a decision. Once they've bought an item, they can have it delivered or they can pick it up **in-store**. Online sales and e-commerce is here to stay and it's definitely changing the way we do business.'



- 2 Read the article again. Find the words in bold and match them to their definition.

- 1 \_\_\_\_\_ electronic commercial business
- 2 \_\_\_\_\_ good with technology
- 3 \_\_\_\_\_ shoppers
- 4 \_\_\_\_\_ shop owner
- 5 \_\_\_\_\_ buying things on the Internet
- 6 \_\_\_\_\_ mechanical or electronic gadgets
- 7 \_\_\_\_\_ value-for-money item
- 8 \_\_\_\_\_ available for customers to buy in a shop

#### Reading strategy

Skim-read the text for gist first. Read quickly to get a general idea of what the text is about. You don't need to understand every word.



## Language focus

- 3 Read the article again. Find and underline four phrasal verbs.
- 4 Complete the phrasal verbs in the sentences with the correct prepositions: *around*, *out* or *up*.
  - 1 We're going to shop \_\_\_\_\_ before we decide what to buy.
  - 2 They don't have any sunglasses in the store. They've sold \_\_\_\_\_ already.
  - 3 These tablets are a bargain! People will snap them \_\_\_\_\_ really quickly.
  - 4 We need to buy tickets now before they sell \_\_\_\_\_ and they have all gone.
  - 5 Dad has ordered a new TV. He's going to pick it \_\_\_\_\_ this afternoon.
  - 6 This website isn't very good. I think we need to shop \_\_\_\_\_.

### Language tip

Phrasal verbs usually have two words: a verb plus a preposition or a verb plus an adverb. The combination gives a new meaning. Usually both words must stay together, but some phrasal verbs can be separated:

*They **picked up** the ticket.*

*They **picked it up**.*

## Writing

- 5 Read and make clear notes of the key points from one paragraph from Activity 1.

## Speaking

- 6 In different groups, use your notes to retell your paragraph to the group. How accurate were you? Compare and discuss.

### Writing tip

When you make notes, write key words and short phrases to help you remember the most important information. Don't write complete sentences.





## Lessons 5–6 Technology in transport – driverless cars

- What do you know about driverless cars? Do you think they are a good idea? Do you think they will be safer or more dangerous than cars driven by people?

### Reading

- 1 Read the text. Which groups of people might benefit from driverless car technology?



Something new is coming to our roads, and we'll soon be seeing them in action. People have been developing the technology for driverless cars over the last few years, and they are now ready to start trialling the vehicles on the roads in cities around the world in places such as Dubai, London and California.

Why is driverless technology such a key area? For one thing, people feel it can be safer. A high percentage of road accidents are caused by human error, so if the process is completely automatic, this risk is removed.

Another advantage is that it lets older people, or people who have certain disabilities, stay mobile and independent.

There is also the idea that journeys by car could become a different experience altogether. If we don't have to actually drive the vehicle, we can use the time spent travelling for different purposes — watching a film, working, making phone calls or surfing the Internet. There are many possibilities.

Of course, some people don't think this is a good idea. They argue that just as humans can cause accidents when they are tired, distracted, or driving too quickly, driverless cars could have problems if the technology stops working

properly. We've all had moments when phones or computers don't work as well as they should, but the consequences for a car would be worse.

Also, it removes an element of fun from driving. Many people enjoy the experience of travelling around on highways independently, and the automated process stops this.

Whatever the pros and cons, it looks like driverless cars will soon be hitting our streets, so what will they be like? There are basically two kinds: 'guardian angels' and 'chauffeurs'. The guardian angel approach has safety features which override the human driver in dangerous situations — for example the car will brake for you if you don't stop in time. In a 'chauffeur', the person doesn't drive at all. The whole journey is done by a self-driving 'pod'. Soon, these pods will be taking people on journeys all over the city.

So, what do you think? Are you for the driverless car revolution, or against it?

#### Did you know?

In order for driverless cars to work, they need to have a highly detailed map of all the streets and roads in an area. That's a lot of data!

- 2 Read the text again. Match the sentence halves.

- |                                                |                                                   |
|------------------------------------------------|---------------------------------------------------|
| 1 There will soon be trials of driverless cars | a older and less mobile people to travel around.  |
| 2 Many road accidents are caused               | b the experience of driving.                      |
| 3 Driverless cars will help                    | c by mistakes made by people.                     |
| 4 Driverless cars could be dangerous if        | d in places such as Dubai, London and California. |
| 5 Many people enjoy                            | e the technology doesn't work properly.           |

## Language focus

### Use of English: Future Continuous

We use the Future Continuous to talk about actions which will be ongoing at a future point in time. We form the Future Continuous with *will + be + -ing* form of the verb:

*Driverless cars **will be running** on all roads within ten years.*

*Automatic safety features **will be working** in all cars by next year.*

We can use a variety of time markers to reference the future:

*We'll be relaxing on holiday **in two weeks**.*

*They'll be working with the researchers **over the next three months**.*

Note that it is common to contract *will* after a pronoun:

*Driverless cars **will be** ...*

*They'll be ...*

We can also make negative sentences, to say that something will not be in progress:

*We **won't be working** next week. We'll be on holiday!*

### 3 Complete the sentences using the Future Continuous.

- 1 He 'll be taking the Metro to work tomorrow. (take)
- 2 Abdullah \_\_\_\_\_ to school next week, because his bike is broken. (walk)
- 3 I \_\_\_\_\_ my tablet tonight, so you can borrow it. (use)
- 4 My class \_\_\_\_\_ on a school trip to the museum next month. (go)
- 5 She \_\_\_\_\_ her cousins, because they're on holiday. (visit)
- 6 We \_\_\_\_\_ a new house next year. (buy)

### 4 What will you be doing this time next year? Write sentences using the Future Continuous in your notebook.

- 1 I / travel / to school  
I'll be travelling to school by ...
- 2 I / study
- 3 I / live



## Speaking 21st

- 5 Work in groups. Do you think that lots of people will be travelling in driverless cars in the next few years? Do you think they will be successful, or not? Discuss how technology might make driving safer. Give your reasons.

## Lessons 7–8 Practise and prepare

- Look at the picture. What technological devices can you see? What technological devices have you used today? What did people do in the past before these devices were invented?

### Reading

- Read this text about the Internet. Do not stop reading if you don't understand all the words. Record the time it takes you to read:

Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_



### The Internet and its development

Since the early 1990s, the Internet has touched nearly everyone's lives. People can work, shop and chat to other people all over the world without leaving home. Vocabulary such as *download*, *email*, *hard disk*, *screen*, *laptop*, *surf*, *web design*, *program*, *software*, *hardware* are now common words in the dictionary.

But where did it all begin? It started in the USA in the 1960s when the US military decided to communicate by computer in order to exchange confidential information.

The next development was called the Advanced Research Projects Agency Network (ARPANET) which connected four US universities

during the period 1969 to 1971, allowing their computers to exchange information and send electronic messages, or *email*. The original ARPANET grew into the Internet, which was based on the idea that there could be multiple independent networks.

However, it was not until the early 1990s when the first web browser was created, that the ordinary person could really make the most of the Internet. This web browser was called *WorldWideWeb* (*www* for short) and was invented by Sir Tim Berners-Lee. A web browser uses links to connect to different sites, making information much easier to find. These sites are called websites and can contain text, images, audio and video.

As technology has advanced, and the hardware and software have become more affordable, more and more people are able to have their own personal computer. Nowadays, most people use the Internet every day of their lives to work, study, send emails, download information, upload images, listen to music, make appointments, do online banking, shop and socialise.

The final question is: has the Internet finished developing? To remain relevant, it has to continue to change and evolve at the same rate as the computer industry. Where this will take us next is hard to imagine, but it's bound to be exciting. The Internet has changed and will continue to change the way we live.

- Choose the correct word or date.

- The Internet has made it easier to: communicate / read / write / listen.
- The development of the Internet began in the: 1960s / 1970s / 1980s / 1990s.
- The first web browser was created in the: 1960s / 1970s / 1980s / 1990s.
- A web browser makes searching easier by using: images / text / links / downloads.
- The Internet continues to transform our: emails / life / work / images.

## Writing

- 3** The first paragraph of an essay is the introduction. It describes what the essay is about and what to expect. Replace the words in brackets with a word from the box below.

prefer    discuss    advantages    disadvantages    opinion    choose

Some people prefer<sup>1</sup> (like) to use the Internet and study online, while others \_\_\_\_\_<sup>2</sup> (decide) to study at college. In this essay I will \_\_\_\_\_<sup>3</sup> (talk about) the \_\_\_\_\_<sup>4</sup> (benefits) and disadvantages of studying online and I will give my \_\_\_\_\_<sup>5</sup> (view) on the subject.

- 4** The second paragraph describes advantages and gives examples. Read the adjacent text and answer the questions.

- 1** What is the most important advantage of studying online?

There are many advantages of studying online compared to studying at college. The main advantage is that studying online is cheap. For example you do not have to spend money on transport. Another advantage is that it is convenient. For example you can stay at home with your family. Finally, studying online means you can have a job and study at the same time.

- 2** What is an additional advantage of studying online?

- 3** What is the third and final advantage of studying online?

- 5** The third paragraph describes disadvantages and gives examples. Write a paragraph describing the disadvantages of studying online, using Activity 4 as a guide.

- 6** The final paragraph is the conclusion, which sums up the main points and gives the writer's opinion. Put the phrases of this final paragraph in the correct order.

- |                                                   |                                                        |
|---------------------------------------------------|--------------------------------------------------------|
| <b>a</b> there are _____                          | <b>e</b> of studying online. _____                     |
| <b>b</b> more advantages than disadvantages _____ | <b>f</b> It is cheap, _____                            |
| <b>c</b> In conclusion, _____                     | <b>g</b> and you can study while you have a job. _____ |
| <b>d</b> I feel that _____                        | <b>h</b> convenient _____                              |



## Lessons 9–10 Space programmes

- Would you like to go into space? Why? Why is space science important?  
What do you know about the UAE Space Programme?

### Vocabulary

- 1 Match the words to the photos. Discuss them with your partner.

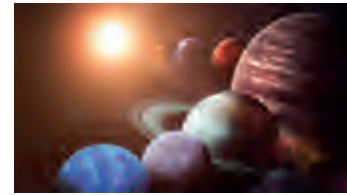
astronaut satellite galaxy planets space station moon rocket



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

- 2 There are six *new* words in the options below. Check them in your dictionary. Then choose the correct words to complete each item in the quiz.

#### Space Quiz

- 1 The Earth, Mars and Jupiter are all planets in our **satellite / solar system**.
- 2 In 1991, Dr Helen Sharman was the first British **space station / astronaut** to travel into space.
- 3 Every **star / rocket** you can see in the night sky is bigger than our sun.
- 4 In 1969, the US launched a **mission / planet** to the moon using a Saturn V rocket.
- 5 The Earth is situated in a spiral **orbit / galaxy** called the Milky Way.
- 6 Astronauts float in space because there is **zero gravity / star**.
- 7 The Earth has one **moon / galaxy** but Jupiter has 67.

### Listening

- 3 Listen to a presentation about the UAE Space Programme. Is this statement true or false?  
The UAE Space Agency wants to send a mission to the moon.
- 4 Listen again and make notes. Work with a partner. Use your notes to write two sentences about the planet Mars to add to the quiz in Activity 2.

## Listening 20

- 5 Listen to a discussion between two friends.  
Are the sentences true or false?
- 1 Ahmed has been reading about the International Space Station.
  - 2 If we study Mars we might be able to predict what will happen to the Earth.
  - 3 Rashid would like a career in space technology.
  - 4 Rashid wouldn't like to go on a mission into space.
  - 5 Ahmed has been watching a film about Mars.
  - 6 You can go into space as a space tourist if you pay thousands of dollars.
  - 7 Rashid would definitely go into space as a space tourist.
  - 8 Both boys think space research is better than space tourism.



### Language tip

Use *would* to talk about unreal or imagined situations:

*I **would** definitely go.*

*I **would** really love to be an astronaut.*

Use adverbs like *really* and *definitely* to express emphasis.

## Speaking

- 6 Work with a partner. Look at the sentence. Which words are usually stressed and which words are usually unstressed in spoken language?

The launch of the Mars Mission is scheduled for 2020.

- 7 **21st** In pairs, choose one of the questions to discuss. At the end of your discussion sum up your ideas. Evaluate your partner for rhythm and pace when speaking.
- Would you like a career in space technology? Why? What would be the advantages/disadvantages? What would be the possibilities/problems?
  - Would you like to be a space tourist one day? Why? What are the dangers? What are the benefits? What would it be like?
  - Do you think Space Programmes are important? Why? What are the dangers? What are the benefits? What would it be like?

### Speaking tip

Remember to speak clearly. Concentrate on your **pronunciation** as well as your **rhythm** and **pace**.

### Speaking tip

When you have finished discussing your ideas, you can use these expressions to sum up the points of your discussion:

*To sum up, ...      So, we can say that ...  
In short, ...*

### Speaking tip

Stressed and unstressed words give sentences a rhythm and make spoken language sound natural. Speaking at an even pace also helps language sound natural.

*I would really love to go into space.*

I would really love a career in space technology because I think it's important. I'd like to ... I'd definitely ... To sum up, I think ...

|        |            |     |                          |
|--------|------------|-----|--------------------------|
| Rhythm | Excellent! | 😊😊😊 | <input type="checkbox"/> |
|        | Well done! | 😊😊  | <input type="checkbox"/> |
|        | Good!      | 😊   | <input type="checkbox"/> |
| Pace   | Excellent! | 😊😊😊 | <input type="checkbox"/> |
|        | Well done! | 😊😊  | <input type="checkbox"/> |
|        | Good!      | 😊   | <input type="checkbox"/> |

## Lessons 11–12 Technology in medicine

- Think about the activities you do every day. How do you do them? What parts of the body do you need?
- Now look at the photos. Discuss them in relation to the previous questions. Use the prompts below:
  - What are they?
  - What are they used for?
  - What do you think they are made of?
  - How do you think they might work?



### Reading

- 1 Read. Are artificial body parts a modern invention?
- 2 Look at the words in bold in the text. Look at co-text to work out what they mean. Look up any you don't know and record them in your vocabulary table.
- 3 Read and answer.
  - 1 What is a prosthetic limb?
  - 2 How long ago were the first artificial limbs used?
  - 3 What were the first artificial limbs made of?
  - 4 Who made the artificial limbs in the sixteenth century?
  - 5 Who invented a mechanical hand?
  - 6 What new developments happened after World War II?

### Technology in medicine

Most of us take our arms and legs for granted. Think about how you use them every day. What activities are your arms and legs used for? What activities couldn't you do without them? Imagine what it must be like if you are **injured** in an accident or have some **genetic disease** which means you lose the use of an arm or leg, or have to have it **amputated**.

This is where doctors and researchers come into the picture.

**Specialists** spend their lives looking for new ways to help those in need, using the most advanced technology available to them. One of the areas these specialists work in is **prosthetics**: the **development** of **artificial** limbs, also known as **bionic** limbs. Prosthetic limbs are used by many people today, but are they a modern **invention**?

You may be surprised to learn that artificial limbs are not something new. **Archaeologists** have found **evidence** that bionic limbs were used over 4000 years ago! These were probably made of wood.

Centuries later, in the 1500s, records show that artificial limbs were made out of iron and were often made by the same person who made **armour**. A **mechanical** hand with a **hinge** was invented by a French doctor called Ambroise Paré. In the 1600s, a Dutch **surgeon**, called Pieter Verduyn, invented an artificial lower leg. The prosthetic limbs that are used today still use some of the original **designs** created by these two doctors.

Further **advances** were made during and after the Second World War, in response to the number of soldiers who were badly injured and lost a limb. This **coincided** with the development of new **materials**. Artificial limbs were **manufactured** from **plastics**, which made them lighter and stronger and more **realistic** than ever before.

The development of computer technology has had an enormous **impact** on prosthetic limb technology. Limbs are now designed to be more **controllable** than ever before, making possible actions like **gripping** something or walking. People who are given artificial limbs need training to be able to use them.

## Language focus

### 4 Read and complete.

- 1 Legs \_\_\_\_\_ (use) for walking and running.
- 2 A lot of people \_\_\_\_\_ (injure) in accidents every day.
- 3 More research into materials \_\_\_\_\_ (need).
- 4 Modern artificial limbs \_\_\_\_\_ (make) out of plastic.
- 5 Nowadays, artificial limbs \_\_\_\_\_ (design) to be more controllable.
- 6 Gripping \_\_\_\_\_ (make) possible by computer technology.

## Writing

### 5 21st Write introductions for the following topics. Include questions.

- 1 How medicine has advanced.
  - 2 The advantages and disadvantages of new technologies.
  - 3 Living without technology.
  - 4 What will be invented next?
- 6 Choose one of the topics from Activity 5. Write two more paragraphs.



### Use of English: Present Simple Passive

We use the passive voice when the subject of the sentence has an action done to it by someone or something. It is formed with the verb **to be** + the **past participle**: *is eaten, are given, isn't used*.

*Prosthetic limbs **are used** by many people today.*

*People who **are given** artificial limbs need to be trained how to use them.*

Go back through the text in Activity 1 and underline any examples of the Present Simple Passive you can find. Remember to look out for irregular past participles!

### Writing tip

A good **introduction** can include one or more **questions** to get the reader thinking about the topic you are going to write about:

*What activities are your arms and legs used for? What activities couldn't you do without them?*



## Lessons 13–14 Drones – the eye in the sky

- Look at the photos. What can you see? What are drones? How can they be beneficial to us? Why might some people be worried about them?



### Listening 21

- Listen. What are the two areas that drones are being used in?
- Listen again and order the sentences.

#### Drones for Good initiative

|   |                                                                                                                                              |
|---|----------------------------------------------------------------------------------------------------------------------------------------------|
| a | This fear may be also based on the increased popularity of drones over the last couple of years.                                             |
| b | In science, drones are being used in research to help prevent the spread of disease.                                                         |
| c | The use of drones can be controversial.                                                                                                      |
| d | Drones are quite small and reasonably cheap. And, they are much more easily available and popular than before.                               |
| e | Where they have become particularly popular are in the fields of education and science.                                                      |
| f | Yes. It's true that, for many people, the increase in the number of drones used both by the public and by official bodies is quite worrying. |

### 3 Listen again. Are the sentences true or false?

- There are strict regulations for using drones.
- There are fewer drones now than two years ago.
- Drones are popular in the fields of education and science.
- Drones are expensive.
- Students have always been attracted to science and technology.
- Drones can follow flying insects.
- Drones can be used to drop objects into areas difficult to get to.
- Drones can't help stop diseases spreading.

## Language focus

### Use of English: Noun phrases

We use noun phrases to add more information about a noun. They serve the same purpose as a noun.

Some noun phrases are very simple and consist of a **noun** or a **pronoun**:

*I am hungry. It is sunny.*

Sometimes they have a **determiner**:

*My friends are waiting. Those pencils need sharpening.*

or an **adjective**:

*My English friends are waiting. Those coloured pencils need sharpening.*

Sometimes we use **quantifiers** as part of a noun phrase:

*All my friends live in my town. Both of my parents go out to work.*

We can make noun phrases more complex by adding more information about the noun:

*The long black drone hovering over the field is the one we are using for our research.*



### 4 Read and write the letter of the missing noun phrase.

- |                                            |                                           |
|--------------------------------------------|-------------------------------------------|
| 1 ____ is a new advancement in technology. | a a controversial idea                    |
| 2 ____ are worried about drones.           | b Some of our most famous educationalists |
| 3 ____ are using drones in their work.     | c The drone                               |
| 4 ____ is on show at the university.       | d Their newest model                      |
| 5 It is ____.                              | e All those winged insects                |
| 6 ____ spread disease.                     | f Many people                             |

## Writing 21st

### 5 What is your opinion of drones? Use the prompts and the table to help plan your writing.

surveillance distance remote control security utility privacy  
sophisticated controversial technology

- What activities they are used for or could be used for.
- What activities couldn't be done without them.
- What advantages and disadvantages there are to using them.

| Using drones |               |
|--------------|---------------|
| Advantages   | Disadvantages |
|              |               |

## Lesson 15 Review

### Vocabulary

- 1 Complete the sentences with words and phrases from the box.

hard disk   software   web design  
laptop   devices   download   screen  
artificial intelligence   surf

- 1 Computers use \_\_\_\_\_ to copy the human voice.
- 2 The time it takes to \_\_\_\_\_ a program depends on the speed of your computer.
- 3 Saeed is using an external \_\_\_\_\_ to back up the files on his computer.
- 4 Electronic \_\_\_\_\_ are not allowed in the exam room.
- 5 I get so many pop-ups on my computer \_\_\_\_\_. It's really annoying.
- 6 I needed a mobile computer so I bought a small \_\_\_\_\_ that is easy to carry.
- 7 My computer \_\_\_\_\_ programs included Microsoft Word and Excel.
- 8 Alia is really talented in graphic arts and \_\_\_\_\_. She has her own site.

2 Choose the correct option.

- 1 The solar system is made up of all the **space stations / planets** that orbit our sun.
- 2 Astronauts are trained **on Earth / in space** before they travel to the moon.
- 3 Satellites are made by **man / space**.
- 4 **The solar system / Space travel** was formed billions of years ago.
- 5 **Rockets / Stars** are used for space travel.
- 6 A **satellite / black hole** is designed to orbit the earth.
- 7 The **astronaut / moon** is always connected to the space station in space.
- 8 The **sun / space station** is made up of burning gases.

### Use of English

- 3 Complete the sentences with the correct form of the Present Simple Passive.

- 1 A team of scientists prepare astronauts for space travel.  
Astronauts \_\_\_\_\_ for space travel.
- 2 Scientists hold a meeting every day before the space mission.  
A meeting \_\_\_\_\_ every day.
- 3 Astronauts practise walking without gravity every day before space travel.  
Walking without gravity \_\_\_\_\_ every day.
- 4 Astronauts study the controls of the rocket carefully before they go into space.  
The controls of the rocket \_\_\_\_\_ carefully.
- 5 Teachers encourage school children to learn about space travel.  
Children \_\_\_\_\_ to learn about space travel.

### Speaking

- 4 Write three statements in your notebooks using the Future Continuous about activities humans will still be doing in 2050.

I think people **will still be driving** cars in 2050.

- 5 Speak to your partner and agree or disagree with each of their statements giving your reasons.

I agree, because cars have been around for many years.

I disagree, because I think cars **will be driving** us around in a few years' time.

# Lessons 16–17 Project: Technology and life

- You will activate prior knowledge and link vocabulary to Unit 3 topics.

## Project research and planning

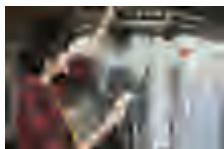
- Get ready to write down the first three words or topics that you think about when you hear the phrase your teacher will say.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

- Photos A, B, C and D are all places that use barcodes. Where are the barcodes being used?

restaurant ~~dry cleaners~~ supermarket chemist cinema



| A <u>dry cleaners</u>                                                              | B _____                                                                            | C _____                                                                             | D _____                                                                              |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |  |  |

- Read the text about barcodes. Read quickly to get a general idea of what the text is about. Is this statement true or false?

According to the text, barcodes are used worldwide.

- There are four paragraphs in the text about barcodes. Match the paragraphs to the following:

- the present \_\_\_\_\_
- history \_\_\_\_\_
- the future \_\_\_\_\_
- progress \_\_\_\_\_

It all began in Ohio in 1974 when the first barcodes were used commercially in a shop. The handheld scanners that read the barcode were very large, noisy and awkward to handle. Before, shop assistants had to tap in the price of every product in the trolley by hand which took quite some time so shops needed to employ several staff to serve their customers. Previously, shops would have to close down to count their stock manually and take an inventory of all their goods. Nowadays, the iconic black and white lines that incorporate the code can record all kinds of data such as consumers' buying habits, their preferred products and information on what consumers will pay for similar products. Barcodes are now used globally in shopping malls, hospitals and commercial industries. Another benefit is that stock control is now quick, easy and automatic.

Remarkable advances have been made in the medical profession by attaching the simple digital code to items such as medicines which automatically give the consumer instructions on what to do. Developments can also be seen in other industries such as dry cleaning where barcodes are attached to clothes ensuring that the correct item of clothing is picked up by the right customer. Improvements in the banking industry allow customers to use their credit cards to buy food, pay at restaurants and fill up on petrol with one quick swipe.

However, as technology advances, some people predict that barcodes will be completely invisible in the coming years and could intrude on our privacy. Some fear that barcodes could even be attached to humans without our knowledge, which in this day and age is a crime against human rights.



- You will consider and choose a topic to present, and plan and create notes in preparation for a presentation.

**5 What do you remember? In your notebooks:**

- Write two facts about the history of the barcode.
- Describe what the barcode looks like.
- Describe what the barcode is used for.
- Describe where barcodes are used.
- Describe why you think barcodes have impacted our lives.
- Describe what some people think about the future of the barcode.

**6 Using the information in the table, complete the gaps in the text.**

| Companies using barcodes in the UAE |           |                            |
|-------------------------------------|-----------|----------------------------|
| Year                                | Number    | % of businesses in the UAE |
| 2000                                | 120 602   | 23                         |
| 2015                                | 1 172 080 | 60                         |

As you can see from the table, there are many \_\_\_\_\_<sup>1</sup> that use barcodes in the UAE. The first figure shows the number of companies in the UAE that used barcodes in the year \_\_\_\_\_<sup>2</sup>. This represented \_\_\_\_\_<sup>3</sup> % of businesses. This increased to just over 1 000 000 in the year \_\_\_\_\_<sup>4</sup>, which represented \_\_\_\_\_<sup>5</sup> % of businesses in the UAE. Therefore, according to the figures, there has been a dramatic increase in companies that use barcodes over the last 15 years.

**7 In groups, decide which development in technology you will research. Then:**

- Write two facts about the history of your topic.
- Research the uses, benefits or best features.
- Research the problems.
- Describe why you think it has impacted our lives.
- Describe the future of the topic.

## Presentation

**8 In groups, prepare some facts and figures about your topic or a situation where it is being used, using Activity 6 as a guide. Prepare an overview of your topic, using Activity 7 as a guide. Practise your topic within your group.**

**9 In groups, present your chosen technology development to the class.**

### Language tip

Here are some useful expressions to use when talking about visual information:

*As you can see ...*

*The first figure shows ...*

*According to the figures ...*

Find the expressions in the text and underline them.

- **Topics** The Arab dhow; traditional Emirati musical instruments; world-famous sites; Emirati embroidery; storytelling; camel racing
- **Use of English** Intensifying adverbs; Present Perfect Continuous for questions

## Lessons 1–2 The Arab dhow

- What do you know about Arab dhows? Where can you see them? What are they used for? How and where are they made?

### Listening

- 1 Before you listen, check these words in your dictionary. Write them in your vocabulary table.

|          |       |       |                |
|----------|-------|-------|----------------|
| hull     | mast  | sails | boat building  |
| navigate | pearl | rope  | seafarer plank |

- 2 Listen to a talk about dhows in the UAE. Do people still use traditional techniques for building dhows?

- 3 Listen again. Match the sentence halves.

- |                                    |                                                               |
|------------------------------------|---------------------------------------------------------------|
| 1 One of the key features of dhows | a is that they have triangular sails.                         |
| 2 Modern commercial boats          | b dhows are still made using traditional materials and tools. |
| 3 There is a long tradition        | c use engines instead of sails.                               |
| 4 In some boatyards in the UAE     | d don't use plans to make the boats.                          |
| 5 The outer shell of a dhow        | e of boat building and sailing in the Arabian Peninsula.      |
| 6 Traditional dhow builders        | f is constructed before the frame.                            |

### Listening strategy

If you are listening to a factual text, you might hear a lot of unfamiliar technical vocabulary. Try not to let this stop you getting an overall understanding of the topic. If you are able to listen a second time, make a note of the words you don't understand, and see if you can work them out from the context. Think about what you already know about a topic – what words would you expect to hear?

## Speaking

- 4  Listen to these sentences. Underline the stressed parts of the words.

- 1 I'm going to the market.
- 2 We saw the dhows in the port.
- 3 They went on a floating restaurant.
- 4 Lots of people watched the boat race.

- 5  Listen again. What do you notice about the words *to*, *the*, *in*, *on* and *of* in the sentences above?

- 6  Listen to this conversation. Notice how the intonation changes.

- A: What do you think of the boat race?  
 B: I think it's amazing!  
 A: In your opinion, what is the best part?  
 B: I love watching all the boats out on the water. I think they look beautiful.  
 A: Do you agree that it's a good way to celebrate our past?  
 B: Yes, I do. It certainly makes me think about sailing, as it was so important to our country.

- 7  Listen and repeat the conversation in pairs. Take turns to play each role, and practise using the correct stress and intonation.

- 8  **21st** Work in groups. Think about traditions which are important to your country. You could talk about dhows in more detail, or choose a different topic.
- Why is this tradition important within your community and your country?
  - How do people make sure that the tradition doesn't disappear?
  - What can people learn about your country from this tradition?

### Speaking tip

We stress some words more than others. These are usually the words which are most important to the meaning – the ones which carry the content information.

English is a stress-timed language. This means that the stressed syllables are longer and clearer, and the less important words are unstressed and quicker.

### Speaking tip

**Intonation** is **how** we say something, rather than what we say. If we notice a person's intonation, it can help us understand what they are thinking or feeling.

When we express **facts**, we use a fairly flat intonation. When we express **opinions**, our intonation changes to show enthusiasm or emotion.

When we ask someone a question, we use different **intonation** to the intonation we use to express facts or opinions.

Questions that begin with a *Wh-* question word usually end in a falling intonation.

Questions that we can answer with *Yes* or *No* usually end in a rising intonation.

### Speaking tip

In a conversation or discussion, you need to give and ask for opinions.

You can use these phrases to **give** opinions:

*I think ... / I don't think ...*

*In my opinion, ...*

You can use these phrases to **ask for** opinions:

*What do you think?*

*What about you?*

*Do you agree?*



## Lessons 3–4 Musical instruments of the UAE

- What Emirati instruments do you know the name of?  
Can you play an instrument? Which one? If not, would you like to learn?

### Reading 21st

- 1 Scan this article about musical instruments of the UAE. Find the names of five musical instruments.

#### Reading strategy

When you scan a text, don't try to read every word. Let your eyes move quickly across the page. Scanning a text is useful if you want to find key information quickly, such as names or the number of things.

### The future of traditional musical instruments

A series of unique musical instruments are at the centre of Emirati culture. They are played at family celebrations such as engagements and weddings, and holidays such as National Day and Eid. However, each year fewer people are learning how to play traditional instruments and the Emirates are in danger of losing this important part of their culture.

The wonderful sound of the oud is played across the Gulf. It is a pear-shaped instrument that has eleven **strings** and is played like a guitar. The oud player Mehad Hamad is famous for his traditional Emirati songs. The tambura is one of the oldest musical instruments in the Emirates. It has five strings, and its base is a wooden bowl that is covered with animal **skin**. It is a very large instrument and the tambura player isn't able to hold it like an oud. Usually, he plays while he is sitting down. The rababa, on the other hand, is a much smaller instrument which the player is able to pick up and hold. It has one string and is played with a **bow**.

Drums are a key sound in the music of the Emirates. The large Al-Ras drum is played during the famous Al Ayyalah dance. The tabl is a smaller drum that the player is able

to hold under the arm or between the legs. Like the tambura and rababa, the tabl is an ancient instrument that connects the Emirati people with their past, but will it have a place in their future?

These instruments were often featured in television programmes during the 1970s and 1980s, and this inspired many young people to learn to play one. But these programmes don't exist now. And there is no written record of this music. So how can we protect Emirati traditional music for future generations?

There are plans to create a college for traditional music. If successful, the college would set up teaching programmes across the UAE. The college would keep records of music that features traditional instruments from across the different regions, and students would be able to learn to play the instruments. With a national college like this, we might stop traditional musical instruments disappearing from Emirati culture for future generations.



- 2 Read the article again. Answer the questions.

- 1 When are traditional instruments usually played?
- 2 Why are Emiratis in danger of losing traditional musical instruments from their culture?
- 3 Which instrument is played like a guitar?
- 4 Which instrument is played with a bow?
- 5 How were young people inspired to learn to play instruments in the 1970s and 80s?
- 6 Why do the Emirates need a college of traditional music?

#### Reading strategy

Read the article again slowly to try and understand it in more detail. Look for key words and check any words you don't know.



## Language focus

- 3 Read the article again. Find and underline examples of *able to*.
- 4 Complete the sentences with the correct form of *able to*. Read the sentences carefully to work out which tense to use.
  - 1 Mustapha isn't able to play (not / play) an instrument.
  - 2 Rashid had to learn a new piece of music before he \_\_\_\_\_ (play) at his family celebration.
  - 3 Now Fatima's cousin Omar \_\_\_\_\_ (play) three drums at the same time.
  - 4 The students \_\_\_\_\_ (learn) to play the drums in time for National Day last week.
  - 5 I \_\_\_\_\_ (not / practise) my music tomorrow as I have to help my parents.
  - 6 The performance was cancelled and so they \_\_\_\_\_ (not / see) the famous oud player.

## Writing

- 5 Work with a partner. Take turns to read the second paragraph of the article aloud. As you listen, make notes about each instrument.

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |

## Speaking

- 6 Work with a partner. Discuss these questions.
  - Which musical instrument do you think would be the most difficult to learn? Why?
  - Why is it important that more people learn how to play traditional musical instruments?
  - What plans are there to help ensure future generations are still able to hear traditional musical instruments?

### Language tip

Notice how we use the verb *be* + *able to* + base form to express ability. We can use *able to* in all tenses, in both positive and negative sentences:

*He is / isn't able to play the oud.*

*They will / won't be able to perform at the wedding.*

*I was / wasn't able to sing that song.*

## Lessons 5–6 World-famous historical sites

- What historical or cultural sites can you think of in your country? What do you know about them? Do you enjoy visiting places with historical and cultural significance? Why? / Why not?

### Reading

- Read the text. In which country are all these world-famous sites found? Which is the oldest?

#### Hadrian's Wall

Hadrian's Wall, on the border of England and Scotland is the most famous and best-preserved frontier of the Roman Empire. The Emperor Hadrian established it as a border between conquered Britain (England and Wales) and the unconquered north (Scotland).

Work started on the wall in around 122 CE, and it took over six years to build. 15 000 highly skilled men worked on it. It stretched for 117.5 kilometres, and was six metres high at the highest point, and up to three metres wide. It is built mainly from stone, and had forts and watchtowers all along the wall. For over 300 years, it was occupied by different groups of soldiers.

Today, you can visit the remains of Hadrian's Wall and explore the absolutely fascinating sections of forts which still exist. You can also walk along the footpath which follows the wall from coast to coast.



#### Uffington White Horse

Uffington White Horse is a figure carved out of the chalk hillside of what is now called White Horse Hill in Oxfordshire, England. It is 110 metres long and its outline is made from deep trenches filled with crushed chalk. It has to be regularly cleaned by volunteers so that it remains clearly visible.

There are other ancient hill figures in England, but the Uffington White Horse is thought to be the oldest – it is believed to be about 3000 years old. Similar images have been found on coins of the same period. Nobody knows who made it or what it was for, but it may have been the symbol of a local tribe.

What we do know is that it is utterly beautiful, especially if you're lucky enough to get an aerial view of it.



#### Stonehenge

Stonehenge is an extremely ancient monument in Wiltshire, England. It's a circle of huge standing stones, which was started over 5000 years ago. It was built in stages, over hundreds of years.

There are 83 remaining, of two different types. Some of them came from over 250 kilometres away in Wales, while the largest came from around 40 kilometres away. The stones are incredibly heavy. It is thought that the stones were dragged on rollers when they crossed land, then put onto rafts to be carried along water.

No one is sure what it was used for, but it is located in an area of the country which has hundreds of burial mounds, so it may have been connected to death and burial. Amazingly, the position of the stones matches the summer and winter solstice dates, and many people go to Stonehenge to watch the sunrise on these days.



- 2 Read the text again. Are the sentences true or false?
- 1 Hadrian's Wall was built to protect the Roman Empire.
  - 2 Hadrian's Wall took over 70 years to build.
  - 3 The Uffington White Horse is painted on the hillside.
  - 4 The Uffington White Horse is the only hill figure in England.
  - 5 Stonehenge is in Wales.
  - 6 It took hundreds of years to build Stonehenge.

## Use of English

- 3 Circle the appropriate intensifying adverb in these phrases.
- 1 I was **very** / **absolutely** delighted to meet your family.
  - 2 It's **very** / **absolutely** sad.
  - 3 My brother is **deeply** / **highly** intelligent.
  - 4 This is an **extremely** / **very** ancient monument.
  - 5 The film was **very** / **completely** awful.
  - 6 I'm **very** / **extremely** happy you came.

## Speaking 21st

- 4 Work in groups. Choose a monument or site in a different country. Decide what is the most important information to include in a presentation.

### Use of English: Intensifying adverbs

We call very common adjectives 'weak', for example *happy*, *sad*, and other adjectives 'strong', for example *delighted*, *miserable*.

We can intensify the meaning of an adjective by placing an adverb before it. To intensify weak adjectives we mostly use *very*.

With strong adjectives we can use strong adverbs instead of *very*. Here are some examples of strong adverbs:

*absolutely, completely, deeply, extremely, highly, incredibly, positively, simply, totally, utterly*

For adjectives which describe **measurable** qualities, for example *young, old, tall, short, heavy, light, rich, poor, intelligent, stupid*, use *extremely* and *incredibly*.

For adjectives which imply a **subjective** judgment, for example *beautiful, fascinating*, we can use most intensifying adverbs (except for *highly* or *deeply*).

Some intensifying adverbs go more naturally with some adjectives than others. The best way of learning them is to record pairs together whenever we come across them:

|                           |                            |
|---------------------------|----------------------------|
| <i>highly intelligent</i> | <i>highly skilled</i>      |
| <i>deeply religious</i>   | <i>deeply disappointed</i> |

## Lessons 7–8 Practise and prepare

- What is culture? Complete a culture mind map.

### Reading

- 1 Skim read the text and answer the questions with A, B, C or None.

- Which paragraph outlines the definition of culture? A
- Which paragraph defines culture as how people interact? \_\_\_\_
- Which paragraph describes the culture of food? \_\_\_\_
- Which paragraph states that culture is based on opinions? \_\_\_\_

- 2 As you read the text again, look at the words in bold and think about the meaning. Circle and write.

- The phrase *passed down* is closest in meaning to:
  - received from
  - lost from
  - hidden from
- The word *previous* is closest in meaning to:
  - later
  - earlier
  - before
- The word *ancestors* is closest in meaning to:
  - relations
  - genetics
  - science
- What does *it* refer to? \_\_\_\_
- What does *their* refer to? \_\_\_\_
- What does *which* refer to? \_\_\_\_
- What does *it* refer to? \_\_\_\_
- What does *its* refer to? \_\_\_\_

### Vocabulary

A **glossary** is a list of terms that explain unusual or difficult words. If the words are in a text they are often highlighted by an asterisk \*.

### Glossary

**architecture:** The style of building  
**attitude:** Your feeling towards someone or something  
**civilisation:** A group or country of people with a culture  
**entertainment:** Something that pleases you like watching a film or going to a concert  
**generation:** People who are the same age or from the same time  
**genetics:** The biology that relates you to your family  
**goods:** Products and things that people buy and sell  
**interaction:** How different things affect or change each other  
**perception:** How you see or think about a situation.

**A** Culture is defined by everything from religion, language, food, festivals, entertainment, music, art, architecture\*, clothes, education, family life and a variety of other parts or elements. Some parts of culture cannot be seen, such as attitudes\*, beliefs and values. Through watching, listening, reading, speaking and living life, culture is adopted or **passed down**<sup>1</sup> from **previous**<sup>2</sup> generations\*. This is different to genetics\* which are characteristics of your **ancestors**<sup>3</sup> and passed on to your family through heredity.

**B** Cultural awareness is understanding our values and beliefs and how we see things. **It**<sup>4</sup> is also an understanding that people who come from different places than you may have dissimilar values and beliefs. Their values, beliefs and attitudes that are unlike your own can add value to your society as they bring with them differences such as music, fashion and food that can be enjoyed by everyone. However, at times these differences may cause conflict because people have different perceptions\* or opinions of how things should happen or look and may get upset if these actions are too different from their own. People from different areas or countries may do things differently as they have different cultures. Understanding **their**<sup>5</sup> differences allows people to live together in harmony.

**C** Culture and civilisation\* refer to the interaction\* of the parts of culture which form the lifestyle of people within a society. It includes language, work, how people dress, their marriage customs, family life and many other elements of culture. For a civilisation to exist it needs communities **which**<sup>6</sup> are usually made up of towns or cities. A civilisation also requires a written language to communicate so people can evolve and learn. These factors are important if a civilisation is to progress. Within a community people work so a society can function. **It**<sup>7</sup> can only function if people create goods\* and provide services for all **its**<sup>8</sup> members. Another important factor is maintaining the organisation of a community by having a government which provides laws to defend and protect their citizens.



## Speaking

- 3 What are these photos comparing? Write your answers and then discuss with your partner.



The different way people:

- A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_

## Writing

- 4 Choose two differences and similarities of a different culture from yours, for example America, and complete the table in your notebook. Think about the ideas you brainstormed in the opening questions, for example food, music and clothes.

| Differences |     |                |
|-------------|-----|----------------|
| Culture     | UAE | <i>America</i> |
|             |     |                |

| Similarities |                        |          |
|--------------|------------------------|----------|
| Culture      | <i>UAE and America</i> | Comments |
|              |                        |          |

- 5 Using your notes from Activity 4, write a short essay in your notebook about a different culture. What are the differences and similarities to your culture? Write four paragraphs, referring to the examples given by your teacher.

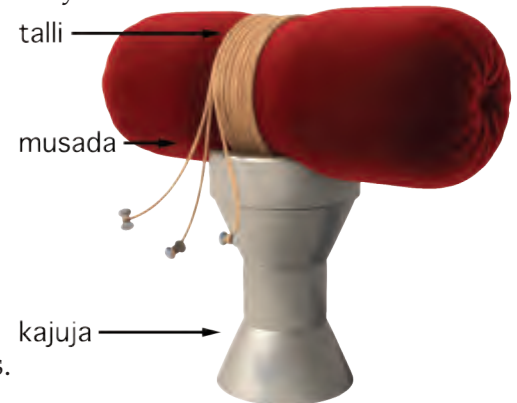
## Lessons 9–10 Traditional Emirati embroidery

- What do you think this is used for? Do you think it is still used today?  
Why? / Why not?

### Reading

- 1 Before you listen, read the sentences. Can you work out the meaning of the words in bold?

- The *bisht* is a **garment** which is worn over the *thobe* by Emirati men on special occasions.
- These long, thin **threads** are made from cotton and other fibres.
- The wool we use for **knitting** comes from sheep.
- Silk** is much finer and more expensive than wool and it is mostly made in China.
- The beautiful pattern on this cushion is an example of excellent **embroidery**.
- In the past, young girls learned to **sew** so that they could make traditional dresses.



### Listening 25

- 2 Listen to the audio. Tick the words you hear.

|         |                          |            |                          |       |                          |
|---------|--------------------------|------------|--------------------------|-------|--------------------------|
| garment | <input type="checkbox"/> | knitting   | <input type="checkbox"/> | silk  | <input type="checkbox"/> |
| thread  | <input type="checkbox"/> | clothes    | <input type="checkbox"/> | wool  | <input type="checkbox"/> |
| carpet  | <input type="checkbox"/> | embroidery | <input type="checkbox"/> | craft | <input type="checkbox"/> |

- 3 Listen again. Are the statements true or false?

- The Emirates has many traditional crafts and skills.
- The art of embroidery used to be taught in schools.
- Talli* is the embroidery used to decorate the *abaya* and the *bisht*.
- Some *talli* embroidery is made with gold and silver threads.
- You can learn to do *talli* embroidery quickly as it is very easy to do.
- More young women are learning how to do *talli* now than in the past.
- You can buy clothes with beautiful embroidery at the mall.
- There have been exhibitions of traditional embroidery at the Sharja Institute of Heritage.

#### Did you know?

Silk is made by silk worms, which eat the leaves of the mulberry tree. It takes the leaves of 25 mulberry trees to produce three kilograms of silk. A silk rope is stronger than a metal wire of the same thickness!

## Speaking

- 4 Work with a partner.  
Look at the photo and discuss these questions.

- What is this woman doing?
- What is she holding in her hand?
- Describe what she is making.



- 5  Look at the words with letters in bold. When you speak, join together the consonant and vowel sounds shown in bold. Listen and repeat the sentences.

- 1 Good **a**fternoon.
- 2 Thank **y**ou for coming on today's show.
- 3 Embroidery is **o**ne **o**f the oldest crafts.
- 4 The **bisht** **i**s a traditional garment.
- 5 **Talli** is made **i**n the Emirates.

### Speaking tip

When we speak, we often connect the end of one word with the beginning of the next word. Look at the examples, and see how the arrows connect a consonant sound and a vowel sound:

He **put** **o**n his walking boots.  
The children **ran** **u**p the street.

### Language tip

Some verbs are followed by *to* + infinitive. These are often verbs expressing thinking, feeling and saying, for example *agree, choose, decide, hope, forget, remember, promise*:

*I **decided to study** History.*

Some verbs are followed by the *-ing* form of the verb, for example *enjoy, stop, miss, avoid, dislike, keep*:

*I **enjoy learning** English.*

Some verbs do both, for example *start, begin, continue, like, hate, love*:

*I **started doing** my homework yesterday.*

*I **started to do** my homework yesterday.*

## Use of English

- 6 Complete the sentences with the correct form of the verb in brackets.

- 1 I missed \_\_\_\_\_ (eat) Arab food when I was living in America.
- 2 My sister hates \_\_\_\_\_ (get) wet in the rain.
- 3 Mustafa promised \_\_\_\_\_ (call) his grandparents.
- 4 Fahad and Zayed started \_\_\_\_\_ (talk) during the TV programme.
- 5 You should stop \_\_\_\_\_ (work) so late at night.
- 6 Omar forgot \_\_\_\_\_ (hand in) his homework again.

## Speaking 21st

- 7 In groups, choose one of the questions to discuss.
- Should young girls learn how to do embroidery at school? What would be the advantages/disadvantages?
  - If machines can do *talli*, why do people need to be able to do it too? Explain your ideas.
  - Do you think it's important to keep cultural traditions alive? Why? / Why not? What are the benefits to society?

### Speaking tip

When you are having a discussion and you want to continue talking, it is useful to use expressions like these at the beginning of a sentence, or when you pause between sentences:

*Oh, and I forgot to say ...*

*Oh yes, and before I forget ...*

*Anyway, as I was saying earlier ...*

## Lessons 11–12 Storytelling

- What stories were you told as a child? What stories do you still like to listen to or tell? Have you ever made up stories for other people?

### Reading

- 1 **21st** Look at the photo. Do you know what this animal is called? Read this introduction to a story about it to find out.

There are many thousands of animals in the world. We know a lot about some of them; but very little about a lot of them.

Take, for example, the zebra. We know they all have black and white **stripes** and, from pictures, these stripes look exactly the same. But on closer observation, we notice that the designs are different, sometimes only very slightly but sometimes quite a lot. In fact, we find out that every zebra has its own **pattern**. Just like our fingerprints, which are **unique** to every one of us, a zebra's stripes are also unique to each of them.



But how did the zebras get their stripes? How did we get our fingerprints? To tell the truth, I don't know, but in the past, people would **make up** weird and wonderful stories to try to explain how these **features** began. So I would like to share one of these stories with you: *How zebras got their stripes*.

- 2 Now read the first part of the story. Are the sentences true or false?

Once upon a time, there were no zebras. There were just horses. Lots and lots of horses. Every day, these horses worked really hard. They worked so hard that they didn't have any free time to relax or play.

The horses had to carry heavy loads. They carried them over long distances, up and down hills and across rivers. Every day, they worked hard and never **complained**. But no one ever said, 'Thank you.' They didn't ever say, 'We really **appreciate** all your hard work.' They didn't ever say, 'We don't know how we would **manage** without your help.'

One day, two of the horses decided that enough was enough! They were **fed up** of the way they were treated by their owners. They were fed up of having no time to rest and play in the lovely green fields around their **stable**. They were fed up of not being able to drink fresh water from the river. So they decided it was time to stand up for themselves. But what could they do?

- 1 According to the story, a long time ago, there weren't any zebras.
  - 2 The horses worked very hard every day.
  - 3 The horses had to walk long distances.
  - 4 The horses had time to relax and play.
  - 5 The fields around the stable were covered in grass.
  - 6 The horses could drink the river water.
- 3 What do you think happens in the rest of the story? Tell your partner.

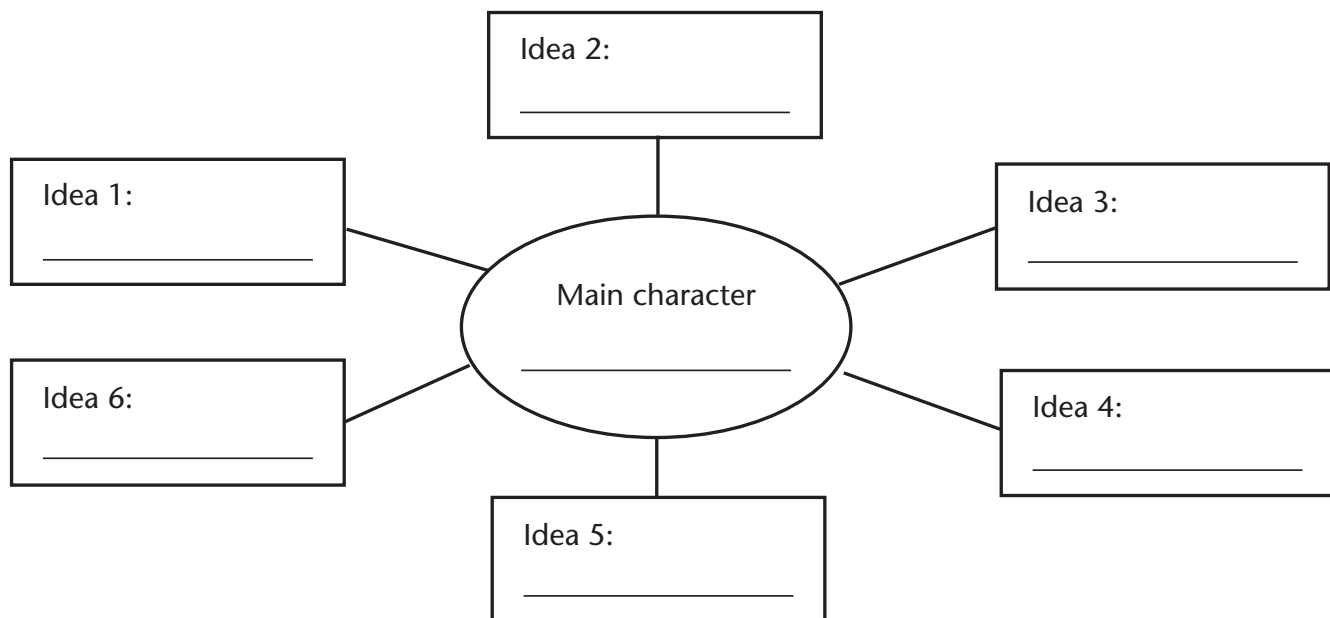


## Language focus

- 4 Write these sentences with the negative form of the Future Continuous tense.
- I \_\_\_\_\_ (walk) to school tomorrow.
  - I \_\_\_\_\_ (watch) TV this evening.
  - We \_\_\_\_\_ (go) on holiday next week.
  - This time next week, we \_\_\_\_\_ (do) exams.
  - They \_\_\_\_\_ (help) us to tidy up.
  - My friend \_\_\_\_\_ (come) to my graduation party.

## Writing

- 5 Plan a story for young children. Use these prompts:
- Choose an animal as the main subject of the story.
  - Decide on one distinct physical feature about that animal.
  - Use a mind map and brainstorm silly or funny ways that it could have got that feature.



- 6 In your notebook, write an introductory paragraph to your story to set the scene.

### Language tip

Remember how we form the positive form of the Future Continuous tense: *will + be + -ing* form of the verb.

Now look at these sentences from the story:

*The zebras won't be working any more.*

*The horses won't be relaxing like their patient zebra friends.*

This is the negative form of the Future Continuous tense and this is how we form it:

*will not (won't) + be + -ing* form of the verb.

We use the Future Continuous (negative) to talk about something that will not happen at some time in the future.

### Writing tip

An introduction provides the context of the story and gives the main topic. Notice how the text in Activity 1 introduces the story by making a general statement about animals, followed by hints and questions to capture our interest and get us thinking.

## Lessons 13–14 Camel racing

- Look at the photos. Describe what you can see. Have you ever been to a horse race or a camel race? What do you know about them? How are they the same or different?



### Reading

- 21st** Read this article about camel racing. What is unusual about the racing? Read and find out.
- Complete the gaps in the text in Activity 1 with the correct letter.
  - ... build robot jockeys!
  - So, how are these robots made?
  - So, how does this work?
  - Robot jockeys have a further advantage over their human counterparts:
  - In the past, human jockeys were used – often young children.
  - It's 9 am.
  - Camel racing is a popular sport in the region.
  - But it's not all about giving instructions!
- Read and write the answer.
  - Why does the racing finish so early?
  - What is a robot jockey?
  - How is the remote control activated?
  - What is a push-button used for?
  - Why were child jockeys banned?
  - What other devices do some robot jockeys have?

\_\_\_\_<sup>1</sup> People are already leaving the race track after two hours of watching some of the fastest camels in the region and before the desert temperatures begin to soar.

\_\_\_\_<sup>2</sup> Some people watch the events on their TVs. But many people don't know that the camels taking part in the races have actually been ridden by robots! And how long do you think this has been going on? Well, ... for the last ten years, at least!

\_\_\_\_<sup>3</sup> Instead of human jockeys controlling the animals – using whips and their voices – a dummy (robot) jockey is used, operated by a remote control. And what has been activating this remote control? The trainer's voice has been activating it – a voice that the camel recognises – so this device 'drives' the camels. So, when we have watched cars driving along the side of the race track, what have we been watching? Well, we can be quite sure that we have been watching the trainers. They have been following the race and 'talking' to their camels as they go. The camels have been responding to their owners' instructions, which are usually telling them to run faster!

\_\_\_\_<sup>4</sup> The camel is fitted with another device controlled by a push-button. This button activates a whip. So by combining talking to the camel with controlling the whip, the owner is able to fine-tune what they want their camels to do.

\_\_\_\_<sup>5</sup> These child-jockeys were light and enabled the camel to run faster. But the racing wasn't safe for the children, so a new law was introduced that banned anyone under 16 from racing. Another issue with human jockeys was the tendency to whip the camels hard to get them to run faster. This often resulted in injuring the camels and leaving them with scars. So what could they do ...?

\_\_\_\_<sup>6</sup> And through designing these, they found that the camels responded very quickly to the push-button whip. This meant the animals were hit less and not so forcefully as by the human jockeys and the camels would finish the race free from injuries or scars.

\_\_\_\_<sup>7</sup> they are much lighter, and this usually means that the camels run much faster.

\_\_\_\_<sup>8</sup> Apparently, the robots can be made from almost anything. And some of them have shock absorbers and GPS trackers! But the most important factor is that they are really light.

### Use of English: Present Perfect Continuous questions

Remember we use the Present Perfect Continuous to show when an action started in the past and has a link to the present, and when we want to focus on the process or duration.

Look at how the Present Perfect Continuous is used in the following question:

*How long **have** the camels **been taking part** in the races?*

This is the form for Yes/No answers:

***Have** you **been watching** the race? Yes, I have. / No, I haven't.*

This is the form for open questions:

*What **have** you **been doing**? I've been watching the racing.*

*I haven't been sleeping!*

*How long **have you been racing**? I've been racing for ten years.*

*I haven't been racing very long.*

#### 4 Read and match.

- |                                                        |                                                  |
|--------------------------------------------------------|--------------------------------------------------|
| 1 How long have you been watching the race?            | a No, I haven't. I've been playing tennis.       |
| 2 What have you both been doing?                       | b Yes, he has.                                   |
| 3 Have you been running? You seem out of breath!       | c For about two years, I think.                  |
| 4 What have you been talking about?                    | d They've been trying on lots of clothes!        |
| 5 How long have they been racing together?             | e For two hours.                                 |
| 6 Has he been trying to buy a ticket?                  | f We've been trying to start the car!            |
| 7 What have they been doing in the shop all this time? | g I've been trying to mend my whip. It's broken! |
| 8 What have you been doing?                            | h We've been talking about our next holiday.     |

### Speaking

#### 5 Ask and complete.

studying?    playing computer games?    texting your friends?  
 watching a film?    reading a good book?    solving Maths problems?  
 arranging to meet friends after school?    telling stories?

|   | What have you been doing today?<br>Have you been ... | Me<br>✓ or ✗ | Name | Name  | Name  |
|---|------------------------------------------------------|--------------|------|-------|-------|
| 1 | <u>studying?</u>                                     | ✓            | Saif | _____ | _____ |

## Lesson 15

### Reading

- 1 Read the text quickly and choose the correct response to describe what the text is about.

- a Dubai is an amazing city
- b The history of Dubai
- c Shopping in Dubai

- 2 Match each of the following topics to the paragraph in which it appears. There is one topic which does not appear in the text.

- A Dubai's climate 2
- B Shopping in Dubai \_\_\_\_
- C Location \_\_\_\_
- D Dining out in Dubai \_\_\_\_
- E Cooking in Dubai \_\_\_\_
- F Sightseeing in Dubai \_\_\_\_

### Speaking

- 3 Use the prompt card to help you describe Dubai to your partner.

#### Describe Dubai.

You should say:

- Where it is
- What the weather is like
- What you can do there
- What you like best about it

Dubai is one of the greatest cities in the Middle East. It is located on the north-east coast of the United Arab Emirates or, to use its acronym, the UAE, and is in the Arabian Gulf. Abu Dhabi is the capital of the seven emirates that make up the UAE.

Dubai has a short but interesting history and more recently has become one of the top tourist destinations in the world. The weather is pleasant in the winter from October to March and is perfect for walking around the parks and visiting the sights. From April to May the temperature starts to climb, but the spring months are still pleasant enough to do outdoor activities. The summer months, from June to August, are the hottest. Then, with the arrival of autumn, the temperature starts to fall steadily.

There are many top fashion designers whose products are for sale in the most exquisite shopping malls in Dubai. Along with the famous Dubai Mall and the Emirates Mall, there are also many souqs, which sell everything from **souvenirs**, to fresh **organic** fruit and vegetables. The most popular market in Dubai is called the Gold Souq.

Dubai is famous for its **unique** buildings. One of the most famous is the Burj Khalifa which opened in 2010 and is one of the tallest buildings in the world, standing at 829 metres high. An example of unique architecture which represents the culture and heritage of the UAE is the **iconic** building, the Burj Al Arab. This building is designed in the shape of a wind-filled sail of an Arab dhow. The building stands at 321 metres high and is one of the most luxurious hotels in the world. Another beautiful **landmark** to see in Dubai is the Jumeirah Mosque, whose **intricate** design is seen at its best when it's lit up at night.

Dubai's **cuisine** can be tasted at world-famous restaurants and is definitely a good reason to come to Dubai. There are hundreds of cafés and restaurants which boast live cooking stations where you can eat and enjoy your food indoors throughout the year and outdoors from October to March.



## Lesson 16 Review

### Vocabulary

- 1 Choose the correct word from the box to match the definitions below.

thread strings sewing embroidery  
garment cotton

- 1 Young girls would learn this skill before they could embroider. \_\_\_\_\_
- 2 These are attached to the front of instruments like the oud. \_\_\_\_\_
- 3 This is made from cotton and other fibres and is used to stitch something together. \_\_\_\_\_
- 4 This is another word for an item of clothing. \_\_\_\_\_
- 5 This is an advanced form of sewing which is often used to decorate the *abaya* and the *bisht*. \_\_\_\_\_

### Use of English

- 2 Decide whether you should use verb + *to* + infinitive, verb + *-ing* or either.
- 1 Alia keeps forgetting \_\_\_\_\_ (charge) her iPad.
  - 2 They keep \_\_\_\_\_ (talk) loudly in the library.
  - 3 Ahmed continued \_\_\_\_\_ (eat), even though he was full.
  - 4 She avoids \_\_\_\_\_ (go) to the dentist because she is frightened of the pain.
  - 5 You must promise \_\_\_\_\_ (be) careful crossing the road.
  - 6 They hate \_\_\_\_\_ (shop) in the high street because it's always too crowded.

- 3 Use the correct form of *able to*.  
Read the sentences carefully to work out which tense to use.

When Ahmed was younger, he wasn't able to swim<sup>1</sup> (not/swim) and he \_\_\_\_\_<sup>2</sup> (not/sail) his father's dhow. Now he is older, he has decided to take sailing lessons. There are many instructors who \_\_\_\_\_<sup>3</sup> (teach) him how to sail, but they won't give him lessons because he still \_\_\_\_\_<sup>4</sup> (not/swim). So Ahmed is only learning about the parts of the dhow, such as the mast and the keel, but his real dream is to \_\_\_\_\_<sup>5</sup> (be/sail) with his father in his dhow.

### Listening 27

- 4 Listen to Hessa and Alia talking about their Culture and Tradition project. Choose the correct answer a, b, c, or decide if the statements are true or false.
- 1 Alia's project is on ...  
a Emirati embroidery.  
b sewing.  
c writing.
  - 2 Hessa has been building dhows since her father's first job.
  - 3 Alia should have handed in her project ...  
a this week.  
b in the last two days.  
c last week.
  - 4 Hessa will ask her classmates to help Alia.
  - 5 Hessa and Alia are both studying Culture and Tradition.

## Lessons 17–18 Project: Proverbs and storytelling

- To create a story with a moral message.

### Vocabulary

A **proverb** is often used to tell the moral (lesson) of the story.

### Project research and planning

- 1 Match each proverb with its meaning.

#### Proverb

- Kill two birds with one stone.
- It's no use crying over spilled milk.
- You reap what you sow.
- A bird in the hand is worth two in the bush.

#### Meaning

- You have to face the consequences of your actions.
- Accomplish two aims at the same time.
- There is no use in being upset over something that has already happened.
- It is better to keep what you have than to risk it for something more.

- 2 Match the sequence of the story 1 to 4 with the corresponding passages A to D.

#### 1 Set the scene

D

#### 2 Points of interest

#### 3 Climax

#### 4 Moral of the story

- A** Consequently, Dora had to return home in tears without selling her milk and tell her mother what had happened. Her mother said 'Oh Dora, Dora, Dora. Never count your chickens before they hatch!'
- B** 'This will definitely make the other girls at the market green with envy. I will just smile and flick my hair back and move my head up like this.' However, as Dora shifted her head upwards the bucket of milk came tumbling down off her head, spilling all over the ground.
- C** 'I can buy some chickens which will lay eggs and then I can sell them at the market. With the profits from the sale of the eggs, I'll buy myself a pretty new dress and I can get married.'
- D** One day, Dora the milkmaid went to the market to sell her milk. She was happily walking down the lane balancing her bucket of milk on her head whilst she thought about all the money she would make from selling the milk and, of course, what she would spend the money on.

- 3 Choose the best option and answer the following questions. Check your dictionary for the meaning of unfamiliar words.

- At the beginning of the story, Dora's character is best described as:  
 a kind                      b reflective                      c satisfied
- Write about the actions that occur before the climax, for example how Dora will get the money for the chickens.
- Dora thinks the other girls at the market will be:  
 a friendly                      b angry                      c jealous
- Write about the actions that occur after the climax:

Dora was in tears because

4 Tell a story that people in your country know well. You should talk about:

- where you heard this story
- what the story is about
- why it is well known in your country.

5 **21st** In groups, plan a story. Go through the checklist and make notes about the setting, the points of interest, the climax and the moral of the story.

### Checklist

- 1 Set the scene: Who are the characters in the story? Where and when does the story take place?
- 2 Points of interest: What happens to start the sequence of events and build up to the problem?
- 3 Climax: What events occur to make this the climax?
- 4 The moral of the story: What lesson is revealed?

6 Create your story, using the expressions in the boxes as a guide, and collaborate with your group to decide how to describe your characters and story.

- Write your section of the story.
- Edit your section of the story with any adjustments agreed by the group.
- Practise telling your section of the story to the group.

#### 1 Set the scene:

*Once upon a time, in a place in the country, a little girl ..., In the old days / long ago, in the forest, an old lady ..., One day, Ali Baba discovered a secret cave ...*

#### 2 Points of interest:

*He wanted to go / look for / sell ... He thought he would be clever and ...*

#### 3 Climax:

*However, just when he thought / he found / managed to ... Then, / After that, / Suddenly, / All of a sudden, everything went wrong and ...*

#### 4 Moral of the story:

*So, / Therefore, / Consequently, / People who do this should ...*

## Presentation

7 As a group, tell your story to the class. Each group member tells their part of the story.

# Wordlists

## Unit 1

|                      |           |
|----------------------|-----------|
| <b>abroad</b>        | adverb    |
| <b>accommodation</b> | noun      |
| <b>accountant</b>    | noun      |
| <b>achievable</b>    | adjective |
| <b>actually</b>      | adverb    |
| <b>alone</b>         | adjective |
| <b>association</b>   | noun      |
| <b>axis</b>          | noun      |
| <b>basically</b>     | adverb    |
| <b>blog</b>          | noun      |
| <b>branch</b>        | noun      |
| <b>calculator</b>    | noun      |
| <b>campus</b>        | noun      |
| <b>career</b>        | noun      |
| <b>chant</b>         | noun      |
| <b>chemist</b>       | noun      |
| <b>choice</b>        | noun      |
| <b>classify</b>      | verb      |
| <b>college</b>       | noun      |
| <b>community</b>     | noun      |
| <b>course</b>        | noun      |
| <b>decide</b>        | verb      |
| <b>degree</b>        | noun      |
| <b>diagram</b>       | noun      |
| <b>disappearing</b>  | adjective |
| <b>doctor</b>        | noun      |
| <b>drawing</b>       | noun      |
| <b>education</b>     | noun      |
| <b>employment</b>    | noun      |
| <b>English</b>       | noun      |
| <b>enjoy</b>         | verb      |
| <b>exam</b>          | noun      |
| <b>family</b>        | noun      |
| <b>foreign</b>       | adjective |
| <b>free</b>          | adjective |

|                      |                  |
|----------------------|------------------|
| <b>friend</b>        | noun             |
| <b>furthermore</b>   | adverb           |
| <b>Geography</b>     | noun             |
| <b>goal</b>          | noun             |
| <b>graduation</b>    | noun             |
| <b>group</b>         | noun             |
| <b>help</b>          | verb             |
| <b>History</b>       | noun             |
| <b>home</b>          | noun             |
| <b>horizontal</b>    | adjective        |
| <b>however</b>       | adverb           |
| <b>illiteracy</b>    | noun             |
| <b>information</b>   | noun             |
| <b>install</b>       | verb             |
| <b>institution</b>   | noun             |
| <b>interactive</b>   | adjective        |
| <b>Internet</b>      | noun             |
| <b>laboratory</b>    | noun             |
| <b>Languages</b>     | noun             |
| <b>lecture</b>       | noun             |
| <b>library</b>       | noun             |
| <b>literacy</b>      | noun             |
| <b>logical</b>       | adjective        |
| <b>Maths</b>         | noun             |
| <b>measurable</b>    | adjective        |
| <b>meteorologist</b> | noun             |
| <b>moreover</b>      | adverb           |
| <b>moving</b>        | noun             |
| <b>multicultural</b> | adjective        |
| <b>number</b>        | noun             |
| <b>OK</b>            | discourse marker |
| <b>online</b>        | adjective        |
| <b>option</b>        | noun             |
| <b>organise</b>      | verb             |
| <b>outside</b>       | adverb           |
| <b>people</b>        | noun             |



|                      |           |
|----------------------|-----------|
| <b>personal</b>      | adjective |
| <b>picture</b>       | noun      |
| <b>place</b>         | noun      |
| <b>position</b>      | noun      |
| <b>prepare</b>       | verb      |
| <b>professional</b>  | adjective |
| <b>puzzle</b>        | noun      |
| <b>radiating</b>     | adjective |
| <b>relevant</b>      | adjective |
| <b>salary</b>        | noun      |
| <b>school</b>        | noun      |
| <b>school-age</b>    | adjective |
| <b>Science</b>       | noun      |
| <b>self-study</b>    | noun      |
| <b>share</b>         | verb      |
| <b>singing</b>       | noun      |
| <b>software</b>      | noun      |
| <b>solving</b>       | noun      |
| <b>specific</b>      | adjective |
| <b>subject</b>       | noun      |
| <b>tablet</b>        | noun      |
| <b>tertiary</b>      | adjective |
| <b>text</b>          | noun      |
| <b>theme</b>         | noun      |
| <b>think</b>         | verb      |
| <b>time-bound</b>    | adjective |
| <b>timetable</b>     | noun      |
| <b>topic</b>         | noun      |
| <b>travel</b>        | noun      |
| <b>tutorial</b>      | noun      |
| <b>undergraduate</b> | noun      |
| <b>university</b>    | noun      |
| <b>varied</b>        | adjective |
| <b>vertical</b>      | adjective |
| <b>video</b>         | noun      |
| <b>visual</b>        | adjective |

|                 |                  |
|-----------------|------------------|
| <b>web</b>      | noun             |
| <b>webinar</b>  | noun             |
| <b>WebQuest</b> | noun             |
| <b>well</b>     | discourse marker |
| <b>whereas</b>  | adverb           |
| <b>wider</b>    | adjective        |
| <b>write</b>    | verb             |
| <b>writing</b>  | noun             |

### Phrase list

at no cost  
 bank manager  
 bar chart  
 body smart  
 distance learning  
 Do you agree?  
 former times  
 get together  
 good at  
 high school  
 higher education  
 How about you?  
 I mean ...  
 I'm not sure.  
 IT skills  
 logic smart  
 mind map  
 multiple intelligences  
 museum assistant  
 music smart  
 nature smart  
 picture smart  
 self smart  
 spread out  
 study group  
 tertiary education

tourist guide  
town planner  
the past  
What do you think?  
word game  
word smart

## Unit 2

|                      |             |
|----------------------|-------------|
| <b>after</b>         | conjunction |
| <b>age</b>           | noun        |
| <b>apartment</b>     | noun        |
| <b>at</b>            | preposition |
| <b>athletics</b>     | noun        |
| <b>aunt</b>          | noun        |
| <b>before</b>        | conjunction |
| <b>born</b>          | verb        |
| <b>breakfast</b>     | noun        |
| <b>businessman</b>   | noun        |
| <b>businesswoman</b> | noun        |
| <b>ceremony</b>      | noun        |
| <b>character</b>     | noun        |
| <b>childhood</b>     | noun        |
| <b>children</b>      | noun        |
| <b>Chile</b>         | noun        |
| <b>Chilean</b>       | adjective   |
| <b>close-knit</b>    | adjective   |
| <b>cousin</b>        | noun        |
| <b>dance</b>         | noun        |
| <b>daughter</b>      | noun        |
| <b>decoration</b>    | noun        |
| <b>decorate</b>      | verb        |
| <b>diving</b>        | noun        |
| <b>drive</b>         | verb        |
| <b>engaged</b>       | adjective   |
| <b>event</b>         | noun        |

|                      |                  |
|----------------------|------------------|
| <b>export</b>        | noun             |
| <b>extremely</b>     | adverb           |
| <b>family</b>        | noun             |
| <b>fasting</b>       | noun             |
| <b>festive</b>       | adjective        |
| <b>fiancé</b>        | noun             |
| <b>fiancée</b>       | noun             |
| <b>Fiji</b>          | noun             |
| <b>Fijian</b>        | adjective + noun |
| <b>finally</b>       | adverb           |
| <b>fireworks</b>     | noun             |
| <b>fish</b>          | verb             |
| <b>flag</b>          | noun             |
| <b>full-time</b>     | adjective        |
| <b>game</b>          | noun             |
| <b>grandmother</b>   | noun             |
| <b>grandparent</b>   | noun             |
| <b>Greece</b>        | noun             |
| <b>Greek</b>         | adjective        |
| <b>holiday</b>       | noun             |
| <b>housemaid</b>     | noun             |
| <b>import</b>        | noun             |
| <b>in</b>            | preposition      |
| <b>international</b> | adjective        |
| <b>Japan</b>         | noun             |
| <b>Japanese</b>      | adjective        |
| <b>job</b>           | noun             |
| <b>light</b>         | noun             |
| <b>listen</b>        | verb             |
| <b>live</b>          | verb             |
| <b>manager</b>       | noun             |
| <b>market</b>        | noun             |
| <b>married</b>       | adjective        |
| <b>mealtime</b>      | noun             |
| <b>move</b>          | verb             |
| <b>music</b>         | noun             |

|                       |             |
|-----------------------|-------------|
| <b>name</b>           | noun        |
| <b>nation</b>         | noun        |
| <b>netball</b>        | noun        |
| <b>next</b>           | adverb      |
| <b>nursery</b>        | noun        |
| <b>on</b>             | preposition |
| <b>opportunity</b>    | noun        |
| <b>parade</b>         | noun        |
| <b>parent</b>         | noun        |
| <b>part-time</b>      | adjective   |
| <b>play</b>           | verb        |
| <b>prayer</b>         | noun        |
| <b>product</b>        | noun        |
| <b>quite</b>          | adverb      |
| <b>reading</b>        | noun        |
| <b>really</b>         | adverb      |
| <b>remember</b>       | verb        |
| <b>responsibility</b> | noun        |
| <b>retired</b>        | adjective   |
| <b>sales</b>          | noun        |
| <b>shift</b>          | noun        |
| <b>shift work</b>     | noun        |
| <b>silence</b>        | noun        |
| <b>sit</b>            | verb        |
| <b>South Africa</b>   | noun        |
| <b>South African</b>  | adjective   |
| <b>study</b>          | verb        |
| <b>studying</b>       | noun        |
| <b>talk</b>           | verb        |
| <b>teenage</b>        | adjective   |
| <b>teenager</b>       | noun        |
| <b>tiring</b>         | adjective   |
| <b>traditional</b>    | adjective   |
| <b>travel</b>         | noun        |
| <b>very</b>           | adverb      |
| <b>walk</b>           | verb        |

|                |           |
|----------------|-----------|
| <b>weekend</b> | noun      |
| <b>work</b>    | verb      |
| <b>young</b>   | adjective |

### Phrase list

at the moment  
 Can you describe ... ?  
 family life  
 family member  
 following this  
 free time  
 How long ... ?  
 How often ... ?  
 in addition  
 in conclusion  
 in summary  
 traditional family  
 What kind ... ?  
 working family

## Unit 3

|                                |           |
|--------------------------------|-----------|
| <b>accident</b>                | noun      |
| <b>advance</b>                 | noun      |
| <b>advantage</b>               | noun      |
| <b>agree</b>                   | verb      |
| <b>amputate</b>                | verb      |
| <b>archaeologist</b>           | noun      |
| <b>armour</b>                  | noun      |
| <b>artificial</b>              | adjective |
| <b>artificial intelligence</b> | noun      |
| <b>astronaut</b>               | noun      |
| <b>automated</b>               | adjective |
| <b>barcode</b>                 | noun      |
| <b>bargain</b>                 | noun      |
| <b>benefit</b>                 | noun      |
| <b>bionic</b>                  | adjective |

|                      |           |                         |           |
|----------------------|-----------|-------------------------|-----------|
| <b>black hole</b>    | noun      | <b>evidence</b>         | noun      |
| <b>boring</b>        | adjective | <b>exchange</b>         | verb      |
| <b>business</b>      | noun      | <b>expensive</b>        | adjective |
| <b>chauffeur</b>     | noun      | <b>experience</b>       | noun      |
| <b>cheaper</b>       | adjective | <b>find</b>             | verb      |
| <b>chemist</b>       | noun      | <b>future</b>           | noun      |
| <b>choose</b>        | verb      | <b>galaxy</b>           | noun      |
| <b>cinema</b>        | noun      | <b>genetic</b>          | adjective |
| <b>coincide</b>      | verb      | <b>gravity</b>          | noun      |
| <b>communicate</b>   | verb      | <b>grip</b>             | verb      |
| <b>company</b>       | noun      | <b>guardian angel</b>   | noun      |
| <b>conclusion</b>    | noun      | <b>hacker</b>           | noun      |
| <b>conservation</b>  | noun      | <b>hard disk</b>        | noun      |
| <b>consumer</b>      | noun      | <b>hardware</b>         | noun      |
| <b>control</b>       | verb      | <b>high-tech</b>        | adjective |
| <b>confidential</b>  | adjective | <b>highway</b>          | noun      |
| <b>controversial</b> | adjective | <b>hinge</b>            | noun      |
| <b>convenient</b>    | adjective | <b>history</b>          | noun      |
| <b>create</b>        | verb      | <b>impact</b>           | noun      |
| <b>credit card</b>   | noun      | <b>improvement</b>      | noun      |
| <b>data</b>          | noun      | <b>in-store</b>         | adverb    |
| <b>decide</b>        | verb      | <b>information</b>      | noun      |
| <b>definitely</b>    | adverb    | <b>initiative</b>       | noun      |
| <b>deliver</b>       | verb      | <b>injure</b>           | verb      |
| <b>design</b>        | noun      | <b>interactive</b>      | adjective |
| <b>development</b>   | noun      | <b>Internet traffic</b> | noun      |
| <b>device</b>        | noun      | <b>introduction</b>     | noun      |
| <b>disadvantage</b>  | noun      | <b>invent</b>           | verb      |
| <b>discuss</b>       | verb      | <b>invention</b>        | noun      |
| <b>disease</b>       | noun      | <b>laptop</b>           | noun      |
| <b>distance</b>      | noun      | <b>life</b>             | noun      |
| <b>download</b>      | verb      | <b>like</b>             | verb      |
| <b>drone</b>         | noun      | <b>limb</b>             | noun      |
| <b>dry cleaners</b>  | noun      | <b>link</b>             | noun      |
| <b>e-commerce</b>    | noun      | <b>man</b>              | noun      |
| <b>email</b>         | noun      | <b>manufacture</b>      | verb      |



|                        |           |                         |           |
|------------------------|-----------|-------------------------|-----------|
| <b>material</b>        | noun      | <b>scanner</b>          | noun      |
| <b>mechanical</b>      | adjective | <b>scientist</b>        | noun      |
| <b>mission</b>         | noun      | <b>screen</b>           | noun      |
| <b>monitor</b>         | verb      | <b>sea</b>              | noun      |
| <b>moon</b>            | noun      | <b>secure</b>           | adjective |
| <b>nanotechnology</b>  | noun      | <b>security</b>         | noun      |
| <b>network</b>         | noun      | <b>self-driving</b>     | adjective |
| <b>number</b>          | noun      | <b>sell out</b>         | verb      |
| <b>online shopping</b> | noun      | <b>shop around</b>      | verb      |
| <b>opinion</b>         | noun      | <b>showcase</b>         | verb      |
| <b>option</b>          | noun      | <b>snap up</b>          | verb      |
| <b>pace</b>            | noun      | <b>software</b>         | noun      |
| <b>people</b>          | noun      | <b>solar system</b>     | noun      |
| <b>pick up</b>         | verb      | <b>sophisticated</b>    | adjective |
| <b>planet</b>          | noun      | <b>space</b>            | noun      |
| <b>plastic</b>         | noun      | <b>space station</b>    | noun      |
| <b>pod</b>             | noun      | <b>space travel</b>     | noun      |
| <b>popular</b>         | adjective | <b>specialist</b>       | noun      |
| <b>prefer</b>          | verb      | <b>star</b>             | noun      |
| <b>present</b>         | noun      | <b>start-up</b>         | noun      |
| <b>privacy</b>         | noun      | <b>stressed</b>         | adjective |
| <b>private</b>         | adjective | <b>supermarket</b>      | noun      |
| <b>produce</b>         | verb      | <b>surf</b>             | verb      |
| <b>product</b>         | noun      | <b>surgeon</b>          | noun      |
| <b>progress</b>        | noun      | <b>surveillance</b>     | noun      |
| <b>prosthetic</b>      | adjective | <b>take for granted</b> | verb      |
| <b>prosthetics</b>     | noun      | <b>talk about</b>       | verb      |
| <b>realistic</b>       | adjective | <b>tech-savvy</b>       | adjective |
| <b>really</b>          | adverb    | <b>technology</b>       | noun      |
| <b>remote control</b>  | noun      | <b>transport</b>        | noun      |
| <b>restaurant</b>      | noun      | <b>underpin</b>         | verb      |
| <b>retailer</b>        | noun      | <b>unstressed</b>       | adjective |
| <b>rhythm</b>          | noun      | <b>use</b>              | verb      |
| <b>robotics</b>        | noun      | <b>utility</b>          | noun      |
| <b>rocket</b>          | noun      | <b>view</b>             | noun      |
| <b>satellite</b>       | noun      | <b>walk</b>             | verb      |

|                     |           |
|---------------------|-----------|
| <b>web design</b>   | noun      |
| <b>website</b>      | noun      |
| <b>winged</b>       | adjective |
| <b>WWW</b>          | noun      |
| <b>year</b>         | noun      |
| <b>zero gravity</b> | noun      |

### Phrase list

According to the figures ...  
 Another advantage is ...  
 As you can see, ...  
 Can you tell me more about ... ?  
 Finally, ...  
 For me, ...  
 However, ...  
 I think ...  
 I'm sorry, did you say ... ?  
 In conclusion, ...  
 In my opinion, ...  
 In short, ...  
 No, not at all!  
 So, what you're saying is ... ?  
 So, we can say that ...  
 So, would you say ... ?  
 That sounds great!  
 The first figure shows ...  
 The main advantage is ...  
 To sum up, ...  
 Well, not quite.  
 What can you tell me about ... ?

## Unit 4

|                      |           |
|----------------------|-----------|
| <b>absolutely</b>    | adverb    |
| <b>advice</b>        | noun      |
| <b>afford</b>        | verb      |
| <b>Al Ayyalah</b>    | noun      |
| <b>Al-Ras</b>        | noun      |
| <b>ancestor</b>      | noun      |
| <b>ancient</b>       | adjective |
| <b>angry</b>         | adjective |
| <b>appreciate</b>    | verb      |
| <b>architecture</b>  | noun      |
| <b>arrange</b>       | verb      |
| <b>arrive</b>        | verb      |
| <b>attitude</b>      | noun      |
| <b>awful</b>         | adjective |
| <b>audience</b>      | noun      |
| <b>beach</b>         | noun      |
| <b>behaviour</b>     | noun      |
| <b>bisht</b>         | noun      |
| <b>boat</b>          | noun      |
| <b>boat building</b> | noun      |
| <b>boiling</b>       | adjective |
| <b>book</b>          | noun      |
| <b>border</b>        | noun      |
| <b>bored</b>         | adjective |
| <b>bow</b>           | noun      |
| <b>bucket</b>        | noun      |
| <b>burial mound</b>  | noun      |
| <b>call</b>          | verb      |
| <b>carpet</b>        | noun      |
| <b>civilisation</b>  | noun      |
| <b>climax</b>        | noun      |
| <b>clothes</b>       | noun      |
| <b>cold</b>          | adjective |
| <b>come</b>          | verb      |
| <b>complain</b>      | verb      |

|                       |           |                     |           |
|-----------------------|-----------|---------------------|-----------|
| <b>completely</b>     | adverb    | <b>happy</b>        | adjective |
| <b>computer game</b>  | noun      | <b>help</b>         | verb      |
| <b>consequently</b>   | adverb    | <b>highly</b>       | adverb    |
| <b>craft</b>          | noun      | <b>homework</b>     | noun      |
| <b>cuisine</b>        | noun      | <b>hot</b>          | adjective |
| <b>deeply</b>         | adverb    | <b>hull</b>         | noun      |
| <b>delighted</b>      | adjective | <b>iconic</b>       | adjective |
| <b>do</b>             | verb      | <b>impatient</b>    | adjective |
| <b>eat</b>            | verb      | <b>impolite</b>     | adjective |
| <b>embroidery</b>     | noun      | <b>interaction</b>  | noun      |
| <b>entertainment</b>  | noun      | <b>intricate</b>    | adjective |
| <b>exam</b>           | noun      | <b>jabwah</b>       | noun      |
| <b>extremely</b>      | adverb    | <b>jasser</b>       | noun      |
| <b>fantastic</b>      | adjective | <b>jealous</b>      | adjective |
| <b>feature</b>        | noun      | <b>jockey</b>       | noun      |
| <b>fed up</b>         | adjective | <b>kebab</b>        | noun      |
| <b>festival</b>       | noun      | <b>kick</b>         | verb      |
| <b>film</b>           | noun      | <b>kind</b>         | adjective |
| <b>food</b>           | noun      | <b>knitting</b>     | noun      |
| <b>football match</b> | noun      | <b>knock over</b>   | verb      |
| <b>fort</b>           | noun      | <b>landmark</b>     | noun      |
| <b>freezing</b>       | adjective | <b>language</b>     | noun      |
| <b>friend</b>         | noun      | <b>learn</b>        | verb      |
| <b>friendly</b>       | adjective | <b>library</b>      | noun      |
| <b>frontier</b>       | noun      | <b>Liwa</b>         | noun      |
| <b>furious</b>        | adjective | <b>make up</b>      | verb      |
| <b>garment</b>        | noun      | <b>manage</b>       | verb      |
| <b>generation</b>     | noun      | <b>mast</b>         | noun      |
| <b>genetics</b>       | noun      | <b>Maths</b>        | noun      |
| <b>get</b>            | verb      | <b>meet</b>         | verb      |
| <b>go</b>             | verb      | <b>miserable</b>    | adjective |
| <b>golf</b>           | noun      | <b>mizmar</b>       | noun      |
| <b>good</b>           | adjective | <b>moral</b>        | noun      |
| <b>goods</b>          | noun      | <b>mosque</b>       | noun      |
| <b>greeting</b>       | noun      | <b>music</b>        | noun      |
| <b>hand in</b>        | verb      | <b>National Day</b> | noun      |

|                          |           |                       |           |
|--------------------------|-----------|-----------------------|-----------|
| <b>navigate</b>          | verb      | <b>sew</b>            | verb      |
| <b>neighbour</b>         | noun      | <b>sewing</b>         | noun      |
| <b>old</b>               | adjective | <b>shindo</b>         | noun      |
| <b>organic</b>           | adjective | <b>shock absorber</b> | noun      |
| <b>oud</b>               | noun      | <b>silk</b>           | noun      |
| <b>paint</b>             | noun      | <b>skin</b>           | noun      |
| <b>paint</b>             | verb      | <b>so</b>             | adverb    |
| <b>paintbrush</b>        | noun      | <b>solstice</b>       | noun      |
| <b>parent</b>            | noun      | <b>solve</b>          | verb      |
| <b>pass down</b>         | verb      | <b>song</b>           | noun      |
| <b>patient</b>           | adjective | <b>souvenir</b>       | noun      |
| <b>pattern</b>           | noun      | <b>Spanish</b>        | noun      |
| <b>pearl</b>             | noun      | <b>spill</b>          | verb      |
| <b>perception</b>        | noun      | <b>stable</b>         | noun      |
| <b>performance</b>       | noun      | <b>story</b>          | noun      |
| <b>plank</b>             | noun      | <b>string</b>         | noun      |
| <b>play</b>              | verb      | <b>stripe</b>         | noun      |
| <b>point of interest</b> | noun      | <b>study</b>          | verb      |
| <b>previous</b>          | adjective | <b>suddenly</b>       | adverb    |
| <b>problem</b>           | noun      | <b>symbol</b>         | noun      |
| <b>proverb</b>           | noun      | <b>tabl</b>           | noun      |
| <b>rababa</b>            | noun      | <b>talli</b>          | noun      |
| <b>raft</b>              | noun      | <b>tambura</b>        | noun      |
| <b>read</b>              | verb      | <b>talk</b>           | verb      |
| <b>recognise</b>         | verb      | <b>tell</b>           | verb      |
| <b>reflective</b>        | adjective | <b>tennis</b>         | noun      |
| <b>remote control</b>    | noun      | <b>then</b>           | adverb    |
| <b>robot</b>             | noun      | <b>therefore</b>      | adverb    |
| <b>rope</b>              | noun      | <b>thread</b>         | noun      |
| <b>sad</b>               | adjective | <b>trench</b>         | noun      |
| <b>sail</b>              | noun      | <b>tribe</b>          | noun      |
| <b>satisfied</b>         | adjective | <b>unique</b>         | adjective |
| <b>scar</b>              | noun      | <b>upset</b>          | adjective |
| <b>scene</b>             | noun      | <b>value</b>          | noun      |
| <b>seafarer</b>          | noun      | <b>very</b>           | adverb    |
| <b>setting</b>           | noun      | <b>walk</b>           | verb      |

|              |           |
|--------------|-----------|
| <b>watch</b> | verb      |
| <b>whip</b>  | noun      |
| <b>wise</b>  | adjective |
| <b>wool</b>  | noun      |
| <b>work</b>  | verb      |
| <b>zebra</b> | noun      |

**Phrase list**

Another difference is ...

Anyway, as I was saying earlier ...

Do you agree?

For example ...

For instance ...

I don't think ...

I think ...

In conclusion, ...

In my opinion, ...

Oh, and I forgot to say ...

Oh yes, and before I forget ...

What about you?

What do you think?



# Audioscript

## Unit 1

### Track 2

Very few countries in the world provide their citizens with a really good all-round education like the UAE. Emiratis are lucky because all school-age children get free education from kindergarten all the way up to graduation from university.

In the past, it was different and there was a much higher rate of illiteracy. But as the country developed and its population grew, the country's leader and government invested large sums of money in education. Children of primary and secondary age were educated close to home, and literacy skills improved greatly around the country. However, because options for higher education in the UAE were much more limited, the state supported thousands of students who went to study abroad in foreign universities.

Now, things have changed. There are many more options now than in former times, and UAE citizens don't need to travel to another country to study for a university degree. Heavy investment in higher education at home has provided students with a much wider choice of private and public universities within the UAE.

### Track 3

In the past it was different.

The state supported thousands of students.

Now, UAE citizens don't need to travel to another country.

Heavy investment has provided students with a wide choice of universities.

### Track 4

Mind maps are a visual way of showing how different ideas are linked together.

To create a mind map, we write the main topic in the centre of a page. Then we add branches radiating out from the topic word. We add words, phrases and ideas linked to the main idea on these branches. Then, we can add further sub-branches and add more associations with linking words and ideas. This creates a web of ideas.

One reason for using mind maps is that you can often find new connections between ideas. Some people like to use different colours for the different themes. This makes it much easier to see how different ideas are linked.

### Track 5

**Teacher:** Hi girls, thanks for coming to chat. I was just wondering if you could help me with my survey. I'm trying to create a class profile and find out how people like to learn. Remember, we read about Howard Gardner and Multiple Intelligences

**Anna:** Oh yes, I remember. We did that last week.

**Teacher:** That's right, Anna. So what do you think? How do you like to learn?

**Anna:** That's easy – I really like it when teachers use lots of pictures and diagrams. Actually, it really helps when we get to see videos as well. It sort of helps link what we do in school with the outside world.

**Teacher:** That's an interesting point. So you're quite a visual person then, Anna?

**Anna:** Definitely! Sophie's the same as me – aren't you?

**Sophie:** Well, yeah – I do like watching videos. But, really I'm more the type of person who likes learning by doing things. You know – when we do group activities and have to make something together – like that project when we made an information poster in Science.

**Teacher:** Was that last year?

**Sophie:** Yeah, we all made posters and then put them on the wall, like in a gallery, and then we walked around – looked at other groups' posters – then voted for the one we thought gave the most information – and was the most interesting.

**Teacher:** Sounds fun. What about you, Molly?

**Molly:** Oh, me? To be honest, I like working on my own. That way I can just get on and do what we have been asked to do.

**Teacher:** And you, Emma?

**Emma:** Well – I'm a bit of a mixture I think. I find it helpful when we have to work things out for ourselves. But I love things like word games – You know – that one where you have to think of a word beginning with the last letter of the last word on the board.

**Teacher:** We played that last week, didn't we? A lot of people seemed to like that one. Anyway, I think that just leaves you, Lucy. How do you like to learn new things?

**Lucy:** Umm ... one of the things I find really helpful when I am learning something new is lots of repetition – and activities that keep testing your memory. Things like chants are fun and I liked that disappearing text we did – you remember – when the teacher wrote a paragraph on the white board and we had to read out what we could see – then she started rubbing off words and we had to read it again and remember what words went in the gaps. Until there were no words left on the board. I was really good at that!!!

**Teacher:** That's great girls. That's really helpful. Better let you go though. Morning break is nearly over now and you'd better get to your next lesson. See you tomorrow!

#### Track 6

**Hamad:** Well, I think online courses are great. Basically, you can work when you want and where you want. OK, you still have to finish your work at a certain time, but if you want to work all night you can. I like interactive courses where you can watch videos and share your ideas with other learners. What do you think, Fares?

**Fares:** Yeah, I agree, Hamad. Distance learning is great because you don't have to spend time travelling. I mean, you can study anywhere and that's got to be a great thing.

**Eisa:** Actually, I don't think e-learning is as good as traditional learning. You're right, it can save you time, but it isn't right for everyone. Some learners might prefer having a teacher there to explain things to them. What do you think, Abdullah?

**Abdullah:** Yeah, you're right, Eisa, and also, you need to have good IT skills. If you don't have good IT skills, you can spend a lot of time installing software and trying to use it. So, it doesn't always save time. It can actually waste time. I don't have good IT skills. Installing new software is one of the worst things for me. How about you, Hamad?

**Hamad:** But you don't always need software. I mean, you can watch videos or take part in a webinar and you don't need software for that. Webinars are one of the most interesting ways of learning. It's just like being in a lesson, but you can watch them anywhere. What do you think, Fares?

**Fares:** Webinars are great, but I think WebQuests are one of the best ways of learning, because you combine e-learning with traditional learning. I really enjoy doing research on the Internet, and then working with a group of learners to complete the task. That's the best way for me.

#### Track 7

- 1 Basically, you can work when you want and where you want.
- 2 OK, you still have to finish your work at a certain time.
- 3 I mean, you can study anywhere and that's got to be a great thing.
- 4 Actually, I don't think e-learning is as good as traditional learning.
- 5 It can actually waste time.
- 6 I mean, you can watch videos or take part in a webinar and you don't need software for that.

#### Track 8

- 1 I really enjoy having a task to do.
- 2 You can download the software from this website.
- 3 Sometimes, traditional learning isn't as difficult as e-learning.
- 4 Do you prefer making notes with a pen and paper?
- 5 We had to do a WebQuest this week.
- 6 There wasn't time to watch the webinar.

#### Track 9

**Oscar:** Hi, Harry.

**Harry:** Hi, Oscar.

**Oscar:** Have you thought about your future learning goals?

**Harry:** No. Have you? I'm not sure what I want to do yet.

**Oscar:** Hmmm ... When I finish school, I think I'd really like to go out to work.

**Harry:** So ... why don't you, Oscar?

**Oscar:** Well ... my parents and the teachers want me to go to university. They say I have the ability to study for a good profession.

**Harry:** What ... like a doctor or lawyer?

**Oscar:** Guess so. What about you, Harry? What would you like to do?

**Harry:** Well, Oscar, ... first I want to finish school and get these exams out of the way. I want to do well in those ... so one of my first learning goals is to draw up a revision timetable for every subject. Then I'm going to do lots of exam practice. Then I'll see how I get on. If I get good grades, I will probably apply for university. My parents would like me to, like your parents.

**Oscar:** To be honest, Harry, I'd really like to take a year off to think about what to do. Maybe my goal will be to get a job for a year and save up some money! Then when I go to university, I'll be able to run a car and eat out in expensive restaurants! But, that's more of a future life goal than learning goal, I guess!

### Track 10

When I finish high school, I will apply to universities to do a Business degree. If I study as a distance learner, I will live at home and I can do my course online which means I can get a part-time job and I won't have to study on campus. I would like to interact and work with other students at university, but it is more important that I am close to my family. My immediate goals are to develop my e-learning skills, as most university degrees these days require students to be computer literate. This means you should have a general knowledge of software and various computer applications. I also need to do a MOOC which means 'massive open online course' and register for some webinars, both of which will show that I am an experienced online learner and I am capable of taking on a distance learning degree.

## Unit 2

### Track 11

**Khalid:** Hi Grandad, how are you?

**Grandad:** Very well thank you, Khalid, and you?

**Khalid:** Tell me about your old house, Grandad.

**Grandad:** Well, we lived by the beach in Jumeirah, but we had to move when the development started. Things were very different then. Both of my sisters got married and moved to homes of their own, but I was younger, so I stayed at home with my parents for longer. Then when I got married, my wife – your grandmother – moved in to our family home.

**Khalid:** That must have been nice.

**Grandad:** Yes, we were very happy. There were always lots of people coming to visit: cousins, my sisters and their husbands. It was fun, we were a very close-knit family. There were always lots of people at mealtimes.

**Khalid:** So did you live there with Dad, when he was born?

**Grandad:** Yes, your dad lived in the family home too. It was sad when we moved, but things are different now. Later, both of my children – your dad and your aunt – moved to the city for work. It was quiet when it was just me and your grandma at home!

**Khalid:** It isn't quiet now!

**Grandad:** No, it isn't! Now we live with you, the house is full again!

### Track 12

aunt

fiancé

close-knit

daughter

engaged

### Track 13

**Ali:** So, when did you arrive in the UAE, Daniel?

**Daniel:** In the last week of November. I've been here for about two and a half months. I love it. Dubai is an extremely interesting place to be. I'm doing a college exchange so that I can improve my Arabic.

**Ali:** Yes, it's a really fantastic place.

### Track 14

**Ali:** So, when did you arrive in the UAE, Daniel?

**Daniel:** In the last week of November. I've been here for about two and a half months. I love it. Dubai is an extremely interesting place to be. I'm doing a college exchange so that I can improve my Arabic.

**Ali:** Yes, it's a really fantastic place. I guess you saw the recent National Day celebrations. We love celebrations here.

**Daniel:** Yes, I saw the parade. What other things do Emiratis celebrate?

**Ali:** Well, lots of things. Weddings - as you can probably imagine - are times when we have really big family celebrations. Then, of course, when anyone graduates from college or university, families will always want to do something quite special. Oh, and if there's a new baby in the family... well, that's another reason to have a party or some sort of celebration.

**Daniel:** That's quite similar to my country. Are there any other things that families celebrate – like national events or holidays?

**Ali:** Well, we have quite a lot of holidays I suppose, but my favourite is Eid Al-Fitr.

**Daniel:** Oh, what happens then?

**Ali:** Well, Eid Al-Fitr marks the end of Ramadan, which is the month when we fast. I mean when we don't eat or drink anything during the hours of daylight.

**Daniel:** Oh, I see.

**Ali:** And then at Eid we celebrate! Last year, my uncles and aunts came over from Abu Dhabi. My mum and my aunts made lots of festive food and we all celebrated together. It's

a time to be with family, to visit relatives and give money to children. There are lots of community events you can go to too, with special activities for kids.

**Daniel:** It sounds great, Ali. I'd really like to be here for Eid, but I'm going back to the States next month. But maybe on another trip!

### Track 15

- 1 The two friends were standing in a really crowded street.
- 2 We saw an extremely beautiful falcon display.
- 3 There was a parade of very beautiful horses.
- 4 They all had a really great time.
- 5 The speeches were quite difficult to hear.
- 6 I think that National Day is very important.

## Unit 3

### Track 16

**Interviewer:** Hello! Today I'm in a place in sunny California which I'm sure many of you have heard of. Here's one of its residents, Paul Taylor. Paul, what can you tell me about Silicon Valley?

**Paul:** Hi, it's great to talk to you today! Well, where do I start? Silicon Valley is in San Francisco, California, and it's home to some of the largest technology companies in the world. Google, Apple and Facebook are all based here, as well as hundreds of other leading high-tech companies.

**Interviewer:** I'm sorry, did you say Google, Apple and Facebook are all here?

**Paul:** Yes, that's right. It really is the centre of the world's technology industry. And it's not just big companies – there are more start-up companies in this area of San Francisco than anywhere else in the world. The latest hardware and software necessary to underpin and power their businesses is all developed right here, in Silicon Valley.

**Interviewer:** The area has grown so quickly over recent years – is it over now?

**Paul:** No, it certainly isn't. Google has plans to develop new headquarters over the next few years. I think this is a fantastic project, as the buildings will be some of the most modern and innovative in the world.

**Interviewer:** So, would you say this is just a large business park?

**Paul:** No, not at all. This isn't just a centre for industry. There are world-famous institutes here, such as the Computer

History Museum and a NASA Research Centre. For me, the most exciting is the Tech Museum of Innovation.

**Interviewer:** The Tech Museum of Innovation? Can you tell me more about that?

**Paul:** It's where the newest technologies and designs are showcased, from robotics to gene therapy to alternative energy and conservation. It's designed to be interactive, so visitors can explore the exhibits and imagine what our world might look like in the future.

**Interviewer:** That sounds great – I'd love to visit! Paul, what would you say are the leading areas of research and development at the moment?

**Paul:** A few years ago, it was nanotechnology – the science of making smaller devices. Now, it's artificial intelligence or AI. This is the ability to develop computer systems which can learn how to do tasks usually done by humans.

**Interviewer:** So, what you're saying is that robots will soon be acting like humans?

**Paul:** Well, not quite! But there is a lot of work in this area at the moment. In my opinion, this is the one thing that will really change our future. It's big business in Silicon Valley, and lots of companies are involved in the race to create the best new AI systems.

### Track 17

hard disk

Internet traffic

next month

best new company

### Track 18

Is space technology going to be the next most important industry in the UAE? In 2009, the UAE launched its first UAE owned satellite, and since then the space industry has grown quickly. In 2014, the UAE Space Agency was established to develop space science and space technology as an industry.

*The UAE Space Agency's most important goal is to send a mission to Mars. Mars is often called the Red Planet because it is a red-brown colour. It has two moons and is the second smallest planet in our solar system. It is the planet most similar to Earth and, like Earth, it has four seasons. We can learn a lot from Mars that might help us on Earth.*



The launch of the Mars Mission is scheduled for 2020. If successful, the mission will travel more than 60 million kilometres and take one year to reach Mars. There won't be astronauts on the mission. Instead, they will send a probe, which is a mechanical device, to land on the surface of Mars. This is the first space programme by an Arab country.

#### Track 19

The UAE Space Agency's most important goal is to send a mission to Mars. Mars is often called the Red Planet because it is a red-brown colour. It has two moons and is the second smallest planet in our solar system. It is the planet most similar to Earth and, like Earth, it has four seasons. We can learn a lot from Mars that might help us on Earth.

#### Track 20

**Ahmed:** Hi, Rashid. I've been reading about the UAE Space Programme on the Internet. There is going to be a mission to Mars in 2020. Mars is quite similar to the Earth and by studying Mars we might be able to predict what will happen to the Earth in the future. That's really exciting. Would you like a career in space technology?

**Rashid:** Hi, Ahmed. Yes, I'd love a career in space technology. I think it would be really interesting to be a space engineer or a space scientist. Maybe one day I could work at the Mohammed bin Rashid Space Centre and help with the Emirates Mars Mission. That would be amazing.

**Ahmed:** Or you could be an astronaut, Rashid, and work on the International Space Station. Would you like to travel into space?

**Rashid:** Absolutely. I'd love to be an astronaut and go on a mission into space. I think it would be really exciting.

**Ahmed:** Yes, me too. I would definitely go into space. I've been watching videos of the British astronaut Tim Peake and the other astronauts in the International Space Station.

**Rashid:** But Ahmed, you don't have to be an astronaut to go into space, do you? You could be a space tourist. There are companies like Virgin Galactic where you can pay to travel into space. It costs thousands of dollars, of course.

**Ahmed:** Well, I'm not sure. I don't think space tourism is useful and it probably causes a lot of extra pollution.

**Rashid:** Yes, you're right. I think it's better to be part of a proper research mission than a tourist mission. In short, I think space technology is really exciting. I'd love a career as a space scientist because it would be really interesting and it's an important science. But I don't think space tourism is a good idea.

**Ahmed:** I agree with you.

#### Track 21

**Male 1:** The use of drones can be controversial. Often criticised for being able to look into private places, the *Drones for Good* initiative, makes a good case for using drones as our technology correspondent explains.

**Male 2:** Yes. It's true that, for many people, the increase in the number of drones used both by the public and by official bodies is quite worrying. People see them as an intrusion into their lives. But we want to make it clear, that in order to use any drone, there are very strict regulations in place that protect everybody from unwanted filming!

This fear may be also based on the increased popularity of drones over the last couple of years. From hardly seeing any drones two years ago, now they seem to be everywhere!

Where they have become particularly popular are in the fields of education and science. Let's take a look at what's happening in education first.

Drones are quite small and reasonably cheap. And, they are much more easily available and popular than before. So, many educationalists see this new craze as a possible way to attract students into the areas of science and technology – subjects that they have had difficulty attracting students into. As part of this initiative, new courses are being created. Some of these courses look at the practical side and focus on how to make drones; others look at how drone technology can be integrated into the course content.

In science, drones are being used in research to help prevent the spread of disease. How this works is based on the fact that drones can get to places that are otherwise inaccessible to the rest of us – maybe because the terrain is too dangerous or the area is too big to cover easily by other means. So, when it comes to tracking populations of flying insects that are the carriers of disease, the challenge is even greater! So drones can be crucial components to the success of such a project. Let's take the tsetse fly in Africa, for instance. This insect is known as the carrier of a parasite that produces sleeping sickness in both humans and livestock. By using drones to survey the land, they can drop sterilised male tsetse flies into areas where there are wild populations. As a result, scientists hope to see the number of the insect in the wild drop with the long-term aim of eradicating the disease.



## Unit 4

### Track 22

Dhows are traditional Arabian boats. There are a number of different styles, but their key features are two masts and triangular sails, called *lateens*. These let the boats travel faster when they are sailing against the wind. Modern commercial boats now have engines, whereas dhows for racing still use sails.

Boat building is important in the UAE, as it is part of a long tradition. In the past, the people of the Arabian Peninsula were the most advanced seafarers in the world. They used innovative techniques, and had instruments to help them navigate the seas. They traded with many other countries, such as India and Sri Lanka.

There are some dhow-building boatyards around the UAE, in Dubai and Abu Dhabi for example, which build boats in the same way it's been done for generations, using traditional materials and tools. The outer shell of the boat is constructed from planks first. This is different to the European technique, where the frame of ribs is constructed first, so that the planks can be attached to it. Until around 70 years ago, the planks which make up the hull were stitched together using coconut rope, although thin nails are used now. The holes for the nails are drilled by hand, so the wood doesn't split. The work is managed by a highly skilled master craftsman, and the boat builders work without using plans, since they have so much experience.

In the past, dhows were used for fishing and for transporting goods in national and international trade. They are still used for carrying everything from washing machines to foodstuffs to tyres around the Gulf. They are a useful and inexpensive way to transport goods up and down the Gulf.

The tourist industry is finding new uses for the boats. Many dhows are used for floating restaurants and luxury river cruises which travel up and down Dubai Creek. These have traditional food and on-board entertainment. If you walk along the port, you will see many of these dhows competing for custom.

There are also dhow races, such as the Al Ghaffal Traditional 60 foot Dhow Race. This is an important event, since it helps us remember the young pearl divers and fishermen who were so important in the early development of the Emirate. This can feature up to 100 boats, and many people gather to watch it.

### Track 23

- 1 I'm **going** to the **market**.
- 2 We **saw** the **dhows** in the **port**.
- 3 They **went** on a **floating restaurant**.
- 4 **Lots** of **people watched** the **boat race**.

### Track 24

**Boy 1:** What do you think of the boat race?

**Boy 2:** I think it's **amazing**!

**Boy 1:** In your opinion, what is the best part?

**Boy 2:** I **love** watching all the boats out on the water. I think they look **beautiful**.

**Boy 1:** Do you agree that it's a good way to celebrate our past?

**Boy 2:** **Yes, I do**. It certainly makes me think about sailing, as it was **so important** to our country.

### Track 25

**Interviewer:** Good afternoon, everyone, and welcome. On 'Culture Today' we're discussing traditional Emirati embroidery and the challenges this valuable cultural tradition is facing in a technological world. And welcome, Professor Deema Ahmed Al Qasimi. Thank you for coming on today's show.

**Professor:** It's a pleasure to be here.

**Interviewer:** The Emirates has a rich cultural heritage, doesn't it Professor Al Qasimi? Perhaps one of its oldest traditional crafts is embroidery and knitting.

**Professor:** Yes, that's right. Embroidery has been a part of Emirati culture for many, many generations. It is a skill that was traditionally taught by mothers to their daughters. And one of the most well-known forms of embroidery is 'talli'.

**Interviewer:** This is the name given to a type of embroidery that is used to decorate the *abaya*, which is the traditional dress worn by Emirati women.

**Professor:** Yes, that's right. There is also the delicate gold embroidery which is sewn into the *bisht*, the garment worn by men over the thobe on special occasions.

**Interviewer:** What are the designs like?

**Professor:** Well, the designs are made using very fine gold and silver threads. Traditionally, *talli* is made on a small stand called a 'kujoojeh'. The women who make it cross the threads in different ways. They keep crossing the threads in different combinations to weave very beautiful patterns. The women are highly-skilled and it can take years to learn this ancient craft.

**Interviewer:** But that's the problem, isn't it, Prof Al Qasimi? Modern fashions today are found in every mall and online retailer. Young women don't need to learn embroidery because they can buy clothes with beautiful embroidery anywhere. Fewer young women are learning how to do *talli*, and this important Emirati cultural tradition may soon be forgotten.

**Professor:** Yes, that's true. The craft of traditional embroidery is in danger and we want to avoid losing it completely. Fortunately, there have been exhibitions and workshops at centres like the Sharjah Institute of Heritage in recent years. These exhibitions are helping to educate the younger generation about their cultural heritage, and to keep the tradition alive. So we haven't lost the skill yet and if we keep talking about it, it may continue long into the future.

**Interviewer:** Absolutely, Prof Al Qasimi. Thank you very much for coming on the show today and talking with us. Now, ....

#### Track 26

- 1 Good afternoon.
- 2 Thank you for coming on today's show.
- 3 Embroidery is **one of** the oldest crafts.
- 4 The *bisht* is a traditional garment.
- 5 *Talli* is **made in** the Emirates.

#### Track 27

**Hessa:** Hi Alia, oh I see you haven't finished writing up your project. Which topic on Culture and Tradition have you been researching this term?

**Alia:** Well, I've been sewing since I was about seven years old so I've been researching Emirati embroidery this term. What about you, Hessa, which topic have you been doing for your project this term?

**Hessa:** I've been looking at lessons one and two. My father has been building dhows since his first job, so I've been researching boat building with him at his work. How long have you been writing up your project?

**Alia:** Oh, for the last two days; it's taking so long and the teacher has been asking me all week if I've finished it. It was due in a week ago.

**Hessa:** Oh dear, why don't you ask our classmates if anyone has been working on the same Culture and Tradition topic as you? Perhaps they can help you.

**Alia:** Thanks that's a good idea.



