



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



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Bridge to Success

Workbook

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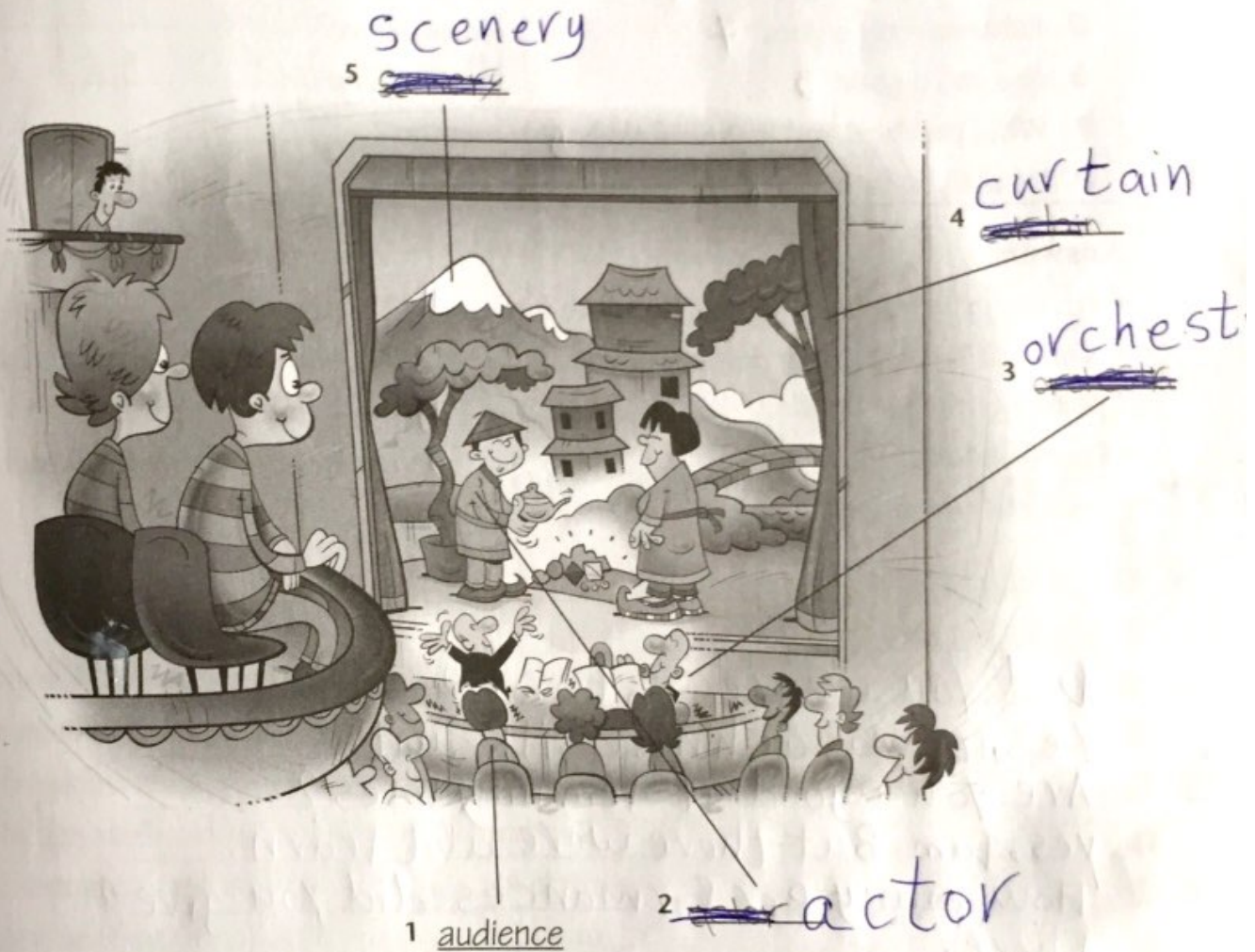


Dubai Canal, UA

6 Using English

Lessons 1-2 At the theatre

1 Label the picture of the theatre.



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

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

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

Questions

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

Answers

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

- 1 Q What part did you play?
A I was Aladdin.
- 2 Q Did you wear costume?
A Yes, it was a Chinese silk suit.
- 3 Q Are you good at learning lines?
A Yes, I am. But there were a lot to learn.
- 4 Q How many performances did you give?
A Three.
- 5 Q Have you got a good memory?
A Yes, I have, fortunately.
- 6 Q Are you a good artist?
A Yes, I love painting scenery.
- 7 Q What practical and technical skills do you have?
A None. I'd be no good at doing scenery.
- 8 Q Would you rather be an actor or a director?
A I'm happy being on the stage. It's more fun.

2 Write the letter next to the appropriate number.

- | | | | |
|-----|-----|-----|------|
| 1 i | 4 a | 7 e | 10 k |
| 2 b | 5 h | 8 d | 11 f |
| 3 L | 6 c | 9 m | 12 g |

- | | |
|--|---|
| <p>1 Where does the story of <i>Aladdin</i> start?</p> <p>2 Who does Aladdin meet?</p> <p>3 Where does the man take Aladdin?</p> <p>4 What is under the big marble stone in the garden?</p> <p>5 What does the man want from the cave?</p> <p>6 What does the man give Aladdin and why?</p> <p>7 Why does the man want the lamp?</p> <p>8 Why does the man leave Aladdin in the cave?</p> <p>9 Why can't Aladdin get out of the cave?</p> <p>10 What happens when Aladdin rubs the ring?</p> <p>11 What does Aladdin ask the genie to do?</p> <p>12 What does Aladdin realise about the man?</p> | <p>a A cave full of treasure.</p> <p>b A man who says he is his uncle.</p> <p>c He gives him a ring to protect him.</p> <p>d Because Aladdin won't give him the lamp.</p> <p>e Because it will make him the richest man on earth.</p> <p>f He asks him to take him home.</p> <p>g He realises that he is an imposter.</p> <p>h He wants a lamp.</p> <p>i In China.</p> <p>k A genie appears.</p> <p>l To a beautiful garden.</p> <p>m Because the heavy <u>marble</u> stone is covering the entrance.</p> |
|--|---|

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

The story of *Aladdin* starts in China. Aladdin meets a man who says he is his uncle. The man takes Aladdin to a beautiful garden. There is a cave full of treasure. The man wants from the cave a lamp. The man gives Aladdin a ring to protect him. He wants the lamp because it will make the richest man on earth. The man leaves Aladdin in the cave because Aladdin won't give him the lamp. Aladdin can't get out of the cave because the heavy marble stone is covering the entrance. When Aladdin rubs the ring, a genie appears. Aladdin asks the genie to take him home. He also realises that he is an imposter.

Lessons 5-6 The story of Aladdin: Part 2

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

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

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

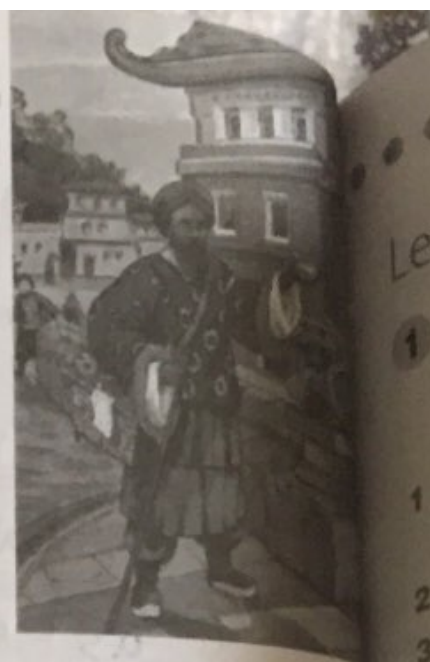
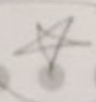
- 1 People used to think that aeroplanes looked ~~as~~ big birds.
People used to think that aeroplanes looked like big birds.
- 2 As I said before, it is important to pay attention.
~~is~~ correct
- 3 The play was very interesting, like they had expected.
The play was very interesting, as they had expected
- 4 It sounded ~~as~~ an excellent story.
It sounded like an excellent story.
- 5 Who do I look like, my mother or my father?
correct
- 6 The learners did ~~like~~ the teacher asked them.
The learners did as the teacher asked them.

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

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

Children should do as their parents say.

- 1 He looks like his grand father.
- 2 He finished the work, as he had promised.
- 3 I will do as you wish.
- 4 I want to be a good man like grand father.
- 5 As I told you, don't be late.



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

- a 'Bring me back my palace and my wife!' said Aladdin. 8
- b 'I will take this old lamp to the market to sell it,' said Aladdin. 1
- c Aladdin sent more and more treasure to the Sultan until at last the Sultan agreed that Aladdin could marry his daughter. 4
- d And they all lived happily ever after. 10
- e But back in Morocco, the imposter could not stop thinking about the lamp and the treasure. 5
- f The next morning, the Sultan woke and looked towards the palace where his daughter and Aladdin lived, but it had disappeared! 7
- g The next thing he knew, the genie produced a table of the most wonderful food. 2
- h Then one day, when Aladdin was in the market place, he heard that the Sultan's beautiful daughter, Badr-al-Budur, was visiting the city. 3
- i He went to the market place and had some copper lamps made. 6
- j When he drank, the poison acted quickly and soon he was dead on the floor. 9

5 Complete the sentences with the missing words.

- ⑤ accidentally
- ① command
- ② enquiries
- ③ destination
- ④ exchanged

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

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

① accidentally. I don't like to command others. happen unintentionally

② I love enquiries. ④ I went to the destination. ⑤ I love to exchange information

- ② - the objects that are in a scene, for example a chair, a glass of water
- ③ what is used to make people look more beautiful, ~~or~~ older or uglier.
- ④ the number of actors in a play.
- ⑤ the role an actor has to play.
- ⑥ the place where the actors stand and perform.
- ⑦ the particular clothes an actor wears.
- ⑧ the written form of a play.
- ⑨ the background to a scene in a play.
- ⑩ something that falls at the end of a play.

- ① They have to learn lines off by heart.
- ② They have to rehearse a lot.
- ③ They have to overcome their nerves.
- ④ Helping other actors.

c Which of these ways of extending your vocabulary do you use? Tick the boxes.

- Reading for pleasure outside the classroom, or keeping a reading diary.
- Watching foreign language films, documentaries, etc.
- Checking words in a dictionary, noting down derivations of words (noun, verb, adjective, etc.)
- Other (something you do which is not on the list).

Lesson 8 The story of Aladdin: Review

1 Report the following commands.

Use tell:

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

Aladdin's mother told Aladdin not to be silly.

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

The Princess told Aladdin to bring her father ^{more treasure} ~~some~~ ~~treasure~~

- 3 The imposter to the princess: 'Forget about Aladdin.'

The ~~Aladdin~~ imposter told the Princess to forget ^{about} ~~Aladdin~~ Aladdin.

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

Aladdin's mother told ~~Aladdin~~ ^{aladdin} to be careful.

- 5 The princess to the imposter: 'Finish your drink.'

The Princess told ~~the~~ imposter to finish ^{his} ~~the~~ drink.

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

The Princess told Aladdin ~~to not~~ ^{to not} make any noise.

Use ask:

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

Aladdin ~~is~~ asked his mother to polish the lamp.

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

Aladdin asked the genie of the ring to Bring them more ^{Food} food.

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

Aladdin mother asked aladdin to go to the market.

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

The Princess asked the servant girls to Exchange the old lamp for new one.

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

Lessons 9–10 Aladdin: The play

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

Characters

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

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

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

Scene 2 China. In a beautiful garden.

- 5 Aladdin But uncle, I am not strong enough!
- 6 The imposter Go down into the cave and keep going until you see a lamp.
- 7 The imposter Here, this ring will help you if you are in danger.
- 8 Aladdin Give me your hand to help me up.
- 9 The genie I am here, master.
- 10 Aladdin Take me back home.

Scene 3 China. Aladdin's house.

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

- 2** Here is some dialogue that you can use in the second half of the play.
Complete each sentence with your own words. Then identify who says it from the characters in the box.

Characters

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

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

- 15** Aladdin Mother, I've just seen the Sultan's daughter. She is so beautiful.
I want to marry her.
- 16** Aladdin's mother Aladdin, you are a poor boy. You cannot marry a princess
- 17** Aladdin I have brought you more treasure: and gold silver and precious jewels.
- 18** Sultan You may marry my daughter

Scene 5 *China. Aladdin's palace.*

- 19** The imposter New lamps for old, new lamps for old.
- 20** The imposter Yes, we could exchange that old lamp for a nice new one. Why not?
- 21** The imposter Take the princess, the palace and me to Morocco.

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

- 22** The princess Where am I? And where is my Aladdin?
China.
- 23** The Sultan Bring her back to me or I shall cut off your head!
- 24** Aladdin Give me 40 days and you will have your daughter back.
- 25** Aladdin Take me to where my palace is.
Morocco. Aladdin's palace.
- 26** Aladdin I have a plan.
- 27** The Princess Come, my dear, let us have dinner.
- 28** Aladdin Take us all back to China.
China.
- 29** The Sultan I'm so happy to have my daughter back.
There will be a month of celebration
- 30** *The Genie of the Lamp:* And they all lived happily ever after!

LESSONS 11-12 Drama in the Emirates: Part 1

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



1 Emirati drama has existed for over 200 years.

“ “ “ “ since the 1950.

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

People from the U.A.E and the Arab immigrants were involved in the beginnings of drama.

3 The Emirati dialect is easily understood by everyone.

The Emirati dialect is only understood Emirati and few non-Emiratis.

4 There is only one main type of Emirati drama.

There are two main types of Emirati drama.

5 Sheikh Sultan Al Qasimi writes popular fiction and plays.

Sheikh Sultan writes mainly historical plays and fiction.

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

Sheikh Sultan plays fiction have been translated.

7 The Sharjah Festival happens every two years.

The Sharjah Festival happens every year.

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

• What are the names of some of his plays?

• What subject do they have?

• Where have they been performed?

• How do you think they can have relevance for 21st century life in the UAE?

3 Change these examples into reported speech.

- 1 Director to actors: 'Have a break for ten minutes.'
Director told actors: to have break for ten minutes.
- 2 Ali to Tariq: 'Have you got any good ideas for a storyline?'
Ali told Tariq if he had any good ideas for a storylines.
- 3 Hana to her mother: 'Nada didn't come to the rehearsal.'
Hana told her mother, Nada Not to come rehearsal.
- 4 Teacher to class: 'Put your hands up when you have finished.'
The teacher asked the class to put their hands up when they had finished.
- 5 Hussein: 'I'm feeling quite creative about the project.'
Hussein said he was feeling quite creative about the project.

4 Write a scene from a play.

Work in pairs or groups and write the first scene of a short play.
Write the dialogue, using the notes below to help you if you wish.

Scene 1

The teacher gived nouva a home work nouva did her home work in the next morning nouva was late for school because she couldnt find her homework From the night befor her brother Abdul told her hurry up then she found her note book nouva and abdul missd the bus because nouva was so late the nouva apologised to her brother then her father took them to school they arrived late at school nouva explain why they were late to their teacher the teacher accepted her apology but said they must try not to be late again.

Lesson 13 Drama in the Emirates: Part 2

1 Find the adjectives that mean the following.

• individual ¹ • social ⁴ • enjoyable ⁷ • political ⁶ • final ² • dramatic ³ • embarrassing ⁵

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

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

• crossroads ³ • issues ² • monologue ⁴ • attention ⁵ • journey ¹ • solutions ⁶

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

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

In my opinion monolog is anzu tupe of drama that a person can talk about socialissucs and problems. But I is not active tupe because they can't find solution in many problems.

Lesson 14 Practise and prepare

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

Did you go see the Play yesterday?

No, I couldn't go because I had to much home work.

You missed a good Performance the theater was full.

what was the play about was it exciting.

It was very exciting. It was about a thiet who was running away from the Police

It sounds good. I feel bad that I, couldn't go Maybe next

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

1 _____

2 _____

Lesson 15 Shakespeare

To be, or not to be: that is the question.

(Hamlet)

A horse! a horse! My kingdom for a horse!

(Richard III)



1 Read the text about Shakespeare on page 107 of your Coursebook again.
Match these words and phrases with their meanings.

- 1 anniversary
- 2 genius
- 3 unforgettable
- 4 human being
- 5 look down on
- 6 invent
- 7 sum up
- 8 occupation
- 9 performer
- 10 achieve

- a something that you will always remember **3**
- b describe in a few words **7**
- c succeed in doing something **10**
- d job **8**
- e a man, woman or child **4**
- f a person such as an actor or a musician **9**
- g create something for the first time **6**
- h an extremely clever person **2**
- i the same date as another important date in the past **1**
- j not think highly of, laugh at **5**

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

Tick ✓ the correct answer.

The text is organised:

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

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

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

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

Lessons 1-2 My language, your language

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

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

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

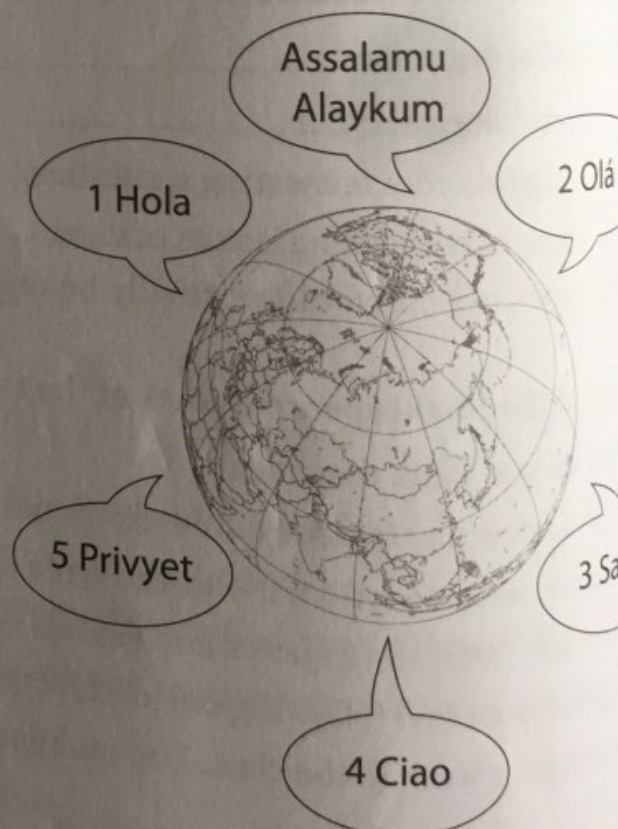
1 The words in the speech bubbles all mean the same thing. What is it? Hello

2 In Italian, this word can also mean 'Bye'. Which number is it on the globe?
4

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

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

5 Look at numbers 1 and 2. Which is Spanish and which is Portuguese?
Hola - Spanish

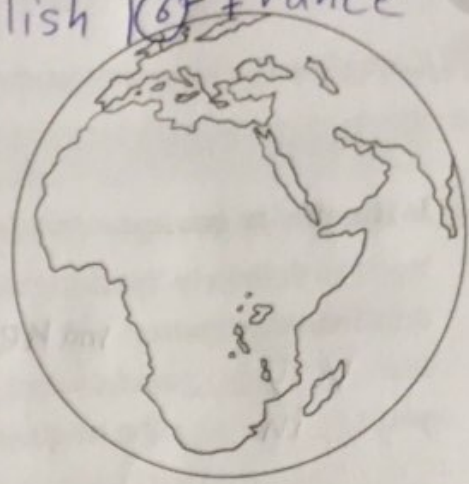


- 3) Complete the texts with the correct countries and languages.
- 7 Spanish 8 English 1 Canada 2 French 3 English
- Globally connected
4 Morocco 5 Arabic 6 France

I'm from Montreal. It's in Quebec which is a province in the east of Canada. It belonged to France at one point in its history. So French is my first language, but I also speak English.

I live in Rabat, the capital of Morocco, in North Africa. Arabic and Berber are our official languages. My parents also speak French because they work for a company which has offices in France. I speak a little bit of English.

because my cousins live in Spain and I've been to visit them several times. I learn Spanish at school, but I've never been to a country where it's spoken as a native language.



Arabic Canada English (x2)
France French Morocco
Spanish

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

- 1 Both my parents speaks English.
Both of my parents speak English.
- 2 All my friends likes watching films in English.
All of my friends like watching films in English.
- 3 I've got two cousins who live in Canada, but neither them speaks French.
I've got two cousins who live in Canada but either of them speaks French.

- 4 Every my friends want to study at university.
All my friends want to study at university.
- 5 I gave each my four cousins a present.
I gave all my " " " "
- 6 I've got two sisters and all of them are good at languages.
I've got two sisters and both of them good at languages.

5 Rewrite these sentences to make them true for you.

- 1 Everyone in my family speaks German.
Arabic
- 2 I can say 'hello' in three languages.
five
- 3 I can count to ten in Spanish and French.
Arabic, English

- 4 Most of us learn English at school. Our parents learned French as a foreign language when they were at school.
arabic.
- 5 I'd really like to be able to speak Italian because it sounds so nice.
French

Lessons 3-4 It's good to learn languages

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

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

Is it useful to know another language?

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

It's ⁴ very useful when you visit another country. ⁵ Being able to say 'hello' and 'thank you' ⁶ in the language of that country is ⁷ important.

• books • good • least • to • You • but

So knowing just a few words makes a difference?

Yes, it makes all the difference. ⁸ You may only know a few words ⁹ but people like it when you try ¹⁰ to speak their language.

If you enjoy ¹¹ books or films from another country, it's ¹² good to be able to understand at ¹³ least a little bit.

• I • to • Spanish

Do you speak any other languages?

Well, I'm learning ¹⁴ Spanish at school. I like being able ¹⁵ to understand some of the words when ¹⁶ I hear a Spanish song.

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

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

Studies show ¹⁷ that learning another language is good for ¹⁸ you.

It improves your brain power and ¹⁹ there is some evidence to show that ²⁰ people who are bilingual live longer.

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

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

- | | |
|--|---|
| 1 Don't be afraid of making mistakes. c | a Don't be afraid of reading out loud in your room at home and practising conversations with a friend. |
| 2 Take the opportunity to listen to the language as much as possible. b | b For example, try to find an English-speaking radio station or listen to podcasts online. |
| 3 Watch films and TV in English. f | c It's all part of the learning process. Don't expect to get everything right all the time. |
| 4 Find a way to learn new words and remember them. e | d Read through what you've learned in class. Cover the page and see how much you can remember. |
| 5 Practise speaking as much as you can. a | e Try writing them on pieces of paper and stick them around the house. |
| 6 Test yourself. d | f You won't understand everything, but it's good to be able to see people speaking as well as hearing them. |

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

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

- 1 What are the advantages of knowing other languages? *it's really useful to know new language because when you travel to any country you will be able to speak in her language.*
- 2 Would you like to study in another country in the future? *of course because I will study new thing and I will have a good job.*
- 3 Do you ever feel nervous when you're speaking another language? *Yes, I feel nervous little bit when I took another language is hard.*
- 4 What's the best way to learn a new language? *The best way to learn a new language for example watch the language movie with translation.*
- 5 Are languages as important as the other subjects you learn at school? Why? Why not? *of course import.*
- 6 If you were teaching an English speaker your language, how would you start? *I will start with is veeting to the point for example what I want to say*

Lessons 5-6 English as a global language

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

Pros	Cons
3 / 4 / 5	1 / 2 / 6

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

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

although

- 1 A global language will make it easier to communicate with people all over the world. However, learning new languages is not easy.
Although a global language will make it easier to communicate with people all over the world, learning new languages is not easy.

- 2 English is his favourite subject at school. However, he gets better grades in Arabic.

Although English ~~is his favourite~~ subject at school, he gets better grades in Arabic.

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

Although she speaks really good English, she never been an English-speaking country.

while/whereas

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

Some people are good at learning new languages while others find it very difficult.

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

I prefer reading and writing, whereas my friend prefers speaking and working in groups.

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

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

or while I prefer reading and writing, my friend speaking and working in groups.

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

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

Writing tip

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

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

Title	The international language
Introduce the topic	-it is good for every one to know language specially an international one
Give the arguments 'for' an international language	Learning an intentional language in my opinion makes you communicate easily with the people around the world. on the other hand it of good job opportunities.
Give the arguments 'against' an international language	in my point of view, people could face difficulties in learning new language I think they have to struggle learn it. whereas some people don't have money to pay and learn it!
Conclude	I definitely think that learning new language is important.

Lesson 7 Practise and prepare

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

Across

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

The crossword puzzle grid contains the following words:

- Across:**
 - 4: memory
 - 7: extinct
 - 9: native
 - 10: mandarin
 - 12: share
 - 13: fluent
- Down:**
 - 1: language
 - 2: population
 - 3: foreign
 - 5: Hindi
 - 6: advantages
 - 8: symbols
 - 11: alphabet

Down

- 1 What we use to speak and write to other people.
- 2 The total number of people living in a country.
- 3 From another country.
- 5 One of the languages spoken in India.
- 6 Advantages.
- 8 Symbols and letters.
- 11 A set of letters used in a language.

Speaking

2 Discuss the answers to these questions with a partner.

World language quiz

- 1 What is the native language of New Zealand? *maori*
- 2 What is Welsh? *the native language of wales.*
- 3 How many languages are there in the world? *about 7,000*
- 4 There are more languages spoken in Europe than in Asia.
True or False? *false*
- 5 Which variety (dialect) of Chinese is most widely spoken in China? *mandarin*
- 6 What are the two official languages of India? *Hindi and Engl*
- 7 How many languages do you speak? *Learner's owner*

Lesson 8 Instant text messaging

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

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

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

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

- | | |
|------------|---------------------------------------|
| 1 CU L8era | a see you later |
| 2 GR8 F | b tomorrow |
| 3 2EZ g | c thanks |
| 4 2moro b | d laughing out loud (or lots of love) |
| 5 2nite e | e tonight |
| 6 1CE h | f great |
| 7 LOL c | g too easy |
| 8 THX d | h once |

3 Write the following messages in good English.

- | | |
|------------------------------|--------------------------------------|
| 1 CU 2nite - don't B L8 | See you tonight - don't be late! |
| 2 can U pick me up at 6? | Can you pick me up at six? |
| 3 where R U? | Where are you? |
| 4 im w8ing for U at bus stop | I'm waiting for you at the bus stop. |
| 5 wot R U doing 2day? | What are you doing today? |
| 6 Gr8 joke! LOL! | Great joke! Laughing out loud! |

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

Lessons 9–10 Social media in the UAE

1 Complete the dialogues with the sentences in the box.

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



Mariam: Hi Fatima, for my homework I have to do a survey on the topic of social media. I have to find out the different reasons my friends use it. ¹ could I ask you some questions?

Fatima: Of course.

Mariam: First of all, ² how much time do you spend online each week?

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

Mariam: Why is that?

Fatima: ³ I mostly go online to help me with my studies. I use the Internet to do research for my school projects or to help me find the answer to my homework.

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

Fatima: Yes. I don't really like communicating with others on social media so I don't use it much when there is no school. The only time I go online in the school holidays is to use ⁴ a new app I've found. I guess this is a form of studying but since I love reading, it doesn't feel like work! for reading books in English.

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

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

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

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

THE INTERNET: How good is it?

For ...	How good?	How to improve it?
keeping in touch	70%	Increase the connection speed.
shopping	100%	
news	90%	Increase the number of news programs
gaming	100%	
travel info	60%	Increase the number of travel programs
studying English	80%	Some words translation correction

- 4 Ask and answer the questions with your partner.

Student A

- 1 What do you think of when you hear the term 'social media'? *communication - instagram business - whats app - like - follow - share*
- 2 What do you think are the differences between the way teenagers and adults use social media? *of course it will be different and many variation.*
- 3 How do you use social media? *in the mobile or ipad or computer.*
- 4 How did we communicate before social media? *when we meet in a place.*

Student B

- 1 What would life be like without the Internet? *Normal life*
- 2 Do you prefer communicating with your friends via the Internet or face to face? *Face to face*
- 3 What is the negative side of social media? *Harmful to the eye, wast of time*
- 4 What will social networking be like in the future?
as if you were with him in.

Lessons 11–12 Staying safe online

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

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

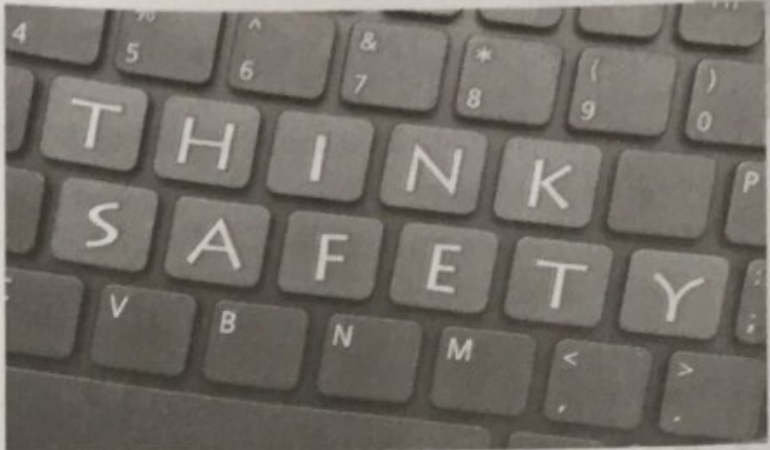
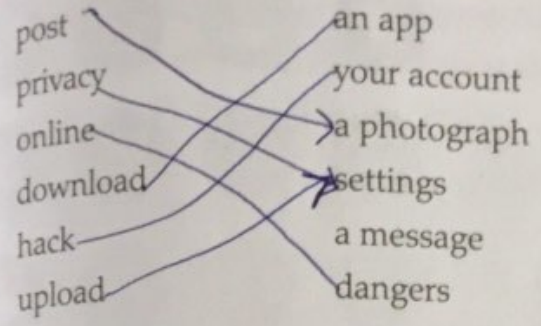
2 Write questions for a survey about what your classmates do to stay safe online. Use the statements in Activity 1 to help you. Present your questions in a table like this. You can record answers quickly by marking points in groups of five.

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

3 Ask and answer the following questions in small groups

1. How does the way teenagers and adults use the Internet differ?

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



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

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

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

Lesson 13 Learn English on your phone!

- 1 Discuss these questions about apps with a partner.
 - 1 Have you ever bought an app from an online app store? What kind of app was it? Where did you buy it?
 - 2 Did you have problems installing the app? How long did it take to download?
 - 3 Are you happy with your app? Do you use it often? How does it help you?
- 2 Read this set of instructions for installing a language-learning app and put them in the correct order.



How to download your app

- 7 Open app by tapping icon.
- 5 Tap the install button.
- 2 Open your App Store app.
- 1 Turn on your device.
- 4 Tap on the icon to select.
- 3 Use the search function to find your specific app.
- 6 Wait while the app downloads and installs on your device.

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

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

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

- 1) icon: a famous person who symbolizes something.
- 2) tap: a small projecting flap or strip.
- 3) select: carefully choose from a group.
- 4) install: place in position ready for use.

Lesson 14 Practise and prepare

- 1 Write the tips under the appropriate category heading A–D below.
Write one extra tip for each category.

B. Check your security settings often.

A. Remember that some people online are not who they say they are.

D. Do not download anything from the Internet without checking with your parents first.

C. Think carefully before you post anything.

A Making friends and meeting people

Remember that _ _ _ _

↑ لا تنزل شيئا من الإنترنت
فوق

B Privacy

C Behaving responsibly

D Keeping your parents informed

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

1 It is easy to delete anything you put online before people see it. F

2 You should never give someone online any of your personal information. T

3 You don't have to worry about your privacy settings. F

4 You should tell your parents if anyone online suggests meeting in real life. T

5 You can feel confident that most information on the Internet is true and accurate. F

6 Your parents should have access to your social media accounts. T

7 Passwords are not necessary. F

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

Start: Press the button to turn on your phone.

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