



United Arab Emirates
Ministry of Education



Chris Barker and Libby Mitchell

Bridge to Success

Workbook

Term 3

8





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Term 3 material 2017

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work.

We succeeded in entering the third millennium, while we are more confident in ourselves."

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

Welcome to *Bridge to Success*

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

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

The materials reflect the following principles:

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

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

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

The following icon is used in this Workbook:

- 1 pre-recorded listening activity

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

The *Bridge to Success* team

Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 10 Great expeditions Pages 137–151	The sinking of the <i>Titanic</i> and exploration of the wreck. Great Arab explorers and navigators; space exploration; life in the solar system.	Listening: Radio discussion about the <i>Titanic</i> ; travels of Ibn Jubayr. Speaking: The <i>Titanic</i> . Discuss Ibn Majid, Ibn Jubayr, Al-Masudi, Al-Muqaddasi and Al-Idrisi; the future.	Revision of past tenses; sentence adverbs <i>though</i> and <i>as well</i> ; revision of the <i>will</i> future; compound nouns.	Words about exploration.	Writing about the <i>Titanic</i> ; writing a summary; writing reports; write a blog.
Unit 11 Sports and hobbies Pages 152–165	Sports and sports equipment; sporting ability; hobbies; the Olympic Games; Olympic athletes; backgammon.	Listening: Listen to commentaries; interview with Nabil Al Busaidi. Speaking: The Olympic Games; Olympic athletes; backgammon.	Compound nouns; abstract nouns; present perfect continuous; sequencing words.	Sports types, players and equipment; hobbies; adjectives and nouns.	Writing interview questions; writing a diary entry; write an after-school flyer.
Unit 12 Entertainment and media Pages 166–180	Free time; a film review; film-making; science fiction; film studies; an Emirati film.	Listening: Listen for information; major films in the UAE; film studies. Speaking: Talk about things you enjoy doing; how you spend your spare time; making a documentary.	<i>-ing</i> form; phrasal verbs; position of adverbs; collocations.	Extreme adjectives (amazing, fantastic, wonderful).	Writing about likes and dislikes; write a film review; write about your favourite film.

Lessons 1–2 **The Titanic**

1 Match the words or phrases from the text with their meaning. Look at the words or phrases in the text to help you.

- | | |
|------------------------|---|
| 1 luxurious | a sank |
| 2 liner | b to stay alive in a dangerous situation |
| 3 maiden voyage | c a large ship for carrying passengers on long distances |
| 4 struck | d hit (past tense) |
| 5 went down | e acting in a way that shows you will do anything because you are in a bad situation |
| 6 desperately | f very expensive and comfortable |
| 7 survive | g the first journey of a new ship or plane |

2 Read the Language tip on page 163 of the Coursebook and find compound nouns in the text that mean the following:

- 1** a very large piece of ice floating in the sea _____
- 2** a small boat kept for emergencies _____
- 3** the title of a newspaper story _____
- 4** paper with writing about the news, usually published daily or weekly _____

3 The word *telegram* is made of two parts but it is not a compound noun. The first part 'tele' is a prefix; it gives the meaning 'at a distance' to the word. It can be the first part of several words. Can you think of these 'tele' words? You can use a dictionary to help.

- 1** something you watch to see pictures that have been sent over a distance _____
- 2** something you use to talk to people who are at a distance _____
- 3** something you look through to see better things at a distance _____
- 4** the science and technology of sending information over a distance _____

- 4 Read the text about a 19th century female explorer called Mary Kingsley and look at the Use of English box on page 164 of the Coursebook. Circle the correct past tense.

In 1895, Mary Kingsley *arrived / has arrived*^[1] on the west coast of Africa. Her plan was to travel up the Ogooué River into Gabon. She *has studied / had studied*^[2] in England and *she wanted / has*^[3] *wanted* to study the way people lived in that part of the world.

On June 5th, *she left / was leaving*^[4] the port of Glass and travelled by river to Ndjole. From there, she continued her journey by canoe because passenger boats *didn't go / haven't gone*^[5] further.

Sometimes, as she *has travelled / was travelling*^[6] up the river, *she stopped / was stopping*^[7] to collect samples of fish. She brought back 65 different types of fish. Three of them *named / were named*^[8] after her.

Mary Kingsley went to parts of Africa where no-one *ever saw / had ever seen*^[9] a European woman before. Her book, 'Travels in Africa', *published / was published*^[10] in 1897.



Mary Kingsley

- 5 Use the text about Mary Kingsley to write the questions for these answers. Pay attention to the correct use of past tense forms.

1 Q *Where did Mary Kingsley go in 1895?*

A To the west coast of Africa.

2 Q _____ before she went on her expedition?

A In England.

3 Q _____

A To travel up the Ogooué River.

4 Q _____

A The way people lived in that part of the world.

5 Q _____

A 65.

6 Q _____

A In 1897.

Lessons 3–4 Exploring the seas

1 Circle the correct meaning of the word in **bold** in each sentence.

- 1 The **wreck** of the *Titanic*, which had sunk in April 1912, was found near the coast of Newfoundland, Canada.
 - a the main part of a boat or ship
 - b a ship that has been damaged and has sunk to the sea bed
 - c the valuable things being carried on a ship
- 2 In 1986, a three-person **submersible** went down to the wreck, to explore it.
 - a an inflatable lifeboat
 - b a large scuba-diving suit
 - c a small vehicle that can go down very deep in the ocean
- 3 Since then, there have been several **expeditions** which have brought back 6000 objects.
 - a sales of special items
 - b short sailing trips
 - c organised long journeys which have a particular purpose
- 4 They found objects such as china, jewellery, the ship's bell, a whistle, silver, letters and other personal **belongings**.
 - a the things that you own
 - b all your clothes
 - c expensive old things
- 5 My great-great-grandfather died when the ship went down, so the ship is really his **grave**.
 - a a serious place
 - b a place where a dead body is buried
 - c a special possession
- 6 Two people recently went down in a submersible and had their wedding on the **deck** of the *Titanic*.
 - a the wide, flat part of a boat or ship on which you can walk around
 - b the bottom of a ship or boat
 - c a special cabin

2 Find words and phrases in bold in the text *The Lion of the Seas* that mean the following:

- 1 areas of water next to the land where ships can stop _____
- 2 areas of land along the edge of a sea _____
- 3 as well as _____
- 4 wrote down what he had learned _____
- 5 had a book printed and sold _____
- 6 travelling around an area to learn about it _____
- 7 the study of stars and planets _____
- 8 groups of words or sentences that form one section of a poem _____

3 Find verbs in the text in these tenses. (Do not include *is, was* or *were*.) Use the *Use of English* box on page 164 to help you.

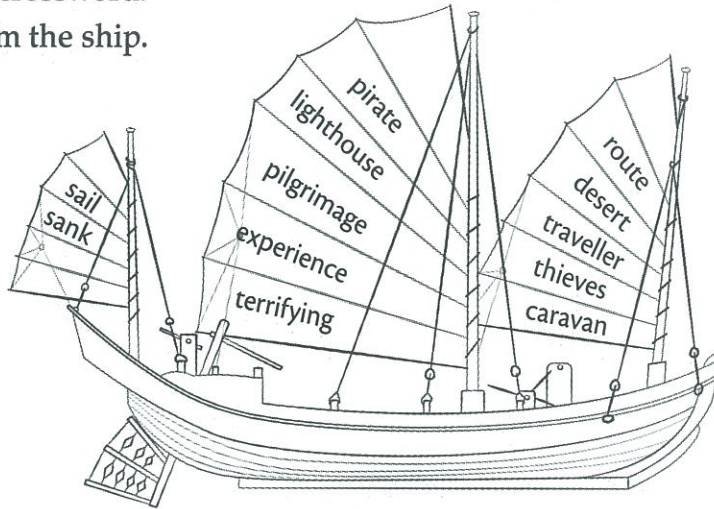
- 1 past simple _____
- 2 past simple passive _____
- 3 past continuous _____
- 4 past perfect _____
- 5 present perfect _____

4 *Ibn Majid* was a man of action and thought.

Find examples of his action and thought in the text.

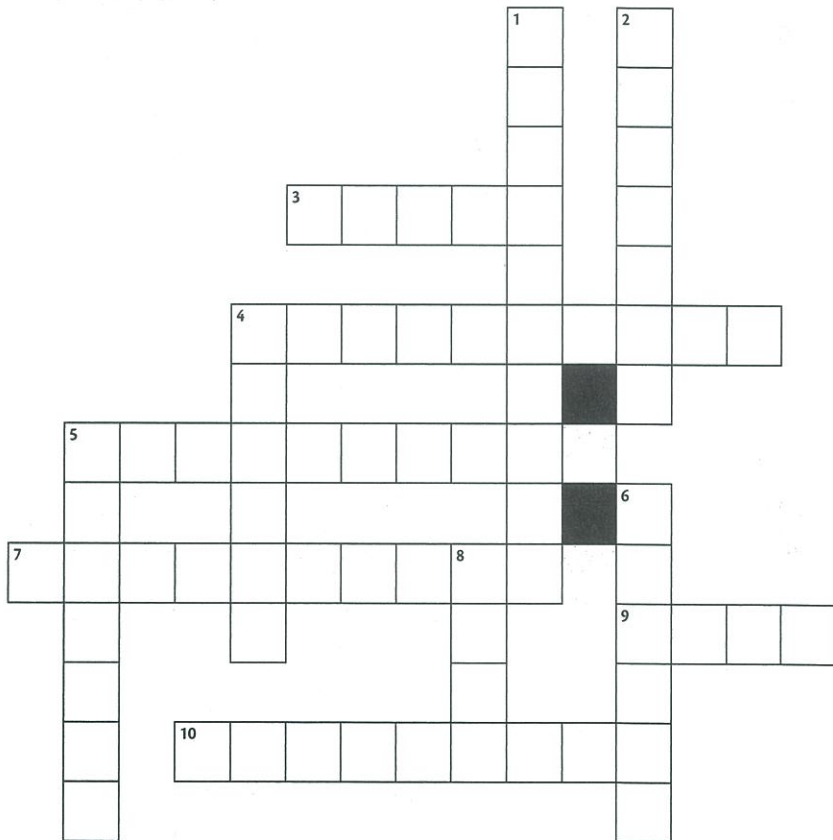
action	thought
many expeditions	published nearly 40 books
_____	_____
_____	_____
_____	_____

- 4** Complete the crossword.
Use words from the ship.



Across

- 3** the road or way you take to get from one place to another
- 4** a journey people make for religious reasons
- 5** very frightening
- 7** a tall building with a light at the top which helps sailors
- 9** the past simple of *to sink*
- 10** a person who travels



Down

- 1** something which happens to you which affects how you feel
- 2** a group of people travelling together for safety
- 4** a sailor who attacks other ships and steals things from them
- 5** people who steal things
- 6** a hot, dry area of land
- 8** to travel across the sea

Lessons 5–6 The travels of Ibn Jubayr

37 **1** Listen to the first part of the story of Ibn Jubayr's travels and choose the correct answers.

- | | |
|--|---|
| <p>1 After he left home, Ibn Jubayr travelled first to
 a Granada. b Morocco. c Cueta.</p> <p>2 He travelled to Alexandria
 a by boat. b on foot. c by camel.</p> <p>3 In Alexandria, there were many
 a lighthouses. b mosques. c streets.</p> <p>4 He was also impressed by the enormous
 a port. b lighthouse. c gardens.</p> | <p>5 The Sultan in Alexandria was very
 a cruel. b friendly. c generous.</p> <p>6 To get to Jeddah from Egypt, he sailed
 a across the Mediterranean.
 b down the Nile and across the Red Sea.
 c across the Red Sea and down the Nile.</p> |
|--|---|

2 Listen to the second part of the story and match the beginnings of the sentences 1–5 with the endings a–e.

- | | |
|---|---|
| <p>1 The Arab poetry he learned as a boy</p> <p>2 From Medina,</p> <p>3 Even though the city was beautiful,</p> <p>4 Damascus</p> <p>5 The friendliest people he met</p> | <p>a were in the Syrian city of Damascus.</p> <p>b was like paradise.</p> <p>c gave Ibn Jubayr the desire to travel in the desert.</p> <p>d the people of Baghdad were cold and proud.</p> <p>e the caravan travelled north into Iraq.</p> |
|---|---|

3 Listen to the final part of the story and complete each gap with ONE word.

- 1** The final part of Ibn Jubayr's journey was the most _____.
- 2** He didn't stay long in the Kingdom of Jerusalem because he found the people _____ and _____.
- 3** He almost died in a terrible _____ at sea.
- 4** In Sicily, he was helped by the _____ community there and he wrote about their _____.
- 5** He was impressed by the terrifying _____.
- 6** He finally arrived home in Spain in Cartagena in _____.

Lesson 7 Practise and prepare

1 Read about the three great Arab explorers again. Answer these questions quickly.

- 1 Who lived for the longest? _____
- 2 Who came from Jerusalem? _____
- 3 Which one travelled in Europe? _____
- 4 Which one travelled in China? _____
- 5 Which one do you think travelled the furthest? _____
- 6 Which one do you think travelled the least? _____

2 Find examples of these verb tenses in the texts. (Do not include *is*, *was* or *were*.)

1 past simple for completed events in the past (three examples)

2 past perfect for events that happened before another event in the past (three examples)

3 past continuous for an event happening at the same time as another event in the past (one example)

4 present simple passive for something that is true now but it isn't important who does the action (one example)

3 Write a paragraph about Ahmed Ibn Majid (70–80 words).

- Use the text on page 166 of your Coursebook as your information source.
- Begin by telling the reader when he lived and why he is famous.
- Summarise what he did in his life – the places he visited and the books he wrote.

Ahmed Ibn Majid

Lesson 8 Space

- 36 **1** Read the class discussion about space exploration. Try to complete the missing words. Then listen and check your answers.

Teacher: In our last lesson we learned about the ⁽¹⁾ _____ in our solar system. Today we're going to talk about space exploration. What's your opinion on exploring space, Anna?

Anna: I think we should keep on exploring space. We've already seen what Mars is like and I'm sure one day, people will live on Mars. Perhaps there's ⁽²⁾ _____ there already!

Teacher: What do you think, Olivia?

Olivia: I think we should send robots to all the planets in our ⁽³⁾ _____, to find out more about them.

Anna: Why not send people instead of robots?

Olivia: Well, because it's dangerous, so it's better to send robots.

Teacher: Does anybody think that people will go into space ⁽⁴⁾ _____? There is already Space Tourism, people going into space just for the fun of it.

Cristina: Yes, I think Space Tourism will be really popular in the future. I'd love to go up into space in a ⁽⁵⁾ _____.

Teacher: What other possibilities are there for space exploration? Tammy, what do you think?

Tammy: I think one day criminals will be sent to another planet or to a ⁽⁶⁾ _____, rather than to a prison here.

Cristina: What?! That's a crazy idea.

Tammy: Why? Two hundred years ago criminals were sent to Australia in ⁽⁷⁾ _____. What's the difference?

Teacher: Well, that's an interesting idea, Tammy. Nicole, what do you think is the most important reason for exploring space?

Nicole: Well, I think that we will have to find other places to live in the solar system because there won't be enough room on ⁽⁸⁾ _____.

- 2** Label the pictures using words from Activity 1.



1 _____ 2 _____ 3 _____

4 Complete the sentences using *will/won't* with an appropriate verb.

- 1 Bye for now. I'll see you later.
- 2 You haven't done enough revision. _____ well in the exam.
- 3 We're getting the 7.30 train, so _____ home at 8 o'clock.
- 4 The sky's really clear tonight. _____ a nice day tomorrow.
- 5 Thanks very much, but _____ for dinner. I've got to go.
- 6 He's been training really hard, so I think _____ well in the match on Saturday.

5 Rewrite these statements using the passive with *will*. Use *by* where necessary.

- 1 Electricity will power cars and other vehicles.
- 2 Robots will build all machines.
- 3 Solar farms and wind turbines will generate electricity.
- 4 Computers will control cars.
- 5 Teachers will give lessons over the Internet.
- 6 We'll make all calls on mobile phones, not landlines.

1 Cars and other vehicles will be powered by electricity.

2 _____

3 _____

4 _____

5 _____

6 _____

6 Make questions about the future using these words and *will*.

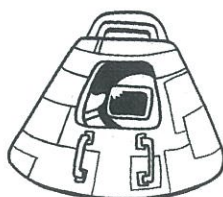
- 1 people / live / on other planets Will people live on other planets?
- 2 space tourism / be / popular _____
- 3 life / find / elsewhere in the universe _____
- 4 other solar systems / explore / soon _____
- 5 when / people / walk / on the moon again _____
- 6 why / robots / send / to explore other planets _____

Lessons 9–10 Space exploration: the past and the future

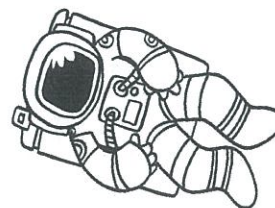
1 Find the words in the text on space exploration for these things.



1 _____



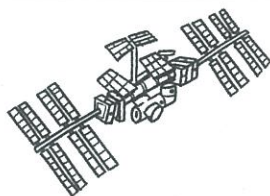
2 _____



3 _____



4 _____



5 _____

2 Use words from the text to complete these sentences.

• gravity • knowledge • planets • research • universe • unmanned

- 1 All of the _____ go around the sun. It takes the Earth 365 days to complete its journey.
- 2 All of the explorations of Mars have been done with _____ spacecraft.
- 3 Scientists always want to increase their _____ of what happens and why.
- 4 When there is no _____, things float rather than fall.
- 5 If there is no more space exploration, we will never learn more about our _____.
- 6 Some scientists are very lucky to do their _____ on the International Space Station.

3 Do some research on the Hubble Space Telescope. How has it contributed to our understanding of space and space exploration? Write a short paragraph in your notebook (70–80 words).

- Where and what is it?
- Where does the name come from?
- When was it launched?
- What can we see with it? (name three things)
- What does it help us to understand?

Lessons 11–12 Is there life out there?

1 Match the words from the text with their meaning. Look at the words in the text to help you.

- | | |
|----------------------|---|
| 1 surface | a to continue to live |
| 2 underground | b to start a journey |
| 3 survive | c far away |
| 4 major | d below the surface of the ground |
| 5 depart | e the top or outside part of something |
| 6 distant | f most important |

2 Complete the sentences with words from Activity 1.

- 1** Our bus will _____ at about eight o'clock tomorrow.
- 2** They were very lucky to _____ the car crash.
- 3** I saw a beautiful fish swimming just under the _____ of the water.
- 4** Climate change is one of the _____ problems facing the planet.
- 5** I love to hear stories from _____ countries.
- 6** Some animals live _____ during the day and only come up at night.

3 Are these sentences talking about (a) the past, (b) the present or (c) the future?

- 1** Where will we look next?
- 2** Mars is cold and dry.
- 3** There might be water underground where life still survives.
- 4** The first landing on Mars was in 1976 and there have been more since then.
- 5** The Americans, Europeans, Indians and Chinese are all sending new expeditions in the next few years.
- 6** Now the UAE has joined the major space nations with their *Emirates Mars Mission* which departs in 2020.
- 7** On Earth, where there is water there is life.
- 8** Future expeditions to Europa will discover if the same is true on this distant moon.

- 4** Write a report on the great Arab explorers of the past. Conclude which one was the most important and should be studied by all students.

The great Arab explorers: a report

<p>Introduction: <i>Purpose of the report</i></p>	<hr/> <hr/> <hr/> <hr/>
<p>Main body: headings for each section (these can be the names of the explorers)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Conclusion</p>	<hr/> <hr/> <hr/> <hr/>

Lesson 13 Talking about the future

1 Match the sentences with their functions.

SENTENCES

- 1 We're having a science lesson about the ISS next week.
- 2 There might be a new manned mission to the moon soon.
- 3 There's going to be a new mission to Mars in a few years.
- 4 There will probably be people on Mars in twenty years from now.
- 5 The rocket launches at 09.45 on 20th December.

FUNCTIONS

- a talking about a fixed arrangement
- b talking about an arrangement
- c talking about a plan
- d making a prediction
- e talking about a possibility

2 Put these sentences in the order of how certain it is that they will happen.

- 1 I'm seeing Meera tomorrow morning.
- 2 I may see Meera tomorrow.
- 3 I'm going to see Meera tomorrow.
- 4 I think I'll see Meera tomorrow.
- 5 I see Meera on Tuesdays at 10 in the morning.

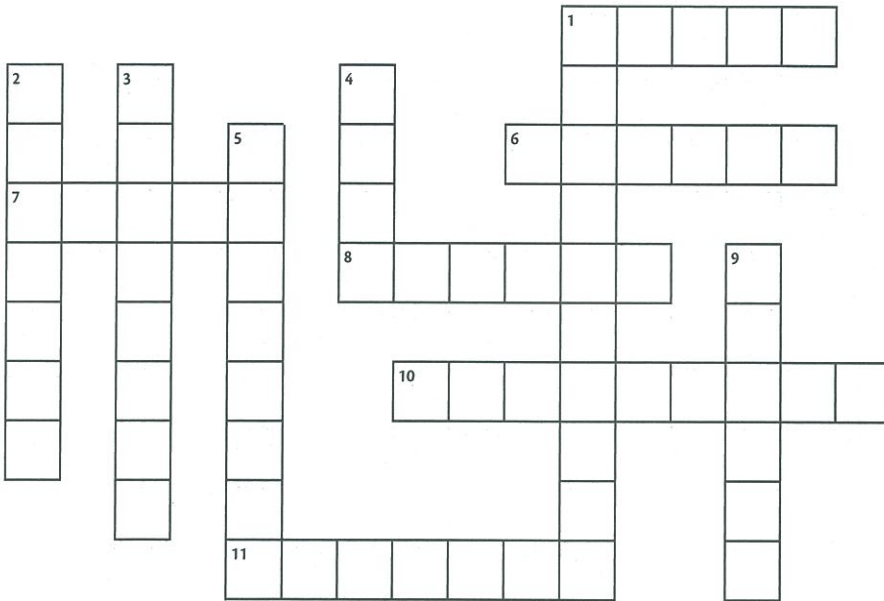
POSSIBLE ← _____ → CERTAIN

3 Choose the best way to complete these sentences.

- 1 One day everyone *will travel / is travelling* in space.
- 2 What time *will / does* the next lesson begin?
- 3 What colour *are you going to / do you* paint that new chair?
- 4 I think we *will be / are* there in the evening. Our plane *will leave / leaves* at 15.00 and the journey is about two hours.
- 5 We *will have / are having* a party next Saturday. Do you want to come?
- 6 Our holiday *finishes / will finish / is finishing* on 20th December.

Lesson 14 Practise and prepare

1 Complete the crossword. They are all words about space exploration.



Clues across

- 1 and 8 across the sun and the planets that move around it
- 6 send a rocket into the air or to space
- 7 a creature from another planet
- 8 see 1 across
- 10 someone who travels in space
- 11 far away

Clues down

- 1 a vehicle that travels in space
- 2 the force that makes something fall
- 3 space and everything in it
- 4 the planet nearest to Earth
- 5 with no people on it
- 9 huge round object that moves around a sun

Lesson 15 Revision quiz

1 Find words in the unit that mean the following,

- 1 A verb beginning with *s* which means to manage to stay alive in an accident or disaster. _____
- 2 An adjective beginning with *f* which means very cold. _____
- 3 A verb beginning with *s* which describes what happens to a heavy object in water. _____
- 4 A verb beginning with *r* which means to save or help somebody in a dangerous situation.

- 5 A noun beginning with *a* which means the study of the stars and planets. _____
- 6 A verb beginning with *m* which means to learn something by heart. _____
- 7 An adjective beginning with *a* which means correct and without mistakes in it. _____
- 8 A noun beginning with *r* which means trying to find out facts about something. _____

2 Choose a word from box A and a word from box B to complete each sentence.

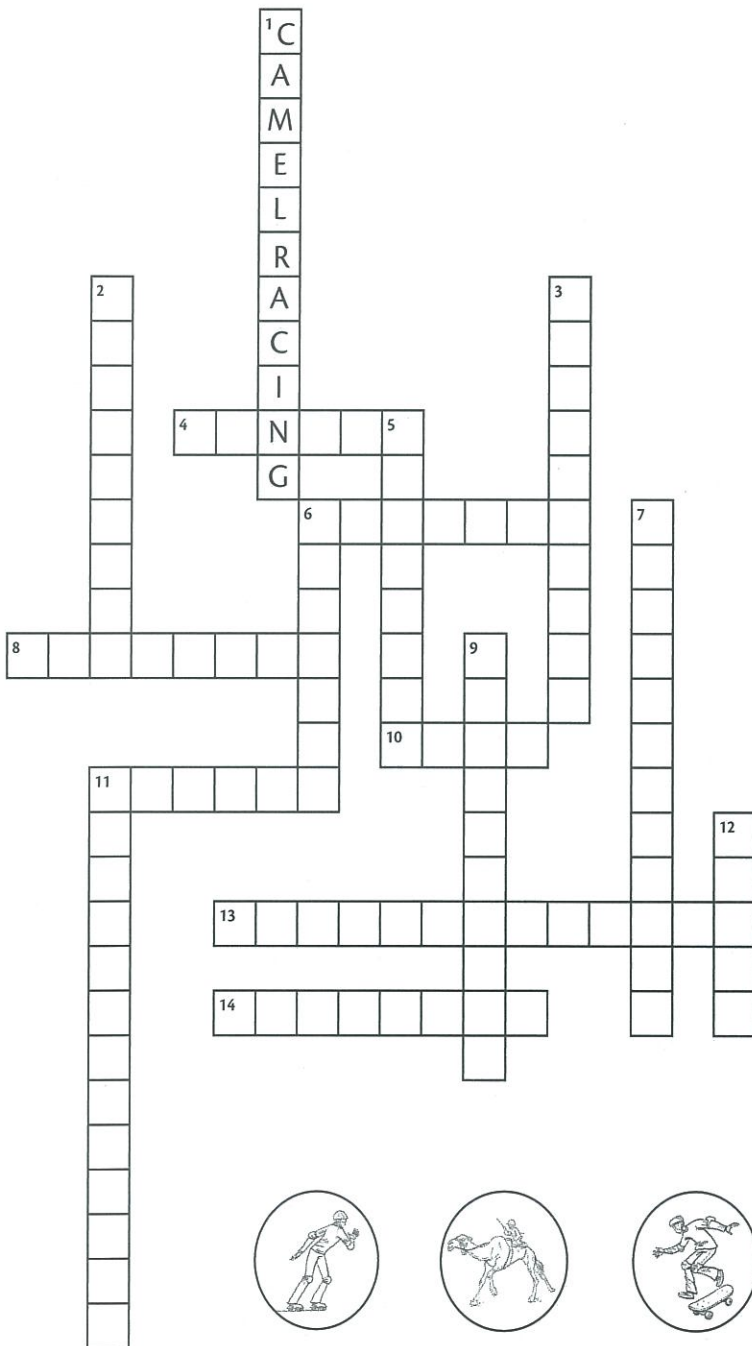
Box A • adventure • human • maiden • solar • ship • space

Box B • body • craft • system • tourism • voyage • wrecks

- 1 The *Titanic* sunk on its _____ _____ from Southampton in Great Britain to New York in April 1912.
- 2 The dangerous weather and sea conditions along the coast of Vancouver result in many _____ _____, which is why it is called 'the graveyard of the Pacific Ocean'.
- 3 There are _____ _____ companies which take people to explore sunken ships on the seafloor.
- 4 There are eight planets in our _____ _____ : Mercury, Venus, Earth, Mars, Jupiter, Saturn Neptune, and Uranus.
- 5 The first _____ _____ landed on the moon in in 1966 and sent back photographs to scientists.
- 6 Scientists have explored the effects of gravity on the _____ _____ .

Lessons 1–2 Sport for all

1 Complete the crossword.



13



1



11

Across

- 4 In this sport, the scoring goes 0, 15, 30, 40, (6)
 6 You play this outside with a bat and a red ball. (7)
 8 An American game in which a pitcher throws a ball to a batter. (8)
 10 You play this outside with a small ball which you hit a long way. (4)
 11 You travel down snow-covered mountains. (6)
 13 See picture 13.
 14 In American English, this sport is called 'soccer'. (8)

Down


- 1 See picture 1.
 2 This type of sport includes running, high jump and long jump. (9)
 3 You score points by throwing a ball into a basket. (10)
 5 Moving through water, in a pool, for example. (8)
 6 You need two wheels for this. (7)
 7 You do it on snow with a big board. (12)
 9 You can play this on the beach. (10)
 11 See picture 11.
 12 You run with the ball in your hands and you can kick it. (5)

2 Complete the sentences with the correct words. Then name the sport.

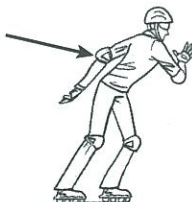
- cap • knee pads • goggles • javelin • lane • puck
- reins • rider • saddle • skates • stumps • helmet

- 1 Sit down in the saddle and don't hold the _____ too tightly. That's good. You'll make a good _____.
sport: horse riding
- 2 I've got my own _____ now. They're really comfortable. I can do a figure of eight without falling over.
sport: _____
- 3 I practise in a special park, but I always wear my _____ and _____ on my head to because I can fall off my board when I'm learning new jumps.
sport: _____
- 4 I train every morning. I go up and down the fast _____ in the pool. I always wear a _____ and goggles.
sport: _____
- 5 I rent my skis and poles, but I've got my own _____. You need them when the sun's bright or when it's snowing.
sport: _____
- 6 It's a game of great skill. You use your stick to hit the _____ and to carry it as well. You have to be able to skate really well too.
sport: _____
- 7 I enjoy running, throwing the _____ and doing the high jump.
sport: _____
- 8 In this game, the bowler tries to hit the _____, which are behind the batsman.
sport: _____


3 Use the words from the box to make compound nouns. Then label the pictures.




1 _____




2 _____



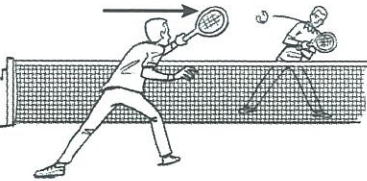
3 _____



4 _____

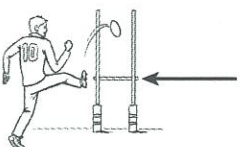


5 _____



7 _____

tennis	pad	elbow
riding	high	post
ice	racket	horse
pad	goal	jump
knee	skating	



6 _____

Lessons 3–4 **At the top of their game**

1 Read the text and choose the correct answers.

Public school pupils battled it out for the top place at several sporting events at the second School Olympics championship on Saturday. The pupils, aged between nine and 12, demonstrated their ability in gymnastics, athletics, swimming, archery and fencing in a final competition in which more than 1,000 students from 10 educational zones across the UAE took part.

Students said they had trained with determination to prepare for the finals. 'I have been training for the past three months,' said Abdulla Ismail, 13, a student at Saif Al Dhoula School in Fujairah, after demonstrating his agility and flexibility in gymnastics at the Dubai Police Officers Club. 'I am hoping to win,' he said.

The Ministry of Education, which is organising the event, said the goal was to prepare future champions and to encourage health through sports and exercise. Hassan Lootah, director of physical education at the ministry, said: 'The School Olympics helps us discover young Emirati athletes who can be recruited to join our national sports teams.'

- 1 The schools that take part are
 - a government schools.
 - b private schools.
 - c colleges.
- 2 The pupils are
 - a aged 9–13.
 - b not younger than 12.
 - c not younger than 9.
- 3 The pupils are from
 - a Dubai.
 - b Abu Dhabi.
 - c all over the UAE.
- 4 The sports events include
 - a gymnastics, athletics, swimming and running.
 - b gymnastics, athletics, swimming and archery.
 - c gymnastics, athletics, swimming and cycling.
- 5 The purpose of the championships is
 - a to encourage health.
 - b to find new national champions.
 - c both.

2 Match the words in the columns to make collocations connected with sport.

hand-eye	talent	1	_____
powers of	spirit	2	_____
steely	concentration	3	_____
team	co-ordination	4	_____
natural	determination	5	_____

3 Think of the sports you play. Write a sentence about your strong points and the things you'd like to improve on.

I've got (quite good) ... , but I need to improve my ...

4 Use these abstract nouns to complete the sentences. Add *the* where necessary.

- ability • ambition • co-ordination • determination • flexibility • speed

- | | |
|---|--|
| <p>1 In a sport like ice hockey, <u>co-ordination</u> is very important because you need to skate and hit the puck into a small goal.</p> <p>2 It's _____ of many young athletes to compete in the Olympic Games.</p> <p>3 Ballet dancers and gymnasts need to have a lot of _____ in their bodies.</p> | <p>4 Sprinters need _____, but marathon runners need to be able to keep going over a long distance.</p> <p>5 Good footballers and rugby players have _____ to make quick decisions on the pitch.</p> <p>6 In order to be top in your sport, you need to have _____ to succeed.</p> |
|---|--|

5 Underline the stressed syllables in these words:

- 1 ability
- 2 activity
- 3 creativity
- 4 imagination
- 5 participation
- 6 competition

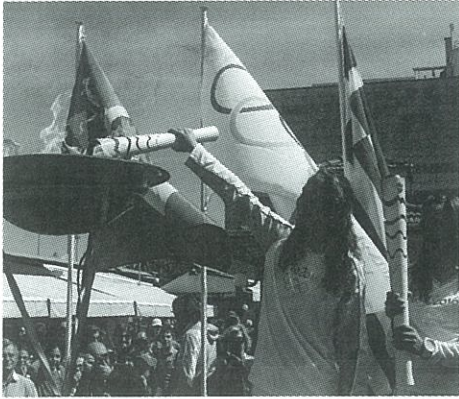
**Pronunciation:
Word stress**

It's important to know where the stress falls in longer words. When you note down a new word, underline the syllable where the main stress falls. You will start to notice patterns:

- | | |
|---------------------|-----------------------|
| ability | co- <u>ordination</u> |
| flex <u>ibility</u> | deter <u>mination</u> |
| amb <u>ition</u> | con <u>centration</u> |



Lessons 5–6 The Olympic Games

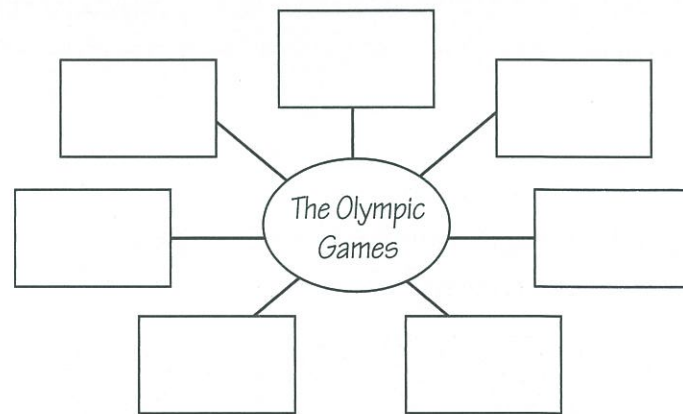


Did you know?

The official Olympic motto is 'Faster, Higher, Stronger'.

A more informal but well-known motto is 'The most important thing is not to win but to take part!'

- 1** What can you remember about the Olympic Games? Complete the spidergram with information you remember from the reading text.



- 2** Write questions about the Olympic Games for the following answers.

1 _____

Every two years.

2 _____

Sports played on ice or snow.

3 _____

From the original city Olympia.

4 _____

In 1896 in Athens, Greece.

5 _____

For sportspeople who have physical disabilities.

6 _____

Yes, in modern times they are.

7 _____

It chooses the host city for each Olympic Games and what sports are played.

8 _____

The opening and closing ceremonies.

3 Match the athletics events with the pictures.

javelin high jump long jump discus
shot put hurdles hammer throw sprinting
pole vault race walking



4 Complete the word-building table below which features the words in bold from page 186 of the Coursebook. Use a dictionary to help you.

Noun	Verb	Adjective
a delegate (one person) a _____ (1)	to delegate	
a participant (one person) _____ (2)	to participate	
a representative (a person) _____ (3)	to represent	representative
_____ (4) (a person) _____ (5)	to _____ (6)	competitive
_____ (7) (a person)	to _____ (8)	winning

5 Complete the sentences with words from the table in 4.

- Athletes in the Olympics have to develop a strong _____ spirit if they hope to win.
- It isn't a very big country, so they only sent a small _____ of athletes to the games.
- She has been the _____ of this event three times already and now she has won it again for the fourth time!
- It's not winning the game that really counts it's the _____!
- We didn't win any medals this year, but our results are not _____ of all our hard work and dedication.

Lesson 7 Practise and prepare

1 Find eleven more sports in the wordsearch and complete the list underneath. The sports you need to find are all in Lessons 1 and 2 in the Coursebook.

c	m	s	w	i	m	m	i	n	g	r	r
s	e	a	e	b	o	w	l	i	n	g	i
n	t	v	t	c	r	i	c	k	e	t	l
o	i	r	o	h	r	u	g	b	y	l	c
t	a	e	a	l	l	d	r	a	a	c	y
n	r	b	e	d	l	e	n	b	r	t	c
i	c	b	a	s	k	e	t	b	a	l	l
m	h	a	b	a	a	o	y	i	a	l	i
d	e	i	a	g	o	l	f	b	c	r	n
a	r	e	h	f	g	a	l	e	a	s	g
b	y	b	a	s	e	b	a	l	l	l	i
e	l	e	a	t	e	n	n	i	s	r	l

 darts → darts, a dartboard

 badminton → racket, shuttlecock

 archery → bow, arrows, target

 →

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 →

2 Write at least one piece of equipment you need to each sport.

Lesson 8 An extraordinary athlete

1 Correct the facts in the sentences about Alana Nichols.

1 Alana Nichols is from Mexico. _____

2 She is paralysed on the right side of her body due to a skiing accident.

3 She is the first female American Paralympian athlete to win two gold medals in a row.

4 Her first Paralympic competition was in 2004 in Shanghai. _____

5 She has never injured herself. _____

2 Imagine you are an athlete in the Paralympics. Think about where you are from, what kind of disability you have, what events you complete in and which medals you have won recently. Think of at least ten details. Make some notes.

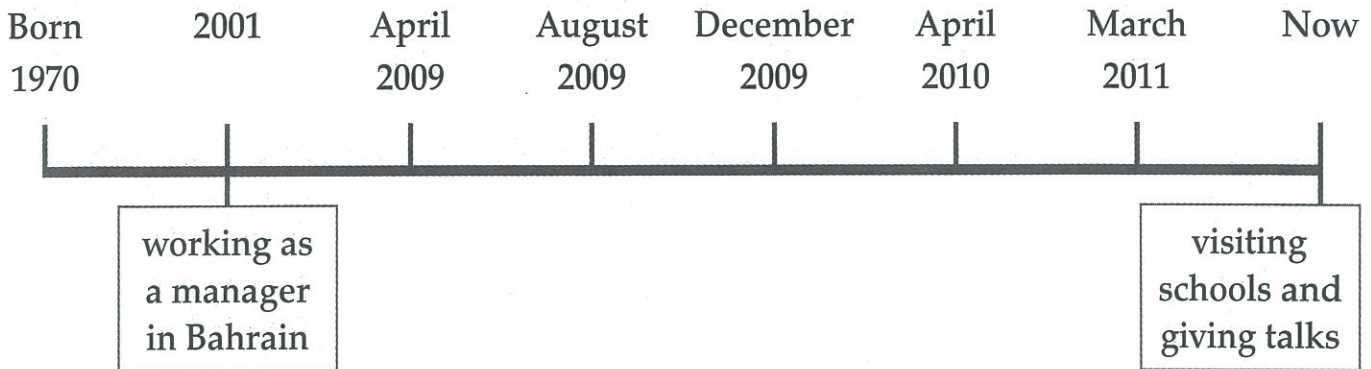
3 Work with a partner. You are going to take turns to be a journalist and interview a famous athlete in the Paralympics. Write the questions you are going to ask him/her.

4 With your partner, take turns to be the reporter and the athlete and interview each other.

5 Write a short article about the Paralympic athlete you interviewed.

Lessons 9–10 An Arab adventurer

- 1 What was Nabil doing at these times? Use the information from Activity 1 in your Coursebook to complete the missing information on the timeline.



- 2 Now work with a partner to ask and answer questions using the information on the timeline.

“What was Nabil doing in 2008?”

“He was working as a manager in Bahrain.”

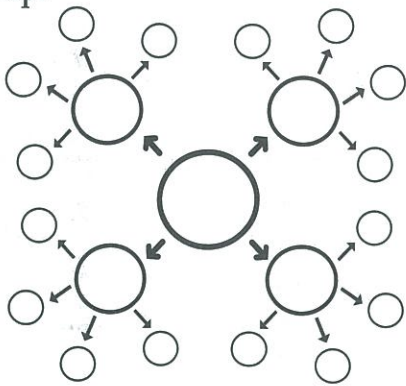
- 3 Imagine Nabil Al Busaidi is visiting your school to give a talk to the students. Prepare some questions to ask him and write them below. Ask him about:

- a place he’s visited _____
- a person he’s met _____
- an interesting experience he’s had _____
- a dangerous experience he’s had _____
- an activity he is doing now _____
- a plan he has for the future _____

4 Read Nabil's diary entry and discuss the questions with a partner.

- Why do you think Nabil was so tired?
- Why was he full of energy?
- Why didn't he sleep well the night before?
- In what way is Nabil different from the other team members?
- How would you be feeling if this was you?

5 Choose either the best or worst experience that Nabil described in the interview and try to imagine it in detail as if you were there. Use the prompts to help you and make notes on the mind map.



- Location: Where are you? What is the weather like?
- Comfort: What are you wearing? Are you comfortable?
- Food: What do you have to eat? Is it enough?

- Sleep: Where do you sleep? Have you had enough sleep?
- Positive things: Are you enjoying your expedition? Do you have a good team of people with you?
- Negative things: Are there any problems?

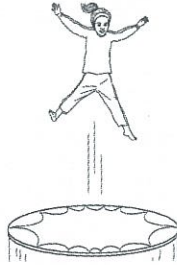
6 Write a diary entry based on the notes you wrote in Activity 4. When you have finished, swap with your partner and check each other's spelling and grammar.

Sunday 29 March – Day 1
 The day has finally arrived. After months of preparation, weeks of training and days of travelling, I am very tired but full of energy. Even though I went to bed late, I still woke up before the alarm went off.
 There are 14 people who will be walking to the North Pole, different kinds of people, lawyers, bankers, soldiers, nannies, but they are all British except me ... Nabil Riadh Al-Busaidi, the first Arab to try to walk to the magnetic North Pole!
 And so, after a seven and a half hour flight, I have finally arrived in Canada on the first stage of an incredible adventure.

Lessons 11–12 What are your hobbies?



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

1 Write a caption for each picture. Choose from the following phrases and the words in the box.

He/She

likes / enjoys

He/She

likes / enjoys

is into / is keen on

His/Her hobby is

- acting
- collecting shells
- doing karate
- juggling
- making models
- taking photographs
- writing stories
- collecting coins
- making jewellery
- drawing
- collecting stamps
- cycling
- trampolining

for and since**Language tip**

Remember to use *for* when you give the length of time:

I've been playing table tennis for seven years.

You haven't been horse riding for very long. Use *since* when you give the start of a time:

He's been playing table tennis since he was 5 years old.

They've been playing football since 10 o'clock this morning.

2 Write questions using *How long* and the present perfect continuous. Write answers using *for* and *since*.

1 Q you / collect shells?

A three years

Q How long have you been collecting shells?

A For three years.

2 Q you / horse riding?

A 10 years old

Q _____

A Since I ...

3 Q your brother / make model cars?

A five years

Q _____

A _____

4 Q your sister / write stories?

A 7 years old

Q _____

A _____

5 Q you / do karate?

A two years

Q _____

A _____

3 Choose a verb to complete the sentences using the present perfect continuous.

• collect • do • learn • write • play • wait

1 I'm really tired. I _____ judo for two hours.

2 Sorry I'm late. I _____ tennis.

3 We _____ coins for seven years.

4 My brother _____ stories since he was little. He has lots of imagination!

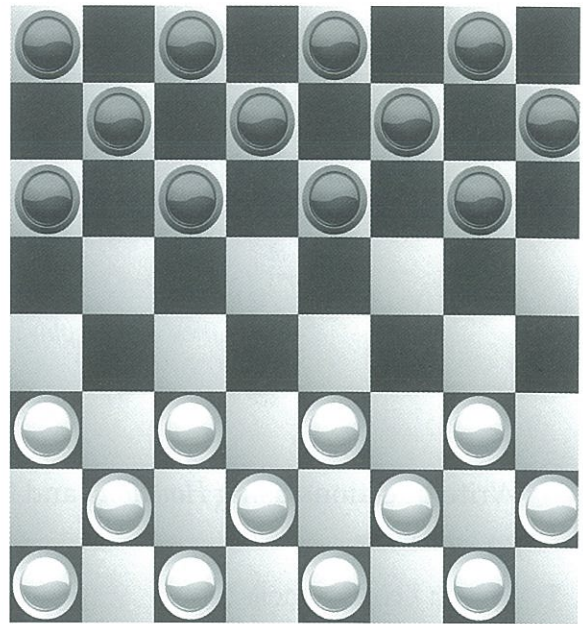
5 Come on! We _____ for you for half an hour.

6 In her art lessons this term she _____ how to make jewellery.

Lesson 13 Backgammon

Did you know?

Checkers is a simple version of backgammon. Often children learn this first because it is easier for them to understand.



- 1 Complete the gaps a–f in these instructions for how to play checkers with the words in the box.

black colour King jump opponent space

- 1 First, take 12 checkers of the same (a) _____.
- _____ When your checker reaches your opponent's side, take back your captured checkers and place them on top. You now have a (b) _____ checker! Your King checker can move forwards and backwards!
- 5 You can take your opponent's checker by jumping over it.
- _____ To begin the game, the player with the (c) _____ checkers moves first.
- _____ Then, place them on all of the dark squares in front of you, as shown on the board.
- _____ Checkers may only move one diagonal (d) _____ forward (toward your opponent's checkers) in the beginning of the game. Remember that checkers must stay on the dark squares.
- _____ Finally, once you have captured all of your (e) _____'s checkers, you have won the game.
- _____ If the new position you land in gives you an opportunity to take another checker, then you can keep going until you can't (f) _____ any more.

- 2 Number the instructions in the correct order 1–8. Two have already been done for you.

Lesson 14 Practise and prepare

1 Write the name of the hobby under the picture.



1 _____ 2 _____ 3 _____ 4 _____



5 _____ 6 _____ 7 _____ 8 _____

2 Write about your own hobby. How long have you been doing it? Why do you like it? What equipment do you need? How often do you do it?

3 Ask your partner about their hobbies.

Lessons 1–2 **What are you into?**

1 Match the words from the texts on page 198 of the Coursebook with their meaning.

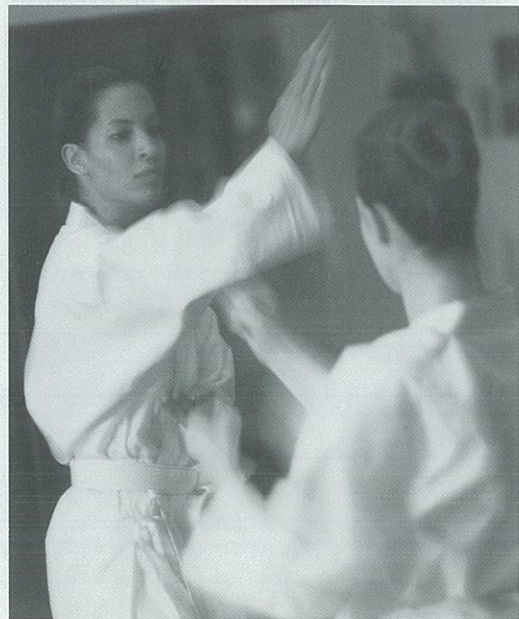
- | | |
|---------------------------|--|
| 1 expert | a a person who enjoys the company of other people |
| 2 confident | b a person who knows a lot about a particular subject |
| 3 ability | c traditional fighting and self-defence sports from Asia |
| 4 technique | d advantage |
| 5 can't stand | e the skill or knowledge needed to do something |
| 6 sociable | f dislike or hate |
| 7 martial arts | g fight back if you are attacked |
| 8 kick | h hit with your foot |
| 9 benefit | i a particular way of doing an activity that requires skill |
| 10 defend yourself | j sure about something or themselves |

2 Complete the text with the correct form of the words from Activity 1.

Latifa lives in Fujairah in the UAE. She started to learn _____⁽¹⁾ three years ago because she was always tired at school, and the doctors thought it would be good for her to make her body stronger. So she took up taekwondo.

She had an _____⁽²⁾ teacher who had trained in the US and he taught her to _____⁽³⁾ high and well. Latifa quickly learned the correct _____⁽⁴⁾ and she soon felt the _____⁽⁵⁾ of regular exercise. Also, the knowledge that she could _____⁽⁶⁾ herself, if necessary, made her more _____⁽⁷⁾ in her daily life.

What's more, her grades at school improved too!



3 Write five sentences that are true for you using the words in the table below.

1 enjoy	play	the radio
2 prefer	do	the oud ...
3 love	go	swimming
4 don't mind	go out	football / volleyball / ...
5 (don't) like	listen to	martial arts / karate / judo / taekwondo
	watch	to the cinema / a restaurant
		with friends / with my family
		video games
		TV

I enjoy going out with friends.

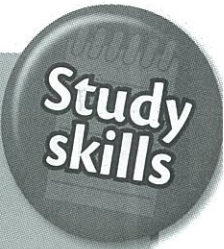
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

4 Complete the phrasal verbs in these sentences.

Write two paragraphs about Ali and Kamaruddin which summarise their likes and dislikes. Remember to use suitable connecting words and phrases, for example, *but, and, ... as well as ..., not only ... but also, however*, etc.

Learning phrasal verbs

To help you remember phrasal verbs, think of an example which means something to you personally and write it down.



I'm into martial arts.

*My cousins often **come round** at the weekend and we **chill out**.*

*I want to **take up** karate next year.*

Lessons 3–4 Shopping at the Global Village

1 Complete the phrasal verbs in these sentences.

- 1 Would you like to come round to my house on Saturday to watch TV?
- 2 I gave _____ judo because I didn't have time to do it.
- 3 We've been working really hard this week, so let's just stay _____ and chill _____ this evening.
- 4 My friend's taken _____ riding. He loves horses.
- 5 I'm going _____ with my uncle and aunt at the weekend.
- 6 My dad and my brother are really _____ cars. They always watch the Grand Prix races on TV.
- 7 We've been sitting _____ for over an hour. I'm bored! Does anyone want to go to the sea?
- 8 I don't think it's very easy to pick _____ a foreign language. You have to study for years to speak it well.

2 Write three sentences about yourself using some of the phrasal verbs from Activity 1.

3 Write a short email to a friend who lives in another country. Ask him or her about their hobbies and interests and how they enjoy spending their free time.

From
To
Subject

Lessons 5–6 A film review

1 Read the film review. What does each paragraph do?

- 1 gives an opinion of the script and the film techniques
- 2 gives an overall opinion
- 3 gives examples of good points about the film
- 4 introduces the film
- 5 summarises the plot

Toy Story 3



Movie	<i>Toy Story 3</i>
Director	Lee Unkrich
Voiced By	Tom Hanks Tim Allen

1 What's the best family film of all time? It's difficult to choose, but the *Toy Story* series would certainly be in the top ten. And if I had to choose one, it would be *Toy Story 3*. This 3D computer-animated comedy drama is directed by Lee Unkrich and stars Woody, voiced by Tom Hanks, and Buzz Lightyear, voiced by Tim Allen. Several other well-known actors' voices are used for other characters. The story is set in a town in America.

2 At the beginning of the film, Andy, 17, is leaving for college. He's clearing his room for his little sister. He decides to take Woody with him to college and he leaves the other toys to be put in a room at the top of the house. However, the toys are sent to a children's play centre by mistake, where they have a very difficult time. Woody comes to the rescue and the toys are finally

taken in by a girl called Bonnie, who gives them a good home.

3 As you watch the film, you have no idea of the terrible things that are going to happen to the toys. This is part of the film's success because you are kept in suspense: you really don't know whether the toys are going to come out of it alive. However, the film ends happily and there are some very funny moments, such as when Buzz is reprogrammed and starts speaking Spanish.

4 The script is well written and the CGI (computer-generated imagery) is amazing. The soundtrack includes songs such as *We Belong Together* and *You've got a Friend in Me*.

5 This is a truly wonderful film for all the family. I thoroughly recommend it.

2 Find these phrases in the text and discuss their meaning. In your notebooks, write a sentence about a film you have seen using each phrase.

by mistake *come to the rescue* *keep in suspense*

3 Answer the questions.

1 How does the film create suspense?

2 How does the film end?

3 Is there humour in the film? Give an example.

4 On a star rating of 1 to 5, where 1 is 'very bad' and 5 is 'excellent', how many stars do you think this reviewer would give the film?

4 Which phrases in the review in Exercise 1 could you use in a review of another film?

How would you adapt the phrases to use in the review of a book?

Using a model to improve your writing

Study skills

When you're writing in a particular style (for example, an informal email, a formal letter, a review, an advert), try to follow a model text as closely as possible. That way, you'll learn certain phrases that you can use in the future.

5 Use the notes to write the first paragraph of a review about *Finding Nemo* in your notebook. Look at the review of *Toy Story 3* to help you. If you've seen *Finding Nemo*, add your opinions of it.

Film title: *Finding Nemo*

Type of film: 3D computer-animated comedy adventure film

Writer and director: Andrew Stanton

Main characters: a fish called Marlin who searches for his lost son, Nemo

Voices: Albert Brooks (Marlin), Alexander Gould (Nemo)

Location: the Pacific Ocean off the east coast of Australia, including the Great Barrier Reef and Sydney Harbour

Suitable for: adults and children

Lesson 7 Practise and prepare

Use of English

1 Choose phrases from Box A and phrases from Box B to write 10 sentences about yourself. Use the correct verb forms. Add extra information if you can.

For example, *I fancy playing computer games this evening. At the moment, my favourite is The Sims. I don't mind cooking, but I'm not very good at it.*

Box A

can't stand	fancy
can't stop	hate
dislike	like
don't mind	love
enjoy	prefer

Box B

listen to music	write emails
do my Maths homework	study late at night
play computer games	cook
go for long walks in the hot sun	learn difficult words in English
text my friends	have arguments

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Reflect on your learning.

2 Tick (✓) the area of language learning you find most difficult.

Grammar Vocabulary Speaking Listening Writing Reading

3 Look at your answer in Activity 2. How do you think you can improve your English skills in this area? Discuss with a partner and draw up a strategy list in your notebooks. For example, if you ticked *Listening*, some of your strategies could be to:

- listen to more foreign films
- have extra conversation lessons with your teacher or a native speaker
- listen to songs and try to write down the lyrics.

Lesson 8 Film-making

1 Complete the sentences with words from page 205 in the Coursebook. The first letter of each missing word is given.

- 1 Do students get a d_____ on their books?
- 2 Do you f_____ going to see a film on Saturday?
- 3 I'll ask my brother to help us. He's always willing to have a g_____ at new things.
- 4 I've heard that there are only a few seats a_____ for the concert next week.
- 5 We only have a f_____ in which to write a script – two weeks isn't long!
- 6 We need to get our ideas t_____ by next week.
- 7 How a_____ using a historical setting for our film?
- 8 The writer wishes to remain a_____ and not give his name.
- 9 So is he a p_____ cameraman? That must be an interesting job.
- 10 How many groups are taking p_____ in the competition this year?
- 11 I hear that one of the j_____ for the competition is a famous film director!
- 12 We should be proud of our e_____ : I think it has a good chance of winning!

2 Write an email to your English-speaking penfriend about the short film festival described on page 205 in the Coursebook. Tell him or her:

- the details of the festival
- that you are going to make a short film
- the location you have chosen and why
- your plans for the next few weeks.

From
To
Subject

Lessons 9–10 Science fiction and working in films

1 These words are often used in science fiction films and stories. How many of them do you know? Discuss and write the meaning of each word on the lines.

- 1 planet _____
- 2 the Earth _____
- 3 space _____
- 4 the universe _____
- 5 the galaxy _____
- 6 alien _____
- 7 space station _____
- 8 spaceship _____
- 9 the future _____
- 10 time travel _____

2 Work in groups. Brainstorm ideas about the plot for a new science-fiction film or story. Write down your ideas using the topics below to help you. Present your ideas to the class.

SETTING		
_____	_____	_____
PLOT		
_____	_____	_____
MAIN CHARACTERS		
_____	_____	_____
TIME: PAST, PRESENT OR FUTURE?		
_____	_____	_____
IMPORTANT IDEAS		
_____	_____	_____

3 Complete the sentences by putting the words in brackets in the correct order.

- 1 I _____ a great new science-fiction film. (seen / just / have)
- 2 It _____ one of the most exciting films I _____ .
(definitely / is) (ever / have / seen)
- 3 Some of my friends _____ films.
(watch / never)
- 4 My best friend, however, loves films and he _____ it twice! (already / seen has)
- 5 You _____ a part as an extra in the new film they are making if you apply now. (probably / get / can)

Language tip

In a sentence, adverbs of time, frequency and probability go:

- *before* the main verb in a sentence (except the verb *be*, which they go *after*)
- *between* an auxiliary or modal verb and the main verb.

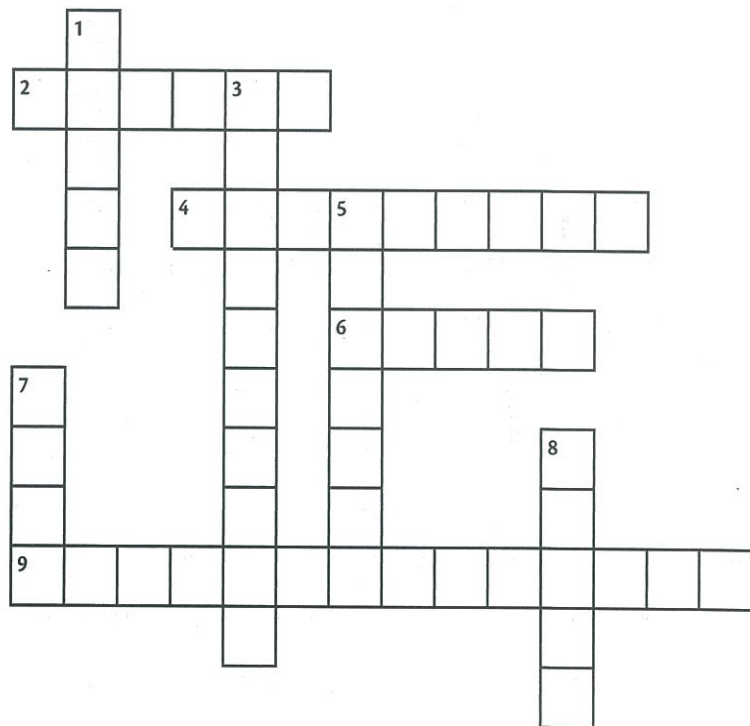
4 Complete the crossword.

Across

- 2 The Earth is one of these.
- 4 You can travel far in one of these.
- 6 The films *Star Wars* and *Star Trek* take place here.
- 9 The films in 6 Across are this type of film.

Down

- 1 A person or a creature who is not human.
- 3 Another word for having a job.
- 5 What an actor often has to wear.
- 7 Things that can annoy you when you are outside in the heat.
- 8 Paid work to appear in a non-speaking film role.



Lessons 11–12 Film studies

- 1 Match a word from column A with a word from column B to make common collocations or word combinations. Complete the sentences below with an appropriate collocation.

A

career

creative

expensive

high

personal

powerful

practical

teaching

B

effect

equipment

ideas

interest

knowledge

plans

staff

standard

- 1 It's important that all young people everywhere have a *practical knowledge* of computers.
- 2 'What are your brother's _____?'
'Oh, I think he wants to do Business Studies at university.'
- 3 Playing video games can have a _____ on the way children's minds develop.
- 4 The _____ at my school are all really helpful and also highly qualified.
- 5 I find that _____ often come to me while I am walking in the country.
- 6 The students at that university all have a very _____ of work.
- 7 Don't let the children in the laboratory – it's full of very _____ !
- 8 My teacher shows a _____ in all her students.

- 2 Find more collocations from this lesson and previous lessons, and make a list.

Compare with a partner.

3 Summarise each paragraph of the report on page 209 of your Coursebook. The first paragraph has been done for you.

Paragraph 1: *Here, the writer says what exactly the report is about, stating who visited the college, what type of college it is and what they did there, generally.*

Paragraph 2:

Paragraph 3:

Paragraph 4:

4 Write a report about a place of study which interests you. Remember to divide your report into sections with headings. Use the report and the vocabulary in this lesson to help you.

Lesson 13 Crazy horror in the Emirates!

1 Read the second part of the article about the film *Grandmother's Farm*.

What was one of the main reasons for the film's success?

Dhekra Ouali, from Real Dream Media, the company that distributes *Grandmother's Farm*, explains why the film **struck a chord** with Emirati audiences.

'It's a fun, light story, and it's about family and friendships, made by people from here. Yes, audiences here like to see Hollywood and Bollywood films, but they also want to see their stories, with local **anecdotes**, told in a fun way.'

Director Zain agrees.

'These are my people. I know what kind of movie they want. They want to enjoy something from the UAE, something in our language, showing our clothes and all the things related to us,' he says.

In *Grandmother's Farm 2*, the boys finally **get to the bottom of** the strange happenings in the farm, but also meet a more frightening being on their road trip. The journey also gave Zain the chance to **showcase** the beauty of the UAE.

Filming took place in January, 2015, and was completed within a 20-day schedule. With post-production, the film cost him over half a million dirhams.

'The story continues from the first part and we explain what really happens to some of the characters in the **original** movie,' Zain explains, adding that he's already being encouraged to make a third film.

'This is the first ever film in the Gulf with a **sequel**. It will be an honour to have Part 3.'

2 Find words or phrases in bold in the article (look at both parts) with the following meanings.

- 1 a book, film or play that continues the story of a previous book, etc = *sequel*
- 2 a short often funny story = _____
- 3 a situation where no one knows what to do = _____
- 4 appearing professional = _____
- 5 discover the whole truth about a situation = _____
- 6 feel that something is connected to you in some way = _____
- 7 a big success = _____
- 8 not having or spending a large amount of money = _____
- 9 not wanted = _____
- 10 the first one of something that was made = _____
- 11 to show the best qualities or parts of something = _____
- 12 when a film has its first showing = _____
- 13 very funny = _____
- 14 giving some hope and confidence by saying positive things = _____
- 15 the location or place where a film or a book happens = _____

Lesson 14 Practise and prepare

Reading and writing

1 Continue the story about *A bad film day*. Use the notes below to help you.

Try to include as many of the words in the box as possible

- the film star (male or female, you decide) eventually arrives one hour later
- they have to get their hair and make-up done
- by now, the heat is getting bad
- the director is not getting any happier
- the filming must take place in the desert ...

atmosphere	can't stand
chill out	crazy disaster
laugh	performance
props	science fiction

2 Use the 6 extreme adjectives to describe some amazing things that are happening right now or have happened recently in your life!

amazing, delicious, delighted, fantastic, incredible, unforgettable

- _____
- _____
- _____
- _____
- _____
- _____

3 Reflect on your learning. Where do you go from here?

- Which aspects of language-learning do you most enjoy? Work on those even more to reach a high standard.
- Which aspects do you find more difficult? Try to focus on those and get extra help if required.
- Are you shy about speaking in English? Practise on your own at home, saying things out loud until you become more fluent. Focus also on your pronunciation and intonation since this can often prevent understanding.
- Never give up – and always try to keep practising the language you are learning. Practice makes perfect – but also, if you don't carry on and keep up your learning, you will soon forget what you have learned!
- Think about how much you have learned and how much progress you have made during the year – congratulations!

Lesson 15 Revision quiz

1 Write answers to these questions without looking back at the unit.

1 Where in the Global Village can you have a multi-cultural shopping experience and buy handicrafts from different countries?

2 What is the name of the planet that Superman comes from?

3 What is Superman's human identity? What's he called and what's his job?

4 What do we call the story of a film or a play?

5 What's an informal expression for 'to relax'?

6 Which location in Abu Dhabi was chosen to be the planet Jakku in a science-fiction film?

7 What do you call a service that provides meals for example on a film set?

8 Where in the UAE can you do a degree in animation, film studies or game design?

2 Complete the missing letters in these words!

1 t _____ = the skill or knowledge needed to do something

2 u _____ = an experience that you will never forget

3 e _____ = another word for paid work

4 m _____ = a type of activity where you learn how to defend yourself

5 e _____ = a set of things that are necessary in order to do something, for example, filming, working with computers, and so on

Bridge to Success

Workbook

8

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 8.

This book sets out to:

- teach and review basic literacy skills
- teach and review basic writing skills
- teach and review basic speaking and listening skills
- cover standards for Grade 8 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.