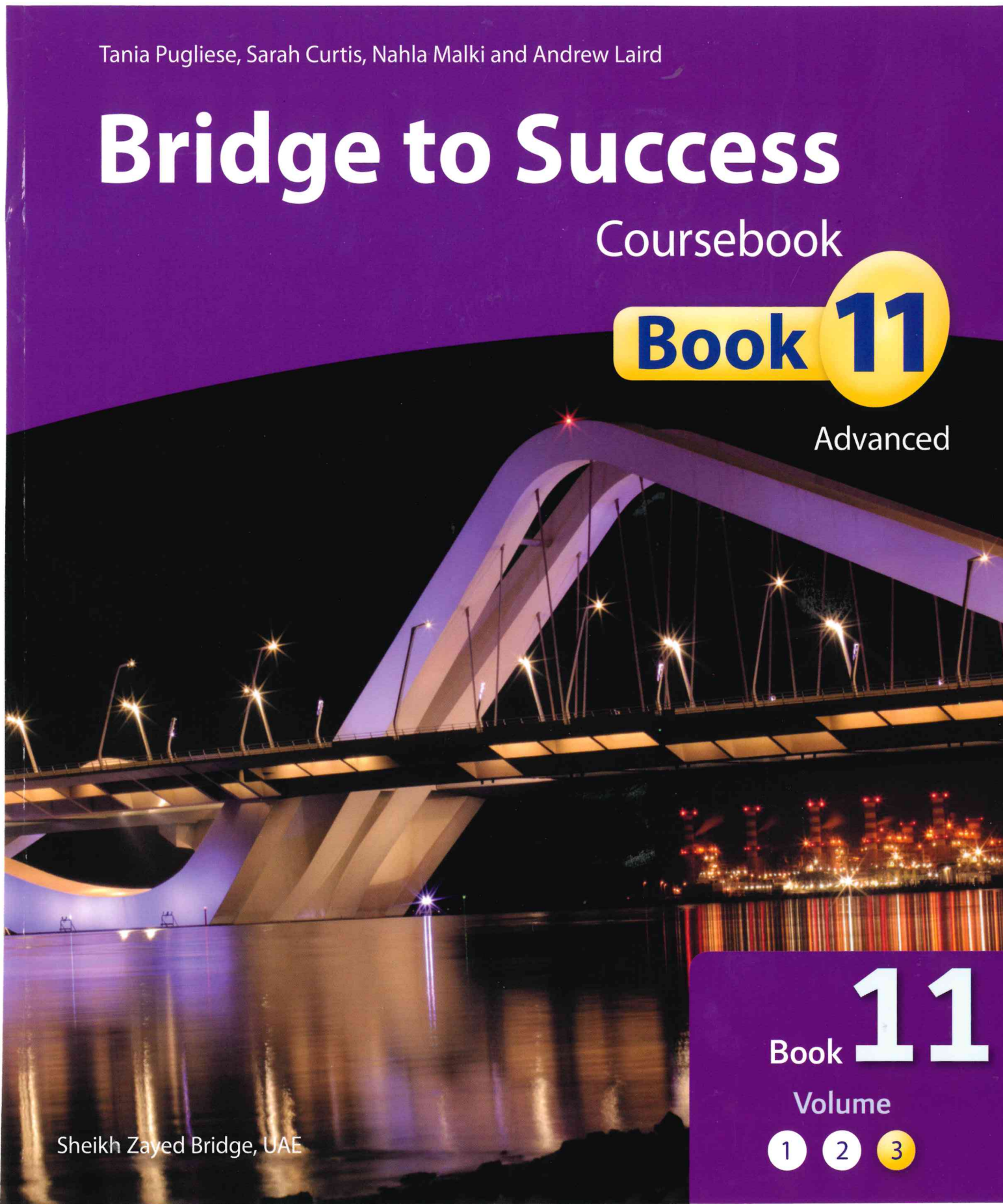YEAR OF TOLERANCE

Tania Pugliese, Sarah Curtis, Nahla Malki and Andrew Laird

Bridge to Success

Coursebook

Book 11

Advanced

Sheikh Zayed Bridge, UAE

Book 11

Volume

1 2 3

Bridge to Success

Coursebook

11

Tania Pugliese, Sarah Curtis,
Nahla Malki and Andrew Laird

Volume 3 material 2019

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

"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

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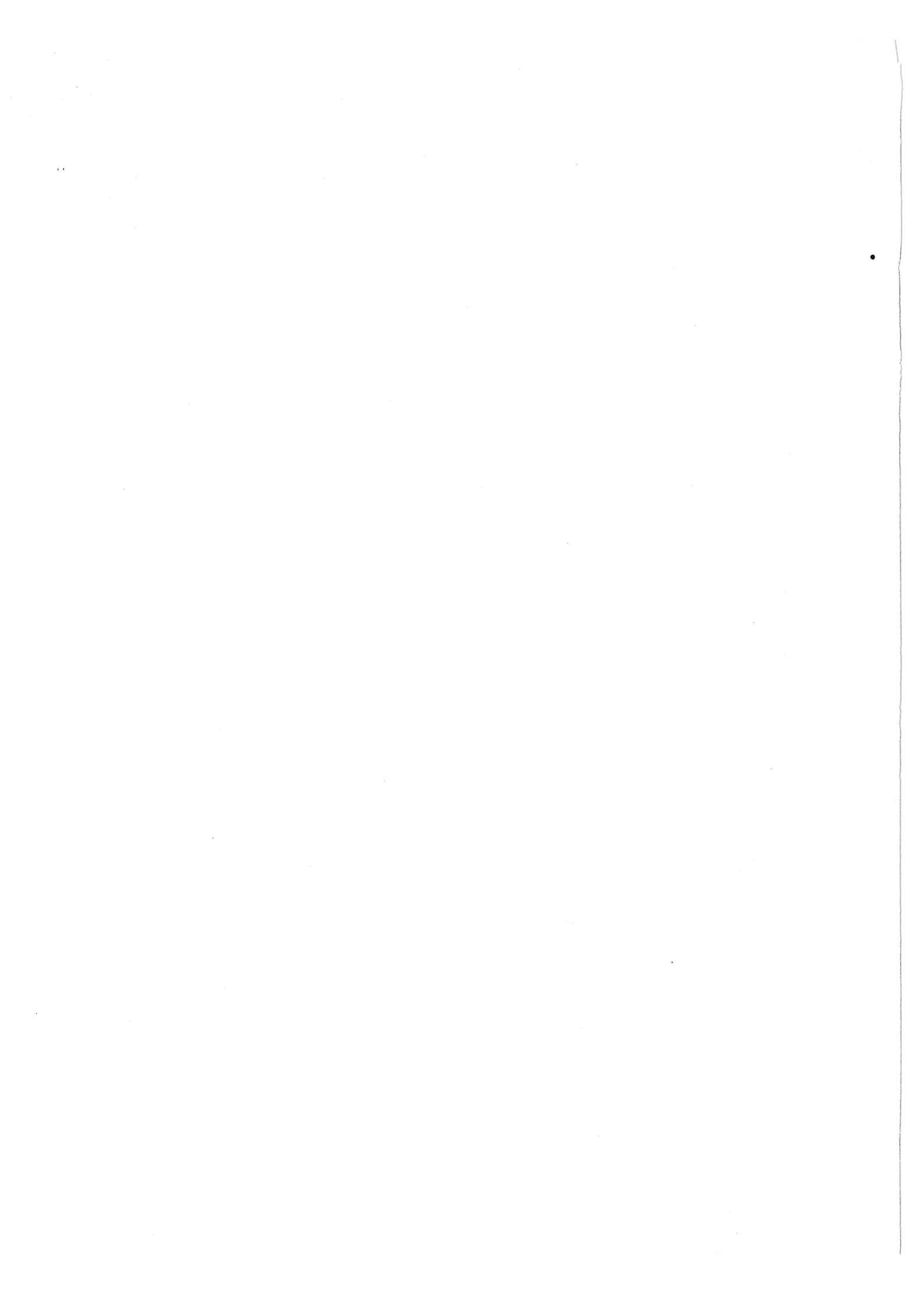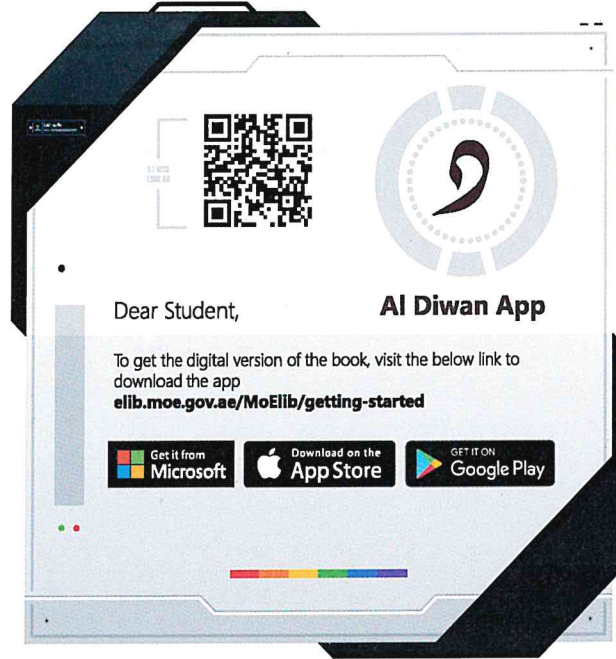
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Welcome to *Bridge to Success*

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

Bridge to Success Grade 11 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

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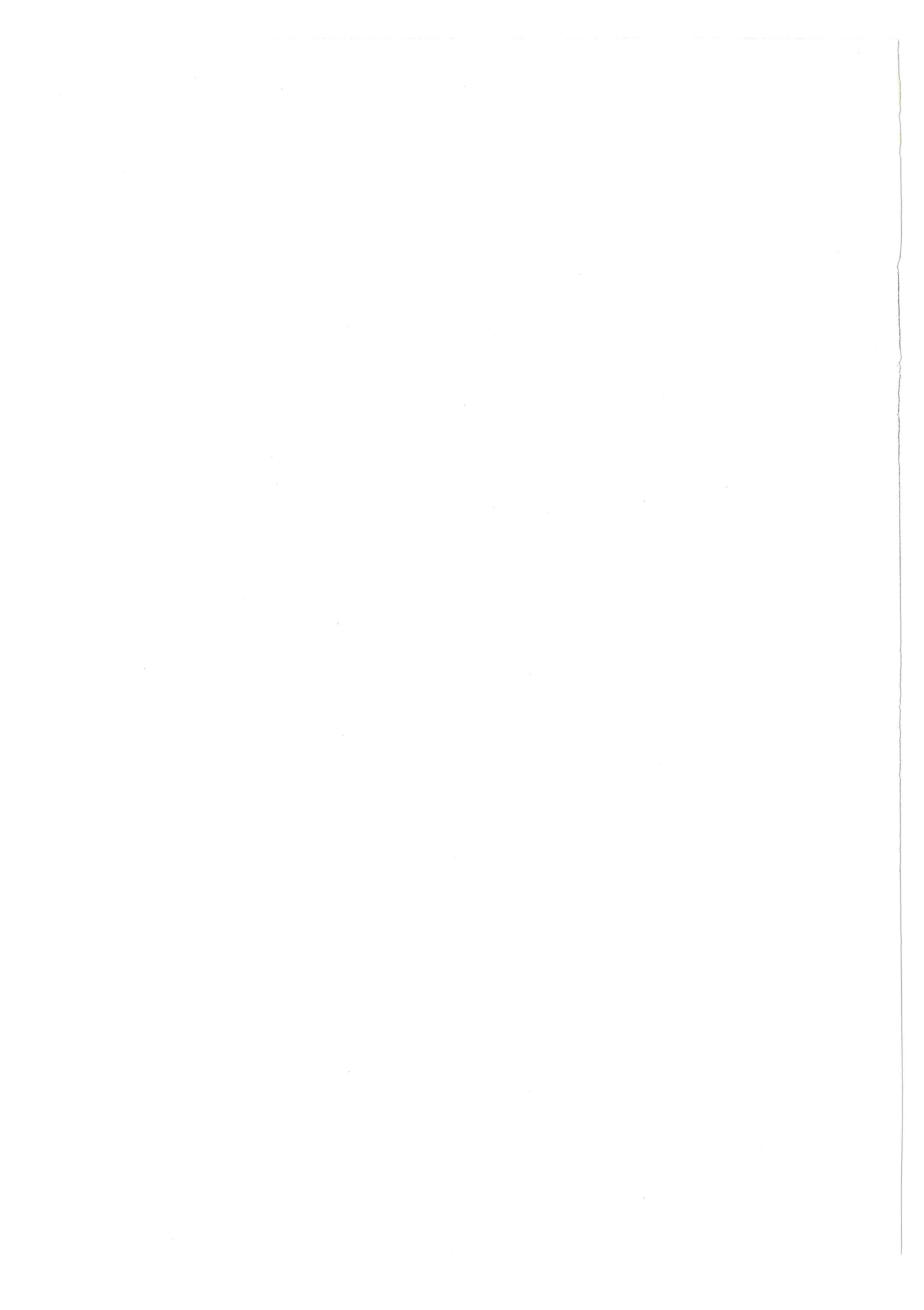
- *An Emirati focus, with an international perspective.* Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This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

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

In addition to this Coursebook, the accompanying Workbook provides additional support, reinforcement and practice. Comprehensive support for teachers is provided in the Teacher's Guide.

The following icons are used in this Coursebook:

1 pre-recorded listening activity

21st links to 21st Century Themes and/or Skills

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

The *Bridge to Success* team

3 Listen again to each speaker and write notes on what they say in your notebook. Answer these two questions in your notebook.

1 What happened?
2 How does the speaker feel?

Use of English

4 Look at this sentence from the listening activity.

I wish we had listened to the scientists.

Decide if the following questions are true or false:

a The speaker is talking about the past.
b The speaker thinks we listened to the scientists.
c The speaker wants to change the situation.

Speaking

5 Look at the following situations. What do you think the speakers wishes are? Write notes, then tell you partner. The first one has been done for you.

1 I left my keys at home.
  I wish I had remembered my keys.
2 I had to buy my mum a new vase.
  _____
3 I missed the football match.
  _____
4 I left my books at school.
  _____
5 I spilt your tea.
  _____

Pronunciation

6 Look at the wishes you wrote for the activity above. Try saying them with falling intonation.

I wish I had remembered my keys.

Listening strategy

When you are taking notes, it is a good idea to have a clear purpose for listening, that is, why are you listening to the speakers? As you listen, focus on your purpose and do not write down everything you hear.

Language tip

wish + past perfect is used to express a past situation we would like to change but can't. We can also use '*if only*' instead of '*wish*'.

Example: *If only we had listened to scientists. (I wish we had listened to the scientists).*

If only we hadn't cut down so many trees. (I wish we hadn't cut down so many trees.)

Speaking tip

Use falling intonation to say something definite or when you want to be very clear about something. Your voice should go down on the final stressed syllable of a phrase or group of words.

Lessons 3–4 Expo 2020

- What happens at trade fairs?
- Would you like to visit one?

Reading 21st

1 Read the text below and decide which of the questions (A, B, C or D) it answers.

A What are some of the design features for Expo 2020?
B What will Expo 2020 be about?
C Who is attending Expo 2020?
D How can visitors hide from the sun?

A celebration of ecology

The design for the main building of the Dubai 2020 Expo has been revealed during Sustainability Week in Abu Dhabi. During the week long event, delegates were able to look at details and images for the main pavilion. The pavilion, a large and impressive building that will form the centrepiece of the forthcoming trade fair, is said to represent some of the most innovate designs and technologies.

The main function of the building is to demonstrate how new science and design can work together to help us to protect our planet. The building will include exhibitions and performances showing how effective alternative energy sources are. These energy sources include solar energy, the use of water power and materials from natural resources.

The centre of the building is 8000 sq metres and will also have an auditorium where visitors will have the opportunity to listen and take part in discussions focusing on global challenges and solutions. As almost 200 countries are hoping to take part in the event, visitors will be given the chance to meet, discuss and exchange ideas with people from almost every corner of the world. The centre part of the pavilion will also house a courtyard and a reservoir. To ensure every aspect of the pavilion promotes sustainability, the roof will not only protect visitors from the sun, but will also collect solar energy to power the venue.

A few other smaller buildings, named 'energy trees', will be built around the central building. These trees have a dual purpose: they will be able to take energy from the sun to add power to the pavilion and they will also take water from the atmosphere for use during the event. The design of the pavilion originated from ideas present in the natural sciences.

As Expo 2020 will take place during a time when the sun could affect those from cooler climates, there will be places where visitors can hide from the sun and move around Expo 2020 without getting burnt. These shaded enclaves and walkways are based on local wadi riverbeds and will attract visitors by creating natural sights and smells within the fair.

To ensure that visitors cannot miss the pavilion, it will be located right at the centre of the Expo's 2km² site. Other countries attending the event will contribute smaller pavilions demonstrating that Expo 2020 is clearly a global event.

A delegate who was attending Sustainability Week claimed that the designs were really impressive, saying 'I think the pavilion's very low carbon footprint will send a clear message about the importance of the natural world, ecology and the use of sustainable technology'.

2 Read the text again and complete the following sentences with words from the text. Remember to write the answers in your notebook.

1 Delegates at Sustainability Week were shown ____
2 The pavillion will show ____
3 The auditorium will give visitors the chance to ____
4 The pavilion's roof will be used to ____
5 The design of the pavilion originated from ____
6 Visitors will find the pavillion easily because ____

Reading strategy

Before reading a text to look for key information, carefully read the questions and consider what information you are looking for. The words and phrases in the questions may be phrased slightly differently to those in the text.

Speaking

3 Answer these questions with a partner.

1 Would you like to attend Expo 2020? Why/why not?
2 What do you think of the design for the pavilion?

Use of English

4 Read the text again and find examples of relative clauses which use *that, who, where* and *when*. Look at the sentences that use the words above and answer the questions below.

1 What is the purpose of each relative clause (essential information or a definition)?
2 When do we use
   a *that* ____ b *who* ____ c *where* ____ d *when* ____
3 What kind of words follow…
   i which/that who?
      a verb b noun/prounn
   ii where/when?
      a verb b noun/pronoun

Use of English

We use **relative pronouns** to specify or define the nouns that come before them. They can be used to join two clauses.

For example:

Jan is my friend. She lives in England.
Jan is my friend who *lives in England.*

In this example, *who lives in England* is the **relative clause**.

Note that '*which*' can replace '*that*'.

A defining relative clause gives us a definition.

Samia is the person who always helps me.

Writing

5 You are going to write a short essay about sustainability. Before you do, discuss ideas with a partner. Now write a short essay.

How can sustainable designs help to protect the environment from human impact?

Lessons 5–6 **Green energy and Masdar City**

- What is green energy?
- Why do you think it is important worldwide?
- Is green energy common in the UAE?

Listening 43

1 You are going to listen to an interview with an architect who has worked in Masdar City. As you listen, decide which of the following problems the speaker mentions.

1 Rapid urbanisation.
2 Keeping people warm in winter.
3 Keeping people cool in summer.
4 Reducing the amount of wind.
5 Burning fossil fuels.
6 Having no cooperation between companies.
7 Creating a modern 'green' city.
8 Working with companies throughout the world.
9 Having too many citizens.
10 Having something to pass on to future generations.

2 Listen again. The speaker outlines several environmental problems that Masdar City is attempting to solve. As you listen, write notes below what the solution to each problem is. The first has been done for you.

Rapid urbanisation → Investing smartly to reduce energy, water and waste

Use of English

3 These extracts from the listening activity use the first conditional. We use the first conditional to present possible solutions to problems. What do you notice about the position of the comma?

If we use solar power, we will be able to generate clean and fuel-efficient energy.

Or

As long as we create the newest solutions in terms of energy and sustainability, we will share these ideas with companies throughout the city.

Use of English

The first conditional is usually introduced with '*if*', but other conjunctions can be used instead.

- unless = if not

  Unless we use solar power, we won't be able to generate clean and fuel-efficient energy.

- as long as = suggests that both actions take place at the same time

  As long as we use solar power, we will be able to generate clean and fuel-efficient energy.

- provided (that) or providing (that) = only if

  Provided that we use solar power, we will be able to generate clean and fuel-efficient energy.

4 Match clauses 1–3 to clauses a–c and use a suitable conjunction (*unless, as long as, provided that*) to link them. More than one answer may be correct.

1 We will solve all the world's energy problems …
2 We can use the power of the sun as energy …
3 Your fuel bill will be very expensive …

a … we use solar panels.
b … you stop wasting so much energy.
**c** … we all work together.

Speaking

5 Consider the following problems facing the Earth. Think about what we could do to deal with each problem. Try to use a mixture of conjunctions to present your ideas. Tell your partner.

For example: Natural resources
Unless we change our habits now, the earth will run out of natural resources.
Provided we start using green energy, we will keep our natural resources.
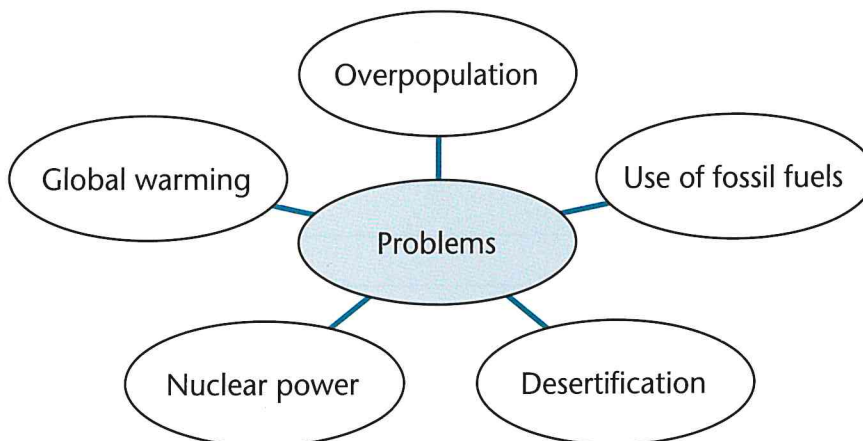
Lessons 7–8 Practise and prepare

● Look at the pictures. What do they show?

Speaking

1 Which of the things below do you think are the main causes of global warming? Compare your ideas with a partner.

> industry   power stations   agriculture   homes
> cutting down forests   transport   producing oil

2 Do you do any of these things to help the environment?

● Use energy-saving lightbulbs

● Use public transport

● Use renewable energy

● Buy local products

Listening 44

3 Listen to Samya talking about an environmental problem.

a   What two environmental problems does she talk about?

b   What things from Activity 2 does Samya do to help reduce the effect of these problems?

4 Listen again and complete each answer with no more than three words.

Environmental problem	1. The amount of _____ .
Reasons	2. Burning fossils fuels such as _____ .
	3. _____ from vehicles.
Effects	4. People breathe in chemicals which causes _____ .
	5. _____ , which is a major threat to our planet.
How we can help to solve the problem	6. Use more _____ .
	7. Try to _____ energy.
What Samya does	8. Travels by _____ .
	9. Uses _____ .

Speaking

5 In pairs, think of an environmental issue facing the UAE and make some notes about it. Discuss the following:

- What it is.
- The reason(s) for it.
- The effects of it.
- What we can do to help.
- How you try to protect the environment.

6 Work in pairs. Take it in turns to talk about the topic below. Use the notes you made in Activity 5 to help you.

Describe how you try to help the environment.

You should mention:
- what you think the biggest environmental problem is
- what the reasons are for it
- what the effects of it are
- how we can help to solve the problem

Lessons 9–10 Water is gold

- Are you generally careful with the amount of water you use?
- How can we save water in the home?

Listening 45

1 Listen to Abdullah, John and Camilla discussing the use of water. Which person:

a tries to save water?

b thinks they use too much water?

c is concerned about how water is being preserved in their country?

2 Listen again and decide if the following statements are true (T), false (F) or not given (NG).

Abdullah thinks that

1 desalination has helped his country to develop.

2 desalination is the best solution to water shortages.

John thinks that

3 it's not important to save water.

4 using less water would have a positive impact on the amount of money he spends.

Camilla thinks that

5 she uses water differently to most people in her country.

6 government water transportation projects are a good thing.
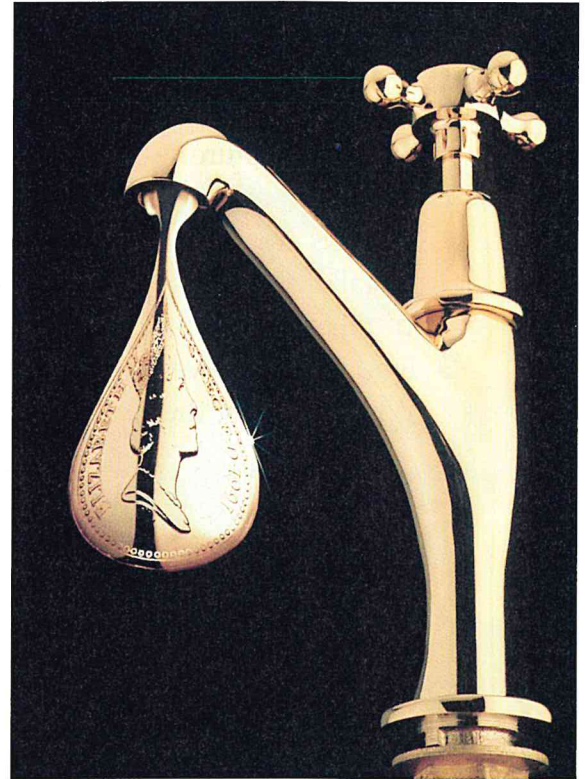
Are any of the speaker's attitudes towards water similar to your own?

2 Look at the text again. What do the pronouns refer to?

1 they (line 4)
2 they (line 10)
3 their (line 13)
4 this (line 18)
5 it (line 24)

Use of English

3 Look at this sentence from the text and answer the questions below. One government official said

'If we all drove electric cars, we'd live in clean, quiet cities.'

a Do we all drive electric cars?
b Is it likely that we will all drive electric cars in the future?
c How do we pronounce the sentence?
d How can we make the sentence negative?
e How can we turn the sentence into a question?

Speaking

4 Imagine you could design a new EV. What features would it have? Think of at least three sentences and then tell your partner.

Writing 21st

5 Imagine you are going to write an essay discussing the advantages and disadvantages of electric cars. Write an introduction to the essay.

Reading strategy

Pronouns (for example, *it*, *this*, *these*) are used to avoid repetition and to link ideas to make a text cohesive. Identifying what these pronouns refer to helps you to understand a text.

Use of English

We use the second conditional to talk about imaginary or hypothetical present or future situations. We form the second conditional like this:
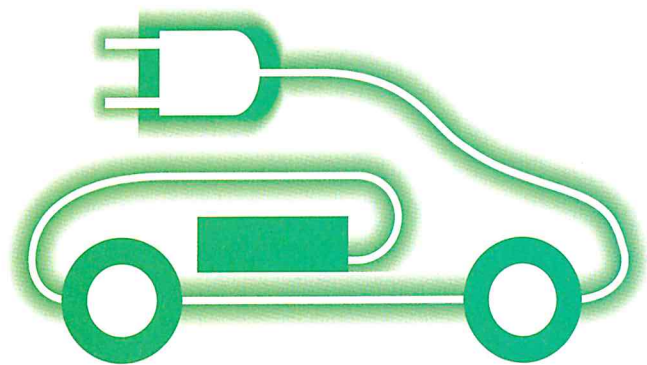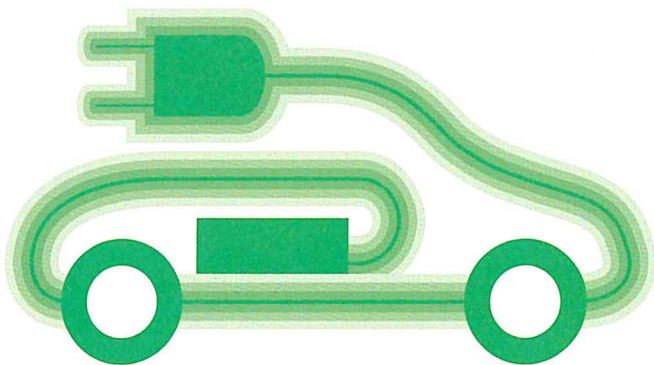
if + past simple + *would* + base form.

For example:

If electricity was cheaper and fuelling stations easier to find available, more people would consider buying EVs.

Writing tip

Remember to use forwards and backwards referencing to avoid repetition and make your writing cohesive.

Lessons 13–14 Endangered animals of the UAE

- Do you know any endangered animals in the UAE?
- Why are these animals in danger?

Reading

1 You are going to read an article about endangered animals of the UAE. Skim read the text and match one of the headings below with each paragraph.

A Why should we care?
B Too beautiful to live.
C How you can help.
D Overview of the problem and aim of the article.
E From life in the wild to domestic animal.

① _____

The UAE is home to a range of beautiful animals, but many of them are quickly disappearing and are nearly the last of their kind in the world. In an effort to protect different endangered species, the country has created a number of ways to raise people's awareness to the importance of conservation. In this article, our main objective is to consider some of these vulnerable creatures and what you can do to stop them from becoming extinct.

② _____

Hawksbill turtles are found in over 60 countries including the UAE. The turtles lay their nests on our beaches, and especially on Saadiyat Island in Abu Dhabi. In the past century, the worldwide population has decreased by around 80 per cent and unfortunately it is believed that there are only approximately 8000 adult nesting females left in the world. Sadly, one of the reasons why the Hawksbill turtles are disappearing is that they are hunted for their magnificent brown and yellow shells to make decorative items, such as jewellery and ornaments.

③ _____

The smallest of all 15 existing species, in the past the Arabian leopards could be found all over Arabian Peninsula. However, since the beginning of the 19th century, the leopards' population has decreased by around 90 per cent in Saudi Arabia and it is now believed that that there are 250 or fewer of these leopards in the wild, and they are disappearing fast. The biggest threat to this animal is the loss of its natural habitat and prey, caused by unregulated hunting. Some leopards are even captured live and sold at high prices as pets.

Lessons 16–17 **Project: Action Now!**

● What ecological threats are currently facing the world?

Research and note-taking 21st

1 You are going to research a serious ecological threat facing the world.

Example topics:

> **urbanisation**
>
> **industrial development**
>
> **tourism**
>
> **pollution**
>
> **waste management**
>
> **water shortages**

● In your group, decide which ecological threat to focus on.

● Use the Internet or visit the school library, and each find an article on your chosen topic.

● Each member of the group should read their article alone.

● As you read, make some notes. Try to answer the following questions:
  - What is the problem?
  - Why is it a problem?
  - What information is given about the problem?

2 Re-form your groups and compare your notes. Answer these questions:

● Do you have the same information?

● What do you think is the most important information?

● Can you suggest any solutions to the problem? Or how can we avoid the problem?

Project Planning

3 You are going to prepare a campaign to raise awareness of your chosen ecological threat.

The campaign should:
  - explain what the problem is
  - suggest ways in which the problem can be solved or avoided
  - persuade the class to adopt your solutions(s).

In your groups, draw a mind map to plan your campaign and record your ideas. Remember to:
  - state the problem clearly
  - explain why it is a problem
  - give any other relevant information
  - suggest possible solutions (from your research and your ideas)
  - suggest possible ways to avoid the situation (from your research and your ideas).

Useful Language

4 Before you deliver your campaign, put the following expressions in the table below (some phrases have already been added).

> Today we want to consider … , This is done by … , As long as/provided/unless we … , Today, we would like to discuss … , Don't you think it would be better to … , The subject/purpose of this campaign is … , If we don't do this, then … , This is something which/that/when/where … , We can call this … , We shouldn't have …

outlining	clarifying	persuading
Our topic today is …		My advice would be to …

Add any other phrases you may know.

Preparation

5 Using your notes and ideas, work in your groups to prepare how you will deliver your campaign. It should last for approximately five minutes. Remember that your aim is to persuade the class to adopt your solution(s).
Structure your campaign like this:

1 Say what the problem is.
2 Explain why it is a problem.
3 Suggest possible solutions or ways to avoid the problem.
4 Persuade your listeners to adopt your solutions or change their behaviour.

Decide who will deliver each part of the campaign and ensure everyone has a chance to speak. Remember to use some of the useful language from Activity 4.

Speaking

6 Deliver your awareness raising campaign. Try to persuade the class to adopt your solutions. While you listen to each campaign, answer the following questions.

> Was the problem clear?
>
> What solutions were made?
>
> Which campaign did you find the most persuasive? Why?

Virtual reality

- **Topics** Virtual Reality; Computer software; Social media; E-commerce; Identity theft; Apps
- **Use of English** Question tags, comparative phrases, 'be about to', adverbials, non-defining relative clauses, 'more' or 'less' to modify 'likely'
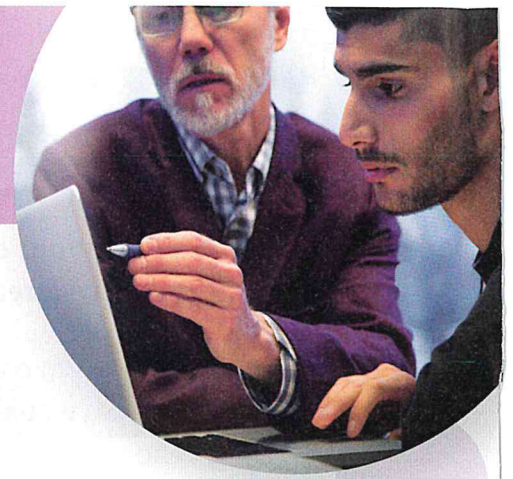
Lessons 1–2 Problems with computers

- What problems can people have with computers?
- How can they solve these problems?
- Tell your partner about a problem you have had when using a computer and how you solved it.

Vocabulary

1 Look at the picture of the computer below. Using the words in the box, explain each of these words related to computers.

back up	files	chips	processor
hard disk	screen	keyboard	drive
memory	settings	mouse	desktop
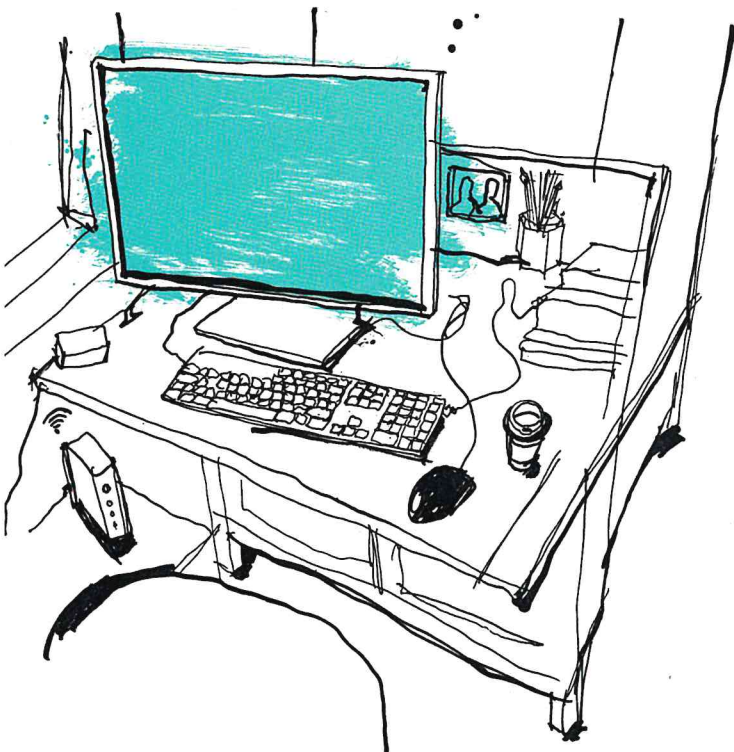
Listening 47

2 You are going to listen to two people discussing a problem with a computer. Listen and answer the following questions.

- What is the problem?
- How is it solved?

Discuss your answers with a partner.

3 Listen again. As you listen, decide if the statements below are true (T), false (F) or not given (NG).

1 The father forgot to back up his work.
2 The computer has been set to save the father's work automatically.
3 The father saves his file as 'Dad's work'.
4 There has been a problem with the computer's memory in the past.
5 The father didn't save anything on the desktop.
6 Ali wouldn't like to go for an ice cream.

Speaking

4 Discuss how to do the following computer related tasks with a partner.

> saving files
> checking a computer's memory
> surfing the Internet
> connecting to the Internet
> setting up a new computer

Use of English

5 Look at the following lines from the conversation in Activity 2. How do Ali and his father keep the conversation going?

> **Dad:** … I seem to have lost some of my important work.
>
> **Ali:** Let me look. I guess you backed up your files? You do always back up important files, don't you?
>
> **Dad:** Yes, of course! I've been saving my files. In fact I've changed the settings, so it saves automatically every few minutes. It has been saving my files, hasn't it?
>
> **Ali:** Well pass me the keyboard so I can have a look.

Use of English

You can use these expressions to check the information that you are being given.
- Do you mean that … ?
- Your idea is that … ?
- What you're telling me is that … ?
- Am I right in thinking that … ?

For example:

A: *You save files by clicking on the save icon and find where to save your files.*

B: *What you're telling me is that you save files so you can find them later?*

Pronunciation

6 🌈 **48** Listen to the following two sentences from the conversation again. Notice how the intonation in the first question tag goes down, while in the second it goes up. Why do you think this is?

> **Ali:** Let me look. I guess you've backed up your files? You do always back up important files, don't you?
>
> **Dad:** Yes, of course! I've been saving my files. In fact I've changed the settings, so it saves automatically every few minutes. It has been saving my files, hasn't it?

Work in pairs. Look at audioscript 47 and decide if the intonation is going up or down in the question tags. Give reasons for your answers. Practice saying the sentences with question tags.

Speaking 21st

7 You are going to act out a role-play. Read the card your teacher gives you. Act out conversation with your partner to find the information you need.

Language tip

Question tags are short questions at the end of sentences. They are used to ask the other person to comment and to keep the conversation going.

Lessons 3–4 The Internet

Work in small groups to answer these questions:
- How can the Internet damage our computers?
- How can we protect ourselves against this?
- What do you know about cybercrime?

Reading

1 Read the text below and decide which of the following best describes its purpose.

1 To give information about removing viruses.
2 To highlight the advantages of having computers connected together.
3 To persuade the reader that a kind of protection software is the best available.

Have you ever wondered what is the best software we can install to protect a server? This short article describes the reasons for installing UAE Finalpoint Protection (UFP) on to computers in a network so your information remains safe and secure.

First of all, it is very important that UFP is installed on all computers in a network to ensure maximum protection. The more computers with UFP installed on them, the more protection is guaranteed.

To allow us to install Finalpoint onto your computer, you may need to disable any antivirus software, including firewalls. This is because firewalls are designed to stop somebody putting something on a computer without permission. Although some protection software interferes with how effective your firewall is, ours doesn't! It works perfectly well sitting alongside all firewalls.

Once UFP has been installed, it is necessary to check the speed of the network. It should not slow down the system and speeds of up to 1Gb/s (1 gigabyte per second) can be expected. Sometimes it can be the case that the faster the system, the worse the performance. Not with UFP. We have only seen some loss of performance at speeds of over 10 Gb/s.

If you have a business, you can use our software to set up a domain for your company using any subdomain you want followed by .ue or by .com. Our clients have found that this helps them create a protected network using the same domain names making all their webpages easily known to their customers.

In conclusion, UFP does not affect any other programmes on your system and allows you to browse the Internet, download multimedia and stream over 1Gb/s of data with no loss of performance. All this is combined with the knowledge that you and your business are completely protected.

2 Answer the questions below about the text.

1 What is the reason for having UFP on every computer?
2 Why might it be necessary to turn off firewalls?
3 What is the advantage of using UFP with firewalls?
4 What could happen if the system is working too fast?
5 Why should companies use the same subdomain name?
6 Who do you think the text is aimed at?

Use of English

3 Look at the following two sentences taken from the text and circle the correct option to complete the definition.

1 … the more computers with UFP installed on them, the **more/less** protection is guaranteed …
2 … the faster the system, the **worse/better** the performance …

> **Use of English**
>
> We use the structure 'the … the …' with *more* + noun or a comparative adjective to express *comparison and contrast / negatives and positives.* It is used to show proportionate *increase / decrease.*
>
> For example:
>
> *The more time we spend on the Internet, the more exposed we are to computer viruses.*
> *The newer the computer, the better the firewall.*

Reading

4 Read the following short text and decide what the writer's argument is.

> The Internet has many advantages. Firstly, it is very convenient and efficient. For example, we can send emails to friends in other countries very quickly. Secondly, we can make friends with people from all over the world. This is because the Internet makes the world a smaller place. Furthermore, the Internet helps information and education spread to all corners of the world. That is, we can get access to information from any part of the world really easily. Therefore, for all these reasons, I would think the Internet is a useful tool.

Writing

5 Read the text again and decide which sentence in the text does the following. Write the first few words of that sentence in your notebook. The first one has been done for you.

1 Presents a point of view: *The Internet …*
2 Gives a reason to support the point of view:
3 Supports the reason:
4 Gives another reason to support the point of view:
5 Supports the reason:
6 Gives another reason to support the point of view:
7 Supports the reason:
8 Conclude your paragraph:

Lessons 5–6 **Social media**

● In groups, list as many advantages and disadvantages of using social media as you can.
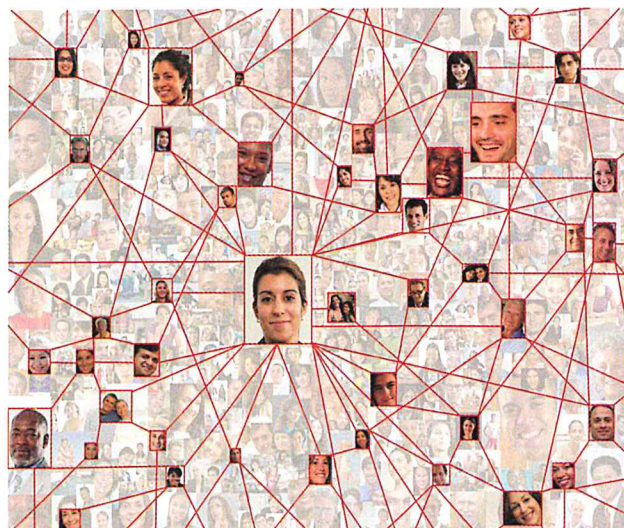
Listening 🌈49

1 You are going to listen to five people discussing their use of social media. As you listen, decide which speaker said the following about social media. The first answer is given.

a Speaker 1
b Speaker 2
c Speaker 3
d Speaker 4
e Speaker 5

1 It can hook us.
2 It helps us stay up-to-date.
3 It can make us completely dependent.
4 It allows us to share cultures.
5 It helps us to communicate.

2 Listen again and write in your notebook what each speaker said about each topic.

Speaking

3 Which of the speaker's arguments do you agree or disagree with? Give reasons for your answer. Work in pairs. Now think about which speaker's opinion on social media most closely reflects your own. Compare your answers in groups.

Use of English

4 Read these extracts from the recording in Activity 1. Do you think each speaker is talking about the past, present or future? How do you know this? Find the key expressions.

I think we're about to become totally dependent on social media to communicate.

… some children as young as 12 are about to be sent to special clinics because they are so addicted!

Use of English

We use the structure '*be + about to +* infinitive' to talk about something that will happen soon in the near future.

For example *Jameela is about to take an important exam.*

Reading

5 Read the essay question, then read the answer. What does the write think about social media?

> Some people think that excessive use of social media can have a negative impact on both societies and individuals. To what extent do you agree or disagree with this?

Over the last few years there has been a massive increase in the use of social networking sites. Due to this increase, there is the opinion that overuse of such sites can have many negative effects. However, I think that there are also many positive effects, as the world is now becoming a global village with which we can communicate easily.

Social networking sites help to reduce the communication gap between close friends and family as well as with people who live a long way from each other. These sites allow people to interact quickly and effectively. They also enable people who share the same interests and ideas to communicate even though they may live in different parts of the world. This has meant that social networking sites have created a fairer world not limited by geography.

However, such networking sites have also had a negative effect on communities and societies. As it is usually younger people who spend most of their time on these sites, this has resulted in their health suffering. In addition, families are affected as relationships between the generations have weakened. Many people are hooked on these websites and do not communicate outside of virtual realities. It is also easy for people to be negatively influenced by fake information.

In summary, people have definitely become more social and interactive as a result of using such websites. They create freedom for people to talk to whoever they want with very few limitations. On the other hand, these sites have created distance as people are unable to make friends with the people around them and instead rely on misinformation.

6 Re-read the text and decide what the purpose of each paragraph is. How do you know this?

Lessons 7–8 **Practise and prepare**

● What do you understand about the concept of virtual reality (VR)?

● How do you think virtual reality can be used in the future?

● Can you think of any limitations of virtual reality?

Listening

1 **50** You will hear part of talk about virtual reality. As you listen to the talk, complete the student's lecture notes by writing the missing words into your notebook.

> **Listening strategy**
>
> Before you listen consider the type of language (for example, a number or a noun) you need to complete the notes.

Virtual Reality

Main idea	Notes
What is VR?	Computers create an **artificial** (1) world of images and sounds, which is influenced by the user's actions. The user _____ (2) a headset to experience life-like sights and sounds.
How VR learns	Senses need to be _____ (3) by the VR environment, which learns to respond to a user's _____ (4). This is done at first with the help of a human controller.
Military use	Pilots use special _____ (5) to help them to fly their aeroplane. This is quicker than manually controlling it, but it can make the pilot _____ (6).
Smell and taste	These two _____ (7) cannot be copied because people experience them differently. But in order for VR to copy the real world, it needs to _____ (8) all five senses. When all the senses aren't stimulated, the brain transfers most of its _____ (9) to sight. If all the senses were used, a person in a VR world would realise how _____ (10) the graphics are.
Companies developing VR	More than _____ (11) companies currently developing VR products. We should see _____ (12) in the use of VR.

2 (51) You will hear two students (Omar and Ali) discussing part of the lecture you have just heard. Answer the questions below.

1 Why did Omar like the lecture?
2 Why does Ali disagree with Omar?
3 What example does Omar give to support his point of view?
4 Why does Ali disagree with Omar's example?
5 What did Omar programme his own computer to do?
6 Why doesn't Ali think this is an example of Omar's computer learning?

Speaking

3 Discuss the following questions in small groups.

- How do you think VR could be used in educational settings?
- Would you like to use VR at school? Give reasons for your answer.
- Do you think VR could replace traditional education?
  Again give reasons for your answers.

Did you know?

VR is used in a variety of educational settings to allow students to develop their skills without the fear of failing. Students can simulate real-life situations, such as doing a chemistry experiment, with no real-life consequences.
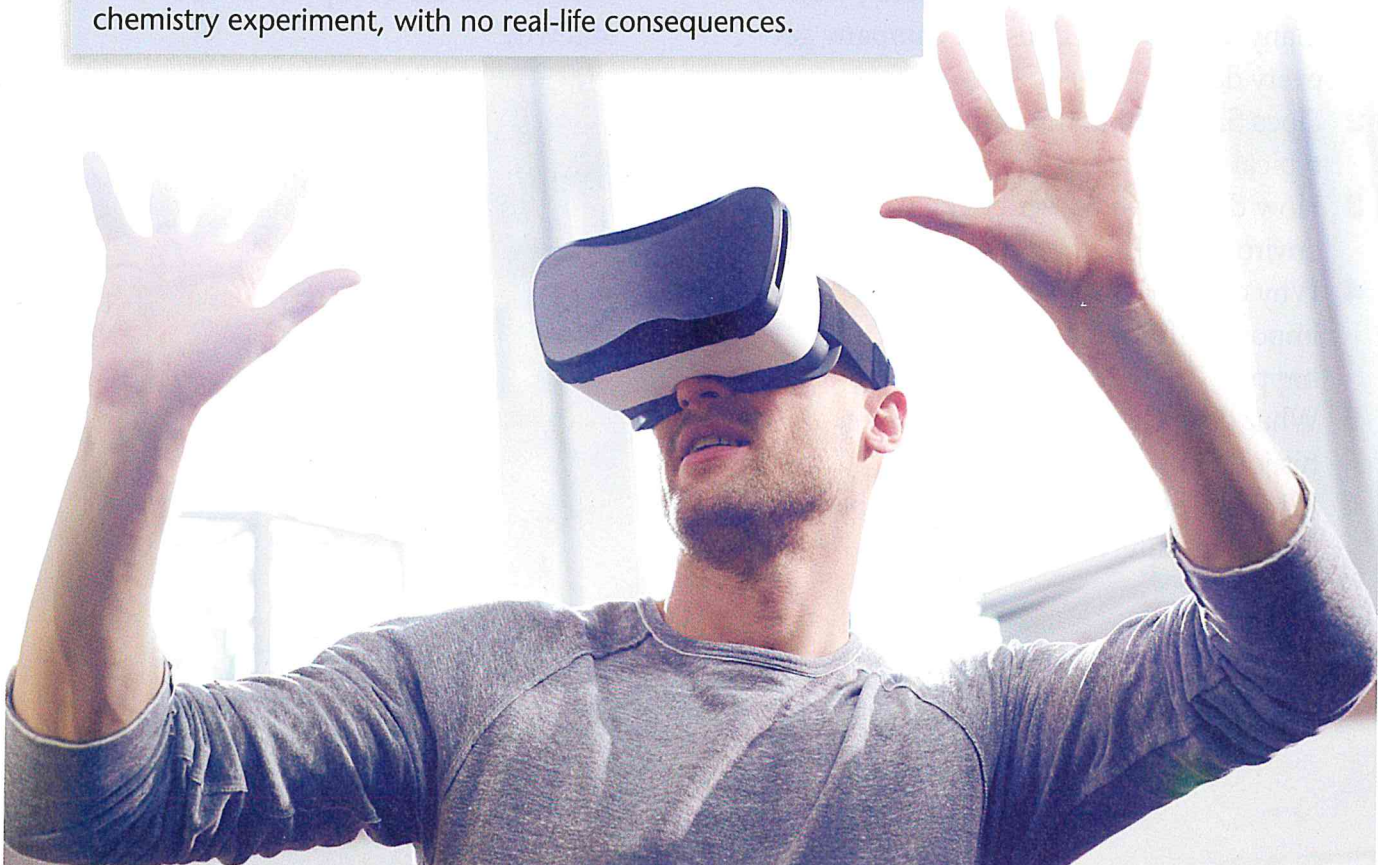
Lessons 9–10 Computer world giants

- Have you heard of Dubai Internet City?
- Do you know which information technology firms are based there? What do you know about them?

Listening 52

1 You are going to listen to an interview with Saeed Al Harthi who works for one of the top information technology companies in Dubai Internet City. Before you listen, discuss in small groups what you think Saeed will talk about.

2 Now listen to the interview and see which of your predictions were correct. Make a note of any other key points Saeed mentions.

3 Listen to the interview again and answer the following questions.

1 According to Saeed, approximately how many applications does the company get every day?

2 Does Saeed think the Dubai branch is typical of all the company's offices?

3 How does Saeed describe the working environment?

4 Why does the company think it is important for their employees to be happy?

5 What does Saeed enjoy most about his job?

6 Why was Saeed asked about golf balls during his interview?

Speaking

4 Discuss these questions with a partner.

- Would you prefer to work for an **organisation** with an innovative **company culture** or a more traditional one? Why?
- What would be your ideal **working environment** and what kind of **management style** do you think you would respond best to? Why?
- Would you prefer to work for a multi-national company with lots of **employees** and **branches** around the world or a smaller, local business? Why?
- If you could set up your own business, what would the **company culture** be like and why?

Use of English

5 Look at the audioscript and underline all the linking adverbials Saeed uses.

6 Now put each word into the correct column in the table according to its function.

Adding more information	Showing a contrast	Showing a result
and	but	so

Use of English

Linking adverbials (for example, *and, but, so*) are used in speech and writing to link sentences and clauses to make your ideas easier to follow.

For example:

I've always been interested in computing so *I'm studying for a degree in computer science.*

7 Look at the table in Activity 6 and answer the following questions.

1 Which adverbials are used to link two clauses?
2 Which are used to link two sentences?
3 Which can be used to link clauses and sentences?
4 What position should they be used in?
5 What do you notice about the punctuation?

Speaking

8 You will be given a card with a technology-related topic to speak about on it. First you will have one minute to make some notes on the topic. Then you will speak about your topic for two minutes. Remember to use adverbials to link your ideas.

Speaking tip

Don't stop speaking until your time is up! If you forget what you want to say, refer to your notes that you made during the one minute preparation time. You can say *"Now what did I want to say about that? Oh yes, so as I was saying … "*

Take it in turns to speak about your topic to your partner. Do not interrupt while your partner is speaking. You should make notes on your partner's performance as you listen.
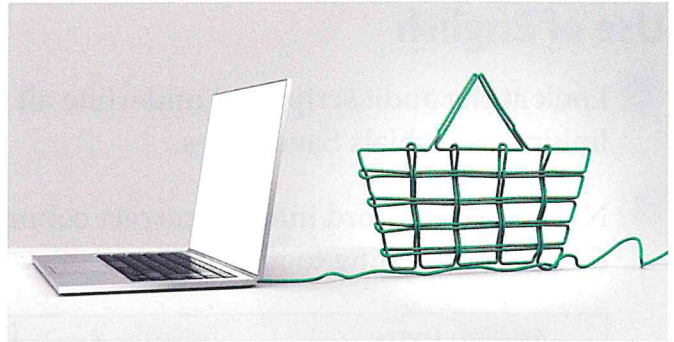
Lessons 11–12 **E-commerce**

● Do you ever shop online? Why/Why not?

Reading

1 Read the text below about e-commerce and decide whether the statements are true (T), false (F) or not given (NG).

1 E-commerce is becoming more popular.

2 Not all services are available online.

3 An online shopping cart only updates the order database.

4 The customer must provide identification before the transaction can be processed.

5 The smart TV is slightly damaged.

6 The smartphone is still in the box it was bought in.

E-commerce, or electronic commerce, is a general term for selling goods on the Internet through a website. Nowadays almost anything can be sold electronically, and more and more customers are enjoying the convenience of shopping online. There is no doubt that e-commerce is a growing industry, but how exactly does it work? Let's look at the key elements in this **virtual** process.

1 Products for sale

The advent of e-commerce has also enabled new categories of products to be sold online, including digital goods, for example music, software, e-books and so on.

2 An online shopper

A customer uses their computer or tablet to browse the e-commerce site. The customer's web browser communicates back-and-forth over the Internet with a **web server** that manages the store's website.

3 A mechanism to accept orders

Once the customer has decided what to buy, there must be a process that accepts their order. The software that runs this process is called a **shopping cart**. The shopping cart makes a note of what is being purchased and updates the order database. It then performs several other functions including capturing

the billing and delivery address of the customer, creating an order number and tracking number, presenting delivery options and forwarding the customer to the **payment gateway**.

4 A payment mechanism

The payment gateway allows the transaction to take place. It presents the customer with payment options, accepts identification details such as a credit card number and then authenticates the customer using a password or Customer Verification Value (CVV) code.

5 Delivery of the product

Once the order has been processed, the **order manager** – a central computer that sees orders through every stage of the process – sends a request to the warehouse to **dispatch** the product to the customer. The goods are collected from the warehouse and delivered to the customer.

Check out some recent adverts from Dubai's largest online classified website!

Smart TV

Price: AED 1100
Age: 1 year
Usage: Rarely used
Condition: Like new
Description: 1-year-old 50-inch
television in very good condition.

Smoothie maker

Price: AED 150
Age: 2–3 years
Usage: Used only a few times
Condition: Small scratch on left-
hand-side, but works perfectly
Description: Smoothie maker. 1.5L

64 GB Smartphone
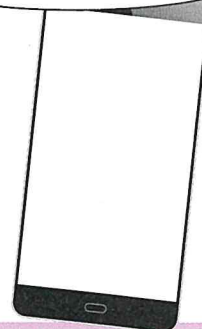
Price: AED 2000
Age: Brand new.
Usage: Never been used.
Condition: Excellent
Description: 64 GB Smartphone.
Still in original packaging with
warranty. Receipt available.

Speaking

2 What are the advantages and disadvantages of shopping online?
Discuss in groups.

3 Read the classified adverts above again. Put the three items
in order from 1–3: 1 = I would like to buy this the most;
2 = I'm not sure; 3 = I would like to buy this the least.

Stage 1:
First decide on your order individually. Think about why. What are
your reasons for putting the products in this order? Make some
notes if you wish.

Stage 2:
Now compare and discuss your order with a partner. Justify your
decision. You must agree on the same order so you may need to be persuasive.

Stage 3:
With your partner, join with another pair to make a group. Present your agreed
order to the other pair making sure you give reasons for your opinions. Again, you
must come to an agreement on the final order.

> **Language tip**
>
> When expressing an
> opinion, evaluating or
> giving a reason you
> can use a non-defining
> relative clause to give
> extra information about
> the main clause, for
> example *It costs AED
> 2000, which is quite
> expensive.*

Writing

4 Write a paragraph in response to the question below. Write at least 80 words.

*E-commerce in the UAE is currently around 75% less than in other countries
around the world. Why do you think this is?*

Lessons 13–14 **Identity theft**

Discuss the following questions with a partner:

- What do you know about identity theft?
- Do you know anyone who has been a victim of identity theft?

Reading strategy

It can be useful to make a written record of important information that you read. There are different methods of note-taking, such as tables, diagrams and numbered heading. You should choose a method that works best for you.

Reading

1 You are going to read a text about identity theft. Read the text and highlight information about *what* identity theft is and *why* it is committed. Use the highlighted information to make notes. Use the diagram below to help you.

Identifying theft — What? — a type of crime

Identifying theft — Why? — to apply for a loan
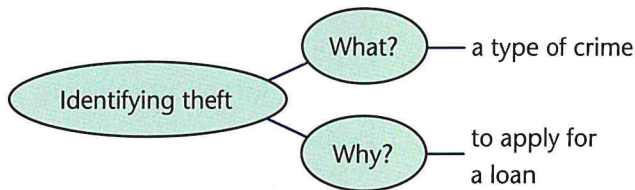
2 Read the text again and highlight information about *how* identity theft is committed. Use the highlighted information to make notes. Use the diagram below to help you.

How? — Face-to-face — stealing a purse or wallet

How? — Online — hacking social media accounts
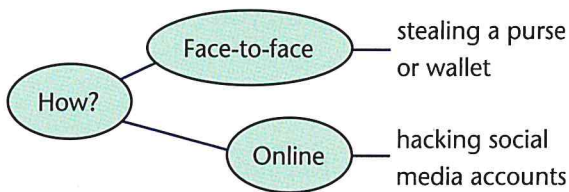
Identify theft

Identity theft is a crime which involves criminals pretending to be other people so that they can steal money. Nowadays, we have to give out our personal details all the time, for example when filling in forms, or even shopping. If a thief is able to access this information, he or she can use it to commit **fraud** in your name.

All someone needs to apply for a loan or open a credit card account in your name is your full name, address and date of birth. A thief could use **counterfeit** debit cards, authorise electronic transfers or even remove all the money from your bank account.

They could also use your information to get a driving licence or passport that would display their photo but your name and information. With these documents thieves could get a job, apply for travel documents, or even provide your name and address to police if involved in other criminal activities.

Online theft is the most common way thieves steal your personal information. This can be done in many ways, for example by **hacking** social media accounts and spreading viruses or by accessing online shoppers' personal information stored on e-commerce websites.

Phishing is another way in which thieves may try to gather your personal information. In a typical phishing **scam**, phishers send out emails to trick people into providing private information which will be used for identity theft.

Another way in which criminals may attempt to access your personal information is through **spyware**, which travels over the Internet and infects your computer. Spyware may come from downloading files or software, opening email attachments or **spam** mail, or clicking on **pop-ups**.

To conclude, there is no doubt that online identity theft is a growing concern and it can make people hesitant about their activity online. However, with a little technical advice and common sense, it is possible to minimise the risk and protect yourself from becoming a victim of online fraud.

Listening

3 **53** Listen to Police Constable David Jones from the Metropolitan Police in London. What suggestions does he give to prevent online identity theft? Make notes.

Use of English

4 Look at the audioscript of the recording. Write down the language the speaker uses to make comparisons. Example:

*The first way in which you can make sure you are **less likely** to suffer from identity theft is by …*

Use of English

We can use (much) more/less to modify 'likely' in a comparison to show that there is a big difference between things. Using 'much' emphasises that there is an even bigger difference. Example: *You're more likely to have a problem if you don't change your password. You're much more likely to have a problem if you don't lock your screen when you are away from your computer.*

We can also modify other comparative adjectives in the same way (e.g. It is much more dangerous to keep financial information on a laptop than a PC as it is more likely to be stolen).

Writing

5 Look at the final paragraph of the text about identity theft in your Coursebook. Which phrase indicates that this is the conclusion? With a partner make a list of other phrases which can be used to indicate a conclusion.

6 Imagine you have written an essay on how to protect yourself against online identity theft. Write a conclusion to the essay. Use the ideas from the listening to help you.

The conclusion is the final paragraph of an essay. Its function is to summarise, evaluate or consider consequences. You should not introduce new information, ideas or examples in a conclusion or repeat words or phrases from your thesis statement.
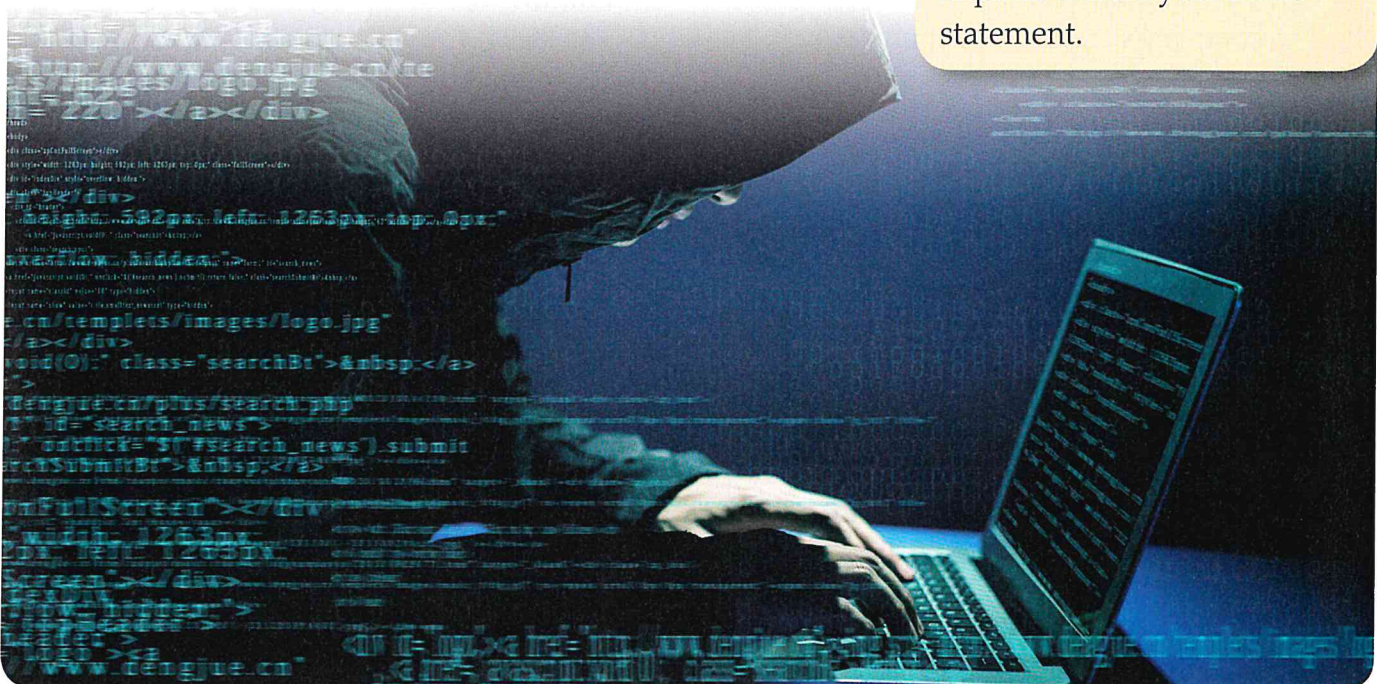
Lesson 15 **Review**

Vocabulary

1 Unscramble the words below and then complete the sentences.

1 modina
2 ldwnolda
3 kapcub
4 alturiv
5 webros
6 kentrow

7 rationingsoa
8 kersp
9 brewsever
10 discpath
11 maps
12 masc

a There is a really good computer _____ in our school allowing us to share information easily.

b It's a good idea to choose a _____ name which reflects your website.

c I like to _____ the Internet looking for the latest news.

d I want to work for an Internet giant when I'm older: imagine all the _____ !

e My inbox was full of _____ this morning. It took me ages to delete it all!

f The higher the bandwidth, the quicker you can _____ large files.

g Google is a multi-national _____ .

h The company's _____ communicates information over the Internet to the online customer.

i Using this programme, I can have a _____ tour of the Eiffel Tower without leaving my home.

j I only ever buy goods online that the company is able to _____ within two days.

k Most computer experts believe you should always _____ your files.

l That email was definitely a _____ : I hope nobody was tricked by it and revealed their personal information.

Reading

2 Complete the text with the words below.

but   furthermore   so   therefore

Ahmed is a computer programmer. It is challenging _____ (1) he enjoys his work. He writes programmes for several international companies based in the UAE, _____ (2) it is essential for him to understand several different languages. _____ (3), he spends a lot of time doing tasks not related to computer programming. This can involve answering emails, attending meetings and giving presentations. _____ (4), he needs excellent writing skills (for sending emails) and excellent speaking skills (for giving presentations to clients) too.

Use of English

3 Think about what you have learned in this unit. Complete the sentences so they are true about you. For example:

I'm much more likely to back up my files.
The faster the bandwidth, the better.

1 I'm (much) more likely to …
2 The less I …
3 The more I …
4 I'm (much) less likely to …

4 Correct the mistakes in the conversation between two friends below.

Sara: Faida, you have developed a virtual reality programme in your company, hasn't you?

Faida: Yes, I helped create it earlier this year. It's called Arch-lite. It uses American spelling, who was important as it caters more to our clients.

Sara: Oh yes, you mentioned that your main clients are American, aren't you? What exactly does the software do?

Faida: Our clients can design and test buildings before they've actually been built.

Lessons 16–17 Project: An unusual app

- Which apps do you currently use?
- What do you think are the pros and cons of using apps?

Reading

1 Read the three adverts below promoting different apps. Answer the questions below.

1 What app is being promoted?
2 What is it for?
3 What features does the app have?
4 Would you like to have this app?

1 **Calling cat lovers!**
Do you love watching cat videos online?
You are not alone.

Cat videos are incredibly popular, but it can be time-consuming browsing the Internet in search of cute clips and fellow cat lovers. This new app – *CatCapers* – allows you to access thousands of cute cat adventures all in one place. Anyone can upload a cat video to *CatCapers* and the high-resolution images make for a unique viewing experience. Users can add comments and there are upvotes for the best videos and comments. If you love cats, you'll love *CatCapers* – it's the purrfect app for you!

2 *Queuing could soon be a thing of the past if you download our fantastic new app*
QueueBuster
All you need to do is type in the name of your favourite shop or food store and you will instantly be able to find out the current queue size and approximate waiting time. Our state-of-the-art technology means that you can find out with the click of a button when is the best time to grab a carton of milk or your favourite sandwich.
If you hate queuing, don't delay: download **QueueBuster** *today!*

3 **Looking for a quick and easy way to learn a new language?**
Then look no further: *LingoLearner* is for you!
This app is the best on the market for learning languages and is designed to help you learn many languages simply and effectively. *LingoLearner* features the most up-to-date learning tools to help you learn as you sleep. It includes high-tech sounds, which simulate how children learn making it easy to use. All you need for this app to work is a smartphone, a set of headphones and a comfy bed. To use *LingoLearner*, simply plug in your headphones, turn on the app and go to sleep.
When you wake in the morning, you'll be speaking like a native!

Use of English

2 Read the adverts again. Make a note of any promotional or persuasive language that is used. Why has the writer used this language? What is the purpose of promotional or persuasive language?

Speaking 21st

3 Imagine you are going to design an app. In groups, discuss possible apps that don't already exist that you could invent.

Think about:

● What would make life easier?
● What are people interested in?
● What would be interesting, funny or useful?

Project Planning

4 You are going to write an advert persuading people to use your app.

Decide:

● What is its name?
● What is it for?
● What features will it have?
● Think of ways to make your chosen app sound interesting.
● Consider how you can persuade the reader that it is a useful app.
● Think about how you will structure your advert.
● Use vocabulary that will attract the reader.
● Use promotional/persuasive language.

Writing

5 Write your advert promoting your app. Try to write at least 100 words.

Reading

6 Swap your advert with another student. Read your partner's work and evaluate it using the checklist below.

Evaluation criteria	1 = excellent 2 = satisfactory 3 = needs improvement		
Does the advert contain interesting information about the app and its features?	1	2	3
Does the advert use promotional/persuasive language?	1	2	3
Does the advert use correct grammar and spelling?	1	2	3
Is the advert well organised and easy to follow?	1	2	3
Does the advert use a variety of vocabulary to attract the reader?	1	2	3

- **Topics** Festivals; To tip or not?; Help! Save the world's languages; Stereotypes; Intensive language course
- **Use of English** Tense review, 'be meant to' and 'be supposed to', 'we' and 'us' to refer to people in general, phrasal verbs and idiomatic expressions

Lessons 1–2 A day in the life ...

- How do you and your friends spend your free time?
- How do you think your daily life might change in the near future?

Listening 54

1 Listen to three young people describing their daily lives.

| Joe | Badria | Alvaro |

Who ...

1 believes he/she has an opportunity to do something a parent didn't do?
2 thinks his/her daily life will change a lot in the future?
3 doesn't feel the need to do their homework?

2 Listen again and answer the questions.

1 What's the name of Joe's school?
2 Where did Joe's dad go to school?
3 What do Badria's friends think about her love of sports?
4 Why do Badria's parents think she should continue to study?
5 How does Alvaro's brother get to school?
6 What does Alvaro plan to do soon?

Listening strategy

Listening for a speaker's intentions or beliefs can be difficult as their views are often not directly stated but implied. Try to listen for the general idea rather than for details.

Use of English

3 Look at the underlined verbs in these sentences that Joe, Badria and Alvaro used. Put them into the correct column in the table.

Past	Present	Future
	starts	

1 Before school <u>starts</u> at 8 …

4 <u>I'm getting</u> the opportunities she didn't.

2 If I pass my exams <u>I'll go</u> to boarding school in Alice Springs.

5 <u>I'm going to leave</u> school at the end of term.

7 After lunch I <u>walk</u> to school.

3 … because she <u>loved</u> sport when she was young.

6 <u>I've been playing</u> for a local team for three years.

8 <u>I've met</u> my classmates a few times.

4 Now write five sentences describing your own daily life. Use at least one verb for the past, one for the present and one for the future.
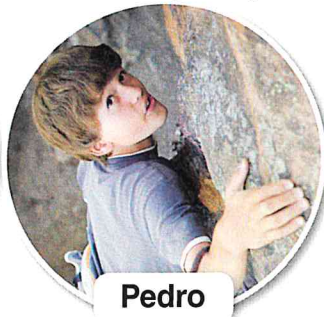
Speaking

5 Listen and underline the linking sounds. The first one is done as an example.

55 *How old are you?*

1 Where are they …?
2 Why is she …?
3 What's your name?
4 Who are you …?
5 What time do we …?

6 Read the information about these teenagers. Imagine you are one of these people and think about your daily routine. Ask and answer with your partner.

Erik

Lin

Pedro

Sara

Lessons 3–4 **Festivals from around the world**

- What festivals are popular in the UAE?
- What festivals have you been to?

Speaking

1 In pairs, describe the pictures. Use the words in the box.

> band   boat   colourful costume
> ice sculptures   parade   race   sails

Reading

2 Read the texts and number them according to the pictures. Which event do you think attracts the most people?

A ☐ It's the August bank holiday and for many that means just one thing – two days of fun at the **Notting Hill Carnival**. Europe's biggest street festival began in 1966 and was designed to promote cultural diversity amongst the locals. The noisy procession, which winds its way through the streets of West London, consists of steel bands, dancers wearing flamboyant costumes and floats carrying huge sound systems. Along the route, food stalls can be found selling jerk chicken and fried plantain. The carnival floats and calypso bands set off on both mornings and the crowds are encouraged to join in with the celebrations!

There's plenty for everyone – so don't miss it!

B

The **Al Gaffal Dhow race** is held off the coast of Dubai every May and is a race of skill, strength and teamwork. The competition began in 1991 as a way of reviving the skills of local seaman and to celebrate the role of the pearl divers who were important to the development of Dubai as a trading port. The traditional dhows that compete follow strict rules on size and build. Initially, only old, traditional dhows were allowed to compete in the 51.3 nautical mile race, but over the years, teams have been encouraged to build boats in the same design as their ancestors. Thus, the art of building and sailing these magnificent vessels has been handed down through the generations with the younger generation being trained by their elders. Each dhow has a crew of at least 12, and as the boats have no motors, the wind is as important as the skills of the crew. In addition to the race, the crowds enjoy traditional Arabic dancing, food and refreshments.

C **Emily's Winter Adventure – Day 10**

Well, I've just arrived in northeast China to see the **Harbin Ice and Snow Festival**. It's incredible – I've been to other ice festivals before, but never one like this. Did you know it's the biggest in the world?

At this time of year the ice in the Songhua river is about 7 cm thick and they carve it up into blocks with huge saws. Then these blocks are turned into amazing sculptures by artists from all round the world. There are animals, monuments and even life-sized buildings which you can walk into. Some of the sculptures are transparent like glass and some have multi-coloured lights which are lit up at night, but my favourite are the enormous snow sculptures on Sun Island. What I also love is that you can do all sorts of other activities like skiing and winter swimming!

The festival is on for about a month, starting in early January, so if you get a chance, go next year, but bring warm clothes because it's freezing!

3 Read the texts again and decide if these statements are true (T), false (F) or not given (NG).

1 Everyone at the Notting Hill carnival wears a costume.
2 You can get something to eat at the carnival.
3 Young men are taught how to build boats by their parents and grandparents.
4 There cannot be more than 12 people in a dhow team.
5 The ice sculptures all have lights inside them.
6 All the information in the three texts is true.

4 Read the texts again and answer the questions. Give reasons for your answers.

1 Which text contains the most factual information?
2 What kinds of words are mostly missing in Text B?
3 Which text contains a personal opinion?
4 Where would you most probably find Text A?
5 Which text is written in the most informal style? Why?
6 Who is the main audience for each text?

Reading strategy

Before you read a text look to see where it comes from, e.g. a newspaper, blog, etc. This will help you decide how accurate the information is and the audience the writer is speaking to.

Lessons 5–6 What's on the menu?

- What's your favourite local dish?
- How often do you eat food from other countries?

Speaking

1 Look at these pictures. Where do these dishes come from?

A
B
C
D
E
F
G
H
I
J
K

Vocabulary

2 Now match the words in the box to the pictures.

bun   chopsticks   curry   fish   grilled   kebab   fried   lentils   mango   naan bread
noodles   pasty   pizza   rice   sticky rice   spoon   street food   tacos

Listening

3 You are going to listen to people talking about 'eating' mistakes they made when travelling abroad. First, discuss some possible mistakes they may have made with your partner.

4 (56) Now, listen to the travellers and make a note of each country they visited and the mistake they made.

> Khalid   Jake   Mei   Chiara

Reading

5 Read the advice opposite and answer the questions.

1 Where should you leave the biggest tip?
2 What should you not do in Germany and Russia?
3 Where might you upset the staff if you leave a tip?

Use of English

6 Read the advice on tipping again.

1 How does the article give advice on what you are expected to do in particular situations?
2 Underline all the examples in the text.

To tip or not?

Eating out in a foreign country can be a challenge, especially in a culture very different from your own. Ordering unknown dishes and choosing exotic-sounding drinks can be difficult if you don't know what's in them, and then at the end of the meal you have to decide whether to leave a tip or not. You don't want to offend your hosts, so it's important to know the correct thing to do. In many countries you're supposed to leave a tip of about 10% of the bill. However, in the USA you're meant to give a tip of 20% or more as waiters aren't paid very much. In some countries, such as Germany and Russia, you're not supposed to put the tip on a credit card, but leave it on the table. This way, your waiter actually receives it. However, in Japan and China you're not supposed to give your waiter a tip – they will think it's very rude.

Lessons 7–8 **Practise and prepare**

- How many languages do you think are spoken in the UAE?
- Which languages can you speak?

Reading

1 In pairs, do the quiz. Then read paragraphs A and B to check your answers.

1 How many languages are spoken in the world?
  - **A** fewer than 500
  - **B** about 1,600
  - **C** Over 6,000

2 How many of the world's languages will disappear by the end of this century?
  - **A** a quarter
  - **B** a third
  - **C** half

3 How quickly are languages disappearing at the moment?
  - **A** one a week
  - **B** one every two weeks
  - **C** one a year

2 Read the complete text quickly and complete the notes.

Languages at risk of disappearing: Nivkh, _____ , _____ , _____
Reasons why languages are disappearing: _____ , _____

3 Read the text again and choose the correct letter.

Which paragraph … ?
1 Gives one example of a language which has no written form   E   F
2 Provides a translation of one word into English   A   E
3 Tells us about what one person is doing to help save a language   A   G
4 Refers to an alternative method of counting   A   B
5 Gives examples of technology being used to help save languages   B   G
6 Lists areas of the world where languages are disappearing   D   E

Speaking

4 Read the *Did you know?* box. In pairs, make sentences about languages in the UAE.

Did you know?

The official language in the UAE is Arabic but there are seven other languages which are widely spoken too. These include Malayalam, Tamil, Farsi and Tagalog! However, many people come to live and work in the UAE so you will hear many other languages spoken too!

Speaking

4 Match the words with pictures A–F.

1 To make eye contact
2 To sit with your legs crossed
3 To slouch
4 To smile
5 To tilt your head
6 To gesture with your hands
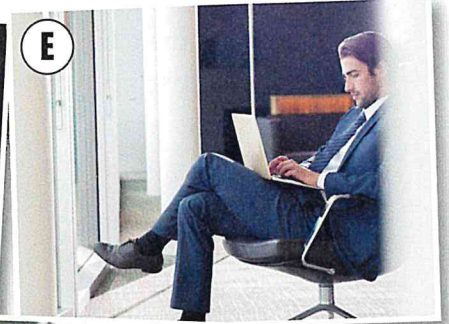
5 Work in pairs. Put pictures A–F into two groups.

A positive body language
B negative body language

Listening 58

6 Listen to the rest of the talk about body language in different countries and number the pictures A–F in the order you hear them mentioned.

1 __ 2 __ 3 __ 4 __ 5 __ 6 __

7 Listen again to the talk. Which feature of body language relates to the following countries according to the speaker?

North America   Greece   India   Italy   Europe   Japan   Asia   United States

1 Tilting your head indicates that you are paying attention in _____ .
2 Strong eye contact is common in _____ .
3 Smiling can indicate negative emotions in _____ .
4 Using your arms very freely means you are enthusiastic and excited about something in _____ and _____ .
5 Slouching means you have a lack of respect for other people in _____ .
6 Sitting with your legs crossed is usual in _____ .

Listening strategy

In the listening you may not hear the same words that you read in the sentences, but you will hear the same information in the same order.

Lessons 11–12 **You must be from ...**

- What do you know about other cultures around the world?
- Why do you think different countries have different cultural practices?

Reading

1 Read the text. What is it describing?

2 Read the text again and answer the questions.

1 What are stereotypes based on?
2 What are stereotypes often about?
3 What are the main reasons for using stereotypes?

Reading

3 Read Francisco's blog. How many stereotypes does he mention?

4 Read the blog again. Are the sentences below true (T), false (F) or not given (NG)?

1 Francisco's family are all well-travelled.
2 Francisco's mother thought that he wouldn't like the food.
3 Francisco says that the British love to queue.
4 Some of the stereotypes Francisco had are real.
5 Francisco has changed his views about Britain.
6 Francisco is worried about how people stereotype Mexicans.

Every culture is different. However, it can sometimes be difficult for us to understand or know about ways of life in different countries and cultures if we have no contact with them. This often leads people to rely on stereotypes. A stereotype is a preconceived belief usually about a group of people or a culture. They are formed from our prior beliefs and often misrepresent a culture or people. Stereotypes can be about people's appearance or manner and are often used as a quick way to describe the characteristics of people, but even if they are true in some situations, they certainly won't be true all the time. We should be very careful when using stereotypes as they can encourage thinking negatively about a culture.

I come from a small town in Mexico and until last year had never been outside my state. Nobody in my family had travelled abroad, let alone to Europe, and yet one day last May I found myself packing my bags and heading for Britain. All I knew about the country I was going to study in was what I'd read in books and although I was excited, I was also really nervous.

I packed plenty of warm clothes because of the cold weather and took an umbrella because it rains everyday – at least that's what I'd heard. When I left my mother gave me some Mexican snacks to take. She said that British food was not spicy.

I was also worried that I wouldn't be able to get coffee easily as I knew that everyone in Britain drank tea!

Imagine my surprise when the first thing I noticed in London was the numerous coffee shops and the people sitting outside drinking coffee – it was warm and sunny! I've been here for nearly a year now and I've realised that most of the stereotypical images I had of Britain were based on myths. True, the British are more polite when they queue, although I don't think they like it any more than we do, and it does rain quite a bit. But most of the other stereotypes are nonsense. I haven't met anyone who stops to drink tea at 4 o'clock and the national dish isn't fish and chips. In fact most of my British friends love spicy food, mostly Indian curries.

When I think about the stereotypical views of Britain and the British I'm quite embarrassed – and I wonder what people believe about Mexicans!

Speaking

5 The sentences above are generalisations. What do you think are the possible dangers of making generalisations about whole cultures? Explain your answers.

Writing (21st)

6 Read the essay question and underline the key words.

There is some truth behind all stereotypes otherwise they would not exist.

To what extent do you agree or disagree with this opinion? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Writing tip

Include a thesis in your introduction which outlines your argument. This will help the reader to understand your essay.

Language tip

I think … / I don't think …

I believe … / I don't believe

In my opinion, …

Personally, I think …

I think you're right …

I'm sorry, but I don't agree.

I agree up to a point, but …

Lessons 13–14 How do you say that?

- How many languages do you speak?
- Do you like learning languages? Why/Why not?

Reading

1 Read the text advertising language courses and answer the questions.

1 How long do the language courses last?
2 Does all the studying take place in the classroom?
3 Can you study English?
4 Are the courses taught by first language English speakers?

My language skills really LET ME DOWN when I travel overseas!

I feel as if I'm FALLING BEHIND in my career!

I want to learn about new cultures!

I'd like to TAKE UP a new hobby!

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Even if you are not usually **on the ball** when it comes to language learning, our specially designed course materials, will allow you to **keep up with** your classmates. We also provide extensive support notes in English which can be used at home, as well as the classroom.

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Choose from the following languages:
- Arabic
- Chinese
- German
- Japanese
- Polish
- Russian
- Spanish

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Vocabulary

2 Complete the statements using the words in the box. Do you agree or disagree with the statements? Why?

> accent   bilingual   dialects   foreign   grammar   idioms   native

1 Confident people find it easy to communicate in their _____ language and therefore find it easy to learn to speak a _____ language fluently.
2 Organised and systematic people find it easy to learn _____ rules.
3 Language learners should make an effort to learn phrasal verbs, fixed expressions and even _____ .
4 It is easy for people who have a good ear for languages to achieve a good _____ .
5 _____ people already know two languages, so it is easy for them to learn one more.
6 Flexible people can adapt to different _____ .

Use of English

3 Answer the quiz questions. Then discuss your answers with a partner.

1 What is the meaning of 'mother tongue'?
   a your mother's language
   b your native language
   c language used by a baby
2 Approximately how many people in the world speak English as their first language?
   a 100 million
   b 200 million
   c 350 million
3 Which language has the largest alphabet?
   a Khmer
   b English
   c Russian
4 What is the name for someone who studies the development and usage of language?
   a a polygot
   b an interpreter
   c a linguist
5 Approximately how many living languages are there in the world today?
   a 2000
   b 7000
   c 12 000

Listening 59

4 You are going to listen to a linguist giving a lecture about languages. As you listen, make notes about the different languages he mentions.

5 Listen again. Why is it difficult to agree on the total number of languages spoken in the world today?

Speaking 21st

6 Is language the most important part of cultural identity? Why/Why not?

> **Language tip**
>
> From certain ... to less certain
>
> I'm (pretty) sure/certain that ...
>
> It seems likely that ...
>
> I think that ...
>
> It's difficult to say whether ...
>
> I don't (really) know whether ...

Lesson 15 **Review**

Vocabulary

1 Complete the missing vowel sounds to make words from the unit.

1 Festivals:
  a pr_c_ss_on
  b fl_ _t
  c cr_wds
  d fl_mb_ _ _nt
2 Food:
  a sp_c_
  b ch_pst_cks
  c kn_f_ _nd f_rk
  d c_rr_
3 Body language:
  a f_c_ _l _xpr_ss_ _n
  b fr_wn
  c g_st_r_
  d _ _ _ c_nt_ct
4 Stereotypes:
  a m_th
  b pr_c_nc_ _v_d
  c ch_r_ct_r_st_cs
  d pr_j_d_c_
5 Language:
  a l_ng_ _st
  b d_ _l_ct
  c b_l_ng_ _l
  d _d_ _m

Reading

2 Complete the text using a suitable phrasal verb or idiom.

> pick up   let (someone) down   get by
> take (something) up   open doors

Last year I went to China for the first time. I had wanted to go for years and it certainly didn't _____ ⁽¹⁾. It was Chinese New Year at the time so I saw lots of processions and people dressed up in really flamboyant costumes. I'd heard that Chinese is a really difficult language to learn, but I think this is just a myth. I was only there for two weeks and I managed to _____ ⁽²⁾ the basics – and I wouldn't exactly call myself a linguist!

Apparently there are eight different dialects of Chinese, but I think I'll stick with Mandarin. I've been wanting to _____ ⁽³⁾ for years and I'm going to start going to lessons. I think it could really _____ ⁽⁴⁾ for me in the future. I didn't really have any preconceived ideas about the food, but it was excellent and not too spicy. The only problem I had at first was using chopsticks as they don't use knives and forks at all. But after a few attempts I was able to use them well enough to _____ ⁽⁵⁾. I'll definitely be going back next year!

Use of English

3 Write five sentences. Each sentence should use at least one word from both Activity 1 and Activity 2.

Speaking

4 Imagine a Western visitor is coming to your country for the first time. What cultural advice would you give to him or her? For example:

You're not supposed to make eye contact for a long time.

Lessons 16–17 Project: I didn't know that?

- What do you think makes the culture in the UAE distinct from other cultures?
- What aspects of the culture in the UAE do you think visitors may find strange?

Reading

1 Read about the culture traditions from four parts of the world. As you read, make a note of what each cultural practice involves and how it originated.

La Tomatina, Spain

This is one of the biggest food fights in the world, certainly the biggest tomato fight! La Tomatina is held every year on the last Wednesday of August during festivities in the town in Buñol, Spain. Anyone can join in: all they need are some tomatoes, which they throw at other participants. No one really knows how it all started but one thing is for sure, everyone has a lot of fun!

Mano Po, Philippines

This is a sign of respect that is mainly found in the Philippines and also in some parts of Indonesia and Malaysia. When a younger person meets an older person, the younger person bows whilst at the same time taking the elder's hand and pressing it to their forehead. It is thought that this practice originated in China and spread to the Philippines through travel and trade. Filipinos borrowed this custom which has now died out in the place where it originated. This custom is quite common when families gather as a way of instructing children to ask for a blessing from older relatives.

The Haka, New Zealand

Many people watching the Haka see it only as a war dance or challenge to fight as it has lots of loud chanting, stomping, clapping and menacing facial expressions. However, as well as intimidating the enemy, it is also a way of expressing respect, peace and welcome through poetry based on the history or traditions of a tribe. It is thought to originate in the early 19th Century as a celebration of a warrior surviving battle. Today the Haka is performed before a rugby match by the New Zealand national side, the All Blacks. Whether this intimidating spectacle is an attempt to welcome the opposing team is anyone's guess!

Caber Toss, Scotland

This takes place in the highlands of Scotland and involves people throwing tree trunks! The 'caber' has no branches and is smooth so it can be easily thrown. The aim is not to throw the caber as far as possible. The objective is actually to toss the caber so that it spins over and over many times away from the thrower. A great toss is one where the caber lands on its end: that is in the 12 o'clock position. It is thought that the sport began a few hundred years ago as a way of building a bridge in times of war.

2 What do you think about these activities and practices?
Do you think any of them are interesting?

Vocabulary

3 Organise the activities below into the following categories: meeting people, food and drink, or sport. Discuss in pairs which culture(s) you associate with each activity.

> cheese rolling   slurping noodles   arriving on time   eating with chopsticks
> eating many small dishes at the same time   beard and moustache championships
> not displaying emotion   not placing elbows on the dining table   sheep racing
> using first names with titles   camel wrestling   shaking hands

Writing 21st

4 You will create a poster highlighting a less well-known cultural practice either in the UAE or in another country.

Speaking

5 You will present your poster to the other learners in the class. You will speak for around two-three minutes. Try to give as much detail as possible. While you listen to each poster, consider whether the presentation is clear and think about whether you would like to participate in this cultural practice.

Planning

Decide which country or culture you would like to research. Use the Internet or visit the library to:

- find websites that describe interesting or unusual cultural practices
- try to get information from a range of sources
- make notes about the cultural practices as you research
- try to include interesting information
- share your information in groups and decide which practice you all like.

Writing

Write and draw the poster using:

- a clear image of the cultural practice you have found
- short clear points
- interesting information
- language connected to stereotypes, customs and festivals.

Try to consider:

- what is the cultural practice and what does it involve
- (if it is not from the UAE) what differences are there between this practice and your own
- whether you think it is a good practice or not
- how will you make the cultural practice you have researched sound interesting
- review the language from this and other units which focuses on expressing reasons for choices.

Editing

Check your poster for grammar and spelling mistakes.
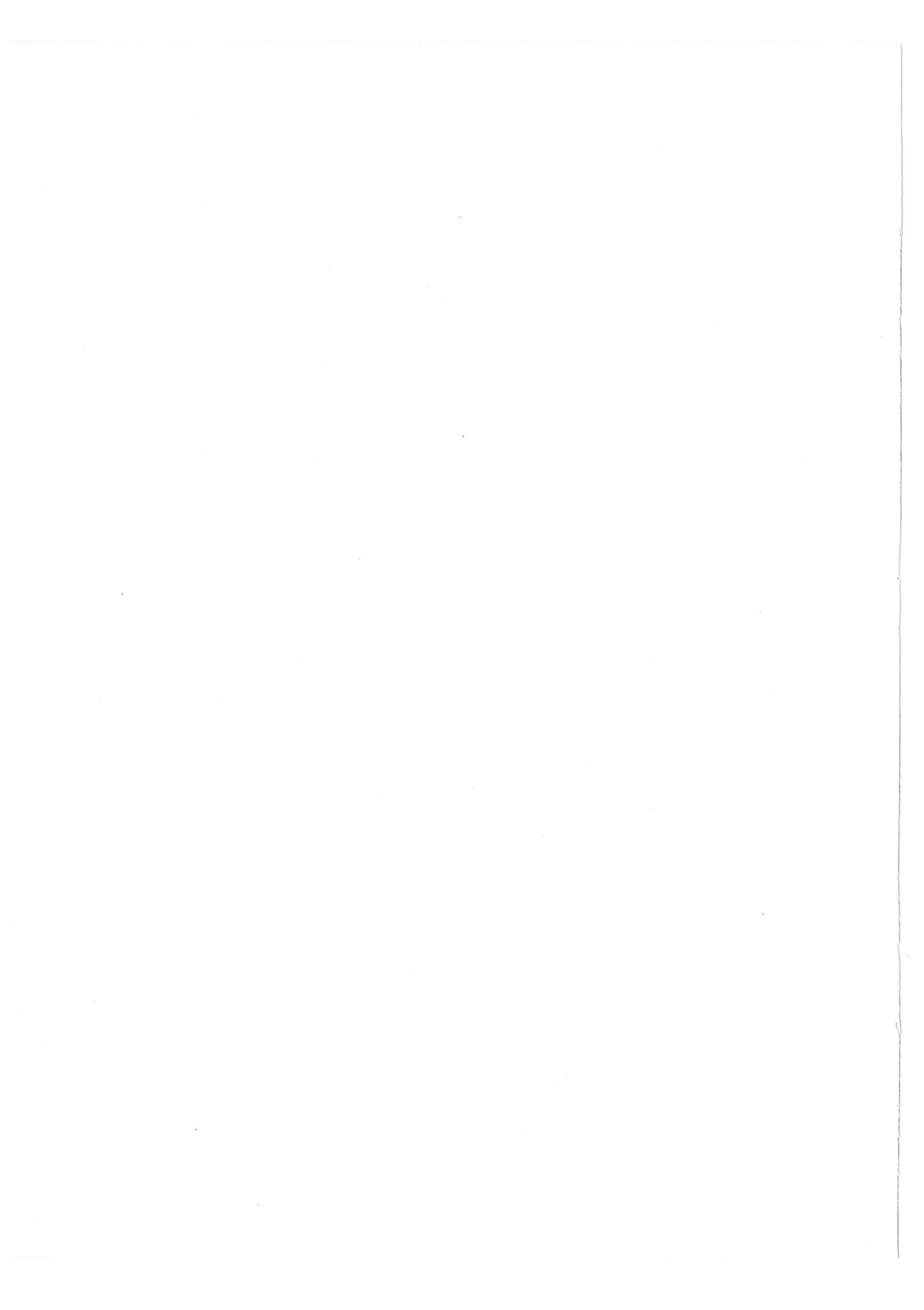
Audioscript

Unit 10

Track 42

Speaker 1: Scientists have been telling us about the rising temperature of the Earth for years but we don't seem to listen. Now, the actions of people who burn high levels of fossil fuels are affecting people around the world. However, ironically, rich countries are also suffering from rising temperatures. I heard that a couple of years ago there had been massive heat wave throughout Europe and that some people had died. I also heard that the most dangerous heat wave in Europe, which happened about ten years ago, killed about 70 000 people! This is quite unbelievable and incredibly shocking. But I guess these rising temperatures are affecting other things like food production, day-to-day life and the economy. Scientists have said that such heat waves are largely the result of human-caused climate change. Apparently, Europe is very likely to see another heat wave in the near future. I guess we have been told for many years that the average temperature of the earth is rising, but we just don't seem to listen to the scientists. I wish we had listened to the scientists. And now some people are having a really hard time.

Speaker 2: Two months ago, I went on a business trip to Japan. I was really looking forward to going on it as I had never been to Japan before and wanted to see some of the country. On the first day I had a meeting with my business partner in Tokyo. After the meeting, he asked if I wanted to go to the city of Kochi because he wanted to show me the local wildlife there. He told me that this was the best place in Japan to see whales! I had never seen a whale, so I wanted to go. Before we flew from Tokyo to Kochi, my business partner checked the weather forecast on his phone. It said it would be a nice, sunny day. He also said that the flight was very short; just a couple of hours. Unfortunately, there were several delays with our flight and our journey took us nearly 12 hours! We arrived in Kochi very tired and ready for bed. When we walked into the airport we heard that it was unsafe to go to the beach because there had been a tsunami warning! Because of this, we decided to take another long flight back to Tokyo: I was so annoyed! What a waste of time! I wish they had issued the warning before we took the flight.

Speaker 3: I moved from the UK to Dubai about two months ago for my job. Working in Dubai is really good as I like shopping and Dubai has some of the best shopping malls in the world. One morning, I took my car around Dubai and went to the gym for an early morning session. It was, I think,

a Wednesday morning and as usual I was up and getting ready to leave because I wanted to buy some new sunglasses. As I left my apartment, I noticed that it still seemed dark. This was strange because usually by 8 o'clock in the morning in February the sun is in the sky. I kept driving. But I couldn't see anything! I couldn't see further than a few metres. It hadn't been so foggy for a really long time. The police said to only drive if necessary. But I really wanted to get my sunglasses, and besides I thought I was used to the fog as I come from the UK. I decided to drive slowly, but I still couldn't see anything! Suddenly 'bang'! I drove straight into a parked police car! Oh no! Now I have a large fine and a damaged car! I wish I had listened to the radio!

Track 43

Presenter: Hello and welcome to another edition of 'The Environment', the show where we look at eco-friendly initiatives and conservation throughout the world. In this week's show, we have a very special programme in which we'll be interviewing Mansour Al Marri, an architect specialising in sustainable design, who will be telling us about Masdar City near Abu Dhabi.

Mansour, welcome to the show. It's a pleasure to meet you.

Mansour Al Marri (MAM): Hello Tony. It's a pleasure to be here.

Presenter: I wonder if you could begin by telling us something about Masdar City.

MAM: Of course, I have to go back to 2008 when I was asked to be involved in a project to develop the world's most sustainable eco-city. As we started to study the possibilities for Masdar City, we considered the problem caused by rapid urbanisation and increasing energy consumption. So, we thought provided we invest smartly, we will pioneer a greenprint for future cities to dramatically reduce energy, water and waste.

Presenter: I know that here in the Emirates, it can get incredibly hot in summer. How did you address the problem of keeping people cool during this time?

MAM: By using the wind. As long as we can use this technology to capture the wind naturally present around Abu Dhabi, we will be able to create cooler and more comfortable villas and apartments. This is obviously better for the environment than gas or electric power.

The sun is also a renewable natural resource, which is a durable energy source here in the Emirates and a way of dealing with the problem of burning fossil fuels. If we use

solar power, we will be able to generate clean and fuel-efficient energy.

Presenter: Yes, using the earth's natural renewable resources is always an environmentally friendly solution. Now, tell me about the Masdar Institute of Science and Technology.

MAM: The institute has been given the role of creating renewable energy sources. As long as we create the newest solutions in terms of energy and sustainability, we will share these ideas with companies throughout the city, who in turn will share these throughout the world.

Presenter: That sounds like quite a vision.

MAM: Indeed it is. At the moment there are only a few thousand people living and working in Masdar City. But this is only the beginning. If we continue to build new businesses, restaurants, schools and apartments, we will create a major, but green, city. Indeed, as we look at the world now, unless we do something to protect what we have, we won't have anything to give our children.

Presenter: Very well said, Mansour. Thanks for the interview and I hope you continue to realise your vision.

MAM: Thanks Tony.

Track 44

Examiner: Ok, can you tell me what you think the biggest environmental problem your country is facing at the moment and what do you think the reasons are for this?

Samya: Well, I'm not sure, but I think the main problem is probably air pollution which is caused by burning fossil fuels like coal and oil, often in power plants and factories. Emissions from vehicles such as cars, lorries and buses are also harmful pollutants. It's difficult because humans rely heavily on vehicles for transporting goods, services and people. This is mainly because of the effects of urbanisation and rapid population growth. But when the air is polluted, people breathe in chemicals and this can cause damage to our health. Another direct effect of pollution is, of course, global warming, which is considered to be one of the biggest dangers facing the earth today. I think if we stop using our cars so much and make more use of public transport, this will help to reduce air pollution. For the last two years I have travelled to university by bus rather than by car. Another way in which I try to do my bit to protect the environment is by using energy saving lightbulbs. It may sound like a minor thing, but I think that if we all try to make small changes like this to our daily lives, it will make a big difference to the future of our planet.

Track 45

Speaker 1: Abdullah from the UAE:

I'm not completely against desalination. Without it, this country wouldn't have developed the way it has. I mean, people can use water in their homes pretty much as they want to nowadays. However, I don't think it can continue like this. The problem is, it's a really expensive process and it uses lots of energy. I also worry that with rising demand for water and increased water shortages caused by global warming, desalination isn't always going to be enough to solve the problem. In my view, there are two solutions: firstly, the development of new technology may make desalination more energy-efficient and lower the costs. Secondly, I strongly believe that the government should encourage water companies to operate more efficiently so that people learn what a precious resource water is.

Speaker 2: John from the UK:

I'm afraid I'm probably guilty of wasting a lot of water – for example, only this morning I left the tap running while I was cleaning my teeth when I know I should really have turned it off. Although I don't think we're going to run out of water in the UK, I know water conservation is important and I should do more to save water. Using less water would have a positive impact on the environment as the water companies wouldn't need to use so much energy treating water to make it clean.

Speaker 3: Camilla from Chile:

What's my view on water usage? Well, I think I use water in the same way as most people in my country: I water my garden, I wash myself, I wash my clothes and my dishes. It's not necessary for me to save water, but it is important to me. For example, I collect rainwater for the garden, I don't leave the tap running, but rather fill a basin to wash in, I only wash my dishes three or four times a week. To my mind, this just makes sense. I've heard that governments are talking about projects to transport water from one part of the world to another using tankers and big pipes, which will not only have a negative impact on the environment, but also be expensive. In my opinion if more people thought like me this situation might have been avoided.

Track 46

Speaker 1: What do I do to help to protect our endangered animals? Well, as we all know, polluted beaches and waters are one of the biggest problems for turtles and other sea creatures, so my friends and I go to our local beach as often as we can and clean up! We pick up plastic bottles, paper wrappers and anything that a turtle could mistake for food

and try to eat. Also, if we see someone littering, we remind them that the beaches are for everyone, people and animals too!

Speaker 2: I know how important it is to do my bit to preserve our wildlife, so when we go camping, my father always tells us that if we come across any small desert animals, like lizards or snakes, we shouldn't disturb them especially if we find a nest with their eggs. Also my father is always very careful not to drive, or camp, too close to animals in the desert to avoid scaring them.

Speaker 3: Did you know that you can become a "voluntourist"? I applied to the Dubai Desert Conservation Reserve, and was chosen to work alongside scientists from this non-profit organisation. I travelled with them on short expeditions and saw different animals like the Arabian oryx and Gordon's wildcat. All I had to do was visit their website, give my details and pay a small fee. What an experience!

Speaker 4: As we all know, education and information are the best way to raise people's awareness to any problem. So my friends and I researched all the information we could find on the different campaigns and programmes offered by wildlife preservation organisations in the UAE, and then we set up a booth in our school presenting all this information to our fellow school mates. We had posters with pictures of the different animals and also the names of all the associations that are doing something to help these creatures, as well as the places where you can actually see the animals before they become extinct. All our friends and teachers loved it and were so interested to find out more. It was great!

Unit 11

Track 47

Dad: Ali! Ali! Can you come here a minute? I'm having some problems.

Ali: Hi Dad, what's the problem? You're working on your computer again, aren't you?

Dad: Yes. But I'm having some problems. I seem to have lost some of my important work.

Ali: Let me look. I guess you've backed up your files? You do always back up important files, don't you?

Dad: Yes, of course! I've been saving my files. In fact I've changed the settings, so it saves automatically every few minutes. It has been saving my files, hasn't it?

Ali: Well, pass me the keyboard so I can have a look. I also need the mouse so I can move around the screen. Let me see. Where have you been saving your work? I guess it's on the computer's hard disk, isn't it? It's sometimes easier to back up here rather than on a memory stick, so you can access it.

Dad: Yes. I've been saving it on the computer's hard disk throughout the day and then on the memory stick when I finish work in the evening. It's strange because I only have the work I saved last night on my memory stick and nothing on my computer. I've also been backing everything up online by saving them in the cloud: you know the online space where you can save work. I also know my connection to the Internet is good. Can you look on the C:Drive?

Ali: Yep, I've found it. You haven't called it 'Dad's work', have you? I guess that will help you remember the name. Right, let me check when you last saved it. It seems that you made the save last night.

Dad: No!!! I've only just saved it! You don't think there's a problem with the memory, do you?

Ali: No, there's no problem with the memory. I've checked the memory and that seems fine. You've got loads of space. I wonder if it's something else. Perhaps it's something inside the computer. The processor is running OK, isn't it?

Dad: Well yes. It's a brand new computer! I think the chips inside the computer are working fine too.

Ali: Well, I can't check them, as I don't know how to. Aha! I think I've found your files. You saved something on the desktop, didn't you?

Dad: Yes, I saved some other documents there a minute ago. In the folder called 'Dad's desktop documents'. Are they there?

Ali: Yes, I've definitely found them. It seems you must have saved your work in the folder on the desktop.

Dad: That's great Ali. I guess since I've been really busy I must have saved them there by accident. Thanks, son. You wouldn't like to get an ice cream later, would you?

Ali: Thanks Dad. I'd love to. You're the best!

Track 48

Ali: Let me look. I guess you've backed up your files? You do always back up important files, don't you?

Dad: Yes, of course! I've been saving my files. In fact I've changed the settings, so it saves automatically every few minutes. It has been saving my files, hasn't it?

Track 49

Speaker 1: I think we're about to become totally dependent on social media to communicate. That is, soon in the future, all our communication will be through social media. Although some say there are a lot of advantages to this, I'm not sure it's a good thing. What happens if we can't get a wifi connection? Or what if our phone battery dies and there's no electricity – like in a power cut! What then? And what if we have some really important business to conduct or need to get in touch with someone. I think social media is good, but being totally dependent on one thing isn't.

Speaker 2: It is really important in today's world to be able to communicate with others as fast as possible. This is a real advantage. But if no one answers you, or if they think your message isn't real, this could be a disadvantage. Some people ignore their social media accounts for weeks at a time. But others are chatting all the time. In fact some people chat much more online than they do in real life. When this happens, these people just spend time looking at their phones or tablets without really speaking to others. So, I think for these kinds of people social media isn't so good. Perhaps we should try to balance our use of online chat with real face-to-face interaction.

Speaker 3: Using social media to play games is really fun for a lot of people as they live in a different world, a virtual reality. Living in such worlds can help people to think and react much more quickly. However, there are also negative effects of using such media. In some platforms, users post comments, videos and what they've been up to and wait to get a 'like'. The more 'likes someone gets', the better. But this can hook people as they want to get lots of likes. In this way, people can get addicted to social media. In fact, I just heard that in the UK, some children as young as 12 are about to be sent to special clinics because they are so addicted!

Speaker 4: The main pro of social media is that it allows you to interact with far more people than you would otherwise be able to. This means that you can be exposed to a far wider array of cultures than you would otherwise be. In addition you will be able to share your culture with a lot more people. These interactions have certainly made the world smaller, since you can interact with people from anywhere. That being said, most people do tend to limit who they interact with to people who have a similar culture to them.

Speaker 5: When I am using my favourite website to watch videos I can use the tag feature. This allows me to find only those videos I am interested in. Last week I wanted to watch something about use of technology in Oman, so I typed in 'Oman' and 'technology'. I also like to watch videos which are trending, you know, really popular at the moment. The last video I watched was so popular, it went viral. Literally, people all over the world were watching it! I think these kinds of features help me to keep up-to-date with the world around me.

Track 50

Speaker: Most people understand VR as an artificial but very life-like world of images and sounds created by a computer. This reality can be influenced by the actions of the person experiencing it. The user usually wears a headset – like the one in the picture – and experiences sights and sounds as if they were real. Indeed, we can even simulate the wind!

In order for someone to experience VR, we need to trick the senses so that the user really thinks that what they see and hear is real. To do this, the VR environment has to learn to respond to the user's actions. When testing a VR environment, we need a human controller who can ensure the system is able to learn and respond to the VR user. The environment then quickly learns to respond to the user's movements and actions without the need for a human controller.

Virtual reality has many uses. Some militaries throughout the world use special helmets to help the pilot control the aeroplane. The plane responds to the pilot's thoughts and so it reacts much more quickly than if he were controlling it manually. However, it has been reported that using such helmets has resulted in side effects such as mild sickness. There are also other uses of VR such as in games and in cinemas.

However, at present there are a couple of senses which cannot be copied in a virtual reality world though. These are smell and taste. There has been some debate about why these senses cannot be mimicked, but research suggests that it is because no two people experience these two senses in the same way. This is essentially why some people like strong tasting food or drink, like coffee, and some do not. However, unless VR is able to mimic all five senses, the experience you get from being in such an environment cannot really replicate the real world.

By not stimulating all the senses, someone in a VR world relies mainly on sight with their brain focusing most of its energy on to this one sense. This is one of the reasons why the images in a virtual reality world do not look real. If all the senses were stimulated, less brain power would be diverted to seeing and so a VR user might not recognise how bad some of the graphics are! As an example, consider when you are driving your car and looking for something; you tend to turn down the radio, so your brain mainly focuses on vision.

At present there are over 200 companies developing VR-related products. Most of these companies are high tech companies, but there are also companies interested in medical and educational uses. Indeed it has recently come to my attention that in the UK, some researchers are working on creating a VR world which includes all five senses! With so many companies and researchers working on VR development, I think we are about to see a real development in the use and experience of VR.

Track 51

Omar: Hi Ali, what did you think of today's lecture?

Ali: Hey Omar. Well I liked it, but I don't think I really agree with everything he says, do you?

Omar: Why do you think that? I thought what he said about VR was really interesting, especially the bit where he talked about the different uses of VR and how it can learn.

Ali: Well, that's what I didn't agree with. I know people think computers are intelligent, but they can't really think, can they? I mean they are still limited by their own programming and so restricted to a set of instructions. I reckon this can trick us into believing that they are intelligent.

Omar: I don't know. I heard something different. I thought today's really powerful super computers could rewrite their own programming and so think for themselves.

Ali: Really!? I didn't know that. But even then, they are still limited as they don't know what to change or why to change it. They can rewrite their own programming, but only because the programmer has told them how to do this.

Omar: I don't think you're right. Only last week I programmed my computer to order my favourite clothes. This means every month it orders me a new outfit and I don't have to do anything! Surely this is a form of computer intelligence, isn't it?

Ali: Not really. I think your computer has been told to order only the clothes that you like. If you haven't programmed it to order your favourite clothes, it will just order anything including clothes you hate. This certainly isn't an example of artificial intelligence.

Omar: Mmm. Perhaps you're right.

Track 52

Presenter (P): Hello and welcome to the show. As part of this week's special programme focusing on technology and technological developments in the UAE, we are very lucky to be joined today by Saeed Al Harthi who works for one of the world's leading Internet giants based in Dubai. Hello, Saeed and thank you for joining us.

Saeed Al Harthi (SAH): Hello and thank you very much for inviting me to be a part of the show. It's wonderful to be here.

P: Could you begin by telling us a bit about where you work and what attracted you to the organisation?

SAH: Yes of course. My company is well known for being a desirable place to work – it's consistently ranked as number one in the best companies to work for globally – so when they opened their office in Dubai Internet City, I thought why not apply? To be honest I didn't think I'd get the job – they receive something like 3000 applications a day – yet I was lucky enough to be successful. I absolutely love being one of the 50 employees based at the Dubai branch.

P: Please tell us more about the office. What facilities are available?

SAH: The office really sums up the organisation's relaxed company culture. It is smaller than the headquarters in California. However, it has many similar features and the same distinctive management style. For example, there are several quiet rooms where employees can go to relax: these include prayer rooms, meditation rooms and phone booths where we can make private or business phone calls without being overheard. Moreover, the rooms are all named after characters from local culture, like Sindbad and Shahryar from 1001 Arabian Nights. The working environment is relaxed and comfortable; therefore, we are happy and motivated members of staff.

Man 2: I've lived here for ten years now and absolutely love the food. When I first arrived I used to eat out with my workmates at lunchtime and we'd have what they call 'le plat du jour' – the special dish of the day. We'd spend an hour or so eating and chatting over lunch. It was a great way to practise my French, to get to know my colleagues and learn about French culture, including the fact that you're not supposed to split the bill at the end of a meal. In the UK people usually offer to pay for their own meal, but I quickly learnt that some things are done very differently here.

Woman 2: I spent three months working as a volunteer in a small village in Southern India when I was younger. I stayed with a family and ate with them. The food was very different from the food back home in Italy – more rice and curries and of course, much spicier. Too hot and spicy sometimes and I couldn't always finish it. I couldn't understand why my host mother seemed upset until someone told me that you're meant to eat everything on your plate. I should have realised – wasting food is considered very disrespectful, so I learnt to eat it all and soon got used to it.

Track 57

Hello everyone. Can you all hear me? Ok, let's make a start. Welcome to our last session in the communication module. We've already looked at verbal skills – in other words how we speak and how we use our voices to get our ideas across. So, today let's think about non-verbal behaviour, or as most of us call it – body language. So, what is body language, exactly? Well, I'll start by telling you what body language isn't. It isn't about what we say – it isn't about our tone of voice or the words we use. I'm going to put some features of body language right up on screen now … Can everyone see? First of all, it includes our posture – or to put it another way, how we sit and stand. And it also includes how close we are to other people and by that I mean our personal space – how far or how near we stand in relation to someone else. Body language is also about how our faces show the way we feel – or, in other words our facial expression. So, when we're happy we smile or when we're annoyed we may frown. And another important feature of body language is the amount of eye contact we use when we're communicating. Body language also includes how we dress and wear our clothes. And finally, how we move our hands – yes, I'm talking about hand gestures. Now, does anyone have any questions before I move on to talk about the differences in body language around the world?

Track 58

As you can imagine, body language that people display varies across different cultures and areas of the world. Let's start with the head and think about nodding. Nodding also means that we are listening and paying attention too, doesn't it? In some parts of India, people show that they are listening and paying attention in a completely different way. They tilt their head from side to side to show that they are listening really carefully.

Now, let's turn our attention to eye contact. Looking someone straight in the eye when you're talking is expected in most areas of the western world – it is seen in a very positive way. In Greece and some Arab countries too – eye contact is particularly strong in these areas of the world. But it couldn't be more different in Asian and African cultures – looking someone straight in the eye is seen as a sign of disrespect. In other words, the less eye contact you make, the more respect you're showing the other person.

Let's move on to facial expressions – our faces show our emotions, feelings and attitudes, don't they? Let's take smiling as an example. A nice, wide smile means that we're happy and relaxed, doesn't it? But in Asia, a smile is not always a sign of happiness – it can mean 'I don't understand what you said' or smiling can indicate embarrassment.

And what about the arms? We often use our hands to gesture when we're explaining something or as we become involved in what we're saying. It shows that we're keen and perhaps even excited about what we're saying. Yes, many cultures use their arms very freely indeed. In Italy for example, people often wave their arms around when they're talking and this is also true in the United States. But not all parts of the world are keen to use very broad arm movements. In fact, in Japan, it is considered very impolite indeed. So, whatever you do, remember to keep your arms under control when you visit Japan!

Let's think about posture – or the way in which we carry ourselves. It also matters when we're sitting down. In most areas of the world, a well supported position with your shoulders square and sitting full back on the chair shows that you're confident. And in Japan it's particularly important to keep your back straight and not slouch. Slouching indicates a lack of respect for others.

Sitting with the legs crossed is common in many parts of the world, such as North America and some European countries too, but it is very impolite to show the sole of your shoe to another person in Asia and the Middle East so it's best to

keep your feet well and truly on the floor! Why is that? Well, feet are considered to be unclean and whatever you do, never ever point your foot at someone. It's very rude indeed.

Track 59

There is no universally agreed figure for the number of languages that are spoken in the world today. Although most reference books suggest a number of between 6000 and 7000, estimates have varied from 4000 to 10000! So why is there such uncertainty?

One reason is that there is no simple answer the question 'What counts as a language?'. In most languages there is a clear distinction between language and dialect. In English, for example, although there are regional differences in pronunciation and vocabulary there is a standard written English.

However, in some languages, the distinction is not so clear-cut. In China, for example, due to their shared cultural and literary history, the eight main varieties of speech tend to be referred to as 'dialects'. Yet they are as different from each other – mainly in terms of pronunciation and vocabulary – as Italian is from French!

Another reason why it's difficult to agree on a total number of living languages is because languages all over the world are disappearing and in the last 500 years, almost 5% of languages have become extinct. There is a database of all living languages that states that around 400 languages are spoken by such a small number of people that they are in danger of dying out. For example, the Luo language in Cameroon is spoken by just one person!

Languages can be lost through migration when people move from small communities in the countryside to big cities or as a result of natural disasters. For example, a few years ago an earthquake devastated the population of Maluku in Indonesia and with it speakers of the Paulohi language.

But what is lost when languages are lost? Language expresses who we are – our identity, our place in the world. Sadly, as languages are lost, whole ways of life and cultures may be lost with them.

Write a report

Unit 3, page 50

The bar chart illustrates the urbanisation percentage of the world in 1950 and compares this with the percentage in 2007 and the projected percentage for 2030.

Between 1950 and 2003, the proportion of the world's population residing in cities is expected to double, growing from 20% to 60%. However, this rate is less marked in some continents than others. For example, 64% of the population of North America was urban in 1950, increasing to 79% by 2007. By contrast, just 17% of the Asian population was urban in 1950, but this rose to 41% by 2007. This represents one of the highest urbanisation rates in the world, even though the percentage of Asians in urban areas was still smaller than the world average. It is also clear from the graph that urbanisation in Latin America is projected to be higher than Europe in 2030 in spite of being lower in 1950.

Overall, North America remains the continent with the highest urbanisation percentage in the past, present and future. However, the number of people living in urban areas in continents like Africa and Asia has increased and is expected to continue to increase at a higher rate.

Write a description

Unit 4, page 65

Disappearing jobs

Shop assistants: The increased presence of self-service checkouts in supermarkets will mean that shop assistants may soon no longer be needed. At the very least the amount of shop assistants required will be greatly reduced because one assistant can be used to monitor and support up to 15 self-service checkout points.

Growing jobs

Scientists: More scientists will be needed to create and develop cures for diseases. As technology becomes more advanced, scientists will be able to investigate more and learn more about the way things work than they can now. Also, science has not been a popular industry for young people to study and work in so there has been a focus on recruiting for this area. College and university courses have been updated, so students will be attracted to enrolling with them.

Packers: The increasing popularity of online shopping means that retailers will require more people to work in their warehouses to sort and pack orders. Packers will be expected to work efficiently to manage a constant flow of orders. They will work longer hours and be paid a minimum wage.

New jobs

Technology specialists: Technology is developing all the time, but as this happens we will need more people who understand how it works. They might be involved in the creation and development of new technologies or they might be more involved in bridging the gap between the inventors of technology and the industries that use it. They will be able to teach others how to use technology and they will be able to solve problems people encounter related to the technology.

Unit 4, page 67

I've always loved reading books and often thought how much I'd enjoy writing them. Perhaps picture books for younger children or maybe even short novels for older children. You'd probably need a literature degree to have any chance of finding a job and I don't know whether there are many full time story writing jobs. I'm sure publishing houses must take on interns although it might not be well paid either, but money isn't everything. I'd get so much job satisfaction. I think it would feel very rewarding to create something that other people read and enjoy and I think I'd be good at it. So even though it might be a difficult job to get into I think it would be my ideal job.

Unit 4, page 73

Matt Mullenweg became a successful entrepreneur when he was just 21 years old. He was born and raised in Houston, Texas. On his blog he says he writes code, prose and music. It also says he loves taking photographs.

After school Matt moved to live in San Francisco where he worked at CNET Networks. He learned how to create and develop websites. When he left in 2005 he founded a company called Automattic.

He recognised the frustrating limitations that bloggers faced each day. Millions of blogs are created with WordPress. Wordpress is a website that enables bloggers to host their blog free of charge.

Recently an offer was made to purchase WordPress for $250 million. Mullenweg rejected the offer. He clearly knows something about creating remarkable software features that retain his users.

Blog post

Unit 5, page 87

ABU DHABI FALCON HOSPITAL The Blog

If you've never been to the Abu Dhabi Falcon Hospital before but you want to try an authentic piece of Emirati culture you simply must go there! I recently went to visit Dr Haseeb Haider at the Centre, which is considered to be the world's leading specialist centre in caring for these birds of prey. To him, falcons are the animals which best represent the spirit of our country because they are fearless, but elegant creatures.

I saw several magnificent falcons on my visit, but this was just a small amount when you think of the 10 000 birds that stay in the hospital each year! One of the birds I saw was recovering from an operation. Dr Haseeb had just performed surgery to transplant synthetic feathers to replace some that were broken and missing.

I was also able to experience holding a falcon. He perched upon my arm and I could feel his solid weight, see his beautiful feathers in detail, his huge talons and his powerful wings. It is said that Emiratis have created a special bond with falcons because our Bedouin forefathers used them to hunt for meat. Even today people who keep falcons usually have a deep attachment to them and often treat them as part of the family.

Summary

Unit 5, page 89

Both plants and trees are part of the kingdom Plantae. The kingdom Plantae includes everything you would call a plant – grasses, shrubs, mosses and herbs.

All plants have common features, for example they must create their own food by absorbing water and nutrients through their roots. Plants get their energy from sunlight using a process called photosynthesis. They have green leaves and this colour is caused by chlorophyll.

Trees live longer than plants, some even live for thousands of years. All trees have a trunk – a hard, woody stem that can grow very high, for example some Californian Redwoods are over 100 metres tall. Tree trunks have branches that divide into smaller branches and then woody stems called twigs. The leaves and buds are attached to the twigs. Some trees grow fruit we can eat.

Plants, however, have short, soft stems not trunks. Some plants have multiple stems and on each stem is a leaf or flower. They don't grow as big as trees – most plants only reach a maximum of 6 metres. Many plants only live for a short time, for example a year. These annuals grow again from seed each year. There are even some unusual plants such as the aloe vera plant or the orchid. Neither of these needs soil to grow.

Advantages and disadvantages

Unit 6, page 108

Taking medication to cure your illness can have advantages and disadvantages.

The advantages of taking medication to cure your illness can include removing symptoms quickly and giving patients fast solutions to their problems, for example a pain-killer pill can cure a headache faster than a natural remedy. Also, medications are tried and tested by professionals so we know they work. This means we can target our symptoms by using the exact medication that is needed rather than trying different things and hoping for the best.

The disadvantages of taking medication to cure your illness can include over-reliance on medications rather than taking simple steps to preventing getting ill in the first place. Not every illness needs medication – sometimes home remedies can be better, for example if you have a sore throat taking a spoon of honey when you wake up and before sleeping is the best thing you can do. Taking medications can cause side effects such as nausea and headaches. Also, if you take medicine for every small ache or pain your body could get used to it and then it won't have the same effect when you need it.

Use of English

Use of English

We use **relative pronouns** to specify or define the nouns that come before them. They can be used to join two clauses.

For example:

Jan is my friend. She lives in England. Jan is my friend who lives in England.

In this example, *who lives in England* is the **relative clause**.

Note that '*which*' can replace '*that*'.

A defining relative clause gives us a definition.

Samia is the person who always helps me.

Use of English

The first conditional is usually introduced with '*if*', but other conjunctions can be used instead.

- unless = if not

  Unless we use solar power, we won't be able to generate clean and fuel-efficient energy.

- as long as = suggests that both actions take place at the same time

  As long as we use solar power, we will be able to generate clean and fuel-efficient energy.

- provided (that) or providing (that) = only if

  Provided that we use solar power, we will be able to generate clean and fuel-efficient energy.

Use of English

We use the second conditional to talk about imaginary or hypothetical present or future situations. We form the second conditional like this:

if + past simple + *would* + base form.

For example:

If electricity was cheaper and fuelling stations easier to find available, more people would consider buying EVs.

Unit 11

Use of English

You can use these expressions to check the information that you are being given.

• Do you mean that ... ?
• Your idea is that ... ?
• What you're telling me is that ... ?
• Am I right in thinking that ... ?

For example:

A: *You save files by clicking on the save icon and find where to save your files.*

B: *What you're telling me is that you save files so you can find them later?*

Use of English

We use the structure 'the ... the ... ' with *more* + noun or a comparative adjective to express *comparison and contrast / negatives and positives*. It is used to show proportionate *increase / decrease / increase* or *decrease*.

For example:

The more time we spend on the Internet, the more exposed we are to computer viruses. The newer the computer, the better the firewall.

Use of English

We use the structure '*be + about to + infinitive*' to talk about something that will happen soon in the near future.

For example *Jameela is about to take an important exam.*

Use of English

Linking adverbials (for example, *and*, *but*, *so*) are used in speech and writing to link sentences and clauses to make your ideas easier to follow.

For example

I've always been interested in computing so I'm studying for a degree in computer science.

Use of English

We can use (much) more/less to modify 'likely' in a comparison to show that there is a big difference between things. Using 'much' emphasises that there is an even bigger difference. Example: *You're more likely to have a problem if you don't change your password. You're much more likely to have a problem if you don't lock your screen when you are away from your computer.*

We can also modify other comparative adjectives in the same way (e.g. It is much more dangerous to keep financial information on a laptop than a PC as it is more likely to be stolen).

Language tips

Unit 10

Language tip

wish + past perfect is used to express a past situation we would like to change but can't. We can also use '*if only*' instead of '*wish*'.

Example: *If only we had listened to scientists. (I wish we had listened to the scientists).*

If only we hadn't cut down so many trees. (I wish we hadn't cut down so many trees.)

Language tip

Question tags are short questions at the end of sentences. They are used to ask the other person to comment and to keep the conversation going.

Language tip

When expressing an opinion, evaluating or giving a reason you can use a non-defining relative clause to give extra information about the main clause, for example *It costs AED 2000, which is quite expensive.*

Unit 12

Language tip

I think … / I don't think …

I believe … / I don't believe

In my opinion, …

Personally, I think …

I think you're right …

I'm sorry, but I don't agree.

I agree up to a point, but …

Language tip

From certain … to less certain

I'm (pretty) sure/certain that …

It seems likely that …

I think that …

It's difficult to say whether …

I don't (really) know whether …

Acknowledgements

Student Notes

Bridge to Success

Coursebook **11**

Advanced

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 book sets out to:

- develop and extend listening, speaking, reading and writing skills
- motivate and engage learners through real-world tasks
- build on and enhance 21st century skills
- encourage global citizenship whilst maintaining an Emirati focus
- align with international benchmarks of the Common European Framework
- prepare learners to meet the nations' goals set out for UAE National Agenda Vision 2021.