United Arab Emirates
Ministry of Education

رؤيـــة
VISION
2021

Bridge to Success

Coursebook

Term 1

8





"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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Term 1 material 2016

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Welcome to *Bridge to Success*

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

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

The materials reflect the following principles:

- ***An Emirati focus, with an international perspective***. Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- ***An enquiry-based, language-rich approach to learning.*** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- ***English for educational success***. To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. Bridge to Success presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools.

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

The following icons are used in this Coursebook:

 pre-recorded listening activity

 links to 21st Century Themes and/or Skills

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

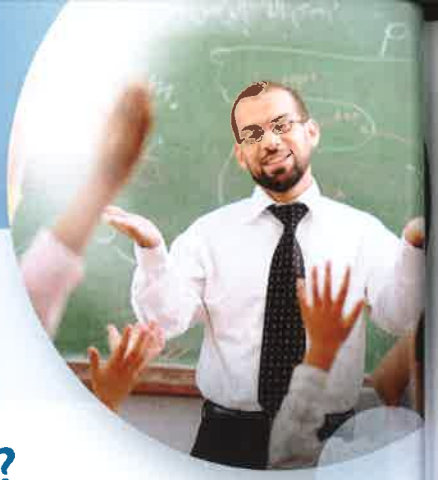
The *Bridge to Success* team

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	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 **In and out of school** **Pages 6–22**	Education and learning styles A website forum about talking in class Types of learning After-school activities School exchange trips International penpals A letter from a penpal	**Listening:** True or false statements Listening to dialogues **Speaking:** Learning in class School interests After-school activities and interests Answering questions Going on a school exchange trip Discussing a website	Prepositions followed by *the -ing* form (get into trouble for talking) Verbs followed by the infinitive *with to*	Education Types of learning After-school activities	A paragraph about how you learn best An argument on different methods of learning A letter to a pen pal
Review **Project**	Review of Unit 1 A school website				
Unit 2 **Local community** **Pages 23–40**	Using electronic communication The School of the Air Schools of the future Advantages and disadvantages of email Email and mobile phone etiquette	**Listening:** Description of a souq How children help their community **Speaking:** Describing local shops and services Differences between a mall and a souq Miming different shops Hypothetical situations	*to have something done* *if* clauses to describe imaginary situations	Town facilities Town and city differences Community responsibilities Travel	Design your own shopping mall Preferences over town and city A blog about a city A paragraph about social responsibilities
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Unit 3 **The culture and traditions of the UAE** **Pages 41–57**	Traditional life in the UAE Pearling deserts, tribes and camels Traditional and modern values in the UAE Literature in the UAE	**Listening:** A visit to a museum A conversation about camels A poem by HH Sheik Mohammed **Speaking:** Pearl diving in the UAE Camel facts Bedouin lifestyle Historical sites in the UAE Values in society Poets and poetry in the UAE Poetry in general	Abstract nouns Compound nouns; Expressing the past (revision of present perfect, past simple and past continuous)	Geographical features of the UAE Life in the desert Pearl diving Traditions Different form of literature	A description of an important historical place Sentences with abstract nouns and adjectives An email describing a trip to the desert
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	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
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Unit 1 In and out of school



- **Topics** Education and learning styles; international penpals
- **Use of English** Prepositions followed by the *-ing* form (*get into trouble for talking*); verbs followed by the infinitive with *to*

Lessons 1–2 What helps you to learn?

- Do you like working in groups or do you prefer working on your own? Are there times when it's good to talk during a lesson?

Reading

1 21st Read the comments on this website about talking in class. Who thinks it's a good idea and why?

"Talking in class

You might get into trouble for chatting in class, but education experts have found that talking to your classmates can be helpful. 'Students should be encouraged to explain things to each other and to discuss things,' they say.

Sometimes you're scared of asking the teacher, so I often ask a classmate instead of interrupting the teacher.

Naimul

Talking in class distracts you from getting on with your work. I get tired of telling people to be quiet.

Sumaya

At the end of the lesson, our teacher lets us talk about what we've learned in class. I think that's a good idea. It helps us to remember what we've done and we can ask questions.

Iñigo

Our teacher sometimes tells us off for talking in class. It's true that if you're talking too much, you won't hear what the teacher is saying, so you won't learn anything.

Rahma

Sharing ideas with friends helps me to learn and you can learn by comparing answers.

Tammy

We are not allowed to talk during important subjects like Science and Maths, but we can in subjects like Art and DT. That seems OK to me. You can paint and talk, but you can't do experiments with dangerous acids and talk at the same time. You need to concentrate on doing the experiments carefully!

Iqra

I often get into trouble for talking too much. That's why I like my English lessons. You have to talk a lot because you need to practise speaking English.

Chloe"

1- Naimul thinks it's a good idea because you can ask a classmate instead of interrupting the teacher. Iñigo thinks it's a good idea because it helps you to remember

what you've done and you can ask questions. Tammy thinks sharing ideas with friends helps you to learn and you can learn by comparing answers. Iqra thinks it's a good idea in subjects like art and DT. Chloe thinks it's a good idea in English lessons because you can practise speaking English.



Vocabulary

chat: talk a lot (about unimportant things)
interrupt: speak when someone else is speaking
distract: get someone's attention away from what they are doing
concentrate: give all your attention to the thing you are doing

Speaking

2 Read the comments in Activity 1 again. Who do you agree with? Who do you disagree with?

I agree with Tammy. Sharing ideas with friends helps me to learn.

Use of English: Prepositions followed by *-ing*

We use *-ing* forms after prepositions:

preposition | *-ing* form

I sometimes get into trouble for talking in class.

Writing

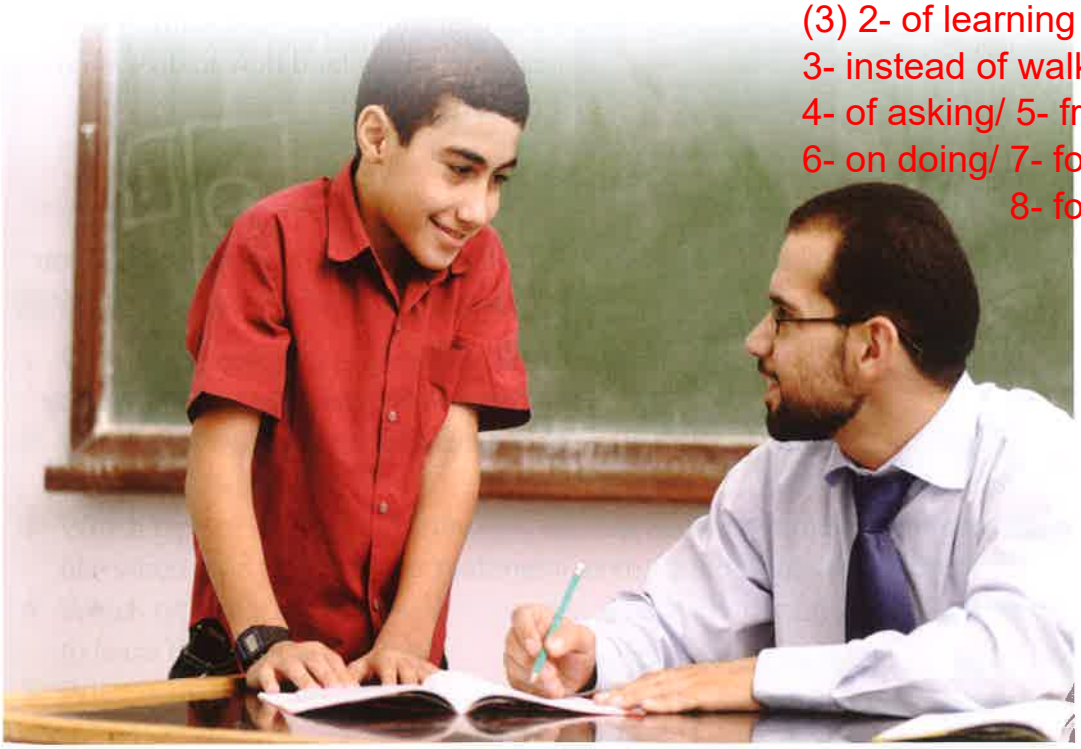
3 Complete the sentences with the correct preposition and the *-ing* form of the verb.

of (× 2)	for (× 2)	from	on
instead of	by		

1 You learn _____ (*do*). *You learn by doing.*
2 I get tired _____ (*learn*) dates in History.
3 I sometimes take the bus to school _____ (*walk*).
4 I'm not scared _____ (*ask*) questions in class.
5 Doing my homework in my bedroom stops me _____ (*get*) distracted.
6 I can't concentrate _____ (*do*) my work when there's a lot of noise in the class.
7 Our teacher sometimes tells us off _____ (*be*) too noisy.
8 I often get into trouble _____ (*forget*) my book.

4 Choose some sentences from Activity 3 and change them so that they are true for you.

(3) 2- of learning
3- instead of walking
4- of asking/ 5- from getting
6- on doing/ 7- for being
8- for forgetting



Lessons 3–4 **How I learn best**

Speaking

1 Read what these learners say about their interests.

1

What are you good at, Omar?

I'm good at Maths and Science. They're very interesting.

Really! I'm not good at those subjects. I'm good at languages and Art.

2

I'm interested in finding out about other countries. What about you, Manal?

Me too, Hiba. But I'm only interested in the people and what they do. I'm not interested in the history or geography of other countries.

3

I get tired of working in groups. I never speak.

What? I never get tired of group work because I can speak a lot. You must try hard to speak more.

2 What are your interests? Discuss in pairs. Tell each other about what you:

- are good at
- are not good at
- are interested in
- are not interested in
- get tired of
- never get tired of.

3 21st What helps you to learn? How do you learn best? Discuss in groups.

1 What helps you to concentrate when you are doing your homework?

A: *Sitting in front of the TV helps me to concentrate. What about you?*

B: *No, I can't concentrate with the TV on. I like having a quiet place to work.*

2 What helps you when you're in class?

3 What sort of learner are you? Can you remember things without writing them down?

4 In practical subjects, do you learn by doing or can you understand how to do something by reading about it?

Writing

4 Write a short paragraph about how you learn best. Use your answers in Activity 3 to help you.

I always go to my bedroom when I'm doing my homework. I can't concentrate …

Speaking tip

When speaking, try and use adjectives, prepositions and the *-ing* form you have learned about, to make your conversation more interesting. Try to explain your opinions as well.

I'm good ***at*** *Science because I find it* ***very interesting****.*

I don't really ***enjoy learning*** *languages because I think they are* ***difficult****.*



Reading

5 What is a 'learning style'? Read to find out.

A learning style is how people learn.

What's your style?

Imagine there is a test tomorrow. How do you like to prepare? Do you read the textbook? Or copy out some notes? Or maybe you get someone to ask you questions?

You see the word *bird*. What is the first thing you do? Do you say the word to yourself? Or do you picture a bird in your head? Or perhaps you think about what it is like to be a bird flying in the sky?

Imagine you don't know the correct spelling of a word. Do you write it down to see what it looks like? Do you say it out loud and think about the letters that make the sounds? Or do you draw the shape of the letters on a table or in the air?

The answer to these questions will depend on what type of learner you are or, in other words, what your **learning style** is.

What is your learning style?



- **Auditory learners** learn by hearing and listening. They understand and remember things they hear. They often study by reading out loud because they need to hear to remember.



- **Visual learners** learn by reading and seeing pictures. They like to see what they are learning. They can often see pictures of things they study in their heads.



- **Tactile learners** learn by touching and doing. They prefer to touch, move, build or draw what they learn. They need to be active.

6 Read the text again and answer the questions.

1 Which type of learners get someone to ask them questions when getting ready for a test? auditory
2 Which type of learners think of a picture in their head when they hear a word? visual
3 Which type of learners write down a word to see what it looks like when trying to learn the spelling? visual
4 Which type of learners draw the shape of letters when trying to learn the spelling of a word? tactile
5 What type of learner do you think you are?

Lessons 5–6 **Freedom to learn**

- Look at the picture below. What does it show?

Reading

1 Just Scan the text quickly to find the answers.

1 In what year did the Khan Academy start? 2006
2 How many videos are there? 6500
3 How many students use the Khan Academy every month? more than 15 million

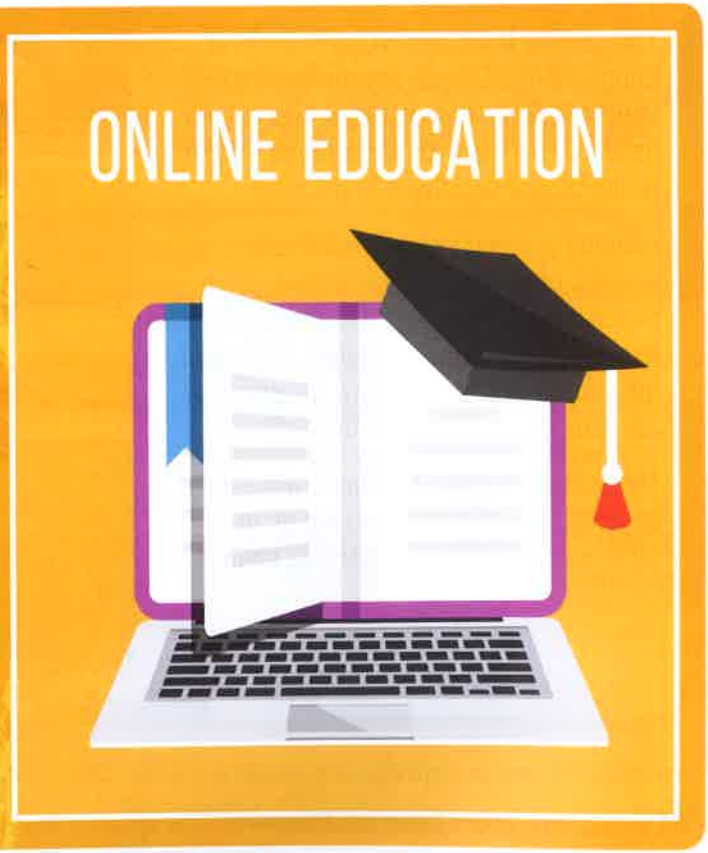
Reading strategy

When *scanning* a text you don't always have to read every word of a text. You can look over the text, searching for the necessary information – we call this *scanning*. It works well when you are looking for numbers or dates as they stand out in the text. Try it with Activity 1.

THE KHAN ACADEMY was created by Salman Khan in 2006. The aim of the academy was to provide free education to anyone around the world by using a virtual classroom.

LEARNING ONLINE

The Khan Academy offers online learning by using video tutorials and practice exercises that are especially made for each student. The academy is available to students of all ages. The students are expected to work independently and at their own pace without a teacher. There are over 6500 videos for different subjects like Mathematics, Biology, Chemistry, Physics and Economics. The online video tutorials have been translated into 65 different languages and students all over the world enjoy them. The lessons promise quality teaching. Today, more than 15 million students a month are using the Khan Academy to learn.



2 Read about The Khan Academy. What kind of school is it? an online school

3 Decide if the statements are true (T) or false (F). Correct the false statements.

1 The Khan Academy was created in 1996. True / False
2 You have to pay to watch the online tutorials. True / False
3 The Khan Academy uses a virtual classroom to teach. True / False
4 Students must be aged five to 18 years old. True / False
5 The tutorials are only available in English. True / False

1 The Khan Academy was created in 2006.
2 You don't have to pay to watch the online tutorials. They are free to anyone.
4 Learners of all ages can use the Khan Academy.
5 The tutorials are available in 65 languages.



Listening 2

4 Listen and find out more about the Khan Academy. Why did Salman Khan start the Khan Academy?

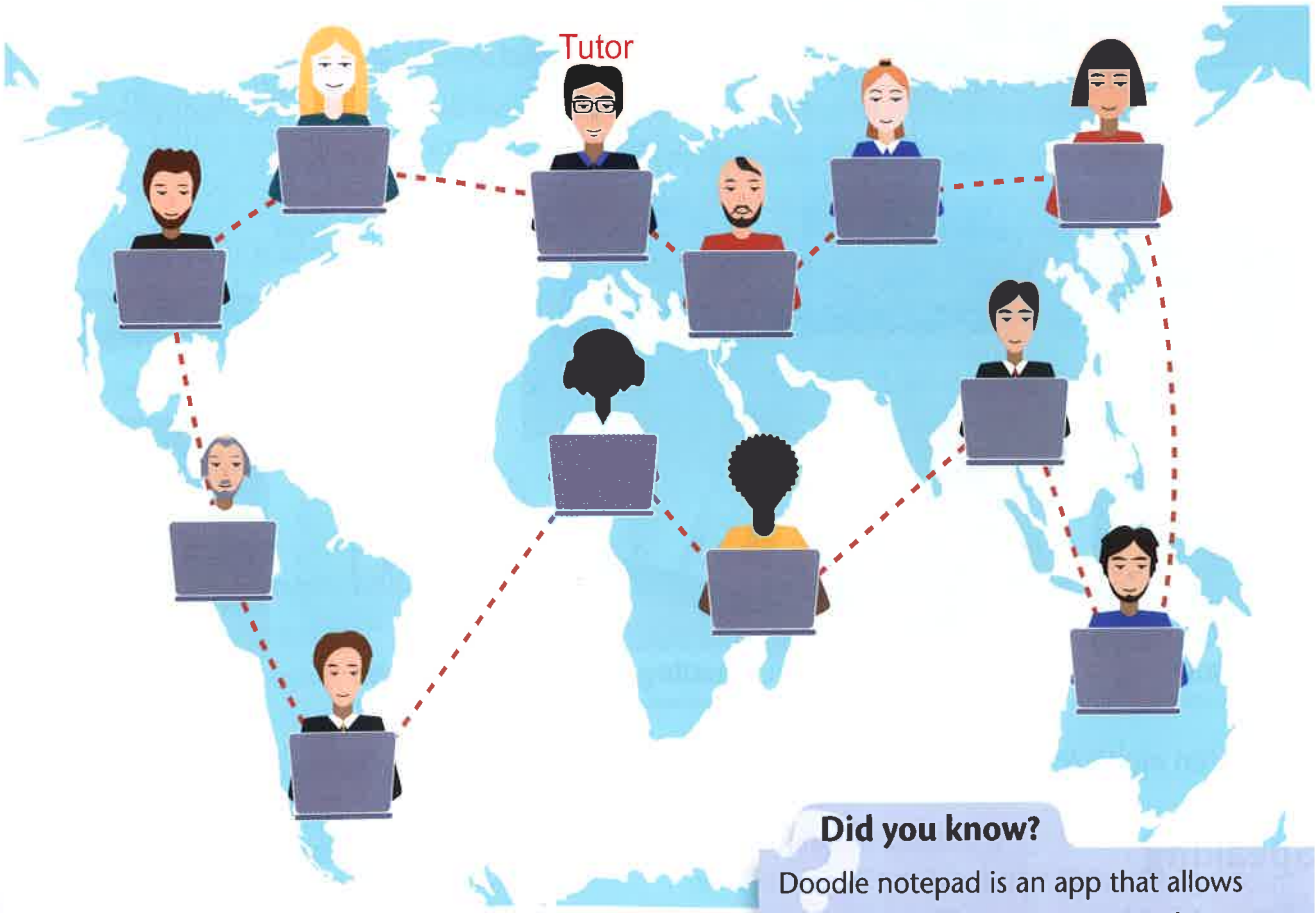
Listening strategy

Before you listen to an audio track, read the questions and try to predict what the answer will be. Use any knowledge you already have about the topic to help you. For example, for the question *Why did Salman Khan start the Khan Academy?* the answer could be any of the following:

- *To help people learn.*
- *To help students who couldn't afford private lessons.*
- *Because he loved teaching.*

5 Listen and read the questions below. Decide if the statements are true (T) or false (F).

1 Salman Khan lives in India. True / False
2 In 2004 a relative asked him to help his cousin with her mathematics. True / False
3 He used the Internet and video tutorials to explain. True / False
4 He hoped to help other relatives and friends by posting video tutorials on YouTube. True / False
5 The Khan Academy is based on a traditional system of teaching. True / False



Did you know?

Doodle notepad is an app that allows you to use your computer to write notes and make drawings.

1 Salman Khan lives in the United States.
3 He used the Internet and Doodle notepad to explain.
5 The Khan Academy is based on a new system of teaching.

(1) 1 the head teacher or another senior person in the school

Lesson 7 Practise and prepare

2 on the school notice board (or possible as a hand-out given to each learner)

Reading

1 Read this notice.

1 Who do you think wrote it?
2 Where do you think you would read it?

After-school clubs

To all students:

The school has some exciting news for you.

At the moment many of you enjoy our after-school sports programme and some of you are in our sports teams. But not all of you!

So, we are starting more after-school clubs which you can all experience and enjoy.

Some of the clubs may be for creative activities, such as painting or making pottery.

Some can give you the chance to learn about the history and culture of the UAE and other countries.

Others can be related to your school lessons. You can learn another language or learn to programme computers.

It really is up to you. We want you to get together and make suggestions by the end of this week.

Listening 3

2 Listen to the conversation. Which seven activities do the speakers talk about?


painting


chess


cookery


computer games


golf


film-making


reading

你好
Chinese


robotics

3 Listen again. Which three activities do they agree to suggest?

film-making; chess; robotics

Speaking

4 Work with a partner. Agree on three after-school clubs you would like to suggest.

5 Work in a group of four. Agree on your three best suggestions.



Lesson 8 The infinitive

Use of English: Verbs followed by the infinitive with *to*

1 verb + infinitive with *to*

After some verbs we use an infinitive with *to*:
agree, begin, continue, decide, forget, hope, learn, remember, start, try
The students learn to study online.

Language tip

After *begin, continue, start* and *prefer*, you can also use the *-ing* form of the verb.

2 verbs (+ object) + infinitive with *to*

After the following verbs you can put an object between the verb and the infinitive:
ask, choose, expect, help, like, prefer, promise, want
They want to learn independently.
They want you to learn independently.

After the following verbs you must use an object between the verb and the infinitive with *to*:
allow, encourage, invite, teach, tell

Speaking

1 Complete the sentences. Use *to* plus the infinitive.

1 Look at the photo opposite.
- The learners want to _____ .
- The teacher wants to _____ .

2 What are your plans for the weekend?
- I want _____ .
- I hope _____ .
- I expect _____ .



Writing

2 Read the statements and complete the sentences using the verbs in brackets.

1 A: Can you windsurf?
B: Yes, I had lessons at the school summer camp.
I learned to windsurf at the school summer camp. (*learn*)

2 We said we'd meet at 4 o'clock.
We agreed to meet at 4 o'clock. (*agree*)

3 If I have the chance, I'll go to university to study Medicine.
I hope (*hope*) to go to university to study Medicine

4 I'd really like to be able to make a tortilla. Can you show me?
Can you teach (*teach*) me to make a tortilla?

5 Our English teacher says we'll do well in our exam.
Our English teacher expects (*expect*) us to do well in our exam.

6 The sports teacher said I should join a team.
The sports teacher _____ (*encourage*)
encouraged me to join a team.

Lessons 9–10 **Opinions on learning**

Speaking

1 21st Work with a partner. Ask and answer the questions.

1 What are the main differences between your school and the Khan Academy?
2 Are online schools a good idea?

2 Discuss these statements.

1 Online tutorials help you to learn.

I think online tutorials help you to learn because you can choose what you want to learn.

I think it's better to learn with a teacher because you can ask questions.

2 All learners like to learn independently at their own pace.
3 The best thing about the Khan Academy is that it is free.



Writing

3 Read the argument Fahad makes. What is his opinion? It is possible to learn in a class and study independently.

Is it a good idea to study independently? This is a question students and teachers often discuss.

Some people think that it is excellent because all learners are different and need to learn in their own way, at their own pace.

However, other people say that it is good to work with, and learn from, other students in a class.

Clearly, there are arguments on both sides. However, in my opinion it is possible to do both, so sometimes we can study in class, but at other times we can study independently online.

4 Choose one of the topics below and write your own argument. Use the sentence starters in Activity 3.

- online tutorials
- learning in groups
- after-class lessons
- projects

Writing tip: Opening paragraphs

An argument tries to persuade the other person to agree with or understand your point of view. When writing about your point of view, it is important to use an opening sentence in your paragraph to clearly state the topic, summarise both sides of the argument and briefly state your opinion. This paragraph is usually about four sentences long.



So goes in the middle of a sentence; however goes at the beginning of a sentence

5 Read and decide where to use *so* and *however*. Which word goes in the middle of a sentence? Which word goes at the beginning of a sentence?

Enzo thinks the school day is long enough already ___so___[1] he doesn't think homework is a good idea. ___However___[2], Anil and Miguel want to remember what they learned in the day ___so___[3] they don't mind doing homework.

There are many different opinions ___so___[4] you need to make up your own mind. ___However___[5], at the end of the day, it will be the teachers who decide!

Writing tip:

Linking words and phrases

There are many other words and phrases you can use to structure your argument. For contrasting different points of view, try using *although, whereas, on the one hand, on the other hand*. For linking ideas logically, you can use *therefore, as a result* or *because of this*.

Use of English: *so, however*

Look at what Fahad says in Activity 3. Notice how he uses the words *so* and *however* to link his ideas and opinions. Which word is used to:

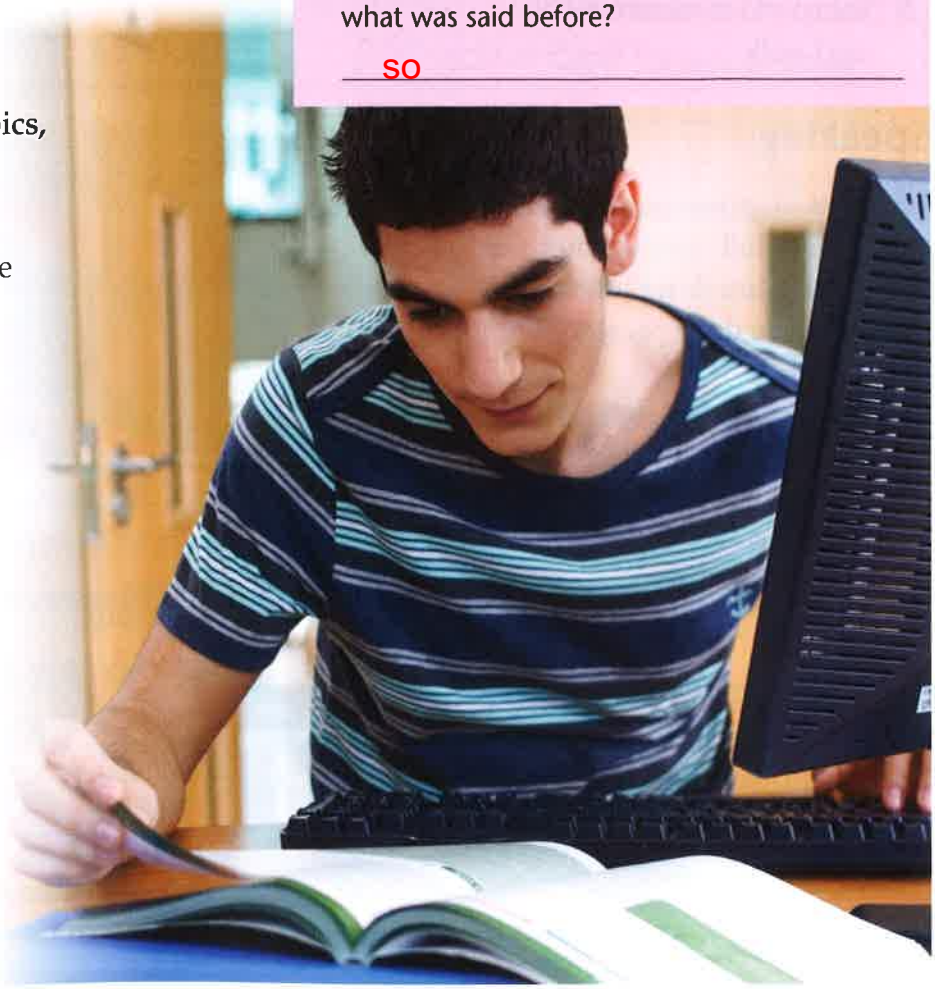
- introduce a different or contrasting opinion?
  ___however___
- show that an idea follows logically from what was said before?
  ___so___

Speaking

6 With your partner, talk about the following topics, using *so* and *however*.

- studying
- helping around the house
- saving money
- after-school activities

I want to be a doctor, so I study hard. However, it is very tiring sometimes because I have to study a lot of hours.



Lessons 11–12 **Friends across the world**

- What's good about having friends in other countries?

Reading

1 Read this letter from Matt. What do you have in common with Matt?

2 Find words or phrases in Matt's letter which mean:

1 someone you write to in another country penpal
2 not long ago recently
3 a sport done on a fast-moving river white-water rafting
4 a process in which a doctor cuts into a patient's body operation
5 transport for someone who can't walk wheelchair

Dear penpal,

My name is Matt and I'm 12 years old. I live in Richmond, near London, and I go to Hill Top School. My favourite subjects are English, Science, Maths and cooking. I really love my school.

I like going to the after-school clubs. My favourite is swimming. I'm also in the school chess club.

I recently went on a white-water rafting weekend with the Boat Club that I go to on Thursday evenings. We went to Devon, but, unfortunately, I hurt my knee and had to have an operation. I have to be in a wheelchair for the next six weeks.

I would love to find out all about you, so please write back to me.

Matt



Speaking

3 Matt mentions white-water rafting. Tell your partner about something interesting you have done recently.

Writing

4 What questions would you ask a new penpal?

Reading

5 21st Heng Yu is Matt's new penpal from Taipei in Taiwan. Matt sent some questions and Heng Yu has replied. Match the questions and answers.

Dear Matt,

Hello! My name is Heng Yu. Nice to meet you. I'm an eighth grader from Minsheng Junior High School in Taipei.



Matt's questions

1 What type of food do you like? C
2 How do you travel around your city? D
3 What lessons do you do in school? B
4 Do you like football? E
5 What do you do in your spare time? F
6 Do you have a lot of technology in your schools? G
7 What's your house like? I
8 Where do you live and what is it like? A
9 Do you play any sports? H

Heng Yu's answers

A *I live in Taipei. Living in my community is very convenient. There are a lot of trees and parks in Minsheng community. We also have a lot of restaurants and shops.*

B *We have Chinese, English, PE, Maths, Health Education, Art, Biology, Geography, History, Civic Education, Scout Education, World Economics, counselling and career planning. We also have community and club activities.*

C *We eat all kinds of food, like rice, noodles, bread, milk, fruit, vegetables and pizza.*

D *Some of us take buses, taxis or the MRT [Metropolitan Rapid Transit] to travel around our city. Some of us travel around the city in our parents' car.*

E *I know what football is, but I have never watched a whole game and I don't know a lot about the rules.*

F *I read novels, watch DVDs or go out.*

G *Yes, we have a computer room and there are TVs and projectors in the classrooms.*

H *Yes, I swim, run, play tennis, play basketball and baseball, and I go roller skating.*

I *My family live in an apartment. There is a living room, three bedrooms, a dining room, a kitchen, two bathrooms and a balcony. My grandma grows some plants on the balcony.*

Speaking

6 Work with a partner. Take it in turns to ask and answer Matt's questions. Answer about yourself.

Lesson 13 **Writing a letter**

Writing

1 21st Look again at Matt's letter on page 16. Can you see what is missing?

The address and date are missing

2 Look at these addresses. Write your own address in your notebook.

Akram Bousaid
P.O. Box 9966
Al Qouz
Dubai
UAE

Nancy Smith
12 Reddown Road
Coulsdon
Surrey
CR1 48Z
England

Jim Taylor
200 4th Avenue Apt #4
Brooklyn, NY 10024
United States

Writing tip

When we write a letter, we need to include our address. This is so the other person can write back.

This is one way in which writing a letter and writing an email is different.



3 In your notebook, write a letter to your penpal. Choose one or more of these phrases to end your letter.

- I hope to get your letter soon.
- I would love to find out all about you, so please write back soon.
- Write soon! I can't wait to get to know you!
- I look forward to receiving your letter.

4 Work with a partner. Read each other's letters. Try to make useful suggestions to help improve the letter.



Lesson 14 Practise and prepare

Reading

1 Read this text. Where do you think you would find it? in a newspaper

Bring back school exchange trips



Fewer schools in the UK now offer exchange trips, research shows.

In the 1990s, most British teenagers had the opportunity to stay with a host family in another country. Now fewer than 40% of schools offer this kind of trip.

The visits, often only for a week, but sometimes up to a year, give young people the chance to learn a new language, experience a new culture and make new friends. They also encourage students to be more independent and confident, according to headteacher John Higgins.

So why are there so few trips now? It is not clear, but it seems that many schools worry about the health and safety of children staying with foreign families. Why this is a worry now, but not twenty years ago, is strange. And anyway, says Higgins, it is very easy to visit and check the families before the children arrive.

So now the Schools Association is starting a programme to encourage more exchanges. 'They can give students a rich experience they will remember for the rest of their lives,' says Higgins.

2 Read the article. Decide if these statements are true (T), false (F) or the article doesn't say (DS).

1 More British children went on exchange trips in the 1990s than now. T
2 40% of British children now go on these trips. F
3 On exchange trips, students go to live in another country. T
4 Students worry about their health and safety when they visit foreign families. DS
5 Headteacher John Higgins thinks exchange trips are good for students. T
6 John Higgins was an exchange student when he was at school. DS

Listening 4

3 Listen to six exchange students talking about their experiences. For each, decide if they found the experience positive (✓), negative (✗) or they aren't sure yet (?).

1	✓	4	✗
2	?	5	✓
3	✓	6	?

Speaking

4 C1st Discuss in groups. Would you like to go on a school exchange? Why? / Why not? Make a list of advantages and disadvantages of school exchange trips.

I think going on a school exchange trip will help me learn about new cultures.

Lesson 15 **Review**

1 **Match the words with their meanings.**

F 1 chat
E 2 interrupt
A 3 distract
B 4 concentrate
D 5 independently
C 6 freedom

A get someone's attention away from what they are doing
B give all your attention to the thing you are doing
C the ability to do something when and where you want
D on your own
E speak when someone else is speaking
F talk a lot (about unimportant things)

2 **Complete the sentences. Choose a preposition and a verb from the boxes.**

Prepositions: at by for in of on

Verbs: ask chat do learn listen remember

1 I can't concentrate *on doing* my homework when my little brother is in the room.
2 I'm not good at remembering dates.
3 At primary school I used to get in trouble for chatting in class.
4 I learn best by listening to the teacher in class.
5 You shouldn't be scared of asking questions in class.
6 I'm very interested in learning more about how computers work.

3 Choose *so* or *however* to complete the paragraph.

My penpal went on a school exchange trip. He's learning Spanish and he loves football so he wanted to go to Brazil. However they speak Portuguese in Brazil! In the end he went to Spain and had a fantastic time. However he didn't learn much Spanish because his host family spoke very good English so they never spoke Spanish together.

4 **Give your opinions about these topics.**

1 work / in groups
I don't always like working in groups because some people won't concentrate on the lesson.
2 interrupt / the teacher
3 go on / school exchange trips
4 take part in / after-school clubs
5 study / online tutorials
6 write / penpal

5 **Complete the sentences.**

1 I decided *to find the Khan Academy website.*
2 I remembered _____
3 We tried _____
4 We learned _____
5 Our teacher expects us _____
6 My penpal promised _____



Lessons 16–17 Project: A school website

Preparation

- Your school wants to make links with other schools around the world. Your class has been asked to plan a website in English.
- Work in groups. Each group has to plan one page of the website.

1 Choose the topic your group's webpage will be about.

Some possible topics (but you can think of others):

- Location – where the school is, its buildings, what it looks like.
- History – when the school started, its successes, famous old students.
- Subjects – what learners can study, what the school is very good at.
- People – who are the important people (teachers, other staff, students).
- Facilities – what technology (computers, science labs) there is, other things you can use (sports hall, craft room).
- After-school clubs – what else you can do.
- Special things about your school.

2 Discuss what you want to include on your webpage. Share ideas and make notes of what you can write about to make the page interesting.

3 Find the information you need.

You will need to do some research. You may need to:

- talk to people in the school (teachers and learners)
- find and read information about the school
- find photos, or take your own, of the school.

4 Decide which information you want to use. Design your webpage.

- Think about what to include. You don't want too much writing or the page will look boring.
- Think about what photos, pictures, diagrams, etc. to use. These will make the page better to look at.
- Think about where to put everything on the page.

5 Prepare your proposal to present to the rest of the class.

- Not all proposals will be accepted for the school webpage so you need to make yours good.
- You need to show the whole class what your page will look like. Think about how to do this. Will you make a poster or use a large sheet of paper or card? Will you make photocopies for all learners to see? Will you use technology such as video or PowerPoint?
- Discuss how to present your work. Who will talk about what? Who will show what?
- Practise your presentation to get it right.

Vocabulary

proposal: a formal plan or suggestion

Presentation 21st

6 **Present your webpage to the class.**

- Remember, only the best proposals will be used.
- Be prepared to answer questions at the end.

7 **Copy and complete this form for each presentation you listen to.**

- Make notes about what you like, don't like and are unsure about in the proposal.
- Make notes of any questions you want to ask.

(✓) _____

(✗) _____

(?) _____

8 **Ask your questions to the other groups.**

What information does your webpage have?
Do all the links on your webpage work?
Is your webpage easy to find?

9 **Discuss with the class which webpages you would like to include on the website.**

I think Anil's group have made the best webpage because it's very easy to follow.



Vocabulary

2 Match the shops and services to the places on the plan.

18 d (bakery)

a barber's
b coffee shop
c chemist's/pharmacy
d bakery
e florist's
f jeweller's
g shoe shop
h supermarket
i newsagent's
j bookshop
k sports shop
l gym
m post office
n bank
o garage
p gift shop
q hair dresser's
r dry cleaner's
s clothes shop
t butcher's

1n; 2t; 3p; 4i; 5o; 6m; 7k; 8a; 9l; 10j; 11r; 12s; 13c; 14g; 15h; 16e;17q;18d;19f; 20b

Speaking and vocabulary

3 Work with a partner. Say which shops and services there are near your school. Add information if you can.

A: *There's a bakery in the High Street.*
B: *Where?*
A: *Next to the coffee shop. They sell nice cakes there.*
B: *Is there a supermarket near here?*
A: *Yes, there's one opposite the bank. I have my groceries delivered from there. Is there a bookshop?*
B: *I don't know. Is there a …*

4 Complete the sentences with the correct shop or service.

You can have your …

1 shopping delivered by the *supermarket*.
2 money exchanged at the bank.
3 hair cut at the barber's/hairdresser's
4 feet measured at the shoe shop.
5 car repaired at the garage.
6 bouquet made at the florist's.
7 tennis racket repaired at the sports shop.
8 parcels weighed at the post office.

Use of English: *to have something done*

If you have something done, someone does it for you. You don't do it yourself.

have + object + past participle

I have my hair cut at the barber's opposite the bank.



5 Complete the paragraph about Stella Stardust, using the past participles of the verbs in the box.

clean	deliver	~~design~~	wash	make	prepare	repair
6	4		3	2	5	7

I have my clothes *designed*[1] in Paris. I have my shoes _____[2] in Italy. I have my hair _____[3] every day. I have fresh flowers _____[4] to my hotel room, wherever I am. I have all my meals _____[5] by my own chefs. I have my car _____[6] every day. I never have anything _____[7]; I just throw things away when they go wrong, or when I'm tired of them. Am I happy? No, I'm not. I'm bored. I never do anything for myself.



Lessons 3–4 Alternative shopping

Speaking

1 What's the difference between a mall and a souq?

jewellery like bracelets and necklaces; rice; dried fruits; nuts; herbs; spices; dried chillis

Reading

2 21st Read the article about souqs in Dubai. What can you buy there?

Shops, Souqs and Spices

Statistics quoted from: www.gulfnews.com

A recent survey showed that about six in ten people in the UAE go to a shopping centre at least once a week. They usually buy clothes and other items, eat or have coffee at a restaurant. Around 20% of Emiratis who were surveyed said they go to a shopping mall almost every day. One of Dubai's largest malls claims to have 200 000 shoppers a day!

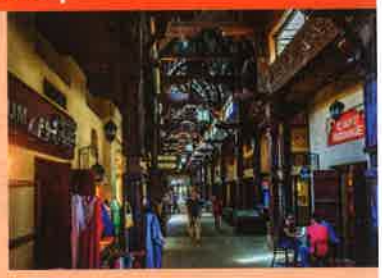
Dubai shopping malls may provide everything and anything you desire, but there is more to Dubai shopping than you think. The traditional souq, or 'market' in English, is an interesting tourist attraction. The different noises, colours and smells of the souq remind travellers that they are in a foreign country with a rich culture and fascinating history.

The Gold Souq



At the Gold Souq in Dubai you can find almost any style of Arabian jewellery you can think of. From delicate Bahraini pearl necklaces to heavy Omani Bedouin bracelets, you are spoilted for choice. It is best to visit in the evening when the lights reflect off the giant golden wedding necklaces in shop windows, making you think you are in Aladdin's sparkling cave.

The Spice Souq



Deira's Spice Souq is like a lesson in Arabia's rich spice history. In the small, covered lanes, you can hear old men talk while they unload rough sacks of rice, dried fruit and nuts. Bright coloured herbs, spices and dried chilli outside the shops are a photographer's delight. Pick up a handful of cardamom, or a pinch of saffron, and inhale the aroma. The sights, sounds and smells will convince you that you have travelled back to ancient times.

Reading strategy: Reading for gist

When reading for gist, it isn't necessary to stop at every word you don't know in an article. Try to understand the main idea of each paragraph instead of worrying about words you don't understand.

3 Read the text again and answer these questions.

1 How popular are modern shopping malls in the UAE? Why do people go there?
2 According to the article, who prefers shopping in the souq? Why do they like this experience?
3 What can they see? What can they smell? What can they hear?

1 Very popular (20% of Emiratis visit almost every day). They go there to buy clothes, eat or drink coffee.
2 Tourists. It's interesting. It reminds them that they are in a foreign country.
3 They can see jewellery and sacks of brightly coloured herbs and spices. They can smell spices (cardamom and saffron). They can hear old men talk in Arabic.

Listening

4 5 Complete this paragraph about the Bur Dubai souq. Then listen and check.

5 4 2 3
bargain ~~fabric~~ fashion saris pashminas

Vocabulary

textile: a woven or knitted cloth. We use textiles to make all clothes, towels, sheets, carpets, boat sails, flags and many other things.

The Textile Souq

This market, located in one section of the Bur Dubai souq, is the place to come if you want to buy ***fabric*** [1]*. Silk, cotton, satin or velvet; choose from an endless range of* _____ [2] *from India and* _____ [3] *from Nepal. Pick up designer fashion at souq prices, like socks and T-shirts with well-known* _____ [4] *labels. But avoid it on a Friday when it is overcrowded with shoppers looking for a* _____ [5] *on their day off.*

Writing

5 Design your own shopping mall. Choose shops to add and write them on a plan.

6 Imagine you are at this shopping mall. Write a paragraph to say which shops you need to visit and what you need to have done there.

I have to visit the florist's to buy some flowers.
I am also going to go to the barber's to have my hair cut.

Lessons 5–6 Town or country?

- Which words and phrases do you think of when you look at the photos on this page?



Reading

1 1st Read the opinions. Who do you agree with?

DO YOU PREFER THE COUNTRY OR THE CITY?

I live in the country and I love the freedom you have there. You can go on bike rides. You can swim in the lake in summer. You can have picnics. I feel a bit frightened when I'm in the city. It's so crowded – all those people everywhere!
Tasha

I live in the country and I love it. There are lots of nice walks to go on and it's quiet. The city is too noisy, busy and smoky for me! When I go to sleepovers in the city, I can't get to sleep for the noise.
Tariq

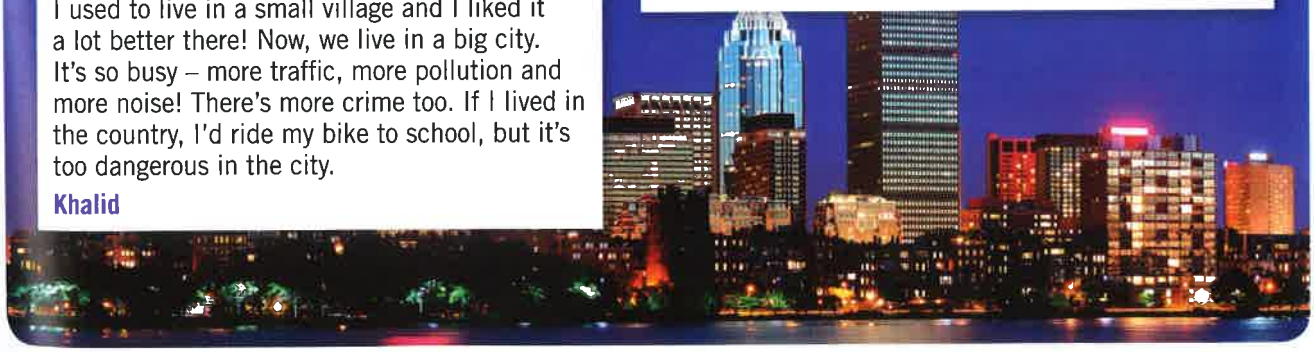
In the city, you can walk everywhere, or you can get a bus, and all the shops and things you need are there. But I like the country for holidays because it's nice and quiet.
Adil

Would I like to live in the country if I had the chance? I would and I wouldn't. I would because it's very quiet; I wouldn't because there's nothing to do. I'd like to live in the country, but near a big city. That way, I'd have the best of both worlds.
Nisha

If I had the choice, I would prefer to live in the city because there are lots of shops, places to eat and loads of other things. In the country there's nothing to do for people my age. It's quite boring!!
Joss

I live a long way from any city and 17 miles from the nearest town. It takes half an hour to get to the nearest shop or to see my friends. You can't go to the mall because it's too far away. You have to get your parents to take you places in the car. I wouldn't want to live in the city, though. It makes me tired when I go there, and it's noisy and dirty.
Robert

I used to live in a small village and I liked it a lot better there! Now, we live in a big city. It's so busy – more traffic, more pollution and more noise! There's more crime too. If I lived in the country, I'd ride my bike to school, but it's too dangerous in the city.
Khalid



2 Read the opinions again and answer the questions.

1 Who prefers the city?
2 Who prefers the country?
3 Who can see the advantages of both?
4 What doesn't Tariq like about the city.
5 What does Joss like about the city?
6 How does Robert feel in the city?

1 Joss.; 2 Tasha, Khalid and Tariq.;
3 Adil and Nisha.; 4 It's too noisy, busy and smoky.;
5 Shops, places to eat and loads of other things.; 6 Tired.

Reading

3 Read the sentences below. Underline the key words. Then read the text and find the sentences that mean the same.

1 You have to ask your parents to take you places in the car.
2 I once lived in a small village.
3 I preferred living there.
4 The noise keeps me awake.
5 I would enjoy the best things about both places.
6 The journey to the closest shop takes half an hour.

1 You have to get your parents to take you places in the car; 2 I used to live in a small village; 3 I liked it a lot better there; 4 I can't get to sleep for the noise; 5 I'd have the best of both worlds; 6 It takes half an hour to get to the nearest shop

Vocabulary

4 Use these adjectives and nouns to describe the place where you live.

- friendly / unfriendly
- clean / dirty / smoky
- quiet / noisy / busy / crowded
- boring / interesting / exciting
- traffic
- pollution
- noise
- crime

There's quite a lot of traffic during the day, but it's nice and quiet at night.

5 Use *if* + past tense and *would* to write these sentences.

1 If I (*have*) enough money, I (*buy*) a house by the beach for my family.
If I had enough money, I'd buy a house by the beach for my family.
2 I (*ride*) my bike every day if I (*live*) in the country.
3 If you (*have*) the choice, where (*you / like*) to live?
4 If we (*move*) to a big city, we (*not know*) anyone.
5 (*you / cycle*) to school if there (*be*) less traffic?

Use of English: The second conditional

We can use *if* clauses to describe imaginary situations.

Clause 1 *If* + past tense | Clause 2 *would*

If I lived in the country, I'd ride my bike to school.

You can change the order of the clauses like this:

I'd ride my bike to school if I lived in the country.

Remember that *I'd* is the short form of *I would*.

You make questions and short answers like this:

Would I like to live in the country if I had the chance?
I would and I wouldn't.

Speaking and writing

6 Work in groups. Where would you like to live when you're an adult? Give your reasons. Then write a paragraph giving your opinion.

If I had the choice, I'd prefer to live in the city because there's more to do there.

If I had the choice, I would prefer to live … , because …
If I lived in the country/city, I'd …
I wouldn't want to live in … because …

(5) 2 I'd ride my bike every day if I lived in the country.; 3 If you had the choice, where would you like to live?; 4 If we moved to a big city, we wouldn't know anyone.; 5 Would you cycle to school if there was/were less traffic?



Lesson 7 Practise and prepare

Vocabulary

1 Choose the correct word to match the definition.

noise traffic crowded pollution crime

1 The cars and vehicles on the road traffic
2 Lots of people in a small space crowded
3 Loud sounds noise
4 An action or behaviour that is wrong or dangerous to other people crime
5 The smoke and dirty air in a city pollution

2 Complete the paragraph with words from Activity 1.

City life is not for everyone. Some people think it is _____[1] because there are too many people. Other people say there is too much _____[2] caused by all the cars. Crossing the road can be dangerous because there is so much _____[3] and in some cities even the people can be dangerous and there is a lot of _____[4]. But I don't agree! I love living in the city. I think the countryside is too quiet and boring. Whenever I go there, I miss the _____[5] and activity of the city. 1 crowded; 2 pollution; 3 traffic; 4 crime; 5 noise

Speaking

3 Test your partner.

Work in groups. Think of a shop. Mime an action related to a shop or service. Your friends guess the shop and service, and call out their answers.

'The hairdresser's! You can have your hair cut.'

Reading

4 Match the items with a verb.

1 cut d
2 repair a
3 measure f
4 weigh c
5 check e
6 dry-clean g
7 deliver b















Lessons 8–9 What is your city famous for?

Reading

Smells – street food, the sea air; Sounds – muezzins calling from minarets; Tastes – pomegranate juice, roasted chestnuts, donner kebab

1 Read this text about Istanbul. What senses are mentioned in the text? What do they refer to?

Istanbul – the city where East meets West

There are many cities throughout the world, all of them busy, all of them crowded, all of them with their own unique atmosphere and identity. So, what is it about Istanbul that I love above all others?

It's the sights, the sounds, the smells, the flavours! I love nothing more than walking along the waterfront at sunset, when the sky goes from blue to pink to grey and the city's beautiful skyline starts to twinkle in the darkening sky. I love listening to the sound of the muezzins calling out from the hundreds of minarets found throughout the city and watching the old men sitting outside their cafés, drinking tea and playing bezique or backgammon.

The smoky smells of street food are carried on the warm breeze with the salty smell of the sea air. I love wandering the streets after dark, stopping to buy a tasty pomegranate juice, some roasted chestnuts, or if I'm really hungry, a delicious donner kebab.



Istanbul may be one of the most populated cities in Europe, but the city's residents are well-known for their friendliness and warmth and, although I am a stranger in this wonderful, historic old city, the locals have always made me feel at home and welcome.

Did you know?

- The largest city by population in the world is Shanghai in China with over 14 million people living there.
- Istanbul in Turkey is the only city in the world that sits in Asia and Europe.
- Los Angeles' full name is El Pueblo de Nuestra Señora la Reina de Los Angeles de Porciuncula. Can you say it?

2 Look at the following nouns and find the adjectives derived from them in the text.

- crowd *crowded*
- beauty beautiful
- smoke smoky
- warmth warm
- salt salty
- taste tasty
- deliciousness delicious
- history historic

Writing

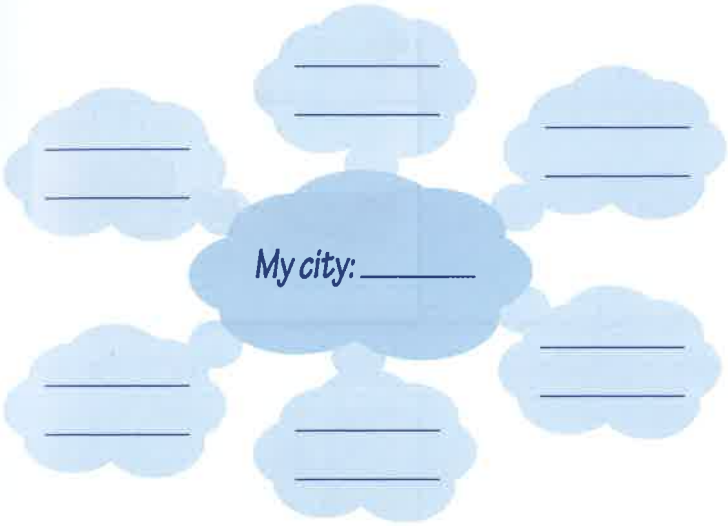
3 Look at the text about Istanbul on page 30. Where do you think it comes from?

a a newspaper b a leaflet c a travel blog

4 21st How would you describe your favourite city to a foreigner? Make notes on the mind map.

Think about:

- population
- travel
- atmosphere
- history
- schools/jobs
- facilities



5 Use the writing tip box to write a paragraph about the city you love for an online magazine blog. Remember to use adjectives to make your writing interesting.

Writing tip

A blog is a webpage created by someone to express their views on an area they are interested in. Blogs can be about travelling, cooking, fashion, education, politics and so many other subjects. When writing a blog, remember to:

- use informal language
- use your personal experiences to write about the topic
- write about a topic you know or understand well
- keep your ideas and sentences simple – a blog isn't a scientific piece of work
- make sure you have a title.

Your blog past doesn't need to be long. A short paragraph is often enough to keep the reader interested and to want to read more of your work.

Did you know?

Did you know that mind maps have a long history in learning problem-solving by educators, engineers, psychologists, and others? One of the earliest examples of mind mapping goes as far back as the 3rd century. The technique was also used by the philosopher Ramon Llull in 1232.



Lessons 10–11 You and your community

- What do people in your community do to help each other?

Reading

1 Read the quiz. Choose a, b or c.

How responsible are you?

1 If I was sitting on a bus and I saw several old people standing, …

a I'd stand up and give one of them my seat.
b I'd wait until I got near my stop and then I'd give them my seat.
c I wouldn't do anything, because perhaps they're not very old.



2 If I saw someone dropping litter in the street, …

a I'd pick it up and put it in a bin.
b I'd say: 'Excuse me, I think you've dropped something.'
c I'd tell a policeman.

3 If your friend was being bullied at school, would you …

a Tell him or her to fight back?
b Go with your friend to report it to the headteacher?
c Say nothing and just hope it would stop?



4 If you found a purse or a wallet in the street, would you take it straight to a police station?

a Yes, I would.
b No, I wouldn't. I'd look inside to see if there was a name and address and if not, I'd keep it.
c I'd take it to the nearest shop and leave it with the shopkeeper.

5 If I had some extra money to spend on my local community, …

a I'd have a party for everybody in my block or my street.
b I'd plant lots of flowers to make the area look nicer.
c I'd ask people who didn't have much money what they needed.

Speaking

2 Work with a partner. Compare your answers. If you disagree, explain why.

A: *If I was sitting on a bus and I saw several old people standing, I'd stand up and give one of them my seat.*
B: *I wouldn't because they might not be very old and they might be quite happy to stand.*

Writing

3 Work in a group. Think of more situations like those in the questions above. Write two more questions with their choices to add to the quiz.



Listening 6

4 Listen. What do the people talking have in common?

They're all doing something to help others.

5 Listen again. For each person, complete the chart.

	Where do they live?	What's their project?	What do people say?
George	in a small town	pick up litter	'You're doing a great job!'
Chanelle	near the city centre	carry shopping home for old people	'This really helps us. It makes such a difference!'
Farid and Emir	in a big city	growing vegetables to donate to the orphanage	they love to eat vegetables



Lessons 12–13 **Poetry**



Speaking

1 Which of these statements describe you?

1 I enjoy reading stories about imaginary places and people.
2 I like using my imagination to write stories.
3 I like writing stories about things that actually happened.
4 I've got a good memory for facts.
5 When I read a description of a scene in a story, I can see a picture of it in my head.
6 I'm not good at making up stories.
7 I sometimes find it hard to concentrate at school. I often find myself thinking of other things – daydreaming – in lessons.

Reading

2 Read the poem. Why is it called *In Daylight Strange*?

3 What happens in the poem? Answer these questions.

1 Where does it take place? At school.
2 Who is talking? A learner in the class.
3 What does this person see? 3- A lion coming across the playground and standing at the door of the classroom.
4 Do the other people see what he sees? How do you know? 4- No, the other people don't see the lion: the poem says, 'No one jumped in the classroom, no one screamed, no one ran to ring the fire bell.'
5 Who is Miss Wolfenden? She's the teacher.
6 Look at the last two lines of the poem:

… it was
Because *I* thought of the lion, that the lion was there?

What does this mean?

6 It means that the writer thinks that he made the lion appear by thinking about it.

4 Answer the questions.

1 Which of these statements is true about *In Daylight Strange*?
   a The last word in a line rhymes with the last word in another line.
   b The sentences run over from one line into the next line.
   c The lines have a regular rhythm.

5 How does the style of the poem make it feel like a daydream?

6 If you had to illustrate this poem, what would you draw?

(5) Long sentences give the poem a feeling of tiredness because the rhythm is stretched. The fact that it takes place during the afternoon, when it's hot, makes the reader feel tired and so fall into a dream. The language used helps the reader understand that it's a dream; for example, the dusty playground, daylight strange, curious look, coloured a yellow. No one was afraid when they saw the lion so it must be a dream.



Note: In Britain, the school day usually finishes at 4 o'clock or before. Friday is the last day of the school week.

Vocabulary

pacing: walking with regular steps around a small area

parakeets: small, brightly-coloured parrots

stern: strict and severe

roared: made a long, deep noise

reeds: tall thin plants that grow near water

trembled: past tense of tremble, to shake because you are frightened or worried

scattered: moved in different directions

rose: past tense of rise, to go up

In Daylight Strange

It was last Friday at ten to four I
Thought of the lion walking into the playground.
I was sitting, thinking, at our table when
The thought of the lion simply came,
And the sun was very hot, and the lion
Was in the yard (in daylight strange, because
Lions go out at night). He was
An enormous, sudden lion and he
Appeared just like that and was crossing very
Slowly the dusty playground, looking
To neither side, coming towards the door. He was
Coloured a yellow that was nearly grey, or a
Grey that was nearly yellow. He was so
Quiet that only I could hear the huge feet
Solidly pacing, and at the playground door he
Stopped, and looked powerfully in. There was
A forest following him, out in the street,
And noises of parakeets. When he stopped,
Looking like a picture of a lion in the frame
Of the open door, his eyes looked on at
Everything inside with a stern, curious look, he
Didn't seem completely to understand. So
He waited a second or two before
He roared. All the reeds on the river bank
Trembled, a thousand feet
Scattered among the trees, birds rose in clouds
But no one jumped in the classroom, no one screamed,
No one ran to ring the firebell, and
Miss Wolfenden went on writing on the board.
It was just exactly as if
They hadn't heard at all, as if nobody had heard.
And yet I had heard, certainly,
Yes. I had heard,
And I didn't jump.
And would you say you were surprised? Because
You ought not to be surprised.
Why should I be frightened when it was
Because *I* thought of the lion, that the lion was there?

Alan Brownjohn

Lesson 14 **Practise and prepare**

Reading

1 Read the text and choose the correct heading.

Accommodation ~~Money~~ Transport Heat Shopping

Reading strategy: Key words

When trying to find the correct answer in an article, underline the key words in the text for example *Shopping: markets, shopkeepers, buy, price.*

Travel Tips

Tips for travellers – Marrakech

In this week's travel blog we feature Marrakech and give tourists some advice on staying safe and making the most of their stay in this historic city.

Tip #1 Heat

The city can get very hot, especially during the summer months (May–August) and tourists should take care to keep cool. Drink lots of water and wear loose cotton clothing to cover your skin from the sun. Avoid the midday sun and go out in the early morning or the late afternoon instead.

Tip #2 Shopping

There is so much to see and buy in the markets here, but they can be very crowded and the shop keepers will try to stop you as you walk. Avoid eye contact and keep walking if you don't want to stop. If you want to buy something from a particular shop, you should haggle (argue politely for a better price) with the shop owner for the best price. Don't worry – this is not rude and can actually be quite fun!

Tip #3 Transport

Most tourists travel around the city by taxi. It is best to agree the price with the driver BEFORE you get in to the car. Taxis that wait outside hotels will be more expensive than those you find in the streets. Walking around the old city is safe, but remember to keep your bags and camera out of sight and be careful of the traffic.

Tip #4 Accommodation

Marrakech is famous for its Riads. These are traditional Moroccan houses with an inside garden or courtyard. They range from basic and cheap, to luxury and expensive. There are many modern hotels in the new city, but for a true Marrakech experience, you will find a Riad to suit your budget in the old medina.

Tip #5 *Money*

It is best to exchange your money at the airport because bank machines are hard to find in the old city. Eating out is cheap in the old city, so you do not need to carry a lot of money with you. You can leave large amounts in the hotel safe and only take with you what you need.

Use of English

2 Match the beginning and ending of each sentence.

d 1 I'd travel all over the world and
b 2 Whenever I visit my grandparents in
a 3 The souq is very interesting because there
c 4 What would you do
e 5 If I had the choice, I would prefer

a are so many things to buy.
b the country, I feel very bored.
c if you ruled the world?
d visit many cities if I was rich.
e to live in the city because there are lots of shops.



Lesson 15 Changing the world

Reading

1 1st **What is social responsibility? How do you help your community become a better place?**

Be the change you want to see in the world!

As human beings, we do not live alone and independently of one another. We live together in a community, as part of society. This means it is important to think about other people as much as ourselves. This is social responsibility.

One form of social responsibility is helping other people. Doing kind acts for other people adds meaning to our lives and to the lives of the people we help. You can help others in your community in many different ways.

Here are a few ideas:

- Giving food to hungry people.
- Donating clothes to people who don't have many.
- Helping the elderly or sick people in your community.
- Collecting old toys for children who don't have any.
- Preparing a meal for someone in need.

It feels good to help other people and it makes a difference to the lives of people less fortunate than ourselves.

Imagine what a happier world we would create if we all did one small act of kindness every day!

2 **Match the words from the text with their definitions.**

b	1 independently	a feeling your life is in a good place and has value
a	2 meaning	b on your own; apart from other people
d	3 acts	c your duty to behave well in your community
e	4 society	d things you do; behaviour
c	5 social responsibility	e the larger group of people within a country
h	6 make a difference	f to be in a good position
f	7 fortunate	g giving money or time to help someone else
g	8 generosity	h to affect someone's life in a good way

Writing

3 **Write about responsibilities you have for:**

- your community
- the whole country
- all people throughout the world
- our planet and our environment

Lesson 16 **Review**

Writing

1 **Match the verb with a definition.**

1 find out how heavy something is weigh
2 draw an idea on paper design
3 fix something that is broken repair
4 bring something from a shop to a customer's house deliver
5 get something ready to use prepare

a repair
b prepare
c design
d deliver
e weigh

2 **Write the names of the shops.**

You can buy ...

1 bread at the bakery.
2 meat at the butcher's
3 flowers at the florist's
4 newspapers and magazines at the newsagent's
5 pens and paper at the stationery shop/stationer's
6 medicine at the chemist's/pharmacy
7 rings, watches, bracelets and necklaces at the jeweller's

3 **Decide whether these adjectives are positive or negative. Write two lists.**

friendly clean crowded dirty
exciting boring noisy smoky
unfriendly interesting

Positive: friendly, interesting, clean, exciting

Negative: dirty, noisy, smoky, crowded, boring, unfriendly

Can you add a few more to the list?

4 **Write three sentences about your town or city using at least three adjectives from Activity 3.**

Use of English

5 **Complete the sentences with *have* and a suitable verb.**

1 I can't see the blackboard. I need to have my eyes tested.
2 Your hair looks nice. Where do you have it cut?
3 My parents don't have time to go to the supermarket so they have the shopping delivered
4 Have you ever had your photo taken by a professional photographer?
5 My dad loves Italian coffee. He has it sent / delivered from Italy!

6 **Use the prompts to write sentences for these imaginary situations using the correct conditional forms.**

1 If you (*find*) a gold ring in the street, what (*you / do*)?
If you found a gold ring in the street, what would you do?
2 Where (*you / go*) if you (*can*) travel anywhere in the world?
3 If you (*can*) change one thing about your school, what (*it / be*)?
4 If a friend (*tell*) me a secret, I (*not / tell*) anyone about it.
5 If I (*get*) 100% in a maths exam, I (*be*) very surprised.
6 We (*not / be*) bored in the holidays if we (*have*) an adventure playground in the park.

(6) 2 Where would you go if you could travel anywhere in the world?
3 If you could change one thing about your school, what would it be?
4 If a friend told me a secret, I would not tell anyone about it.
5 If I got 100% in a maths exam, I would be very surprised.
6 We would not be bored in the holidays if we had an adventure playground in the park.



Lessons 17–18 **Project: How to improve your local area**

Preparation

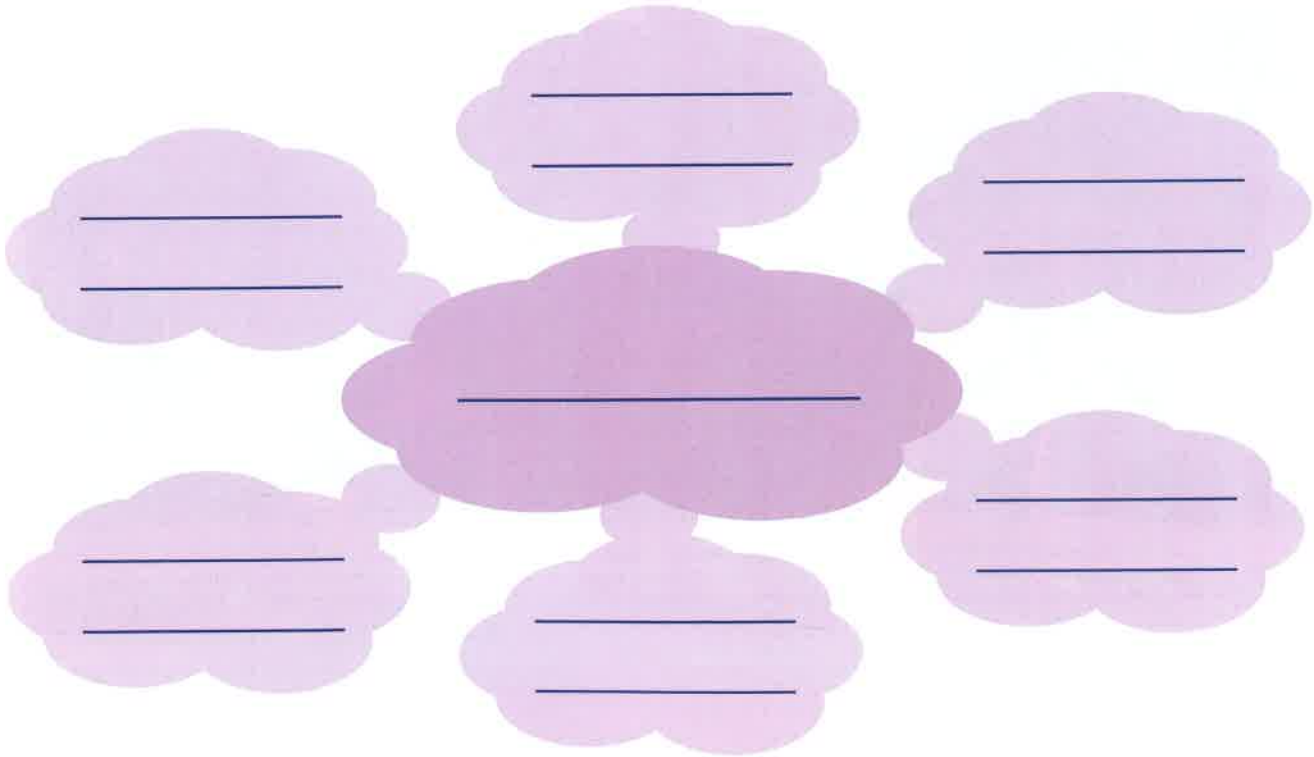
- What changes would you like to see in your neighbourhood?

1 Imagine you won a lot of money to improve your local area. What would you do? Work in groups. Discuss your ideas.

We would create more parks where children could play.

Yes! There isn't enough open space in our area. We would build an adventure playground and we'd ask children to paint a big colourful mural near the playgound.

2 Make notes of your best ideas on the mind map.



3 Choose one of your ideas. Write a description of your project. Use the following tips to help you.

- Choose the name you would give your project.
- Think about why it would be important and how it would help people.
- Decide which people would be involved and what they would do.
- Consider how people would feel about it and what they would say.

4 When you finish writing, give your text to another group to check for spelling and grammar mistakes.

Presentation

5 When you have finished writing about your project, think of ways to illustrate your description.

- Will you use photos from magazines and newspapers?
- Are the photos black and white or colour?
- Could you use drawings?
- Who will draw them?

6 It's important to think about how you will present your project.

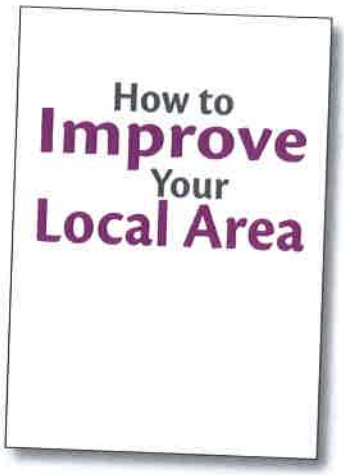
- Will you present it on a big piece of card or paper?
- Will you be giving out a photocopy of your presentation to the class?
- Will you use technology such as videos or PowerPoint?

7 Present your ideas to the rest of the class.

If we had a lot of money, we would ...
Here's a picture of what it would look like.

8 At the end of your presentation, ask if anyone has any questions.

9 As a class, vote for the three best ideas for improving your local area.





3 The culture and traditions of the UAE



- **Topics** Traditional life in the UAE; life in the desert; traditional poetry
- **Use of English** Abstract nouns; compound nouns; expressing the past (revision of present perfect, past simple and past continuous)

Lessons 1–2 Traditional life in the UAE

- What was traditional life like in the UAE?
- How does your grandmother's/grandfather's life compare to yours?
- How have things changed?
- How have things stayed the same?

Vocabulary

federation: a group of states, sharing a central government

heritage: things important to a society for example, culture and tradition

nomadic: moving from one place to another

Reading

1 Which paragraph in the text does the picture illustrate? Paragraph 3: An oasis



[1] When the six sheikhdoms (of Abu Dhabi, Dubai, Sharjah, Ajman, Umm Al Quwain and Fujairah) came together on 2nd December 1971, the United Arab Emirates was formed. On 10th February 1972, the seventh sheikhdom, Ras Al Khaimah, joined this federation.

[2] The United Arab Emirates share a rich cultural heritage and history. The deserts, oases, mountains and coastline were the reason behind the traditional **tribal** society. Life in the desert was very difficult and tribal members needed to help each other as much as they could to make life easier. This help, which went beyond helping family, was a source of great pride and honour.

[3] The Bani Yas tribe was the largest tribal group which inhabited the desert regions of Abu Dhabi and Dubai. For many generations, the tribes of Awami and Manasir, were also found in this area. The lifestyle was nomadic, which meant wandering great distances in tribal groups. In the winter, the tribes would return home to an oasis, because the water helped them **cultivate** exotic date gardens.

[4] The date gardens were watered by a falaj. This is a traditional **irrigation** system which brought water from the mountains. This system was used in Al Ain and Ghayl to water the beautiful gardens.

[5] The UAE's coastline provided another rich natural **resource**. The Gulf was a valuable source of fish and pearls. New foods and ideas were also brought back by the **dhows** that crossed the Indian Ocean.

Vocabulary

2 Look at the highlighted words in the text. Write a word from the text to match the definitions below.

1 Watering land by artificial means irrigation
2 Prepare land to grow plants cultivate
3 Relating to a social group with the same ancestors, customs and traditions tribal
4 A type of sailing vessel dhow(s)
5 Something that a country has to increase its wealth resource

Speaking

3 Discuss with your partner.

My father's job is ...

My grandfather's job is ...

In the past my family made a living by ...

Writing tip

Use a comma after a date at the beginning of a sentence.

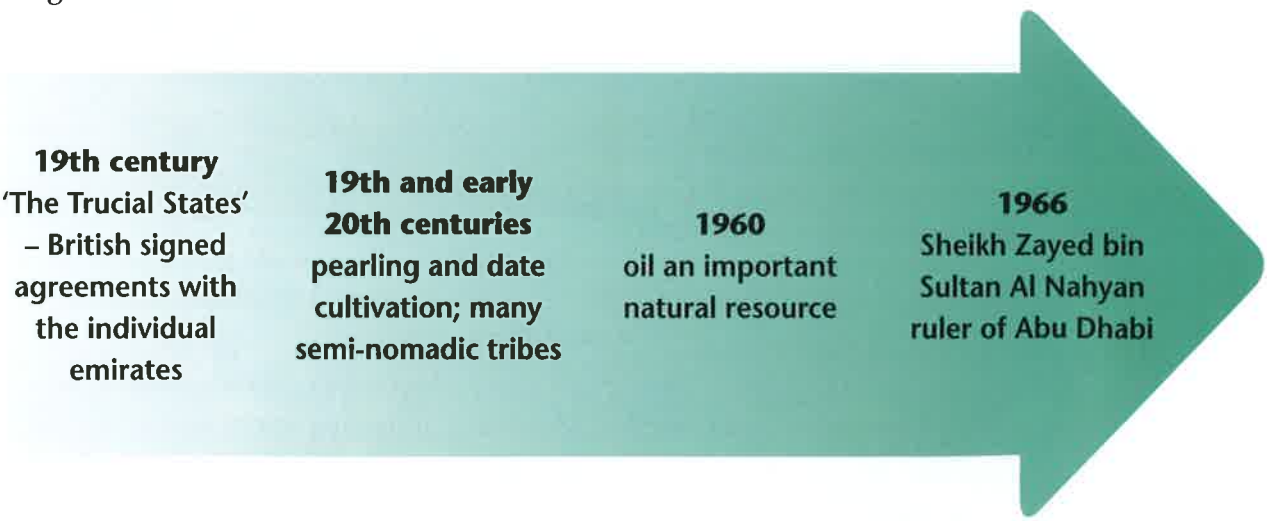
In the 19th century, ...

Use a comma after the year.

On the 2nd of December 1971, ...

Writing

4 21st Look at the timeline. Write three facts about the history of the UAE. Begin each sentence with a date.



In 1966, Sheikh Zayed bin Sultan Al Nahyan was chosen as ruler of Abu Dhabi.

1 In the 19th century, 'The Trucial States' were established when the British signed agreements with the individual emirates.; 2 In the 19th and early 20th centuries, pearling and date cultivation were practised by many semi-nomadic tribes.; 3 In 1960, oil became an important natural resource.

Lessons 3–4 Talk about life in the UAE

- Would you enjoy the job of a pearl diver? Why/Why not?
- Have you ever seen a natural pearl?
- Have you ever eaten oysters?

Reading

About four months (from early June to end of September)

1 Read the text. How long did the pearl-diving season normally last?

Pearling has been a traditional and major industry in the area of the Gulf since 2000 BCE. The season for diving for pearl oysters, the shellfish that contain pearls, started in early June. A huge fleet of pearling boats departed together for the oyster bank, and returned at the end of September. The oyster boats either stayed near one particular bank or moved around to different banks. There were about twenty members of the crew on board the boat, one of whom led a rhythmic chant.

Pearl-diving was a difficult and exhausting job, involving long hours of work from soon after sunrise to just before sunset. The diver dived down into the water with a stone attached to his foot, gathered the oysters, then pulled on the rope as a signal for a crew member on board to bring him up to the surface. After a short rest, he went down again.

The divers opened the oyster shells the following morning, with the captain looking on. Rainwater was used to store the oysters in, since it removed the greenish colour that the oysters had. Then the oysters were wrapped in a piece of red cloth and were sorted according to size, weight and quality.





2 Complete the sentences with a word from the text.

1 A pearl oyster is a type of shellfish .
2 It was helpful for the crew members to say a chant while they were working.
3 A stone helped the diver to stay under water for a long time.
4 The divers used rainwater to keep the oysters in after the shells were opened.
5 One way of sorting the oysters was by their weight , that is, how heavy they were.

Use of English: Past simple

We use the past simple to describe actions or events that happened in the past.

The season started in early June.

After a short rest, he went down again.

Find three more examples of the past simple in the text.

Speaking

3 21st In pairs, discuss the following questions.

- Why don't people in the UAE pearl dive anymore?
- What do you think pearl divers did for the rest of the year?

Did you know?

Al Fahidi Fort Museum at Dubai was built in 1787, and used as the King's residence and fort. Later it was used as a prison. During the reign of the late Sheikh Rashid bin Saeed Al Maktoum, the fort was renovated. It opened in 1971, the same year the federation was formed as a museum.

Listening 7

4 Listen to an account of a visit to a museum.
Which part of the museum did the girl like best?
The exhibition that shows the desert at night.

5 Complete the sentences with the correct word.

fort ship-building underground wildlife exhibits desert

1 The museum contained lots of interesting exhibits .
2 The fort is more than two hundred years old.
3 One part of the museum showed the desert at night and some of the wildlife that is found there.
4 The sea section of the museum gave information about pearl diving and pearl-diving.
5 In the underground section of the museum, there were different scenes of traditional life.

Writing

6 Imagine you are visiting a place of historical importance in your country. Write a description of the place like the one you've just heard.



First answer these questions.

1 What place are you visiting?
2 Who are you visiting the place with?
3 What things have you seen so far?

Then write a draft of your description.

- Show your description to another learner. Check each other's work for mistakes.
- Write a final version of your description.
- Read your description to the class.

Lessons 5–6 Life in the desert

- What do you know about life in the desert?

Did you know?

The Bedouins live in tents made from goat or camel hair.

Reading

1 Read the text. What has played a major role in making life in the desert possible? Water

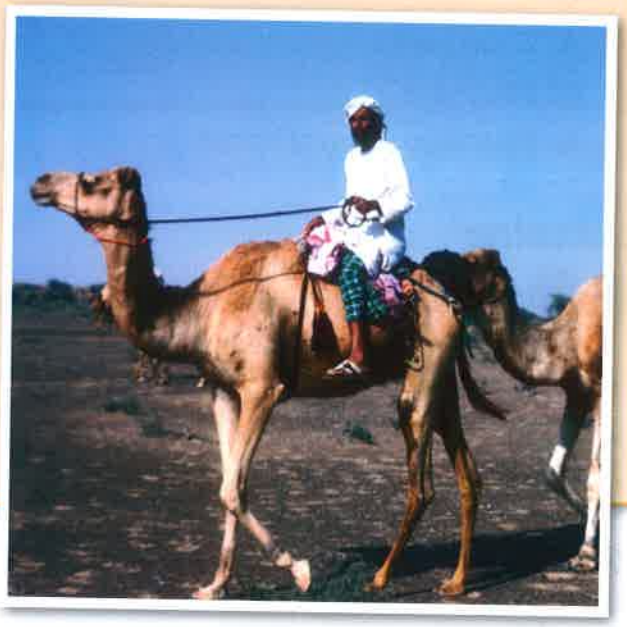
Water, and how much of it was available, played a major role in the economic life and social structure of the UAE. Since the sandy desert makes up most of the country's territory, it was very difficult for people to inhabit this difficult environment.

The first Bedouins to live in these sandy areas discovered sources of water in the sand dunes. These fertile areas were known as `oases'. Here they planted date gardens and built their homes, known as `arishah' or 'khaimh' from the date palms. The great desert has been the permanent home to the largest tribe, the Bani Yas, since the sixteenth century. Other nomadic tribes and clans shared the surrounding areas, as well. During the summer months, they wandered in search of grazing.

The Bedouins believe that the camel is a great gift because it helped the local tribesmen to travel across the desert and carry their loads through regions where other means of transport were impossible. The animal was perfectly suited to the desert environment as it was able to go without water for long periods of time.

The camel's milk and meat were a source of nourishment because of the vitamins they contained, and its hide and hair were used to make leather goods and fine woven clothing.

The speed and endurance of the camel have always been greatly admired. Traditional camel races have been a source of amusement and fun for centuries. For the tribesmen, camels were a sign of wealth and they took great care of their well-being.



Vocabulary

2 Match the words from the text with their definitions.

e	1 available	a being able to live in difficult situations
c	2 inhabit	b grass or pasture
h	3 Bedouin	c live in
d	4 clan	d a large family
b	5 grazing	e easy to use or obtain
g	6 economic	f the place where people, animals and plants live
f	7 environment	g having to do with money or wealth
a	8 endurance	h a nomadic Arab of the desert

Writing

3 Using the text on page 45, write the questions to these answers.

1 Q: *What played a major role in the economic life and social structure of the UAE?*
A: The availability of water.

2 Q: *What makes up most of the* UAE's territory? ?
A: The sandy desert.

3 Q: *Who discovered* a source of water? ?
A: The first Bedouins discovered it.

4 Q: How long have the Bedouins lived in the desert? ?
A: The Bedouins have lived there since the 16th century.

5 Q: *What* did the nomadic tribes/clans do *in the summer months?*
A: They wandered great distances in large family units with their camels.

6 Q: Why was the camel suitable for the desert?
A: *It was suited because it could go without water for a long time.*

7 Q: What was camel's hide used for?
A: It was used to make leather goods.

8 Q: *What were* camels a sign of? ?
A: They were a sign of wealth.

Listening

4 21st 8 Listen to a conversation about camels. Write who mentions the facts, Fahad or Tariq.

1 A camel's coat keeps it cool in summer. Fadi
2 A camel's hump is made of fat. Tariq
3 Camels can kick in all directions. Tariq
4 Racing camels do not eat or drink before a race. Fadi
5 Camels have more eyelids and eyelashes than humans do. Fadi

Listening strategy

Before listening, read the questions carefully and underline key words. Then as you listen, write the initial of the person speaking so that you don't miss what the next speaker is saying.

Speaking

5 Discuss these questions in pairs, or small groups.

1 What other interesting facts do you know about camels?
2 Have you ever had a 'close encounter' with a camel?
3 What are the advantages and disadvantages of living like a Bedouin in the desert?

Speaking tip

Think about the questions and make short notes about what you are going to say before you speak. This way your conversation doesn't lose track of the questions you are discussing.

Lessons 7 **Practise and prepare**

Reading

1 Complete the paragraph with words from the box.

4	1	5	2	3
irrigation	heritage	wealth	nomadic	camel

Salem is very proud of his Bedouin _____[1]. His father and grandfather lived a _____[2] life, travelling across the desert, going from oasis to oasis with their camel train. The tribe was all-important but guests were always welcomed warmly. The food for the tribe came mainly from dates and _____[3] milk, and other small desert animals. Things changed when a system of _____[4] was introduced and the Bedouin no longer had to travel so far. Oil became a new source of _____[5] and many people's lives changed. However, Salem never forgets where he comes from.

Writing

2 Would you like to live a Bedouin's way of life? Why / Why not? Write a short paragraph. Think about:

- travelling in the heat
- places you would visit
- other members of your tribe
- what you would learn

Speaking

3 Think about historical sites in the UAE. Talk about what you like and dislike about these places. Which do you prefer. Does your partner agree or disagree?

I really enjoy the Al Fahidi Fort museum.

So, do I. I like the museum displays.

Self-assessment

1 Use the following words to write 3 sentences:

- camels: _____
- customs: _____
- endurance: _____

2 What is a federation?

_____

_____

_____

Lessons 8–9 Traditions and values

Use of English

1 Choose an abstract noun to complete the sentences. Remember to use *the* where necessary.

amusement traditions patience
endurance customs availability
resourcefulness

1 Every country has traditions which are passed down from one generation to another.
2 Customs are an important part of a culture.
3 The patience and skills tribal clans had helped them survive in the desert.
4 The availability of water plays a major role in the economic and social structure of the UAE.
5 Camel races are a source of amusement and fun.
6 The resilience and resourcefulness of the tribes enabled them to survive the challenging environment.

Use of English: Abstract nouns

An abstract noun is something you cannot touch or feel.

It can show a human quality: *endurance*

Or emotions and feelings: *pride* and *well-being*

We usually use abstract nouns without *the* or *a*:

Life in the desert required great endurance.

NOT

The life in the desert required the great endurance.

However, when you make an abstract noun specific rather than general, you need *the*:

The help each tribal member gave to other tribe members, beyond the immediate family, was a source of great pride and honour.

Language tip

Words share the same roots. You can make an adjective by adding a suffix to the root.

tradition is a noun → *traditional* is the adjective

economy → *economic*

value → *valuable*

Speaking

2 21st Look at the list below with your group. Discuss which you think has the most important value in your society.

- education
- friends
- family
- honesty
- responsibility
- happiness

I think that the traditions of a country are very important because they are unique to the people of a country.

I don't agree. I think that traditions aren't important because we live in a modern world.

3 In small groups, choose one of the topics from Activity 2 and make notes about it. Then share your list with the whole class. Does every one agree?

Reading

4 Read the text. Do you agree with the opinions of the young Emirati man?

Now the UAE is at a time when traditional and modern values are both coming together in our lives and it is important that we keep a balance. Personally, although I do wear jeans and other casual clothes, I also enjoy wearing the *kandoura*, the traditional dress for men. It somehow helps me to behave in a serious and respectful way, the way I was brought up. Respect for the family and for the elderly is something I believe in.

Modern life has brought with it some fascinating developments, like the Internet and international travel, but we must be careful not to get lost in all that and forget our past. A knowledge of English means that we can communicate with everyone all over the world, but Arabic ties us to our families and our history. We must try to bring together both worlds.



5 Read the text again and underline five abstract nouns and circle five adjectives.

traditional and modern values

6 Complete the sentences with words from the text.

1 The 20th and 21st centuries have seen huge developments in the way we live.
2 It is a good thing to have respect for other people, especially for family members.
3 The modern world is a fascinating place to live in.
4 Traditional values are often seen as the roots of family and society.
5 English helps you communicate with other people in most parts of the world.

7 Match the descriptions to the tenses in the Use of English box.

1 Use this for an action completed in the past. past simple
2 Use this tense for an action in progress in the past and continuing in the present. present perfect continuous
3 Use this tense for an action completed at some point in the past. present perfect simple

Use of English: Expressing the past – revision

You need to use the correct past tense when talking about the past.

Past simple

A tribesman from one group chanted the first verse and the other group replied.

Present perfect simple

Chanting has played an important social and cultural role in the UAE.

Present perfect continuous

Families and tribal leaders have been retelling their past history and passing down their traditions in this way for generations.

(1) New generations of writers and poets have emerged. Literature has also been taught in schools and universities over the years.

Lessons 10–11 **Modern literature and traditional poetry in the UAE**

Reading

1 Read the text. What developments have taken place in UAE literature since the last century?

2 Find the words in the text that have the following meanings.

emphasis 1 special importance given to something
expand 2 increase in size
academic 3 connected with higher education generally
merchant 4 someone who is involved in trade
individual 5 a person on his or her own
literary 6 having a connection with literature

Speaking

3 21st Discuss this question in pairs.

- Talk about famous poets in the UAE.

The traditional Arab world placed emphasis on poetry. However, in modern times, new generations of writers have started writing other forms of literature such as short stories, novels and plays. There are many reasons why this has happened.

Firstly, education in the UAE expanded and improved from the 1950s. More secondary schools and universities opened which meant that more students had an academic training. This encouraged an interest in writing and literature.

Secondly, some individuals or families helped students to follow a course of academic study by helping them financially. Sultan Al-Owais, a merchant and a poet, was the first of his family to help others in this way. Today, the Al-Owais Cultural Prize is a highly respected literary award.

The custom of visiting intellectuals travelling throughout the UAE started in the early 20th century. They encouraged and inspired others to follow their example. This tradition continues today, with the UAE regularly inviting authors and university professors to literary gatherings, seminars and book festivals.



Use of English: Qualifiers

Qualifiers are words that make a noun or adjective stronger stronger. For example:

Today the Al-Owais Cultural Prize is a highly respected literary award.

Can you find two more examples of qualifiers in the text?

many reasons/ more secondary schools/ regularly inviting

Paragraph 1 – the history of Al-Taghrooda poetry
Paragraph 2 – where and why chanting was used

Reading

4 Quickly read the text. What is Al-Taghrooda?

Reading strategy

The answer a question in a text is usually found in the topic sentence of each paragraph. The topic sentence is the first sentence in the paragraph.

For example: **What was the common belief about chanting poetry?**

The answer is in paragraph two:

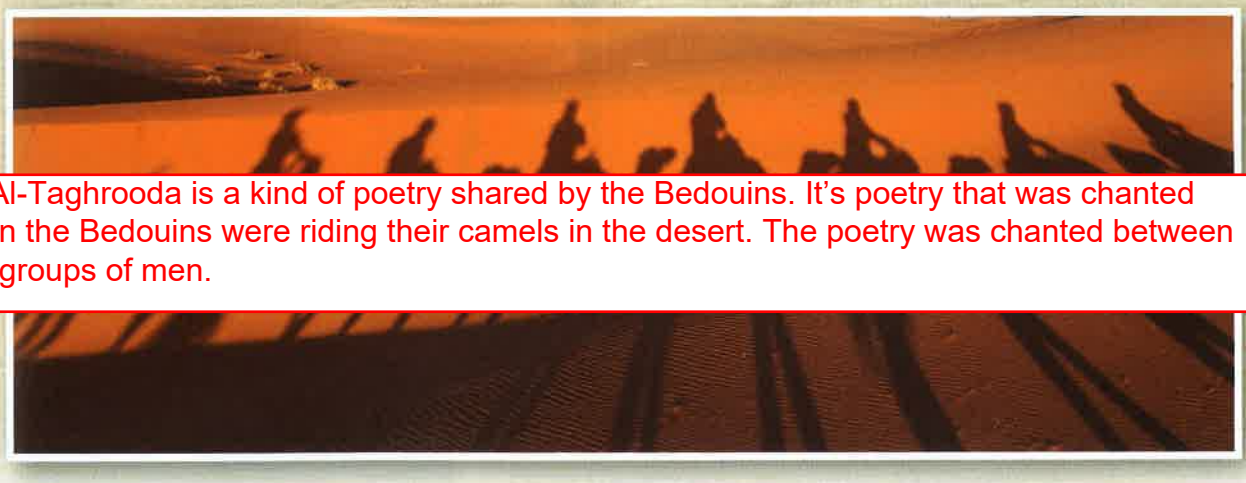
The Bedouins believed that chanting poetry was entertaining.

Al-Taghrooda

For centuries, the Bedouins have shared the tradition of chanting poetry known as Al-Taghrooda. The poetry was chanted between two groups of men when they rode on their camels in the desert. A tribesman from one group chanted the first verse and the other group replied. The poems had a few verses of seven lines or fewer. Families and tribal leaders have been retelling their past history and passing down their traditions in this way for generations.

The Bedouins believed that chanting poetry was entertaining and made the camels walk in time to the rhythm. They recited the poems around campfires. Women also chanted the poetry to each other when they worked together. They used the poetry as a way to send messages to family and friends. Sometimes, the Bedouins used the poetry to send messages to tribal chiefs or to settle disputes between people or tribes.

Al-Taghrooda has played an important social and cultural role in the UAE. Nowadays, people chant the poems at weddings and national festivities such as the Al Wathba Camel Race Festival.



(4) Al-Taghrooda is a kind of poetry shared by the Bedouins. It's poetry that was chanted when the Bedouins were riding their camels in the desert. The poetry was chanted between two groups of men.

5 Read the text and answer the questions.

1 What was the Bedouin tradition of chanting poetry called?
2 How long were the poems?
3 How were the poems chanted?
4 What did the Bedouins believe about the poetry?
5 Name two places where Al-Taghrooda poetry was chanted.
6 Name one thing the poetry was used for.
7 What role has Al-Taghrooda played in the UAE?
8 Where would you hear Al-Taghrooda nowadays?

(5) 1 Al-Taghrooda / 2 Seven lines or fewer
3 A tribesman from one group chanted the first verse and the other group replied.
4 It was entertaining and it made the camels walk in time to the rhythm.
5 In the desert and around the campfires. / 6 It was used for re-telling history and traditions. It was used to send messages to loved ones, family and friends. It was used to settle disputes between people or tribes. / 7 An important social and cultural role.
8 At weddings and national festivities such as the Al Wathba Camel Race Festival.

Lessons 12–13 **Nabati poetry**

Reading

Nabati is the people's poetry.; It's based on personal experiences.; The poems were the only record of events.

1 Read the text. What is special about Nabati poetry?

Nabati poetry, also known as 'Bedouin poetry' and 'the people's poetry', goes back as far as the 16th century.

The poems are based on personal experience and the reality of everyday life.

Nabati poems are spoken and have been passed down in this way through generations.

The poetry is a cultural tradition which is unique to the Gulf Area. During certain historical periods, the Nabati poems were the only record of events.

The style of the poetry is simple and direct, and has a strong dialect which is a little different from classical Arabic.

HH Sheik Mohammed bin Rashid Al Maktoum began composing Nabati poetry as a young boy, and his love of Nabati poetry continues today. Through his greatly admired poetry, he has been able to promote the cultural heritage of the UAE. Nabati poetry is very popular and competitions are held annually, offering large prizes to the best poets.



Did you know?

Did you know that more than 206 million people all over the world speak the Arabic language?

2 Read the text and complete the sentences.

1 Nabati poetry is also known as _____ .
2 The poems are based on _____ .
3 Nabati poems have been passed down through generations because they _____ .
4 Nabati poetry was important in certain periods of history because _____ .
5 HH Sheik Mohammed bin Rashid Al Maktoum _____ .

1 'Bedouin poetry' and 'the people's poetry'. / 2 personal experience and the reality of everyday life.
3 are a cultural tradition. / 4 the poems were the only record of events.
5 began composing Nabati poetry as a young boy.

Listening 9

It's about the UAE and what makes it the happiest nation on Earth.

3 1st Listen to the Nabati poem by HH Sheik Mohammed bin Rashid Al Maktoum. What is the poem about? Underline the words that rhyme.

Reading

4 Write three pairs of rhyming words.

prime time

thrive revive

strain pain

5 Write your own poem about the UAE. Try to use some rhyming words.

Vocabulary

nation: land or kingdom
prime: time of greatest fortune
blessed: enjoying good fortune
dignity: pride
admonished: criticised
obstacle: difficulty
justice: fairness
illusions: false dreams
compassionate: caring
duty: responsibility
prosperous: successful

Happiest Nation

Our people are happy and in their prime,
Since the days of Zayed till the end of time.

Blessed with honor and dignity they thrive,
Admonished by none, they lead a joyous revive.

While some struggle with obstacles and strain,
Our people are sheltered from agony and pain.

Their children wrapped in peace, they do not fear,
For their wishes and desires, they need not shed a tear.

They live in justice, their dreams fulfilled,
Not chasing illusions, their visions instilled.

Led by Khalifa, compassionate and fair,
Wishes are realised, demands met with care.

Upon hearing what was said, we rejoiced with joy,
That our people are the happiest, be it man or boy.

Fulfilling our duty is a passion we prize,
And every day, an opportunity does rise.

From friends and foes alike, a true confession,
The fruits of our labour leave a lasting impression.

May our land remain prosperous forever more,
While people live happiest embraced in its core.

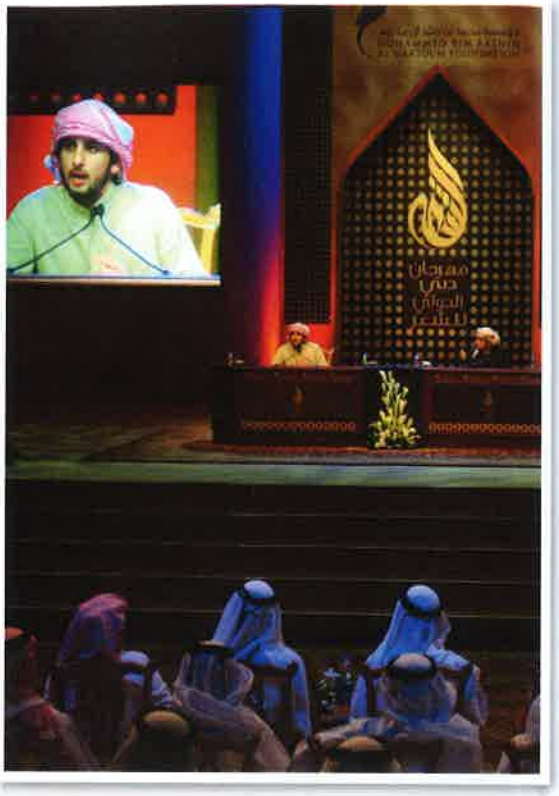
By HH Sheik Mohammed

Lessons 14 **Practise and prepare**

Reading

1 Read the text and choose the correct word.

desert history past leader camel



Traditionally, Nabati poetry has some important themes which the poets use. There is the feeling of pride in the family or the tribe and also praise for their leader [1]. Good advice is also valued very highly, sometimes even more than a camel [2]! The Nabati poet can give advice to his people and his readers through what he has learned about life himself. Nabati poets love the natural environment: the desert [3], the oasis. Their description of these places is so detailed that the listener or reader can imagine everything very clearly. Finally, Nabati poems are often narrative poems: they tell a story but they also teach us a lot about history [4] and important events in the past [5].

Speaking

2 Think about Nabati poetry in general.

- What topics can you talk about?
- What emotions can you express through it?

Personal experience and the reality of everyday life.

Self-assessment

What do these words mean? In pairs, explain the meaning of the words and try to use them in a sentence.

- chant
- dialect
- prosperous
- literature

Writing

3 Complete the sentences with the correct form of the verbs. Use the past simple or the present perfect.

1 Naguib Mahfouz was a well-known writer. He wrote (*write*) many short stories, novels, plays and film scripts.

2 Have you visited (*visit*) the Qatarra oasis? It's a very interesting historical site.

3 Last summer, we met (*meet*) some Bedouins who talked to us about the history of their tribe.

4 The university has invited (*invite*) some famous authors to come and speak to the students.

5 Slowly, the day became (*become*) cooler and we decided to go home.

Lesson 15 **Review**

1 Complete the definitions with the correct word.

academic cultivate fort
hide oyster pearl tribe

1 a group of people related to each other and who have the same customs and beliefs tribe
2 a type of shellfish oyster
3 the skin or coat of an animal such as a camel hide
4 an old building that looks a bit like a castle fort
5 connected with education in some way academic
6 grow plants or trees on the land cultivate
7 something valuable that is often made into a necklace pearl

2 Write the word you think fits best in each sentence.

happiness honesty knowledge
quality resilience speed

1 The Bedouins are well-known for their resilience in the desert and their ability to live under difficult conditions.
2 If you believe in honesty, that means you won't try to trick or cheat anyone.
3 Happiness is something that people all over the world are looking for in their lives.
4 The camel's speed is something that is quite surprising to many people, seeing that it is such a large animal.
5 How much you can sell a pearl for depends on its quality.
6 Reading and studying help to increase our knowledge of the world.

Use of English

3 Complete the text using the correct form of the words given.

Camel-racing is part of the cultural [1] (*culture*) heritage of the UAE and it has always been a popular sport. However, the importance of the sport has increased over the last three decades, mainly because of the interest in preserving the traditional [2] (*tradition*) culture and interests. In the past, camel-racing usually took place during particular festivities or celebrations that formed part of the nomadic [3] (*nomad*) life. Now, it is a highly organised activity, where everything that is needed for the camel is provided: training, feeding and medical [4] (*medicine*) care. Still, the camel owners are all extremely proud of their camels and they look after them as well as they can. They are valuable [5] (*value*) and important animals!

4 Imagine you are in the desert on a school trip. What would you see and do?

- see camels
- race ...
- visit ...
- eat ...

Now write an email to your friends in another country, describing your trip.

Lessons 16–17 **Literacy project**

Preparation 21st

1 **Read the text and then answer the questions.**

It was all a mass of blinding white, from the tower, and blue, from the sea. Tariq felt in a daze as he walked around the fort. Everything was bright, shining, but he was sad. His mother was ill and he could not shake off that worry. He didn't know what to do, but he hoped the doctors at the hospital could cure her.

'I have prayed, I have done everything I can to help her. Now we can only wait,' he said to himself as he wandered around the old fort of Qasr al-Hosn. Somehow, he wanted to find help and inspiration from this place that was so beautiful.

Suddenly, the heat and sun got too much for Tariq and he went to sit in a shady spot. Tomorrow was the festival and many people would come to visit the fort. It was an opportunity to go back into the past and experience what things were like before … before the illness. Perhaps hope would come from that – and a cure. Suddenly, Tariq felt more positive and he got up and wandered over to look at the endless blue sea stretching to the horizon.

1 Where is the text set? It's set on the fort of Qasr al-Hosn.
2 What type of text is it? It's a narrative/fiction text/story.
3 Who are the main characters? Tariq and his mother.
4 What is special about the scene?
5 What has happened before this scene? Tariq was with his sick mother, praying.
6 What was happening at the same time as the story? Tariq's mother was lying in a hospital bed trying to get better.
7 What do you think will happen next? Tariq will go back to the hospital and find that his mother is feeling better.

2 **Your project will be to find ONE more piece of writing that is about the same place as the one in the text in Activity 1.**

Group A

You should find:

- an extract from a tourist brochure or a travel website about this place.

Group B

You should find:

- a factual description of this place, perhaps from an academic book or a reference book (encyclopedia, online website, etc.).

3 **Write your findings so that you can present them as part of your literacy project to the rest of the class.**

During your presentation you should:

- Give a short introduction to your project, saying what place the texts are about and where you found the other source.
- Read out the two different extracts of writing.
- Give a short comparison of the two different styles of writing.

4- Tariq is on his own wandering around the old fort looking for inspiration despite his problems.

Presentation 21st

4 With your group, decide how you are going to present the two texts. You could present them on:

- A4 paper
- a poster
- a leaflet
- Power Point
- a video.

5 Take turns to read the two extracts that you have found to the rest of the class. Then place your extracts on a desk where the other learners can come and have a look.

Vocabulary

questionnaire: a series of questions asked on a certain subject

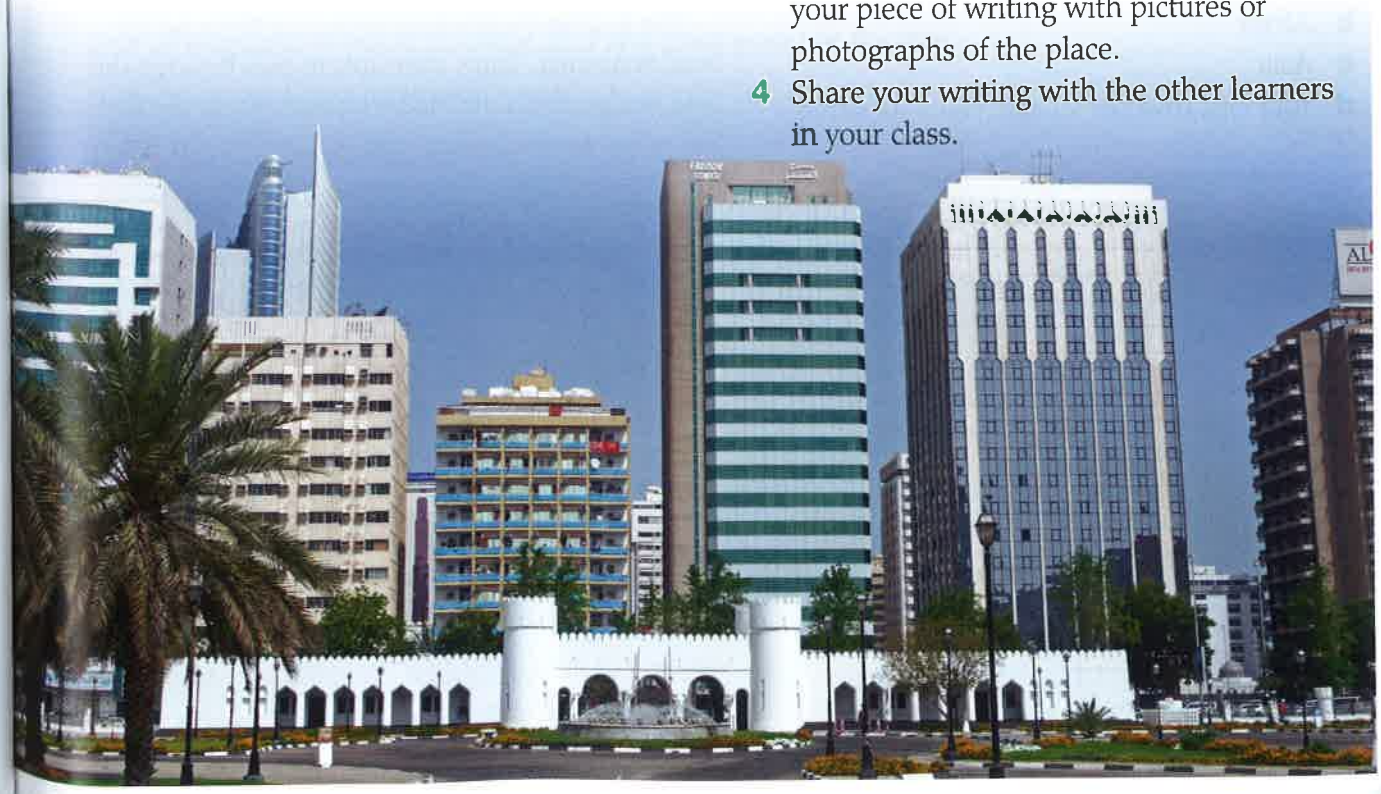
6 In groups, choose a presentation you liked and answer this questionnaire.

Questionnaire

1 What differences do you notice between the texts?
2 What are the features of fiction-writing?
3 What are the features of non-fiction writing?
4 Does it matter if you don't understand every word in a fiction text?
5 How important is factual information when you are visiting a place for the first time?

7 Follow-up

1 Choose a place in your country that you would like to write about.
2 Decide what type of writing you would like to do: fiction or non-fiction.
3 Write a short text based on the place you have chosen. You can also illustrate your piece of writing with pictures or photographs of the place.
4 Share your writing with the other learners in your class.



Unit 4 The Arabian Gulf



- **Topics** The Arabian Gulf; the Incense Trade Route
- **Use of English** Participles used as adjectives; *so* and *such* to add emphasis; past simple, past continuous, present simple passive, past simple passive; idioms

Lessons 1–2 The Middle East

- What do you know about the Arabian Peninsula?

Reading

1 Read the text about the Arabian Peninsula. Why is its position important?

2 Use the text to locate the different seas on the map.

a Red Sea
b Arabian Sea
c Arabian Gulf
d Mediterranean Sea

3 Locate and add the following places on the map.

a The UAE
b Africa
c Asia
d Your city, town or village. Write its name.

The Arabian Peninsula is located between African and Asia and is surrounded by water on three sides. To the west is the Red Sea, the Arabian Gulf is to the east and the Arabian Sea (which is part of the Indian Ocean) to the south. To the north there is land, with the countries of Iraq and Jordan.

Three quarters of the Arabian Peninsula is desert, which is mostly arid. Along the coast and towards the south there are fertile areas where you can grow crops. If you look at the map, you can see that the Arabian Peninsula has a very important position because it lies between Africa and Asia, and not far from Europe.

The Arabian Peninsula is joined to Africa by the Sinai Peninsula. Ships were able to pass through this land bridge, from the Mediterranean Sea to the Red Sea, when the Suez Canal was opened here in 1869.



(1) Its position is important because it lies between the continents of Africa and Asia and is also close to Europe.

Listening 10

4 Listen and choose the correct word /number.

The Incense Trade Route

1 The Incense Trade Route has existed since the *7th / 17th century BCE*.
2 Arab merchants used the Trade Route to transport incense from *India / Southern Arabia*.
3 The Silk Road made its way across *Baghdad / Asia*.
4 Over *3000 / 30 000 tonnes* of incense each year was carried along the Incense Route.
5 The journey along the Incense Trade Route took *62 / 26 days*.
6 The Arabs travelling along the Incense Route and Silk Road were protected by the Nabataea *tribe / clan*.

Reading

5 Now listen again and answer the questions.

1 How long has an Incense Trade Route existed?
2 Who used this trade route and why?
3 What valuable goods were transported along this route?
4 What was silk traded for?
5 How many days did it take to make the journey along the Incense Trade Route?

Use of English: Present passive and the past passive review

Subject + *to be* + past participle

Present passive

Camels are used to cross the desert.

Past passive

It was used by Arab merchants.

It was used by Arab merchants; ebony, silk cloth were also traded; Damascus and Baghdad were used to sell; It was used by Government officials; the silk was traded for carpets; tonnes of incense each year was carried along ; luxury goods were brought; the Incense Route and Silk Road were protected by the Nabataea

Read the text in Activity 4 again. Find more examples of the present and past passive.

Speaking

6 Imagine you are part of a caravan travelling along the Incense Trade Route. Talk about your journey.

- What are you taking with you on the journey?
- What goods are you trading?
- Which cities are you going to travel through?

(5) 1 There has been an Incense Trade Route in the Arabian Peninsula since the start of the 7th century BCE.; 2 It was used by Arab merchants to transport Arabian incense from Southern Arabia and spices and cloth from India.; 3 Precious stones, pearls, ebony, silk and cloth were also traded along this route.; 4 It was traded for carpets, spices, Indian cloth and other goods.; 5 The journey along the Incense Trade Route took 62 days.

Lessons 3–4 **Frankincense and myrrh**

Reading

1 Why was incense so important that it made the Arabs very wealthy? Read and find out.

Reading strategy

To find an answer to a question, it is not necessary to read the passage carefully, but just to skim through it. Do not worry about words you might not understand at this stage.

Frankincense and myrrh come from the same plant family, which grows in dry climates such as in India, Oman, Ethiopia, Somalia, Yemen and Saudi Arabia. Frankincense is a small shrub-like tree whereas myrrh is a taller tree. Their resin has been used for medical purposes for over 5000 years.

The Arabs used these sweet-smelling products for many purposes including:

- healing wounds and protecting against infection
- curing skin diseases such as eczema
- soothing cracked and chapped skin and scars
- used in gum to freshen breath
- relieving stomach aches
- helping prevent fever, food poisoning, breathing problems, coughs and colds
- as an anti-septic.





Today, frankincense and myrrh are used in many skin creams, in toothpaste and other cosmetic products.

In a few words, Arab ancestors had realised the importance of this product and, through their trade, were able to help heal the world. Their contribution to the world is so important that many documentaries have been made about this interesting, and valuable, route.

Writing

2 Write five true statements about frankincense and myrrh.

Speaking

3 List Work in groups. Use the Internet to find other herbs and spices that were traditionally used in the UAE. Discuss what they were used for.

(1) It made the Arabs wealthy because it had lots of very important medical uses such as: healing wounds and protecting against infection; curing skin diseases such as eczema; soothing cracked and chapped skin and scars; used in gum to freshen breath; relieving stomach aches; helping prevent fever, food poisoning, breathing problems, coughs and cold; as an antiseptic

To heal: to become healthy or well again; to make someone healthy or well again;
To cure: to stop the symptoms of a specific disease or illness; To soothe: to reduce or stop pain and discomfort, especially of the skin or throat;

Vocabulary

4 Read the words in the box below. Do you remember the difference between them? Complete the sentences with the words in the correct form.

To relieve: to reduce or remove pain in the body

heal cure soothe relieve

1 My mum gave me some medicine to *relieve* the terrible headache I had.
2 I cut my finger yesterday and have put some cream on it so it can heal .
3 After two months of therapy, the doctor managed to cure his patient's serious illness.
4 Drink some warm tea with honey to soothe your sore throat.

Did you know?

Did you know that incense was also used to make perfume? This is one reason why it became so valuable and why some kings in the ancient world made temples to protect incense from thieves.



Writing

5 Read the following notes and use them to write a short story about incense and perfume.

- Incense makes perfume.
- How is perfume made?
- Used by kings and queens.
- A king's treasure.
- Expensive to import.
- Kings tried to grow their own.
- Their crops failed.
- Arab crop growers became wealthy.

Lessons 5–6 Do you know your geography?

Speaking

1 21st How well do you know your geography? Work in groups and check your answers.

Quiz Do you know your geography?

1 Which of these are continents?

a Africa	b China
c Australia	d the USA
e Europe	f North America
g Egypt	h South America
i Asia	j Antarctica

2 What is the equator?

a A real line that divides the earth into two equal parts, north and south.
b An imaginary line that divides the earth into two equal hemispheres, the northern and southern hemispheres.

3 How many hemispheres is the world divided into?

a 2 b 4

4 Are the following oceans or seas?

a Pacific
b Indian
c Atlantic
d Arctic
e Antarctic



Reading

2 Read Part 1 of the following story and underline the verbs in the past simple. Circle the words in the past continuous.

3 Read Part 2 of the story and put the verbs in simple past or past continuous tense.

Use of English

When writing a story, we use the simple past and the past continuous.

One day, Joha was riding on his donkey on the way to market while his son walked beside them.

Part 1

One day, Joha was riding on his donkey on the way to market while his son walked beside them. When the father and son passed a small group of people, the people criticised Joha for riding the donkey while his son walked beside him. When Joha heard the criticism, he climbed down and lifted his son up onto the donkey.

Further down the road, Joha passed a small group of women. When the women saw Joha, they were shocked. They asked why he was walking while his son rode the donkey. So Joha climbed on the donkey's back with his son and they continued on their journey.



Part 2

It was late in the afternoon. The sun was shining (*shine*)[1] high up in the sky and it was very hot but Joha and his son continued (*continue*)[2] on their journey towards the market. The donkey was moving (*move*)[3] very slowly because of the weight of the father and the son. When they arrived (*arrive*)[4] outside the town, the people pointed with disapproval when they saw Joha and his son both sitting on the back of the little donkey. 'Why are you both riding such a small donkey?' they cried out to Joha. 'Can't you see that you are too heavy and your donkey cannot support your weight?' Joha decided (*decide*)[5] that he and his son should walk beside the donkey so nobody could say anything to them again.

So Joha and his son climbed (*climb*)[6] down from the donkey and walked (*walk*)[7] towards the marketplace. But when Joha and his son arrived (*arrive*)[8] at the marketplace, many people laughed (*laugh*)[9] and criticised (*criticise*)[10] them for walking next to, instead of riding, the donkey.

Speaking

4 Choose the best ending and explain why.

a Joha realised that pleasing everyone is difficult and it is best for each person to decide how to live his own life.

b Joha realised that people should only ride donkeys in certain parts of a country.

Did you know?

The folktale is an ancient form of storytelling that was, and is, still passed on by adults to help teach their children learn. What do folktales usually teach us?

Lesson 7 Practise and prepare

Vocabulary

1 Match the definitions with the words.

1 very dry, no water c
2 able to grow plants d
3 a person who buys and sell f
4 not safe e
5 of great value b
6 join a

a connect
b precious
c arid
d fertile
e dangerous
f merchant

2 Complete the paragraph with the words from Activity 1.

The wealthy Arab merchant[1] travelled far and wide to make his fortune. The precious[2] stones and cloth that he traded made him very wealthy. He would make his way along dangerous[3] routes and the canal which helped connect[4] the East and West. The arid[5] desert would tire him but even so, he still loved his land. His rich home was surrounded by fertile[6] gardens that helped him forget how tired he was after his journeys.

Use of English

3 Tick the sentences that are in the passive voice.

1 The perfume was made with frankincense and myrrh. ✓
2 Mum made the cake with fresh eggs and butter.
3 He used some cold cream to soothe his wound.
4 Silk is used to make clothes in India. ✓
5 The class was taken on a trip to the museum. ✓
6 The students take the bus to school every morning.

Speaking

4 Do you know your gegraphy? In teams, have a quiz using words from Lessons 1-6.

continent

North America, Europe, Australia.

Writing

5 Imagine you are an Arab merchant travelling along the Incense Trade Route. Write a paragraph about your journey. Think about:

- the dangers
- what you are trading
- the cities you travel through
- how you feel as you travel.

Self-assessment

1 Make sentences with the following words:

heal: _____

cure: _____

soothe: _____

2 Write three things the Arabs traded:

_____

3 Name three continents and three seas.

_____

Lessons 8–9 **A traditional Arab folktale:** ***The Clever Merchant***

- Do you know any folktales?
  Do you enjoy them? Why/Why not?

Reading

Zahir is the son of a wealthy merchant and Ziad is his friend.
Zahir's father wants to test Ziad's loyalty.

1 **Look at the pictures below. What do you think this folktale is about?**

There was once a merchant whose business was so successful that he had enough money to have an amazing palace built. Even if he felt he had learned a lot about society through his travels and work, he still thought that finding loyal friends were the most difficult things to do in life.

The merchant had an only son, named Zahir, who he loved very much. He wanted his son to have a good education and employed tutors to teach him reading, writing, Arithmetic and History, Geography and literature. The merchant gave his son almost everything, especially since Zahir was such an honest and trusting boy.

Zahir spent most of his time with a young boy his own age, called Ziad. The two boys were always together but Zahir knew so little about his friend that his father warned him to be careful. The merchant also told his son that Ziad would have to prove himself if he wanted to be considered a loyal friend. Zahir was disappointed that his father doubted his friend's loyalty.

One day, the merchant decided to make a long journey to a distant land. He made plans to lock all his money and precious jewels in a large chest and to leave it in a safe place until his return.

'I'm thinking of going on another trip and I would like you to come with me, he said to Zahir. It will be such an exciting opportunity for you to learn about the world and the interesting countries and cultures in it. What do you think?'

Zahir was so thrilled at the idea that he told his father that he had always wanted to accompany him on one of his adventures.

Then the merchant said, 'There is something on my mind, son. I am worried about the money and jewels in this chest. Where can we put it all for safekeeping until we get back?'

Zahir's father thought for a moment and then added, 'I know. Why don't we ask your good friend Ziad to look after the box for us while we're away?'



Speaking

2 21st What do you think this folktale will teach us?

Listening 11

- How do you think the story ends? Discuss with your partner.

3 Listen to the ending of the story. Is it similar to how you thought the story would end in Activity 2?

4 Listen again and answer the questions.

1 How did Zahir feel about his father's suggestion?
2 What did they tell Ziad that the chest contained?
3 Why did the merchant want to return home?
4 What did the merchant ask Zahir to do as soon as they arrived home?
5 Why was Zahir angry and upset?
6 Why had the merchant put sand and rocks in the chest?
7 What did Zahir realise?
8 Why was the merchant clever? Think back to the beginning of the story.

Listening strategy

As you listen, underline the key words in the question. Then note down words from the recording that will help you answer the question. Look at the following question:

How did Zahir feel about his father's suggestion?

The key words you should be listening for are ones that are associated with feelings. For example, *happy, sad, disappointed, pleased, excited.*

1 Zahir felt very pleased with his father's suggestion.;
2 They told Ziad that it contained money and precious stones.;
3 The merchant wanted to return home to resume his work and for Zahir to continue with his studies.;
4 The merchant asked Zahir to go to Ziad's house and bring back the chest.;
5 Zahir was angry and upset because he had found that the chest was full of sand and rocks.;
6 The merchant had put sand and rocks in the chest because he didn't trust Ziad with his money and precious stones and he wanted to test him.;
7 Zahir realised that his father had wanted him to learn a lesson about friendship and trust.;
8 The merchant was clever because he knew that loyal friends are very difficult to find and that Ziad should prove himself as a loyal and honest friend.

Speaking tip

When you are answering questions, remember to gives reasons for your answers.

Zahir felt disappointed about his father's suggestion because he wanted his father to trust Ziad.

Speaking

5 21st Which ending to the story did you like best, yours or the original story? Why?

I think my ending to the story was better because Zahir and Ziad became closer as friends.

I liked the original story because it proved how clever the merchant really was.

Lessons 10–11 Using adjectives and participles

Speaking

1 Look at the different parts of speech below. Which one is used to make a sentence more interesting? Then, in one minute, write as many sentences with an adjective as you can.

- noun
- adjective
- verb

Language tip

We use adjectives to make our sentences more interesting. Adjectives can be positive or negative.

Look at the sentences below. Circle the adjectives. Are they positive or negative?

- Zahir was thrilled to be invited on the trip.
- The exams were so difficult that I may have failed.
- The film was so boring that we switched channels.
- Our Science lessons are interesting because our lab is amazing.

Vocabulary

2 How many positive and negative adjectives can you find in *The Clever Merchant*? Write the adjectives in a table like this.

Positive	Negative
wealthy *clever* loyal amazing *great* exotic successful; honest; trusting precious; safe; exciting; interesting	*difficult* disappointed worried

Reading

3 Read the text about Saudi Arabia. Underline the adjectives.

So far we have seen that Saudi Arabia is a country rich in history, with many different geographical features and interesting folk tales. But there's more to Saudi Arabia than you might know. Read these amazing facts.

- Saudi Arabia has the largest and most fascinating oasis in the world – the Al-Hasa oasis.
- Saudi Arabia is a wealthy country because it has more oil than any other country in the world.
- A dangerous sport, sidewalk skiing, was invented in Saudi Arabia. It is now a popular activity all over the world.
- Saudi Arabia's banking system is the most advanced in the world.



4 What do you think about the facts in Activity 3? Discuss with your partner.

The fact about the oasis is amazing because Arabia has so many deserts.

Reading

A favourite Arabic past time is drinking coffee.

- Have you ever drunk coffee? How did it make you feel?

5 Read this text about coffee. What title would you give it?



Arabic coffee is enjoyed by people all over the world. Where in Arabia it was first discovered, is something that still remains a mystery. However, many think that Kaldi's tale has solved this mystery.

One day, Kaldi was overseeing his flock of goats. He became a little worried when he saw some of his goats were very energetic despite the heat. Looking closer, he saw that the goats were chewing a red berry.

Kalid thought the berry was fascinating because he had never seen it before, so he decided to chew it as well. He too felt energetic and thought it was surprising that such a small berry could do that.

Quickly he picked some beans and took them to a holy person he knew. The holy person didn't find the berries interesting and threw them into the fire. Kalid was disappointed and got up to leave.

Then a nice aroma started to come from the fire. The holy person was surprised to see the berries had become beans and quickly took them out of the fire. He put them in a pot to boil. Kalid and the holy person drank the hot brew which was comforting.

And so, as the tale implies, Arabic coffee was born.

Use of English: Participles used as adjectives

We can use present participles and past participles as adjectives to make a sentence more interesting.

It's important to know the difference. We use the participle *-ed* to describe how we are feeling and the participle *-ing* to describe something.

Zahir was thrilled at the idea of the journey.

It would be a thrilling experience.

Speaking

6 Using the words below, test your partner. Do they know their participles? Add more words if you can.

worry amaze encourage disturb worry frighten surprise

worried, worrying; amazed, amazing; encouraged, encouraging; disturbed, disturbing; frightened, frightening; surprised, surprising

How many more examples can you find in the text?

Kaldi was fascinated by the red berry.

Kaldi and the holy person drank the hot brew which was comforting.



Examples in the text: enjoyed, worried, energetic, fascinating, surprising, interesting, disappointed, surprised, comforting.

Lessons 12–13 What is a folktale?

Speaking



1 Discuss in a group.

1 *The Clever Merchant* is a folktale. What other folktales do you know? Make a list.
2 Choose one folktale you all like. In what ways is it similar to *The Clever Merchant*? In what ways is it different?

Did you know?

Some folktales such as the Clever Merchant are so popular that they have spread around the world from one culture to another. Most, like Joha and his donkey, have been around for such a long time that their authors are unknown.

2 What are the features of a folktale? Discuss and choose the correct descriptions.

1 a It takes place in the future.
b It takes place in the present.
c It takes place in the past (but doesn't say exactly when).
2 a It has a few simple characters.
b It has lots of characters.
c The characters are always animals.
3 a It has lots of adventure and excitement.
b It has a mystery which the reader has to solve.
c It has a simple story, but has a clever or surprising idea.
4 a It will amuse and entertain you.
b It will amuse and teach you something.
c It will frighten or excite you.

3 Work with a partner. Choose one folktale you both know and prepare to tell it to someone else.

4 Work in a group. Tell your folktales.

5 Use *so* and *such* (*a*/*an*) to complete this text about the Arabian desert.

The Arabian desert is one of nature's most beautiful gifts. But did you know that:

- The desert is such a hot place that it is difficult to live there.
- Rub'Al-Khali is __so__ big that it takes the record as the largest body of sand in the world.
- The desert is __so__ dry that some parts only get 100 milimetres of water a year.
- The Sahara is __such a__ big desert that it actually joins the Arabian desert.
- The desert has __such a__ large number of natural resources like natural gas and oil that it makes the UAE one of the wealthiest places in the world.
- Despite the hot and dry climate, __so__ many people still hunt there that many animals are in danger.
- The desert is __so__ vast that it has five different country borders.

Use of English: *so* and *such*

We use *so* and *such* to add emphasis:

so adjective *He was so thrilled at the idea.*

such (+ adjective) + noun *The desert is such a hot place that it is difficult to live there.*

Both can be followed by a clause beginning with *that*:

The merchant was so successful that he had a palace built for himself.

Ziad was such a good friend that the two boys were always together.

Remember to use a /an before singular countable nouns: *such a beautiful palace, such an exciting opportunity.*

You can also add emphasis to adverbs by using *so*:

The merchant worked so hard that he became very rich.

6 Imagine you are visiting the empty Quarter. Write three sentences about your trip using *so* and *such* (*a*/*an*).

It was so hot that I nearly fainted.

Speaking

7 Complete the sentences with your partner.

1 I was so tired yesterday …
2 It was such a hot day …
3 I am so busy these days …
4 It was such cold weather …
5 There were so many people at …
6 It was such a fascinating book …

I was so tired yesterday that I feel asleep on the sofa.



Lesson 14 Practise and prepare

Reading

1 Read the descriptions. Are they positive (P) or negative (N)?

1 The journey along the Incense Road was difficult because of the sandstorms. The thieves also made it dangerous. The journey was long and tiring as well. N

2 My father is a clever and interesting person. He knows a great deal about computers and science. He is also very hard-working and honest. I want to be like him when I'm an adult. P

3 The new shop owner is a very successful businessman. He sells beautiful pieces of furniture at very good prices. If you feel disappointed with any of his goods, you can take them back and he will give you your money back without asking any questions. P

4 I was disappointed with my History results. The exam was hard and too long. I didn't have time to complete it all. I was doubtful about passing it from the start. N

Writing

2 21st Complete the first part of this diary of a journey using the correct tense: past simple, past perfect or past continuous. Complete the second part of the story with your own ideas.

Day 1

We set [1] (*set*) sail at last, yesterday! As we were leaving [2] (*leave*) the harbour, the sun came [3] (*come*) out from behind the clouds. The wind was light and the sea was calm.

This afternoon, while I was reading [4] (*read*) in the cabin, my brother suddenly shouted [5] (*shout*), 'Come quickly! Dolphins!' But I was [6] (*be*) too late. I ran up to the deck but the dolphins had disappeared [7] (*disappear*) under the waves before I got there. We had [8] (*have*) our first day at sea today and it was wonderful. What will tomorrow bring!

Day 2

There was a big storm this morning.

Self-assessment

1 Look at the descriptions in Activity 1. Underline the positive adjectives. Circle the negative adjectives.

2 Write sentences with the following words.

1 disappointed: _____

disappointing: _____

2 worried: _____

worrying: _____

Lesson 15 An Aesop Tale

Reading

- In Greece there are many tales that were written by Aesop. Are there any famous Arabian tales you know of?

1 Read Aesop's tale of *The Boy Who Cried Wolf*. What is the moral behind the story?

The moral of the story is that if you say something untrue too often, when the time comes when it really is true, no one will believe you.

There once was a shepherd boy who would often become bored while he looked after his sheep. To amuse himself, he would call out, 'Wolf! Wolf!' even if there was no wolf near him.

The villagers, knowing how dangerous a wolf could be, would stop what they were doing and run to save the sheep and the boy. However, when they arrived, the boy would just laugh. The naughty boy played this joke over and over until the villagers became tired of him.

One day while the boy was watching the sheep, a wolf did appear. The boy cried and cried, 'Wolf! Wolf!' but no-one came to his rescue.

The wolf had a delicious meal of sheep that day.

Did you know?

An idiom is a set of words which have a different meaning to the literal meanings of each word.

For example, the idiom *eat my hat* means *to be surprised* and not that a person will actually eat their hat.

If Manchester win the game tonight, I'll eat my hat.

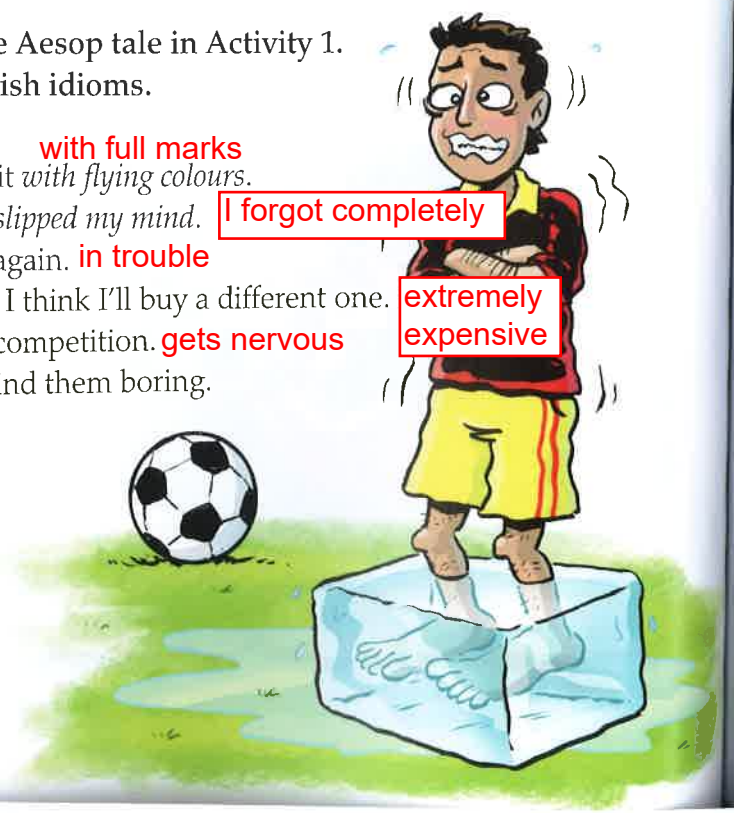
Do you know any Arabic idioms?

Speaking

2 The idiom 'Don't cry wolf' comes from the Aesop tale in Activity 1. Look at these sentences that contain English idioms. Can you explain the idioms?

1 The Science test was *a piece of cake*. I passed it *with flying colours*. very easy / with full marks
2 I didn't study for our English test because it *slipped my mind*. I forgot completely
3 The assistant was *in hot water* for being late again. in trouble
4 This new smart phone *costs an arm and a leg*. I think I'll buy a different one. extremely expensive
5 Hamid always *gets cold feet* before a football competition. gets nervous
6 Fadi *gets a kick out of* computer games but I find them boring. really enjoys doing this activity

3 Look at the idioms in Activity 2. Are there similar ones in your language?



Lesson 16 **Review**

1 Complete the text using the words in the box.

4 1 6 2
caravans existed dangerous incense
spices and cloth merchants
3 5

Trade from South Arabia to the Mediterranean _____ [1] from the start of the 7th century BCE. The Incense Route was used by Arab merchants to transport Arabian _____ [2] from Arabia and _____ [3] from India. Other valuable goods such as precious stones, pearls, ebony and silk were also traded along this route.

The Arab merchants travelled in _____ [4] across the desert in groups. The Silk Road was another ancient trade route that connected to the Incense Trade Route. Through this route, Arab _____ [5] took the Chinese silk to Damascus.

The journey along the Incense Trade Route took 62 days. It was a _____ [6] journey. Cities along the Incense Trade Route became very wealthy. In the Arabian Gulf, the largest and richest of them all was Mecca.

2 Read the sentences and decide if they are positive (P) or negative (N).

1 Eyad is very good at Maths. P
2 We have an amazing history teacher. P
3 I was disappointed with my test results. N
4 My best friend is very loyal. P
5 It's doubtful whether he will be at the ceremony. N
6 The UAE is considered to be very safe. P

Use of English

3 Complete the sentences with the correct participle.

1 I have an amazing sister who can do almost anything. (*amaze*)
2 I was _____ to find out that my best friend had told everyone our secret. (*disappoint*) disappointed
3 Our trip to Dubai was exciting (*excite*)
4 I felt _____ of the storm. (*frighten*) frightened
5 Sitting by the fire during winter is very relaxing (*relax*)
6 Mother was tired after cooking all day. (*tire*)

4 Correct the sentences.

1 It was so cold a day today.
It was such a cold day today.
2 I know such little about computers.
I know so little about computers.
3 I was such unhappy when my cousins left.
I was so unhappy when my cousins left.
4 Hamid is so a clever boy.
Hamid is such a clever boy.
5 We are so good friends.
We are such good friends.
6 It's so an amazing palace.
It's such an amazing place.

5 Write the verbs in the simple past or past continuous.

1 Tariq came (*come*) second in the competition.
2 Fadi and John were playing (*play*) tennis when they heard (*hear*) the loud noise.
3 The wind was blowing (*blow*) so hard that my hat flew (*fly*) up in the air.
4 Manal called (*call*) her mum to tell her she would be late.
5 The old man was walking (*walk*) along the road when he slipped (*slip*) and fell.

Lessons 17–18 **Project: Creative writing**

Preparation

- You are going to write a story about an adventure you have had.

1 When writing a story, the first thing you should do is write a plan. Complete this plan to help you.

Paragraph 1
When:
Where:
Who:

Paragraph 2
What happened first (e.g. I fell and broke my arm):

What happened next:

Paragraph 3
How did it end:

Would you like to experience this adventure again:

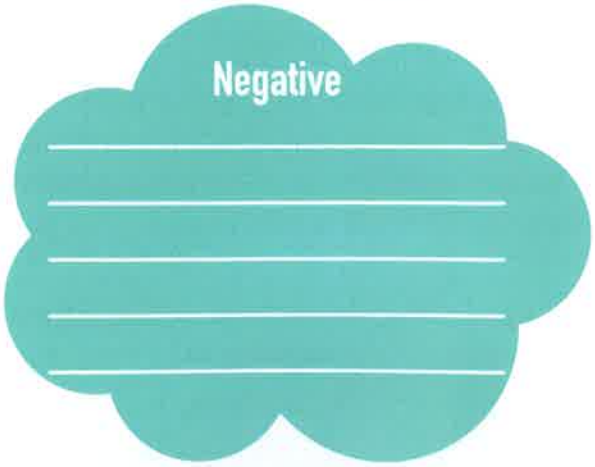
Why:

Vocabulary

brainstorm: sit together with other people and write down as many ideas as possible about a certain subject/problem

2 The next thing you should do is brainstorm for adjectives that will make your story more interesting. You can do this on your own or with a few friends to get more words.





Did you know?

Alex Faickney Osborn introduced the idea of brainstorming in 1942 as a method of creative writing. Today brainstorming is used to solve problems as well.

Do you think brainstorming is a good idea?



Writing tip

An interesting story stirs feelings. This means that you should express how your adventure made you feel not only in the final paragraph but also throughout the story.

I was very scared when the lights went out.

I was surprised to see the gift on my desk but excited too.

The doctor's diagnosis was a little disappointing.

3 Complete the sentences with adjectives that describe feelings.

1 When I saw the car accident, I felt _____.
2 The good weather made me feel _____.
3 I was _____ to see my cousin after such a long time.
4 The good news was so _____ that I had to tell everyone.
5 The sandstorm left me feeling _____.

4 Once you have gathered all your ideas and adjectives, think about how long your story will be and what it will contain. Read the following statements and decide if they are true (T) or false (F).

1 You should describe in detail the place and the time. T
2 Your story should be mainly based on dialogue. F
3 Your story should contain a lot of description. T
4 Your paragraphs should be very short. F
5 You don't know exactly how the story will end until you get to the last paragraph. F

5 Look back at page 63. What tenses were used to write the tale? Complete the following statement:

When writing a story, we use the _____ and _____ tense.

6 Finally, ask yourself this question:

Is my story interesting enough for my readers? Why / Why not?

Presentation

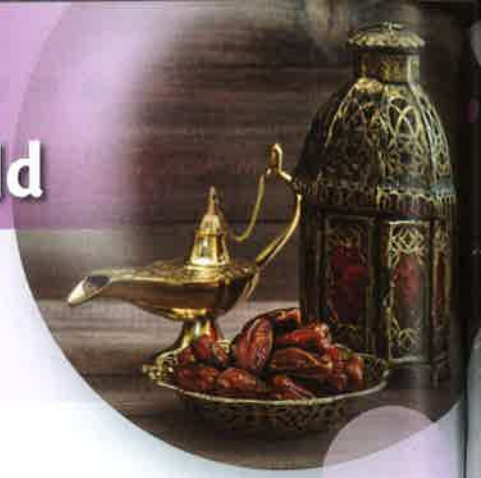
7 Using all the tips above, write your story and present it to the class.

It was a sunny day so my friends and I decided to walk to school. Out of nowhere a big lion jumped in front of us.

At first, we were so scared that we couldn't do anything. Then ...

Unit 5

Festivals around the world



- **Topics** Festivals
- **Use of English** Prepositional phrases; compound adjectives; review of present simple

Lessons 1–2 New Year

- Why do people celebrate New Year?
- Do you, or your family, do anything special for New Year?

Reading

1 What does the first day of the Islamic New Year encourage?

The first day of the Islamic New Year encourages Muslims to think about how to be better in the year ahead.

The Islamic New Year begins on the first day of Muharram, which is the first month in the Islamic calendar. It is also one of the four most important months in the Islamic year. The Islamic calendar, or Hijri calendar, consists of 12 months that are based on a lunar cycle. The Islamic calendar is about 11 or 12 days shorter than the Gregorian calendar, which uses a solar cycle. The first Islamic year began in July CE 622 when the Prophet Muhammad peace and blessings upon Him (PBUH) emigrated from Mecca to Madinah. The story of Muhammad's (PBUH) flight is known as the 'Hijrah', something which has set an example for every generation of Muslims since.

The Islamic New Year begins at the first sighting of the new moon, at sunset. On the first day of the Islamic New Year, Muslims pay homage to the Prophet Muhammad (PBUH). It is a day of reflection, which encourages them to think about how to better themselves for the year ahead. There are no fireworks, parades or other festivities. Instead, people gather in mosques to offer special prayers and listen to readings from the Holy Quran. The Islamic New Year is a public holiday in the UAE.

Did you know?

The Islamic calendar is not only used in Muslim countries but also by Muslims all over the world. It's followed alongside the Gregorian calendar so that Muslims can follow the proper days of fasting, attend Hajj and celebrate other Islamic holidays and festivals. When do you usually attend Hajj?

Vocabulary

2 Match the words from the text to the definitions.

d	1 New Year	a relating to Islam, a religion founded by the Prophet Muhammad (PBUH)
b	2 lunar	b relating to the moon
a	3 Islamic	c a follower of the religion of Islam
e	4 pay homage	d the first day of a calendar year
c	5 Muslim	e to show respect and to honour
f	6 fast	f not to eat food or drink water

(3) 2 The Hijrah is when the first Islamic year began.
3 Muslims pay homage to the Prophet Muhammad (PBUH) on the first day of the Islamic New Year.



3 What is the connection between the Islamic New Year and the following?

1 Muharram *Muharram is the first month in the Islamic calendar.*
2 Hijrah
3 public holiday

Speaking

4 Work with a partner. Ask and answer questions about the Islamic New Year.

When does the Islamic New Year start?
How does it differ to 1st January?

Listening

5 Listen to this description of New Year.

- Which country is it about? Cuba.
- What is different about the traditions?



6 Listen again and complete the summary.

On New Year's Eve, people *clean the house* [1] and they wear new clothes [2]. They light candles and _____ [3]. On a piece of paper, they _____ [4]; on another piece they _____ [5]. The family gets together for a special meal [6]. They eat _____ [7]. At midnight, they eat twelve grapes [8]. They read out their _____ [9]; they burn the other piece of paper. After midnight, they throw _____ [10]. This symbolises throwing out the bad things from the old year.

3 put them in the windows;
4 write down their hopes and dreams;
5 write all the bad things from the old year;
7 meat with salad, fried bananas and a special pudding with a sweet sauce;
9 wishes and dreams;
10 a bucket of water out of their door or from their balcony

Use of English: Prepositional time phrases

Remember to use the correct prepositions in expressions of time.

in January — at sunset
in CE 622 — at midnight
on the first day of the Muharram
on the ninth and tenth days
at the start of the first week

Write the correct preposition to complete the rules.

Use __in__ with months, years, seasons.
Use __on__ with days and dates.
Use __at__ with clock times, festivals and 'the weekend'.

We say:
on Monday morning but *in the morning*.

There are many differences but Islamic New Year is a religious celebration while Cuba celebrates some ancient traditions.

Lesson 3 **The Islamic Year**

Reading

The Gregorian calendar is based on a 365-day year divided into 12 months. Some months have 30 days or 31 days, except for February with 28 days. A leap year takes place every four years when February has 29 days. To remember this, there is a small rhyme:

Thirty days has September,
April, June and November.
All the rest have thirty-one,
Except February,
Which has twenty-eight,
Except in leap years,
When it has twenty-nine.



Does your culture have a short poem about the leap year? What is it?

1 Look at the text and facts about the Islamic and Gregorian calendars below. Read the statements and write True (T) or False (F).

1 The Islamic calendar has more days than the Gregorian one. F
2 Each month in the Islamic calendar has 30 days. F
3 The Islamic calendar begins at sundown. F
4 Both calendars have a leap year. F
5 The Gregorian calendar is a lunar one. F

Islamic calendar	Gregorian calendar
• 12 months • 354 days • Each month has 29 or 30 days. • Each day begins at sundown. • A lunar calendar: it uses the phases of the moon.	• 12 months • 365 days and 366 in a leap year. • Each month has 30 or 31 days apart from February, which has 28, or 29 days every four years. • Each day begins at midnight. • A solar calendar: it uses the Earth's orbit of the sun.

Speaking

2 Which calendar do you think the UAE should adopt and why? Give three arguments for and against adopting this calendar? Then vote to see which calendar should be adopted.



Lesson 4 Middle East Festivals

Reading

1 Read the text about festivals in the UAE. Which of these two festivals would you like to attend and why?

Festivals Everywhere

Festivals don't stop at celebrating the spiritual side of life. In fact, they can celebrate almost anything from food to books. Here are two festivals that take place in the UAE which attract thousands of tourists from all over the world.

The Festival of Literature

This festival is the Middle East's largest celebration of written and spoken literature. Held in February, the festival brings together people from all cultures, with some of the best known authors from around the world. The festival promotes education and a love of reading and writing. There are writing workshops, readings and writing competitions. They were able to understand literature thanks to the translation between Arabic and English.

Abu Dhabi Food Festival

Held over two weeks and three weekends in February, this festival brings together chefs from the UAE and the world. Banquets are held all over Abu Dhabi and include traditional Emirati, European and Asian food. The best part of this festival is the Kitchen, which showcases some of the country's best Emirati chefs and tastiest traditional and modern cuisine. Visitors learn about the rich Emirati culture and traditions as well.

2 Imagine you are at the festivals you read about in the text above.

- Which famous writer would you like to meet?
- What traditional food would you showcase to visitors?

Listening 13

3 Listen to a person talking about another popular festival in the UAE and complete the notes.

Where: *Dubai* [1]

Type of festival: Classic cars [2]

Reason for festival: to show [3] classic cars to the public

Car owners come from: the UAE, Europe [4] and the US

In 2013: festival extended by two [5] days

In 2014: almost [6] 250 cars and motorbikes on display

Listening strategy

Before you listen to the audio, read through the questions and think about what key words would give you the answer. Is it a place, number or adjective?

For example:
Where: *city, town, village*

Type of festival: *modern, traditional, classical art festival*

This way, you will be listening for specific information and will be able to answer correctly.

Lessons 5–6 **Three festivals**

- What other celebrations do you know about? Talk about them with the class.

Reading

1 21st Read about Diwali, Eid Al-Fitr and Maslenitsa on page 81. Then copy and complete the chart.

Festival, religion (country)	When?	How long?	Key features
Diwali			
Eid Al-Fitr, Islam			
Maslenitsa (Russia)			

Speaking

2 Work with a partner. Using the information in the chart in Activity 1, take turns to ask and answer questions about the festivals.

A: *When does Diwali take place?*
B: *At the end of October or the beginning of November.*

3 Read the texts again. With your partner, write five more questions. Then go around the class and ask other learners your questions.

Where is Diwali an important holiday?



Diwali

Diwali is the 'festival of lights' which celebrates the Indian New Year. It is an important holiday in India and it is celebrated by communities around the world. The festival takes place at the end of October or the beginning of November and it lasts for five days.

During the festival, people decorate their homes, courtyards, gardens and public places with small earthenware oil lamps called *diyas*. The word 'Diwali' means 'rows of lighted lamps'. Fireworks are also an important part of the celebrations.

People draw brightly-coloured *rangoli* patterns on the floor near the entrance to their houses and light many *diyas*.

Vocabulary

Rangoli: a traditional Indian decoration made from coloured rice, sand or flower petals.

Vocabulary

4 Which of these words are nouns and which are verbs? Make two lists.

- celebration
- festival
- festivities
- decorate
- fireworks
- lantern
- symbol
- candle
- celebrate
- decoration
- symbolise
- bonfire
- represent

Verbs: decorate; symbolise; represent; celebrate

Nouns: celebration; festival; festivities; fireworks; lantern; symbol; candle; decoration; bonfire

Eid Al-Fitr



Eid Al-Fitr celebrates the end of Ramadan in the Islamic world. Ramadan is the ninth month of the Islamic calendar. It's a time of fasting – going without food or drink during the day. The celebration of Eid begins when the new moon is first seen in the sky.

Eid lasts for three days. The day starts with a small breakfast before going to prayers in open areas or at the mosque. After prayers, people visit their family and friends. Then there are special meals which may include meat, vegetable and rice dishes. There are usually a lot of sweets and desserts.



Maslenitsa

The Russian festival of Maslenitsa takes place in February or March and lasts a week. It's a time to say goodbye to winter and to welcome the spring. At the beginning of the week, children make a large doll from straw and old clothes. This is Lady Maslenitsa, representing winter. The painting shows Maslenitsa a hundred years ago, with horse-drawn sleighs, snow-covered streets and people dressed in warm, fur-lined coats.

Today, Maslenitsa is still a time for having fun, and for eating ***blinis***. These are pancakes, made from eggs, butter and milk and served with butter, cream, jam, honey or caviar. Some people say they are a symbol of the sun, giving the earth warmth.

At the end of the week, the straw doll is burned on a bonfire. Winter is over and spring is on the way.

Use of English: Compound adjectives

You can use two words together to make a compound adjective:

brightly-coloured rangoli patterns

home-made; horse-drawn; snow-covered; fur-lined

5 Find four more compound adjectives in the descriptions of the festivals. Then write sentences using the compound adjectives you found.

Lesson 7 **Practise and prepare**

Reading

an Eid al-Fitr celebration (a personal account)

1 Read the text. What is it about?

It was the ninth month of our calendar and the new moon was in the sky. Ramadan had ended and so had our fast. Eid Al-Fitr had arrived and we were ready to celebrate. In our town, the celebration lasted for about three days last year.

We had our breakfast but it was small so we could get to the mosque in time. I wore my new hand-made shirt my mum gave me the night before. It was nice. We walked down the tree-lined street and got to the mosque early. Seeing so many people praying in the mosque was wonderful. We said our prayers and then went to visit our family.

At lunchtime we went to Aunt Rahima's. Her spectacular home-made lamb kebabs and spicy rice made a delicious meal. In the evening, we visited our grandparents and ate some of grandma's tasty halva and ice cream. She showed us a brightly-coloured card our cousins in America had sent us to wish us a Happy Eid Al-Fitr. We had never received a card for Eid Al-Fitr before but it was very nice.

I think our family will start a tradition of sending cards to all our relatives in other countries to wish them a happy Eid Al-Fitr.

Speaking

2 Write three questions about the text to ask your partner. Could they answer them? Then talk about how you spend Eid Al-Fitr.

Writing

3 Imagine you have friends in Europe. Write them a short letter about the first day of your Eid Al-Fitr celebration. Use the following ideas to help you:

- what you had for breakfast
- what you wore in the morning
- where you went to pray
- where you went after the mosque
- a special meal you had.

Self-assessment

Read the text again and find:

a two phrases using a preposition of time

At lunchtime / In the evening

b three compound adjectives

tree-lined, home-made, brightly coloured

c the noun form of:

to celebrate celebration

to pray prayer

d two adjectives used to describe food.

spectacular (home-made), delicious, tasty

Lessons 8–9 The Islamic pilgrimage to Mecca

- What do you know about Mecca?
- Why is it an important place for Islam?

Reading

1 Look at the photo. What does it show?

2 Read the text and answer these questions.

1 What is a pilgrim? A person who goes on a pilgrimage.
2 What is the Hajj? Why is it important?
The Hajj is a pilgrimage to Mecca. It is a journey that every Muslim wants to go on at least once in their life.

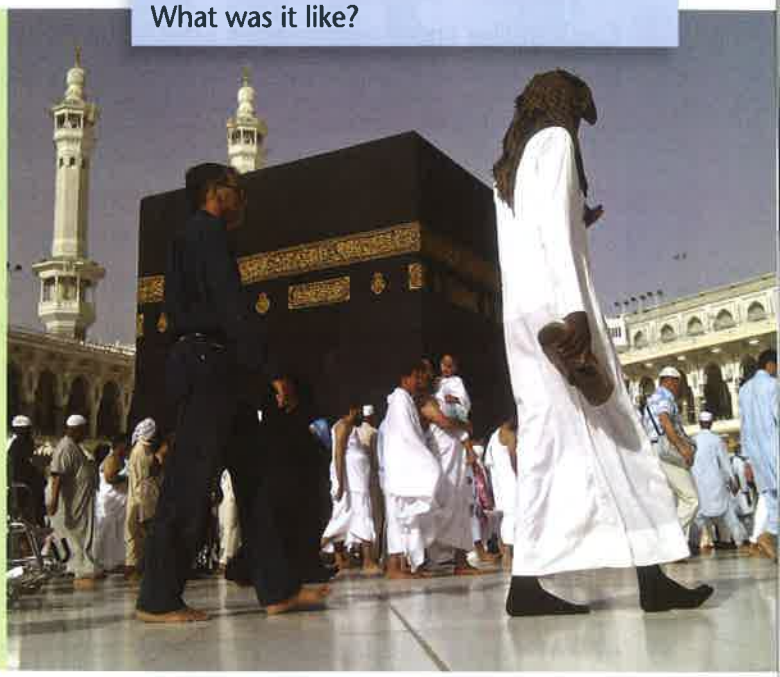
A pilgrimage is a journey which is made to a place related to a person's beliefs or faith. A person who makes such a journey is called a pilgrim. The Hajj is the Islamic pilgrimage to Mecca. The word Hajj means 'a journey to Mecca'. It is the greatest gathering of people in the world. The Great Mosque, Masjid al-Haram, is the largest mosque in the world. It surrounds Islam's holiest place, the Kaaba, in the city of Mecca, in Saudi Arabia. Every Muslim aims to make this journey at least once in their lifetime.

Did you know?

A pilgrimage to an important place plays a part in almost all cultures even today. It usually involves:
- a journey, alone or in a group
- visiting a special place
- a religious experience.

Have you or any member of your family been on a pilgrimage?

What was it like?



Listening 14

3 Listen to a real-life account of the Hajj. What was it like?

It was a very positive experience.; He found it very memorable.

4 Listen again. Match the sentence parts.

d	1 I performed my first Hajj at the age of 19,	a	and an equally amazing experience.
f	2 My first sight of the Kaaba	b	get an opportunity to perform Hajj.
e	3 I also enjoyed meeting people	c	I was 25.
c	4 The second time I performed Hajj,	d	in 2006.
a	5 That was in 2012,	e	of all ages from all across the world.
b	6 I pray that all my Muslim brothers and sisters	f	was a breathtaking moment.

Speaking

unique; breathtaking; incredible; wonderful; amazing; extraordinary

7 Work with a partner. Make a list of adjectives that show that the pilgrim enjoyed the Hajj, such as *unique*. Listen again to help you remember.

8 Now use some of these words in sentences to describe an experience you have had.

The pilgrimage to Mecca was a unique experience.
Our Eid celebration was fantastic.

Language tip

Strong adjectives have the idea of 'very' in them so you don't have to use *very* before them.

Extraordinary and incredible are examples of strong adjectives.

Writing

Writing tip

When writing about festivals or traditions, or giving facts, we use the present simple.

The Islamic New Year begins on the first day of Muharram.

The festival helps unite people of all ages and from all ethnic backgrounds.

Eid Al-Fitr celebrates the end of Ramadan in the Islamic world.

Find some more examples of the present simple from the texts in this unit.

9 Look at the short newspaper article and underline the adjectives. Circle the present simple verb forms.

The Dubai Art Festival takes place every March. It presents talented artists from all over the UAE. The festival displays modern and classical art together with extraordinary works from young artists. There are exciting drawing workshops and fascinating art lessons. It is a unique event that everyone should experience.

10 Work in pairs. Write a short newspaper report about a festival or a pilgrimage. You could also write about The Sharjah Book Fair, the Dubai Shopping Festival or any other UAE festival you know about. Use some of the adjectives from Activity 5. Remember to use the present simple.

Think about:

- when and where it takes place
- what it celebrates or presents
- what festivities it has (for example, food tasting, book readings, fireworks).

Give your opinion on why people should go.

The Dubai Food Festival takes places every spring. It celebrates Emirati cuisine and food from all over the world. It ...

Lessons 10–11 National festivals

- 21st What is a National Festival?
- Have you ever been to one? Where was it?







Did you know?

- The UAE has become famous for its falconers and falconry traditions thanks to ancient Arab poems written about falcons and the kings who practised falconry.
- Falconry spread through the Islamic World, into central Asia and North Africa because of Arab influence.
- 50% of the world's falconers are in the Middle East.

Reading

1 Read the text about the Janadriyah National Festival. What is its aim?

to preserve the culture and traditional crafts of Saudi Arabia

2 Read again. Answer the questions.

1 When did the festival first start? In 1985
2 Does it start on the same day each year? No
3 Which animals race? Camels and horses
4 What is the new addition to the festival? A book fair
5 What does the festival represent for Saudi Arabia? A link between the traditional past and modern Saudi Arabia

The Janadriyah National Festival started in 1985. It aims to preserve the culture and traditional crafts of Saudi Arabia for the 21st century. The two-week festival usually takes place in February or March. The festival starts with a huge camel race with over 2000 animals racing over 19 km. There are also horse races and demonstrations of falconry, and traditional poetry readings. In the last few years a book fair has become part of the festival. There is also a large market at the festival, selling traditional crafts, weaving, pottery and jewellery. The Janadriyah National Festival represents an important link between the traditional past and modern Saudi Arabia, a country which has completely changed over the last 50 years.

Use of English: Synonyms

Synonyms are words that express the same idea.

The phrase:
a huge camel race
is the same as:
an enormous / big / great camel race.

Find synonyms in the text for the following:

1 began started
2 maintain preserve
3 happens takes place
4 displays demonstrations
5 different transformed

Speaking



3 Discuss the following questions with your class.

- What date is UAE National Day?
- Why is National Day important for Emiratis?
- What happens at the National Day Festival?
- What do you think visitors from other countries would enjoy at the festival?

4 Work in pairs. Hold a telephone conversation.

- **Learner A:** You live in another country and you are not Emirati. You want to visit your friend in the UAE but you don't mind when you visit. You know nothing about the UAE National Day Festival. Ask Learner B questions about it.
- **Learner B:** You want to invite Learner A to visit you in December. You want them to celebrate National Day Festival with you. Persuade them that it will be a good experience.

Canadian; Jo wants his/her penpal to visit Canada for Canada Day.

5 Read this email. What nationality is Jo? What does she want?

Language tip

When you are trying to persuade someone to do something, you should always give a reason as to why they should agree with you.

I would/wouldn't like to go to a festival like this because we can see new forms of art / it is too expensive.

You can also use these phrases to persuade somebody to do something:

You really should …

It would be great if you …

We could …

You'll enjoy it because …

I'm sure you'll love to …

jo@mail.com

Hi penpal,

I've had a cool idea about our plans to meet up! It would be great if you came here for Canada Day, our national day. It's on 1st July because that was the day in 1867 when Canada became an independent country.

I'm sure you'll love it because so much happens. There are always street parades and fireworks. My town has an air show so we can see that, if you like. You'll enjoy it because it's warm in July. We can also go to the international food festival. We can eat as much as we like and learn how to cook different types of food. Maybe you could show us how a traditional Emirati dish is made.

So let me know what you think. And tell me when I should visit the UAE – I can't wait!

All the best

Jo



Lessons 12–13 Children's festivals

- Do you know of any children's festivals?
- Are there any festivals for children in the UAE?

Reading

Japan; A festival for boys (Tango no Sekku) and one for girls (Hinamatsuri)

1 21st Read about Kodomo no Hi. In what country does it take place? What other children's festival is mentioned?

Kodomo no Hi

The 5th of May is Kodomo no Hi, or Children's Day, in Japan. To celebrate the day, people fly colourful flags in the shape of a carp, which is a type of fish. This fish is a symbol of determination because it swims up the river when the water is coming down. Children love to receive gifts of sweet rice cakes and other sweets on this day. Thousands of kids take part in a Kids' Olympics held in a huge stadium in Tokyo. Children also use the day to show gratitude to their parents and teachers who care for them.

Until 1948, the 5th of May was a festival only for boys, called Tango no Sekku. There was a separate one for girls on the 3rd of March. It was called Hinamatsuri, which means 'dolls' day'. Even today, girls receive dolls on the 3rd of March. Some of the dolls are passed down through the generations.



Did you know?

- Children's Day is celebrated around the world but not always on the same day.
- Many countries, including the UAE, celebrate Universal Children's Day on the 20th of November.
- International Children's Day is on the 1st of June and some countries prefer that.
- Some countries have their own festivals, often traditional ones, on different days of the year.

Reading strategy: Writing summaries

To write a summary, find and underline the most important words in the text. These are usually verbs and nouns. Look for any proper nouns – they are the ones that start with a capital letter. Use these verbs and nouns to express the main ideas as briefly as possbile, e.g.

Children take part in Kids' Olympics in a huge stadium

is similar to

Children take part in sport.

2 Complete this summary of the first three paragraphs of the text.

The 5th of May [1] is Children's Day in Japan [2]. People fly flags [3] that look like fish/carp [4]. Children get rice cakes [5] and sweets [6]. They take part in plays and sports [7]. They also thank their parents and teachers [8]. There was a festival for girls on 3rd [9]. Girls receive dolls [10] on this day. March

Speaking

3 Discuss and plan a suitable activity for the next Children's Day.

- What type of activity will it be?
- How many children will be able to do this activity?
- How long will it take to do the activity?

Reading

4 Read about another Children's Festival. What is special about this one? Children run the country for the day.

Speaking tip

Think about the following when you give a speech or presentation.

- Don't sound boring. Your voice should rise and fall and you shouldn't talk too fast or too slow.
- Remember that the people at the back may not be able to hear you, so speak quite loudly. However, don't speak too loudly as the people in the front can hear you.

Speaking

5 Discuss what you would talk about if you could give a speech to the whole country on TV.

I think we should talk about how important education is because ...

Yes, we could also talk about how to help poorer people because ...

Çocuk Bayrami

The first President of Turkey, Kemal Ataturk, said that children were the future of the nation. He made 23rd April Çocuk Bayrami, or Children's Day.

Today, it is a very important national holiday in Turkey. Schools prepare for weeks ahead and then the students perform in stadiums and fields all over the country. There are street parades and many other celebrations. The children dress up in brightly-coloured clothes, or wear their national dress. In recent years, Çocuk Bayrami has become international and children from other countries visit. They stay with Turkish families and join in the events with the children.

The children even run the country for the day! The President, Prime Minister and all the important people in the government step aside for children to take their places. There is a special parliament of children, including the foreign visitors, which discusses issues important to young people. The parliament elects one child who then goes on national television to give a speech to the whole country!

Vocabulary

President, Prime Minister: leaders of a country (some countries have one or the other, some countries have both)

government: the people who control a country

parliament: a group of people who meet to discuss national issues and make laws

elect: to choose someone by voting



Lesson 14 **Practise and prepare**

Listening 15

1 Listen to friends talking about two different events. What are they?

Abu Dhabi Science Festival. Expo 2020 Dubai.

2 Listen again. Complete the fact box.

NAME OF EVENT: Expo 2020 Dubai
DATES: From: 20th October 2020 to 10th April 2021
PLACE: Between Abu Dhabi and Dubai
THEME: Connecting Minds, Creating the Future
NUMBER OF VISITORS: 25 million

3 Read and choose the best statements about the conversation. Then listen again to check your answers.

1 **A** The speakers both want to go to the Abu Dhabi Science Festival.
B The speakers have both been to the Abu Dhabi Science Festival.
C One of the speakers has been to the Abu Dhabi Science Festival.

2 **A** The 2020 Expo will make history because it will be the first in the world.
B The 2020 Expo will make history because it will be the first in the Middle East.
C The 2020 Expo will make history because it will be the first in Dubai.

3 **A** There is an Expo every three years.
B There is an Expo every five years.
C There is an Expo every ten years.

4 **A** The speakers are both very excited about Expo 2020 Dubai.
B One of the speakers is more excited than the other about Expo 2020 Dubai.
C The speakers are interested in Expo 2020 Dubai, but they are not excited yet.

Self-assessment

1 In the following sentence, find:

a an adjective huge
b a compound adjective two-week
c a verb in the present tense starts/race

The two-week festival starts with a huge race in which 2000 camels race for 19 km.

2 You want a friend to go with you to the Abu Dhabi Science Festival. Write two sentences to persuade your friend.

I think we should go to the Science fair because it will help us with our school projects. Furthermore, …

3 Write a synonym for the underlined words.

a The pilgrimage to Mecca is an <u>amazing</u> experience.
b There was a <u>big</u> crowd outside the mosque.

a wonderful, fantastic, overwhelming, great
b huge, massive

Lesson 15 **Review**

1 Fill in the missing words. Then choose either the verb or the noun to complete the sentences.

verbs	nouns
to celebrate	a *celebration*
to decorate	a decoration
to fast	a fast
to invite	an invitation
to symbolise	a symbol

1 Some people say that Russian *blinis* are a symbol of the sun.
2 During Ramadan, Muslims fast between sunrise and sunset.
3 Muslims celebrate Eid Al-Fitr on the first day of Shawwal.
4 During the festival of Diwali, people decorate their homes.
5 In many festivals, people invite their friends and families to eat and spend time together with them.

2 Write a synonym for the underlined words.

1 The celebrations began at sunrise. started
2 I'm scared of loud noises so I don't like fireworks. frightened
3 My uncle is going to depart on the Hajj next month. leave / go off
4 My mother bakes wonderful tasty cakes. delicious
5 When you've finished your work, you can play a game. completed / done
6 People that have their own planes are wealthy. rich / prosperous

3 Match the words to make compound adjectives. Then use them to complete the sentences.

2 brightly coloured	covered
4 fur-lined	known
1 home-made	lined
6 part-time	coloured
3 snow-covered	made
5 well-known	time

1 My mother's *home-made* cakes are delicious.
2 Children wear _____ clothes at the Çocuk Bayrami festival in Turkey.
3 In Russia in winter it's very cold so the streets are often _____.
4 The Russian people wear _____ coats to keep warm.
5 The sporting events held in the UAE are _____ around the world.
6 My brother will be at university in 2020 but he wants to do some _____ work at Expo 2020 Dubai.

4 Complete the text with the correct prepositions: *in, on, at.*

The Moon Festival

The Chinese have celebrated the Moon Festival for over a thousand years. It takes place in[1] autumn, at[2] the end of September or the beginning of October. It is celebrated on[3] the fifteenth day of the eighth month in the Chinese calendar, on the night of a full moon. The Moon Festival was made a Chinese public holiday in[4] 2008.



Lessons 16–17 Project: A poster about a festival

Preparation

- You are going to make an information poster about a festival.
- Work in groups to make your poster.

1 **21st** **Choose a festival. You can use one of these festivals or choose your own. To choose your own on the Internet, search for 'festivals of the world'. This will give you web pages about many festivals.**

- Pingxi Lantern Festival
- Songkran Water Festival
- Raksha Bandhan
- Trung Thu

2 **Research your festival. Use the Internet or other sources for your research. Make notes to answer these questions.**

1 What is its name?
2 Why is it celebrated?
3 Where is it celebrated?
4 When is it celebrated?
5 How long does it last?
6 What happens in the celebration?
7 What do people wear and eat?



3 **Decide what you want to include on your poster. Discuss what you think is the most important and the most interesting information.**

- Remember, you are making a poster so you cannot include a lot of information.

I think we should say how old the festival is.

We could talk about what people do to get ready for the festival.

4 **Plan and design your poster.**

1 Read the tips and look at the Diwali poster on the next page.
2 Draw an outline of your poster on a piece of paper to help you visualise what it will look like.

Presentation

Designing a poster: Tips

- Give it a large heading and try to make it interesting.
- Write neatly and in large letters so it can be readable. People from the back of the classroom should be able to read it.
- Use only the key information so it is easy to read.
- Use drawings or photographs to make it look attractive.

5 Prepare to present your poster to the class.

1. Decide who will say what in the presentation.
2. Practise your presentation.
3. Think about what questions other learners might ask.

6 Copy and complete this form for each presentation you listen to.

Name of festival:	_____
Where?	_____
When?	_____
How long?	_____
Why?	_____
What happens?	_____ _____ _____ _____



Wordlists

Unit 1

allowed	verb
annoy	verb
available	adjective
carefully	adverb
chat	verb
classmate	noun
classroom	noun
compare	verb
concentrate	verb
different	adjective
discuss	verb
distract	verb
education	noun
forget	verb
freedom	noun
hobby	noun
however	adverb
independently	adverb
instead	adverb
interrupt	verb
modern	adjective
online	adjective
operation	noun
pace	noun
penpal	noun
proposal	noun
recently	adverb
residential	adjective
robotics	noun
row	verb
scare	verb
share	verb
shelter	noun
so	adverb
suppose	verb
tutorial	noun
virtual	adjective
wheelchair	noun
white-water rafting	noun

Expressions

agree with
disagree with
get better
get on with
tell off

Unit 2

acts	noun
atmosphere	noun
bakery	noun
bank	noun
barber's	noun
bargain	noun
beautiful	adjective
block	noun
blog	noun
bookshop	noun
boring	adjective
bracelets	noun
bullied	verb
busy	adjective
butcher's	noun
check	verb
chemist's	noun
chilli	noun
clean	adjective
clothes shop	noun
coffee shop	noun
community	noun
concentration	noun

cotton	adjective
crowded	adjective
cut	verb
daydream	verb
delicious	adjective
deliver	verb
design	verb
designer	noun
dirty	adjective
donating	verb
dried	adjective
dry cleaner's	noun
elderly	adjective
exciting	adjective
fabric	noun
facilities	noun
fashion	noun
florist's	noun
fortunate	adjective
friendly	adjective
fruits	noun
garage	noun
gift shop	noun
gym	noun
hairdresser's	noun
head teacher	noun
herbs	noun
historical	adjective
imaginary	adjective
imagination	noun
independently	adverb
interesting	adjective
jeweller's	noun
jewellery	noun
labels	noun
litter	noun
local	adjective
make	verb
meaning	noun
measure	verb
necklaces	noun
newsagent's	noun
noisy	adjective
nuts	noun
orphanage	noun
overcrowded	adjective
pacing	verb
parakeets	noun
pashminas	noun
perhaps	adverb
pharmacy	noun
plastic	adjective
population	noun
post office	noun
prepare	verb
purse	noun
quiet	adjective
range	noun
reeds	noun
repair	verb
residents	noun
responsible	adjective
responsibility	noun
rice	noun
roared	verb
rose	verb
rubbish	noun
salty	adjective
saris	noun
satin	adjective
scattered	verb
shoe shop	noun

silk	noun
smoky	adjective
social	noun
society	noun
spices	noun
sports shop	noun
stern	adjective
supermarket	noun
tasty	adjective
textile	noun
travel	verb
trembled	verb
unfriendly	adjective
vegetables	noun
velvet	adjective
wallet	noun
wandering	verb
warm	adjective
wash	verb
weigh	verb

Expressions

carried on
choose from
day off
endless range
feel at home
I love nothing more
make a difference
starts to twinkle
the place to come

Unit 3

admire	verb
amuse	verb
amusement	noun
availability	noun
balance	noun
bank	noun
Bedouin	noun
blessed	adjective
blinding	adjective
campfire	noun
casual	adjective
challenging	adjective
chant	verb
coat	noun
compassionate	adjective
competitions	noun
crew	noun
culture	noun
cure	noun
customs	noun
daze	verb
desert	noun
dialect	noun
dignity	noun
diving	noun
duty	noun
economic	adjective
economy	noun
emphasis	noun
endure	verb
endurance	noun
entertaining	adjective
exhibits	noun
expand	verb

eyelashes	noun
eyelids	noun
fascination	noun
federation	noun
fleet	noun
fort	noun
grazing	verb
happiness	noun
heritage	noun
honesty	noun
honour	noun
horizon	noun
hump	noun
illusion	noun
improve	verb
industry	noun
inhabit	verb
international	adjective
justice	noun
kick	verb
knowledge	noun
modern	adjective
museum	noun
narrative	noun
nation	noun
nomadic	adjective
nourishment	noun
novel	noun
obstacle	noun
oyster	noun
pearl	noun
personal	adjective
play	noun
poetry	noun
popular	adjective
pride	noun
prime	adjective
prison	noun
prosperous	adjective
proud	adjective
quality	noun
reality	noun
recite	verb
record	noun
renovate	verb
residence	noun
resilience	noun
resourcefulness	noun
respect	noun
respectful	adjective
responsibility	noun
rhythm	noun
serious	adjective
signal	verb
size	noun
store	noun
style	noun
sunrise	noun
sunset	noun
surface	noun
territory	noun
tradition	noun
traditional	adjective
tribal	adjective
underground	adjective
unique	adjective
value	noun
valuable	adjective
weight	noun
well-being	noun
wildlife	noun

Expressions
on board
pass down
play a role
settle a dispute
shake off

Unit 4

ache	noun/verb
advanced	adjective
agriculture	noun
amassed	verb
amazing	adjective
antiseptic	adjective/noun
anxiously	adverb
arid	adjective
aromatic	adjective
barren	adjective
breath	noun
breathing	noun
caravan	noun
chapped	adjective
cloth	noun
cold	adjective
considered	adjective
continent	noun
cough	noun
cracked	adjective
criticised	verb
crossroads	noun
cultures	noun
cure	noun
demand	verb
deny	verb
destination	noun
different	adjective
disappointed	adjective
disapproval	noun
doubted	verb
eczema	noun
emperor	noun
equator	noun
exciting	adjective
exotic	adjective
fascinated	adjective
fascinating	adjective
fertile	adjective
fever	noun
food	noun
forced	verb
freshen	verb
golden	adjective
goods	noun
goose	noun
heal	verb
hemisphere	noun
honest	adjective
impatiently	adverb
impressive	adjective
incense	noun
infection	noun
interesting	adjective
joke	noun
loyal	adjective
loyalty	noun
merchants	noun
northern	adjective
ocean	noun
perfume	noun
poisoning	noun
precious	adjective
prevent	verb

problems	noun
prosperous	adjective
protecting	verb
relieve	verb
rescue	verb
resin	noun
road	noun
route	noun
safe	adjective
scars	noun
scientists	noun
sea	noun
seeds	noun
shepherd	noun
shocked	verb
shrub	noun
skin	noun
society	noun
soothe	verb
soothing	adjective
southern	adjective
spices	noun
stomach	noun
successful	adjective
temples	noun
thrilled	adjective
trade	verb
treasure	noun
tribe	noun
trusting	adjective
valuable	adjective
wealthy	adjective
wolf	noun
worried	adjective
wound	noun

Expressions

all in the same boat
costs an arm and a leg
could afford it
don't cry over spilt milk
eat my hat
flying colours
generation to generation
gets a kick out of
gets cold feet
in hot water
let the cat out of the bag
on your mind
piece of cake
slipped my mind
to prove himself

Unit 5

ahead	adverb
aim	verb
aside	adverb
at	preposition
belief	noun
breathtaking	adjective
brightly	adverb
calendar	noun
classic	adjective
communities	noun
decorate	verb
determination	noun
dishes	noun
earthenware	noun
elects	verb
entrance	noun

equally	adverb
event	noun
exciting	adjective
experience	noun
expo	noun
extended	verb
fascinating	adjective
fast	noun
festival	noun
festivities	noun
gratitude	noun
Hajj	noun
homage	noun
in	preposition
including	verb
independent	adjective
Islamic	adjective
issues	noun
journey	noun
lasts	verb
lunar	adjective
mosque	noun
Muslim	noun
national	adjective
on	preposition
opportunity	noun
parades	noun
parliament	noun
perform	verb
phase	noun
pilgrim	noun
pilgrimage	noun
popularity	noun
public	noun
receive	verb
religion	noun
religious	adjective
represent	verb
separate	verb
solar	adjective
stadium	noun
step	noun
symbol	noun
symbolise	verb
theme	noun
unique	adjective

Expressions

dress up
I would like to talk to you about
I'm sure you'll love
it would be great if you
passed down
run the country
to meet up,
we could
you really should

Audioscript

Unit 1

Track 2

Adult male 1: So how did the Khan Academy get started?

Adult male 2: The idea for the Khan Academy came about for a very good reason. Although Salman Khan was born and raised in the United States, he had many relatives who lived in India and Bangladesh.

Adult male 1: So they lived far away.

Adult male 2: Yes. In 2004, he was asked by a relative to help his cousin, Nadia, a student in sixth grade. With the help of the Internet and a Doodle notepad, Salman was able to explain the problems she was having with Mathematics. He was in America but was able to help someone in India.

Adult male 1: That's amazing! He must be a good teacher!

Adult male 2: Yes, when other relatives and friends heard about his success with Nadia, they began to ask him for help too. At first he hoped to help friends and relatives, so he decided to make video tutorials on YouTube. Slowly, he reached out to more people, not just his family and friends.

Adult male 1: That was a great idea to use the Internet to teach for free!

Adult male 2: Yes, it was. This was the beginning of his revolutionary system of teaching based on new methods for the new century.

Track 3

Male 1: This is great. I want to learn to play golf.

Male 2: No, wait a minute. We've already got sports clubs. It's the other types of activities we have to talk about. The notice said creative activities so what about film-making?

Male 1: Film-making! Wow! I agree with that. Write that down.

Male 2: I'd also like to learn Chinese. Can we suggest that?

Male 1: I suppose so. It's an academic activity but I wouldn't do it. It depends if we can think of anything better.

Male 2: Well, what do you suggest?

Male 1: When I'm not playing sports I like to relax quietly. We could have a chess or reading club.

Male 2: I think chess is a good idea but not reading. We can do that at home.

Male 1: OK, what about a cookery club?

Male 2: No, not for me, sorry. What do you think about robotics?

Male 1: That's a brilliant idea! I saw a report of a competition in the UAE to make robots. I'd love to be part of that.

Male 2: OK, that's our three clubs then.

Track 4

[1] The most challenging thing for me was not missing my family and friends at home – but beginning to learn Spanish. I nearly went home after two weeks. Now, I'm very happy I decided to stay. I can talk to my host family and friends and I'm really enjoying it all.

[2] At first it was really difficult. I missed my family and just wanted to get home. But it's getting better now. I hope to have fun soon! I really want to make it work.

[3] I didn't just visit Jordan, I lived in Jordan. An exchange doesn't just give you a few months of a new language, a new culture, new people – it gives you a new life! Before I went I was shy and kept away from people. Now I choose to be with people and enjoy talking about my exchange with everyone.

[4] I didn't really want to go but all my friends were going so I agreed. In the future, I will make up my own mind! My host family were kind, Sweden is beautiful and I liked the food. However, I was cold and miserable. I missed home so I went back after three weeks.

[5] I was really scared before I left home. However, I'm so glad I went for it. My host family have taken me all over France and looked after me really well. I've seen a lot, and learnt a lot of French so I'm really glad I came. The best thing is that I now have a second family!

[6] The first nine months were very difficult. I didn't speak the language at all when I arrived in China – and it's not easy to learn. However, as time goes by, it gets better. Would I recommend it to others? Let me think and answer that when I get home next month.

Unit 1

Track 5 The Textile Souq

This market, located in one section of the Bur Dubai souq, is the place to come if you want to buy fabric. Silk, cotton, satin or velvet; choose from an endless range of saris from India and pashminas from Nepal. Pick up designer fashion at souq prices, like socks and T-shirts with well-known fashion labels. But avoid it on a Friday when it is overcrowded with shoppers looking for a bargain on their day off.

Track 6

Boy 1: My name's George. I'm 12 years old and I live in a small town. My friends and I wanted to do something to improve our area so we decided to go out and pick up litter on a Saturday morning. There's a group of six of us. We each have a big plastic bag and we pick up paper, drinks cans and things like that. It takes about an hour. As we go round, people say, 'You're doing a great job!' It makes us feel good.

Girl 1: My name's Chanelle. I'm 12, and I live quite near the city centre. I wanted to do something to help old people in my area. I realised that they had trouble carrying their shopping. I know people have their shopping delivered now but some older people don't have computers so they can't order their shopping online. Anyway, my friends and I put up a notice in the local supermarket saying that if people wanted help, we would carry their shopping for them. And it's been great. They say: 'This really helps us. It makes such a difference.'

Boy 1: My name's Emir. I'm 13.

Boy 2: And my name's Farid, and I'm 14. We live in a big city. We learned a lot about growing plants in our Biology class. We even have a small garden at school where we can grow vegetables. Our tomatoes are really delicious.

Boy 1: We donate the vegetables to a nearby orphanage.

Boy 2: It's a really popular project. We enjoy looking after the plants and watching them grow. But it's very rewarding to give what we grow to the children.

Boy 1: Yes, it is! They tell us that they love to eat vegetables now. Hopefully, next year we can donate even more!

Unit 3

Track 7

Well, hi everyone from The Al Fahidi Fort Museum at Dubai. We've been looking at the exhibits here since ten this morning and it's been a fascinating time so far. We've seen some great things and I'm so happy our school decided to bring us here today. This old fort was built over two hundred years ago but the museum was opened in 1971. I think it's important to see how people lived in the last century because their history is our history, really.

It's difficult for me to say which part of the museum I have enjoyed most. But I think the one that shows the desert at night is brilliant, because we don't often get to see that. My friends all loved it there and we spent a long time looking at the pictures of the desert wildlife. The section about the sea was also really cool and I learnt a bit more about pearl-diving. The underground part of the museum was my favourite, though. It showed parts of the souq, the ancient open-air market, a Qur'an school, typical Arabic households and an oasis. Amazing!

Our guide is calling us now so I have to go. We have a few more things to see and then we are going to visit the historical area by the Creek. I really love those old traditional houses!

Track 8

Boy 1: That was an interesting project we had about camels, wasn't it? I found out quite a few things I didn't know. What do you think Tariq?

Boy 2: Yes, I did too. So, tell me some things you discovered.

Boy 1: OK, so firstly, I always thought that a camel's coat looked hot – you know, all that hair – but actually it reflects the sun so they keep cool in all the heat, but it also keeps them warm in winter. Oh, and something else about their body: they have three sets of eyelids with two sets of eyelashes! They need the extra eyelashes to keep the sand out of their eyes!

Boy 2: Great! Well I learned that camels can kick with all four legs, so be careful when you're near one! Also that the hump on their back is made of fat, which they use to get energy if they haven't eaten anything for a long time, or if they are on a long journey. The fat also turns into water when necessary – that's why they can go for a long time without drinking anything.

Boy 1: Well, in that way, their bodies are very suited to the climate, I suppose. I found out a bit about racing camels, as well.

Boy 2: Really, Fadi? What did you learn about them?

Boy 1: From quite young, they have to learn to run a bit every day, so they get stronger and faster. Their fastest speed is about 40 miles per hour, or 64 kilometres. They are not allowed to drink before a race or have anything to eat for 12 hours before.

Boy 2: Hmmm, interesting. And did you know that robots now race them?

Boy 1: Yes, they're really small and light so they do the job perfectly!

Track 9

Happiest Nation By HH Sheik Mohammed

Our people are happy and in their prime,

Since the days of Zayed till the end of time.

Blessed with honor and dignity they thrive,
Admonished by none, they lead a joyous revive.

While some struggle with obstacles and strain,
Our people are sheltered from agony and pain.

Their children wrapped in peace, they do not fear,
For their wishes and desires, they need not shed a tear.

They live in justice, their dreams fulfilled,
Not chasing illusions, their visions instilled.

Led by Khalifa, compassionate and fair,
Wishes are realised, demands met with care.

Upon hearing what was said, we rejoiced with joy,
That our people are the happiest, be it man or boy.

Fulfilling our duty is a passion we prize,
And every day, an opportunity does rise.

From friends and foes alike, a true confession,
The fruits of our labour leave a lasting impression.

May our land remain prosperous forever more,
While people live happiest embraced in its core.

By HH Sheik Mohammed

Unit 4

Track 10

The Incense Trade Route in the Arabian Gulf has existed since the start of the 17th century BCE. It was used by Arab merchants to transport Arabian incense from *Southern Arabia* and spices and cloth from *India*. Precious stones, pearls, ebony and silk cloth were also traded along this route.

Another ancient trade route that connected to the Incense Trade Route was the Silk Road. The Silk Road made its way across *Asia* to *the city of Baghdad*. In Baghdad, the silk was traded for carpets, spices and Indian cloth, and other goods. From here, Arab merchants took the Chinese silk to Damascus. Over *3000* tonnes of incense each year was carried along the Incense Route and great wealth and luxury goods were brought to the Arabian Peninsula.

The journey along the Incense Trade Route took *62* days. It was a dangerous journey because of the thieves and sandstorms. The Arabs travelling in caravans along the Incense Route and Silk Road were protected by the Nabataea *tribe*, an important Arab tribe in the area.

Track 11

Zahir was very pleased with his father's suggestion and asked, 'Do you think Ziad is the right person to give the box to, then?'

'Well, he's your friend, isn't he? You love and trust him, don't you?' his father responded.

Before leaving on their journey, Zahir and his father left the chest with Ziad and told him that it contained money and precious stones.

The father and son travelled great distances for many months, exploring many countries and learning about history and culture.

One spring morning, the merchant said to Zahir: 'I think it's time we returned home, my son. I must resume my work and you have to return to your studies.'

So Zahir and his father went back home. As soon as they arrived, the merchant asked Zahir to go to Ziad's house and bring back the chest. When Zahir returned with the chest, he seemed very upset.

'What's the matter Zahir?' asked the merchant.

'I am very angry with you, Father!' he exclaimed.

'Why are you angry, son?' the merchant inquired.

'I found out that you'd left only sand and rock in the chest, Father. How could you do that to my friend?' replied the son, shaking his head in disbelief.

The merchant laughed and said knowingly, 'If your friend had indeed been trustworthy, he would not have opened the chest to find out what was in it, in the first place.'

At that moment, Zahir realized that his father had wanted him to learn a lesson. His father had given the chest to Ziad for safekeeping, however, an honest friend would not have looked inside.

Unit 5

Track 12

Adult: Hay muchas tradiciones en Cuba para celebrar el año nuevo.

Translator: In Cuba we have a lot of traditions connected with New Year. We clean the house to get rid of old things that we don't need any more. We like to get rid of all that is negative so that the New Year brings positive things. We put on new clothes and we light candles and put them in the windows.

On New Year's Eve, we take a piece of paper and we write down our hopes and dreams – the things that are important to us and the things we want to happen in the New Year. On another piece of paper we write down all the bad things from the old year.

On New Year's Eve, we all go to my grandparents' house. They live in Havana, the capital of Cuba. We have a special meal with all the family on New Year's Eve. We have meat with salad, fried bananas and a special pudding with a sweet sauce.

At midnight, we eat twelve grapes, one for each month and we think of what we would like each month to bring as we eat each grape. We then take the paper where we've written our dreams and hopes and we read them. We also burn the paper where we've written all the bad things from the old year.

After midnight, everybody throws a bucket of water out of their door or from their balcony. This symbolises throwing out the bad things from the old year.

Track 13

In 2009, Dubai held its first Classic Car Festival. It was so popular that it has become an annual event. Classic car owners from the UAE, and some from Europe and the US, show their cars to the public. In 2013, the festival was held for three days in March but, because of its popularity, it was extended by two days. In 2014, there were almost 250 classic cars and motorbikes on display. The oldest was made in 1928 and the most modern one was made in 1984. People from all corners of the world attend to enjoy the show.

Track 14

I performed my first Hajj at the age of 19, in 2006. I had been before to perform Umrah, however, Hajj was a unique experience. It truly was something that touched my heart.

My first sight of the Kaaba was a breathtaking moment. The beauty of it is incredible and that's a memory that stays with you forever.

I also enjoyed meeting people of all ages from all across the world. It was wonderful to see so many brothers and sisters all there for the same purpose.

The second time I performed Hajj, I was 25. That was in 2012, and an equally amazing experience. I enjoyed every single second of every single day that I was there!

I pray that all my Muslim brothers get an opportunity to perform Hajj. There aren't enough words to describe this extraordinary journey of a lifetime. You need to experience it to understand the magnificence of Hajj.

Track 15

Girl 1: Hi, I was looking for you. Where were you?

Girl 2: I was on a school trip. We went to the Abu Dhabi Science Fair. It was amazing! There was so much to see, and even more to do. There were demonstrations, workshops and lots of hands-on activities.

Girl 1: If you like things like that, you're going to love Expo 2020.

Girl 2: What's that?

Girl 1: Expo 2020 Dubai! Haven't you heard about it?

Girl 2: Oh, yes! I remember the celebrations and fireworks in 2013 when we heard it was going to be in the UAE.

Girl 1: Everyone celebrated not only because it's going to be in the UAE but also because it's going to be the first expo in the Middle East.

Girl 2: What's an expo anyway?

Girl 1: It's a huge festival that can last for six months. Just about every country in the world will be there. They all have big exhibitions and many put on cultural events.

Girl 2: So is it all about the countries of the world?

Girl 1: Not really. All the countries will be there but there's always a theme. The last expo was in 2015 and was called 'Feeding the Planet, Energy for Life'.

Girl 2: So what's our expo about?

Girl 1: It's called 'Connecting Minds, Creating the Future'. It's about how people will communicate in the future and how we can work together to change the world.

Girl 2: Great, so when is it?

Girl 1: In 2020. It starts on 20th October and will go on until 10th April 2021.

Girl 2: So not yet then! You seem very excited already.

Girl 1: I know, I can't wait. It's going to be huge. There will be 25 million visitors.

Girl 2: That is a lot. So where will it be?

Girl 1: They're building a new site between Abu Dhabi and Dubai. They started building in 2015 and it'll be ready in 2019. Oh, and there's going to be amazing light shows at night. And …