



United Arab Emirates
Ministry of Education



Bridge to Success

Coursebook



Chris Barker and Libby Mitchell

Term 3 material 2017

All adaptations and modifications to this UAE Edition have been made by a committee of specialists from the Ministry of Education and Cambridge University Press.

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

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First published 2017

Printed in the United Arab Emirates

ISBN XXXXXXXXXXXX Grade 8 Coursebook

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

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

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

Welcome to *Bridge to Success*

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

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

The materials reflect the following principles:

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

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

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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Project	Design your own board game				
Unit 12 Entertainment and media Pages 198–215	Free time; a film review; film-making; science fiction; film studies; an Emirati film.	Listening: Listen for information; major films in the UAE; film studies. Speaking: Talk about things you enjoy doing; how you spend your spare time; making a documentary.	<i>-ing</i> form; phrasal verbs; position of adverbs; collocations.	Extreme adjectives (amazing, fantastic, wonderful).	Writing about likes and dislikes; write a film review; write about your favourite film.
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Unit 10 Great expeditions

- **Topics** The sinking of the *Titanic* and exploration of the wreck; great Arabic explorers and navigators; space exploration
- **Use of English** Revision of past tenses; sentence adverbs *though* and *as well*; revision of the *will* future



Lessons 1–2 The *Titanic*

- Are you a traveller or do you prefer to stay near home? How would you feel about going on a long journey by sea?

Reading and listening 35

- 1 Read the text and number the paragraphs in the correct order. Then listen and check.



- a However, by the following morning it was clear that more than 1,500 people had died and that only about 700 passengers had survived.
- b It was making good progress across the Atlantic when, on the night of Sunday 14th April, five days after setting out, it hit an iceberg. A telegram was sent saying that the ship needed help.
- c On Tuesday April 16th, the headlines in the newspapers read: '*Titanic* sunk, no lives lost' and 'All *Titanic* passengers are safe'.
- d The ship went down within three hours of hitting the iceberg. It sank nearly four kilometres, to the bottom of the ocean. Some passengers managed to escape, but there weren't enough lifeboats to save everyone.
- e *Titanic* was the biggest, fastest and most luxurious liner of its time. In April 1912, the ship set sail on its maiden voyage from Southampton in Great Britain to New York.
- f While the passengers in the lifeboats were desperately trying to survive the freezing temperatures, the nearest ship, the *Carpathia*, had answered *Titanic*'s call for help and was heading at full speed to rescue them. It took the *Carpathia* four hours to reach the place where the ship had sunk.

Language tip

Compound nouns are made up of two or more words, usually noun + noun or noun + adjective. Sometimes the two words are separate, (*phone call*), sometimes they are joined by a hyphen, (*twenty-two*) and sometimes they become one word, (*bathroom*).

Vocabulary

telegram: a written message sent over a long distance using radio waves that was used before the Internet and email

2 Answer these questions.

- 1 What was the *Titanic*?
- 2 When did it set sail on its maiden voyage?
- 3 Where was it sailing from and to?
- 4 Why did the ship sink?
- 5 How long did it take for the *Titanic* to sink?
- 6 Why didn't all the passengers manage to escape?
- 7 What was the *Carpathia* and what part did it play in the story?
- 8 When did the world learn the truth about the *Titanic*?

Speaking

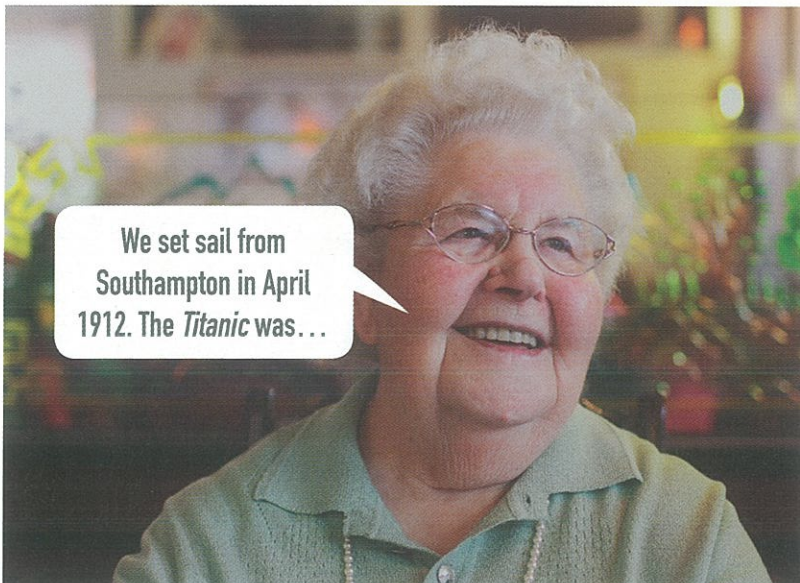
- 3 Work in pairs. Use the answers to the questions in Activity 2 to tell the story of the *Titanic* in your own words. Remember to use the correct past tense.

Writing

- 4 Imagine you were on the *Titanic* when it sank, but you survived. Tell the story of what happened to you.

Include in your story:

- when you set sail
- what the *Titanic* was like
- what you were doing when the ship hit the iceberg
- what happened next
- what it was like in the lifeboat
- how long you had waited before you were rescued.



Use of English: Revision of past tenses

Remember the differences between the tenses used to talk about the past.

Which verb tense is used in each sentence below? Use the descriptions in the box to help you.

- a In April 1912, the ship **set sail** on its maiden voyage.
- b It **was making** good progress across the Atlantic.
- c A telegram **was sent** saying that the ship needed help.
- d It took the *Carpathia* four hours to reach the place where the ship **had sunk**.
- e 'We **have struck** an iceberg.'

Past simple: for something that happened at a particular time in the past and is completed

Present perfect: for something that started in the past and has a present result

Past continuous: for something that was happening around a particular time in the past

Past simple passive: when you don't know who did the action, or when it isn't important to know who did it

Past perfect simple: for something that happened before another event in the past



Lessons 3–4 Exploring the seas

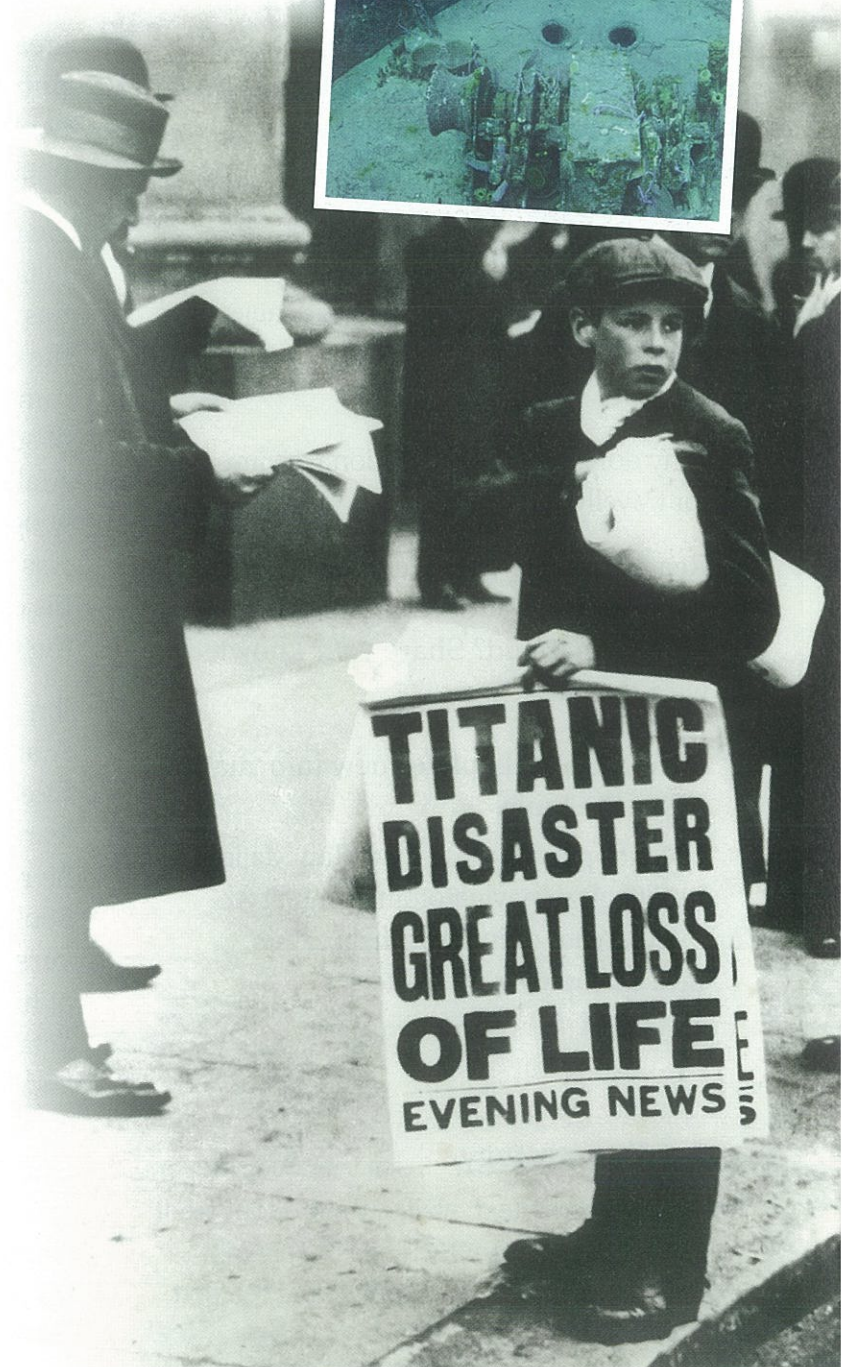
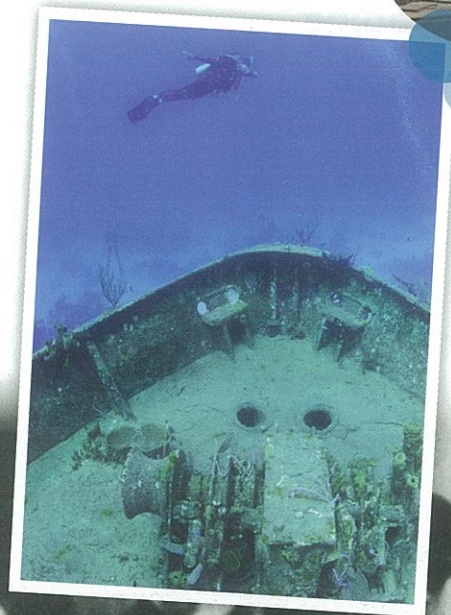
Listening 36

- 1 Listen to this radio discussion. The topic is: 'Exploring the wreck of the *Titanic* – is it right or wrong?' What do you think you're going to hear? Discuss your ideas as a class. Then listen and check.
- 2 Listen again and answer the questions.
 - 1 How would you summarise Joe's view, Tania's view and Patrick's view about exploring the wreck and bringing back objects from it?
Joe thinks that it's all right to explore the wreck because it brings the story to life and helps you understand it.
 - 2 What's Patrick's view on Adventure Tourism and people visiting the wreck?
 - 3 What do Joe and Tania think about the wedding that took place on the deck of the *Titanic*?

Speaking

- 3 Work in groups. Continue the radio discussion. One of you is the presenter. Ask the guests the question. They give their own views.

What do you think about exploring the wreck of the *Titanic* or any wreck in which people died?



Reading

4 Do you know what a *navigator* is?
Or a *scholar*?

1 Look at the dictionary entries to find out.

navigate verb to use maps or other equipment to decide which way to go in a ship, plane or car

navigation noun the movement of a ship or plane along a planned path

navigator noun someone whose job is to plan the direction in which a ship, plane or car should travel

scholar noun someone who studies a subject and knows a lot about it

2 Why do you think navigation was important for travellers in the past?

5 Read the first sentence of the text *The Lion of the Seas*. What do you know already about Ibn Majid? Share your knowledge with the class.

6 Read the text. Look for new information about the topic.

1 In your opinion, what made Ibn Majid a famous Arab navigator and scholar?

2 Discuss your opinion with a partner. Give examples from the text.

Reading strategy

Before you read a text, always think about what you already know about the topic. This will prepare you and help you understand the text.

The Lion of the Seas

Shahabuddin Ahmed Ibn Majid was one of the greatest and most famous of all Arab navigators and scholars.

Ibn Majid was a man of action and thought. He was known as the 'Lion of the Seas' because of his many expeditions during his early life. He was also a great writer. He **published** nearly 40 books, many of them poetry.

He was born in Julfar, which is now Ras al Khaimah, in the early 1430s. He came from a family of seamen and scholars. As a boy he studied Arabic literature **along with** navigation skills, geography and **astronomy**. By the time he was 17 years old, Ibn Majid was navigating his own ship and had already memorised the Qur'an.

Ibn Majid spent many years **exploring** the Arabian Sea, the Red Sea and the Indian Ocean, and kept careful notes about what he learned. From 1460 until his death in 1500 he **recorded his experiences** in a series of books. In his book, *Hawiya*, he wrote 1082 **verses** of poetry about navigation. Another of his books is called *Kitab al-Fawa'id* and is a detailed description of the **coasts, harbours**, and the wind and water movements that seamen needed when navigating sailing boats. It is one of the most important books on navigation that anyone has ever written and was still used by sailors 350 years after his death.

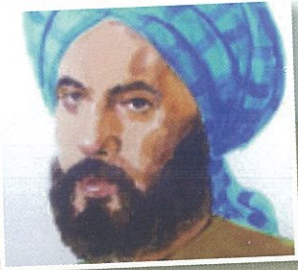




Lessons 5–6 The travels of Ibn Jubayr

Reading

1 Read about Ibn Jubayr, a medieval traveller and writer. Complete the table.



Name	Ibn Jubayr al-Kinani
Place of birth	
Dates of journey	
Places visited	
Reasons why we remember him today	1 He started _____ 2 He made _____ 3 Historians _____

Ibn Jubayr was born in Valencia in Spain when it was part of the great Muslim Empire of *El Andalus*. He made his *Hajj*, his pilgrimage to Mecca, from February 1183 to April 1185 – travelling from Spain via Egypt, Arabia, Iraq, Syria, the Kingdom of Jerusalem and Sicily – and wrote about his experiences.

The descriptions of the places he visited and the people he met are so clear and detailed that they are an important source of information for historians even now. The maps he made of the places he travelled through were also very good and some of the most accurate of those areas at that time. His way of writing was copied by many people and it became a new *literary genre called a *rihla*. Ibn Jubayr's own *rihla* has been translated into many languages including English, French, Russian and German and it is still an exciting travel adventure story today.

*literary genre – type of writing

Listening

2 You are going to hear about Ibn Jubayr's travels. Before you listen, match these words with their definitions.

caravan adventurous lighthouse pilgrim volcano

- 1 a group of people who are travelling together for safety across the desert on camels
- 2 a mountain with a hole at the top through which fire, gas and hot liquid rock are forced out
- 3 prepared to try new or difficult things
- 4 tall building on the land but near the sea which has a light at the top to warn ships of rocks and other dangers
- 5 a person who is making a journey for religious reasons

3 37 Listen and follow the route of Ibn Jubayr's journey on the map.

4 Listen again and answer the questions in the Workbook.



Speaking

- 5** **21st** Work with a partner. Discuss and make notes about the key points in Ibn Jubayr's *rihla* in the table.
- Use the map and the answers to the activities 1–3 in the Workbook to help you.

Writing tip

A summary is a short account of something that gives only the most important information.

To write a summary there are two stages:

- Decide on the most important or 'key' information. Make notes: write one or two words for each point.
- Use these key words to compose the sentences of your summary.

	Places visited	What he noticed / wrote about
Egypt		
Arabia		
Iraq		
Syria		
Kingdom of Jerusalem		
Sicily		
<i>Reasons why remember Ibn Jubayr and still read his writing today</i>		

Writing

- 6** Write a brief summary of Ibn Jubayr's *rihla*.
- Divide it into six sections: an introduction, a paragraph about each of the main stages of his journey and a conclusion. (Stage 1 = from Spain across Egypt to Mecca, stage 2 = from Mecca across Iraq and Syria to Acre in the Kingdom of Jerusalem, stage 3 = from Acre to Sicily and the return back to Spain).
 - Make a new paragraph for each section. Each paragraph should be no more than two or three sentences. Don't say everything about each place. Decide what the important information is.
- 7** Work with a partner. Read each other's summaries. Can you find ways to help improve them?



Lesson 7 Practise and prepare

- You have studied two of the greatest Arab explorers, Ibn Majid and Ibn Jubayr. However, there were others like Al-Masudi, Al-Muqaddasi and Al-Idrisi. Tell the class what you know about any of them.

Reading

- 1 **21st** Work in groups of three. Read one of the texts each and make notes in the table.



Abu Al-Hasan Al-Masudi (896–956)

Al-Masudi was an early historian and geographer. He visited East Africa, India and Asia (east to China and north to Russia). He studied the people and places while he was travelling. His greatest work is the *Mirror of the Times* which is about the geography, history and the lives of the people he had visited.

Muhammad Al-Muqaddasi (945–1000)

Al-Muqaddasi began to study geography when he was only 20. By then, he had already travelled from his home in Jerusalem to perform the Hajj. He travelled for the next 20 years and visited every Muslim country in the world (except Spain). After that, he used his experiences to write a book. He is called 'the greatest geographer of all ages'.

Muhammad Al-Idrisi (1100–1165)

The great interest of Al-Idrisi was in making maps. In his early years, he had journeyed widely in Europe and North Africa. Later he spoke to all the seamen and travellers he could find to collect information about Africa, the Indian Ocean and the Far East. He used this to produce his maps, which were the most accurate of the time and used for many years.

Name	Al-Masudi	Al-Muqaddasi	Al-Idrisi
Dates			
Places visited			
Famous for			

Speaking

- 2 Think of questions to ask your partners to get the missing information for the table. e.g.

*When did Al-Masudi live/was he born?
Which places did he visit? etc.*

- 3 Ask and answer your questions. Complete the table.

Self-assessment

Think about what you have studied so far in this unit. Do you think the following statements are true?

- I can talk about some Arab explorers.
- I can identify and use the past tenses.
- I can retell a story.
- I can write a summary.

Lesson 8 Space

- What do you know about space exploration?

Speaking

- 1 Read the opinions. Which one do you agree with?

I think we should find out more about the planets in our solar system. I don't think we'll ever live on another planet. It's interesting to know what they're like, though.

I'm sure very large space stations will be built in the future. They'll be big enough for thousands of people to live on, which will be a good thing because soon there will be too many people for the earth. Space stations could help us to explore other planets, as well, to see if we could live there.

What's the point of spending so much money on space exploration? It should be spent on solving problems on this planet.

Language tip

In spoken language:

- you can use *though* to mean *however*.
It's interesting to know what they're like, though.
- you can use *as well* to mean the same as *also* or *too*.

Space stations could help us to explore other planets, as well.

Both expressions usually go at the end of a clause or sentence.

Listening 38

- 2 Listen to this discussion about exploring space. Which of the following statements is correct?
 - 1 All the students are in favour of space exploration.
 - 2 The majority of the students are in favour.
 - 3 A minority of the students are in favour.
- 3 Listen again and correct any incorrect information in these summaries of the students' opinions.
 - 1 Anna: We should keep on exploring space. One day people will live on the moon.
 - 2 Olivia: We should send people to all the planets in our solar system, to find out more about them.
 - 3 Cristina: Space tourism will be really popular in the future.
 - 4 Tammy: Criminals will be sent to another planet or to a space station instead of prison.
 - 5 Nicole: People will need to live on other planets because Earth will get too hot, so we won't be able to live here.

Speaking

- 4 Work in groups. Discuss this question: Should we continue to explore space?



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

Reading

- 1 The years 1961, 1969 and 1986 were all important in the history of space exploration. Do you know what happened then? Read the text to check.

Space exploration – the achievements so far

1 _____
The space age began in the 1940s when the first rockets left the earth. However, it was 1961 before the first man went into space. Scientists were able to start studying what happens to the body when there is no gravity.

2 _____
In 1966, the first spacecraft landed on the moon and sent back photographs. This prepared for the first man to land and walk on the moon in 1969. Within a few years, astronauts were walking in space and driving around the moon in lunar rovers. This all proved that space technology worked and allowed for more scientific research.

3 _____
Since then there have been unmanned visits to Mars, our nearest neighbour, and other planets. All this builds up our knowledge of the universe and our place in it.

4 _____
In 1986 the age of the space stations began. These allow astronauts to stay and work in space for long periods of time. The International Space Station (ISS) continues to fly above our heads today with a team of scientists busy with research.

5 _____
There is no doubt that we have learned a huge amount from our exploration of space. However, it is expensive. The ISS cost \$100 billion to build. It then costs \$82 million for each astronaut to get to the ISS and back. So, the question people ask is: *Should we continue to explore space?*



- 2 Write a short heading for each of the five paragraphs of the text.

- 3 The text has two key themes: the key events and scientific benefits of space exploration.

- 1 List the key events in space exploration. Give dates if they are mentioned.
- 2 In the text, underline all the sentences about the scientific benefits of space exploration.

Vocabulary

gravity: the force that makes something fall to the ground

unmanned: without any people

planet: a very large object that moves around a sun, for example Earth or Mars

universe: space and everything in it (i.e. the stars, suns, planets)



Language tip

Use *will* to give information about the future or to predict what we think or guess will happen.

- *will* is often shortened to 'll
I don't think we'll ever live on another planet.

- *will not* is often shortened to *won't*
There won't be enough room on Earth.

- The passive of the *will* future is
will + be + past participle.

I'm sure very large space stations will be built in the future.

- Time phrases which indicate the future and are often used with *will* include:

next week/month/year

tomorrow, the day after tomorrow

in an hour's/a year's/a few days' time

later, eventually, one day

shortly, soon, right away

Speaking

- 4 Look at the picture and read the *Language tip* box. What do you think the picture illustrates?

Writing

- 5 Complete these sentences to give your own predictions about space exploration.

- 1 People *will / won't* live ...
- 2 Animals *will / won't* be sent ...
- 3 Water *will / won't* be found ...
- 4 Life *will / won't* be discovered ...



Lessons 11–12 Is there life out there?

Reading

- 1 Read the text about finding life in the solar system. Does the writer think (a) there is life on other planets, (b) there isn't life on other planets, or (c) doesn't give an opinion?

Vocabulary

Jupiter: a planet in our solar system

Is there life out there?

X

Man has been to the moon – and may return. But where will we explore next? And can we find life somewhere out there in the universe?

Life on Mars

Mars is an exciting possibility. No other planet in our solar system is more likely to have life. And it's close enough to get there in less than a year using modern technology.

For scientists, the main reason to go to Mars is simple: to look for life. Today, Mars is cold and dry but we know that there was once water on its surface. That means there could have been life there. And there might be water underground where life still survives.

The first landing on Mars was in 1976 and there have been more since then. The Americans, Europeans, Indians and Chinese are all sending new expeditions in the next few years. Now the UAE has joined the major space nations with their *Emirates Mars Mission*, which departs in 2020.



Europa

The huge planets furthest away from the sun have more than 160 moons. Europa, one of Jupiter's moons, is particularly exciting. Below the ice on its surface, there is a deep saltwater ocean. On Earth, where there is water there is life. Future expeditions to Europa will discover if the same is true on this distant moon.

- 2 Read the text again and answer the questions.

- 1 Which are the major space nations according to the text?
- 2 Why do scientists think there could be life on Mars and Europa?

Speaking

- 3 **21st** Discuss these questions in a group. Make notes on your ideas and prepare to report back to the class.
- Do you think there is alien life?
 - Where do you think we might find it? (In our solar system or elsewhere in the universe?)
 - What will alien life be like? (What will aliens look like? How will they live?)

- What is a report? What types of report are there? What should you put in a written report?

Speaking

- 4** Read the writing task in the box. Then, with a partner, discuss what you think are the correct options for 1–4 in the ‘How to write a report’ document below. Give reasons to justify your choices.

A report

Write a short report on some of the scientific benefits from space exploration in the past 60 years. Do you think it should continue or not?

How to write a report

- 1 A report should:
 - use **facts**, for example *Space scientists have studied the effect of gravity on the human body.*
 - OR
 - use **opinions**, for example *I think floating in space without gravity must be great fun.*
- 2 A report should have an **introduction** which:
 - states the purpose, for example *The purpose of this report is ... / This report studies ...*
 - OR
 - explains the topic, for example *Space exploration is travel to the moon and planets.*
- 3 The **main body** (of several paragraphs) should include:
 - headings, for example Unmanned exploration
 - OR
 - speech, for example *Scientists say, ‘This research is important.’*
- 4 A report should end with a **conclusion** which can give:
 - a recommendation or suggestion, for example *I recommend/suggest that ...*
 - OR
 - a personal message to the reader, for example *I hoped you enjoyed this report.*



Scientific research on the International Space Station

Writing

- 5 Work with a partner to plan your report.
 - 1 Write a brief introduction.
 - 2 Write headings for the main body of the report (look again at the texts in lessons 9, 10 and 11 and the headings you wrote for Activity 2 on page 171).
 - 3 Discuss what your recommendations will be. Do you think space exploration should continue? Or do you think it is too expensive and we should use the money for other things?
- 6 Write your report.



Lesson 13 Talking about the future

Reading

1 Read the conversation with a partner.
Decide which of the following each speaker is talking about. (One speaker mentions two.)

- a an arrangement c a prediction
b a plan d a possibility

Did you know the UAE is sending a spacecraft to Mars in 2021?

Adnan

Yes, it's going to launch in 2020.

It'll be really exciting and I'm sure it'll be a huge success.

Butti

Khalid

I'm sure it will, but it won't be easy.

It might find life on Mars!

Hamad

Nabeel

It could, but it probably won't.

Faisal

Writing

2 Write sentences about the next week.
What arrangements and plans do you have?
Who will you see? Where might you go?

a fixed plan (something you always do)	present simple	_____
an arrangement you have made	present continuous	_____
a plan you have made	going to + verb	_____
a prediction of what you will do/see	will + verb	_____
something you will possibly do	may/might/could + verb	_____

Use of English: Talking about the future

Remember the different ways to talk about the future. Which verb tense or structure is used in each sentence a–e? Match them to the descriptions below.

- a I think people will go into space on holiday.
b There might be men on the moon again soon.
c The International Space Station (ISS) is going to continue working for another ten years.
d Two of the scientists on the ISS are returning to Earth next week.
e The *Emirates Mars Mission* departs in 2020.

Present simple: for fixed plans or fixed arrangements (often with times or dates)

Present continuous: for arrangements (they are agreed so shouldn't change)

going to + verb: for plans (they will happen if all goes well)

will + verb: for prediction (something we expect will happen)

may/might/could + verb: for possibility (they possibly will happen)

Speaking

3 Work with a partner. Ask and answer questions about next week.

Some questions:

What's happening next week?

What are you doing next week?

Are you going to see any friends?

Will you do anything exciting?

Lesson 14 Practise and prepare

Reading

- 1 Amina is going to write a blog post. Read the notes she has made and the photographs she has chosen. What is the post about? Can you think of a good title?

We've explored the earth's surface everywhere - what's left?

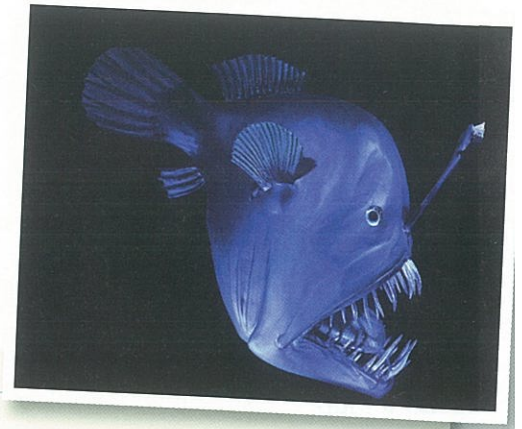
- look up (space)
- and down (underwater)

Up

- new unmanned expeditions planned
 - Mars
 - Europa
- Kepler space telescope (launched 2009) finding new worlds
 - found 1,200 new planets in less than a year
 - 9 similar size and distance from sun as Earth (so maybe life?)

Down

- we have maps of only 5% of seafloor (we have better maps of Mars)
- some parts of seafloor 11 km below surface
- some deepwater fish are very ugly



- 2 Most of Amina's points are facts. Which one is an opinion?

Speaking

- 3 Discuss in a group. Which is more important for the future of mankind, exploration of space or the oceans?

Writing

- 4 Write a blog post about the exploration of space and of the oceans. Use your ideas from Activity 3 to help you.

- 1 Are there any other points you want to add?
- 2 Write a sentence for each point (except for the opinion).
- 3 Write a paragraph for each section. Add a short conclusion.

Self-assessment 21st

Think about what you have studied recently. Do you think the following statements are true?

- I can talk about the history and achievements of space exploration.
- I can write a report.
- I can discuss the advantages and disadvantages of space exploration.
- I can talk about the future using different tenses and structures.



Lesson 15 Revision quiz

Reading

- 1 Work with a partner. Look back over the unit and find answers for the following:
 - 1 It took the Carpathia four hours to reach the place where the Titanic had sunk. What are the tenses of the underlined verbs? (see page 164)
 - 2 What is the name of the book about navigation that Ibn Majid wrote that was used by seamen for hundreds of years? (see page 166)
 - 3 Which countries in the Arabian peninsula did Ibn Jubayr visit? (see page 167)
 - 4 What is a word we can use when speaking that means *however*? (see page 170)
 - 5 How much does it cost for astronauts to travel between the International Space Station and Earth? (see page 171)
 - 6 Write a prediction about the future. (see page 172)



Use of English

- 2 Complete the text with the correct form of the words in brackets.

Throughout history, the people who live on the Arabian peninsula have been great ¹_____ (travel) and ²_____ (explore). There are a number of reasons for this. Firstly, since their climate is very hot and dry, the Arabian people have needed to travel in order to trade with other countries for the things they cannot grow. They became ³_____ (skill) sailors and were famous for their abilities in ⁴_____ (navigate) at sea. Secondly, the need for Muslims from all the different Arab nations to travel to Mecca to make their *Hajj* also contributed to their skills as ⁵_____ (geography). In the Middle Ages, it was these ⁶_____ (adventure) Arabians who ⁷_____ (production) the first maps of large parts of the European and African continents. They were the only maps available for a long time, and were widely used for many years.

In the 21st century, this tradition of ⁸_____ (explore) is continuing out in space. In 2020, the Emirate Mars mission will launch a spacecraft to explore the planet Mars.



Speaking

- 3 Work in groups. Choose some words and phrases from this unit so far. Take turns to mime these for the class to guess what they are. The group to guess the most words wins.

Lesson 16 Review

Vocabulary

- 1 Choose the correct word to complete the sentences.
 - 1 You need a powerful _____ to take off from Earth and go into space because of gravity. (*astronaut / rocket*)
 - 2 The astronauts will _____ from the space station in a shuttle. (*depart / launch*)
 - 3 Every _____ in the universe has a sun. (*planet / solar system*)
 - 4 There are still many places to _____ below the surface of the sea. (*discover / explore*)
 - 5 The Emirates Mars Mission will be _____. (*distant / unmanned*)

Use of English

- 2 Match the words to make compound nouns. Then use them to complete the sentences.

ice	floor
head	boat
life	berg
news	line
sea	paper

 - 1 The *Titanic* was sunk when it hit an _____.
 - 2 There weren't enough _____ on the *Titanic* for all the passengers.
 - 3 The readers of the _____ were upset when they read about the sinking of the *Titanic*.
 - 4 In some places the _____ is many kilometres below the surface of the sea.
 - 5 The _____ is the title of an article at the top of a page.

- 3 Complete the sentences with the verb in brackets in the correct tense.

- 1 Ibn Jubayr's way of writing about his travels _____ a new genre in Arabic literature, the *rihla*. (*become*)
- 2 By the time he wrote his books on navigation, Ibn Majid _____ to many places. (*sail*)
- 3 The *Titanic* _____ from Britain to America when it sank in 1912. (*travel*)
- 4 Some people _____ from the sea by other ships. (*save*)
- 5 Astronauts _____ on the moon but not on any of the planets yet. (*walk*)

- 4 Choose the correct option to complete these sentences.

- 1 People *are living / will be living* on Mars by 2050.
- 2 *I'm catching / I'll catch* a plane at 08.50 on Friday.
- 3 *I will help / am helping* you tomorrow.
- 4 *I'm going to see / I'll see* Fatima now. Do you want to come with me?
- 5 What do *we do / are we going to do* tomorrow? Shall we go to the beach?
- 6 In 2030, most people *will have / are having* a robot in the house.



Lessons 17–18 Project

Preparation 21st

- 1 You are going to write a short report on one part of the Emirates space programme.
 - 1 Choose the topic of your report. If you want to write about the Emirates Mars Mission, choose one part of it, for example:
 - the spacecraft
 - the journey
 - the scientific purpose
 - the people running the project
 - what it will achieve for the UAE
 - 2 Do some research on the Internet (see the websites below for information) and make notes on the key points.
 - www.mbrsc.ae • www.emiratesmarsmission.ae
 - 3 Write your report. To help you, look back to what you learned about reports on page 174.
 - TITLE – give your report a short clear title
 - INTRODUCTION – a sentence or two to give the purpose of your report
 - MAIN BODY – one section for each key point with a heading for each section: use some pictures if you like
 - CONCLUSION – a sentence or two to sum up your report

Did you know?

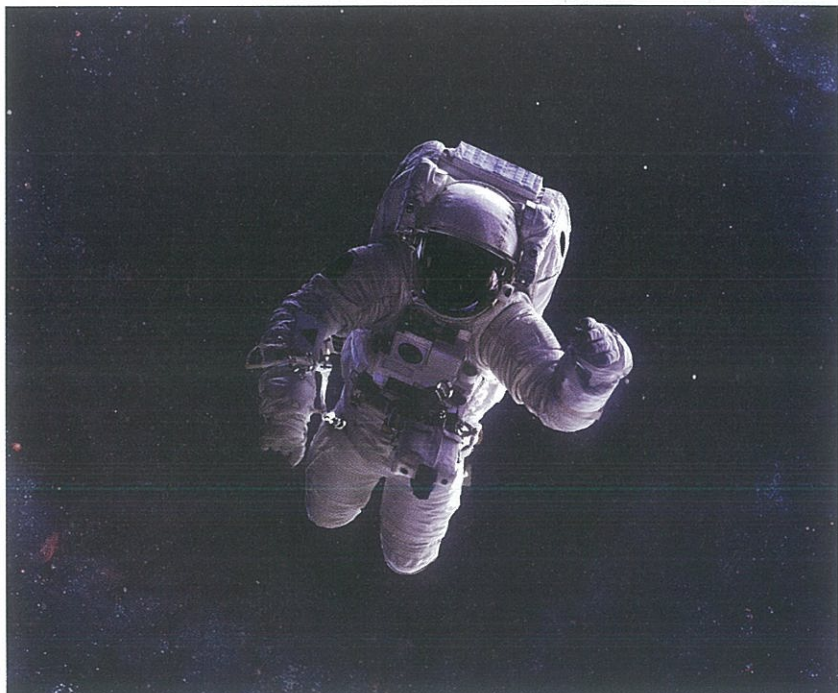
Some key dates (past and future) in the Emirates space programme

- 2009 DubaiSat-1 launch
- 2013 DubaiSat-2 launch
- 2018 KhalifaSat launch
- 2020 Emirates Mars Mission launch
- 2021 Emirates Mars Mission arrival at Mars

Writing tip

You should not copy sentences that someone else wrote and pretend they are your own work.

You can write information using your own words or you can quote from a book, newspaper or website, giving the source (where it came from). For a website, give the name and the web address, for example, *from the website of the Emirates Mars Mission* www.emiratesmarsmission.ae.



Presentation

4 Work with a partner. Prepare to present your report.

- Exchange your report with your partner and check each other's work for spelling, punctuation and grammar mistakes. Can you make any suggestions about how to make your partner's report easier to understand or more interesting?
- Make any final corrections to your report; then decide what you will tell the class. You will have only a few minutes so you will not read out your whole report. Make some notes (key words only) for what you are going to say.

5 Present your report to the class.

- Tell the class the title and topic of your report.
- Tell them the key points.
- Show them any pictures you have used in the report.
- Answer any questions they ask.

6 Listen to the other class reports.

- Make notes on each report. Use the form below.
- Ask questions about the topic.

Topic of report	
Key points	<ul style="list-style-type: none">•••
Questions to ask	

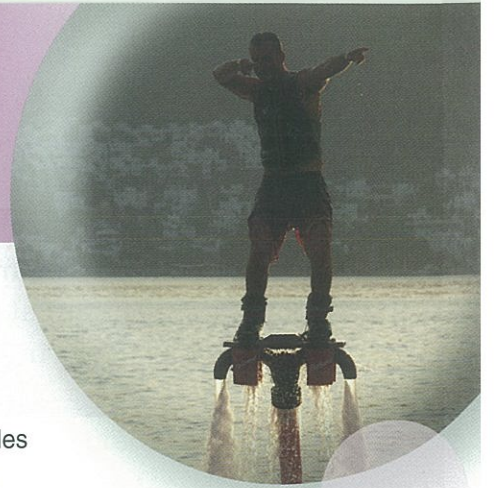
Speaking tip

Remember! when you make a presentation to the class:

- Use a few notes to help you remember what you want to say. Don't read aloud (it will sound boring).
- Speak to the class. Look at them, not at your notes.
- Speak clearly and loud enough for the students at the back to hear.
- Try to make it interesting by changing your voice, i.e. change how your voice goes up and down, how loud you speak and how fast you speak.
- Keep it short and to the point. Say what needs to be said without talking for too long.
- Use pictures, diagrams, posters, etc. to add interest.
- Be ready to answer questions.



- **Topics** Sports and sports equipment; sporting ability; hobbies
- **Use of English** Compound nouns; abstract nouns; present perfect continuous



Lessons 1–2 Sport for all

- Why do people do sport?
Is international sport important?

Speaking

- 1 Play this vocabulary game with a partner. Take it in turns to define and describe a sports player or an item of sports equipment in the pictures on these pages. Your partner has to guess the word.

A: You need these when you're riding a horse. You hold them in your hands and they help you to control the horse.

B: Reins.

A: Yes, that's right. Your turn.

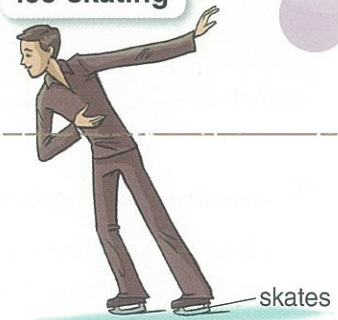
Vocabulary

- 2 Play Kim's Game with a partner. Look at the pictures on these pages for 30 seconds. Then close your books. Can you remember all the words associated with each sport? Make a list.

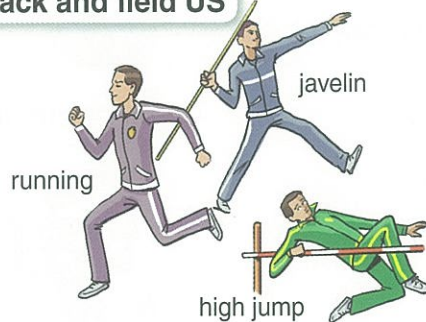
Horse riding
rider, reins, saddle



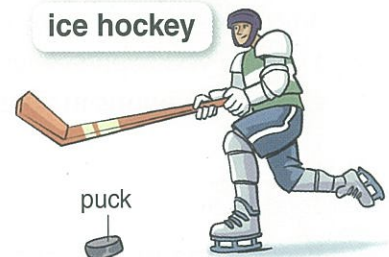
ice-skating



athletics UK,
track and field US



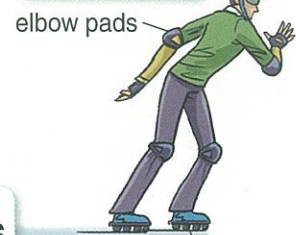
ice hockey



camel racing



rollerblading

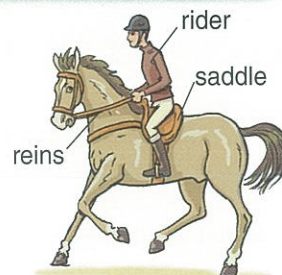


roller blades/in-line skates

snowboarding



horse riding UK
horseback riding US



skateboarding



swimming



Listening 39

- 3 Listen to the commentaries. Identify the 10 different sports and write the names in your notebook.

1 cricket

Use of English: Compound nouns

A compound noun is a noun with another noun, an adjective or a verb before it, e.g. *ice hockey*.

- 4 Answer the questions.

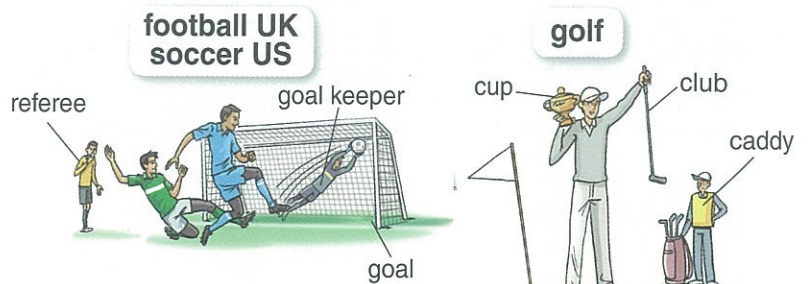
- 1 How many compound nouns can you find in the pictures?
- 2 Are there any which have an adjective as the first word?
- 3 How do you express these compound nouns in your language?

Speaking

- 5 Work in pairs. Ask and answer the questions in the quiz below.

A question of sport

- 1 What does a football referee do?
He makes sure the players follow the rules.
- 2 What does a goalkeeper do?
- 3 What does a golf caddy do?
- 4 In baseball, who throws the ball and who hits it?
- 5 In cricket, who throws the ball and who hits it?
- 6 In basketball, how do you score points?
- 7 Why is there a net on a tennis court?
- 8 Why are there stumps on a cricket pitch?



**American football UK
football US**



rugby



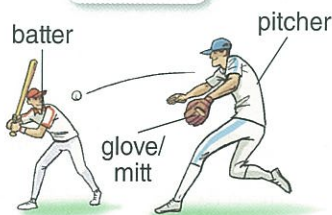
basketball



cricket



baseball



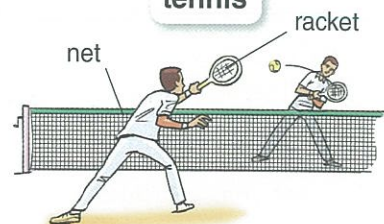
volleyball



cycling



tennis





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

- What do you need to be a top athlete or sportsperson?

Reading

- 1 Who are the sportspeople mentioned in this article? Were they interested in sport from an early age?

Did you know?

There are seven events in the heptathlon. The women's heptathlon became an Olympic sport in 1984. It consists of:

- 100 metres hurdles
- 200 metres
- high jump
- long jump
- shot put
- javelin
- 800 metres.

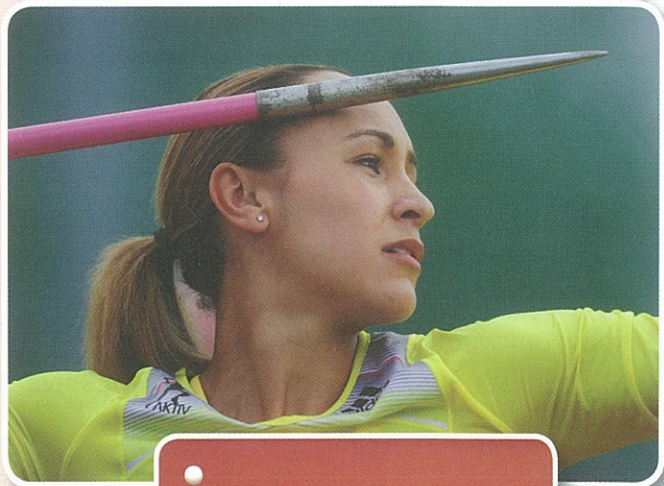
The word *heptathlon* comes from two Greek words: *hepta* meaning 'seven' and *athlon* meaning 'contest'. So it's a contest of seven events.

What are a *triathlon*, a *pentathlon* and a *decathlon*?

Top qualities

Jessica Ennis-Hill was introduced to athletics at the age of ten, when her parents took her to a training event at a local stadium during the summer holidays. Her coach, whom she met at that first event, said that she was one of the most talented young athletes he had ever seen. She had strength, agility, co-ordination and speed but above all, determination. She's now an Olympic athlete who competes in the heptathlon.

Table tennis requires quick reactions, excellent hand-eye co-ordination and good powers of concentration. Together with competitiveness and steely determination, they have made Li Xiaoxia one of the best table tennis players in the world and have brought her success in the Olympics. 'I'm very excited,' Li said, when she won a gold medal. 'This has been my dream since being a little girl. I dreamed of being an Olympic Champion.' Li wasn't the favourite to win the event because her opponent, Ning Ding, had won the World Championship. After the final game, Li said 'I was determined to win and I didn't back down'.



Vocabulary

- 2 Find the abstract nouns in the article to complete this table.

Adjective	Noun
strong	
agile	
co-ordinated	
determined	
competitive	

Use of English: Abstract nouns

We usually use abstract nouns without *the* or *a / an*.

She had *strength, agility, co-ordination* and *speed*.

However, when you make an abstract noun specific rather than general, you use *the* or *a/an*.

She had *the strength* of someone twice her size.

- 3 Complete these sentences with the abstract nouns from Activity 2.
- 1** Competitiveness is a quality of people for whom winning is very important.
 - 2** If you can lift a very heavy weight, you have great _____.
 - 3** If you play a racket sport, you need good hand-eye _____.
 - 4** If you try very hard to do something difficult, you have great _____.
 - 5** If you can move your whole body easily and quickly, you have great _____.
- 4 Here are four more abstract nouns from the article. Write sentences to show what they mean.
- 1** speed
 - 2** concentration
 - 3** success

Reading

- 5 Look at the article again and write questions for these answers.
- 1** Q: *How old was Jessica Ennis-Hill when she went to her first athletics event?*
A: She was ten.
 - 2** Q: _____
A: He said that she was one of the most talented young athletes he had ever seen.
 - 3** Q: _____
A: Quick reactions, excellent hand-eye co-ordination and good powers of concentration.
 - 4** Q: _____
A: She's one of the best table tennis players in the world.
 - 5** Q: _____
A: She had dreamed of being an Olympic champion.

Speaking

- 6 Work in groups. Discuss these questions.
- 1** What are the qualities you need to be a top athlete?
Strength, agility, ...
 - 2** Which do you think is the most important of these?
 - 3** Are some qualities needed for some sports more than others? Give examples.
 - 4** Think of sportsmen and sportswomen you admire. What are the qualities or other factors that have made them successful?

Language tip

To form *wh*- questions:

- The question word or phrase comes first.
- The auxiliary verb comes second.
- The subject comes third and the main verb is last.

e.g. *What is she / are they doing?*

What has she / have you / had they done?



Lessons 5–6 The Olympic Games

Speaking

- 1 Discuss the statements with a partner and decide if they are true (T) or false (F).
 - 1 The Olympic Games are held every two years. _____
 - 2 There are Summer and Winter Olympic Games with different sports in each. _____
 - 3 Women are allowed to compete. _____
 - 4 The modern Olympic Games started a hundred years ago. _____
 - 5 There are medals for 1st, 2nd, 3rd and 4th places in each sport. _____
 - 6 There are two other Olympic events – the Paralympic Games and the Youth Olympic Games. _____



Reading

- 2 Read the text and check your answers to Activity 1.

Fact File: The Olympic Games

Every two years there is either a Winter Olympic Games with sports played on ice or snow, or a Summer Olympic Games with a variety of indoor and outdoor sports. The name of the Olympic Games comes from the Ancient Greek city Olympia where the games were held every four years from the 8th Century BCE until the 5th Century CE. The first modern Olympics happened in 1896 in Athens, Greece. The first, second and third place finishers in each sport, known as 'events,' receive gold, silver and bronze medals.

There are also the Paralympics for sportspeople who have physical disabilities and the Youth Olympics for teenagers. In ancient times, women were not allowed to take part but now in modern times they are.

Vocabulary

- 3 Write the sports from the box in the correct column.

tennis ice-skating badminton table tennis snowboarding athletics
skiing archery basketball speed skating volleyball golf shooting
equestrian ice hockey cycling swimming

Which sports are included in the Winter Olympics?	Which sports are included in the Summer Olympics?

- What do you know about the UAE at the Olympic Games?
- Can you name any Olympic athletes?
- What sports has the UAE competed in?
- How many Olympic medals has the UAE won?

Reading 21st

4 Work in groups of three. Each choose ONE of the three texts to read and cover the other two.

- 1 Complete the table below with information about your text.
- 2 Ask and answer questions with your partners to complete the rest of the table with information from their texts.

Summer Olympics

Five years after the UAE National Olympic Committee was formed in 1979, the country sent its first **delegation** of athletes to the Summer Olympics in Los Angeles, USA.

The UAE has **participated** in every Summer Olympics since then. Ahmed al Maktoum is the first UAE gold medallist, after winning gold in the shooting event at the 2004 Summer Olympics in Greece. The 2012 Summer Olympics was also important for the UAE for two reasons. This time the delegation of athletes was the largest they had ever sent and it included female athletes. Twenty four men and two women competed in six sports, including football, weightlifting and shooting.

Paralympics

The UAE began participating in the Paralympics in Barcelona, Spain in 1992, when they sent Ali Saif, a weightlifter, to **represent** his country in these games. The country has **competed** in every Summer Paralympics since then with great success. Emirati Paralympians have **won** a total of nine medals: one gold, five silver, and three bronze. Until 2008 the athletes were all men, who took part in athletics and weightlifting/powerlifting. The first female Emirati Paralympian was Thuraya al Zaabi, who first represented UAE in discus and javelin in Beijing, China and who has been competing ever since.

The Youth Olympics

Around 3,500 athletes aged 15 to 18 from around the world compete over 12 days in the Summer Youth Olympics. The Youth Olympics began in 2010 in Singapore when the UAE sent a delegation of four athletes, three boys and one girl, to take part in equestrian (horse-riding), sailing, shooting and taekwondo events. At the games in Nanjing, China in 2014 the team included four athletes. Two boys competed in swimming and sailing and two girls took part in shooting and the discus event. The Youth Games also include other participants in the roles of Young Reporters, Ambassadors and Athlete Role Models.

	The Olympic Games	The Paralympics	The Youth Olympics
When and where did the UAE first participate?			
What events did UAE athletes compete in?			
When did Emirati female athletes first compete?			
What medals have been won?			
Any other information given?			



Lesson 7 Practise and prepare

Listening

1 What sports are these commentaries from?

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

Speaking

3 Discuss the questions with a partner.

- Do you think international sports competitions are important? Why/why not?
- Do you think international sports competitions can help bring peace to the world? Why/why not?

Reading

2 Read the text and answer the questions.

- 1 This training programme is organised by the International Olympic Committee. True / False
- 2 This is the third programme to run during the Youth Olympics. True / False
- 3 The first training programme began during the 2010 Youth Olympic Games. True / False
- 4 To participate you must be older than 18 and younger than 24. True / False
- 5 If chosen, you will stay in the same accommodation area as the athletes. True / False
- 6 How many people will be chosen to participate? _____
- 7 What kind of training will you receive? _____
- 8 What personal qualities do you need to be chosen? _____
- 9 If you are interested, how can you apply? _____
- 10 How have some of the previous Young Reporters benefitted from their training and experience? _____

CALLING ALL YOUNG REPORTERS ... THE YOUTH OLYMPIC GAMES NEED YOU!

Get your pens, cameras and microphones at the ready! The second cycle of the International Olympic Committee's (NOC) Young Reporter Programme is now open.

The sports journalism training programme will bring together 34 young reporters, aged from 18 to 24, from the five continents. It will run during the Youth Olympic Games next August.

Once at the Games, they will live in the Youth Olympic Village with over 3,600 athletes and will receive intensive in-class and on-the-field training from some of the top names in print, photographic, television, radio and new media.

Could it be you? Are you ambitious and

determined? Then the first step is to get in touch with your National Olympic Committee. They will nominate Young Reporters based on their motivation and enthusiasm.

Past Young Reporters from the first cycle launched at the Singapore 2010 Youth Olympic Games have gone on to great things, with many of them reporting from the London 2012 Olympic Games and getting jobs presenting radio shows, writing columns and travelling the world in the name of sports journalism!

So if becoming a Young Reporter sounds good, then get in touch with your NOC and we could see you at the Summer Youth Olympic Games next year.

Lesson 8 An extraordinary athlete

- What personal qualities do you need to have to be a top athlete or sportsperson?

Reading

- 1 Complete Alana's profile by matching the headings in the box to the information in the table below.

Sports First Paralympic Games Country Special achievement Gender
 Disability Year of birth Place of birth Gold medals Personal motto
 Training regime Personal qualities Started these sports Injuries



Alana Nichols	
	Basketball, skiing, surfing, kayaking
	USA
	Female
	1983
	Farmington, New Mexico
	Paralysed from the waist down after breaking her back in a snowboarding accident age 17
	Speed-loving, hard-working, fearless
	Athens Summer Olympics, 2004 (reserve player on basketball team)
	Basketball in 2002 at the University of Arizona Skiing in 2008 after watching the winter Paralympics Surfing and kayaking in 2014 on holiday in Hawaii
	At least four hours per day, usually beginning with two hours' kayaking at 6.00 am
	Gold medal in basketball at the 2008 Paralympic Games in Beijing, two gold medals in skiing in the Vancouver 2010 Paralympics
	Many injuries including breaking both ankles and dislocating a shoulder
	First American woman to win gold medals in both the summer and winter Olympic Games
	'Do what you can with what you have, where you're at.'

Speaking 21st

- 2 Ask and answer questions about Alana Nichols using the information in the table.

Speaking tip

When asking questions, it is very important to remember that the word order changes in a question form. You may also need to use auxiliary (helping) verbs, like *am*, *is*, *are*, *have* or *has*, as well as a main verb, depending on the tense of the sentence.



Lessons 9–10 The Arab adventurer

Reading

- 1 Read the text and complete the table with details of Nabil Al Busaidi's six main expeditions.

Nabil Al Busaidi – the Arab Adventurer

Nabil 'Nabs' Al Busaidi is someone who made his hobby his career when he decided to swap his career in management to follow his passion and become a full-time adventurer.

In April 2009, he became the first Arab to walk to the magnetic North Pole, pulling a sledge weighing up to 50 kg, for 650 km, in temperatures as low as minus 40°C. In August 2009, he pushed his friend in a wheelchair 1,450 km from the very south to the very north of the UK to raise money for charity. They did it in eight and a half days. Later that year, he climbed Mount Kilimanjaro in Africa with his brother; then he travelled to the Antarctic to climb Mount Vinson, the highest mountain there. In April 2010, he broke both ankles while trying to become the first Omani to climb Mount Everest. In March 2011, he became the first Arab to row across an ocean when his team on the *Britannia III* crossed 4,600 km across the Atlantic in 43 days.

Did you know?

Nabil Al Busaidi has broken several world records, including becoming the first Arab to walk to the North Pole and the first Arab to row across the Atlantic. He is sometimes called 'the Sultan of Snow' because many of his adventures have been in the Arctic and Antarctic.



Expedition	When	What	Where	Details
One				
Two				
Three				
Four				
Five				
Six				

Speaking 21st

- 2 Work with a partner. Ask and answer these questions.
- What do you think about Nabil Al Busaidi's achievements?
 - How would you describe his character?
 - Do you think he is a good role model?
 - Would you like to have similar adventures? Why? Why not?



Listening 41

3 Listen to the interview with Nabil Al Busaidi and complete the questions.

- 1 Where did you get ...
- 2 Why did you decide ...
- 3 How do you choose ...
- 4 How much time do you spend ...
- 5 What have been ...
- 6 Do you have ...

4 Listen again and write notes on the answers to the questions. Compare your ideas with a partner and compose a one-sentence answer for each question.



Did you know?

Throughout his journey to the North Pole, Nabil Al Busaidi kept a daily diary in which he recorded his feelings and experiences. You can read it on his website:
www.arabadventurer.com

Speaking

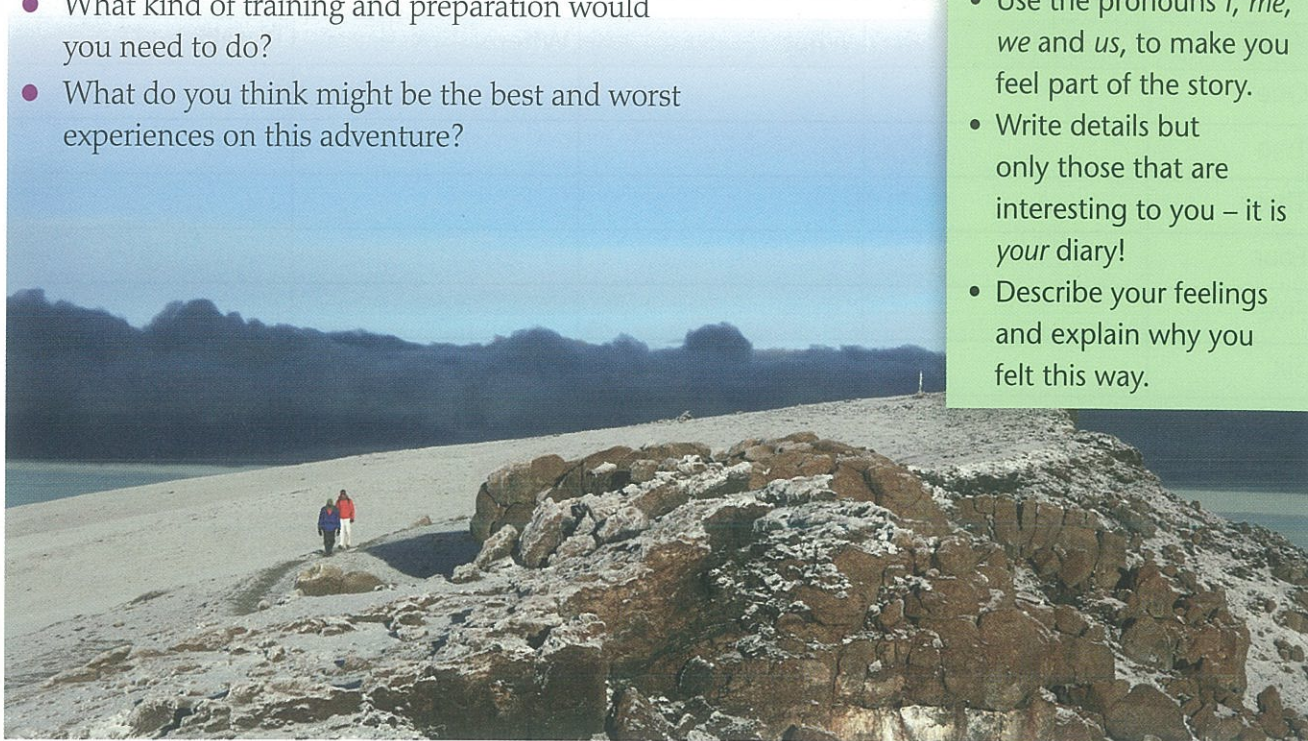
5 Discuss the following questions in groups.

- Have you ever thought about going on an expedition or trying to break a world record?
- What kind of adventure would you choose to do and what record would you try to break?
- What kind of training and preparation would you need to do?
- What do you think might be the best and worst experiences on this adventure?

Writing tip

When writing a diary, there are several things to remember:

- Start with events that happened early in the day and finish with events that took place in the evening.
- Use the pronouns *I*, *me*, *we* and *us*, to make you feel part of the story.
- Write details but only those that are interesting to you – it is *your* diary!
- Describe your feelings and explain why you felt this way.





Lessons 11–12 What are your hobbies?

- What is a hobby? Why do people have hobbies?

Reading

1 Read what these 12- and 13-year-olds say about their hobbies. Do any of them have the same hobbies as you?



1 “ My hobbies are photography and trampolining. ”

2 “ I LOVE karate! ”

3 “ I love horse riding. I go riding every Saturday morning and it’s the best moment in my week. I also love reading – and not only books about horses! ”

4 “ I love doing judo at my local club. I’ve been doing it for seven years and I’m now a black belt. ”

5 “ I collect sweets – and then eat them! I also collect pencil cases. In total, I have about 50. I just love collecting them. ”

6 “ I kick a stick down the street whenever I see one. It’s not a hobby, but I just enjoy doing it. And I make model planes, as well. ”

7 “ I collect coins. I have loads of foreign ones. ”

8 “ I don’t do any sports. I love juggling. I just can’t stop doing it. I sometimes juggle in Maths, with pencil sharpeners! ”

9 “ I like to draw. I draw things I see on TV and in magazines. I collect leaves from trees, too. I like to make bookmarks from them. ”

10 “ I love to write. I do it all the time. I keep talking to my friends and family about my stories, and they’re starting to get a bit bored! ”

11 “ I collected shells when I was younger, but I threw them out a long time ago. Now I collect beads, jewellery and posters. ”

12 “ My hobby is acting. I’ve been acting since I was two. ”

Vocabulary

2 Work with a partner. Make lists of the hobbies in Activity 1 under the following headings:

- Sports / martial arts
- Collecting things
- Performing
- Art and other creative activities

3 **21st** Make true sentences about the children interviewed in Activity 1 and their hobbies.

- | | |
|---------------------|----------------------------|
| 1 All of them | a collect things. |
| 2 A third of them | b collects stamps. |
| 3 A quarter of them | c do sports/martial arts. |
| 4 Two of them | d enjoys art. |
| 5 One of them | e have at least one hobby. |
| 6 None of them | f make things. |

4 Write a web forum post about your hobbies.

- 1 What are your hobbies?
- 2 How long have you been doing them?

Speaking

5 Work with a partner. Ask and answer these questions.

- 1 Does anyone in Activity 1 say anything that you find funny?
- 2 Which of the hobbies mentioned in Activity 1 do you find unusual?
- 3 Which of the hobbies in Activity 1 did you do when you were younger?
- 4 Which of the hobbies in Activity 1 would you like to do?

Use of English: Present perfect continuous

Use the present perfect continuous to talk about actions continuing up to now, especially with *for* and *since* to say how long they have lasted.

have + *been* + *verb + -ing*

I love judo. I've been doing it for seven years.

I've been acting since I was two.

Writing

6 Your school wants some ideas for after-school clubs where students can try some new hobbies. With a partner, decide on an activity for an after-school club.

Design and write a flyer for the activity.



Come and try judo!

When?
every Wednesday after school

Where?
in the school hall

Why? Judo ...

- improves your strength and agility
- keeps you fit
- is good for your concentration and it's great fun!



Lesson 13 Backgammon

Reading

1 Match the paragraphs with the headings below.

- Rules
- History
- Description

Fact File: Backgammon

1

The game of backgammon is a familiar sight in coffee shops across the Arab world. You will easily recognise it from the wooden box laid out with triangles and its thirty black and white pieces called 'checkers'. It is one of the oldest board games in the world and it is thought that it probably started in Iraq around 5,000 years ago.



2

Pictures and documents from ancient times have been found which show that the Romans, the Ancient Greeks and the Ancient Egyptians played a version of backgammon. People in Iraq have even discovered a pair of ancient dice made from human bone! The rules of the game have changed over time and so have the materials that it is made from. In modern times the pieces are made from wood or plastic, not bone!

3

There are different ways to play backgammon. In the simplest version, each player takes fifteen checkers of the same colour: you put half on your side of the board, the other half on the opposite side. You then take turns to throw the dice and move your checkers across the board: the aim is to move all your checkers to your side of the board (and stop your partner doing so). Once your checkers are all in place, you may take them off the board by throwing certain numbers on the dice. The first player who takes all their checkers off the board wins the game.

Speaking

2 Ask and answer with your partner.

- Describe what the board game looks like.
- What pieces do you need to play?
- What is the aim of the game? (What do you need to do to win?)
- Where is this game popular in modern times?
- How do we know about the game's history?

Did you know?

Backgammon is known as *tavla* in Turkey and *tavli* in Greece. In the Arab world it is sometimes called *sheesh beesh* or *tawlet in nard*.

Reading strategy

When reading instructions, remember they are step-by-step. Look for sequencing words like *first*, *then*, *next* and *finally* to help you identify each step in the correct order.

Lesson 14 Practise and prepare

Reading

1 Read the report about Ahmed's friends and answer the True/False questions.

- | | | |
|---|------------------------------------|-----|
| 1 | Khalid's hobby is writing poems. | T/F |
| 2 | Playing football is Ahmed's hobby. | T/F |
| 3 | Khalid is good at art. | T/F |
| 4 | Obaid enjoys crime stories. | T/F |
| 5 | Ali plays the computer games. | T/F |
| 6 | Obaid is in a football team. | T/F |

2 Read the report again and circle the correct answer.

- | | | |
|---|---|----------------|
| 1 | How old is Obaid? | |
| | 13 | 12 |
| 2 | Who has the most hobbies? | |
| | Khalid | Ali |
| 3 | Is Ali older than Khalid? | |
| | Yes | No |
| 4 | Who designs computer games? | |
| | Ali | Ahmed |
| 5 | Is reading Obaid's hobby? | |
| | Yes | No |
| 6 | When does Obaid practise with his team? | |
| | every day | at the weekend |

Hi, I'm Ahmed and I'm writing to tell you about some of my friends' interesting hobbies.

Khalid is 14 years old and he likes reading books, writing short stories and painting pictures.

He sometimes draws pictures to go with his stories. Ali is 15 and he plays chess and enjoys

spending time on his computer and designing new games. Obaid is almost 13 and his passion

is football. He plays every day after school and practises with his team every weekend. He also

loves reading, particularly adventure stories.

My friends say that their hobbies help them at school too. Khalid is well known in his school for

his beautiful art and Ali is excellent at maths.

Obaid is one of the best students at PE. Their hobbies and school work keep them very busy.

Vocabulary

3 Match the words from the word bank with a verb and write them in the correct list.

singing a sport stamps a game karate
coins painting reading judo beads

collect	play	do	(-)

Speaking

4 Discuss these questions with a partner.

- Why do people have hobbies?
- What are the most popular hobbies in your country?
- Are there any hobbies you would like to try?



Lesson 15 Review

Vocabulary

1 Which are adjectives? Which are nouns?
Write them in the correct list.

talented success important commitment
interested ability agile ambitious
competitive co-ordination determined
flexible strength

Adjectives	Nouns

2 Match a verb from column A with the correct preposition from column B.

- | | |
|----------------------|-------------------|
| A | B |
| ● to represent | in a sports event |
| ● to feel passionate | for something |
| ● to participate | to someone |
| ● to look up | about something |
| ● to be recognised | your country |

3 Write a sentence for each of the verb + preposition combinations from 2, e.g.

I look up to my big brother, Ahmed.

Use of English

4 Write questions using the correct form of the present perfect continuous and add two of your own.

How long have you been living in the house where you live now?

How long ...

1 (live) in house / where live now ?

2 (wear) your shoes?

3 (learn) English?

4 (study) at this school?

5 (do) this exercise?

6 _____

7 _____

5 Now write answers for the questions.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

Speaking

6 Ask and answer the questions with a partner.

- Have you enjoyed this unit?
- What were the best parts?
- What were the most difficult parts?
- Is there anything you think you need more practice of?

Lessons 16–17 Project: Design your own board game

Preparation ^{21st}

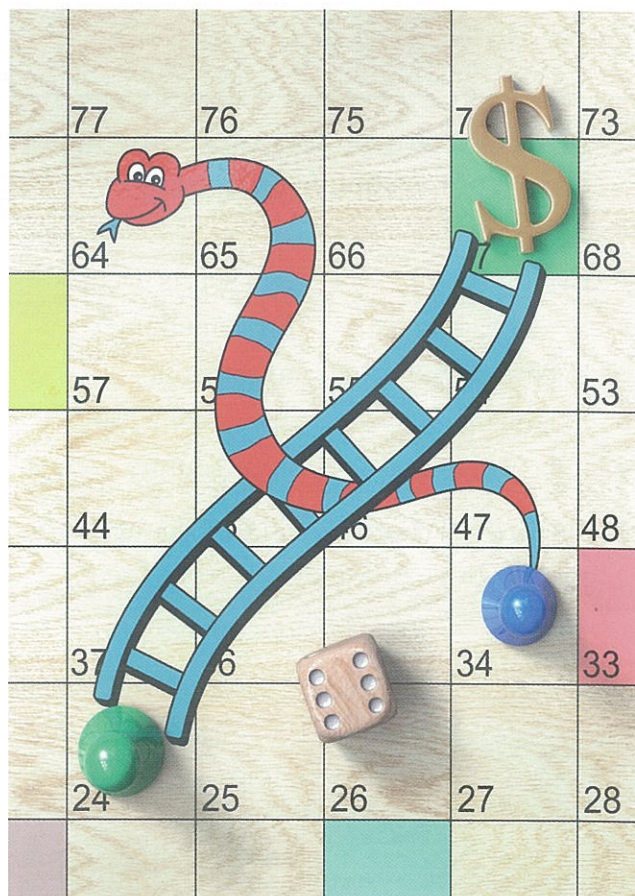
- You are going to work in a group with other students to design a board game.
- The idea of the game is to move counters round a board, but you have to think of a theme for the game, what it looks like and the rules for how to move the counters.
- You have to design and make a board, counters and any extras such as question cards.

1 Decide on the theme and the rules of your game. Discuss these questions in your group.

- 1 What will the theme of your game be? It can be based on something you are interested in, for example, sports, books, maths, science, fashion, food / cooking, TV show or films.
- 2 What will the board look like, for example, a garden, a town with shops, a castle, a beach, a kitchen, etc.? What shape will it be?
- 3 Apart from the 'Start' and 'Finish' square, what other types of squares will there be, for example, blank squares or squares with a specific picture or image on them?
- 4 How many players may play at a time and how do the players decide who goes first?
- 5 What happens when a game piece lands on a 'pick a card' space? Will there be different types of cards, for example, consequence cards, question cards, etc.
- 6 What happens if a player answers a question correctly? What happens if he/she answers incorrectly?
- 7 How does a player win the game?

2 Make the game. You will need pieces of card, coloured pens or paints, scissors and glue.

- 1 Give each member of the group a different role and tasks. You will need to make the board, decorate it, find or make the counters and write the cards.
- 2 If you have access to the Internet, research some images related to the theme of the game. You can print them and use them to decorate the board.
- 3 Prepare the questions for the cards. Check the spelling and grammar before you copy them carefully onto the cards and decorate the cards.
- 4 Think of a name for your game.





Presentation

- 3 Before you present your board game, test it! Play it with your group. Is there anything you could improve?
- 4 Prepare to present the game
 - 1 Decide who will say what in the presentation. Each member of the group must have a role and something to say.
 - 2 Prepare your explanation of the rules of the game carefully. It should be clear, easy to understand and not too long.
 - 3 The best way of explaining something is often to demonstrate it. Prepare a short demonstration of your game as part of the presentation.
 - 4 Think about what questions other learners might ask.
- 5 Take turns to present your game to the class.
Copy and complete this form for every board game.



Did you know?

Teamwork

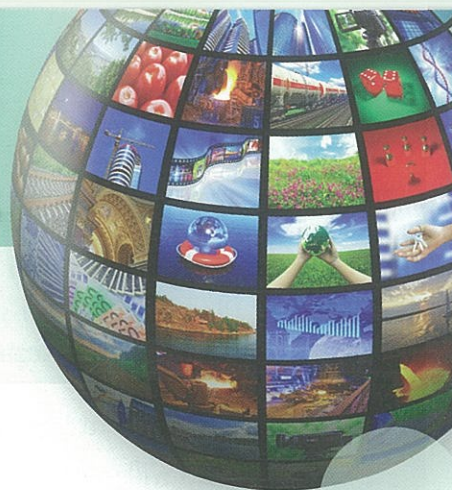
To work effectively as a team, you should first find out the strengths and interests of each team member. By using your team members' strengths, you can make sure that your completed project is the best it can be.

Name of the board game	
Theme of the game	
Rules for moving pieces round the board	
How to win the game	

- 6 Exchange games with another group. Play the other group's game. At the end, give feedback. What did you like about the game? Is there anything they could improve?

Unit 12 Entertainment and media

- **Topics** Free time; the circus; a film review
- **Use of English** Phrasal verbs; position of adverbs



Lessons 1–2 What are you into?

- In your free time, do you prefer staying in or going out? If you stay in, what do you prefer doing?

Reading

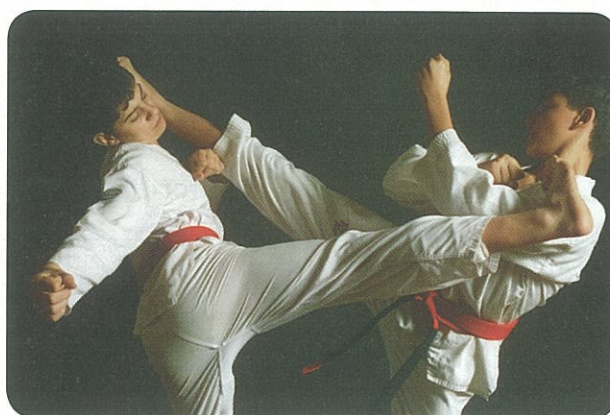
- 1 Read what Ali and Kamaruddin say. How are they similar? How are they different?

What are you into?



I've taken up chess recently and I'm really into it. My grandfather is teaching me. I'm very proud to learn from such a good player, although I'm not very confident yet. I practise solving chess problems online as well but I prefer picking up tips from my grandfather. What else do I do in my free time? Well, I enjoy going swimming with my family and I also like playing computer games and listening to music, but I can't stand watching TV. If I'm feeling sociable, I sometimes go to the cinema or my friends come round to watch a DVD. My mum says that I do too much and I should give something up, but I really dislike sitting around and getting bored.

Ali, 15, Abu Dhabi



I do taekwondo. It's a martial art. It's different from karate because there's more kicking. It offers lots of benefits, such as learning to defend yourself, as well as keeping the mind and body strong. It's really good. I love it! I don't do many other things. I prefer doing taekwondo to doing team sports, like football. I don't mind staying in, especially if I've just been to a taekwondo class. I just listen to some music on my iPod and chill out. I like watching TV and playing video games too. I usually go out with my family to a restaurant at the weekend.

Kamaruddin, 13, Kuala Lumpur



- 2 Read the sentences about Ali and Kamaruddin. Write true (T) or false (F) next to the statements, or (NI) if there is no information.

Ali

- 1 really enjoys playing chess. _____
- 2 only plays with his grandfather at the moment. _____
- 3 prefers playing computer games to watching television. _____
- 4 goes swimming most weekends. _____
- 5 agrees with his mum that he does too many free-time activities. _____

Kamaruddin

- 6 has been doing taekwondo for a long time. _____
- 7 thinks doing taekwondo is good for general fitness. _____
- 8 does a lot of different sports and activities in his free time. _____
- 9 likes to relax after a taekwondo class. _____
- 10 prefers eating in a restaurant to eating at home. _____

- 3 Find examples in the texts of verbs followed by the **-ing** form.

I enjoy playing volleyball.

Speaking 21st

- 4 Work with a partner.

- 1 Do you enjoy doing any of the same things as Ali and Kamaruddin? Why/Why not?
- 2 What do you like doing in your spare time?

Writing

- 5 Write sentences about your family and friends describing their likes and dislikes. Use the verbs in the *Language tip* box.

- My mother / father
- My sister / brother
- My cousin
- My friend

Language tip

Verb followed by the **-ing** form

Use an **-ing** form after these verbs:

enjoy don't mind

You can also use an **-ing** form after these verbs:

like love prefer

fancy hate can't stop

dislike keep can't stand

Lessons 3–4 Shopping at the Global Village

Listening 42

- 1 Listen. Who's speaking?
- 2 Listen again. Who's talking to a friend? Who's giving a talk at school? Give reasons for your answer.
- 3 Listen again and write down the words and phrases which you would use in conversation but not in a formal talk.

Speaking 21st

- 4 Work in small groups. Talk in front of your group for one minute about an activity you do that you really enjoy. You can choose to use either informal or more formal language.

Use of English

- 5 Work with a partner. Find the following phrasal verbs in the texts on page 198. Explain to your partner what each one means.

- | | |
|--|--------------|
| 1 take up = start doing something,
For example, Ali has just taken up the oud | 6 stay in |
| 2 be into | 7 chill out |
| 3 go out | 8 pick up |
| 4 come round | 9 sit around |
| 5 give up | |

Use of English: Phrasal verbs

Phrasal verbs are made up of two or more words, for example, *take up*, *go out*.

They are used a lot in English. Try to learn a few at a time in the context of a particular topic.

- 6 Read what Aisha says about an activity she enjoys. Complete the gaps with a phrasal verb from Activity 5. Make sure you use the correct tense of the verb.

I have lots of interests and hobbies, but I think a great way to ¹ _____ is to go shopping! I don't mean that you have to spend a lot of money – or even buy anything – but I love just looking at the shop windows and all the colourful displays. I usually go with my friends because my brother Naser isn't at all interested! He ² _____ photography last year and ³ _____ (really) it now, so he ⁴ _____ a lot developing his photos or chatting online with his friends from the camera club. I enjoy ⁵ _____ to the shops, because my friends and I look at all the clothes and jewellery and argue about what we like best! Tomorrow, we are going to the Global Village in Dubai – I can't wait.





Reading

- 7** Skim the texts on this page. Which text is an extract from: a tourist brochure, a formal invitation and an internet site?
- 8** Read the texts again and find the answers to the questions.
- 1 What is the Global Village and what are some of the things you can do there?
 - 2 What day of the week is the Global Village special event?
 - 3 How many pavilions are there where you can buy things from?
 - 4 What are the opening times of the restaurants?

A **Global Village:** delicious international cuisine at the most fantastic restaurants!

Every day from 4–12 pm and later on weekend nights.

Have an amazing cultural experience while tasting some of the world's finest foods in a wonderful location with a view over the lake.

150 people interested 89 people going 60 likes

B **Global Village, Dubai**

Global Village is the top family cultural, shopping and entertainment destination in the region, with a truly different multi-cultural shopping experience at 32 pavilions. At these pavilions, visitors can buy hand-made crafts and other goods from more than 75 different countries.

Global Village also provides world-class cultural and family entertainment for its millions of visitors. On the Cultural Main Stage, guests are entertained with special live performances and stage shows while at the Fantasy Island funfair, families can enjoy spectacular new rides to suit all different age groups and tastes!

C

We would be delighted if you could attend the Global Village special event on Saturday 14th June. After enjoying a variety of international dishes at one of our many high-class restaurants, you will be treated to an incredible fireworks display that lights up the night sky! We hope to welcome you for an unforgettable evening under the stars.

Speaking

- 9** Discuss these questions in small groups.
- 1 Have you been to the Global Village? Yes: What was your opinion of it? No: Would you like to go there? Why/Why not?
 - 2 What is the value of having the chance to try food from different countries? What international dishes have you tried?
 - 3 Are there any big shopping centres near where you live? How popular are they with young people?
- 10** Write a short paragraph in your notebooks about your free-time activities. Use the texts on pages 198–199 and in Activity 6 to help you.

Vocabulary

Extreme adjectives (for example, *fantastic*, *wonderful*) make a text more interesting. Find some more extreme adjectives from the texts and write them here.

Example: *We are having ~~a nice~~ an amazing time here!*

Speaking tip

Taking turns in a discussion is very important. State your opinion, then listen to what others have to say. Make a further comment where necessary.

- *I really like foreign food.*
- *Oh do you? So do I. I love fish and chips!*
- *I love apple pie!*

Lessons 5–6 A film review

- What different types of film are there? Name at least four.
- Which do you like watching best? Why?

Reading

- 1 Superman was the hero in a film called *Man of Steel*. Read this review of the film. What did the reviewer think of the film?

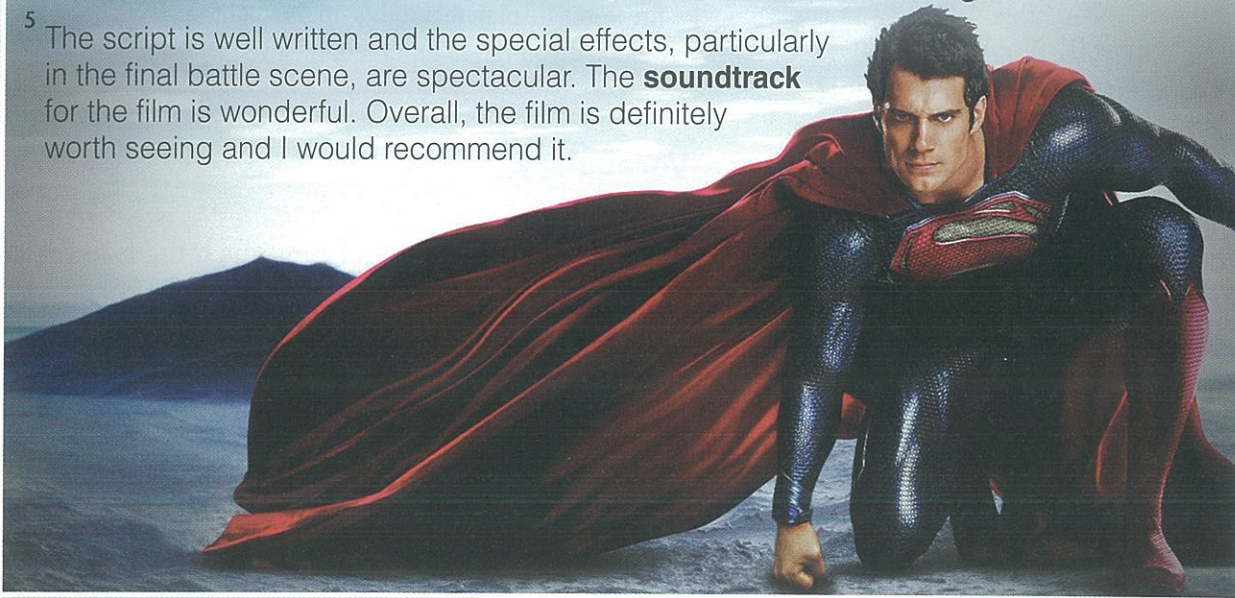
1 *Man of Steel* is a film about the superhero, Superman. It is directed by Zach Snyder and stars Henry Cavill as Clark Kent and Amy Adams as Lois Lane.

2 The film is set in Kansas, USA. Clark Kent, the main character, is a reporter who works on a newspaper called *The Daily Planet*. His friend, Lois Lane, is also a journalist there. Clark Kent discovered, as a young boy, that he was different from other children because he had superhuman **strength** and speed – and the ability to fly.

3 At the beginning of *Man of Steel*, we see Clark Kent as a baby, born on a distant planet called Krypton. He is sent to Earth, where he is **adopted** by the Kent family, who live on a farm in Smallville, Kansas. The film then moves forward in time. Nobody knows that Clark, a shy reporter, is actually Superman, the superhero who is able to save the world from **disasters**. However, the evil criminal General Zod arrives on the scene. When Zod discovers that Clark Kent is Superman, he **attacks** his parents' farm. Superman **defends** his home and **defeats** Zod.

4 Henry Cavill plays the part of Superman. While he is especially good as the shy, Clark Kent, he's also believable as the superhero, Superman. Amy Adams gives a good performance as Lois, warm and funny as well as clever and **tough**.

5 The script is well written and the special effects, particularly in the final battle scene, are spectacular. The **soundtrack** for the film is wonderful. Overall, the film is definitely worth seeing and I would recommend it.



- 2 With a partner, discuss the meaning of the highlighted words. Look at the context to help you.



3 Read the film review again. Choose a heading for each paragraph.

- Summary of the plot
- Introduction to the film
- Opinion of the film
- The actors and the acting
- Setting and main characters

Speaking

4 Work with a partner. Ask and answer the questions about *Man of Steel*.

- 1 Who is the film directed by?
- 2 Where is it set?
- 3 What happens at the beginning?
- 4 Who plays Clark Kent / Superman?
(Give your own opinions for the questions below if you've seen the film.)
- 5 What can you say about the performances of the main actors?
- 6 What can you say about the script, the special effects and the soundtrack?
- 7 Would you recommend this film?

5 Work with a partner. Make a list of the positive things you can say about a film.

The script was well written.

There was some clever humour and we laughed a lot.

Now make a list of the negative things you can say.

(The main actor) wasn't believable.

6 Work in groups. Use the questions in Activity 4, and your lists from Activity 5, to talk about films you've seen.

- A *I saw ... last week.*
- B *Who was in it?*
- C *What was it about?*
- D *What did you think of it?*



Project: Write a film review

7 Write a film review for a classroom display called 'Films we like'.

- 1 Choose a film which you really like.
- 2 Use the headings in Activity 3 to plan your review.
- 3 Make notes about what you will include under each heading.
- 4 Write up your review. Follow the style of the review of *Man of Steel*:
 - use the present tense for the plot summary
 - use suitable connecting phrases, such as *however, at the beginning, while*
 - use some of the expressions from the review, such as *he / she is particularly good as ... , he / she gives a good performance as ...*
- 5 Ask others to comment on your review.
- 6 Write and illustrate a final version.

Writing tip

Before you start writing, organise your ideas into paragraphs.

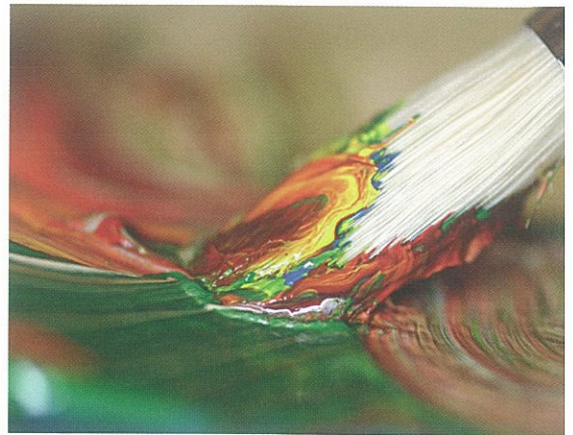
After you have written your review, read it through to make sure that your ideas are clear for the reader.

Lesson 7 Practise and prepare

Reading and vocabulary

1 Read about Amal at school and answer the questions.

- 1 What two things does Amal not enjoy doing?
- 2 Why doesn't she mind painting so much?
- 3 What does she love doing at school?
- 4 What does Amal keep doing?
- 5 What do you enjoy learning about at school?



Amal at school

Amal has drawing lessons at school this year, but she doesn't have much fun during the lessons. This is strange because most of her friends enjoy drawing. The reason why Amal dislikes drawing is that whatever she draws, it always looks the wrong shape. She doesn't mind painting, however, because she just throws paint on the paper and it looks like a clever design!

Amal can't stand doing sports either. All her friends can run really fast so she feels like a snail next to them!

One thing she really likes is learning languages. In her English and French lessons, she is excellent and always gets top marks. It's funny but she finds she can't stop making lists of new words to learn. She's got ten notebooks full of vocabulary!

So, you don't have to be good at everything but it's nice to be good at something!

Speaking

2 Guess ways in which your partner spends their spare time. They must answer True or False! Use these phrasal verbs.

take up be into go out stay in
pick up chill out come round
give up sit around

You stay in most evenings.

False!

Self-assessment

3 Match the phrases A–E with the sections of the film review they belong to below.

- The actors and the acting in the film
- Summary of the plot
- Introduction to the film
- Gives an opinion of the film techniques
- Reviewer's overall opinion

A The heroine, Sabiha, returns to the place where she grew up.

B I really think that this film is worth seeing.

C The three main characters give really good performances.

D The film was made in 2016 and was filmed in Dubai.

E The way they filmed some scenes was very clever.

4 If you had to write a review of a film for your school magazine, how confident would you feel?

- Very confident
- Quite confident
- Not very confident



Lesson 8 Film-making

Reading

- 1 Look at the information about a short film festival. Where you might see each text? Discuss with a partner.

If you have to scan multiple texts to find information, keep in mind what type of texts they are: informal, descriptive, formal, etc. The style will vary and the information in each text will be different but overall, you will be able to find the information you want.

- 2 Answer the questions about the texts in Activity 1.

- 1 When should people send in their short films for the film festival?
- 2 Is the film festival for professional film-makers?
- 3 What three things does Omar suggest?
- 4 When are tickets going to be available?
- 5 How much will students have to pay for tickets?
- 6 What does Latifa think about the festival?

Speaking

- 3 Discuss the questions in pairs or small groups.

- 1 Imagine that you are going to make a short documentary. Which location would you choose for it and why?
 - the sea • the city • the desert
- 2 Which places in particular in **your country** would you choose as a subject of a short documentary? What would make it a good choice, in your opinion?
- 3 Discuss and report back to the class.
- 4 If you can, take a short video on your camera or phone of a place in your area. Show it to the class next lesson.

A Short Film Festival!

Calling all hopeful film-makers! Now is your time to make a five-minute short film!

- All entries to be in by 30th June.
- Judging: end August.
- Festival: last fortnight in September!

A fantastic opportunity! But remember – this competition is only open to people who enjoy film-making as a hobby, not to those whose job is in films!



B

Subject: Making a film?

To: Murad
From: Omar
Hey, how are things? Have you read about the short film festival in September? Do you fancy having a go? I think we could make a good film. Shall I ask my cousin Khalid to take part as well? We would make a good team. If you agree, how about making the sea our subject?
Speak soon,
Omar

C

TICKETS Film festival tickets on sale from August 1st.
Buy online or at the ticket office on 4th St, Abu Dhabi, near Khalifa university.
Price – 40 dirhams
Students – 50% discount



D

Noura

'So what do you think about the short film festival, Latifa – good idea?'

'Yes, fantastic! But who are the judges, do you know?'

'We don't know their names, they're anonymous! Help!'

'Well, we've got a month to get something together. Do you think we can do it in time?'

'I hope so – but we're going to be busy!' ☺

Lessons 9–10 Science fiction and working in films

- Look at the picture from a film below. What type of film is this?
Why is this type of film so popular?

Reading

- 1 Read this article about the filming of a science-fiction film.
What do the film extras remember most about it?

MAKING A SCIENCE-FICTION FILM – WORKING AS AN EXTRA

Every year, we see new science-fiction films arriving in our cinemas. Sometimes film companies come to the UAE to film parts of these films. They film in the desert because it can look like the land you could see on another planet. The film-makers for one science-fiction film chose an area near Abu Dhabi to represent the planet Jakku.

Saad took part in this film as an extra. 'It was hard work being an extra, but great fun too. Of course, the main problem in the desert was the **heat** – and the **bugs** – so we used to start work really early. The people in costumes, like the aliens, **suffered** a lot and we had air-blowers to try and keep them cool! I was only involved in the first five days of filming, but that was enough, really. My father and I were both extras, so we played father and son in the film. It was great to share the whole thing with him!

Another extra was Saad's friend, Mazin. 'It was the most amazing experience and I'll definitely do it again sometime!' he said. 'I even met the director on the first day and he **chatted** to me! Unbelievable! He was really friendly. Another thing I'll always remember is running away from some space soldiers – I'd never run so fast in my life! And wow, the spaceship was so cool!'

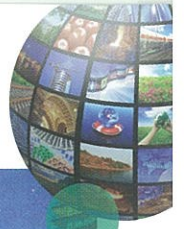


Did you know?

A lot of different people make up a film crew, from the director and main actors to the cameramen, the people in charge of props, hair and make-up, **catering** (for on-site meals), the electricians – there are too many to mention! In the area of acting, there are also people called extras, who appear in the film but who don't normally have to say or do anything.

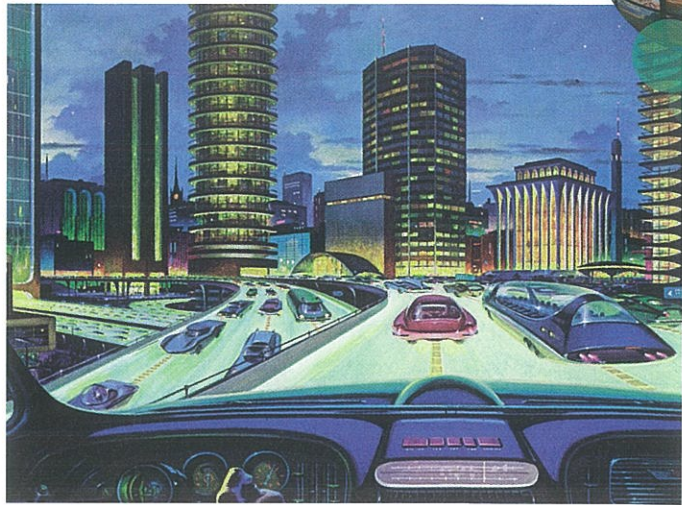
- 2 Find words on this page for the following:

- 1 a group of people working together
- 2 people whose job is to provide food and drink
- 3 very hot conditions
- 4 small insects
- 5 experience pain or a difficult situation
- 6 talk in an informal way to someone



Speaking

- 3 What do you think you would enjoy most about being an extra in a science-fiction film? Is there anything you wouldn't enjoy? Discuss your ideas.
- 4 Look back at the text on page 206 and answer the questions.
 - 1 What do film extras have to do?
 - 2 Why did the film-makers choose this location in Abu Dhabi?
 - 3 Who had the greatest problem with the heat during filming?
 - 4 Was there any contact with the director?
- 5 Read the Use of English box. Rewrite these sentences in your notebooks putting the adverbs in the correct place.
 - 1 We watch science fiction films. (often)
We often watch science fiction films.
 - 2 I'll apply to be an extra in another film sometime. (definitely)
 - 3 The working conditions in the desert were difficult. (certainly)
 - 4 They try to employ locals as extras. (normally)
 - 5 My friends have taken part in a film. (never)
 - 6 We got to see the film stars close up! (even)



Use of English: Position of adverbs

These adverbs go before main verbs but after the verb *be* and auxiliary verbs/modals, for example, *have, will, can, must, should*.

- adverbs of frequency: *always, often, usually, normally, sometimes, never*
- adverbs of certainty: *certainly, definitely, probably*
- other adverbs: *already, also, only, just, still, even*

Listening strategy

Before you listen, read the sentences carefully and decide what type of word you have to listen for: a noun, a verb, an adjective, a number. Remember that the words you hear might not be in the same order as the sentences you see written.


Listening

- 6 You are going to hear a talk about making major films in the UAE. Which points you think the speaker will talk about?
 - financial benefits
 - health and safety
 - educational value
 - employment opportunities
 - tourism
- 7 43 Listen to the first part of the talk and check your answers to Activity 6.
- 8 44 Listen to the rest of the talk and complete the sentences.
 - 1 The speaker couldn't take her eyes off the _____ creatures on the film set.
 - 2 There were around _____ people acting in the film.
 - 3 In order to be able to film in the desert, new _____ were needed.

Lessons 11–12 Film studies

- If you did a film studies course, what different things do you think you would learn about?

Listening

1  Listen to two students talking about a film studies course. Number the points below in the order you hear them.

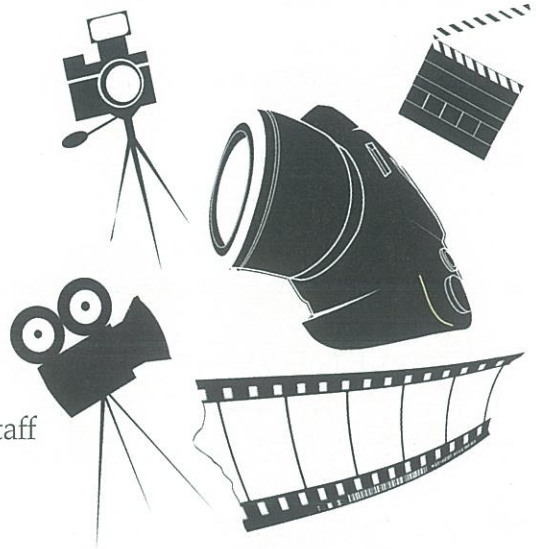
- development of creative ideas
- expensive equipment
- powerful effect of the cinema
- practical knowledge of film-making
- high standard of teaching, interest shown by teaching staff

2 Listen again and answer the questions.

- 1 What surprised Ben about the film studies course?
- 2 How did Martin feel about the equipment they could use?
- 3 What did the professors do to impress Ben?
- 4 What career does Martin want?
- 5 How has the course helped Ben with his future career plans?

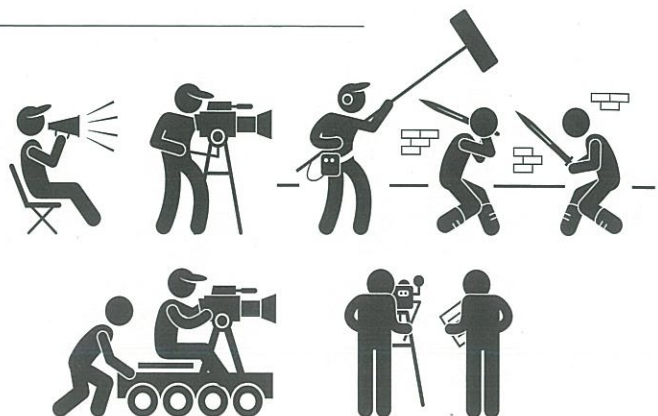
3 Discuss and explain the meaning of these phrases:

- have access to = *have the right or opportunity to use something*
- be blown away (by) = _____
- lay eyes on = _____
- have an effect on = _____
- gain (a lot from) = _____



Use of English: Collocations

Collocations are words that usually go together,
 For example, verb + noun: *have access to*
 noun + noun: *film studies*
 adjective + noun: *high marks*





Reading

- 4 Read a report about film and media courses at SAE (School of Audio Engineering), Dubai. Complete the report with the missing words below.

achieve addition advantage atmosphere conclusion opinion
description details facilities fast-track open day public speaking

This report is based upon a visit by a group from my school to an ¹_____ at SAE Dubai. SAE Dubai is a centre for creative media education. During the day, we listened to talks about the college and also talked to students.

SAE Dubai offers degree courses for undergraduates in Animation, Film, Audio, Games and Design. It's impossible to give all the ²_____ of the courses here, but you can find a complete ³_____ on their website. For example, the film degree course includes a ⁴_____ short course and a photography course as well as film-making. As an extra ⁵_____, there are ⁶_____ courses. These are two-year courses instead of three.

All the students we spoke to were very positive about the ⁷_____ and the teaching at SAE Dubai. In ⁸_____, they mentioned the great ⁹_____ of the Dubai Knowledge Village with its shops, metro line and gardens. The breakfast croissants from one of the shops there are very tasty, in their ¹⁰_____ !

In ¹¹_____, if you are interested in films and media then SAE Dubai is the perfect place to go and study. We are sure that SAE will help all their students to ¹²_____ success in whatever they do.

- 5 What section headings would you add in to this report? Discuss and add them in.

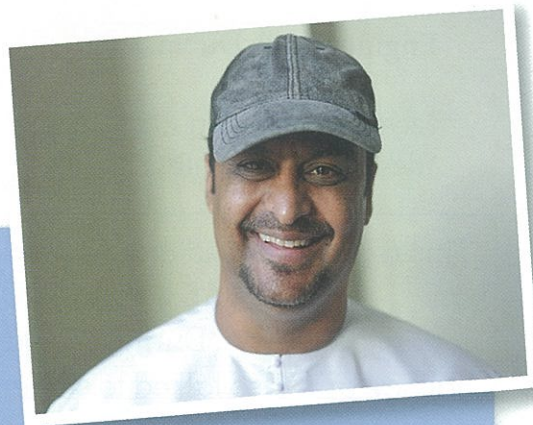
Speaking

- 6 If you could go to an open day about a particular course or college, where would you go and why? Discuss in small groups.

Lesson 13 Crazy horror in the Emirates!

Reading

- 1 Read the first part of an article about a film based in the Emirates. As you read, find two points about the film that you think are interesting.



Grandmother's Farm, premiered at the Dubai International Film Festival in 2013. It's a **low budget** 'horror comedy' film directed by Ahmed Zain, an amateur Emirati film-maker, and it follows a group of friends who spend a weekend at their grandmother's farmhouse. There, they come face-to-face with a strange, **unwelcome** guest, who turns their peaceful evening into **chaos**. Something about this film's crazy humour appealed to Emirati audiences because *Grandmother's* film became a big **hit** in the UAE. It was shown across the country for five weeks during the following year, which is most unusual for a film of this type.

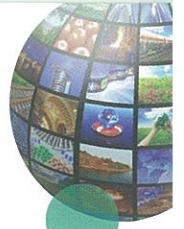
Nobody was more surprised by the success of *Grandmother's Farm* than its creator/director, Ahmed Zain. 'People generally loved it. And they kept **encouraging** me on social media and other places to make a second one,' he laughs. Zain works as a mechanical engineer by day, but has been making amateur films for the last 13 years. *Grandmother's Farm* made enough profits to cover its Dh300,000 budget and more. So, with money to spend and encouraged by the first film's success, Zain decided to make *Grandmother's Farm 2*.

'For the first part, we spent everything from our own pockets and so many people worked for free. It was a very low-budget **setting**,' explains Zain. 'For the second part, you will notice the production is a bit more **slick** and clever as we had a lot more people involved in it including the Abu Dhabi Music & Arts Foundation (Admaf)'. *Grandmother's Farm 2* sees the boys from *Grandmother's Farm* back in a new adventure. This time, they are going on a road trip from Abu Dhabi to Fujairah and once again, strange things start to happen, with **hilarious** results ...

- 2 Answer the questions.
 - 1 Who directed *Grandmother's Farm*?
 - 2 Why did the director decide to make a second film on the same theme?
 - 3 How long was *Grandmother's Farm* in the cinemas for?
 - 4 How did Zain make the first *Grandmother's Farm* film without spending too much money?

Speaking

- 3 If you could make a film based in the Emirates, what type of film would it be? Why? Discuss your ideas.



Lesson 14 Practise and prepare

Reading and vocabulary

- 1 Read the text and complete the gaps with a suitable word from the box. What do you think will happen next in the story?

already always both definitely just
never only still usually

Speaking

- 2 Discuss the advantages and disadvantages of filming in the UAE. Mention:
- the climate
 - the scenery

Writing

- 3 Write a paragraph about your favourite film. Say what it was about, where it was filmed and why you like it so much.

Self-assessment

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

location setting catering low-budget
atmosphere facilities

- 5 Tick ✓ the points that you feel happy with:

- I can talk about my hobbies and interests.
- I know something about how the film industry works.
- I can write a report about an event.
- I can understand both written texts and spoken monologues and dialogues in English.

A bad day on the film set

Mr Wasem is the director of a film which is set in the desert at an oasis. It is Monday and the filming has started badly ...

Mr Wasem ¹_____ has his special coffee at 8 am, but today, his assistant is sick and hasn't come to work. If Mr Wasem doesn't get his coffee, then there will ²_____ be problems – for everyone! Finally, someone brings him his coffee, but Mr Wasem is ³_____ in a bad mood. This is not a good way to start the day.

When he has finished his coffee, Mr Wasem decides to start the filming. There are two extras waiting around but Mr Wasem ⁴_____ talks to extras. He ⁵_____ leaves that to his assistant – but his assistant is not here today. So he explains what he wants them to do. 'So, you are in this scene. I want you ⁶_____ to sit over there under the palm tree and have an argument. Can you do that?'

The two extras go back to the chairs under the palm tree where they have ⁷_____ been sitting and sit down again quietly, waiting for the filming to start. Suddenly, one of the film crew approaches Mr Wasem nervously. 'Er, I'm very sorry, Mr Wasem, but the star hasn't arrived yet. I think there was a problem with the transport ...' Mr Wasem's face turned purple. 'This is no good!' he shouted. 'We ⁸_____ have three days in which to finish filming and everything is going wrong! I have had enough!' And with that, he went off to sit under the palm tree with the extras.

Lesson 15 Revision quiz

Reading

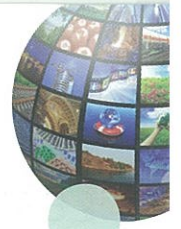
- 1 Look back over the unit and find answers for the following:
 - 1 What did Ali learn from his grandfather? (see page 198) _____
 - 2 Naser has taken up photography. What is his opinion of it? (see page 200) _____
 - 3 Complete this sentence: At Global Village Dubai, you can taste delicious _____ cuisine and also see an amazing _____ display. (see page 201)
 - 4 One of Mazin's memories of being a film extra was actually talking to the _____. (see page 206)
 - 5 Find two collocations on page 208 and write them here: _____
 - 6 If you haven't finished college or university yet, what are you called? (see page 209) _____
 - 7 What sport did Latifa take up? _____ How did she find it helped her? (mention two points) (See Workbook page 166) _____
 - 8 Write three words to do with science fiction (See Workbook page 174) _____
 - 9 Why did Ahmed Zain decide to make a sequel to *Grandmother's Farm*? (See page 210) _____
 - 10 Complete this expression meaning to discover the whole truth about a situation: *to _____ to the _____ of something* and this expression meaning you feel that something is connected to you in some way: *It _____ a _____ with me.* (See Workbook page 178)

Vocabulary

- 2 Complete the sentences with the correct form of the word in CAPITALS given in brackets at the end.
 - 1 Learning Taekwondo is not only for self-defence – it's good for your general _____ too. (FIT)
 - 2 When I'm feeling _____ I enjoy meeting my friends at the shopping mall or going round to someone's house to watch a DVD. (SOCIAL)
 - 3 The shop windows in the mall are full of _____ displays. They look fantastic! (COLOUR)
 - 4 My hobby is making _____ and I love making presents for my friends. (JEWEL)
 - 5 I had an _____ experience being an extra in a Star Wars film. (AMAZE)
 - 6 You don't have to be a _____ film maker to enter the competition. Anyone can do it. (PROFESSION)
 - 7 There are all sorts of different types of _____ including a firework display in the evening. (ENTERTAIN)
 - 8 All the teaching staff on the film studies course are highly _____. (QUALIFY)

Speaking

- 3 Work in groups. Choose some words and phrases from this unit so far. Take turns to mime these for the class to guess what they are. The group to guess the most words wins.



Lesson 16 Review

Vocabulary

1 Choose the correct word to complete the sentences.

- How many of the class will ____ the opening night?
a go b attend c visit
- At the college, there was a(n) ____ of courses to choose from.
a difference b opportunity c variety
- If you learn martial arts, you should be able to ____ yourself.
a defeat b defend c benefit
- Do you think there are aliens living in another ____?
a galaxy b space c spaceship
- The film ____ worked from morning to night to finish the filming.
a characters b team c crew
- If you have a good ____ knowledge of how to work cameras and lighting equipment, then you should get the job.
a practical b creative c general

Use of English

2 Complete the sentences with the words from the box.

up in round into out

- You're very good at chess. When did you take it ____?
- My cousin is ____ martial arts. She does judo, taekwondo and karate.
- Do you want to go ____ at the weekend?
- Come ____ at 6 o'clock and we'll do our homework together before the film starts.
- I like spending time with my friends, but sometimes I enjoy just staying ____ and chilling ____.

3 Re-order the words to make sentences.

- definitely / I'd / to / see / like / the new Star Trek film.
I'd definitely like to see the new Star Trek film.
- the / play / We / tennis / in / often / park
- been / We've / just / swimming / lake / in / the
- play / friends / I / volleyball / the / on / beach / My / and / sometimes
- already / I've / seen / the / film / twice / Superman

4 Complete the short text with phrases from the box and the verb in brackets in the correct form. Sometimes, there is more than one possible choice.

can't stand can't stop dislike
like love prefer

Hi! My name's Trish. I live in a small town in Scotland. Outside my house, there are some amazing mountains – that's why I usually ¹ ____ (be) indoors and all I really ² ____ (do) is walking outside in the fresh air! Of course in the winter when it's cold and horribly wet, then I ³ ____ (sit) around at home with a good book or DVD. If it's a DVD, then I'll always choose a comedy – I ⁴ ____ (have) a laugh rather than getting depressed. I ⁵ ____ (watch) horror films because I get all scared and want to run away and hide. Unfortunately however, whenever I watch a film, I ⁶ ____ (eat) popcorn! It's just one of those things that go together in life!

Lessons 17–18 Literacy project

Preparation

1 Work in groups. Give your group a name. You are going to compare a book (novel, short story or play) with its film version. Possible examples are *Charlie and the Chocolate Factory* and *The Golden Turtle*.

2 In your group, choose a book which you enjoyed and has been made into a film. Discuss these questions:

About the book

- What did you like best about the book?
- Who were the most important characters? Who was your favourite character? Why?
- What happened in the story?
- What was your favourite moment in the book?

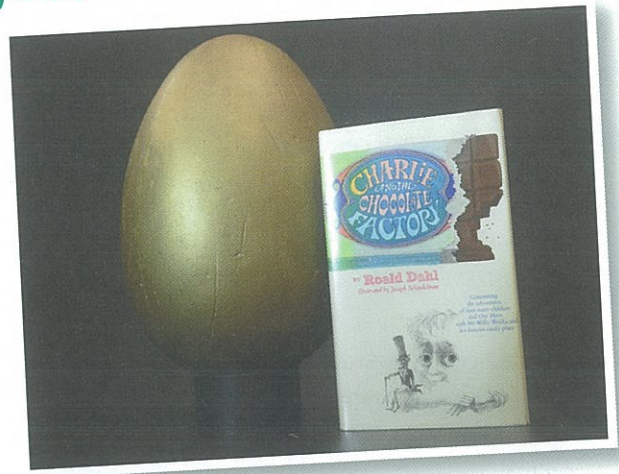
About the film

- What did you enjoy most about the film?
- How different was the film from the book?
- What could the film NOT show?
- Was the film better or worse than the book, in your opinion? Why?

3 Think about music, scenery and special effects.

- How were they used in the particular film you are discussing?
- Can you think of any particularly good and/or bad examples?

4 Read these comments about two different film adaptations (when a book is made into a film). What did Shaima and Mansoor like or dislike about them?



5 **21st** Work in your groups to collect and prepare material for your presentation. Give different roles to different members of the group. Think about the following:

- preparing a short description of the main characters and the storyline of the book
- finding images from the film; finding music from the film; finding a clip from the film on the Internet
- good and bad points about the book and the film – conclusion.

Shaima: 'I absolutely loved the book and I was so disappointed with the film version. Although I admit the scenery was fantastic, I felt the film wasn't true to the book at all: some characters had disappeared altogether and there were some major changes in the plot itself. I don't think they should be allowed to change the book so much, but I suppose the author can't do very much about that.'

Mansoor: 'The book was rubbish: badly-written with characters who were a bit one-dimensional. However, the film, which used a lot of special effects and stunts, was incredible. One of the best films I've seen for a long time, and a box office success as well! Wonderful photography just made it a really great experience.'



Presentation

- 6** As a group, prepare and practise your presentation.
- The presentation must have a logical structure with a beginning, end and a conclusion, for example:
 - description of the original book, story, poem or play
 - the good points about the film
 - the negative points about the film
 - how the film compares to the book: conclusion.
 - The presentation should include pictures and, if possible, music and film clips.
 - All members of the group must participate and have a specific role.
- 7** **21st** Take turns in your groups to present your project to the class. Your teacher will give you a sheet like the one below to complete for each presentation you listen to. Give marks out of 5 for each section.

Class group:	
Name of film:	
1 Clarity of presentation: How easy did you find it to understand what the group were saying?	
2 Resources used for the presentation: Did the group provide interesting photos or internet material to illustrate their presentation?	
3 Was the group's presentation interesting to listen to?	
4 Did the group reach a logical and understandable conclusion?	
5 Final overall mark =	

Follow-up

- 8** When you are given back the feedback forms in your groups, read the feedback and discuss the points that are mentioned.
- Make a note of what you did well and discuss how to improve the areas where you didn't do so well.
 - Finally, congratulate each other on a job well done. Every effort is a good effort!

Wordlists

Unit 10

alien	noun
astronomy	noun
astronaut	noun
coast	noun
explore	verb
explorer / exploration	noun
float	verb
gravity	noun
harbour	noun
iceberg	noun
lifeboat	noun
navigate	verb
navigator / navigation	noun
planet	noun
scholar	noun
sink (sank, sunk)	verb
solar system	noun
strike (struck, struck)	verb
submersible	noun
survive	verb
wreck	noun

Expressions

maiden voyage
to set sail

Unit 11

agility	noun
athletics	noun
backboard	noun
batsman	noun
beads	noun
blackbelt	noun
bowler	noun
bronze	noun
challenge	noun
competitiveness	noun
concentration	noun
coordination	noun
determination	noun
elbow pads	noun
football / soccer	adjective
glove/mitt	noun
goal	noun
goalkeeper	noun
goal post	noun
goggles	noun
gold	noun
helmet	noun
high jump	noun
hobby	noun
horse riding	noun
hurdles	noun
ice-skating	noun
javelin	noun
jewellery	noun
judo	noun
juggling	noun
knee pads	noun
lane	noun
long jump	adjective
medal	noun

model planes	noun
net	noun
pitcher	noun
pole	noun
puck	noun
racket	noun
referee	gerund
reins	noun
rider	noun
rollerblades, rollerblading	noun
saddle	gerund
shot put	noun
skateboard, skateboarding	noun
skates	noun
skiing, skis	noun
stumps	noun
snowboard, snowboarding	noun
speed	noun
stamps	noun
trampolining	

Phrase list

to be impaired
to be paralysed
to be recognised (for something)
to feel passionate (about something)
to follow your passion
to host an event
to look up to (someone)
to never give up
to set goals
personal motto
special achievement
training regime
word of advice

Unit 12

catering (team)	noun
chill out	phrasal verb
come round	phrasal verb
crew	noun
extra (in a film)	noun
film set	noun
give up	phrasal verb
hit	noun
low-budget	adjective
pick up	verb
plot	noun
premiere	verb
review	noun
script	noun
sequel	noun
to sit around	phrasal verb
soundtrack	noun
special effects	noun (plural)
to star	verb
to take up	phrasal verb

Expressions

to be blown away by
to be into something
to be set in
can't stand
to get to the bottom of
to have access to
to lay eyes on
to strike a chord with

Audioscript

Unit 10

TRACK 35

Titanic was the biggest, fastest and most luxurious liner of its time. In April 1912, the ship set sail on its maiden voyage from Southampton in Great Britain to New York.

It was making good progress across the Atlantic when, on the night of Sunday the 14th of April, five days after setting out, it hit an iceberg. A telegram was sent saying that the ship needed help.

The ship went down within three hours of hitting the iceberg. It sank nearly four kilometres to the bottom of the ocean. Some passengers managed to escape, but there weren't enough lifeboats to save everyone.

While the passengers in the lifeboats were desperately trying to survive the freezing temperatures, the nearest ship, the *Carpathia*, had answered *Titanic's* call for help and was heading at full speed to rescue them. It took the *Carpathia* four hours to reach the place where the ship had sunk.

On Tuesday, April 16th, the headlines in the newspaper read: '*Titanic* sunk, no lives lost' and 'All *Titanic* passengers are safe'.

However, by the following morning, it was clear that more than 1,500 people had died and that only about 700 passengers had survived.

TRACK 36

Presenter: In 1985, a very exciting discovery was made. The wreck of the *Titanic*, which had sunk in April 1912, was found off the coast of Newfoundland, Canada. Then, in 1986, a three-person submersible went down to the wreck, to explore it. Using a robot fitted with a camera, the team took pictures of the inside of the ship. But that was all. They didn't take away any objects. However, since then there have been several expeditions which have brought back 6,000 objects: china, jewellery, the ship's bell, a whistle, silver, letters and other personal belongings. The simple question is: is it right to explore the wreck of the *Titanic*? Our first caller is Joe, from Washington DC.

Joe: I think it's a good idea to explore the wreck.

Presenter: What about bringing back objects from the wreck?

Joe: Yes, I think that's fine. It brings the story to life. You understand more about it by seeing these objects.

Presenter: Thanks, Joe. Now we've got Tania, from Southampton, England, which is where the *Titanic* sailed from.

Tania: I don't agree at all with what Joe said. My great, great-grandfather was a sailor on the *Titanic*. He died when the ship went down, so the ship is really his grave, along with all the other people who lost their lives. It's not right to disturb the wreck.

Presenter: Thank you, Tania, for calling in. That's very interesting. We've now got someone from Canada on the line, Patrick. Hello Patrick.

Patrick: While I understand what Tania said, I'm afraid I don't agree. The objects that people bring back from the *Titanic* can be put in museums and kept in good condition. Otherwise they would just disappear and be lost forever.

Presenter: Thank you, Patrick. And what do you think about Adventure Tourism – people going down in a submersible to see the wreck for themselves?

Patrick: Well, I don't think that's necessary. I've heard about a plan to fit the wreck with lights and digital cameras, so that you can do a virtual trip on your computer. I think that's a good idea.

Presenter: And could I come back to you, Joe and Tania? Two people recently went down in a submersible and had their wedding on the deck of the *Titanic*. What do you think about that? Joe, first of all.

Joe: Well, I suppose that's OK, so long as it doesn't do any damage to the ship.

Presenter: Tania?

Tania: I think that's terrible. Having a wedding on somebody's grave!

Presenter: We've got several people waiting to give their views, so we'll come back after this.

TRACK 37

1

Narrator: Ibn Jubayr left Granada in Spain in February 1183. He was very happy to at last perform his Hajj to Mecca. He travelled first to Africa to the Spanish port-city of Cueta near Morocco; from there he took a boat and sailed to Alexandria in Egypt. He stayed in Alexandria for several weeks because he liked the city so much. He admired the giant lighthouse at the entrance to the port, the generous sultan who gave 2,000 loaves of bread to the poor every day and the many, many mosques in the city, often four or five in the same street. He travelled on to Cairo, where he took a boat down the Nile to the town of Qus, and then travelled by camel to the coast to the Red Sea port of 'Aydhhab, the modern Egypt-Sudan border. From 'Aydhhab, he sailed across the Red Sea to the port of Jeddah in Arabia, from where he continued on by camel again to finally arrive in Mecca in August.

2

Narrator: After spending nine months in Mecca, Ibn Jubayr set out on his journey home. But he didn't take a direct route. He went first to the Arabian city of Medina. He was an adventurous traveller, who loved the Arab poetry he had learned as a boy about travelling in the desert. He wanted to experience it for himself, so he joined a caravan of pilgrims which was travelling north across the desert into Iraq and the city of Baghdad. Crossing the desert was dangerous because there were groups of thieves who often attacked travellers on the important trade routes, but Ibn Jubayr's caravan arrived safely in Baghdad. He wrote that he thought the city was beautiful but the people proud and cold. He continued to travel through Iraq to the city of Mosul before turning west towards Syria. In Syria he visited Aleppo and then Damascus, where he stayed for two months. He thought the city was 'like paradise', very beautiful and full of the friendliest people he had ever met.

3

Narrator: The last part of Ibn Jubayr's journey was the most dangerous. From Damascus, he travelled to the Mediterranean port of Acre. He didn't stay long and got on a ship to sail home. However, it was a difficult journey: first the ship was in danger from pirates and then there were such terrible storms at sea that the ship sunk and Ibn Jubayr nearly died. Luckily, he managed to get to land in Sicily where he stayed for four months, travelling to Messina and Palermo. Palermo was another city he found very rich

and beautiful with wonderful gardens. He spent time with the Muslim community and wrote about the problems that they had, which made him sad, particularly because they were kind to him and helped him a lot. He also wrote about the terrifying live volcanoes, 'the mountains of fire' he saw in Sicily, such as Stromboli. After his four-month visit, Ibn Jubayr left Sicily by boat and finally arrived home in Cartagena in Spain in April 1185.

TRACK 38

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

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

Teacher: What do you think, Olivia?

Olivia: I think we should send robots to all the planets in our solar system, to find out more about them.

Anna: Why not send people instead of robots?

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

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

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

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

Tammy: I think one day criminals will be sent to another planet or to a space station, rather than to a prison here.

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

Tammy: Why? Two hundred years ago criminals were sent to Australia in prison ships. What's the difference?

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

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

Unit 11

TRACK 39

Narrator: 1

Male commentator: That was an amazing ball from Monty Panesar. The batsman missed it altogether and it hit the stumps. So he's out first ball. Incredible!

Narrator: 2

Female commentator: Murray comes into the net with his racket held high for a smash ... Oh no, it's out!

Umpire: Love fifteen.

Narrator: 3

Male commentator: Number 10 has kicked the ball right between the posts. That's an amazing drop kick. That's 3 points to the All Blacks.

Narrator: 4

Female commentator: The ball has gone high over the net and yes, it's a point for the home team.

Narrator: 5

Male commentator: He's won the Championship for the third time in a row. He's holding the cup in one hand and the club he used for the winning shot. Even the caddy is smiling.

Narrator: 6

Male commentator: The goalkeeper reaches for the ball and it goes into the top corner of the net. Is it a goal? The referee's blown his whistle. It was a dangerous tackle. So that's a penalty.

Narrator: 7

Male commentator: The batter's hit the ball. It's gone high ... but the pitcher's caught it in his glove. So he's out.

Narrator: 8

Male commentator: The cornerback has stopped the ball from reaching the goalpost and he's now running up the field with it. He's passed the ball to the quarterback and now he's taking his helmet off. It looks as if he's got a problem ... so there's going to be a substitution.

Narrator: 9

Female commentator: The ball's hit the backboard and yes, it's another basket for the Spanish team.

Narrator: 10

Male commentator: It's the Colombian rider in front at the moment, wearing a blue helmet. He's riding a specially-designed titanium bicycle and he's looking really good.

TRACK 40

Man: Both players enter on court. It's Murray's turn to serve first. He slams the ball hard with his racket but oh no, it's straight into the net. He takes another ball from his pocket and serves again. This time it's in. His opponent is really having to run across the court to reach it ...

Woman: The competitors are finding their places at the side of the pool. Mubarak Salem Al Beshar, the UAE swimmer, is in lane 5. They take their positions and prepare to dive. And there's the signal and they're off!

Man: It's nearly the end of the match, only five minutes to go and the UAE team really need to score at this stage if they are to secure a place in the final. UAE player kicks the ball to UAE player – what a great pass – and, oh oh, it's in! It's a goal! The UAE team have done it! They've beaten Qatar and they're through to the cup final!

Woman: And here's Thuraya al Zaabi, of the UAE, getting herself into position. She has been handed the javelin and she's preparing to throw. She will be trying to beat her personal record of 15.66m today.

Man: It's the UAE rider, Yousif Mirza, out in front – he's the one in the red helmet. He's riding a specially designed bicycle, very light, and he's managing a good speed, ahead of the other cyclists.

TRACK 41

Interviewer: Where did you get...?

Speaker: I was thinking of climbing Mount Everest so I asked a friend who had done big expeditions for some advice. He said that Everest had been done by so many people, and many Arabs had done it. Very few people had walked to a pole, and no Arab had done it. If I was the first Arab, I would always have that record. If I was fastest, or youngest, or oldest, someone could come after me and break my record, but if I was the first Arab, no one could break my record.

Interviewer: Why did you decide...?

Speaker: I didn't decide to become a full time adventurer. It happened by accident. After walking to the magnetic North Pole, I kept being asked to do new adventures, and it seemed that eventually it became a full-time job!

Interviewer: How do you choose...?

Speaker: At first, I had only planned on going to the North Pole, and one of the important reasons for doing that was to be the first Arab. Since then, I have been offered or seen many expeditions, but being the first Arab to do something is always a big reason.

Interviewer: How much time do you spend...?

Speaker: I have been playing sports since I was at school, so in a way, I have been training all my life. Preparations start as soon as I have decided to go on an expedition. I start training more specifically for the challenge, and I start getting my equipment and clothing ready as soon as possible, and start testing and checking everything is ready to go.

Interviewer: What have been...?

Speaker: The hardest expedition was definitely rowing across the Atlantic, it was several times worse than walking to the magnetic North Pole. That was the worst part. The best part was, before I went to the North Pole, I went to talk to a school. The day I got back to Bahrain, I was asked to visit the school again, and when I arrived, they surprised me with a big reception with all the kids cheering. It was such a great end to my adventure.

Interviewer: Do you have...?

Speaker: My best advice, in the smallest sentence, is this: dream big and work hard!

Unit 12

TRACK 42

Ali: I've taken up the chess. I'm really into it. I absolutely love it! I have this amazing teacher – he's my grandfather and he's so cool! You say you don't like traditional board games, but you should give them a try.

Kamaruddin: I do taekwondo, which is a martial art that offers lots of benefits, such as learning to defend yourself as well as keeping the mind and body strong. I prefer doing taekwondo to doing team sports like football. After my taekwondo class I am usually quite tired, so I stay in and listen to some music to relax.

TRACK 43

It was absolutely fantastic that *Star Wars* was filmed in the desert area outside Abu Dhabi. In this way, more people outside the UAE can learn about our country and develop a greater interest in it. Of course, big films bring in a certain amount of money to the country, but, more importantly, they encourage interest and understanding around the world. Now people are travelling here to see where that first half hour was filmed in the desert! We also hope that one day, a similar film could be produced in the UAE using local actors and a storyline based in this region.

TRACK 44

I was lucky enough to visit the film set and watch some of the filming – can you imagine seeing alien creatures walking around, all wearing strange costumes! I couldn't stop watching them! Not only that, the place was 'buzzing' with about 700 actors and extras from over twenty different countries! It was quite something! And what was most surprising was there were now roads in the desert where there hadn't been any before! The film company wanted them, so we built them!

TRACK 45

Ben: To be honest Martin, I never expected to learn as much as I have done on this course – and I’m only in my first year! For example, I hadn’t realised how important the camera angle is in making a really good film. Well, that and lots of other things, of course, like the lighting!

Martin: Yes, I feel the same, Ben! Then when you watch films, you start looking at them in a different way, don’t you? You notice things about the film you wouldn’t have seen before. That’s fantastic!

Ben: Do you know something else that has impressed me about the course?

Martin: What? Let me guess – all the amazing equipment we have access to! I was a bit nervous about using it at first!

Ben: Well, obviously I was blown away when I first laid eyes on those bright and shiny cameras!! Just too much really! No, what I really feel sort of, grateful for is how helpful the lecturers and professors on the course are. Do you know, from the first day, they’ve always remembered my name and shown a personal interest in my progress? That makes me want to work even harder, you know?

Martin: I agree – and you don’t always find that. Also, they’re all professionals in their field so they know what they’re talking about ... Anyway, I really want to go on to be an entertainment lawyer, so I’ve got more studies to do after this at law school. But I know that when I finish this course, I’ll take with me the knowledge of how powerful the cinema can be and the effect it can have on people.

Ben: And the area I’m interested in is screenwriting. This course has really taught me how to think more creatively. I’m much more confident now in my ideas and my ability to tell stories.

Martin: That’s great! And talking about good stories, why don’t we go along to the film club this evening? They’re showing some of the old classics – and I think we can gain a lot from them as well!

Ben: You’re absolutely right there. Let’s meet at 7 pm.

Martin: OK, See you later, Ben!