

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



كتاب النشاط - المسار المتقدم

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التواصل الاجتماعي بحسب الصف العاشر



روابط مواد الصف العاشر على تلغرام

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المزيد من الملفات بحسب الصف العاشر والمادة لغة انجليزية في الفصل الثالث

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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



YEAR OF TOLERANCE

Jennifer Law, Kerry Powell, Barbara Mackay, Emma Wilkinson and Heather Raymond

Bridge to Success

Workbook

Book

10

Advanced

Book **10**
Volume

1

2

3

Brooklyn Bridge, USA

Bridge to Success

Workbook



Jennifer Law, Kerry Powell, Barbara Mackay,
Emma Wilkinson and Heather Raymond

Volume 3 material 2019



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

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Grade 10 Workbook

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Welcome to *Bridge to Success*

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

Bridge to Success Grade 10 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

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

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

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

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

The *Bridge to Success* team

Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 8 Film and media Pages 1–14	Profile of an Emirati film director Word play in advertising The history of cinema Documentary film making Film locations Behind the stars	Listening: A conversation about Dubai Studio City Telephone roleplay An interview with volunteers at DIFF Speaking: Phrases to interrupt Telephone roleplay — asking for information Asking questions about someone's profile Discussing advertising Talking about films Discussing film locations Presenting findings	<i>by + ing</i> adjective order intensifiers <i>either ... or/neither ... nor</i> verb + infinitive with <i>to</i> passive voice	The media business Talking about film making Talking about advertising Essay writing Film and cinema Documentary making Talking about locations	Advertising slogans for a new product Summary of a book extract Short description of a film and its locations
Unit 9 Looking back Pages 15–28	History of the UAE Sheikh Zayed Traditions Storytelling Change in landscape	Listening: Listen to a lecture on the history of the UAE Understand numbers and dates Understand information about becoming a teacher Listen to someone talking about life in the UAE Speaking: Describe Union Day using the past simple Discuss a timeline Discuss stories Talk about life in the past and present	Past simple Past simple versus past continuous Past perfect <i>used to</i> for past habits Reporting verbs in the past <i>as many/much</i> (noun) <i>as</i>	History and the past Dates and numbers Storytelling and reporting verbs	Write about Sheikh Zayed Create a spidergram and then write a story

Lessons 1–2 **Multimedia in the UAE****1** Match the words or phrases with the correct definition.

- | | |
|----------------------------|--|
| 1 studio | a Creating material to promote a product or service, such as posters or a TV advert, or displaying that material. |
| 2 set up a business | b An area where an artist, photographer, film or television company works. |
| 3 advertising | c Places or equipment that can be provided or rented for a business. |
| 4 facilities | d Putting together a film. |
| 5 film making | e Organise and start a new company. |
| 6 production | f An area used to record sound and audio. |
| 7 multimedia | g Combining text and pictures to be used in advertisements, magazines or books. |
| 8 sound stage | h Using drawings to create movement similar to cartoons. |
| 9 animation | i More than one type of media used together, for example images, sound or text. |
| 10 graphic design | j The organisation and creation of a product. |

2 Rearrange the letters and add vowels to make correct words.

- | | |
|---------------------|-------|
| 1 T DV NRS G | _____ |
| 2 ML DT M | _____ |
| 3 FL TSC | _____ |
| 4 DST | _____ |
| 5 M N TN | _____ |
| 6 ND PRC T | _____ |
| 7 MFL KN MG | _____ |

3 Complete the sentences using a word below. There is one extra word.

advertising animation production studio graphic design

- 1 Many children's films are _____.
- 2 The breaks in popular TV shows are used for _____ products or services.
- 3 When you work in _____ you have a talent for combining images and words.
- 4 You can't have a film production company without a _____! Where will all the filming and recording happen?

4 Number the conversation in the correct order. The first sentence is done for you.

- a **B:** Okay, and how many employees do you need? _____
- b **A:** Thank you! That sounds like exactly what I need! _____
- c **A:** I'm going to need somewhere between 70 and 90 staff members. I'll need managers, but the majority will be for production and filming. _____
- d **A:** I need your help. I have to set up a new branch of the business, but I don't know where to start. 1
- e **B:** Everything really. They'll bring in your staff for you, rent you office space and give you access to all the facilities you need. _____
- f **B:** That's a lot of staff. I think you should use a company to do the set up for you. _____
- g **A:** We produce advertising videos for our clients. _____
- h **A:** Yes, I thought that too. Are there any here? What will they be able to help me with? _____
- i **B:** Well, first of all, what's your business in? _____

5 Re-order the phrases to create correct sentences.

1 your business / By setting up / with the help of an organisation, / a lot of time / you save

2 all the information you need, / to start / By finding out / you feel more prepared

3 you save / your films locally, / By making / a lot of money

4 for the job / you can rely on him / By hiring an HR manager, / to find the best staff /

Lessons 3–4 Profile of an Emirati film maker

1 Complete the speech bubbles with words from the text on pages 204-205 of your Coursebook.

1 I'm a TV d_____.
I make programmes about wildlife.

4 You can buy tickets at the
b____o_____.

2 I love watching f_____ f_____.
They're more interesting than
d_____!

5 My brother loves writing plays.
He plans to be a
s_____
when he finishes university.

3 There's a brilliant new
b_____ about my
favourite actor.

6 The p_____ has read
the s_____
and has decided to make the film.

2 Refer to the Language tip on page 205 of your Coursebook. Put the adjectives in the correct column below.

plastic successful old Emirati green wooden aspiring tiny young urban wide
prestigious white Arabic talented influential new exciting mountainous hard-working
22-year-old large British blue cotton yellow teenage deep paper

Opinion	Size	Age	Colour	Place	Material
<i>successful</i>					

NOUN

3 Put the adjectives in the correct order. Then, write complete sentences.

- 1 a / an plastic cheap Japanese new camera
It's a cheap new Japanese plastic camera camera.
- 2 a / an 300-year-old woollen valuable carpet

- 3 a / an tall talented young filmmaker

4 a / an blue beautiful deep river

5 a / an middle-aged influential British documentary maker

6 a / an teenage Indian aspiring poet

- 4 **21st** Read these detailed notes about Nujoom Al-Ghanem and write a short biography about her. Use the biography of Ali F Mostafa on pages 204-205 of your Coursebook to help you. Write between 100 and 150 words.



Nujoom Al-Ghanem

Date of Birth 24th October 1962

Place of Birth Dubai

Education:

Ohio University, USA
– TV Production and
Direction

Griffith University,
Australia – MA in
Cinema Production

Skills:

Film director,
producer,
screenwriter,
poet

Films:

Shorts:

1997 Ice cream, The Park

Documentaries:

1999 Between Two Banks,
2008 Al Mureed

Feature Films:

2010 Hamama

2011 Amal

2013 Red, Blue, Yellow

2014 Nearby Sky, The
Young Fighter

2015 Sounds of the Sea

Poems:

1989–2008

Seven poetry collections



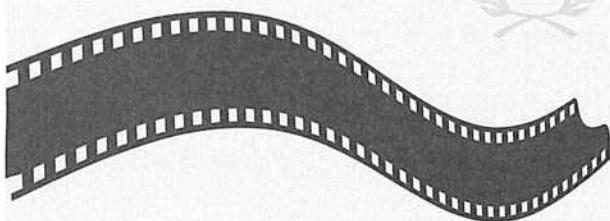
Awards:

2008

Most Promising UAE Female Film Maker

2014

Muhr Features – Best Non-Fiction Feature
'Nearby Sky'



Lessons 5–6 The language of advertising and marketing

1 Match the words with the correct definition.

- | | |
|---------------|---|
| 1 slogan | a Being unlike anything else. |
| 2 brand | b A general idea that a product presents to the public. |
| 3 image | c Supporting something publicly. |
| 4 claim | d A short and memorable phrase used in advertisements. |
| 5 emotions | e With the same sounds. |
| 6 rhyme | f Strong feelings. |
| 7 endorsement | g To state something without providing evidence. |
| 8 unique | h A product known by a particular name. |

2 Choose the correct word (a–c) to complete the sentences.

- The new _____ for our product works well. Everyone is saying it.
 - brand
 - emotion
 - slogan
- This shampoo is _____ – no other has the same ingredients.
 - image
 - unique
 - rhyme
- Which is your favourite _____ of perfume?
 - brand
 - claim
 - rhyme
- We're looking for a celebrity to provide _____ for our new product.
 - unique
 - endorsement
 - emotion

3 Complete the sentences with the words below. There are two extra words.

slogan brand image claim rhyme endorsement unique

- 1 A _____ has to be a short and easy to remember sentence or it doesn't work.
- 2 This is an excellent _____. People have been using their products for over 15 years.
- 3 I love poetry that uses _____. I think it's very clever.
- 4 This laptop is only made by one company and it has software that no other laptop has. It's _____.
- 5 A lot of food companies are now using doctors and other health specialists for _____.

4 Rewrite the sentences with the intensifier in the correct place.

- 1 I was unhappy with the way the advertisement ended. (very)

- 2 She was excited when they announced the new date for the campaign. (really)

- 3 This attitude is unacceptable. Managers should respect their employees. (totally)

- 4 The staff members were professional. (extremely)

- 5 I watched a documentary about making short films. The section on choosing a location was interesting. (especially)

Lessons 7–8 Practise and prepare

Texts are generally divided into paragraphs. Each paragraph talks about one main idea. This can be found in a topic sentence at the beginning of the paragraph, or it may be summarised in the final sentence.

1 a Read the paragraph below. Choose the main idea a, b or c. If there is a topic sentence, circle it.

- a The difference between cinemas and theatres.
- b The fast rise of cinema.
- c The first film.

In its first thirty years, cinema grew very quickly. It started in just a few big cities – New York, London, Paris and Berlin – but soon became popular across the world, attracting more and more people, and replacing other forms of entertainment. These large movie audiences needed places to see the films. So, the 'great picture palaces' of the 1920s became more elegant and glamorous than theatres and opera-houses. Meanwhile, films themselves went from being short 'spots', only a couple of minutes long, to the full-length feature that we know today.

A detail is an important or specific piece of information. These can be facts or examples in a text that support the main idea.

- b Read the paragraph again. Underline the details which support the main idea.
- c Look at the details you underlined and answer the questions below using no more than five words.

1 Where did the first cinemas open?

2 When did the first cinemas open?

3 How long were the first films?

When you summarise a text, you must pick out the main ideas and then say them using fewer sentences.

- 2** Read the paragraph below then complete the summary using no more than three words from the text.

The United States became, and remains, the largest single market for films. The Americans started to dominate the world market by 1914. The centre of filmmaking moved to Hollywood and it is films from these new Hollywood studios that have filled the world's film markets since that time. Few film industries have come close to competing. The Italian industry almost collapsed. In Scandinavia, Swedish cinema had a brief period of success, but because its films were mainly about what happened in Sweden, their audience was limited. Even French cinema found itself in a difficult position.

The USA has been the biggest film _____¹ since 1914. Most of the films in the world are made in _____². There have been no other _____³ as big as the American.

- 3** Read the paragraph. Are the statements below true (T), false (F) or is there no information (NI)?

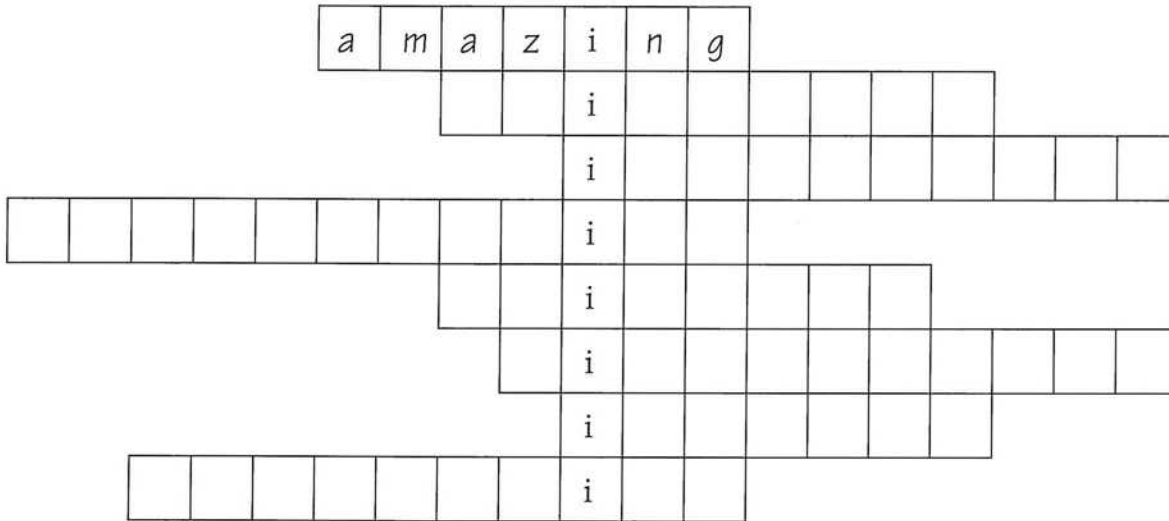
Cinema would not exist today without technology. In the early years, this art form was quite basic. Early cinema programmes were a mixture of comic sketches, brief episodes and some animated films. With the Americans' first feature-length films, other types of films became less important. Cartoons and newsreels became a separate branch of filmmaking, generally practised outside the major studios and were usually shown as short items before the main feature. However, with Walt Disney, animated films went from just short clips to major full-length films.

- 1 Cinema was very complicated when it first started. _____
- 2 Early animated films had sound. _____
- 3 Small studios usually made short films about news events. _____
- 4 Walt Disney made full-length films. _____

Lessons 9–10 The Dubai International Film Festival

- 1 Look again at the Speaking tip on page 212 of your Coursebook. Then complete the crossword with the adjectives below. All of the words share the same vowel sound /i/.

amazing bittersweet breathtaking brilliant gripping impressive incredible intense



- 2 a Listen to the adjectives and add them to the correct category.

First syllable stressed adjectives	Second syllable stressed adjectives

- b Repeat the words with the correct word stress.

- 3 Read the text about two young film directors and answer the questions.

Following the most recent Muhr Awards for Arabic films at the Dubai International Film Festival, two directors are making big headlines. **Both** Nasser Aldhaheri **and** Saeed Salmeen are young Emirati directors who won awards at the festival. Nasser won the prize for Best Director and Saeed for Best Feature Film. Even though they have produced a number of award-winning films in the past, **neither** Saeed **nor** Nasser are famous outside the Arab world. 'Both of us just make films for people to enjoy' said Nasser at a recent press conference. And while neither Saeed nor Nasser seem too worried about fame, that looks set to change in the next year. Hollywood studio bosses are keen to sign them up to make films **either** in The Gulf **or** in the States.

- 1 What prize did Nasser win at the film festival?
- 2 Have they ever won prizes before?
- 3 Why do they make films?
- 4 Where will their next film projects be?

b Look at the words in bold in the text. Match the words below.

- | | |
|-----------|-------|
| 1 Both | a nor |
| 2 Either | b and |
| 3 Neither | c or |



Nasser Aldhaheeri

Saeed Salmeen

c Read the text again. Are the following true (T) or false (F)?

- 1 Both ... and is followed by the verb in the **plural**. _____
- 2 Neither ... nor can be followed by the verb in the **singular**. _____
- 3 Either can be combined with **or** and **nor**. _____

We can also use:

with nouns		with object pronouns	
Both	of the films	Both	of us
Either	of the directors	Either	of them
Neither		Neither	

4 Tick the correct sentences. Re-write the incorrect sentences.

- 1 Both Saeed and Nasser is prize winning Emirati directors.

- 2 Neither Saeed nor Nasser are well-known outside the Arab world.

- 3 Saeed was nominated for either Best Film and Best Director at this year's festival.

- 4 The soundtrack can be bought on both CD or mp3.

- 5 Neither of these films have English subtitles.

- 6 Both of they will have to learn English when they go to Hollywood.

Lessons 11–12 What is a documentary film?

1 Complete the sentences with the words below.

genre	viewpoint	enlightening	passionate	factual
dramatic	conflict	tension	worthy	portray

- Documentary filmmakers should feel _____ about their topic, otherwise there is no reason to make the film.
- Those politicians really don't like each other – you can feel the _____ between them.
- My parents have a completely different _____ from me. I believe we should recycle everything and they don't.
- The favourite _____ for many teenagers is comedy.
- The ending of the film was very _____.
- There is too much _____ in the world today. We need to find peaceful solutions.
- You can learn a lot from _____ programmes on TV.
- The documentary tried to _____ the difficult conditions people have to live in.
- Protecting our wild animals is a very _____ cause and people should donate more money to it.
- The programme was very _____ and I learnt a lot from it.

2 Complete the sentences with the correct form of the verb + to. All the verbs are from the text on page 213 of your Coursebook. The first letter of each verb is given.

- Matt w_____ take some photos yesterday, but it rained all day.
- Next year my sister h_____ study in Dubai.
- To make a good documentary you n_____ have a good story.
- Sometimes directors c_____ make films in black and white for dramatic tension.
- Would you l_____ watch a documentary about the Abu Dhabi Grand Prix this evening?
- I d_____ try and make a non-fiction documentary.

3 Read the extract and answer the questions below.

In 1980, I set out to record the work of a group of zoologists who were trying to reintroduce the Arabian Oryx back into the wild. In 1972, the last Arabian Oryx was seen in the wild, it was the victim of too much hunting. The only living Arabian Oryx were in zoos and zoologists worked together to organise a programme so they could be released back into the wild. Eight years later I was lucky enough to document their release into the deserts of Oman and Saudi Arabia.



So in 2010, thirty years later, I decided to make another documentary to see how successfully the Oryx has settled back into the wild. I've always been passionate about these beautiful animals and together with a local zoologist, Hassan Abdullah, we set off to find the Arabian Oryx. The conflict between animal and man is a continuous one, and animals usually lose, so I was worried that the Oryx might not have survived the building of roads and houses. However, Abdullah told me that in 2007 zoologists released 100 animals into the wild in Dubai. I was delighted and even happier when we managed to follow and film a herd for two weeks. The best news was when I discovered that the UAE government is giving money to a conservation programme to reintroduce the Arabian Oryx into Jordan. I now believe that this amazing animal has a great chance of survival.

Thorne, D. (2011) The Oryx of Arabia [electronic version] *National Journal of Zoology*, 8, 123–126

1 Who wrote the text?

2 Who did he make the second documentary with?

3 When and why did he make it?

4 What story is he telling in this documentary?

4 Write a summary of the text about the Arabian Oryx.

Lessons 13–14 Hollywood films shot in the UAE

1 Match the words or phrases below to the correct definition.

- | | |
|----------------|---|
| 1 desert | a The outline of land and buildings against the sky. |
| 2 location | b A very tall building with many floors. |
| 3 skyscraper | c A part of a film in which a particular activity or action happens. |
| 4 skyline | d The staff involved in creating a film other than the actors and producers, for example cameramen. |
| 5 scene | e An area that has little or no water. |
| 6 shoot a film | f A large building usually the residence of royalty. |
| 7 crew members | g Record a film. |
| 8 palace | h The place where something is. |

2 Underline the stressed syllable for each word below. Practise saying the words.

desert location skyscraper skyline crew members palace

3 Complete the sentences with the words below. There are two extra words.

scene desert skyline location skyscraper crew members palace

- Dubai is known to have the highest _____ in the world; the Burj Khalifa.
- There is a lot of wildlife in the UAE _____.
- My favourite _____ in the film is when the lead character reaches his goal.
- Dubai's _____ is ranked amongst the most beautiful in the world because of all the modern buildings.
- This film had a huge number of _____; the make-up team alone was over 100 people.

4 Quiz your partner. Can they remember the past participles of these verbs?

choose	know	begin	become	build
buy	come	teach	fly	write
			see	

5 Change the sentences from active to passive.

1 The film director changed the design of the room.

The design of the room was changed by the film director.

2 People invited the celebrities to a lot of dinners while they were in the UAE.

3 People have bought thousands of tickets to see the film.

4 The producer chose Al Ain to film the beach scene.

5 The author wrote the script for the movie in 2010.

6 Different film associations have given this production many awards.



Lessons 1–2 Days gone by

1 Put the verbs in brackets into the past simple.

For example, *see* – *saw*.

In the past,

- 1 there _____ many people in the cities. (not be)
- 2 the Bedouins _____ in the desert. (live)
- 3 the country _____ very wealthy. (not be)
- 4 they _____ oil in Abu Dhabi and Dubai. (find)
- 5 Abu Dhabi _____ the richest emirate. (become)

Language tip

Remember: verbs in the past simple can be **regular**, for example, *started*, or **irregular**, for example, *went*.

2 Complete these sentences with the correct information.

- 1 In 1498, these European explorers arrived. _____
- 2 This name was given to the area in the 1820s. _____
- 3 This industry crashed in the 1930s. _____
- 4 Export began from here in 1962. _____
- 5 This was the last sheikdom to join the United Arab Emirates in 1972. _____
- 6 This man was the first ruler of the nation. _____
- 7 In the mid 1960s, this emirate found oil of its own. _____

3 Write three things that you think happened on Union Day in 1971.

- 1 *People celebrated in the streets.* _____
- 2 _____
- 3 _____
- 4 _____

Share your sentences with a partner. Did you have the same ideas?

- Write a paragraph describing how you think the people of the UAE felt on Union Day 1971.

- Unscramble the words below, which are all on Coursebook page 9. Then use each one in a sentence.

catnein soneegitran liefbes resbit alesvu orpir

Example: *snodam = nomads*

Nomads are people who move from place to place.

-
-
-
-
-
-

Lessons 3–4 Sheikh Zayed: our father

1 Look at the text about Sheikh Zayed on page 10 of your Coursebook. Find words in the text which mean ...

- a not far _____
- b remember _____
- c strong emotion _____
- d beliefs _____
- e get through a difficult situation _____
- f severe _____

Write sentences using the words above.

- 1 *I have a passion for horses. I think they're beautiful animals.* _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

2 Look at the text again. Complete the sentences below with your own ideas.

- 1 *I didn't know Sheikh Zayed had three brothers.* _____
- 2 I didn't know _____
- 3 I was amazed to read that _____
- 4 I wasn't surprised to read that _____
- 5 I knew _____

Share your ideas with another learner. Did you write similar or different things?

3 Look at these sentences about Sheikh Zayed.

Sheikh Zayed grew up in Abu Dhabi in the 1920s. The emirate was poor and undeveloped.

While Sheikh Zayed *was growing* up in Abu Dhabi, the emirate was poor and undeveloped.

a Write more sentences about Sheikh Zayed, changing the main verb to past continuous and join both sentences together. Use *while*.

1 Sheikh Zayed lived with the Bedouins. He learned about falconry.

2 Sheikh Zayed worked in Al Ain. He was responsible for six villages and a nearby desert region.

4 a Change the verbs below to the *-ing* form.

EXAMPLE: *study* → *studying*

a try → _____

c sleep → _____

b live → _____

d stop → _____

- What happens to the final silent *e* in *live*?
- What happens to the final *p* in *stop*?

b Now write four sentences of your own using *while* and the past continuous.

1 _____

2 _____

3 _____

4 _____

Lessons 5–6 A great nation is born

Use of English

The past perfect is used to talk about a past action that happened earlier than another past action. For example, *When I got to the airport, I realised I **had left** my passport at home.*

- 1 Read the following sentences and decide which action happened first and which happened second. Write 1 or 2 above the underlined verbs.

a My mother had worried a lot about me before she heard that I was safe with my friends.

b By the time the firefighters arrived, the building had already burned down.

c The plane had taken off by the time I got to the airport.

d She had already entered the room when the air-conditioning stopped working.

- 2 Fill in the gaps by changing the verbs in brackets to the correct form. Use the past perfect or the past simple.

1 When she _____ (leave) her house, it _____ (start) raining.

2 When Ahmad _____ (arrive) at the stadium, the match _____ (begin) already.

3 I _____ (be) tired because I _____ (study) for over eight hours!

4 She _____ (watch) the movie again because she _____ (see) it before and she liked it!

5 He _____ (feel) very ill because he _____ (not sleep) well.

- 3 Complete the sentences with the words below. There is one extra word.

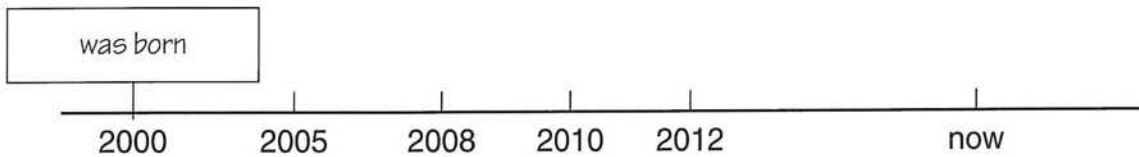
spacecraft prisoner ruler vice-president elect

1 In the United States, every four years the people of the country have to _____ a new president.

2 Astronauts travel to the International Space Station in a _____.

- 3 He's a very good _____ – he has done so much for his country and people in a short time.
- 4 The _____ has a very important job because he or she has to help the president in so many different departments.
- 4 Write your own timeline. Starting from your birth date, write the most important events in your life so far.

Example:



- 5 Write sentences based on your timeline.

Example: *I was born in 2000.*

- 6 Ask another learner about their timeline.

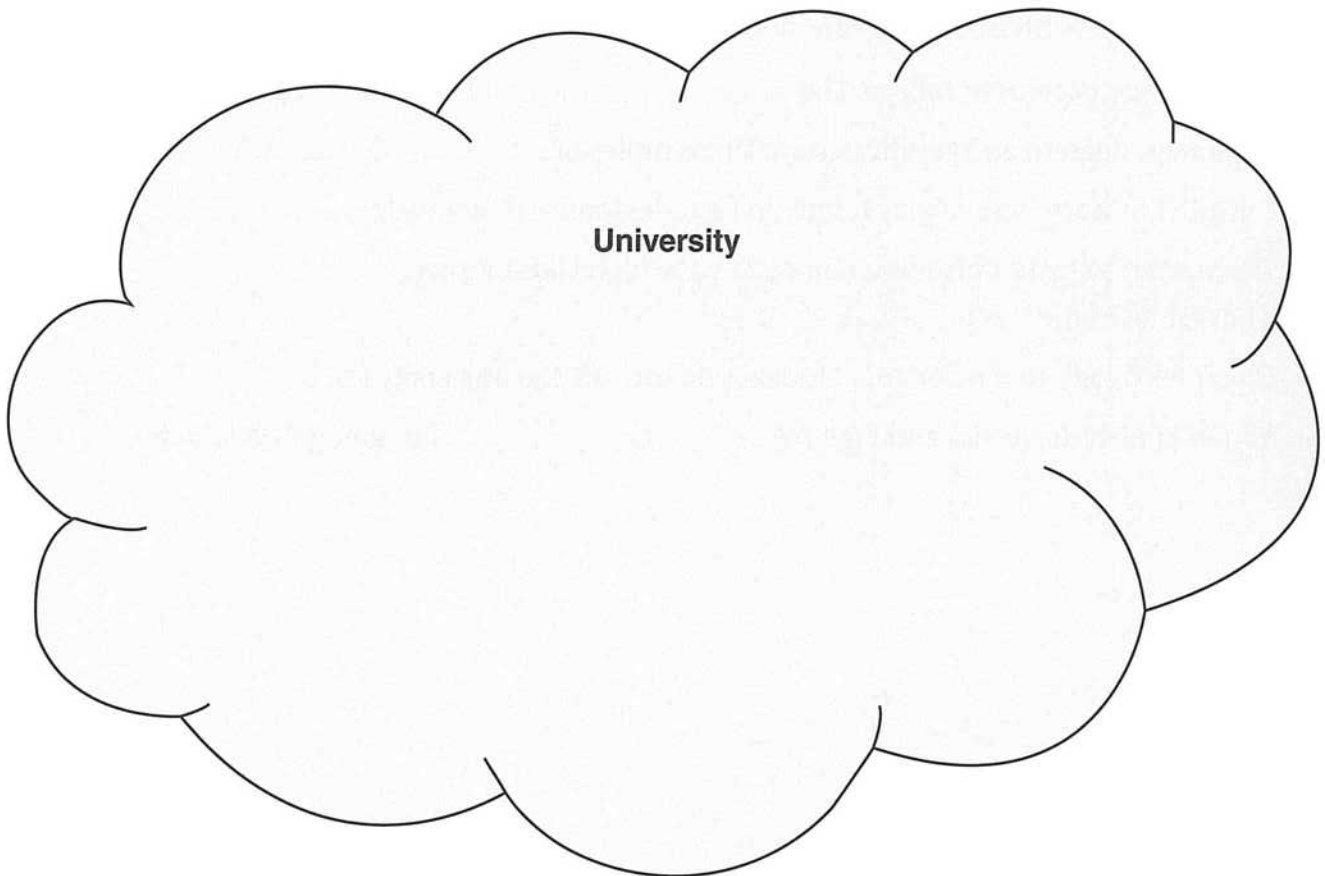
When were you born?
What events are on your timeline?
Tell me about ...

- 7 Complete the sentences with the correct form of the verbs in brackets.

- 1 When Sheikh Zayed _____ (become) ruler, his father _____ (die) already.
- 2 When the UAE _____ (start) as a nation in 1971, Sheikh Zayed _____ (be) the ruler of Abu Dhabi since 1966.
- 3 Before the UAE _____ (become) independent, scientists _____ (discover) oil.

Lessons 7–8 Practise and prepare

- 1** You are going to listen again to a talk about the history of the UAE. What information do you remember about the two topic areas (a and b)?
 - a** dates and facts about the past
 - b** the size of the cities and population today
- 2 a** Imagine you are listening to a conversation about studying at university. To better understand a conversation, it's useful to think about the words connected to the topic first.
How many words can you think of connected to *university*?



b Look at these definitions of words connected to the topic of *university*. Complete the missing letters.

- 1 another word for *teacher*: i _____
- 2 money you pay to join a course: f _____
- 3 money the university offers to help students pay for their expenses: f _____
- 4 special skills or a type of experience or knowledge you need to do a particular job:
q _____
- 5 what you obtain at the end of your university studies: d _____
- 6 something that you must have (in order to join a course, for example):
r _____

c Complete the sentences with one of the words from Activity b.

- 1 That's a very expensive college. The _____ for the first year are very high.
- 2 Diplomas, degrees and certificates are all examples of _____.
- 3 I wanted to learn how to play tennis so I had lessons with a private _____.
- 4 If you want to go to university, you must have high CEPA scores.
That is one of the _____.
- 5 If you need help to pay for your studies, you can ask the university for _____.
- 6 When I finish university and I get my _____, I'm going to celebrate!

Lessons 9–10 Our traditions

1 Practise saying the words below. Underline the stressed syllable in each word.

hospitality folklore ancient values greetings

2 Complete the sentences with the words below. There is one extra word.

hospitality folklore ancient values greetings

- 1 In the Arab world, we provide good _____ by offering our visitors a meal followed by coffee and dessert.
- 2 Petra is an _____ place in Jordan.
- 3 Ancient stories and legends are part of my country's _____.
- 4 *Marhaba, Ni hao, Salut* and *Hola* are all _____ in different languages.

3 Look at the article on page 17 in your Coursebook. Find the words in Column A below. Which word in Column B do they work best with?

A		B
1 fascinating	<u>d</u>	a showers
2 popular	—	b games
3 bridal	—	c place
4 traditional	—	d stories
5 meeting	—	e clothes
6 generous	—	f occasions
7 special	—	g boats
8 cultural	—	h members
9 new	—	i game
10 wooden	—	j praise
11 family	—	k greetings
12 warm	—	l make-up

4 Write about three things that people in your country used to do. Use the article on page 17 in your Coursebook and your notes to help you.

In the Emirates, children used to play a game called Al Boom.

1 _____

2 _____

3 _____

Use of English

We use *used to* to talk about habits in the past. For example, *I **used to** go swimming every day.*

5 Order the words to make correct sentences. The first word is correct.

- 1 Hospitality through is welcoming feasts shown in and UAE the guests big offering.

- 2 Emirati and includes music folklore dance poetry.

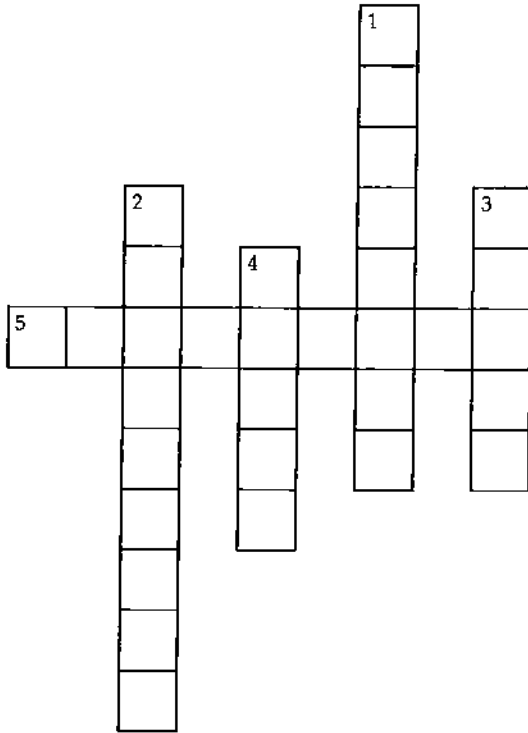
- 3 Dhaya Ras Al Khaimah is ancient an Fort in building.

- 4 Emirati ties include strong family values keeping.

Find the sentences in your Coursebook and check your answers.

Lessons 11–12 Fables

1 Read the clues and complete the crossword puzzle with a partner.

**Across**

5 a person in a story

Down

1 a storyteller

2 explain the same ideas in a different language

3 a lesson to be learned from a story

4 a story with a moral

2 Complete the gaps with the words from Activity 1 in the correct form.

1 There are three _____ in my story.

2 How do you say this word in Arabic? Can you _____ it?

3 He didn't understand the _____ of the story.

4 _____ are a popular type of story in my culture.

5 The _____ tells the story.



3 Complete the sentences with these reporting verbs.

said told shouted whispered ordered

- 1 'Free the soldier!' the Sultan _____.
- 2 The pirate _____ them the ship was safe to board.
- 3 'Why would you do such a thing? You could put us all in danger!' he _____ loudly.
- 4 'Try not to move. If we make a noise, they'll find us,' Ali _____ to him.
- 5 The emperor _____ it was a good day to travel.

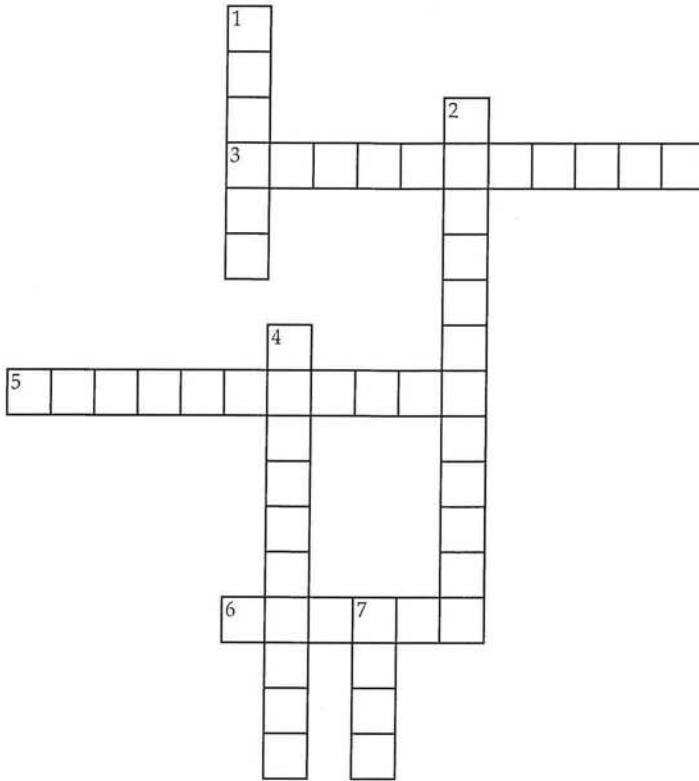
4 Order these lines from the beginning of the story, *The Crab and the Crane*. The first one has been done for you.

The Crab and the Crane

- a Once upon a time, there was a crane who lived near a small pond.
- b 'My poor little children,' said the crane, 'you must trust me and do as I say. If you allow me to pick you up in my beak, I will take you, one at a time to a bigger pond, filled with water and food. It will be a wonderful place for you!'
- c There were also many fish living in the pond. The crane wanted an easy way to catch the fish for his food.
- d Then the fish asked, 'Dear Uncle Crane, what can we do to save ourselves?'
- e The fish trusted the crane, and one at a time they went with the crane. But the crane had tricked them and ate almost all of the fish until a crab discovered his secret!
- f One day, the crane said to the fish, 'Oh my dear fish, it makes me sad to think of your future. The fishermen are coming to take all the water out of your pond, so you can't stay here any more!'

Lessons 13–14 A changing landscape

- 1 Look at the clues below. Find words in the text *Amazing Changes* on page 20 of the Coursebook to complete the crossword.



Across

- 3 tall buildings
5 fantastic, different from the others
6 modest

Down

- 1 snazzy
2 main motivator/pushing forward
(2 words)
4 very interesting
7 to flourish

- 2 Write sentences using the words from Activity 1.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

3 Complete the sentences, contrasting life in the past and life now with your own ideas.

- 1 People were poor. Today *they are much richer.* _____
- 2 Sheikh Zayed Road was a long dirt road. Now _____.
- 3 Until 1966, there were very few foreigners living in Dubai. Today _____
- 4 Before, there was no television. Today _____
- 5 People lived in the desert. Today _____
- 6 Not many people lived in Dubai. Today _____.

4 Change the sentences below to use *as* or *as many/much*.

For example:

There were fewer roads in the past.

There weren't as many roads as there are today.

- 1 People weren't wealthy.
People weren't _____.
- 2 There are more cars today.
There weren't _____.
- 3 Families spent more time together in the past.
Families don't spend _____.



Bridge to Success

Workbook

10

Advanced

Bridge to Success is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates.

This book sets out to:

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

