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Bridge to Success

Book 12 Advanced

Workbook - EN 8.1

Bridge to Success

Workbook

Grade 12 Advanced

1440-1441 A.H. / 2019-2020 A.D.

Alhodariyat Bridge, UAE



Bridge to Success

English Language

Workbook

Grade 12

Advanced

Volume 3

1440- 1441 A.H. /2019- 2020 A.D.



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MINISTRY OF EDUCATION

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Grade 12 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 12 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

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

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

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

The following icons are used in this Workbook:

- 1 pre-recorded listening activity

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

The *Bridge to Success* team

Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 10 Environment Pages 137–151	The Great Pacific Garbage Patch Recycling Endangered species	Listening: Interview with an environmental awareness campaigner Interview with a biologist News report Speaking: Role-play interview Functional language for buying time to think Vague expressions	Mixed conditionals for past and present results Mixed conditionals with different modal verbs of speculation <i>-ing</i> participle clauses	Lexis related to: sustainable energy, environmental issues, ecosystems, conservation, endangered species, light and noise pollution, recycling	Referencing in academic essays Information poster
Review Project	Review of Unit 10 Write an argumentative essay about protecting the environment and reducing our carbon footprint				
Unit 11 People and psychology Pages 152–165	Personality profiles Personality types Body language Society Personal space	Listening: University entrance interview Conversation between professor and students Conversation between manager and employees Speaking: Role-play university interview Group discussions Monologues; Backchannelling techniques	Modals of certainty, ability and advice used with past meaning Language for hedging and generalising	Lexis related to: personal attributes, personality profiles, body language, personality traits, community, proxemics	Descriptive paragraph – personality profile Magazine article
Review Project	Review of Unit 11 Research and write a report about happiness around the world				
Unit 12 Life after school Pages 166–180	Self-assessment quiz Magazine article on smells Five year plan	Listening: Conversation between friends People talking about their unusual jobs Exam type question Presentation on future goals Speaking: Comparing and contrasting jobs Presentation skills Ranking	Inversions with negative adverbials Will for prediction adverbs of certainty	Lexis related to: jobs and careers, personality, unusual jobs, goals and objectives, graduation and job searching	Summarising information presented in a table Short article giving advice
Review Project	Review of Unit 12 Prepare and write a CV				

Lessons 1–2 **Climate change**

1 Match each word to a preposition to make phrases that signpost cause and effect.

- | | | |
|---|---------|----|
| 1 | caused | to |
| 2 | result | in |
| 3 | due | by |
| 4 | because | of |
| 5 | lead | to |

2 Read the sentences and choose the correct phrase.

- 1 The ice caps are melting *as a result of/causes* global warming.
- 2 The burning of fossil fuels *results in/because of* increased carbon dioxide emissions.
- 3 Global warming *as a result of/leads to* more extreme weather events.
- 4 Marine animals are suffering *leads to/due to* our use of non-recyclable waste.
- 5 Sea level rise is *caused by/causes* global warming.

3 Work with your partner and complete the *How green are you?* quiz on the opposite page. Who has a bigger carbon footprint? Why? What could you do to reduce your footprint?

4 **21st** Find the answers to the questions below by conducting online research.

- 1 What are the UAE's total yearly carbon emissions? _____
- 2 How has this changed over the years? _____
- 3 What are the UAE's carbon emissions per capita? _____
- 4 How has this changed over the years? _____
- 5 How does the UAE compare to the rest of Asia? _____
- 6 How does the UAE compare to the rest of the world? _____



How green are you?

Food

- 1 **How often do you eat meat?**
a. I don't eat meat b. Some of the time c. Most of the time
- 2 **How often do you eat food from restaurants, canteens and takeaways?**
a. 0-1 time per week b. 2-3 times per week c. 4+ times per week
- 3 **How much food do you throw away?**
a. 0-10% b. 10%-30% c. 30%+
- 4 **How much of your food is local?**
a. Most of it b. Some of it c. None of it

Travel

- 5 **How do you mostly travel?**
a. On foot or by public transport b. By motorbike c. By car
- 6 **How many hours per week do you spend in a car?**
a. 0-3 hours per week b. 3-7 hours per week c. 8+ hours per week
- 7 **How many return flights do you take each year?**
a. 0-2 flights b. 3-5 flights c. 6+ flights

Home

- 8 **How many spare rooms are in your home (rooms not in use)?**
a. None b. 1-2 rooms c. 3+ rooms
- 9 **Do you turn off lights and appliances or leave them on stand by?**
a. Yes all the time b. Some of the time c. No, never
- 10 **How cold do you keep your home in the summer?**
a. 25°C or over b. 21-24°C c. Below 20°C

Stuff

- 11 **In a typical month, how much do you spend on new things, such as electrical goods, beauty products or clothing?**
a. 0-100aed per month b. 100-200aed per month c. 300aed+ per month
- 12 **Do you give your old clothes to charity?**
a. Yes, all the time b. Sometimes c. No, never
- 13 **How often do you recycle?**
a. All the time b. Some of the time c. Never

Mostly as - Well done! You are very green and environmentally conscious. If only more people were like you.

Mostly bs - You are pretty green. You try to think of the environment but there are some habits you still need to change.

Mostly cs - Oh dear, you are not very green at all. Perhaps it's time to change some of your habits.

Lessons 3–4 The Great Pacific Garbage Patch

- 1** Match the words on the left, from the reading text on page 188 of the Coursebook, to their meaning or synonym.

1 absorbs	a) using another persons work and passing it of as your own
2 current	b) dark and muddy
3 swept	c) brushed or moved
4 visible	d) relating to the sea
5 marine	e) toxins or chemicals
6 pollutants	f) flow or stream
7 murky	g) attracts and takes in
8 plagiarism	h) something that can be seen

- 2** Look at the following sentences. Write them in another way without changing the meaning. Example: Plankton is a major source of food for small marine life. *Small marine life relies on plankton for food.*

1 This problem is going to get bigger.

2 By all accounts, it cannot be cleaned up as it is almost 70 years of rubbish.

3 Plastic also absorbs PCB which can enter the food chain when the plastic is eaten by marine life.

4 The Garbage Patch has been described in different ways.

- 3** Look at the two references below and rewrite them correctly.

From the book 'The future in our hands' written by Nora Ring in 2014, published by Bookers: London

From the book 'Our future Planet' written by Frank Gallagher in 2016, published by Library: New York. Page number 27

Lessons 5–6 **Ecosystems**

1 Circle the correct answer.

- 1 The flora/fauna of an ecosystem are the plants and trees that are there.
- 2 The flora/fauna of an ecosystem are the animals that live there.
- 3 Herbivore/carnivore/omnivore is a term that describes animals that eat only meat.
- 4 Herbivore/carnivore/omnivore is a term that describes animals that eat only plants.
- 5 Herbivore/carnivore/omnivore is a term that describes animals that eat both meat and plants.
- 6 Habitat/shrub is a small tree-like plant.
- 7 Habitat/shrub is where a person or animal lives.
- 8 An animal's species/nocturnal is the type of animal they are.
- 9 If an animal is species/nocturnal, it means that they are most active at night.

2 Choose the correct meaning of each of the sentences below:

- 1 If we had done a better job of protecting the Leopard reserve, then it might still be here today.
 - a We didn't protect it, so it isn't here today.
 - b We protected it, it is here today.
- 2 If they had met us ten minutes earlier, then we could have better theatre seats than we have now.
 - a They didn't meet us ten minutes earlier, so we have good seats now.
 - b They didn't meet us ten minutes earlier, so we don't have good seats now.
- 3 If I was better at maths, I might not have done so poorly on my exam.
 - a I am not good at maths, so I will do poorly on my exam.
 - b I am not good at maths, so I did poorly on my exam.
- 4 If we didn't think that you would be able to do the job well, then we would never have hired you!
 - a We knew that you would do a good job, so that is why we hired you.
 - b We knew that you could do the job well, so we didn't hire you.

3 Use the prompts below to put the jumbled sentences in the correct order.

1 I didn't take the other job, but If I had I might be there now.

I/the/other/there/now./be/I/had/might/If/accepted/job

2 I didn't save up money, so I am not at a good hotel.

be/hotel/staying/saved/I/money,/this/better/I/had/more/could/a/holiday./If/at

3 I don't know how to write a report; that is why I asked you.

I/yesterday!/to/I/wouldn't/how/your/knew/for/have/help/write/a/If/asked/report

4 Use the mixed conditional prompts below to think of statements using your own ideas.

They do not need to be true.

- If I had known ... , then I would...
- If I had known ... , then I wouldn't...
- If I knew ... , then I would have...
- If I knew ... , then I wouldn't have...

Lessons 7–8 Practise and prepare

- 1 Choose one of the prompts from Coursebook Page 194. Use the space below to brainstorm ideas for an essay.

Writing tip

When writing an academic essay, use semi-formal and neutral language. Avoid using the pronouns *I*, *we* or *our* in your introduction and main paragraphs.

However, you can use *I* in the conclusion if your prompt requires.

- 2 Use the writing scheme below to write an outline for your paper. Use phrases from Activity 3 in the Coursebook on page 194 to differentiate your ideas.

Introduction (2-3 sentences):

Paraphrase main point: _____

Summary sentence: _____

Paragraph one (3-4 sentences):

Topic sentence: _____

• _____

Supporting ideas: _____

• _____

• _____

Paragraph one (3-4 sentences):

Topic sentence: _____

• _____

Supporting ideas: _____

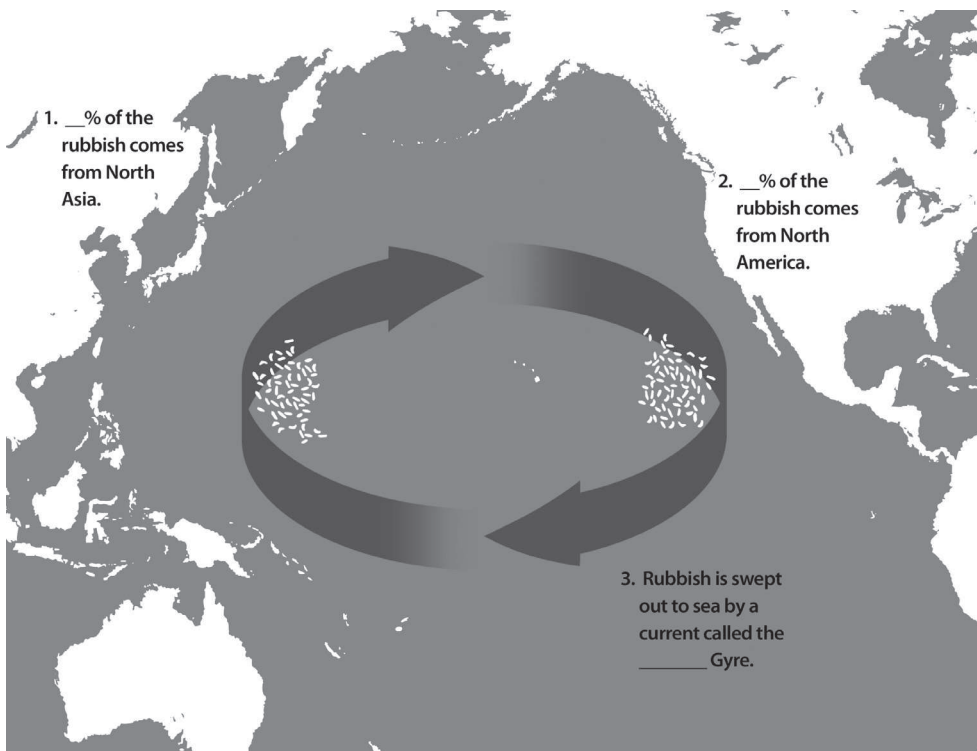
• _____

• _____

Conclusion (2-3 sentences):

Summary: _____

- 3** Label the map with the information from the listening.
Write no more than two words and/or a number for each answer.



Answers:

- 1 _____
- 2 _____
- 3 _____

- 4** Circle the correct word.

- 1 Some *marine/massive* mammals are whales, dolphins and seals.
- 2 They believe that the Pacific Garbage Patch will *expand/expected*.
- 3 The river water is *murky/nonsense* from all the mud and dirt.
- 4 It is important to *investigate/current* the causes of pollution.
- 5 The Pacific Garbage Patch is situated over a *vast/potential* area of the ocean.
- 6 The waves *swept/absorbs* the swimmer off his feet.

Lessons 9–10 **Pollution: light and noise**

1 Read the text and choose the correct words.

Streets that have a lot of people and cars passing through are described as having a high level of *thoroughfare/ailments*¹. Residents of these types of streets can suffer from *road users/disrupted sleep*² due to light and noise pollution at night. The high level of pollution and disturbance regularly experienced can cause people *charity/stress*³ and anxiety as they struggle to deal with the problem, and in more extreme cases, people may even suffer from *depression/donation*⁴. Governments and authorities often try to reduce light and noise pollution so people do not experience these *ailments/sleep deprivation*⁵.

2 Rewrite the direct speech in reported speech. Decide whether they should be backshifted.

- 1 Son: I'm hungry.
 Mother: What did he say?
 Daughter: He _____ hungry.
- 2 Hassan: Do you want to go to the cinema tonight?
 Saeed: No, thank you. I went to the cinema yesterday.

 Ali: Hey, Hassan. So, what did Saeed say? Does he want to go to the cinema?
 Hassan: No, he doesn't. He _____ to the cinema yesterday.
- 3 Shaikha: I can't swim.
 Teacher: What did she say?
 Aisha: She _____ swim.

- 3 Read Meera Al Shehi's statement about Earth Hour. Choose the correct statement to summarise her opinion:

"A lot of people think that events like Earth Hour give people an easy way to look like they care about the environment. They can just switch off their lights for an hour, not make any real change to their lives, and they get to be environmental heroes. However, even if these people just switch off their lights and electrical items for an hour on that one day, you know what, they are making a much bigger impact than they probably even realise. Occasions like Earth Hour are not stand alone events; it's not just about switching off your lights for an hour. It's about an individual choosing to act at the same time as millions of other individuals and an individual action, no matter how small, multiplied by millions, sends a very clear message."



- a Meera thinks that individual actions are only important if they are repeated millions of times.
- b Meera thinks that people who only participate in Earth Hour once a year have no impact on climate change.
- c Meera thinks that people need to act together against climate.
- 4 Which of the statements (a-c) in Activity 3 do you agree with? Do you agree with Meera? Why/Why not?

Lessons 11–12 Recycling

1 Match each word to its meaning or synonym below.

1 initiatives	a something that can decompose
2 community	b a place where all our rubbish is buried
3 converted	c different to
4 landfill	d creative plans
5 opposed to	e decaying material used to nourish plants
6 packaged	f society
7 resources	g changed
8 biodegradable	h not being harmful to the environment
9 sustainability	i the natural wealth of a country
10 compost	j sold already prepared in a container

2 Choose the best word to complete the sentences below.

- Fruit and vegetables don't need to be _____ .
a packaged b compost
- In my _____ there are many recycling bins.
a community b recycling
- Businesses in my community have come up with several _____ to help reduce waste.
a costs b initiatives
- Fruit and vegetables are _____ as opposed to computers which are not.
a biodegradable b sustainability
- When natural waste biodegrades, it can be used as _____ in the garden.
a landfill b compost
- The natural _____ of a country need to be protected for future generations.
a resources b community
- Some rubbish can be turned into useful items e.g. plastic can be _____ into cheap building blocks.
a converted b reduced
- A lot of household waste ends up in _____ .
a compost b landfill

- 9 When companies consider _____ they need to consider how this growth will impact the environment.
a expansion **b** community
- 10 I am not _____ to having to separate my rubbish into plastics and biodegradables.
a packaged **b** opposed
- 3 Look at the pieces of writing below. Using the writing rubric that you have designed to mark them.

Name	Writing	Mark
Noura	<p>The legacy of our generation should be minimis-ing our impact on the earths natural resources.</p> <p>The most significant impact we can make on the conserving our planets resources is recycling.</p>	
Yusef	<p>It is everyones responsibility to recyle, governments can encourage is buy making it expensive to dump our rubbish in landfills. The government of the UAE sould introduce recycling bins for everyone's home.</p> <p>The amount of waste that people produce is a lot and its going to get worse because the population is increasing and people are consuming more and more for example when we buy things in the supermarket they are always packaging but when you buy fruit and veg in the market it is not therefore I think supermarkets are responsible for a lot of waste.</p> <p>To conclude everybody needs to take responsibility for recycling.</p>	
Shamsa	<p>Recycling is a global problem that needs to be addressed urgently. The amount of rubbish that humans are producing is increasing at a rapid rate, and this is going to be further compound by population growth and increased consumerism. Furthermore, consumerism will impact on the earths natural resources as we extract more substances from the ground and destroy natural habitats in the process.</p> <p>What can we do to promote recycling in our communities In my view education is the key to encouraging recycling, if people are aware of the impact of waste on the environment and the health of our planet they will be more willing to take steps to improve things. Another approach would be to charge people for removing their waste with a reduced rate for those who are recycling. I believe that people are more responsive when they have to pay for their negative behaviour.</p>	

Lessons 13–14 Endangered species

1 Complete the texts using the vocabulary in the box.

native decreasing hunting declined prey habitat dwindled

- 1 The sport of chasing and killing animals is known as _____ .
- 2 Your _____ town or country is the place where you were born.
- 3 An animal that is hunted or killed by another animal is known as _____ .
- 4 The natural _____ or environment of an animal or plant.
- 5 When something has become less in amount, importance, quality to strength, it has _____ .
- 6 When something is becoming less, it is _____ .
- 7 When something has become smaller or less, it has _____ .

2 Complete the texts using some of the words in the boxes.

native decreasing hunting declined

1. Hawksbill turtle



Threat level: **critically endangered**

Over the last 100 years, the Hawksbill turtle has _____ in population globally. Although, not _____ to the UAE, these turtles do enjoy nesting on the UAE's beaches which are on their migratory routes. Global warming in the form of rising water levels means that their nesting and feeding habitats are being destroyed. Illegal _____ for their shells has also contributed to numbers decreasing.

prey habitat decreasing dwindled

2. Houbara Bustard



Threat level: **vulnerable**

Pre 1994 the numbers of this bird were _____ at a rate of 25%. A loss of _____ and overhunting were to blame. Hunting with falcons was very important to indigenous peoples and the Houbara bustard was a main source of meat. However, in recent years this decline appears to have slowed. Although only classified as vulnerable it is important that numbers are monitored carefully since the bustard plays a significant role in Arabian culture and heritage. As the main _____ for falcons, if the Houbara bustard dies out then so will the art of falconry.

3 Use the correct form of a verb in the box to complete the sentences.

walk analyse watch switch have walk go recycle

- 1 _____ tidied my bedroom, I feel calm and organised.
- 2 Having _____ the results you should now understand the concept.
- 3 By _____ 10,000 steps a day, she will increase her stamina.
- 4 He feels that by _____ his rubbish, he is becoming more environmentally friendly.
- 5 By _____ off electrical items before going out, I have managed to save electricity.

4 Rewrite/combine the sentences starting with an *-ing* participle clause. Remember, you may need to add *by* before the participle.

- 1 I ate a big meal earlier. I'm not hungry now.

- 2 You can help raise awareness if you adopt an animal.

- 3 You can donate money to a charity. You will help endangered animals.

- 4 I used pictures and diagrams on my poster. It should be more eye-catching.

- 5 You might help people to remember more when you just note down key information.

5 Use the space below to plan your poster

Lesson 15 Recycle

- 1 Look at the answers to the question from Activity 1 in the Coursebook. Which one do you think is better? Why?

Humans have an effect on wild animals. They do bad things which kill a lot of animals. They hunt them which is bad for them. People want more land. This makes the animals' homes smaller and they have nothing to eat.

Well, that's a good question. In my opinion, humans have a very large impact on wildlife. For example, a lot of natural habitats have been destroyed for farming. The farmers need the land for their livestock and crops and, as a result, some species of animals have lost their hunting territory. In addition, humans produce a lot of pollution and waste which goes into rivers and the sea. This has caused a lot of marine wildlife to become endangered or die out.

- 2 Put the words into the correct order to make expressions which can be used to give yourself time to think.

- 1 interesting an that's question _____
- 2 think let moment me for about a that _____
- 3 I say can what? _____

- 3 Use the table below to evaluate your partner's response to the question in Activity 2 in the Coursebook.

	Excellent	Satisfactory	Room for improvement
Fluency			
Grammar			
Vocabulary			
Pronunciation			

Lessons 1–2 **Who are you?**

1 Complete the word puzzle by filling in the adjective for personal attributes that match the definition in the word puzzle. What's the word written down the centre of the puzzle?

1 someone who is full of ideas, energy and enthusiasm

2 someone who always believes that bad things will happen

3 someone who is able to produce a large amount of good work

4 someone who has a lot of energy

5 someone who is willing to talk to people and give them information

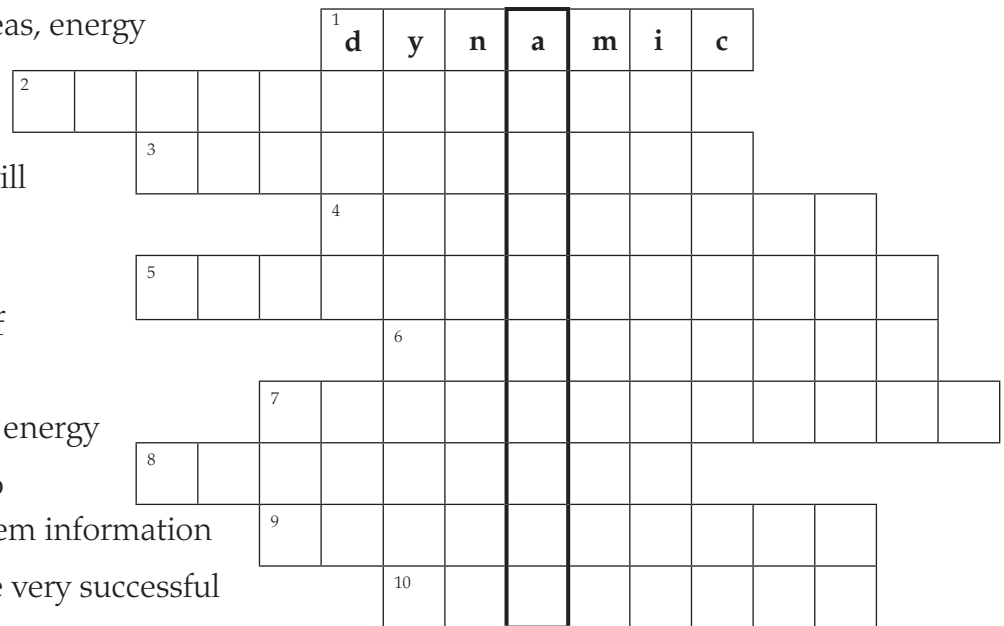
6 someone who wants to be very successful or powerful

7 someone who has a lot of interest in something and really wants to be involved in it

8 someone who works hard and wants to succeed

9 someone who behaves in an angry or violent way to other people

10 someone who is quiet and does not like to show what they are thinking or feeling



2 Complete the sentences so that they are true for you.

1 I enjoy studying _____ .

2 I am good at _____ at school.

3 I struggle with _____ at school.

4 I am good at _____ but I don't particularly enjoy it.

5 I enjoy _____ but I'm not particularly good at it.

6 I am interested in studying _____ .

7 I am fascinated by the idea of working as a/an _____ in the future.

3 Complete the sentences below with the correct reflexive pronoun.

- 1 Hi everyone! Are you all enjoying _____ ?
- 2 He's really proud of _____ because he got 100% for his English exam.
- 3 I wish the children would behave _____ , they are being so noisy!
- 4 I see _____ as a successful entrepreneur in the future.
- 5 Will you apply _____ to your studies?
- 6 We've brought _____ something to eat.

4 Read the common university interview questions. How would you answer them? Make notes.

1 How would you describe yourself?

2 Tell me about your current studies. What have you been doing?

3 Why did you choose this subject?

4 What will you struggle with?

5 Why did you choose this university?

6 What can you bring to the university?

7 Will you apply yourself?

8 How do you handle pressure?

9 What achievement are you most proud of?

10 What do you see yourself doing after university?

11 Why should we offer you a place?

Lessons 3–4 Personality types

- 1 Find each word below in the reading passage in Coursebook pages 210-211. Use the context to help you understand the meaning. Then complete the sentence with the correct word.

self-analysis consistency circumstance recharge

- The process of thinking and analysing your feelings and how you behave is _____.
- To _____ something is to revive and restore energy.
- _____ refers to something or someone that sticks to the same pattern.
- The detail of a situation e.g. time, place, manner refers to the _____.

- 2 Complete the text with the words below

internal psychologists external theory

Are you good at small talk, or would you prefer to read a book than be at a big party? Well, _____¹ have examined the different personality types that people show. From this study of people a _____² of personality types has been developed. The main difference in personality types is between introvert and extrovert. An introvert gets energy from their own _____³, or inside, world – they don't need to be around lots of other people. An extrovert is the opposite: they are energised by the _____⁴ world.

- 3 Match each word in the word cloud to its meaning below.

- Something that is stronger and controlling

- Becoming aware of something

- An idea that has been tested and is generally believed to be true

- Relating to the outside of something _____
- Relating to the inside of something _____
- Having an instinct or gut feeling about something _____
- Ordered reasoning _____
- Experts in the study of the mind and emotions _____

theory
internal
perceiving
psychologists
intuition
external
dominant
logic

4 Match the idioms from the text to its meaning. There are two extra answers.

1 what makes us tick _____	a enjoys
2 small talk _____	b to take on a task that is way too big
3 gut feeling _____	c think things through
4 use your head _____	d a new fact that surprises you
5 gets a kick out of _____	e a conversation
6 eye opener _____	f a way of asking someone what they are thinking
	g an instinct
	h motivation to act in a certain way

5 The Likert questionnaires below have some personality questions in them. Choose one questionnaire and work in groups to add more questions to the questionnaire.

A

Introvert/Extrovert questionnaire					
Question	✓✓	✓	--	x	xx
I enjoy spending time with lots of people.					

B

Sensing/Intuition questionnaire					
Question	✓✓	✓	--	x	xx
I don't believe something unless I read it in a book.					

C

Thinking/Feeling questionnaire					
Question	✓✓	✓	--	x	xx
When I make a decision, I like to make sure everybody is happy with it this important to me					

D

Judging/Perceiving questionnaire					
Question	✓✓	✓	--	x	xx
When I visit a new place, I like to make a schedule and a plan of the things I want to see.					

Lessons 5–6 How to read people

1 Match the following words with their correct emoticons.

smirk scowl grin



2 Match the words with their definitions.

- | | |
|-----------------|--|
| 1 body language | a to make someone feel comfortable |
| 2 smile | b to communicate information |
| 3 disarm | c a facial expression that shows unhappiness |
| 4 convey | d a facial expression that shows happiness |
| 5 frown | e non-verbal communication |

3 Circle the correct modal verb phrase in each sentence.

- 1 I couldn't/may not/must not have arrived earlier, there was too much traffic!
- 2 She would/can/must have given them the wrong email, we still haven't heard from them.
- 3 He needed a ride to the airport? He must/should/couldn't have asked me.
- 4 You might not/must not/should have heard the news? They cancelled class today due to rain.
- 5 The professor knew her lecture so well, she must/may not/could have done it without any notes.
- 6 This film is really boring, we might/should/wouldn't have gone to a different one!

4 Complete the sentences with your own ideas.

Use the modal verb in brackets.

1 Nobody answered the phone yesterday,
they (might) ...

2 The learner failed his exam yesterday, he (should) ...

3 Why didn't you finish your essay? You (could) ...

4 The building looks abandoned, the old owners (may) ...

5 Look at the sentences in Activity 4 again. Decide whether the sentences are examples of modals of speculation or advice.**6** Find the following words in the text on page 213 of the Coursebook.

Circle the correct definition.

1 nod your head

a move your head from side-to-side

b move your head up and down

2 shake your head

a move your head from side-to-side

b move your head up and down

3 etiquette

a polite behaviour

b impolite behaviour

4 palm

a the top of your hand

b the bottom of your hand

5 beckon

a ask someone to go away

b ask someone to come to you

6 high-five

a greet someone by slapping their hand
in the air

b greet someone by shaking their hand

Writing tip

Remember, you can use
contractions for all negative modals
except for *may* and *might*.

Lessons 7–8 Practise and prepare

1 Choose the correct definition for the following words.

1 smugness

a having little confidence in one's abilities

b being too proud of one's achievements

2 pound

a to hit something with one's fists

b to spend currency from the United Kingdom

3 arrogance

a feeling superior

b feeling inferior

4 dishonest

a being truthful

b not being truthful

2 Use the vocabulary words from above in the sentences below. If necessary, put the word in the correct form.

1 His _____ makes him hard to be around, he always thinks he is so much smarter than everyone.

2 Every student in the class could tell that the professor was being _____ when she told them that the exam would be very easy.

3 The _____ displayed by the company's online development team quickly went away when they realised that their new computer app didn't work.

4 The baker _____ the dough flat to make it ready for pizza.

3 The paragraphs in the text on page 215 of the Coursebook are labelled A-K. Match the correct turns with the sentences below. Not every letter will be used.

1 The impact pressure has on Salem's productivity. _____

2 How Salem will adapt to university life. _____

3 Why Salem is interested in this school subject. _____

4 The characteristics Salem believes he has. _____

5 Why Salem has chosen to apply to this particular university. _____

4 Answer the questions below about you:

1 What are you interested in?

2 What subject are you fascinated by?

3 What are you good at?

4 What do you struggle with?

5 Fill in the gaps with the vocabulary word from the word bank.

ambitious hardworking confident reserved motivated productive

1 My friend is very _____, she wants to become both a doctor and an engineer.

2 We need to have a _____ meeting in order to complete all the tasks on the agenda.

3 _____ employees are more likely to be productive.

4 Our new colleague seems very _____, he never wants to talk to anyone.

5 When you go to your interview speak clearly and be _____.

6 Bader is the most _____ learner in the class; he not only finishes his work, but helps others finish their work as well.

Lessons 9–10 What is a people person?

- 1 Read the following opinion text. Use the words surrounding the **bold** vocabulary words to work out the meanings. Then match the vocabulary words to their definitions.

How to be a “people person”

The first trick to impressing others is to appear **approachable**. You should look friendly and open so that people should feel comfortable meeting and speaking with you. A good first **impression** is also important, as people will remember you if your first meeting goes well. It’s also important to appear **confident** by looking the other person in the eyes and speaking calmly. A confident person is **proactive** when speaking to others, making sure that their opinion is heard. But it is also important to be **receptive** and listen to the other person. Knowing how to listen is the key difference between a “people person” and someone who is just rude.

- | | |
|----------------|---------------------------------|
| 1 approachable | a calm and in control |
| 2 confident | b active and taking charge |
| 3 impression | c friendly and easy to talk to. |
| 4 proactive | d able to listen to others |
| 5 receptive | e an idea or opinion of someone |
- 2 Certain words and phrases can be used for certain functions in a conversation. Look at the words and phrases below and put them in the correct category.

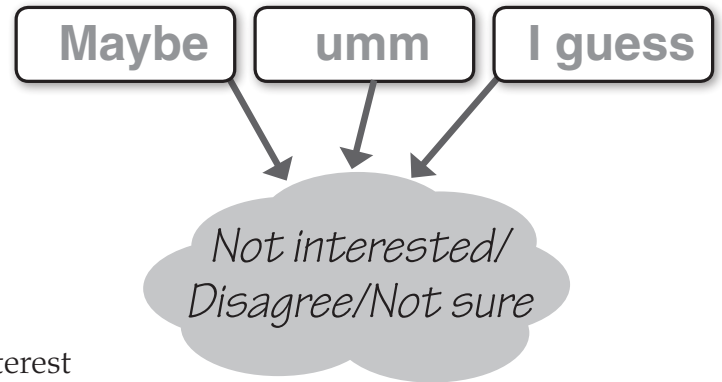
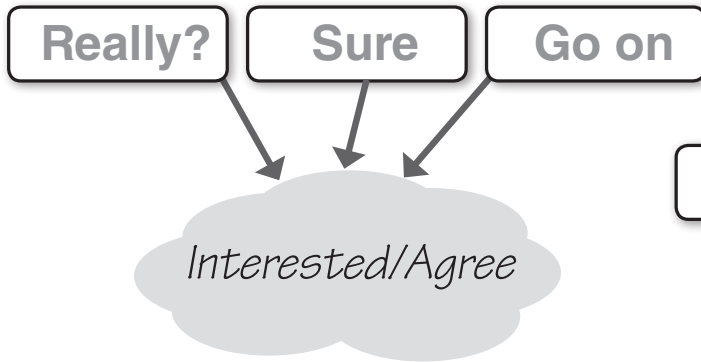
Do you know what I mean? / How interesting / -Okay / Tell me more / Do you follow? / hmm

Backchanneling	Invitation to extend a turn	Checking understanding

Think of two other examples for each category and write them down.

Language Focus

- 3** Look at the backchanneling expressions below and the function they serve. Have you used these words in a conversation before?



Think of other noises or gestures that show interest or disinterest, that you could add to the diagrams.

Lessons 11–12 Community

1 Match the word on the left to its synonyms on the right.

- | | | |
|----------------------|-------|-------------------------|
| 1 initiative | _____ | a willpower/resolve |
| 2 community | _____ | b founded on/built on |
| 3 self-determination | _____ | c depend on/trust |
| 4 emphasis | _____ | d society/group |
| 5 focused on | _____ | e plans/proposals |
| 6 independence | _____ | f importance/stress |
| 7 freedom | _____ | g kinds/groups |
| 8 based on | _____ | h liberty/ability |
| 9 categories | _____ | i individuality/neutral |
| 10 rely on | _____ | j directed/centred on |

2 Choose the word that best completes the sentence.

- The film is _____ on his life story.
 a focused b based c rely
- The climber faced many obstacles to reaching the top of the mountain, but his _____ saw him through and he reached the summit by 3 pm.
 a determination b independence c initiative
- When I go to university I will need to _____ on my friends more.
 a emphasis b freedom c rely
- I developed my _____ when I travelled to the UK to study.
 a independence b self-determination c community
- There is a strong sense of _____ in the area I live.
 a rely b community c initiative
- The Grade 12 business students took the _____ and opened their own small business.
 a initiative b determination c freedom



3 Critically evaluate the student's writing using the following bullets.

- Has four clear paragraphs
- Has an introduction, body paragraphs and conclusions
- Uses linking words
- Contains evidence e.g. statistics, expert's opinions or gives examples
- Appropriate style e.g. does not use emotional language, is formal, correct word choice
- Logical arguments e.g. points follow each other and support the arguments made

4 There are seven linking words in the learner's text in the Coursebook page 219. The table shows synonyms of those words. Complete the table with linking words from the learner's text.

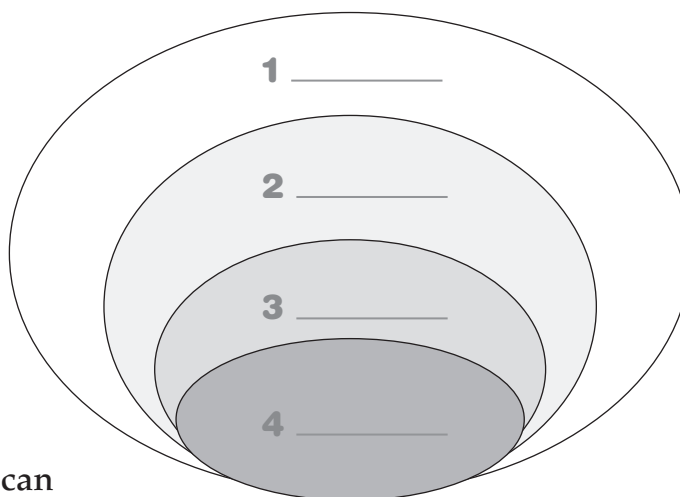
	Synonym	Synonym	Synonym
1	to begin	in the first place	_____
2	yet	nevertheless	_____
3	in conclusion	to sum up	_____
4	to illustrate	for instance	_____
5	furthermore	additionally	_____
6	consequently	so	_____
7	although	whilst	_____

5 **21st** You are given a similar writing prompt as the learner on Coursebook page 219. Follow the stages below.

- Look at the descriptions of different societies in the Coursebook
- Write an argumentative essay in support of a collective society
- Support your opinion with detail/examples
- Remember to use linking words
- Write 200 words

Lessons 13–14 Cultural indicators

1 Label the diagram with the correct personal distance zone.



2 Make as many collocations as you can from the words below and write them below.

vast	thought
generally	number
a large	average
in	fraction
on	general
a considerable	than not
more often	majority
a small	

1 *vast majority*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

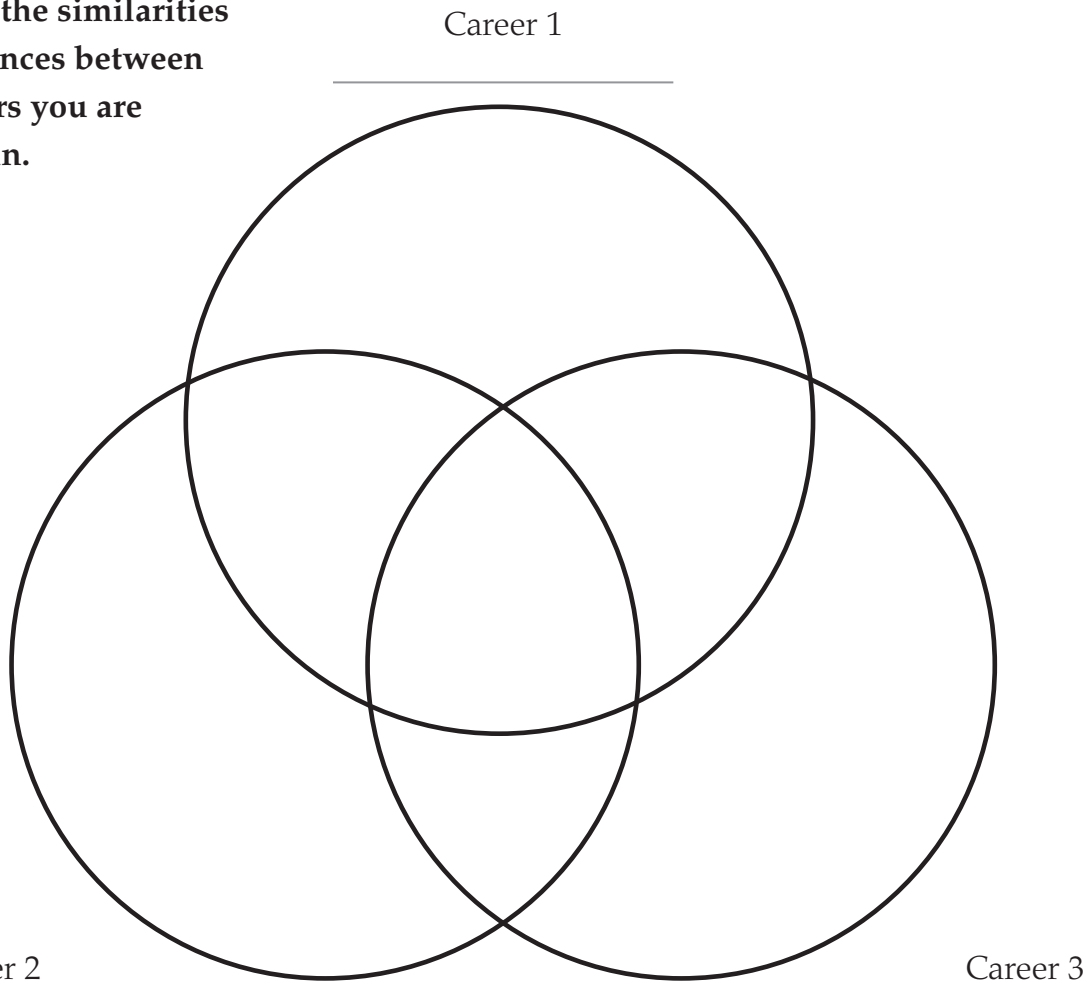
Lessons 1–2 Popular careers in the UAE

1 Read three extracts from the conversation and fill each gap with a word from the box.

social life routine shifts deadline stressful rewarding workload vocation perk

- 1 **Noora:** Likewise, my _____¹ is through the roof at the moment. I have so much marking to do; I can't wait for the summer to come!
- Asma:** Ah I'm so jealous of your summer break! I wish my holidays were as long as yours.
- Noora:** Yes, the holidays are a real _____², but we do have to earn it Asma.
- 2 **Noora:** That's true, but I don't know how you work the hours you do, and weekends! I mean, I work weekends, but that's marking or planning at home, whereas you spend whole weekends away from home.
- Asma:** I know, the _____³ can be tough, particularly on my home and _____⁴, but it's ok, I like that my _____⁵ changes, at least I don't get bored! ...
- 3 **Noora:** Oh you poor thing! Things must be crazy for you when you have a big project on, it's nice of you to find time to catch up with us.
- Hanan:** It's the only way I can stay sane! But yes, it is usually a bit quieter than it is at the moment. However, when a project is nearing a _____⁶, it's far more difficult to see friends and make time for myself. Similarly, if the client changes their mind about something or we find out that there's a planning restriction on what we want to build, it can mean that we have to change things very quickly and work longer hours to get the project finished by the deadline. So, yes, it can be _____⁷, but on the other hand it's also very _____⁸; when you see the building finished and the happiness on the clients' faces, it makes it all worthwhile.
- Noora:** That's so true Hanan. While my job can be stressful at times, this is my _____⁹ and I love what I do. This is definitely the best job for me.
- Asma:** Me too!

- 2** Use the Venn diagram to note down the similarities and differences between three careers you are interested in.



- 3** Compare and contrast the three careers you chose. Use the sentence frames to help you.

<p>Comparatives better more ... less ... as ... as</p> <p>Superlatives (the) best (the) most ... (the) least ...</p>	<p>a Both _____ and _____ are/have _____ .</p> <p>b All of them are/have _____ .</p> <p>c _____ is/has _____ than _____ .</p> <p>d _____ is/has the _____ .</p> <p>e _____ is as _____ as _____ .</p> <p>f _____ is not as _____ as _____ .</p>
---	---

Lessons 3–4 Personal career profile

1 Provide definitions for the following vocabulary, using *who* in a relative clause.

- 1 An **introvert** is a person who _____.
- 2 An **extrovert** is a person who _____.
- 3 Someone who is **intuitive** is a person who _____.
- 4 Someone who is **counterintuitive** is a person who _____.
- 5 If you are a **thinking** person, you are someone who _____.
- 6 If you are a **feeling** person, you are someone who _____.
- 7 If you are a **judging** person, you are someone who _____.
- 8 If you are a **perceiving** person, you are someone who _____.

2 Read the text. Create new sentences that describe each family member. Use a relative pronoun and combine two details into one relative clause. The first has been done for you.

The Neighbours

By Khaled Al Falahi

Let me tell you about the family living next door. The father, Mister Bader, is a doctor. He works at a big hospital in Dubai. He is a thoughtful, kind man. His wife, Asma, works as a teacher at the local school. She is very patient with her learners. Also, she is honest and always speaks the truth. Omar is a university student and like me, he loves playing football. He's also a responsible student and studies every night. Finally, little Mahra is a primary school learner. She is an energetic girl and loves to play on the playground behind my house.

1 *Mister Bader is a doctor who is kind and works at a big hospital.*

2 _____

3 _____

4 _____

3 Write definitions for the words below.

- a** An independent person is someone who _____ .
- b** A responsible person is someone who _____ .
- c** A honest person is someone who _____ .
- d** A decisive person is someone who _____ .
- e** An energetic person is someone who _____ .
- f** A creative person is someone who _____ .
- g** A thoughtful person is someone who _____ .
- h** A sensitive person is someone who _____ .

4 Fill out the following personality questionnaire for a job application. Provide supporting evidence for each answer. Use vocabulary words from Activity 2 to enhance your entries.

Name: _____ Age: _____

Nationality: _____

1. Are you the kind of person who works well in a team? Why/why not?

2. Are you a person who can work at a desk all day or do you need to be active and moving?

3. When in a stressful situation, are you a person who reacts quickly or stops to think of a solution?

4. Could you be trusted to act as a leader who supervises a team and gives orders?

Lessons 5–6 Unusual jobs

1 Use the words in the box below to complete the crossword.

soothing discreet delectable glaring toxic audible clashing jarring bland

Down

- 1 When something is comforting
- 3 When a food or liquid is poisonous
- 4 When something is colourless, tasteless or boring
- 6 When something happens suddenly

Across

- 2 When someone can keep a secret
- 5 A synonym for tasty
- 7 When two things do not work well together
- 8 When a noise can be heard
- 9 When something is obviously wrong

2 Match the definitions to words in bold in the text on page 233 of the Coursebook.

- 1 a smell: _____
- 2 a specific amount: _____
- 3 very attractive or interesting: _____
- 4 extremely unpleasant: _____
- 5 the result or end of something: _____
- 6 very strong or powerful, overly strong or powerful: _____
- 7 mixed together: _____

Language tip

Common negative adverbials include:

Not only...but also, not since, not

Not in a million years would I guess that you like mushrooms.

Only if, only when, only later

Only when I read the road map can I understand the directions.

Rarely, seldom, hardly

Hardly had I walked in the door when my phone started ringing.

3 Put the words in the correct order to form inversions.

- 1 also/pizza/cheap/is/this/but/it/only/not/tasty,/is

- 2 it/is/when/we/do/beach/go/only/to/the/warm/out

- 3 we/really/fast/do/unhealthy/food,/rarely/eat/it/is/as

- 4 will/practice/with/and/best/become/time/you/only/the

4 Rewrite the following sentences using inversion with negative adverbials. The meaning must stay the same.

- 1 The perfume is the result of years of labour and research and is the culmination of an artistic vision. _____

- 2 Creating perfumes is not an exact science and perfumers do not often produce a perfect smell on their first attempt. _____

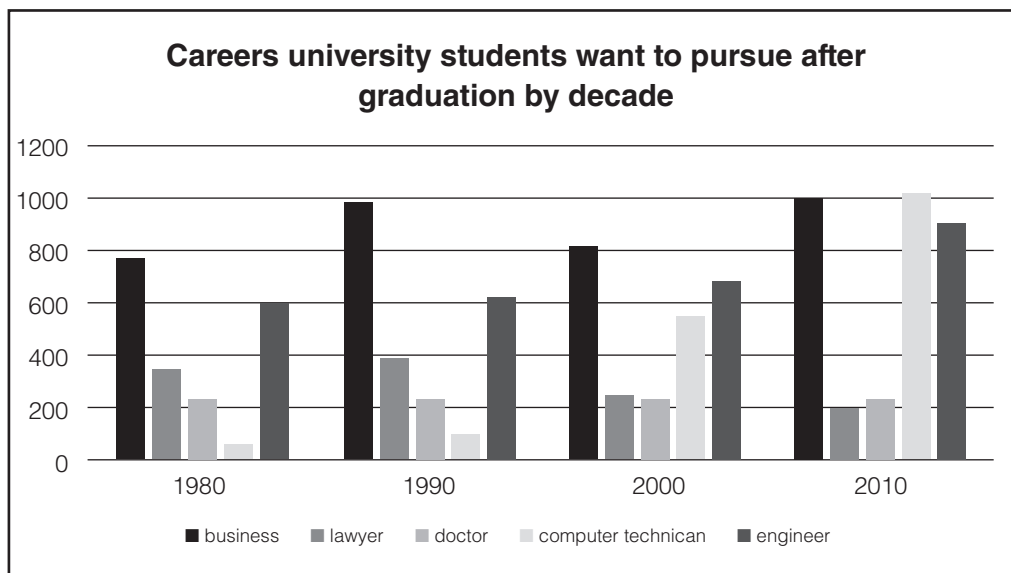
- 3 The perfume becomes a complex work of art after the perfect synthesis of smells has been blended. _____

Lessons 7–8 Practise and prepare

1 Match the bold words from the report to their definitions.

- | | |
|------------------------|--|
| 1 breakdown | a when an amount becomes less |
| 2 accounted for | b to change over time |
| 3 approximately | c stays the same over time |
| 4 slightly | d were responsible for |
| 5 continuation | e a list of something and its separate parts |
| 6 decrease | f something that comes after an event or situation, to make it continue |
| 7 consistent | g an estimate, number close to the real amount |
| 8 fluctuation | h a small variation |

2 Answer the following questions using the bar graph below:



- What careers are shown in the bar graph?
 - What was the most/least popular future career in 1990?
 - Which career had the most consistent popularity over all four decades?
- 3** The graph above shows the future careers students in their last year of university want to pursue after graduation, broken down by decade from the 1980s to the 2010s. Summarise the information by selecting and reporting the main features, and make comparisons where relevant (150 words). Write your answer in the space on the next page.

Lessons 9–10 What I want to be!

1 Fill in the gaps with words from the box below.

aspiration short-term goals ambitious long-term goal

- Alia is a very _____ learner: she wants to study medicine, English and engineering.
- My best friend's _____ is to become a famous writer after she graduates from university.
- It is important to have well-developed _____ in order to have a strong foundation for your future.
- His greatest _____ is to become the greatest tennis player in the world.

2 Write five sentences using the two word boxes below.

when	what
This weekend	Play
In my free time	Sing
Next year	Shop
This summer	Swim
Tomorrow	Go
This evening	See
	Do
	Make
	Have

Speaking tip

When giving a presentation, it is important to be mindful of your *pitch* and *tone*. A *monotone* presentation, or speaking in a single tone, can result in the audience losing interest.

1 *Tomorrow, I am going to see a performance at the Dubai Opera House.*

2 _____

3 _____

4 _____

5 _____

3 Look at these sentences. Underline the words that you think should be emphasised, and put an (X) where you think there should be pauses.

1 *I am really excited to talk about my future goals and aspirations with all of you today.*

2 *I am planning to study medicine, but I am also really interested in engineering.*

Now, practise using pauses with tone and pitch to emphasise the underlined words.

- 3 If you want a rewarding career that makes a huge impact on the world, you should look into studying agronomy at university.
- 4 First, (X) remember that the future is yours, so always make the best decision for yourself.
Second, (X) find something that you are passionate about, then it will feel like you never have to work a day in your life.

- 4 Write a presentation about your future hopes and aspirations. Include the following information in your presentation:

- Your short-term goals (over the next year)
- Your long-term goals (over the next ten years)

Use the graphic organiser below to help brainstorm ideas for future aspirations and goals.

The graphic organizer consists of two overlapping arrows pointing to the right. The top arrow is labeled "Short-term goals" and the bottom arrow is labeled "Long-term goals". Below each arrow is a rectangular box for writing.

- 5 Use the graphic organiser below to help plan and structure your presentation.

Introduction	
Attention-grabber/hook that gains the audience's attention	
Summary of main points in the presentation	
Body	
Short-term goals	
Long-term goals	
Conclusion	
Summary of the main points	
Closing remark which links to the introduction	

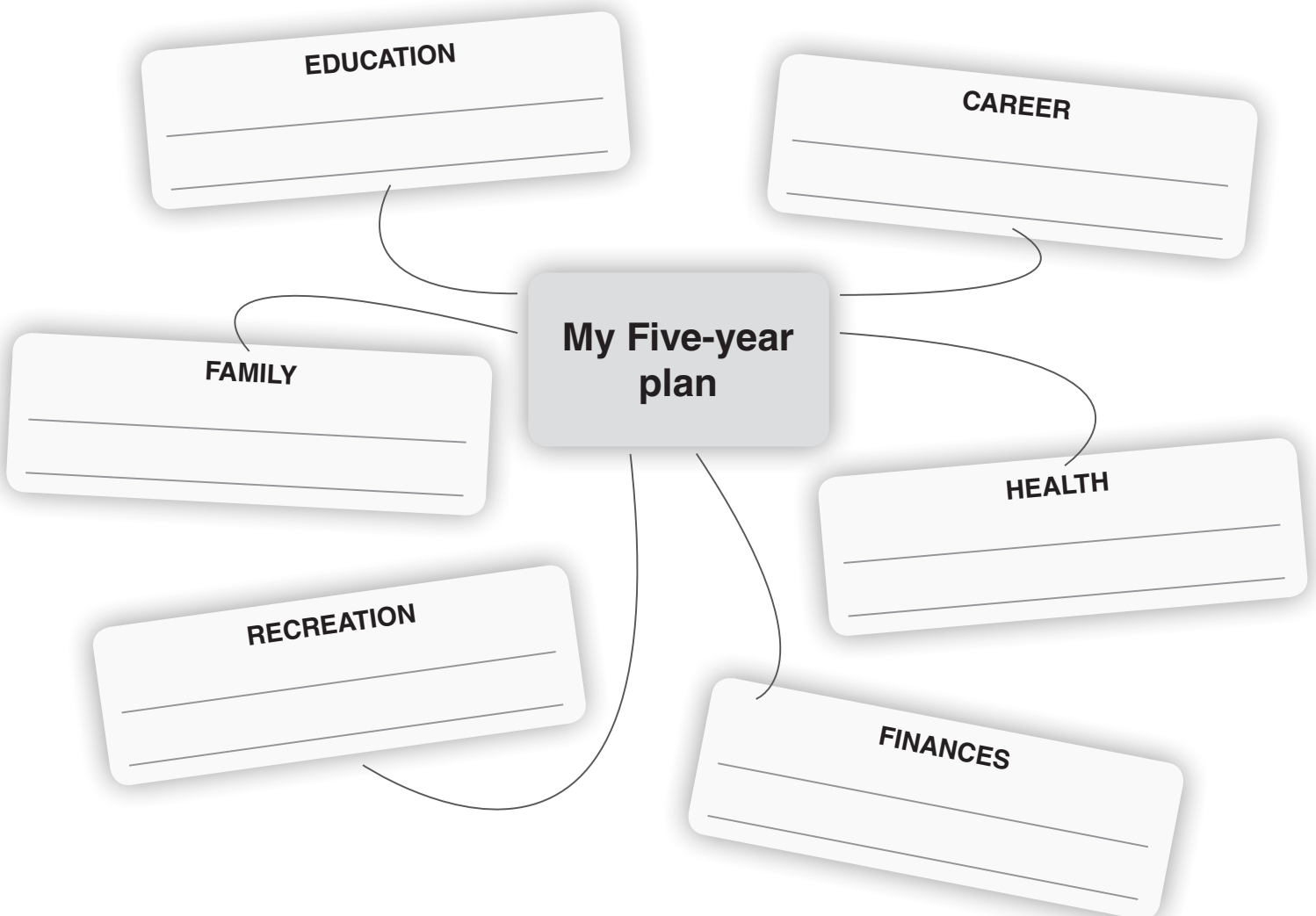
Lessons 11–12 **My five-year plan**

1 The sentences below are taken from a five-year plan. Which category do they belong to?

health education finance career family

- 1 I will watch what I eat and get fit. _____
- 2 I will spend more time with my children at the weekends. _____
- 3 I aim to graduate with a good degree. _____
- 4 I want to save enough to buy a good car. _____
- 5 I will get a promotion. _____

2 **21st** Complete the graphic organiser with two specific goals for your five-year plan.



- 3** In the table below write measurable/achievable steps towards your goal. Give yourself a time deadline for each step towards your goal.

	Specific Goal	Measurable/achievable	Time
Education			
Career			
Family			
Finance			
Health			
Recreation			

- 4** Complete the following sentences with words from the box. Three of the words won't be used.

graduate measurable tangible aspirations relevant management specific vision

- 1 He worked hard at university to fulfil his childhood _____ of going to university.
- 2 I'm not sure I understand what you are saying. Could you be more _____, please?
- 3 Your goals should be _____ so you know how much progress you have made.
- 4 You will find it difficult to save money if your financial goals are not _____ to how much you earn.
- 5 With careful _____ of my money, I was able to buy myself a new car.

- 5** Write definitions, synonyms or example sentences for the three words not used in Activity 4.

- 1 _____
- 2 _____
- 3 _____

Lessons 13–14 After graduation

1 Complete the sentences with words from the box.

recruit employer land soft employable graduate expertise

- In order to _____ the perfect job, you need to prepare yourself.
- Many employers _____ applicants on the internet.
- To make yourself _____ develop a strong online presence.
- As well as having the technical _____, you will need to have a good command of the _____ skills such as being able to work as part of a team.

2 Put the adverbs into the correct column.

probably hopefully unquestionably perhaps undoubtedly undeniably
unmistakably supposedly invariably presumably

Certain	Less certain
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3 Look at the advice for *Decide on a career path*. There are three language mistakes. Rewrite the text and add the adverbs from Activity 2. Make any other changes as necessary.

Decide on a career path

Be specific about your job application. Pick something that you are interested in. Potential employers can appreciate an applicant that can demonstrate enthusiasm and passion for a job. Many graduates make the mistake of applying for many different positions in different fields. This means that they took the first position they are offered and shouldn't be able to build a career for the long term.

Decide on a career path

- 4 Make three predictions about your career after you leave school. Use adverbs from Activity 2 in your writing.

1

2

3

- 5 Write a short article giving advice on *How to prepare for a job interview*.

How to prepare for an interview

Lesson 15 Recycle

- 1 Read the text and complete the sentences that follow with **no more than three words**.

LANDING THE PERFECT JOB

I'm sure we all agree that having the technical expertise and experience is ideal. However, remember that you will undoubtedly be applying for jobs at entry level. So, having the ability to work as part of a team and being a good communicator will certainly be extremely important in persuading future employers to give you the position. Become more self-aware and get feedback from your peers and teachers on how others see you. Also, put yourself in positions where you are communicating face-to-face and not just online.

Don't underestimate the power of technology to make yourself more employable. Potential employers are likely to use the Internet to recruit and research candidates. A strong personalised presence relevant to the position you are looking for will undeniably help you access a wider audience.

Take control of the direction you wish to take. The perfect job certainly won't come to you. You need to be proactive. Go out and search for employers, and contact people who already do the job you want. Ask them what it's really like and what they suggest you could do to get on the first rung of the ladder. Most people will invariably be happy to help you.

- 1 This is probably your first job so you will have to focus more on soft skills instead of _____ and practical knowledge.
 - 2 Ask your friends and colleagues what they think of you since this will help you be _____ .
 - 3 Developing a _____ online will allow you to reach more people.
 - 4 Don't sit around doing nothing. To find employment you have _____ .
- 2 Read the text again and decide if, according to the text, the statements are true (T), false (F) or if there is no information (NI).
- 1 You will most likely not have the experience for the jobs you are applying for. _____
 - 2 Soft skills are not important. _____
 - 3 Future employers will definitely look for, and find out information about, candidates online. _____
 - 4 You will have a better chance of getting a job if you know the right people. _____
 - 5 A lot of people will be pleased to help you get started on your career path. _____

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