



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



YEAR OF TOLERANCE

Bridge to Success

Workbook

Book

9

Dom Luis Bridge, Portugal

Book **9**

Volume

1

2

3

Bridge to Success

Workbook



Based on *Cambridge Global English*
by Chris Barker and Libby Mitchell

Volume 3 material 2019

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Grade 9 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 9 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 icon is 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

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Lessons 1–2 The Fun Championships

1 Complete the poster with the words in the box.

• laughing • eating • falling • keeping • sitting • standing

The Fun Championships

Come and watch – or take part in – some crazy competitions:

Keep-a-straight-face contest
How long can you look at someone's face without laughing¹?

Standing²-on-one-leg contest
How long can you stay on one leg without Falling³ over?

Keepie-uppie contest
How good are you at Keeping⁴ the ball in the air?

Pizza-Eating⁵ contest
How many pizzas can you eat in one Sitting⁶?



Next Sunday
The Park • 2.30–5.30pm

2 Join the halves to make sentences.

- | | |
|--|---|
| 1 I'd like to enter the pizza B | a the ball up in the air for a very long time. |
| 2 I think I could probably E | b -eating competition. |
| 3 I'm good at football F | c on one leg easily, but I'm not sure for how long. |
| 4 I can keep A | d for about three minutes without laughing. |
| 5 I can stand C | e eat about three normal size pizzas. |
| 6 I think I could keep my face straight D | f so I want to enter the keepie-uppie competition. |

3 Write a sentence about each of the competitions in the poster that is true for you.

I can run a distance of 50m as the competition I have played is a marathon. It was nice to participate in this interesting competition.

4 Put the words in the correct order to make questions.

1 can you / stand / How long / one leg / on / ?

2 can you / on your / balance / a book / head / How long / ?

3 up and down / How many times / jump / can you / one leg / on / ?

4 bananas / can you / How many / in one / eat / sitting / ?

5 long / keep the ball / using / How / can you / your head / using / in the air / ?

5 Choose the correct options to complete the article.

What happened at the Fun Championships

Last week's first ever Fun Championships was a great **succeed/success**¹, with many young people taking part in all of the day's unusual endurance events.

The first event was the keepie-uppie competition. Over thirty people entered, and ten of them were able to **hold/keep**² the ball in the air for over five minutes. The winner on the day was 16-year-old Nayef Al-Harhi. He **won/did win**³ the competition with a time of 12 minutes and 33 seconds.

Next was the keep-a-straight-face contest. Opponents looked into each other's eyes and tried not to **laugh/look**⁴ for as long as possible. The winner, who did not laugh for over six minutes, was Waleed Al Falahi, 15. His time was over two minutes **longest/longer**⁵ than the person in second place.

The next event was the **standing/sitting**⁶ on one leg competition. Over 50 people entered this very difficult contest, and ten people were able to stay up for over three minutes without **falling/being**⁷ over. The winner was 14-year-old Ahmed Al Marri. He stood for four minutes and 20 seconds. An amazing performance.

The last event was the pizza-eating competition, but only three people were able to eat more than three pizzas in one **sitting/seat**⁸. The winner, Faisal Al Blooshi, ate four large pizzas in 34 minutes. Afterwards, he said he never wanted to eat a pizza again!

There are plans for another Fun Championships next year. If you have any suggestions for other crazy events, please contact the organisers.



Lessons 3–4 **Easy living?**

1 What type of words are these: adjectives or verbs?

- adapt
- become
- comfortable
- extreme
- ideal
- provide
- survive
- tough

Adjectives	Verbs
	<i>adapt</i>

2 Complete the text with the words in Activity 1.

An _____¹ environment is a place that is very _____² to live in, where any living thing has to _____³ to the conditions in order to _____⁴. It is the kind of place that does not _____⁵ much food or water, and can _____⁶ either very hot or very cold. Humans cannot feel _____⁷ in these conditions, so they are not _____⁸ places to live.

3 Imagine you are going to stay in one of these environments for one week. Which will you choose? Why? Write a paragraph explaining your decision. Describe how you will adapt to the conditions.

desert

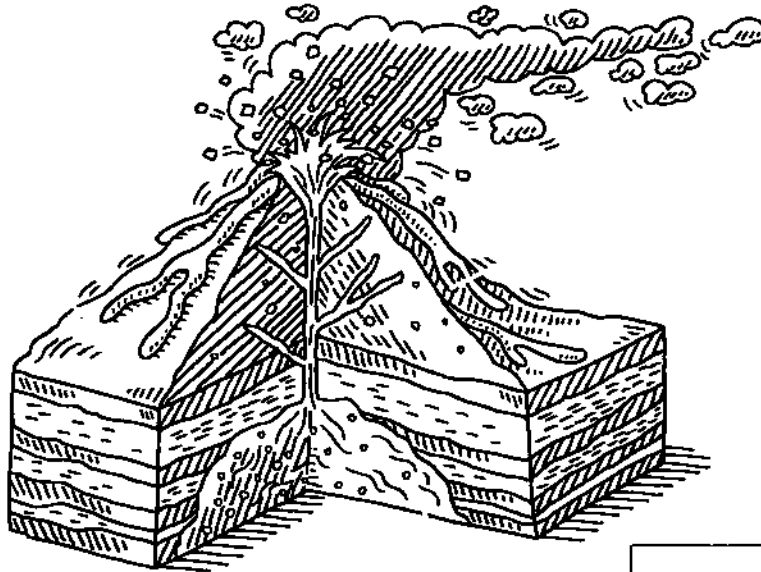
rainforest

polar region

4 Complete the diagram with the words in the box.

• active • lava • magma • mountain

Diagram of an _____¹ volcano



5 Choose the correct options.

- 1** It **does/makes** sense to live ...
- 2** It may **surprise/happen** you to learn that ...
- 3** Tourism **grows/brings** a lot of money ...
- 4** It can be easy to **learn/predict** when ...
- 5** Farmers **grow/feed** crops ...
- 6** Many farmers **turn/choose** to grow ...

6 Now match the beginnings in Activity 5 to these endings.

- a** ... a volcano will erupt.
- b** ... next to volcanoes.
- c** ... such as grapes.
- d** ... their crops in fields very close to the sides of volcanoes.
- e** ... many people are happy to live near these mountains.
- f** ... to areas near volcanoes.

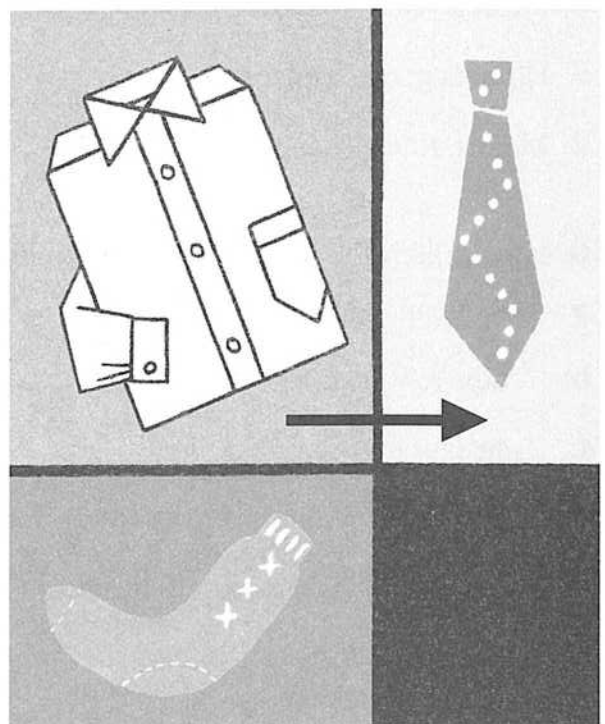
Lessons 5–6 Amazing survival

1 Choose the correct word or phrase to replace each phrase in brackets.

- 1** Juliane Köepcke was flying to Lima in Peru when lightning struck the plane and there was an explosion (*sudden loud noise*).
- 2** She lost _____ (*the state of being awake and able to think*).
- 3** When she _____ (*became conscious again*), she had fallen 3 000 metres through the air into the Peruvian rainforest.
- 4** She was still _____ (*held in position by a seat belt*) into her seat.
- 5** She had cuts and _____ (*purple marks on her skin as a result of being hit*).
- 6** She had also broken her _____ (*bone that goes from the bottom of your neck to your shoulder*).
- 7** She was the only _____ (*person who is still alive after an event that could have killed them*) out of the 92 people on board.
- 8** Her _____ (*a strong feeling that you want to carry on living*) took over and she walked for ten days in the rainforest before she was found.
- 9** "I have learned that life is _____ (*valuable and shouldn't be wasted*)," she says.
- 10** _____ (*not important*) things don't worry me any more."

2 The letters for the /j/ sound in these words are missing. Write them in.

- | | |
|------------------------|-------------------------|
| 1 cra _____ | 6 _____ elf |
| 2 _____ ocked | 7 deli _____ ous |
| 3 pa _____ ent | 8 na _____ onal |
| 4 spe _____ al | 9 _____ irt |
| 5 musi _____ an | 10 ma _____ ine |



- 3** Use the notes you made to write a paragraph about Bahia, similar to the paragraph about Juliane.

- 4** Now write questions for these answers.

1 Q How old was Bahia Bakari when the accident happened?

A She was 12 years old.

2 Q _____

A To the Comoros Islands.

3 Q _____

A Off the coast of east Africa, near Madagascar.

4 Q _____

A The plane crashed into the Indian Ocean.

5 Q _____

A 153.

6 Q _____

A Only one.

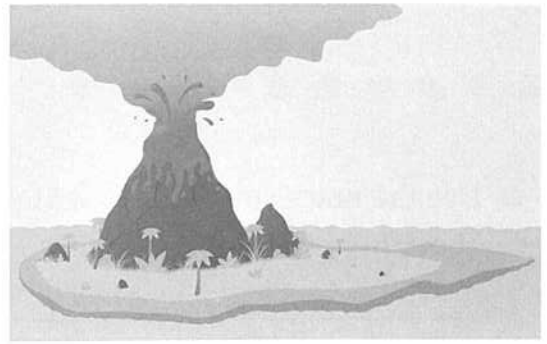
7 Q _____

A Yes, she broke her collarbone and she had burns.

8 Q _____

A 13 hours.

Lesson 7 Practise and prepare



1 Join the halves to make sentences.

- | | |
|--------------------------------------|--|
| 1 I spend a lot of time in extreme | a survival instinct took over. |
| 2 I fell down and I lost | b environments like rainforests and deserts. |
| 3 He just kept staring | c too hot. |
| 4 As soon as I saw the lightning, my | d erupt while I was in the water. |
| 5 I can't handle being | e consciousness for a short time. |
| 6 The volcano continued to | f at me without blinking. |

2 Choose the correct options in 1–6.

First of all, let me tell you about myself. I am an **endurance/endure**¹ athlete. I climb mountains, and I run, swim and cycle very long distances. I have been in many dangerous situations. But one day last year, I had the most frightening experience of my life.

I was taking part in an international climbing **competitor/competition**². I had to reach the top of as many volcanoes as I could in one month. So that's why I was on a small desert island in the middle of the ocean, hiking up the side of a volcano.

I was nearly at the top, and I was feeling good. It was hot, but there was no rain or wind. Overall, conditions were **trivial/ideal**³. Suddenly, I started to hear a strange noise, and the ground began to shake. It was like an earthquake. It was then that I realised I was on an **activity/active**⁴ volcano, and it was going to erupt.

My **survivor/survival**⁵ instinct took over. I ran down the side of the volcano as fast as I could. I made it to the beach, and I looked behind me. I could see that **lava/liquid**⁶ was already coming out of the top, and it was starting to move down the mountain. It was coming towards me. I knew I wasn't safe on the beach, so I jumped into the sea and I started to swim.

Reflect on your learning

Think about the activities you have completed in this unit so far. Write answers to these questions:

- What new words and phrases did you learn?
- What did you find easy?
- What do you need to practice more?

Lessons 8–9 Surviving together

1 These words and phrases all appear in the article about the Chilean miners on page 170 of the Coursebook. Match them to their meanings.

- | | |
|----------------------------|---|
| 1 collapsed | a movement of air around a room or building |
| 2 trapped | b making a hole using a special machine |
| 3 ventilation | c evidence that a person is alive |
| 4 to keep their spirits up | d fell down |
| 5 drilling | e went through using force |
| 6 signs of life | f to help them remain cheerful |
| 7 broke through | g unable to escape |

Did you know?

The mine where 'the 33' worked is located in the Atacama desert, the driest desert on Earth. There are some places in the Atacama where they haven't recorded any rainfall at all.



2 Choose words from the box to complete the compound nouns in these definitions.

• mine • hole • emergency • majority • broadcast • operation • ventilation • video

- 1 A **news** _____ is a radio or television programme that explains the latest events.
- 2 A _____ **camera** is a piece of equipment that records moving pictures.
- 3 A **drill** _____ is made in the ground by people who are looking for new things, like metal or coal, to take out of the ground.
- 4 A **copper** _____ is a place where they take copper out of the ground.
- 5 A **rescue** _____ is a large plan to help people who are in danger.
- 6 _____ **supplies** are things like food and drink that people need when they are in danger.
- 7 A _____ **system** is something that allows fresh air to move through a place.
- 8 A _____ **vote** is when more than half of the people in a group agree on a decision.

3 Complete the sentences using comparative adverbs made from the following adjectives.

• careful • cheap • easy • quiet • slow

- 1 You can buy fruit and vegetables more cheaply at the market.
- 2 We would have found the place _____ if we had looked at the map before we set out.
- 3 You will need to check your work _____ if you want to get a good mark.
- 4 I know you like riding your bike quickly, but if we ride _____ we can enjoy the view.
- 5 If you watch TV after 9.30 in the evening, you will have to watch _____.

4 The adverbs in the table below have *-er* endings in the comparative. Use them with *much* to complete these sentences.

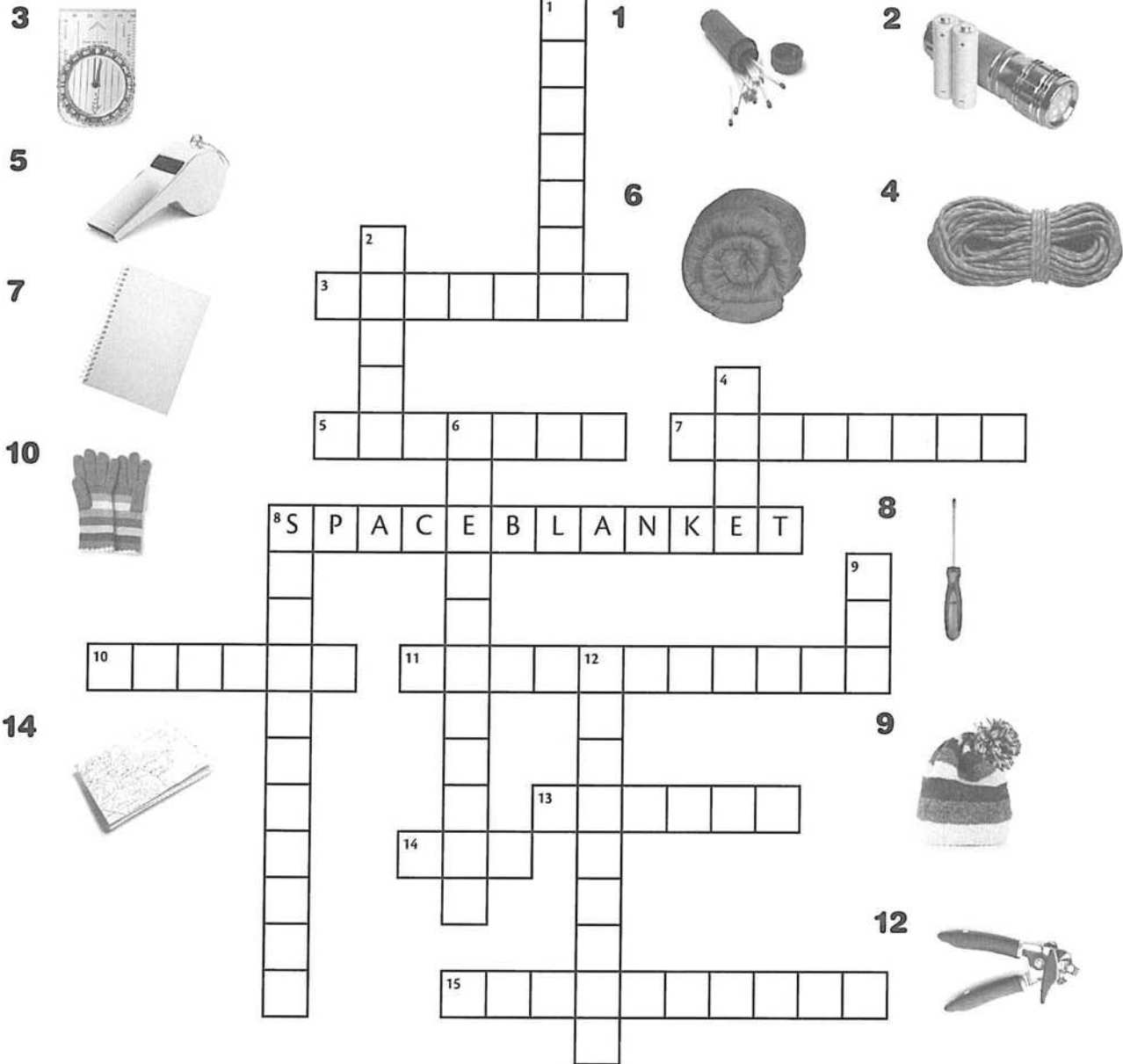
- 1 They were very early. They arrived much earlier than I expected.
- 2 We finished work _____ today because we had a lot to do.
- 3 I worked _____ for this exam than I did for the last one.
- 4 My grandmother drives like a racing driver. She drives _____ than my mum.
- 5 Look at all the flowers! Spring has arrived _____ than usual this year.

Adverb	Comparative form
early	earlier
fast	faster
hard	harder
late	later
soon	sooner



Lessons 10–11 Survival kit

1 Solve the crossword.



Across

- 3 See picture 3. (7)
 5 See picture 5. (7)
 7 See picture 7. (8)
 8 You need this to keep you warm in an emergency (5, 7)
 10 See picture 10. (6)
 11 It contains plasters, antiseptic wipes and bandages (5-3, 3)
 13 A container for water (6)
 14 See picture 14. (3)
 15 Your jacket must be _____ so that you don't get wet in the rain (10)

Down

1 See picture 1. (7)

2 See picture 2. (5)

4 See picture 4. (4)

6 See picture 6. (8, 3)

8 See picture 8. (11)

9 See picture 9. (3)

12 See picture 12. (3, 6)

2 Match at least two of the items in the crossword to each of these purposes and possibilities.

1 To keep warm: space blanket

2 To help you find your way: _____

3 In case you are out at night: _____

4 In case you need to eat or drink: _____

3 Write each question above the paragraph to which it refers.

Have I got the clothes I need for this expedition?

What can I borrow?

What's the weather going to be like?

How long am I going for?

What should my first-aid kit have in it?

Ask yourself these questions.

1 _____

A two-day trip is very different from a three- or four-day expedition. Make sure you have what you need for the number of days. Think of food rations.

2 _____

Check what's already in your wardrobe. Avoid items made of denim and cotton.

3 _____

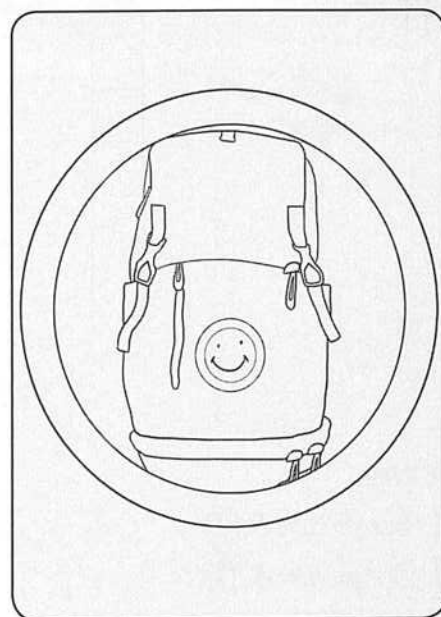
Ask around. See if anybody will lend you small items like a hat, a torch, a multi-tool or a space blanket.

4 _____

Make sure you have plasters, bandages and antiseptic wipes.

5 _____

You must have a waterproof jacket and preferably trousers too. Do you need suncream, a sun hat or sun glasses? Check the forecast. Remember that conditions can change very quickly.



Lessons 12–13 Flying solo

1 Complete the sentences with the words in the box.

• desert island • due • gone missing • land • licence • raised the alarm

- 1 The plane is _____ to arrive at 11 o'clock.
- 2 You need a _____ to drive a car.
- 3 As soon as I saw the smoke, I _____.
- 4 The pilot is getting ready to _____ the plane.
- 5 I want to live on a _____ in the middle of the ocean.
- 6 Rescue services are looking for three people who have _____ in the desert.

2 Match the journalist's questions (1–6) to Saif's answers (a–f).

- | | |
|---|--|
| 1 What time did you expect Jamal's plane to land? | a I waited for a few hours, and then I sent him a text message. |
| 2 What did you do when he didn't arrive? | b I was very worried, so I told the people at the airport and they raised the alarm. |
| 3 Did he reply? | c I really don't know – I just hope he's okay. |
| 4 So what did you do next? | d Not much. I know they are flying along the route to see if they can find him. |
| 5 What have they told you about the rescue operation? | e He was due to arrive at 5pm. |
| 6 What do you think has happened to Jamal? | f No, he didn't. |

3 Imagine you are the rescue services. Put these actions in order.

- a Then, check maps of the area and look for any possible places where the plane could land.
- b Talk to the person who reported the missing plane.
- c Use helicopters and small planes to fly over the area and look for signs of the missing plane.
- d Find out as much as possible about the missing person's plane and the route they were planning to take.
- e Also, check the weather in the area and find out if there were any storms when the plane went missing.

4 Read the article. Choose the correct options to complete the statements.

Home | Hotels | Flights | Rentals | Restaurants | **News** | Best deals

Missing Pilot Found on Desert Island

Sunday 25th June – Yesterday, rescue services found the pilot who was missing in the Indian Ocean. Jamal Al Marri was flying from Abu Dhabi to India when there was a problem with his plane's engine. He was able to land the plane on the beach of a desert island in the middle of the ocean, but his phone and radio weren't working. His friend in India raised the alarm when he didn't arrive at the time he was expected.

Rescue services spent three days searching the area before they found the small island and saw Al Marri's plane on the ground. "We saw the plane and the word HELP written in the sand. We landed on the island and found Jamal standing by his plane. He looked fine," says the head of the rescue operation, Majid Al Khaja.

Al Marri says that he spent the three days looking for food, building a shelter and writing his diary. "I had some emergency rations from the plane and there were lots of coconuts on the beach, so I had enough to eat," he says. "There was a small stream on the island so I could get fresh water. I also found a cave, so that's where I slept. I had a space blanket with me, so I didn't get cold at night."

Al Marri still plans to keep flying. "I'm very grateful to the rescue services. They did an amazing job. I still want to keep flying though. I plan to fly across the ocean again next month!"



- Jamal landed his plane on _____ the island.
a the water near **b** the beach of **c** the top of
- Jamal _____ contact the outside world.
a forgot to **b** didn't want to **c** couldn't
- From the sky, the rescue services saw the plane and _____ on the beach.
a writing **b** Jamal **c** a space blanket
- Jamal ate food _____.
a from the plane only **b** from the island only **c** from the plane and the island
- Jamal drank _____.
a water from the island **b** bottled water **c** seawater
- Jamal slept _____.
a in a cave **b** on the beach **c** in his plane
- Jamal _____ fly across the ocean again.
a doesn't want to **b** wants to **c** isn't allowed to

Lesson 14 Practise and prepare

1 Use the adjective in brackets to help you complete the sentences with a comparative adjective or adverb.

- 1 The helicopter came to my rescue _____ (*quick*) than I expected.
- 2 I looked up and realised that the cliff was _____ (*difficult*) to climb than I thought.
- 3 The other miners helped me and it made me feel _____ (*good*) than I had before.
- 4 We found food and water _____ (*easy*) than I thought we would.
- 5 The injury to my leg became _____ (*bad*) than I had realised.
- 6 When the rescue operation began, we were all lifted to safety _____ (*soon*) than we expected.

2 Match the questions to the answers.

- | | |
|---|---|
| 1 Why did you fly across the ocean? | a Yes, I'm going to try again next week. |
| 2 Why did you take a first-aid kit with you? | b Emergency rations from the plane and coconuts from the beach. |
| 3 Why did you vote on every decision? | c In case I got injured. |
| 4 What did you find to eat? | d Wonderful, and I'm very grateful to the rescue services. |
| 5 Why did you take a solar phone recharger? | e To visit my friend. |
| 6 How did you stay positive? | f To make sure that there were no fights between us. |
| 7 Are you planning to fly across the ocean again? | g In case my phone's batteries ran out. |
| 8 Are there any items in your survival kit that you didn't use? | h We all gave each other confidence. |
| 9 How do you feel, now that you have been rescued? | i No. Everything I took with me was useful. |

Self-assessment

Can you do all of these tasks?

- I can use comparative adverbs.
- I can talk about survival kits.
- I can use *to* + infinitive for purpose and *in case* for possibility.
- I can make predictions about survival stories and rescue operations.
- I can write diary entries.

<input type="checkbox"/>
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Lesson 15 The best film I've seen

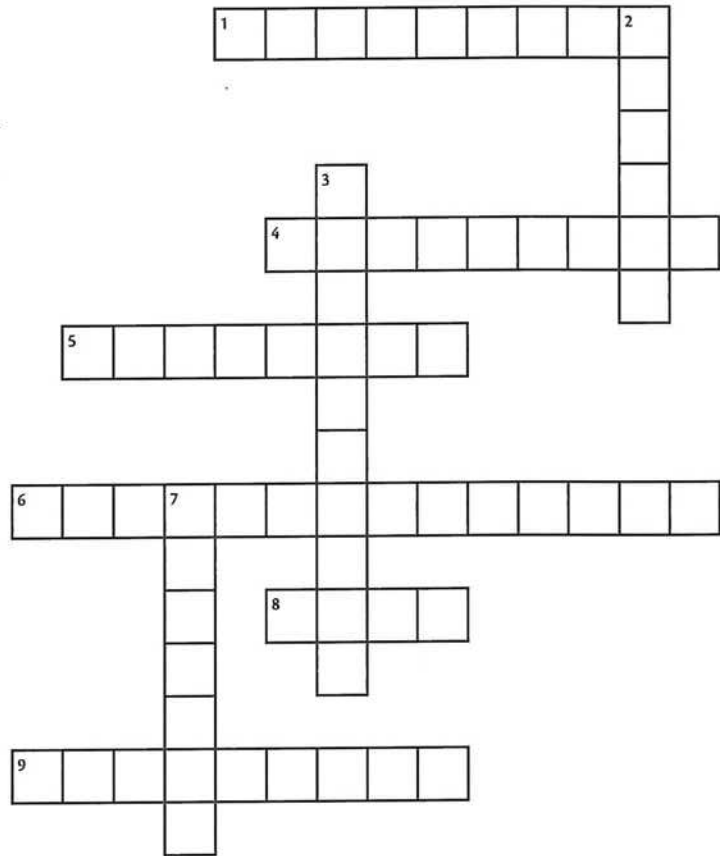
1 Solve the crossword.

Across

- 1 easy to remember because it is good
- 4 to suggest something that would be good, for example, a film or book
- 5 the place where a film is made
- 6 lots of unexpected changes in a story (3 words)
- 8 a book or film's story
- 9 a person in a film or story

Down

- 2 the last part of a story
- 3 making you feel that someone or something is real
- 7 the appearance of the natural environment



2 Complete the sentences with the answers to the crossword.

- 1 The film was good at the start, but I didn't like the _____.
- 2 The film's _____ was a desert island in the middle of the ocean.
- 3 The main _____ was a young man from Abu Dhabi.
- 4 I didn't like this film, so I can't _____ it.
- 5 I read the book before I saw the film, so I already knew the _____.
- 6 It's not a _____ film – I can't remember anything about it.
- 7 There were so many _____
I didn't know what was going to happen next.
- 8 All of the characters seemed like real people,
I thought they were very _____.
- 9 The people are lost in a forest, so
the _____ is really beautiful.



Lessons 1–2 Summer holidays

- 1 Make nine compound nouns to do with holidays by finding words in word square A and matching them with words in word square B. (One word in word square A is used twice.)

A

I	N	T	T	O	C	C	S
N	F	A	Y	R	A	P	L
S	U	B	T	S	M	I	E
E	U	L	M	S	P	C	E
C	J	E	Y	U	I	N	P
T	R	D	Z	N	N	I	I
I	C	O	O	L	G	C	N
M	F	O	L	D	I	N	G

B

R	E	P	E	L	L	E	N	T
M	H	H	C	N	X	B	R	E
H	C	T	H	B	G	Y	J	N
A	R	A	A	A	V	Y	L	N
T	E	V	I	G	N	O	F	I
K	A	G	R	K	T	C	L	S
B	M	Q	X	K	K	E	R	F
O	Q	I	B	A	S	K	E	T
X	O	H	O	L	I	D	A	Y

- 2 Now choose three compound nouns from Activity 1 and write a sentence using each one.

1 _____

2 _____

3 _____

- 3 Replace each of the underlined phrases in these sentences with an informal phrase from the box.

- aren't much fun
- aren't really for me
- that kind of thing
- the other thing is that
- chill out
- I'm really into

- 1 You can play table tennis and football, you can go swimming, and do other similar activities. _____
- 2 In addition, you can try stargazing at night. _____
- 3 Barbecues aren't enjoyable when it rains. _____
- 4 Camping holidays aren't my favourite kind of holiday.

- 5 I enjoy surfing very much. _____
- 6 I just want to relax on holiday. _____

4 Complete what each person is saying or thinking with a phrase from the box below.
You will need to solve the anagram in each phrase.

1 Three weeks is too long for a holiday.

4 My mum enjoyed the holiday.

2 We had a great time at the water park!

5 My sister doesn't often make new friends
on holiday.

3 We did something different every day.

6 I hate camping.

intecigx

- It was a very _____ holiday.

rebod

- I'm so _____ – there's nothing to do here!

bornotecuflam

- It's just so _____ sleeping on the ground – my back hurts in the morning.

nuf

- We went on all the rides. It was really _____.

colibase

- She is shy and isn't usually very _____.

deralex

- After a day sitting on the beach, she said she felt really _____.

Lessons 3–4 A room with a view

1 Match a prefix to a group of adjectives to make opposite adjectives.

• un • im • dis • in

1

honest
loyal
organised

2

dependent
formal

3

patient
possible
polite

4

happy
friendly
tidy
sociable



2 Use the adjectives you wrote in Activity 1 to complete these sentences.

- 1 The room was a real mess. The room was very untidy.
- 2 The waiter was in a hurry and didn't give us time to think about our order. He was very _____.
- 3 I'm sorry, but we can't find your reservation. I do apologise. We're not normally so _____.
- 4 I'm sorry you don't like your room. We don't want our guests to be _____, so we can offer you a different room at the same price.
- 5 We have apartments with small kitchens for guests who prefer to cook for themselves and be _____.

3 Imagine you stayed in a very bad hotel. Write a short paragraph (50 words) describing your experience. Use at least five adjectives from Activity 1.

What a terrible hotel!

4 Make these direct questions more polite by writing them as indirect questions.

1 Is there a phone message for me?

Do you know if there is a phone message for me?

2 What time is breakfast served?

Could you tell me what time breakfast is served?

3 Is there a bus stop near the hotel?

Could you tell me _____?

4 How much does a taxi to the station cost?

Do you know _____?

5 Does the restaurant serve dinner on Sunday evenings?

Could you tell me _____?

6 Where is the nearest shopping centre?

Do you know _____?

5 Complete the sentences to say what these people are thinking.

1

What will the hotel be like?

I wonder what the hotel
will be like.

2

Is dinner included in the price?

I don't know if dinner is
included in the price.

3

Why was the receptionist so unhelpful?

I wonder _____.

4

What time does the restaurant close?

I'm not sure _____.

5

Was this the campsite we stayed at last year?

I can't remember _____.

6

Will the weather be good in the morning?

I wonder _____.

Lessons 5–6 Nightmare holidays

1 The lines in the postcards below are in the wrong order. Can you reorder them?

Dear Amna,

1 I really miss you. We arrived late last
 tasteless². I wish we'd arrived earlier!
 serving dinner so we had cold
 night and we were very hungry¹, but the
 hotel kitchen had already stopped
 soup and sandwiches. It was really

Take care,
 Haifa

Hey Mohamed,

perfect for being outdoors. I really wish
really unsuccessful³ so far. The staff are
 lovely,
 because the weather is lovely and
 but there's nowhere to play. I'm really sad
 we'd chosen a hotel with a playground.
 Are you enjoying your holiday? Mine is

Your friend,
 Ali

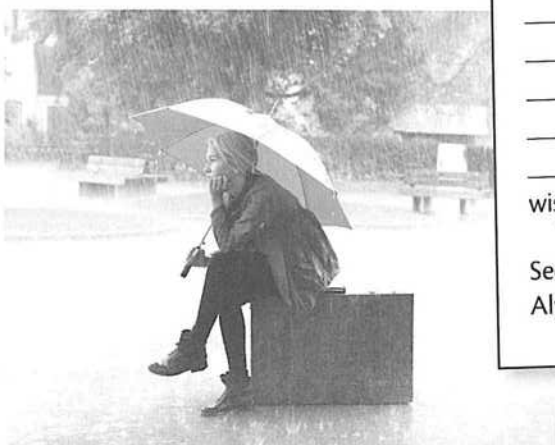
TO:

Hi Zeinab,

we'd booked a hotel in town.
 mine. Or hotel is far from the
 I hope your holiday is better than
 city, so yesterday we walked in the
 rain to get to the centre. We were
 all very wet⁴ and angry⁵. We all
 wish

See you soon!
 Alya

TO:

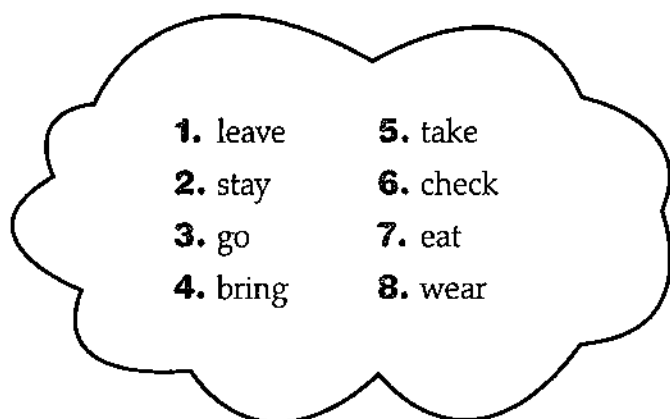


2 Replace the underlined words in the postcards with one strong adjective from the box below.

• soaked • disastrous • furious • starving • disgusting

1
2
3
4
5

3 Write the past participles of the verbs in the word cloud.



1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

4 Now complete the gaps with a past participle from Activity 3.

- 1** You and your family get to the airport late and miss your flight. You say ...
I wish we'd left the house earlier.
- 2** The air conditioning in the plane is very cold and you're only wearing a T-shirt. You say ...
I wish _____ a jumper.
- 3** There's a beautiful view from your hotel window, but you don't have your camera. You say ...
I wish _____ my camera.
- 4** Your sister has two pizzas, but then feels sick. She says ...
I wish _____ two pizzas.
- 5** Your parents make you and your sister visit a museum, but it's really boring. You both say ...
We wish _____ at the hotel.

5 Write a postcard telling your friend about a bad holiday.

- Explain the problem.
- Say what you wish had/hadn't happened.

Dear _____,	
What a terrible holiday! _____	

Bye for now,	

TO:	_____

Lesson 7 Practise and prepare

- 1 Read this conversation between Alya and the hotel manager. Rearrange the words to complete Alya's questions.

Alya: Could/is/me/what/time/you/breakfast/tell/please?

1 _____

Manager: Breakfast is from 7 till 10, but you need to go to the breakfast room.

Alya: show/where/Could/is/you/that/me/please?

2 _____

Manager: No, I'm very busy now.

Alya: Oh, sorry. What about getting into town?
you/Can/if/bus/tell/a/me/there's/?

3 _____

Manager: Yes, there's a bus that goes into town from the hotel.

Alya: Do/what/bus/you/leaves/know/the/time?

4 _____

Manager: Oh, just look at the timetable. There's one in your room!

- 2 What's the opposite of the words below? Write one strong adjective.

1 great a _____

2 successful d _____

3 delicious d _____

4 calm f _____

5 dry s _____

- 3 Choose three strong adjectives and write sentences using the words you chose.

1 _____

2 _____

3 _____

Lessons 8–9 Summer camp in the UAE

- 1 Read the text – it's a bit boring. Make it more exciting by replacing the words in brackets with one of the strong adjectives in the box.

• breathtaking • some serious fun • fantastic • an unforgettable
• luxury • mouthwatering • ultimate • world-class

Liwa Desert Resort

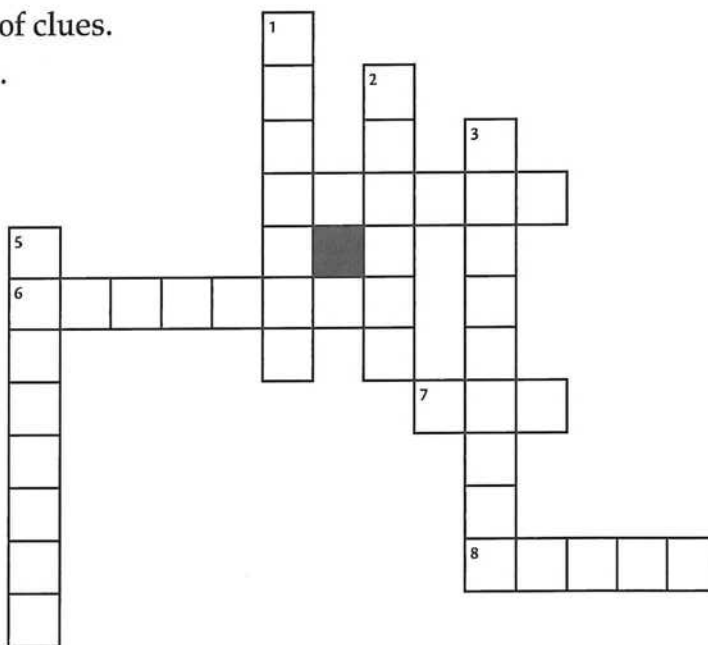
This is the (*best possible*) ultimate¹ get-away for families who don't want to lie on the beach all day.

Enjoy a (*great*) _____² activity holiday with your family in the lovely setting of Liwa and have (*a really good time*) _____³. Stay in one of our (*very comfortable*) _____⁴ cottages, which have everything you need to make your stay enjoyable. There

is a (*very high-standard*) _____⁵ restaurant with a (*beautiful*) _____⁶ view of the desert dunes, where our chef will be pleased to prepare a (*tasty*) _____⁷ meal. We welcome you to our resort for (*a memorable*) _____⁸ experience of Emirati hospitality in the heart of the desert.



- 2 Your teacher will assign you a set of clues. Follow your teacher's instructions.



3 Complete each sentence by using *should have/shouldn't have, would have/wouldn't have* or *could have/couldn't have* and the past participle of a suitable verb.

- 1 I'm not surprised that you're tired. You shouldn't have stayed up so late.
- 2 I had a stomach ache after the party. I _____.
- 3 My sister wishes she had chosen the Creative Minds camp because she _____.
- 4 If the weather hadn't been so horrible, we _____.
- 5 If they'd chosen an activity holiday, they _____.

4 Write a letter or an email to a friend explaining why you wish they had come on a recent trip or holiday with you.

You should have come with us to my cousins' farm. You would have had a lot of fun with them. We could have ...



Lessons 10–11 Ecotourism

1 Complete the text below with the words in the box.



- sites
- flora and fauna
- homemade
- organic
- habitat
- green

Sharjah Natural History Museum and Desert Park

The Sharjah Natural History Museum and Desert Park is a great family destination where you can learn about the Arabian desert, while having a relaxing and fun time. You can also try some of our _____¹ specialities in our _____² café! Covering a vast area, the Natural History Museum and Desert Park is made up of three separate _____³: the Natural History Museum, Arabian Wildlife Centre and the Children's Farm, which offers kids a chance to get up-close to nature and _____⁴ farming, as well as animals including goats, sheep, donkeys and chickens.

If people get to know the local _____⁵ and the amazing ways in which these plants and animals live in a dry, hot climate, they will start to respect and enjoy these gifts of nature in their desert _____⁶.

Visit the Sharjah Natural History Museum and Desert Park and discover a place for learning and enjoyment for people of all ages.

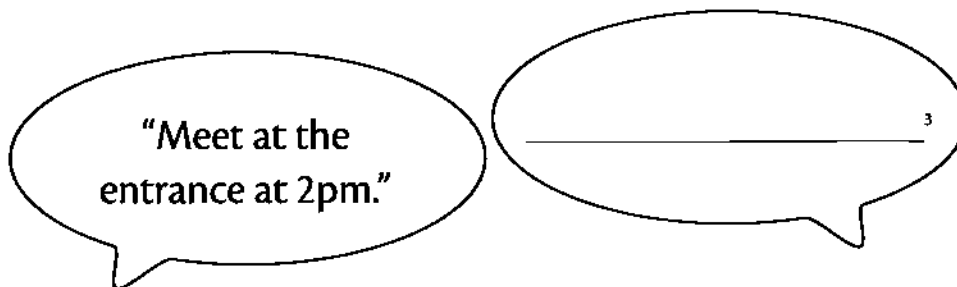
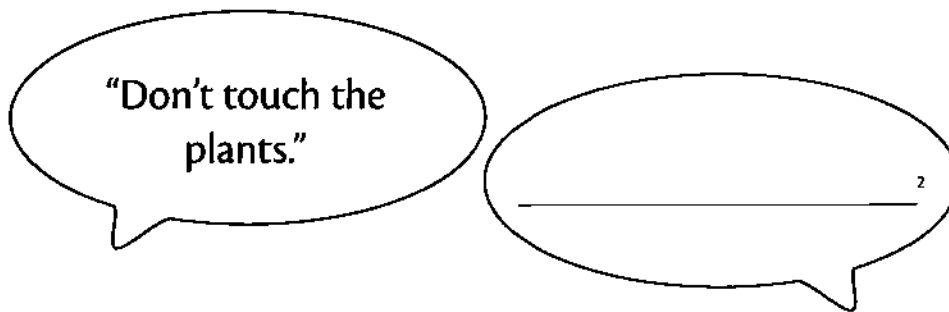
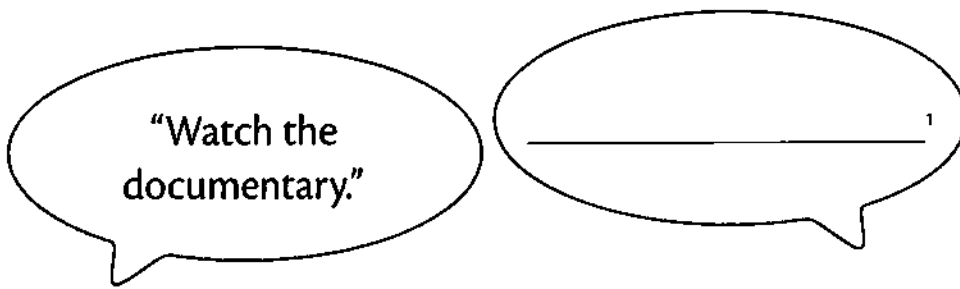
2 Aisha is telling her friend about a visit to the *Sharjah Natural History Museum and Desert Park*. Report what the tour guide said.

"Don't feed the animals."

Tour guide

He said not to feed the animals.

Aisha



- 3** Describe an ecotourism site you have visited or learned about in the Coursebook, or invent one. What can people see and do there? What are the rules?.

Lessons 12–13 Working in tourism

1 What's the job? Read the descriptions and say what the job is.

This person...

a ... flies a plane.

b ... cooks the food in a restaurant.

c ... organises holidays and books tickets.

d ... shows tourists famous places and sights.

e ... serves meals and takes care of passengers on a plane.



2 What is the opposite of the words below? Choose the opposites from the box.

• seasonal • low-paid • temporary • long-term • part-time • shifts

1 full-time _____

4 short-term _____

2 permanent _____

5 fixed working hours _____

3 high-paid _____

6 all year round _____

3 Complete the text with words from the box in Activity 2.

Many young people think that working in tourism is easy, but they don't realise that actually it's very hard work. First of all, the work is usually _____¹ when you start, and you might only have a job for a few months in the year because the work is _____². Most jobs in tourism are not like office jobs where your hours are the same every day. For example, you might work in the mornings one week and in the evenings the next week, your _____³ might even change from day to day. But the fact that some jobs in tourism don't take up your whole day and are only _____⁴ means you can also study or have another job at the same time. That's why many students and young people look for work in tourism as a _____⁵ solution, while they prepare themselves for a _____⁶ career in another field.

4 Match a phrase on the right with a phrase on the left to make a complete sentence.

- | | |
|--|--|
| <p>1 Ali loves his job as a chef because _____</p> | <p>a sometimes there are problems with the bookings.</p> |
| <p>2 Mahmoud thinks his job as a pilot is difficult because _____</p> | <p>b the clients are always happy when they see new places.</p> |
| <p>3 Jamal finds that the work of a travel agent is stressful because _____</p> | <p>c she gets to see a different country almost every week.</p> |
| <p>4 Salem enjoys being a tour guide because _____</p> | <p>d he can invent new dishes for his clients.</p> |
| <p>5 Khalid isn't keen on being a waiter because _____</p> | <p>e some clients take a long time to finish their meals.</p> |
| <p>6 Samia is happy to be a flight attendant because _____</p> | <p>f he must always check the weather conditions before he flies.</p> |

5 Read someone describing their work in tourism. Can you guess their job?

People think my job is easy, but actually it can be very stressful. I have a responsibility to make sure my clients are satisfied, and that can be hard. When we're very busy, it can happen that we get the orders mixed up, which isn't very professional. Also, I'm on my feet all day and I only sit down when the last guest has left the restaurant. However, the good thing about my job is that I can be very creative. I invent new dishes and when the clients tell me they enjoyed the food, then I'm really happy.



Lesson 14 Practise and prepare

1 Complete these sentences with the missing words. The first letter of each word is given.

- 1 I had a f _____ holiday with my family. It was so much fun!
- 2 We stayed in a l _____ hotel which had everything we needed.
- 3 Our room had a b _____ view of the desert dunes.
- 4 The setting was absolutely s _____, with beautiful plants and birds all around.
- 5 There was even a w _____-c _____ chef who prepared all sorts of m _____ dishes.
- 6 We still talk about our holiday today because it was such an u _____ experience for us all.

2 Find and correct the mistakes in the sentences below.

- 1 I'm so tired. I should've stayed up late. _____
- 2 If I hadn't eaten so much at the party, I would've felt sick.

- 3 I wish I had gone to the summer camp. I could make lots of new friends.

- 4 I should go to my friend's farm last weekend. They had so much fun!

- 5 Why didn't you call me yesterday? We could've go to the beach.

3 What's the job?



1 _____



2 _____



3 _____



4 _____



5 _____



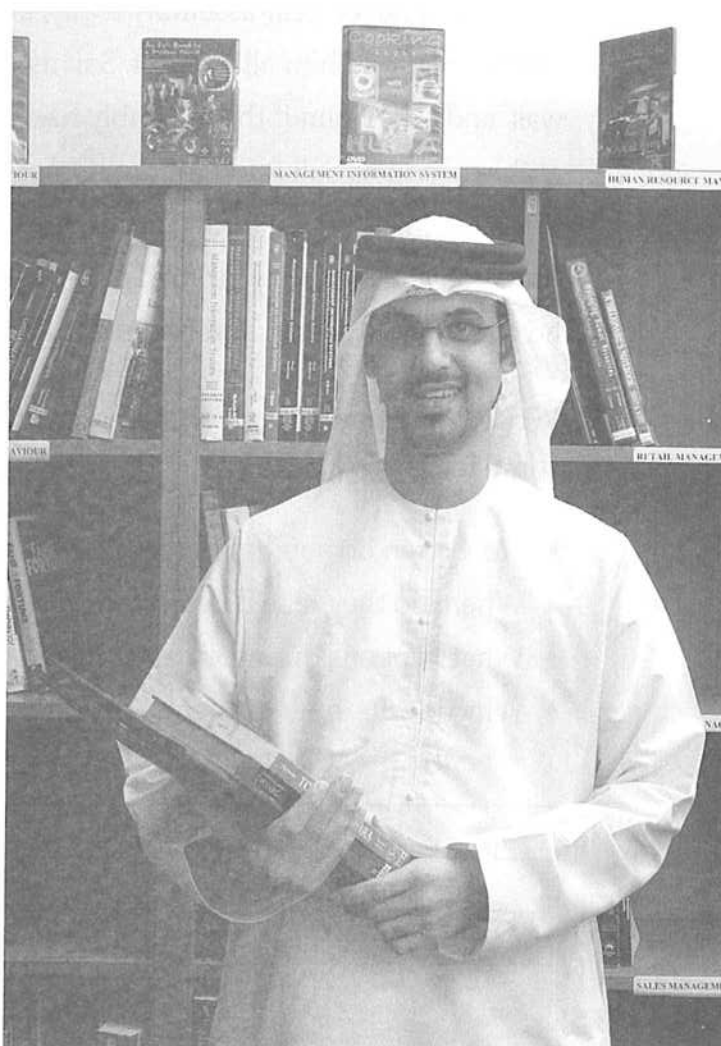
6 _____

Lessons 1–2 **What shall I say?****1** Match to make phrases.

- | | |
|------------|------------|
| 1 find the | a break |
| 2 be under | b time |
| 3 get a | c in touch |
| 4 take a | d chance |
| 5 take | e stress |
| 6 keep | f part in |

2 Use the phrases from Activity 1 to complete what the teacher says to his students.

- 1 If you _____ to go to Dubai, you should go to the Etihad Museum.
- 2 It doesn't matter how busy you are. You must try to _____ to read a good book.
- 3 Now before we start the new chapter, I'd like you to _____.
You can have a drink of water or go to the bathroom if you want.
- 4 I know you _____ this week because you've got your final exams on Monday. But, please be quiet and pay attention.
- 5 During summer, you can _____ with each other using your phones, or by email.
- 6 Now, who wants to _____ the end-of-year assembly? Please raise your hands.



3 Read the text. With a partner, act out the conversation between Ahmed and Saif.



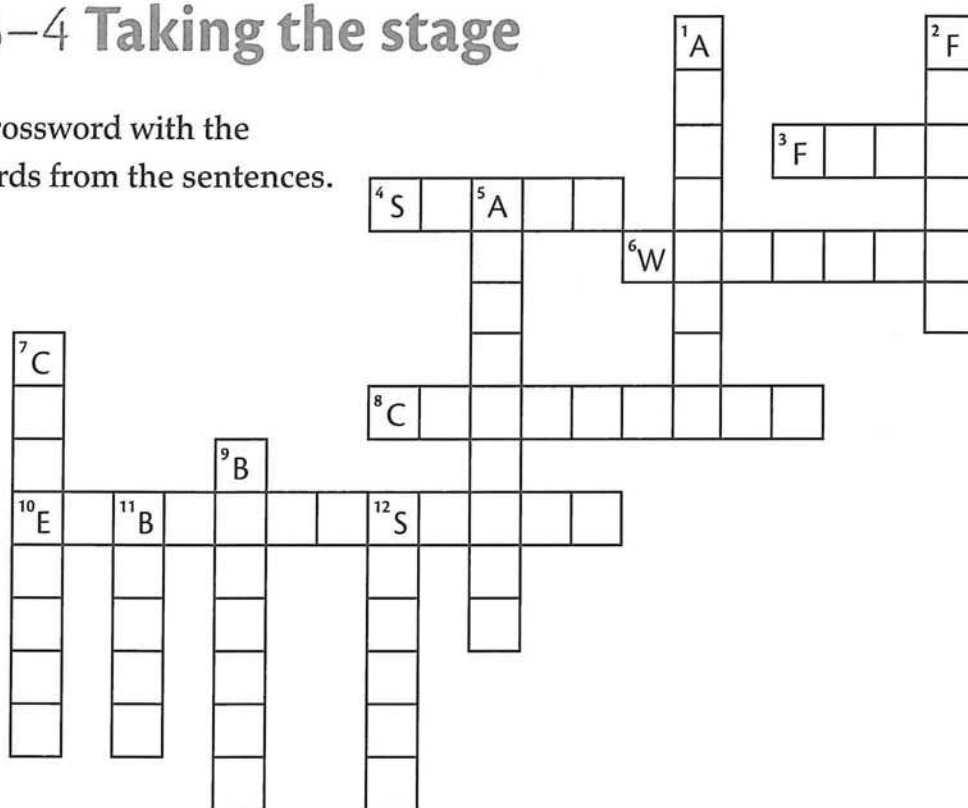
It was the end-of-year assembly today, but Ahmed had to stay at home sick. He missed it so his brother Saif told him all about it. Saif asked Ahmed if he was feeling any better. Ahmed said he was, and asked him if the assembly had gone OK. He wanted to know who had given a speech at the assembly. Saif told him that Omar had spoken and he had even told a joke. Ahmed said that Omar was such a funny guy and Saif agreed. Then Saif told Ahmed that he hadn't seen Mubarak at all that day. Ahmed said that was strange and he might be sick too. He asked Saif if he could call Mubarak and find out. Saif said he would after lunch.

4 Write a short paragraph about assemblies at your school. Look at the questions below for some ideas.

- How often do you have assemblies?
- Where do they take place?
- What happens during an assembly?
- Why do you think assemblies are important?

Lessons 3–4 Taking the stage

- 1 Solve the crossword with the missing words from the sentences.



- 1 There was a very big _____ but most people looked bored.
- 2 Don't _____ to ask your teacher about the school trip!
- 3 Both Khawla and her brother have a _____ of spiders.
- 4 First, _____ the bottle gently and then open it.
- 5 Can I have your _____, please?
- 6 Hamdan's whole family went to the airport to _____ him.
- 7 Did you watch the Rio Olympics opening _____ in 2016?
- 8 If you want to look and sound more _____, sit up straight and speak clearly.
- 9 Commas show you good places to _____ when you're reading aloud.
- 10 I almost fell while running in PE yesterday. How _____!
- 11 Now, take a _____ piece of paper and write your name at the top.
- 12 You went on a safari and saw a lion up close! Weren't you _____?

- 2 Choose a verb, a noun and an adjective from Activity 1. Write a short story (80 words) using these words.

- 3 Look at the photos. Report what each person said while they were at work today.
Use the phrases from the box.



"Brush your teeth twice a day."

"Don't use your mobile phone while driving."

"Don't talk during the exam."

"Cut the onion into small pieces."

"Don't eat too much fast food."

"Fasten your seat belts."

- 1 The teacher told the students _____.
- 2 The dentist told Majed _____.
- 3 The chef told her assistant _____.
- 4 The flight attendant told the passengers _____.
- 5 The doctor told Mrs Al Falahi _____.
- 6 The police officer told the man _____.

- 4 Choose two people from Activity 3 and write one more command for each one.
Exchange books in pairs and report the commands.

Direct speech (original command)

" _____ "

" _____ "

Reported speech

Lessons 5–6 Practice makes perfect

1 Circle the correct words.

- 1 Giving a presentation in class is a great **nightmare/opportunity** for you. You'll do really well, and you'll feel really proud of yourself when it's over.
- 2 Can you **pause/clear** the film, please? I want to get a glass of water.
- 3 The king cleared his **throat/breath** and began his speech: "Ladies and gentlemen ..."
- 4 An **opportunity/audience** of about 20 000 people were waiting in the square to hear the politician speak.
- 5 The teacher tried to **convince/communicate** the student, but she was too nervous to take the stage.
- 6 Don't rush – remember to **clear/take** a breath.
- 7 If you look up at your audience and smile, you will sound more **natural/clear**.
- 8 How do you prefer to **convince/communicate** with your friends: online or face-to-face?



2 Read the dialogue and put it in order.

- _____ **Asma:** Why's that?
- _____ **Hessa:** I had a nightmare about the end-of-year assembly.
- _____ **Asma:** Well, it's just a dream. You're going to be great!
- 1 **Asma:** Hey, Hessa! You look a bit tired. What's wrong?
- _____ **Hessa:** Well, I was really nervous and I forgot my speech. I just stood there and everyone was looking at me.
- _____ **Asma:** A nightmare? What was it about?
- _____ **Hessa:** Thanks, Asma. I hope so.
- _____ **Hessa:** I didn't sleep well last night.

- 3 Read Hessa's speech for the end-of-year assembly. Add the missing punctuation: full stops (.) commas (,) and question marks (?). Underline any letters which should be a capital letter.

A. , ? . ,

? . , ? Z

my name's hessa and i'm in year 8 today is the last day of school how are you feeling we

have worked hard all year and we have been under a lot of stress but now it's time to take a

break and enjoy our summer holidays I can see lots of excited faces but don't you feel a bit

sad – like me I'm sad because I'm not going to see my teachers and classmates for so many

weeks we are a big family so let's keep in touch

- 4 Your school is preparing an end-of-year assembly and your teacher has asked you to give a short speech. Write your speech below using correct punctuation.

Lesson 7 Practise and prepare

1 Complete Ali's email with the missing words.

Hi,
 Sorry I haven't kept in _____¹ lately. I've been _____² a lot of stress with school, my extra Maths lessons and preparing my end-of-year assembly speech. My mum always asks me where I _____³ the time to do everything. She told me to _____⁴ a break this summer. She's right. Can I come and visit you, do you think? When you get a _____⁵, can you ask your parents and email me? I remember you said you were going to _____⁶ part in a basketball tournament in July. I could come then and watch you play.
 Email me soon!
 Ali

2 Reply to Ali's email, asking how his speech went – include four words from the box – and report back your parents' response to his question.

• audience • calm • confident • forget • nervous • remember • worry

3 Rewrite the dialogue between Maitha and her teacher in reported speech.

Maitha: Excuse me, Miss Dalal. May I leave the room, please?

Miss Dalal: Where do you want to go?

Maitha: I'm thirsty. I'd like to have a drink of water.

Miss Dalal: Can you wait, please? It's Nadia's turn to give a presentation. Don't be impatient.

Lessons 8–9 The King's Speech

1 Complete the phrases with the words in the box.

- a common goal
- a difficulty
- an announcement
- effort
- my thoughts
- proud
- a problem

- 1 share my thoughts
- 2 overcome _____
- 3 make _____
- 4 work towards _____
- 5 feel _____ of myself
- 6 team _____
- 7 face _____

2 Complete the sentences with the phrases from Activity 1. You may need to change the form of some words.

- 1 The king is going to _____ on TV this evening.
- 2 When I'm _____, I ask my parents for advice.
- 3 Huda _____ after speaking in front of the whole school.
- 4 Theyab, what do you think about The King's Speech?
Would you like to _____ with us?
- 5 Everyone is helping to organise the end-of-year assembly. We're all _____!
- 6 Bilal wrote the story, Ali drew the pictures and I did the research.
It was a _____.
- 7 My brother had to _____ when he went abroad. He had to learn a new language, get a job and find a place to stay.



3 Read the script from the listening activity and decide whether the statements are true (T) or false (F).

A As a headmaster, I make a lot of speeches, give interviews and speak to people daily. Face-to-face communication is a big part of what I do and speaking clearly is extremely important. When I started out in teaching, I was in my twenties – a young man full of energy and people would tell me: 'Slow down! You speak too fast!' or 'I can hear you – there's no need to shout!' So I realised that how you say something is as important as what you say. With time, I managed to speak at the right speed and at the right volume – that made a huge difference for my career.

B My voice is my work! I speak to people eight hours every day. The phone calls don't last long and they're usually people asking to make an appointment with a specific doctor or asking for general information about the hospital. A large number of the people phoning are elderly people so I need to make sure I speak loudly and clearly. Because I can't see who I'm talking to, I always repeat the information and ask the caller if they have understood. It's a tiring job and in my free time I avoid talking on the phone! I'd rather send messages than make phone calls.

C I've been doing this job for over 10 years and people now recognise me by my voice. When I go shopping, people make comments to me like 'You're that guy from the show Live in the Morning' or 'You've got such a great voice!'. I like that! I feel a bit like a celebrity. But I think I'd be as successful if my voice wasn't as nice. My voice is important but what's more important is that I speak to people's hearts. I can't see my listeners, but they know that I care about them and what happens in our area.

- 1** What you say is more important than how you say it. T / F
- 2** If you have an important message, you should shout to make people hear it. T / F
- 3** When you speak on the phone you should speak loudly and clearly. T / F
- 4** Sometimes it is important to repeat information and check that the person you are speaking to has understood. T / F
- 5** If you are a radio presenter, your voice is the most important thing about your job. T / F

4 Tick the words that can be used with *make*.

- | | | | | | |
|------------------|-------------------|------------|-------------|----------------|------------|
| • a comment | • a difference | • a favour | • a mistake | • a phone call | • a speech |
| • an appointment | • an announcement | • a job | • a noise | • sure | • well |

5 Choose four phrases with *make* from Activity 4 and write an example sentence for each.

- 1** _____
- 2** _____
- 3** _____
- 4** _____

Lessons 10–11 Speeches that made history

1 Choose the correct structure with *seem* to complete the sentences. Sometimes, more than one option is possible.

- 1 Your sister Mona seems to **be/as if/like** a really nice girl.
- 2 The restaurant seemed **like/-/as if** expensive, so we didn't go in.
- 3 His hands were shaking so much, it seemed **-/as if/to be** he was really nervous.
- 4 You seem **-/like/as if** disappointed. What happened?
- 5 It seems **to be/-/like** we won't be going to the beach, so shall we go to the mall instead?

2 Look at the photos and complete the sentences.



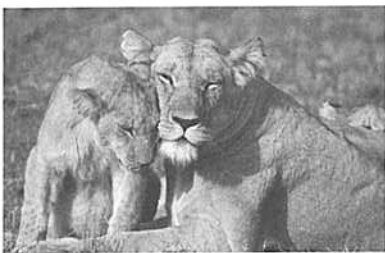
1 It seems as if _____

2 He seems _____



3 It seems to be _____

4 It seems like _____



5 It seems like _____

6 It seems as if _____

3 Match the occasions with the opening sentences of speeches.

- | | |
|------------------------------|---|
| 1 business meeting | a It's so lovely for us all to be together again. |
| 2 wedding ceremony | b This year has flown by and now it's time to say goodbye. |
| 3 family get-together | c Thank you all for your hard work this year. |
| 4 school graduation | d Today's one of the happiest moments of my life. |

4 Read the following speech from the business meeting. Choose an appropriate closing sentence (a–d). Then write your reasons.

Thank you all for your hard work this year. You know that the company is quite new. It's been two years since we started, and it's been a lot of hard work so far. I know how tired you all are. I'm afraid that we aren't doing as well as we need to, but don't worry. _____

- a** It'll probably be OK.
b If we all help and support each other, we will find solutions.
c Just work harder and I'll pay you more.
d I'd like to tell you that the company could close down.

5 Write a closing sentence for the other speeches in Activity 3.

- 1** _____
2 _____
3 _____

Lessons 12–13 Bringing stories to life



1 Match to make sentences.

- | | |
|---|--|
| 1 The storyteller moved his arms and raised his voice so that ... | a you can take a breath and continue. |
| 2 Helen read the story slowly in order to ... | b feel more confident on the big day. |
| 3 Mrs al Marri called her dentist to ... | c make an appointment for the following afternoon. |
| 4 When you're telling a story, you should pause so that ... | d help her brother understand it. |
| 5 My dad avoids drinking coffee in the evening so that ... | e the audience would enjoy the story. |
| 6 Practise your speech many times in order to ... | f he doesn't have problems sleeping. |

2 Rewrite the sentences so they have a similar meaning using the words in brackets.

- 1 I'm going to bed early because I need to rest.

I'm going to bed early _____

(so that)

- 2 The History teacher wanted to make an announcement to all the students, so he stood up.

The History teacher stood up _____

(to)

- 3 Mariam practised a lot with her friends and felt more confident before her speech.

_____, _____
_____ Mariam practised a lot with her friends.
(in order to)

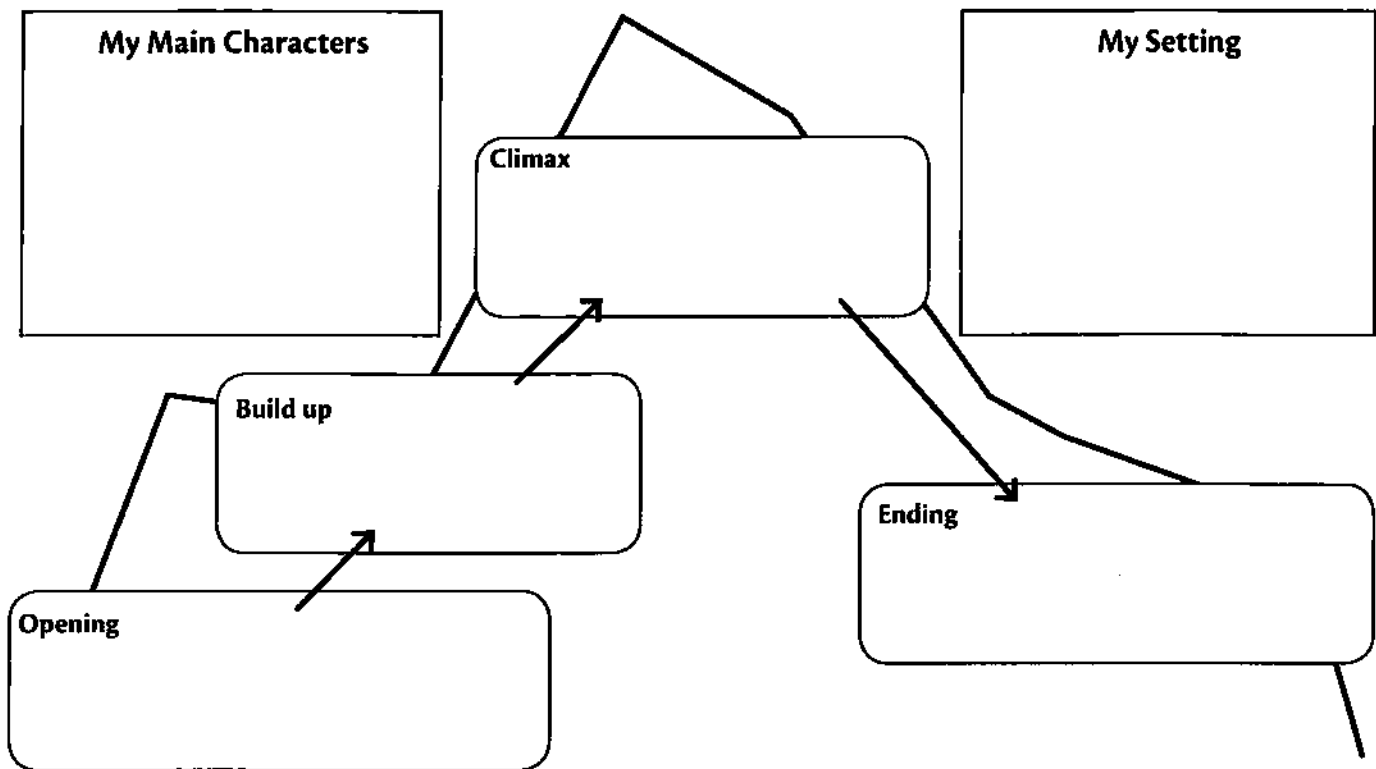
- 4 Omar would like to call his parents and he's asking if he can use your phone.

Can Omar use your phone _____?

(so)

- 3** Think of a story of your own and make notes in the planner below. Include as many details as you can.

Story Planning Mountain



- 4** Write your story using your ideas from Activity 3.

[illegible]

Lessons 14 Practise and prepare

1 Read the definitions and find the words in the wordsearch.

- 1 how fast or slowly you do something

- 2 an obstacle you must overcome

- 3 describing something shared

- 4 describing a person who is old

- 5 a type of hot drink also used in the expression 'not my cup of ...'

- 6 something that you work to achieve

X	Y	D	G	M	E	M	W	M	K	Z	W
J	J	D	I	F	F	I	C	U	L	T	Y
U	V	D	N	O	P	O	O	U	F	V	B
U	C	O	M	M	O	N	M	R	P	M	P
K	W	S	P	E	E	D	Y	Y	B	Y	S
N	C	T	Z	I	T	L	A	C	Y	G	D
T	E	A	X	E	O	L	U	P	E	Z	U
D	R	H	Y	Z	L	U	N	U	H	P	K
G	Y	E	G	E	L	D	E	R	L	Y	I
T	H	G	O	A	L	Z	Y	X	P	H	R

2 Complete what the people say with the correct options.

- 1 "It _____ my students enjoy playing pronunciation games." **Helen, English teacher**
a seem b seem as c seems as if
- 2 "I avoid cold drinks and ice cream _____ I don't catch a cold and lose my voice."
James, radio presenter
a to b in order c so that
- 3 "People who come to see me _____ really happy with my work."
Dr Hill, speech therapist
a seem b seem as if c seem like
- 4 "_____ to give good speeches, I ask for a speechwriter's help." **Mrs Frost, politician**
a So that b In order c To

Self-assessment

Can you do all of these tasks? Tick (✓) your progress:

- _____ I can explain what makes a good speech.
- _____ I can write and give a short speech.
- _____ I can tell you about hakawati storytelling.
- _____ I can write a story and tell it in front of an audience.

Lesson 15 Word power

1 Continue the sentences with the alliteration sounds.

- 1 Tariq took a left turn and _____
- 2 A big bee's buzzing _____
- 3 For four hours Fatima _____
- 4 My mother means so much to me and _____

2 Complete the extracts with your own ideas and notice the repetition patterns.

- 1** Because friends are important. Because family is important.

Because _____

Because _____

- 2** Look to the future and don't be afraid.

Look to the future and _____

Look to the future and _____

Look to the future and _____

- 3** I'm healthy so I'm grateful. I've got a nice family so I'm grateful.

_____ so I'm grateful.

_____ so I'm grateful.

- 3** Look at the onomatopoeia words in the box. What sound do they represent?
Write them under the photos.

• beep • buzz • flap • whisper • squawk • crash



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Student Notes

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[The page contains faint horizontal lines suggesting ghosting or extremely light printing.]

Student Notes

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Student Notes

[illegible]

[illegible]

Bridge to Success

Workbook 9

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:

- build and develop foundation literacy skills
- build and develop foundation handwriting skills
- build and develop foundation speaking and listening skills
- cover standards for Grade 2 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.



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