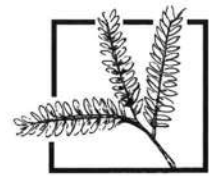




UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



YEAR OF TOLERANCE

Tania Pugliese, Sarah Curtis, Nahla Malki and Andrew Laird

# Bridge to Success

Workbook

Book

11

Advanced

Sheikh Zayed Bridge, UAE

Book **11**

Volume

1 2 3

# Bridge to Success

Workbook



Tania Pugliese, Sarah Curtis,  
Nahla Malki and Andrew Laird

Volume 3 material 2019



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

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Grade 11 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 11* 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
<b>Unit 10</b> <b>Our Precious World</b> Pages 136–149	Climate change What's ecology? Green energy and Masdar City Water is gold Eco-friendly houses Why recycle?	<b>Listening:</b> Listen about people talking about extreme weather Listen to a discussion about Masdar City Listen to a conversation about water usage <b>Speaking:</b> Talk about Expo 2020 Discuss problems facing the Earth Talk about environmental issues in the UAE Discuss water usage Talk about carbon footprints	Wish and past perfect Defining relative pronouns First conditionals Modals in the past Second conditionals Present passive voice	Ecology Alternative energy Water	Write a short essay about climate change Write about the advantages and disadvantages of eco-friendly houses
<b>Review Project</b>	Review of Unit 10 Project: Environmental campaign				
<b>Unit 11</b> <b>Virtual Reality</b> Pages 150–163	Virtual Reality Computer software Social media E-commerce Identity theft Apps	<b>Listening:</b> Listen to a conversation about computer problems Listen to people talking about social media Listen to a talk about virtual reality <b>Speaking:</b> Discuss computer-related tasks Discuss opinions on social media Discuss opinions on virtual reality Talk about working for companies	Question tags Comparative phrases 'be about to' Adverbials, Non-defining relative clauses 'more' or 'less' to modify 'likely'	Employment Start-ups Social networking Professional skills	Write an argumentative text Write about e-commerce Write a conclusion to an essay Write an advert
<b>Review Project</b>	Review of Unit 11 Project: Create and promote an app				
<b>Unit 12</b> <b>Cultural Diversity</b> Pages 164–177	Festivals To tip or not? Help! Save the world's languages Stereotypes Intensive language courses	<b>Listening:</b> Listen to young people talking about their daily lives Listen to people talking about food and dining etiquette Listen to a talk about body language <b>Speaking:</b> Make predictions about people's daily lives Describe photographs Take a quiz Discuss body language Discuss stereotypes	Tense review 'be meant to' and 'be supposed to' 'we' and 'us' to refer to people in general phrasal verbs and idiomatic expressions	Festivals Food Body language Stereotypes Languages	Write an article Write an argumentative entry about stereotypes
<b>Review Project</b>	Review of Unit 12 Project: Cultural practices in the UAE				

## Lessons 1–2 Extreme weather

1 Read the following sentences and decide what the correct answer is.

1 \_\_\_\_\_ is a problem facing the world.

- a global warming       b heat wave       c thunder

2 A \_\_\_\_\_ is caused by an earthquake under the sea.

- a tsunami       b hurricane       c thunder

3 Centimetres or millimetres are usually used to measure \_\_\_\_\_.

- a clouds       b fog       c rainfall

4 You should stay indoors during a \_\_\_\_\_.

- a fog       b storm       c thunder

5 A shortage of water can lead to a \_\_\_\_\_.

- a storm       b drought       c heat wave

6 When \_\_\_\_\_ are grey, we can usually expect rain.

- a clouds       b rainfall       c thunder



**2** Correct the language mistakes in the sentences below. Follow the example below.

1 Last week I got sunburnt. I wish I ~~have~~ used my sun cream.

Last week I got sunburnt. I wish I had used my sun cream.

2 There was a big sale at the shopping centre last week, but I missed it. If I wish I had gone shopping.

3 I didn't get the grades I wanted at the end of last term. I wish I studied harder.

4 I went to the cinema last night and watch a terrible film. I wish I choose a different film.

5 My brother went to France on a business trip last month, but I wasn't allowed to go because I had too much school work. If wish I had gone with him.

6 I was playing with my football in my house but kicked it hard too and it smashed a window. I wish I had played football in my house.

**3** Think about something you regret or would like to change about the past.

Write sentences using *wish / if only + past perfect*.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



## Lessons 3–4 Expo 2020

- 1 The following words are all related to ecology. Complete the definitions with the correct words from the box.

pavilion sustainability natural resources  
alternative energy carbon footprint natural sciences

- 1 \_\_\_\_\_ are subjects such as biology, physics and chemistry which study things from nature.
- 2 \_\_\_\_\_ is a measure which calculates the amount of carbon dioxide somebody or something produces.
- 3 \_\_\_\_\_ is energy that comes from water, wind or the sun.
- 4 \_\_\_\_\_ is an activity that uses resources in a way which doesn't damage environment.
- 5 \_\_\_\_\_ are things such as minerals or plants that exist in a place and are used by people.
- 6 A \_\_\_\_\_ is a building or group of buildings where sports, entertainments and fairs take place.

- 2 Read the sentences and complete the sentences with the correct word from the box.

when where who that

- 1 a large and impressive building \_\_\_\_\_ will form the centrepiece ...
- 2 an auditorium \_\_\_\_\_ visitors will have the opportunity ...
- 3 during a time \_\_\_\_\_ the sun could affect those ...
- 4 A delegate \_\_\_\_\_ was attending Sustainability Week claimed ...



## Use of English

A defining relative clause gives us essential information or a definition of what or who is being talked about: For example: *A laboratory is a place where experiments take place.*

We cannot remove the clause (underlined) without taking away the meaning of the sentence: For example: *A laboratory is a place.*

This sentence does not tell you anything about what kind of place a laboratory is. Indeed we could say: 'A classroom is a place' or 'A park is a place'.

**3** The following sentences all include examples of defining relative clauses. Put them into the correct order.

1 is designing the pavilion for the Dubai 2020 Expo / has shared more details about it / who / the architect company

The architect company who is designing the pavilion for the Dubai 2020 Expo has shared more details about it.

2 will be included in the centre-space / which / a place / stores liquid for drinking and is called a reservoir

3 based on local wadi riverbeds / where / there will be places / visitors can hide from the sun and move around Expo 2020

4 the place / where / will be right at the centre of the Expo's 2 sq km site / the pavilion is located

5 is someone / has been chosen to attend / a delegate / a conference / who

6 in order to increase business / is a large event / where / companies show and sell their products / a trade fair

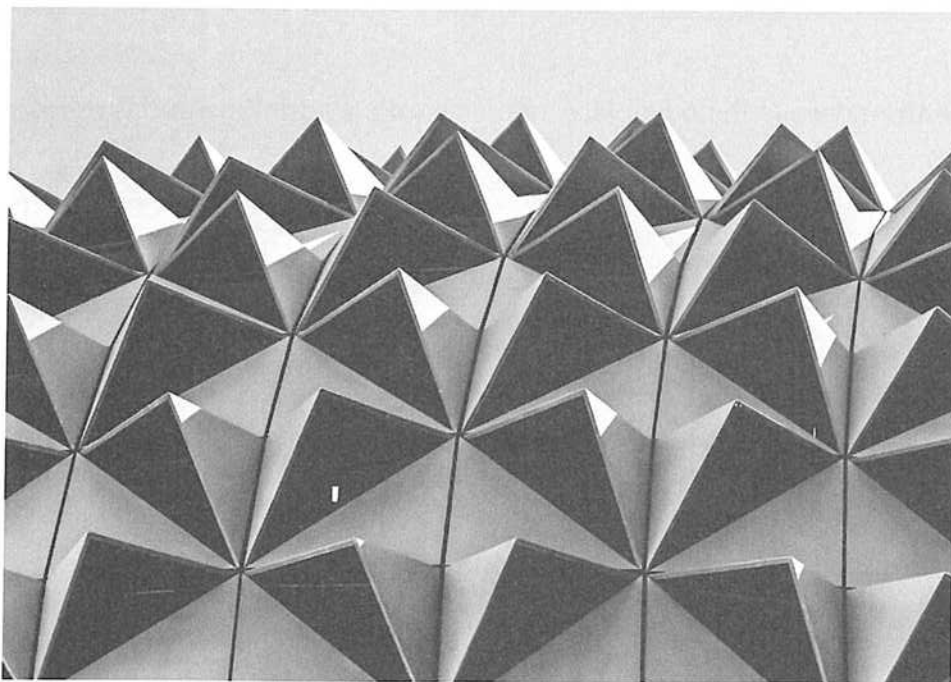
**4** Read the text on page 165 of your Coursebook and choose three or four words you do not understand. Write a definition for each one using a relative clause.

## Lessons 5–6 Green energy and Masdar City

1 Use the words below to replace the words in bold in the sentences.

consumption (n)	conservation (n)	renewable (adj)
durable (adj)	fuel-efficient (adj)	fossil fuels (n)

- 1 **Careful protection of wildlife** ensures many animals do not die out.
- 2 **Coal, oil and natural gas** release heat energy when they are burnt.
- 3 Our new car is very **economical with its use of petrol**.
- 4 The high **use** of energy should concern us all.
- 5 I think the energy saving ideas used in Masdar city will be very **long-lasting**.
- 6 Energy from the sun, wind and water are **naturally replenished**.



2 Decide which words from the interview with Mansour Al Marri the following describe.

- 1 \_\_\_\_\_ a form of energy created by burning coal
- 2 \_\_\_\_\_ energy which comes from animals and plant remains from millions of years ago
- 3 \_\_\_\_\_ a form of energy taken from the sun
- 4 \_\_\_\_\_ the use of something
- 5 \_\_\_\_\_ something works without wasting energy
- 6 \_\_\_\_\_ something which can be produced as quickly as it is used

**3** The following sentences are all taken from the interview with Mansour Al Marri; however the words have been mixed up. Rearrange the words to create grammatically correct sentences.

1 we will be able to create / cooler and more comfortable villas and apartments / as long as / to capture the wind naturally present around Abu Dhabi, / we can use this technology

---

2 if / restaurants, schools and apartments, / we will create a major, but green, city / we continue to build new businesses,

---

3 we do something / we won't have anything / unless / to protect what we have, / to give our children

---

4 we invest smartly, / provided / to dramatically reduce energy, water and waste / a greenprint for future cities / we will pioneer

---

**4** Choose one of the statements below.

- Every new city should copy Masdar city.
- We should all try to use renewable energy sources.
- Some people think too much about energy conservation.
- The UAE is becoming a model of clean energy use.
- Governments should invest more money in researching green energy.

Write a paragraph stating whether you agree or disagree with it. Try to give reasons for your answer.

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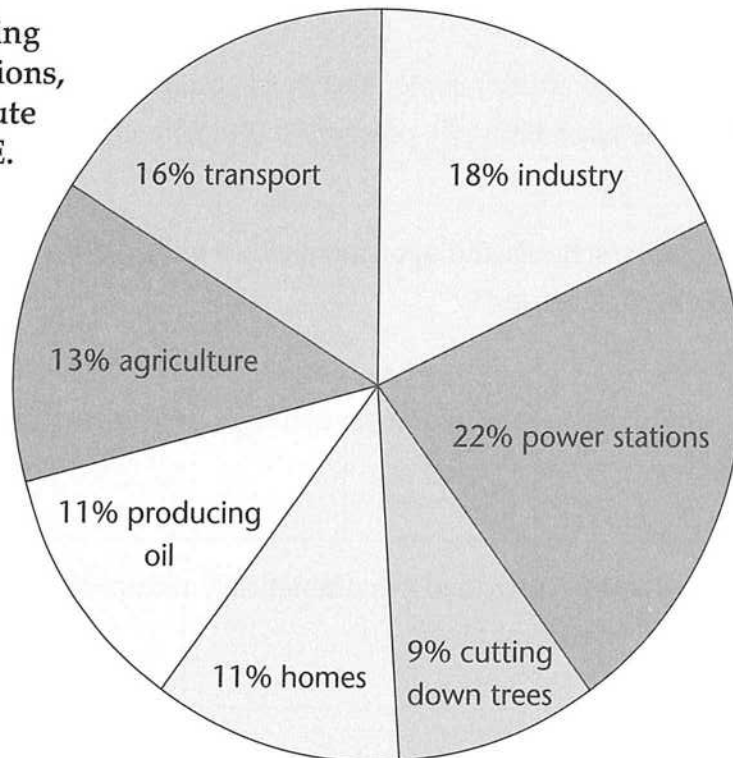
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## Lessons 7–8 Practise and prepare

- 1 Look at the chart below showing annual greenhouse gas emissions, which are believed to contribute to global warming, in the UAE. Were your guesses correct?



- 2 Study the pie chart carefully and complete the paragraph below.

The chart shows annual \_\_\_\_\_<sup>(1)</sup> in the UAE. The data suggests that the main cause of global warming is \_\_\_\_\_<sup>(2)</sup> at 22%. Power stations produce twice the amount of greenhouse gas emissions per year as \_\_\_\_\_<sup>(3)</sup> and the amount needed to \_\_\_\_\_<sup>(4)</sup>. The second biggest polluter is industry at \_\_\_\_\_<sup>(5)</sup>, closely followed by \_\_\_\_\_<sup>(6)</sup> at 16%. According to the statistics, agriculture accounts for \_\_\_\_\_<sup>(7)</sup> of all greenhouse gas emissions and the least significant cause of global warming is cutting down forests at just \_\_\_\_\_<sup>(8)</sup>.

- 3 Add the missing vowels (a, e, i, o, u) to the words below and then match with a definition.

1 p \_ ll \_ t \_ \_ n

2 f \_ s s \_ l f \_ \_ l s

3 \_ m \_ s s \_ \_ n s

4 \_ r b \_ n \_ s \_ t \_ \_ n

5 c \_ n s \_ r v \_

a energy which comes from animal and plant remains from millions of years ago

b save

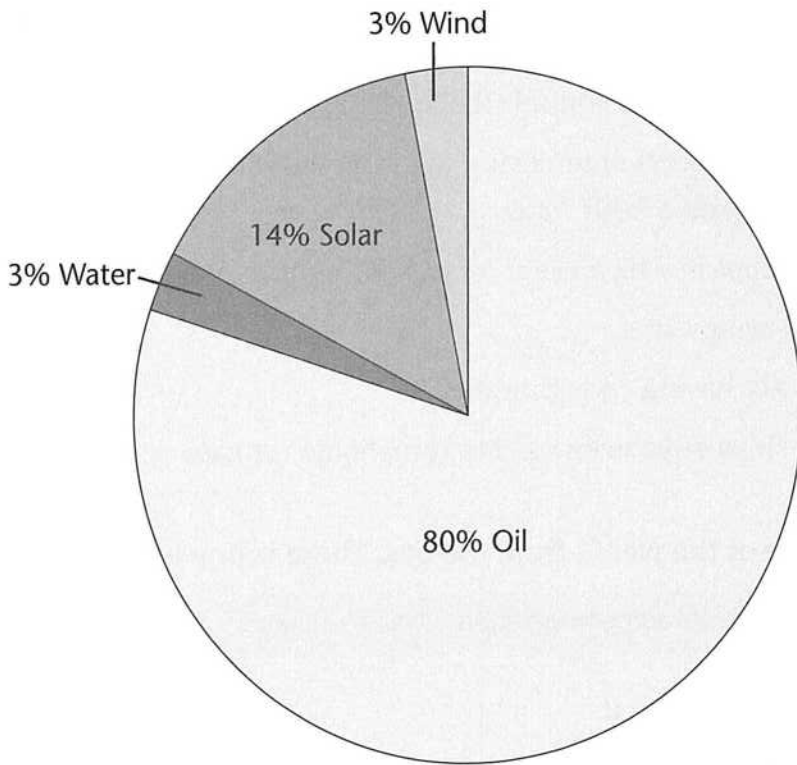
c the amount of gas, heat or light that is sent out

d damage caused to air or water from harmful substances

e more and more people leaving the countryside to live in cities

- 4 Practise saying the words in 1–5 above. Where is the word stress?

- 5 Look at the pie chart below, which predicts energy use by type in 2027. Using the information in the chart, write a short report for a lecturer at a university. Use the example in Activity 2 to help you.



**Language tip**

As the chart predicts future trends, remember to use 'will'.

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- 6 Swap your report with a partner's. Check each other's work for grammar and spelling mistakes.

Lessons 9–10 **Water is gold**

**1** Match the following words from the recording with the correct definition.

- |                      |  |
|----------------------|--|
| 1 desalination       | a a round, open container used for holding liquid                                      |
| 2 water shortages    | b a device that controls the flow of water   |
| 3 tap                | c the process of removing salt from sea water to convert it into drinkable fresh water |
| 4 water conservation | d tubes in which water (or gas) flows from one place to another                        |
| 5 basin              | e saving water   |
| 6 tankers            | f not having enough water  |
| 7 pipes              | g ships or vehicles used to carry liquid (or gas)                                      |

**2** Complete the sentences using one of the words from the box. There is one extra word.

desalination   water shortages   tap   water conservation   basin   tankers   pipes   water

- 1 I cleaned the \_\_\_\_\_ after I had washed in it.
- 2 It's important to save water to avoid \_\_\_\_\_.
- 3 Remember to turn off the \_\_\_\_\_ while you are brushing your teeth!
- 4 The water is transported from one country to another in huge \_\_\_\_\_.
- 5 Our bathroom \_\_\_\_\_ were leaking so my father had to call a plumber.
- 6 \_\_\_\_\_ has been used in the UAE for many years and most of the drinking water in the country is now supplied by this process.
- 7 \_\_\_\_\_ is good for the environment.

**3** Rearrange these words to make statements.

1 water / transported / have / the / tankers / wouldn't / been / without / have / the

---

2 basin / might / cleaned / the / have / she /

---

3 tap / should / off / brushing / my / when / have / I / was / turned / the / teeth / I

---

**4** Now match each sentence with the correct function.

a past possibility \_\_\_\_\_

b impossible past situation \_\_\_\_\_

c past regret \_\_\_\_\_

**5** Rewrite the following sentences using a past modal.

1 I'm not sure if it was Sue.

---

2 I stayed in the shower for 20 minutes, which wasted a lot of water. Now I feel bad.

---

3 I didn't have an umbrella with me when it started raining. I got wet.

---

4 Perhaps people weren't careful enough with water consumption 10 years ago.

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**6** Use the ideas from Activity 5 in the coursebook. You should write at least 80 words. Remember to use past modals to express opinion.

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## Lessons 11–12 Green cars

**1** Look at the text about green cars on page 173 of your Coursebook. Find words or phrases that mean the following:

- a causing little or no damage to the environment (adj.) \_\_\_\_\_
- b to produce and release of something, especially gas or radiation (v.) \_\_\_\_\_
- c combining two different elements (adj.) \_\_\_\_\_
- d use (v.) \_\_\_\_\_
- e a thing that motivates or encourages someone to do something (n.) \_\_\_\_\_
- f the amount of carbon dioxide released into the atmosphere as a result of human activities (n.) \_\_\_\_\_

**2** Complete the gaps with the words from Activity 1. Make sure you use the correct form.

- 1 Using public transport can reduce your \_\_\_\_\_.
- 2 I think my family \_\_\_\_\_ far too much energy. We really must think of ways to reduce this.
- 3 Have you ever seen a \_\_\_\_\_ car? Most run on fuel and electric power.
- 4 Using \_\_\_\_\_ materials is one way in which individuals can help to protect the environment.
- 5 Some people think that keeping our environment clean is the biggest \_\_\_\_\_ for getting an EV.
- 6 Cars and factories \_\_\_\_\_ gasses which pollute our cities.

**3** Complete the sentences below by writing the correct form of the verb brackets in your notebook.

- 1 If I \_\_\_\_\_ (have) a million dollars, I \_\_\_\_\_ (buy) a new car.
- 2 If we \_\_\_\_\_ (not use) use fuel, it \_\_\_\_\_ (be) better for the environment.
- 3 If you \_\_\_\_\_ (be) Prime Minister, what new law \_\_\_\_\_ you introduce?
- 4 He \_\_\_\_\_ (save) a lot of money if he \_\_\_\_\_ (drive) an EV.
- 5 If you \_\_\_\_\_ (have) an EV, you \_\_\_\_\_ (receive) a free Salik tag.
- 6 If you \_\_\_\_\_ (can) buy any car, which \_\_\_\_\_ you (choose) and why?

4 Use the sentence prompts to write sentences about you.

**Example:** *If I had a million dollars, I would travel the world.*

have / a million dollars

1 \_\_\_\_\_

be Prime Minister

2 \_\_\_\_\_

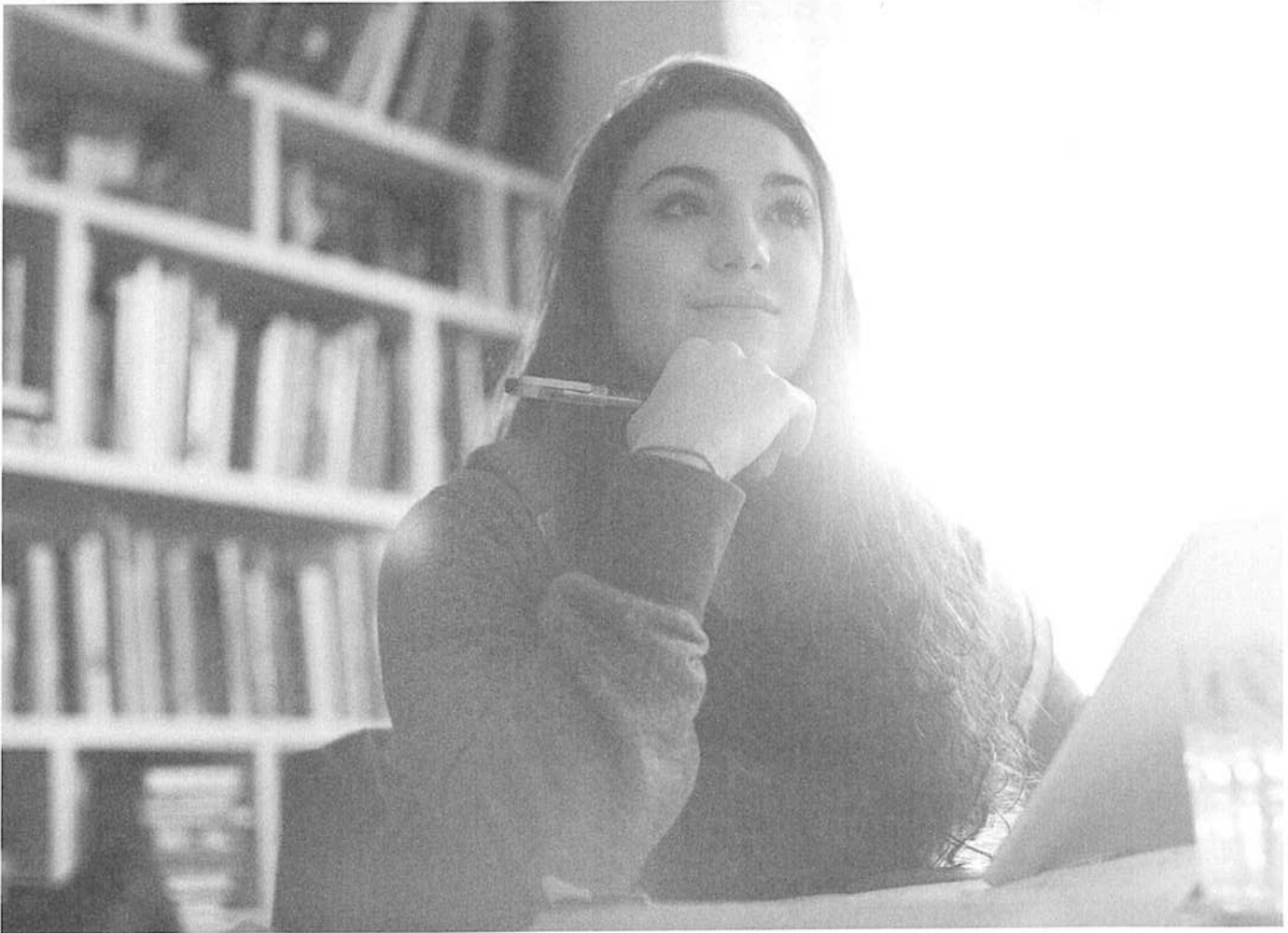
have / an EV

3 \_\_\_\_\_

can / buy any car

4 \_\_\_\_\_

Compare your ideas with a partner.



## Lessons 13–14 Endangered animals of the UAE

1 Match these words connected with endangered animals with the correct meaning below.

species    extinct    habitat    preserve

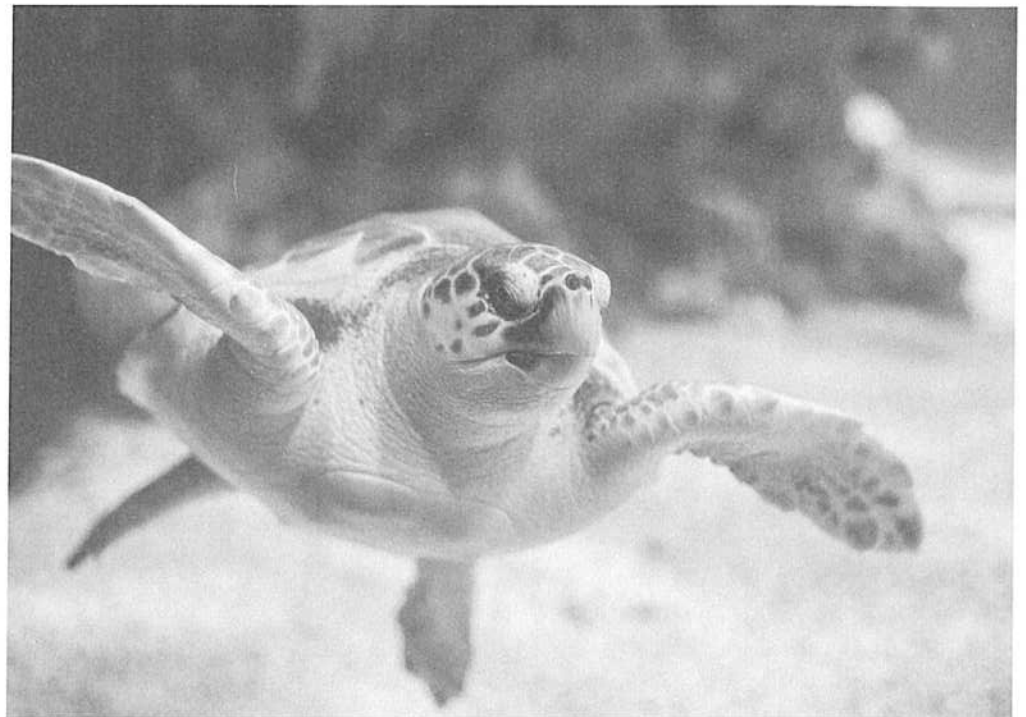
- 1 no longer in existence
- 2 keep alive
- 3 a group of similar living organisms
- 4 the natural home of an animal or plant

2 Practise saying the words with a partner. Underline the stressed syllable. What type of words are they?

species    extinct    habitat    preserve

3 Look at the text on pages 175–176 of the Coursebook. Find words that are synonyms of the words below.

- 1 established
- 2 key aim
- 3 illegal
- 4 initiative
- 5 persuade
- 6 largest



### Reading strategy

Questions often use synonyms or near synonyms of words that are used in the text.

**4** Replace the underlined words or phrases below with synonyms or near synonyms.

1 The UAE's ultimate goal is to preserve endangered animals.

\_\_\_\_\_

2 EWS-WWF started an important campaign to save the Hawksbill turtles.

\_\_\_\_\_

3 Governments should do more to persuade people to protect these animals.

\_\_\_\_\_

**Writing tip**

Rephrasing an original text by using synonyms or near synonyms is one way of avoiding plagiarism.

**5** Choose one of the statements above and write a paragraph about it.

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

## Lessons 1–2 Problems with computers

**1** Choose the correct words to complete the sentences below.

- 1 So we don't lose our work, it is necessary to \_\_\_\_\_ our files.  
 a look back                      b back into                      c back up
- 2 Many people say that the \_\_\_\_\_ is the brains of the computer.  
 a hard disk                      b processor                      c memory
- 3 We need enough \_\_\_\_\_ on our computers to store our work.  
 a memory                      b memories                      c remember
- 4 \_\_\_\_\_ carry information around a computer.  
 a files                      b chips                      c settings
- 5 A \_\_\_\_\_ is essential to navigate around the computer.  
 a drive                      b router                      c mouse
- 6 We can change our \_\_\_\_\_ depending on personal preference.  
 a sets                      b sitting                      c settings
- 7 Looking at a computer \_\_\_\_\_ for too long can damage our eyes.  
 a keyboard                      b screen                      c picture

**2** Complete these sentences from the conversation between Ali and his father.  
The first one has been done for you.

- 1 You're working on your computer again, *aren't* you?
- 2 You do always back up important files, \_\_\_\_\_ you?
- 3 It has been saving my files, \_\_\_\_\_ it?
- 4 I guess it's on the computer's hard disk, \_\_\_\_\_ it?
- 5 You haven't called it 'Dad's work', \_\_\_\_\_ you?
- 6 You don't think there's a problem with the memory, \_\_\_\_\_ you?
- 7 You saved something on the desktop, \_\_\_\_\_ you?
- 8 You wouldn't like to get an ice cream later, \_\_\_\_\_ you?

don't  
would  
didn't  
hasn't  
do  
have  
isn't

### Language tip

To add a question tag, we simply repeat the auxiliary verb in the sentence (for example *have* or *be*). If there is no auxiliary we use *do*, *does* or *did*. A positive sentence uses a negative tag and a negative sentence a positive tag.

For example:

You *haven't been* to the USA. → You *haven't been* to the USA, *have you?*

He *ate* the cake. → He *ate* the cake, *didn't he?*

### 3 Check the following facts by asking questions using question tags.

1 A hard disk is used to save information ...

\_\_\_\_\_

2 You can change a computer's screen ...

\_\_\_\_\_

3 We do not need a router to access the Internet ...

\_\_\_\_\_

4 Files aren't stored in a computer ...

\_\_\_\_\_

5 A fast computer usually has a fast processor ...

\_\_\_\_\_

6 We cannot increase a computer's memory ...

\_\_\_\_\_

### 4 Think of four things you think you know about your partner, but would like to confirm.

Write four sentences using question tags. Ask your partner.

Example: *You like reading adventure novels, don't you?*

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

## Lessons 3–4 The Internet

- 1** Look at the words and use each one to complete the sentences below.  
There is one extra word.

antivirus server domain download gigabyte network firewall browse malware wall

- 1 You can register a \_\_\_\_\_ name for your business.
- 2 To protect your computer, it is essential to install \_\_\_\_\_ software.
- 3 I need to \_\_\_\_\_ that game on to my computer so I can play offline.
- 4 When the \_\_\_\_\_ is down, all the computers connected to it will not work.
- 5 A \_\_\_\_\_ protects your computer from viruses.
- 6 If you \_\_\_\_\_ the Internet, you can find the information you want.
- 7 \_\_\_\_\_ is a kind of software designed to damage a computer.
- 8 A \_\_\_\_\_ consists of 1,024 megabytes.
- 9 The thing that connects computers together is called a \_\_\_\_\_.

- 2** Match the sentences 1–4 with the answers a–d.

- |                                |  |
|--------------------------------|--|
| 1 The more I study English ... | a the worse your grades will be.       |
| 2 The less homework you do ... | b the bigger his clothes size.         |
| 3 The more TV he watches ...   | c the better my pronunciation.         |
| 4 The taller he grows ...      | d the less time he spends doing sport. |

- 3** Complete the following sentences with your own ideas. Use 'the ...'.

- 1 The more he exercises, the ...
- 2 The sooner they arrive, the ...
- 3 The faster she runs, the ...
- 4 The better his grades, the ...
- 5 The more time she spent online, the ...





**4** Answer these questions using 'the + comparative adjective, the *better*' clause.

- 1 When do you like to wake up?
- 2 What kind of films do you like?
- 3 What is your favourite weather?
- 4 What type of food do you like?

**Language tip**

'the ... the ... ' usually has the following structure:

'the + comparative adjective, *better*'

For example:

A: How do you like your coffee?

B: The stronger, the better.

**5** You are going to write a short paragraph on one of the following topics.

- Viruses and spyware can cause us a lot of problems. The solution to this is to install software such as firewalls to protect us. However, some believe that this can affect the computer's performance. What is your view?
- In today's world, many young people, spend a lot of time surfing the web without really knowing anything about the websites they are looking at. This can result in these people becoming victims of cybercrime. How can we keep young people safe against cyber crimes?

Remember to structure your paragraphs correctly.

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## Lessons 5–6 Social media

- 1 The following words and expressions were all mentioned in the recording about using social media.

chat    viral    comment    tag    trending    platform    virtual

Write sentences about your own use of social media using the words in the box.

For example: *I use social media to chat with my friends online.*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

- 2 Complete the following sentences with your own ideas.

- 1 The teacher is about to \_\_\_\_\_.
- 2 The class is \_\_\_\_\_.
- 3 My brother and his fiancée \_\_\_\_\_.
- 4 I \_\_\_\_\_.
- 5 I think something good \_\_\_\_\_.

- 3 Complete the notes to write a summary of the text from page 185 of your Coursebook. Put one word in each gap.

much    use    increased    information    real    limited    distance    share

Recently the \_\_\_\_\_<sup>(1)</sup> of social networking sites has \_\_\_\_\_<sup>(2)</sup> resulting in both positive and negative influences on society. On the one hand, people are able to \_\_\_\_\_<sup>(3)</sup> their ideas with others internationally ensuring the world is not \_\_\_\_\_<sup>(4)</sup> by geography. On the other hand, people, especially younger people, who spend too \_\_\_\_\_<sup>(5)</sup> time on these sites have few friends in the \_\_\_\_\_<sup>(6)</sup> world and can be easily influenced by false \_\_\_\_\_<sup>(7)</sup>. So although these websites have created a closer and freer world, they have also created more \_\_\_\_\_<sup>(8)</sup> and people who believe anything.

- 4 Write your own response to the question about social media on page 185 of the Coursebook. Use some of the ideas mentioned in Lessons 5 and 6 or your own ideas.

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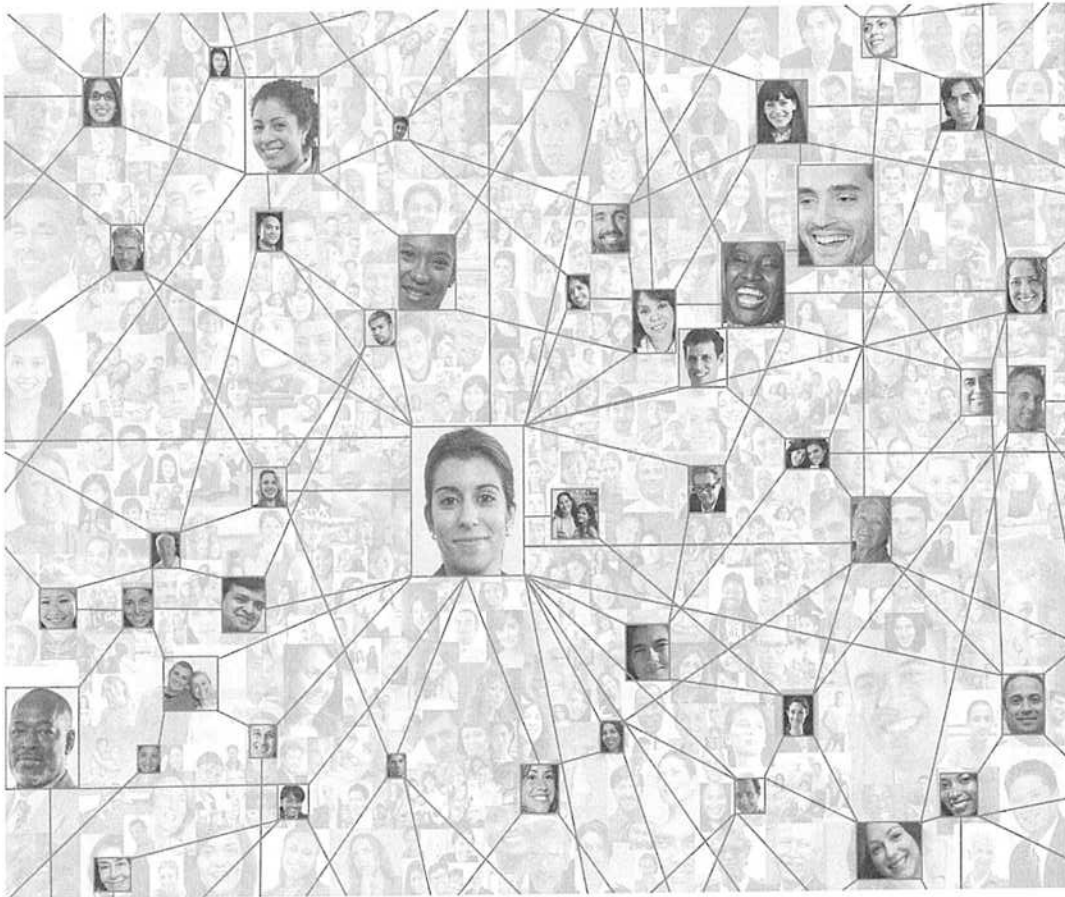
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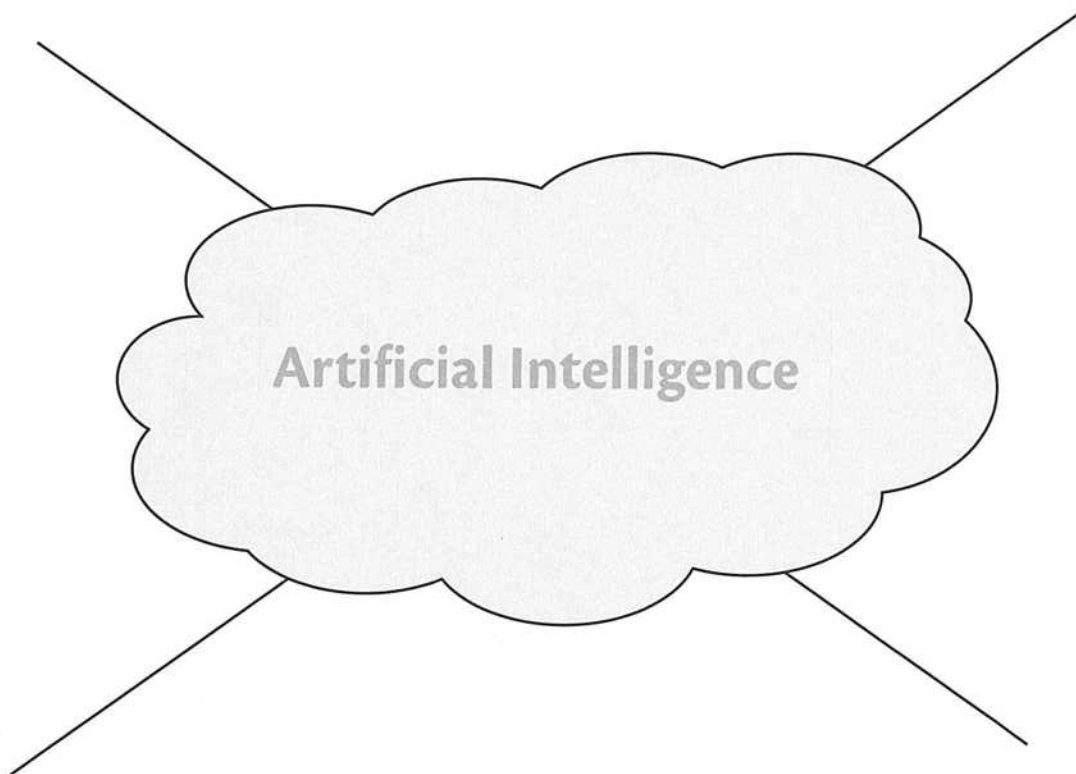


Lessons 7–8 **Practise and prepare**

- 1 Read this short summary of the talk and correct the mistakes that are underlined.

VR is a real <sup>(1)</sup> world in which a user wears a bodysuit <sup>(2)</sup>. They can <sup>(3)</sup> experience smell and taste because these two actions <sup>(4)</sup> can't be copied. Users in such a world do not really think <sup>(5)</sup> they are there because computers learn very slowly <sup>(6)</sup>. There are many uses of VR including controlling cars <sup>(7)</sup>. Some users do not feel <sup>(8)</sup> sick after being in a VR environment. Over 2000 <sup>(9)</sup> companies are developing VR products so in the future there will be a decrease <sup>(10)</sup> in VR platforms.

- 2 How can artificial intelligence can help/change day-to-day life? Complete the diagram below.



**3** Look at the scrambled words. Unscramble them and match them to the correct definition below.

- |              |  |
|--------------|--|
| a cimmi      | 1 the opposite of real _____                                     |
| b geamis     | 2 something you need to wear to experience virtual reality _____ |
| c despron    | 3 to make something appear real _____                            |
| d sheedat    | 4 another word for copy _____                                    |
| e temmenov   | 5 things we see on a screen _____                                |
| f teamlisu   | 6 a reaction to an action _____                                  |
| g tatcrine   | 7 another word meaning to communicate _____                      |
| h laicifitra | 8 changing position _____  |

**4** Complete the text about how VR works using words from Activity 3 above. You may have to change the words to fit the text grammatically.

To experience virtual reality a user has to wear a special \_\_\_\_\_<sup>(1)</sup>. Using this, they enter an \_\_\_\_\_<sup>(2)</sup> world. This world attempts to \_\_\_\_\_<sup>(3)</sup> the real world by copying what we see and do.

As the user moves around this virtual world, the environment \_\_\_\_\_<sup>(4)</sup> to their actions.

It feels as though their \_\_\_\_\_<sup>(5)</sup> are real as they are able to walk and run around. They are also able to \_\_\_\_\_<sup>(6)</sup> with the world around them, for example they can attempt to move things.

They also see \_\_\_\_\_<sup>(7)</sup> and hear sounds but these aren't real. What they see and hear is \_\_\_\_\_<sup>(8)</sup> by the computer.

## Lessons 9–10 Computer world giants

- 1 Match the following words from the recording on page 188 of the Coursebook with the correct definition. There is one extra word.

organisation    management style    company culture    branch    employees    working environment  
company ethos    perks    application    maternity/paternity leave

- a benefits \_\_\_\_\_  
b company \_\_\_\_\_  
c time off from work to have a baby \_\_\_\_\_  
d workers \_\_\_\_\_  
e the way in which the bosses of a company look after the workers \_\_\_\_\_  
f the feeling or facilities in your place of work \_\_\_\_\_  
g an official, written request for something \_\_\_\_\_  
h how a company behaves towards its workers \_\_\_\_\_  
i one of the offices that makes up a large company \_\_\_\_\_  
j the beliefs and values of a company \_\_\_\_\_

- 2 Read the paragraphs below written by people who work for different technology companies and complete the gaps with one of the words from Activity 1.

- 1 I love working for Microsoft. It's a great \_\_\_\_\_<sup>(1)</sup> to work for and my boss has a professional, yet approachable \_\_\_\_\_<sup>(2)</sup>. I'm based in the Abu Dhabi \_\_\_\_\_<sup>(3)</sup> and there is a really relaxed \_\_\_\_\_<sup>(4)</sup> within our office.
- 2 I work for Amazon and I've heard that the company now has over 300 000 \_\_\_\_\_<sup>(1)</sup>. This seems like a huge number, but, of course, thousands of \_\_\_\_\_<sup>(2)</sup> are received every year from people wanting to work for one of the world's leading Internet giants. There are lots of \_\_\_\_\_<sup>(3)</sup> to the job, such as paid \_\_\_\_\_<sup>(4)</sup>, private medical insurance and an employee discount.
- 3 My company – Samsung – is now the world's biggest smartphone manufacturer. It really is a very exciting place to work and I would describe the \_\_\_\_\_<sup>(1)</sup> as one of creativity, energy and passion.



**3** Practise saying the words with a partner. Underline the stressed syllable.

organisation   management style   company culture   branch   employees   working environment  
perks   application   maternity/paternity leave

**4** Rewrite the following sentences using an appropriate linking adverbial.

1 I love my job in IT. I don't earn much money.

I love my job in IT, however, I don't earn much money.

2 I think Apple products have the most technologically advanced features. I have a lot of Apple devices.

---

3 My mother has a smartphone. She doesn't know how to use it.

---

4 My sister spends a lot of time playing online games. She uses the Internet for research.

---

5 My aunt is having a baby. She'll be going on maternity leave soon.

---

6 The company has six branches in the Middle East. It has six branches in Europe and two offices in the USA.

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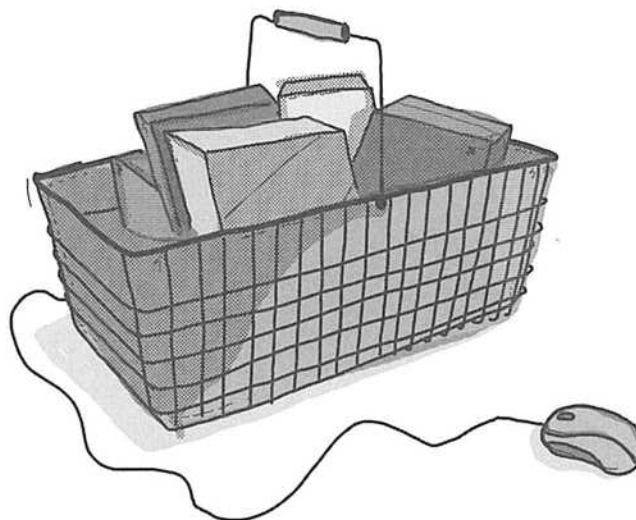
## Lessons 11–12 E-commerce

**1** Look at the highlighted words in the text on pages 190 and 191 of your Coursebook. Find words or phrases in the text that mean ...

- a a central computer that oversees online transactions \_\_\_\_\_
- b software that allows an online transaction to take place \_\_\_\_\_
- c a written promise from a company to repair or replace a product which breaks within a given period of time \_\_\_\_\_
- d not able to be seen/invisible \_\_\_\_\_
- e software for accepting online orders \_\_\_\_\_
- f proof of payment/purchase \_\_\_\_\_
- g to send something somewhere \_\_\_\_\_
- h a computer system that sends information to Internet users \_\_\_\_\_

**2** Now complete the sentences using some of the words from Activity 1.

- 1 All I need to do is sit at home on my computer browsing my favourite site while the company's \_\_\_\_\_ communicates all the information I need about its products to me.
- 2 Once I've decided what I want to buy, I just need to put it in the \_\_\_\_\_, enter my address, decide how and when I want it to be delivered before being directed to the \_\_\_\_\_ where I can enter my credit card details.
- 3 I like it when the company contacts me to let me know my order has been \_\_\_\_\_. All I need to do then is make sure I'm home when my shopping is delivered.
- 4 I always keep my \_\_\_\_\_ in a safe place just in case I need to return the things I've bought.





**3 Match the main clause 1–5 below, with the relative clause a–e.**

- 1 It's possible to buy anything online,
- 2 Some e-commerce websites have several million customers,
- 3 You can shop online 24 hours a day,
- 4 Online shopping encourages people to buy things they don't need,
- 5 It's possible to buy good quality second-hand products online,

- a which shows how popular online shopping has become.
- b which can lead them to get into debt.
- c which is both a good thing and a bad thing.
- d which is very convenient for customers.
- e which can save you a lot of money.

**4 Write your own sentences about online shopping in the UAE using a non-defining relative clause to give extra information or your opinion.**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



## Lessons 13–14 Identity theft

- 1** Look at the text on page 192 of the Coursebook again and match the words in bold in the text and match them to the meanings. Remember to use the context to help you. The first one has been done for you.
- 1 The crime of getting money by deceiving people (n.) fraud
  - 2 Unwanted emails, usually advertising something (n.) \_\_\_\_\_
  - 3 An illegal plan for making money, usually by tricking people (n.) \_\_\_\_\_
  - 4 Made to look like the original of something for illegal or dishonest purposes (adj.) \_\_\_\_\_
  - 5 Attempting to trick someone into providing personal information over the Internet or by email that would allow money to be stolen from them (n.) \_\_\_\_\_
  - 6 Software that collects information about how someone uses the Internet, or personal information (e.g. passwords), without the user knowing about it (n.) \_\_\_\_\_
  - 7 Getting into someone else's computer system without permission in order to find out information or do something illegal (n.) \_\_\_\_\_
  - 8 A new browser window that opens quickly on a computer screen in front of what you're working on (n.) \_\_\_\_\_
- 2** Choose six of the words from Activity 1 and write an example sentence for each one.

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Take it in turns to read your definitions to a partner. Do not tell each other what the word is. Try to guess the correct item of vocabulary for each definition.

**3** Complete the sentences below with your own ideas.

1 You are more likely to receive spam if you ...

---

2 Visiting illicit websites means you are much more likely to ...

---

3 You are less likely to be a victim of fraud if you ...

---

4 Malicious people are much less likely to ...

---

5 You are more likely to be scammed ...

---

Read your sentences out to a partner. Do you agree with each other's ideas? Why/Why not?

**4** Look at your notes about online safety from the Listening section in the Coursebook. Complete the sentences below comparing your view on online safety now with those you had before.

1 I'm more likely to ...

3 I'm less likely to ...

2 I'm much more likely to ...

4 I'm much less likely to ...

Compare your sentences with a partner. What similarities and differences are there?



## Lessons 1–2 A day in the life ...

**1** Complete the sentences with a word from the box. There is one extra word.

enrol instrument isolation llama opportunity outback point boarding supportive

- 1 The \_\_\_\_\_ is the name for the huge, dry central areas of Australia. It's also called the bush.
- 2 Khalid was only able to go to university because his parents were \_\_\_\_\_ and helped him.
- 3 You must go on the trip – it's a fantastic \_\_\_\_\_ to see the world.
- 4 Some people like to live in \_\_\_\_\_, but I'd hate it. I love being with people!
- 5 The \_\_\_\_\_ is an animal from South America that belongs to the camel family.
- 6 Before you officially join a course or school, you have to \_\_\_\_\_.
- 7 If your parents live miles from a town, you may have to go to \_\_\_\_\_ school to live.
- 8 Another word for 'a reason' is 'a \_\_\_\_\_'.

**2** Match the rules about the tenses to the correct example sentence.

- 1 We use the **present simple** to talk about an everyday routine or a fact.
  - 2 We use the **present perfect** to talk about an activity that we started in the past and still do now.
  - 3 We use the **present perfect continuous** to emphasize the duration of an activity.
  - 4 We use **future with will** to make a prediction about the future.
  - 5 We use the **past simple** to talk about a finished activity or action.
  - 6 We use **going to** to talk about a future action we are confident about happening.
- a I've been spending my afternoons at the sports centre for over a month.
  - b I've spent my afternoons at the sports centre since 2016.
  - c I'm going to spend the afternoon at the sports centre.
  - d I spent the afternoon at the sports centre.
  - e I'll spend the afternoon at the sports centre.
  - f I spend my afternoons at the sports centre.

**3 Complete the questions and answers. Then match them to make mini dialogues.**

- 1 \_\_\_\_\_ do you start school?
  - 2 \_\_\_\_\_ do you get to work?
  - 3 \_\_\_\_\_ have you been interested in football?
  - 4 \_\_\_\_\_ are your sisters doing at the moment?
  - 5 \_\_\_\_\_ are you going to see your aunt and uncle?
  - 6 \_\_\_\_\_ your mum \_\_\_\_\_ (like) sport when she was young?
  - 7 \_\_\_\_\_ will you go for your next holiday?
  - 8 What \_\_\_\_\_ you \_\_\_\_\_ (get) for your next birthday?
  - 9 \_\_\_\_\_ was your brother in London?
  - 10 What \_\_\_\_\_ you want \_\_\_\_\_ (be) in the future?
- 
- a Nowadays I \_\_\_\_\_ (go) by bus because it's so cold, but last summer I \_\_\_\_\_ (walk).
  - b He \_\_\_\_\_ (visit) our aunt. She \_\_\_\_\_ (live) there for years.
  - c I \_\_\_\_\_ (have/not) decided! Maybe Spain or Italy.
  - d At 7.30 and we \_\_\_\_\_ (finish) at 2.30.
  - e They \_\_\_\_\_ (shop) in the mall. They both love clothes!
  - f No, but she \_\_\_\_\_ (love) it now.
  - g I \_\_\_\_\_ (play) it since I \_\_\_\_\_ (be) 5.
  - h On Saturday. My cousin \_\_\_\_\_ from Jordan!
  - i If I \_\_\_\_\_ (pass) my exams I \_\_\_\_\_ (be) a lawyer, but I don't think I'm smart enough.
  - j I think my dad \_\_\_\_\_ (buy) me a car!

## Lessons 3–4 Festivals from around the world

**1** Look at the three texts on pages 199–200 of your Coursebook. Find words which mean ...

- 1 a line of people moving along slowly together
- 2 brightly coloured and noticeable
- 3 a truck which carries people taking part in a festival
- 4 making something strong again
- 5 a ship or boat
- 6 everyone working on a ship
- 7 a lot of people together
- 8 having many different colours

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**2** Choose six of the words above and write sentences.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

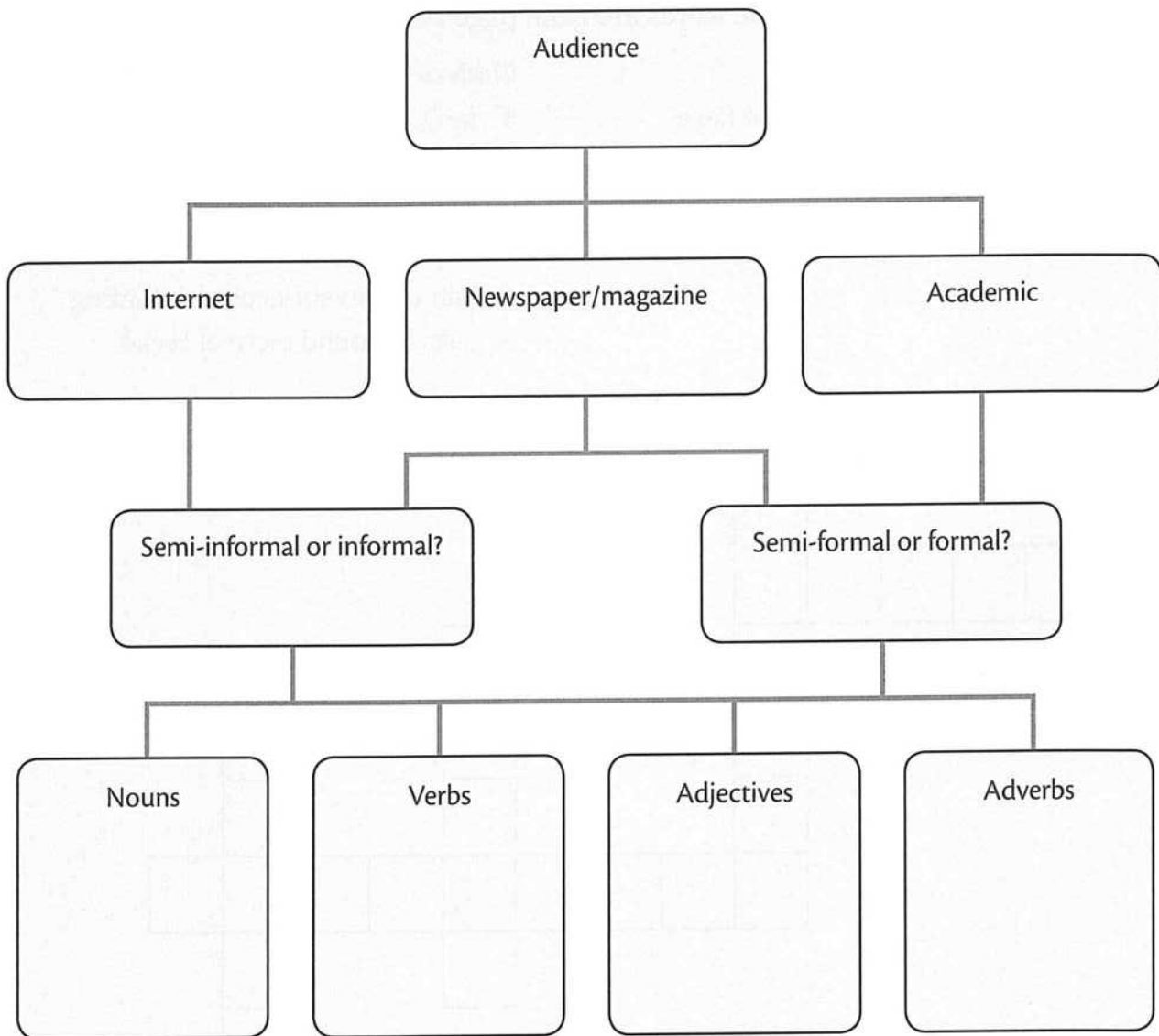
4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



3 In groups, research a festival and write a text about it. Use the mind map to plan your text.



## Lessons 5–6 What's on the menu?

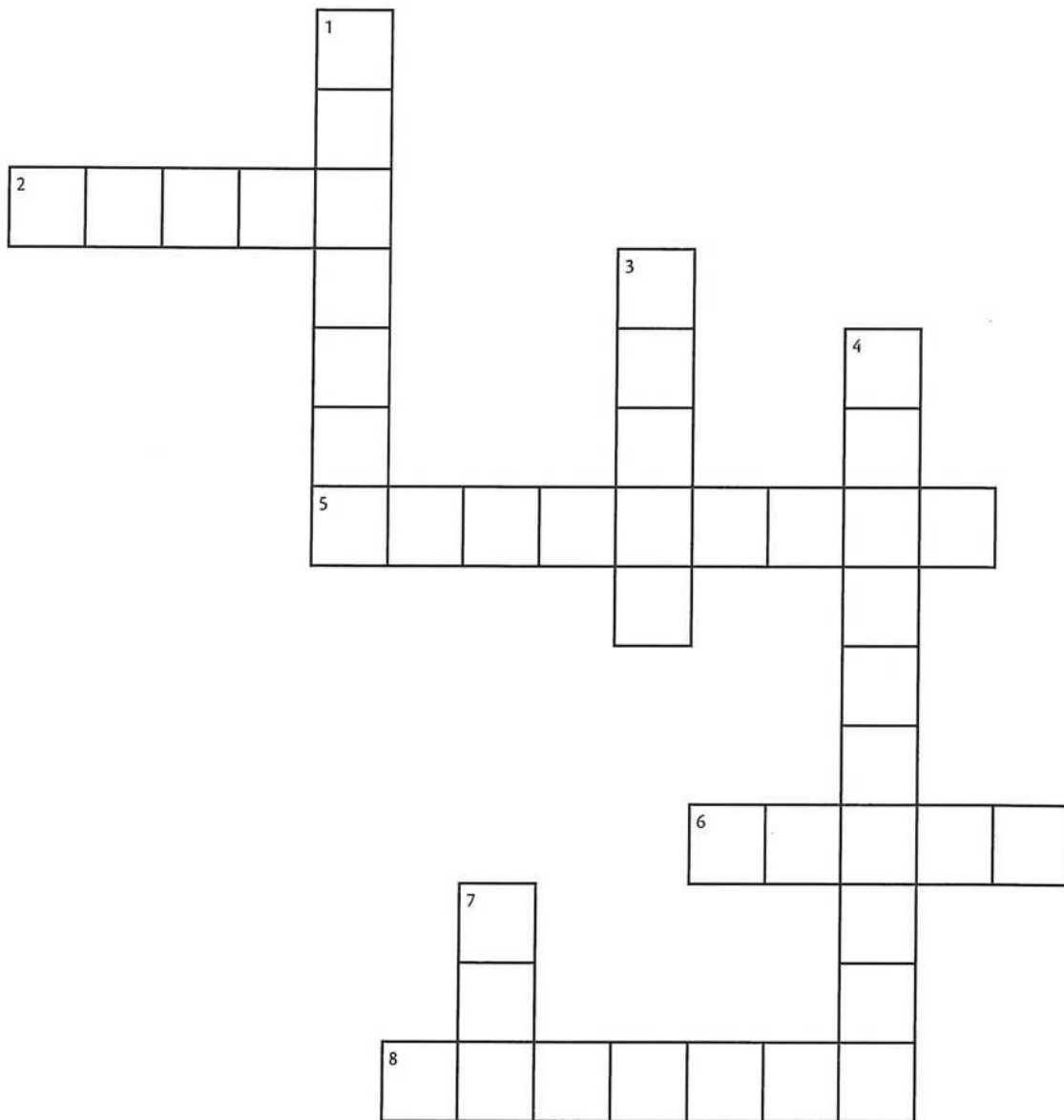
1 Complete the crossword. All the words are from page 201 of your Coursebook.

**Across**

- 2 a tropical fruit with orange/yellow flesh
- 5 food that is cooked and sold outside
- 6 to cook over a fire
- 8 small dried beans (red/green/brown varieties)

**Down**

- 1 long, thin strips of food made from flour or rice
- 3 food made of pastry filled with meat, vegetables or cheese
- 4 pair of thin sticks used for eating
- 7 a small, round piece of bread



2 Complete the sentences with *(not) supposed to* or *(not) meant to* and a verb from the box.

cut eat use leave ~~add~~ drink pay grill

- 1 In Italy you are not meant to *add* cheese to your pasta. The chef will be offended if you do.
- 2 In France only one person \_\_\_\_\_ the bill.
- 3 You \_\_\_\_\_ meat on a barbecue.
- 4 Vegetarians \_\_\_\_\_ meat.
- 5 In countries such as India you \_\_\_\_\_ any food on your plate.
- 6 In China people \_\_\_\_\_ soup loudly. It means you like it.
- 7 In the UAE you \_\_\_\_\_ your left hand for eating.
- 8 In Germany people \_\_\_\_\_ all food with a knife and fork, even burgers!

3 Choose a country with a different food culture to the UAE and complete the information below. Then tell the class what you discovered.

Typical savoury dish:
Ingredients:
Typical sweet dish:
Ingredients:
Food etiquette:
Supposed to:
Not supposed to:

4 Write a short paragraph comparing the food culture in the UAE with the food culture you researched in Activity 3.

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## Lessons 7–8 Practise and prepare

1 Complete the sentences with the words from the text on Coursebook page 204.

### Facts about language!

There are about 6,500 \_\_\_\_\_<sup>(1)</sup> in the world.

Over 2000 languages are known to be \_\_\_\_\_<sup>(2)</sup>. This means that they may not exist in the future.

More than 200 languages are now \_\_\_\_\_<sup>(3)</sup>. There are no speakers left.

Examples of \_\_\_\_\_<sup>(4)</sup> or \_\_\_\_\_<sup>(5)</sup> languages are English, Chinese and Arabic. They are spoken by millions of people around the world.

Examples of \_\_\_\_\_<sup>(6)</sup> languages are Nivkh and Toratan.

\_\_\_\_\_<sup>(7)</sup> of the world where languages are at risk include Australia and Eastern Siberia.



**2** Match the words below with their synonyms.

diversity   die out   conserve   regions   endangered   dominant

- 1 disappear \_\_\_\_\_
- 2 differences between people \_\_\_\_\_
- 3 at risk \_\_\_\_\_
- 4 geographical areas \_\_\_\_\_
- 5 controlling \_\_\_\_\_
- 6 save \_\_\_\_\_

**3** Complete the sentences with the words in the box.

all   a handful   both   each   half   several

- 1 Only \_\_\_\_\_ of people in my family speak another language.
- 2 \_\_\_\_\_ student is expected to take a dictionary to English class.
- 3 \_\_\_\_\_ students got top marks on their English test – around a quarter of the class.
- 4 \_\_\_\_\_ of my parents are fluent in more than two languages.
- 5 \_\_\_\_\_ of my friends have studied English since they were little.
- 6 \_\_\_\_\_ of the class likes English, but the other 50 per cent aren't sure.

**4** Write generalisations about the UAE or other countries that you know well using the words in the box in Activity 3.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

Lessons 9–10 **Body language**

1 Find the words and phrases in the square to complete the definitions below.

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

- 1 When two people look into each other's eyes at the same time \_\_\_\_\_
- 2 move your head up and down \_\_\_\_\_
- 3 sit or walk with your shoulders bent and head down \_\_\_\_\_
- 4 bring your eyebrows together, showing you are annoyed or worried \_\_\_\_\_
- 5 physical space immediately surrounding you \_\_\_\_\_
- 6 curving your mouth upwards in a happy expression \_\_\_\_\_
- 7 making movements with your hands \_\_\_\_\_
- 8 a particular position/the way you hold your back and shoulders \_\_\_\_\_
- 9 move your body forward in a sloping position \_\_\_\_\_

**2** Group the words below under the correct parts of the body.

wave	tilt	smile	slouch
nod	frown	cross x2	
legs:	_____		
arms:	_____ / _____		
face:	_____ / _____		
head:	_____ / _____		
back	_____		

**3** Complete each text with ONE set of words. The words in each set are not in the order listed!

us we Greece our  
 our Thailand we  
 our Italy ourselves we  
 Japan our we

1 Marco

\_\_\_\_\_ tend to use \_\_\_\_\_ arms a lot in \_\_\_\_\_ ! It's a good way to express \_\_\_\_\_ !

2 Pete

\_\_\_\_\_ never use \_\_\_\_\_ thumbs to say that something is good in \_\_\_\_\_ . It's a very rude gesture for \_\_\_\_\_ !

3 Yoshi

It's important to keep \_\_\_\_\_ backs straight in \_\_\_\_\_ . It means that \_\_\_\_\_ respect family and friends!

4 Lin

\_\_\_\_\_ never show the sole of \_\_\_\_\_ shoes to other people in \_\_\_\_\_ . This is because it's not considered clean!

## Lessons 11–12 You must be from ...

**1** Match the words (1–10) with their meanings (A–J).

- |                          |   |
|--------------------------|---|
| <b>1</b> stereotype      | <b>A</b> way something looks or seems   |
| <b>2</b> belief          | <b>B</b> already existing   |
| <b>3</b> prejudice       | <b>C</b> being male or female   |
| <b>4</b> appearance      | <b>D</b> an opinion or feeling that something is true   |
| <b>5</b> manner          | <b>E</b> typical or noticeable quality of someone   |
| <b>6</b> gender          | <b>F</b> set of ideas people have about what a particular person is like and which is often wrong |
| <b>7</b> prior           | <b>G</b> an idea or opinion formed too early to be accurate                                       |
| <b>8</b> characteristics | <b>H</b> too, very  |
| <b>9</b> preconceived    | <b>I</b> way somebody behaves towards other people  |
| <b>10</b> overly         | <b>J</b> an unfair and unreasonable opinion, often formed without knowledge or thought            |

**2** The following sentences are all taken from Francisco's blog; however the words have been mixed up. Rearrange the words to create grammatically correct sentences.

**1** and although i was excited / all i knew about the country / i was going to study in / i was also really nervous / was what i'd read in books

---



---

**2** and took an umbrella / because of the cold weather / at least that's what i'd heard / i packed plenty of warm clothes / because it rains everyday /

---



---

**3** I was also worried / as I knew that everyone in Britain drank tea / terrible and they don't eat anything spicy / that I wouldn't be able to get coffee easily / she said that all British food was

---



---

**4** for nearly a year now / i had of Britain were based on myths / i've been here / that most of the stereotypical images / and i've realised

---



---

**3** Read the essay question again. Complete the notes below to plan your essay.

*There is some truth behind all stereotypes otherwise they would not exist.*

Do you agree with this statement?

To what extent do you agree or disagree with this opinion? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

**Introduction**

- Overview of essay content
- Outline of how essay will be organised

**Paragraph 1**

- Idea supporting statement
- Reason

**Paragraph 2**

- Idea disagreeing with statement
- Reason

**Conclusion:**

- Summary of main points
- Your opinion

**4** Use your notes to write your introduction. Write no more than 50 words.

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## Lessons 13–14 How do you say that?

1 Look at the phrasal verbs and idioms highlighted in the text on page 209 of the Coursebook and match them with their meanings below.

- |                                   |       |
|-----------------------------------|-------|
| 1 learn/respond to easily         | _____ |
| 2 study hard                      | _____ |
| 3 start doing something           | _____ |
| 4 quick to understand             | _____ |
| 5 make less progress than others  | _____ |
| 6 make as much progress as others | _____ |
| 7 provide new opportunities       | _____ |
| 8 disappoint                      | _____ |
| 9 survive                         | _____ |

2 Complete these sentences about your language learning. Compare your answers with a partner.

- 1 The aspect of my English that lets me down is \_\_\_\_\_.
- 2 I would like to take up \_\_\_\_\_ (language) in the future.
- 3 I know enough \_\_\_\_\_ (language) to get by.
- 4 I find it difficult to keep up with my English homework when \_\_\_\_\_.
- 5 It took me \_\_\_\_\_ (weeks/months/years) to pick up the basics of English.
- 6 As long as I \_\_\_\_\_, I won't fall behind with my English studies.



- 3 Look at the pictures below and write a sentence saying what you think they mean or represent. Remember to use the useful expressions in the *Language tip* on page 210 of the Coursebook depending on how certain you are. Example:

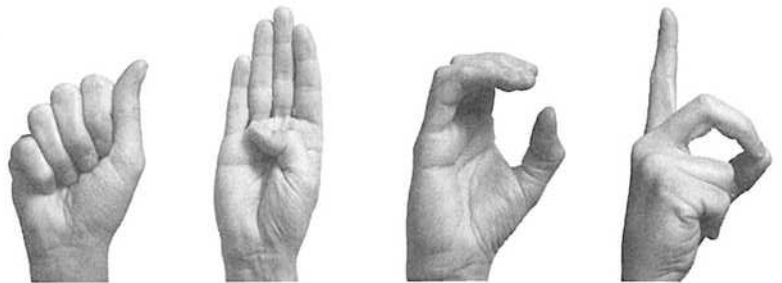
*I'm pretty sure that it's an example of Egyptian writing. I think that it means ...*



1



2



3



4



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



## Acknowledgements

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# Bridge to Success

## Workbook **11**

Advanced

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

This book sets out to:

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

