



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



2021-2022

2

Bridge to Success 12

Workbook

Bridge to Success

Workbook

Book 12

1442 - 1443 A.H. / 2021 - 2022 A.D.



Alhodariyat Bridge, UAE



Grade
12

Bridge to Success

English Language

Workbook

Book 12

Volume 2

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Welcome to *Bridge to Success*

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

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

The materials reflect the following principles:

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

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

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

The following icons are used in this Workbook:

- 1 pre-recorded listening activity

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

The *Bridge to Success* team

Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 5 Entrepreneurship and business Pages 51–62	A nation's entrepreneurial vision; Transcript of a spoken interaction; 'Brand you'; Job advertisement; Job application letters; Emirati teen delivers greens	Listening: A conversation about entrepreneurship; Short proposal presentations about 3D printing; Marketing presentation Speaking: One-to-one interactions/presenting opinions; Presenting a proposal; Short monologue on a favourite brand or company; Giving constructive feedback	Simple future and present perfect passive; Complex declarative sentences	Lexis around: Entrepreneurs; Innovation; Business men and women	Main body of argumentative essays; Notes to refer to during an interview; Short newspaper article
Unit 6 Weather Pages 63–74	Countries and their weather; Graphic information about weather; Transcript of interview about Emirati weather; Weather forecasts and local weather; Surviving the cold	Listening: Telephone conversation around hot air balloon flights; Survivors of natural disasters talking about what happened to them; Mini presentations about weather in different countries Speaking: Sharing ideas during a discussion; Personal accounts; Interview role play	Past perfect; Compound complex declarative sentences	Lexis around: Hot air ballooning; Weather and weather forecasts; Natural disasters; Surviving extreme weather	Short comparative report; Opinion report
Unit 7 Money Pages 75–86	Money and advertising; A single global currency; Newspaper article about a coin collector; Pay yourself first; Mobile banking	Listening: Discussion about property rental; Interview with a coin collector; Discussion about ethical banking Speaking: Being persuasive; Pyramid discussion about global world currency; Debate	Compound or complex interrogative sentences; Modals of speculation + you	Lexis around: Money; Money and advertising; Currencies and coins; Ethical banking; Mobile banking	Notes – arguments for and against given topics; 150 word essay referring to data in charts and graphs

Lessons 1–2 **Meet an entrepreneur**

- 1** Find the words and expressions (a–g) in the passage. Use the context to match them with their meanings (1–7).
- | | |
|------------------------|---|
| a went for it | 1 not do something quickly because you are nervous |
| b make his mark | 2 an advantage or benefit for all people in society or a group |
| c legacy | 3 something that is left behind as a part of history |
| d build on | 4 to become more and more rare and then disappear completely |
| e died out | 5 to do something that is important and meaningful or makes you famous or successful |
| f hesitant | 6 to start with something and add to it or extend it |
| g a common good | 7 to try to have or achieve something |

- 2** Look at the headline of the newspaper article. What do you think the text will be about?

Meet the Emirati entrepreneur who turned his hobby into a fashion-related business

Driven by passion and a vision, an Emirati entrepreneur is well on the way to contributing to his culture's fashion footprint in the UAE. Mohammed Kazim saw a market for his idea and **went for it**.

Kazim, 32, wanted to **make his mark** in the region, so he decided to resign from his government job to follow his dreams.

"I quit my job with another colleague," he explains. Not long after, along with Muneera Al Tamimi, Ali Al Youha and Amine Mamlouk, he began brainstorming ideas for a project to focus on. After some thought, they concluded that their project should include three main social goals: to preserve identity, represent the Emirati culture and colour people's lives.

"We didn't know where to start," the Dubai-based Kazim admits. "We wanted to leave a good **legacy** in our community, but were clueless about how to move forward."

Kazim and his team decided to **build on** the zbairiya – a traditional men's sandal worn by people in the GCC. They went through historical photographs of the Old Souq in Dubai and the types of footwear people wore in the past.

"We wondered why such footwear **died out** in this part of the world," he says, adding that the answer was simply that it wasn't comfortable to wear.

Today, people look for style and comfort, something missing from the zbairiyas

of years gone by. So they began their reinvention of the traditional footwear, adding colours and comfort with a 21st-century twist, eventually launching their sandal brand, Tamashee.

The journey was not easy. They were met with many challenges, from the detail and logistics involved in creating their own brand through to finding the right manufacturer. However, their efforts were rewarded when a factory in Spain agreed to work with them.

Tamashee released its first collection last year and it became a big hit. Today, the UAE-based Tamashee sandals are known for their range of colours and comfort. For Tamashee's founders, "colouring life" is dear to their hearts. They place importance on integrating art and fashion in the footwear. For this reason, the team has been recruiting artists from the GCC as a means of encouraging the community to work together and represent the culture of the UAE internationally.

They also make it a priority to educate the community about their products by

providing background information about the materials used.

"We work directly with universities in the GCC to find artists and give exposure to them," Kazim says. Last year in Saudi Arabia, for example, his team found some talented artists, but their families were **hesitant** about their daughters working with Tamashee.

"We – Tamashee's founders – went to their homes and tried to convince their families to allow their daughters to participate for a **common good**," he says. "It was amazing to work with everyone."

The Tamashee team is also on a mission to raise awareness about people with Down syndrome. A portion of the money from every Tamashee sale supports the UAE Down Syndrome Association.

For Eid, Tamashee introduced embroidery and patterns to its footwear collection, which can be found in the Level Shoe District at Dubai Mall or online at www.tamashee.com.

3 Read the sentences about Mohammed Kazim's experiences. Use information from the text to put them in the correct order (1–8)

- _____ a Kazim and his team began brainstorming ideas for a new business.
- _____ b New embroidery designs and patterns for the shoes were introduced.
- _____ c Kazim resigned from his government job.
- _____ d Kazim and his team found a Spanish factory to work with them.
- _____ e Kazim and his team redesigned the zbairiya to make it more comfortable and colourful.
- _____ f Kazim and his colleagues looked through photographs of the Old Souk.
- _____ g Kazim's company, Tamashee, released their first collection.
- _____ h Kazim and his colleagues launched Tamashee.

Lessons 3–4 A nation's entrepreneurial vision

1 Match the word from the box with its definition below.

established strategies
elements
commitment funds risk
citizens generates
economy contribute
secure

- 1 Something that is very safe _____
- 2 Money _____
- 3 A word that means *creates* or *makes* _____
- 4 Something that is already set up _____
- 5 People who live and work in a country _____
- 6 Take a chance/uncertainty _____
- 7 Plans of action _____
- 8 Parts of something _____
- 9 To give or add something _____
- 10 A promise or obligation _____
- 11 Management of the country's resources _____

2 Replace the adjective in bold with one of the *adverbs* + *adjective* below.

particularly important totally shattered really awful extremely clever terribly exciting

- 1 Fahad is **intelligent**: he has managed to set up two small businesses.
- 2 The ability to work hard is **key** to the success of any entrepreneur.
- 3 I felt **bad** when my first business failed.
- 4 It is **thrilling** to set up a business.
- 5 Khulood was **exhausted** after her long day at work.

- 3 Use the space below to plan your writing. Remember to support your argument or challenge a position.

Choose the argument that best supports your position.

- 4 Now write your essay.
- Using ideas from Activity 2 in the Coursebook, write two paragraphs arguing your view.
 - In your first paragraph support your opinion by giving an example.
 - In the second paragraph criticise the opposing view.
 - Complete your writing with a concluding paragraph that clearly states which side you support.

Which is better: to work for yourself or to have a boss?

In today's world the more job options we have the better. But there is a constant debate about which is better, to work for an employer or go it alone and set up your own business. In my view _____ is better and in the following paragraphs I will explore this further.

Lessons 5–6 Innovation

1 Listen to the proposals again. Then match each word/phrase (1–8) with its meaning (a–h).

- | | | | |
|---|--------------------------|---|---------------------------------------|
| 1 | reshaping | a | to change form |
| 2 | technological innovation | b | to give resources to a project |
| 3 | propose | c | present an idea |
| 4 | concept | d | the first version of something |
| 5 | work out | e | an improvement on an older technology |
| 6 | invest | f | to solve a problem |
| 7 | niche | g | a limited market |
| 8 | prototype | h | an idea |

2 Read the short news story about 3D printing in Dubai. Fill in the gaps with the correct form of the future simple passive or present perfect passive.

Over the last two decades, technological innovations like the mobile phone and the Internet have completely reshaped the world we live in. Now, in Dubai, developers are working to improve everyday work life by printing 3D office buildings.

The first printed office has already been completed (complete). His Highness Sheikh Mohammed Bin Rashid al Maktoum opened the first fully functional printed office in May, 2016. Developers used a 3D printer measuring 20 feet high, 120 feet long and 40 feet wide with an automated robotic arm to layer the mixture of cement and special building materials. The final product is a 250-square foot office with an innovative floorplan that _____ (develop) to promote easier communication between different workplace teams. Not only does the “office of the future” look sleek and modern, the technique saved 80% on construction costs.

This is not the only 3D printing project that Dubai is working on. 3D printed laboratories in Dubai’s Solar Park _____ (plan) by the Dubai Electricity and Water Authority (DEWA) to open in the near future. The hope is that by 2030 at least 25% of buildings in Dubai _____ (construct) using this technique.

For now, the office demonstrates the commitment in the UAE to continuing to develop 3D printing. The goal is that by continuing to innovate the 3D printing field, the UAE _____ (give) the status of the global centre of 3D printing by the year 2030.

3 Rewrite the following sentences using the passive voice. The first one has been done for you.

1 The company will give the innovation team priority moving forward.

Moving forward, the innovation team will be given priority.

2 Will the board complete the plans for the new IT department by next spring?

3 I heard that Huda has finished the new 3D printed chocolate prototypes, I can't wait to try them!

4 Even though there is bad weather, the council will not cancel the summit.

5 The transportation authority has proposed a new international airport in Fujairah.

Language tip

Remember you can use the adverbs **just** and **already** to modify the positive present perfect tense
e.g. *that have (just/already) been completed recently.*

Lessons 7–8 Start-ups

1 Refer to the text on page 160 of the Coursebook. Circle the correct answer.

1 A *start-up* is a new idea for a company that:

- a tries to innovate the current market
- b only works early in the morning

2 A *small business* is a company that:

- a is important for local business only
- b has limited size and financial returns

3 *Lucrative* is an adjective that means:

- a profitable
- b useless

4 *Premier* is an adjective that means:

- a first in importance
- b unnecessary

5 *Low-risk* means it is a:

- a safe investment
- b unsafe investment

6 *Funding* is when a company:

- a organises a festival for the employees
- b receives money from outside sources

Language tip

You can use subordinating conjunctions to provide additional or contrasting information:

Even though we finished our work early, we couldn't make it to the cinema.

We were hungry, so we stopped at the restaurant for lunch.

2 Fill the gaps in the following sentences with subordinating conjunctions from the box.

even though provided that unless whereas so because

- 1 _____ our competition offers a 20% discount to members, we offer 25%.
- 2 The Bridgewater Hotel will lose clients _____ they start focusing on better customer service after our experience with them.
- 3 _____ we are the first company to provide home delivery, we will have little competition.
- 4 Mona will bring in investors _____ she gives an excellent presentation today.

5 _____ Fahad created an excellent prototype, the investors decided to give their support to a rival firm.

6 Please remember that we will have a presentation from a start-up company tomorrow morning at 8:30 am, _____ don't be late!

3 Write half of a subordinating clause. Ask your partner to complete your sentence.

1 *Because we were so late leaving our home, ...*

2 _____

3 _____

4 _____

5 _____

6 _____

4 Reread the text on page 160 of the Coursebook. Put the underlined words in the correct category.

transitions	adding more information
	<i>moreover</i>

Lessons 9–10 'Brand you'

1 Refer to the two emails in the Coursebook. Put *a* besides the key characteristics of a formal email and *b* besides the key characteristics of an informal email.

- | | |
|---|--|
| 1 Uses contractions e.g. I'd, I've _____ | 5 Uses formal phrases _____ |
| 2 Uses first names _____ | 6 Uses paragraphs _____ |
| 3 Addresses the recipient using their surname _____ | 7 Expresses ideas clearly and gives detail _____ |
| 4 Uses short sentences _____ | 8 Uses slang _____ |

2 Choose the correct word to complete the sentence

- Abdullah apologised _____ for accidentally dropping his friend's phone.
a sincerely **b** desired **c** enthusiasm
- The two interviewees have _____ experience.
a attached **b** equivalent **c** sincerely
- The email had three _____ documents that detailed the company's sales.
a attached **b** marketing **c** brand
- The company's _____ was in Umm Al Quwain.
a requirements **b** marketing **c** base
- In Shamsa's _____ job she is responsible for all finances.
a marketing **b** current **c** base
- After the _____ went through, Aziz was promoted.
a current **b** deal **c** requirements
- The latest phone by this big brand is _____ by all.
a desired **c** enthusiasm **c** current
- Afra showed great _____ at the interview and thus got the job.
a desired **b** responsible **c** enthusiasm
- The company's _____ campaign was targeted at teenagers.
a attached **b** current **c** marketing
- The job _____ included fluency in English and Arabic.
a responsible **b** requirements **c** desired
- The big _____ names have most of the market.
a brand **b** deal **c** requirements
- In Shamsa's previous job she was _____ for three employees.
a requirements **b** equivalent **c** responsible

3 Look at the job advert on Coursebook page 162. Imagine you have all the essential and desired skills for the job. Use some of the fixed phases below to help you write your letter.

Greeting	Dear Sir/Madam, Dear Mr/Mrs _____ ,
Opening Paragraph	I am writing in response to your advertisement.
	I would like to apply for the position advertised ...
	I am interested in the position advertised ...
Main Paragraphs	I am currently working in ...
	At present I am ...
	In my current position I am ...
	I am fluent in ...
	I am confident that I can ...
	My interests include ...
Closing Paragraphs	I have the following qualifications ...
	I believe I have the skills and experience ...
	I have attached my CV.
	I am available for an interview ...
Signing off	I look forward to hearing from you.
	Yours sincerely/Yours faithfully,

Lessons 11–12 Teenage business men and women

- 1 Read the second part of the newspaper article about young successful Emirati. Did Majed find it difficult to balance work and school? How did he expand his business?

EMIRATI TEEN DELIVERS GREENS

“Even though I was so busy my school grades improved. I think it was because **running a business** allowed me to relate school to the real world. It also helped that I was able to pay my friends to deliver the food in the evenings.”

People are spending more and more time at work and don't have time to prepare a real, healthy meal. That's why fast food is so popular. It's convenient. Once it became clear to Majed that there was a real need for a healthy food delivery service, he could **see the potential** to make a lot of money.

“Because I was working from my family home I had very few **overheads**. My largest expense was the healthy ingredients, which were very often imported. Then one night, after watching an interesting documentary on the environment and reducing carbon footprints, I had the idea of working with local producers. I got in touch with a few and they were very keen on my proposal.”

This proved to be a clever move since **promoting** local producers not only **cut costs** but highlighted the health benefits which helped advertise Majed's service. Before long, local businesses were **signing contracts** with Majed for him to supply meals for their staff



during lunch hours. They believed that the healthy meals, as opposed to fast food or no meals, raised and maintained energy levels leading to increased productivity.

Within two years, Majed was making enough money to move into his own **premises** and start a chain of healthy food delivery outlets across the UAE. He currently employs 2000 staff full-time nationwide. And remember, he is still only nineteen years old. Having achieved so much in such a short time, what's left for him?

2 Match the definitions with words/expressions from the second part of the newspaper article.

- 1 House or building occupied by a business _____
- 2 Costs paid by a business for electricity, rent etc _____
- 3 Supporting or encouraging someone _____
- 4 To manage a company _____
- 5 To notice that something can be developed in the future _____
- 6 To reduce expenses _____
- 7 To make a legal agreement _____

3 Put the subordinating conjunctions from the newspaper article into the correct place on the table.

Subordinating conjunctions				
Contacts	Condition	Time	Result (often surprising)	Reason

4 Add the following subordinating conjunctions to the diagram above.

if although whereas as soon as whether or not as soon as though

5 Combine the two sentences using one of the words from the diagram.

Sultan didn't have much money. He bought the car.

I prefer to watch TV over the Internet. I can watch what I want when I want.

Hanan is preparing for job interviews. She wants to get a new job.

I thought it was a bad idea. I decided to go ahead with it.

I developed a business plan. I had found a niche in the market.

Lessons 1–2 **Hot air ballooning**

1 Complete the sentences below with the appropriate possessive determiner.

- a** I need to go out, but it's raining heavily. Can you pass me _____ waterproof jacket?
- b** My brother loves watching thunderstorms at night. He sits on _____ bed and watches them through _____ bedroom window.
- c** My family go on holiday to a cold country every year and we make sure we bring _____ skis and warm clothing with us.
- d** Reem, I'm really sorry. I borrowed _____ umbrella, but it's so windy outside, it blew inside out!
- e** Our cousins were coming to see us today, but it was so foggy outside, they crashed _____ car.

Language tip

Possessive determiners are used to modify a noun and show possession. For example: *A hot air balloon is filled with air that is heated by **its** propane burner*

In this sentence, **its** is the possessive determiner followed by the noun *burner* which it modifies.

Other possessive determiners are: *my, your, his, her, our and their*.

2 Read the weather forecast and the article about the Balloon Festival on page 64 quickly. Do you think the scheduled flights for the festival can go ahead?

3 Read the article again. Are the statements below True (T), False (F) or is there no information (NI)?

- a** The festival will take place over three days. _____
- b** Jennifer Fields is not concerned with safety at the event. _____
- c** All of the balloon operators are offering tethered flights during the day. _____
- d** The balloons are scheduled to fly every morning and evening during the festival. _____
- e** It's much cooler in the air than on the ground. _____



Balloon Festival comes to Dorset

Things are gearing up for this Bank Holiday weekend's first ever Great Dorset Balloon Festival, running from Friday morning to Sunday night at Baybridge recreational ground.

Matt Edwards of Dorchester, a pilot with over 30 years' experience, is this year's event director, overseeing the hot air ballooning taking place at the festival.

"I'm so excited and pleased that this event is finally coming to Dorset. It's been years in the making, with lots of careful planning between county officials, business owners, safety inspectors and the local community in general; I can hardly believe it's finally happening! I'm really looking forward to seeing all the balloons finally in the air on Friday morning."

However, despite Mr Edwards' excitement and anticipation for the event to take place, safety is never far from his mind.

"Safety is a huge consideration for an event of this size. We will have over one hundred balloons flying at the same time and we need to ensure that everyone above ground and on the ground is completely safe.

We will be keeping a sharp eye on the weather forecasts for this weekend to ensure the utmost in safety for our ballooning enthusiasts."

Local MP, Jennifer Fields, who has also played a leading role in bringing the festival to Dorset said,

"This festival is a really exciting event for the Baybridge community and it is an integral part of our efforts to become a better place for families to live. Furthermore, it also offers the opportunity for financial growth in Baybridge, as it will attract visitors and revenue for our local businesses."

The festival kicks off on Friday morning with its first dawn flights taking place. Each day of the festival will see the sky filled with over 100 balloons flying at the same time, in all different shapes, sizes and colours. During the day, families will be able to see the balloons up close, with some balloon operators offering tethered flights. And at sunset, the balloons will take to the sky again, glowing in the falling dusk, to make a spectacular display not to be missed.

Other than that, there will be plenty for visitors to see and do with lots of food stalls offering a variety of delicious food, and

pop-up stores selling clothing, jewellery and local handicrafts.

Make sure to bring a jacket with you and dress in layers. Although the weather looks like it will be warm, British summer evenings can get chilly, and if you plan to take a flight, it will be a lot cooler at roughly double the altitude. Also, it's a good idea to bring water, sun cream and waterproof clothing.

Entrance is £10 per vehicle, per entry.

WEEKEND WEATHER FORECAST

FRIDAY



Cloudy, outbreaks of rain in the afternoon and sunny spells
Wind NE 4–8 mph
Max 23°C (73°F)
Min 10°C (50°F)

SATURDAY



Dry, warm and sunny
Wind E 3–6 mph
Max 23°C (73°F)
Min 11°C (52°F)

SUNDAY



Overcast, mainly dry and breezy
Wind E 9–12 mph
Max 26°C (79°F)
Min 12°C (54°F)

Lessons 3–4 Countries and their weather

1 Find words in the texts that have the same meaning:

- 1 tropical storms (x3) _____
- 2 very dry _____
- 3 when rain clouds break up _____
- 4 sea-breeze with heavy rain _____
- 5 rain, snow _____
- 6 water in the air _____
- 7 spinning wind storm, mostly in North America _____
- 8 cold (x2) _____

2 Refer to the reading texts on pages 168–169 of the Coursebook and circle the correct synonym of the words in bold.

- 1 **extreme** – maximum/moderate
- 2 **absolute** – limited/full
- 3 **abundant** – generous/poor
- 4 **enormous** – small/huge
- 5 **copious** – plenty/rare
- 6 **complete** – unfinished/finishe

3 Read the short paragraph below and use the data to complete the table.

Mongolia is a landlocked country situated between China and Russia in eastern Asia. Due to its position in the middle of the continent, it tends to have extreme variations in weather. The capital city of Ulaanbaatar, located in the north, is the coldest national capital in the world, having an average temperature of 28 °C, including a winter average of –10 °C and a summer average of 18 °C. It also receives an average annual precipitation of 310 mm, making it one of the more

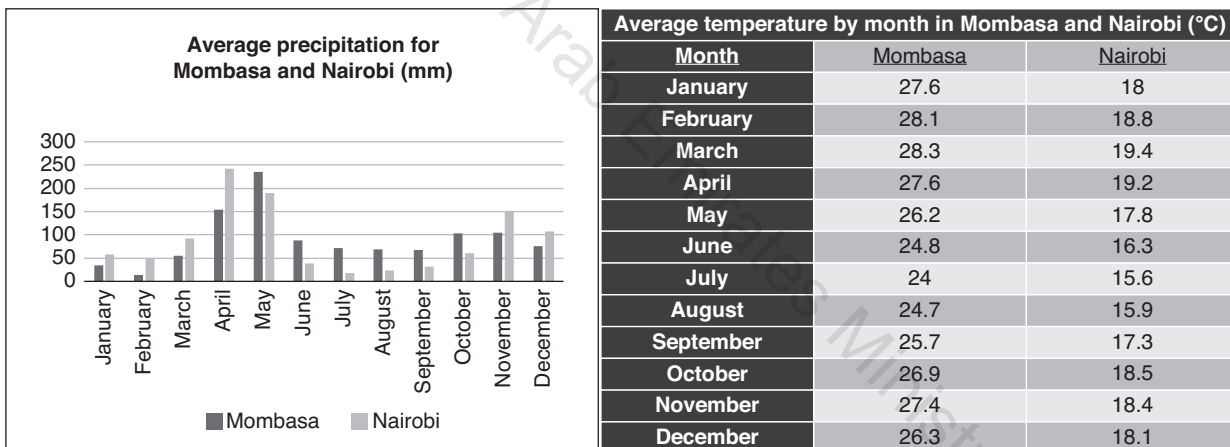
well-watered areas in the country. The Gobi Desert is located in the far south of the country. It is incredibly arid, receiving an average of only 194 mm of rain annually. The Gobi Desert experiences great changes in temperatures, with a winter average of -40°C and summer highs of 50°C .

	Winter Average ($^{\circ}\text{C}$)	Summer Average ($^{\circ}\text{C}$)	Average Precipitation (mm)
Ulaanbaatar	1.	18	2.
Gobi Desert	3.	4.	194

4 Use the tables and graph to write a short paragraph in your notebooks about the weather and climate in Kenya. Include the following information:

- Different seasons and their average precipitation and temperature
- Different regions and the weather associated with it

Use vocabulary from Lessons 3 and 4 to help you write.



Seasons

Long rain season from April to June

Short rain season in November and December

Dry season from mid-December to March

Physical Geography

Located in East Africa

Low plains and highlands in the centre

Lake Victoria and The Great Rift Valley in the southwest

Climate Regions

Arid in parts of the interior, including the capital city, Nairobi

Tropical near the coastal regions, including Mombasa

Lessons 5–6 Natural disasters

1 Look at the definitions and find the words in the grid. The number of letters has been given.

- 1** Powder left after something has burned (3)
- 2** Snow or rocks falling down a mountain (9)
- 3** A snow storm (8)
- 4** A violent explosion from a volcano (8)
- 5** Very hot liquid rock (4)
- 6** To describe solids which have been melted by extreme heat (6)
- 7** A long continuous sound (4)
- 8** Poisonous (5)
- 9** A long and very high wave often created by an earthquake (7)

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

2 Put the verb into the correct form.

- 1** She _____ (be) abroad before 2012.
- 2** When we _____ (get) to the cinema, we _____ (discover) that the film _____ (start).
- 3** He _____ (own) the car for seven years before he _____ (sell) it.
- 4** She _____ (not sign) the contract until she _____ (read) all the terms and conditions.

3 Complete the following sentences using your own ideas. Use the past perfect tense.

- 1** I couldn't go swimming because _____
- 2** I couldn't go to the restaurant because _____
- 3** We were late for the meeting because _____
- 4** I got a new phone because _____
- 5** I couldn't sleep because _____

4 Think of synonyms for the following words.

1 scared: _____

2 big: _____

3 loud: _____

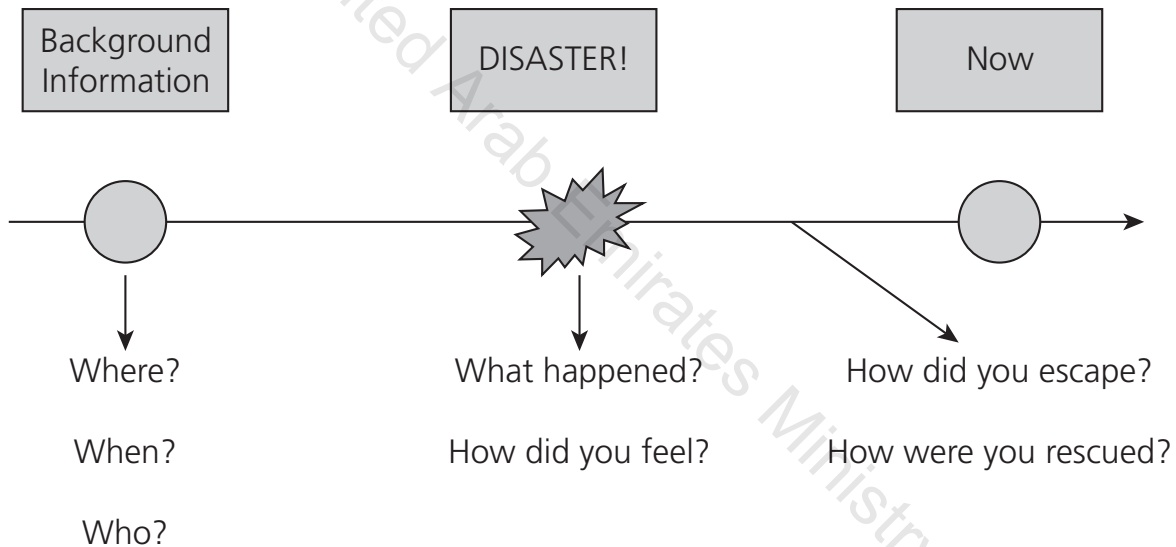
4 destroyed: _____

5 fast: _____

6 not safe: _____

7 strong: _____

5 Create a timeline and notes about your survival. Think about the order of events, how you felt, how you reacted, and the end result.



Lessons 7–8 Rainy days

1 Complete the useful phrases.

- a A good place to _____ is ...
- b What _____ you like to say?
- c I _____ agree with you, but ...
- d I'm not _____ I agree
- e We haven't _____ at ... yet.
- f Could I _____ in here?
- g Can you explain _____ you disagree?
- h I _____ you should ...

Speaking tip

When we have a discussion, it is often helpful to be able to manage who is talking and which topics are being discussed. We can use certain phrases to organise the discussion, signpost when the topic under discussion is going to change, interrupt politely, invite people to speak and give opinions. Look at the table for some examples.

2 Add the phrases from Activity 1 to the correct columns.

Organising the discussion	Asking for input	Giving opinion	Interrupting politely
And finally, we need to think about/discuss/talk about ...	What are your thoughts about ... ?	These are good measures/ideas/points, but ...	Sorry, could I just interrupt for a moment?
Let's move on to ...	What's your response to ... ?	I agree ... However ...	Excuse me ...

3 Practise saying the phrases in the table. Notice the words that are stressed and unstressed.

- 4 Look at the information boxes below. Choose one area to research; be prepared to talk about the points listed in the boxes and anything else you discovered during your research.

Other countries

Think about:

- droughts
- floods
- water shortages

What can we do?

Rising sea levels

Think about:

- homes and businesses
- daily life
- the economy

What can we do?

Salty water

Think about:

- water shortages
- agriculture and farming
- the environment

What can we do?

Rising temperatures

Think about:

- human health
- animals and wildlife
- daily life

What can we do?

Lessons 9–10 Weather forecasts and local weather

1 Match the words below to make some common weather collocations.

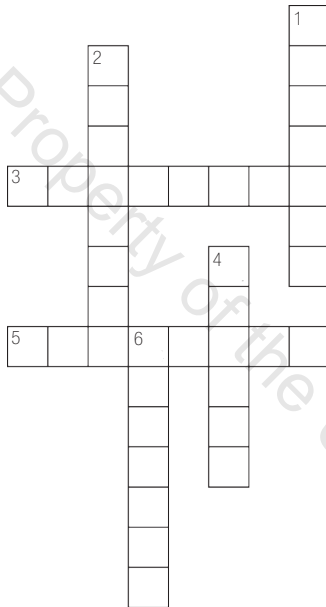
severe	spells
torrential	fog
flash	floods
high	rain
dense	weather
sunny	humidity

2 Match a word in column A with a definition in column B.

A		B	
1	cause _____	a	a thick cloud or water droplets that makes it difficult to see, normally in the morning
2	expected _____	b	the ability to see under poor circumstances
3	flash _____	c	what produces an effect or its origin
4	rolled _____	d	likely to happen
5	severe _____	e	to move or advance
6	humidity _____	f	lots and lots of something
7	coastal _____	g	the percentage of water in the air
8	disrupt _____	h	serious
9	soar _____	i	rise or rocket
10	torrential _____	j	appear for a short time
11	visibility _____	k	relating to the area by the sea
12	fog _____	l	to interrupt

Lessons 11–12 Surviving extreme weather

1 Complete the crossword with words related to surviving extreme cold.



Across

3 plenty, a lot of

5 save (for example, heat)

Down

1 protection from the weather

2 to make clean and free of bacteria

4 keep warm

6 continue to live despite danger

2 Rearrange the letters to make items you might find in a survival kit. What can they be used for?

1 RIMROR – _____

2 POMSCAS – _____

3 FIKEN – _____

4 TCAMESH – _____

5 STALREPS – _____

3 Underline the dependent clause in the following sentences.

1 I will answer your questions, and I will help you study because you are my best friend.

2 Even though my car is very old, I still love it, and it gets me everywhere.

3 I like watching films, and I like playing video games whenever my parents let me.

4 I think I know the way to the office, but I may get lost unless I take a map with me.

5 We drove to the mall, and we stopped at the ATM since we needed a lot of money.

4 Complete the sentences with one of the words from the box.

after or and even though if and because so


- 1 _____ Salem is my friend, I bought him a present, _____ gave it to him at the weekend.
- 2 They played really well _____ they lost, _____ their captain was sent off.
- 3 _____ the blizzard finished, we packed up our tent _____ we could continue our hike.
- 4 I can call the rescue services, _____ we can walk to the road _____ you think that's OK.

5 Complete the webpage providing information on how to prepare for desert emergencies.

Desert adventure

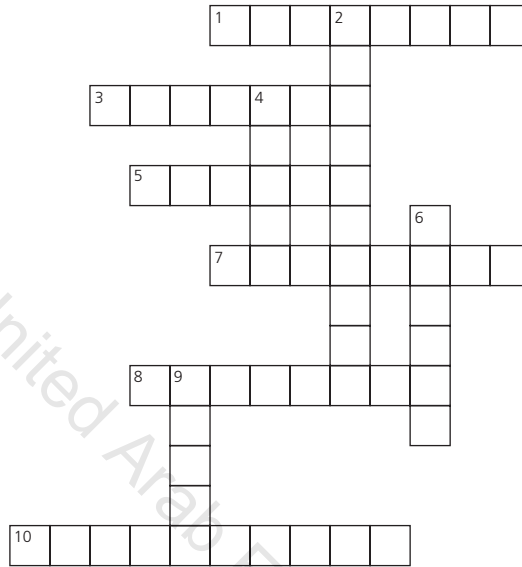
[Home](#) [About](#) [Info](#) [Gallery](#) [Contact](#)

Preparing for desert emergencies



Lessons 1–2 **Striking a bargain**

1 Read the clues and complete the crossword.



Across

- 1** a reduction in price
- 3** something that is sold for less than its usual price or real value
- 5** to argue, especially about the price of something
- 7** to make someone agree to do something by talking to them a lot about it
- 8** to make someone believe something is true
- 10** an agreement to accept something that is not exactly what you want

Down

- 2** something you agree to do or give to someone to end an argument
- 4** to tell someone that you disagree with them
- 6** to exchange goods or services for other goods or services, without using money
- 9** to say that you will pay a particular amount of money

Language tip

Abdulla uses some phrasal verbs when he is negotiating the rental price of the property with Fahad.

*It's just come on the market and I think it's going to be **snapped up**.*

*I think he might **take you up on** your offer.*

Look at the phrases in bold. What do you think they mean?

2 Match the common phrasal verbs used when talking about money and cost to their definitions.

- | | |
|--------------------------------|--|
| a snap (sth) up | 1 to accept an offer from somebody |
| b rip (sb) off | 2 to buy something quickly because it is cheap or exactly what you want |
| c shop around for (sth) | 3 to take a particular amount away from the price of something |
| d take (sb) up on (sth) | 4 to cheat someone into paying too much money for something |
| e knock (sth) off (sth) | 5 to compare the price and quality of the same thing from different places before deciding which one to buy |

3 Underline all the words in the second column that make the language indirect. The first two have been done for you.

Direct Language	Indirect Language
a That's very expensive.	<u>I'm afraid</u> that's <u>a bit</u> expensive.
b This is a good opportunity.	<u>I'm sure you can see that</u> this is a <u>great</u> opportunity.
c It'll be great to have more room for you and your family.	Wouldn't it be great to have more room for you and your family?
d Offer 135,000 in one cheque and he'll probably accept it.	If you offered 135,000 in one cheque, he'd probably accept it.
e You can sit here and watch the kids in the garden	I'm sure you can imagine sitting here and watching the kids in the garden.
f No. You can get something similar at the garden centre.	I'm afraid not, but you could get something similar at the garden centre.

4 Rewrite the sentences so that they are more indirect.

- That's my top price. Take it or leave it.
- Come on, that's far too low! Have you seen the size of the pool?
- It's nice, you can pay more than that.
- What do you want to pay for it?
- That's a low offer. Pay it all in advance and I'll think about it.

- 8 You should not _____ people when they talk to you.
a emotions **b** ignore
- 9 One _____ that advertisers use to sell their product is pricing.
a tactic **b** manipulating
- 10 Advertisers try to tell us that their product is _____.
a fantastic **b** purchasing
- 11 I considered all my options before _____ a new car.
a advertising **b** purchasing

3 Read the text and answer the questions below.

- 1 What would be the best title for this article?
a Advertising works
b Ads are everywhere
c Customers, beware!
- 2 Which of the options below best describes the authors opinion?
a You should not spend on what you can't afford.
b Don't believe everything you see.
- 3 Which persuasive techniques does the author not use?
- 4 According to the text above, which product is likely to sell better?
a A dress for 99 dirhams
b A dress for 100 dirhams

Advertising exists because a business wants to sell you something to make money. Ads are everywhere, on TV, webpages and at the cinema, and they can be a real nuisance. More often than not, you don't need what they are selling, but the messages are constant: buy things that you can't afford.

Advertisers use different techniques to manipulate customers. They play with our emotions by selling a lifestyle that we aspire to. They also use psychology in their pricing strategies. How often have you seen a price ending in 9? Research has proven that products sell better if they end in odd numbers, so something for 49 dirhams will sell better than something for 50 dirhams. Suggesting that something is of higher quality just because it is more expensive is also another tactic used, yet often there is no difference in quality.

So be warned: advertisers will try every tactic to part you from your money. Think about what you are being told, don't accept everything that they say, and ask lots of questions.

Lessons 5–6 Currency and coins

- 1 Use the word cloud to unscramble vocabulary words from the listening. Then match the words to their definition.



- | | | | |
|---|---------------------------|---|---|
| 1 | cruyernc _____ | a | To change money from one currency to another, to trade |
| 2 | doemnitinao _____ | b | Adjective: having to do with money |
| 3 | mcoemitrvea ancioge _____ | c | Different amounts on banknotes and coins, i.e. 10 or 20 AED |
| 4 | tmnoyrae _____ | d | Coins that are made to celebrate an occasion or person |
| 5 | hxecange _____ | e | The unit of money a country uses, i.e. Dirham, Dollar, Rial |

- 2 Read the text and fill the gaps with words from Activity 1. One word will not be used.

While today the dirham is the official _____¹ of the UAE, it hasn't always been that way. Both the Indian Rupee and the Saudi Arabian rial were used in the mid-20th Century. In 1993 the dirham, which gets its name from an ancient Greek coin called the *drachma*, become the official _____² unit of the UAE. The currency was set to the U.S. dollar, while other world currencies _____³ according to the market.

The modern dirham is issued in banknotes in _____⁴ of 5,10, 20,50,500 and 1000. Different _____⁵ has occasionally been issued from the Central Bank of the UAE to celebrate important events and rulers in the UAE's history.

Did you know?

There are only two countries in the world that use the dirham as their currency: the UAE and Morocco.

3 Use the following prompts to give your partner advice using modals of speculation.

Your partner ...

- Wants to buy an ancient Greek coin.
- Needs to find a local museum for a group of visiting historians and coin collectors.
- Wants to go on holiday to somewhere in the Gulf region.

4 Write answers to the following sentences with your own ideas using modals of speculation.

1 Your friend did not show up to school today. Where must he/she be?

2 Your homework "mysteriously" vanished. What might have happened to it?

3 Your teacher asks you if you believe there will be cars in the future. Your answer:

5 Use the words in bold in the text on Coursebook page 183 to complete the sentences.

1 When something is _____ it means that something is combined with something else.

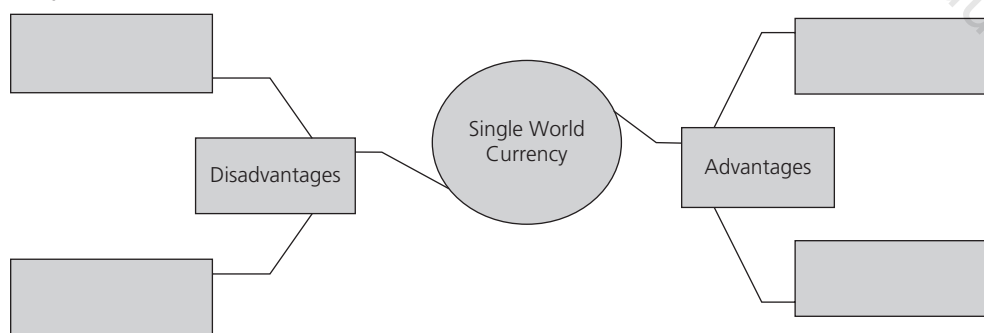
2 A _____ is when two or more countries agree to use the same currency, like the EU.

3 _____ means to control something using a rule or method.

4 A _____ is something you can buy or sell.

5 _____ is when a country purposely lowers the value of their money in regards to other currencies.

6 Use the figure below to create a mind map on the advantages and disadvantages of a single world currency.



Lessons 7–8 Ethical banking

1 Match the word with its synonyms.

1 confidence	a aid, generosity
2 wealth	b poor, shortage
3 charity	c view, belief
4 poverty	d values, codes
5 opinions	e trust, confidence
6 principles	f perception, opinion
7 faith	g riches, fortune
8 impression	h self-assurance, certainty
9 knowledge	i intelligence, knowledge
10 information	j awareness, understanding

2 The word search has ten words from the listening. Can you find them?

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

3 Put the following nouns into the correct column.

wealth confidence money bank faith
 poverty debate information charity
 home buildings business people

Language tip

Nouns are either abstract or concrete. A concrete noun refers to something you can see, feel, touch, hear, smell or taste. An abstract noun is an idea, theory, or quality.

Concrete noun	Abstract noun

4 Assessment for learning

Self-Assessment

How well can you do these things? Give yourself a mark from 1 to 4

1 = I can do it very well 2 = I can do it quite well 3 = I have some problems 4 = I can't do it

I can understand a listening exercise about ethical banking	
I can understand a listening about microfinance	
I can speak about ethical banking	
I can speak about microfinance	
I understand how to a debate works	
I can participate in a debate	

Now decide what you need to do to improve:

- _____
- _____
- _____

Lessons 9–10 Pay yourself first

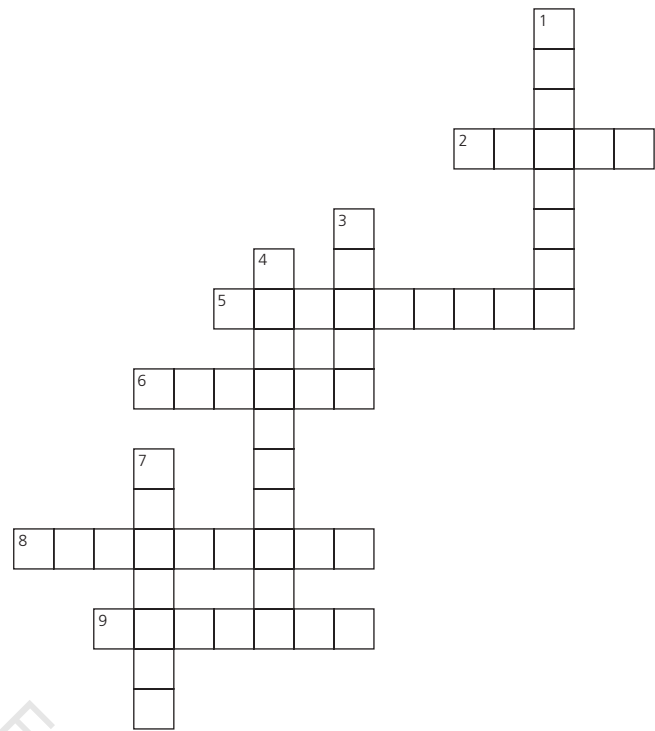
1 Complete the following with words from the reading text.

Across

- 2 A particular logo or variety of product
- 5 slowly
- 6 basically
- 8 useful and practical
- 9 I spent all my _____ on a car.

Down

- 1 regularly/evenly
- 3 unhappily
- 4 a part of something bigger
- 7 in general



2

1 Look at the words below. Insert them into the table under the correct heading.

climb	rapid	slow	significant	steady	rise	decline
slight	dramatic	gradual	fall	drop	increase	remain stable

UP	DOWN	SAME	SPEED	SIZE

2 Now join words from the *up/down* columns to the words in the *speed/size* columns to make phrases used to describe trends.

3 What part of speech are the words in the *up/down* columns? _____

4 What part of speech are the words in the *speed/size* columns? _____

Lessons 11–12 **Mobile banking**

1 What are the differences between Millennials and Generation Z. Put the following into the correct column.

tech savvy: 2 screens at once	spenders	digital native: 5 screens at once
focused on 'now'	focused on 'present'	preferred communication: visuals
savers	realists	preferred communication: text messages
		optimists

Millennial	Generation Z

2 Use the words in the box to complete the collocation. Give a definition for each one.

target view interact with enter handheld
 set up tech check bite-size conduct

- 1 _____ financial affairs – _____
- 2 _____ customers – _____
- 3 _____ the workforce – _____
- 4 _____ devices – _____
- 5 _____ chunks – _____
- 6 _____ with the world – _____
- 7 _____ your account balance – _____
- 8 _____ a statement – _____

3 Put the following segments into the correct order to form questions. You will need to add one word to each question to make it more coherent. Make sure you use the correct punctuation.

1 how will it be used/of mobile banking/what is the appeal

2 in which customers interact/conduct their financial affairs/what's the most popular way/with their bank

3 other methods/such as face-to-face/why are more and more banks/by offering a mobile banking service/trying to target customers/are more popular/and online banking

4 most of the workforce are Generation X and Millennials/focusing more and more/why are banks/on mobile banking

4 The following question is designed to involve the reader and get them interested in a new product or service. Think of which product or service is being advertised and continue with one or two sentences.

Do you want more money but still have more time to yourself?
