



2020-2021

Bridge to Success 12

Workbook
Advanced

1

Bridge to Success

Workbook

Book 12 Advanced

1441 - 1442 A.H. / 2020 - 2021 A.D.

Alhodariyat Bridge, UAE



Grade
12
Advanced



Bridge to Success

English Language

Workbook

Book 12

Advanced

Volume 1

1441 - 1442 A.H. / 2020 - 2021 A.D.





UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

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Grade 12 Workbook

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Text

Unit 4, Lessons 13-14, Excerpt from article 'The Sharjah Biennial'.
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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 nine 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

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Unit 1 Digital communication Pages 1–14	From telegraph to text; online safety; Blogging; the voice-activated 3D micro-printers for the home	Listening: A lecture about the evolution of global communication Monologue on texting as a form of communication Interaction between voice activation system and home owner Speaking: Exchanging information Discussing, collaborating and expressing opinions	Relative clauses <i>Going to</i> for prediction	Global communication, texts, telegraphs, online safety, personal communication devices, blogging, smart homes	Short opinion texts; Short instructional texts; Presenting data, register
Review Project	Review of Unit 1 Plan and design a smart home of the future				
Unit 2 Arts and theatre Pages 15–29	Architecture as art; <i>The Bull and the Donkey</i> ; recount of a personal adventure story; a play script	Listening: Interview with the proprietor of the first art gallery in Dubai <i>The Hare with Many Friends</i> Director of play giving stage directions Speaking: One-to-one exchanges Discussing and expressing preferences Story telling	Reporting verbs Phrasal verbs	Art and art galleries Architecture Story-telling Theatre and plays	Conventions of narrative texts Body paragraphs/ expanding ideas Use of direct and indirect speech Informal personal emails Play scripts
Review Project	Review of Unit 2 Write and perform a short play				
Unit 3 Films and celebrities Pages 30–43	Celebrity gossip magazines; transcript of an interview about celebrity and what it means; informational text about the film industry; article about Bollywood	Listening: Five promotional audio files for a variety of film genres Radio interview with writer about book on celebrity and what it means Speaking: Discussing and reaching consensus Recounting/summarising heard information Expressing feelings and reactions Self-monitoring and repair Presenting	Reporting verbs phrase pattern Passive voice – present simple, past simple, present perfect, future	Films Celebrity and celebrities Fame Production of films (3D and VR) Bollywood	Short informal magazine article Short newspaper article Processes and supporting diagrams Informational poster
Review Project	Review of Unit 3 Make a movie				



content is defined on smart learning app

Unit 4 21st century teenagers Pages 44–58	After school around the world; What is a teenager?; Problem pages; Cyberbullying;	Listening: Academic presentation about teenagers; Family discussion about friendship; Interview about a new fitness app; Geo Hash Speaking: Presenting arguments for and against; Agreeing in discussion; Discourse features for eliciting more information	<i>Wish/if only</i> for regret; Modals of obligation/advice	Lexis around: teenagers; After school/ leisure activities; Friendship; Cyberbullying	Short texts presenting problems and solutions; Mind mapping; Awareness raising poster; Note taking
Review Project	Review of Unit 4 To compare and contrast teenagers from two countries				



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Digital communication

Lessons 1–2 The evolution of global communication

1 Match the words with their correct definitions. You can use a dictionary if you need to.

- | | | |
|-----------------------------------|------------|--|
| 1 oral tradition | ___ | a the change from analogue electronic and mechanical technology to digital electronics |
| 2 telecommunications | ___ | b pictures or symbols used as language, for example, in ancient Egypt |
| 3 a telegraph | ___ | c a way that stories and information about a culture are passed down through families by speaking about them |
| 4 digital revolution | <u> a </u> | d an old-fashioned way of sending messages using radio or electric signals |
| 5 hieroglyphs | ___ | e a method of communication using equipment that moves around the Earth to receive and send television, radio and telephone signals |
| 6 a printing press | ___ | f communication over a distance, especially by phone, radio and television |
| 7 satellite communications | ___ | g a machine that makes copies of books, magazines, newspapers, etc. |

2 Read the statements about communication below. Decide whether you agree or disagree with them on a scale of 1–5 (1 = completely disagree, 5 = completely agree).

- It is normal for people to feel anxious or irritable when they are away from their devices.
- Technology has improved the quality of our communications.
- People prefer to speak to other people online rather than face-to-face.
- If you are spending time with your family or friends, you should not look at your devices.
- All transactions should be completed online; there should be no need for customer service desks or shops.
- The digital revolution has helped us all become better global citizens.
- Nowadays, there is no need for a culture to maintain an oral tradition.
- It is impossible to go one day without looking at a device or computer.

Language tip

We use coordinating conjunctions, such as *and, but, so, for, nor, yet, or*, to connect two statements that are equal in importance and do not depend on each other:

Example: *First, we will look at how communication has developed over the centuries **and** what role technology has had in this development.*

We use correlative conjunctions, such as *Both ... and ... , Not only ... but also ... , Whether ... or ... , Neither ... nor ... , Either ... or ... ,* to connect two items that are similar to each other, but are used in pairs:

Example: ***Whether** we want to communicate with someone on the other side of the world **or** we want to see what's happening in another part of our country, we can do it all at the touch of a button.*

3 Connect the two statements in each question with a coordinating conjunction or a correlative conjunction and delete any unnecessary words.

a My grandmother doesn't have a smartphone. My grandfather doesn't have a smartphone.

b I spend three hours a day online. My sister spends five hours a day online.

c My brother has two laptops. My cousin has two laptops.

d Technology has improved global connectivity. Technology has resulted in the loss of real human contact.

e We are all better global citizens. We have the ability to connect with different countries and cultures.

Lessons 3–4 From telegraphs to texts

1 Look at the sentences below. What is being inferred? Circle a, b or c.

1 Using emojis in text messaging isn't necessarily a bad idea.

- a You should not use emojis.
- b Emojis are a new way of messaging.
- c It can be a good idea to use emojis.

2 Sending short, to-the-point messages is as old as the hills.

- a People started to send short messages quite recently.
- b People have been sending short messages for a very long time.
- c Hills are like text messages.

3 The introduction of the telegraph was a huge success.

- a Everyone said how much they liked the telegraph.
- b Not many people used the telegraph when it started.
- c Many people used the telegraph from the very beginning.

2 Look at the text messages below. What do they mean?

10Q 24/7 4eva LOL BTW PLZ ALOL B4 Bcoz 2G2B4G

3 Match the words to the definitions.

- | | | |
|---------------|-------|--|
| 1 telegram | _____ | a a connection of computers or phones used to send information |
| 2 network | _____ | b to give permission |
| 3 code | _____ | c original and clever ideas |
| 4 limited | _____ | d improving and advancing |
| 5 allow | _____ | e a system of sending short or secret messages |
| 6 background | _____ | f very little of |
| 7 explore | _____ | g a message sent by telegraph |
| 8 encourage | _____ | h the history of something |
| 9 development | _____ | i to inspire and give confidence to |
| 10 creative | _____ | j to search and try new things and places |

4 Look at the reading text on page 51 of the Coursebook. Use the table below to analyse the text.

Targets	Yes/No	Example
1 Are there identifiable paragraphs?		
2 Is there an introduction and conclusion?		
3 Is there an overview of the essay in the introduction?		
4 Did the writer use linking words that add information?		a _____ b _____
5 Did the writer use linking words that give examples?		a _____ b _____
6 Did the writer use linking words that sequence the writing?		a _____ b _____
7 Did the writer use words that express an opinion?		a _____ b _____ c _____

5 Write an opinion essay about texting.

- Use a mind map to help you organise your ideas about texting.
- Write at least three paragraphs (introduction, body paragraph and conclusion).
- Remember to read through your essay when you have finished. Make any corrections or alterations to ensure it represents your best work.

Language tip

In writing and speaking you are sometimes asked to give your opinion. Here are some useful expressions you can use: *Personally, I think /feel/ believe, In my opinion/view, I believe that*

Lessons 5–6 Online safety

1 Circle the correct relative pronoun in the following sentences.

- 1 We use **who/which** to define things.
- 2 We use **whose/who** to define people.
- 3 We use **where/which** to define places/events.
- 4 We use **who/whose** to define possession.
- 5 We use **where/when** to define time.
- 6 Commas separate **defining/non-defining** relative clauses.

Language tip

Commas separate non-defining relative clauses.

Example: *The password, which has a combination of letters and numbers, is much safer.*

2 Read the two sentences below. Make one sentence using a relative clause. Add commas if you think the relative clause is giving extra information

- 1 That man used to be a hacker. He works for a cyber security company now.

- 2 This file is password protected. It stores my personal details.

- 3 The man is a computer programmer. He lives next door.

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3 Complete the following sentences with one of the endings in the box. You will need to add a relative pronoun and may need to take away some words that you don't need.

we met him yesterday	they are never on time
Fatima recommended it	their credit card details were stolen
it advises organisations on cyber security	they hacked into the school's security system

- 1 The police have caught the men _____.
- 2 We stayed at a hotel _____.
- 3 Sultan works for a company _____.
- 4 I didn't like the man _____.
- 5 What were the names of the people _____.
- 6 I don't like people _____.

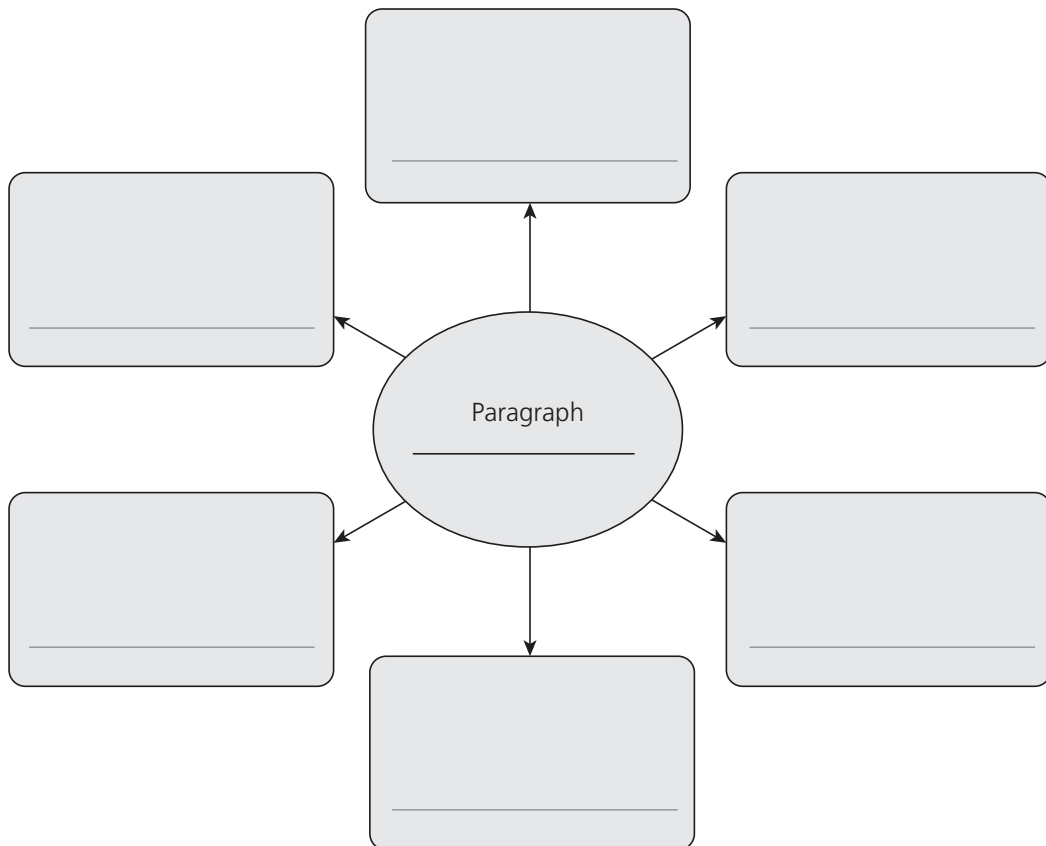
4 You are going to create a leaflet giving information about the *dos* and *don'ts* of online netiquette. Use this space to plan your leaflet.

Lessons 7–8 Practise and prepare

- 1 When you think of synonyms for possible answers, you are thinking of:
 - a words with a similar meaning
 - b words with a different meaning
- 2 Complete the table. Think about what you read in Activity 2 on page 54 in your Coursebook and what you heard in Audio Track 18.

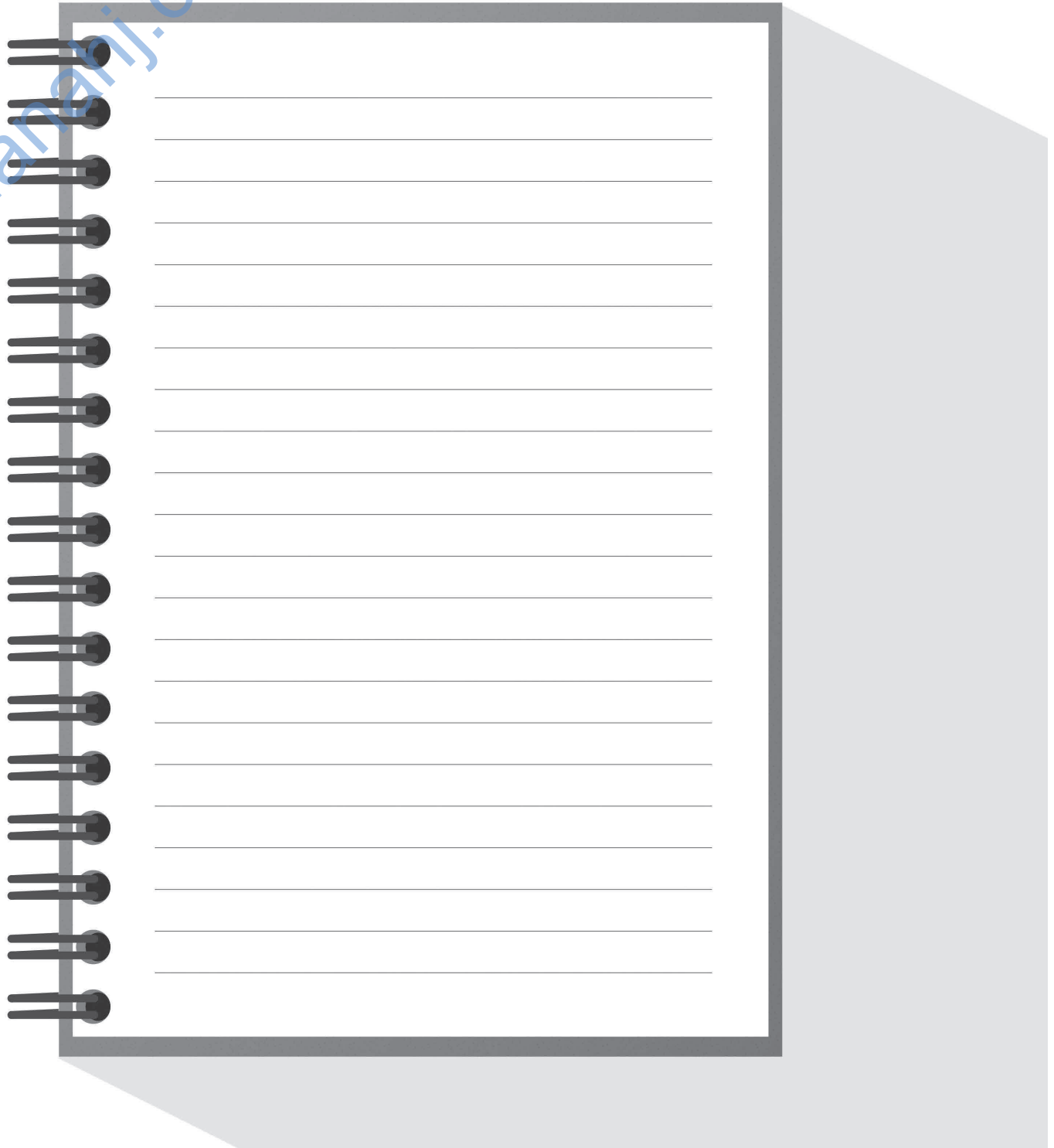
Advantages of texting	Disadvantages of texting

- 3 Write a summary of one paragraph of the text on page 55 of your Coursebook. Use the graphic organiser below to help you. Use pictures and no more than six words.



1 Digital communication

4 Visit other groups and 'buy' information from them. Record your information below.

A spiral-bound notebook with 20 horizontal lines for writing. The notebook is shown from a slightly elevated perspective, with the spiral binding on the left side. The pages are white with a light gray border. A watermark 'almanarji.com/ae' is visible diagonally across the notebook.

5 Now that you have all the information you need, create an informative leaflet about how to avoid identity theft.

Lessons 9–10 When do you use ...?

Language tip

When we ask questions, we use different types for different purposes. For instance, we use questions like *Have you ever used a games console?* or *Have you ever been to France?* to find out about people's life experiences.

Whereas, we use questions like *Do you still use them now?* and *How often do you use them?* to find out about what people do regularly; their habits and routines.

1 Look at the *Language tip* box. Reorder the questions.

a ever/Have/a/seen/car/driverless/you/?

b use/technology/do/What/every/day/digital/you/?

c go/often/you/How/online/do/?

d smartphone/use/a/chat/your/Do/to/you/to/friends/?

e visited/countries/have/Which/you/?

2 Look at Activity 1. Listen to your teacher and underline the words that are stressed in each question. Do the questions have a rising or falling intonation? Practise saying the questions with a partner.

3 Look at the results from the sample survey and the analysis.

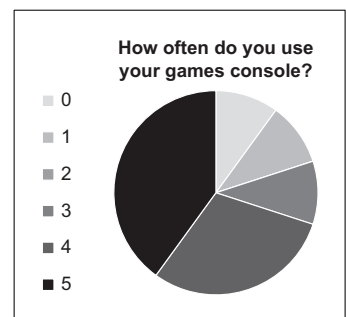
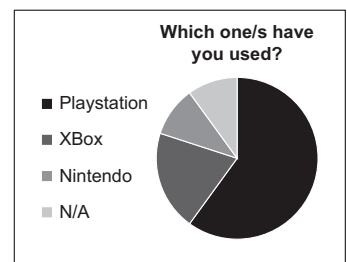
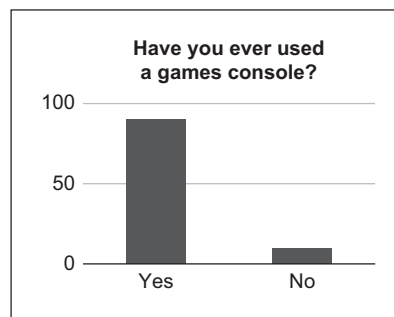
- 1 How are the results presented?
- 2 How does the writer describe the findings of the survey?

The Use of Games Consoles in Grade 12 Science Class 2				
Have you ever used a games console? (Yes/No)	Which one/s have you used?	Do you still use them now? (Yes/No)	How often do you use them? Rate on a scale from 1–5 (5 = All the time, 1 = Rarely)	Why do you use them? (relax, chat with friends, play, learn, etc.)
1 Yes	PlayStation	Yes	4	play
2 Yes	PlayStation	Yes	5	chat
3 Yes	PlayStation	Yes	4	play
4 Yes	XBox	Yes	5	play
5 Yes	PlayStation	Yes	5	play
6 Yes	PlayStation	Yes	5	play
7 Yes	Nintendo	Yes	1	play
8 Yes	XBox	Yes	3	play
9 Yes	PlayStation	Yes	4	chat
10 No	–	–	–	–

The results show the responses to the survey.

The general trend is that the majority of students in Grade 12 Science Class 2 have used a games console and use one now.

Also, most students in the class have used a PlayStation whereas only 10% have used a Nintendo and 20% an Xbox. 70% of students are frequent users of their games consoles, using them either all the time or most of the time. Finally, students use their consoles to either play games or chat to friends, with 70% of students using their consoles to play and 20% to chat to friends.



Lessons 11–12 Blogging

1 Look at the box below. Try to match each word with its synonym/meaning.

target	passionate	a web log, like a journal that is updated frequently and published online
endorse	connected	give support or approval to
content	related	aim, goal
a company that provides a service or resource	information and material on a website	domain
host	virtually	blog
potential	aspects	features
possible	nearly, almost	your area, web address
		keen, excited

2 Look at the reading text in Activity 2 on page 58 of the Coursebook. Underline all the modal verbs.

1 Write all the modal verbs that you have identified.

2 Which modal verbs are used to express possibility?

3 Which modal verbs are used to express ability?

4 Which modal verbs are used to express obligation/instruction?

5 Which modal verbs are used to give advice?

3 Read the sentences below about modal verbs. Answer if they are true (T) or false (F).

- 1 Modals are used by the author to express their viewpoint. _____
- 2 Modal verbs always have *to* after them. _____
- 3 Modals are auxiliary/helping verbs so are usually followed by another verb. _____
- 4 Modals can be changed into the past tense. _____

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4 Match the genres in the word box with their features. Write the genres in the space provided.

narrative expository persuasive descriptive

1

tells a story	usually written in the first person

its purpose is to entertain	usually the past tense

2

describes a subject/event	uses colourful vocabulary

uses sensory detail, smell, taste, touch, etc	uses imaginative language

3

tries to convince the reader	supports its arguments with facts

the writer debates the issue	usually written in the third person

4

facts not opinions	instructs

explains	gives information

5 Read the following blog extracts. What genre of writing is each extract? Explain your answer.

1 The food looked like a painting on a plate and tasted absolutely delicious, the light crispy bread balanced perfectly with the soft creamy cheese.

Genre _____ Explanation _____

2 It is an excellent idea to have a blog for your business. It has many advantages: it will attract more customers, it costs very little and you will potentially increase your sales.

Genre _____ Explanation _____

3 I was rudely awoken this morning by a loud bang. I dragged myself out of bed to investigate and pushed open my bedroom door. There in front of me, with big, guilty eyes, was my cat, Tom.

Genre _____ Explanation _____

4 To start a blog you must have a domain name and a web host. There are three ways to make money from your blog: advertise, sell products or endorse products.

Genre _____ Explanation _____

Lessons 13–14 Smart homes of the future

- 1 A new start-up from Ras Al Khaimah wants to develop a new home printer project for the home. Put the stages for development in the correct order.

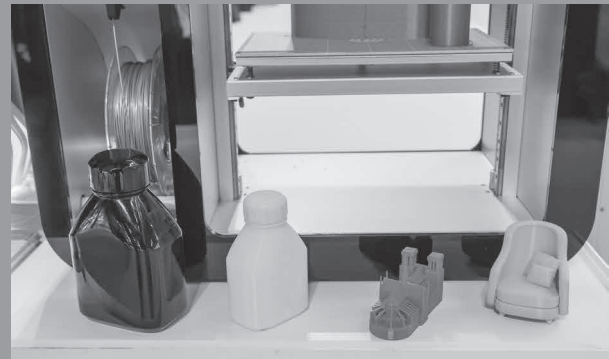
The Home of the Future: Product Design and Development

- a Finally, if the demonstration is successful, begin production to launch the product into the market. If unsuccessful, then it is back to the drawing board!
- b Next, give the blueprint to the manufacturing team. They will create a prototype.
- c Then, test the prototype. Take notes to help make improvements to the design.
- d After choosing a printer product idea, create a blueprint.
- e Once the prototype is ready, demonstrate it at the Ras Al Khaimah Technology Exposition.
- f First, work with colleagues to brainstorm ideas for a new product.

- 2 Read the passage about a new product for the home and answer the questions that follow.

'The voice-activated 3D micro-printers for the home'

At *Voiceprint Solutions (VS) LLC*, we are going to change the way people live in their own homes. We are going to **develop** a new 3D micro-printer next year called 'voice-print', for release in February 2021, so that products you purchase **online** are going to be in your hands within minutes. You complete your online purchase via your TV then **switch on** the printer and **turn on** the activate switch. You can then **command** the printer using **voice-activation** and recognition software. Your printer is then going to produce the household decorative item of your choice. You're even going to be able to choose the colours. We are going to present at the Dubai



Industry Exposition in December. We hope you are going to join us there!

Abdullah Al Suwaidi, CEO, *Voiceprint Solutions*

- 1 What is the name of the product?

- 2 When is it going to be released?

1 Digital communication

3 Why is it important?

4 How do they know it will work?

5 What does it say about the colour of products?

3 Read the passage in Activity 2 again. What do you notice about references to the future? Underline any common structures you see.

4 Complete the sentences based on the reading using the correct form of *going to* and a verb in its correct form.

1 The company _____ people's lives at home.

2 The products _____ available next year.

3 You, the consumer, _____ a voice activation system.

4 The company _____ the product at the expo in Dubai.

5 Imagine you are technology entrepreneurs. You are going to develop a new product for 'the home of the future'. In groups, decide on and make notes about your product. Write down key information in the table below.

Product?	
Customer – who will buy it?	
Role in homes of the future?	
Design and development?	
Launch date?	

Lessons 1–2 **The first art gallery in Dubai**

- 1 Match these words connected with art and art galleries with the correct definitions. You can use a dictionary if you need to.

a proprietor an exhibition ~~to showcase~~ mainstream contemporary

- | | | |
|---|--|--------------------|
| 1 | to display the best qualities of something | <u>to showcase</u> |
| 2 | the owner of a business | _____ |
| 3 | of the present time | _____ |
| 4 | beliefs, opinions or ways accepted by most people | _____ |
| 5 | when objects such as paintings are shown to the public | _____ |

- 20 2 Tick the actions Alison talked about in the radio interview as being part of her job. Use a dictionary to look up any of the bold phrases you don't know.

- put on** exhibitions for artists
- carry out** research for the gallery
- set out** different pieces of artwork in specific positions
- keep up** with the news of the art world
- set apart** the Majlis Gallery from other galleries
- set up** other galleries
- decide whether to display artwork that **turns up** at the gallery
- work out** how to make glass

Language tip

We often use verbs with prepositions like *on, out, up, apart, about, off, in*. These are phrasal verbs. Sometimes a phrasal verb can be created by combining different prepositions, for example:

<i>phrasal verb</i>	<i>preposition</i>
<i>keep up</i>	<i>with</i>
<i>set apart</i>	<i>from</i>
<i>turn up</i>	<i>at</i>

Language tip

Sometimes a phrasal verb has an **object** and there are usually two positions for the **object**.

For example:

*She put on **an exhibition**. / She put **an exhibition** on.*

However, there are some phrasal verbs that can not be split without changing the meaning:

*She keeps up with **the art news**. (= she reads about new artists in magazines, etc.)*

*She's been to the gym every day this week. I hope she keeps **it** up. (= maintains the high level of exercise)*

*The painting turned up **yesterday**. (= the painting arrived yesterday)*

*The TV is too quiet, turn **it** up. (= increase the volume)*

3 Complete the sentences below with the correct form of the underlined words from Activity 2.

- 1 Alison _____ the Majlis Art Gallery in her previous home.
- 2 Can you _____ the answer to this question?
- 3 I've _____ the table for dinner.
- 4 She's _____ a show tonight.
- 5 Slow down! I can't _____ with you!
- 6 He _____ an investigation to support his theory.
- 7 She _____ at my house last night. I wasn't expecting her.
- 8 It was the only chicken sandwich, so he _____ it _____ from the others.

4 Imagine you are the proprietor of an art gallery. You are going to put on an exhibition and you need to plan what you are going to do so you can instruct your staff and the artists you are showcasing. Make notes for each question.

- 1 Which types of art are you going to showcase?
- 2 How are you going to set the pieces of art out?
- 3 How are you going to market the exhibition so lots of people turn up?
- 4 How will your exhibition be different to others?

Lessons 3–4 Architecture as art

- 1 Think about the reading on page 70 of your Coursebook and choose the best definition for each word. Circle your answer.
- Architecture** is a noun that describes
 - the design and construction of buildings.
 - the person who designs buildings.
 - An **abstract idea** is
 - difficult to understand/not real.
 - a building.
 - To **combine** is to
 - separate apart from.
 - bring things together.
 - A **debate** is a
 - discussion from two different opinions.
 - an argument.
 - If something is **functional** it is
 - very well-designed.
 - practical and useful.
 - To **focus on** something is to
 - discuss different points.
 - concentrate on one aspect of it.
 - The word **primary** refers to
 - the main part of something.
 - a colour.
 - Practical** means
 - to provide a solution to a problem.
 - to prepare for something.
 - A **shelter** is
 - a place that provides protection.
 - a shell of a building.
 - If something is **striking** it
 - hits something.
 - is noticeable and impressive.
 - Truly** means
 - not telling a lie.
 - indeed/rightly.
 - Proportion** means
 - relative to size/ratio.
 - a piece of something.

- 2 Choose words from the box below to complete the sentences.

architecture abstract combined debate functional focus
primary practise shelter striking truly proportion

- When we _____ the two groups together we had one large class.
- The class had a _____ about the advantages and disadvantages of using technology for learning.

2 Arts and theatre

- 3 I want to _____ on science this year because I would like to study this when I go to university next year.
- 4 Saif wants to play club football so he goes to _____ every day.
- 5 It is a good idea to look for _____ from the sun on a summer's day in the UAE.
- 6 There are many _____ buildings in the UAE.
- 7 I am _____ very grateful for my family.
- 8 A larger _____ of people in the class prefer biryani to shawarma.
- 9 The UAE is a great place to see some amazing _____.
- 10 The artist's ideas are _____, it is difficult to imagine what type of image will be produced.
- 11 My family's kitchen is very _____ it has everything you could need to cook and store food.
- 12 The _____ reason I choose to study English is that I want to be able to study in Australia or the US in the future.

3 Look at the introduction paragraph in the text on page 70 of the Coursebook again and answer these questions.

- 1 Can you underline the author's thesis statement?
- 2 Which sentence gives the author's position on the topic?
- 3 Which sentence gives you an overview of the topic of the essay?
- 4 Does the author provide an overview of the essay?
- 5 Which sentence tries to capture the audience's attention?

4 Copy the table to your note book. Put the following statements into the most appropriate column.

architecture can be beautiful beauty is not art some buildings are ugly architecture needs creativity and imagination architecture is functional both art and architecture consider colour, shape and texture people like to visit great architecture architects turn imaginative ideas into real life	
Architecture is art	Architecture is not art

Lessons 5–6 The art of Arabic literature

1 Match the words on the left with the sentences on the right.

- | | |
|----------------|--|
| 1 ___ inform | a 'If I were you, I'd take an earlier flight.' |
| 2 ___ complain | b 'We will arrive at 5pm.' |
| 3 ___ advise | c 'You are always turning up late!' |
| 4 ___ tell | d 'Please don't do that again.' |
| 5 ___ wonder | e 'What time do we start?' |

2 Transform the direct speech in Activity 1 into indirect speech, using the reporting verbs.

1 *He advised me to take an earlier flight.*

- 2 _____
- 3 _____
- 4 _____
- 5 _____

3 Complete the sentences below with a reporting verb from the box. Remember to use the correct tense to match the context.

thank suggest apologise demand want to know encourage

- 1 Our teacher always *encouraged* us to do the best we could.
- 2 He _____ for turning up late and making everyone wait.
- 3 Sultan _____ everyone for coming to his party.
- 4 He _____ what time the plane was landing.
- 5 Ayesha _____ meeting at the cinema 15 minutes before the film started.
- 6 His father _____ they immediately tell him why they had got into trouble at school.

4 Transform the indirect speech in Activity 3 into direct speech.

1 'I'm sorry for being late.'

- 2 _____
- 3 _____
- 4 _____
- 5 _____

5 Write a short paragraph to complete the story of *The Bull and the Donkey*. Try to include some of the reporting verbs you have met earlier in the lesson.

Lessons 7–8 Practise and prepare

1 Describe an iconic building or your favourite building in your town or emirate. You should explain:

- where it is.
- what features make it special.
- what it is used for.
- explain why it is iconic **or** your favourite building.

Vocabulary

Something that is iconic is characteristic of an icon, i.e. an image or emblem. An example of iconic is the Eiffel Tower as a symbol of Paris.

2 Answer the following questions.

1 Why do you think some buildings are iconic?

2 Are iconic buildings important to a town or emirate? Why?

3 Draw a picture of an iconic building from outside the UAE that you find interesting.

Explain to your partner where the building is located, what it is used for and why you find it interesting.

4 Write an email (250–300 words) from the merchant to his wife where he explains everything that has happened with the bull and the donkey.

Here are some tips to help you.

- Use the past tense.
- Tell the story chronologically i.e. in order.
- Use an informal tone.
- Use reporting verbs, for example, *The donkey advised the bull that he should refuse to do any work.*
- Use some of these verbs: *inform, complain, advise, tell, wonder, demand, told, want to know, thank, suggest.*

Blank lined area for writing the email response.

Your loving husband

Lessons 9–10 A traditional story

1 Match the words in the box with the idea they express.

huge	awful	deafening	brilliant	furious	terrible	stunning
fantastic	beautiful	tiny	immense	superb	mad	poor

- 1 good _____
- 2 bad _____
- 3 loud _____
- 4 pretty _____
- 5 angry _____
- 6 big _____
- 7 small _____

2 Look at the following extract from *The Hare with Many Friends*. Underline the words which you think should be emphasised. Practise telling the story.

The hare then approached the goat but the goat was afraid that if he carried the hare he might injure his back again. He suggested that the hare ask the bull. He was sure to fight off the wolves with his horns. But the bull said he was busy and had arranged to meet some friends. The bull told the hare to go to the ram as he knew he was free and wasn't doing anything. The ram replied that he would really love to help the hare but didn't want to interfere as wolves have been known to kill and eat sheep.

3 Put the words in the box into the correct place in the story on page 58.

The following day	After that	a week later	One morning
Many years ago	first	In the end	Next day
			Next

4 Look at the story again. Put the paragraphs into the correct order.

A _____¹, the shopkeeper arrived very early at the shop to check if the man was there. But when he got there he found that the window had been smashed and all the expensive items had been stolen. The shopkeeper was shocked and called the police immediately. He told the police that it must have been the man who had been sleeping in front of his shop for the last two days. He described him to the police and the police promised they would look for him.

B _____², the shopkeeper came early to open his shop. He noticed that there was a man sleeping on the step in front of the shop. The man was wearing dirty and smelly clothes. The shopkeeper was angry because he thought that this man would frighten off all of his customers. He shouted at the man and chased him away.

C The _____³, when the shopkeeper came to open the shop, he saw the dirty man again lying in the same place. He was furious and grabbed the man by his neck, threw him into the street and told him never to come to his shop again.

D _____⁴, the shopkeeper learnt his lesson. He never judged people by their appearances and made every effort to help people less fortunate than himself.

E The shopkeeper heard nothing until about _____⁵. The police came and told him that they had caught the thief. The shopkeeper was very happy that the dirty man who had been sleeping in front of his shop had been caught and asked how they had managed to find him. The policeman told him that the shop on the opposite side of the road had a security camera and it had filmed everything. The policeman asked the shopkeeper to sit down because they wanted to show him the film.

F _____⁶ there was a shopkeeper who owned a shop on the main road in the town where he lived. It was a big shop and sold many expensive things. Every evening, the shopkeeper used to lock up his shop and go home.

G The _____⁷ film they showed him was from two nights before the robbery. A group of men were trying to break into the shop but they were chased away by the dirty and smelly man. The shopkeeper was shocked. _____⁸, they showed him the film from a night before the robbery. The same group of men were trying to break into the shop and, again, the dirty and smelly man chased them away. _____⁹, he watched the film from the night of the robbery. Of course, the man wasn't there, so the men were able to break into the shop.

Lessons 11–12 A picture pack story

1 Read the sentences and choose the best pairs of words to complete the gaps.

1 The ground was damp so I did not want to sit on it.

a damp/gather

b ground/damp

2 The teacher asked me what the capital of Latvia was. I _____ at him _____!

a stared/blankly

b scared/grabbed

3 I was _____ when the _____ descended on the mountain.

a grabbed/damp

b scared/mist

4 I had to _____ everything up, after I had _____ it on the ground.

a grabbed/gather

b gather/dumped

5 Ali _____ some lunch, _____ his bag and went to football training.

a grabbed/dumped

b grabbed/gathered

6 Reem _____ a time when she was _____ by dogs.

a blankly/scared

b recalled/scared

7 Zara _____ a reading about the tourist who got lost in the _____.

a recalled/damp/mist

b recalled/mist/damp

2 Look at the time expressions in the box and answer the questions that follow.

as soon as until before by the time while as just then when after

1 Which of these time expressions are used in the reading text? _____

2 Which two of the above means that something was happening at the same time?

3 Which one of the above means something was happening up to a certain point?

4 Which of the above means something happened unexpectedly? _____

5 Which is a synonym of *prior to*? _____

3 Complete the paragraph below with one of the linking words from the box.

as soon as until before by the time while as just then

_____ ¹ I got up in the morning I went to pray. _____ ² breakfast I had a shower,
 _____ ³ I left for work the roads were very busy. I stayed at work _____ ⁴ four
 o'clock. _____ ⁵ I was driving home I listened to the radio. I pulled into my garage
 and opened the car door, _____ ⁶ my phone rang; it was my mum she wanted milk.
 _____ ⁷ I climbed back into the car I hit my head on the door.

4 The reading text on page 79 of the Coursebook mainly uses three different narrative tenses: past simple, present simple and past perfect. In the space below, write examples from the text, of each of these tenses.

Past simple	
Present simple	
Past perfect	

5 Look at the reading text on page 79 of the Coursebook. Put a tick (✓) or a (✗) beside the features of narrative writing that are used.

1 Narratives are generally written in the past tense.	
2 Narratives often use direct speech.	
3 Narratives tell a story in time order, using time-linking words.	
4 Narratives often have dramatic twists in the story.	
5 Narratives often have a protagonist and an antagonist.	
6 Narratives often use descriptive language.	
7 Narratives often have a moral to the story.	
8 Narratives often use the first person as the narrator (I).	

Lessons 13–14 Arts and theatre: plays and performing arts

1 Read each text below and decide if it is a) an informational text, b) a story or c) a play.

1 _____

ACT II

SCENE III. A street in London.

Enter two citizens meeting.

First Citizen: Neighbour, well met: whither away so fast?

Second Citizen: I promise you, I scarcely know myself:

Hear you the news abroad?

First Citizen: Ay, that the king is dead.

Second Citizen: Bad news, by'r lady; seldom comes the better:

I fear, I fear'twill prove a troublous world.

Enter another citizen

Third Citizen: Neighbours, God speed!

First Citizen: Give you good morrow, sir.

Third Citizen: Doth this news hold of good King Edward's death?

2 _____

Sire, there was once upon a time a fisherman so old and so poor that he could scarcely manage to support his wife and three children. He went every day to fish very early, and each day he made a rule not to throw his nets more than four times. He started out one morning by moonlight and came to the sea-shore. He threw his nets, and as he was drawing them towards the bank he felt a great weight. He thought he had caught a large fish, and he felt very pleased. But a moment afterwards, seeing that instead of a fish he only had in his nets the carcass of an ass, he was much disappointed.

3 _____

Since its inception in 1993, the Sharjah Biennial was able to cause a drastic shift in the definition of visual arts both locally and internationally, and became an important artistic and cultural pillar that contributed in shaping artistic awareness and enhancing the aesthetic palate. Given its dynamism and flexibility, the Biennial had the capacity to accommodate and depict the changes and developments in the world of contemporary visual art, and was able to invent and advance a number of professional programs and projects that augmented the artistic movement in the region and the world.

Source: Sharjah Islamic Culture Capital

2 What kind of stage directions are mentioned in the passage? Underline all the phrasal verbs and try to provide definitions.

Director: Ok, that's it for now but there are still a few things we need to work on. Could everyone please come and sit down here in front of me ... Abdul, I want this final scene to be right ... So ... King Edward will begin to walk across the stage and move towards the audience.

Abdul: Like this?(gesture)

Director: Exactly, it has to appear realistic and natural. Then as he heads for centre-stage, the servants will run away from him and then dash off towards the wings. The King will shuffle back towards the curtain when the Duke appears, moving towards the audience. The King is angry and stares across at him before pacing towards the servants who flee. He'll catch up with them and force them to bow down to him. Hassan then enters the room on-stage and Sultan, your character retreats into the background. That's the end of the scene. Could we have another go please? ... Yes? ... Ok, everyone, let's go!

3 Imagine you are the director of play. Insert stage directions into the script below. The first one has been done for you. Remember you need to tell the actors where to move/what to do.

ACT I

The old King has fallen ill and his family and advisors come to visit him.

SCENE I: *The king sits down on the bed and rubs his hand across his forehead.*

The King: I am old and ill, fetch me my servants.

The Duke: You will get better, Your Majesty. It is good you are here with us, but please send your servants away.

The King: I will. Go please and bring me some water.

SCENE II:

The Duke: Your Majesty should rest ... I have to leave tonight to ... the Prince will be here soon.

The Prince: Father, I heard about you, are you ok? Give me that book and the glass.

The Duke: I will see you tomorrow and leave you in peace.

The King: Son, I don't have long so I have to tell you something ... The Duke ... he ...

Lesson 15 Recycle

1 Complete the following sentences using the words in the box.

damp	gather	recalled	stared	dumped
scared	blankly	mist	ground	grabbed

- 1 As I was getting into my car, I _____ that I had left my car keys in the house.
- 2 The _____ was so bad yesterday morning that Aisha couldn't see 100 metres in front of her.
- 3 Our neighbours _____ their old sofa just outside their gate so that the garbage truck could take it away.
- 4 I was so _____ when I stood on the observation deck of the Burj Khalifa I thought I was going to faint.
- 5 Saeed _____ his baby sister just before she fell down off the chair.
- 6 The high humidity of the UAE summer makes everything _____ to the touch.
- 7 When my mother started gardening this year, the _____ was very soft, so it made it easier to plant flowers.
- 8 Visiting Sheikh Zayed Mosque for the first time, Mariam _____ at everything because it was so beautiful.
- 9 When Yousef visits the UK in the summer months, he likes to visit fruit farms to _____ fresh berries.
- 10 I looked at the teacher _____ when he asked me where my homework was; I realised I had forgotten all about it.

26 2 Listen to the Coursebook audio again. Write an ending for the story in the space below.

Lessons 1–2 **Film genres**

- 1 Read the article. Are types of films always easy to categorise?

Pascal Vincendeau on film genres

In film analysis, we use genres to define films and while most films often fit into one category, some do not. There are certain features we would generally expect to see in genres. In action films, you will always have some kind of battle, stunt, chase or scene of destruction. You often have the 'good guys' and 'the bad guys' and the latter seldom win. Then in Westerns, you almost always have a lead cowboy who arrives in a dusty frontier town on a horse and who usually comes to clean up the place. Normally, there is a big gun-fight in the end. This genre often gets stereotyped

and spoofed so today you can hardly ever take such films seriously. Then there are psychological dramas and horror films that, more often than not, involve a monster and are frequently designed to provoke our fears. However, some films cross over genres so we can never really tell what we are watching. When does a crime film become horror and when does action become drama? We can't always say, so we should be careful in using labels. Sometimes, films cannot be defined against the same genre but against the same director.

- 2 Find the underline words in the article above.

- 1 What type of words are they? What do they mean?
 - 2 Find and underline similar words.
 - 3 Find and underline key vocabulary related to film genres in a different colour.
- 3 What features define film genres?
- 1 Brainstorm the question with a partner.
 - 2 Record the following information in the table on page 65.

Language tip

Adverbs of frequency tell us how often something happens. Try not to repeat adverbs within the same text. Use a synonym instead.

Here are three adverbs that carry the same meaning *commonly* → *generally* → *usually*

Genres: dramas, action, adventure, Westerns, sci-fi, war films

Features: the 'anti-hero', the explorer, explosions, marriages and divorces, gun-fights, chases, complicated plots, horses, aliens, space crafts, real-life situations, human interactions, legends, heroes, villains

Adverbs: always, commonly, generally, never, normally, occasionally, often, rarely, regularly, sometimes, usually

Genres	Features	Frequency of occurrence

4 Complete the following statements with an *adverb of frequency*. You must use a different adverb for each statement.

- 1 In Westerns, the Native Americans _____ beat the cowboys.
- 2 Horror films _____ include monsters and creatures from nightmares to scare audiences.
- 3 In war films, soldiers are _____ fighting and there is _____ a big battle that takes place.
- 4 _____ some of the main characters do not survive until the end of the film.
- 5 Epic and historical films _____ involve mythical and legendary heroes who _____ arrive in exotic locations to fight someone evil.
- 6 With gangster and crime films, the plot _____ focuses on underworld figures who are in charge of a gang. They _____ struggle with rival groups of hoodlums but _____ get arrested.

Lessons 3–4 **Celebrity press: the latest gossip**

- 1 Look at the words from the reading activity on page 90 of the Coursebook. Draw lines to match the words to their meanings.

almanah.com/ae

an effort to capture media attention

celebrity

publicity

an offer to buy something

respond

wiser

have knowledge of

adapt

actually

truly

bid

award

to answer back; to talk again


changing of fit new conditions

an honour or prize


a famous person

- 2 Read articles 1–3 on page 90 of your Coursebook again. In the space below, write a response to each.


Comments 30/10/16 12:30 PM



Comments 30/10/16 12:35 PM



Comments 30/10/16 12:40 PM



3 Look at the articles from an online gossip magazine on page 90 of your Coursebook again. Find four *idiomatic phrases*. Write them below and what you think they mean.

1 _____

2 _____

3 _____

4 _____

4 Imagine you have been asked to write for the online gossip magazine which featured in your Coursebook. Choose two of the suggestions for articles below. Write your columns in the space provided.

makeup celebrity profile sporting hero new films artists skin care
 weddings award ceremonies local hero most influential man/woman

My Mag!	

Lessons 5–6 Celebrity status in the 21st century

1 The following sentences report what was said during the radio interview. Complete them with an appropriate verb in the correct form from the box below.

refuse thank promise explain deny invite confirm suggest

- 1 Bader _____ the interviewer for inviting him.
- 2 He _____ that this wasn't a book on celebrities.
- 3 He _____ that it was because it was out there and accessible.
- 4 The interviewer _____ to believe that.
- 5 He _____ being so well known.
- 6 He _____ continuing after the news.
- 7 They _____ to give everyone a chance.
- 8 He _____ them to call on him later.

2 Report the following using a suitable *reporting verb*.

1 'I will definitely call you tomorrow.'

2 'Let's go to the mountains at the weekend.'

3 'It wasn't me. I didn't do it.'

4 'Would you like to come to my party next weekend?'

5 'I'm sorry I was late.'

3 Complete the following paragraph using the words in the box.

carpet leak privacy limelight publicity spotlight eye paparazzi

Due to the rise of the Internet, many people are now fascinated by people in the public _____¹. Some celebrities see this as an invasion of _____² but many more stars welcome the chance to be in the _____³ and will do anything to remain in the _____⁴. They believe that any publicity is good _____⁵ and will do anything to stay famous. For example, they may _____⁶ photos to the press, or notify the _____⁷ which restaurant they will be dining at. They may even wear the most shocking clothes at red _____⁸ events in order to bring attention to themselves.

4 Write a short article (150 words) for a newspaper reporting on the interview with Bader Al Saleh.

New book exposes the 21st century celebrity

Lessons 7–8 Practise and prepare

1 Using the idiomatic phrases from page 94 of the Coursebook, complete the KIM chart below.

K = Key Vocabulary	I = Information i.e. definition or meaning	M = Memory i.e. clue/picture

2 Read the interview in the Coursebook on page 95 and circle the correct answer.

- 1 Maitha Al Kaabi has written a book about _____.
 - a why people are fascinated by celebrities
 - b celebrities in the limelight
 - c why celebrities want attention
- 2 According to the author, publicity is always _____.
 - a neutral
 - b bad
 - c good
- 3 Although some celebrities complain about a lack of privacy, they also _____.
 - a send photos of themselves to magazines
 - b post their private lives on Facebook
 - c give their phone numbers to fans
- 4 The author states that people are interested in reality shows because they _____.
 - a want to be chased by the paparazzi
 - b long to experience the same lifestyle
 - c enjoy being photographed

3 Read the interview again on page 95 of the Coursebook and answer the following questions using no more than three words in each answer.

a Why is celebrity news so popular?

b Where do we get celebrity news from?

c What is the difference between old and new celebrities?

4 Complete the following sentences using the words and phrases in the box.

celebrity	limelight	publicity	press (n)	red carpet
privacy	status	public eye	events	leak (v)
				fascinated

- 1 I would hate being in the _____ all the time; I don't like being watched.
- 2 It seems all celebrities love the _____; they really like being the centre of attention.
- 3 I enjoy watching actors walk the _____ at _____ such as the Oscars.
- 4 They say that all _____ is good publicity.
- 5 I often wonder why so many people are _____ by celebrities – they are just people.
- 6 All of the people in the showbiz _____ owe their jobs to other people wanting to be famous.
- 7 It seems that most famous people complain about a lack of _____, but then _____ their details to journalists.
- 8 My cousin would like to be a _____; she thinks it will give her _____ in her community.

Lessons 9–10 Fame: the pros and cons

1 Think of possible *synonyms* for the following phrases.

- 1 look up to _____
- 2 open doors _____
- 3 understand _____
- 4 in the spotlight _____
- 5 strange _____
- 6 red carpet event _____

2 Choose suitable words to complete what Mariam said about being a children's book writer.

Language tip

Don't worry if you don't understand a word or expression. It is usually rephrased later.

For me, the _____¹ part about being famous is my fans. _____² I mean is I love meeting my fans – my readers. _____³ know, without them I wouldn't be so famous ... I mean so _____⁴ – I owe them everything. Sure, having to be pleasant all the time can sometimes be a struggle, but what I _____⁵ is, it's difficult to give 100% all the time. I think that's the _____⁶ with a lot of celebrities now – they forget who made them famous. I think it's great meeting one of my readers and being able to talk about my book. You _____⁷ so much valuable feedback and it makes you feel really _____⁸.

3 The words below are synonyms for *advantages* or *disadvantages*. Put them into the correct column in the table below.

cons minuses benefits pros pluses drawbacks

advantages

1 _____

2 _____

3 _____

4 _____

disadvantages

1 _____

2 _____

3 _____

4 _____

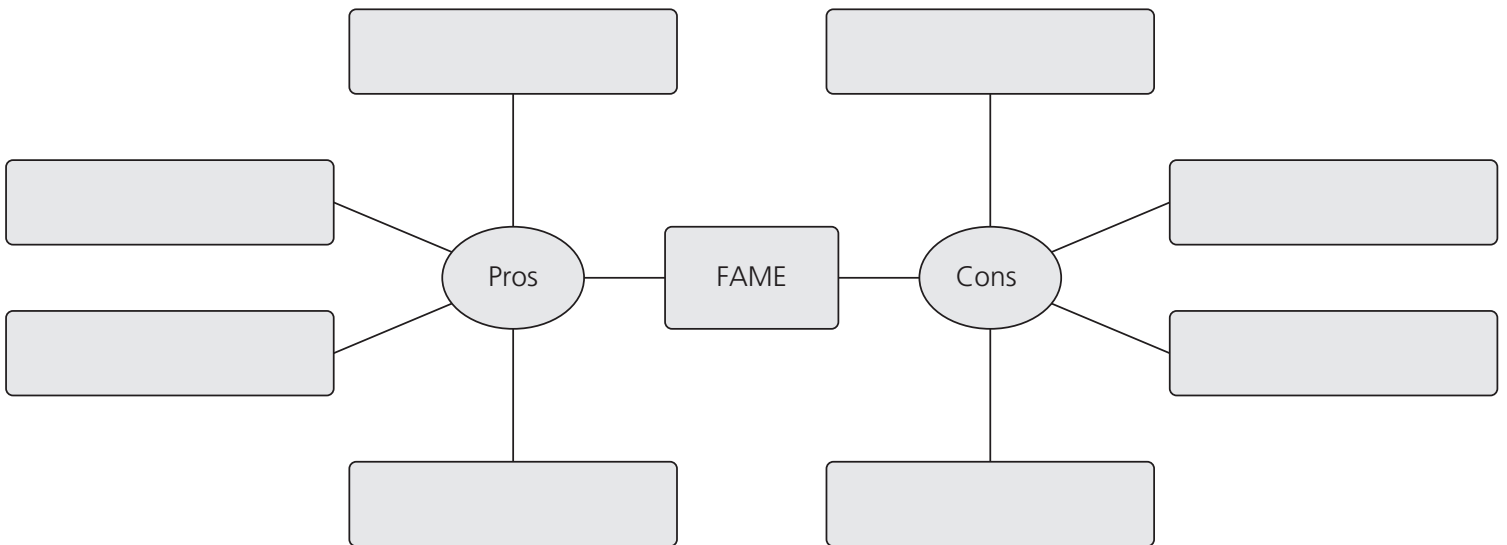
4 Do you think the following refer to the advantages of fame or the disadvantages of fame? Put them into the correct place on the mind map.

lots of money

the attention

the fans

having opportunities



5 Think of some more benefits and drawbacks of fame and add them to the diagram.

Lessons 11–12 Film production: 3D and VR

1 Look at the word cloud. Find the word that matches the meanings below.



- 1 moves forward _____
- 2 created _____
- 3 picture _____
- 4 map/design _____
- 5 a key part of _____
- 6 creating an image of something _____
- 7 a continuous action towards some end _____
- 8 a real thing or fact _____
- 9 move things from one place to another _____
- 10 computer-generated _____
- 11 cartoon _____
- 12 to the front _____

2 Look at the reading on page 99 of the Coursebook. It describes the process of making an animated film. Answer the following questions about the text.

- 1 How many sentences are there in the introduction?
- 2 How many sentences are there in the conclusion?
- 3 What is the content of the introduction paragraph?
- 4 Approximately how many words are in this text?

3 Read the texts in Activity 1 on page 98 and Activity 3 on page 99 of your Coursebook again. Underline the *adverbs of manner*.

4 Use the adverbs in the box in your own sentences.

quietly neatly easily happily

Language tip

Adverbs are usually formed by adding *-ly* to adjectives. The adverb usually goes after the main verb.

Adverbs of manner tells how something happens:
He talked quietly.

5 Choose one of the topics in the box to write a process essay about. Use the process arrows to help you work out different stages involved in the process. You should break the process down into at least three stages.

1 making an animation film 2 writing an essay 3 how stereoscopic 3D works



6 In your notebook, write a short process essay. Use the stages that you have written in Activity 3 above. Follow these guidelines:

- Write three paragraphs.
- In the introduction, write two sentences. Begin by giving an overview of your essay.
- In the second paragraph, give details about the different stages.
- In the conclusion, write two sentences.
- Summarise your ideas.
- Write 150 words.

Lessons 13–14 **Bollywood**

1 Complete the following sentences in the passive using *was* or *were*.

- 1 Bollywood _____ (invent) in the 19th century.
- 2 Most Bollywood films _____ (make) in India.
- 3 The Film Awards of 2016 _____ (hold) in Dubai.
- 4 The first 'Bollywood' production _____ (film) under British rule.
- 5 The novel on which the film is principally based _____ (write) by Sanjit Khandekar.

2 Convert these sentences from *active* to *passive*.

- 1 Directors often use the same actors over and over.

- 2 Bollywood recognised the UAE as a location for its films.

- 3 Many British people watched Bollywood films in the last century.

- 4 Piracy strongly affected the profitability of the industry.

- 5 The same actors made several different films.

3 Design a poster for a film.

1 Brainstorm your ideas and use the space below to create a mind map.

2 Create a rough design of your poster. Decide what graphics, photographs and artwork to use and where to position them. Then create your poster.

4 Display your finished poster.

1 Choose a team member to present your poster to the rest of the class.

2 Go on a Gallery Walk. Look at the posters and complete the graphic organiser below.

Poster/number	Notes	Mark /10: language, presentation, information

Lessons 1–2 **What is a teenager?**

- 1 Complete the quiz on page 79 with your partner, then add up their score.
- 2 Read the description of yourself from the result of the quiz. Do you agree with it?
- 3 Read the text below and put a cross (X) where you think there should be a linker.

As we have mentioned, education is more important than ever for today's adolescents. In one way, the teenage brain is better prepared for this pressure. This is because the teenage brain is still forming new connections, and a brain that is forming new connections is better able to learn and remember information. A teenage brain can learn and retain more information than an adult brain. Because all the connections within a teenage brain are not yet fully developed, teenagers can find it difficult to focus on future rewards or goals. Teenagers generally place more importance on instant gratification than on long-term rewards. For instance, if you ask an adolescent if they would like 200 dirhams now or 400 dirhams in a month, the majority will choose to have 200 dirhams now. It can be difficult for teenagers to focus on the future rewards of studying hard now.

- 4 Use the *Speaking tip* box on page 109 of the Coursebook and choose a suitable linker for each cross (X) you put in Activity 3.
- 5 You are going to listen to your partner give a short speech on the topic they chose in Activity 5 in the Coursebook. Make brief notes in the table below while you listen.

	For	Against	Conclusion
Notes			

Are you a typical teenager?

- How much sleep do you usually get on a school night?
 - more than 11 hours
 - 8–10 hours
 - 5–7 hours
 - less than 5 hours
- What time do you usually go to sleep on school nights?
 - before 11 pm
 - between 11 pm and midnight
 - between midnight and 1 am
 - after 1 am
- How often do you take your phone to bed with you?

a never	c usually
b sometimes	d always
- How much future study are you planning to do?
 - finish grade 12
 - vocational certificate or diploma
 - bachelor's degree
 - postgraduate certificate
- How old do you think you'll be if you get married?
 - over 30
 - between 26 and 30
 - between 20 and 25
 - under 20
- How much do your future career ambitions motivate you to study?

a a lot	c not much
b a fair amount	d not at all
- Are your sleep patterns (the time you go to sleep and wake up) very similar at the weekends and during the week?
 - yes, they're exactly the same
 - they're almost the same
 - they're quite different
 - they're very different
- How much pressure do you feel from family, friends or teachers to do well at school?

a a lot	c a bit
b some	d none

Your score

4 a 1 b 2 c 3 d 4
 3 a 1 b 2 c 3 d 4
 2 a 1 b 2 c 3 d 1
 1 a 1 b 2 c 3 d 1
 5 a 3 b 4 c 2 d 1
 6 a 2 b 4 c 3 d 1
 7 a 1 b 2 c 3 d 4
 8 a 4 b 3 c 2 d 1

Your score

- 27–32 Congratulations! You are a 'typical' teenager. You work hard at school and have big ambitions for the future, but you often feel under pressure and tired.
- 21–26 You are a fairly typical teenager. You want to do a lot with your life, but it's quite busy at the moment. You could do with a lot more sleep and fewer distractions.
- 14–20 Well, you are not the average teenager, but that's certainly not a bad thing! You get plenty of sleep and you're pretty relaxed about the future.
- 8–13 Wow, you certainly are not the average teenager! You get a lot of sleep and you don't worry much about the future at all – you might be the most relaxed person you know!

- 6 Using your notes, write a summary of your friend's speech.

Lessons 3–4 After school around the world

- 1 Look at the words in the box and underline them in the texts on page 110 of the Coursebook. Use the context to match each word to the correct definition (a–j) below.

self-esteem interact confidence combination inspired diverse extracurricular
accomplish dedication engaging

- a connect and relate to others _____
 b bring two or more things together _____
 c different kinds of things _____
 d interesting _____
 e belief in your own value _____
 f belief in yourself _____
 g achieve _____
 h committed _____
 i encouraged/motivated _____
 j activities that are not part of the normal school subjects _____

- 2 Work with your partner.

- Research the types of clubs/activities available in your local area.
- Discuss which club you/your partner could join. Use the *Language tip* to help you.

Language tip

When talking about possibility or choice with 'or' we use the modal verb *could* e.g. *You could go to after school drama or join the debating society.*

3 Complete the table below with the different forms of the words in Activity 1. Numbers 1 and 2 have been done for you.

	Noun	Verb	Adjective
1	self-esteem	---	---
2	interaction	interact	interactive
3	confidence	---	
4	combination		---
5		inspire	
6	---	---	extracurricular
7		accomplish	
8	dedication		---
9			diverse
10			engaging

4 In your notebook, write down the key details shown in the graph on page 111. Include the following information.

- 1 What is the most popular activity/club amongst **a** boys, **b** girls?
- 2 What is the least popular activity/club amongst **a** boys, **b** girls?
- 3 What club/s has/have an equal number of boys and girls attending?
- 4 Make at least two more notes about the graph.

5 Complete the 'can do' table below.

Statement	Y/N	Comment
<i>I can read a lengthy text and answer questions accurately.</i>		
<i>I can guess meaning of new vocabulary from the context.</i>		
<i>I can understand information given in a graph.</i>		
<i>I can talk about facts given in a graph.</i>		
<i>I can do research on a topic for my local area.</i>		
<i>I can use the modal verb 'could' when talking about possibilities.</i>		

Lessons 5–6 Friendships

- 1** Complete the following sentences with a suitable word. The first letter has been provided for you.

confide lost close touch acquaintances keeping

- 1 When my best friend from school had to move abroad with his family, we l _____ touch and haven't spoken to each other since.
- 2 My sister has a very outgoing personality and has many c _____ friends.
- 3 My best mate and I c _____ in each other all the time and have no secrets.
- 4 Social media is great for k _____ in t _____ with friends, especially those who live far away.
- 5 Because there are a lot of people living on my street, I have lots of a _____. I wouldn't call them friends because I don't know them that well.

- 2** Complete the following sentences with the correct form of a verb in the box. You can only use each verb once. There are more verbs than you need.

pay be say keep teach learn live leave

- 1 If only I _____ to speak English when I was younger.
- 2 I wish I _____ closer the school.
- 3 I wish he _____ attention in class.
- 4 If only they _____ home earlier. They wouldn't have missed the beginning of the show.
- 5 I wish it _____ sunny today.
- 6 If only we _____ in touch when she moved to Australia.

- 3** Look at the situations below. Complete the sentences to express a regret or complaint.

- 1 You are talking to your friend. He is paying more attention to his phone. You say:
I wish _____
- 2 You are trying to watch TV. Your brother keeps standing in the way. You say:
I wish _____
- 3 You would really like to buy the latest video game. You spent all your money at the weekend. You say:
If only _____
- 4 You had to get up early but overslept. You went to bed very late last night. You say:
If only _____

4 What do you think your friends and family regret? Add some more topics and questions.

friendships

career

What do you regret?

Is there anything you wish you had done differently?

Why didn't you?

5 Look at the words in the box. Which can be used to describe positive attributes of friendship? Which can be used to describe negative attributes? Which could be used to describe both? Can you think of any other words?

judgemental compassionate sensible honest empathetic
 trustworthy critical affectionate selfish loyal
 jealous fun-loving impulsive irresponsible respectful

Positive	Negative	Both

Lessons 7–8 Practise and prepare

1 Listening for specific information means that you are listening for:

- a key details or b general meaning

2 Complete the table below with the relevant information from the audio. USE NO MORE THAN THREE WORDS IN EACH ANSWER.

Name	Type of School	Favourite Hobby	Benefits of extracurricular activities
	<i>university</i>		
		<i>not given</i>	
<i>Reem</i>			

3 Read the text in the Coursebook on page 115 and circle the correct answer – A, B or C.

1 The author defines a teenager as being:

- A a person aged 13–19
 B a well-educated child
 C between a child and an adult

2 Currently, there is a demand for more education because:

- A of the move towards a knowledge economy
 B getting married and having children are important
 C a university education is very expensive

3 It can be inferred from the passage that the author

- A doesn't like teenagers at all
- B finds teenagers fascinating
- C has teenage children at home

4 Which title fits best for this text?

- A The Wonderful World of Teenagers
- B Teenagers – Who'd Have Them?
- C Teenagers Around the World

4 Complete the following sentences using the words and phrases in the box.

childhood	education	knowledge economy	adolescence
electronic age	distractions	brain	adulthood

- 1 IT, finance and technology are all part of the _____.
- 2 Social media is one of the many possible _____ a teenager may face.
- 3 My father always said that getting an _____ was very important.
- 4 Getting married is one of the stages of _____.
- 5 Both the _____ and the body develop during our lifetime.
- 6 _____ is a time of great change for every person.
- 7 I remember my _____ well; I played all day long.
- 8 I can remember a time before the _____; we didn't have smartphones then.

5 Look at the text on page 115 of your Coursebook. Find and underline the linkers used. Write them in the space below.

Lessons 9–10 Popular leisure activities

1 Reorder the words to find useful phrases for extending conversations and checking meaning.

a that/makes/What/say/you/?

b Tell/more/me/.

c more/tell/it/you/Can/me/about/?

d go/Please/on/.

e it/Would/mind/me/you/telling/about/more/?

2 Now, practise saying the phrases. Underline the words that are stressed and notice which words use a weak form.

3 Read the sentence below from the interview with Rashed Al Shamsi.

It's a really good way to encourage teenagers to get out and explore rather than stay in on the sofa!

Use **rather than** to write sentences that are true for you. Look at the example first to help you.

go to the cinema/watch films on TV → *I usually watch films on TV rather than go to the cinema.*

a read a book /go to the cinema

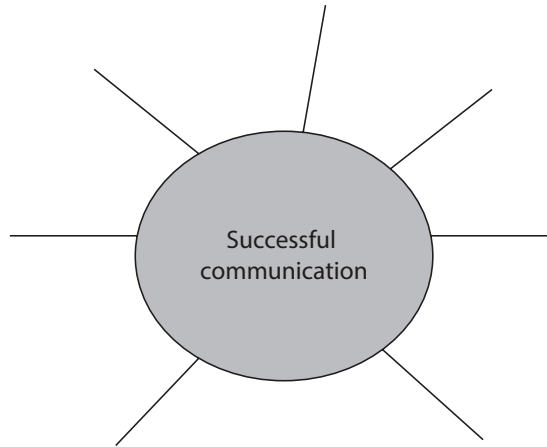
b surf the net/go to the library

c chat on my phone/meet my friends

d play sports/watch sports on TV

e have a picnic/go to a restaurant

4 In small groups, brainstorm what you think is important for successful communication.



5 From Activity 4, choose the four most important things for communication and complete the table below.

Speaking Rubric

	1 _____	2 _____	3 _____	1 _____
excellent				
good				
fair				

Lessons 11–12 Teenage problems

1 Look at these sentences from the reading texts in the Coursebook. In the space given, paraphrase these sentences. An example has been done for you. Use synonyms for some vocabulary and change the order of the words.

1 I feel I am struggling a bit at the moment.

At the moment, I'm finding things difficult.

2 I recommend that you find someone to talk to, either a close friend or a parent.

3 Everything seems to be getting on top of me.

4 Being a teenager is very challenging and feeling stressed is fairly common.

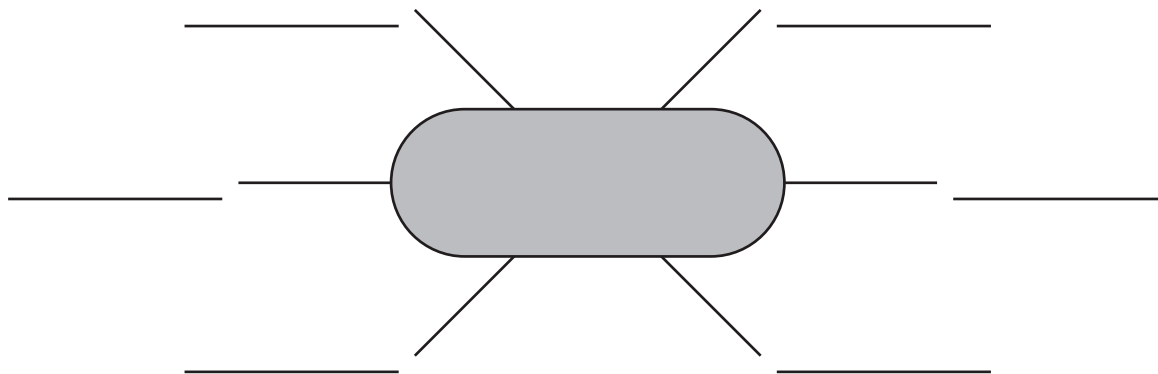
5 Teenagers need about 10 hours of sleep a night so you have to prioritise that.

6 Do not put too much pressure on yourself.

7 You should work out a schedule for yourself and stick to that.

8 What you are going through is normal.

2 Use the mind map below with Speaking Activity 2 in the Coursebook.



3 Look at the following sentences from the texts in the Coursebook, page 119. Work out the meaning of the words in bold from the context clues i.e. what comes before or after it in the sentence. Circle the word that matches best.

1 When I do see him in school he is tired and a bit **cranky**.

- a sleepy b bad-tempered c depressed

2 **Alongside** this, there are many things that are happening in this stage of your life that you have no control over.

- a together-with b however c width

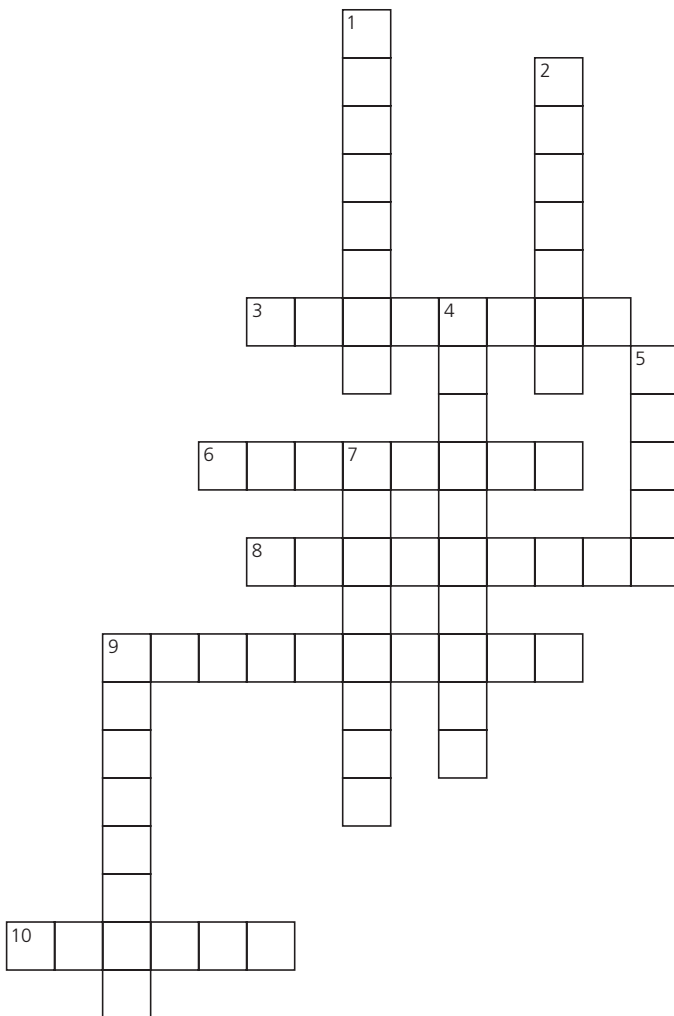
3 Sometimes I get very **irate**.

- a depressed b sleepy c angry

4 Teenagers need about 10 hours sleep a night, so you have to **prioritise** that.

- a put this first b schedule c do it before

4 Complete the crossword with words from the reading texts.



Down

- 1 mixed up (fuedsonc)
- 2 help and protect (tppsuoar)
- 4 having difficulty with something (grisgutlgn)
- 5 angry/mad (tirae)
- 7 feelings (sniotmeo)
- 9 relating to the body (yiahlpsc)


Across

- 3 under stress or tension (respsrue)
- 6 timetable (dhecsclue)
- 8 together with (asidelong)
- 9 put in order of importance (siieoprtri)
- 10 bad-tempered (kycran)

Lessons 13–14 Cyberbullying

1 Read *Alia79's* reply. What advice does she give?


Comments 3
Real Teenage Problems
Log in ▼



anon123

Hi there. This is the first time ...


Reply
Share



Alia79

It sounds as if your friend is a victim of cyberbullying. If so, then I really feel for her. Being harassed online is absolutely awful. As her best friend, you should be there for her and you mustn't let her think she did anything to deserve this abuse. If I were you, I'd ask her what you can do to help. You have to tell her that she shouldn't act aggressively, but if it's safe she should take a stand against these bullies. It'd be a good idea to save all her emails and text messages, just in case she needs to use them as evidence.

Reply
Share




Noor1994

Good advice Alia79. Also ...

Reply
Share

2 What advice could *Noor1994* give? Write *Noor1994's* reply.


Comments 3
Real Teenage Problems
Log in ▼



Alia79

It sounds as if your friend is a victim of cyberbullying ...

Reply
Share



Noor1994

Good advice Alia79. Also ...

Reply
Share

3 Correct the mistakes and write the sentence on the line below.

1 You must to eat more vegetables.

2 If I were you I go to bed early tonight.

3 He doesn't should be aggressive.

4 You really should to speak to you parents about your problem.

5 She don't must feel it's her fault.

4 Complete the sentences with your own ideas.

1 I shouldn't _____ so often.

2 I have to _____ but I hate it.

3 I should _____ but I probably won't.

5 Match the words in the box with the correct definition.

troll bully abuse victim privacy harassment cyberstalking

1 cruel treatment of someone or something _____

2 repeatedly sending messages that include threats of harm or are very intimidating

3 a person who writes things, especially on internet forums, in order to deliberately
upset someone _____

4 a person who has been attacked either physically or verbally _____

Lesson 15 Recycle

1 Complete the following sentences using the words in the box.

activities	location	concern	report	technology
leisure	zone	encourage	combine	challenge

- 1 Rashed found the best _____ for our desert camping trip; I was very impressed.
- 2 The amount of fast food eaten by young people is of great _____.
- 3 Playing sports after school helps to _____ young people to get active.
- 4 Reem was determined that she was up for the _____ of climbing Mount Kilimanjaro.
- 5 _____ plays a huge part in the new knowledge economy; it is the way of the future.
- 6 I really love winter in the UAE; there are so many _____ one can do outside.
- 7 When I finished creating my new robot in Creativity, Design and Innovation class, my teacher asked me to write a _____ about it.
- 8 Do you know what happens when you _____ yellow and blue paints? It makes green paint!
- 9 I work very hard during the week, so my _____ time at the weekend is very precious.
- 10 By mistake, I parked my car in a “no parking” _____ at the mall. I was so shocked when I got a parking fine!

2 Read the transcript on page 122 of the Coursebook again. Write the next part of the interview below by remembering the information in the audio from Lesson 9.
